# Research Publications

Dr. P.B. Darade

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

Scanned by CamScanner

**Category III**
**Research Publications**

**(Academic Year 2016-2017)**

**Dr. P. B. Darade (Associate professor & Head -ELT)**

| Sr. No | Title | Name of the Journal | ISSN/ ISBN No. | Impact factor | Page No | Score |
|---|---|---|---|---|---|---|
| 1 | Academic Audit: Criterions & Challenges | Aayushi International Interdisciplinary Research Journal | ISSN 2349-638X | 2.14 | PP-50-53 | |
| 2 | Effect of Yoga on Personality of B. Ed. students | BEACON of Teacher EDucation | ISSN-2319-9962 | - | pp-77 | |
| 3 | Maharashtra Public University Act: 2011 Reflections on regulatory Dimension of HE in MS state | Aayushi International Interdisciplinary Research Journal | ISSN 2349-638X | 2.14 | pp 47-49 | |
| 4 | Information & Communication Technology(ICT) enabled learning | Digital India : Educational Innovations | ISSN 2348-0572 | - | pp-40-42 | |
| 5 | Two Year TEP: Advantages & Disadvantages | Paradigm Shift in Teacher Education | ISBN 978-81-931145-9-9 | | pp19 | |
| 6 | Proliferation of researches on teaching and learning English language | UGC sponsored National conference on Changing Paradigms of English language Teaching & Learning | ISBN-978-93-5254-626-8 | - | pp91-98 | |
| 7 | Use of collaborative learning in classroom teaching | UGC sponsored National conference on Changing Paradigms of English language Teaching & Learning | ISBN-978-93-5254-626-8 | - | pp58-63-67 | |

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

Scanned by CamScanner

| | | | | | | |
|---|---|---|---|---|---|---|
| 8 | Use of ICT in Teacher Education | Skill Development in Teacher Education | ISBN No-978-93-83796-46-5 | - | pp-58-60 | |
| 9 | Right to Education: Provisions Issues & Concerns | National Interdisciplinary conference | ISBN No-978-81-927211-1-3 | - | pp-37-39 | |

**Category III**

**Research Publications**

**(Academic Year 2017-2018)**

**Dr. P. B. Darade (Associate professor & Head -ELT)**

| Sr. No | Title | Name of the Journal | ISSN/ ISBN No. | Impact factor | Page No | Score |
|---|---|---|---|---|---|---|
| 1 | Catalectic Transformation of Teacher Education programmes(TEP) by QCI | Aayushi International Interdisciplinary Research Journal | ISSN 2349-638X | 2.14 | pp-13-19 | |
| 2 | Changing Paradigms of Teaching & Learning in the present Decade | Management Guru:Journal of Management Research | ISSN 2319-2429 | - | pp-128-130 | |
| 3 | Assessment of Teacher Education Institutes in India by QCI | New Streams in Higher Education | ISSN-2277-8721 | 5.20 | pp-18-23 | |

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

Scanned by CamScanner

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | Perpetual exaltation of Student Teachers Personality through Yoga & Peace Education | UGC sponsored National seminar on Challenges in Education & Development | ISBN. NO 978-93-84801-07-6 | - | pp-142-145 | |

**Category III**

**Research Publications**

**(Academic Year 2018-2019)**

**Dr. P. B. Darade (Associate professor & Head -ELT)**

| Sr. No | Title | Name of the Journal | ISSN/ ISBN No. | Impact factor | Page No | Score |
|---|---|---|---|---|---|---|
| 1 | Pedagogy and Practices in English & Semi English Medium Schools | Aayushi International Interdisciplinary Research Journal | ISSN 2349-638X | 2.14 | pp-12-15 | |
| 2 | Developing Reading Skill of Std. VI Students through cooperative Learning Model : An Experimental Study | Aarhat Multidisciplinary International Education Research Journal | ISSN-No2278-5655 | - | pp-461-463 | |
| 3 | Right to Education: Major Provisions, Issues concerns & Challenges | UGC sponsored National Conference on Human Rights Education & Indian Scenario | ISBN NO-978-81-927211-9-1 | - | pp-187-191 | |

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

Scanned by CamScanner

**Category III**

**Research Publications**

**(Academic Year 2020-2023)**

**Dr. P. B. Darade (Associate professor & Head -ELT)**

| Sr. No | Title | Name of the Journal | ISSN/ ISBN No. | Impact factor | Page No | Score |
|---|---|---|---|---|---|---|
| 1 | Issues concerns & challenges in Teacher Education in access to NEP-2019 | State level Conference on New Education Policy-2019 | ISBN. NO 978-93-5321-607-9 | - | Pp 26-29 | |
| 2 | Action Plan for Sustainable Development in Teacher Education | Aayushi International Interdisciplinary Research Journal | ISSN 2349-638X | 27.33 | Pp 1-5 | |
| 3 | Issues & Challenges of Teacher Education in Implementing National policy2020 | Vidyawarta Peer reviewed International Journal | ISSN.No 2319-9318 | - | pp-17-19 | |
| 4 | Role of English Language in Employability Development | Sansodhan Peer Reviewed Research Journal | ISSN. No 2394-5990 | - | pp-173-178 | |
| 5 | Mahitiche Avantar Wachan Ani Lekhan | YCMOU. B.Ed. SIM | ISBN. No.978-81-8055-146-6 | - | pp-65-113 | |

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

Scanned by CamScanner

NAAC Sponsored

# NATIONAL SEMINAR

On

## NEW HORIZONS IN ACADEMIC AUDITING FOR COMPETENCY BUILDING OF STAKEHOLDERS

Organized By

Internal Quality Assurance Cell ( IQAC)

Shri. A. D. S. P. Mandal's

Mahavir Mahavidyalaya,

Kolhapur, (MS) India

I/C. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.


Editors

Prin.Dr.R.P.Lokhande

Dr.R.B.Mirajkar

Pramod P.Tandale


Scanned by CamScanner

## National Seminar Index



| Sr.No. | Author Name | Research Paper / Article Name | Page No. |
|---|---|---|---|
| 1. | Dr. Ganesh Anant Hegde | Academic Audit: Pathways for Quality Sustenance | 1 To 6 |
| 2. | Dr. Vasantrao Jugale | Academic Audit in Higher Education System | 7 To 10 |
| 3. | Dr. N. S. Dharmadhikari | New Horizons In Academic Auditing In Competency Building Of Stakeholders | 11 To 12 |
| 4. | Dr. H.V. Deshpande | Academic and Administrative Audits: Concepts and Procedures | 13 To 16 |
| 5. | N.P. Sonaje | Acadeic And Administrative Audit: Need For Quality Enhancement | 17 To 21 |
| 6. | Dr.S.B.Patkar & Mr.Henriques Dsouza | Teachers Evaluation by students: An effective measure of quality education and Academic Audit | 22 To 25 |
| 7. | Dr. Shraddha Patil & Dr. Ravindra Mirajkar | Concept of The Academic Audit in Terms of Teachers Accountability | 26 To 28 |
| 8. | Dr. Padma Mohanrrao Jadhav | Academic Audit : Parameters And Role Of Internal Control System | 29 To 31 |
| 9. | Dr.Maheshwar G. Kallave | Academic Audit by Institutions Can Help Improve the Quality of Teaching-Learning Process | 32 To 34 |
| 10. | Dr.Jagannath. K. Dange & Tahseen Taj | Academic Auditing of higher Education Institutions through NAAC | 35 To 42 |
| 11. | Vaz Cinola Tanisha & Preksha P. Chopdekar | Quality Assurance Through Academic Audit: A Case Study Of Vvm' s Shree Damodar College Of Commerce & Economics | 43 To 46 |
| 12. | Dr. C.B. Pandit | Significance Of Various Audits For NAAC Accreditation | 47 To 49 |
| 13. | Dr. P. B. Darade | Academic Audit: Criterions & Challenges | 50 To 53 |





Scanned by CamScanner

NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders

Organized By: Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya,Kolhapur. | Convener: Dr.R.P.Lokhande Principal & Chairperson,IQAC | Co-Convener: Dr.R.B.Mirajkar IQAC Member | Special Issue No. ISSN 2349-638x Impact Factor 2.147

# Academic Audit: Criterions & Challenges

**Dr. P. B. Darade**
Associate professor & IQAC Coordinator
Acharya Jawadekar College of Education, Gargoti

**Abstract:**

*Education is enterprise of human resource development. Education process involves huge investment of money, manpower and resources. As a basic phenomena of profit and loss, made the systems more conscious of its functioning and performance. As a result large number of measures has been developed in western countries to examine the process and outputs of the institutions of higher learning. Totel Quality Management (TQM), Quality enhancement, Quality sustenance, Quality Audit, Quality Assurance, and Accountability etc. became the watch words in the institutions of higher learning at present. National Assessment and Accreditation Council (NAAC) became successful in creating an awareness to maintain quality in functioning of the institutions of higher learning in India. It has envisions to make quality the defining element of higher education in India through self evaluation and assessment of quality through external evaluation process i.e. peer team. NAACs efforts in quality improvement have been determined in several publications of NAAC. According to the council prime concern is to provide quality education to students. Students are the main Stakeholders (customers) who should be satisfied with the teaching learning process, evaluation process and overall functioning of the institution. Student s are the backbones who should be provided with necessary information, knowledge, skills abilities, Opportunities, environment, connectivity, resources etc related to quality assurance in the institutions of higher learning.*

**Key Expressions :** Total Quality Management(TQM), Quality Assurance( QA), Quality Audit, Quality Enhancement & sustenance, assessment & accreditation, Process, Output,vision,Mission,Goals, Core Values. Competency building,World Ranking.

**Introduction:** Academic Audit is an educational term which checks whether the academic goals and given standards have been achieved. It is a powerful tool to achieve effective management & quality in business process. Nowadays Business has changed its emphasis from mere quality control of end products to effective administration & management. Quality in academic process also depends upon proper management and administration of the academic process. Efficiency, Effectiveness, "zero defects" customer satisfaction, Fitness for the purpose, are the key words to judge the academic standard of an institute of higher learning. Research studies had proved that micromanagement of academic programmes can bring progressive change in academic enterprise and the target standard can be achieved within the timeline. Academic Audit is the method of assessment of higher education institutes in western countries. Many models of quality assessment such as Bald ridge model, SO, Total Quality Management, ( TQM), Capacity Maturity Model( CMM),Education Quality Work( EQW), Quality Audit have been predominant to access the quality of education.

**Definition:** "Academic Audit looks deeply into the heart of the academic enterprise in contrast to programme review and students assessment."( Dill -2000 P.35) Quoted by William Massy of standford. Massy elaborats that academic Audit helps for contineous improvement in teaching learning process. It helps the educational leaders to take charge of their duties according to student needs, curriculum and internal as well as external criterians of quality education work."



Scanned by CamScanner

**Domains of Academic Audit**

(A) Curriculum Designing
(B) Teaching- Learning Process
(C) Assessment of Outcomes
(D) Implementation of Quality Assurance programmes

**Approaches of Academic Audit**

- Assessment
- Accreditation
- Academic audit

**Principles of Academic Audit:** According to Massy (Stanford university) US Hongkong Model, (http://www.ugc.eduhk/eng/ugc/publicatio/prog/tlqpr/bangelor.htm)Retrivd from Frances Soundaraj, Academic Audit the Key to enhance Education Quality Work - Univ, News. Vol 45 No30 July23-29, 2007) he describes continuous improvement in teaching learning process which helps to achieve required learning outputs and optimal benefit to the students. Massy incorporated seven principles of Academic audit such as ( 1) Defining quality in terms of learning outcomes(2) development of successful teaching learning process(3) integration of curricula to student need(4) Collaboration and support(5) Fine tuning with processes with study, research and measurements( 6) Minimizing constraints to quality(7) Continuous quality improvement.

**Some Aspects of Academic Audit**

- Institutional Vision, Mission , Goals and Objectives
- Institutional approach to quality Assurance
- Preparation of quality assurance handbook(b) Evidence based activities
- Management and Administration
- (a) Governance (b) Top Leadership (c) Staff appointments (d) Appraisal system (e) promotion mechanism (f) changing patterns (g) Staff development( h) Support& training( i) opportunities for professional up gradation ( j) continuous motivation
- Curriculum design and transaction
- Adherence to students needs
- Balancing knowledge and Skills
- Curriculum revision process
- Delivery process
- Teaching learning & Evaluation process
- Student support services
- Learning environment
- Connectivity
- Learning resource centers & Material
- Pedagogy laboratories
- Staff resource anciiiary
- Monitoring Mechanism
- Examination result & Output



Scanned by CamScanner

- Performance indicators
- Placement services
- Research output
- Parent, Teacher and Alumni connectivity
- Collaborative provisions
- Community services

**Academic Audit in India**

Ministry of Human Resource Development( MHRD),University Grants Commission( UGC),National Assessment and Accreditation Council( NAAC),National Council for Teacher Education( NCTE), National Accreditation Board( NBA), All India Council of Technical Education( AICTE) , Accreditation Board( AB) Indian Council of Agricultural Research ( ICAR) etc. are the apex bodies who play a important role in academic audit of higher education institutions in the country. These bodies assess and accrediate the institutes and check the quality of academic programmes implemented in the institutions. AICTE and NBA access the Quality of Technical courses from diploma to post graduate level. The assessment process is completed through peer team visit, self study and peer review. The visiting team provides scores to the criteria's given and final decision is taken by sartorial committee as per the recommendations. AICTE provides accreditation status for 3 to 5 years. The status is based on achievement scores of the institution. ICAR -AB access the quality of agriculture colleges & institutions through prefixed criterions. Mission, Vision, Goals, programme objectives, Administration and management, Welfare services, learning resources, Library, laboratorary, research facilities, resources etc have been audited by the team. Accreditation, provisional accreditation or no accreditation status is given with substantive reasons .The status is valid for five to ten years. Concrete suggestions are given for improvement. The institute has to regulate recommended measures and annual report of the implementation should be submitted to education division. AB takes decision on the report if AB is unsatisfied with the programme implementation, the grant allocation may be reduced or stopped at the end of financial year. There is strict link between the accreditation and grant allocation to the Agricultural institutions.

**National Assessment and Accreditation Council (NAAC)**

NAAC is a leading quality maintenance autonomous agency established on 16 September 1994 as per UGC Act 1956.-12CCC. NAAC is shouldering the responsibility of quality assurance to world's third larges education system. NAAC is member of Asia Pacific Quality Network (APQN) and International Network for Quality Assurance Agencies in Higher Education (INQAAHE). Making quality as the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiative is the vision of NAAC. There are over800 universities and 40.000 colleges in India out of which 6316 colleges and 266 universities (upto25 may2016) have been accredited by NAAC.It is playing a herculean task of assessment and accreditation of huge network of higher education institutions across the country. It has encouraged self evaluation,acccountability, autonomy and innovations in the accredited colleges and universities. NAAC is successful in creating awareness of rendering customer centered services in the colleges and universities. It has motivated the institutions to work for the betterment of students, society and the nation. It has initiated best practices in higher education institutes.

**NAACs Core Values**

- Contributing to National Development



Scanned by CamScanner

- Fostering Global Competencies among students
- Inculcating a value system in students
- Promoting the use of Technology
- Quest for excellence

**Seven Criterions of Assessment**

- Curricular Aspects
- Teaching- Learning and Evaluation
- Research, Consultancy and Extension
- Infrastructure and Learning Resources
- Student support& progression
- Governance Leadership and Management
- Innovations and Best practices

**Challenges before NAAC**

As India is the second largest populated country it is challenge before NAAC to assess and accredited all the colleges and universities in India. Only 30% colleges and 13% universities have been accredited by NAAC. Many colleges are situated in remote rural areas where new initiatives cannot reach within the time frame more than 90% colleges are governed by private bodies which do not fulfill the minimum requirements for assessment. Only 19% colleges and 31% universities comes under 2F and 12B of UGC. So these higher education institutions face problems to apply for assessment and accreditation. They do not know where do they stand? It is significant that NAAC has made significant change in pedagogical, administrative and infrastructural aspects of the accredited institutes in India but what about such institutes which have not approached NAAC for assessment? Observance of deadline of assessment, use of ICT in assessment, performance based funding, development of benchmarks, student mobility; in vision of foreign universities etc. are the major challenges before NAAC.

**Conclusion**

Academic audits have been done in advanced countries like UK, Sweden, Hong Kong, New eland which focuses on planned implementation of academic programmes and assured outputs in terms of Knowledge creation, Skills, research, consultancy services and publications. As academic audit requires institutional self study and peer team visit by external members NAAC already follows these aspects in accrediting the institutes of higher learning in India. Internal Quality Assurance Cell in accredited institutions is working as the quality assurance units of NAAC. IQACs are monitoring academic standards of the institutions and acting as change agent in offerings of the institutions.

**References**

Francis Soundaraj(2007)Academic Audit the key to Enhance Education Quality Work, Univ. News, Vol 45 no. 30 July 23-29
Pijus Kanti Bhuin( 2016) Assessment of What? Evaluating the NAAC model of Assessment with respect to Effectiveness and Quality, Univ. news 54(17) April.25 may 01
Stella Antony and Ganam A.(2004) Looking Ahead: A decade of Accreditation in Retrospect, Aicra Publications Bangalore
http:// www.naac-gqs2016.com/organiser.html
https://enen.wikipedia.org/wiki/academic-audit retrived on 05.10.2016

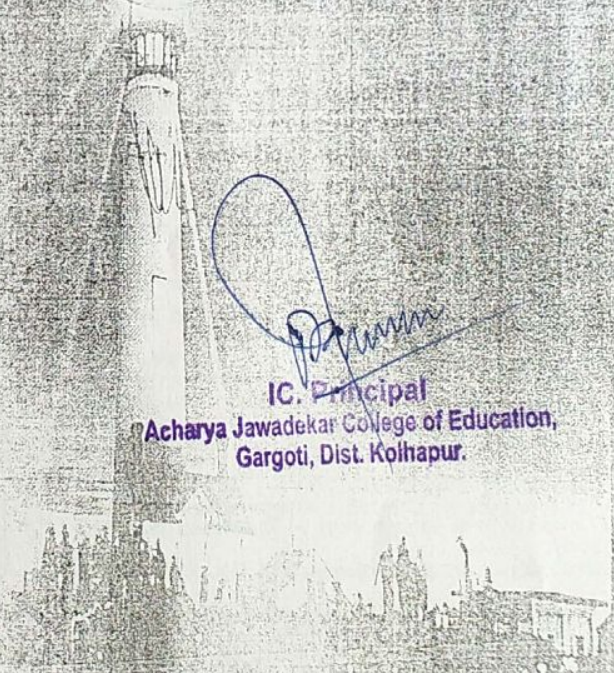


Scanned by CamScanner

Volume-v December-2016 ISSN 2319-9962

# BEACON

## of Teacher Education



IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

Govt.College of Education(CTED) Panvel.
Dist. Raigad (Maharashtra) PIN-410206.

Scanned by CamScanner

| | | | |
|---|---|---|---|
| 20 | New Trends In Education : Spiritual Intelligence – As A Part Of The Teacher Education | Dr Raamaa Bhoslay<br>Ms Arunadevi Kurane | 73 |
| 21 | Effect of Yoga on personality development of B. Ed. Students | Dr P B Darade | 77 |
| 22 | Concealed Digital Evaluation System | Jayshree Shah | 80 |
| 23 | Development of Awarness a Environmental Concepts among School Students through Constructivism | Dr.RaamaaA.Bhoslay, | 83 |
| 24 | Impact of Whatsapp in Social issues Awareness | Dr. Suvidhya Mahesh Sarvankar | 88 |
| 25 | "बी.एड्.अभ्यासक्रमाच्या तृतीय सत्रातील छात्रसेवाकाळ उपक्रमात येणा–या अडचणींचा शोध घेउन उपाय योजना सूचविणे | श्री.एस.ए.सोनवणे | 92 |
| 26 | प्राथमिक स्तरावरील इयत्ता ६ वी च्या विदयार्थ्यांना विज्ञान विषयाचे अध्ययन करताना येणा.या समस्यां वरील उपाययोजनांचा अध्यास. | डॉ. नीलिमा अरविंद मोरे, | 95 |
| 27 | प्राथमिक स्तरावर गुणवत्ता विकासासाठी शिक्षकांना संगणकाधारित प्रशिक्षणाची आवश्यकता : एक अभ्यास | दत्तात्रय बाबू सोपनूर | 98 |
| 28 | इयत्ता नववीच्या विद्यार्थ्यांना गणित विषयातील दोन चलातील रेषीय समीकरणे सोडविताना येणा–या समस्याचा शोध घेऊन उपाययोजना करणे आणि उपाययोजनेची परिणामकारकता | श्री. विद्याधर गोपीनाथ पाटील | 100 |
| 29 | मूल्यमापनातील नव प्रवाह | डॉ. मुग्धा प्रभाकर सांगेलकर | 103 |
| 30 | इयता आठवीच्या विद्यार्थ्यांना भूमितीच्या अध्यापनासाठी भूमिती अध्यापन कार्यनीतीच्या परिणामकारकतेचा अभ्यास | प्रा. सुविधा सरवणकर<br>कु मंदार विलास धुरी | 105 |
| 31 | अध्यापक विद्यालयामधील कृतिसंशोधन समस्यांचा अभ्यास | डॉ. बी. जी. खाडे | 107 |
| 32 | माध्यमिक स्तरावरील विद्यार्थ्यांच्या मराठी विषयातील कौशल्याच्या वृद्धीसाठी स्वयं अध्ययन पुस्तिकेचे विकसन | प्रा. सुविधा सरवणकर<br>मनिषा का. वाघमारे | 110 |
| 33 | अंध विद्यार्थ्यांच्या शैक्षणिक विकासातील कमला मेहता संस्थेचे योगदान : एक वृत्तेतिहास | रूखसार आ. सुर्वे | 112 |
| 34 | QRकोड..... शुभारंभ प्रगल्भ भाषा तंत्राचा! | सौ.शीतल हरीश सामंत<br>डॉ.सुनिता लोंढे | 113 |
| 35 | लोकसाहित्याची मूलतत्वे आणि मराठी लोकसाहित्य | सौ साक्षी सुरेश गोळे | 115 |
| 36 | बालसुधारगृहों में अपराधियों की बढती संख्या– एक अध्ययन | डॉ.राखी गिरीराज धिंग्रा | 116 |


Scanned by CamScanner

BEACON VOL –V ISSN 2319-9962 DECEMBER 2016

## 21 Effect of Yoga on personality development of B. Ed. Students

*Dr. P. B. Darade (Associate professor)*
*A J. College of Education, Mouni*
*Vidyapeeth, Gargoti, Dist: Kolhapur, M. S. India*

**Abstract :**If God appears on the earth and asks a school boy/ girl, what do you want? I want nice dress, School bag& sweet sweets. If God asks same question to a young adult, what do you want? I want a smart phone. Why do you need a smart phone? It ll help me to contact my beloved& I'll be happy then. If God ask the same question to an old man, He will respond that daughter in law is not taking care; I do not want to live with my son & his family. I wish to rent new bungalow & we will live in happy. Finally if God ask another person what do you want? I wish to stop quarel between me and my wife , If God reask why you want to stop quarel? He answers that I want to live in peace The demands are relative& varies from person to person, beautiful spouse, luxurious Bungalow besides a filmstar, Luxurious Car,. Improved & pleasued relationship, Permanent job, Money, ultramodern amenities, trendy lifestyle, name & fame??? After getting this and that I will be happy.

**Introduction** After getting all & all If God asks to the richest of the rich & pooresst of the poor what do you want? Answer will be ending to happiness, satisfaction and peace.God can fulfill your needs and cannot fulfill your greed. People are becoming greeder,selfish, corrupt, ego centric, Eat drink are becoming life routines of younger generations. No one is completely happy with the self & others. Worldly pleasures& Materialistic desires are c reating individual and social unrest.Happiness, satisfaction, Ananda, Permananda internal, not external. It understanding Ko Ham? Who am I? understanding the ultimate devine significance of life.Understanding the paths of manavdharma. It is resolving conflicts within than outside,it is keeping secure distance from MAYA. People are in search of happiness, satisfaction & heavenly pleasures. It is true that Heaven & Hell are not geographical places but states of individual mind.Peace Education&health is more internal and concerned with purity of mind , purity of thought, and purity of deed. It is understanding spiritual dimentions of life than material dimention of life .Our education system fails to resolve the problems of survival, agitation, crime exteimism and degradation Health & physical Education. MAYA, Manavdharma , Curriculum,YogaEducation.B.Ed.Course,extrisim.Pedagogy,holestic personality develpoment. Materialism. Asthang yoga ,Asanas,Pranayama.

**Objectives:** ( 1) To conceptualize nature ,functions of Health & Physical Education (2) To explain the methodology and pedagogical skills of P. E/ yoga(3) To examine the effects of yoga workshop to maintain good health of B. Ed. Students.

Methodology

The researcher is the Yoga teacher who had been teaching Yoga to B. Ed. students since 2007. He is working as an Assistant Teacher for Patanjali Yogvidyapeeth, Haridwar and conducting Yoga sivirs for Trainee Teachers, Gramsavaks & masses in Gargoti Village. He provide sustainable yoga training through Asthangyoga philosophy of maharshi patanjali as well as yogvidyapeeth curriculum of Viswasrao Mandlik Guruji & wholes tic yoga practice which benefited to cure many physical& psychological disorders of trainee teachers & masses . However he decided to quantify and qualitatively Magnify the effect of Yoga practice on healing psycho physiological disorders and healthcare and personality development of B. Ed. Students. The main aim of this study is to train students for daily practice on important Asanas (sitting postures, standing postures and sleeping postures) Pranayama and beginning and concluding Prayer. The researcher observed that many student teachers were suffering from seasonal diseases, lifestyle diseases, dilatory diseases, stress, Anxiety, depression, undue career fear, Anger, insecurity in life, inferiority complex, lack of decision making power, unnecessary care, study problems, concentration problems, homesickness, cold & fever , headache, migraine etc. Overall Yoga practice through yoga sibiras helped students to maintain peace of mind and body.

(I) Introductory Phase In the present study researcher delivered lectures on Asthangyog to 27 B. Ed. students



Scanned by CamScanner

through orientation encompassing History of yoga, Aspects of Yoga, Types of Yoga & ancient Indian Yogic practices etc. The researcher had studied the present status of student's health, daily Exercise and dilatory habits & health consciousness by using Health card, Yogic testing method, Stress test, M. I. Fruits of My life Tree test etc.The obtained data had been categorized and general as well as particular Postures ( Asanas), Pranayama, items had fixed for two weeks yoga sivir ( workshop). The researcher demonstrated Asanas & pranayama and helped students to practice yogic exercise as per the schedule.

**(II) IMPLEMENTATION PHASE**

In this phase the researcher conducted one week yoga sivir in first term& second term of the course. Duration of Yoga training was one-half hour per day from 8.00 a.m. to 9:30 a. m. Students are trained to practice yoga everyday on their own. The researcher took weekly and monthly follow up. students had regularly practiced asthangyoga. During yoga sibir researcher recorded the changes & progress of health by asking questions & self experience after the practice of a particular Asana and pranayama on general disorders and particular health disorders .Finally the P. E. Test, health status experiences & psycho physiological response had been qualitatively observed & recorded. The Topics covered through this workshop were:

**Major Findings**

1 Heavy B. Ed curriculum, tremendous competition, uncertain career opportunities, tension of completing practical, tension of viva-voce, were the causes of stress of students. Breathing technique, relaxation technique& Savasana helped students to reduce stress & tension. Yoga helped to resolve conflicts within and outside.

2 Some students were the patients of piles, joint pain, back pain, muscular problems who showed considerable decrease in these physiological problems

3 Students expressed that Savasana, Yognidra, relaxation techniques helped to achive shanti to the mind & body.

4 It is experienced that Tratak helped to achieve concentration on studies of subjects.

5 it is revealed that Anulomvilom Pranayama completely cured the problem of migraine& headache of female students.

6 Yogic practices helped to develop intellectual capacity & made students physically active alert & responsible human being.

7 The allied effect of yogic practice was found on academic achievement of students.

8 Yoga helped to improve decision making power of B. Ed. Sudents

9 Yoga improved the relationship among students , it developed compassion and cooperation as a basic human value among the students

**Conclusion** Yoga is a holestic science which promotes perpetual development of personality integrating all aspects such as physical, mental, emotional and spiritual. It has the potential to heal body at every level. It is the well known science of self development. It is the science of joining Atman & permatma, individual & the cosmos, it brings unification of thought and action, organization and respiration. Yoga is the oldest science discovered & practiced by Maharshi Patanjali before 5000 years in India. Maharshi Patanjali developed this art of complete living called Asthangyog. The Government of India and the Honourable prime minister of India, Narandra Modiji in a address at United Nations proposed to practice this golden science all over the world .Prime minister emphasized to accept yoga for the



Scanned by CamScanner

harmonious development of society, nation and the whole world. The Govt. proposed the proposal in the General assembly of United Nations in the 69th session of United Nations, the general assembly adopted by acclamation draft Resolution a/69/L.17 with a record of 177 countries cosponsoring it on 11 th December 2014 . The Resolution granted to celebrate International day of Yoga on 21st June each year. The Central Government, all the State Governments, Department of Education and all masses of India celebrated international yoga day on 21th June 2015. More than 177 world countries had celebrated this day by practicing Yogasanas & pranayama all over the globe. The credit of popularizing Yoga as a science to heal deadly diseases goes to Baba Ramdevji Maharaj of Patanjali Yog Vidyapeeth, Haridwar.The world from Egypt to Norway & Beljium to Japan has been practicing Asthangyog as per the auspicious guidance of Baba Ramdev maharaj in the Yogsivers all over the world. Corers of people in the world cured their diseases and made their life happy& peaceful.

## REFERENCES

Bucher C.A. Administration of School Health & Physical Education

Bhartiya Philosophy of Yoga, Patanjalis Asthangayoga Panchakosha,viveka(2009)

Darade P. B. ( 2015 ) Effect of Yoga on Psycho physiological disorders of B. Ed. Students, Conference paper Barshi 18 Oct. 2015

Darade P.B. (2013) The Real Education for Peace, Conference paper,GSBM, salem Feb.2013

Dalai,Lama 1980.*Universal Responsibility and the Good Heart.*Library of Tibetan Works & Archives, Dharmshala.Dist.Kangra.H.P.

Joseph P.M. Organization of Physical Education.

Kabalayananda, Asanas, Kaivalayadhama, Lonavala

Mandlik Viswas(2003) Yogparichaya, Yogvidyadhama, NashMandlik Vishwas(2007) Yogpravesh, Yogvidyagurukul, Nashi

Nash.J.B. The Administration of Physical Education.

Thomas J.P. Organization of Physical Education.

Turner, Principles of Health Education

B. Ed, Curriculum of Health & Physical Education , Shivaji University, Kolhapur

http://www.discover-yogaonline.com/freeyoga online .html

UNESCO (2001). *Learning the Way to Peace-A Teachers Guide to Peace Education.* A.S. Balasooriya , UNESCO. New Delhi.

UNESCO (2002). *Learning to Be: A Holistic and Integrated Approach to Value Education For Human Development.* Bangkok.

Valson, T. (2006). *Living in Harmony: A Course on Peace and Value Education.* Oxford, New Delhi.



Scanned by CamScanner





# NATIONAL CONFERENCE
On
## New Dimensions of Higher Education and Teacher Education in 21st Century

Organized by,
Department of Education
**Mahavir Mahavidyalaya, Kolhapur (M.S.)**
6th February, 2016

Chief Patron
Hon'ble Shri. K.B. Awade
Hon'ble Adv. K.A. Kapse
Hon'ble Shri. M.B. Desai

Convener
Dr. R.P. Lokhande
Principal
Mahavir Mahavidyalaya,Kolhapur

Co-Ordinatator
Dr.Shailaja Mandale

Co-Convener
Dr.Malgonda Maygonda

TRUE COPY

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

Principal
Acharya Javdekar College of Education
Gargoti, Dist. Kolhapur 416209





Scanned by CamScanner

Index of Mahavir Mahavidyalaya,Kolhapur National Conference 6 Feb.2016


| Sr.No. | Author Name | Research Paper / Article Name | Page No. |
|---|---|---|---|
| 1. | Dr.Jagannath K. Dange | New Dimensions of Higher Education and 21st Century Teacher Education | 11 To 19 |
| 2. | Dr. Ajay Sali | Quality Assurance in Regional Higher Education Office Administration | 20 To 22 |
| 3. | Dr. Shantaram Bute | Need of Effective Communication Between Parents and Teacher | 23 To 25 |
| 4. | Mr. Sunil Kumar | 20 Weeks of Internship: Opportunities, Difficulties and Suggestion | 26 To 29 |
| 5. | Dr.Basavaraj. S. | New Techniques and Methods in the Teacher Training Programme | 30 To 32 |
| 6. | Nagina S. Mali and Prof. Dr. P. S. Patankar | Curricular Engagement for Understanding responsibilities of Global Citizenship | 33 To 37 |
| 7. | Dr. Tarsing B. Naik | Critical Study of Initiatory School Experiences on Two Year B.Ed. First Year Student Teacher | 38 To 40 |
| 8. | Dr. Shailaja S. Mandale | Awareness of RTE act in student teachers: A study | 41 To 43 |
| 9. | Miss. Jayashree. Badiger | Redefining the Role of the Teacher: It's a Multifaceted Profession | 44 To 46 |
| 10. | Dr. P. B. Darade | Maharashtra Public University Act-2011: Reflections on regulatory dimension of Higher Education in the state of Maharashtra | 47 To 49 |
| 11. | Samir V. Naik. | Meeting challenges of being able Parents | 50 To 52 |
| 12. | Ms. Nishi Kumar | The Role Of Teachers In Education | 53 To 54 |
| 13. | Mrs. Aradhana Gokhale and Dr. Anna Fernandes | Development Of Modules For Communication Skills Among Student-Teachers | 55 To 58 |
| 14. | Arjun D. Pithe | Role of Teachers in Education | 59 To 61 |
| 15. | Dr. Maheshwar Gangadharrao Kallave | 21st Century Skill Development Education: Badging Challenges | 62 To 65 |
| 16. | Mr. Mali Kailas Pandurang | "Role of Teacher- Educators in Teacher Education." | 66 To 67 |
| 17. | Mr. Sanjay R. Govekar | Role Of Teachers In Education | 68 To 70 |
| 18. | Mr. Ajay Gaude | Value-Oriented Education through Integration between Teachers, Parents and the Community: Need of the hour | 71 To 75 |
| 19. | Girisha T., Dr. Jagannath K. Dange And Nagaraj S.H. | Teaching Handwriting Analysis in Teacher Training programme | 76 To 80 |




Scanned by CamScanner

National Conference Organized By:- IQAC & Department Of Education,Mahavir Mahavidyalaya,Kolhapur
Theme:- New Dimensions of Higher Education and Teacher Education in 21st Century TSSN 2349-638x
Impact Factor 2.147

rooms with age-graded pupils who rotate through classes every hour throughout a semester -- or every year, in the case of elementary school -- this paradigm is being abandoned in more and more schools that want to give teachers the time, space, and support to do their jobs.

Extended instructional periods and school days, as well as reorganized yearly schedules, are all being tried as ways to avoid chopping learning into often arbitrary chunks based on limited time. Also, rather than inflexibly group students in grades by age, many schools feature mixed-aged classes in which students spend two or more years with the same teachers.

In addition, ability groups, from which those judged less talented can rarely break free, are being challenged by a recognition that current standardized tests do not measure many abilities or take into account the different ways people learn best.

One of the most important innovations in instructional organization is team teaching, in which two or more educators share responsibility for a group of students. This means that an individual teacher no longer has to be all things to all students. This approach allows teachers to apply their strengths, interests, skills, and abilities to the greatest effect, knowing that children won't suffer from their weaknesses, because there's someone with a different set of abilities to back them up.

To truly professionalize teaching, in fact, we need to further differentiate the roles a teacher might fill. Just as a good law firm has a mix of associates, junior partners, and senior partners, schools should have a greater mix of teachers who have appropriate levels of responsibility based on their abilities and experience levels. Also, just as much of a lawyer's work occurs outside the courtroom, so, too, should we recognize that much of a teacher's work is done outside the classroom.

## New Professional Responsibilities

Aside from rethinking their primary responsibility as directors of student learning, teachers are also taking on other roles in schools and in their profession. They are working with colleagues, family members, politicians, academics, community members, employers, and others to set clear and obtainable standards for the knowledge, skills, and values we should expect India's children to acquire. They are participating in day-to-day decision making in schools, working side-by-side to set priorities, and dealing with organizational problems that affect their students' learning.

Many teachers also spend time researching various questions of educational effectiveness that expand the understanding of the dynamics of learning. And more teachers are spending time mentoring new members of their profession, making sure that education school graduates are truly ready for the complex challenges of today's classrooms.

Reinventing the role of teachers inside and outside the classroom can result in significantly better schools and better-educated students. But though the roots of such improvement are taking hold in today's schools, they need continued nurturing to grow and truly transform learning landscape. The rest of us politicians and parents, superintendents and school board members, employers and education school faculty must also be willing to rethink our roles in education to give teachers the support, freedom, and trust they need to do the essential job of educating our children.

www.aiirjournal.com

## References:

Shulman, L. (1986). "Those who understand: Knowledge growth in teaching." *Educational Researcher*, 15(2), 4-14.

Swartz, C. E. & Miner, T. (1998). *Teaching Introductory Physics: A Sourcebook*. New York: Springer-Verlag.

Trowbridge, L. & Bybee, R. (1996). *Teaching Secondary School Science Sixth Ed.* NJ: Merrill/Prentice Hall.

Walker, Jearl (2007). *The Flying Circus of Physics, Second Ed.* NJ: John Wiley & Sons



Scanned by CamScanner

# Maharashtra Public University Act-2011: Reflections on regulatory dimension of Higher Education in the state of Maharashtra

Dr. P. B. Darade
(Associate Professor)
Mouni Vidyapeeth,
Gargoti Dist. Kolhapur
Email:prabhadarade7571@gmail.com
Cell: 9422680421

**Abstract:**

*Higher Education in the country is witnessing profound crisis in terms of Quality, Equity and Access. The ministry of Human Resource Development (MHRD) and state governments are devising various measures to meet the needs and challenges twenty first century Education. Foreign universities are establishing their sub campus in traditional Universities. Our system of higher Education is lagging behind to compete with world-class amenities and on and off campus teaching learning facilities. However the Govt. is planning to revitalize the higher Education system by introducing various initiatives, programme policies and reformative changes in the present structure and functions on regulatory bodies. New National Policy, Rashtriya Uchastar Shiksha Abhiyan(RUSA), Rashtriya Madhimick Shiksha Abhiyan( RMSA), Rashtriya Higher Education Mission, Serva Shiksha Abhiyan (SSA), Right to Education Act2009, Right to Quality Education etc. Are the new measures of the Govt. to meet the challenges Contineous and Comprehensive Evaluation (CCE), Choice Based Credit System (CBCS), Use of ICT, Semester Examination System ,etc are some of the new programmes included in the present education at all grade levels. The efforts of the Govt. are quite reformative to upgrade the system.*

## Introduction:

The ministry of Higher and Technical Education Government of Maharashtra set up a committee to prepare the Maharashtra Public University Act2011 There were 10members in the committee including former UGC chairman Honorable prof. Dr. ArunNigavekar as the chairman of the committee. The Act is entitled as Pathway for Transforming Higher Education into a Socio-Economic Development Force. There are 16 chapters pertaining to various functionaries of the university system. The present paper focuses on some of the important features of the Act. Apparently the Act is supposed to create extra powers to university administration by nominating representative on various university boards. The present structure and functions of the university may unnecessarily controlled by Government the officers.

## Salient Features of the Act

- To revise and strengthen the role of Maharashtra State Council for Higher Education(MAHED)
- Adaptation of flexibility in Teaching –Learning and Evaluation & maintain collaboration amongst all the state universities.
- Decentralization of university operations by appointing Director of sub-campus at district level.
- Maximum inclusion of public private partnership in all aspects including Distance learning through Distance Education council.
- Adaption of Choice Based Credit System( CBCS) as an academic reform for quality enhancement as per UGC guidelines
- Flourishing of autonomy for accredited affiliated colleges having A & B grade ( CGPA 2.50) in NAAC Accreditation & Assessment.
- Recognizing private skill Education providers in public Education systems& creation of Skill Development Institutions in the general college campus.
- Change redesigning in the present structure of University Authorities:



Scanned by CamScanner

(a)Appointment of Dean as the fulltime officer for five years (b) Revising the name of Senate as Society Partnership Council( SOUL) (C)Reframing the Structure of the Management council, Academic Council, The faculty, Boards of studies, Board of students, PG Education, Examination, Sports etc.

- Strengthening the role of Vice Chancellor by establishing Statutory Advisory Committee of experts from various disciplines.
- Strengthening Internal Quality Assurance Cell (IQAC) as "third Eye" for Quality improvement.
- Establishment of Research & Development Cell(R & D) in Colleges to create research culture in colleges.
- Encourage autonomy in university departments, administration, evaluation system etc.
- Creation of Board of Innovation in incubation and enterprise.
- Creation of Board of Lifelong Learning

## Issues, concerns and challenges

१) १९९४ च्या विद्यापीठ कायद्यानुसार अस्तित्वात असलेले अधिकार मंडळांचे अस्तित्व व अधिकार मर्यादित होणार असून सर्व अधिकार विद्यापीठातील अधिका-यांच्या अधिपत्याखाली येण्याचा धोका संभवतो.

२) नवीन विद्यापीठ कायद्यामध्ये स्वयत्तता आणि खाजगीकरण (Public Private Partnership) यांचा प्रभाव दिसून येतो. त्यामुळे उच्च शिक्षणाचे खाजगीकरण करण्याचा आग्रह दिसून येतो. सध्या अस्तित्वात असलेली खाजगी व स्वायत शिक्षण मंडळे, महाविद्यालये व विद्यापीठे यांचा अभ्यासक्रम अध्ययन अध्यापन प्रक्रिया, परीक्षा पध्दती, कॅपीटेशन फी, कर्मचा-यांचे पगार, दिल्या जाणा-या पदव्या इ.कार्यपध्दती व शिक्षणाचा दर्जा संशयास्पद असल्याचे अनेक तज्ञ समित्यांनी शासनाच्या निदर्शनास आणून दिलेल्या आहेत.

३) नवीन विद्यापीठ कायद्यामध्ये विद्यापीठ अनुदान आयोगाच्या निर्देशानुसार (Choice Based Credit System) निवडीवर आधारित श्रेणी पध्दत लागू करण्याची तरतुद आहे. ही पद्धत भारतातील अनेक विद्यापीठांत मागच्या ४ ते ५ वर्षांत पदवी व पदव्यूत्तर स्तरावर लागू केल्यामुळे अनेक त्रुटी दिसून आलेल्या आहेत. या पध्दतीत ख-या अर्थाने विषय निवडीचे स्वातंत्र विद्यार्थ्याला मिळत नाही, CBCS नुसार परीक्षा पध्दती राबवण्यात अनेक विद्यापीठांना अपयश आलेले आहे. अभ्यासक्रम निर्मितीमध्ये Modular पध्दत दिसत नाही, विद्यार्थ्यांचे मूल्यमापन होम युनिर्व्हसिटीतील ५० टक्के परीक्षक व राज्याबाहेरील विद्यापीठातील ५० टक्के परीक्षक अशी रचना आहे. परंतु सध्या होम युनिर्व्हसिटीतील परीक्षकच मूल्यमापन करताना दिसून येतात.

४) CBCS नुसार अभ्यासक्रमातील ५० टक्के गुण सैधांतिक अभ्यासक्रम व ५० टक्के गुण प्रात्यक्षिक अभ्यासक्रम यासाठी आहेत. परंतु अशा प्रकारची रचना आपल्या विद्यापीठातील अभ्यासक्रमाची दिसत नाही.

५) CBCS नुसार विद्यार्थी त्याच महाविद्यालयातील किंवा इतर महाविद्यालयातील अभ्यासक्रमासाठी मोबाईल होण्याची तरतुद आहे. परंतु अध्ययनाचे तास, शिक्षकाचा कार्यभार, वेळापत्रक यामध्ये अनेक प्रश्न व अडचणी उपस्थित झालेले आहेत.

६) CBCS नुसार विद्यार्थी व शिक्षक यांचे गुणोत्तर १:२० असे आहे. पण अनेक महाविद्यालयात हे गुणोत्तर १:५० पासून ते १:१५० पर्यंत आहे.

७) नॅकने मुल्यांकन करुन अ व ब श्रेणी (CGPA 2.50) दिलेल्या महाविद्यालयांना स्वायतत: देण्याचा विचार नवीन विद्यापीठ कायद्यामध्ये आहे. अशा प्रकारच्या स्वायततेमुळे अभ्यासक्रम ठरवण्याचे अधिकार, परीक्षा घेणेचा अधिकार, कॅपीटेशन फी, पदव्या देण्याचा अधिकार हा पुर्णत: त्या महाविद्यालयांना किंवा अभिमत विद्यापीठांना दिल्यामुळे भरमसाट फी घेऊन पदव्या वाटण्याचा प्रकार आणखीण वाढणार आहे.

८) खाजगी कौशल्य शिक्षण देणा-या संस्थाना महाविद्यालयाच्या परिसरात आपले अभ्यासक्रम सुरु करण्यास परवानगी देऊन मागचा अनुभव पाहता शिक्षणाचा दर्जा सुधारेल व कौशल्य वृध्दी होईल असे वाटत नाही.

९) अंतर्गत गुणवत्ता हमी विभागाला सशक्त करुन उच्च शिक्षणाचा दर्जा सुधारण्यासाठी हा सेल महाविद्यालयाचा दर्जा दाखवणारा "तिसरा डोळा" म्हणून कार्य करेल. परंतु सद्यस्थितीत IQAC व महाविद्यालयाची गुणवत्ता यांचा पुनर्विचार करावा लागेल.

१०) दुरस्त शिक्षण, निरंतर शिक्षण व मुक्त शिक्षण या शिक्षण प्रणालीची उद्दिष्टे व नियमित विद्यापीठ शिक्षणाची वेगवेगळी आहेत. त्यामुळे Distance Education ला रेग्युलर विद्यापीठामध्ये स्थान देण्याची प्रकीर चुकीचा वाटतो.

११) गेल्या १० वर्षापासून केंद्र सरकार (MHRD), UGC, NCTE, AICTE, NCERT, SCERT व राज्य शासन यांच्या धोरणात एकसुत्रीपणा दिसत नाही. त्यामुळे शिक्षण क्षेत्रात धरसोडवृत्ती व अनागोंदी वाढत आहे.



Scanned by CamScanner

## समारोप

महाराष्ट्र विद्यापीठ अधिनियम २०११ हा राज्यातील सार्वनिक विद्यापीठाचे नियंत्रण करणारा कायदा असुन महाराष्ट्र शासन हा कायदा लवकरच विधीमंडळामध्ये पारित करणार आहे. सदरच्या कायदयामधील काही तरतुदी निश्चितच स्वागतार्ह आहेत पण काही तरतुदी बाबत शासनाने फेर विचार करण्याची गरज वाटते. सदर कायदयातील तरतुदीनुसार विद्यापीठातील विविध अधिकार मंडळावरील पदाधिकारांच्या नियुक्त्या नामानिर्देशित पध्दतीने केल्या जाणार असल्यामुळे एकुण यंत्रेवर विद्यापीठातील अधिका-यांचा अकुंश राहुन सरकारी हस्तक्षेप वाढण्याची शक्यता अधिक वाटते. अभ्यास मंडळामध्ये पदवी व पदव्युतर स्तरांवरील गुणवत्ता धारक विद्यार्थ्यांचा समावेश करणे ही बाब स्वागतार्ह आहे. या कायदयानुसार बोर्ड ऑफ युनिव्हसिटी डिपार्टमेंट अॅन्ड इंटरडीसीप्लेनरी स्टडीज स्थापन करणे हा दुसरा महत्त्वाचा घटक आहे. यामुळे अंतरविदयाशाखिय दृष्टीकोन वाढीस लागुन संशोधनाला चालना मिळेल असे वाटते. राष्ट्रीय व आंतराष्ट्रीय समन्व्य मंडळ नवनिर्मिती व उद्योजकता मंडळ, महाराष्ट्र राज्य उद्योजकता मंडाळ स्थापन करणे इत्यादी बाबी गुणात्मक बदल घडवतील असे वाटते

## References

Darade P. B, Write up for the Govt. discussion, 5 Jan 2016
Maharashtra Public University Act-2011
Mankar Sudhakar(Ed 20013) Regulations of Universities and Higher Education
Patil J. F.Vidyapeeth Swatateshi Tadjod Nako (Editorial) Daily Sakal 22 Jan 2016

ISSN 2349-638X
www.aiirjournal.com



Scanned by CamScanner

Special Issue ISSN : 2348-0572

# State Level Seminar
## on
# DIGITAL INDIA : EDUCATIONAL INNOVATIONS

27th & 28th February 2016

Acharya Jawadekar College of Education
Gargoti, Dist. Kolhapur



S K N C O E T

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

Organised By :-
Sinhgad Technical Education Society's
Smt. Kashibai Navale College of Education & Training, B.Ed
Gat. No. 309/310, Off. Mumbai-Pune Expressway, Kusgaon (Bk.), Lonavala
Tel. : +91 - 2114 - 304369 / 70 E-mail : bed6lonuop@sinhgad.edu Website
Under QIP of Savitribai Phule Pune University

Scanned by CamScanner

# INDEX

## "DIGITAL INDIA: EDUCATIONAL INNOVATIONS"


| Sr. No. | Name of the Author | Title of the Paper | Page No. |
|---|---|---|---|
| 1 | Dr. S.B.Desai, Principal | A Study of the Effectiveness of Multimedia Package for B.Ed. Course Teaching & Learning on Achievement Level of Teacher Trainees | 1 to 5 |
| 2 | DR. S . K . Patil | Places & Spaces for Learning Including Digital Learning , Virtual Learning & Digital Task. | 6 to 8 |
| 3 | Dr. M.S. Hiremath | Education with Social Media | 9 to 12 |
| 4 | Dr. Ramchandra G Pawar, | Use of ICT for Advanced Teaching & Learning Methodology | 13 to 16 |
| 5 | Mr.B.A.Shingade | Information Communication & Technology in Teacher Education | 17 to 20 |
| 6 | Mr. Santosh Shinde | Mobile Learning- Mobile Apps for Teachers | 21 to 24 |
| 7 | Mr. Sanjay Shinde | Memory Power & Education | 25 to 29 |
| 8 | Mrs.Vaishali Patil | Use of ICT For The Effective Implementation of B.Ed Curriculum. | 30 to 32 |
| 9 | Dr. Madhuri Sanjay Yadav | Educational Technology & Mobile Learning | 33 to 36 |
| 10 | Dr. Mugdha P. Sangelkar | Educational Technology & Mobile Learning | 37 to 39 |
| 11 | Dr. P. B. Darade | Information And Communication Technology (ICT) Enabled Learning | 40 to 42 |
| 12 | Dr. Sandhya Milind Khedekar, | Information Communication Technology & Teacher Education | 43 to 46 |
| 13 | Dr. A. Srinivasa Murthy, Dr.Y.Lalitha Kumari | Technology & Academic Engagement- Implications for Education | 47 to 50 |
| 14 | Dr,NarendraP.Patil | Importance of Mobile Learning in Education | 51 to 54 |
| 15 | Dr. Archana Chaudhari | Flipped Classroom: A New Paradigm in Education | 55 to 57 |
| 16 | Dr. Chetan U. Chavan | Emerging Technologies & Academic Engagement: Implication for Education | 58 to 59 |
| 17 | Dr. R. D. Mistry | ICT & Teacher Education | 60 to 61 |
| 18 | Ms. Alka Pradip Narkhede | The Best of Mobile Education for Better Education | 62 to 64 |
| 19 | Mrs. Deepali Gaurav Borde | Enhancing Education Through Innovations | 65 to 67 |
| 20 | Mr. Ajit B. Patange , Mr. Deepak V. Khamkar | Educational Technology with Respect of various Parts | 68 to 70 |
| 21 | Mr.Suhas Daphal | Digital India: Necessity of the Society | 71 to 74 |
| 22 | Ms.Jyotilaxmi M. Irasur | Education & Social Media | 75 to 79 |
| 23 | Ms. Kangade Sandhya prakash | Effective Use of Mobile Learning in Higher Education | 80 to 82 |
| 24 | Mr. Khanderao.B. Shinde | Use of Multimedia in College Library | 83 to 84 |
| 25 | Ms. Leanne. Gabriel | Digital India: Educational Innovation. | 85 to 87 |
| 26 | Mr. Mahanor Mahadev Babu | Teacher Education & I.C.T | 88 to 90 |
| 27 | Mr. Mali Kailas Pandurang | E-Learning- Innovative Learning Strategies | 91 to 92 |
| 28 | Mr. Basavaraj S. Hiremath | E-Learning : Internet- Enabled Learning | 93 to 96 |
| 29 | Smt. Nagaratna S | Mobile Learning: The Use in Mathematics Education | 97 to 100 |




Scanned by CamScanner

# INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ENABLED LEARNING

*Dr P. B. Darade (Associate Professor)*
*Acharya Jawadekar College of Education, Gargoti*

**ABSTRACT:** Todays age is the age of Information and Communication Technology (ICT). ICT is the tool which opens up the new vistas of knowledge in every walk of life. The concept of ICT in Education comprises broad phenomena at present. It has brought sea change in present Education systems at all grade levels. ICT provides opportunities for learners and teachers to disseminate knowledge & information effectively. E – Learning is the process of learning through electronic media. It is the use of E- Learning programmess on computer and internet supported learning and computer supported collaborative learning. ICT helps the learners to acquire knowledge and skills and understand learning material precisely. Experts believes that E- Learning tools runs 8 times faster than the conventional modes of communication, it stores 8 time more information in the human memory, communicate 3 times faster and can be used at Anywhere, Anytime, Anyone (A3) At present there are billions of websites& free wikipedias available on every aspect of knowledge which are accessible freelly and worldwide.It is projected that use of ICT in education is accounting approximately more than 30% of educational works. As 21 st century is the age of knowledge which is power in upcomong systems at all aspects of life. Concept of Knowledge, Creation of knowledge, dissimination of knowledge, Application of Knowledge becomes prominent at present. Illitrates of 12 st century will not be those who cannot read or write but those who can not learn, unlearn, and relearn.

**Key words :** ICT, E- Learning, collaborative learning, Educational Blogs
Curriculum, Gyan Dershan, Gyan Vani, Evoluation,Moodle Mooc, Audacity, GIMPSHOP

**INTRODUCTION:** Our former president Late Dr. A. P. J. Kalam quote that 21 st century is about the management of knowledge and information we have generated and value addition we bring to it, We must give our students the skills which they wil find a way through the sea of knowledge. E- Learning refers to systematic use of networked information and communication Technology in teaching and learning. It had a revolutionary impact on present pedagogy from K. G. to P. G. It had brought a sea change in classroom communication, methods, techniques and devises of learning. It had created positive attitude among students and teachers by providing flexible learning environment, better curriculum, easy Feedback mechanism, Free remediation use of ICT is beneficial due to Equity, Acess,Economy, Expansion , Cost effectiveness,goverence, synergy in faculty shortage etc.

Evolution of E- Learning

| | | | | |
|---|---|---|---|---|
| Chalk Board → | White Board → | OHP, Slide projecter → | Computer PPT → | Computer Assisted Learning → |
| ComputerAided Instruction | Video Conferencing → | E Classroom Computer → | Smart Classroom Smart Board → | Wireless technology → |
| Paperless Education TAB → | Email, Chatting → | Educational Bloggs → | Talking Books → | Virtual Learning → |
| Digital Education Digital Library → | Virtual university → | Internetsupported Collaborative learning → | ???? → | NEXT ? |

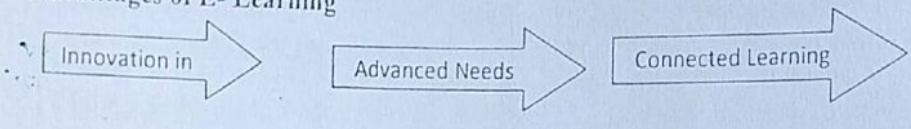


Scanned by CamScanner

**Objectives of E- Learning in School Education**

* To acquient with the parts of Computer and ICT devises
* To develop skills of using computer as a tool for drawing pictures,computation of data, Classification of information etc.
* To use computer as an effective medium for learning
* To make teaching Learning process more effective, durable, comprehensive and burdenfree.
* To develop subject specific knowledge and skills through the use of ICT
* To develop critical thinking and creativity of students
* To use computer as the tool for assessment and evaluation of learning.
* To prepare subject specific projects using computer

**Advantages of E- Learning**




**Tools of E- Learning**

* **Moodle:** Learning Management System for Virtual learning environment
* **EXe :** Open source authority tool
* **PDF creator:** Free PDF tool
* **Mind mapping:** Mind mapping software
* **GIMPSHOP:** Open Photoshop resource, Audacity and podcasting,Online Lessons and Examinations, Online tests and exercises, HTML Skill tool, HML1.0,HTTP1.1,CSS1.0 , XHTML1.1 and W3

**Benefits of E- Learning**

* Equity, Access Expansion and Economy
* Easy and effective delivery
* Better support to multimedia resources
* Quicker worldwide access
* Motivation to learn & relearn
* Quick remediation and Feedback
* Attention grabbing introduction
* Helps to recall and transfer of learning
* Stimulus variation and gaming
* Useful as a remedy for faculty shortage
* Collaborative learning environment
* Reduced burden of textbooks
* Common resource sharing
* Self pacing & individualization
* Extendibility
* Durability and Comprehensiveness
* Flexibility in drill and practice
* Useful to develop thinking process

**Challenges and Constrains**

* Lack of well equipped computer laboratory
* Lack of proper infrastructure
* Unavailability of ICT tools
* All tools are not inexpensive, so it is not possible for all schools and colleges to purchase expensive ICT tools
* Unavailability of Internet tools
* Lack of continuous upgrsadation of technology and knowledge
* Challenge of developing ICT skills in students and teachers
* Rural students and teachers are unable to get benefit of ICT
* Challenge of developing suitable E-Material
* Challenge of subject specific material production

CONCLUSION: Use of E- Learning in Education is in great demand at present, many schools and colleges are rendering ICT services to their students Some Schools & colleges are providing tablets to their students and the classroom transaction is done through ICT tools. Curriculum & syllabi has been converted into programme learning type mode, these practices are promoting self lrearning styles among the students. Todays generation students show low interest in traditional materials. Although ICT and E-Learning need to be used there are lacunas



Scanned by CamScanner

and constrains. E- Learning will not work properly if the teacher is not trained. It will create Zero effect in some of the content areas. It could not be used in unequipped schools and Colleges in rural area. The Government should provide basic infrastructure and ICT services to schools & colleges. It is high cost installing and operating and maintaining process. If it is imposed without considering the needs of students, suitability of the content, etc. The drawbacks of using ICT have been also focused by UNESCO (2009) , Although ICT is useful there are risks of using it in Education.

REFERENCES

Darade P.B. (2008) Study notes Paper IV Educational Technology

Kamat R. K.(2007)E – Learning a Webcentric model, Oneday Seminar

Ransing Vinaya(2007) Importance of E- Learning, Shikshansankriman

Ranade Mrudula& Patil priyaj( Information and Communication Technology in ducation(2006) S. N.D.T , Pune

Parthasarathy M. (Trade in Educational Service ICT perspectives on Indian Higher Education (2016), Uni News28 Dec-3Jan2016

Sundararajan N. Digitalization of Higher Education in India: Making the Dream a Reality Changing Landescape of Higher Education (2016) Uni. News Nov13-29, 2015



Scanned by CamScanner

# PARADIGM SHIFT IN INDIAN TEACHER EDUCATION PROGRAMME



Acharya Jawadekar College of Education
Gargoti, Dist. Kolhapur.
Estd. 1986
TRUE COPY
Principal
Acharya Jawadekar College of Education
I/C Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

Scanned by CamScanner

# CONTENT


| | | |
|---|---|---|
| 1 | Message from Madam Vice Chancellor | i |
| 2 | Message from Conference Director / Principal | ii |
| 3 | Message from President, MSSTEA | iv |
| 4 | Preface | vi |

| Sr no | Title of paper | Authors | Page no. |
|---|---|---|---|
| 1 | Teacher Education Programme: Global Challenges | Dr. Meena Kute | 11 |
| 2 | Competency Development Among Student Teacher through Reading and Reflecting on Text | Dr. Sanjivani Mahale, Rahul Dhere & Vidyadevi Bagul | 14 |
| 3 | Two year TEP: advantages and disadvantages | Dr. P. B. Darade | 19 |
| 4 | Effectiveness of environmental Awareness programme at secondary school level | Dr. Vishnu P. Shikhare | 23 |
| 5 | Two year B.Ed. Programme: A Review | Dr. Maraje B. P | 29 |
| 6 | Enhancing Professional Capacities (EPC) and Sessional work: A Study | Dr. Ashwin Bondarde | 33 |
| 7 | Challenges in Implementing TEP | Santosh Kumar S. Sajjan & Rajkumar A.Sindhe | 38 |
| 8 | Use of cloud Computing in Educational Sector | Dr. Chetna P Sonkamble & Dr. Siddharth Ghatvisave | 44 |
| 9 | Use of ICT in Teacher Education | Dr. Baviskar S.G | 48 |
| 10 | Challenges in Implementing TEP | Dr. S. D. Bhilegaonkar | 52 |
| 11 | Challenges of Internship in TEP | Dr. Umakant. G. Devaramani & Veena.Shivalingappa | 55 |
| 12 | B. Ed & M. Ed Course- Extended from One Year to Two Years - Pros and Cons | Dr. Lata S. More | 59 |
| 13 | Integration of ICT in Teacher Education | Dr. Seema Bharanu Marje | 64 |
| 14 | Open Education Resources in Teacher Education Programme | Dr. Mallikarjun C. Kannakatte & Shilpa S.Hippargi | 68 |
| 15 | Use of Instagram in Teacher Education programme | Mr. Sanjay Shedmake | 72 |
| 16 | Professional Development and Teacher Education | Dr. K. V.Deore | 74 |
| 17 | Challenges of Internship in Teacher Education Programme | Dr. Vinay D Dhondge | 78 |
| 18 | Comparative study of emotional intelligence between the inter university cricket and softball players | Mr. Bitam Sadokpam & Dr. S.S. Vidhate | 83 |
| 19 | Indian Teacher Education: reformation and renovation | Dr. Bhupendra Bansod | 86 |
| 20 | A Study of teacher educators' opinion of effectiveness of annual and semester pattern for B. Ed programme | Dr Ganesh Chavan | 91 |


Scanned by CamScanner

ISBN 978-81-931145-9-9

# TWO YEAR TEP: ADVANTAGES AND DISADVANTAGES

Dr. P. B. Darade
Vice president MSSTEA

There are various landmark paradigm shifts in the history of Indian Education in general and Teacher Education in particular. During the decade of 1950-60 educational experts, commissions and committees recommended to change the traditional pattern of teacher education. One of the recommendation was to enhance the duration of time from one year to two years. Extension of time duration of B. Ed. Course was a recurrent pending issue raised by various committees on TEP Since 1950.One of the pointed drawback of one year pattern was hasty implementation of one year course by force fitting foundation course & practicum components actually completed within six months out of one year. A careful analysis of previous documents prevail drawbacks of one yearTEP such as (1)Wide gap between theory & Practice(2) Delinking between course content and application of education (3) Poor quality of programme (4) Less integration of subject knowledge and socio cultural & Philosophical basis of education and learning. (5)Lack of flexibility in course contents (6) Ritualistic exposure of fragmented knowledge (7)Malpractices in admission process, Teaching learning and evaluation etc. Extension of one year course in two year/ four year was not completely new issue to us. it was heard by all of us when we pursued our B.Ed. degree. In 1960 Kurukshtra university introduced four year integrated B. Ed. Course, Sarder Patel university Gujarat and NCERT also introduced four year integrated TEP in its regional colleges of Education(RCEs) but all these courses were closed down due to various reasons. During 1960 enrolment in these colleges was fallen down up to 10% The bulk recognition of private teacher education institutions during past years is reported to be substandard and witnessed massive malpractices in admission, teaching –Learning process and examination which compelled the Supreme Court to interrupt in Indian TEP through Justice Verma Commission in 2012.Verma Commission studied the scenario of TEP and recommended various reformative changes consisting(a)Quality of pre service teacher education(b) Quality of in-service teacher education(c) Teacher performance and Teacher audit (d) Strengthening NCTE( e) Review of D. Ed. Colleges etc. JVC recommended NCTE to submit affidavit regarding proper implementation of recommendations of the commission , so that NCTE submitted it on 23.02.2013 and exhibited complete revamping of TEP at UG & PG level through NCFTE 2014. All the universities in India changed their B. Ed. & M. Ed. Curriculum as per NCFTE 2014. Major change was extension of one year



Scanned by CamScanner

annual pattern course in to two year semester pattern course. Marginal impact of this new pattern was firstly witnessed in the academic year 2015-2016 and present A. Y. 2016-2017. Majority of teacher education colleges have less intake in 2015-2016 and situation became worst in present academic year (2016-2017). The enrolment fallen down from 0 % to 10% and few B type of colleges have 30% to 50% enrolment in present academic year.The students enrolled in such colleges are not willing to attend regular classes, knowingly or unknowingly these colleges are breaking the key regulation of face to face preservice education by NCTE. As a matter B type of colleges are following a kind malpractice called "give fees take admission, come to examination, Live and let the college live" this is the game of genius shaikhchillis.The situation is so pathetic which will be more pathetic in future and there will be danger of complete value degradation of education descipline.

In respect of past and present problems of teacher education in India, the Education Commission (1964-1966) stated *We feel that it would be wrong to place an undue emphasis on such marginal experiments and that, from the point of view of raising standards in teacher education, it would be better to concentrate on improving the professional one year course following the first or second degree"*In access to time duration of B. Ed../ M. Ed. Course the commission added further that " *At the secondary stage where the duration of course is only one year, it has been suggested that it should be increased to two years, to do justice to the existing heavy courses and incorporate the proposed subject matter courses. From a financial and practical point of view this does not seem feasible. However it is possible to make better use of the existing duration by extending the working days in the academic year from the existing level of 180-190 days to 230 days"*

According to Kothari commission , increase of time duration of B. Ed.Course from one year to two year does not suit the situation for first or second degree holders. The fact remains that our previous process failed to regulate one year B. Ed. Properly so the Supreme Court interrupted in the scene and NCTE cannot do anything before JVC. Perhaps two year B. Ed. Course do not add anything new to teacher education, on the contrary it created confusion, instability and degraded the value of TEP in the country.B.Ed.Colleges andM. Ed.departments are on the verge of closing down; intake in reputed Government colleges & Aided colleges all over the country is fallen down from 0% to 10% and those who have 100% had strived hard from filling CET forms of students to concession in fees and concession in attending classes, and the scenario is never before to say *God is in the haven and everything will be right with TEP in India.*The NCTE review committee (2016) appealed to give feedback on two year course and based on its inputs the committee recommend to roll back the two year B. Ed. course where as MHRD/NCTE has not took firm decision at this juncture. As a regulatory body NCTE has been taking several steps to upgrade the quality of teacher Education in the country but there are 95% private players whose wasted interests do not support the reforms. Unfortunately our experts and policy makers ignore the ground realities and frame policies from ivory towers.

**Issues, Concerns and challenges before and thereafter**

- As professional course our experts compare TEP with medical and engineering courses this comparison turns deaf eye towards hard social reality that medical &



Scanned by CamScanner

engineering student come to the course by choice who have assured professional career where as B. Ed. students join TEP due to cumpulsion of circumstances. Amount of coming by choice is less than 9% in TEP. B. Ed. students do not have assured career opportunities like Medical & Engineering so students are unwilling to spend two years in B. Ed. course. They canot attain social status like doctors and engineers. They join TEP to earn their livelyhood through tution classes or those who are willing to join Govt. aided jobs in schools have to pay high donations and sacrifice their teaching career in paying intersts of loan and undue respect to the authorities.

- B. Ed. student thinks that B. Ed. degree would safeguard their job in aided schools, unaided or privately paid, ironically people say that who canot do anything can join B. Ed. course to earn bread and butter. Study by Chauhan( 1983) revealed that majority of trainees do not have genuine interest in the course due to middle level social status of teachers and bright students do not join the course.
- Overal enrolment in teacher education belongs to middle strata of society who cannot afford to pay fee for two years. A study revealed that teachers themselves do not want their children to join TEP and do career in teaching profession due to unemployment,donation demanding institutions,Nongrant& CHB culture and wasted interests of private players in education.
- There is no uniformity in implementation of past or present B. Ed curriculum all over the country although the basic structure relay on old NCFTEs or NCFTE 2014. The new breackthrough emphasised 20 months practice teaching which do not consider adequate flexibility, demands of schools and availability of time and space and different realities of rural , urban and semi urban B. Ed. colleges.
- Extension of time duration requires additional resources,additional fund,classrooms,practicing schools equipments, pedagogical laboratories,library, ICT laboratory etc. many education Colleges are unable to generate additional funds and avail minimum course requirements.
- On the one hand new two year TEP needs extra teacher educators and on the other hand Government is not permitting TEI to appoint new teaching staff even on CHB basis.there is scarity of qualified teachers to teach foundation course as well as elective courses and pedagogy papers also.Enhancing Professional Capacities( EPC) ,Drama&Art ,Craft, Health Education and Yoga and electives paper needs qualified teaching professionals who are not available in any B. Ed. college in the country.
- Most of the universities in the country have been regulating B. Ed. course as per UGC regulation on Choice Based Credit System( CBCS) and semester pattern course which created extra workload over the system. The System is forced to conduct examination, testing and viva –voce without giving proper justice to teaching and teachers could not give proper guidance to students due to hasty forcefitting of components. factual impact of it is that students are becoming examination oriented who copy and paste the materials or googling the contents and scoring higher seores in practicum components as well as in theory papers.
- Practice teaching of 20 weeks is invariably followed by different universities as per their time and there is indequate space and time availability in schools. Trainees are



Scanned by CamScanner

witnessing problems to regulate practice lessons and other cocurricular programmes along with different types of lesons without supervision and feedback.

- Propre application of knowledge is only possible when it is properly deleivered and digested by the learners. Overcrowding of practicum as well as theory components created undue burden over the trainees and teacher trainers where there is need to eleminate irrevalent areas in TEP curriculum.
- The university boards need to consider corpus realities in schools and the curricula should be properly integrated.The two year curriculum is facing problems in bridging gap between theory and practice components which was a general complaint in one year teacher education programme also,accordingly it is becoming more wider than before.
- Offcampus components like Visit to innovative centers of pedagogy and learning, Visit to learning resources,leangthy internship without everyday supervision by teacher educator, Field trip, School engagemrnt programmes etc.have not brought very noticable change in revised pattern, student teachers are facing problems in practicing learning activities.
- According to Chauhan(1998) in one year B. Ed.course most of the energy of teacher educators was consumed to teach theory papers. Now the scenario is reversed and semesterwise timetables are over crossing and creating undue paradox in the system.
- The government will not afford the expenditure on aided colleges and university departments to continue the courses if the enrolement is falling down from 0 to 10%, so NCTE needs to rethink the situation which is on the verge of closing down and rollback two year B. Ed/ M. Ed. course as per recommendations of the Review committee(2016).

**References**


Chauhan C. P. S (2001) Revitalizing Teacher education,University news39(32) Aug2001

Darade P. B (2014) Quality Assurance through curriculum reforms in teacher education, National conference paper,Azad college of Education ,Satara

Darade P. B. (2015) Justice Verma Committee and thereafter, National conference paper,Govt. college of Education Panvel

Darade P. B. ( 2015) Adoptation of Choice Based Credit System( CBCS) in two year teacher education programme, National conference,AJCE, Gargoti

Mohd Akhtar Siddiqui( 2012) Quality Teacher Education: Critique on the Role of NCTE, University News 50(29) July 16-22,2012

Menon sarala(2014)Revamping Teacher Education: Justice Verma Committee Recommendations, Conference Paper

Singh L. C.(2016) NCTE Two Year M. Ed. Programme: Critical Analysis of Curriculum Framework, University News54(51)Dec19-25

Syllabus for Two Year Bachelor of Education( B. Ed.) Course as per NCTE Regulation 2014, Shivaji University, Kolhapur

http:// www.ncte-indiaorg/commission.asp

http:// www.ncte_in.org

http://www.unishivaji.ac.in





Scanned by CamScanner

-93-5254-626-8

168







# UNIVERSITY GRANTS COMMISSION SPONSORED & ELT@I COLLABORATED NATIONAL CONFERENCE ON CHANGING PARADIGMS OF ENGLISH LANGUAGE TEACHING & LEARNING IN THE 21ST CENTURY

*16-17 APRLI 2016*

*Organized by*
*Department of ELT*
*Acharya Jawadekar College of Education*
*Gargoti, Dist: Kolhapur, 416209 (M[illegible] India*
*Phone No: 02324- 220079, 220[illegible]*
*Email: ajce_gargoti@rediffmail.com*
*Website: www.ajcegargoti.in*

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

Scanned by CamScanner

ISBN-978-93-5254-626-8 UGC Sponsored National Conference on ELT-ELL



21

# Proliferation of researches on teaching and learning English language

DR. P. B. Darade (Associate Professor)
Acharya Jawadwkar College of Education, Gargoti
Email: prabhadarade7571@gmail.com, Cell: 9422680421

**Abstract:** There are infinite numbers of researchers on English language learning and teaching. The researchers have studied number of approaches such as structural approach, communicative approach, oral approach, the cognitive approach, the comprehension approach the eclectic approach etc. The oral approach was developed by British applied Linguists from 1920 to 1930 which has been accepted to British approach to English language teaching by 1950s. It is described as the standard methodology in the textbooks of the period. The researchers French (1948-50) Gurrey (1955), Frisby (1957) and Billows (1961) have justified this approach. H. E. Palmer, A. S. Hornby and other British applied linguists have developed structural methodology which involved systematic principles of selection gradation and presentation. This was regarded a theory of language called situational language teaching (SLT) which was characterized by the British structuralism. Palmer and Hornby prepared pedagogical descriptions of the basic grammatical structures of English and these were to be followed in developing methodology of teaching & learning English at all grade levels.

**Key expressions:** Proliferation, Psycholingustic theory,Comprehensive theory, Cognitive language learning theory,Pedagogy.Communicative competence, Structurlism, Phenomenological , Behaviorist, , cognitive, associativea& autonomus stage.

**Introduction:** Researchers have agreed that the scientific knowledge of the language and the psychological and social factors involved is necessary for successful foreign language teaching. Teachers need a theory which help them to understand and plan for how new knowledge is formed as well as how learners learn to use this knowledge correctly. School imparted skills and school based learning requires cognitive and emotional readjustment. Learning is the acquisition of knowledge of the skills by study, experience and instruction. The skill in union exhibits certain common linguistic and cognitive principles. The S–K bond theory by Pavlov proposes that learning takes place through classical conditioning which has been followed by Neo behaviorist B.F. skinner and others. The Neo – behaviorists proposed that any subject matter can be taught effectively and successfully by a carefully designed programme of step by step reinforcement. According to David Asubels cognitive learning theory (meaningful verbal learning) learning takes place through the meaningful process of linking new events or items to already existing cognitive concepts or prepositions. Carl Rogers principles of Humanistic psychology are concerned with a 'Phenomenological' perspective which is in contrast to that of Behaviorist skinner i.e. learning is affected and influenced by personality and socio cultural variables.

**Psycholinguistic theory**

The main ideas that psycholinguistics provides for methodology of teaching are:

i)Learning a language is a complex process and a study of psycholinguistics can counteract primitivism in language teaching.

ii)Languages are ordered systems but we do not yet know how to impart the intuitive grasp everyone has of the structure of his native language.

iii)It is possible for teachers preoccupied with details of structure, to forget that language is used for communication.

Psycholinguistics considers human beings as users of language. They suggest three models of language such as the sequential model. In the sequential model utterances are seen as links in chain

Scanned by CamScanner

**Constructivist Teaching and learning and CL :-**

In which knowledge is constructed by learners through an active, mental process of development. Learners are the builders and creators of meaning and knowledge. The teacher's role is to facilitate. This process, constructivist classrooms are structured so that learners are immersed in experiences within which they may engage in meaning-making enquiry, action, imagination invention , interacting and student centered class room and teachers roll is a researcher. In CL learning this is similar. I think both are like parallel method.

***New Technologies of CL :-**

Most recently New technologies have added an exciting new dimension to collaborative learning with the internet collaboration can occur without regard to distance or time barriers e-mails can be sent at students or teachers convenience to practically anywhere around the world and the recipient can reply when he or she has time, students can work together to create web pages or find and share data gleaned from the net there is software that can be used with school computer networks to allow students in different classrooms to work together simultaneously or a group of students to collaborate on projects like desktop publishing.

***How can classroom technologies enhance teaching and learning :-**

When integrated effectively, classroom technologies can 1) Strengthen learning activities , 2) Engage students , 3) Manage times Enhance classroom communication & inter connectivity and provide students with opportunity to communicate & to collaborate to create knowledge and interact with course material in multiple ways and to develop their technological skills.

***What Course Technologies are available at Cornell ?**

1)Blackboard course management system.
2)Course and research static or dynamic web sites.
3)Audio/ video hosting and production for courses
4)Confluence wiki
5)Web conferencing
6)Quality central survey tool
7)e portfolios and tutorial building with soft chalk.

***Benefits of Collaborative Learnings :-**

* Working in groups*Interaction between teacher and students.
*Interaction between students and student*Joyful learning
*Student centered/ oriented*Building leadership
*Higher thinking skills.*Debating criticize
*promotes positive attitude*Develop communication.
*Promotes positive attitude *Develop communication
*Develop social Communication*A team motivation
*A constructively learning *co-operatively learning.
*Satisfaction with learning experience.*responsibility to win.

Thus in a CL setting, learners have the opportunity to converse with peers present and defend ideas, exchange diverse beliefs, question other conceptual frameworks to be actively engaged. CL promotes innovation in teaching and classroom techniques.

***Conclusion :-**

1)Collaborative learning has the best and largent empirical based of any education innovation.
2)Collaborative learning at the high school level is well worth exploring .
3)CL is an educational approach to teaching and learning that involves group of learners working together to solve a problem, face to face promotive interaction.

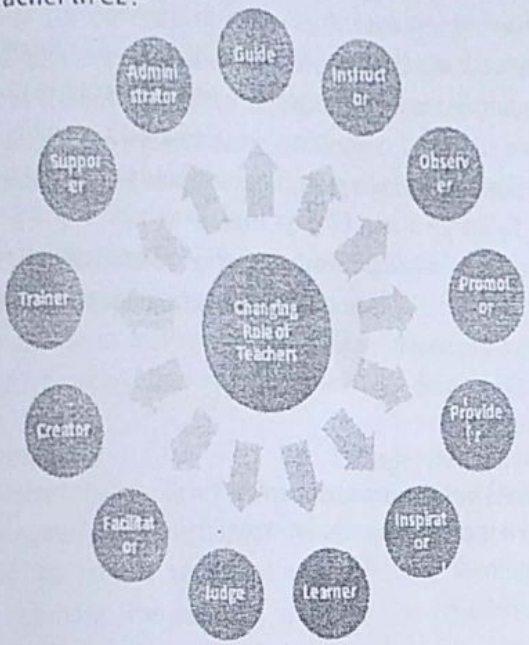
*** References :-**

*http://www.gdrc.org/kmgmt/c-learn/what-is-cl.html
*http://teaching.berkeley.edu/bgd/collaborative.html
*Elizebeth perrott University of Lancaster.
*B.Kuppyswamy, Advanced Educaitonal Phychology Sterling, Publishers PVT. Ltd. New Delhi 1986.

Scanned by CamScanner

the use of technology.

*Changing Role of teacher in CL :-




**Previous methods of teaching English & CL :-**

The grammar translation method. The direct method , question answer method, discussion method, story method, electic methods. These are the previous methods of teaching and learning of English, Bilingual and Audio methods are useful in lower standards they are simple and judicious of use of mother tongue. These are activity based methods Reading- discussing and dialogue method is useful higher standards, I thinks these previous mehtods are not fully scope for students learning, mostly they are teacher centered not mostly students centered and not fully activity base.

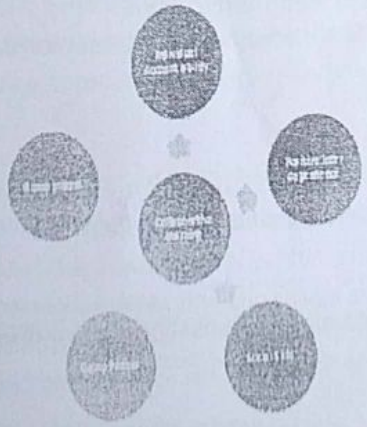
According to my knowledgte CL is the suitable metods. Activity based, student centered and effective participation of the learners and joyful learning method, comparatively we can say that in CL the students are not remain passive listeners only they became more and more active.

***CL is a method of teaching and learning :-**

CL is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the internet on a shared assignment are both examples of CL.

- Learners actively participate.
- Teachers become learners at times and learners sometime teach.
- Respect is given to every member.
- Students are invested in their own learning.

***Essential Components of CL :-**



Scanned by CamScanner

***Group formation/ classroom arrangement :**

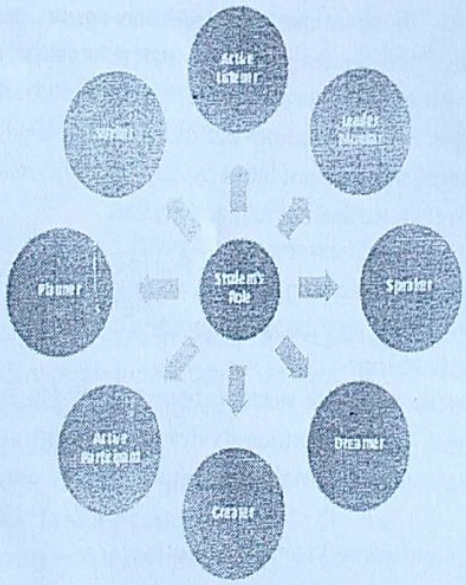
There has done many workshop or research about group formation, classroom structure related to CL. They have got best result, according to my knowledge use a variety of criteria to group students, I think keep the group to a manageable size (3-5) organizing groups based on ability levels should be done sparingly, CL should be used consistently and systemically but should not be overused.

This is our theoretical research. Research about CL says that there is persuasive evidence that CL teams achieve at higher levels of thought and retain information longer than students who work quietly as individuals and the shared learning gives students and opportunity to engage in discussing and take responsibility for their own learning they become critical thinkers.

***Instructional Examples or CL Strategies :-**

1)Think pair share 2)Focused listening
3)Three step interview4)Numbered Heads together.
5)Paired annotations 6)Structured learning team group roles
7)Double Entry Journal 8)Guided Reciprocal peer Questioning
9)Sending a problem10)Jigsaw method
11)Round table 12)One minute papers etc.

***Student's Role in CL :-**




*Examples of Collaborative learning or group work activities :-
*Students take a minute to create a challenging question based on the lecture countent.
*Student pose the question to the person sitting next to them.
*Think pair-share/ write pair share in which the teacher poses a question that demands analysis, evaluation or synthesis.
*Catch up
*Fishbowl debate
*Case study
*Generally we can say that CL is team based learning, group problem solving, problem based learning.
*Design group work assignment :-
*Short in class activities may take less planning but think classroom situation.
*Activity introduction, time need, asking effective question.
*Arranging groups by skills or backgrounds.
*If technology use is required (e.g. wikis), you will need to incorporate learning activities around

Scanned by CamScanner

which the speaker produces. In the associationist model words are related or associated to something else (object, idea). In the competence model there is focus on well formed sentences than non formed or nonsense sentences. So the competence model emphasizes the themes of language acquisition, language use and relationship of language with meaning emotion and culture. This has been also called Notional functional approach stern (1969) has studied the relation between psycholinguistics and second language learning and drawn the following inferences.

i)One cannot be dogmatic about language teaching method and more than one approach will be useful in the class.

ii)Student's mother tongue cannot be ignored as it gives him one frame of reference and the teacher who is helping him/her to construct another.

iii)Students can cooperate in learning process. They need practice, particularly in simulated contexts that are meaningful, but they also need explanation.

**The comprehensive theory**

This theory hypothesizes that explicit knowledge functions as a facilitator of implicit knowledge by making the learner conscious of linguistic features in the input which might be ignored otherwise. Explicit knowledge helps the learner to notice market forms. Instruction helps higher levels of achievement and faster learning. The teacher has to create opportunity for developing implicit knowledge and help learners to develop explicit knowledge. Faerch Haastrup and Phillipson (1984) have proposed that knowledge is continuous and not dichotomous. Explicit and implicit knowledge are two poles of continuum and intermediate levels of knowledge are reflected in the learners ability to describe a rule in his own terms/ "----- the process of developing more consciousness about implicit knowledge is part of general process of raising" (Faerch et, al, 1984) when the learner gradually develops an ability to use a certain rule for productive or receptive purposes without being aware of this is referred to as the process of automization.

Even this theory has certain limitations and pitfall that it does not allow for possibility of both types of explicit and implicit knowledge accessed with varying degrees of automaticity. Some learners with explicit knowledge are found to demonstrate very simple rules without being able to perform them in everyday communication while others with implicit knowledge demonstrate knowledge of very complex rules of which they may have no conscious knowledge.

To sum up the theories of language learning according to linguistic point of view, all approaches to language learning can be grouped into two conceptually distinct types which could be labeled as 'synthetic' and 'analytic'. In the former the learner's task is to resynthesize the language that has been broken down into large number of smaller pieces. In the final stages of learning the global language is reestablished in all its structural diversity. Each unit of teaching from the curriculum and syllabi of any standard focuses on some particular aspect of grammatical structure and teachers identify an individual unit by means of some grammatical level. In analytic approach a variety of linguistic structures are presented and then significant forms are isolated from the structurally heterogeneous context. Whole paradigms are presented at a time and quite distinct linguistic structures are treated in the same lesson. Linguists Neglect the 'semantic' component of language that the aspects of the grammaticality of sentence may be as to whether its use is appropriate in a given situation.

**Cognitive Learning theory**

Anderson (1985) identifies three stages in learning process as the cognitive stage, the associative stage and the autonomous stage. In the cognitive stage the learner makes use of conscious activity. The knowledge acquired is typically declarative in nature and can often be described verbally by the learner. In the associative stage, errors in the original declarative knowledge are detected and corrected and the knowledge is proceduralized. In the final stage performance of the learner becomes more or less totally automatic and errors disappear and performance reaches below the threshold of consciousness. O'

Scanned by CamScanner

malley (1987) and others argue that this is true in both naturalistic and classroom learning. In the former conscious attention is focused on the functional use of language and the learner is conscious of routines and patterns while in the latter attention is on formal aspects and the learners is became aware of rules.

Studies related to communicative competence

There are various studies conducted on communicative competence in India and outside India the researcher has reviewed some of the studies conducted in Monash University Australia, the University of Auckland, The University of Southerns Queensland, The University of Stanford etc. The major studies referred were done by the researchers: Kimn, Hyunsook, Nakamura (1993) Bostwick and Gakuen (1995), Huges (1989), Jones (1977) Weir ( 1990) Elis (1996), Swin (1980), Bachman (1990) widowson (1996) Canalc (1997) (etc. The major findings were:

1)Hymes expanded chomsky's Notion of communicative competence by including grammatical rules and rules of language.

2)Canale has identified three distinctive components of communicative competence such as grammatical competence, sociolinguistic competence and strategic competence.

3)Widowson (1996) revealed the need of conducting activities in real life situations.

4)The researchers in this category recommend student centered activities to develop communicative competence.

Pedagogical Implications

1)Students can cooperate each other in learning process.They need practice, particularly in situational contexts that are meaningful, but they also need explanation.

2)The existing system of teaching English in India right from grassroot level to the university stage was found defective by various researchers.

3)Traditional methods and conservative cases of English language teaching in India were incommensurate to the language needs of the learners.

4)Teachers of English in India had to develop an elective theory and innovative methods of teaching English.

5)Cognitive treatment helps to enhance language achievement test scores of students being taught by teachers with high cognitive development and low cognitive development.

6)The effect of total learning environment on language achievement test scores was found significant by researches.

7)Widdowson (1996) revealed the need of conducting activities in real life situations.

8)Language classrooms are proved to be the scenes of excitement with dialogue, debate, reporting, asking inquiry and discussion techniques.

9)Savignon (1983) has pointed out that communicative approach is relative, not absolute and depends on the cooperation of all the participants (students) involved in the linguistic activities.

10) Teachers should give Priority to conversational interactions over other modes of language behavior.

11) Learning a language should be based on individual and group needs rather than generalized language content.

12)Emphasize on 'process' rather than 'product'

13) Williams (1983) states that teachers are expected to plan group and individual instruction that responds learner's needs.

14)The focus is on information gap techniques whereby learners share/ exchange information that has been differently distributed.

15)Group work motivates the learners to interact with themselves.

16)Drilling was found effective to learn English language

17)Role playing, simulation, group work enables students to practice the subject.

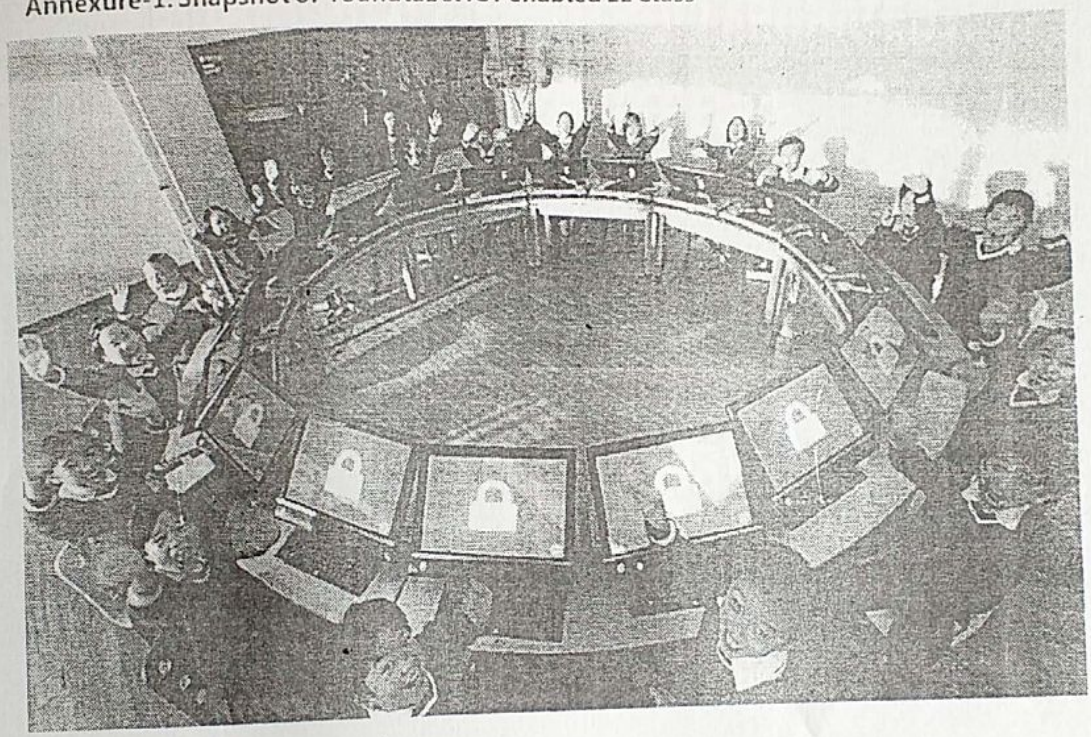
18)Pair work plays vital role in building competence in English

19)Studies on teachers have suggested use of cooperative teacher model and cooperative cum collaborative learning strategies.

Scanned by CamScanner

Conclusion: An overview of past and present scenario of English language teaching in India prevails that the nature of English language teaching& learning varies from stage to stage and course to course. Most of the researchers reveled that Curriculum, syllabi and textbooks have been changing with the new policy measures but methodology remaining same with the subtle changes. The researches support that language teacher should be professionally competent to use recent pedagogy to develop language skills of students. Teacher need to conduct real life situation i. e. use of situational approach and provide opportunities for students for involvement, interaction & socialization. There is great empirical support that peer interaction can develop conversation skill of students. Piaget (1926) held that social arbitary knowlwdge,language skills, values, moral system, symbol system can only be learned in interaction with others. Teachers are expected to plan group and individual drill & practice to develop proficiency of students. The novice teachers need to consider above research implications to handle the language classes at all grade levels.

**Annexure-1: Snapshot of roundtabel ICT enabled EL Class**



**Annexure-2: Model Lesson plan**

Unit: A Miracle of love

**Objectives:**

ØTo discuss the role of donators in society

ØTo recognize true Narrative mode of the text.

ØDevelopment of silent Reading

ØTo describe the qualities of Daniel's character.

ØPreparing an appeal for students

ØTo enrich vocabulary through guessing meanings,Antaxari,synonyms and antonyms

ØUnderstanding suffixation, prefixation, and interchange in verb in to noun and vice versa.

Scanned by CamScanner

| Content / context- Para /Questions | Cooperative learning structure |
|---|---|
| A (1,2, 3) | Team Discussion write share(a) |
| B | Individual Reading (silent) |
| C I (1,2,3,4,5,6) | Choral Response |
| II (1,3,4,6) 1 | Team Discussion share(a) |
| (2,5) | Team Discussion share(b) |
| III 1 | Pair discussion write share(a ) |
| 2 | Think pair share(a) |
| (3,4) | Think pair square(b) |
| DI -1 | Individual work(a) |
| 2 | Individual work(b) |
| 3 | Individual work followed by pair discussion |
| 4 | Team Discussion write share(b) |
| 5 | Team Discussion write share( c) |
| E (1,2) | Pair Discussion share(a) |

**References**

Bhatia. K. K. (1996). New Techniques of Teaching English as a Foreign language. Jalandhar: New Academic publishing compancy.

Jesa. M. (2005). Efficient English Teaching. New Delhi: APH publishing corporation, Ansari Roadm, Daryagani.

Saravanavel. P. (2007). Research methodology (8th rd). Allahabad: Kitab Mahal Agencies, 22 –

Statts Arthur. W. (1968). Learning language and cognition Theory, Research and method for the study of Human Behaviour and its Development, NewYork: Holt Rinehart and Winston INC.

Sharan. S. and Shachar (1988). Language learning in the cooperative learning classroom. Newyork: springer. Verlag.

Sharan. Y. Sharan. S. (1992). Expanding cooperative learning through group investigation. Newyork: Teachers college press.

Steven, G. Mccafferty, George. M. Jacobs and Christina Dasilva Iddings (rds) cooperative learning and second language teaching. London: Cambridge University press (retrived from http://www.Cambridge.org)

Slavin. R. E. (1983) cooperative learning Newyork: congman.

Wadsworth. B. J. (1984). Piagets Theory of cognitive and Affective Development (3rd rd), Newyork: congman.

Witrock. M. (1986). Students thought process. In M. C. witrock. (rd), Handbook of research on Teaching (rd rd), Newyork: Macmillan.

Verghese Paul. C. (1989). Teaching English As a second language, New Delhi: Sterling publishers pvt.Ltd.

Vygotsky. L.S; (1978). Mind in society. (Edited by M. Ceole, V. John – Steiner, S.Scribner, and E. Souberman). Cambridge, M. A: Harward University press.

Electronic references

http://alumini.mit.edu/ - andyd/mindset/design.c/c_rsch.html, http://thejournal. com/articles/17325., http:// www.area.net/, http:// www.aerli.org/ http.//www.geocities.com./aiaer 15, http://www.city.londonmet.ac UK/deliberations/ inf_tech/index.html.

Scanned by CamScanner

# UNIVERSITY GRANTS COMMISSION SPONSORED & ELT@I COLLABORATED NATIONAL CONFERENCE ON CHANGING PARADIGMS OF ENGLISH LANGUAGE TEACHING & LEARNING IN THE 21ST CENTURY

16-17 APRIL 2016


Organized by
Department of ELT
Acharya Jawadekar College of Education,
Gargoti, Dist: Kolhapur, 416209 (M.S.) India
Phone No: 02324-220079, 220654
E-mail: ajce_gargoti@rediffmail.com
Website: www.ajcegargoti.info


IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

Scanned by CamScanner

ISBN-978-93-5254-626-8

# TABLE OF CONTENTS


| | | |
|---|---|---|
| 1 | Recent reforms in English Language Teaching and Learning (ELT and ELL)<br>Dr. Meena Prakash Kute | 13 |
| 2 | Teaching English Language & Literature<br>Dr. Bharmu Parisa Maraje | 16 |
| 3 | English For Employability<br>Dr. B. M. Hirdekar | 20 |
| 4 | Collaborative Learning<br>Dr. Meena Vasantrao Surve | 25 |
| 5 | Methods of Evaluating Language Skills<br>Dr. T. Y. Patel | 28 |
| 6 | Role of English Language in Educational Guidance<br>Dr. Tarsing B. Naik | 34 |
| 7 | Technology Enabled Teaching<br>Dr. Madhavi Pawar | 38 |
| 8 | Impact of Social Background on learning English as a Second language<br>Dr. Prashant P. Yadav & Prof. Sanjay Mane | 40 |
| 9 | Developing Soft Skills through English language teaching an emerging need for Employability skill at High school level<br>Shri Ramakant Shivhar Swami, C. H. salunkhe, Sutrave T. V. & P. P. Bhagvat | 44 |
| 10 | Improve your English language Skills<br>Dr. Pratibha S. Desai | 49 |
| 11 | Employability skills in ESL Classroom<br>Heena samani | 52 |
| 12 | Developing Speaking Skills<br>Anupama Prakash Pol | 54 |
| 13 | Use of formal features of teacher talk in English & Marathi Medium Primary Classrooms<br>Dr. Mahesh B. Shinde | 58 |
| 14 | Use of Collaborative learning in Classroom Teaching in English language<br>Shri Krishna Janardhan Karpe Dr. B. S. Ghatage & Dr. P. B. Darade..... | 63 |
| 15 | A comparative Study of Marathi Medium X std. Schedule caste students Achievement in English language with open caste students in Aurangabad City.<br>Pram Khadkikar | 67 |


Scanned by CamScanner

N-978-93-5254-626-8

122

# TABLE OF CONTENTS


| | | |
|---|---|---|
| 16 | **Language Teaching and Context**<br>Miss. Swati V. Mane | 71 |
| 17 | **Use of Constructivism in English language Teaching( ELT)**<br>Mr. SatishYashwant Chavan | 75 |
| 18 | **Effect of Communicative approach on Achievement of Students in English**<br>Mrs. Veda Udayraj Malkar | 80 |
| 19 | **ELLIS--- A Ladder for CPD**<br>Mr. Sanjay Tukaram Chavan | 83 |
| 20 | **Perspectives on English Language Learning and Teaching-an Overview**<br>Shri N. S. Kokate | 87 |
| 21 | **Proliferation of researches on teaching and Learning English Language**<br>Dr. Pralhad Bhaurao Darade | 91 |
| 22 | **Effectiveness of Inductive Thinking Model for Teaching English Grammar among XI Std. Students**<br>Mr. Sharade B. Ingawale and Dr. B. P. Maraje | 96 |
| 23 | **Use of ICT in English language Teaching and learning**<br>Dr. Ravasaheb Kerappa Shelake | 99 |
| 24 | **Changing Role of an English Language Teacher- Teacher as a facilitator in learning.**<br>Shri D. P. Gurav | 104 |
| 25 | **Language Culture and Mind**<br>Dr. Narendra Parchure | 106 |
| 26 | **PHONETIC METHOD**<br>Dr Pallavi Yashodhan Soman | 111 |
| 27 | **A study of Feedback Pattern Used for Teaching of English in Colleges of Education Affiliated to Shivaji University**<br>Dr Madhukar H. Barad & Dr. Smt.Geetanjali S. Patil | 117 |
| 28 | **Social Realism in English Literature**<br>Dr. N. D. Patil | 122 |
| 29 | **Constructivist Approach for Secondary School Students to English language Learning and Teaching**<br>Somnath Kisansing Suryawanshi | 126 |
| 30 | **Using Titanic Song in the Business Communication Class** | 129 |


Scanned by CamScanner

14

# Use of Collaborative Learning in Classroom Teaching For English Language

*Mr. Karape Krishnat Janardan M.A. (Eng.) D.Ed..D.Agri.*
*Asst.Teacher.Ashoka High School, Ichalkaranji & B.Ed. F.Y.(2015-17)*
*A.I.C.E.Y.C.M.O.U. Gargoti, Kolhapur , Mobile No. 9850518013*

**Introduction:-**

We all know that the process of Teaching and learning of English. Learning is the effect of teaching and Teaching is a means to achieve the formulated goals. The dictionary meaning of teaching is 'the art of assisting another to learn. Teaching becomes effective and result oriented if it is according to the needs and aspirations of the students.

We are using many methods of teaching English. Method is a process of planning, Sharing and evaluating learning with group of students. A good method is characterized by three things readiness, activity and satisfaction on the part of the learner. Methods of teaching can be classified into two groups

1)General Methods
2)Specific Methods.
These are the follows :
i)The grammar Translation Method ii)The direct Method.
iii)Question Answer Method iv)Discussion Method
v)Story Methodvi)Electic Method.
There are many learning theories of English language
1)Learning Theories/ methods of English language :-
1)Insight learning theories.
2)Observation and imitations learning theories.
3)Condition learning theory.
4)Information process learning theory.
5)Asubel's meaningful learning theory.

No any method is either good and bad recent or traditional , I think they are also good but now a days there are many changing paradigms of English language teaching and learning in the 21st Century, now were have reached activity based teaching and learning , we are thinking deeply about collaborative learning. According to my knowledge, it is the best method of teaching and learning of English language.

**2)The Concept of Collaborative learning :-**

It is the best teaching as well as learning method of English Collaborative learning (CL) is a situation in which two or more student or people learn or attempt to learn something together unlike individual learning, student engaged in CL. Capitalize on one another resources and skills, asking me another for information, evaluating one another ideas, monitoring one another's work, more specifically CL is based on the model that knowledge can be created within a popularity where members actively interact by sharing their experience, learners engage in a common task, there is face to face conversations as well as computer discussing, online forums, chartrooms etc. CL is just one form of classroom / student learning structure.

CL is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the internet on a shared assignment.

Collaboration that is working together to accomplish shared goals and that is the instructional use of small groups where students work together to maximize their own and each other's learning students at various performance levels work together in small groups toward a common goal.

I think, according to my knowledge cooperative learning and CL shows similarity. It is learning in small groups i.e. face to face and learn to work as a team.

Scanned by CamScanner

Dr. P B. Darade

173

ISBN No.978-93-83796-46-5

NAAC Grade - B

EST.1965

Government of Maharashtra

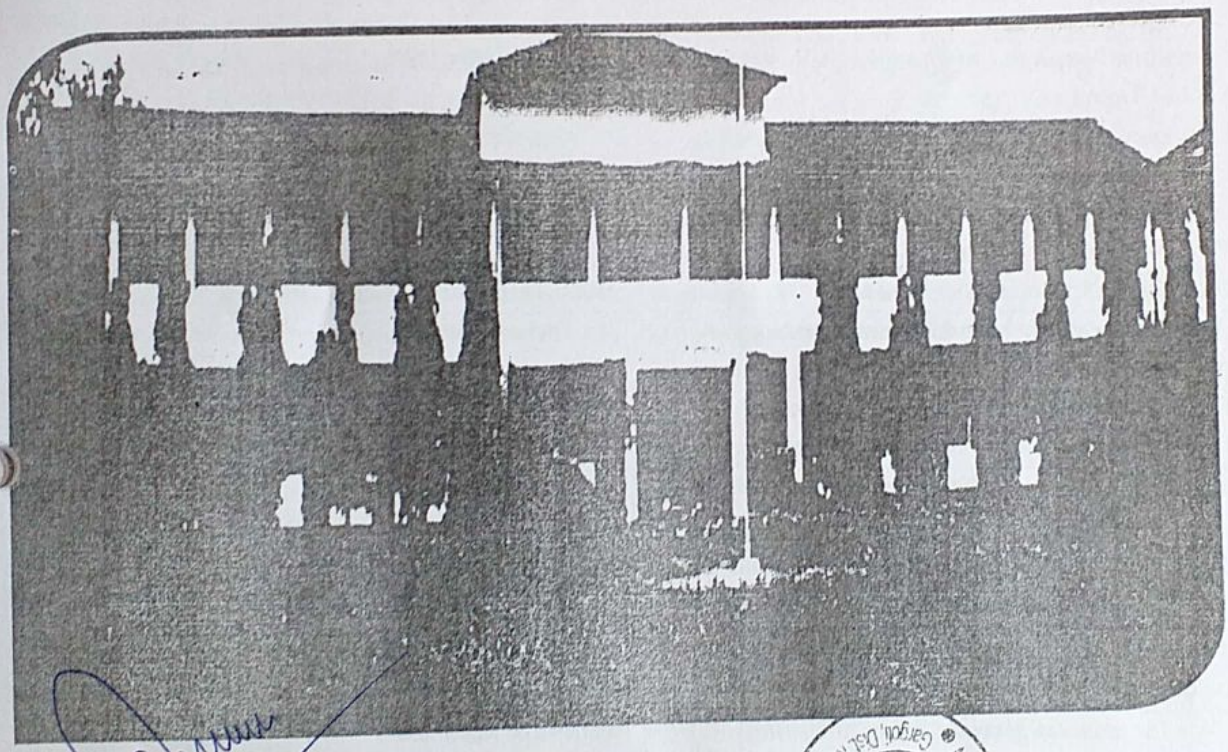
# Government College of Education (CTE), Ratnagiri

Aacharya Jawadekar College of Education ESTD. 1956 Gargoti, Dist. Kolhapur

## National Seminar

## on

# Skill Development in Teacher Education



I/C. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

**2nd April, 2017**

Aacharya Jawadekar College of Education ESTD. 1956 Gargoti, Dist. Kolhapur

Dr. TARSING B. NAIK
Co-ordinator,
National Seminar

Dr. LATA S. PATIL
Director,
National Seminar

TRUE COPY

Principal
Aacharya Javdekar College of Education
Gargoti, Dist. Kolhapur 416209

Scanned by CamScanner

ISBN No.978-93-83796-46-5

# CONTENT


| Sr. No. | Title | Author | Page No. |
|---|---|---|---|
| 1. | Skill Development In Teacher Education | Dr.M.S.Talawar | 1 |
| 2. | Reforms of Teacher Training Education | Dr. Ajay B. Sali | 5 |
| 3. | Effectiveness of Community Development Skills in Teacher Education | Dr. B. P. Maraje | 7 |
| 4. | Two Years B.Ed. Curriculum & Skill Development in Student-Teacher | Dr. Lata Shivaji Patil | 11 |
| 5. | Need of Effective Communication Skills for Student Teacher | Dr. Shantaram G. Bute | 16 |
| 6. | Development of Soft Skills through Internship program | Dr.Jyotsna Nitien Thakoor | 19 |
| 7. | Impact of Administrative Skill on Performance of Student Teacher | Dr.Tarsing B. Naik | 22 |
| 8. | Diagnostic Perspective of Teaching Skill in Pre - Service Training | Dr. Shivaji Bapu Patil | 25 |
| 9. | Emerging Skills Required for Teacher Education | Dr. Seema B. Maraje | 29 |
| 10. | Creativity : an end Product of Thinking | Dr.Madhuvanti D. Kulkarni | 33 |
| 11. | Identification & Development of Soft Skills in Two Year B.Ed. Programme | Dr. Ujwala Done | 36 |
| 12. | Use of ICT Skill In Teacher Education | Sanjay Yashwant Lashkare | 38 |
| 13. | Use of Information communication technology (ICT) skill in Teacher Education. | Shri. Bhosale Ramesh S. | 42 |
| 14. | The Effect of Pranayam on Student Teacher Teaching- learning | Dr.Sunita M. Kale | 45 |
| 15. | Uses of ICT Skill In Teacher Education | Dr.Sarjerao Pandurang Chavan | 51 |
| 16. | Development and Implementation of Life Skills in Two Year Teacher Training Course | Shree Manoj N.Patil<br>Dr. Tarsing Naik | 53 |
| 17. | Importance of ICT in teacher education | Miss.Amruta H. Nayakawadi | 56 |
| 18. | Use of ICT in teacher education | Dr. P. B. Darade | 58 |
| 19. | In ICT use of Social Networking in Education | Dhanashree Madhukar Bansode | 61 |
| 20. | Web 2.0 Technologies for Pre Service Teacher Education | Dr.Anil Tanaji Patil | 64 |
| 21. | Reinventing Education with skills–Need Based Approach to Survive | Ms.Heena Samani<br>Dr. Mrs. Rekha Topkar | 67 |
| 22. | Uses of ICT skill in teacher education | Pradnya B. Jadhav | 69 |
| 23. | Role of soft skills in education | Damayanti Sujit Jatrate,<br>Dr. R. B. Topkar, | 72 |




Scanned by CamScanner

ISBN No.978-93-83796-46-5

# USE OF ICT IN TEACHER EDUCATION

**Dr. P. B. Darade**

*Associate Professor, Acharya Jawadekar College of Education, Gargoti.*

**ABSTRACT:**

E-Learning refers to systematic use of networked information and communication Technology in teaching and learning. It had a revolutionary impact on present pedagogy from K. G. to P. G. It had brought a sea change in classroom communication, methods, techniques and devises of learning. It had created positive attitude among students and teachers by providing flexible learning environment, better curriculum, easy Feedback mechanism, Free remediation etc.Use of ICT is beneficial due to Equity, Acess, Economy, Expansion, Cost effectiveness,goverence, synergy in faculty shortage etc. The government of India (MHRD) UGC, NCTE, NCERT, AICTE, IGNOU, has been initiating various programmes to extend educational servises through the use of ICT. former president Late Dr. A. P. J. Kalam quote that 21 st century is about the management of knowledge and information we have generated and value addition we bring to it, We must give our students the skills which they wil find a way through the sea of knowledge.

**KEY EXPRESSIONS:** E-Learning, collective learning, I Blogs, SMS, Twitter, tube Curriculum, Gyan Dershan, Gyan Vani, Evoluation,Moodle Mooc, Audacity, GIMPSHOP, HTML, HML, PDF, Mind mapping, EXE, CSS, School Education, Teacher training.

**INTRODUCTION :** ICT is the tool which opens up the new vistas of knowledge in every walk of life. The concept of ICT in Education comprises broad phenomena at present. It has brought sea change in present Education systems at all grade levels. ICT provides opportunities for learners and teachers to disseminate knowledge & information effectively. E–Learning is the process of learning through electronic media. It is the use of E- Learning programmess on computer and internet supported learning and computer supported collaborative learning. ICT helps the learners to acquire knowledge and skills and understand learning material precisely. Experts believes that E- Learning tools runs 8 times faster than the conventional modes of communication, it stores 8 time more information in the human memory, communicate 3 times faster and can be used at Anywhere, Anytime, Anyone (A3) At present there are billions of websites& free Wikipedia's available on every aspect of knowledge which are accessible freelly and worldwide. It is projected that use of ICT in education is accounting approximately more than 30% of educational works. As 21 st century is he age of knowledge which is power in upcoming systems at all aspects of life. Concept of Knowledge, Creation of knowledge, dissemination of knowledge, Application of Knowledge becomes prominent at present. Illiterates of 12 st century will not be those who cannot read or write but those who cannot learn, unlearn, and relearn.

**E- Learning Tools:**

- **Moodle:** Learning Management System for Virtual learning environment
- **EXe :** Open source authority tool
- **PDF creator:** Free PDF tool
- **Mind mapping:** Mind mapping software
- **GIMPSHOP:** Open Photoshop resource
- Audacity and podcasting
- Online Lessons and Examinations
- Online tests and exercises
- HTML Skill tool
- HML1.0,HTTP1.1,CSS1.0
- XHTML1.1 and W3



Scanned by CamScanner

ISBN No.978-93-83796-46-5

**Advantages of E- Learning**

- Equity, Access Expansion and Economy
- Easy and effective delivery
- Better support to multimedia resources
- Quicker worldwide access
- Motivation to learn & relearn
- Quick remediation and Feedback
- Attention grabbing introduction
- Helps to recall and transfer of learning
- Stimulus variation and gaming
- Useful as a remedy for faculty shortage
- Collaborative learning environment
- Reduced burden of textbooks
- Common resource sharing
- Self pacing & individualization
- Extendibility
- Durability and Comprehensiveness
- Flexibility in drill and practice
- Useful to develop thinking process

**Specific E -Learning TOOLS**

**(1) LEARNING MANAGEMENT SYSTEM**

- Moodles( moodle.org)
- Blackboard

**(2) MASSIVE OPEN ONLINE COURSES**

- MITs Open course were
- Coursera( www.coursera.org)
- Edx(www.edx.org)

**(3) INSPIRING ONLINE TALKS**

- Khan Academy(www.khanacademy.org)
- TED Talks( www.ted.com)

**(4) STUDYING TOGETHER**

- Phone talks
- Short Messages
- Chat
- Email
- Face book
- Share point by Microsoft
- What sup
- Twitter
- U tube Videos
- Acrobat by Adobe
- Share it
- Xender
- Bluetooth share

**(5) Virtual Labs**

- i lab from MIT(ilab.mit.edu)

**(6) Scholarly Search**

- Google Scholar
- Citation Index
- Impact Factor count
- SCOPUS
- Web science

**(7) Research Articles (INDEST. Google)**

**( 8) Personal Library**

**(9) E Book Reader**

- Apple ibooks
- Amazon books
- Mac, ipad,iphone
- Amazon kindle

**(10) Cloud Storage)**

**(11) Data based Tools**

- Bing & Google
- Wolfram Alpha
- Mathematica

E-resources on Education

- www.edmodo.com-For Social networking
- www.hotpotatoes- For online quizes& puzzles
- www.doodle.com – For Student & Tutor corredpondance
- www.visualminds.com-For mindmapping
- www.youtube.com/education- For info on education
- www.virtualstocktrading.com- for trade & business
- www. surveymonkey.com- For online surveys
- www.phet.colorado.edu/

**Resources on ELT**

- http://www.edunet.comenglish/grammar
- http://www.onenationt.org
- http://www.owl.english.purdue.edu/files/82.htm
- http://www.peihomestay.com



Scanned by CamScanner

ISBN No.978-93-83796-46-5

- http://www.gosford_hill.oxon.sch.uk/etuk.html
- http://www.ed
- unet.comenglish/grammar

**Conclusion:** Practicing E-Learning in Education is in great demand at present, many schools and colleges are rendering ICT services to their students Some Schools & colleges are providing tablets to their students and the classroom transaction is done through ICT tools. Curriculum & syllabi has been converted into programme learning type mode, these practices are promoting self lrearning styles among the students. Today's generation students show low interest in traditional materials. Although ICT and E- Learning need to be used there are lacunas and constrains. E- Learning will not work properly if the teacher is not trained. It will create Zero effect in some of the content areas. It could not be used in unequipped schools and Colleges in rural area. The Government should provide basic infrastructure and ICT services to schools & colleges. It is high cost installing and operating and maintaining process. If it is imposed without considering the needs of students, suitability of the content, etc. The drawbacks of using ICT have been also focused by UNESCO (2009). Although ICT is useful there are risks of using it in Education.

REFERENCES :

1. Kamat R. K.(2007)E – Learning a Webcentric model, Oneday Seminar
2. Ransing Vinaya(2007) Importance of E-Learning, Shikshansankriman
3. Ranade Mrudula& Patil priyaj( Information and Communication Technology in ducation(2006) S. N.D.T , Pune
4. Parthasarathy M. (Trade in Educational Service ICT perspectives on Indian Higher Education (2016), Uni News28 Dec-3Jan2016
5. Sundararajan N. Digitalization of Higher Education in India: Making the Dream a Reality Changing Landescape of Higher Education (2016) Uni. News



Scanned by CamScanner

# English Language Teaching Institute of Symbiosis (ELTIS)

॥वसुधैव कुटुम्बकम्॥

organises its

## 6th National Conference

February 5 & 6, 2016

**Collection of abstracts of papers presented at the 6th National Conference on ELT:**

**"Communication *Plus*: Empowering Language Learners through Effective Listening and Active Vocabulary"**

Conceptual Co-sponsors:

CAMBRIDGE ENGLISH Language Assessment
Part of the University of Cambridge

OXFORD UNIVERSITY PRESS

Regional English Language Office

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

TRUE COPY

Principal
Aacharya Jawdekar College of Education
416209

Scanned by CamScanner

## Parallel Paper Presentation Session 2: Schedule

Saturday, February 06

### Session: II (11:30 am to 1:00 pm)

| Time | Classroom F1 | Classroom F2 | Classroom F3 | Classroom F4 | Classroom F5 |
|---|---|---|---|---|---|
| Theme | Audio-Visual Aids: Building Blocks to a Rich Vocabulary | Vocabulary Development: Activities and Strategies | Strategic Initiatives & Approaches | Locale-Specific Issues & Concerns | Mixed Themes |
| 11.30 am to 11.45 am | Dr. Mukta Karmakar (3)<br>*Movies – A Gateway for Vocabulary Building* | Ms. Zinnia Bhattacharya (34)<br>*Role of Dictionary Skills in the Acquisition of Vocabulary and Culture* | Dr. P. B. Darade (69)<br>*The Classroom research on effectiveness of Cooperative learning strategies to develop Vocabulary of students* | Mr. Titus Richard (37)<br>*Listening: A Study in Learner Problems* | Dr. Madhavi Pawar (22)<br>Ms. Seema Bagul<br>*Empowering Language Learners through effective Listening and Active Vocabulary* |
| 11.50 am To 12.05 pm | Mr. A.Sherlin Raja (39)<br>*Enhancing Listening Skills through Advertisement* | Dr. Simon Bernabas (19)<br>*Teacher Talk and the Contextual Teaching of Vocabulary* | Dr. Parimala Nijagal (67)<br>*Activities and Strategies for Vocabulary Development at Various Academic Levels – A Practical Approach* | Dr. Pornima Kadam (32)<br>*Study of Effectiveness of Listening Skill Training Programme in English for Teacher Trainees* | Ms. Jayasree Menon (51)<br>*All Eyes and Ears for Authentic Resources* |
| 12.10 pm to 12.25 pm | Mr. Sumeet N.Ramchandani(40)<br>*Enhancing Listening skill and Enriching Vocabulary through Visual Literacy among Pre service Secondary Teachers: Some Observations* | Ms. Smital Makone Pawar(60)<br>*Techniques Adopted for Developing Word Power of Engineering College Students* | Ms. Soorya Menon(17)<br>*Figurative Reasoning in Young Second Language Learners* | Mr. J. Jeano (28)<br>*Teaching Listening: A Study on Teachers' Attitude* | Ms. A.Pavithra (29)<br>*Is anybody listening, I mean, really listening?* |
| 12.30 pm To 12.45 pm | Mr. V. Paul Pradeep Kumar (53)<br>*Enhancing Vocabulary through Video Clips* | Mr. Uttam Patil (63)<br>*Phonemic and Semantic Knowledge of Affixes and Communication in English* | Dr. Anjali Patil-Gaikwad (61)<br>*United We Stand -- Breaking Barriers to Language Learning through Collaborative efforts* | Ms. K. Jhansi Rani (71)<br>*Teaching of Listening to Engineering First year students: Problems and Solutions* | Dr. Santosh Chandra Dugar (25)<br>*Learning to Listen and Listening to Learn Vocabulary* |
| Chairperson | Dr. Chitra Shridharan | Dr. Deepak Nanaware | Dr. J John Sekar | Dr. Jayant Salve | Dr. Madhuri Gokhale |

Scanned by CamScanner

majority of English words are derived through affixation. Users of English as a second language need to have enough vocabulary that would enable them to communicate in English properly. Knowledge of meanings of affixes helps the users to enrich their vocabulary. Proper morphophonemic realization of affixes in English on the part of the speaker adds to intelligibility of his/her speech. Similarly, the right morphosemantic realization of affixes helps the users both to encode and decode messages in English accurately. All this may reduce the mother tongue influence on communication in English in the context of ESL and EFL. The present paper focuses on the importance of phonemic and semantic knowledge of affixes for intelligible and meaningful communication in English.

**Key expressions**: morphophonemic realization, morphosemantic realization, affixes, morphophonemic, communication in English, ESL, EFL

***

## The Classroom Research on Effectiveness of Cooperative Learning Strategies to Develop Vocabulary of Students

Dr. P. B. Darade (Associate professor)
Acharya Jawadekar College of Education
Gargoti
Maharashtra

**Abstract**

Vocabulary enrichment is an important aspect of language learning at all levels. Active listening and active vocabulary play a vital role in communication. English language teaching in India has mostly been criticized on the basis of defective pedagogy and lack of adequate mastery over language skills. As communication is the basic function of language, our students are remaining handicapped in communication skill due to weak mastery over basic language skills & structures. Communication is not possible without appropriate use of words & structures. Language learning involves establishment of link between the language forms and their meanings. In the process of learning to speak, the learner should learn to associate appropriate forms with meanings which is in his /her mind and when the listener receives the form he /she tries to understand it as per the form he/she has heard. The teacher of English should systematize his teaching methodology to help students to acquire sufficient mastery over vocabulary. The problem of vocabulary is not as simple as it looks because vocabulary in a language comprises all countless words used in that language.



Scanned by CamScanner

Broadly speaking, vocabulary can be classified into (1) Function words (2) content words. Function words are interrogatives, prepositions, auxiliaries etc. and content words are nouns, verbs, adjectives and adverbs. Vocabulary of English can be classified into four parts such as (1) function words (2) substitute words (3) grammatically distributed words (4) content words . The first three categories number about 200 in all and content words constitute the bulk of total vocabulary. Content words can be divided into two i.e. core vocabulary (known to the language community) and specialized vocabulary. According to Robert Lado there are three kinds of vocabulary (1) Vocabulary to operate patterns (2) Vocabulary for communication (3) Aesthetic and technical Vocabulary. Vocabulary can also be divided into (a) recognition vocabulary (b) production vocabulary. The vocabulary which conveys meaning to us is recognition vocabulary and which enables us to communicate in ordinary situation is production vocabulary. Production vocabulary is student's active vocabulary (used in speaking &writing), recognition vocabulary is passive vocabulary which student recognizes in spoken or reading at advance stage. Passive vocabulary becomes active when the student gets mastery over it and technical vocabulary is to be developed in a specified professional course. Our concern is to enrich core vocabulary to use English language for the purpose of communication.

**Key expressions:** language skills, Function words, passive vocabulary, professional course

***

## Activities and Strategies for Vocabulary Development at Various Academic Levels – A Practical Approach

Parimala Nijagal
Professor, Dept. of English
City College
Bangalore
Karnataka

**Abstract**

Vocabulary is one of the core building blocks of a language. It is the main tool which enlarges and enhances the sphere of one's expression and understanding. Wilkins maintains (1972) that "…..while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" ( PP 111-112 ). Lewis argues (1993), "lexis is the core or heart of language (PP 88 – 89). These two statements very clearly sum up the significance of vocabulary. Vocabulary is a set of words within a language that is familiar to a person or



Scanned by CamScanner

ताराराणी विद्यापीठाचे

# कमला कॉलेज, कोल्हापूर

विद्यापीठ अनुदान आयोग नवी दिल्ली पुरस्कृत

## एकदिवसीय आंतरविद्याशाखीय राष्ट्रीय चर्चासत्र

विषय

# मानवी हक्कांचे स्वरूप आणि वास्तव

२० जानेवारी २०१६



Acharya Jawdekar College of Education Gargoti, Dist. Kolhapur Estd. 1956

TRUE COPY

Principal
Aacharya Javdekar College of Educatio
Gargoti, Dist. Kolhapur 416209

I/C. Principal
Acharya Jawadekar College of Education,
Kolhapur.

Scanned by CamScanner

ISBN 978-81-927211-1-3

# अनुक्रमणिका


| अनु. क्र. | शीर्षक | लेखक | पृष्ठ क्र. |
|---|---|---|---|
| 1 | Reading Victim Compensation as a Part of Social Security: Critique and Compliments | Praveen Patil | 1 |
| 2 | Rehabilitation of Young Offenders: Human Rights Perspective | Suhas Vijayrao Patki | 5 |
| 3 | An Analysis of Human Rights- A Perspective from Indian Constitution | Mr. Sopan D. Jadhav | 8 |
| 4 | Cultural Preservation of Ethnic Groups through Intellectual Property Rights | Suchita R. Suragihalli | 12 |
| 5 | Right to Education A Human Right: Legal Dimensions and Realities in India" | Dr.Pooja P. Narwadkar | 15 |
| 6 | Globalization and It's Impact on the Realization of Human Rights | Prof. Rohini Girish Deshpande | 21 |
| 7 | Study of Right to Development Verses Right to Environment | Dr. Varsha Sanjay Khude | 25 |
| 8 | Human Ethics : An Approach of Amartya Sen | Dr. D. K. More<br>Mr. A. V. Jadhav | 28 |
| 9 | Ethics In Business : An Economic Perspectives | Dr. T. M. Rabade<br>Dr. B. K. Mane | 30 |
| 10 | Rights to Equality and Castes Realities at Presents Day: Some Observations in Marathawada Region | Nisargandh P. Ramrao | 33 |
| 11 | Right to Education: Provisions, Issues and Concerns | Dr. P. B. Darade | 37 |
| 12 | Human Rights as Fundamental Rights. | Dr. M.R. Thite | 40 |
| 13 | Two Year Teacher Education Curriculum Towards Human Rights Education | Dr.Naik Tarsing B. | 44 |
| 14 | Human Rights and Education of the Mentally Handicapped | Dr.Shantaram G. Bute | 47 |
| 15 | Right to Social Security : Reality and Challenges in the Construction Industry | Dr. Shilpa Puranik | 50 |
| 16 | Human Rights In English Literature | Dr. Namdev D. Patil | 54 |
| 17 | Human Rights in the Novel Untouchable of Mulk Raj Anand | Mr. Amar L. Powar | 57 |
| 18 | Feminine Voice of Assertion | Dr.Mrs. Madhavi Pawar | 60 |




Scanned by CamScanner

ISBN 978-81-927211-1-3



# RIGHT TO EDUCATION: PROVISIONS, ISSUES AND CONCERNS

Dr. P. B. DARADE
Associate Professor
Acharya Jawadekar College of Education, Gargoti

- **INTRODUCTION :**

After Independence the Government of India set up more than 41 commissions & committees to reset& sensitize education as a basic instrument of all-round development of an individual and the prime means of social change encompassing social, cultural, economic, scientific aspects of change in the country. National Policy on Education (NPE1992), Supreme court judgment (1993),Impact of Globalization (1990),UNESCO's commission on Education for 21st century(1993) & Learning Treasure Within Report( 1996), UNESCOs international meet at Cankon in Thailand i.e. Education for all upto 2000 initiative etc. have strengthened education as a basic human right. Unfortunately the efforts & initiatives remained in reports and recommendation papers and expected change had not been witnessed due to lack of willpower and proper attention by the state & central Government. Education & Health sector are remaining low priority area for the ruling political parties in India. After Independence the promise of providing Free & Compulsory Education to all had been suitably extended from time to time: Firstly it was promised upto1960, then up to 1968-1975-1986-1995-2000-2010 now upto 2015 which will be further extended for longer period. According to the Indian constitution, the roots of RTE are there in the constitution & guiding principles code 45, 21(A), 51(C) have provided detailed mandatory provisions & duties of the Government. The Indian Government failed to provide 6% GDP and common school for all children as per the Kothari Commission Report (1964-66).The children of mother India have to wait 63 years after independence to pass the RTE act in 2009, actually the draft of RTE was prepared in 2000 but it was not placed in the parliament and sanctioned for further action. Honorable president of India sanctioned the act on 26 Aug.2009 and published it in the Gazette of India. The act was come into force from 1 April 2010 except Jammu & Kashmir state.

- **MAJOR PROVISIONS IN THE RIGHT TO EDUCATION ACT:**

The act is called as Right of children to free and compulsory Education which prescribes that the Government is accountable to provide free and compulsory Education to all children in the age group of 6-14. No elementary child shall be held back due to admission fee or capitation fee or required to pass examination, it does not mean that there will be no examination or no fees, notified fee by the school will have to pay by the parents. The progress of the child will be tested through continuous and comprehensive evaluation (CCE). It is observed that teachers do not have proper training& mindset on how to use formative evaluation tools. However there is misunderstanding and confusion among teachers and parents where as parents misunderstood that there is no examination up to Std.viii which makes their children handicapped in basic reading writing skills, Hence they are demanding the state governments to rethink the decision and conduct previous pattern of examination. The act specified that a child belonging to SC/ST and economically backward will not remain out of school. RTE Code no. 20 to 32 have important specifications on role and responsibilities of the school , Government, local authorities, SMC, parents, guardians, school management etc.code 29 provided the regulatory principles on curriculum, teaching learning process and evaluation of students. The whole schooling process is spelled to be student centric & burden free. It is specified that mode of instruction should be mother tongue(MT) up to class Vth .The pedagogy should geared to physical, mental, affective and spiritual growth of child. Code 32 is about appointment of teachers, teacher education and teacher training. It is provided that SMC should not appoint unqualified teachers. If the teacher is unqualified, the teacher should acquire degree within 5 years. Teacher must have mastery over levels of teaching and learning. He/ she must



Scanned by CamScanner

conduct maximum direct learning experiences & less verbal experiences in the classroom. Teacher himself should set a role model before students by his /her behavior, communication skill, food habits and study habits. It is further stated that school infrastructure should be rejuvenated & special facilities should be provided to ensure good quality elementary Education.

- SALIENT FEATURES OF THE ACT
- Free and compulsory Education to all children in the age group of 6-14
- No child shall denied admission in school for lack of age proof
- Provisions of 25% admissions for economically backward classes.
- Fixed student teacher ratio I to V 1: 30, VI to VIII 1: 35
- Full time teacher for Languages, Mathematics and science and part-time teacher for Sports and Work Experience
- Improvement in school infrastructure
- Financial burden will be shared by state and Central government.
- Special training shall be given to the teachers
- CODE NO 22: Provision of Rights to school Management Committee(SMC)
- CODE NO. 25: Provisions of Teacher Eligibility
- CODE NO: 26: Role and responsibility of Teacher
- CODE NO. 29: Designing the Curriculum of Primary Education
- CODE NO> 32: Guidelines on Teacher training and continuous education of teachers

ISSUES AND CONCERNS: After five years of RTE different issues and challenges have been raised in response to student teacher ratio, appointment of teachers, working hours of school, teacher training, financial supplementation, evaluation of students etc.There is challenge of inclusion of millions children in the country, there is no provision of education of children in the age group of 3 to 6. It is revealed that 1 corer 10 lack students in the country cannot read and write. 53% schools in India have not basic facilities. It is observed that 98% students goes to school within 1 km distance& for 93% students school is available at 3 km. Financial share of centre and state in RTE is 55% and 45% which need 1.17 lakh corer rupees up to 2015 for proper implementation of RTE. India's world rank in providing RTE is 134, there are only 13 countries in the world who implement the act sent percent .,Serva Shiksha Abhiyan(SSA)& Rashtiya Madhimik Shiksha Abhiyan (RMSA)other programmes have contributed significantly for universalisation of primary education in India but there are challenges in implementing any policy as Indian Education is having second largest structure in the world & India as a most populated country, it is a challenge to implement RTE. The GER of students in the age group 6-11 is more than 107% in primary Education but everything is not well and good. Presently Children needs right to quality education. It is true that the legislative provisions in the RTE act are a milestone in the history of Education, but the act fails to do proper justice to quality education during the past four years.

- PROBLEMS AND ISSUES .
- Challenges in implementing the RTE Act
- As per SS Code the working hours of a school are 29 clock hours per week( 5 days week) Whereas as per RTE there are 30 clock hours per week( 6 days week) including one extra day( 7.30 to 12.30)
- 75% members in SMC are parents which trace excess importance to SMC
- There is no provision of Education of children in the age group of 3 to 6
- As per RTE there is 55%:45% financial share of center and state government.
- There is no consistency in the Govt. policies from the last 10 years.
- The govt. could not appoint permanent H. M .during the last 62 years.
- Problem of single teacher schools.
- Teacher has to maintain 68 types of registers.
- No consideration of demand and supply of teachers. Every year 1500 teachers are needed in M.S. whereas more than 58000 teachers are produced.



Scanned by CamScanner

ISBN 978-81-927211-1-3



- No Exam. Up to class VIII is harmful to students. Now the Govt. is suppose to reconsider the policy.
- CHB, Shikshan Sevak Yogana , non Grant & permanently Non Grant culture is the incurable disease to the systsm.
- The Act needs 1.17 lakh corer rupees up to 2015

## REFERENCES

Darade P. B. (2015) National seminar on Right to Education: Quality Concerns, Issues and Challenges Mar.2015

Darade P. B. Lecture on Right to Education Act 2009@ Murgud Videlaya Murgud,2010

Rigt to Education Act, MSCERT. Govt. of M. S. pune 30



Scanned by CamScanner

ISSN - 2349-638x
Impact Factor 3.025
UGC Approved No.64259



# Swami Sahajanand Bharati College of Education, Shrirampur

## Two Day National Annual Conference

In Association with

Maharashtra State Secondary
Teacher Educators' Association (MSSTEA)

16 th & 17 th Dec.2017




## Aayushi International Interdisciplinary Research Journal

Special Issue 24

On

"Assessment And Accreditation of Teacher Education Institutes"

**Editor**

Assistant Professor,
Swami Sahajanand Bharati College of Education,
Shrirampur, Dist. Ahmednagar 413709 (M.S.)

TRUE COPY

Principal
Aacharya Javdekar College of Education
Gargoti, Dist. Kolhapur 416209

I/C. Principal
Acharya Javadekar College of Education,

Aacharya Javdekar College of Education Estd. 1956 Gargoti, Dist. Kolhapur

Scanned by CamScanner

| Organized By | S.S.B. College Of Education,Shrirampur<br>In Association with MSSTEA | ISSN 2349-638x<br>Impact Factor 3.025 |
|---|---|---|

| Sr. No. | Author Name | Research Paper / Article Name | Page No. |
|---|---|---|---|
| 1. | Dr. M.S. Pondhe | Constructivist Evaluation of Learning | 1 To 5 |
| 2. | Dr.S.S.Gore | Study of Value Inculcation in Teacher Education | 6 To 7 |
| 3. | Dr. Sadanand D. Bhilegaonkar | Challenges in Assessment of TEI With The Help Of Fourth Pillar 'Learning Outcomes | 8 To 9 |
| 4. | Dr. V.P.Shikhare And Dipali Patil | A Study of Leadership Behavior Qualities of B.Ed Students | 10 To 12 |
| 5. | Dr. P. B. Darade | Catalectic Transformation of Teacher Education Programmes (TEP) by QCI | 13 To 19 |
| 6. | Dr. Bharmu Parisa Marje | Teacher Education Institution's Assessment Indicators for The Pillar Of Learning Outcomes | 20 To 25 |
| 7. | Dr. Sushil Kumar | Challenges in Assessment and Accreditation by QCI | 26 To 29 |
| 8. | S. V. Yevate And Smt. S.G. Barhate | Brain Compatible Classroom | 30 To 32 |
| 9. | Dr. Mahadeo Vishnu Mate | Development of Soft-Skills For B.Ed. Student Teachers | 33 To 35 |
| 10. | Dr. Balu. S. Murade And Dr.Anand. P. Pandit | Remote Sensing and Geographical Information System is Innovative Approach for Earth Resource Management | 36 To 40 |
| 11. | Dr. Maheshwar Gangadhar Kallave | Reformed Activity for Enhancing Pupils Interest in Science | 41 To 44 |
| 12. | Dr. Ravindata Maruti Chobhe | Innoovative Practices in colleges Skill Development Strategy – MTC Strategy | 45 To 46 |
| 13. | Dr.N.S.Jadhav | Innovative Practices in Colleges | 47 To 49 |
| 14. | Dr. M.M. Jadal | New Innovations And Current Practices In Teacher Education | 50 To 52 |
| 15. | Dr. Ravindra Maruti Chobhe | Innovative Practices Research Report Writing W-Strategy | 53 To 55 |
| 16. | Dr. Vishnu P. Shikhare | Implementation of Inquiry Training Model For Teaching Concept Magnetism In Science | 56 To 60 |
| 17. | A.S. Kamble And K.A.Waghmare | Problems in Implementing Two Year Teacher Education Programme | 61 To 62 |
| 18. | Nutan Krishnarao Nangare | Innovative practices Theories of Learning and Instructional Design | 63 To 65 |



Scanned by CamScanner

National Annual Conference on
Assessment And Accreditation of Teacher Education Institutes (16th& 17th Dec.2017)
Organized By, S.S.B. College Of Education,Shrirampur
In Association with MSSTEA
ISSN 2349-638x
Impact Factor 3.025

# Catalectic Transformation of Teacher Education Programmes (TEP) by QCI

Dr. P. B. Darade
(Asso. Prof. & Vice president MSSTEA)
Acharya Jawadekar College of Education
Mouni Vidyapeeth, Gargoti

**Abstract:**

*India is having the largest Education system in the world. There was high demand for trained teachers to teach school subjects in primary and secondary schools in the country. There were less teacher training colleges in India.Upto1980 only Government and Government aided colleges were there to fulfill demand& supply of trained teachers in the country.In 1990 the Government participated in the international wave of Liberalization, Privatization and globalization (LPG) by signing general agreement on trade and tariff (GATT) in 1993. As a result large number of private institutions entered in teacher education as like engineering and medical colleges. The Govt. could not stop the private bodies to open D. Ed./ B.Ed./ M. Ed. Colleges all over the country. These private players found to be compromising quality of teacher training irrespective to the benchmarks laid down by the affiliation system at that time. In 1985 the Govt.appointed National Commission on Teachers. The commission recommended setting up regulatory body to look after the issues and concerns regarding teacher training in the country. Ministry of Human Resource Development (MHRD) approved the NCTE Act to set up National Council for Teacher Education (NCTE) in the year1993.NCTE started functioning from the year1995 with the mandate to maintain planned and coordinated development of teacher education in the country. As an apex regulatory body NCTE enforced norms and standards for all teacher training programmmes in the country. At the start of NCTE there were less than 800 teacher training colleges in India. There was great demand for D. Ed./ B. Ed. ? M. Ed. Colleges. However huge number of Private Institutions applied for recognizing TE courses. As per LPG policy NCTE gave bulk recognition to private players to start teacher training institutions. The mushroom growth of such private unaided institution was numbered 1900 in the year 2000, 2500 in 2003 and 7273 in 2004-2008. In the year 2007-2008, 2439 new teacher training colleges were recognized by NCTE & approved by the government. At present the number crossed 18000 plus TEIs in the country.Rapid expansion is mostly concerned in the state of Maharashtra, Karnataka,Tamilnadu, Kerala, Madhya Pradesh, Utter Pradesh,Punjab and Haryana. Due to rapid growth of TEI neither NCTE, affiliating university nor the Govt.could pay attention on quality functioning of these special interest institutions. These private unaided colleges failed to observe norms& standards laid down by NCTE or NAAC. Overall functioning of such institutions reported to be substandard and witnessed massive malpractices in admission process, teaching learning process and evaluation of the product. This caused a serious damage to the quality of teacher education in the country. However the Govt. appointed Banarjee committee in 2008 (SBC).The committee critised the role of NCTE in giving bulk recognition to private TEI & concluded to close down NCTE. NCTE was held solely responsible for the degradation of TE courses. To resolve the issue it is first time in India that the Supreme Court appointed Committee under the chairmanship of Hon. J. S. Verma in 2012. The Verma committee studied the TEI scenario in the country and recommended reformative changes in preservice& in-service teacher education.JVC recommended to restructure the TEI courses. NCTE submitted Affidavit to ensure proper implement of the recommendations of JVC in 2013.In pursuit of proper implementation NCTE constituted another committee under the chairmanship of Prof. Poonam Batra( CIE Delhi) . Key recommendation of both JVC&Batra committee were to restructure the TEI courses. According to these NCTE*



Scanned by CamScanner

*prepared National Curriculum for Teacher education (NCFTE2014). All TE courses were restructured by most of the universities in India. The most bottlenecking change is change in time duration of the course from one year to two years. New pattern created havoc in Indian TEP. Majority of 'A' type of colleges and university departments are on the verge of closing down due to less enrolment. Students are not willing to attend classes in 'A' type of colleges. On the other hand 'B' type of colleges fulfilling 100% enrolment before the announcement of CET.such colleges coined new terminology in TEP i.e. Full time distance mode course. The wonder is students are achieving gold medals in the university examinations.*

**Keywords:**Liberalization, Privatization, Globalization, Quality enhancement, Quality sustenance, Assessment & Accreditation- monitoring, Affidavit, TeacheR, Educational enterprise, Third party assessment

**Introduction:**

Quality control, quality enhancement, quality assurance and quality sustenance are the buzz words in industrial sector which became popular in Indian higher education sector since inception of NAAC, NBA and Quality Council of India (QCI). Quality is not an absolute concept but a multidimensional and dynamic word. Quality assessment of an institute is judged in terms of "Fitness for the purpose" It is the process of analyzing input, process and output of the institution in terms of vision, mission and goals of the institution. Quality assessment is a standard practice in developed & many developing countries. In 1994 the government of India (MHRD) and University Grants Commission (UGC) established NAAC to assess quality of higher education institutions in India. NAAC is an autonomous organization which created quality culture and quality sustenance movement in HEI in the country. Along with higher learning colleges teacher education colleges were also assessed and accredited by NAAC. Recently NCTE took decision to discontinue the mandate with NAAC and instead work with Quality Council of India (QCI), an autonomous agency under the department of industrial policy and promotion. NCTE justified that NAAC was supposed to access 17000 to 18000 TEI during 2002 to 2017 but it could access only 1522 TEI during the period of 15 years. The state Governments are linking accreditation status with the grant in aid and enforcing HE institutions to complete accreditation process within stipulated time .For example Govt. of Maharashtra noticed all HEI in the state to complete NAAC assessment before 30 April 2018. However NCTE withdrawn mandate with NAAC & joined hands with QCI to design and operationalise a new accreditation and ranking framework for all TEI in the country.QCI started working on the basis of data supplied by the TEIs through Affidavit, E-monitoring & Self Assessment report. QCI is targeted to assess all TEI who submitted Affidavit and answers to show cause notice by NCTE. AS per NCTE appeal 11474 TEI filled Affidavit to NCTE whereon QCI started working. QCI is supposed to assess all TEI up to April2018 and rank top 100 TEI in the country.The objectives of this paper are to (1) preview the background of the theory of change (2) explain the pillars of TeachR and (3) discuss issues and concerns pertaining to the new framework.

**What is QCI?**

QCI is an autonomous organization set up in 1996 by the Government of India, Indian Industry Association, Associated chambers of commerce and industry of India (ASSOCHAM). QCI is governed by 38 members including chairperson and secretary general. The chairperson is nominated by the prime minister of India. Currently the chairperson is Mr. Adil Zainulbhai an alumni of Harvard Business school. QCI members are selected from the Government, industry and various stakeholders. The mission statement of QCI is to lead quality movement in the country by involving all stakeholders. The emphasis of QCI is on adherence to quality standards in all aspects of institutional



Scanned by CamScanner

National Annual Conference on
Assessment And Accreditation of Teacher Education Institutes (16th& 17th Dec.2017)
Organized By, S.S.B. College Of Education,Shrirampur
In Association with MSSTEA
ISSN 2349-638x
Impact Factor 3.025

functioning. The activities include promoting and protecting interests of nation and its citizens. The main objective of QCI is to lead national Quality Campaign aimed at creating awareness amongst Indian citizens to demand quality of products in all spheres. QCI operates national assessment& accreditation programmes for various service sectors such as education, healthcare, environmental protection,governance,social sector, infrastructure sector, vocational training etc. Major feature of QCI is development and application of third party assessment model for government regulators organization and society. QCI promotes competitiveness in Indian enterprise through quality management standards.

**Who Must Undergo Mandatory Assessment by QCI?**

Any institution – DIET, College or university department who is offering NCTE recognized Teacher Education programme in all Indian states excluding Jammu & Kashmir.

**Methodology**

The assessment process will undergo the data collected by NCTE through the following:

(1) Mandatory Affidavits
(2) Replies by TEI to the show cause notice who did not submit the Affidavit
(3) GIS data submitted by TEI
(4) E- monitoring of TEI websites
(5) Data submitted by TEI at the time of recognition

**Assessment Steps**

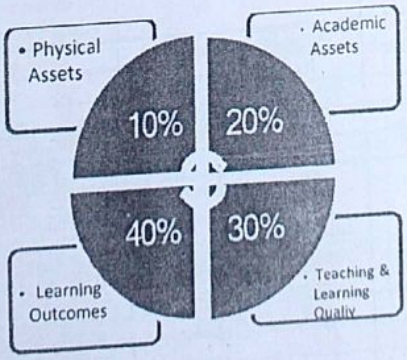
- Step One: Registration on TeacheR
- Step Two: Successful completion of Self evaluation form
- Step Three: Four staged Assessment Process

(a) Online Registration by paying 174000 & filling of Self evaluation Form
(b) (DA) Desktop assessment (15 days will be given to TEI to fulfill the non compliance if any
(c)(c) Field visit for verification & validation of data.(AV recording & testing )
(d) Ranking & accreditation (A, B, C, D) Status 'A' for Five years, Status 'B' for three years, Status 'C' call to assessment for each year, Status 'D' for Fail ( Closing down the TEI)

**Assessment Fee**

The Fee for assessment, and accreditation is 174000 including GST. It includes cost of application, Cost of self appraisal, document assessment, onsite visit, proctored test (ASK), Peer review, Travelling allowance( T. A. ) D. A. Other allowance etc. No other charges will be incurred by the TEI

**Framework of Assessment**






Scanned by CamScanner

Quality Assessment Martix

| PILLAR: 1 PHYSICAL ASSET (10%) | | | | |
|---|---|---|---|---|
| | Key Area | Quality aspects | subcomponents | Indicator |
| A | Financial Management | (1) Mandatory fund requirement | Endowment fund | Account No,FDR No, amount, IFSC code, Value,date,Maturity date, Rate of interest |
| | | | Reserve Fund | Account No,FDR No, amount, IFSC code, Value,date,Maturity date, Rate of interest |
| | | (2) Utilization of funds | income sources | Research,consulting,Fees, others |
| | | | Expenditure | Infrastructure, Art& craft Lab, Science Lab, Curriculum Lab, Lib, HE/ PE resource center, ICT, Salary, Faculty Development, other etc. |
| B | Infrastructural compliance | Land area | Measurements of land area in square meters | Total land area |
| | | Built- up area | Flower area in Sq. Mt. | Total built-up area |
| | | Multipurpose Hall | Area in Sq. Mt. | Size |
| | | | Number of students accommodate | Capacity of Hall |
| | | Multipurpose playfield | Availability of at list one playfield | Length of track etc. |
| | | Classrooms | Purpose of Use, Theory/ Practical | Theory/ Lab |
| | | | Flower area in Sq. Mt. | Size |
| | | | student Accommodation capacity | student capacity |
| PILLAR: 2 Academic ASSETS (20%) | | | | |
| | Key Area | Quality aspects | sub component | Indicator |
| A | Human resources | Principal eligibility | Qualification | Marks obtained, Grade, percentage, Bachlor/Masters/ Doctorate/ Post doctorate/ Specialization etc.from 12 th Board onwards |
| | | | Experience | No. of year as Teacher Educator |
| | | Staff eligibility | Teaching staff qualification | Marks obtained, Grade, percentage, Bachelor/Masters/ Doctorate/ Post doctorate/ Specialization etc.from 12 th Board onwards |
| | | | Non teaching Staff qualification | Highest qualification |
| | | Student qualifications/ eligibility | Academic or professional qualifications | Marks obtained, Grade, percentage, Bachelor/Masters/ Doctorate/ Post doctorate/ Specialization etc.from 12 th Board onwards |
| | | Staff survey | Confidential | |
| B | Teaching – Learning resources | T- L resources on National Teacher Platform | Academic Calendar | as uploaded by the TEI |
| | | | Unit plan | as uploaded by the TEI |
| | | | Reflective journal | as uploaded by the TEI |
| | | | School internship report | as uploaded by the TEI |
| | | | assessments | Faculty to conduct all assessments |
| | | | Quiz | Faculty to conduct all quizzes |
| | | | Video samples of practical teaching by student teachers as a part of their regular course work | as uploaded by the TEI |
| | | | I .T resources | screen shots of 20% of staff & students buffer you tube video Wi Fi Internet give details of LMS etc |



Scanned by CamScanner

National Annual Conference on
Assessment And Accreditation of Teacher Education Institutes (16th& 17th Dec.2017)
Organized By, S.S.B. College Of Education,Shrirampur
In Association with MSSTEA
ISSN 2349-638x
Impact Factor 3.025

| | | | | |
|---|---|---|---|---|
| | | | List of resources | Narratives |
| | | | Availability of resources | as uploaded by the TEI |
| | | Art & Craft resources | Narratives | as uploaded by the TEI |
| | | Subject specific instructional resources | Narratives | Use of Instructional resources in Languages, Science Maths,social science etc. to meet the needs of students & faculty |
| | | Health& PE resources | Narratives | Use of HE/PE resources to meet the needs of Students & faculty |
| | | | List of resources | Materials& equipments |
| | | | cost | Purchase register & Dead stock |
| | | Library | Narratives | use of Lib to meet the needs of students & faculty |
| | | | List of resources | Materials, Equipments, books, E-books, Journals, Microfilms, NCERT books. |
| | | | Cost | Expenditure on Lib. resources in Previous financial year |
| | | Anatomy, Physiology & HE resources | Narratives | use of resources to meet the needs of students & faculty |
| | | | List of resources | Materials, Equipments |
| | | | Cost | Expenditure on resources in Previous financial year |
| | | Physiotherapy, Athletic care & rehabilitation resources | Narratives | use of resources to meet the needs of students & faculty |
| | | Sports psychology resources | Narratives | use of resources to meet the needs of students & faculty |
| | | | List of resources | Equipments & materials |
| | | | cost | Expenditure on resources in Previous financial year |
| | | Exercise physiology resources | Narratives | use of resources to meet the needs of students & faculty |
| | | | List of resources | Equipments & materials |
| | | | cost | Expenditure on resources in Previous financial year |
| | | Measurement & sports training resources | Narratives | use of resources to meet the needs of students & faculty |
| | | | List of resources | Equipments & materials |
| | | | Cost | Expenditure on resources in Previous financial year |
| | | Sports Biomechanics resources | Narratives | use of resources to meet the needs of students & faculty |
| | | | List of resources | Equipments & materials |
| | | | Cost | Expenditure on resources in Previous financial year |
| C | **Human performance resources** | Resources which helps to increase performance of students Faculty | Narratives | use of resources to meet the needs of students & faculty |
| | | | List of resources | Equipments & materials |
| | | | Cost | Expenditure on resources in Previous financial year |
| | | Impact of TEI in sector | Research output | Faculty Publications: name of journal, Year of publication,ISSN,URL |
| | | Student support Feedback& Internship survey | Alumni Survey | Student support services, Mentoring etc. |
| | | | Current student survey | Student support during the current year |
| | | Internship school survey | Student preparedness | Quality of lessons, their conduct, participation in school activities, |



Scanned by CamScanner

| PILLAR: 3 TEACHING & LEARNING QUALITY (30%) | | | | |
|---|---|---|---|---|
| | Key Area | Quality aspects | subcomponents | Indicator |
| A | Teaching & learning Quality | Teaching & learning Quality | Audio_ Video recording of Classroom lessons | Teacher Educators Lesson |
| PILLAR: 4 LEARNING OUTCOMES (40%) | | | | |
| | Key Area | Quality aspects | subcomponents | Indicator |
| A | Learning Outcomes | Attitude, Skills & Knowledge( ASK) | Proctored test | Scores in Proctored test & Internal Examination |
| | | Student teacher ability | Practice teaching | Video recording of practice teaching ( 10 Min. Lesson ) |
| | | Examination scores | Performance in Exam | percentage of marks in internal Exam & External Exam |
| | | Programme Impact | Performance in Teacher Eligibility Test | TET/ S- TET/JRF/ SRF. Evidence showing names of students appeared& Cleared the test |
| | | Post TEI status of students | Recruitment | Current Place of employment, designation joining date etc. of Previous batch: students. |
| | | | Higher Studies | Names of college, University/ Course of previous batch students |

**Issues and Concerns**

- According to NAACs methodology quality assurance primarily intends to achieve vision mission, goals and objectives of the institution which has not been taken into consideration in new assessment & accreditation process through QCI by NCTE.
- Quality enhancement is self oriented, self evaluative and basically driven by internal environment rather than external environment. The subsequent stages of assessment by QCI are more technical &external which created confusion and unrest among the teacher education institutions across the country.
- NCTE needs to review the existing scenario of teacher education programmes in the country and develop comprehensive guidelines regarding mandatory compliance incorporated with Physical assets, Academic assets, Teaching & Learning quality and learning outcomes. TEI as a system there is proper linking between input--- process and output of the system. At present input of TEIs is in problem mode, how can the process standardized? How could the quality of product be testified?
- The mission statement of QCI is to lead quality movement in interest of citizens of nation. Previous experience of recognizing TEI by NCTE is not good. How the overall assessment process could be made more consistent to support greater transparency & made reliable to the citizens of India?
- According to NCFTE 2014, TEI are proposed to appoint teaching faculty for foundation course, pedagogy course, Physical Education, Drama art & Craft etc.what about the existing staff? Some colleges have already appointed foundation based faculty whereas some have appointed method based faculties. There is no similarity even in the same university system. State Govt. is not in position to implement the new guidelines incorporation with old pattern.
- NCTE should set up a separate Teacher Education Assessment and Accreditation Centre (NEAAC) in close coordination with state Government, UGC and State universities instead of QCI.



Scanned by CamScanner

National Annual Conference on
Assessment And Accreditation of Teacher Education Institutes (16th& 17th Dec.2017)
Organized By, S.S.B. College Of Education,Shrirampur
In Association with MSSTEA
ISSN 2349-638x
Impact Factor 3.025

**Conclusion:**

NCTE advocated that ranking & accreditation framework will unlock the potential of teacher education in the country. The emphasis of the framework is more on Learning outcomes and teaching –learning quality. NCTE stated that quality of TE is an important determinant of change to achieve learning outcome in schools. Further it prevail that previous regulatory framework does not promote excellence. NCTE ensured that proper implementation of this theory of change is distinctive in manner, it rebalances the emphasis between inputs such as land,building,teachers,and outputs such as learning outcomes. It also recognizes the need to have a variety of teaching methods and therefore uses both quantitative & qualitative tools, while taking long term view to sustaining excellence through regular assessment and ranking. Finally NCTE strictly warned that well intentioned TEI will have the right intensive to continuously strive to improve and those engaged in malpractices will be forced to exit the sector. Past experience of quality scaling & quality mapping in TE is found defective & problematic. It is uncertain that private players may or may not adhere the framework. There is significant variance between expected and actual quality. Unless the teacher educations norms are observed strictly by both 'a' and 'b' type of institutions quality in teacher education programme will be a utopia.

**References**

1. Chacko Jose (2016) Effect of NAAC Accreditation in improving quality in Arts& Science colleges in Karla, U. N. 13-17
2. Chaturvedi Shobha(2001) B. Ed,. Curriculum: A new model, Un.6-12
3. Darade P. B. (2014) Quality Assurance through Curriculum reforms in Teacher Education, MSSTEA conference paper, Satara
4. Darade P. B. (2017) Paradigm shift in Indian Teacher Education Programme, MSSTEA,
5. Conference paper, SNDT Mumbai
6. Kishor B.(1998) Quality perspectives in Distance Education un,25-28
7. NAAC (2007) Quality Indicators for Teacher Education
8. NCTE, TeachR (2017) A ranking and accreditation Framework for TEIs.
9. http:// www.qcin.org/about-qci.php



Scanned by CamScanner

ISSN 2319-2429

Management Guru: Journal of Management Research

International Journal

A Journal Approved by UGC (University Grants Commission)

/ | Issue No. 08 | September 2017 | Thane | Monthly Journal | Annual Subscription ₹ 2500/- | Special Issue

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

## Karnataka Sangh's

# MANJUNATHA COLLEGE OF COMMERCE

# &

# JUNIOR COLLEGE OF COMMERCE,

Khambalpada, Kanchangoan, Thakurli. (E)
Thane District. Tel.: 0251-2439952 / 0251-2440012

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

## IQAC

*Organizes*

TRUE COPY

Principal
Acharya Javdekar College of Education
Gargoti, Dist. Kolhapur 416209

## ONE DAY MULTIDISCIPLINARY NATIONAL CONFERENCE

On

## Globalization: New Horizons and Perspectives

23 September 2017

TRUE COPY

College Website: www.ksmanjunathacollege.edu.in

Scanned by CamScanner

| | | |
|---|---|---|
| 13 | Education: Myths and Reality, with Special Reference to Indian Education System<br>Ravindra Deodhar & Nisha Deodhar | 110 |
| 14 | The Pathrakadavu Project: A Silent Scream<br>Mary Paul Chakkachamparambil | 117 |
| 15 | The Consumptive Dynamics of Advertisements<br>Simi Varghese | 122 |
| 16 | Changing Paradigms of Teaching and Learning in the Present Decade<br>Dr. P. B. Darade | 128 |
| 17 | Globalization & its Impact on Indian Banking & Capital Market Sector<br>Chinmay Sanjay Apte & Abhishek Manmathan | 132 |
| 18 | Make In India Revolutionizing the Railways<br>Ashutosh Saxena | 138 |
| 19 | RERA: Paradigm in Real Estate Projects<br>Dr.B.R.Deshpande | 142 |
| 20 | Importance of Quality of Work Life of Employees in Changing Business Environment: A Case Study of Yasham International Private Limited<br>Dr. Deepak M. Salve | 146 |
| 21 | Globalization & it's Impact on Indian Culture<br>Divya C. Shetty & Netra Ninad Borade | 155 |
| 22 | Education: Not Bounded to the Classroom<br>Geetha Nair | 159 |
| 23 | Digital India' Initiative and its Impact on Rural Women Empowerment<br>Kavita Manoj | 164 |
| 24 | Pre and Post Globalization Impact on Indian Women<br>Krupali Manohar Pawar | 171 |
| 25 | Overview of Demonetization and its Impact on Indian Economy<br>Manisha Gur | 178 |
| 26 | Role of Corporate Social Responsibility in Minimizing Inequalities Induced By Globalization: A Study<br>Soni Preeti | 183 |




Scanned by CamScanner

Management Guru: Journal of Management Research" September, 2017,
Vol. V, Issue 8 ISSN 2319-2429

# Changing Paradigms of Teaching and Learning in the Present Decade

**DR. P. B. Darade (Associate professor)**
Acharya Jawadekar College of Education,
Gargoti Dist: Kolhapur, 416209
Email: prabhadarade7571@gmail.com

**Abstract:**
*Globalization is defined as the growing economic interdependence or cross border transaction in goods and services among worldwide countries. Primarily it includes (1) Reduction of tax on exportation and Importation of goods and services (2) open market (3) open economy (4) privatization of Govt. Programmes (5) Open access for multinational companies in the investments schemes (6) Currency regulation according to inflation etc. Education is included in section 17 of GATS, Not only Higher education but primary, secondary, Adult and continuing education also comes under the regimes of GATS, it is considered as service trade in education and in-service trade. The major intention of globalization of education is to create global Village steaming from the will to live together by establishing culture and peace in the world through thinking and organizing for good of future generation.*

**Key words:** Internalization, Globalization, Total quality Management, General Agreement on Trade and Tariff (GATT), Profit, Non profit, Excellence in Education, privatization, Liberalization, paradigm, Cooperative Learning, Constructivism, HRD, Investment.

**Introduction:** According to the World Bank and UNESCO report India has attained the distinction of possessing world's largest educational system next to China, but unfortunately it remains low priority area for the political leadership. To face the challenges of Globalization, liberalization, Internationalization and privatization our educational system needs savior change in campus facilities, course content, teaching methodology, administration and management adhering to total quality management (TQM) in each variable of education. Many times political leaders stimulate education as non profitable affair. Mehata (2003) rightly pointed that " It is false choice to say that education should either for profit, " though the Govt. spends money on education. The terms education for profit , cost benefit and return are more applicable to higher education. In terms of GATS education has been considered as service trade in education. (Section 17 GATS) Export-Import cost benefits service trade. Many research studies have proven the most positive Co relationship between education and Gross National product (GNP) Schultz Nelson, B, and Henrry (Ed.- 1961 ) revels that the investment in education is 3- 5 times more attractive than investment in physical capital. In terms of service trade in education, the enrolment of foreign students represents an invisible Export and all the expenditures made by international



Scanned by CamScanner

students in the receiving countries are considered as export revenue form the student's home country for receiving country (Larsen et.al 2002)

The tuition fees of the students enrolled in the course campus of foreign University operating in their countries are considered as returns on foreign direct investment. In these regards U.S.A. is the leading exporter. The latest statics on educational Export-Import highlights that:-

1) U.S.A has been earning maximum profits due to the best policies for internationalization of higher education
2) Australia is an emerging winner in attracting large number of international students due to good quality of education and English speaking country.
3) Germany, Japan, U.K. U.S.A., etc are getting maximum benefits from the service trade in education.

**Key factors in Globalization of Education**

1. **Content of Education**

   It is the need of the day to create content essential for establishment of culture and peace in the world. The content of Education should be able to minimize the gap between traditional and modern subjects, the content should be capable to reduce tension between global and local and spiritual and material.

2. **Excellence in Education.**

   Education is the key factor of economic, Scientific and cultural development of any nation So Global education must produce high quality manpower essential for each sectors who can face the challenges and opportunities of 21st century by giving quality education gearing total quality management (TQM) in it.

3. **Internationalization**

   Internationalization of education includes worldwide equilibrium in course content, Student mobility, open access in the system, equal standards and opportunities in Educational Service trade etc. The developed countries have internationalized their higher education services up to 50% in the 1990-2000 decade due to good policies for internationalization.

**Changing classroom paradigm of the decade: Cooperative Learning**

Cooperative learning is a successful strategy of learning which have strong foundation of research. Hundreds of studies across a wide range of subjects have found fruitfulness of it in knowledge processing in the classroom at various grade levels. It is the mode of instruction which facilates student-student interactions, working together to maximize group as well as on individual goals of learning.

In cooperative learning students are divided into small groups and the content is given for the study using different cooperative learning structures. Positive interdependence and individual accountability are crucial concepts in cooperative learning salvin (1987:5) although co-operative learning is predominately founded in American social Psychology and used in American schools and colleges it is successful method of learning in schools and



Scanned by CamScanner

"Management Guru: Journal of Management Research" September, 2017, Vol. V, Issue 8 ISSN 2319-2429

colleges worldwide. It is student centered democratic strategy to be used in small teams of students having different levels of ability using multiphase activities to improve their understanding of a subject. Students acquire knowledge and social skills and understand material deeply to have more potential retention of the material. Co-operative learning forwards the ideas of Vygotsky, kohlberg, Slavin, spencer Kagan, Johnson and Johson, Sharan etc. In cooperative learning individual and social setting are active dynamics which facilitates real life experiences using variety of learning experiences. The diagram: shows and outline of constructivist cooperative learning process

**Role of Teacher**.

| | |
|---|---|
| Facilitator | Communicator |
| Motivator | guide |
| Group Guide | manager |
| Co-coordinator | reporter |
| Counselor | organizer |
| Director | controller |
| Leader | friend |
| Judge | supervisor |
| Demonstrator | helper |
| Evaluator | Analyst |

**Conclusion**: In constructivist teaching learning process, student student-group, group-group, and interactions plays vital role in understanding the content longer and forever. Student gets ample opportunities to express his ideas freely. As per the philosophical and Psychological methods of learning student centered activities are conducted. The progress of individual and group has been calculated through continuous comprehensive evaluation using formative and summative and diagnostic tests. The constructivist classroom strategies like models of teaching, cooperative learning attempts to consider all characteristics of students. The effectiveness of these strategies have been tested by majority of research studies conducted at various grade levels and in different subject areas. Cooperative learning helps to retain students in schools and colleges and stops the traditional competitive nature of learning. It has been prescribed as recent method in B.Ed. M.Ed. &M.Phil Syllabus of SNDT. , Shivaji, Mumabai and other universities in India.

**References**


- Bruce Joyce & Marsha wail,(1992) models of Teaching New Delhi prentice hall of India Ltd.
- Darade P.B. (2011) Development of communicative competence in English through CLM model, A.R. Project.
- Johnson, D. Johnson. R. &Holubee E (1998) Co-operation in the classroom, Boston : Allan and Bacon.




Scanned by CamScanner

- Mehta (2013), Larsen et.al (2002) and Schultz Nelson (1961) Education for profit or non profit?
- RashtriyaMadhyamkicShiksha (RMS) Abhiyan (2010) Reading material, YeshwantraoChavanVikas, Prakashan, Probodhini, Pune.
- Shicklgar S. (2011) Constructivism: Philosophical Psychological and Neurological Approach, BhartiyaShikshan, Jan 2011.
- Sharma Santosh (2010) constructivist Approaches to teaching and learning, NCERT New Delhi
- Schultz Nelson, B, and Henrry (Ed.- 1961 ) Investment in Education.

Scanned by CamScanner

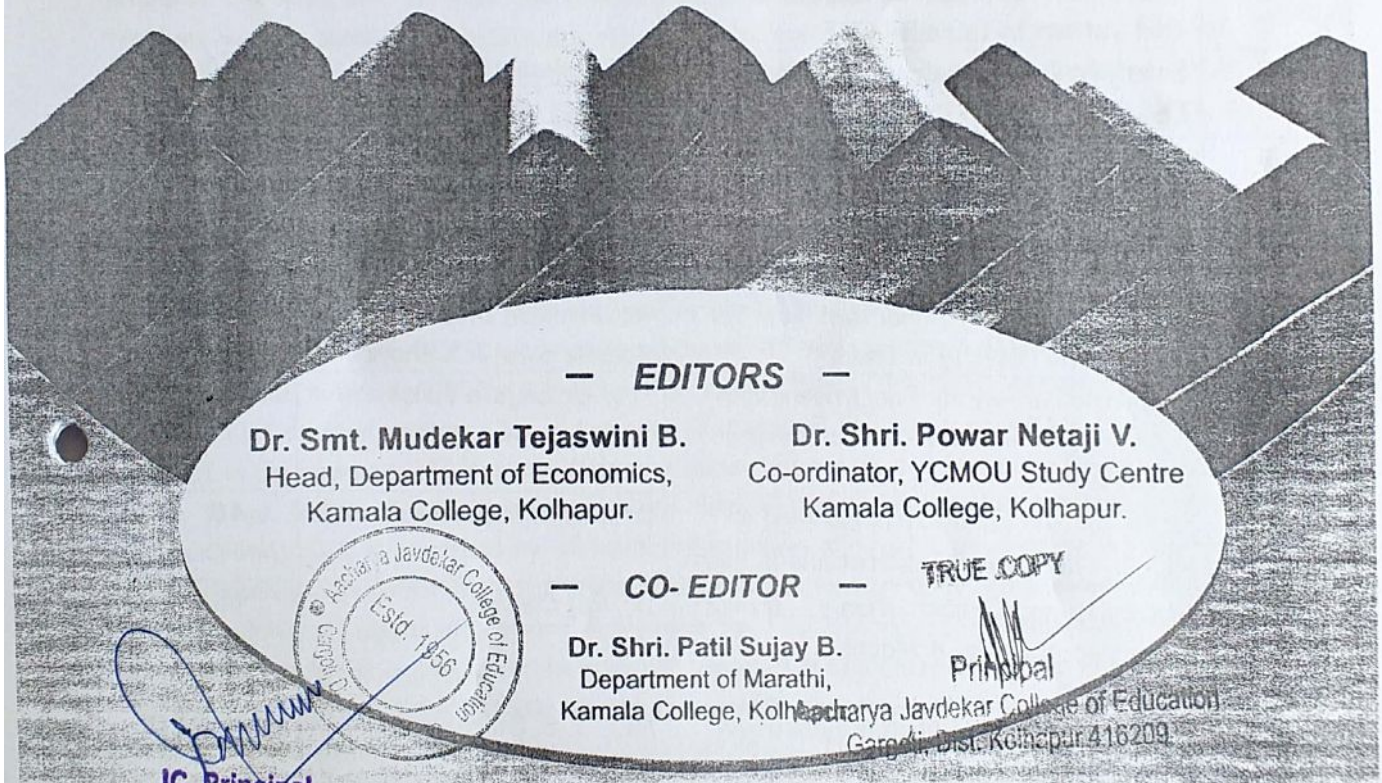
# LECTRONIC INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL (EIIRJ)

A Peer Reviewed Journal
Eduindex Impact Factor : 5.20

UGC Approved journal No. 48833
ISSN : 2277-8721

*Vol. VII Special Issue - II*


# NEW STREAMS IN HIGHER EDUCATION




— *EDITORS* —

**Dr. Smt. Mudekar Tejaswini B.**
Head, Department of Economics,
Kamala College, Kolhapur.

**Dr. Shri. Powar Netaji V.**
Co-ordinator, YCMOU Study Centre
Kamala College, Kolhapur.

— *CO- EDITOR* —

**Dr. Shri. Patil Sujay B.**
Department of Marathi,
Kamala College, Kolhapur.



Acharya Jawadekar College of Education Gargoti Estd. 1956

TRUE COPY

Principal
Acharya Jawadekar College of Education
Gargoti, Dist. Kolhapur 416209

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.



KAMALA COLLEGE, KOLHAPUR
NAAC Reaccredited 'A' grade (3.12 CGPA)
College with Potential for Excellence
www.kamalacollegekop.edu.in


Scanned by CamScanner

# INDEX


| Sr. No. | Title | Author | Page No. |
|---|---|---|---|
| 1. | Skill Improvement Through Artificial Intelligence in Higher Education | Dr.Sunil Subhash Patil & Dr. Bhore Nikita | 01 |
| 2. | ICT in Higher Education | Mrs. Dhanawanti Sunil Bamane | 05 |
| 3. | The Current Scenario of Higher Education System in India | Dr. Madhavi Pawar | 09 |
| 4. | Role of Libraries in Higher Education | Mrs Urmila Rajendra Kadam | 12 |
| 5. | Introduction of Foreign Universities in India and its Impact Upon Higher Education | Mr.Rajendra Ashok Pradhan | 15 |
| 6. | Assessment of Teacher Education Institutions in India By QCI | Dr. P.B. Darade | 18 |
| 7. | Emerging Issues & Challenges in Higher Education | Dr Shakuntala Patil. | 24 |
| 8. | Study The Effectiveness of the Flipped Classroom Method for Teaching Environmental Education to the Student-Teachers | Dr. Neela Pathare | 28 |
| 9. | Higher Education: Important Tool for Eradicating Poverty in India | Mr. Prakash Bhimarav Kamble & Dr.J.S.Bhoyar | 32 |
| 10 | Innovation in Higher Education Exam System: ICT Based Examination on Demand | Prof.Dr.Sujata J.Patil | 37 |
| 11 | NIRF for the Qualitative Ranking of Higher Educational Institutions in India | Dr.Smt.Pathak Anagha V. | 40 |
| 12 | Structure and Organization of Higher Education in India: A Macro-Perspective | Dr. Raj Chavan | 45 |
| 13 | Quality Teaching in Higher Education: A Brief Discussion | Mrs. S. S. Digraje | 50 |
| 14 | Indian Higher Education: Present and Future | Prof. Rohini Girish Deshpande | 53 |
| 15 | Current Scenario of Higher Education System in India : Some Issues | Patil Vijay Ramchandra | 58 |
| 16 | Use of New Technology in Teaching in Higher Education | Dr. Tabassumyakub Patel | 63 |




Scanned by CamScanner

# ASSESSMENT OF TEACHER EDUCATION INSTITUTIONS IN INDIA BY QCI

DR. P.B. DARADE
(Associate Professor)
Acharya Jawadekar College of Education,
Mouni Vidyapeeth ,Gargoti

## Introduction:

Total Quality Management (TQM), Quality enhancement, Quality sustenance, Quality Audit, Quality Assurance, and Accountability etc. became the watch words in the institutions of higher learning at present. National Assessment and Accreditation Council (NAAC) became successful in creating an awareness to maintain quality in functioning of the institutions of higher learning in India. It has envisions to make quality the defining element of higher education in India through self evaluation and assessment of quality through external evaluation process i. e. peer team. NAACs efforts in quality improvement have been determined in several publications of NAAC. According to the council prime concern is to provide quality education to students. Students are the main Stakeholders (customers) who should be satisfied with the teaching learning process, evaluation process and overall functioning of the institution. Student s are the backbones who should be provided with necessary information, knowledge, skills abilities, Opportunities, environment, connectivity, resources etc related to quality assurance in the institutions of higher learning.

## Pillars of Academic Ranking of Teacher Education Institutions

NCTE withdrawn mandate with NAAC & joined hands with QCI to design and operationalise a new accreditation and ranking framework for all TEI in the country.QCI started working on the basis of data supplied by the TEIs through Affidavit, E-monitoring & Self Assessment report. QCI is targeted to assess all TEI who submitted Affidavit and answers to show cause notice by NCTE. AS per NCTE appeal 11474 TEI filled Affidavit to NCTE whereon QCI started working. QCI is supposed to assess all TEI up to April2018 and rank top 100 TEI in the country. QCI is an autonomous organization set up in 1996 by the Government of India, Indian Industry Association, Associated chambers of commerce and industry of India (ASSOCHAM). QCI is governed by 38 members including chairperson and secretary general. The chairperson is nominated by the prime minister of India. Currently the chairperson is Mr. Adil Zainulbhai an alumni of Harvard Business school. QCI members are selected from the Government, industry and various stakeholders. The mission statement of QCI is to lead quality movement in the country by involving all stakeholders. The emphasis of QCI is on adherence to quality standards in all aspects of institutional functioning. The activities include promoting and protecting interests of nation and its citizens. The main objective of QCI is to lead national Quality Campaign aimed at creating awareness amongst Indian citizens to demand quality of products in all spheres. QCI operates national assessment& accreditation programmes for various service sectors such as education, healthcare, environmental protection, governance, social sector, infrastructure sector, vocational training etc. Major feature of QCI is development and application of third party assessment model for government regulators



Scanned by CamScanner

organization and society. QCI promotes competitiveness in Indian enterprise through quality management standards. Main objective of the Paper is to discuss the issues & concerns related to Pillars of Assessment by Quality council of India (QCI)

**Methodology of QCI**

The assessment process will undergo the data collected by NCTE through the following:

(1) Mandatory Affidavits

(2) Replies by TEI to the show cause notice who did not submit the Affidavit

(3) GIS data submitted by TEI

(4) E- monitoring of TEI websites

(5) Data submitted by TEI at the time of recognition

**Assessment Steps**

Step One: Registration on TeacheR

Step Two: Successful completion of Self evaluation form

Step Three: Four staged Assessment Process

(a) Online Registration by paying 174000 & filling of Self evaluation Form

(b) (DA) Desktop assessment (15 days will be given to TEI to fulfill the non compliance

(c) Field visit for verification & validation of data.(AV recording & testing )

(d) Ranking & accreditation (A, B, C, D) Status 'A' for Five years, Status 'B' for three years, Status 'C' call to assessment for each year, Status 'D' for Fail ( Closing down the TEI)

**Pillars of QCI Assessment**

| Pillar | Weight age |
|---|---|
| Physical Assets | 10% |
| Academic Assets | 20% |
| Teaching- Learning Quality | 30% |
| Learning Outcomes | 40% |
| **Total** | 100% |

QUALITY ASSESSMENT ASPECTS OF TWO PILLARS

| PILLAR: 1 PHYSICAL ASSET (10%) | | | | |
|---|---|---|---|---|
| | Key Area | Quality aspects | subcomponents | Indicator |
| A | Financial Management | (1) Mandatory fund requirement | Endowment fund | Account No,FDR No, amount, IFSC code, Value,date,Maturity date, Rate of interest |
| | | | Reserve Fund | Account No,FDR No, amount, IFSC code, Value,date,Maturity date, Rate of interest |
| | | (2) Utilization of funds | income sources | Research,consulting,Fees, others |
| | | | Expenditure | Infrastructure, Art& craft Lab, Science Lab, Curriculum Lab, Lib, HE/ PE resource center, ICT, Salary, Faculty Development, other etc. |
| B | Infrastructural compliance | Land area | Measurements of land area in | Total land area |



Scanned by CamScanner

| | | | | |
|---|---|---|---|---|
| | | | square meters | |
| | | Built- up area | Flower area in Sq. Mt. | Total built-up area |
| | | Multipurpose Hall | Area in Sq. Mt. | Size |
| | | | Number of students accommodate | Capacity of Hall |
| | | Multipurpose playfield | Availability of at list one playfield | Length of track etc. |
| | | Classrooms | Purpose of Use, Theory/ Practical | Theory/ Lab |
| | | | Flower area in Sq. Mt. | Size |
| | | | student Accommodation capacity | student capacity |

| PILLAR: 2 Academic ASSETS (20%) | | | | |
|---|---|---|---|---|
| | Key Area | Quality aspects | sub component | Indicator |
| A | Human resources | Principal eligibility | Qualification | Marks obtained, Grade, percentage, Bachlor/Masters/ Doctorate/ Post doctorate/ Specialization etc.from 12 th Board onwards |
| | | | Experience | No. of year as Teacher Educator |
| | | Staff eligibility | Teaching staff qualification | Marks obtained, Grade, percentage, Bachelor/Masters/ Doctorate/ Post doctorate/ Specialization etc.from 12 th Board onwards |
| | | | Non teaching Staff qualification | Highest qualification |
| | | Student qualifications/ eligibility | Academic or professional qualifications | Marks obtained, Grade, percentage, Bachelor/Masters/ Doctorate/ Post doctorate/ Specialization etc.from 12 th Board onwards |
| | | Staff survey | Confidential | |
| B | Teaching – Learning resources | T- L resources on National Teacher Platform | Academic Calendar | as uploaded by the TEI |
| | | | Unit plan | as uploaded by the TEI |
| | | | Reflective journal | as uploaded by the TEI |
| | | | School internship report | as uploaded by the TEI |
| | | | assessments | Faculty to conduct all assessments |
| | | | Quiz | Faculty to conduct all quizzes |



Scanned by CamScanner

| | | | | |
|---|---|---|---|---|
| | | | Video samples of practical teaching by student teachers as a part of their regular course work | as uploaded by the TEI |
| | | | I.T resources | screen shots of 20% of staff & students buffer you tube video Wi Fi Internet give details of LMS etc |
| | | | List of resources | Narratives |
| | | | Availability of resources | as uploaded by the TEI |
| | | Art & Craft resources | Narratives | as uploaded by the TEI |
| | | Subject specific instructional resources | Narratives | Use of Instructional resources in Languages, Science Maths,social science etc. to meet the needs of students & faculty |
| | | Health& PE resources | Narratives | Use of HE/PE resources to meet the needs of Students & faculty |
| | | | List of resources | Materials& equipments |
| | | | cost | Purchase register & Dead stock |
| | | Library | Narratives | use of Lib to meet the needs of students & faculty |
| | | | List of resources | Materials, Equipments, books, E-books, Journals, Microfilms, NCERT books. |
| | | | Cost | Expenditure on Lib. resources in Previous financial year |
| | | Anatomy, Physiology & HE resources | Narratives | use of resources to meet the needs of students & faculty |
| | | | List of resources | Materials, Equipments |
| | | | Cost | Expenditure on resources in Previous financial year |
| | | Physiotherapy, Athletic care & rehabilitation resources | Narratives | use of resources to meet the needs of students & faculty |
| | | Sports psychology resources | Narratives | use of resources to meet the needs of students & faculty |
| | | | List of resources | Equipments & materials |
| | | | cost | Expenditure on resources in Previous financial year |
| | | Exercise physiology | Narratives | use of resources to meet the needs of students & faculty |



Scanned by CamScanner

| | | | | |
|---|---|---|---|---|
| | | resources | | |
| | | | List of resources | Equipments & materials |
| | | | cost | Expenditure on resources in Previous financial year |
| | | Measurement & sports training resources | Narratives | use of resources to meet the needs of students & faculty |
| | | | List of resources | Equipments & materials |
| | | | Cost | Expenditure on resources in Previous financial year |
| | | Sports Biomechanics resources | Narratives | use of resources to meet the needs of students & faculty |
| | | | List of resources | Equipments & materials |
| | | | Cost | Expenditure on resources in Previous financial year |
| C | Human performance resources | Resources which helps to increase performance of students Faculty | Narratives | use of resources to meet the needs of students & faculty |
| | | | List of resources | Equipments & materials |
| | | | Cost | Expenditure on resources in Previous financial year |
| | | Impact of TEI in sector | Research output | Faculty Publications: name of journal, Year of publication,ISSN,URL |
| | | Student support Feedback& Internship survey | Alumni Survey | Student support services, Mentoring etc. |
| | | | Current student survey | Student support during the current year |
| | | Internship school survey | Student preparedness | Quality of lessons, their conduct, participation in school activities, |

Issues and Concerns

- According to NAACs methodology quality assurance primarily intends to achieve vision mission, goals and objectives of the institution which has not been taken into consideration in new assessment & accreditation process through QCI by NCTE.
- Quality enhancement is self oriented, self evaluative and basically driven by internal environment rather than external environment. The subsequent stages of assessment by QCI are more technical &external which created confusion and unrest among the teacher education institutions across the country.
- NCTE needs to review the existing scenario of teacher education programmes in the country and develop comprehensive guidelines regarding mandatory compliance incorporated with Physical assets, Academic assets, Teaching & Learning quality and learning outcomes. TEI as a system there is proper linking between input--- process and



Scanned by CamScanner

output of the system. At present input of TEIs is in problem mode, how can the process standardized? How could the quality of product be testified?

- The mission statement of QCI is to lead quality movement in interest of citizens of nation. Previous experience of recognizing TEI by NCTE is not good. How the overall assessment process could be made more consistent to support greater transparency & made reliable to the citizens of India?
- According to NCFTE 2014, TEI are proposed to appoint teaching faculty for foundation course, pedagogy course, Physical Education, Drama art & Craft etc.what about the existing staff? Some colleges have already appointed foundation based faculty whereas some have appointed method based faculties. There is no similarity even in the same university system. State Govt. is not in position to implement the new guidelines incorporation with old pattern.
- NCTE should set up a separate Teacher Education Assessment and Accreditation Centre (NEAAC) in close coordination with state Government, UGC and State universities instead of QCI.

**Conclusion:**

NCTE advocated that ranking & accreditation framework will unlock the potential of teacher education in the country. The emphasis of the framework is more on Learning outcomes and teaching -learning quality. NCTE stated that quality of TE is an important determinant of change to achieve learning outcome in schools. Further it prevail that previous regulatory framework does not promote excellence. NCTE ensured that proper implementation of this theory of change is distinctive in manner; it rebalances the emphasis between inputs such as land, building, teachers and outputs such as learning outcomes. It also recognizes the need to have a variety of teaching methods and therefore uses both quantitative & qualitative tools, while taking long term view to sustaining excellence through regular assessment and ranking. Finally NCTE strictly warned that well intentioned TEI will have the right intensive to continuously strive to improve and those engaged in malpractices will be forced to exit the sector. Past experience of quality scaling & quality mapping in TE is found defective & problematic. It is uncertain that private players may or may not adhere the framework. There is significant variance between expected and actual quality. Unless the teacher educations norms are observed strictly by both 'a' and 'b' type of institutions quality in teacher education programme will be a utopia.

**References**

Chacko Jose (2016) Effect of NAAC Accreditation in improving quality in Arts& Science colleges in Karla, U. N. 13-17

Chaturvedi Shobha(2001) B. Ed,. Curriculum: A new model, Un.6-12

Darade P. B. (2014) Quality Assurance through Curriculum reforms in Teacher Education, MSSTEA conference paper, Satara

Darade P. B. (2017) Paradigm shift in Indian Teacher Education Programme, MSSTEA, Conference paper, SNDT Mumbai

Kishor B.(1998) Quality perspectives in Distance Education un,25-28

NAAC (2007) Quality Indicators for Teacher Education

NCTE, TeachR (2017) A ranking and accreditation Framework for TEIs.

http:// www.qcin.org/about-qci.php

◆◆◆



Scanned by CamScanner

ISBN No.978-93-84801-07-6

Government of Maharashtra's

# Shree Maharani Tarabai Government College of Education, Kolhapur (Maharashtra) - 416001.

•Tel.No.0231-2535043 • www.smtckop.com • e-mail : tshrimaharani@yahoo.in •

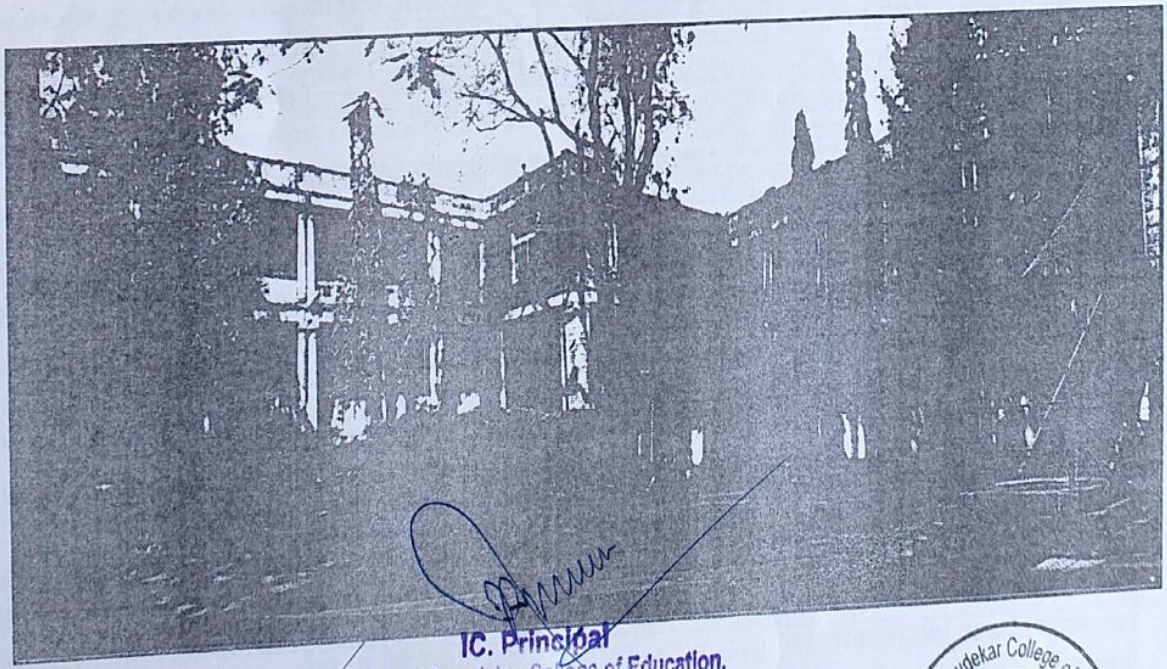
Organizes

ज्ञान-विज्ञान विमुक्तये
University Grants Commission

याकज्जीवमधीते ऽ ध्यापकः
Estd.1934

## UGC Sponsored Two Day National Seminar on

# CHALLENGES IN TEACHER EDUCATION AND QUALITY DEVELOPMENT



21st & 22nd March, 2017.

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

TRUE COPY

Principal
Acharya Jawadekar College of Education
Gargoti, Dist. Kolhapur 416209

Acharya Jawdekar College of Education
Estd. 1956
Gargoti, Dist. Kolhapur

Scanned by CamScanner

ISBN No.978-93-84801-07-6


| | | | |
|---|---|---|---|
| 25. | Importance of strengthening Legal Literacy among teachers | Prof.Smt.Swati P. Gawade | 90 |
| 26. | Application of Transdisciplinary Approach in two year B.Ed. Programme | Dr.Ujwala M. Done | 93 |
| 27. | Application of Transdisciplinary Approach in Teacher Education Programme | Dr.Bharamu P. Maraje | 96 |
| 28. | Peace Education Through Universal Human Values | Shri.Ankush R. Bansode<br>Dr.Shashikant S. Annadate | 100 |
| 29. | Teacher Behavior and Classroom Dynamics | Nayana K. Nangare | 103 |
| 30. | Co-Operative Learning : A Strategy to Face The Challenges of Classroom Learning | Mr.Sunil kumar | 109 |
| 31. | Challenges and opportunities in Achieving Organizational Excellence in Teacher Education | Dr.Pandharinath M. Mohitkar | 114 |
| 32. | Social Responsibilities in Teacher Education for Organizational Excellence: Issues in Indian Scenario | Nagina S. Mali<br>Dr.Pratibha S. Patankar | 123 |
| 33. | Achieving Organizational Excellence in Teacher Education: A Challenge | Dr. Sushil Kumar | 130 |
| 34. | Achieving Organizational Excellence in Teacher Education | Dr.Seema B. Maraje | 134 |
| 35. | Entrepreneurial thinking through science process skills | Smt.Rohini G. Bhosale | 138 |
| 36. | Perpetual exaltation of student Teachers personality through Yoga & Peace Education | Dr.Pralhad B. Darade | 142 |
| 37. | The Effect of Employee Transfers on Performance | Dr.Tarsing B. Naik | 146 |
| 38. | Need of Sex Education in Teacher Education | Mr.Vijaykumar C.Mutnale | 151 |
| 39. | Reducing Curriculum Load of School Children and Teaching through Holistic Approach | Prof.Mahadeo A. Pawar<br>Dr.Sarala R. Menon | 155 |
| 40. | संत जनाबाईच्या अभंगातील व्यक्तिमत्त्व विकासाचे जीवनमूल्ये | डॉ.शांताराम गो. बुटे | 158 |
| 41. | गुणवत्तापूर्ण शिक्षक शिक्षणाची तत्वे | Prof.Bijali S. Dadape | 162 |
| 42. | शिक्षक शिक्षणात माहिती संप्रेषण तंत्रज्ञानाच्या अंमलबजवाणीमध्ये शिक्षक प्रशिक्षकाची भूमिका | डॉ.रावसाहेब के. शेळके | 164 |
| 43. | ई-लर्निंग पध्दतीद्वारे शिक्षक शिक्षणात अध्यापन करताना येणाऱ्या अडचणींचा अभ्यास | प्रा. शेख अ. तय्यब साहेबलाल | 167 |
| 44. | शिक्षकाच्या व्यवसायिक विकासाचे मार्ग | प्रा.श्री.बी.एस्. खोचगे | 170 |
| 45. | बी.एड्. च्या अध्यापनात बहुमाध्यम तंत्रविज्ञानाचा वापर करताना येणाऱ्या समस्यांचा अभ्यास | श्रीम.सुलक्षणा कि. भरगंडे | 174 |
| 46. | विद्यार्थ्यांची अध्ययन अक्षमता व शिक्षण | डॉ. राजेंद्र रा. भोई | 177 |
| 47. | विद्यार्थ्यांच्या कल्पनाशक्तीचा विकास करण्यासाठी राउंड रॉबिन पद्धती | डॉ.नीला आ. पाथरे | 182 |
| 48. | अवधान श्रृंखला – विद्यार्थी अध्ययन समायोजनासाठीचा प्रभावशाली मार्ग : बी.एड्. छात्र अध्यापकांसमोरील एक आव्हान! | श्री.रामचंद्र चंदु पाटील | 185 |
| 49. | संघटनात्मक वातावरण आणि सकारात्मक शालेय वातावरणासाठी कार्यनिती | श्रीम.एस.जे.घाटगे | 188 |
| 50. | जलद गतीने शिक्षण (ALP) व शिक्षक | श्रीम.प्रा.वैशाली रा. भोई<br>डॉ.भरमू पा. मरजे | 193 |
| 51. | रोकडरहीत (कॅशलेस) अर्थव्यवस्था | श्रीमती पोवार संजीवनी ए. | 195 |
| 52. | शिक्षकांचा व्यवसायिक विकास | प्रा.प्रविण शा. चाकोते | 199 |


***



Scanned by CamScanner

Seminar Book ISBN No.978-93-84801-07-6

# Perpetual Exaltation of Student Teachers Personality through Yoga & Peace Education

Dr. Pralhad B. Darade
Associate Professor,
Acharya Jawadekar College of Education, Gargoti.

**ABSTRACT :**

Yoga has the potential to heal body at every level. It is the well known science of self development. It is the science of joining Atman & permatma, individual & the cosmos, it brings unification of thought and action, organization and respiration. Yoga is the oldest science discovered & practiced by Maharshi Patanjali before 5000 years in India. Maharshi Patanjali developed this art of complete living called Asthangyog. The Government of India and the Honourable prime minister of India, Narandra Modiji in a address at United Nations proposed to practice this golden science all over the world. Prime minister emphasized to accept yoga for the harmonious development of society, nation and the whole world. The Govt. proposed the proposal in the General assembly of United Nations in the 69th session of United Nations, the general assembly adopted by acclamation draft Resolution a/69/L.17 with a record of 177 countries cosponsoring it on 11 th December 2014. The Resolution granted to celebrate International day of Yoga on 21st June each year. The Central Government, all the State Governments, Department of Education and all masses of India celebrated international yoga day on 21th June 2015. More than 177 world countries had celebrated this day by practicing Yogasanas & pranayama all over the globe. The credit of popularizing Yoga as a science to heal deadly diseases goes to Baba Ramdevji Maharaj of Patanjali Yog Vidyapeeth, Haridwar.The world from Egypt to Norway & Beljium to Japan has been practicing Asthangyog as per the auspicious guidance of Baba Ramdev maharaj in the Yogsivers all over the world. Corers of people in the world cured their diseases and made their life happy& peaceful.

**INTRODUCTION:**

Nowdays People are becoming greeder,selfish, corrupt, ego centric, Eat drink are becoming life routines of younger generations. No one is completely happy with the self & others. Worldly pleasures& Materialistic desires are c reating individual and social unrest.Happiness, satisfaction, Ananda, Permananda internal, not external. It understanding Ko Ham? Who am I? understanding the ultimate devine significance of life. Understanding the paths of manavdharma. It is resolving conflicts within than outside, it is keeping secure distance from MAYA. People are in search of happiness, satisfaction & heavenly pleasures. It is true that Heaven & Hell are not geographical places but states of individual mind. Peace Education&health is more internal and concerned with purity of mind, purity of thought, and purity of deed. It is understanding spiritual dimentions of life than material dimention of life. Our education system fails to resolve



Scanned by CamScanner

ISBN No.978-93-84801-07-6

the problems of survival, agitation, crime exteimism and degradation.Yoga Education and Peace Education in B.Ed. Curriculum has the potential for Perpetual exaltation of students personality:

**PHASES OF PERSONALITY**

**Exaltaiton of Personality through Five shells –**

1) **Food Shell :** Education of Health & Hygiene, Food Habits, Asanas, Exercise, Suryanamskara, Sports & games, Awareness about bad habits.

2) **Vital-Air Shell :** Pranayama Sadhana, Control on anger, fear, phobia, Stress mgt., Bhasrika, Kapalbhati, Anulom, Vilom, Bhamari, Pranav, Meditation.

3) **Mental Shell :** Concentration Power, Self awareness, Controlover desires, Control over negative thoughts, Adjustment, Positive thinking, Cooperation, Mercy & Pity, Social awareness, Self awareness.

4) **Intellectual Shell :** Consciousness, Decision Making, Critical thinking, Problem Solving, Creative Thinking.

5) **Bliss Shell :** Knowledge of blissful life, Art of happiness, Satisfaction, Understanding self & other, Avoiding materialistic pleasures, Zero desire, Prayer, faith in God, Service to mankind, Tyag for motherland,Generosity.

**Curriculum of P. E. & peace education :**

In Unit III there are four components namely (a) Concept and nature of Health Education (b) Food Nutrition and principles of good Health.(c) Role of heredity and environment in personal Health. (d) Organization and administration of school Health Programmes.

The total credit is one and learning hours are fifteen the weightage is 9 marks.

In Unit IV there are four components namely (a) Indian Exercise and Yogic practice. (b) Warming Up, drills & Asanas (c) Mudras & Pranayama (d) Benefits of Yogic practice in human life. The total credit is one and learning hours are fifteen the weightage is fifteen marks.

In sessional work five elements are interoven

**Sessionl Work :** Any one of the following

1) Organization of games & sports in a school and submission of its report.

2) Assessment and Remediation of Health Problems of students through School Health Programme.

3) Organization of a Yoga Sivir in a school & submission of its report.

4) Planning & organization of Health awareness programme for Community.

5) Organization of teacher training Programme.

The total credit is one and learning hours are fifteen the weightage is fifteen marks.

**PEACE EDUCATION : UNIT 3: EMPOWERMENT OF SELF**

a) Awareness of the influence of social milieu on self

(i) Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighbourhood, etc. which promote healthy discipline, shunning violence

(ii) Negative experiences generate stress, anger aggression

(iii) Yoga, meditation, anger/stress management, as practices that restore positive physical health and attitudes



Scanned by CamScanner

ISBN No.978-93-84801-07-6

b) Nurturing capabilities for critical self reflection; transcending past negative experiences, and developing skills of communication: listening to others, sharing feelings, descriptive non-judgemental feedback, empathising, trusting

c) Increasing awareness of role of self in

(i) discipline, self management;

(ii) reducing prejudices, biases and stereotypes and building multicultural orientation;

(iii) nurturing ethical behaviour, positivity, non-violence, love and caring, compassion; and

(iv) habitual self reflection by using daily journal on experiences.

**Organization of Yoga Workshop**

In this Workshop the teacher educator conducted one week yoga sivir in third semester term& fourth semester of the course. Duration of Yoga training was one-half hour per day from 8.00 a.m. to 9:30 a.m. Students are trained to practice yoga everyday on their own. The traineer took weekly and monthly follow up. students had regularly practiced asthangyoga. During yoga sibir traineer recorded the changes & progress of health by asking questions & self experience after the practice of a particular Asana and pranayama on general disorders and particular health disorders .Finally the P. E. Test, Pulse rate, breathing rate, health status experiences & psycho physiological response had been qualitatively observed & recorded to generalize the benefits.

**Benefits of Yoga & Peace Education :**

1. B. Ed curriculum, tremendous competition, uncertain career opportunities, tension of completing practical, tension of viva-voce, were the causes of stress of students. Breathing technique, relaxation technique& Savasana helped students to reduce stress & tension. Yoga helped to resolve conflicts within and outside.
2. Some students cured their joint pain, back pain, muscular problems who showed considerable decrease in these physiological problems
3. Students expressed that Savasana, Yognidra, relaxation techniques helped to achive shanti to the mind & body.
4. It is experienced that Tratak helped to achieve concentration on studies of subjects.
5. It is revealed that Anulomvilom Pranayama completely cured the problem of migraine& headache of female students.
6. Yogic practices helped to develop intellectual capacity & made students physically active alert & responsible human being.
7. The allied effect of yogic practice was found on academic achievement of students.
8. Yoga helped to improve decision making power of B. Ed. Sudents
9. Yoga improved the relationship among students, it developed compassion and cooperation as a basic human value among the students

**Conclusion**

According to Yogic philosophy, learning is purification and development of punch Koshas. Learning is not merely a means of earning for living it is training of human soul in pursuit of truth and practice of virtue. It is the second birth of child and journey from Avidya to Vidya. It is



Scanned by CamScanner

ISBN No.978-93-84801-07-6

complete liberation from clutches of Maya, an escape from evil sensuousness. Moral and spiritual values occupy supreme position where physical, mental, moral, intellectual and spiritual make up of a disciple is preferred. Accordingly Yoga ,Peace Education, General orientation of Student teacher and EPC could play better role in Self exaltation of student teachers throughout the B.Ed. course if these components are fully practiced by a competent authoroty.

References :


- Bucher C.A. Administration of School Health & Physical Education
- Bhartiya Philosophy of Yoga, Patanjalis AsthangayogaPanchakosha,viveka(2009
- Dalai,Lama 1980.*Universal Responsibility and the Good Heart.*Library of Tibetan Works & Archives, Dharmshala, Dist. Kangra. H.P.
- Joseph P.M. Organization of Physical Education.
- Kabalayananda, Asanas, Kaivalayadhama, Lonavala
- Mandlik Viswas(2003)Yogparichaya, Yogvidyadhama, NashMandlik Vishwas (2007) Yogpravesh, Yogvidyagurukul, Nashi
- Nash.J.B. The Administration of Physical Education.
- Thomas J.P. Organization of Physical Education.
- Turner, Principles of Health Education
- B. Ed, Curriculum of Health & Physical Education, EPC & Peace Education, Shivaji University, Kolhapur.


***



Scanned by CamScanner

ISSN: 2321-2942
Siddharth
Impact Factor-1.3857



# NATIONAL CONFERENCE ON IMPLEMENTATION OF TWO YEAR TEACHER EDUCATION PROGRAMME

## 26th & 27th DECEMBER 2015

Acharya Jawadekar College of Education, Gargoti, Dist. Kolhapur.
Principal
Acharya Jawadekar College of Education, Estd. 1956, Gargoti, Dist. Kolhapur
TRUE COPY
Principal
Aacharya Javdekar College of Education
Gargoti, Dist. Kolhapur 416209

Editor: Dr. P. B. Darade
Internal Quality Assurance Cell (IQAC)
ACHARYA JAWADEKAR COLLEGE OF EDUCATION
GARGOTI

Scanned by CamScanner

# Editorial Board




**Chief Editor**
**Mr.Siddharth R Kattimani**
Head & Assistant Professor, History
Shri Sant Gadgebaba Mahavidyalaya,
Kapashi.

**Associate Editor**
**Mr. Dattatray Kamble**
Assistant Professor, English
Gogate Jogalekar College,
Ratnagiri.

**Our Patron**
**Prin. Abhaykumar Salunkhe.**
Executive Chairman
Shri Swami Vivekanand Shikshan
Sanstha, Kolhapur.

**Prin. Mrs. Shubhangi Gavade.**
Secretary
Shri Swami Vivekanand Shikshan
Sanstha,Kolhapur.

**Prin. Dr. Hindurao Patil.**
Principal,
Vivekanand College, Kolhapur.

**Prin. Shingate S.T.**
Principal,
Shri Sant Gadagebaba Mahavidyalaya
Kapashi.

**Prin. Dr. S. Y. Hongekar**
Principal,
Rajeramrao Mahavidyalaya,
Jath

**Guest Referees**
**Prof. Donna Potts.**
Kansas State University, USA.

**Prof. Thomas Caton.**
Nakamura Gakuen University, Japan

**Prof. Marina Baldano**
Centre for Buddhist,
Tibetan & Manolian Studies,
Siberian Academy of Science,
Ulan Ude Buryatia republic (Russia)

**Prof. Dr. Vilas H. Nimbalkar**
Dean, Social Science,
Solapur University,Solapur

**Prof. Dr. Goyel M.M**
Dean, Social Science,
Kurukshetra University, Kurukshetra.

**Dr. Umesh Kadam**
Professor, Dept. of History
Shivaji University, Kolhapur.

**Dr. P. B. Darade**
Asst. Prof. A. J. College of
Education,Gargoti

**Mr. Appasaheb J Patil.**
Associate Professor, Sociology
S.S.G.M,College, Kapashi

**Dr. V. S. Dhekale**
Associate Professor, Commerce
Vivekanand College, Kolhapur.

**Mr. Gabhale G. D.**
Assistant Professor, Hindi
Arts & Commerce College, Kolhapur.

**Dr. Surendra Thakurdesai.**
Associate Professor, Geography
Gogate - Jogalekar College, Ratnagiri

**Mr. Swapnil Pawar**
Assistant Professor, Zoology
Shivaji University,Kolhapur

**Mr. Yashwant. S. Gaikwad**
Associate Professor, Hindi
S.S.G.M, College, Kapashi

**Dr. Atul Pitre.**
Associate Professor, English
Gogate- Jogalekar College, Ratnagiri.

**Dr. S. V. Kakatkar**
Associate Professor, Physics
Vivekanand College, Kolhapur

**Dr. Manisha V. Shirodkar**
Assistant Professor
Yashawantrao Chavan School of
Social work, Jakatwadi, Satara.

**Dr. Manjushri Ghorpade**
Associate Professor, History
Vivekanand College, Kolhapur.

**Mr. Tulasidas Rokade.**
Associate Professor, Sociology
Gogate-Jogalekar College, Ratnagiri..

**Mr. S. V. Malagaokar.**
Associate Professor, Physics
Vivekanand College,Kolhapur.

**Dr. Shahu Madhale.**
Associate Professor, Hindi
Gogate- Jogalekar College, Ratnagiri

**Dr. Nanda Parekar**
Associate Professor, History,
Shivaji University, Kolhapur.

**Dr. S. M. Gawade**
Associate Professor,History
Mudhoji Mahavidyalaya, Phaltan.

**Dr.Sangappa G Chalwadi.**
Assistant Professor, A I H C
Karnataka University, Dharwad.

**Dr. P. S. Subrahmanya Bhat**
Associate Professor, English
Karnataka Arts College, Dharwad.

**Mr. Hitendra S. Salunkhe**
Assistant Librarian, Lib. Sci.
Vivekanand College,Kolhapur.

**Mr. Dilip A. Pawar.**
Assistant Professor, Politics
S.S.G.M College, Kapashi.

**Mr. Shivraj Gopale.**
Assistant Professor, Marathi
Gogate- Jogalekar College, Ratnagiri.

**Dr. S. S. Kakatkar**
Associate Professor, Chemistry
Vivekanand College, Kolhapur.

**Mrs. Madhavi Charankar**
Associate Professor, Commerce
Vivekanand College, Kolhapur.

**Mr. M. R. Managutkar**
Associate Professor, Economics
S.S.G.M. College, Kapashi.

**Dr. Vilas Y. Magadum**
Associate Professor, History
Kanya Mahavidyalaya, Ichalkaranji.

**Dr. Mrs. Maindargi Varsha V.**
Associate Prof. & Head
Dept. of Accountancy,
Kamala College, Kolhapur.

**Dr. Dr. D. A. Desai**
Associate Professor, Marathi
Vivekanand College, Kolhapur.

**Mr. D. S. Shinde**
Assistant Professor, History
D.K.A.S.C College, Ichalkaranji


TRUE COPY

Principal
Aacharya Javdekar College of Education
Gargoti, Dist. Kolhapur 416209

Aacharya Javdekar College of Education Estd. 1956 Gargoti, Dist. Kolhapur

Scanned by CamScanner

ISSN 2349-638X
IMPACT FACTOR 4.574

# CHARYA JAWADEKAR COLLEGE OF EDUCATION, SHRI MOUNI VIDYAPEETH, GARGOTI

## NATIONAL SEMINAR
on
## Pedagogy Practices and Problems in Semi English & English Medium Schools




Acharya Jawadekar College of Education, Estd. 1956 Gargoti, Dist. Kolhapur
TRUE COPY
Principal
Acharya Jawadekar College of Education
IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

ISSUE OF
II INTERNATIONAL
ISCIPLINARY
CH JOURNAL
urnal.com

GUEST EDITOR
*Dr.P.B.Darade*
EDITOR IN CHIEF
Pramod Tandale

Scanned by CamScanner

| Organised By | Acharya Jawadekar College of Education, shri Mouni Vidyapeeth, Gargoti | ISSN 2349-638x Impact Factor 4.574 |
|---|---|---|

| Sr.No. | Author Name | Research Paper / Article Name | Page No. |
|---|---|---|---|
| 1. | Sou. Bhandare Laxmi Vishnu | Total Quality Management in School | 1 To 3 |
| 2. | Dr. Chikhalikar Archana | Vibrant and Inspiring Teachers From Western World | 4 To 7 |
| 3. | Chougale Arvind Maruti | Role of Communication Skill in Teaching | 8 To 11 |
| 4. | Dr. Darade P. B. | Pedagogy and Practicedeficit in English and Semi English Medium Schools | 12 To 15 |
| 5. | Dr. Desai Pratibha S. | Annual Status of Education Report (ASER) 2017- A critical study | 16 To 22 |
| 6. | Dhamakale Raghunath | Impact of Privatization on Education With Special Reference to English Medium Schools | 23 To 25 |
| 7. | Ghorpade Prabha S. | Use of ICT in Teaching -Learning Process | 26 To 28 |
| 8. | Ingawale Sharad Balasaheb. | The Development Of Effective Communication Skill Among The Students | 29 To 31 |
| 9. | Jadhav Nitin Tukaram | Pre-Service and in Service Teacher Education | 32 To 34 |
| 10. | Jadhav Vasundhara Nandkumar | Role of Communication Skill in Teaching | 35 To 38 |
| 11. | Smt. Joshi Geetanjali S. Prof. Dr. Patankar Pratibha Subhash | Semi English Medium –A Challenge to Accept | 39 To 43 |
| 12. | Kajave Nisha Ajay | Semi English Schools: Need and Demand | 44 To 47 |
| 13. | Dr. Mrs. Kulkarni Juee Vijay | Role of parents in selecting Semi-English Medium on Primary and Higher Primary Level -A Study | 48 To 51 |
| 14. | Dr. Naik Tarsing | Student Teacher Performance in Examination | 52 To 56 |
| 15. | Dr. Patil Namdev D. | Use of ICT in Teaching-Learning Process | 57 To 61 |
| 16. | Dr. Shelake Ravasaheb Kerappa | Study of Two Year B.Ed. Syllabus With Respect to Leadership Development | 62 To 63 |
| 17. | Dr. Shirol Sheetal M | Promises of ICT in Teaching | 64 To 66 |
| 18. | Suryavanshi Sambhaji Dattu | Role of Communication Skills in Teaching | 67 To 69 |
| 19. | Thakkar (Somaiya) Urmi | Health Literacy Awareness in School Students | 70 To 71 |
| 20. | Tol Kranti S. Dr. Naik Tarsing B | An interdisciplinary study of student's attitude towards ICT as a communicative tool in English language | 72 To 76 |
| 21. | Warake N. S. | An Experiment in Acquision of English Through Comprehension At Grade 5th | 77 To 80 |
| 22. | प्रा. शिंदे संदिप पा. प्रा. देसाई संजय ब. | शिक्षा में सूचना और संचार प्रौद्योगिकी का उपयोग एवं निर्देश | 81 To 83 |



Scanned by CamScanner

Multidisciplinary National Level Seminar 25 th April 2018
Special Issue On Pedagogy Practices and Problems in Semi English & English Medium Schools

| Organised By | Acharya Jawadekar College of Education, shri Mouni Vidyapeeth, Gargoti | ISSN 2349-638x Impact Factor 4.574 |
|---|---|---|

# Pedagogy and Practicedeficit in English and Semi English Medium Schools

**Dr. P. B. Darade**
(Associate Professor)
Acharya Jawadekar College of Education, Gargoit, Dist; Kolhapur
Affiliated to Shivaji University, Kolhapur

**Abstract:**

*The history of English language Education in India has a long story since the establishment of East India Company in 1612. British Govt. introduced English to produce skilled manpower for their trade, industry and administration. Teaching of English literature, morals, intellect, refined sensibility were the subsidiary aims of the Govt. Before Independence English was dominating the school stage as well as the college stage. It was the language of administration, language of trade and commerce, medium of expression, medium of instruction for engineering, law, medical, science technology, agriculture etc. After independence the Govt. had faced a sharp reaction against English regarding the issues 1) At what stage it should be introduced 2) Should it be a compulsory language 3) Is the main purpose of teaching English is to give access to its literature and western way of life 4) can English become the language of masses 5) should English be the medium of instruction etc. Mahatma Gandhi, Pandit Jawaharlal Nehru, Maulana Azad, Rajgopalachari had taken efforts to settle the place of English who had witnessed sharp opposition against it.*

**Key Expressions:** Three language formula, mushrooming, AngeraziHatto Movement, Central Advisory Board on Education( CABE), Central Board of Secondary Education( CBSC), communicative approach, structural approach, notional functional approach

## Introduction:

The constitution of India, secondary Education commission, the Central Advisory Board of Education gave some concrete suggestions regarding the study of languages. The Central Advisory Board of Education (CABE) has given the three language formula in 1956 which has been supported and accepted by Education commission 1964 – 1966 and NPE 1986, 1992. Although some commissions recommended switching over to mother tongue (MT) the importance of English as a world language. couldn't be underestimated. As India is a multilinguistic country. English plays the vital role to link various regions and diverse backgrounds. It is the lingua-franca of the people from South, North, East and West parts of the Nation. Some states have devised their own educational policies regarding English as a second language (SL) third language (TL) or foreign language (FL) or first language (L1). However, English continues to be taught at all levels and all over the country from class I, III, V, VI and VIII according to the policies of the states. In brief the position of English in India has following characteristics.

## Position of English in the state of Maharashtra:

The state of Maharashtra became separate state in 1960 before 1960 teaching of English was carried out as per the constitutional provisions 1950 and the bill by the parliament 1963. in 1968 the state Govt. has revised the syllabus of primary stage, and English was made compulsory subject from standard V to XII it has been came into force from 1972. In December 1999 the dept of Education, Govt. of Maharashtra has taken the decision of introducing English from class I, which becomes a milestone in the history of English language teaching in the state. The State Board of Secondary and Higher Secondary Education has restricted and revised the syllabus of English for standard VII, IX, XI and XII from the year 2006, 2007 and 2008. The new syllabus of English at secondary and Higher secondary level has devised certain changes as per NCF 2000 and 2005 by the NCERT. The constructivist approach has been followed as base for preparing textbooks, overviewing the objectives material design, methodology of teaching and evaluation pattern etc. The role of learner is expected to be that of an active participant in the process of learning. Negotiation and interaction are



Scanned by CamScanner

| Organised By | Acharya Jawadekar College of Education, shri Mouni Vidyapeeth, Gargoti | ISSN 2349-638x Impact Factor 4.574 |
|---|---|---|

important aspects of constructivist classroom; Interaction between teacher and learner, learner and teacher, learner and group of learners and the material are expected under communicative language teaching (CLT). Group work, pair work, inquiry, imagination, meaning making, hypothesizing and individual as well as group reflections are expected to construct new knowledge using democratic classroom environment.

**Pedagogy practices and problems**

Pedagogy is science of teaching the subject. It deals with overall plan for orderly presentation of learning material. It needs study of methods, approaches, devices, techniques, principles, strategies of teaching and learning. Subject teachers needs to use subject specific models of teaching. Presently ICT has been playing vital role in teaching learning process. In English language teaching Grammar Translation method (GTM) became outdated. Direct method, bilingual method, Structural approach, Communicative approach, Situational method Total physical response method, cognitive code method, cooperative learning, collaborative learning, brain based learning, activity based learning (ABL) , models of teaching, student centric strategies of teaching are to be followed by the teachers. Communication is at the centre in communicative language teaching. Development of communication skill pf students in English & semi English medium schools is need of the day.

**Objectives of CBSE**

Central Board CBSE started in 1962. The main objectives of CBSE were to serve the Educational needs of educational institutions in the country. The board is established in responsive to the needs of students whose parents were employed in the central Government services and frequently transferable jobs across the country. It is necessary to introspect that are all the parents who send their children to English medium school are in transferable job? Are the jobs of rickshawala, farmer, daily wager, shopkeeper are transferable across the country? The rational is English is link language. It is the lingua franca of the world. Parents knew that Indian students are remaining handicapped in English. They are facing problems in getting jobs in multinational companies. Students are facing problems in competitive examinations. English is the language of employability. It is the language of opportunities. Therefore even the rikshawala, a middleclass and lay man also aperients to admit his / her child to English medium school. Private bodies are taking advantage of parents growing interest in English Education. English medium schools are mushrooming and vernacular schools are on the verge of closing down.

**Craze for English Medium is depriving real Education**

National policy n Education on Education (NPE2016) clearly mentioned that school Education is most effective when it is provided in mother tongue of the child. The massive push for English in schools over past decades had claim that mastery over English will help for knowledge economy through BPO and KPO etc. This simple minded mindset linking between job opportunities, economic success and English education has an increasing number in urban working class and lower middle class parents investing hard earned money in private English medium schools. The quality of education provided in such school is found to be poor and degraded. Teacher qualification in such schools are lower, no proper training, less experienced teachers, low salary, no service security, no protection of teachers rights. An auto rickshaw driver in Delhi pays more than 20000 a year as school fees for KG class and 8000 for tuition class. He says that he could not help his son to do homework because of his less education. School teachers who teach his son are less educated. His son is facing hurdles in learning subjects and remaining handicapped in English language as well as in mother tongue also. It means learning a language is skill it is not education itself. Parents need to understand this otherwise their children will be deprived for education. Yet across the world and in India there is consensus among educational thinkers, educationalists, linguists, teacher trainers and educational researchers that children learn more effectively in their mother tongue. Research collected by UNESCO shows that children



Scanned by CamScanner

| Organised By | Acharya Jawadekar College of Education, shri Mouni Vidyapeeth, Gargoti | ISSN 2349-638x Impact Factor 4.574 |
|---|---|---|

who begin their education in their mother tongue make a better start and continue to perform better than those for whom school starts with a new language.

**Advantages of English medium**

- Students learning in English medium schools became proficient in English who may not face difficulties in English communication
- English is an international link language. It is the language of opportunities at global level. Through English medium student can get jobs in various multinational companies.
- English is the language of Information and Communication Technology (ICT). Computers , mobile ,laptop, tablet became part of our life however it is necessary to learn English to access these multi medias
- It is the language of science & technology. So weakness in English communication skill can make the student handicapped in accessing knowledge in science and technology.
- English is the library language. It is pipeline towards storehouse of knowledge. It is necessary to get mastery over it otherwise it wiil be a hindrance in knowledge economy..
- It is the language of trade and commerce
- It is the language of administration. Those who wish to get job in administrative services need to learn English early.
- English medium schools provide good infrastructure, ICT education, sports facilities & Curricular and extracurricular activities and recreational activities.

**Disadvantages of English medium**

- Poor parents cannot afford heavy fees of English medium schools
- Economically weaker sections cannot afford English medium school for their children.
- Lack of trained teachers in English medium schools.
- Lack of qualified teachers. Qualified teacher hiccup to join English medium school due to less salary and other allied service benefits.
- There is deficit of highly skilled teachers in spite of qualified teachers.
- An education officer in Tamil Nadu state react that there was real medium confusion with teaching done neither in English not in Tamil. This is somewhat same condition in all other state also.
- In a study of teaching English by NCERT revels that majority of school teachers use regional language in teaching whose English pronunciation was found defective.
- Lack of clear cut policy of the Government.
- Lack of supervision measures on the part of Government
- Lack of control over profit making private bodies
- Substandard quality of Education.
- Success rate of English medium school students is less as compared to regional schools.

**Conclusion:**

If the medium of instruction is same as Child's mother tongue there is better chance for the child to develop his/her personality through development of knowledge, skills and attitudes (ASK) in the mother tongue. Majority of Indian children leave school without the basics of old fashioned reading, writing and arithmetic. Learning a language is getting mastery over LSRWC of that language. It is not an education in



Scanned by CamScanner

itself. Medium deprives a child for proper education in school. According to Anjali mody (2015) supports that India's craze for English medium schools is depriving many children of a real education.

**References**

1) Anjali Mody(2015) India's craze for English medium schools is depriving real Education
2) Darade P. B.( 2016) pedagogy & application of ELT through cooperative learning
3) Gurav. H. K. (1991). Teaching Aspects of English language. Pune: Nutan prakashan.
4) George Yule (2008). The study of language. London: Cambridge University press
5) Jesa. M. (2005). Efficient English Teaching. New Delhi: APH Publishing Corporation,
6) Ansari Roadm, Daryagani.
7) MHRD,National policy on Education2016, language policy(9.18) Free Wikipedia

**Electronic references**

1) https:// www.quora.com retrieved on 4.6.2018
2) https:// www. indianexpresss.com
3) https:// www. indiaeducation.com.net/cbsc/objectives.aspx
4) https:// www. scroll.in/article/750187/indias –craze- for-english- medium- schools

Aayushi International Interdisciplinary Research Journal
ISSN 2349 638X
www.aiirjournal.com



Scanned by CamScanner

270

Acharya Javdekar College of Education
Estd. 1956
Gargoti, Dist. Kolhapur
IC. Principal
Acharya Javadekar College of Education,
Gargoti, Dist. Kolhapur.
TRUE COPY
Principal
Aacharya Javdekar College of Education
Gargoti. Dist. Kolhapur 416209

AARHAT PUBLICATION & AARHAT JOURNALS
106, Gokuldham Phase, Dr. Ambedkar Chowk, Near T.V. Tower, Badlapur (E) 421503
Email ID: aarhatpublication@gmail.com, Phone: 9822307164
Website: www.aarhat.com

Conference Book

ISSN No-2278-5655

NAAC Re- accredited with Grade B

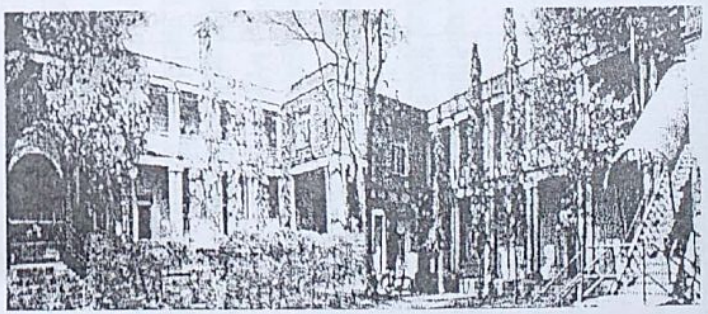
Government of Maharashtra

Shree Maharani Tarabai Government College of Education, Kolhapur, (Maharashtra)- 416001

One Day Interdisciplinary International Conference

On

# SKILL DEVELOPMENT IN HIGHER EDUCATION



2nd February, 2019

Tel No. 0231-2535043 www.smtckop.com Email: princ.smtbedko-mhgov.in

Scanned by CamScanner

| | | | |
|---|---|---|---|
| 122 | A Study Of Positive Attitude With Respect To Communication Skill Of B.Ed Students of SPS College,Sangli | Dr.Madhuvanti Dilip Kulkarni | 458 |
| 123 | Developing Reading Skill Of Std. VI Students Through Cooperative Learning Model An Experimental Study | Dr. P.B.Darade | 461 |
| 124 | Current Status Of Cognition And Science Process Skills Among IX Standard Students | Smt. Rohini G. Bhosale<br>Dr. Krishna B. Patil | 464 |
| 125 | The Impact Of Powerpoint Digital Mind Maps On Science Achievement Among Fourth Grade Students | Spruha Suresh Indu | 468 |
| 126 | Role Of Tourism Industry In India's Development | Mr.Balaji B. Waghmare<br>Raju zore | 473 |
| 127 | Difficulties Experienced By Teacher Trainees Of G.V.M's While Delivering ICT Lessons During Internship. | Dr.Jojen Mathew | 481 |
| 128 | Skill Development In 21st Century | Prof. Vilas S. Pawar<br>Subhash Kishanrao Pole | 484 |
| 129 | Skill Development In 21st Century | Dr. Sureshkumar K. Kamble | 486 |
| 130 | Skill Development In India | Dr. Govind N. Bhusare | 488 |
| 131 | Skill Development Initiative And Challenges | Prof. Ninge Gowda | 493 |
| 132 | Skill-Oriented Education & Employability | Prof. H.R. Dhananjaya | 496 |
| 133 | 21st Century Skills For Students | Prof. Dr. Jayshree B. Patil | 498 |
| 134 | Skill Development In India: Challenges And Solutions | Dr. Punam Kesharwani | 502 |
| 135 | The Role Of ICT To Develop Teaching- Learning Process- A Study | Dr.Harshanand P. Khobragade | 506 |
| 136 | Reading For Communication | Shinde Kalindi Kailas | 509 |
| 137 | Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Under Inclusive Education For Children With Special Need In Belagavi District | Miss. Girija Kadannavar<br>Dr. Sushma R. | 513 |
| 138 | Developing Soft Skills | Dr. Anupama Prakash Pol | 518 |
| 139 | Scoping Study On The Use Of Bibliometric Analysis To Measure The Quality Of Research In Indian Higher Education Institutions | Prof. Bhande Ankush Prabhu | 521 |
| 140 | Soft Skill Development And Its Importance In Higher Education In India | Dr.LaxmanBabasahebPatil | 525 |
| 141 | Significance Of Life Skills In Physical Education & Sports | Mr. S. B. Tataga | 530 |
| 142 | "Digital Education Designer- A Teacher" | Prof. Dr. Pradeep Anandrao Kauthalkar | 534 |




Scanned by CamScanner

AMIERJ Volume–VIII, Special Issue–II ISSN–2278-5655 2nd February 2019

# DEVELOPING READING SKILL OF STD. VI STUDENTS THROUGH COOPERATIVE LEARNING MODEL AN EXPERIMENTAL STUDY

**Dr. P.B.Darade , Asociate Professor**

A.J.College of Education, Gargoti, Tal. Bhudargad,Dist. Kolhapur

**Abstract**

English language teaching and learning in India and Maharashtra has symbolized a drastic change over the last decade. The Govt. of Maharashtra chalked out the new policy of teaching English as per the English from class 1st decision from December 1999. Right from this decision the syllabus of English has been changed considering the importance of English as an international language. The New policy has considered the advancements in science and technology, The English language is not remained foreign to us in way of German, French, Russian etc. The methodologies of teaching have been also changing with these new appeals. The communicative Language Teaching (CLT), Skill based approach (SBA), importance of oral work, Group work, pair work, Language games, Role play etc. are the new strategies of teaching English at school level. Communicative language teaching pays careful attention to functional as well as structural aspects of language. Co-operative learning is a new and better way of learning together. It combines pre communicative as well as quast-communitive language learning activities in the classroom.

**Key Expressions: Communicative competence, Communicative language Teaching,(CLT), Cooperative Learning, Quasi-communicative, Language, Perole**

**Introduction –**

Cooperative learning model (CLM) provides better learning environment for language acquisition. Student – student, student teacher and group activities are emphasized in teaching and learning English.

CLM promotes students oral skills & confidence through varied interactions using co-operative learning structures. In this study the researcher has used CLM to develop reading skill of Std VI students through CLM

Reading skill is an important skill to be developed at primary level. According to the syllabus teacher is expected to conduct loud reading sessions in which students read after the teacher or here after the group leader, pairmate and later independently. Co-operative reading techniques and modulations and demonstrations helped students to read loudly and silently with comprehension. The experiment enabaled students to participate in group work and pairwork which encouraged their confidence in reading English, the reading practice through CLM promoted students academic achievement and enhanced students satisfaction with new learning experiences. The co-operative hand signals and games created interest of students in learning English with laisure and pleasure and enjoyed the joy of learning together in controlled way.

**General objectives -**

1) To read English loudly with correct pronunciation.
2) To develop correct reading habit.
3) To read silently and independently.
4) To read loudly, meaningfully with acceptable tone.
5) To read English for pleasure and information.

**Specific Objectives –**

1) To develop reading skill in English through Co-operative learning .
2) To examine the efficacy of Co-operative learning structures.
3) To develop self confidence of students.

**Research Hypothesis –**



Scanned by CamScanner

There is positive relationship between cooperative learning model (CLM) and the development of Reading skill in English.

**Plan and procedure –**

The researcher has implemented the research programme for 15 days. The pre test and post test were conducted before and after the introduction of experimental factor i.e. co-operative learning. 20 student were selected for the experiment which were divided into 4 x 5 groups as per the requirements of CLM. The topic Dinosaurs, a Tall Tale, Numerals in English, The report at a glance, Sports meet, country sounds, Pin-hole camera, News in use etc. have been taught through CLM techniques for two weeks.

**Research Design -**

| Pretest (T1) | Independent Variable | Post test (T2) |
|---|---|---|
| Scores of achievement test | Teaching through CLM | Scores of achievement test |

**Tools** : 1) Achievement test (Oral)
2) Observation inventory

**Variables** : Cooperative learning (Independent)
Achievement scores (dependent)

**Sample** : The sample of 20 students has been selected from Vidyamandir Kanchanwadi, Tal. Karveer, Dist. Kolhapur (M.S) The students were studying English at Std VI in the academic year 2011-12.

**Data Analysis**

| N | Pretest Score | Post test Score | Difference | % |
|---|---|---|---|---|
| 1 | 16 | 19 | 3 | 15 |
| 2 | 11 | 12 | 1 | 5 |
| 3 | 13 | 14 | 1 | 5 |
| 4 | 6 | 11 | 5 | 25 |
| 5 | 14 | 16 | 2 | 10 |
| 6 | 11 | 16 | 5 | 25 |
| 7 | 7 | 10 | 3 | 15 |
| 8 | 10 | 16 | 6 | 30 |
| 9 | 7 | 8 | 1 | 5 |
| 10 | 15 | 17 | 2 | 10 |
| 11 | 7 | 13 | 6 | 30 |
| 12 | 8 | 12 | 4 | 20 |
| 13 | 9 | 9 | 0 | 0 |
| 14 | 7 | 8 | 1 | 5 |
| 15 | 12 | 16 | 4 | 20 |
| 16 | 9 | 17 | 8 | 40 |
| 17 | 10 | 18 | 8 | 40 |
| 18 | 16 | 19 | 3 | 15 |
| 19 | 8 | 12 | 4 | 20 |
| 20 | 8 | 11 | 3 | 15 |
| Total | 205 | 274 | 69 | 17.25 % |

**Findings –**

1) Cooperative Learning Method (CLM) had exhibited 15% to 40% development in the reading skill of 65 % students.
2) 20 % students had exhibited only 5% increase in the test scores in reading skill.



Scanned by CamScanner

3) 5% students i.e. one student does not underwent any change in the pre and post test score. The causes for it could be searched further by replication of the study using homogeneous or heterogeneous groupings with other aspects.

4) The overall development of reading skill ranges between 5 % to 40 % approximately i.e. 17.25%.

5) The participant observation by the researcher observed that experiment helped to develop self confidence of students in reading English.

**Recommendation -**

Cooperative learning should be used at primary level to develop fourfold language skills of students in English

**References –**

1. Bahai Academy & YCMOU (2008) cooperative learning thirty hour module.
2. Darade P.B. (2011) Development of communicative competence in English among XI std. students through cooperative learning.
3. Kagan S. (1992) Cooperative learning (8th Ed.) C.A. Kagan
4. MSCERT – (2005) Teachers Guide Std. VI
5. Slavin R.E. (1983) Cooperative learning Newyork : Longman.



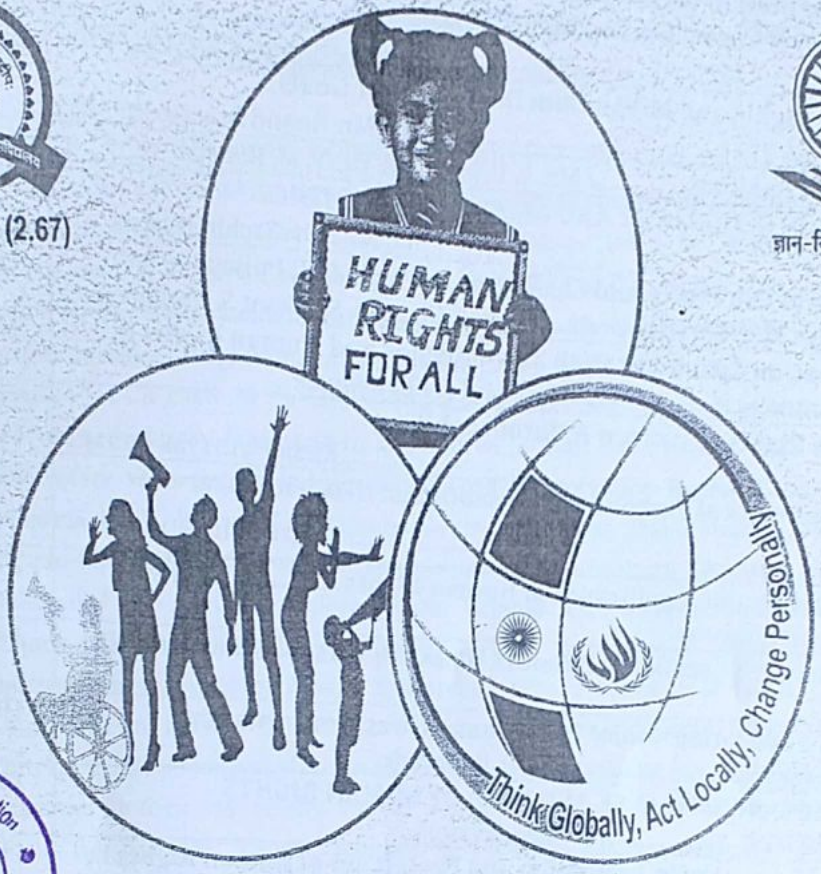
Scanned by CamScanner

# Human Rights Education and Indian Scenario

## मानवी हक्क शिक्षण आणि भारतातील सद्यस्थिती

NAAC- 'B' (2.67)

ज्ञान-विज्ञान विमुक्तये




Acharya Jawadekar College of Education
Estd. 1956
Gargoti, Dist. Kolhapur

**Chief Editor**

**Dr. M. Y. Cholekar-Bachulkar**
Principal,
Shri Vijaysinha Yadav Arts & Science College, Peth Vadgaon

Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

**Editors**

**Dr. Prashant P. Yadav**
Coordinator - NCHREIS

**Dr. Sachin J. Pawar**
Secretary - NCHREIS

**Shri. Vijaysinha Yadav Arts and Science College,**
Peth Vadgaon, Tal: Hatkanangale, Dist: Kolhapur- 416 112 (MS)
Ph. No. (0230) 2471599, www.vympv.ac.in

Acharya Jawdekar College of Education
Estd. 1956
Gargoti, Dist. Kolhapur

TRUE COPY
Principal
Aacharya Javdekar College of Education
Gargoti, Dist. Kolhapur 416209

Scanned by CamScanner

| | | |
|---|---|---|
| 20 | Implementation of National Food Securities Act, 2013 – a way to Good Governance: Human Rights Perspective ..... Mrs. Deepali Patil- Harugade | 124 |
| 21 | Human Rights and Millennium Development Goals .....Mr. Anand Annaso Kamble | 130 |
| 22 | Ethics in Banking..... Mr. A. V. Jadhav & Dr. T. M. Rabade | 137 |
| 23 | ETHICS IN GEOGRAPHY AND GEOGRAPHY IN ETHICS ..... Dr. Sachin Hudale | 141 |
| 24 | A Study of CSR Policy and Challenges towards CSR Policy in Indian Market Situations..... Mr. Shrikant S. Karanjkar | 146 |
| 25 | Information Communication Technologies and Human Rights in 21st Century ..... Vidyanand S. Khandagale | 155 |
| 26 | Human Rights of Women & Untouchables .....Kishor Vinayak Dabade | 161 |
| 27 | Human Rights of Persons with Disabilities: Historical overview ..... Atigre R. H., Atigre R. R. | 166 |
| 28 | Importance and Significance of Human Rights..... Adate Suryakant Shamrao | 175 |
| 29 | COOPERATIVE LEARNING TO PROMOTE HUMAN RIGHTS..... MRS.SHALINI RAO N | 180 |
| 30 | Right to Education: Major Provisions, Issues, Concerns and Challenges..... Dr. P. B. Darade | 187 |
| 31 | CONCEPT, SIGNIFICANCE AND NEED OF HUMAN RIGHTS EDUCATION..... A P Mahadevappa | 192 |
| 32 | Role of Education in Promotion and Protection of Human Rights in India..... Shri. Jadhav H.L | 198 |
| 33 | Protection of Women from Domestic Violence Through Human Rights Education and Gender Sensitization: A Need of Hour ..... Dr. Pooja Prashant Narwadkar | 202 |
| 34 | Human Rights in an Indian Context... Dr. S.S. Mahajan & Dr. Uma Nerle | 208 |
| 35 | Right To Information Act in perspective as protecting Human Rights..... Shivanand M. Kulkarni & Navnath K. Chavan | 212 |
| 36 | Human Rights Education in India: Importance & Need ..... Dr. Sachin Pawar & Dr. Aishwarya Pawar | 215 |
| 37 | HUMAN RIGHTS EDUCATION IN HIGHER EDUCATION ..... Dr. Desai M. S. | 219 |
| 38 | Impact of Globalization on Implementation of Human Rights in India ..... Dr. Prashant Patangrao Yadav | 224 |
| 39 | Right to Food one of the Human Right ..... Mrs. Chandrani Shashikant Bagadi | 228 |
| 40 | VIOLATION OF HUMAN RIGHTS OF MALALA YOUSUFZAI .....Umesh S. Siddharth, Sachin S. Jadhav | 234 |




Scanned by CamScanner

# Right to Education: Major Provisions, Issues, Concerns and Challenges

**Dr. P. B. Darade**
Associate Professor, Acharya Jawadekar College of Education, Gargoti
Email: prabhadarade7571@gmail.com Cell: 9422680421

**Abstract:** United Nations Educational, Scientific and Cultural Organization (UNESCO) have been taking series of worldwide actions to provide Education for All children in the world. The cross border initiatives taken by United Nations International Children's Emergency Fund (UNICEF) in this regard are also well known to us. Countrywide efforts have been taken by the Governments through various policies& programme to provide Education for All (EFA) children in the age group of 6-14 & even for the adults. The past and present initiatives in response to free and compulsory Education to all children in India dates back to 1882 & even long before that. Before independence Lord Repen(1882), Hunter Commission, Mahatma Phule, Justice Gopalkrishna Gokhale,Rajashree Shahu Maharaj, Maharaj Saijirao Gaikwad have paved the ways of free and compulsory Education in India. Mahatma Phule's witness before Hunter Commission (1882) predominated that major cause of social backwardness is lack of Education .Basic cause of Oppressiveness, Suppressiveness, & dipressiveness of masses is Avidhya. (lack of Education) In Baroda & Kolhapur sansthana Maharaj Saijarao Gaikwad and Chitrapati Shahu Maharaj played a significant role in providing free and compulsory Education to their soverginity. Similar attempts had been made in Gujarat, Punjab, Bihar, Odisha, West Bangal, Bombay and Madras Ilahkas which had enforced children's right to Education as a pivotal social movement.

**Introduction:** The children of mother India have to wait 63 years after independence to pass the RTE act in 2009, actually the draft of RTE was prepared in 2000 but it was not placed in the parliament and sanctioned for further action. Honorable president of India sanctioned the act on 26 Aug.2009 and published it in the Gazette of India. The act was come into force from 1 April 2010 except Jammu & Kashmir state.The act is called as Right of children to free and compulsory Education which prescribes that the Government is accountable to provide free and compulsory Education to all children in the age group of 6-14. No elementary child shall be held back due to admission, fee or capitation fee or required to pass examination, it does not mean that there will be no examination or no fees, notified fee by the school will have to pay by the parents. The progress of the child will be tested through continuous and comprehensive evaluation (CCE). It is observed that teachers do not have proper training& mindset on how to use formative evaluation tools. However there is misunderstanding and confusion among teachers and



Scanned by CamScanner

parents where as parents misunderstood that there is no examination up to Std.viii which makes their children handicapped in basic reading writing skills, Hence they are demanding the state governments to rethink the decision and conduct previous pattern of examination. The act specified that a child belonging to SC/ST and economically backward will not remain out of school. RTE Code no. 20 to 32 have important specifications on role and responsibilities of the school , Government, local authorities, SMC, parents, guardians, school management etc.code 29 provided the regulatory principles on curriculum, teaching learning process and evaluation of students. The whole schooling process is spelled to be student centric & burden free. It is specified that mode of instruction should be mother tongue(MT) up to class v.The pedagogy should geared to physical, mental, affective and spiritual growth of child. Code 32 is about appointment of teachers, teacher education and teacher training. It is provided that SMC should not appoint unqualified teachers. If the teacher is unqualified, the teacher should acquire degree within 5 years. Teacher must have mastery over levels of teaching and learning. He/ she must conduct maximum direct learning experiences & less verbal experiences in the classroom. Teacher himself should set a role model before students by his /her behavior, communication skill, food habits and study habits. It is further stated that school infrastructure should be rejuvenated & special facilities should be provided to ensure good quality elementary Education.

**Chapter wise Provisions in the Act**

**Chapter I:** Definitions of terms used in the Act

**Chapter II:** This chapter includes the Right to peruse free and compulsory Education for the children in the age group of 6- 14 till even after complication of fourteen years. It is provided that the child has right to transfer from one school to another within the state or outside. The Head master should not stop to move the child from one school to other. If the child is suffering from disabilities he/ she should have right to take education in the general system or special school nearby in accordance to the Act. No child shall be liable to pay any kind of Fee or charges which may prevent the child from completing elementary education. This chapter also provides the special provisions for children not admitted to or who have not completed elementary education.

**Chapter III: Duties of Appropriate Govt. Local Authority and Parents**

- The Govt. should establish new schools in such areas where school is not available
- The central Govt. and State Govt. shall have concurent responsibility for providing funds for carrying out the responsibilities in the Act.
- The Ministry of Human Resource Development (MHRD) shall provide Grants- in aid as from time to time as per the constitutional provisions.



Scanned by CamScanner

- The central Govt. should abide by Article 280 to examine the need for additional resources to be provided for state governments.
- The state Govt. shall be held responsible to provide funds and resources for the implementation of the Act.
- The central Govt. should provide new curriculum, technical support, teacher training and resources for promoting research and innovation in school education.
- The Govt. should provide proper infrastructure including School building,, learning equipments, resources, ICT facilities, Textbooks Teaching staff, playground, pedagogical laboratories. The school infrastructure should be improved in 3 years. Else recognition will be cancelled.
- Financial burden will be shared between the state and central government.
- Special provisions should be made for the childrens from weaker sections of society and disadvantaged groups.25% reservation should be given to economically disadvantaged class.
- The record of admission, attendance, progress reportsn need to maintained properly.
- This chapter also explains the duties of the local authorities and parents and guardian.

**Chapter IV: Responsibilities of School and Teachers**

This chapter includes provisions on (1 ) extent of schools responsibilities for free and compulsary education(2) No capitation fee for admission (3) No proof needed for admission,(4) No denial of admission by any reason (5) prohibition of holding back and expulsion (6) Prohibition of physical and mental punishment.(7) School should be established with recognition procedure (8) Norms and standards for school (9) School Management Committee (10 ) power amendement schedule( 11) School development plan(12) Qualification & service conditions and terms of appointment for teachers (13) Duties of teachers and redresal of grievances (14) Pupil – Teacher Ratio( 15) Filling of Vacant seats of Teachers( 16) prohibition of deployment of teachers for non educational purposes.(17)Prohibition of private tuition by teachers.

**Salient features of the chapter**

- Role and responsibilities of teahers: How to teach? How to evaluate? Methods, devices, Techniques of Teaching as well as learning phases of teaching and learning, Society and parent communication competency etc should be acquired by the teachers.



Scanned by CamScanner

- The process of schooling should be student centered, learning oriented and lovable to develop humanity and cooperation as human values.
- The school environment should be flexible, open and motivative to appeal student's opinions.
- The medium of education shall be in mother tongue upto class V.
- Methods of learning shall be activity based, inquiry based, simulation and game based which will help to create self awareness among the students.
- Learning environment shall be burden free and tension free.
- Continuous and comprehensive Evaluation (CCE) shall be practiced to evaluate student's performance.
- Teacher shall be professionally trained in ICT and subject specific pedagogy.
- Teacher should adhere that He/she is doing the diaty work of developing human beings, So teaching should be taken as the mission inspite of profession
- Student teacher Ratio shall be 1:30 uptó class V and : 35 upto class VI
- Appointment of Full time teachers for Languages, Maths and science and part time teachers for P. E.& W. E.

**Chapter- V : Curriculum and Completation of Elementary Education**

This chapter includes provisions regarding (1) Curriculum and Evaluation process (2) Examinitation and completation of Certificate( 3)Filling of vacant seats of teachers.(4)

**Chapter VI Protection of Right of children**

This chapter includes provisions about( 1)Monitoring of childs right to education(2) Redressal of grivences (3) Constitution of National Advisary Council (4) Constitution of state Advisary Council etc.

**Chapter VII: Miscellaneous**

This chapter includes the provisions on ( 1) Power of issue to directions(2) Previous senction for prosecution(3) Protection of action taken in good faith (4) Power of appropriate Government to make rules.

**Issues ans Concerns**

- No provision for education of children in the age group 3-6
- More than 36% students are out of school in India
- Share of Centeral Govt. and state Govt. is 55% and 45% .
- 25% seats are reserved for weaker sections of the society
- Excess right to School Management Committee(SMC)



Scanned by CamScanner

- Lack of infrastructure & pedagogical Laboratories
- Problem to maintain student- teacher ratio
- Problem of Exeess teachers & single teacher schools
- Problem of maintaining quality, quantity and equality
- Problem of inclusive practices
- Teacher have to maintain 68 types of registers.
- No consideration of demand and supply of teachers. Every year 1500 teachers are needed in M.S. whereas more than 58000 teachers are produced.
- No Exam. Up to class VIII is harmful to students. Now the Govt. is suppose to reconsider the policy.
- CHB, Shikshan Sevak Yogana , non Grant & permanently Non Grant culture is the incurable disease to the systsm.
- The Act was expected to spend 1.17 lakh corer rupees up to 2015

**Conclusion:** There is challenge of inclusion of millions children in the country, there is no provision of education of children in the age group of 3 to 6. It is revealed that 1 corer 10 lack students in the country cannot read and write. 53% schools in India have not basic facilities. It is observed that 98% students goes to school within 1 km distance& for 93% students school is available at 3 km. Financial share of centre and state in RTE is 55% and 45% which need 1.17 lakh corer rupees up to 2015 for proper implementation of RTE. India's world rank in providing RTE is 134, there are only 13 countries in the world who implement the act100% percent .,Serva Shiksha Abhiyan(SSA)& Rashtiya Madhimik Shiksha Abhiyan (RMSA)other programmes have contributed significantly for universalisation of primary education in India but there are challenges in implementing any policy as Indian Education is having second largest structure in the world & India as a most populated country, it is a challenge to implement RTE. The GER of students in the age group 6-11 is more than 107% in primary Education but everything is not well and good.

**REFERENCES**

Darade P. B. (2015) Editorial Note: National seminar on Right to Education: Quality Concerns, Issues and Challenges, AJCE 15- Mar.2015

Darade P. B. (2016) Right to Education: Provisions, Issues and Concerns. UGC sposored National Seminar paper, K .C K., 20 Jan2016

Darade P. B. Lecture on Right to Education Act 2009@ Murgud Videlaya Murgud,2010

Rigt to Education Act, MSCERT. Govt. of M. S. pune 30



Scanned by CamScanner

Above Self... Above Politics

Gokhale Education Society's

# College of Education, Sangamner

Akole Bypass Road, Sangamner,Dist. Ahmednagar

Affiliated to Savitribai Phule Pune University, Pune
NAAC Reaccrediated 'B' & ISO 9001-2015 Certified College
Off. Ph. 02425-223244
www,gescoledusgm.org;bedsangamner@rediffmail.com

Two Day State Conference on

# NEW NATIONAL EDUCATION POLICY 2019

# PROCEEDINGS

Sponsored by BOD, SPPU Pune

## 25th & 26th February 2020

ISBN 978-93-5321-607-9

Organised by

G.E.Society's College of Education, Sangamner

-Chief Editor -
Prin.Dr. Sandhya Khedekar

-Executive Editor -
Mr.S.B.Ghadge, Mr. A.S.Chawande

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

Scanned by CamScanner

## CONTENTS


| Sr. No. | Title | Author | Page No. |
|---|---|---|---|
| 1 | Understanding Draft National Education Policy 2019 | Dr. M.S. Pondhe | 11 |
| 2 | Study of Various Schemes and Facilities for Disabled Children | Bhoye Chandrakant M. | 15 |
| 3 | Role of Library in the Context of National Education Policy 2019 | Amol S. Chawande | 19 |
| 4 | Issues concerns & challenges in teacher Education in access to NEP 2019 | Dr. P. B. Darade | 25 |
| 5 | Research and Development in NPE 2019 | Dr. Vinay D. Dhondge | 29 |
| 6 | New National Education Policy 2019 - Important and Challenges | Dr. Archana Bhausaheb Hase | 33 |
| 7 | NEP be Able to Tackle Challenges Faced by the System | Dr. Pratap J. Phalphale | 37 |
| 8 | Features Of National Education Policy-2019 | Dr. Sharad B. Ingawale | 40 |
| 9 | Higher Education in India: Challenges & Opportunities | Dr. G.R. Jaitmal | 44 |
| 10 | Challenges in implementing N.P.E 2019 in Elementary School Education | Dr. Geeta Satish Raut | 48 |
| 11 | Distance Education | Hase jyoti Dashrath | 53 |
| 12 | The Vision of National Education Policy 2019 | Jadhav S. | 55 |
| 13 | National Education Policy 2019: Helpful to Increase the Access, Quality, Equity, Affordability, Accountability in Indian Education System | Prof. Karanjkar Sanjay Madhukar | 59 |
| 14 | An Inclusive Education - Students with Special Needs | Prof. Shaikh Raju Gulab | 64 |
| 15 | Reform of Teacher Education – Recommendation of NPE 2019 | Prof. Savita Shinde | 68 |


ISBN 978-93-5321-607-9

Scanned by CamScanner

# Issues concerns & challenges in teacher Education in access to NEP 2019

**Dr. P. B. Darade (Associate Professor)**
Acharya Jawadekar College of Education,
Mouni Vidyapeeth, Gargoti

## Abstract

Ministry of Human Resource Development (MHRD) appointed 10 members committee to prepare the draft on National Policy on Education 2019 under the chairmanship of Dr. Kasturirangan on 24 june 2017. After studying Indian education system the committee submitted its report on 15 December 2018. MHRD published the NEP draft on its official portal & invited feedback from various stakeholders up to July2019. MHRD finalized the draft which consists 488 pages. The perspectives of draftare recommendations, suggestions & quality improvement measures on present Indian Education system from KG to PG. The thrust area in this presentation is higher education in general and teacher Education (TEP) in particular. NEP draft consists 200 pages on Higher Education. Draft on Higher education mainly focuses on restructuring present higher education system in India. According to new NEP 2019 Conventional disciplines such as Arts, Science, Commerce, Engineering, and Vocational etc. will be equipped under one umbrella. Higher Education institutions such as universities and colleges in new NEP are proposed to convert into three types of institutions such as (A) Research Universities ( Type-I ) (B) Teaching universities( Type-II) ( C ) Autonomous colleges( Type-III). University affiliation system will be closed down steadily up to 2030. Research universities will be mere campus universities where there will be no affiliating colleges. The existing higher education colleges & universities will be merged into any f the three types upto2030. Present conventional universities and colleges will get 10 years span to transform their courses in to three types otherwise their educational status will be defused and such campuses will be converted in to skill development centre, public library or adult education centers.

**Keywords** Research University, Justice Verma Commission, autonomus college, National council for Teacher Education, (NCTE) NCFTE2014, Public library, Skill Development, adult Education centre, Teaching University, Integrated Teacher Education Programme(ITEP)

## Intoroduction

Teacher education is included in chapter no. 15 of NEP2019. Main objective of this chapter is the claim to change present teacher education system by moving teacher education colleges into multidisciplinary collegesi. e. Integrated Teacher Education Programme( ITEP) . TEP is mainly prescribed on Page No. 283 to 292.The last paragraph on page No. 284 describe that "--------- all currently existing genuine teacher education institutions must aim to become multidisciplinary higher education Institutions up to 2030. The draft is vague and uncertain presupposition about ITEP. There is neither particular speculations of different TE courses nor proper rational is given about why


ISBN 978-93-5321-607-9

Scanned by CamScanner

multidisciplinary ITEP is needed to initiate. There is no appropriate differentiation between D. Ed. , B. Ed. M. Ed., M. A. education courses & research aspects in teacher education. The provisions in the draft are vague, undefined and further chaos creating in existing TE systems. Only intent of the policy draft is whatever presently in practice in TEP is useless and out of frame which needs remedy of ITEP only.

## Issues Concern & Challenges

Thereare infinite issues, concerns and challenges in implementation of ITEP courses in India as per the recommendations of NEP2019. The main aim of this presentation is to put forth the issues and challenges discussed with FY & SY trainee teachers and Staff in Acharya Jawadekar College & K. H. College ITEP students and Staff members of existing ITEP course run by MouniVidyapeeth ,Gargoti. Following issues & concerns we have placed forth.

- The Government has not reviewed the position of two years B. Ed. Course, Why isprevious one year course converted in to two Years? What was the main assumption?
- As mentioned in NEP the case of bogus teacher training colleges in the state of Maharashtra cannot be generalized for the whole country.
- Previous one year course was converted in to Present two year B. Ed. Course was in 2015. This conversion created a never before bad patch in TEP and majority of teacher education colleges are on the verge of closing down due to shortage of students. Some are already closed their courses.
- Comparison of Teacher education programme with medical, law & engineering courses is extensively prejudiced. Use of words like beleaguered with mediocrity and rampant corruption etc. are mere prejudice, one way thinking & ill will about the profession. Whatever flaws & so called corruption cannot be generalized, It may be a system failure and regulation problem which is found in every field.
- As mentioned in NEP if 90 percent teacher education (B. Ed.) colleges are single faculty isolated colleges it is questionable to convert them into multidisciplinary colleges on the part of human & physical resources.
- Policy need to define whether we need mastery over disciplinary knowledge or professional skills or both at a time? ITEP is integration of both at a time which deprevailsthe principle of learning. If the student studies disciplinary areas &professional skills together he/she will be servant of all and master of none. Disciplinary subjects are more cognitive/ theoretical rather than practical and professional subjects are skill oriented, application oriented & competency based subjects. Drill and practice component will be neglected. ITEP course is run by Mounividypeeth since 1984where there is no evidence of greater professional development of student teachers as compared to medical & law profession or one year or two year TEP. Studies and subjective experiences proved that one year course products are found competent, proficient and skillful than four year ITEP.
- There is no specific focus on professional development of student teachers in ITEP as prescribed in NEP.
- B. A. is general a course and bachelor of Education is a professional course, combination of both at a time creates heavy burden on trainee students & prospective ITEP will creates confusion and less cognition among the learners.


ISBN 978-93-5321-607-9

Scanned by CamScanner

- Teacher education is visualized as a course there is no specific focus on development of professional skills and competencies of teachers preservice training and inservice training. Education is visualized as general profession, it has been said that small orientation or training is sufficient to become a teacher at any grade level and any one can enter in this field and show his magic in teaching. Previously the government of Maharashtra intensified it in education service i. e. to become education officer through MPSC need not need professional skills & competences. This decision of the Govt hampered the spirit of education in general & educational administration & supervision in particular in the state.
- As per the policy perspective education is listed under liberal arts and how TEP can be professionally equipped?
- The draft on NEP does not have any prospective programme for strengthening present two year teacher education course in the country. There do not have any estimation of input, process and output as per the objective of TEP.
- The draft does not have estimation of necessary infrastructure, recruitment of teacher educators, regulatory provisions and budgetary provisions as per the policy.
- There is a guaranteed fear of deprofessionalization of teacher education as per the NEP and introduction of new ITEP programme in the country. The experience of ongoing ITEP in the state of Maharashtra is not well and good whereas smoothening of new ITEP colleges may lead worst situation & drowning the ship of TEP in the country.
- The ITEP need to be roll back to previous one year TEP as it was there from years together which has created nobler hierarchy of Indian teachers who are found to be greater next to God as per the golden heritage of our culture:

" GurarbhramaGururvishnu
GururdeoMaheshwara.
Gurarsakshatprarbramha
TashymyashriGuryanmaha---''

- The TTEP course is run by Shri MouniVidyapeeth'skarmveerHire Arts science commerce & Education Gargoti, it is subjective experience of the institution that there is shortage of intake since its inception. The heads of practicing schools complains that the trainees found to be little bit immature and unconfident to handle practice lessons. On the other hand one year B. Ed. Trainees are more confident. Competent and mature in teaching school subjects. High school schools students also reported that AJCE trainees teach better than KHC ITEP trainees.
- There is lack of separate integrated curriculum for B. A.B. Ed., One year/ Two year curriculum is implemented in fragmented manner with fragmented mixing of disciplinary subjects. Disciplinary knowledge and professional knowledge and skills are force fitted in four years where trainees face complexities and barriers in understanding both areas at a time.
- It is observed that there is permanent shortage of faculty for either disciplinary &professional subjects. The university and college administration cannot recruit faculty due to bureaucratic regulations and frequent hurdles of regional joint director office.


ISBN 978-93-5321-607-9

Scanned by CamScanner

- The major thrust of teacher training is bridging gap between theory and Practicum component of the course, this gap remains wider in ITEP than one year course. Theoretical aspects are prescribed in different year and application of that particular component is prescribed in different year due to marking scheme as per choice Based credit system (CBCS) and semester examination system.
- According to American Education commission Quality of nation depends upon quality of its education system, quality of education system depends upon quality of teachers, and quality of teachers depends upon quality of teacher training i.e. pre service& in service training. The quality of teacher training in India has been constantly drowning since last decade. Overall teacher education system is on the verge of closing down due to shortage of students & lack of teaching faculties, how would we expect the quality, from whom? If students do not want to take admission and those who took admission will not want to attend the classes and who will teach if there is shortage of subject wise faculty if 100 percent attendance. The total scenario is deframing the main ideology of teacher education in the country.

## Conclusion

Enrolment in government Teacher training colleges and Government aided colleges is decreasing day by day. Private teacher training colleges are compromising the attendance& running the course. Salaries in unaided private colleges are based on admissions of studentsTeacher training colleges, however those who do not want to attend the college are getting chance in such institutions and reputed teacher education institutions are on the verge of closing down. Most of the D. Ed. Colleges have been already closed. Shortage of teaching faculties is a problem in Indian education today. Nowadays teaching is the last priority job for students. Main reason for this is poor condition of schools &colleges, lack of recruitment, temporary jobs, clock hour basis jobs, havoc jobs, donation demanding institutions, political hindrance in the field these are the realities which have not been addressed by the NEP, unnecessarily proposing new ITEP without rethinking strengths & weaknesses of one year & two year teacher training programmes. NEP do not have reviewed the past & present status of teacher education in various aspects. ITEP will not be a remedy for all the lacunas in teacher education. One of the major constraints in attracting good students in teaching field. Problem of appointments, salary levels, facilities provided to the teachers are not good. Teaching profession is not high in priority list when graduatestudents look for job opportunities.

## Reference


1. K. Goel& V. K. Verma Review of Draft National education Policy2019: some suggestive Measures for new education policy
2. Darade P. B. National Policy on Education, MSSTEA annual conference &seminar paper Dec.2019 presented at Dayanand college of Education, Solapur
3. Sing Sunilkumarsingh( 2019) DraftNational Education policy-2019:comments on Teacher Education
4. SUTA, the Draft on National policy on Education 2019by Central government.
5. SUTA RashtryaShikshaAayog/ National Education commission



ISBN 978-93-5321-607-9

Scanned by CamScanner

Acharya Jawadekar College of Education

ISSN 2349-638x
Impact Factor 7.331

# AAYUSHI INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL

PEER REVIEW & INDEXED JOURNAL

Email id : aiirjpramod@gmail.com
www.aiirjournal.com

## Theme of Special Issue

## 75th Years of Indian Independence

**Aug. 2022 (Special Issue No. 111)**

Executive Editor
Mr. Pradip B. Patil
Assistant Professor,
Karmaveer Hire Mahavidyalaya,
Gargoti, Dist - Kolhapur-416209

Chief Editor
Mr. Pramod Tandale

IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

Scanned by CamScanner

| Sr. No. | Name of the Author | Title of Paper | Page No. |
|---|---|---|---|
| 1. | Dr. Pralhad Bhaurao Darade | Action Plan for Sustainable Development in Teacher Education | 1 |
| 2. | Dr. Sagar R. Powar<br>Dr.M. D. Chougule<br>Dr.B. M. Jadhav<br>Mr. Laxman N. Renapure | Role of MSMEs in the Indian Economy after Post-Independence | 6 |
| 3. | Mr. Gangadhar S. Mali<br>Dr. Gurudatta S. Mhangore | Traits of Bildungsroman in Chitra Banerjee Divakaruni's Oleander Girl | 12 |
| 4. | Dr. Manisha Vinayak Shirodker | 75 years of independence and Kolhati Community | 16 |
| 5. | Kharade P. R.,<br>Chougale U. B.,<br>Patil K. N.,<br>Desai S. S. | An Overview of Synthesis of Different Bioactive Heterocycles Using Ionic Liquids | 22 |
| 6. | Mr. Rajesh Martand Meshram | Changing role of Academic Libraries in ICT Environment | 26 |
| 7. | Chandrakant K. Chavan | Reflection of Social issues in Sadanand Deshmukh's: Baromaas | 30 |
| 8. | Shrikant Banda Desai | Child Welfare Activities after the Independence of India | 33 |
| 9. | S. M. Patil | The Progress of Chemistry Research in India: Past, Present and Future | 36 |
| 10. | Dr. Vijay Jaysing Mane | Azhadi Ka Amrut Mohotsav and the Plight of Katkari Community | 42 |
| 11. | Mrs. Bindiya S.Rajratna | Changing Role of Educational System | 45 |
| 12. | Dashrath Narayan Jadhav | The Critical Study of The Role of Parent Child Relation in Perceeption of Psychologycal Factors of Students Studying in Secondary Schools of Kolhapur District of Maharashtra State | 51 |




Scanned by CamScanner

# Action plan for sustainable Development in Teacher Education

**Dr. Pralhad Bhaurao Darade**
Principal in charge ,
Acharya Jawadekar College of Education,
Mouni Vidyapeeth, Gargoti 416209 (MS) India
Email: prabhadarade7571@gmail.com cell: 7743931421

The concept of sustainable Development had been prominently used by United Nations conference on Human environment at Stockholm 1972 ,Brundtland commission 1983 and Rio Earth summit1992. There are many definitions of the term "sustainable Development'' The most widely accepted and simple definition is: "Development which meets the needs of present generation without comprising the ability of future generations to meet their needs'' (UN 1989).The term sustainable Development mostly referred in connection to the environmental sustainability. The term Environment is defined as where we live and development is what we do to improve our living conditions within that adobe. Environmental sustainability doesn't mean only the Earth planet, water resources, pollution or global warming but it coherently inherent with every aspect of Life on the planet Earth, Healthy living and wellbeing of mankind & species on the planet Earth. It consists of human environment comprising social,ecoonomic, scientific & Technological as well as political environment also. As a sub organization of United Nations Brundtland commission was set up in 1983 to examine the issues and problems related to environment and development. Brundtland commission submitted its report entitled "Our common future" in 1987. For more than four decades UN is actively engaged in organizing worldwide research activities and conferences on SD to create awareness about acute problems of people and nations with clear focus on People Planet Prosperity. UN sponsored research studies on sustainable development recommended warning signals for the Governments and people to stop degradation of environment and destruction of people across the world. In the beginning phase of the millennium UN discussed the issues with worlds195 countries as UNGA discussion. The UNGA discussion fixed the targets to be achieved during 15 years period: 2000 to 2015. Eight goals and eighteen targets had been fixed as Millennium Development Goals (MDGs). These goals and targets later extended to 17 goals and 169 targets to be achieved in 15 years period: 2015 to 2030.The prominent goals and targets follow :

- To end poor living conditions of people in the world.
- food security, nutrition and sustainable agriculture
- Ensure healthy lives & wellbeing of all
- Education for all
- Gender equity & women empowerment
- Water and sanitization
- Efficient & controlled use of Energy
- economic development
- Building of resilient industry
- Bridging gap between local & Global
- Disaster management & risk reduction
- Sustainable consumption of production
- Climate change
- Safe gardens of oceans & seas
- Biodiversity and Ecosystem
- Information & communication Technology & Decision making
- Capacity building & technical cooperation



Scanned by CamScanner

These targets give a clear conceptualization of sustainable development benchmarks as per United Nations Millennium Development goals. These goals were targets to be achieved up to 2015 by all nations across the world. These goals were characterized by following MDGs:

- Eradication of poverty and hunger
- Quality Education for all children
- Gender Equality & Women Empowerment
- To reduce child mortality
- To improve maternal Health
- Combat with HIV/ AIDS & other diseases
- Environmental sustainability
- Global partnership for development

**Present Curriculum framework for Teacher Education (NCFTE) and Education for sustainable Development (ESD)**

Curriculum framework for Teacher Education has been revised by NCTE in 2014. According to the changing needs and recommendation of Justice Verma commission (JVC-2012). conventional one year B.Ed. Course has been converted in to two year B.Ed. course from 2015.The study undertaken by Chaturvedi&Tandon Uma (2001) revels that conventional B. Ed. course does not give the pupil teacher an idea of real life problems faced by teachers. Some teacher education colleges give more emphasis on theory course and some give more importance topractice components and real life school situation is are different from the truth. NCTE attempted to meet the changing expectations & demands of stakeholders by the new curriculum NCFTE2014. The drastic change by NCTE in this framework was extension of time duration from one year to two years. The main turn of this frame work is the change from knowledge domain to wholestic development of pupil teacher's personality. The important value addition of new framework is a shift from content based classroom to multidisciplinary classrooms. Extended time duration, 20 weeks Internship, Enhancing Professional Capacities (EPC), constructivist pedagogy, student centric field experience based learning is major changes in the new framework. The Curricular aspects are divided into three areas such as (A) Perspectives in Education (B) Curriculum, Pedagogic studies and (C) Engagement with the field:

(A) **Perspective in Education**

- Childhood and Growing up
- Contemporary India and Education
- Learning and Teaching
- Gender School and Society
- Knowledge and Curriculum
- Creating an Inclusive Society

(B) **Curriculum and Pedagogic studies**

Language across curriculum

- Understanding Disciplines and Subjects
- Pedagogy of school subjects( A/ B )
- Assessment for Learning
- Optional course:
- Environment Education
- Peace & Value Education
- Career Guidance & Career Information

Scanned by CamScanner

(C) Engagement with the Field

- EPC- (1) reading and Reflection
- EPC-(2) Drama and art in Education
- EPC-(3) Critical Understanding of ICT
- EPC-(4) Understanding the self

Action plan for sustainable Development of pupil teachers competencies

| MDGs goals | Curricular areas in Revised TEP | learning Experiences for sustainability |
|---|---|---|
| • Quality Education for all children | C-8 Knowledge & Curriculum | Seminar ,Discussion & project work on Right to Education Act |
| • food security, nutrition and sustainable agriculture | C-5 understanding Disciplines & subjects | Project work on Food security, organic farming & Nutrition garden |
| • Ensure healthy lives & wellbeing of all | EPC(4) Understanding the self | EPC-4 Discussion session on Who am I? understanding the self & other |
| • Climate change | C-10 Environment Education | Sessional work on climate change |
| • Gender equity & women empowerment | C-6 Gender School & Society | Unit of study on Gender equity & women empowerment |
| • Water and sanitization | C-10 Environment Education | Study unit on Water resources and sanitization |
| • Efficient & controlled use of Energy | C-10 Environment Education | Discussion/ Seminar on use of Energy Conventional&Non-conventional resources. |
| • Economic development | C-8 Knowledge & Curriculum | seminar , Discussion on understanding relationship between Education & Economic Development |
| • Biodiversity and Ecosystem | C-10 Environment Education | Study of biodiversity & Ecosystem as a unit |
| • Disaster management & risk reduction | C-10 Environment Education | Assignment and Tutorial on Disaster Management, Risk management,Land degradation and dissertation etc. |
| • Information & communication Technology & Decision making | EPC-3 Critical Understanding of ICT | preparation and Group Presentation on unit of study |



Scanned by CamScanner

**Course contents of Shivaji University B. Ed. curricula for Environmental awareness (C-10)**

According to NCFTE 2014 and choice Based Credit System (CBCS) Shivaji University revised B. Ed curriculum in 2014. Course contents of the course are as per the guidelines of National curriculum Framework. Keeping close connections with Perspectives in Education, Pedagogic studies and engagement with the field, with the self, child, community the school and sustained training activities are geared up in the in revised curricula. Pupil teacher studies course -10 Environment Education which is prevalent attempt to create Environmental awareness and sustainability in prospective teachers.The course includes studies on climate change, global warming, biodiversity, ecosystem, drought, floods, desertification of land, issues related to protection of environment, soil water and air pollution energy resources, economical, technological and cultural aspects of environment and sustainable development. Pupil teachers undertake projects, assignments, tutorials and sessional work and, case studies on these components. Wildlife week, biodiversity day and other environment related activities are celebrated by the pupil teachers.

- **Sessional work**
  - Field visit and project report writing
  - Management of water, land plants and animal resources.
  - Study of tiger, elephant and bison project
  - case presentations on importance of biodiversity
  - Discussion session on reduction of environmental problems
  - Environment awareness programme, street play, Exhibition and poster presentations.
- **Course contents on Understanding the Self (EPC)**
  - Who am I?
  - philosophy of Yoga and benefits of yoga for body and mind
  - understanding the relationship between the self and other species
  - writing self-reflective journal
  - Essay writing
  - Case presentations
- **Skill Development for Sustainability**
  - Leisure skills
  - choice making
  - Problem solving
  - Independent living skills
  - Home maintaining skills
  - Safety skills
  - Employability skills
  - Social skills
  - Decision making
  - self-awareness
  - Purchasing& banking skills
  - Meal making skills
  - Self-care skills
  - student focused skills
  - Self-determination skills
  - Goal setting
  - self-advocacy skills
  - Grocery skills
  - Restaurant skills
  - functional reading skills

**Conclusion**

UNESCOs module on Education for Sustainable Development recommends cross-cultural and multidisciplinary teaching learning approaches which have been used as instructional strategies in the B. Ed. course of Shivaji University. UNESCO module recommends some important skills such as communication skill, problem solving skill, ICT skill, Inquiry skill, social skill which have been used in completion of the course. Pupil teacher gets opportunity to develop knowledge, skills and attitude as per the module. Values, skills and behaviors for sustainable development and positive transformation of environment within and around have been paved through the teaching learning process during two years.

Scanned by CamScanner

MAH/MUL/03051/2012
ISSN-2319 9318

# विद्यावार्ता®

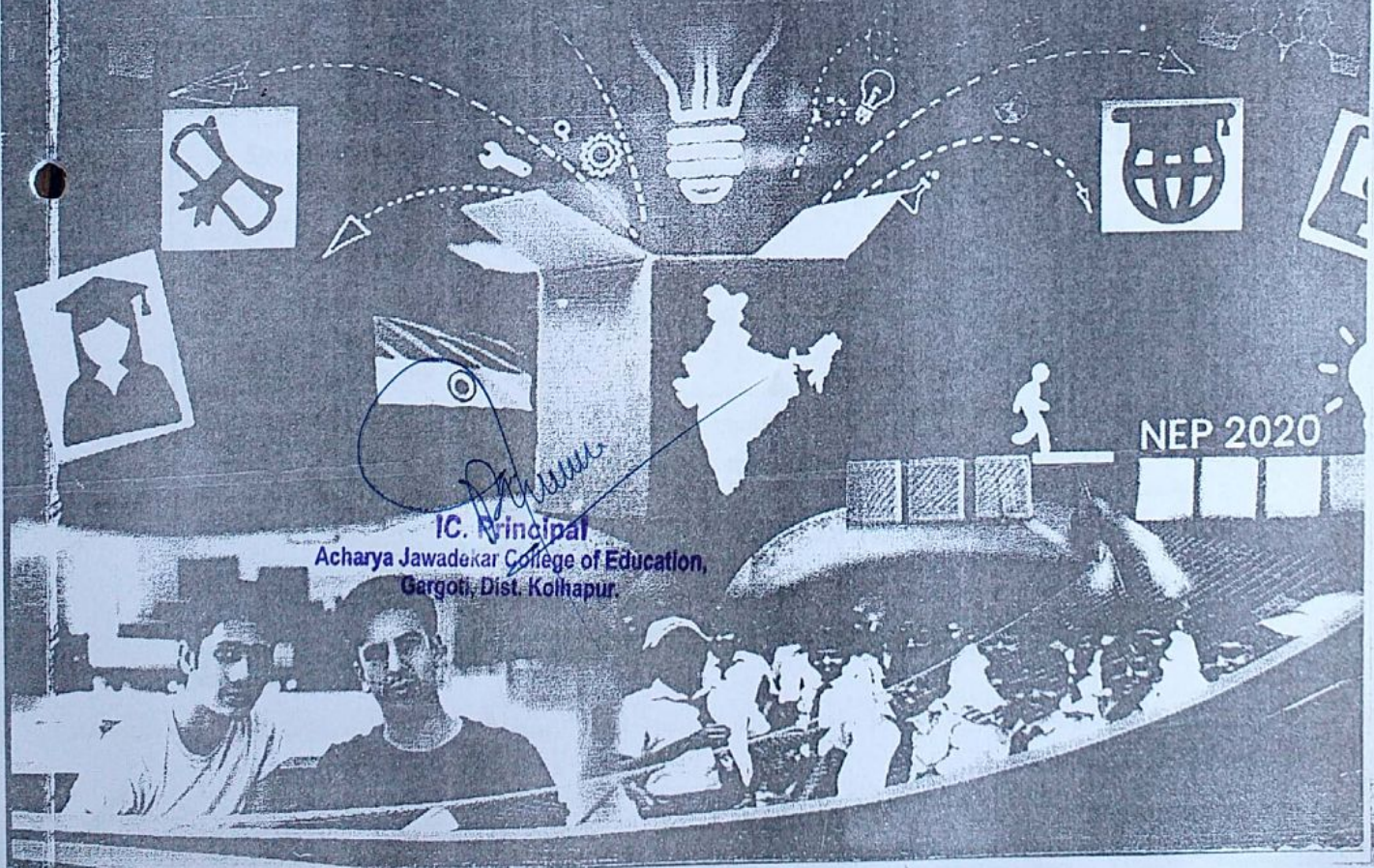
Peer Reviewed International Refereed Research Journal

SPECIAL ISSUE ON

# CHALLENGES IN IMPLEMENTING NATIONAL EDUCATION POLICY (NEP) 2020

**Chief Editor :**
Dr. Bapu Gholap

**Executive Editors**
Prin. Dr. B. P. Marje
Prof. (Dr.) Sushil Kumar
Dr. Yuvaraj Pawar
Dr. Navanath Indalkar
Smt. Sandhya Yadav




I/C. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

Scanned by CamScanner

# INDEX

01) INNOVATIVE PRACTICES IN HIGHER EDUCATION THROUGH NEP 2020 ||09
Prin. Dr. Marje B.P., Sangli

02) Academic Bank of Credits (ABC) – New Perspective ||14
M.KARTHICK, Dr.P.N.LAKSHMI SHANMUGAM, Tamilnadu, India

03) Issues and Challenges of Teacher Education in implementing National policy ... ||17
Pralhad B. Darade, Dist:Kolhapur.M.S. India

04) A study on awareness of National Education Policy among parents of secondary ... ||21
Dr. Sheetal M. Shirol, Dist: Thane, State: Maharashtra

05) Awareness and Preparedness of Trainee Teachers as Global Citizenship Educators ||24
Dr. Kaurobi Ghosh, Prof. Megha Uplane

06) Restoration of lost ground of 'Education' in Multidisciplinary Higher ... ||30
Mr. Ganesh Chandra Naik, Ponda-Goa

07) WEB BASED APPROACHES FOR INNOVATIVE TEACHING, LEARNING AND ... ||33
Miss Gayatri Anup Jakkkal, Barshi

08) NEP2020: A Harbinger of Transition in Indian Education ||35
Dr. Ravindra A. Kulkarni, Sangli (M.S.)

09) Role of Mental Health Professionals in National Education Policy 2020 ||39
Dr. Suresh Sankapal, Kolhapur

10) समाजातील विविध क्षेत्रांमध्ये नावीन्यपूर्ण पद्धतीने काम करणाऱ्या व्यक्तींबद्दल ... ||44
डॉ. केशव रामभाऊ मोरे, सातारा

11) DEVELOPMENT OF QUESTIONING SKILLS AMONG B.ED. STUDENT-TEACHERS ||47
Dr. Mahadeo Vishnu Mate, Barshi

12) नवीन राष्ट्रीय शैक्षणिक धोरण २०२० विषयक शालेय शिक्षकांच्या दृष्टिकोनाचा अभ्यास ||50
डॉ. नवनाथ इंदलकर, प्रा.सौ. खबाले जे.एस., मलकापूर

13) पायाभूत साक्षरता आणि संख्याज्ञानाशी संबंधित कौशल्य प्राप्तीसाठी एक राष्ट्रीय मिशन ||55
श्री.सतिश शहाजी मुगळे, जि.पुणे



www.vidyawarta.com/03 | http://www.printingarea.blogspot.com/

Scanned by CamScanner

03

# Issues and Challenges of Teacher Education in implementing National policy on Education 2020

Pralhad B. Darade
Principal in Charge & IQAC Coordinator,
Acharya Jawadekar College of Education,
Mouni Vidyapeeth,Gargoti,Dist:Kolhapur.M.S.
India

**Introduction**:The Government of India (MHRD) appointed 11member committee to prepare the draft on National Policy on Education 2019 under the chairmanship of Dr. Kasturirangan on 24 June 2017.After studying Indian education system the committee submitted its report on 15 December 2018. MHRD published the NEP draft on its official portal & invited feedback from various stakeholders up to July2019. MHRD finalized the draft which consists 488 pages. More than 27000 respondents have placed their responses on NEP2020.Recently on July2020 the policy has been sanctioned by the government. The perspectives of draft are recommendations, suggestions & quality improvement measures on present Indian Education system from KG to PG. This article aims to focus higher education in general and teacher Education (TEP) in particular. NEP draft consists 200 pages on Higher Education. Draft on Higher education mainly focuses on restructuring present higher education system in India. According to new NEP ,Conventional disciplines such as Arts, Science, Commerce, Engineering, and Vocational etc. will be equipped under one umbrella. Higher Education institutions such as universities and colleges in new NEP are proposed to convert into three types of institutions such as (A) Research Universities ( Type-I ) (B) Teaching universities( Type-II) ( C )Autonomous colleges( Type-III). University affiliation system will be closed down steadily up to 2030. Research universities will be mere campus universities where there will be no affiliating colleges. The existing higher education colleges & universities will be merged into any of the three type's upto2030. Present conventional universities and colleges will get 10 years span to transform their courses in to three types otherwise their educational status will be defused and such campuses will be converted in to skill development center, public library or adult education centers.

**Salient Features of NEP 2020**

- Indian based holistic education( Rastrya Shiksha)
- Education as national agenda
- Establishment of special education zones
- Access,Equity,Quality, Affordability & Accountability
- Initiation of National tutors programme
- Early childhood care & education (ECCE)
- Education as Change agent
- Education for sustainable future
- Learning society
- Extension of RTE
- Examination reform
- 5+3+3+4 Pattern of Education
- Increased flexibility
- Choice based subjects(CBCS)
- Interdisciplinary & multidisciplinary institutions
- Discontinuation of separate professional education
- Liberal &broad-based undergraduate education
- Focus on trans disciplinary knowledge & research
- Focus on Experiential learning
- Focus on practical rather than classroom teaching
- No distinction between curricular & curricular aspects
- Lifelong learning
- Inclusive education



Scanned by CamScanner

· Open and Distance learning(ODL)
· Use of Information & Communication Technology (ICT)
· Focus on critical & creative thinking
· Focus on Knowledge processing
· Initiation of National Research foundation(NRF)
· Continuous & comprehensive Evaluation(CCE)
· Establishment of National Higher Education Regulatory Authority(NHERA)
· Establishment of National Testing Agency(NTA)
· Establishment of new accreditation agencies
· State Education Commission
· Academic, administrative & financial autonomy
· Focus on Constitutional responsibilities & Values

Indian Teacher education is witnessing a profound crisis in second decade of twenty first century. The roots of this crisis has been rooted in the report of Justice Verma Commission (JVC) and National Framework for Teacher Education (NCFTE2009/2014).The process of Teacher training lost its strength and breath when one year course was converted into two year course. It reminds the statement of eminent educationalist Dr.Padmakar Sapre in an international perspective on the promise and performance of teacher education. He stated if all Teacher Education institutions were eliminated, would anyone notice? Really the strength and soul of teacher education in India are eliminated.It has lost its heydays and Swabhiman .Teacher Education is included in chapter 15 of National policy on Education (NEP2020).Main objective of this chapter is the claim to change present teacher education system by moving teacher education colleges into multidisciplinary colleges. Integrated Teacher Education Programme (ITEP) is prescribed on Page No. 283 to 292 as remedy to revamp the TEP in the country.The last paragraph on page No. 284 describe that "———— all currently existing genuine teacher education institutions must aim to become multidisciplinary higher education institutions up to 2030. It is clear that current Two year B. Ed./ M. Ed.or Four year B. A. B. Ed integrated courses will be continued upto 2030.The draft is unclear and uncertain presupposition about ITEP. There is neither particular speculations of different TE courses nor proper rational is given about why multidisciplinary ITEP is needed to initiate. There is no appropriate differentiation between D. Ed.B.Ed. M. Ed., M. A. education courses & research aspects in teacher education. The provisions in the draft are unclear, undefined and further chaos creating in existing TE systems. The intent of the policy draft is presupposed that whatever currently in practice in TEP is useless and out of frame which needs remedy of ITEP only. s

**Issues, concerns, problems and challenges in implementing NEP 2020 (ITEP)**

· The past and common rational to introduce Integrated Teacher Education Programme( ITEP) is that Bachlor of Education(B. Ed.) is a professional course like Medical, Engineering, Law and other professional courses. This rational is not completely true. Enrolment in medical and engineering or law colleges is coming by choice .Student take admission in bachlor of education course as a circumstance. They expect to do it as passport for employability.Maximum enrolment in Overall Teacher Education Programmes in the country is due to circumstances students join TEP to secure an opportunity as a school teacher or a self employed in a private tuition class. However amount of acquiring B. Ed. / M. Ed. degree Career by choice is very low. Overall Enrolment by choice in TEP is not more than 10%.

· As per NEP 2020 ITEP four year duration requires additional resources, well equipped Pedagogical Laboratories, building, facilities and funds. It will be a tight rope walking practice for both Government TEIs and Private TEIs. The four year (ITEP) Integrated course has been already in practice for more than four decades at K. H. College Mouni Vidyapeeth, Gargoti and



Scanned by CamScanner

Mahaver college, Kolhapur

· It is my subjective experience that One year / Two year B. Ed. Products are found more superior than ITEP products. As a professional course pedagogical content Knowledge and skill development of one Year / Two year students found better than ITEP.students.

· 95% isolated and single faculty TEIs are under the regimes' of private self financing bodies which will face problems to implement ITEP and reformative changes according to NEP2020.

· As per NCFTE 2014, extension of one year B. Ed. into two year is in practice since 2015 For instance B. Ed/ M. Ed colleges are on the verge of closing down due to shortage of students. More than 90% D. Ed and Govt. DIETS are already closed . Only 50 % intake is reported in all Govt. Govt. aided and private B. Ed. Colleges in the state of Maharashtra. The reason for less admission is extension of the course in to two years is same in all states in the country.

· Teaching profession is not high in the priority list when the graduates look for jobs. The salary levels & facilities provided to the teachers although increased in recent past are less attractive as compared to other sectors. The global initiative to get faculty from best university to come and teach for a term is a commendable idea but practical problems cannot be over looked. Even the Top instructions in the country do not have faculty to teach disciplinary subjects. Better not to talk about multidisciplinary subjects as per NEP.

· Even the IITs and IIMS are facing 40% to 52% shortage of faculties all over the country, thus is the condition of B. Ed.& M. Ed colleges in the country.

· No system can be implemented properly if adequate infrastructure, human resources are deployed. Government as well as Govt.aided teacher training colleges do not have 100% staff. Not to ask about private college where salaries of private colleges are based on student enrollment. no admission, no appointment of staff. It is the pathetic condition of private teacher training colleges who have invested corers of rupees for their campus. Many have already closed their TEP courses and some are on the way of closing down.

· All HEI including TEI are implementing CBCS as top down policyof the Govt.CBCS encourages teaching learning process through student centric democratic methods such as seminars, tutorials, discussion projects, case studies, sessional work etc which needs pedagogical laboratories and well equipped campus .A majority of colleges in India including Teacher education colleges do not have adequate infrastructural & human resources to regulate it as per NEP2020..

· National policy on Education (NPE 2020) provided that (a) a transparent and merit based norms guidelines for recruitment of teachers will be formulated in consultation with the state governments (b) At the national level, a teacher education University will be set up covering various aspects of teacher education and faculty development(c) A separate cadre for teacher educators will be established in every state.

· NPE 2020 further states that (a) a task force of experts will be set up to study the recruitment, promotion and retention procedures followed by internationally renowned universities and institutions &suggest measures to promote intellectual & academic excellence in HEIs (b) A national campaign will be launched to attract young talents in to the teaching profession. Career growth for research students will be created.

· A mechanism of assessment of academic performance of faculty including peer review will be put in place so as to ensure academic accountability of public funded institutions.

· As mentioned in NEP if 90 percent teacher education (B. Ed.) colleges are single faculty isolated colleges it is questionable to convert them into multidisciplinary colleges on the part of human & physical resources.

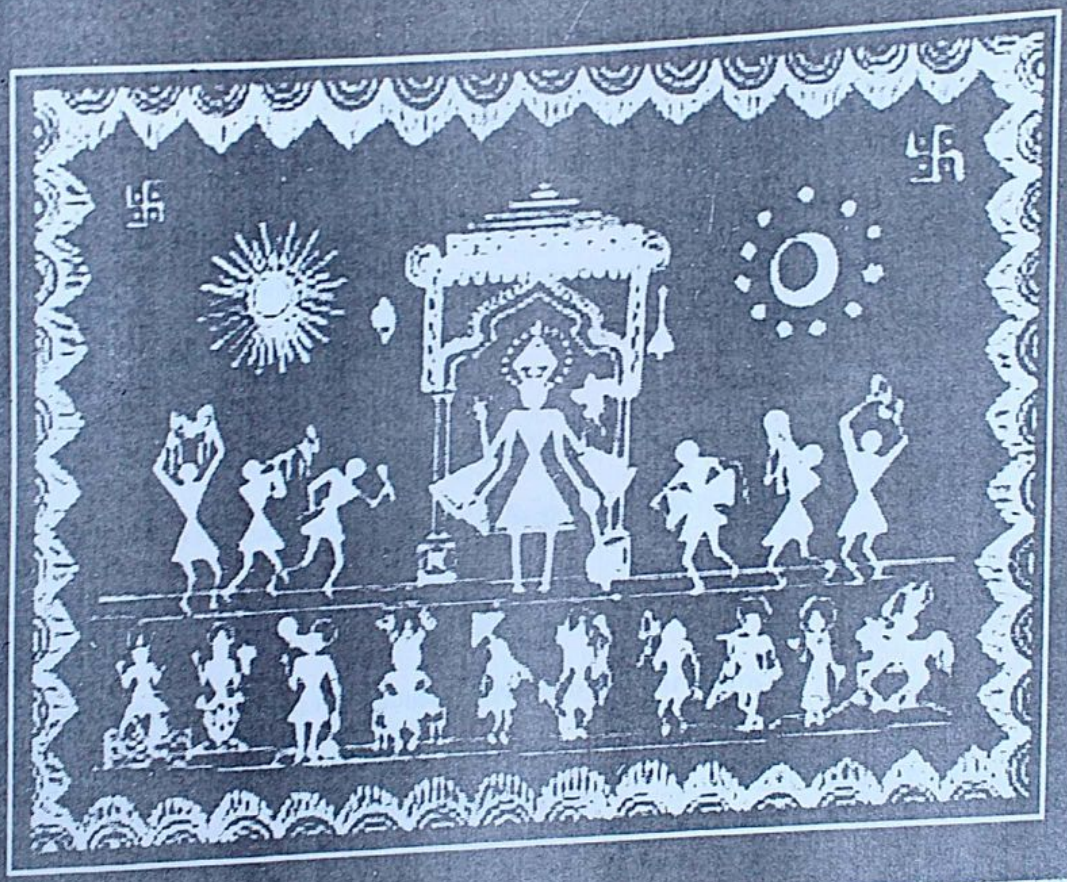


Scanned by CamScanner

ISSN No.2394-5990

# संशोधक

वर्ष : ११ • मार्च २०२३ • पुरवणी अंक ४



IC. Principal
Acharya Jawadekar College of Education,
Gargoti, Dist. Kolhapur.

इतिहासाचार्य वि. का.राजवाडे संशोधन मंडळ, धुळे

Scanned by CamScanner

ISSN No. 2394-5990

33. Role of English language in employability development
- Dr. P. B. Darade ----------173

34. Cultural History of India in Jeet Thayil's Novel "The Book of chocolate Saints"
- Dr. Parmeshwar Lakshmanrao Suryawanshi, Mr. Ganapat Jalindar Tad ---- 179

35. Competency Mapping : A Drive to Achieve Effective Performance
- Ms. Pooja C. Parishwad, Prin. Dr. Pratibha Gaikwad ----------183

36. A Nature as Recurrent Theme in D.R.Bendre's Selected Poems
- Mrs. Poornima .R. Datti ----------189

37. The Impact of Sugar Mills on Rural Areas : Examples of Sant Damaji Co-Operative Sugar Mills, Ltd Mangalwada
- Pawar R.M. ----------193

38. Exploring Speech Act Theory in Cultural Studies in Indian Literature in English
- Dr. Netaji Bharat Kokate, Mr. Rahul Pandurang Nagane ---------- 198

39. Waste Management Practices in Sugarcane Cultivation: A Socio-Economic Analysis
- Dr. Pawar Rajaram Mahadev ----------201

40. Transformation of Landuse Efficincy in Solapur District : A Geographical Analysis
- Dr. Rajesh Bhimrao Gavakare ----------209

41. Feminism Approach to Shashi Deshpande's Novel "That Long Silence"
- Dr. Rajesh Shivaji Mali ---------- 214

42. Problems of Urbanization in Nashik City
- Rajan Bhagwan Khedkar,Dr. Sunil Pandurang Cholke ---------- 218

43. Portrayal of Violence in Cormac McCarthy's Novel *No Country for Old Men* and its Coen brothers' film version
- Mr. Raviraj Uttamrao Patil ----------223



Scanned by CamScanner

ISSN No. 2394-5990

# Role of English language in employability development

Dr. P. B. Darade
Associate professor & Head Dept.of ELT
Acharya Jawadekar College of Education,
Mouni Vidyapeeth , Gargoti

**"No student should be considered qualified for degree in a particular and masters' degree unless he has acquired a reasonable proficiency in English"**

Kothari commission (1964-1966)

Indian education system is the largest education system in the world. It produces millions of graduates and post graduates each year. Out of them very less became employable. The major constraint of employability is lack of proficiency in English communication .According to Samidha sharma from Times of India news network (TNN),51 lakh students completed their graduation in 2012, out of which most of them 45.7% were from Arts discipline. Engineering & technology graduates were 3.56 lakhs. There were lakhs of students from Commerce and other disciplines also .According to employability data in that year only 4.5% were employable. The employable were those who have completed their education from Indian Institutes of Technology and National Institutes of Technology. Students graduated from other engineering institutions across the country were found to be comparatively less employable. The general objective of Indian higher education is to supply well qualified, skilled and trained human resource required for national development in every sector. Higher education institutions are providing education in Arts,science&technology,commerce ,management, languages, social sciences, professional education, skill based studies etc. Vocational institutions like industrial training centers, business training centers are preparing students for special jobs and entrepreneurship. Every year millions of students are completing their education through these institutions. The institutions are making students qualified for particular job opportunities but students are unable to get jobs. Mere qualification will not give job. job seeker need not require only knowledge but application of knowledge in different situations and fluency in English communication. Functional knowledge & skill of English language is required as an employability skill. Developing employability is a big challenge before HE institutions in India. In the 21st century transactional skill in English language is prerequisite for employability.

**Present status of English :**

English language occupies an important place in Indian education and life of people in our country. It is taught as third language in school education and second language at later stages. According to Central Advisory Board on Education and Kothari commission, three language Formula has been accepted in education as language policy in our country.

**The three language formula(TLF) :**

Classes 1 to 2 : Mother tongue / Regional language

Classes 3 to 5: Mother tongue/ Regional language & English



Scanned by CamScanner

Classes 6 to 8: Mother tongue/Regional language/ English

Classes 9 to 10: Mother tongue/Regional language/English or Sanskrit if MT of the pupil is Hindi, Sanskrit in place of Hindi. Kothari commission modified the formula for classes1to12 as :

(a) (L1) First language—Mother tongue of the pupil (regional language)

(b) (L2) Second language_ National Language (Hindi)

(C) (L3) Third language—- any modern language which is not covered in A & B

The state Government of Maharashtra introduced English from class first as per the decision taken in 1999 .The state Govt. intend to naturalize English along with mother tongue ( MT) of the pupil. It is taught as compulsory third language in education system of the state. Higher secondary students & College students in most of the state universities in MS learns English as the third language. So far as teaching of English in the state of Maharashtra and all over the country is concerned, majority of our students learns it as the third language but practically it is second language for us. It should be realized that English is not foreign language for our students. The concept of second or foreign language denotes that Second language is used as a communicative language and foreign language is used for limited purposes. Most of the states in India are introducing English as communicative language in their curriculum. Focusing the need and significance of English, National Knowledge Commission (NKC) recommended that English is not only medium of instruction or means of communication but it is the determinant of access to higher education, employment possibilities & social opportunities. The commission further recommended that teaching of English as a language should be introduced along with the first language of the child starting from class first in the school. Accordingly most of the states have been following this policy in their state education. India is a multilingual country where we need a common language for communication. English is playing the role of lingua franca for our country. It is playing the role of link language for the distant localities & linguistic diversities in the country. The aim of teaching English in India is to make the pupil effective user of English language for practical purposes. The curriculum & syllabuses prescribe that the student should get mastery over basic language structures, linguistic items and active vocabulary for use of English for communicative purpose. According to ELT guidelines skill of literary appreciation is not the aim of ELT at school level. It is the aim of ELT- ELL as special field at tertiary level. It has been observed that our classroom pedagogy fails to develop communicative competence of students due to defective use of methods, approaches and strategies. Although NCERT, SCERT and state councils provide in-service trainings on student centered& skill based pedagogy, majority of teachers follow outdated methods of teaching English and student remains handicapped in English. The case of ELT in higher education also remains same. Teacher follows content based & Examination oriented instruction in the classroom. English is taught as a compulsory subject in almost all disciplines at Indian collegiate education but students are remaining weak in English communication & it is becoming a barrier in employability.

**Uses of English language :**

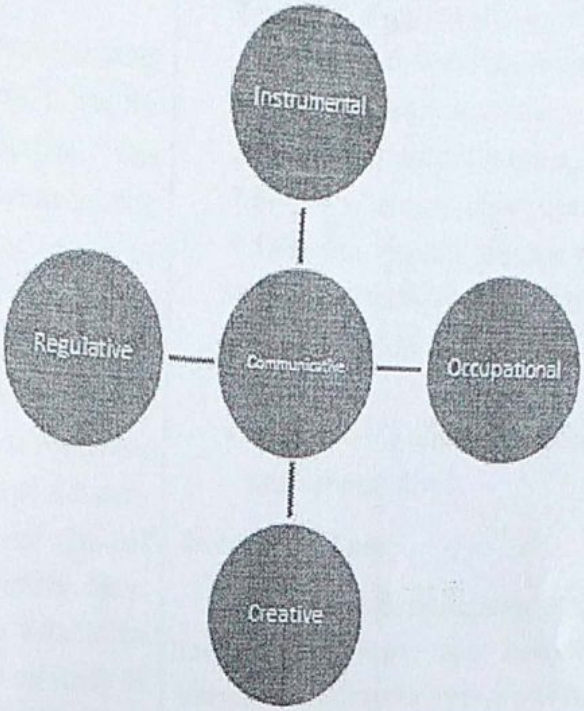
**Communicative use :**

English is taught as a communicative language in India and across the world. In this new era of globalization, privatization&



Scanned by CamScanner

ISSN No. 2394-5990




liberalization English is playing crucial role as international link language. It is used as common language to share advancements in science & technology across the world. Communication in English is helping to civilize the world as a small village. Standard reference books in almost every discipline are published in English. Most Wikipedias ,Encyclopedias & thesaurus are available in English. In this regard it is called as a pipeline towards the storehouse of knowledge. English newspapers periodicals referred all over the world. It is the library language for us. One out of ten people in the world speaks English. In changing context of digitalization and social media it is lingua franca of the globe. Millions of students from poorest of the poor and middle class are aspiring to study English. Millions of Parents are sending their children to English medium schools. Mastery in English communication is prerequisite to get employment in national & multinational development sectors today. Communicative use of English opens job opportunities in following:

- Career in Telecommunication, journalism &tourism industry
- Career in Radio broadcasting & media services
- Opportunities in online print and online journalism
- Career in writings in English, book editing and copy write field
- Avenues in foreign embassies
- Opportunities in law and court
- Career as tourist guide in national & world heritage centers
- Opportunities in National & multinational financing agencies
- Career in translation studies
- Career as a tutor & coach for TOEFL & other examinations
- Avenues in call centers, BPO, KPO and other business processing agencies
- Spoken English classes as self employer
- Speech writer for political leaders & administrators
- Job opportunity as a report writer



Scanned by CamScanner

**Instrumental Use :**

Before independence English was dominating as an instrumental language in India. It was the medium of instruction in formal education. It was the mediator for communication between state and union government. It was mode of instruction in law and court, medical, engineering, technology, science etc. After independence there was reflective debate on use of English as medium of instruction in education. But the constitution of India, Central Advisory Board on Education (CABE) and Official Language Act (OLA-1963) restored the status of English. National Policy on Education (NPE1968) gave special emphasis on study of English & other languages of importance. The union Govt. made census on continuity of English in Education till national language Hindi or other language took place of English. Role of English as an instrumental language is prominent at present. Although some state Governments switched on to regional languages, place of English as language of knowledge or library language still remains debtless in education not only in India but across the world. Employability opportunities in English as instrumental language could be summarized as:

- Career as English teacher in schools & colleges
- Avenues in university education as professor
- Opportunities in tertiary education as an administrator
- Career in English for special purposes
- Career in science, Technology & management stream
- Career in computer aided & computer assisted instruction
- Avenues in open & distance learning (ODL)
- Career in virtual learning
- Career in Evaluation & testing
- Career in scientific & technological publishing & material production
- Opportunities as instructor in Engineering & industrial training centers.
- Career in massive online open courses.
- Career in English language & linguistics
- Career in medical, law, technical & other institutions at national & international level.
- Career as a diplomat at national & international level.

**Occupational use**

English is an official language of national and international trade and commerce. Any international occupation needs transactional skill in English. As compared to other language, English is more simple structured & objective language to handle conventional as well as modern trading industry today. Opportunities in Occupational use of English could be summarized as:

- Career in worldwide goods and services
- Career in Banks, financing companies & investment sector.
- Avenues in insurance sector
- Opportunities in advertising & data management sector
- Business opportunity in film , television , animation & online trading
- Career in type writing, DTP and Digital publishing in private & government sectors.
- Career in speech laboratories and speech therapy & language labs in schools, colleges, universities &other institutions.

**Regulative Use**

British government introduced English in Indian education for administrative purpose. Under the regime of British rule the Govt. of India adopted English in planning management, organization, and administration of public



Scanned by CamScanner

ISSN No. 2394-5990

policies on behalf of the Government. More than 200 years of keen contact with British Government English became the language of regulatory functions of the country. As English is international language & one of the major language of UNO and other international level organizations, our union Government also uses it as a regulatory language along with national language. It is language of law, court and other legislations. Opportunities in this regard could be as follows.

- Mastery over written & spoken English is necessary for union Administrative services. There are better avenues in union public service commission (UPSC) and Maharashtra Public Service Commission (MPSC) and other competitive Examinations.
- There are opportunities in state, National & international level public as well as private regulatory councils.
- English is language of National & international politics. Political leaders hire fluent English professionals for their administrative purpose.
- Opportunities in UNO, UNESCO, WB, IMF, BBC etc.
- Career in Educational organization, Management& administration.

**Creative use**

English is a creative language. Great works of arts are written in English. Literary works of William Shakespeare, William wordsworth, S. T. Coleridge, W. B. Yeats, John Keats, Marlowe, George Orwell and other English writers are widely read all over the world and studied by student community across the globe. These English works of arts are having universal appeal. Creative use of English can be noted as follow:

- Career as creative writings in English as writer, editor cum publisher or English translator.
- Career as dialogue writer in drama, novel & other fictional forms
- Career in Literary appreciation
- Career in literary criticism based on basic literary theories and writings in other Indian languages.
- Career in A. V. and virtual mass media.
- Knowledge of English is essential in sports music & arts across the world.

**Conclusion :**

English language is widely spoken as lingua-franca of the world. Speakers of English are gaining special identity in every walk of life. Its users owe demand in all respects. Basically the roots of English are deeply rooted in its rich culture. Today's age is the age of code switching & code mixing. However use of English in different world communities created many verities of English and the modalities and idleness are becoming region specific rather than universal. There is need of preserving uniqueness of English as language by teaching Received Pronunciation (RP) as universal model of English. Although the Objectives of teaching English are geared up to develop communication skills, there is need of teaching its instrumental, regulative, occupational and creative language for employability. Our curriculum &syllabuses at school and college level are mostly incorporated with communicative competence and there is need of fulfilling academic needs of present millennium students. Aslam (1989),Mohan & Banarji(2003) and Kaushik (2005) studied syllabuses of English at tertiary level and suggested the need of teaching English for specific purposes to get employability. Mohan & Banerji suggested teaching of English for professional purposes instead of general English. Dr. Radhakrishnan University Education Commission observed:



Scanned by CamScanner

"English is a language which is rich in literature, humanistic, scientific and technical is only means of preventing our isolation from the world. Our students who are undergoing training at all schools which will admit them either to university or to vocation must acquire sufficient mastery of English to give them access to the treasure of knowledge. University student should not allow taking degree who does not acquire the ability to read with facility & understanding works of English authors."In this way most commissions and committees in Indian education emphasized the need of learning English. Role of English as employability skill requires special attention of students and teachers at all stages.

**References :**


- Aslam Mohammad (1989) trends in Teaching English in India, Bareilly, Prakash Book Depot
- Clement & T. Murugaval, English for Employability: A case study of the English language training needs Analysis for Engineering Students in India, Journal article Jan 2015, Free Wikipedia
- Dragana Bozic Lenard,Communication Skill as a prerequisite for the 21st century, Journal article Free Wikipedia ,Mar2018
- Koul Omkar N. (1992) English in India (Theoretical & Applied issues) Ed. New Delhi, Creative publishers
- Mohan K. & Banarji (2003) an approach to ELT syllabus Design, The journal of ELT
- Pandey Meenu & Prabhat Pandey, Better English for Better Employment Opportunities, International Journal of multidisciplinary Approach & studies, Free Wikipedia
- Tasildar R. B. (2007) A critical Evaluation of Compulsory English Syllabi in Maharashtra with reference to communication skills, RC paper.




Scanned by CamScanner