



“NEP व सद्यःस्थितीतील उच्च शिक्षण”

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प्रस्ताविक:

आपल्या राष्ट्राच्या उन्नतीसाठी पायाभूत सुविधा उपलब्ध होण्यासाठी शिक्षण हा एक उत्तम मार्ग आहे. ज्या देशाचा शिक्षणाचा उंचावलेला आहे. त्या राष्ट्राची प्रगती झालेली पाहायला मिळते. आपल्या देशात आतापर्यंत अनेक शैक्षणिक धोरण लागू करण्यात आली आहेत. यशपाल समितीच्या शिफारशीनुसार नवीन शैक्षणिक धोरण २०१९ अंमलात आले आहे असे आपणाला म्हणावे लागेल. यात प्रामुख्याने प्राथमिक शिक्षण २) उच्च शिक्षण ३) Prizable aspect ४) Transmining education चा विचार करण्यात आला आहे. संशोधकाने उच्च शिक्षणावर संशोधन कार्य केलेले आहे.

संशोधकाची पार्श्वभूमी/हेतू :

- १) नवीन शैक्षणिक धोरणानुसार २०२५ या वर्षापर्यंत ५०% लोकांना उच्च शिक्षण देण्याचे निश्चित करण्यात आले आहे.
- २) बाहेरील देशातील २०० विद्यापीठाला भारताची दारे उघडून देशात आणणार.
- ३) विद्यापीठ व महाविद्यालयाना अधिकाधिक स्वायत्ता देणार
- ४) आज शिक्षणाची गूणवत्ता वाढविण्यावर भर असेल. वरील बाबीचा अभ्यास करून खालील उद्दिष्टे सूचलेली आहेत.

संशोधनाची उद्दिष्टे :

- १) नवीन NRP-२०१९ ची उच्च शिक्षणाच्या उद्दिष्टांचा अभ्यास करणे
- २) नवीन NRP-२०१९ च्या उच्च शिक्षणाच्या उद्दिष्टांचा अभ्यास करून उणिवांचा शोध घेणे
- ३) नवीन NRP-२०१९ च्या उच्च शिक्षणाच्या उद्दिष्टांचा अभ्यास करून शोधलेल्या उणिवांवर उपाय सूचविणे.

संशोधनाची व्याप्ती :

वरील उद्दिष्टे डोळ्यासमोर ठेवून संशोधकांनी संशोधनाची व्याप्ती मोडली आहे. संबंधित संशोधनात हे नांदेड शहरासाठी व्याप्ती आहे. संबंधित शैक्षणिक संशोधन हे सन २०१९ या वर्षाची व्याप्तीसाठी आहे.

संशोधनाची मर्यादा :

संबंधित संशोधन हे नांदेड या शहरापुरते, नांदेड शहरातील प्राध्यापकांपुरते व सन २०१९ या शैक्षणिक वर्षापुरतेच मर्यादीत आहे.



न्यादर्श निवड :

नांदेड शहरातील महाविद्यालयातील २५ प्राध्यापकांचा समावेश करण्यात आला आहे.

संशोधन पध्दती :

संबंधित संशोधन समस्याचा अभ्यास करण्यासाठी सर्वेक्षण पध्दतीचा वापर करण्यात आला.

संशोधनाचीसाधने :

संबंधित संशोधनसमस्याचेमाहिती मिळविण्याकरिता प्रश्नावली व मुलाखती या साधनांचा वापर करण्यात आला.

संबंधित संशोधनातील मुद्यांचा अभ्यास :

खालील मुद्यांचा अभ्यास करून त्यावर प्रश्नावलीचे मुलाखतीचे प्रश्न तयारकरण्यात आले

१) परकीय विद्यापीठे :

परकीय विद्यापीठांना भारतात उभारण्यासाठी संधीच नाहीतर २००विद्यापीठे येणार आहेत.

२) स्वायत्तता :

महाविद्यालयांना स्वायत्तता देणार परंतु स्वायत्तता ही पदभरतीतील, फंड, अशा उल्लेखकरण्यात आला नाही पदभरती ही महाविद्यालयांना स्वायत्तता दिलीतर मागासवर्गीयांची भरतीचे काय असा प्रश्न उद्भवू शकतो.

३) भारतीय राज्यघटनेतील मूल्ये :

स्वातंत्र, समता, बंधूता या राज्यघटनेने दिलेल्या मुल्यांचा अस्पष्टपणे उल्लेख आहे.

४) गरीब/श्रीमंत भेदभाव :

परकीय विद्यापीठात गरीब विद्यार्थ्यांना प्रवेश मिळणारकी नाही, गामीण भागातील मागासवर्गीय विद्यार्थ्यांना प्रवेशाचे नेमके चित्र त्यावर स्पष्टकरण्यात आले नाही.

५) परकीय विद्यापीठांतुन रोजगार :

परकीय विद्यापीठात शिकणाऱ्याला नोकरीचीसंधीनसेलतर बेरोजगारी वाढेल अशी शंका निर्माण होते

६) उच्च शिक्षणासाठी २०,०००/-कोटी रुपयाचा फंडहा ०.००१ टक्के असा होते आहेत्यामुळे गरीब मुलांच्या गुणवत्तेला संधी व पायाभूत सुविधांत कात्रीलागलीआहेतर उच्च शिक्षणाचा दर्जाकक्षा वाढेल?

७) NEP चे अध्यक्ष :

NEP चे अध्यक्ष जरी पंतप्रधान असलेतरीत्यानी प्रत्येक राज्यातून शिक्षणतज्ज्ञांची समिती नेमावी त्यामुळेNEP चे उद्दिष्टे पूर्ण होवू शकतील.



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Educational Institutions in Social Transformation

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Research Paper - Education

Introduction:

First of all it is necessary to know what education is. Great educators in the past explained the term education as the art of leading out? This explanation was proved by the derivation of the term "Education-E" means "out of" and "Duco" means 'I lead' The whole of education – Intellectual, moral and physical consisted in leading out the knowledge, virtues and powers of the child making the potential actual. In Latin dictionary we find the word 'educate' which means to lead out. In Bhagavadgita, nothing is more purifying on earth than knowledge from Vivekananda's view of education is – Education means the manifestation of the divine perfection, already existing in man."¹

According to the educational sociologists education is a social process which socializes the child and causes certain change in his behavior. The objective or aim of education is to evolve those social qualities and a social feeling in the child that enables him to understand his responsibility to the society and the nation, and to become the ideal citizen of his country, and train him to fulfill his duties. Such aims of education as education for citizenship and Education for social life are influenced by the sociological tendency. Social development is one of the important aims of education because, without this individual development is almost impossible. The school is itself a miniature form of a society. In school educators try to create an ideal social environment in order to inculcate the best possible picture of the society².

Objectives:

1. To search the role of teacher in social transformation.
2. To search the role of institutions in social transformation.



1. Role of a teacher in social transformation:

All educationalists agree that at the root of the teaching there are some principles which govern the process, and the teacher must be aware of these principles.

2. To activate child for social behavior:

When a child is active physically his mind is more active than otherwise, and hence he acquires things more easily, for ex: A child will not learn to play, if the game is described to him but he learns it rapidly if he is made to participate in it. Knowledge increases when it is used.

3. **To Motivate:** To motivate: Motivation is the most significant factor in the process of learning. Motivation for learning can also be induced by making use of tendencies such as dedication, self assertiveness, conflict, competition etc.

4. **To create a Link in Life and Social Atmosphere:** In tribal societies the processes of living and education are not separate, as a social structure becomes more complex. The process of education tends to be separated from life at times. Whatever happens inside the school seems to bear no relation to the life outside. Education retaining its meaning is necessary to play an important role in linking education with life.

5. **Creating Interest:** Interest creates the necessary inspiration in the child. He is willing to learn and thus facilitates the teachers work without interest is not possible. So it is necessary to create interest in student to link with the society.

6. Expectation of Community:

Community expects the teachers to behave in a particular fashion in India. There is a stereotype of the teacher in the society. The community expects its teachers to behave in accordance with the stereotype it has.

The community expects the teacher to live with it, but it believes that the teacher should show an ideal behavior pattern. In the serious business of the community the teachers are expected to keep away for ex. The community expects the teachers not to take part in politics, will not to interfere with its business enterprise, and expects to be neutral in its feuds and disputes.

The community expects that whatever is offered to the teacher must be accepted by him and to make a demand for more is considered greed. This expectation of the



community is borne out of the past traditions of the teaching profession. In ancient India and even in medieval ages the teacher had meager earnings.

A life, renunciation is expected from a teacher. The community still expects the same behavior pattern from the teacher. The leaders of the community chide the teachers, to lead a life of dedication and devotion without caring for material comforts.

Teachers play a major role in educational institutes as well as in the society. Teachers play major role in this profession. There are various types of roles & expectations from the teachers are as follows.

1. He is an activator, promoter and motivator of students.
2. He is connected to the community.

7. Role of the institutions in social transformation. :

In the social structure of the society the institution occupies a very important place. It provides skilled personnel and develops men and women of the society. The technical colleges prepare the students for occupational roles thus the colleges are connected to the general social structure. Immediately after finishing the college studies, boys and girls enter matrimony and the profession, the success is initially guaranteed by training at college. Therefore the college student must be prepared for the roles.

Major arts colleges, science colleges and technical colleges occupy slightly different positions in the structure of the society. The technical colleges, particularly prepare for vocations while the colleges of humanities prepare the students for general roles. The college is a forum not only for the discussion of intellectual matters, but also for the analysis of social and political affairs and debates on developing critical attitudes among the up-coming generation. It encourages independent thinking and the demand of social and political reforms.

Conclusion:

In the history of human civilization, one can see considerable changes in the pattern and form of the society life, as new attitudes, scientific and technological developments made their impact on social life. The Present is different than the past in the context of social life due to technological innovations.

The recent remarkable developments in the science and in technology have led



to important changes in human values. Most civilized countries provide technical and professional training. In addition to the technological developments economical changes have also influenced social life considerably.

Industrialization and urbanization have influenced the economic change. Increase in population has only added to the complexity of economic problems, thus education is faced with multiple problems. Providing trainings will improve the practical and vocational skill of the individual so that he may be able to earn his livelihood and make his contribution to the national development.

The democratic values of equality, fraternity and liberty are now part of social life in almost every country of the world. The social instinct today refuses to discriminate between people on the basis of caste, class, creed, community, gender, etc. Everyone wants freedom and demands an equal share of opportunities in every sphere of life. It has been experienced everywhere that perpetual liberty and equality are impossible without spreading the feeling of fraternity with consonance. One of the major responsibilities of modern education is to generate a character that will help the educated to become a cautious and virtuous member of a democratic society.

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The Process of Credit Based System in College Education & Evaluation Process in University Examination, Maharashtra State

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Research Paper - Education

ABSTRACT

The intelligent, physique, emotions, ethics and aesthetics are some of the aspects of the learners personality. The development in all these aspects should be taken care of proper progress and career attention to the simultaneous development of each. A well designed evaluation system attempts to integrate programme keeping this thing in view and as per the recommendations of different committee some of the university are focusing the credit based evaluation. A system which is planned and being executed for overall developing of student, there is a need to take a review of credit based system of higher education and evaluation in Maharashtra.

Introduction:

Almost everyone involved in higher education except those engaged in rural have articulated the care concerns of higher education. Ever since the nation recognized the value of high education for vocations, economic after the Kothari commission 1966 discussions on college autonomy start a few college became autonomous since and few of them have combined 25 year of such course, frame new syllabi and introduced new evaluation method but the required flexibility for the student to have a greater



of the course appropriate to their interest, need and long term goal in not avialater (CBCS) choice based credit system like system is the solution for this type of transformation from the traditional teacher.

Credit Based System:

Most people confuse credit based system with different evaluation system in higher Education. The credit based system is rather scientifically accept3ed system which allows different weighteg to different courseprogrambased out it utility in the overall programme structure some learning objective defined to general accepted that only flexible credit based structure can provide the best training and learning can team at his own pare and can learn not be perceives that would help him an professional care.

Concept of Credit System:

A course credit is unit that gives weighting in the value level or time requirement of in the academic course taken at a school-credit is used in higher education to summarized and describe an amount of learning. The number of credit award to a learner is determine by credit value or credit point assigned.

Use vision for Introducing Credit based System:

- 1) . To encourage the student for innovative learning activity. .
- 2) To give the freedom to student to choose the flexible course he wants to study as per their interest and career goals.

Objective:

- 1) To take a review of credit based system of higher education.
- 2) To study the credit based system of higher education and evaluation in Maharashtra.

Credit Based system in Maharashtra:

Accordingly now the student perform would be assessed continuously instead of just once a year Maharashtra Government has decided to introduce "Credit System" for higher education course in the state from current academic session. Accordingly now the



students performance would be assessed continuously instead of just once a year. Now student would have to undertake project, assignment throughout the year which would be assessed in grade. This would reflect in final marksheet adding this will help them to keep updaters some of the universities may have to amend rules and regulations for implementation of the credit system in the current examination system.

List of some University implement CreditbaseSystem in Maharashtra:

- 1) Pune University
- 2) S N. D. T. University
- 3) S. R. T. M. University, Nanded
- 4) North Maharashtra University, Jalgaon
- 5) S. G. B. A. University Amravati
- 6) Dr. B. A. M. University, Aurangabad
- 7) R. T. M. University, Nagpur

University of Mumbai to 60:40 Credit Pattern*

Even of three options were proposed in place of current 60:40 rule in the credit based. The university decide to continue with 40 marks for the internal examination with the same breackup as was decide earlier. According to the current pattern modified in June 20 marks will be allotted frowirrtten test, 10 marks for assignments or project, five each for has already tarentend to stage a protest.

Credit System of Evaluation:

From academic year 2011-2012, for the entry point in Degree Program (B.A., B.Com., B.Sc.) the University of Nanded has introduced semester pattern of academic session and credit based will be the norm for credit of based grade point system of evaluation. For self finding course conducted in the college BMS, B.Sc.(IT) the semester pattern now the evaluation and combination of internal and external assessment was already in procedure, however now the evaluation will be as per the credit based grade point system.



1) Programme:

A set of course leading to award of degree line B.A., B.Sc., B.Com., M. M.Com., M.Sc.

2) Course:

The course in simple terms refers to the earlier concept of subject eg. Course English course in Rural mancing course in Physics.

3) Credit:

Credit refers to learning hours or unclosed of a student, one credit is equal to learning hours. Credit is composed of two parts time actually spent by the student in classroom.

4) Credit are earned by the student.

5) Credit combination take place after the learner has successfully clear a evaluation criteria for the credit value for average course is to credit.

Course wise credit assignment

Type of course included in a degree programme are	
Compulsory Course	4 Credits per course
Core / Special Course	3-4 Credits per course
Applied combination course	3 Credits per course
Foundation course	1-2 Credits per course

Scheme of evaluation internal assessment with 40% marks and semester assessment 60% marks per semester for the course offered in each semester.

Standard of Passing:

A minimum of 40% marks in aggregate to qualify each course where the evaluation consist of internal assessment and semester end examination.

A score of 16 out of 40 in the internal assessment and 24 out of 60 in semester end examination separately in mandatory for passing.



To qualify in each course minimum grade E need to be obtained in each course and project where applicable in a particular semester.

Additional criteria may be applicable for project.

Grade	Marks	Grade Points
O	70 & above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F	39.99	1

Conclusion:

By approaching the credit based system in higher education and evaluation we find the probable benefit as follows.

- 1) Represents a much required shift in focus from teacher centric to learner centric education since the workload estimate is based in invertment of time in learning.
- 2) Helps to record course work end to document learner relatistical since al activtrs one need into accut not only the time learn.
- 3) Student can fransleta their innate capabilities to credits and score.
- 4) Help self paced learning may understand as may credits as they can cাবে with and alternative they can choose case and continue and study.
- 5) Afforded more flexibility to the learn allowing them to choose into disciplinary course.
- 6) Respect learner authority allow to choose according to their own learning need.



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