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Field of Value Education for Institutions of Higher Learning*

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Editor in Chief: Dr. Lesan Azadi

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Bahá'í Academy
Shivajinagar, Panchgani- 412805,
Maharashtra, India
www.bahaiacademy.org
thecompass@bahaiacademy.org



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Editorial

Today technology is influencing all aspects of life and particularly education and has become a main feature of the modern educational framework, so it is of paramount importance to integrate technology with universal human values in all aspects of educational design, delivery and assessment. Such integration creates the balance between, and synergy of technology and human values that has always acted like the compass showing the true north.

The interview, in this issue of the Journal, with one of the most distinguished figures in technology in India, throws light on how rapid evolution of technology has opened novel avenues for confluence of technology and education. Of particular significance is the role technology can play in reaching out to the unreached and to the marginalized, to facilitate inclusion of learners who may have variety of life circumstances and create an engaging learning environment for them. This is of particular importance for higher education that caters to adult learners who study in over 40,000 colleges and 900 universities across the Country. The role of placing universal human values at the foundation of all aspects of educational design, delivery and assessment ensures that it remains holistic and human centric.

Another trend in current education is creating curricula that are modular. This approach makes education more flexible and enables students to choose subjects of their interest and choice in an inter-disciplinary manner, as advocated by the NEP 2020. To ensure that such modular curricula cultivate all-round development of students, the curriculum designers should take care to include universal human values as guiding principles in their designs, ensuring that what students learn will have beneficial outcomes for themselves, their communities and humanity. In this issue of The Compass, it is highlighted that in this way students can not only gain excellent academic competence, but also a deep sense of empathy, integrity, social responsibility, and become ethically grounded.

An important aspect of inclusive education is to address the unique challenge that pregnant students face. Supporting them is so necessary to enable them to balance their academic learning and the demands of pregnancy. To succeed in their studies, educational institutions should understand their difficulties and extend support to them by putting in place systems that can provide practical solutions and an inclusive environment for them. The rigorous research that has been included in this issue compares the status of support to pregnant students in India and Botswana. Setting a such system in place can reduce the number of tertiary education dropouts and promote equitable and compassionate education for all.

In the current complex and technologically empowered scenario, the data related to what man knows redoubles every year. What students know today may become obsolete by

the time they graduate from their colleges. So, we can achieve the goals of the NEP 2020 not just by transmitting information from the teachers to the learners. Holistic education, nurturing their thirst for seeking knowledge, giving them a set of skills to think creatively and at higher levels, and helping them to become well-rounded youth can enable them to remain relevant, to make positive contributions to their own life and to advance civilization. For this to happen all the aspects of education, be it design, delivery, assessment or support, should be informed by the values that define humanity and create a just, compassionate and sustainable world as well as enhance the relevance of education to the modern world of today.

The following 19 Courses are being offered by the Bahá'í Academy (2023-24)

1. "Fostering Personal Development and Social Progress" Diploma Course (Face-to Face)
2. "Fostering Personal Development and Social Progress" Advanced Diploma Course (Face-to Face)
3. "Abilities, Skills, and Healthy Attitudes" (For P G Students) (Face-to Face)
4. "Welcoming Diversity for Building Society: Democracy, Constitution, Election" A 2-Credit Online Value Education Course for all students of the Second Semester
5. "4-Credit Foundation Course on Fostering Personal Development and Social Progress and Rural Development" (For UG Students of all faculties) (Online Course) (ABC)
6. "2-Credit Advanced Course on Abilities, Skills and Healthy Attitudes: Personal and Professional" for PG students of all faculties (Online Course) (ABC)
7. "Leadership for Change: Personal and Community" Certificate Course (Online and Face-to-Face Course)
8. "Value Education Fundamentals" Certificate Course (Online and Face-to-Face Course) (ABC)
9. "Cooperative Learning and Cooperative Games Foundation Course" (Face-to-Face Course)
10. "Cooperative Learning and Cooperative Games" (Certificate Course) (Face-to-Face Course)
11. "Creating Environments of Trust Built on Unity" (A Course for Admin Staff members of colleges and universities) (Face-to-Face Course)
12. 2-Credit "Value Education Optional Subject" for B.Ed. Programme (Face-to-Face Course)
13. 1.5 Credit "Practical Unit on Unity Building" Compulsory for B.Ed. Students (Face-to-Face Course)
14. FDPs of various durations for faculty members of all faculties (Online and Face-to-Face Course)
15. FDPs in collaboration with UGC HRDC (Online and Face-to-Face Course)
16. Research and writing workshops (Online and Face-to-Face Course)
17. Orientation of the NSS Programme Officers and Area Coordinators on value education and community engagement (Face-to-Face Course)
18. Induction programmes for fresh students of various faculties such as management, engineering, medicine, pharmacy, etc. (Online and Face-to-Face Course)
19. e-Culture Practitioner and Nurturer (PG Diploma Online and Face-to-Face Course)



Guidelines for the Authors

The Compass is a peer reviewed Journal, which is published once a year. The journal is guided by the principles of independent investigation of truth, universality of knowledge and unity in diversity. *The Compass* encourages research in the areas of Education in Universal Human Values, education for social cohesion, value education and its implications according to the New Education Policy 2020. It has a team of twenty international reviewers from three countries supported by an editorial board.

Themes for research paper include – Gender Equality, Rectitude of Conduct, Uprightness, Unity in Diversity, Communal Harmony, Social Development, Human Values and Economics, Value-Based Youth Leadership, Youth Moral Challenges in the Colleges and Universities, Students-Teachers Relationships, Value-Based Teaching /Learning Methodologies, Leadership for Change, Personality Development, Need for Value Education from Environmental Perspective, Scientific Perspective, Medical Perspective, Economical Perspective, Social and Political Perspective; Value Education For Adult Learners, Value Based Work Culture In the Institutions Of Higher Learning, Performing Arts and Value Education, Cinema and Values, Social Media and Value Education, Mass Media and Universal Human Values, Culture and Values and related themes.

Sub Themes/Topics include – Need for value education in institutions of higher learning from the perspective of students, teachers, institutions, parents and communities; the impact of Education in Universal Human Values on the performance of college teachers and the teacher-student relationship; the impact of Education in Universal Human Values on NSS Programme Officers and volunteers and their community services; the impact of Education in Universal Human Values on B.Ed. students and their role as future teachers; the impact of Education in Universal Human Values on students of medical sciences and the communities they serve; the impact of cooperative learning and universal human values on the B.Ed. students and their roles as future teachers; moral challenges of the rural students when they join colleges/universities in cities; perception of the students about value education and its place in their present and future life and professions; impact of value education programmes on the students of lead colleges; use of performing arts in promoting Value Education; inculcating Attitude of Service In The Students Of Professional Courses; Sustainable Development and Universal Human Values; promoting Gender Equality in the Workplace; Critical Study of The Factors Affecting The Regularity And Quality Implementation Of Value Education Programmes In Colleges and University Departments.

1. Writing Research Paper – Manuscript Preparation

- Research Process welcomes original articles, not exceeding 2500-3000 words excluding references.
- If one paper has more than one Author, it is sufficient if one author submits the paper and the plagiarism report by authentic approved plagiarism software such as Turnitin, PlagScan, iThenticate, Urkund or universities.
- The Author should NOT include his/her name as part of the file name.
- Papers are expected to be research-based. Papers in Marathi/Hindi language should be typed in 'Shri lipi' (Version 7.0).
- Tables, maps, charts, figures, etc. are to be placed at the proper places in the article.
- Write numerals between one and ninety-nine in words, and 100 and above in figures. However, the following are to be in figures only: distance (9 km); age (25 years old); percentage (15%); and years (1980s).

2. Article structure

Author to check following format for a clearly articulated article –

- **Abstract:** A concise and factual abstract is required. The abstract should state briefly the purpose of the research, the methods, the principal results and major conclusions. The length should be less than 250 words.
- **Keywords:** Immediately after the abstract, provide a maximum of five, but at least four, keywords. These keywords will be used for indexing purposes.
- **Abbreviations:** Define abbreviations that are not standard in this field in a footnote to be placed on the first page of the article. Ensure consistency of abbreviations throughout the article.
- **Acknowledgements:** Collate acknowledgements in a separate section at the end of the article before the references. List here those individuals who provided help during the research (e.g., providing language help, writing assistance or proofreading the article, etc.)
- **Introduction:** State the significance of the topic. The Introduction should include the following: Objectives, Scope and limitation, Sample size, Hypothesis/research questions, Review of literature/ Research
- **Material and methods:** Provide sufficient detail to allow the work to be reproduced. Methods already published should be indicated by a reference: only relevant modifications should be described. Write what technique/s was used to collect data and procedure followed.
- **Results:** Results should be clear and concise. This section should include- data analysis, Findings and data interpretation.
- **Discussion:** This should explore the significance of the results of the work. A combined Results and discussion section is often appropriate.

- **Conclusions:** The main conclusions of the study may be presented in a short Conclusions section, which may stand alone or form a subsection of a Discussion or Results and discussion section.
- **References:** The Authors should follow APA 7th Edition (<https://libguides.cbs.dk/APA7th>) style of referencing.

3. Essential title page information

- **Title:** Title should be concise and informative. Titles are often used in information-retrieval systems. Avoid abbreviations and formulae where possible.
- **Author names and affiliations:** Indicate the names of the authors clearly. Present the authors' affiliation addresses (where the actual work was done) below the names. Indicate all affiliations with a lower-case superscript letter immediately after the author's name and in front of the appropriate address. Provide the full postal address of each affiliation, including the country name, and, if available, the e-mail address of each author.
- **Corresponding author:** Clearly indicate who will handle correspondence at all stages of refereeing and publication, also post-publication. Ensure that telephone and fax numbers (with country and area code) are provided in addition to the e-mail address and the complete postal address. Contact details must be kept up to date by the corresponding author.
- **Present/permanent address:** If an author has moved since the work described in the article was done, or was visiting at the time, a "Present address" (or "Permanent address") may be indicated as a footnote to that author's name. The address at which the author actually did the work must be retained as the main affiliation address.

4. Writing Style

- **Language:** English, Marathi or Hindi
- **Text Formatting**
 - **Fonts:** Times New Roman
 - **Title:** 16 font size
 - **Sub-titles:** 14 font size
 - **The body:** 12 font size
 - **Line spacing:** 1.5
- **Spell Check and Grammar:** Authors use "spell check" and "grammar check" function of word processor to avoid clerical errors.

5. Peer-Review Process

5.1 What does peer-review mean?

It is a constructive process to confirm the scientific validity of a research work and prevent wrong information from spreading. To ensure that the reviews are carried out objectively, the type of Peer-Review that is followed by The Compass is Double Blind review wherein neither the authors nor the reviewers know each other. For a paper to be accepted usually two acceptances should be received from two reviewers.

5.2 Who are peer-reviewers?

Peer-Reviewers are subject experts who offer their voluntary services to review manuscripts and give their free advice to the authors. A Reviewer reads a manuscript and gives his/her comments to the Editor who will convey them to the author. The Editor is the link between the Author and the Reviewer.

5.3 What are the advantages of peer-reviewing?

The peer-review process allows authors to identify gaps in their papers, encouraging further investigation or clarification. During paper evaluation, experts highlight any ambiguity or lack of clarity, suggesting improvements. Reviewers offer recommendations to enhance content for readers. Ultimately, reviewers determine if the article meets quality standards and aligns with journal objectives, enabling the selection and publication of authentic research findings. However, the time-consuming nature of peer review may lead to publication delays. It is crucial to ensure that the peer-review process remains receptive to new ideas and findings, avoiding the perpetuation of established views. Moreover, since the Academy follows peer review process, **there is no fee to publish articles**. The Compass Journal is available online too for readers.

5.4 Submission Checklist

To ensure that the paper passes through the process of Peer-Review smoothly, please check the following points before submission of the paper –

- The research problem, the objectives, research questions /hypothesis are clear
- If it is a case study, please ensure it is used first time.
- The research design and methodology are appropriate.
- The author has gathered an adequate amount of data which answers the research questions.
- The data analysis has been carried out properly.
- The author has made correct conclusions and inferences based on the data.
- Author submits a No Plagiarism Report from an authentic source (a university or an authentic online website such as Turnitin, PlagScan, iThenticate, Urkund).
- The Author submits “copy right agreement” which the Academy provides to the Author.

5.5 Irregularities

Authors to check the following points in order to avoid paper rejection –

- Research paper should fall within the focus area of *The Compass* journal.
- There should not be violation of research and publication ethical norms.
- Follow the format prescribed by *The Compass*.
- There should be no confusion, ambiguity and lack of clarity, so the readers can properly visualize the processes the author has followed. The paper should be written in correct and clear language.
- After making changes as per the comments given by the reviewer, when the author is re-submitting his/her paper the author should write "**Revision 1**" after the title of his/her paper and also rename the file by adding "Revision 1" to the file name.

5.6 Revising and responding

While revising and resubmitting, following points to be taken care of:

- Follow the deadline given to resubmit the research paper.
- Highlight (in yellow) the changes in the revised paper as per the reviewer's advice. Authors may use Microsoft Word's Track Change feature.
- Respond to all the points that have been raised by the reviewer.
- The results are to be well-presented and correctly interpreted.
- If an Author disagrees with some advice given by the reviewer, a jarring note could be shared politely and with precise reasons in the covering letter. The author mentions clearly the reviewer's advice and then his own response in the covering letter.

6. Publication Ethics Guidelines

Please follow the Ethical norms before submitting the paper to the Journal. Get the Manuscript checked through the approved Plagiarism scanner and submit the Plagiarism report along with the Manuscript. Follow the guidelines outlined in COPE (Committee on Publication Ethics).

<https://publicationethics.org/files/u7141/1999pdf13.pdf>

7. Online Submission Guidelines

Submission to this journal proceeds totally online and Authors are guided stepwise through the creation and uploading of the files. Please follow the Step-by step guidelines given on the Baha'i Academy Website.

<http://bahaiacademy.org/bahaiacademy/peer.php#Writing-Research-Paper>

Reference

Guidelines On Good Publication Practice. 1999. The COPE Report.

<https://publicationethics.org/files/u7141/1999pdf13.pdf>



Making the Best of Technology in Educational Design, Delivery, and Assessment



Interview With Shri. Vivek Sawant, Chief Mentor, Maharashtra Knowledge Corporation Limited (MKCL), Pune

THE COMPASS: I'm so delighted today to be with Mr. Vivek Sawant, the Managing Director of MKCL for many years and now the Chief Mentor. He does not need any introduction. You go to any part of the country, any state, to other places, and you see he is well-known there too. It's always a pleasure to be with him and to listen to his wonderful words of wisdom and experience. The topic that we have requested Sawant Sir to enlighten us about today is role of technology in educational design, delivery and evaluation. Dissolve. These are three very, very important aspects of any curriculum. Now with the new emphasis by National Education Policy 2020 and by other main players and policymakers in higher education, we are moving more towards technology, now and the in coming years. Therefore, how much of technology, how of technology, why of technology are the things that occupy our minds. We are going to find some crisp, beautiful clear-cut answers to them today. So that's why here we have Someone who has been with technology for so many years and he have, in fact, been a pioneer in running courses for hundreds of thousands of students online, and to my knowledge nobody else has done it. So, Sawant Sir, thank you so much for accepting our request to be here today.

THE COMPASS: Would you please throw some light on **how technology can be useful in educational design?**

Mr. Vivek Sawant (VS): Yes. The design considerations in education are many. The first important thing is that we want to bring the education of universal human values to millions. We want to bring that education with world class quality. We want it at a very affordable cost. We want it to start as early as possible. We also want to give it anywhere, anytime and still give it with a big personal touch. So, there are design considerations while there are six simultaneous challenges: first is bigger, second is better, third is cheaper, fourth is faster, fifth is wider and sixth is deeper. If you want to solve these six challenges simultaneously, you have to deploy technology right from design of the educational experience, because now the people who contribute to creating educational experiences in terms of content, and in terms of assessment, sit across the globe, and their collaboration is required. For example, subject matter expert may be somewhere, the experienced designer may somewhere, the navigation designer may elsewhere, the instructional designer may be elsewhere, the content developer maybe somewhere else, the quality assessor may be elsewhere, the voiceover artist maybe somewhere else, those are giving special effects, visual effects or animation effects are somewhere else, those work experts in language, and in articulation are somewhere else. It is very difficult to bring all these experts under one roof. So, to tap the best of the experts anywhere in the world, while designing the content we must involve technology, and these players should play on a universal technological platform. Then, it becomes easier to solve the six simultaneous challenges. So, that's why Information Technology! And what is Information Technology? Information Technology is a grand confluence of computing, communication and content. It is information. When these three things come together, we get what is called Information Technology. Therefore, it is necessary to involve technology in the design of educational experiences.

THE COMPASS: So, you really need to have a network, or partnership with all these different people and experts who can contribute to the design? Before you get into putting that network in place, what is the ABC of starting that?

VS: The first thing is that you should have what is called the content factory place. The content factory means the system in which all these players can collaborate.

This is different from the Learning Management System. The learning management system comes when the whole learning experience is ready, and now it has to go to learners, but that is the “restaurant”, and we are discussing the “kitchen” part of it. So, the “kitchen” requires a different platform that these people should be able to very quickly and easily collaborate. For them, a variety of tools are required on those platforms. For example, a large number of, millions of artifacts. In fact, curriculum designers or content

designers, or educational experience designer find themselves in what is called the “artifact ecology”. So many animation effects, and so many generative designs are there. So many videos and tools are there with the help of which you can quickly create at much cheaper cost, a very rich educational experience with the help of say Artificial Intelligence. So, that platform which enables you to create is the ABC of content designing, and previously this was more of instructional design. I won't say that instructional design has died, but what has largely occupied that space is experience design. (See Note)

And that is where the new technologies come in, where the learner should be given almost real-life experiences in virtual space; the platform which allows you to do this is the ABC of content designing. This community finds itself on the clouds. They are on cloud, if you like they are cloud teachers! Similarly, there are cloud-content kitchens.

THE COMPASS: Very interesting. How far are the learners, especially if the learners are adults, the kind of audience that the Academy has, like college students and teachers, how far should these adult learners be involved or can be involved in the educational design? We know it's important that they be there, but how do we do it considering the availability of technology and the present scenario, in which most of them are able to handle?

VS: It's very, very interesting and very important. The most important and the most pertinent question. See foremost thing in andragogy, the pedagogy of adults is the adults learn only if they are part of the planning of learning, only if they're part of the planning of the assessment. Adults learn only if they relate to the purpose for which they are learning; adults learn only if their learning experiences are connected to their life and work. Now, this cannot be done by some expert sitting away from me and deciding what I am going to learn. So, participation of the learners in this becomes the starting point. Unless learners are involved in the design, that content never becomes engaging. This starts with a philosophy of what is called “Design thinking”. Design thinking says that the first step is to empathize, empathize, empathize. We must first empathize with those who want to learn something or those for whom we are creating something, go into their situations and then decide where to begin. So, that is why their involvement, expressing their situations, expressing their problems, expressing their concerns, expressing their priorities become the starting point of the contemporary content design.

Note: What's the Difference Between Learning Experience Design and Instructional Design? https://medium.com/@matthew.schmidt_10201/whats-the-difference-between-learning-experience-design-and-instructional-design-915eb600b5f

THE COMPASS: Very true. Now we know that this process of involving the learners is also time taking. Therefore, sometimes the curriculum designers, in a hurry to produce something faster, bypass that element because that can delay the whole thing by six months or one year, depending on what one wants to design. So how to overcome that tendency of quick fix approach to produce something and say our curriculum is ready.

VS: There is a very important thought that I must state here. See, there are three things in content design: there is cost, speed, and quality.

Out of experience, the wisdom prevails, if you start cutting down the cost, the cost escalates. If you start cutting down by increasing the speed, the speed goes down. If you start improving the quality then quality improves, the speed improves, and the cost is cut down. That's where you should focus. So, we have to look at the life cycle rather than differential part of only cost or speed. That is where most of the designers go wrong and their overall cost escalates, the overall time of the project escalates, and quality suffers.

THE COMPASS: Yes. Now, assuming that the design part is successfully in progress, we also have to simultaneously think of the delivery part because, again, how you deliver influences the design part as well. So, what does your experience say about technology for delivery?

VS: Yes, this is very important. Actually, the norm is that students learn only through some kind of meaningful actions. So, technology-enabled-learning should always provide an approach which is informed to perform and perform to transform.

Never imagine that only by informing you will transform learner. Technology provides you with the tools where in simulated conditions students are able to actually perform. So, the learning experiences that are designed in the design phase and development phase are set so that the students actually perform. There is a beautiful definition that Peter Drucker has made of knowledge. Drucker says that knowledge is information in action, meaning thereby that if you want to gain knowledge of swimming, the information about swimming has to be put into action in the swimming pool. This way you get knowledge of swimming, otherwise, you get information about swimming, which is good for nothing, when you actually start swimming, you die; you can't swim virtually. Yes, same is with bicycle riding, and the same is true with any knowledge acquisition process. So that is the beauty of technology that it creates virtual space in which you can immerse yourself and take that experience. You can be inside an aircraft, you can be inside a spaceship, or you can be inside the blood circulation system in the heart and experience it.

THE COMPASS: So, you mean to say that really, if you have to learn cycling, you can still do it virtually.

VS: No, that's not the thing as that is in a physical space. What I'm saying is that the subjects which you can never experience, you can virtually experience, whereas the situations which you can actually experience, you must take the experience, like riding a bicycle. You should get into the swimming pond, but you cannot enter the brain of a human being. You should traverse the brain through virtual space, or you can travel the blood circulation system, cardiovascular system through virtual experience. You cannot get real experience because of the sheer size of your body, or you cannot get into spaceship every day, it is costly. But even those things which are intangible in your physical space experiences, or costlier, for that, virtual experiences are possible. You cannot go to Mars and experience gravitation of Mars. There you have to go virtually and experience whether you feel lighter or heavier as compared to Earth or to some other planet.

THE COMPASS: This is a very beautiful point you have said as very often the tendency is to say that you use technology only to pass information and that is sad. Very often the teachers are happy delivering the same lectures that they gave in the classroom thinking now it is done online by using technology, but now you are really giving a different dimension that it's not for passing information alone but generating, and creating that experience followed by performance that the technology can provide, much cheaper. So that is where really in curriculum design, we have to consider what it is that can be done by using technology and what is it that still should be done in real life and do and learn it. So that type of ability the curriculum designers should have to identify what can be done virtually. In that connection then they really require to have more in-depth experience, understanding or at least access to experts of technology in curriculum design because if they have not done it, they would not know how this experience can be given.

VS: Yes, that's why a good experience designer must know the contemporary tools and tools which are accessible to him to create experiences. So, ideally speaking, we should create some situation and allow the student to explore and derive information, i.e. it can ever be performed to inform; do something and see what happens and see if you can gain something out of it; it could also be a very exploratory approach in learning experiences design. For example, when you get into a game you struggle to play, nobody gives you lectures on the game to start playing it, and by playing you learn it, and then you get the expertise, then you get into a professional level, video score. Or if you give some parts of a system and the eLearning platform to assemble some kind of chemical factory out of it, let him try; at the most what will happen? The boiler will burst, but that is inside virtual space. Nothing happens, even if acid splashes, nothing happens, but he will learn to assemble a factory all by himself, or he will build a smart city all by himself and learn what is waste management, what is traffic management and things like that. So, there is a constructivist approach rather than instructivist approach. Out of that two things will happen; he will succeed in creating something or he will learn how to create it.

THE COMPASS: Very True. At the level of the curriculum design, irrespective of what the subject is, a technology expert is necessary to tell you what can be done using technology that can make it more effective. I think this is very important. For example, if students have to practically promote, say, gender equality in their own extended families, now if you want them to learn to do well, there's no substitute in actually going and doing it, but I think technology and virtual experiences can give them some virtual situations where they can try what they are going to do in real life and learn from that.

VS: For example, they will see that physically women have been female for millions of years but being a female and a woman are different things. Student can explore in history and find that women were private property to be sold and bought. But now, culturally womanhood has been redefined, so now they become full partners; they can become Prime Ministers, elective representatives, CEOs. But their ovaries have remained the same, the time for delivery of a healthy baby has remained the same, the pregnancy and menstrual cycles remained the same. Everything has remained the same, but mankind has progressed because of gender equality. For this they can explore history and physiology simultaneously. Once you start exploring, you will get this picture in front of you. They then discover the difference between sex and gender, and they discover that gender is a cultural entity.

THE COMPASS: Suppose we have successfully designed, and we have successfully visualized how to deliver, but now it comes to the question of assessment. In real situations, there are things that the students can do. Students are able to go to the lab to perform experiments or go to the community and carry out a project, and you are able to assess them well. Knowledge part of it, also you may assess by conducting an examination. In an online situation you can conduct an exam virtually also, online. But then what about those lab experiments, what about those community experiments that can count towards assessment of a student. So, in the courses which are given purely online, how do you overcome this limitation of inability to really perform those practical things that you as an assessor can check whether the learner has learned?

VS: We at first should remove this utter misconception that everything has to be done online like we had utter misconception that everything had to be done physically. The proponents of physical school were opposing online. The same mistake the proponents of online school should not make. Don't go to extremes. What we have to have is a judicious economical, and practical combination of the two spaces; either spaces is not to be used at the exclusion of the other, either spaces should not be used as a substitute to the other, either of them should be used as complementary to the other, the strengths of the physical space have to be utilized, and the strengths of the online space have to be utilized and the judicious combination of the two has to be. That is the science and art of new age learning.

To expect some magic out of technology is a misconception. See, climbing a hill is an experience! You have to take it physically. For those experiences which one cannot take physically, there are actually some models of reality that you can do through technology. For example, you have to design a vaccine. If you're doing it in a lab you have to perform hundreds of experiments. Still, you may not create the vaccine, that happened in the past. What happened in 2020 after the coronavirus came people completely exploited virtual space in which thousands of experiments were done and then the experiments which were to be done physically were short-listed, and only those many experiments were done at the laboratory. So much of the stages were saved, so much of time was saved, and that's why we got the vaccine in one year. This is the judicious combination of virtual space and physical space.

Another thing in assessment is that first of all, every teacher wants to know whether the basic content has been correctly understood; and it is necessary. It can be done with the help of technology, which cannot be done in a physical place. The teacher should give his learning experience to the students before he gives lecture. So, all students go through that. Now the teacher comes; everybody has a smartphone in their hands, and teacher puts a question here. The same question appears in their smartphones. They should answer it. Say ABC. Let's say a simple case of multiple-choice questions. There are many, many assessment tools, not just this one. So, every student gets that question; as soon as the question comes on this mobile phone, the phone vibrates.

You answer 'a', I answer 'b', somebody answers 'c', somebody answers 'd', The teacher says now lock and presses the button. Nobody can change the answer. Immediately on the screen, the graph is plotted. How many gave 'a'; how many 'b'; how many 'c' or 'd'. Suppose the correct answer was b; and let's imagine that nobody has given 'b'. The teacher understands instantly that remedial coaching is required, as whatever experience he gave it was not enough. We see how technology helps. In real-life classrooms this is impossible, because if the teacher has to collect those answers and then plot the graph, the whole hour goes. The second important thing is if he chooses those four options, which are conceptual, then he comes to know what conceptual gap Mr. X has got, whereas Mr. Y has another conceptual gap.

THE COMPASS: This was beautiful, this was beautiful. You could really throw so much light on educational design: What aspects are there? What are the challenges? How should tech experts play a role in the design part of? And then comes the involvement of the learners in the design part of it, although it may slow down the process of designing, that is going to be something related to them because quality demands it. And then you also spoke about the delivery part of it and then assessment and how assessment should not be only technologically based, but also where there's a limitation, we have to do it in real life. Well. I think this was very wonderful, I don't want to say introduction to the subject

because you have gone too much in depth, but I can say the first session, the first insights that we all got about these three aspects of curriculum development, delivery, and assessment. So, I thank you very much for this very insightful presentation. And I hope that we can further discuss on some other occasion, some more details, how to address problems that the designers face, what about troubleshooting, things that they should know, and hopefully, we can learn better to create curriculums which relates to the students that can be delivered effectively and can be assessed fairly without really being unfair to the learners. I thank you so much once again, and we wish you good health and hope we can meet again. Thank you!



Concept and Development of Modular Curriculum

Dr. Kavita Salunke

Director, School of Online Learning,
Yashwantrao Chavan Maharashtra Open University, Nashik
Email: kavita_salunke@hotmail.com

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ABSTRACT

In educational programs, curriculum serves as the foundation and the core of all teaching-learning endeavour. It is indeed significant. For its framing and structuring, numerous models such as linear, spiral, concentric etc. are used. Of these, the linear model is used to a great extent. The use and over use of this model has revealed its many glaring limitations such as inflexibility, lack of freedom and choice to learners, and lack of co-ordination among curriculum planners, practitioners and evaluators etc. In this situation, the concept of Modular Curriculum and its application can help us, not only in eradicating the limitations of conventional curriculums but also to seek benefits of plus points such as learning by doing, learner's self-directed learning, scope for boosting up personal qualities etc, also help to reduce the dropout rate in higher education. With a view to provide a reasonably adequate grasp of the theory and practice of Modular Curriculum, this paper takes up ten related sub-topics such as the concept of the Modular Curriculum, its characteristics and advantages, types, principles for structuring, the method, etc. and elaborates them. This paper, it is hoped, will certainly make the participants eager and curious to know more about it, and inspire the practitioners for significant application and research.

Key Words: Curriculum, linear, spiral, concentric curriculums, module, modular curriculum, unit of work, credit map, credit point transfer

Introduction

We are aware that the term 'Curriculum' denotes wider meaning and connotation than the term 'Syllabus'. The term 'Curriculum' does not include only the specific contents and the time period for their teaching as the term 'Syllabus' does, but much more, especially all the expected experiences the learners are to receive in their entire school life. It certainly does include guidance about various aspects, for example, the syllabuses of various subjects, co-curriculum activities, teaching aids, laboratory, library etc. We could attempt to define the term 'Curriculum' and state that it is the guidance about all the experiences to learners that are to be provided in the school premises with an intention of causing behavioral changes of learners for achieving and realizing specific objectives.

For constructing and developing curriculum, various methods such as conical shaped, linear, tower-shaped, are used. Now-a-days, for curriculum construction and structuring a new technique is considered. It is known as the Modular Curriculum.

If we use modular curriculum concept in higher education, we will be able to reduce the dropout rate. Because the learner will get the chance to learn whatever they need, required and important for their day-to-day work in each degree course. It provides the freedom of content selection to learners. In Modular Curriculum, the learning contents are quantified and measured in terms of credit points. Therefore, in completion of various curriculums, the advantages of credit point transmission can be ensured. Moreover, learners achieve their education as per their learning speed. Since every Modular Curriculum is independent, the learners can select the curriculums according to their needs, interest, liking and choice, and quench their thirst for knowledge. For this purpose, it is imperative that educational experts from the universities and various fields need to join hands for developing the curriculum by using the Modular Curriculum technique.

1. Modular Curriculum: Need

In traditional and conventional education system, curriculum is the core of education. The path, the course along which the learners proceed forward, is called the curriculum. In the linear curriculum model, the curriculum is sequenced in order of goals and objectives, syllabus, methods and techniques, testing and evaluation. We can notice the tremendous influence of this model on the curriculums of Indian Universities. However, it provides limited scope to students in their freedom and selection of contents. All the components of the curriculum, from objectives to evaluation, are ascertained and determined by the education-experts. It, therefore, delimits a narrow down the learners' freedom. The experts who function at the level of teaching and instructing determine the curriculum. The learners have no freedom at all for modifying the curriculum. Since the curriculum is framed by one group, it is taught by the second group and the learner's mastery level is judged by the third group, it causes vagueness and ambiguity.

But if we use modular curriculum concept in higher education, we will be suicide to reduce the dropout rate. Because the Learner will get the chance to learn whatever they need, required and important for their day-to-day work in each degree course. The Modular Curriculum offers much flexibility. In it, the learners select the Modular as per their needs and decide about their own learning styles for studying them. In it, various modules make up the curriculum. Each module has its own titles, goals and objectives. Moreover, it specifies various specific skills, concepts, attitudes, learning-teaching styles, evaluation techniques as well. The learners can complete the curriculum with ease and facility.

The N.C.T.E. framework – 1998 recommends Modular Curriculum technique in teacher education. its purpose is to provide education to learner as per his/her needs. In order to clarify and bring home the concept of modules, I wish to deal with the sub-topics such as – advantages of modules, definitions of modules, common goals and objectives, general characteristics of modules, types of modules, structure of modules with its time-period, credit and transfer or transition of credit points, the process and principles of developing modules. Thereafter, in order to clarify the structuring of a module in the form of a modular descriptor, an example of 'Content cum Methodology' is taken up and its modular descriptor is discussed.

In order to grasp the concept of 'Module', the three reference books, viz. 'Managing the Modular Course' by David Watson (1989), and 'Modular Curriculum' by Bob Moon (1988), and 'Teaching and Learning through Module' by David Warwick (1988), and 'International Encyclopedia of Education' (1992) have been used.

The Concept of Module

Some proper definitions are provided –

- a. A Module is basically a field or an area of knowledge, concepts, skills and attitudes.
 - In every module, there is internal unity and unanimity, and continuity. Moreover, it can be studied and learnt independently.
 - Every module is proper and suitable for learners with ordinary intelligence, and they can learn it in a specified time-period (in 15 to 20 clock hours).
 - There are objectives specified for each module. The learners' achievements can be accessed on the basis of those objectives.
 - Modules can be linked with the curriculum areas.
- b. When modules are developed for different learners by considering different methods and ways, the modules have sufficient flexibility, and learners can complete the modules with ease.

The chief objective of modules is to make the total curriculum to learners. In modules, the balance between new and essential knowledge, and core elements

is highly significant. Every module is capable of providing inspiration to learners for assuming gradually the responsibility of self-learning. It tries to make the learners aware of what they learn and why they learn. Therefore, the learners participate in learning by ascertaining their learning mode and learning needs.

Characteristics of Modules

- Every module is self-sufficient, self-contained and sensitive.
- The subject is divided sequentially and serially into many modules.
- A learner selects modules according to his/her wish, choice and needs.
- Every module consists of curriculum units with clearly and precisely specified learning-outcomes.
- Module promotes maximum flexibility.
- Generally, the learning time-period for all the modules is equal.
- Every module clearly and precisely describes what the learners have to achieve through its study.
- In order to develop independent, logical and coherent educational programs according to personal needs, the learners can interweave the modules sequentially and logically.
- With the help of modules, learners can link and connect procured knowledge and day-to-day life.
- Because of modules, learners have opportunities for 'learning through doing'.
- It is possible to have accumulation and transfer of credit points.
- In modules, chief emphasis is laid on individual's progress, job opportunities, and responsibilities and duties of citizens.
- In the modules, the curriculum units are serially and sequentially organized and presented so that the learners have mastery over the subject.
- The goals of modules are worded and specified in measurable terms and the language denoting behavioral changes and learning outcomes.
- Modules can be combined into many frameworks.
- Modular system and approach widen the scope of curriculum.
- In modular scheme, the responsibility to learn rests with the learner.

2. Types of Modules

There are more than 38 types of modules. The types of modules that are useful to us are briefly described.

- **Acceptable Module**: It is a module which is other than the compulsory basic module. It is module which is studied for obtaining minimum compulsory marks in a specific curriculum or education program.
- **Progress Module**: The module which is generally studied in the final and terminal stage of curriculum is called the progress module.

- **Cluster Module**: In this type of module, there is a module with which single, double or half module are combined.
- **Basic Module**: The Module which is studied generally at the initial or preliminary stage of curriculum is called basic module.
- **Continuous Module**: When there is clear gradation among different modules, they are called continuous modules.
- **Double Module**: When a single module double educational content, it is assigned with double credit. Such a module is called double module.
- **Equal Esteem Module**: Modules are generally theoretical or practical in the contents. When such differences are not considered and when both the types of modules are assigned with equal status, they are called the equal esteem modules.
- **Further Module**: The module which the learners take up at the next stage of curriculum is called the further curriculum.
- **Half Module**: The module which includes half of the teaching contents, which requires half of the time for studying it and to which only half the credit is assigned is called the half module.
- **Integrative Module**: When the knowledge and skills which are achieved by the learner through study of one module, are assigned for application in another module, the other module is called the integrative module.
- **Skill Module**: This is the module which is useful for developing a specific skill.
- **Spiral Module**: The module in which its scope becomes wider and wider according to the grade-level of learners, is called a spiral module.

Principles for Module Development

It is necessary to consider and adhere to some principles while structuring the modules. They are as follows –

- For developing modules, the syllabus, which is based on experience and practical's, which is related to community life around the learner and his/her own world, and which will promote and speed up the learning is selected. While developing the syllabus, the principle of providing maximum flexibility is given high importance so that the learner can discuss with his/her teachers and decide the modules for his/her study and the methods of the study.
- For developing the curriculum entirely based on modules, the learner's needs, interests and aspirations are considered in advance, and the curriculum units are interweaved with the help of new methods.
- There is a fundamental principle of module development and construction. It consists of ascertaining the foundation of module, recognizing the skills and capabilities to be internalized by the learners and the essential experiences they are to achieve; and on these bases, building up the proper module. In other words,

this principle recommends laying the foundation and constructing the building of module to its apex point.

- This type of curriculum is never structured on the basis of terminal examination assessment. Since the structure and the fame of this curriculum are flexible, there is a plan for availability of equal status module instead of any unit.
- The module-based curriculum and its assessment method are flexible. Therefore, it is necessary to maintain comprehensive reports and records about the progress and achievement of learners.
- If a learner fails to study and completes a module unsatisfactorily, he/she can be offered one more opportunity to study. In such a condition, the learner can concentrate and study the module in which unsatisfactory performance and progress was recorded. Such a practice saves time.
- Every module is made complete and perfect so that learners can use it independently or one module can be linked with another module.
- Curriculum can also be organized and structured by selecting modules that should be studied within the stipulated time period and placing around those modules the other ones.
- The mechanism of modular development process is presented in the technical terminology such as independent module, sequential unit of work, declivity of modules or modular modes.

Time-period and Credit Points for Modules

We find many varieties and differences in time-periods and credit points of modules. In order to develop the Modular Curriculum, it is necessary to ascertain the length and time-period of module with reference to its each objective. For example, a module of 30 clock hours. The time period of the module should be determined according to the scope of the fundamental work in the module. Maximum and minimum time periods should be ascertained. It is possible to develop modules of any number of clock hours ranging from 03 hours to 30 hours. Cluster modules can have time-periods of as many as 100 to 200 clock hours.

Since module is assessed in terms of credit-points, the learner in his/her institution or in other institution can take advantage of credit-point transfer in case of similar modules. In order to take decisions regarding credit-point transfers, it is necessary to prepare a credit map. Before the learner begins to study the curriculum, he/she is informed about the rules and regulations related to credit, curriculum and their combinations.

Modular Curriculum Development

There should be generally five modules for a single curriculum. The approval to the modules should be granted on the basis of outcomes of modules. Modules should be interweaved in such a manner that there is minimum of content repetitions. For presenting

them, modules should be organized in terms of process and skills. Before the teachers frame and develop modular curriculum, it is essential to orient the curriculum framers about drafting of modules and evaluation. There are two areas in the scope of curriculum based on modular scheme. They are individual development-related experiences, and the experiences related to the actual work. In order to be capable of developing effective modules, the curriculum developers should view the education process critically and they should be cautious enough to identify the essential aspects of experiences imparted to the learners. This curriculum development process is circular in nature; it can be started from any point. There should not be any ambitions modules. Every module should contain practicals on a large scale (Generally 2/3 part of module). It should contain essential units for individual development as well as for the development of individual learning.

Advantages of Modular Curriculum

- Modular Curriculum can help in increasing the number of learners.
- It provides greater flexibility and scope for freedom of content selection to learners.
- It delimits the scope of contents.
- The objectives of every module are clear and specific. Therefore, the learners themselves can judge if they have achieved those objectives or not.
- While selecting the modules, the learners and their teachers together discuss the modules, and the learners select the modules that suit their needs.
- Every learner frame and develops his/her own curriculum as per his/her interests and needs. Therefore, he/she finds inherent inspiration to study the curriculum. Moreover, they can consider the philosophical foundations, the needs and changes in situations and determine the priorities and construct the Modular Curriculum.
- With the help of modules, the learners are kept engaged and engrossed in many and various motor skills.
- The modular curriculum provides three crucial facilities to learners – to study and re-study the existing module or to complete the learning contents by selecting the new way of the curriculum, or to achieve the credit by studying the optional module.
- The learner's capabilities and abilities such as self-confidence, initiative, industriousness, creativity, comprehension can be judged, and those qualities can be best developed with the help of modules.
- The modular approach promotes and speeds up learner's self-directed study habits.

Epilogue

The information and knowledge about Modular Curriculum that I could resort to from various sources, was put forward to you. The term 'Module' is fast getting prevalent in the

educational field. It is, however, wondered if it is used with its accurate connotations. If we use this concept in our graduation syllabus, we will be suicide to reduce the dropout rate. Because student will get the opportunity to select the module as per their need, requirement .Which will help them to improve their day-to-day work quality. And because of that they will get interested in education and will not become dropouts. The information I could share with you all is precisely essential for this specific and precise understanding. However, before we endeavor to frame and structure the Modular Curriculum, it would be beneficial to seek information and ascertain the proper mind-set in the following aspects –

- Necessity for planning of module map and for ascertaining the curriculum policy.
- Rules regarding approval to a single module by various institutions and its equivalence.
- Considerations about diversity in teachers.
- Agreement and harmony between the one who develops the modular instrument and the one who utilizes it.
- Need for many meetings for framing the curriculum.
- Absence of participation ability on the part of learners.
- Compensation of learners numerous and various needs.
- Tremendous variety in the methods of surveying learner's progress and questions related to integrated evaluation.
- Maintenance of records regarding learner's completion of module studies.
- Interrelationship between objectives of evaluation and assessment, and criteria in marking scheme.

Friends, if we wish to proceed to Modular Curriculum, we will have to have a full grasp of its concept and its blueprint for presentation; and we will have to seek answers to above problem areas. There is no doubt a boatful of problems. But it is a very useful approach to curriculum development. The blueprints of modular writing are supplied in the appendices.

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APPENDIX 'A'
Module Descriptor

Reference No.	
Course	Content cum Methodology (CCM)/Pedagogical Analysis (PA)
Module Title	CCM/PA/Marathi/Hindi/English/Maths/Science/History/Civics/...
Nature of the Module	1. Double, Advanced, Sequential, Parallel Module 2. Content, Skill Practice Module
Credit Points & Duration	2 credit points & 60 to 70 clock hours of study
Rule of combination & Module Map	1. Out of 9 modules any 2 modules 2. Two modules make a single curriculum 3. Study of teaching module & evaluation module expected
Aim/Purpose of Module	1. To understand the concept, nature & significance of PA/CCM 2. To achieve insight into content in the context of teaching methodology 3. To enrich teaching content in the context of initial preparation for teaching activity on one own 4. To combine properly the content & teaching methodology at the levels of planning & teaching
Assessment objectives/ Learning outcomes	The trainee/teacher will – 1. Explain the background & concept of CCM/PA 2. State the place of CCM/PA in curriculum, their significance & necessity 3. State the structure of the discipline of his/her subject 4. Inform in detail about the school level concepts 5. Be able to state the procedure of CCM/PA 6. State the points & the sub points that should be considered for teaching by various teaching methods 7. State the names of various teaching methods 8. State the nature of & differences/distinctness in different teaching methods/skills 9. State the nature & characteristics of discipline 10. Evaluate critically his/her own lesson in the context of CCM/PA 11. Explain with examples the units/steps included in CCM/PA 12. Be able to decide through lesson observation if content & teaching methods have been purposefully integrated or not 13. State the need for textbook analysis 14. State the significance of textual content analysis

	15. State the method & procedure for textbook analysis 16. Explain the need for content analysis 17. Differentiate between the thought processes of experience teacher & inexperienced teacher 18. Identify the interrelationship between curriculum & syllabus 19. Be able to state the place of teaching units in the structure 20. Be able to differentiate between teaching in lessons conducted by teachers who possess insight about content & those who do not 21. Analyze the textbooks 22. Analyze the contents 23. Be able to draw a different structure of discipline 24. Be able to explain the relationship between the textual concepts & other related concepts 25. Be able to explain the relationship between important concepts appearing in the teaching units & other concepts 26. Undertake self-evaluation of his/her own teaching & judge if he/she has achieved insight about contents in the context of teaching methods or not 27. Be able to state the need for content enrichment prior to teaching 28. Be able to classify the concepts appearing in the unit into easy & complicated ones 29. Be able to state which higher-level knowledge in the context of content should be imparted 30. Be able to plan the teaching of the specific unit by using the specified points for applying a specific method 31. State the procedure for initial preparation for unit analysis, objectives, core elements of curriculum, value advancement, unit contents, etc. 32. Be able to ascertain through the observation of classroom lessons if the other teachers have adequately prepared themselves or not 33. Be able to think about core elements & value advancement before the actual teaching activity 34. Be able to undertake remedial measures such as technical skills method for effective teaching 35. Decide the methods for explaining all the concepts 36. Select proper examples, illustrations for teaching 37. Ascertain useful & essential teaching aids for teaching activities 38. Decide how to update the content knowledge & how to cause life orientedness in knowledge in the context of unit 39. Collect supplementary material for creating interest 40. Organize the supplementary material for creating interest 41. Be able to undertake pre-teaching preparation for teaching any content 42. Be able to state how to update one's own knowledge, how to bring about life orientedness in knowledge & how to ensure co-ordination of units from different subjects
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	43. State the continuous & permanent relationship between content & method 44. Be able to explain the concepts-content specificity, favorableness, integration etc 45. Be able to state if the methods used by other teachers are proper or otherwise after having observed their lesson 46. Ascertain the definite teaching method after having considered the content & learners 47. Think of action research & creativity in his/her own teaching 48. Be able to develop lesson plans for teaching single unit content by using different methods 49. Be able to decide about propriety of illustrations & examples for explaining important points, concepts, rules & principles 50. Be able to prepare plans for explaining all the concepts in the context of teaching 51. Be able to use knowledge representations in teaching 52. Be able develop accurate teaching plan when any content is prescribed & when asked to select most appropriate method 53. Be able to teach by selecting proper teaching method according to the contents of any class 54. Be able to ask proper questions in teaching 55. Be able to use proper examples & illustration in classroom teaching 56. Be able to use proper & useful teaching aids in teaching 57. Be able to teach the specific unit by strenuously utilizing the new teaching method 58. Effectively integrate content & method flexibly & easily in day-to-day teaching 59. Be able to evaluate his/her teaching impartially
Personal questions	Some of personal questions based on each of the objectives are as follows – 1. Is CCM/PA useful for my subject? 2. If I teach my subject to learners by using CCM/PA, will the learners develop a liking & interest in the subject? 3. Will I be able co-ordinate & correlate my learning students & society with the help of CCM/PA? 4. If I study my subject through CCM/PA, will I be able to use it in daily teaching? Will it provide me with a new approach? 5. Is the curriculum of only content or only teaching methods not sufficient? 6. I have been teaching certain subjects for so many years. Is it necessary for me to learn their teaching methods together with contents? 7. I am a teacher. Is the study of CCM/PA essential for me as a teacher? 8. Because of CCM/PA of my school subjects, will my students develop liking for the subjects I teach?

	9. Do I feel confident enough to develop the structures of the subjects I teach? 10. In order to retain the knowledge of subject discipline permanently and to recall it instantly, do I have essential structure with me? 11. Every subject has its own specific structure. Is this truth sufficiently clear to me? 12. Since I know the structure of my subject, does this knowledge bring about desirable changes in my teaching? 13. In the context of learner, do I think that all the concepts of the subjects I teach are presented in the textbooks with sufficient clarity? 14. Have I studied all the textbooks of my subjects prescribed for Std 1 to 10? 15. Is subject expertise essential for teaching activity? 16. Do I know what it means to undertake pre-teaching initial preparation of subjects I teach? 17. Are all the important assumptions, concepts, principles and theories appearing in my subjects clear to me? 18. Have I tried to analyze all that happens when someone learns a specific concept? 19. Have I analyzed which objective is achieved by teaching a specific unit of my subject? 20. Have I tried to analyze what happens while learning a specific concept from my subject? 21. Do I possess complete knowledge of various teaching methods available for my subjects? 22. When we think of learners, do the old methods prove to be as useful as the new teaching methods? 23. Do I know which methods should be used for teaching various units? 24. Do I know in what way teaching methods and learning experiences get modified according to the level of learners? 25. Does CCM help me in coordinating and correlating my students and society? 26. Will I be able to establish proper co-ordination and correlation with the help of CCM of my teaching subjects? 27. Will the study of CCM enable me to evaluate my subjects? 28. Am I capable of explaining with the help of examples every point and sub-point included in CCM? 29. Can I decidedly use a specific method for teaching specific contents? 30. Am I capable of ascertaining if content and teaching method have been purposefully integrated or not? 31. Do I find new reading newspapers, periodicals) necessary for explaining various concepts appearing in my subjects? 32. Do I have the knowledge of different branches, information and skills of subjects I teach?
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	33. Do I know the sources for new reading (newspapers, periodicals, encyclopedia etc)? 34. Have I studied my textbooks in detail before proceeding to teach specific contents? 35. Do I try to bring about life-orientedness and up datedness in the contents of the subjects I teach? 36. Do I try to keep my content knowledge up to date? 37. While explaining a rule or a concept, it is essential to state its background, reasoning, history and tradition. Do I agree? 38. Do I know what it means to undertake initial preparation of my subject prior to teaching? 39. Are the significant assumptions, concepts, principles and theories included in specific units of my subject clear to me? 40. Do I procure more interesting materials and subject matter to make my subject periods more pleasant and delightful? 41. Do I use models of teaching for teaching some units of my subjects? 42. Do I plan to demonstrate small, simple, easy experiments for teaching (other than textual matter) science contents? 43. While teaching and explaining the new concepts of science subjects, do I try to link them with learner's previous knowledge? 44. Whenever possible, do I provide opportunities to learners to conduct experiments on their own? 45. Do I use action research for solving the teaching problems related to teaching methodology of my subjects? 46. Can I deliberately select proper examples for explaining to learners any concept of my subject? 47. Can I select proper learning experiences for explaining specific concepts appearing in my subjects? 48. Do I try to provide various types of and modern learning experiences in teaching my subjects? 49. Do I analyze textual units by considering their objectives? 50. Do I analyze my subjects in the context of ten core elements of curriculum while teaching different units? 51. Do I try to analyze all that takes place while teaching a specific concept? 52. Do I know that teaching is influenced by the experiences of teacher teaching the subject? 53. Do I know the pre-teaching thinking process of experienced teacher? 54. Is it necessary for me to know before I undertake teaching, the relationship of specific unit with its preceding content and the content that follows it? 55. Do I consider before teaching a specific unit, all the important and related concepts appearing in my subjects and the total curriculum? 56. Have I analyzed which objective is achieved by teaching of specific unit in my subject?
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	57. Do I have an idea of which units are difficult in my subjects? 58. Do I have an idea of the units my students find difficult in my subject? 59. Do I deliberately use specific method suitable for specific content? 60. Have I decided which method out of new and old methods are more useful for teaching my subjects? 61. Do I know the changed methods and the new methods for teaching of my subjects? 62. If the subject's experts specify the teaching methods against the textual units, will it not facilitate me for teaching according to them? 63. When we think of learners, do the old methods along with the new ones prove to be useful? 64. Do I know the methods for teaching various skills?			
Preferred entry level	1. The trainees or the teachers should have studied those subjects at the degree level, or at least at the subsidiary level. 2. The trainees or the teachers who have studied the school subjects at the degree level post-graduate level will be considered better and preference will be given to them.			
Content context	Contents can be classified into two parts – Part I: Content cum Methodology (CCM): Concept, Nature & Significance. - CCM: Background - CCM: Concept - CCM: Usefulness - CCM: Significance & Need - CCM: Procedure Part II: Discipline, Curriculum & Syllabus & Teacher. - Tools for knowledge acquisition/knowledge generation process - Essential characteristics of & in teachers and learners, & expected behavioral changes - Structure of subject, characteristics & units - General characteristics of subjects/curriculum			
Suggested learning & teaching approaches	1. Theory part, self-study material & audio-visual aids 2. Workshop & group work 3. Observations 4. Individual activity 5. Simulated teaching 6. Self-study & study group			
Scheme of assessment summary	Assessment components	% Allocation	Duration	Timing
	Theory part	50+50 marks	120-140 hours	+2Credit points

	Practicum	25+25 marks	120-140 hours	+2Credit points		
Weightages of assessment	Objectives	Relative weightages %				
		Theoretical	Cognitive	Achievement	Program	
	Nature 10%	05	01	-	02	
	Insight 12%	03	02	05	02	
	Preparation 18%	01	02	15	02	
	Planning & teaching 60%	01	02	13	44	
	100%	10	07	33	50	
Specification grid showing relationship between objectives & components	Assessment Objectives	Assessment Components				
		End exams	Individual	Assignment	Course work	Total
	Nature (08)	10	01	01	08	20
	Insight (12)	12	02	02	15	30
	Preparation (20)	8	02	02	28	50
	Planning & teaching	60	05	05	70	140
	Total	100 (50+50)	10 (5+5)	10 (5+5)	120 (60+60)	240
Statement of differentiation	Differentiation will be made on the basis of resultant outcomes from the materials supplied and the performance of the trainee/teacher.					

Criteria for assessment	The scores will be divided according to the levels specified in the Module Column entitled, 'Marking Criteria'. For every objective, 08 marks will be assigned. The weightage of 08 marks will be adjusted according to the evaluation objectives specified for each of the instructional objectives. The related information about this is supplied in 'Specification Grid'. It is necessary to study it before providing final scores to the module.					
Level Descriptor	Level 1 Level 2 Level 3 Level 4					
Specimen test items	1. Explain the significance of CCM/PA in learning-teaching. 2. Discuss on the basis of your experience the nature of initial preparation you are expected to undertake before teaching with the help of CCM/PA. 3. Draw the structure of one of the subjects you teach. 4. Explain how you will analyze a concept before teaching it to your students. 5. Write in details about the remedies you will provide for meaningful integration of content and teaching method. 6. Explain the points you will consider in planning of content before teaching according to CCM/PA. 7. Explain the skills and tricks and measures you will use in your actual classrooms for making your teaching effective.					
Making criteria	Levels →	Beginner	Intermediate	Advance	Naturalization	
	Objectives ↓					
	1 st objective					
	theory					
	perception					
	planning					
	performance					

	2 nd objective theory perception planning performance					
	3 rd objective theory perception planning performance					
	4 th objective theory perception planning performance					
	There are 4 levels under each objective. For each of the levels 2 marks are assigned. Thus, for each objective 8 marks are assigned.					
Specimen assessment record sheet	Evaluation objectives	Theory	Insight	Initial preparation	Planning & teaching	Total
	Assessment objectives	A	B	C	D	
Grade assigned	In total Curriculum.					

APPENDIX 'B'
Module Descriptor: A Specimen 1

Ref.No./Date					
Course					
Title of the module					
Credit point & Duration					
Rules of Combination/Module map					
Aims/purpose of Module					
Assessment objectives/learning outcomes					
Personal Questions					
Preferred Entry level Content/context					
Suggested Learning & Teaching approaches					
Scheme of assessment summary	Assessment component	Allocation in terms of marks	Allocation in terms of time	Credit points	
Weightages of assessment	Objectives	Relative weighting			
		A	B	C	D

Specification grid showing relationship between objectives & components	Assessment Objectives	Assessment components				Total		
		End exam	Individual	Assignment	Course work			
	Total							
Statement of differentiation								
Criteria for assessment								
Level descriptor								
Specimen test items								
Marking criteria or evaluation system	Level objectives	Beginner	Intermediate	Advanced	Naturalization			
Specimen assessment record sheet	Assessment objectives			A	B	C	D	Total
	Project mark scale to							
	Oral exam scale to							
Grade available	Full range							

APPENDIX 'C'
Module Descriptor Guidelines (Specimen 1)

Ref.No./Date	
Title	
Type & Purpose	
Preferred entry level	
Learning outcomes	
Content/Context	
Suggested learning & teaching approaches	

APPENDIX 'D'
Module Descriptor Guidelines (Specimen 2)

Ref.No./Date	
Title	
Type & Purpose	
Preferred entry level	
Learning outcomes	
Content/Context	
Learning & teaching approaches continued	
Assessment procedures	

APPENDIX 'E'
Credit Descriptor Specimen
General Certificate of Secondary Education

Credit Title	Credit Descriptor		
Credit code		Scheme Title(S)	Scheme code (S)

Preferred entry level	
Rules combination/module map	
Aims of credit	
Assessment objectives	
Content & context	

Weighting of assessment objectives	Objectives		Relative/Weighting %		
Scheme of assessment summary	Assessment component	Allocation	Duration for test	Timing	
Statement of differentiation					
Specification grid showing relationship between objectives &	Assessment component				Total
	Assessment objectives				

assessment components					
	Total				
Grades available					

Level Descriptors
Level 1
Level 2
Level 3
Level 4

	Enclosed/to follow: 1. Specimen test items and assignments 2. Marking criteria showing the levels of response of each assessment objective 3. Student record card N.B. Moderation and aggregation are standard throughout the Oxfordshire Examination Syndicate
	This credit has been designed by Institutions(s) It has been checked against OES Head of Faculty/

	Guidelines by & Department Submitted by Head of institution
For OES use	Date received Date approved Date accessed Credit code allocated Prohibited combinations Mapped Notification of Modifications send – date



Students' Preferred Mode and Tools for Submitting Assignments and Their Challenges About E-Submissions

Priti Shirke¹, Dr. Geeta Shinde²

¹ Research Scholar, Department of Education and Extension,
Savitribai Phule Pune University, Pune,
Email: pritishirke2022@gmail.com

² Head of the Department, Professor,
Department of Education and Extension, Savitribai Phule Pune University, Pune,
Email: drgeetashinde5577@gmail.com

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ABSTRACT

Based on the valid and updated references in which the relevant information is analyzed and collected, this paper attempts to identify the main challenges first-year students of different disciplines face in e-submission. A mixed methods approach was used to comprehensively understand the challenges faced by students in e-submission. The study involved surveying a large sample of students from various educational institutions to gather quantitative data on their experiences and difficulties with e-submission.

The objectives of this research were, firstly, to identify students' preferred tools for e-submission; secondly, to determine their preferred way of assessment and submission; and thirdly, to investigate students' challenges in e-submission.

The research inquired about specific technical issues encountered and students' familiarity and comfort with digital submission platforms. The study was intended to provide valuable insights that could inform the development of tailored support and resources for student e-submission, ultimately contributing to improved academic experiences and outcomes.

Key Words: e-submission, challenges, evaluation

Introduction

In the era of technology, submitting assignments online has become more common in colleges and universities. Exploring research and advancements in e-submission within higher education is crucial. This involves an examination of the current theories and frameworks that support the deployment and assessment of electronic submission systems. By evaluating both the advantages and drawbacks of established e-submission methods, the analysis can reveal opportunities for future research and potential enhancements in this area.

However, many students struggle to complete and submit their assignments digitally. These obstacles can range from issues with the online platform to struggles with organising digital files and navigating the submission process. Moreover, students may find it challenging to grasp the requirements for online submissions, such as file formats, naming conventions, and deadlines (Nkamwesiga, 2017). Therefore, exploring the hurdles students face in submission is crucial to pinpoint areas for enhancement and offer suitable assistance and resources.

Literature Review

The adoption of e-submission systems in higher education has grown significantly in recent years, transforming traditional paper-based processes into digital workflows. This shift has prompted a need for a thorough literature review to understand the implications and challenges associated with the implementation of electronic submission platforms in academic settings. (Tanjga, 2023). Embracing e-submission in higher education can improve document management, streamline processes, and provide better accessibility for students and educational institutions. It is an integral part of modern academic practices and is poised to continue evolving in the years to come. (Voce, 2014).

One of the critical considerations in e-submission literature is the preference and user experience of students and instructors with the electronic platforms. It is essential to grasp the factors that impact the acceptance and utilization of e-submission systems to address challenges and make the shift to assessment processes smoother. Studying student and teacher preferences, perceptions, and interactions with e-submission platforms can guide designing and incorporating these systems effectively. (Thamadharan, K. & Maarop, N., 2015) (Pavlik, 2022). It is crucial to delve into the changing landscape of submissions in higher education and explore the developing trends and advancements in this area. This may involve investigating how plagiarism detection tools are utilised, integrating them with learning platforms, and leveraging multimedia features to evaluate and provide feedback (Mushi & Lashayo, 2022).

By addressing these multifaceted challenges and implementing targeted interventions, educational institutions can significantly enhance the e-submission experience for students. (Segbenya & Anokye, 2022). Creating a supportive, accessible, and collaborative environment for e-submission not only aids students in overcoming obstacles but also cultivates valuable skills and competencies essential for their academic and professional growth. (Barrot et al., 2021) Additionally, institutions should invest in robust technical support systems to promptly address any technological issues students may encounter during e-submission. In higher education institutions with no standard system for online learning, students may use various educational platforms for different courses.

To address the difficulties concerning learning materials, educational institutions should explore increasing access to online resources and implementing proactive strategies to fill any possible gaps in course materials (Segbenya & Anokye, 2022). One approach could be developing centralised databases of materials that students can easily access to enhance their comprehension of the course material.

Methodology

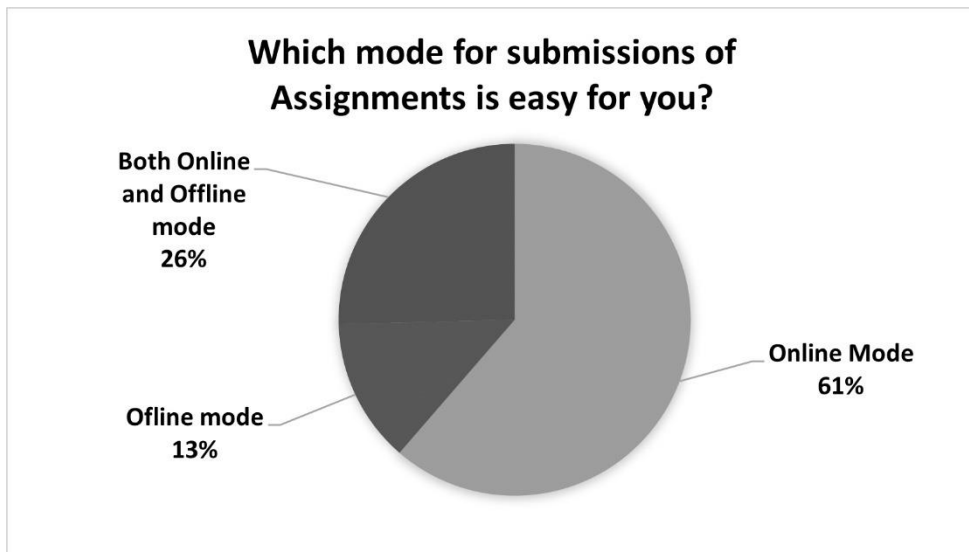
Data was gathered from participants using a descriptive survey research method. Both qualitative and quantitative data were obtained through a structured questionnaire. The current research utilised a mixed-method approach, with the findings drawn from feedback provided by Workshop participants.

Sample

The study analysed the feedback from the participants from the Induction program on Universal Human Values in October 2023—a Collaborative Activity by Sanjay Ghodawat University, Atigre, Dist. Kolhapur, and the Bahá'í Academy (A Recognized Institution of Shivaji University), Panchgani. The study involved a sample of 370 students from various faculties, including FY (First Year) students from different academic disciplines such as B.Tech. in Computer Science and Engineering (CSE), Bachelors in Design (B.Des.), Bachelor of Business Administration (BBA), B.Tech. in Electronics & Communication (E&C), B.Tech. in Civil Engineering, Bachelors in Medical Laboratory Technology (BMLT), B.Sc. in Food Science and Technology (FST), Bachelor of Journalism and Mass Communication (BJMC), B.Tech. in Artificial Intelligence and Machine Learning (AIML), Bachelor of Pharmacy (B.Pharm.), B.Tech. in Aerospace Engineering (Aero), Bachelor of Computer Applications (BCA), and Bachelor of Science (B.Sc.). This diverse sample suggests that students from various academic backgrounds participated in the study, potentially offering insights into the e-submission and e-assessment across different disciplines.

Data Analysis

Question No.1: Which mode for submission of assignments is accessible for you?



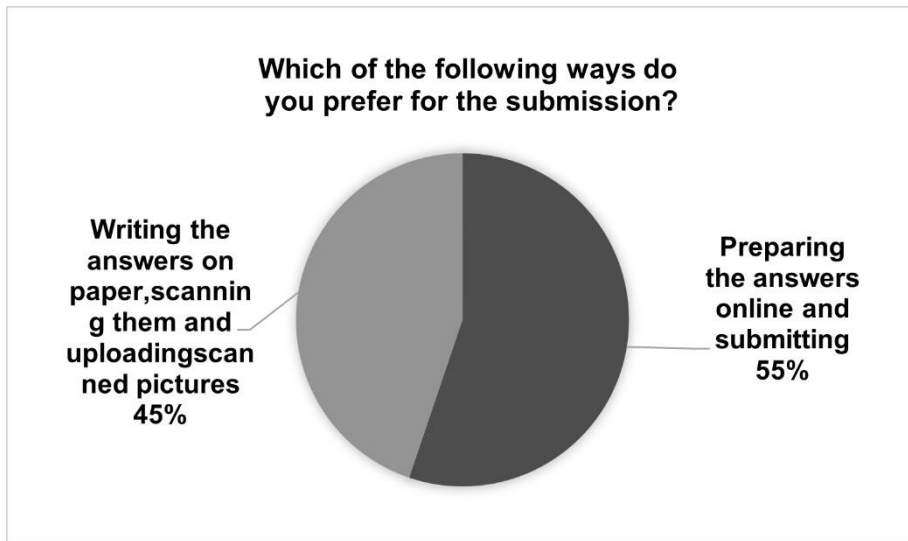
Interpretation: According to the data, most of the respondents, comprising 61%, consider submitting assignments online as easy. This indicates an inclination towards digital or electronic submission methods among those surveyed, possibly influenced by convenience, accessibility, and familiarity with technology.

A smaller group of respondents, around 13%, preferred submitting assignments offline. This suggests that individuals still find physical paper submissions more suitable or convenient.

Interestingly, a significant number of respondents (26%) found both offline and online modes acceptable. This shows a level of adaptability in their preferences, where they might be comfortable with either mode based on the circumstances or requirements of the assignment.

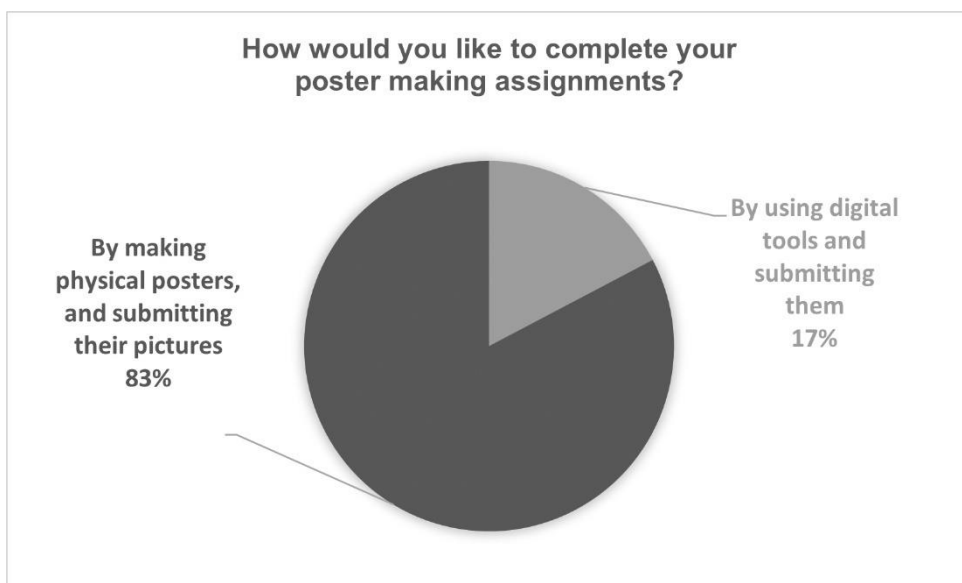
Question No.2: Which of the following ways do you prefer for the submission?

Interpretation: The data reveals that 55% of the respondents favoured preparing their answers online and submitting them directly through digital means. This preference suggests a comfort and familiarity with online platforms for assignment submission. Respondents in this group likely appreciate the convenience and efficiency of typing or inputting their answers directly into an online form or document, enabling them to submit their work quickly and easily without additional steps.



On the other hand, 45% of the respondents preferred writing their answers on paper, scanning them, and then uploading scanned pictures. This preference suggests a preference for more traditional methods of completing assignments, wherein individuals may feel more comfortable expressing their ideas and thoughts through handwriting. Respondents in this group may also value the tactile experience of writing on paper and prefer to maintain a physical copy of their work before converting it to a digital format for submission.

Question No.3: How would you like to complete your Poster Making assignments?

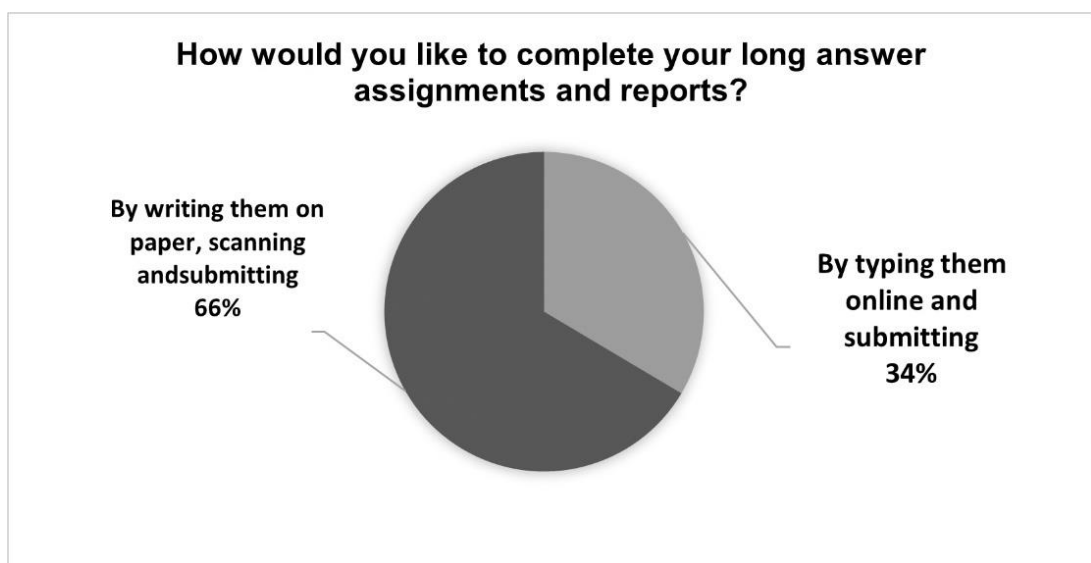


Interpretation: The data indicates that the majority, constituting 83% of the respondents, preferred completing their Poster-making assignments by creating physical posters and then submitting pictures of them. This preference suggests a desire among respondents to engage in hands-on, tactile activities when designing posters. Respondents in this group likely value the creative process involved in physically crafting posters, including aspects such as drawing, painting, or collage-making. They may also appreciate the opportunity to showcase their artistic skills and creativity through tangible, visually impactful poster designs.

On the other hand, a minority of respondents, comprising 17%, preferred to complete their Poster Making assignments by using digital tools and submitting them electronically. This preference suggests comfort and proficiency with digital design software or online platforms for creating posters. Respondents in this group may prefer the flexibility and convenience offered by digital tools, which enable them to experiment with various design elements, fonts, and graphics to create polished and professional-looking posters.

Respondents have a diversity of preferences regarding the preferred method of completing Poster Making assignments. While the majority favour traditional methods involving physical posters, a notable minority prefer digital approaches. Recognising and accommodating these preferences can help educators tailor assignment instructions and requirements to align with students' needs and preferences, ensuring a positive and engaging learning experience for all.

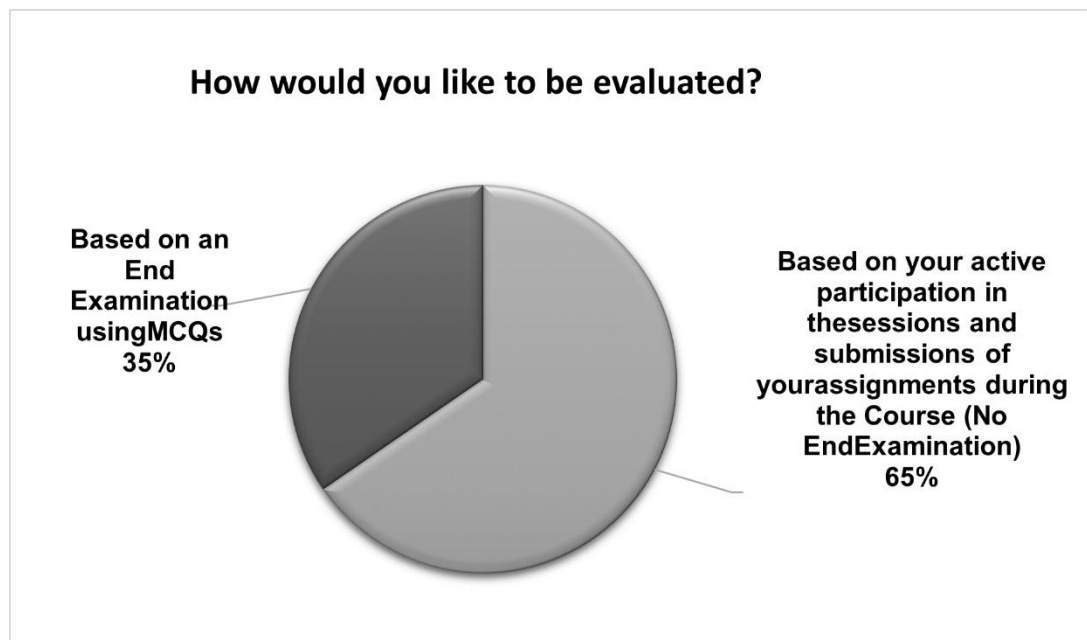
Question No. 4: How would you like to complete your Long Answer assignments and reports?



Interpretation: Based on the findings, it was noted that 66% of the participants leaned towards writing their answers on paper, scanning them, and then submitting them. This reveals that most respondents prefer to write their assignments and reports on paper before scanning them for electronic submission.

On the other hand, the survey also revealed that 34% of respondents favoured typing out their lengthy responses online for direct submission. This indicates that fewer participants can type and submit their assignments digitally without scanning.

Question No. 5: How would you like to be evaluated?

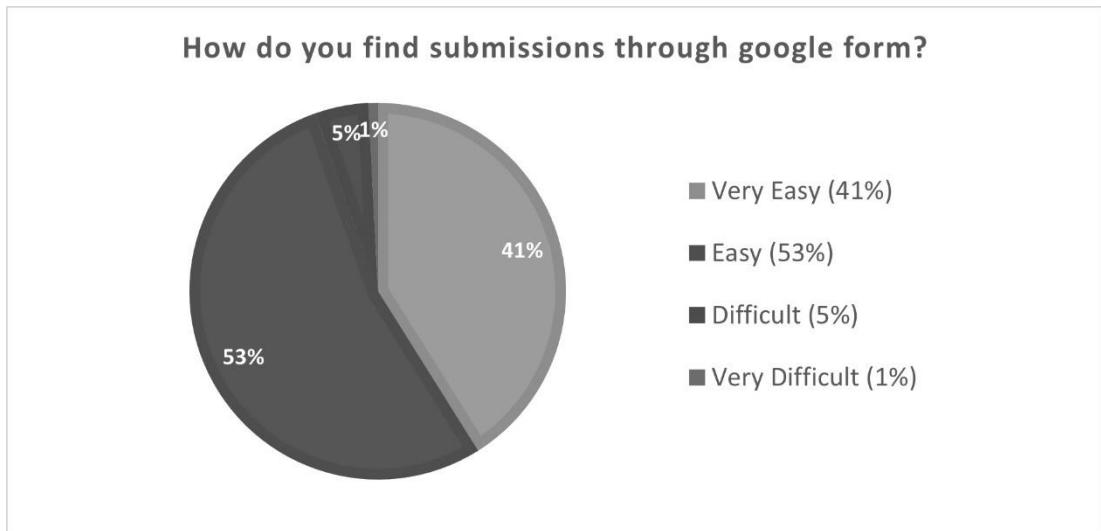


Interpretation: The question "How would you like to be evaluated?" reveals a clear divide in preferences among the respondents. The majority, constituting 65% of the respondents, favoured an evaluation method based on active participation in sessions and submitting assignments throughout the course, with no end examination. This preference suggests a belief in continuous assessment over a single comprehensive exam. It implies that these respondents value the opportunity to consistently demonstrate their understanding and engagement with the course material over time rather than relying solely on performance in a high-pressure, end-of-course test.

On the other hand, 35% of the respondents preferred an evaluation system centred around an end examination, particularly one utilizing multiple-choice questions (MCQs). This preference might indicate a belief in the efficiency and objectivity of standardized

testing methods. These respondents may prioritize the ability to demonstrate knowledge and skills within a specific timeframe and format, possibly valuing the clarity and simplicity that MCQs offer in assessing comprehension.

Question No. 6: How do you find submissions through Google Forms?

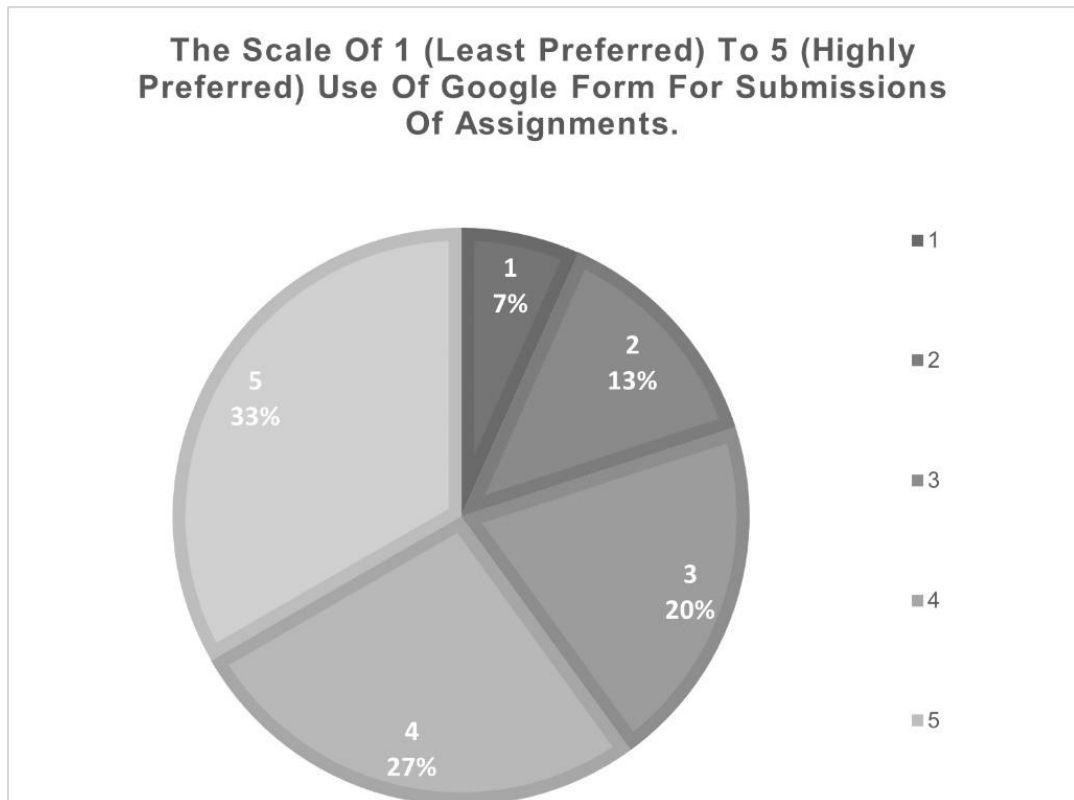


Interpretation: The question "How do you locate submissions using Google Forms?" gives an idea of how users perceive the ease and convenience of this platform. According to the data, a large majority of participants, totaling 94% (41% finding it "Very easy" and 53% finding it "Easy"), consider locating submissions through Google Forms to be simple and User-friendly. This indicates satisfaction and ease with the platform's design and features. These individuals likely value the user-friendliness of Google Forms, which makes it easy for them to submit information or responses without facing significant challenges.

On the other hand, a small number of respondents, accounting for 17% ("Difficult") and 3% ("Very difficult"), reported facing issues when locating submissions through Google Forms. This suggests that despite most users finding the platform user-friendly, some still encounter difficulties or complexities. These challenges could arise from technical glitches, lack of familiarity with the platform, or accessibility limitations.

This analysis implies that Google Forms generally offers a user experience for most respondents, while a minority faces challenges in using the platform.

Question No.7: Mark on a Scale Of 1 (Least Preferred) To 5 (Highly Preferred) Use of Google Form for Submissions of Assignments.



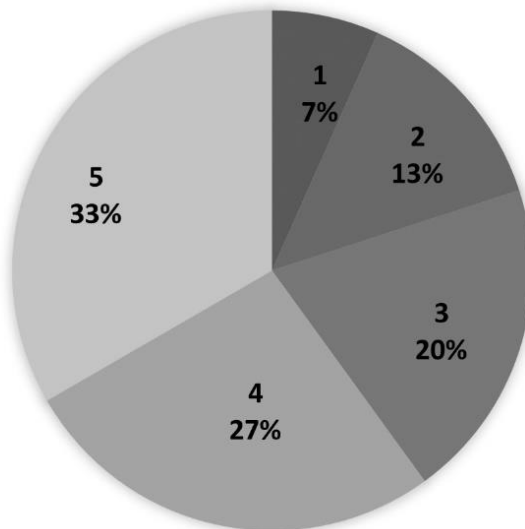
Interpretation: The data reveals that only a tiny % of participants, 7%, chose Google Forms as their preferred option for submitting assignments. On the other hand, 13% rated Google Forms as number two on the scale, indicating some reservations but not as their least favourite choice.

Additionally, 20% rated it as a 3, showing a fair amount of indifference or neutrality towards using Google Forms. Moreover, 27% gave it a rating of 4, suggesting that many favoured using Google Forms. The highest percentage, at 33%, rated Google Forms as a choice with a preference for submitting assignments through this platform.

This suggests that most respondents viewed Google Forms as the most favourable option for assignment submissions. The data indicates a range of preferences among respondents regarding using Google Forms for submitting assignments, with a notable portion expressing a high preference for this method. However, some respondents expressed reservations or a lack of choice when using Google Forms.

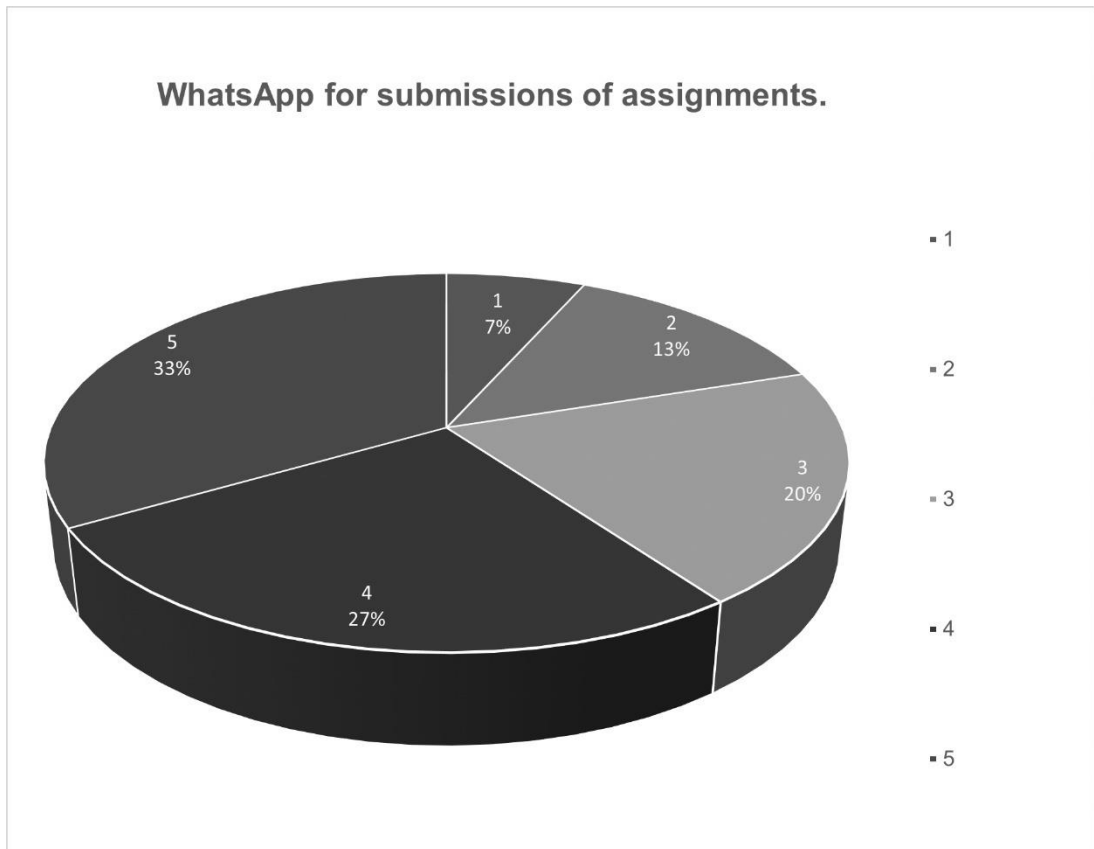
Question No.8: Mark on a scale of 1 (Least Preferred) to 5 (Highly Preferred) the use of E-mail for submissions of assignments.

The scale of 1 (least preferred) to 5 (highly preferred) use of e-mail for submissions of assignments.



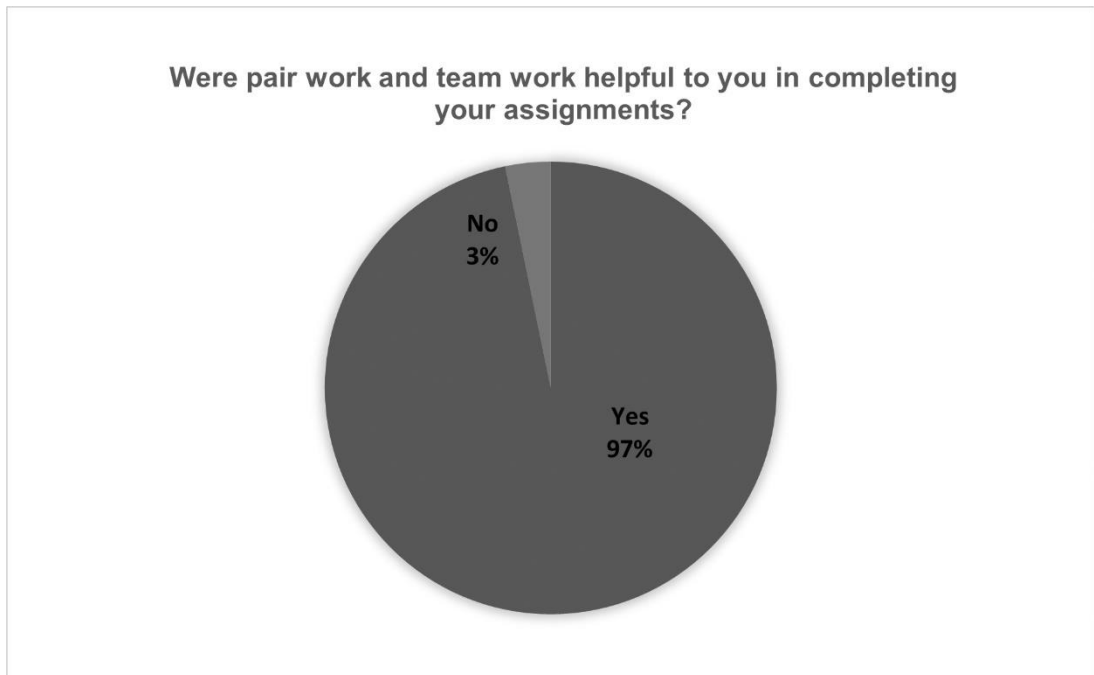
Interpretation: On a scale from 1 (least preferred) to 5 (preferred), a small minority of respondents, 7%, indicated that they preferred using email for submitting assignments. In contrast, a more significant % of respondents, 13%, rated email as a two on the scale, showing some reservations but not their least favourite choice. Moving along the scale, 20% of respondents rated email as a three; it indicated a neutral or somewhat indifferent stance toward using email for assignment submissions. Furthermore, 27% of respondents favoured email by rating it as a four on the scale, although it was not their choice. At the end of preferences, the highest percentage of respondents (33%) rated email as a 5. This suggests that a significant majority found email to be the most favourable option for submitting assignments among all choices presented in the survey.

Question No. 9: Mark on a scale of 1 (Least Preferred) to 5 (Highly Preferred) the use of WhatsApp for submissions of assignments.



Interpretation: 7% of the respondents disapproved of using WhatsApp for assignment submissions, indicating that only a tiny fraction held this view. On the other hand, 13% rated WhatsApp as a two on the scale, showing that a slightly larger group had reservations about its use but did not consider it their least preferred option. Additionally, 20% rated it 3, suggesting they were neutral or somewhat indifferent towards using WhatsApp for assignments. Furthermore, 27% rated it as a 4, indicating that many favoured using WhatsApp for submissions but did not rank it as their choice. The majority, accounting for 33%, rated WhatsApp as a 5, which shows that most preferred using it for assignments, making it the preferred choice among respondents. This data suggests that WhatsApp was viewed positively by a portion of the participants when submitting assignments.

Question 10: Were pair work and teamwork helpful to you in completing your assignments?



Interpretation: The question "Were pair work and teamwork helpful to you in completing your assignments?" reveals a strong consensus among the respondents regarding the utility of collaborative approaches. An overwhelming majority, comprising 97% of the participants, mentioned that pair work and teamwork were beneficial to them in completing their assignments. This indicates that most individuals found working with peers or in groups valuable when handling academic responsibilities. Collaborative approaches likely supported sharing ideas, solving problems, and distributing tasks efficiently, resulting in productive and successful assignment completion.

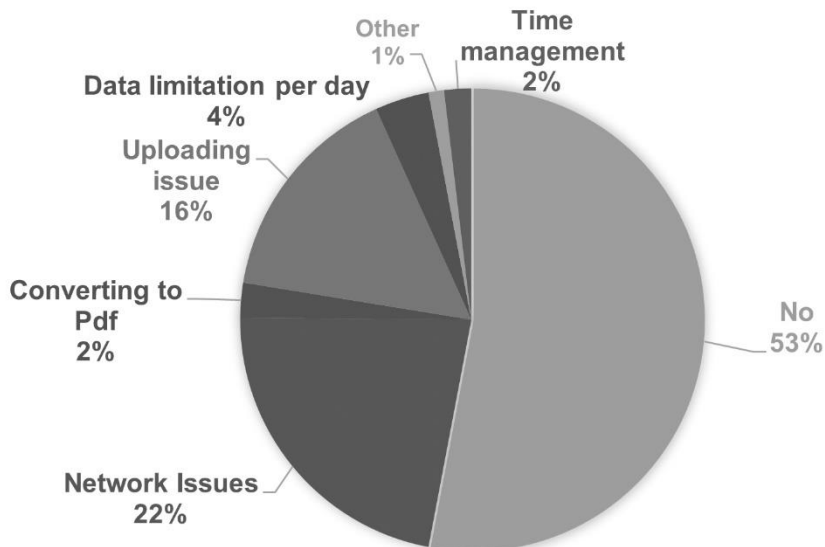
Nevertheless, it is worth noting that a small minority, making up 3% of the participants, stated that pair work and teamwork didn't aid them in completing assignments. While this percentage is relatively low, some individuals may not find methods advantageous for various reasons. These reasons could include a preference for independent work, difficulties coordinating with peers, or differences in work styles.

For most respondents, this analysis highlights the influence of pair work and team collaboration on the assignment completion process.

Question No. 11: What challenges did you face while submitting your assignments through Google Forms? Please explain.

Challenges	Responses
No challenge	196
Network Issues	82
Converting to Pdf	9
Uploading issue	58
Data limitation per day	14
Other	4
Time management	7

What challenges did you face while submitting your assignments through google form? please explain.



Interpretation: The results showed that most participants, accounting for 53%, didn't face issues submitting their assignments through Google Forms. This indicates that many users found the submission process smooth and trouble-free, reflecting a user experience with the platform.

For those who encountered challenges, network problems were the commonly reported issue, with 22% of participants experiencing difficulties due to connectivity problems or unstable internet connections. This underscores how crucial network stability is for submitting assignments on online platforms.

Moreover, 16% of respondents mentioned experiencing problems with uploading files, pointing towards issues like file size restrictions or compatibility concerns.

A small percentage of respondents faced hurdles in converting assignments to PDF format (2%) and managing data limitations per day (4%). These obstacles suggest that technical restrictions and platform-imposed limitations can impede users' submission process.

In addition, 2% of respondents highlighted time management as an obstacle, indicating that juggling assignment deadlines alongside responsibilities posed challenges unrelated to technical submission aspects.

Survey participants mentioned facing "Other" obstacles not explicitly listed in the choices, indicating various unique issues that can differ from person to person.

Overall, this analysis highlights individuals' diverse hurdles while submitting tasks through Google Forms. It stresses the significance of resolving glitches, enhancing platform user-friendliness, and offering assistance and resources to aid users in overcoming these obstacles effectively. Furthermore, it emphasises the importance of adaptability and empathy towards users encountering challenges beyond their control, such as connectivity problems or time limitations.

Recommendations

- Continuous Technical Support can be given to the students. Institutions should prioritise providing comprehensive technical support to address e-submission platform and software challenges. This can include offering training sessions for students, creating user-friendly guides, and establishing a dedicated helpdesk to assist students in navigating technical issues effectively.
- Incorporating guidelines about time management training into the curriculum can greatly benefit students in completing the course and managing their e-submission deadlines more effectively. Institutions can mitigate these critical challenges identified in this research by providing students with the tools and techniques to prioritise tasks and allocate their time efficiently.
- Educational institutions must provide other support and guidance to students for successful e-submissions. This can include training programs, resources for creating

universally readable documents (such as PDF), and transparent guidelines for the submission process.

- It is also vital for students and teachers to stay updated on the specific e-submission guidelines provided by different higher education institutions. These guidelines may be revised to incorporate developments and security measures as technology advances. Therefore, it is essential to regularly review and adapt to any updates in e-submission requirements to maintain compliance with the latest standards.
- Moreover, students and teachers should take advantage of university training or resources to improve their knowledge of e-submission procedures. Familiarity with the platforms and systems used for e-submissions can make the process more efficient and reduce the chances of mistakes or issues.
- Lastly, I recommend that the students maintain a filing system for all e-submissions that can significantly simplify retrieval and referencing in the future. Establishing a naming convention and folder structure can help keep an efficient and organised electronic archive of submitted documents. This will contribute to a more organised e-submission process, making accessing past submissions easier when necessary.

Conclusion

Respondents have a diversity of preferences regarding the preferred method of assignment submission. While a slight majority favour digital submission methods for convenience and efficiency, a significant minority still prefer more traditional pen-and-paper approaches. Understanding and accommodating these preferences can help educators and institutions create flexible submission policies that cater to the needs and preferences of all students. The study shows that in environments, working together is crucial for improving learning outcomes for students. Creating a cooperative atmosphere can benefit many learners. It is also important to be flexible and offer alternative learning methods for students with preferences or those who struggle in collaborative situations. The study suggests a diversity of opinions among respondents regarding the most effective evaluation method. Some prioritise continuous engagement and assessment throughout the course, while others favour a more traditional approach focusing on a single, structured examination at the end. These differing perspectives reflect individual preferences and beliefs about what constitutes fair and effective evaluation in an educational context.

Moreover, the research on the challenges of e-submission by higher education students from different disciplines highlights several common issues, such as technical difficulties, time management, and communication barriers. These widespread challenges must be addressed through comprehensive support systems and student-centric solutions. Moving forward, it will be necessary for institutions to prioritise addressing these issues to create a more inclusive and supportive environment for all students across various fields of study.

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किशोरवयीन मुलांच्या उच्च शिक्षणातील अडथळे आणि संधी - एक अभ्यास

Dr. Vidyadevi Bagul

Academic Coordinator, School of Online Learning,
Yashwantrao Chavan Maharashtra Open University, Nashik
Email: vidyadevibagul@gmail.com

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Barriers and Opportunities for Higher Education of Adolescents

ABSTRACT

Individual, society, nation, and indirectly international development takes place through education. In fact, 'Education' is a major part of human life that gives a certain turn to a person's life. If we consider today's generation, it can be observed that they see education only as a means of livelihood. As a result, the quantity level of education is seen to be increasing, and the quality level seems to be decreasing. An approach that "Education is the art of living" is getting lost somewhere. Due to the denial of this type of education, the social, family, and emotional development of the child or youth gets hindered.

There is no such thing as only economic conditions alone cause discontinuity in education. Oftentimes, physical-psychological changes in adolescence, family circumstances, and disinterest in education or lack of access to education can also lead to rejection. A survey method was used for the present study, while a total of 30 teenagers were selected using the snowball sampling method for sample selection. In this research, information was collected through questionnaires and interview tools to study the difficulties of 30 teenagers in higher education. Based on the information, guidance was provided to the teenagers about the prevailing opportunities for higher education.

Main concepts: adolescent children, barriers to higher education, opportunities for higher education

गोषवारा

शिक्षणाच्या माध्यमातून व्यक्ती, समाज, राष्ट्र आणि अप्रत्यक्षरीत्या आंतरराष्ट्रीय विकास होत असतो. किंबहुना 'शिक्षण' हे मानवी जीवनाचे एक प्रमुख अंग आहे. ज्यामुळे व्यक्तीच्या आयुष्याला एक विशिष्ट वळण प्राप्त होते. आजच्या पिढीचा विचार केला तर असे लक्षात येते की, ते शिक्षणाकडे केवळ उदरनिर्वाहचे साधन म्हणून पाहताना दिसून येते. ज्यामुळे शिक्षणाचा केवळ संख्यात्मक प्रमाण वाढलेला दिसतो आहे त्या तुलनेने गुणात्मक प्रमाण हा खालावलेली दिसून येतो आहे. "शिक्षण म्हणजे जीवन जगण्याची कला" हा दृष्टिकोन कुठेतरी मागे पडतो आहे. याच शिक्षणाच्या खंडणामुळे बालकाला किंवा युवकांच्या सामाजिक, कौटुंबिक, भावनिक विकासात अडथळा निर्माण होतो.

शिक्षणात खंडण निर्माण होण्याला केवळ आर्थिक परिस्थितीच कारणीभूत असते असे काहीही नाही. बऱ्याच वेळा किशोरवयातील शारीरिक- मानसिक बदलांमुळे, कौटुंबिक परिस्थितीमुळे, शिक्षणाविषयी आनास्था किंवा शिक्षणाच्या उपलब्धतेच्या कमतरतेमुळे देखील खंडण निर्माण होवू शकतो. प्रस्तुत अभ्यासासाठी सर्वेक्षण पद्धतीचा वापर करण्यात आला तर नमुना निवडीसाठी स्नोबॉल (Snowball sampling) पद्धतीचा वापर करून एकूण ३० किशोरवयीन मुलांची निवड करण्यात आली. सदर शोधनिबंधात किशोरवयीन गटातील ३० मुलांच्या उच्च शिक्षणातील अडचणींचा अभ्यास करण्यासाठी प्रश्नावली आणि मुलाखत या साधनांच्या माध्यमातून माहिती संकलित करण्यात आली. संकलित करण्यात आलेल्या माहितीच्या आधारे किशोरवयीन मुलांना उच्च शिक्षणाच्या प्रचलित संधींबाबत मार्गदर्शन करण्यात आले.

मुख्य संकल्पना : किशोरवयीन मुले, उच्च शिक्षणातील अडथळे, उच्च शिक्षणातील संधी इ.

प्रस्तावना

शालेय शिक्षणातून विद्यार्थ्यांच्या सर्वांगीण विकास करण्यासाठी अभ्यासक्रमात विविध घटकांचा /बाबींचा समावेश केला जातो. या बाबींचा समावेश करताना समाजाच्या गरजा आणि सद्यस्थिती यातील योग्य समन्वय साधून अभ्यासक्रमाची रचना केली जाते. या शालेय शिक्षणातूनच विद्यार्थी आपल्या उच्च शिक्षणाची वाट निवडत असतो. शालेय शिक्षणातील विशिष्ट विषयातील कल आणि अभिरुचीनुसारच विद्यार्थी उच्च शिक्षणाची निवड करत असतो. सद्यस्थितीत अनेक पालक विद्यार्थ्यांचा कल आणि अभिरुची लक्षात न घेतानाच अधिक आर्थिक मिळतक कशात आहे याकडे पाहतात.

उच्च शिक्षणाचे उद्दिष्ट मुळातच राष्ट्रीय विकास असे असले पाहिजे. अर्थात यात केवळ आर्थिक सुबत्तेचा विचार न करता त्यात प्रत्येक व्यक्तीची बौद्धिक, नैतिक, अध्यात्मिक प्रगती होणे अपेक्षित आहे. २०१६ च्या शैक्षणिक सर्वेक्षणानुसार उच्च माध्यमिक स्तरावरील ६५.३% विद्यार्थ्यांपैकी केवळ २४.३% विद्यार्थी उच्च शिक्षणात प्रवेशित झालेले दिसून येतात. म्हणजेच ही तफावत खूपच जास्त आहे. विद्यार्थ्यांचा हा उच्च शिक्षणातील खंड निर्माण होण्याची कारणे शोधून त्यांना पुन्हा उच्च शिक्षणाच्या प्रवाह आणणे आवश्यक आहे.

संशोधनाची गरज

सदर अभ्यासातून उच्च शिक्षणापासून वंचित राहिलेल्या विद्यार्थ्यांच्या अडचणी लक्षात येतील तसेच या अडचणी निर्माण होण्याची कारणांचा देखील शोध घेता येईल. जे विद्यार्थी उच्च शिक्षण घेवू शकले नाहीत पण त्यांची उच्च शिक्षण घेण्याची इच्छा आहे त्यांच्यासाठी उच्च शिक्षणाच्या संधीबाबत मार्गदर्शन करण्यात आले.

संशोधनाचे उद्दिष्टे

१. उच्च शिक्षणासाठी विविध शैक्षणिक आयोगांनी केलेल्या शिफारशींचा अभ्यास करणे.
२. किशोरवयीन मुलांच्या उच्च शिक्षणातील अडथळ्यांचा शोध घेणे.

व्याप्ती आणि मर्यादा

सदरील अभ्यास हा किशोवस्थेतील शिक्षण सोडून दिलेल्या मुलांपुरते व्यापक होते.

सदरील अभ्यास विषय केवळ उच्च शिक्षण खंडित झालेल्या किशोवस्थेतील मुलांपुरतेच मर्यादित होते.

न्यादर्श

नमुना निवडीसाठी स्नो बॉल (Snowball sampling) पद्धतीचा वापर करून एकूण ३० किशोरवयीन मुलांची निवड करण्यात आली. सदर शोधनिबंधात किशोरवयीनगटातील ३० मुलांकडून माहिती संकलित करण्यात आली.

परिकल्पना

किशोरावस्थेतील मुलांनी आपले उच्च शिक्षण स्वखुशी सोडलेले नसते.

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उच्च शिक्षण घेणाऱ्यांचे प्रमाण भारताच्या मानाने जास्त आहे. इतर देशांमध्ये उच्च शिक्षणाचा मोठा भार हा सरकार पेलत असतो. (मुजावर, २०१६)

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संशोधन कार्यपद्धती

सदर संशोधनासाठी सर्वेक्षण पद्धतीचा वापर करण्यात आला आहे.

साधने

सदर अभ्यासातील उच्च शिक्षणासाठी विविध शैक्षणिक आयोगांनी केलेल्या शिफारशींचा अभ्यास या उद्दिष्टासाठी दस्तऐवज विश्लेषण द्वारे माहिती संकलित करण्यात आली. किशोरवयीन मुलांच्या उच्च शिक्षणातील अडथळ्यांचा शोध घेण्यासाठी किशोरावस्थेतील विद्यार्थ्यांकडून प्रश्नावलीद्वारे माहिती संकलित करण्यात आली.

माहिती विश्लेषण

उद्दिष्ट क्र. १ - उच्च शिक्षणाकरिता विविध आयोगांनी / समित्यांनी / इतर शैक्षणिक अहवालांनी केलेल्या शिफारशी स्वातंत्र्यपूर्व काळातील आयोग/ समिति/ शैक्षणिक अहवाल

१. वूडचा खलिता (१८५४)

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- महाविद्यालयांना अनुदान देणे.
- शिक्षकांना प्रशिक्षण देणे.

२. भारतीय शिक्षण आयोग / हंटर कमिशन (१८८२)

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- वूडच्या खलितातील शिफारशींचे समर्थन

- अनुदान पद्धतीवर भर
 - महाविद्यालयातून अभ्यासक्रमाची विविधता उपलब्ध असावी जेणेकरून विद्यार्थ्यांना आपल्या आवडीचे विषय निवडता येतील.
३. भारतीय विद्यापीठ आयोग (१९०४)
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 - विद्यार्थ्यांच्या प्रमाणात शिष्यवृत्त्यांची व्यवस्था करावी.
४. सार्जेंट अहवाल (१९४४)
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स्वातंत्र्यपूर्व काळातील आयोग/ समिति/ शैक्षणिक अहवाल

१. विद्यापीठ शिक्षणाची गुणवत्ता सुधारण्यासाठी समिती (१९६१)
- उच्च शिक्षणातील संख्यात्मक विस्ताराला आळा घालण्याचे मार्ग सुचविले आहेत.
 - स्वयं अध्ययन पद्धतीवर भर देण्याची शिफारस
 - गुणवत्तेचा व्यापक विचार केला आहे.
२. कोठारी आयोग (१९६४-६६)
- देशाच्या विकासासाठी आवश्यक असलेल्या मनुष्यबळाची निकड भागवण्याकरिता आणि काही प्रमाणात जनतेच्या वाढत्या सामाजिक आकांक्षांची दखल घेण्याकरिता उच्च शिक्षणाचा प्रसार करणे.
 - विद्यार्थी-कल्याण योजनेमार्फत नवीन विद्यार्थ्यांना संस्थेशी ओळख करून देणे, आरोग्यसेवा, वसतीगृहाच्या सोयी, शैक्षणिक व व्यावसायिक मार्गदर्शन, व्यवसाय शोधण्यामध्ये साह्य यांचा समावेश असावा.
३. राष्ट्रीय शैक्षणिक धोरण (१९८६)
- मोठ्या प्रमाणात स्वायत्त महाविद्यालयांचा विकास करण्यासाठी साह्य केले जाईल.
 - उच्च शिक्षणाची संधी सर्वांना उपलब्ध व्हावी व शिक्षणाचे लोकशाहीकरण व्हावे यासाठी मुक्त विद्यापीठ'सारख्या समर्थ माध्यमाचा दक्षतापूर्वक विकास करावा लागेल.
४. राष्ट्रीय शैक्षणिक धोरण (२०२०)
- चांगल्या दर्जाच्या उच्च शिक्षणाच्या संधी सर्व व्यक्तींना उपलब्ध करून देणे.
 - उच्च शिक्षण कार्यक्रमाची रोजगार क्षमता वाढविणे.
 - वंचित शैक्षणिक पार्श्वभूमीतून येणाऱ्या विद्यार्थ्यांसाठी त्रिज अभ्यासक्रम विकसित करणे.

उद्दिष्ट क्र. २ - किशोरवयीन मुलांच्या उच्च शिक्षणातील अडथळ्यांचा शोध

कोष्टक क्र. १ उच्च शिक्षण सोडण्याचे वय

अ.क्र.	तपशिल	प्रतिसादक	टक्केवारी
१.	१७-१९	२२	७३%
२.	२०-२२	०५	१७%
३.	२३-२५	०३	१०%
	एकूण	३०	१००%

अर्थनिर्वचन : उच्च शिक्षण वयाच्या १७ ते १९ वयोगटातील सोडणारे ७३% मुले, २० ते २२ वयोगटातील १७% मुले तर २३ ते २५ वयोगटातील १०% मुले आढळून आलेत.

कोष्टक क्र. २ पालकांचा व्यवसाय

अ.क्र.	तपशिल	प्रतिसादक	टक्केवारी
१.	नोकरी	००	००%
२.	व्यवसाय	१५	५०%
३.	शेती	१२	४०%
४.	इतर	०३	१०%
	एकूण	३०	१००%

अर्थनिर्वचन : उच्च शिक्षण सोडलेल्या ५०% मुलांचे पालक हे व्यवसाय, ४०% मुलांचे पालक शेती तर १०% मुलांचे पालक इतर पद्धतीने उदरनिर्वाह चालवतात.

कोष्टक क्र. ३ - शैक्षणिक शाखा

अ.क्र.	तपशिल	प्रतिसादक	टक्केवारी
१.	कला	१३	४३%
२.	वाणिज्य	१२	४०%
३.	विज्ञान	०५	१७%
	एकूण	३०	१००%

अर्थनिर्वचन : उच्च शिक्षण सोडणाऱ्या ४३% मुलांची कला, ४०% मुलांची वाणिज्य तर १७% मुलांची शैक्षणिक शाखा विज्ञान होती.

कोष्टक क्र. ४- शिक्षण सोडण्याचे कारणे

अ.क्र.	तपशिल	प्रतिसादक	टक्केवारी
१.	आर्थिक	१८	६०%
२.	कौटुंबिक	०७	२३%
३.	शिक्षणाची आवड नसणे	०३	१०%
४.	शिक्षणाची उपलब्धी	०२	७%
	एकूण	३०	१००%

अर्थनिर्वचन : उच्च शिक्षण ६०% मुलांनी आर्थिक कारणामुळे, २३% मुलांनी कौटुंबिक कारणामुळे, १०% मुलांनी शिक्षणाची आवड नसल्यामुळे तर ७% मुलांनी शिक्षणाच्या उपलब्धीमुळे सोडलेले आढळून आले.

कोष्टक क्र. ५ शिक्षणाबाबत प्रतिसाद

अ.क्र.	तपशिल	टक्केवारी		एकूण
		होय	नाही	
१.	उच्च शिक्षण सुरु करण्याचा प्रयत्न	२०%	८०%	१००%
३.	उच्च शिक्षणाची संधी मिळाल्यास सुरु करणार	९०%	१०%	१००%

अर्थनिर्वचन : उच्च शिक्षण पुन्हा सुरु करण्याचा ८०% मुलांनी प्रयत्न केला तर २०% मुलांनी कोणताही प्रयत्न केलेला नाही. भविष्यात उच्च शिक्षण घेण्याची संधी मिळाल्यास ९०% मुले शिक्षण घेण्यास तयार आहेत तर १०% मुलांमध्ये शिक्षणाबाबत उदासीनता आढळून आली आहे.

उद्दिष्टनिहाय अंतिम निष्कर्ष

उद्दिष्ट क्र.१

- स्वातंत्र्यपूर्व काळापासूनच उच्च शिक्षणासाठी प्रयत्न झालेले दिसून येतात जसे की, विद्यापीठाची स्थापना व त्याला अनुसरून महाविद्यालयांना अनुदान देणे. (वूडचा खलिता (१८५४))

२. स्वातंत्र्यपूर्व काळापासून विषय निवडीला महत्त्व देऊन विद्यार्थ्यांच्या अभिरुचीचा विचार केला आहे तसेच नोकरीसाठी तांत्रिक शिक्षणाची सोय केली आहे. (हरटॉग समितीचा अहवाल (१९२९))
३. विद्यापीठात उच्च शिक्षणासाठी प्रवेशाबाबत काही निर्बंध/ मर्यादित प्रवेश करण्यात आले. (सार्जंट अहवाल (१९४४))
४. उच्च शिक्षणातील गुणवत्तेवर भर देण्यात आला. (विद्यापीठ शिक्षणाची गुणवत्ता सुधारण्यासाठी समिति (१९६१))
५. उच्च शिक्षणाचा प्रसार करून विद्यार्थी कल्याण योजनेमार्फत विद्यार्थ्यांना विविध सुविधा देण्यात आल्या. (कोठारी आयोग (१९६४-६६))
६. उच्च शिक्षणाचे लोकशाहीकरणासाठी मुक्त विद्यापीठाची दक्षतापूर्ण विकासासाठी प्रयत्न. (राष्ट्रीय शैक्षणिक धोरण (१९८६))
७. सद्यस्थिती १७ ते १९ वयोगटातील मुलांनी आपले उच्च शिक्षण सोडल्याचे दिसून येते.
८. बहुतांशी मुलांचे पालक उदरनिर्वाहासाठी व्यवसाय आणि शेतीची कामे करतात.
९. उच्च शिक्षण सोडणारे जास्तीत जास्त मुले ही वाणिज्य शाखेतील आहेत.
१०. आजही कौटुंबिक आणि आर्थिक परिस्थितीमुळे अधिकांश मुलांनी आपले उच्च शिक्षण सोडून दिल्याचे निदर्शनास आले आहे.
११. उच्च शिक्षण सोडून देणाऱ्यापैकी बहुतांशी मुलांनी पुढील शिक्षण सुरु केल्याचा प्रयत्न केलेला नाही.
१२. सद्यस्थितीत शिक्षणाचे महत्त्व लक्षात घेता जास्तीत जास्त मुले ही उच्च शिक्षण घेण्यासाठी तयार आहेत.

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A Comparative Study of India's and Botswana's Education Policies: Focus on Pregnant and Married Students

**Queen Hlakanyane^{1*}, Prof. Pratibha, S. Patankar²,
Dr. Vidyanand. S. Khandagale³**

¹ Department of Education, Shivaji University, Kolhapur, India

*Corresponding author; Email: hlakanyanequeen@gmail.com

² Department of Education, Shivaji University, Kolhapur, India

Email: pratibhaspatankar@gmail.com

³ Department of Education, Shivaji University, Kolhapur, India

Email: vidyanandkhandagale@gmail.com

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ABSTRACT

NEP 2020 envisions universal access to education for all qualifying learners regardless of their gender, socio-economic background and physical statuses. Education for all remains the only viable and effective tool for breaking the cycle of rural poverty, and for ensuring equity and total inclusion, parity, gender and power relations. The paper calls for an inclusive and harmonized review of all existing protocols and dispensations (both legal and educational) that limit or abrogate the rights of any category of actual or potential learners' access to education. In this regard, the paper highlights how the socio-economic ramifications of the phenomenon of pregnancy and marriage of female students constitute a serious abrogation of the female students' rights to unhindered access to education. It interrogated the policy's aspect of equity and inclusion of pregnant and married tertiary education female students. The paper analyzed how the policies are aligned to NEP 2020's core mandate of inclusion and equity. To do so, the paper compared Botswana and India policies on pregnancy and marriage of students in order to evaluate and analyze the policies of the two countries regarding their support for inclusion and equity. It employs a qualitative methodology that includes a comparative analysis of Botswana and India previous and recent policy on pregnancy and marriage of female students. Semi structured interviews for exploration were administered to purposely selected senior

government education officials (registrar, college manager and the regional director) in 3 institutions in the township of Maun, northwest part of Botswana (Southern -Africa) and 3 tertiary institutions in Kolhapur.

Keywords: Pregnant students, married students, policy, discrimination, equality

Introduction

India's National Education Policy 2020 advocates for inclusion, access and equity in the education system, particularly targeting the Socio-Economically Disadvantaged Groups (SEDGs). The ideal key to achieving this will be through ensuring quality education so that the SEDGs (particularly girls) do not lose interest in education (Development, 2020).

There will hardly be any net change from 2010 to 2030 in India's teen girl population. The population may rise from 93 to 95 million compared to China. This implicates that India will maintain the world's largest adolescent girl population (UNICEF & UNPFA, 2019). If India is to continue to retain the largest adolescent girl population, it calls for policies and laws that are considerate of inclusion and equity to education of this large female adolescent population. However, since there is evidence that India is still struggling with eliminating early marriages, perhaps there should be a special emphasis on inclusion and equity for young female learners who would have been married and are still at tertiary education and for those who will fall pregnant either in wedlock or out of it. Pregnant learners face health and socio-economic challenges that lead to some of them absconding their studies. Any kind of exclusion related to female learners could mean that a very large female population could be affected. India as one of the nations that have adopted the United Nations Sustainable Development Goals. Effective strategies and programs therefore should be delivered by all stakeholders in order to drive the SDG vision to a success (Profile, 2015).

Significance of the Topic

NEP 2020 has recently been adopted and different stakeholders including teachers have been sensitized about its vision and mission. In this regard, there is need for all stakeholders to interrogate it and find gaps and missing links especially those that are related to SDG. This topic therefore ideally will inform NEP 2020's amendments in the concerned area. Alternatively, a supplementary policy that clearly addresses inclusion of married students and pregnant students could be introduced. The study focuses on marriage of female learners; be it child marriage or adult marriage. This is because married and female students experience some challenges that have led to some of them to quit their studies due to challenges associated with pregnancy or some other challenges associated with marriage.

Objectives

1. To find what is done in tertiary institutions to include pregnant and married students for successful completion of their studies.
2. To compare Botswana and India Education policies regarding pregnant students and married students.

Scope and Limitation

The study was limited to Kolhapur City tertiary education institutions targeting Registrar, college manager and the director for structured interviewing. Initially, the ideal objective was to include learners that absconded their studies due to pregnancy or marriage related issues in order to investigate and analyze their cases. The study has interviewed 6 participants since the questions demanded factual answers that could be drawn from other people of the same participants' attributes.

Sample

The study adopted purposive sampling. This was to allow the researcher to gain deeper insight from a smaller number of participants.

Research questions

1. What is it done to include a pregnant student and a child married student for a successful completion of her studies?
2. To compare Botswana and India Education policies regarding pregnant students and married students.

Review of Literature

During the last quarter of 2020, 629 child marriages in Maharashtra state, 900 in Bihar and 898 in Uttar Pradesh were cancelled through efforts made by village committees and district prohibition and social welfare (Profile, 2015). Most child brides are likely to live under poor conditions and are less educated. Early married children often drop out of school in order to do household duties or to find less-paying jobs (UNICEF, 2018).

Comparing Botswana and India's Policy on Pregnant Learners and Child Marriage

The meaning of a dropout varies from one state to another in India (Chikravarti & Ashutosh, 2021). Chikravarti and Ashutosh posit that some in some states a dropout is considered a student who absconded without explaining their absence for a period of 3 months, a month for some states or seven days for some on the contrary, a dropout is a student who has not registered for their program.

India owns a policy known as the Programme of Action (POA) that generally advocates for women's equality for social justice in several ways including all educational institutions mandated at adopting to develop women through programs, training all teachers to be

women empowerment agents developed by different departments, development of gender and poverty sensitization programs for administrators and teacher education. POA aims at empowering women by developing their self-esteem and confidence, appreciating their contribution to the society, economy and policy making, developing in them the capacity to critical thinking, encouraging decision making through collaborative means, empowering them to make informed decisions in relation to health, education and employment, including them equally in decision making, and development processes, issuing knowledge and information for financial independence and providing access to legal literacy (Action, 1992). However, despite India owning this policy, there has been incidents where pregnant learners were denied the opportunity for taking their examinations (Chikravarti and Ashutosh, 2021). This raises the question of where is the pregnant learner inclusion? POA does not emphasize what or specifically state or elaborate the aspect of inclusion of a pregnant learner or the one challenged with marriage issues leading to some of these students absconding their studies. This should be perhaps one of the crucial points when we talk of inclusion and equity in education in India. This follows the fact that India is still faced with the challenge of early marriages. Chikravarti and Ashutosh further explained that early marriage usually results in students getting pregnant while at tertiary education. According to a most recent paper, pregnancy usually leads to a student discontinuing with her education due to health challenges faced by the pregnant woman. In most cases, these students discontinue their studies for a whole semester or year. In spite of pregnant learners encountering such problems, there has not been some guidelines, laws or policies stipulated by the government of India to guide institutions on how to approach and solve the issue. There is no university or school that offers facilities to cater for pregnant women who got married while studying (Chakravarti & Ashutosh).

On the contrary, initially, Botswana Education Act Section 34 (1) mandated a pregnant learner to withdraw from school and be readmitted by another school besides the former school after one calendar year preceding the approval of the minister, which the Ministry of Education adopted as a policy for pregnant students (Molosiwa & Moswela, 2012). Section 34(3) and 4 stipulated that the learner is not allowed to write an examination while pregnant until 6 months elapses past the end of the pregnancy. Upon her re-admission, there were some conditions to be considered like availability of space and other conditions were left to the admitting school to decide. Section 34 has been amended though directives from the Ministry of Education. Although the amendememts have not been indicated in the section, they are strictly followed in all education institutuons with sensitivity and precision. Pregnant students are allowed to attend classes and lectures to the last date of writing their examinations as their choice. Those who wish to withdraw and re-enter the next academic year have a choice to do that. In secondary schools, in case the learner is heavily pregnant, special treatment is given to them for the successful completion of their cerificate. They are transported from their homes to examination rooms

by the institutions' vehicle. Their examinations are administered in a separate room/class or building which is conducive for their condition. Those that are admitted can write their examination while at the hospital. They remain under the care of the pastoral office. The Botswana policy on pregnant students allows them to return to school after giving birth. Botswana formulated this policy in order to ensure that there is education continuity for girls and students are not discriminated due to pregnancy or marital status. The country wanted to assure equality in education between male and female students. Botswana formulated this policy with the mandate of reducing school dropouts due to pregnancy or marriage. Another reason for formulating this policy was that Botswana recognises an educated population makes a contribution to the socio-economic development of a nation, therefore supporting pregnant students to complete their studies without discriminating them would be a way of building an educated nation. The major goals of this policy is to reduce students' dropout rates due to pregnancy, promote gender equality in the education system, provide psycho-social support, create an inclusive and safe learning environment for those students, and to educate students about reproductive health, and responsibilities to preventing unwanted pregnancies. The policy is strictly followed in learning institutions, and so far there has not been any recorded cases where affected students' rights to continue with their studies were violated due to pregnancy or marriage. Initially, pregnant school learners were not allowed to write an examination while pregnant until 6 months elapses past the end of the pregnancy, the policy was amended so that the learners could have a decide whether to sit for an examination or not. Each secondary school has a pastoral office and the guidance and counselling office. The pastoral office together with the guidance and counselling office care for the psycho-social needs of the students. These two offices investigate cases of students dropouts and try to bring back students who drop out through follow ups, referral to social workers, and other measures that the guidance and counseling would have implemented.

The Botswana policy on pregnant and married learners is promotes National Development Goals, which in turn promote Sustainable Development Goals in the following ways; by allowing pregnant learners to continue with their studies, educational attainment is achieved. Gender equity is promoted through the policy. The Botswana Vision 2036 is mandated at producing nation that are more knowledgeable, inclusive, and high income generating. The National Development Plan (NDP 11) aims at promoting gender inequalities. The Policy assures that pregnant and married learners complete their studies without being discriminated. The policy supports SDG 4 by ensuring that there is equitable and inclusive education. The policy promotes gender equality by assuring that pregnant and married learners continue with their education without discrimination. Re-admission supports the SDG 10 through assuring that inequality is reduced in the education system of Botswana.

Theoretical Framework

The study adopted a liberal feminism theory, inclusive education theory and equity. Liberal feminism theory advocates for gender equality, empowerment and liberty. It argues that women should have power and liberty to choose to live a kind life they choose (Priyadharshini et al., 2021). Liberal feminism's core ideology is to promote gender equality to every opportunity at a broader picture in education. It strives to end any form of discrimination and advocates for legal rights between males and females. It argues for education to be used as a crucial instrument for social reformation. Razer et al. (2013 as cited in Argemí-Baldich et al., 2022) posits that education is one of the major social inclusion during adolescence and childhood. Barriers can be social, physical, educational or psychological. The principle of equitable education should not only be confined with dealing with equality in education, instead, equity to education core mandate should be grounded on social justice rather than equality alone.

In the last three decades, the starting point of equity to education is to acknowledge that inequality exists in the education system and should be addressed (Castelli et al., 2012). Obiakor (2011) argues that factors that promote successful inclusion in education include competent leadership that supports inclusion, strong state policies that support inclusive initiatives and programs, professionals that support inclusive education especially supervisors and teachers, availability of infrastructure and resources. In the last four decades, more holistic concepts on social justice have been discovered. These newly discovered aspects include cultural aspects that condone exclusion on the basis of race and gender (Polat, 2011)

Definitions of Keywords

Dropout

A learner who has absconded studying before graduation or completion of a course with the intention of not returning (Molosiwa & Moswela, 2012).

Inclusion

Ensuring equity in education by empowering the role of the education system in all dimensions through participation, achievement and access by all learners (Inclusion, n.d.).

Equity

Establishment of fairness in education for all learners so that education for all learners is equally important (Inclusion, n.d.).

Tools and Methods

The study adopted a purposive descriptive survey to administer an open-ended one on one and telephone interview to the principal, director, registrars, and managers in

Botswana and India. The initial ideal method included an interview with victims of teenage pregnancy and dropouts from tertiary education which was impossible since they were difficult to find. Semi structured interview was administered to the registrar in one university and to one college and to two principals in 2 colleges in Kolhapur City, Maharashtra. The same interview was administered to 2 college managers and one university director and the vice chancellor one university in Maun, North-West region, Botswana (Southern- Africa). In the case of Botswana interviews were conducted through WhatsApp call. Responses were read three times to discover the dominating trends in similarities and differences of ideas, topics and views between respondents (thematic analysis). This was to determine participants' knowledge and experiences. The final themes were linked for analysis and hypothesis for formulation for future studies.

Data Analysis and Presentation

What is done in tertiary institutions to assist pregnant women and married women to successfully complete their studies

1. Does your institution keep record of those who discontinue or quit their studies for marriage or pregnancy reasons?
2. Are pregnant students mandated to physically sign every day for physical attendance of lectures?
3. After how long is a pregnant woman or a married woman considered a dropout?
4. Do you have facilities and resources in your institution like vehicles that assist pregnant women in times of need.
5. Does the institution track back students who quit due to pregnancy or marriage commitments or issues?
6. Does the institution make special arrangements for pregnant learners and those who have issues related their marriage to successfully complete their studies?
7. Is there any policy that guides the institution on how to deal with pregnant learners and those with issues related to their marriage?
8. What are strategies used by the institution to help pregnant learners and those facing problems related to their marriages to learn effectively and complete their studies?
9. Which evaluation indicators does the institution use to measure the effectiveness of the strategies used?
10. What are the rules guiding the institution on how to approach issues related to pregnancy of a learner and the one facing marriage challenges?

Data Presentation and Analysis

Table 1: What is done in tertiary institutions to assist pregnant women and married women to successfully complete their studies

i) India

Ref.	Question	Participants		
		Registrar Shivaji University	Principal Rajaram College	Registrar CSIBER College
1	Does your institution keep record of those who discontinue or quit their studies for marriage or pregnancy reasons?	No, we do not have such records but generally, female students' drop out is a serious concern mainly due to marriage issues or pregnancy and other issues. The reason they usually discontinue with their studies is because some parents do not want to keep their daughters away from them when they are pregnant or married.	No, we do not keep those records.	No, we do not have those.
2	Are pregnant students mandated to physically sign every day for physical attendance of lectures?	They are not mandated to sign for physical attendance since they may have health issues and may not be able to physically attend lectures.	We rarely have cases of pregnant women because this young generation knows how to prevent pregnancy. Yes, they should attend physical classes.	Yes. They are mandated to sign just like any other students since every student should have 70% attendance in order to sit for examinations.

3	After how long is a pregnant woman or a married woman considered a dropout?	After a semester	After a semester	After a semester
4	Do you have facilities and resources in your institution like vehicles that assist pregnant women when they need assistance?	We have enough hostels and we make sure that no female student is disadvantaged from learning because of lack of accommodation. We also have a doctor at the health Centre who stays nearby the health Centre in case of some emergencies	We don't have such facilities since we have rare cases of pregnant students and there is no need to have those facilities in the college.	We have an institution 'vehicle that can be used in case they need assistance. We also have a daycare Centre that accommodates babies from four months old in case the parent wants to send the baby to the daycare so that she continues with her studies.
5	Does the institution track back students who quit due to pregnancy or marriage commitments or issues?	Yes. The Head of Department makes a follow up. We also have a team of female students from the National Service Scheme from who provide social support to other female students.	It is upon the students' lectures to decide since they are the ones who interact with their students.	Yes, the Head of Department make a follow up to make an enquiry of what transpired. There is also a team of female students from NSS who assist making a follow up by physically visiting students' homes.

6	Does the institution make special arrangements for pregnant learners and those who have issues related their marriage to successfully complete their studies?	A pregnant or married learner who is facing health or social problems can be exempted from writing an examination and a special arrangement be made for her.	It is upon those students' lectures to decide.	If a pregnant or married woman encounters some health or psycho social problems and they quit their studies, the Head of Department will make a follow up to find out what transpired. In case the problem is prolonged, special arrangements can be made through the joined discretion by the director, HOD and counsellor
7	Is there any policy that guides the institution on how to deal with pregnant learners and those with issues related to their marriage?	No	No because if it happens that one student get pregnant, they simply drop out.	Yes, our HoDs attend to workshops that informs us on how to deal with such issues and they sensitize relevant staff on such information.
8	What are strategies used by the institution to help pregnant learners and those	Students can do their courses through distance learning mode	It is upon those student's lectures decide.	Learners can do courses through

	facing problems related to their marriages to learn effectively and complete their studies?			distance learning mode.
9	Which evaluation indicators does the institution use to measure the effectiveness of the strategies used?	Female enrolment for post graduate courses is always higher than males' and the number of females who graduate is always higher.	We do not have those.	We don't have any evaluation indicators because we treat male and female students the same.
10	What are the rules guiding the institution on how to approach issues related to pregnancy of a learner and the one facing marriage challenges?	We do not have any rules.	We don't have them.	There are no rules.

From the interview responses the following emerged from open coding;

no record, health issues, rare cases of pregnancy, examination expectations, after a semester, enough accommodation for female students, availability of university doctor, no use for facilities, day care center, follow up by HOD, National Service Scheme Team follow up, lectures' discretions, special arrangement, lecture's decisions, HoD, director and guidance and counsellor discretions, drop out, workshop attendance by HoD and distance learning mode.

The above open codes were grouped as below:

Table 2: What is done in tertiary institutions to assist pregnant women and married women to successfully complete their studies

Leadership skills	Insignificance	Institutional program requirements	Support system	Management discretions	Internal arrangements
no record	rare cases of dropout due to pregnancy	exam expectations	Enough accommodation for girls	HoD follow up	National service

					scheme follow up
no need for facilities		after semester	a University doctor	Lectures' discretions	Workshop attendance by HoDs
drop out			Day care center		Health issues

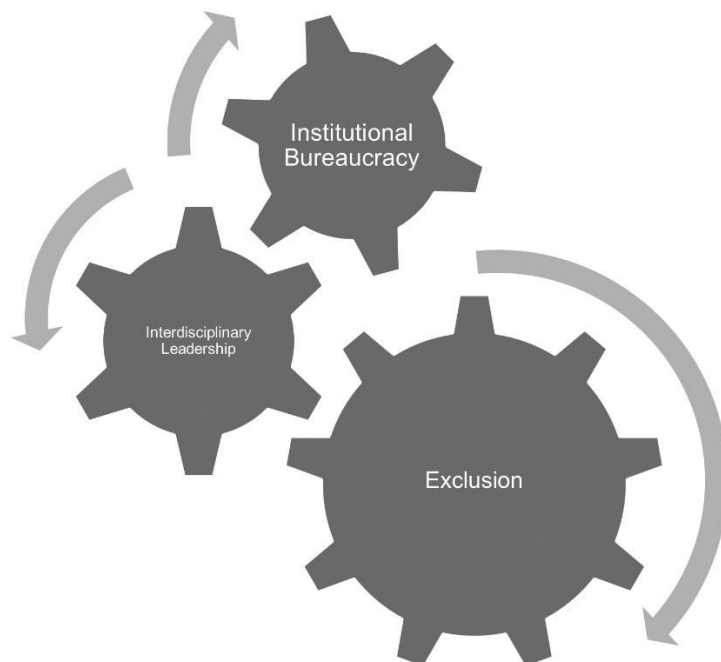
The above themes were categorized as below:

Table 3: What is done in tertiary institutions to assist pregnant and married women to successfully complete their studies

Interdisciplinary leadership	Institutional bureaucracy	exclusion
Support system	Internal arrangements requirements	insignificance
Leadership discretion	Institutional program requirements	

From the final categorization of themes, a theory was deduced. It implicates that institutional bureaucracy, and interdisciplinary leadership should connect in order to allow inclusion of pregnant and married learners. If there is a gap between the former and the latter, it can lead exclusion.

Illustration 1: Inclusion and Equity theory for pregnant and married female learners



ii) Botswana

Table 4: What is done in tertiary institutions to assist pregnant and married women to successfully complete their studies?

Question	Botswana Open University Director	Gaborone Institute of Professional Studies Manager	Ba Isago College Academic Manager
Does your institution keep record of those who discontinue or quit their studies for marriage or pregnancy reasons?	Yes.	Yes, not only for those but we never had any instance where a student had to quit because of pregnancy or marriage issues for the past 10 years.	Yes. We keep record of every student who quits and reasons for quitting. They also have to be submitted with the sponsoring department.
Are pregnant students mandated to physically sign every day for physical attendance of lectures?	No because we are a distance learning institution and our institution was designed to cater for learners who are unable to physically attend lectures or classes for various reasons.	Yes, students sign of physical lectures attendance for record keeping since it has to be submitted at the Department of Tertiary Education	Yes. Pregnant students sign for physical lectures internal processes. However, they are exempted from signing in case they have some problems approved by the doctor or a professional.
After how long is a pregnant woman or a married woman considered a dropout?	For our institution there is none.	It is after semester but only under normal circumstances.	It is after a semester or when they don't have their continuous assessment, but we have never had any instance for the past 10 years of

			a woman quitting her studies because of pregnancy or marriage issues.
Do you have facilities and resources in your institution like vehicles that assist pregnant women when they need assistance?	We do not have facilities specifically designed for pregnant learners since we operate on distance learning mode. However, the institution has vehicles that can be used	We do not have them.	Yes, we have rest rooms with beds where they can rest when tired and institution vehicles that can take them in times of emergencies.
Does the institution track back students who quit due to pregnancy or marriage commitments or issues?	Yes, we track them back since we keep record of learner profiles and all the challenges they face.	Yes, we would track them in case we had them but we have never had a case where a student quit because of pregnancy or marriage issues.	Yes, we have a strong support system therefore we had never had any student quit because of pregnancy or marriage issues for the past 10 years. We make follow ups and refer to students to social workers when they need psycho-social support.
Does the institution make special arrangements for pregnant learners and those who have issues related their marriage to	Yes, we make special arrangements for them since we keep learner	Yes, if a pregnant student is admitted at the time of	Yes, we make special arrangements in case the student could not write

successfully complete their studies?	profile of each learner	examination writing, an invigilator administers an examination to her at the hospital when she is fit to take an exam.	due to health or psycho-social reasons. However, examination is administered only in our institution in the classroom.
Is there any policy that guides the institution on how to deal with pregnant learners and those with issues related to their marriage?	Yes, we have the Learner Circumstances Policy which looks at the barriers that students face in completing their studies. We make special arrangements for those students that are facing whatever challenges so that they can manage to complete.	Yes, we have the student welfare policy that deals with psycho-social and general welfare of the students.	Yes, we have a policy known as the student welfare policy which guides us on how to deal with different issues.
What are strategies used by the institution to help pregnant learners and those facing problems related to their marriages to learn effectively and complete their studies?	We have the course duration extension for those who are not able to complete it within the stipulated time. We issue laptops to Master of Education Students since	Examination can be administered in hospitals for them to complete well on time just like any other student.	We do not have a culture of stigmatizing pregnant learners. We also have a strong psycho-social supporting system.

	most learning activities and arrangements are done online.		
Which evaluation indicators does the institution use to measure the effectiveness of the strategies used?	Retention rate	Retention rate	Retention rate
What are the rules guiding the institution on how to approach issues related to pregnancy of a learner and the one facing marriage challenges?	All students who drop out should be followed. No student should be disadvantaged from learning because of geographical location, that is why we move to their central places to deliver lectures for easy access for those in rural areas.	We do not have rules except that we follow our policy that has been derived from the national policy.	We do not have rule per se, we have a policy that guides us on how to approach such issues. We benchmarked from other institutions, and it is guided by the national policy. We comply to it.

From interview above, responses were open coded thus record keeping, record submission, reasons for quitting, under normal circumstances, absence of continuous assessment, after a semester, rest rooms, institution vehicles, learner profiling, learner tracking, 10 years 0% drop out rate, hostel examination administration, special arrangement, learner circumstance policy, student welfare policy, course duration extension, no stigma, issuing of laptops, learner circumstance policy, student welfare policy, retention rate, decentralization of services, benchmarking, national policy guidance The above codes were grouped as below:

Table 5: What is done in tertiary institutions to assist pregnant and married women to successfully complete their studies

Data management	Support resources	Internal arrangements	Management support system	Connectedness	Institutional beau acracy
Record keeping	Rest rooms	Hospital examination	Learner profiling	Benchmarking	

Record submission	Institution vehicles	Course examination extension	Learner tracking	National policy compliance	Absence of a continuous assessment
Reasons for quitting	Issuing of laptops	Learner circumstance policy	10 years 0% dropout rate		After a semester
		Decentralization of services	Special arrangement		Under normal circumstances

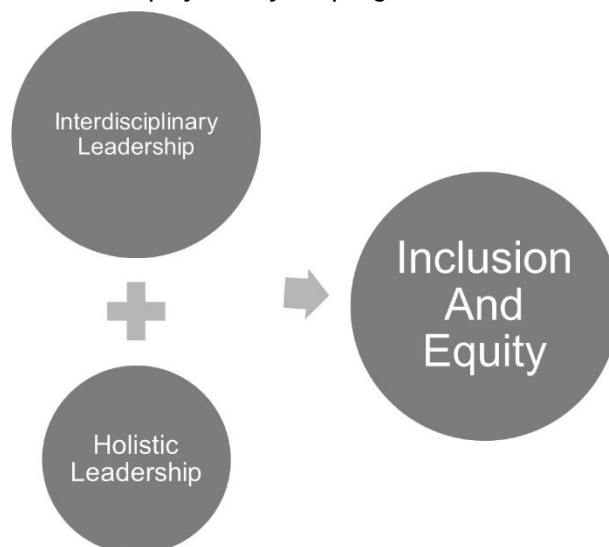
The above themes were categorized as follows:

Table 6: What is done in tertiary institutions to assist pregnant and married women to successfully complete their studies

Holistic Leadership	Interdisciplinary Leadership
Data Management	Connectedness
Internal Arrangements	Institutional Bureaucracy
Support Resources	
Management System	

From the above grouped themes coined a theory in leadership, implicating that inclusion and equity for pregnant and married learners calls for holistic and interdisciplinary leadership that connects all internal and national policy and processes in assisting pregnant and married learners to successfully complete their studies.

Illustration 2: Inclusion and Equity theory for pregnant and married learners



A comparison of Botswana and India Education policies regarding pregnant students and married students.

From the findings, both documentary and primary data; the legal system of Botswana and the policy related pregnant and married women is interconnected hence institutions draw from it. On the contrary, there is no law that stipulates what to be done concerning pregnant learners. For this reason, there are some disparities on how pregnant learners are treated in different institutions in India. The way the court of justice usually handles cases of students' injustice by universities varies since there is no law that guides court decisions (Chikravarti and Ashutosh, 2021). Record keeping like retention numbers or rate and learner profiles are crucial to see the progress of the inclusivity female learners.

Study Implications and Major Findings

1. In absence of a legal structure and policy mandated at promoting equity and policy for pregnant and married learners, some injustice might be experienced by those learners through management.
2. The study questions if there is a significant relationship between leadership skills and retention of students. For this reason, such a study needs to be conducted.

Recommendations

1. Equity and inclusivity of pregnant and married students at tertiary level needs to be included in the legal system.
2. A supplementary policy that addresses pregnant and married learners' issues at tertiary level needs to be considered.
3. Management in universities should familiarize themselves with policies in order to take well informed steps concerning pregnant and married learners' issues.

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**UN/COMMON SCHOOLING: EDUCATIONAL
EXPERIMENTS IN TWENTIETH CENTURY INDIA by
Edited by Janaki Nair** *Orient BlackSwan, 2022, 296 pp.,
INR 1145.00*

Book Review: What Constitutes Alternative Schooling? By Alka Behari

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Mainstream education in a society as stratified and diverse as ours finds it often difficult to reach children of geographically remote and socially marginalized communities. Alternative structures and processes of schooling outside the mainstream system assume significance in their endeavour to find effective and sustainable ways of providing access to these children and also an opportunity for them to participate in a process of education which promises acceptable equality. The alternative schooling strategies under DPEP did focus on some progressive ideas of education in terms of flexibility of structure, duration, curriculum and pedagogy, but brought in a cadre of para teachers which goes against the very tenets of a good education system. As Shyam Menon writes in the Foreword of the CIE (2004) study, 'admittedly alternative schooling evoked a major debate on quality, the states and the country's responsibilities in education and particularly the whole issue of para teachers.

The book *Un/Common Schooling* presents case studies of alternative schooling which transform the lives of children, particularly those from the most underprivileged conditions who either have never been to school or have dropped out of the formal school system. The cases present unique and alternative ways, differing from the existing rigid structure, which is insensitive to the learner, and the processes and practices of the formal system. The cover of the book and the photographs catch the eye of the reader. They give a glimpse of the teachers' and students' engagement in the process of learning. The book is presented in three parts. Part, One focuses upon 'Reflections on Alternative Education' by three educational practitioners, on the Tilak Nagar Children's Centre,

Karnataka, by KT Margaret, the Sita School, Karnataka by Jane H Sahi and Eklavya's work, Madhya Pradesh by Rashmi Paliwal. Part Two comprises 'Experiments' undertaken particularly in a rural setup and includes narrative accounts of practices in Tagore's Sriniketan by Pradip Kumar Datta, Vikasana by MC Malathi and Kanavu by Shirly Joseph. Part Three includes essays based on life histories that were collected as part of an Oral History Project sponsored under the Transnational Research Group (TRG) of the German Historical Institute of London, and also an alternative education workshop. It consists of narratives of KN Sunandan, Shivangi Jaiswal and Megha Sharma. The concluding piece is by Nair on Un/Common Schooling based primarily upon Dalit autobiographies. Each of the ten essays demonstrates a vision of alternative education in our country. It offers a reflective account of how different institutions were built and delved into providing innovative approaches to learning and institution building.

The introduction by Nair poses several pertinent issues or questions which motivate the reader and keep her/him engaged. These are broadly described in subsections such as, 'What were alternative schools an alternative to?', 'What made alternative schools possible?', 'Alternatives to education and an ethics of care?', 'What form can alternative schools take today?', taking stock of alternatives in education. In the very beginning, Nair questions the alternative as an alternative to what? As highlighted by Koerrenz et al (2018), the alternative element of alternative schooling refers to a difference that can change schooling in general and the impact of schooling on society in particular. Alternative schooling is not just about making a difference in a formal way, but about doing something better to improve schooling.

On closer examination, it is seen that the focus in the book is on both the dimensions of the alternative, one that offers a choice to the conventional education provided by state-run schools to the other that builds on a system of education which contributes to the vision of equity, justice, democracy and inclusion as ideals enshrined in our Constitution. A lucid description followed by discussion on several common themes is seen to run across the different essays, and may be elucidated as follows: teaching-learning processes and practices, the place of the community, teacher training, innovative practices, the notion of alternative, the issue of replicability, and ideas that complement and facilitate learning such as ethics, care and support. Aspects of networking and censorship also find a place in the text.

Teaching-learning includes flexibility in pedagogy and curriculum, notions of learning and unlearning the role of the teacher, student and the family. The view of a teacher as one who cares for children/learners, understands them within their social, cultural and political context, views learning as a search for meaning out of personal experiences of her learners, creates conducive conditions for each learner in respect of the kind, pace and styles of learning, and views knowledge generation as a continuously evolving process of

reflective learning. The view of the learner which the essays echo is that of an individual with a unique potential and living in a socio-cultural context, who is more than a mere psychological entity. These ideas related to teaching-learning, the learner, the teacher, the curriculum and pedagogy come very close to the paradigm shift which is discussed in the National Curriculum Framework, 2005. Many characteristics of alternative schools as articulated by Vittachi (2007) are shared in the essays. An emphasis on an individualized approach to education and learning and according to equal respect to all children is evident. Most prominently, an integration of children with mixed abilities and or different socio-economic groups and even mixed ages in the classroom are highlighted. The learning process is experiential and interest-based rather than focused only upon textbooks/teacher-dominated lessons. The curriculum interlinks different disciplines enabling children to see interconnections across various aspects of learning.

Other themes prevalent in the essays include efforts at establishing theory-practice linkages in the classroom (as emphasized in Sriniketan) and learning and unlearning of all which had been learnt earlier in teacher training (as observed in Neel Bagh). Gaining the support of parents was crucial. However, the essays bring out a point of concern: the realization of the parents that they were sending their children to alternative centres more because the quality of education provided there was better came rather late! What had appealed to them initially was the fact that these centres were free of cost and ensured the safety of their girl child.

Themes also evident in the narratives are Ethics and the Politics of Care. The figure of a Caring Teacher emerges as a common factor in some narratives. Nonetheless, what strikingly came out in the discussion was the possibility of this figure becoming a benevolent and patronizing figure of authority. It was considered to be real. In fact, this revelation in the book tends to corroborate recent research, such as Hassan (2008) and others in the field of Teacher Education, which present a critique on the preparation of a caring teacher for our future schools. Another dimension discussed in the book is the place of Language. The preference of English by many parents and the community over their own mother tongue is highlighted. English is viewed not just as a language but a judicial/ legal apparatus, a political system, a semiotics of modernity, and more beyond. As regards the issue of Replicability, it has been clearly articulated that this was not the interest of the practitioners, so it has not been elaborated upon. In any case, as Nair remarks, these experiments pursued by inspired individuals, who were able to channel their skills and interests as well as their cultural capital into schools run without government support. They were outsiders to the communities they served and were able to sustain their efforts largely through external financial aid and support. Hence, she asserts, there is impossibility of replicability on any large scale.

Some references to the Right to Education Act, 2009 have been made in the text pointing out as to how an initiative that started with an objective of bringing out progressive systemic changes became a roadblock for some unconventional efforts at individual level. This is being voiced in the light of the ruling that after the implementation of the Act, any school which is not registered by the state would be declared illegal. This ruling came as a setback to individuals who were working towards running alternative schools. A characteristic feature is that of networking among alternative education network centres. These serve as a great support system for the practitioners involved in times of stress, challenges, and as Joseph says, 'to buoy one up' during the phase of implementation. The views presented in the various essays complement each other and build upon each other's ideas. However, what stands out is Malathi's essay where she recommends that schools need to work with freedom from government control, parental influence and universalization. One may question the feasibility, the academic soundness and the desirability of creating such isolated islands of learning!

What is noteworthy is that each essay is presented as a critical reflective account of the experiment/life history or case thereby providing ample scope of understanding the vision, the merits, the challenges, the lessons to be learned and a look into the implications that this has for the future. It is remarkable that these have also been presented in some narratives as forms of self-censorship, which act as a window to view how learners made sense (later in life) of their experiences. Reading gaps in the narratives were also observed, which again became a source of deeper understanding of the lives of the learners. Many questions have been posed by the writers in each chapter, that question the success of their experiments and cases. However, very pertinently, Nair points out that these were the scarcely glimpsed promises of an alternative, for which terms like 'successes or 'failure' would be entirely inappropriate. It would be in place to appreciate the merit of this submission by the editor.

The book will serve as an invaluable resource for researchers and practitioners in the field of Education and Teacher Education and offers food for thought for policy initiatives. The existence of a Journal titled, Journal of Unschooling and Alternative Learning gives an indication of how, perhaps, the dissatisfaction with the present system of education is compelling educationalists, researchers and practitioners to explore alternative ways of learning and schooling. Moving further, it is significant to note that nowhere in the book is 'Unschooling' presented as an alternative.

The book assumes significance more so in the light of the National Education Policy (NEP), 2020 which gives greater importance to alternative forms of schooling in addressing the problems of dropout rates and ensuring universal access to education at all levels. It has strongly recommended to put in place alternative and innovative education centres in cooperation with civil society to bring back children into mainstream education.

As the book is a collection of writings by individuals who founded alternative schools in India located mostly in remote villages with little or no access to basic civic amenities, it may serve as an essential reading for all practitioners who wish to make an impact on teaching and learning in their school. For researchers in the field, the book offers valuable insights on Methodology and Design of Research. In fact, it would not be out of place to affirm that even teachers working in mainstream education can draw upon several dimensions of classroom processes as demonstrated in the essays, into their own classes. The review may aptly be concluded with these lines of Nair: 'The critical assessment of India's educational history in Krishna Kumar's Political Agenda of Education should leave us in no doubt that the necessity of thinking alternatives is no less urgent today than it was in the 1970s and 1980s. A record of these experiments, their achievements and failures alike, as attempted in this book, is just the inaugural step.' To this, as an educationist, one cannot agree more!

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