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New Education Policy And
NAAC ACCREDITATION PROCESS

Dr. Hina Patel
Dr. Sangeeta Acharya



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New Education Policy and NAAC Accreditation Process

**Dr. Hina Patel
Dr. Sangeeta Acharya**



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Distinctiveness and Situatedness of Higher Education Institutions

By

Dr. Hine M. Patel

Principal

Smt. M.M. Shah Mahila Arts College, Kadi

Abstract

The institutional distinctiveness can be defined as the vision of the institution. Generally, the vision of the institution is to empower and develop students and guide them into the pursuit of knowledge. The vision of the institute is mould the student and enabling them to become a better person. This paper will discuss various aspects which are taken by the institute to implement their vision and creating relevant tangible outcome from the vision. This paper will survey the implementation process distinctiveness and situatedness in the higher education in the India and furthermore, this paper provides an insight on the impact of the student of this educational approach.

The findings of paper are based on the secondary data based on the secondary the insights will be documented in this paper. Furthermore, this paper will use deductive approach to identify the relevant data which will enable the stakeholders to create more robust educational system and help the higher educational system to fulfill their vision more effective way.

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Introduction

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Introduction

The distinctiveness of the institutions can be considered as the vision of different higher education institutions. It has the ability to provide the proper guidance to the students and improve their career with the help of suitable knowledge. It becomes helpful to do the required changes in the education process of the students if required with the help of an educational system which is more robust. The main aim of this research is to understand the situatedness and the distinctiveness of high educational institutions. The situatedness indicates the current position of the higher education institutions on the basis of its environment, cultural and the social factors. This basically requires the help of proper technology in the education system which has the ability to provide proper information in the situation of the institutions so that they can try their best to develop their organizations. This paper basically discusses the different aspects of situatedness and distinctiveness of the higher educational institutions.

Literature Review

According to Hayes, 2020, Distinctiveness mainly refers to the vision of the higher educational institutions. The main goal of this distinctiveness is to develop the educational quality of the institutions. The proper vision of the institutions have the ability to identify any knowledge gap and types of education a student follows. It helps the higher education institutions to become successful in their vision in an effective way. This is because the proper vision helps the higher education institutions to guide their students in a proper way which has the ability to make students better and achieve their target in career. Distinctiveness helps the colleges to the universities to empower their students with the proper education which enables the students to be emotionally balanced, intellectually alert, socially committed, morally sound, spiritually oriented and culturally enriched. Hence higher education institutions try to implement some new technologies which have the ability to make their educational services better than previous situations. Institutions try to implement the "information and communication technology" facilities like the computers, LCD projectors, laptops, smart boards and the internet in their teach-

ing process to make the better understanding of the topic of the particular topic of different educational subjects in a proper way. CCTV has been installed by the institutions to ensure they give the proper focus on the vision of the classes of the institutions. It becomes helpful to monitor the classes and avoid any types of disturbances in the classes. The vision of the institutions on the requirements of the new technologies has the ability to develop the education process in a new way that can attract the attention of the students.

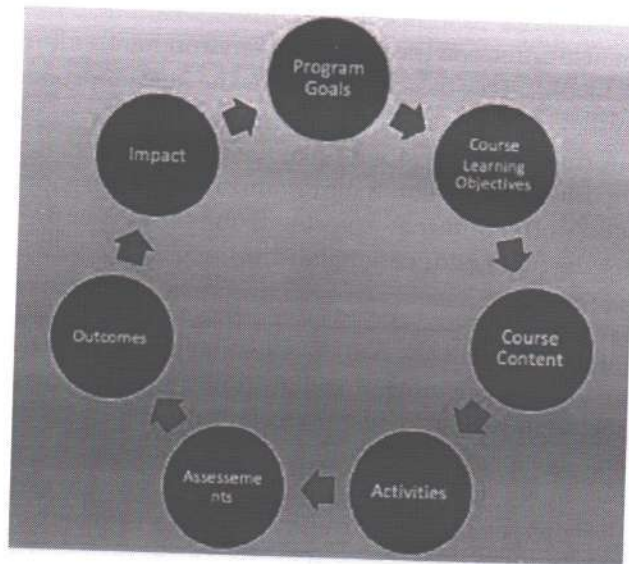


Figure 1: Institutional distinctiveness
 (Source: nmims.edu/institutional-distinctiveness)

The teaching process of the institutions with the help of LCD projectors, smart attracts the student's attention and helps the teachers to include new designs and highlight different important points of the topic. It becomes helpful to get better results from the students by giving extra effort in the education process of the professors. The use of the software in recording the attendance of the students has become helpful to send the instant messages to the parents of the absentees and ensure the presence of the students in the classes. It can develop the education process of

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the students with the help of the proper distinctiveness of the institutions. This distinctiveness becomes helpful to create the students centric education with the help of different innovative techniques of the institutions. Exploration of ability of various students through the projects, "teaching and learning process", class tests and presentations by the students become helpful to make the proper vision about the performance of the individual students. All of these processes have the ability to improve the situatedness of the institutions by developing the cultural, environmental and the social factors of the higher educational institutions. "Information and communication technology" has become very helpful to gather the information on the performances of the teachers or the professors of the organizations and the current rating of the institutions and read the comments of the experts about the organizations. This has the ability to provide a proper understanding of the institution's authority to focus on the required development in the organization and take the required steps on it.

According to Scott-Baumann, 2020, the situatedness of the higher educational institutions can be identified on the basis of the different three factors which are cultural, environmental and the social factors. The involvement of the distinctive or the proper vision and the implementation of new techniques of the teaching process with the help of ICT technology has the ability to improve the situatedness of the institutions. Different types of ICT technologies like the computers, LCD projectors, laptops, smart board, CCTV, etc. can improve the educational environment and the culture of the institutions. Hence these have the ability to ensure the powerful situatedness of the higher educational institutions. These advanced techniques in the education process of the institutions have the ability to establish a good image of the educational services of the institutions in the society. Beside these, the involvement of the distinctiveness with ICT technology become helpful to improve the results of the students and improve the ranking of the institutions. The proper vision with the help of CCTV technology avoids any kind of cheating in the examination hall and monitors the performance of individuals in a proper way. The involvement of technology in the checking process of the answer sheets

of students ensures that the students will get the number only on the basis of their effort by avoiding any biased nature of any professor. The vision is applicable for the teacher performances in the classroom with the help of CCTV so that they can try to provide their better service.

Situatedness basically indicates the position of different institutions according to their educational culture, environment and the social factors. The proper vision of the high educational institutions can include the good infrastructure of the institutions, staff who are well qualified, computer labs, laboratories which are well equipped, e-library, extracurricular facilities, etc. With the help of distinctiveness, institutions are committed to provide the ambience of innovation, creativity and better learning experiences which are very much required to develop the performances of the students with the help of a better education system.

Material and Methodology

This research basically focuses on the secondary method to develop the different stages of the research. This research basically focuses on the recollections of the second data to find the result and discuss the topic appropriately. The qualitative data is collected by the researcher through the different websites, various articles of the journals of the experts, newspapers, transcripts, books etc. The data which are collected from the different secondary sources become helpful for the researcher to understand the situatedness and the distinctiveness of the higher educational institutions.

But the researcher need to choose the appropriate data which are relevant to the research topic and has the ability to support the development of the research in a proper way. Hence the researcher prefers to use the deductive approach to collect the secondary data. This approach basically focuses on the analysis of the data which are collected from the secondary sources. The accurate analysis through this deductive approach becomes helpful to use the proper qualitative data. This approach has the ability to identify the proper data that can prove the information on the strong educational system in the distinctiveness and situatedness of the institutions to create a robust service of the institutions.

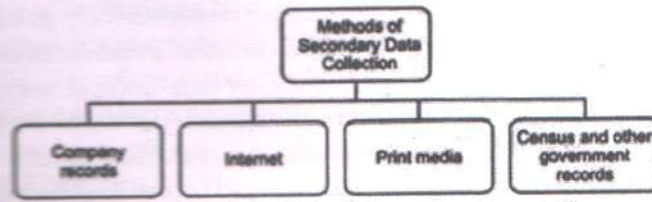


Figure 2: Secondary data collection method

(Source: <https://www.economicdiscussion.net/demand-forecasting/data-collection-for-demand>)

It becomes helpful to fulfill the research criteria properly by providing the proper understanding of the position and the vision of the institutions. The researcher follows all the rules and the regulations of the "research ethics committee" to collect the data and avoid any types of data breaching, malfunctioning to collect the data (Simmonds and Le Grange, 2019). The researcher only collects the data which are available in the secondary sources and the deductive approach becomes helpful to deduct the unnecessary data from the research process. Hence the researcher becomes successful to improve the research with the help of necessary data only.

Results and Discussion

Growth in the Number of Universities

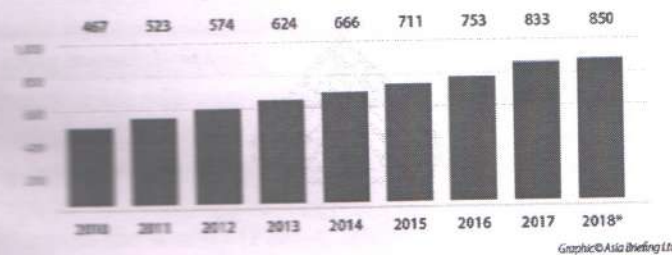


Figure 3: Growth of Indian higher education due to proper distinctiveness

(Source: india-briefing.com/news/investing-indias-higher-education-sector)

The results of the situatedness and the distinctiveness of the higher educational institutions are moreover very good. The proper vision of the different higher education institutions on their students' performances and teaching services become very helpful to improve both the performances of the students and the teaching services of the professors (Ghatole and Dahikar, 2021). With the help of proper vision, authorities of the institutions become successful in examining the knowledge gap of the students and also the learning process of the students. This becomes helpful for the institutions to implement the new techniques and the better services in their teaching process. Institutions try to conduct the examination under the CCTV monitoring process and use the software systems to check the answer sheets of the students and send the messages instantly to the parents of the absentees. All these types of techniques in the vision of the institutions have the ability to avoid the cheating in the examination, increase the effort of the students and their attendance by they become able to give better performances and provide the accurate number to the students from the examination (Lukeš Rybanská and Spalová, 2021). Different numbers of individuals through the proper visualization of the institutions can provide better understanding to set which students need the development in which sections. So, distinctiveness has the ability to provide better service and this research can establish a good result with the help of secondary data on the situatedness and distinctiveness of the higher education institutions. It basically helps the students a lot to become a very good person in life.

Institutions	2008	2016	Increase	Increase percentage
Central Universities	25	47	22	88%
State Universities	228	345	117	51%
State Private Universities	14	235	221	1579%
Institutions Deemed To Be Universities	103	123	20	19%
Total	370	750	380	103%
Colleges	23,206	41,435	18,229	79%

Table 1: Increasing in number of higher secondary institution from 2016 to 2018

The above figure shows the growth of higher education institutions of India from 2008 to 2016. It is clearly shown that the number of institutions have been increased significantly. The total number of universities in 2008 was 370 but in 2016, the number was 750. Therefore rapid growth in the number of universities has been observed. Similar cases are observed for the colleges also. The number of colleges in India in 2008 and 2016 were 23,206 and 41,435. Therefore, it is clearly observed that for the benefit of students the government of India is trying to increase the number of colleges and universities.

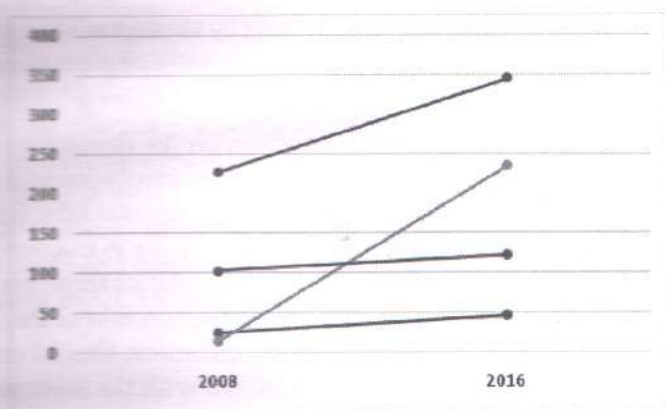


Figure 5: Graphical representation of increased colleges and universities of India from 2008 to 2016

(Source: Self-created in MS-excel)

Vision of the institutions on the teaching services became successful to implement new technology like ICT which includes LCD projectors, laptops, smart board, CCTV, internet, etc. to provide better understanding on any subject and get feedback from students to guide them in the learning issues. These technologies ensure better results in the situatedness of the institutions by developing the educational culture, environment and creating a positive image in the society (Pearce, 2020). Proper distinctiveness of institutions can improve the results of the students by ensuring the proper attention of the students in the teaching process by monitoring CCTV images and by doing a performance analysis of

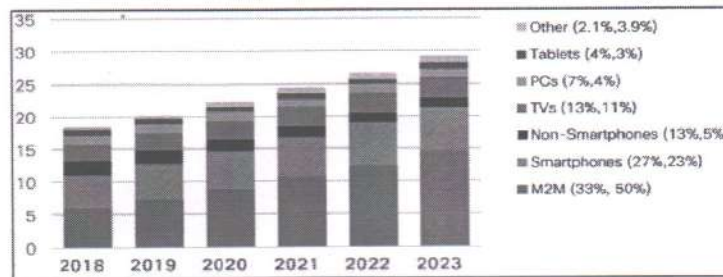


Figure 5: *Different ICT technologies used by the higher educational institutions to improve their situations and distinctiveness*
 (Source: mdpi.com/2076-3417/11/9/4111/htm)

A proper vision of the institutions on the development of the educational services also increases the involvement of the institution's authority to include better experimental labs, laboratories with sufficient books, well-built spaces for extracurricular activities and its classes in the institutions. All of these become effective to get the best result from the distinctiveness of the organizations (Mekdach, 2020). But the organizations should ensure that the students are not so much engaged with the laptops and internet that are used to advance the education process as it can harm their future and their performance.

Conclusion and Future scope

In the above topic of the "distinctiveness and situatedness of higher education institutions", there are the explanations on the literature review, methodology and material, result and the discussion of the situatedness and the distinctiveness of the higher educational institutions. Distinctiveness indicates the proper vision of the institutes to identify any knowledge gap and types of education a student follows to provide the proper guidance to the students for improving their career with the help of proper teaching services. The situatedness indicates the current position of the higher education institutions on the basis of its environment, cultural and the social factors. ICT technology becomes preferable

by the experts to develop both of these approaches. The deductive approach in the secondary data collection becomes helpful to understand these things properly and improve the research stages. Distinctiveness and the situatedness of institutions with the help of advanced techniques, services and technologies have a very good future to examine and guide the students properly. These will become helpful to make a powerful position of the institutions in the society by developing required education, culture and the environment in the institutions. Hence, both of these have the efficiency to create a better future for the institutions.

Recommendations

The organizations need to set their vision that students are not involved so much with the internet and laptops which are used in the education process and do not take the disadvantages for these technologies. It can harm their future and their performance but the proper distinctiveness of the institutions can reduce these things by properly doing the performance analysis of the students and ensuring the proper attention of the students in the classes by CCTV monitoring process.

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NAAC Accredited "B" Grade (CGPA-2.48)

OPP. N. C. DESAI PETROL PUMP, KADI - 382715

24th September - 2022

Certificate

This is to certify that Dr./Mr./Mrs./Ms. Hima M. Patel
of Maniben M. P. Shah Mahila Arts College, Kadi has participated in the One Day
National Level Seminar on "New Education Policy and NAAC Accreditation Process" on
24-09-2022 and Presented Paper on Distinctiveness & Situatedness of Higher
Education Institution.

S. C. Acharya
Dr. S. C. Acharya
IQAC Coordinator

H. M. Patel
Dr. Hima M. Patel
Principal



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The Importance of Outcome-Based Education (OBE) in a Modern Educational Set Up: A Transformation in Education

By

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Abstract

This study examines the understanding of Outcome-Based Education among Indian university's higher education institutions' faculty members. The world is experiencing various transitions at a lightning pace, be it in education or any other fields. In a rapidly changing time like this; the demand for skilled person/s are extremely high. The new world requires new thinking, new skill, and new qualifications. This makes Outcome-Based Education (OBE) all the more critical. As a leading education institution, one can drive the change with Curriculum Design, Curriculum Delivery, and Assessments based on the Washington Accord principles. Outcome-Based Education reforms emphasizes setting clear standards for observable and measurable outcomes. Many educational institutions in countries like the Philippines, Malaysia and India

are implementing OBE for their universities. Outcome-based Education can be achieved in true spirit by Knowledge, Skill and Attitudes of Students aligned to achieve observable, measurable learning outcomes in real-time. The National Education Policy 2020 implemented in India (NEP 2020) is propagating the use of technology to deliver multi-disciplinary education based on the concept of blended learning.

Outcome-based education (OBE) means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. We are challenged to boost standards of student performance substantially, especially among those who in the past were least successful as a result, outcome-based education is now considered by many people, both educators and citizens of the Country. The findings of paper are based on the secondary data based on the secondary the insights will be documented in this paper. Furthermore, this paper will use deductive approach to identify the relevant data which will enable the stakeholders to create more robust educational system and help the higher educational system to fulfill their vision more effective way.

“Outcome-based does not mean curriculum based with outcomes sprinkled on top. It is a transformational way of doing business in education.”
- William Spady

INTRODUCTION

Outcome-based education (OBE) means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. The world is experiencing various transitions at a lightning pace, be it in education or any other fields. In a rapidly changing time like this; the demand for skilled person/s are extremely high. We are challenged to boost standards of student performance substantially, especially among those who in the past were least successful. What students are expected to learn and redesign the system to make sure they have maximum opportunity to learn it. Most professional educators are familiar with

that general principle, it is inherent in a well-established formula for planning curricula. (Ralph Tyler).

The fact is schools do not operate in accord with that common-sense principle. Yes, schools have goals and objectives, and teachers and principals work very hard within existing constraints to foster student learning. But in recent years, as educators and political leaders sought common ground and began to lay the foundation for an outcome-based system, it became clear that such a system is necessarily very different from the one we know so well. (Ralph Tyler).

Within this current frame of challenges, which is driven by socio-cultural, socio-economic and demographic changes, institutions must increase their competitiveness by improving the given choice in a competitive world. Outcome-Based Education helps prepare graduates to this end by combining hyper-specialized knowledge with dynamic and cross-sectional capabilities, through revolutionizing curriculums. Among those who recognized that a system truly based on outcomes requires modification of some conventional practices; as a result, outcome-based education is now considered by many people, both educators and citizens (including students).

What has been lacking is a clear, thoughtful interpretation of what Outcome -Based Education really is, why it is needed, and how it operates. As per B. Spady's analysis, his discussion is highly readable, coherent, and convincing. As per Spady - If we really want all students to learn, we must redesign the system of schooling. As per "King Solomon"; as it stands true today, as it did over 3,000 years ago: "He who answers a matter before hearing the whole of it - is a fool."

OBJECTIVES

1. *The drawbacks of Traditional Education Systems*
2. *The meaning and importance of Outcome Based Education (OBE).*
3. *The importance of OBE to enhance advance education*

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- quality.
4. To Develop a clear set of learning outcomes around which all of the system's components can be focused.
 5. Establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes.
 6. Challenges of OBE.

OBE Versus Traditional Education

Change is the only constant today, and with-it, comes the need for education systems to upgrade, update and adapt their new approach towards this. In this new era, Outcome-Based Education (OBE) is a pedagogical model that entails the restructuring of curriculum, pedagogy and assessment practices to reflect the achievement of high-order learning, as opposed to a mere accumulation of course credits. While the traditional education system focuses on what is taught, OBE places emphasis on what is learned, and this distinction is very important. The latter is a student-centric model that incorporates real-world scenarios into the mix and competitive world.

The knowledge, skills and attributes that students take away at the end of a program or course are more valuable than what, or how, something is taught. A traditional education system relies heavily on standardized processes, wherein students assemble under one roof at a particular time to be instructed by a teacher. After the completion of a lecture, learners interact with peers or clear doubts with faculty members. This means, the effectiveness of the education system largely depends upon the efficacy of the teacher and the knowledge base of peers. OBE, on the other hand, is an education system built on specific outcomes. It focuses on the skill sets students to acquire following the completion of their studies. Activities in or outside the classroom are designed in such a manner; so that it is helpful to students to achieve these outcomes in a very ease & convenient manner. To help & achieve this process; it is recommended to have a projector and a screen based

equipped classrooms in all institutions. Teachers, Lecturers, Professors and academicians are now being encouraged to follow and accept these new changes which have more positive outcomes.

In nutshell, it can be described as follows :

- Outcome-based systems build everything on a clearly defined framework of exit outcomes.
- Time in an outcome-based system is used as an alterable resource, depending on the needs of teachers and students.
- In an outcome-based system, standards are clearly defined, known, and "criterion-based" for all students.
- Outcome-based systems focus on increasing students' learning and ultimate performance abilities to the highest possible levels before they leave school.

OUTCOME BASED EDUCATION

Outcomes are clear learning results that we want students to demonstrate at the end of significant learning experiences. They are not values, beliefs, attitudes, or psychological states of mind. Instead, outcomes are what learners can actually do with what they know and have learned; they are the tangible application of what has been learned.

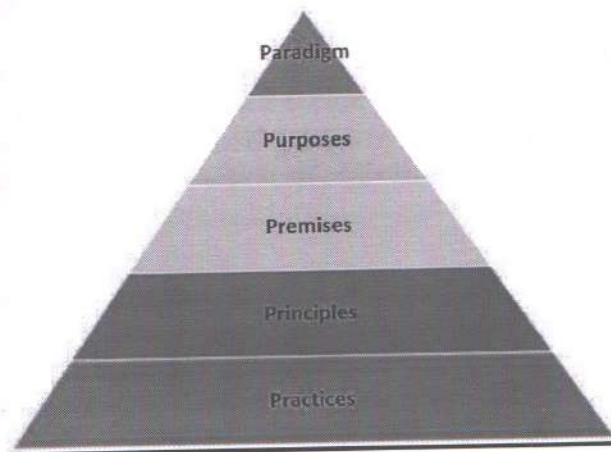
Because outcomes involve actual doing, rather than just knowing or a variety of other purely mental processes, they must be defined according to the actions or demonstration processes being sought. While evaluating, defining & developing outcomes, educators must use observable action verbs like describe, explain, design, or produce rather than vague or hidden non-demonstration processes like know, understand, believe, and think. For example, the possible outcome "explain the major causes of inflation in capitalist economies" implies that to be successful the learner will be expected to develop both the competence of explaining and the knowledge of the major causes of inflation in capitalist economies. (W. G. Spady). OBE often uses the term "Exit Outcome." This gives students and staff an ultimate target towards

which they can focus and orient their teaching and learning experiences.

As a result, specific curriculum knowledge and skills are developed which in turn directly help students to develop those broad performance abilities. Following are some of the models which are helpful in OBE, namely: (1) Apprenticeship Training in the Skilled Trades. (2) Personnel Training in Business. (3) Military Training Programs. (4) Scouting Merit Badges. (5) Karate Training Programs. (6) Scuba Instruction Programs. (7) Flight Schools Training Programs. (8) Ski Schools Training Programs and so on.....!!!!!! While many of these examples differ considerable in terms of their operational features, they do share two key things. (1) Each model is focused on a clearly defined performance result for learners that is not compromised. (2) Each example "WHAT and WHETHER" students learn successfully is more important than "WHEN and HOW" they learn it. In short, as noted the successful learning results are more important.

KEY ELEMENTS OF A SOUND OUTCOME-BASED

APPROACH Sound outcome-based models incorporate several elements that work together to change how schools operate and facilitate learning success for students. These key elements are represented graphically below and is called "The OBE Pyramid." Starting at the top, the Pyramid suggests the key OBE elements are: Paradigm of operating, two key The OBE Pyramid Paradigm Purposes Premises Principles practices: Define Outcomes Design Curriculum Deliver Instruction Document Results Determine Advancement Purposes, three key Premises, four operating Principles, and five generic domains of Practice.



1. **Paradigm:** A paradigm is a way of viewing and a way of doing things consistent with that viewpoint.
2. **Purposes:** Purposes reflect its underlying "Success for all students and staff".
3. **Premises:** Backed by voluminous research and over 30 years of educators' practice.
4. **Principles:** Clarity of Focus, Expanded Opportunity, High Expectations, and Design Down.
5. **Practices:** Practices of using all the principles with the golden rules.

The "Golden Rules" of Outcome-Based Curriculum Design are Consistently, Systematically, and Creatively. OBE is NOT a new, experimental idea. Examples of Outcome-based models abound in all arenas of society.

Breaking Down the Benefits and Drawbacks

One of the most profound benefits of Outcome Based Education (OBE) is the sense of clarity it fosters. Students, along with their parents, can pick an institution, program and course based on clearly spelled out learning objectives.

The Course Outcome, Program Outcome, Program Specific Outcome and Program Educational Objective determine exactly what students are expected to accomplish; posts their course or program respectively. This clarity is further reflected in the quality of teaching and delivery, across divisions and departments, where faculty may adjust their focus more appropriately and precisely. The next advantage, and perhaps the most obvious one, is the flexibility with it.

OBE empowers students to choose what they would like to study and how they would like to study it. Not only does it adapt to a learner's strengths and weaknesses, but it also provides sufficient time to attain proficiency and fluency in the subject matter. Additionally, the model allows the learner to transfer their credits and switch to another institution that is accredited with the OBE syllabus. Institutions are recognized, benchmarked, and can be easily compared with one another based on this accreditation. As can be seen, every stakeholder benefits from the OBE framework.

Like with most pedagogical models, OBE comes with its fair share of challenges. First and foremost, is the aspect of interpretation. The framework lacks a prescriptive set of instructional design. While outcomes are clearly demonstrated, there is also much room for interpretation. Plus, with the amount of jargon present, it is easy to get caught up in the technical phrases rather than focus on the meanings behind each one. Constructing learning outcomes can also be difficult as well as time-consuming. This brings us to the next drawback. OBE works well with vocational education streams like for example arts. These includes subjects such as literature and philosophy that require a more free-flowing structure. But perhaps the biggest disadvantage relates to the aspect of the assessment. Paper pencil tests don't bring out the best in OBE. Yes, it requires diverse kinds of assessments, from group projects to short quizzes. Furthermore, OBE within the virtual landscape is difficult to evaluate. Ultimately, the trick to dealing with the drawbacks is to strike a balance between what is expected and what is realistic.

A Glimpse into the Future Did you know, the majority of current school children will be entering jobs that perhaps do not exist today? The corporate world (manufacturing and/or services) is being and will continue to be, disrupted by innovations in technology, coupled with socio-cultural, economic and demographic changes. As such, OBE will be standing at the threshold of a new world, one where students will be required to navigate an ever-changing global landscape. Here is what we can expect. An increasing number of students seeking newer skills to propel their careers further. Higher demand for vocational training. Flexible degrees. Competency-based programs. What's more? Teachers may evolve from their roles as disseminators of knowledge to facilitators of knowledge.

In nutshell, it can be described as follows :

- ⊗ Outcome-Defined (rather than Calendar-Defined).
- ⊗ Expanded Opportunity (rather than Constrained Opportunity)
- ⊗ Performance Credentialing (rather than Custodial Credentialing)
- ⊗ Concept Integration (rather than Content Segmentation)
- ⊗ Instructional Coaching (rather than Curriculum Coverage)
- ⊗ Culminating Achievement (rather than Cumulative Achievement)
- ⊗ Inclusionary Success (rather than Collection Categories)
- ⊗ Cooperative Learning (rather than Contest Learning)
- ⊗ Criterion Validation (rather than Comparative Evaluation)
- ⊗ Collaborative Structure (rather than Cellular Structure)

How difficult is OBE Implementation?

The outcome-based approach has been mandated as compulsory for accreditation of an institutions like colleges and universities. While the aspirations underlying outcome-based educa-

tion (OBE) are deeply appreciated, there is a widespread concern about the difficulty in adopting the methodology. Is this concern just a myth or is it real?

Can something be done to make adoption of OBE easier? Now a days, to make life simpler, more such readymade programs are available on the web; which can help students, academicians and institutions to give one satisfied result.

Grades as Vague Symbols of Achievement

While reformers embrace both these reasons, the public generally finds them confusing. The issues come down to a choice between numbers and symbols verses substance and criteria. From an outcome-based perspective, the heart of the dilemma of how to define and report student achievement comes down to the following paradox:

- ⌘ As substance, grades mean nothing!
- ⌘ As symbols, grades mean everything!

Grades Are Accumulated Amalgamations of:

- Accomplishments
- Activities
- Assignments
- Attendance
- Attitudes
- Aptitudes
- Average

From an outcome-based perspective, "Accomplishments" is the only one of the seven factors that begins to conform to what an outcome is. From a simple systemic perspective, grades are not valid or reliable measures of achievement because no two teachers' grades mean the same thing!

What do those implementing OBE find attractive?

- Purpose and direction: OBE give a much clearer purpose and sense of direction than ever before.

- More consistency: Because of OBE's purposes, principles, and exit outcomes, there is a much clearer rationale for, and more consistency in, all policy and programmatic decisions that are made.

- Increased motivation and morale: Student motivation and achievement, as well as staff effectiveness and morale, typically increase well beyond previous experience and expectations. This results in a significant shift in organizational climate, shared sense of empowerment, improved relationships, and heightened expectations for greater success.

- Improved school-community relations: Relations between the school and its community improve as the result of two key things: 1) authentic involvement in the direction-setting process and 2) improved student motivation and achievement both of which greatly enhance the system's credibility with its public. These closer ties have mutually reinforcing benefits as communication and confidence build in both directions.

- Effectiveness worth the cost: Sound OBE is generally no more expensive to implement day-to-day than less-focused traditional practices. From a cost/effectiveness point of view, sound OBE implementation is a major benefit to students and to taxpayers.

Conclusion:

The new world requires new thinking, new skill, and new qualifications. This makes Outcome-Based Education (OBE) all the more critical. As a leading education institution, one can drive the change with Curriculum Design, Curriculum Delivery, and Assessments based on the Washington Accord principles. Outcome-Based Education reforms emphasizes setting clear standards for observable and measurable outcomes. Many educational institutions in countries like the Philippines, Malaysia and India are implementing OBE for their universities.

The National Education Policy 2020 implemented in India (NEP 2020) is propagating the use of technology to deliver multi-

disciplinary education based on the concept of blended learning. Those who would eagerly embrace or decry OBE as a major force in shaping the future of education in the country should frequently revisit its paradigm, purposes, premises, and principles described above. Either OBE's purposes speak to the challenges of our times and aspirations of our citizens, or they don't. But it's up to each one of us to be sure the details of policy and daily practice do justice to the foundation set by true OBE principles and components intended to improve children's education now and for the future.

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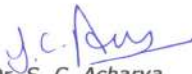
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24-09-2022 and Presented Paper on

Educational Set Up: A Transformation in Education


Dr. S. C. Acharya
IQAC Coordinator


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Principal



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Dr. Sangeeta Acharya**



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Challenges before Education in 21st Century Regarding Intellectual Property Rights

By

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Abstract

Intellectual property (IP) refers to creations of the mind. Inventions used in commerce, industrial designs of articles, literary and artistic works, symbols, etc. IP falls into two categories. Industrial property includes inventions (patents), trademarks, designs and geographical indications. Improving this situation requires proper education to educate stakeholders about intellectual property rights. But this is a difficult and complicated process without an interdisciplinary approach easier said than done. However, it can be achieved if universities develop policies and programs that combine faculties such as economics, business administration, and law to promote appropriate intellectual property education and find new models for research and development. In conclusion, it can be said that the IPR debate will not end anytime soon. But you might ask how you can generate more useful "Intellectual Property" to make the task of protecting it worthwhile.

1. Introduction:

"IPR allows hardworking people to reap what they sow"

—By Anonymous

Intellectual property (IP) refers to creations of the mind. Inventions used in commerce, industrial designs of articles, literary and artistic works, symbols, etc. IP falls into two categories. Industrial property includes inventions (patents), trademarks, designs and geographical indications.

Intellectual property rights (IPR) have become an essential strategic tool in today's knowledge-based economy and society, especially in the context of economic globalization. A company's ability to compete in the global marketplace largely depends on its ability to generate new ideas through scientific and technological innovation. Intellectual property rights have become a key factor in stimulating innovation and creating economic value by granting owners exclusive rights for a limited period of time. An effective intellectual property regime is also part of a credible legal environment and an important factor in foreign investment and technology transfer decisions.

Coming soon; intellectual property rights generate huge sums of money. Legal protection against theft and misuse is therefore equally important. This creates a demand for intellectual property professionals and specialists to deal with intellectual property related issues arising from investments and technology developments. In its report, the National Knowledge Commission recommended that a nation's future and ability to compete in the global market depend heavily on how it generates ideas and innovates in science and technology.

China, Japan, South Korea, etc. countries have improved their intellectual property systems through intensive capacity-building efforts to achieve more innovation. For India, step up efforts to build a world-class intellectual property rights infrastructure so that intellectual property rights can be used for broader innovative research, technology transfer, wealth creation and the general good of society in the best national interest. Ensuring that it is used has become essential.

2. Intellectual Property Rights - a Critical Issue

The creation of intellectual property and its protection are two very important issues in the global knowledge-based competition. Asian countries such as Japan, China, and South Korea have already begun to improve their intellectual property regulations through serious efforts to achieve high levels of innovation. Therefore, the rigor to upgrade the IPR infrastructure to a world-class level to ensure that it is used to advance national interests in more advanced and innovative research, wealth creation and research promotion. It is our duty to deal with these already advanced countries by making the best efforts possible general benefit to society.

IPR is an emerging area of study as new regime developments in international trade are overshadowing trade-related aspects of the World Trade Organization (WTO) and Intellectual Property Rights (TRIPS). The main goal of the global intellectual property system is to enable people to create new knowledge and to obtain legitimate property by protecting their rights with the help of laws and decrees. It is often said that anything worth copying is worth protecting. Intellectual property rights have therefore become a key component of his 21st century economic development. Therefore, its legal protection has become very important in countries like India and other developing countries, especially when intellectual property rights affect the fields of agriculture and pharmaceutical sectors. In order to keep up with the rapid development of intellectual property, it has become imperative that relevant stakeholders are aware of the intellectual property rights regime. Without proper knowledge of intellectual property rights, we should not be allowed to be called illiterate by the world. In order to promote innovative creation and the overall development of the country, we must use intellectual property rights and traditional knowledge effectively and efficiently.

India has amended its IPR law to meet the requirements of the TRIPS Agreement. This has created a highly skilled IPR professional to deal with new issues arising from new investments and new technology developments.

3. IPRs and the problems in India

There is a shortage of legal experts in the intellectual property field in India. The production of new knowledge and the protection of existing resources are essential for nations to be competitive in the global knowledge-based economy. Taking into account the social, cultural and economic realities of our country, it is debatable whether IPR legislation under TRIPS will solve the domestic problems facing India regarding technological development and its use by a large segment of the population. It has been. Therefore, in order to compete with the world, it is necessary to consider Indian law in the IPR guidelines in order to achieve the goal of serving the needs of society in the main menu.

Intellectual property research is very important. The National Knowledge Commission (NKC), in its Report to the Nation (2006-09), said India needs to be at the forefront of knowledge creation if it is to become a world leader in knowledge. This requires a favorable ecosystem that not only protects the ingenuity of creators, but also rewards the creation of knowledge through commercial applications. To suggest, among other recommendations, the need to protect traditional knowledge in the country and to create incentives to do so, and to study mechanisms to identify key IPR issues in emerging technological areas also emphasized.

Therefore, in light of the above, we seek experts and experts in the field of intellectual property rights to provide legal advice to research and development institutions and to take appropriate legal measures to protect their creations must be created. This can be achieved by updating the curriculum rather than sticking to the old education system. Intellectual property education is needed in this tech-savvy world where robots and animated human characters have replaced real people, so most national law schools in India IP rights courses have been introduced, increasing the demand for effective intellectual property education professionals.

In addition, some companies investing in research and development in new fields of science and technology such as bio-

technology, nanotechnology, and stem cell technology, as well as research and educational institutions such as private companies and universities, have their own legal departments specializing in intellectual property rights. Some require a house or an expert. for proper management of their intellectual property rights. Similarly, the law firm advising these companies also handled the filing and registration of his IPR application with the relevant government agencies and consulted with IPR experts to handle legal issues and related matters need an expert. In fact, if more and more foreign companies (such as MNCs) seek his IPR protection, they will need more and more of his IPR professionals and experts, especially if their branches are located in India. This automatically creates a great responsibility for educational institutions such as universities to introduce the courses mentioned in his IPR.

4. Education in IPR - a Challenge

The biggest challenge we face in India today is the lack of IP trained professionals. The demand for IPR staff is increasing day by day. The importance of the IPR field is also increasing. Papers related to intellectual property rights are regularly part of the curricula of various educational institutions. Many educational institutions offer certificate and diploma courses in the field of intellectual property rights. There are great careers in the world awaiting students who have a background in intellectual property rights and graduate in law, science, art, commerce, management, and more.

5. Misuse of IPR and the Economic Development

In today's modern world, science and technology are developing rapidly. Technology has both positive and negative sides. Not only can it help create wealth, it can also cause you to lose it. That is, with the help of technology, perpetrators commit intellectual property infringement. This can be resolved by hiring a highly qualified IP attorney to handle your IP litigation. Many developed countries such as the United States, United Kingdom offer well-organized IPR professionals, and employment opportunities for such professionals are very competitive. Many of the rapidly de-

veloping countries like India need IPR professionals and professionals with expertise in their own country's IPR laws to effectively manage their IPR related affairs.

6. IPR and Research Activities - a Need of the Hour

Some are still hesitant to accept new changes in curriculum development. This leads to a lack of research activity in the areas of intellectual property and other technologies. India has few institutions that allow serious research in the field of IPR. Some of these are his HRD Chair of Interuniversity Center for IPR Research and his IPR at Cochin University of Science and Technology. These institutions are involved in policy making and promote interdisciplinary research and education. Therefore, promote serious research on intellectual property rights, build appropriate infrastructure, and create and promote a welcoming environment for the creation, protection, and management of intellectual property for the development of science.

To do so, we need to build a team of well-trained and qualified people. Technology and art that lead to the expansion of trade and industry and the well-being of society, we need to get off to a good start by putting in place useful institutions and policies. One of the first steps to promote the IPR field in the country is proper education through the introduction of relevant curricula. Research and development must be facilitated by creating a familiar environment to protect our traditional knowledge. Traditional knowledge must be protected by controlling the risks of misuse that may arise after patenting.

7. Suggestions of this Study

Educational institutions, especially universities, law schools, law schools, and all government agencies dealing with the management of intellectual property rights, should adopt the following to train well-resourced and educated IP professionals: is needed.

- (1) Education on intellectual property rights is not limited to the Intellectual Property Office, but only in metro-

opolitan areas, such as scientists, engineers, researchers, and students working at national research institutes, universities, business companies, bar associations, etc. not in the small towns or countryside of the country.

- (2) All law schools across India are also urged to take necessary steps to develop specialized courses and programs on intellectual property rights and to establish faculty chairs in the subject of intellectual property rights.
- (3) Business schools must also include aspects of IPR in their curriculum.
- (4) There is also an urgent need to set up her IPR cells in the country's major scientific and educational institutions with legally and technically competent and trained staff in relevant fields.
- (5) For technical institutions, scientists, auditors and other interested parties, especially his ICT (Information and Communication Technology), biotechnology, nanotechnology, electronics, engineering, bioinformatics, etc. Identify the intellectual property issues arising from each of these sectors and the intellectual property necessary to enhance the global competitiveness of Indian industry, accelerate innovation, ensure prosperity and promote overall development. We need a high-level panel of experts to help formulate the right policy.
- (6) Funding agencies such as UGC should develop separate funding provisions specifically for supporting and encouraging universities and other educational institutions to conduct research activities in the field of intellectual property rights.
- (7) Universities and other educational institutions should also seek support from a leading organization such as the World Intellectual Property Organization (WIPO), a global organization that provides financial support to organizing the resolution of IP rights issues.

8. Conclusion

In fact, intellectual property plays an important role in the development of industry, trade, commerce, and the growth of creative endeavors in nearly every field of human endeavor. The value of this type of property is recognized, but only a few experts understand the laws of this type of property. Knowledge of the basic principles of the various branches of IPR law is therefore essential for everyone involved in business, academic and industrial activities, as well as the technological and cultural development of the country. Intellectual property rights play an important role in technology transfer. Intellectual property piracy has acquired an international character. At the same time, the scope of intellectual property is expanding very rapidly and attempts are being made by those developing new creative ideas to seek protection under the intellectual property umbrella. The property laws are now amended to match the corresponding laws of developed countries. This became necessary after India signed her GATT and TRIPS and became a member of the WTO. Countries that effectively protect their intellectual property (IP) benefit from protecting their intellectual property and creating a favorable environment for foreign investment. However, many countries face serious barriers to intellectual property protection. Lack of awareness of intellectual property, weak laws, ineffective enforcement mechanisms, and many companies do not have the resources to address these issues.

Improving this situation requires proper education to educate stakeholders about intellectual property rights. But this is a difficult and complicated process without an interdisciplinary approach easier said than done. However, it can be achieved if universities develop policies and programs that combine faculties such as economics, business administration, and law to promote appropriate intellectual property education and find new models for research and development. In conclusion, it can be said that the IPR debate will not end anytime soon. But you might ask how you can generate more useful "Intellectual Property" to make the task of protecting it worthwhile.

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Empower Regional language of students in Rural Areas

By

Dr. Ratan Solanki

Associate Professor of Psychology

Mrs. M.M. Shah Mahila Arts College, Kadi

Regional language means a language that is used by majority of people in the region as a mode of communication in preference to other languages and is either the people's native language or a language with which they identify their sociolinguistic identity;

Regional languages **play a vital role in shaping our personality in one way or other**. Besides, being fluent in our respective mother tongue is necessary. No arguments here. Moreover, the importance of preserving local languages has increased with our education system drifting rapidly towards the west.

Mother tongue is the language that a child gets to hear after birth and helps give a definite shape to our feelings and thoughts. Learning in the mother tongue is also crucial for improving other critical thinking skills, second language learning, and literacy skills.

Is regional language compulsory in new education policy?

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Centre informs Lok Sabha that medium of instruction in Indian, regional languages made compulsory in New Education Policy-2020. The Centre today said that in the New Education Policy (NEP), **medium of instruction in Indian and regional languages have been made compulsory** 20-Dec-202

Early schooling in a child's mother tongue, as recommended in the new National Education Policy, can improve learning, increase student participation and reduce the number of dropouts, according to an **India Spend** analysis of evidence from around the world.

However, this would need new books, fresh teacher training and more funding, experts said. Also, given the multiplicity of languages and dialects in India, it is difficult to home in on the one that can be used as the medium of instruction in an area.

The National Education Policy (NEP) approved by the Union Cabinet on July 29, 2020, says that wherever possible the medium of instruction in schools until Grade V -- preferably until Grade VIII -- should be the mother tongue or the local or regional language. "All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged," the NEP says. As per the NEP, the aim of using regional languages is not just to improve a child's learning outcomes, but also for "instilling knowledge of India". This "is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration".

INTRODUCTION

"This is a tremendous idea. That is how it should be," said Anil Swarup, former school education secretary in the central government. Using the language the child is most comfortable with in the early school years improves attendance and learning outcomes, and the ability to learn new languages. Studies from around the world also show that it increases classroom participation, reduces the number of dropouts and grade repetition.

Still, half of all children in low and middle-income countries are not taught in a language they speak, estimated a 2016

report from the Education Commission, a global initiative for inclusive and quality education.

Parents prefer to send their children to 'English-medium' schools regardless of the quality of education they offer because of the perception that mastery of the English language ensures success in later life. For example, in 2017-18, about 14% of those who were enrolled in private schools in India's rural areas and 19.3% in urban areas chose a private school because English was the medium of instruction.

Experts argue that an English education is not always the best. "You can learn to read and write best in the language that you know. If you are taught in a language you don't understand then comprehension doesn't occur and results in rote memorisation and writing it out through copying," explained Dhir Jhingran, a former Indian Administrative Services officer and the founder of Language and Learning Foundation, an organisation working with state governments in Rajasthan, Chhattisgarh and Haryana to prepare study material in the local language and train teachers to use it.

"Good learning happens when children have high self-esteem, are well-adjusted in a classroom that provides a positive and fearless environment. If the child is taught in a language they do not understand, none of this will happen," Jhingran added.

In 2019, in rural India, only 16.2% of children enrolled in Grade I could read a Grade I-level text, while only 39.5% could add one-digit numbers orally, found the Annual Status of Education Report (ASER) put together by Pratham, an education non-profit.

The 2011 Census listed 270 mother tongues; of these, as per a 2017 study, 47 languages were used as mediums of instruction in Indian classrooms.m

But teaching in the mother tongue is not a silver bullet to solve the problem of low learning outcomes, cautioned Suman Bhattacharjea, the director of ASER Centre. "If the teacher is still focused on completing the syllabus, on some level, regardless of

what the language is, the content being transacted is still not at the level that the child can understand," she explained.

The NEP does not detail a plan to change the medium of instruction. For multilingual education (MLE) to be successful, it has to be accompanied by pedagogical changes and trained teachers who can deal with several languages in the classroom and teach in the child's mother tongue, Bhattacharjea said.

Old idea but little implementation

The idea of using the mother tongue as the medium of instruction in primary school is not new to the Indian education system. Article 350A of the Constitution states that every state and local authority should endeavour to provide "adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups".

The report of the Kothari Commission on education and national development (1964-66) suggested that in tribal areas, for the first two years of school, the medium of instruction and books should be in the local tribal language. The regional language should be taught separately and should become the medium of instruction by the third year.

The Right to Education Act, 2009, also said that as far as possible, the medium of instruction in school should be the child's mother tongue.

Odisha is the only state to formally incorporate MLE into its education system, and that too only for its tribal areas. In 2007, the Odisha government introduced a programme in which the mother tongue of students from scheduled tribes is used as the medium of instruction in primary

school. Odia is taught as the second language from Grade II and English from Grade III. Tribal languages continue to be taught as subjects after primary school.

To make this possible, those teachers from the community who are fluent in the mother tongue as well as in a second language (either Odia or English) are recruited, a 2014 circular from

the government announcing the extension of this programme said. Those who do not fulfil these criteria are hired on a contract basis with the condition that they acquire those language skills. If no teacher from the community fulfils this criteria, the government hires non-local teachers who are proficient in the local language and familiar with the culture.

The government also created bilingual dictionaries, textbooks, supplementary reading material and language handbooks in local languages such as Desia, Kuvi and Kui. Why is education in regional language considered low standard?

Most of us have grown up with the idea that somehow English medium education is better than learning in regional languages. But why is education through regional languages looked down upon?

1. Incredible learning experience

If you want to pursue higher study in India, you can benefit from a curriculum available in regional languages, allowing you to absorb the knowledge effectively in your preferred language. It will be easier to grasp the concepts in regional language, which will make the learning experience a notch higher. This will lead to a higher level of optimism among students and boost their self-confidence too.

2. More participation

More students interested in pursuing higher study in India in regional languages will take admission in institutes that offer courses in regional languages. So the deserving students who previously were reluctant to study further due to the language barrier will be interested in pursuing higher studies.

3. Building an equitable education system

Teaching courses in regional languages will ensure unbiased education and will be culturally and academically inclusive too. This will promote fairness in our education system, bringing all the students at par. At the same time, the quality of edu-

education will be standard for all the students. This student-centric approach will lead to easy information sharing between teachers & students and even among peers.

4. Better learning outcomes

According to a director of one of the top Indian management colleges, only 10% of Indians can speak English fluently. This means that a large number of students might not be comfortable attending classes that are primarily taught in English. So, introducing courses in regional languages will encourage a larger student population to access quality education leading to better academic scores.

5. Theory subjects will be easy to absorb

If theory-based subjects, which are usually taught in the English language in most of the higher education institutions, if taught in regional languages, students proficient in their mother tongue might find it more interesting and impactful. So, studying non-technical courses in regional languages will bring more clarity, making learning easier and simpler.

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પરિણામ આધારિત શિક્ષણ અંગે એક અભ્યાસ

સંશોધન કર્તા: પ્રજાપતિ ભારતીબેન રમેશભાઈ

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(વિર નર્મદ દક્ષીણ ગુજરાત યુનિવર્સિટી, સુરત)

મણીબેન એમ.પી.શાહ મહિલા આર્ટ્સ કોલેજ કડી

સાર:

આજના યુગ ખુબજ ઝડપી અને આધુનિક કહી શકાય તે પ્રકારનો બની ગયો છે. માનવી જેમ જેમ નવું નવું શીખતો ગયો છે તેમ તેમ તેનામાં પરિણામ મેળવવાની બાબત વધારે પ્રમાણમાં જોવા મળી છે. પરિણામ આધારિત શિક્ષણ એ આજના યુગની તાતી જરૂરિયાત બની ગયી છે. આજના આધુનિક યુગ માં પરિણામ આધારિત શિક્ષણ એ વિશ્વના અનેક દેશો માં જોવા મળી છે. પરિણામ આધારિત શિક્ષણ દ્વારાજ આપણને શિક્ષણમાં થતા અલગ અલગ પ્રકારના તફાવતોનો ખ્યાલ આવશે. આજે દરેક સ્કુલ, કોલેજ પરિણામ આધારિત શિક્ષણ ની હિમાયત કરતુ જોવા મળે છે. પરિણામ આધારિત શિક્ષણમાં વિશ્વના વિકસિત દેશો તથા વિકાશશીલ દેશોમાં પણ થયેલ બદલાવોનો અભ્યાસ પણ કરવામાં આવ્યો છે.

કી વર્ડ્સ:

શૈક્ષણિક પ્રણાલી, મૂલ્યાંકન, શિક્ષણ

પ્રસ્તાવના:

પરિણામ આધારિત શિક્ષણ એ શૈક્ષણિક સિદ્ધાંત છે, જે શૈક્ષણિક પ્રણાલીના દરેક ભાગ ના લક્ષણોની આસપાસ આધાર રાખે છે એવું માનવામાં આવે છે, કે શૈક્ષણિક અનુભવના અંત સુધીમાં દરેક વિદ્યાર્થીઓએ રક્ષણ કરી લેવો જોઈએ. પરિણામ આધારિત શિક્ષણમાં શિક્ષણ અથવા મૂલ્યાંકનની કોઈ એક વિશિષ્ટ શૈલી નથી. પણ તેના બદલે વર્ગો, તકો અને મૂલ્યાંકન દ્વારા વિદ્યાર્થી પરિણામ પ્રાપ્ત કરે તે જોવામાં આવે છે. આમાં શિક્ષકોની ભૂમિકા પ્રશિક્ષક, ટ્રેનર ફેસીલીટેડ અથવા માર્ગદર્શક તરીકેની હોઈ શકે છે.

વિશ્વભરની શિક્ષણ પ્રણાલીઓમાં બહુવિધ સ્તરે પરિણામ આધારિત પદ્ધતિઓ અપનાવવામાં આવે છે. વિશ્વના જુદા જુદા દેશો દ્વારા આ પ્રકારની આધારિત શિક્ષણ પ્રણાલી નો ઉપયોગ કરવામાં આવ્યો છે. આ પ્રકારની શિક્ષણ પ્રણાલી દ્વારા વિદ્યાર્થીઓનું મૂલ્યાંકન કરવાથી તેઓનું સ્તર કેટલું છે તે જાણી શકાય છે. સાથે સાથે જે વિષયમાં તેમનું પરિણામ ઓછું છે તે જગ્યાએ તેમને વધારે પરિણામ મળે તેવા પ્રયત્નો કરવામાં આવી છે. આજે શાળા કોલેજના અભ્યાસક્રમોમાં પણ આ પ્રકારની શિક્ષણ પ્રણાલીનું વ્યાપ આપણને વધુ પ્રમાણમાં જોવા મળે છે. જેના લીધે તેની અસરકારકતા કેટલી છે તે આપણને જોઈ શકીએ છીએ.

વિશ્વમાં ઓસ્ટ્રેલિયા અને દક્ષિણ આફ્રિકાએ વર્ષ 1990 થી 2000 સુધી પરિણામ આધારિત શિક્ષણ પ્રણાલી અપનાવી હતી. અમેરિકાએ વર્ષ 1994 થી આ પદ્ધતિ અપનાવી છે. હોંગકોંગ 2005માં, મલેશિયાએ 2008માં આ પદ્ધતિનો ઉપયોગ પોતાના શિક્ષણમાં કર્યો હતો. અવનવી બાબતોને ધ્યાનમાં રાખી વિદ્યાર્થીઓની લક્ષ આધારિત શીખવાની બાબતોને ધ્યાનમાં લેવામાં આવે છે. આ સાથે આપણને જાણવા મળે છે કે યુરોપિયન યુનિયને સમગ્ર યુરોપમાં શિક્ષણમાં ફેરફારની દરખાસ્ત કરી હતી. આ માટે ધ વોશિંગ્ટન અકોર્ડની સ્થાપના વર્ષ 1989 માં કરવામાં આવી હતી. જેમાં અંડર ગ્રેજ્યુએટ, ઇજનેરી ડિગ્રી સ્વીકારવામાં સ્વીકારવા માટે કરાર કરવામાં આવ્યા હતા. આમાં ઓસ્ટ્રેલિયા, કેનેડા, તાઇવાન, હોંગકોંગ, ભારત, આયર્લેન્ડ, જાપાન, કોરિયા, મલેશિયા, ન્યૂઝીલેન્ડ, રશિયા, દક્ષિણ આફ્રિકા, શ્રીલંકા, તુર્કી, યુનાઇટેડ કિંગડમ, પાકિસ્તાન, ચીન, અને યુનાઇટેડ સ્ટેટ્સ જોડાયા હતા.

પરંપરાગત શિક્ષણ પદ્ધતિથી તફાવત:

પરિણામ આધારિત શિક્ષણ પ્રણાલી એ પરંપરાગત પદ્ધતિની અલગ રીતે રજૂ કરી શકાય છે. આમાં ત્રણ બાબતો જોવા મળે છે. શિક્ષણનો સિદ્ધાંત, શિક્ષણ માટેનું વ્યવસ્થિત માળખું અને સૂચનાત્મક પ્રેક્ટિસ માટે ચોક્કસ અભિગમ. આ માટે અલગ અલગ પદ્ધતિઓનો ઉપયોગ કરીને તેના તારણો તપાસવામાં આવે છે, જેમાં ખાસ કરીને કેટલાક પ્રયત્નોના અંતે વિદ્યાર્થીઓ દ્વારા કેવા પ્રકારનું પરિણામ લાવવામાં આવે છે તેનો ખ્યાલ વિશેષ પ્રમાણમાં રાખવામાં આવે છે. શીખનાર બાળક પર તેનો પ્રભાવ કેવો પડે છે તે જોવામાં આવે છે. બાળકને ઔપચારિક, અનુપચારિક શિક્ષણ દ્વારા કેવા પ્રકારની બાબતો શીખવાડી શકાય જેના દ્વારા તે પોતાની શીખેલી બાબતોની જીવનમાં ઉતારી શકે.

પરિણામ આધારિત શિક્ષણ પ્રણાલીના લાભો:

પરિણામ આધારિત શિક્ષણ પ્રણાલીના લાભો અહીં આપણને કયા કયા પ્રકારના લાભો થઈ શકે છે જે આપણે વિગતવાર નીચે પ્રમાણે જોઈશું:

સ્પષ્ટતા:

અહીં વિદ્યાર્થીઓની જે પણ શીખવાડવામાં આવે તેની સ્પષ્ટ સમજ આપવામાં આવે છે. સાથે સાથે તેમની પાસે અપેક્ષા રાખવામાં આવે છે કે જે તે એકમના અંતે અમુક તો તો આવડવી જ જોઈએ અહીં વિદ્યાર્થીઓ અને શિક્ષક પક્ષ વચ્ચે સ્પષ્ટતા પહેલેથી જ થયેલ હોય છે જેના કારણે બંનેની આ પ્રણાલીમાં સુગમતા રહી શકે છે, અને જેથી કરીને બાળક જે પણ એકમ શીખે એ શીખેલા દરેક એકમમાં તેને સ્પષ્ટપણે ખ્યાલ આવી શકે કે તેણે કઈ બાબત શીખવાની છે.

સુગમતા:

આ વિભાગમાં વિદ્યાર્થીઓની સ્પષ્ટ સમજ સાથે જે તે વિષય તેમની સુગમતાથી શીખવાડવામાં આવે છે. અહીં વિદ્યાર્થીઓ પોતાની રીતે યોગ્ય પ્રકારના જવાબો આપી શકે છે. આ વિદ્યાર્થી કેન્દ્રિત મોડલમાં વિદ્યાર્થી કેવી રીતે શીખે છે તેના પર ભાર મૂકવામાં આવે છે. આ માટે વિદ્યાર્થીઓને સુગમતા રહે તે માટે અલગ અલગ પદ્ધતિઓનો ઉપયોગ પણ કરવામાં આવે છે.

સરખામણી:

પરિણામ આધારિત શિક્ષણમાં આ બાબતોનું વિશેષ પ્રમાણમાં ઉપયોગ થતો જોવા મળે છે જેમાં અલગ અલગ વિદ્યાર્થીઓ દ્વારા કેવા પ્રકારની બાબતો શીખવા, શીખવવાથી કેવું પરિણામ મેળવી શકે છે તેની સરખામણી કરવામાં આવે છે. જેથી જરૂર પડે નવી પદ્ધતિ અપનાવી શકાય. આમાં અલગ અલગ સંસ્થાઓ વચ્ચે પણ આ પ્રકારે સરખામણી થઈ શકે છે, જેના દ્વારા સંસ્થાઓમાં કેવા પ્રકારે પરિણામ પ્રાપ્ત થઈ શકે છે તે જોવા મળે છે.

સંડોવણી:

વર્ગખંડમાં વિદ્યાર્થીઓની હાજરી પણ મહત્વનો ભાગ ભજવે છે. વિદ્યાર્થીઓએ વર્ગખંડમાં સારી તેમજ માનસિક રીતે હાજર રહેવું જોઈએ, જેથી જે પણ વિષયનું અધ્યયન કરાવવામાં આવે તે વધારે ધ્યાનપૂર્વક તે સમજી શકે. આમાં વિદ્યાર્થીઓની સહભાગીતા પણ ખૂબ જ જરૂરી છે. શિક્ષક દ્વારા શિક્ષણ કાર્ય કરાવવામાં તો આવે છે, પણ વિદ્યાર્થીઓ જો રૂચીપૂર્વક તેમાં ભાગ ન લઈ શકે તો યોગ્ય પરિણામ મળી શકતું નથી જેથી વધારે પ્રમાણમાં વિદ્યાર્થીઓ રૂચિપૂર્વક શિક્ષણ કાર્યમાં જોડાય તે મહત્વનું છે.

પરિણામ આધારિત શિક્ષણની કેટલીક ખામીઓ:

આ પ્રકારની શિક્ષણ પ્રણાલીઓમાં કેટલી ખુબીઓ છે તો સાથો સાથ કેટલીક ખામીઓ પણ જોવા મળે છે. જેનો અભ્યાસ આપણે અહીં વિગતવાર જોઈશું:

વ્યાખ્યા:

કેટલીક વાર આપણને નક્કી કરેલા પરિણામોની વ્યાખ્યાઓને અર્થઘટન કરવું પડે છે. જે જુદા જુદા પ્રકારે હોઈ શકે છે. અલગ અલગ પ્રશિક્ષકોના પરિણામોને અલગ રીતે અર્થઘટન કરવામાં આવે છે જેથી પરિણામ અલગ આવે છે. કેટલીક વાર એવું જોવા મળે છે કે પરિણામોની રૂપરેખા આપવાથી શીખવાનું સર્વગ્રાહી અભિગમ ખોવાઈ જાય છે.

સમસ્યા:

વિદ્યાર્થીઓએ કેવા પ્રકારનું જ્ઞાન મેળવ્યું છે તે જાણીને તે જીવનમાં તેનું કેવા પ્રકારનું ઉપયોગ કરશે તે જોવું પડે તેમ છે. શીખેલી બાબતોનો તે કેવી રીતે ઉપયોગ કરે છે તે તેના પર નિર્ભર છે. પ્રશિક્ષકની વિદ્યાર્થીની આગાણી કરવામાં કેટલીક વાર સમસ્યાનો સામનો કરવો પડે છે કેટલીક વાર વિદ્યાર્થીઓનું અલગ અલગ પ્રકારે મૂલ્યાંકન કરવું સરળ નથી બની રહેતું. જેના કારણે પ્રશિક્ષક પણ સમસ્યાઓનો સામનો કરતો હોય તેવું જોવા મળે છે.

સામાન્યતા:

સામાન્ય રીતે એવું જોવા મળે છે કે શિક્ષણના પરિણામો શિક્ષણ અને મૂલ્યાંકનની અવરોધિત પ્રકૃતિ તરફ દોરી શકે છે. વિદ્યાર્થીમાં સર્જનાત્મકતા સ્વ અને અન્ય લોકો માટે આદર જવાબદારી અને આત્મ નિષ્ઠાતા જેવા ઉદાર પરિણામોનું મૂલ્યાંકન કરવું સમસ્યા રૂપ બની શકે છે. વિદ્યાર્થીઓમાં રહેલ ભાવનાત્મક બાબતોનો ઉપયોગ સમાજ જીવનમાં કેટલા અંશે થઈ રહ્યો છે તેનું કોઈ પણ પ્રકારે પરિણામ તારવી શકાતું નથી. વિદ્યાર્થીની સર્જના ઇક્ત તેને સમાજ જીવનમાં કેટલું ઉપયોગી થઈ પડશે તેનો ખ્યાલ યોગ્ય પ્રમાણમાં લગાવી શકાતો નથી.

સહભાગિતા:

જો માતાપિતા આમાં પોતાની ભાગીદારી અથવા સહભાગિતા ન દર્શાવે તો તેનો કોઈ પણ અર્થ શરતો નથી. આ માટે દરેક માતાપિતાએ પોતાના અમુલ્ય સૂચનો આપવા જોઈએ. જેથી કરીને જે પણ બાબતો માં ખામી હોય તેને દુર કરીને, તેના પર નવેસરથી વિચાર વિમર્શ કરી શકાય. પરિણામ આધારિત શિક્ષણ પ્રણાલીમાં આપને આ પ્રકારે સહભાગિતાની ખામીને પણ દુર કરવી પડે તેમ છે.

ઉપસંહાર:

આમ પરિણામ આધારિત શિક્ષણ પ્રણાલી જે વિશ્વના મોટાભાગના લોકો દ્વારા અપનાવામાં આવી છે. આ પ્રકારની શિક્ષણ પ્રણાલી દ્વારા મૂળભૂત રીતે જોવા જોઈએ તો બાળક શિક્ષણ દ્વારા કેવા પ્રકારનું પરિણામ પ્રાપ્ત કરે છે તે જોવા મળે છે. બીજું કે બાળકને જે તે બાબત શીખવાડવા છતાં તેને કયા કારણોસર નથી આવડતું તે શોધવામાં આવે છે. અને પરિણામ સાડું મળી રહે તેવા પ્રયત્ન કરવામાં આવે છે. આ પ્રકારની શિક્ષણ પ્રણાલીમાં કેટલીક ખૂબીઓ છે તો કેટલીક ખામીઓ પણ આપણને જોવા મળે છે.

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tation Process

ને તે જીવનમાં
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પડે છે કેટલીક
રણ નથી બની
હોય તેવું જોવા

રિણામો શિક્ષણ
છે. વિદ્યાર્થીમાં
રી અને આત્મ
પ બની શકે છે.
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શકાતું નથી.
ગી થઈ પડશે

સહભાગિતા ન
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S. C. Acharya

Dr. S. C. Acharya
IQAC Coordinator

Hina M. Patel

Dr. Hina M. Patel
Principal

योग एवं मानसिक स्वास्थ्य

डॉ. रतन बेन सोलंकी



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नकारात्मकता भरे इ
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For active and invaluable participation in the Webinar organized by IQAC Cell, A. G. Teachers
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