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PRACTICAL SUGGESTIONS FOR RETENTION OF GIRLS IN SECONDARY / HIGHER EDUCATION IN THE CONTEXT OF NEP-2020

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ABSTRACT

The draft National Policy of Education has been introduced in 2019 and has been approved in 2020. In India, historically, there has always been a need for special emphasis on secondary/higher education for girls. This paper examines the scope of girl child education outlined in NPE-2020 and proposes a few practical approaches to help the increase of enrolment and retention of girl students in secondary and higher education as well as to ingrain students with the right attitudes towards education and towards professional careers.

KEYWORDS: NEP-2020, Female Literacy, Gender Sensitization, Self-Defense, Role Models, Career Counseling, STEM, Technology, Equal Opportunities

INTRODUCTION

The National Policy of Education (NPE), 2020 attributes the character of knowledge to that of a mobius strip. "The motive of mobius strip symbolizes the perpetual, developing and live nature of knowledge – that which has no beginning and which has no end". Although this is true of knowledge, the hurdles that encompass the educational scenario of our nation do not allow education to be become a mobius strip, rather this perpetuality needs to be broken down, visualized so that new vistas can be opened and the issues confronting us from several decades in the field of education can be tackled. This applies to girl child education too.

The percentage of female population in India is 48.04% compared to 51.96% male population (as on 16th January 2021 and as per UN World population prospects, 2019). The overall literacy rate works out to be 64.8% wherein the male literacy rate is 75.3% and that for females is 53.7% showing a gap of 21.6% percentage points the gap between the literacy rates has been persisting at the national level for several years. The literacy gap is more in the rural areas. In recent years India's female literacy has gone up but is still 22% behind the world average (Amit Kapoor and AnirudhhDuttaa, 2019).

The state of education of women in India continues to be dismal although they constitute nearly 50% of the population and the fundamental right of free compulsory education to all children under 86th amendment of the constitution of India seems to have been unattained. Low education in turn leads to low self-esteem and reduced role of women in the workforce. Providing access and providing financial recourse (affordability) become necessary for encouraging the girl child in all stages of education. Certain practical measures for women education are required so that women education receives support in all stages.

FACING CHALLENGES DURING COVID-19 THE EXPERIENCES OF AN OPEN UNIVERSITY

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Abstract

The Covid-19 pandemic has been an unprecedented challenge for the entire world. It has disrupted all the established processes in our lives. It has been no different in case of education as well. Educational institutions had to continuously adapt to changing circumstances in order to ensure that the students keep learning despite all challenges. Dr. B.R. Ambedkar Open University (BRAOU) is one such educational institution that took the challenges that came with COVID-19 head-on. This paper tries to take a look into the strategies that the university embarked on in the onslaught of COVID-19 pandemic.

Keywords: COVID-19, distance education, contact-less admissions, digital initiatives, adaptive learning, online classes, UGC Guidelines.

Introduction

Sometimes, it is the trials and challenges that bring about the best in people or organizations. Each institution deals with these trials in a different manner. It is a known fact that COVID-19 has greatly affected the educational scenario in India from primary to higher level of education. The nation was unprepared for the long-lasting effects of COVID-19 on Indian economy and education. Several students had to stay out of college. schools and education had to take a backstep in the face of the looming health crisis. A few educational institutions quickly rose to the challenge, bared by the prevailing pandemic and went slowly and steadily in sustaining the interest and instilling confidence in the student community. One such institution that went on with steadfastness is Dr. B. R. Ambedkar Open University, which has been serving distance learners in the states of Telangana and Andhra Pradesh, for many years now.

Objective

The main objective of this research paper is to study how Dr. B.R. Ambedkar Open University faced the challenges posed by the COVID-19 pandemic.

A SURVEY ON STUDENT SATISFACTION WITH STUDENT SUPPORT SERVICES OF DR. BRAOU

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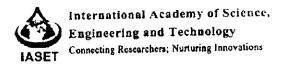
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Abstract

Student support services are an integral part of any ODL system. The learners eagerly look forward for interaction and guidance from the ODL institution and expect services as in a regular educational system. There are many types of learner support systems but basically it is the learning skills, academic counselling and informational support that the students look forward to in distance learning. Dr. B.R. Ambedkar Open University is the first open university in India and had student support services right from its inception in 1982-83. A look at the learner satisfaction regarding the student support services provided are explored in this paper.

Keywords: Student support, Motivation, Open and Distance Learning, Academic support, Counselling.

Introduction

Student support services are a vital component of the open/distance learning (ODL) system. The learners in ODL require support and guidance with regard to learning and information about the services being provided by the educational institutions. The distance learners are dependent on the institution's responsiveness and guidance. The support system of ODL varies with regard to information support, institutional support, provision of learning support and getting relevant feedback (Sougatha Chattopadhyay, 2014). Learner support depends on the needs of the learner, needs of the content, institutional context and technology that would be adapted. Effective learner support requires qualities like affordability, accessibility, suitability, openness, interactivity, motivational value and effectiveness (Panda, 2002). The learner support services provide study skills and self-learning skills by offering them proper guidance. Learner satisfaction is indicative of the success of learner support services.

CRITICAL LOOK AT ONLINE LEARNING AND MOOCS IN THE OPEN AND DISTANCE LEARNING SCENARIO

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ABSTRACT

Technology-led education is being widely discussed as the next big thing that could completely transform student learning. Online courses and Massive Online Open Courses (MOOCs) are increasing. There are increasing discussions about including MOOCs in distance education curriculums. This paper takes a critical look at online courses and MOOCs and their feasibility in open and distance learning scenario.

KEYWORDS: Online Learning, MOOCS, Open and Distance Learning (ODL), Issues in MOOCs

INTRODUCTION

The inclusion of technology in learning has steadily been gaining traction over the past couple of decades. In the last few years, the accessibility of technology has increased in an unprecedented manner. With this, education has also seen an increase in usage of technology to deliver lessons to students. This opened up an interesting avenue for open and distance learning. Open and distance learning students do not follow the same learning structure and do not have the same contact with educators and peers as regular learners. All these factors make a good case for using technology to bring learners and educators of open and distance learning together using technology. MOOCs are becoming increasingly popular and are being sought to be introduced in distance education as electives in CBCS courses for certification. In this scenario, it is important to evaluate what the impact of integrating MOOCs in distance and open learning is and the issues that may arise in the future by such integration.

OBJECTIVE

The Objective of this Paper is to

- Examine the issues of online courses and MOOCs
- Evaluate the feasibility of online courses and MOOCs in open and distance learning

RESEARCH METHODOLOGY

The data for this paper has been collected from primary and secondary sources. Primary data includes first-hand survey of a random sample of students of size 94. Secondary data includes data collected from magazines and websites.

DEVELOPMENT OF COGNITIVE SKILLS IN DISTANCE LEARNERS

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Abstract

Education is identified with learner satisfaction which results in better quality of life. Assessment of quality in education requires assessment of teaching-learning process, learning resources, information delivery mechanisms, evaluation and feedback mechanisms and student satisfaction. The student satisfaction which is a prime concern depends on the improvement in their cognitive abilities. This paper tries to look at how enabling the learners of distance education with cognitive skills can result in learner satisfaction and life-long learning.

Keywords: Distance education, cognitive skills, learner satisfaction, knowledge-management systems, cognitive knowledge structures.

Introduction

Every learner is endowed with different cognitive and perceptual abilities. The learner's cognitive abilities include capacity, awareness, intention and mental control. Cognitive skillsin learners of distance mode of educationare necessary to help them navigate through programs. Distance education institutions cannot takefor granted the fact that the students are adequately motivated or have sufficient cognitive skills to undergo the course they are enrolled in. Thus, they cannot shy away from the necessity to provide motivation and allied cognitive skills which the distance learners may require. The autonomy of distance learner would be a mirage unless the learner is attuned to the structural aspects of distance education and his/her own role in it. So, he/she is to be provided with suitable cognitive strategies to navigate his/her course of action (Don Operario and Susan T Fiske, 1999).

Education has assured new roles as it progressed from

- Nature-scenario education to
- Agricultural wave education to
- Industrial wave education to
- Information wave education to
- Autopoietic wave education(Passi, 1997).

Further, education has now shifted from an elitist approach to a mass approach and coupled with large scale privatization efforts, quality aspects of education are also increasingly being assessed. Learners have to pace their learning and plan and execute their own learning strategies and

APPLYING PSYCHOLOGICAL PRINCIPLES OF TEACHING AND LEARNING IN CLASSROOM TEACHING

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Abstract

The teaching methods practiced in a classroom do not take into account the psychological principles of teaching and learning. Many of the psychological theories can mindfully be applied in the classroom by the teachers of all subjects. The teachers should try to apply the psychological theories in the classroom that depend on the students age, classroom environment and learning outcomes. This paper tries to look at how the psychological principles of teaching and learning can be applied in a classroom.

Keywords:Psychological principles, reinforcement, motivation, reflective practitioners, classroom scenario.

Introduction

The psychological foundations of education taught at the teacher education level teach a number of psychological theories so that they can really impact classroom learning and teaching scenarios. But in reality, the psychological principles are not implemented at the classroom level. If we consider the motivation levels of school children and the drop out rates at school level throughout world, we can understand that implementation of psychological principles in T-L situation is not being adequately taken into consideration. Psychological principles of T-L, apart from the socio-economic factors can effectively transform a classroom scenario. But many factors seem to impede the implementation of psychological principles/theories in classroom.

If we consider the 'multiple intelligence theory' by Howard Gardner (1984), how far can we actively deliver in classroom based on all the seven intelligences? Is it orally possible to deliver teaching to all the seven types of students in a classroom? Has any psychological research pointed to which aspect comes first in learning-activity or concept? Which needs to be designed first in classroom teaching-activity or concept?

No psychological research inputs in Indian classroom context have made an effort to understand the possibility of applying psychological principles/ theories in a regular classroom context and the possibility of practicing the psychological principles in a regular classroom for enabling better understanding of content by students.

Objective

The objective of this paper is to understand how the theoretical principles of psychology can be used for effective learning outcomes in classroom.

DEVELOPING METACOGNITIVE PERSPECTIVE IN TEACHER TRAINEES

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Abstract

Teacher education is riddled with opposing theoretical considerations, paradoxes, technological changes and societal aspirations. A teacher trainee can get lost in a myriad of such theoretical considerations and practical realities, which may create cognitive dissonance in her/him. This paper tries to take a look at such issues and suggests a meta cognitive approach for the resolution of cognitive dissonance in teacher trainees. Metacognition and Learning styles are significant factors that influence learning. Learners exhibit different learning styles that influence the way they make sense of the learning experiences. Metacognitive strategies are the set of some executive techniques of cognition which are consciously used by learners to achieve a specific learning purpose. The results of the study reveal that metacognitive strategies metacognitive strategies of teacher trainees are positively related with their Activist, Reflector, Theorist, Pragmatist Learning Styles, further, Theorist and Reflector learning styles are the strong predictors and contributors of planning, monitoring and evaluation Metacognitive strategy, and Theorist and Pragmatist learning styles are the strong predictors and contributors of Organizing Metacognitive strategy of teacher trainees. This research paper to be critically analysed "Developing Metacognitive perspective in Teacher Trainees"

Keywords: Cognitive dissonance, meta cognitive perspective, teacher education, curricular frameworks, information dissemination, developing abilities.

Introduction

"The principal goal of education is to create individuals who are capable of doing new things, not simply of repeating what other generations have done:

Jean Piaget (1896-1980)
Swiss Cognitive Psychologist

Emerging Trends in Open and Distance Learning

K. Murali Manohar
L. Vijaya Krishna Reddy (LVK)
Veeraiah Kotturu

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Preface and Acknowledgements

The present book is the outcome of 21st IDEA Annual conference held at Centre for Distance Education, Acharya Nagarjuna University, Guntur in the year 2017. Since the conference mainly focused its attention on Emerging Opportunities and Challenges of Open Distance Learning systems in the country, apart from other, there was much emphases on emerging technological and online learning models followed by curriculum issues and development.

There have been tremendous developments in Open Distance Learning over years. Seminars and conferences were able to throw much light on these developments. It need not be over emphasized here that the changes in higher distance education are dramatic over the recent years and the only thing stable in the whole process has been 'continuous change' itself. Open, online, distance and campus learning are also significantly focused to be 'converging' at different levels and with this comes an even more diverse higher education landscape. It has been said that there are six big trends within the framework of changing and expanding Open Distance Learning systems globally. First, changing learner needs and their expectations; second, the increasing or changing levels of

Contact programs.

Practical.

Eligibility.

Evaluation system.

Conclusion

Teacher Education is necessary not only for the teachers working in CES but also for the teachers working in DES. The skills required teachers working in DES are somewhat different from those of teachers working in CES. It is necessary to give special attention to acquire the skills for the teachers working in DES. There is no Teacher education available for training DES teachers. Therefore, the teachers working in the DES or the teachers who are going to work in the DES will welcome teacher education in this field.

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Curricular Change in Distance Education Courses in Dr. Braou

V. V. Kanaka Durga

Abstract

Changes in educational scenario of our country are causing upheavals in educational systems and curricular changes. The distance education too needs to gear up to this inevitability so that the distance learner does not face any disadvantage in the near future. Curricular changes which help the distance education learner to be fully equipped to face career and job challenges is the need of the hour. This paper looks at the Credit Based Curricular System (CBCS) adopted in Dr BRAOU with special reference to curricular planning and execution.

Introduction

Curricular change is both a process and product. The Credit Based Curricular System (CBCS) model for degree

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COMPATIBILITY OF E-LEARNING WITH PSYCHOLOGICAL THEORIES OF LEARNING

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Abstract

The conventional education systems have been designed by considering several psychological theories and principles of learning. But, the Covid-19 pandemic compelled everyone to embrace e-Learning and has effectively changed the landscape for learning and education. This has impacted learning across all age groups, especially younger students. This paper tries to examine the various psychological principles of learning that were the foundation for classroom learning and tries to see if the same principles are being applied to e-Learning and if they are compatible with e-Learning.

Keywords: Psychological, theories, learning, Covid-19, e-Learning, compatibility, impact

INTRODUCTION

Learning encompasses theoretical knowledge in subjects, acquisition of new skills, development of personality and emotions and developing social skills. The conventional classroom setting, where the students had face-to-face interaction with the teacher helped to develop learning at all stages, especially during early and adolescent stages. A number of psychological theories and principles of learning were integrated in classroom teaching-learning and have been diligently followed for many years. Although technology has been introduced in the classroom, it was to supplement the teacher and did not drastically change the student-teacher interaction. The recent developments in the educational scenario due to the Covid-19 pandemic have impacted learning at all stages and has affected parents, teachers and students in a drastic way This raises few important questions. Are the same psychological principles that form the foundation of traditional classroom learning play a role in e-Learning too? Or is the paradigm of e-Learning contradictory to those psychological educational theories? This paper intends to answer these questions and examine the impact of e-Learning on a student's overall development.

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A Survey of Counsellors' Attitudes on Motivating Open Distance Learners

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Abstract:

The learners in open distance learning (ODL) systems are in a unique position when compared to other learners in general. This is because of the fact that they lack the systematic discipline that is required in a regular college going student. When it comes to motivation, it is particularly difficult to motivate ODL students because they lack the constant contact with their teachers and peers that regular students have. This is reflected in the drop-out rates and the time it takes for them to complete a course. Motivation is an important aspect of a learner's success and it inculcates a habit of life-long learning. Different motivational theories help us understand the factors that motivate the learners. But, translation of these theoretical aspects to field level remains a big challenge in ODL systems.

Self-motivation in distance learners cannot be expected. The student support system with it's large number of counsellors can be looked upon as a strong resource for motivating the learners. Positive feelings, self-efficacy and motivation for lifelong learning can be inculcated by counsellors in ODL systems.

One of the key factors in motivation is competition. But, in distance learning, the concept of competition is almost non-existent because the student is isolated. There is a need to look into other avenues which can help these students. Dr.B.R.A.O.U relies heavily on contact-counselling classes. Counsellor's attitude towards motivation can be a distinct feature in development of interest in distant learners. The social learning theory (Bandura,1977) has emphasised on motivation as an aspect of learning. The counsellors can identify and develop motivation in students through certain strategies and use of technology.

ODL students rely mostly on counsellors. Counsellors in a way are the interface between the students and the university as they are the people who are at least periodically in contact with the students. They have a real potential to motivate a student whom they talk to regularly. Now that it is established that the problem of lack of motivation in distance learning can be partially

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Artificial Intelligence in Distance Education: A pragmatic look.

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And

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Abstract

Artificial Intelligence is a word that has been around since the 1950s. There have been certain periods of time when the word has gained momentum and attracted huge investments and there have been consequent periods of time where the investments dried up and the buzz has reduced. The period in which the research into artificial intelligence has decreased is known as an AI winter. However, AI has been buzzing again for the last decade or so because of the advancements in other areas of computer science such as hardware, computing power, data science, etc. So, the research in AI has increased again and arguably, this research has been more promising than the last time AI was hyped. Whenever there is a technological breakthrough, there is always talk about it's applications in various domains. Similarly, many researchers believe that AI can change the way we live and work. Education is often touted as one of the many areas that AI can revolutionize. To first understand or discuss how AI could change the face of education, we need to have a preliminary understanding of what AI is.

Artificial Intelligence has been given many definitions over the years. But here is the definition that provides the basic idea of it. Artificial Intelligence is the theory and development of computer systems able to perform tasks normally requiring human intelligence, such as visual perception, speech recognition, decision-making and translation between languages. In the early days of AI there were several schools of thought as to what a machine with intelligence can do. The idea of Weak and Strong AI arose then. In the case of weak AI or narrow AI, an intelligent machine can only perform one task that requires human intelligence. But with strong AI, an intelligent machine can do all the tasks that a human performs. It is important to acknowledge these ideas as the AI that we have achieved till now is only narrow AI. We are still far from achieving strong or general AI and even if we do, there are various concerns around the world about it's implications and it's effects on human race.

The effect that AI can have in education has been described by a lot of people. Some of it is inspiring, some of it seems achievable by using existing technology and some of it seems unnecessary. This topic requires some serious discussions about it's implications on the future generations. But applying AI in distance education is a different ball game altogether. Distance education already removes the social aspect of education to a certain degree and thus when it comes to talking about the applications of AI, it requires different treatment than that of education in general. This paper aims to talk about the practical aspects of utilizing Artificial intelligence in education in general and in distance education in particular while not undermining the potential that AI can have. This paper discusses what lies beyond the buzz and what considerations are to be made when designing and implementing such AI applications and the effect that such applications can have on the students of distance education.