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TESTING OF PROFICIENCY OF STUDENTS FOR ADMISSION OF STUDENTS FOR POST GRADUATE PROGRAMME IN E-EDUCATION IN DIGITAL SOCIETY

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Abstract

Twenty First Century education through technology is mandatory for all level. Technology also changing over the time. The training is essential to use the Technology in teaching – learning process to all related persons in education system. Yashwantrao Chavan Maharashtra Open University(YCMOU) Started e. B.Ed. Programme in 2009 as a pilot batch, to develop the person to use technology in their work place. The learner having different capacity to use technology therefore the dropout rate is high. YCMOU again rethink the programme and convert it into Post Graduate Diploma in e education in Digital Society(PGDEEDS). Graduate and techno savi learners expected to be admitted. The Orientation Programme, was conducted at various places. YCMOU started pilot study learners from Nashik, Pune, Satara, Solapur and Mumbai district. Student has to submit one essay related on any issue related to education, 4-5 min video related use of ICT in to their day to day life or any other topic related to their work and online English competency test for admission. These three activity is to be submitted online. These activities are evaluated by five point rating scale. Those student successfully completed minimum two activity, they are admitted to the programme. In this paper the presenter present the analysis of activities for admission process of the PGDEEDS Programme.



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Introduction

Yashwantrao Chavan Maharashtra Open University (YCMOU) having Mission “To strive to carry higher, technical and vocational education to the home of the common man; to reach to unreached through the use of modern communication technologies and the adoption of distance education mode and to develop an innovative and open system of education with the ultimate goal of becoming as mass varsity”.

YCMOU in collaboration with Maharashtra Knowledge Corporation Limited (MKCL) form Indian Consortium for Educational Transformation (I-CONSENT) having different universities collaboration developed a programme named as B.Ed. (E-Education)

Overview of the B.Ed. (E-Education)

Dharankar, M. (2013) reported that B.Ed. (E-Education) teacher training programme was designed and developed with the support of COL and with the guidance of international



experts in constructivism. The Programme of two year's duration. The main objectives has been develop the manpower needed to work in the state of art of technology. The Programme is offer through online mode. Some face-face workshop also conducted at three study centers. The Pilot batch was conducted in the year 2009-2011.

Deshmukh, M. & Deskmukh, V. (20--) mentioned that the learners of B.Ed. (E-Education) program were a heterogeneous group with respect to communication and computer skills, besides their background. Those not match exposed to ICT, felt isolated within an e-learning environment, handicapped in virtual reaction, but techno-savvy students had less anxiety and more interactivity.

NCTE not approved this programme as a innovative program. Therefore rethinking of Program took place. The name of the program was changed. It is named as "Post Graduate Programme in e-education in digital Society"

Key Objective and objectives of the program

- To develop '*change agents*' for implementing e-Education practices in Digital Society

Objectives

To prepare the

- teacher-professionals for technology-enhanced learning of students in conventional and virtual schools
- professionals as reflective practitioners and as knowledge resource developers
- to acquaint the professionals with the variety of ICTs
- develop skills to select and use the best suited technology in teaching / learning processes
- promote innovativeness, creativity, entrepreneurship and leadership qualities in the professionals
- enable them cultivate the qualities amongst their students.
- acquaint the professionals in the context of globalization affecting education and learning outcome
- develop in the professionals communicative, interactive and collaborative-cooperative learning skills
- Undertake action research and use and adopt innovative practices for their development



Prospective Students

- Non Government Organization (NGO) (Community Development Centre)
 - Graduate students (Search for Job)
 - Home Schooling Stream (Parent or Person of Private tuitions)
 - School Education (Teacher from Primary to University Level)
- Program Structure and details

Eligibility for admission:

- Graduation , Basic IT literacy, Video development, English Competency Essay Writing.

Program Fees :

- Rs. 20, 000/- for full program of two years. But Pilot Batch Fees paid by YCMOU & MKCL.

Structure of the Programme

- Duration 2 years
- Semester System 4 Semesters
- Total credits 64 credits

Program Outline given in the Table No.1

Table No.1 Post Graduate Diploma in e education in Digital Society

No.	Sem I	Sem II	Sem III	Sem IV
1.	ICT-BASED WORKER EDU221	E-Learning Practitioner EDU225	E-Learning Resource Developer A EDU229	Tech- Pedagogue Developer B EDU 233
2.	E-Culture Practitioner EDU 222	E-Learning Specialist EDU226	E-Learning Resource Developer B EDU230	Change Maker EDU 234
3.	E-Culture Nurturer EDU223	Evaluator EDU227	Tech-Pedagogue Developer A EDU 231	Practising Place Development Project EDU 235
4.	Networker EDU224	Action Researcher EDU228	Action Research Part 1 EDU 232 EDU232	Action Research Part 2 EDU 232 EDU232

Support for Academic Delivery

The students are working in different institutions. The students required support. This support is given by various ways like



Practicing Place -addressing an issue and attempting to solve it.

Local Community -Local mentors Support for addressing concerns for solving problem at hand.

Central Community -Course teams Senior education experts and mentors. Sharing of best practices.

Three Types of Learning

The Learner are learned in different ways i.e. Structured Learning, Enrichment Learning and Social Developmental

Structured Learning

- Introduction to Role Playing & Situated Problem Solving
- Roles, Scenario building and Creating Functions & Performances (Process-Result) in Role Play and Problem Solving Based Education.
13 Role based Courses, Action Research Project.
- Students do activities and situated assignments for each Course /Role Play.
- Teachers /Tutors help in doing and assessing the performance.
- Mentors supervised weekly/ bi-weekly working and submissions and reports periodically.
- Management, Counsellor helps in ensuring smooth working and learning of a student at the Practicing Place.
- Action Research Project.
- Evidences of performance of specific roles with unique functions.
- Content with scenarios and situations on hard drive.
- Assignment management system for submission of assignments and projects for certification

Enrichment Learning

- Specific (Modules offered by the Experts in support to Role Playing and Problem Solving)
- General –
- Lectures and Seminars offered by experts in New Education and Social Reconstruction in Digital Society.
- Special interest based Circles and Pariwars.
- Community formation – whatsapp groups
- Blog for sharing best practices



Social Developmental

- Learning -Situated Developmental Learning. Link to their Practicing Places Group / Pariwar Formation. Solving the local problem.

Evaluation Process

- Assignment Submission
- Practical Performance
- Viva voce
- E- Portfolio / E-Workbook
- Action Research Project
- Practising Place Research Project.
- **Benefits of the programme**
- Personal development (ICT Skills Enhancement)
- Practicing Place Development
- Social Development

Publicity of the Programme

PGDEEDS Programme is very different. The student don't give any fees for the program. Therefore interested student expected to admit for the Program. Therefore various Publicity strategies are used for the same in different Institution. Seven- eight Hundred peoples are impressed for the programme. Out of them about 392 students fill the admission form. To find out the interest of the students three activities are given to the students. Detailed instructions are given to the students by mail.

Essay Writing – Objectives – To Find Out the thinking Process of the students.

words limit 1500, Language is Marathi/Hindi/English. Handwritten or typed mode of submission PDF/ JPG Form. Marks for evaluation 50

Video Shooting – Objectives – To find out the Communication skill of the students.

4-5 min about use of technology in education or usability of technology in their field. Marks for evaluation 30

English Competency Test – To find out the understanding level of English. Marks for evaluation 20

Multiple Choice Question 20 in which 10 Questions related to grammar and 10 question related to Para and Questions answers. Marks for evaluation 20

Minimum level of passing aggregate 40 marks in any two activity. All these activity are evaluated online.



Evaluation Process of Preadmission Activity

Essay and Video are evaluated by using five point rating scale. For essay 10 points are included in the scale having the components Content Density, Presentation, Language, Internal Consistency, Update Subject Knowledge, Relation to Education, Submission of essay, Overall impact. Video Recording Evaluation Scale includes Clarity in Voice, Clarity in Thinking, Accurate Body Language, Internal Consistency, and Overall Impact.

Data for the Preadmission activity students are given TableNo.2

Table No.2 Preadmission activity completed by the students

No.	Admission Activity	Candidate number
1.	Total Print Form received	392
2.	Rejected Form (No Graduation)/ Not want Admission	21
3.	Two Activity completed pass students	153
4.	Two Activity completed fail students	1
5.	Only ECT Completed students	19
6.	No any completed by the students	198

Observation and Conclusion-

Essay Writing-

- 1.) Most of the students submitted handwritten activities. Few of them submitted in typed form. It is word file font are varied therefore it not open properly. Again University member contact them to send it in PDF/ JPG format.
- 2) Most of the Essay related on innovative practices using in their day to day work.
- 3) Few of them are think about how technology is useful for 21st century teaching Learning Process.
- 4) One student copy the essay of his friend. It is seen when checking the essay. The university member contact both of them and request to submit again different essay for evaluation. This learning is not only the copy and paste learning. The copied student again the submit the essay. It is again evaluated.

Video Shooting-

- 1) Most of the students are used android Mobile for Shooting their video
- 2) Most of the students shows tension on their face because they are not comfortable for the shooting.
- 3) Few of them used LCD Projector for teaching of Subject.
- 4) Two Students are developed PPT and give Voice to the PPT.
- 5) One of the student submitted the video including the technology activities done for the primary level teaching learning in primary schools.



English Competency Test (ECT)-

1. Detailed instruction are developed to solved the ECT it is useful for the students who are teach in vernacular language.
- 2) Configuration of computer for the test is also given in the letter. Most of the students required technical support from computer persons.
- 3) 40 min are given to slove the ECT. It is sufficient for the students.
- 4) Some students are not get connected due to technical Problem, again the test was conducted online and interested students are completed it.

General Conclusion-

All the students are not at the same level to use technology in their day to day work. There is need of Specialized training. The YCMOU and MKCL Member developed one separate course on ICT Worker for the students.

Summary

Role of ICT is very importance in each field of life. Peopled required specialized training for the same. Customize program are benefitted for them. Before the development of the program, need analysis of the students for capacity to learn with the help of ICT are required.

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