

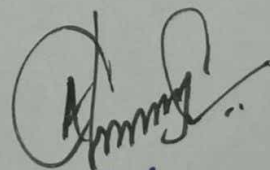
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**List of
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Sl. No	Name of the teacher	Title of the book/chapters published	ISBN/ISSN number of the proceeding
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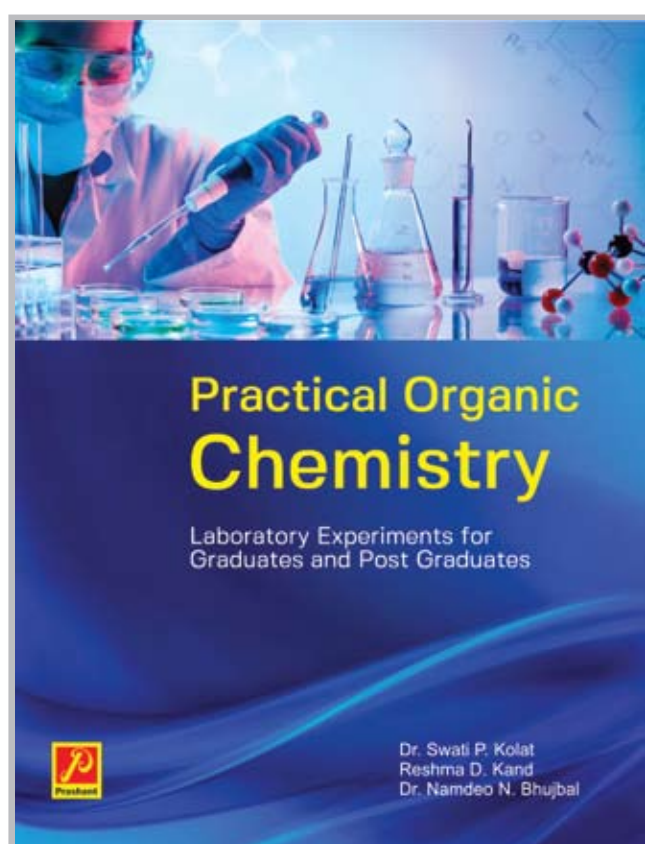


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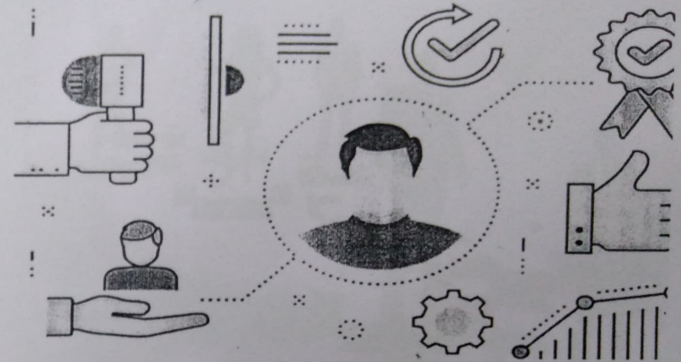
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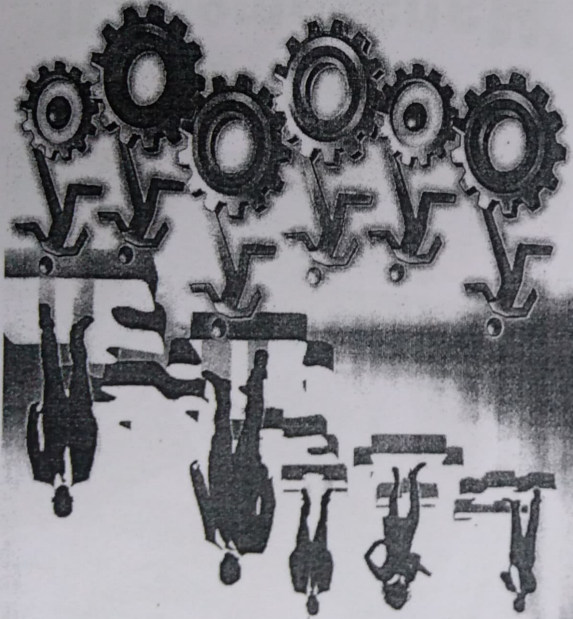
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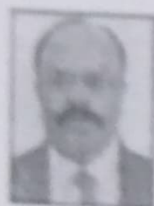


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This book of "*Business Management-II*" provides comprehensive information about various concepts of business, business environment, organisation process, etc. It describes the fundamental aspects of forms of business organisations, business combination, and social responsibility of business. The book is enriched with exercises, figures, tables and model paper to make students understand the text easily and effectively. This book is a valuable for students, teachers, and others interested in learning concepts of business management.

About the Author



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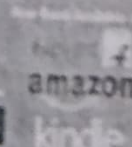
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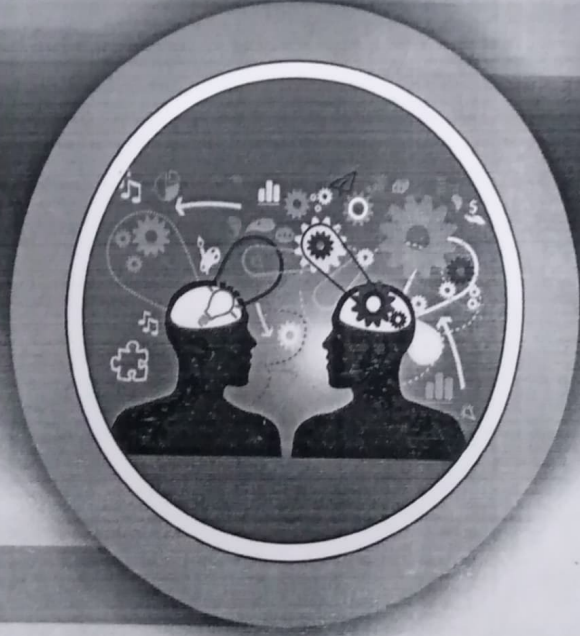
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ISBN 978-93-90225-87-3

प्रथम आवृत्ति : ऑगस्ट 2020

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ISBN 978-93-90506-56-9

प्रथम आवृत्ती : जानेवारी 2021

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प्रकाशक

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**REBOOTING AFTER THE SHUTDOWN****DR. MONIKA JAIN**BJS'S ASC College,
Wagholi, Pune**Abstract:**

COVID-19 is an apropos encounter which is expected to bring drastic but desired changes in the Indian Education System. With the rapid change in technology and growing use of the smart phones with accessibility, it is essential that we, as educators, switch towards exploiting this addictive behaviour of the contemporary student population. Although, there were many initiatives taken during pre-pandemic period, still India could not implement it on a large scale due to the uneven distribution of techno-savvy and internet using students. The pandemic compelled the government and educators to look for such ways that can reduce gatherings, personal touch and make maximum use of the available resources or develop new as per the demand and requirement. This paper attempts to explore these attempts and the changes they bring into the education system of India. The paper will also deal with the relevance and impact of these changes.

Key words: *Current Scenario, Pre-Pandemic Education, Post-Pandemic Changes, Impact On Education System, Fear Of The Pandemic, Digital Platform*

Introduction:

William Shakespeare has said that “Present fears are less than horrible imaginings.” This statement fits the contemporary situation under the effect of COVID-19 pandemic. The deadly virus has affected the entire world in an incomparable manner, but the world seems to have taken it in a positive manner and adopting different techniques to cope with it. Therefore, instead of cribbing and being stressed out due to the changes that happened due to this we must say “Kudos to the Pandemic”.

Current Scenario:

UNESCO in one of its reports revealed that- “As of 24 May 2020, approximately 1.725 billion learners are currently affected due to school closures in response to the pandemic. According to UNICEF monitoring, 153 countries are currently implementing nationwide closures and 24 are implementing local closures, impacting about 98.6 percent of the world's student population. 10 countries' schools are currently open.”

Special Issue**238****June 2020**Website: www.langlit.org

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One Day International Web-Conference on ‘Post-Pandemic Rejuvenation Of Higher Education: A Global Perspective’ organized by PDEA’s Baburaoji Gholap College, Sangvi, Pune in collaboration with Cluster of English Language and Literature (CELL)

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On 16th March 2020, India declared a countrywide lock-down of schools and colleges. On 19 March, the UGC issued guidelines and asked universities to postpone exams. The board exams conducted by CBSE and ICSE boards were postponed until 31st March at first and then later until 01st July. There is uncertainty about it till now.

One essential thing that the pandemic taught us is to avoid getting very close to any person and to maintain social distancing. Huge gatherings are *faux pas* and must be avoided. This is completely contrary to the current concept of classroom teaching where an average classroom may have 60-120 students. The conventional methods of teaching cannot support this concept of social distancing, thus it is essential that we explore new perspectives in order to take precautions while continuing with our task of being an educator.

Education before the Pandemic:

Pre-pandemic, development of soft-skills and other success skills (e.g., self and social awareness, collaboration, resilience, growth mindset) was more important. But, there is a rapid change in past few months as the focus has shifted to survival skills and continuing education along with professional development. In the widely implemented semester pattern, skills were given more importance and so were the activities, personal involvement in co-curricular and extra-curricular activities. There was substantial focus on online learning too. But, due to unequal access to technology and educational resources it was moderately implemented.

As Joseph Campbell said that- “We must be willing to let go of the life we’ve planned, so as to have the life that is waiting for us,” this is the time for us to improve on whatever was left undone. For this the government has to face a challenging situation of connectivity, providing high speed internet to every village and remote area, and increasing support services.

Post-pandemic world and education:

The addition of technology has made learning *tant mieux*. The UGC, educational institutes, universities, etc. are stressing on more personalized competency-based learning. The UGC has already issued guidelines to Universities and colleges to figure out other learning options for students, and also look for alternative evaluation methods. The UGC has also instructed to waive whatever we can from the current teaching-learning and evaluation methods. There are instructions for teachers too as we have to do away with the sit, learn and develop professionally model.

UGC’s guidelines on admissions make it very clear that “The MHRD and the UGC have been emphasizing to continue with the teaching-learning process using online modes such as Google Classroom, Google Hangout, Cisco Webex Meeting, You Tube Streaming, OERs, SWAYAM Platform and SWAYAMPBHA (available on Doordarshan (Free dish) and Dish TV), etc. The faculty members have contributed a lot for the benefit of students during the lockdown period by using a number of tools like WhatsApp groups, other social media tools and emails. But the students also expect that the faculty must maintain a “substantive

Special Issue

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June 2020

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contact” with them. So, even after posting the lecture material online, teachers need to maintain communication with the students and discuss course material with them on a regular basis.”

There will be personalized professional learning for teachers. Post-pandemic, we are expected to be more flexible, enhance our learning and use online learning methods, webinars, MOOCs (**Massive Open Online Courses**), Google Classroom, online evaluation to reduce the impact of this lethal pandemic.

All these above mentioned methods were used prior to the pandemic too, but the situation has compelled us to find a standardised approach to education. We need to explore options for designing tutorials and reach unlimited audience while providing tiered interactions along with variety of quizzes, games, assignments, animations, etc. through which the teacher can connect with the students.

As opposed to a traditional degree or diploma course from an educational institute, more focus, post-pandemic, will be on social proof of learning publicly and digitally verifiable work. Such initiatives will not only develop skills among learners and make them professionally competent, but will also pave new paths for income. The pandemic will result in an adaptation of the types of education required by the digital age. What we teach students will change and must follow the rule “survival of the fittest” while adapting to the needs of increasingly decentralized and digital life.

In response to school and college closures, UNESCO has recommended the use of distance learning programmes (which are abundant in India) and open educational applications and platforms (which we need to focus on and develop) that teachers can use to reach learners remotely and limit the disruption of education while following the instructions passed on by the Government and WHO under the COVID-19 impact.

Conclusion:

Scientists are unsure as to how long the virus will remain a threat to us, and until a vaccine or a cure is found we will be forced to live and work in a pandemic economy. So we have to “live with it”. The current lockdown can no longer go on forever. There will be a resumption of all the services, classroom teaching, admissions, evaluation, etc. at some point, but it will be in the context of broader goals and new found technological ways. Colleges and universities will have to reflect on the ways for developing personal learning journey of the students by using the online classrooms, MOOC, webinar, tests and other teaching-learning resources. Under the current circumstances, there will be a significant growth for MOOC offerings, and online generation of resources along with digital certification, diploma and degree. The digital platform will have to be strengthened so that it can cater to individual needs of students and provide a personalised learning atmosphere with flexibility. Thus, the teachers must train themselves first in order to be able to use online applications effectively.

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Looking at the situation around the world, it's clear that there will be numerous lasting consequences of the pandemic and what we need to do is follow the words of Robert Tew, who said that- "Trust yourself. You've survived a lot, and you'll survive whatever is coming."

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Special Issue**241****June 2020**Website: www.langlit.org

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एस. वाय. बी. ए.
सेमिस्टर-४

नवीन अभ्यासक्रम
सी.बी.सी.एस. पॅटर्न

महाराष्ट्राचा भूगोल-II

भूगोल : विशेष स्तर पेपर-१ (DSE-1B)

डॉ. अशोक मारुती थोरात
प्रा. अमित एकनाथ सोनवणे

डॉ. अर्जुन बबन डोके
डॉ. ज्योतिराम चंद्रकांत मोरे



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सेमिस्टर-3

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सी.बी.सी.एस. पॅटर्न

पर्यावरणीय भूगोल-I

भूगोल : सामान्य स्तर पेपर-2 (Gg.210 [A])

डॉ. ज्योतिराम चंद्रकांत मोरे
अशोक मारुती थोरात

डॉ. संजय दगू पगार
डॉ. राजेंद्र भाऊसाहेब झोळेकर



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सेमिस्टर-३

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महाराष्ट्राचा भूगोल

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डॉ. सुनील दगू ठाकरे

प्रा. सुदाम बाजीराव शिंदे
प्रा. निखिल उत्तम आगळे



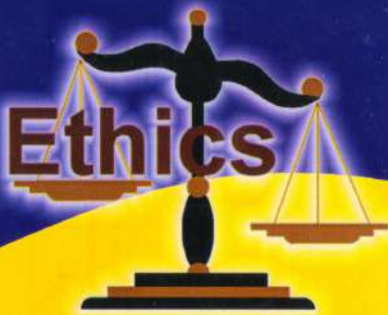
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