

गलगोटियाज कॉलेज में वेबिनार

ग्रेटर नोएडा। गलगोटियाज कॉलेज ऑफ इंजीनियरिंग एंड टेक्नोलॉजी के विज्ञान विभाग ने वर्तमान महामारी परिदृश्य में प्रयोज्यता का महत्व और शिक्षा की गुणवत्ता पर वेबिनार का आयोजन किया। वेबिनार के मुख्य अतिथि डिपार्टमेंट ऑफ मैटेरियल साइंसेज एंड इंजीनियरिंग आईआईटी कानपुर के प्रोफेसर कातेश बलानी और पीजी एंड रिसर्च राजकीय इंजीनियरिंग कॉलेज (ने) बांद्रा के डीन डॉ. आशुतोष तिवारी रहे।

हनुमान हरी, 15/08/21

दैनिक जागरण, जागरण सिटी, Noida 20/08/21 गलगोटियाज कालेज में वेबिनार का आयोजन

जासं, ग्रेटर नोएडा: नालेज पार्क स्थित गलगोटिया कॉलेज में कोरोना महामारी के मद्देनजर प्रयोगशाला का महत्व व शिक्षा की गुणवत्ता पर वेबिनार आयोजित हुआ। विषय पर विशेषज्ञों ने अपने विचार व्यक्त किए। कार्यक्रम के मुख्य अतिथि डिपार्टमेंट आफ मैटेरियल साइंसेज एंड इंजीनियरिंग आइआइटी कानपुर के प्रोफेसर कांतेश बलानी व पीजी एंड रिसर्च राजकीय इंजीनियरिंग कॉलेज बांदा के डीन डॉ. आशुतोष तिवारी थे। कांतेश बलानी ने कहा कि

12 वीं कक्षा तक के छात्र जीवन के विभिन्न पहलुओं से जुड़ने के लिए शोध करना शुरू कर देते हैं। आशुतोष तिवारी ने कहा कि वर्चुअल लैब के लिए डिजाइन की गई विशेष साइट पर हम कैसे जा सकते हैं। डॉ. विपिन कुमार श्रीवास्तव ने कहा कि एक प्रभावी प्रयोगशाला वैचारिक समझ को बढ़ावा दे सकती है। इस अवसर पर कॉलेज के निदेशक डा. बृजेश सिंह, एचओडी डॉ. राजेश त्रिपाठी, डॉ. मोनिका मलिक सहित अन्य लोग मौजूद थे।

4/ *TOI, front page & backside*
Online classes aren't real education: House panel

Manash.Gohain
@timesgroup.com

New Delhi: In a significant observation, the parliamentary standing committee on education has said that "online education is not real education". Observing that disruption of physical school activities is likely to impair the cognitive capabilities of students, it said in its report that lack of digital facilities and adaptation either due to "inaccessibility of technology or the educational backgrounds of their parents to guide them" has contributed towards learning loss among students of all classes and regions.

"Due to continued cessation of classes, learning loss is acquiring critical dimensions," it added. The committee submitted the report to the Parliament on Friday.

Stating that immediate remedial steps are needed, the committee noted, "The learning loss of more than one whole academic year would necessarily have weakened the foundational knowledge of the students especially in the subjects of mathematics, sciences and languages at school level. This learning loss is a big deficit and is likely to impair the

RECOMMENDATIONS OF 328th PARLIAMENTARY STANDING COMMITTEE

Learning loss: Intensive bridge courses and accelerated learning programmes & formative assessments, like ChatBot Assessment

Proper documentation and data collection: Immediate assessment of learning loss across the country, covering every student

Digital education: Recorded online courses/ massive open online courses in all regional languages for each class

Digital divide: Leverage private sector expertise and

resources to provide digital devices to students from economically weaker and marginalized sections

Examinations and assessments: A credible, fair and transparent system of continuous assessment throughout the year

School re-opening guidelines during pandemic: Accentuated vaccine programmes for all students, teachers and allied staff; Classes may be held on alternate days or in two shifts to thin out students



cognitive capabilities of students. This might have a debilitating effect on vulnerable sections of the society like poor and rural students, marginalised sections of society and young women who might have been unable to connect to any form of digital education during the pandemic."

The report, titled 'Plans to Bridge the Learning Gap... and Plans for Re-opening of Schools', recommended accentuated vaccine programmes for all students, teachers, and staff, physical classes on alternate days, and developing a blended

mode of education based on the experiences of the Covid-induced disruptions.

Highlighting in its report that the studies of 32 crore children have been affected by the pandemic, the committee also observed that most rural and remote areas lack digital facilities that has led to a huge digital divide. It added that though the ministry of education claimed around 85% students were connected with online classes and the remaining students were being approached with other modes, "the ground reality is completely different".