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CRITICAL ANALYSIS OF HIGHER EDUCATION IN INDIA: CHALLENGES AND SUGGESTIONS

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History of Education in India

India has an enriched history so far as education is concerned. The heritage and legacy of India's education is known to the outside world since long. India has been an ancient knowledge center. Ancient Indian education can be traced back to 3rd century B.C. The earliest method of education in India was oral where education was passed on from one generation to the other through the method of recital. Education was provided through this method in schools called 'Gurukuls' where teachers used to keep disciples under strict supervision. After the development of written method of education, barks of trees and leaves were used for writing and this was the beginning of development of books. This largely helped in the spread of education.

Buddhism did a great job in the spread of education, this is evident from the fact that a lot many world famous institutions and universities came up in India during the time of spread of Buddhism. Universities such as the Nalanda, Taxila and Vikramshila are great testimonials of the ancient Indian education during the times of Buddhism these universities attracted scholars from all the parts of the globe and successfully flourished during from 5th century to 13th century A.D.

With the advent of Islam in India, a fine amalgamation was seen between the Indian and Islamic culture. This is witnessed in the education and learning too. Poetry, fine arts, music, literature etc. has Islamic influence. Urdu as a language had a great influence of learning and literature. In the modern period, universities were set up by the British in Allahabad, Delhi and Lucknow. Thus, it can be said that in the medieval and modern period, the university culture promoted the Indian higher education system and gave it a worldwide name.

English became the medium of higher education after the arrival of British in India. Since then, it has dominated the scenario of higher education in India. Hundreds of universities and affiliated colleges have come up that provide quality education with English as the medium of higher study.

Higher Education in India-Concerns & New Directions:

The Indian higher education system has grown by leaps and bounds after the colonial period. The growth has been tremendous in terms of institutes, students enrolled as well in terms of the wide scope of higher education. However, it has its own share of issues and problems as well.

Indian economy is developing at a rapid rate and higher education is being used as a tool to accelerate development. The Indian higher education system is facing many issues and challenges these days; it is very important for the Indian policy makers to sort out these issues in the system of higher education so that the growth and development continues with the expected and desired rate.

There is a plethora of tasks before the universities and institutes of higher education in India, they have to work simultaneously on multiple front. On one hand, it is necessary to assess the relevancy of the current curriculum and introducing new knowledge and new programs, on the other hand it is equally important to overcome various challenges in teaching and create a pool of knowledgeable and talented teaching human capital. This pool of intelligence and extended capacity will serve as the foundation for quality higher education in India.

Issues of Higher Education in India:

The primary issues that the Indian higher education system is facing has been given below. In this regard [1]UGC has published a report in year 2008 which suggests the primary issues that the Indian higher education system is facing. They can be counted as follows.

- ❖ Availability of quality faculty
- ❖ Relevance of the curriculum
- ❖ Accreditation and assessment of the higher educational institutes
- ❖ Ethical conduct of educational institutions
- ❖ Financial issues and concerns
- ❖ Access to quality education

Overview of Indian Higher Education Sector:

The number of institutions of higher education have grown more than proportionately in numbers in comparison to the population of the country. The numbers of colleges and universities have constantly swelled up from few to few hundred in a short time. A bird's eye view of the tremendous growth of India's higher education sector can be taken from the data below:

Types of Universities in India

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[1] *Source: University Grant Commission (UGC) Report on "Higher Education In India -Issues Related to Expansion, Inclusiveness, Quality and Finance" November 2008.*
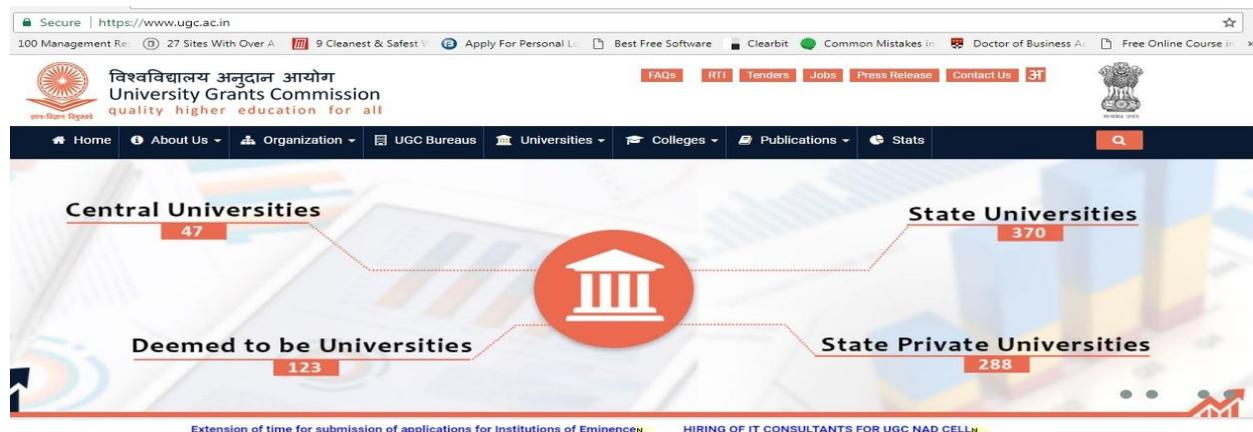
Source: https://www.ugc.ac.in/ *as on 31.01.18*

❖ Under the purview of the Department of Higher Education in the Union Human Recourse Development (HRD) Ministry, the UGC lists **47 Central Universities**[2], as on 31.01.18.

❖ The UGC lists **370 State Universities**, as of 6 October 2017.

❖ The UGC lists **288 Private Universities**, as of 6 October, 2017.

❖ The UGC lists **123 Deemed Universities** or **Deemed to be Universities**, as of 31.01.18. Deemed University or Deemed to be university is a status of autonomy granted by the Department of Higher Education on the advice of the UGC.

❖ These above 4 types of Universities, **total 828 Universities** together.

❖ There are 20 IIMs (Indian Institute of Management[3]) operating in India, as on December 2018.

❖ Apart from above universities, other institutions are granted the permission to autonomously award degrees. However, they do not affiliate colleges and are not officially called universities but Autonomous Institutes. They come under the administrative control of the Dept. of Higher Education (MHRD). As of December 2017, India has (total) following autonomous institutes-

❖ 23 IITs

❖ 20 IIMs

❖ 31 NITs

❖ 23 IIITs

❖ 7 IISERSs

❖ 7 AIIMSs

❖ 7 NIPERSs

❖ 3 SPAs

❖ 25 other Institutes of National Importance, which includes 5 Central Universities.

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[2] *Source:* https://www.ugc.ac.in/ *as on 31.01.18*

[3] *Source:* http://mhrd.gov.in/iims

❖ As of 29 December 2017, Ministry of Human Resource Development (MHRD) has listed total 91 Institutes of National Importance[4]. (Established under Acts of Parliament)

Present Condition of Higher Education in India: (Confederation of Indian Industry) CII-Deloitte released a report on the "Annual Status of Higher Education of States and Union Territories in India -2016" (ASHE 2016)[5].

➢ According to this report, the total enrolment of 342.1 lakhs students.
➢ 54% male and 46% female enrolments in higher education institutes in India.
➢ Uttar Pradesh ranks first (60.6 lakhs, 17.7%), followed by
➢ Maharashtra (37.4 lakhs, 10.9%),
➢ Tamil Nadu (33.5 lakhs, 9.8%).
➢ The report also points out that the highest share of enrolment (79.4%) is at undergraduate level, followed by post-graduate (11.3%) and Diploma (7.3%), with all other levels forming < 2%.
➢ According to ASHE report 2016, India's total GDP (estimated) in 2015-16 was Rs. 113.50 lakh crore, out of this amount the higher education expenditure as % of GSDP was 0.53%., which is very less by any mean .
❖ According to the [6]Census Report 2011, the total literacy rate in India is 74.04% compared to the world average of 83.4%.
❖ The female literacy rate is 65.46 % and male literacy rate is 82.14 %.

Regulatory Authorities of Higher Education in India:
There are perhaps too many statutory bodies that are responsible for regulating the higher education in India. These regulatory bodies are as-
1. Ministry of Human Resource Development (MHRD), Government of India
2. University Grants Commission (UGC)
3. National Assessment and Accreditation Council (NAAC)
4. All India Council for Technical Education (AICTE)
5. All India Management Association (AIMA)

Challenges of Indian Higher Education System:
Challenges of higher education in India are global and thus the issues of higher education have to be addresses globally. Quality education has no substitute. Indians will have to rise

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[4] **Source:** http://mhrd.gov.in/institutions-national-importance

[5] **Source:** Annual Status of Higher Education of States and Union Territories in India (ASHE), November 2016, CII- Deloitte, Page 33, 38.

[6] **Source:** Census of India Website: Office of Registrar General & Census Commissioner

Census Report 2011.

above the current challenges to develop a system of higher education that will take them towards sustainable growth while at the same time, preserving the deep rooted principles of humanity in the society. Only then will India be able to develop a higher education system that will make its mark on a global scale. The major challenges/ problems of Indian higher education system are as follows-

1. The higher education is excessively getting plagued with crowded classrooms where students turn up only to fulfill the minimum attendance.
2. There are multi regulatory bodies for managing the higher education in India; often these regulatory bodies make decisions that are contradicting to each other.
3. There are serious drawbacks in the fund allotment to the higher education institutes by the government. At present the funding is inclined in the favor of central universities.
4. Lack of availability quality teachers.
5. Lack of interest in teaching.
6. Lack of interpersonal relations between the teachers and students.
7. Lack of unbiased examination and evaluation system.
8. Colleges and universities have become the places for time pass instead of learning.
9. Students, once they move out of the institute have to face the harsh reality of the job market and thus, they are highly disappointed, but it is too late by that time.

Indian higher education system produces a large number of job seekers every year instead of producing job givers.

All this has resulted into rapid downgrade of the higher education sector of India.

The Work Needed to Improve the Quality of Higher Education in India:
The Indian higher educational institutes of the modern age have to be made the centers of economic development. The work which should be done to improve the quality of higher education in India can be categorized into 3 broad categories. They are as-
1) Management of Higher Education
2) Reorientation of Higher Education
3) Quality Assurance in Higher Education

Indian higher education is such that it is producing a large number of job seekers every year instead of producing few job givers too. This trend has to be reversed. The Indian higher education system must produce entrepreneurs who are able to set up some business in order to provide jobs to others. Skill enhancement through training, conferences, seminars, practical work must be made compulsory and must be taken very seriously in order to produce skilled man power which is able to constructively contribute to the society at large.

Suggestions to Improve the Higher Education in India:
The Government of India and U.G.C. have to take some corrective measures to improve the condition of higher education in India. Here are few suggestions to improve the quality and condition of the higher education in India. They are as follows-

1. There must be a single regulatory body instead of multi regulatory bodies for the higher education in India. The MHRD has proposed the formation of a new body to conduct the smooth operation of higher education in India, named Higher Education Empowerment Regulation Agency **(HEERA)**[7].This HEERA will replace the UGC and AICTE as a single higher education regulator.

2. Innovative ideas must be encouraged from the student fraternity. These must be implemented if possible and must be financed by suitable facilities. This will motivate the students to think new and come up with suggestions.

3. The examination system needs a complete revamp. Filling out copies in the examination is proving to be ineffective in today's times; this is an issue that will have to be addressed at priority.

4. The methodology of **'reading and writing'** has to be replaced with **'doing and learning'**.

5. The course content and syllabus of higher education should be designed as per the needs and requirements of the market and industry; in order to make Indian university graduates employable in the job market.

6. Personality tests, aptitude tests, practice tests need to be given priority otherwise we will continue producing an army of 'half skilled' workforce which will be unqualified to be absorbed into the demanding industry/job market of modern times.

7. Counseling sessions must be promoted during the higher education to make sure that the student identifies his or her area of interest at an early age and starts planning and preparing for that occupation as his career.

8. Value education is as important as the modern science and commerce subjects. There is a greater than ever need to give push to values and ethics in the society, higher education being the right platform to do so.

9. Digital tools must be promoted in higher education. Digital libraries are accessible free of cost, students must be encouraged and made aware how to make use of such digital libraries.

10. Debates, discussions, experiments must be promoted for the students; in the absence of all these, higher education will become boring and tiring and the grasping power of the students will also suffer to a large extent.

11. Under the guidance of their faculty, students of higher education must take full advantage of the resources available at their disposal.

This will produce better human resource and the positive effects will be soon visible in the society as well.

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[7] **Source:** *https://www.ndtv.com>education, june 7, 2017*

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AN INTERACTION EFFECT OF PARENTING, SELF CONCEPT, STYLE OF LEARNING AND THINKING ON CAREER ASPIRATIONS OF AIDED PRE-UNIVERSITY COLLEGE SCIENCE STUDENTS

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Introduction

Education is never ending process, which is intricately interwoven with life, enriching the individual with a variety of experience, kindling the flames of knowledge with constant probing into the mysteries of life, within and without. Each educational institution should produce educated, intelligent individual who can think independently not a mass which can be manipulated. Herbert Spencer said "Education is the training of completeness of life; it will bring out the perfection which is latent in every man".

Concept and Definitions of Science:

According to Webster's New Collegiate Dictionary, the definition of science is "knowledge attained through study or practice," or "knowledge covering general truths of the operation of general laws, especially as obtained and tested through scientific method and concerned with the physical world."

Science refers to a system of acquiring knowledge. This system uses observation and experimentation to describe and explain natural phenomena. The term science also refers to the organized body of knowledge people have gained using that system. Less formally, the word science often describes any systematic field of study or the knowledge gained from it.

"Science is a systematized body of knowledge."
"Science is nothing but organised common sense"
"Science is heap of truth"

John Woodburn and E.O.Obourn consider science as that human endeavor that seeks to describe with even increasing accuracy, the events and circumstances which occur or exist within our natural environment.

From these two definitions three basic principles of the nature of science can be identified i) An accumulated and systematized body of knowledge ii) The scientific method of inquiry and iii) The Scientific attitudes. The first point indicates the product of science while second and third points indicate the 'process' of science. In other words, science is both a product and process.

Rationale for the study – Empirical Evidences for the selected variables.

The research studies conducted so far in the areas of students Parenting, Self concept, Style of Learning and thinking and correlate of achievement form the basis for setting objectives and hypotheses for the present study. Thus, the critical appraisal of the related studies is presented below;

i. Parenting:

Ukoha (2011) reported that many factors have been blamed for the lack of interest in vocation. Parents today are preoccupied in money making; they have allowed the time they are supposed to be with adolescents to teach value and norms of the society to be spent on watching films and internet programmes. They have allowed their brains to be filled with chunks, leaving other important things of life. Ukoha asserts that environment plays about 50 percent role in influencing what an adolescent learns or becomes.

Whiston and Keller (2004) in their review on the influences of the family on career development concluded that, across the lifespan, both family structure variables such as parents occupations and educational level and family process variables such as warmth, support, attachment and autonomy from parents were found to influence a large number of career constructs.

Fisher and Griggs (1994) studied the factors that influence the Career Developpment of youths. They found that family functioning has a greater influence on career development than either family structure of parent's educational and occupational status.

Bratcher (1982) was the first to suggest the application of family systems theory in the area of career development. He suggested that, family rules,, homeostasis and boundaries we the most influential systematic issues that would likely affect career choice.

Austin (1984) stated that, the parents act as 'Value Socializers', shaping their children's perceptions of the appropriateness of occupation related decisions. Parental expectations lay a foundation for parent's behaviours and interactions with their children, which then indirectly or directly influence choices they make in the future.

ii. Self concept:

Zakaria (2005) investigated the self concept as motivation for vocational interest. Result indicated no significant differences in the opinion of students on motivation for self concept and vocational interest, arising from the finding was that students education has to be enriched and nourished for them to make realistic vocational interest.

Adenubi (2008) found in his study the self concept is reflected in the way an individual sees himself. The self concept and vocational interest of adolescents depend on how he or she perceives the experiences rather than the parent's type of occupation. With the knowledge of all these that affect self concept and all that are affected by self concept, one wonders the direction of effect on level of self concept and sex.

Melgosa (2002) in the study of self concept and vocational choice observed that proper vocational education will equip students to better vocational choice.

iii. Style of Learnng and thinking:

Sara, Safyanu shuaibu (2007) in the study effects of learning styles on career preferences, observed that students particular learning style greatly affects his choice or preference of one career over the other. It has been also reported that Sex difference in learning style exists among the senior secondary school students in Jigawa State as well as career preference.

Yakasai (1991) reported that in recent times though field dependents and field independents can be found in both sexes, the child rearing practices and religious implications in the study area tends to make both male and female differ in learning style.

Yakasai (1991) founded that field dependent subjects showed high attitudes toward social studies which is the bedrock of artistic and social sciences while field independent students showed high interest toward integrated science which the bedrock of scientific and mechanical career areas.

Objectives of the study:

To study the effect   Self concept, Parenting, Style of Learnng and thinking on Career aspirations of Rural Pre-University Science college Students.

Hypothesis:

There is no significant interaction effects of self concept (Low and high), parenting (Low and high) and style of learning-thinking (Low and high) on career aspiration of Aided Pre-University College Science students

Variables

Independent Variables to be considered in the study :

    i. Parenting

    ii. Self concept

    iii. Style of Learning and thinking

Dependent Variable to be considered in the study:

    i.   Career Aspiration of the students

Research Tools Used for the Study:

❖   *Self concept.*

In order to measure this variable, the self concept Rating Scale (SCRS-D) constructed by Pratibha Deo will be used.

❖   *Learning and Thinking Style (SlAT-V)*

In order to measure this variable, the Style of Learning and Thinking constructed by D.Venkataraman will be used.

❖   *Career Aspiration (CAS-SA)*

In order to measure this variable, the Career Aspiration Scale constructed by Sarita Anand will be used.

❖   *Parenting*

In the present study Parenting, which is a independent variable, will be measured by developing an Parenting Tool by the Investigator

Collection of Data

Required data relating to parenting, self concept and Style of Learnng and thinking of the students will be obtained by administering Science Parenting, Self concept, Style of Learning and Thinking, Career aspiration among Pre-University Science college students. The investigator will collect the essential data by visiting different Pre-University Science colleges from Bijapur and Bagalkot District. The sex, management and location of the Colleges will be collected through a personal data proforma.

Hypothesis: There is no significant interaction effects of self concept (Low and high), parenting (Low and high) and style of learning-thinking (Low and high) on career aspiration of Aided Pre-University College Science students

To test or accomplish above hypothesis the three way ANOVA with interaction design was performed and the results are presented in the table given below.

Table: 3-way ANOVA between self concept (Low and high), parenting (Low and high) and style of learning-thinking (Low and high) on career aspiration of Aided Pre-University College Science students

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value
Main effects					
SC	1	17.51	17.51	1.5520	0.2137
PA	1	4.64	4.64	0.4115	0.5216
SLT	1	59.22	59.22	5.2478	0.0226*
2-way interaction effects					
SC x PA	1	14.06	14.06	1.2459	0.2651
SC x SLT	1	20.18	20.18	1.7882	0.1820
PA x SLT	1	1.23	1.23	0.1090	0.7415
3-way interaction effects					

SC x PA x SLT	1	0.86	0.86	0.0765	0.7823
Error	339	3825.25	11.28		
Total	346	3942.95			

*p<0.05

From the results of the above table, it can be observed that,

- The main effect self concept (Low and high) on career aspiration of Aided Pre-University College Science students is found to be statistically not significant (F=1.5520, p>0.05) at significance level of 5 percent. Therefore, the H_0 is not rejected and H_1 is rejected. It means that, the Aided Pre-University College Science students with low self concept (52.00±0.77) have smaller and not significant career aspiration scores as compared to Aided Pre-University College Science students with high self concept (56.12±4.25).

- The main effect parenting (Low and high) on career aspiration of Aided Pre-University College Science students is found to be statistically not significant (F=1.7882, p>0.05) at significance level of 5 percent. Therefore, the H_0 is not rejected and H_1 is rejected. It means that, the Aided Pre-University College Science students with low parenting (52.06±0.83) have smaller and not significant career aspiration scores as compared to Aided Pre-University College Science students with high parenting (56.02±4.27).

- The main effect style of learning-thinking (Low and high) on career aspiration of Aided Pre-University College Science students is found to be statistically not significant (F=5.2478, p<0.05) at significance level of 5 percent. Therefore, the H_0 is rejected and H_1 is not rejected. It means that, the Aided Pre-University College Science students with low style of learning-thinking (51.90±0.74) have smaller and significant career aspiration scores as compared to Aided Pre-University College Science students with high style of learning-thinking (56.05±4.20).

- The interaction effects self concept (Low and high) and parenting (Low and high) on career aspiration of Aided Pre-University College Science students is found to be statistically not significant (F=1.2459, p>0.05) at significance level of 5 percent. Therefore, the H_0 is not rejected and H_1 is rejected. It means that, the Aided Pre-University College Science students with low & high self concept and low & high parenting have similar career aspiration scores.

- The interaction effects self concept (Low and high) and style of learning-thinking (Low and high) on career aspiration of Aided Pre-University College Science students is found to be statistically not significant (F=1.7882, p>0.05) at significance level of 5 percent. Therefore, the H_0 is not rejected and H_1 is rejected. It means that, the Aided Pre-University College Science students with low & high self concept and low & high style of learning-thinking have similar career aspiration scores.

- The interaction effects parenting (Low and high) and style of learning-thinking (Low and high) on career aspiration of Aided Pre-University College Science students is found to be statistically not significant (F=0.1090, p>0.05) at significance level of 5 percent. Therefore, the H_0 is not rejected and H_1 is rejected. It means that, the Aided Pre-

University College Science students with low & high parenting and low & high style of learning-thinking have similar career aspiration scores.

- The interaction effects self concept (Low and high) parenting (Low and high) and style of learning-thinking (Low and high) on career aspiration of Aided Pre-University College Science students is found to be statistically not significant (F=0.0765, p>0.05) at significance level of 5 percent. Therefore, the H_0 is not rejected and H_1 is rejected. It means that, the Aided Pre-University College Science students with low & high self concept, low & high parenting; low & high style of learning-thinking have similar career aspiration scores.

Further, if F is significant, to know the pair wise comparisons of interactions effects of self concept (Low and high), parenting (Low and high) and style of learning-thinking (Low and high) on career aspiration of Aided Pre-University College Science students by applying the by Scheffe's multiple posthoc procedures and the results are presented in the tables given below:

Table: Interaction effects of self concept (Low and high) and parenting (Low and high) on career aspiration of Aided Pre-University College Science students

Interactions	Low SC x Low PA	Low SC x High PA	High SC x Low PA	High SC x High PA
Mean	52.01	51.90	53.00	56.21
SD	0.76	0.88	1.55	4.27
Low SC x Low PA	-			
Low SC x High PA	p=0.9998	-		
High SC x Low PA	p=0.9221	p=0.9418	-	
High SC x High PA	p=0.0001*	p=0.0018*	p=0.1599	-

*p<0.05

From the results of the above table, it can be seen that,

- The Aided Pre-University College Science students belongs to low self concept with low parenting and low self concept with high parenting do not differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to low self concept with low parenting and low self concept with high parenting have similar career aspiration scores.

- The Aided Pre-University College Science students belongs to low self concept with low parenting and high self concept with low parenting do not differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to low self concept with low parenting and high self concept with low have similar career aspiration scores.

- The Aided Pre-University College Science students belongs to low self concept with low parenting and high self concept with high parenting differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to high self concept with high have higher career aspiration scores as compared to Aided Pre-University College Science students belongs to low self concept with low parenting.

- The Aided Pre-University College Science students belongs to low self concept with high parenting and high self concept with low parenting do not differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to low self concept with high parenting and high self concept with low have similar career aspiration scores.

- The Aided Pre-University College Science students belongs to low self concept with high parenting and high self concept with high parenting differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to high self concept with high have higher career aspiration scores as compared to Aided Pre-University College Science students belongs to low self concept with high parenting.

- The Aided Pre-University College Science students belongs to high self concept with low parenting and high self concept with high parenting do not differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to high self concept with low parenting and high self concept with high parenting have similar career aspiration scores. The mean scores are also presented in the following figure.

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Figure: Comparison of interaction effects of self concept and parenting on career aspiration of aided Pre-University College Science students

Table: Interaction effects of self concept (Low and high) and style of learning-thinking (Low and high) on career aspiration of Aided Pre-University College Science students

Interactions	Low PA x Low SLT	Low PA x High SLT	High PA x Low SLT	High PA x High SLT
Mean	51.90	52.69	51.89	56.30
SD	0.75	0.48	0.60	4.24
Low PA x Low SLT	-			
Low PA x High SLT	P=0.8564	-		
High PA x Low SLT	P=1.0000	P=0.9548	-	
High PA x High SLT	P=0.0001*	P=0.0007*	P=0.0021*	-

*p<0.05

From the results of the above table, it can be seen that,

- The Aided Pre-University College Science students belongs to low self concept with low style of learning-thinking and low self concept with high style of learning-thinking do not differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to low self concept with low style of learning-thinking and low self concept with high style of learning-thinking have similar career aspiration scores.
- The Aided Pre-University College Science students belongs to low self concept with low style of learning-thinking and high self concept with low style of learning-thinking do not differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to low self concept with low style of learning-thinking and high self concept with low style of learning-thinking have similar career aspiration scores.
- The Aided Pre-University College Science students belongs to low self concept with low style of learning-thinking and high self concept with high style of learning-thinking differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to high self concept with high have higher career aspiration scores as compared to Aided Pre-University College Science students belongs to low self concept with low style of learning-thinking.
- The Aided Pre-University College Science students belongs to low self concept with high style of learning-thinking and high self concept with low style of learning-thinking do not differs significantly with respect to their career aspiration scores at significance level of 5

percent. It means that, the Aided Pre-University College Science students belongs to low self concept with high style of learning-thinking and high self concept with low style of learning-thinking have similar career aspiration scores.

- The Aided Pre-University College Science students belongs to low self concept with high style of learning-thinking and high self concept with high style of learning-thinking differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to high self concept with high have higher career aspiration scores as compared to Aided Pre-University College Science students belongs to low self concept with high style of learning-thinking.

- The Aided Pre-University College Science students belongs to high self concept with low style of learning-thinking and high self concept with high style of learning-thinking differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to high self concept with high have higher career aspiration scores as compared to Aided Pre-University College Science students belongs to high self concept with low style of learning-thinking. The mean scores are also presented in the following figure.

Figure: Comparison of interaction effects of self concept and style of learning-thinking on career aspiration of Aided Pre-University College Science students
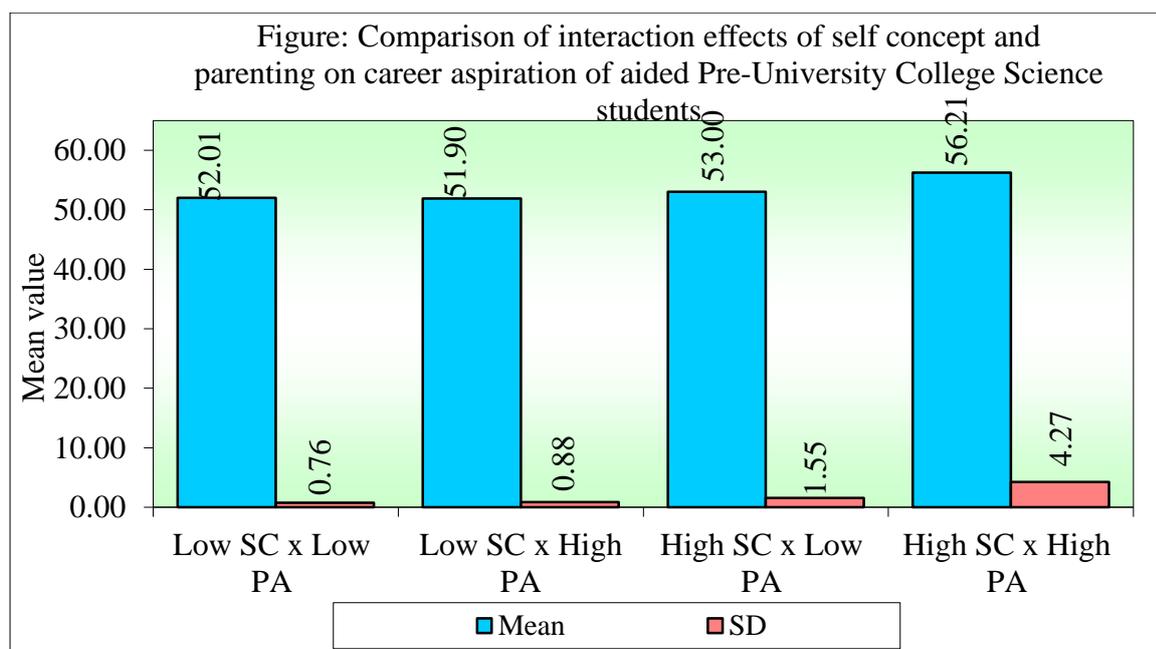
Table: Interaction effects of parenting (Low and high) and style of learning-thinking (Low and high) on career aspiration of Aided Pre-University College Science students

Interactions	Low PA x Low SLT	Low PA x High SLT	High PA x Low SLT	High PA x High SLT
Mean	51.91	53.13	51.83	56.25
SD	0.74	0.64	0.72	4.27
Low PA x Low SLT	-			
Low PA x High SLT	p=0.6292	-		
High PA x Low SLT	p=0.9999	p=0.8040	-	
High PA x High SLT	p=0.0001*	p=0.0081*	p=0.0003*	-

*p<0.05

From the results of the above table, it can be seen that,

- The Aided Pre-University College Science students belongs to low parenting with low style of learning-thinking and low parenting with high style of learning-thinking do not differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to low parenting with low style of learning-thinking and low parenting with high style of learning-thinking have similar career aspiration scores.

- The Aided Pre-University College Science students belongs to low parenting with low style of learning-thinking and high parenting with low style of learning-thinking do not differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to low parenting with low style of learning-thinking and high parenting with low have similar career aspiration scores.

- The Aided Pre-University College Science students belongs to low parenting with low style of learning-thinking and high parenting with high style of learning-thinking differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to high parenting with high have higher career aspiration scores as compared to Aided Pre-University College Science students belongs to low parenting with low style of learning-thinking.

- The Aided Pre-University College Science students belongs to low parenting with high style of learning-thinking and high parenting with low style of learning-thinking do not differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to low

parenting with high style of learning-thinking style of learning-thinking and high parenting with low have similar career aspiration scores.

- The Aided Pre-University College Science students belongs to low parenting with high style of learning-thinking and high parenting with high style of learning-thinking differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to high parenting with high style of learning-thinking have higher career aspiration scores as compared to Aided Pre-University College Science students belongs to low parenting with high style of learning-thinking.

- The Aided Pre-University College Science students belongs to high parenting with low style of learning-thinking and high parenting with high style of learning-thinking differs significantly with respect to their career aspiration scores at significance level of 5 percent. It means that, the Aided Pre-University College Science students belongs to high parenting with high style of learning and thinking have higher career aspiration scores as compared to Aided Pre-University College Science students belongs to high parenting with low style of learning-thinking. The mean scores are also presented in the following figure.

Figure: Comparison of interaction effects of parenting and style of learning-thinking on career aspiration of Aided Pre-University College Science students
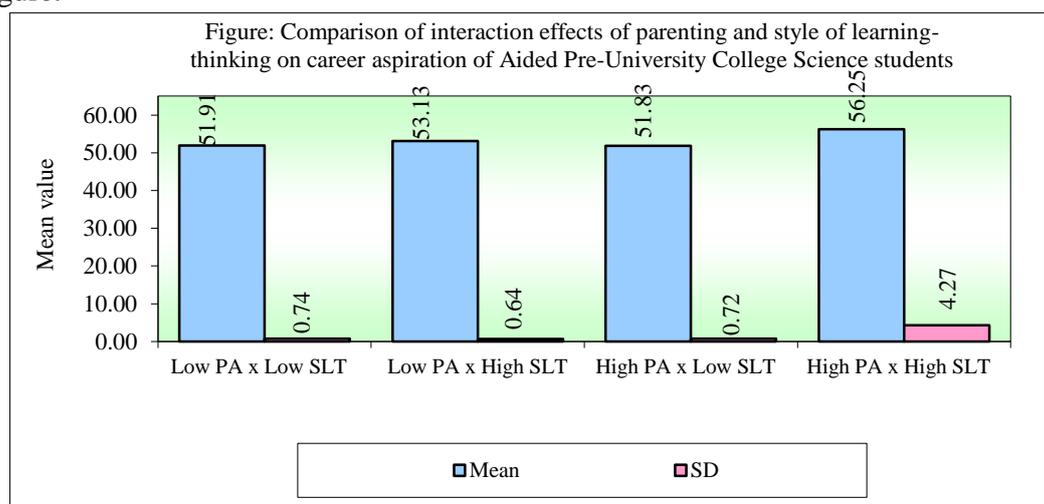
Table: Interaction effects of self concept (Low and high), parenting (Low and high) and style of learning-thinking (Low and high) on career aspiration of Aided Pre-University College Science students

Interactions	Low SC x Low PA x Low SLT	Low SC x Low PA x High SLT	Low SC x High PA x Low SLT	Low SC x High PA x High SLT	High SC x Low PA x Low SLT	High SC x Low PA x High SLT	High SC x High PA x Low SLT	High SC x High PA x High SLT

Mean	51.92	52.82	51.40	52.40	51.00	54.00	52.14	56.35
SD	0.74	0.40	0.89	0.55	0.00	0.00	0.38	4.27
Low SC x Low PA x Low SLT	-							
Low SC x Low PA x High SLT	p=0.9983	-						
Low SC x High PA x Low SLT	P=1.0000	p=0.9989	-					
Low SC x High PA x High SLT	p=1.0000	p=1.0000	p=1.0000	-				
High SC x Low PA x Low SLT	p=1.0000	p=0.9994	p=1.0000	p=0.9999	-			
High SC x Low PA x High SLT	p=0.9830	p=0.9998	p=0.9874	p=0.9994	p=0.9936	-		
High SC x High PA x Low SLT	p=0.9999	p=1.0000	p=1.0000	p=1.0000	p=1.0000	p=0.9976	-	
High SC x High PA x High SLT	p=0.0001*	p=0.1212	p=0.1616	p=0.4580	p=0.6575	p=0.9638	p=0.1608	-

*p<0.05

From the results of the above table, it can be seen that, a significant difference was observed between interactions of Aided Pre-University College Science students only belongs to low self concept x low parenting x low style of learning and thinking and high self concept x high parenting x high style of learning-thinking at significance level of 5 percent. But other combinations of interaction effects of three independent variables on career aspiration are not found to be statistically significant at 5% level. The mean scores are also presented in the following figure.

Figure: Comparison of interaction effects of self concept, parenting and style of learning-thinking on career aspiration of Aided Pre-University College Science students
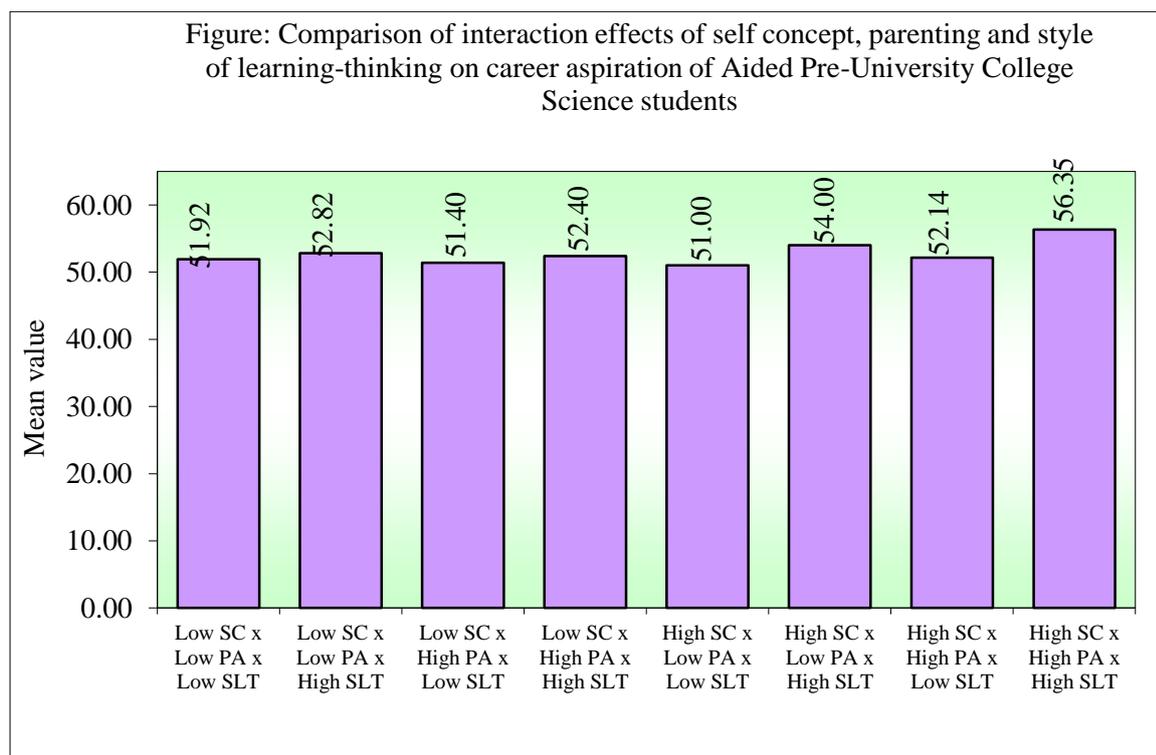
Educational Implications

- Every educational Institution should provide mandatory career counselling for each student, starting from 8th std. Students from low socio-economic students should be provided with information about various scholarships and student loans.

- For proper development of every student in the class, it is essential to understand to the teachers why a particular student is sitting on back benches and need to decide what to do help the teacher should take the help of the Front Benchers and they should be assigned responsibility for their adjustment in the class.

- The colleges should provide at risk students with mentors from various professions to encourage them to pursue higher education.

- Counselling by experts can certainly help by giving advice on helping parents understand students needs and behaviours, parenting skills and correction of parents' irrational beliefs and negative thinking.

- Family Life Education programmes and mental health services may be organized at college level to enhance and equip the students for betterment of career aspirations

- Teacher should use different maxims of teaching, proper method of teaching, experiments be demonstrated in the laboratory, create democratic type of atmosphere and encourage the students to equip proper style of learning and thinking.

- The school programme should be made as interesting, rich with curricular and co-curricular activities, so that pupils having varied interests may get opportunities to participate them.

- Teachers should help the students to develop rationality, curiosity, open mindedness, personal confidence, aversion to superstitions, intellectual belief, suspended judgment etc., as these variables are good predictors of achievement of science students.

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3

"CONTRIBUTION OF TRIBAL EDUCATION SCHEMES IN EDUCATIONAL AND OVERALL DEVELOPMENT AMONG THE TRIBAL PEOPLE"

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Abstract

Education is basic factor of tribal development in India. As the poorest sections of Indian society, tribals are largely not capable of paying for education. Without educational development, they will not achieve goal of overall development. Govt. of India and State Govt. jointly taken initiative for development of tribal people through education. Tribal education promotional schemes such as ashram schools, govt. hostels and scholarships etc. are supported tribal people for their education. Its provide assistance to tribal people for education like, free education, training and coaching facilities, accommodation, books, notebooks and other stationary, uniform and scholarship etc. which are the helpful for completion of education. Education has potential to change present conditions of tribal people. It can bring them into the main stream of society. It will enrich their abilities to improve the level of their income, employment, consumption, health & nutrition, living standard, life style.

Key Word: Tribal Education, Scheduled Tribes, Educational Schemes

Introduction:

Education is basic factor of tribal development in India. As the poorest sections of Indian society, tribals are largely not capable of paying for education. Without educational development, they will not achieve goal of overall development. Therefore Govt. of India and State Govt. jointly taken initiative for development of tribal people through education. For present study researcher, has given focuses on Ashram School, Govt. Hostels for STs Students, Post Matric Scholarship these major flagship schemes also given attention toward the other schemes such as Cash Intensive Given to STs girls student for reducing Drop Out Ratio, Eklavya Model English Residential School, T.A. and Scholarship for Handicap Students and Computer Training for Students and Govt. Ashram School Teachers. These schemes are enhancing access to education among the tribal people through provision of educational infrastructure and promoting learning by providing monetary incentives. Education has potential to change present conditions of tribal people. It can bring them into the main stream of society. It will enrich their abilities to improve the level of their income, employment, consumption, health & nutrition, living standard, life style. In this way education promotional schemes are playing vital role in tribal development in compared to any other schemes. Therefore, education promotional schemes have been chosen for present research work.

Objectives & Significance:

1. To study various Tribal Education Promotional Schemes run by Government of Maharashtra.
2. To examine the problems faced by Tribal people in Thane District to getting benefits of educational schemes.
3. The study will help to understand attitude and awareness of tribal people regarding tribal education promotional schemes.
4. This study will provide comprehensive view and correlation between the educational schemes – education – socio economic development.

Selection of Study Area:

Present study was carried out in Thane District of Maharashtra state. Thane is well known as highly tribal populated district in the state. As per 2001 census Thane District stood first rank and as per 2011 census it stood second rank regarding highest schedule tribe's population concertation district in the Maharashtra state next to Nashik District. There are consisted one ATC, three ITDP centres, 88 Govt. Ashram Schools, 51 Aided Ashram Schools, 1 Ekalavya Residential School, 30 STs Govt. Hostels in Thane district who providing educational facilities for tribal people. Thane is one of developed and progressive district in Maharashtra in terms of industry, natural resources, infrastructure facility and urbanization but only the tribal population is remains underdeveloped and lag behind of all manner such as education, standard of living and socio-economic condition.

Methodology:

To attain the objectives of the study researcher has found descriptive and exploratory research methods as the most appropriate method which enables researcher to identify and quantify key variables under study. The present study has been utilised data both at secondary as well as primary level. This data has been collected through the field survey by using questionnaire, Interviews, observation and discussion. In addition, present study carried out on qualitative as well as quantitative approaches.

Sampling:

For the selection of respondents for primary survey "multi-stage systematic random sampling" technique was used. The sample size has been determined considering 95 percent confidence level and 5 percent tolerable error. The Thane district is comprised of 15 blocks out of them Talasari, Dahanu, Vikramgadh, Javhar, Mokhada, Wada, Palghar, Vasai, Bhiwandi, Shahapur and Murbad these 11 blocks has larger amount of tribal population. As per 50% proportion Mokhada, Vikramgad, Dahanu, Wada, Palghar, and Bhiwandi these 6 blocks have been selected randomly from 11 highly tribal populated blocks from Thane district. After selecting 6 blocks, the total number of villages under the TSP area where tribal population has more than 50% in total population from the selected block has been listed i.e. 521. As per 5% proportion of 521 TSP villages, 26 TSP villages were selected for

the present study. A total 26 villages selected randomly as per 5% proportion from each selected block from the list. Then 15 interview schedules have been filled from each village and total 390 interview schedules were filled for the study

Discussion of Results:

    A) General Findings:

1. It is found that, total 2031 people are belonging in selected 390 sample household from all age groups. Out of them 1004 are males and 1027 are females.
2. It is revealed that, 579 males and 427 females and in total 1006 male and females are literate. 425 males, 600 females and in total 1025 males and females are illiterate.
3. It is found that, majority of sample household i.e. 32.31% are belongs to Varali Tribe, 20.26% and 13.59% sample household are belonging to the Koli Malhar and Thakar/Thakur Tribes respectively. Very few i.e. 0.77% sample household are belonging to the tribe like Dubala, Talavia and Halpati. 1.03% are belonging to the Koli Dhor, Tokre Koli, Kolcha and Kolgha tribes. 3.85% sample household are belonging to the other minor tribes. 10.77% sample household are belonging to the Katkari or Kathodi tribes; and 9.75% sample household are belonging to the Mahadev Koli or Dhangar Koli tribes. 7.69% are belonging to the Kokana, Kokani, Korku tribal groups.

    B) Education Schemes/ Programs Related Findings:

1. Among the 390 respondents 52.56% of them have been benefited by various Tribal Education Promotional schemes meant for them. However, 47.44% did not receive any benefit.
2. Majority of the non-beneficiaries' respondents (34.05%) have stated that, they have not proper information about the Tribal Educational Promotional Schemes that is why, they could not get any benefits of the schemes. Incomplete documents which is required for the scheme, or unable to collect required documents made to stay away from the various benefits or advantages of the scheme, stated 26.49% respondents. According to 24.86% respondents, education is not necessary for them. Dispassionate of implementation officer is the main reason for the not taking benefits of Tribal Educational Promotional Schemes; stated by 10.27% respondents, and due to delay in getting benefits of the various Tribal Educational Promotional Schemes, 4.32% respondents have not taken advantages of the schemes.
3. 30.34% respondents have stated that they are belonging to first generation, who have taking the benefits of Tribal Educational Promotional Schemes. 47.37% respondents have stated this is their second generation, and 22.29% respondents have stated that, this is their third generation who have taking advantages of various Tribal Educational Promotional Schemes.
4. As per the sample, majority of the respondents (42.93%) have got the information from the Concerned Govt. office / officials; 25.85% respondents have got the information from the Community Workers/NGO, Local Leaders; 21.46% respondents

have got the information from their   Relatives, Neighbours' & Friends; 6.34% have stated that, media is the main source for them to obtain information. Only 3.41% respondents stated that they self-collected the information about various Tribal Educational Promotional Schemes.

5. While availing the benefits of Tribal Educational Promotional Schemes, there is an excessive paper work have to be face, stated 39.02% respondents. 13.17% respondents have stated that there is dispassionate of implementation officer, 12.68% respondents have stated that, there is delay in getting benefits of Tribal Educational Promotional Schemes. In the opinion of 9.27% respondents, Tribal Educational Promotional Schemes are constituted by limited provision; 10.24 respondents have faced the problem like, unaffordable frequent visit for the follow up to the officers; and 15.61% respondents have stated that, they have not faced any difficulty while availing the benefits of Tribal Educational Promotional Schemes.

6. It is observed that, out of 390 respondents; there are majority of respondents (71.28%) have awareness and information about Ashram Schools and Junior Colleges for Tribal People. 50.26% respondents have stated that, they have information about Government Hostels for Tribal Students. 68.67% respondents are known about Post Matric Scholarship Schemes. 45.38% respondents are stated that, they have awareness about the intensive given to scheduled tribe girls' students to reduce dropout rate. 18.46% and 16.67% respondent having knowledge of T.A. and Scholarship for Handicap Students enrolled in 8th to 12th Standard and Ekalavya Model English Medium Residential School respectively. 23.08% respondents have stated that, they have information regarding Computer Training for the Students & Teachers Govt. Ashram Schools this scheme.

7. It is found that, out of 205 benefited respondents; there are 71.22% beneficiaries are attended Ashram Schools and Junior Colleges. 36.10% respondents are taken benefits of Government Hostels. 20.49% beneficiaries are getting cash incentives which are the specially given for the tribal girls' students to reduce the dropout rate. 47.80% beneficiaries are getting post matric scholarship. 18.05% beneficiaries are related to the computer training; and only 4.39% beneficiaries are related to the Ekalavya Model English Medium Residential School. According to the sample 1.95% beneficiaries are received T.A. and Scholarship for Handicap Students.

8. There are 246 males and 127 female beneficiaries related to the Ashram Schools and Junior Colleges. 113 male and 43 female beneficiaries are accommodated in the government hostel which are the especially for the tribal students. 89 females are taken cash incentives which are the specially given for the tribal girl's students to reduce the dropout rate. 7 male and 2 female beneficiaries are enrolled in Ekalavya Model English Medium Residential School. 122 males and only 54 female beneficiaries are getting post matric scholarship. T.A. and Scholarship for Handicap Students are getting by 3 males and 1 female beneficiaries. 44 male beneficiaries and 33 female beneficiaries from Ashram School are taking computer training.

9. Majority of the respondents (94.63%) are getting free education, training and coaching facilities provide by government. 74.63% respondents are accommodated in government provided hostels and they are received accommodation/ boarding and bedding facilities. 83.90% respondents are getting books, notebooks and other stationary. 67.32% and 62.92% respondents are getting uniform or cloths and scholarship, cash intensive or other allowances respectively. 85.85% respondents are getting free food and nutrition and 23.90% respondents are getting bicycle or travelling allowance.

C) Findings Related to Impact of Educational Schemes/Programs:

1. As per the primary data collected through the questionnaire, 81.95% respondents are stated that, due to education promotional schemes, they have acquired better housing conditions.

2. 79.02% respondents are stated that they are now able to save money, and the level of expenditure is now increased, stated by71.22% respondents.

3. 59.02% and 55.61% respondents are stated that, due to education promotional schemes, job opportunities are increased for them and they got secured and good salaried job respectively. Now they are getting sufficient income for the fulfilment their basic needs stated by 67.32% respondents.

4. 53.17% and 57.07% respondents are stated that, due to education promotional schemes, they have improved the level of assets and achieved educational development respectively.

5. According to 67.80% respondents, there is enhancement in their health status.

6. 58.05% respondents are stated that, their life style has been changed due to education promotional schemes.

7. 60.00% respondents are stated that, there is rise in social status and their awareness and participation in social activities has been increased, 44.39% respondents, have improved their communication capacity and 52.20% have enhanced inclination to follow developed people.

8. 46.83% respondents are stated that, their confidence is increased and now they are to mix non-tribal people and compete with them.

9. 57.71% respondents have stated that, the educated person in their families are now dominating in taking important family decisions.

10. Most important thing is that; superstitions inclinations have been reduced stated by 54.15% respondents.

11. 73.17% respondents are stated that, they are now able to take advantages of other developmental schemes which is specially implementing by government and other agencies for tribal people.

Conclusion:

According to the field survey it is clearly indicate that the awareness about education among the tribal people are increased due to education promotional schemes. As per the data it is shows that beneficiaries group are given more attention towards education as compare to non-beneficiaries group and they consider education is necessary for overall development. While the study it is shows that, tribal education promotional schemes such as ashram schools, govt. hostels and scholarships etc. are supported tribal people for their education. Its provide assistance to tribal people for education like, free education, training and coaching facilities, accommodation, books, notebooks and other stationary, uniform and scholarship etc. which are the helpful for completion of education.

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4

"INTERACTION EFFECT OF BOY'S SOCIO-ECONOMIC STATUS, SOCIAL MATURITY AND FAMILY CLIMATE ON VOCATIONAL ASPIRATION OF UNAIDED SECONDARY SCHOOL STUDENTS"

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Introduction:

Education has a lot of importance in our life. A man goes on receiving education in one form or the other from his birth to death. Without education an individual becomes blind even while having eyes. Education develops an individual in all aspect-physical, mental, social, economical etc. Education leads a person from darkness towards light.

Concept and Definition of Vocational Aspiration:-

The term "aspirations" is one which is often used synonymously with goals, ambitions, objectives, purposes, dreams, plans, designs, intentions, desires, longings, wishes, yearnings, cravings or aims. Aspirations are what drive individuals to do more and be more than they presently are.

Webster dictionary (1979) defines Aspiration as a "strong desire for realization (as of ambition, idea or accomplishment)",

Oxford dictionary (1972) defines it as a "pure upward desire for excellence instead fast desire or logging for something above one". Encyclopedia of Religion

Rationale for the study-empirical Evidences for the Selected variables.

This research study is conducted in the areas of socio-economic status, social maturity; family climate and effect of interaction on the student vocational aspiration form the basis for setting objectives and hypotheses for the present study.

1. **Socio economic status and vocational aspiration.**

Paulson Young Ofenimu Okhawere (2004). Effect of parental socio-economic status on the vocational aspiration of students from   selected secondary schools in Nigerian state. Findings   indicate that   significant differences exist between the socio-economic origin of students   and their vocational aspirations. The students from middle and upper socio-economic   backgrounds   had more preferences for vocations which have to do with computational, scientific and mechanical work whereas those from lower socio-economic back ground had preferences for persuasive, social and clericalwork.

Paulson Young Ofenimu Okhawere (2000) Effect of parental socio-economic status on the vocational aspiration of students from selected secondary schools in Niger State. Findings   indicate that significant differences exist "between the socio-economic

origin of students and their vocational aspirations. The students from middle and upper socio-economic "backgrounds had more preferences for vocations which have to do with computational, scientific and mechanical work whereas those from lower socio-economic "background had preferences for persuasive, social and clerical work.

2.   Social maturity and vocational aspiration.

Bakar, Rahim and Mohamed, Shamsiah , (2004) worked on Academic Performance, Educational and Occupational Aspirations of Technical Secondary School Students. The findings of the study showed that 1.Technical secondary school students have high educational aspiration. The majority plan to study for at least a Bachelor degree. 2.No significant correlations were observed between academic achievement and educational aspirations and occupational aspiration. 3.The majority of the students were confident in obtaining a place for further education, the area of studies and the occupations they aspired for.

Marjoribanks, Kevin, (1997) worked on Family Background, Social and Academic Capital, and Adolescents' Aspirations: A Mediational Analysis. The findings suggest: (a) family background, childhood social and academic capital, and adolescents' social capital combine to have medium to large associations with adolescents' aspirations, and that the associations are larger for educational aspirations than for occupational
aspirations and stronger for males than for females; (b) The mediational model is more successful in explaining family background differences in educational aspirations than variations in occupational aspirations.

3. *Family climate and vocational aspiration.*

Jonathan T. Bartels(2012) Understanding the aspirations of rural high school students than forty percent of all American schools are in rural areas, and thirty percent of all students attend rural schools. Dr. Meece's study, The Rural High School Aspirations Study (RHSA), is generating new information about: 1) rural high school students' educational, vocational, and residential plans and aspirations for the future; 2) students' preparatory activities and planning for postsecondary education, work, and adult life; and 3) the impact of school experiences, geographic location, economic status, cultural or ethnic origins, family background, peer relations, and community characteristics on rural students' aspirations and preparatory activities.

Kristen Anne Junger(2008), "Parental Influence and career choice-How parents affect the career Aspirations of their children." To examine parental influence within four theories of career development. To gather researcher showing link between parental expectations and children career decisions. To investigate on gender socialization within the home and its aspects on children's career perceptions. To provide insight about parent child relationships and how this may influence children's aspiration.

General objectives of the study

To study the interaction effect of socio-economic status, social maturity and family climate on Vocational aspirations of Unaided secondary school students

Methodology.

Variables.

1. *Independent variables to be considered in this study,*

1.socio-economic status.

2.Social maturity.

3.Family climate.

2.Dependent variables to be considered in this study,

1.Vocational aspiration**.**

Design of the study

The present study is the descriptive study, where a survey will be undertaken to collect the information about socio-economic status, social maturity and family climate of the secondary school students of Kalaburgi District with regard to interaction effects on their vocational aspiration.

Tools to be used in the study,

Data will be collected with the help of following tools:

a.   Socio-Economic Status Scale (SESS).

In order to measure this variable, Socio-Economic Status Scale   constructed by Meenakshi Sharma will be used.

b.   Social Maturity Scale (SMS).

In order to measure this variable, Social Maturity Scale (SMS) constructed by P. Nalini Rao will be used.

c.   Family Climate Scale (FCS).

In order to measure this variable, Family Climate Scale Constructed by P. Beena Shah will be used.

d.   Vocational Aspiration Inventory (VAI).

In the present study Vocational Aspiration which is the dependent variable will be measured by developing an Vocational Aspiration tool by the investigator.

Selection of the sample

Using stratified random sampling technique six hundred students shall be selected from 9th studying in secondary schools of Kalaburgi district.

Collection of the data

Required data relating to socio-economic status, social maturity and family climate of the students will be obtained by administering socio-economic status inventory, social maturity test and family climate test for school students. The investigator also administer vocational aspiration test among the students to collect the necessary data. The investigator will collect the essential data by visiting different secondary schools from Kalaburgi District. The sex, management and location of the school will be collected through a personal data Performa.

Hypothesis: There is no significant interaction effects of Socio-Economic Status (Low and high), Social maturity (Low and high) and Family climate (Low and high) on Vocational aspiration of Unaided Secondary school students

To test or accomplish above hypothesis, the three way ANOVA with interaction design was performed and the results are presented in the table given below.

Table: 3-way ANOVA between Socio-Economic Status (Low and high), Social maturity (Low and high) and Family climate (Low and high) on Vocational aspiration of Unaided Secondary school students

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value
Main effects					
SES	1	38.44	38.44	27.6122	<0.05, S
SM	1	16.66	16.66	11.9696	<0.05, S
FC	1	10.78	10.78	0.5625	>0.05, NS
2-way interaction effects					
SES x SM	1	2.16	2.16	1.5495	>0.05, NS
SES x FC	1	1.06	1.06	0.7582	>0.05, NS
SM x FC	1	1.19	1.19	0.8542	>0.05, NS
3-way interaction effects					
SES x SM x FC	1	1.52	1.52	1.0920	>0.05, NS
Error	222	309.04	1.39		
Total	229	380.85			

*$p<0.05$

From the results of the above table, it can be observed that,

- The main effect Socio-Economic Status (Low and high) on vocational aspiration of Unaided secondary school students is found to be statistically not significant (F=27.6122, $p<0.05$) at significance level of 5 percent. Therefore, the H_0 is rejected and H_1 is not

rejected. It means that, the Unaided secondary school students with low Socio-Economic Status (52.44±0.50) have smaller and significant vocational aspiration scores as compared to Unaided secondary school students with high Socio-Economic Status (54.52±1.68).

- The main effect Social maturity (Low and high) on vocational aspiration of Unaided secondary school students is found to be statistically significant (F=11.9696, p<0.05) at significance level of 5 percent. Therefore, the H_0 is rejected and H_1 is not rejected. It means that, the Unaided secondary school students with low Social maturity (52.52±0.57) have smaller and significant vocational aspiration scores as compared to Unaided secondary school students with high Social maturity (54.62±1.71).

- The main effect Family climate (Low and high) on vocational aspiration of Unaided secondary school students is found to be statistically not significant (F=0.5625, p>0.05) at significance level of 5 percent. Therefore, the H_0 is not rejected and H_1 is rejected. It means that, the Unaided secondary school students with low Family climate (52.89±1.22) have smaller and not significant vocational aspiration scores as compared to Unaided secondary school students with high Family climate (54.23±1.76).

- The interaction effects Socio-Economic Status (Low and high) and Social maturity (Low and high) on vocational aspiration of Unaided secondary school students is found to be statistically not significant (F=1.5495, p>0.05) at significance level of 5 percent. Therefore, the H_0 is not rejected and H_1 is rejected. It means that, the Unaided secondary school students with low & high Socio-Economic Status and low & high Social maturity have different vocational aspiration scores.

- The interaction effects Socio-Economic Status (Low and high) and Family climate (Low and high) on vocational aspiration of Unaided secondary school students is found to be statistically not significant (F=0.7582, p>0.05) at significance level of 5 percent. Therefore, the H_0 is not rejected and H_1 is rejected. It means that, the Unaided secondary school students with low & high Socio-Economic Status and low & high Family climate have similar vocational aspiration scores.

- The interaction effects Social maturity (Low and high) and Family climate (Low and high) on vocational aspiration of Unaided secondary school students is found to be statistically not significant (F=0.8542, p>0.05) at significance level of 5 percent. Therefore, the H_0 is not rejected and H_1 is rejected. It means that, the Unaided secondary school students with low & high Social maturity and low & high Family climate have similar vocational aspiration scores.

- The interaction effects Socio-Economic Status (Low and high) Social maturity (Low and high) and Family climate (Low and high) on vocational aspiration of Unaided secondary school students is found to be statistically not significant (F=1.0920, p>0.05) at significance level of 5 percent. Therefore, the H_0 is rejected and H_1 is not rejected. It means that, the Unaided secondary school students with low & high Socio-Economic Status, low & high Social maturity; low & high Family climate have similar vocational aspiration scores.

Further, if F is significant, to know the pair wise comparisons of interactions effects of Socio-Economic Status (Low and high), Social maturity (Low and high) and Family climate (Low and high) on vocational aspiration of Unaided secondary school students by applying the by Scheffe's multiple posthoc procedures and the results are presented in the tables given below:

Table: Interaction effects of Socio-Economic Status (Low and high) and Social maturity (Low and high) on Vocational aspiration of Unaided Secondary school students

Interactions	Low SES x Low SM	Low SES x High SM	High SES x Low SM	High SES x High SM
Mean	52.36	53.00	53.17	54.84
SD	0.48	0.00	0.39	1.71
Low SES x Low SM	-			
Low SES x High SM	p=0.3352	-		
High SES x Low SM	p=0.0326*	p=0.9804	-	
High SES x High SM	p=0.0001*	p=0.0001*	p=0.0001*	-

*$p < 0.05$

From the results of the above table, it can be seen that,

- The students of unaided secondary schools belongs to low Socio-Economic Status with low Social maturity and low Socio-Economic Status with high Social maturity do not differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to low Socio-Economic Status with low Social maturity and low Socio-Economic Status with high Social maturity have similar vocational aspiration scores.

- The students of unaided secondary schools belongs to low Socio-Economic Status with low Social maturity and high Socio-Economic Status with low Social maturity differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belong to high Socio-Economic Status with low Social maturity have significant higher vocational aspiration scores as compared to students of unaided secondary schools belongs to low Socio-Economic Status.

- The students of unaided secondary schools belongs to low Socio-Economic Status with low Social maturity and high Socio-Economic Status with high Social maturity differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to high Socio-Economic Status with high Social maturity have significant higher vocational aspiration

scores as compared to students of unaided secondary schools belongs to low Socio-Economic Status with low Social maturity.

- The students of unaided secondary schools belongs to low Socio-Economic Status with high Social maturity and high Socio-Economic Status with low Social maturity do not differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to low Socio-Economic Status with high Social maturity and high Socio-Economic Status with low have similar vocational aspiration scores.

- The students of unaided secondary schools belongs to low Socio-Economic Status with high Social maturity and high Socio-Economic Status with high Social maturity differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to high Socio-Economic Status with high Social maturity have significant higher vocational aspiration scores as compared to students of unaided secondary schools belongs to low Socio-Economic Status with high Social maturity.

- The students of unaided secondary schools belongs to high Socio-Economic Status with low Social maturity and high Socio-Economic Status with high Social maturity differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to high Socio-Economic Status with high Social maturity have higher vocational aspiration scores as compared to students of unaided secondary schools belongs to high Socio-Economic Status with low Social maturity. The mean scores are also presented in the following figure.
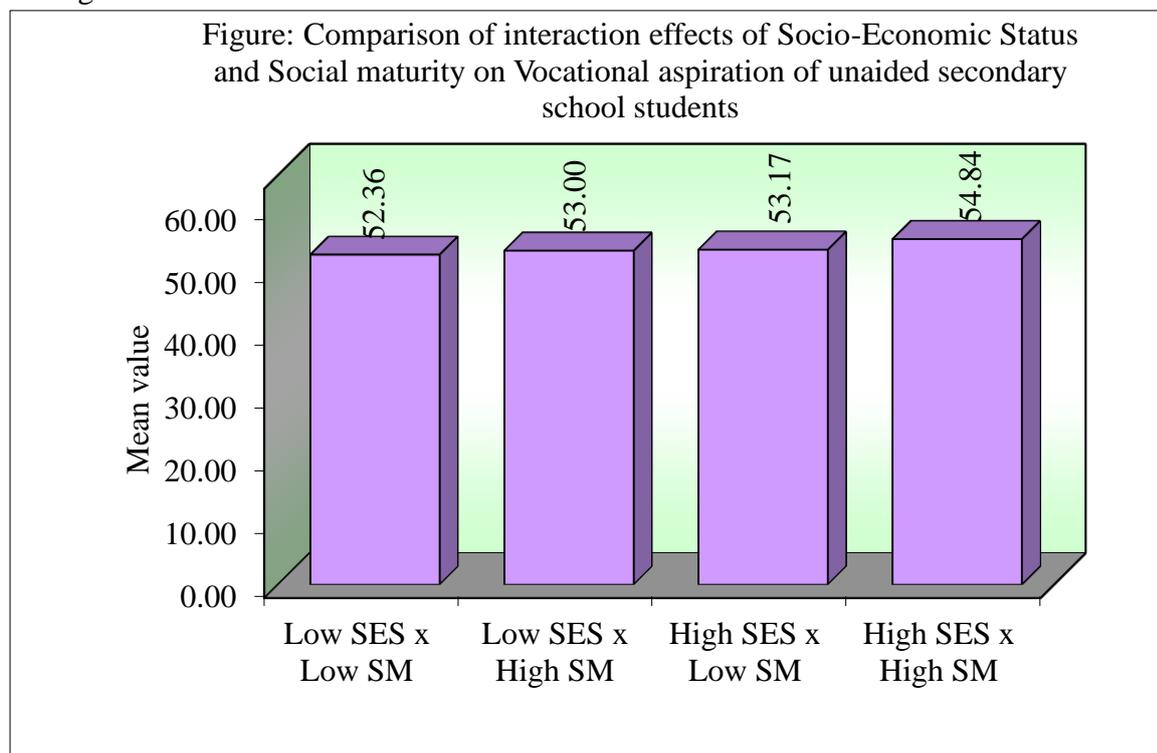
Figure: Comparison of interaction effects of Socio-Economic Status and Social maturity on Vocational aspiration of unaided secondary school students

Table: Interaction effects of Socio-Economic Status (Low and high) and Family climate (Low and high) on Vocational aspiration of Unaided Secondary school students

Interactions	Low SES x Low FC	Low SES x High FC	High SES x Low FC	High SES x High FC
Mean	52.42	52.53	54.64	54.49
SD	0.50	0.52	1.50	1.73
Low SES x Low FC	-			
Low SES x High FC	p=0.9915	-		
High SES x Low FC	p=0.0001*	p=0.0001*	-	
High SES x High FC	p=0.0001*	p=0.0001*	p=0.0001*	-

*p<0.05

From the results of the above table, it can be seen that,

- The students of unaided secondary schools belongs to low Socio-Economic Status with low Family climate and low Socio-Economic Status with high Family climate do not differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to low Socio-Economic Status with low Family climate and low Socio-Economic Status with high Family climate have similar vocational aspiration scores.

- The students of unaided secondary schools belongs to low Socio-Economic Status with low Family climate and high Socio-Economic Status with low Family climate differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to high Socio-Economic Status with low Family climate have significant higher vocational aspiration scores as compared to students of unaided secondary schools belongs to low Socio-Economic Status with low Family climate.

- The students of unaided secondary schools belongs to low Socio-Economic Status with low Family climate and high Socio-Economic Status with high Family climate do not differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to high Socio-Economic Status with high Family climate have significant higher vocational aspiration scores as compared to students of unaided secondary schools belongs to low Socio-Economic Status with low Family climate.

- The students of unaided secondary schools belongs to low Socio-Economic Status with high Family climate and high Socio-Economic Status with low Family climate differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to high Socio-

Economic Status with low Family climate have significant higher vocational aspiration scores as compared to students of unaided secondary schools belongs to low Socio-Economic Status with high Family climate.

- The students of unaided secondary schools belongs to low Socio-Economic Status with high Family climate and high Socio-Economic Status with high Family climate differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to high Socio-Economic Status with high Family climate have significant higher vocational aspiration scores as compared to students of unaided secondary schools belongs to low Socio-Economic Status with high Family climate.

- The students of unaided secondary schools belongs to high Socio-Economic Status with low Family climate and high Socio-Economic Status with high Family climate differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to high Socio-Economic Status with high Family climate have significant higher vocational aspiration scores as compared to students of unaided secondary schools belongs to high Socio-Economic Status with low Family climate. The mean scores are also presented in the following figure.

Figure: Comparison of interaction effects of of Socio-Economic Status and Family climate on Vocational aspiration of unaided secondary school students

Table: Interaction effects of Social maturity (Low and high) and Family climate (Low and high) on Vocational aspiration of Unaided Secondary school students

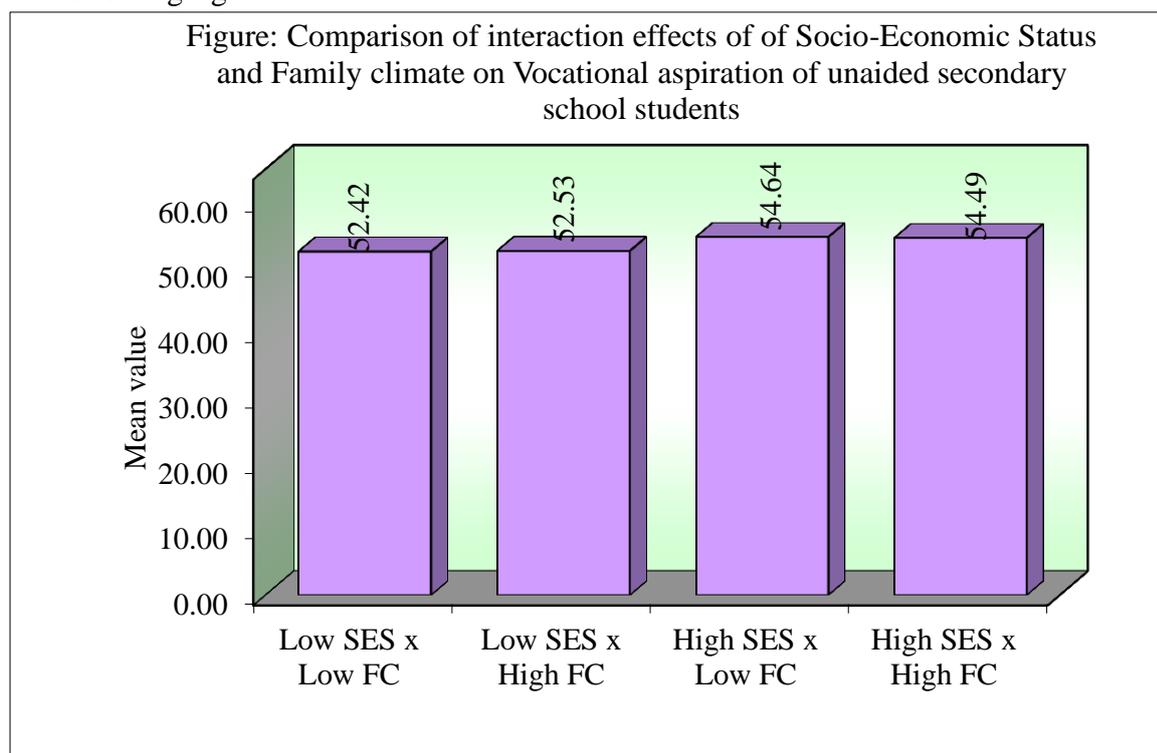| Interactions	Low SM x Low FC	Low SM x High FC	High SM x Low FC	High SM x High FC
Mean	52.43	52.77	54.19	54.79
SD	0.58	0.43	1.56	1.75
Low SM x Low FC	-			
Low SM x High FC	p=0.6196	-		
High SM x Low FC	p=0.0001*	p=0.0002*	-	
High SM x High FC	p=0.0001*	p=0.0001*	p=0.1672	-

*$p < 0.05$

From the results of the above table, it can be seen that,

- The students of unaided secondary schools belongs to low Social maturity with low Family climate and low Social maturity with high Family climate do not differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to students of unaided secondary schools belongs to low Social maturity with low Family climate and low Social maturity with high Family climate have similar vocational aspiration scores.

- The students of unaided secondary schools belongs to low Social maturity with low Family climate and high Social maturity with low Family climate differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to high Social maturity with low Family climate have significant higher vocational aspiration scores as compared to students of unaided secondary schools belongs to low Social maturity with low Family climate.

- The students of unaided secondary schools belongs to low Social maturity with low Family climate and high Social maturity with high Family climate differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to high Social maturity with high have significant higher vocational aspiration scores as compared to students of unaided secondary schools belongs to low Social maturity with low Family climate.

- The students of unaided secondary schools belongs to low Social maturity with high Family climate and high Social maturity with low Family climate differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to low Social maturity with high Family climate have significant higher vocational aspiration scores as

compared to students of unaided secondary schools belongs to high Social maturity with low Family climate.

- The students of unaided secondary schools belongs to low Social maturity with high Family climate and high Social maturity with high Family climate differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belongs to high Social maturity with high Family climate have significant higher vocational aspiration scores as compared to students of unaided secondary schools belongs to low Social maturity with high Family climate.

- The students of unaided secondary schools belongs to high Social maturity with low Family climate and high Social maturity with high Family climate do not differs significantly with respect to their vocational aspiration scores at significance level of 5 percent. It means that, the students of unaided secondary schools belong to high Social maturity with low Family climate and high Social maturities with high Family climate have similar vocational aspiration scores. The mean scores are also presented in the following figure.

Figure: Comparison of interaction effects of Social maturity and Family climate on Vocational aspiration of unaided secondary school students
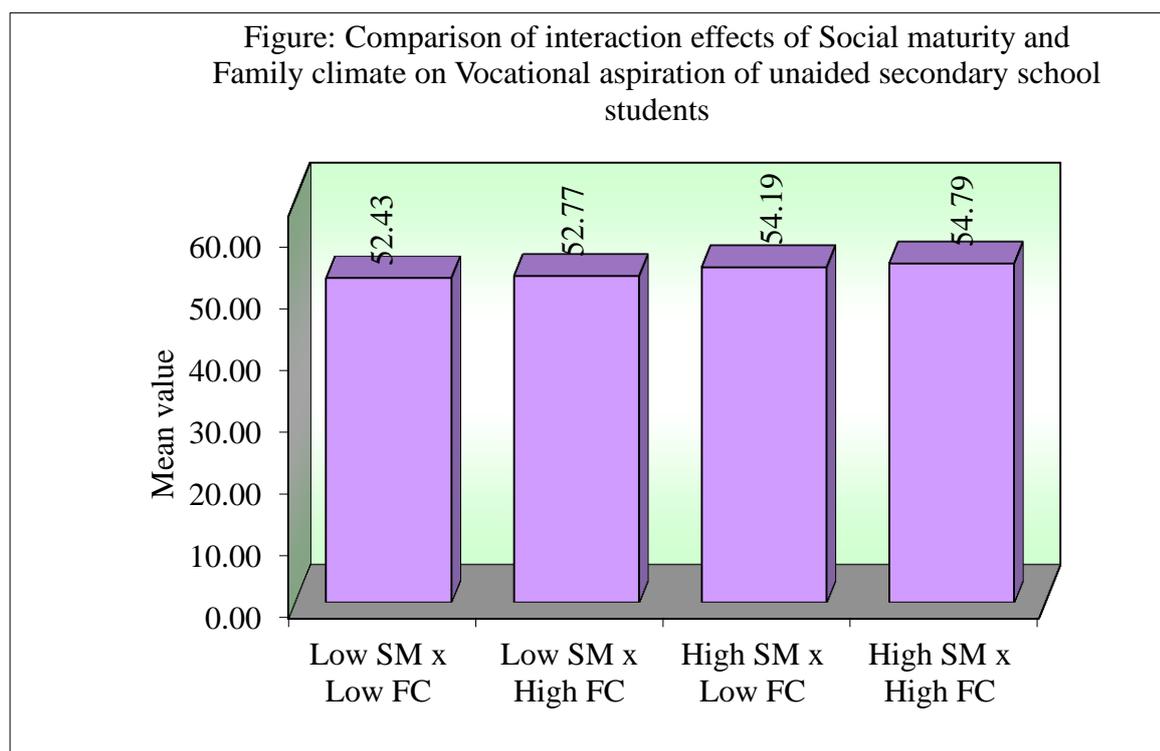
Table: Interaction effects of Socio-Economic Status (Low and high), Social maturity (Low and high) and Family climate (Low and high) on Vocational aspiration of Unaided Secondary school students

Interactions	Low SES x Low SM x Low FC	Low SES x Low SM x High FC	Low SES x High SM x Low FC	Low SES x High SM x High FC	High SES x Low SM x Low FC	High SES x Low SM x High FC	High SES x High SM x Low FC	High SES x High SM x High FC
Mean	52.35	52.42	53.00	53.00	54.00	53.00	54.76	54.86
Low SES x Low SM x Low FC	-							
Low SES x Low SM x High FC	p=1.0000	-						
Low SES x High SM x Low FC	p=0.9090	p=0.9872	-					
Low SES x High SM x High FC	p=0.9964	p=0.9990	p=1.0000	-				
High SES x Low SM x Low FC	p=0.3857	p=0.6116	p=0.9561	p=0.9899	-			
High SES x Low SM x High FC	p=0.6960	p=0.9696	p=1.0000	p=1.0000	p=0.9353	-		
High SES x High SM x Low FC	p=0.0001*	p=0.0002*	p=0.0390*	p=0.5583	p=0.9852	p=0.0032*	-	
High SES x High SM x High FC	p=0.0001*	p=0.0001*	p=0.0035*	p=0.4147	p=0.9582	p=0.0001*	p=1.0000	-

*p<0.05

From the results of the above table, it can be seen that

A significant difference was observed between interactions of students of unaided secondary schools belongs to

➢ low socio economic status x low social maturity x low family climate and high socio economic status x high social maturity x low family climate

- ➢ low socio economic status x low social maturity x low family climate and high socio economic status x high social maturity x high family climate
- ➢ low socio economic status x low social maturity x high family climate and high socio economic status x high social maturity x low family climate
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- ➢ low socio economic status x high social maturity x low family climate and high socio economic status x high social maturity x high family climate
- ➢ high socio economic status x low social maturity x high family climate and high socio economic status x high social maturity x low family climate
- ➢ high socio economic status x low social maturity x high family climate and high socio economic status x high social maturity x high family climate at significance level of 5 percent.
- ➢ But other combinations of interaction effects of three independent variables on vocational aspiration are not found to be statistically significant at 5% level. The mean scores are also presented in the following figure.

Figure: Comparison of interaction effects of Socio-Economic Status , Social maturity and Family climate on Vocational aspiration of unaided secondary school students
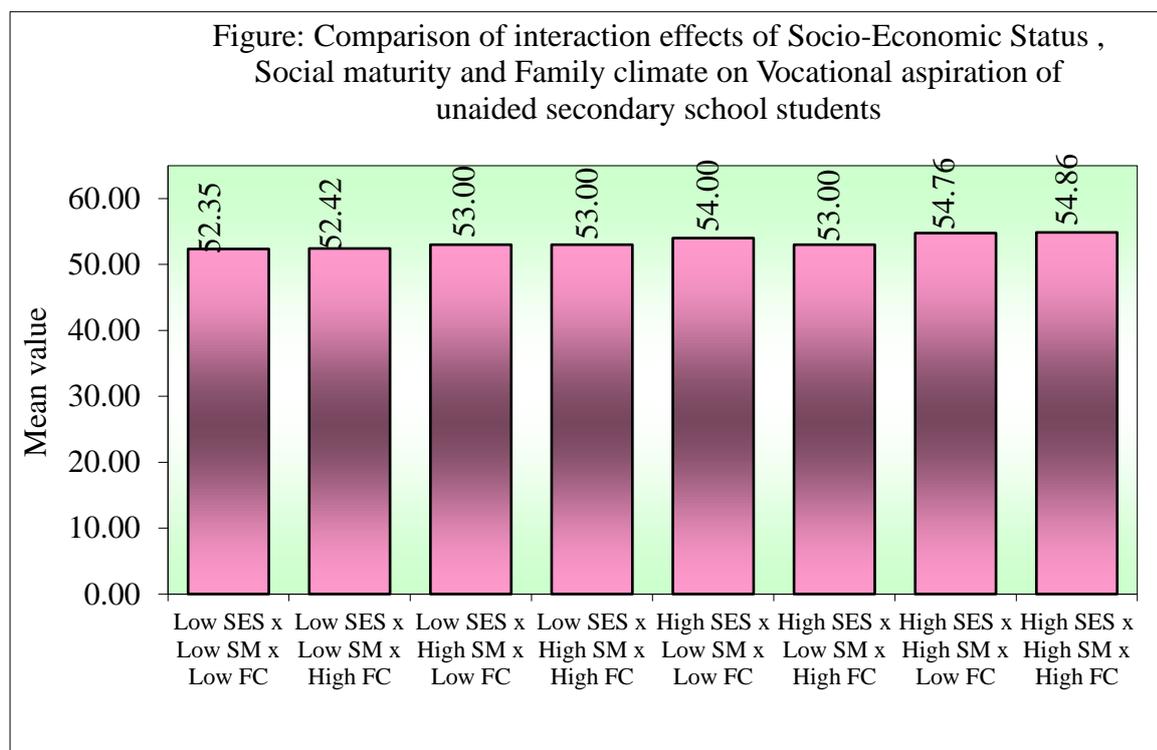
Educational Implications:

Teachers should help the students to develop rationality, curiosity, open mindedness, personal confidence, aversion to superstitions, intellectual belief, suspended judgment etc., as these variables are good predictors of achievement of science students. Family Life Education programmes and mental health services may be organized at college level to enhance and equip the students for betterment of career aspirations

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5

APPLICATION OF ICTS IN TEACHING-LEARNING PROCESS OF NEW TRENDS

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Abstract

ICTs are making dynamic changes in society. They are influencing every aspects of human life. Application of ICT tools in Teaching-Learning Process has changed the total scenario of teaching learning process. Teaching–Learning Process is not now limited within the boundaries of classrooms. ICTS are making major differences in the teaching approaches and ways students are learning. This article discusses the meaning & definition of ICT, various components of ICT, ICT in education, benefits of ICT in Education, benefits of ICT in teaching–learning process. The present study highlights about the new trends in teaching learning process .In this study the recent trends in K 12 education is very important as well as use of internet and social media as a teaching tool, and students teaching teachers and students perform also important and how to development and implementation of ICT. The variety of teaching and learning options provided by technology allows education to be provided in an appropriate manner to a broader student demographic than ever before.
Key words: - ICT Teaching Learning Process, e-mail, e-learning web –based learning

Introduction:

God has created us in a such a way that everybody think differently but he made us understand each other by making proper communication .In a life it is very important to know each other whoever it may be your brother, sister father mother friends or a teacher it is possible only by proper communicating. If you don't communicate properly with each other or they misunderstand your wordings then you will be get into them with a quarrel or they will get quarrel with you .In a life communication is a very important through which we can built perfect relationship with the other" communication is the exchange of information and mutual understanding between two persons."Success of our effort lies in our proper knowledge to tell what we need to tell in right place, and in right manners and in a right way.

The development and implementation of information and communication technology (ICT)forces today's universities and colleges to respond to societal trends that point to transformation our society into a so called knowledge economy globalization ICT application place new demand on teaching learning process.

Important of internet:

To find the information about a subject because internet is big source of information To access the information easily which is difficult to find by others sources example the

information which is not available in a book store online distance education courses can give you an opportunity to gain a qualification over the internet.

➢ World Wide Web
➢ E-Mail
➢ E-learning
➢ E-publishing

Use of the internet and social media as teaching tools:

All students these days know how to use a computer and the internet, and most of them are using social media network to share their thought and to support each others. Students perform better when they have the opportunity to tell their teachers what things in the class room needs improvement.

According to K-12 education system now give the students the opportunity to give pointer to their teachers on how they can better delivery their lessons so that the students can understand .It was also found that giving the students the chance in contributing and even revising the class room rules actually make the students abide to them, it gives them the feeling that they actually have a say on what goes in the class room.

Meaning and Definition of ICT: ICT means Information Communication Technology. It has three parts Information, Communication and Technology. Information is the summarization of data. Technically data are raw facts and figures that are processed in to information Communication is a process which disseminate information and Knowledge .And Technology is a mode or media through which information can be disseminated.

So ICT is the technology required for information processing and spreading. ICTs are technologies such as radio and the newer digital technologies like computers, satellites, mobile phones and the internet. ICTs are electronic collection, editing, storage, distribution and presentation of information. ICT is the means in which people interact with their colleagues around the world, exchange their ideas, information, messages and co-ordinate each other through variety of technological means. 3. Components of ICT: ICT includes communication devices and applications like computer, hardware networks, software, mobile technology, satellite communication, video conferencing, RFID Technology, WI-FI zone, pen drives, Internet, www, Web2.0 and Social media etc. Satellite communication: The age of satellite communication dawned in 1962 with the launching of Early Bird, the first communication satellite. The two big international satellite systems Intelsat and Intersputnik began operating in 1965 and 1971.India launched a satellite for communication allied INSAT and for Education purpose EDUSAT was launched in the year2004.INSAT -4CR was launched on 2 September 2007 by GSLV_F04. IT is a replacement satellite for INSAT -4C which was lost and destroyed.

Video conferencing: It is a two way communication system .Ii is also called teleconferencing, is the use of television video and sound technology as well as computers to enable people in different locations to see, hear and talk with one another. It can still consist of people meeting in separate conference rooms or booths with specially equipped television. World Wide Web:

The World Wide Web, known as www, w3 or simply the web, is one of the several internet resources developed to help, publish, organize and provide access to information on the Internet. The web was first developed by Tim Berners Lee I 1989 while working at CERN, European Particle Physics Laboratory in Switzerland.

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Components of ICT: ICT includes communication devices and applications like computer, hardware networks, software, mobile technology, satellite communication, video conferencing, RFID Technology, WI-FI zone, pen drives, Internet, www, Web2.0 and Social media etc

Recent trends in k-12 education:-

The computer and the internet's evolution these past few years have been staggeringly fast. A computer that used to fill an entire building in 1965 has about the same .computing power as a modern –day, cell phone e –learning most of the popular forms of media like TV, radio and print are slowly being to stop.

Anything it's to play nicely together sure there are times for blocking down and working alone ,but in most cases the collaborative process boosts everyone game. In progressives schools across the country students and teachers are learning from each other in all sorts of ways .Collaborating is also finding its way into curriculum with open sources sites to which everyone is encouraged to contribute, sharing information and connecting with others is a powerful tool in education. Students are collaborating with each other's through social media to learn more about specific subjects. They are finding each other on their own kid specific social networking sites, or belong to schools sites and of course on face book and twitter.

Role of ICT in Education: Information Technology can provide a medium for teaching and learning and contribute flexibility to course provision.

The valid uses of information Communication Technologies are:
- ❖ Distance learning via electronic networks.
- ❖ Open learning through students controlled learning pathways.

❖ The process of changing teaching and learning styles by using a narrow range of Information Technology based facilities.

Presently there are four areas of education namely: Teaching, Learning, Curriculum and Educational programme. ICT has been added essentially in the 21st century as the fifth potent area of education (Sampath, 2011). According to the revised Draft on National Policy Information Communication Technology in school education (prepared by the Department of School education literacy, MHRD in 2011) ICTs are all devices, tools , contents, resources, forums, and services, digital and those that can be converted into or delivered through digital forms, which can be deployed for realizing the goals of teaching learning , enhancing access to and reach of resources, building capacities, as well as management of educational system. This will not only include hardware devices connected to computers and software application but also interactive digital content, Internet and other satellite communication devices, teleconferencing, video conferencing, web–based content repositories, interactive forums, learning management system and management information system. ICT make education system more productive, interesting, give more powerful instruction and also able to extent the educational opportunities to masses and creating information –rich learning environment. ICT has made the class-room transaction more interesting. It has extended the teaching learning process beyond the boundaries of classroom. Students are now able to use laptop computers and wireless networks anywhere in campus. A computer allows high speed information exchanges to occur with individuals within the institution as well as around the world. ICT brings the outside world in to the classroom teaching learning process, makes the things more realistic and thus helps the learners to understand the abstract thought very clearly.

Future changing learning:-
Web–based learning challenges and opportunities:

As more courses in higher education move to an online format, a major concern is a potential loss of personal interaction between the professor and students. There is a evidence that growing numbers of courses delivered in an online format tend to be configured and delivered.

Students in online course develop a high degree of reported developing personal relationship outside that of the course was evidence by the students ' desire to participate in a social gathering after the course ended. Although all courses should be to at least consider the degree of interactivity that is appropriate for the content of the course.

How to start new trends in teaching learning process:-
➢ Basic Learning Needs:-(Policies and programmes)
➢ Education and human Developments
➢ Distance Education :-
➢ Challenges of learning
➢ Impact of learning Devices

➢ Web-Based Learning challenges and Opportunities:

Teaching Learning Process:-
Teaching learning has four aspects: teacher, students learning process and learning situation. The teacher creates the learning situation for the students. The process is the interaction between the student and the teachers. If the teaching learning process is effective, then the child is able to make the best use of the things in the world around him.

Important aspects of teaching –learning process:
➢ Command, planning and organization of the subject matter or content and activities:
➢ Psychology of learners:-
➢ Traditional Teaching –learning process and the modern teaching learning process.

Conclusion:
Transition, Transformation and Revolution is the scenario of today's educational system. Application of ICT in education and teaching learning process has changed the traditional system of learning to modern ICT based learning. Teaching- learning process is not now limited within the boundaries of classroom. The modern technologies including new web 2.0 has changed the total scenario of teaching learning process. ICTs are making major''s difference in the teaching approaches and the ways students are learning. ICT–enhanced learning environment facilitates active collaborative, creative, integrative and evaluative learning as an advantage over the traditional method. Several surveys are showing that ICT use in education system of developed nations is comparatively advanced than ICT used in education system of developing countries. ICT use in education system of developing countries is also facing some challenges. ICT introducing innovative pedagogies in to the classroom, creating network among educational institution, improving overall standard of education by reducing the gap between the quality of education in urban area and rural area, initiation of smart school with objectives to foster self-paced, self-assessed and self-directed through the application of ICTs, and developing ICT policy for education and training. Most of students and teachers using internet as a tool. To get any information about any subject matter internet is a big sources and it can be asses very easily .They are many new trends developing teaching learning process which are use now days .

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6

SOCIAL TRANSFORMATION IN RURAL AREA THROUGH IRRIGATION IN SOLAPUR DISTRICT

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Abstract:

This research paper is focus on Social Transformation in Rural area through Irrigation in Solapur District . For this paper researcher selected 6 villages of Ujani dam from right and left bank canal. Primary information collected from 272 respondents from selected villages from study area. Social transformation through irrigation is studied in this research study. Social transformation took place in the study area after irrigation facility

Introduction:

Agriculture is major occupation in rural area. Rural development is depend upon agriculture.Irrigation is a basic input for agricultural development. It provides insurance against inadequate, irregular and failure of rainfall. In this aspect scholar has analyzed and interpreted the Education Level, Size and Structure of Family, Life Style, Family types, Family members, Role and Status, Kinship Relation, Marriage System, Gender Equality , Political Participation etc.

Ujjani Dam in Solapur district: It is the third largest reservoir in Maharashtra. Ujjani dam is also known as Bhima Dam. It is located in Ujjani village in Solapur district. This dam is an Earth fill cum Masonry Gravity dam constructed on Bhima River. The height of this dam is 56.4 m (185 ft) and 2534 m (8314 ft) length. The total storage capacity of this dam is 110 TMC. The total catchment area of this dam is 14,850 Sq Km. The dam provides multipurpose benefits of irrigation, hydroelectric power, drinking, industrial water supply and fisheries development. The total power generation capacity of this dam is 12 MW.

Study Area: The present study is based on primary data and supplemented by secondary data. Primary data is collected through farmer beneficiaries survey conducted in 6 villages spread over six tehsils in the district.Multistage stratified sampling procedure was applied for the micro level study of sample farmer beneficiaries.

Data Base and Methodology: The important of the study lies in the fact that entire analysis is based on the empirical data collected through intensive field work. It is supplemented by secondary sources of data wherever necessary. The details of collection of data work are as mentioned below.

I. Primary Data: Questionnaire technique is employed for the collection of facts regarding the socio-economic impact of Bhima-Ujjani project on beneficiaries. It is followed by informal discussion with farmers and beneficiaries of this region. The questionnaire was filled in at the spot survey. Interview and discussion with the farmers and beneficiaries were attempted during the field visits. .

II. Secondary Data: The data is collected from various sources, which includes both published and unpublished books, government publications and private publications. Data published by Government and non-government agencies, research organizations, research studies formed the source of secondary data. Secondary data has been obtained from the District census handbook, District Gazetteers, District statistical department and socio-economic review.

Sample Size of Survey: The sampling method of this study has been based on multistage random sampling techniques. There are total 5440 beneficiaries in the selected six villages. Out of these total 5440 beneficiaries 272 (5 %) beneficiaries are selected by random sampling method for micro levels study. However, these selected 272 (5 %) beneficiaries are proportionate to farmer beneficiaries of sample villages.

Analysis: In this study, in order to know the socio-economic status of Bhima-Ujjani beneficiaries' data was collected from 272 beneficiaries among the six villages by using simple random sampling method. To gain the information from quantitative variables collected in the study all quantitative variables are presented using descriptive statistics like mean, Mode, Medium, Minimum, Maximum and Standard deviation etc.

Fig. 1 Change in Social Behavior after Availability of Irrigation Water
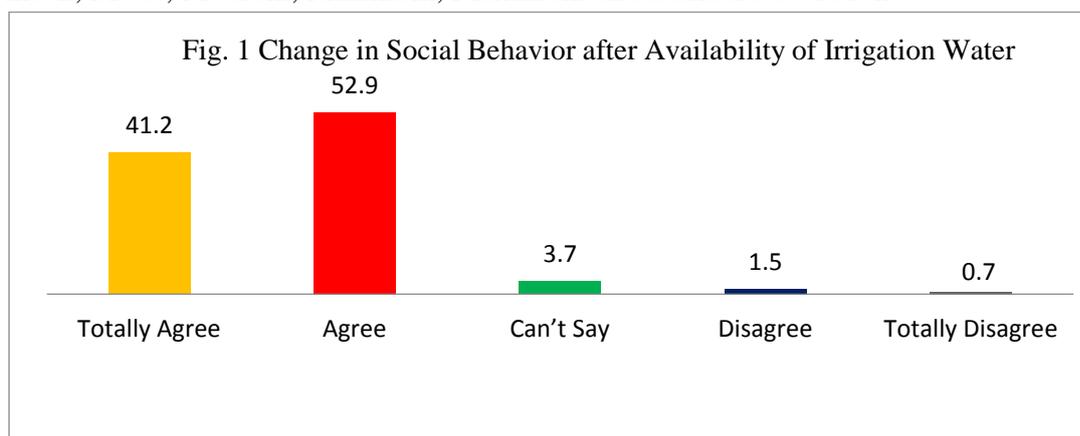
From the Fig,1 shows, around 93 % of Ujani respondents believe that there is significant change in social behavior of village population after availability of irrigation facility. The 60 % respondents have been agreed that there is change in social behavior after availability of irrigation facility, 41.20 % respondents stated that they are totally agree, there is significant change in social behavior in village population after availability of irrigation facility.

Fig 2 Development in Social Relationship after Availability of Irrigation Water
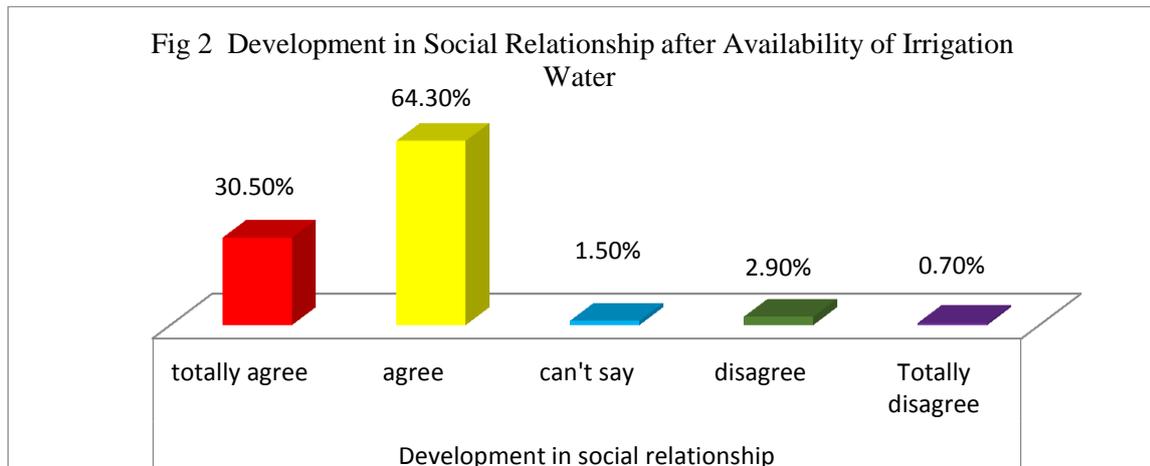
Out of 272 respondents, 30.5 % respondents are totally agreed that there is significant development in social relationship in village population after availability of irrigation facility. The 64.3 % respondents agree that there is significant development in social relationship in village population after availability of irrigation facility, 2.9 % respondents disagree with the statement that that there is significant development in social relationship.

Fig 3 Decline in Casteism Due to Irrigation Facility
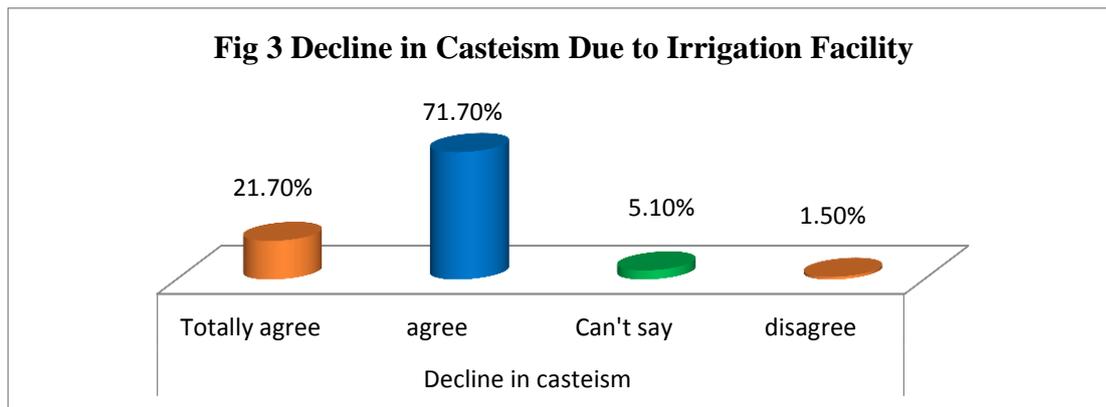
Above table shows that 93.40 % of Ujani respondents agree that there is decline in casteism due to irrigation facility. Whereas only 1.50 % of Ujani respondents disagree that there is decline in casteism due to irrigation facility.5.10% respondents denied about the decline in casteism due to irrigation facility.

Fig 4   Development in Inter Caste Business System
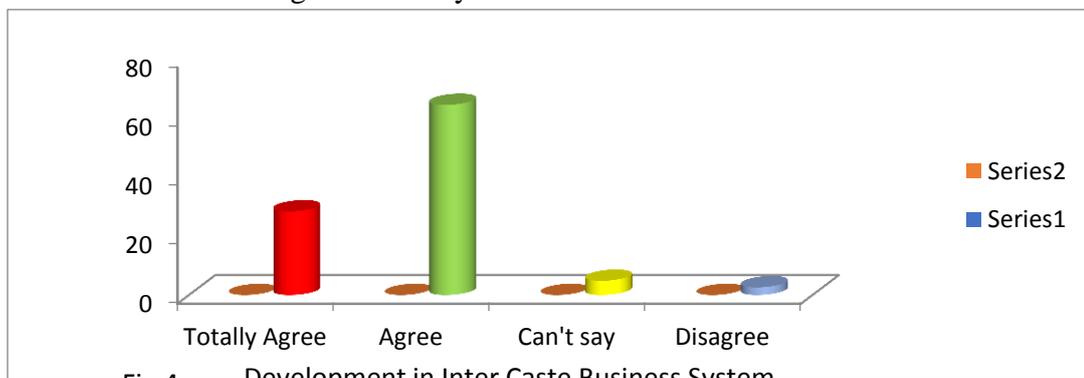
Based on the analysis of the above table, it is prima facie noticed that is 92.60 % of Ujani respondent sagree that irrigation facility effectively developed the inter caste business system. A very small number of respondents are disagreeing with the above statement. It is evidential to say that irrigation facility effectively developed the inter- caste business system (fig. 4).

Fig 5 Change in Structure of Family Due to Irrigation Facility
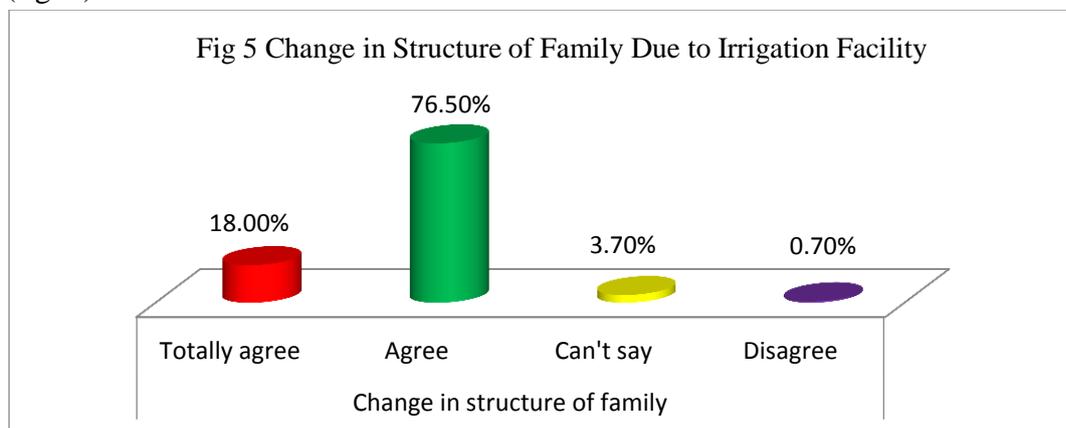
From Fig.5 Shows out of the total respondents that 94.50 % Ujani respondents agree that there is significant change in family structure after irrigation facility. Hence it is witnessed that the family as a social institution has both in structure and and functions are undergone changes.

Fig.6 Type of Development in Functionality of Family Due to Irrigation Facility
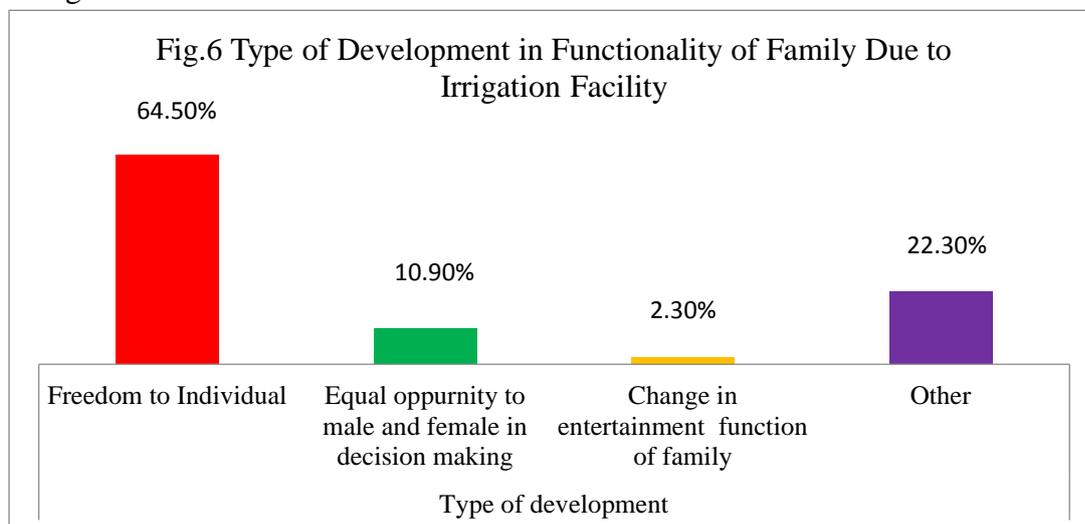
Fig 6 shows that out of 272 respondents, 171 i.e. (64.50 %) stated that due to the irrigation facility there is freedom for individual, out of 272 respondents, 29 i.e. (10.50 %) opined that there is equal opportunity for male and female in decision making, 06 respondents (2.30 %) opined that due to the irrigation facility there is change in entertainment functions of families, 59 respondents i.e. (22.30 %) has given other reason.

Table 1 Development in Education Level of Family Due to Irrigation Facility

Village	Development in education level		
	Totally agree	Agree	Total
Bemble	17	34	51
Bhandishegaon	13	39	52
Lavang	22	23	45
Gunjegaon	22	25	47
Marapur	16	14	30
Ankoli	45	2	47
Total	135	137	272
%	49.60	50.40	51

Source: Based on Field Survey.   n=272

Table No. 1 and figure No. 6 indicate that out of 272 respondents, 137 i.e. (50.4 %) has agreed that there is a Development in education level of respondents family due to the irrigation facility. whereas out of 272 respondents, 135 i.e. (49.6 %) respondents totally agreed that there is a development in education level of respondents family due to the irrigation facility. Prima-facie it is proved that, there is increase in education level of respondents after irrigation facility.

Fig. 7
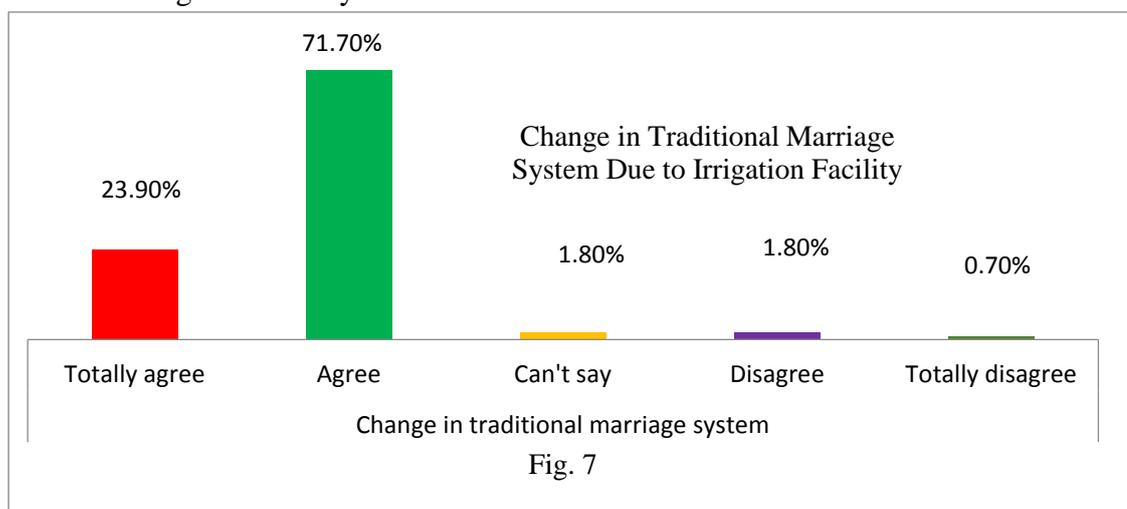
It is seen in the above table and figure No. 7 that out of 272 respondents, 65 respondents(23.9 %) are totally agree that irrigation facility has developed the traditional marriage system, out of 272, 195 respondents(71.71 %) agreed that irrigation system has developed the traditional marriage system, out of 272, 5 respondents(1.8 %) cannot say about it, out of 272, five respondents(1.8 %) disagree that irrigation facility developed the traditional marriage system. Out of 272, two respondents (0.7 %) are total disagreed with the opinion that irrigation system has developed the traditional marriage system.
Table 2 Types of Change in Traditional Marriage System Due to Irrigation Facility

Village	Types of Change in Traditional Marriage System						Total
	Increased in dowry	Increased in marriage expenditure	Increased in community marriage	Increased in marriage age	Equal opportunity to male and female	Other	
Bemble	12	25	0	2	11	1	51
Bhandishegaon	15	29	0	2	4	2	52
Lavang	6	27	0	2	8	2	45
Gunjegaon	16	25	0	1	2	3	47
Marapur	12	15	0	0	2	1	30
Ankoli	5	16	2	2	19	3	47
Total	66	137	2	9	46	12	272
%	24.30	50.40	0.70	3.30	16.90	4.40	100

  Source: Based on Field Survey.   n=272

Table No. 2 indicates that, out of 272 respondents, 66 respondents i.e. (24.3 %) stated that due to the irrigation facility, there is increase in the dowry, 137 respondents i.e. (50.4 %) revealed increase in marriage expenditure, 02 respondents i.e. (7 %) stated that increase in community marriages, 09 respondents i.e. (3.3 %) revealed that there is increase in marriage age due to the irrigation facility, 9 respondents i.e. (3.3 %) in opinion that there is equal opportunity to male and female to select life partner, 46 respondents i.e. (16.9 %) in opinion that due to the irrigation facility there is equal opportunity to male and female for selection of life partner.

Fig 8 Equality Freedom to Male and Female in Life Partner Selection
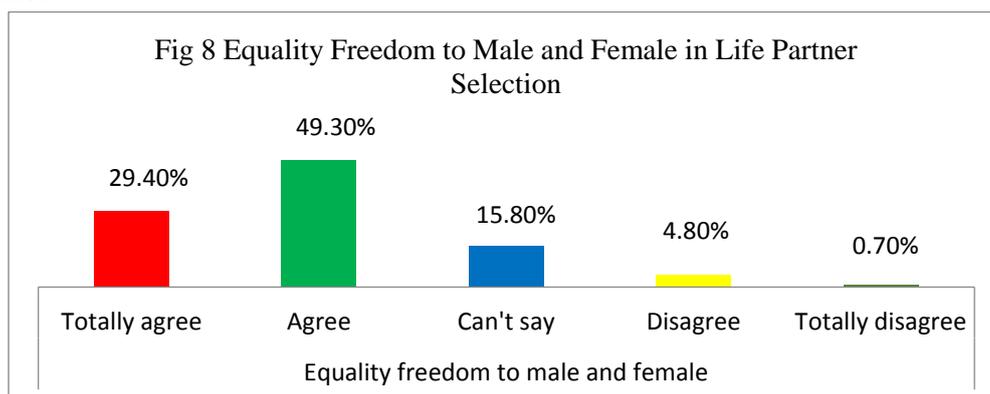
The figure No. 8 indicates that out of 272 respondents, 80 i.e. (29.4 %) respondents are totally agree that due to the irrigation facility, there is equality and freedom for male and female to select life partner. 134 respondents i.e.   (49.3 %) agreed that they has equality and freedom in selection of life partner, 43 respondents(15.8 %) can't say anything about it, 13 respondents i.e. (4.8 %) are disagree with this opinion and 02respondentsi.e. (7 %) are totally disagree with this opinion.

Fig 9 Equality Freedom to Male and Female in Life Partner Selection
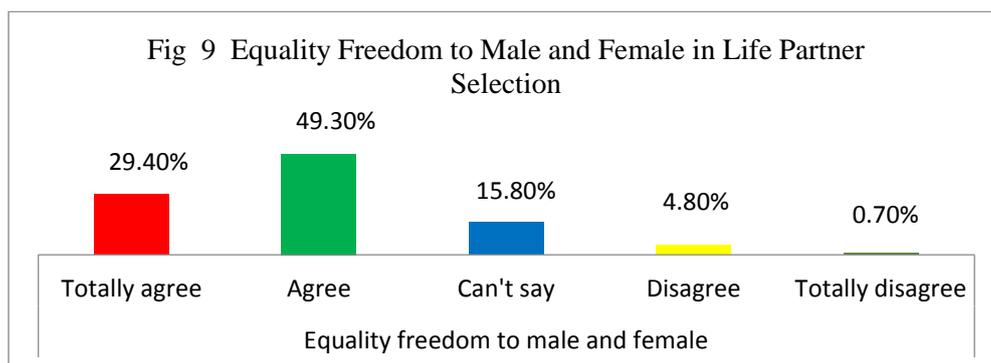
The fig. 9 indicates that out of 272 respondents, 80 i.e. (29.4 %) respondents are totally agree that due to the irrigation facility, there is equality and freedom for male and female to select life partner. 134 respondents i.e.   (49.3 %) agreed that they has equality and freedom in selection of life partner, 43 respondents(15.8 %) can't say anything about it, 13 respondents i.e. (4.8 %) are disagree with this opinion and 02respondentsi.e. (7 %) are totally disagree with this opinion.

Table 3 Political Participation of Family Members

Village	Political Participation of Family Members		
	Yes	No	Total
Bemble	18	33	51
Bhandishegaon	2	50	52
Lavang	16	29	45
Gunjegaon	8	39	47
Marapur	5	25	30
Ankoli	8	39	47
Total	57	215	272
%	21.00	79.00	100

Source: Based on Field Survey.   n=272

From Table 3 Shows   political participation of family members, it is shown that out of 272, 57 respondents i.e. (21.0 %) are participating in political functions, whereas out of 272, 215 respondents i.e. (79.0 %) respondents said that their family members are no participating in political functions.

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7

A STUDY OF THE SYNECTICS MODEL OF TEACHING IN SOCIAL SCIENCE IN THE RELATION TO THEIR ACHIEVEMENT MOTIVATION

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Abstract:-
 In this articles the main aim of the research investigator how synetic model of teaching in social science is useful for the students. The term motivation has its etymological roots in the Latin word "mover" which means "to move". Motivation is defined as the energisation and direction of behaviour. Motivation cannot be observed but its effects may be observed.The aim of the study is identify the synectics model Teaching in social science. To identify the synectics model in relation to achievement motivation
Key words: Achievement Motivation synetic model

Intrudction:

   Bruce Joyce and Marsha Weil (1972) in developing their "Model of Teaching" made some adaptations by distinguishing two strategies of synectics model of teaching in the classroom.

   1) Exploring the unfamiliar - which aims at increasing students understanding and internalization of substantially new or difficult content, by comparing and contrasting a familiar analogy to unfamiliar material.
   2) Creating something new - which aims at producing something new, a new viewpoint, a new product, a solution to a problem etc., and to see familiar things in unfamiliar ways.

Both the strategies have metaphorical mechanisms at their heart but first is analytical, a learning stage and the latter is used to create conceptual distances. This technique seems to be applicable to children of all age levels. It is better to move into synectics model gradually, by first spending a few days on stretching exercises to get familiar with and comfortable in metaphorical activities. Synectics procedures can be used with students in all areas of the curriculum, the sciences as well as the arts. They can be applied to both teacher student discussion in the classroom and to teacher-made materials for the students. The products or vehicles of synectics activity need not always be written; they can be oral role plays, painting and graphics or simply changes in behaviour.

What is motivation:-

   The term motivation has its etymological roots in the Latin word "mover" which means "to move". Motivation is defined as the energisation and direction of behaviour. Motivation cannot be observed but its effects may be observed.

Although motivation represents an internal force within the person, it is influenced by both internal factors within the person and external factors outside the person. Although broadly stated-internal factors include biologically based predispositions that lay the foundation for behaviour across situations; affectively based and cognitively based dispositions that produce behavioural tendencies inparticular domains and situation specific states that have an immediate direct impact on behaviour. External factors include which provides a basic set of assumptions, meanings and practices that establishes a person's basic world view; socialization by parents, other adults in leadership positions and peers that mould and shape a person's specific values, beliefs and behavioural patterns and environmental contexts that provide immediate clues for what is important and expected in a given situation.

Achievement Motivation:-

Achievement motivation plays a decisive role in the organization of human behaviour. It is a psychological construct which determines the achievement level of an individual. Achievement motivation is a construct originated from motivation. Motivation has traditionally been used to describe and explain difference in intensity and direction of behaviour.

Objectives:
. To identify the synectics model Teaching in social science.
. To identify the synectics model in relation to achievement motivation.

Hypotheses:
1. There is no significant difference between pre-test and post-test scores of Achievement Motivation of high school pupils in conventional teaching group.
2. There is no significant difference between pre-test and post-test scores of Achievement Motivation of high school pupils in synectics model of teaching group.

Methodology:
In this study the research investigator using experimental Method in 9th standard student s the sample is this study N=100 have been considered the present study.

Sample:
School 1Government school, 1 Added schools are selected for the study in Vijayapura city 100 students are selected with the help of purpose random sampling technique.
Tools:
The research investigator has constructed the tool to test the interest of the children. The research investigator has framed the questioner.

Analysis of Data:

Table 1:

Results of dependent t-test between pre-test and post-test scores of achievement in Social science of high school students in conventional teaching group

Test	N	Mean	SD	Mean Diff.	SD Diff.	Paired t	P-value
Pre-test	50	35.30	10.38				
Post-test	50	35.46	10.70	-0.16	1.48	-0.7666	0.4470

From the results of the above table, it can be seen that, no significant difference was observed between the pre-test and post-test scores of achievement in Social science of high school student in conventional teaching group (t=-0.7666, p>0.05) at significance level of 5 percent. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. It means that, the pre-test (35.30±10.38) and post-test (35.46±10.70) scores of achievement in Social science of high school students in conventional teaching group are similar. The average score of pre-test and post-testachievement in Social science of high school students in conventional teaching group are also presented in the following figure.

Figure: Comparison between pre-test and post-testachievement in Social science of high school students in conventional teaching group.
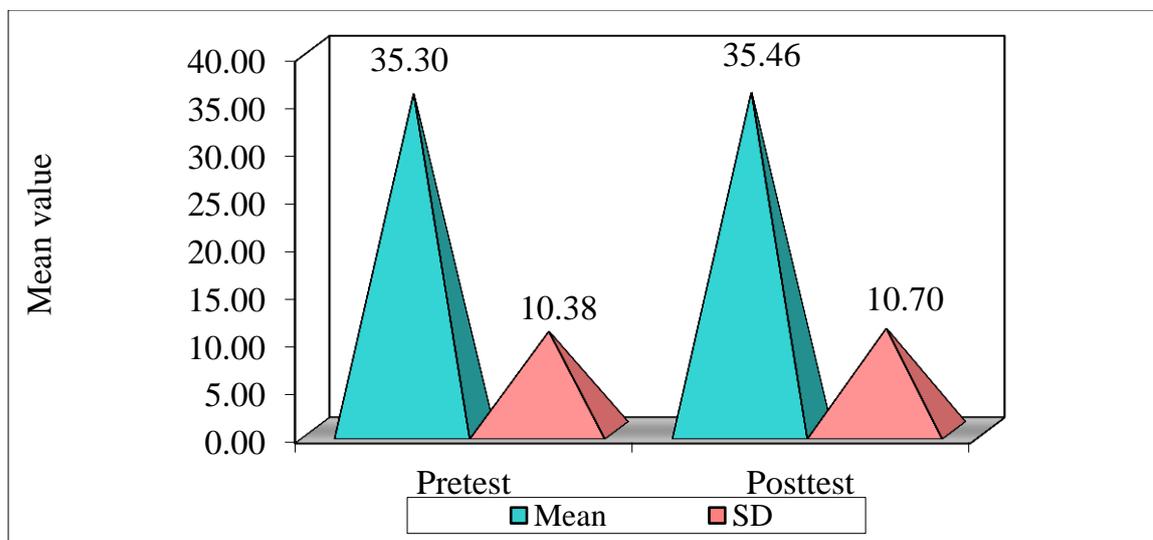
Table2:

Results of dependent t-test between pre-test and post-test scores of achievement in Social science of high school students in synectics model of teaching group

Test	n	Mean	SD	Mean Diff.	SD Diff.	Paired t	P-value
Pre-test	50	35.78	8.10				
Post-test	50	54.68	10.43	-18.90	10.64	-12.5636	0.0001*

*p<0.05

Results of the above table shows that, a significant difference was observed between the pre-test and post-test scores of achievement in Social science of high school students in synectics model of teaching group (t=-12.5636, p<0.05) at significance level of 5 percent. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is not rejected. It means that, the post-test (54.68±10.43) scores of achievement in Social science are significantly higher as compared to pre-test (35.78±8.10) scores of achievement in Social science of high school students in synectics model of teaching group. In another words, the achievement in Social science of high school students are improved after synectics model of teaching. The average score of pre-test and post-testachievement in Social science of high school students in synectics model of teaching group are also presented in the following figure.

Figure: Comparison of between pre-test and post-testachievement in Social science of high school students in synectics model of teaching group.
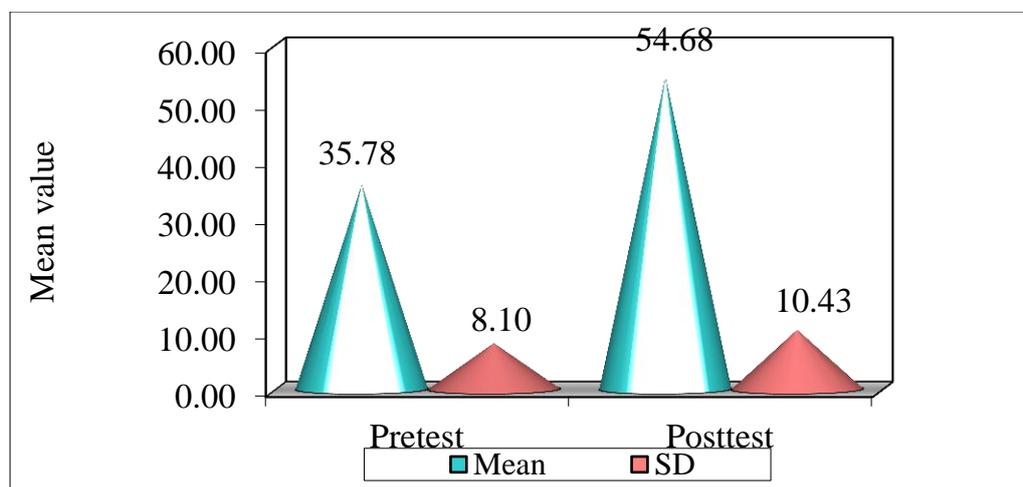
Table3:

Results of dependent t-test between pre-test and post-test scores of Achievement motivation of high school students in synectics model of teaching group

Test	n	Mean	SD	Mean Diff.	SD Diff.	Paired t	P-value
Pre-test	50	25.26	3.26				
Post-test	50	30.54	3.44	-5.28	5.55	-6.7298	0.0001*

*p<0.05

Results of the above table shows that, a significant difference was observed the pre-test and post-test scores of Achievement motivation of high school students in synectics model of teaching group (t=-6.7298, p<0.05) at significance level of 5 percent. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is not rejected. It means that, the post-test (25.26±3.26) scores of Achievement motivation are significantly higher as compared to pre-test (30.54±3.44) scores of Achievement motivation of high school students in synectics model of teaching group. In another words, the Achievement motivation of high

school students are improved after synectics model of teaching. The average score of pre-test and post-testAchievement motivation of high school students in synectics model of teaching group are also presented in the following figure.

Figure: Comparison of between pre-test and post-test scores of Achievement motivation of high school students in synectics model of teaching group.
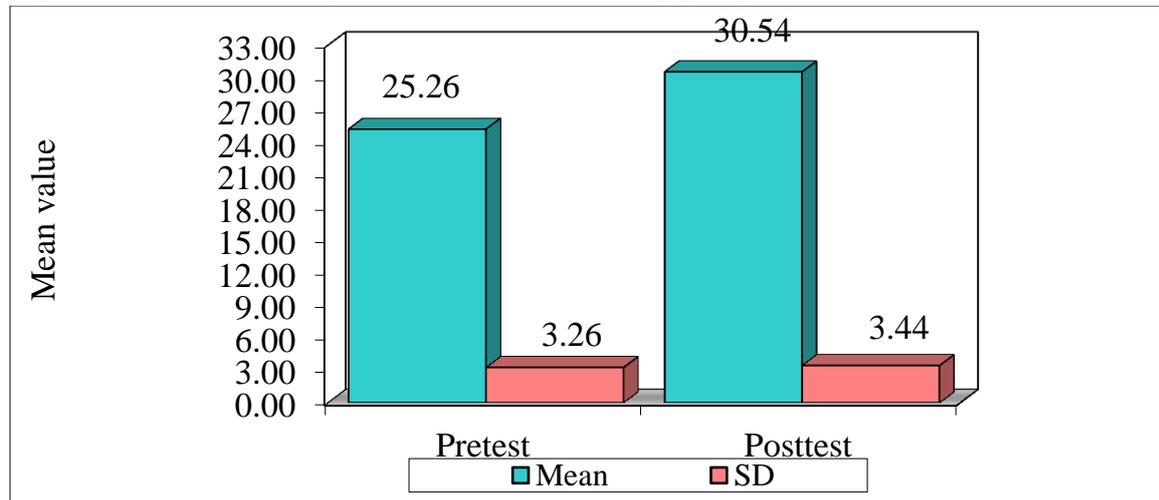
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8

THE AWARENESS ABOUT THE FUTURE TRENDS IN TEACHING AND LEARNING AMONG THE TEACHERS AT SENIOR COLLEGE LEVEL: A STUDY

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Abstract:

This is the research paper in nature. The researcher has tried to find out the status of the teachers at senior college whether they are familiar or using modern teaching and learning methods in their day to day teaching. In the field of Higher education the role of university is so important to make the change in the lives of students who will be the responsible for shaping the society and the respective country. Universities are fundamental to the creation, evaluation, maintenance and dissemination of knowledge. This era is known as for the Information of Technology. We have seen that the nations shift from an industrial to a knowledge society, there is an urgent need to develop young people's competency to work creatively and innovatively with knowledge. As we know that the traditional teaching has the same importance and Textual literacy remains a central skill in the 21st century, however, new Multi- media literacies also need to be considered as essential and one has to gain the mastery over the means of ICT for making good use these in Teaching and Learning.

It is also commonly seen that teachers are rely on chalk and talk only, they are intentionally neglect the importance of new trends in teaching and learning or deliberately avoid to get involved in such kind of training or learning. But students from the 21st century are full of knowledge and they always expect something new and innovative as well as challenging from the teachers in teaching and learning process.

Keywords: New Trends , ICT, Teaching methods, Technical skills, Higher Education

Introduction:

"Education is the manifestation of perfection already in man" – (Swami Vivekananda)

 Really education has the great importance and one who learns, he lives so Learning is an active process in which people construct new knowledge through situated and authentic tasks, either individually or collaboratively, and through active exploration, experimentation, discussion, and reflection. Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth.

Apart from traditional way of teaching, teacher community should be well prepare for facing such challenges with the positive acceptance of the ICT or multimedia in teaching and learning.

> *I hear and I forget.*
> *I see and I believe.*
> *I do and I understand*. – Confucius

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience.

1. **Rationale:** *"The Mediocre teacher tells, The good teacher explains, the superior teacher demonstrates and the great teacher inspires."*

   Teaching profession is the noble profession in the world. Teaching starts from the pre-primary level to post graduate level. Although it is a continuous process but somewhere the academic success of the students are directly associated with the teachers' style of teaching of respective subjects. There are few teachers have the knowledge of pedagogy and methods of teaching. Teacher training institutes play an important role in moulding of such student-teacher by providing such atmosphere and chances are given for the improvement in teaching. For teaching of specific content teaching methods like , lecture method, dramatization method, translation method and journey method, narration, experimental method as well as inductive- deductive method etc. are intentionally used by the teachers in the classes to transfer of knowledge among the learners. But it is seen that many teachers who teaches the classes at senior college level do not have the knowledge of teaching methods, apart from lecture method they are unknown to the rest methods of teaching. In this 21st century new trends have been emerged in the field of teaching and learning and such teachers should not kept themselves far from the changes. They need to accept the change for the survival.

2. **Theoretical base:** The research study is based on Thorndike's **Learning by trial & error** because for learning of new methods one needs to practice with the help of means of ICT in day to day teaching. Another base for this research is the theory of David Ausubel's **Cognitive theory of learning** in which the means of ICT and use of multimedia in learning to teach the content in the classes.

3. **Statement of Problem:** "To Study the awareness about new trends in teaching and learning among the teachers at senior college level."

4. **Operational Definitions**:
   a)**New Trends**: Innovative teaching skills & approaches to transfer the content to the learners.
   b) **Teaching:** Style of presenting meaningful content in the class for the learning.
   c) **Learning:** Gaining of knowledge through various sources for change in behaviour.

d) Senior college: Educational institute where Certain level of formal education is offered for the ages between 18 to 23.

5. **Objectives:**
   1) To find out the present status of the knowledge of teaching methods among teachers at senior college.
   2) To find out the awareness about new trends used in teaching and learning by the teachers.
   3) To suggest the remedies for gaining of training of teaching through various sources.

6. **Scope:** A research is related to new trends in teaching and learning and is applicable to the teachers at senior college level in Maharashtra State Universities.

7. **Limitations:**
   1) Sample is selected from a senior college of Shivaji University, Kolhapur.
   2) The results of research are depended on the responses given by the teachers.

8. **Delimitations:**
   1) Present Research study delimited only new trends in teaching and learning.
   2) Teachers of a Senior college which is affiliated to Shivaji University, Kolhapur

9. **Methodology:**
   Survey method is used for the present study which is a type of Descriptive research.
   Procedure: Selection of Research area---review of related literature---defining the problem---Developing the data collection tool---Data collection--- data analysis---Results---Report writing.

10. **Population & Sample:** Teachers at senior colleges from the Shivaji University, Kolhapur. Man and Khatav tehsils are the population for the study.
    Sample: One college is selected by using purposive sampling method for the data collection. Total 20 teachers from Arts, Commerce and Science streams are selected from the college (2018-19) by using incidental sampling method.

11. **Tools of Data Collection:**
    A questionnaire is developed by researcher, 20 multiple choice questions are included in the questionnaire. Around 30 minutes are given to the teachers to place right tick mark for appropriate answer. At the end of the second term of an academic year this survey was taken under supervision.

12. Data Analysis: The data of this study analyzed by the researcher using tabulation techniques and percentage in the following way….

Q. No. 1   Did you get any professional training of teaching?

No.	Answer	No. of Respondents	Percentage
1	Yes	4	20
2	No	16	80

Observation: More teachers did not complete any professional course of teaching.

Q.No. 2.   Which method do you follow in daily teaching?

No.	Answer	No. of Respondents	Percentage
1	Lecture	20	100

Observation: Senior college teachers know only about lecture method.

Q.No. 3 How many days of professional development did you attend during the last year?

No.	Answer	No. of Respondents	Percentage
1	21 days	4	20
2	Other	16	80

Observation: Participation of teachers in professional development is very low.

Q.No. 4.   Do you believe that professional courses like B.Ed/D.Ed. help to enrich teaching skills?

No.	Answer	No. of Respondents	Percentage
1	Yes	20	100
2	No	00	00

Observation: More teachers believe that professional courses enrich the teaching skills.

Q. No. 5.   Do you use information and communication technology for teaching and learning?

No.	Answer	No. of Respondents	Percentage
1	Yes	8	40
2	No	12	60

Observation: Few teachers are aware about using of ICT in teaching and learning.

Q.No. 6. Have you ever used Interactive boards in your teaching?

No.	Answer	No. of Respondents	Percentage
1	Yes	8	40

| 2 | No | 12 | 60 |

Observation: Few numbers of teachers have used interactive boards in teaching.

Q.No. 7. Have you ever used video conference in teaching?

No.	Answer	No. of Respondents	Percentage
1	Yes	1	5
2	No	19	95

Observation: More teachers are not aware about video conferencing in teaching.

Q.No. 8. What does Voice Threads stand for?

No.	Answer	No. of Respondents	Percentage
1	Correct option .B	1	5
2	Other option	19	95

Observation: More numbers of teachers do not have any idea about Voice Threads.

Q.No. 9. What does Prezi stand for?

No.	Answer	No. of Respondents	Percentage
1	Correct option .B	3	15
2	Other option	17	85

Observation: Few numbers of teachers have the awareness about the concept of Prezi

Q.No. 10. What do you know about Moodle?

No.	Answer	No. of Respondents	Percentage
1	Correct option .A	4	20
2	Other option	16	80

Observation: More numbers of teachers do not know about Moodle.

Q.No. 11. What does Screencast stand for?

No.	Answer	No. of Respondents	Percentage
1	Correct option .A	3	15
2	Other option	17	85

Observation: More numbers of teachers are unfamiliar about the concept Screencast.

Q.No. 12. What does Smart board do?

No.	Answer	No. of Respondents	Percentage

| 1 | Correct option B | 10 | 50 |
| 2 | Other option | 10 | 50 |

Observation: Many teachers are familiar with functions of Smart board.

Q.No. 13. Have your ever developed the e- content for your subject?

No.	Answer	No. of Respondents	Percentage
1	Yes	10	50
2	No	10	50

Observation: Teachers have averagely developed the e-content.

Q.No. 14.   What does flipped classroom' stand for?

No.	Answer	No. of Respondents	Percentage
1	Correct option A	3	15
2	Other option	17	85

Observation: Only few teachers know the concept of flipped classroom.

Q.No. 15.   Online collaborative learning (OCL)

No.	Answer	No. of Respondents	Percentage
1	Correct option C	1	5
2	Other option	19	95

Observation: More numbers of teachers do not any idea about OCL.

Q.No. 16. Massive Open Online Courses (MOOCs)

No.	Answer	No. of Respondents	Percentage
1	Correct option C	10	50
2	Other option	10	50

Observation: Half of the teachers know about the MOOC.

13. Results:

1) All teachers at senior college have highest qualifications.
2) All Teachers have sufficient experience of teaching at senior level.
3) Teachers of senior college mostly rely on lecture method only.
4) Pedagogical knowledge is must even among the teachers at senior college.
5) Means of ICT are rarely used by the teachers.
6) There is no any idea about new trends in teaching and learning among the teachers.

7) Teachers are not sent to attend the faculty development programme by the college authority.

8) New trends in teaching and learning are not implemented effectively by the teachers.

14. Conclusion:

1) Teachers are not much aware about the new trends in teaching and learning.
2) Teachers are not ready to accept the innovative skills in teaching.
3) Fewer efforts are taken by the teachers to update their knowledge in the field of ICT.

It may be concluded that the teachers of 21st century should not much rely on such traditional methods of teaching, but they need to adopt new or innovative methods of transferring the knowledge through various means of ICT and the modern techniques should be learn by teachers.

15. Discussion of the Results:
Teachers who teach at senior college really do not have the enough knowledge of teaching methods, approaches, maxims of teaching and even no idea about recent trends in teaching and learning. To survive in the world which is totally influenced by the technology, teachers at every level have to ready to learn and have to implement this. Idea and innovative things are to be utilised. Skills are for everyone and everyone for skills should be the motto of students as well as teachers.

16. Contribution:

- This will be helpful for the teachers at senior college to adopt the new methodologies of teaching and learning through direct participation in the faculty development programme.
- Teachers will be more aware about to create the content with multimedia their innovative ideas.
- Trends in teaching and learning will be helpful in the enriching quality of teaching.
- Teaching and learning will be more interesting and innovative at college level.
- Attendance of students or learners will be increased.
- There will be scope for faculty exchange programme to learn and to teach new methods.
- The content of the Refresher courses and orientation courses should be the new trends in teaching and learning.

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9

NEW TRENDS AND INNOVATIVE PRACTICES IN TEACHING-LEARNING IN HIGHER EDUCATION

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Abstract:

Traditionally teaching was considered as sacred duty and divine activity. Later some modifications have been made both in teaching and learning activities. Currently, higher education system in India has some challenges like scarcity of expert faculty, geographic diversity, technical advancement and high cost of education. The requirements of learner have been changed; hence the system has to change a new pedagogy making learning and teaching process more perfect and effective. The paradigm shift from teacher-centric approach to learner-centric approach in higher education system is quintessential today. Considering the global context and technological advancement, several new horizons have been opened for the teachers and learners. Being with the teacher, adopting the mandatory skills, tools and technologies are most worth and substantial. Technology resources, its advancement and application enabled digital education which integrated with the traditional pedagogy. It has tremendous potential to attract *technosavy* youngest population of India. The use of modern instructional strategies like blended learning and flipped classroom has become inevitable. This research paper provides the conceptual information both the techniques and elaborates the details of designing the blended learning courses. It focuses on innovative tools and methods of teaching-learning and compares the effective metamorphosis in the activities.

KEY WORDS: Higher Education institutions (HEI), Core Values, Curriculum, MOOCs

Introduction:

The core values of Indian higher education are national development, global competence and local acquaintance, inculcating a value system among the students, promoting the technology and quest for excellence. It is worth to figure out whether the higher education institutions are following the core values very honestly. This study designs to show the meticulous observation of the existing problems and prospects of teaching and learning in Indian higher education. It is quintessential to study the challenges of teaching and learning higher education and figure out the improvement measures and proper remedies for the same. India has a glorious past in terms of higher education system. It traces back its quality education in Takshashila and Nalanda Universities. As per the recent statistics, Indian Education system is boosting the students with uphill task.

Objectives of The Study:

     1] To identify education system of India

     2] To understand the nature and function of teaching-learning in Higher Education

     3] To figure out the existing problems, prospects and future consequences teaching-learning activity in Higher Education

     4] To compare traditional and modern teaching-learning methods

     5] To suggest the remedial measures for the development in teaching learning

Analysis:

     In the pre-technology education context, the teacher had an authoritative function where the student was receiver of knowledge passively. The instruction method was direct, which has its base the behavioral learning perspectives. The chalk-and-talk method and authoritative voice of the teacher enhanced students passive role. Teaching in the classroom was one way flow of information where student used to fed off themselves after few minutes. Teaching and learning used to concentrate on plug and play method rather than practical.

     Moodle (Modular Object-Oriented Dynamic Learning Environment) based e-learning is one more platform to deliver a blended learning approach for our courses, combining face to face lessons with engaging online activities and resources. Moodle provides an e-learning platform that has different environment for learners with dynamic, interactive, non-linear access to a wide range of information such as text, graphics, animation and videos as well as to self-directed learning in online communication. Moodle is open source course management system for online learning allowing developers to tailor the system to individual needs. Moodle is free, online learning management system. It creates its own website, dynamic courses, extend learning anytime and anywhere. We can easily create online courses using hundreds of features. We can upload our content, add gradable assignments and quizzes, and collaborative activities like forums, wikies, glossaries, survey, chats, workshops, conferencing, web meetings. It is a open source and community produced plug-in. Moodle is powerful free tools to help to educate the world. It is repository of our classroom materials. It is easy to use Moodle in the classroom. It is easy to set up and use as well. There are some best features of Moodle. In the classroom a teacher can get quick and instant feedback of the assessment. Students can get the hint of asked question. It has ability to link all the online sources or online information. A student can directly link the Moodle classroom. Students give great response to the Moodle class. Moodle has benefits to the parents. Parents can log in and get the progress of the students anywhere and anytime. Moodle has letter box and easy access to connect students, teachers and parents. Parents can get the grades of his ward online and offline very easily.

     Blended learning is a style of education in which students learn via online and electronic media as well as it constitutes traditional face-to-face teaching. It is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

MHRD with the help of IIT colleges started innovative idea of education site that is SWAYAM. It is Massive Open Online Course which is freed to the students. This kind of education system transformed *chalk and talk method* into *Technically Enabled Class* with images and graphs. Off course this is very innovative one. But is it affordable to the students of below poverty line? To start online education, the basic infrastructural facility like smart-boards, computers, laptops, tabs are essential. Institutions which are in economic crisis have been lacking the budget to start such kind of Online Education. Even a smartphone, internet bill is not affordable to the underprivileged student. Indian education system must acquaint our students globally as well as there should be local connection. If this happens in every institution, India will definitely prove itself worth and meaningful. The core values of Indian Education system are best, but the proper implementation is lacking.

How would we inspire the students of the future? The answer is we have to change the teaching methods. That constitutes research based teaching technique, collaborative and participative learning methods. Students' choice is the big part in the world. A student can learn some choices like collaboration, communication, critical thinking (Problem solving skill) and creativity which gives unique human pleasure. Creativity is uniquely human, pleasurable and satisfying activity. We have to design and create many learning style so that a student can love and enjoy the activities taken. If a person wants to solve the societal or national problem, a collaborative way is quintessential in solving the same. There should be shift form teacher centred classroom to student centred classroom. A teacher has to play a role as guide on the side rather than sage on the stage. A teacher can get powerful opportunity not merely to teach, but to coach, to mentor, to nurture and inspire. Plutarch says that the mind is not a vessel that needs a filling, but wood that needs igniting. Even Albert Einstein proposes that Education is not a learning of facts, but training of the mind to thinks.

Activities in the classroom can play a fun and pleasure of learning. So a teacher can assign interesting activities like listening with microphone, watching videos, solving online assessments, educational game. All these activities can be designed to teach with fun and fair. Making buzz sessions of the students and listening their thinking on the particular project is really interesting job of the teacher. The students collaboratively do some assignments with gossiping and augmenting this can create more possible and alternative answers.

One more method in teaching-learning method is Flipped classroom. It is a teaching strategy that reverses the traditional learning environment by delivering instructional material outside the classroom. It concentrates on activities like projects, assignment, visits (museum, fort, shop, industrial visit), walk in the nature or wild forest and home works in the classroom. There are four pillars of flipped learning: Flexible environment, Learning Culture, Intentional contents and professional educator. Flipped classroom intends the learner should take participation proactively. A teacher provides flexible learning environment by providing opportunities for the students where and when they want to learn. In a flipped model, the classroom changes traditional learning culture so that students can actively take participation in the knowledge construction. A teacher uses intentional content to maximize class time into interesting time. Flipped learning is learner centred and activity oriented/ based class. A

professional educator plays a very important role in flipped classroom who can observe, provide timely feedback, continuously assess the work and helps the students master the content. There are some advantages of flipped classrooms: It concentrates on student centric learning. Students take ownership for learning. It promotes student centred learning and collaboration. Lessons and contents in the flipped classroom are more accessible. It focuses on cooperative learning and gives more time to explore the content. There are some disadvantages of the flipped learning that it is time consuming and scatters to focus on one subject.

TED Education is one more platform which can be used a part of our instruction in the class. It has inspiring modules, animated videos, power point presentations, e-books. It has big repository of knowledge which can be used as instructional method. Apart from this, there are multiple methods such as brainstorming, mind mapping, field study, community mapping, project method that can help in making teaching-learning activities more funny and valuable.

Conclusion

To improve the teaching-learning in higher education system, we need to focus on developing curriculum, research attitude. Higher education must uplift students and institutions, by employing innovative tools, mediums and methods of teaching and learning. Use innovative methods can serve the students and make the metamorphosis in the classroom environment.

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10

IMPORTENCE OF INFORMATION LITERACY SKILLS IN THE TECHNICAL EDUCATION

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Abstract:

The purpose of this paper is to present a to need of the information literacy skills to the faculty and engineering students. Rapid growth of information made the complexity to get the relevant and desired information. So the Faculty and students engineering field that highly demands latest and update current information and they need for information for project work, for new experimentation and use the information in various methods so they must have strong information to succeed in their professional strive and attempt. The aim of this study was to know the awareness level Information Literacy (IL) skills of engineering faculty and students of different branches. They required knowing Information literacy consist different type of skills Digital information literacy, ICT literacy, Network literacy, media literacy, multimedia literacy, technology literacy too. Faculty and students who possesses different literacy skills and must have knowledge about the copyright, fee based freebased information, citation analysis and utilization of library resources.

 Keywords: Information literacy, Skills, Faculty, Students, Engineering colleges

Introduction.

The importance of Information Literacy skills is important for all educational level, including science and engineering. IL skills have needed to select and access a number of information sources in various formats. Science, engineering, and technology are the disciplines which require their update information for their new project work to give the demonstrate, experimentation in the laboratory make research. Ex. mechanical draw-ing. Civil construction electronic gadgets development of new software. Therefore science and technology continuous growing respected in their fields. Engineers and scientists need information in large quantities and qualities. Therefore improving the IL skills faculty as well as students has become an important learning goal in engineering education. The massive of information scattered in different format and structure of the sources of information   that cause overflow information become complexity get confused access the needed information so with the help of information literacy skills get the needed information. **"Information literacy in science, engineering, and technology disciplines is defined** as a set of abilities to identify the need for information, procure the information, evaluate the information and subsequently revise the strategy for obtaining the information, to use the information and to use it in an ethical and legal manner, and to engage in lifelong learning.

Information Literacy is of very importance to higher education. (IL) information come in complex nature unfiltered format not reliable, credible in different sources arise complexity in nature it means not easy find out the reliable information. Information literacy helps recognize ambiguous, out-dated, or inaccurate information. therefore IL provide necessary skills to effectively search information, evaluate sources, using the information for specific target, understanding the issues like social, legal, and economic issues.

Information Literacy Standards for Science and Engineering Technology.

Based on the ACRL Information Literacy Competency Standards for Higher Education, five standards and twenty-five performance indicators were developed for information literacy in Science & Engineering/Technology. Each performance indicator is accompanied by one or more outcomes for assessing the progress toward information literacy of students of science and engineering or technology at all levels of higher education.

Standard One: The information literate student determines the nature and extent of the information needed.

Standard Two: The information literate student acquires needed information effectively and efficiently.

Standard Three: The information literate student critically evaluates the procured information and its sources, and as a result, decides whether to modify the initial query and/or seek additional sources and whether to develop a new research process.

Standard Four: The information literate student understands the economic, ethical, legal, and social issues surrounding the use of information and its technologies and either as an individual or as a member of a group, uses information effectively, ethically, and legally to accomplish a specific purpose.

Standard Five: The information literate student understands that information literacy is an ongoing process and an important component of lifelong learning and recognizes the need to keep current regarding new developments in his or her field.

Need of the Information Literacy to Engineering Education

The need for information literacy and instruction is more important due to sources and resources and the significant increase   using internet as an information source, using of the electronic sources, digital information source it become complexity. Hence Information literacy becomes essential to everyone is a **American Library Association (1989)** define "as an information literate must have the ability to recognize that when the information is needed and also need the ability to locate, evaluate and use of generated information efficiently and effectively." Information Literacy plays a major role in technical education.

Literacy instruction is needed the faculty and students as information communication technology advance becoming rapidly growth and important due to the pervasive of

electronic resources and the consequence increase use of the internet as an information source. Information literacy is a "set of skills which includes finding information effectively, managing the large quantity of information available, thinking critically about resources, synthesizing and incorporating information into one's knowledge base; creatively expressing and effectively communicating new knowledge, using information ethically; and using knowledge to better society". Information Literacy plays a major role in technical education. Enable and prepared students and faculty involve actively engaged in their fields and in their discipline. It means involve in identifies the value of quality and quantity information and understand potential sources of information. And develops a research plan uses the correct citation for different of sources examine and compares information from different sources using the information and information sources new technology with effectively, ethically, and legally to accomplish a specific target. And they should also know the issues related privacy and security in printed format and electronic formats. Identifies issues related to censorship and freedom and know about the intellectual property right that including the copyright, fair use it is patent trademark and infringements these knowledge should have the technical educational institute. While many western countries academic institutions have successfully managed to fully incorporate information Literacy within the collection of their educational systems it enables the empowere with necessary information that relevant to be better their lives and develop their education and develop their country provide the training to users through the libraries.

(By The ALA/ACRL/STS Task Force on Information Literacy for Science and Technology) Science, engineering, and technology disciplines pose unique challenges in identifying, evaluating, acquiring and using information. Peer reviewed articles are generally published in more costly journals and, therefore, not always available. Gray literature requires knowledge of the agency/organization publishing the information. Much of science, engineering and technology is now interdisciplinary and, therefore, requires knowledge of information resources in more than one discipline. Information can be in various formats (e.g. multimedia, database, website, data set, patent, Geographic Information System, 3-D technology, open file report, audio/visual, book, graph, map) and, therefore, may often require manipulation and a working knowledge of specialized software. Science, engineering, and technology disciplines require that students demonstrate competency not only in written assignments and research papers but also in unique areas such as experimentation, laboratory research, and mechanical drawing. Our objective is to provide a set of standards that can be used by science and engineering/technology educators, in the context of their institution's mission, to help guide their information literacy-related instruction and to assess student progress. The field of mathematics is not included in the standards.

Role of information literacy in technical education:

The All India Council for Technical Education (AICTE) has introduced plianty of Rules & Regulation for technical educational for development technical education in the country. The standards for library and resources centers like number of books to be purchased every year, national & international journals and online database requirements are build the healthy collection development in library. The proliferation of information technology and communication tools in transforming the present society into knowledge based society where in the basic input in information & knowledge. The capability to access, organize, manage and disseminate knowledge will be the key factors in this society. The role of Library professional is changed radically with shift of education paradigms. The impact of moving from text-based, learning to resources based learning to resources based learning will involve heavier use of library resources and a demand for more & varied media resources, including print & non-print. These changes creates like information explosion, information and communication Technology, growth& and usage of web resources, use of digital resources, user's expectations, Virtual learning environment, virtual educational institutions, development of digital, virtual, & hybrid libraries, online bookshop & information services (Ramana,2006). To overcome these challenges library should conduct information literacy programs in their parent organization. Sadlapur and Patil (2015). Noticed that promote library services effectively, to familiarize different type of library resources, to make aware of different type of databases like e-journals, e-books & research database, to teach how to make use of database effectively, to teach skills to library OPAC and digital library, improve on users. Search strategies and techniques, to develop cordial relationship with users, aware the users on copyright issue of information.

Conclusion:

Information literacy is an essential component of Technical education. Information Literacy support faculty and students of technical education it gives tailored information to help faculty and students build the necessary skills and know-how to update their information it provide excellent research skills for their new projects and there new inventions . It gives the awareness and utilization of different kind of sources particularly ICT related information, identifying the sources of electronics such as internet information, Websites, databases .It improve effectiveness include to know the most various search strategies, and evaluating information, using information ethically, legally, usage of electronic resources.

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11
MENTAL HEALTH AND ACADEMIC ACHIEVEMENT

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Abstract

This paper aims at reviewing the relationship between the mental health and the academic achievement. Mental health well-being helps an individual realizes her/his true potentials, capable of handling pressure and stress, and more importantly, to perform the given tasks productively. In general, the constructs of mental health are composed of three elements, namely, depression, anxiety and stress. In order to deal with this problem, the parents as well as the teachers play a vital role in ensuring the mental health of the students is in tiptop condition. Specifically

What is Mental Health?

Mental health refers to our cognitive, behavioral, and emotional wellbeing - it is all about how we think, feel, and behave. The term 'mental health' is sometimes used to mean an absence of a mental disorder.
Mental health can affect daily life, relationships, and even physical health. Mental health also includes a person's ability to enjoy life - to attain a balance between life activities and efforts to achieve psychological resilience.
In this article, we will explain what is meant by the terms "mental health" and "mental illness." We will also describe the most common types of mental disorder and how they are treated. The article will also cover some early signs of mental health problems.

Definition

According to Med lexicon's medical dictionary, mental health is:

"Emotional, behavioral, and social maturity or normality; the absence of a mental or behavioral disorder; a state of psychological well-being in which one has achieved a satisfactory integration of one's instinctual drives acceptable to both oneself and one's social milieu; an appropriate balance of love, work, and leisure pursuits."
According to the WHO (World Health Organization), mental health is:

" A state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community."
The WHO stresses that mental health "is not just the absence of mental disorder."

Components of Mental Health
1. Body Regulation—the ability to keep the organs of the body and the autonomic nervous system (e.g, heart rate, respiration, body temperature) coordinated and balanced. Body

regulation isn't just about physical health. Emotions begin as an embodied experience. For example; a racing heart and shallow respiration often precipitate feelings of panic/anxiety. Feelings of exhaustion or under-stimulation often precipitate depression.

2. Attuned Communication—the ability to pick up on the meaning of subtle, non-verbal, physical cues (facial expressions, tones of voice, posture) that indicate another person's emotional states and degree of well-being. People with Autism spectrum disorders especially have a difficult time with this.

3. Emotional Balance—the ability to maintain optimal emotional functioning. That is, I know how to be emotionally stimulated enough to be aware and engaged in my circumstances and relationships but not so emotionally stimulated that I am regularly flooded by my feelings and carried away by them.

4. Response Flexibility—the ability to pause before acting on my impulses and willfully change the direction of my actions if doing so suits me better than my initial impulses. People with ADHD, pathological anger, addictions, and other impulse control problems struggle with this skill.

5. Fear Modulation—reducing fear. Self-explanatory. People with anxiety and panic disorders, especially, have a difficult time modulating the brain's fear responses. They become easily flooded with anxiety where others might just experience nervousness or even excitement.

6. Insight—the ability to reflect on my life experiences in a way that links my past, present, and future in a coherent, cohesive, compassionate manner. In sight helps me make sense of both the things that have happened to me in the past and the things that are happening to me now.

7. Empathy—Essentially, empathy is the ability to have insight (as defined above) into other people. Empathy is the ability to imagine what it is like to be another person, and to reflect on their experiences in a way that links their past, present, and future in coherent, cohesive. compassionate manner. Empathy helps you make sense of other people's lives, the way they think, and their feelings.

8. Morality—the ability to imagine, reason, and behave from the perspective of the greater good. Includes the ability to delay gratification and find ways to get my needs met while understanding and accommodating the needs of others.

9. Intuition—having access to the input from the body and its non-rational ways of knowing that fuel wisdom. One's "gut sense" of things is actually based on a complex process by which one's right brain makes "quick and dirty" global assessments of one's feelings and circumstances.

Relation between Mental Health and Academic Achievement

New research led by the Evidence Based Practice Unit, a partnership between UCL and the Anna Freud National Centre for Children and Families, has investigated the link between mental health difficulties and academic performance during middle childhood and early adolescence.

It is widely accepted that different aspects of a child's development are related over time. Dr Jess Deighton (EBPU, Division of Psychology and Language Sciences) led the study to investigate the link between internalising symptoms (i.e. those that are focused inwards, such as depression and anxiety); externalising problems (i.e. those that are directed outwards, such as aggressive behaviour); and academic attainment during childhood in two age groups: middle childhood (ages 8–9) and early adolescence (ages 11–12).

Children completed questionnaires at the beginning of the study and again two years later. The analysis of the resulting data built on the principle of development cascades: different aspects of functioning are developmentally related, and these relationships may vary according to the age and stage of development.

The study's results highlight that externalising problems can be barriers to academic achievement for primary and secondary school students. Findings suggest that interventions aimed at addressing challenging behaviour could also help to enhance academic achievement.

The results also indicated some difference between the different age groups involved in the study groups: internalising problems predicted later academic attainment, but only for the adolescent age group. Furthermore, low academic attainment was related to later internalising symptoms, but only in the middle childhood age group.

According to Dr Deighton et al, this study draws out interesting similarities and differences between these two age groups, and contributes to the growing research on longitudinal associations between internalising symptoms, externalising problems and academic attainment in childhood and adolescence.

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12

THE POSITION OF DALITS IN INDIA TODAY

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Abstract

According to the 2011 census, scheduled castes comprise 16.2 per cent of the total population of India, that is, they number over 17 crore. Scheduled tribes comprise 8.2 per cent of the population, that is, they number over 8 crore. Both together constitute 24.4 per cent of the Indian population, that is, they together number over 25 crore.

The six states that have the highest percentage of scheduled caste population are Punjab (28.9), Himachal Pradesh (24.7), West Bengal (23.0), Uttar Pradesh (21.1), Haryana (19.3) and Tamil Nadu (19.0). The twelve states that have the largest number of scheduled castes are Uttar Pradesh (351.5 lakhs), West Bengal (184.5 lakhs), Bihar (130.5 lakhs), Andhra Pradesh (123.4 lakhs), Tamil Nadu (118.6 lakhs), Maharashtra (98.8 lakhs), Rajasthan (96.9 lakhs), Madhya Pradesh (91.6 lakhs), Karnataka (85.6 lakhs), Punjab (70.3 lakhs), Orissa (60.8 lakhs) and Haryana (40.9 lakhs).

Introduction

Almost every socio-economic indicator shows that the position of scheduled caste families is awful. In many cases their plight is getting worse. Let us have a look at some of the major indicators.

Land

In 1991 70% of the total SC households were landless or near landless (owning less than one acre). This increased to 75% in 2000. In 1991, 13% of the rural SC households were landless. However, in 2000 this saw a decline and was 10%. As per the Agricultural Census of 1995-96, the bottom 61.6% of operational holdings accounted for only 17.2% of the total operated land area. As against this, the top 7.3% of operational holdings accounted for 40.1% of the total operated area. This gives an indication of land concentration in the hands of a few.

Fixed Capital Assets

In 2000, about 28 % of SC households in rural areas had acquired some access to fixed capital assets (agricultural land and non-land assets). This was only half compared to 56 % for other non-SC/ST households who had some access to fixed capital assets. In the urban areas, the proportion was 27 % for SCs and 35.5 % for others.

Agricultural Labour

In 2000, 49.06 % of the working SC population was agricultural labourers, as compared to 32.69 % for the STs and only 19.66 % for the others. This shows the preponderance of dalits in agricultural labour. Between 1991 and 2001, the number of agricultural labourers in India increased from 7.46 crore to 10.74 crore, and a large proportion of them were dalits. On the other hand, the average number of workdays available to an agricultural labourer slumped from 123 in 1981 to 70 in 2005.

Child Labour

It is reported that out of the 60 million child labour in India, 40 % come from SC families. Moreover, it is estimated that 80 % of child labour engaged in carpet, matchstick and firecracker industries come from scheduled caste backgrounds. The tanning, colouring and leather processing, lifting dead animals, clearing human excreta, cleaning soiled clothes, collection of waste in slaughter houses and sale of toddy are some of the hereditary jobs generally pursued by Dalit children.

Per Capita Income

In 2000, as against the national average of Rs. 4485, the per capita income of SCs was Rs. 3,237. The average weekly wage earning of an SC worker was Rs. 174.50 compared to Rs. 197.05 for other non- SC/ST workers.

Poverty

In 2000, 35.4 % of the SC population was below the poverty line in rural areas as against 21 % among others ('Others' everywhere means non-SC/ST); in urban areas the gap was larger – 39 % of SC as against only 15 % among others. The largest incidence of poverty in rural areas was among agricultural labour followed by non-agricultural labour, whereas in urban areas the largest incidence of poverty was among casual labour followed by self-employed households. The monthly per capita expenditure (MPCE) for all household types was lower for SCs than others.

Employment

In 2000, the unemployment rate based on current daily status was 5 % for SCs as compared to 3.5 % for others in rural and urban areas. The wage labour households accounted for 61.4 % of all SC households in rural areas and 26 % in urban areas, as compared to 25.5 % and 7.45 % for other households.

Reservations

15 % and 7.5 % of central government posts are reserved for SCs and STs respectively. For SCs, in Group A, only 10.15 % posts were filled, in Group B it was 12.67 %, in Group C it was 16.15 % and in Group D it was 21.26 %. The figures for STs were even lower, at 2.89 %, 2.68 %, 5.69 % and 6.48 % for the four groups respectively. Of the 544

judges in the High Courts, only 13 were SC and 4 were ST. Among school teachers all over the country, only 6.7 % were SC/STs, while among college and university teachers, only 2.6 % were SC/STs.

Education

In 2001, the literacy rate among SCs was 54.7 % and among STs It was 47.1 %, as against 68.8 % for others. Among women, the literacy rate for SCs was 41.9 %, for STs It was 34.8 % and for others it was 58.2 %. School attendance was about 10 % less among SC boys than other boys, and about 5 % less among SC girls than other girls. Several studies have observed discrimination against SCs in schools in various forms.

Health

In 2000, the Infant Mortality Rate (child death before the age of 1) in SCs was 83 per 1000 live births as against 61.8 for the others, and the Child Mortality Rate (child death before the age of 5) was 119.3 for 1000 live births as against 82.6 for the others. These high rates among the SCs are closely linked with poverty, low educational status and discrimination in access to health services. In 1999, at least 75 % of SC women suffered from anaemia and more than 70 % SC womens' deliveries took place at home. More than 75 % of SC children were anaemic and more than 50 % suffered from various degrees of malnutrition.

Women

While dalit women share common problems of gender discrimination with their high caste counterparts, they also suffer from problems specific to them. Dalit women are the worst affected and suffer the three forms oppression -- caste, class and gender. As some of the above figures show, these relate to extremely low literacy and education levels, heavy dependence on wage labour, discrimination in employment and wages, heavy concentration in unskilled, low-paid and hazardous manual jobs, violence and sexual exploitation, being the victims of various forms of superstitions (like the devadasi system) etc.

Sanitation

Only 11 % of SC households and 7 % of ST households had access to sanitary facilities as against the national average of 29 %.

Electricity

Only 28 % of the SC population and 22 % of the ST population were users of electricity as against the national average of 48 %.

Atrocities, Untouchability and Discrimination

During 16 years between 1981 to 2000 for which records are available, a total of 3,57,945 cases of crime and atrocities were committed against the SCs. This comes to an annual average of about 22,371 crimes and atrocities per year. The break-up of the atrocities

and violence for the year 2000 is as follows: 486 cases of murder, 3298 grievous hurt, 260 of arson, 1034 cases of rape and 18,664 cases of other offences. The practice of untouchability and social discrimination in the matter of use of public water bodies, water taps, temples, tea stalls, restaurants, community bath, roads and other social services continues to be of high magnitude.

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13
NEW TRENDS IN TEACHING – LEARNING / EDUCATION

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What is education?
The wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something. Education requires instruction of some sort from an individual or composed literature. The most common forms of education result from years of schooling that incorporates studies of a variety of subjects.
Education means inculcating moral values, positive thinking, attitude of helping attitude of giving to society and ethical values these kind of students are only able to bring changes in society. They will become good citizen of country and most important one good human being such students are able to discover something new, out breaking. They will surely become successful in their life. It educated in true sense when if they are.

Meaning of Education
1. There is another Latin word 'Educere' which means to 'brings forth' or 'draw out' which is nothing but drawing out the best in a child.
2. The third word is 'Educatum' which means 'to train' or 'the act of teaching or training '. 'E' means from inside and 'Deco' means to draw out, to lead out or to bring up. So education is a process, which draws from within.

Definition of Education
1. According to Vivekananda, " Education is the manifestation of salvation perfection already existing in man".
2. Tagore, "Education makes man's life in harmony with all existence".
3. Socrates. "Education means the bringing out of the ideas of universal validity which are latent in the mind of every man".
4. Aristotle says, "Education is the creation of a sound mind in a sound body".
5. Froebel, "Education is the process by which the child makes the internal external".

Top 10 Principles of Effective Teaching
Teachers that have the largest impact on their student's result follows these ten principle of effective teaching.

Principle 1 : Care about helping your kids to do the best that they can
Effective teachers are passionate about helping their students of learn. They warm and caring relationship with their students. However, they also set high expectations, and they demand that their students meet them. This leads to a situation where the teacher and the students are working together towards a common goal – helping every child learn as much as they can.

Principle 2 : Understand but don't excuse your students

Effective teachers seek to understand their students , but so do most teachers. The differences is that effective teachers still expect each of their students to behave and to achieve well. Effective teachers use their understanding to adjust their approach to teaching. But they did not use it to excuse misbehavior, poor effort or a lack academic progress.

Principle 3 : Be clear about what you want your students to learn

Effective teachers are clear about they want their students to learn and they share this with their students. Everyone understands what success entails. Effective teachers also know where students are currently at in this area. They then work towards developing the understanding and skills their students need to demonstrate that they have mastered the material.

Principle 4 : Disseminate surface knowledge and promote deep learning

Effective teachers want their students to be think critically and to develop a deep understanding of the material being taught in class. However, they recognize developing this deep understanding requires sharing a fundamental set of knowledge and skills. armed with this foundation, teachers can help students to develop a deep understanding of the topic at hand.

Principle 5 : Gradually release responsibility for learning

Effective teachers do not ask their students to perform tasks that they have not shown their students how to do. Rather, they start by modeling what students need to do. They then ask their students to have a go themselves, while being available to help as needed. Only when students are ready, do they ask their students to perform the tasks on their own. Finally, they offer ongoing cumulative practice, spaced out over time, to help students retain what they have learned.

Principle 6 : Give your students feedback

Effective teachers give students dollops of feedback tells students how they are going and gives them information about how they could improve. Without feedback, students are likely to continue holding misconception and making errors. Feedback allows students to adjust their understanding and effort before it is too late.

Principle 7 : Involve students in learning from each other

Effective teachers supplement teacher-led, individual learning , with activities that involve students in learning from each other. When done well, strategies such as cooperative learning, competition and peer tutoring can be quite powerful. Yet, these activities must be carefully structured and used in conjunction with more traditional teaching.

Principle 8 : Manage your student's behavior

Effective teachers know that students behavior can help or hinder how much students learn the classroom. They implement strategies that nurture positive behavior and minimize misbehavior. They are consciously a ware of what is going in the classroom, and they nip problems in the bud before quickly returning the focus to the lesson at hand. Finally, they follow up on more serious misbehavior and help students to change any entrenched bad habits.

Principle 9 : Evaluate the impact you are having on your students

Effective teachers regularly assess students progress, and they then use this insight to evaluate the impact they are having on their students. If want they are doing working, they continue to use or even make more use of a particular approach. If what they are doing is not having the desired impact (even for just one students), they reflect on and refine what they are doing until they are getting the result they want.

Principle 10 : continue learning ways that you can be of even more help to more students

Effective teachers love learning and are always seeking to improve their own. They seek out evidence – based insight, and they are happy to challenge their existing beliefs about teaching. However, there are also critical of mindless innovation, innovation for the sake of it, and innovation that adopts practices that are not supported by research.

You can use these principle of effective teaching to reflect on your own practice, to discuss effective teaching with colleagues or evaluate particular programs/approaches you are considering.

Modern Trends In Education : 50 Different Approaches to learning

1. Ground Up Diversity
2. Social Networking
3. Talking Education
4. Underground Education
5. Navdanya
6. Self-Directed Learning
7. Social Status
8. Lesson Study
9. Constructive Struggling
10. School in the Clouds
11. Problem – based Learning
12. Learning with Technologies
13. Constructivist Learning
14. International Objectives
15. MOOCs and eLearning
16. Competency – Based Education
17. The Bologna Process
18. Degree Qualification
19. Herbert Stein's Law
20. Disrupting Innovation
21. Open Innovation
22. High – Quality Teachers
23. Finnish Education
24. Social Support Strategy
25. Change Agents
26. Common Core Change

27. Start – up Education
28. Mobile Education
29. Invisible Structures
30. Economic Empowerment
31. Vocational Training
32. Gamification
33. Smart Capital
34. Catalytic Role
35. Blended Learning
36. Collective Education
37. Personalized Education
38. Flexible Learning
39. Flipped Learning
40. Classical Education
41. Free post – Secondary Education
42. Religious Education
43. Moral Education
44. Character Education
45. Readiness Testing
46. Sharing Voices
47. Expenditionary Learning
48. Global View

Emerging trend's in 21st-Century Education

With the advent of new technologies' being infused school curricula, educators and school leaders are beginning to rethink all factets of data in the classroom. new, innovative methods of data collection are continually being developed, which offer new options for ongoing formative, culminating summative and alternative assessments. Yet what precisely do nouveau "research based instructional strategies" entail? Although challenges in curriculum design may arise due to advanced technology integration, school s are nonetheless embracing the future. Here are five emerging trends for 21st – century classrooms.

1) **App Innovation and Gamification**

   As a result of the recent explosion in education apps, educators can decipher students' interest, academic passions and "trouble spots" more readily and in real-time to differentiate and fine-tune instruction. MIT App Inventor, for example, enables students, a forum and apps in the comfort of their classrooms. The app offers training for students, a forum and additional support for educators, and a "challenge" for students to create their own apps. At the same time, education-related games that enhance skills in English language arts and other subjects have exploded in popularity, such as "Mathelicious" and "Get the Math" which provide practical, true-to-life experiences. As students become comfortable utilizing online games to learn,

educators can entice students via new apps to fine-tune skill-specific areas, such as mathematics and seince.

2) **Digital Literacy**

Creating a digital literacy curriculum can be based on students' developmental stages, and educators should be cognizant of both the risks(such as distractions) and myriad learning opportunities that technology integration and utilization in the classroom may provide. With increasing numbers of teachers using technology in the classroom and schools permitting students to become engaged with content via digital literacy, some schools are adopting formula digital literacy curriculum and digital literacy plans. Perhaps as a result, Google has published a plethora of resources about understanding digital literacy and digital citizenship, including YouTube videos, teachers guides and lesson plans.

3) **Library Media Specialists**

Across the United States, and indeed throughout the world, libraries are increasingly becoming local technology hubs. Since libraries offer myriad services which require some knowledge of technology and how to access the internet, librarians job descriptions and key responsibilities have drastically changed.

Library media specialists today remain informed about new technologies and research methods, and how students (and the general public) integrate digital formats into their work. In a separate, newfound administrative role, Library Media Specialists have many new responsibilities. They not only must established technology policies and become responsible for bedget oversight, but they must also plan the physical virtual library space, and create a welcoming positive and innovative atmosphere. Considering how digital formats should be arranged in new workstations and deciding which specific formats to choose could affect physical layout, budget planning and alignment and common space issues.

4) **Self – Directed Professional Development**

In recent years, we have seen an increase in self – directed professional development (PD) for educators that includes interactive online webinars, or videos and other content that may be streamed through web browsers. One recently published article offer a tempting feast of online options for educators to choose from. Since states are increasingly demanding that certified educators update their skills to remain in compliance with ethical and turning to self – directed, online modules to provide educators opportunities to complete interactive learning components to remain abreast of the latest developments in education.

5) **Collaborative Learning**

New application are making if easier for classroom teachers to be both innovative and interactive, and this trend is expected to grow exponentially in the coming years.

Teaching Trends For 2018

Blended Learning

Student Driven Learning

Going Digital
Active Learning Classrooms
Trends outside The Learning Environment
10 important Trends in Education to Expect in 2018

1. Opportunities to develop programs for career and technical education (CTE) and ass located high-quality apprenticeships and best practices will emerge; e.g., health, automotive, and macaronis programs. A bill passed by the house in 2017 focuses on improving CTE programming, reconigizing that not all programs are equally well resourced or supported. The education field will need to carefully balance early well resourced or suppurated. The education field will need to carefully balance early career opportunities in these fields with program features that set students up for long-term success as fields evolve over time. For an interesting look at the tradeoffs in these areas, check out this article in the Atlantic.

2. Opportunities for practicing teachers to participate in residency – based preparation programs for pre-services teachers will continue to grow, including the use of the gradual lease model in teacher preparation clinical experiences. Residencies are commonly designed to support areas of high need (secondary math and science, special education) that result from extensive teacher turnover, particularly in major city school districts. The creative partnership between districts, graduate programs of education, and no-profits that fund stands for the candidates can result in teachers who stay in the system for longer periods, providing students with increased earning opportunities from experienced teachers.

3. Teachers and school leaders will see opportunities to become trained mentors and leaders in providing induction programs with mentoring and support through the early years of an educator's career in both the teaching and school principle professions. Programs such as those offered through the new teacher centre have been around for quite a while but renewed attention to issues of turnover and attrition in the field continue to focus efforts that support new teacher retention. Programs are available at the school, district, and state level that foster ongoing reflection and mentoring opportunities for early career teachers and administrators.

4. Information on building the skill of paraprofessional who work alongside teachers in classroom will really develop. As paraprofessional continue to work with some of the most marginalized population in classrooms, building their skills and capacities for this work is crucial for ensuring quality educational experiences for all. Finding creative ways to embed professional development opportunities within and throughout the school day and year will continue to be a goal for district around country.

5. Leveraging technology in education will be of paramount interest to teachers and educators; e.g., Flipgrid, a video discussion platform is being employed with young children in school. It is amazing how quickly oung children engage and embrace learning with the opportunity to incorporate technology into their practice. Tools that

foster oral, audio, and written skills are of interest to young learners and allow them to express themselves beyond the capacity of their writing abilities. Much work with critical thinking can also be done in this manner when tools such as seesaw blogs or flipgrid are used to support learning.

Conclusion :

Gandhiji's contribution to education is unique. He was the first Indian who advocated a scheme of education based upon the essential value of Indian culture and civilization. The methods and techniques advocated by him and the environment he prescribed revolutionized Indian thinking and way of living.

Education has a lot of importance in our life. A man goes on receiving education in one form or the other from birth to death. Without education an individual becomes blind even while having eyes. Education develops an individual in all aspects – physical, mental, social, economical etc…. education leads a person from darkness towards light. The importance of education can only be experienced; it cannot be expressed in words.

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14

WOMEN EMPLOYEES IN BANKING SECTOR: A STUDY ON OCCUPATIONAL STRESS

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Abstract

There is no such issue like stress- free job. activity stress arises as a results of causes like lack of free time, job setting disadvantage, high workloads, low salary, unreasonable deadlines, job insecurity, lack of clarity of roles, and some way of feeling undervalued .Stress and its fateful consequences has unfold its tentacles altogether the sectors, heaps of considerably inside the banking sector thanks to the quick changes that's taking place throughout this sector. industry is not associate exceptional one. This paper seeks to figure out the impact of various constituents of activity stress on the women employees of banking sector. The employees inside the banking sector area unit experiencing an out of this world amount of pressure at the work place. thus the target of this study was to identify and compare the factors inflicting stress among girl's employees publicly and private sector banks and counsel applicable remedies for a similar. Keywords: activity stress, tension, role conflict.

Keywords: Banking Sector, ladies employee, Stress

Introduction

Stress is taken under consideration associate integral a locality of stylish life. It's the psychological or innate reflex that happens once a private perceives associate imbalance between the extent of demand placed upon him and his capability for meeting that demand. many environmental things can cause stress. Conditions that cause stress unit of measurement called stressors or a whole lot. Stressors is made public as a result of the causes of stress, at the side of any environmental conditions that place a physical or emotional demand on the individual. The physical environmental conditions, like excessive noise, poor lightning, safety hazards, poorly designed work house, lack of privacy, and poor air quality to boot cause stress. tho' the realm of activity stress is subject area directed, a trial is made to relate it to commerce. Activity stress has been studied among the managers World Health Organization unit of measurement the leaders in growth and development to an organization and organization.

Research Methodology

This paper is largely descriptive and analytical in nature. During this paper a trial has been taken to research the ladies staff in banking sector: a study on activity stress in Bharat. The info employed in it's strictly from secondary sources in line with the requirement of this study.

Occupational stress

The shape includes a natural chemical response to a threat or demand, commonly known as the "flight or fight" reaction that has the discharge of endocrine. Once the threat or demand is over the body can return to its state. Associate in nursing agent may be a happening or set of conditions that causes a stress response. Stress is that the body's physiological response to the agent, and strain is that the body's longer-term reaction to chronic stress. Stress is additionally printed as a result of the whole of physical associated mental responses to associate in nursing unacceptable difference between real or notional personal experience and personal exceptions.

This definition may appreciate that stress could also be a response that has every physical and mental parts. The physical responses embody variety of psychotic logic changes that largely represent acute response and chronic response. Mental responses to stress embody adaptive stress, anxiety and depression.

Work Place Stress

Ladies would possibly suffer from mental and physical harassment at workplaces, except the common job stress. Harassment in point has been a significant provide of worry for women, since many girls would possibly suffer from tremendous stress like „hostile work setting harassment", that's defines in legal terms as „offensive or discouraging behavior inside the workplace". This could include unwelcome verbal or physical conduct. This are constant provide of tension for women in job sectors. Also, discriminations at workplaces, family pressures and group demands boost these stress factors.

Personal or Family Problems

Staff desire personal or family problems tend to carry their worries and anxieties to the work. Once one is throughout a depressed mood, his unfocused attention or lack of motivation affects his ability to carry out job responsibilities. Quantity and quality of leisure distribution between the genders may be a noteworthy index of but girls get burdened with stress for either natural or social obligations. international time budget data archive and so the Australian time use survey counsel that women ar presently bearing a "dual burden" as every family suppliers and family careers. Absence of reciprocal and joint feeling management within family might be a ill-natured agent for women. This can be physically every and psychologically debilitative,

Sources of activity Stress

⇒ Very little autonomy or management over one's job

⇒ Non-existent career ladders

⇒ In adequate resources to try and do the duty

⇒ High demands, workload, time pressures

⇒ Lack of job security

⇒ Understaffing

⇒ Obligatory overtime

Impact of stress management on operating women

 (1) Stress is every additive and additive inside the negative effects on folks, organizations and societies. The national institute for activity safety and health area unit dedicated to checking out stress.

(2) Stress is joined to physical and condition, what is more as attenuated temperament to want on new and creative endeavors.

(3) Job burnout intimate by twenty 5 to forty pace of U.S employees is infernal on stress. over ever before, women stress is being recognized as a significant drain on company productivity and aggressiveness.

(4) Depression, only one type of stress reaction, is predicted to be the leading malady of the twenty initial centuries, in charge of heaps of days lost than the opposite single issue.

(5)Women UN agency work regular and have children beneath the age of 13 report the most effective stress worldwide.

(6) Globally, twenty 3 pace of girls executives and professionals, say they feel "super stressed".

(7) Seventy pace of the operational women at the age group of (25-35 yrs) experience a much better level of stress (8) nearly twenty pace of girls physicians have a history of depression, with academic degree countable one.5 pace coverage a suicide strive.

(9) Disorder is that the main stress connected symptoms of operational women.

(10)Stress appearance to be one among the foremost necessary factors inside the event of chronically air mass.

Conclusion

There are varied stressors among women employees publically and private sector Banks like poor operational conditions relating worth overload, role ambiguity, lack of participation in higher process, in acceptable leadership vogue, lack of social support, transfer, and poor operational relationship. Excessive stress would possibly finish in bodily disturbances like process ulcers, migraine, headache; fever etc., High level of stress might need a bearing on self-worth, lower vainness, and lack in concentration and cut back job satisfaction. That there high level of stress is knowledgeable about by girl's employees due to factors like role ambiguity, role overload, lack of superior support, Technological changes.

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15
NEW TRENDS IN ECONOMICS

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Abstract

The focus is on the development in the recent decades as a result of increased globalization of knowledge, technologies and economies. In particular look at the development in a number area where similar trends are observed. The areas studied include globalization, in-sourcing and outsourcing activities, increased flow of direct foreign investment and its heterogeneous regional distribution, the increased public investment in information and communication technologies as infrastructure for development, the importance of commercialization and transfer of technologies, and increased income inequality and concentration of severe poverty in certain regions. In addition on the role of education, research, and training to enhance development capability and capacity, the increased strategic importance of natural resources and the increased interregional trade flow. Also investigate the development in the India since its gained self-governance in 1991. Development economics, information and communication technology, foreign direct investment, globalization, outsourcing, technology, capability, energy, trade flows, inequality and poverty, technology transfer corresponding in India. This paper is a contribution to the collection entitled "New trends in Development Economics"
Keywords: New Trends, Development, Gobalization

Introduction

In recent decades the global economy has gone through major changes and in particular within the area of development economics. An example of major changes in this area is the rapid development in several newly industrialized economies mainly in the South and East Asia region. Here I find a systematic patterns in the development process where the development of East Asian economies has proceeded in a number of waves, starting from Japan as a leading country and followed by the first tier of new industrialized economies (South Korea, Taiwan, Singapore, Hong Kong), then by the second tier (Thailand, Malaysia, Philippines), and, finally, by the third tier (China and Indochina as well as India in selected areas). The common development patterns in many of the countries has been a gradual shift in their specialization from labor-intensive industries such as textiles and footwear toward higher-technology sectors like electrical machinery and telecommunication equipment. The newly industrialized economies, in addition to being competitors of the old industrialized countries through their successful development and despite their different initial conditions, policies and efforts, serve as a model for development to the developing countries. There has been a flow of investment, technology and management to these countries in their search for

low cost, disciplined and skilled labor, rich natural resources and market access. The textile, shipbuilding, steel, mining, and electronics industries are among those that have migrated from industrialized to newly industrialized and developing countries. The process has generated research suggesting a number of trends in development economics research. The areas of development are several including information and telecommunication technology (ICT), globalization, economic growth, inequality, poverty and their linkages, direct foreign investment (FDI), in and outsourcing, spillover and transfer of technology and management, investment in education, training and research, increased strategic importance of natural resources, increased interregional trade and more. This introduction is aimed at reviewing recent trends in economic development and development economics research having a great impact on welfare.

I would like to the study and research for the development of the software technology and new telecommunication system there for my paper focus on the technological development in economics.   Information and telecommunication technology is one area where both old and newly industrialized economies have equally contributed to the industries development. Several countries see this new sector as a major contributor and significant infrastructure and enabler for countries to catch up with the development in the newly industrialized economies. The area of consideration is the recent wave of globalization with great implications for free flow of labor, capital, goods, processes and services across borders. The economic growth is not equality distributed across industrial sectors, regions and the sub-groups of population. There is evidence that growth reduces poverty but it increases income inequality. This study investigates the economic growth, inequality, poverty and their linkages. Direct foreign investment is analyzed with respect to changes in views about its effects and contributions to economic development. In and outsourcing is a new phenomenon in making operation of businesses effective and less costly. And spillover and transfer of technology and management is a positive outcome of relocation of production, contracting out activities, direct investments and joint ventures. Economics Development in the India in light of the above developments shows these above potential and pitfalls in taking full advantages of the above factors in a small open economy with minimum of restrictions and in the presence of many incentives to attract direct foreign investment and production activities. The rest of the study is organized as follows. In provide an introduction to the ICT, investment in ICT and its diffusion, and its effects on economic growth.

Information and Communications Technology Effects On Economics

An Introduction to the Information and communications technology (ICT) combines all technologies and devices that are used in managing and processing information systems. In contrast to the manufacturing industries that create values directly, ICT, in the form of computers, software, the internet, multimedia, and management of information services, creates value indirectly through provision of related services. Thus, ICT includes data for business use, voice communication, images, multimedia and other types of technologies for development and exchange of information. The continuous increasing processing power of

hardware together with the rapid development of software and telecommunications infrastructure have enhanced the ability to store, retrieve, analyze and communicate data and information within and between suppliers, organizations, their partners and the consumers. In general, an increasing use of capital and labor as important elements in the production and growth of an economy lead to decreasing returns to scale. Therefore, even though the factors of production may increase, the growth of an economy over a certain level cannot be expected. However, information and associated technologies may produce increasing returns to scale and become an important factor for sustainable economic growth. In the literature, ICT is considered as one of the three—and the most recent—major technological breakthroughs. The other two being steam for definitions of the ICT sector applied by the USA and OECD power and electricity. ICT includes some of the wider innovations and applications, and its commercialization and transfer to the most remote areas in this world has been more rapid than ever seen previously. In addition to communication between individuals, ICT enhances the communication of value-added information to workers, managers, planners and consumers, and thus reduces uncertainty and time use in conducting many types of communication, research, business and production activities. It is an important technology and production factor which has the potential to contribute to more rapid economic growth and productivity gains in the years to come. There has been great interest among researchers to investigate how some old and newly industrialized countries were able to take advantage of ICT to accelerate their rates of economic growth and productivity. The focus in these studies has been on examining the contribution of ICT investment on economic growth. In particular, in recent years, ICT is considered not only as a development infrastructure variable but also as an input in the production of goods and services and a factor that affect total factor productivity growth. Studies on the contribution of ICT on economic growth find that the returns on IT investment are positive while the studies also find evidence of underinvestment towards telecommunications infrastructure in many transitional countries. The result suggests that improving investment conditions may ultimately improve the channel between aggregate investment and growth, economy-wide.

Investment in ICT and its Diffusion Existing limited evidence suggest that return on IT and non-IT capital inputs differs by the country's level of development. Results from inter-country studies suggest that for the developed countries returns from IT investments to GDP are positive, while returns from non-IT capital investments are lower than their relative shares. The situation is reversed for the developing countries, where returns from non-IT capital investments are quite substantial, but those from IT capital are not significant. In studies of the impacts of IT investment on economic growth show that the relative contribution of IT to GDP growth in developing counties between 1980 and 1995 was less than 2 percent compared to more than 10 percent in the developed countries. The limited evidence on the role of ICT investment indicates that ICT has been a very dynamic area of investment. The steep decline in ICT prices has encouraged investment in ICT and expansion of production at the same time it has shifted investment opportunities making ICT an important driver of economic growth especially in newly industrialized economies. Thus,

ICT as infrastructure and its role as an investment factor are of considerable interest in examining growth performance in many countries. The pace of investment in ICT differs widely by country and their level of development. The lowest levels of the share of investment in ICT are found in low income countries, while the highest is in the high income industrialized nations. Part of the difference is explained by the fact that, generally, products like telephones, e-mail, the Internet, computer hardware and software have distinct features like network effect, critical mass, and path dependency which affect their diffusion rate. A positive direct network effect means a positive utility gain for consumers when the number of users increases. Since the introduction of e-mail in 1969, the internet traffic has doubled every year. The diffusion of key ICT services such as the Internet, mobile phones, fixed phones and personal computers are shown in the variations of developed and developing countries. The gap between high-income and low-income countries, measured in the share of internet users, increases over time. The gap which is labeled as "digital divide" measures the socioeconomic difference associated with access to computers and the internet between communities. At the micro level, it refers to the gap between individuals, households and business with regard to their opportunities and abilities to access and to use ICT services. The gap is often due to differing literacy, technical skills and in availability of digital content. At the international level digital divide is discussed when the gap between the developed and the developing nations is discussed concerning the access and the use of digital communication technologies. The developed countries are far better equipped than developing countries to take advantage of the internet technology. The rapid rate of internet technology development and diffusion increases the quality-of-life differences between developed and developing countries. Given the productivity, connectivity and other positive effects associated with the ICT, a widening international digital divide has become a serious issue of concern.

The Effects of ICT on Economic Growth Jorgenson (2001) in his research pays much attention to how much IT affects the growth of an economy. The focus is on the role of IT in transformation of our economic system by increasing productivity and provoking economic growth. At the firm level, there are four mechanisms or channels recognized through which IT investment affects the growth of an economy. The first channel is that the IT industry itself grows dramatically, and the industrialized nations where the IT industry occupies a leading technology position may have more than one leading growth sector. For example, in China, with 8% annual growth rate during the last decade, the growth of IT sectors has been faster than the overall economic growth. Accordingly, the expansion of IT sectors affects the growth of the overall economy positively.

As the second channel, IT can facilitate the catch-up process by enhancing the diffusion process of non-IT related technologies. According to Antonelli (1990), developing countries can take advantage of the opportunity by overcoming disequilibrium of information. The third relation between IT and economic growth is the market integration effect in which IT affects the integration and efficiency of markets. In the final mechanism, IT improves the management and decision making process of corporations. At the firm level the effects IT include to gain market share, to raise overall productivity, to expand a firm's product range,

to customize the services offered, to respond better to client demand and to reduce production and management inefficiency. A successful implementation of ICT investment might have enabled economies to overcome barriers that have held them back in their participation in the rapidly developing global trade. The recent decades of rapid spread of the internet has opened up the possibility of accessing commercial and political information that was previously not possible. In particular, ICT has reduced the transaction costs of participating in subcontracting and it is facilitating the operations of suppliers of IT services based in developing countries with low cost skilled labor. Thus, IT increases the total production through decreasing cost of information and reduced transaction costs. Due to insufficient infrastructure and capability, the cost of information is higher and the market efficiency is lower in the less developing countries. Different complementary policies for IT investment must be introduced to enhance the conditions for development. Provision of necessary infrastructure, prohibition of monopoly power, elimination of entry barriers, efficient laws, regulations and education system correspond to complementary policies to ICT investments. Edquist and Henrekson (2007) examined productivity growth following the major technological breakthroughs. In distinguishing between sectors producing and sectors using the new technology, they found the highest productivity growth rates and declining prices in the ICT-producing industries. The US economy experienced an extraordinary performance in the late 1990s which is referred to as the 'new economy'. It was labeled as a new economy because it was unlike the mainstream economists' theoretical models while inflation and unemployment were low at the same time, sustained growth and a booming stock market prevailed. Several factors are used to explain the emergence of the new economy phenomenon. Firstly, increased efficiency in firms' management by ICT adoption affected productivity growth at the firm level and connected productivity growth in each industry through spillover effects which led to increased aggregate productivity in the economy. Secondly, productivity gains led to a low inflation rate, a low interest rate and an increased investment rate. Thus, productivity growth and sustained economic growth are linked in an interconnected cycle of investment, productivity improvement and economic growth. Thirdly, the wide-ranging and rapid diffusion of IT and internet use made it possible for the new economy to evolve. The spread of IT and the internet due to price reductions affected the network effect and it induced sustained economic growth by utilizing increasing returns to scale in the economy. In disagreement with the widespread view about productivity gain by ICT adoption, Robert Solow commented on the IT productivity paradox, which means that the productivity of the work force due to office automation has not risen as IT has extended through industrial countries. The causes of the productivity paradox are found to be the following. Firstly, a portion of the benefit from a high rate of investment in ICT in service sector like financial sector, insurance, business and health services is not included in productivity statistics. Secondly, there may be a lag in productivity improvements, because computers did not show their productivity until things like software and the internet became prevalent. It takes a long time for a new technology to be accommodated by companies. Thirdly, previously much of the research with the purpose of identifying the effect of ICT at

the company level was based on small samples. Thus, research in the early stage will not properly capture the contribution of ICT. In the search for explanations of the productivity paradox, Oliner and Sichel (2000) deny the significance of the IT-sector by arguing that IT accounted for no more than two percent of the capital stock in most countries.

Concluding and Summary

The Impact of ICT on the Economics development. The impact of ICT provides two important messages. First, ICT continues to have strong impacts on performance. Productivity growth in the US, the main example of ICT-led growth and productivity improvements, has continued to be strong. The release of increasingly powerful microprocessors is projected to continue and it will encourage ICT investment and support further productivity growth.

Second, the diffusion and impacts of ICT differ markedly across OECD economies. It is expected that the largest economic benefits of ICT will be observed in countries with high levels of ICT diffusion. However, having the equipment or network is not sufficient to derive the full economic benefits. Other factors, such as the regulatory environment, skills, ability to change organizational set-ups as well as the strength of innovations in ICT applications, affect the ability of firms to seize the benefits of ICT technology. Consequently, countries with equal ICT diffusion will have heterogeneous impacts on their economic growth and performance. IT has a positive although small contribution to economic growth, but its impact is positively related to the level of development.

Studies of the relationships between IT and economic performance suggest that the impacts of IT diffusion can differ even among developed countries with similar level of development. The limited existing empirical evidence shows that developing counties like India which did not adopt complementary policies have gained less effect from IT investment. In general, for the developing countries, it is rather difficult to catch any systematic evidence about such relationships.

Suggestions

*IT contributes to the growth of developed countries, this relationship is rather weak in the case of developing countries. In order to link IT investment to economic growth and to establish causal relationship between the two a longer time period is required.

*IT to be effective, it should be spread such that it reaches the critical point. For developing countries to obtain high returns from IT investment, active complementary policies must be employed.

*Policies are to fulfill conditions for economic development including building up the basic infrastructure, competitive telecommunications market, market opening, introduction of effective laws, regulations, law enforcement and the educational system.

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UNIVERSAL VALUE BASED HIGHER EDUCATION IN INDIA

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"The real difficulty is that people have no idea of what education truly is, we assess the value of education in the same manner as we assess the value of landor of share in the Stock exchange market, we want to provide only such educationas would enable the student to earn more, we hardly give my thought to theimprovement of the character of the educated".

- Mahatma Gandh,

1. Introduction

Education means knowledge and the knowledge as wisdom of living lifepeacefully, healthy and with dignity. Having a knowledge and Education does notmeans only pen and paper but beyond that, today our child don't want to be onlyMachine but the real Right holder i.e. holder of peace in heart, happiness in lifeDevelopmentof mental and physical and Realization of this is nothing but theknowledge and wisdom of life. "Educating the mind without educating the heartis no education at all"[8]. *"Education is most powerful weapon which you can change the world".Nelson Mandela.*Higher Education should be useful, protective and strong by which , our youth and future generation will be strong, and it should be for the full development of human personality.

2. Value Based Higher Education:

"All human beings are both free and equal in dignity"[9]and rights. Education is the power and it should be given toeveryone.According to Roscoe pound, educationalrightshould be recognized, protected and guaranteed bylaw. Education is like origin of all civilized states and it is a fundamental duty on the part ofstate to provide it."Life without education is no life. The Supreme Court has also held that the right to life does notindicate merely a negative duty on the part of the government to not take an individual's life, butalso a positive duty to provide the basic conditions necessary to lead a life that is more than a mere'animal existence".

3. Objective of This Paper:

To study and examine that 'whether the higher education inIndia is certain and unambiguous and useful for children's human personalitydevelopment'.

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[8]By Aristotle on education.
[9]Speech of the chairperson for the Inauguration of the two-day National seminar on changing Dimensions of Human rights and duties to be held on 17 July 2014 organized by north Maharashtra University at Jalgaon by honable justice K.G. Balkrishnan.

Education is important for the following objectives[10]:

To develop and realize her/ his full potential as a human being.

ii. To develop the ability to think, question, and judge independently.

iii. To developed a sense of self respect, dignity and self – confidence.

iv. To develop and internalize a sense of moral values and critical judgment.

v. To learn to love and respect fellow human beings and nature

vi. To develop civicsense, citizenship and values of participatory democracy.

"The education can become reality only when each individual in the society is sensitized to honor the Human Rights of others. Recognizing and respecting the human rights of others is a social and moral responsibility and not merely legal responsibility. Mere law making can not bring social change and social transformation. Each of us must honor others Human Rights and all must get due space to grow"[11]. Proper Higher education is the need of the hour.

4. Universal Value and Higher Education

This philosophy[12] shall be accepted and added in law making and implementing theright to higher education in India. *To quote Swami Vivekananda:"Education is not the amount of information that weput into your brain and runs riot these, undigested, all your life. We must have lifebuilding, man-making, character-making assimilation of ideas. If you haveassimilated five ideas and made them your life and character, you have moreeducation than any man who has got by heart a whole library"."The purpose of education is to moralize and socialize people". Dr.B.R.Ambedkar.* Finally Education is a necessary condition for the development of Indiaas 'Bharat'.

5. Conclusion

*"Higher Education is a social process. Education is growth. Education is not apreparation for life. Education is life itself". —John Dewey.*It directs the political, Social, Cultural and Economic life in to desirablechannels. Higher Education shall be directed to the full development of future generation in India."Education brings excellence, enriches the minds and illuminates the spirit. Itprepares a Youth for good citizenship; it liberates from ignorance, superstition, prejudicesand ultimately unfolds the vision and truth". Right to higher education should be protected in true spirit of constitution of India.

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[10]Child rights in India law, policy and practice second edition, AshaBapai on page 327.

[11]JANUARY 6, 2009, REDISCOVERING HUMAN RIGHTS FROM CRITICAL LEGAL, PERSPECTIVE, DURGAMBINI ARUN PATEL , P.19

[12]ARISTOTLE'S POLITICS (335-322 BC), P. 233-24. The greatest of all means… for ensuring the stability of Constitutions- but which is nowadays generally neglected -is the education of the citizens in the spirit of the Constitution. The education of a citizen in the spirit of the Constitution does not consist in his doing the actions in which the adherents of democracy might delight. It consists in doing the actions by which…a democracy will be enabled to survive…The democrat starts by assuming that justice consists in equality; he proceeds to identify equality with sovereignty of the will of the masses; he ends with the view that 'liberty and equality' consists in 'doing what one likes'…this is a mean conception of liberty. To live by the rule of the Constitution ought not to be regarded as slavery, but rather salvation."

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REFLECTIVE PRACTICE AS A TOOL FOR QUALITY LEARNING

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Abstract

Teaching profession desirably seeks harmony in social life, creating long term excellence with integrity and commitment towards the profession. Hence a teacher needs to have right orientations towards the present and future understanding of trends and dynamics to link future strategy for better practices. The impact of schooling creates psychological impotence due to the existence teaching-learning process and its evaluation system .The paradigm shift is to be viewed particularly in the light of broadening of the horizons of the spread of education from face to face education to open and distance education to the era of virtual learning. The shift in the teachers role can be witnessed from society to market , to market management and the imparting managerial skills in the educational and its teaching-learning process.

The concept of Constructivism, which have been given emphasis in NCF-2005 and is being discussed by the most learned people in the field of Education, holds reflection in its base. .For practicing Reflection one needs to be open minded in the real sense of the word so as to analyze how he/she had reacted in particular situation and what changes should be made in order to improve the previous performance.

In the present era ,where liberalization and globalization are posing great challenges in front of humanity, there is need of such Educational process which may keep pace with the fast running world and that without compromising its quality. We have come across the term Reflective thinking a number of times and might have heard about its use for the teachers in order to improve their teaching so that they may keep a check on the way they learn and can make necessary improvements wherever required.

Thus by reflection one will definitely lead to deeper understanding of own learning style and therefore leading to greater effectiveness in learning.

Introduction

Reflective Practice is a continuous process and involves the learner considering the critical incidents in life's experiences. Reflective Practice involves thoughtful considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline . Reflection illuminates what has experienced and provides basis for future action . Reflective practice is not a new concept or idea-Dewey(1993) referred to it in his early works but only a handful of researchers and practitioners were using

the term in " The Reflective Practitioner ." Reflective practice can be understood as an approach which promotes autonomous learning that aims to develop students understanding and critical thinking skill. In other words it encapsulates the wide range of activities associated with thinking about own learning.

The role of teachers and functions in the light of Reflective Practice in teacher education has to be seen instant gratification offered by the media. Both for the rural and urban children the contents competency and pedagogical skills have to keep on fostering in view of developments occurring in this fields. The onslaught of new technologies, New method of Teaching and New concepts of Learning have all influenced Teacher and Teaching-Learning process and demand in new future world order.

In the light of the need for the improvement of the present Teacher Education Programms in our country, here are strategies for improving and strengthening Teacher Education Programms for preparing Education for the Future Society. Every day new technologies emerge but the latest technologies also have capacity to integrate with older analog-technologies and retrieve information stored in older technologies and to develop link between the old and the new. It is encountered several times that Reflective Practice is a tool for the educators to study his/her own teaching methods and to determine what works best for the students but along with this a thought that the same practice can be helpful for the learners to make their learning qualitative needs to be emphasized. The choice of methodology is important for a specific purpose of classroom teaching and to committed teacher.

How Learning Takes Place

Researches conducted in this area reveal that the student construct new knowledge by assimilating new ideas to their existing mental structure . In this reference Piaget holds a view that the children learns best from concrete activities but physical experience and concrete manipulation are not the only ways in which the child learns. Their social experiences and interactions with others lead to their understanding about the world around them and all this work brings in light very well known concept of Constructivism in education. This concept of constructivism holds reflection in its base , until and unless a child reflects on his own action he would not be able to build theory and rules of his own.

The face of classroom is changing. The teacher should prepare to keep up with technology utility in the classroom. At present times, how well do we understand this subject with the changing times. Changes in all walks of life are occurring at a rapid pace and we all need to adapt this changes. The information and communication technology revolution has changed the way we all live and education is no exception. In a period not so long ago, the gestation period for education was consider to be long, some times spanning across generation. But due to the technology advancements this gestation period has been considerably reduced. Obviously, the present and future role and functions of the teacher has been affected by this paradigm.

This changes in the role of teacher can also be viewed from the perspective of generation gap, which has been followed from one generation to another.

Reflection As Practiced By Teachers

As it is known to all that Reflection in general is practiced by Teachers. Here are some activities which are performed by an educator to reflect on his/ her actions :

- Our beliefs (why students not learning exactly what I teach them?)
- Our assumptions (if student's father is a driver, will he/she become more than a driver?)
- Our judgment (What do I mean when I say a student is 'dull' or 'bright'?)
- Our prejudices (The west learnt everything from the Muslims)
- Our emotions & feelings (If a student calls me 'stupid' what should I do?)
- Our actions & their consequences(how did I handle this question? What will happen to a student if I expel him from the classroom ?)

Thus reflective teachers are thoughtful , analytical & self-critical about their teaching.

Reflective Cycle

Reflective practice works in a determined manner , which can be represented in a cyclic form .

- Plans the action---- plans as well as monitors it.
- Act thoughtfully----- implement the action & monitors the action consciously.
- Describes the action---- what actually happened & how he reacted .
- Reflect on action performed & thus the cycle goes on…

Reflection For Students

Reflection for students is used as a meta-cognition on the actions which students took while solving problems , difficulties & misconceptions. It shapes the knowledge drawn in course of individual action. It involves a conscious attempt to plan , describe and reflect on the process & outcomes of the action (Sanjeev ,2002). As reflection occurs after action, one creates an observational record and describes the result of action and major aim of this practice is to bring an improvement in practice.

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CONCEPTUAL FRAMEWORK OF JOVENILE DELINQUENTS

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Abstract

The delinquents are anti-social behavior children who are at lower extreme ends of normal distribution of social tract. The problem of delinquency has posed a serious concern for the persons, teachers parents psychologists and social workers who believe .in harmonious development of human personality The teachers are responsible for shaping the personality of young students .The deteriquents are found generally at the stage of adolescence .The children who are delinquents below the age of eighteen years are known juvenile. Every society establishes some social and moral norms to maintain harmony and order in its structure .It persuades its members to follow them strictly by framing legal laws and codes The behavior which is contrary to these established norms is referred to as anti-social behavior or crime. It involves injury either to the property or the people in the society, Different studies on delinquency revels that changes in human and material environment of the delinquent can help in removing many of the symptoms of the delinquency in him. Nobody is born delinquent; rather delinquents are the products of environmental influences. Such anti-social behavior or criminal tendency is not only found among the adults or grown-ups ,but children and adolescents who are minor in age also suffer from such social diseases. These individuals are known as juvenile delinquents, or young delinquents. Therefore, juvenile delinquents are essentially the criminals minor in age and usually to as minor with major problems.

Introduction

JUVENILE delinquency is an outstanding example of childish naughtiness. Among children may be a universal phenomenon. But when naughtiness develops into such a habit that transcends the bounds of the accredited conduct norms of a society the behavior which emerges is characterized, if allowed to go unchecked, may become the "Fore-Runner of Adult Crime."Juvenile Delinquency is one of the serious problems of d deviation which the children of almost all the modern societies of the world are facing. It is non-conformist behavior on the part of the child and it does not manifest a problem of personal disorganization but also a symptom of social break down. Juvenile delinquency is considered as one of the serious problems of the deviant behavior among the children. It does not confine to a particular section of the society but has crossed all the barriers. Traditionally, family has been considered as the basic and important institution which provides intimate and congenial atmosphere for the proper development and socialization of the child. But the rapid pace of industrialization and people's tendency to drift towards cites and the changing family life and leads to perplexed transformation in our existing social norms and values. The children who

are the most vulnerable section of society are the worse affected changes eroded the protective Umbrella of traditional society. Delinquency is an environmental and social illness. Historically, the problem is as old as the society itself. In order to understand the continuing nature of the problem questions by Edward H.Stullken (1956)

Definitions

"Delinquency implies from anti-social behavior involving personal and social disorganization."

-Neumeyer

"Delinquency, like aggressive behavior in general, can understand as aggressive, hostile behavior or culturally acquired way of life."

Telford and Sawrey

The only difference between the saint and the criminal is that every saint has a past, and every criminal has a future.

- Oscar Wilde

Children are born innocent and they acquire almost all their virtues from their surroundings and social cu   Children are born innocent and they acquire almost all their virtues from their surrounding and socio-cultural environment in which they are born and brought up. Most of their qualities, both social and anti-social, are formed and developed during the course of their individual and collective life rather than inherited by birth.

(Petrovsky,1985)

Different Opinions

The term delinquency has been defined and explained by experts of different disciplines –psychologists, sociologist's biologists, lawyers, and experts of mental health and hygiene.

According to Biologists: The accounts for anti- social behavior as rising from organic or pathological factors located in the nervous system of an individual. The delinquent cannot adjust of a social environment. Biologists emphasize the genetically basis of delinquency.

According to Mental Hygienists: The delinquency is the expression of an individual needs and his mental ailments. He can't gratify his needs by socially acceptable behavior due to his incompetency or due to economic conditions. He tries to achieve the goal by his anti-social actives which are known as delinquent behavior is the symptom of his needs and mental ailments.

According to Sociologists: They have emphasized on social conditions which contribute to anti-social behavior or delinquency. The political and economic stress can lead to undesirable acts or behavior. They violate the social and cultural norms. A person is compelled by the circumstances to achieve his goal adopting anti-social methods. Thus delinquency is the result of unsuccessful efforts to achieve goals of life or society, this reason that a person adopts anti-social acts. It is collective reaction formation.

According to Psychologists: It is deficiency in the formation of super ego. He is unable to identify with the values of his parents and seeks pleasure at the cost of sacrificing the

principals of reality and morality. The delinquency as moral is holes in superego. Moreover defined delinquency as moral deficiency because of weak conscience due to improper teaching of the child in early age of life.

They consider delinquency to be an unfortunate expression of the personality and emphasis that the various indices of maladjustment shown by the delinquents have one or more personal meanings behind them. .

Various Aspects

In the above definitions of delinquency indicate the following characteristics which have been enumerated as follows.

1. A delinquent child possess anti social behavior
2. His anxiety level is generally very high.
3. It is acquired behavior by the child end not the innate.
4. A delinquent child is aggressive and hostile behavior.
5. His ego bent upon immediate pleasure without obey in the norms of social behavior.
6. Delinquency is problem for everyone.
7. He breaks the laws and create indiscipline in school.

Taking the above point into consideration, delinquency may be considered as an ego defense for the tension caused by frustration of one or several of the needs present in the individual.

Different Categories.

The psychologists have classified delinquency in various ways. The classification of delinquency in five categories have been done by had Field, listed below

Benign Delinquency: It includes such which may be termed as branch of discipline or law, or crimes from legal point of view but from mental health view, they may be normal behavior e.g.,Truancy on some beautiful day or for seeing some extraordinary act in the city.

Temperamental Delinquency:

Temperamental delinquency of certain physiological activates. For example it is found that girls may steal the things during their menstrual Cycle days.

Simple Delinquency:

Simple delinquency is the result of the conflict between the need of child and home, school or society conditions .It is also known as anti-social behavior. The main cause may be the poor environment, in which the child is living.

Reaction Delinquency:

Reaction delinquency, as its name suggests, arises from the reactions of the society when the child thinks that he is the victim of the society, he revolts and tries to break the rules and conventions of the exiting society.

Psychoneurotic Delinquency:

This type of delinquency is created on account of the expression in anti-special manner of the repressed tendencies. This expression in anti-social manner of the

repressed tendencies. These repressions occur on account of resentment..For example repression of sex urge or instinct may develop the tendency of truancy or staling etc.

Aggressive Tendency: The mode of back may be physical aggression damaging school property torturing, committing suicide and forgery.

The following are the other categories:

1. Aggressive and hostile basis with s
2. ome person, institution, objects, elder, birds, and animals and May re with self.
3. Standard basis-may is of four types (a) Institutionalized (b) Offender at large (c) Habit basis (d) Individual standard.
4. Basis of Individual standard –Individual and group.
5. Habit basis – may First offer and habitual from the group
6. Now a day's psychiatry has recognized two types of reactions that are different both in terms of prognosis and management.

The Recognition:

 The delinquent children are identified by observing their behaviors in society and school, situations. They violate the law of the land and commit offences like thefts, gambling, cheating, and pick-pocketing, robber, dacoits, destruction or property, violence and assault, kidnapping abduction and sexual offences etc…

Some reasons

 Delinquency is an acquired behavior of child which is not in accordance with social standard and norms. It is not caused by one single factor but it is an end product of several factors. These are as follow

Heredity Factors:

 In some of the studies, it has been found that the heredity also contributions for delinquency. The children may get certain delinquency tendencies from their parents, who are suffering from epilepsy etc. Certain inherited physical defects may also give rise to delinquency.

Environmental Factors: The following factors play an important part in causing delinquency.(1) the poor socio-economic status familye.g. Hunger and starvation tempt people to tread the easy devilish path of crime.(2)Unemployment for long time may be lead to anti-social behavior like stealing or getting money through using illegal acts.(3) Presence of step father or mother,(4)Quarrels among the parents(5)Lack of parental love and affection(6)Discriminatory on parental treatment towards children.(7)Over or under protection by parents(8)High expectations and ambitions of parents from their children.(9)Bad friends and casements are not good, etc….

School Environment: A Child enters in school after his home and family environment. The teacher is an ideal for the students. The following factors may causes for delinquency.

1. Teacher-behavior is not impartial. He favors some of the students and his behavior not sympatric for the students, may cause for delinquency.
2. Individual difference, in teaching process of classroom may not consider the individual difference. There is great variation among the students with regard interest

needs and temperament. If the child, needs are not satisfied, it may cause great tension in home.

3. Teaching methods and techniques are appropriate for some of the students. They would like to attend the class; they may develop the habit of truancy. The high work load of assignment, lack co-curricular activates, the examination, strict discipline may cause for delinquency.

Physical Constitutional Factors:

The defects of body organs make the child sensitive and emotional. The disease related to sex organs may cause delinquency.

Psychological Factors

Fred 'Psycho-analysis's the significant for delinquency. The mental retardation development of glands, emotional instability and mental diseases are the factors of delinquency.

Precaution and Solution

Prevention and treatment both the devices employed in delinquency. It has two phase the first phase is to treat those who have become delinquents another phase is to prevent delinquency by organizing educational programmes and other activities n such a way that children may not become delinquents.

Camp Programme Approach,

In this approach a camp is made a treatment center for the adolescent because it is generally felt that the adolescent are more difficult to handle without intensive observation. In this programme has got three main themes:

i..Group-counseling is key stone of the programme, which was built around the concept of the conscious cooperation of all elements within it for the welfare and development,

ii. The camp progreamme strives to attain the cooperation of guards and to involve the inmates in their own treatment.

iii. It has a Probation-Recovery Camp also if the campers do not have a desirable home to go back. This approach has been used for prisoners in USA but now attempts are being made to use it for non-prisoners also.

Community, Planning

After identifying the delinquent children efforts are made to change the environment of the children. The basic needs of child are fulfilled. Parents are also approached to have proper attitude towards the good deeds and bad habits. This method is based on good suggestion, sympathy and good instructions.

Change in the Environment

When it is found that the existing environment cannot be improved, the delinquent child has to be shifted to some other good environment.

Psycho-analytic Method of Treatment

Through it is very time consuming and difficult method, but very pinpointed and effective one. By adopting Psycho-analysis the clinical psychologists diagnose the reasons of delinquency and try to cure.

Re-education

The scientific approach which is very much conducive for treating juveniles is re-education. This technique reforms the offender, re-education him and rehabilitates him. The objectives also include the change of behavior and attitude o the offender.

Conclusion and recommendations

1. A study could not be under taken by including other important variables not covered by the present research. Therefore, other variables in relation to School adjustment of Juvenile delinquents may be considered.

2. A study should taken on comparison of School adjustment of Juvenile delinquents between the other states may be considered.

4. This design of the study may be extended to other areas in the future research.

5. Should open some Children Homes to provide homely atmosphere to   illegitimate children.

6. Anti-social persons should be adequately dealt with the law.

7. Slums area should be improved.

8. Students should not be allowed to participate in political activities.

9. Should make provisions for educating the poor students by giving concessions and finical assistance.

10. Proper records should be maintained about children.

11. Establish good schools with good staff equipments and atmosphere.

12. Should pay attention to improve the curriculum of the school for each class more pertaining to practical life.

Home Conditions:

The following preventive measured should be used for improving the home conditions.

1. Parents should be provided proper atmosphere in the home.
2. Keep watching on the friends of their children.
3. Parents have sympathetic and affectionate attitude towards children.
4. Parents should adequate amount of pocket money be given to the children.
5. They should also provide good examples themselves, show good or ideal behavior.
6. Parents should know about the progress of their children in school.
7. They should understand the needs of the children.

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19
NEW INVENTION IN TEACHING LEARNING PROCESS

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Abstract
Students care deeply about learning when their teachers meet their need for affirmation, contribution, purpose, power, and challenge. Students care about learning when their teachers invite them to learn. Teachers extend students invitations to learning when they strive to meet students' need for affirmation, contribution, purpose, power, and challenge in the classroom. Students feel affirmed when they believe that they are accepted and safe in the classroom and that their teacher and peers care about them. They think of themselves as classroom contributors when they believe that they make a difference and bring unique talents and abilities to the group. When students sense that academic content is significant, meaningful, and relevant, learning is purposeful. Students feel powerful when they make choices about their own learning. They are challenged when teachers hold high expectations for them. Excellent teachers convey learning invitations through their words and their actions—they infuse both the learning environment and their instruction with invitation to make academic content engaging for students.
Key words:
Teaching ,learning. Students, Audio & Video Tools

Introduction
    Students care deeply about learning when their teachers meet their need for affirmation, contribution, purpose, power, and challenge. Students care about learning when their teachers invite them to learn. Teachers extend students invitations to learning when they strive to meet students' need for affirmation, contribution, purpose, power, and challenge in the classroom. Students feel affirmed when they believe that they are accepted and safe in the classroom and that their teacher and peers care about them. They think of themselves as classroom contributors when they believe that they make a difference and bring unique talents and abilities to the group. When students sense that academic content is significant, meaningful, and relevant, learning is purposeful. Students feel powerful when they make choices about their own learning. They are challenged when teachers hold high expectations for them. Excellent teachers convey learning invitations through their words and their actions—they infuse both the learning environment and their instruction with invitation to make academic content God has created us in a such a way that everybody think differently but he made us understand each other by making proper communication .In a life it is very important to know each other whoever it may be your brother, sister father mother friends or a teacher it is possible only by proper communicating. If you don't communicate properly with each other

or they misunderstand your wordings then you will be get into them with a quarrel or they will get quarrel with you .In a life communication is a very important through which we can built perfect relationship with the other" communication is the exchange of information and mutual understanding between two persons."Success of our effort lies in our proper knowledge to tell what we need to tell in right place, and in right manners and in a right way. By starting to think of the relations of teaching and learning around natural learning inclinations like play, emotions, creativity, collaboration, and inquiry, our innovative clusters consciously promote the engagement of learners. and match t he to better understand how people learn best. Not surprisingly, while building up our clusters of innovative pedagogies, I found myself revisiting my past experiences as a primary school teacher in a new light. Acknowledging, for example, how our literature workshops echoed the multiliteracies cluster; or the way a short-film project aligned the principles of embodied learning and digital literacy; or, for that matter, the many, scattered ways in which creativity activities permeated lessons, as when students designed and played their own mathematical games.

Change is a normal part of the teaching profession and not an "extra" that only super motivated and skilled teachers do. Given this, we can use the above examples as leads for innovations to flourish and a significant step to transform teachers as true designers of learning environments, and therefore those more capable of innovation at the classroom level.

The development and implementation of information and communication technology (ICT) forces today's universities and colleges to respond to societal trends that point to transformation our society into a so called knowledge economy globalization ICT application place new demand on teaching learning process. The biggest challenge for any teacher is capturing each student's attention, and conveying ideas effectively enough to create a lasting impression. As a teacher, to tackle this challenge effectively, you should implement innovative ideas that make the classroom experience much more lovable for your students. Take the help of tools to stimulate creativity. Include playful games or forms of visual exercises that will excite young minds and capture their interest. This is a time tested method to identify every young student's creative abilities and encourage creative contributions. Bring aspects of creativity into all your subjects, be it mathematics, science, or history. Think of ways to develop their creative ideas. Encourage different ideas, give them freedom to explore.

Teaching Learning Process:
Teaching learning has four aspects: teacher, students learning process and learning situation. The teacher creates the learning situation for the students. The process is the interaction between the student and the teachers. If the teaching –learning process is effective, then the child is able to make the best use of the things in the world around him.

Important aspects of teaching –learning process:
- Command, planning and organization of the subject matter or content and activities:

- Psychology of learners:-
- Traditional Teaching –learning process and the modern teaching learning process.

Three Key Areas to Promote Teaching Innovation

In short, we can identify three key areas to promote teaching innovation.

First, to envisage the role of teachers as champions in the promotion of more interactive, horizontal, and caring relationships with students. The social and caring nature of learning is the common principle underpinning all of our six clusters, which means that teachers should allocate the time and resources necessary to allow learners to interact and experiment.

Second, teachers need to review their own practices, in order to identify and better align their creative, intuitive and personal capacities with those clusters of innovative pedagogies. Some teachers might incorporate the principles of embodied learning more naturally. They may feel more confident with arts, design, or gratification as a result of having positive personal experiences with using games to learn.

❖ Third, it is paramount to provide the necessary scaffolding structures to make teachers integrate, rather than assimilate, new practices into their repertoire of teaching tools and designs.

➢ **Audio & Video Tools**

Incorporate audio-visual materials to supplement textbooks during your sessions. These can be models, filmstrips, movies, pictures, info graphics or other mind mapping and brain mapping tools. Such tools will help their imagination thrive and grow. These methods will not only develop their ability to listen, but will also help them understand the concepts better.

For example, you can get some oral history materials, conduct live online discussions or playback recordings of public lectures. If you are tech-savvy, there are also a number of smart apps for preschoolers that you can utilize to create awesome slideshows or presentations. Infusing real world experiences into your instructions will make teaching moments fresh, and enrich classroom learning. Relating and demonstrating through real life situations, will make the material easy to understand and easy to learn. It will spark their interest and get the children excited and involved.

➢ **Brainstorm**

Make time for brainstorming sessions in your classrooms. These sessions are a great way to get the creative juices flowing. When you have multiple brains focusing on one single idea, you are sure to get numerous ideas and will also involve everyone into the discussion. These sessions will be a great platform for students to voice their thoughts without having to worry about right or wrong. Set some ground rules before you start. You can go for simple brainstorming or group brainstorming or paired brainstorming.

➢ **Classes Outside the Classroom**

Some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk

outside of the classroom. Students will find this fresh and exciting. Without taking much effort, they will learn and remember what you teach them.

Brilliant Innovations that Teachers Can Use to Make their Classrooms More Engaging. In today's increasingly globalised world, it is important to make learning and education a holistic experience beyond classroom academics. Keeping this in mind, Indian schools are introducing various innovations in classrooms to give students all-round development and growth. The classroom is the original cultivator of true learning and the green house that nurtures talent and creativity. The dynamics between a teacher and students define the essence of a classroom. A great teacher can transform the brick-and-mortar confinement and take students on a journey of pure learning, responding to their doubts and instilling an environment of curiosity and interactivity. Hence, to optimize the learning experience, schools and colleges in India are vying to embrace innovative methods, installing the latest educational technology and encouraging teachers to be more creative than ever. Here's a glimpse of some of the innovative techniques that teachers are trying out to make learning effective, engaging, and fun.

  ➢ **Audio-visual (AV) supplements**

Many educational institutions in India have AV-equipped classrooms or venues to boost students' learning and understanding. Teachers explain difficult subject like Physics/Maths/Chemistry through graphical representation of complex equations with the help of smart-boards. For language learning, the audio-visual equipment is an indispensable tool. Teachers can play snippets of award-winning films, plays, and speeches of great orators, both in vernacular, English, or the target language to facilitate the skills of listening, speaking, and histrionics.

Flip methodology or classroom

This technique, to put simply, is to roll the responsibility of learning towards the students and make them active participants of the learning process. B-schools like SP Jain Institute of Management and Research (SPJIMR) and Indian School of Business (ISB) are some of the pioneers of flip classroom in India. Here, teachers relegate to the role of resource or material providers via email or intranet, whereas students take the centre stage of gathering concepts, constructing knowledge, and drawing inferences. However, the other significant aspect is that teachers follow it up with a discussion session on the given topic on a stipulated day to ensure students' participation, seriousness, and overall learning. Besides discussions, there are group presentations, debates, and essay writing competitions.

Role play

Role play brings in the element of entertainment into the classroom. As much as it is loved by students, this technique facilitates their understanding and appreciation of the characters that they read about. From pre-schools to Senior Secondary level, schools are implementing this method as it's a great source to instill in children values and ideals as they play the roles of historical stalwarts like Mahatma Gandhi, Pandit Nehru, Nelson Mandela, and Martin Luther King, or legendary characters like Caesar, Mark Anthony, and Charlie Chaplin, to name a few. Students are encouraged to have their own version of the characters

they are portraying, and enact them with the context of the present times. Through role play, students also get to learn about various aspects of stage performance – from acting to voice projection – and discover their acting talent. This technique also helps teachers explore creativity and critical thinking in students. Role play is an impactful method to enhance learning that also lends learners opportunity to live the experience through empathy and internalising values.

Peer teaching

It is one of the most effective strategies to even up the learning curve of a class. Usually, teachers pair students who are high performers with those students who might be struggling in a subject area. Students are also encouraged to volunteer, or are randomly chosen to take over as the subject teacher. It offers a platform of knowledge sharing among students, besides harbouring healthy competition. The interesting aspect of peer teaching is that students tend to respond more actively when one of them dons the mantle of the teacher. The class becomes attentive and interactive in a bid to challenge each other in a constructive manner. With regular peer teaching sessions, students start to develop better grasp of the concepts, display maturity, tend to be more disciplined, and also develop better communication skills.

Games

The play-way lessons are quite popular among students of all grades, and a successful strategy to keep them engaged. If the sessions are carefully designed and smoothly executed by teachers, this method reinforces cognitive knowledge, especially of mathematical and scientific concepts, and vocabulary. Teachers are experimenting with various kinds and levels of word and mind games like quiz, puzzle-solving, Scrabble, Sudoku, etc. Games help to seamlessly incorporate subject knowledge with application, and are an answer to productive and smart learning. This is reinstated by Bangalore-based tech firm Quest Alliance in designing a game called Anandshala Gupshup for enhancing communication between parents and young students. The game increased parents' awareness about their children's need, and that reflected in students' improved class performance and attendance. The second game, called Career Quest and designed for students of vocational studies, helped them revisit technical concepts as well as provided them training on life skills.

Collaboration

Collaboration is an essential life skill in a globalised environment, the driving force of all enterprises. In an educational institution, this skill can best be fostered in the classroom by allowing students to work in groups. Educators are planting the seed of a collaborative mind as early as primary school, where young children are motivated to create, plan, and organise group presentations of stories, skits, or poems. Throughout, teachers help students chalk out their plans, provide them key points, supervise their work, and build team spirit. Many schools have made collaborative project work a prominent part of the curriculum. Teachers are designing their lessons to allow time and resources for group activities, be it research or class presentation.

Going beyond the classroom

Education should make children aware of the world and themselves, widen their perspective, and make them seek the truth. Schools are embracing the trend of taking children outside the classroom. Whether on a nature trail, or visiting cottage industry, students now directly interact with what they read about in books. Children gain more knowledge when they see and experience history in museums than being taught the same in the class. Field trips are now an integral part of the CBSE curriculum. International boards too have made excursions compulsory in schools. Dr. Pillai Global Academy had recently arranged for an exciting field trip for students to Jim Corbett National Park, Uttarakhand. Along with a trip to Nainital and Delhi, this provided students with hands-on learning. Hence, there is a visible increase in the number of excursions organised by schools. Students, teachers, and parents enthusiastically come forth to make the attempt a holistic educational experience. The various innovations and the creative endeavours of the teachers are making classrooms zones of great activity and intellectual rigour. Though the journey is at its nascent stage, the future holds promises of a rich and holistic learning space. Every student can have access to a repository of resources that will enable them to learn independently and meaningfully.

Conclusion

Most of students and teachers using internet as a tool. To get any information about any subject matter internet is a big sources and it can be asses very easily .They are many new trends developing teaching learning process which are use now days. They are challenged when teachers hold high expectations for them. Excellent teachers convey learning invitations through their words and their actions—they infuse both the learning environment and their instruction with invitation to make academic content God has created us in a such a way that everybody think differently but he made us understand each other by making proper communication .In a life it is very important to know each other whoever it may be your brother, sister father mother friends or a teacher it is possible only by proper communicating.

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20

CHANGING SCENARIOS OF INDIAN ECONOMY

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Introduction

The economy of India is a developing mixed economy. India has emerged as the fastest growing major economy in the world and expected to be one of the top three economic powers of the world economy. It is the world's seventh largest economy by nominal Gross Domestic Product and the third largest by purchasing power parity. India's Gross Domestic Product is estimated to have increased 6.6 per cent in 2017-18 and is expected to grow 7.3 per cent in 2018-19. During the first half of 2018-19, Gross Domestic Product grew by 7.6 per cent. India has retained its position as the third largest start-up base in the world with over 4,750 technology start-ups. India has been ranked 11th in the Global Foreign Direct Investment (FDI) Confidence Index 2018, making it the 2nd highest ranked emerging market for FDI. FDI equity inflows to India reached US$33.49 Billion during 2018-19. While the cumulative FDI equity inflows to the country from April 2000 to December 2018 reached US$ 409.15 billion. India's labour force is expected to touch 160 to 170 million by 2020, based on rate of population growth, increased labour force participation, and higher education enrolment, among other factors. India's foreign exchange reserves were US$ 393.29 billion in the week up to December, 2018. The long-term growth prospective of the Indian economy is positive due to its young population, corresponding low dependency ratio, healthy savings and investment rates and increasing integration into the global economy. India has one of the fastest growing service sector, IT services, Business Process Outsourcing (BPO) services, Software services, Agricultural and Industry and Retail sector.

Objectives
1) To study the India's Current Scenarios Economically.
2) To study the Outlook of Economic Survey - 2018.

Research methodology

The study is purely based on secondary data which is compiled through books, Magazines, Journals, government economic survey and internet access.

India's Current Scenarios Economically

India's economic success in recent years has helped to ensure that South Asia is the fastest growing region in the world, but it faces significant challenges alongside its opportunities for further growth.

1. India's 29 stats are now a common market

Opportunities for corruption have long been created by the confusing patchwork of taxes across India's 29 states, which also cause delays as goods cross state borders. In July, the system changed, a new goods and services tax means the 29 states are now a common market.

2. Demonetization had mixed success

Prime Minister Modi unexpected declare that India's highest denomination banknotes, accounting for 86 per cent of cash are would no longer be legal tender. Instead they had to be deposited in banks. The aim was to retrospectively punish tax evaders, as those with a store of 'black money' would face awkward questions. Unexpectedly, however, almost all banknotes were deposited. Disruption caused by the policy may have dampened GDP growth in the short-tem, but it could also prove to have long-term benefits. It increased the number of digital transactions being conducted within India's economy.

3. India's economy in numbers

India is the world's fastest growing large economy. Yet though economic growth has improved living standards, India, which has the largest number of poor in the world, is still struggling to lift its 1.2 billion populations out of poverty. The International Monitory Fund (IMF) predicts a robust growth rate of 7.6 per cent for India's economy in 2006 and 2017.

4. India will remain the fastest growing major economy in the world

India's GDP growth will remain between 6.75 per cent and 7.5 per cent in the 2017-18 financial years. The government said in its economic survey, an annual document that deciphers the state of the economy. Even under this forecast, India would remain the fastest growing major economy in the world, the survey said, although the IMF earlier this year estimated that China was growing faster than India.

5. Universal Basic Income

For the first time, an Economic Survey broached the idea of Universal Basic Income (UBI) unconditional and universal cash transfers to the poor. The survey argues that a USB could be provided as an alternative to the hundreds of existing government- run welfare programmes in India, which have been mostly ineffective in reducing poverty, particularly in regions suffering from poof governance.

6. Goods and Services Tax (GST)

The economic Survey describes the GST as 'a bold new experiment in the governance of India's cooperative federalism' that could push India's GDP growth to between 8 per cent and 10 per cent. The Indian parliament passed the Constitution Bill, 2014, which allows the roll –out of the GST bill. First mooted in 2000, GST will replace at least 17 states and federal taxes and bring them under one unified tax structure. It is expected to roll out on July 1. Last

August, the Indian parliament passed the Constitution (122nd Amendment) Bill, 2014, which allows the roll-out of the GST bill. First mooted in 2000, GST will replace at least 17 state and federal taxes and bring them under one unified tax structure. It is expected to roll out on July 1. A council set up to decide the rate of taxation has proposed a four-tire tax structure of 5 per cent, 12 per cent, 18 per cent and 28 per cent with lower rates for necessary interns and highest for luxury items.

7. Public sector Asset Rehabilitation Agency (PARA)

The survey proposes the setting up of a PARA that can "take charge of the largest, most difficult cases, and take politically tough decisions" to reduce Non-Performing Assets (NPA) at Indian banks. A loan extended by a bank on which it hasn't received interest or principal for over 90 days. "Gross NPAs have climbed to almost 12 per cent of gross advances for public sector banks at end-September 2016," the survey notes. "At this level, India's NPA ratio is higher than that of any other major emerging market, with the exception of Russia." The survey believes such a situation has led to a slowdown in credit growth which has hit sectors, especially the medium and small scale enterprises. The Economic Survey also suggests that such a professionally-run central agency will be better poised to overcome the coordination and political issues involved in handling NPAs.

8. Predictions from Economic Survey - 2018

Real GDP growth to clock 6.75 per cent this fiscal (2017-18) and economic survey predict 7.0 to 7.5 per cent growth in 2018-19 and employment, education and agriculture to be the focus areas in the medium term. Fiscal Deficit as a percentage of GDP is the most important factor to judge the health of an economy and budget. It has gone down steadily over the past four years i.e. 3.2 per cent in 2017-18. The target is to bring below 2 per cent Inflation was below 4 per cent for more than 12 months since November 2016. For Financial year 2018 CPI Inflation is 3.3 per cent (lowest in 6 years) and WPI Inflation is 2.9 per cent.

9. Outlook of Economic Survey - 2018

- 12 per cent growth in GST revenues with better buoyancy than previous taxes; GST council shows that cooperative federalism is a technology for reforms in several other areas.
- The ratio of domestic saving to GDP reached 29 per cent in 2013 to a peak of 38.3 per cent in 2007, before falling back to 29 per cent in 2013, the post which it has been growing due to demonetisation.
- India's agriculture sector is likely to grow at 2.1 per cent in 2017-18 followed by industry at 4.4 per cent and services at 8.3 per cent.
- Policy vigilance is needed in the coming year if high oil prices persist of stock prices correct sharply. Rising oil prices affect consumption and hold back real economic activity.
- Growth is picking up because the temporary impact of demonetisation has dissipated. Exports have picked up and manufacturing sector growth improvement in global trade.

- Swach Bharat initiative improved sanitation coverage in rural areas from 39 per cent in 2014 to 76 per cent in January 2018.

- Food grains productions have increased but due to the growing migration of Men, Feminization of Agriculture sector is there. India also celebrates women's farmer day.

- Need to address the issues of pendency, delays and backlogs in the appellate and judicial arenas towards ease of doing business. Tax departments have a large number of cases filed and poor success rate.

- On the ease of doing business, the economic survey highlights that India has leapt 30 ranks over its previous rank of 130 in the World Bank's latest doing business report 2018.

- Credit rating company Moody's investors services have also raised India's rating from the lowest investment grade of Baa 3 to Baa 2.

10. Policy Agenda for next Year – 2018-19

The policy agenda for the next financial year is to support Agriculture, Stabilize GST, Privatize Air India and Finish Bank Recapitalisation. Also focus on some key challenges in the future that is Education, Employment and Agriculture.

11. Make in India

The Make in India Campaign launched by the Government of India in September 2014 permitted 100 per cent FDI in 25 sectors of the economy except space, defence and media industry of India. The movement further led to local state movements like 'Make in Odisha', 'Happening Haryana' and 'Magnetic Maharashtra'. With this campaign the government aimed to raise the contribution of manufacturing sector to 25 per cent of GDP. In an interview with The Hindu Business Line, the Head of Economic Development Agency, Cluster Pulse (not a well-known agency), Jagat Shah said referring to growth from 9 per cent in 1950-51 to 15 per cent over next 2 decades, "In our analysis, even though we say there has been 7 to 8 per cent growth, we view this as jobless growth for, manufacturing as a percentile of GDP was not increasing. In the last two years, it has improved to 17.1 per cent and this is primarily due to Make in India Drive."

Conclusion

The economy of India is a developing mixed economy. India has emerged as the fastest growing major economy in the world and expected to be one of the top three economic powers of the world economy. It is the world's seventh largest economy by nominal Gross Domestic Product and the third largest by purchasing power parity. GST, Tourism, Make in India, Economic outlook, Demonetization are the key indicator of our economy. The progress of any country depends on the attitudes of its citizens. Indian society still not come up with innovative solutions to cope with the social issues which faltering our development aspirations. For the growing economy has facing some problems like, corruption, unplanned urbanization, poverty, IT sector jobs, unemployment, share market, GST, GDP growth etc. But the future of Indian economy the road ahead to do higher farm sector productions, higher

contribution to GDP by manufacturing sector, making India stand up with the concepts of Start up India and Stand up India, Introduction of water transport, creating better road and rail network, higher FDIs are expected to make Indian economy grow faster in future. The employment generation in India is also expected to go up as there are lakhs of jobs are going to be offered in next two years to skilled and unskilled work force in different sectors in India.

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21
THE PROPORTIONS OF INDIAN RURAL DEVELOPMENT

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Abstract

More and more countries have started realizing that managing the rural environment is a strong way to help them to grow their economy in a better way. The rural sector is important for the society because it generates the growth and development of the civilizations to sustain and achieve human goals for better existence. Economic growth and rural society is connected because most of the resources available for development come from the rural societies. The basic aim of the paper is to analyze the conditions of rural economy and study the issues and challenges of the villages. The paper aims to frame a strategic framework for the development of the rural economy to create a better tomorrow for India.

Introduction

Rural development is the is the backbone for any country's economic development and its helps the economy to grow and sustain .Rural development is the axis of the economy involving the labor ethics impacting the potential of business in big way. It is a popular belief that economic development takes place because of rapid industrialization. However, the industrial development itself cannot take place without agriculture. Specifically, agriculture contributes to economic development by product contribution and market contribution. Agricultural sector is the long-term strategy for the economic development. The agriculture is volatile and fluctuating industry because it depends on the monsoon and the weather conditions. This sector of development of the economy is important to feed the nation and country though people have become modernized in the urban sector depending more on non-vegetarian food for their survival needs. The people in the rural sector are facing the problems of poverty and exploitation that is affecting the total productivity of the Indian agriculture.

The agriculture is the economic face of any country. It is important for the prosperity and growth of the country. The aim is to build the country with the development potential so to give the value of growth to the Indian economy. The demand for the industrial products will be generated if the industrial production is high Fluctuations in agricultural output play a key role in the state of the national economy. Rural consumption of industrial goods is nearly three times that of urban consumption. In fact, the current spurt in the rural consumption of durable goods has led to redefinition consumer demographics itself. Obviously, there is a direct relationship between agriculture production, income and the demand for industrial goods. Similarly, performance in agriculture also influences total demand via government savings and public investments. Agriculture is the main contributor to national income and it

is the primary source of savings and capital formation that influences the economic growth of any economy.

The Indian rural faces the tough conditions of drought and famine that affect the life of people because are uneducated and they depend on agriculture.

The rural people are facing the problems of undulation and poverty. The people are unemployed because they lack the skills to take up opportunities in life. If the rural sector is educated and advanced, it is easier to do business and the development is high. The economic development and the rural society have a kind of relationship, which is generally interlocked because the issues of the external environment affect the values of economic development. It is necessary for the government to move in the direction and rhythm with the society because their sustainability is dependent on the long-term benefits derived from the economic, social and environmental issues connected to rural basics.

Literature Review

Rural economics is the study of rural economies, including:

- Farm and non-farm industry. (Gustav Ranis and Frances Stewart , 1993).
- Economic growth, development, and change (Thomas P. Tomich, Peter Kilby, and Bruce F.
  Johnston 1995).
- size and spatial distribution of production and household units and interregional trade (France Ivory 1994)
- land use ,housing and non-housing as to supply and demand migration and population (David Mc-Granahan ,1999)
- Finance(Karla Hoff and Joseph E. Stieglitz (1993)
- Government policies as to development, investment, regulation, and transportation (Karla
  Hoff, Avishay Braverman, and Joseph E. Stiglitz, ed. 1993).
- General-equilibrium and welfare analysis, for example, system interdependencies and rural urban income disparities.

The Positive Impacts of Rural Development

Development is a way of doing economic activities in the modern era of technological connectivity in an organized manner to build a network of working relationships. The development and growth has many advantages and it supports the functions of the society in the following ways:

- Allowing the formation of employment oriented relationships with the rural society to Improve the standard of living of the people.
- Asserting the origination to improve the investment profile, getting the funds from the government and the other financial institutions for the rural sector.

- Helping the government to manage policies and design clear goals and objectives to generate quality services to the rural society.
- Providing a secured and growth oriented environment for the rural people so that they can lead better life with quality service related to life and creation of facilities that can impact the details of all human emotions for better sustainability and reflect the Indian ethics in a better way.

The rural economic development refers to the solutions and strategy for managing relationships with the rural people. With the advent of web, the government can connect to the e-choppal to the people in villages to enhance trust and faith in the society with the better participation of the people. The economic development strategy involves process, technology and people issues. These inputs design the strategy to foster sustainable growth and development. The current trend is towards a development models, which can control the communication and the interaction process. This new movement will challenge all three components of economic development - process, technology and rural people. Technology has stepped and has created a new era of services; connectivity and growth .The government can now serve people in a standard way and can manage their relationship in an effective way.

Challenges of the Rural Environment

The business is facing massive challenges in today's highly competitive market and to acquire the maximum possible market share in an overcrowded market. The following are the threats that force the business to design and implement better solutions and services to the customers

- The nature of competition has become global.
- The rate of change is accelerating out of control.
- The rural people have been impacted by the changes through the media
- The rural economy is expanding.
- The internet is transforming the business landscape.
- Industry barriers are collapsing enabling major brands to enter new markets of rural sector through market penetration strategies.
-

The Perspectives of The Rural Economic Development

The Indian rural economic development is an important part of the Indian economy where the government has to foster growth by providing employment and business opportunities to the people. The government is in pressure to provide high quality services in the global environment of high competition. The service providers on the part of government can design the package to form the value chain which generally governs the economies of the scale. The basic objectives of the rural economic development are as follows:

1. **Human Perspective:** The economic development of the rural sector has to look after the individual needs of the farmers because if he is given attention he will give better products and enhance the productivity and efficiency of the rural economy.
2. **Social Perspective:** For every sector of development, the social issues are important because we are existing in this society which is the web of human emotions and feelings. The rural people have to be respected, their social and cultural values are important and the government development policies have to incorporate the values of the rural society.
3. **Economic Perspective:** The society or any economy can only be successful if the design, implementation and feedback are according to the specific needs of a particular section of the society. Every policy related to the economic development requires a unique profit oriented strategy for growth and sustainability.
4. **National Perspective-** The government has the national objective for enhancing the gross domestic product of the country to increase the national income of the country through the rural and urban develoepmt.
5. **Global Perspective:** The government policy has to focus on the global issues because now we are connected to the world through the technological up gradation happening in the world. The economy is liberalized where global influence cannot be ignored.

Benefits of economic development to the rural society

Managing economic development has great impact on the rural society and economy. It helps in the better understanding of the people's requirements and helps them to understand where the government can form better policy issues to define prosperity and profits.

Economic development through the public and private participation

Economic development is a comprehensive strategy of developing the agriculture and industries through the technology and education. Business is the establishment, development, maintenance and optimization of long-term mutually valuable relationships between the society.

Growth of rural sector Rural Infrastructure, building providing basic needs in terms water supply, electricity and education, Integration of rural development for the growth of the Indian economy and the system. The economic environment is changing every day, so the businesses has to be updated so to enhance the global connectivity through the standardized businesses practices.

The changes are happening in a bigger way affecting all the dimensions of the rural development.

Rural Economy	Economic development strategies
Mass population of India in villages	Mass reach through e-governance
Uneducated	Provide quality education
Backward	Strategies development and growth

Lack of infrastructure	Focus on roads and railways
Lack of connectivity	Provide telephones and internet
Lack of awareness	Build awareness through media
Poverty	Develop financial institutions
Lack of development and business	Design policies for growth
Agriculture underdeveloped	Upgrade agricultural development

The Issues of the Indian rural economic Environment

The basic issues of the rural economy are related to the economic environment and the noneconomic environment. The national and the international environment impact the economies. The non- economic environment consists of the socio- cultural environment, natural demographic physical and the political environment. The economic elements of the rural environment directly put an impact on the Indian business market. The business has to understand the needs of the rural environment and change according to the rural markets so enhance the value to the society. The rural economic environment is a complicated process because it encompasses the rural values, ethics and culture. The adaptation of government's values into the rural environment includes the following elements:

The proposed strategy to develop the rural economy

The aim of economic development is to produce high business potential in the rural environment. The development can touch all the dimensions of human growth to generate employment, better opportunities and high potentials for connectivity. The rural people have to be connected to their resources related to the land through agricultural development. The sub-drivers of economic environment development are clean and comfortable conditions and healthy perceptions of work ethics

Profits & Growth – The government has to design polices to simply sell the benefits and growth to the people in terms of generating options for small scale industrial development.

Availability of revenues and resources

The economic development can be through the connectivity of the business needs and resources to the processes in term of man, material and money.

Financial resources-

The government policy has to generate money and investment for the better growth of the organization. Money is the fluid that pumps the blood of development to the society to create a better tomorrow.

The role of government in upgrading the rural environment

The rural economic development involves the integration of cross-functional areas and this delivers critical policies for the change to give sustainable development to the rural sector. The practice of using better and upgraded policies helps in better performance so to enhance the overall productivity integrating the various variable of the rural economic environment. The forces of operation in the markets affect the total economic system because

the they connect the people and business. The government has to understand the needs of the people and provide them the employment opportunities through project-based growth. The government needs to invest in education so as enhance the empowerment and ability of people.

Conclusion

The government has realized that they need to put their resources in front to support a strategic changes happening in the economic environment. The economic business development is a comprehensive approach, which provides seamless integration of every area of rural society .The economic development touches the life of people and integrates the people, process and technology,   taking advantage of the revolutionary impact of the internet. The government is facing massive challenges in today's highly competitive market and strives to acquire the maximum possible development. The economic development can be successful if the design and implementation of the government's processes are according to the changes happening in the environment. The economic development of the rural environment can be by the government through the establishment, development, maintenance and optimization of long term mutually valuable relationships between the business and macroeconomic environmental variables. Scanning rural environment Value creation process Integrate the rural development with education Technological up gradation

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IMPORTANCE OF SOFT SKILLS IN THE CHANGING SCENARIO OF HIGHER EDUCATION

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Abstract: Soft skills have gained greater importance than ever before at both workplaces as well as in life. Higher education institutions prepare their student for future. Therefore, it becomes necessary to inculcate soft skills in them besides imparting them quality education. In fact, it should be made a part of curricula of higher education for today soft skills have become as essential as hard skills to succeed in any field. It is imperative for higher education system to be described as a man-making system. Therefore, the present paper attempts to list and discuss the most important and essential soft skills recommended by behavioural experts. It also tries to highlight the need of making them a part of higher education curricula and to teach or inculcate them in the students pursuing higher education in colleges and universities. It hypothesizes that it will certainly benefit the youths of today pursuing higher education and make them future ready.

Key words: Soft skills, higher education, students, workplace, career.

Introduction

In the present world soft skills have become as important as hard skills, which are technical competencies or subject knowledge of a person. They complement hard skills. One may even go to the extent of saying that in fact soft skills have become more essential than hard ones or subject knowledge nowadays. The term soft skills refer to a set of skills or traits in a human being that help him/her deal with people in the right manner, and therefore they prove to be of great help at workplace as well as in life. In other words, soft skills involve amicable interpersonal relations, proper/positive attitude, proper communication skills, etc. Soft skills require emotional and social intelligence. Nowadays, employers expect soft skills in the candidates while giving them jobs. Education is often described as a man-making industry. Therefore, it is our duty to create manpower that will be well-equipped, well prepared, and ready to face any challenges of the modern world. Therefore, we need to make teaching soft skills a part of the curricula of higher education. It is the duty of us teachers working in higher education institutions to make deliberate efforts to inculcate soft skills in the young minds who are pursuing higher education. These students are the nation builders

are of tomorrow. Therefore, they should be taught soft skills so that they could full justice to their potential and give great contribution in the nation building, nay to humankind. The present paper aims to discuss a few most important soft skills that the students of higher education should imbibe to succeed at work place, in particular and in life, in general.

Definitions of *soft skills*: The following definition of the tern *soft skills* will help to understand it in a better manner.

i)   Soft skills are personal qualities that enable you to communicate well with other people. – Oxford Advanced Learner's Dictionary

ii)   Soft skills are a combination f people skills, social skills, communication skills, character or personality traits, attitudes, career attributes, social intelligence and emotional intelligence quotients, among others, that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills. – Wikipedia

iii)   Soft skills are desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include commonsense, the ability to deal with people, and a positive attitude. – Dictionary.com

iv)   Soft skills are interpersonal skills such as the ability to communicate well with other people and to work in a team. – Collins Dictionary

v)   Soft skills are the skills that enable someone to work well with other people, for example being able to communicate effectively, or to work in or lead a team. – Macmillan Dictionary

vi)   The skills in dealing with and communicating with people effectively are soft skills. – Merriam- Webster Dictionary

Important Soft skills: A few of the most important soft skills recommended by behavioural experts are expounded below.

1) Communication skills

Whatever field you choose to do career in, communication skills are imperative to succeed in it for you have to deal with people – seniors, colleagues, subordinates, etc. – at any workplace. You cannot succeed in any field despite having talent or required hard skills if you lack communication skills. To succeed you need to have communication skills – both oral as well as written. Speaking is an everyday activity for everyone at workplace; you need to speak with the authority, colleagues, subordinates, customers, or whoever is related to your work. Obviously you need to be good at oral communication to get your thing done by the concerned person(s). Oral communication skills include presentation, telephone skills, public speaking, etc. You are required to be good at written communication also for some communication have to be done through writing only. Written communication includes note taking, note making, report writing, business correspondence, summarizing, editing, etc.

2) Listening skills

Listening skills are as important as speaking skills because often good communication needs proper listening and proper understanding and proper understanding depends upon proper listening. Things can get messed up due to misunderstanding. Therefore, listening skills which are prerequisite for clear and proper understand become important imperative to become successful.

3) Computer skills

There is no field today wherein computer is not used. In fact, it has become an imperative part of any workplace. It is used to do various works. No firm/institution will employ a computer illiterate today. Therefore, it becomes essential to have at least basic knowledge of computer operation. Being adept at using computer keeps you ahead of those colleagues of yours who are not.

4) Creativity

It is creativity that raises you above the mediocrity. The people having creativity are valued everywhere. Creative people do out of box thinking which is needed to solve the existing problems and prevent the likely ones.

5) Integrity and reliability

These are the most sought after traits in employees. They earn you the trust of your employers, seniors, colleagues, and subordinates which is necessary to move ahead in your career. These traits will make your authority to assign you important responsibilities which will take you to higher position.

6) Courtesy and good interpersonal skills

These traits are inter-related – good interpersonal skills are dependent on how courteous you are while behaving with different kinds of people. Courtesy means polite behaviour that shows respect for other people. It involves tolerating differences and giving due respect to other people, their thoughts, ideas, opinions, perspectives even though they are different than yours. As Saint Samarth Ramdas, who lived in 17th century in the present day Maharashtra state of India, said the luck comes only after you establish cordial relations with scores of people. It implies that if you want to succeed in your career, nay in your life, you must have good, amiable, and amicable relation with people you come in contact with. Good interpersonal relations with the people at your workplace keep you happy and help you enjoy your work which in turn makes you successful in your chosen career. Hence these are essential traits to be successful not only in your career, but in your life also.

7) Capability for team work

It is the need of the time to be able to work as a member of a team to achieve the common goal for the good of your institution. Many a time you have to work in a team in your career. Some are good at working alone. However, it is not enough; one has to work in a team too. We should be able to work as a member of a team and carry out the shared responsibilities to achieve the common goal. We must be able to establish and maintain amiable relation with all other members of the team, cooperate with them, help them, ask help from them, motivate them, share your views and ideas with them, to listen to them, to praise them for the good

work, etc. One should be a team player to move further in his career. Therefore, we should acquire this soft skill.

8) Leadership qualities

You need to have leadership qualities even though you are not holding the highest position in your institution for you have to lead people at least for a time being for some work. Leadership qualities include the ability to make prompt right decisions, to act promptly, to do logical thinking, to handle people of various temperaments, to unite and motivate others, to lead by example, to provide necessary guidance to others, to give them vision, and mission to fulfill the vision; to create healthy work environment, to develop good work culture, to handle unforeseen events effectively, to bring the best out of others, etc.

9) Self-confidence

Without self-confidence no one can achieve anything. It is one of the most essential ingredients for success. If you do not believe in yourself, no one else will believe in you. Confidence is must to begin any work, to continue it, and to achieve desired result. Self confidence is essential to use your potential, ability, and talent. Without self-confidence your abilities get crippled. Hence it is one of the greatest soft-skills that need to be acquired.

10) Self-discipline

All the great, successful people are self-disciplined people. Discipline can come either from within or without. The discipline inflicted on you by outside agency does not bear as good fruits as the one that comes from within can. Of the two, self-discipline is the best. Self-discipline enables you to achieve your target within the stipulated time in the best possible manner.

11) Assertiveness

Assertiveness means standing up for what you believe in. It means confidently expressing your thoughts, ideas, emotions, etc. and making others take notice of it. Without this soft skill you could not convey your creative, novel ideas to others effectively. Without it no one will take notice of your good work or listen to you and obey you.

12) Right work ethic

It means the right attitude towards your work. It involves the belief in the maxim: duty is deity. It involves doing your duty/work with utmost honesty, fairness, transparency, sincerity, diligence, and commitment.

13) Conformity

It means conforming to the unwritten or otherwise codes at your workplace. It is necessary to move up the ladder of promotion.

14) Adaptability

It is not the survival of the fittest, but the ones who are adaptable survive in any condition, hence the importance or need of this soft skill. Everything changes with the course of time and your job is no exception. Therefore, you have to adapt to the changes that occur from time to time in your field. It is a proven fact that one who is adaptable only survives and succeeds in his/her chosen field.

15) Positive attitude

It is rightly said that your attitude determines your altitude. The persons with positive attitude surge ahead in career, life leaving behind the negative thinkers. Therefore, we should think positive, nurture positive attitude, and keep always strengthening it. It is positive attitude that helps create happy co-existence and makes work play; and when work becomes play nothing can stop you from climbing up the mountain of success.

16) Being self-motivated

The only person you rely on in this world is yourself. Similarly, the only person you should turn to for the motivation is yourself. If you get motivated by others, that will not last longer. However, if you motivate yourself the motivation will always be with you. You only know your own strengths and weaknesses, so you only are the right person to motivate yourself.

17) Desire for constant learning and self-improvement

It is a law of nature that whatever stops growing ceases to exist or at least be useful or functional. It implies that one should have a desire for constant learning and self-improvement for growth is life. Everything changes with the course of time even the nature of your job. Therefore, we should keep learning, know the changes occurring in our field, and keep improving ourselves. It also involves doing the same thing in a novel, better manner with the change in time. If it does not happen, we will be thrown out of the system. We need to be with time and for this constant learning and self-improvement is imperative.

18) Ability to multitask

The days of specialization are a passé. In the modern world you have to do many different things in any field. Therefore, we should develop the ability to multitask. Whatever portfolio you hold, you have to play various roles and do varied things. If you are good at multitasking you will do it with a ease and finesse.

19) Managing time

Time management skill is one of the most important soft-skills. It is one of the most essential elements for success not only in one's career, but life itself. Everyone gets the same amount of time every day. However, those who have this soft skill make the most of the available time and succeed in their respective field. It is needed more today than ever because the modern employers have to do far more work than their counterparts in the past. Hence we need to learn this soft skill which involves prioritizing works. This soft skill helps us to do our work in a faster and better way and meet the deadlines. Therefore, we should wake up and control time before takes control of us.

20) Handling stress

Life today is full of stress and strain. Therefore, we need to be skillful at handling them. The right amount of stress is helpful in executing the task in a better manner, but much of it is harmful for both your work and life. We must be able to manage this unnecessary stress and anxiety. There are various stress busters. We should choose what suits us. Yoga and meditation are among the best stress busters.

21) Responding to feedback and criticizing positively

Feedback and criticism are necessary for our improvement and growth. We must have the skill to take valid feedback and criticism in the right spirit and act accordingly which will

definitely develop and enrich us. Therefore, we should value those who fairly criticize us more than those who falsely praise us.

Conclusion

The soft skills expounded above are some of the most essential ones to achieve success in one's work field as well as life. Therefore, they need to be made a part of the curricula of higher education. Higher education prepares the students for the future job as well as life. Hence it becomes imperative that these soft skills are inculcated in the students studying in colleges and universities and made them ready for future job as well as life. The students who imbibe these soft skills while getting higher education will give great contribution to their chosen field, society, nation, and the human race at large.

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INCULCATION OF CORE ELEMENTS THROUGH PEDAGOGY OF ENGLISH

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Abstract

Core Elements are the important aspects for the curriculum development at school level. It is called the framing activity of Curriculum. It is the core part of curriculum and syllabus. It is a best platform to transmit national policies of a nation among students. It is an important way to mould students. It makes a well prepared and perfect student forever. The main objective of the very education is to build core elements among students. Education is a powerful tool of creation among students. It is the process of school education to impart learning through core elements. It serves as a dynamic source of mind development. It has provided activities to broaden the attitude of student and teacher. The field of teacher education is not an exception to it. The present study is carried out the Inculcation of Core Elements through Pedagogy of English among student-teachers in teacher education. Inculcation of Core Elements through Pedagogy of English is the research topic for discussion. The revealed activities are applicable for the student- teachers, teacher- educators, curriculum planners and education policy makers.

Key Words- Inculcation, Core Elements, Pedagogy of English, Teacher Education

1.   Introduction

Core Elements are the most essential activities for individual development. The successful learning occurs through the study of Core Elements. Core Elements help to shape, regulate and reformulate the curriculum. Core Elements are a new approach of learning. Core Elements are based on a practical view of curriculum. Core Elements are the presentation of educational policies of a nation. It gives guidelines for the selection of educational content for teaching-learning. It helps to achieve a practical mastery of core elements. Core Elements are the orators of the educational policy of a nation. It focuses practical utility in day to day life. The objective of the Core Elements is to improve the learner's content or subject matter competence. It helps to reinforce the bondage of educational field with national policy. It is useful to provide productive proficiency among student-teachers. It helps to prepare smart student-teachers for different situations they may encounter in daily life. These activities will provide student-teachers with more exposure to the inculcation of core elements. It leads to build a global citizen. It helps to shape the future life of student-teacher. Family, School and Society are the sources to nurture and inculcate core elements. It teaches students the basic core elements needed to succeed in the 21st century. It serves a mission to prepare for success in future. Core Elements are rooted in Indian philosophy. It helps us to keep pace with the explosion of knowledge and technological advancement for future. It is the window which opens up the vast prospect of Core Elements for the student-teachers. The present study is

carried out the Inculcation of Core Elements through Pedagogy of English for B.Ed. student-teachers in teacher education The study provides a best platform for B.Ed. Study to make aware of Core Elements.

2. Objectives of the Study

1) To study the basic Core Elements.
2) To analyze various activities for the Inculcation of Core Elements through Pedagogy of English for B.Ed. student-teachers in teacher education
3) To suggest recommendations regarding Inculcation of Core Elements through Pedagogy of English for B.Ed. student-teachers in teacher education.

3. Basic Core Elements

There are various core elements in education. These core elements regulate the educational policy of nation. Some of them are included in the syllabus. These core elements are useful to broaden the attitude of a teacher. It makes aware about the utility of the concerned content. The following are the basic core elements included in school education.

Sr.No.	Core Element	Sr.No.	Core Element
01	History of India's Freedom Movement	06	Equality of Sexes
02	Constitutional Obligations	07	Protection of Environment
03	Content Essential to Nurture National Identity	08	Removal of Social Barriers
04	India's Common Cultural Heritage	09	Observance of Small Family Norms
05	Egalitarianism, Democracy and Secularism	10	Inculcation of Scientific Temper

4. Activities for the Inculcation of Core Elements

There are various activities which can be designed and developed through Pedagogy of English to inculcate Core Elements for student-teachers and students in the field of Teacher Education. The details are as follows.

1) **History of India's Freedom Movement:** The activities regarding acquaintance of Indian Freedom Fight, Values developed through movement, give respect about freedom fighters, and love of our country etc. can be designed, developed and organized through Pedagogy of English to inculcate the Core Element.

2) **Constitutional Obligations**: The activities regarding constitution of India, Fundamental rights, National flag and anthem, Duty of citizens, Avoid

violence, Protection of national environment etc. can be designed, developed and organized through Pedagogy of English to inculcate the Core Element.

3) **Content Essential to Nurture National Identity:** The activities regarding national identity, love about nation, National symbols, national festival, geographical structure of our nation, Proud of historical and holy etc. can be designed, developed and organized through Pedagogy of English to inculcate the Core Element.

4) **India's Common Cultural Heritage:** The activities regarding nature of ancient Indian culture, Prosperity of Indian culture, Cultural traditions of different states, Respect the Indian culture, Cultural heritage of India, Indian culture's contribution to the culture of the world etc. can be designed, developed and organized through Pedagogy of English to inculcate the Core Element.

5) **Egalitarianism, Democracy and Secularism:** The activities regarding equal rights, benefits and opportunities for everybody, equal treatment, Provisions of Law, democracy and secularism etc. can be designed, developed and organized through Pedagogy of English to inculcate the Core Element.

6) **Equality of Sexes:** The activities regarding equal responsibility, rights and competencies of women, hatred to bad social traditions etc. can be designed, developed and organized through Pedagogy of English to inculcate the Core Element.

7) **Protection of Environment:** The activities regarding types of environment, protection of environment, remove pollution; Implementation of Environmental Laws etc. can be designed, developed and organized through Pedagogy of English to inculcate the Core Element.

8) **Removal of Social Barriers:** The activities regarding humanity, respect to all religions, remove social bad traditions, follow equality, scientific attitude, etc. can be designed, developed and organized through Pedagogy of English to inculcate the Core Element.

9) **Observance of Small Family Norms:** The activities regarding population explosion, small family, ideal and advantages of small family etc. can be designed, developed and organized through Pedagogy of English to inculcate the Core Element.

10) **Inculcation of Scientific Temper:** The activities regarding scientific world, IIT, IIM, world of computer, scientific literacy, scientific outlook, etc. can be designed, developed and organized through Pedagogy of English to inculcate the Core Element.

5. Recommendations regarding Inculcation of Core Elements:

1) The teacher-educator of Pedagogy of English should try to conduct orientation programme on Core Elements for student-teachers in B.Ed. course.
2) The teacher-educator should try to create desirable learning environment for developing Core Elements for student-teachers in B.Ed. course.
3) The teacher-educator of Pedagogy of English should try to focus on the Inculcation of Core Elements for student-teachers in B.Ed. course through various activities.
4) The teacher-educator of Pedagogy of English should try to develop daily lesson plans according to the needs and expectations for the Inculcation of Core Elements for student-teachers in B.Ed. course.
5) There should be well-designed training programmes for teacher-educators for developing Core Elements for student-teachers in B.Ed. course.
6) There should be training programmes at university, state and national level for teacher-educators, students-teachers, teachers and students in school for developing Core Elements.
7) There should be well-designed policy of concerned authorities at various levels for developing Core Elements in the field of teacher education.

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A STUDY ON IMPACT OF DIGITAL PAYMENT SYSTEM ON INDIAN ECONMEY

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Abstract

This research paper focuses on the impact and importance of digital payment in India. According to the Government of India the digital payment will increase the employment, reduces risk related to cash like corruption, robbery, and carrying or storage of large amount of cash and made all transactions to be done cashless or digitalized which helps the people to transfer the money with security and safety at high speed. This step of the Indian government even attracted various investors in the country. The impact of this policy is a step towards the modernization and globalization by making the economy cashless. In digital payment, banking sector plays a major role by providing digital instruments like debit cards, mobile banking, mobile wallets etc. A major obstacle for the adoption of this digital payment system in India is slow internet connectivity and the additional charges over the digital transactions. No matter India started following digital payment policy over a year ago but still some of the sectors in India are still at the predominance of cash transactions which is acting as a big hurdle for the economy to grow itself.

Keywords: Digital payment, cashless, security, technology, transactions, Challenges

1. Introduction

The term digitalization means to deal money digitally with less use of hard form of money or in a layman's language using computerized or digitalized modes of transactions is digitalization. India is a growing economy where 67% of the population is still from rural areas No doubt we have achieved the literacy rate of 74% but still a huge mass of population lacks technological knowledge and so the problem of digitalization is big in India as compared to other countries in the world. Automated Teller Machines (ATMs) are the first form of digitalization that was introduced in India in the 1987. It took more than twelve years by the people to accept it as a mode of transaction. But as the time has passed people understood how to use it and its importance increased gradually. As the population increased in India the need of ATMs also increased in various parts of the country so in order to reduce the rush of ATMs, RBI focused on introducing E-banking in the country. The main focus of Reserve Bank of India (RBI) was to ensure safer and authorized payment system to the people. With this objective Electronic Clearing Service (ECS) was introduced 1990s. In the year 2008 National Electronic Clearing cell was launched to handle multiple transactions of individuals and corporate. It came as boon for the economy as many people find it as easy, quick and fastest mode of transaction to transfer their funds to any part of the world. During this transformation a national level e-Governance plan was initiated in 2006. So keeping the

focus on rural areas to expand the e-banking and better internet facilities "Digital India" campaign was launched on 1st July 2015.

The Indian government and Reserve Bank of India is trying very hard to promote mobile banking and e-payments. Along with these efforts recently various small finance banks and payments banks have also been brought to fulfill the motto of financial inclusion and innovative banking solutions. While Digital India is trying its way in rural India but the digital Literacy one of the biggest hurdle in making it a great success.

2. Objective of the Study

The objectives of this study are:-

1. To study the impact of digital payment system in India.

2. To analyze the different digital modes of payment system available in India

3. To assess the infrastructure available in India to support the digital payment system

4. To investigate problems and prospects of cashless economy and the challenges in making

   India a cashless Economy

3. Methodology used for Study

In order to study the impact of digitalization secondary data from different research papers, reports & government data has been studied and analyzed.

4. Financial Infrastructure in India

For three decades financial inclusion and financial literacy have been important policy goals on the government's and RBI's agenda. Numerous steps have been taken by the government, RBI along with National Payments Corporation of India (NPCI) such as opening of no frills accounts, relaxation of KYC norms, Pradhan Mantri Jan Dhan Yojna, Aadhaar-enabled payment system, e-wallets and National Financial Switch (NFS) and now, payments banks to leverage technology and introduced newer avenues for banking with the overall objective of improving customer experience, security and ease of transactions. The evolution of India's financial infrastructure can be divided into three phases:

First Phase

1984: Introduction of Magnetic Ink Character Recognition (MICR) Technology

1987: First ATM installed in Kolkata

1988: Computerized settlement operations at clearing houses of RBI

1998–2000: Core banking Software

SECOND PHASE

2001: Internet banking

2004: National Financial Switch (NFS)

2004–2005: Real Time Gross Settlement (RTGS), National Electronic Funds Transfer (NEFT)

2007 : Mobile banking

2008: Cheque truncation Systems

THIRD PHASE

2010: Immediate Payment Service (IMPS)

2012: Adoption of ISO 20022 messaging standard in the Next Generation RTGS (NG-RTGS) system

2014: Jan Dhan Yojana, National Unified USSD Platform, RuPay Card, Bharat

Bill Payment System (BBPS)

2016: Unified Payment nterface (UPI), payment banks, mobile wallets,

2017: Bharat Interface for Money (BHIM) app

5. Challenges in Digital Adoption:

   The banking industry is going through exciting times and technology, digitisation, social media and mobility are changing rapidly altering the way in which we live, work and interact with each other. As the government presses ahead with cash to less cash to cashless economy, the success of the transition will depend on various factors such as:

 Slow Internet speeds: India is plagued with very low internet speeds, which continue

to inch up but are lower than global benchmarks. As per the Akamai reports Q4 2016 the average internet speed in India is 5.6mbps which is still behind when compared to other countries in Asia Pacific region. India's global rank is 97, a little behind China and Indonesia

out of 149 qualifying countries.

 Risk of Piracy: The digital media industry has not been able to fully monetize the content

due to rampant piracy in India. Weak IP regulations and ineffective enforcement has discouraged players to produce original content and IP.

 Online Payments: One of the primary forces impeding the growth of subscription and

pay-per-view revenue models are the hassles that the consumer faces while making

payments on digital platforms, even when they are willing to pay. This is on account of low

credit card penetration, fear of using net banking and credit cards online due to security

threats and the lack of experience of transacting online.

☐ **Risk of Cyber Fraud:** As the digital channel in financial services continues to evolve, cyber security has become a business risk, rather than simply a technical risk. Security breaches can damage reputations and destroy trust, thereby jeopardizing the investments made in digital solutions. A single hack can ensure millions of accounts being compromised, as it happened in October when 3.2 million card details were stolen in a malware related security breach. These cards from customers of State Bank of India, HDFC Bank, ICICI Bank, Axis Bank and others, were used at ATMs. The stolen debit cards were used in China. The heist is still under investigation, but is almost forgotten in the scramble for a digital payments future.

6. Methods of Cashless Transaction

Clumsy and expensive to handle coins and notes are replaced by efficient electronic payments initiated by various types of plastic cards that have a tantalizing prospect for the twenty-first century. There are various cashless transaction methods such as Credit cards, Debit cards, Bank pre-paid cards, Mobile/E Wallets, ATM money transfers, Internet banking transfers, AADHAR Enabled Payment System (AEPS), Unified Payment Interface (UPI), Cheques, Demand Drafts, NEFT & RTGS Transfers And, E-Cash Coupons

Methods of Cashless Transactions

Paper Based Methods - Cheque, Demand Draft

Electronic Based Methods

Credit & Debit Card, Pre-Paid Card, E-cash Coupon, Internet Banking Transfer, Mobile/E-Wallet, Unified Payment, Interface National Electronic Funds Transfer (NEFT), Real Time Gross Settlement (RTGS), Aadhar Enabled Payment System (AEPS)

7. Cashless Transaction Economy

The RBI and the Government are making several efforts to reduce the use of cash in the economy by promoting the digital/payment devices including prepaid instruments and cards. RBI's effort to encourage these new varieties of payment and settlement facilities aims to achieve the goal of a 'less cash' society. Here, the term less cash society and cashless transaction economy indicate the same thing of reducing cash transactions and settlement rather doing transactions digitally.

Cashless transaction economy doesn't mean shortage of cash rather it indicates a culture of people settling transactions digitally. In a modern economy, money moves electronically. Hence the spread of digital payment culture along with the expansion of infrastructure facilities is needed to achieve the goal.

On November 8th, government withdrawn Rs 500 and Rs 1000 notes- two highest denominations in circulation. Main objectives were to fight counterfeit money and black money. The action has given tremendous boost to cashless transactions as card based and digital payments were not hindered when all high denomination cash transactions suffered because of absence of high denomination currencies.

Efforts towards cashless transaction economy

The RBI and government have launched several measures for the spread of electronic and other non-cash settlement culture.

The Vision-2018 for Payment and Settlement Systems in India brought by the RBI in June 2016 reiterates the commitment to encourage greater use of electronic payments by all sections of society so as to achieve a "less-cash" society.

"The broad contours of Vision-2018 revolve around five Cs — coverage, convenience, confidence, convergence, and cost. To achieve these, Vision-2018 will focus on four strategic initiatives such as responsive regulation, robust infrastructure, effective supervision and customer-centricity," – RBI. The vision statement highlights following plans:

• The regulator wants to reduce the share of paper-based clearing instruments

• It aims to raise growth of the digital payments space

• It Wants To Ensure Accelerated Use Of Aadhar In Payment Systems

8. Findings of the Study

1. The payment system initiatives taken by the Govt. and RBI have resulted in greater acceptance and deeper penetration of non-cash payment modes.
2. Ever-improving technology and telecommunication facilities have given fillip to alternative electronic payment system.
3. Cheque as a mode of payment has lost its relevance and will remain at least in the medium term.
4. Government's initiatives such as the introduction of GST, demonetization etc is likely to widen the tax net and enlarge the formal economy.

9. Suggestions

For smooth implementation of cash less system in India, the following measures are recommended.
1. Government has to bring transparency and efficiency in e-payment system, strategies used by government and RBI to encourage cashless transactions by licensing payment banks, promoting mobile wallets.
2. As a part of "Make in India" initiative by the government, RuPay cards, Aadhar based payment systems should be given preferential treatment. Government should withdraw service charge on cards and digital payments.

3. Measures to discourage use of cash, by introducing charges on withdrawal of money beyond a limit.

4. A financial literacy campaign should be conducted by government time to time to make population aware of benefits of electronic payments.

5. To improve financial inclusion, in addition to business correspondents, e-Seva Kendras etc may be allowed to make micro receipts and payment transaction using Aadhar authentication.

6. To accelerate the adoption of digital payments, women should be educated through campaigns. Financial literacy will lead to women empowerment. This will lead to digital and social revolution.

7. In schools also basic banking skills may be imparted.

8. Incentivizes all sections for increasingly adopting non-cash electronic modes of payment in lieu of cash. Schemes such as Lucky Grahak Yojana and digidhan Vyapar Yojana have to be continued to encourage electronic modes of payment.

10. Conclusion

Demonetization has presented a unique platform for adoption of digital payment, as an alternative to cash for Indian consumers. Cashless economy will help in curbing black money, counterfeit's fake currency, fighting against terrorism, reduce cash related robbery, helps in improving economic growth of our country. Major challenges that can hinder the implementation of the policy are cyber fraud, high illiteracy rate, attitude of people, lack of transparency & efficiency in digital payment system. The study shows that the introduction of cashless economy in India can be seen as a step in right direction. It helps in growth and development of economy in India. For the elder people, bank personals need to play very important role. There is a need to set up information centers from where any kind of query regarding programs, policies, new applications, or any technological information can be taken. Moreover the educated youths should also play a role by helping others and passing on their knowledge to those who cannot perform their task on their own. Another issue of cybercrimes and cyber security need to be tackled by the implementing and creating more strict rules regarding cyber security. Education and training in terms now and latest technology for its advancement in urban as well rural areas can help the economy to be digitalized with its use in everyday life. Banking sector could also initiate in this training policy by giving knowledge and supporting people with less awareness or no knowledge in relation to its use can leads to a drastic change by adoption of digital payment system by people with its full knowledge in their everyday life like withdrawal of cash, deposit of cash and cheque.

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METHODS OF TEACHING ECONOMICS

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Abstract

This study designs to show the meticulous observation of the existing problems and prospects of teaching and learning in Economics. It is important to study the challenges of teaching and learning higher education and Figure out the improvement measures and proper remedies in the teaching learning methods in Economies. Traditional way of teaching Economics was converted with Technology resources, its advancement. The new way of instructional method in Economics is quite significant in attracting young technosavy students of India. Traditionally, the teaching-learning method was direct and one way. The chalk-and-talk method was prominent and the students role was passive. Teaching in the classroom was one way flow of information where student used to get rid of themselves after few minutes. Teaching and learning used to concentrate on plug and play method rather than practical. This research paper provides the conceptual framework both the techniques and content of teaching Economics with innovative methods. It elaborates the details of new way of learning and teaching Economics. It focuses on innovative tools and methods of teaching-learning and compares the effective metamorphosis in the activities.

Introduction

The significant flaw in economic majors observed in the nineties has been interpreted as a consequence or poor teaching in economics. Although the decline are la from clear-cut, it appears that students are dissatisfied with the way economics is taught. Graduate economics teaching is still centered on "chalk and talk": lectures dominate only seldom enhanced by student-centered activities. There are many ways to improve economics teaching anti to enhance students' learning and Motivation and there is a growing body of literature dedicated to their analysts. paper k a partial review of such literature.

In this brief review, I assume that the main learning objective is to help students acquire the 'logic scientific' economic method as narrative, not as truth (McCloskey 1983) to help them become economists, where: " Being an economist involves the possession not so much of a particulars stock of knowledge, but of a state of mind. It involves accepting that progress to wards understanding complex problems in the social sciences can be made by setting up and analysing theoretical models that simplify, often drastically so, the reality they are intending describe. But it also involves a recognition that we must be aware constant1y of the need to have empirical grounding for our models.

Enhancing lectures with student-centered activities-

Lectures have many advantages: at best they expose students to Well organized and condensed information by a scholar in the field; they allow economies of scale and high student/stall ratio; lecturers can I reuse the teaching materials when lecturing the same course again thus spreading out the investment costs of preparation throughout more years. However, it lecturers do not include an adequate amount of well designed student-centered activities, lectures may lead to superficial processing of concepts and ideas and to poor learning results. (Sloman & Mitchell 2002, 1-3).

There area many simple ways to introduce student-centered activities in the lecture. Preparatory work could be assigned before by asking he students to 1) review relevant theory and   methods presented earlier that are relevant for the coming lecture; 2) search background information on the current debate on an issue to be discussed in the lecture; 3) identify a set of issues related to the topic. to be presented so as to better contextualize it: 4) complete a reading to form an introduction to the lecture. Of course, appropriate incentives should be set to ensure the completion of the task, for instance by linking the completion of the pre-lecture assignment to the final summative evaluation. (Sloman & Mitchell 2002,5-6.)

Correct timing of student-centered activities in the lecture could help maintain students attention, which tends to drop off quickly after 20 minutes of -chalk and talk" lecturing. The teacher could assign short quizzes, proofs and diagrams to be completed, short passages to be read with questions relating to them; he could ask the students to write lists on a theme (e.g. the advantages or disadvantages of a given policy instruments), to discuss in pairs, to ''rite the major points of the lecture so far, etc. An effective use of visual material such as the use of short video-clips will also enliven the lecture. (Sloman & Mitchell 2002, 9-10.) Colander (2004) for instance assigns an article from the Wall Street Journal and then gives a 5-minute quiz on the main ideas in the article relevant to the course during his lectures of Macroeconomics principles.

Learning Economics and Oral Communication Skills-

The student-centered activities mentioned so far require relatively little time. In this and the following chapters, I describe more time-intensive teaching tools. In addition to Foster understanding of economics and its application to everyday situations. these tools tend to develop also transferable skills such as oral and written communication as well as group work skills.

The ability to communicate orally is an important skill in many professions. the use of the debate can foster its development. Pernecky (1997) recommends a debate format where two three-student groups first present the two sides of an issue, in what he calls the -affirmative constructive and the -negative constructive" phases. in this phase each group is (liven minutes and has the right to make its presentation uninterrupted. After the "affirmative constructive' and the "negative constructive" phases each groups is given 8 minutes and has the right make its presentation uninterrupted. After the "affirmative constructive" and the

"negative constructive" phases begins the rebuttal phase where the two groups are allowed to interact. At the end, the class can pose questions to the discussants and make comments.

If all students have to act as main discussant in a debate, a fair amount of time is needed Pernecky (1997) reports that debates have taken up one-sixth of the semester for him so that he has had to reduce the number of topics covered in the courses. This once again poses the question of the cost-effectiveness of the debate as a teaching tool. Pernecky (1997) feels that the debate gave the students a better understanding in how to apply economic theory, a benefit that out-weighted the cost of covering fewer topics. To re-enforce these learning outcomes, he suggests linking debates to writing assignments such as asking the public to write a short paper on the debate or asking the discussants to write a paper which present in extended from both the theoretical and empirical arguments used in debate.

Learning Economics and Writing Skills: The Economist Naturalist

Writing assignments can foster a better understanding of economics and develop thinking and communicating skills. Unfortunately writing assignments are an especially time-demanding tool, in one is to assume that the lecture evaluates the students' writings. This may explain why, until recent, the use of writing assignments was not widespread in economics with only 23% on instructors requiring students to write terms papers in upper courses and 11% requirinc2 short papers (Becker & Watts 1996).

Writing assignments in economics tend to fall into two categories: 1) short writing assignments such as short summaries of assigned articles, reaction papers and opinion pieces and 2) term papers. Goma (2001) argues that while term papers are more likely to enhance understanding, reaction papers and opinion pieces develop rhetorical skills fundamental to professional life.

A very interesting short writing assignment is described in Frank (2002). Students acting as "economists naturalists" choose some economic puzzle they have personally observed and try to explain it with the aid of economic theory within the space 750 words. Here are a couple of examples of the questions Frank's students produced:

Do writing assignments as part of a course-work enhance students' learning? Greentaw (2003) examined the impact on learning of the intensive use of writing assignments in an introductory economics course. He taught two sections of Principles of Macroeconomics using essentially the same format: same syllabus, same textbook and same exam, except that in one section he used intensively writing assignments. He then evaluated learning of students in the writing intensive section versus the control group by an attitude survey, students' feedback-form and exam results. While the attitude survey showed no difference between the two approaches, students' feedback forms showed a favour for the writing-intensive approach. The examinations showed a significantly better performance of the students in the writing-intensive approach. Greenlaw however, does not discuss whether improved learning results constituted a net-benefit once the increased demand on lecturer's

time for correcting the writing assignments was taken into account nor does he report the increase in teaching workload.

If one of the objective of writing assignments is to improve writing skins in addition to improve understanding of economics concepts, then before the final summative valuation, the students should be given the possibility to re-elaborate their writing after having received a first feed-hack. To save on lecturer's time peer assessment could be employed.

Successful peer assessment however, requires discussing with students the assessment criteria and adequately preparing them to the assessment task (Sivan 2000). Van den Berg, Admiral & pilot (2O06) suggest that the timing of peer assessment should not coincide with staff assessment, that the assessment should be reciprocal and performed in feedback groups of three or four students.

Learning economics and social skills: cooperative learning

Social interaction skills and the ability to work in teams are increasingly important in professional life. Cooperative learning, if well structured, allows to train these skills.

In cooperative learning the students work in small group toward a common goal in structured manner. Structuring is fundamental; lack of adequate structure may lead to the pooling of students ignorance and to widespread free-riding. (Topping 2006.)

One widely marketed cooperative learning technique is problem-based learning (PBL). Analyses of its application to economics teaching can be found in Wentland (2004), Forsythe (2001) and Sharp (2003). Problem based learning consists of presenting students which some problems scenario to be solved by critical application of the theory. The solution is elaborated by joint collaborative. Small-group effort. (Forsythe 2002). The formulation of the problem requires special care. Biggs (2003, 253) suggest that the problem should be closely linked to the learning objectives, require multidisciplinary for its solution, be such as to stimulate discussion, activate students, existing knowledge, make student search for new knowledge, require self-direction and enhance analytical skills.

The cost-effectiveness in terms of learning outcomes, of the development of critical thinking and motivational outcomes of problem based learning in economics compared to the lecture format is not clear (Piggott & Kilmister 2005). Evidence suggests that students taught by problem based learning perform more poorly in test assessing declarative knowledge (Biggs 2003, 238); PBL is more time intensive for both teachers and students (Forsythe 2002, 6, see also Woltier 2004, 3) and when applied to whole courses, it requires to reduce the number of topics covered compared to the lecture format (e.g. Forsythe 2002, 6).   These results suggest that problem-based learning could be introduced gradually, to tackle only some course topic rather than the whole course syllabus.

Bridging learning and community work: service learning

Service learning links an academic course with a voluntary community service project which requires the application of economic theories (Wentland 2004). McGoldrick, Battle and Gallagher (2000) for instance, introduced service learning by having managerial economic course students teach economic to second and third graders. The setting up of the student instruction project was time-consuming but worthwhile, if seen as an investment in a project to be repeated in the following years. Students had to fully grasp the principles of economics so as to be able to effectively explain them to the kids. (McGlodrick, Battle and Gallagher 2000.) service learning provides the opportunity to conduct action research, whereby a theory is applied and tested (Herveni and Helms 2004).

Environmental economics students could for instance design interventions to reduce the use of natural resources on campus, such as projects to reduce students use of printing paper or the quantity of canteen food thrown away. In such an effort, they could test the theory of economic incentives, free-riding etc.

Use of home- exam is the possibility of cheating which is especially great in large introductory classed. Cheating however, does not constitute a major problem in more advanced, small size classes where it would be more easily detected.

Conclusions:

This essay illustrated several interesting teaching tools and disused their application to the teaching of economics. Unfortunately, I could find only scant and anecdotic evaluations of the cost-effectiveness of these tools in the literature.

Lack of cost effectiveness evaluations may in part explain economists' reluctance to move beyond the lecture mode. Economics are trained to think in terms of opportunity costs and net benefit; it is not sufficient economics lecturer to know that a given pedagogical too enhances students' learning and motivation: she will want to know if the improvement in learning and motivation is high enough to offset the higher time costs. Thus in my view a major challenge is to better document the relative cost-effectiveness of different pedagogical tools when applied to economics teaching.

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A STUDY OF HIGHER EDUCATION IN INDIA: ISSUES, CHALLENGES AND SUGESSTIONS

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Abstract

This paper aims to identify emerging issues and challenges in the field of Higher Education in India. Finally the paper concludes here is need of plans requires solutions that combine, employers and youth need of Expectations of from various stakeholders Students, Industry, Educational Institutions, Parents and Government.

Key Words: Higher Education, Financing, Issues, challenges

Introduction:

Higher education is very essential for a developing country like India and it is encouraging to increasing human development. Higher education in India has experienced phenomenal expansion since independence. India has produced scientists, engineers, technologists, doctors, teachers and managers who are in great demand all over the world. Now it is one of the top ten countries in our industrial and technological capacity, because of the significant contribution of manpower and tools provided by higher education, especially, technical education. India has already entered into the era of knowledge explosion. It has proved its tremendous potential by its performance in nuclear and space domains. In the coming few decades will be heralded by space craft, satellites, internets and others offshoots of scientific enquires. Higher Education provides opportunities to the people to reflect on the critical social, cultural, moral, economic and spiritual issues facing humanity. Higher education provides specialized knowledge and skilled persons for national development. In next few decades, India will have world's largest set of young people. While the correlation between people and higher education is not up to the mark. The increasing youth population can be a education and employment then it will open a downside gate for Indian economy. Education is an essential tool for achieving sustainability. The Education Commission 1964-66 described the role of education in social and economic transformation through a statement-the density of a nation is shaped in its class rooms. Education creates human capital which is the core of economic progress and assumes that the externalities generated by human capital are the source of self-sustaining economic process. This paper aims to identify emerging issues and challenges in the field of Higher Education. In India.

Objective of Study:

1. To study the current concept of higher education system in India

2. To identify and understand the issues of higher education in India

3. To identify and understand the challenges of higher education in India

Research Methodology

The present study is descriptive cum exploratory. It is primarily based on secondary data collected from various sources like national reports and economic surveys, websites etc. of state and national level departments of education

Higher Education Scenario in India

Next to China and United States India has the third largest higher education system in the world in terms of size and its diversity and largest in the world in terms of number of educational institutions. After independence Indian higher education attain a massive growth. In the Indian system, higher (tertiary) education starts after the 10+2 (i.e. ten years of primary and secondary education flowered by two years of senior secondary education). Framework of higher education in India is very complex. It includes various type of institutions like universities, colleges, institutes of national importance, polytechnics etc. Universities are also of different types like central universities which are formed by government of India, by an act of parliament which are responsible for arranging and distributing resources required by university grant commission(UGC), State universities, Deemed universities (aided and unaided) and Private universities. India has a federal set-up and the Indian constitution places education as a concurrent responsibility of both the centre and state. While the centre co-ordinates and fixed standards in higher and technical education, school education is the responsibility of state. Under the department of higher education there are several regulatory bodies and research councils which are responsible for the higher education in India.

Regulatory Bodies:

University Grant Commission (UGC)

All India Council for Technical Education (AICTE)

Council of Architecture (COA)

Research Councils:

Indian Council of Historical Research (ICHR)

Indian Council of Social Sciences Research (ICSSR)

Indian Council of Philosophical Research (ICPR)

National Council of Rural Institute (NCRI)

Project of History of Indian Science Philosophy and Culture (PHISPC)

Issues:

The role of higher education in the emerging scenario of knowledge economy is very crucial and multifaceted for any country in general and India in particular. There are many basic problems faced by higher education system in India. These include Lower level of teaching quality, Financing of higher education, More concentrated on theories and rather than practical knowledge, Traditional methods of teaching, Privatization, Inadequate facilities and infrastructure Quota system.

i) Lower level of teaching quality: Our education system is torture by issues of quality in many of its institutions and universities. Many of the issues like lack of faculty, poor quality teaching, Traditional teaching methods, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching are raise questions on Indian education system.

ii) Financing of higher education: One of the most important things that have to be noticed is the issue of financial constraints regarding higher education before the government. Expenditure on education in common and on higher education in particular by the government, is one of the parameters to judge the quality in education for at all nation. The State Government have already been spending 20-30 per cent of its revenue budget on education. It cannot afford to spend more. In India, higher education has received less attention in terms of public spending than other levels. It is not feasible for India to make massive state investments in research and development that produced research led universities in the west such as MIT, University of California, Berkeley in the US or University of Cambridge in Britain. More concentrated on theories and rather than practical knowledge: Indian education system is more focused on theoretical knowledge rather than practical knowledge. In many jobs there is also a minimum requirement of percentage which is high.

iii) Traditional methods of teaching: Professors still stick to those older methods of teaching like board, marker. They don't like to make use of audio visual aids in teaching. Also they are not up to date with the information available and what global industry demands.

Privatization: In the present scenario, privatization of higher education is apparently a fledgling but welcome trend and is essential to maintain creativity, adaptability and quality. The economic trail of liberalization and globalization demands it. In India both public and private institutions operate simultaneously. Approximately 50 per cent of the higher education in India is imparted through private institutions, mainly unaided involving high cost. However, the situation is not so simple. Private providers, in the interest of maximizing profit, have every incentive to 'minimize costs' by compromising on the quality of education provided in their institutions. Last but not least, quality of teaching staff is one of the considerable issues for higher education sector to sustain in the future. Earlier, they were committed to their students to their subjects and to their profession. Today, high salaries are

available but the commitment is less. Thus, it is the need of the hour to free the higher education system from unnecessary constraints and political interference.

iv) Inadequate facilities and infrastructure: In India, many of the universities don't have adequate infrastructure or facilities to teach students. Even many private universities are running courses without classrooms. Internet and Wi-Fi facility is still out of reach of many students.

v) Quota system: Bringing the reservation and quota system for different categories in education lost its quality. Even deserving candidates of general categories are ignored and on quota we have to select other person from reserved category even though he is not suitable.

Challenges

The system of Indian Higher education is the second largest in the world which fulfills the educational requirements of millions of students who come from different sections of the society since it is the student community that can help to generate healthy academic atmosphere in institutions of higher learning. No doubt that India faces today a number of problems pertaining to poverty unemployment disappearance of moral and spiritual values. But in the last few decades a countrywide problems/challenges have emerged in Higher Education system in India they are discussed as under.

i) Our heterogeneous education system, based on geographical, rural-urban, rich-poor set up have posed in great challenge for the educational institutions. Varieties of colleges, universities, technical institutions have produced and different types and Education. Some of them are really imparting qualitative education although a few others are doing the dirtiest job. Thanks to UGC, for publishing the list of such a fake Universities and Institutions indulging in educational malpractices.

ii) Interference of political factors: Most of the Institutions, imparting education (Aided-non-aided) are owned by the dominant political leaders, now playing key role in governing bodies of the Universities. They have established their own youth cells and encourage students' organization on political basis. They exploit the students' energy for their political purposes. The students forget their own objectives and begin to develop their career in politics.

iii) Economic Difficulties: Is one of the most troublesome changes that the present higher education system has imposed on the communities? The numbers of students are coming from the ordinary classes; many of them are unable to provide the minimum necessities of life for themselves. Economic miseries have grown due to the increasing prizes, habits of wasting money on luxuries, increasing population, scarcity of food supply, corruption, selfish etc. students hold part time jobs in order to pay for the their educational expenses and should divide their attention between a job and College/University education. Near about seventy five percent of the total students community today, have been facing the financial problems. Earn while learn scheme cannot adequately support student to face economic challenges.

iv)Lack of Moral values: Rapid growth of science and technology and subsequent industrialization has caused a great and danger to our old moral and values. The younger generation's dissatisfaction and revolt is the outcome of a decaying system of values.

6. Suggestions for improving quality of higher education

There are some suggestions and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of higher education.

i) Student-Centered Education and Dynamic Methods- Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Student-centered education and employment of dynamic methods of education will require from teachers new attitudes and new skills. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self-study, personal consultation between teachers and pupils, and dynamic sessions of seminars and workshops. Methods of distance education will have to be employed on a vast scale.

ii) Examination Reforms- Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular and continuous assessment of student's performance in learning must be implemented.

iii) International Cooperation- Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development, and continuing education. International cooperation is gaining importance as yet another function. With the increased development of transport and communication, the global village is witnessing a growing emphasis on international cooperation and action to find satisfactory solutions to problems that have global dimensions and higher education is one of them.

iv)To increase Quantity of Universities- We need more universities because we are more in number and present number of universities is too less. On 13th June, 2005 Government of India constituted a high level advisory body known as National Knowledge Commission (NKC) to advise the PM about the state of education in India and measures needed to reform this sector. It was headed by Sam Pitroda and submitted its report in November 2007. NKC has recommended setting up of 1500 universities by 2015 so that gross enrolment ratio increases to 15 percent. It has also called for establishing an Independent Regulatory Authority for Higher Education (IRAHE) to monitor the quality of overall higher education in India.

v) Cross Culture Programs- After education, tour to every the places in India and world as far as possible with the cooperation of government is necessary so that one can understand about people, culture, arts, literature, religions, technological developments and progress of human society in the world.

vi) *Action Plan for Improving Quality*- Academic and administrative audit must be conducted once in three years in colleges by external experts for ensuring quality in all

aspects of academic activities. The self-finance colleges must come forward for accreditation and fulfil the requirements of accreditation. Universities and colleges should realise the need for quality education and come forward with action plan for improving quality in higher educational institutions.

vii) World Class Education- Indian government is not giving priority to the development of Standard in education. India must aspire for the international standard in education. Many national universities like in the USA, UK, Australia, etc. allow studies in higher education for foreign students in their countries and through correspondence courses as well. In the same way India Universities of world class education can also offer courses of studies to foreign students taking advantage of the globalization process. To achieve that goal it must adopt uniform international syllabus in its educational institutions.

viii) Personality Development- Finally, education must be for the flowering of personality but not for the suppression of creativity or natural skill. In the globalized world opportunity for the educated people are naturally ample in scope. As a result business process outsourcing (BPO) activities have increased competition in the world trade leading towards the production of quality goods and their easy availability everywhere in the world market. That is the way the world can be developed for peace, prosperity and progress by able and skilful men.

ix)High-tech Libraries- Our university libraries have a very good collection of books, but they are all in mess. A library must be online and conducive for serious study. Indian universities should concentrate more on providing quality education which is comparable to that of international standards.

Conclusion

 (i) In concluding words, we can say that over the period of time, growth have been take place in higher education in terms of institutions, enrolments etc. but it is not sufficient. Indian economy is facing various challenges regarding higher education, which need to overcome through appropriate policy formation and their effective implementation.

 (ii) Higher education in India plays many roles. It is of extraordinary importance to many and reforms are often seen as significant threats to specific, social arrangements that provide benefits to powerful groups.

 (iii) The politics is the result and most often the changes are not implemented language has been a similar issues in which government attempted to solve in difficult social and political problem through policy relating to higher education.

 (iv) To conclude, Higher education in India is an extraordinarily important part of modern Indian society and it is intertwined in the political and social systems of the society. It is in need of change, development and important. In order to effectively plan for reforms and improvement, it is necessary to have in realistic perceptions of what is possible and what is not.

Also identify the challenges like demand-supply gap, lack of quality research, problem of Infrastructure and basic facilities, shortage of faculty etc in the higher education. To improve the higher education system we need to improve teaching pedagogy, build synergies between research and teaching, and facilitate alliance of higher institutions among themselves, research centers and industries. This is necessary not only to take care of economic growth, but it is also essential for social cohesion and to empower the country's youth.

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ROLE OF EDUCATION IN EMPLOYMENT GENERATION IN INDIA

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Abstract

Education is recognized as vector for Stainable Development to build knowledge based society. Education has positive effects on health, poverty reduction and hunger, gender equality. High educational level increases labour market and offers individuals to het higher income.   Education enables human beings to utilize available resources for ensuring betterment of socio-economic condition of a nation. Socio-economic condition of rural economy is quite irresponsible for the backwardness of rural areas i.e. towards education since independence. The quality and productivity can be increased through better training which directly or indirectly influence the quality of life. In India education is joint responsibility of the central and state governments. Rights to education are provided in the constitution. There is link between the level of education and regular employment for quality of life. It implies that the self-employed or casual regular employed requires a minimum level of schooling which is necessary for regular employment. High priority of enhancing employability of the products of the education system is given. An Important aspect of rising wage inequality is due to sharp rise of wages of skilled workers compare to unskilled. Public spending is most important to reduce mass poverty and unemployment which can be achieved in the social sector especially on education.

Key Words: Education, employment generation, public spending

Introduction

India has the ancient tradition of providing knowledge to every student by creating the ability to act in accordance with the laws of nature. Ancient Vedic literature emphasis on achieving the highest goal of education for Self Realization. Education has positive effects on health, poverty reduction and hunger, gender equality. High educational level increases labour market and offers individuals to get higher income. Education enables human beings to utilize available resources for ensuring betterment of socio-economic condition of a nation. Educational system of rural India is designed in such a way that children of rural areas are either compelled to migrate from rural schools to urban schools for better education or to live without education. Socio-economic condition of rural economy is quite irresponsible for the backwardness of rural areas i.e. towards education since independence. A lot of educational infrastructural facilities have developed during planning era, but the mission of quality education has still a matter of far reaching. Hence the whole and sole responsibility comes under the control of the Government.

The quality and productivity can be increased through better training which directly or indirectly influence the quality of life. The poverty and unemployment can be reduced by sufficient public spending, especially in the social sector. Even employment generating and improving quality life has substantial multiplier effects. This necessitates public spending on delivery of educational services. The technological progress and employment generation cannot be ignored. Hence development policies must ensure that jobs are continuously created in the economy.

Objectives

- To study the linkage between education and employment.
- To find public spending on education.

Methodology

The present paper is mainly based on the information obtained from journals, references and internet.

Educational Access in India:

In India education is joint responsibility of the central and state governments. Rights to education are provided in the constitution. The infrastructural requirement are being met through the financial frame works provided by Government funded educational system. There are four stages of school education in India i.e Primary, Upper Primary, Secondary and Higher Secondary. Today there are a lot of changes in the field of higher education that goes beyond the frame work of the universities and colleges. UGC was set up in the year 1953 to regulate the processes of the educational development in the country.

Linkage between Education and Employment :

There is link between the level of education and regular employment for quality of life. The level of education rises the percentage of regular employment. Higher the level of education the higher tend to be employed on regular wages. It implies that the self-employed or casual regular employed requires a minimum level of schooling which is necessary for regular employment. It shows that there is positive relationship between the level of education and regular employment which reduces the poverty. The higher education compared to primary education increases employment and decreases the risk of poverty.

Employability

High priority of enhancing employability of the products of the education system is given, which includes renewed focus on vocational education and making secondary education more job relevant through skills training, technical skills and with facilities which require technical and vocational skills, all these are central pillars of employability of

workers. The most important challenge is how to increase the quality of employment and skill development. In India, education and skill of workers is low although it has been rising over time.

Education and Wage Differentials

An Important aspect of rising wage inequality is due to sharp rise of wages of skilled workers compare to unskilled. In this case the expectation of wages will rise with increasing level of education. As education plays a much smaller role in determining the wage of casual workers.

Even it is seen that education reduces the general gap in wages in regular employment but not in casual employment. According to data of Wage disparity between men and women declined with increasing level of education in both rural and urban areas in regular work accept for graduate and higher education level in urban area.

Public Spending on Education

Public spending is most important to reduce mass poverty and unemployment which can be achieved in the social sector especially on education. The spending on social services by the center and states as a proportion of GDP which remained stagnant in range of 6 % during 2011-2012 to 2014-2015, it has increased by 1 % in 2015-2016. The percentage of GDP, the expenditure on education which remains stagnant around 3.1 % during the period 2009-10 to 2013-14, it declines to 2.8 % in 2014-15. The share of education expenditure in social services shows declined trend from 47.7 % in 2011-12 to 42.5 % in 2016-17.

Conclusion

Education is recognized as vector for Stainable Development to build knowledge based society. It is one of the most powerful instrument for reducing poverty and in equability. Education is key to enhance India's competiveness in the global economy. It ensures quality education for all i.e to rich and poor, urban and rural population for the economic and social development of the country. There are many other changes and reforms required in our educational system. Higher level of public funding is required for improved quality of education. To spread awareness among the rural people about the need of education more efforts have to be taken by the government, educational institutions should be given top priority in development schemes.

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SOCIAL IMPACT OF WOMEN HIGHER EDUCATION

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Introduction

Education is taken into account as a basic demand and a elementary right for the voters of any nation. It is a strong tool for reducing difference because it will provide folks the power to become freelance. Women, World Health Organization encounter discrimination in several spheres, have a specific would like for this. Education is thought to be a crucial milestone of women's management as a result of it permits them to face the challenges, to confront their ancient role and alter their life. Education of ladies is that the most powerful tool of amendment their position within the society. Still large womenfolk of our country are illiterate, backward, weak, and exploited. Education additionally reduces inequalities and functions as a method of rising their standing inside the family. Empowerment Associate in Nursing capability building provides ladies an avenue to amass sensible data and learning for his or her improved livelihoods. India can become a developed nation as long as ladies contribute to the most effective of her capability and skill that is possible when she is educated and empowered.

Women empowerment is a debatable subject. At earlier time they were obtaining equal standing with men. But that they had round-faced some difficulties throughout post-Vedic and epic ages. Many a time they were treated as slave. From early twenty centuries (national movement) their statuses have been changed slowly and gradually. In this regard, we my mentioned the name of the British people. After then, independence of Asian country, the constitutional makers and nation all leaders strongly demand equal social position of women with men. Today we've seen the ladies occupied the respectable positions all told walks of the fields. Yet, they need conditionally free some discrimination and harassment of the society. A few variety of ladies are able to establish their potentialities. Therefore, each and every should be careful to promote the women statuses.

Meaning of Higher Education

Education is Associate in Nursing art of conveyance information to others for the betterment of their life and making ready them for achieving their aim, as a profession. Whereas the term "higher education "means coaching of extremely hot specialists within the fields of political economy, science, technology, and culture at numerous kinds of higher faculties, which accept persons who have with success completed secondary general-education faculties or secondary specialised education establishments.

Women and Higher Education

Women higher Education is important because literacy has become a tool of evaluating a person-whether one can read or write. Illiteracy has become a really dialogistic word in our society. Today we find that literacy itself gives you status. If one will browse or write is educated, he/she might get access to most of knowledge. Information concerning what you'll access for others and for yourself, whether it is educational facilities, health, employment opportunity, legal literacy and so forth. These square measure terribly inessential reasons, however per se education is very important for individual development and confidence. Education is one of the most critical factors responsible for the development of a human person. Right to education, therefore, is held as a very important human right. It is the very foundation of good citizenship.

Higher Education may be a means that to attain vertical quality which might counteract the deep divisions that exist in society. Since access to education permits each everyone Associate in Nursing every person the chance to achieve an understanding of self yet as of society and its resources, equal instructional opportunities ought to be on the market to both men and women. Equality and social access became major goals of upper Education in post-independence Asian country. In 1948-49 the University Education Commission commented that schools ought to be established that might serve each men and ladies at the same time for teaching however, nonetheless, gender inequalities in access to Higher Education have continued through decades. The target of upper Education is to produce women's access to line, technical, skilled education and nascent technologies. Identification of skills and occupations appropriate for ladies ought to be supported the utilization potential of ladies.

The Role of Women in Society

Women are important in our society. Every lady has her own job or duty during this trendy society during which men square measure still the 'strongest gender; we have a tendency to can´t forget that women´s life may be a heap more complicated than a man´s life. A woman needs to pay attention of her own personal life and if she may be a mother, she has to take care also about her children´s life too. Married ladies have innumerable worries and believe it or not, they carry out a more stressful life than married men.

Social Impact
Improvement in Economic Status of Women

Women's economic management is central to realizing women's rights and gender equality. Women's economic management includes women's ability to participate equally in existing markets; their access to and management over productive resources, access to decent work, control over their own time, lives and bodies; and redoubled voice, agency and purposeful participation in economic decision-making in the least levels from the social unit to international establishments.

Women Achieve a Higher Position in Society

Women in positions of power area unit ladies WHO hold Associate in Nursing occupation that provides them nice authority, influence, and/or responsibility. Historically, power has been distributed among the sexes disparately. Power and powerful positions have most frequently been related to men as critical ladies. As gender equality will increase, women hold more and more powerful positions, due to policy and social reform. Accurate and representation of ladies in social systems has been shown to be necessary to lasting success of the system. Additionally, a study shows that "absence is not merely a sign of disadvantage and disenfranchisement, but the exclusion of women from positions of power also compounds gender stereotypes and retards the pace of equalization".

Women Capable to Solve their Own Issues

The results of the study showed that completely different group of operating ladies have different forms of issues and challenges and different classes as married, single, divorcee, single parent, separated, have completely different problems at stake within the work. Some problems are definitely common, like mental and physical stress, lack of proper balance between employment and family care, unfair treatment in the workplace, stressful life and work place discrimination etc. But some challenges area unit age or class specific, like prejudiced and stereotyped thinking, safety and security issues, ego hassles with colleagues, and problem of glass ceiling etc. Some probable solutions for issues plaguing urban operating ladies that would facilitate them to beat the issues that they face within the work area unit correct safety and security measures by the parent organizations, sensitive and supporting partners at home, effective child care policies and appropriate grievance redresses mechanisms for women in place at the workplace. That's why Now educated women capable to solve their own issues on her educational talent and knowledge.

A Good Women Leadership Rise in the Society

The standing of ladies in India has been subject to several nice changes over the past few millennia. With a decline in their standing from the traditional to medieval times, to the promotion of equal rights by many reformers, their history has been eventful. In modern India, women have held high offices including that of the President, Prime Minister, Speaker of the Lok Sabha, Leader of the Opposition, Union Ministers, Chief Ministers and Governors. Women's rights underneath the Constitution of India principally embody equality, dignity, and freedom from discrimination; to boot, India has various statutes governing the rights of women. As of 2018, the President of India, the Speaker of the Lok Sabha and therefore the Leader of the Opposition within the Lok Sabha (Lower House of the parliament) are ladies. However, ladies in India still face varied issues like statutory offense, gender inequality and dowry.

Women's Economic Equality is Good for Business

Companies greatly get pleasure from increasing employment and leadership opportunities for ladies, which is shown to increase organizational effectiveness and growth.

It is calculable that corporations with 3 or additional ladies in senior management functions score higher altogether dimensions of structure performance.

Conclusion

Higher Education of ladies plays an important role in emotional their energy and creativeness and sanctioning them to fulfil the complicated challenges of the current world. In acknowledging them as potential human resources, investment must be made in developing their capacity in terms of education, skill development, and technology transfers through technical training. Special stress must incline to analysis and Development of acceptable scaled-down occupations partaking ladies in massive proportions. Illiteracy and cultural barriers ought to be removed with none any delay. For women to make personal strides forward, a synergy of effort, concentration, planning and cohesive functioning at the Higher Education level will create possibilities of a different future. By extending women's visibility and their self-sustaining ability, Higher Education must train them to become leaders with decision-making capacities to achieve the best for themselves and the country.

Higher education brings a reduction in inequalities and helps in improving their status within the family. Higher educational achievements of women can have ripple effects within the family and across generations. Empowerment of women strongly is associated with level of education i.e. higher the level of education greater the empowerment of women. Presently women are participating not only in traditional courses but also in various areas of men's territory. But lack of educational and training facilities and the type of employment available for women holds them back. So Higher Education should include technology studies to help women's development in research and employment. In future it is necessary to widen the scope and opening up new fields catering women's needs. Universities and colleges have to offer add-on courses together with degree courses. For this purpose, there is need for identification of skills and occupations suitable for women. Moreover, there should be proper implementations of Govt. policies and different programmes of government of India regarding women empowerment and higher education.

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INNOVATIVE IDEAS TO MAKE A TEACHER TEACHING METHODS MORE EFFECTIVE

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Abstract

Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. The purpose of the paper is to suggest useful innovative teaching methods that can be attempted in imparting knowledge to the students.

Introduction

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeblity and sufficiency. When there is a willingness to change, there is hope for progress in field. Creativity can be developed and innovation benefits both students and teachers.
"The best teachers are those, who show you where to look, but don't tell you what to see".
 The biggest challenge for any teacher capturing each student's attention, and conveying ideas effectively enough to create a lasting impression. As a teacher, to tackle this challenge effectively, teacher should implement innovative ideas that make the classroom experience much more lovable for your students.

So here are some innovative ideas that will help to teachers make their classes more interesting.

Teaching Methods
 1. **Creating Teaching**

Take the help of tools to stimulate creativity. Include playful games or forms of visual exercises that will excite young minds and capture their interest. This is a time-tested method to identify every young student's creative abilities and encourage creative contributions. Bring aspects of creativity into all subjects, be it mathematics, science, or history. Think of ways to develop their creative ideas. Encourage different ideas, give them the freedom to explore.
 2. **Audio & Video Tools**

Incorporate audio-visual material to supplement textbooks during the sessions. These can be models, filmstrips, movies, pictures, info graphics or other mind mapping and brain mapping tools. Such tools will help their imagination thrive and

grow. These methods will not only develop their ability to listen but will also help them understand the concepts better.

For example, you can get some oral history materials, conduct live online discussions or playback recordings of public lectures.

3. **Real – Word Learning**

Infusing real-world experiences into teacher instructions will make teaching moments fresh, and enrich classroom learning. Relating and demonstrating through real-life situations will make the material easy to understand and easy to learn. It will spark their interest and get the children excited and involved.

4. **Brainstorm**

Make time for brainstorming sessions in classrooms. These sessions are a great way to get the creative juices flowing. When you have multiple brains focusing on one single idea, teachers are sure to get numerous ideas and will also involve everyone into the discussion. These sessions will be a great platform for students to voice their thoughts without having to worry about right or wrong. Set some ground rules before start. Teacher can go for simple brainstorming or group brainstorming or paired brainstorming.

5. **Classes Outside the Classroom**

Some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. Students will find this fresh and exciting. Without taking much effort, they will learn and remember what teachers teach them.

6. **Role Play**

Teaching through role-playing is a great way to make children step out of their comfort zone and develop their interpersonal skills. This method comes in handy, especially when teachers are teaching literature, history or current events. The role playing approach will help a student understand how the academic material will be relevant to his everyday tasks. Role playing is most effective or students of almost any age group. Teachers just need to customize depending on the age group. Teachers can even use this method for teaching preschoolers. Just make sure you keep it simple enough to capture their limited attention span.

7. **Storyboard Teaching**

Rudyard Kipling rightly said, "If history were taught in the form of stories, it would never be forgotten". Storyboarding is a great way to teach any subject which requires step-by-step memorization or visualization highly-conceptual ideas. History teachers can use a storyboard to recreate a famous event. Such visually stimulating activity will ensure that even complex ideas are easily put across to students. Teachers can also encourage the use of storyboard as a for of communication and let the students tell a story in pictures using their imagination.

8. **Work Together As a Team**

As everyone knows, the end result of the collaborative effort is always immense. Think about spending some quality time with your colleagues. Ask them to share their view on improving teaching methods; teachers can see many of them come up with interesting strategies. So, collaborate and introduce innovative teaching methods.

9. **Stimulating Classroom Environment**

A classroom environment that is well-decorated, fun, and engaging will help stimulate a student's mind and will help think and learn better. Such a creative and stimulating environment will help them explore and will encourage them to learn about the subject. Children, especially young ones cannot be expected to sit all day and learn. An environment that positively impacts the children is beneficial for you as well. School associated with Early Years Foundation Stage will vouch for the fact that the learning environment has a prime role in learning and development.

10. **Introduce Lessons Like a Story**

Just think, why do you watch movies with much interest? You like to watch movies because there is always an interesting story to keep you engaged. Like that, Learning sessions become more interesting when teachers introduce it as a story. If teachers are creative, even math lessons can be related to interesting stories. With even the knowledge and Human Development Authority emphasizing on schools to take measures for improving the quality of teaching and learning, these innovative ideas are sure to make teaching methods more effective.

Conclusion

From the above, we can make out that the information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In view example of learning, the role of student is more important than teachers. The concepts of paperless and penless classroom are emerging as an alternative to the old teaching learning method. Now a days there is democratization of knowledge and the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically – savvy generation of youths.

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AN OVERVIEW OF BUDGET FOR CHILDREN IN INDIAN CONTEXT

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Nanded

Abstract

Children under the age of 18 constitute 42 percent of India's population. They represent not just India's future, but are integral to securing India's present. Yet development indicators continue to show slow progress towards securing their welfare and delivering their basic rights. The very survival of the child continues to be at risk, particularly for girls, with their survival prospects getting grimmer. Successive Census figures reveal a sharp decline in the child sex ratio. Despite a booming economy, investments in social development are insufficient and are also not yielding changes rapidly enough.

Keywords: Child Rights, Gender Budgeting, Development Indicators, Expenditure on Child

Introduction

The concept of childhood appears before us mostly in poetic way, as a stage of highest innocence and happiness and the stage at which we gain love and only love from all side, everywhere and everyone. Indian tradition looks towards children as forms of gods. A flowers' smile is symbol of childhood life. The glory of childhood is portrayed everywhere in arts, culture, literature, education and religion. However, is this glory relevant to the way that we grow our children? The godhood of children cannot hide and ignore the risks, problems, helplessness and absolute dependence. With the due respect of parents, family, community and the government up to some extent for their care , selfless love that whatever they are doing , it must be seriously noted that it is not adequate to much extent if we call the children as ours future, hope of life on earth and biggest asset of humanity.

It is worth to mention that to evolve and change shape as lifestyles change and adult expectations alter the change in the concept of Childhood is natural, normal and necessary. Parent, community and governmentality also begin the thought and action for children with belief that children should not have any worries, any work and any uncertainties. Their life should be happy, trouble-free and ever smiling. In fact, such childhood never exists. It is always full of happiness, wonder, sorrow, stress, demands, crying, illness and resilience.

Child and Childhood may be conceptualized in various perspectives of Ethics, Anthropology, Literature, Culture, Life Sciences, Psychology, Education, Sociology etc. Every perspective in its own limitation and strength highlights some role and responsibilities of parent, families, community and the state regarding the problems, needs, demands and necessities of child which cannot be served without adequate financial resources. It is essential to note that the issues finance related to child–childhood is personal matter of parents' or the concern of NGOs or matter of mercy of charitable institutions. It is the matter

of Children's rights and accountability, constitutional duty of the state. The government has to play vital role by justifiable budgetary provisions for different aspects of child care and development. Fortunately, this view is emerging and widening since the beginning of century.

Purpose of the Study

On the backdrop of above discussion the purpose of this study is to overview the trend of budgetary provisions over a period last decade, to understand the funds distribution in different sectors of child care and development and to present scenario of budget for children in Indian context.

Methodology of study

This is descriptive study based on the secondary data available in different government records available on the online sources. The study is limited to specific time period and purpose.

Data Analysis and presentation

The National Common Minimum Program (NCMP) reiterates the United Progressive Alliance led Indian government's commitment to rapid economic growth and targeted investments aimed at the poorest of the poor. The NCMP outlines ambitious targets related to public spending on key services, including the following: education will be raised to 6% of GDP, with at least half to be spent on primary and secondary education, while public spending on health will be raised to at least 2-3% of GDP over the next five years, focusing mainly on primary health care.

Year	% Share of Child Health in Child Budget	% Share of Child Development in Child Budget	% Share of Child Education in Child Budget	% Share of Child Protection in Child Budget	% Share of Total Child Budget in Union Budget
2004-05	0.423	0.422	1.567	0.033	2.445
2005-06	0.527	0.658	2.638	0.034	3.857
2006-07	0.556	0.830	3.487	0.034	4.907

An analysis of the broad trends in budgetary allocations in India shows that as a result of the growing economy, social sector expenditures have been increasing both as a proportion of aggregate government expenditure and real expenditure (i.e. at constant prices) since the 1990s. Increased policy efforts and the expansion of programmes in nutrition (ICDS) and

education (Mid-day Meal Scheme, Sarva Shiksha Abhiyan) have resulted in steady increases in expenditure on children. However, while the Union Government's expenditure on Social Services (measured as a proportion of Gross Domestic Product (GDP)) has been going up steadily, there is not much change for 2006-07 over 2005-06. Further analysis shows that the increase in allocations between 1996-97 and 2006-07 represents just under 0.4 % of GDP, with an increase from 0.71 % of GDP in 1996-97 to 1.1 % of GDP in the Budget Estimates for 2006-07. Also, almost the entire increase over the decade from 1996-97 to 2006-07 Budget Estimates (BE) has been in Revenue Expenditure (which has gone up from Rs.9014.15 crore in 1996-97 to Rs.41,698.73 crore in 2006-07), while Capital Expenditure has been almost stagnant over this period (Rs.658.09 crore in 1996-97 and Rs.1164.83 crore in 2006-07).

Analysis of the allocations made in the budget and the actual expenditure incurred subsequently on different sectors/programmes/schemes point to the priorities of the government. 'Child Budgeting' represents an important policy analysis tool that can help us take stock of our development investments for children and identify glaring gaps in resource investment and utilisation. Sufficient resourcing of our progressive policy framework is the first step to making real our Constitutional and other national policy commitments. Budgetary analysis helps us to also map the areas, which are relatively neglected.

Better outcomes in any sector, for instance, education, health or rural development, depend not just on allocations but also on proper utilization of those allocations. In India, there are many non-financial constraints that impede progress in several sectors, especially the social sector. However, financial constraints could pose serious challenges to development in any sector, and hence the focus on identifying such constraints and making efforts for their removal are essential.

In 2001, for the first time an attempt was made by HAQ: Center for Child Rights at using 'Child Budgeting' as a tool to monitor public funding on children through a decadal analysis of the union budget undertaken from a child rights perspective. Two further attempts were made by ICCW – Tamil Nadu in 2003 and 2004. The Ministry of Women and Child Development took a step in this direction in 2002-03. The child budgeting exercise was discontinued by DWCD in 2003-04, but subsequently resumed in 2004-05 and is currently being undertaken in partnership with UNICEF. Child budget analysis reveals the persisting low level of fund allocation for any measures affecting children, with resources for child protection at the lowest of all. The total share of child protection in the Union Budget for 2005-06 was just 0.034% (see diagram and table below) and the budget estimates for child protection between 2004-05 and the current financial year 2006-07 have remained more or less the same.

Percentage Share of Sectoral Allocation on Children in Union Budget

0.034

0.85
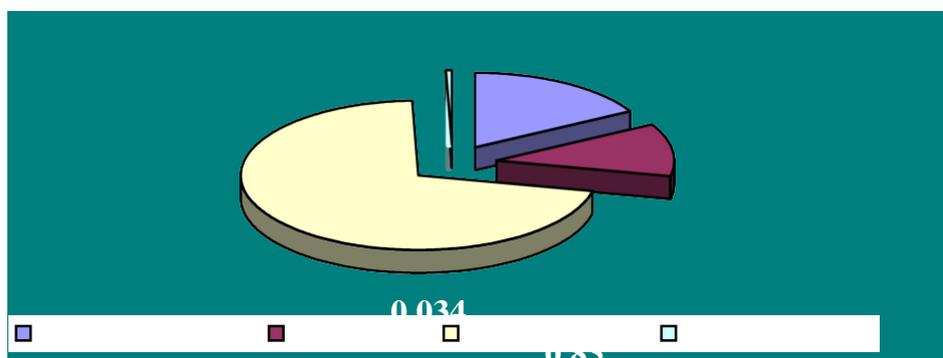
| Child Development | Child Health | Child |
| Education | Child Protection | |

Year	% Share of Child Health in Child Budget	% Share of Child Development in Child Budget	% Share of Child Education in Child Budget	% Share of Child Protection in Child Budget	% Share of Total Child Budget in Union Budget
2004-05	0.423	0.422	1.567	0.033	2.445
2005-06	0.527	0.658	2.638	0.034	3.857
2006-07	0.556	0.830	3.487	0.034	4.907

Source: GOI Expenditure Budget 2004-05, 2005-06, 2006-07 (Vols 1&2) and HAQ: Centre for Child Rights, Delhi

India fares poorly compared to other countries in allocation of resources for health, development, protection and education for children. As a proportion of Gross Domestic Product, these investments are particularly low and increases are not commensurate with the

overall increase in national productivity and income. Under-investment in health, development, protection and education will only serve to widen income gaps and perpetuate inequality, both of which will impede national efforts to meet important development targets.

Poor investment on child protection is in itself a reflection of the low priority this sector has received in government's own planning and implementation. The neglect of vulnerable children - street children, orphans, migrant children, rafficked and sexually abused children - in our policy and financial statements is obvious when we review budgetary allocations over the years. Ever since child budget analysis has been undertaken in India, the share of child protection in the Union Budget has remained even lower (0.03 percent) than what the States show. Allocation made for child protection is negligible when compared to the number of children falling out of the safety and protective net. While there is no denying that education is, and has to be one of the most important sectors, if children's right to protection is not met, every other right is at stake.

On an average, between 2000 and 2005, of every 100 rupees spent by the Union Government only 3 paise was spent on child protection, while the share of child health was 40 paise followed by child development (45 paise) and elementary education (1 Rupee 50 paise).

Average percentage share of children in Union Budget in the Tenth Plan Period (BE, RE and AE)			
	BE (2000-2007)	RE (2000-2006)	AE (2000-2005)
Child Health	0.064	0.475	0.401
Child Development	0.525	0.45	0.456
Child Education	1.933	1.647	1.514
Child Protection	0.032	0.028	0.028
Union Budget	100	100	100

Sour ce: Demands for Grants (2000-2007) for relevant Ministries/Departments and Expenditure Budget Vol. 1 (2000-2007)

Sectoral Analysis
Child Protection

Allocation and Expenditure on Child Protection as percentage share of Union Budget (BE, RE and AE)
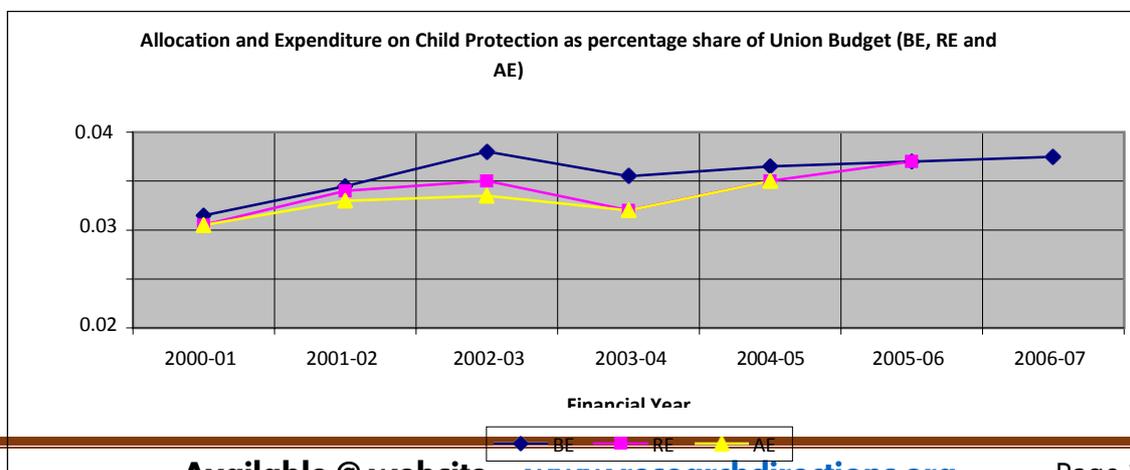
The least attended sector in terms of political commitments as well as investments is child protection. With a child protection budget constituting only 0.34 percent of the total Union Budget, nothing can be achieved in terms of building a protective environment for children of the country. Moreover, small grants for child protection under various schemes fails to address child protection holistically and only adds to the problem of implementation and monitoring.

The budget for child protection largely addresses two very specific categories of children in difficult circumstances – child labour and children that fall within the purview of the juvenile system either as street children or as children in conflict with law or children requiring alternative care such as adoption. Budget for child labour elimination programmes indeed comprises the major share within child protection.

The Ministry of Labour's Citizen's Charter clearly lays down elimination of child labour from hazardous sectors by the end of 10th plan as one of its goals. Government of India's expenditure for mainstreaming one child labour in regular school education is Rs. 3569. According to the Census of India - 2001, the total number of working children in India is 1,25,91,667. This implies that for mainstreaming all 1,25,91,667 child labourers in education, which is the commitment of government under Article 21A of Indian Constitution, India will need Rs. 4493.966 crore per year at the rate of Rs. 3569 per child per year.

In the Revised Estimates of 2005-06 there was a huge gap of Rs. 4378.516 crore between the need and allocation for elimination of child labour.

In the Tenth Plan period, 250 Districts in 20 states were covered under NCLP. The need for NCLP in these 250 districts continues even in the Eleventh Plan period. At the same, additional districts will have to be reached in the next plan period. Besides the Parliament's decision to ban employment of children in domestic work and dhabas and restaurants with effect from October 10, 2006 calls for far more inputs in terms of programmes and services for children thus released from labour. The Ministry of Labour along with the Planning Commission will have to accordingly plan a higher outlay in the Eleventh Plan.

For all other child protection issues there are no national measurable goals targets against which progress can be gauged but for what has been laid down in the National Plan of Action for Children 2005 (NPAC). The Eleventh Plan must therefore follow the NPAC goals on child protection. One of the biggest hurdles in setting goals and targets for child protection is lack of precise data and information.

In order to meet the challenges of child protection both in terms of maintaining a data base and planning for the numbers reflected through it, the Ministry of Women and Child Development, Government of India proposes a centrally sponsored scheme "Integrated Child Protection Scheme (ICPS)", which not only brings all existing child protection

schemes of the Ministry under one window but also proposes an increased allocation for child protection programmes in the Union Budget. The Ministry is making serious efforts to have the proposed scheme included in the Eleventh Plan document for ensuring necessary fund allocation.

Getting required allocation and then ensuring optimal utilization of funds has always been a challenge for any Ministry. Given the globalisation, liberalisation and privatization of the economy and essential social sector services, a large numbers of population are falling out of the social security net, with more and more children in particular falling into difficult circumstances. In such a situation, ideally increased budget should lead to increased spending also. However, monitoring is critical to this and budget analysis is just another tool to ensure greater accountability of public finances.

State Budget Analysis

States are primarily responsible for the provision of social sector services, yet are dependent to a certain extent on flows from the Central government. The graph below indicates the importance of the state's contribution to the health sector as an example. Many states are, however, not contributing sufficient finances to social sector spending. Where states are unable to match Central grants, the implementation of important social schemes may be adversely affected

Expenditure on health by the central government went up from Rs.89 in 1993-94 to Rs. 122 in 2003-04. Despite this increase, however, levels of public spending remain insufficient. This is because health is primarily financed by state governments– and state spending is low and inadequate. For instance, per capita public expenditure by states in 2003-04 varied from Rs. 77 in Bihar, Rs. 91 in Uttar Pradesh and Rs. 98 in Rajasthan to Rs. 275 in Kerala, Rs. 294 in Punjab and Rs. 485 in Delhi. It is also found that state governments tend to cut back their spending as allocations by the Centre increase.

The weakening capacity of states to raise matching grants could be explained to a large extent by the accumulation of debt and mounting debt service burden, as well as the rising share of committed but non- developmental expenditures in a context of low and declining non-state revenues and increasing contingent liabilities, such as guarantees on loans. There are significant variations in state allocations for child-focused expenditures. States with larger child populations are spending disproportionately less on child-related sectors, with some exceptions and variations.

Conclusions and Discussion

Analysis of child budgets in some States clearly points to the need for higher investment by the States on child protection.

The gaps and problems listed above have been bothering both Government and NGOs alike. Child Budgeting must be taken as a serious exercise and needs to be encouraged and undertaken at all levels of governance to identify and address the shortcomings of financing

the social sector, particularly programmes relating to children. The exercise must begin at the very level of panchayats, the very basic unit of democratic functioning. For this to happen, the Eleventh Plan will have to focus on decentralised planning for all sectors. This will logically result in decentralized monitoring through analysis of allocation and spending by the panchayats against the plans they had made.

The NPAC 2005 has articulated clearly the rights perspective and agenda for the development of children, and provides a robust framework within which to promote the development and protection of children. It is therefore logical and imperative that the NPAC 2005 becomes the basis for planning for children in the Eleventh Plan in all sectors and the principles articulated in it guide the planning and investments for children.

With the State Government's having a major share of the responsibility for implementation of social sector schemes, declining flows of funds from the Centre to the States is a serious challenge and may adversely affect the provisioning of social services in States. To address this significant set of financial constraints, effective policy action is required, either in the form of increased transfers from the Centre, and/or greater pressure on States to prioritize their expenditures in line with policy commitments to the social sectors and to children.

Child protection must receive necessary financial commitment from the Planning Commission as well as the Finance Ministry. Support to the Ministry of Women and Child Development's proposed ICPS will be a step in this direction. All budget for child protection schemes and programmes should be in the plan category and not in the non-plan category.

Improved targeting of districts having high incidence of female foeticide, high rate of violence or crimes against children, high incidence of child sexual abuse, source areas for child trafficking etc., are also important measures that can improve outcomes.

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31

WOMEN's SHGs AND EMPOWERMWNT IN RURAL ECONOMY: A CASE STUDY

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Abstract

Finance plays an inevitable role in any business. Especially when we talk about agriculture, the financial support is needed to cope up with the issues of uncertainty in environmental changes as well as facing market challenges. Self Help Groups have been playing an important role in these regards. The present paper is proposed to explore the role of SHGs in agriculture based economy of village through a case study. The study has been undertaken to find out whether SHGs are really helpful in supporting the farmers and others those engaged in agro based activities or industry? Are SHGs instrumental in enhancing economic and social status of the said people?

Key Words : Agriculture based economy, Self Help Groups (SHGs)

Introduction

Agriculture in Marathwada region mainly depends upon environmental changes and rainfall. The agro-based economy is the backbone of whole economic activities in the rural life. Hence, the agriculture and economy in rural area depends on game of uncertainty of environmental changes. The financial support is required to deal with these issues in an agrarian environment. Self Help Groups have been playing an important role.

Micro-finance is being viewed as a very powerful tool for uplifting the economic conditions of the people through group approach that ensures active participation and involvement of the beneficiaries in effective implementation of the program.

Formal institutions, in spite of their good presence in terms of number and disbursement of finance rural sector, could not provide adequate finance in the agricultural needs. Though there is a massive expansion of institutional credit network, a large chunk of rural population remained deficient in getting adequate financial assistance [Economic Survey, 2003-2004]. The same views were expressed in the World Bank Development Report, 1983. The traditional money lending still is in existence in rural areas in spite of its exploitative nature. The formal financial institutions failed in servicing rural people.

The government has been implementing several programs which are subsidy based and are under severe criticism because of inclusion of non-poor people as beneficiaries, corruption and mismanagement. The World Bank studies have thrown adequate light on socio-economic status of the poor people in developing country like ours. Rural people face a number of problems in undertaking economical activities i.e. non-availability of credit, lack of organizational skills, illiteracy, gender inequality, discrimination on the basis of caste/ religion, conservative mindset and lack of confidence. [World Bank Report, 1997].

Women are often denied property and inheritance rights. Their freedom is restricted by regressive social norms. An inequality trap may prevent generations of women from getting educated: restrict their participation in labor market. (World Bank Report, 2006). In view of this scenario micro financing through self-help groups becomes imperative.

A study report [Nanda, 2002] observed that the activities undertaken by SHGs under study, were need based. Regular meeting were convend and well attended. Another study [Puhazhendhi & Badaty, 2002] inferred that SHGs-Bank linkage programme had made significant contribution to social and economic improvement of the member households of SHGs.

Purpose of the Study

The present paper is purposed to explore the role of SHGs in agriculture based economy of village through a case study. The study has been undertaken to find out whether SHGs are really helpful in supporting the farmers and other members? Are SHGs instrumental in enhancing economic and social status of the members? To what extent, SHGs are mobilizing funds and generating income etc.

Methodology

Case study method was used and the information is collected using Focused Group Discussion (FGD) because the nature of information required for study was non-statistical. The case selected for study is village Malegaon located in Ardhapur Taluka in Nanded district. It represents all the features of an agriculture based rural life and economy.. It has the economic influence on about 6-8 villages around it. It is place of nearest market for these villages.

Table 1.1 : Demographic Data of Village Malegaon

Particulars	Total	Male	Female
Total No. of Houses	1,296	-	-
Population (1000:944)	7,054	3,629	3,425
Child (0-6)	887	468	419
Schedule Caste	1,847	955	892
Schedule Tribe	139	79	60
Literacy (%)	77.43	85.23	69.23
Total Workers	2,929	1,916	1,013
Marginal Workar	292	140	152

(Source: Census 2011)

Occupational background of participants:

Most of respondents had agriculture as their occupation and remaining were agriculture laborers and small businessman. There were seven groups of women and four of men.

Table No. 2 Age of groups and Size of the groups

Age (Years)	No's of members	
	10-15	15+
0-2	02	
2-5	06	01
5-10	01	
10 -15		
15+		01
Total	**09**	**02**

Loan assistance to members:

The members of the SHGs require funds for meeting emergency needs like expenditure on medicine, festival, education fees etc. they also need funds for running small economical activities of their livelihood. After satisfactory gradation of the SHG, women groups became eligible for getting grants.

Table 1.3 : Loans Distributed by SHGs

Period	No. cases of Loan	Amount (Rs in Lac)
2018	55	39
2017	67	37
2016	72	35
2014	57	27
2015	69	33
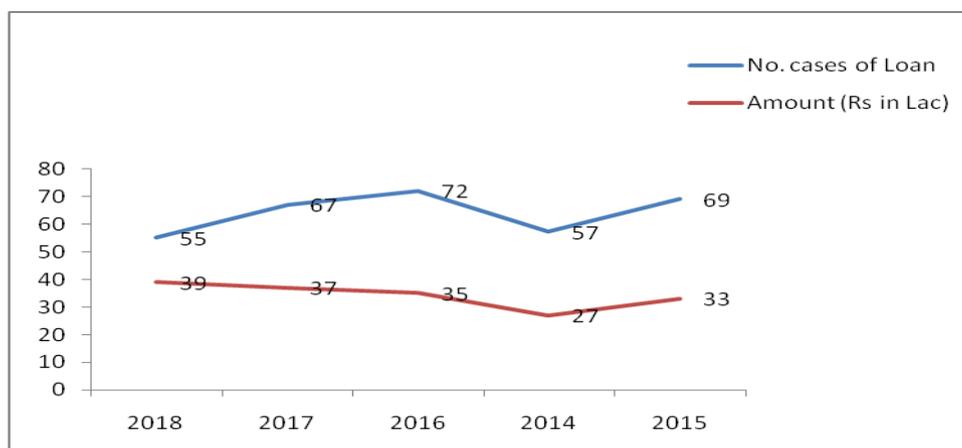
Figure No. 1.1 : Table 1.3 : Loans Distributed by SHGs

Use of loaned funds:

Under SHGs-bank linkage programme, the members are assisted with micro credit facilities for their micro enterprises individually or combinely with an aim of creating productive assets and income generation. The response given by the respondents indicate that for which purpose the borrowed funds were used on priority basis.

Table 1.4 : Members category wise distribution

Category	Male	Female	Total
Retail Shoppers	12	04	16
Farmers	29	14	43
Labors	16	62	78
Professionals	03	00	03
Govt. servants	02	08	10
Private services	05	00	05
Total	**67**	**88**	**155**
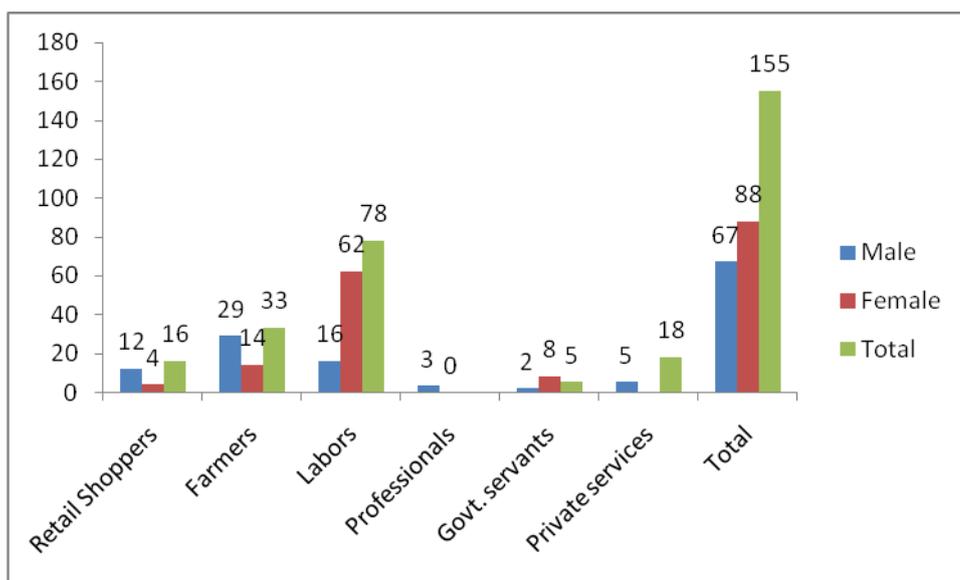
Figure 1.2: Table 1.4 : Members category wise distribution

The highest number of the respondents had priority to use borrowed amounts for business, education , medical treatment, food grains , religious purpose , celebration of festivals, marriages , and household needs etc. Of the aggregate the majority members could use borrowed funds for productive purpose while the borrowed funds were used for unproductive purposes in case of remaining respondents.

Loan repayment:

Repayment of loan amount with in a stipulated time is the soul of any financial system. Micro financing through self-help groups also emphasizes on timely repayment of the loan amount taken by the members. With regard to loan refund by the respondents, it was

disclosed that out very few members had repaid their loans before maturity date but most of respondents repaid their loan amount in stipulated period.

Social impact of SHGs

Social impact of the SHGs can be understood by points noted while discussion. They are given below.

- Became more social, increased social relations
- Sense of respondent's citizen
- Development of leadership qualities
- Respondents to social changes
- Cooperative and positive attitude
- Knowledge and information
- Self confidence and courage

The study observed that the members, particularly women members are coming forward, exchanging their ideas, feelings and sharing the moments of happiness as well as sorrows with co-members. The members try to solve individual problems and extend helping hand to the needy member. The group members are found enough confident about their progress.

Rural women are coming together and working joining the process of their development. Women groups are found engaged in rooting out the social ills such as, alcoholism, dowry and child marriages etc. impact of self-help groups can be observed in the form increased functional literacy. Most of the members are able read and sign the documents of the group. Members have become aware about rules and regulations, business of meetings and their rights and duties. Group meetings improved their confidence levels, encouraged them to take initiative and lead the group.

Conclusion

Considering the number of clients and range of services, there is tremendous scope for the development of micro financing SHGs in rural area. They have a pivotal role to play in agro based economy of rural life. In order to give boost to this sector, there is need of introduction of conducive regulatory framework for protection of the clients, the institutions and progress of the people in rural area.

Micro-finance for micro enterprises can be one of the most effective instruments for upliftment of people working in agriculture. The need of the hour is to promote more and more micro finance institutions and strengthen them so that they are in a position to create financial resources and provide more services to the needy poor people. It should be noted that agro-based tiny business activities can be started anywhere, as they need small space, small quantity of capital and indigenous technology and skills, which are inherited by the artisans / craftsmen. These activities are mostly based on local resources.

Development of micro finance strengthens not only the rural sector but also the financial system of the country as a whole. There is increased potentiality for profitability in the rural areas for banks and financial institutions through higher deposit mobilization and credit off take.

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GOODS AND SERVICE TAX REFORMS: A CROSS-COUNTRY ANALYSIS

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Goods and Services Tax is one of the most crucial tax reforms in India which has been long pending. Goods and Services Tax to be implemented from 1st April 2017 by Govt. of India.. It is a comprehensive tax system that will subsume all indirect taxes of states and central governments and unified economy into a seamless national market. It is expected to iron out wrinkles of existing indirect tax system and play a vital role in growth of India.

India has seen a number of tax reforms in the past two decades. The Goods and Services Tax is one of the biggest taxation reforms in the history of Independent India that shall change the face of the tax system of the nation. The primary idea behind this move is to replace a multitude of existing taxes in the form of value-added tax, service tax, excise duty and sales tax by levying a single integrated and comprehensive tax on the manufacture, sale and consumption of goods and services in the country. The tax reform is expected to unite India economically by removing different taxes levied by different entities at different points. GST is a tax on goods and services with value addition at each stage having comprehensive and continuous chain of set-of benefits from the producer's/ service provider's point up to the retailer's level where only the final consumer should bear the tax.

Objectives of the Study
1. To study the introduction of Goods and Service Tax (GST in India).
2. To compare the Goods and services tax with other countries and future prospect.

Research Methodology
The Researchers used an exploratory research technique based on past literature from respective journals, annual reports and magazines covering wide collection of academic literature on Goods and Service Tax. According to the available secondary data was extensively used for the study.

Origin of GST
Goods and Services Tax also known as the Value Added Tax (VAT) or Harmonized Sales Tax (HST) was first devised by a German economist during the 18th century. He envisioned a sales tax on goods that did not affect the cost of manufacture or distribution but was collected on the final price charged to the consumer. The numbers of transactions are immaterial and the tax is at a fixed percentage of the final price. The tax was finally adopted by France in 1954. Maurice Lauré, Joint Director of the French Tax Authority, the Direction

générale *des impôts, was the first to introduce VAT on April 10, 1954. Initially directed at large businesses, it* was extended over time to include all business sectors.

Introduction to the Goods and Services Tax (GST) : New Article 366 (12A) of the Indian Constitution (GST India.com, 2016) defined Goods and Services Tax (GST) to mean any tax on supply of goods or services or both except taxes on the supply of alcoholic liquor for human consumption. New Article 366(26A) defines service to mean anything other than goods. Existing Article 366(12) defines goods to include all materials, commodities, and articles.

As per the government, the Goods and Services Tax (GST) is regarded as a 'Reform' rather than amendment in the existing Indian taxation system to sort out all backdoors and cons of the indirect taxation system. India was one of the 123 countries in the world following the VAT taxation system. VAT was designed and introduced on January 17, 2005 at the Centre and State levels by finance minister P. Chidambaram. VAT replaced Central Excise Duty Taxation at the national level and Sales Tax System at the state level, bringing major reform in the taxation system.

Goods and Services Tax (GST) was proposed in 2014 to be implemented with effect from (w.e.f) June 2016. The GST implementation is "dual" in nature - one component is implemented by Centre (CGST) and another component by State (SGST). The base of tax would be the same by Centre and State governments. GST came into effect in India on July 1, 2017. With some major modifications, the GST would now have three prime models :(i) Central GST : GST to be levied by the Centre.

(ii) State GST : GST to be levied by the States.

(iii) Dual GST : GST to be levied by the Centre and the States concurrently.

GST is regarded as a comprehensive and one tax system on manufacture, sale, and consumption of goods and services at the national level. As GST is implemented, all other taxes have been discontinued. There is now one tax, that too at the national level, strictly under the control of the Central Government. Under GST, there is one tax

for both goods and services, which is a clear tax policy and this will improvise collections of tax. It would also lead to a clear system and abolish tax based theft and corruption at the national level. GST being a friendly taxation system for the corporate sector will provide easiness in tax policies, reduce inflation levels, and make the overall system more transparent Introduction to the Goods and Services Tax (GST) : New Article 366 (12A) of the Indian Constitution (GST India.com, 2016) defined Goods and Services Tax (GST) to mean any tax on supply of goods or services or both except taxes on the supply of alcoholic liquor for human consumption. New Article 366(26A) defines service to mean anything other than goods. Existing Article 366(12) defines goods to include all materials, commodities, and articles. As per the government, the Goods and Services Tax (GST) is regarded as a 'Reform' rather than amendment in the existing Indian taxation system to sort out all backdoors and cons of the indirect taxation system. India was one of the 123 countries in the world following the VAT taxation system. VAT was designed and introduced on January 17, 2005 at the Centre and State levels by finance minister P. Chidambaram. VAT replaced Central

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Introduction of GST in India

Primarily, the concept of GST was introduced and proposed in India a few years back, but implementation has been done on July 1, 2017. The new government was in strong favor for the implementation of GST in India by seeing many positive implications as discussed above in the paper. All sectors in India - manufacturing, service, telecom, automobile and small SMEs will bear the impact of GST. One of the biggest taxation reforms- GST will bind the entire nation under a single taxation system rate. As forecasted by experts, GST will improvise tax collections and boost up India's economic development and break all tax barriers between Central and State Governments. No doubt, GST will give India a clear and transparent taxation system, but it is also surrounded by various challenges as discussed in this paper. There is need for more analytical based research for successful implementation.

Comparison of GST of India with other courtiers

In India there is no an ideal VAT. In central, central VAT id followed while in state, state level VAT is followed. Same is the case with GST. There is no ideal GST which all indirect taxes will be subsumed in to one. Central sales tax which the central imposed on the sale of goods from one state to another will continue in the different form called Integrated GST. So central government levies 1% IGST for two years (as per present information) from the date of implementation of GST. This duration could be changed based on the prescription of GST council. There could be possibility to extend this period of two years. This contradicts the very purpose of GST.

Countries	GST	Countries	GST	Countries	GST	Countries	GST	Countries	GST	Countries	GST
Albania	20%	Cyprus	19%	Ireland	23%	Malta	18%	Poland	23%	Trinidad and Tobago	12.50%
Argentina	21%	Czech Republic	21%	Isle of Man	20%	Mauritius	15%	Puerto Rico	10.50%	Tunisia	19%
Armenia	20%	Denmark	25%	Israel	17%	Mexico	16%	Qatar	5%	Turkey	18%
Australia	10%	Dominican Republic	18%	Italy	22%	Moldova	20%	Romania	19%	Uganda	18%
Austria	19%, 20%	Ecuador	12%	Japan	8%	Mongolia	10%	Russian Federation	18%	Ukraine	20%
Azerbaijan	18%	Egypt	14%	Jersey	5%	Morocco	20%	Rwanda	18%	United Arab Emirates	5%
Bahamas	7.50%	El Salvador	13%	Jordan	16%	Myanmar	5%	Saint Lucia	12.50%	United Kingdom	20%
Bahrain	5%	Estonia	20%	Kazakhstan	12%	Namibia	15%	Saudi Arabia	5%	United States	0%–7.25%
Barbados	17.50%	Finland	24%	Kenya	16%	Netherlands	21%	Serbia	20%	Uruguay	22%
Belarus	20%	France	20%	Korea	10%	New Zealand	15%	Seychelles	15%	Venezuela	12%
Belgium	21%	Georgia	18%	Kosovo	18%	Nicaragua	15%	Singapore	7%	Vietnam	10%
Botswana	12%	Germany	19%	Kuwait	5%	Nigeria	5%	Sint Maarten	5%	Zambia	16%
Bulgaria	20%	Ghana	15%	Latvia	21%	Norway	25%	Slovak Republic	20%	Zimbabwe	15%
Canada	5%, 13% - 15%	Greece	24%	Lebanon	11%	Oman	5%	Slovenia	22%		
Chile	19%	Guatemal	12%	Lithua	21%	Pakistan	17%,	South	14%		

				a		nia			13% – 16%	Africa		
China	6%, 11%, 17%	Honduras	15%	Luxembourg	17%	Panama	7%	Spain	21%			
Colombia	19%	Hungary	27%	Macedonia	18%	Papua New Guinea	10%	Sweden	25%			
Costa Rica	13%	Iceland	24%	Madagascar	20%	Paraguay	10%	Switzerland	7.70%			
Croatia	25%	India	5%, 12%, 18%, 28%	Malaysia	6%	Peru	18%	Tanzania	18%			
Curacao	6%	Indonesia	10%	Maldives	6%, 12%	Philippines	12%	Thailand	7%			

More than 150 countries have introduced GST/National VAT in some form. It has been a part of the tax system in Europe for the past 50 years and is the preferred form of the indirect tax in the Asia-Pacific region. There are different models of GST currently in force, each with its own peculiarities. While country such as Singapore virtually taxes everything at a single rate, some countries have more than one rate (a zero rate, certain exemptions and higher and lower rates). In some countries it is recoverable only on goods used in the production process and specified service. The standard GST rates in most of the countries ranges between 15-20% which is shown in the above table.

In Scandinavian countries (North Europe) where social security coverage is higher, it ranges between 22-25 percent. In India, the standard rate of excise duty is 16% on manufacture's sale price. In addition there is a State VAT at 4% and 12.5, at a lower end with 4% VAT it works out to 13.5%. It is feasible to fix tax neutral GST rate of 20% (less if existing duty Exemptions are reduced) covering both Central and State's revenue share. European countries have kept the standard rate at 15 per cent and there is a band which ranges between 15 per cent and 25 per cent. So, there is flexibility, which we were also demanding. Also, there is a reduced rate of five per cent. They also have exemption thresholds.

Conclusions

In comparison with emerging market economics (EMEs), India has highest rate of GST at 18% - with major commodities falling under this rate. EMEs like China and Brazil have their most of commodities falling under the tax rate of 17%, 10% respectively. However, some of the developed countries like s like France, Germany and United Kingdom

have higher GST rates set between 19 – 20%. Latest data of Organization for Economic Co-operation and Development stated that average VAT/GST rate in major OECD countries is between 20-22% higher than the rate proposed for India.

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EDUCATION FOR VALUE AND PERSONALITY DEVELOPMENT

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Abstract:

This paper presents the essence of education for value and personality development. In today's scientific and competitive world the threshold of the twenty-first century education is a basic requirement for survival if we wish to understand things in a rational manner in order to face the bitterness of life. "The essence of education," said Rabindranath Tagore," Education must aim at the development of moral spiritual and ethical values and we should seek them in our own heritage as well as in other cultures and civilization. The major defect of our system of education is that it lays too much stress of passing of various examinations rather them laying emphasis on acquiring knowledge and developing the personality of students by instilling courage and confidence in them it would be no wrong to say that we forget the pivotal fact that the real purpose of education relates in developing human personality and disciplining our reasoning, emotions behaviour and values of human-being the role of a teacher is as important in supplying and conveying the largest ideals of service of the community, virtues of tolerance and respect for all faiths, religions, sects, the importance of character, integrity and discipline and values of humanism to his students.

Keyword : education, values of humanism, human personality

Introduction:

This paper presents the essence of education for values of humanism, building better human beings and the importance of character. The fact is that even though we do our formal education in school or college, there is no end to self-improvement and learning is continues process not only from the syllabus and textes but from values of humanism. It is generally observed that a student who can not perform well in an examination, develop an inferiority complex and its result can lead a frustrated and pointless existence. It would be no wrong to say that Education is not meant for completing degrees and obtaining marks but Education can serve a useful purpose only when it teaches students to challenge the situations, to face life and not run away from it. It could be apt by saying that there is a close link between education and personality development the real purpose behind education is "to build better human being. Tagore rightly said," I never accept that the object of education is simply accumulation of knowledge, Education should give an all-round personality in which the physical, intellectual, aesthetic and spiritual growth would be harmonised into an integral process. A good education system strives to bring out the best in all students. It is just seen the ancient Indian system of imparting education through gurukulas. On the other hand a truly educated person is persevering, efficient, responsible, sincere, open-minded, unbiased, alert, loyal, inspiring and thoughtful.

It could be apt to say that true education must contribute towards a development of personality. The main purpose of education is to wash out the darkness of orthodoxy, ignorance and superstitions and prejudiced thoughts. It makes us wise and self-reliant. It would be apt to say education and personality development are finely linked to divorce one from the other education should facilitate the process of getting suitable values of humanism for leading a better life. If education has to serve the humanity and human suffering, it must teach and train us to respect each other as universal brotherhood, love each other and to practice compassion and think about the dignity of all lives. It is also a duty of teacher to prepare a student to face the challenges of career and life by inculcating in him/her values of the culture and developing in them a positive attitude. But modern education has ignored the heart, it has ignored the face that students are a subject matter of immense significance both for the present and the future of their country. It would be no wrong to say that unfortunately, the meaning of education generally in the 21th century. Is teaching the youth to live by machines and gadgets and not by the universal human values like truth, non-violence, love and compassion. There values are relegated and man is fast becoming a non-entity. It is also pointed out that the young students want to be always busy with their business and industry when values are forsaken, chaos overtakes order. It is also observed that the fast pace of life and madness for money have been badly mistaken for progress and the youth are already in the grip of frenzy for such kind of progress. This paper also aims at to develop qualities of discipline, self-reliance, justice and sporting spirit, think for public welfare and scientific temper to combat superstition and such social evils. The purpose of education is to make the youth aware of international issues and to involve them in promoting peace and understanding for a just economic order. The role of teachers also play an important role in building the personality of a student. It teachers tries to implement values, it will help student to lead a collective and harmonious life. Students must be influenced to associate themselves with the object of love towards their fellowmen. It is the activities on value based education that teach the youth the principle that personal integrity is more important them company manners. It would be no wrong to say that it is value based education that gives their life a concrete direction, meaning and profundity. The values can would their inner sense of what is right and what is wrong, values are not training, and not laws but they are goodness, principles that show a person who he is. It is generally observed that value based education teaches the youth the students that knowledge and skills are not only requisites to succeed in life, but a positive attitude and a humane way of action. These values are precious in one since when values based education teaches harmony, independence and leadership. It would be apt to say that education is for life, not for 6 a must provide the individual to face the challenges and find meaning and fulfilment in life. The roots symbolize the cultural and spiritual mornings that we must provide to the young so that they cultivate inner strength to face the vicissitudes of life and are not carried away easily by the winds of worldly storms and tempests.

Conclusion:

Gandhi also said, "I do not value literary education if it is not able to build an all-round character", it is meant for education cannot provide only mark list and certificate, and education is a must for an individual to develop a balanced personality. Life has become so artificial and materialistic that young men and women have begun to think whether they need and value system at all that will guide them to the right way of living.

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बदलत्या उच्च शिक्षण परिस्थितीत विविध आयोगाच्या शिफारशी

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● **प्रस्तावना :**

भारतात खासगी आणि सरकारी संस्थांमधून शिक्षण दिले जाते केंद्र सरकार, खासगी संस्था, स्थानिक संस्था, राज्य सरकारच्या संस्थांतर्फे विविध अभ्यासक्रमांच्या माध्यमातून शिक्षण दिले जाते. भारतातील शिक्षणाचे कार्य हे केंद्र सरकार किंवा राज्य सरकार यांच्या आधिपत्याखाली चालते. भारताच्या घटनेनुसार शिक्षण हा प्रत्येक व्यक्तीचा मूलभूत हक्क आहे भारतातील विद्यापीठांवर केंद्र सरकारचे किंवा राज्य सरकारचे संपूर्ण नियंत्रण असते भारताच्या आर्थिक प्रगतीसाठी सुधारित शिक्षण पद्धती उपयुक्त ठरणार आहे उच्च शिक्षण आणि संशोधनात सरकारी संस्थांनी मोठी भरारी घेतली आहे देशात खासगी शिक्षण संस्थांचा वाटा पाच टक्के आहे, तो आता ७० अब्ज कोटी डॉलर इतका आहे.

प्राचीन काळात इ.स. ४५० ते ५०० वर्षांच्या दरम्यान भारतात गुरुकुल पद्धती होती. भारतात शिक्षण आणि शिक्षण पद्धतींचा विकास ब्रिटिश राजवटीत झाला. ब्रिटिशांनी महाविद्यालये आणि विद्यापीठे स्थापन करून दर्जेदार शिक्षण पद्धती भारतात अस्तित्वात आणली. कला, वाणिज्य, शास्त्र, अभियांत्रिकी, कृषी शिक्षणाची महाविद्यालये सुरू केली. प्राथमिक, माध्यमिक, महाविद्यालयीन शिक्षण पद्धती अस्तित्वात आली. शिक्षण आणि संशोधन संस्था स्थापन केल्या. पदवीपूर्व आणि पदव्युत्तर शिक्षण वेगवेगळ्या महाविद्यालयांमधून दिले जाऊ लागले. शिक्षणाचा दर्जा राखण्यावर त्यांनी भर दिला. शिक्षणक्षेत्रात शिस्त आणि उत्तम

दर्जा यास महत्त्व दिले. बदलत्या उच्च शिक्षण परिस्थितीतील विविध आयोगाच्या शिफारशी किंवा योगदान पुढील प्रमाणे आहे

● **वूडचा शैक्षणिक खलिता (१८५४):**

ईस्ट इंडिया कंपनीच्या बोर्ड ऑफ डायरेक्टर्सचे अध्यक्ष सर चार्ल्स वुड यांच्या सांगण्यावरून कंपनीने जे शैक्षणिक आदेश दिले त्यांना वुडचा खलिता किंवा वुडचा शैक्षणिक अहवाल असे संबोधले जाते. हा अहवाल १९ जुलै १८५४ रोजी प्रस्तुत करण्यात आला. हा खलिता इतका सर्वसमावेशक होता की, भारतातील शैक्षणिक धोरणावर त्याचा पुढील पन्नास वर्षे प्रभाव टिकला. वूडच्या खालीत्याने प्रथमच भारतातील शिक्षणाची जबाबदारी हि ब्रिटीश शासनाची आहे असे सांगितले. उच्च शिक्षणाचे माध्यम इंग्रजी असावे असे ठरवले या खालीत्यामध्ये कलकत्ता, मुंबई, मद्रास आणि गरज पडल्यास इतर ठिकाणी विद्यापीठे स्थापना करण्याची सूचना केली. महाविद्यालयांची संख्या वाढविण्याची सूचना केली तसेच व्यावसायिक शिक्षणाला प्रोत्साहन देऊन बेरोजगारीचा प्रश्न सोडविण्यासाठी या खालीत्याने शिफारशी केल्या.

● **भारतीय शिक्षण आयोग/ हंटर कमिशन (१८८२) :**

प्राथमिक शिक्षणाची प्रगती इ. स. १८५४ ते १८८२ या कालखंडात अपेक्षेप्रमाणे न झाल्याने भारत सरकारने विल्यम हंटर यांच्या अध्यक्षतेखाली १८८२ मध्ये एक आयोग स्थापन केला. वुडच्या खलित्यातील तत्त्वांप्रमाणे शिक्षणाचा विकास होत आहे की नाही, याचा व विशेषत: प्राथमिक शिक्षणाच्या विकासाचा अभ्यास करावयास या आयोगाला सांगण्यात आले होते. या आयोगाने प्राथमिक शिक्षणाबरोबरच उच्च शिक्षणाविषयीही काही शिफारसी केल्या. त्यात प्रत्येक जिल्ह्यात कमीत कमी एक आदर्श माध्यमिक शाळा उघडावी, माध्यमिक शाळांच्या वरच्या वर्गात विद्यापीठातील शिक्षणासाठी तयारी करणारे विषय व ज्यांचा व्यवहारामध्ये उपयोग होईल, असे व्यावसायिक विषय अशी विभागणी असावी. तसेच महाविद्यालयांना अनुदान

देताना ते विद्यार्थी व प्राध्यापकांच्या संख्येवर आणि व्यवस्थापन खर्चावर अवलंबून ठेवावे मुलींच्या शिक्षणासाठी स्थानिक आणि शासकीय निधींपैकी निश्चित निधी राखून ठेवावा, मिशनऱ्यांचा उच्च शिक्षणातील सहभाग कमी करावा आणि कोणत्याही धर्माचे प्रत्यक्ष शिक्षण शाळातून देऊ नये अशा शिफारशी होत्या.

● **भारतीय विद्यापीठ आयोग (१९०२):**

लॉर्ड कर्झनने विद्यापीठांच्या सुधारणांकडे अधिक लक्ष देण्याचे ठरविले; कारण शिक्षणाच्या त्या स्तरावर आमूलाग्र सुधारणांची जरुरी होती त्याप्रमाणे दिनांक २७ जानेवारी १९०२ रोजी ब्रिटिश व्हाइसरॉय यांच्या कार्यकारी मंडळाचे एक सभासद रॅक्ले यांच्या अध्यक्षतेखाली एक आयोग नेमण्यात आला. भारतामध्ये विद्यापीठीय शिक्षणाची अंतिम व्यवस्था ठरविणे आणि ती साध्य होण्याच्या दृष्टीने प्रचलित व्यवस्थेमध्ये सुधारणा सुचविणे यांसाठी हा आयोग स्थापन केला होता. या आयोगाने फक्त विद्यापीठ स्तरावरील शिक्षणाचा विचार करावा, असे सुचविण्यात आले होते. दुर्दैवाची गोष्ट अशी की आयोगाने या मूलभूत गोष्टींचा विचार केला नाही. त्याकाळी प्रचलित असलेली संलग्नता देणाऱ्या विद्यापीठांची व्यवस्था अधिक भक्कम करण्यात आली. भारतातील तोपर्यंतच्या विद्यापीठीय पातळीवरील सुधारणा लंडन विद्यापीठाचा आदर्श समोर ठेवून केलेल्या होत्या मात्र लंडन विद्यापीठाने आपल्या रचनेत आणि कार्यपद्धतीत नंतर ज्या सुधारणा केल्या त्या भारतात आल्याच नाहीत त्यामुळे जगात कोठेही नसलेली संलग्नता प्रदान करणारी विद्यापीठे त्या काळात फक्त भारतीय भूखंडात होती.

भारतीय विद्यापीठ आयोगाने पुढील प्रमुख शिफारशी केल्या: विद्यापीठ व्यवस्थापनाची पुनर्रचना करावी; विद्यापीठांनी कडक नियम घालून व व्यवस्थितपणे महाविद्यालयांच्या कामावर नियंत्रण ठेवावे आणि संलग्नतेच्या अटी अधिक स्पष्ट व कडक कराव्यात, महाविद्यालयातील

विद्यार्थी कोणत्या वातावरणात राहतात आणि काम करतात यावर विद्यापीठांनी अधिक चांगले लक्ष द्यावे, विद्यापीठांनी काही मर्यादेपर्यंत अध्यापनाचे कार्य स्वीकारावे व विद्यापीठांचे अभ्यासक्रम आणि महाविद्यालयांतील अध्यापन पद्धती यांमध्ये आमूलाग्र सुधारणा करावी

● कलकत्ता विद्यापीठ आयोग (१९१७):

ब्रिटिश सरकारने लीड्स विद्यापीठाचे त्या वेळचे कुलगुरु सर एम्. ई. सॅडलर यांच्या अध्यक्षतेखाली १९१७ साली भारतातील विद्यापीठांचे प्रश्न आणिभवितव्य यांचा अभ्यास करण्यासाठी एक आयोग नेमला. आयोगाच्या नावात केवळ कलकत्ता विद्यापीठाचा उल्लेख असला, तरी या आयोगाच्या शिफारशी तत्कालीन भारतातील उच्च शिक्षणाला व विद्यापीठांना लागू होत्या. या आयोगाने उच्च शिक्षणाबरोबर माध्यमिक शिक्षणाचाही अभ्यास केला; कारण या आयोगाच्या मते माध्यमिक शिक्षणामध्ये सुधारणा झाल्याखेरीज विद्यापीठ पातळीवरील शिक्षणात सुधारणा होणार नाहीत.

या आयोगाने पुढील प्रमुख शिफारशी केल्या : उच्च शिक्षणासाठी प्रवेश परीक्षा मॅट्रिक्युलेशन ऐवजी इंटरमीडिअट असावी, शासनाने इंटरमीडिअट महाविद्यालये ही नवी व्यवस्था स्थापन करावी. या महाविद्यालयांत कला, शास्त्र, वैद्यक, स्थापत्य इ. अभ्यासकमांसाठी विद्यार्थी तयार होतील. ही महाविद्यालये स्वायत्त संस्था असतील किंवा निवडक शाळांना जोडली जातील. प्रत्येक राज्यातील शाळांत इंटरमीडिअट शिक्षण मंडळ स्थापन करावे इत्यादी या आयोगाला असेही वाटले की, कलकत्ता विद्यापीठांतर्गत महाविद्यालये आणि विद्यार्थी यांची संख्या बेसुमार वाढली आहे त्यामुळे ढाका येथे विद्यापीठ स्थापन करावे व कलकत्त्यास अध्यापन करणारे विद्यापीठ स्थापन करावे; ग्रामीण भागातील महाविद्यालयांचा अशा तऱ्हेने विकास करावा, की त्यातून नवी विद्यापीठ केंद्रे निर्माण होतील इ. शिफारशीही करण्यात आल्या.

या आयोगाच्या इतर शिफारशी अशा : विद्यापीठ व्यवस्थापनाचे नियम शिथिल करावेत, विद्यापीठांतून सामान्य (उत्तीर्ण) आणि विशेष गुणवत्तेसह (ऑनर्स) अभ्यासक्रम सुरु करावेत, इंटरमीडिअट परीक्षेनंतर पदवी परीक्षेचा काळ तीन वर्षांचा असावा; विद्यापीठांमध्ये प्राध्यापक आणि प्रपाठक नेमण्यासाठी विशेष निवडमंडळे असावीत. या मंडळांवर बाह्य तज्ज्ञ नेमावेत, मुस्लीम समाजातील शैक्षणिक मागासलेपण लक्षात घेऊन या समाजातील विद्यार्थ्यांना शिक्षणासाठी प्रोत्साहन द्यावे; प्रत्येक विद्यापीठात शारीरिक शिक्षण संचालक, विद्यार्थी-कल्याण मंडळ, आरोग्य अधिकारी यांची नेमणूक करावी आणि त्यांनी वसतिगृहातील व्यवस्थेची पाहणी करावी. कलकत्ता विद्यापीठात मुलींच्या शिक्षणासाठी विशेष मंडळ स्थापन करावे व प्रौढ मुलींसाठी पडदा शाळा सुरु कराव्यात अधिकाधिक शिक्षकांच्या प्रशिक्षणाची व्यवस्था तसेच तंत्रशिक्षणाची व्यवस्था करावी, सर्व विद्यापीठांनी व्यावसायिक शिक्षणाची सोय करावी इत्यादी.

● विद्यापीठ शिक्षण आयोग / डॉ. राधाकृष्णन् आयोग (१९४८) :

भारत स्वतंत्र झाल्यानंतर डॉ. सर्वपल्ली राधाकृष्णन् यांच्या अध्यक्षतेखाली १९४८ मध्ये एक आयोग नेमण्यात आला. आयोगाने आपला अहवाल १९४९ मध्ये सादर केला. स्वातंत्र्योत्तर काळात भारतातील उच्च शिक्षणाला दिशा देण्याचे काम या आयोगाने केले.

आयोगाच्या अहवालातील प्रमुख शिफारशी पुढीलप्रमाणे होत्या:

१. शालेय अभ्यासक्रम १२ वर्षांचा असावा. मॅट्रिक्युलेशनऐवजी बारावी उत्तीर्ण झाल्याखेरीज पदवीवर्गात प्रवेश देऊ नये. पदवी अभ्यासक्रम तीन वर्षांचा असावा.

२. शालेय आणि विद्यापीठ पातळीवर सर्वसाधारण स्वरुपाचा अभ्यासक्रम असावा. विशेष अभ्यासक्रम (स्पेशलायझेशन) त्यानंतर असावेत. जीवनाच्या प्रत्येक क्षेत्रासाठी आवश्यक असणारे सर्वसाधारण शिक्षण आणि विशेष शिक्षण निश्चित करावे व त्यांसाठी अभ्यासक्रम तयार करावेत.

३. विद्यापीठांनी शुद्ध संशोधनाकडे अधिक लक्ष द्यावे आणि उपयोजित संशोधन हे उद्योगधंद्दे संशोधन संस्था आणि विद्यापीठाबाहेरील संस्थांवर सोपवावे संशोधन हा उच्च शिक्षणाच्या अध्यापनाचा गाभा असल्याने उच्च शिक्षणातील अध्यापन आणि संशोधन यांची पुनर्रचना करण्यात यावी. शास्त्र विषयातील संशोधन करणाऱ्या प्राध्यापकांना विशेष प्रोत्साहन द्यावे.

४. आयोगाने विद्यापीठाच्या व्यावसायिक शिक्षणातील भूमिकेची विशेष चर्चा केली आणि कृषी, व्यापार, शिक्षण, स्थापत्य, तंत्रविद्या, विधी, वैद्यक आणि या प्रकारच्या व्यावसायिक शिक्षणाचे बाबतीत विद्यापीठे काय करु शकतील, याचा ऊहापोह केला. या सर्वच क्षेत्रांत नवनवी उपक्षेत्रे निर्माण होत आहेत, त्यांकडे विद्यापीठांनी लक्ष द्यावे, तसेच देशाच्या भविष्यकालीन गरजा लक्षात घेऊन कोणत्या क्षेत्रांचा विकास करणे जरुर आहे, याचा अभ्यास करावा.

५. नव्या जबाबदाऱ्या पार पाडण्यासाठी विद्यापीठांना स्वायत्तता द्यावी. हे साध्य करण्यासाठी
अ) उच्चशिक्षण हा विषय सामाईक यादीत घालावा, ब) केंद्र शासनाने आर्थिक आणि समन्वयाची जबाबदारी स्वीकारावी, क) विद्यापीठे आणि महाविद्यालयांना आर्थिक साहाय्य करण्यासाठी विद्यापीठ अनुदान मंडळ स्थापन करावे, ड) केवळ संलग्नता प्रदान करणारी विद्यापीठे नसावीत, इ) सर्व राज्यांतील शासकीय महाविद्यालयांचे रुपांतर हळूहळू विद्यापीठांनी चालविलेल्या महाविद्यालयांत करावे इत्यादी.

६. प्राध्यापकांच्या पगाराच्या श्रेणी सुधाराव्यात अध्यापकांमध्ये प्राध्यापक, प्रपाठक आणि अधिव्याख्याता अशा श्रेणी असाव्यात. एकूण जागांपैकी एक तृतीयांश जागा प्राध्यापक दर्जाच्या असाव्यात.

७. विद्यापीठ पातळीवरील परीक्षापद्धतीत सुधारणा करावी. यासाठी वस्तुनिष्ठ परीक्षा आणि वर्षभराच्या कामाचे मूल्यमापन ही तत्त्वे अंमलात आणावी.

८. विद्यापीठ शिक्षणात सर्वधर्म-समभाव साधण्यासाठी सर्व धर्मांचे शिक्षण समाविष्ट करावे.

९. उच्च शिक्षणाच्या स्तरावर इंग्रजी, राष्ट्रभाषा आणि मातृभाषा या तीनही भाषांना स्थान असावे. माध्यमिक, उच्च माध्यमिक आणि उच्च शिक्षण या तिन्ही स्तरांवर मुलांना इंग्रजी शिकवावे.

१०. ग्रामीण भागातील गरजांची पूर्ती करण्यासाठी ग्रामीण विद्यापीठे आणि ग्रामीण महाविद्यालये स्थापन करावीत.

● **भारतीय शिक्षण आयोग /कोठारी आयोग (१९६४-६६) :**

भारतातील हा सहावा शैक्षणिक आयोग १९६४ मध्ये स्थापन करण्यात आला. डॉ. डी. एच्. कोठारी या आयोगाचे अध्यक्ष होते आणि जे. पी. नाईक हे या आयोगाचे चिटणीस होते. या पूर्वीच्या आयोगांनी शिक्षणाच्या एका विशिष्ट स्तराचाच विचार केला होता कोठारी आयोगाने मात्र शिक्षणाच्या सर्व स्तरांचा आणि अंगांचा विचार केला. शैक्षणिक आणि राष्ट्रीय पुनर्रचना एकमेकांशी संबंधित आहे, एकमेकांवर अवलंबून आहेत. त्यामुळेच या आयोगाच्या नावात 'एज्युकेशन कमिशन' यांबरोबर 'एज्युकेशनल' आणि ' नॅशनल डेव्हलपमेंट' असे शब्द आहेत. शिक्षणाला प्रथमच राष्ट्रीय स्तरावर एवढे महत्त्व मिळाले. आयोगावर फान्स, जपान, ब्रिटन, अमेरिका व रशिया या देशांतील शिक्षणतज्ज्ञ सभासद म्हणून होते. भारतात शैक्षणिक क्रांती घडविण्यासाठी आयोगाने ज्या तीन गोष्टींवर भर दिला, त्या म्हणजे अंतर्गत परिवर्तन, गुणात्मक बदल आणि शैक्षणिक सुविधांचा विस्तार. कोठारी आयोगाने पुढील कार्यक्रम सुचविले आहेत :

१. शास्त्रांचे शिक्षण शाळेपासूनसुरु व्हावे विद्यापीठ पातळीवरील शास्त्रांच्या अध्यापनात सुधारणा करुन शास्त्रीय संशोधनास प्रोत्साहन द्यावे

२. सर्व स्तरांवर विद्यार्थ्यांना राष्ट्रीय सेवा योजना अनिवार्य करावी.

३. आयोगाने त्रि-भाषा सूत्राचा पुरस्कारकेला असून मातृभाषा, राष्ट्रभाषा हिंदी आणि इंग्रजी या

भाषा मुलांना शिकवाव्यात प्रथम पदवी पातळीपर्यंत मातृभाषा हेच शिक्षणाचे माध्यम असावे. मात्र इंग्रजी ही संपर्क भाषा म्हणून शिकवावी.

४. शैक्षणिक संधीच्या विस्तारासाठी आयोगाने प्रौढशिक्षण, सार्वत्रिक प्राथमिक शिक्षण आणि माध्यमिक तसेच उच्च शिक्षणाचा विस्तार या कार्यकमांचा पुरस्कार केला.

● राष्ट्रीय शैक्षणिक धोरण (१९६८) :

कोठारी आयोगाने भारतीय शिक्षणाच्या गुणवत्तेत सुधारणा घडवून आणण्यासाठी व राष्ट्र विकासातील शिक्षणाची भूमिका अधिक सक्षमपणे पार पाडण्यासाठी भारताचे स्वतःचे शैक्षणिक धोरण असावे असे सुचविले. या सूचनेनुसार भारताचे शैक्षणिक धोरण निश्चित करण्यासाठी ५ एप्रिल १९६७ साली संसद सदस्यांची एक समिती स्थापन करण्यात आली या समितीने भारताच्या शैक्षणिक योजनेचा मसुदा तयार केला व पुढे १९६८ साली राष्ट्रीय शैक्षणिक धोरण जाहीर केले. या राष्ट्रीय शैक्षणिक धोरण १९६८ मधील उच्च शिक्षणासंदर्भातील शिफारशी पुढीलप्रमाणे आहेत.

१. महाविद्यालयात आणि विद्यापीठात पूर्णवेळ शिकणाऱ्या विद्यार्थ्यांचे निर्देशन प्रयोगशाळा, ग्रंथालये आणि इतर सुविधांच्या संदर्भात करावे.

२. नव्या विद्यापीठांची स्थापना करताना आवश्यक ती खबरदारी घेतली जावी. पुरेशा आर्थिक निधीशिवाय विद्यापीठे स्थापन करू नयेत.

३. विद्यापीठ पातळीवर पदव्युत्तर शिक्षण, संशोधन व प्रशिक्षणाबाबत दक्षता बाळगणे आवश्यक आहे.

४. प्रगत अभ्यास केंद्रे अधिक सक्षम करावीत. लहान संस्थेची केंद्रे जी, संशोधनात आणि प्रशिक्षणात उच्च दर्जा गाठण्याची ध्येये ठेवतात अशांची स्थापना करावी.

५. विद्यापीठात संशोधन कार्यावर जास्तीत जास्त भर द्यावा.

● **राष्ट्रीय शिक्षक आयोग (१९८५) :**

१६ फेबुवारी १९८५ रोजी भारत सरकारने डी. पी. चट्टोपाध्याय यांच्या अध्यक्षतेखाली दोन आयोग नेमले. पहिल्या आयोगाकडे शालेय शिक्षकांचे प्रश्न सोपविण्यात आले होते, तर दुसऱ्याकडे उच्च शिक्षण आणि व्यावसायिक शिक्षणातील प्राध्यापकांचे प्रश्न सोपविले होते. शिक्षकी पेशाची निश्चित उद्दिष्टे ठरविणे, शिक्षकांना समाजात प्रतिष्ठेचा दर्जा कसा मिळेल हे पाहणे, शिक्षकी पेशात गतिमानता आणणे, शिक्षकी पेशाकडे तरुण आकर्षित करणे, शिक्षकांसाठी सेवापूर्ण आणि सेवांतर्गतप्रशिक्षणाची जी सुविधा उपलब्ध होती, तिचे मूल्यमापन करणे, अध्यापनासाठी सुधारित पद्धती आणि तंत्रज्ञान सुचविणे, विद्यार्थ्यांना प्रोत्साहित करण्यातील शिक्षकांची भूमिका सुधारण्यासाठी शिफारशी करणे, शिक्षण आणि विकास यांतील समन्वय साधण्यासाठी शिक्षकांची भूमिका ठरविणे, अनौपचारिक शिक्षण आणि निरंतर शिक्षण या क्षेत्रातील शिक्षकांच्या गरजांचा अभ्यास करुन त्याबाबत शिफारशी करणे, व्यावसायिक विकासातील शिक्षक संघटनांच्या भूमिकेचा विचार करणे, शिक्षकांसाठी सर्वमान्य अशी आचारसंहिता सुचविणे आणि शिक्षकांच्या कल्याणासाठी परिणामकारक उपाय सुचविणे इ. कामे या आयोगाकडे सोपविण्यात आली होती.

● **नवे राष्ट्रीय शैक्षणिक धोरण (१९८६) :**

शिक्षण हि वर्तमान आणि भविष्य काळातील एकमेव व अद्वितीय अशी गुंतवणूक आहे या मुख्य तत्वावर आधारलेल्या नव्या राष्ट्रीय शैक्षणिक धोरणाची निर्मिती २० एप्रिल १९८६ रोजी झाली. २१ व्या शतकातील आव्हाने समर्थपणे पेलण्यासाठी शिक्षणातून कार्यक्षम, विज्ञाननिष्ठ, राष्ट्रनिष्ठ व समाजशील आदर्श नागरिक घडला पाहजे. या हेतूने नवीन राष्ट्रीय शैक्षणिक धोरण आखण्यात आले. या राष्ट्रीय शैक्षणिक धोरण १९८६ मधील उच्च शिक्षणासंदर्भातील शिफारशी पुढीलप्रमाणे आहेत.

१. शिक्षणाची गुणवत्ता वाढविण्यासाठी स्वायत्त महाविद्यालयाची योजना राबविण्यासाठी प्रयत्न करणे.

२. मुक्त विद्यापीठांची स्थापना करणे

३. मूल्यमापनाच्या नवीन संकल्पना राबविणे

४. ग्रामीण विद्यापीठांची स्थापना करणे.

५. सेवापूर्व आणि सेवांतर्गतप्रशिक्षणाची सुविधा वाढविणे.

६. नोकरी आणि पदवी यांचा संबंध तोडणे

७. विद्यापीठे आणि महाविद्यालये यांच्यामध्ये प्रौढ शिक्षण योजना परिणामकारकपणे राबविणे. (एकाने एकास शिकविणे Each one teach one.)

८. अभ्यासक्रमात सुधारणा करणे.

● **यशपाल कमिटी (२००९) :**

भारतातील उच्च शिक्षणाची होत असलेली अंमलबजावणीचे मूल्यमापन करण्यासाठी भारत सरकारच्या मनुष्यबळ विकास मंत्रालयाच्या (MHRD) वतीने फेब्रुवारी २००८ मध्ये एका समितीची स्थापना करण्यात आली. या समितीचे अध्यक्ष प्रसिद्ध शास्त्रज्ञ यशपाल हे होते म्हणून या समितीला यशपाल कमिटी असे म्हणतात. उच्च शिक्षणाची पुनर्रचना करण्यासाठी या समितीने अनेक शिफारशी केल्या. त्यामधील काही प्रमुख शिफारशी पुढील प्रमाणे आहेत

१. शिक्षणाची गुणवत्ता वाढविण्यासाठी विद्यापीठे आणि महाविद्यालयांना स्वायत्तता देण्यात यावी.

२. उच्च शिक्षण हे सत्य परिस्थितीपासून वेगळे असू नये सैद्धांतिक आणि प्रात्यक्षिक ज्ञानाची सांगड घातली जावी.

३. विद्यापीठे ही विद्येची आणि संशोधनाची केंद्रे बनवीत

४. देशातील IIT आणि IIM सारख्या संस्थांनी इंजिनिअरिंग आणि व्यवस्थापन क्षेत्रामध्ये उच्च दर्जा आणि गुणवत्ता राखावी.

५. देशातील शिक्षक प्रशिक्षण संस्थांची गुणवत्ता वाढवली पाहिजे. तसेच उच्च शिक्षणातील शिक्षकानादेखील प्रशिक्षण देण्यासंदर्भात विचार व्हावा

६. समितीने असे सुचविले की, सरकारने केंद्रीय विद्यापीठे आणि राज्य विद्यापीठांमध्ये कोणताही भेदभाव करू नये. सर्वांना समान अनुदान प्रणाली राबवावी. विद्यापीठांचे खाजगीकरण करू नये.

७. उच्च शिक्षणाच्या सामान्य आणि व्यावसायिक शिक्षणाच्या नियंत्रणासाठी एकच एकसंघ अधिकारी संस्थेची म्हणजेच National Commission for Higher Education and Research (NCHER) ची नेमणूक करावी.

● **राष्ट्रीय शैक्षणिक धोरण (२०१६) :**

      भारतातील शिक्षणाच्या संदर्भात विचार करण्यासाठी भारत सरकारच्या मनुष्यबळ विकास मंत्रालयाच्या (MHRD) वतीने २४ नोहेंबर २०१५ रोजी राष्ट्रीय शैक्षणिक धोरणाची स्थापना करण्यात आली.   शिक्षणाची पुनर्रचना करण्यासाठी या समितीने अनेक शिफारशी केल्या. त्यामधील काही प्रमुख शिफारशी पुढील प्रमाणे आहेत.

१. राष्ट्रीय उच्च शिक्षण संशोधन शिष्यवृत्ती योजनेच्या प्रशासनासाठी स्वतंत्र यंत्रणा स्थापन करावी.

२. मनुष्यबळ विकास आणि भविष्यात सुरु करावयाच्या अभ्यासक्रमासंदर्भात माहिती गोळा करण्यासाठी A Central Educational Statistics Agency (CESA) या संस्थेची स्थापना करावी.

३. उच्च शिक्षणाच्या जागतिक मुल्यनिर्धारनाचा अभ्यास करण्यासाठी एका समितीची नियुक्ती करण्यात यावी.

४. उच्च शिक्षणाच्या मुल्यनिर्धारनाचे निकष विद्यार्थी आणि इतर सर्वसामान्य लोकांसाठी प्रसिद्ध करावेत.

५. भारतीय विद्यापीठातील अभ्यासक्रम जागतिक दर्जाचा करून परदेशी विद्यार्थ्यांना आकर्षित करावे.

६. बुद्धिमान युवकांना शिक्षकी पेशाकडे आकर्षित करण्यासाठी राष्ट्रीय मोहीम हाती घेण्यात यावी.

७. अनुदानित शिक्षण संस्थांमधील शिक्षकांची शैक्षणिक पात्रता आणि उत्तरदायित्व तपासण्यासाठी निश्चित यंत्रणा उभी करावी.

८. सृजनशीलता, नाविन्यता आणि उद्योजकता यांच्या विकासाठी पुढील५ वर्षात देशात १०० incubation centres उच्च शिक्षण संस्थांमध्ये सुरु करावेत

९. शिक्षणाच्या सर्व स्तरांवर आणि अध्ययन-अध्यापनामध्ये ICT चे एकत्रीकरण आणि वापर करावा.

१०.युवकांना रोजगार मिळावा किंवा त्यांनी स्वतःचा उद्योग सुरु करावा यासाठी शिक्षणामध्ये कौशल्य विकास कार्यक्रमचा समावेश करावा.

अशाप्रकारे भारतात उच्च शिक्षणाच्या संदर्भात स्वातंत्रपूर्व काळात आणि स्वातंत्रोत्तर काळात विविध आयोग नेमले गेले. प्रत्येक आयोगाने उच्च शिक्षणात सुधारणा करण्याच्या हेतूने अनेक प्रकारच्या शिफारशी केलेल्या दिसून येतात. यातील काही शिफारशींची अंमलबजावणी झाली तर काही शिफारशींची अंमलबजावणी झाली नाही. मात्र भारतातील उच्च शिक्षणात अमुलाग्र बदल घडविण आणण्यात या विविध आयोगाचा मोलाचा वाटा आहे.

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अध्यापक विद्यालयातील वर्ग अध्यापनात माहिती तंत्र ज्ञानाचा वापर

डॉ. जडल एम.एम.

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प्रस्तावना:- २१ वे शतक हे माहितीचे युग आहे शिक्षकांमध्ये माहिती संप्रेषण तंत्रज्ञानाबाबत आत्म विश्वास निर्माण करणे हे २१ व्या शतकाकडे जातांना मोठे आव्हान आहे. अध्यापक विद्यालयाकडेअगदी अद्ययावत हार्डवेअर व सॉफ्टवेअर किंवा तंत्र ज्ञानावर आधारित अध्यापनासाठी शैक्षणिक साधने जरी असली तरी जो पर्यंत शिक्षण त्यापासून दूरराहणार आहेत तो पर्यंत विद्यार्थ्यांच्या कार्यमानात कोणताच बदल माहिती संप्रेषण तंत्रज्ञानामुळे होऊ शकणार नाही. जगातील सर्वच शिक्षकांवर माहिती स्म्प्रेषण तंत्रज्ञान आत्मसात करून वर्ग अध्यापामात त्याचा वापर सुरु करण्यासाठी राजकीय दबाव तंत्राचा अवलंब केला जात आहे माहिती संप्रेषण तंत्रज्ञानाच्या साधनांचा वापर प्रभावी अध्ययन –अद्यापानानासाठी शिक्षकांनी मनापासून करावा लागेल . एरिक अश्बी यांनी शिक्षणातील परिवर्तने नोंदवली आहेत त्यांनी म्हटले आहे की, शिक्षण क्षेत्रात चार प्रकारच्या क्रांत्या झाल्या आहेत. साधने, माध्यमे हळूहळू विकसित झाली त्याचा विकास खालील प्रमाणे आहे.

१) **पहिला टप्पा** :- मौखिक पद्धतीने शिकविणे, पाठांतर करणे

२) **दुसरा टप्पा** :- लेखन कला अवगत झाली व लिखित साहित्य शिक्षणात वापरले जाऊ लागले.

३) **तिसरा टप्पा:-** विसाव्या शतकात छायाचित्र , ध्वनिमुद्रण, चलचित्रपट , आकाशवाणी व दूरदर्शनमुळे मानवाचे डोळे आणि कान यांचा विस्तार झाला.

४) **चौथा टप्पा**:- मानव आणि यंत्र यात आदान प्रदान होऊन दळण वळणाच्या साधनाचा शोध व शिक्षणात वापर झाला.

संशोधनाची गरज व महत्व:-

१) अध्यापक विद्यालयातील प्राचार्य, अध्यापाकाचार्य , छात्राध्यापक यांना हे संशोधन कार्य मार्गदर्शक ठरणार आहे.

२) अध्यापक विद्यालयांना या संशोधन कार्याचा उपयोग होईल

३) जिल्हा शिक्षण व प्रशिक्षण संस्था आणि एस.सी. ई.आर.टी. यांना हे संशोधन मार्गदर्शक ठरेल.

४) माहिती तंत्रज्ञानाच्या वापरामुळे अध्यापन प्रभावी व परिणामकारक होऊ शकते.

५) संगणक, इंटरनेट ई. साधनांच्या वापरामुळे छात्राध्याफ्कांमध्ये स्वयं –अध्ययनाची आवड निर्माण करण्यासाठी गरजेचे आहे.

६) माहिती तंत्रविज्ञानाच्या अध्ययावत साधनांचा वापर अध्ययन अध्यापनात आवश्यक आहे.

समस्या विधान:-

अध्यापक विद्यालयातील वर्गाध्यापनात माहित तंत्रज्ञानाचा उपयोग.

कार्यात्मक व्याख्या:-

१) **अध्यापक विद्यालय**:- प्राथमिक शिक्षण घडविण्याचे प्रशिक्षण देणाऱ्या विद्यालयास अध्यापक विद्यालय म्हणतात.

२) **वर्ग अध्यापन**:- विद्यार्थ्यांना आपण जे ज्ञान देतो माहिती देतो त्याला वर्ग अध्यापन म्हणतात.

३) **माहिती तंत्रज्ञान**:- माहितीवर योग्य ती प्रक्रिया करून डिजिटल साधनाच्या मदतीने मिळविणे

उद्दिष्टे:-

१) अध्यापक विद्यालयातील माहिती तंत्रज्ञानविषयक साधनांचा शोध घेणे

२) अध्यापक विद्यालयातील माहिती तंत्रज्ञान साधनांच्या वापराचा शोध घेणे

गृहीतके:-

१) अध्यापक विद्यालात माहिती तंत्रज्ञानाची साधने उपलब्ध असतात.

२) अध्ययन अध्यापनात माहिती तंत्रज्ञान साधनाचा वापर केल्याने अध्यापन प्रभावी होते.

व्याप्ती आणि मर्यादा:-

१) प्रस्तुत लघु संशोधनासाठी केवळ पंढरपूर तालुका अंतर्गत येणाऱ्या अध्यापक विद्यालयांचा विचार करण्यात आलेला आहे.

२) प्रस्तुत लघु संशोधन हे केवळअध्यापक विद्यालयातील वर्गाध्यापना पुरतेच मर्यादित आहे.

३) प्रस्तुत लघु संशोधन हे शैक्षणिक वर्ष२०१७-२०१८ या शैक्षणिक वर्षापुरतेच मर्यादित आहे.

४) प्रस्तुत लघु संशोधन प्राचार्य व अध्यापाकाचार्य यांच्या पुरतेच मर्यादितआहे.

प्रत्यक्ष कार्यवाही:-

प्रस्तुत लघु संशोधनाचे कार्यक्षेत्र निश्चित करून उद्दिष्टानुसा प्राचार्य प्रश्नावली व अध्यापकाचार्य प्रश्नावली या साधनाची निर्मिती करण्यात आली. तसेच तालुका अंतर्गत येणाऱ्या०५ अध्यापक विद्यालयातील प्राचार्य व २५ अध्यापकाचार्य यांची निवड सहेतुक न्यादर्शनाने करून माहिती संकलन करण्यात आलेली आहे. प्राप्त माहितीचे विश्लेषण व शिफारशी मांडण्यात आलेल्या आहेत.

संशोधन पद्धती:- प्रस्तुत लघु संशोधनातून पंढरपुर तालुका अंतर्गत येणाऱ्या अध्यापक विद्यालयातील वर्गाध्यापनात माहिती तंत्रज्ञानाचा अभ्यास करावयाचा असल्याने लघु संशोधन

सर्वेक्षण पद्धतीचा अवलंब करून प्राचार्य व अध्यापकाचार्य यांना प्रश्नावली या साधनांच्या सहाय्याने माहिती संकलित करण्यात आली आहे.

नमुना निवड:- प्रस्तुत लघु संशोधन कार्यासाठी पंढरपूर तालुका अंतर्गत येणाऱ्या एकूण ०५ अध्यापक विद्यालयातील ०५ प्राचार्यांची निवड ही सप्रयोजन न्यादर्शनाने करण्यात आली आहे. तर ०५ अध्यापक विद्यालयातील २५ अध्यापकाचार्यांची निवड प्रासंगिक न्यादर्शनाने करण्यात आलेली आहे.

संशोधनाची साधने:-प्रस्तुत लघु संशोधनातूनअध्यापक विद्यालयातील वर्गाध्यापनांत माहिती तंत्रज्ञानाचा उपयोग अभ्यासावयाचा असल्याने माहिती संकलनाचे साधन म्हणून प्राचार्य प्रश्नावली व अध्यापकाचार्य प्रश्नावली या साधनांचा उपयोग करण्यात आलेला आहे.

माहितीचे अर्थनिर्वचन व विश्लेषण:-

प्रस्तुत संशोधनासाठी प्राचार्य प्रश्नावली आणि अध्यापकाचार्य प्रश्नावली या साधनाच्या सहाय्याने माहिती मिळवून प्राप्त माहितीचे विश्लेषण व अर्थनिर्वचन करण्यासाठी सारणी आणि शेकडेवारी या सांख्यिकीय तंत्राचाअवलंब करून निष्कर्ष व शिफारशी मांडण्यात आलेल्या आहेत.

अध्यापकाचार्य प्रतिसाद सारणी:-

सारणी क्र. १ :-

प्रश्न क्र.	प्रश्न विवरण	प्रतिसाद सारणी(%)		
		नेहमी	कधीकधी	कधीच नाही
०३	परिणामकारक अध्यापनासाठी इन्टरनेटचा वापर	२४	२०	५३
०७	विद्यार्थ्यांना माहिती तंत्रज्ञानाच्या साधनाचा पुरवठा	२०	६०	२०
०९	वर्गाध्यापनात पॉवर पॉइंट प्रेझेन्टेशनचा उपयोग	१२	५५	३३

सारणी क्र.-२

प्रश्न क्र.	प्रश्न विवरण	प्रतिसाद(%)	
		होय	नाही
०१	भौतिक सुविधांची उपलब्धता प्रतिसाद	४०	६०
०२	स्वतंत्र संगणक कक्षाची सुविधा प्रतिसाद	८०	२०
०५	स्वतंत्र माहिती तंत्रज्ञान कक्षाची सुविधा	६०	४०
०६	माहिती तंत्रज्ञान विषयक प्रशिक्षण प्रतिसाद	२०	८०
०८	माहिती तंत्रज्ञानावर कृतीसत्रांचे आयोजन प्रतिसाद	२०	८०
१०	व्यवस्थापन तंत्रज्ञान साधनांची मागणी प्रतिसाद	४०	६०

सारणी क्र. ३:-

प्रश्न क्र.	प्रश्न विवरण	OHP	इंटरनेट	संगणक	स्लाईड प्रोजेक्टर	LCD
04	उपलब्ध माहिती तंत्रज्ञान विषयक साधने	६०%	२०%	७२%	०४%	०८%

सारणी क्र. -४:-

प्रश्न क्र ११.	प्रश्न विवरण	वर्गाध्यापानात वापर प्रतिसाद प्रमाण (%)				
		१	२	३	४	५
१	OHP	८	३६	१८	४	४
२	LCD प्रोजेक्टर	२०	८	१६	०	४
३	फिल्म प्रोजेक्टर	१२	४	०	०	४
४	स्लाईड प्रोजेक्टर	२०	२०	०	०	४
५	एपिडायास्कोप	२०	१२	०	०	०
६	संगणक	२४	२८	८	१२	०

सारणी क्र. ५;-

प्रश्न क्र.	प्रश्न विवरण	प्रतिसाद विवरण (%)			
		विद्युत पुरवठा	अपुरी साधने	हाताळणी कमतरता	भौतिक सुविधा अभाव
	माहिती तंत्रज्ञान उपयोगातील अडचणी	३६	४८	१२	४

सारणी क्र.:- ६

प्रश्न क्र.	प्रश्न विवरण	प्रतिसाद प्रमाण (%)			
		इंटरनेट	शैक्षणिक CD संगणक	संदर्भ पुस्तके	इतर
१३	माहिती तंत्रज्ञान वापराचे प्रमाण	८	५२	१६	८

प्राचार्य प्रतिसाद सारणी

सारणी क्र. :- १ प्रतिसाद (%)

प्रश्न क्र.	प्रश्न विवरण	होय	नाही
१	आपल्या अध्यापक विद्यालयात पुरेशा प्रमाणात अध्यापकाचार्यांच्या नियुक्त्या झाल्या आहेत का?	४०	६०
२	आपल्या अध्यापक विद्यालयात प्रतिवर्षी शैक्षणिक साहित्याची खरेदी केली जाते का?	२०	८०
५	आपल्या अध्यापक विद्यालयात LCD प्रोजेक्टर आहे का?	२०	८०
६	आपल्या अध्यापक विद्यालयात साधनांसाठी खोली आहे	२०	८०
७	आपल्या अध्यापकाचार्याकडून मागणी करण्यात आलेल्या शैक्षणिक साधनांची खरेदी करता का?	४०	६०
९	आपल्या अध्यापक विद्यालयात माहिती तंत्रज्ञान विषयक सर्व सोई सुविधा पूर्ण आहेत क?	६०	४०

सारणी क्र.:- २

प्रश्न क्र.	प्रश्न विवरण	प्रतिसाद प्रमाण (%)		
		होय	नाही	कधी कधी
०३	आपले अध्यापकाचार्य वर्गाध्यापनात शैक्षणिक तंत्रज्ञानाचा उपयोग करतात याची आपण खात्री करून घेतली आहे का?	२०	२०	६०
०४	आपले अध्यापकाचार्य तंत्रज्ञान विषयक साधनांबद्दल आपणाकडे मागणी करतात का?	४०	२०	४०

सारणी क्र.:-३

प्रश्न क्र.	प्रश्न विवरण	प्रतिसाद प्रमाण (%)	
		होय	नाही
०८	आपल्या मते अध्यापक विद्यालयात अध्यापकाचार्य इंटर नेटच्या वापराचे प्रमाण	४०	६०

अध्यापकाचार्य प्रतिसादावरून निष्कर्ष:-

१) ४०% अध्यापक विद्यालयात भौतिक सुविधा उपलब्ध आहेत तर ८०% अध्यापक विद्यालयात स्वतंत्र संगणक कक्षाची व्यवस्था आहे

२) ४०% अध्यापक विद्यालयात व्यवस्थापकाकडून माहिती तंत्रज्ञान साधनाची खरेदी करण्यात येते.

३) २०% अध्यापकाचार्यांच्या मते माहिती तंत्रज्ञान विषयक प्रशिक्षण आणि माहिती तंत्रज्ञान कृतीसत्राचे आयोजन केले आहे.

४) केवळ ८०% अध्यापकाचार्य वर्ग अध्यापनासाठी इंटरनेटचा उपयोग करतात.

५) २०% अध्यापकाचार्यांच्या मते अध्यापक विद्यालयात विद्यार्थ्यांना साधनाचा पुरवठा करण्यात येतो.

६) १२% अध्यापक विद्यालयात वर्ग अध्यापनासाठी पॉवर पॉइंटचा उपयोग करण्यात येतो.

७) ६०% अध्यापक विद्यालयात OHP, -२०% विद्यालयाकडे इंटरनेटची सुविधा ७२% विद्यालयाकडे संगणक सुविधा व ८% विद्यालयाकडे LCD या साधनाची उपलब्धता प्रमाण आहे.

८) अध्यापक विद्यालयात माहिती तंत्रज्ञान उपयोगात विद्युत पुरवठा, अपुरी साधने , भौतिक सुविधांचा अभाव आहे

प्राचार्य प्रतिसादावरून निष्कर्ष:-

१) ६०% प्राचार्यांच्या मते अध्यापक विद्यालयात पुरेशा प्रमाणात अध्यापकाचार्यांच्या नियुक्त्या झालेल्या नाहीत .

२) ४०% अध्यापक विद्यालयात अध्यापकाचार्यांच्या मागणी प्रमाणे साधनांची खरेदी केली जाते.

३) ६०% अध्यापक विद्यालयात स्वतंत्र तंत्रज्ञान कक्षांची व्यवस्था आहे व सर्व सोई सुविधा उपलब्ध आहेत.

४) ४०% अध्यापकाचार्य वर्गाध्यापनांत इंटरनेटचा उपयोग करतात

प्रमुख शिफारशी :-

१) अध्यापक विद्यालयात व्यवस्थापनाने सर्व विषयांच्या अध्याफ्काचार्यांच्या नियुक्त्या पूर्ण कराव्यात.

२) अध्यापकाचार्यांनी वेळोवेळी मागणी केलेल्या माहिती तंत्रज्ञान विषयक साधनाची खरेदी करावी.

३) अध्यापकाचार्यांनी वर्ग अध्यापनात इंटरनेटचा उपयोग नियमित करावा.

४) अध्यापकाचार्यांना माहिती तंत्रज्ञान विषयक प्रशिक्षण पूर्ण करावे

५) अध्यापकाचार्यांनी अध्यापक विद्यालयात माहिती तंत्रज्ञान विषयक कृतीसत्राचे आयोजन करावे.

६) छात्र अध्यापकांना माहिती तंत्रज्ञान विषयक साधनाचा पुरवठा करावे

७) अध्यापकाचार्यांनी वर्गाध्यापनात पॉवर पॉइंट प्रेझेन्टेशनचा उपयोग करावा.

८) अध्यापक विद्यालयात माहिती तंत्रज्ञान विषयक विविध साधनांची वेळोवेळी खरेदी करावी

९) अध्यापक विद्यालयात स्वतंत्र तंत्रज्ञान कक्षाची व्यवस्था करावी

संदर्भ ग्रंथ सूची-

१) डॉ. भिंताडे वी.रा.(१९९४);- नित्य नूतन प्रकाशन

२) डॉ. साळी, डॉ. रायते , डॉ. भावे (२००६)- माहिती संप्रेषण तंत्रज्ञान

३) ह.ना. जगताप (२०१०) – प्रगत शैक्षणिक तंत्रविज्ञान आणि माहिती तंत्रविज्ञान , नित्य नूतन प्रकाशन

४) सीमा येवले (२००८)- शैक्षणिक तंत्रविज्ञान आणि माहिती तंत्रविज्ञान, नित्य नूतन प्रकाशन

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-भारतीय शेतीत होत असलेले बदल-

प्रा.डॉ.मेटकरी संतोष मारुती

संगमेश्वर कॉलेज, सोलापूर.

प्रस्तावना:-

सन १९९१ च्या जागतीकी करणानंतर भारतातील शेतीत अनेक प्रकारचे अमुलागृह बदल होत आहे. त्यात महाराष्ट्रासह सोलापूर जिल्ह्यातील शेतीत देखील बदल झालेले आहेत व बदल होत आहे. भारतात उदरीकरणाची प्रक्रिया सुरू झाली ती १९९१ मध्ये. खऱ्या अर्थने औद्योगिक परवाना राज्य घालावेण्याच्या प्रक्रियेचीही ती सुरुवात होती. अर्थात, शेती करण्यासाठी शेतकऱ्याला शासनाची परवानगी लागत नसल्याने उदारीकरण, जागतिकी करणामुळे शेती आणि शेतकऱ्यांच्या फायद्याचा संबंध नव्हताच. असलाचा तर तो आयात-निर्यात बंधन, विशेष आर्थिक क्षेत्र, पाण्याला प्राधान्य, उद्योगासाठी की शेतीसाठी. इत्यादिंशी संबंधित होता. जागतीकीकरणाच्या या धोरणाला सुरुवात झाली पंतप्रधन (कै.) डॉ. नरसिंहराव यांच्य काळात. जागतीकीकरणाच्या या प्रकियेला गती देण्यासाठी अर्थमंत्री म्हणून त्यांनी निवड केली ती अर्थतज्ञ डॉ. मनमोहनसिंग यांची. आज त्याला तीन दशके पूर्ण होत आहे. डॉ. मनमोहन सिंग हे देशाचे पंतप्रधान म्हणून दहा वर्ष कार्यरत असताना जागतीकीकरण, उदारीकरण, खाजगीकरणाला प्रोत्साहन मिळाले.

जुलै, १९९१ पासून स्वीकारलेल्या या नवीन आर्थिक धोरणात विविध धोरणात्मक उपाय व बदलांचा समावेश करण्यात आला. याचे साधे उद्देष्ठ होते की, पध्दतीच्या कार्यक्षमतेत सुधारणा करणे. नियंत्रणात्मक यंत्रणेचा प्रभाव कमी करणे. नवीन आर्थिक धोरणाच्या अर्थव्यवस्थेत अधिक स्पर्धात्मक पर्यावरण निर्माण करणाऱ्यावर विश्वास होता. पध्दतीची कार्यक्षमता व उत्पादकतेत सुधारणा करणे हा हेतू होता. यामध्ये प्रमुख सुधारणा म्हणून वित्तीय धोरण, चलनविषयक धोरण, किंमत धोरण,बाह्य धोरण, सामाजिक धोरण, आद्योगिक धोरण सुधारणा, विदेशी गुंतवणूक धोरण, व्यापारी धोरण, सार्वजनिक क्षेत्र धोरण आदी होत्या.

संशोधनाची उद्दिष्टे :-

१. जागतीकीकरणाच्या नवीन आर्थिक धोरणाचा भारतीय शेतीवर झालेला

परिणाम अभ्यासणे-

संशोधन पध्दती   :- प्राथमिक व दुय्यम स्रोत तसेच विविध मासिके

पुस्तके, इंटरनेट इत्यादी

नवीन आर्थिक धोरणाची खाजगीकरण,उदारीकरण, जागतिकीकरण ही महत्त्वाची वैशिष्ट्ये होती. या धोरणाचा भारताच्या विविध बाबींवर झाले. पण येथे भारतीय शेतीवर जागतीकीकरण या धोरणाच्या झालेल्या परिणामांचा अभ्यास केलेला आहे.

- **फळाफुलांच्या उत्पादनातील वाढता कल:** नवीन आर्थिक धोरणाने भारतात शेतीत फक्त अन्नधान्याची व ऊस-कापूस अशी व्यापारी पिके घेण्याऐवजी उद्यानपिके व पुष्पसंवर्धन पिके घेण्याकडे कल वाढत असल्योच दिसून येते. भारत हा फळांचा सर्वांत मोठा उत्पादक देश आहे. तर भाजीपाला उत्पादनात भारताचा जगात दुसरा क्रमांक आहे. सन १९९१-९२ मध्ये भारतातील फळांचे एकूण उत्पादन २८.६ दशलक्ष टनांवरुन वाढून ते २००६-०७ मध्ये ५७.७ दशलक्ष टन झाले. दुपटीने वाढले. याच काळात भाजीपाल्याचे उत्पादन ५८.८ दशलक्ष टनांवरुन ११.८ दशलक्ष टन झाले ते दुपटीने वाढले. भारताच्या एकूण शेतमाल निर्यातीत या फळभाज्या निर्यातीचा हिस्सा २५ टक्के होता. भारतातून विविध पुष्पांचे उत्पादन व निर्यात वाढत आहे. सन २००६-०७ मध्ये भारतातील फुलांचे उत्पादन ८.९ दशलक्ष टन होते. सोलापूर जिल्ह्यात इतर पिकाबरोबर ज्वारी, गहु, दाळिंब, बोर, शिताफळ, आंबा, पपई, द्राक्षे, अन्नस, काजू, खजूर, फुलामध्ये मोगरा, गुलाब, झेंडू, शिवंती, जरबेरा या सारखे पिके घेतले जात आहेत. भविष्यात जगभर भारतीय पुष्पांची मागणी वाढून भरीव परकीय चलन मिळेल व सोलापूर जिल्ह्यातील शेतकऱ्यांना पुष्प शेती फायदेशीर ठरत आहे. सोलापूर शहराच्या आजू-बाजूला मोठ्या प्रमाणात फुलांची शेती केली जात आहे. त्याच बरोबर वनऔषधी शेती करत आहेत.

- **प्रक्रिया उद्योगात वाढ:** नवीन आर्थिक धारेणाने विविध शेतमालावरील संस्करण (प्रक्रिया) उद्योगांत वाढ इ ाली आहे. प्रक्रिया उद्योगांच्या विकासाला आणि विस्ताराला योग्य संधी मिळाली. नाशवंत वस्तू उदा. दूध, फळे, मांस, मासे इत्यादींचा नाश टाळण्यासाठी राष्ट्रीय उद्यान मंडळ योग्य पावले टाकलेले आहे. भविष्यातील शेतमाल निर्यातीच्या संभाव्य वाढीने फळे व भाजीपाला प्रक्रियेत मोठ्या प्रमाणात रोजगार संधी उपलब्ध झालेल्या आहेत. तसेच आवश्यक मूलभूत संरचला, साठागृहे, वैष्टांकित करणे, वाहतूक करणे या कार्यातही रोजगार वाढलेला आहे. अलीकडे सरकारने या उद्योगात ५१ टक्के विदेशी भांडवल गुंतवणुकीस परवानगी दिली आहे. भारतात व महाराष्ट्रात अनेक फळांवर प्रक्रिया करुन ती वर्षभर टिकवून ठेवली जातात. मांस व मासे व त्यापासून तयार केलेले पदार्थ यांचीही निर्यात वाढत आहे. सोलापूर जिल्ह्यात दुधा पासून पावडर व इतर दुग्धजन्य पदार्थ दुग्ध उत्पादनात जगात भारताचा पहिला क्रमांक आहे. दाळिंबापासून अनारदाना, वाईन, द्राक्षेपासून बेदाना, वाईन व सुक्का मेवा, ऊस, ऊसा पासून साखर, गूळ, कापासापासून

सुत, कापूस, कापड अशा अनेक प्रकारच्या शेतमालावर प्रक्रिया केली जात आहे. अलीकडील काळात अन्न प्रक्रिया उद्योगात खूपच वाढ झाली आहे. कारण सन १९९१ च्या नवीन आर्थिक धोरणाने या उद्योगावरील नियंत्रणे काढून टाकण्यात आली. म्हणून या उद्योगात प्रचंड गुंतवणूक होत आहे.

● **शेतमाल निर्यातीत वाढ:** जागतीकीकरणाच्या नवीन आर्थिक धोरणाने शेतमाल निर्यातीचे आकारमान वाढले. हा देश शेती निर्यातीसाठी अनुकूल देश बनला. निर्यातीने शेतीक्षेत्राचा विस्तार झाला. शेतीत रोजगाराच्या संधी वाढल्या. भारतातील अनुकूल हवामान, मजुरांचा खर्च कमी, आदानाची दर एकक कमी खर्च इ. कारणाने शेतमाल निर्यातीला चांगली संधी मिळती. शेतीक्षेत्रातील विकासाचे कार्य साधण्यास शेतमाल निर्यात महत्त्वाची भूमिका पार पाडते. शेतीचे विविधीकरण होते. भारतातून अन्नधान्य फळे, फुले, भाजीपाला, निर्याद होत आहे. सोलापूर जिल्ह्यातून दाळिंब, बोर, द्राक्षे, शिताफळ, चिकू, आंबा, खजूर, भाजीपाला, टमाटे, कांदा, भेंडी, काकडी, बटाटे, लसून, अदरक, कार्ले अशा अनेक प्रकारच्या भाजीपाल्यांची निर्याद वाढलेली आहे. सन १९९१-९२ मध्ये भारतातून शेती व संलग्न उत्पादनाची निर्यात ६२९५.२ कोटी रुपये होती ती निर्यात सन २०१७-१८ मध्ये १०,१५४ कोटी रुपये एवढी प्रचंड वाढली. एकूण निर्यातीत याचा हिस्सा ९.९ टक्के होता. मात्र शेतमालाचा जागतिक व्यापारातील भारताचा हिस्सा ४ टक्क्यांपेक्षा कमी आहे. अलीकडील सरकारच्या आयात-निर्यात धोरणाने शेतमाल निर्यातीला खूपच चालना मिळाली आहे.

● **नवीन जैविक तंत्रज्ञानाचा विकास:** जागतीकरणाच्या नवीन शेती व्यूहरचनेने व वाढत्या लोकसंख्येने अन्नधान्याची वाढती मागणी पूर्ण करण्यासाठी शेतीत रासायनिक खते, कीटकनाशके यांचा वापर वाढला. यामुळे शेवटी नैसर्गिक साधनसामग्रीची अमर्यादित पिळवणूक होऊन पर्यावरण तसेच शेतीचे नुकसान होत होते. तेव्हा नवीन आर्थिक धोरणाने शेती कार्यात जैविक तंत्रज्ञानाचा वापर मोठ्या प्रमाणात केला जाऊ लागला. ज्यायोगे जैविक तंत्रज्ञानाच्या विकासावर मोठ्या प्रमाणात जोर देण्यात आला.

सरांश-

अर्थात, नवीन आर्थिक धोरणाने मागीलप्रमाणे विविध परिणाम   झाले. पण त्यांचे काही अनिष्ट परिणामही होते. शेतीक्षेत्राचा राष्ट्रीय उत्पन्नातील हिस्सा घटला, नवीन   तंत्रज्ञानाच्या वापराने बेकारीत वाढ झाली. भारतात भांडवलशाही शेतीत वाढ झाली. शेती अनुदानात प्रचंड वाढ झाली. अर्थात, जागतिक बदलाने भारताला नवीन आर्थिक धोरणाचा अवलंब करणे अपरिहार्य होते. इतर क्षेत्रापेक्षा या धोरणाने शेतीक्षेत्रात आमूलाग्र बदल घडून आला हे निश्चित. जागतीकीकरणाने भारतातील व सोलापूर

जिल्ह्यातील पिकाच्या आकृती बंधात बदल होत आहे. शेती आधुनिक पध्दतीने केली जात आहे. तरीपण सिंचनाच्या अपुऱ्या सोयीमुळे शेतकऱ्यांना दुष्काळाला सामोरे जावे लागते. त्यातूनच महाराष्ट्रसह इतर राज्यात शेतकऱ्यांच्या आत्महत्या वाढत आहेत. त्यामुळे प्रत्येक वेळी शेतकऱ्यांसाठी सरकारला कर्जमाफी जाहीर करावी लागत आहे. तर सरकारने शेतीसाठी कायमस्वरुपाच्या सिंचन योजना राबवाव्यात, त्यामध्ये पाजर तलाव, जलशिवार योजना, कालवे व नदी जोड योजना राबविल्यास १२ माही पाण्याची सुविधा शेतीसाठी उपलब्ध झाल्यास भारतातील व सोलापूर जिल्ह्यातील शेतीची उत्पादकता वाढण्यास मदत होईल.

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नवागत वरिष्ठ प्राध्यापक मित्र हो…

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❖ **प्रस्तावनाः**

भारतीय संस्कृतिमध्ये गुरुला मानाचे व अनन्यसाधारण महत्त्व आहे. अगदी जन्मपूर्व अवस्थेत व जन्मतःच "आई" गुरुची भूमिका समर्थपणे पार पाडत असते. कळत नकळत व प्रत्यक्ष व अप्रत्यक्षजण गुरुच्या भूमिकेत आपल्या समोर आपापली भूमिका पार पाडत असतात. हा प्रवास पाळण्यापासून सुरु होऊन सरणापर्यंत चालूच राहतो.

अनौपचारिक शिक्षणाचे प्रमाण कमी होत औपचारिक शिक्षणाची वाट बालकाला स्वीकारावी लागते. अगदी छोटा गट, मोठा गट, प्राथमिक, माध्यमिक, उच्च माध्यमिक व वरिष्ठ महाविद्यालयीन शिक्षणक्रमाची वाटचाल करताना अनेक गुरुजींच्या, शिक्षकांच्या, प्राध्यापकांच्या मार्गदर्शनासाठी अध्ययन प्रक्रिया पूर्ण केली जाते. विद्यार्थ्यांच्या भूमिकेत असताना आपणाला शिकविणारे शिक्षक ज्येष्ठ व श्रेष्ठ वाटत असतात तेच आपल्यापुढील आदर्शही असतात. आपणही त्यांचा आदर्श घेत असेच अध्यापनाचे सामाजिक कार्य करावे असे मनातून सुप्तपणे वाटत असते.

पूर्व प्राथमिक, प्राथमिक व माध्यमिक शिक्षक बनण्यासाठी शिक्षणशास्त्रातील बालवाडी शिक्षिका प्रमाणपत्र, डी.एड., बी.एड. असे व्यावसायिक अभ्यासक्रम पूर्ण करावे लागतात. सीईटी, टीईटीच्या दिव्यानंतर मुलाखत वशिलेबाजी, आर्थिक व्यवहाराची देवाण-घेवाण पूर्ण केल्यानंतर शिक्षक म्हणून रुजू होता येते. शासनाच्या कृपेने "शिक्षणसेवक" म्हणून कार्य करताना सेवा खंडितेची टांगती तलवार डोक्यावर असतेच।

पदवी प्राप्तीनंतर, पदव्युत्तर पदवी बी.प्लससह प्राप्त केल्यानंतर वरिष्ठ महाविद्यालयात प्राध्यापक म्हणून सेवा करण्याची संधी प्राप्त होऊ शकते. त्याच्या जोडीला नेट किंवा सेट ही पात्रता परीक्षा प्राप्त होते क्रमप्राप्तच असते. उभय परीक्षांचा निकाल फारसा समाधानकारक नसतो. उभय परीक्षा उत्तीर्ण होऊनही बेरोजगार म्हणून फिरण्याची पाळी ब-याच नेट सेट उत्तीर्णांवर आल्याचे दिसते. नोकरी देताना नेट सेट उत्तीर्णांना प्राधान्य दिले पाहिजे हा नियम धाब्यावर बसविला जातो.

प्राथमिक, माध्यमिक व उच्च माध्यमिक विभागात अध्यापन कार्य करणा-यांना पदविकेमध्ये शैक्षणिक मानसशास्त्र, शैक्षणिक समाजशास्त्र, शैक्षणिक तंत्रविज्ञान, अध्यापनपूर्व कार्यशाळा, अध्यापनाचे प्रत्यक्ष कार्य,

अध्ययन-अध्यापनविषयक विविध कार्यशाळा, प्रात्यक्षिक कार्ये पार पाडावी लागतात. अध्ययन अध्यापनाची कौशल्ये प्राप्त केल्यामुळे प्रत्यक्ष वर्गाध्यापनात फारशा अडीअडचणी येत नाहीत व आल्यास समर्थपणे तोंड देता येते व एक चांगला शिक्षक म्हणून नावलौकिक प्राप्त करता येतो. पर्यायाने शाळेचा व संस्थेचाही नावलौकिक वाढतो.

पण वरिष्ठ महाविद्यालयात काम करणा-या प्राध्यापकांसाठी अशा प्रकारच्या "अध्ययन अध्यापन" प्रक्रियेशी संबंधित प्रशिक्षणांची अपेक्षा, सोय किंवा तरतूद नसल्याने दुर्दैवाने वर्गांत प्राध्यापक आहेत तर विद्यार्थी नाहीत, विद्यार्थी आहेत तर प्राध्यापक नाही, दोन्ही उपस्थित असतील तर अध्यापन नाही व अध्यापन झालेच तर प्रभावीपणे होत नाही. विद्यार्थी व प्राध्यापक एकमेकांना दोष देण्यातच धन्यता मानत असतात.

विद्यार्थी दशेत आपणही समोरच्या आपल्या आदर्श असणा-या शिक्षकांप्रमाणे, प्राध्यापकांप्रमाणे काम करावे, सेवा करावी असे बहुतेकांचे स्वप्न असते. कांहींचे हे स्वप्न खरे होते तर कांहींचे खरे होत नाही. नवागताचे स्वप्नाळू तरुणांचे वरिष्ठ महाविद्यालयात स्वागतच आहे. वरिष्ठ प्राध्यापक म्हणून रुजू होण्यापूर्वी व रुजू इ गाल्यानंतरही त्यांनी स्वतःला सर्वांगाने सक्षम बनविण्याचा हेतू पुरेसा व प्रामाणिकपणे अडीअडचणींवर मात करत अल्पावधीतच विद्यार्थी प्रिय व अभ्यासू प्राध्यापक म्हणून प्रसिद्धी व नावलौकिक प्राप्त करता येईल. यासाठी नवागत प्राध्यापकांनी...

१. **अध्ययन अध्यापनविषयक ज्ञान संपादनः-** तुम्ही पदवी व पदव्युत्तर परीक्षा उत्तीर्ण झाल्याने विषयात मास्टरी प्राप्त केली असून तुमच्याकडील ज्ञान भांडार इतरांपर्यंत पोहोचविण्यासाठी तुम्ही वरिष्ठ प्राध्यापक होण्याचे व्रत हाती घेतलेले आहे. आतापर्यंत विषयज्ञान प्राप्त केले पण वरिष्ठ महाविद्यालयात व्याख्यानाला उभे राहण्यापूर्वी वेगळ्याच प्रकारचा अभ्यास करणे गरजेचे असते, हा अभ्यास म्हणजे अध्ययन अध्यापन विषयक अभ्यास होय. यामध्ये अनुदेशनात्मक कार्यनीती, अभ्यासपद्धती, नवनवीन तंत्रज्ञानाचा वापर इत्यादी विषयांचा समावेश होतो. हे ज्ञान पुस्तके, लेख, मासिके, बातमीपत्रके, चर्चासत्रे, अधिवेशने, ऑनलाईन कोर्सेसद्वारा प्राप्त करता येते. या प्राप्त ज्ञानाचा अध्यापनात प्रत्यक्ष वापर केला पाहिजे.

२. **वर्गांतील सर्वांचा व सर्व प्रकारच्या विद्यार्थ्यांचा स्वीकारः-** नियमित, अनियमित, हुशार, ढ, काम करणारे, काम न करणारे असे विविध प्रकारचे विद्यार्थी वर्गांत असतात, सर्वांचा स्वीकार करत अध्यापनाबाबत विचार पुर्नविचार करत अध्यापन कार्यनीतीत बदल करावा लागेल. मुलांना वर्गांत, अध्ययन-अध्यापनात, अभ्यासात गोडी लागण्यासाठी व असलेली गोडी टिकविण्यासाठी पूर्वचाचण्या, अभिरुचि शोधिका, अन्य मानसशास्त्रीय कसोट्यांचा वापर करता येईल. विद्यार्थ्यांना सारे कांही शिकवण्याचा, विषयज्ञान देण्याचा अट्टाहास करण्यापेक्षा त्यांनी शिकावे कसे? याचे तंत्र व मंत्र त्यांना देणे आवश्यक आहे. त्यांच्या पूर्वज्ञान, पूर्वीच्या शाळा, पूर्वीचे अनुभव इत्यादींचा त्याच्यासमोरच काय

इतरासमोरही पाणउतारा करु नये. ज्या पातळीवर असतील तसे स्वीकारुन पुढील वाटचाल ठेवा कारण त्यांना महाविद्यालयीन शिक्षणाची आवश्यकता आहे.

३.   अनुदेशन/ अध्यापनाचा व्यवस्थापन आराखडा:- अनुभवी प्राध्यापकांनाही वर्ग व्यवस्थापनाची गुरुकिल्ली अद्याप सापडलेली नाही. वर्गात काय घडतयं, शिकवलं जातयं याबाबत हल्लीची मुले जागरुक असल्याने प्राध्यापकाने अध्यापनापूर्वीच काय? कोणता? व कसा भाग अभ्यासणार आहोत याचे दृश्यचित्र/ आराखडा विद्यार्थ्यांसमोर ठेवायला हरकत नाही त्यामुळे वर्गातील शैक्षणिक प्रवासाची दिशा, विद्यार्थी व प्राध्यापक या दोघांनाही समजेल. विद्यार्थ्यांचा मूड, मानसिक स्थिती कायम ठेवण्यासाठी.

४.   अध्यापनात विविध अध्यापन पद्धतींचा व कार्यनीतींचा वापर:- शैक्षणिक साहित्याचे वाचन करीत, विविध अध्यापन कार्यनीती व पद्धतीचा अभ्यास करीत त्याची प्रत्यक्ष अंमलबजावणी वर्गांत करता येते. उदा. विद्यार्थी केंद्री अध्यापन, मार्गदर्शक चौकशी, सक्रिय अध्ययन, व्याख्यान पद्धती, गटकार्य, ऑनलाईन चर्चा इत्यादींचा स्वीकार करत विद्यार्थ्यांना सक्रिय बनविता येईल.

५.   भावनांचा अतिरेक टाळणे:- कांही प्रसंगी विद्यार्थ्यांमुळे निराश, हताश होणे हा प्राध्यापकांचा स्वभाव धर्म आहे पण भावनांच्या प्रकटीकरणाचा अतिरेक प्राध्यापकांनी टाळला पाहिजे. उच्च शिक्षणात शिकण्याच्या संधीही उच्च स्वरुपाच्या असतात. संशोधनास प्रचंड वाव असतो, विद्यार्थ्यांच्या भवितव्याला चांगला आकार देण्याची संधी उपलब्ध होते. विद्यार्थ्यांच्या अध्ययनविषयक गरजांची पूर्ति करणारा प्राध्यापक विद्यार्थ्यांच्या मनात घर करुन राहतो.

६.   मूल्यांकन व संपादणुक :-हल्लीचे विद्यार्थी आपला निकाल, श्रेणी ऑनलाईन पाहत असतात. त्याला स्वत: बरोबरच इतर वर्ग मित्र-मैत्रिणींचे स्थानही कळते. श्रेणीविषयक धोरण व श्रेणींचे विवेचन हे सुस्पष्ट व वापरण्याजोगे असायला हवे. गुणदान व श्रेणीकरण हे विद्यार्थ्यांना पाठ्यक्रमांसोबतच द्यायला हवे. परीक्षेनंतर याची प्रत्यक्ष कार्यवाही कशी झाली यासंबंधी चर्चा करावी. मूल्यांकनाचा उपयोग, स्वयंमूल्यांकन करण्यासाठी होतो. संपादणुकीची पातळी कळते यामुळे मुल्यांकन आवश्यक असते.

उपरोक्त कृतीचा अवलंब केल्यास नवागत वरिष्ठ महाविद्यालयीन प्राध्यापकांना तसेच त्यांच्या शिष्यांना शैक्षणिक आव्हानांना समर्थपणे सामोरे जाणे सुलभ होईल चला तर या दिशेने वाटचालीला प्रारंभ करुया...

. वर्तमान काळातील उच्च शिक्षणापुढील आव्हाने

डॉ. श्रीकांत जे. होटकर
वालचंद कॉलेज ऑफ आर्टस् ॲण्ड सायन्स, सोलापूर

२१ व्या शतकातील सुजाण समाज निर्माण करण्यासाठी उच्च शिक्षणाचा विकास हा देशाचा आर्थिक विकास आणि उच्च शिक्षण यांच्यामधील सहसंबंध हा याचा पुरावा आहे. आर्थिक साक्षरता व उच्च शिक्षण म्हणजेच देशाचा भव्य आर्थिक विकास होय. अमेरिका आणि चीन नंतर भारताकडे जगातील तिसऱ्या क्रमांकाची शैक्षणिक प्रणाली आहे, असे म्हटले जाते. उच्च शिक्षणाचे महत्त्व फक्त सामाजिक आणि राजकीय विकासासाठी नाही, तर ते आपल्या देशाच्या आर्थिक विकासासाठी देखील तितकेच महत्त्वाचे आहे. देशातील सामाजिक व आर्थिक विकासाला आकार देताना विद्यापीठे व महाविद्यालये सांस्कृतिक जडणघडणीत महत्त्वाची भूमिका वटवित आहेत. ज्ञानावर आधारित समाज निर्माण करण्याचे मुख्य साधन म्हणजे उच्च शिक्षण होय. कोणत्याही देशाचा विकास करण्यासाठी उच्च शिक्षण हे एक महत्त्वाचे साधन मानले जाते. प्रस्तुत शोधनिबंधात वर्तमान काळातील भारतीय उच्च शिक्षणापुढील आव्हानांवर प्रकाश टाकण्याचा प्रयत्न केला गेला आहे.

शोधनिबंधाची उद्दिष्ट्ये

प्रस्तूत शोधनिबंधाच्या सादरीकरणामागे पुढील उद्देश आहेत.

१) सद्यस्थितीतील उच्च शिक्षणाची माहिती अभ्यासणे.

२) शिक्षणाच्या माध्यमातून राष्ट्रीयत्वाची भावना वृध्दिंगत करणे.

३) शिक्षणाच्या माध्यमातून जनतेचा सामाजिक आणि आर्थिक स्तर उंचावणे.

४) उच्च शिक्षणासमोरील आव्हाने व समस्यांवर मात करण्यासाठी उपाययोजना सुचविणे.

संशोधन पध्दती

प्रस्तुत शोधनिबंध तयार करतांना संशोधकाने विविध प्रकाशित साहित्य-संदर्भग्रंथ, अहवाल, मासिके, शोधनिबंध, वर्तमानपत्र आणि इंटरनेटवरील विविध संकेतस्थळावर उपलब्ध झालेल्या साधन सामग्रीच्या आधार घेतला आहे.

उच्च शिक्षणाचे महत्त्व

शिक्षण हे सुजाण नागरिक आणि समाज घडविण्याचे एक प्रमुख साधन आहे. त्याचप्रमाणे शिक्षण हे समाज परिवर्तनाचे व व्यक्ती विकासाचे एक मुख्य साधन आहे. भारतीय संविधानात शिक्षण हा प्रत्येक नागरिकाचा मुलभूत हक्क आहे. शिक्षणातून केवळ मानवाच्या कार्यक्षमतेत आणि कौशल्यातच वाढ केली जात नाही तर

व्यक्तिच्या दृष्टिकोनात देखिल बदल केला जातो. आजच्या काळात विविध माध्यमातून दिवसेंदिवस ज्ञानाचा प्रसार आणि प्रचार मोठ्या प्रमाणात होऊ लागला आहे. एकाअर्थाने ज्ञानाचा प्रस्फोट झाला आहे. वेगणाने बदलणारी सामाजिक, सांस्कृतिक परिस्थिती, बदलती जागतिक परिस्थिती, संगणकाचे वाढते जाळे, माहिती तंत्रज्ञानाचा वाढता वापर, समाज माध्यमांचा वाढता वापर इत्यादीच्या फक्त समाज किंवा राजकीय परिस्थिती समोरच नाही तर देशातील आर्थिक संस्थासमोर विविध प्रकारची आव्हाने उभी करत आहे. अशाप्रकारे उच्च शिक्षणात जागतिकीकरणाच्या रेट्याने सरकार, विद्यापीठे, शैक्षणिक संस्था आणि समाज यांच्या समोर अनेक शैक्षणिक आव्हाने उभी केलेली आहे. त्यापैकी शैक्षणिक गुणवत्ता विषयक प्रश्न हे एक मोठे आव्हान आहे.

राष्ट्रपती डॉ. ए. पी.जे. अब्दुल कलाम यांनी यांच्या मते, उच्च शिक्षणाची गुणवत्ता ही प्रत्येक विद्यार्थ्याने त्याच्या जीवनातील व त्याने स्विकारलेल्या व्यवसायासमोरील आव्हानांना समर्थपणे पेलण्याची क्षमता निर्माण करते. तसेच राष्ट्रीय विकासात त्यांचा सहभाग घेण्यासाठी विद्यापीठांनी, महाविद्यालयांनी विद्यार्थ्यांमध्ये संशोधनवृत्ती, क्रियाशिलता, सृजनशिलता, उच्च तंत्रज्ञान वापरण्याची क्षमता निर्माण करणे आवश्यक आहे. उच्च शिक्षणाच्या बाबतीत गुणवत्ता विषयक चळवळ अधिक प्रभावीपणे राबविणे आवश्यक आहे.

कोणत्याही राष्ट्राचे भवितव्य प्रामुख्याने देशातील युवकांच्या हाती असते. राष्ट्राचे भवितव्य उज्ज्वल करण्याचे सामर्थ्य युवकांना लाभलेले असते, म्हणूनच युवकांना देशाचे भावी आधारस्तंभ म्हटले जाते. राष्ट्र उभारणीचे आणि राष्ट्र बांधणीचे अत्यंत कठीण असे कार्य समर्थपणे पार पाडण्यासाठी युवा शक्तीला कार्यास लावने हे राष्ट्रापुढील मोठे आव्हान समजले जाते. हे आव्हान यशस्वीरित्या पेलण्यासाठी युवकांच्या उच्च शिक्षणाच्या आव्हानांची दखल घेणे आणि त्यावर उपाययोजना करणे अत्यंत आवश्यक आहे.

उच्च शिक्षणासमोरील आव्हाने

➢ उच्च शिक्षण पध्दती ही केवळ परिक्षेसाठी राबविली जात आहे.

➢ शिक्षण दुय्यम व परीक्षा प्रथम अशी सर्वसामान्य समाजाची धारणा झालेली आहे.

➢ समाजामध्ये, विद्यार्थ्यांमध्ये भविष्याविषयी वाढणारी अस्वस्थता दिसून येत आहे.

➢ शिक्षणाची व संशोधनाची गुणवत्ता म्हणावी तितकी समाजाच्या विकासाला पूरक नाही.

➢ शिक्षण व्यवस्थेतील सदोष मूल्यमापन पध्दती.

➢ उच्च शिक्षणात बाहेरील देशातील विद्यापीठांचा प्रभाव.

➢ उच्च शिक्षण हे इंग्रजी माध्यमातून दिले जावे हा आग्रहामुळे जे विद्यार्थी इंग्रजीमध्ये कमी पडतात, त्यांचा प्रश्न गुणवत्तेशी जोडण्यात चूक होत आहे.

➢ राज्य सरकारचे उच्च शिक्षण विभाग आणि विद्यापीठे यामध्ये योग्य समन्वयाचा अभाव आहे.

➢ गुणवत्तेचे प्रतिक मांडतांना केवळ काही मोजकी महाविद्यालये डोळ्यासमोर ठेवली जातात. ग्रामीण महाविद्यालयांसमोरील प्रश्न पूर्णपणे वेगळे असतात.

➢ विनाअनुदान तत्त्वावरील महाविद्यालये आणि त्यांचे समोरचे प्रश्न व्यापक आहेत.

➢ विद्यार्थ्यांची महाविद्यालयाकडे पाहण्याची बदललेली मानसिकता व त्यामुळे वाढत्या गैरहजेरीचा प्रश्न निर्माण झाला आहे.

➢ नौकरीच्या बाजारपेठेतील मंदीचे वातावरण. शिक्षणातील अभ्यासक्रम आणि नौकरीसाठी आवश्यक ज्ञान यामध्ये फारकत होत असताना आढळून येत आहे.

➢ उच्च शिक्षणासाठी लागणारा भरमसाठ पैसा, आणि समाजातील आर्थिक दारिद्र्याची स्थिती.

शिक्षणाच्या जागतिकीकरणामुळे उच्च शिक्षण घेण्याची संधी निर्माण होत आहे. परंतु भारताच्या संदर्भात हे उच्च शिक्षण काही समस्यांना जन्म देत आहे. सामान्य विद्यार्थ्यांना असे शिक्षण घेणे कर्ज काढन देखील शक्य होणार नाही, इतकी उच्च शिक्षण खर्चिक होऊन बसले आहे. दुसरीकडे उच्च शिक्षणाची आर्थिक जबाबदारी शासन वरचेवर झटकून टाकत आहे. त्याचप्रमाण उच्च शिक्षणाची उद्योगातील उत्पादता यापासून झालेली फारकत आर्थिक विकासाची स्वप्ने पाहणाऱ्या भारताला परवडणारे नाही.

उपाययोजना

उच्च शिक्षणात सुधारणा करण्यासाठी शासन, विद्यापीठ, विचारवंत, समाज, संस्थाचालक,विद्यार्थी या सर्व स्तरावर प्रयत्न होणे गरजेचे आहे. त्यासाठी काही उपाययोजना पुढील प्रमाणे.

✓ देशाच्या आर्थिक, सामाजिक आणि सांस्कृतिक विकासासाठी शासनाने उच्च शिक्षणाकडे जाणिवपूर्वक लक्ष देणे गरजे आहे. त्याचप्रमाणे या उच्च शिक्षणावरील शासकीय गुंतवणूक, खर्च यामध्ये वाढ करणे आवश्यक आहे.

✓ पदवीपूर्व शिक्षणात संशोधनात्मक प्रवृत्तीची वाढ करण्याची आवश्यकता आहे. त्यासाठी पदवीपूर्व अभ्यासक्रमात योग्यतो बदल करणे गरजे आहे.

✓ पदव्युत्तर शिक्षणासाठी संशोधनसंस्था, विद्यापीठाचे विभाग, अध्ययन केंद्र येथे आवश्यक सुविधा उपलब्ध असलेल्या महाविद्यालयांची निवड करावी.

✓ उच्च शिक्षणात व्यावसायाभिमुख शिक्षणाचा समावेश करणे गरजेचे आहे.

✓ शिक्षण घेत असताना आंतरविद्याशाखीय दृष्टिकोन वृद्धिंगत होणे आवश्यक आहे.

✓ उच्च शिक्षणाचा दर्जा सुधारायचा असेल तर विद्यापीठांना स्वायत्तता देणे गरजे आहे.

✓ मुळातच उच्च शिक्षणासाठी इंग्रजी माध्यमाचा आग्रह धरणे चूकीचे आहे. कारण शिक्षणाचा मुख्य हेतू सुजाण नागरिक घडविणे आहे. विद्यार्थ्यांमध्ये ज्ञान, संशोधनवृत्ती, कौशल्य विकसित करणे हा हेतू असल्याने, तो साध्य करण्यासाठी कोणत्यातरी माध्यमाचा आग्रह धरणे चूकीचे आहे.

✓ उच्च शिक्षणात कृतिप्रधान व प्रात्यक्षिक घटकांचा समावेश करणे गरजेचे आहे.

✓ उच्च शिक्षणातून श्रमाला प्रतिष्ठा कशी प्राप्त करुन देता येईल यासाठी प्रयत्न करणे गरजेचे आहे.

✓ उच्च शिक्षणाच्या विकासासाठी शासन, समाजातील उद्योजक, श्रीमंत व्यक्ती यांनी आर्थिक सहाय्य करणे आवश्यक आहे.

✓ उच्च शिक्षण घेवून स्थलांतर करणाऱ्या विद्यार्थ्यांना रोखण्यासाठी देशातच त्यांना उत्तम सेवा-सुविधा उपलब्ध करुन द्याव्यात. जेणेकरुन त्यांच्या शिक्षणावर देशाने केलेल्या गुंतवणूकी देशातील समाज घटकाला फायदा होईल.

उच्च शिक्षणाचा उद्देश विद्यार्थ्यांना संबंधित विषयाचे सखोल ज्ञान देणे असतो. आपल्या अवती भोवती असलेल्या जगात घडणाऱ्या विविध घटनांबाबत त्यांच्यात जाणीव जागृती निर्माण करुन त्यातील समस्या सोडविण्यासाठी आवश्यक ती बौध्दिक तयारी करुन घेणे हा असतो. वर्तमान काळातील स्थिती सुधारण्यासाठी प्रत्येक गावातील शिक्षणाची स्थिती विचारात घेवून शिक्षणात योग्यते बदल करणे आवश्यक आहे. बऱ्याचदा आधुनिकीकरणाच्या आणि सुधारणांच्या वेगात उच्च शिक्षणाच्या मुळ हेतूकडे दुर्लक्ष होण्याची शक्यता निर्माण झाली आहे. तसेच उच्च शिक्षणाच्या माध्यमातून सुजाण नागरिक घडवावयाचा आहे, त्याच्या मध्ये उच्च सांस्कृतिक मूल्यांची जोपासना करावयाची आहे. जागतिकीकरणाच्या युगात उच्च शिक्षणासमोर अनेक आव्हाने निर्माण झाली आहेत, त्यांचा योग्यतो विचार करुन देशातील उच्च शिक्षणात योग्य तो बदल करणे काळाजी गरज होऊन बसले आहे.

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ता.उ.सोलापूर जि.सोलापूर

❖ **प्रस्तावना -**

समाजातील प्रत्येक व्यक्तीचा दर्जा हा समान नसतो . जन्म ,लिंग, वय, सत्ता , संपत्ती , शिक्षण, प्रतिष्ठा इ. अनेक घटकाच्या आधारे दर्जेत फरक केला जातो.समाज जस-जसा विकसित होत जातो तस तसा त्यामध्ये श्रमविभागणी अस्तीत्वात येते.समाजातील उत्पादन व्यवस्था आणि श्रमविभजन याच्यातुन सामाजिक वर्गाची निर्मिती व विकास होतो. ऑरीस्टॉटल म्हणतात की , मनुष्य हा समाजशिल प्राणी असून तो समाजाशिवाय जगू शकत नाही ."तर कार्ल मार्क्स म्हणतो "मनुष्य हा वर्गशिल प्राणी आहे "सत्ता ,संपत्ती , प्रतिष्ठा यांच्या समाजातील विषम वितरणामुळे श्रेष्ठकनिष्ठ दर्जाचे अर्थिक व सामाजिक वर्ग समाजात निर्माण झालेले असतात.जात आणि वर्ग हे सामजिक स्तरीकरणाचे महत्वाचे आणि प्रभावी घटक आहे .जातीवर आधारित असलेले बंदिस्त स्तरीकरण आणि वर्गावर आधरित असलेले मुक्त स्तरीकरण असे स्तरीकरणाचे दोन प्रकार आहे .जातीव्यवस्थेमध्ये व्यक्तीचे स्थान हे जन्मावर ठरते तर वर्गव्यवस्थेत व्यक्तीचे स्थान हे कर्तृत्वावर स्वकष्ठावर ठरत असते .स्वप्रयत्नाने व्यक्ती एका वर्गातुन दुसऱ्या वर्गामध्ये सहज प्रवेश करू शकतो कारण या ठिकाणी गतीशिलतेला वाव असते.वर्तमान काळामध्ये जातीव्यवस्थेपेक्षा वर्गव्यवस्थेला व्यक्ती अधिक महत्व देताना दिसून येते .

❖ **संशोधन पेपरचा उददेश**

१) सबंधीत साहित्याचा आढावा घेणे

२) सामाजिक वर्गव्यवस्थेचा अर्थ स्पष्ट करणे

३) सामाजिक वर्गाच्या वैशिष्टयाचा आढावा घेणे

४) वर्गव्यवस्थेच्या वर्गीकरणाच्या आधारभूत घटकाचा आढावा घेणे .

५) वर्गव्यवस्थेच्या अभ्यासविषयक दृष्टीकोणाचा आढावा घेणे

६) मिळालेल्या तथ्याच्या आधारे निष्कर्ष मांडणे .

❖ **तथ्य संकलन -**

प्रस्तुत संशोधन पेपर तयार करतांना दुय्यम तथ्यसंकलनाचा आधार घेण्यात आला .पुस्तके,इंटरनेट इ.

अर्थ/व्याख्या -

' सामाजिक वर्ग म्हणजे काय ? या संदर्भात विविध विचारवंतानी केलेल्या व्याख्याचा आढावा पुढील प्रमाणे

१) **मॅकआयव्हर आणि पेज** -

"सामाजिक वर्ग म्हणजे एखादया समुदायाचा असा कोणताही विभाग की जो त्या सामाजिक दर्जेमुळे इतर विभागापेक्षा वेगळा करता येतो ".

२) **हॉर्टन व हंट** -

"सामाजिक दर्जाच्या अधिक्रमी रचनेत समान स्थान असणाऱ्या लोकांचा स्तर म्हणजे सामाजिक वर्ग होय ".

३) **सर्वसाधारणपणे** -

" सामाजिक वर्ग हा एखादया समाजात समान सामजिक दर्जा असलेल्या लोकांचा असा समुह असतो की जो इतर समुहापेक्षा श्रेष्ठ किंवा कनिष्ठ मानला जातो आणि आपल्या सदस्यांना दर्जा बदलण्याची संधी देते ".

सामाजिक वर्गाचे वैशिष्टये -

एका सामाजिक वर्गात मोडणाऱ्या लोकांचे सामाजिक स्थान व दर्जा जसा समान असतो .तसेच त्यांची आर्थिक स्थिती अभिवृत्ती ,वर्तनप्रकार एकदरित जीवनपध्दती इ.गोष्ठीमध्ये समानता दिसून येते प्रत्येक वर्ग समाजातील आपली प्रतिष्ठा जोपसाण्याचा प्रयत्न करतो समाजीक वर्गाची वैशिष्टये थोडक्यात पुढील प्रमाणे .

१) आर्जीत दर्जा हा सामाजिक वर्गव्यवस्थेचा महत्वाचा आधार असतो .

२) वर्गाव्यवस्थेमध्ये अधिक्रमी रचना सोपान परंपरा असते .

३) सामाजीक वर्गव्यवस्था ही मुक्तस्तरीकरणाची व्यवस्था आहे .

४) प्रत्येक व्यक्तीच्या मनामध्ये वर्ग जाणीव निर्माण झालेली असते .

५) सामाजीक वर्ग हे असंघटित समूह असतो.

६) वर्गव्यवस्था ही सार्वत्रिक स्वरूपाची व्यवस्था आहे .

७) वर्गव्यवस्थेमध्ये सामाजिक व्यवहारावर निर्बंध नसतात.

८) वर्गव्यवस्थेमध्ये गतीशिलतेला चालना मिळते .

९) वर्गव्यवस्थेमध्ये व्यक्तीच्या कर्तृत्वाला व गुणाला वाव असते .

१०) वर्गव्यवस्थेमध्ये मर्यादित स्वरूपाचे सबंध असतात.

११) एका सामाजिक वर्गातील सर्व लोकांची जीवनशैली किंवा जीवन पध्दती बहुतांशी समान असते .

- **सामाजिक वर्गाचे निर्धारक घटक -**

    व्यक्तीचा सामाजिक दर्जा हा काही निश्चित घटकाच्या आधारे निर्धारित होतो या घटकांनाच सामाजिक वर्गाची निर्धारित घटक म्हणतात हे घटक जैविक व सामाजिक अशा दोन प्रकारचे असतात त्याचा थोडक्यात आढावा पुढील प्रमाणे

अ) **जैविक घटक -**

    काही जैविक घटकांच्या किंवा निकषाच्या आधारे व्यक्तीचा सामाजिक दर्जा हा श्रेष्ठ किंवा कनिष्ठ मानला जातो त्यामुळे समाजात वेगवेगळे वर्ग निर्माण झालेले आढळतात .

१) **जन्म -**

    व्यक्तीच्या जन्म ज्या कुटुंबामध्ये होतो त्या कुटुंबाचा दर्जा व्यक्तीला मिळत असतो मात्र जन्माने प्राप्त इ ाालेला वर्ग हा कालांतराने बदलू शकतो.

२) **लिंग -**

    व्यक्तीचा लिगांवर आधारित व्यक्तीच्या सामाजिक दर्जामध्ये श्रेष्ठ -कनिष्ठ असलेला भावा दिसून येतो लिगांवर आधारीत उदा. स्त्री -पुरूषाचा वर्ग .

३) **वय -**

    व्यक्तीच्या वयाच्या आधारावर समाजात श्रेष्ठ कनिष्ठ असा भेद केला जातो त्यामुळे समाजात विविध वर्ग दिसून येतात उदा .बालकांचा वर्ग तरूणाचा वर्ग , प्रौढाचा वर्ग , वृध्दोंचा वर्ग इ.

४) वर्ण -

प्रत्येक व्यक्तीच्या शरीराचा वर्ण हा सारखा नसतो विशिष्ट वर्णाच्या व्यक्तीचा दर्जा हा इतर वर्णांच्या व्यक्तीच दर्जापेक्षा श्रेष्ठ किंवा कनिष्ठ मानला जातो उदा. अनेक पाश्चयात्या देशामध्ये गौरवर्गीय लोकांचा दर्जा हा कृष्णवर्गीय लोकांचा दर्जापेक्षा श्रेष्ठ मानला जातो .

ब) **सामाजिक घटक** -

सामाजिक घटकांच्या आधारे व्यक्तीच्या सामाजिक दर्जात श्रेष्ठ कनिष्ठ असा भेद केला जातो त्यामुळे समाजात वेगवेगळे वर्ग निर्माण होतात .

१) **संपत्ती** -

प्राचीन काळापासून संपत्तीवर आधारीत व्यक्तीचा सामाजिक दर्जा हा श्रेष्ठ कनिष्ठ असा ठरविला जातो आधुनिक काळामध्ये संपत्ती हे सामाजिक दर्जा निर्धारण्याचे प्रभावी घटक मानला जातो श्रीमंताचा वर्ग हा श्रेष्ठ तर गरिबांचा वर्ग हा कनिष्ठ मानला जातो .

२)**सत्ता** -

संपत्तीप्रमाणेच सामाजिक वर्गाचा निर्धारक घटक म्हणुन सत्तेला महत्व आहे सत्ताधारी वर्ग आणि सत्ताहिन वर्ग उदा.जनताच आपला प्रतिनिधी निवडून देत असली तरी निवडून आल्यानंतर त्या व्यक्तीचा दर्जा हा जनतेपेक्षा श्रेष्ठ ठरतो ज्याच्या हाती सत्ता असते तो इतरावर अधीकार गाजवतो .

३) **शिक्षण** -

आधुनिक समाजामध्ये व्यक्तीचा सामाजिक दर्जा व वर्ग निर्धारित करण्यामध्ये शिक्षणास खुप महत्व आलेले आहे शिक्षणावर आधारित केवळ सुशिक्षीत व अशिक्षीत असे दोन वर्ग नसून आज विविध क्षेत्रात नव नविन ज्ञान आत्मसात करणाऱ्या व्यक्तीला मान सन्मान प्रतिष्ठा प्राप्त होतांना दिसतो.

४) **व्यवसाय** -

समाजाच्या गरजांची पुर्तता करण्यासाठी विविध व्यवसायाचा विकास होतांना दिसते काही व्यवसाय ही खुप महत्वाचे मानले जातात. व्यवसायाच्या आधारावर समाजात वेगवेगळे वर्ग उदयास आले त्यांचा दर्जामध्ये विविध

दिसून येते पांरपरिक समाजामध्ये धार्मिक कार्य पार पाडणाऱ्या पुरोहिताचा वर्ग हा श्रेष्ठ मानला जात असे पण आज शास्त्रज्ञ ,डॉक्टर , उद्योजक , इंजिनिअर इ.महत्व असलेले दिसते .

५) कला - कौशल्ये -

कला कौशल्याच्या आधारावर समाजामध्ये व्यक्तीचे स्थान हे इतरांच्या तुलनेत श्रेष्ठ किंवा वेगळे असलेले दिसते कला कौशल्यावर आधारित व्यक्तीला मान सन्मान पद , प्रतिष्ठा प्राप्त होते उदा. उत्कष्ठ खेळाडू ,गायक संगीतकार अभिनेता चित्रकार इ.कलाकारांचा वर्ण हा सामान्य लोकाच्या समुहापेक्षा श्रेष्ठ मानला जातो.

वरील सामाजिक घटकाबरोबरच वस्तीस्थान, राहणीमान, अभिरूची, विशिष्ठ वर्गाशी सबंध इ.घटक जबाबदार असलेले दिसते वर्तमान काळामध्ये जैविक घटकापेक्षा सामाजिक घटकाला विशेष महत्व आहे समाजशास्त्रज्ञाला संशोधन किंवा अभ्यास करतांना व्यक्तीच्या दर्जावर सामाजिक घटकांचा असलेला प्रभाव अभ्यासने गरजेचे असते .

❖ वर्गव्यवस्थेचा अभ्यास विषयक दृष्टीकोन -

समाजशास्त्रज्ञाना संशोधन करताना वर्ग निश्चित करणे कठीण होते. समाज परिवर्तना बरोबरच वर्गव्यवस्थेमध्येही मोठया प्रामणात परिवर्तन घडून येत आहे संशोधन करतांना अभ्यासत असलेले कुटूंब किंवा व्यक्तीला कोणत्या वर्गात कोणत्या निकषाच्या आधारे समाविष्ठ करावे याविषयी अनेक अडचणी निर्माण होतात .सामाजिक वर्गाचा अभ्यास करण्यासाठी पुढील दृष्टीकोणाचा आधार घेतला जातो. .

१) स्तरिकरणविषयक अभ्यासाचा वस्तुनिष्ठ दृष्टीकोण -

या दृष्टीकोणानुसार अभ्यासक हा अभ्यासपूर्वीच सामाजिक वर्गाची संख्या निश्चित करतो आणि नंतर त्यांचे प्रत्यक्ष निरिक्षण करता येईल अशा संपत्ती ,व्यवसाय ,शिक्षण वस्तीस्थान अशा वस्तुनिष्ठ निकषाच्या आधारे लोकाच्या सामाजिक वर्गाची निश्चिती करतो या पध्दतीचा वापर सर्वप्रथम १९४९ मध्ये ऑगस्ट हॉलीग यांनी NEW WAVEN या लोकाच्या अभ्यास करतांना केला .

२) प्रतिष्ठीत दृष्ठकोण -

संशोधक अभ्यास करतांना एखादया समुदायातील किंवा समाजातील इतर व्यक्तीशी चर्चा करुन विशिष्ठ व्यक्तीबददलची मते भय आहे याचा अभ्यास करून वर्ग निश्चिती केली जाते ही पध्दत १९४१ मध्ये डब्लयू

.एल.वारनर यांनी लहान शहाराचा अभ्यास करतांना वापरली लहान समुदायासाठी ही पध्दत सोपी असली तरी मोठय समुदायाच्या अभ्यासासाठी अशक्य आहे .

३) **व्यक्ती निष्ठ दृष्टीकोन** -

संशोधक या पध्दतीचा आधार घेवून ज्यांचा अभ्यास करणार आहे त्या व्यक्तीला किंवा कुटूंबालाच आपण कोणत्या सामाजिक वर्गात मोडता असा प्रश्न विचारला जाते पर्याय देवून उत्तर मिळविले जाते परंतु लोक बरोबरच उत्तर देतील याची मात्र शंका असते त्यामुळे योग्य निष्कर्ष निघत नाही . .

वरील पैकी कोणत्याही एका दृष्टीकोनातून लोकांच्या वर्गाचे निर्धारण करणे कठिण असल्यामुळे अभ्यासक हा संशोधन करताना शक्य असेल तीचे या तीन्ही दृष्टीकोणाचा अवलंब करून अभ्यास करतो किंवा करावेच लागते .

❖ **निष्कर्ष** -

मिळालेला तथ्याच्या आधारे निघालेले निष्कर्ष ही पुढील प्रमाणे -

१) वर्ग व्यवस्था ही सार्वत्रिक स्वरपाची प्रक्रिया आहे .

२) वर्तमान काळामध्ये सामाजिक वर्गच्या निर्धारक घटकामधील जैविक घटकापेक्षा सामाजिक घटकाला महत्व आहे .

३) सामाजिक वर्गचे निर्धारक घटक हे सापेक्ष स्वरपाचे असते .

४) वर्गव्यस्थेतील निर्धारित घटक हे परस्पर फरक असतात .

५) समाज परिवर्तना बरोबरच वर्ग व्यवस्थेत देखील परिवर्तन होत आहे .

६) सामाजिक गतीशिलतेच चालना देणारी व्यवस्था आहे.

७) व्यक्तीच्या सर्वांगीण विकासासाठी वर्गव्यवस्था ही महत्वाची आहे .

८) संशोधन करतांना संशोधकाला वर्गनिश्चती करणे आज कठीण होत आहे.

९) दिवसेंन दिवस वर्ग व्यवस्थेचे स्वरूप हे जटील होत असून वर्गाहीन समाजाची निर्मांती वर्तमान परिस्थतीचा विचार केल्यास अशक्य वाटते .

❖ <u>सारांश</u> -

समाज परिवर्तना बरोबरच सामाजिक वर्गांचे स्वरूप हे जटील आणि गुंतागुतीचे बनत चालले आहे. सामाजिक वर्गच्या निर्धारक घटकामध्ये परिवर्तन होत आहे. पारंपारिक समाजामध्ये जैविक घटकाना महत्व होते मात्र आधुनिक समाजामध्ये जन्मभेद , लिंगभेद   वर्ण भेद न करता व्यक्तीच्या दर्जाला महत्व दिले जात असल्यामुळे सत्ता ,संपत्ती , प्रतिष्ठा , शिक्षण इ.आधारित व्यक्तीच्या दर्जाला महत्व दिले जात आहे .कार्ल मार्क्स यांनी माडलेली वर्गहिन समाजाची संकल्पना हे सत्यात येणे अशक्य आहे कारण जातीपेक्षा अधिक आज वर्गाला व्यक्ती महत्व देताना दिसत आहे .

❖ <u>संदर्भ ग्रंथ</u> -

१) समाजाशास्त्रातील मुलभुत संकल्पना -   डॉ सर्जेराव साळुंखे

२)भारतीय समाज रचना आणि परिवर्तन -   प्रा. चंद्रकात खडांगळे

३)भारतीय समाज व्यवस्था -   प्रा .घाटोळे रा.ना .

४) भारतीय समाज -   डॉ.माने माणिक

५) समाजशास्त्रीय संकल्पना -   डॉ आगलावे प्रदिप

६) समाजशास्त्र परिचय -   डॉ .दिलीप खैरनार

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उच्च शिक्षण घेणाऱ्या विद्यार्थी-विद्यार्थीनींमध्ये स्वयंम (SWAYAM Online Education Portal) बाबत जाणीव जागृती-एक चिकित्सक अभ्यास

प्रा.डॉ. डिसले महादेव सदाशिव

सहाय्यक प्राध्यापक

शिक्षणशास्त्र महाविद्यालय, बार्शी जि. सोलापूर

सारांश (Abstract)

आपण २१व्या शतकात प्रवेश करीत आहोत आणि भारताच्या इतर संस्कृती प्रमाणे शैक्षणिक संस्कृती देखील बदलत गेलेली आपणास दिसून येते. यामध्ये प्रामुख्याने शिक्षण आणि अध्ययन अध्यापन पध्दतीत आपणास बदल दिसून येतो. त्याचे मुख्य कारण म्हणजे इंटरनेट व विविध सर्च इंजिन्स इत्यादी सेवा सर्वांसाठी उपलब्ध आहेत. उच्च शिक्षण क्षेत्रात अमेरिका व चीन नंतर भारताचा तिसरा क्रमांक लागतो. आज उच्च शिक्षण क्षेत्रात महत्त्वाच्या बदलांना प्रारंभ झालेला आहे. त्यापैकीच सर्वांत महत्त्वाचा बदल म्हणजे भारत सरकार च्या Ministry of Human Resource Development म्हणजेच MHRD आणि All India Council of Techinical Education म्हणजेच AICTE च्या माध्यमातून Microsoft च्या सहाय्याने तयार करण्यात आलेला Online Education Portal यालाच आपण स्वयंम (SWAYAM) म्हणतो. स्वयंम च्या माध्यमातून अनेक कोर्स संचलित केले जात आहेत. ज्यामध्ये मॅसिव ओपन ऑनलाईन (MOOC) चा समावेश होतो.

स्वयंम (SWAYAM Online Education Portal) हा दुरस्थ शिक्षणामध्ये एक महत्त्वाची पध्दती म्हणून उदयास येत आहे. या अभ्यासक्रमाचे अध्ययन करण्यासाठी मोठया संख्येने विदयार्थ्यांना वेब इंटफेसद्वारा व्याख्यान व स्लाईडस्, व्हिडीओच्या माध्यमातून अध्ययन करतांना दिसून येतात मात्र त्याचे प्रमाण मूला व मूर्लींमध्ये कमी अधिक असण्याची शक्यता आहे. स्वयम (SWAYAM Online Education Portal) संदर्भातील आजचे महत्त्व लक्षात घेऊन उच्च शिक्षण घेत असलेल्या विद्यार्थी-विद्यार्थीनींमध्ये याची जाणिव जागृती असणे आवश्यक आहे. या कारणाने प्रस्तूत संशोधन विषय आवश्यक व महत्त्वपूर्ण ठरत आहे.

प्रस्तावना

अभ्यासक्रम रचनेच्या ज्या आधुनिक पध्दती आहेत त्यापैकी ई- अध्ययनामध्ये स्वयंम (SWAYAM Online Education Portal) वर आधारित अभ्यासक्रम ही पध्दती एक विचार प्रवाह आहे. हा अभ्यासक्रम विद्यार्थ्यांना अध्ययनाचे स्वातंत्र्य देतो. विशेषतः मुक्त अध्ययन प्रणालीमध्ये याचा वापर पहिल्यांदा करण्यात आला.

इंटरनेट वेब पोर्टल द्वारा अध्ययन-अध्यानात स्वयंद्वारा युटयुब व इतर साधनाचा वापर विविध देशात भाषा, शिक्षणशास्त्र, इत्यादी विषयाचा अभ्यासक्रमांमध्ये संघटन करण्यासाठी केला जातांना दिसून येत आहे. विविध विषयांची क्रमिक पुस्तके तयार करतांना पारपारिक पुस्तकांऐवजी आधुनिक मॉटयुल्स नुसार पुस्तकांची निर्मिती करतांना अनेक मुक्त विद्यापीठ आपल्याला दिसून येतात. कारण एखादा घटक विद्यार्थ्यांना अध्ययन करायचा असेल तर शिक्षक आपल्या समोरच आहेत आणि आपल्याला अध्यापन करीत आहेत असा आभास तयार होतो व चांगले अध्ययन त्या विद्यार्थ्यांचे होते. दूरशिक्षण घेत असणाऱ्या विद्यार्थ्यांना याचा फायदा आणि स्वयंअध्ययनाची चांगली सवय लागते. या मुक्त विद्यापीठा अंतर्गत घेत असलेल्या विविध कोर्स पेक्षा ही वेगळा प्रकार आपल्या समोर आला आहे. तो म्हणजे स्वयंम (SWAYAM Online Education Portal) होय.

(SWAYAM Online Education Portal) WWW.Swayam.gov.in

भारत सरकार SWAYAM चा अर्थ Study Webs of Active learning for Young Aspiring Minds असा आहे. भारत देश विकसित होत असतांना भारत सरकार शिक्षणक्षेत्रात अध्ययन व अध्यापनात गुणवत्ता वाढविण्यासाठी प्रयत्नशील आहे. तसेच विद्यापीठ अनुदान आयोगाने स्वयंम (SWAYAM Online Education Portal) स्वयंमप्रभा, DTH TV चॅनल्य, तसेच यु टयुब चॅनल यांचा उपयोग विद्यार्थ्यांना उच्च शिक्षण घेताना अध्ययन अध्यपनात उपयोग करण्यावर भर दिला आहे. तसेच अभ्यासक्रम व त्याचे अध्ययन व अध्यापन करण्यासाठी स्वयंम च्या माध्यमातून अशी अनेक अभ्यासक्रम तयार करण्याची जबाबदारी यु.जी.सी. घेते. सर्वोत्तम गुणवत्ता शिक्षण संसाधनांमध्ये प्रवेश प्रदान करण्याच्या दृष्टिने संपूर्ण देशभरात तरुणांसाठी सक्रीय शिक्षण प्रकल्प म्हणजे स्वयंम (SWAYAM Online Education Portal) होय. यामध्ये विनामुल्य व विविध खुल्या ओपन ऑनलाईन कोर्सचा विकास केला जातो.

Swayam is an instrument for self actualization providing apportunities for lifelong learning.

स्वयंम (SWAYAM Online Education Portal) च्या माध्यमातून जास्तीत जास्त ऑनलाईन कोर्स उच्च शिक्षणात येत आहेत. व हे सर्व अभ्यासक्रम कोणालाही, केव्हाही, कधीही विनामुल्य करता येतात. मात्र जेव्हा आपणास एखादा अभ्यासक्रम पूर्ण केल्याचे प्रमाणपत्र घ्यायचे असेल तर आपणास काही रक्कम अदा करावी लागेल एवढच. स्वयंम च्या माध्यमातून ऑनलाईन कोर्स निर्माण करण्यात आले आहे. यामध्ये इयत्ता ९ वी पासून उच्च शिक्षणापर्यंतचे पाठयक्रम तयार करण्यात आले आहे.

स्वयंम (SWAYAM Online Education Portal) द्वारा अध्ययन करणाऱ्या विद्यार्थ्यांसाठी खालील अध्ययन बाबींचा समावेश केला जातो.

१)   डीजीटल पाठयपुस्तकांचे व लेखांचे वाचन

२)   डीजीटल छायाचित्र व आकृत्यांचे परिक्षण

३)   तज्ज्ञ व्याख्यातांचे यु-टयुब व्हीडीओ व स्लाईडस पाहणे.

४)   ऑनलाईन मार्गदर्शन

५)   डीजीटल दिग्दर्शन साहित्याचे परिक्षण

६)   ऑनलाईन प्रकल्प व प्रयोगामध्ये सहभाग

७)   विविध ऑनलाईन असाईनमेंट, गृहपाठ

८)   स्वयंम च्या माध्यमातून कधीही कुठेही मल्टीमिडीया वापरुन उच्च शिक्षणाला गुणवत्ता आधार मिळतो.

९)   सर्व प्रकारच्या अभ्यासक्रमासाठी वन स्टॉप वेब

१०)   आर्ट सिस्टीम ची व्यवस्था जी सहज प्रेरणा, प्रवेश, देखरेख आणि परवानगी देते.

११)   संशयास्पद स्पष्टीकरण देण्यासाठी पी आर ग्रुप आणि संवाद व चर्चा मंच तयार आहे.

१२)   डीलीव्हरीचे हायब्रिड मॉडयुल जे वर्गात शिकविण्याच्या गुणवत्ता वाढते.

भारतातील अनेक विद्यापीठ, स्वयंम (SWAYAM Online Education Portal) ला कनेक्ट आहेत.

याद्वारा विद्यार्थ्यांना विनामूल्य अभ्यासक्रम पूर्ण करता येतो. तसेच अनेक तज्ञ मार्गदर्शकांचे लेक्चर यु-टयुब च्या माध्यमातून दिल्या जात असल्याने विद्यार्थ्यांना त्यांच्या अध्ययनामध्ये मदत होते व त्यांचे चांगले अध्ययन होतो. तसेच टी. व्ही. चॅनल च्या माध्यमातूनही विद्यार्थ्यांना मार्गदर्शन मिळते.

तसेच ई-पीजी पाठशाला या MHRD चा एक उपक्रम आहे व राष्ट्रीय शिक्षण मिशन च्या माध्यमातून विद्यापीठ अनुदान आयोगाने अंमलात आणला असून हा डीजीटल क्षेत्रातील महत्त्वाचा अविष्कार आहे असे म्हटल्यास वावगे ठरणार नाही. आजच्या स्पर्धेच्या युगाचा विचार केला असता आजही भारत देश विकसित नसून विकसनशील देश आहे त्याचे अनेक कारणे असतील परंतु शिक्षण क्षेत्रात आधुनिक प्रवाहांना स्थान देणे तेवढेच गरजेचे आहे. उच्च

शिक्षण हे डीजीटल माध्यमातून आपण घेतले तर उच्च शिक्षणाचा दर्जा उंचावेल. यासाठी स्वयंम (SWAYAM Online Educational Portal) बाबत आज उच्च शिक्षण घेणाऱ्या विदयार्थी विदयार्थींनींना, शिक्षकांना यांची जाणीव जागृती असणे अत्यंत आवश्यक आहे.

संशोधनाची उद्दिष्टे

१)   उच्च शिक्षणात स्वयंम (SWAYAM Online Educational Portal) चा आढावा घेणे.

२)   उच्च शिक्षण घेणाऱ्या विदयार्थी - विदयार्थींनींमध्ये स्वयंम (SWAYAM Online Educational Portal) च्या जाणीवेचा शोध घेणे.

३)   उच्च शिक्षणात स्वयंम (SWAYAM Online Educational Portal) च्या जाणीव जागृतीसाठी उपाययोजना सूचविणे

शून्य परिकल्पना

उच्च शिक्षण घेणाऱ्या विदयार्थी विदयार्थींनींमध्ये स्वयंम (SWAYAM Online Educational Portal) च्या जाणीव जागृती बाबत कोणताही फरक दिसून येत नाही.

संशोधन पध्दती

प्रस्तूत संशोधनासाठी वर्णनात्मक संशोधन पध्दती मधील शालेय सर्वेक्षण पध्दतीचा वापर करण्यात आला.

न्यादर्श निवड

प्रस्तुत संशोधनात बार्शी शहरातील उच्च शिक्षण घेणाऱ्या ३० मुले व ३० मुली अशा एकूण ६० विद्यार्थ्यांची सुगम यादृच्छिक नमुना निवड पध्दतीने नमुना म्हणून निवड करण्यात आली.

संशोधन साधने

प्रस्तूत संशोधनासाठी संशोधक निर्मित प्रश्नावलीचा वापर करण्यात आला. या प्रश्नावलीमध्ये स्वयंम पोर्टलवर आधारित एकूण २२ मुक्त व बध्द प्रश्नाचा समावेश होता.

संशोधन कार्यवाही

प्रस्तूत संशोधनाठी बार्शी शहरातील उच्च शिक्षण देणाऱ्या शैक्षणिक संस्थांमधून उच्च शिक्षणात अध्ययन करणाऱ्या एकूण ६० विद्यार्थ्यांची निवड करण्यात आली. त्यापैकी ३० मुले व ३० मुली यांच्याकडून स्वयंम

(SWAYAM Online Educational Portal) च्या जाणीव जागृती विषयावर तयार केलेली प्रश्नावली भरुन घेण्यात आली.

माहितीचे विश्लेषण व अर्थनिर्वचन

प्रश्नावलीच्या आधारे संकलित केलेल्या माहितीचे विश्लेषण व अर्थ निर्वचन करण्यासाठी सांख्यिकीय तंत्रे, मध्यमान, टी मूल्य यांचा उपयोग करण्यात आला.

उच्च शिक्षण घेणाऱ्या विदयार्थी व विदयार्थींनी मध्ये स्वयंम (SWAYAM Online Educational Portal) च्या जाणीव जागृती बाबत कोणताही फरक दिसून येत नाही.

उच्च शिक्षण घेणाऱ्या विदयार्थी व विदयार्थींनी मध्ये स्वयंम (SWAYAM Online Educational Portal) च्या जाणीव जागृती बाबत तुलना दर्शविणारी सारणी

लिंग	न्यादर्श	माध्यमान	सारणी 't' मूल्य	प्राप्त 't' मूल्य
मुले	३०	४२.१७	०.०५	१.८६
मुली	३०	४४.८७	१.६७	

वरील सारणीवरुन असे लक्षात येते की, उच्च शिक्षण घेणाऱ्या विदयार्थ्यांच्या स्वयंम (SWAYAM Online Educational Portal) च्या जाणीव जागृती बाबत गुणांचे मध्यमान ४२.१७ एवढे असून, विदयार्थींनींच्या गुणांचे माध्यमान ४४.८७ एवढे आहे. तसेच मुले व मुली यांची तुलना केली असता प्राप्त टी मूल्य १.८६ इतके असून ५८ स्वाधीनता मात्रा असतांना 't' चे सारणी मूल्य हे ०.०५ स्तरावर १.६७ इतके आहे. म्हणजेच प्राप्त 't' मूल्य हे ०.०५ स्तरावर जास्त असल्यामुळे त्या स्तरावर सार्थक आहे.

म्हणजेच, उच्च शिक्षण घेणाऱ्या विदयार्थी व विदयार्थींनी मध्ये स्वयंम (SWAYAM Online Educational Portal) च्या जाणीव जागृती बाबत कोणताही फरक दिसून येत नाही. हया परिकल्पनेचा त्याग करण्यात येत आहे.

संशोधनाचे निष्कर्ष

१)   उच्च शिक्षण घेणाऱ्या मुले व मुली मध्ये स्वयंम (SWAYAM Online Educational Portal) च्या जाणीव जागृती बाबत सार्थ फरक दिसून येतो.

२)   उच्च शिक्षण घेणाऱ्या विदयार्थ्यांपेक्षा विदयार्थींनी मध्ये स्वयंम (SWAYAM Online Educational Portal) ची जाणीव जागृती अधिक प्रमाणात आढळून आली.

३)   उच्च शिक्षण घेणाऱ्या विदयार्थी व विदयार्थींनी मध्ये स्वयंम (SWAYAM Online Educational Portal) च्या जाणीव जागृती करण्याची आवश्यकता दिसून येते.

उच्च शिक्षणामध्ये स्वयंम (SWAYAM Online Educational Portal) च्या जाणीव जागृती विषयक उपाययोजना

१)   उच्च शिक्षण घेणाऱ्या विदयार्थ्यांना स्वयंम (SWAYAM Online Educational Portal) किंवा इतर ऑनलाईन अभ्यासक्रमा विषयी उद्बोधन वर्गामध्ये सहभागी होण्यासाठी महाविद्यालयाने विद्यार्थ्यांना प्रोत्साहित करावे.

२)   उच्च शिक्षण घेणाऱ्या विदयार्थी व विदयार्थींनी मध्ये स्वयंम (SWAYAM Online Educational Portal) च्या जागृती साठी तज्ञांचे व्याख्यान अयोजीत करणे.

३)   स्वयंम (SWAYAM Online Educational Portal) संदर्भात विदयार्थ्यांचा सहभाग वाढवण्यासाठी त्यांच्या जाणीव जागृतीसाठी सेमिनार, चर्चासत्रे, कार्यशाळा आयोजित करणे.

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१)   Nemade J Mabajan R., (२०१६) skill based education, Nemade J mabajan sha prashant publications, jalgaon

२)   मुळे रा.श., उमाटे वि. तु., (१९८९), शैक्षणिक संशोधन मुलतत्त्वे, महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, नागपूर.

३)   (SWAYAM Online Education Portal) WWW.Swayam.gov.in

४)   https://en.m.wikipedia.org/wiki/soft_skills

हुंडाबळी :- कारणमिमांसा व उपाययोजना

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प्रस्तावना :-

भारतीय समाजात वर्तमान स्थितीत हुंडाबळीची ही एक गंभीर समस्या निर्माण झाली आहे. हुंड्यासाठी नववधूचा शारिरीक आणि मानसिक छळ केला जातो व नववधूला माहेराहून पैसे आणण्यास भाग पाडले जाते. परंतु जेंव्हा ही नववधू माहेराहून पैसे आणत नाही त्यावेळी तिला मारुन टाकले जाते. हे कृत्य एकटा पती करत नाही तर कुटुंबातील इतर सर्व मंडळी मिळून करतात. व सर्व पुरावे नष्ट करुन आत्महत्या केल्याचे सांगतात. नववधूच्या माहेराकडील मंडळी या लोकांच्या विरुध्द गुन्हा नोंद करतात परंतू बहुतांश वेळी पुराव्याअभावी अशा लोकांची सुटका होते.

भारतात उत्तर प्रदेश, महाराष्ट्र, मध्यप्रदेश आणि बिहार मध्ये हुंडाबळीचे प्रमाण जास्त आहे. डॉ. राम आहुजाच्या मते ही समस्या कनिष्ठ जातीपेक्षा उच्च जातीमध्ये अधिक प्रमाणात आहे. तसेच कनिष्ठ किंवा उच्च वर्गापेक्षा मध्यम वर्गात या समस्येचे प्रमाण अधिक आहे. प्रस्तुत शोध निबंधात हुंडाबळीच्या कारणांचा आढावा घेऊन हुंडाबळी समस्येवर उपाय सुचवले आहेत.

हुंडाबळीची कारणे :-

हुंडाबळीसाठी अनेक कारणे उत्तरदायी आहेत ती खालीलप्रमाणे सांगता येतात.

१) **हुंडा पध्दती :-**

हे हुंडाबळीच्या समस्येचे प्रमुख कारण आहे. हुंडा पध्दतीमुळे अनेक नववधूंचा सासरी छळ होतो. विवाहात बोललेल्या हुंड्याची रक्कम अनेकदा शिल्लक राहते ती वधुच्या पालकांनी दिली नाही तर तिचा छळ करुन जाळुन मारले जाते. तसेच विवाहानंतर मुलाच्या नोकरीसाठी, व्यवसाय करण्यासाठी पैसा मागितला जातो. याची पूर्तता झाली नाही तर सासरकडील मंडळी तिचा खून करतात.

२) **इंच्छेविरुध्द दुसऱ्या मुलीशी विवाह :-**

अनेकदा मुलाच्या इच्छेविरुध्द पालक दुसऱ्या मुलीशी विवाह करतात. या पाठीमागचे कारण म्हणजे त्यांना जो व्यक्ती अधिक हुंडा देतो त्याच्या मुलीशी ते विवाहकरतात. परंतू विवाहानंतर पती पत्नीशी चांगले वागत नाहीत परिणामी घरात संघर्ष सुरु होतो. तसेच या मुलाला आपल्या आवडत्या मुलीशी विवाह करावायाचा असतो व ही वधु त्यातील प्रमुख अडथळा ठरते. म्हणून वधुला मारले जाते.

३) स्त्रियांचे आर्थिक परावलंबन :-

भारतीय समाजातील बहुतांश स्त्रिया आर्थिकदृष्टया परावलंबी आहेत. त्यामुळे त्यांना आपल्या पतीवर व कुटुंबातील व्यक्तीवर अवलंबून रहावे लागते. परिणामी कुटुंबाकडून होणारा छळ त्या निमुटपणे सहन करतात त्याचा प्रतिकार करण्याची हिंम त्यांच्यात नसते. त्यामुळे अशा स्त्रिया सासरकडील छळाला बळी पडतात.

४) पितृसत्ताक कुटुंब :-

भारतीय समाजात पितृसत्ताक व संयुक्त कुटुंबपध्दती आढळते. या कुटुंबाची सर्व सत्ता पित्याकडे असते. त्यामुळे सर्वांना त्यांच्या आदेशाचे पालन करावे लागते. जर विवाहात या पित्याच्या मना प्रमाणे वस्तु, देणगी आली नाही तर हा कुटुंबातील लोकांना वधूचा छळ करण्यास सांगतो. पती,पत्नीत प्रेम असले तरी त्या मुलाला आपल्या पित्याचा आदेश पाळवा लागतो. त्यामुळे वधुचा छळ केला जातो. या छळाचा शेवट खुनात होतो.

५) धनलोभ :-

आधुनिक काळात धन लोभाचे प्रमाण वाढले आहे. प्रत्येकजण कोणत्या ना कोणत्या मार्गाने धन मिळविण्याचा प्रयत्न करत आहे. अनेक लोक मुलाचा विवाह म्हणजे पैसा प्राप्त करण्याचे साधन मानत आहेत. मुलाच्या विवाहात मोठया प्रमाणात हुंडा घेतात तसेच नंतरही हुंडयाची मागणी करतात. या मागणीची पुर्तता झाली नाही तर वधूला मारले जाते. व सर्व पुरावे नष्ट केले जातात व काही दिवसातच मुलाचा दुसरा विवाह अधिक हुंडा घेऊन केला जातो.

६) पतीची प्रेमिका :-

पतीला जर प्रेमिका असेल तर त्याचे सर्व लक्ष तिच्याकडेच असते. हा व्यक्ती पत्नीकडे लक्ष देत नाही. पत्नी त्याला प्रेमिकेसोबत संबंधास विरोध करते. तेंव्हा आपल्या मार्गातील अडथळा दुर करण्यासाठी पती आपल्या पत्नीचा कोणत्या ना कोणत्या मार्गाने शेवट करतो.

७) क्रूरवृत्ती :-

धनलोभाने आंधळे झालेले क्रूर प्रवृत्तीचे लोक अशा घटनांना उत्तरदायी ठरतात. आपल्याच कुटुंबातील एका सदस्याला मारणे हे सज्जन व्यक्ती करत नाहीत. तर कपटी, निर्दयी, क्रूर वृत्तीचे लोकच असे कार्य करत असतात.

८) वधूच्या चारित्र्याविषयी संशय :-

अनेक कुटुंबात वधूच्या चारित्र्याविषयी संशय घेऊन तिचा शारिरीक व मानसिक छळ केला जातो. या संशयाचे बीज पतीच्या मनात कुटुंबातील इतर व्यक्ती पेरतात. तेंव्हा हा पती संतापून वधूचा खुन करतो व तिच्या जीवनाचा शेवट होतो.

९) पत्नी न आवडणे :-

विवाहप्रसंगी हुंडा अधिक मिळतो म्हणून अनेक लोभी पुरुष कुरुप किंबा सावळया रंगाच्या मुलीशी विवाह करतात. परंतू विवाहानंतर अशा पुरुषांना ती पत्नी आवडत नाही. तेंव्हा दुसरा विवाह करण्यासाठी या पत्नीचा विविध प्रकारे छळ केला जातो. छळ करुन घटस्फोटास प्रवृत्त केले जाते. जर ती घटस्फोटास तयार होत नसेल तर शेवटी मारले जाते.

अशा प्रकारे हुंडाबळीची कारणे सांगता येतात.

हुंडाबळी समस्येवर उपाय योजना :-

हुंडाबळी समस्या सोडविण्यासाठी खालील प्रमाणे उपाय सांगता येतील.

१) कायद्याची कडक अंमलबजावणी :-

ही समस्या सोडविण्यासाठी जे कायदे निर्माण केले आहेत त्यांची प्रभावी अंमलबजावणी करणे गरजेचे आहे. ही समस्या प्रामुख्याने हुंडा प्रथेतून निर्माण झाली आहे. त्यामुळे १९६१ चा हुंडा प्रतिबंधक कायदा कठोरपणे लागू करणे आवश्यक आहे.

या कायद्यात १९८४ व १९८६ मध्ये संशोधन करण्यात आले. विवाहीत महिलांच्या होणाऱ्या हिंसेच्या संदर्भात संरक्षणात्मक तरतूदी करण्यात आया आहेत. १९८६ मध्ये भारतीय दंडविधान संहितेमध्ये कलम ४९८ अ चा समावेश केला आहे. व त्यात हुंडाबळीची व्याख्या केली आहे. ती पुढीलप्रमाणे

"जेंव्हा एखाद्या स्त्रीचा मृत्यू जाळपोळ किंवा शारीरीक जखमा मुळे किंवा अन्य संशयी परिस्थीतीत विवाहापासून सात वर्षाच्या आत होतो आणि हुंडयाशी संबंधित मागण्या तिच्या मृत्यूपुर्वी तिचा पती किंवा त्याच्या नातेवाईकाकडून केल्या जाऊन सातत्याने तिचा छळ केला जात होता असे दिसून आले तर त्याला हुंडाबळी म्हटले जाईल व पती किंवा त्याच्या नातेवाईकांनी हा हुंडाबळी घेतला असे समजले जाईल."

क्रिमिनल प्रोसीजर कोड मध्ये १९८ अ हे कलम टाकण्यात आले आहे. त्यानुसार वधूच्या जवळच्या नातेवाईकांनी पोलिसात तक्रार केल्यास त्याची शिक्षापात्र गुन्हा म्हणून दखल घ्यावी लागते. याच संहितेतील कलम १७४ (३) नुसार महिलांचा अनैसर्गिक मृत्यू किंवा संशयास्पद मृत्यूची चौकशी करण्याचा अधिकार पोलिसांना दिला आहे. इंडियन इविडन्स ऑक्ट १९७२ च्या नवीन कलम ११३ अ नुसार महिलांच्या

हिंसेबाबत आपण दोषी नसल्याचे सिध्द करण्याची जबाबदारी आरोपीवर टाकण्यात आली आहे. तसेच महिलांचा छळ थांबवण्यासाठी घरगुती हिंसाचार प्रतिबंधक कायदा २६ अक्टोंबर २००६ पासून लागू करण्यात आला आहे. या कायद्यामुळे स्त्रिया आपल्या कुंटुंबातील लोकांविरुध्द गुन्हा नोंदवू शकतात.

२) लोक चळवळ

सामाजिक कार्यकर्त्यांनी पुढाकार घेऊन या समस्येच्या विरोधात लोकचळवळ उभारावी. लोकांना समस्येचे दुष्परिणाम पटवून द्यावेत तेंव्हा ही समस्या सुटण्यास मदत होईल.

३) स्त्री मुक्ती संघटनांची भूमिका :-

स्त्री मुक्ती संघटनांनी या समस्येसंदर्भात कठोर पावले उचलणे गरजेचे आहे. ज्या गावात असे प्रकरण घडले तेथे जाऊन त्यांच्या घरासमोर धरणे धरावे, मोर्चे काढावेत जेणे करुन जननिंदेला भिऊन लोक अशी कृत्य करणार नाहीत.

४) मुलींच्या छळाची दखल :-

आधुनिक काळात देखील पालक आपल्या मुलीच्या छळाची दखल घेत असलेले दिसून येत नाहीत. त्यामुळे या प्रकरणाची संख्या वाढत आहे. त्यामुळे पालकांनी आपल्या मुलीच्या सासरी छळ होत असेल तर त्या लोकांना सर्वप्रथम समजून सांगावे व ऐकतच नसतील तर गुन्हा दाखल करावा.

५) सामाजिक बहिष्कार :-

ज्या कुटुंबातील वधुला मारले असेल अशा कुटुंबावर समाजातील लोकांनी सामाजिक बहिष्कार टाकावा त्यांच्याशी कोणतेच संबंध ठेवू नयेत. हे पाहुन इतर लोक तरी वधुला मारत टाकणार नाहीत.

६) सामाजिक प्रबोधन :-

समाजातील समाजसुधारक, सुशिक्षीत लोक, राजकीय नेते यांनी एकत्र येऊन या समस्येविषयी सामाजिक प्रबोधन करणे गरजेचे आहे. लोकांना हे पटवून द्यावे की ही समस्या आज इतरांच्यात आहे परंतू काही कालावधीत तुमच्यावरही येईल तेंव्हा आपण सर्वांनी मिळून ही समस्या नष्ट केली पाहीजे.

७) महिलांना जागृत करावे :-

महिलांना विविध सरकारी कायद्यांची माहिती करुन द्यावी. जेणेकरुन आपल्यावर होणाऱ्या अन्यायास विरोध करतील.

८) कौटुंबिक मानसिकतेत बदल :-

ही समस्या सोडविण्यासाठी कुटुंबातील लोकांची मानिकसता बदलणे गरजेचे आहे. लोकांनी वधू म्हणजे आपली मुलगी आहे हे समजावे, कारण आपली मुलगीसुध्दा कुठली तरी वधू आहे. त्यामुळे तिला

असा त्रास झाला तर आपणाला होतो याची जाणीव करुन द्यावी. त्यामुळे ते वधूला छळणार नाहीत. परिणामी समस्या आटोक्यात येण्यास मदत होईल.

वरील उपायांचा अवलंब केला तर ही समस्या लवकरात लवकर सुटेल.

संदर्भ :-

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भारतीय समाजातील उच्च शिक्षणाच्या समस्या व आव्हाने

प्रा.डॉ. नागोराव संभाजी भुरके

ल.भा.पा. महिला महाविद्यालय, सोलापूर.

प्रास्ताविक:

ज्ञानाधिष्ठीत समाजाची चर्चा आज जगभरात चालू आहे. भारतीय समाज देखील ज्ञानाधिष्ठीत असला पाहिजे, सर्व भारतीयांना शिक्षण उपलब्ध झाल्याशिवाय वा ज्ञानाधिष्ठीत होवू शकणार नाही. माणूस केवळ साक्षर असून चालत नाही. ज्ञानसंक्रमण, ज्ञानसंवर्धन आणि ज्ञाननिर्मीती यासाठी समाजाला दर्जेदार उच्च शिक्षण मिळणे आवश्यक आहे. परंतू आपल्या देशात शिक्षण हा विषय तसा दुर्लक्षीत राहिलेला आहे. राष्ट्रीय जीवनात त्याला वरचा अग्रक्रम कधी मिळाला नाही. देश स्वतंत्र होण्यापूर्वीची शिक्षणपध्दती ब्रिटिश राज्यकर्त्यांनी निर्माण केलेली आधारलेला होता. १८५८ साली मुंबई, कलकत्ता व मद्रास अशा तीन विद्यापीठांची स्थापना झाली. या तिन्ही विद्यापीठाचे स्वरुप स्थुलपणे परीक्षा मंडळासारखे होते. शालान्त परीक्षाही त्यांच्याच अधिपत्याखाली होत्या. १८८२ साली " भारतीय शिक्षण आयोगा"च्या शिफारशीनुसार भारतीय शिक्षणाची दिशा व स्वरुप निश्चित झाले. या आयोगाने मुख्यत: शालेय शिक्षणाचा विचार केला होता. एक मात्र खरे की, उच्च शिक्षणाच्या उपलब्धीतून देशात प्रबोधनाचचे वारे संचारले. देशाच्या पुनरुत्थानास केवळ राजकीय स्वातंत्रय पुरेसे होत नाही. सामाजिक समता, धार्मिक निरपेक्षता, आर्थिक स्वायत्तता, औद्योगिक निर्माण क्षमता, सर्वधर्म समानता आणि ययाा सर्वांसाठी राष्ट्रीययत्वाचे स्फुलिंग तेवत ठेवणारे शिक्षण याची गरज असते. आज उच्च शिक्षणासाठी वर्तमान परिस्थिती ही अनिष्ट सदृश परिस्थिती आहे. भारतातील उच्च शिक्षणामध्ये आता मुलभूत बदल घडवून आणण्याची गरज आहे त्यासाठी भारताला नव्या दर्जाचे, नव्या अभ्यासक्रमाचे नवी दिशादर्शक शिक्षणाची गरज निर्माण झाली आहे.

१) उच्च शिक्षणाची सद्य स्थिती:

भारतातील उच्च शिक्षणाची सद्याची स्थिती भयावह आहे. आंतरराष्ट्रीय गुणवत्तेच्या पहिल्या शंभर विद्यापीठात भारतातील एकही विद्यापीठ नाही. कोणत्याही देशाचा विकास हा त्या देशातील उच्च शिक्षणाच्या प्रमाणावर व त्यातील गुणवत्तेवर अवलंबून असतो. जगातील इतर देशातील उच्च शिक्षणाची स्थिती व भारतीय उच्च शिक्षणाची स्थितीवर दृष्टीक्षेप टाकला असता अमेरिका आणि ऑस्ट्रेलिया या देशामध्ये उच्च शिक्षणाची टक्केवारी ८० ते ९० टक्यांच्या दरम्यान आहे. इंग्लंड आणि फ्रान्स मध्ये अनुक्रमे ६३ टक्के आणि ५० टक्के आहे आणि भारतीय टक्केवारी तुलनेने अतिशय कमी म्हणजे ८ टक्के आहे. लोकसंख्येच्या तुलनेत तर सर्वाधिक लोकसंख्या असणाऱ्या

काही देशापैकी एक भारत आहे. या देशातील विद्यापीठाची संख्या पाहता भारतात ४०० विद्यापीठे असूनही उच्चशिक्षणाचे प्रमाण अत्यल्प आहे. आंतरराष्ट्रीय गुणवत्तेमध्ये भारतातील विविध विद्यापीठ आणि संख्या यांच्या गुणवत्तेनुसार बघितल्यावर भारतीय उच्च शिक्षणाची स्थिती ही धक्कादायक आहे. आंतरराष्ट्रीय गुणवत्तेत भारतातील विद्यापीठांचा विचार करता दिल्ली विद्यापीठाचा २५४ वा क्रमांक तर मुंबई विद्यापीठाचा ४५६ क्रमांक तर पुणे विद्यापीठाचा ४६९ वा क्रमांक आहे. वरील आकडेवारी हे दर्शविते की आंतरराष्ट्रीय गुणवत्तेमध्ये पहिल्या १०० विद्यापीठात भारतातील एक विद्यापीठ नाही.

२) भारतीय शिक्षण व्यवस्थाः-

आमच्या शिक्षण पध्दतीद्वारा आम्ही केवळ स्वकेंद्रीय व्यक्तीचे भावना शुन्य ठोकळे निर्माण केले. त्यांच्यात आम्ही सामाजिक जबाबदारीची जाणिव निर्माण करु शकलो नाही. सध्याचे भारतीय शिक्षण म्हणजे मागील शतकात ब्रिटीशांनी कारकून तयार करण्यासाठी सुरु केलेल्या शिक्षणाची पुढील वाटचाल या पध्दतीचा प्रादेशिक प्रसार बराच झाला पण याची गुणवत्ता क्षिण होत गेली तिच्यात प्राचीन भारतीय पध्दतीचे आणि आधुनिक ब्रिटीश पध्दतीचे गुण नाहीतच पण दोन्ही पध्दतीचे दोष तेवढे आहेत. याला जबाबदार कोण असा प्रश्न उपस्थित होतो याचा शोध घेतला पाहिजे.

३) उच्च शिक्षणात शिक्षकाची भूमिकाः-

भारतातील उच्च शिक्षणात शिक्षकाची भूमिका फार महत्वाची जाते. आगामी शतकातील आव्हानांना सामोरे जाण्यासाठी सामाजिक जीवनामध्ये जी शक्तीस्थाने, बलस्थाने असतील त्यामध्ये सर्वात महत्वाचे बलस्थान शिक्षकच असेल. शिक्षक हा केवळ पोटार्थी मास्तर नाही. तर तो स्वयंप्रज्ञ स्वयंप्रकाशी ही उर्जास्त्रोत आहे, शिक्षकच विद्यार्थ्यामध्ये शैक्षणिक तंत्रज्ञानाचे बिजे रुजवू शकतो. शिक्षणाचे ध्येय गाठण्यासाठी केवळ औपचारीक व व्यवसायीक शिक्षण यावरच अवलंबून राहाता येणार नाही, तर नैतिक मूल्य व मानवी कल्याणाची भावना विद्यार्थ्यांमध्ये रुजविण्याचे कार्य शिक्षकच करु शकतो. शिक्षक हा केवळ शिक्षक नव्हे, शिक्षण म्हणजे प्रेरक शक्तीचा अखंड स्त्रोत असला पाहिजे. शिक्षकच विद्यार्थ्यांमध्ये जीवन संघर्षासाठी प्रेरीत करु शकतो. शिक्षकच विद्यार्थ्यांमध्ये एक सुजाण नागरीक म्हणून राष्ट्रीय जीवनात सामील करु शकतो. आपल्या लोकशाही गणराज्यात स्त्री पुरुषातील समानता ही जाणिव करुन सकारात्मक विचार, शास्त्रीय वृत्तीचा विकास, स्वयंशिस्त अंगी बाळगण्याचे काम, इतराबद्दल विचार करण्याची वृत्ती जोपासणे, पर्यावरणाची जाण ठेवणे, पर्यावरणाबद्दलची आत्मीयता वाटणे ही शिकवण शिक्षकच तरुण पिढीला देऊ शकतो, राष्ट्रनिष्ठा, राष्ट्रीय जबाबदारीची जाणिव शिक्षकाने तरुण पिढीत निर्माण करावयास हवी. म्हणूनच महात्मा गांधी शिक्षका विषयी म्हणत असे का, शिक्षकच

म्हणजे समाजाचे भवितव्य घडविणारे प्रकाशमान मशाली आहे. हे उद्गार सार्थ करण्याची जबाबदारी शिक्षकावर येऊन पडली आहे.

४) विद्यापीठीय उच्च शिक्षण:-

आज आपण उच्च शिक्षणातील संशोधनकार्याचा विचार केला तर विद्यापीठा कडून घोर निराशा झालेली आहे. संशोधनात्मक प्रकल्प राबविण्याची मोठी जबाबदारी विद्यापीठावर असते. विद्यापीठांनी निरनिराळे संशोधन प्रकल्प हाती घेण्याची गरज आहे. त्याकरिताच विद्यापीठ विभागाना सक्षम करण्यासाठी राज्य सरकांरनी त्यांना संसाधनात्मक सुविधा पुरविण्यासाठी निधीची तरतूद करणे आवश्यक आहे. राज्य विद्यापीठाकडे उच्च शिक्षण पुढील आव्हाने पेलण्याची क्षमता निर्णय करायची असेल तर राज्य सरकाराच्या मदतीची गरज आहे. त्याच बरोबर ज्ञानसंक्रमण, ज्ञानसंवर्धन आणि ज्ञाननिर्मिती ही विद्यापीठाची तीन अतिशय महत्वाची उद्दिष्टे असली पाहिजेत.

उच्च शिक्षणाचा विकास करण्यासाठी शासनाने आणखी एक पाऊल उचलले आहे. नजीकच्या काळीत १४ विद्यापीठे फक्त संशोधनासाठी सुरु केली जाणार आहेत. ११ व्या योजनेत त्यावर २८०० कोटी रु. मंजूर झाले आहेत. बाकी खर्च वेगळा केला जाणार आहे. पूर्वीच्या ४०९ - ४१० विद्यापीठांसाठी ११ व्या योजनेत २८ कोटी रु. मंजूर आहेत. अशा प्रकारे ज्याचा जन्म व्हायचा आहे त्यासाठी सोन्याचा पाळणा तयार आहे. शासनाकडे नवीन तमाशा उभा करायला पैसा आहे. पण मुख्य प्रवाहतल्या विद्यापीठासाठी संस्थासाठी पैसा नाही. Brain Draim चे Brain Grain मध्ये होण्याची शक्यता नाही पण इथे Brain Haemmorage झाले आहे त्याचे काय? शासनाने असा भेदभाव न करता आहेत त्याच विद्यापीठाचा दर्जा उंच्चावण्यासाठी योग्य निधी दिला पाहिजे. हे शासनाचे दायित्व असून त्याली त्यांनी बांधिल असले पाहिजे.

शिक्षण हे काही साध्य नव्हे ते एक साधन आहे. ज्या शिक्षणाने आपण चारित्र्यवान बनू तेच खरे शिक्षण मानता येईल. (महात्मा गांधी) तसेच त्याग आणि सेवा हा भाव निर्माण करणे ही फार मोठी जबाबदारी आपल्या शिक्षण प्रणालीवर आहे. म्हणुन राष्ट्राचे भवितव्य संसदेत नाही तर वर्गातुन घडते. आपली शिक्षण पध्दती विद्यार्थी केंद्रीत असली पाहिजे. प्रत्यक्षात मात्र ती शिक्षक केंद्रित असल्याचे दिसते. बलशाली भारतनिर्माण करण्यासाठी सर्व स्तरावरील शिक्षणाचा गांभिर्याने विचार केला पाहिजे. या संदर्भता राम ताकवले म्हणतात की, आशयाधिष्ठीत शिक्षक केंद्रित पध्दती ऐवजी ज्ञानाधिष्ठित विद्यार्थी केंद्रित अंगिकारली पाहिजे. स्पर्धेपेक्षा सकार्य महत्वाचे आहे. नवनिर्मितीला वाव मिळाला पाहिजे. ही आजच्या काळाची अत्यावश्यक अशी गरज झाली आहे.

५) विचारवंताचा शैक्षणिकदृष्टीकोन:-

१९२० मध्ये गांधीजीनी राष्ट्रीय शिक्षण सुरु केले. पण महात्मा गांधीजीची शिक्षणपध्दती बंद केली गेली. आजची आपली शिक्षण पध्दती पाश्चात्य शिक्षणपध्दती आहे. म.गांधी हे समाज सुधारक आंदोलक, सत्याचे

प्रणेते, अहिंसावादी सर्व काही होते पण त्यांची श्रेष्ठ भूमिका शिक्षकाची होती. युनेस्कोने १०० जागतिक शिक्षण तंत्र ज्ञाची यादी प्रकाशित केली त्यामध्ये तीन भारतीयांचे नावे होती १) महात्मा गांधी २) रवींद्रनाथ टागोर ३) जे.पी. नाईक म.गांधीजीनी शिक्षणाला "नवी तालिम" ही शिक्षण पध्दती दिली. मात्र आपणही गोष्ट पुर्ण पणे विसरुन गेलो आहोत. आज फक्त "फॅक्टरी मॉडेल शिक्षण पध्दती आहे" आज शिक्षणाची स्थिती यंत्रासारखी झाली आहे. Input Output अशी झालेली आहे. विद्यार्थ्यांना यंत्रासारखे मानले जाते.   हे समाजाला आणि शासनाला ज्ञात होणे गरजेचे आहे.

डॉ.भालचंद्र मुणगेकर म्हणतात, चांगल्या गुणवतेचे शिक्षण निर्माण केल्यास भारताच्या उच्चशिक्षणाचे खरे मूल्यमापन होईल व उच्च शिक्षणाला खऱ्या अर्थाने न्याय मिळेल. शिक्षण हा समाजाचा मार्ग आहे. तर शिक्षक हा त्या मार्गांवरील मार्गदर्शक आहे. त्यामुळे शिक्षणाचे पवित्र राखून शिक्षणाचा सामाजिक सन्मान होणे महत्वाचे आहे.

६) शैक्षणिक क्षेत्रातील नविन बदलः-

उच्च शिक्षणात आता NCHE ही नव्याने येऊ घातलेली उच्च शिक्षणाचे नियंत्रण करणारी संस्था येऊ घातली असून पूर्वपार चालत आलेल्या UGC, NCTE या सर्व त्यात विलीन केल्या जातील. आपण नवीन निर्णय खूपच लवकर घेतो पण अंमलबजावणीच्या बाबतीत मात्र कमी पडतो. नवीन संस्था उभारुन एकाधिकारशाही निर्माण करण्यापेक्षा आहोत त्याच मूळ प्रवाहातील विद्यापीठे, महाविद्यालय, विद्यार्थी यांचा दर्जा सुधारण्यासाठी प्रयत्न केले पाहिजे. पण शासनाचा कल नव्या संस्था काढण्याकडे जास्तीचा असतो. कारण त्यातुन आर्थिक फायदा मिळतो. परतु सर्वच ठिकाणी फायदा न पाहता समाजाचा विकास व्हावा असे जर सरकारला वाटत असेल तर परंपरागत विद्यापीठाचा विकास झाला तरच हे शक्य आहे. कारण शिक्षण हे जीवनाचे सर्व क्षेत्राला एक भक्कम अधिष्ठांन देणार, उर्जा पुरविणारे एक शक्ती केंद्र आहे. म्हणुन शिक्षणाचा विकास करणे हे सरकारचे दायित्व आहे.

निष्कर्ष :-

१. उच्च शिक्षणाचा गुणवत्तेचा विकास साध्य करावयाचा असेल तर विद्यापीठाच्या संख्यात्मक आणि गुणात्मक वाढीवर भर द्यावा लागेल.

२. उच्च शिक्षणाचा दर्जा उंचवायचा असेल तर पालक, शिक्षक, विद्यार्थी या सर्व घटकाचा सहभाग असला पाहिजे.

३. उच्च शिक्षणात समाजभिमुख शिक्षण दिले जाणे गरजेचे आहे. यात शिक्षण, व्यवसाय, रोजगार यामध्ये सुसंगती असायला हवी.

४. उच्च शिक्षणात तंत्रज्ञान कौशल्य क्षमता व्यावसायिक शिक्षणाला महत्व दिले पाहिजे.

५. उच्च शिक्षणात शिक्षकाची भूमिका प्रेरक शक्तीचा अखंड स्त्रोत सारखी असली पाहिजे.

संदर्भ टिपा:-

१. वीरकर प्रतिभा, उद्योन्मुख भारतीय समाजाचे शिक्षण व शिक्षक (शैक्षणिक समाजशास्त्र) पुणे, विद्यार्थी गृह प्रकाशन पुणे, आवृत्ती पाचवी.

२. शिक्षण प्रबोधन - प्रमुख संपादक डॉ.रा.गो. प्रभुणे या ग्रंथातील "आजच्या शिक्षणापुढील आव्हाने " डॉ.द.ना. धनागरे माजी कुलगुरु, शिवाजी विद्यापीठ, कोल्हापुर.

३. वीरकर प्रतिभा, "उद्योन्मुख भारतीय समाजाचे शिक्षण व शिक्षक" (शैक्षणिक समाजशास्त्र) पुणे विद्यार्थी गृहप्रकाशन, पुणे आवृत्ती पाचवी.

४. बदलते शिक्षण: स्वरुप आणि समस्या - डॉ.जनार्दन वाघमारे.

५. समाज प्रबोधन पत्रिका - संपादक, महेश गावस्कर.

१९९१ च्या आर्थिक धोरणाचा भारताच्या उच्चशिक्षणावर झालेला परिणाम

प्रा.अनिल पंढरीनाथ कांबळे

सहाय्यक प्राध्यापक, लक्ष्मीबाई भाऊराव पाटील महिला महाविद्यालय, सोलापूर

प्रस्तावना:

कोणत्याही देशाचा विकास त्या देशातील मनुष्यबळ कसे आहे. त्यावर अवलंबून असतो. मनुष्यबळाचा विकास त्या देशातील शिक्षण पध्दतीवर अवलंबून असतो. भारतातील मनूष्यबळ कमकूवत, अकूशल, अकार्यक्षम आहे. त्यामूळे भारतातील शेती आणि उद्योग क्षेत्रातील श्रमाची उत्पादकता कमी आहे. भारतामध्ये शिक्षणाचे फायदे एका विशिष्ट वर्गालाच मिळाले आहेत. बहुजन आणि दलित आदिवासींना शिक्षणाच्या मूख्य प्रवाहा पासून दूर ठेवले गेले त्याचा परिणाम असा झाला की, भारताचा विकास होऊ शकला नाही. स्वातंत्र्यानंतर राज्यघटनेचा स्वीकार केला आणि राज्यघटनेत शिक्षणाचा अधिकार देण्यात आला. सर्वांना शिक्षण, मोफत शिक्षण आणि सक्तीचे शिक्षण देण्यावर भर देण्यात आला. त्यामूळे भारताच्या साक्षरतेचे प्रमाण वाढत गेलेले दिसते. या काळात जे शिक्षण दिले गेले ते फक्त संख्यात्मक स्वरूपाचे होते. गुणात्मक शिक्षणाचा अभाव त्यात होता. पारंपारिक शिक्षणातून देशाचा आर्थिक विकास होत नाही. हे जगाने स्पष्ट केले आहे. भारतात १९८० पासून खाजगी शिक्षणाला महत्व प्राप्त झालेल दिसून येते. विना अनूदानित तत्वावर शाळा व महाविद्यालय सूरू करण्यास परवानगी देण्यात आली. या महाविद्यालयातून पारंपारिक शिक्षणाबरोबरच व्यावसायिक आणि आधुनिक शिक्षणाची सुविधा देण्यात आली.

भारतात १९९१ मध्ये नवीन आर्थिक धोरणाचा स्विकार करण्यात आला या धोरणात शिथिलीकरण, खाजगीकरण आणि जागतिकीकरणाला महत्व प्राप्त झाले.

उद्दिष्टये :

१) भारतातील उच्चशिक्षणातील बदल अभ्यासणे.

२) १९९१ च्या आर्थिक धोरणांचा परिणाम अभ्यासणे.

गृहितके :

१) १९९१ च्या आर्थिक धोरणामूळे शैक्षणिक धोरणात बदल झाला आहे.

२) १९९१ च्या आर्थिक धोरणामूळे उच्च शिक्षणात विविधता आली आहे.

संशोधन पध्दती :

प्रस्तूत अभ्यासासाठी दूय्यम साधन सामग्रीचा उपयोग करण्यात आला आहे. विविध मासिके, संदर्भ ग्रंथ व विविध अहवालाचा उपयोग करून माहितीचे संकलन करण्यात आले आहे.

स्वातंत्र्यानंतर भारतातील शैक्षणिक धोरण :

स्वातंत्र्यानंतर भारतात शिक्षणासाठी राष्ट्रीय पातळीवर अनेक योजना तयार करण्यात आल्या १९४८ -४९ मध्ये राधाकृष्णन समितीची स्थापना, यु.जी.सी. ची स्थापना, प्रकाश समिती, कोठारी आयोग, राष्ट्रीय शिक्षण विषयक धोरण, १९७५ ची राष्ट्रीय शैक्षणिक संशोधन व प्रशिक्षण परिषद, RUSA चे राष्ट्रीय उच्चतर शिक्षा अभियान.

१९९१ च्या आर्थिक धोरणाचे उच्च शिक्षणावरील परिणाम :

भारतात २००६-०७ मध्ये ३५६ विद्यापीठे होती. यात २० केंद्रीय विद्यापीठे होती. २०११ मध्ये ६४२ विद्यापीठे तर ३४८५२ महाविद्यालये होती.

१९९१ च्या आर्थिक धोरणामूळे भारतात विदेशी विद्यापीठे, विदेशी संस्था, आणि संशोधनाला महत्व प्राप्त इ ाले. खाजगी विद्यापीठे खाजगी महाविद्यालये यांची संख्या वाढली.

१९९१ च्या आर्थिक धोरणांचे शिक्षण क्षेत्रावर झालेले अनुकूल परिणाम :

१) **स्पर्धा शक्ती वाढण्यास मदत झाली.**

१९९१ आर्थिक धोरणामूळे विद्यार्थांची स्पर्धा शक्ती वाढली. इंग्रजी भाषेच्या प्रसारामूळे जागतिक ज्ञान मिळण्यास मदत झाली.

२) **आर्थिक विकासाच्या नविन संधी उपलब्ध झाल्या**.

या धोरणामूळे नविन तंत्रज्ञान यंत्र सामग्रीची निर्मिती आणि गतिशिलतेत वाढ झाली.

३) पारंपारिक शिक्षणाबरोबरच आधुनिक शिक्षण पध्दतीचा अवलंब होण्यास मदत झाली.

४) **नव प्रर्वतना मध्ये वाढ होण्यास मदत झाली.**

आधूनिक शिक्षणामध्ये व्यावसायिक शिक्षण,संशोधन, व्यवस्थापनाला महत्व प्राप्त इ ालेआहे. शेती क्षेत्रात आधुनिक पध्दतीचा उपयोग होत आहे.

५) जागतिक दर्जाच्या शैक्षणिक संस्थामध्ये शिक्षण घेण्याची संधी प्राप्त झाली.

जागतिकीकरण, शिथिलीकरण, खाजगीकरणामूळे विद्यार्थांना उच्च शैक्षणिक दर्जाच्या संस्थामध्ये शिक्षण घेण्याची संधी प्राप्त झाली आहे.

वरील प्रमाणे १९९१ च्या आर्थिक धोरणाचे शिक्षण क्षेत्रावर काही परिणाम झालेले आहेत.

१९९१ च्या आर्थिक धोरणाचे शिक्षण क्षेत्रावर झालेले प्रतिकूल परिणाम

१)   **खाजगीकरणाचा वाढता प्रभाव**

खाजगीकरणामूळे सर्वसामान्य लोकांना शिक्षण घेणे महाग बनत चालले आहे. सर्वांसाठी शिक्षण न राहता श्रीमंतांसाठी शिक्षण हे विचार वाढत चालले आहेत.

२)   **अतिरिक्त फी वाढीची समस्या :**

खाजगीकरणामूळे अतिरिक्त फी वाढीची समस्येला सामोरे जावे लागत आहे. उच्च शिक्षण देणा-या   संस्थांच्या फीचे प्रमाण अतिरिक्त असल्यामूळे हूशार आणि होतकरू मूलामूलींना उच्च शिक्षणापासून वंचित रहावे लागते.

३) **नफावृत्तीवाढीस लागली :**

शिक्षण हे समाज विकासाचे, सुधारणेचे माध्यम आहे. या क्षेत्राकडे व्यापारी, व्यावसायिक दृष्टीने न बघता सामाजिक कल्याणाच्या दृष्टीने पाहणे आवश्यक आहे. पण शिक्षणाच्या खाजगीकरणामूळे या क्षेत्रात भरमसाठी फीच्या रूपाने पैसा मिळविला जात आहे.

४)**पारदर्शकतेचा अभाव :**

खाजगी व्यवस्थापन, शासनाचा कमी हस्तक्षेप यामूळे खाजगी क्षेत्रातील शिक्षण संस्थांच्या कारभारातील पारदर्शकता दिसून येत नाही.

५)**अनियंत्रीत सत्तेचा उगम** :

खाजगी शिक्षण संस्था काढून शिक्षण सम्राट झालेल्या लोकांनी राज्यकारभारात हस्तक्षेप करण्यास सुरूवात केली आहे. अनेक शिक्षण सम्राट आमदार, खासदार आणि मंत्री झाले आहेत.

६) **विशिष्ट लोकांनाच शिक्षण :**

खाजगी व्यवस्थेत शिक्षण फक्त श्रीमंतानाच घेता येते गरीबांना या पासून वंचित राहवे लागते.

७)**गुणवत्तेकडे दुर्लक्ष :**

या संस्थांमध्ये गुणवत्ते पेक्षा पैशाला महत्व प्राप्त झालेले असते. कमी गुण असलेल्या मूलाला केवळ पैशाच्या जोरावर प्रवेश मिळतो. व गुणवान मूले मागे राहतात.

निष्कर्ष :

१) खाजगीकरणामूळे शिक्षणाच्या नविन संधी निर्माण झाल्या आहेत.

२) मूलामूर्लोंची स्पर्धाशक्ती वाढण्यास मदत झाली आहे.

३) खाजगीकरणाचा वाढता प्रभाव.

४) सर्वसामान्य व्यक्तीला शिक्षण महाग झाले.

उपाय योजना :

१) खाजगी संस्थामध्ये सरकारच्या हस्तक्षेप असला पाहिजे.

२) सर्वसामान्यांना शिक्षण मिळेल अशी व्यवस्था करणे आवश्यक आहे.

३) औद्योगिक शिक्षणाबरोबरच मूलभूत शिक्षणाची सुविधा उपलब्ध करून द्यावी.

४) आर्थिक दृष्टया कमजोर लोकांना अशा संस्थामध्ये आरक्षण देणे आवश्यक आहे.

५) बदलत्या काळानूसार व जागतिक स्पर्धेत मूलामूर्लोंना टीकता यावे यासाठी प्रयत्न करावे.

समारोप :

खाजगीकरणामूळे विशिष्ट लोकांनाच संधी मिळते तसे न होता सर्वांना शिक्षण आणि माफकदरात शिक्षण उपलब्ध होणे आवश्यक   आहे.

संदर्भ :

१) भारतीय अर्थव्यवस्था - दामजी, कदम, भानूमते

२) योजना - विकास समर्पित मासिक, सप्टेंबर २००९

३) अर्थसंवाद - ऑक्टोंबर -डिसेंबर २०१४/ खंड ३८, अंक -३ संपादंक : अविनाश रामलाल निकम, लेखक - माधूरी प्रदीप लेले,नागपूर.

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उच्च शिक्षणात योगा व खेळाचे महत्व

प्रा. भक्तराज जाधव

शारिरीक शिक्षण संचालक, लक्ष्मीबाई भाऊराव पाटील महिला महाविद्यालय,सोलापूर

प्रस्तावना :

आजच्या या यांत्रिक युगामुळे सुख सोयी व सुविधा सहज उपलब्ध झालेले आहेत. त्यामुळे भौतिक सुखाकडे सर्व मनुष्यजात आकृष्ट झालेली आहे. त्यामुळे मानवाची सुखाची कल्पना बदलली आहे. याच सुख सोयी व भौतिक सुविधा मानवी दु:खास कारणीभुत ठरत आहेत. योग्य वयात योग्य गोष्टी किंवा कार्य करणे आवश्यक आहे. त्यागोष्टीकडे दुर्लक्ष केले जात आहे आणि जे करु नये त्या गोष्टी मनुष्य करीत आहे. सुखाच्या मागे धावतांना मानवाचे शारिरीक व मानसिक आरोग्य ढासळत चालले आहे. सुख, समाधान, आनंद व शांती शोधून सापडत नाही. विज्ञानाच्या प्रगतीमुळे आपण साथीच्या रोगांवर नियंत्रण मिळविले खरे, पण सुखासिनतेच्या अवाजवी कल्पनेमुळे मानवाची हालचाल दिवसेंदिवस कमी झाली आहे. त्यामुळे शरीर प्रकृती स्थुल, रक्ताची अशुध्दता, रक्तदाब, मधुमेह, संधीवात, हृदयरोग अशा रोगांची मोठ्या प्रमाणात लागण होत आहे. अशा वेगवेगळ्या रोगांवर मात करायची असेल तर त्यासाठी `योग` हा उत्तम पर्याय आहे. असे जगाने मान्य केले आहे. त्या धरतीवरच मा. नरेंद्र मोदी यांनी आव्हान करुन मानवी जीवन सुखी व समृध्द करण्यासाठी २१ जून हा जागतिक योग दिवस साजरा करण्यात आला.

योग :

योग हा शब्द मुळात संस्कृत भाषेतुन आला आहे. संस्कृतच्या युज आणि योग या दोन शब्दांनी मिळून योग हा शब्द तयार झाला आहे.

युजचा अर्थ जोडणे, बांधणे, संयोग, संयमन, समन्वय साधणे म्हणजेच योग होय. योग या शब्दाचा उपयोग वेगवेगळ्या गोष्टींशी जोडून केला जातो.

योग म्हणजे शरीराचे अवयव मनातील भावना आणि अध्यात्म यांचा समन्वय म्हणजे योग होय.

योगाची व्याख्या :

१. **डॉ. राधाकृष्णन :** योग, साध्य, शरीर और आत्मा के पवित्रिकरण अतिरिक्त और बल नही है I

२. **शंकराचार्य :** योग म्हणजे युक्ती किंवा साधण ध्येय ज्यामुळे चित्त वृत्ती स्थिर करुन अंतिम सत्याचा साक्षात्कार करुन घेणे.

३. **श्रीकृष्ण :** भागवत गितेत श्रीकृष्ण म्हणतात ` योग कर्मसु कौशल्यम` कार्यामधील कुशलता म्हणजे योग कर्म, करण्यामधील कार्य कुशलता,युक्ती, चतुराई किंवा कार्य शैली म्हणजे योग.

४. **महामुनी पतंजली :** अर्थ योगानुशासनम शासन म्हणजे शात्र योग स्थित वृत्ती निरोधे.

५. **चरक मुनी :** शरीर, मन,आत्मा व इंद्रिय यांत संतुलन साधने म्हणजेच योग.

चित्त म्हणजे चेतविणे. चित्त, चिंता, काळजी. चित्त म्हणजे मन, बुध्दी,

अहंकार. चित्तामुळे विचार, कर्तव्य, समज यांची जाणीव होते.

योग म्हणजे काय ?:

योग म्हणजे शरीराचे अवयव, मनातील भावना आणि अध्यात्म यांचा समन्वय होय. योग आपल्या जीवनातील मानसिक, ताण तणाव कमी करुन आपल्या शरीरातील सर्व नाड्यांचे शुध्दीकरण करतो. योग ही अध्यात्मिक वाट असून त्या वाटेवर चालून आपले ध्येय गाठु शकतो अर्थात ते ध्येय गाठण्यासाठी त्या वाटेवरचे नियम पाळावेच लागतील.

सात्विक जीवनशैली, संस्कारक्षम नियंत्रीत मन आणि सात्विक विचार या तिघांचा एकत्रित परिणाम आपल्या व्यक्तिमत्वाला एक वेगळेच परिणाम देतो.

महामुनी पतंजली यांचा काळ सुमारे इ.स. २००० पूर्वीचा आहे. त्यापूर्वीही योग, योगिक क्रियांचा तसेच त्या सारख्या बाबींचा उल्लेख प्राचीन वैदिक वाड.मयात , जसे वेद, उपनिषद, स्मृती, पुराने यांत आढळतो. त्यामुळे महामुनी पतंजली हे योग शास्त्राचे जनक नसुन त्यांनी योगाची विभागणी करुन त्याची आठ विभागात सुत्रबध्द मांडणी केली. त्यास अष्टांग योग असे म्हणतात.

अष्टांग योगान :

योगाची आठ अंगे सांगितली आहेत. १) यम २) नियम ३) आसन ४) प्राणायम ५) प्रत्याहार ६) धारणा ७) ध्यान ८) समाधी. यातील प्रत्येक अंग परिस्थिती नुरुप आहे. माणसाची आंतरीक शक्ती जागृत करणारी ही अष्टांग पध्दती आहे. मानवी शरीरातील प्रत्येक अवयवाप्रमाणे (अंगाप्रमाणे) योगातील ही आठ अंगे अपयुक्त आहेत. प्रत्येक अंग महत्वाचे आहे. यापैकी यम, नियम, आसन व प्राणायाम ही पहिली चार अंगे शरीरासंबंधी

असून त्यांचा शारिरीक स्वास्थाशी संबंधित आहेत. पुढील चार अंगे मन स्वास्थाशी संबंधित आहेत. पहिल्या चार अंगाच्या अभ्यासाने शरीराची विशिष्ट तयारी साधली जाते. त्यामुळे चित्ताची व मनाची ताकद वाढते. योगात शरीर व मन यांना एकच संयुक्त घटक मानतात. योग हे प्रयोगात्मक व आत्मसाक्षात्काराचे शास्त्र आहे. म्हणजे जीवन समृध्द व सुधी करणारे शात्र आहे.

योगाची ध्येय, उद्दिष्टचे व महत्व :

प्राचीन काळात समाज जीवन सुखी व संपन्न होते. त्यावेळी मोक्षप्राप्ती, आत्मोन्वीसाठी समाधी अवस्था प्राप्त करणे हे योगाचे ध्येय मानन्यात येत होते. सामान्य व्यक्ती योगापासून दूर होती. आताच्या काळात योगाचा अनेक तज्ञांनी अभ्यास व संशोधन करुन त्यास वैज्ञानिक बैठक प्राप्त करुन दिली आहे.

ध्येय :

चित्ताचा व्यापारावर (मनोव्यापार) नियंत्रण मिळवून चित्त एकाग्र करणे, शरीर इंद्रीय, आत्मा यांच्यामध्ये संतुलित स्थिती किंवा स्थिर अवस्था प्राप्त करणे म्हणजेच क्लेश, वासना, अतृप्ती यावर विजय मिळवून स्वतःला , कुटूंबाला , सुख शाती व समाधान मिळवून देणे म्हणजेच समाधी अवस्था प्राप्त करणे.

उद्दिष्टचे :

१. **शारिरीक व मानसिक स्वास्थ्य प्राप्त करणे व टिकविणे :**

    मानव अनेक कारणांनी अस्वस्थ. असंतुष्ट, असुरक्षित व अशांत जीवन जगत आहे. त्याच्या सुखाच्या कल्पना बदलत आहेत. जीवनाकडे पाहण्याचा दृष्टीकोन बदलला आहे. वर्तन, आचार, विचार यात बदल झाला आहे. या सर्व बाबींवर मात करुन योग्य तो बदल करुन शारिरीक व मानसिक स्वास्थ्य प्राप्त करणे, टिकविणे ही आधुनिक काळातील उद्दिष्टचे आहेत.

२. **एकाग्रता व सुख प्राप्ती :**

    सर्व दुःखाचे मुळ भय, अतृप्त वासना, अज्ञान होय. हे दूर करुन मनाची एकाग्रता साधणे, खऱ्या ज्ञानाची प्राप्त करणे, मनाची बर्हिमुखी प्रवृत्ती बंद करुन त्यास अंतःमुंख करणे यातून एकाग्रता साधणे योग आसन व प्राणायाम यांच्यामानवी जीवनात वेगवेगळ्या क्षेत्रात मानवी प्रगतीवर सुयोग्य परिणाम आहे. त्यातुन मानवाची शारिरीक, मानसिक, भावनिक प्रगती होऊन आरोग्यदायी जीवन निर्माण करण्यासाठी उपयोग होत आहे.

३. ताण तणाव कमी करुन रोग मुक्त आरोग्यदायी जीवन निर्माण करणेः

प्रत्येक व्यक्ती कोणत्या न कोणत्या कारणांनी ताण तणावात आहे. बेचेन आहे. त्यामुळे बऱ्याच व्यक्ती तणाव मुक्तीसाठी व्यसनाधीन होतात. हवा, पाणी, अन्न व ध्वनी यांचे प्रदूषण वाढत आहे.

योग आणि खेळाचे उच्च शिक्षणातील महत्व :

खेळाचा विचार केला तर सर्वसामान्यासाठी फुरसदीच्या वेळेचा सदुपयोगासाठी, मनोरंजनासाठी शारिरीक शिक्षणाचा विचार केला जातो. तर क्रिडा ही सुख प्राप्तीसाठी आनंदमयी अशी क्रिडा होय. परंतु त्याला जेव्हां स्पर्धेचे स्वरुप येते, त्यावेळी त्या क्रियेत मनोरंजनाबरोबर ताण, तणाव, ईर्षा, जिंकण्याची जिद्द निर्माण होते. खेळ व क्रिडेच्या योगाचा उपयोग मानवी विकासावर वेगवेगळ्या प्रकारे होतो.

शिक्षणाचा मुळ उद्देश म्हणजे व्यक्तीला १) शारिरीकदृष्ट्या (२) मानसिकदृष्ट्या (३) सामाजिकदृष्ट्या निरोगी नागरिक तयार करणे हा आहे. त्या व्यक्तीला भावी जीवनात चांगल्या प्रकारचे जीवन जगता येईल एवढे सक्षम करणे. त्यासाठी उच्च शिक्षणात योगा या विषयाचा समावेश करण्याचा विचार शासनस्तरावर चालला आहे. योग शिक्षणात व मानवाला योगा करण्यास तयार करणे. त्यातुन मानवाची मानसिक, भावनिक व सामाजिक प्रगती साधुन त्याची सांगड शारिरीक क्षमतेशी घालता येते. त्यातुन एक उच्च प्रतिची कार्यक्षमता तयार करुन भारतासाठी उच्च कार्यक्षमता असलले नागरिक घडवता येतात.

देशाच्या प्रगतीसाठी उच्च शिक्षणात योगा व क्रिडा स्पर्धा या माध्यमातून निरोगी व कार्यक्षम नागरिक घडवता येतात. त्यासाठी उच्च शिक्षणांचा अभ्यासक्रमांत शारिरीक शिक्षण क्रिडा स्पर्धा व योगाभ्यास यांचा समावेश करुन देशासाठी उच्च प्रतिची कार्यक्षमता असलेले नागरिक तयार करता येऊ शकतात.

संदर्भग्रंथ :

१. योगासन - डॉ. पी.डी. शर्मा.

२. शरीर विज्ञान आणि योगाभ्यास - डॉ. एम.ए. गोरे

३. योगा इन मराठी - गुगल ॲप व्हर्शन ०.०.१

४. योग स्वास्थ कुंजी - डॉ. अरुन नं. खोडसकर

५. आसणे व आरोग्य - सं.ना. पंचवटीकर

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भारतातील उच्च शिक्षण एक विचार

श्री. सुहास बापू मोरे
लक्ष्मीबाई भाऊराव पाटील महिला महाविद्यालय, सोलापूर

प्रस्तावना :

आजचे शतक हे स्पर्धेचे शतक आहे. प्रत्येक देश प्रगतीकडे वाटचाल करीत आहे. नवनवीन संशोधने, नवे शिक्षण, नवे विचार या सर्व गोष्टींचा देशाचा प्रगतीत सिंहाचा वाटा आहे. आंतरराष्ट्रीय स्तरावरील दर्जेदार शिक्षण घेणे ही काळाची गरज आहे. आपल्या देशाला विकासाकडे नेण्यासाठी भारतीय शिक्षणाचा वाटा अमूल्य आहे. स्वातंत्र्यपुर्व काळात विद्यापीठ कायदा १९०२, विद्यापीठ कायदा १९०४, सॅडलर कमिशन (कलकत्ता विद्यापीठ कायदा - १९०२) डॉ. राधाकृष्णन विद्यापीठ आयोग - १९४८- ४९, कोठारी आयोगाने सूचविलेल्या उच्च शिक्षणातील शिफारशी, विद्यापीठ आयोग - १९९४, आणि विद्यापीठ नवीन आयोग, यांचा मोलाचा हिस्सा आहे. त्यामूळेच उच्च शिक्षणातील बदल घडून आलेला आपल्याला पाहायला मिळते.

भारताच्या आर्थिक - सामाजिक विकासाला वेग का येत नाही याची कारणमीमांसा अनेक विव्दान करतात. सर्वसामान्य जनतेला विकासाची शक्तीच आपण गेल्या ७० वर्षात मिळवून देऊ शकलो नाही. ही वस्तूस्थिती आहे. विकास योजना समजून घेण्यासाठी शिक्षणाची गरज असते. चीन, व्हिएतनाम,थाईलंड,इंडोनेशिया हया आपल्या शेजारी देशांनी साक्षरतेचे आणि शिक्षणाचे जनआंदोलन उभारून भारतापुढे आघाडी घेतली आहे. आणि आज ते देश विकासाची वाटचाल करीत आहेत. भारताने याबाबत पाठीमागे राहणे केवळ आर्थिकदृष्टयाच नव्हे तर सुरक्षिततेच्या दृष्टीनेही धोक्याचे आहे. उच्चशिक्षणामूळे देशांचे आर्थिक व राजकिय स्वातंत्र्य सुरक्षित ठेवण्याचे आव्हान आहे.

संशोधन विषयाची उद्दिष्टे :

१) उच्च शिक्षणामधील समस्यांचा शोध घेणे.

२) उच्च शिक्षणातील समस्यांवर उपाययोजना सुचविणे.

संशोधनाची व्याप्ती :

संबंधीत संशोधनाची व्याप्ती ही सोलापूर जिल्हयातील उच्च शिक्षण घेणा-या विद्यार्थ्यांसाठी आहे.

संबंधीत संशोधनातील मुद्यांचा अभ्यास :

१) उपयुक्त संशोधनाची गरज : भारतामध्ये सर्व विद्यापीठात अनेक संशोधने होत आहेत परंतू त्या संशोधनाचा उपयोग किती प्रमाणात होतो याचा विचार होणे आवश्यक आहे.

२) व्यावसायिक शिक्षणाचा अभाव : पारंपारिक अभ्यासक्रमानूसार विद्यार्थी पदवी, पदव्यूत्तर पदवीचे शिक्षण घेतात. परंतू पुढे चालून ते कोणत्याही प्रकारचा व्यवसाय करीत नाहीत.

३) पालकांचे समूपदेशन : पालकांमध्ये उच्च शिक्षणाबद्दल उदासिनता निर्माण झाली आहे. त्यामूळे त्यांचे समूपदेशन होणे आवश्यक आहे.

४) आधूनिक विषयांचा अभाव : अभ्यासक्रमात नव - नवीन विषयांचा समावेश करावा काळाची गरज कोणती आहे. ते समजून घेऊन पारंपारिक विषयांना थांबविले पाहिजे.

५) मूल्ये शिक्षणाचा अभाव : सद्य:स्थितीतील उच्च शिक्षणात मूल्ये शिक्षणाचा अभाव जाणवतो आहे. त्यासाठी प्रयत्न केले पाहिजे.

६) आंतरराष्ट्रीय उच्च शिक्षणाची तूलना : आपल्या देशातील अभ्यासक्रम व इतर देशातील अभ्यासक्रम यातील साम्य भेद ओळखणे आवश्यक आहे. त्यानुसारच आवश्यक असा अभ्यासक्रम तयार केला पाहिजे.

७) ए- ग्रंथालयाचा अभाव : ग्रंथ संपदा ग्रंथालयात कमी प्रमाणात आहे. त्यामूळे नवीन किंवा जागतिक पातळीवरील मान्यता प्राप्त करता येत नाही.

८) अध्ययन - अध्यापन तंत्रज्ञानाचा अभाव : महाविद्यालयात अध्ययन अध्यापनाचे कार्य हे रटाळ पध्दतीने चालत असते. त्यामूळे वर्गात विद्यार्थी संख्या कमी झालेली आपणास पाहायला मिळते.

९) शासनाची ध्येय धोरणे : उच्च शिक्षण हे सध्या विना अनुदानित तत्वावर अधिक प्रमाणात चालते आहे. योग्य पात्रतेच्या शिक्षकांचा अभाव महाविद्यालयात दिसून येतो. त्यामूळे उच्च शिक्षण महाविद्यालये अनूदानित केली पाहिजेत.

१०) महिलांचा उच्च शिक्षणात अभाव : देशाच्या प्रगतीत महिलांचा हिस्सा हा बरोबरीचा आहे. परंतू त्यांच्या शिक्षणाकडे दुर्लक्ष केले जाते. त्यांना उच्च शिक्षणापासून वंचित ठेवले जाते. त्यांना या उच्च शिक्षणात अधिक प्रमाणात संधी दिली पाहिजे.

११) आर्थिक दूर्बल घटकांना संधी : उच्च शिक्षण हे धनदांडग्यांचे झालेले आहे. ज्यांच्या जवळ पैसा आहे तोच ख-या अर्थाने आज उच्च शिक्षण घेत आहे. समाजातील आर्थिक दुबल घटक हा या उच्च शिक्षणापासून वंचित आहे त्यांना शिक्षणाच्या मुख्य प्रवाहात आणणे आवश्यक आहे.त्यासाठी सरकारने विविध उपाययोजना करून त्यांना शिक्षण प्रवाहात आणणे गरजेचे आहे.

भारतातील उच्च शिक्षण आजची स्थिती :

      उच्च शिक्षणाचा उद्देश अभ्यासकांना संबंधित विषयाचे सखोल ज्ञान देणे. आपल्या आवती भोवती असलेल्या विश्वाबाबत त्यांच्यात जाणीव निर्माण करून त्यातील समस्या सोडविण्यासाठी आवश्यक ती

बौध्दीक तयारी करून घेणे हा असतो. सद्याची स्थिती सुधारण्यासाठी प्रत्येक गावातील शिक्षणाची परिस्थिती अभ्यासून योग्य शिक्षणाचा प्रसार करण्याची विकेंद्रित व्यवस्था अत्यावश्यक आहे. विज्ञान, तंत्रज्ञान, संशोधन शिक्षणाचे व्यावसायिकरण याचाच विचार करत असताना उपयुक्तवादी दृष्टीकोनातून अभ्यासक्रमांचे आधुनिकीकरण झाले पाहिजे. जीवनातील वास्तव गरजांच्या दृष्टीने हे सर्व आवश्यक आहे. परंतू या आधुनिकीकरणाच्या वेगात उच्च शिक्षणाच्या प्राणभूत संचाकडे दुर्लक्ष होण्याची शक्यता आहे. उच्च शिक्षणाने सांस्कृतिक मूल्यांची जाणीव असलेला विचार प्रवण - चिंतर प्रवण माणूस घडवायाचा आहे हेच विसरले जाण्याची शक्यता आज निर्माण झाली आहे. जागतिकीकरण, खाजगीकरण, माहिती तंत्रज्ञान, शिक्षणातील आव्हाने यात आपले स्थान टिकवून ठेवायचे असेल तर शिक्षणाशिवाय पर्याय नाही.

संदर्भ :

१) डॉ. दिलीप गरड   : शिक्षण व्यवस्था आणि व्यथा, डायमंड प्रकाशन लातूर २०१२

२) उत्तम पाटील   : शिक्षण आणि व्यवसाय मार्गदर्शन, ओम पब्लिकेशन, कोल्हापूर

३) कान्ता नागोरी   : आधुनिक भारतीय शिक्षण सर्वेक्षण, सबलाईन पब्लिकेशन, जयपूर, भारत

४) लीला पाटील   : आजचे शिक्षण आजच्या समस्या, १९७४

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ME TOO MOVEMENT

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xY;k nku efgU;kiklw # ME TOO SOCIAL CAMPAIGN us Hkkjrkr n'kHkj çpM [kGcG ektfoyh vkgs fQYeLVkj ruq/h nÙkus T;'B dykdkj ukuk ikVdjkdMu >kyY;k yßxd 'kk'k.kk c/ny rØkj dsyh vkgs rßgkiklw fp=kxnk lkj[;k vktP;k vfHku=h i;±r vud t.kuh ;k djiuP;k ekè;ekru vkiY;koj >kyY;k yßxd 'kk'k.kkc/ny rØkj uknoyh vkgs Hkkjr gk ,d iq "kI Ùkkd n 'k vkgs efgykuk nq;e LFkku vkgs fdR;d 'krdkiklw frP;koj >kyY;k vR;kpkjkc/ny rh ek&u vkgs fo'k'kr% yßxd vR;kpkj fo:) cksy.;kps èkkMl dkskR;kgh L=hus dsysys ukgh- 1970 iklw Hkkjrkr L=h&eqäh pGoGus tkj èkjyk vkgs frph lkeF;Z'khyrk ok<o.kkjh gh pGoG vkfne xteh.k vkf.k 'kgjh fL=;kP;k vR;kpkjkc/ny okpk QksMr vkgs R;kP;k çHkkokus fL=;kuk lo¸p {ks=kr pkxys fnol ;r vkgs- fL=;kP;k lo³ onuyk okpk QksMyh tkr vkgs R;krhyp ,d egÙokpk Hkkx Eg.kts fL=;koj gksokkjs yßxd vR;kpkj R;krhy ,d egÙokpk Hkkx dkekP;k fBdk.kh frP;koj gksokkjs yßxd vR;kpkj- yßxd 'kk'k.k 1997 ;k fo'kk[kk vkn'k vkf.k 2013pk yßxd NG çfrcakd dk;nk "kkGk] dYyst] dkiU;kiklw dnz Lrjkoj LFkkiu dsY;k xsyY;k yßxd NG çfrcakd] vrxr rØkj lferh- ;k lokP;keè;s fL=;kuk dkgh vkÔkh U;k; feGr vlyk rjh vktgh L=hps yßxd "kk'k.k iqkfÎ.ks Fkkacysys ukgh- fL=;kP;k j{k.kkIkBh fuekZd >kyY;k dk;|kr vud =qh vkgr- vjyctko.khr vMp.kh ;r vkgr- vkf.k v'kkrp # ME TOO pGoG Iq >kyh vkgs IektkP;k IoZ Lrjkr ;k pGoGhc/ny ckyyk tkr vkgs uR;kiklw vfHkuqR;ki;±r I³hrdkj] y[kd] 'k{kf.kd] vkÔfîxd {ks=rhy fnXxt ;k pGoGhP;k rMk[;kr IkiMys vkgr- ;k pGoGP;k cktus vkf.k fojkèkkh vk{ki ?ks kkkÚ;kph I{k;k fnoI ²fnoI ok<r vkgs R;keÞs # ME TOO CAMPAIGN

dk; vkgs R;kps dk;Z ifj.kke] Qk;n&rksVs Ikè; ;k c/ny tk.kw ?ksks xjtps cuys vkgs

ME TOO pGoG vFkZ Lo: i] iKÜoÆkeh

ME TOO gh pGoG dkskR;kgh vFkkÏr IoZ{ks=kr dk;kÏy;hu okrkoj.kkr vFkok dkekP;k fBdk.kh gksk¡U;k yÿxd vR;kpkjk fojks‰h çFke fVØVj}kjs pGoG gÜkVÏk oki: u vkokt mBfo.;klkBh Iq >kysyh eksghe vkgs ,d çdkjph v'kh Ikekftd lÆFkk vkgs th efgyk¡oj >ky‰;k yÿxd 'kksk.k.k] ?kk.kkjÙkus 'kjs ;kP;kc/ny [kyklk dj.;kl efgykuk cG] /kkM]l] Lokra; nrs ME TOO pk vFkZ vkgseh I)k- eh I)k yÿxd 'kksk.k.kkph cGh vkgs vls Ikawu L=h vkiY;kojhy vR;kpkjkps Lo: i Li"V djrs

;k pGoGhph Ial#okr ijnsÜkkè;s >kyh- 2006 eè;s rjku cpZ ;k vkfÝdu ekuokfèkdkj dk;ÏdrÆus# ME TOO pGoG Iq dsyh- gou ukokP;k rjk o"kÏP;a eøyhph eøyk[kr ?ksÆkuk vkÃP;k fe=kus frP;koj dsyÿ;k yÿxd vR;kpkjkph ekfgrh fnyh- R;koÇGh rjkuk ;kuk frps IkBou dls djkos Ipys ukgh- R;kuk Igk o"kkÏP;k o;kr 'ksstÍ;kusR;kP;koj dsyÿ;k vR;kpkjkph vkBo.k >kyh- R;kurj ngk o"kÆurj R;kuh ;k pGoGP;k eøè;ekrw yÿxd NGkyk cGh iMyÿY;k fL=;kuk IgkuþkrhrP;k iyhdMs tkÅu Igkuþkrhpk ¼,eiFkh½ vèkkkj ns;kIkBh ^fe Vÿ IadYiuk vk.kyh-^tLV fc ^ ;k uk&uQk IkÆFkkph LFkkiuk d:u yÿxd vR;kpkj vkf.k Çglÿph f'kdkj cuyÿY;k fL=;kP;k enrIkBh gh IkÆFkk enr djrs Iksky ehfM;kekQÏr dke dj.kÉ;k ;k pGoGyk ^eh Vÿ gs uko fnyÿ yÿxd 'kksk.k.kcÍy gs 'kCn okij.;kpsJs; R;kuk tkrs ek= I#okrhl ;k pGoGhl Qkjlk çflIkn feGkyk ukgh-

5 v,DVksæj 2017 eè;sU;w,dZ VkbEl ;k oÙki=kr vØksys tM ;k vfHkus=hus çfl) fp=iV fuekÏrs gkosZouLVbZu ;k v,Ldj ikfjrks"kd çkIr fuekÏ;kfo#/n yÿxd 'kksk.k.kkph rØkj dsyh- U;w,dZ VkbEl usdsyÿY;k pkS'khr gkosZouLVbZu ;kP;k ehjkeÍI dÃuhrhy vusd fL=;kuh rØkj dsyh- ifj.kkeeh IokydÍ eMÒGkus gkosZouLVbZu ;kph dÃuhrw gdkyiêh dsyh

12 v,DVkccj 2017 jksth bl k gWdV ;k nmjn'kiu fuekdrhus vllk>,u LVfMvkps çeç[k j,; çkbl ;kP;kfo#) yfixd NGkph rØkj dsyh ifj.kkeh R;kuk vkiY;k inkpk jkthukek |kok ykxyk-

15 v,DVkccj 2017 jksth vefjdh vfHkus=h vfyl k feykukus ;k ladYiupk çFke fVoVjoj okij d:u vk0gku dsyscdh yfixd NGkyk cGh iMyY;kuh fe Vfigk gWkVWk LVVI Eg.kiu Brokok vkf.k vkiys vuiko ekWkor tskd:u ;k lerL;ph 0;kIrh vkf.k xkiiih;l l okP;k y{kkr ;Ãy- ifgY;kp fnoh'kh pkGhl gtkj ykkdkuh R;kr cgrkdk fL=;k gkiR;k gk gWkVWk oki:u çfrlkn fnyk- gkoik outLVbiu çdj.kkarj frus fVoVjoj gs vk0gku dsys vuiod lkkekU; fL=;kuh vkiY;k yfixd 'kkik.kkPk;k dgk.;k lkaxiu U;k; ekfxryk-

18 vkDVkccj 2017 yk v,fyfEid ftEuflVVd [kGkkMiw eWidW yk ejkuh fgus vefjdius ftEuflVVd Vheps M,DVj yWuh ukWllj ;kP;kfo#) yfixd 'kkik.kkyk okpk Qkidyh- toGikl rhl o"kkdi{kk vfèkd dkG Vheps M,DVj vl.kkjs yWuh ukWllj lèk;k ckydkP;k yfixd 'kkik.kk l mHkkkidrhy ,dk [kVY;kr dkjkxgkr vkgs-

29 v,DVkccj 2017 jksth dif0gu Lisih ;k v,Ldj çkIr vfHkusR;kl yfixd 'kkik.kkcíy f'k{kk feGkyh- ;kurj vuiod 0;olk;krhy cM;k/kkMfo#) yfixd 'kkik.kps vkokt mBys vkf.k vuiod LVfMvks vkf.k dkiU;kuk v'kk yksdkfo#) dkjokÃ djkoh ykxyh- [kiÚ;k vFkkiiu 2017 lkyP;k v[kjhl ;k pGoGhl pkyuk feGkyh- ^eh Vhi gk gWkVWk Bk.kkÚ;k VfoV fjVfoV dj.kkkÚ;kP;k laFkkius 5 yk[kkpk VIik vYikoèkhr vksykkMyk- vkf.k vefjdr R;kcíy jktdh; gkypky djkoh ykxyh-

txHkjkpk çfrlkn

;k ekigeps iMlkn phu] tiku] teiih] ÝkUI] bfFkvkfi;k] vQxkf.kLFkku] ikfdLFkku vkf.k vFkkr Hkkjrkrgh meVys eh Vwg^kVWk ekigesyk lkiky ehfM;koj çpM çfrlkn feGkyk- eukjatu] ØhMk] jktdkj.k] o'n;d] vkAFkd] mn;kx ;kikl iw rs vxnh y"dj vkf.k èkkAed LFkkGki;f loZfBdk.kh yfixd NGkpk lkeuk djkok ykxyk vlslkky ehfM;ko:u fL=;kuh uern dsys eh VwpGoG vefjdr lq >kyh vl yh

rjh fryk HkkSxksfyd Ihek v'kk ukghrp dkj.k rh IkSky ehfM;kekQr pkyoyh tk.kkjh vkWWykbu pGoG vkgs   yfSxd NGkph IeL;k txkP;k dkukdkiÚ;kr d'kh Ikj[;kp rhorus vfLrRokr vkgs ;kps igjkos nskkÚ;k ikLVI txHkkjrnu iMw ykxY;k- fdeku 85 nskke`;sgk gWkVIWk VS.Mx vkgs ^eh VÃ ;k IkKph LFkkfud Hkk"kkrjs d: u gh pGoG iljyh dWkMkr jkg.kkÚ;k Ýp Hkk"kdkuh ^eqpvkofh* vIk gWkVIWk r;kj dsyk- rj phme`;s ^oksS'kh* vIk gWkVIWk fL=;k oki: ykxY;k-   yfSxd NG ;k IdYiuph 0;kik[;k dsyh tk.;kIkBh 2016 Iky mtkMkos ykxys v'kk vOxkf.kLFkku e`;sgh Iq okrhyk ;k vkgkokukyk ekBk çfrIn feLkyk- ek= thosekj.;kP;k èkeD;k ;Å ykxY;kurj vundauh gk gWkVIWk dk<wu ?kryk- rjhgh i=dkj efj;e egstj vkf.k jk"VÃè;k{kkP;k IYykxkj 'kgj>kn vdcj ;kuh èkS'kkus R;kuk vkyys vudko IkSky ehfM;k0: u ekMys R;k0: u R;kuk vR;r ghu ikryhojps VkSyx Igu djkos ykxys ykxr vkgs   phme`;s gh bVjuV Iodk igjo.kkÚ;k dbiuEP;k enrhus gh vkWWykbu pGoG nMiw Vkd.;kpk ç;Ru >kyk-   bfFkvkfi;krhy ihfMrkuk fo'kks"k ikÇBck n;kok vIs vkfyIkus EgVys gkrs dkj.k ;k nskkrhy 40VDds fon;kÆFkuÈuk yfSxd NGkpk Ikeuk djkok ykxrks vIs ikg.khrw i`s vkyss vkgs   ;k nskkrhy ekè;fed 'kkGrhy egyÈuh ,d= ;Åu vIk =kI nskkÚ;k ,dk f'k{kdkfo:) rØkj d: u R;kyk cMrÒ dj.;kI Hkkx ikMys   ;kph çj.kk ^eh VÃ pGoGhrw feGkY;kps ;k egyÈuh vkotxu uemn dsys

ÝkUI eè;s ;k pGoGhus Iq okrhI tkj èkjyk i.k yxpp çfl)hP;k >krkr vI.kkÚ;k 100 fL=kuh ;k pGoGkj Vhdk dj.kkjs,d [kgys i= çfl) dsys vkf.k pGoGhpk tkj deh >kyk-   xnÊr >kyY;k Ii'kkÎ kj[;k xkS'VÈuk fL=kuh Qkjls egRo nÅ u;s vI;k i=kr EgVys gkrs   v'kk çdkjkP;k gWkVIWk ekfgekeÇGIs L=hoknh pGoGpsxkHkÈh;Zdeh gkbÆy v'kh Vhdk gh dkgh L=hoknh dk;Zd«;kuh dsyh-

te`uheè;s ^eh VÃ pGoGI QkjIk çfrIkn feGkyk ukgh i.k rhu vfHkus=hÈuh ,dk Vh 0gh fnXn'kZdkoj yfSxd NGkps vkjksi dsY;koj ^eh VÃ gk gWkVIWk oki: u vuUd vuqko i«s vkys bVyh] ukWWs} LohMu] fQyhikbUI] nf{k.k dksfj;k] Lisu]

bL=k;y] iWÝkLVkbu] vkjokrh nśk vkfn nśkkeè;gh fL=;kuh gk gWkVWk oki:u vkiys vuÙko ekMÝys

cykRdkjkP;k dÙoG 4VDds dÌ à fjikÝr/Z gkśrkr vkf.k vè;kZ rØkjhuarj ekxs ? kśrY;k tkrkr v'kh Hk;koj ifjfLFkrh vI.kkÙZ;k tikueè;s lÙq okrhl ^eh VÙ pGoGhr Qkjlk çfrlkn u0grk ek= gGÙgGw fL=;k gk gWkVWk oki:u vuÙko ekMÝw ykxY;k vkgr tikueè;sdkgh çfl¡ yÄjodkÙuh gh pGoG mpyÙu èkjyh vkgs

ikfdLrkukr ^eh VÙ gWkVWk okij.k;kps çek.k dÌh gkÙs ek= tkuÙokjh 2018 eè;s>Ùuc vUÌkjh ukokP;k 7 o"kkÝP;a egyÙph cykRdkj d:u gR;k dj.kkr vkY;kuarj nśkHkjkr lÙrkikph ykV mlGyh vkf.k ikfdLrkuh fL=;kuh ^eh VÙ P;k èkrÊoj lkśky ehfM;k0nkjs pGoG lÙq dsyh uR;kxuk 'khek djekuh ikfdLrkukrhy pGoGph mnxrh vkgs ,dsdkGph ekMÝsy Qfjnk vLrkQ vkf.k fM>k;uj efge [kku ;kuh vkiys yÙfxd NGkcÍyps vuÙko ekMÝhr ;k pGoGhr Hkkx ?kśryk· vefjdr dkÙÌ eè;s yÙfxd NGkP;k dk;n;keè;s lÙékkj.kk dj.;kpk çLrko BÙ.;kr vkyk vkgs ;jkfi; laÙÌkP;k ladnÙs ;k fo"k;koj ppkZ dj.;kIkBh fo'kÙk vfèkośku ck;koys xkÝMu Xykc ijÙLdkj IkgÙG;kr ç[;kr fuofndk vfHkusÙh vkŰjk folÝÝs;kuh ^eh VÙ pGoGhpk mYys[k d:u yÙfxd NGkcÍy Hkk"; dsys

Hkkjrkrhy ^eh VÙ pGoG

Hkkjrkrgh ;k pGoGhl fL=;kuh mnÙM çfrlkn fnyk· IlVÙcj 2018 eè;sruqÙlh nÙkk fgus >i Vh0ogh ;k fp=okfguhyk fnyY;k egyk[krhr vfHkusrk ukuk ikVsdj ;kP;koj yÙfxd 'kkśk.kkkps vkjki dsys 2009 eè;s ^gkŰuÝZ vks ds flyt* ;k fp=iVkP;k fp=hdj.kkP;koGh ukuk ikVsdj ;kus vlH; orZu d:u =kl fnyk· vlk vkjki dsyk· frus R;k oGh fnXn'kÊd] Iklky ehfM;k] Iaxhr fnXn'kÊd ;kP;kdMs rØkj d:u gh fryk U;k; u feGkY;kus fp=iV IkMÝw fnyk· ;kurjgh vuÙk çdkjP;k èkeD;k] dhfjj¥÷guu ;keÏseu fo"k..k >kY;kus rh vefjdr xsyh· vkf.k rÊcy 10 o"kÝuarj iÙÙgk ;k ç'ukyk frus okpk QkÝyh vkgs ;k vkjksikuarj Hkkjrkrhy vuÙk fL=;kuh

oxoxG;k {ks=kr dke dj.kkÜ;k efgykauh R;kP;k fo:) >ky¸;k yñxd 'kks"k.k.kkP;k
dgk.;k tkghj dj.;kl lq okr dsyh-

vykdukFk ;k pfj= vfHkuR;k fo#) fp=iV fuÆerh fofurk uank] là;k
eñxG ;kauh cykRdkjkpsvkjksi dsys vtw dkgh L=h vfHkkus½uh R;kP;k orZkiuhchíy
rØkjh dÜ;k vkgr-

Hkkjrkps ijjk"Va jkT;ea=h o ç[;kr i=dkj ,e- ts vdcj ;kP;k fo#)
lqdhyk iVsy] fç;k jkek.kh ;k i=dkj efgykauh çFke yñxd 'kks"k.k.kkpk vkjksi dsyk-
;kuarj vusd i=dkj efgykauh rØkj dsyh- R;ke/Gs 17 v,DVkcj 2018 jksth vdcj
;kauh efÆinkpk jkthukek fnyk- fouken nipk ;k T;;ÓB i=kj i=kjkfo#)
v'kkçdkjps vkjksi dsys xsys vekys ikysdj] pru Hkxr] vuq efyd] lkftn [kku]
fodkl cgy ;kP;kfo#) rØkjh >kY;k vkgr- fnXn'kZkd lkÉkk"k ?kkbrj vkjksi >kys
vkgr- fp=xkad Çlxus Mk;jÐVj dq¸kku uanh vk¿ uokt¼hu fl ídh ds Åij ¼U;M
ikst* ns;kllkBh tcjnLrh dÜ;kph rØkj dsyh vkgs vfHkkus¼h iwe ikÒÑkus yñxd
'kks"k.k.kkpk vkjksi dsyk vkgs lÓkk"k ?kkbÒuh dÜ;Ü;k 'kks"k.k.kcíy rØkj dsyh vkgs
vfHkkus¼h lykÒuh pksiMkus ltkftn [kku fo#) yñxd 'kks"k.k.kkpk vkjksi dsyk vkgs

iqksuxjikfydP;k ,dk ofj"B vfèkdkÜ;kkfo#) ,dk efgyk vfèkdkÜ;kus yñxd
'kks"k.k.kkpk vkjksi dsyk vkgs iq;krhy ,dk ekÎîk egkfo|ky;krhy fo|kÆFkuÒuh
vkiY;k f'k{kdkfo#) rØkj dsyh efgyk yñÉdk cqdjstk us lÓkk'k ?kkbÒuh ,dk
;qrhP;k dsyY;k yñxd 'kks"k.k.kfo#) rØkj dsyh vkgs vtw dkgh vkjksi ckgsj ;sr
vkgr- vusd vfHkkus½uh ;kcíy ruqØh nÙkkpk vkHkkj ekuys vkgr- frP;ke/Gs/kÜZl
feGkys vlw vcuqll kuhpk p0gkVÎîkoj ;s;keÇs i¼"k ?kkc:u iÒgkk v'kh —R;
dj.;kl èkktko.kkj ukghr v'kh [kk=h 0;ä dsyh vkgs

Hkkjrkr ;k pGoGhps of'k"V;+Eg.kts 21 'krdkr rk#.;kr inkiÒk dsyÜ;k
eqyÈph pGoGrhy lgHkkxkph là;k tkLr vkgr- 2003 eÆkhy NMNkMhfo#) >kysyh
CyÒd ukÒÎt pGoG o 2009 eè;s e,jy ikfyÇl x fojkèkkkr >kysyh çid pìh pGoG
;kP;k ruyur 2015 eè;s>kysyh fiatjk rkÑM pGoG vkf.k 2017 eÆkhy ^c£kÒ pGoG*

;kph 0;kIrh tkLr vkgs ^eh Vîï eè;gh [kwi ekBîk çek.kkr fL=;k IgHkkxh gksr vkgsr-
yôïxd NGkps çdkj ftFks tkLr ?kMrkr rîFkhy fp=iVI "Vhrhy vuðko Ikax.;kl
vfîîkuÿh ckñyR;k >kY;k vkgsr- dûuk jk.kkor] dûd.kk Isu] jkfèdnk vkiVÿ fjpk
p<<kk] Lojk HkkLdj] v{k; dûpkj] vkfej [kku] fdj.k jko] dkrk;y v'kk vusd
vfîîkuÿh&dykdkj vfîîkuÙ;kuh fVeVjo:u vki.k ik¡Bck ;k pGoGhyk fnyk vkgs
Hkkjrkrk Io¹kkekU; Lrjkrwu ;k pGoGI mnŸ çfrIkn feGr vkgs ;krhy vkjkôÿuk
fp=iV IkÙkos ykxys inejï 0gkos ykxys vkgs R;kuh ekugkuhps nkos dÿys vkgs-
vkjki çR;kjki brjkph foodÿh eè;sjkst çfI) gksr vkgs ueds [kjs dk; gk ç'u iMw
ykxyk vkgs

eh VwpGoGhps Qfyr

1- IkŠky ehfM;ko: u ukok&: ikr ;skkÚ;k ;k pGoGheÇs fL=;kojhy gksIkkÚ;k
'kkjhfjd vR;kpkjkpsç'ukpsxkHkÚkh;Zu0;kusIekj ;r vkgs

2- gh ekghe tkxfrd Lrjkojph ekghe cuyh vkgs

3- efgyk ekdIi.kkus vkiY;cíy >ky;k xôorZkphcíy cksyr vkgs- R;kÙ;k eukrhy Hkhrh xyh vkgs

4- ;k ekfgeerw U;k; feGÿy ;kcíy Li"V dkgh dGr ukgh i.kk efgyk vkrk yôïxd vR;kpkj Igu dj.kkj ukgh- vIk dMd Iûïk i¢"koxkïyk feGkyk vkgs dkskR;kgh i¢"k dkekP;k fBdk.kh efgyk xÿQk;;nk ?ks;kixûî ngk oÇk fopkj dY;kfí'kok; jkg.kkkj ukgh-

5- 'kkri.ks vR;kpkj Igu dj.kkÚ;k efgykuk dûG vkokt feGkyk ukgh rj R;kuk ,d 0;kI ihB feGkys vkgstcksy.;kIkBh cG nÿrs

6- efgykuk miHkksxkph oLrw Iet.kkÚ;k i¢"kkP;k eukr eh VwpGoGheÇs èkMd Hkjyh vkgs dkj.k Ikekfstd ekugkuh] dÿVçÿ;kph ?k¡.kk] Iekftkph ?k¡.kk&dÿpÿVk ;kuk Ikekjstk.k.;kph Hkhrh okVy- xÿgk fI) >kyk çdok ukgh >kyk- xÿgxkj Eg.kku f'kôk cIsY-

7- vk;ý;kP;k dkskR;kgh VII;koj dkskR;kgh o;kr 'kkjhfjd 'kkÅk.k gkÅ 'kdrs ijrq ;kckcrhr QkjlsekdGoi.kkus ckyyss tkr ukgh- cnukehP;k Hkhrhus egyÈuk xli cloys tkrs ijrq dksG fo"k; VkGyk Eg.kwu xk'Vh ?kMko;kP;k jkgr ukghr- # ME TOO eÇGs ueD;k ;kp lknu'khy fo"k;koj Iksky ehfM;k}kjs ekdGsi.kkus ckyyss tkr vkgs g,fyoNl c,fyoMeèkhy ykd vkiys vuÌko ,derdkuk Ikxr vkgr- brj {ks=krhy fL=;kukgh ;kckcrhr tkx`r dsys tkr vkgs ;kpk efgykuk Qk;nk gkÅy-

8- txkrhy IoZefgyk ,d gksÅu y<.k nÅ ykxY;k rj txkrhy IoÖp ykdkuk ;k ç'ukpsxkÌkh;llletsy-

9- efgykÇph Hkhrh IaiYkh vIwu Hkfo";krhy fi<hIkBh R;kuh *?kkc: udk xli clw udk* vIk Imsk fnyk vkgs

10- ;k pGoGhP;k cktwus fdR;sd ief"kkuh vkiyh ersfVøVjP;k Ikákus 0;ä d: u ikÇBck fnyk gh teph cktwvkgs

11- gh L=h fo#) ie"k v'kh y<kÅ ulw L=hekçjàh pGoGhyk iësuskkjh pGoG vkgs ie"kkP;k orÈ.kqdhr Isèkkj.kk dj.kkjh pGoG vkgs L=h ie"k Iekurk vI.kkjh pGoG vkgs R;keÇGs ie"kkuh ;kr Ikehy 0gkosfL=;kuk ;kÍ; rks vkèkj |kok- L=hoknkh 0gkos v'kh vi{kk dsyh tkr vkgs

12- IoZ çdkjP;k 'kkÅk.kkfo#) y<.kkjh pGoG vkgs ie"kkuh fL=;kph cnukeh dj.;kis{kk efgykuk fodkIkIkBh ikÇBck |kok- R;kP;k ekxsmHkk jgkosgk Imsk feGrks

13- v;kÍ; orZu dj.kkÚ;k ie"kkuh ?kkcjkos ;kÍ; orZu dj.kkÚ;kuh dkskrgh VhÍku ?;k;kph xjt ukgh-

14-fL=;kpk gksskkjk dkskR;kgh çdkjpk y®fxd NG cykRdkj NMNkM fou;Hkax v'kyhy fVi.;k ;kckcrps vuÌko m?kM djk;ph ukghr gs Ilkdkj egyÈoj o;kr ;s;kvkèkhhIksp ?kjkr dsys tkrkr- v'kkoÇGh ,[kk|k egyhus@L=hus frP;koj >kyY;k vÙ;k;kfo#) rkÍM m?kkMysrj vfoÜokI nk[kfoyk tk.;kckjckj fp[ky Qsdhi;® IxGs dkgh fryk Igu djkos ykxrs IekukôdkIkBh y<.kkÚ;kuh ,d= ;sks gs vR;®r uÌÍxd vkf.k rßp vko';d vkgs ex gk dksVîoèkh fL=;k ie"kkP;k y®fxd

vR;kpkjkyk cGh iMr vIrkuk R;kfo#) mH;k jkg.kkÚ;k gkrkP;k ckVkoj
ekst.;kbrdhp dk vIrkr\ R;kph Iा?kVuk dk mHkh jkgr ukgh\ yíxd NGkfo#)
fo'kškr%dkekP;k fBdk.kh gkskkÚ;k y<.kkjh L=h ,dVhp dk vIrs;k IxG;k ç'ukph
mÙkjsns;kpk ç;Ru dj.kkjh ,d vkÙykykbu pGoG Eg.kts # ME TOO pGoG vkgs
vkiY;kIkBh ;kipÊP;k fL=;kuh y<k fnyk- vkrk Hkfo";krhy fL=;kkP;k   ç'ukIkBh
vki.k y<k fnyk ikfgtsv'kh gh pGoG Ikxrs

15- Ikoztfud fBdk.k ekslGi.kkus ckys;;k yko.kkjh gh nh?kdkG pky.kkjh ,d
,srgkfld pGoG Eg.ku frP;kdMsikfgys ikfgts

ME TOO pGoGhpk I aौ Pr jk'V1 ?kkoj çHko

ME TOO pGoGhpk I aौ Pr jk'V1 ?kkoj gh pkxyk iHkko iMyk vkgs efgyk
vR;kpkjkckcr ekfge I aौ d#u n"kdsykVyh ek= ekfgesौu gkrh dkgh ykxysukgh-
gkWyhoWy vkf.k ckWyhoWy vefjdh dkWid P;k e/kh; dkgh ifL/n 0;Drhuh dysys yíxd
"kskk.kkph icdj.ks ckgsj iMrkp efgykojhy vR;kpkjkP;k ckrE;k oÙki=kौr ifgY;k
ikukoj NkiY;k xsY;k - fdR;sd o"kkP;k ekfgesौus ts Ikौ; dysu ukgh rs dkgh
vkBoMÎkrp ckrE;kuh vkf.k IkśkY; ehfM;kojhy dIीिuuh dys- ;keGsçHkkfor gksÅu
I aौौ jk"V1 ?kkkP;k efgyk IौLFkkौsgh ;k okrkoj.kkpk Qk;nk tutkxऀrhIkBh ?;ko;kpk
Bjfoyk vkgs-

efgyk foHkkxkP;k Iौkyd Qौf>ys ekykdck xौQk ;kौuh ^gkp rks {k.k vkgs -
pkौdVhौuu ckgsj iM.;kph ghp oG vkgs^ vIसer 0;ä dysy vkgs- 25uk0ौौcj gk
fnol efgykौoj gkskkÚ;k Çglkpkjkpk fuekयौu fnol Eg.ku jk"V1 ?kkkr ikGyk tkrks-
yíxd 'kkskk.kkfo#) IkśkY; ehfM;koj mBysyk vkokt xौQk ;kौuk Hkkoysyk vkgs vkRrkP;k
efgyk vfेkdkjinoj vkgr- R;kौuk brj efgykौoj gkskkÚ;k vR;kpkjkpk fu"kšk djkokIk
okVr vkgs vkt gtkjks efgyk cksyk;yk vkokt mBok;yk ykxY;k vkgr- gh
I ekौkkukph xkś'V vkgs- rjhgh R;kौuk cksyk;yk brdk oG dk ykxyk ;kph [kर okVrs
vIसer 0;ä dysy vkt efgyk vfेkdkjinoj vkgr - rIp R;kP;k cktौusdk;ngh
I{ke vkgr- R;keौp vkiY;kiौ{kk cyoku 'k=fo#) R;k vkokt mBfor vkgr-

vR;kpkjh ykodkuk f'k{kk feGkY;k vkgsr- R;kP;k ukodÚ;k xY;k vkgsr - R;kuk [kVY;kuk rkM |kos ykxr vkgs gk; çkQkÃy 0;äh vlugh R;kph lY/dk gkr ukgh - ;kcíy xQk ;kuh l ekèkku 0;ä dsys vkgs-

fcfV'k euksjatu {ks=krhy cMs çLFk fteh lffgy] vefjdkt MM Eg.ku çfl) vl ysyk foy d,Lch] g,fyoMps cMs çLFk gkošouLVhbझu ;kP;k mnkgj.kko: u vud çfl) 0;äÏph dkGh ckttw ;keGÚsm?kM gkr vkgs ;k vkèkh ihfMrr efgyyP;k rØkjhdMs l åk;kus ifgys tk;ps i.k xY;k dksgh efgU;kr v'kk çdkjkuk txHkj feGkysyh çfl)h vkf.k R;kps ifj.kke ikgrk ifjfLFkrh cnyyh vkgs ykd ihfMrोj foÜokl Bur vkgsr vkf.k vfoÜokl nk[kfo.kkjs l åk;P;k çitÚ;r vkgsr ;k cnykdMs xQk ;kuh lokps y{; oèku ykodkuh R;kçek.kokokxoks v'kh vi{kk R;kuh 0;ä dsyh vkgs

jk"V1 î?kkP;k vntkuzdj txHkjkrhy iLrhl Vôs efgykuk vk;ष;kr dèkh uk dèkh yৈxd çglkpkjkyk lkekjs tkos ykxys vl u gs vR;kpkj toGP;k 0;äcdMu >kys vkgsr- xQk uf{k.k vkfÝddP;k vl u uYlu eMsyk ;kps çfl) foèkku ˆefgykoj vR;kpkj gkr vl rkuk pkxyh ek.kl dkgh djr ul rhy rj rks efgykojhy dVp vl rkˆ;kdMs ykodkps y{k oèku ykoduh R;kçek.ksokokxkos v'kh vi{kk R;kuh 0;ä dsyh vkgs

eh VqpGoGlP;k =Y/h dedør cktq

1- eh Vq % vârxr v'kkp efgyk cksyw'kdrkr- T;kP;kdMs ekckby bÀ/juÀ/ vkgs [kMM;k ikM;krhy xjhc fL=;k eçdkV;kus vR;kpkj lgu djrkr R;kps dk;\ R;kP;kdMs dkskrgh l èku ukgh- R;kuk ;k çokgkr lkfey dj.ksvko';d vkgs

2- çfrHkk vkekskdj lkj[;k vud fL=;k fe VqpGoGhyk fojkèk djrkr- fL=;kP;k leL;kuk fL=;kuk tckcnkj èkjrkr- pkfj«;ghu fL=;kuk v'kk leL;kuk rkM |kos ykxrs fL=;k Lor%P;k egÙokdkækl kBh Lor% iर#"kkuk vkdÆ"kr djrkr- grw lkè; >kyk dh dkskok djrkr- fL=;kuk mFkG ekurkr- lektkr pkxyh iর#'k tkLr vlY;kpk nkok djrkr - ;k pGoGhr fL=;kuh fL=;kP;k cktwus mHks jkfgys ikfgts fL=;keè;s nÔGh fuekZk >kyh rj gh leL;k lY/.kkj ukgh- iর#"kph egÙodk$kk iwkZ djrkuk

x);ekxkljpk voyc djhr ukghr dk\ gh eksghe lRkçoRr i);"kkcíy ukgh - L=h fo#)
i);"k v'kh gh ukgh- ts x);orL djrkr] fL=;kuk miHkkX; oLrw ekurkr] ftP;k
xqkkki{kk frP;k L=hRokdlMs ikgrk] frpk Qk;nk frP;k bPNlfo#) ?ksrkr] vR;kpkj
djkr- R;kP;k fo#) vkgs lRkçoRr i);"kkuh tx Hkkjys vkgs- ex vls vR;kpkj dk
?kMrkr- fL=;kuh fL=;kukp cnuke dj.ks gk ;kX; çdkj vkgs dk\ eGkkr rhP;k
pkfj«;kph ppkZ dj.ks cjkscj ukgh- ek.kkh Eg.kku frps Lokra; fgjkou ?ksÅu ,dk
fof'k"kV cakukr frus jkgkokş okxkos;kr L=h i);"k l ekurk] ?kVuuusfnyysÇyx lekurk
;rs dk\ v'kh ers0;ä djrkuk l;e e;kZnk ikGyh ikfgts   3-
yf{xd 'kk'k.k.kkkP;k ?kVuur lektkpk n"Vhdksu ;kX; ulrksrks iq "kkoj foÜokl Bsorks
fL=;kP;k orLukdlMs 'kankdLin n"Vhus càkrks lekt frykp ç'u fopkjrks ^rw frdMs
,dVh dk xsyhl\ jk=hph dk xsyhl\^ iq "kkuk nk'kh u ekurk L=hykp nk'kh ekurks ;k
Hkhrhus fL=;k cksy.;kl ?kkcjrkr- çK(lx ;kuk ;kckcr lkfixrys vkgs dh dk;nk
L=hyk ukgh vkjkish iq "kkyk ijkok ekxrks vkf.k rks funkk'kk vlY;kps fl) dj.;kl
lkxrks   R;keGs   frus   ?kkc: u;s
4- frus lks'ky ehfM;koj cksykos i.k R;k vkèkh frus FIR djkok- FIR dj.;klkBh
Bjkfod dkG ukgh- ?kVuk ?kkMY;kcjkcj tjh dkgh dkj.kkuh rh xÇgk nk[ky d:
'kdyh ukgh- tjh frP;k toG ijkok ulyk rjh frus làkh feGrkp xÇgk nk[ky
djkok- 'kD; vlY; rj dkgh dkxni= vkbfoVul vlY; rj lkdj djkok- T;kpk
dk;ns'khj   Qk;nk   #   ME   TOO   lkBh   gkbÅy-
5- lks'ky ehfM;koj cksyrkuk fopkjiwd [kjs cksykos dkskrkgh lkM mxo.;klkBh
fun'kk 0;ähoj xÇgk nk£y d# u;s R;keGs funk'k xÇgxkj Bjrs vk;q;krwu mBw
'kdrs   6- eh VwekgeVeGs dk;ns liLFkk lakfpr gkrs dk;n;kl ekstr loZ
çfØ;k Øeokj pkyrs ijkos lk{kh ikfgY;k tkrkr- lks'ky ehfM;koj çfl) 0;ähph
lekt rØkj ,drks R;kpsmÜkj ,drks ykdkauh ny[k dyrj lks'ky ehfM;koj cksyw
U;k; feGsyp vls ukgh- lks'ky ehfM;koj ,[kknk ?kVul tynxrhusçfl)h feGrs
frrD;kp xrhus ykd ?kVuk foL: u tkrkr- dk;n;kiqs loZ ?kVuk leku vlrkr-

R;keGs rØkj nk[ky dj.ks efgyk vrxr rØkj fuokj.k IferhdMs rØkj nk[ky dj.ks fL=;kpk ikÇBck feGo.ks xjtps Bjrs IPS èkkjk 354v vrxr efgyk rØkj d% 'kdrs iq "kkuk vkjki ekU; ul Y;kl èkkjk 503 vrxr ekugkuhpk nkok nk[ky d% 'kdrks R;kyk pqdhps eIst ;r vlrhy rj IT STOKING pk [kVyk Hk% 'kdrks

Eg.kts L=h iq "kkuk U;k; ekx.;kpk leku gô feGw 'kdrks dkskR;kgh L=hus èkkMI kus vU;k;kfo:) nkn ekfxryh ikfgts frus iq<hy xk¨Vh y{kkr Bsk0;kr-

IT'S NOT OK lektkyk ?kkc: u xi jkg.ks pd vkgs

CHALLENGE MIND SET ;k è;klkj[ks cunu eu fLFkkj Bo.ks

BE YOUR BEST FRIEND Lor%Lork%psfe= gksks

AWARE POWERNESS Lork%psgô {kerk tk.kk

SEEK SUPPORT lektkpk ikÇBck feGok

L=hus Lor%jpk vU;k; lgu u djrk Lor%ph y<kb Lor%p y<yh ikfgts rh I{ke] IkeF;Zkhy IR; vlsy rj fryk ;kX; U;k; feGsy ;kph vk'kk ckGxyh ikfgts v'kk L=hyk ME TOO pGoG ugehp enr d% 'kdrs

I kjkk

ME TOO pGoGheGs 'kkf"kr fL=;kuk pkxyk vkèkkj feGkyk vkgs fp=iV I"Vh] brj {ks=krhy ekU;oj 0;äuh ;k pGohI ikÇBck fnyk vkgs dk;n;kP;k ikyukckcrp t¨Mj ÝMyh okrkoj.k r;kj dj.ks L=h iq "kkuh Ieku Hkkxhnkj Eg.ku dke dj.ks ,dedkps foÜoklw Igdkjh cu.ks gs lektkps vfre mfí"V Ikè; dj.;kl kkBh # ME TOO pGoG Igk ;Hkwr B% 'kdrs efgykojhy vR;kpkj] ipÎkkIw pkyr vkyyh iq "k IÙkkd 0;oLFkrhy ikjifjd ?kVuk u jgkrk fryk IUekukus tx.;kIkkBh ekdGsvkdk'k ekdGk ÜokI feGow nÅ 'kdrs

lnBk

1-vkWk'V] lkVcj, vkWVkcj 2018 ;k dkGkr fofo/k orÈku i=kr ifl/n >kyÝ;k # ME TOO pGoGhcnÄy o fL=;kP;k yßxd "kk$k.kkcnÄy ifl/n >kyÝ;k ckrÈ;k vkf.k yjjo-

2- http//en.m.wikipedia.org/wiki/Me_Too_movement

3.http://www.ted.com/talks/tarana_burke_me_too_is_a_moment?language=en

4.http://www.kansascity.com/latest-news/article179076571.html. etc

vII-jkolkgs f'kns;kpslkeKftd fopkj & ,d vH;kl-

MkWkvferdekj 'kdjjko xkxjs
vk÷kkn d,yst v,Q ,T;qdskUk lkrkjk

1 iLrkouk &

lekt 'kgk.kk >kY;kf'kok; ;k lekL;k lV;.kkj ukghr- dnoG Hkkbfrd ixrhus lekt 'kgk.kk gkrksgs ie; flnAk >kysysukgh- lektkph usfrd ikrGh fodflr dj.ks gk gh fopkj egRokpk vkgs Eg.kup egkRek xkdkhthph lk/ku&lfiprk egRokph- vrjckg; ek.kW LoPNp iktgts rkspkfj«;'khyp vlyk iktgtsgs xkdkhthpsfopkjp txkyk rk: 'kdrhy- R;k ekxkWup fo'oekuokps dY;k.k gkbZy R;klkBh 0gk;yk iktgts lektidosku tkxok;yk iktgtsfopkj'kDrh! lxG;kp Øk@R;k vkf.k ifjorZus gh fopkj txkrhnuup ?kMuu vkY;k- ;k fopkjtkxrhyk ^idosku* gkp ,den ekxZ ¼izu vkgseY;kpk vII-jkolkgs f'kns} ves; iznk'ku 2009½

0;Drhuh lekt curks i.k ik;;d 0;Drh lekt ?kMforp vlsukgh- R;krhy ,[kknhp 0;Drh lkeKftd] 'k§kf.kd dk;kpk} fopkjkopk vkn'kZfuekZk djrs vkiY;k mDrhdrhru ekuoh thouel;kpk vkfo"dkj djrsR;klkBh vkiys thou lekfir djrs lektkph fopkjtkxrh djrs} izksukupk e'kky curs ¼jkolkgs f'kns} ij.kkioZ& iks-MkWkckgjko mik/;s& ves; iznk'ku 2008½

vkiY;k fopkjkuho o thoudk;Zus lektkph fopkjtkxrh dj.kkjso iznksku dj.kjs0;fDreRRo Eg.kts Fkkkj Lokr«;lsud vII-jkolkgs ikMgjx f'kns

2 laKkskukph xjt %&

1- ;k laKkskukrru o lkfgR;kru tk.koysys 'k§kf.kd fopkj o lkeKftd fopkj vH;klkpk fo"k; Eg.ku laKkskdkuku mi;qDr Bjrhy-

2- vII~ f'kns ;kP;k lkfgR;kru 0;Dr >kysY;k fopkjkdcGs f'k{k.k 0;kolk;'kh lcf/kr ?kVdkuku] f'k{kd o laFkkkpkydkuku ukfo.;iwkZmiØe] izkkx jkcfo.;kph izj.kk feGsy-

3- ;k laKkskukrru ekY;koj fo"k; vl.kkjk] Jekyk egÙo nskkjk fo|kFkhZdlk k ?kMokok] ;kckcrps Kku f'k{kdkuku iklr gkbZy-

4- lnj laKkskuekGs 'kklukyk f'k{k.kkkph /kkj.kk ks Bjforkuk dksrkh dkGth ?;koh ;kfo"k;hps ekxZn'ku feGsy-

3 la/kku ps egÙo %&

1 iLrqr la/kku e/ke(Gs vWU-jkoI kgr f'kns;kps f'k{k.k fo"k;d o Ikekftd fopkj tk.ku ?krk vkys

2 iLrqr la/kku e/ke(Gs vWU- jkoI kgr f'kns;kps 'kS{kf.kd o Ikekftd dk;Z tk.ku ?krk vkys

4 la/kku ps 'kh'kZd %&

vWU-jkoI kgr f'kns;kps Ikekftd fopkj & ,d vH;kl-

5 la/kku ph mfí"Vs&

1- vWU~jkoI kgr f'kns;kP;k IkfgR;keu 0;Dr gkskkÚ;k 'kS{kf.kd Iekt'kkL=fo"k;d fopkjkpk 'kksk ?ksks

6 la/kku dk;Z/nrh

iLrqr la/kkukpsfo"k; vkf.k R;kIkBh ykx.kkÚ;k Ikeqxhps Lo: Ik y{kkr ?kÅu vWU-jkoI kgr f'kns;kps 'kS{kf.kd o Ikekftd fopkj Ietu ?ks;IkBh la/kku dk;kZ ikeq[;kus o.kukRed la/kku i/nrhrhy 0;fDrr vH;kI i/nrh vrxZr nLr,ot fo'ys"k.kk i)rh ;k la/kku i/nhpk mi;ksx dsyk vkgs

7 xqukRed ekfgrhpsfo'ys"k.k %&

iLrqr la/kkukIkBh 'okM-e; fo'ys"k.k gh la/kku i)rh okijyh vkgsR;kIkBh vko';d vIyYs;k ekfgrh IadyukIkBh o fo'ys"k.kkIkBh vko';d vIyYs rDrs@dksVds gs la/kku Ik/ku Eg.ku mi;kskr vk.kys vkgs R;kIkBh la/kkdkus Lo;aufeZr dksVds@rDrsr;kj dsyh vkgr-

8 mfí"Vsfugk;; la/kkukpsfu"d"kZ

8-1 vWU-jkoI kgr f'kns;kPks 'kS{kf.kd Iekt'kkL=fo"k;d fopkj-

8-2–1 'kS{kf.kd Iekt'kkL= vFkK(egÙo] dk;Z;Kfo"k;kP;k fopkjkckcrpsfu"d"kZ

1- dkskrkgh Iekt] ns'k] jk"Vª curs rs rÉks jkg.kkÚ;k ykskdkikIeu- rÉks jkg.kkÚ;k ykskdkP;k ,desdkfo"k;kP;k Hkkouk] Iektkcnny vkiqydh ie] Ikekftd Hkku] ;kruap R;k IektkP;k tM.k?kM.kkph fn'kk Bjrs pkfj«;oku ukxfjdp pkxyk Iekt ?kMou'kdrkr-

2- vkt vkiyk Iekt] IjdjuP vkiyaHkkyad djkoa v'kh vi{kk Bksu clyk vkgs Iektkph vfLerk] LokfHkeku IjdjdMsxgk.k iMyk vkgs Lokra«;ukrjP;k 60 0k"kkZrgh >kiMiVV;k]

QV/ikFkojpsfujk/kkj] cdkj] c?kj] nfjnh] xteh.k fujk/kkj] Hkwdcgh] ckydkexkj] HkhVkpkj ;k leL;k ok<Y;kp vkgr- ;kph mÙkjs lektkup 'kks/kk;ph vkgr-

3- tks lekt pkxY;k miØekuk lkFkk nrkšj R;kP;k ikBh'kh mHkk jkgrks vfu"V pkyhfjrh] :<h] ijjijk ;kP;k ikMkokIkBh ,d= ;rks rkp lekt fVdw'kdrks

8-2-2 lektfo'k;d fopkjklckcrpsfu"d'kZ

1- vWM~ f'kans ;kP;k ersHkkjkrkrhy xteh.k ek.kw vR;ar gyk[khr vkgšR;kP;k gyk[khph dkj.ks vR;ar [kksyoj xysyh vkgr- xteh.k lekt fi<;kufi<;k nkfjnz;] vKku ;kpk cGh Bjysyk vkgs xteh.k Hkkxxkrhy vkRegR;k] cdkjh gk R;kpkp ifjikd vkgs v'kk lektkyk lathouh ns;klkBh] lekt ifjorZu ?kMowu vk.k.;klkBh Qkj eyyHkwr vkf.k Økárdkjd v'kk ekfgek] idYi] miØe vkf.k vfHk;kusgkrh ?;koh ykxsy- vktph pqchP;k /kksj.kkuh vkf.k fodrhuh Hkjysyh lekt0;oLFkk iwkZ cnywe Vkdkoh ykxsy rj vkiY;kyk vif{kr lekt cny ?kMwu ;Å 'kdsy-

2- dŠ vkj- vkj- ikVhy ;kuh lq dyyskk rkVkeÙr xko] gk miØe fdkk gkx.knkjheÙr xko] lr xkMMxckck xte LoPNrk vfHk;ku ;klkj[;k miØekpsLokxrp vkEgh dysikfgts v'kk iz;Rukruu lektkP;k injkr fuf'prp dkghrjh pkxys iM.kkj vkgs lektkph ekuflckrk cny.;ksgs miØe vkgr- ;klkj[;k miØekuuu vkiY;kyk lektifjorZukph vif{kk Buork ;bZy-

8-2-3 lkEÑitd :<h] ijjijk] lbdrrh ;fo'k;kP;k fopkjklckcrpsfu"d'kZ

1- vWM~ f'kans ;kP;k ersykdthoukph ixrh Eg.kts ekuoh lbdrrh- ekuoh lbdrhpk bfrgkl lkxrks dh gh lbdrrh iekP;k vkf.k JekP;k ik;koj mHkh jkfgysyh vkgs Jekf'kok; thou tx.ks 'kD; ukgh- JekeÇp ekuoh thou fØ;k'khy curs ikoykiksoykcjkcj ixrh gkrs tks lekt Je ukdkjrksrksfVdw'kdr ukgh- Jkenup ekuokyk Kku o vud|ko le½ gkrk ;rs ;kk; fn'kku dkyY;k ifjJekus ekuoh lektkyk vkdkj vkyk- lbdrhph tkikluk >kyh- lbdrh lp/kkukP;k bfrgkllkr Jekyk vuU;lk/kkj.k egÙo vkgsHkkjrh; lbdrh gh Je ghp iwtk eku.kkjh lbdrh vkgs vkiY;k f'k{k.kkruu ;k lbdrhus lØe.ko lp/kkU; >kysikfgts

2- vktgh vkiY;k lektkr lkekftd o tkrh; fo"kerk vkgp fo"kerph njh nyj >kY;kf'kok;
fodkl ukgh- L=h o 'kqnz;kpfh x.kuk lk'kqcjkcjj dj.kSj vZkJ)k] vKku] Jekyk dsh y§[k.kkS
L=h&iq"k fo"kerP;k Hkkouk i;kbj.kpk Úgkl ;klkj[;k vfu"V iFkk vkiY;kyk lkMk0;k
ykxrhy-

8-2-4 lekftd lekko o lekftd vkrjfØ;k ;kfo"k;P;k fopkjkckrpsfu"d'kZ

vMM- f'kns ;kP;k ers tks lekt pkxY;k miØekuk lkFk nsrkS R;kP;k ikBh'kh mHkk jkgrkS
vfu"V pkyhfjrh] :<h] ijaijk ;kP;k ikMkokslkBh ,d= ;srsrkp lekt fVdw'kdrkS

dVq¡ lkFkWfo'k;d fopkjkckrpsfu"d'kZ& dksG pkj fHkarh vkf.k NIij Eg.kksts?kj u0g§ ftFka जिव्हाळा आणि संस्कार नसतील तिथलं घरपण हरवलेलं असतं. एकाच घरात राहणाऱ्या रक्तसंबंध vlyY;k] ijLij drR; ;kckcrhr ,dkRerk ikoyY;k 0;DrhP;k xVkyk dVq¡ Eg.krkr-

/keZ lkFkWfo'k;d fopkjkckrpsfu"d'kZ%& f'k{k.kk}kjsfo|kF;kZuk loZ/kekZu ekuokP;k lokZ.kh.k mUurhyk ikskd vl.kkjh lkjrÙo letkow lkaxu R;kP;kr /keZujifjÖkrpfh Hkkouk :tork ;rs **f'K{k.k lkFkWfo'k;d fopkjkckrpsfu"d'kZ%&** jk"Vªph [kjh tM.k&?kM.k gkrs rh ?kjkr vkf.k
'kkGe/;s nsskoj ie dj.kkjs pkfj«;'khy ukxjhd 'kkGsrup r;kj gkrkr- vusd f'k{k.kkl lkFkk]
'kkGk vkf.k R;kps pkyd] 0;oLFkkiu dls vkgsa rfkhy xVdth] Hkz"Vkpkj lÙkkLi/kZ b-
xÍjizdkj ok<r vkgr- uhrheÙkk vkf.k xq.koÙkk ;kckcr f'k{k.kl lkFkkph fo'okl gZrk n[khy fBlG
>kY;kpsfnlu ;rs cÚ;kp fBdk.kh o§fDrd LokFkZo jktdh; gsrlkBh l lFkkyk jkcfo.;kph
i0Ùkh pkydkr fnlu ;rsBjkfod 0;Drhpsvfkok xVkpsfgrlaca?k ti.;klkBh lLFkk oBhyk
/kjY;k tkrkr- fudki f'k{k.k lLFkk gh vktP;k dkGkph furkr xjt vkgs

8-2-5 lekftd fu;a.kfo"k;d fopkjkckrpsfu"d'kZ& f'k{k.k gp lekt ifjorZukps lk/ku vkgs
f'kdysyk pkfj«;oku] uhrheku ek.kls lektkr cny ?kMow'kdrks Hkkjrkyk tj 'kfDr'kkyh
vkf.k lkeF;Zoku jk"Vªª Eg.kw ips;k;ps vlsy rj f'k{k.k gp ,d iHkkoh lk/ku vkgs R;klkBh
vkiyh f'k{k.k0;oLFkk mRd"V vlk;yk goh-

8-2-6 lekftd ifjorZfo'k;d fopkjkckrpsfu"d'kZ& pkxY;k eY;kph :to.kd lekt ifjorZkyk
dkj.khHkwr Bjrs f'k{k.k gp lekt ifjorZkps lk/ku vkgs f'k{k.kkf'kok; ofpr lektke/;s
lekjkRed ifjorZ 'kD; ukgh-

8-2-7 lekt vkf.k lewglkdZeV/;es;Ifo'k;IP;k fopkjkckcrpsfu"d"kZ

1- lektkps ifrfcca lekt eV/;eke/;sfnlrr} rj eV/;ekpk iHkko lekt eukoj iMr vIrks eV/;ekuk ;kd'kkghpk pkSfkk Lrak ekuys tkrs ;kd'kkgh eV/;kph : to.kd dj.k} ;kd'kkghyk cGdV dj.;kps dke lekteV/;eps vkgs lkfgR;] lk>r] fp=iV] oÙki=} fu;rdkfyd} nijn'kU ;k eV/;eke/;s dj.kkÙk;k lo[h ys[kd] dovh fopkjoar] lakknd ;kph gh ufrd tckcnkjh vkgs

2- vktdkyP;k eV/;eke/;s udkjkRed ckrE;kpp fp=.k vkf.k o.ku ekB;k iek.kkr fnlrs lektkr dksgh pkxys ukghp vlsBjoup gh eMGh dke djrkr dh dk;\ vIk iòu iMrs okGoVkrhy vksvll lie.kks lektkrgh lkekftd ckfi/kydhP;k Hkkous dke dj.kkjs vusd f'k{kd dk;Zdrs] lektlsod vkgsr- ;k ykdkP;k ikBhekxs lektkyk mHks dj.;kph tckcnkjh eV/;ekph vkgs rjc lekteuke/;s ldkjkRed Hkkouk r;kj gksbZy-

8-2-8 'kS{k.kd lekt'kkL=kpsfofo/k iSyw;Ifo'k;IP;k fopkjkckcrpsfu"d"kZ

ykd'kkgh ukxfjdRokoLBh f'k{k.k %& dk;n;kusgDdkpslj{k.k gksr ukgh- R;klkBh lkekftd vkf.k uSrd lnlfnoookpkp vko';drk vkgs ykd'kkgh ukxfjdRokP;k f'k{k.kkIkBh lkekftd

eV/;kph : to.kd gksosgWÙokpsvkgs tkrh;oknh] euyrÙookdnh 'kDrhyk oÙkhp jk[kysxsys ukgh rj Hkkjrkrhy ykd'kkgh IadVkr ;sÅ'kdrs

jk'Vªh; ,dkRerslIBhpsf'k{k.k %& pkfj«;oku ukxfjd gk dkskkR;kgh nskkpk ik;k vIrks tkxfrdhdj.kkP;k ;k ;kxkr vkiyk ik;kp f<lkÙG jkfgyk rj nskkph bekjr <klkGÙ;kl oÙG ykx.kkj ukgh- tkxfrdhdj.kkP;k vk0gkukyk lkeksjs tkrkuk f'k{k.kkrÙu foftxh'kwoÙkh vlysyk] HkDdke eukpk ukxjhd ?kMfÙkyk tk.ksvif{kr vkgs

vkrjjk'Vªh; lkatL;klIBhpsf'k{k.k %& Kkuo'ojkuh lkr&vkB'kso"kkZiohZ'gsfo'ofp ek>s?kjA fo'o Lo/keÙlIwZipkgkš vIk ?kkk'k d:u vkiY;k ntÙ;k o lailu v'kk fo'o0;kih fopkj ijaijph txkyk vkG[k d:u fnyh vkgs fo'oukxfjdRokpk vkiyk fopkj ns[khy ;kijaijsyk uohu ukgh- vkiY;kyk R;klIBh cgqtukps vkf.k i;kZ;kusek;Hkwehps lkeF;Z;R;klIBh of)axr dysyikfgts f'k{k.kkrÙup vki.kk fo'ocak/kqRokph okVpky ; 'kLohi.ksd: 'kdrs

L=h f'k{k.k %&

1 L=h&iq "kkP;k ckcrhr vktgh fo"kerph Hkkouk vkgp- Lo;aikd] /kqkh&Hkkaa.kh] >kMykV/ vkfn ?kjdke Eg.kts dfu"B irhps vkf.k rs dj.kkÚ;k L=h;kpk ntkZ vFkkrp rlkp dfu"B! R;k dkekyk gkr u yko.kkjk iq "k ek= JsB! ;k ijaijsyk /kDdk cl Y;kf'kok; L=h&iq "kke/khy fo"kerk u"V gksks 'kD; ukgh- R;klkBh iq "kkP;k gkrkr djlqdh vkf.k ykV.k&ikGikV nsks gh dkGph xjt vkgs

2 L=hyk lekurpl lH;kpkjkph okx.kwd feGkoh o ekukps LFkku vlko} ;klkBh f'k{k.kkru lLdkj dj.ks egÙokpj} eyxk&eyxh ;kP;kr Qjd u dj.;kph oÙkh ygku.kkikslup : tfoyh ikfgts

3 Hkkjrh; fL=;kP;k NGkP;k dgk.;k var%dj.kk gsykouu Vkd.kkÚ;k vkgsr- L=h gh Hkkjrh; lekktkr xqyke Eg.kup x.kyh tk;ph- ckyfookg] iqfo/kgkkyk cnh] fo/kokpsds'kiou] lrh tk.ks ;klkj[;k : <h] ijaijk fL=;kuk xqyke cufor gkB;k- fgnwfkekP;k bfrgklkr L=h tkrhph tso<h vogsyuk >kyh] rso<h txkP;k bfrgklkr dBp vk<G.kkj ukgh-

i;kbj.k f'k{k.k %&

1 fulxZa iaÙkhkh vkf.k ekuoh lLdrh ;kpk leUo; lk/k.;k,,oth ek.kkw fulxZa iaÙkhpk cnjdkji.ks uk'k djr vkgs 'kkq) gosyk ti.;k,,oth thoukIkBhP;k fulxZ la iaÙkhpk intk.kkeeGs rks fouk'k djhr vkgs m?kM;koj u}fxzd fo/kh] lkMik.kh] jklk;fud ik.kh ;ke@Gs ik.kh intk.kk ok<r vkgs ek.klkpk vfopkj vkf.k pxGokdnh Hkkxxoknh oÙkh fulxkZyk fc?kMwu fouk'kkiokph okV pkyr vkgs vkeP;k f'k{k.kusgs vk0gku Lohdkjys

2 Tkylaiktkj.k] oU; i'kqj{kh lj{k.k] tbfofo/krk lj{k.k ;k lcazkkh oGkaoGh dk;ns veykr vkys rjh /kj.khekrph vkf.k fulxkbpk >kyyk vkf.k pkyysyk fo/oal vki.k m?kM;k MkG;kauh ikgkr vkgkr- iwaohpk deh f'kdysyk fckk vMk.kh xjhc ek.kkw vf/kd 'kgk.kk vkf.k tckcnkj gksrk vlsEg.k.;kph oG vktP;k f'kdysY;k ek.klkus fulxkbpsoL=dj.k d: u vk.kyh vkgs

Olfprkpsf'K{k.k %&

1 fu I xI aÙkh vkf.k ekuoh I Ldrh ;kpk I eUo; fo'okI cI.kkj ukgh ijarq cl/kh cl/kh xor [kkÅu tx.;kps izax vkfnokl h ckdkokej ;rkr- Lokra; feG=wu iUukl o"k¡s gkÅu xSy;kurjgh ;k vkfnokl h ckdkokuk ikSV~Hkj vUu feG.;kphgh ekjkekj- vkjkX;kI kIkBh rs vk&k/kkipkj cil k vkf.k ckP s?kskkj\ f'k{k.kkpk iz u ngpr\ v'kk ifrcny ifjfLFkrhr ckck vkeVS] MkW izakk'k vkeVS] MkW vHkkx cax ;kP;kI kj[ks ykkd olfprkdkBh dke djr vkgsr- R;kP;k miØekyk I kFk nsksgh I ektkph usrd tckcnkjh vkgs

2 Hkkkjrkr v tuagh f'k{k.kkph gakk vkfnokl h] olfprkP;k] >ksiMh;ar ikgkpkysyh ukgh- vkfnokl h ykkd v tuagh vUu] oL=] fuokjkk ;k ewyHkwr xjtkdkBh l a?k"kZ djrkuk fnl rkr- dezbhj] e-Oyy] 'kkgw egkjkt ;kP;kiek.ks dke d:u] f'k{k.kph I alkh nsuu ;k ykkdkuk eq[; iokgkr vk.kY;kf'kok; ns'kkph izxrh 'kD; ukgh-

I aHkI 'ph

I aHkZ iUrds

ejkBh

1 vd¨ydj] x- fo ¼1973½ 'k§kf.kd I ekt'kkL=. iqks%Jhfo|k izdk'ku-

2 vkgsj] fgjkk- ¼1995½ mn;ekuUkeq{k Hkkjrh; I ekTkkrhy f'k{k.k o f'k{kd- Ukkxiwj %fo|k izdk'ku-

3 mik/;s ckckjko- ¼2008½ iaj.kkio- iqks%ve¨ izdk'ku-

4 dI cckj fot;- ¼1989½ jktdh; rRoizKkukyh fI n¼kar vkf.k 0;ogkj- iqks%ve¨ izdk'ku-

5 dk£y¸k e- c- ¼1986½ 'k§kf.kd rRoKku o 'k§kf.kd I ekt'kkL=. iqks%Jhfo|k izdk'ku-

6 dk¨yd£k£ ds fo- ¼1985½ 'k§kf.kd o ekul 'kkL=. iqks%Jhfo|k izdk'ku-

7 ds ds tk/ko. ¼2011½ uohu dkGkpsf'k{k.k & rÙoKku. iqks%Jhfo|k izdk'ku-dÙgkkM¨ ch-,e- ¼2007½ 'kkL=h; I akk¨ku i/nrh %ukxiwj %fiaaGkij svÙkM dk ifC y'kI[] i"B- 553-

8 xkxjs ,l - ch- ¼2006½ ifr/;kl - Jhjke iwj %vfer izdk'ku-

9 xkxjs ,l - ch- ¼2008½ i=ij.kk - Jhjke iwj %vfer izdk'ku-

10 txrki- g- uk- ¼2009½ 'k§kf.kd o ik;kfnd ekul 'kkL=. iqks%vue¨y izdk'ku-

11 <ksks, dukFk- ½2008½ i=lokn- iqks% ves; idk'ku-

12 f'kmsjkol kgc- ½2007½ Hkkoysyh ek.kl (;0;fDrfp=kpk lxg- iqks% ves; idk'ku-

13 f'kmsjkol kgc- ½2009½ itu vkgseV;kpk(ofpkfjd ys[k- iqks% ves; idk'ku-

14 f'kmsjkol kgc- ½2011½ lokniol(i=0; ogkj [kM 1- iqks% ves; idk'ku-

15 f'kmsjkol kgc- ½2011½ lokniol(i=0; ogkj [kM 2- iqks% ves; idk'ku-

16 f'kmsjkol kgc- ½2011½ lokniol(i=0; ogkj [kM 3- iqks% ves; idk'ku-

17 f'kmsjkol kgc- ½2011½ lokniol(i=0; ogkj [kM 4- iqks% ves; idk'ku-

18 f'kmsjkol kgc- ½2011½ lokniol(i=0; ogkj [kM 5- iqks% ves; idk'ku-

19 f'kmsjkol kgc- ½2009½ Hkkoy V;k iLrkouk- iqks% ves; idk'ku-

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ÃÖÖ´Öֻֻú"ÖֵֺÖ´Ö"֍ÃÖ¸֍֫ÖֵֻÖú ´ÖֵÖÈÖ

´ÖÖ >Ö֍"Öֵü´ÖֻÖֵֺÖ֥
वसुधंरा महाविद्यालय, जुळे सोलापूर.

एकोणिसाव्या शतकाच्या सुरुवातीला युरोपियन भाषांमधून "सोशल ´ÖֻÉü´Öֵֻ֟ Æֈ ¿Ö²Ö¡Ü †ÝÖ»ºÈ "Ö»Öֵֈ नाण्यांप्रमाणे वापरला गेला. मोठ्या प्रमाणावरच्या सामाजिक स्थित्यंतराचा हा कालावधी होता. शोषितवर्गाच्या उध्दारासाठी काम करणाऱ्या राजकीय व्यक्तीमत्त्वाकडून प्रथम या श[2]²Ö´Ö"Öֆ ¾Öֆ֥ü¦֥ֈ Ýֈֆ֥. ´Öֵֈ ÃÖֻÉֈֆ֥֍Öֆ अस्तित्वात आणण्यासाठी ध्येयधोरणे आणि आर्थिक गणिते [2]दलणे हे त्याच्या कामाचे स्व[1] प होते. त्यांची विचारधारा त्यांच्या व्याख्येमधून प्रतिबिंबीत होत होती. दरम्यान १९५० च्या अगदी प्रारंॅ[3]ीच्या काळात काही विचारवंतांनी सामाजिक चळवळ या शब्दाची व्याख्या करण्याचा प्रयत्न सुरु केला होता.

†֍֍֥֥Ü †Ö֍ü >Ö֍ü¾Öֵֻ֟ "ÖֻÖֵֺ ÃÖ´Öֻֻú "ÖֻÖֵֺ † ¿֟ †Ö֥ü "ÖֻÖֵֺֆֈ"Öֈ †[3]यास Öֆ»֥ö֥ †֥֥ तरी पण सामाजिक चळवळ कशाला म्हणावे याची समाजशास्त्राकडून किंवा अन्य कोणत्याही सामाजिक शास्त्राच्या अ[3]यास करणाऱ्या विद्वानांकडून अगदी योग्य अशी व्याख्या केली गेली नाही. धनश्याम शहा म्हणֵֵֻÖ, "लोकशाही, समाज, लोकप्रिय समानता यासारख्या श[2]²Ö´Ö֟Öֈ"Öֆ"ÖֻÖֺ֥ü, Æֈ ¿Ö²Ö¡Æü ÃÖֻֻֈֵú †֥֥֟ ֥Öֈक्रीय नेते मंडळी आणि राजकीय विचारवंतांच्या वतीने अगदी सर्रासपणे अनेक अर्थांनी वापरला जातो. Ûֻֈֆֆ ×ֳ֟Öֈ¦֥֥, ÃÖÖÆ֥Éֈֻ ´Öֈ ÃÖֵֈ"ÖֵֻÖֻֈֆ '"ÖֻÖֵֺֆ Æֈ ¿Ö²Ö¡Ü ×֟Öֈ¦֥ֈ֥ֈ †ÃÖ֟Öֈ֥. Ûֻֈֆֆ •ֈֈ <ֵ֥ֈÆÃ֥ֆֵú '֥֍ֆ֥ÖÉֆ֥ðच्या ×ֵֈ֥֥ÃÖֻֻÖֺֆֻֈֆ '"ÖֻÖֵֺֆ Æֈ ¿Ö²Ö¡द वापरतात. एखाद्या राजकीय किंवा सामाजिक गटाचा अगदी थोड्या सदस्यांच्या उपस्थितीला एखादा कार्यक्रम असला तरी त्या कार्यक्रमाला 'चळवळ' असे म्हणण्याची सध्या फॅशन [1]ýÖֵü –ֈֻ֥֥ãֆ †Öֆֈ" Æֆֈֻ याच्या मते : "व्यक्तीच्याच इच्छाआकांक्षाना एकत्रितपणे व्यक्त करण्याचे कार्य म्हणजे सामाֆֵֻÖֈú चळवळ" स्कॉट यांच्या मते : "काही वेळा एखाद्या गटाचा, समूहाचा किंवा प्रसंगी सरकारी दडपशाहीच्या ³ֿ֥ ÖֻÉֆֆ֟Öֈֵ लोकांनी केलेला प्रतिकारही सामाजिक चळवळ म्हणूनच ओळखला जातो. पण जो पर्यंत हा प[3]ֵ֥Ö֥ü ü <Ûֿ֥™֥֟ü दुकट्याचा असतो आणि त्याला समाजातल्या अन्य गटाची साथ मिळत नाही तो पर्यंत त्या प्रतिकाराला सामाֆֵֻÖֈú चळवळ म्हणता येणार नाही." शहा यांच्या मते : "बंड, बंडखोरी सुधारणावादी चळवळ आणि राजकीय पटलावर [2]×֟֍Öֈ '֥ü֥Öֈ¥֥ü †ÖÈֵֻÖֵ֥֟֟ü Ûֻֻֈֆ֥֟ü ֿÖֵֻÉÖ֍ÃÖ´Öֻֻú "ÖֻÖֵֺ"

समाजाच्या स्थैर्याच्या उद्देशाने सामाजिक चळवळी उदयास आलेल्या असतात. म्हणजेच कोणत्याही सामाजिक राजकीय चळवळी आकस्मिक उदयास आलेल्या नाहीत. त्यामागे ठराविक परिस्थिती कारणी[3]ֿÖֈֵ

असते. चळवळीसाठी जनसमुह तर आवश्यक आहेच तसेच त्या चळवळीला दिशा देणारा नेता व अनुयायी आवश्यक असतात. समाजात जेव्हा अन्याय, अत्याचार पराकोटीला गेलेले असतात तेव्हा मानवापुढे प्रचंड अडचणी निर्माण होतात. तेव्हाच अशा महान चळवळी जन्माला आल्या आहेत. सामाजिक चळवळीची धारणा समाजातील घटकांना व समाजातील व्यवस्थेला समाजातील दोषाविषयी असंतोषातून होतो. प्रचलित समाजव्यवस्थेत बदल घडवून आणणे या पाठीमागचा हेतू असतो. सामुदायिक प्रश्नांना फोडण्यसाठी मोर्चे, घोषणा, सभा-मिरवणुका, सत्याग्रह, उपोषण इ. कृतींद्वारे सामाजिक चळवळींना व्यापक आकार प्राप्त होत असतो. प्रत्येक सामाजिक चळवळीला निश्चित विचारप्रणाली असते. चळवळीच्या विचारप्रणालीचा जनसंपर्क माध्यमाद्वारे व साहित्याद्वारे प्रचार आणि प्रसार केला जातो.

सामाजिक चळवळीला नैतिक व सैध्दांतिक अधिष्ठान असणे गरजेचे आहे. नेता व अनुयायी यामध्ये ठराविक ताळमेळ असावा लागतो. चळवळीला प्रामुख्याने तीन बाजू महत्त्वाच्या आहेत. नेता, अनुयायी आणि विचारप्रणाली यानुसार चळवळीचे भवितव्य ठरते. चळवळीचे प्रमुख तीन सिध्दांत आहेत, त्यामध्ये सामाजिक वंचिततेचा सिध्दांत, तणाव सिध्दांत, पुन:निर्माणाचा सिध्दांत इ. चा समावेश होतो. या सैध्दांतिक विचारधारेने चळवळीला चालना मिळते आणि चळवळ समाजाला अपेक्षित असलेल्या बदलापर्यंत यश येते. चळवळीचा समाजशास्त्रीय अर्थ पाहण्याची गरज आहे.

चळवळीचा समाजशास्त्रीय अर्थ :

चळवळीचा संबंधाच्या व्यवस्थेला समाज असे म्हणतात आणि सामाजिक संबंध सुधारण्यासाठी आपल्या म्हणून समाजातील लोकांकडून जे एकत्रित प्रयत्न केले जातात, त्यासच सामाजिक चळवळ सामन्य अर्थाने संबोधता येते. सामाजिक चळवळ (Social Movement) हा शब्द प्रथमत: रुडॉल्फ हेबर्ले व जॉन विल्सन यांनी १९५० मध्ये वापरला आहे. सामाजिक चळवळीची समाजशास्त्रीय व्याख्या करताना परिवर्तन आणि समाजातील प्रश्न समस्या, चळवळीची उत्पत्ती, विचाराचे निर्धारण, सामुहिक गतीशिलता, संघटन नेतृत्व आणि परिवर्तनाच्या परिणामाची समस्या यांचा विचार केला जातो.

काही विचारवंतांच्या व्याख्या खालीलप्रमाणे आहेत.

1) घनशाम शहा यांच्या मते, "सामाजिक चळवळ बंडाळी, बंडखोरी, सुधारणावादी चळवळ आणि राजकीय क्रांतीतून बदल घडवून आणणारी क्रांती होय."

2) एम.एस. राव यांच्या मते, "सामाजिक चळवळ अशी संघटनात्मक प्रक्रिया आहे की, जी समाजातील ⟨ ⟩दल घडवून आणण्यासाठी विचारप्रणालीच्या आधारे सामुहिकपणे प्रयत्न करते."

3) हर्बट ब्लूमर यांच्या मते, "सामाजिक चळवळ म्हणजे सामाजिक जीवनाची नवी व्यवस्था प्रस्थापित करण्यासाठी करण्यात येणारा सामुहिक प्रयत्न होय."

4) पॉल विल्किंसन यांच्या मते, "सामाजिक व्यवस्थेत मोठ्या प्रमाणात परिवर्तन घडवून आणण्यासाठी किंवा घडून येणाऱ्या बदलांना प्रतिकार करण्यासाठी जाणीवपूर्वक संघटीतरित्या असंस्थीकृत साधनांचा अवलंब करून करण्यात येणारा सामुहिक प्रयत्न म्हणजे सामाजिक चळवळ होय."

5) मेरील व एल्डिज यांच्या मते, "रूढी वा रितीरिवाजात परिवर्तन करण्यासाठी अधिक वा कमी प्रमाणात जाणीवपूर्वक केलेला प्रयत्न म्हणजे सामाजिक चळवळ होय."

वरील व्याख्यांनी वेगवेगळ्या पध्दतीने सामाजिक चळवळीचा अर्थ स्पष्ट केला आहे. संपूर्ण समाज व्यवस्थेत किंवा एखाद्या बदल घडवून आणण्यासाठी किंवा होणाऱ्या परिवर्तनाला विरोध करण्यासाठी औपचारिक अथवा अनौपचारिकरित्या संघटीत होवून संस्थीकृत किंवा असंस्थीकृत मार्गाचा अवलंब करून करण्यात येणारे सामुहिक प्रयत्न म्हणजे सामाजिक चळवळ होय. कोणतीही सामाजिक चळवळ निश्चित ध्येयाने प्रेरित असते. आणि विशिष्ट उद्दिष्टे आणि विचारप्रणाली यावर आधारलेली असते.

१) निश्चित उद्दिष्टे, २) सामुहिक प्रयत्न, ३) विचारप्रणाली, ४) नेतृत्व. या चार आधारांवर सामाजिक चळवळ उभी असते. आणि विशिष्ट उद्दिष्ट आणि विचारप्रणाली यावर आधारलेली असते.

सामाजिक चळवळीचा अर्थ :

सामाजिक चळवळी कशा उदयास आल्या याबाबत वेगवेगळी मते आहेत. परंतु सामाजिक चळवळी परिस्थितीमुळे निर्माण होवून विशिष्ट उद्दिष्टाने आणि ध्येयाने प्रेरित होवून आणि सामाजिक चळवळ सामाजिक तणावातून उदयास आलेल्या असतात. सामाजिक संस्था, संरचना, प्रमाणके, मूल्ये जेव्हा संकटग्रस्त परिस्थितीत असतात, तेव्हा तेव्हा सामुहिक प्रयत्नातून त्यांच्यावर मार्ग काढला जातो. त्या सामुहिक प्रयत्नालाच सामाजिक चळवळ म्हणतात.

सामाजिक चळवळीचे सिध्दांत काही विचारवंतांनी खालीलप्रमाणे मांडलेले आहेत. त्या सिध्दांताची थोडक्यात चर्चा केलेली आहे.

1)ÃÖÖ¯ÖõÖ ¾Öx“ÖŸÖŸÖ“ÖÖ xÃÖ¬¤ÖŸÖ :

ÃÖ´ÖÖ•ÖÖŸÖß»Ö »ÖÖÛúÖ®ÖÖ ÃÖ³ÖÖ¾ÖŸÖÖ»Ö“ÖÖ ÃÖ‘ÖÂÖ ^¢Öx•ÖŸÖ Ûú¹ý®Ö ÃÖ‘Ö™ßŸÖ Ûú¸ŸÖÖ †ÖxÞÖ ÃÖÖ´ÖxÆÛú ÃÖ‘ÖÂÖ ¯Öx¸ŸÖ Ûú¸ŸÖÖ, †ÃÖÖ xÃÖ¬¤ÖŸÖ ÃÖ´ÖÖ•Ö¿ÖÖÃ¡Ö– आर. के. मर्टन व रन्सीमेन यांनी मांडला आहे. साधÖÖ¸ÞÖŸÖ: ÆÖ xÃÖ¬¤ÖŸÖ ÃÖÖ¾Öx¡ÖÛú Ã¾Ö¹ पाचा आहे. समाजाच्या परिघा²ÖÖÆ¸“ÖÖ ÃÖ´ÖÖ•Ö †ÃÖŸÖÖÂÖÖ®Ö ³ारलेला असतो. नकारात्मक व्यवÖÃ£Ö»ÖÖ होकारात्मक करण्यासाठी सामाजिक चळवळ उदयास येते.

2) ŸÖÞÖÖ¾Ö xÃÖ¬¤ÖŸÖ :

ÃÖÖ´ाजिक चळवळीच्या सिध्दांताच्या बाबतीत तणाव सिध्दांतही महत्त्वाचा ठरतो. संरचनात्मक घटकांमुळे निर्माण होणाऱ्या तणावाला विशेष महत्त्व दिले जाते. अमेरिकन समाजशास्त्रज्ञ स्मेलसर यांनी या सिध्दांताची मांडणी १९६२ साली केली आहे. त्यांच्या मते सामाजिक तणाव सामुहिक वृत्तीवर प्रकाश टाकतात. मूल्ये अÖxÞÖ ¯Ö´ÖÖÞÖÖÛú ÃÖÖÛú™ŸÖÃŸÖ ÆÖŸÖÖŸÖ. †¿ÖÖ¾ÖÖÔÖß ÃÖÖ´ÖÖx•ÖÛú ²ÖÖ•Ö ÃÖÖ³ाळण्यासाठी सामुहिक पातळीवर प्रयत्न केलÖ •ÖÖŸÖÖŸÖ. भारताच्या बाबतीत हा तणाव सिध्दांत लागू पडतो. भारतात विविध धर्म, जात, पंथ, वंश, भाषा, संस्कृŸÖß, ³Ö¯Ö¤¿Ö, प्रथा आणि आधुनिकता या सगळ्या²ÖÖ²ातीत विविधता आहे. या व्यवस्था जपूनही एकात´ÖŸÖÖ x™Ûú¾ÖÞÖÖ †x¬ÖÛú जोखीमेचे काम आहे. कदाचित यातूनच तणाव निर्माण होत असतो.

वास्तविकत: कोणतीही चळवळ सामाजिक तणाव निर्माण होवूनच उदयास आलेली असते.

3) ¯Ö®Ö:x®Ö´ÖÖÞÖÖ“ÖÖ xÃÖ¬¤ÖŸÖ :

ÃÖÖ´ÖÖxजक चळवळी या सामुहिक प्रयत्नांचा परिपाक आहे. सामाजिक व्यवस्था सुधारण्यासाठी किंवा नवनिर्माणासाठी तसेच पुन:निर्माणाच्या उद्देशाने या चळवळी अस्तित्वात येतात. या सिध्दांताची मांडणी †´Öx¸ÛúÖ®Ö ÃÖ´ÖÖ•Ö¿ÖÖÃ¡Ö– अँथनी वॉलेस यांनी १९५६ साली केली आहे. समाजातील काही सदस्यांनी अपेक्षित असलेली सुधारीत समाजव्यवस्था निर्माण करण्यासाठी जाणीवपूर्वक व हेतूपूर्वक केलेले प्रयत्न म्हणजे पुन:रु••Öß¾ÖßÛú¸ÞÖ †ÖÆ.

समाजातील काही लोकांच्या सातत्याने असा काही प्रयत्न सु¹ असतो. नवनिर्माण करणे, त्यातून नव्या संस्कृतीला जन्म देणे. सांस्कृतिक स्थिरताचा काळ, व्यक्तीच्या तणावात होणारा वाढीचा काळ, संस्कृती x¾Ö‘ाटनाचा काळ आणि पुन:निर्माणाचा काळ इ. घटकांचा परिणाम समाजव्यवस्थेवर होत असतो. यातूनच नवनिर्माणाच्या चळवळी उदयास येतात. ³ारतीय स्वातंत्र्याची चळवळ केवळ एकाच घटकाने प्र³ÖÖx¾ÖŸÖ –ÖÖ»Ö»Öß

असती. तर त्यात धार्मिक, सामाजिक, आर्थिक, राजकीय, सांस्कृतिक अशा सर्वच घटकांचा प्रभाव पडलेला असतो. त्यामुळेच दीर्घकाळापर्यंत देशव्यापी आंदोलने घडून येवू शकली.

अर्थातच समाजशास्त्रीय पध्दतीने सामाजिक चळवळीचे विश्लेषण करणे सोपे काम नसले तरी त्याचा समाजशास्त्रीय आशय समजून घेणे गरजेचे असते. म्हणून वरीलप्रमाणे सामाजिक चळवळीची समाजशास्त्रीय भूमी आपणास पाहावयास मिळते. सामाजिक चळवळी या अचानक किंवा अकारण उदयास आलेल्या नसतात. त्यांच्या उदयामागे कोणती ना कोणती पार्श्वभूमी असते. आणि सामाजिक चळवळी या सामाजिक परिवर्तनाच्या किंवा सुधारणेच्या दृष्टीने उभ्या राहिलेल्या असतात. सामाजिक चळवळीचे पुढीलप्रमाणे प्रकार आढळून येतात. १) सुधारणात्मक चळवळी, २) क्रांतिकारी चळवळी, ३) प्रतिकार चळवळी, 4) अभिव्यक्ती चळवळी, ५) आदर्श समाजवादी चळवळी, ६) स्थलांतरीत चळवळी इ. काही चळवळी या प्रकारानुसार सामाजिक आशय घेवून उदयास आलेल्या असतात.

वरील सर्व आशयावरून सामाजिक चळवळीचे स्वरूप, त्याचे स्पष्ट आकलन आपणास होते. सामाजिक चळवळ म्हणजे बहुसंख्य लोकांकडून समाजाच्या काही महत्त्वाच्या घटकांत बदल घडवून आणण्यासाठी अगर त्यात होणाऱ्या बदलांना विरोध करण्यासाठी होणारा संघटीत प्रयत्न आहे. 'सेंट सायमन' या विचारवंताने सामाजिक चळवळीचे स्वरूप स्पष्ट केले आहे.

समाजशास्त्रीय दृष्टीकोनातून सामाजिक चळवळीचा अर्थ खालील विचारवंतांनी दिलेला आहे.

1) टर्नर व किलियन :- समाजात घडून येणाऱ्या परिवर्तनाला सहाय्य किंवा विरोध करण्यासाठी समाज सदस्य जेव्हा सातत्यपूर्ण प्रयत्न करतात तेव्हा अशा प्रयत्नांना सामाजिक चळवळ म्हणतात.

2) अॅन्थोनी गिडन्स:- ज्याचा उद्देश समाजव्यवस्थेच्या एखाद्या भागात अगर संपूर्ण समाजव्यवस्थेत बदल आणणे आणि प्रस्थापित व्यवस्थेला विरोध करणे यासाठी प्रयत्न करणे अशा अनेक बहुसंख्याकांच्या वर्तनाला सामाजिक चळवळ असे म्हणतात.

3) ज्युडसन :- एखाद्या समाजात सामुहिक प्रयत्नांद्वारे प्रस्थापित संबंधीत व्यवस्थेत बदल आणणे अगर रोखणे म्हणजे सामाजिक चळवळ होय.

4) हार्टन:- व्यापक समाजातील दृष्टीकोन, वर्तन व सामाजिक संबंध या संदर्भात घडवून बदल आणण्यासाठी लोकांचे झालेले उत्स्फूर्त संघटन म्हणजे सामाजिक चळवळ होय.

साधारणत: सामाजिक चळवळी या लोक संघटनातून व्यवस्था पुन:निर्माण अथवा नवनिर्माणाच्या उद्देशाने †ⅇⅆ आलेल्या असतात.

सामाजिक चळवळीच्या अवस्था :

कोणतीही सामाजिक चळवळ अचानक उदयास येत नाही, यासाठीच्या काही अवस्था खालीलप्रमाणे दिलेल्या आहेत.

1) :

प्रस्थापित समाजव्यवस्थेविषयी असंतुष्टतेच्या ³ावनेतून सर्व सामाजिक चळवळी उदयास येतात. सामाजिक आदर्श किंवा मूल्ये या² आहे. समाजातील सदस्यांना वाटणारी 'अस्वस्थता' सामाजिक असतो. यासाठी विश्वासपूर्ण लोकांनी एकत्र येण्याची गरज आहे.

२) लोकप्रिय अवस्था :

लोकप्रिय अवस्था सामाजिक चळवळीला आकार देण्यासाठी महत्त्वाची ठरते. समाजातील वंचिततेची ³ शकेल असा लोकांना विश्वास वाटणाऱ्या नेतृत्त्वा³ ±   † गतो. सत्यशोधक समाजाच्या चळवळीला असा नेता ला³ .

3) † :

Ãⅇⅆ † Ãⅇⅆ ⅆ देत असते. यामध्ये सामाजिक चळवळीविषयी संघटन, डावपेच व कार्यक्रम पध्दती विकसित केली जाते. वंचिततेची भावना संपुष्टात आणण्यासाठी पर्यायी दृष्टीकोन, विचारसरणी लोकांच्या समोर मांडली जाते व सामाजिक चळवळ येथून खऱ्या †

4) Ã † :

सामाजिक चळवळीने दिशा पकडली की, सामाजिक चळवळ संस्थागत अवस्थेपर्यंत येते. सामाजिक चळवळ सामुहिक कृतीवर येत असते. सामुहिक प्रयत्न संस्थागत पातळीवर आणण्यासाठी निश्ची

आवश्यक असते. त्यातून समाजाच्या नवनिर्माणाची प्रेरणा आली पाहिजे. सामाजिक चळवळीची कोणतीही का▓▓ वैयक्तिक नाही असे जेव्हा सर्वांना वाटते तेव्हा ती संस्थागत अवस्था आहे.

5) ▓▓▓▓▓▓▓ :

जेव्हा एखादी चळवळ चिरकाल बनते तेव्हा ती विनाशावस्थेत पोहचते. त्यानंतर चळवळ म्हणून तिचे अस्तित्व निस्तेज होत जाते. असा विचार हार्टन आणि हंट यांनी मांडला आहे.

सांगण्याचा उद्देश असा की, एखादी सामाजिक चळवळ आपल्या ध्येयाने प्रेरीत होवून चिरकाल संघटीत ▓▓▓▓▓▓▓ ▓▓▓ † ▓▓▓▓ ▓▓▓ ▓▓▓▓▓▓▓ ▓▓▓▓▓ † ▓▓▓ ▓▓ ▓▓ ▓ "▓▓▓▓û ´▓▓▓ ▓▓▓ ▓ ▓▓▓▓"▓▓ ´▓▓▓ † ▓▓▓▓ •▓▓▓ ^▓▓. [3]ारतीय राष्ट्रीय काँग्रेस, इ.

सत्यशोधक समाजाच्या चळवळीच्या संद[3]र्गात असे काही संघटन आपणास दिसून येत नाही. परंतु सत्यशोधक समाजाची चळवळ ही या सर्वच अवस्थेतून गेली आहे. सत्यशोधक समाजाच▓ "▓▓▓▓û ▓▓▓ ▓▓▓▓▓▓ चळवळ होती. ज्यामध्ये सामाजिक संरचनेतील मूल्यव्यवस्था सुधारणात्मक पध्दतीने आणि [2]दलाच्या संद[3]▓▓▓ मांडणी करण्याचा त्याचा संघटीत प्रयत्न होता असे दिसून येते. सामाजिक च▓▓▓▓ ▓▓▓▓▓▓ ▓▓ ▓▓▓▓▓▓▓ ▓▓▓▓ ▓▓▓▓▓▓▓ ▓▓ ▓▓▓▓▓ ▓▓▓▓▓▓ ▓ ▓▓▓▓ ▓▓▓▓▓ ▓▓▓▓ "▓▓▓▓ ´▓▓▓ ▓▓▓▓▓▓ ▓▓▓▓▓▓▓ ▓▓ ▓▓▓▓▓▓ घडवून आणण्यासाठी केल्या जाणाऱ्या संघटीत प्रयत्नालाच सामाजिक चळवळ म्हटले आहे. जवळजवळ प्रत्येक ▓▓▓▓▓ ▓▓ "▓▓▓▓▓▓ ▓▓ ▓▓ ▓▓ ▓▓▓▓ ▓▓ ▓ ▓▓▓▓▓ ▓"▓▓▓û▓▓ † ▓▓▓▓▓ † ▓▓▓

▓▓ ▓▓ :

थोडक्यात सामाजिक चळवळी आणि सामाजिक परिवर्तन यामध्ये अंतरीक सहसं[2]▓▓ † ▓▓▓▓. ▓▓ ▓ उशीरा स्पष्ट होतात. सामाजिक परिवर्तनाच्या संद[3]▓▓[3]ारतात अशा अनेक सामाजिक चळवळी उदयास आल्या आहेत. त्यातीलच सत्यशोधक समाजाची चळवळ एक महत्त्वपूर्ण चळवळ होती. या सत्यशोधक चळवळ▓▓ ▓▓▓▓ महाराष्ट्राच्या प्रस्थापित संस्कृतीला हादरा देण्याचे महत्त्वपूर्ण काम केले आहे.

सत्यशोधक समाजाची चळवळ सामाजिक आशय घेवून अनावश्यक असलेली सामाजिक पार्श्व[3]▓▓▓ बदलण्यासाठी महत्त्वाची ठरली आहे. ती सामाजिक, गतीशील, कृतीशील, तात्विक आणि सर्व खेड्यापाड्यांपर्यत ▓▓▓▓▓▓ ▓▓▓▓▓ "▓▓▓û▓▓.

Âिोंद३िंॅ िंॅ :-

1) †×³ि►िंॅिं Ãिंॅ►िंॅिंॅ»ि ×³िंॅ¸ü - >िंॅ¯िंॅ╚üिंॅ †िंॅ िं»िंॅ╱िंॅ

2) भारतीय समाजि ú×³िंॅ¸िंॅिंॅ   - ¤िंॅ-िंॅिंॅ िंॅ'िंॅिंॅâ

3) Social movement - Ghanshyam shaha

4) Google search for social movement

सहकारी क्षेत्रातील राजकीय हस्तक्षेप

डॉ. सतीश घाडगे

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प्रस्तावना:

महात्मा गांधी यांनी म्हटल्याप्रमाणे सहकारी चळवळीचे यश हे सहकारी संस्थाच्या संख्यात्मक वाढीपेक्षा, सभासदांच्या नैतिकतेवर अधिक अवलंबून असते. अगदी याच वाक्याचा आधार घेतला तर भारतातील राजकीय लोकांची सहकारी क्षेत्रातील नैतिकता खालावलेली आपल्याला मान्य करावे लागेल. महाराष्ट्र सहकारी आणि इतर सर्वच क्षेत्रात देशातील एक विकसीत राज्य आहे. महाराष्ट्रामध्ये क्वचितच एखादे खेडेगांव असेल जिथे सहकारी चळवळीचा स्पर्श झाला नाही. महाराष्ट्रामध्ये सहकारी चळवळीचा त्रिस्तरीय रचनेमध्ये विकास झालेला आहे, ज्यामध्ये महाराष्ट्र राज्य सहकारी बँक (शिखर बँक), मध्यम स्तरावर जिल्हा बँका (31) व तळाशी प्राथमिक कृषी पतसंस्था (21214) कार्यरत आहेत. आजपर्यंतच्या वाटचालीत राज्य सहकारी बँकेस विविध क्षेत्रातील प्रसिध्द व मान्यवर व्यक्तीचे मार्गदर्शन लाभले. त्यापैकी यशस्वी उद्योजक दिवंगत श्री. लल्लुभाई सामळदास, श्री. वैकुंठभाई मेहता, श्री. व्ही.डी. ठाकरसी आणि प्रतिभावंत प्रोफेसर श्री. डी.जी. कर्वे, डॉ. श्री. धनंजराव गाडगीळ व श्री. आर. जी. सरैया यांनी बँकेच्या प्रगतीचा आलेख व नावलौकिक वेगळयाच उंचीवर पोहचविला आहे. आज ग्रामीण विकासातील सर्वक्षेत्र गेलेल्या सहकारी क्षेत्र राजकीय क्षेत्राच्या प्रभावामुळे निष्कलंकीत होत आहे. त्यामध्ये ग्रामीण पतपुरवठा संस्था असो वा जिल्हा मध्यवर्ती सहकारी बँक असो वा सहकारी दुग्ध संस्था असो सर्वांची स्थिती एकसारखीच झालेली आहे. महाराष्ट्र राज्यातील जिल्हा मध्यवर्ती बँकांना नोटबंदीच्या कालावधीत नवीन नोटा बदलून देण्याचे अधिकार काढणे, नुकतेच सोलापूर जिल्हा मध्यवर्ती सहकारी बँकेचे संचालक मंडळ बरखास्त करणे व त्याचा ताबा प्रशासनाकडे घेणे इत्यादी उदाहरणावरून सहकारी क्षेत्रात राजकीय नेतृत्त्वाचा हस्तक्षेप झालेचा प्रत्यय देते.

शेतकरी, कामगार व गरीब वर्गांची सावकारी पाशातून मुक्तता करण्याच्या उद्येशाने सहकारी चळवळीची स्थापना हिंदुस्थानात ब्रिटीशांकडून करण्यात आली. म्हणजेच पाश्चात्य देशातील इंग्लड, फ्रांन्स, जर्मनी या राष्ट्राप्रमाणे आपल्या देशातील चळवळीचा उगम जनतेतून उत्स्फुतपणे झालेला नसून आपल्या देशातील चळवळ प्रथमपासून आजसुध्दा शासन पुरस्कृत चळवळ आहे. म्हणजेच शासनाचा हस्तक्षेप असूनही असूनही राजकारण्यांचा प्रभाव वाढणे कुठेतरी शंका निर्माण करणारी आहे.

महाराष्ट्रातील सहकारी क्षेत्राची वाटचाल:

सुमारे 114 वर्षापूर्वी पहिल्या सहकारी कायद्यानंतर सहकारी चळवळीला कायदेशीर स्वरुप प्राप्त   झाले. सदर कालावधीत विविध क्षेत्रात सहकारी संस्था आज भारतामध्ये यशस्वीपणे आपले कार्य करीत आहेत. या संस्था प्रामुख्याने साखर कारखाने, सूतगिरणी, जिल्हा व नागरी सहकारी बँका, पतसंस्था, दुग्ध सहकारी संस्था, विकास संस्था, पणन व ग्राहक संस्था, मजूर संस्था, पशू व मत्स संस्था, वाहतूक संस्था इत्यादि विविध सहकारी तत्त्वावर चालणाज्या संस्थाचा समावेश होतो. सर्वसामान्य नागरिक, शेतकरी, कामगार, पगारदार हे एकत्र येवून नफयाच्या प्राधान्याने विचार न करता सामाजीक विकासासाठी त्यांनी स्वतःचे भागभांडवल गुंतवून चालविलेली संस्था ही सहकारी चळचळ आहे. सामाजिक, आर्थिक, सांस्कृतिक् प्रादेशिक विकासात व राजकीय जडणघडणीत सहकारी चळवळीला महत्त्व प्राप्त् झालेले आहे. काही विशिष्ट चुकीच्या विचार प्रणालीच्या लोकामुळे सहकार क्षेत्र डबघाईला आल्याचे दिसते.

तक्ता क्र. 1

महाराष्ट्र राज्यातील सहकारी चळवळीची वाटचाल

(सभासद लाखात)

अ. क्र.	संस्था	तपशील	वर्ष						वृध्दी
			1961	1971	1981	1991	2001	2016	
1	कृषी पतसंस्था	संख्या	21438	20453	18605	19597	20585	21136	0.01
		सभासद	22.6	38.8	64.5	90.1	115	161.3	0.39
2	बिगस कृषी पतसंस्था	संख्या	1631	2966	5477	11293	22014	20805	0.53
		सभासद	10.9	24.4	37.6	93.1	185	237.06	0.67

3	पणन संस्था	संख्या	344	410	423	931	1115	1183	0.23
		सभासद	1.41	2.82	4.71	7.47	8.4	12.14	0.43
4	उत्पादक संस्था	संख्या	4306	6810	14327	28980	39070	27412	0.36
		सभासद	3.23	9.59	21.2	41.5	63.4	55.94	0.61
5	समाजसेवी सहकारी संस्था	संख्या	3846	11964	21915	43819	75232	126371	0.79
		सभासद	3.94	10.4	20	34.1	58.8	63.85	0.59
6	जिल्हा मध्यवर्ती सहकारी बँक	संख्या	35	35	26	30	30	31	-0.02
		सभासद	57	55	62	84	144	196	0.23

संदर्भ-महाराष्ट्रातील सहकारी चळवळ एक दृष्टीक्षेप, 53 वे प्रकाशन, 2016.

तक्ता क्र. 1 मध्ये महाराष्ट्र राज्यातील सहकारी चळवळीचा आढावा घेतलेला आहे. त्यामध्ये प्रामुख्याने कृषी पतसंस्था, बिगर कृषी पतसंस्था, पणन संस्था, उत्पादक संस्था (साखर कारखाने व इतर संस्था) समाजसेवी सहकारी संस्था आणि जिल्हा मध्यवर्ती सहकारी बँका इत्यादीचा समावेश केलेला आहे. कृषी पतसंस्था आणि इतर सर्वच सहकारी संस्थामध्ये गेल्या सहा दशकामधील बदल अगदी नगण्य किंवा ऋणात्मक असा आहे. तुलनात्मक गेल्या दशकामध्ये साखर कारखाने, सूतगिरण्या, पतसंस्था या सहकारी क्षेत्रामध्ये होणारे बदल राजकीय मंडळींनी केलेल्या स्वाहाकारामुळे झालेले दिसून येते.

राजकीय हस्तक्षेपामुळे सहकाराचा खोळंबा:

Hkkjrh; ykd'kkgh ifØ;k gh doG ykdfiz, urRokP;k vk/kkjs pkyw 'kdr ukgh- rlp rh doG Hkkfrd fgrlackkP;k vk/kkjs pkyrs vls ukgh- rj rh i{kki{k{k R;kps xV R;kps fofHkUUk lkekftd vk/kkj ;kP;k x;krw jktdh; fgrlackrw pkyr vlrs v'kh 0;oLFkk gh Hkkjrh; jktdkj.kkrp vlrs vls ukgh] rj egkjk"Vkrl/qnk v'kh 0;oLFkk vk<Gw ;rs vkiY;k nskkyk iripkku ifMr ug: iklw rs egkjk"Vkrhy eq[;e=h ;'koarjko pOgk.kki;r egkjk"Vkrhy jktdh; ifØ;k ?kMr xyh- ;k jktdh; greGs 1956&57 iklup dkkkdl us vkiyh lRRkk fVdkÅ Lo: ikr fodflr dj.;kl;kkBh o ,dN=h vey fuekZk dj.;klkBh LFkkfud lRRkk dakpk fodkl vkf.k lgdkjh laLFkkP;k ekQZr

IRRksyk iujd iHkkoh {ks=kph fufezrh ;k nku iHkkoh ekxki/pk voyc dsyk xsyk- R;keGs;k jktdkj.kkps Igdkjh {ks=koj /kukRed vkf.k __.kkRed vIs nku idkjpsifj.kke >kys

        Igdkjh IiFkk o xkeh.k Igdkjh IiFkk Hkkjrkph;k ok<R;k fodkIkr egRRokph Hkfiedk ctkorkr- ;k IiFkke/ku dsyk tk.kjk iriojoBk ok<ysyk vkgs rFkkfi vyhdMhy pkyyY;k jktdkj.kkeGs ;k IiFkkps dk;Z ,dwk IiFkkRed irioj0kB;krhy R;kpk fgLLkk vkf.k R;kP;k vkfFFkd vkjkX;kpk n'kbd IÑrn'kku Iek/kudjdri{kk deh gkr vIu oxkus?kIjr pkyysyk vkgs vyhdMhy dkGkr g;k dkj.kkpk 'kks'k vund IfeR;kuh ?ksryk vkgs ijarqR;kP;k Ipuk veykr vk.k.kph ixrh Qkjp deh >kysyh vkgs

        ^Hkkjr Ijdkjus Igdkjh iriojB;kpk vk<kok vkf.k jktdh; Ikzk 'kks'k.;kIkBh 5&8&2004 P;k vf/kIpusjks enkI fodkI vH;kI IiFkk pSubjps IUekuuh; Ipkfuo0RRk ik/;kid oS|ukFku v/;{k vIysy;k Iferh LFkkiu dj.;kr vkyh**- 1960 iophp egkjk"Vkr xkeipk;;rh fo/kk;d uok dk;nk ykxw>kyk- ykd'kkgh vrrxr xkoikrGhoj FkV ykdkuh fuoMwu fnyY;k xkeipk;;rh fuekZk dj.;kr vky;k- R;kurj 1962 iklwu ftYgk ifj"knk] ipk;r IfeR;k ;kph fufezrh d:u gh fodkidj.kkph ifØ;k iwkZ dj.;kr vkyh o R;krhy cguk[; xkeh.k Hkkxkrhy ek.kI gk dkbkd'kh tkMyk xsyk o R;kP;k ekOhr LFkkfud IRRkkdans rkC;kr Bp.ks ''kD; >kys xkeh.k Hkkxkrhy IRRkrhy v<G LFkkukeGs jktdkj.k HkDde gkr xsy}rj nqjjk Iokr egRRokpk ekxZEg.kts Igdkjh IiFkk rkC;kr Bpu vkiyh jktdh; vf/kLkRrk dk;eLo: ih o ,dN=h Bp.;kr IRrk/kkjh i{kkusfuoMyk- ^rRiwohZ 1956&57 iklwu egkjk"Vkr Igdkjh ;a=.kkpk fodkI gkÅ ykxyk gkrk- vIs vk<Gu ;rs Igdkjh RkRokoj ''krdÚ;kuh Ik[kj fuferhZ dj.;kpk izkkx Iq dsyk o 1957 urj egkjk"Vª Ijdkjus xkeh.k fodkI o 'krdÚ;kps fgrIzk{k ;k gruas fofo/k idkjP;k Igdkjh IiFkkdkBh ikBRkguiij /kkkj.k Lohdkjys Igdkjh Ik[kj dkj[kkU;k[kjjht fofo/k {ks=krhy IiFkkps tkGsvYikof/kr mHkk dsys ,o<p u0gsrj xkeh.k Hkkxkyk ,df=r dj.;kIkBh Igdkjh Ikzk;;V;k] Igdkjh nqqk IiFkk fuekZk d:u R;kuk iriojoBk dj.;kIkBh Igdkjh irIiFkk fuekZk dj.;ko:u jktdh; urRokyk vkiys urRo HkDde dj.;kIkBh tkLr oko feGkyk**- R;kp cjkcj ftYgk ikrGhoj Igdkjh cHkk vfLrRokr vkY;k] Eg.kts LFkkfud LojkT; IiFkk Lor%P;k rkC;kr Bp.;kpk iz;Ru dsyk- IgdkjkP;k 0;k[;kiek.ks ykdkkuh ykdkP;kIkBh ,d= ;sou R;kps izzu dsyk- IgdkjkP;k IiFkkP;k ek/;ekus dj.;kr vkys rjh I{nk fouk Igdkj ugh m/nkj gs rRo QDr ukokijrkp jkfgysxsys jktdh; i{k dk;ZdR;kuh vfLrRokr vIysy;k IoZ IiFkk ,d xõk

d:u vkiyk jktdh; vey pkyw Bnyk- vFkkUr ;kpk mi;kx loZkekU; tursyk
gks;k,ooth ,dk fof'k"V eBHkj lRRkk/kkjh ykodkpk >kysyk fnlwu ;rks

‘'krdjh] dkexkjiw o xjhc oxkbph lkodkjh ik'kkrw eUrrk dj.;kP;k mfk
lgdkjh pGoGhph LFkkiuk fgnrqLFkkukr fcfV'kkdMwu dj.;kr vkyh- Eg.ktp ik'pkR;
nskkrhy bkjyM] QkUI] teZuh ;k jk"Vkiek.ks vkiY;k nskkrhy pGoGpk mxe tursrwu
mRLQrrki.ks >kysyk ulwu vkiY;k nskkrgh pGoG iFkeiklwu vktliWdk 'kklu iqjLÑr
pGoG vkgs ijrw ips Lokra;kRRkj dkGkr ek= lgdkjh pGoGP;k ek/;ekrwu lektkph
vkfFkd mUUkrh gs 'kklldh; /kkj.k voyacfo.;kr ;sr vkgs vkf.k R;kyk vuq:u lgdkjh
dk;n;kr cny dj.;kr vkyk-

oSfHkkbZ egrk] /kuat;jko xkMxhG] foðyjko fo[ks ikVhy] ik= Mh- th- doksl ;'koarjko
p0gk.k] olarnkn ikVhy ;kP;kIkj[;k vuusd Fkkäj fu".kkr foHkkxrwuh [kkM;k ikM;ke/;s
loZkekU; turph vkfFkd mUUkrh dj.;kIkkBh lgdkjh pGoG jkT;kr tk.khoiwd
: tfoyh- okLrfod ikgrk gh pGoG : tow rh ok<fo.;kr vuqd Fkkäj 0;Drhps ;k3uku
vkgs IxG;kps ukekYYksk[k dj.ks v'kD; vkgs ijrw vyhdMhy cnyyY;k jktdh;
ifjfLFkrheGs lgdkjh {k=kpk fodkl dkghlk emkoY;kpsfnlwu ;rs

vkt ;k pGoGhusoVo{kke/;s : lk /kkj.k dsys vkgs jkT;kP;k lokäxh.k fodkllkIkkBh
lgdkjh pGoGpk ekBk okVk vkgs lgdkjh pGoGeGp egkjk"Vª nskkr vxØekus
>Gdrks vkgs gh ckc dqkhgh ukdk: 'kd.kkj ukgh- vkt egkjk"Vkr toGtoG 58
izdkjP;k lLFkk vl u R;kph l{;k 200740 v'kh vl u R;k vkt vfojr rs dk;Zdjhr
vkgsr- lgdkjh pGoGus egkjk"Vkrp u0gs rj laiwkZHkkjr nskkr gfjrØkrh] /koyØkrh]
vkfn;kfxd Økrh ¼ifØ;k mn;kx½ ?kMMou vk.kyh- lgdkjh pGoGps gs ;'k fuf'prp
lgdkjkrhy fu"Bkoku usRo] tk.kdkj lHkkln] rK vf/kdkjh o lkkdjh pGoGl ugehp
lgdk;Z dj.kkjs egkjk"Vª ljdkj ;kP;kemGp 'kD; >kys vkgs okLrfod ikgrk [kkY;k
vkfFkd /kkj.kkeGs lgdjh {k=klkl ekjgh vuqd vk0gkus mHkh vkgsr- i.k 0;kolkf;d
0;oLFkkiu o vk/kqfud ra=Kkukpk Lohdkj d:u dk.kR;kgh vk0gkukpk lgdkjh {k=
leFkZi.ks emkcyk dj.;kIkkBh lTTk vlu R;k dk;ZdkBh jktdh; 0;oLFkk egRRokph
Hkfedk ctkow'kdsy-

समारोप:

egkjk"Vª jkT;kiek.ks lksykiwj ftYgkÓkkrhy ,dhdMs vunl lgdkjh dkj[kkus
vMp.khr vkgsr] rj nqljhdMsR;kp dkj[kkU;kps0;oLFkkiu dj.kkjh rp ureUGh vkiyk

nq[jk [kklxh dkj[kkuk mRre pkyor vkgsr- Eg.kuu lks;kiuj ftYgÓkkr lgdkjh lk[kj dkj[kkU;kfs{kk [kklxh lk[kj dkj[kkU;kph lq[;;k tkLr vkgs cnyR;k dkGkr lk[kj m|ksxkpsegRRo ok<r vlrkuk lgdkjh lk[kj dkj[kkusrksVÓkkr o [kklxh dkj[kkusek= Qk;|kr vll p fp= fuekZk gksÅ ykxys vkgs ;k f'kok; lgdkjh pGoGh ekMhr dk<.;kpk iz;Ru fnlu ;rks vkiyh lRrkLFkkusHkDde dj.;klkBh usreMGh gh ykdfodkl pGoG Lor%lkBh ikfgts r'kk Lo: ikr okijrkuk fnlu ;rkr- ;kps[kMu >kys ikfgts lgdkjh cYdkpk 114 o"kkZP;k bfrgklkr cjhp lkdVs vkyh- i.k vtughgh pGoG ftoar vkgsr- tkxfrdhdj.k [kktxhdj.k] eDr vFkD;oLFkk] eDr vk;kr bR;knh /kksj.k lgdkjh cYdkuh Lohdkjys vkgs gh oLrfLFkrh vkgs R;keGs gh pGoG ftoRk] l'kDr Bo.ks vkf.k fj>0gZcYdus tsvkfFkd fud"k ikGko;kl lkfxrys vkgsr- rsikG.ks vko';d vkgs

lnHkZ lph

1. tk/ko Jh-] ^;d jdeh dtZ ijrQM ;kstuk vkf.k dtihkjkps vf/kdkj*] pkŠkjh ykWif(y'kl], tGxko 2012] i"B dz 1&2-

2. fdYYkkG] ckanjs o Hkkolkxj] ^Hkkjrkrhy lgdkjh pGoG rRRos o 0;ogkj*] ufpdsr izdk'ku] ukxiqj] 2013 i"B dz 1] 30] 80-

3. dk'khn f'k-] ^Hkkxkorh lk[kj dkj[kkU;ke/khy Hkk'Vkpkjkpk bfrgkl*] dkf'kdk izdk'ku] 95] iovukxj] iqks 2011] i"B dz 13-

4. f'krkGs Mh-Vh-] *ik- ofn;ukFk lferh vgoky Fkkk&D;kr ijke'kZ] lgdkjh egkjk"Vª ifj"kn fo'ks'kkad] 2008] i-Ø- 1-

5. lkGds'ks] *krd egkRloh lgdkjh pGoGhph okVpky] lgdkjh egkjk"Vª ifj"kn fo'ks'kkad] 2008] i-Ø- 183-

6. Hkkl ysfufru ¼ia ak-½ cGhjktk ekllhd] iqk} 2014-

50

"नवीन आर्थिक धोरणाचे कृषी क्षेत्रावरील परीणाम"

प्रा.सोनवले एस.एम.

सहाय्यक प्राध्यापक

अर्थशात्र विभाग

क.भा.पा. महाविद्यालय,पंढरपूर

प्रा.आर.बनकर एस.डॉ.

सहाय्यक प्राध्यापक

अर्थशात्र विभाग

कपंढरपूरमहाविद्यालय .पा.भा.

प्रा.शिंदे के.बी.

सहाय्यक प्राध्यापक

अर्थशात्र विभाग

क.भा.पा. महाविद्यालय,पंढरपूर

1- iLrkouk %&

1991 e/;s Hkkjrkus ufou vfFkd /kkj.kkpk Lohdkj dsyk- R;ke/;s mnkjhdj.k] [kktxhdj.k] vkf.k tkxfrdhdj.k gh /kkj.ks ekU; dj.;kr vkyh- ;k /kkj.kkeGs Hkkjrh; vFkO;oLFksrh fofo/k {ks=koj R;kps pkxys okbV ifj.kke ?kMw vkys vkgs tkxfrdhdj.kkpk Lohdkj d: u Hkkjrh; vFkO;oLFkyk 26 o'ks iwkZ >kyh] i.k ;k o'kkZr tkxfrdhdj.kus Hkkjrh; "krhyk dk; fnys\ Hkkjrh; d";kh {ks=kph ixrh >kyh dh v/kkxrh >kyh gs ikg.ks egRRokps Bjrs

2- mfI'Vs%&

1) tkxfrdhdj.kkpk vFkZ le tw u ?ksks

2) tkxfrdhdj.kkeGs d";kh {ks=koj >kyY;k ifj.kkekpk vk<kok ?ksks

3) tkxfrdhdj.kkeGs d";kh {ks=krhy cjkstxkjhr >kyY;k cnykpk vk<kok ?ksks

3- vH;klI i)rh %&

lnj vH;klkikBh ng;e lk/kulkexhpk vk/kkj ?ks;kr vkyk vkgs R;klikBh d";kh ekfld}] lmHkk}Fkd] bV]juV] orZekui=} bR;knhpk voyc dsyk vkgs

4- tkxfrdhdj.kpk vFkZ%&

Þvk;kr&fu;kZr 0;kikjkojhy loZ fofo/k fucZk nwj dj.ks vkf.k ns"kkph vFkO;oLFkk tkxfrd vFkO;oLFksh tkM.ks tkxfrdhdj.kr viR;{ki.ks txkps : ikrj ,dk NksV;k"kkk [kM;kr gksrs HkkkMoy"kkgh o lektoknh vFkO;oLFkk ,d= dke djkr- oLrw] lok] HkkkMoy] r#Kku] dkexkj]dPpkeky bR;knh ?kVd vk;kr&fu;kZr gksrkr- R;koj ljdkjps dksrkgh fu;=.k ulrs

5- tkxfrdhdj.k vkf.k Hkkjrh; “ksrh %&

Hkkjrkus 1991 e/;s tkxfrdhdj.kkP;k /kkj.kkpk Lohdkj dsyk- tkxfrdhdj.k gs Hkkjrh; “ksrhyk ojnku Bjys tkxfrdhdj.kkeqGs d”kh mRiknukr ok< gkbZy vkf.k HkkjrkP;k ,dwok fu;kZrhr d”kh {ks=kpk okVk ok<sy v”kh vis{kk gksrh i.k rh Qsy Bjyh- tkxfrdhdj.kkeqGs lokhnk “krh i)rh ok<.;kpk /kkodk Hkkjrkiqsa fuekZ.k >kyk vkgs ,dnjhrp tkxfrdhdj.kps ifrdwy ifj.kke Hkkjrh; “krhoj >kysysfnlw vkysvkgsr-

6- tkxfrdhdj.kpsd”kh {ks=koj >kysysifj.kke %&

tkxfrdhdj.kP;k /kkj.kkeqGs Hkkjrh; vFkkZO;oLFksrhy fujfujkG;k {ks=koj ifj.kke ?kkMwu vkys “ksrh] m|ksx] 0;ikj] cWadx b-{ks=koj tkxfrdhdj.kP;k /kkj.kkpk iHkko iMyk- ;k /kkj.kkeqGs d”kh mRiknu] d”kh inoh/kj] “krkrhy lkoZtfud xqro.kwd bR;knhoj ifj.kke >kys

1) d”kh vuqnkukr ?kV %&

tkxfrdhdj.keqGs 0;kikjh la?kVus“kh >kyY;k djkjkuqlkj “ksrhP;k vuqnkukr fodflr ns”kkauh 13-33 VDds dikr djko;kph vkgs d”kh vuqnku deh dY;kl fodflr ns”kki{kk fodlufly ns”kkP;k d”kh {ks=koj R;kpk okbZV ifj.kke gkbZy-

fodflr ns”kkekQr ns;kr ;skjh vuqnku		
v-Ø-	ns”k	vuqnku
1	tiku	72-5 VDd
2	dksyfc;k	54-07 VDd
3	vefjdk	29 VDd
4	Hkkjr	0-3 VDd

L=kr& d”kh vFkZ”kkL=& MkW uhrk ok.kh-

2) d”kh {ks=krhy xqro.kwdhrhy ?kV %&

tkxfrdhdj.kkeGs Hkkjrkrhy fons'kh daiU;kph eDrnkjh ok<yh- R;krup [kktxhdj.kkyk pkyuk feGkyh- [kktxhdj.kkeGs ljdkjusfofo/k {ks=krhy xrro.kkd deh dsyh vkgs R;kuq[kj d";kh {ks=krhy xrro.kkd gh deh dsyh vkgs lu e/;s "krh {ks=krhy xrro.kkdhrhy lkoZtfucd {ks=kpk fgLlk 30 VDds gksrk- rks e/;s26 VDds?klljyk ;kpk foijhr ifj.kke "krh {ks=koj >kyk-

3) vUu lqjf{krrpk iz'u %&

ihdjpurhy cnykeGs Hkkjrkr vUu lqjf{krrpk iz'u fuekZk >kyk vkgs R;kcjksj Hkkjrkr ok<R;k yksdll{;ph leL;k vkgs i.k ;k ok<R;k yksdll{;P;k rqyuusu vUu/kkU;kP;k mRiknukr ok< gksr ukgh- tkxfrdhdj.kkP;k /kksj.kkeGs vUu lqjf{krrpk iz'u fuekZk gksr vkgs

4) iez[k fidkP;k mRiknuok<hP;k njkr ?kV %&

Hkkjrkr tkxfrdhdj.kkurj x0gw rknkG vUu/kkU;] HkjM/kkU; bR;knh iez[k fidkP;k mRiknukr ?kV >kysyh fnlu ;rs tkxfrdhdj.kkeGs fidkP;k mRiknu jpur cny >kyk- iez[k fidk,oth 0;kikjh fidkpsmRiknu "krdjh ?ksow ykxys R;keGsiez[k fidkP;k mRiknukr ?kV >kyh-

iez[k fidkP;k mRiknuok<hpk ?kVrk nj		
fid	1981&91	1991&2001
rknkG	3-56	1-74
xgw	3-57	3-27
MkGh	0-52	0-04
HkjM/kkU;	0-4	0-54
fcxj vUu/kkU;	3-77	2-41

L=kr& d";kh vFkZ'kkL=& MkWuhrk ok.kh-

5) cgqjk'Vªh; daiU;kph eDrnkjh %&

tkxfrdhdj.kkeGs ik;kfu;j] fgnqlrku fy0gj] vkWkVVd] ;klkj[;k fc;k.kkkP;k fons'kh daiU;k Hkkjrh; cktkjkr mrjY;k vkgsr- ;k daiU;k Hkkjrh;

fc;k.kkoj iٽ/kٽ feGow rs "krdÚ;kyk tkLr fdterhyk fodr vkgr- R;keqGs ch&fc;k.kkoj "krdÚ;kuk tkLr fdterhyk ekBk [kpl djkok ykxr vkgs FkkٽMD;kr cgqtk'Vh; daiU;kٽ;kٽkk ips'k d"kh {ks=kP;k n"Vhus?kkrd Bjr vkgs

6) vUu/kkU; mRiknu ok<hpk ?kVrk nj %&

Iu 1950&51 urj I jdkujus d"kh {ks=kP;k fodkIkIkkBh fofo/k dk;Øe jkcoys R;keqGs vUu/kkU;kP;k mRiknukr ok<>kyh ijrq Ijkljh vUu/kkU; ok<hpk nj ?kVr vkgs tkxfrdhdkj.kkurj Ijkljh vUu/kkU; mRiknu ok<hP;k njkr Irr ?kV gkr vI Y;kpsfnIrs

vUu/kkU; mRiknuok<hpk I jkI jh nj	
dkG	I jkI jh nj
1949&50 rs 1964&65	1·74 %
1967&68 rs 1969&70	2·73 %
1970&71 rs 1979&80	2·08 %
1980&81 rs 1989&90	3·54 %
1990&91 rs 1997&98	1·66 %
1998&99 rs 2001&02	1·00 %

7) d"kh ekykP;k fu;kՒrhoj ifj. kke %&

tkxfrdhdkj.kkr 0;kikjkojhy vk;kr&fu;kՒrhojhy fu;a=.ks nj >kyh i.k ;kpk ifj.kke Hkkjrh; d"khekykP;k fu;kՒrkoj >kyk- dkj.k foØ'kh 0;kikjh "krhekykph vk;kr djrkuk dkgh fud"k ykorkr- R;keqGs "kreky fu;kՒr{ke vI ugh R;kph fu;kՒr gkow "kdr ukgh-

8) d"kh {ks=krhy cjkstxkjhr ok< %&

tkxfrdhdkj.kkr d"kh {ks=ki{kk vkS|kfxd {ks=kyk [kwi tkLr egRRo iklr >kys vkgs ;k m|kskxkٽ;kٽ uouhou d"kh ;a=kph o ra=kph fufetrh gkow ykxyh-

R;keaGs "krh {ks=kr T;k dkekslkBh euq;cGkpk okij dsyk tkr gksrk R;k fBdk.kh
;a=kpk okij dsyk tkowykxyk- R;keaGs d"kh }ks=krhy cjkstxkjhr ok<>kyh-

vUu/kkU; mRiknuok<hpk I jkI jh nj	
dkyko/kh	cjkstxkjkph I {; k
1973&74	3-18
1983&84	5-95
1993&94	7-49
1999&2000	9-15

9) I fonk "krh i) rhr ok< %&

        tkxfrdhdj.kkeaGs I fonk "krh i) rh ok<.;kpk /kksdk fueklk gksowykxyk
vkgs I fonk "krh i) rhr fons"kh daiU;kuh I kfxrY;kiek.ks R;k fidkps
I kfxryY;k i) rhus vkf.k BjfoyY;k njkus "krh djkoh ykxrs FkkSMD;kr ;k
dkI;k "krdÚ;kuk d"kh vknkukpk ijoBk d:u "krdÚ;kaj o "krhoj fu;a=.k
Bw.;kkP;k iz;Ru djhr vkgsr- R;keaGs ;k "krh i) rhus Hkkjrkl kj[;k 80 VDds
NksVs "krdjh vl .kkÚ;k ns"kkr R;kpsvfLrRokp /kkD;kr ;bZy-

7- I kjkak %&

        tkxfrdhdj.kkr Hkkjrkus tkxfrd 0;kikjh I aiVuaP;k tkpd vVhpk Lohdkj
dsyk R;keaGs d"kh {ks=koj R;kps vusd okbV ifj.kke fnl u vkys Hkfo';kdkGkr
tkxfrdhdj.kkps vucqy ifj.kke HkkjrkP;k n'Vhus Qk;n;kps Bjrhy- gs ikgwup
d"kh fodklkoj Hkj fnyk ikfgts dkj.k QDr d"kh {ks=kP;k fodklkojp Hkkjr
egkl Rrk gksbZy-

8- I nHkZ I puh %&

    1) d";kh vFkZ'kkkL= & MkW uhrk ok.kh-
    2) Hkkjrh; vFkZ'kkL= & ch-,- iFke o"kZ Hkkkl y} dkV} nkeks/-
    3) d";kh vFkZ'kkL= &ch-,- rrh; o"kZ Hkkkl y} dkV} nkeksh
    4) vFkkl okn & vkDVk&fMI kcj& o'kkkyh tks"kh
    5) fodkl vkf.k I a'kkksku i) rh & ch-,- rrh; o"kZ Hkkkl y} dkV} nkeksh

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'शांतता! कोर्ट चालू आहे' या नाटकाची चिकित्सा

प्रा. दिलीप महादू कोने

मराठी विभाग प्रमुख, ल. भा. पा. महिला महाविद्यालय, सोलापूर.

विजय तेंडूलकर लिखित 'शांतता ! कोर्ट चालू आहे' हे प्रायोगिक नाटक असून रसिकप्रिय ठरले आहे. हे अगदी शीर्षकापासून सर्वार्थाने वेगळे वाटावे असे नाटक आहे. अशा शीर्षकाची आपल्या नाट्यसृष्टीला सवय नव्हती असे म्हणता येईल. रुढ अर्थाने विचार केल्यास या नाटकाला कथानक असे विशेष काही नाही. एका आडगावात अभिरुप न्यायालयाचा प्रयोग करण्यासाठी शहरातली काही हौशी कलाकार मंडळी दुपारी तिथे जऊन पोहचतात. प्रयोग रात्री होणार असतो. अशावेळी मधल्यावेळेत काय करायचे ? हा प्रश्न उद्भवतो. आडगावात करमणुकेचे दुसरे साधनही नव्हते. रात्री जो प्रयोग होता त्याची तालीम खरे तर व्हायला हवी होती...... पण सारेजण त्याला नकार देतात. सुखात्मे नावाच्या एका कलाकाराला एक अप्रतिम कल्पना सुचली. ती म्हणजे एक वेगळ्याच प्रकारचा हा काल्पनिक खटला कुणावरती चालवायचा. न्यायाधीश, सरकारी वकील, आरोपीचा वकील, साक्षीदार इत्यादी भूमिका सगळ्यांनी वाटून घ्यायच्या आणि सूचेल ते संवाद म्हणायचे म्हणजे त्यातून प्रत्येकाला एक नवा अनुभव मिळेल अन् वेळही सत्कारणी लागेल. ही कल्पना सर्वांनाच आवडते. सर्वजण साऱ्या भूमिका वाटून घेतात. लीला बेणारे नावाच्या मुलीला आरोपी करतात. तिच्यावर भ्रुणहत्येचा आरोप ठेवतात. आणि खटला सुरु होतो. साक्षीदार तपासले जातात. आरोपीच्या वकिलाची अन सरकारी वकिलाची प्रदीर्घ भाषणे होतात. शेवटी 'कोर्ट तुला जीवंत ठेवून तुझा गर्भ मरेपर्यंत नष्ट करण्यात यावा.' अशी न्यायाधीश शिक्षा जाहीर करतात. इथे नाटकाचा तिसरा अंक संपतो

या नाटकात कथेला प्राधान्य नाही. एखादी कथा सादर करणे हा या नाटकाचा मूळ उद्देश तर नाहीच नाही. नाटकाला एक वेगळाच आशय आहे. तेंडुलकरांचा उद्देशही वेगळा आहे. हे तसे पाहिले तर फार रुपक आहे. हे रुपक समजले- समजावून घेतले तरच हे नाटक कळते अन्यथा अत्यंत निरस व कंटाळवाणे वाटते. प्रारंभी हे नाटक फारसे चालले नाही. रसिकांनी या नाटकाकडे पूर्णपणे पाठ फिरविली होत. इतकेच नव्हे तर ज्या नाट्य स्पर्धेसाठी हे नाटक लिहिले., 'रंगायन' या नाट्यसंस्थेने मोठ्या कष्टाने बसविलेले हे नाटक स्पर्धेच्या पहिल्याच फेरीत बाद ठरविले गेले परीक्षकाच्या मते ते नाटकच नव्हते. पण काही दिवसातच या नाटकाला भारतीय नाट्यसंघाने त्या वर्षातील 'सर्वश्रेष्ठ भारतीय नाटक' म्हणून गौरविले. कमलादेवी चटोपाध्याय, पारितोषिक पटकावले.

अन त्यानंतर या नाटकाचे मोल सर्वांना समजले. पुढे या नाटकाने इतिहास घडविला. संपूर्ण महाराष्ट्रात असंख्य प्रयोग झाले. याच दरम्यान तेंडुलकरांच्यावर वाङ्मयचौर्याचा खटला काहीनी दाखल केला होता. एका इंग्रजी नाटकाचा हा स्वैर अनुवाद आहे असे त्यांचे म्हणणे होते अर्थात तो आरोप फोल ठरला. तेंडुलकरांना खटल्याची पार्श्वभूमी असणाऱ्या अनेक कलाकृतींचा नाटक लिहिताना उपयोग झाला हे खरे.

'शांतता ! कोर्ट चालू आहे' हे एक भव्य असे रुपक नाट्य आहे मूलत: 'अभिरुप न्यायालय' हेच एक खरे वाटणारे पण खोटे खोटे असणारे नाटक आहे. तेंडुलकरांना या नाटकाचे बीज त्यांच्या मित्रांनी सादर केलेल्या अभिरुप न्यायालयाच्या प्रसंगातूनच मिळाले

तेंडुलकरांनी समाजातील एका अनिष्ट आणि घातक प्रवृत्तीचा वेध या नाटकाद्वारे घेतला आहे. लहानपणी ऐकलेली एक गोष्ट शाळा सुटल्यानंतर मुले घरी परतताना डबक्यातील बेडकांना दगडाने मारण्याचा खेळ खेळतात. त्यावेळी एक बेडूक मुलांना म्हणते "तुमचा होतो खेळ, पण आमचा जातो जीव!" बस्स ! बेडकाने हे अगतिकतेचे काढलेले उद्गार हाच या नाटकांचा मध्यबिंदू आहे, केंद्रबिंदू आहे किंबहुना नाटकाचा तो कणा आहे. तेंडुलकरांनाही प्रेक्षकापर्यंत हाच विचार, मनुष्याची हीच मनोवृत्ती पोहचवायची आहे. या वृत्तीचा कलेच्या अंगाने घेतलेला वेध म्हणजे 'शांतता ! कोर्ट चालू आहे' हे नाटक होय.

समाजात रुजत चाललेली ही एक विकृती आहे. या विकृतीला वाचा फोडण्यासाठी तेंडुलकरांनी अत्यंत कल्पकतेने या नाटकाची रचना केली आहे या रचनेचे टप्पे आपण समजावून घेवू या. म्हणजे नाटक समजण्यास सोपे जाईल.

१. समजाचे खेळ खेळणाऱ्या पोरांची प्रतिनिधीत्च करण्यासाठी तेंडुलकरांनी सुखात्मे , काशिकर, सामंत, कर्णिक, रोकडे, सौ. काशिकर या पात्रांची योजना केली आहे. खेळ खेळण्याचा सराव सर्वांनाच आहे. साऱ्या समाजात हा खेळ खोलवर रुजला आहे. यात नोकर, व्यावसायिक, व्यापारी, वकिल, डॉक्टर, प्राध्यापक असे सर्वच घटक आहेत. खरे पाहता जिच्याशी हा खेळ खेळला जातो ती कु. लीला बेणारे या नावाची शिक्षिका आहे. अशा सर्वांना तेंडुलकरांनी एकत्र केले आहे ही सारीच मंडळी अभिरुप न्यायालयाचा प्रयोग करण्यासाठी एका खेडेगावी येतात.

२. हे सारे खेळ केवळ टाईमपाससाठी खेळले जातात हे ठसविण्यासाठी तेंडुलकरांनी या सर्वांना दुपारीच तिथे पाठविले आहे, व त्यांचा प्रयोग रात्री ठेवला आहे. म्हणजे मधला रिकामा वेळ त्यांनी हेतुपुरस्सर निर्माण केला आहे

३. रिकामा वेळ असल्याने तो कसा घालवायचा ? हा प्रश्य निर्माण होतोच. त्यातूनच तालीम घेण्याचा विचार पुढे येतो. अन्य काही उपायही सुचविले जातात. पण शेवटी अभिरुप न्यायालयाचा प्रयोग करण्यावर एकमत होते.

४. आपापसात भूमिका वाटून घेतात आरोपीच्या पिंज्यात कु. बेणारेला उभे करतात. तिच्यावर प्रारंभी भ्रूणहत्येचा आरोप ठेवतात त्यातून अनेक गोष्टीचा उलगडा होत जातो. प्रोफेसर दामलेशी तिचे अनैतिक संबंध असतात आणि त्यातून तिला दिवस जातात. दामले विवाहित असतात. प्रतिष्ठेच्या भीतीने ते पितृत्त्व नाकारतात. बेणारेला पर्याय कोणताच राहत नाही. पण या साऱ्या खटल्यात जी उलट तपासणी घेतली जाते. त्यातून कु. लीला बेणारे हिचे चारित्र्यहनन करण्याचा प्रयत्न केला जातो.

५. शेवटी सारे मिळून कु. बेणारेला दोषी ठरवतात, व तिला केलेल्या गुन्ह्यासाठी शिक्षा सुनावतात. तेंडुलकरांनी या पाच टप्प्यात नाटकाची रचना केली आहे. त्यांना प्रामुख्याने तीन मुद्द्याकडे लक्ष वेधतात

    a. कु. बेणारेला दोषी ठरवतात व तिला केलेल्या गुन्ह्यासाठी शिक्षा देतात म्हणजे उपभोगासाठी केवळ मौजे खातर स्त्रियांची शिकार करण्याची कृती दिवसेन् दिवस वाढत जाते.

    b. स्त्रिया या भाविनक असल्याने प्रारंभी पुरुषांच्या या कृलीला त्या बळी पडतात.

    c. समाज या साऱ्या प्रकारात स्त्रीलाच दोषी ठरवतो. या तीन महत्त्वाच्या मुद्याभोवती हे नाटक फिरत ठेवलं आहे. एका रुपकाच्या माध्यमातून इतका गहन प्रश्न मांडण्याचे धाडस तेंडुलकरांनी केले आहे यामुळे प्रायोगिक रंगभूमीची शान वाढविण्याचे कार्य हे या नाटकाने केले आहे.

निष्कर्ष :

१. तेंडुलकरांनी मुद्द्ह समाजाचे मोठे प्रत्ययकारी चित्र आपल्यापुढे उभे केले आहे

२. 'अभिरुप न्यायालयासारखा' एखादा भुक्कड कार्यक्रम. ही त्यातली एक चित्तथरारक घटना आहे. एका चित्तथरारक घटनेची वाट पाहताना आलेला कंटाळा घालवायलाही काही तरी विरंगुळा हवा आहे

३. केवळ विरंगुळा म्हणून काढलेल्याखेळात एका निरागस जिवाला सहज रक्तबंबाळ करण्याइतके जे अमानुष क्रौर्य या समाजाच्या ठिकाणी आहे तेही अगदी अर्थशून्य, हेतुशून्य आहे

४. केवळ जिवाची घटकाभर करमणूक एवढाच अर्थ त्या अमानुष क्रौर्याला आहे. आणि हीच या समाजाची खरी शोकांतिका आहे.

संदर्भ :

१. शांतता कोर्ट चालू आहे – विजय तेंडूलकर

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राजर्षी शाहू महाराजांचे शैक्षणिक कार्य

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प्रास्ताविक

छत्रपती राजर्षी शाहू महाराजांनी आपल्या कार्य कर्तृत्वाने संपूर्ण देशात एक आदर्श राजा म्हणून नावलौकिक मिळविला आहे. राजर्षी शाहू महाराज राजा असताना देखील सामान्य लोकांची सुख-दुःखे समजून घेण्यात धन्यता मानत. राजसत्ता ही केवळ राजवैभव उपभोगण्यासाठी नाही तर सामान्यजणांनी सेवा करण्याची संधी आहे असे मानत. हा राजा कधीही राजमहालात रमला नाही. राजा असून ऋषीसारखी त्यागी वृत्ती त्यांनी धारण केली. देशभरातल्या जनसामान्यांच्या मनात अधिराज्य केलेल्या मोजक्या राजांपैकी छत्रपती राजर्षी शाहू महाराज हे एक होत. त्यांनी त्यांच्या कार्यकालात लोकहिताचे अनेक निर्णय घेतले. तत्कालिन समाजव्यवस्थेमध्ये

निर्माण झालेल्या विषमतेच्या परिणामांनी ते व्यथित झाले. बहुजन समाजाला अज्ञान व दारिद्र्य हा मोठा शाप असून त्यातून त्यांची सुटका केली पाहिजे असा ध्यास राजर्षी शाहू महाराजांनी घेतला. समाजातील लोकांच्या दयनीय अवस्थेला कोणताही दैवी अवतार जबाबदार नसून येथील विषमतावादी व्यवस्था जबाबदार असल्याचे महाराजांच्या लक्षात आले. महात्मा जोतिराव फुले यांनी बहुजन समाजाच्या उध्दार व विकासासाठी सुरु केलेला शैक्षणिक कार्याचा रथ पुढे राजर्षी शाहू महाराजांनी लिलया चालविला. महात्मा फुले यांच्या शैक्षणिक कार्याला खऱ्या अर्थाने राजर्षी शाहू महाराजांनी राजाश्रय प्राप्त करुन दिला. शिक्षणाशिवाय माणसाचा विकास होवू शकत नाही. हे राजर्षी शाहूंनी जाणले होते. म्हणून त्यांनी कोल्हापूर संस्थानामध्ये शैक्षणिक कार्य सुरु केले

राजर्षी शाहू महाराजांनी केलेल्या शैक्षणिक व सामाजिक कार्यामुळे सत्यशोधक चळवळीला खऱ्या अर्थाने राजाश्रय मिळाला. जनसामान्यांपासून राजापर्यंत 'सत्यशोधक चळवळ' नावारुपाला आली. आज महाराष्ट्रात कोणतीही सामाजिक संघटना 'फुले, शाहू व आंबेडकर' या त्रयींचे नाव घेतल्याशिवाय पुढे जावूच शकत नाही म्हणून या शोधनिबंधात आपणास राजर्षी शाहू महाराजांनी केलेल्या शैक्षणिक कार्याविषयी चर्चा करावयाची आहे. या शोधनिबंधासाठी सामाजिक संशोधन पध्दतीचा वापर करण्यात येणार आहे.

विषय विवेचन

प्राचीन काळी भारतात चातुर्वर्ण्य समाजव्यवस्था अस्तित्वात होती. ब्राह्मण, क्षत्रिय, वैश्य आणि शुद्र हे चार वर्ण होते. सुरुवातीच्या कालखंडात हे वर्ण कर्मानुसार ठरत असत मात्र नंतरच्या कालखंडातयामध्ये बदल होवून हे वर्ण जन्मावरुन ठरु लागले. भारतीय पुराणकथांमध्ये ब्राह्मण व क्षत्रिय वर्णामधील संघर्षाच्या अनेक कथा पहायला मिळतात. या कथा येथील समाजव्यवस्थेच्या स्थित्यंतराच्या साक्षी देणाऱ्या आहेत. प्रत्येक वर्णाला विशिष्ट स्वरुपाचे काम दिले गेले. त्या कामाचे रुपांतर भविष्यात हक्क व अधिकारात झाले. वर्णाचे रुपांतर जातीमध्ये झाले. चार वर्णातून पुढे हजारो जाती निर्माण झाल्या. ब्राह्मण वर्गाला शिक्षण घेण्याचा व देण्याचा अधिकार मिळाला. प्राचीन भारतात गुरुकुल शिक्षण पध्दती अस्तित्वात होती. शिक्षण हे मानवी विकासाचे शास्त्र असताना देखील शिक्षण हे वर्ण अधिकाराला जोडले गेले. त्यामुळे शिक्षण ही केवळ ब्राह्मण वर्गाची मक्तेदारी ठरली. गुरुकुल शिक्षण पध्दतीमध्ये केवळ ब्राह्मण व क्षत्रियांना शिक्षणाचा अधिकार दिला गेला. परशुरामाच्या पुराणकथेने क्षत्रियांचे क्षत्रियत्व नष्ट करुन त्यांचा समावेश शुद्रामध्ये केला गेला. भारतामधील शिक्षणासंबंधीची ही संकुचितता भारताच्या अधिगतीस कारणीभूत ठरली. त्यामुळे क्षत्रिय, वैश्य व शुद्र यांचा एकच वर्ण निर्माण केला गेला. त्यांच्यामध्ये ऐक्य निर्माण होवू नये. म्हणून

जाती निर्माण करण्यात आल्या. जाती-जातीत विभागलेला भारतीय समाज हा अधोगतीच्या वाटेवरुन प्रवास करु लागल्याने अनेक परकियांनी भारतीयांना गुलाम बनविले

भारतीय समाजव्यवस्थेत अनेक स्थित्यंतरे झाली. धर्माच्या आडून चाललेल्या सामाजिक, सांस्कृतिक, धार्मिक शोषणाच्या विरोधात अनेक आंदोलने झाली. महात्मा चार्वाक, महात्मा गौतम बुध्द, महात्मा बसवेश्वर या समाजधुरीनांपासून वर्तमानकाळातील नरेंद्र दाभोळकर, गोविंद पानसरे अशा धुरिणांनी या लढ्यात सहभाग घेतला मात्र येथील विषमतावादी व्यवस्था ज्या मुळावरती आधारित आहे. ती मुळे म्हणजे देववाद, दैववाद, धर्मवाद, जातीयवाद ही होत. बहुजन समाजात अज्ञान व दारिद्रय या दोन बाबी अतिशय खोलवर रुजल्याने त्याचे भयानक परिणाम समाजात दिसतात.

शिक्षण हे मानवी विकासातील महत्त्वाचे साधन असून शैक्षणिक पातळीवर सामाजिक संघटन उभारले तरच मोठ्या प्रमाणात यश मिळू शकते. असा विश्वास महात्मा जोतिराव फुले यांना होता. म्हणून त्यांनी शैक्षणिक चळवळ सुरु केली. 'सत्यशोधक चळवळी'च्या रुपाने निर्माण झालेला बहुजन समाजाच्या विकासाचा लढा पुढेअनेक समाजधुरीणांनी यशस्वी केला. राजर्षी शाहू महाराजांनी येथील विषमतावादी नष्ट करण्यासाठी केलेले कार्य आजही महत्त्वाचे ठरताना दिसते.

शैक्षणिक कार्याचे स्वरुप

समाजजीवनातील विषमता कमी करुन समताधिष्ठित समाज व्यवस्थेच्या निर्माणासाठी शाहू महाराजांनी विविध स्वरुपाचे प्रयत्न केले. त्या प्रयत्नांचा दूरगामी परिणाम प्रभावी ठरला. छत्रपती राजर्षी शाहू महाराज यांनी प्राथमिक शाळा, माध्यमिक शाळा, उच्च माध्यमिक शाळा व महाविद्यालयीन शिक्षणासाठी बहुजन समाजातील मुलांना प्रेरणा प्रोत्साहन दिले त्यांच्यासाठी राजवाड्यात राहण्याची सोय केली. जेवणा-खाण्याची उत्तम सोय केली. शाळेत जाण्यासाठी घोडागाडी व बग्गीची सोय केली. महाराजांच्या या कार्याला फारसे यश प्राप्त झाले नाही मुले

लाडावली व आळसावली त्यामुळे महाराजांनी या विद्यार्थ्यांसाठी कोल्हापूरात जातीनिहाय वसतीगृहाची सोय केली. नाशिक, अहमदनगर व पुणे इत्यादी ठिकाणी त्यांनी जैन, मराठे, कुणबी, मुस्लिम, दलित, दैवज्ञ, शिंपी, मुसलमान, वंजारी व लिंगायत वर्गांसाठी देखील स्वतंत्र वसतीगृहाची निर्मिती केली. देवस्थानांच्या उत्पन्नांचा मोठा हिस्सा आणि सरकारी धर्मादाय खात्याचा भाग गरिबांच्या शिक्षणाकरिता खर्च केला. आज एकविसाव्या शतकात मठ, महाराज व मंदिरांचे एवढे प्रस्थ वाढले असताना देखील संपत्ती मंदिरांमधून गडगंज असताना देखील त्यातील हिस्सा वाटा लोकोपयोगी कार्यासाठी वापरण्याचे धाडस सरकार करीत नाही. राजर्षी शाहू महाराजांनी समाजातील जातीय तेढ कमी करुन सौहार्दाचे वातावरण तयार व्हावे. यासाठी आंतरजातीय विवाहाला प्रोत्साहन देण्याचे कार्यक्रम आखले. आरक्षण धोरण निर्माण करुन त्याची यशस्वी अंमलबजावणी केली. तलाव, शाळा, रुग्णालये, कचेऱ्या, राजवाडा, दलित मागासवर्गीयांना खुली केली अस्पृशास उपाहारगृहे काढून दिली. नोकऱ्या दिल्या. अस्पृश्यांच्या उध्दार व विकासाला वाहून घेतले. त्यासाठी अनेक परिषदा घेतल्या डॉ. बाबासाहेब आंबेडकर यांच्या सोबत काम केले डॉ. बाबासाहेब आंबेडकरांचा उत्साह वाढविला दलितोध्दाराच्या कार्यात सढळ हाताने आर्थिक मदत केली. अनेक परिषदांचे अध्यक्षस्थान भूषविले राजर्षी शाहू महाराजांनी प्राथमिक शिक्षणाविषयी दाखविलेली गरज डॉ. भारतरत्न डॉ. भीमराव आंबेडकर तथा बाबासाहेब आंबेडकर यांनी भारतीय संविधानात समाविष्ट केली.

शैक्षणिक कार्याची गरज

गेल्या हजारो पिढ्यापासून बहुजन समाजाचा विकास होवू शकला नाही याच्या कारणांचा महाराजांनी शोध घेतला व ती कारणे प्रामुख्याने अज्ञान, अंधश्रध्दा व दारिद्र्य ही होत या बाबींना मुळातून नष्ट करण्यासाठी त्यांनी शैक्षणिक कार्य आरंभिले शिक्षणापासून वंचित असलेल्या समाजाला मुख्य प्रवाहात आणण्यासाठी शिक्षणाशिवाय पर्याय नाही. ही बाब महाराजांच्या ध्यानात

आली. महात्मा जोतिराव फुले यांनी शेतकरी, श्रमिक, कष्टकऱ्यांच्या दयनीय अवस्थेचे 'विद्येविना मती गेली, मती विना नीती गेली, नीती विना गती गेली, गती विना वित्त गेले, वित्ता विना शुद्र खचले, इतके अनर्थ एका अविद्येने केले.' असे वर्णन केले आहे. ही बाब राजर्षी शाहूंनी मनावर घेतली. येथील ब्राह्मणवर्गाचे प्रशासनातील वर्चस्व झुगारुन द्यायचे असेल तर त्यास पर्याय दिला पाहिजे या भूमिकेतून त्यांनी शिक्षणाला मोठ्या प्रमाणात प्रोत्साहन दिले

हिंदू धर्माची पकड बहुजन समाजातील लोकांवर असून या धर्माची सूत्रे व पौरोहित्याचे अधिकार ब्राह्मणांकडे असल्याने या अधिकाराच्या वापराने ब्राह्मण लोक इतरांना अपमानास्पद वागणूक देतात. या अधिकारामुळे त्यांच्या मध्ये दंभ निर्माण झाला असून तो कमी करण्यासाठी त्यांना पर्याय म्हणून बहुजनातील पुरोहित निर्माण करण्याचे कार्य महाराजांनी आरंभिले आज जरी हा निर्णय पुरोगामी या क्षेत्रात येत नसला तरी प्रस्थापित समाजव्यवस्थेची चौकट मोडून काढण्यासाठी व लोकांच्या मनावर असलेले धर्माचे गारुड पुसून काढण्यासाठी अशा स्वरुपाचा पर्याय देणे आवश्यक होते. म्हणून महाराजांनी घेतलेला हा निर्णय अतिशय धाडसी होता

माणूस शिक्षणाने ज्ञानी होतो, त्यास शहाणपण येते. चांगल्या वाईटाचा विचार करण्याची दृष्टी प्राप्त होते. म्हणून महाराजांनी शिक्षणाला प्रेरणा व प्रोत्साहन दिले

समाज जीवनातील सशक्त असलेले घटक आपल्या बळाच्या जोरावर सर्व प्रकारच्या सुविधा उपलब्ध करवून घेतात. साधनांचा संग्रह करुन संपत्ती वाढवितात पुन्हा संपत्तीतून सत्ता आणि अधिकार मिळवितात. त्यामुळे उपेक्षीत वंचित ठरलेल्या घटकाला सामाजिक न्यायाच्या दृष्टीने 'आरक्षण' मिळणे महत्त्वाचे असल्याचे महाराजांनी निदर्शनास आणून दिले राजर्षी शाहू महाराजांच्या या धोरणानंतर कोल्हापूर संस्थानामधील प्रशासनात ब्राह्मणेतर घटकांची संख्या लक्षणीय वाढलेली दिसते.[२] शिक्षण, नोकरी यामधील संधीमुळे ब्राह्मणेतर वर्गाच्या भौतिक जीवनातील प्रगती प्रभावीपणे जाणवली. 'आरक्षणा'चा उद्देश हा प्रस्थापित समाजघटकाच्या

विरोधासाठी नसून वंचित उपेक्षीत घटकाला सामाजिक न्याय मिळवून देण्याच्या उद्देशाने तयार झाला आहे.

राजर्षी शाहू महाराजांच्या शैक्षणिक कार्याचा परिणाम

शिक्षणाचा प्रचार व प्रसार करण्यासाठी महाराजांना प्रस्थापितांच्या रोषास सामोरे जावे लागले. प्रस्थापित ब्राह्मण वर्गाने केलेल्या अपप्रचाराला व बदनामीला महाराजांना सामोरे जावे लागले. राजसत्तेपेक्षा ही धर्मसत्ता श्रेष्ठ असते. अशी मानसिकता बाळगणाऱ्या दुष्प्रकृतीना राजेशाहीचे अधिकार दाखवून देण्याचे कार्य महाराजांनी केले

बहुजन समाजाने शिक्षण घेवू नये. बहुजनांचे शिक्षण म्हणजे ब्राह्मणांच्या हक्क व अधिकारावर गंडातर ही बाब माहित असल्याने महाराजांच्या या निर्णयाविरोधात कोल्हापूर व पुणे या ठिकाणावरुन मोठ्या प्रमाणात विरोध झाला. तरीही आपल्या निर्णयापासून महाराज यत्किंचीत ही मागे हटले नाहीत. याचा सकारात्मक परिणाम म्हणजे महात्मा जोतिराव फुले यांनी महाराष्ट्रात सुरु केलेल्या 'सत्यशोधक चळवळी'ला महाराजांच्या कृतीमुळे बळ मिळाले.

कोल्हापूर संस्थानात शिकलेल्या बहुजन मुलांची संख्या लक्षणीय वाढली.म्हैसूर, बडोदा व त्रावणकोर या संस्थानाच्या बरोबरीने कोल्हापूर संस्थानचा देखील नावलौकीक वाढीस लागला. 'सत्यशोधक चळवळी'ला बहुजन समाजातील मुले मोठ्या प्रमाणात मिळू लागली. लोकांच्यामधील धर्माचे अवडंबर कमी करण्यास या शैक्षणिक कार्याचा मोठा हातभार लागला. शिक्षण चळवळीमुळे कोल्हापूरात औद्योगिकतेला चालना मिळाली.[३] उद्योग धंद्याची वाढ झाली. बहुजनातील मुलांना नव्या स्वरुपाचा रोजगार मिळू लागला. त्यांची आर्थिक परिस्थिती सुधारु लागली. नवनव्या व्यवसायात ही मुले नाव कमवू लागली. कोल्हापूरात मोठ्या प्रमाणात बाजारपेठ निर्माण झाली. कोल्हापूरचा नावलौकिक देशभर वाढू लागला

महाराजांनी शिक्षणाच्या माध्यमातून लोकांच्या प्रगल्भता निर्माण करण्यास सुरुवात केली त्यामुळे जाती-जाती मधील तेढ निर्माण होवून सौहार्दाचे वातावरण निर्माण होवू लागले राजर्षी शाहूंनी केलेल्या शैक्षणिक कार्याचे फलित म्हणूनच कर्मवीर भाऊराव पाटील यांच्यासारखा कार्यकर्ता निर्माण झाला. त्यामुळे रयत शिक्षण संस्थेची निर्मिती होवून महाराष्ट्राच्या विकासास चालना मिळाली.

निष्कर्ष

१. राजर्षी शाहू महाराजांनी शिक्षणाची प्रेरणा ही महात्मा जोतिराव फुले यांच्या सत्यशोधक चळवळीतून घेतली.

२. शिक्षणाशिवाय बहुजन वर्गाचा विकास होणार नाही. म्हणून शैक्षणिक चळवळीला बळ देण्याचे कार्य केले.

३. शिक्षण हा भाग केंद्रबिंदू मानून महाराजांनी उद्योग्यापार, कला या गोष्टींना प्राधान्य दिले.

४. शिक्षणासाठी वसतीगृहाची चळवळ निर्माण करुन त्यातून सौहार्दाची परिस्थिती निर्माण करण्याचा महाराजांनी यशस्वी प्रयोग केला.

५. बहुजनाच्या शिक्षणा विरोधातील ब्राह्मण वर्गाचा दबाव महाराजांनी झुगारुन लावला

६. राजर्षी शाहू महाराजांच्या कार्यामुळे 'सत्यशोधक चळवळी'ला राजाश्रय प्राप्त झाला.

संदर्भ

१. कीर धनंजय, प्रेषिक राजर्षी शाहू छत्रपती व्याख्यानमाला, शिवाजी विद्यापीठ कोल्हापूर, १९७० पृ. क्र. १५

२. तत्रैव पृ. क्र.१८

३. साळुंखे नानासाहेब, 'शाहूंच्या आठवणी', वरदा प्रकाशन कोल्हापूर, आवृत्ती २०००

४. लठ्ठे अण्णासाहेब बाबाजी -पवार जयसिंग (संपादक), 'श्री मत्छत्रपती शाहू महाराजयांचे चरित्र', 'कुलसचिव शिवाजी विद्यापीठ, कोल्हापूर', द्वितीय आवृत्ती २००८.

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iFohojhy iR;sd I tho gk fof"k'kV izdkjph Hkk'kk cksyrks Hkk'kk gs fopkjkps vknku inku dj.kkjs I k/ku vkgs vkiY;k ekrHkk'kkf"kok; brj Hkk'kk f"kd.ks gh ,d "k{kf.kd xjt >kkyh vkgs Hkk'kk v/;;ukpk egRokpk ?kVd Eg.kts Jo.k dj.ks gks- Hkk'kk fo'k;kph ie{k pkj mf+) 'Vs vkgsr- Jo.k] Hkk'k.k] okpu o ys[ku fon;kF;kZyk Hkk'kkph eyHkwr jpuk] rRosfofo/k I k/kukpk ifjp; >kkyk ikfgrs

iLrkouk

f"k{k.k.kkyk vf/kd iHkkoh cuok;ps vlsy rj LekVZ DykI : e vko";d vkgs f"k{k.k.k foHkkx jkcohr vI yyY;k vund indkekGs jkT;kr f"k{k.k.kph xqdoRrrk o ntkZ ok<yk vkgs R;ke/;s vk.k[kh I wfkkj.k.k d:u nſkkrp u0gs rj txk'kkjh'kh Li/kkZ dj.kkjh fi<h vkiY;kyk ?kMok;ph vkgs R;kl kBh jkT;krhy I oZ "kkGke/;s vko";d ik;kHkwr I fo/kk vko";d vkgs r=Kkuk?;k vk/kkjsf"k{k.k.k ;=.kk fueZ.k 0gkoh-

n`dJkk0; I k/kukps iznkj

1 n`d I k/kus& QGk] ckMZ]fp=] QkVks] pkVZ

2 Jk0; I kk/kus& nyjn"kZu] Vsi jsdkMZ] Hkk'kk iz;ksx"kkGk

3 n`d o Jk0; I k/kus& nyjn"kZu] 0ghfMvks Vsi] I x.kd

mf) 'Vs

1- Hkk'kk iz;ksx"kkGP;k I knYium.kk vH;kI dj.ks

2- Hkk'kk iz;ksx"kkGPkh jpuk o fofo/k I k/kus vH;kI dj.ks

3- Hkk'kk iz;ksx"kkGPkk f"k{k.kkr mi;ksx vH;kI .ks

1-Hkk'kk iz;ksx"kkGPkh IadYiuk

T;k Ik/kukP;k enrhus MkGso dku ok Li"kZT;k Kkufnz;kP;k ekQr v/;;u v/;kiu dj.ksIk;hLdj tkrs v"kk Ik/kukuk n`dJk0; Ik/kusEg.krkr-

2- iR;{k viR;{k mPpkj.k dj.ks o ,d.ks ;k ek/;ekruu dsys tk.kkjs v/;;u o v/;kiu Eg.krsHkk'kk izksx "kkGk gks\-

3- ,[kkn;k [kksyhr fof"k'kV jpuusekM.kh dsyh tkrsR;kun|kj fon;kFkhZJo.k o Hkk'k.k d: "kdrks R;kyk Hkk'kk iz;ksx"kkGk vIsEg.krkr-

4- Ds ,I- gFkI udj Hkk'kk iz;ksx"kkGk oxkZph v"kh [kksyh vIrs ftP;kr Hkk'kk ifj.kkedkjd fjrhus vH;kI .;kIkBh fo"ks'k fjrhus r;kj dsyhyh Ikexh fof"k'kV fjrhus jpuk d: u Bsoysyh vIrs

2- Hkk'kk iz;ksx"kkGph jpuk

Hkk'kk iz;ksx"kkGk Eg.krs ,d.ks o cksy.ks ;kpk Ijko dj.;kIkBh IkfgR; o ra#Kku ;Dr vIsLora# oxZvIrks ;ke/;s,dk oGh ,dkp fon;kF;kayk cIkosykxrs fon;kF;kauk Vcy o ,d dIIk vIrs ;ke/;s [kphZek;dkt0kku Vsijdk"MjZ b Ik/kus vIrkr- fon;kFkhZLora# v"kk i/nrhusf"k{kdkph Ikuk ,dw"kdrks o vkiyh vMp.k f"k{kdkuk 0;Dr djrks rksifrfnz;k nrksrs Vsi jsdk"MjZP;k ek/;ekruu ikB Irr Jo.k djrks rksifrfnz;k nrks rs Vsi jsdk"MjZ e/;sIkp;u gkrs o mPpkj Iq#kkj.;kI enr gkrs

3- Hkk'kk iz;ksx"kkGPkh mi;Drrpk vH;kI dj.ks

Hkk'kk iz;ksx "kkGeGsslolk/kkj.k vi{kk vf/kd iHkkoh iwkZfjrhusHkk'kpks v/;;u v/;kiu gksn "kdrsHkk'kk iz;ksx"kkGk gs,d v/;kiukr pkkysIk/ku vkgs

v½Hkk'kk iz;ksx"kkGPkh f"k{kdkuk mi;ksfxrk

1- f"k{kdkuk Hkk'krhy IHkk'k.kkpsmRre ueps,dk;yk feGrkr-

2- f"k{kdkuk fon;kF;kP;k IeL;k IkMo.;kl enr gksrs

3- fon;kF;kdkih f"k{kd ,dkp oGh Ippuk nzm "kdrks

4- f"k{kdkuk deh 0;k[;ku cksy.kso tkLr Ikj Ikxrk ;srks

5- f"k{kdkuk Hkk'kk fo'k;h fHkkrh nyj dj.;kl mi;ksDr Bjrs

6- f"k{kdkuk rK 0;Drhph ekfgrh feGrs o rsenykuk Ietkokou Ikx.;kl enr
    gksrs

c½Hkk"kk iz;kx'kkGsr fon;kF;kuk mi;ksfxrk

1 Hkk"kk fo"k;h fo|kF;;ke/;svkoksM fuekZk gksrs

2 0;Drhxr f'k{k.kkkyk oko feGrks

3 Hkk"kk iz;kx 'kkGseGsfo|kF;;ke/;svkRefo'okl fuekZk gksrks

4 fo|kF;;ke/;s'k|n mPpkj ?kMom vk.k.;kl enr gksrs

5 fo|kF;kuk vkiY;k vMp.kh Li"V ekM.;kl enr gksrs

6 fo|kF;kuk rK 0;Drhusr;kj dYkY;k jsdkMZ,dk;yk feGrkr-

7 fo|kFkhZvkiY;k cqnheRrsuqIkj v/;;u d: 'kdrks

8 uohu Hkk"kk vkRelkr dj.;kl mi;ksxh Bjrs

9 Jo.k dj.kso iqmPpkj dj.ks

10 fo|kFkhZvkiY;k Hkk"kk Lrjkuqkj ikBkph fuoM d: 'kdrks

Lkekjksi &

    f'k{k.k ?ks;kps,den ek/;e Eg.kts'kkGk gksμ 'kkGze/;slIf'kf{kr o vf'kf{kr v'kk nksgh idkjP;k ikydkph eqys 'kkGr ;rkr- R;kisdh vuudkuk vkiY;k ekrHkk"kfo"k;h

dkgh iek.kkr ;r ulrs v'kk oGh f'k{dk/kukh vkiY;k v/;kiukr ½ejkBh]fgnh]bxzth½
Hkk"kk iz;ksx 'kkGpk okij dj.ksxjtps Bjrs

lanHkxzFk&

1- ejkBh vk'k;;;Ør v/;kiu & MkŴvjfoan nquk[ks

2- ejkBh vk'k; v/;kiu i/nrh & MkŴ jŝk djnhdj o MkŴehuk ex: Gdj

3- 'k¼{kf.kd ra=foKku o 0;oLFkkiu & MkŴpŁk vyksdh-