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Conference Proceedings

National Multidisciplinary Conference

on

Emerging Trends, Opportunities and Challenges in Higher Education

Date : 28th January, 2023

Organized By
Janata Shikshan Prasarak Mandal's
Smt. Vatsalabai Naik Mahila Mahavidyalaya Pusad,
Department of Home Science and IQAC
NAAC RE-ACCREDITED -B GRADE
affiliated to
Sant Gadge Baba Amravati University, Amravati, Maharashtra, India

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National Multidisciplinary Conference on Emerging Trends, Opportunities and Challenges in Higher Education (VNMMV-2023)

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Janata Shikshan Prasarak Mandal's
Smt. Vatsalabai Naik Mahiia Mahavidyalaya
Pusad, Dist. Yavatmal
Department of Home Science and IQAC
Organize
ONE DAY NATIONAL MULTIDISCIPLINARY CONFERENCE
on
'Emerging Trends, Opportunities & Challenges in Higher Education'

Saturday 28th January 2023

*The roots of Education
are bitter; but the fruit is sweet.*
- Aristotle

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Jai Naik
President
**Janata Shikshan Prasarak
Mandal, Pusad**

MESSAGE

It is a matter of pride and pleasure that Smt. Vatsalabai Naik Mahila Mahavidyalaya, Pusad is celebrating the post Silver Jubilee, i.e. 33 years of its glorious existance. It has been rendering praise worthy services to empower the girls of our region with knowledge and confidence to face the challenges of post modern times.

Education is a process of grooming a future generations who are intellectually competent, spiritually strong, morally up right, psychologically integrated and socially committed human beings. I hope this conference on 'Emerging Trends, Opportunities & Challenges in Higher Education' will enable the intellectuals to find better ways for holistic personality development and character building of our younger ones.

Best wishes for Conference and Souvenir commemorating the occasion,

Jai Naik
President
Janata Shikshan Prasarak Mandal, Pusad

Manohar Naik
Secretory
Janata Shikshan Prasarak
Mandal, Pusad

MESSAGE

It is a matter of pride and honour that on the threshhold of NAAC Fourth cycle the college has organized a National level Multidiciplinary Conference on 'Emerging Trends, Opportunities & Challenges in Higher Education'.

Smt. Vatsalabai Naik Mahila Mahavidyaiaya has opened a window of knowledge for the girl students in rural and remote areas, by offering the facilities of graduation and post graduation in the faculties of Arts, Home - Science and Commerce. It gives me immense pleasure to see the college students performing well in various spheres of life. In the span of 33 years, the college has shown a remarkable progress and has contributed gloriously in the Empowerment of Women, Hearty Congratulations!

I extend my best wishes for the organization of National Level Conference. The student-centered conference and its output will be definitely beneficial for the society.

Manohar Naik
Ex. Minister, Food and Drugs Administration
Secretory, Janata Shikshan Prasarak Mandal, Pusad

Dr. N. P. Hirani
Former President
**Janata Shikshan Prasarak
Mandal, Pusad**

MESSAGE

Smt. Vatsalabai Naik Mahila Mahavidyalaya, named after the genuine wife of the Former Chief Minister and the Pioneer of Green Revolution. Shri. Vasantrao Naik, and is celebrating its 33 years culture. From the very establishment, the college Management, staff and students have contributed a lot in the glorious flight towards excellence.

I am glad to know that, the college has organized National Level Conference on 'Emerging Trends, Opportunities & Challenges in Higher Education'. In an age of Globalization and Information Technology, there is a need of such conference that bring forth the able and healthy youth. I have a strong faith that this conference of the researchers will be an inspiration as well as a guideline for the youth of the nation. Hearty Congratulations and best wishes for the organization.

Dr. N. P. Hirani
Former President
Janata Shikshan Prasarak Mandal, Pusad

PROF. DR. DILEEP N. MALKHEDE
ME.,Ph.D.
VICE-CHANCELLOR

**SANT GADGE BABA
AMRAVATI UNIVERSITY
AMRAVATI - 444 602
MAHARASHTRA (INDIA)**

No. SGBAu/P-100/ 1202   Date : 02 / 01 / 2023

(Dr. Dileep Malkhede)
Vice Chancellor
Sant Gadge Baba Amravati University, Amravati, Maharashtra, India

MESSAGE

I am delighted to know that, Smt. Vatsalabai Naik Mahila Mahavidyalaya, Pusad is organizing One Day National Multi-disciplinary Conference on "Emerging Trends, Opportunities & Challenges in Higher Education" on 28th January, 2023.

Higher education has played a vital role in social and economic development of all the countries. Higher education institutions are now expected to be creative, innovative and also provide intellectual leadership by increasing rapid fundamental changes. Despite the challenges in higher education system we equally have a lot of opportunities to overcome and have the capability to make its identity at international level. However, it needs greater transparency and accountability, the role of universities and colleges in the new millennium, and emerging scientific research on how people learn is of utmost important. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation.

I congratulate the organizing committee members and appreciate their endeavor to make this conference a grand success.

(Dr. Dileep Malkhede)

Phone : Office - 0721 - 2668273, Resi. 0721 - 2668108
E-mail. vc@sgbau.ac in Website : www sgbau ac.in

Adv. Indranil Manoharrao Naik
Member of Legislative Assembly

MESSAGE

It is a matter of pride that J. S. P. M.'S Smt. Vatsalabai Naik Mahila Mahavidyalaya is organizing National Level Multi-disiplinary Conference on 'Emerging Trends, Opportunities and challenges in Higher Education'. Strictly speaking New Education policy changes the whole Face of Education. The Sub Themes on which the Research papers are invited are also praiseworthy. Again the invited guests are also historical as they carved a niche in their corresponding fields.

Considering the NAAC all seven criterion, U.G.C. guidelines in Higher Educations, it is mandatary to organize Conferences Seminar's, Workshops on varied topics. The said Conference is multi-disiplinary hence Teachers from all disciplines and sectors will get involved in it and the result will be a fruitful discussion. I extend my best wishes to the said Conference.

Adv. Indranil Manoharrao Naik
Member of Legislative Assembly

Dr. Ganesh T. Patil
Principal
Smt. V. N. Mahila Mahavidyalay, Pusad

From the Desk of Principal

On behalf of J. S. P. M's Smt. Vatsalabai Naik Mahila Mahavidyalaya, Pusad, I extend a heartly and warm welcome to all the Hon'ble guests, resource persons and delegates from all the corners of India for this National Conference.

We affirm that education begins at birth and continues through life. Educational needs of today are very different from those of the past because of growing competition and progress of science and technology. The students must be equipped with the skills required to face the challenges of future. Knowing the need of changing time, our college has organized One Day National Multidisciplinary Conference on 'Emerging Trends, Opportunities and Challenges in Higher Educations.'

In 1989 the institution with the lead of Late Shri. Sudhakarrao Naik, Former Chief Minister of Maharashtra started Smt. Vatsalabai Naik Mahila Mahavidyalaya, with the motto 'Education for women' The college started with 85 students and at present above 1000 students are taking education at Junior, Senior and Post Graduation Level. Our college always tries its best to empower the students with the changing time. The result is that our students are working on high posts in various spheres of life. It is the matter of pride that the college students rank in the merit list of University Examinations. At the same our students have brought laurels in Sports, NSS, NCC and cultural activites at State & National Level. The college has been reaccredited by NAAC and has obtained 'B' Level.

On this occasion I take this opportunity to thank Sant Gadbe Baba Amravati University for providing financial assistance to organize this conference. I am also pleased to express my thanks to the researchers for the contribution of their research papers. I am also thankful to the speakers and distinguished chairpersons from various disciplines for delivering their knowledge in the conference.

I am highly obliged to the President of J. S. P. M. Hon'ble Shri. Jaibhau Naik, Secretary Hon'ble Shri. Manohar Bhau Naik, Former President Hon'ble Dr. Shri. N. P. Hirani for their constant encouragement, guidance and trust in our abilities. At the outset, I hope that the scholarly exchange of knowledge will be beneficial for the further academic progress of all the participants as well as students. I highly appreciate the painstaking efforts of the organizing committee and wish grand success to the conference!

Dr. Ganesh T. Patil
Principal

Dr. Vandana B. Wankhede
Convener
HOD, Dept of Home Science
Smt. V. N. Mahila Mahavidyalay, Pusad

MESSAGE

I am honored to welcome all of you on the occasion of One day Multidisciplinary National Conference on "Emerging trends, Opportunities and Challenges in Higher Education". Education is known as a sign of development and learning. That's why this conference provides a forum for scholarly discussion on new education policy and emerging trends in higher education.

The conference aim is to bring together the researchers, academicians and other professionals through research papers. I cordially invite all the enthusiasts to participate with full vigor in the celebrated event which can give immense exposure.

Research papers are extremely beneficial for research scholars and stimulating factor for us to organize such a conference frequently in future. I hope that the conference would achieve the objective by providing a suitable platform for learning and experiencing the latest advancement in the field of education.

We are fortunate enough for having such a hardworking team with us. I deeply express my humble wishes and greetings to honorable guests, delegates and all those who give positive contribution in making this conference a big success.

Dr. Vandana B. Wankhede
Convener
HOD, Dept of Home Science
Smt. V. N. Mahila Mahavidyalay, Pusad

Dr. Ravi Prakash Chapke
Organizing Secretory

MESSAGE

Being organizing Secretary of one day National Multi-Disciplinary Conference on "Emerging trends, Opportunities and Challenges in Higher Education". First of all, heartily Welcomes you in my college campus. Our institutes moto behind our women college is 'Education to all Girls' and this vision is fulfilling from last 33 years, as we have only one girls college in all three taluka, means Digras, Pusad and Umarkhed and the whole taluka is populated with Banjara and shedule tribe culture. In this respect great Mahatma Jyotiba Phules dream, for women is being fulfilled hence we being a part of this honest mission are satisfied fruitfully.

Again, Many scholars for guidance purpose are invited from all over India. Their thought provoking guidance will be more fruitful and historical in every sense. Along this, several professors, Research Students and delegates too submitted their research papers on the said broad theme of Higher Education. The whole compilation will be nice to preserved in every one's personal Library.

My Best wishes to the said conference and will meet you all alive on 28th Jan. 23. It will be an enjoyable day and talk to its fullest. Meet all soon, you all are humbly welcome for the same.

Thanking You and will Meet you on the Same special day.

Dr. Ravi Prakash Chapke
Organizing Secretory

SMT. VATSALABAI NAIK MAHILA MAHAVIDYALAY, PUSAD. DIST. YAVATMAL

One day National Multidisciplinary Conference on
Emerging Trends, Opportunities and Challenges in Higher Education.
Saturday, 28 January 2023
Organized by
Department of Home science and IQAC

Following committees are constituted for conference. All are requested to work wholeheartedly for smooth conduction.

1. **Steering Committee**
   Dr. G. T. Patil (principal)
   Dr. V. B. Wankhede (convener)
   Dr. C. K. Kokate
   (convener-conference, seminar, workshop committee)
   Dr. R. P. Chapke (organizing secretary)
   Shri P. R. Rathod (O.S)

2. **Editorial Board**
   Dr. A. P. Pande (convener)
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   Dr. R. P. Chapke
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   Dr. Chhaya Jatkar
   Dr. A. T. Pawar
   Prof. S. S. Chavan
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   Dr. Ujwala Tikhe
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   Dr. N. R.Varma
   Prof. S. S. Chavan

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   Prof. V. K. Meshram
   Prof. Surekha Bhagat
   Prof. Poonam Bang
   Prof. Pallavi Rathod
   Prof. Anil Rathod

8. **Sitting Arrangement Committee**
   Dr. A. M. Surjuse (Convener)
   Prof. Dipa Kalikar
   Prof. Prem Rathod
   Prof. Shila Telang
   Shri. A. I. Mirza

9. **Breakfast, Tea. Lunch.**
   Dr. Swapna Deshmukh (Convener)
   Dr. U. P. Tikhe
   Dr. Ranjana Jiwane
   Dr. A. P. Pande
   Prof. Ashalata Barde
   Prof. Pallavi Rathod
   Shri. P. N. Mukirwar

10. **Discipline Committee**
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    Prof. Prem Rathod
    Prof. Sarita Chandankar
    Prof. Dipa KaliKar
    Prof. Anushree Bang

11. **Light, Sound system**
    and Power point presentation committee
    Prof. S. R. Supe (Convener)
    Dr. A. M. Surjuse
    Prof. Prakash Kale
    Prof. Chhagan Jumnake
    Prof. V. P. Garule
    Shri. Prakash Gaikwad

12. **Press report and publicity**
    Prof. V. K. Meshram (Convener)
    Dr. V. B. Wankhede
    Dr. R. W. Bhoyar
    Dr. R. P. Chapke
    Dr. N. R. Varma
    Dr. A. M. Surjuse
    Prof. S. S. Chavan
    Prof. Kishor Pandagale
    Shri. D. N. Ubale

13. **Accommodation Committee**
    Dr. R. P. Chapke (Convener)
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    Dr. Chhaya Jatkar
    Prof. S. S. Chavan
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14. **Paper review Committee**
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    Dr. V. C. Pande
    Dr. Chhaya Jatkar
    Prof. V. K. Meshram
    Prof. Sarita Chandankar
    Prof. V. P. Garule

15. **Finance Committee**
    Dr. U. P. Tikhe (Convener)
    Dr. V. B. Wankhede
    Dr. N. R. Varma
    Dr. R. H. Jiwane

Programme Schedule

Saturday, 28/01/ 2023

9.30 AM	:	**Registration, Tea & Breakfast**
10.30 AM	:	**Inaugural Function**
Chairperson	:	**Dr. G. T. Patil** Principal, Smt. Vatsalabai Naik Mahila Mahavidyalaya, Pusad.
Chief Guest	:	**Mr. Indranil Manoharrao Naik** MLA, Pusad
Inaugurator	:	**Dr. Laxmi Kant** Principal, Dayanand College, Ajmer (Rajasthan)
Key note address	:	**Dr. Vaishali Dhanvijay** HOD, P. G. Department of Home Science, S G B A U Amaravati
12.00 AM	:	**Expert Session 1 : Innovation in Higher Education in Creative Field**
Chairperson	:	**Dr. Sunita Kale** HOD, Dept of Textile & Apparel, College of Community Science, VNMKV, Parbhani
Guest speaker	:	**Dr. Harpreet Kaur** HOD, P. G. Department of Fashion Designing, Kanya Mahavidyalay Jalandhar (Punjab)
2.00 PM	:	**Lunch Break**
2.30 PM	:	**Expert session 2 : National Education Policy 2020 and Higher Education in India**
Chairperson	:	**Dr. Shraddha Naidu** Principal, Dayanad Arya Mahavidyalay, Nagpur
Guest speaker	:	**Dr. Mohd. Abdul Raffey** Assistant Director UGC-HRD Centre, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
3.30 PM	:	**Tea Break**
4.00 PM	:	**Valedictory function**
Chairperson	:	**Dr. G. T. Patil** Principal, Smt. Vatsalabai Naik Mahila Mahavidyalaya, Pusad.
Chief Guest	:	**Hon'ble Shri. Dipak Asegaonkar** Member, J. S. P. M., Pusad

Institution at a glance :

Pusad, a Taluka place in Vidarbha region of Maharashtra, becomes a prominent place by providing two Chief Ministers Late Shri. Vasantrao Naik and Late Shri. Sudhakarrao Naik to the State of Maharashtra. Janata Shikshan Prasarak Mandal is the culmination of the long -cherished dreams of these visionaries, established in 1960 at present JSPM runs various educational institutions with the aim to provide educational facilities to the rural and backward communities.

With the lead and special efforts of Late Shri. Sudhakarrao Naik, JSPM establised Smt. Vatsalabai Naik Mahila Mahavidyalaya in 1989 named after the wife of Late Shri. Vasantrao Naik with the motto 'Education for Women', the college runs UG, PG and Certificate Courses in the faculties of Arts, Commerce and Home Science and Art and Science at junior level. Under the able guidance of our patrons, the institution is constantly progressing towards 4 th cycle of NAAC.

About Conference :

Our institute has organized the said National Conference, to assimilate the New Education Policy adopted by our University. The conference will remain fruitful for all stakeholders. Stricktely Speaking, it's a Multidisciplinary Conference focussing on higher education after post covid situation. New reforms of education, changes in teaching and learning format are the challenges to educator and learner. Objective of the conference is to bring together experts, scientists, academicians, researchers, teachers & students from different parts of India to discuss elaborately on the vital issues of Emerging Trends, Opportunities & Challenges in Higher Education.

About Pusad

Pusad is an important place in Socio-Political Scenario, situated in Yavatmal district of Maharashtra State. It is well connected by roads. It is about 150 km from Amravati, 140 km. from Akola, 110 km. from Nanded and 250 km. from Nagpur. Mahur, one of the Shaktipeeths of prime religious importance, is just 45 kms away from Pusad. The weather during January remains pleasant and day temperature ranges between 25°C to 32°C.

Sub Themes:

- Innovations in Teaching & Learning.
- Role of Human values.
- Recent Reforms in Higher Education .
- Skill Enhancement through Home Science.
- Role of Technology in Higher Education.
- Significance of Environmental Studies.
- Research Trends in Higher Education.
- Employability in Higher Education.

- Student Approach towards Higher Education.
- Women Empowerment and Entrepreneurship through Higher Education.
- Contribution of Indian Women in Literature, Art and Culture .
- Role of Knowledge Resource Centre in Higher Education .
- New Education Policy: Challenges before teachers and students.
- Role of Curricular & Extension Activities in Higher Education.
- Post Covid Challenges in Higher Education.
- E- learning Problems in Remote areas.
- Government Policies in Higher Education
- Applicability of NAAC Criteria and Institution Grading.
- Impact of Social Media on Student Perception towards Higher Education.
- Impact of Open / Distance Learning on Formal Education System.
- Conservation of Natural Resources and Waste Management for Sustainability.

CONTENT – ENGLISH

CONTENT – MARATHI

The Study of The Role of Human Values in Higher Education

Dr. Vandana B. Wankhede (Pundkar)

Associate Professor and Head, Home Science, Smt Vatsalabai Naik Mahila Mahavidyalay, Pusad Dist. Yavatmal
Affiliated to SGBAU, Amravati, Maharashtra, India

ABSTRACT

A new era can be ushered in the socio-economic life of any nation's society only through quality and valuable education. In the rapidly changing global environment, the importance of human value-based education has increased a lot more than before. Inculcation of values in education is necessary for peace, prosperity, and development in the world. India is committed to including humanistic values in the new National Education Policy so that future India can move ahead to fulfill the goals of the concept of a happy, prosperous, and welfare life for mankind and peace, love, and brotherhood in the whole world. We can become flag bearers for the establishment of anyway, value education is very important in the Indian education tradition. Human values are eternal and timeless truths. It is relevant not only in India but in every region of the world. It cannot be denied that we have achieved innumerable material achievements from the present higher education. Still, in the present context, higher education is becoming one-sided and insensitive by neglecting human life values, moral traditions, and ideals. In the absence of values and motivational standards, directionless students are moving towards violent, cruel, and inhuman attitudes. In this research paper, the role of human values in higher education has been studied.

Keywords : Higher Education, Human Values, New National Education Policy, Human Life

Data Collection Method Used for Research:

The research paper has depended on secondary data.

Objective of Research:

1) To study the role of human values in higher education.

2) To study the concept of human values.

I. INTRODUCTION

Human values are an important component of our behavior or moral code of conduct. These human values are ideals or standards that act as guidelines for a society or organization or individual. These human values developed through various institutions are deeply ingrained in our hearts. Family is the first step in the development of human values, by climbing which it seems easy to achieve the goal of humanity. Therefore the question of when, how, how much, and what kind of values the family wants to give becomes important. Up to six years of age is the stage when the behavior of others most influences the child, therefore the values at the

primary level are set at this age. Although later also human values develop, the level of influence gradually decreases. Training, encouragement, condemnation, and punishment are some of the tools by which these human values can be developed. It is also worth noting whether the family is nuclear or joint. It is possible to get the value of being an individual from a nuclear family and to live together from a joint family. The educational level and economic level of the family are also helpful in setting the background of human values. Although the real role of society starts with going to school, before that for six years, society and family are equal partners in value development. In the beginning, the development of values is less, but as the contact with society increases, the development of values also takes place gradually. Media, interactions with social groups, co-educational schools, colleges, etc. influence ideas like moral norms, social mobility, and change in society. It is easy to develop human values like patience, and tolerance through contact with people of different religions, castes, and regions.

It is to be noted that the more social one is, the more society will affect him. Educational institutions contribute to the development of human values at two levels – at the level of primary education and the level of higher education. Basic human values have more influence, while higher education institutions can develop practical matters. The potential for personality change is greater at higher levels. The order of coming in contact with different ideologies also starts with higher educational institutions. The effect of freedom, equality, non-violence, and moral education through various courses also helps in human value development. Thus, it is clear that family, society, and education have a big role in the development of human values, and at the same time it is necessary to include human value education in higher education.

It is not enough to get only material prosperity through education; we should also become good human beings and better citizens through education. For this, it becomes necessary to connect with our traditions, ideals, and life values. Traditional values should be accepted with necessary modifications. Incorporation of new knowledge and science along with tradition can make education effective. Education is an important means of the mental and intellectual development of a person. Through education, a person can be saved from bad rituals and mental slavery. Through this, students can be raised against social distortions, superstitions, unequal conditions, cruelty, and exploitation by creating self-confidence, new consciousness, and enthusiasm.

The Role of Human Values in Higher Education:

Education is the essence of the whole life and the foundation stone of education are values and values. The personality of a person is created and modified by values and values. Human values contribute very important to building the foundation stone of a happy and successful life. Human value-based education means to teach universal human values like moral values, patience, honesty, love, goodwill, kindness, compassion, humanity, etc. to the students. The whole objective of human value education lies in the all-around development of the students. Human value-based education envisages such an education system full of progressive, prosperous, creative, and moral values, which will make India a global leader in the direction of the preservation of values. According to the basic spirit of the vision of the National Education Policy, we have to commit ourselves to create a quality and cultured environment in higher education across the country, for national development and global welfare. Considering the Indian knowledge system as the basis, this scheme emphasizes preparing the future generation of cultured students with education. Human value-based education holistically defines

the various aspects of the education system to continue the glorious Indian tradition based on the culture of the country.

The major reason for the decline in the level of higher education in the present times is that we have developed education on science and technology-based education and higher education which provides economic prosperity and its happy results are in front of the world today. Heads of many software companies in the world have received higher education from India or are of Indian origin. Today there is a need to light the lamp of human values within every student and higher education will shine only with human values, only then the country will become bright. Students choose courses for higher education not according to their interests, but by looking at their ability to make themselves financially capable shortly. Today, higher educational institutions, connecting education with meaning, look at it like an industry from a business point of view and teachers are also motivated to fulfill their needs.

Human values and the culture-based system is the heritage of our higher education system, by including culture-based education in higher and technical education, we will have to determine the objective values of education, we should once again revive our glorious history and create a value-based education system. There is a need to make the National Education Policy meaningful with the new form of education. Value-based education has been given special importance in the National Education Policy. At present, the incidents of indiscipline and violent behavior are continuously increasing in colleges. If we can make our education human value-based and culture based, then we can overcome all such problems. Emphasizing the 'humanistic' aspects of education today, India has made it clear in its new education policy that education does not mean mere communication of knowledge and information obtained from teachers and books. It is also to develop those human values, abilities, and tendencies, which can resolve to contribute to world welfare by mobilizing and motivating the world community to build a peaceful, just, inclusive and sustainable society. Human-valued education has great importance in the Indian knowledge tradition.

Due to considering higher education only as a means of getting power or money, it gradually became employable, but could not become useful in a real sense. For the progress of any society or country, it is necessary that apart from higher education, all other human qualities should be developed in the person, so that they can make the society, and the country more democratic and harmonious. The round development of any student will be possible only by focusing on all the aspects like physical, mental, emotional and spiritual, etc. Human value-based education will not only develop human qualities, but the person will be able to better understand the responsibility towards his citizenship. To develop a way of thinking and living at a democratic level, it is necessary that we can succeed in developing patience, honesty, moral values, etc. through education based on human values.

The intellectuals of society should come forward in creating a positive environment for inculcating human values in the present higher education system. Media and newspapers can also play an effective role in propagating the need to implement human values in education. The University Grants Commission, which is responsible for higher education across the country, has long ago underlined the importance of human value education. In this context, the educationists and the government have the same consensus, but till now the governments have not been able to take a concrete decision regarding the inclusion of human value education

in the curriculum of the children. The present time's politics and politicians are passing through a period of deviation from values while humanizing education requires a commitment to democratic values.

Human values are very important to improve the life of all. One who understands the values in his life can check and control the various choices made in his life. Unfortunately, in the fight for industrialization, competition, and survival, we have been complacent about human values. With the rise of higher education, technology, technology, a higher lifestyle, the standard of living can certainly rise and become materially prosperous, but due to selfishness, we face many challenges in religious, economic, and social corruption, and educational fields. Family values are disintegrating in today's individualistic society, due to which loneliness, depression, disorientation, etc. are increasing among the youth. It is often seen that due to a lack of human values, juveniles are becoming criminals. Due to a lack of human values, the family disorder has led them astray. They become drug addicts or consume alcohol, gamble, and indulge in anti-social activities.

Coordination is an important goal of education. Commercialization of higher education is also not appropriate. Nowadays such private educational institutions are opening, whose only aim is to earn money. They are not at all worried about the future of the students. Due to the lack of standard and quality education in such institutions, students have to wander door to door for employment. The reins of these educational institutions should be in the hands of qualified educationists; only then students can be made useful and better citizens of society by getting employment-oriented education. To inculcate human feelings and sensitivity in the students, it is necessary to connect them with Indian ideals, human values, and values.

If there is education based on ethics, human values automatically come into it. While quality science and technical higher education prepare students for the rapidly changing global environment, education based on human values prepares them to face the real challenges of life. In a competitive economy, apart from enabling a person to take advantage of opportunities and possibilities, it is also necessary to inculcate human values within them. The entire scenario has to change for a development-oriented, peaceful society. Our schools and teachers have an important role in this. As a teacher, it is our responsibility to inculcate human values within every student. Fulfilling desires in inappropriate ways by following unethical practices has become a habit of the young generation. The essence of life is education and culture; it can be realized only by those who are themselves cultured. Today, in higher educational institutions, the aim of students' knowledge acquisition has remained only to earn money. Education or knowledge can have any purpose other than this, it is beyond their imagination. Education brings the all-around development of personality. It incorporates skill, humility, and courtesy in nature along with spiritual development. It includes human qualities like humanity and benevolence.

In the present context, higher education is becoming isolated and insensitive by neglecting human values, traditions, and ideals. Conditions of insensitivity can be seen all over the environment. In the absence of human values and ideals, directionless students are moving towards violent, cruel, and inhuman attitudes. Unaware of the messages of their great men, their traditions, and their ideals, the new generation is becoming unbridled. The dazzle of modernity and the tendency to show off have made them extremely opportunistic and immoral. A person moves towards violence, rape, theft, dacoity, and terror only when he does not get proper guidance,

proper education, and a healthy environment. Immediate profit and indulgent tendencies have made man insensitive and violent.

The aspiration of today's parents is only limited to good grades or marks in the children so that they can get good returns on the investment in the form of higher education. What should be the institutions, what should be the curriculum, everything is motivated by money. Man learns from living examples from his environment. Without practical, cultured, quality education, the only purpose of education goes astray. Education is not limited to formulas and equations, and bookish knowledge; it is related to our spiritual development along with being the art of living a practical life. Morality, politeness, and manners are all very important parts of this education. Today there is a need to develop those eternal values in the character of the students so that they can face any challenge in life. There is an urgent need to learn and teach the underlying concepts of democratic principles, values, ideas, rights, and responsibilities to each generation.

II. Conclusion

Today we are living a modern, but artificial life in the glare of the materialistic era. Unfortunately, we have moved away from human values by enjoying a life full of luxury. Even though we consider ourselves very capable and superior in terms of science technology and technology, the truth is that as science has progressed, our social structure and our behavior have changed. Our ethics have constantly changed and are constantly changing. The lifestyle of the people is changing day by day. Higher education has expanded numerically after independence, but in many ways, this expansion of higher education remained unilateral. Various commissions created for the promotion of higher education talked about human values, but they could not be properly included in higher education. For an education based on human values, we need a change in the overall higher education sector and its environment. It is very important to give importance to value education in the present higher education system so that the coming generations can be cultured.

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Higher Education System in India: Problems, Challenges & Suggestions

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I. INTRODUCTION

Higher education means different things to different people. If we talk about higher education in terms of level, it means to gain higher educational qualification by the teaching-learning process in the higher educational institutes such as colleges and universities. Moreover higher education imparts knowledge, develops the student's ability and also give him/her a wider perspective of the world around. Higher education becomes input to the growth and development of industry and also seen as an opportunity to participate in the development process of the individual through a flexible education mode.

Higher Education in India Level :

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 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.

Female Faculty in Higher Education :

A study pratibha Jolly, Priyanka Nupur and Roja Rawat " Women in Higher Education " Deccan Herald sept, 13-2021. P.6 has found that the number of females faculty in postgraduates and research departments is very low. According to NIRF (National institutional Ranking frame work) While female enrollments and out- turn in higher education is on the ascendant there is lack of equitable career opportunities in higher academia. The number of female faculty in postgraduate and research departments is abysmally low. It is found that NTRF top university have gust 10% female Vice -chancellors. The engineering institutions have merely 7%women

directors. The prestigious IITs and IISERs have never had a women director. The NIRF gender leadership index is a wakeup call The study has observed that as the new education policy reboots the system there is need to change mindsets , improve organizational culture, gender climates and lived experience of the community women in decision making roles can catalyze new ways of thinking and doing

Main Features Of Indian Higher Education System :

- Highly bureaucratized system with multiple controls and regulations exercised by Central and State Governments, statutory bodies (University Grants Commission(UGC), All India Council of Technical Education (AICTE) and others), university administration and local management.
- System is heavily subsidized by the Government. Up to 90per cent of the operating costs are paid for by the state. The efficiency of fund utilization is very poor due to internal rigidities.
- Salary and compensation for teaching staff is poor and, therefore, higher education institutions are unable to attract and retain qualified and trained teachers. Besides unattractive compensation packages, recruitment procedure is lengthy and working environment not conducive to retention. As a result, a substantial proportion of high ranking students who could fill up such assignments prefer to work elsewhere or go abroad. In a recent move UGC has further damaged the pay and promotion prospects of college teachers by reducing promotional grades thereby creating more stagnation and frustration amongst college teachers.
- Most institutions offer outdated programmes with inflexible structures and content. While course content has been updated and restructured over time in the world's best institutions, Indian university curricula have lagged behind.
- Infrastructural facilities range from inadequate to dismal. Classrooms are often unattractive and laboratories inadequately stocked, leading to poor teaching. It is estimated that barely 20per cent of the institutions have the basic minimum laboratory equipment.
- Steady electric power supply is not available. Laboratories are poorly stocked and computerization, where it exists is generally dependent on poor communication lines (Kaul, 2006).

A sound higher education sector plays an important role in economic growth and development of a nation. Higher education, in terms of its relevance and importance, enjoys a significant position in the education system as it equips people with appropriate knowledge and skills to be gainfully employed. India has one of the largest systems of higher education in the world offering facility of education and training in almost all aspects of human creativity and intellectual endeavour. In the context of current demographic structure of India where the majority of population is below the age of 25 years, the role of higher education is critical.

Challenges In Tqm Implementation In Higher Educational Institutions :

Leadership: Unlike CEO's of business organizations, Vice Chancellors/Directors of Universities/ Institutions do not enjoy ultimate authority hiring and firing personnel and allocating resources. Institutional heads can set goals, organizational values and performance expectations. However since they lack necessary authority, it is difficult for them to deploy these values and goals through the layers of higher education institutions.Cultural and Organizational transformation: Many business organizations have adopted TQM and transformed their institution's culture into a total quality culture that involves elements such as teamwork, employee participation, customer and market focus etc. However higher education institutions have deep-rooted traditions dating back to several centuries and are resistance to change. Eg. Universities and colleges are organized on departmental units. In adopting TQM culture, organizations move from product focus to market

focus. But for faculty, particularly research faculty, primary loyalty lies in the academic field. Market requirement for their students are of secondary importance to them except for some professional schools as business and engineering. In business organizations there is cross linkage and well communication between the various functional departments. But in the case of higher educational institutions, most of the individual departments operate in vacuum. This is one reason that interdisciplinary study and research is a rarity.Customer Identification: A different aspect of customer issue here is customer loyalty. In businesses, customer loyalty is very important because repeat buying by loyal customers' has a direct effect on profitability. However higher education is "once in a lifetime activity". If students are considered as customers, this concept makes sense only when they make donations as alumni. However if employers are customers, repeat purchase means recruiting at same institutions every year.

Some Measures Scheme for improving Higher Education in India :

The role of higher education in the growth and progress of a nation has been well recognized for centuries. There are many areas where we need reform higher education. Our main aim must be to nurture excellence instead of spending a disproportionate amount of energy trying to curb the lack of it. It is the responsibility of the UGC to maintain the quality of our higher education and research.The country needs skilled and trained faculty and researchers for making India superpower inthe world. For this, there are some possible measures for improving quality in higher education:

1. In India, the first step towards improvement should be taken at school level with aptitude tests being introduced to know where the interest of the student lies. These students should then be encouraged to join those fields of interest.

2. India is a promising investment market and itself has to step up its efforts to create investor confidence and build an enabling investment climate.

3. Indian government should take steps to give more students access to a college education The goal now is to more than one and half the number of 18 - 23 year olds who enroll in higher education, from the current estimated 20 percent to 30 percent. According to the HRD Ministry, to achieve this goal, India will need to add more than 45,000 new universities and colleges in the coming decade.

4. E-Learning appears to be a fast emerging mode of global entry at the present time. The Universities and other Institutions of higher education can design their web sites for offering online education worldwide.

5. Indian institutions and regulators should restore transparency, coherence and confidence in the higher education system both at home and abroad.

6. Laboratories should be updated and obsolescence in equipment/facilities should be removed on a regular basis. Innovative practices related to examination reforms should be empirically tested and institutionalized. All the examination processes should be computerized and recent advances in ICT should be exploited to make the process automated and efficient.

7. Emphasis should be laid on not just increasing the number of higher education institutes but Centre of excellence. Great stress must be laid on good infrastructure and facilities. Achievers in every field should be rewarded adequately.

8. Libraries should be fully equipped with the latest books, journals and periodicals. A library must be online and conducive for serious study. Make available high quality e-text books, e-reference books, e- research papers and e-content in different languages free of cost to genuine learners.

9. Most of the areas identified for export of higher education are directly concerned with industries. Therefore, Central and State Governments should introduce a range of programmes and incentives

designed specially to improve the links between Universities and Industry. The Universities and National Institutes of higher Learning should design their courses in collaboration with industry and such courses be updated regularly, e.g., every year, according to need.

10. Multi-disciplinary mission mode research and innovation programmes should be evolved in association with arts, humanities and social sciences which should directly benefit the society. In order to achieve this, every University should allocate a certain proportion of their annual budget as an earmarked budget for research and innovation.

11. Public Private Partnership (PPP) is most essential to bring in quality in the higher education system.

II. CONCLUSION

In this paper we have presented the present situation of India in higher education sector. We 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. The implementation framework for twelfth plan aims to focus on improving quality of state institutions, to revamp financial aid programs, to interlink expansion, equity and excellence. To improve the higher education system we need to improve teaching pedagogy, build synergies between research and teaching, 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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New Education Policy-2020 : A Need of Hour

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ABSTRACT

NEP-2020 is appearing and being accepted widely in universities as per the guideline of UGC. It is bringing dramatic changes in the Indian Education system with its novelty and vitality. There is a debate going on over the issues and values addressed by NEP. It is thinking that it is coping with the global requirement in the form of skill and knowledge. It is giving a new dimension and vision to Indian Education in the sense of global requirements. The present paper tries to study the canvas of NEP with its applicability and features.

Keywords: Dynamic, NEP, Innovative, Multidisciplinary, Experiential, Human Values

I. INTRODUCTION

New education policy is coping with the 21st century in the form of its applicability as well as its effectiveness. Considering the global change in the framework of the education system, the Indian government is bringing a new education policy.Through education policy, India aspires to achieve leadership globally in the form of skill and economic stability. However, it is also bringing criticality to the implementation. It is also affecting the stakeholders. But considering the worldwide scenario, this new education policy tries to find out a way to global skills and fulfilling its requirements. However, India will become a global capital lies in the successful implementation of NEP-2020.

Human Values

The purpose of the education system is to develop good human beings who are capable of rational thoughts and actions. In the machine age, humanshave become mechanical machines.They are moving away from a culture and values. The education policy focused on life skills fosters the unique capabilities of each student and teaches themethics, human and constitutional values like empathy, respect for others, cleanliness, the spirit of service, respect for public property, scientific temper, liberty and responsibility.

The new education policy teaches them communication, cooperation, and teamwork to make their all-rounder personality and shape their good character. The vision of this new education policyis to instil a deep-rooted pride in being Indian not only in thought but also in spirit, intellect and deeds. The most important part of this education policy is to shape the good character of students by inculcating good ethics and offering strong moral principles.

MultidisciplinaryCourse

With the exposure to holistic learning and exposure to availability and opportunity,Nalanda used the same policy. By implementing the multidisciplinary course, schoolsand collegesdo not emphasisestudents studying a certain course at a particular time. However, this new education policy gives them the freedom to carry multi-courses at the same time. It gives them the freedom to find out their interesting area. Itis bringing new opportunities in education. Considering the effect in future, students are going to be addictedto skill-oriented courses.

National Research Foundation

The idea behind proposing NRF is the objectives which will carry. One of the major objectives of NRF is to seed, grow and facilitate research facilities at academic institutions. In academic institutions, special focus will be given to universities and colleges, where research capacity is currently in the development stage. NRF's other objective is to fund and support high-impact, large-scale, multi-investigator, multi-institution, and interdisciplinary or multi-nation projects. All these things mentioned above will be done in collaboration with relevant Ministries, Departments, and other Governmental and non-Governmental entities, especially the industry.

New Emerging Areas

The tremendous worldwide changed happening in education.Absorbed in a certain quality, the skillbecomes a primary thing of global requirement. Some primary skillsis going to be addressed in the NEP. They are listening, observing, curiosity, questioning, memory, recitation, recall, communication, teamwork, leadership, sound body and sound mind. There are secondary skills like critical thinking, creative practices, computational skillslanguage skills, economics, sports, academics, arts, decision-making, and system thinking. Some skills are going to be addressed in NEP to get a job. Liberal educationprofessional training, apprenticeship, finance, management, technology, engineering, law, medicine, science,arts, commerce.There are certain values and ethics that are going to be addressed to form a perfect citizen.They are like personal values, integrity, financial discipline, honesty, cleanliness, discipline, professional values.

II. MULTIDISCIPLINARY

A multidisciplinary method is a structure of curriculum incorporation that efforts to connect different areas. In this NEP, it is hard to make a distinction between arts and sciences, between curricular and co-curricular activities or between vocational and academic streams. The policy promotesa resourceful and multidisciplinary curriculum that includes humanities,languages, culture, sports and fitness, health and well-being, arts and crafts, science and mathematics. It reflects the true essence of Swami Vivekananda'sMan-making Education, Sri Aurobindo'sIntegral Educationand Mahatma Gandhi's Basic Education. It identifies soft skills such as communication, adaptability, integrity, cooperation, teamwork, leadership, accountability, compassion,empathy, flexibility etc. as 'life skills' while mastery and expertise in a particular field of knowledge as 'hard skills'.The combination of the two creates a good balance between knowledge and interpersonal attributes.

Multidisciplinary learning was not just a philosophical approach.It was a substantial way of understanding the world.Our present-day education system has a lot to learn from the ancient education system of India. We need

universities like Takshashilaand,Nalandainin the modern day to address the issues of teaching and research to produce competent leadership in all spheres of life. Therefore, NEP-2020 envisions a holistic and multidisciplinary education with an aim to develop all capacities of human beings as intellectual, aesthetic, social, physical, emotional and moral.NEP 2020 proposes that a holistic and multidisciplinary education shall be the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

The following key elements reflect the spirit of holistic and multidisciplinary learning:A multidisciplinary and holistic approach in education is helpful in developing cohesivecharacters.It is a ground-breaking move as it helps the students to learn sciences, technologies, and mathematics with liberal arts, humanities, languages, social sciences, professional skills, vocational skills, ethics, morality, and human values. This integrated approach can make students more marketable in today's workforce.

Technology- The Future for Everyone

Wireless networks, internet technology, mobile devices, artificial intelligence, cybersecurity, biometrics, blockchain, simulation, and quantum computing is banging the door of new education system. However, technology is not critical but the question is to acquirea technological skill. New technology is emerging with the development in science and technology. So the NEP is resounding to addressed the technological based education.

Teaching- Learning Pedagogy

Undergoing tremendous changes in the education. It comes to the central stage whichlikely to adrees a future. Online, blended learning education is becoming mainstream in education. Tremendous problem is emerging to handle technology psychologically with its inclusion in education. However,students are not psychologically prepared with technology. Psychology of students need to addressed to overcome this problem. A teacher should spend time with students outside the class. They should understand the problem of students. They should use certain steps like team teaching ideas, attention span, motivationregularitypre-in and post-work, interactive learning, learning by doing, and project-based learning. However, virtual class can not take the place of traditional class. NEP is trying to understand this problem.

Academic Bank of Credits and Credit Transfer

Academic bank of credits becomes a part and parcel of NEP. These aspects are new features which are emphasized in the NEP. It also facilitates mobility. The notion of an Academic bank of credits is becoming big issues for discussion in the sense of its effectivity.

Academic Bank of Credits:Notion

Through it, the earnings of credits students are stored.Credits will be given in all Bachelor's degree programmes. As per UGC guidelines, all haveinclude credit-based courses. An academic bank of credits shall be established. Students will be required to take credit-based courses.

Credit Framework

It comes with CBCS. The standard definition of credit.Period of the 15th week semester, the course is covered bytaking one hour class per week, the course content which is transected in a semester of fifteen weekswill be

assigned 1 credit. One hour class of 15th classes, the content covered time duration, classroom teaching duration will be assigned one credit. Ultimate depend on the content offered. Vocational skill course carrying 16th credits. It is optional as students can opt for it according to their interests.

III. MULTILINGUALISM AND NEP

Many people speak more than one language. However, they don't have proficiency in those languages rather they have to command one language which is their mother tongue. In the census 2011, India has 121 major languages. It is considered as more than 10000 people speak those languages. More than 19500 languages are spoken in India as it is shown how diverse India is in perspective of language.

In the 8th schedule of the constitution, twenty-two languages are recognized. Constitution in India has adopted English and Hindi as the official language. English is an important language in India. It is used in higher education and some areas of the Indian Government. Hindi language speakers are more than their mother tongue.

There is much controversy between dialect and language. Dialect isminimum as compared to language or it is considered a part of the language. Any language can be considered a dialect. Those dialects in the Hindi language can be considered standard od other dialects in Hindi can be considered non-standard. People considered standard language are stronger than non-standard language. However, it is not appropriate. Those students are equal in language perspective.

Standard language can be used by the government and education, in the media.However, despite unity in diversity, India is a pluralistic society in terms of language, culture,religion and region. Human wants to learn more than one language. Knowing a language more than one languageprovidesa broad aptitude towards cultural sensibility. In addition, Language reflects the attitude of people.

The distribution of knowledge is important. Many factorsinfluence students in terms of their intellectual as well as their career growth. Gender, caste, class, region religion influence the learning process. Language is dominated by learning. Language role is important. Understanding and communication depend on the language. So knowledge is mostly depending on the language. Higher education is dominated by the English language. However non-English background students find it difficult to face higher education school education is dependent on the English language. It makes a financial burden. Those communities don't have the opportunity to learn the English language. It makes them pressurize to learn it. If considered the English language is prestigious, non-English people create social and intellectual trauma. People considered

NEP EmphasisesMultilingualism.

Drop out of students isa large number. English is a good skill to have but it is becoming an entry gate for students. It becomes a barrier for non-English people to carry out their education. Henceforth, NEP promotes education in regional languages to expose knowledge in their local language.

RegionalLanguage

Considering the difficulties in offering education in the English language, NEP is trying to facilitate education in the regional language. There is much debate over the provision and offering of education in regional languages. Many universities are taking a step to provide education in regional languages. Keeping in mind that education should be given to all and make it understandable and perceptive to all regional language people.

Higher Education In Regional Languages: Problem

Students moving from one state to another state.The English language is unified. It provides mobility. English is a world language. It is a medium of communication. It makes them alienated fromthe English language. We are keeping them from the world capital. India becomes successful in software through the English language. However, the NEP has a great challenge to make balance between regional languages and other languages in offering education.

IV. RECENT INITIATIVE

Government and non-government have become positive to provide education in regional languages. Udaan software is invented to provide education in the native language. Reading and references students need textbooks. The information on the internet should be available in the regional language. It becomes easy to people to understand. AICTE has initiated to translationof online courses into eight Indian languages.

Students discussed the topics and delivered a lecture to other languages in other languages. Sensitivity towards the language of students.The cultural monolingual mindset. It should be addressed by the conference. Multilingual teaching practices. Trans-languaging NEP envision and lays stress on Indian art, culture and language as the medium to kindle the creative spirit. It believes that integrating the mother tongue into the curriculum leads to better understanding. The use of the mother tongue in teaching makes students relaxed and comfortable. Language is like identity. It has culture, and integrating the mother tongue into the curriculum leads to better understanding. Multilingualism is increasinglysought in the global marketplace. This multilingualism provides plenty of opportunities. It gives tolerance towards each other. It breaks to be monolingual.

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Role of ICT Embedded English Language Teaching to Enhance Professional Opportunities

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ABSTRACT

English has surfaced as the language of commerce, science and arts; across the borders of the nations with the development of technology. The employability of students directly rests on their English language skill. English communication skills have become an integral pre-requisite for a profession at national or international level. the role of an instructor in ELTobtains greatest significance and due to exposure to international scenario and to English language, there is a new obligation on the students to obtain essential language skills. Technology plays a significant role in ELT because of its utility in delivering the resources for teaching and learning procedure and can convert the setup of learning tools and curricula. The conventional teaching methods are no doubt useful but in current scenario if education system wants to meet the demands of the market, and make students employable then there should be more use of technology. The quality parameters of pedagogy should change as per the changing world. There is a fast-track expansion in the corporate sector and it is a duty of the education sector to elevate English language teaching in India as per their demands.

Keywords: Innovation, English Language Teaching, Market, Profession

I. INTRODUCTION

English has surfaced as the language of commerce, science and arts; across the borders of the nations with the development of technology. With the growing number of users, English has attained the position of an international language of not only education but of every aspect of human life. Today it has attained the position of a global language. Augmented use of internet andhyper-connectivity has shaped a universalsynthesisand created a global village, cutting across the walls of local cultures. Economic growth means that more jobs require English, the expansion of education means that English is needed by more people for study; and for growing… (Graddol 66) Roughly 600 million people use it on internet alone and communication is the key to all business. It is indispensable not only to grab employment but also to sustain the employment. Acquaintancewith computer is indispensable at allspheresof life which can be attained only through English. The inbornurge to acquire language inspires first language learning and becomes an essential part of human existence. However, second language learning takes distinct efforts on the part of the beginners. In the Indian context, English has acquired the position of the most significant language and promotes career growth.A majority of Indians believe in the transformative power of English…. Throughout India, there is a

belief among all classes in both rural and urban area in the transformative power of English. English is seen not just as a useful skill but a symbol of better life, a pathway out of poverty and oppression. (Graddol 120)

II. METHODOLOGY

This study is based on Primary and Secondary sources and is an effort to analyses the role of innovative English language teaching aids in enhancing the professional opportunities. Research papers and articles published innational and international journals, blogs, webpage and books are referred.Aninclusivestudy of the available literature was undertaken by using both printed and internet sources

III. REVIEW OF LITERATURE

Crystal comments that (2003) English has attained the status of the most used language for international negotiation and international establishments. S. Ammanni and U.Aparanjaniremarks that (2016) English and ICT (Information and Communication Technology) have become indispensable tools for a number of activities and emotions of everyday life. English language has become a global language because of its abundantpurposes and preferences over several other languages over the world. English has become the window to the world. ICT offers a number of things to both teachers and pupils for the improvement of their vocabulary and enhancement of English language skills. it is essential to use modern methods and tools of ICT to develop better consideration and attainment of basic skills i.e., LSRW (Listening, Speaking, Reading and Writing) of English language analyses Md. Shakil Akhtar (2016) Shalini Jayanthi and R. Vijay Kumar (2016) remarks that the use of ICTs in language teaching has countless benefits. The development in the use of ICT, like language lab, videos, satellite broadcast, videoconferencing and web seminars have supported the richness and quality of education both on and off campus. the role and use of ICT for teaching of English language is increasing as instructors have realised its capability to create both independent and collaborative learning environment in which students can learn English with much ease as remarked by M.R. Raval (2014) While Babak Ghasemi and Masoud Hashemi (2011) writes that ICT has opened new avenues and brought new challenges to language learners as well as teachers, The accountability of learning tasks has shifted towards the learners and this has intensely changed the roles of teachers. According to Akpabio, Effiong and Ogiriki, Ivy Bubaraye (2017) use of technology play a vital role in enabling teaching and learning as it has made teaching and learning of English language communicative and collective instead of the traditional teaching and learning process where the teacher is the only embodiment of knowledge. S. Robinson Joseph Samuel and Zaitun Abu Bakar (2006) firmly argue that the utilization and integration of ICT tools can indeed assist students in acquiring English Language competency as well as enhance the quality of their learning experience. B. Madhavi Latha (2014) use of ICT in English language teaching has changed the face of language learning and teaching in aadvantageous way and will continue to do so in future with further technological developments. ICT incorporation in English Language teaching inspires and encourage the students to learn and enhance their communication skills. ICT incorporation in English Language teaching in the educational institutes rises student's enthusiasm in self-learning of the subject with interactive digital materials and multimedia elements available. Suma Sreedhar and Jarikre Amos O (2016) According to academic investigate, linguists have confirmed that there is not one single best method for everyone in all backgrounds, and that no one teaching method is integrally superior to the others points out Prija Nair (2019).

English and Employability

Trade as a terminology and practice has progressed in the recent era. The primevalnotion of inland business has led way to global proficiencies and growth into international marketplaces, connectingpublicand society,speaking different languages from severaldialectology. Trade partners with no common native language will overcome the language barrier by communicating in a non-native language. (HyejinKua& Asaf Zussmanb 1) A multinational company operates in diversezones and in order to boost communication and enactment has adopted English as the language of communication. These companies require a common mode of communication.Corporatesare always troubled by untrained manpower for which inadequate communication skills is the main reason. (Sankar G, Kumar SPS 3) Hence,the employability of students directly rests on their English language skill. Communication skill is one of the most important skills required from aneffectiveemployee.Has created a huge demand of expert instructors of English language. Absence of English language skill has been contemplated as a barrier to achieve professional excellence and workplace success. English communication skills have become an integral pre-requisite for a profession at national or international level. English proficiency is the key factor for employment success and advancement. (Durga V.S. 3)

ICT Enabled Teaching toImproving English language Proficiency

In the present era, the role of an instructor in ELT obtains greatest significance. Chiefly the education system in India demands to assess the method of teaching of English language. In the current years the rural populace has endured an incredible transformation. Insertionof technology and surge of social media has introduced features previously unfamiliar. Due to exposure to international scenario and to English language there is a new obligationon the students to obtain essential language skills but, the prevalent method of ELT does not develop an ability to cater to the demands of growing industry.The expansion of information communication technology (ICT) in the early 21st century witnesses an overwhelming response to the integration of ICT in English language teaching practices. In the preliminarystagecomputer added language learning sustainedwith a marginal interest in the language teaching community and there was trivial indication of integration into conventional thought process, teaching, and exercise. Technology plays a significantrole in ELT because of its utility in delivering the resources for teaching and learning procedure and can convert the setup of learning tools and curricula. The relevance of computer aided teaching learning has been recognised and is being acceptedby majority and have positive impact in enriching the program outcome in order to cater to the professional needs.Student in India lack self-confidence when it comes to English language learning. The instructors need to adopt ICT methods of English language teaching to create the required aptitude. The conventional teaching methods are no doubt beneficial but in currentsituations if pedagogy wants to fulfil the requirements of the market, and make students employable then there should be more use of innovative teaching methods. The contemporary generation is technically knowledgeable. smart phone and computers have become a part of daily life.

Instructors must employ ICT for all the topics of English Language as there arevarious teaching aids which facilitate the teaching and learning of English Language: videodiscs, CD-ROMS, DVD, and power point projectors, Zoom, google meet etc. can be useful in the teaching of different topics of English Language such as literature (plays, prose or poems), writing, vocabulary development and grammar.The impact of computers has multiplied with the rapidevolution of technology,presentingnumerous educational tools and web-based applications. "Digital tools are essential in the recognised field of computer assisted language learning (CALL), but also has become a core part of English language teaching (ELT) in general." (Motteram2013) The world is

enunciating the fourth industrial revolution called 'Industry 4.0.' The human participation is restraining and 'Internet of the Things' and 'Data Analysis' and "Artificial Intelligence" seems to be the approaching future of human reality. The initialapproaches of computer added English language teaching has extended with practice-based knowledge.

ICT Enabled English Language Teaching for Better Professional Opportunities

The information and communication technology has altered the human life and has a significant impact on all form of communication taking place all over the world. Almost all zones, whether financial or non-financial has seen the impact of ICT in their day-to-day transactions. The advancement in the technology and innovations in education system has made noticeable influence on the academic growth. The method of instruction has transformed due to implementation of ICT tools in teaching and learning process including languages. An active use of technology has proved as a vital resource for teaching of English language and create both self-governing and collective learning environment. Advanced concepts like 'blended learning' and 'flipped classroom' can initiate and produce anticipatedproduct with rise in learning time and efficiently interact language learning to develop better comprehension and attainment of basic skills i.e., LSRW (Listening, Speaking, Reading and Writing). As compared to the initial technical aids, the current technology has become more workable with a numerous software and language learning application like: hypermedia documents, various tools and programs thatcan assist a language instructor to syndicate variety of web-based resources in a language classroom.E-learning incorporates use of technology and comprise all forms of computer added language learning in the form ofmassive open online courses (MOOCs) to virtual learning environment (VLE) and learning management system (LMS).

The modes of e-learning proves that technology embedded ELT deliversincessant guidance and knowledge achievement competently to fulfil the demands of changing market. Due to onlineteaching,course projects can be planned around individual and specific requirements. Instructor has the freedom to plan E-content to as per the needs of diverse learner groups and offers study material based on the previous knowledge of English. It has become favourable to accept various language teaching methods by using technology embedded web-based applications. When technology is combined in English teaching learning, it efficientlyrouses students' interest and enthusiasm because they are digital natives. (Cakrawati, 2017) Use of ICT in teaching -learning or online mode for English language has created new methodsto conduct learning activities and encourages higher thinking competencies, promotes communication skill, in-depth knowledge of grammar procedures with a touch of market oriented professional English skills to achieve desired program outcome. This method is learner centric and enables transfer of knowledge and skills to a large number of learners.Learning proper communicative English with the help of a software enhances the self-confidence of the learner which will help in interpersonal relationship at workplace. Online ELT provide a number of teaching as well as learning styles by the means of language learning activities of quiz, questionnaires, puzzles, presentations of not only grammar but picturisation of literary topics at the same time impart training and knowledge to enhance the required confidence to work effectively in a company.

IV. CONCLUSION

Expert from market and industry should be consulted while framing the syllabus of English language so that the proportion of employable candidates will increase and educational institutes will be successful in developing

the required skill set in the students. Develop self-learning system and involve students in the creation of knowledge. Numerous activities-based teaching units,including students should be included to encourage communicative skills that are vital to function in the government and corporate culture. Change is predictable for quality augmentation. The conventional teaching methods are no doubt useful but in current scenario if education system wants to meet the demands of the market, and make students employable then there should be more use of technology. Technology has contributed greatly in language learning process by inventing new mediums of audio-visual aids. The visualized based teaching of English language will speed up the process of language learning. The quality parameters of pedagogy should change as per the changing world. There is a fast-trackexpansion in the corporate sector and it is a duty of the education sector to elevate English language teaching in India as per their demands. Incorporate the knowledge of innovative technologies in English language learning. There has to be an upgradation in communication skill in all the three forms RWL to be comprehensive enough for professional advances.The Information and Communication technology have transformed the attitude of learners notonly in obtaining and learning the English language but also for acceptance of modern technologies inlifelong learning. It also has optimisticinfluence on the students in such a way that they feel more successful, motivated using computer-based instruction and got good chances to practice the language without fear.Thus, it endorses criticalthinking and improvedcollective learning which results in higher self-esteem and confidence to work in the setup of an organisation.

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National Education Policy 2020: Perspectives, Implementation and Criticism

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ABSTRACT

Densities and viscosities of the binary mixtures of propionaldehyde with methanol, ethanol n-propanol and n-butanol at 298.15, 308. been determined by using experimental data. Viscosity deviations, excess molar volumes and excess free energies of activation of viscous flow have been calculated and correlated with Redlich-Kister polynomial equation.

Keywords: Density, Viscosity, Viscosity deviation, Excess molar volume, Binary system, propionaldehyde.

I. INTRODUCTION

National Education Policy 2020 was approved by union cabinet on 29th July 2020. This policy has arrived after the passage of a long period of 34 years, till then the educational policy 1986 was being followed around the nation. NEP 2020 aimed to transform India's education system by 2040. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability; it envisioned an India-centric education system that will lead the transformation of nation into a vibrant knowledge society. This policy also has a plan to raise the state expenditure from 3% to 6% of GDP as soon as possible. It also aimed at achieving 100% gross enrolment ratio in school education by the year 2030.

II. POSITIVE PERSPECTIVES

1) Emphasizing the early childhood care and education it replaced the old 10+2 structure with a new 5+3+3+4 structurecorresponding to the age specific requirements of the children.
2) NEP 2020 proposed, setting up of a National Mission on Foundational Literacy and Numeracy by MHRD due to urgent and necessary prerequisite to achieve Foundational Literacy and Numeracy for all students till class 3 by the year 2025.
3) New and comprehensive curricula aiming at the holistic development of learners, reducing the content to improve the essential learning and critical thinking along with greater emphasis on experiential learning is focused in this policy.
4) Keeping the needs of children in mind this policy emphasized on mother tongue/local language/regional language as medium of instruction till grade 5 and preferably even beyond that. Language imposition is not there. Foreign languages will be offered to the students at secondary level.

5) NEP 2020 emphasized on a regular and formative assessment which is more competency-based, tests critical thinking and conceptual clarity of the students.

6) Appropriate authorities will conduct the school examinations for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue.

7) Equitable and inclusive education is also stressed in this new policy.

8) Recruitment of teachers will also undergo a substantial change. It is planned to be more transparent and the promotions will be merit based.

9) A holistic multidisciplinary education regarding higher education is also focused in this policy.

10) An Academic Bank of credit is to be established for digitally storing the academic credits earned from different Higher Education Institutions. So that these can be transferred and counted after completion of final degree.

III. POINTS OF CRITICISM

The proposition that mother tongue should be the medium of instruction up to class 5, will make it difficult for the children to pick up other language as one grows older.

Over emphasis on online teaching system as a large number of students do not have access to such technology and gadgets.

The sharpest criticism of NEP 2020 is that it would lead to the privatization of higher education, as it has changed the affiliation system and have proposed to grant autonomy to colleges after 15 years which will certainly open the doors to privatization.

IV. KEY POINTS IN NEP 2020

NEP 2020 focuses on the different fields of the education systems. Those changes in the NEP 2020 are –

In school-level education, the current system of 10+2 is being replaced by a 5+3+3+4 structure for the age of 3-8,8-11,11-14, 14-18 years. In the 3-6 years age group, the school curriculum is called as the crucial stage for the development of the child mentally.The school children back into the mainstream through an open schooling system.

By 2030, the education from preschool to secondary school will be 100% of gross enrolment ratio in school education. Gross enrolment ratio refers to the number of students enrolled in the school at the different grade levels and compare with the ratio of the previous batch of the grade.

The board examinations of the class 10th and 12th become more competencies and practical rather than memorized facts. It will be easier. And students are allowed to take the exam twice.

All the extracurricular activities like music,art and literature should be taught as a compulsory part in the colleges. All higher education institutions must have compulsory departments in languages, literature, art, dance, theatre, etc.

NEP 2020 includes the three-language policy which states that whenever possible, the medium of instruction until at least grade 5 but preferable till grade 8 and beyond it will be any language. And Sanskrit will be the mainstreamed.

The post-graduation degree M.Phil. (Master of Philosophy) to be discontinued.

Each and every student will be taught a vocational skill by his or her choice and coding will be taught from 6th class.

There will be a compulsory internship of 10 days from the 6th class with local trades or crafts.

NEP 2020 mainly focuses on the practical knowledge and skill development which will begin from 6th class.

For admission in all the higher education institutes, there will be one common entrance exam which is held by NTE and this exam is not compulsory for all the students, it will be optional.

There will be multiple entry and exit system, people can start and end their education after a period of time and they are allowed to join back their studies,without losing any credits.

NEP 2020 also promotes the foreign study destinations. It is compulsory for each and every institution to have an international student's office to host foreign students.

NEP 2020 allows foreign colleges to set up their colleges in India and they have special rules and regulations to set up their campuses.

V. IMPLEMANTATION IN NEP 2020

As we all know, in 1968, National Education Policy was delayed because of a shortage of funds. And today also it is very difficult to implement the new education policy 2020 immediately. For implementation, the government needs sufficient funds.

The New Education Policy 2020 is a totally new stage of education. Government set a target to implement the entire policy till 2040 because NEP 2020 is very vast and broad and needs a proper direction to follow.

As we all know education is a concurrent subject i.e., for both State and Centre governments to make laws on it. and the reforms can only be implemented with the decision combined taken by both the government (state and central).

However, the government needs a proper plan for implementation and a specific body such as the HRD Ministry, NCERT, all the educational bodies in India for implantation.

VI. CHALEENGES IN IMPLEMENTATION

The challenges that might be faced by our country for the success of the new policy in India might include-

We need to open new universities every week for 15 years to complete the goal for doubling the gross enrolment ratio in higher education by 2035. And it is a herculean task for India to open universities every week.

It is very difficult to make education available for each and every child. In India there are more than 2 crore children who are currently not in school and for that we need to set up around 50 schools in a week for 15 years to accomplish the target for educating all children in India.

As we all know because of covid, the big challenge for the government is funding. For a buildup school, universities and appointing facility and teacher for children, we need more funding.

We need to create a large pool of trained as well as more educated and capable teachers.

It is great challenges for our country to make things work online because there are so many people who don't have an idea of internet.

VII.   COMPARISON: NEP 2020 and NEP 1986

NEP 1986 focuses on women empowerment, adult literacy and early childhood care whereas NEP 2020 focuses on the children's practical knowledge. There is a broad difference between both the policies are-

Main objective of NEP 1986 overall development of the students and women empowerment whereas NEP 2020, focuses on providing interdisciplinary and multidisciplinary liberal education of the students.

In 1986 the structure of the education system was 10 (5+3+3)+2+3+2 and in 2020 the education structure is suggested as 5+3+3+4+4+1.

In 1986 the preliminary education started at the 6th year of a child but in 2020 the first preliminary education starts at the age of 3 year known as a foundation stage.

In 1986 NEP, all the undergraduate and postgraduate exams were based on the entrance exam except NIT and medical colleges. And now in NEP 2020 all the admission for PG or UG is based on national testing agency examination held by the HEI at the national level.

Earlier the under graduation programme are for three year or four year and post-graduation programme are of two year with specialization focus but now in the new policies the under graduation programme are of four year with the provision to exit after one year with diploma and re-enter whenever you want to complete a degree and post-graduation will be for one or two year with more focus on specialization and research.

Earlier in the 1986 Policy, no foreign universities were allowed to function directly in India but now in policies of 2020, the top ranked foreign universities will be allowed to function in India .

In 1986 Policies, students had a choice based credit system but now students have the liberty to choose any subject or any stream for their career.

Earlier, teaching and learning methods mainly focused on classroom training but now there will be more research work, field work and more practical knowledge.

The expected ratio of the student faculty was 20:1 in 1986 in the higher education system but now in 2020 policies the student faculty ratio will be 30:1.

Online distance learning is being permitted by all the universities in the 2020 Policy whereas in 1986 only accredited and permitted universities allowed online distance learning.

Earlier there were no multiple entry and exit available for the people but now anyone can get into the multiple entry and exit in the education system which means any one can complete their education anytime.

All the things in the 1986 policy are available physically but now in 2020 NEP all the things focus on the online library,online study books and journals.

VIII.   CONCLUSION

It is expected that NEP 2020 will bring a new revolution in the education system. It will prevent students from dropping out of education by providing flexibility. We all know that every proposal take some time to get in shape and may also have some drawbacks as nothing can be perfect. But considering all the perspectives in mind it can be said that this policy seems to have power of bringing the most awaited transformation in the history of education. So let's welcome it with open hearts.

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Ultrasonic Study of Molecular Interaction of *cis*-Potassium Trioxalato Aluminate (III) Trihydrate Complex with Propenol-Water Mixture at Different Temperature

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ABSTRACT

The measurement of density and ultrasonic velocity of cis-potassium trioxalato aluminate (III) trihydrate complex with propanol-water mixturehave be measured in aqueous solution at different concentration and different temperature.

The simple physical properties like density and ultrasonic velocity and viscosity are used to explain the molecular interaction in aqueous solution of propanol. The apparent molar volume, adiabatic compressibility, apparent molar compressibility, acoustical impedance, intermolecular free length, wada's constant and viscosity relaxation time have been calculated . The result are discussed in the light of solute-solvent interaction and structural effects on the solvent in solution.

Keywords: Ultrasonic velocity, density, viscosity, adiabatic compressibility, wada'sconstant ,viscosity relaxation time

I. INTRODUCTION

1.1. General Introduction:

Ultrasonic method finds extensive application for characterizing aspects of physiochemical behavior such as the nature of molecular interaction in pure liquids as well as liquid mixture [1-5]. The study of the solution properties of liquid mixture consisting of polar as well as nonpolar components finds application in industrial and technological process. Most of the work on binary mixture is channelized towards the estimation of thermodynamic parameters like adiabatic compressibility, free length etc, and their excess value so as to relate them towards explaining the molecular interaction taking place between the components of the binary mixture. Further, such studies as a function of concentration are useful in gaining insight into the structure and bonding of associated molecular complexes and other molecular processes [5-10]. Ultrasonic velocity measurement have been successfully employed to detect and assess weak and strong molecular interaction present in binary liquid mixture. We have measured (ρ), ultrasonic velocity (u), viscosity (η), with different mole fraction at different temperature. From this data, acoustical parameter like adiabatic compressibility (β), inter molecular free length (Lf), free volume (Vf), and their excess values are computed. Result are used to explain the nature of molecular interaction between mixing compound. Further, the experimentally measured ultrasonic velocities

at various molar concentration have been compared with theoretically estimated velocities based on empirical, semi-empirical & statistical models for the binary system.

Further, such a study of molecular interaction between solute molecule and solvent media has got great important in many fields of science including medicinal chemistry, industrial processes, biochemistry etc. The solute-solvent and solvent-solvent interaction can be studied by the measurement of relative viscosity and ultrasonic velocity of an electrolyte in solution. This type of study helps us to understand the structure making and breaking properties of solute. Ultrasonic waves in recent year, have acquired the status of an important probe for the study of structure and properties of matter in basic science ultrasonic parameter are being extensively used to study molecular interaction in pure liquid [3-5], liquid mixture [6-8] and electrolytic solution [9].

II. MATERIAL AND METHOD

2.1 Prepration of potassiumtrioxalato aluminate (III) trihydrate complex.

For preparation of complex we use the reference procedure from vogel's inorganic practical book. From this, 0.5 g of aluminium foil will taken in 250 ml beaker , 50 ml 30% KOH solution is added with content stirring in a small portion filter and remove residue. Beaker is heated up to boiling to dissolve aluminium foil completely . To this solution about 4.5g of oxalic acid is added in small in stamen and heated it in water bath Then the solution was filtered un reacted residue was clear filter was allow to settle down and then precipitation was filter . After filtration dry the ppt and weight. Take 25 ml of complex solution in a conical flask and added 6.5ml of butter solution (pH=10) and 3-4 drops of ereochrome black -T . Weight accurately 0.05 g of complex . Dissolved in water and dilute up 50 ml volumetric flask then in a conical flask 10 ml dil . H2So4 and 10 ml of complex solution is added . Then the solution of conical flask was heated upto 60 C° to and then titrate against standard KMnO4 solution. Yield of the complex is 5g m and colourof the complex is white crystals.

2.2 PHYSICAL MEASUREMENT:

Solutions of varying concentration were prepared on molarity basis from 0.04 stock solution of each complex sample with double distilled water. All the measurements were carried out at 303.15K, 308.15K, 313.15K, and . Density measurements were carried out for different solutions at 303.15K, 308.15K, 313.15K, and using a open capillary density bottle. The ultrasonic velocity in the solutions was measured using an ultrasonic interferometer at a frequency of 2 MHz with an accuracy of ±0.05 %. The relative viscosity was measured using a pre-calibrated Ostwald viscometer.

2.2.1 Methods of calculation:
THEORY AND CALCULATIONS:

The data of density (ρ), ultrasonic velocity (u) and viscosity (η) has been used to evaluate many acoustical parameters by using the following standard expressions for understanding solute-solvent, solvent-solvent interaction and structural changes.

(i) **Adiabatic compressibility:-** $$\beta_s = \frac{1}{\rho_s u_s^2} ------ (1)$$

Where $\rho_s =$ density of solution, $u_s =$ sound velocity.

(ii) **Intermolecular free length** (L_f) :- $L_f = K\sqrt{\beta_s}$ $-----(2)$

Where 'K' is a temperature dependent constant known as Jacobson constant [m].

(iii) **Specific acoustic impedance (Z):-** $Z = u_s \rho_s$ $-------(3)$

(iv) **Wada's constant** (W) :- $W = \left(\dfrac{M}{\rho_s}\right) \cdot \beta_s^{-\frac{1}{7}}$ $-----(4)$

Where 'M' molar mass of the solution.

(v) **Molar sound velocity or Rao's constant** (R) :- $R = \left(\dfrac{M}{\rho_s}\right) \cdot u_s^{1/3}$ $------(5)$

(vi) **Relative association** (R_A) :- $R_A = \left(\dfrac{d_s}{d_o}\right)\left(\dfrac{u_o}{u_s}\right)^{1/3}$ $-----(6)$

Where ρ_o= density of solvent, u_o = velocity of solvent

(vii) **Apparent molar compressibility** (Φ_β): $\Phi_\beta = \left(\dfrac{1000}{m\rho\rho_o}\right) - (\rho_o\beta - \rho\beta_0) + \left(\dfrac{\beta_0 M}{\rho_0}\right)$ $--(7)$

(viii) **Apparent molar volume** (Φ_V):- $\Phi_V = \left(\dfrac{1000}{m\rho\rho_o}\right)(\rho_o - \rho) + \left(\dfrac{M}{\rho_0}\right)$ $----(8)$

(ix) **Relative viscosity(η):-** $\eta_r = \left[\dfrac{d_s . t_s}{d_w t_w}\right]\eta_w$ $----------(9)$

(x) **Viscosity relaxation time :-** $\Gamma = \dfrac{4\eta}{3\rho . u^2}$ $--------(10)$

(xi) **Absorption coefficient:** $Abs_{coeff}(a/f2) = \dfrac{8\pi^2\eta}{3\rho \times u^2}$ $------(11)$

(xii) **Internal pressure (π_i) :-** $\pi_i = bRT\left(\dfrac{K.\eta}{u}\right)^{1/2}\left(\dfrac{\rho^{2/3}}{M_{eff}^{7/6}}\right)$ $--(12)$

(xiii) **Free volume (V_f):-** $V_f = \left(\dfrac{M_{eff}u}{K.\eta}\right)^{3/2}$ $-------(13)$

'k' is temperature independent constant equal to 4.28x10^9 for all liquids.

(xiv) **Gibb's free energy (ΔG)** was calculated from the relation; $\Delta G = KT\log\left(\dfrac{K.T.\Gamma}{\hbar}\right)$ $----(14)$

'K' Boltzmann constant, 'ħ' is Planck constant and Γ relaxation time.

❖ **The units of** -Density(ρ):**kg cm^{-3}**,Viscosity(η): **cp** , Ultrasonic velocity (U) : **ms^{-1}**
Adiabatic compressibility (β_s): **cm^{2}dyne^{-1}**, Apparent molar volume (Qv): **cm^{-3} mol $^{-1}$**,Apparent molar compressibility (Qk): **cm^{-3} mol $^{-1}$bar^{-1}**, Acoustical Impedance (Z): **kg. m^{-2}s^{-1}** Intermolecular free length (L_f): **m**, Wada's constant (W): **m^3 Pas$^{-8/7}$ mol^{-1}**, Viscosity relaxation time (τ): s

III. RESULT & DISCUSSION

AL IN PROPANOL

Table 1: Density (ρ), ultrasonic velocity (u), adiabatic compressibility (β_s), intermolecular free length (L_f), acoustical Impedance (z), Wada's constant (W), Rao's constant (R), relative association (R_A), apparent molar compressibility (ϕ_β), apparent molar volume (ϕ_V) for AL IN propanol at different temperatures.

Conc	ρ kg.m^{-3}	u m s^{-1}	β_s 10^{-11} m^{2}N^{-1}	L_f 10^{-11} m	z x10^6 kg. m^{-2}s^{-1}	W m^3 Pas$^{-8/7}$ mol^{-1}	R	R_A	$\phi_\beta \times 10^{-1}$ m^{2}n^{-1}	ϕ_V m^3 mol^{-1}
T=303.15K										
0.000	1716.4	4364	3.0592	1.1477	7.4904	8.6695	1190.76	0.9919	_	_
0.001	1701.6	4356.8	3.0960	1.1546	7.4135	8.7300	1199.14	0.9919	5.8429	-1.3943
0.002	1697.6	4331.6	3.1396	1.1627	7.3533	8.7331	1195.01	0.9915	2.9258	-3.4296
0.003	1695.6	4322.8	3.1561	1.1657	7.3297	8.7369	1193.99	0.9910	1.9534	-2.0332
T=308.15K										
0.000	1719.3	4291.2	3.15857	1.1769	7.3779	8.6155	1168.92	0.9842	_	_
0.001	1717.2	4484.4	2.89581	1.1268	7.7006	8.7337	1223.05	0.9842	5.7800	-1.2496
0.002	1703.6	4462.4	2.94778	1.1369	7.6021	8.7811	1226.76	0.9780	2.9106	-1.5137
0.003	1699.6	4450.4	2.97068	1.1413	7.5639	8.7920	1226.34	0.9766	1.9455	-1.9233
T=313.15K										
0.000	1722	4366	3.0465	1.1646	7.5183	8.6465	1187.44	0.9849	_	_
0.001	1709.2	4468.8	2.9297	1.1421	7.6381	8.7600	1224.50	0.9849	5.7950	-1.1949
0.002	1708.8	4465.6	2.9346	1.1430	7.6308	8.7600	1223.91	0.9849	2.8982	-1.2638
0.003	1700.4	4427.2	3.0005	1.1558	7.5280	8.7754	1219.38	0.9829	1.9417	-2.1134

Table 2: Viscosity (η), viscosity relaxation time (τ), Abs coefficient, internal pressure (π_i), free volume (V_f) and Gibbs free energy (ΔG) of AL IN propanol at different temperatures.

Conc.	$\eta_{\times 10^{-3}}$ Nsm^{-2}	τ x10^{-14} s	$\alpha/f^2 \times 10^{-14}$	π_i x10^5 Pa	V_f x10^{-3} m^{3}mol^{-1}	ΔG x10^{-21}
T=303.15K						
0.000	1.20	4.8948	4.8946	2.5868	8.5558	-2.1337
0.001	1.12	4.6234	4.6233	2.4868	9.4652	-2.2374
0.002	1.17	4.8977	4.8976	2.5451	8.7882	-2.1326
0.003	1.21	5.0918	5.0917	2.5888	8.3306	-2.0620
T=308.15K						
0.000	1.19	5.0116	5.0115	2.6007	8.4480	-2.0951
0.001	1.25	4.8264	4.8262	2.6053	8.3829	-2.1647
0.002	1.30	5.1095	5.1094	2.6494	7.8459	-2.0593

0.003	1.32	5.2284	5.2283	2.6691	7.6373	-2.0168
T=313.15K						
0.000	1.14	4.6307	4.6305	2.5262	9.2464	-2.24731
0.001	1.22	4.7657	4.7655	2.5703	8.6487	-2.19335
0.002	1.27	4.9693	4.9691	2.6230	8.1343	-2.11479
0.003	1.30	5.2008	5.2007	2.6565	7.7532	-2.02927

All discussion are disscuss as shown in Table 1 and Table 2.

Density decrease and ultrasonic velocity and viscosity are increase with increase in concentration of solute. The linear behavior with increase in velocity with concentration indicates the interaction between unlike molecule, which suggests weak solute-solvent (dipole-dipole) interaction between the component molecules. As density decreases the number of solute particles in the given region decreases [17]. It shows reverse trends in ultrasonic velocity and density with increase in temperature show molecular forces are weak at high temperature. The increase in ultrasonic velocity is structure making type.

Increase in concentration of cis- potassium trioxalato aluminate (III) trihydrate complex results the linearly increases in adiabatic compressibility and free length. This trend supports weak solute-solvent interaction and suggests aggregation of solvent molecules around solute molecules [18,19]. The magnitude of adiabatic compressibility and free length decreases with increase in temperature, it clearly reveal that interaction become stronger at higher temperature [20]. The specific acoustic impedanceis the parameter related to the elastic properties of the medium. The specificacoustic impedance is the impedance offered to the sound wave by the components of the mixture. In present investigation, specific acoustic impedance decrease with increase in concentration. This trend further supports that there was no possibility of molecular interaction due to H-bonding between solute-solvents and solvent-solvent molecules which restrict the free flow of sound waves [21]. The specific acoustic impedance is directly proportional to density, ultrasonic velocity and inversely proportional adiabatic compressibility [22].

The molar compressibility (Wada's constant)and Molar sound velocity (Rao's constant) non linearly increase with increase in concentration which indicates that the magnitude of molecular interaction is enhanced in the system, which indicate interaction between solute-solvent molecule decrease. This leads to tight packing of the medium by decrease the molecular interactions [23].

Relative associationis the measure of extent of association of components in the medium. The relative association is depends on either breaking up of the solvent molecules on addition of solute to it or the solvation of present ions. The relative association non-linearly decreases with increase in concentration.

The apparent molar compressibility and apparent molar volume decreases with increase in concentration which indicates interaction between solute-solvent molecules enhanced. Some values are positive due to the compressibility of solvent due to the weak electrostatic force in the vicinity of ions. This trendssupports that the availability of more number of components in a given regions of space. This leads to tight packing of the medium and there by increases the interactions [24].

The viscosity relaxation time is the time required for the excitation energy to appear as translational energy. In present work viscosity relaxation time non-linearly decreases with increase in molar concentration and decreases with increases in temperature. Where, with increase in temperature, it shows the instantaneous conversion of excitation energy to translational energy. This indicates strong molecular interaction between the solute and solvent molecules, where it show the instantaneous conversion of excitation energy to

translational energy [25]. Absorption coefficientdecreases with increase in concentration and this trend suggest that the extent of complexity decreases with increase in concentration [26].

The internal pressure is a measure of cohesive forces between the constituent's molecules in liquids. The internal pressure is an inverse function of free volume. The internal pressure for a given system decreases with increase in concentration of solute, which indicate decrease in London force (cohesive forces) which leading to breaking the structure of solute. This suggests there is a weak interaction between the solute and solvent molecules. (or there is an decrease in the extent of complexation with increase in concentration [27].

The free volume increases with increase in concentration of solute and temperature. This increasing trend is due to stronger intramolecular interaction than intermolecular interaction which attribute to lose packing of molecules inside the shield, this suggest weak molecular interaction in components of mixtures [28]. The Gibb's free energy decreases with increase in molar concentrations of and non-linearly increases with increase in temperature the cis- potassium trioxalato aluminate (III) trihydrate complex. The increase in Gibbs free energy (ΔG) with temperature suggests longer time for rearrangement of molecules in the mixture [29]. The decreasing positive values of Gibbs free energy (ΔG) suggest the molecular dissociations [30].

IV. CONCLUSIONS

From the present investigation experimental values of density, ultrasonic velocity, viscosity and related acoustic parameter values indicate that thermodynamic parameters are sensitive to molecular interactions for ternary liquid mixtures at different concentrations and at varying temperatures. Thus it is conclude that in mixture of studied compound, both solute-solute and solute-solvent interaction is existed. Some parameters specially, free length and adiabatic compressibility indicate strong interaction between solute-solvent molecules in the studied system.

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Impact of Social Media on Student Perception towards Higher Education

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I. INTRODUCTION

Over the years, many new technologies are invented and changed the lifestyle of people. One of these is the Internet, and over time, it was fashionable to social networking sites. The main goal of this website is to interact with your family and friends as well as with people, whether they are nearby or far away. The internet has given us the ability to connect with people from around the globe with a few clicks of a button. And you can easily send information to a friend or get information. Social Medias such as Facebook, Instagram, Twitter, and Snap chat etc., have attracted millions of users, many of whom have integrated these sites into their daily practices.

social media have got credibility over the years as a trusted source of information and platform where organizations can interact with audiences. Social media tools make the students and institutions with multiple opportunities to enhance learning methods. Through these networks, people can incorporate with social media plug-in that enable sharing and interaction. Students can be benefitted from online tutorials and e-resources that are shared through social networks and LMS's. There is valuable knowledge to be gained through social media such as analytics and insights on various topics or issues for study purposes. Social media is also a medium where students can establish beneficial connections for their placements. As an educational institution, it is crucial to be active in many social platforms possible; this creates better student training strategies and shapes student culture.

Use of social media and mobile devices presents both advantages as well as challenges, mostly its benefits seen in terms of accessing course contents, video clip, transfer of the instructional notes etc. Overall students feel that social media and mobile devices are the cheap and convenient tools of obtaining relevant information. Studies in western countries have confronted that online social media use for collaborative learning has a significant contribution to students' academic performance and satisfaction (Zhu, 2012). The purpose of this research papers was to explore how learning and teaching activities in higher education institutions were affected by the integration and application of mobile devices in sharing the resource materials, interaction with colleagues and students' academic performance. The broad goal of this research was to contemporise the in-depth perspectives of students' perception of mobile devices and social media in learning and teaching activities.

II. OBJECTIVE OF THE STUDY

The objective of this study is to explore students' beliefs with regard to social media use in higher education and the consequences of such use on the perception of their academic performance.

The objective of this study is to determine the major influential factors with regard to social media use in student learning settings as a means of enhancing their performance.

The Student Perceptions

Student perceptions are thoughts, beliefs, and feelings about persons, situations, and events.

Social media can influence students learning and promote positive change

Social Media helps boost creative skills in students by permitting them to learn and later execute the same by doing it themselves. Quite frequently, a student's hidden talent is revealed when he/she starts to take pictures and use online editing skills to make it took aesthetically appealing.It helps you in analyzing the different answers and different opinions of different students. It increases your imagination and creative skills. Social media helps in delivering the training to students with the help of the latest methodologies and help in shaping their future.Social media promotes self-directed learning, which prepares students to search for answers and make decisions independently. When reinforced in a classroom setting, these social media skills can be guided and refined to produce better learning outcomes and critical awareness.

Social media important in higher education

A key advantage of social media in higher education is that it allows students to connect. That might be from home, different campuses, work study programs, or at a conference. Not all students live on campus. That doesn't mean they're less motivated to engage and participate in student life.

Benefits of social media for students

Learning & Networking, For Creative Expression, Experience Global Exposure, Employment Opportunities, Social Media Marketing

The Advantages of Social Media Use

The Following advantages of using social media.

Build relationships. Social media is used for more than just brand-customer interaction., Share your expertise. You have the chance to talk about what you know and what you want to be recognized for on social media., Increase your visibility., Educate yourself., Connect anytime., Global connectivity., The right place for noble causes., An excellent tool for education., Information & updates., Share a large amount of information daily., Join a community., Drive traffic to your website., Access to paid advertising services., Connectivity. Connectivity is among the most significant benefits of social media., Education. The use of social media in education is commendable., Information and Updates., Awareness., Share Anything with Others., Helps in Building Communities., Noble Cause. And Mental Health.

Challenges ofsocial media

Homesickness. One of the first challenges you may face in university is missing home., Transitioning to university life., Roommates., Effective studying., Time management.

Budgeting., Relationships., Partying., Physical and mental health., Cost of an education and student debt.

Healthy Relationship withsocial media

Avoid looking at images you know trigger your thoughts of comparison by following accounts on social platforms that you often compare yourself to.Try to spend less time on social media. If you find this difficult, remove the apps from your phone, so they aren't as easy to log in to.Try to understand why you are making comparisons because looking like they do won't make you happy.Most importantly, stay focused on you!

The Disadvantages of using social media by college students

The Following Disadvantages of using social media.

Inadequacy about your life or appearance, Fear of missing out and social media addiction, Isolation, Depression and anxiety, Cyberbullying, Self-absorption, A fear of missing out can keep you returning to social media over and over again, Lacks Emotional Connection, Gives People a License to be Hurtful, Decreases Face-to-Face Communication Skills, Conveys Inauthentic Expression of Feelings, Diminishes Understanding and Thoughtfulness, Causes Face-to-Face Interactions to Feel Disconnected and Facilitates Laziness.

III. CONCLUSION

Social media is the latest technology that helps all students in gaining information and knowledge by adopting different methodologies. The utilization and involvement of social media in education helps students, teachers, professors, and parents to get specific information. They can connect themselves with different learning and educational groups and can achieve success.Social media platform continues to transform pedagogy and can be used to upholdlearning and teaching activities that were traditionally confined to classrooms. The use of social media platform in higher education institution presents manychallenges but its importance cannot be ignored. Research has established that a most of academics are of the perception that social media may be employed successfully in supporting the provision of student-cantered learning approach.With the help of social media, students no longer continue to remain passive absorbers of knowledge but become co-producers' and contributors. In the current situation, educational environment, learning has become more of a social process and the use of social media strengthens the learning and teaching process. The use of social media, like in most of the areas, is here to stay in higher education settings too.All the above-explained points describe the benefits of social media and its various platforms. By reading all the points, students can understand the importance and value of social networking websites in the educational field.

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Higher Education Reform in India : Issues and Challenges

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I. INTRODUCTION

Higher education system existing in India today was originally introduced by the British government in mid of 19th century to serve the colonial economic, political and administrative interests, and in particular, to consolidate and maintain their dominance in the country. After 1947, state managers has expanded and inherited this system during the last five decades. India comprises 214 (198 state and 16 central) universities, 38 'deemed-to-be universities,' 11 national institutes, 9,703 colleges, and 887 polytechnics. The system has given the employment to 321,000 teachers and caters to 6,755,000 students. India has produced professionals which are of great demand throughout the world. India is top ten countries in its industrial and technological capacity, due to its substantial share of work force and tools provided by higher education, especially, technical education. Higher education renders specified knowledge and skilled persons for the development of nation. 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.

II. EMERGING ISSUES

The role of higher education in the emerging scenario of knowledge economy is very crucial for any nation like India. The basic problems faced by higher education system in India are 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.

1. **Quality Universities and Colleges**: Recognizing the problems which are currently prevailing in the higher education system in India, which inter alia include poor employability of educated workforce, severely fragmented higher educational ecosystem, poor learning outcome and development of cognitive skills of students, rigid separation of disciplines with too much early specialization and streaming of students into narrow areas, NEP 2020 intends to completely overhaul and re-energize the higher education system in India. NEP 2020 envisions to introduce certain key changes to the higher education system, which inter alia include:

a. moving towards a higher educational system consisting of large, multi-disciplinary universities and colleges, with at least one in or near every district;

b. moving towards a more multidisciplinary undergraduate education;

c. moving towards faculty and institutional autonomy;

d. re-vamping curriculum, pedagogy, assessment and student support for enhanced student experiences;

e. establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;

f. governance of higher education institutions by highly qualified independent boards having academic and administrative autonomy; and

g. increased access, equity, and inclusion through a range of measures, including open schooling, online education and Open Distance Learning, keeping in view the needs of learners with disabilities and substantial increases in scholarships at private/philanthropic universities for disadvantaged and underprivileged students.

2. **Institutional Restructuring and Consolidation**: NEP 2020 intends to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities and colleges, each of which will aim to have 3,000 or more students. The idea is to build vibrant communities of scholars and peers, break down harmful silos, enable students to become well-rounded across disciplines (including artistic, creative and analytic subjects as well as sports), develop active research communities across disciplines (including cross-disciplinary approach) and increase resource efficiency, both material and human across higher education. The higher education system is thus proposed to have multidisciplinary institutions of higher learning that offer undergraduate and graduate programmes, with high quality teaching, research, and community engagement. All higher education institutions will move towards becoming large multidisciplinary institutions with programmes across disciplines and fields, offered either in their institutions or through higher education institutions clusters. The vision is to have all higher education institutions (existing as well as new) to evolve into research-intensive universities, teaching universities and autonomous degree granting colleges. In addition to teaching and research, all higher education institutions shall also have other crucial responsibilities which they will discharge through appropriate resourcing and structures. These include supporting other higher education institutes in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system and support to school education system.

3. **Shift Towards Holistic Education with less Rote Learning**: NEP 2020 advocates for promotion of holistic arts education to ensure well rounded development of students. It is thus proposed that multidisciplinary universities and colleges will facilitate the move towards high-quality arts education with flexibility in curriculum and engaging course options being developed and offered to the students. Pedagogy for these courses will strive for significantly less rote learning and an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking. Departments in Languages, Literature, Music, Philosophy, Ideology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at higher education institutions across the country. Furthermore, to ensure that students

actively engage with the practical side of their learning and improve their employability options, as part of holistic education, students will also be provided with opportunities for internships with local industry, businesses, artists, crafts persons, villages and local communities, etc., as well as research internships with faculty and researchers at their own or other higher education institutions or research-institutions.

4. **Internationalization**: NEP 2020 focuses on promoting India as a global study destination providing premium education at affordable costs. It is thus intended that high performing Indian universities will be encouraged to set up campuses in other countries and similarly select universities will be permitted to operate in India. A legislative framework shall be formulated and introduced facilitating the entry of foreign universities in India, and such universities will be given special dispensation regarding regulatory, governance and content norms on par with other autonomous institutions within India. Additionally, research collaboration and students exchange programmes between the Indian institutions and global institutions will be promoted and the credits acquired in foreign universities will also be permitted to be counted for award of degree.

5. **Teacher Education**: Recognizing the importance of creating a team of teachers that will shape the next generation, NEP 2020 lays equal emphasis on revamping teacher education as well. To reach the levels of integrity and credibility required to restore the prestige of teaching profession, the regulatory system is empowered to phase out substandard and dysfunctional teacher education institutions that do not meet basic educational criteria. The teacher education needs to be conducted within composite multidisciplinary institutions having departments of psychology, philosophy, sociology, neuroscience, Indian languages, arts, history, and literature as well as various other specialized subjects such as science, mathematics, etc. Furthermore, by 2030, the 4-year integrated B. Ed offered by multi-disciplinary higher education institutions is proposed to be made as the minimal degree qualification for school teachers. The said 4-year integrated B. Ed. will be a dual major holistic Bachelor's degree, in education as well as a specialized subject (such as a language, history, music, mathematics, computer science, chemistry, economics, etc.). For the purposes of maintaining uniform acceptable standards of education, the admission to pre-service teacher programmes shall be through a single nation-wide entrance examination to be conducted by the National Testing Agency, which test may contain both subject and aptitude tests.

6. **Professional Education**: NEP 2020 envisages that professional education will become an integral part of the overall higher education and thus it must also significantly involve critical and interdisciplinary thinking and research. Thus, the practice of setting up stand-alone technical universities, health science universities, legal and agricultural universities or institutions in these fields shall be discouraged and all existing stand-alone professional education institutions will have to become multi-disciplinary institutions by 2030, either by opening new departments or by operating in clusters. The professional education standards, viz. technical, health and legal education are also proposed to be restructured to ensure that the education standards are globally competitive and adapt to the challenges evolving with time.

7. **Promoting High Quality Research**: Recognizing the importance of knowledge creation and research in growing and sustaining a large and vibrant economy and uplifting the society, NEP 2020 focuses on a

comprehensive approach for transforming the quality and quantity of research in India. Thus, to focus on research and promote research culture in all higher education institutions in an interrelated and coordinated fashion, NEP 2020 provides for setting up of a National Research Foundation (**NRF**) which would bring a quantum jump in funding and support for research. The overarching goal of NRF shall be to enable a culture of research to permeate through universities and higher education institutions across India. In this regard, NRF shall inter alia provide a reliable base of merit-based peer-reviewed research funding, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research. NRF shall also competitively fund research in all disciplines across the academic landscape viz. science, technology, social sciences, arts, and humanities.

8. **Transforming Regulatory System of Higher Education**: Presently, the mechanistic and disempowering nature of the regulatory system has been rife with very basic problems, such as heavy concentrations of power within a few bodies, conflicts of interest among these bodies and a resulting lack of accountability. Furthermore, India also has some of the toughest requirements in the world for setting up higher education institutions, which requirements are largely input-centric, focusing on land and space norms, endowment funds and their sources, etc. To address the currently prevailing issues in the higher education system within India, NEP 2020 mandates for setting-up of a common regulatory regime for the entire educations sector, eliminating duplication and disjunction of regulatory efforts. A single regulator, the National Higher Education Regulatory Authority (**NHERA**) will be set up to regulate in a 'light but tight' and facilitative manner. Few importance matters viz. financial probity, good governance and full online and offline public disclosure of all finances, procedures, faculty/staff, courses, educational outcomes will be very effectively regulated. Separately, a new General Education Council (**GEC**) shall also be set up to frame expected learning outcomes for higher education programmes, also referred to a 'graduate attributes'. A National Higher Education Qualification Framework (**NHEQF**) will be formulated by the GEC and it shall be in sync with the National Skills Qualifications Framework. Higher Education Grants Commission (**HEGC**) will be created which will take care of funding and financing of higher education based on transparent criteria including the IDPs prepared by the institutions and the progress made in the implementation of the IDPs. HEGC will be entrusted with disbursement of scholarships and on developmental funds for starting new focus areas and expanding quality programme offerings in HEIs across disciplines and fields.In terms of NEP 2020, the fundamental design principles of an effective regulatory system will thus be:

a.   a clear separation of functions to enable adequate focus on each essential role while eliminating conflicts of interest;

b.   a single, empowered, responsive, but minimalistic regulatory authority to ensure basic regulatory requirements, such as financial probity and full public disclosure of finances, procedures, course and programme offerings, and educational outcomes, while otherwise empowering institutions to make their own decisions for the pursuit of excellence;

c.   accreditation through the establishment of independent high-quality accrediting bodies, overseen by a meta-accreditor, as the basis of regulation; and

d.   each body in the regulatory system run by Independent Boards consisting of persons having high expertise in the relevant areas along with integrity, commitment, and a demonstrated track record of public service.

III. EMERGING CHALLENGES

Higher education system of India is the second largest in the world which caters the education to lakhs of students of various sections of the society. Today our country faces many problems concerning to poverty unemployment and reducing moral and spiritual values. Countrywide problems and challenges emerged in Higher Education system which has been faced by the India in the last few decades are talked over as below: A. Our heterogeneous education system Different geographical, economic and living conditions impose big challenge to the educational institutions. Varieties of institutions, colleges and universities produce different type and quality of education. A few are doing good and provide qualitative education but a few others are just killing on the time and quality of education. B. Interference of political factors Political system play a key role in the governing bodies of the Institutions/universities imparting education. They interfere by establishing youth cells and motivates the students politically. This exploits the energy of students and deviates them from their main objectives. Moreover students try to develop their career in politics. C. Economic Difficulties Most of the students are related to the ordinary classes; who are unable to arrange minimum requisites of life for themselves. They cannot afford educational expenses. They do part time work to pay the fee and therefore their efforts are divided between job and studies. Almost seventy five percent of the student community is facing the financial troubles today. D. Lack of Moral values Younger generation's dissatisfaction, eagerness to adopt shortcuts to achieve more in lesser time are the consequence of a decaying system of values. Moreover, the industrialization, and speedy emergence of science and technology is causing a great risk to our traditional moral and values

IV. CONCLUSIONS

- Higher education in India is facing big challenges, which need to faced by effective policy making and its execution.
- Reforms in Higher education are in general seen as substantial threats to specific, social powerful groups.
- Politics is the outcome and changes are not enforced frequently. The government attempted to work out difficult social and political problems through policy relating to higher education.
- Higher education for any country is a most important component and it is looped in the socio-political systems of the society. It is the demand of an hour and is most important. Realistic perceptions needed to be understood and considered for effectively plan for reforms and improvements.

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The Role of ICT (Information and Communication Technology) In Higher Education

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ABSTRACT

The planning and execution of education must be improved in order to meet the goals set for each age group. A modest growth trend in total representation is reflected in India's higher education. The NPE-2019 declares a favourable long-term policy. It is about providing a large-scale facility and access to educational needs, as well as the total integration of physical and biological educational resources with technology. It would be possible to produce the most amount of higher education with greater values if the teacher, students, curriculum, extracurricular activities, teaching aids, facilitators, evaluations, assessments, virtual utility, etc. were all integrated. The agencies and organisations involved in the direction, supervision, and management of higher education keep a close eye on the programmes, and education technology will give the organisation a timely and ideal functionalism for developing new policies. The government's aim and vision for education are made possible through both private and public initiatives. The actual preservation and analysis of data for educational purposes is guaranteed by educational technology. The electrification of higher education and its use of technology and communication have a positive impact on student interest and performance.

Keywords:- Technology, Higher Education, Challenges

I. INTRODUCTION

The Diploma, Graduation, Post-Graduation, Doctoral, Post-Doctoral, and Fellowship educational programmes are offered to applicants to enrol under colleges, institutions, universities, and research centres in order to enhance their knowledge for practical application. In India, many public and private institutes of higher learning have been established. The main goal of educational institutions is to impart knowledge as effectively as possible through the efficient use of its input resources, which include lecturers, classrooms, libraries, and laboratories. Every programme has a different aim, but the most typical one is to equip the participants with knowledge for future learning or professional competencies.

Social well-being is a component of sustainable development, and it depends on education. Reforms in education are primarily motivated by the emergence of information technology as a tool for the dissemination of knowledge. Education in schools and institutions has changed as a result of the introduction of new technology-assisted learning tools like mobile devices, smart boards, MOOCs, tablets, laptops, simulations, dynamic visualisations, and virtual laboratories. One of the most economical strategies for training developing

minds is the Internet of Things (IoT), which has been demonstrated. Additionally, it serves as a method for universally integrating top-notch educational opportunities [1-3]. Businesses in the educational technology sector are always tempted to develop innovative solutions to increase access to education for people who lack suitable educational facilities. Social media has advanced significantly as a tool for education.

Social media is used by many teachers and students as a crucial component of the whole e-learning experience. These days, it serves as a vital forum for the exchange of knowledge about important subjects. Social media websites are a great resource for creating networking opportunities to build social activities and maybe new occupations [4,5] in addition to the ability to share information anywhere, at any time.

The versatility and non-intrusive nature of modern technology do, in fact, make learning more enticing to the younger generation. It could be a difficult technique to master at first, though, as conventional educators is reluctant to integrate modern technology and gadgets into the classroom because they see them as a distraction rather than a clever learning tool [6, 7]. Students can better prepare for class by using an online calendar that shows the times of classes, assignments, field trips, guest speakers, exams, and semester breaks. Student response systems, such smartphones and clicker devices, give teachers a quick and simple way to assess how quickly students are absorbing the pre-sented material and whether further explanation is needed [8–9].

Digital learning is a fantastic way to reduce expenses, more effectively use resources, encourage sustainability, and increase both reach and impact for students and teachers. This is true of the environmental impact of using less paper for handouts and books as well as the time savings and convenience of research. [16,17]. Modern life and society are heavily reliant on technology in many areas. The worldwide digital revolution has started to permeate the field of education. Technology is projected to change education by making it more affordable and accessible because it is fast changing how students learn [18–20].

ICT (Information And Communication Technology) Role in Higher Education:

A number of factors combined over the course of the 1990s to force institutions of higher learning to investigate the expanding possibilities that information and communication technology (ICT) offered in terms of enhancing pedagogy and simultaneously changing the way that administrators and academics engaged with various student cohorts [21]. Many factors are driving the adoption of ICTs in education as we enter the twenty-first century, and current trends indicate that we will soon witness significant changes in how education is organised and delivered utilising ICT [22]. Furthermore, the quick development and transition of new technology suggests that higher education systems must adapt to improvements in knowledge and abilities. Universities must ensure that their students have the information, abilities, and skills necessary to compete in an increasingly global and cutthroat industry [24]. The goal of the ICT policy in higher education is to "prepare young for creative participation in the establishment, sustaining, and expansion of a knowledge society contributing to overall socioeconomic development of the nation and worldwide competitiveness"[25]. ICT is used for management and administration tasks in addition to delivering lectures and course materials. It is obvious that the usage of ICT has helped administrative processes such student registration, grades, course scheduling, and even staffing evaluation [26]. Higher education will inevitably incorporate ICT, and the emphasis will be on using it to improve the system for open and distance learning. The unique function of ICT in strengthening research capabilities should be identified in institution- and sector-wide higher education ICT policy and planning, and sufficient infrastructure should be supported by capacity building. Digital libraries, access to online databases, networking etc .can be enhanced through inter institutional collaboration to ensure optimal usage of ICT expertise and resources[24].

Benefits and Implications of applying ICT in Higher Education

ICT application in higher education can serve the following:

➢ Speed and automatic functions: the feature of ICT which enables routine tasks to be completed and repeated quickly, enabling teachers to demonstrate, explore or explain aspects of their subject, and allowing students to concentrate on thinking and on tasks such as analyzing and looking for patterns within data, asking questions and looking for answers, and explaining and presenting results.

➢ Capacity and range: the ability of ICT to access and to handle large amounts of information; change timescales, or remove barriers of distance; give teachers and pupils access to historical, recent and immediate information and control over situations which would normally be outside their everyday experience.

➢ Provisionality: the feature of ICT which allows information to be changed easily and enables alternatives to be explored readily.

➢ Interactivity: the function of ICT which enables rapid and dynamic feedback and response

➢ Furthermore, applying ICT in education has the following advantages:

➢ A sense of presence, possibly even community, in online interaction;

➢ Improved learner support;

➢ Unlimited practice of difficult concepts, skills, etc.;

➢ Unlimited access to resources via the Internet;

➢ Improved delivery of learner preferences;

➢ Global access to resources and teaching; and

➢ Learning anywhere, anytime [21].

➢ There are some implications of ICT in higher education:

➢ Time, space and socio-economic factors are no longer major barriers to learning.

➢ Decentralized nature of the new technology frees the learner from the technology provider.

➢ Learners have access to variety of learning resources.

➢ Up-to-date knowledge from any part of the world.

➢ New media allows interactive, learner need not be a passive recipient of knowledge.

➢ New technology allows the learner to receive information in a variety of formats [22].

Challenges of ICT in Higher Education:

The high expense of purchasing, setting up, using, maintaining, and replacing ICTs comes first. The use of ICTs into teaching is still in its infancy, although having a lot of potential. Since implementing ICT systems is frequently more expensive in absolute terms than in industrialised countries, and other investments (such buildings) are generally less expensive, introducing them for teaching in poor countries has a particularly high opportunity cost. In particular, if the pirated software varies in common formats, using unlicensed software can be exceedingly challenging both legally and financially. Even while well-made educational materials can be of great value to students, teaching online poses some special difficulties because not all professors are ICT-literate and capable of using ICT tools.

The four most common mistakes in introducing ICTs into teaching are:

➢ Installing learning technology without reviewing student needs and content availability;

➢ Imposing technological systems from the top down without involving faculty and students;

➢ Using inappropriate content from other regions of the world without customizing it appropriately;

- ➢ Producing low quality content that has poor instructional design and is not adapted to the technology in use.
- ➢ Lack of support from management;
- ➢ Unclear division of function and power;
- ➢ Uncoordinated planning and implementation;
- ➢ Question of ownership;
- ➢ Shortage of trained staff to cope with the diversity of responsibilities and tasks;
- ➢ Resistance from staff and reluctance to be retrained;
- ➢ Insufficient funds for developing, purchasing and implementing ICT [20].
- ➢ Overcoming negative perceptions from early unsatisfactory experiences;
- ➢ Educational design and publishing standards;
- ➢ Timescale and workload;
- ➢ Getting take-up of the quality assurance processes;
- ➢ Maintaining momentum [24].

II. CONCLUSION

The findings for the Effectiveness of ICT in Higher Education Model make it clear that all the free components, including ICT availability, usage, knowledge, and cost, are very enormous and have a strong positive impact on ICT viability. It is also clear from the research that cost is the aspect that has the most influence on how well ICT is used in advanced education, with accessibility and learning coming in second. It is commonly assumed that ICT in education can support a few processes related to educating and learning through data transfer and information assistance. ICT facilitates learning and teaching since it is thorough and well-organized, and as a result, basic skills may be developed to further benefit from the process. In this way, it should be considered that changes in learning outcomes are typically related to the use of creative mechanical techniques in instruction. It is typical for teachers and administrators to create clear and appropriate rules in schools, businesses, and institutions in order to increase the use of ICT.

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Contributions of Indian Women Writers in Indian Literature

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ABSTRACT

This paper is an attempt to deal with the trends and features of Indian women writing in English. The Indian women writers are the one who mainly talks about the male ego and female desire for freedom. They depict all sorts of sufferings and pathetic experiences who have been facing throughout the years, in their works. Hence Indian women writing in English gained massive ground to express their own feelings and problems. In this male centered world they are trying to bring out the feminine identity through their works. It was necessary for the women to oppose this male dominance over female. We observe that women continued to define the borders of the community, class and race. Indian women writers never attempted to adopt any masculine roles to achieve themselves as equal as men, but through their writings they came across all the barriers of class, gender and space boundaries. They tried to project masculinity and femininity as equal categories. It was a very difficult path as the women had to break through years of male dominance, taboos and beliefs that had heavily impregnated the society. Women are showing their spirit in every field, and in some respect, far better than the men. They are not a marionette in the hands of men. Our Indian English Literature has gifted numerous enthusiastic women novelist as Arundhati Roy, Shashi Deshpande, Nayantara Sahgal, Rama Mehta, Geeta Mehta, Kamala Markandaya and many more. All these female novelists are famous for their bold point of view that they tried to reflect in their novels. The literature not only flourishes the English literature but also colored the life of women. It means their novels focused on the women characters as a protagonists who are isolated in the male centered society. Through their works the Indian women writers tries to project women's responses to gender questions.

Keywords:- Indian women writers, Male dominated society, Masculinity, Feminism, Identity.

I. INTRODUCTION

Women has been the focus of many literary works down the centuries. Women are intrinsically artistic in nature. India is a patriarchal society here man occupied a very prominent position as compared to women. Hence in such a situation to do something different and intellectual is a challenge. Indian women writers in English have made abundant input the field of English literature. There are many Indian women writers both novelists and poets who write extensively to exert a place in society. Especially postcolonial Indian women writings witnessed extensive changes in terms of style and theme. Each writing of these women writers goes beyond all those gender theories and react against it. History has proved that Indian woman is capable of

becoming a ruler, good in the administration, a wonderful organizerand a tough fighters. It is the society that trampled her aspirations. But then a great renaissance is inevitable. She courageously breaks down the rigid conventions, that restraint her self-development, to accept the challenges with boldness and patience. A tough battle is before her, still she is not shaken and afraid. The change is taking place, still the struggle is on and will continue for many years till she acquires equality on all bases. Women find literature the most expensive form of art, which is true to women experience. Women's writing falls as a separate category which articulates the gender specific concerns of women from feminist viewpoint. Feminism in wider perspective includes whatever is vital about women in life and literature. It is a concept of theory that they are fighting for their rights, trying to break from the ideological form. So the ultimate aim of women's literature is to create a new awareness in men and women. She has found a new medium to raise the voice for protest against the injustice and inequalities meted out to them. Women's literature is intimate, confessional and autobiographical in nature. Women writers reflect the feeling of marginality and in return express their revolt against the purely masculine world. As women started writing in English, poems, stories and novels all came together frequent and dubious. Feminism has been artfully handled in the work of English novels in India. Feminism is defined as cultural, economic and political movements that are focused towards establishing legal protection and equality for the women. There are many Indian novelists who produced their novels that revealed the truth of Indian societies and how women are being treated here. There are many novels in English which depict the sketch of the real status of women in Indian societies. Women writers in India can no longer be claimed as the exclusive property of India only but their talent and art had reached to the skies. Indian women writing in English began with the writers like Sarojini Naidu, known as the nightingale of India, which represents her honest and heartfelt concerns about the situation of India. Women are not the puppets in the hands of men now they have come shoulder to shoulder to men. They have set their identity in every field. There are number of women writers such as Arundhati Roy, Shashi Deshpande, Anita Desai, Shobha De, Bharti Mukherjee, Kamala Das, Nayantara Sahgal, Geeta Mehta and many more. They tried their hand on almost every genre of literature. Their novels are novels of protest and outburst of emergent and contamination. There writings change the mentality of males. The theme of feminine subjectivity which ranges from childhood to complete womanhood. They spread the message that what feminism is through their writings.

Arundhati Roy is one of the most popular writers in India, who won Booker prize for her debut novel " The God of Small Things" in 1997. This novel is a classic Indian novel by Roy which explore the forbidden love in Kerala and has been translated into more than forty languages. In the novel " The God of Small Things" Roy thinks beyond all the stereotype characters of women. The protagonist, Ammu a mother of twins, a son and a daughter- a divorcee is a rebel who embarks on the journey with a man whom she loved, an untouchable Velutha. She seems to assert that women is an individual soul who is having voice of her own. She is capable to shape her own identity and destiny and is as capable as men. They are having their own identity. Roy attacks the age - old traditional norms and tried to exert feminism in her works. She focuses more on the social injustice against women and has changed all the perception of women's identity in Indian society. Roy has succeeded in bringing out the existing social order. Being an activist she is constantly writing about social problems and the plight of women.

The novelist with the most sustained achievement is Shashi Deshpande who is labelled as feminist novelist succeeded in depicting the plight of a successful educated woman and problems of being a woman. She has written eight novels, six collections of short stories, and four children's books. Her popular novel " The Dark Holds No Terror " (1980) portrayed the life of a women who marries doctor and becomes the victim of

brutalization. It is a story of courage and determination that she developed from within herself to break loose of society's traditional norms to gain her individuality and freedom. She has achieved great popularity through her writings. In her writings she depicts the Indian middle- class mentality in her novels. Her protagonist emerges from cultural rootedness in middle class Indian society. Deshpande uses stream of consciousness technique. She generally has heroine as narrator. In another novel Roots and Shadows (1983), we are introduced to another rebellious women who refuses to accept the old tradition family life and escapes to the city to work. There she marries a man of her own choice. With the passage of time, she realizes that life in city is no different from the village. All the novels of Shashi deals with cries in the heroine's life. Her work is woman oriented. She simply portrays, in depth the meaning of being women in modern India.

Anita Desai is another creative Indian women writer who through her writings, pictured the way of representation of pathetic and sad situation of women before society. Anita Desai, winner of Sahitya Academy Award as well as Padma Bhushan Award for her contribution in2014, is most accomplished writer in India. She always concentrated to portray the inner feelings of her protagonist women character. She brings before the society the sadness and struggle of modern women in the existing patriarchal society. Her novels like In Custom, Where Shall We Go This Summer and Voices in the City. She has been short listed three times for The Booker Prize. The suppression and oppression of Indian women were the subjects of her first novel, Cry, The Peacock (1963), and the later novel, Where Shall We Go This Summer ? (1975). Desai continued her career as writing with Clear Light of The Day (1980) which was an autobiographical work as the setting of the novel happened in her age and also in the atmosphere she lives in. This novel highly evocative portrait of two sisters caught in the lassitude of Indian life. Fasting, Feasting (1999) takes its subject the connection and gaps between Indian and American culture, while The Zigzag way (2004) tells the story of an American academic who travels to Mexico to trace his Cornish ancestry. The characters of Anita Desai showed a kind of interest to rebel against patriarchal system of society. Her female protagonists face many kinds of nuisances and trouble to get back lost identity. Her daughter Kiran Desai won the Booker Prize for the novel The Inheritance of Loss (2006).

Kamala Markandaya's Nectar in Sieve (1954) is about a strong hero, character by the name of Rukmani. Through her novels, the reader are involved in her pain. Losing sons and seeing her daughters became a prostitute, Rukmani still stands strong. Rukmani the main character and her daughter Ira display suffering through the novel. She works hard and is devoted to her husband. She faced poverty, famine and divorce of her barren daughters, the death of her sons, her daughter's prostitution and finally her husband's death.

Nayantara Sahgal is another novelist who portrayed the image of women who suffered due to the sexiest bias in the patriarchal society. Through her writings she envisions a world which is based on equality and virtues of women. Her novel presents the image of Indian independence. Women are the principal characters in her novels. She comments on freedom of females. Because of her unhappy married life, her female voice is stronger and louder. Sahgal's woman from "A Time To Be Happy" (1957) to "Mistaken Identity" (1988) is all about the journey of women's struggle towards self-identity. Motherhood is another category which has been critiqued and reviewed. Her last novel "Plans for Departure" got her the Sahitya Academy Award.

Bharti Mukherjee the post-colonial writer who resists the traditional mode of representation of women in art and literature. In her novel Desirable Daughters, she searches the root of gender and identities. She portrays the problems of women within the culture and society. She exposes many facets of feminism, encompassing agitation for equal opportunity, sexual autonomy and right to self-determination. The character Tara in the novel Desirable Daughters is an apt example of liberty in all matters to women. Another writer Shobha De has highlighted the emotional and sexual needs of an Indian middle- class woman through her story "Second

Thoughts". The story revolves around a young middle-class woman who falls in love with a man other than her husband. However, Maya cherishes old traditions and cannot continue with the extra marital relationship for long. In this story, the author has exhibited the importance of emotion and sexuality and their interdependence in maintaining healthy relationship.

Manju Kapoor arrests the attention when she very nicely depicts the new women, is very boldly take the road not taken and walking on their own road. She appeared in the limelight of the literary scene with her well acclaimed and common wealth prize winning first novel. Difficult Daughters (1998) and was a best seller in India. Such was a popularity of this book that it has been translated into seven languages. Her second novel "A Married Woman" (2002) was fluent and witty, in the Independent. Kapoor negotiates different issues emerging out of socio-political upheaval in her country while third novel " Home" (2006), was a glistening with detail emotion. It explores the complex terrain of Indian family. Her recent novel "The Immigrant" (2009), has been short listed for the DSC Prize foe South Asian Literature. Kapoor's novel represents the changing image of women moving away from traditional portrayals of enduring, self- sacrificing, assertive and ambitious women making society aware of their demands and in this way providing medium of self -expression.

II. CONCLUSION

Hence we see that all the women writers of India bring out the oppression and suppression of the women in this patriarchal society from their writings. The women writers in Indian writing in English suggests that women writers have made rapid development in the foeld of literature even they have gone through many difficulties, still all of them have expressed their concerns for women and their problems. Each work is an open window to the feminine world to reconstruct the world of suppressed emotions of women. They are moving forward with their strong wings, matching the pace of the world. We see them bursting out in full bloom spreading their own individual fragrances. They began tp utilize the power of pen. People are enjoying the reading of new age women writers. Women writers have moved away from traditional portrayals of enduring, self-sacrificing women towards conflicted female characters searching for identity. They have touched variety of subjects with great contribution in creating awareness for the modern women all over the world. They have boldly handled the social inhibitions and cultural taboos laid by society. Now the women writers in India can no longer be claimed as the exclusive property of India. Their work and art is just like an open book to the world. Majority of Indian readers either male or female read the novels of Indian women authors with certain expectations. So it is the women novelists whose contribution counts a lot. Only the women novelist of India are capable to conveying the message of feminism in an Indian way. So the contribution of Indian women writers to Indian novel is immense.

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Development of Nutritious Recipes Incorporation of Waste Leaves of Rajgira Plant

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ABSTRACT

Vegetables are very important for human health because of their vitamins, minerals, phytochemical and dietary fibre content. Adequate consumption of green leafy vegetables can protect from some chronic diseases such as diabetes, cancer, obesity, cardiovascular diseases and metabolic syndrome.Rajgira leaves are rich and inexpensive source of dietary fiber, protein, vitamins and wide range of minerals. Yet the consumption is not as it should be because the leaves are underutilized or at various places it avoided as waste material. Looking to the importance of Rajgira leaves the endeavour involves preparing traditional, cheap and nutritious recipeswith the incorporation of Rajgira leaves powder in different concentration that can contribute significant amount of vitamin-A, iron, calcium and vitamin C in the diet. Two recipes selected for incorporation of Rajgira leaves powder were poori and kharapara. The products were prepared without incorporation of Rajgira leaves powder (Control) and with 5, 10, 15 and 20 per cent incorporation. Highly accepted recipes were selected for the evaluation of nutritional composition. The result indicated that incorporation of Rajgira leaves powder significantly increased the content of fiber and total mineral.

Keywords: Ragira leaves, Recipes, Nutritional Evaluationn.

I. INTRODUCTION

Vegetables are very important for human health because of their vitamins, minerals, phytochemical and dietary fiber content (Ülger et al. 2018). Vegetables also carry plenty of phytochemicals such as beta carotene and flavonoids. Indian Council of Medical Research (ICMR) recommends 100 g of green leafy vegetable daily for an adult man. Green leafy vegetables are a rich source of nutrients such as calcium, iron and riboflavin. They are high in dietary fiber, low in lipids and rich in folate, vitamin C, vitamin K, magnesium and potassium. Green leaves are rich in antioxidant vitamins such as vitamin A, vitamin C and vitamin E and also dietary fiber content which have important roles in human health (Ülger et al. 2018).

Adequate consumption of green leafy vegetables can protect from some chronic diseases such as diabetes, cancer, obesity, cardiovascular diseases and metabolic syndrome as well as improve risk factors related with these diseases (Ülger et al. 2018). The low calorie value of the green leafy vegetables makes them an ideal food group for weight management. Green leafy vegetables are recognized as a potential protein source for food applications based on their nutritional profile and their large availability in agricultural waste streams. For most

industrialized crops, only specific parts of the plants such as roots, flowers and fruits are harvested and processed, while the green leaves are left unused (Tenorio, 2017). In nature, there are many parts of green plant which are underutilized and they have promising nutritive value, which can help to nourish the ever increasing human population. Many of them are adaptive, resilient and tolerant to adverse climatic conditions (Joshi, et al. 2010). Rajgira leaves are rich and inexpensive source of dietary fiber, protein, vitamins and wide range of minerals (Prakash and Pal. 1991) Rajkeera leaves (Amaranthuspaniculatus) are very good source of-carotene (14,190 ug/100g) and iron (18.4 mg/100g), fiber (2.1 g/100g), calcium (530 mg/100g) and vitamin C (81 mg/100g). This leaves are low in saturated fat and very low in cholesterol. It is also good source of Niacin, Riboflavin, vitamin B6, folate and all other minerals (Gopalan et al, 2000). It contains higher proportion of insoluble lignin and has low glycaemic. Yet the consumption is not as it should be because the leaves are underutilized or at various places it avoided as waste material.

Rajgira leaves (*Amaranthus*paniculatus) belongs to the family Amaranth. In Marathi it is known as Tambadibhaji. Its common /local name is Chinese spinach. The colour of leaves vary from green to deep purple. It is seasonal plant an is available in plenty in winter season May-Oct. plant tends to be more fibrous and less succulent and is very sensitive to water logging. The leaves are harvested by pulling out the seedlings or cutting the plant 6-8 inches from the top. This can be done 20-30 days after sowing, if the plant is left for too long, it become fibrous. It was cultivated in Mexico over 7000 years ago and was used by Aztecs as a source of food. It is grown in east and west coast of India and Himalayan region for several years. Shende (2006) found, Rajgira leaves can be considered as a good and cheapest source of iron and calcium, therefore, it can be recommended for consumption in the diet of the community to reduce the prevalence of anaemia.

Looking to the importance of rajgira leaves the endeavour involves preparing traditional, cheap and nutritious recipeswith the incorporation of Rajgira leaves powder in different concentration that can contribute significant amount of vitamin-A, iron, calcium and vitamin C in the diet.

The rajgira leaves were procured cleaned, washed and dried in mechanical drier. The fine powder of dried leaves was prepared using mixer. Two recipes selected for incorporation of rajgira leaves powder were *poori and kharapara,*The products were prepared without incorporation of Rajgira leaves powder (Control) and with 5, 10, 15 and 20 per cent incorporation. Highly accepted recipes were selected for the evaluation of nutritional composition. The nutrient analysis consisted of estimation of moisture, ash, fat, fiber (AOAC, 1975) and protein was estimated by macrokjeldhal method. The carbohydrate content was calculated by difference method. The calcium and magnesium were estimated by EDTA method.

The trace elements (iron, copper, manganese and zinc) were estimated by atomic absorption spectrophotometer (Model 3110). The data obtained was analyzed by application of suitable statistical method to find out the significant differences between different aspects. The difference with regard to nutrient content of selected recipes prepared with and without incorporation of rajgira leaves powder were tested by 'T' test (Panse and Sukhatme, 1988).

II. RESULTS AND DISCUSSION

The proximate composition of selected recipes with and without incorporation of rajgira leaves powder is given in Table 1. Moisture, protein and fat content of *poori* prepared with and without incorporation of rajgira leaves

powder were found to be 9.1 percent and 6.8 percent 22.1 percent and 20.88 percent 15.6 percent and 10.75 percent respectively.

Fiber content of *poori* prepared with and without incorporation of rajgira leaves powder powder was found to be 6.6 per cent and 3.52 per cent, respectively. The result indicated that the values obtained for fiber of *poori* prepared with incorporation of rajgira leaves powder was increased significantly. The increase in the fiber content of *poori* prepared with of rajgira leaves powder is good attributes for therapeutic purpose, in recent years it is suggested that some amounts of dietary fiber must be present in the diet. Dietary fiber helps to relieve constipation and lower blood cholesterol level. Total minerals content of *poori* prepared with and without incorporation of rajgira leaves powder found to be 3.96 per cent and 2.24 per cent. The carbohydrate content of *poori* with and without incorporation of rajgira leaves powder was found to be 43.5 per cent and 55.58 per cent respectively. Result indicated that the carbohydrate content of the *poori* with incorporation of rajgira leaves powder was decreased significantly. As the carbohydrate was calculated by subtraction method, the elevation in other nutrients results in decreasing the carbohydrate content.

The content of moisture was high 7.88 per cent in *Kharapara* prepared with incorporation of rajgira leaves powder, while it was low 6.46 in *kharapara* prepared without incorporation of rajgira leaves powder, protein content of *kharapara* prepared with and without incorporation of rajgira leaves powder registered 13.12 per cent 11.58 per cent. The content of fat in *kharapara* was 27.3 per cent recorded more in with incorporation of rajgira leaves powder than that of without incorporation of rajgira leaves powder. Even fiber and total minerals (9.2% and 4.7%) were found to be more in kharapara prepared with incorporation of rajgira leaves powder. The result indicated that incorporation of rajgira leaves powder significantly increased the content of fiber and total minerals. The medicinal value of herbs is due to the presence of components in it. Dietary fibre exert beneficial effect mostly by way of their swelling properties and by increasing transit time in the small intestine. Consequently, they reduce the rate of release of glucose and its absorption and helps in the management of diabetes.

Table1. Proximate composition of recipes with and without incorporation of Rajgira leaves

Recipe	Moisture (g/100g)	Protein (g/100g)	Fat (g/100g)	Fiber (g/100g)	Total minerals(g/100g)	CHD (g/100g)
Poori						
With RLP	9.1± 1.00o	22.1±1.000	15.16±1.000	6.6±0.300	3.96± 1.00	43.5± 0.529
Without RLP	6.81±1.000	20.28±2.000	10.75±0.100	3.52± 0.020	2.24±0.040	55.58 ±1.000
"t" value	2.30[NS]	0.80 [NS]	6.98 [NS]	19.14**	3.12 [NS]	20.25**
Kharapara						
With RLP	6.00±0.500	13.12±1.000	27.30±0.265	9.2 ±0.200	4.7± 0.200	38.1± 1.000
Without RLP	6.46± 1.000	11.58± 0.000	25.76± 3.000	3.27±1.000	3.57± 0.020	48.98±1.000
"t" value	1.35 [NS]	2.68 [NS]	0.8[NS]	12.90**	10.92**	10.93**

NS – Non significant * - Significant at 5 per cent ** - Significant at 1 per cent

The mineral composition of selected recipes with and without incorporation of Rajgira leaves powder is given in Table 3. Iron and calcium content of poori with incorporation of rajgira leaves powder were (7.68 mg/100 g) and (204 mg/100 g) respectively. The respective values for corresponding poori without incorporation of rajgira leaves powder were 3.69 mg/100 g, and 51.9 mg/100 g. Singh et al (2002) also reported that the products prepared from green leaves and powders are rich in iron and beta-carotene and can be useful for benefit of rural

population. The poori prepared with incorporation of rajgiraleaves powder registered the values for magnesium, manganese, copper and zinc were 120 mg 100g, 1.05 mg/100g. 1.43 mg/100g and 1.38 mg 100 g. respectively. While the poori prepared without incorporation of rajgira leaves powder registered low values 45.8 mg/100 g, 0.98 mg/100g, 0.34 mg/100 g and 0.65 mg/100 g for above nutrients. The significant difference was noticed in magnesium and zinc content of poori. On the whole the incorporation of rajgira leaves powder increased the calcium, magnesium and iron content of poori which has health benefits as supply of trace elements in the diet is of great current interest to the nutrition of the community because increasing evidence of their marginal or inadequate intake among different segments of the population (Weaver et al. 1987).

The contents of iron (9.52 mg/100 g), calcium (132.6 mg 100g) magnesium (106.68 mg/100g), manganese (1.00 mg/100g), copper (1.575 mg/100 g) and zinc were (1.33 mg/100g) in kharapara prepared with incorporation of rajgira leaves powder. The respective values for kharapara prepared without incorporation of rajgira leaves powder for above nutrients were 4.84mg/100g, 51.35 mg/100 g, 33.88 mg/100 g, 0.77 mg/100 g, 1.33 mg/100 g and 1.00mg/100g. From the result it was inferred that kharapara prepared with incorporation of rajgira leaves powder contained all nutrients in increased amount which were statistically significant except iron and zinc content. Therefore the kharapara with incorporation of rajgira leaves powder can be encouraged for consumption among the community to increase nutrient and to decrease the carbohydrate content of the diet which have better health benefits.

Table1. Minerals composition of recipes with and without incorporation of Rajgira leaves

Recipe	Iron (mg/100g)	Calcium (mg/100g)	Magnesium m(g/100g)	Maganese (mg/100g)	Copper(mg/100g)	Zinc (mg/100g)
Poori						
With RLP	7.68±1.000	204±4.000	120±5.000	1.05±0.0500	1.43± 0.470	1.38± 0.100
Without RLP	3.69±0.100	51.9±1.000	45.8±1.000	0.98± 0.012	0.34±0.100	0.65 ±0.020
"t" value	7.71^{NS}	88.22**	23.19**	1.83**	5.31^{NS}	11.41**
Kharapara						
With RLP	9.52±1.000	132.6±10.000	106.6±1.000	1.00 ±0.000	1.575 ±0.010	1.33± 0.330
Without RLP	4.48± 0.040	51.35±0.570	33.88± 3.000	0.77±0.020	1.33± 0.030	1.00±0.000
"t" value	7.83 ^{NS}	15.66 **	35.13 **	20.01**	36.54**	1.74 ^{NS}

NS – Non significant * - Significant at 5 per cent ** - Significant at 1 per cent

III. CONCLUSION

On the whole result can be concluded that rajgira leaves powder contained significantly higher amounts of nutrients. Recipes prepared with incorporation of rajgira leaves powder had shown better nutritive value with the maximum increase in total minerals, crude fiber, protein, iron and calcium content than the product prepared without incorporation of rajgira leaves powder.

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Tendulkar's The Vultures (Gidhade): Reflection of Greed and Selfishness

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ABSTRACT

Vijay Tendulkar is one of the most influential playwrights writing in Marathi Particularly. His plays have been rendered into English by Priya Adarkar and Samik Bandopadhyay. He received several national and international awards including padma Bhushan, Sangeet Natak Akademi Award, Filmfare and Saraswati Samman. His plays have variety and deal with various burning issues of the then society which are prevalent in the modern era. His women characters are bold, revolutionary and submissive as well. They represent the modern women raising voice against injustice done towards them.

Key Words: Vultures, harmony, selfishness, greed, lust,

I. INTRODUCTION

The Vutlures (Gidhade) by Vijay Tendulkar is very important play which deals with social aspect of woman. The title of the play itself is symbolic and suggests the dirty attitude of different people working in different areas. Today also, we see around us the vultures in society and politics that are destroying the communal harmony of the nation. The following four lines show the impact of vultures in the society:

^^ nwj mMkyh dcqrjs uHkkrwu

loZ= fx/kkMkapsp jkT; ektys vkgs-

;sFks nwtZu xktrforks lÙkkk dkj.k]

;sFkhy lTtu Hk;xzLr vkgs-**

The *Vultures* is chronologically next play and, is published after *Mukabla*. It was actually written fourteen years before. The entirely different nature of the work puts before us varied range of creative talent of Tendulkar, the dramatist. After the first production of the play, Girish Karnad, himself a dramatist, opined- "The staging *Gidhade* could be compared to the blasting of a bomb in an otherwise complacent marketplace. It was with the production and publication of *Gidhade* that Tendulkar's name became associated with sensationalism, sex and violence. There ensured a long war with the censors who condemned the play as obscene and in bad taste". Karnad's opinion, though an outspoken one seems to be beyond disagreement. The play depicts the gross-sensuality of Manik and Rama, Ramakant's wife. Conservative section of Maharashtrian society was stunned by the open display of illicit sexual relations and scenes of violence that constituted the plot of the drama. Today, twenty years later, it is possible to judge the play with objectivity. The play is a

ruthless dissection of human nature revealing its inherent tendencies such as violence, avarice, selfishness, sensuality and sheer wickedness. It does not have the redeeming humour of *Shantata*. It is intensely morbid in the portrayal of women and action. Manju Kapur's *Difficult Daughters*, reveals Virmati's secondary position in the male dominated society and deals with her problems with insight and authenticity. Hers is a complex character to be studied as her suffering raises some issues of modern women and their problems like Manik and Rama who are torn between families.

The degeneration of human individuals belonging to a middle class milieu is exhibited through the interaction among the members of a family. Ramakant and Umakant, the real vultures, their greed, viciousness, their sister Manik's sensuality all jointly result in depiction of the baser aspects of human existence. In fact, a spectator in the auditorium staging this scene, would like to close his eyes instead of witnessing the brutality personified. The play gained popularity with this theme that it was staged all over India in different versions. The horizons of Marathi drama widened considerably and this started a healthy exchange of drama in different languages. The father, Mr. Pitale is mercilessly beaten up by his own children. They also force Manik to make abortion, the mutual hatred among the family. In the character of Rama, Tendulkar seems to have created a sensitive, naturally kind and good hearted individual. She is like a helpless, submissive, tender little bird among the vultures. Her illicit relationship with her half-brother-in-law, Rajaninath, who is a bastard and an outcaste from the family, may raise a few conservative eyebrows and evoke questions of morality, but one has to admit that it is the single genuine and humane relationship in the context of the whole play. In the opinion of N. S. Dharan, the evil, horrifying and abhoring scene brings to our mind John Webster's revenge tragedy of horror *"The Duchess of Malfi"*, 'which envisages evil in its most extreme form in the character of Duchess Similarities in both of these plays are stressed by their fiendish characters and lurid imagery. The virtuous characters here undergo incessant sufferings. In fact, Tendulkar does admit that *Gidhade* was born out of a personal crisis in his life, that it poured out of him within the short span of four days and he himself was shocked that he could give expression to so much violence and low status of women. It was, one must say, a cathartic process in the life of a creative writer. Soon after *Gidhade*, he commented that he did not think he could write such a play, wrought with violence and sex but he ventured.

The very intension of the playwright to produce this drama was to expose the vulturine nature of Ramakant and Umakant which was the burning issue at the time of Tendulkar. The same tendency does exist today and, given in the present societal condition, would continue to exist. They both now plot against their father as well as the Raja of Hondur, who has illicit love affair with Manik. The Raja impregnates Manik. As Cardinal and Ferdinand in *The Duchess of Malfi*, Ramakant and Umakant want to blackmail their father and the Raja to extract money. Later on, they are frustrated to know that the Raja died of heart-attack. Therefore, they abort the unborn baby by kicking the womb of Manik as Duchess is tortured and aborted by her selfish brothers. Rama's disappointment at her childlessness has been poignantly divulged in her soliloquy in Act II, Scence II. Her tormented life in the house of "vultures" is -"Every day, a new death. Every minute a thousand million deaths. A pain like a million needles stuck in your heart". (Tendulkar, Vijay 'Vultures', P-240) The same melancholic note runs in The *Duchess of Malfi* when the Duchess says: "It seems she was born first; you have bloodily approved the ancient truth that kindred commonly do worse agree, than remote strangers."

Meaning is very clear that it seems that she was born first. By shedding the blood of your sister, you have proved the old saying that blood relations quarrel among themselves more bitterly than remote strangers. The same thought is given in Macbeth also "The near in blood, the nearer bloody". (Shakespeare, William, Macbeth, P-60) Ramakant and Umakant are always on Manik's way like a spy to bring her secret illicit love in the

limelight. The opinion of Ferdinand in *Duchess of Malfi* is very relevant in that sense. He says "You may think that a secret marriage is the best course to be taken, but it is not so. A crab thinks that it is going forward but actually it goes backward. Similarly such secret marriages are not celebrated, they are executed. They lead to misery and death instead of happiness." (Webster, John 'The Duchess of Malfi', P- 116)

Women are oppressed and exploited more than men in our society as it remains culturally patriarchal in spite of democracy. Women bear and bring up children; do all the house work and some of them do jobs additionally. Yet they are considered a debit to the family and are given shameful, inhuman and secondary treatment. For various reasons, they are ill-treated by their husbands and in-laws. Dr. B. R. Ambedkar points out in this connection, "A woman under the laws of Manu is subject to corporal punishment and Manu allows the husband the right to beat his wife." (Manchi, Sarat Babu, Indian Drama Today Prestige, P- 32) Indian society which has accepted the laws of Manu denies women their birthright to education and consequently their all-round progress. He says "Women have no right to study the Vedas."(ibid, p-33) But the scenario is changed to a large extent and in modern India women are allowed to study so that they may become sophisticated slaves like Benare, Kamala, Sarita, Manik and Rama etc. M. K. Mishra, a critic of Mahesh Dattani remarks, "Dattani reflects on the predicament and plight of Indian Women in the past and contrasts their position in the present scenario". *Tara* by Dattani reveals the plight of woman of traditional attitude to their passive resignation to patriarchal dominance and their adherence to tradition and old value. Tara is a victim of social prejudices and animosity against women. The position of women in Indian society has been jeopardized to clash of traditions, concepts of value and sexual bent of mind. Again Dattani's *Where There is Will* throws light on the character of Hasmukh who thinks his wife, Sonal as an object of sexual gratification only.

Having sexually oppressed, the women are reflected in the concept of chastity, a patriarchal value. It is one of the most powerful yet invisible cultural fetters that have enslaved women for ages. There has been enough literature, both oral and written, glorifying this enslaving value and deifying the women characters who observed it faithfully. Even Sita in the Ramayana undergoes the fir ordeal to prove her chastity to Rama who has been the cultural guide to India for more than two thousand years. The question is 'If men can have extra-marital relations then why not women?" Like V*ultures*, Badal sircar's *Stale News* relates the social status of woman regarding inequality, oppression and exploitation which have not changed even a little till today. For this, he narrates the Santhal Revolt that took place more than a century ago when the British were ruling India. And he juxtaposes the gross atrocities of oppression and exploitation of colonial India and those of post colonial India. *Gidhade* portrays the unmitigated violence arising from drunkenness, greed and immorality. Furthermore, it is a play built on contrasting situations. On the one hand, there is gruesome portrayal of man's greed and on the other; there is a portrayal of tender-love. We know that when the agents of these opposing qualities meet, a conflict of great dramatic significance results. In fact, Vijay Tendulkar, in this play, displays a rare genius of mixing the absurd-as evident in the cruel and curious relationship. The play, on the whole, does not offer any relief to the reader-audience. The ferocity, ruthlessness, avarice and cunningness of the vulture are inherent in all the members of Pappa's family. As one turns over the pages one cannot but feel shocked at the way they behave towards one another.

So far as Shakespeare's plays are concerned, the tragic hero is responsible for his doom. But in *The Vultures*, the characters are originally bad without having a single good quality. Yet, we feel sympathy for them rather than terrors as all these characters appear to be the victims of their own wickedness. In their unceasing efforts to inflict miseries on others, they make their lives more miserable as evil thoughts come home to roost.When the agents of those opposing qualities meet, a conflict of great dramatic significance results. Benare, Rama, Laxmi,

Champa, Jyoti are the characters of Vijay Tendulkar who sail in the same boat becoming the objects of lust and violence. Vijay Tendulkar's plays are modelled on Jean Genet and Artaud which also project the issues of sex, cruelty and violence. Edward Bond's *Saved* reveals the tragedy of stoning of the baby in a perambulator by a hostile crowd of teenage hooligans. Such plays lay bare the unbridled violence of the human spirit let loose in murky dehumanized environment as to view extreme cruelty with almost total apathy.

Thus, *The Vultures* is, indeed, the most violent of Tendulkar's plays. It is replete with violent imagery, immorality, consisting of blood, eeriness and mad raving. Vijay Tendulkar invests his female characters with a resoluteness of heart and spirit, so unlike the wishy-washy women who had become the rule in middle class drama. In an interview about *Vultures*, Dr. Lagoo says, "It mercilessly exposed the ravaging beast that lay waiting in every human being. There was no question of the play pandering to the audience's sensitivities. On the contrary, its aim was to hit the audience where it hurt most." The Vultures by Vijay Tendulkar is a play of sexual exploitation and violence which exposes the evil tendencies inherent in human psyche that render people blind and transform them from human beings into loathsome animals. The play is intensely morbid in the portrayal of its characters and action. It, indeed, throws lights on the society's greed, violence, selfishness, sensuality and wickedness inherent in men since ages. Except Rama and Rajaninath, almost all the characters of the play are leading a kind of life that is comparable to that of vultures only. They inherit the mean and baser qualities from their father who deceives his own brother in business and becomes affluent. As "ill got, ill spent", the sons and the daughter imitate and follow the track of their father. Consequently, they all belong to a flock of vultures. Like their father, Ramakant, Umakant and Manik are always involved in cheating others and extract as much money as they can. Even to get the share of their father's property, they are ready to seek each other's lives. Each one is doubtful of the other and, in the course of time, loses the real treasure of life, that is, peace of mind. The greedy fellows Ramakant and Umakant beat their father when he denies giving them information about his secret account in a bank. When they could not get money from their sister's lover, the Raja of Hondur, they conspire to abort her child in anguish by beating her inhumanly. This violent scene resembles John Webster's *The Duchess of Malfi*, where Bosala is kicked in her womb to get abortion by her selfish brothers. However, Manik successfully tries to abort the babe in the womb of her sister-in-law to avenge the wrong done to her by brothers. The entire actions of characters i. e. the beating up of Hari Pitale by his sons, the forced abortions of Manik's and Rama's by Ramakant and Umakant and by Manik, respectively, the hatred that family members have for each other underline the fundamental evil inherent in human psyche.

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Library Consortia

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ABSTRACT

Library Consortia or buying clubs development is rooted in the history of library cooperative efforts and is now also driven by the need provide to remote with licensed access to electronic resources that to very economically by sharing subscription cost. The phenomenon of consortia or group of libraries buying e- information together has become very important in the last few years. This paper briefly discusses the concept, definitions, features characteristics, Reason for the formation of library consortia, advantages, disadvantages, and libraryconsortia initiations in India.

Keywords: Library consortia, E-Journal, collection developments.

I. INTRODUCTION

Consortia has become a buzzword for the library and information professional of the institutions of higher learning around the world. Today the walls of a library are giving to electronic environment to established links with the information and virtual libraries that are getting shaped on the intranet. Each individual library is acting as a place for storage and service to the users while the trends is to provide shared information to the user's library consortia have been referred to as cooperation, coordination and collaboration between and amongst libraries for the purpose of sharing information resources. Libraries are committing larger protims of their budgetary allocation for either procuring of accessing web-based resources including CD-ROMS with diminishing allocation. A new way to consolidate global resources amongst the libraries to maximize their limited financial resources, shared subscription or consortia-based subscription to electronic resources being followed every where in the world.

II. DEFINITION

A consortium could be described as a group of organisations who come together to fulfilled a combined objectives that usefully requires co-operation and the sharing of resources.

According to American heritage dictionary a consortium is "a cooperative arrangement amongst groups or institutions" or an association or society"

According to Oxford English Dictionary "Consortia means temporary cooperation of a number of power companies".

III. CHARACTERISTICS OF LIBRARY CONSORTIA

- Deep interest to obtain real benefits.
- Culture of share vision and mission.
- Constant supports and commitment.

Advantages of consortia

- Consortia-based subscription to electronic resources provides access to wider number of electronic resources at substantially lower costs.
- Facilities to build up digital libraries.
- Optimum utilization of funds.
- Cost sharing for Technical and training support
- Helpful to provide better library services like CAS and SDI.
- Electronic journals demand neither library space nor shelling costs nor can they be stolen form the library.

Disadvantages of consortia

- Copyright problems.
- Absence of a printed copy of journals.
- Requires training of staffs in handlingelectronic documents.
- Internet access if necessary.
- Lack of archiving and back files availability.
- Unreliable telecommunication links and insufficient bandwidth.

IV. CONSORTIA MODELS

The types of consortia identified are generally based on various models evolved in India in variety of forms depending upon participation affiliation and funding sources.

Open Consortia – This type of consortia is very flexible and it is the wish of members of consortia can join and leave any they please. INDEST Consortium is an example to this.

Closed Group Consortia – It is within defined group. This kind of consortia emerge either by affiliation and collaboration among them like CSIR, DAE, IIM Consortium. And the formation and operation of the consortia guidelines and its administration are fairly simple and easy.

Centrally Funded Model- In this model, consortium will solely depend on the parent body. A few INFONET by UGC, ICMR, and CSIR by DSIR.

Shared- Model- In this model the participating libraries take the lead and form the consortium. IIM and FORSA are examples of this model.

Publisher Initiatives-The Emerald Full text Library published by the Emerald publishing group is recent example. Here the consortium members will get deep discount price to the participating libraries.

National Consortium- The end of this model is, national level licensing of products. And in this regard are INDEST-AICTE, UGC INFONATE.

V. CONCLUSION

In this era of technology, consortia is the dire need of time. We see that organisation of institutions with its mighty power has attracted much discounted rates of subscription. In other words, consortia is nothing but a formally organisation in which two or more institutions join together for fulfilling a particular aim. Consortia are tools, which will assist in exploiting the features of the e- journals as well as in much savings.

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Human Values and Its Relevance in Education

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ABSTRACT

"Human civilization may not meaningfully sustain itself without human values."

A society's and a country's social and economic development depends greatly on education. By raising awareness of human values, education in general and higher education in particular serve to enable the actualization of human potential.

There is no disputing that the current civilization is experiencing numerous crises. Human values crises are a well-known reality of contemporary life. Therefore, it is essential to discuss the issue and introduce human values into the current educational system. This aims to investigate the value of human values in professional and higher education courses.

Keywords: human values, higher education, social

I. INTRODUCTION

A fundamental value, education is a component of all knowledge. When handled intelligently, it provides answers to every issue; when handled incorrectly, it undermines every solution.The practise of values and virtues in universities has a significant influence on the future leaders, making higher education the cornerstone of career and leadership development. Human values are so crucial to instilling positive behaviour and behaviours.

What are human values?

The qualities are what make us human. They are among the numerous beneficial traits that strengthen interpersonal ties and are therefore important for all of us to possess as people. They are our fervent favourable emotions about the other's fundamental humanity. It encompasses both what we want to receive from other people and what we hope to provide to them.

Human values serve as the cornerstone of any community that can sustain life; they create the conditions for a drive, a movement toward one another, and ultimately peace. Human values are universal; regardless of a person's religion, nationality, culture, or personal history, they are shared by all other people. They automatically encourage consideration towards others.

Brotherhood, friendship, empathy, compassion, love, openness, listening, welcoming, acceptance, recognition, appreciation, honesty, fairness, loyalty, sharing, solidarity, civility, respect, and thoughtfulness are a few examples of human values. These human values foster ties, provide solace, reassurance, and tranquilly.

Most of these fundamental principles serve the purpose of enabling all people to realize or uphold the highest or most fundamental universal core values of life, love, and happiness. Human values shape one's vision of the world and aid in understanding one's attitude, motivation, and behaviour. They m 10492ake it possible to define "good and wrong" and offer approaches for comprehending people and organisations.

Need of human values?

Human values encourage us to better put our moral principles into action, particularly in conflict circumstances where we have a tendency to forget them and become aggressive.

Value education is always crucial for guiding one's life and providing the chance to act on a global stage.

Value education helps us correctly identify our wants and goals as well as point out the best way to achieve them. Additionally, it helps us resolve our contradictions and ambiguities so that we can effectively apply technology advancements. Value-based education attempts to prepare students to interact with the outside world with the proper values and attitude.

As aggressive acts, behavioural problems, and a lack of social cohesion continue to rise, there is an ever-increasing demand for value education among parents, kids, teachers, etc.

Why is the human value relevant to Higher Education?

- To understand Self & mutual developments.
- To understand Inclusive & sustainable growth and Smooth function.
- To build Confidence & mould themselves.
- To understand relationship & environment.

Incorporating Universal Human Values in Higher Education

Leadership education is a part of higher education. Students participate in a little society within the institutions that has a significant impact on their entire development. Holistic approach Human values research is crucial in helping people develop ethical behaviour. To draw attention to the tenable ramifications of such a comprehensive view with regard to moral behaviour, reliable and mutually beneficial behaviour among people, and mutually beneficial interactions with nature.

Higher education's implementation of universal human values offers insight into attitudes, motivations, and behaviours.

- Has an impact on how we perceive the world around us.
- Illustrates one's perspective on "right and wrong"
- Offers a means of comprehending people and organisations

Numerous institutions of higher learning excel in academic areas, have environmentally friendly campuses with a variety of ethics courses, actively participate in community engagement, and are skilled at teaching value orientation to all stakeholders.

Everyone agrees that raising the status of the teaching profession is necessary to preserve its honor and integrity.As a result, it is seen important that there exist a code of ethics for the teaching community, which may be developed by the teaching community itself.

The salient features of study of Human values

1. It offers a universal strategy for educating in values by fostering the correct perception of reality through introspection.

2. Students are encouraged to self-explore the suggestions by confirming them on the basis of their natural acceptance within oneself and validate them experientially in life through the study of Human Values.

3. Rather than just imparting knowledge to the student, the course's main goal is to cause a qualitative transformation in their lives.

Importance of Human Values

Fundamental human values that are demanded of all people (regardless of their positions) include: right conduct, peace, truth, peaceful coexistence, and discipline.

1. **Right Conduct**: Consists of principles such as self-help skills (modesty, self-reliance, hygiene, etc.), social skills (courage, efficiency, initiative, punctuality, etc.), and Ownership.

2. **Peace**: Consists of principles like fairness, concentration, humility, optimism, tolerance, self-control, self-worth, etc.

3. **Truth**: Consists of principles like precision, fairness, honesty, justice, the pursuit of information, tenacity, etc.

4. **Coexistence that is peaceful**: Consists of moral and social ideals such as fraternity, equality, perseverance, respect for others, environmental awareness, etc.

5. **Discipline**: Consists of principles like order, regulation, and direction.

II. EXPECTED OUTCOME

By the end of the course, students should have a greater understanding of who they are and the world around them (family, society, and nature). They should also be more responsible in dealing with life's challenges and finding lasting solutions while keeping human relationships and human nature in mind.They would also have a greater awareness of their dedication to what they have learned about human values, relationships, and society.

Vision for the Universal Human Order

(Four entities of the Nature are Material order. PlantHuman order places more emphasis on specific human behaviour than on ambiguous behaviour.

The pupils are able to create an abstract, all-encompassing model of a specific human behaviour. such as self-discovery, correct knowledge, importance of human relationships, and awareness of societal harmonyorder, animal order & human order.)

1. Self-exploration: This involves knowing oneself and, through that knowledge, one's entire existence. As they begin to feel at ease with one another, the students begin to explore themselves. Additionally, they begin to believe that the majority of today's issues stem from a lack of understanding of human values, and that only through understanding value-based living can a lasting solution be found. (Any solution offered as a result of dogma, seduction, or fear will not be viable.)

2. Right understanding: Having the proper perspective entails understanding human nature and behaviour and acting accordingly. The kids are able to recognise that, in most situations, a lack of physical facilities is not the primary source of issues in their family but rather a lack of proper understanding that results in a

lack of relationships. For example, if obtaining material possessions is given higher priority than cultivating relationships or even valuing them at all, disorder may result.

3. Values in Human-to-Human Relationships: Students are able to observe that the natural accepted purpose is always to live in harmony, with competence being the only deficiency. In general, we judge ourselves based on our intentions and others based on their skill! We rarely consider our abilities and others' motivations, leading us to believe that we are good people and others are terrible.

'Trust' & 'Respect' are the most important human values for establishing relations of peace

1. 'Trust' is the Foundational Value in human Relationship, that quantifies and defines our interdependence in relationships with others.
2. 'Respect' –as the Right Evaluation- and only right evaluation leads to fulfillment in relationship.

Understanding Harmony in the Society:

Being at peace with oneself and the entirety of existence is the goal.Differentiation is the root cause of many current social issues, including discrimination based on gender, age, caste, or class, abuse of authority through power struggles, violence in communities, and disputes between isms, among others. By understanding that the other is like me and shares my natural acceptance, potential, and programme to ensure a happy and prosperous life for them and for others despite having a different body, physical environment, or set of beliefs, all of these issues may be resolved.

Incorporating Universal Human Values in Education

In the academic field, course inputs based on research efforts have been successfully tested over a number of years, primarily in two ways: first, with teachers in institutional frameworks through Teacher Orientation Programs, and second, with a significant number of professional institutions.

Human Values Foundation Course in Higher Education

Since 2001, IIT Delhi has held extensive consultations with a range of pioneers. Beginning in 2005, IIIT Hyderabad began carrying out large-scale implementation studies to give engineering students a two-semester education on human values.

The decision to introduce the foundation course in "Human Values and Professional Ethics" in all of its affiliated professional institutions by the UP Technical University (now known as AKTU), Lucknow, in 2009 marked something of a breakthrough in the incorporation of human values in higher technical education. At this point, the book's first edition was published. In 2010, Punjab Technical University (PTU), Jalandhar, followed suit. After thorough teacher training, the foundation course was launched in about 300 professional institutions. Later, the effort at P.T.U. involved creating a postgraduate degree and an M. Tech. programme in this area.

By today, this foundation course is a staple of the academic curricula at more than 40 universities, with more than 4000 institutions spread across 10 states in India.Universal Human Values have recently been added by the All India Council for Technical Education (AICTE) as a crucial part of the standard curriculum for technical education across India.

Significant insight in this domain

- It embraces all facets of human existence, including self, family, society, nature, and existence, as well as thought, behaviour, work, and realization.

- Addresses the "Self" – talks about the human being, especially the Self, and does not merely concentrate on things that are outside of oneself. Since each person has the ability to make choices and choose what is valuable to them in their own way, this results in self-empowerment.

- It is relevant to one's life and way of life; it makes one's life meaningful and does not only deal with knowledge and abilities. The results of this understanding can be observed in human behaviour on all levels: · They are deeply ingrained concepts that direct our decisions and affect our emotions. What we hold to be right is represented by our values.

- To achieve the intended transformation—individual transformation toward the growth of human awareness and social transformation toward a cohesive, compassionate society—value-based education is crucial.

Of fact, the foundation course's implementation in the current system of public education is just the beginning. The travel needs to be lengthy after that. The next step is moving toward value-based education, in which all educational material is created in accordance with fundamental human values, i.e., education for everyone's welfare. In the end, this would lead to value-based living throughout all of human civilization, including the family.

III. CONCLUSION

Human values are extremely important in the modern world.educational establishments Human morals are deteriorating today.very quickly, something that is primarily our fault as people. Valuebased education should be prioritized starting in the classroom.to a university education level. In broadly, human valueknown to be a moral benchmark for human conduct.Therefore, it is important to maintain and preserve human values.Human values could be considered the solution to the world's problems that are global issues. Some universities have already recommendedhuman values and moral values curriculum to enhanceof the students' humanity and a lot of other universities and educational institutions are to follow to suit.

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An Indian Scenario of ODL and Formal Education System

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ABSTRACT

Indian higher education system has undergone massive expansion in post-independent.Indian higher education system is the third largest in the world. It is divided into two main streams of the learning system, Open/distance education, and Formal education. India's open and distance learning system has emerged as an important mode for providing education to diverse sections of society. The student's enrolment in distance mode is more than the regular mode due to more benefits. Both modes of education are important and play important roles in the Indian education system.

Keywords: Education, ODL, mode, enrolment.

I. INTRODUCTION

Higher education has always played a significant role in Indian history, from ancient Bharat to contemporary India. Ancient Nalanda, Taxila, and Vikramsila universities were renowned centers of higher study, drawing students from all over the nation as well as from distant nations like Korea, China, Burma (now Myanmar), Ceylon (now Sri Lanka), Tibet, and Nepal. One of the largest higher education systems in the world is currently run by India.

The current system of higher education can be traced back to MountstuartElphinstone's minutes from 1823, which emphasized the necessity for schools to be established to educate English and European sciences. Later, Lord Macaulay supported "efforts to make inhabitants of the land thoroughly proficient English scholars" in his minutes from 1835. The renowned Sir Charles Wood Dispatch of 1854, also referred to as the "Magna Carta of English Education in India," advocated for the development of a properly organized system of education from the elementary level to the university. It intended to promote indigenous education and envisaged the creation of an organized educational policy. The universities of Calcutta, Bombay (now Mumbai), and Madras were subsequently founded in 1857, while the university of Allahabad was established in 1887.

The Inter-University Board, which became the Association of Indian Universities subsequently, was founded in 1925 to support university operations by exchanging knowledge and working together in the areas of education, culture, sports, and related fields.The Report of the Central Advisory Board of Education on Post-War Educational Development in India, better known as the Sergeant Report, published in 1944 was India's first attempt to create a national educational system. In order to oversee the operations of the three Central Universities of Aligarh, Banaras, and Delhi, it advised the creation of a University Grants Committee, which

was established in 1945. The Committee was given the task of handling all of the then-existing Universities in 1947.Soon after India gained its independence, the University Education Commission was established in 1948 under the chairmanship of Dr. S Radhakrishnan "to report on Indian university education and suggest changes and extensions that would be desirable to suit the present and future needs and ambitions of the country." It was suggested that the University Grants Committee be reorganized along the general lines of the University Grants Commission of the United Kingdom, with a full-time Chairman and additional members to be chosen from among reputable educators.

The Union Government determined in 1952 that all cases involving the distribution of grants-in-aid from public monies to the Central Universities and other Universities and Institutions of higher education could be referred to the University Grants Commission. As a result, on December 28, 1953, the late Shri MaulanaAbulKalam Azad, the country's Minister of Education, Natural Resources, and Scientific Research, officially inaugurated the University Grants Commission (UGC).Integrating the most recent technological advancements would help India's higher education system alter paradigms. The National Education Policy (NEP) 2020 and the changed system both emphasize the learners' inclusive growth. The major goal of NEP 2020 is to strengthen and execute technology-based, multidisciplinary education that is open to everybody.

II. METHODOLOGY

This is comparative research. The researcher tries to identify the differences between the Open/ distance education system and the formal education system. Comparative research is the act of comparing two or more things with a view to discovering something about one or all of the things being compared. The open and distance education system have some advantages, whereas the formal education system is equally important in its place. The researcher tries to identify the advantages and limitations of both systems.

III. THE LANDSCAPE OF THE INDIAN UNIVERSITIES OF HIGHER EDUCATION SYSTEM

Indian higher education is organized into three layers: universities, colleges, and courses. The regulatory and accreditation authorities and universities and colleges collaborate to give standardized education.According to the administration, universities are divided into Central universities, State universities, Private universities, Deemed universities, and institutions of national importance.

Landscape of University System in India
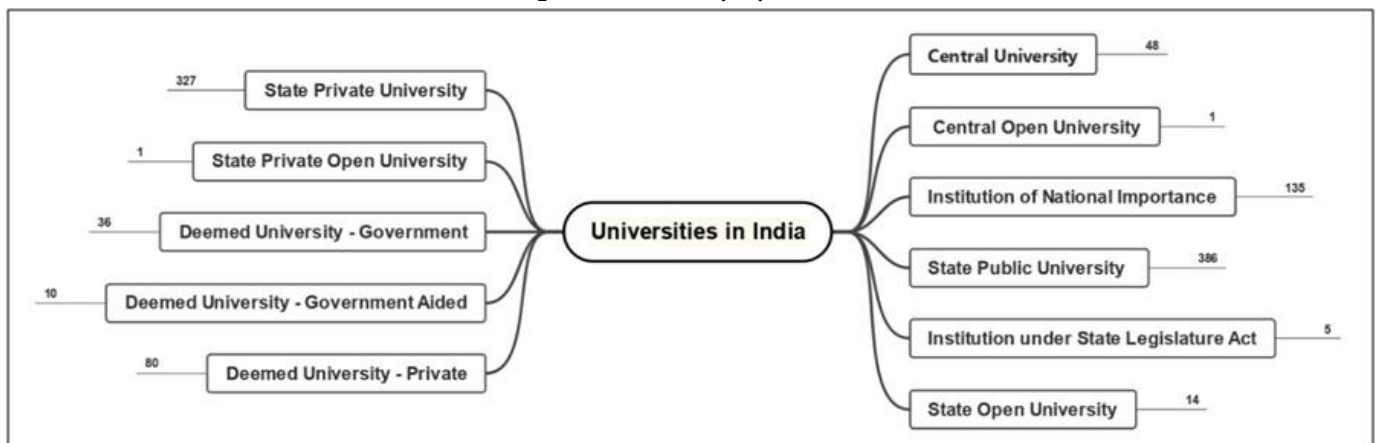
Source: AISHE Report 2019-20

All the above universities are engaged in providing education in a regular mode in India. Apart from regular education, from 1962the universities started offering education in open & distance modes, to enable those, who had the inclination and aptitude to acquire further knowledge and improve their professional competence. At present India has over 1000 universities. All universities are engaged in the work of providing education in regular mode. But as the open and distance education systems come into existence the reach of education increased. Let us try to understand the concept of an open and distance education system in India.

IV. ABOUT OPEN AND DISTANCE (ODL) EDUCATION IN INDIA

India's open and distance learning system has emerged as an important mode for providing education to diverse sections of society. Besides, the changing dynamics of the ODL system in the last six decades have been encouraging. With the proliferation of ICT, the boundaries of classrooms or campuses are becoming blurred. As it is said, the temporal and spatial boundaries have disappeared (Kulandaiswamy, 2011). The impressive number of ODL institutions in the country bear testimony to this fact. Single-mode open universities have increased from four in number during the 8th Plan period to 14 in the 10th Plan period. The number of dual-mode universities offering programs through the distance mode (DEIs) has risen to more than 200. This is due to the fact that the growth in the infrastructure for face-to-face instruction is unable to match the educational demands of the ever-increasing number of aspiring students. Currently, nearly 25% of students of higher education in the country are enrolled in the ODL system.

In the last six decades, the ODL system has registered phenomenal growth in the context of expansion and diversification of higher education. From a single institution in 1962 (Delhi University), the number of ODL institutions has reached approximately 250 including Central, State, Deemed-to-be, and Private Universities and many stand-alone institutions.

V. STUDENTS' ENROLMENT IN THE REGULAR AND OPEN/DISTANCE MODE

Total Student enrolment has been classified into 8 levels viz – Ph.D., M.Phil., Post Graduate, Under Graduate, PG Diploma, Diploma, Certificate, and Integrated. The highest number of students are enrolled at Under Graduate level across India. The student enrolment numbers for the last eight years in regular and distance modes have been given in the below table &chart.

Students Enrolment in Regular and Distance mode

Years	Student's Enrolment in Regular Mode	Students Enrolment in Open & Distance Mode
2012-13	26543159	3609258
2013-14	28406140	3930094
2014-15	2613728	3773527
2015-16	2885279	3803917
2016-17	2999447	4072837
2017-18	3292377	3973020
2018-19	3514727	3972068
2019-20	3851446	4286922

Source: AISHE Report 2012-13 to 2019-20
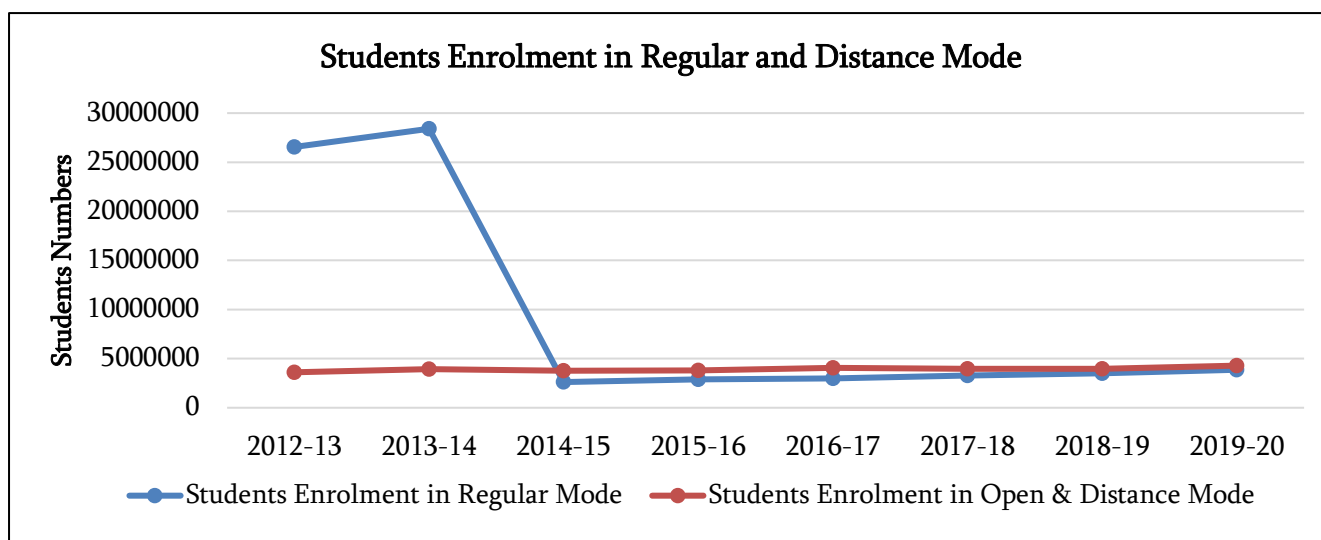
Distance education has become a useful mode of obtaining degrees for a large number of students who are staying in far-off and remote areas and for whom accessing universities on regular basis is still a dream.It is clear from the above graph thatthe distancelearning method is very popular among students and its popularity continues to grow. Whereas the regular education system shows high student enrolment in 2012-13 which later declined in 2014-15 and steadily grows up till 2019-20. The student's enrolment in distance mode is more than the regular mode due to more benefits. The benefits are as follows.

VI. BENEFITS OF OPEN & DISTANCE LEARNING SYSTEM OVER FORMAL EDUCATION

1. Location Independent

One of the most obvious benefits of open and distance learning is that it can be done from anywhere there is an internet connection. Moving to another town or city can be costly especially if it is a large capital and may not even be an option due to work or family responsibilities. Attending college in another country may also be difficult and costly due to visa restrictions.

2. Cost

Virtual courses can provide higher-quality education at a lower cost. Without the enormous overheads of campus, classrooms, equipment, offices, and administration, distance educators can pass these savings on to students.

3. Access to Cutting Edge Digital Content

Distance learning colleges can more easily adapt to the needs and realities of changing industries. This is particularly important in the digital sector where change is measured in weeks rather than years. The video content is recorded fresh after each iteration of theprogramme. This allows the academic and curriculum-lead lecturers to deliver the most up-to-date curriculum.

4. International Expert Guidance

By its nature, anopen and distance learning course brings together a more diverse group of students. This can provide students with exposure to cultural approaches in projects and work that they would not as readily receive in a conventional education environment.

5. Broader Networking Opportunities

A follow-on effect of this more diverse student body is that it provides networking opportunities outside of what a student could normally expect. Fellow students can become lifelong contacts and friends. As each progresses in their careers they create an ever more valuable network that often spans the globe.

6. Flexible Learning

Online learning allows students to study flexibly and balance work and home life. All lectures are recorded and available for participants to watch 24/7 online and anywhere they want.

7. Stay healthy and keep others safe

The COVID-19 pandemic taught us the importance of wearing masks and maintaining social distancing as a way of protecting public health. With distance learning, students can stay home when sick without missing out on too many lessons. Not only is this a more comfortable way to learn when they're under the weather, but it also shows the teacher that you value the well-being of the entire class.

VII.CONCLUSION

From the above study it is concluded that the open and distance learning mode is most popular among Indian students. The ODL mode shown small ups and down in enrolment of students. As the regular mode of education shows slow but steady growth. In comparison between ODL and regular mode education ODL show more numbers of enrolment than regular mode. But it there is no such evidence observe about effect of ODL on regular mode or vise-a-versa. Both modes of education are important and playing important role in Indian education system.

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Challenges before Indian Higher Education

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ABSTRACT

The paper analyses the challenges in the higher education in India. In the age of globalization there is no constraint of boundaries. The free flow of knowledge is spread in minute everywhere. To uplift higher education, the academician must take initiatives to encourage human rights approach to boost human development index through enhancement of academic performance of socially and marginalized students. The Indian education system has been following conventional practices. We need to evolve teaching models on the basis of foreign universities specially U.S.A. and U.K. In 21st century, we are unable to provide excellence infrastructure, deployment of new technologies in the changing scenarios of the world. The university's core principle must be the industry-linked, technology based, research driven and seamless education. It is possible through university courses, Research and development industry practices (primarily agricultural based industries) and other co-curricular components.

Keywords: Higher Education,Globalization, Regulatory Body, Choice Based Credit System, entrepreneurship, Education Policy, Privatization,etc.

I. INTRODUCTION

Challenges in Higher Education: India is largest democracy in the world. The estimated population of young people is 150 million aged between 18-23 years.There are 33000 colleges and 659 universities in India which is remarkable growth in last few. India is third largest education system in the world. Government has been spending lot of money on higher education.But the output from the education is meager.Therefore,higher education has promising uses for private and foreign investment.It has immense opportunities in both regulated and non-regulated segments.There are opportunities for India to collaborate at national and international level on areas of systematic reform. Higher education is considered essential factor that reduces income wealth disparity.

The Higher Education is Directionless:

There is a pathetic condition of higher education due to numerous reasons in India. The higher education has no proper policy. We have followed various things like Choice Based Credit System, semester system and yearly system in the case of education pattern. There is not unanimity in education pattern in various universities of public sector and other private sector. So, specific vision is not clear in the field. Our directionless education system is spoiling the future of upcoming generation. India will suffer through a period

of extraordinary high youth unemployment. In problem is that most students are unsuited for a university education at the same time most universities incapable to educate the students.

Lack of Facilities or Variations:

There are a lot of variations in the universities of India. All university has not one policy and plan. There are a lot of variations like funding variations (some university get good funding while others face shortage), age of retirement, minimum facilities. There should be unanimity in the policies of central government in higher education. Then the university will be capable to compete foreign university. It needs healthy competition for excellence of the higher education. India does not have a single university among the top 200 universities of the world. In recent times India accepted National ranking.

Lack of Research:

There is not right environment to research work in India. To prepare next generation of researchers, it is mandatory to provide research environment. Researchers requires on engaging , thought provoking and stimulating environment to face the emerging challenges in continually changing fields. India needs to increase qualitative and quantitative research to meet the global standard. The current education system needs better infrastructure facilities and research orientation in research. Today pursuing PhD is not primary intention of research career but to get the job and fulfill the minimum standard of qualification. In short, lack of funding and conducive atmosphere is responsible for the standard research in higher education.

The purpose of any university is to do research along with teaching. Research should be for public good but research in India is not as standard as it should be. Due to the privatization, the originality of the research has been deteriorating in India. It is clear that we are failed in acquiring Nobel Prize in medicine, economics, physics and chemistry. The research mentality is not found in the Indians. Another reason may be the lack of support to researchers by government from the independence.

Lack of Innovations:

A huge reform is needed in higher education in India. In western universities there is the tendency to do something new. We have to follow it and should create innovative ideas. The innovation led us towards excellence in the any field. But we are moving on traditional and age old path which does not fulfill the needs of the present world. The Innovation gives birth the research and research benefit to the mankind.

Too Much Political Interference:

The political interference is major obstacles in higher education. The political interference does allow the state universities to grow and move in the right path. The incapable persons are held the high positions in the field of education. Incapable persons are unable to implement the education policy. It fails to give good education. It happens not only in higher education but elementary and secondary education also.

Corrupt and Biased Regulatory Bodies:

The work of regulatory bodies has been suspicious from their establishment. The political favored persons are appointed in the various education bodies, councils, boards other regulatory bodies in India. Although the bodies are an autonomous, but they are politically biased. They began to interfere in the funding, in the policy making and in the geographical preference. This type of bodies or councils fails to govern the policy. It is harmful for the whole education system.

Lack of Skill Development Education:

TheUniversity has to focus on the innovation, research, entrepreneurship and placements. The university should commit to the skill quality education. It needs training research and the enhance employability and entrepreneurial skill to the students. To fulfill this current scenario of research, unemployment and

entrepreneurship, it needs to integrate industry with academics in order to prepare our students. We provide such education which is not only age old but we provide theoretical education – to a great extent and we fail to equip our outputs with such skills which would help them in job markets. The situation is truer in case of general education. We must make our education more practice based since such education would prepare our products to earn.

Lack of Suitable Mechanism for improvement of quality of higher education:

There is no any suitable mechanism to improve the education in India. The politically biased made the policy and it implemented throughout the country. There is no any intellectual group or organization which opposes the wrong policy of government and recommends the quality based policy.

Performance Criteria:

The API system of UGC needs to be recast. As per the provisions, the faculty members engaged in career progression ignoring students' teaching. It is also major effect in the higher education system.

Dr. SatynarayanJaliya, the chairman of the standing committee submitted his report on 'Issues and Challenges before Higher Education in India's February 2017.Thereport examined various educational institutes of India like hyderabad,Chandigarh,Patiala,Chennai,Udaipr,Bhopal,Vishakhapatanam and Indore. The Committees observations and recommendations are as follows:

-About 65% share of U.G.C. budget is utilized by the central universities and 35% utilized by the state and their affiliated universities. The state university received very small amount of grants in comparison to central universities.

-Teachers post are   not filled by the government due to procedural formalities. The recruitment process should start well and transparent.

-here is no valid mechanism and system to evaluate the accountability and performance of professors in universities and colleges. The performance audit of professors is based on feedback given by their students and other inputs like research papers, publications by teachers.

-To enhance employability in different sectors ,identification of the skills gaps and offers such courses has been recommended .The committee recommended training support centers, placement scheme for development in higher education.

-UGC formed accreditation institutes for quality enhancement in higher education Credit rating agencies should encouraged to get the good results and rating of Indian Universities and institutes. The status of global ranking systems in performance is very poor in higher education. There is no authenticity in inspectorial process in NAAC AND NIRF agencies.

-Lack of desired levels of research and internationalization of is weak point in Indian institutes and universities. It focuses very little concentration on specialization in our universities.

-Commercialization of knowledge and teaching is current issue in Indian education system. It needs to enhance the ratio of graduates and teaching experts for betterment of education.

Teaching and Learning Process:

As per the research made in the university they find the main reason for studying at university. They categorized into three categories. They are: Stop gap -10%, Means to an end-66% and Personal Development-24%. This category explained as Means to an end students wanted to achieve something through their degree, improving chance of getting a job, improving standard of leaving and getting a worthwhile a job. Personal development students were those who were interested in the academic subject itself, improving life skills, gaining knowledge for its own sake or simply wanted to enjoy themselves for three years. Third category

classified as stop gap students wanted to enjoy themselves for three years, they could think of nothing to else to do.

It needs to explore whether the desirable higher education are setting to the college and university students of India. The approaches to study skills inventing for students (ASSIST) is the tool developed by Entwistle (1998) The questions about students reasons for entering higher education is asked in this study. This inventory carried out and at the University of Plymouth to some 600 first years students of the university.

PERCENTAGE OF STUDENTS AGREEING WITH QUESTIONS ON THE ASSIST SCALE

Reaason for Entering Higher Education
The question at the end of this course would enable me to get a good job when I finish .   - 92%
The course will help me develop knowledge and skills which will be useful latter on .   - 89%
I wanted a chance to develop as a person , broaden my horizons and face new challenges. - 63%
The opportunities for an active social life and sport attached me.   -63%
I would able to study subjects in depth and take interesting and stimulating courses.   -61%
I basically wanted to try and prove to myself that I could really do it.   - 46%
Having done well at school, it seemed to be the natural thing to go on to higher education. -39%
It would give me another three or four years to decide what I really wanted to do latter on. -37%
I suppose it was a mixture of other people's expectation and no obvious alternative.   -09%
I rather drifted into higher education without deciding it was what I really wanted to do.   -3%

Source:Based on Magee et al,1998.

There is no survey took place in higher education that which help to implement the policy in the field of higher education. To bring the innovation, we must provide education as per the interest and choice of the students.

Thus, every country's higher education institutions serve and enrich society in many ways and their role in modern era is multifaceted. Our educational institutions act as gatekeepers, disseminators and creators of new knowledge and serve an ever growing and more diverse student body. They form a nexus of interaction of interests on a local, regional, national and global basis. It is clear that Indian university requires international excellence facing the foreign university. The current article presents a vision of Indian higher education sector.

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Challenges and Issues in Modern Higher Education

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ABSTRACT

Densities and viscosities of the binary mixtures of propionaldehyde with methanol, ethanol n-propanol and n-butanol at 298.15, 308. been determined by using experimental data. Viscosity deviations, excess molar volumes and excess free energies of activation of viscous flow have been calculated and correlated with Redlich-Kister polynomial equation.

Keywords: Density, Viscosity, Viscosity deviation, Excess molar volume, Binary system, propionaldehyde.

I. INTRODUCTION

Education in India is seen as one of the ways to upward social mobility. Good education is seen as a stepping stone to a high flying career. India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavors. Indian higher education system has undergone massive expansion in post-independent India with a national resolve to establish several universities, technical institutes, research institutions and professional / non-professional colleges all over the country to generate and disseminate knowledge. The rapid growth in the sector, both in terms of enrolment and number of institutions has thrown up new challenges of maintaining quality of higher education. Various new initiatives are being taken by state and central government to increase the gross enrolment ratio (GER) in higher education. India educates approximately 20 per cent of its young people between the age group of 17 -23 enrolled in higher education as compared to 30 percent in China and 91 percent to South Korea. At present, the world-class institutions are mainly limited to the Indian Institutes of Technology (IITs), the Indian Institutes of Management (IIMs) and perhaps a few others such as the All India Institute of Medical Sciences and the Tata Institute of Fundamental Research. There are a small number of high quality institutions, departments, and centres that can form the basis of quality sector in higher education. None of its universities occupies a solid position at the top. A few of the best universities have some excellent departments and centres, and these colleges are countable. These institutions have only one percent enrolment of the student population.

II. CURRENT STATUS OF HIGHER EDUCATION IN INDIA

Indian higher education is managed by the University Grants Commission (UGC) and the various councils. The UGC, set up under UGC Act 1956, has been empowered to promote and coordinate university education in

India and also approve grants to them. The UGC is responsible for coordination, determination, and maintenance of standards and release of grants to universities and research organizations. Various professional councils are responsible for recognition of courses, promotion of professional institutions and provision of grants to undergraduate programmes. In the last six decades, the higher education sector in India has witnessed exponential growth, both in terms of the number of institutions and the rate of enrolment. While talking about the growth in student enrolment, the recent UGC report states that in 1950-51, when there were only 3, 97,000 students enrolled in all disciplines in 750 colleges affiliated to 30 universities. Now, the growth of higher education in India has been phenomenal. As of 6 September 2016, India had 784 universities (47 central universities, 353 state universities, 123 deemed universities, 246 private universities etc.), around 100 institutes of national importance, over 45,000 colleges and about 13,000 stand alone institutions. The state with the most universities is Rajasthan with 73 universities and it has the most private universities India has one of the largest higher education systems in the world comprising numerous stand-alone technical/professional institutions with annual enrolment in excess of 25 million students. Education System in India currently represents a great contradiction. On the one hand we have IIMs &amp IITs that rank among the best institutes in the world and on the other hand there are number of schools & colleges in the country that do not even have the basic infrastructure. Even more than 66 years after independence we are far away from the goal of universal literacy. But on a positive note, Indian professionals are considered among the best in the world are in great demand. With about 50% of the Indian population below the age of 25 years, and an estimated 150 million people in the age group of 18-23 years. The structure of degree-granting institutions is cumbersome primarily due to affiliation and funding sources. More than 85% of students are enrolled in bachelor's degree programs with majority enrolling in three-year B.A., B.Com. or B.Sc. degrees. One-sixth of all Indian students are enrolled in Engineering/Technology degrees. The world has fast shrunk to a common platform of education and learning. Today, Indian higher education institutes offer a wide array of courses in various streams and some of the courses have gained global recognition. The IITs and IIMs are recognized among the world‟s best institutes. India has also gained a footing in the field of research. It is then heartening to know that some Indian universities like Indian Institute of Technology (IIT), Indian Institute of Management (IIM) and Jawaharlal Nehru University (JNU) have been listed in the world‟s top two hundred universities. In the field of finance, Indian School of Business, Hyderabad has been ranked number 12 in the global MBA ranking by Financial Times, London. The Gross Enrolment Ratio (GER) in higher education in India is still about 20%. The National Knowledge Commission, a high-level advisory body to the Prime Minister, has projected a requirement of 1500 universities and 45000 colleges to achieve this target. Higher education has given ample proof of its viability over the centuries and of its ability to change and to induce change and progress in society. Despite the recent growth, we have not yet touched upon the idea of dismal global impact of our institutions pertaining to research and enrolments from across the globe. The Times Higher Education (THE) Magazine, UK, world reputation rankings list shows the world's top 100 universities based purely on their academic prestige. According to the London Times Higher Education World University Rankings powered by Thomson Reuters (2015-16), no Indian university features among the first 100. But universities in East Asia have been included in the first hundred. Hong Kong has three, ranked at 45, 71 and 80; Singapore two ranked at 26 and 86 and South Korea two ranked at 45 and 90th position. According to The India Reputation Rankings, Indian Institute of Science (IISc),Bangalore, is in the first position, followed by IIT Bombay, All India Institute of Medical Sciences (AIIMS), IIT Kanpur and IIT Delhi respectively. The University of Delhi takes the sixth place — the first full-fledged university on the list.

III. PROBLEMS AND CHALLENGES IN HIGHER EDUCATION IN INDIA

The aim of higher education is to prepare a person to play his part well, as an enlightened member of society. Rabindranath Tagore rightly said, "The higher education is that which does not merely give us information, but makes life in harmony with all existence". India has a large higher education sector — the third largest in the world in student numbers, after China and the United States. This in itself is a remarkable achievement. It has significant advantages in the 21st century knowledge race. But the severity of challenges that the system faces is exceedingly high, daunting, and at times looks insurmountable. The challenges confronting the Indian higher education system are also challenging, complex and have different hues. One the fundamental weaknesses of the system are lack of transparency and recommendations has been made to mandate high standards of data disclosures by institutions on   performance. About 62% of universities and 90% of colleges were average or below average in 2010, on the basis of their NAAC accreditation. In this scenario, a conflicting picture arises with Prime Minister Manmohan Singh"s words (2007), "Our university system is, in many parts, in a state of disrepair. In almost half the districts higher education enrollment are abysmally low. Almost two third of our universities and 90% of colleges are rated below average in quality parameters...". Unattractive compensation packages, lengthy recruitment procedure, and working environment not conducive to retention are some other problems faced by higher educational institutes. As a result, a substantial proportion of high-ranking students who could fill up such assignments prefer to work elsewhere or go abroad. Most institutions offer outdated programmes with inflexible structures and content. The GER and quality education are always related to increase in nation"s wealth, GDP and The   GER and quality education are always related to increase in nation"s wealth, GDP and prosperity. At present, India has a gross enrolment ratio of close to 20%, which is much below the world average of 27%. There is also a big challenge before Indian government to increase the gross enrolment ratio, or GER, in higher education to 30% by 2020 from the current level of around 20% and this would require an additional capacity of about 10 million to be created over rate that is common in developed countries. With the explosive growth of knowledge in the past century and with the development of handy tools of information and communication technologies as well as of other scientific innovations, competition has become a hallmark of growth all over the World. India's main competitors especially and South Korea are investing in large and differentiated higher education systems. They are providing access to large numbers of students at the bottom of the academic system while at the same time building some research-based universities that are able to compete with the world's best institutions. Infrastructure facilities range from inadequate to dismal. Classrooms are often unattractive and laboratories inadequately stocked, leading to poor teaching. It isestimated that barely 20 per cent of the institutions have the basic minimum laboratory equipment. Steady electric power supply is not available in many universities and computerization, where it exists is generally dependenton poor communication lines.Unfortunately, we are lacking hugely in terms of quality output from our higher education institutes. This can be confirmed from the fact that barring exception of few institutes mentioned above very little world class research gets published from other institutes, very few new innovations comes from Indian soil. In India, number of research parks is in single digit and patent application from Indian researchers received very little in comparison to China and Japan in 2013. There is 40% and 35% shortage of faculty in state and central universities, respectively. India"s relative citation impact is half the world average. Many private colleges levy charges midway through the course of study by when the student has no choice but to pay up; they advertise achievements of the college which are false; they promise to

offer courses without any intention to actually do so. This need to be severely punished has also a big challenge in higher education.

Suggestions for Improving the System of Higher Education:

1. Gap between the Supply and demand: In higher education, India has a low rate of enrolment i.e. gross enrolment ratio (GER), at only 19%. If we compared to china and brazil GER is 26% and 36% respectively.

2. Lack of Quality Research work: There is no shortage of funding for the top Indian Institutions such as IITs, IIMs and other institutes of national importance. However,budget for the Research is not under spent due to the insufficient good quality research work. Due to the limited focus on Research and Internationalization, very few Indian higher educational institutes are globally recognized.

3. Number of Research papers published in India has increased continuously for the past few decades but reflected in low citation impact if compared with other countries like Germany, United States, France and China.

4. Indian higher education is facing with the problem of poor quality of curriculum. In most of the higher educational institutes curriculum is out-dated and irrelevant.

5. Shortage of Faculty and High Student-Faculty Ratio: In most of the state and central universities more than 30% of faculty positions are lying vacant. While the student enrolment in higher education is growing with faster rate in the last few years.

6. Inadequate Infrastructure and Facilities: Apart from the highly recognized higher educational institutes in India most of the colleges and universities lack in the basic and high-end research facilities. Many institutes are running without proper infrastructure and basic facilities like library, hostels, transport, sports facility etc. which is desirable to rank the quality institution.

7. Presently there is a very less collaboration of higher educational institutes with industries.

8. Low employability of graduates is one of the major problem in India. Only a small proportion of Indian graduates are considered employable. Placement outcome also drop significantly as we move away from the top institutes.Initiatives taken by the government in the area of human resource development:

9. A project has been taken up to made a national digital library of eBooks on various subjects and topics and another set up through which highly qualified faculty of centrally sponsored institutions like IITs, IIMs and central universities would offer online courses free of cost.

10. Another special scheme called "Udaan" for girl students has launched by the Central government. Under this scheme mentoring and scholarship will be provided to enable meritorious girl students to transit from schools to technical education without any difficulty and also to promote teaching and learning of mathematics and science at senior secondary school level by providing free resources.

11. The focus of the project is to overcome the low enrolment ratio of girl students in prestigious technical institutions and enable them to receive special incentives and support so that they can join these institutions and go on to take leadership roles in the future.

12. Another interesting step is the launching of a mission named after freedom fighter and educationist Pandit Madan Mohan Malviya to build a strong professional cadre of teachers by addressing all the issues related to teachers, teaching, teacher preparation, professional development, curriculum design, design and development of more effective pedagogy and better assessment and evaluation methodologies.

13. The Central Government has also launched a scheme called Unnat Bharat Abhiyan for the promotion of technologies from the laboratory to the ground. Under the scheme, higher educational institutes would connect with villages in their neighbourhood and address the various problems faced by them. The scheme would particularly looking for the solutions for water management, organic farming, renewable energy, infrastructure and livelihood. IIT, Delhi is the coordinating institute of this scheme. About 130 villages have so far been adopted by IITs, NITs across the country under the scheme..

14. Rashtriya Avishkar Abhiyan has launched to revive interest in the technology among youth through support for innovative learning based on observations and experimentation. The focus would be on learning outside the classroom through direct interaction with the environment around the educational institutions.

15. Under the Global Initiative of Academic Networks (GIAN) programme, India's ministry of human resource development and department of science and technology will "create a channel for US professors in science, technology, engineering, and mathematics to teach in Indian academic and research institutions on short-term exchanges", as per the website of the US Department of State. Suggestions for Improving the System of Higher Education:

16. There is a need to implement innovative and transformational approach form primary to higher education level to make Indian educational system globally more relevant and competitive.

17. In higher educational institutes Industrial co-operation must be their for the development of curriculum, organizing expert lectures, internships, live projects, career counseling and placements. Higher educational institutes need to improve quality, reputation and establish credibility through student exchange, faculty exchange programs, and other collaborations with high- quality national and international higher educational institutes.

18. Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research laboratories and research centers of top institutions for better quality andcollaborative research.

19. There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education.

IV. CONCLUSION

Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century. It is widely recognized that the existing data base on higher education is inadequate, out-of-date. Higher education can play an instrumental role in the achievement of these outcomes through the creation of knowledge networks, research and innovation centers, corporate-backed institutions, and support for faculty development. Society as a whole must support education at all levels, including higher education, given its role in promoting sustainable economic, social and cultural development. UPA-II wanted to change the face of higher education through a slew of legislations but all fell through in Parliament. The BJP manifesto has promised a revamp of regulator UGC, which BJP-led government should be able to implement them. Research and extension activities so as to balance both the need and the demand. Creative solutions- like online courses and foreign university partnerships put India in a position to grow its higher education sector dramatically in the coming years. In conclusion, it may be said, the Higher Education System in India while

critical for the development of the economy is afflicted with some serious concerns. It is a long way from a transformational change which is envisaged by various committees. Finally, this is the time to consider steps to make India into the world's major hub for higher education in the 21st century.

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Role of Academic Libraries in Higher Education

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ABSTRACT

Academic libraries are an essential and integrated part of Higher Education institutions like college and universities The Role of libraries and Librarians in recent era has changed. Library is considered. 'The Heart' of an institute offering higher Education. UGC played a vital role for betterment of libraries in higher education by establishing Information and Library Networks centre (INFLIBNET). Academic libraries are dynamic instruments of Education. They support the institutions, to which they belong to fulfilling the objectives and their aims. They Support the faculty in teaching and research programme. The primary objectives of libraries is Conservation and preservation of knowledge. Quality education and research is not possible without a modernized library. Library is one of the major resources for the exchange of ideas they serve two complementary purposes; to support the curriculum so that students get their required educational library material's and support faculty and students.

I. INTRODUCTION

Library is the product of our cultural maturations. Libraries are recognized as the Carrier of information resources, culture civilization etc from one generation. to another. Earlier libraries are regarded. as a storehouse of knowledge which were more meant for preservation than the utilization of there collection of books, but now a days the concert of Libraries totally Changed as the "Information Communication Technology has involves in the library and its services. Now library become a resource centre where user meets their needs without any bindings. E-materials are gaining popularity between users and it is made possible by the ICT impact on libraries, so the library is regarded as an integral part of an institute. A quality education is impossible without a quality library. To improve the quality and Infrastructure of academic libraries. MHRD use provides important guidelines for the academic libraries in India to measure the quality of higher Education. We cannot expect quality education without a good academic library. Library is such a place where a Scholars find rich information on his specific area of interest. Libraries are always been the mediators of knowledge and knowledge Seekers. There are service providers to the scholar community of its parent organization. So there is no doubt in saying that an academic. institution cannot survive without a library. The Kothari Education Commission. (1964) was found very much serious about important of library in higher educational Institutions Stating that nothing could be more damaging to a pawing development than to neglect its library, give it to a law of priority" so role of libraries is considered much more important for higher educational institutions. All educational programmes are successfully implemented with the help and co-ordination of the Library.

In 1957 when Dr.S.R.Ranganathan. participated in UGC agenda regarding Role of Library academic development following observations were made.

❖ Library is the heart of Education.

❖ Method of fashion in Education changed from generation to generation, but each generation uses the library as a means of realizing its Items, hence the library remains the great conservator of learning.

❖ A quality Education is impossible without a quality library.

❖ A library is vital organ for proper Exploitation of our intellectual resources.

❖ A library is essential for maintenance of free access to ideas, and to the furnetioning of untrimmed mind.

Considerable development were made in higher education during 1980's and in present Scenero there become faster with more advancement of ICT in education sector and constant support from MHRD, Keeping in view the Importance a libraries in progress of higher educational academic institute.

II. AIMS AND OBIECTIVES

The aims and objectives an academic libraries are.

1) To provide the facilities for advanced study and research work.

2) To Encourage the qualitative academic environment of teaching and research.

3) To provide proper Guidance and training in order to prepare the Students

4) To improve the quality education at various level.

III. ROLE OF LIBRARIES IN HIGHER EDUCATION

Education aims to impart knowledge and makes good citizens libraries are the repositories of knowledge and farm of an integral part of Education. libraries have a long history starting with the chained and class access libraries of earlier times to the present day hybride, Digital and virtual. libraries that use the latest teaching for provision of information through various services. Accordingly librarians have also changed from storekeeper who were Concerned with protection of books against theft maintain and before to that of information officers, Navigators and Cyberians who find themselves in the vast ocean of reading material and are busy in satisfying their clients who want anytime and anywhere. information.

With the Advant & Computers nature of libraries has been changed, Computer are being used in libraries to process, store, retorive and disminate information. Gone are the days when a library was judged by its quantative resources. Today's labraries are surrounded by networked data that is connected to visit occan of Internet based services.

In context of higher education, quality is multi dimensions. The Status of academic library Impact upon the accordination process of higher education of institute. NAAC does the assessment of the of the academic libraries which is regarded as on important area and its Evaluation reflects on the grades provided to the motivations. Due to the vast changes of syllabus and cubiculum the need and the demand of the readers has also been changed, to meet up the demand and to fulfill the objectives of higher education. library must be dynamic or up to date with the content or collections. The library which cannot satisfy the needs but it is having a huge collections of books and documents are absolute. It cannot help the readers and it cannot Improve the quality of higher education at all. Now a day education becomes morely a self learning process to learn and develop knowledge. We must Emphasize on library with a live collections.

IV. RESPONSIBILITIES OF HIGHER EDUCATION

1) Assist researcher with literature searching using database, printed resources and the Internet.
2) Co-ordinate and deliver information and Digital Literacy sessions to Students, researcher and staff.
3) Create, update and manage Electronic and Printed information sources.
4) Deal with budget in relation to your allocated subject areas, Department and in some cases, Purchases resources.
5) Develop and manage Collections of books and Journals as well as websites.
6) Establish and maintain effective working relationship with staff and students as well as external bodies such as Suppliers.
7) Select, acquier and catalogue information software.
8) Answering incoming reference questions via E-mail, Telephone.
9) Building and maintain collections to respond to Charging community needs or demands.
10) Digitizing collection for online access.
11) Suggesting appropriate books for students of different reading levels.
12) Faciliting and promoting reading club.

V. CONCLUSION

Academic Libraries play a vital role in Education, Education and libraries are called the two facets of one coin. They are very much- Interdependent on each other. Academic librarian of this Digital Era, in the position is changed their role as arbitrary information Scientists, gatekeeper, and to meet the challenges of the Internet, World wide web, and Online access in the knowledge society, so they must enrich their knowledge with the special skills of the latest. IT Development to browse, access and a information across the Global net works and to organize and manage the information by building Digital Libraries and by which they can provide quality E-information service to the knowledge Society.

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Contribution of Indian Women Writers in English Literature

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I. INTRODUCTION

Indian women writers have given a new direction to the Indian literature. They have made an everlasting mark in the field of English literature to change the point of view from the long hold of male over them. Now we can see a new awareness in women in all walks of life. Since ages women have been the point of acrimonious remarks. All the negative views find place in the form of myths, stories, legends and history. A woman plays a pivotal role in her family. Both man and woman are congratulatory to each other. Women are showing their spirit in every field, and in some respect, far better than the men. Now, women are not a marionette in the hands of men. They are equaled efficient like men. Our Indian English literature has gifted numerous enthusiastic women novelist as –

Arundhati Roy is one of the most celebrated authors of India, best known for her novel *The God of Small Things*. The novel talks about how small things in life can affect people. The novel won the 1997 Booker Prize for fiction and it was one of the bestselling books at that time. Roy was awarded the Sahitya Academy Award in 2006, for her collection of essays, *The Algebra of Infinite Justice* but she refused to accept it.

Anita Desai is one of the most reputed writers of India and was nominated for the Booker Prize at least three times. She was awarded the prestigious Sahitya Academy Award in 1978 for her novel *Fire on the Mountain* and the Padma Bhushan in 2014 for her contribution to Indian Literature. Her stories have an exemplary implication that strikes the human heart besides being humorous at the same time. The author has also won the British Guardian Prize for her novel, *The Village by the Sea*.

Jhumpa Lahiri has gained international acclaim for her writing which mostly deals with NRI characters, immigrant issues and problems people face in foreign lands. Her pen touches the soul with her simple and metaphorical writing focusing on the day to day nuances and the hidden dramas in every person's life. In 2006, Mira Nair directed a film based on her first novel *The Namesake*. Her book *The Lowland* was a nominee for the 2013 Man Booker Prize and the National Book Award for Fiction.

Kiran Desai is known for her book *The Inheritance of Loss*, which talks about the pain of migration and living between the two separate nations. She touches the readers' heart via her writings especially when it comes to *Make it In America*.

Shashi Deshpande is an award winning Indian novelist best known for her book *That Long Silence*. She won the Sahitya Akademi Award for the novel *That Long Silence* in 1990 and the Padma Shri award in 2009.

Indian women writers have given a new direction to the Indian literature. They have made an everlasting mark in the field of English literature. Most of the women writers have tried to change the female point of view from

the long hold of male over them. Since ages women have been the point of acrimonious remarks. All the negative views find place in the form of myth stories legends and history. Feminine or feminist issues transcend all limits of geography and provide wherever the issues of gender become pertinent. Women writers reflect feeling of marginality and in return express their revolt against the purely masculine world. They tried their hand almost every genre of literature. Basically, their novels are the novels of protest and outburst of emergent and contamination. They explore the feminine subjectivity and apply the theme that ranges from childhood to complete womanhood. They spread the message of what feminism actually is by the help of their novels. Most of the female novelists are known for their bold views that are reflected in their works.

Our women writers have grappled with complex issues such as sensuality, servility, subjugation and society. They have handled them with a sense of balance, never disregarding our Indian traditions, yet discovering that there is more in the offing. Women writers in India can no longer be claimed as the exclusive property of India. Their work and their art belong to the world. Majority of the Indian readers comprising both male and female read the novels of the Indian women authors with certain expectations. They look for some 'Indianness' in the write-ups. Only the women novelists of India are capable of conveying the messages of feminism in an Indian way. In India, the women writers are doing very well and their contribution is immense.

But it was very difficult path, as the women had to break through years of male dominance, taboos and beliefs that had heavily impregnated the society. Women writers have interpreted the recurring female experiences in their writings and it affected the cultural and language patterns of Indian literature. The Indian women writers expressed the role and position of woman through their writings in English, have enlightened the literature with quality and vividness. Majority of the Indian leaders read the works of Indian women writers with certain expectation and on the women fiction authors of India are capable of conveying the messages of feminism in an Indian way. The work of Indian women writers is significant in making society aware of women's demands and desires, and in providing a medium for self expression and in this way, rewriting the history of India. The feminist criticism has become a vital aspect in literature in contemporary society and the female perspective, expressed through women's writing of all kinds is considered to be more than a valuable connective to an all-male view of the universe.

Undoubtedly, it is understood that they have perceived a good job in exposing the fallacies of the male-dominated society and letting the public beware of the various rigid boundaries that were laid on them by society. Women's Writing in India is about 2600 years old but it is really started with women questioning the images of women presented by male writers and seeking to combat them through their writing and bringing in a more humane and cultured way of conduct and behavior. Before women emerged as a major literary force, men created women in their perspective, prescribing norms for women to follow and displayed patriarchy that insisted on preserving sexual inequality between men and women. Women's writing emerges in shape by creating new opening for female novelists and writers to bring female literary tradition. A woman as a subject matter in Indian fiction in English is not something recent but the approach of the novelists is certainly different. Women writers in Indian can no longer be claimed as the exclusive property of India only but their talent and art belongs to the whole universe.

The above analysis of women writers in Indian Writing in English suggests that women writers have made rapid development in the field of literature even they have gone up from difficult to tribal and rural areas too, but all of them have expressed their concerns for women and their problems. The image of women in fiction has undergone a change during the last four decades. Women writers have moved away from traditional portrayals of enduring, self-sacrificing women toward conflicted female characters searching for identity, no

longer characterized and defined simply in terms of their victim status. In contrast to earlier novels, female characters from the 1980s onwards assert themselves and defy marriage and motherhood. They have touched the variety of subjects with a great contribution in creating awareness for the modern women all over the world. The selections of themes handled by them considering Indian environment needs an appreciation. They have boldly expressed the social inhibitions and cultural taboos laid down by the society. Indian women writers play all the roles with decency, decorum, discipline and dedication for Indian women.

The Indian women writers tried to stamp their authority in a male dominated environment as best as it is possible to them. Though the Indian women writers try to depict the women as strong and focused in their vision to succeed in lives, they were, however, ablest to succeed in their lives only in the space allotted to them by the men. They know very well that it is a very difficult path, as the women had to break through years of male dominance, taboos and beliefs that had heavily impregnated the society. The Indian women writers expressed their views and agony through their writings in the Postcolonial times for two major reasons. Because of this, it was important for the experiences of women under the patriarchal influence to come out to the forefront and expose the undue cruelty held on them by men. It was necessary for the women to oppose this male dominance over them. We observe that women continued to define the borders of the community, class and race. They tried to express their agony and dissatisfaction of male dominated attitude through their works. In addition, critics argued that colonialism operated very differently for women and for men. Woman has been the focus of many literary works down the centuries. In an age of development and flux in every field, one cannot easily ignore half the population. Indian writers in English have also come out of their cocoons and have started acknowledging the status of the Indian woman in a male-dominated society. The concept of Indian womanhood is as divergent as the country itself and has undergone drastic and dramatic changes from era to era.

There is a fine amalgamation of Indian artistic sensibility and western literary types and genre in their poetry. The Indo-English literature has presented the political, social and cultural crises in India. Social hyprocrisies, ugly social practices of caste-system, and superstitions in Indian society have been analysed thoroughly in Indo-English literature. The synthesis of the Eastern and Western literary modes have given a comprehensive perspective to the Indo-English writers and they have successfully analysed the psychological, emotional and spiritual crises experienced by the Indian intellectuals as well as by men and women representing the different strata of Indian society. There are many Indian women writers both novelists and poets, based in the USA and Britain. Some like Jhabvala and Anita Desai are late immigrants while others, like Jhumpa Lahiri belongs to the second generation of Indians abroad. Most expatriate writers have a weak grasp of actual conditions in contemporary India, and tend to recreate it through the lens of nostalgia. Their best works deal with the Indian immigrants, the section of society they know at first hand. Sunithi Nam Joshi, Chitra Benerji, Divakarvas and Bharathi Mukherjee are the oldest, and naturally, the most prolific. Writers like JumphaLahari, Manju Kapoor, Kiran Desai, and Arundhati Roy too have written novels of Magic Realism, Social Realism and Regional fiction, and benefited from the increasing attention that this fiction has received National and International awards. They have probed into human relationships, since the present problem is closely concerned with mind and heart and the crusade is against age-old established systems. In order to make the process of changes smooth and really meaningful, women writers have taken upon themselves this great task. Away from this line of writing the lives of women, the most successful of the Indian women writers is Jhumpa Lahiri who created the difference among all the Indian women writers. She is a dazzling storyteller with a distinctive voice. She is

different from other Indian writers writing in English. Most of the first generation writers of Indian fiction are born and brought up in India.

In the contemporary Indian Literary scenario, Indian women writers in English reflect the truth of Indian reality. They bear numerous responsibilities in the world of literature. They execute with admirable aplomb as the anthropologists, sociologists, novelists, essayists, travel writers, teachers and slip into global responsibility for establishing peace as the ambassadors. These have become the colossal central socio literary figures with the substantial bodies of work drawing the global attention. They also have become the only negotiators to mediate the core social and cultural problems of India and other colonized nations. All their major works have enjoyed immense academic attention across the globe and which have invited and produced a great amount of literary criticism especially on feminism. They have created a wide readership and a strong critical endorsement that reflect the attention of serious academicians and scholars. All the post-colonial and postmodern predicaments are wrestled to demonstrate a high level of self-consciousness, which continue, interrogate the social, philosophical, cultural issues of rape and sexual harassment of innocent women in contemporary Indian society. Their works have initiated the emergence of critique of feminism with nationalism. Their intellectual insights, conceptual, theoretical and textual experiments have engaged and interpreted the complex colonial and postcolonial situations. They have also established a peculiar paradox of reading and appreciation eloquently responding to the issues of sexually harassed women both in post-colonial and postmodern issues of rape and exploitation on the Indian women in the contemporary society.

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Innovation In Teaching and Learning

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ABSTRACT

incorporating more technology into the classroom to create a blended environment in which students are exposed to technology in a manner comparable to that of the real world. Using powerful video tools to make communication between parents of school districts easier and more clear, innovation in education has the potential to improve overall school outcomes. Students in innovative classrooms are improving their capacity for peer engagement and improving their communication skills. One of our nation's most important basic rights is access to education. After India gained independence, literacy rates have consistently increased. Indians are employable all over the world due to their excellent English skills. Over the years, Indians have made some wonderful discoveries. Innovation is essential to the advancement of our nation and the entire world. Additionally, education benefits greatly from innovation. The application of technology is encouraged by our educational system.

Keywords: Elementary education, computerization, holistic growth, and balance in education

I. INTRODUCTION

to There is a widespread misconception that technological advancements are the only source of educational innovation. Innovation in education, on the other hand, transcends technical expertise. Human nature and tendency are synonymous with the terms "innovation" and "learning." These two words are incredibly dependent on one another. Although there cannot be a greater emphasis on innovation, it is well-established that learning drives innovation. Innovative learning serves as the foundation for the future generation of Creative Leaders. Let us examine the teaching innovation in this article. Design innovation and creative thinking are applied in a variety of industries and sectors, including education. Students are able to develop skills and expand their minds outside of the classroom as a result of the introduction of innovation in education. The true mark of intelligence is imagination, as Albert Einstein so eloquently put it. As a result, it is essential that we adapt our educational and teaching practices to the shifting dynamics of society. To channel innovative education, innovative teaching methods are required to assist students in comprehending and resolving contemporary challenges, breaking social constructs that are pointless, and developing toward a sustainable future.

Computerization, manual labor, and superior matter are all given equal weight in our balanced educational system. Education should be stress-free at least until the primary level, but healthy competition should also be

encouraged. Students' holistic development must be guaranteed by education. Students should be praised for their work and encouraged to learn from their mistakes.

II. INNOVATIVE TEACHING

The room's spirit and character are developed by teachers. The foundation of innovative education is innovative teaching concepts that encourage learning, inquiry, exploration, and risk-taking. Giving students responsibility, for instance, is a great way to learn. Experimentally, when a primary school teacher let students choose their chapter to study and asked them to create real-world use cases and connections to the subject they had just learned in the lesson. Another educator asked students to self-evaluate their work and identify errors or incorrect assumptions. The students embraced innovative education in an open and curious manner because they loved these methods, became excited about them, and enjoyed being treated as adults and given responsibility. Another name for this is the "Flipped Classroom Model."

The instructor employed an immediate feedback system and required her students to submit a second response based on the feedback she provided in another innovative teaching strategy. This introduced a novel approach to rewarding risks and took away the pressure to achieve high grades in order to excel. She said that students preferred innovative teaching and were excited about the chance to explore. The traditional rule of avoiding and ignoring mistakes at school is harshly criticized in Janet Metcalfe's "Learning from Errors" paper. She puts a lot of emphasis on her argument that labeling failure as a bad thing hinders not only the growth of individual students but also the education system as a whole. A teacher twisted the concept of finding a solution to problems in yet another innovative teaching method. Similar to problem discovery, problem-finding entails looking for missing parts or additional layers that can be added to make something better. Making products that have an impact on the lives of others is similar to this. He gave his students the chance to think deeply, ask tough questions, and come up with innovative solutions to problems by employing this method.

They will be inspired to think creatively and outside the box as a result of this. The students must be encouraged to develop their ideas and make a list of potential solutions after investigating all of the available information. This is a great innovative educational strategy that requires students to interpret their knowledge. The instructor should then encourage the students to see the problem as an opportunity and produce something using their potential solutions. A lot of questioning, self-reflection, teamwork, peer learning, and curiosity will be required throughout this process. The instructor is obligated to provide the students with feedback and prompt them to consider ways in which it could enhance their final solution.

III. INNOVATION

Indians have discovered extraordinary things like zero. While the value that is placed behind another integer is miraculous, there is no value for a single zero. Amazing, isn't it? This is innovation's power. Innovation does not always require extraordinary effort or a lot of money; On the other hand, the spirit of innovation is maximizing value with as few scarce resources as possible. This is necessary for inclusive and sustainable innovation. The need for quick, inclusive, and effective innovation has been prioritized by a combination of unstable and compound factors, such as the rapid exhaustion of the world's natural resources, growing hopes, income gaps, and the significance of raising the standard of living for millions of poor and deprived communities worldwide. Climbable innovation has emerged as a means of overcoming social and economic

obstacles all over the world, but particularly in large nations like India. When progress is slow, the problems must be balancedly solved. Humanity's success depends on how people use their creative potential.

IV. SCOPE OF INNOVATION IN EDUCATION

India's education system is undergoing transformation, with many schools adopting world-class teaching and learning methods. The goal of education is essentially the same, regardless of whether it involves continuous advancements or complete overhaul: creating a bright future through modern methods. Today, students and their parents seek an educational experience that not only meets their individual requirements but also prepares them for the future. It should also be made certain that students receive up-to-date information about global developments. Visionary teaching and learning practices seem like a prerequisite for meeting these requirements. Every educational establishment must create an engaging, challenging, but productive learning environment. Students' world of imagination is bursting with countless concepts and versatility when they look at the situations that are prevalent in large centers. They can achieve world-class knowledge through controlled exposure to knowledge tailored to their needs, enabling them to compete globally. It can be said that education needs to incorporate information and communication technology (ICT) in ways that support and complement students' worldviews. Therefore, it is not just a matter of improving the methods used to impart education. Ideally, all education stakeholders must have a greater desire to transform the education sector. We can now create learning forums where families and the community can also participate in the education of young students thanks to technology. Nowadays, technology can be used in more creative ways. Learning is liberated from the confines of the classroom and innovative learning strategies are laid out. The applied innovative methods ought to be distinctive. It could be advancing existing practices or altering the method by which the objectives are accomplished. Using audiovisual illustrations to learn Indian history and participate in advanced STEM programs requires inventiveness in the education sector.

V. ROLE OF TECHNOLOGY IN EDUCATION

Technology is encouraged by our educational system. We not only make sure that students are familiar with and understand technology, but we also encourage them to use it. The majority of schools today have 1:1 computer labs and incorporate technology into their curriculum. Parents and students alike are becoming more technologically savvy.

Thus, the children and their parents are aware of the most recent situation. As soon as possible, all schools will be online. Computerization, manual labor, and superior matter are all given equal weight in our balanced educational system. Children are receiving up-to- date textbooks from numerous State boards and the Central Board. The textbooks now include inspirational stories. Respect and acceptance of one another's shortcomings are essential for children. The human element of education must be preserved through technology.

VI. INNOVATIVE IDEAS OF EDUCATION

Attracting each student's attention and successfully imparting beliefs in order to leave a lasting impression are the most difficult tasks for any teacher to complete. To successfully complete this task, you as a teacher should incorporate novel ideas to make learning enjoyable for your students. As a result, we've compiled a list of fresh

ideas that will help you rethink your teaching methods and increase student interest. Innovation can be encouraged with the assistance of tools. Include fun games or visual exercises that will captivate young minds and keep them interested. This is a tried-and-true method for inspiring young people to be creative and discovering their creative potential. All of your subjects should include aspects of creativity. Examine the methods they use to develop inventive concepts. Help different ideas; Allow students to testify on their own. During your classes, you should use audiovisual materials to supplement the textbooks. Prototypes, filmstrips, motion pictures, images, visual representations, and other brain-exploring equipment are examples of audio-visual materials. These tools will push students' intellects to new heights. These methods will not only improve students' listening skills but also help them better comprehend concepts. There are a lot of clever toddler applications that you can use to create stunning presentations if you enjoy technology. Teaching will be fresher and students will learn more if you incorporate real-world events into your lessons. When learning materials are connected to and illustrated with real-world examples, they will be more effective. It will pique the interest of students and boost their enthusiasm and attachment to their studies. Teaching should incorporate idea sharing on a regular basis. Students' creativity is boosted when they share their ideas. When a large number of people deliberate over a single idea, everyone is guaranteed to participate and learning becomes more enjoyable for everyone. Students can freely express their opinions at these idea sharing assemblies without worrying about being graded or assessed. You should establish guidelines for the idea sharing assembly. It should be decided in advance what kind of idea sharing is used for a particular topic. An off-site location should be used for idea sharing assemblies in order to maximize learning on certain subjects. Some subjects may be better understood through industrial or recreational trips, while others may only require a trip to the school playground. The students' involvement will rise as a result, and outcomes will be significantly improved. Another important new method of teaching is role play because it helps students connect with the subject and develop their personalities. Teaching about literature, recent happenings, or historical events can all benefit greatly from this method.

Students will become aware of the material's practical application through this method. Role playing is beneficial for students of all ages. For each age group, a little bit of conditioning is needed. This method works well for teaching toddlers as well. Another popular method of teaching subjects where visualization enhances learning is through portrayal. It's a common method for teaching history.

VII. BENEFITS OF INNOVATION IN EDUCATION

There are numerous indications that, when utilized appropriately, technology is extremely beneficial to students' learning. Technology is very helpful for learning; Additionally, it aids communication. To communicate with parents and students, educators and management use electronic devices. Because it enables students to consult online term papers and other educational applications, technology enhances learning and aids students in their homework. The following are significant advantages of using technology in the classroom: For young students who are familiar with the most recent technology, it makes learning exciting and participatory. It enables a faster and more effective method of teaching at home and in the classroom. It reduces the need for textbooks and other printed materials, saving money in the teaching–learning process. It makes cooperation easier. Students, teachers, and parents can all work together effectively and communicate clearly. It raises students' experimental skills, enables them to learn quickly, and enables them to take full advantage of the tools that technology provides.

VIII.   INNOVATIVE LEARNING

The process of creating an environment where students regularly learn about new things, question them, and come up with new ideas on their own is called innovative learning. It could involve allowing students to explore and comprehend something by utilizing technology like augmented reality, deep learning, or something as common and necessary as the Internet. It could include more practicals and do-it-yourself projects to allow students to take chances and learn by doing. As a Creative Leader, it can also facilitate group explorations that aid in the development of skills like learning from others, growing, and fostering harmony among themselves. These skills will later be useful when managing a large team. One fundamental question is at the heart of the concept of educational innovations: "What do you mean by education?" The current curriculum ought to be more adaptable if it is the art of learning things. In addition, it must include encouraging students to explore and use technology. Risks and failures should be rewarded, and grades should be used to provide less validation. We should learn from education innovation to look ahead of our current methods and make room for better ones.

In today's world, there is a wealth of information available for use in MOOCs, blogs, and other resources to create endless opportunities and spread educational innovation. In the EduTech industry, there are a lot of startups using Augmented Reality and Neural Networks to make learning more fun and engaging, which can encourage curiosity and innovation in education. There are also growing numbers of open source communities where anyone, regardless of age, can join and participate in discussions about novel concepts.

IX. CONCLUSION

"The value of an idea lies in the use of it," was a quote by the great scientist Thomas Edison. As a result, our educational system needs to maintain its effectiveness while also remaining relevant to the advancements we are making and the challenges our world is currently facing. It's time to encourage new ways of learning so that students learn more than just what is in a textbook. Check out Jigsaw Academy's Post Graduate Certificate Program in Design Innovation & Strategy, a 5.5-month online instructor-led program that enables students to Design Innovation and Creativity-led Entrepreneurship, if you are interested in learning more about Design Innovation & Thinking and its application across domains. For improved outcomes, some educators have also combined textbook learning with technology. Stories told through videos, graphic novels, robots, etc., is rooted in the concept of an innovation school. For instance, introducing graphic novels and storybooks to history lessons increases a student's likelihood of retention over oral instruction. Alternately, utilizing the Design Thinking method for educational innovation in teaching is a comprehensive strategy. A methodical approach known as the "Design Thinking Process" is one that focuses on problem-solving, information gathering, idea generation, idea refinement, and solution testing. Discovery, Interpretation, Ideation, Experimentation, and Evolution are the five phases of this process. The teacher can begin by challenging the students with a problem by dividing them into groups in innovative schools and teaching methods.

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Contribution Of Indian Women in Literature: Special Reference to Kamala Markanadaya's Novel 'Nectar in A Sieve': A Study

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ABSTRACT

Many prominent Indian women writers, poets, and novelists have played a very important and crucial role in presenting and describing India and Indianans in various ways in their works. Anita Desai, Sashi Deshpande, Anita Nair, Manju Kapoor, Nayantara Sahagal, Bharati Mukharji, Chitra Divakaruni, Mamala Das are notable. Kamala Markandaya (1924-2004) is one of the well-known novelists among them. She effectively presents rural India and the pathetic life of farmers in her novel. Her novel 'Nectar in a Sieve" is a very major novel that presents the pathetic and tragic life of a farmer and his wife named Nathan and Rukmani. In this article, a researcher has tried to show the role of a woman writer in the contribution of Indian literature with special reference to the novel 'Nectar in a Sieve".

Keywords: Pathetic, Tragic, Rural. Patriarchy, Inequality,

I. INTRODUCTION

The contributions of Indian women novelists in Indian writing in English are very notable. Indian women novelists in English have made their permanent mark in the field of English fiction. They are being conferred not only national but international awards also. In most of their writings, they have tried their best to free the female mentality from the age-long control of male domination. In short, in their novels, the protagonists are mostly women characters desolated and isolated by an entirely sapless, hypocritical, and insensitive male domination. Today whatever political, social, cultural, and individual awareness we see in women, they are mostly the result of these fiction writers who heralded a new consciousness in the realm of traditional thinking. If these tireless efforts on the part of women for women's sake go on, the days are not far when they will be equated with men and even far better than men, in all respects, in each and every field.

During the last three decades, a large number of women novelists writing in English have attracted a great deal of attention and favorable comment. Kamala Markandaya is one of the most significant fiction writers among them. She finds a place in book reviews, journals, interviews, and seminars. In the literary scenario in Indian writing in English, there are innumerable women novelists who have presented feminine sensitivity, grievances, and every type of injustice, inequality, and ill-treatment. Kamala Markandeya has several novels: *Nectar in a Sieve, A handful of Rice, Two Virgins, Pleasure City* at her credit. Few of them are presenting the most adequate and sensitive problems of the world of women. And, this world is full of pathos, suffering, and subordination of women. Atiya Husain who wrote only one novel under the title *Broken Column* is from the

Muslim community and is an independent thinker. She focused light on the domestic restriction of a Muslim family.

Kamala Markandaya is a well-known Indian writer in English she has great concern with rural life in India nectar in a few is a novel about rural India the subtitle of the novel a novel of rural India travel the fact various aspects of Indian rural life has been realistically and comprehensively treated the novel is a realistic description of the tragedy of Indian peasant which is daily enacted on the stage of rural India. Rukmani and Her husband Nathan are the chief actors in this tragedy and in the background there stand a number of minor figures who also suffer like them in short the novel is about rural India and his realistic nature in it, Kamla Markandaya has made a faithful and realistic attempt to project of rural India all these facts can be studied as follows.

In rural India, the peasant is a sufferer in many ways. He suffered from man and nature Nathan is a tragic victim of the vigorous nature his crops fail others due to excessive rain or lack of it in both cases destroyed. Kunti and old granny surrender their lives and Nathan becomes as dry as bamboo due to excessive rain or lack of it. We see Kunti and old granny surrender their lives and Nathan becomes as dry as bamboo due to excessive rain and drought. Nathan and his family almost starved. Kamla Markandeya also shows the zamindari system of rural India and the Havoc created by it in the lives of the innocent peasant a tenant farmers. He is to pay his dues for the land whether he reaps or not.

The Zamindar never turns up in person but sends his agent for the exact dues. Rukmini sells her clothes etc to pay the dues to Shivaji then Nathan is evicted from his land. Eviction from the land is the greatest tragedy for a peasant. Nathan and Rukmini become homeless thus in rural India men are victimized by both man and nature as in rural pictures in the novel. They are characterized by novels that can be compared with the novels of Munshi Premchand in Hindi.

'Nectar in a Sieve' presents pictures of early marriage Rukmani is married to Nathan at the age of Twelve. Kunti is the youngest of all Three: Kali, Janki, and Rukmini. Ira is married off at the age of fourteen. similarly, in order to find a suitable husband, the girl must have a nice dowry Rukmini's father is the village head man by the time of the marriage meaning her father does not remain able to give dowry and so Rukmini has to marry a poor man, Nathan. The dowry is lowered if the bride is beautiful. This is found in the case of Ira who is as beautiful as a maiden. Rural society is dominated by men. This all the negative aspects of women are as equal as expressed by The liberal politician Carl Welcker, an elected member of the Frankfurt Parliament, expressed the following views:

> Nature has created men and women to carry out different functions…Man, the stronger, the bolder and the freer of the two, has been designated as protector of the family, its provider, meant for public tasks in the domain of law, production, defence. Woman the weaker, dependent and timid, requires the protection of man. Her sphere is the home, the care of the children, the nurturing of the family…do we require any further proof that given such differences, equality between the sexes would only endanger harmony and destroy the dignity of the family.

Women are mainly considered the begetters of children. In fact, women have come to feel those differences at all levels: economic, social, and political and gender. All are manmade 'Social constructs' and gender differences in particular are not natural. Clara Nubile writes by quoting the reference of Manusmriti as: 'in childhood, a woman should be under her father's control. In youth under her husbands, and when her husband is dead under her son's. she should not have independence.' (Qtd. Clara, pg.1). Ira is written to her house by her

husband because she is barren. He takes to another woman. Nathan does not blame him because a man needs children. In addition, rural people need sons, especially Nathan is not happy with his first female baby. This condition of patriarchal suppression, depression, and artificial dominancy is expressed by Simone de Beauvoir as:

<div align="center">

One is not born, but rather becomes a woman,

It is civilizations a whole that produces

this Creature…which is described as feminine.

</div>

Ira, the rural woman, is also a primary helper to the producer of food. They also help their husbands in sowing, reaping and harvesting. Kamala Marakandaya, a great woman writes of India through this novel depicted the dangerous condition of rural India. Injustice, inequality, and exploitation of women is the burning topic of today's lifestyle. Even in the past, women were the victims of exploitation and misuse at the hands of men. In all sections of humanity, women have been exploited at all levels in different forms. The sympathy for the indefinable suffering of women in the writings of Kamala Marakandaya's novels is rooted in her temperament. She has not chosen to deliberately project feminism but it comes naturally in her writings. This sensitive writer has practically seen rampant negligence of women and their exploitation at the hands of men.

II. CONCLUSION

Kamala Markandaya's contribution to Indian literature is very notable. She has very seriously depicted the heart touching the poor condition of the farmer and the fire reality of rural India. She has also depicted the secondary condition of women in rural India. This sensitive writer has practically seen rampant negligence of women and their exploitation at the hands of men. Her novel touchingly depicted the gender inequality, suppression, oppression, and exploitation of women in this patriarchal society.

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Impact of Governance, Leadership and Management on Enhancement of Quality of Education and Institution Grading

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ABSTRACT

Proper governance is a chief component in improving the satisfactory of higher training and NAAC gradation. the coolest governance must have extra investment for the higher instructional machine; Granting extra autonomy to institutions concerning economic matters; growing direct links between consequences and the funding allotted; spreading the investment sources to improve research in institutes, accurate infrastructure, powerful coaching mastering technique, those capabilities which leads to enhance the high-quality and accreditation in better training.

Powerful governance and management with the aid of placing participative choice- making process is key to attain the vision, undertaking and desires of the organization and additionally constructing the organizational way of life. The formal and informal preparations in the institution to co-ordinate the instructional and administrative planning and implementation reflects the institutions efforts in achieving its vision.

Research associated with governance and leadership contributing to fine is rare in schooling. This paper is look at to fill this hole. This paper argues that appropriate governance is a manner through which governance can be efficiently applied inside the education gadget this is operationalized thru leadership Governance, management and control for achieving higher first-class and NAAC Gradation.

Governance, management and control are key factors to improve mastering and coaching in higher education.

The Governance, management and control have effect on coaching & studying, infrastructure, studies sports and excellent practices in institution. The management Governance, management and control has the capability to influence route and all approximately the institutional lifestyle.

Keywords: Governance, Leadership and Management; Higher Education; Teaching& Learning; Research and extension, Infrastructure, best practices

I. INTRODUCTION

Governance is "The process for distributing authority, power and influence for academic decisions among campus constituencies." The Good Governance ensures an effective functioning and efficient governance at all levels to the satisfaction of stakeholders. The implementation of good governance shall lead to effective utilization of manpower, infrastructure and facilities available in the institute and thereby enhance the quality

of education and gradation of institution. The good governance leads to transparency and accountability in the administration.

The expected benefits due to implementation of good governance, leadership & management may include:

➢ To strengthen the existing good practices
➢ To implement transparency at all levels of governance and administration o To follow integrity in appointments at all levels
➢ To establish fair and transparent processes in internal control
➢ To comply with rules and regulations
➢ To establish strong and capable financial processes and procedures relating to procurement, appropriate utilization of funds and audit.
➢ To involve all the stake holders at various levels as deemed fit with regard to guidelines of statutory bodies.
➢ To maintain registry of interests of members of governing body
➢ To achieve optimum utilization of infrastructure, resources for better output
➢ To meet the requirements of NAAC accreditations
➢ To enhance the quality of teaching-learning process
➢ To set up centers of excellence in research & development and enhancement of quality of research and consultancy.
➢ To set up and strengthen student support programs, training for enhancing Quality in placements and higher education.

In this paper, the important criterions on the basis of which NAAC Gradation can be improve with the help of good governance, Leadership and Management of the institution in higher education is explain here and methodologies of NAAC are explained here. Governance is concerned with structures and processes of decision-making to ensure improved performance and accountability of institutes. At the institutional level, governing bodies play a major role in providing guidance to institutional stakeholders to translate their vision into operational practice. The governing bodies help institutions set the targets, prioritize allocation and re-allocation of human and financial resources, put in place accountability procedures and ensure enhanced outcomes. The result of this, the NAAC gradation can be improved.

II.   HIERARCHICAL MODEL OF GOVERNANCE, LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION
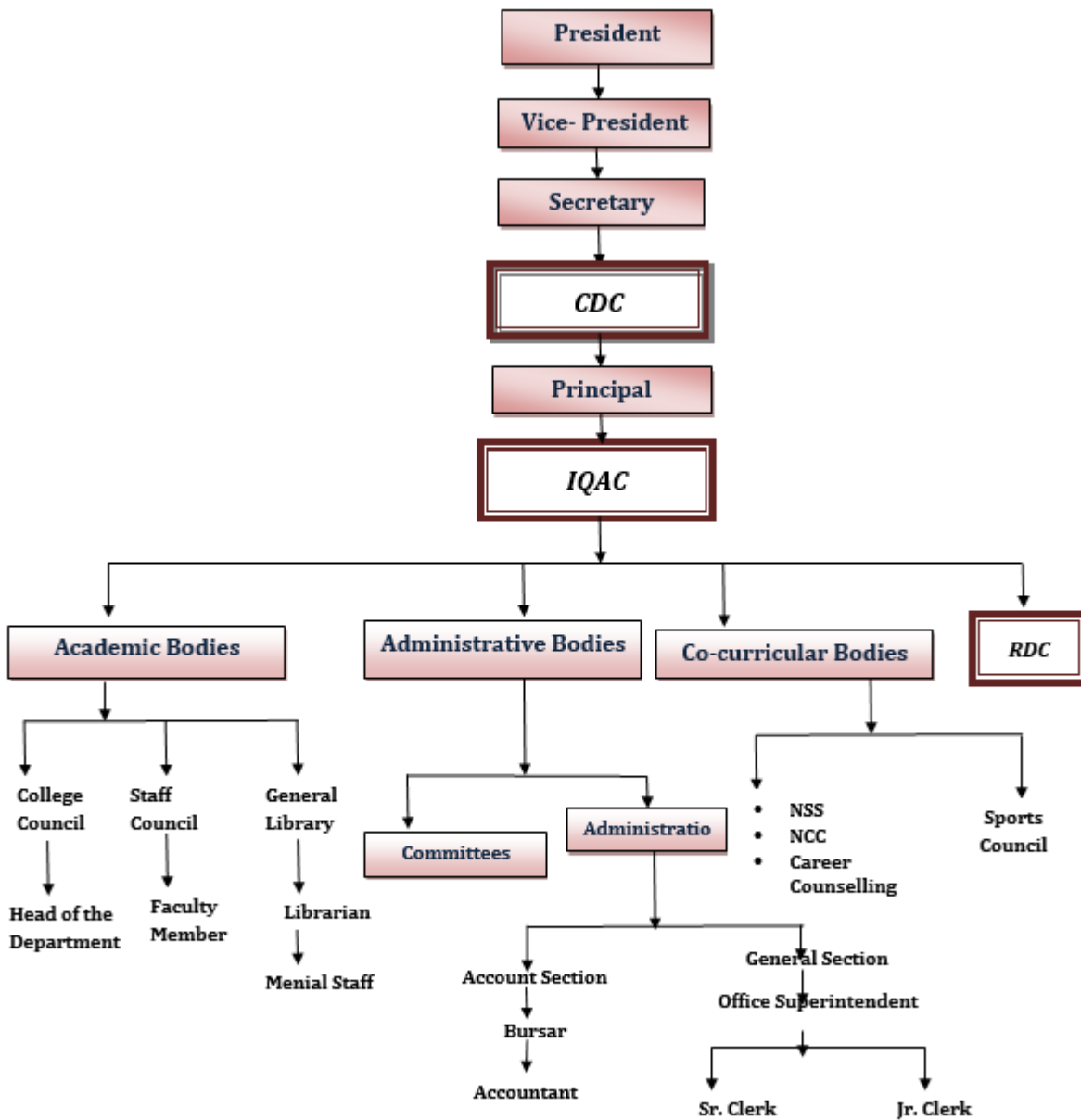
III. THE IMPORTANT QUALITY ENHANCEMENT IN INDIA CAN BE EXPLAINED AS BELOW

The University Grants Commission (UGC) with its statutory powers is expected to maintain quality in Indian higher education institutions. Section 12 of the UGC Act of 1956 requires UGC to be responsible for "The determination and maintenance of standards of teaching, examinations and research in universities". The Various committees and commissions on education over the years have emphasized directly or indirectly the need for improvement and recognition of quality in Indian higher education system. Consequently, the Programmed of Action (PoA) in 1986 stated, "As a part of its responsibility for the maintenance and promotion of standards of education, the UGC will, to begin with, take the initiative to establish an Accreditation and Assessment Council as an autonomous body". After eight years of continuous and serious deliberations, the

UGC established NAAC at Bangalore as a registered autonomous body on 16th September 1994 under the Societies Registration Act of 1860.

IV. INSTRUMENTATION AND METHODOLOGY FOR GRADATION

The Assessment and Accreditation is in three dimensions which are explained below:

1. On-Line Submission of a Letter
2. Preparation of Self Study Report" - The first and most important step in the process of assessment is the submission of the self-study report to NAAC.
3. Peer Team Visit: - The visit by the peer team gives the institution an opportunity to discuss and find ways of consolidating and improving the academic environment.

V. NAAC SUGGESTIONS FOR OVERALL DEVELOPMENT OF THE HIGHER EDUCATIONAL INSTITUTIONS

1) Laboratory facility needs to be enriched and expanded
2) College should have a well-equipped language lab, especially in view of the fact that every B.Ed. Trainee opts for one language.
3) The college needs to have hostels for boys' and girls' students.
4) As internship & practice of teaching are separately shown in the syllabus, internship needs to be streamlined & broad based.
5) The computer lab should be expanded, have more qualified Teachers; Faculty improvement program should be strengthened.

VI. ABILITY OF GOVERNANCE, LEADERSHIP AND MANAGEMENT TO INFLUENCE THE DIRECTION OF INSTITUTION FOR QUALITY IMPROVEMENT AND GRADATION

Good Governance, Leadership and Management, has the characteristics as 'action' and it relates with others directly influences the institution's culture. Good Governance, Leadership and Management have the ability to influence direction and keep momentum going. Good governance and leadership must involve in strategic planning. Governance, Leadership and Management have the power to direct staff according to institutional policies and rules to achieve outcomes. The leadership also direct their staff and must use insight into people's behavior and characteristics.

I)   Impact of Governance, Leadership and management in Teaching and Learning:
Good Governance, Leadership and Management are needed at all levels of the organization (Marron & Cunniff, 2014). But Quinlan (2014, p. 32) asserts that 'good leadership of teaching (by explicitly including knowledge and evidence related to teaching and learning) improve for student learning'. Therefore, good governance and leadership, promote learning and teaching which improve the quality of education. That improves, alternately gradation of NAAC.

II) Impact of governance Leadership and management in infrastructure for improvement in gradation:

Private organizations participation in infrastructure development may enhance infrastructural facilities provision for higher institutions. So, It is the responsibility of higher education to create an environment that not only assures learning, but also pays special attention to the mental and physical well-being of the students. The institution need to provide quality education along with proper facilities where students can experience a holistic academic development along with extra-curricular activities. Schools often need to invest to provide essential amenities.

- **Proper education infrastructure can support better learning:**
  1) Positively impacts attendance and performance: If institute provide better facilities to students, the drop-out rates are much lower. It is the responsibility of the institution to motivate students with good governance to provide the expected infrastructure.
  2) Digital infrastructure has become a must: educational institutions have to invest in building the digital infrastructure to make education accessible for all the students.
  3) Proper infrastructure also motivates teachers: Apart from creating the right environment for students, teachers too need a motivating atmosphere to impart knowledge to the students.
  4) College Building: The building should be spacious, well planned with good architectural features. There should be good ventilation in all the classrooms along with facilities like fans, lights, benches, chairs, backboard, etc. There should also be facilities such as laboratories, multimedia room, office, theatre and many more.
  5) Classrooms: The backbone of any institution's infrastructure is the classroom. There should be adequate classrooms and it should look pleasant with good painting and decorations.
  6) Library: It plays an important part in the learning process of the institution as it's a counterpart of the institution's infrastructure.

III) Impact of Governance, Leadership and Management Mechanisms to Track and Promote Research:

To ensure that the institution's research plan is being carried out and is effective, governance mechanisms are needed to track research outputs and outcomes for improvement in the NAAC accreditation. There are many types of research outputs to consider. ? Institution may see research that contributes to solving local or regional problems as important, even if the work is not published in an international journal. Therefore, it is important that an institution carefully separates its policy choices and its evaluative framework from the measures it uses to measure the performance and success. So, institution governance had to focus on research publication and citation data, their uses and possible abuse, and best practices and applications for research performance assessment and for monitoring and tracking developments and trends in research.

IV) Impact of governance leadership & management in best practices for the quality of education and improvement in gradation:

Some of the institutional and individual faculty best practices have visible impact on the quality of higher education imparted by the institution. The best practices concern admission, fees, attendance, teaching, performance, skill building, employability, student involvement, collective learning, value addition, ensuring transparency, information dissemination etc. So , good Governance, Leadership and Management of the institution have quality education in the institution and perhaps improves the institute gradation.

VII.DISCUSSION

In the previous research (Bryman, 2007; Scott et al., 2008, 2010), it has examined the concept of formal leadership in higher education governance. Few studies have examined how academics in non-formal leadership roles understand themselves as leaders in teaching and learning in their everyday work environments to promote student experiences. In this study, importance has been given on developing their leadership in learning and teaching. Leaders needed to be outward looking and have institutional credibility in order to create positive work environments for staff. (Bryman, 2007; Parrish, 2013; Ramsden,1998). In the context of higher education, individuals with formal leadership responsibilities had significant influence over the culture and the power to determine how teaching workloads were distributed, adjusted and rewarded. (Bryman, 2007). The style formal leaders directly influenced relationships with staff and the workplace culture. This perception relates for hierarchical models of leadership in higher education, such as distributed, collaborative models (Jones et al., 2012). A number of studies have stressed the importance of trustworthy connections in learning leadership (Del Favero, 2003; Gopee 2002). Identifying a specific learning goal and then approaching a competent colleague to collaborate in a mentoring relationship is a strategy to build resilience, competence and leadership.

VIII.   CONCLUSION

For better performance in higher education and getting higher gradation, the institutions have to balance their academic mission and executive capacity. The quality and the arrangements for governance are important factors for building and maintaining effective institutions Leadership in teaching and learning by academics in non-formal roles must be more widely promoted and rewarded in higher education So, good governance and leadership, promote learning and teaching which improve the quality of education. That improves, alternately gradation of NAAC. For overall development of the higher educational institutions and quality maintenance needed Laboratory facility, well equipped language lab, hostels for boys and girls, scholarships need to be made for students from weaker section of society, Computer lab. Good leadership has the ability to influence direction and keep momentum going. Leadership needed the effective communication abilities & has trust and show respect for workers. Good governance and leadership must involve in strategic planning. leadership have the power to direct staff according to institutional policies and rules to achieve outcomes. Institution governance had to focus on research publication and citation data, their uses and possible abuses, and best practices and applications for research performance assessment and for monitoring and tracking developments and trends in research. The best practices concern admission, fees, attendance, teaching, performance, skill building, employability, student involvement, collective learning, value addition, ensuring transparency, information dissemination etc. So, good governance of the institution have quality education in the institution and perhaps improves the NAAC gradation.

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Impact of Interactive Technology and Smart Education on Academic Achievement of Students

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ABSTRACT

Interactive technology and smart education plays a dynamic role in educational process. Using smart education technique in teaching- learning process helps to create effective teaching- learning environment. Interactive technology and smart education can enhance the knowledge & skill of the teacher and students. The research paper is based on the to understand the Impact of Interactive technology and smart education on academic achievement of students. The study design was based on experimental research design. The sample of the study consists of 80 secondary school students in Amravati city Maharashtra state. The analysis of impact of interactive technology and smart education on academic achievement of students, the researcher was used self-administered achievement test in environmental science. The data was analysed with the help of mean, SD and t' test. The findings of the study revealed that the Interactive technology and smart education was support to develop creative and innovative approach towards learning. Result shows that the calculated t-ratio of the post-test scores of achievement in environmental science between control and experimental groups was found to be 5.96 which are greater than the tabulated value of 't' 1.96 at 0.05 level of significance. Hence, there is a significant difference in the achievement in science scores of control and experimental group students. The finding of the study concluded that the Impact of Interactive technology and smart education can create effective learning environment its helpful for development of academic achievement of the students..

Keywords: Impact, Interactive technology, smart education, academic achievement, students

I. INTRODUCTION

The application of Interactive technology in education has changed the pattern of the traditional education. Interactive technology in education can develop innovative pedagogical methods especially for teaching or learning purposes. Teachers are implementing various tools to improve their teaching skills and class environment.

The educational technology is important for create better opportunities to instructor, learner and administrator to enhancing the working capabilities in the education system.(Raushan A.2020)

Accordingly, teachers from various disciplines can implementation of ICT is helpful for improving their educational process and teaching method (Lio, 2011; Liu and Velasquezbryant, 2003; Hew and Brush, 2009, Donnelly *et al.*, 2011).

Effective execution of ICT in education can create innovative reforms in teaching and learning process in all disciplines of education (Pulkkinen, 2007; Wood, 1995).

In India, educational technology is a useful aid for create new paradigm in education and its help to teach complex concepts in science (NCERT, 2006).

At current scenario, different media tools are apply in classroom. Media tools like computer/laptop, smartphones, digital cameras and various multimedia software's has supported to effective classroom environment. (Riodan, 2008).Smart education technology like smartphones, wireless technology makes interaction and teaching learning process easier. The smart education technology can apply a variety of digital tools. These tools can effectively delivered content and enhancing the knowledge level.

Interactive technology has changed teaching technique and can enhance the level of knowledge and it's helpful for understanding of the different concept of environmental science.

The present study can be helpful to the teachers and a learner has to create potentials and build up the strengthening for new reforms in education system.

II. REVIEW OF LITERATURE

National education technology forum (NEFT) was recommended that formation of independent and sovereign body is essential.This body has supported to development of innovative teaching-learning technique and other educational activities like assessment ,management ect.(Mitra. Y.and Singh .D,2020)

Smart education technology has changed completely area of education. It accelerates the process of feedback system which is important for enhancement of transfer of higher order knowledge providing to learner. It has to develop critical thinking skill via active communication.(Elhoseny etal.2018)

The application of multimedia technology in text comprehension can improve the learning and memory retention. (Chiou, Tien & Lee, 2015)

The multimedia technology has changed the nature of   traditional class room to smart classroom (Indira dhull & Suman beniwal, 2013)

Application of picture and audio at the same time to ensure the teacher can relate both modes of presentation. Words are better presented in the auditory form rather than in text form in animation or video tools (Liu, Lin, Tsai & Paas, 2012).

Presentation of information in two modes one combination of words and second picture or animation and audio narration. Modality is helpful to students can learn in easier way and enhancing the critical thinking skills (Fiorella, Voget Walcut & Schatz, 2012).

Multimedia technology can facilitates constructively effective learning environment. (M. Neo and T.K. Neo, 2009)

III. OBJECTIVES OF THE STUDY

1].   To compare the effectiveness of the multimedia instructed teaching method and traditional teaching method on the academic achievement of secondary school students.

2].   To assess the level of understanding of the students by means of an environmental science subject.

3].   To develop an achievement test on environmental science for secondary school students.

Hypothesis:

1].   There will be no significant difference between the pre and post test scores of the control and experimental group students.

2].   There will be no significant difference between the post test scores of the experimental group students based on the level of learning achievement taught by multimedia instructional teaching method.

IV. METHODOLOGY

- **Research Design: -** The pre-test and post-test experimental research design is used in this study.
- **Sampling and Sampling Techniques: -** The population of the study was selected in secondary school level students. The sample was selected from schools in Amravati city, State of Maharashtra. Random sampling technique was used for selection of the secondary school students. The sample of the present study was selected total 80 secondary school students and divided into two groups viz. control and experimental.
- **Research Tool Used: -** A questionnaire was developed by the investigator. A self-administered academic achievement test in environmental science for secondary school students was used for data collection. The preparation of achievement test was selected areas related to the environmental science. The achievement test was constructed for 30 marks. It was designed to assess the level of understanding of the concept of environmental science before and after treatment among secondary school students.
- **Statistical Technique Used :-** The data was analyzed with the help of mean, SD and 't' test was used.

V. RESULT AND DISCUSSION

For the present study total 80 secondary school students were selected randomly. Table-1 shows that the distribution of respondents on the basis of their different levels of achievement in environmental science at pre and post test from control and experimental group.

Table 1: Distribution of students according to their level of achievement test in environmental science

Group	Level	Range	Pre-Test	Post-Test
Control	Low	Up to 10	20	20
	Average	10-20	17	18
	High	21-30	03	02
Experimental	Low	Up to 10	18	00
	Average	10-20	18	05
	High	21-30	04	35

Graph 1 : Number of students from control & experimental group at various levels of achievement test in environmental science at pre and post test
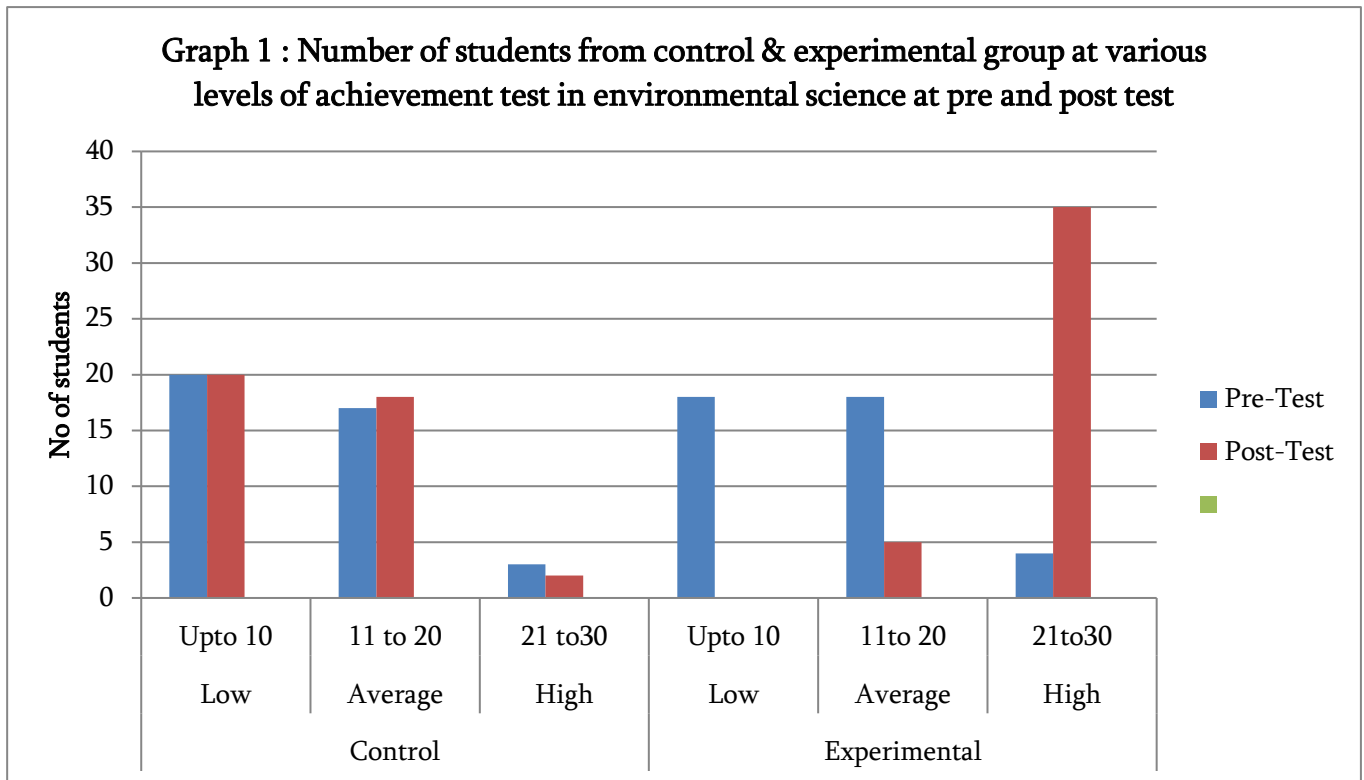
From table 1- it is evident that the pre and post test scores of achievement in environmental science of 40 students of control group, it was seen that there was no significant difference of students in post-test under high level of achievement in environmental science. But in the experimental group students there is a significant difference in high level of achievement in environmental science while no one was found in low level category.

Table 2 : Comparison pre-test mean scores of students

Group	N	Mean	SD	df	SEdm	Mean Difference	Table 't' Value	Calculated 't' Value
Control	40	12.1	3.52	39	0.56	1.1	1.96	0.95@
Experimental	40	13.2	3.68	39	0.58			

(@ - Not significant at 0.05 level of significance)

The data presented in Table-2 shows that the calculated t-ratio of the pre-test scores of achievement in environmental science between control and experimental groups was found to be 0.95. Hence the calculated't' values were less than tabulated value of 't' 1.96 at 0.05 level of significance, statistically there is no significant difference.

Table 3 : Comparison post-test mean scores of students

Group	N	Mean	SD	df	SEdm	Mean Difference	Table 't' Value	Calculated 't' Value
Control	40	10.67	3.30	39	0.52	14.03	1.96	5.96*
Experimental	40	24.70	5.03	39	0.80			

(* - Significant at 0.05 level of significance)

From Table-2 indicated that the calculated t-ratio of the post-test scores of achievement in environmental science between control and experimental groups was found to be 5.96 which is greater than the tabulated value of 't' 1.96 at 0.05 level of significance. Hence, there is a significant difference in the achievement in environmental science scores of control and experimental group students. Further the mean score of experimental group students is higher than control group indicating there was an enormous improvement in achievement in environmental science instructed through multimedia technology

VI. CONCLUSION AND IMPLICATION

The present study concluded that Interactive technology and smart education has changed teaching-learning process and reforms the traditional method in a innovative pedagogical paradigm. Smart education technology system has to promote new pedagogical method, strengthening of institutional capabilities for adoption of technology and build up skilled human resources. Control group students were taught environmental science subject by conventional method and experimental group of students were taught by interactive multimedia instructional method, it was found that achievement of experimental group was better than the control group in post-test. The Interactive multimedia instructional teaching method was effective than the conventional method. The result of the study shows that no one student was found to be under low level of achievement in environmental science. Interactive technology and smart education can develop innovative teaching techniques which is enhancing the creative skill of instructor and receiver. Interactive technology and smart education can improve the knowledge level of environment science subject.

The result of the study indicated that interactive technology and smart education is beneficial to various subjects at secondary level. Interactive technology and smart education is strengthening the students learning capabilities. Smart education can improve educational activities. Interactive technology and smart education is form new paradigm in education system.

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Education of Creativity Development Is a New Thought Stream in Modern Education

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ABSTRACT

Keywords: Creativity, Concept, Aspects, Multitalented, Dynamic, different, Physical, Mental, Teacher, Product Etc.

I. INTRODUCTION

Creativity, however, means that humans cannot create something out of nothing. Therefore, the material availableis it physical or mental, has to be understood as the ability to create something new from it. How new is new? There are differences of opinion on this. According to Thurston, creativity is the creation of something new for a thinking person. According to Stein, innovation will be relative to that culture. An object, an idea does not exist in the same form before. But if a new product is created on the basis of available materials, materials and knowledge and it is acceptable to that group or society, it can be called creative production if it is useful for solving the problem.

- **Meaning and Concept of Creativity:-**

Various experts have defined creativity. They are meant to highlight different aspects of creativity. According to Webster New World Dictionary the ability to create is the ability to create and to create is defined as causing something to exist.

1) Paul Torrance (Paul Torrance):-

To make a person aware of problems, problems, deficiencies in information or missing elements; Creating new options; Creative thinking is the process of verifying predictions, modifying them as necessary, and finally communicating the results for all or any of the actions.

2) Guilford JP. (Guilford J.P.):-

Emphasized multidirectional thinking in creative thinking. Multidirectional output refers to the creation of multiple types of information from received information. It includes elegance, fluidity, flexibility, expansion. Of course, according to Guilford, creative thinking is not only multidirectional thinking but also involves problem reframing and problem sensitivity.

3) Rhodes (Rhodes):-

has suggested that creativity can be considered in four ways, through four pillars. 1) Person 2) Process 3) Product & 4) Environment

A noun, naming the phenomenon in which a person communicates a new concept which is a new product.

4) Paul Torrance (Paul Torrance):-

In his book Rewarding Creative Behavior (1965) said, when the different definitions are separated, those definitions give a little more emphasis on a Paul than individual, process, result and environment, but his completeness Different groups cannot be formed.

Adopting any one of the above approaches would be limiting. If we decide to accept creativity as the innovation or utility of the product, then some inventions have come about by coincidence or accident. So in that case can it be called creative creation? Also, in this era of competition, some organizations consciously try to create new products by systematically changing existing products. If one decides to accept that creativity is a process rather than an outcome, dreamers must be creative. Because the miraculous juxtaposition of disparate ideas, remote associations are fully utilized in dreams. If creativity is defined as something individual, children will surpass Einstein, Tagore, and Picasso in terms of receptivity, curiosity, flow of ideas, unfettered imagination. Hence it has to be admitted that creativity is a very broad term.

- **Principles for encouraging creative behavior in the classroom:-**

Paul Torrance and his colleagues, after many exploratory experiments and discussions with many teachers, have suggested five principles that are useful for encouraging creative behavior in the classroom, they are as follows.

1) Respect children's unusual questions:-

Questions express the mind's hunger for knowledge acquisition. That hunger should be satisfied. Otherwise there will be intellectual starvation. Curiosity is an instinct of children. Questions arise in the mind to know things that are not known. A question is an insistence or a conjecture that a person makes verbally in order to get an answer. Questioning is an important step in moving from mental confusion to a new, well-organized cognitive structure. A person needs to direct his thoughts in the right way to identify the gaps in his knowledge and ask questions in the right way. This is why people who ask more questions are more creative. Of course, a person does not ask every question that comes to mind. For that, you need to find the right environment and the right person to ask questions. Therefore, psychologically safe environment should be created in the classroom. That is, excessive competition, unfair comparison, threats, taunting and teasing are useless in the classroom. Also a country with linguistic diversity like India has many languages and dialects. Even in a language like Marathi, there is a difference in word order, accent, and hell at every place. If you get irritated by the language, there is a possibility that enthusiasm in asking questions will decrease. Moreover, it is necessary to build trust in the teacher. You should feel that the teacher will listen to your questions. Children will not ask questions if they feel fear, anger, disrespect or lack of openness towards the teacher.

2) Respect children's unconventional, different ideas:-

Children will come up with more ideas when there is an environment conducive to creativity. They may be about solving an example, writing an essay or celebrating a special day. They will feel the different relationship

between some elements. These other different ideas should be respected. Do teachers quietly listen to these ideas? What is the response to it is important. This idea is different from what others have suggested, wow! This idea should be used. Let's record this so we won't forget, this idea is new, let's check it out. These types of expressions can be used to notice the difference.

3) Show children that their ideas are valuable:-

Just telling children that their ideas are great is sometimes not enough. The following can be done for this.

1. Listening to ideas with interest.
2. Getting other children to listen to ideas.
3. Jotting down ideas on the board or paper.
4. Mentioning unusual ideas to others.
5. To promote unusual ideas in schools.
6. Allow time to discuss the question or idea further.
7. Ideation and practical implementation if feasible.
8. If there are useful ideas, change the previous planning and implement new ideas / options.

4) Provide some time for practice without assessment:-

Generally, teachers are of the opinion that every action that children do in class should be assessed. It should be graded or graded. It should be said that it is wrong or right. But this makes the children think that everything should be right (as expected by the teacher) and creates stress about whether mistakes will be made. Then in order to avoid making mistakes, the tendency to copy something from the book without understanding, to imitate, to seek help from seniors and not to try something new starts to increase.

5) Connect evaluations with causes and effects:-

It is important to teach children to use their imagination to connect causes and effects behind events or behavior. Creativity measurement tests should also draw students' attention to the reasons behind punishing certain behavior, disallowing the behavior. It is helpful to get children to think about what the consequences of inappropriate behavior will be, what side effects or risks may be possible. When behavior is evaluated in a way that relates cause and effect, children learn appropriate behavior through experience. Don't do this, it is wrong, instead of this type of refund, give the next type of refund - don't do this because it may have....consequences. I don't like this behavior because.... I like it because it will.....

When evaluating behavior or student responses, avoid speaking emotionally or impulsively. Whenever possible, the following questions can be asked to the children before the children give their opinion.- Do you like your work? What are the reasons? What other improvements do you suggest? By encouraging self-evaluation through this question, children will learn how to evaluate based on criteria and will not resent the teacher's evaluation later. Do not give ambiguous comments under any circumstances.

• Development of creativity through school subjects:-

Two things are required to develop creativity. A lot of information and development of imagination. We see the beauty. It should have colorful and lots of pieces of glass. This will increase the possibility of creating various structures. But at the same time, if you continue to rotate the mirror, you can enjoy the new composition again due to the interrelationship and position of the pieces in the glass. If we consider that pieces

of glass are information and the art of rotating ornaments is imagination, then it is felt that a lot of information and imagination is needed to suggest new designs and new options.

1) Teaching of Mathematics:-

Let us see what efforts can be made through mathematics to enrich knowledge and stimulate imagination. The concept of half is usually taught by showing the half of a honeycomb or a circular piece of paper folded in half. But how much diversity should be brought to this concept of half is given below. The Pythagorean Theorem is commonly taught by showing the constructed figure that the area of the square on the hypotenuse of a right triangle is equal to the area of the square on the hypotenuse. If you want to give scope to children's creativity and knowledge creation, squares of different sizes should be given to children. Ask to write down the types of triangles formed by matching any three squares. After obtaining several such observations, in each triangle, the square on the side should be asked to find the relationship between the areas. Children can discover the rules.

2) Teaching of Science:-

Science can provide opportunity to classify matter in different ways. There can be room for free classification by putting many items, foods and things that cannot be kept in the trays, such as name cards, pictures. Especially the classification of animals and plants, classification of elements can be given an opportunity to classify the students by applying some criteria. Vocabulary can be increased by forming groups and asking them to suggest suitable headings. In science, it is necessary to provide an opportunity to make microscopic observations of living and non-living things. For that, the shape, color, size, weight, properties, effects of various chemicals, effects of various things in such cases and with the help of various instruments should be felt. Ask them to find various properties and list their possible uses. For example, how many places is water absorbency used? And where efforts should be made to avoid water absorption, it should be encouraged to find practical examples.

3) Teaching of languages:-

Creativity should be given scope through daily teaching in all languages. For that, a word should be given a chance to find many synonyms, to express a feeling in many ways. Give opportunity to find many words starting with certain letters, many words ending with certain letters. Make long sentences with alliteration. Essay writing is a form that gives scope for creativity. When giving an autobiographical essay, ask the children to step into the role of the object and jot down some words, feelings, and sentences first. Then write an essay based on that. Many people find teaching grammar mechanical and monotonous. But there is a lot of scope for creativity when teaching grammar. Not only do you learn double adverbs, you can see how many different adverbs can be added to two sentences, words, and how the meaning changes each time. Given an activity such as land/so/so make 25 sentences using these words, the children can write a number of scenarios. Reading each other's examples will be fun.

4) Teaching of Social Sciences:-

Like science, in geography too, activities such as creating many replicas, presenting some phenomena in a graphic form can be given. Visualization will give scope for how the mountain will look from the side and how it will look to the eyes of birds flying over the mountain. Similarly, the feeling of replicating eclipses, solar system, and various landforms should be given. In Geography, different types of maps of the countries of the

world are studied. But at the same time some imaginary natural maps, mines etc. By giving maps of where it will be populated, what businesses can be, where roads will be built, where the airport will be built, actions can be taken that allow scope for use of logic and imagination. A small child in a region describes his daily routine as well as the events between his family and neighbors, and thereby giving an opportunity to write about the geographical features of that region.

5) Homework / Practice:-

Practice is important for students to consolidate what they have learned in class or at home. It is generally preferred in housework. But most of the time, if there is a very mechanical and repetitive task such as read the paragraph, write it down (write 5 lines of correct spelling), write it down, write the spelling ten times, solve the questions under the lesson, then it is definitely boring to do such homework. Moreover, it goes on even if it is taken down by seeing others without understanding. Then the kids sometimes save the homework and do a week's worth of work. Seeks help from others. In all these processes, we need to find ways to give children practice in different ways by stimulating creativity.

6) Evaluation:-

It is all right to develop creativity. Yes but where does it fit in the exam? This question is asked almost everywhere. To some extent this is true. For this we teachers should make proper efforts. The questions on Utajya or poetry should necessarily include questions like giving title, telling the meaning. The answers should be scored considering both relevance and originality. In essay writing, expansion of ideas, elocution, use of proverbs in sentences, children should be insisted on fighting different ideas and those who do so should be praised.

Development of creativity through school environment and co-curricular programs:-

The responsibility of creativity development is not of a teacher but of the whole school. That is why the overall school environment needs proper improvement. Emphasis should be placed on inculcating the habit of self-discipline without using threats and intimidation. It requires the help of parents. It needs the help of parents. There should be more participation of students in deciding the activities of the school. Students should be involved in overall annual planning to give scope to their imagination. School displays can play an important role in stimulating the imagination of students. When there are various cultural programs in the school, children should give priority to preparing screenplays and performing plays. Below are some suggested contests that stimulate creativity.

1. Making durable goods, art objects, and scientific toys from waste materials.
2. Lyric competition on a given topic.
3. Pictures / Rangoli / Stories on the given topic for example, Ghaananda.
4. Completing the incomplete story / poem by giving it.
5. Poetic compositions on given music.
6. Performing a dance on a given song.
7. Advertising for a given item.
8. Cooking nutrients in a given tool / pan.
9. Fabrication of newsprint.
10. Dressing inappropriately.

11. To create a text of different content by filtering kana, matra, velanti or syllables from a given text.

12. To create a replica or picture using the given geometric figure.

13. Acting through mere gestures.

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National Education Policy Challenges and Opportunities in Higher Education System

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ABSTRACT

The National education policy on education 1986 and the programme of action 1992 free and compulsory education of satisfactory quality to all children below 14 year. the resent education policy by the govt. of India is the first 34 years replacing national policy of education 1986. The NEP proposes sweeping changes including opening up of indian higher education to foreign universities The while focusing on various facets of education. The biggest high light of NEP 2020 are 2020 are that there would be single regulation for higher education commission of India that will be eventually replace the existing regularity bodies like the UGC or AICTE.

I.   INTRODUCTION

Education is a continuous process which deals with over growing man is ever growing society The system need to make as learners The national policy on education 1986 and the programme of action 1992 envisaged free and compulsory education to all children below 14 years The new policy introduced many reforms in Indian education system. The policy where focussing on various facets of education and also tries to the gap between education and technology . The NEP 2020 evisages paradigm shift in education by complete overall of existing institution and creating a new institutional design focuses on students teachers , school and colleges administration curriculum and pedagony and universal grading system.

National education policy 2020;-

The recent education policy by the Govt. of India is the first in 34 years replacing the national policy of focuses on students teachers school and college administration curriculam and padogony and universal grading system that it comfortable with the global education system.

II.   SCHOOL CURRICULAM AND PADOGONY

National education policy 2020 the 10+ 2 structure of school curriculam will be replaced 5+3+3+4 of school curriculam with 12 years of schooling with three years of preschooling . The policy four key areas of reforms that is curricular changes to built strong foundational skills .improving quality of learning across all level of education .The policy creating a national curriculum and pedagonical framework which is competency base iclusive and innovative and focuses on comprehensive development ,The the vocational education will be imbided into school curriculum from class 6th onwards .In higher education students can option any subject s

among various stream such as arts. Humanities. sciences sports and vocational subjects the policy needs to train teacher who understand pedagonical need to smooth trasiction to the new education system,

III. EXAMINATION AND ASSESSMENT

Under NEP 2020 the board exam for class 10th and 12th will be easier and the exam. Will test core capacity . school base assessment will be redesign . Higher education commission of India that will eventually replace the existing regularity bodies UGC And AICTE .The policy aims to instill greater institutional autonomy through professional educational institutional autonomy through independent board of Governer and all professional educational institution become multydisciplinary2030.
The HEIS Are structural into three tiers institutional architecture Research universities , Teaching universities and autonomous colleges.

IV. CONCLUSION

India is expected to achieve sustainable goal of 2030 by enduring inclusive and equitable quality education however the policy needs immediate collaboration between state and central authority there is opportunity for expansion in HEIS through increase academic and administrative autonomy for quality enhancement . NEP 2020 Provided apportunities in educational system.

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Indian Women Writers in English Literature

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ABSTRACT

Indian women writers have given a new direction to the Indian literature. They have made an everlasting mark in the field of English literature to change the point of view from the long hold of male over them. Now we can see a new awareness in women in all walks of life. Since ages women have been the point of acrimonious remarks. All the negative views find place in the form of myths, stories, legends and history. "A man's life without a woman is like a flower without fragrance, a ship without a rudder or a body without spirit." A woman plays a pivotal role in her family. Both man and woman are congratulatory to each other. Women are showing their spirit in every field, and in some respect, far better than the men. Now, women are not a marionette in the hands of men. They are equaled efficient like men. Our Indian English literature has gifted numerous enthusiastic women novelist as Arundhati Roy, Shashi NayantaraSahgal, Rama Mehta, Geeta Mehta and many more. All of these female novelists are famous for their bold point of view that they tried to reflect through their novels. Their contribution not only flourishes the English literature but also colored the life of women in particular. In a nutshell, it can be said that their novels focused on the women characters as a protagonist who are isolated in the male dominating society. So that in general their contribution is commendable.

I. INTRODUCTION

Since the beginning of time, women have been viewed as an inferior member of society. Yes, it is disappointing to see that they have not had access to the same chances that men have. The condition of women in our largely male-dominated culture has been terrible. As a result, individuals encounter additional challenges in their daily lives. Women gradually came to understand that they had the same rights and opportunities as men in terms of basic human rights. Even in the world of literature, they have never been treated with respect in the patriarchal societal structure. We are now the targets of gender discrimination. That idea inspired the feminist movement. It grew in popularity during the 1960s. The campaign is primarily aimed at achieving equality with men in overall spheres of life in terms of opportunities, freedoms and participation. Growing no. of women writers in their work began to project the plight of women. Freedom and emancipation of women became significant. Mary Wollstonecraft, Elaine Showalter are the leading authors of this field who have created praiseworthy works and need to be listed. We talked frankly about women's plight and issues and redirected attention to women as readers and women as authors. Discrimination against sex has been openly discussed.

Not far behind the Indian woman poets, they have expressed their views on the wretched condition of women under male dominance. Today, women writers ' importance and plays are known and remembered worldwide. Indian women novelists have offered Indian literature a fresh perspective. Writing in English did not begin overnight, and Indian English literature has evolved over time. Indian literature includes short tales, poems, and novels in addition to novels. Several female writers produced songs, short stories, and short plays before novels became popular. Women are still credited with preserving the rich Indian legacy of stories, storytelling, and other oral traditions. Because of several patriarchal presumptions, Indian women authors' work has historically been underestimated. Indian cultures placed a high value on the value of masculine experiences. Women then used to write on their perceptions of and experiences in the domestic sphere. More and more women actively participated in India's reformist struggle against British rule in the 19th century. Women's writing was regarded as a potent vehicle for modernism and feminist views in the 20th century. Feminist writings in Indian English literature have achieved tremendous popularity during the past 20 years. In the 20th century, women's writing was considered as a powerful medium of modernism and feminist statements. The last two decades have witnessed phenomenal success in feminist writings of Indian English literature.

Literature in Indian English is now a fact that cannot be ignored. It has attracted widespread interest in both India and abroad over the past few decades. What started as a "hot-house plant" has now reached a luxurious development, branching off in a number of directions. An idea of true potential of this type of literature in India can be obtained by contrasting Indians ' early novels with recent arrivals in same literary field. In Contemporary Literary Scenario, however, Indian writing throughout English enjoys equal status with other countries ' literatures. Indian women authors in particular have made their voice heard in the Indian way around the world, expressing it too artistically. In addition, Indian women writers have also been able to excel in all areas of literature in English in recent times and have achieved global recognition.

The Indian women authors, through their writings in English, articulated the role and status of the woman, illuminated literature with its value and vividness. Yes, it reflected culture, history, & overall variants needed to enrich the literature around the world. Yes, after the USA and UK, India is 3rd largest producer of novels. Although the writings deal deeply with regionalism, universal themes crossed the natural boundaries. India, with so many languages, religions, races and cultures, is land of diversity. That multiplicity offered authors a great opportunity to deal with different topics. Indian women authors ' voice also discussed historical, social, philosophical and much more focused their themes around humanity. It based their themes on sociological, Diasporic aspects, feminine topics, science and technology, and much more.

Women are no longer men's puppets in the modern world. They have come to understand that they are capable like men and are not helpless and weak. They are now fully independent, make the same amount of money as men, and are not simply limited to household duties. In nearly every discipline, they have established their individuality. Arundhati Roy, Shashi Deshpande, Anita Desai, Shobha de, Bharati Mukherjee, Kamala Markandeya, Ruth PrawerJhabvala, NayantaraSahgal, Geeta Mehta, Rama Mehta, and many others are among the many female English writers in India. They experimented with practically all literary genres. Their writings have influenced male thinking to some extent. They tried their hand almost every genre

of literature. Their writings have to some extent change the mentality of males. Basically, their novels arethe novels of protest and outburst of emergent and contamination. They explore the feminine subjectivityand apply the theme that ranges from childhood to complete womanhood. They spread the message of what feminism actually is by the help of their novels. Most of the female novelists are known for their bold views that are reflected in their works.

One of the Indian women authors to receive the Booker Prize was Arundhati Roy in 1997 for her book "The God of Little Things." She used the female characters in her book. With her unique perspective on society, Arundhati Roy has successfully established herself in the academic community through this book. "Women's knowledge of their status as a minority and their rights violations group; that their subjugation is not inherent, but rather a socially determined state; and that they must work along with the other women to right these wrongs. Victimization of women or gender oppression has extended from life to literature.

Shashi Deshpande began her writing with short stories that later developed to novel writings.There are five novels to her credit: "Roots and Shadows"(1983) the Thirumathi Rangammal prize for the best novel of India. Shashi Deshpande's novels are concerned with a woman's quest for self. She has projected this aspect of Indian women with more sensitivity and instinctive understanding as she belongs to this category. Her novels deal with the Indian middle class women suffering, frustration, social agitations, and their stillness as a means of communication. To Aristotle," Women is an inferior to men".

JhumpaLahiri has achieved international applause for her writing which mainly deals with Non-resident Indian characters, refugee issues and problems people face in overseas lands. Mira Nair directed a film based on her first novel 'The Namesake' in 2006. Her book 'The Lowland' was a nominee for the 2013 Man Booker Prize and the National Book Award for Fiction.

Kamala Das is considered as the mother of contemporary Indian English Poetry. She was the first Indian woman writing in English language, who talks about the sexual incidents of Indian women. Her first book of poetry, 'Summer in Calcutta' was famous in Indian English poetry. She wrote primarily of love, its faithlessness, and the resulting distress. Her second book of poetry, 'The Descendants' was even more open. She was nominated and shortlisted for Nobel Prize in 1984. She was awarded with the 'Sahitya Academy Award', 'Kerala Sahitya Academy Award', 'Kent Award for English Writing from Asian Countries' and many more.

ShobhaRajadhyaksha also known as Shobhaa De, she is an Indian columnist and novelist. She has come to be celebrated as the "Jackie Collins of India". She mostly deals with the issues concerning the contemporary society. She also focuses on the different faces of the metropolitan Indian society. She tries to project the large society as a whole throughout her characters.

Women writers in India are moving forward with their strong and sure strides, matching the pace of the world. We see them bursting out in full bloom spreading their own individual fragrances. They are recognized for their originality, versatility and the indigenous flavor of the soil that they bring to their work. Nowadays, people enjoy reading the anglicized novels presented by the new age women writers. Their novels consist of the latest burning issues related with women as well as those issues that exist in the society since long. Our women writers have grappled with complex issues such as sensuality, servility, subjugation and society. They have handled them with a sense of balance, never disregarding our Indian traditions, yet discovering that there is more in the offing. Women writers in India can no longer be claimed as the exclusive property of India. Their work and their art belong to the world. Majority of the Indian readers comprising both male and female read the novels of the Indian women authors with certain expectations. They look for some "Indianness in the write-ups. Only the women novelists of India are capable of conveying the messages of feminism in an Indian way. In India, the women writers are doing very well and their contribution is immense.

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Conservation of Natural Resources and Waste Management : A Future Approach

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ABSTRACT

Conservation of Natural Resourses-waste Management-

We've all begun to experience the effects of the depletion of natural resources. To live comfortably in the coming years, conservation of natural resources is extremely essential. Just doing a little bit, can make a vast difference, and help us save some of these wonderful natural resources for the coming generations.

At the beginning of the human civilization, the earth was abundant with all those natural resources that are essential for the survival of life. Water, air, greenery, was all aplenty (In Abundance). Then came the discovery of oil and gas, which began to be used for a variety of purposes. Over time, all the natural resources became the root of major inventions; water, oil and gas for electricity and travel, trees for paper and furniture, land for agriculture, development of living spaces, etc. There are many other uses of these natural resources. Because everything was available in abundance, no one ever considered the fact that casual use of these would slowly lead to theirdepletion, and leave us stranded in a world where we are now so dependent on all our creations.

It is a known fact that if we are not careful, the survival of all life forms will become increasingly difficult. Here we try to explain to you, why the conservation of natural resources is so essential, and how to go about the process with some guidelines. Why Conserving Natural Resources is Important

There is something called a balance in nature. As we continue to overuse natural resources, a serious imbalance has been caused. Deforestation, depletion of oil and gas, shortage of water and power, soil erosion leading to lack of agricultural growth, are all contributing to environmental issues such as global warming and environmental pollution. Interestingly, it is these environmental issues that are leading to further shortage of natural resources. Simply put, we are trapped in a vicious circle. As mentioned earlier, saving the constant loss of these invaluable resources, or simply, natural resources conservation is essential for survival. Environmentalists have already predicted major shortages and even the complete extinction of natural resources such as oil and gas, if we continue depleting these at the present rate.In future Waste-Management is one of serious problem and it is important to overcome this, so we can discuss over this issue also by means of 4R and other related ways.

Key Words-Natural Resourses, Deforestation, Conservation, atmosphere, capacity, waste management.

I. INTRODUCTION

Ways of Conserving Natural Resources

Unfortunately, our dependence on these resources has made their conservation an arduous task. Fortunately, it is not a task that is impossible. Take a look at how you can do your bit and contribute to these simple ways to save the environment.

Conserving Trees

Trees give us the oxygen we breathe, the paper we use, the fruit we eat, the shade we need from the brutal sunlight, and are essential for the survival of wildlife. To save this indispensable natural resource, find out how to go green at home.

•Use only recycled paper products. It takes a lot of trees to make a small amount of paper. You can save these by recycling the paper you use, whether you write on it or print on it.

•Avoid using paper unnecessarily. For instance, printing every piece of information is not necessary. Sign up for e-billing and net banking services so that paper bills and bank statements are avoided.

•Plant a tree. A lot of environmental agencies are giving away trees for adoption. You can plant a sapling in your name, and watch it grow over the years, as your bit for the environment.

•Don't limit conservation only to yourself and your home or office. Spread the word and participate in tree conservation projects that happen in your locality, town or city.

Conserving Water

Water is a basic resource for all our activities. We clean with water, we cook with water, and the production of every item of use requires the use of water. Several parts of the world are now facing a water shortage because of the way in which it is being used. Conserving this natural resource is of prime importance for the stability of the environment.

•Firstly, if you have any leaky faucets or those that don't work properly, get them fixed. Every drop of water is precious.

•Use a bucket of water to bathe rather than using the shower. You may not realize how much water you are wasting when you use a shower for a bath.

•The same goes for dishes. The use of water filled in a sink, or a tub can really help you save large amounts of this natural resource. You may find the method to be slightly old and arduous, but it is something that you must do if you wish to leave behind at least a little of these resources for the coming generations.

•Stop dumping things in the seas and rivers and lakes. Not only does marine life get affected, the water becomes polluted and dangerous for use thereafter.

•Try to harvest rainwater. You can use it to for your garden and plants, and even clean your car. Don't use it for any other purposes and definitely do not drink it.

Conserving Energy

The prime use of energy comes from oil and gas, which power the vehicles we drive. However, the increasing number of cars and the amount of pollution that is caused as a result, is now becoming hazardous and leading to several health problems. Then comes electricity, the generation of which is becoming more and more difficult. To know more about energy saving, follow some of these methods.

•Try to avoid using your vehicle as much as possible. If you live close to your work place, choose to walk instead of taking your car. It saves the environment and it's healthy for you too.

•Wherever and whenever possible, try to use a cycle as a means of transport. This is one of the best ways of conserving natural resources.

•   Analyse whether every member of your family requires a vehicle. Sometimes one car per family is really enough. The rest are just means of luxury, which at a time like this, cannot be afforded.

•Try to use public transport. If a group of people choose this option, it means those many vehicles less on thestreets, which means saving some gas, the prices of which are sky-rocketing because it is becoming so scarce.

•Invest in a hybrid car that uses both electricity /Battery operated vehicles that uses only Battery.

•Invest in lower energy consuming lights and bulbs, such as LED bulb. Avoid the use of halogens and other such related lights. Also remember to switch off all your electrical appliances when not in use.

•An interesting point to note is that even when your television, microwave oven, or computer is on standby it consumes electricity. Switch off all of these when you don't need to use them.

•Turn to solar energy. Nowadays, solar heaters, solar cookers, and a lot of other appliances that function on the energy provided by the sun are available. Built Solar energy Roof for energy creation and later on use it at your home. Investing in these helps save electricity as well as natural resources.

•Go for products such as airconditioners and refrigerators that have energy five star ratings. These consume lesser electricity and even reduce your bills, and definitely reduce the effects of global warming that is affecting all life forms.

Natural resources conservation can be done in several other ways too. Simply making an effort to spread the word is a great way of doing your bit for the world you live in. Set an example for others to follow when it comes to the conservation of natural resources, that is so fundamental for the survival of mankind in these trying times.

II.   USE SOLAR ENERGY

Solar energy, radiation from the Sun capable of producing heat, causing chemical reactions, or generating electricity. The total amount of solar energy incident on Earth is vastly in excess of the world's current and anticipated energy requirements. If suitably harnessed, this highly diffused source has the potential to satisfy all future energy needs. In the 21st century solar energy is expected to become increasingly attractive as a renewable energy source because of its inexhaustible supply and its nonpolluting character, in stark contrast to the finite fossil fuels coal, petroleum, and natural gas.
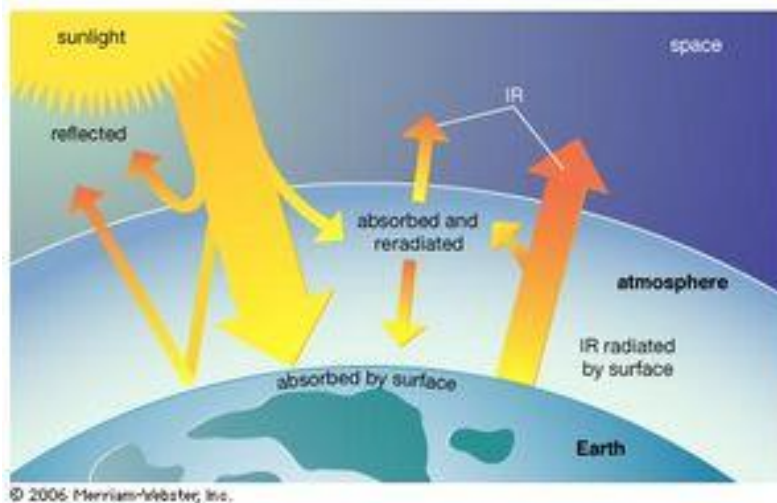
solar energy

The Sun is an extremely powerful energy source, and sunlight is by far the largest source of energy received by Earth, but its intensity at Earth's surface is actually quite low. This is essentially because of the enormous radial spreading of radiation from the distant Sun. A relatively minor additional loss is due to Earth's atmosphere and clouds, which absorb or scatter as much as 54 percent of the incoming sunlight. The sunlight that reaches the ground consists of nearly 50 percent visible light, 45 percent infrared radiation, and smaller amounts of ultraviolet and other forms of electromagnetic radiation.

solar energy potential

The potential for solar energy is enormous, since about 200,000 times the world's total daily electric-generating capacity is received by Earth every day in the form of solar energy. Unfortunately, though solar energy itself is free, the high cost of its collection, conversion, and storage still limits its exploitation in many places.But in future this energy is very useful to conserve natural resourses.

Note- Source www.Britannica.com

III. WASTE MANAGEMENT

When it comes to waste management it is very important to learn how to gain knowledge about it. As it has a big important impact on our lives and the environment. Waste management is a burning issue in the modern world. The avoidance and reduction of waste is a very important part of waste management.

We can find good techniques across the globe and good illustrations can help in establishing the new aspects of reuse and recycling. Waste management is the collection, transport, processing, recycling, and/or disposal of waste materials produced by human activity.

Importance of waste management:

Waste management reduces the effect of waste on the environment, health, and so on. It can also help reuse or recycle resources, such as; paper, cans, glass, and so on. There is various type of waste management that include the disposal of solid, liquid, gaseous, or hazardous substances.

There are many things that need to be taken into consideration when discussing waste management, such as disposal methods, recycling methods, avoidance and reduction methods, and transportation of waste. The process of waste management involves treating solid and liquid waste. During the treatment, it also offers a variety of solutions for recycling items that aren't categorised as trash.

4R`s of waste Management/Disposal

Methods of waste disposal:

Non-biodegradable and toxic wastes like radioactive remnants can potentially cause irreparable damage to the environment and human health if not strategically disposed of. Waste disposal has been a matter of concern, the main problem growth in population and industrialization. Here are a few methods of waste management/disposal.

Landfills: Throwing daily waste/garbage in the landfills is the most popularly used method of waste disposal used today. This process of waste disposal focuses attention on burying the waste in the land.

Recycling: Recycling is the process of converting waste products into new products to prevent energy usage and consumption of fresh raw materials. Recycling is to reduce energy usage, reduce the volume of landfills, reduce air and water pollution, reduce greenhouse gas emissions, and preserve natural resources for future use.

Composting:

Composting is an easy and natural bio-degradation process that takes organic wastes i.e. remains of plants and garden and kitchen waste and turns into nutrient-rich food for your plants.Now a Days KRIMBHKO Bio fertiliser is use for fruit plants as source of micronutrients.

Incineration:

Incineration involves the combustion of waste materials. With this method, the waste material is heated to very high temperatures and is converted into materials such as heat, gas, steam, and ash.Later on converted material is use for various purposes.

Source- India Today Forum (News Paper Edition) Published on Sep 4 2020.10:21IST

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Google Classroom : An Important Tool for Assessment

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ABSTRACT

E-assessment is a web-based system with provided security over traditional values where examinations, assignments, and teaching can be possible with ease. Even, the student's progress can evaluate effectively without out favoring only a particular one. It directly not only reduces the required time, energy, and printing of examination paper but also obtains fast and accurate results. The main objective of the software is to efficiently evaluate the candidate thoroughly through a fully automated system.

Keywords: Google Classroom, Efficiency, Accuracy, E- assessment

I. INTRODUCTION

Assessment is an important aspect in view of the teaching and learning process perspective. End-to-end electronic assessment processes, where ICTs are used for the presentation of assessment activity and the recording of responses. It comprises an assessment engine (combination of hardware and software) and an item bank(questions, feedback, instructions, etc.). In this process involves assessment scheduling, submission tracking, academic integrity, marks recording, moderation, and external examination.E-Assessment tasks may range from simple to multiple-choice questions through complex role-plays, simulations,and online scenarios may include individual or group work. As a teacher, one can assess students' performance electronically or engage students in self-assessment and peer e-Assessment.

Mostly, there are more chances of malpractice during opting for traditional assessment mode such as bribery to leak questions, students bias or favoring some students, creating more loads on teaching faculty in terms of marking, organizing, and recording of students' scripts, more cost required for printing of examination paper, creates security issues in keeping exam paper in safe custody. Therefore, e-assessment would be an opportunity over traditional assessment. E-assessment is created, written, delivered, and marked withtechnology, usually a specialist assessmentplatform.It also means different things to do for different people toclarify the understanding, expectations, and assumptions of staff andstudents. This will save misunderstandings and time in thelong run.In general, there are fewer security issues on e-assessment.Student content (exams, essays) cannot get lost as it isalways possible to retrieve a file from a computer or server, andaccess to that content can be controlled.It is also easier to randomize assessmentcontent, which makes it harder for students to copy as they will beanswering different questions. E-assessment is usually conductedin an invigilated; therefore, incidencesof cheating are rare because all other functionality on the computerincluding the internet can be

blocked while taking the assessment.It is useful to run a pilot first. Whether it's a practice test or a small-scale exam (one exam center or location) to see what works or doesn't work, the method can adapt and improve based on the results ofthe pilot before proceeding to scale up. A pilot is a crucial step inthe roll out because it will highlight the issues ahead of time.

II. CHALLENGES OF E-ASSESSMENT

➢ Security: the students can access e-assessments from anywhere. Some institutions are apprehensive to implement e-assessments by providing individual passwords or encrypted smart cards, restriction to particular computers by specifying Internet protocol addresses, and live remote monitoring of students using webcams, keystroke biometrics, and fingerprint and facial recognition systems.

➢ Hacking, Impersonation: e-assessment activities might be intercepted by hackers and students might be impersonated during e-assessment activities.

➢ The threat of plagiarism: This problem can be rampant for assignment submissions where the students can resort to plagiarism.

➢ Prohibitive costs of a computer and Internet

➢ Power supply problems and lack of sufficient technical infrastructure to support e-assessment.

➢ Possible failure of equipment and lack of quality

III. GOOGLE CLASSROOM

Google Classroom is an easy tool to be used and securedto help educators to manage, measure, and enrich learning experiences. The classroomalso provides a way to get all the students in one place and allows them for assigning work easily. This tool empowers teaching and learning from anywhere, on any device, and delivers their class with more flexibility and mobility. It helps teachers to create and collect assignments paperlessly.

It includes multiple benefits as a

➢ Time-saving features (eg.making a copy of a Google Document for each student)

➢ For preparation and scheduling of various tasks, allowing assignments on the provided topics and quizzes across multiple classes.

➢ Students can keep track of what's the due date on the assignments/classwork page and can start their work with just one click.

➢ Teachers can keep watch on the student, who has or hasn't completed the assigned work, and accordingly, real-time feedback and marks within Classroom can be directed.

➢ Teachers can also track the student's progress in the grade book.

A). The following steps are as below to create a class in Google Classroom

a) Create a Class

This is required for a teacher to assign work to students and to evaluate theirprogress of students.

- Go to classroom.google.com.
- At the top of the Classes page, click Add "+"and then **Create a class**
- Enter the class name and section

- To add a subject, click Subject and enter a name
- To enter the location for the class, click Room and enter the details (Optional)
- Click **Create**

The classroom automatically creates a class code that teachers can use to invite students to the class. The class code will be available at the top of the class stream.

b) Classroom Dashboard

The four main areas in the Google Classrooms workspace are Stream, Classwork, People, and Grades.

- **Stream**: This is all about communication and discussion among the class as well as theannouncement of upcoming work.
- **Classwork:** It creates, assigns, and grades the activities (assignment, quiz) of the class
- **People**: List all of the students who are enrolled in your classroom and can give access to all the people in a class.
- **Grades**: Theseinclude the ability to assess, grade, and essential feedback on the student'swork. The lists of each student are displayed with an overall grade as well as their grades for individual assignments. (Place to track progress)

c) Create an assignment

- Go to classroom.google.com
- Click the class and then **Classwork**
- At the top, click **Create** and then select **Assignment**
- Add details of the assignment - enter the title, fill **instructions** and assignment details including **point value, due date** and **topic.** Under the "**For**" category, choose to post to additional classes or individual students.
- Add materials for supporting assignment - within the assignment, add relevant attachments.
- Click **Attach** and choose between: Google Drive, Link, File, and YouTube or, click Create to add a new attachment from the system

Precaution: Google drive items can be viewed only to the students and editable by co-teachers. If any student wants to change the above sharing option, just next to the attachment, click the **down arrow** and choose an option for how students interact with the attachment:

- Students can view file - all students can read the file, but not edit it.
- Students can edit file - All students share the same file and can make changes to it.
- Make a copy for each student - Students get their own copy of the Google Docs, Sheets, or Slides file with their name added to the document title. Teacher and the student can edit the document. When students turn in the assignment, they can't edit the document until you return it to them.

d) Sharing Assignment

- Select additional classes - Assignments can be sent to multiple classes of all students. Under **For,** click the down arrow and then select the class or classes that want to share an assignment.

- Select individual students – The teacher can share with individual students also. It can't be shared with more than 100 students at a time. Next to **All students**, click the down arrow and then deselect all students and Click a student's name to select them.

e) Change the point value

The point value of an assignment can be changed or make the assignment ungraded. By default, assignments are set at **100 points.** Under Points, click the value, enter a new point value or select **Ungraded.**

f) Add a due date or time

By default, an assignment has no due date. To set a due date: Under **Due**, click the Down arrow, Click a date on the calendar and to set a due time (Optional), click Time and then enter a time (specify AM or PM).

g) Add a topic

Under Topic, click the Down arrow, choose an option for creating a topic, click on Create topic and enter a topic name. Click a topic in the list to select it.

Note: You can only add one topic to an assignment

h) Post, schedule, or save a draft assignment

Teachers can post an assignment immediately, or schedule it to post later or save it as a draft.

- To see scheduled and drafted assignments, click on **Classwork.**
- Click **Assign** to immediately post the assignment.
- Schedule the assignment to post later – Click on **Schedule**. It may pop-up the schedule assignment window.
- Next to the date, click the Down arrow and select a publish date and time.
- Click Schedule: The assignment will automatically post at the scheduled date and time.
- Save an assignment as a draft - Next to Assign, click the Down arrow and then **Save draft**. This draft assignment can open and edit on the Classwork page.
- After posting the assignment, it will be available on the coursework page with the details of the student's submission

i) Return Student Assignment Work

Teachers can grade the students' assignments and share reviewed work with one or more students at a time within the assignment.

- In Classroom, select the class and click on **Classwork**. Select the assignment which wants to return, and click on **View assignment.** It redirects to the student work page which provides the details of the submission status.
- Next to each student whose assignment you want to return, Click their assignment, then grade/ share your comments specific to the assignment
- By selecting the side arrow next to student name, teacher can grade other students work and click **return** to submit grades and feedback

This grade will be automatically reflected in the grades section of the class

B) Quiz Assignment

Teachers can create a quiz assignment in Classroom where students can complete and submit a quiz. Teachers can assign the quiz assignment to one or more classes or to individual students, schedule it to post later, add a due date and time, and add attachments.

Quiz can be created using google forms. Google Forms can automatically grade the quiz and teacher can import the grades. Students can see their grades immediately or after reviewing their answers.

a) Create the Quiz Assignment
- Go to classroom.google.com
- Click the class and then **Classwork**
- At the top, click **Create** and then select **Quiz assignment**

b) Set up your quiz in Google Forms
- Enter the title and instructions
- When you create a quiz assignment, Classroom creates a blank quiz using Google Forms and attaches the form to the quiz assignment.
- Click the **Blank Quiz** attachment and can start setting up the quiz. If you change the name of the quiz, the name will be updated in Classroom automatically

c) To add a question, click "+" Add question
- Fill out question and choices
- To set answer key and points, click **Answer key**

d) Choose the answer or answers that are correct
- In the top right of the question, choose how many points the question. To add a written explanation to an answer, click **Add answer feedback.** You can edit questions or answers when you click on them
- The same way teacher can add multiple questions and can make an answer key on certain question types:
- Short answer
- Multiple choice
- Checkboxes
- Dropdown
- Multiple choice grid
- Checkbox grid

Note: Teacher can assign points and add feedback on all question types.

- Depending on the number of questions, quiz questions can be separate into multiple sections. So that your questions are broken up across several pages instead of having them all appear on one page. To do this, simply click the **Add section icon** in the toolbar on the side.
- At the top of the quiz, click **Settings** to choose how students will interact with quiz.
- **Make this a quiz** – allows to assign point values, set answers, and automatically provide feedback
- **Responses –** enables to restrict the responses or respondent's attempt

- **Presentation** - manage how the form and responses are presented
- By clicking **'Responses'** tab, the teacher can view the summary of the students' responses.
  - ➢ Summary- provide analysis of marks
  - ➢ Question- question wise responses for all students
  - ➢ Individual- individual student wise responses
- The answers will be downloaded by clicking **"Download responses"**

IV. CONCLUSION

Online assessment is a significant technological advancement that should be involved in the education system. Conducting tests nowadays should not be stressful as technology has revolutionized the whole education system. Conducting assessments online has become easier today as there is no requirement of using the paper-and-pencil option. Exams are conducted on a computer which ultimately saves not only time but also the most important product, that is paper. These are the reasons why this online method is accepted by every educational institute which has computers and an internet connection available.

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Higher Education in Women Empowerment

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ABSTRACT

I. INTRODUCTION

Women's higher education in India has been a majorpreoccupation of both the government and civil society as educated women can play a very important role in the development of the Country. Higher Education of women is the most powerful tool for change of position in society. Higher Education also brings a reduction in inequalities and functions as a means of improving their status within the family. The confidence of women increases due to education. So the role of Education in Women's empowerment is very important.

> *"You educate men, you educate a men but if you educate a women, you educate family and generation"*
>
> *-Mahatma Phule.*

Women play a critical role in the family which is the basic until society. Women have to start their work early morning and continue till late at night. They are never able to stop their work to take a break because all family members are dependent on her. Everyone assumes that this is her household work in only her responsibility. According to a study, women enjoyed equal status and rights during the early Vedic period. The status of women started to decline in the medieval period. Mughal Empire and Christianity later worsened women's freedom and rights. After India's independence, the condition of women's rights & status slightly improved. From equal status with men in ancient time through the low medieval period to the introduction of equal rights by many social reforms, the history of Women in India have beeneventful. Now a day women held high positions including that of the president, prime minister IPs offices, doctors, engineers and entrepreneurs,etc. Women in India now participate fully in areas and such as education, sports, politics, media culture, service sector, science, and technology, but the contribution of femalesin higher education has been important for their development.

II. OBJECTIVE

- To know the major schemes of higher eduction for women
- To know importance of higher education

III. METHODOLOGY

The present study is based on secondary data collected from books journals relevant to study.

Importance of Higher Education

Higher Education is a weapon for women's secure life. Due to SavitribaiFule. Today every women become empowered in a higher educational society, politically and economically in Indian Society higher education is moreimportant than men because they have the most responsibilities intheir daily routine. So without higher education empowerment of women is impossible. Especially in India, women facing a number of problems and she is suffering from a lot of difficulties in family and society that's why quality higher education, suitable surrounding, and a healthy diet in society Dr. BabasahebAmbeedkar's golden thoughts for women: Every nation development depends on the base of women education.

Women Empowerment

Empowerment literally means someone powerful facilities the weak to gain strength to increase self-esteem, to help someone to be self-confident, to enable someone to be self-confident to enable someone to comfort injustice and oppression and to support someone to fight for their rights. Women's empowerment is interpreted in the development agenda as participation is decision making increased access to productive resources, expanded choices, rights and control over the body and life of women empowerment is a process.

Schemes for Higher Education

Before and after independence India has been taking active steps toward women's status and higher education. The 86th constitutional amendment Act 2002 has been a path-breaking step towards the growth of higher education, especially for females according to this act elementary higher education is a fundamentalright for children between the age of 6 and 14. The Government has undertaken to provide this highereducation free of cost and make it compulsory for those in that age group. This undertaking is more widely known as Sava ShikshaAbhiyan. Since then the SSA has come up with many schemes for inclusive as well as exclusive growth of Indian higher Education as a whole including to help Foster the growth of female higher education.

The major Schemes are the following:-

MahilaSamakhyaProgramme:-

This Programme was launched in 1988 as a result of the New Education Policy (1968). It was created for the empowerment of women from rural areas especially social and economically migratedgroups. When the SSA was formed, they initially set up a committee to look into how this program was working and recommend new changes that could be made.

National Programme for Eduction of Girls Elementary Level (NPEGLE)

This program was launched in July 2003. It was an incentive to reach out to the girls who the SSA was able to reach through other schemes. The SSA called out to the hardest to reach girls. This scheme has covered 24 states in India. Under the NPEGEL medal school, have been set up to provide better opportunities to girls.

Kasturba Gandhi BalikaVidyalaya Scheme (KGBV)

This scheme was launched in July 2004, to educate girls at the primary level, it is primarily for the underprivileged and rural areas where the literacy level for females is very low. The schools that were set up have 100% reservation 75% for backward Class and 25% for BPL (Below the Poverty Line) Females

IV. CONCLUSION

Higher Education is medicine for women's empowerment India's every woman needs a basic Higher Education for the development of her family. With the help of Education, Family India become a powerful nation in this world

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A Review on Rust Dyeing and Ayurveda Dyeing on Silk with Onion Peel and Harad

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ABSTRACT

Natural dyes are obtained from natural sources. Most are of plant origin and extractedfrom roots, wood, bark, berries, lichens, leaves, flowers, nuts, and seeds. Others comefrom insects, shellfish, and mineral compounds. Natural dyes were the only source ofcolor for textiles, leather, basketry, and other materials until synthetic dyes weredeveloped in the latter half of the nineteenth century.Ayurvedic dyeing is also an ancient method of dyeing using plants, roots, flowers, seeds, barks, leaves and natural minerals. It uses natural mordants for fixing shades and natural gums for holding the goodness of herbs into the fabric. The focus of Ayurvedic Dyeing is to make the fabric oriented for wellness of the body . The use of fabrics and garments to deliver health solutions is actually a very old concept called Ayurvastra. Ayurvastra is a Sanskrit word where 'Ayur' means health and 'Veda' means wisdom and 'Vastra' is cloth or clothing. It is totally organic, sustainable, and biodegradable. Onion is known for its microbicidialproperties. Harad is an indigenous herb known in ayurveda and easily available in the kitchen and home . This is antifungal, anti-bacterial, and antiviral. In the present research, this herb is used to make natural dye as this is well known for their medicinal properties. Mordant used was alum, which has antiseptic properties and is safe for skin and environment. The objective of the study was to make the technique of natural dyeing easy to carry out for home dyers using ingredients from home and to encourage the traditional sustainable practice of preparing Ayurvastra, the organic healing cloth. Rust dyeing is an eco-friendly form of dyeing that creates unique surface patterns usingscavenged objects of rusted iron. As a dye source, the oxidized iron yields permanent, gorgeous, deep orange tones on fabric and paper. It's a fabulous way to upcycle a garment. A review was done on the research already done in the fieldof naturaldyeing with special focus on dyeingon Silk fabric with vegetable dyes specially, onionpeel and also Harad . Besides that it wasalso tried that review papers were found on the technique of Rust dyeing. After a thorough review ,analysis was done on which techniques have already been applied by previous research ad where the gaps were there so as to provide a detailed road map for upcoming scholars on this., also modules need to be prepared on these and without previous review of research this is not possible . This is especially important for researchers who want to repeat natural dyeing again and again with establishedresults because the only drawback of natural dyeing is that same color combination is not achieved. So, standardization of this technique is important. A study of K/S value was also done, a review on this was also done

So as to standardize the process through chemical methods and also to enhance the empirical validity of this study.

Keywords: Natural dyeing, Ayurvedic dyeing, Ayurvastra, Herb dyeing, , Upcycling ,Rust Printing, Mordant

I. INTRODUCTION

1.1 Natural Dye

Natural dyes are obtained from natural sources. Most are of plant origin and extractedfrom roots, wood, bark, berries, lichens, leaves, flowers, nuts, and seeds. Others comefrom insects, shellfish, and mineral compounds. Natural dyes were the only source ofcolor for textiles, leather, basketry, and other materials until synthetic dyes weredeveloped in the latter half of the nineteenth century. Of the thousands of natural colorsubstances, very few became significant commercially.

(https://fashion-history.lovetoknow.com/fashion-clothing-industry/natural-dyes)

1.2 Effects of Synthetic Dyes

Synthetic dyes are relatively easily available and cheap and have become big business. Thishas caused indigenous knowledge of the extraction and processing of natural dyes todiminish. Also the production and use of synthetic dyes has made the textile processingindustry one of the most polluting industries in the world.

1.3 AYURVASTRA - A Healing Herb Dyed Fabric

The concept ofAyurvastra was practiced in India before the industrialization of the textile industry. Eventoday, in some parts of south India, ayurvedic herbal dyed clothes are used to carry anewborn child, which will act as an antibacterial barrier for the child.

Plate 1.2: Herbs

source -https://textilevaluechain.in/in-depth-analysis/articles/textile-articles/ayurvastra/3

1.3.1 Principles of Ayurvastra

1. Herbal dyeing without chemicals.
2. Protects human skin from many diseases by body transpiration

3. When skin comes in contact with "Ayurvastra", body loses toxins & its metabolism is enhanced.
4. Absorption of the drug through skin is a passive process i.e through the barrier
5. The most effective time to wear ayurvastra is during sleep.

1.4 Sources for Dyeing

1.4.1 Onion Peel

The onion (*Allium cepa*), also known as the bulb onion or common onion, is a vegetable thatis the most widely cultivated species of the genus *Allium*. The outer skin of onion which is generally thrown away as waste can be used to extract yellow color natural dye.
(Saxena.S& A.S.M.Raja,2014

https://en.wikipedia.org/wiki/Onion

Plate1.4: onion skin

source:https://ars.els-cdn.com/content/image/1-s2.0-S0144861720317859-gr1.jpg

1.4.2 Harad

Terminalia chebula, commonly known as black- or chebulicmyrobalan,. Dried myrobalan fruits have high tannin content and alsocontain a natural dye that is used for producing bright yellow shades for all textile materials.Myrobalan is also used as a natural mordant to fix different natural dyes on textile materials..https://en.wikipedia.org/wiki/Terminalia_chebula ,(Saxena.S& A.S.M.Raja,2014

Plate 1.5 : Harad

source:https://5.imimg.com/data5/SELLER/Default/2021/7/WX/DM/AQ/7694266/harad-extract-500x500.JPG

1.5 Mordants

Mordant or dye fixative is a substance used to set (i.e. bind) dyes on fabrics by forming a coordination complex with the dye, which then attaches to the fabric (or tissue). The method of mordanting animal fibers is with aluminum sulfate . Aluminum Sulphate is a metallic salt derived from bauxite, a mixture of minerals.

1.6 Rust Printing

Rust dyeing is an eco-friendly form of dyeing that creates unique surface patterns using scavenged objects of rusted iron. As a dye source, the oxidized iron yields permanent, gorgeous, deep orange tones on fabric and paper. It's a fabulous way to upcycle a garment into a stunning piece for autumn wardrobe.

https://www.junctionmag.co.nz/junctionmag/2020/4/28/rust-dyeing

https://www.frederickbookarts.org/post/rust-printing-with-lauren-koc

II. REVIEW OF LITERATURE

2.1 Natural Dye

2.1.1 According to Verma.S&Gupta.G , (2017) ,Dyes derived from natural materials such as plant leaves, roots, bark, insect secretions, and minerals were the only dyes available to mankind for the coloring of textiles until the discovery of the first synthetic dye in 1856. However, environmental issues in the production and application of synthetic dyes once again revived consumer interest in natural dyes during the last decades of the twentieth century. In the earlier days, dyes were derived only from natural sources. But natural dyes suffer from certain inherent disadvantages of standardized application and the standardization of the dye itself as dyes collected from similar plants or natural sources are influenced and subjected to the vagaries of climate, soil, cultivation methods etc.

2.1.2 Guha. A.K , (2019)state that textile industries are very useful for human beings but these are destroying ecosystems because of the generation of huge wastewater containing toxic substances. Prime reason for toxicity is the use of synthetic dyes. To save our environment there is no alternative to natural dye. There are many sources of natural dyes in the universe.

Conclusion

The review above papers on natural dyeing show that the textile industries are destroying ecosystems because of the generation of huge wastewater containing toxic substances. However, environmental issues in the production and application of synthetic dyes once again revived consumer interest in natural dyes during the last decades of the twentieth century. To save our environment there is no alternative to natural dye

2.2 AYURVASTRA - A Healing Herb Dyeing

2.2.1 Rangari .N.T, et al. ,2012   described that Ayurvastra cloth is used by Ayurveda health clinics in the treatment of a broad range of diseases such as diabetes, skin infections, eczema, psoriasis, hypertension, high blood pressure, asthma, arthritis, rheumatism, cardiac problems and as general health products. The Ayurvastra reinforces the importance of sustaining the planet for future generations and for the well being of the current generation using age-old practices, which do not add up to global warming but help in minimizing it. It is expected that unique technology and thereby opening up a new area of entrepreneurship, job orientation and economic stability will be welcomed by the society as a whole. job

opportunity for young people on one hand and on theother contribute towards offering economic stability to the nation.

2.2.2 According to Singothu.J , (2016)Ayurveda is the ancient medicine in India to treat many diseases by using herbs. Ayurveda is composed of two different words. These are Ayur and Veda. Ayurmeans life or lifespan and Veda means knowledge. When it combines the meaning is 'Scienceof Life' or 'Wisdom of Life'. The roots of Ayurveda dates back 1000 BC. This is the onlymedicine available before industrialization. Even today some parts of India believe thatAyurveda is the only answer to treat or to give relief for some diseases. Parts of the plant will be used for the treatment in Ayurveda. Adding the medicinal value to the fabric by dying thefabric in a dye prepared by Ayurvedic herbs and achieving great results in treatment of manydiseases is a great idea. A new technology launched and developed by the with a great viewof giving medicinal value to the fabric, this herbal clothing is formallyknown as Ayurvastra.Ayurvastra is not only to treatthe illness but also takes care of the environment as the process is nontoxic and eco friendly.

Conclusion

The above review papers on Ayurveda dyeing show that it has a medicinal property which heals body from many diseases likediabetes, skin infections, eczema, psoriasis,hypertension, high blood pressure, asthma etc. 'Ayur' means 'life' or lifespan and 'Veda' means 'knowledge'.Parts of the plant are used for the treatment in Ayurveda. Adding the medicinal value to the fabric by dyeing thefabric in a dye prepared by Ayurvedic herbs and achieving great results in treatment of manydiseases is a sustainable idea.

2.3 Sources of Dyeing

2.3.1   Onion Peel

Uddin.G, 2014 described that At present, a higher demand is put towards the use of natural dyesdue to increased awareness of the environmental and health hazards associated with thesynthesis and use of synthetic dyes. This research was conducted using onion outer skins as a potential source of natural plant dyes. In this study, extraction of dye was carried out inaqueous boiling method. Pre Mordanting technique was followed using different mordants,namely alum, ferrous sulfate, tin, tannic acid, tartaric acid, and their combinations on silkfabric. Fabric samples dyed without using any mordant were then compared with the dyedsamples pretreated with the mordants. The range of colors developed on dyed materials wasevaluated by measuring the color values with respect to K/S values and color coordinates. Itwas concluded that the color values were found to be influenced by the addition of mordants,and thus different fashion hues were obtained from the same amount of dye extract using differentmordants. The color fastness properties were found to be satisfactory and improved in many cases. From the fastness results, it was obvious that these dyes can also be applied onsilk fabric without using any mordant if required.

Conclusion

The above review papers on onion peel show that as a source of dyeing , it has excellent results. It shows very good color fastness, washing fastness. This dye can be applied on silk without using any mordant.

2.3.2   Harad

According to Yeon.K.M ,(2014)The purpose of this study was to investigate the dyeing propertiesand antimicrobial ability of silk and wool fabrics dyed with Terminalia chebulaRetzius(TCR)extract using two extraction solvent, hot water and methanol. Dyeing properties of fabricswere studied by investigating the

characteristics of colorant, changes in dye uptake underdifferent dyeing conditions, and by investigating color change when mordants were applied. Also, color fastness, and antimicrobial activity of dyed fabrics were estimated. Fabric dye without mordant was yellow in color, and when dyed with mordant,fabric showed various colors depending on mordant types except Sn. Color fastness towashing was generally fine and color fastness to light was moderate. But the color fastness torubbing and dry cleaning was outstanding. Lastly, dyed fabrics showed very goodantimicrobial.

Conclusion

The above review papers on Harad show that as source of dye , it   has good color fastness and washing fastness .Natural dyes are eco-friendly, non-hazardous and sustainable.But the use of metal mordants such as copper, chromium, tin and zinc could make theapplication of natural dyes unsustainable since they are heavy metals. Hence, sustainablenatural dyeing could be achieved with natural mordanting assistants such as myrobalan

2.4 Rust Dyeing Process

Ramadhani. S & Hendrawan.A,2020 described that Rust-dyeing is a dyeing technique on textiles or fabrics that forms a motif on the surface and undergoesa natural process that occurs when metal corrodes, oxidizes to form rust due to the touch of air, water,and moisture to form a unique yellow, reddish orange motif. , brown to black. Rust dyeing is one of thepotential alternative natural dyes because this dye is not widely known, used and easy to process andcan create unique visualizations or one of a kind and produce different patterns, designs and coloreffects in each manufacturing process and technique. Environmental friendly and safe. This studyaims to produce a rust dyeing technique as an environmentally friendly alternative natural dye that willbe applied to textiles. Rust dyeing has a high value of craftsmanship, is exclusive and does not have anegative impact on the environment. To achieve this goal, the researchers collected the requiredresearch supporting data using experimental methods and data collection methods, namely observations,interviews, literature studies and experiments to find the optimal formula for applying rust dyeing andprocedures.

Conclusion

The above review paper on Rust dyeing shows that ,the rust natural dye technique dyeing has a lot of potential to be made intoalternative natural dyes because the colors produced are always graded and have differentcharacteristics of each fabric used as a transfer medium and can also absorb on fabric polyester. For rust dyeing with an early mordant of salt in all kinds of fabrics produces a smokeeffect and printing perfect motifs, dense color and graded . This coloring is mixed out to seethe resulting color Tone and rust dyeing staining is not sensitive to final mordantmaterial used as the place for absorption of rust dyeing is already maximum, and the absorptioncapacity of the fabric the most optimal is to use cotton 100% twill.

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A Study on Traditional Costumes and Accessories of Punjabi Female Folk Dances in Youth Festivals of GNDU since Last Five Years

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I. INTRODUCTION

The world is the planet, Earth and all life on it including human civilization. In a philosophical context, the world is the whole of the physical Universe, or an ontological world. In a theological context, the world is the material or the profane sphere as opposed to the celestial, spiritual, transcendent or sacred spheres. End of the world scenarios refer to the end of human history often in religious contexts. The history of the world is commonly understood as spanning the major geopolitical developments of about five millennia from the first civilizations to the present. In terms such as world religion, world Language, world Government and world war the term world suggests an international or intercontinental scope without necessarily implying participation of every part of the world. The world population is the sum of all human populations at any time. Similarly the world economy is the sum of the economies of all societies or countries, especially in the context of globalization. Terms such as "world championship", "gross world product", and "world flags" imply the sum or combination of all sovereign states.

II. INDIA AND ITS CULTURE

The culture of India refers collectively to the thousands of distinct and unique culture of all religions and communities present in India. In India languages, religions, dance, music, architecture food and customs differ from place to place within the country. Indian cultue
often labeled as an amalgamation of several cultures, spans across the Indian subcontinent and has been influenced by a history that is several millennia old. Many elements of India divose cultures such as Indian religions philosophy cuisine like languages martial arts, dance, music and movies have a profound impact across the Indosphere greater India and the world. The partition of India was the division of British India in 1947 which accompanied the creation of two independent states India and Pakistan. The dominion of India is today the republic of India and dominion of Pakistan the Islamic republic of Pakistan and the people's republic of Bangladesh. The partition involved the division of two provinces, Bengal and the Punjab based on district wise Hindu or Muslim majorities. It also involved the division of the British Indian army, the royal Indian navy, the Indian civil service, the railways the Central treasury between the two new dominions. The partition was set

forth in the Indian independence Act 1947 and resulted in dissolution of the British raj or crown rule in India to self governing countries of India and Pakistan legally came into existence at midnight on 14-15 august1947.

III. PUNJAB

Punjab is a state in northern India forming part of the larger Punjab region of the Indian subcontinent, the state is bordered by the Indian states of Jammu and Kashmir to the north, Himachal Pradesh to the east, Haryana to the south and south east, Rajasthan to the south west and the Pakistani province ofPunjab to the west. The state covers an area of 50362 square kilometres 1.53% of India‟s total geographical area. It is the 20th largest Indian state by area. Punjab is the 16th largest state by population comprising 22 districts. Punjabi is the most widely spoken and official language of state. The main ethnic group are the Punjabis with Sikhs 58% and Hindu 38%, the state capital is Chandigarh. The five tributary rivers of the Indus River from which the region took its name are Sutlej, Ravi, Beas, Chenab and Jhelum. Sutlej, Ravi, and Beas are the part of Indian Punjab.

PUNJABI CULTURE
The culture of the Punjab encompasses the spoken language, written literature, cuisine, science, technology, military warfare, architecture, traditions, values and history of the Punjabi people native to the northern part of the Indian subcontinent. The term 'Punjabi' can mean both a person who lives in Punjab and also a speaker of the Punjabi language. This name originates from the Persian language 'panj', (five), and 'ab', (water) combined together the word Punjab is land of the five rivers. Indus river (the largest river in this five river system), and the five other rivers to the south eventually join Indus or merge into it later in the downstream of the Punjab valley. All the rivers start and flow out of the Himalayas. These other five rivers are Jhelum River, Chenab River, Ravi River, Beas River and SutlejRiver.

MUSIC OF PUNJAB
It Reflects the traditions of the Punjab region of the Indian subcontinent, currently divided into two parts: East Punjab(India) and West Punjab(Pakistan) The Punjab has diverse styles of music, ranging from folk and Sufi to classical, notably the Patiala gharana.

FOLKMUSIC
Folk music of the Punjab is the traditional music of Punjab produced using traditional musical instruments like Tumbi, Algoze, Dhadd, Sarangi, Chimta and more. There is a wide range of folk songs for every occasion from birth to death including marriage, festivals, fairs and religious ceremonies.

DANCE
Punjabi dances are an array of folk and religious dances of the Punjabi people indigenous to the Punjab region, straddling the border of India and Pakistan. The style of Punjabi dances ranges from very high energy to slow and reserved and there are specific styles for men and women. Some of the dances are secular while others are presented in religiouscontexts.
GURU NANAK DEV UNIVERSITY
Youth Activities

Department of Youth Welfare was established in 1971, with the objective of promoting cultural activities among the participants and tapping their hidden talent for extra-curricular participation. It channelizes the energy of the youth into creative directions and provides opportunities for harmonious and balanced development of their personality. The department organizes University Zonal, Inter-zonal Youth Festivals, Youth Leadership Training & Hiking, Trekking Camps, Inter-State Tours, coaching camps and prepares teams for participation in North Zone Inter-University & All Indian National Inter-University Youth Festivals and other Inter-University competitions organized by Punjab Government/D.P.I. (director of public instructions) (Colleges) Punjab and different states Universities. The department also holds Seminars, Workshops for participants for the promotion of Art & Culture. The department also arranges the Cultural Programmers for different Functions of the University and Seminars, Workshops organized by the different departments of the University.

AIMS & OBJECTIVES

- To document the traditional costumes, coffier of Punjabi Female Dance dresses in last five years inGNDU.
- To document the traditional ornamentation and accessories of Punjabi female Dance dresses in last Five years in GNDU.
- To document the motifs used in traditional Costumes andCoffire.
- To study the Raw Material used in Traditional Costume, Coffire and Accessories.
- To document the prop used in FolkDance.

DELIMITATIONS

- The Study was done female participants underGNDU.
- The study was limited on 15 Participants, 15 Professional faculty/ experts participated in FolkDances.
- Accessories were used in Traditional Costumes, Coffier, and Ornamentation of Punjabi Female participated in FolkDances.

IV. REVIEW OF LITERATURE

The review of literature is usually a highly synthesized critique of the status of knowledge on a carefully defined topic. A review of related research serves an important purpose and helps the researcher at every step of his venture as a researcher can build appropriate methodology and design keeping in view the strength and failure of previous researchers. A review of literature provides useful hints for further research.

SECTION: 2.1 HISTORICAL BACKGROUNDS OF TRADITIONAL FOLK DANCES IN PUNJAB
SECTION: 2.2 TRADITIONAL COSTUMES AND COFFIRE USED IN FEMALE FOLK DANCES OF PUNJAB
SECTION: 2.3 TRADITIONAL ORNAMENTATION AND ACCESSORIES USED IN FEMALE FOLK DANCES OF PUNJAB
SECTION: 2.4 TRADITIONAL PROPS USED IN FOLK DANCES OF PUNJAB
SECTION: 2.5 RELATED STUDIES

SECTION: 2.1 HISTORICAL BACKGROUNDS OF TRADITIONAL FOLK DANCES IN PUNJAB
Dr. Joshi. J (2004): found that like some other folk arts folk dance is also a way to express the feeling of happiness. Like Feeling and love in our heart folk dance also comes up from various things of life. Whether the dance can be shown through the body gestures but it has the power to get through the soul of anyone. Whenever the ritualistic people dance they showed the best of folk dance.

Dr.Thind.k (2007): described that when human life came into existence. Humans started hunting birds and animals to feed themselves and showed their happiness while dancing with each other. As on from the old historic stone age to the village life dance pass on to many stages for cultural development of any particularregion.

SECTION: 2.2 TRADITIONAL COSTUMES AND COFFIRE USED IN FEMALE FOLK DANCES OF PUNJAB

Hect.T (2006): published that the relationship between dance and dance costumes is complex and does not simply reflect dance practice in a specific period, but also social behaviour and cultural values. Dance costumes can be divided into the following categories: historical, folk or traditional, ballroom, modern and musical dance costumes. Influence has spread from fashion to dance and backagain.

SECTION: 2.3 TRADITIONAL ORNAMENTATION AND ACCESSORIES USED IN FEMALE FOLK DANCES OF PUNJAB.

Kaur.H (2011): reported that a small pendant for the above shaped like the spread out tail of a peacock. Laung – a small stud let Morni –into the flesh of the nostril on one side, generally of gold, with a pearl or turquoise onit. Anonymous (2011): Reported that Punjabis are known as much for their bravery and exuberant lifestyle as for their love for ornaments. Punjabi jewellery is known not only for its variety and traditional connotation but also for its aesthetics. The variety of traditional ornaments used by women is virtually endless. However, almost every piece of ornament that adorns women of Punjab has a cultural or religious relevance attachedtoit.Let'shaveacloserlookatsomeofthemaintraditionalornaments worn by women ofPunjab.

- HEAD OR FOREHEAD ORNAMENTS- Saggi-phul, chaunk or choti phul – a round boss worn on the hair over theforehead
- SIR MANG – a pendant worn on the head. The mang jewel is worn in the Center of the hair parting and dangles on the forehead in the shape of a lovely pendant.
- SHINGAAR PATTI OR DAMNI - It's also a type oftikka
- JHOOMAR- A famous piece of traditional jewellery worn exclusively by Punjabi women is thejhoomar.

SECTION: 2.4 TRADITIONAL PROPS USED IN FOLK DANCES OF PUNJAB.

Dr. Joshi.k (2004): said that Folk singing is already quite much effective in its own nature and don't depend on any type of folk instruments. But to add a little crisp and sweetness use of folk instruments came into existence. Instruments like dhol, Dholki, Iktara, Ghada, Chimta, Sarangi and many more added to its support.

Bhachoo.A (2006): "Sapp" reported that Fourteen to 20 such sticks are joined lattice- fashion so that the total length is usually about one feet. By stretching and contracting the ends, the player produces a sound resembling many hands clapping in unison. A chikka-sap may be painted or left in the natural colour of the wood it is often decorated with tassels, pom-poms and even pieces of brightly coloured paper stuck in cut-out patterns. Sometimes the pictures of movie stars are on thehandholds.

V. RELATED STUDIES

Kaur.H (2014): Said that Punjab has a very rich tradition of dances, particularly the folk ones. The exuberance and vitality of its people are vigorously displayed in their folk dances. These dances are full of expressions, gestures, vocal remarks, subtleties of motion and unrestricted freedom. They are full of energy and reflect the dynamism of the Punjabis. A unique aspect of Punjab dances is that there is no common dance for men and women. Rather, they have their own separate dances, which can be combined together for a typical performance. Punjabi dances are an array of folk and religious dances of the Punjabi people indigenous to the Punjab region.

Kaur.S (2019):

- COSTUME: - In the heritage of Punjab, it could be performed in any dress but as according to heritage of Punjab 'Ghagra' is very significant. 'Ghagra' are of different colours. But in Giddha, Ghagra of Kala Soof is most popular. It is frequently used in the Giddha of Tiyan and marriage. This Ghagra glorifies the beauty of Punjabi women. The Kurti (TOP) of any colour could be worn with Ghagra and the phulkari on head is most important. In the heritage of Punjab, Phulkari (Dupatta) is the most significant symbol. Except this, Giddha could be performed in Salwar, Kameez and Dupatta. Giddha is always performed with barefeet.

- ORNAMENTS: - Not any specific ornaments are worn by Punjabi women in Giddha. Punjabi women are fond of ornaments and wear their favourite ornaments in Giddha, e.g.:

For Head: - Saggi full, Shingaar patti, Chowk chand, Tikka, Clip, Jhumar Sui. For Hair: - Colourful parandas, Moti/Beads for Braids.

For Ear: - Jhumka, Dandia, Kaante, Kokru, Maame Murkiya etc. For Nose: - Teeli, Laung, Koka, Mekh, Nachli etc

" Boli: Tere laung da pya lishkara, haaliya ne hall dakk lye."

For Neck: - Singh Tawiti, Jan jeer, Jugni, Bugti, Ranihar, Champakali etc

"Boli : Sare tan gahne mere mapyan ne paye, Iko tweet ohde ghar da nee, Jdo larda tan lahde lahde kardanee."

For Arms: - Bangles/Churiya, Kangan, Pariband, Gajre, Bankan, Bajuband etc. "Boli: Pariband basharmi gehna, Jaffi paya shanak pve."

For Feet: - Jhanjaran and Panjeb. "Boli : Gory an peran de vich chandi dian jhanjran, Nachan lagi ne layian pa."

All the above ornaments signify the heritage of Punjab and are worn by Punjabi women on every occasion of joy.

VI. METHODOLOGY

This chapter includes description, explanation and justification of methods used in the study. The methodology followed to conduct the present research in a scientific way and to obtain reliable and accurate result is presented under the heads given below:

SECTION 3.1: LOCALE OF THE STUDY SECTION

SECTION 3.2: SAMPLE SIZE SELECTED SECTION

SECTION 3.3 DEVELOPMENTS OF TOOLS

SECTION 3.4: PRE TESTING OF THE TOOL SECTION

3.5: DATA COLLECTION SECTION

3.6: ANALYSIS OF DATA

SECTION 3.1: LOCALE OF THE STUDY

Punjab state is divided into three major regions Majha, Malwa and Doaba. This division of Punjab is basically due to the river Sutlej and Beas following through the land of Punjab. These three regions are wide and the dressing Doaba region consists of five district namely jalandhar, Hoshiarpur, Kapurthala, Nawashar and Phagwara. This study is related to Amritsar and JalandharCity.

VII.RESULT AND DISCUSSION

This chapter furnishes the results emerging out from the analysis of the data of the present investigation. The data have been organized and analyzed by taking into account the objectives of the study. All the pertinent information has been categories and reports under the following major section:

GENERAL INFORMATION OF THERESPONDENTS
SPECIFIC INFORMATION OF THERESPONDENTS
PROPS USED IN DIFFERENT FOLKDANCES
CHANGINGTRENDS

GENERAL INFORMATION OF THERESPONDENTS:-
This section deals with general information, age, education and occupation of the respondents involved in traditional Punjabi folk dance.

1. Age:-
TABLE 1: PERCENTAGE DISTRIBUTION OF THE RESPONDENTS ON THE BASIS TO THEIR AGE

(n=30)

Respondents						
Participants			Experts			
S.No.	Variables	Respondents	Percentage (%)	Variables	Respondents	Percentage (%)
1.	20-25 years	15	100%	25-50 years	15	100%
	Total	15	100.00	Total	15	100.00

Table 1 shows that Cent per Cent respondents who were participants belong to 20-25 years of age group and Cent per Cent respondents who were experts belong to 25-50 years of age group.
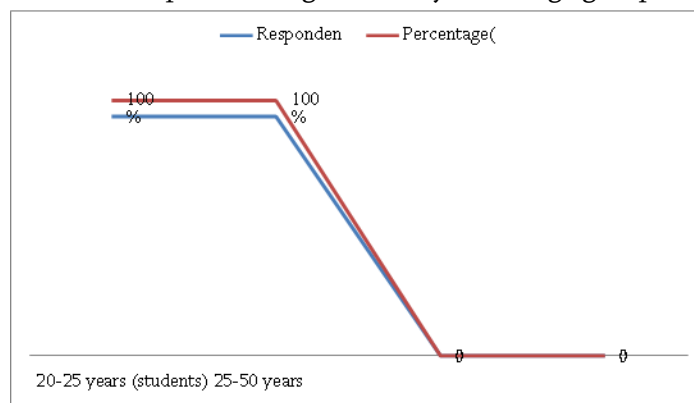
FIG 1: DISTRIBUTION OF THE RESPONDENTS ON THE BASIS OF THEIR AGE
AGE GROUP

2. Education:-

TABLE 2: PERCENTAGE DISTRIBUTION OF THE RESPONDENTS ON THE BASIS TO THEIR EDUCATION

(n=30)

Respondents					
Participants			Experts		
S.No.	Variables	Respondents	Percentage (%)	Variables	Respondents	Percentage (%)
1.	P.G	4	26.7	Faculty	9	60%
2.	U.G	11	73.3	Directors	6	40
	Total	15	100.00	Total	15	100.00

Table 2 shows that very few 26.7 percent respondents who were participants belong to Post graduation and maximum 73.3 percent respondents who were also participants belong to under graduation course. But 60 percent respondents who were experts belong to Professors and 40 percent respondents who were experts belong to directors.

SPECIFIC INFORMATION OF THERESPONDENT

3.   Involved in youth festival:-

TABLE 3: PERCENTAGE DISTRIBUTION OF THE RESPONDENTS ON THE BASIS TO THEIR INVOLVEMENT IN YOUTH FESTIVAL

(n=30)

Respondents					
Participants			Experts		
S.No.	Variables	Respondents	Percentage (%)	Variables	Respondents	Percentage (%)
1.	3 years	11	73.4%	10 years	8	53.3%
2.	4 years	2	13.3%	15 years	6	40%
3.	5 years	2	13.3%	20 years	1	6.7%
	Total	30	100.00	Total	30	100.00

Participants:- Table 3:it shows that maximum 73.4 percent respondents involved in youth fest from last 3 years and 13.3 percent respondents are involved in youth festival from 4 years and 13.3 percent respondents are involved in youth festival from 5years.

Experts: - It depicts that maximum 53.3 percent respondents are involved in youth festival from last 10 years and 40 percent respondents are involved in youth festival from 6 years and only 6.7 percent respondents are involved in youth festival from 1 year.

8   43.30%
      6

13.30%   13.30%
  2   2   6.70%
                     1

3 years   4years   5yeaars   10years   15 yeaars   20 Ears
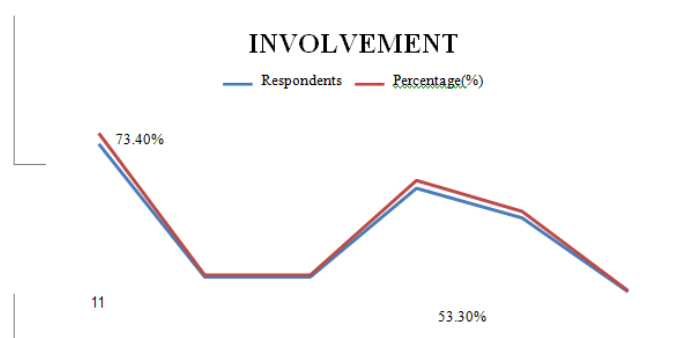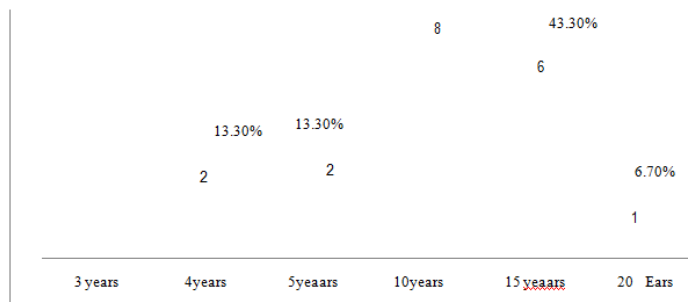
4.   Types of Folkdances:-

Participants:- It is clear that majority of 86 percent respondents who were participants said that 4 types of female folk dances are in Punjabi culture that are Giddha, Sammi, Luddi, Dandas but only 13.3 percent participants viewed that there are 5 types of folk dances are in Punjabiculture.

Experts: - It is clear that 40 percent respondents described that 5 types of folk dances are in Punjabi culture and 40 percent respondents said that there are 4 types of folk dances are in Punjabi culture but only 20 percent respondents remarked that there are 3 types of folk dances are in Punjabiculture.

5.   Types of upper costumes in Giddha:-

Participants: - It is clearly depicts that Cent per Cent respondents said that long shirts, jackets of all these types of upper costumes used inGiddha.

Experts: - It is clearly depicts that Cent per Cent respondents reviewed that long shirts and jackets of all these types of upper costumes used inGiddha.

6.   Types of lower costumes in Giddha:-

Participants: - Cent Percent clearly described that Cent per Cent respondents informed that Salwar and ghagra types of lower costumes used in Giddha.

Experts: - Cent percent clearly described that Cent per Cent respondents said that Salwar and ghagra types of lower costumes used in Giddha.

PLATE NO.1 UPPER COSTUMES OF GIDDHA

LOWER COSTUMES OF GIDDHA

Ghagra

Salwar

COFFIRE USED IN GIDDHA

Cottondupatta

Phulkari

Bagh

Subhar

GIDDHA ACCESSORIES

HEADACCESSORY

Jhumarsui, Tikka

EARACCESSORY

PIpal Pattia

NOSEACCESSORY

Natth

NECKACCESSORIES

Jugni,Hanshamel, Mohran

ARMACCESSORIES

Bangles (Vanga)

ANKLE ACCESSORIES

Jhanjhar

Luddi:-

Luddi is one of the fines forms of female folk dance in Punjab. It can be performed by men as well as women. The dancers play one hand at the back and another in front of the face. The body movement is snake like. Head movement is an important part of the dance. Some famous bolis used in Luddi are as follows:-

- ➤ " Ashke luddi shaavaluddi"
- ➤ " Luddi injh pavendi aa"
- ➤ "Ali shah mastkalandar"
- ➤ "Tatti ret kadaiya di . tu chad ke naa jaavi sohneya nai o lod kamaiyadi"
- ➤ "Chann badlan ch chup jaave . je mai tenu bhul javan meri zindagi mukk jaave"

7. Types of upper costumes inLuddi:-

Participants: - It is revealed those Cents per Cent respondents said that shirt with jacket are the upper costumes used in Luddi costumes.

Experts: - It is reviewed that Cent per Cent respondents reported that shirt with jacket are the upper costumes used in Luddi costumes.

8. Types of lower costumes in Luddi:-

Participants: - It is revealed that Cent per Cent respondents concluded that "laacha" this type of lower costume used in Luddi costumes.

Experts: - It is remarked that Cent per Cent respondents found that "laacha 0r Chadra" these type of lower costume used in Luddicostumes.

PLATE NO.2 LUDDI COSTUMES

FRONT   BACK

RUMAAL

COFFIRE

DIFFERENT COLOURS OFCOFFIRE

LUDDI ACCESSORIES

Ghungroo

Fuman

Ladoo Prandia

EARORNAMENT

Makeup

PipalPatti

NECK ORNAMENT
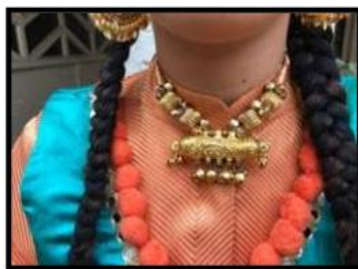
Jugni

Sammi:-

Sammi is the traditional dance of the women of sandal bar region now in Pakistan

The dance is almost similar to giddha where the prominent gesture is confined to the movement of arms .some bolis used in sammi are as follows :-

- ➤ "nimma nimma vich kajle di dhaari surma nimmanimma"
- ➤ "Allah jaane te yaar naa jaane mainda dhol jwaniamane"

9. Types of upper costumes in Sammi:-

Participants: - It is depicts that Cent per Cent respondents said that kurta with Cuff Sleeves type of upper costumes used in sammi costumes.

Experts: - It is described that Cent per Cent respondents noted that kurta, Sleeves with cuff and jacket type of upper costumes used in sammicostumes.

PLATE NO. 3 UPPER AND LOWER COSTUMES OF SAMMI DANCE
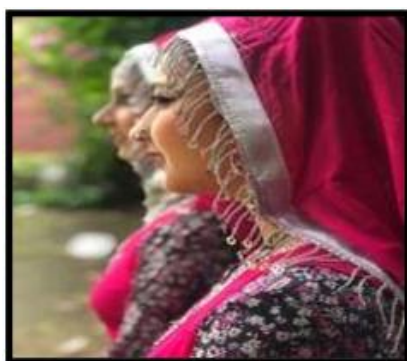
COFFIRESIDEVIEW

COFFIRE UPPER VIEW

LOWERCOSTUME

FRONT ANDBACK

FRONT VIEWOFCOSTUME

FULLCOSTUME

HAIRSTYLE

BACK

FRONT

MAKEUP

SAMMI ACCESSORIES

NOSEACCESSORIES

Koka

EARACCESSORIES

Jhumka

HANDACCESSORIES

Bracelet

NECKACCESSORIES

Haar

WAISTACCESSORIES

Belt(kamarbandh)

ANKLE ACCESSORIES

Jhanjhar

Dandas: Dandas is one of the finest and unique female folk dances of Punjab. Some traditional and folk researchers found its historic background as during the holy occasion of gurupurab along with the gatka female

used to dance with sticks in their hands which is now famous from the name dandas, researchers conclude its nature by relating it with gatka . Some famous bolis used in dandas are:

➢ " udd udd jawa akash nu mera palla kinari vala kihnekhichya"
➢ "Dil dena teh dil mangna ve sauda ikojeha"
➢ "mai ithe teh dhol meraraiye"

10. Types of upper costumes in Dandas:-

Participants: - Cent percent respondents revealed that Kameez with jacket that all types of upper costumes used in dandas costumes.

Experts:- It is concluded that Cent percent respondents noted that Kameez with jacket that all types of upper costumes used in dandascostumes.

11. Types of lower costumes in Dandas:-

Participants: - Cent per Cent respondents said that Ghagra types of lower costumes used in dandas costumes.

Experts:- It concluded that Cent per Cent respondents viewed that Ghagra types of lower costumes used in dandas costumes.

PLATE NO.4 DANDAS COSTUMES

12. Types of hairstyle in folk dancecostumes:-

Participants:-It is depicts that Cent per Cent respondents said that different hairstyles used in folk dance costumes, that are-

- A) Giddha- Center partition with French braids on bothsides
- B) Sammi- Center partition with two high buns on bothsides.
- C) Dandas and Luddi - Center partition with two braids atfront.

Experts:-It is clearly depicts that Cent per Cent respondents said that different hairstyles used in folk dance costumes, that are-

- D) Giddha- Center partition with French braids on bothsides
- E) Sammi- Center partition with two high buns on bothsides.
- F) Dandas and Luddi - Center partition with two braids atfront.

13. Types of footwear used in folkdance:-

Participants: - Cent percent respondents said that barefoot while dancing in folk dance.

Experts: - It is found that Cent percent respondents mentioned that barefoot while dancing in folk dance.

14. Decoration of hands:-

Participants:-It is described that Cent per Cent respondents remarked that they decorated their hands with heena (Mehndi).

Experts:-It is reported that Cent per Cent respondents said that they decorated their hands with heena (Mehndi).

15. Changing trends in costume, props and accessories of Punjabi folk female dance in Last five years.:-

Participants:

➢ **Giddha:**

According to the participants respondents from whom the data has been collected the said that there is not a very big change in attire and costumes of Giddha. It is getting performed every year in a very traditional and cultural way as it meant to be. But there is an impact of modernisation to make it more attractive that we can call it a change in giddha like in jewellery no colourful jewellery used to wear during the performance but now some jewels like pearls are also getting worn along with the jewellery.

Costumes: In past GNDU youth festivals costumes were simple. But now days Costumes used in giddha are getting more attractive year by year. Double dupatta are given to give classy Look and to look costume more elaborated.

Fabric: In past Years of youth festivals Silk, Cotton and Velvet fabrics were used. But now days Brocade, heavy and costly fabrics areused.

Design: Every year designs are taken according to the folk traditions. But at some place some modernisation has taken its place.

Motif: According to participants In past years Traditional motifs were used. Like related to Nature and Animals E.g. Peacock etc. But in present scenario some modern motifs are also in use.

Pattern: Patterns used in Giddha costumes always were in geometrical and floral manner.

Colour: Dark and Bright colours are much in use. Whether its 2015 or 2019. More preference is given to bright colours.

Jewellery: In past years simple jewellery was used in Giddha. But in current years of youth festivals pearls and stones are also in use.

Props: Props are still same in traditional manner; because on judgement there is an objection on modern stuff.

➢ **Luddi:**

According to the participants from whom the data has been collected Luddi is getting performed in the same constant traditional way. Colour combinations of the dress maybe get into a change but the performance. Its nature is on the same criteria so the pure folk won't get spoiled

Costumes: In past GNDU youth festivals costumes were simple. But now days Costumes used in Luddi are getting more attractive year by year.

Fabric: In past Years of youth festivals main fabrics were Silk and Cotton. But now days Brocade fabrics are also in use.

Design: Whether it's Present or Past none of Designs were used in Luddi costumes. But Kurti/ jacket is used.

Motif: No kind of motifs are used in Luddi.

Pattern: patterns always were in geometrical manner.

Colour: Dark and Bright colours are much in use. Whether we talk about 2015 or 2019. More preference is given to bright colours. But some respondents have given more preference to white color Kameez.

Jewellery: In past years simple jewellery was used in Luddi. But in current years of youth festivals pearls and stones are also in use.

Props: In Luddi only instruments are used. (Separate at side of Stage) But the dancing Girls do not use any kind of Prop.

➢ **Sammi:**

According to the participants and who are engaged in youth festival from last 5 years conclude that sammi is performed only 2 times in last 5 years. So the costume , accessories and props remains the same so there is not any change in its whole nature. Only silver jewellery is used with sammi costumes.

➢ **Dandas:**

According to the participants who are engaged in youth festival from last 5 years conclude that dandas is very unique and got staged only 1 time in last 5 years so there is no change in its nature and performance.

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National Education Policy 2020 & New Approach towards Mathematics Teaching and Learning with New Challenges and Opportunities

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ABSTRACT

This paper is dealing with new education policy 2020 and the new era for mathematical education. During the Covid-19 pandemic, the learning system is shifted to online learning. Although it is held online, the ability of undergraduate students to metacognition plays an important role in learning mathematics. Metacognition: intentional thinking about how you think and learn. showing how the mathematics subject and its approach changes from time to time in different education policies and adaptation for teaching and learning methods for mathematics in the new education policy -2020 . Even though mathematical education is as old as Indian civilization here, I have taken some references from national education policy 1968 up to the final draft of new education policy 2020 along with some important programs , activities that the government produces from time to time in development in Mathematics Education.

Key words - NEP-2020 , NIOS , MATLAB , SCiLAB

I. INTRODUCTION

According to 2014 Field Medal winner and Member of NEP drafting committee Manjul Bhargava a renowned American mathematician of Indian origin

" The biggest mistake that happened in india after independence was the separation of teaching and research in india's higher education system india has some funtastic research institute like TIFR , NBHM ,Indian Statistical Institute Centre for Theoretical science but they are little island of excellence and then there is whole teaching sector , state universities where NO Research happen "

Students who have good metacognitive skills will have better performance in completing the tasks. Unfortunately, not all of them have this skill; moreover, in the new education policy we have to take care of this for better mathematical education for undergraduate students, especially as they are often experiencing metacognitive failure when solving a mathematics problem. This study is intended to explore the characteristics of Mathematics Education provided in NEP-2020 experienced by an undergraduate student who was studying Mathematics online during the pandemic situation and offline after the pandemic by introducing some new methods and tools of teaching and learning mathematics .

The major milestones of India's education policy from independence to today:

University Education Commission (1948-49) also known as the 'Radhakrishnan Commission' (led by Sarvepalli Radhakrishnan) was focused on higher education ,The Education Commission (1964-66), also known as the 'Kothari Commission', as it was led by Dr. DS Kothari. This commission had a holistic approach and advised the government on the national pattern of education and general policies, taking into account each stage from primary to post graduate education. National Policy on Education, 1968: Based upon the recommendations of the Kothari Commission, the government announced a policy which called for equal educational opportunities in order to achieve national integration and greater cultural and economic development. 42nd constitutional Amendment, 1976, which included education in the Concurrent List, so as to be considered by both the states as well as the union government earlier it was on the state list, which gave the state governments precedence in terms of lawmaker. The National Policy on Education, 1986 whose objective was a "special emphasis on the removal of disparities and to equalize educational opportunity," especially for women, Scheduled Tribes (ST) and Scheduled Caste (SC) communities. The NPE of 1986 was modified in 1992.

The Committee for Draft National Education Policy, or Dr. K. Kasturirangan Committee, submitted its report on May 31, 2019. It sought to address the challenges of: (i) access, (ii) equity, (iii) quality, (iv) affordability and (v) accountability faced by the current education system. And, finally, the new National Education policy 2020.

Higher Education

Education NEP's main target concerning higher education is to hit the target of a 50% gross enrolment ratio by 2035 with provision for multiple entry/exit. In cases during multiple entries and exits, certificates would be given after the first year, for diploma, it's after the second year, and for the degree, it's after three-four years. Discontinuation of MPhil courses Only one regulator authority for Higher Education in the country with separate verticals for approval and finance. The regulator will work on the 'Online Self Disclosure Based Transparent System'.

Mathematics Education as per NEP-2020

There are ample approaches for teaching and learning of Mathematics and every approach is unique in itself in inculcating mathematical thinking. Before unfolding the approaches, one needs to understand the human information processing system. In context to the young learners, the main features of the system involve: Experience leads to learning i.e. Learning by Induction is the key process for learning as a human being. The human beings have a limited capacity of working memory i.e. more focus on understanding and obtaining skills and less burden on memory. Focus on not only learning but on learning how to learn i.e. meta-cognitive abilities of the human needs to be explored. (NIOS that is National Institute of Open Schooling) The approaches may either have steps or features Proach presents an idea which the teacher can devise for inculcating the teaching learning process. In the present paper, in some approaches an idea is presented and the responsibility of devising a plan using the innovative efforts lies with the teacher whereas in some approaches the steps and features are discussed in detail. The approaches which are suitable as per the vision of NEP 2020 for the young learners considering Mathematics Education are as follows:

Manipulation of Objects , Integrated- Environmentalist Approach , Action Learning , Learner Centred Approaches , Topics approach , Concept Mapping , Representation in Multiple ways , Flipped Classroom Model for Teaching Mathematics , Experiential Learning

Some Useful Softwares for Mathematics Teaching and Learning :- this might be challenging for rural area degree students to adopt online interactive teaching ,but to complete the vision of NEP-2020 its Teaches duty to adopt mathematics software by own and then teach to the students so that mathematics learning becomes enjoyable. Here i give some of the important references of mathematics software as follow

Geogebra :- GeoGebra (geometry and algebra) is an interactive geometry, algebra, statistics and calculus application, intended for learning and teaching mathematics and science from primary school to university level. GeoGebra is available on multiple platforms, with apps for desktops (Windows, macOS and Linux), tablets (Android, iPad and Windows) and web.

MATLAB :- IT is a proprietary multi-paradigm programming language and numeric computing environment developed by MathWorks. MATLAB allows matrix manipulations, plotting of functions and data, implementation of algorithms, creation of user interfaces, and interfacing with programs written in other languages.

Although MATLAB is intended primarily for numeric computing, an optional toolbox uses the MuPAD symbolic engine allowing access to symbolic computing abilities. An additional package, Simulink, adds graphical multi-domain simulation and model-based design for dynamic and embedded systems.

As of 2020, MATLAB has more than 4 million users worldwide They come from various backgrounds of engineering, science, and economics.

SCiLAB :- Scilab is a high-level, numerically oriented programming language. The language provides an interpreted programming environment, with matrices as the main data type. By using matrix-based computation, dynamic typing, and automatic memory management, many numerical problems may be expressed in a reduced number of code lines, as compared to similar solutions using traditional languages, such as Fortran, C, or C++. This allows users to rapidly construct models for a range of mathematical problems. While the language provides simple matrix operations such as multiplication, the Scilab package also provides a library of high-level operations such as correlation and complex multidimensional arithmetic.

Mathematica :-

Mathematica is a mathematical computation program used in many scientific, engineering, mathematical, and computing fields. Unlike other systems, Mathematica applies intelligent automation in every part of the system, from algorithm selection to plot layout and user interface design. With the collaboration study with computer science and mathematics teachers can explain mathematical examples easily to students using mathematica.

Maxima :- Maxima supports a variety of ways of reorganizing symbolic algebraic expressions, such as polynomial factorization, polynomial greatest common divisor calculation, expansion, separation into real and imaginary parts, and transformation of trigonometric functions to exponential and vice versa. It has a variety of techniques for simplifying algebraic expressions involving trigonometric functions, roots, and exponential functions. It can calculate symbolic antiderivatives ("indefinite integrals"), definite integrals, and limits. It can derive closed-form series expansions as well as terms of Taylor-Maclaurin-Laurent series. It can perform matrix manipulations with symbolic entries. Maxima is a general-purpose system, and special-case calculations as factorization of large numbers .

Wolf Alpha :- Using this software students can submit queries and computation requests via a text field. WolframAlpha then computes answers and relevant visualizations from a knowledge base of curated, structured data that come from other sites and books. It is able to respond to particularly phrased natural language fact-based questions. It displays its "Input interpretation" of such a question, using standardized phrases. Mathematical symbolism can also be parsed by the engine, which responds with numerical and statistical results.

To achieve the goal of NEP-2020 the main challenges in mathematical education is to replace old methods of teaching mathematics and to grab the new opportunities in teaching . here is some of the List of free e-Learning platforms developed by the Government of India

Free e-Learning platform :-

1. **Swayam:** The objective of SWAYAM is to provide a learning platform to all, including the most disadvantaged. It hosts almost all the courses taught in classrooms from Class 9 till post-graduation. More information on SWAYAM can be obtained on the official website, swayam.gov.in

2. **Diksha:** This is an initiative of the National Council of Educational Research and Training, Ministry of Education, Government of India. DIKSHA can be accessed at diksha.gov.in by learners and teachers across the country. It currently supports various courses of NCERT, CBSE and SCERTs across India.

3. **e-ShodhSindhu:** It will continue to provide current as well as archival access to more than 10,000 peer-reviewed journals and a number of bibliographic, citation and factual databases to its member institutions. e-ShodhSindhu can be accessed at ess.inflibnet.ac.in.

4. **e-PG Pathshala:** It is an initiative taken by the MHRD under its National Mission on Education through ICT, which is being executed by the UGC. The platform, epgp.inflibnet.ac.in provides interactive e-content in 70 subjects across all disciplines of social sciences, arts, fine arts and humanities, natural & mathematical sciences.

5. **Swayam Prabha:** It consists of 34 DTH channels, which is devoted to telecasting high-quality educational programmes 24X7. The course contents are provided by NPTEL, IITs, UGC, CEC, IGNOU, NCERT and NIOS. The website is swayamprabha.gov.in.

6. **NPTEL:** The National Programme on Technology Enhanced Learning was initiated by IIT Bombay, IIT Delhi, IIT Kanpur, IIT Kharagpur, IIT Madras, IIT Guwahati, IIT Roorkee along with Indian Institute of Science, Bangalore in 2003. NPTEL platform, nptel.ac.in provides open online courses around engineering and core science subjects.

Government Efforts and Initiative towards Improving , encouraging mathematics
RAA (Rastriya Avishkar Abhiyan)

In pursuance of the focus on connecting Mathematical knowledge to life outside the school,Colleges and making learning of Science Mathematics a joyful and meaningful activity, to bring focus on innovation and use of technology, the Ministry of Human Resource Development has set up the Rashtriya Avishkar Abhiyan (RAA)- a convergent framework that aims at nurturing a spirit of inquiry and creativity, love for Science and Mathematics and effective use of technology and encourage those who show an inclination and talent for math

and science to be encouraged and supported to heights of academic excellence and research. The Kothari Commission (1964) noted that the destiny of this country is shaped in the classrooms and laboratories of schools, colleges and universities.

NBHM :- The National Board for Higher Mathematics (NBHM) was set up by the Government of India under the Department of Atomic Energy (DAE), in the year 1983, to foster the development of higher mathematics in the country, to formulate policies for the development of mathematics, help in the establishment and development of mathematical centers and give financial assistance to research projects and to doctoral and postdoctoral scholars. NBHM functions essentially autonomously .

Mathematics olympiad :- Indian national mathematics olympiad started in 1986,along with this India regularly participating in international mathematical olympiad since 1989 . To achieve the goal of NEP -2020 we have to encourage rural area college students to participate in the mathematics olympiad. Some workshops , coursework regarding the math olympiad must be conducted at the college , university level each year.

II. CONCLUSION

NEP 2020 regarding the subject of Mathematics teaching and learning impacts directly on teachers. First, the role of mathematics teachers is more important in NEP-2020 to enhance mathematics teaching , because teachers have to play the mediator role between students and online teaching. Without losing its identity as a good teacher with new techniques A teacher may have an implicit view of mathematics and her approach to teaching will reflect the suggested approaches in one way or another. The professional development programmes may extend the understanding and reflection of teachers in the teaching . At the same time students also adopt new mathematical tools , different softwares , better use of the internet without losing their own curiosity.

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Online Learning: Challenges for Education in Rural and Remote Areas

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ABSTRACT

Educational institutes across India have been closed since mid-March 2020 due to the outbreak of the COVID-19 pandemic. Schools and colleges in rural, remote areas of India are experiencing unprecedented challenges due to the closure of institutions. Against this backdrop, the present paper explored the challenges of online learning in rural areas for all stakeholders. This qualitative investigation was conducted on two students, two parents, and two teachers in rural areas. The uniqueness of the study is that it analysed the challenges of online learning from the perspective of students, teachers, and parents. It is found from the study that online teaching-learning is challenging due to multiple factors such as lack of technical gadgets, poor network connectivity, and electricity problems. Lack of previous experience in online teaching is a major shortcoming for teachers. Parental literacy and student interest are other hindrances. Stress has been experienced by parents, students, and teachers due to the transition from traditional to online learning.

KEYWORDS: COVID-19. Online Learning. Rural Areas. Unprecedented Challenges.

I. INTRODUCTION

The global spread of the COVID-19 pandemic has affected almost all nations of the world and has triggered an array of public health responses. The pandemic forced the closure of all kinds of organizations across the world. Closures of all sorts of educational institutions was a significant physical distancing measure adopted by the government of different countries to curb the spread of this contagious disease. Distance education, educational applications, and platforms can be used by schools and teachers to be in touch with students and curb the interruption of education[1]. Online education was included in the earliest decade of this century in the Indian education system as a method of distance education. This method of learning requires access to digital devices along with Internet connectivity. Video conferencing, PDFs, educational videos, and audio clipping are the tools, which are used in this method. Various apps like Zoom, Google Meet, Jio Meet, etc. are used for video conferencing. WhatsApp and Telegram are used for sharing study materials with the students.

During the lockdown, all class promotion examinations in schools of Odisha were suspended and students were promoted to higher class based on their term marks. The new session also started in April 2020 to avoid academic delay. The School and Mass Education Department of the Government of Odisha adopted an online mode of instruction to resume the teaching-learning process. This instruction became a puff to rural students as

they are habituated with a conventional classroom setup, where a teacher is physically present to guide students and monitor their learning directly. Online learning is new to students in rural areas.

Problem

With the decision of the government to resume classes to engage students, suddenly traditional education changed to an online mode of instruction. This alteration from conventional to digital changed the educational system in ways and the effects are yet to be determined [2]. Teachers and students are required to find ways to connect and face the challenges of change from familiar to a new way of teaching-learning. Whether it's distance or virtual learning, teachers are challenged to reach virtually all of their students [3]. Before the pandemic, online learning was there but all teachers are familiar with the technology. Being restricted at home, challenged to quickly learn new technologies, many teachers experienced the single most distressing episode of the current age [4]. The Students in social isolation and seclusion had to develop new skills desirable for e-learning [5].

Online education is also likely to broaden the learning gap between children from lower-income and higher-income families [6]. Children from below poverty line households live in conditions that are not conducive to online learning. The biggest hurdles to moving to online education in India have been insufficient digital gadgets for students and a lack of internet connection at home owing to poverty. Children from lower-income households are struggling to complete online homework because of the inconducive atmosphere at home [6]. Recently news came that a father committedsuicide, as he could not provide smartphones to his children for study [7]. In another place, a family that had to sell their cow, the only source of income for the family, to buy a smartphone, became a hot topic [8]. Upset about not having a smartphone to use for online classes, a 17-year-old girl studying in class 11, from Punjab committed suicide [9]. Away from school and friends students find online classes boring [10]. The sudden interruptions to education owing to the COVID-19 necessitated the study and document the major changes in teaching practices and teachers' responsibilities [11].

Rationale

To translate the power of IT into an extended learning opportunity for all is the ethos of online learning. The Government of India has launched the National Mission on Education through ICT (NMEICT) to democratise the opportunity of online learning. To promote digital education, various initiatives have been taken such as SWAYAM, SWAYAM Prabha, ShodhGanga INFLIBNET, National Digital Library, and National Academic Depository by the Ministry of Human Resources Development. Besides these platforms, the MHRD has developed the Diksha App and channels and numerous initiatives for the development of online learning in India. As there were no other alternatives, both the central as well as state governments ordered the online learning method during lockdown to resume the teaching-learning process.

The study is based on this fundamental idea, which views that the people who face the challenge can come out with an effective plan to solve their problems. To this end, the participants in this study were rural students, parents, and teachers who were facing difficulty with online teaching and learning. To the researchers' knowledge, no such studies have taken place to investigate the challenges of online learning in rural areas following the COVID-19 school closure.This study investigates the impact of online learning due to COVID-19 induced school closure on teachers, students,and parents who belong to rural areas of the Dhenkanal district in Odisha.

Thus, the following research questions were framed:

What changes in work did the teacher experience, and what are the challenges he/she faces to provide online instruction to the students?

What are the challenges students face for and during online instruction?

How did the parents perceive the online teaching experience and what are the challenges?

The research questions addressed important research gaps in this field by involving major stakeholders such as students, teachers, and parents.

Objectives

The objective of this study was to illustrate the experiences of school teachers, students, and parents adopting online instruction during the COVID-19 lockdown.

The study intends to understand the challenges faced by teachers, students, and parents to adopt the online teaching-learning process in the context of the closure of schools due to COVID-19.

II. REVIEW OF LITERATURE

The pandemic in various ways affected the lives of people in terms of occupation, education, communications, financial resources, and health. For the well-being of society, governments throughout the world closed the educational institutions. This unexpected and exceptional interruption in social life and the educational system altered the work of many teachers abruptly, and in several aspects [12]. A study exploring the critical challenges and factors influencing the e-learning system usage during the COVID19 pandemic found that technical factors were one of the significant factors that influenced the practice of e-learning systems[13].

A study in South Africa and found that many rural learners are deprived of the online teaching-learning process, owing to a lack of digital gadgets to connect to the Internet, the learning management system, and software[14]. Using both qualitative and quantitative data, the professional life of a secondary school teacher was examined who had continued teaching his students in rural Alaska (United States) by online mode during COVID-19. It was found from the study that the teacher experienced extra workload and viewed that the online education should be inclusive and carefully designed [15].In developing countries, the e-learning process might be hindered by technological knowledge, education and literacy background, and socio-economic problems of the people [16]. In Southeast Asia, a large section of the population neither possess electronic devices nor have access to the Internet. Even people with access to the internet, experience inconvenience because of several factors including the inconsistency of internet speeds in different regions. The urban population often enjoys significantly faster internet compared to those living in less developed areas [17]. Internet connectivity and access to digital gadgets remain a persistent equity question, particularly in rural areas [18,19].

A study conducted in Nepal shows that many students got disturbed during their online class because of electricity problems (63.2%), and because of Internet problems (63.6%). Similarly, about half of the teachers got toubled by theironline teaching because of the power problems (42.3%), and because of Internet problems (48.1%) [20]. News that children are sitting on the trees, near any high places or river banks for attending classes is seen through electronic media and social media platforms in Odisha [21].

III. METHODOLOGY

Design

This descriptive and explanatory qualitative study focuses on the perception of changes in the instructional practices from traditional classroom practices to online mode by students, teachers, and parents. Although the qualitative study has limits [22], the strong point of this method was that it considers the perspective of all active participants, that is, students, teachers, and parents. The study explored the teacher's voice in-depth, student's attitudes and views, and parent's problems using varied methods of data collection.

was collected by direct and participant observations in their workspace, semi-structured interviews, open-ended questions, and telephonic conversation. The researchers had a thorough knowledge of the teacher's workload and conditions of working. They were aware of rural parents' and students' problems regarding technology know-how before the change to online education. Therefore, they maintained vigilance throughout the study to explore the impact of school closure and the shift to online instruction as perceived by the respondent teachers, students, and parents.

Participants.

The participants of this study included two teachers, one male and one female teacher, two students, one boy, and one girl, and two guardians, one male, and one female. All the participants of the study belong to a rural government school in the Dhenkanal district of Odisha. The teachers have more than fifteen years of experience in the schools where they are posted. Owing to their long residency at the school, they had thorough knowledge about the students and the areawhere the school is located.

Data Collection

Descriptive data about the teacher's experiences, student's perceptions, and parent's attitudes, and challenges faced by all the participants while adopting online learning were collected over two weeks from multiple sources. The semi-structured interview questions that included both open-ended and closed questions and daily discussion over the topic in social media were conducted and recorded. Interviews and discussions focused on the overall respondent observationof the effectiveness of an online learning model, the problems and challenges of online learning, and suggestions from all the participants about its implementation in the future as an alternative model. Open-ended questions were designed with a focus on content, clarity, and sequencing. All the discussions were held through a personal interview maintaining physical distance, via a telephonic conversation, and WhatsApp chats. Pseudo names have been used to keep the identity of participants secret.

Questions for the teachers were:

What are the challenges you face because of school closure and transition from classroom learning to online learning? How did you engage your students and what is your perception of student participation?

Questions for the students were:

What is your experience with online learning? Do you find online learning interesting? Do you face any problems with online learning?

Questions for the parents were:

What are the challenges you face because of school closure and transition from classroom learning to online learning?How did you perceive authority or the role of teachers to support you in online education?

IV. RESULTS

Responding to the first question Teacher X said, "This is a serious challenge to take online classes owing to no or limited network. Sometimes I have to go outside of my home for network issues. One day while I was busy taking a class on the roof of my house, a group of monkeys suddenly jumped from my neighbour's roof to mine for which I had to stop class and escape. Online learning is suitable in urban places where there is no network problem. All students are not able to benefit from online learning, as they are used to traditional learning. The students in my school need constant support and guidance from teachers, as their parents are unable to guide them. I feel sorry for them and feel stressed and guilty, as students are not fairly treated under this system."

Teacher Y also expressed her concern regarding the problems of online learning. "I bought a smartphone after the direction from authority to take online classes. It took me days to learn the internet application. As per the order of authority, we teachers formed a WhatsApp group with students. But we could add only a few students, as they did not have smartphones. All the teachers of my school went door to door to distribute the course books other study materials. Most of the people are daily labourers, auto-rickshaw drivers, and vegetable vendors and engaged in other occupations. They cannot afford to buy a smartphone, and Internet connectivity and data usage is another issue." Both the teachers expressed their concern about student engagement and participation. More or less their voice is the same about student participation. "Although in one class there are about forty students, only eight to ten students asktheir doubts and submit assignments. Some do not have a device, some suffer from poor connectivity and some do not have guardians to guide them. We have informed the students and their guardians about the Diksha channel and asked the students to watch the channel as per the programme. We could not visit their homes frequently due to fear of contamination."

One guardian (male) said, "I am an auto rickshaw driver. I have a mobile phone but that remains with me for the whole day, as people call me to reserve drives to the hospital or station. Due to the lockdown, I have very small or no income. I am not investing a single rupee in the education of my children. The government is providing everything, like dresses, books, mid-day meals, and a cycle free for the education of my child. I cannot buy a new phone though I wish to provide one to my child.""I am a tailor and my husband has a roadside tiny tea-biscuit shop. We have two children, one studying in college and another in high school. We have a smartphone. The elder child attends online classes with this phone. We cannot provide two phones. The school-going child faces problems attending online classes, as the older child seldom gives the phone to him. The school-going child views the audio-video clip sent by the teachers in the WhatsApp group shared by his teachers."

Both the students and guardians expressed satisfaction over the role of teachers during the lockdown. Replying to the second question one guardian said, "Teachers of the school visited our house to distribute the books for the new session. They asked me to buy a mobile phone or a computer with an internet facility. They also informed us about the Diksha channel on television. Our child is also unable to fully attend the channel during class because of the electricity power cut. Teachers respond when my child calls for any doubt clarification. But I am sure, this is not a solution for all students.To know the response of students who possess smartphones and computers with network connections, the investigators recorded the reaction of two students about their experience with online learning. Both students retorted that they have smartphones but the network is not always available. Though it is very interesting for them to learn online, the frequent interruptions create disappointment. "Electricity power problems always persist in our area. Sometimes I also lose interest in

studying alone. In school, it is very interesting to study with friends. Doubt clearing is very easy also, as we can ask friends and teachers whenever there is difficulty in understanding the concepts."

V. DISCUSSION

This study was carried out in the Dhenkanal district of Odisha in 2020 and pointed out the challenges of online education in rural areas. In most of the schools, there are no facilities for online classes till now, and teachers are still getting training on how to conduct such classes. In short, the benefits of conducting online classes are not that great in rural and remote areas. Even though telecommunication and the internet are available in grass root areas of India, not every place has a strong network and Internet services. So, students do not get chances to attend classes or take examinations. When the lockdown started, all the educational institutions got closed all of a sudden. Students become carefree and fickle, as there were no regular classes or tuitions for them. Lack of teacher-student, student-student interaction, and blackboard method of teaching and learning affected the quality of education given to the students. Doubt-clearance becomes very difficult in the online method.

A chaotic environment at home, family fights and, lack of meals also affect the mental state of the students and prevent them from studying. Many people in rural areas live below the poverty lines. So, when having proper meals is difficult for these people, the families can't afford such expensive tools for the education of their children. As most of the parents have lack education, they face immense difficulties in guiding their children. They feel stressed and depressed, as they could not provide the basic necessity for online education for their children. The challenges of online education found by this study confirms the result of earlier such studies conducted by Almaiah (2020), Dube (2020), Babu and Reddy (2015), McLaren (2003) Azano and Stewart (2015), and Subedi et al. (2020).

After the students, if anyone is getting affected worst, they are the teachers of rural schools. In rural schools, the teachers and students are habituated with the traditional teaching-learning method. This study found that teachers did not have proper knowledge about online classes and had not been given any training. As the teachers are middle-aged or old, they usually do not know how to conduct online classes via smartphones or laptops. They are seen taking help from their children or grandchildren. Due to online classes, some teachers faced lower self-esteem, productivity in teaching, and their motivation level decreased. Besides teaching, the teachers were also engaged in various works like distributing books, re-admission of the students and some had to take care of the quarantine centres situated in their schools. Teachers reported being stressed due to all these challenges. The findings of the present study come in line with earlier studies conducted by Baired (2020), Fagell (2020), and Kaden (2020).Before the onset of the COVID-19 outbreak and lockdown, the education system in rural India was not qualitative even after the implementation of numerous welfare schemes. Through the research, it emerged that despite online learning seems to be one of the possible ways of learning in the COVID-19 period but the application of technology is troubledby several factors. Online education for school children is challenging owing to multiple problems like unavailability of the network, lack of resources to buy the necessary gadget and data, power problem, inadequate knowledge, not conducive home climate, and lack of direct contact between student and teacher. Although the study has limitations like small sample size, it has approached the issue intensively by including all the stakeholders

.The findings of the study are significant for the implementation of online education. It is suggested here that proper training should be provided to both the students and teachers. Caring and training for teachers are some conditions of recovery from the catastrophic situation and sustainable education practice of the future.

Smartphones and other necessary extensions should be provided to economically poor students. If possible, schools and other educational institutions should be reopened wit adherence to social distancing and proper precautions to prevent the individuals from getting affected.

VI. CONCLUSION

The education is very necessary for people/students without education not survive a good life. The digital platform of education is very necessary for students, this type of education is very easy to learn the education. In this education the students can't walk here and there. In this type education have Maine role of some devices like as android phone, laptop/computer etc. with the help of internet students join the live classes and learn the about subject. The students can join the live class with the help of some digital APP like as YouTube, Zoom, Google meet etc. The urban areas students join, very large quantity in comparison to rural areas students. The rural areas students can't purchase the expensive devices because maximum students have money problems but at time many students do purchase the expensive devices. And to join the online study and learn the subjects.

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Study of Status of Awareness about Environmental Protection Laws among Undergraduate Students

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ABSTRACT

In the present paper, attempts were made to identify the status of level of awareness about environmental protection laws existing in our country among undergraduate students. The survey was conducted among students through self-designed questionnaire. The study revealed that the level of awareness about environmental protection laws for the student those who have completed 12th standard from Science stream were found to be 29.6%,Commerce- 29.6% and Arts-40.7% stream students.

I. INTRODUCTION

The conservation and protection of environment and natural resources is essential for maintaining environmental balance. It is our duty to take proper steps for protecting our environment through various level such as organisation of various activities, environmental legal awareness campaigns, competitions, involvement of NGO and voluntary organisations, etc. In addition to this, it is necessary to create awareness about various existing environmental protection laws, legal provisions and policies among students.

In this paper, the primary data were collected through questionnaire. The questions based on various existing environmental laws were included in the questionnaire and the gender-wise level of awareness were represented.

Legal framework relating to Environment Protection in India (including provisions) :-

- The National Green Tribunal Act, 2010.
- The Air (Prevention and Control of Pollution) Act, 1981.
- The Water (Prevention and Control of Pollution) Act, 1974.
- The Environment Protection Act, 1986.
- The Wildlife (Protection) Act, 1972.
- The Energy Conservation Act, 2001.
- Biological Diversity Act, 2002.
- Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forests Rights) Act, 2006.
- Environment protection is mentioned in the Indian Constitution as part of Directive Principles of State Policy as well as Fundamental Duties.

II. METHODS AND MATERIALS

The aim of the present study is to measure the status of level of awareness about environmental protection laws to the regular undergraduate students. Although several studies have been conducted about environmental laws but very less attention was paid on awareness among students.

The objectives of the study are :-

1. To study the level of status of awareness about environmental protection laws among undergraduates students.
2. To study the gender-wise difference in the level of status of awareness.
3. To study the difference in the level of status of awareness among students having Science, Commerce and Arts background (at school education).

Self-prepared questionnaire on environmental protection laws consisting of ten questions were employed for collecting primary data. The questionnaire was given to undergraduate students selected on random basis. In addition to this, some recommendations were given on the basis of interpretation and analysis of primary data collected through survey.

Questionnaire on Environmental Laws :-

The following questions were included in the questionnaire:-

Q.1) Do you know about the laws related to Environmental Protection?

Q.2) Do you know about the Wildlife Protection Act, 1972?

Q.3) Do you think the Water (Prevention and Control of Pollution) Act, 1974 helps to conserve and protect water resources?

Q.4) Are you aware about the role of Central Pollution Control Board?

Q.5) Do you think that legal awareness regarding Environmental Laws is necessary?

Q.6) Are you aware about the punishment prescribed under various Environmental Laws?

Q.7) Do you know about the objectives of UN conference on Human Environment in Stockholm in 1972?

Q.8) Do you know about the role of Ministry of Environment and Forests?

Q.9) Do you know about the role of the National Green Tribunal Act, 2010?

Q.10) Whether the existing Environmental Laws are sufficient?

III. RESULTS AND DISCUSSION

The results of present study are discussed as follows:

- 88.9% of students know about the laws related to Environmental Protection.
- 96.3% of students knowabout the Wildlife Protection Act, 1972.
- 77.8% of studentsthink the Water (Prevention and Control of Pollution) Act, 1974 helps to conserve and protect water resources.
- 88.9% of students aware about the role of Central Pollution Control Board.
- 96.3% of students thinks that legal awareness regarding Environmental Laws is necessary.
- 85.2% of students areaware about the punishment prescribed under various Environmental Laws.
- 66.7% of students know about the objectives of UN conference on Human Environment in Stockholm in 1972.

- 77.8% of students know about the role of Ministry of Environment and Forests
- 77.8% of students knowabout the role of the National Green Tribunal Act, 2010.
- 59.3% of students thinks thatthe existing Environmental Laws are sufficient.

IV. RECOMMENDATIONS

The researcher concludes the present paper with recommendations which are-

- The researcher recommends that environmental laws and provisions for the protection of environment should be included in the school and college curriculum.
- The student should be sensitized by involving them in organisation and participation in various activities such as Environment Day, World Wildlife Day, World Water Day, Environment Awareness Campaigns, guest lectures on various issues related to environmental laws, conferences, symposia etc.
- The students interaction with NGO working in environmental sector should be motivated at various platforms.
- The education institutes should execute memorandum of understanding and collaboration with environment related institute, laboratories, legal forums, clubs and centres for providing more facilities to the undergraduate students.
- To create more awareness about environmental protection laws, library should be enriched with books, e-books, magazines, news letters, CD'S and other learning materials.
- The laws colleges and institutes working in legal education should be involved at various platforms to improve the present status of awareness about environmental protection laws among undergraduate students.

V. ACKNOWLEDGEMENT

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Role of Knowledge Resource Centres in Development of Higher Education system in India

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ABSTRACT

Education is a process of learning through which a person can collect, compare, organize, and disseminate knowledge with an effective way to present oneself in front of society with a positive attitude. It helps a person to take decision, judgement and express his/her view. In this context Higher Education System is doing something in a broader aspect of the Inductive process (Specific to General way).

The Higher Education Institutions in India is one of the biggest education sectors, where changing need of users, need to be addressed according to available resources at present. In current scenario the role played by Knowledge Resource Centre is not limited to storage and retrieval of information. But, dissemination of information at right time to the right hand. After certain period of time, storage house and library came into exist and then knowledge is circulating generation to generation. The present paper focuses on the role of KRC, as a learning resources centre that has a vital role to be played for survival and inclusive development of the world.

Keyword: Higher Education, Knowledge Resource Centre, NEP

I. INTRODUCTION

In today's day and age, the premise that quality higher education is crucial for sustainable human development is undeniable. Higher education leads to acquiring analytical and problem-solving skills, ultimately helping humans to develop intellectual curiosity and character. It pushes the students to identify and set career goals that make them ready for professional setups. Therefore, a refined higher education enables economic, physical and social well-being to a student.

"To be a Centre of Excellence in Creation, Conservation and Dissemination of Information and to strengthen its faculty and student community by adopting innovative strategies, thus contributing meaningfully to the development of the University and hence to society and the country as a whole."

India has one of the largest higher education systems in the world that stands second in terms of the higher education network. The term 'higher education' with respect to India denotes the tertiary level education that is imparted after 12 years of schooling (10 years of primary education and 2 years of secondary education). The entire higher education ecosystem in India comprises around 1000+ universities and 42,000+ colleges imparting exceptional education. All these institutions fall under the purview of the Ministry of Education.

No college, university or higher education institution can ensure quality education or good research process without a resource centre. Considering the importance of Knowledge and Information Centre in higher education and research UGC and other educational platform came out with some standard parameters and norms. The primary aim of this study is to overview the role of Knowledge Resource centres in the development of higher education system in India under the guidance of various constitutional bodies.

There are some libraries have been categorized as per their collection, services, staff qualification, resource, infrastructure and in specialized services offered namely IIT, IIM, IISc and other national importance institutions. Therefore, students are having an opportunity to use available resources according to their needs. Therefore the services provided by KRC have positive impact on students. The funds received by KRC from Government authority is helping to enrich their collection and infrastructure. National Assessment and Accreditation Council (NAAC) assess and evaluate each and every HEIs periodically, and guidelines issued by NAAC authority, help to build separate library with all possible infrastructure for stakeholders.

II. OBJECTIVES

The objective of the study is to collect the evidence on the support of KRC's services and its benefits in present scenario in development of education. It is acknowledged that higher educational institutions in India and the world are facing challenges to adapt and adjust to a whole series of the system which needs to change, has been divided into the six important parts:

1. To the globalization of education and research system.
2. To the increased demand for higher education in a lifelong learning context.
3. To the need to develop co-operation between universities and industry for benefits of the society.
4. To the proliferation of information where knowledge is produced preserved and disseminated for changing concept.
5. To the reorganisation of knowledge for further use.
6. To the emergence of new expectations

III. METHODOLOGY OF THE STUDY

The Methodology of the study is based on descriptive type study method of two Variables:

1. Higher Education System and
2. Role of Knowledge Resource Centres.

Things to be remembered for deliver and implement HEIs systems

Suggestions based on Revised Accreditation Framework (RAF) by National Education Policy are;

 a. Faculty Empowerment Strategies should be implemented in every HEIs.
 b. IQAC should not work for name sake and it should have a significant importance in bringing the quality of education in HEIs, for that full-time dedicated cell should be made who can take care of day to day basis working of the institution throughout the year, as quality in itself is a elaborated as a continuous process.
 c. Curriculum developed (adopted by the university/ institution) should have relevance needs. So that the same can be utilized for the welfare and wellbeing of the society.

Role of Knowledge Resource Centres in Regular mode of Higher Education system

This part of the article provides a historical glance of how library services and resources changed from in-house in the early 1990s to online in the 2000s (Virkus & Metsar, 2004). During the development of online resources, the knowledge managers, Information scientist and Librarians realised that faculty, staff and other people will be using these resources and services as much as students. There was a challenge to change the perception of the faculty toward using Knowledge resources centres, their resources, and services.
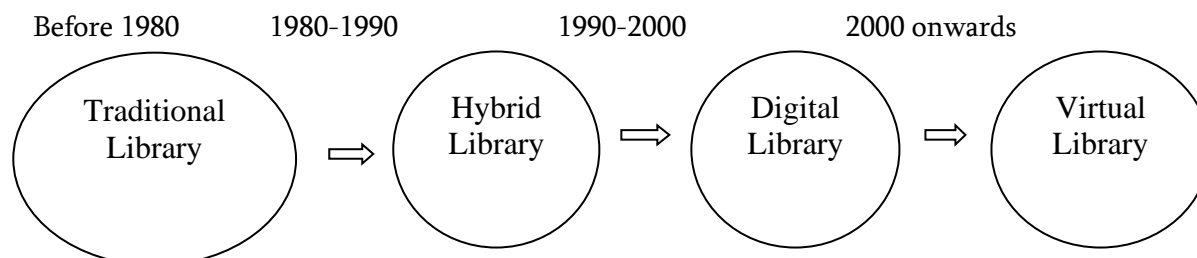
IV. FINDINGS OF THE STUDY

After study and verifying so many documents, either a conventional form or neo-conventional form, it is found that such things are necessary to cope up with the present context of educational system along with library service, otherwise, it would be difficult to get up to the marking result. The major findings are as follows:

1. Indian higher education and Library services are in need of radical reforms and transparency.
2. The requirement to update user's mentality to accept innovative services.
3. Strategic partnership with social media to stretch the Library and Information service.
4. Collection development policy should be revised time to time.
5. Adequate funds should be required for update libraries time to time.
6. Develop an elective feedback channel for communication for evaluating the system.
7. Total Quality management is needed to improve the services.

V. CONCLUSION

In Summarise, Libraries need to develop strategies to help learners to provide the necessary services to meet the growing demand and needs. They also need to develop support and communication services with the educational institution to ensure that adequate funding is put into a position to develop at a time and implement services and technologies perfectly. Our society is undergoing a process of massive changes, we moving towards, called the information society, the knowledge society, the network society. The new educational structure has created the need for a re-modification of the roles and responsibilities of librarians and knowledge managers or Information scientists. Day by day the enrolment of higher education is increasing through the policy in all over India where the demand for authentic information is increasing, so the KRC also changes its facility and objectivity to provide best, necessary and purposeful service with perfectly and authentic information to the required form in the destination as early as possible.

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Importance of Values in Human Life

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ABSTRACT

I. INTRODUCTION

Human values are the care values that make up our personality and define how we act in life. These values are very important as they make up who we are and are what guide us through life. The values that we hold determine who we want to be as well as how we live our lives and the decisions that we make on an everyday basis. All humans have these values in some way or another ,and it is up to us to choose which values we hold most.

The importance of human values is that it provides an understanding of what people find to be important in their lives. There are many different aspects of human values. For example , integrity, morality, and benevolence are all aspects of human values. The value system is not static and can change depending on context or social situation.

The human values are honesty, fairness, respect, responsibility, caring and citizenship. These values are the care of any human society and they should be applied in every area of life.

Importance of Human values – Human values are nothing but the thoughts and values of human beings. They play vital role in the life cycle of a human being .human values help us to grow and succeed in our life. Simply human values can be regarded as a decision – making quality of a person. Every decision is made in an organization or a compny based on human values.

Human values play a vital role in an individual , relationship, organization as well as in society. It includes honesty, love, peace, loyalty, etc. These are the qualities that are important for humans in all stages . Human values always reflect your thoughts. One must take all the possible efforts to maintain his or her human values.

II. DEFINITION OF VALUES

In all the disciplines , values are hold collectively by societies and individually by persons. Many authors define the term value in different ways.

Deway and Raths (1939) – Values are things, ideas, institutions and processes that we prize, cherish and hold dear. Values are almost invariably associated with goals.

Gross and Crandall (1963) – Values is always important to the person who holds it. It is desirable and satisfying , it has the ability to develop in a self – creative way and it tends to endure.

Muktasen (1967) – Values help to distinguish human nature and make man highest in the involuntary process.

Raths (1959) – values are adopted not impulsively but only after deliberation and reflection have judged it desirable.

Dandapani (2000) – a value is a conception , explicit or implicit , distinctive of an individual or characteristic of a group of the desirsble which influences the selection from variable modes, mean ends of action.

III. OBJECTIVES

1.   To understand the implications of human values.
2.   To study the human values.
3.   To access the knowledge of human values.

IV. METHODOLOGY

Methodology has unique place and significance in the research. It is reflection of work done by research both in term of quality as well as quantity. Research methodology deals with the description of research methods.
 Observation method is described as a method to observe and describe the behavior of a subject and it involves the basic technique of simply watching the phenomena until same hunch or insight is gained .we are almost constantly engaged in observation. “ It is our basic method of obtaining information about the world around us”. Man's eye has been a basic tool for observation for a long time.

V. DATA COLLECTION

Method will be applied for collection of data is observation method is an important , useful and widely acceptable tool of data collection. Data collected personally through observation while collected data from respondents.

VI. CONCLUSION

The term human values is a difficult one to define , but they are essentially moral values that apply to all humans. Different cultures will have different sets of human values , but some can be found in every culture. These are things such as equality, freedom , and justice. It may be easier to think of human values as principles. Some people may use a religions commandments as their set of human values while others find their values within themselves .either way, individuals need to know what their own set of human values is because these provide guidelines on how they should behave with ,other people, at home and at work.

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Post Covid-19 Pandemic- Challenges among Students in Higher Education in India

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ABSTRACT

The Covid-19 pandemic caused trouble in developing countries such as India. It has significantly disturbed the education sector, which is a significant determinant of a nation's economic future. Human society has been forced to maintain social distance. People have been forced to sit inside. As a result, the pandemic was disrupting the teaching-learning process. Online learning is the best solution during this pandemic situation. Teachers can use virtual classrooms to teach from home with all the necessary tools which makes online sessions as effective as traditional ones. This article highlights differenttools adopt by government for seamless education in the country.And also highlights different challenges created by post Covid-19 among students in higher education. The study is descriptive in Nature.

KEYWORDS: Higher Education, Post Covid-19 Challenges.

I. INTRODUCTION

The deadly coronavirus pandemic caused the majority of world's educational institutions to close their doors in March 2020; by the end of the month, 185 nations had done so, affecting 90% of the world's students. This month has always been remembered in the education community as the closure month.Earlier than we think, the COVID-19 epidemic will alter the course of humanity.Perhaps over time, the way our governments, institutions, companies, and people think and perform may completely shift.

The higher education sector is one of many economic sectors that is currently going through a tectonic transformation. Due to the pace of these closures and the quick transition to remote learning, there was insufficient time for planning or contemplation on both potential risks to prevent and potential possibilities to take advantage of. Both institutions and students are under pressure to reinvent teaching-learning by going exclusively online in order to avoid wasting academic time. Every crisis brings with it significant challenges and opportunities for transformation of prior academic crises have shown that it is feasible to improve after a crisis. What numerous visionaries and academic technologists have been predicted is currently taking place.

That should be obvious that the pandemic has affected the traditional chalk-talk teaching method that was based on technology. Policymakers are being compelled by this disruption in the way that education is delivered to consider how to increase engagement at a wide scale while ensuring inclusive e-learning options and blending the digital divide. It is essential for the Indian higher education system to reflect, take

constructive action to address the issues, and assume responsibility in these challenging circumstances to show their dedication to society.

II. OBJECTIVES

- Enlighten various online tools or platforms adopted by educational institutions during the pandemic Covid-19.
- Enlist post Covid-19 challengesamong students in higher education.

III. METHODOLOGY

The data and information used in the current study were gathered from a number of reports on the Covid-19 pandemic that were written by national and international organisations. Information and data about the various effects of Covid-19 on the Indian educational system are gathered from numerous reliable websites, journals, and electronic resources.

IV. ONLINE TOOLS/PLATFORMS ADOPTED BY GOVERNMENT

Due to the increasing demand for education, the current conventional educational model cannot meet everyone's needs.Some students are unable to pursue higher education simply because their financial situation prevents them from doing so.The most economical way of higher education is open and distance learning.Because it has the ability to effectively reach a significant percentage of the unreached, underprivileged, and needy, the open and distance learning system has emerged as a viable alternative to the conventional system.The system of open and distance learning has several benefits particularly during the lockdown.And ever since, its significance has only grown.

The various initiatives under National Mission on Education through Information and Communication Technology' (NMEICT) programme are as under:

- **SWAYAM**: The "Study Webs of Active Learning for Young Aspiring Minds" (SWAYAM) is a platform that offers online courses for students in grades 9 through 12 and up to and including post-graduate level. SWAYAM has provided 2769 MOOCs (Massive Open Online Courses) thus far. The online courses are being used not only by the students but also by the teachers and non-student learners, in the form of lifelong learning. It may be accessed on swayam.gov.in
- **SWAYAM Prabha**: A project called SWAYAM Prabha aims to offer 32 High Quality Educational Channels via DTH (Direct to Home) on a 24 hour base throughout the entire nation. It offers curriculum-based instruction in a variety of subjects. This is primarily intended to increase access to high-quality educational materials in rural locations where internet accessibility is still an issue. Website: https://swayamprabha.gov.in/
- **National Digital Library (NDL)**: The National Digital Library of India (NDL) is a project to provide a single-window searchable virtual library of educational content. Through the NDL, more than 3 crore digital resources are accessible. Nearly all significant educational fields are covered, as are all significant learning levels, including lifelong learners. With over 20 lakhs active users, the NDL has more than 50 lakh

students who have registered. A smartphone app is now available for accessing the NDL. Website: www. ndl.gov.in.

- **Spoken Tutorial:** They are 10-minute audio-video tutorials on open source software designed to increase students' employment prospects. It is designed for self-study, has audio dubs in all 22 languages and an online version is available. Without the assistance of a physical teacher, the Spoken Tutorial courses successfully train a novice user.

- **Free and Open Source Software for Education (FOSSEE):** The FOSSEE initiative encourages the usage of open source software in educational settings. It accomplishes this through educational materials like spoken tutorials, documentation like textbook supplements, awareness programmes like conferences, training seminars, and internships, and instructional materials like these. Approximately 2,000 college students and instructors took part in this project, and more than 1,000 TBCs were produced in Scilab and made freely downloadable. Website: http://fossee.in

- **Virtual Lab:** The goal of the Virtual Labs Project is to provide a fully interactive simulation environment where users can conduct experiments, gather data, and respond to questions about the knowledge they have learned. About 225 of these labs are currently in use, have conducted more than 1800 experiments, and have benefited more than 15 lakh students.

- **E-Yantra**: The goal of the e-Yantra project is to make embedded systems and robotics education more efficient throughout Indian engineering institutes. Workshops that teach the fundamentals of embedded systems and programming are used to train teachers and students. Through this effort, more than 275 colleges in India have benefited. Website: www.e-yantra.org

V. CHALLENGES CREATED BY POST-COVID-19 AMONG STUDENTS IN HIGHER EDUCATION

The Covid-19 outbreak has significantly impact the education sector. All stakeholders in education have faced numerous obstacles as a result of pandemic COVID-19. New technologies will undoubtedly disrupt established paradigms, including those of classroom lectures, forms of instruction and modes of evaluation, as Covid-19 may lead the way for a better future. Some of the challenges are listed below:

- **Attention deficit:** Since the pandemic began, there has been a significant impact on the learning and social-emotional needs of students, resulting in poor focus and an irrational attitude. Additionally, fewer outside activities and more interior activities discourage students. Additionally, they could feel excluded from a peer group or college clique online, which in real life promotes competition and drives people to succeed. Anything done online suffers from a lack of focus since students multitask when listening to lectures online by checking their email, chatting with friends, and browsing the web. It is becoming more difficult to keep them interested in the lectures in class as a result.

- **Students are mobile addicted:** In covid-19, screen time had increased due to online classes for a long time. Along with attending classes, students also used to do other activities. Now the situation has become such that students spend most of their time on mobile, due to which the student's mind is now more engaged in mobile. Because of this the students became mobile addicted.

- **Less basic knowledge**: Due to not being able to take the exam in covid, mass promotion was given to the students.On the basis of these results the student got admission. When classes resumed in colleges and universities, it became apparent that students lacked a basic understanding of the subject.

- **Not able to attain descriptive exam:** Due to the lockdown, offline classes and exams could not be held.The educational institute has started taking classes and examinations in online mode.And the pattern of the exam was changed from descriptive to objective.Because of this students are finding difficulty in writing the descriptive exam.Students are not able to write continuously for 2 hours.
- **Psychological distress:** The pandemic has had an impact on student's well-being. More than ever, students struggle with stress, isolation, fear, and confusion. The psycho-social development of students is greatly influenced by their educational environment. As a result, by studying and interacting with their classmates, students gain a sense of belonging.

VI. CONCLUSION

Though the outbreak of Covid-19 has created many challenges for the education system.Many educational institutions have accepted the challenges and trying their best to provide seamless support services to the learners exploring better opportunities. Every challenge is an opportunity. Though post-Covid-19 has created many challenges for students. Educational institutions should arrange orientation programs for all learners in order to utilize the educational opportunities. Further Understanding the ways that youth of various ages are likely to respond to uncertainty, fear and stress. Understanding what to look for and how to identify students who may be struggling and need more support and how to request assistance. Incorporating social-emotional learning, and ways to cope with stress and fear into academic instruction and assignments every day. Post-Covid-19 education is expected to be the digital mode of education which may start a new era in the education sector of India. Further in-depth research may be undertaken to study the effect of Covid-19 on the education system.

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Curriculum and Pedagogy of NEP 2020 Manifest the Fundamental Rights

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ABSTRACT

The National Education Policy 2020 reconfigured the curriculum and pedagogy which manifests the fundamental rights of the Indian Constitution. The motto of the NEP 2020 is that the learning process should be holistic, integrated, enjoyable, engaging and long-lasting through the ICT-enabled tools to achieve fundamental literacy and numeracy. It will protect the rights of Divyangjans, girls and transgender students. It provides guidelines to the institution to identify the unique ability of the students in curriculum and non-curriculum. It ends the separations of the various streams, which gives birth to multidisciplinary. It gives birth to moral values like cleanness, democratic spirits, respect for public property, scientific temper, equality and justice. It promotes multilingualism. It is not only students centric education policy but also teachers centric policy which protects the rights of the teachers.

Keywords: Curriculum, Pedagogy, Fundamental rights, Multidisciplinary, Multilingualism, Student and Teacher Centric, etc.

I. INTRODUCTION

The National Education Policy 2020 reconfigured the curriculum and pedagogy which manifests the Fundamental Rights of the Indian Constitution. Though it is a new policy of the 21st Century, its roots go back to the education system of the ancient times of Indian ethos. The ancient-Indian education system aimed to pursue knowledge, wisdom and truth. The NEP 2020 develops a sense of respect for fundamental duties, rights, cultures, critical thinking, problem-solving and experimental learning which will result in national pride, self-confidence, and self-esteemed. The main aim of the NEP 2020 is that the learning process is flexible, holistic, integrated, enjoyable, engaging and skill-based. The use of ICT will protect the rights of Divyangjans. The ICT tools will make learning more interesting, engaging, experimental and long-lasting. It provides guidelines to the institution to identify the unique ability of the students in curriculum and non-curriculum. The student will get their education as per their choice. *The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thoughts, but also in spirit intellect, and deeds, as well as to develop knowledge, skills, values, and depositions, that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.*

The motto of the NEP 2020 is that learners should achieve fundamental literacy in listening, speaking, reading and writing and perform the basis operation with numbers. It ends the separations of the various streams, which gives birth to multidisciplinary. In the prior education policy, there was the separation of arts, sciences and commerce as well as academic and vocational streams. It bigots to moral values like cleanness, democratic spirits, respect for public property, scientific temper, equality and justice. It is also mentioned in the NEP 2020 that no child can be denied any opportunity of education due to caste, creed and race. It has a provision for a "Gender-Inclusion Fund," with the motto to provide equal opportunity to girls and transgender students. It has a special provision for the Divyangjans of the special requirements of the teachers. The same type of protection of life and personal liberty has been expressed, Article 21 of the Constitution, *Protection of life and personal liberty.—No person shall be deprived of his life or personal liberty except according to procedure established by law.* The NEP also protects the life and service of the teachers by introducing to stop the harmful practice of excessive teacher transfers from one place to another. *2 [21A. Right to education.—The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine. As per the policy of NEP 2020, health check-ups programmes shall be extended to primary schools.* It is one of the rights of every child. The same sense is expressed in *Article 14. Equality before law.— The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.* It is not student centric education policy but also a teacher-centric, which protects the rights of the teachers. It provides equal opportunity to the learners and teachers to acquire a job.

The NEP 2020 reorganizes 5+3+3+4 pedagogical and curriculum. The education structure of schooling divides into four stages Foundational, Preparatory, Middle and Secondary. The Students will learn through flexible, multilevel, activity-based learning curricula and pedagogy in the fundamental stage. The students will learn reading, writing, speaking, physical education, art, language, science, and mathematics in the preparatory stage. The Middle Stage students will learn science, mathematics, art, social sciences, and humanities through experimental and analysis learning pedagogy. The secondary stage is multidisciplinary, and the students will learn a greater depth of critical thinking and flexibility with the subject of their choice. It is based on Early Childhood and Education as expressed in the Directive Principles. " ECCE ideally consists of flexible, multi-faced, multi-level, play-based, activity-based, and inquiry-based learning comprising of alphabets, language, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. . It also includes a focus developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanness, teamwork and cooperation."

The NEP focuses on Fundamental duties that should be included in all B.Ed programmes. Article 51A provides, *it shall be the duty of every citizen of India— (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem.* The vision of the NEP curriculum and pedagogy is that it must create a deep sense of feelings towards Constitutional Values. The Indian Constitution expressed the following fundamental duties, "*(b) to cherish and follow the noble ideals which inspired our national struggle for freedom; (c) to uphold and protect the sovereignty, unity and integrity of India; (d) to defend the country and render national service when called upon to do so; (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;(f) to value and preserve the rich heritage of our composite culture; (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures; (h) to develop the scientific temper, humanism and the*

spirit of inquiry and reform; (i) to safeguard public property and to abjure violence; (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement; (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years".The Curriculum and pedagogy of the NEP 2020 modified the schooling education in the four structures except for the fourth structure, which protects the fundamental rights as expressed in the. It shows that children who have not attained the age of fourteen should have the right to get a free education.

The NEP 2020 focuses on the higher education system. Higher Education plays a crucial role in the development of the nation because in the policy the emphasis is given to greater employability. The NEP 2020 framed the National Credit Framework (NCrF). They reconfigured the three years UG programme, two-year PG programme and PhD as the "Structure of four years multidisciplinary UG programme and Five Years Integrated Multidisciplinary Master's Degree Programmes with Multiple Entry and Exit options at different levels". The learners will have the right of flexibility to enter a four years multidisciplinary UG programme with choice-based courses and to exit their programme after a UG Certificate of one year or two semesters, a UG Diploma of two years or four semesters, a Bachelor's Degree of three years or six semesters, Bachelor's Degree-Honors of the four years or eight semesters and Bachelor's Degree-Research of four years or eight semesters. It is the manifestation of the fundamental right of the Indian Constitution. Right to Freedom 19. (g) to practise any profession, or to carry on any occupation, trade or business. The learners have the right to start any practice, profession, occupation, trade or business at any time.

The NEP 2020 manifests the fundamental rights of the Indian Constitution mentioned in Article 15. Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.—(1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them. The ECCE will take a further step to establish Ashramshalas in the tribal areas to provide the best education and appoint teachers, who are familiar with the local languages. Thus, it protects the rights of the citizen-mentioned in Article 29. Protection of interests of minorities.—(1) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same. It supports to survive any citizen's distinct language, script and culture. It does not make any discrimination of any language, whether it may be a regional a language or local language.

The NEP 2020 does not discriminate its pedagogy and curriculum based on religion, caste or sex. It protects the fundamental rights of the tribal people. The NEP 2020 decides the teacher-student ratio of 30:1. "First, teacher vacancies will be filled as earlier, in a time-bound manner." It not only protects the fundamental rights of the students to get good teachers and to maintain student teacher-ratio but also protects the fundamental rights of the teachers to get opportunities for jobs. It is the fundamental right of the Indian citizen to get employment. Article 16. Equality of opportunity in matters of public employment.—(1) There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.

II. CONCLUSION

The NEP 2020 can conclude- "Banabhatta's Kadambari which described, 'a good education as knowledge of 64 Kalaas or arts; and among these 64 'arts 'were not only subjects, such as singing and painting, but also 'scientific' fields, such as chemistry and mathematics, 'vocational' fields such as carpentry and clothes-making, 'professional' fields, such as medicine and engineering, as we as 'soft skills such as communication, discussion,

and debate." The NEP 2020 squeezes all those things in the form of no separation of curricular, extracurricular, arts, humanities, sciences, academic, vocational, flexible, multidisciplinary, multilingualism, skill-based and employable education policy. It will prove a dew of nectar to early childhood care education to higher education.

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An Outlook on Effects of Climate Change on Fish Biology

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ABSTRACT

Climate extrade is anticipated to have an effect on any person organism through all lifestyles stages, thereby affecting population of species, groups and the functioning of ecosystems. The results of weather extrade may be direct, via adjustments in distinct bodily phenomena and related phonologies, or on the whole oblique and mediated via direct results on key stone species which extrade the composition and dynamic coupling of any environment. Due to speedy development within side the improvement of its lifestyles fashion with the assist of technological know-how and technology, this has inflicting, outstanding harm to the encircling surroundings. The careless mind-set closer to the harms inflicting to the encircling surroundings has commenced to repay with inside the shape of unusual climatic phenomena like common floods and droughts, air pollution, abnormal climate phenomena like El-NINO etc. The harm due to the anthropogenic sports to the surroundings is extensively felt and accepted, because the consequences of that harm are too distinguished to be omitted with inside the shape of worldwide weather adjustments. Some most important phenomena due to weather extrade encompass worldwide warming, ozone depletion, species extinction etc., which in turn have destructive effects on each biotic and abiotic factors of all different ecosystems and at the biosphere as a whole. Keeping in view the data that water occupies approximately 2/3rd of the earth's general floor vicinity and it bureaucracy the only habitat for fishes, adjustments in weather at one end in adjustments in water chemistry like boom in common water temperature, acidity, salinity, destructive climate phenomena etc. which make it tough for the fish fauna to live to tell the tale in such situations and end result both of their demise or dispersal to new habitat sites. Fish being poikilothermic isn't capable of alter its frame temperature therefore main to harm of frame additives like proteins, inflicting thermal stress.

Keywords: Extrade, environmental, temperature, phenomena.

I. INTRODUCTION

Climate extrade is the version withinside the earth's worldwide weather or withinside the nearby weather over a time frame and it includes adjustments withinside the variability or nation of the ecosystem over intervals of a long time to hundreds of thousands of years (Mohantyet al., 2010). It is likewise described as a extrade withinside the statistical properties, mainly its suggest and spread, of the weather device, while taken into consideration over lengthy intervals of time no matter the purpose. It includes the shift in international climate phenomena related to an boom in worldwide common temperatures, that is extra particularly called

worldwide warming. Weather over the years and throughout the whole planet, has continually numerous due to the interactions among the additives withinside the weather device (ecosystem, oceans, ice sheets etc.).Change in weather includes the giant adjustments in worldwide temperatures, precipitation, wind styles and different measures of weather that arise over numerous a long time or longer (Yazdi and Shakouri, 2010). Increase in worldwide temperatures has been anticipated to purpose broader adjustments, together with glacial retreat, arctic shrinkage and international sea degree rise. The weather extrade takes place due to the quantity of strength withinside the whole weather device is converting because of converting strength acquired from the solar and the quantity of inexperienced residence gases withinside the ecosystem, which inturn have an effect on every and each factor withinside the device. Climate extrade has been implicated in mass mortalities of numerous species, each flowers and animals, that is a main hazard to biodiversity as a whole (Mohantyet al., 2010) Climate extrade has been diagnosed as the most environmental hassle of the twenty first century and it's far anticipated to cause destructive, irreversible affects on this planet in fashionable and ecosystems in particular. Changes in water salinity is one of the most important reasons main to the troubles in osmoregulatory capacity whilst better degrees of acidity cause decreased boom of calcified structures, otolith improvement and fertilization process. In addition weather extrade has a tendency to introduce a few useless and unuseful sorts withinside the ecosystems main to the alien species invasion. Such species are capable of tolerate extensive fluctuations in physico-chemical parameters of the environment using nearby species to extinction, thereby inflicting massive biodiversity lack of local species. Fisheries and aquaculture, being one of the maximum touchy and sensitive sector, is reasonably-priced and crucial herbal supply of animal protein and a livelihood supply for a big a part of human populace, is wrongly tormented by weather extrade and desires to be checked earlier than this valuable useful resource is lost.

Major causes of climate change

There are each herbal methods and anthropogenic sports which have an effect on the earth's weather. Increase in worldwide inexperienced residence fueloline emissions over beyond few a long time are fundamental members to the worldwide warming. Greenhouse gases each from herbal and synthetic reassets are chargeable for trapping the thermal and warm infra pink radiations inflicting a good sized boom in temperatures round and on the floor of earth. Water vapors, carbon dioxide, methane, ozone, nitrous oxides and many others shape the number one inexperienced residence gases withinside the environment however the synthetic ones like halocarbons (chlorofluorocarbons) are a lot greater unfavourable than others due to their excessive reactivity, and lamentably they're being launched into the environment in a excessive awareness with the aid of using humans from distinctive reassets (Mohantyet al., 2010; Chowdhury et al., 2010; Yazdi and Shakouri, 2010; Doneyet al., 2011).

Impact of climate change

One of the principle results of weather trade is an boom in worldwide temperature, that's main to melting of glacial snow caps and upward push in sea levels. In addition modifications in the quantity and styles of precipitation also are happening, ensuing in common floods and droughts. Other seen results consist of modifications in agricultural yields, addition of recent change routes, decreased summer time season flow flows, species extinctions and an boom withinside the variety of ailment vectors and many others. Climate trade is possibly to result in a few irreversible impacts, as about 20 - 30 % of species assessed up to now are at an

extended danger of extinction if boom in worldwide common warming exceeds 1.5 - 2.50c (Mohantyet al., 2010).

Impact on fisheries sector

Fish paperwork an critical a part of human food regimen in nearly all international locations of the world. It is quite nutritious, supplying maximum of the essential vitamins essential for correct human fitness and increase. Fish presents approximately 20% of animal protein consumption and is one of the most inexpensive supply of proteins to be had. It paperwork a wealthy supply of maximum important oils, containing polyunsaturated fatty acids, that have regarded fitness advantages established at scientific level (Mohammed and Uraguchi, 2013). Fishing is likewise a supply of earnings for a giant majority of people, in particular the ones dwelling in coastal areas. It presents an critical supply of coins earnings for lots terrible families and is a extensively traded meals commodity.

II. CLIMATE CHANGE CAN CAUSE CHANGE IN FISH HABITAT

Climate trade gives the fishes with new environments via some of mechanisms. General results are precipitated with the aid of using:

- **Increased temperature:**

Fish normally display temperature optima for correct increase and survival. These may also trade with age and length, as juveniles of many species choose hotter temperatures than adults do. Early lifestyles degrees can also have distinctive highest quality temperatures and consequently may also replicate temporal and spatial area distributions. Being exothermic, fishes can't alter their frame temperature via physiological manner and their frame temperature is same to their environment. To keep away from a lot damage with the aid of using temperature brought about problems those fishes generally tend to thermoregulate behaviorally with the aid of using deciding on thermally heterogeneous microhabitats, however they're limited with the aid of using the variety of temperatures to be had withinside the environment. Temperature tolerance degrees are species particular and consist of each stenothermal and eurythermal species. The fish populations which are confronted with converting thermal regimes may also boom or lower in abundance, enjoy variety expansions or contractions or face extinctions.Productivity can also be motivated with the aid of using the impact of temperature on increase rate. An boom in juvenile increase in addition to an boom in temperature may also bring about a lower withinside the period and age before everything maturation, affecting the increase of adults as surplus strength is channeled into duplicate at an in advance age and smaller length (Mazumderet al., 2015). Further, the mixed results of length and temperature on increase were defined for numerous fish species.

¬ It has been observed that North American freshwater fishes spends all their time within ±50C and 3 thermal guilds might be recognized; cold, cool and heat water-tailored species. Moderate temperature boom may also boom increase quotes and meals conversion performance most effective upto tolerable restrict of every specie and above that they fail to survive. In Atlantic cod (Gadusmorhua) and not unusualplace eelpout (Zoarces viviparous) temperature-particular increase quotes and fecundity display decline at better latitudes (Brander, 2010).

¬ Increasing temperature because of weather trade purpose Salmon of North Pacific to enjoy improved metabolic and respiration quotes, inturn growing their strength necessities and reducing the reproductive potential, increase, survival and many others., (Cochrane et al., 2009).

¬ In rainbow trout (Oncorhynchus mykiss) it become visible that a 20C temperature upward push confirmed wonderful impact on their appetite, increase, protein synthesis and many others in iciness however the equal in summer time season confirmed poor results.

¬ Salmon withinside the Fraser River, Canada, suffered stronger mortality whilst summer time season temperature surpassed the ordinary levels (Brander, 2007).

Impact on physiological condition by climate change:

Fish being a poikilothermic animal isn't capable of adjust its frame temperature thru physiological approaches and are without delay laid low with any environmental extrade in its habitat, affecting the fish fitness and different physiological approaches. Fish physiological approaches like boom, replica and pastime are without delay encouraged with the aid of using the adjustments in climatic situations like temperature, salinity etc. Increase in physiological pastime in flip will increase the oxygen demand, which itself decreases with boom in water temperature, so inflicting discount of boom and reproductive achievement of fishes stopping them from managing different environmental stresses (Chowdhury et al., 2010). These poor physiological adjustments make fishes greater at risk of infections and diseases.

Effect on fish biodiversity:

Global weather extrade has big outcomes on biodiversity in all ecosystems. Decline in variety of freshwater atmosphere is fast because of the reality that freshwater ecosystems aid disproportionate degrees of biodiversity in comparison to their spatial coverage. Changes in area of interest dimensions because of expanded temperatures, salinity, acidity etc, pressure the fish species residing there to extrade their habitat and flow to different appropriate environments. In a few instances fishes can't tolerate the adjustments of their habitat and that they perish as an entire ensuing in loss to biodiversity. Above all boom in international common temperature is in itself main to extinction of some of species who aren't capable of fight the adjustments.

Climate change and its effects on fish population:

Fishes have a complicated existence cycle regarding one of a kind ranges (egg, larva, juvenile and adult) and every degree can be laid low with extrade in weather. During their complete existence span fish grows in length and its one of a kind ranges of existence history, spatially separate and awesome habitat options are visible having a few sequential connection among them. Within those stagespecific habitats, fish ought to revel in appropriate abiotic situations, locate meals for boom, refuge to break out predation etc., any extrade in those particular habitat situations can also additionally bring about lack of the populace at that degree of existence history.

III. CONCLUSION

In trendy fishes have a tendency stay close to the tolerance limits of a variety of factors, and as a end result adjustments in its habitat because of weather extrade can also additionally have severe and deleterious outcomes on their populations, and in activate the entire fisheries sector. This can also additionally result in big losses in phrases of biodiversity in addition to economically.

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NEP and Innovations in Indian Higher Education

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I. INTRODUCTION

The National Education Policy (NEP–2020) is in place after 34 years as an outcome of countrywide discussions of more than four years by leading academics in our universities. It has been hailed as a policy document with infinite transformational potential due to profundity of its recommendations such as creation of research universities, use of technology to enhance access to quality education, single regulator for "light but tight" regulation of Higher Education (HE). To promote entrepreneurship and creativity and creation of large multidisciplinary institutions. It is well recognized now that education is to meet emerging needs and a resource that augments itself. Moreover, one innovates in necessity and adversity. The NEP–2020 puts faith in the capabilities of our researchers and academia to contribute to the global knowledge pool, win international acclaim and put India in the front row of academic powers.

On the other hand, it is also true that NEP– 2020 has not made detailed analysis of the maladies faced by the HE sector. Some of these include 'under performance syndrome' non-inculcation of 21st Century skills in learners due emphasis on examination-centric education which promotes rot learning and lack of 'teachers and researchers by choice' (Garg and Panda, 2019). Some intellectuals argue that the Policy should have considered why some recommendations made by earlier Commissions (GoI, 1966; GoI, 1986, NKC, 2009) could not be implemented and suggested a way forward.

The NEP 2020 has devoted a lot of space to address challenges of nationalism. It "envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower" (p.6, Introduction). The Policy further recommends that "the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, national bonding and a conscious awareness of one's roles and responsibilities in a changing world…… " (p.6). It believes in the dictum that pygmies do not build pyramids. Making reference to SDG4, which seeks to "ensure inclusive and equitable quality for all" by 2030 (p.3), balance out the non-equilibrium between wisdom and knowledge and arrest growing dehumanization of soul, NEP–2020 also emphasizes value-based education for development of humanistic, ethical, cultural, Constitutional and universal human values of truth (satya),

In this paper highlights three key issues: NEP–2020, Innovations and quality assurance in Higher Education (HE). On July 29, 2020, the Government of India took landmark decision of accepting National Education Policy, which seeks to provide a new and forward looking vision. In particular, it highlights the need to re-

engineer Indian education from school level to PhD degree to face new realities and challenges for the country to emerge as an academic power. NEP–2020 is based on the premise that only knowledge can transform our society from stagnation and poverty to dynamism and prosperity, from marginalization and deprivation to empowerment and recognition, from ignorance and delusion to enlightenment and liberation and from conflict and intolerance to peaceful co-existence and non-violence. Among others,

The NEP–2020 has made the following profound recommendations:

- Restructuring of 10+2 system of school education in favor of 5+3+3+4 pedagogical and curricular system covering ages 3 -18 years.
- Creation of multidisciplinary universities and colleges by 2030 to offer education to large numbers in local/Indian languages and minimize fragmentation of higher education.
- Revision of curriculum, pedagogy, assessment schemes, and student support services periodically to include latest developments and be at par with the best in the world.
- Creation of 100 new or out of the existing universities for world class research in front ended fields.
- Minimization of external influences and observance of transparency while appointing enlightened individuals with pragmatic vision as institutional leaders.
- Implementation of merit based faculty appointments and nurturing talent by practicing career progression based on teaching, research, and service rather than "connections" (Author's emphasis).
- "Light but tight" regulation, phasing out the system of 'affiliation' over a period of fifteen years and grant of performance based graded autonomy.
- Promote blended learning and technology to be the important intermediary of teaching-learning.

II.   NEP AND INNOVATIONS

Innovation is successful implementation of creative ideas within an organization or system. From this perspective, creativity of an individual is the starting point for innovation. Management Guru Peter Drucker referred to innovation as a change that creates a new dimension of performance. Steve Jobs argued that innovation differentiated a leader from the laggard. But conventional understanding about innovation is commercialization of invention, which refers to new concepts or products that derive from individual's ideas or from scientific research. To be called an innovation, an idea must be replicable, economic and respond to a specific need. Innovation involves deliberate application of information, imagination and initiative in deriving greater or different value from resources, and encompasses all processes by which new ideas are generated and converted into useful products. In short, an action can be identified as innovation if it is new and useful to the system, increases efficiency, is cost-effective and compatible with or adaptable by other similar systems. In education, innovation lies in continuous march toward excellence and devising improvement in pedagogy and teaching-learning processes for improving learner's progression curve. In short, innovation is successful implementation of creative ideas for affirmative change in the lives of the people. In the context of higher education, innovation implies systemic improvement in processes of teaching-learning, learner support and knowledge management to conserve national heritage and value systems.

National Education Policy seeks to:

- Use innovative teaching-learning strategies to universalize access to education and achieve 50% GER in HEI by 2030;
- Integrate all streams, including professional and vocational education, leading to emergence of one coherent HEI eco-system and accord them parity of esteem;
- Technology to be the major intermediary for transaction of education to enhance access equity and inclusion of all sections of society living in isolation for centuries due to gender, location and religion;
- Promote online and digital education to reach the last mile in a stratified society and innovatively use OERs and MOOCs courses and materials to save resources (financial, human and physical);
- Parity of all educational systems, practice credit exemption and promote learner mobility; and
- Design credit based flexible and innovative curricula in conventional as well as contemporary subjects of study. For instance, environment education could include study of climate change, pollution control, waste management, biological diversity, and sustainable development and living, among other topics.

III. NEP AND QUALITY

Quality in common parlance refers to "degree of excellence" of a product. It is one of the most important issues in present-day higher education ecosystem in the country; in the past it was masked by our overdrive for enhancing access and providing equitable opportunities to HEI to all. The perceptions of leading educators about quality vary considerably; some consider it as fitness of purpose and conformance to standards while others look at it as value for money, relevance to world of work and perfection, and consistency in performance (Ahmed and Garg, 2015). We believe that quality is continuing march toward excellence transparently for social cause. Assessment of quality deficit and devising ways to improve quality at various stages necessary for improving the outcomes defines quality control. Quality assurance aims to identify and address gaps which affect learner performance adversely and hinder realization of institutional vision and mission as also self-actualization of learners. Quality assurance comprises evaluation of policies and procedures for their efficiency, applicability, suitability and efficacy so as to guide the institution and each stakeholder. Through quality assurance, we intend to ensure that prescribed quality specifications and standards are maintained in each activity chain and try to raise the bar gradually. In the context of HE, NEP views quality assurance as an instrument for:

- review of offerings to reflect on pedagogy, improve procedures for continuous (formative) and term-end (summative) evaluation for satisfactory learner progression and reposition these to include skills needed to be globally competitive.
- Cultivation of culture of ownership of the institution by every stakeholder in the system.
- Development of well-rounded individuals through paradigm shift towards value based education. • Incremental improvement in institutional performance standards through continuous professional development of all category of employees and academics at all levels. The policy's vision for quality assurance also includes:
- Grant of graded autonomy, with accountability, to an institution, its leader as well as teachers and office staff since creativity blooms with fragrance of academic freedom.
- Improvement in institutional leadership by minimizing external influences and appointing enlightened deserving individuals with pragmatic vision and impeccable integrity.

- Creation of self-reliant (Atamnirbhar) institutions by making (interactive) learning materials accessible and available to all learners.

As such some of the recommendations of NEP–2020 are highly cost-intensive. Moreover, all stakeholders of university fraternity would be required to be dedicated, unlearn past practices and relearn new ones through Continuous Professional Development programmes conducted by experts. Therefore, it would be advisable that the efforts on finding ways for addressing quality concerns are driven by the wisdom of practitioners and based on solid research evidence. The private institutions, which have been largely responsible for expansion of professional higher education in India since 1991, which marked the beginning of liberalization era, cater to about 80 per cent learners in professional programmes. Unlike leading foreign universities like Cambridge, Harvard, Oxford, and Stanford, Indian private universities, but for a few, tend to be small in size and scope, with little emphasis on R&D.

The National Education Policy accords parity of esteem to all types of HE providers by recommending acceptability and credibility for the qualifications conferred or certifications made by them. It is now well documented that Indian Higher Education is producing unemployable graduates who pass their examinations without being deep learners. They are not trained to develop intellectual creativity needed for problem solving, independent thinking, asking probing questions and digital skills suited to 21st Century (Das et al, 2019). Moreover, conventional teachers have traditionally refrained from using technology in curricular transactions either due to their ignorance about its capabilities for value addition or they view it as an agent that would marginalize their role and adversely affect their importance (Panda and Garg, 2019). However, such impressions are misplaced; technology enhances the reach of the word of mouth as also the effectiveness of a teacher in spatial as well as temporal dimensions (Garg, 2015.)

In so far as availability of technology for education is concerned, India has kept pace with developments and applications of ICTs for education and training. But the major problem has been that all these ICTs and related pedagogies/andragogies of teaching-learning have remained at the periphery, sporadically used as supplementary, and operate in a context where there is lack of a holistic and innovative use for teaching-learning. The government initiated reformative schemes such as choice-based credit system (CBCS), B. Voc degrees, Deen Dayal Upadhyay Skill Centers and UGC Regulation 2016 for SWAYAM are bound to improve quality of education for learners living in isolated and far flung areas. In parallel, there have also been developments in technologies and networks to support quality teaching-learning in information highway (Ahmed and Garg, 2015)

IV. ASSESSMENT, ACCREDITATION AND QUALITY

Experience shows that quality enhancement is facilitated by unbiased assessment and accreditation of an institution without preconceived ideas. Assessment and accreditation are viewed as complementary to quality, innovation, and autonomy by some practioners, while these are considered voluntary and self-regulatory by many educationists (Garg and Kaushik, 2020). Assessment is essentially evaluation of institutional vision, mission, core values, objectives, plans, input processes, infrastructure, and outcomes by an external agency based on certain pre-decided performance indicators with the sole purpose of improving it further. It gives an idea of the quality of the outcomes. But evaluation of quality of these aspects to qualify an institution for some status or recognition is known as accreditation (Ahmed and Garg, 2015). It serves mainly three purposes: (i) Formulation of educational norms and institutional recognition. (ii) Quality assurance and improvement in

standards.(iii) Creation of awareness among stakeholders about the quality of education imparted by an institution.

The accreditation process can lead to a win-win situation for all stakeholders: learners get confidence that the programme being pursued by them and offered by their institution enjoys acceptability in the system; the public, including the employer groups, get satisfaction that the institution is conforming to certain standard of expectation; and the institution concerned gets a boost in its reputation and legitimacy. Moreover, by reengineering its offerings strategically with appropriate inbuilt checks and balances, an institution can boast of being trending. Also, accreditation process generates healthy competition with other institutions (Das et al., 2019).

The purpose of quality in India would be served better only if knowledgeable and reputed professors are associated in assessment and accreditation exercise because only they would be equipped with appropriate skills to guide and suggest ways for improvement. (Experience shows that those with natural tendency to bend forward find access to corridors of power and do little to justify their presence.) This highlights the need to take holistic view while framing guidelines for regulation of infrastructure, human capital, fee to be charged, and admissions, etc. so that society can get access to quality higher education at affordable cost. It is a well-accepted fact that certain institutions of higher education enjoy definite preferences of students, parents, and employers. In India, the IITs and IIMs are institutions of choice in higher education. Of late, the process of accreditation by NAAC has undergone gradual change, so as to comply with the National Institutional Ranking Framework (NIRF) – institutional ranking by government (besides assessment and accreditation by UGC) – a decision which was an outcome of disenchantment with India's showing in the world ranking of higher education institutions.

V. CONCLUSION

In knowledge era, higher education provides tools to drive economy and quality assurance is the catalyst that powers it. In order to help develop a critical mass of intellectuals and researchers who can contribute to global knowledge pool, NEP–2020 has made several path breaking recommendations to take cost-effective HE till the last mile. It highlights need for complete overhaul and re-configuring the education system by creating (i) multidisciplinary autonomous universities/colleges headed by dedicated academic leaders with impeccableintegrity, (ii) about 100 world class research universities with greater focus on quality research, (iii) modularity with multiple entry and exit points, (iv) use of technology as major intermediary for transaction of education to enhance access equity and inclusion of all, (v) promotion of online and digital education and (vi) light but tight regulation through single regulator—Higher Education Commission of India.

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Emerging Threats of The E-Waste to The Fauna and Flora in Developing Countries

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ABSTRACT

The beginning of the current decade has witnessed the acceleration of large-scale changes in the natural environment leading to the deterioration of ecosystem services. India is emerged as the world leader in electronic smart watches with an annual growth rate of 193%, we are house of 1,899,302,767 cell phones, 14 million computers (desktop, laptop, tablets, etc.), 24 million TV sets. The waste from the electronic gadgets/appliances is posing a severe threat to the people in developing and developed nations. All these devices are made up of and comprises of an array of multitude components with some valuable materials on one hand and some containing toxic substances on the other, that can have an adverse impact on health of the fauna, flora and the environment. These changes are interacting to generate public health threats that endanger the health and well-being of millions of people. There is an urgent need to improve our understanding of the dynamics of e-waste threats. It would help natural resource managers and policy makers to estimate the health impacts associated with it. The strategies to mitigate the same are also narrated.

Keywords: E-waste, Fauna, Flora, Health hazard

I. INTRODUCTION

India is emerged as *numero uno* user of electronic devices like cell phones, TV sets, Computers, smart watches. These gadgets are meant to make our lives happier and simpler. The life world-wide, without these modern gadgets is unimaginable, this is one side of the coin but its toxicity it contains, their disposal and recycling becomes a health hazard, is another. The users of these devices are unaware of the potential negative blow of rapidly increasing use of these life relaxing devices. It is estimated that about one million metric tons of e-waste is generated in India during 2021, which may increase by about 6.5% annually. Irony faced is we are lacking in the appropriate infrastructural facilities and procedures for the disposal and recycling of the e-waste making e-waste management a more complex issue in India. We are attempting to give an impetus and a brief concise overview of India's current e-waste scenario, magnitude of the problem, environmental and health hazards, current disposal, recycling operations and mechanisms for its usage and disposal aimed at creating a better environment. Generally the e-waste is generated through its recycling and dumping of it from other countries leading to a new challenge to the environment and policy makers.

Toxic materials in e-waste and its health hazards

Lead: The lead is one of the most prominent l toxic metal present in the electronic gadgets and domestic appliances. It is an indispensible part of the acid batteries, which are also essential for the gadgets. Its seepage in soil, percolation in water bodies and consumption of the vegetables, food products, drinking of water results into direct impact on the central nervous system (CNS), it also causes nephrological disorders including kidney failure. It is reported that lid contamination of the food items and its consumption causes severe damage to the reproductive system of human and the farm animals.

Bromium: It is the decorative hardener used in almost all the electronic devices. It is a toxin causing the damage to the genetic material like the Deoxyribonucleic acid . It is identified as a potential cancer promoting metal, especially that of lung cancer.

Mercury: This is also a toxic metal which is an integral part of the housings, batteries and the electric switches used in the electronic devices. The contamination of the water supplies and the arable land with mercury leads to its traces in food and consumption of such food/water may cause permanent damage to the brain. It also causes damage to the central and peripheral system. On more hazardous effect is abortion of the pregnant ladies.

Cadmium: It is also used in the electronic devices like desktops, laptops, TV sets, etc. Working with scrapped e-devices leads with exposure to cadmium resulting into long term severe bone diseases and also long term cumulative poison exposure.

Plastic: The plastic materials are consistently used in mouldings of TV sets, Computers, Laptops and its cablings as an insulator. It contains dioxins and furans, which are potential toxins for human and livestock animals.

II. CONCLUSION:

Owing to its huge population, India is emerged as a leading user of the electronic communication, recreation and educational-aid devices/gadgets leading it among the global leaders, who are responsible to generate more e-waste in quantity that too in India needs an urgent approach to tackle this health hazardous issue. It is the need of an hour to make aware the general public about the strategies to handle and dispose of the scrap originating from e-appliances. The technical and policy-level interventions, implementation and capacity building is urgently addressed. Positive and effective implementation of the strategies towards focus on the public awareness can convert this challenge into an opportunity to show the world that India is ready to deal with future problems associated with the e-waste.

Role of Values and Ethics in Education

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ABSTRACT

Education with Ethics and Values are very important in every phase of life. Education is the fundamental process of human life. Education gives us knowledge, helps in developing the powers of reasoning and judgment, and also prepares intellectually for a profession. Ethics teaches to identify the distinction between right and wrong and the values help in shaping the personality that of an individual. Education with Ethics and Values helps in the development of an individual and his contribution to society. The youth of today are less socially inferred and highly individualistic. Values and ethics should be addressed to the youth by making them aware through the education system which will make the students gain the confidence to face all the situations in their life. If these qualities are taught along with education in school/college, their homework and preparation become good. A good education should include strong values, as education along with values are needed to create great leaders Ethics and values directed how to live our lives and treat each other.; Ethics should be inculcated in the students through the educational framework as the students are a part of the society and tomorrow's nation's builders. This paper explains the meaning and importance of ethics and values in education which help in developing the personality of students and to make them responsible citizens.

Keywords: Education, Ethics, Values, Development, Personality, Students.

I.   INTRODUCTION

 "Education is the most powerful weapon which you can use to change the world" Sir APJ Abdul Kalam has quoted. Education plays a very major role in building a society and it is very important to human being. It is a process that makes people knowledgeable, experienced, and matured. It makes an individual civilized, refined, cultured, and educated and is the ultimate way to get victory overall personal and social problems. It is a life-long process that starts with the mother's womb and ends in the tomb. "Education is the manifestation of perfection already in man" said by Swami Vivekananda for Education. Education empowers humans and gets them ready to face the challenges of life efficiently. It helps an individual take a better and informed decision with the use of their knowledge and enhances self-confidence in them.

Meaning of education: Education is the process by which an individual imparts or acquires general knowledge, develops the power of reasoning and judgment, and generally prepares one or others intellectually. It is both the act of imparting knowledge to others and the act of learning

II. OBJECTIVES OF THE STUDY

- To understand the meaning of education, ethics, and values and the relationship between them.
- To understand the need for values and ethics in education

III. MEANING of VALUES AND ETHICS

The word value comes from the Latin word "valere" which means to be worth, to be strong, utility and indicates importance or degree of excellence. Values occupy a central place in one's life and give sense and strength to a person's character, influences his/her thoughts, feelings and actions. Values are excellent directions and indicators for a person to do the right things and to avoid doing what is wrong and against nature. Human values help a person to be morally sound.

Mahatma Gandhi said "your belief become your thoughts, your thoughts become your words, your words become your action, your actions become your habits, your habits your become your values, your values become your destiny"

The word ethics has been derived from the Greek word "Ethos" which means character and from Latin word "Mores" which means customs. It can be defined as moral values, rules, or standards governing the conduct of a particular group, organization, professional and cultural ethics co-exist with one another. Together they influence the set of values .Being personally ethical means acting in accordance with one's own personal code of ethics

The following chart indicates how to inculcate Specific Values by enhancing human qualities among the students by various educational activities:

Specific Values	Enhancing Human Qualities	Educational Activities
Aesthetic values	Love. Beauty	1. Developing fine Arts, like painting, music, recitation etc.
Spiritual Value	Patriotism, Spirit	1. Developing games and sports 2. Practicing yoga and meditation. 3. Introducing Gymnasium.
Moral Values/Ethics	Honesty, Integrity, Self Control, Discipline, Self Reliance	1. Program of NCC to be effectively activated. 2. Curriculum to be modified to add "value" education and internalize the "value".
Social Values	Responsibility and contribution towards society	1. Programme of NSS to be given enough importance. 2. National days,, Birthdays of Dignified Personalities. Foundation day to be celebration. 3. Environment club to be opened to make the learners ore conscious towards surroundings.

IV. TYPES OF VALUES TO BE INCULCATED

The fundamental values that are needed to be incorporated in teaching which helps the students learn, to be honest, respect societal norms, and act in ways consistent with the values, beliefs, and moral principles are

- **Communal harmony**: Inculcating values and ethics brings about order and harmony in the community. When acceptable values are imparted to students it helps in producing a community that is crime-free and is respectful.
- **Tolerance**: Tolerance is a term that means respect for different views and beliefs, behaviors, and practices. Therefore, the educational institutions must educate such values to students by which they get along with each other, to understand human diversity, to be aware of social problems, and improve behaviors that counteract those problems.
- **National Integration**: When these values are taught in the educational institutions students will be able to understand different cultures, different languages, different clothing, unity in diversity, and also their importance.
- **Co-operation**: Teaching Cooperation in education help students to build a positive relationship and build a community that values diversity. It also helps the students to learn and develop higher self-esteem, and students cultivate a better attitude towards elders, teachers, and school. They aim for higher achievement.
- **Forgiveness**: People are revengeful and because of anger they don't forgive the mistakes of others. Forgiveness should be taught to students in schools and colleges. So that it becomes a habit and reduces violence in schools and colleges. If the moral values are given maximum importance, it can avoid violence and crime among the students. Marks of Internal assessment should also consider behaviours of students inside and outside the class which may be an excellent policy for the schools to adopt
- **Respect for Others**: Respect is an attitude and an act of giving attention or showing care. By learning the virtue of respect a child will succeed in life. A person with respect takes care of his responsibilities' takes care of his things and goes along with his peers and friends. Teaching the values like respect inside the classroom helps a student to succeed.
- **Respect for life**: Educational Institutions should impart a deep understanding of the value of human life and must educate the students on the evil of intentionally ending a human life, whether it is in the beginning stages of life from the womb, or at a later stage in life at times of facing problems, sickness, or disability, or as we reach the end of our life.
- **Personal Hygiene & Cleanliness of our surroundings**: Educational institutes must also include hygiene as a subject in the curriculum and also assign different cleaning tasks to students to keep the class clean and create a comfortable environment. By doing this the students learn to maintain a good environment in school and also practice the same at home.
- **Hard Work**: Hard work and determination are the virtues which have a long impact on the students even in their future dealing and which have to be taught at a very young age so that they become confident and hardworking. Students should be taught to put in more hard work even when things get harder so that they achieve their goals and aspirations.
- **Love and Kindness**: By teaching the trait of love and kindness to children, the children will develop traits like empathy, generosity, helpfulness, and courtesy. Honesty: Honesty is one of the most important traits that one should learn and be able to grasp at an early age. Honesty does not come naturally but it can be

adopted or taught. Students must be educated on honesty and that dishonesty and cheating is wrong and must tell the consequence the student is going to face in the future because of the habit of cheating

- **Compassion**: Compassion teaches the students to be sensitive to the needs of people, and it plays an important role in supporting social and cultural norms. It helps, to treat everybody equally with love and respect. If this virtue is being practiced by every individual there would be no people homeless, hungry and happiness would be prevailing all around the world.

- **Responsibility:** The student's responsibility is to communicate respectfully, and careful manner with the teachers, and other classmates of the School. Attend and participate in classes, seminars, and labs, along with effectively complete all the assigned work by a teacher in a given time.

- **Fairness**: It refers to the state, condition, or quality of being fair, or free from bias or injustice; Promoting fairness in the classroom not only gives the teacher respect but students also ensure that they are safe and they develop the virtue of trust within the classroom and outside. Creating such an environment that involves fairness, trust and respect proves to beneficial to all the students in the class.

- **Trustworthiness:** Trust is the hallmark of a relationship. It is a virtue that has to be taught to students so that they start trusting people

APPROACHES TO INCULCATION OF VALUE AND ETHICS IN EDUCATION THROUGH CURRICULUM

- Subjects on ethical values and morals must be included in the curriculum.
- Debates and discussions on morals and values can be conducted. Competitions on related topics can be conducted in educational institutions.
- Code of conduct must be made compulsory in all educational institutions.
- Through games and activities teaching ethics and values can also be inculcated.
- Through drama, dance, songs—verbally or in written form through debate, discussion, essay, story writing artistically teaching values must be inculated.

APPROACHES TO INCULCATION OF VALUE AND ETHICS IN EDUCATION THROUGH ACTIVITIES

- **Meditation**: Meditation for students and staff should be made compulsory in educational institution that helps to quietness the body and the mind. This enables a focus on thoughts and becomes more concentrated.

- **Prayer:** Prayer develops faith, devotion, and self-confidence and also improves memory and concentration Practicing this daily helps in inculcating the values of peace, true love, and nonviolence.

- **Religious celebration**: Celebration of festivals related to all religions must be put into practice so that mutual understanding develops between the students and the culture of different religions and places.

- **Sports and playground**: By conducting different types of games students will develop the qualities of cooperation, goodwill, punctuality, equality and teamwork.

- **Cultural programs**: Organizing cultural programs on different occasions enables students to know the national, historical, social, and religious festivals

V. CONCLUSION

Moral values are definitely declining in today's society and there is lack of respect for one other. It can be concluded that education can solve different problems prevailing in society and it definitely plays a role in

inculcating desirable values and teaching ethics to the students. It has been said that the true philosophy of education is in the combination of Virtues, Values, and Validity of human life. It implies that there is a need to understand the criteria that can help in the development of human beings. Education should not be only imparting knowledge in a particular faculty or subject or making one fit for securing jobs or fare well in exams but they should also be taught to think logically, which can help the future generations adjust to the changing environment. Education should not only aim at obtaining only a degree but should include value-based teaching which results in character building and social improvement too. Qualifications and values are very important in an individual to become a complete human being. Ethics and values play a significant role in the integration and fulfillment of man's basic impulses and desire stably and consistently appropriate for his living. Ethics and values in Education teach a student to respect and obey the elder's teachers and follow the rules and regulations. It sets the standards of what is right and what is wrong.

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Status of Higher Education in India : Present and Future Perspective

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ABSTRACT

The higher education sector in India since the old times has witnessed a constant shifts and growth according to time and age. Growth in many aspects such as its numbers, institutional capacity, enrolment, teacher-student ratio, etc. The rapid development of the higher education system at the same time has brought several issues of concern related to quality, equity, access to higher education in the country. The present paper deals with the journey of higher education since some centuries back to the current position where it has changed its appearance and it is passing through make over for its impetus to suit international standard at global levels. The paper also brings about better understanding of the present scenario in the higher education system in the country and the emerging opportunities and challenges to the system under consideration. This paper includes the key challenges that India is currently facing in higher education and also includes some initiatives taken by the government to meet those challenges. It further discusses the role of NEP and the country's future perspective.

Keywords: Higher education, NEP, quality, challenges, future

I. INTRODUCTION

In the wake of industrialisation and globalisation, catering to higher education to its young generation becomes a top priority of the government. The term 'higher education' with respect to India denotes the tertiary level education that is imparted after 12 years of schooling.

The nations are trying to be innovation hubs in technology and science. The cut throat competition in the global scenario has made the national as well as global institutions to provide quality education that lead to innovation and discoveries. The country's Higher Education sector has witnessed a tremendous increase in the number of Universities, Institutions & Colleges since independence. The higher education sector has witness a rapid growth in terms of student enrolment, teaching faculty, courses, degrees, modes etc. The government has initiated and developed conventional as well as technical education through government as well as private institutes and colleges in order to increase opportunities for employability to students. The general connotation of higher education is: Higher education imparts knowledge, develops the student's ability and also give him/her a wider perspective of the world around. Higher education becomes input to the growth and development of industry and also seen as an opportunity to participate in the development process of the individual through a flexible education mode. (AppuSrva, 2017)

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II. HISTORY

Indian higher education system goes back as early as 1000B.C. with the prime focus on disseminating Vedic education, art and science, religion and politics, medical and craft teaching etc. Takshashila and Nalanda were the ancient, renowned universities in India. But the arrival and establishment of British East India Company in India has used university system as a tool of cultural colonization. When India gained independence in 1947, the nation had a total of 241,369 students registered across 20 universities and 496 colleges. In 1948, the Indian Government established the University Education Commission to oversee the growth and improvement of higher education. In the 1960s and 1970s, the government increased its efforts to support higher education by not only setting up state-funded universities and colleges, but also providing financial assistance to private institutions, resulting in the creation of private aided/ grant-in-aid institutions (Wikipedia)

III. PRESENT POSITION

Framework of higher education in India is very complex. It includes various types of institutions like universities, colleges, institutes of national importance, polytechnics etc. Universities are also of different types like central universities, State universities, Deemed universities (aided and unaided) and Private.(Sharma and Sharma: Indian Higher Education System: Challenges And Suggestions) As of 2020, India has over 1000 universities, with a break up of 54 central universities, 416 state universities, 125 deemed universities, 361 private universities and 159 Institutes of National Importance which include AIIMS, IIMs, IIITs, IISERs, IITs and NITs among others. 37,670,147 students are degree holder today including post graduate degrees, Post-graduate degree other than technical degree, Engineering and technology, Teaching, Medicine, Agriculture and dairying Veterinary.

The NEP, approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. (Wikipedia) Apart from the Institutes of National Importance, the UGC has set a recognition scheme for Indian higher education institutes in 2017 according to which a total of 20 institutions will be granted the status as Institute of Eminence. To monitor and regulate such a vast area of education, there are the apex bodies and research councils such as 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)

IV. PROBLEMS AND CHALLENGES

A large structure of education from primary to tertiary has evidences a quantitative spread of education Such a vast field of higher education with bulky numbers of universities and educational institution raise a question mark when quality parameters come out for discussion. Many educationist and thinkers opine that after 75 years of independence, India's higher education system has still not been developed fully. There are many areas to be taken into consideration while examining the current position of Indian education system with other developed and developing countries' education systems.

Ensuring quality in higher education is amongst the foremost challenges being faced in India today. Quality environment, quality teachers, students, infrastructure, courses, programs, techniques, teaching aids and tools etc. are some of the challenges that are yet to resolve and needs urgent actions. The Government is continuously focusing on quality education still, a large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark their place among the top universities of the world. As a result of the increase in the number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased. As a result quality of work gets deteriorated. The fact that there is not a single university that excels international universities and listed among the top 100 prime institutes of the world. The picture becomes grimmer when one regards it as the third largest in the world. While comparing to the foreign countries' status of higher education, India has a low rate of enrolment i.e. gross enrolment ratio (GER), at only 19%. If we compared to china and Brazil, the GER is 26% and 36% respectively. (British Council) The universities and institutions are seen to confront dual challenge of increasing the enrolment number in HEIs and to increase employability potential of the students. The technical education in India is another challenge faced by lakhs of students on the ground that it requires huge amount and fees that can't be affordable to many. The government as well as private institutes charges fees that blocks the poor student's journey towards HE at the very first stage. According to **Siddharth Banerjee MD- India & Asia, Pearson** With approximately 1,000 universities and 40,000 colleges nationwide, India has one of the largest higher education systems in the world. However, affordable access to higher education has remained a pressing challenge for our country. Education along with inculcation of values and ethics must provide employment or must cater the skills to raise self-employability of the students is the condition of the day. The technical education provided through technical institutions except IITs, IIMs and other reputed institutions perform unsatisfactorily because of their own challenges to follow government rules, vacancies, unstable staff, poor performance of the entry level students, market challenges, insufficient funds, vested interest of the management, etc. The product, i.e.the student who have passed from such institutions when enters the market do not necessarily crack the filters that make them empowered. If this is such a challenging situation for technical educational institutions, the picture becomes more dismal when one talks about general degree colleges which cater conventional education and offer basic degrees such as BA, B.Sc and B.Com.

The quality of education in India whether at primary or higher education is significantly poor as compared to major developing nations of the world. K. Balachander asserts that 'the idea of equalising educational opportunities also lies in the fact that "the ability to profit by higher education is spread among all classes of people. There are great reserves of untapped ability in the society; if offered the chance they can rise to the top. A great deal of talent of the highest level is, in fact, lost by an in egalitarian system of education'. In most of the state and central universities more than 30% of faculty positions are lying vacant. While the student enrolment in higher education is growing with faster rate in the last few years. Moreover the curriculum that needed to be updated within time does not see any relevant changes for years together. At one side, there are large number of eligible candidates fulfilling Net/SET/Ph.D requirement and at the other side, there are large number of vacancies of teaching post in universities. This imbalance between demand and supply directly affect the quality education.

V. LOOKING AHEAD

Indian higher education system is growing very fast in the last six decades irrespective of various challenges but there is no point to think that these challenges cannot be overcome. With the help of new-age learning tools, huge population properly educated, equity it is easy for country like India to overcome these problems. National Education Policy 2020 is introduced with the objective to implement and strengthen multidisciplinary, inclusive and technology-based learning that is accessible to all. It focuses on imparting higher education that enables personal accomplishment for students and prepares them to pave a good future. It has promised some massive changes and transformation that envisages mandatory quality education to the young generation. Choice based credit system, systematic and full fledge acquisition of degree, choice based mode of learning, Emphasis on Indian knowledge system, focus on values and ethics, multidisciplinary approach, Collaboration with international institutions, student exchange programme, high emphasis on research and innovation, emphasis on hybrid mode learning, importance on self and virtual learning and so on are the core concepts that are alluring and enticing and can change the face of higher education with more opportunities than challenges. With the sincere efforts of the government in utilising its sources and making people vigilant about is essentiality, our country can easily emerge as one of the most developed nations in the world. Education is a process by which a person's body, mind and character are formed and strengthened. It is bringing of head, heart and mind together and thus enabling a person to develop an all-round personality identifying the best in him or her. India is a country of huge human resource potential, to utilise this potential properly is the issue which needed to discuss. Ample number of opportunities are available but how to get benefits from these opportunities and how to make them accessible to others is the matter of concern. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. Online and digital learning mechanisms are evolved during corona pandemic. However, much work needs to be done for them to be truly effective. Alternative approaches to teaching and learning such as online learning are needed to complement traditional methods. Educational Technology (EdTech) which is often the backbone for solutions such as online learning has been gaining ground during the last decade and needs to occupy centre stage in order to create and utilize modern technology based learning.

Student exchange, faculty exchange programs, and other collaborations with high- quality national and international higher educational institutes are expected in multiple numbers. There is a need to implement innovative and transformational approach form primary to higher education level to make Indian educational system globally more relevant and competitive.

VI. CONCLUSION

To reach and achieve the future requirements there is an urgent need to re-examine quality, Excellence, Access and Equity, Relevance, Infrastructure and at the end the internationalisation and collaboration with foreign universities.

It seeks to bridge the digital divide, i.e. the gap in the skills to use computing devices for the purpose of teaching and learning among urban and rural teachers/learners in Higher Education domain and empower those, who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. The country must plan to focus on appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and

certification, on-line availability of teachers to guide and mentor learners, utilization of available Education Satellite (EduSAT) and Direct to Home platforms, training and empowerment of teachers to effectively use the new method of teaching learning

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Indian Women's Contributions in Indian Literature and Art

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ABSTRACT

The Indian women have played an important role in shaping Indian English Literature and making it up to the level where it has been observed and valued by the greatest writers in the world of English Literature. Art has always used mediums for expressing the plight of women in India. Indian women artists have addressed gender issue and discrimination in the form of paintings. Sculptures and installations since pre-independence times. Indian women artists have contributed in representation at galleries, exhibitions and even in auction catalogues as sculpting has been thought to be a masculine endeavor.

Through their writings women writer tries to oppose the male dominance over them. Indian women writers depict the injustices, the anguish and the despair they received in a male dominated society. Many of the writings can be considered as a mutiny against the restraints which the society thrust upon women. In this man-centred world they are trying to bring out the feminine identity through their works.

Indian women writers never attempted to adopt any masculine roles to achieve themselves as equal as men, but through their writings they came across all the barrier of class, gender and space boundaries. They try to project masculinity and femininity as equal categories. Though through their works the Indian women writers tries to project women's responses to gender questions. However, they tried to depict the fact that writings of women need not be differentiated by language or location.

I. INTRODUCTION

Women are intrinsically artistic in nature. India is a patriarchal society where Man occupied a very prominent position as compared to women. In such a situation to do something different and intellectual is a challenge .The contributions of Indian Women writers are appreciated in all literary categories. Women writers try to express the discrimination, dissatisfaction and agony through their works. Each writings of these women writers go beyond all those gender theories and react against it. Their writing come out that urge for freedom and to break all those oppressive forces.

The Women in India have often played a regressive role in society. Bowing to the dictates of a predominantly patriarchal society, the woman was assigned the role of a homemaker, nurturer, a wife, a mother and at times a lover. Indian art and artists has mirrored the social status of women, which is why though most of Indian art does have women as the central theme, their portrayal is often one dimensional.

The Ajanta paintings are the most famous in the history of Indian art. Here too the 'heroines' of the works are portrayed as voluptuous temptresses, stressing in the fertility aspect in their ample curves. This trend is further

elaborated in the Mauryan, Buddhist art styles… the ideal of female beauty was always the broad-hipped chil-bearing woman. If woman were ever depicted as having power it was always in the sexual sense-the sculptures of the women in Khajuraho frescos are assured and supremely confident in their sexuality. Yet, even in these depictions, we can glimpse the importance of women in Indian history and mythology.

In this exhibition on 'Women in Indian Art' the Allahabad Museum has displayed some of the finest work from its modern painting collection. In particular there is the spectacular painting 'Sanvari' which is one of the largest wash paintings in India. Similarly the work of the famous artist Jamini Roy in 'Santhal Women' is sticking. The exhibition is a tribute to women and their important role in the world.

The Indian women writers like Shashi Desh Pande, Nayanthara Seghal, Arundathi Roy, and Kamala Markandaya expressed the role and position of woman through their writings in English. They have expressed the real oppression and fight of women to achieve gender equality.

Shashi DeshPande is the one novelist who is labelled as feminist novelist who dealt with the problems faced by women in our patriarchal society. Through her works she gave a detailed picture of women's issues, emotional and spiritual crisis they encounter in this male dominated society. The characters in her novel is having a quest for freedom and all they want is to come out of these oppressive bond and to reconstruct all those norms and patterns of womanhood. She talks about the women's struggle to secure self-identity and self-respect. Shashi Desh Pande's novel That Long Silence (1988) tells the story of Jaya, an Indian upper- middle class house wife who retained her silence in Bombay throughout her life. Here she talks about the institution of marriage and its power to destroy the freedom of women. Through this works she tries to reveal the fact that women bare the levels of oppression not only within the male centred society but also within the institution of the family. In The Binding Vine (1993), through the narrator-protagonist Urmila highlights the despair of two women, one is Mira, who is a victim of marital rape and the other is Kalpana, who is a brutally raped outside marriage. This is a novel that takes up the issue of rape both within and outside marriage.

In another novel Roots & Shadows (1983), there is another rebellious woman who refuses to accept traditional family life and escapes to the city. In almost all novels of Deshpande dealt with a crisis in the heroines' life. This novel depicts the pain and suffocation of the protagonist Indu in the male dominated society. She tries to escape from an adulterous relationship with Narendra to find her real self.

Nayanthara Seghal is also another writer who portrayed the image of women who suffered due to the sexiest bias in the patriarchal society. Through her writings she envisions a world which is based on equality and the virtues of women to be equally valued as that of men. Her Novel presents the image of Indian Womanhood. Women are the principle characters in her novels. She comments on the freedom of females. Her feminist voice is strong and louder which is the result of her unhappy married life. Saghal's woman from A Time to be Happy (1957) to Mistaken Identity (1988) is all about the journey of women's struggle towards self-discovery. Motherhood is another category which has been critiqued and reviewed. Saghal's portrayal of motherhood is framed by a larger discourse. Her focus is more on women and value structures.

In The God of small things (1997), Arundathi Roy thinks beyond all the stereotypical characters of Women. The protagonist, Ammu –a mother of a son and a daughter – a divorcee is a rebel, who embarks on a journey with a man she loved - an untouchable thereby defies the planet altogether She seems to assert that women is an individual soul who is having a voice of their own. She has the ability to shape her own destiny and is as capable as men. They are having their own identity and individuality. Roy attacks the age old traditional norms and tried to exert feminism in her works. She focuses more on the social injustices against women and she had changed all the perception of women's identity in Indian society. Arundathi Roy succeeded in bringing down

the existing social order. Being an activist, she is constantly writing about social problems and the plight of woman. Kamala Markandaya's Nectar in a Sieve (1954), depicts women's issues and problems very deeply. She explores and interprets the emotional reactions and spiritual responses of the women and their predicament with sympathetic understanding and shows that women are not lesser than human; rather they are sometimes more dignified than men due to their greater human virtues, qualities and creativity. They suffer heroically, though they are strong willed. A number of women sublimate their desires in religious faith. She describes that an Indian woman has to face between tradition and modernity. Kamala Markandaya's main focus, which she effectively presents, is the predicament of women in these situations. Her Rukmani, no doubt, may be a triumph of the spirit of tradition. In a male dominated society, it had been a serious effort for the women writers to show what society called as the mechanics of patriarchy. The work of Indian women writers has been undervalued due to these patriarchal assumptions To fight against the cultural a mind set in men and women, one of the first things that these women writers did was to form their writings more eclectic. Another critical issue that was handled by these women writers was the difficulty of 'Style in language'. It was Jane Austin who devised a way for writing that was perfectly natural, elegant and proper for the utilization of women writers. Women could now write in clauses that were linked in loose sequences, instead of balanced and patterned as used by male writers. The majority of writings by Indian women writers depict the sufferings of the frustrated homemakers and questions of the prominent old patriarchal domination. Anita Desai, Shashi Deshpande, Arundathi Roy represent their heroines defying patriarchal notions and they posses their own individuality and identity. They want to lead their life independently. They are bold, strong and independent human beings. They want live freely and fully. By their novels these women writer try to tackle the systems that oppress and subjugate women.

Leela Mukherjee trained as a painter and sculptor at Shantiniketan where she met her future husband, Benode Behari Mukherjee, a visionary Indian artist.Mrinalini Mukherjee (1949 – 2015) also went on to become a sculptor of international repute.

She was known for her distinct contemporary style and the use of dyed and woven hemp fibre – an unconventional material for sculpting.

Meera Mukherjee was one of the most prolific Indian sculptors to emerge in the post-Independence era. As a staunch individualist, she denied any feminist context in her work, No conversation on Indian Modern Art is complete without the mention of Amrita Shergil. The nation's most celebrated woman artist, she is popularly referred to as India's Frida Kahlo.30-Mar-2017

The women of India have been embroiled in a constant struggle against stigmatisation and persecution by society for centuries. All the while, countless attempts have been made to spread awareness about, and ultimately bring to an end, the charge of horrific gender-biased crimes (like sati, dowry harassment, and sexual assault) perpetuated in the name of a misguided notion of 'culture' and 'tradition'.

Art has always been one of the most widely used mediums for expressing the plight of women in India. Indian women artists, in particular, have emphasised gender issues and discrimination in the form of paintings, sculptures, and installations since pre-independence times. And despite the decades that have transpired since, most of the same issues are still prevalent in today's society. In this article, we go through the history of Indian women artists and the issues they've addressed in their work to see what, if anything, has changed in all these years.

The most famous woman artist from India's pre-independence era, Amrita Sher-Gil is responsible for influencing entire generations of painters with her artwork. Born in Hungary, Budapest in 1913 to a Punjabi-

Sikh father and a Hungarian mother, Sher-Gil's earlier work was inspired by the European culture and style which she acquired during her residency and education in Paris. Sher-Gil's captivating self-portraits bestowed upon her the title of India's Frida Kahlo. Her return to India in 1934 sparked a thematic change in her artwork, which now incorporated traditional Indian art styles marked by the vivid use of colours and the Renaissance-era 'chiaroscuro' technique, through which she portrayed the culture, despair, and poverty of Indian villagers. Sher-Gil died at the tender age of 28 in Lahore having achieved critical, if not commercial, success. Posthumously, however, her paintings rapidly gained recognition around the world and she is now hailed as one of the most prominent Indian artists of all time.

II. CONCLUSION

This paper gave a view of how Indian women writers bring out the oppression and suppression of the women in this patriarchal society. Each works is an open window to the feminine world to reconstruct the world of suppressed emotions of women. From this it is evident that women began to utilize the power of the pen. Women's writing of all kinds is considered to be valuable as that of men. It has come the age in terms of quality and variety. So the credit goes to women novelists whose contribution counts a lot in the writing and publishing of novel. They try varied themes, techniques or styles, raise issues of caste, class, gender, identity and individuality. So the contribution of Indian women writers to Indian novel in English is tremendous.

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Emerging Trend of Meta-heuristic Solution Approaches for GAP

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ABSTRACT

The Generalized Assignment Problem (GAP) is to find a minimum-cost assignment of tasks to agents such that each task is assigned to exactly one agent and also each agent's resource capacity is honored. The GAP is a NP-hard problem which includes job scheduling, routing, loading for flexible manufacturing system and facility location. During the last three decades, most recent papers describe heuristic methods for generating good solutions due to the difficulty in solving hard GAPs to optimality. In this paper we mainly concentrate on some of the most recent Meta-heuristic solution approaches. We present some of the combinatorial optimization problem with similar structure to that of the GAP. We will also see in this collective material that this extra ordinary Meta-heuristic is very smooth to solve GAPs. Lastly, some real life applications will be discussed for more understanding of GAP.

Keywords: Generalized Assignment Problem (GAP), Meta-heuristic Approaches.

I. INTRODUCTION

The GAP is a well–known combinatorial optimization problem with various real-life applications. The generalized assignment problem (GAP) has been the subject of numerous research papers since 1975. The problem is to find a minimum-cost assignment of tasks (or jobs) to agents (or machines) such that each task is assigned to exactly one agent and also each agent's resource capacity is honored. GAP applications run the gamut from job scheduling (Balachandran 1972) to routing (Fisher and Jaikumar 1981) to loading for flexible manufacturing systems (Mazolla et al. 1989) to facility location (Ross and Soland 1977). A review of applications and algorithms (both exact and heuristic) appears in Cattrysse and Van Wassenhove (1992). Both the minimization and maximization type objective functions are used for the GAP. Consider a minimization problem Martello and Toth (1990) remarked that both of these cases are equivalent since it is possible to transform one problem to the other by using the negative of the objective function parameters. Ever since Ross and Soland (1975) have introduced the GAP, many papers have been published on this popular combinatorial optimization problem. After a brief introduction of the GAP applications, the authors have discussed the solution algorithms the GAP is known to be NP-hard (Sahni and Gonzalez, 1976) and even the problem of finding a feasible assignment is NP-Complete (Fisher and Jaikumar, 1981). Therefore its large instances are computationally intractable and as a result, there are several heuristic as well as metaheuristic solution approaches. A general overview of heuristic and metaheuristic approaches for the GAP can be found in Osman (1995) and Yagiura and Ibaraki (2004 , 2007).

Many applications of the GAP, from production planning to supply chain, from telecommunication to facility layout are cited. However, there are too many that we cannot enumerate all of them in this paper. We have also tried to shortly summarize some of the recent developments on the solution approaches for this problem.

II. MODEL FORMULATION

The GAP may be formulated as a 0–1 integer linear programming (ILP) model. Let n be the number of tasks to be assigned to m agents ($n \geq m$) and define $N = \{1,2,....,n\}$. We define the requisite data elements as follows:

c_{ij} = cost of task j being assigned to agent i

r_{ij} = amount of resource required for task j by agent i

b_i = resource units available to agent i.

The decision variables are defined as:

$$x_{ij} = \begin{cases} 1, & \text{if task } j \text{ is assigned to agent } i \\ 0, & \text{if not.} \end{cases}$$

The 0–1 ILP model may then be written as:

$$(P) \quad \text{minimize} \quad \sum_{i=1}^{m}\sum_{j=1}^{n} c_{ij} x_{ij} \quad\quad (1)$$

$$\text{subject to:} \quad \sum_{j=1}^{n} r_{ij} x_{ij} \leq b_i, \quad \forall i \quad\quad (2)$$

$$\sum_{i=1}^{m} x_{ij} = 1, \quad \forall j \in N \quad\quad (3)$$

$$x_{ij} = 0 \text{ or } 1, \quad \forall i, j. \quad\quad (4)$$

The objective function (1) is to minimize the total assignment cost of items to agents, while constraint (2) enforces the resource limitation for each agent. Constraint (3) ensures that each job is assigned to exactly one agent. Finally, constraints (4) enforce the integrality condition on the decision variables.

III. GAP TYPE PROBLEMS

In this section, we review some of the combinatorial optimization problems which have similar structure to that of the GAP. The relationship between the GAP and other combinatorial optimization problems have been discussed by some researchers. In 1997, Ferland has showed that the basic assignment structure is embedded in several combinatorial optimization problems such as the GAP, the Timetabling Problem, the Graph Coloring Problem and the Graph Partitioning Problem, hence the GAP can be considered as a generalization of the Assignment Problem (AP) (Kuhn, 1955). A general overview and discussion of assignment type problems and their generalizations have been presented by Ferland in 1997 . On the other side, the GAP has also been considered as the generalization of the Pairing Problem (Toktas, 2004), the Semi Matching Problem (Harvey et al. 2006) and the Parallel Machine Scheduling Problem (Shmoys and Tardos, 1993). Now, we consider the GAP as a special case of the Weighted Assignment Problem (WAP) (Ross and Zoltners, 1979), since the WAP generalizes both the constraints and variables of the GAP. The WAP is to find the optimal assignment of a set of tasks to a set of agents such that each task is performed by exactly one agent. Ross and Zoltners (1979) have discussed several problems as special cases of the WAP and also presented several other models equivalent to the WAP. They have introduced a generalization of the WAP: the Multi-Resource Weighted Assignment Problem. So, briefly we have discussed the solution algorithms and applications of the WAP and its variations. Let us define the binary variable x_{ijk} equal to 1 if and

only if task j is completed by agent i at performance level k. The WAP formulation as follow:

$$\text{WAP}: \min \sum_{i=1}^{m} \sum_{j=1}^{n} \sum_{k \in K_{ij}} C_{ijk} x_{ijk} \qquad (5)$$

$$\text{s.t.} \sum_{i=1}^{m} \sum_{k \in K_{ij}} x_{ijk} = 1 \qquad j = 1,....,n \qquad (6)$$

$$\alpha_i \le \sum_{i=1}^{n} \sum_{k \in K_{ij}} r x_{ijk} x_{ijk} \le b_i \qquad i = 1,...,m \qquad (7)$$

$$\sum_{i=1}^{m} \sum_{k \in K_{ij}} s_{ijk} x_{ijk} \begin{bmatrix} \le \\ \ge \\ = \end{bmatrix} e_j \qquad j = 1,...,n \qquad (8)$$

$$x_{ijk} = \{0,1\} \qquad \forall i, j, k. \qquad (9)$$

Constraints (6) ensure that each task j is performed by agent i at a certain performance level k and performance levels K_{ij} are fixed for each agent i and task j. Constraints (7) denote the resource consumption limits of each agent. The constraints (8) indicate the boundaries of the used resource when the job j is completed. It is clear that when there is no lower limit on the resource consumption (i.e. $a_i = 0$), there is no boundary on the used resource and there is only a single performance level for all task-agent pairs; the WAP becomes the GAP.

IV. SOLUTION PROCEDURES FOR THE GAP

The GAP is shown to be NP-Hard (Sahni and Gonzalez, 1976). Unless P = NP, there is no polynomial time algorithm which finds a feasible solution to an arbitrary instance of the GAP. Due to small sized instances in exact solution, several heuristic as well as metaheuristic approaches have been devised to overcome the limitations of exact methods. Metaheuristics intensively use neighborhood search methods to explore the solution space without necessarily improving the objective function and sometimes allowing infeasible moves. In this section, we look an overview some of the solution approaches for the GAP, many approaches, from state-of-the-art metaheuristics to variable neighborhood search algorithms and from exact solution procedures to simple heuristic algorithms, have been applied to this well known combinatorial optimization problem. As we know there are four solution procedures the GAP: Approximate solution approaches, Metaheuristic solutuion approaches, Relaxations and Exact approaches. Here, we mainly discuss the metaheuristic solution approaches.

4.1. Metaheuristic Solution Approaches
We will discuss some metaheuristic solution approaches which can be briefly described as follows.

4.1.1. Simulated Annealing
Simulated Annealing (SA) is a local optimization method for solving hard combinatorial optimization problems. Kirkpatrick *et al.* (1983), and Cerny (1985) showed how a modelfor simulating the annealing process of solids, as proposed by Metropolis et al. (1953), could be used for optimization problems. SA has been applied to many optimization problems such as locational analysis, molecular physics and chemistry, image processing, and job shop scheduling Eglese (1990). SA is to find a feasible solution of minimum cost function: For each optimization problem, there is a set S of feasible solutions, each solution s having a cost function $f(s)$. Generally, SA algorithm begins with an initial solution (taking at random). A neighborhood of the solution is generated by some suitable mechanism and the change in the objective function is calculated. If a reduction in the objective function is found, the current solution is replaced by the neighborhood solution, otherwise, the neighborhood solution is accepted with a certain probability. The probability of accepting an uphill move is normally set to $exp(-\Delta/T)$ where T is a control parameter which corresponds to temperature in the analogy with physical

annealing, and Δ is the change in the objective function value. The acceptance function shows that small increases in the objective function are more likely to be accepted than large increases.

T is high, most moves will be accepted, but as *T* approaches zero most uphill moves will be rejected. So, in SA, the algorithm starts with a relatively high temperature, to avoid being prematurely trapped at a local optimum. The algorithm attempts a certain number of moves at each temperature while the temperature parameter drops gradually.

4.1.2. Tabu Search

Tabu search was originally proposed by Glover, and since then these metaheuristics have been subject to extensive studies and applied to several optimization problems with great success. Tabu search can be treat as a intelligent search that uses memory to drive the search out of local optimal solutions and find good results. Our motivation to apply tabu search to GAP was the excellent results obtained by Laguna et al. for a multilevel generalized assignment problem. They also presented computational results to the GAP and were able to obtain always the optimal solution for test problems with 5 agents and 25 task in less than 1.30 seconds.

4.1.3. Genetic Algorithm

Genetic Algorithms are a family of computational models inspired by evolution. These algorithms encode a potential solution to a specific problem on a simple chromosome-like data structure. Genetic algorithms are often viewed as function optimizer, although the range of problems to which genetic algorithms have been applied are quite broad. An implementation of genetic algorithm begins with a population of (purely random) chromosomes. One evaluates these structures and allocated reproductive opportunities for which these chromosomes which represent a better solution to the target problem are given more chances to `reproduce' than those chromosomes which are poorer solutions. The 'goodness' of a solution is typically defined with respect to the current population.

Genetic algorithm are the main paradigm of evolutionary computing. GAs are inspired by Darwin's theory about evolution "survival of the fittest". Some important points should be needed:

- GAs are the ways of solving problems by mimicking processes nature uses i.e. Selection, Crosses over, Mutation and Accepting, to evolve a solution to a problem.
- GAs are adaptive heuristic search based on the evolutionary ideas of natural selection and genetic.
- GAs , although randomized, exploit historical information to direct the search into the region of better performance within the search space.
- GAs are intelligent exploitation of random search used in optimization problems.

4.1.4. Neural Networks

Neural networks (NN) are mainly adaptive learning processes that continuously update some weights until an acceptable, namely a feasible or close to feasible solution is reached. Neural networks has been used to solve combinatorial optimization problems. The study by Li and Luyuan (1991) is the very first attempt to solve the GAP using competition based neural networks. They have defined an m× n matrix where at each position there exists a neuron which compete to become active. In 2004 Monfared and Etemadi have tried four different methods to structure the energy function of the neural network: exterior penalty function method, augmented Lagrangian method, dual Lagrangian method and interior penalty function method. The augmented Lagrangian method could yield better solutions than the other methods with respect to integrality measure while maintaining feasibility and stability measures.

When dealing with different metaheuristic approaches, there is no clear answer for the question that which one is the best approach? So, we can compare the performance of metaheuristics by solution quality and speed.

V. REAL LIFE APPLICATIONS RELATED WITH THE GAP

We mention some of the real life application the GAP.

5.1. Production Planning Applications

There are many applications of the GAP in production planning. Dobson and Nambimadom (2001) have discussed the Batch Loading Problem (NP-Hard problem). Given a sequence of batches, the Batch Loading Problem (BLP) is to assign jobs to the batches. The BLP is a special case of the GAP with $a_j = r_{ij}$ where a_j is the volume of job j and $b = b_i$ where b is the capacity of the processor, $x_{ij} = 1$ if and only if job j is assigned to batch i. where, the cost function of the BLP is much more complicated and difficult than the GAP (Dobson and Nambimadom, 2001).

5.2. Telecommunication Applications

A telecommunication application of the GAP was mentioned in the paper of Bressoud et al. (2003) for the optimal configuration for Border Gateway Protocol (BGP). BGPs play a crucial role in the control of transit traffic flows from customers and providers. They have addressed the optimization problem of the routing traffic cost. Another telecommunication application which is regarded as an extension of the GAP, is the maximal covering code multiplexing access telecommunication networks with capacity constraints by Barbas and Marin (2004). The problem is to find the optimal assignment of terminals to base stations.

5.3. Transportation and Routing Applications

Ruland (1999) have discussed the transportation of patients between military hospitals in the United States. He solved the GAP to determine the assignment of patients to flights. The primary objective function is to minimize the patient inconvenience, namely the number of nights that patients remain overnight. The secondary objective is to minimize the flying time or route length. The GAP arises as a subproblem in solving the well-known VRP. Fisher and Jaikumar (1981) have proposed a generalized assignment approach for the solution of the VRP. Finally, they have solved the Traveling Salesman Problem (TSP) for each set of cities. In their method, the selection of seeds are also allowed manually to include human judgement and knowledge into the solution procedure. Baker and Sheasby (1999) have reported that the optimal solution of the GAP for determining seed position does not guarantee the best result for the VRP.

5.4. Scheduling Applications

Many applications of the GAP appear within the scheduling problems (Cattryse and Van Wassenhove, 1992). Employee scheduling, machine scheduling, multiprocessor taskscheduling, workforce planning, classroom scheduling batching etc. Many applications of the GAP appearing in resource scheduling have been discussed by Zimokha and Rubinstein (1988). One scheduling problem that includes the GAP as a subproblem arises in project networks. Drexl (1991) has addressed the Job Assignment Problem arising in nonpreemptive resource constrained project networks. The objective is to find a minimum cost assignment of jobs to a set of resources (labour) for a limited period of time.

VI. CONCLUSION

The GAP is a well known problem which is to find the optimal assignment of n items into m agents where each of which a fixed capacity availability. This research paper has discussed the different metaheuristic approaches for GAP. Metaheuristic has evolved rapidly in an attempt to find "close to optimal" solutions to industrial

problems. A real life sugar cane optimization problems (Higgins 1999), which was implemented and delivered benefits to growers throughout the Australian sugar industry, required the solution of a generalized assignment problem with 150,000 jobs and 12 agents. Whilst existing metaheuristic approaches can applied to such large problems, the need to search a very large neighborhood gave size to the need of a more specialized heuristic. Different approaches keep efficient power to solve the large problems. We have shown the general structure of metaheuristic approaches. A real life applications of GAP can be viewed in the last section of the paper for which we can more comfort with metaheuristic approaches for GAP. These approaches can also be helped to solved problems in other area of mathematics.

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A Study of Breath Holding Capacity Among Elite Level Players of Different Sports Disciplines

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ABSTRACT

The breathing of every player has different form and it has execute their breathing capacity according to their own capable capacity to enhance and kept in practical time as well as it has been included to growth their own development capacity for playing any game or sports in practical way. So there are some basic students from sports are commonly hold their breath as they have the capacity the sports disciplines requires enough capacity to play a good sports and it has convert into winning performance of players so this research is too much important to understand the breathe holding capacity and how to enhance their capacity for converting into win the different sports. Players expiration capacity before breath and after breath is difference because the both capacities requires stamina for playing the sports therefore the researcher tried to find out the conclusion regarding how to develop and enhance breath holding capacity during play the event or sports.

I. INTRODUCTION

There are some players from different discipline are doing good research in sport science subject as well as other sports events because of basically some researchers had done satisfactory level of research not only in sports science subject but also other inter disciplinary subjects so the researcher has been choose this subject to understand basic capacity of player from different game or events. Breath of every player has different level because it has not able to differentiate one to others due to different capacity of other players so that kind of works need to understand basically before and after breathing capacity of players during playing the game as well as practical time.

Some players has good breathing capacity but not able to convert breath holding capacity in practical time or sporting time. Some players has taken good practice for doing best event or game as they have the capacity but they are not converted into winning point of view. Whenever a such player doing very good practice to hold breath for few seconds or its important to enhance the capacity according to the game of player and event from not only one discipline but also different discipline.

II. METHODOLOGY

In this chapter selection of subject, selection of variables, collection of data and the statistical technique used for analyzing the data have been described in this chapter.

Limitations of the research

This research is limited to breathe holding capacity **AFTER EXPIRATION** among elite level players only as well as This research is limited to different sports disciplines only

Sampling frame:

The sampling frame was included Kabaddi, Kho-Kho, Volleyball and track-and field players the aged 18 to 28 years and divided into two groups of age from 18-22 and 23-28. The investigator was made an attempt to classify the sports person based on the aged group. The age also was categorized in several groups.

Sampling method and Sample Size:

The method of sample was purposive–A non-random method of sampling design for sportsman with a specific purpose. Total 200 players from different sports discipline such as Kabaddi, Kho-Kho, Volleyball and track & Field were selected as sample size of the study.

Source of Data:

The study depends mainly on primary source of data. The data was collected through respondents in the form of Questionnaires from 200 sports person of different sports separately, investigator contacting to the player personally and some cases at the venue of Inter-varsity, tournaments. The sportsperson was require to filling out a questionnaire. In collecting the data, the researcher Follow to ethical guidelines, principles, and standards for studies conducted with human beings .Instructions was given to the players before filling these questionnaires by the researcher.

Demographic Information:

The Demographic information was collected through respondents in the form of different descriptive tests. The demographic information about, age, height, weight etc. was obtained before seeking responses.

Universe of the study:

The Universe of the study was Kabaddi, Kho-Kho, Volleyball and track-and field players who have been participating in varsity level   tournaments.

Research Design

The design in a research study refers to "the researcher's overall plan for answering the researcher's question or testing the research hypotheses". This study involves a cross sectional, survey of Kabaddi, Kho-Kho, Volleyball and track-and field players in a non-experimental, Descriptive research design. Descriptive studies usually employ some form of questionnaire and ask subjects to fill out the questions. This explores and measures the psychological and physiological traits of Kabaddi , Kho-Kho, Volleyball and track-and field players.

Data processing:

Data processing play very significant role in the interpretation of numerical data obtained from individuals by giving numerical expressions to the relationships and the variations with respect to different aspects. The collected data was analysed as a whole and fragments .The data was checked for accuracy and completeness and was coded and entered into the Statistical Package for Social Sciences (SPSS) software version 16 Descriptive statistics for all studied variables, F-test and post hoc test, were considered statistically technique throughout the study.

Table -1 Mean scores and SDs of breathe holding capacity (after Expiration) among age group (18-22) Elite level Players of different sports disciplines

Breath Holding Capacity (after Expiration)	Numbers	Mean scores	Standard deviations
Kabaddi	30	46.70	19.08
Kho-Kho	30	30.30	12.87
Volleyball	30	33.13	12.39
Athletic	30	41.43	19.79

As per table-1, Shows that the Mean scores and SDs of breathe holding capacity after Expiration among age group (18-22) Elite level Players of different sports disciplines.

The mean scores and the SDs obtained from table -1, reveals that the highest mean score Breath holding capacity before of Kabaddi players (46.70),and the lowest mean of Kho-Kho players (30.30) and the mean score of the rest falls between these four groups of players from different sports discipline.

SDs Breathe holding capacity after Expiration which is not higher than 19.79 in case of athletic players and not lower than 12.39 in case of volleyball players.

Table 2 The results of Analysis of variance of physiological characteristics with respect to BHC (after Expiration) among four groups of players.

Source variance	DF	Sum of squares	Mean of square	F-ratio
Between Groups	3	5112.15	1704.05	6.33*
Within Groups	116	31183.43	268.82	

Significant at .05level

(f=6.33.P<.05)

Table-2, show that statistically significant difference of breath holding capacity(after Expiration) among playersof different sports disciplines. As above observed in F-ratio was 6.33which is required to be 3,116 df. 2.65 at .05 level of significance. Table 3, Presents the results in order to located the differences of physiological characteristics with respect to B.H.C. (after Expiration) having four groups of players; L.S.D. post hoc test was applied on the B.H.C. (after Expiration) for compared four groups players

Table 3 L.S.D. post hoc test was applied on the B.H.C. (after Expiration) for compared four group players.

Mean Scores					
Kabaddi	Kho-Kho	Volleyball	Athletics	Mean difference	C. D. at 5% level
46.70	30.30			16.40	24.78NS
46.70		33.13		13.56	21.85NS
46.70			41.43	5.26	13.65NS
	30.30	33.13		2.83	5.55NS
	30.30		41.43	11.13	2.74*

*Significant at .05 level

Table- 13 Shows that the L.S.D. post hoc statistical comparison for means difference of B.H.C. (after Expiration) among four groups of players from different sports discipline.

The finding of the study reveals that

1. Insignificant difference of B.H.C. (after Expiration) was found between Kabbadi and Kho-Kho Players.
2. Insignificant difference of B.H.C.(after Expiration)was found between Kabbadi and Volleyball Players.
3. Insignificant difference of B.H.C.(after Expiration)was found between Kabbadi and Athletics Players.
4. Insignificant difference of B.H.C. (after Expiration) was found between Kho-Kho and Volleyball Players.
5. Significant difference of B.H.C. (after Expiration)was found between Kho-Kho and Athletics Players. Result reveals that B.H.C. after(Expiration) of Kho-Kho players incurs significantly less as compare than Athletics players. Kho-kho player was strong cardiovascular fitness than Athletics players.
6. Significant difference of B.H.C. (after Expiration) was found between Volleyball and Athletics Players.

III. CONCLUSION

1. Insignificant difference of B.H.C. (after Expiration) was found between Kabbadi and age group (18-22) Kho-Kho Players.
2. Insignificant difference of B.H.C. (after Expiration) was found between Kabbadi and age group (18-22) Volleyball Players.
3. Insignificant difference of B.H.C. (after Expiration) was found between Kabbadi and age group (18-22) Athletes.
4. Insignificant difference of B.H.C. (after Expiration) was found between age group (18-22) Kho-Kho and age group (18-22) Volleyball Players.
5. Significant difference of B.H.C. (after Expiration) was found between age group (18-22) Kho-Kho and age group (18-22) Athletes.
6. Age group (18-22) Kho-Kho players incurs significantly less B.H.C. after (Expiration) as compare than age group (18-22) Athletes.
7. Age group (18-22) Kho-Kho player was strong cardiovascular fitness than age group (18-22) Athletes.
8. Significant difference of B.H.C. (after Expiration) was found between age group (18-22) Volleyball and age group (18-22) Athletes.

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Role of Technology in Higher Education

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ABSTRACT

Technology has become an integral part of sustaining society, and its influence on education is inevitable. Earlier, technology's role in education was limited to teaching methodologies and educating students. The evolution of technology has impacted every aspect of our lives, from banking to how we communicate. Education is inextricably linked to technology, so its integration into technology is inevitable. As a result, it is not surprising that schools have also become a part of this paradigm shift in the world today. Technology has been part of our lives for decades, but it is only recently that the development and application of technology in education have begun to take shape. Technology is one of the most important things we have today, which can assist students in doing better academically. As technology grows, it brings about new ways for students to learn and interact through various mediums.

I. INTRODUCTION

Colleges and universities have generally been quick to adopt new technologies, often even before their educational value has been proven. Throughout its history, higher education has experimented with technological advances as diverse as the blackboard and the personal computer. Some technologies have become permanent parts of the higher education enterprise. Others, such as the slide rule and the 16-millimeter movie projector, have been replaced as more sophisticated or more cost-effective technologies have emerged to take their place. At the dawn of the twenty-first century, new and rapidly improving technologies are in the process of transforming higher education. Each year since 1994, the Campus Computing Survey has shown increased use in college classrooms of technology-dependent resources such as e-mail, the Internet, course web pages, and computer simulations. Technology has the potential to revolutionize the traditional teaching and learning process. It can eliminate the barriers to education imposed by space and time and dramatically expand access to lifelong learning. Students no longer have to meet in the same place at the same

time to learn together from an instructor. Fundamentally, modern technologies have the ability to change the conception of a higher education institution. No longer is a higher education institution necessarily a physical place with classrooms and residence halls where students come to pursue an advanced education. Thanks to recent developments in technology, the standard American image of a college or university as a collection of ivy-covered buildings may need to be revised for the first time since the founding of Harvard in 1636.

What is Education?

Education is a process of teaching, learning, and development. Education consists of transmitting values and knowledge from one generation to another. It is also about learning how to communicate effectively, manage people, and solve problems.

What is Technology?

Technology is a collection of tools and processes used for accomplishing tasks. It can be anything from a sneaker to a car to an airplane, but its all technology when you boil it down to its bare essentials. Technology is the use of science, engineering and mathematics to develop tools, systems and methods for human activities.

It is the collection of knowledge that people have created to solve problems or create new things. Technology is not limited to physical objects but includes virtual objects like software, data, and websites.

How has technology changed the way of imparting education

Technology has changed the way we impart education. It has made it possible for us to reach out to more students, and it has also made it possible for us to deliver the same lessons in a much more efficient manner. We can now teach our lessons online, meaning we don't have to travel all over the place to teach them. We can also use technology like video conferencing and chat rooms with our students, which means that we don't have to spend time getting to know them and making sure they understand what we're teaching them. This has made a massive difference in how teachers interact with their students. Before technology, teachers had to spend hours preparing for lessons, but they didn't have the option of using technology when they taught them. Now a days, students get better grades because they are more prepared than ever. Technology has made it possible for us to find information from anywhere in the world and share it with others without having to meet them face-to-face physically. This means that students can take their education wherever they go, from their bedrooms to their classrooms to their offices at work. The internet has made learning possible for everyone, no matter where they live or in their country. With the advent of online learning platforms like Udemy, Coursera, and Khan

Academy students are no longer limited to traditional classrooms. They can learn at their own pace and access any educational content they want.

It has also made it easier for teachers to impart their knowledge and expertise to students. Teachers can now use video lectures as well as text-based lessons.

Importance of technology in education

Education has always been a stepping stone to success. Education helps us grow and learn new things, but it is not enough. To make sure that you are on the right path for your future, it is essential to have a good education. Technology has proven beneficial and transformation in educational settings in particular. Technology is reshaping the world of education from online colleges to digital certificate programs and hybrid set-ups. This can help students get their qualifications faster while providing them with more resoueces needed to succeed. Technology has also changed how we learn and teach students today. Technology offers us many ways of teaching students online or even in person there are more options than ever before! There are even digital certificates available online, allowing students to get their qualifications quickly without having to travel all over town whenever they need something new added to their resume. The importance of technology can be understated when it comes to learning because it allows us all access to information from anywhere at any time! This means we do not have barriers to getting what we need when it comes time for school or work. Technology allows us all access. The most important thing to remember when considering technology's role in education is that it shouldn't be used as a replacement for human interaction. Instead, Teachers should use it to enhance student learning by providing them with opportunities to use their minds outside of the classroom setting. Students can achieve this through online courses that allow students across the globe to interact with each other and instructors face-to-face or via video conference calls. In addition, virtual reality technology will enable students to learn within an immersive environment, which helps them better retain information when it comes time for them to apply it later on in life.

Contribution of Technology in Education

1. The modern education system is blessed with advanced technologies.
2. The emergence of smart classes is the result of smart technologies.
3. The use of tecnology in education encourages students to study.
4. Technology provides a felxible and engaging way of gainning an education.
5. Technology reduces the time and effort of learning.
6. Newer technologies attract and excite students to learn more and more.
7. Technology helps students to learn the concept more easily.

8. Technology has a huge contribution to the education system during the Covid pandemic.

9. With technology students can gain education beyond their course.

10. Technology has made education possible for every citizen.

II. ADVANTAGES OF TECHNOLOGY IN EDUCATION

Technology helps children to stay motivated during the learning process:

Most students don't like to go to school if they feel like wasting their time. When technology is allowed in the classroom, teachers can let kids work at a pace that suits them the best without disturbing others.

This way students can work independently and get the right amount of help from teachers when needed. Students also have an opportunity to do other things like watching movies or playing games while being able to work on their assignments.

Not only does it help with motivation, but it also helps with retention because students can learn more while doing something they enjoy doing instead of sitting in a dull classroom day after day without any distractions from outside sources such as television or other activities may be distracting from learning purposes. If students feel like wasting their time, they will lose interest in school. But when technology is allowed in the classroom, teachers can let kids work at a pace that suits them best without disturbing others. Studies show that kids who use electronic devices in class tend to perform better than those who do not use such devices. This is because using electronic devices allows them to focus on what they are doing instead of being distracted by other things around them.

Technology allows better communication between teachers and parents:

There are so many ways that technology in the classroom encourages more communication between teachers and parents.

First when there is technology in the classroom, there are more opportunities for parents and teachers to connect. This can be done through texting and emailing or using social media. It can also be done by video chatting.

Second, it helps children stay connected with their parents. If a student doesn't have access to technology at home, then may not feel comfortable talking about their day over dinner or on the phone. However, if there is a way for them to speak with their parents through a computer or smartphone app then they will feel more encouraged to use it.

Third, it helps teachers stay connected with parents too! If there's an easy way for us as educators to communicate with our students' families, then we can work on projects and plan lessons together without

having face-to-face time. In addition, if online resources are available for students, it will save teachers from having to come up with new ways of teaching every time they want something new taught or learned.

Technology also helps make sure that students feel supported by their teachers and families when they need them most this can be especially important when dealing with issues related to mental health or sexuality.

Technology gives access to behavioural data on students:

Technology has been used to collect behavioural data on students for years. It's a great way to get the information you need to help your students succeed, but it can also be a little scary if you're not sure exactly how much information is being collected.

The various apps, software choices, and technological platforms collect student data that can show attendance patterns, learning issues in specific subjects, and how they react in particular situations. This allows teachers to identify problems early on and work with them before they become too complex to fix. For example, a new app called "My College" uses real-time data to inform teachers of students' attendance rates during class and their progress towards completing homework assignments. This information allows teachers to give individualized attention to each student based on their need and wants.

Teachers can use this information to provide individualized instruction and interventions for students who need it most.

III. DISADVANTAGES OF TECHNOLOGY IN EDUCATION

Technology will increase cheating:

Cheating in school is nothing new. It has been around since the beginning of time. But now, there's a new way to cheat technology and now you can cheat without even having to go to school or college with technology, students can send themselves text messages with answers before taking a test or taking part in a quiz. Then they can email those answers to whomever they want and that person won't even have to be at school. This technology has made cheating more accessible and has allowed students to cheat more efficiently than ever before. Students should also know the rules around using technology during quizzes, tests, and general classes. There must be strict rules about how students use technology at college for example no phones are allowed during class discussions or lectures.

Technology can be distracting for students:

Students are constantly testing the boundaries of what is acceptable and they aren't necessarily stopped until they've found out where those boundaries are. Parents need to be aware of how technology can affect their

children's behaviour. Children who play video games can find themselves reacting to addiction-like behaviours. Their focus is on the entertainment they receive more than anything else. If the educational environment uses reward-based games to encourage learning, the child might be more concerned with what they receive through the software or app instead of what they are learning. For parents, this means that you should be able to detect when your child is engaging in activities that don't match. How much energy and focus they should be putting into schoolwork, especially if this involves electronic devices or apps made specifically for children.

Technology is not affordable for everyone:

Whether technology is in the classroom or at home, there is the issue of affordability to worry about in today's world. Some households cannot afford to purchase computers for their kids to manage school work. School districts don't have enough money to pay their salaries yearly, much less add new tech components for learning. Other expenses can make technology unaffordable for some families: repairs, software updates, and utilities (such as electricity). When we focus on having technology in the classroom, we place those at the lowest end of the wage scale at a significant disadvantage. With less money, they have less access to lessons and can't afford to purchase devices. Students with greater access can learn more and access lessons more often.

IV. CONCLUSION

The use of technology in education will bring a drastic change in our education system. Technology cannot replace the human touch in imparting education. It, however, plays a paramount role in improving efficiency. Students character gets affected when they spend too much time on computers and bright devices. Instead of making them tech-savvy, it makes them less practical and more imaginative. The transition from traditional teaching methods to technology for teaching has a remarkable impact on the student. As a result, their level of awareness increased, and the student picked up things quickly and multiplied their knowledge instantly. But some challenges need to be met regarding the use of technology in education by the students. The challenges are innovation, maintenance and reliable infrastructure to support the advanced technology used in the learning process.

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Enhancing Entrepreneurship through Self Help Group for Women Empowerment

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ABSTRACT

When women moves forward the family moves, the village moves and nation moves (Neharu) The study of Enhancing Entrepreneurship through Self Help Group for Women Empowerment was planned and carried out in Panchayat Samiti,Morshi of Amravati district if Maharashtra state .Eleven SHGs were purposively selected out of 330 SHGs of women members, a sample of 120 respondents as drawn with the help of proportionate random sampling method . Data were collected with the help of schedule specifically developed. Objectives of study were to study the personal, socioeconomic,psychological and situational characteristics of women membes,to study the impact interms of socioeconomic development, to find relation between various characteristics of women members.The resulrs were observed over half of respondents had changed in social status,change their self confident ,change in decision making practices, change in political position and in employment.The impact on women empowerment was medium level (64.17%)meaning that they were mediocre as far as the impact of SHG.The attention of DRDA personnel,bank officials and NGO strengthen the linkages in rural area.So as to have development of women through empowering them through additional income and employment generation.

I. INTRODUCTION

Self Help Group is one of the programs to eliminate the poverty and discrimination of women. The concept of SHG is hitting at nearly every corner of urban and rural section. It is a medium for the development of saving habits among the women and also to enhance the equality of status of women as participants, decision makers and beneficiaries in the democratic, economic, social and cultural life. SHG is the beginning of a major process of empowering women and to provide increased access to resources and control over factors contributing to women empowerment, particularly in the areas of health, education, information, self-development, skills, employment and income generating opportunities. (Puhazhedi and Jayaraman, 1999)

Need and Importance of the study

The SHG of women below poverty line are important for the removal of the poverty by increasing the income level of their families in society. The need of present study is an outcome of thinking that rural women do not have the capacity for saving to start any enterprise. Their participation in thrift activities is also low and always

confronted with the problem of credit of fiscal management, restricting their welfare and development. So it felt necessary to undertake the study on Impact of Self Help Group on its women member.

Specific Objectives of the study:

1. To study the personal, socio-economic, psychological, and situational characteristics of women members
2. To study the impact of self help group on its women member in terms of their socio- economic development
3. To find relation between various characteristics of women members and impact

Research hypothesis

Ho : There is no significant impact of self Help Group on the development women member.

Ha :There is significant impact of self Help Groups on the development of women member.

Ho : There is no significant relationship between personal, socio-economic, psychological and situational characteristics of women members and impact of self help group on them.

Ha: There is significant relationship between personal, socio-economic, psychological and situational characteristics of women members and impact of self help group on them.

II. METHODOLOGY

In this experimental design, a single test group was selected and the experimental treatment was introduced. Status position of impact of SHG was worked out as the difference between after experimental treatment minus before experimental treatment on the same individual. The present study was conducted in Amravati district of Maharashtra State. There are 14 Panchayat Samiti in Amravati District. The list of women self help group from all these Panchayat Samiti was obtained from District Rural Development Office, Amravati. From the list, such Panchayat Samiti was located where maximum number of women self help groups were formed. Based on this criterion, Morshi Panchayat samiti was selected because there were 233 SHGs, out of these SHGs – 11 SHGs were selected. The SHGs selected for study were   1) Kranti, 2) Prerana, 3) Vidhyashri, 4) Nutan, 5) Ramabai Ambedkar, 6) Chaitanya, 7) Rani Laxmibai, 8) Dhyanjyoti, 9) Jay Bhole, 10) Renukanata 11) New Prahar.   There were 330 total women members in 11 SHGs selected, a sample 120 women members was drawn by resorting proportionate random sampling method, which constituted the sample respondents for this study.

III. RESULT AND DISCUSSION

Table 1:Distribution of respondents according to their change in Social status

Sr. No.	Category	Frequency	Per centage
1.	No Change	9	7.50
2.	Upto 33	40	33.33
3.	34 to 66	68	56.67
4.	Above 66	3	2.50

Above half of respondents (56.67%) had belong to the category 34 to 66% change in social status. 33.33 per cent respondents belong to the category up to 33%. 7.50 per cent respondents belong to No change category and quit

to few respondents 2.50 per cent who belong above 66 per cent change category. It is, therefore, inferred that majority of the respondents had change their social status due to SHG.

Table3: Distribution of Respondents according to their change in Thrift behavior

Sr. No.	Category	Frequency	Per centage
1.	No Change	00	00.00
2.	Upto 33	06	05.00
3.	34 to 66	41	34.17
4.	Above 66	73	60.83

Majority of respondents (60.83%) could have a change in their thrift habit due to participation in SHG. As a result they did start saving in SHG and develop regular saving habit to the highest level i.e. above 66 per cent change, followed by 34.17 per cent of them having change in their thrift habit to the extent of 34 to 66 per cent change.

Table4: Distribution of respondents according to their change in Cultural Activity

Sr. No.	Category	Frequency	Per centage
1.	No Change	98	81.67
2.	Upto 33	12	10.00
3.	34 to 66	10	8.33
4.	Above 66	00	00

About 81.67 per cent respondents had belonged to no change category quit a few respondents 10.00 per cent who belonged to upto 33 per cent change category due to participation in SHG. As a result of participation in SHG, they could took part in cultural activity like lord Ganesha festival, Goddess Durga and sharda festival, makar sankarnti, etc.

Table 5: Distribution of respondents according to their change in Self confidence

Sr. No.	Category	Frequency	Per centage
1.	No Change	26	21.67
2.	Upto 33	38	31.66
3.	34 to 66	56	46.67
4.	Above 66	00	00

Majority of respondent (46.67%) belonged to 34 to 66 per cent category followed by 31.66 per cent belong to upto 33 to category and 21.67 per cent belong to no change category.

Table 6: Distribution of respondents according to their change in political position

Sr. No.	Category	Frequency	Per centage
1.	No Change	86	71.67
2.	Upto 33	28	23.33
3.	34 to 66	06	5.00
4.	Above 66	00	00

Majority of respondents (71.67%) belonged to no change category. 23.33 per cent respondents belong to the category to upto 33 per cent change in participation in local political position. Quite a few respondents (05.00 %) had found in category of 34 to 66 per cent change in participation in local political positions.

Table 7: Distribution of Respondents according to their change in decision making

Sr. No.	Category	Frequency	Per centage
1.	No Change	30	25.00
2.	Upto 33	28	23.33
3.	34 to 66	57	47.50
4.	Above 66	05	4.17

The data in table indicated that there were 47.50 per cent respondents who where 34 to 66 per cent change category followed by 25 per cent respondents belong to no change category. 23.33 per cent respondent belong to upto 33 per cent change category and quite a few respondent 4.17 per cent who belong above 66 per cent change category.

Table 8: Distribution of Respondents according to their change in employment generation.

Sr. No.	Category	Frequency	Per centage
1.	No Change	82	68.33
2.	Upto 33	05	4.17
3.	34 to 66	23	13.17
4.	Above 66	10	8.33

The table indicates that 68.33 per cent respondents had no change. 19.17 per cent of respondents had change into 34 to 66 per cent category. A few respondents (4.17% and 8.33% respectively) occurred in category of upto 33 and above 66 in their employment generation as a result of participation in SHG as they could generate additional employment for themselves and their family members such as tailoring, depillaring, poultry goat rearing, business and parlour.

Overall impact of self help group

Table 8 : Distribution of respondent s according to their overall impact of self-help group
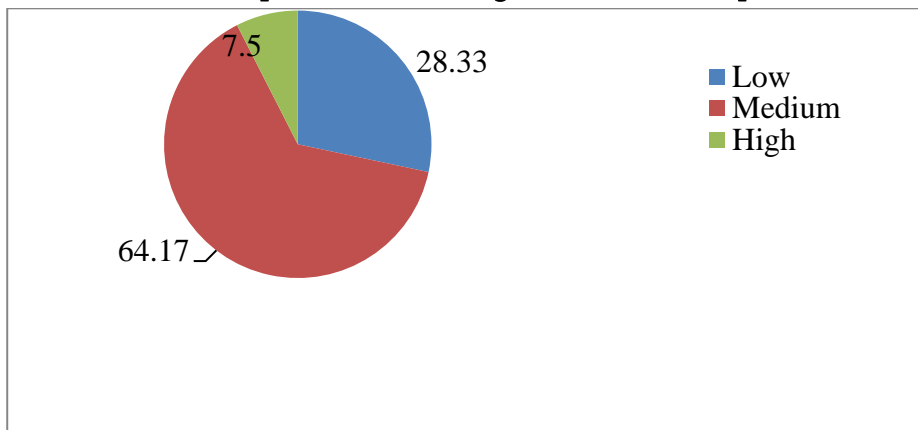
Impact of SHG could be noticed among the majority of women members as 64.17 per cent of them belong to the category of 34 to 66 per cent change. This was followed by 28.33 per cent of them appearing in low

category of impact i. e. upto 33 per cent change. The percentage of respondents appearing in high category of impact of SHG was found to be mearge (7.50%). By and large, it could thus be inferred that the SHG could have a moderate impact on development of women members in terms of change in social status, thrift behavior, cultural activity, self confidence, political position, decision making and employment

Table9: Coefficients of correlation of independent variables with dependent variable (Overall impact of SHG)

Sr. No.	Variable	'r' value
1.	Age	-0.200*
2.	Education	2.259**
3.	Family Size	0.046
4.	Family Type	0.224*
5.	Income	0.032
6.	Occupation	0.050
7.	Social Participation	0.107
8.	Material Possession	0.0756
9.	Attitude	-0.0518
10.	Value	-0.0723
11.	Perception	0.193*

Table10: Testing the significance of the difference of means.

Sr. No.	Dependent Variable	Before	After	Difference	't' Value
1.	Impact of SHG	45.05	59.57	14.55	4.127**

**Significant of 0.01 level of probability

Before mean score of the respondents after participation of SHG (59.57) was found to be higher than the means of respondents before participation in SHG (45.05). A mere quantitative superiority of the mean score of respondents (After participation) over the mean score of respondents (Before participation) is not conclusive proof of its superiority. Hence , the ratio between observed difference was computed as indicated by 't' value (4.127) which was observed to be highly significant at 0.01 level of probability. It therefore, concluded that the respondents (After Participation) differed significantly over before participation in SHG. In other words, it could be concluded that there was a definite impact of SHG on its women member.

IV. SUMMARY AND CONCLUSION

Distribution of respondent according to their personal, socio-economic, situational, and psychological characteristics.

1. The respondents (73.33%) were observed to belong to middle age category of 36-50 years of age.
2. The over half of the respondents (60%) was educated up to secondary school level.
3. Over half of the respondents (65.83%) had medium family size.
4. Over three fourth of the respondent (79.17%) had medium family type.
5. Half of respondents (50%) had their annual income above 40,000.
6. The majority of (49.16%) of respondent had labour occupation.
7. Majority of (85%) of the respondents had low level in social participation.

8.   The over half of respondents (65%) had medium material possession.

9.   Majority of respondents (71.67%) had favorable attitude towards SHG.

10. Majority of respondents (70.83%) had medium perception towards SHG.

11. Over half of respondents (74.17%) had medium value towards SHG.

Impact of Self Help Group (SHG)

Change in Social Status: Over half of respondents (56.67%) had change in social status due to participated in SHG and 33.33% belongs to the category of upto 38 percent change in social status.

Change in Thrift Behavior: Here Majority of respondents (60.83%) could have change in their thrift behaviour due to participation in SHG and one fourth of respondents (34.17%) belongs to the category of 34 to 66 percent change in thrift habit.

change in Cultural Activity : Majority of respondents (81.67%) had no change in cultural activity.

Change in self confidence: Half of respondents (46.67%) could have change in their self confident and one fourth of respondents (31.66%) belong to the category of upto 33 percent change in self confidence.

Change in political position : Finding showed that 71.67 percent respondents were belongs to no change category and very few (23.33%) had change upto 33 percent category.

Change in decision making : Half of respondents (47.50%) could have change in decision making. This change could be noticed with regards to changed in decision about buying of cloths, educational aspects etc.

Change in employment : Majority of respondents (6.33%) had no change in employment generation.

Overall impact of self help group : Finding with regards to the overall impact of SHG reveal that majority of respondents (64.17%) had medium level of impact of SHG on them

The ratio between observed difference was computed as indicated by 't' value (4.127) which was observed to highly significant at 0.01 level of probability. It therefore concluded that the after participation of SHG women member improve their living style, spending pattern and also improve their thrift habit. They all using thrifting money using for her need like education aspect, food habit, clothing style and material possession.

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Impact of Social Media on Student's Outcome in Higher Education

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ABSTRACT

Social media has entered practically every type of organisation, is transforming pedagogy, and may be used to enhance learning and teaching activities that were previously restricted to classrooms. As early adopters of this worldwide phenomenon, higher education institutions have not been left behind. In addition to social networking websites, blogs, vlogs, instant messaging, and virtual communities are all examples of social media. A majority of academics, according to research, believe that social media may be used to support the delivery of student-centered learning approaches. The main points about the influence of social media on students' academic success in higher education were covered in this review study.

I. INTRODUCTION

The Internet has evolved into the most widely used mode of communication as a result of its reforming development. Through social networks on the Internet, a sizable portion of the global population is connected. Social networking websites are the technological tools that people use as a platform to create eventually mutual relationships for a variety of reasons, including academic or personal gain. Multiple fields of knowledge are transformed through the usage of social networking sites, according to a global perspective. The users communicate with one another, bring up new issues, share information about their advantages, and keep up with news about particular themes on various social network systems. Today's kids use websites for the majority of their everyday tasks and information collecting, in contrast to previous generations who relied on newspapers and television as resources. Social media are a part of a virtual learning environment and are investigated as an educational setting. E-learning causes a time and spatial change in the classroom.(Pawaskar et al.,2018)

The advantages of Web 2.0 technology make social media use more tempting than learning management systems.Social media is thus seen as a crucial player in education (Dumpit & Fernandez, 2017). According to Kietzmann et al. (2011), it is one that "employs mobile and web-based technologies to construct highly interactive platforms through which individuals and communities exchange, co-create, discuss, and alter user-generated content." The amazing potential of social media to enhance learning has come to the attention of

academics in recent years . This review article sought to understand how students felt about social media usage in higher education and the impact of such use on their satisfaction.

II. MATERIALS AND METHODS

Secondary data were employed in the study. The research papers were used to get the secondary data. To accomplish our goal, the secondary facts that we had compiled were briefly explained.

Theoretical models to explain the Social media use and its co related factors (Samed et al.,2020)
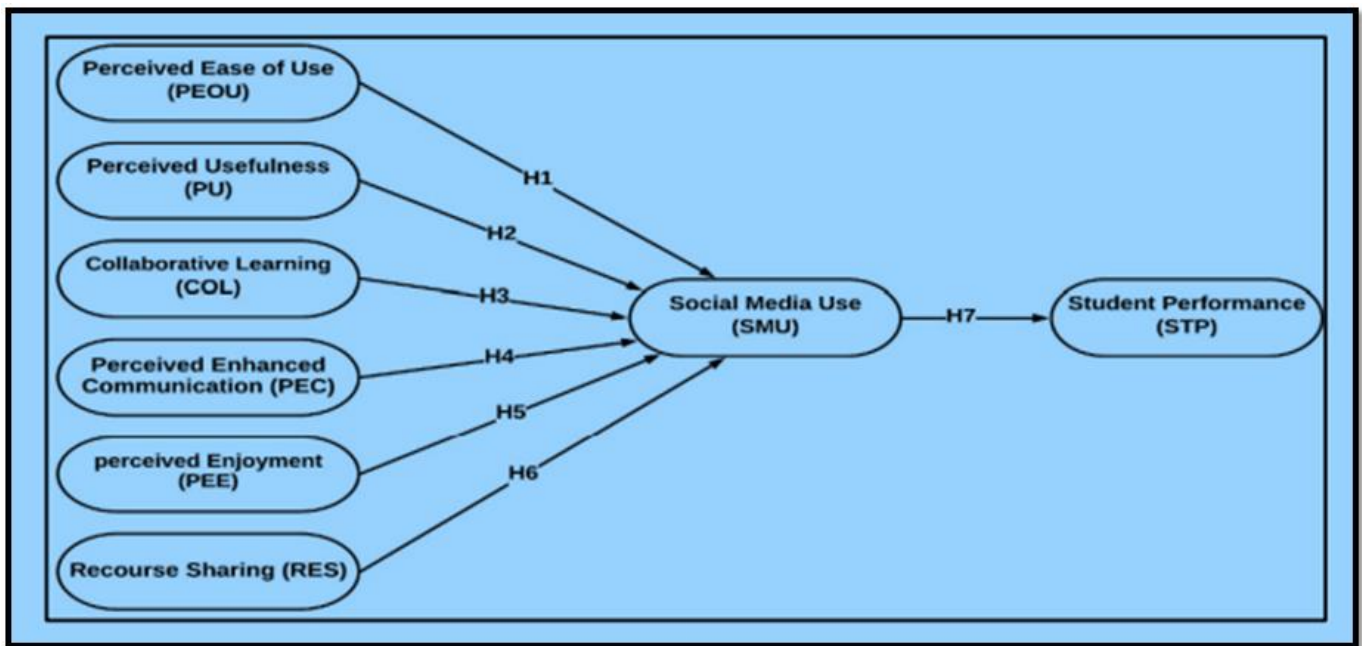
Fig 1: Schematic representation of social media use and its co related factors on the students performance in higher education

Perceived ease of use (PEOU) and perceived usefulness (PU)

According to Sánchez et al. (2019), PEOU refers to the degree to which students believe using social media platforms for educational purposes wouldn't need extra effort. PU measures how strongly students believe that using social media for educational reasons would improve their academic performance in higher studies.

Students are more likely to use a certain social media platform in their education if they believe it to be user-friendly and supportive of their study (Rahman et al., 2019). Therefore, it is anticipated that opinions about usefulness and simplicity of use will affect student performance through SMU.

Collaborative learning (col)

According to Sarwar et al. (2019), collaborative learning is "a process in which a group of students work together to complete some problem-solving task in a more interactive context."The majority of higher education students today are known for being regular users of social media platforms to keep up with their social lives (Al-Rahmi & Zeki, 2017). Social media use has been proven to increase student engagement in their higher education. It also includes the amount of time spent engaging in collaborative learning activities with peers and teachers.

Students are able to engage, work together, and share educational content with peers and teachers through social media platforms. Additionally, it facilitates their fostering and maintaining relationships with people (Faiza & El Fkihi, 2018).

Furthermore, because the various social media platforms successfully enable such collaborative learning, using social media for collaborative learning encourages knowledge-sharing and learning among students . Additionally, these platforms make it easier to create communities of practise, which improve communication and teamwork among community members. As a result, information sharing on these platforms enables academic communities to create a seamless connection and enhance student-teacher contact (Murire & Cilliers, 2019).

According to Ansari and Khan (2020), using social media in the classroom not only enhances collaboration and communication between students and instructors, but also helps students become better problem solvers and enable them to plan social activities in a cooperative way. Thus, SMU's collaborative learning is likely to have an impact on student achievement.

Perceived enhanced communication (PEC)

Academic communities can use social media platforms to communicate information and knowledge since they offer users a range of contact channels (Sánchez et al., 2019). People are now more active than ever on social media platforms, which can help academic communities quickly convey any important educational material and transmit knowledge, in contrast to formal communication methods (such as email). Because it allows for quick communication and member interaction in a collaborative learning environment, this kind of communication is thought to hold promise for academic groups (Castro-Romero, 2015).

Teachers can create teams and discussion groups that allow students to share their questions and ideas with their peers and to responsively ask for help and direction from their teachers. Teachers can effectively engage with their students using social media (Zachos et al., 2018). This improvement in communication may therefore enhance the performance of all students. Therefore, SMU and ultimately student performance would be dramatically impacted by the perception of improved communication.

Perceived enjoyment (PEE)

The importance of enjoyment as a motivational factor has a significant impact on the rising use of social media . Perceived enjoyment, according to Davis et al. (1992), is "the extent to which the activity of utilising technology is considered to be delightful in its own right, independent of any anticipated performance problems"In addition the enjoyment refers to the level of delight people experience when carrying out a certain task, independent of any outside rewards. Enjoyment is frequently cited as a major intrinsic motivator that encourages people to carry out certain tasks because they find them to be enjoyable (Gan & Balkrishnan, 2017). Rauniar et al. (2014) claim that a website's level of interactivity is the most important factor influencing how people use it since people learn and enjoy things more in cooperative and interactive environments. According to Sánchez et al. (2014), users who love using a specific website would think favourably about their interactions with the website and consequently exhibit good attitudes toward using it to enhance their collaborative learning. As a result, it is anticipated that SMU indirectly links enjoyment to student higher education performance.

Resource sharing (RES)

Resource sharing is "an individual's agreement to sharing their resources, such as ideas and academic content with others through social media platforms," according to Arshad and Akram (2018). According to Ganapathi (2019), users of different social media platforms can share and spread user-generated material and resources. According to the associated literature, social media improves knowledge/information sharing by providing cooperative channels for disseminating online learning resources and resources (Arshad & Akram, 2018). This suggests that using social media technologies in learning activities makes it easier to share and disseminate materials, and that students with higher education find this medium to be helpful and simple to use since it helps them communicate their resources and expertise to the intended person or group more successfully.

Student performance

The research done by Helou & Rahim (2014) confirms the positive relationship between social media platform use and learner performance, in that such use results in higher grades.The use of social media is found to increase student motivation and improve engagement .Furthermore, the use of social media leads to effective interaction, and access to educational content can be enhanced. Moreover, it has been identified that SMU can be an effective mechanism for informally reducing the gap among faculty and students with respect to communication, which in turn provides students with the benefit of being able to learn flexibly .Social media platforms are acknowledged as a critical tool for the student development process as learning is greatly impacted by community participation. With regard to such a process.

Comprehensive results from research papers

According to Shah (2001) social media usage among students with higher education has an impact on their outcomes. According to the report, 62% of heavy users and 64% of light users obtained high scores. The use of SNS and the internet has been linked positively by studies to student academic performance. Students who used the internet heavily improved their reading test results and grade point averages. There is evidence that larger educational institutions have taken the initiative to enlighten students about the impact of social media networking on higher studies.

The majority of college students are familiar with social media and social networking sites, according to a 2018 study by Pawaskar et al. For academic and non-academic goals, they use a variety of media tools. The fact that they are using social media in a positive way and learning from it is encouraging. This is said in light of the research's finding that many students use social media for their study across several courses. A comparable percentage of students desire to use social media as a tool while studying in academic institutions. Information search is ranked second, and learning is ranked third. Seventy-seven percent of the pupils are engaged in both learning and information searches. This union represents a percentage that is quite near to the top category. The majority of students concur that social media is a learning tool in higher education.

III. CONCLUSION

Higher education institutions need to pay more attention as students use social media more frequently. Social media provides a fantastic opportunity for collaborative learning and effectively engages students in their studies. The study's findings shed light on the possible educational advantages of social media use in higher education, particularly in terms of student performance. The study's results show that students' perceptions of

their academic success might be raised when social media is used for learning. Additionally, the results demonstrate that students' decisions to utilise social media for academic purposes are largely influenced by their judgements of perceived enjoyment, perceived enhanced communication, collaborative learning, ease of use, and usefulness. Due to the use of social media many of the students got education in pandemic period also(COVID 19).For so many research scholars and academicians in higher studies the use of social media in a proper way is a boon to achieve their goals.

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Effect of E-waste on Human Health : A Review

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ABSTRACT

More and more states are trying to keep electronic waste out of their community landfills by requiring them to be recycled instead. New York in 2015 made it illegal to leave computers and other electronics for curbside trash pickup.

Electronic industry is the world's largest innovative and fastest growing industry. Although this development has helped the human race, mismanagement has led to the new problems of contamination, pollution and hazardous effect on human health.

E-waste recycling activities are conducted in internal settings with very few controls protections and frequently performed by women and children. Solid waste Management which is already a mammoth task in India and in becoming more and more complicated by the invasion of e-waste, particularly computer waste. The Hazardous Content of These E-Waste materials pose a threat to human health and environment too. This article highlights the hazardous of e-waste on human health.

E-waste contains many hazardous metals such Cadmium Beryllium, coper, aluminum, Lead, Mercury , Arsenic, etc. here we are going to discuss effect of lead ,mercury and Arsenic on Human Health.

Keywords: E-Waste, Human Health, Hazardous.

I. INTRODUCTION

World's Biggest Challenge is management of e-waste. Which arise from a lack of technical Skills, Poor Infrastructure, inadequate financial Support, and inactive community engagement. Electronic industry is the world targeted, innovative and fastest growing industry during the last century which radically changed the people's lifestyle. Although Technology helped human race, but mismanagement has led to a new problem of contamination, pollution and hazardous effect on human health.

Almost all used electronic items are considered as e-waste. Such as discarded cell, phones, camera, CD player, TV's, Radios, Drills, Fax Machines, Photocopiers, Printers, Toners, ink cartridges, Clocks, CRT monitors, Electronic Solders, Computers Mother Boards, Keyboards, Industrial and household electronic machinery such as Oven, Fridge, Sewing and Washing Machines, Fan, Air Conditioners, Grinder's, Iron Heater, Military and laboratory requirements etc. In most of the above-mentioned electronic waste contains many hazardous metals That affected human health & environment. An estimate 65 million Tons of e-waste was Created Globally in 2017, due to the great expenses of proper disassembly and disposal of e-waste. In frequently Shipped to

developing Countries. When it is Disassembled & Recycled in informal settings with very few protections & frequently Performed by women & Children's Hence, They Got Exposed to There Hazardous e-waste.

In 2012, the U.S. alone generated more e-waste per resident than other nation; more than 5 million Tons of electronic equipment in the approximately 74 pounds of e-waste per person.

Different types of anthropic activities such as mining, smelting & different kind of industrial wastes are the mean sources of he any metals.

II. MATERIAL AND METHOD

For this Paper Review of Literature and systematically searched electronic database, WHO reports Research Papers and associated other reading material references in concern to e-waste and hazardous effect on human health were studied in detail.

Effect of e-waste on human health: - According to the report, Asia generated the greatest volume of e-waste in 2019. Some 24.9 Mt. following by the Americans 13.1 Mt. & 0.7 Mt. respectively.

E-waste is a health and environmental hazard containing toxic additive and hazardous Substances such as mercury lead Arsenic, cadmium etc. which damages the human brain, Organs, etc. Immune system & co-ordination system If there's one kay reason as to why there's been such a surge of interest in e-waste recycling it could be summed up in two words "Environment protection and Health " When e-waste is exposed to the heat toxic chemicals are released

III. SINGLE LINE SPACING

Into the air damaging the atmosphere & is one of the biggest challenges. Those toxic materials can then seep into the ground water affecting both land & sea animals.

There have even been studies done that indicates a link between e-waste in landfills and possible threats to human health including Serious respiratory issues, renal failure, lungs, brain & Immune damage. The journal 'Environmental Research Letters' has reported that researchers took air samples from a large e-waste dismantling area in China and large e-waste determined that these products had a negative impact on human lung cells due to inhale contaminated air. A study of 300 school children near Dandora, Nairobi found that half the children had tested positive for respiratory problems and 30% had blood abnormalities.

IV. EFFECT OF LEAD ON HUMAN HEALTH

Lead exposure can have serious consequences for the health of children. At high levels, of exposure lead attacks the brain and central nervous system, causing Coma, Convulsions and even death. Children who Survive severe lead poisoning may be left with intellectual disability and behavioral disorders. Lead is now known to produce a spectrum of injury across multiple body systems. In particular, lead can affect children's brain development. Lead exposure also causes anemia, hypertension, renal impairment, immunotoxicity and toxicity to the reproductive organs.

According to WHO report as of July 2021, leaded fuel for cars and lorries is no longer sold anywhere in world. Once lead enters the body, it is distributed to organs such as the brains, Kidney, liver & bones. The body stores lead in the teeth & bones where it accumulates over time & later released into the blood.

Sources & routes of exposure: - People can become exposed to lead through occupational & environmental sources. This mainly results from:

In halation of lead particles generated by burning materials containing lead ex: - Smelting, Recycling, Stripping leaded point & using aviation fuel.

Ingestion of lead contaminated dust, water (leaded pipes) & food (from lead – glazed or lead – soldered containers.)

V. PREVENTION & TREATMENT

An excellent approach to Larsen the lead toxicity is to suggest people about CDC guidelines and by creating awareness about lead poisoning.

Every parent should frequently wash their children's hands and parent children from placing their hands in mouth habitually.

It is suggested that every family should use cold water because hot water contains high amount of lead [10].

Vit. 'C' has antioxidant properties, which is capable of removing radicals & alleviating oxidative stress. Therefore, the physician should suggest that taking Vit. 'C' containing food in the diet regularly because they minimize lead toxicity easily. (Gupta S.et 2014)

3. A chelation therapy is for removal of lead from the body. Lead chelating agent has more attraction towards lead than calcium & is excreted in Urine.

(Ferreira's - Martinez R, Esteban – Gomez D, et al. 2011)

1. Excessive exposure of the human body to lead results in disturbance of body function, which can be neurological, cardiovascular, hematologic, and reproductive. Blood containing high level of lead causes inadequate functioning of the central nervous system (CNS) and consequently lead to encephalopathy and edema that mainly affects the cerebellum. (Pal M, Sachdevam, et al. 2015) & (Rao JV, Vengamma B, et al.2014)

In pregnant women, high amount of lead in the body can cause miscarriage. Prolonged lead exposure was found to decrease potency of males (Amadi CN, et al.2017 & Vigehm, Smith Dr.et al.2011)

Wherever contamination is feasible, regular checkup and lead levels of blood have to be set [10] (Wani AL, Ara A, et al.2015)

VI. EFFECT OF MERCURY

Mercury has no positive role in the human body & very difficult to determine. Its present environment in several different forms which are toxic to human health.

Mercury in human body is a free radical that can cause depletion of glutathione (GSH) and hoarding of H_2O_2 leading to shorten the age of erythrocytes and cause hemolysis. Approximately 90% of organic form can be absorbed by the intestinal wall while inorganic forms are only 10% Mercury is also easily bound by sulfhydryl groups where in the group is able to inhibit their function of enzymes that are important for metabolism in the body (Dewi N. R. et al 2013)

Exposure to mercury can have very varied effect depending on the level and durational of exposure, age & health status & individuals (afriza D.et at,2013)

Furthermore, it may cause biochemical damage to tissue and genes through various mechanism such as interfering with intercellular calcium homeostasis, disruption on membrane potential, Change on protein Synthesis, inhabiting enzyme and disruption of amino acid pathways in the central nervous system. (Bjorklund G.et at;2017) processor will be exposed to mercury vaper through inhalation. Mercury evaporation occurs in the process of spawning. Mercury vapors inhaled 80% will be absorbed into the lungs, which then can be penetrate the blood barrier of the brain and placenta and disturbed throughout the body. (Bjorklund.G,et at 2017,Bjorklund D. et at 2018 & Zulaikhah S.T, et at. 2015)

Mercury is still a big problem that requires action fer proper control in many developing countries. Many effects must be mode to reduce emissions & prevention of exposure (Genchi G. et al. 2017) The main on health is neurotoxicity & Kidney failure.

Sources & route of exposure: -

E-waste contributes substances to the environment through improper disposal to fluorescent tubes, tilt switchers, older Computers, flat screen monitor, batteries and even paints. Most of the living organisms can be exposed to mercury through contact with exposed substances, earthworms in soil O2 seafoods and dental amalgam.

Mercury salts have immunomodulatory and allergen properties. Mercury contamination occurs through ingestion i.e., food, drinks, breathing & skin contact, Organic mercury is found in various sources such as fish, poultry, insecticides, fungicides, pesticides and vaccines containing thimerosal (crowe W.et al. 2017)

Effect of Arsenic: - Arsenic in the body is fairly constant but widely distributed in organs such as skin, lungs, liver & kidney (Hong et al 2014)

Arsenic has been associated with persuading a variety of complications in body organ systems, integumentary nervous, respiratory, cardiovascular, hematopoietic, immune, endocrine, hepatic, renal, reproductive system and development. Strikingly, arsenic has been able to induce epigenetic charges (in ufuo) and genetic mutations (a leading cause of cancer) in the body. Brain is key target organ of arsenic toxicity affecting learning and concentration due to its ability of crossing blood brain barrier easily (Mundey et at 2013)

 Arsenic is a metalloid ubiquitously available in the earth's environment & considered to be a globally health risk factor. Essentially arsenic concentrates in earth's crust, bedrocks and leaches gradually into the drinking water (Vahterr,2008).

Being a metalloid, arsenic exits in Various allotropic forms such as elemental, sulfide and Carbonate forms (Henk,2009)

Low doses and long term exposures of arsenic leads to arrange of medical complications termed as "Arenicolids" (McCarty et at, 2011) Arsenic are distributed in all parts of brain however highest accumulation was observe in hypophysis (Sanchez-Pena et at,2010). Arsenic is capable of including a range of autoimmune diseases including diabetes, atherosclerosis & non-melanoma. Skin Cancer (Banerjee et at,2009)

Source and route of exposure: -

Ingestion and inhalation skin eye contact & injection routes of exposure to arsenic. Inorganic arsenic compounds are found in sails, sediments and groundwater. Organic arsenic compounds are found mainly in fish & shellfish.

Naturally arsenic is present at high levels in the groundwater & highly toxic in its inorganic arsenic form. During recycling processes of e-waste in organic arsenic can be released the amount of e-waste generated worldwide has risen from 33.8 million metric tons in 2010, 44.7 mt. in 2016 (Balde, et.al 2017)

Recycling activities of: e-waste such as batteries, printed circuit boards, Cathode ray tubes, flat screens, LED light, Semiconductors and electrical solders release many hazardous Substances like lead, cadmium, mercury & arsenic.

VII. CONDUCTION

As technology improves & each device is up graded with additional features the older versions become obsolete. When you purchase a new product, do some research and look for products that have longer lifespans.

Educate yourself and help others i.e., public awareness & limit your electronics gadget and devices look for an environmentally friendly labelled product.

Children are our future and it helps if we can eco-friendly ideas to cultivate them at young age.

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Contribution of Anita Desai & Kiran Desai in Indian English Literature

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ABSTRACT

The contribution of mother-daughter, Anita Desai and Kiran Desai in English literature is invaluable. They describe the genuine picture of Indian women condition in Indian society through their works. They have provided number of masterpiece work in English literature for which they have been recognised as the best-selling authors in India. Anita Desai has presented the temperament of Indians towards women is still insecure, trust issues, and male dominating society. She also described women's condition and family issues in Middle Class families. Most of the central character in Desai's literary work is women.

KEYWORDS: Forbidden, confined, nostalgia, commonwealth, feminism, affluent.

I. INTRODUCTION

Once, women have no right to take education, they were completely forbidden from taking education. She was confined with giving birth to children and making food for her family. There was a couple (with modern thoughts) in India Mrs. & Mr. Phule, who fought for the rights of Women's Education and women started learning. Indians thought that, "If a girl learns, their religion will sink" and people started opposing them. But the Phule couple never stop their mission. Indian constitution gave them right to educate. As a result today we see that women are excel in every sector, every branches of education and performing better that men.

Literature is also one of the most notable branch where women carved their impression. Fully illiterate women like Bahinabai Chaudhari is famous for Ovees, Saint Janabai is famous for Abhang (a type of poem), in Marathi. As well as many women contributed their literary work and established themselves on notable place in Indian English literature.

In this presentation we are going to depict the invaluable contribution of Anita Desai and Kiran Desai.

Anita Desai was born on 24th June 1937 in Mussoorie in the blended family of Bengali father and German mother. As she was a daughter of Indian and German couple, she learned both culture and language in her early days. After completing her primary education in Delhi, she completed her graduation in English Literature in Delhi University. She has produced novels, stories, children books and articles. She is often called as well-known psychological novelist in a feminist who deals with major themes of isolation, lack of communication, inner struggle, man woman relationship and marital dissensions. Her protagonists are female. Language and technique used by Anita Desai is as per theme and situation. She uses memories of past that is Nostalgia as a narrative technique. Her unique style of expressing ideas deal with original characters, use of

diction, realistic theme, and narrative technique has made her writing so amiable which gained many words, recognitions and awards for her work.

Anaita Desai has written ten novels and many short stories in her literary career.Her first novel '*Cry the Peacock*' published in 1963.Maya is the heroine of the novel. She is a spoiled and stout daughter of a rich Brahmin. She married to Gautam who is sensitive, impolite and an intelligent advocate. When she was a child, an astrologer has predicted that after four years of her marriage, she or her husband would die.Due to the fear, she loses her balance of mind. In an insane condition she kills her husband. This novel describes the psychological dilemma of Maya's inner psyche.

Anita Desai produced her second novel in 1965 '*Voices in the City*' the novel describes the miserable condition of Mirode Monisha and Anita living in Kolkata city. Present novel describes Monisha's mental agony and feelings through her personal diary.

Anita Desai's third novel '*Bye Bye Blackbird*' appeared in 1975. In this novel she has been described the condition of Indians who have settled in London City. Adit and Dev are facing the problems of alienation in settling in London.

Anita Desai is fourth novel '*Where Shall We Go This Summer*' published in 1975. The progement stak is disturbed to see that the people are busy in earning and spending they have no mission of life. This novel describes the psychological condition of Sitas mind.

Anita Desai published her fifth novel'*Fire on the Mountain*' in 1977 in London. It reveals Nanda Kauls motherly feelings,insult and helplessness of alienation in beautiful way.

In her sixth novel '*Baum's Gortners Bombay*' published in 1988 it is the story of a German Jew who feels himself as an outsider in his country because he is a Jew if he comes to India where he is an outsider because he is afirangi.

Her one of the famous novel *"In Custody"* published in 1984, and it can be recognized as one of the greatest novel by Anita Desai it forces us to think about the decline of Urdu language. Once it was a court language of Mughals it ruled over the hearts of the people but now it is losing its charm. In this novel she describes the story ofDeven Sharma, belongs to a middle class family. His father was a school teacher who dies in Lucknow. When his mother comes to Delhi Deven becomes a lecturer in Lala Ram Lal college at Mirpur he is married to an ordinary girl of Haldwani in UP, his dream is to meet NurShahjehanabadi the Urdu poet, Murad his college friend fulfills his dream by giving him a chance to interview Noor. But he is kicked like a football by MuradSafia Begum NurShahjehanabadi and by Siddiqui.

'*Clear Light of the Day*' is published in 1980 and set primarily in Old Delhi. The story describes the dispute in post partition Indian family of Mr. & Mrs. Das. Das lived in a rental room of Mr. Hyder Ali.They had four children named Bimla, Raja, Tara and Baba. Baba is an unexpected child. He was physically unstable that's why Mrs. Das called her sister Mrs. Mishra to look after him. But she was intoxicated woman. Mr. & Mrs. Das were also addicted to drug. Bimla was the youngest child of the family and she was very responsible woman. She earns money by working as home tutor. Raja is son of Das family, he fell in love with the daughter of Mr. Hyder Ali and married her. Mr. Hyder Ali left the city and shifted in Hyderabad at the time of India-Pak partition. Tara is third child of Das family and she married with Bakul and they had two daughters.Bakul was arrogant man that's why Bimla opposed Tara but Tara married him. Baba is mentally and physically unstable child of Das family that's why Bimla took responsibility of him. One day Bimla got letter from Raja in which it was mentioned, "I will take the same rent, which she was giving to Mr. Hyder Ali." This is the reason of dispute between brothers and sisters.One day Tara said to Bimla about marriage invitation of Raja's son. Bimla was not

interested to go cause of the letter. But at the end of the story Bimla thinks that there should not be dispute among family, she hoped that one day she will meet her brothers and sisters. The story deals with India-Pak partition and Das family partition.

'Fasting and Feasting' is one of the renowned novel written by Anita Desai. This novel is deal with the two culture of society in India and America. There are three children in the family who are Uma, Aruna and Arun. They called their parents as Mama and Papa. Papa was a government official and Mama always support her children. Uma was very interested in study but after Arun's birth, she had to stoppedher education to look after her younger brother.Uma met her tacher, Mother Agnes and request her to talk to her parents, but she denied to do so. After a long while Mama and Papa decided that Uma should get married. But she was rejected by several people, as a result shehad to marry with an old man but he also ditched her. There is one more character in the story Anamika, who is Uma's cousin sister.She was excellent in studies and she got an opportunity to study in Oxford University but her family didn't allow her to go. Eventually she got married to Arvind who was affluent man living in Bombay.But Anamika's post marital life was not smooth, her family members were troubling her a lot and after some days she was killed by her family but shown as it was suicide. This is the climax of thestory. Here the first part of the novel is concluded Where Anita Desai shown that Indian culture do not give more priority to women in education. Now the second part of the novel is deal with Arun, who worked hard and got scholarship and went to study in Oxford University and there he got support from unknown American couple Mr. and Mrs. Patton.In the novel Anita Desai tries to show us the view of American people towards the education is different than Indian people.

Through her novels Anita Desai always tries to show the psychological state of her characters, because she thinks that the inner life of man and woman decides her or his character rather than the external condition of life. She is affected by men and women relationship at home, none of her characters are happy, she uses a great variety of symbols and images to describe the suffering of mind. She was awarded with the prestigious Sahitya Academy Award in 1978 and she was also listed for the Booker prize award.Anita Desai could be recognized as one of the prominent and best-selling author of Indian English literature and also would be remember for notable contribution in Indian English Literature.

The well-known writer of Indian English LiteratureKiran Desai was born in Chandigarh in 1971. She spent her childhood in Mumbai and Pune. She became famous with her first book '*Hullabaloo in the Guava Orchard'.*Her book '*The Inheritance of Loss*'won her The First Booker prize and the works National Book Critics Fiction Award in 2006. Kiran Desai completed her studies in creative writing from Columbia University. She is the daughter of renowned novelist of India Anita Desai, whose name was shortlisted three times for Booker prize. In 1998 her first work '*Hullabalooin the Guava Orchard*'was published and won Betty Trask Award from the British Society of authors which given for the best novels by citizens of Commonwealth of nations. Desai's second book was published in 2006 entitled '*The Inheritance of Loss*'.In 2008, her report on community to sex workers was titled '*Night Claims the Godavari*'was included in AIDS Sutra. Desai's work has been appeared in the International Magazines like The New Yorker Guardian and also in the Vintage Book of Indian writing.

II. CONCLUSION

In this research it is found that the contribution of Anita Desai and Kiran Desai in Indian English Literature in notable. They have given their best as a result their works appreciated they are awarded for their creation.

Anita Desai is a critically lauded 20th century writer and her novels on the experience and inner lives of Indian men and women are known for their compassion, eloquence and lucid prose.

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Government Policies in Higher Education : An Indian Scenario

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ABSTRACT

Further education constitutes the main means of improvement. The changes in India's higher education strategy basically correspond to the changing idea of the Indian Express, its concept of improvement and the shift to neoliberalism. Perhaps the best problem in our schools today is connecting with students and having a passion for learning. Our usually school group was busy "filling the cans" or helping the remedial students with the content given by the address. Motivating undergraduate students to learn and teach is integral to preparing them for future success as students and citizens. To light the flame, teachers must consider limitations, interests and tendencies to underlearn (Egan, 2008). Fundamentally, compelling undergraduate studies require connecting with the creative mind and stoking the fire of the imagination. As noticeable in different areas also, India is seeing expanding stream of capital without the upsides of free enterprise. Advanced education is losing its worth in insight just as truly as a public decent. Request situated 'asset creation' abilities of advanced education may increment. Be that as it may, the fundamental job of advanced education being developed is lessening. In these changes, the best test for the advanced education organizations lies at the comprehension of all encompassing, fair-minded administrative component.

I. INTRODUCTION

New buzz words like 'changes', 'one window office', 'management transport' are also currently entering the higher education strategy in India. The political regulation following the New Economic Policy and the 201 General Decision cases marked an adaptation of the political scene, raising claims about governance, development and competence in the political-authority discourse of India. Due to the changing mindset of the Indian state, the developed educational frameworks will undoubtedly face changes. The proposed Her: Higher Education and Research Bill 2011, UGC and other changes in further education are called "enhancers for improvement" for the same reasons. Today, higher education, which is considered private and decent, is organized depending on capital speculation and is directed according to need. Special and government skills training has acquired the status of serious highways for companies, while the help and acceptance of humanities and sociologies is declining. Driving worthy of all these arrangements is essentially a matter of professionalism. As seen in various regions, India is seeing increasing capital flows without the sensible benefits of free enterprise. Although higher education is apparently in decline, it is anything but a public decent approach and is generally conceptualized as anything but a vehicle for private and neoliberal change along with medieval real factors and politically influenced frameworks. We currently have extensive political

connections in the field of private further education. Organizations are directly or indirectly "controlled" by government officials. The price of agriculture, tax incentives, legally compulsory training, the directive of NPE 1986 limited to "minimum positions", stable income and guaranteed state approval make further education in political and economic activity attractive. Current changes in continuing education support the success of such organizations. They tend to be minimally useful for primary problems such as expanding organizations or improving unemployed graduates. Such changes could lead to dictatorial powers that could undermine the aims of the further education framework to support research and development and promote socio-political change.

Without a doubt, the Indian country state has encountered huge changes in the political and financial part over recent many years. For advanced education frameworks, this has come about into diminishing the job of government from a gatekeeper in present freedom period on now a controller. Its scene has extended from state syndication to rising market influences. With regards to these changes, this paper examines the advanced education strategy worldview in India. It addresses important arrangements and political changes NPE: National Policy on Education 1986-1992 and the forthcoming HER: Higher Education and Research Bill. It further suggests that the best test for the advanced education organizations in these advances lies at the comprehension of all encompassing, unprejudiced administrative component.

II. ADVANCED EDUCATION: FOR DEVELOPMENT THAT ENABLES

"Disproportionate improvement shifted against human advancement is an impasse, with monetary development diminishing following 10 years or so of quick development".- UNDP (1996) This surprising finding in UNDP report nullifies the ordinary thought that advancement is just a result of development. Maybe, it builds up the way that improvement is a fundamental peacekeeper for development. Financial development is just conceivable and manageable, if inspires circulation of advantages, improvement in personal satisfaction with decision – as well as the reasonableness to appreciate that decision. Advancement in India can't be limited to rising per-capita pay, however should be perceived as underlying change working with dynamic socio-political exchange in India's multi-class, multi-culture society. Improvement can be characterized as an interaction of empowering individuals to approach status and opportunity. As Amartya Sen (1999) says-"Improvement comprises of the expulsion of different sorts of unfreedom that leave individuals with little chance of practicing their contemplated office... the extension of the capacities' of people to lead the sort of lives they esteem - and have motivation to esteem". It is clear that improvement is an inborn attribute of progress in existences of individuals. As the state, particularly in vote based system, follows up in the interest of individuals, it is answerable for driving this change. While the country creates with its expanded limits and opportunity, it holds more grounded exchange with the country state, in the long run changing its tendency. Along these lines, state turns into the reason just as impact of such turn of events. Advanced education frames an indispensable piece of such empowering improvement, that extends social skylines of opportunity, opportunity, support and administration in majority rule government. Dr. Sarvapalli Radhakrishnan accentuated for the 'advancement of college framework that would have elevated expectations and produce residents who could take up duties and give administration in different circles of public life' (Ministry of Education, 1950). The college framework in India, at the center of advanced education, works with for the 'empowering' idea of human turn of events. "Instruction has an assimilating job. It refines sensitivities and insights that add to public attachment, a logical temper and freedom of psyche and soul in this

manner advancing the objectives of communism, secularism and popular government revered in our Constitution." - NPE (Dept., 1998) Hence, the public approach in advanced education the overall standard in India that sets frameworks to work-lies at the base of improvement. For monetary headway and solid information society, the unequivocal part of advanced education can't be disregarded (Tilak, 2013).

III. POLICY SHAPES: HIGHER EDUCATION IN INDIA

For long time, education in India was treated by a nurturing, communist method of state. Be that as it may, the arrangement on advanced education slowly differed from development of state-upheld less-controlled establishments in 1968 to less-extending, more-directed organizations in 1986, likewise clearing a path for privatization. The Nehruvian model recognized the part of advanced education in country building. India zeroed in on industry situated advancement from second long term plan, provoking prerequisite of talented labor, setting up specialized and proficient organizations. The state put colossally in advanced education before. Subsequently, we have 634 colleges, 33000 schools, 40 focal colleges, 15 IITs, 13 IIMs, 30 NIT and 24 IIITs all as self-governing establishments completely financed by state (Tilak, 2013). Advanced education got need over school instruction, until NPE 1986. The past arrangement NPE 1968 laid less accentuation on state administrative system, yet supported improvement of Center for Advanced Studies just as Clusters of such focuses. NPE 1968 demanded for satisfactory assets before foundation of any organization. Then again, NPE 1986 limits itself to 'least offices' to begin an organization. The current strategy NPE 1986, while empowering the self-governance of organizations, weaves in state subsidizing through an administrative assemblage of UGC. State's immediate interest in advanced education has progressively declined over the period. In spite of the fact that NPE expected state to burn through 6% of GDP on instruction, it has never been carried out so. The strategy likewise accommodated huge number of private foundations, as NPE appeared after New Economic Policy-India's unavoidable advance towards progression of economy.

Notwithstanding expanding privatization and effect of globalization, advanced education in India is yet an issue of worry for government, in the simultaneous rundown for focal and state government after 42nd amendment to the constitution of India (Dept., 1998). Focal commissions and bodies cast significant effect on advanced education strategy in India. They incorporate Education (Kothari) Commission 1964-66, UGC and AICTE councils, National Knowledge Commission and Yash Pal Committee (Pal, 2009) et al. Right now, advanced education is controlled and directed by NPE 1986. Notwithstanding, the strategy making is not any more confined to state, however has reached out to worldwide players. Conspicuous among them are the World Bank Paper on Higher Education (1994) and World Trade Organization's General Agreement on Trades in Services currently including 'schooling administrations'. GATS, the first one to build up exchange quite a while, is one such global approach creator for India. Inside GATS, training is one of the twelve essential administrations and advanced education is one of the five sub-areas of instruction (Division of Higher Education, 2004). The developing part of outside players and changing political scene has landed India into a remarkable move. With the HER bill, India is consolidating the idea of concentrated solitary decision over advanced education a certain control of government on open organizations and conduct of a solitary window office for rising private and unfamiliar parts in instruction.

IV. PUBLIC TO PRIVATE GOOD AND SOCIO POLITICAL RELEVANCE

Conflicting with the education strategies up until now, there has been a change in how schooling is seen in India. Up to this point, schooling was viewed as essentially a public decent. It should project public effect and stay in the aggregate interest. The commitment of experts in public advancement has been enormous. Educating was an adored occupation. There was negligible accentuation on private commitments, like charge. Schooling was completely a state subsidized movement. Public help to schooling can be legitimized from multiple points of view. Government has three in number explanations behind supporting tertiary instruction.

1. "Interest in tertiary training creates outer advantages fundamental for monetary and social turn of events" (World Bank, 2002). Gets back from advanced education are not restricted to work. They are viewed as instruments of appropriating development. A reformist information society is worked through advanced education, which isn't just fundamental for financial turn of events yet in addition for accomplishing objectives of equity, fairness, and freedom. Advanced education makes an illuminated class. This class integrates numerous parts of society.

Limit building and status upliftment through advanced education guarantees better dissemination of assets. Private advantages societal position, monetary addition, political hold, social variety are sent to different areas of society through comprehensive advanced education.

2. "Capital business sectors are portrayed by defects and data imbalances that oblige capacity of individual to acquire sufficiently from training" (World Bank, 2002). The main issue in marketization of schooling is 'thought process'. Capital business sectors are run on benefit thought process, dissimilar to express that addresses aggregate. State is equipped for guaranteeing variety, self-rule and correspondence in instruction. Then again, markets are drive by benefit rationale and managed by cost. They will in general make advanced education organizations that are less-available, pseudo-self-ruling and request situated. The job of advanced education in private industry can get diminished to 'provider of human resources' in lieu of a liberal, information creating framework.

As the state accepts accountability of improvement, open schooling turns into its essential concern. Advanced education doesn't just make skilled educators, yet additionally a superior common society. The common society imparts huge space to government and helps in its accomplishment of social goals.

V. "REFORMS" AND INTRODUCTION OF THE HER BILL

Political pressing factors and insecurity keep on presenting new difficulties for advanced education strategy in India. As per an investigation, India faces moderate level danger of unsteadiness (Smith, 2001). There are local and ethnic contentions, wrongdoing rates and debasement issues pervasive among the organizations. During circumstances such as the present, the quality as well as independence of advanced education organizations is crucial. The quality and self-sufficiency of establishments will thusly characterize the endurance of information social orders in India. In any event, when advanced education framework is viewed as an instrument delivering private products in open space, we can distinguish changing requirements of the framework as follows (World Bank, 2002).

- Supporting development: Brain channel has been a joined impact of disappointment of advanced education just as that of financial stoppage, cash fall. Establishments in India, numerous yet slacking in quality principles, neglect to draw in brilliant understudies. Examination and advancement is restricted. Indian diaspora has been moderately more fruitful. The proportion of licenses enrolled by non-occupant Indians to inhabitants is unbelievably low (Tilak, 2013). It underlines the disappointment of Indian organizations to support examination and advancement. NPE makes a managed at this point independent component for research. Be that as it may, under the proposed system of NCHER, examination and development is limited to endorsed foundation's supported focus in confined way, self-rule is decreased and possibly influencing the turn of events.

- Contributing to human resources advancement: In the neoliberal model being adjusted in modernizing India, advanced education is a standardized exertion for asset creation. Its advancement is market driven, courses are planned by industry needs and preparing requests are met. There is, thusly, more prominent accentuation on specialized and the board schooling. This sort of market level linkage leaves little degree for information age and liberal improvement of society. Maybe, the social part of highe schooling gets invalidated.

- Providing the establishment for vote based system, country building and social attachment: Higher training in India has been a mode of multi-facet changes. Post New Economic Policy period and issues in 2014 general races mark an adjustment of political scene of India. Alongside standing based, religion-based character legislative issues, the issues of administration and responsibility turned out to be progressively important in broad daylight talk.

VI. CONCLUSION

With the changing idea of Indian state, advanced education frameworks will undoubtedly confront changes. As the state draws nearer to its neoliberal model, the medieval designs of strength will result into more tyrant powers. These impacts will be noticeable in advanced education frameworks also. As noticeable in different areas also, India is seeing expanding stream of capital without the upsides of free enterprise. Advanced education is losing its worth in insight just as truly as a public decent. Request situated 'asset creation' abilities of advanced education may increment. Be that as it may, the fundamental job of advanced education being developed is lessening. In these changes, the best test for the advanced education organizations lies at the comprehension of all encompassing, fair-minded administrative component. The approaches will in general move between limits or only change the shape, not content. A change, predictable with the evolving state, would prefer to request a majority rule, straightforward, responsible administrative just as help organization of government for advanced education with access and opportunity. Provisos in the current arrangement ought to be eliminated and its suggestions should be made reliable with the actual reason for strategy. India can't bear to work in duality.

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Skill Development A Need for Better Career Opportunity

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ABSTRACT

Education is a process which aims the overall development of individual. In the era moderation of university education is not sufficient besides this importance gained for skill development. Both soft and hard skill were essential to achieve personnel and professional growth.

Keywords: Skills, soft, hard, importance, advantages.

I. INTRODUCTION

Education is a process which aims the overall development of individual with positive changes in the behaviour so that they can turn in effective member of society. Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education cannot be confined to provide knowledge to children in educational institutions as it goes from birth till death. It includes the effect of everything which influences human personality. India has one of the largest higher education systems in the world, with more than 36,700 Colleges, 825 Universities and Vocational Institutes. India is the third largest country in the world in students, after China and the United States.

Getting a degree from a university requires lots of time and effort from students. A typical 5-year education nominally requires 8000 hours of studying. Research carried out at Harvard and Stanford Universities observed that only 15% of career success is provided by hard skills, whilst other 85% by soft skills. On the background of this observation, it is the fact that university education which is based on Curriculum frame work which gives knowledge but according to era of modernization with digitalization there is some lacuna for developing skill among students. The present review study is carried out with the objective to know the importance and advantages of Skill Development.

II. METHODOLOGY

To carried out present study available secondary data were used.

III. RESULT AND DISCUSSION

Education emphasis on the intellectual development of the student which is result oriented. This format of education prepared the degree holder students but the current demands from our graduate holder students was beyond from their degrees. The changing nature of work environments, the emergence of technology-driven processes required employable graduates to full these demands. Thus, it is necessary to focus on importance of skills which were broadly categorised as Hard and Soft skills.

- Hard skills are technical and easily quantifiable. The knowledge gained through education and work experience.
- Soft skills are interpersonal skills that have more to do with personalityi.e, communication skills, leadership skills, work ethics, professional skills, adaptive skills, etc

Hard and soft skills are inherently different but complement each other. In other words, both skills are distinguishable but cannot compared to each other hence these skills are essential for Personnel as well as Professional development.It is necessary to identify gap between skills. Yorke & Harvey,2002 stated that students should be aware of the needs and relate their abilitiesto be able them to meet the requirement of their future by employers so they can improve their self for betterment of future.It is critical to accept that knowledge does not guarantee skill; only implementing or applying knowledge does.Theoretical knowledge can provide an imaginative framework, but only practical knowledge can provide real-world exposureand enables building a life of choice.

There are many advantages of skill development:

1. Enhances self-awareness – Skill development begins with an assessment of the gap between the current situation and thedesired future situation. This helps in identifying one's strengths and areas of improvement.Often With our hectic schedules, it may be difficult to take the time to reflect on who we are, our strengths and weaknesses, ourmotivations and personalities, our habits and values.Furthermore, many of us aren't inclined to devote much time to self-reflection and skill development enables an increased self -awareness.
2. Leads to career advancement – Spending time honing your skills can help achieve personal career goals like getting apromotion or becoming an expert on a particular subject.

Skill sets can be used to advance in a current career or broadened to qualify for a job in a different field or industry.

3. Gives a leading edge – It is important to constantly develop and find strategies to keep up with the changes if they are tothrive. Skill Development is critical, especially when it comes to keeping up with industry changes, rules, and regulations.
4. Increases productivity and boosts morale – Skill development is critical for increasing confidence and removing self-doubt. When motivation levels are high, efficiency and effectiveness increase, resulting in increased job satisfaction. (https://thechanges.in/).

Skilling India is important for two main reasons:

1. The growth of the service sector in India – The natural economic movement of a country goes from an agrarian economy toan industrial economy to a service economy but India has leapfrogged from an agrarian economy to a service economy. Thisremarkable feature of India's recent growth is diversification

into services, with the services sector dominating GDP increasingthe importance of skill development in job creation.

2. India is a young nation – With more than 62 percent of the population in the working-age group (15-59 years) and more than54 percent of the total population under the age of 25, India is now one of the world's youngest countries. The labour force in thedeveloped world is expected to decline by 4% over the next 20 years, while it will increase by 32% in India.

When discussed about skills it is important to know about characteristics of hard and soft skills which is useful to identify the skill for enhancing skills.

Hard skills:

- Hard skills are learnable.
- Hard skills are generally listed in the job postings or job descriptions.
- Hard skills are closely associated with a specific program of study (major) or career field; so often hard skills are referred to as "Discipline Related" or "Content Specific" skills.
- They are the Technical Skills necessary for success in the workplace. Such as pharmacy skills, biology skills, architecture skills, computer skills, math skills, therapeutic skills, teaching skills, graphic design skills, etc
- Hard skills are often learned in schools and from books.
- They may be easy to observe, quantify, and measure. Typically, there is a direct path as to how one would excel at each hard skill.
- Hard skills are often consistent regardless of which company you work for, what circumstances you may be in, or who you work with.

Soft Skills:

- Soft skills are not closely associated with a specific program of study (major) or career field. They are applicable to all workplaces or careers, and can "transfer" across all disciplines; so often soft skills are referred to as transferable skills.
- They are the Non-Technical Skills necessary for success in the workplace. Such as interpersonal skills, human relations skills, social skills, organizational management skills, time management skills critical thinking skills, problem solving skills, etc. . .
- Soft skills may be referred to as "transferable" skills.
- They are more of your "people" skills. Where rules change depending on the company culture or the people you work with.
- Soft skills are hard to observe, quantify, or measure. They are typically associated with behaviours and personality traits of an individual. (E:/Conference).

Better carrier option it is more important to adopt the combination of hard and soft skills these are as follows Communication Skills, Design and Planning Skills, Research and Investigation Skills, Information Management Skills, Human Relations and Interpersonal Skills, Critical Thinking Skills, Management and Administration Skills, Valuing Skills, Personal/Career Development Skills.

Skill development is essential for Economic development of Country because the improvement in productivity can be achieved by skilled manpower so the students should directly or indirectly involve in skill development

is essential. Skill should be adopted by students are learning skills, studying skills, listening skills and technical skill. These skills are life long skill used as well as these skills helped to improve personnel and professional growth.

The changing nature of work environments, the emergence of technology-driven processes, and the diversified needs of clientele are the emerging challenges of Higher Education Institutions (HEIs) in order to meet the demand for employable graduates (Same Inanotech, 2014).

IV. CONCLUSION

Present era known as modernization with digitalization. Continuous changes work place demanded skill worker hence as per the demands from various organization highly skilled manpower required hence it is necessary to produce next manpower having knowledge and occupied with hard and soft skills. The skilled labour helps in the economic improvement of Country. It is crystal clear that skill development among students is better opportunities for carrier development.

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Enhancement of Skills through Home Science Education

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ABSTRACT

Home science means the art of managing the resources efficiently and the science of achieving a healthy and happy home as well as successful career .Home science education empowers the student with the skills to improve every field of home life i.e. food,clothing,health,child care, personal finance,religion,culture,arts, home beautification etc.

The study of home science not only helps in running the house efficiently but also provides us proper training for supplementing family income after getting training in different fields of home science,students are capable of wage employment as well as self employment.

Home science education helps to empower the youth through the set of vocational, employable and entrepreneurial skills at different stages of education.Because of this ,the day is not far when the home scientist will not be a job seeker but a potential job provider.

I. INTRODUCTION

Unemployment is one of the major social problem faced by the nation today. This maybe because there is a noticeable skill gap between education and employment. To Bridge this skill gap to empower our youth for a promising future is a urgent need for today. Skill based learning improves employability and helps the youth earn more. Furthermore, it improves the economy of a country and promotes its financial growth. Because of this, vocational education is being considered as structural programme at university level, which will provide multiple opportunities to students who will acquire skills related to professions along with general education . Skills and knowledge are driving forces of economic growth and social development for any country. The youth with higher levels and better standards of skills adjust more effectively to the challenges and opportunities in domestic and international job market.

Home science is a vibrant field of study which covers home economics as well as other aspects such as sociology, psychology, community living ,nutrition and textiles. A degree of home science give us excellent career opportunities and also equipping students with the skills needed to manage their home in a dynamic environment. Home science education empower is the student with the skills to improve in every field of home life which enables the student to take better care of the family

The study of Home Science not only help the student to run the house efficiently but also provides proper training for supplementary family income. Therefore home science education plays a vital role in Today's

education system NEP 2020 which has a vision to empower the youth through the set of vocational,employable and entrepreneurial skill.

Thus home science education helps Today's youth not to become a job seeker but a potential job provider. Sh the present research was done with following objectives.

II. OBJECTIVES OF THE STUDY

1. To study the different skills acquired by the student through home science education.
2. Analysis of these skills for improving employebility.

III. RESEARCH METHODOLOGY

This research is a descriptive study. The necessary secondary data was collected from various website, magazines, journals etc. This data was then analysed and reviewed to draw the conclusion.

IV. VARIOUS SKILLS ACQUIRED THROUGH HOME SCIENCE EDUCATION

The word home science is consist of two word that is home and Science. The home means the place of living while science means knowledge based on facts , principles and laws.Thus from these two word meaning of Home Science can be defined as "application of scientific knowledge in a systematic manner towards improving the quality of home and family life". Home science covers the some areas of specialisation, like foods and nutrition,home management,human development, clothing and textile and communication and extension .In each area of specialization student learn various skills.

Foods and Nutrition skills :

In this specialization , students get complete information regarding the importance of nutrients, knowledge of different food groups ,meal planning,food preservation, cooking of delicious and nutritious food by different methods, therapeutic diet etc.Thus from this knowledge students can build following skills ….

a) Able to prepare balanced diet for various age group
b) Get proficiency in meal planning as per signs and symptoms of nutritional status and deficiency diseases.
c) Ability to modify the diet for sick persons and nutrition related health problems.
d) Students become expertise in assessing nutritional status and recognising signs and symptoms of common nutritional deficiency diseases.
e) Students are able to use appropriate storage and food preservation methods.

Home/Resource management skills :

In this curriculum student get knowledge about time, money and energy management,interior decoration, consumer protection etc.By this knowledge student can build following things.

a) Able to recognize the rights and responsibility of a wise consumer
b) Build consciousness regarding consumer protection laws.
c) Able to manage expenditure within the available income
d) Get ability to take maximum benifit of saving and investment scheme

e) Become expert in making a time plan and using work simplification methods for saving energy

f) Organization of space for performing various household activities can be easily done by these students

g) Get ability to prevent environmental degradation and use of ecofriendly products and practices

Human development skills :

This subject is imparted regard physical, mental , social and development from early to late childhood.Physical changes, developmental tasks, characteristics and problems of adolescents and adult hood, special issues in human development etc.By acquiring this knowledge students can build following skills :

a) Competency in caring for children as per physical,motor, social, emotional, language and cognitive development.

b) Proficiency in managing and caring for people with special needs.

c) Able to cope up with all the changes occurred during each stages of life cycle.

Clothing and Textile skills :

In this subject students get knowledge of different types of fiber, properties of fiber,selection of clothes for different age groups , wardrobe management, stitching of clothes,hand and machine embroidery,printing of clothes by batik, screen,block,and tie and dye etc.By acquiring this knowledge students learn following skills.

a) Become expert in identification and identification and selection of appropriate fabric.

b) Ability to buy clothing and textile by judging quality and labels .

c) Competency in laundering and storage of clothes.

d) Able to stitch the clothes as per new fashion.

e) Ability to print clothes by different methods of printing.

Communication and extension skills:

In this subject , students learn about leadership development, organization of extension programme, wise use of different methods of communication.By getting this knowledge, students learned following skills…

a) Ability to establish an organization

b) Ability to make a posters,short Films,flash cards etc.

Thus various skills can be obtained through home science education.By acquiring these skills , students can get job or also they can started their own business.Thus employability is increased which will be helpful for the economic growth of self as well as nation.

Career Opportunities in Home science :

Students specialising in home science have a choice to work in saloried job or self employed entrepreneurs or as consultant using any of the skills that may have developed during their curriculum.

1. Foods and Nutrition :

knowledge of catering helps student to get the job in canteen, restaurant as a service staff or manager.Student can become a owner of a canteen /restaurant or coffee shop.They can start food service business from their home,they can conduct hobby classes and earn the money.

Knowledge of food production/bakery and confectionery helps the students to get the job in production unit of this industries.They may become an owner of a production unit or they can conduct the hobby classes of these products.

Study of therapeutic nutrition helps students to get the job as a dietitian in various hospitals or they can do their own practice as a dietitian.

2. Home / Resource management:

In this subject student acquirs a knowledge of interior decoration which will be helpful to them for getting job opportunity as a interior designer , furniture designer staff of show room etc.Also they can conduct hobby classes of interior designing.

Skill of arts and crafts helps the students to get a job as a staff of government emporium / show rooms or antique shops or production unit or they may run their own shop / enterprise,home based craft center or hobby classes.

Knowledge of house keeping and laundry services helps the students to get the job in hotels and guest houses,ke they may run their own guest house ,or they can be start own home based paying guest service/contract service.

Resource management and consumer education knowledge helps the student to get job as a staff in retail outlets and event management firms.They can also start their own event management firm,small saving agent etc.

3. Clothing and Textile :

In this subject student become expert in dress designing, garment construction and textile designing which is helpful for securing job as staff in production unit, at textile designing unit or at boutique.They can become an owner of shop/boutique.Student can start their own home based service like tailoring or also they can conduct training classes of dress designing, embroidery or printing etc.

4. Human Development :

In this specialization student know about the child behavior, therefore they can have a job opportunity as a staff at crèche /play school / day care center/ aaganwadis.

They can get a job of teacher in schools and colleges also.

Students can become an owner of cretche / play school / day care center of young children.They can conduct tutions of these children.

Knowledge of counselling helps the students to get job opportunity at various consultant services or hospitals.They can start their own consultant services also.

5. Communication and Extension:

Students expert in this specialization may get a job as a staff in development organization / public relations and human relation departments, social entrepreneur etc .Student can establish their own development organization / market research agencies, communication and development consultancy etc.

Thus knowledge / skills learned in home science curriculum helps the students to become more organised and efficient. Home science opens up a large area of possible job opportunities for both men and women. This knowledge helps in the improvement of not only our home and personal life but also our professional life

V. CONCLUSION

Home science is an education for a better living. It is the study of reciprocal relations between the family and it's natural and man made environment.The emphasis of home science is to strengthen home and family life by

making an optimal use of available resources.It will help the students to apply knowledge of different sciences for improving home and family environment,health, growth and development of individuals and in managing the household resources.

Home is a vibrant field of study that covers home economics as well as other aspects such as sociology, psychology, community living, nutrition and textiles.A degree of home science equipped with lot of skills,which open up excellent career opportunities.

Depending upon the specialization,the home science student have the option of working as a dietitian,food scientist,textile designer, interior designer,apparel designer,family counsellor, teacher,researcher,social worker etc.The hotel industry also has a high demand for the skills of home science student in the areas of house keeping and food catering.Post graduate home science student can take a job of teacher in schools and colleges.Home science graduate also work as sales representatives of food brands,food analysts and research assistants.Home science education equips the students with various discipline knowledge which will be helpful them to become an entrepreneur.They can start a school, nutrition consultancy, textile manufacturing industry,event management organization etc.

The skills and knowledge acquired through home science education have better standards which will be helpful to adjust more effectively to the challenges and opportunities in job markets ,thus it improves employability and helps the youth to earn more , furthermore it promotes the financial growth of a country.

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Role of Curricular and Extension Activities in Higher Education

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ABSTRACT

Home Science is the skill based subject in higher Education starts from ancient time to improve the skill of earning in students and curricular course and extension activities improve the student to do any job in thefield.Home Science is the faculty of higher education with different skills and different curricular and co-curricular and extension activities. Through extension activities and knowledgebasedprogrammes student earn money for their future life Higher Education have value of earning is the basic need of all student so there is need to improve skillbased Programme in higher education.

Keywords: Extension Activities, Co-curricular activities, Character building, Student etc.

I. INTRODUCTION

Higher Education is the foundation of Student life for Settlement. .Cocurricular activities i.e. Food Preservation workshop Bakery course, cakes and Biscuits preparation, practical, Surveys, visits ,Guest lectures etc. are some of the examples of curricular activities and it play an important role in higher education.Extension activities collaboration with NGO and GO organizations,Family Resource Management, Nongovernment organization are differentorganization. Extension activities play an important role in studentdevelopment. Extension activities play an important role in job opportunities to student in their learning and earning issues, development of students, students performance etc.

Government and Nongovernment organization run so many programmes. With the help of these programmesstudent and family, Women welfare activities were generally organized in higher education in college and Universityare of the following.

- A women empowerment awareness and education programmes.
- Visit to slum areas, villages,and localities for awareness drives,demonstration, healthcheckups, income generating programmes, literacy day,AIDS awareness,World Womens Day etc.
- Spread awareness programmes of corona from threatening area educate about its curability, booster doses etc.
- Womens security and self defence.
- SwachhaBharat Abiyan
- Sher bachao, Jungle bachaoon occasion of wild life week celebration
- Visit to old age center, panchvativruddhashram

- Antidrug street play act.
- Donation to orphans.
- Demonstration of low cost nutrition recipes, beauty care, child care and womens health
- Camps involving sanitation, awareness, republic day celebration, workshop value education, conference field work, NSS Camps,
- Visit to libraries educational and historical spots, statue of visit to great persons.
- Yoga day celebration sports day, Marathi Hindi Diwas, Blood Donation camp
- Plastic free campus day.
- Literacy day.
- Yoga training programme
- Medical, physical test Students.
- Gender equality, awareness programme.
- Women security at workplace awarenessprogramme.

Co- Curricular and extension activities in Home Science are varioustypes and way to earn and learn.

Importance of conducting co-curricular Activities in College and University:-

Every activities in classroom and in college campus co-curricular activities are meant to bring social skills, intellectual,moral values, personality progress and character appeal to students. It includes athletics,cultural events, library activities science lab activities, classroom activities creative arts, meditation etc.

- Proper education
- Development of Cultural values
- Personality development of student sharpen their communication skills, public speaking, Administation,,Anchoring, Dance, Athletics, gymnastics and Sports, Yoga and Defencethese are some of the activities beneficial for students. Physical fitness as well as Mental health and they are relieved from academic stress.

Learning Experience and Building of Character &Moral Values:-

The students through co- curricular activities learn essential, ethical values about different, cultures religions and event of national and international importance as well as discipline and school life ethics. They learn to understand different religion values, characters, patience empathy, sympathy,kindness.The college co-curricular activities impact that they learn studies boredom, so gathering, cultural events, visits, field work campus improve their interest in studies and development of their personality.

Benefits of Co-curricular and Extension Activities in Student Life in Higher education

- Building of life span
- Character building
- Development of moral values
- Future plan
- Earn and learn
- Role in National Development, Awareness and responsibility.

II. CONCLUSION

Extension Activities like donation to old people and orphans in society. Home Science is the faculty of higher education with different skills and different curricular and co-curricular and extension activities. Through extension activities and knowledgebasedprogrammes. Student earn money for their future life stand on own. Higher Education have value of earning is the basic need of all student so there is need to improve skillbasedprogramme in higher education. In this way Curricular activities important for National Development in Higher Education.

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Moodle : Design and Development of an E-learning Course for Library and Information Science Students of Amravati University

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ABSTRACT

Learning Management System in education can deliver content to students to increase adoption rate, minimize costs and cut down the training time substantially. Thepaper examined the possibilities of applying open-source learning management systems(LMS) in the teaching and learning process of the Department of Library and Information Science, Sant Gadge Baba Amravati University. This paper discussedthe role of Moodle LMS as a tool in delivering effective teaching and learning.

Through this e-learning platform, the department can provide 24*7 access to learning materials in Library and Information Science courses to the students. The paper proposes a prototypical framework that may apply to other Post Graduate Departments of Amravati University to adopt innovative educational practices using LMS.

Keywords: E-learning, Learning Management System, Moodle

I. INTRODUCTION

Over the past several years, teachers have been striving to help their students improve their learning and teaching skills both inside & outside of the classroom. E-learning is one of the best ways to enhance the teaching skills of aspiring teachers. It allows teachers to customize the vast courses into short and crisp modules using advanced e-learning and robust tools. Moreover, they can prepare notes and assessments to track their students' performances. In this way, E-learning provides a rich learning experience to aspiring teachers and helps boost their motivation to a great extent.

The Sant Gadge Baba Amravati University offers varied graduate, post-graduate, and doctoral programs through 28 teaching departments with excellent faculty providing quality education and a vibrant environment to the students. The University has been inclined to create necessary infrastructure conducive to the teaching learning. The aim of the university is to provide high quality, comprehensive education learning, research and extension activities that are compatible with the current and forthcoming generations. The University has been contributing to the educational sector for ages now and is famous for the quality education it provides.

E-learning is one of the tools that emerged from information technology and has been integrated into many universities and education programs, shifting from the traditional way of education to an electronic environment in which a student can access and use information anywhere and at any convenient time. All these developments are leading to a move in the role of universities as a source of knowledge to create an

environment that the students can explore, discover and learn by themselves. Library and Information Professionals always play a crucial role to make the users informed and knowledgeable and to support the teaching, research and institutional programmes.

II. E-LEARNING

The word e-learning is used synonymously with virtual knowledge, online education, computer-based training, web-based knowledge, and networked education. It means, it is revamping the style traditional academia teachers and learners grasp. E-learning is imparting and facilitating knowledge on media, electronic devices like that on the Internet, CD-ROMs, and DVDs, streaming media etc. It is the method of teaching purely through technology. E-learning has completely transformed the way in which learning is imparted to students. Unlike traditional chalk and board method of teaching, eLearning makes learning simpler, easier, and more effective.

Benefits of E-learning

Students want relevant, mobile, self-paced, and personalized content. This need is fulfilled with the online mode of learning; here, students can learn at their comfort and requirement.
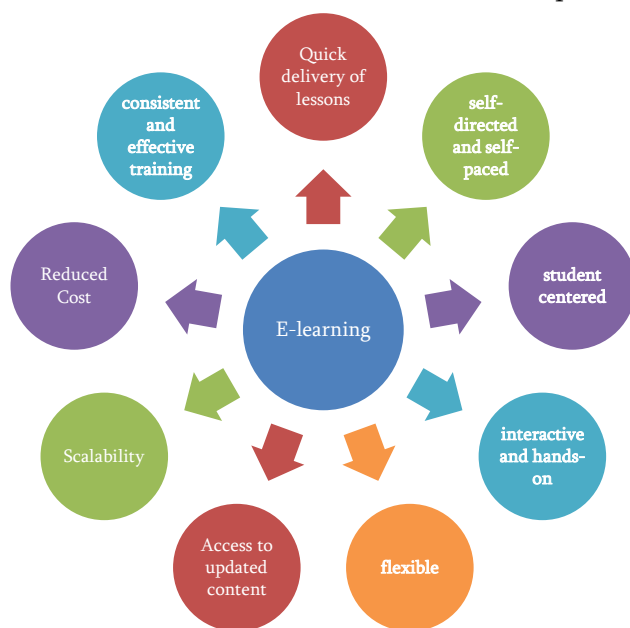
Fig.1: Benefits of E-learning Education

Now a days, the need for effective learning has increased. Many institutions have started creating content that is more interactive and incites action from the students. These include animations, interactive walkthrough quizzes, surveys, annotated videos and many others to produce such content, one needs specialized tools.

III. LEARNING MANAGEMENT SYSTEM

Learning Management Systems are online platforms where teachers and students cancollaborate to improve student achievement.

Types of Learning Management System

LMS vendors competing to offer users the most engaging learning features and functionality fill today's learning technology market. The technology determines whether an LMS offers the functionality needed to reach E-learning goals.

- Closed Source LMS
- Open Source LMS

Closed-source options typically provide an out-of-the-box eLearning platform. They often present limitations on customization and functionality based on what's proprietary to the specific product.

Open-source solutions allow creating an eLearning experience by offering the ability to incorporate additional plugins and third-party solutions, as well as customize the design and course structure based on learner's need.

Modular Object-Oriented Dynamic Learning Environment (MOODLE)

Moodle (Modular Object-Oriented Dynamic Learning Environment) is an Open Source e-learning platform. Moodle was created by Martin Dougiamas while working on a postgraduate degree at the Curtin University of Technology in Australia. In 2002, Martin Dougiamas was a Webmaster of a university and a system administrator of WebCT installation.

Moodle is a Course Management System (CMS) - a software package designed to help educators to create quality online courses. Such e-learning systems are sometimes also called Learning Management Systems (LMS) or Virtual Learning Environments (VLE). Moodle presents an excellent platform for resources and communication tools to run. Moodle must first be installed on the main server; an administrator configures the settings to enable access through user names and passwords. The user access Moodle through the Internet as it is web-based and does not have to install anything locally. It is a learning platform designed to provide educators, administrators and learners with a single robust, secure, and integrated system to create personalized learning environments.

Moodle supports infinite of features out of 21 different types of features which can be found instandard platform. All these features and activities help the students to interact with other students or teachers that can be used to support teaching and learning process.

Table No. 1: Activity and Resources of Moodle E-learning Platform

Interactive Features	Assignments	An activity used to submit files for marking
	Attendance	An activity used to take attendance during sessions
	Custom Certificate	This activity allows for the dynamic generation of PDF certificates
	H5P	This activity enables the creation of a variety of interactive content for formative assessment.
	Lesson	An activity for creating flexible learning paths using a series of HTML pages and choices.
	Quiz	Activity that can automatically provide marks and feedback to participants.
	Checklist	An activity that allows a teacher to create a list
	SCORM Package	Allows uploading of a standard package of interactive content
	Group Choice	Allows students to select one or more groups they wish to be a member of in a course
	Database	An activity that allows students and editors to input and store

		searchable data
	External Tool	An activity that links to an external source of learning resources and activities, such as a website
	Feedback	An activity that enables the creation of custom surveys to collect feedback.
	Big Blue Button	allows participants to join the conferences with their webcams and invite guest speakers
	Chat	An asynchronous chat tool activity that can be used for group work.
	Forum	Allows students to have asynchronous discussion
	Glossary	A list of definitions that can be added to by student or editor
	Survey	An activity that can use to assess and stimulate learning
	Wiki	A series of web pages that can be edited by participants and automatically links entries
	Workshop	An activity that allows uploading of assignments and facilitates peer and self-assessment
Resources	Book	A multi-page resource with a book-like format that you can page through or navigate using a table of contents
	File	Allows to upload a text, image, audio/video file
	Folder	Allow to create folder to organize files
	IMS Content Package	Allows to add static material from other sources in compatible IMS content package format
	Label	It can be used to add text, images, multimedia or code in between other resources in the different sections
	Page	Allows teachers to create HTML pages for the students
	URL	Link to an external website

Source: www.moodle.org

The key functions of an LMS are
- Manage courses and programs.
- Provide and administer course registration.
- Track student registration, access, and progress.
- Manage to learn administration and reporting.
- Enable financial tracking and control of learning.
- Provide course scheduling and administration.

Technical Requirement for Moodle
- **Server Requirement**

Moodle is primarily developed in Linux using Apache, PostgreSQL/MYSQL/MariaDB and PHP (called as the LAMP platform), but it works on Windows Vista/7/8/10/2008/ 2012

Microsoft Visual C++ 2015 Redistributable package is required for PHP

PHP version: PHP 7.2.x, 7.3.x and 7.4.x

PHP extension intl is required

- **Software Requirement**

256 MB RAM (minimum), 1GB RAM (recommended)

500 MB free Fixed Disk (more space will be needed depending on user uploads)

- **Hardware Requirement**

Disk space: 200MB for the Moodle code, plus as much as you need to store content. 5GB is probably a realistic minimum.

Processor: 1GHz (min), 2GHz dual-core, or more recommended.

Memory: 512MB (min), 1GB or more is recommended. 8GB plus is likely on a large production server

IV. AIMS AND OBJECTIVES OF THE PAPER

- To develop E-learning Platform using Moodle LMS.
- To provide the course content for the Library and Information Studentsof Sant Gadge Baba Amravati University.

V. RESEARCH METHODOLOGY

This paper observes the possibilities of applying open source software in the teaching and learning process in the Department of Library and Information Science, Sant Gadge Baba Amravati University. Moodle was downloaded and installed on a local server. Home page of Moodle LMS has been customized and personalized. The course contents of Library and Information Science have been created and students of this course have also been enrolled. E-course contents developed by subject experts of the respective disciplines will be available on website. Furthermore, E-courses would be conducted for the research scholars and LIS professionals to delivered effective teaching and innovative learning.

➢ **Moodle@ DLISc, SGBAU, Amravati**

Moodle e-learning platform is developed and adopted by the Department of Library and Information Science, Sant Gadge Baba Amravati University to help course teachers to create quality online courses, and enhances the learning outcomes of students. Students can access and participate in the course with the help of availability of electronic resources. Moodle@DLISc offers many features like, chat, wiki, forums, feedback, survey, quiz, lessons, Blog (shown in table no. 1) that can be used in the teaching and learning process.
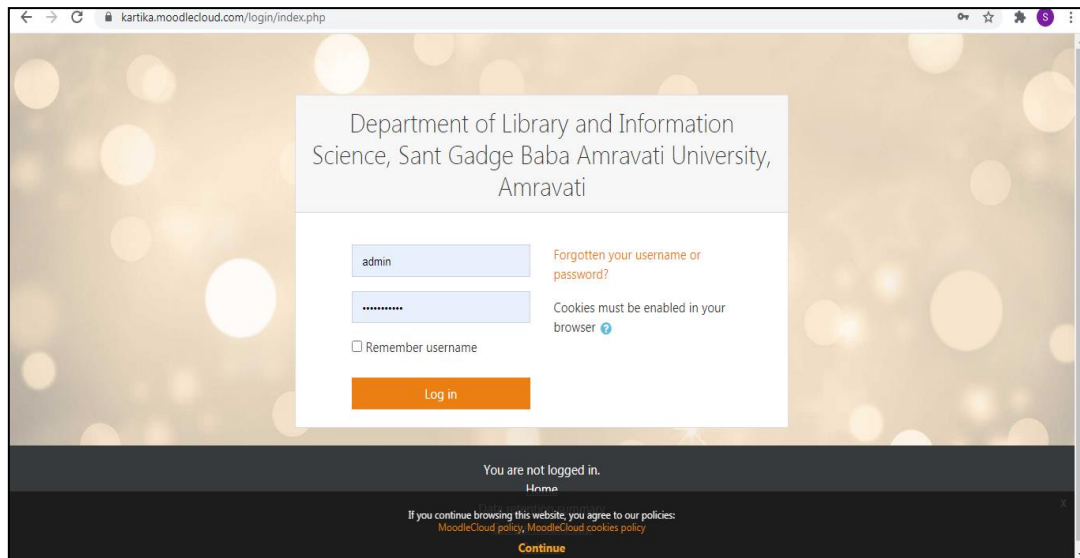
Fig. No. 2: Create Home page of DLISc@Moodle

➢ **Create Categories and Courses**

Moodle@DLISc can be accessed by providing user ID and Password. After applying login ID and Password the user will be moved from home page of the website. A course creator or administrator can put all courses in the miscellaneous category.

- Adding course Categories
- Click on Site administration & then courses, Manage Courses
- Add a category. Put all required information and click on create new category
- Save the changes after choosing alternative.

Moodle has various options for course formats like SCORM (Sharable Content Object Reference Model), Social format, topic format and weekly format. Department of Library and Information Science created a course for BLISc and MLISc. In addition, Digital Library and Reference Management tool have also been created. Each course category has sub-categories according to their syllabus.
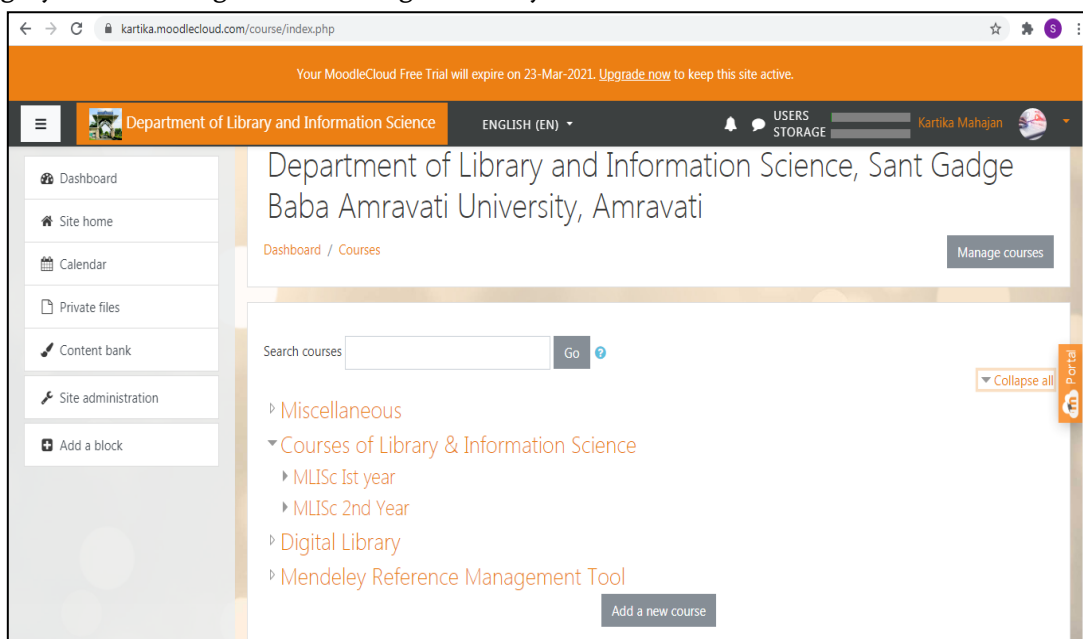
Fig. No. 3: Create course categories
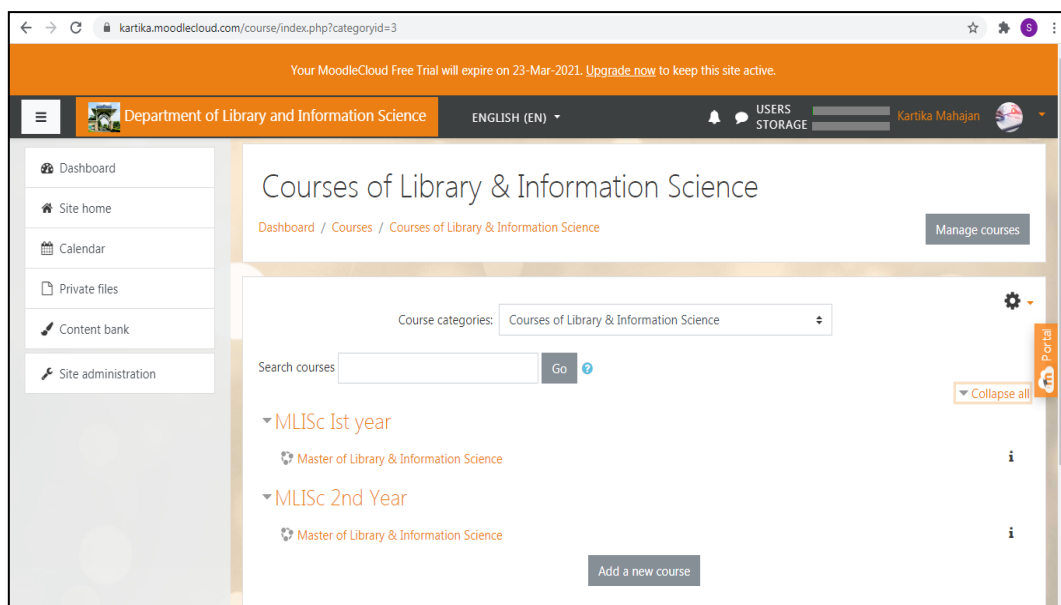
Fig. No. 4: Add Subcategory of the course content

➢ **Integration of E-course/training via SCORM**

SCORM is a specific way of constructing Learning Management Systems (LMSs) and training content so that they work well with other SCORM compliance systems. SCORM is all about creating units of online training material that can be shared across systems. Courses of Information Literacy, Digital Library and Mendeley: A Reference management tool would also be integrated through SCORM that enables effective and efficient online training.
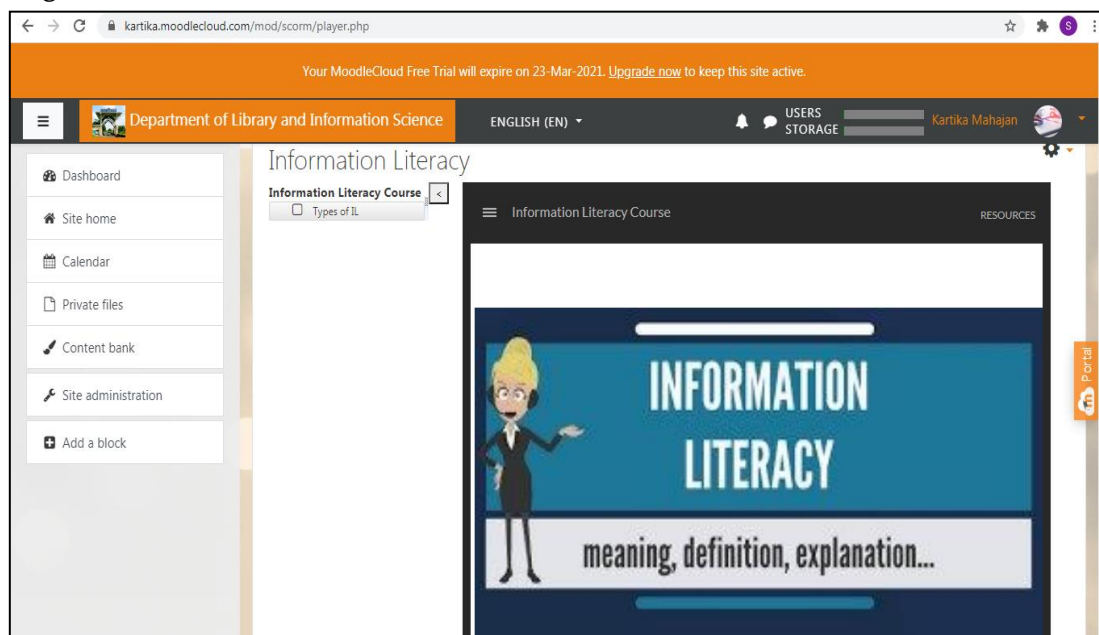
Fig. No. 5: Integration of E-course with SCORM package

➢ **Accessing Moodle@DLISc:**

The compatible and user friendly Moodle has been designed for easy access to students of Sant Gadge Baba Amravati University. Easy access to Moodle will effectively enhance e-learning.

VI. CONCLUSION

Moodle is an effective tool that enables teachers to organize, manage and deliver learning materials to students. The implementation of Moodle in the Department of Library and Information Science is a prototypical framework, which will be implemented for all departments of Sant Gadge Baba Amravati University.Further, E-courses would be conducted for the research scholars and LIS professionals to deliver effective teaching and innovative learning.

With all these developments the major role of universities is leading to a move as a source of knowledge to create a learning environment where the students can explore and discover the knowledge and learn them.

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A Review on Journey of Chikanikari Embroidery in Present Scenario

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ABSTRACT

Embroidery is considered as a passion of women's to express their creativity and spend their leisure time. Chikankari embroidery originated way back in the mughal period of Lucknow specially initiated by residents of Lucknow and was patronized by Jahangir's wife.

The art of Chikankari had flourished under the reign of Awadh later the knowledge shifted to Lucknow but lost its patronage during the British rule. The artisans were illiterate and facing problems. Indian embroidery owes distinctive identity of their own. They are classified on the basis of technique and region of its origin. Chikanwork is pristine art of Central India, widely explored in apparels as well as home products ranging from pastels to bright colors. Following the legacy Muslim community is still dominating the Chikan industry.

Key words: chikankari, innovative, traditional, embroideries.

I. INTRODUCTION

India is a treasure house of handicrafts, handloom weaves and textiles that could add new dimensions to the growing industry. Handicrafts speak a lot about history, rich culture and heritage, traditional skills of native people. Chikankari is one of India's popular and centuries old hand embroidery practiced by a large urban craft community in Lucknow. Lucknow, the city of Nawabs is famous for art, culture, and cuisines, situated on the banks of river Gomati. The cultural life of the city is majorly dominated by music and dance. The exquisite architecture, poetry and delicious food is well known from every nook and corner of the city. The craft is considered as a symbol of Lucknow's tradition. It is believed that a visit to the city is incomplete without buying Chikan work. The embroidery had been used to adorn from the smallest possession to the most sumptuous attire. A delicate and rich craft that had nurtured through its characteristics and fine details. It was used as an embellishment for garments as needle and thread work. The legendary stitches of chikankari is practiced in all parts of India having a distinctive feature. Over the years it has flourished, evolved, survived loss of patronage, declined, suffered commercialization. But now globally appreciated for its uniqueness. This art is hereditary that gives a classy and subtle look to the person carrying it. It is more than 200 years older craft that belongs to local Muslim community, executed by womens supplementing their family income. They get inspiration from art, tribal people, folk culture that forms a vital part in day-to-day life of people Chikankari was known in the 7th century A.D. when white embroidered muslin garments were worn by kings and high officials at royal courts. It was a part of Persian culture at the Mughal attendings. Ancient Mughal paintings also

depicted the courtiers wearing embroidered garments. Queen Nur Jahan's personal creation generated the idea of using mulmul for weaving. The origin of craft is considered to be very mysterious as found on the Ajanta rock paintings. It was said that the craft was taught by a mysterious traveler in 3rd century B.C. named Megasthenes, in return of hospitality offered to him by the villagers. It also had its origin from Chakeen, a village in district of Persia that means to create delicate patterns. It is a Turkish inspired embroidery meant as a craft of luxury and extravaganza. 'Chikankari' also emerged from Jamdani weaving in Bengal which means very fine. It became popular at the times of Nazir-ud-din Haider in 19th century. Kamorladevi Chattopadhyay was key figure behind this craft development. Lakhnavi Chikankari is mentioned in the book 'Indian Art of Delhi' as pure indigenous needlework of India. Faiyaz Khan and Hasan Mirza Saheb are some well-known people who explored chikankari embroidery at its best. After the downfall of Mughal empire, the art migrated to Lucknow under the rule of Awadh. The famous indispensable master craft was exported to Britain during the colonial period as covers, napkins, floor mats and table runners. The decline began from 20th century, during the 1960s with the increase in shop dealers. Price component variedly dominated the craft market. Embroidery was a great art for local Muslim community people that was the only source of income generation that could make them creatively independent and bring their right potential. The artisans were illiterate and poverty ridden, the women's were following purdah system and staying in insanitary conditions. The SEWA organization revitalized the craft and began upgrading the skills of artisans on larger level to bring it to original level of refinement. Although private productions have been set up by independent craft people.

II. REVIEW OF LITERATURE

Chikankari is a very graceful and elegant embroidery that came into existence when Queen Nur Jahan, wife of Emperor Jahangir embroidered a beautiful Chikanwork cap for her husband that popularized as craft of white-on-white embroidery. Lucknow is heart of Chikankari, the famous Lakhnavi Chikankari is known for its glory and perfection. Later it became popular in number of cities of Indo- gangetic plains of Delhi, Agra, Kanpur, Banaras, Patna, Gaya. Although it has taken deep roots in Lucknow as its base and manufacturing hub but also spread in New Delhi, Jaipur, West Bengal, Hyderabad and even in Calcutta. Now it has established as a commercial commodity of north, west and central India, whose supremacy remained undisputed as local woven muslin- tanzeb. Technique – Chikankari motifs are traced prior to embroidery on cloth with the help of design engraved wooden blocks and washable color. Stamping is done for printing the patterns through neel or dye then fabric is set on smaller frames. Needlework is applied to traced patterns with different types of common stitches like flat, herringbone, satin, back, stem, buttonhole, chain and raised stitches like burion and french knots. White and bright colored untwisted cotton and polyester threads are used create the designs. Pattern depends on the type of thread used, that creates a mesh-like section. When the Chikan work gets completed, the cloth is washed to remove the traced pattern, further bleached, acid treatment is applied to add stiffness. At last, the finished work is ironed properly to enhance the overall look.

According to watt ,(1904)traditional chikankari was embroiderd on muslin fabric with a white thread gradually the work was begun on other fabrics like organdie , mulmul and cotton at present all types of fabrics including terry voile, chiffon, cotton , georgette, rubia , cambric , etc. are used in chikankari embroidery.

Hjortshoj,(1979)explained Lucknow, the capital city of uttar Pradesh is an important cultural, historical and industrialized center. Its population was recorded in the 2018 census as 3.4704 million. The larger part of the city forms a semi-circle on the south bank of the gomti River. The north bank is punctuated with mohullas

where craft manufacture-including chikankari embroidery clusters are located, some of these areas, for example, around khadra, bhram nagar and sarojani nagar are extremely old, dating backn to the seventeenth and eighteenth centuries.

Weber and Clare, (1999) states women now make the most expensive as well as the coarsest and the cheapest chikankari products they are both; the industry's cheap labour and its master crafts- persons , and make up an increasing, if still small, proportion of agents who subcontract work.

Gulati,(1999)described the fact that women do give up chikankari in rare circumstances when the men in the family are ' earning well',implies that women do not see their identities as primarily constituted in wage labour and production but this situation is not universally applicable to all kinds of workers. There are some hihhly skilled workers, markers of fine embroidery, who may never express a desire to give up chikankari. Wages for chikankari work are low. Even the highest piece wages are low relative to the earning of many ohers in the chikankari production process or those involved in other craft activities such as zardori.

Kaplinsky et al. (2001)state the pattern is block printed on de- starched fabric using temporary (not fast) dyes. Chikankari is something like unity in diversity, it include some simple and complex stitches giving it an effect which is simple , gentle ,delicate and yet elegant .These days chikankari work being done on variety of items such as sarees, suits, kurtas , table covers , bed sheets and cushion cover etc.

Sinha , (2005)explained the working pattern adopted by the chikankari workers. Highest ranking for use of cotton fabric was found for all types of chikankari articles. The second highest ranking was found for the use of georgette fabric. The highest mean score (2.0) was found and preferred for the naturalistic designs in all types of articles. Lowest preference had been given to stylized designs in ladis wear , gents wear and household articles whereas geometrical designs with the mean score(1.00) were least preferred for the children garments. The preferences for the type of stitches were also seen in all the articles. Bakhiya was most prevalent for all the articles, whereas, khatwa was the least preferred stitch for all types of chikankari articles. Only 3.33 percent workers were developing their own designs. Majority of the workers under investigation had no specific room for their activity.

Naik, (2007) stats the art of chikankari embroidery in india is about 400 years old. It is believed that chikankari was introduced by Noorjahan, the queen of Mughal Emperor Jahangeer. Chikankari boomed under the backing of the rulers of Awadh. Later when the capital of Awadh shifted to lucknow from Faizabad, the craft came to Lucknow. The mughals found that block printing skillfulness made it easy for them to carry out this embroidery, as earlier the tracing of design was very difficult. This availability of easy procedure of portrayal of base design encouraged them to teach this fine embroidery- work to their kaniz (servants), who in turn trained it to their family members and slowly this embroidery become a part- time earning source for many women of rural areas.

Das and Hati,(2011) described that chikankari industry is facing a tough competition from foreign market and has swamped the foreign market due to low prices and intricate designs. Though chikankari craft has secured registration under the geographical indication (GI) Act, the fabric has been unsuccessful to magnetize the youth due to poor branding. Reliable sources from coorganisers and chikankari manufacturers inform that the chikankari suffered from lopsided branding and marketing.

Jafri ,(2011)surveyed the population dynamics of chikankari craft industry, survey was conducted randomly on 6 cutting masters, 14 printers, 6 tailors, 63 chikankari workers, 6 washer men and 9 agents. Thus a total of 104 workers were extensively surveyed. Out of total 26.67 percent were Hindu workers and 73.33 percent were

muslim workers, if the entire family members of the 104 respondents chikankari workers are added, it comes altogether 579 persons out of which males and females are 276 and 303, respectively.

Stitches of Embroidery

There are more than 35 stitches in chikankari, out of which murri and phanda are most difficult and valued stitches as they constitute the shape of rice and millet grain respectively. Some of famous stitches are: taipachi, hool, zanzeera, khatau, pechavi, makra, keel kangan, rahet, turpai, bijli, kauri, kangan, bulbul, banarasi, darzdari, ghaspatti, hathkadi, dhaniyapatti, banjkali, kapkapi, bulbul chasm, rozan, sazi, madrazi, taj mahal, meharki, shidhaul, karan, chanapatti, badla and jora. These are some local names for stitches that holds uniformity and consistency in them. They are made by using different number of strands.

https://vrittidesigns.com/handcrafted-chikankari-embroidery

Style of Embroidery

The style used for Chikanwork is commonly known as shadow work that gives light and shade effect through herringbone stitch. The most beautiful part of embroidery is open work that is achieved by pulling the threads. The finest of work is done by mens through the Persian aesthetics. Every stitch needs to be perfect and neat. The embroidery is created on the wrong side of the fabric that creates shadow of light color on the right side of the fabric. It gives a beautiful outline on the right side developing a motif. Various embellishments are adapted

like beads, mukaish, mirror work, badla and sequins to give a rich look. Flat and knotted stitches (embossed), both produces shadow appearance or a transparent effect.

Motifs

The motifs are generally inspired from nature, flora (flowers, creepers used as lace patterns, jaals and butis), fruits (mango and almonds for paisley motif) and birds like parrots, peacock that creates a sense of unity in diversity. The vintage patterns signified the artistic skills of replicating an architecture. The Taj, Fatehpur Sikri and Imambara mosque jaalis and walls influenced the artisans for developing motifs. It was started as a white on white embroidery that slowly evolved with colors. Introduction of colors is a recent innovation in Chikan embroidery. Earlier whites and pastels were often used, now created on a wider color palette. Chikan work is found on blouse, sari borders, caps, cuffs, cushions, curtains, mats and table runners for decorative purpose. Seen on male attires like kurta, bandi, chogas worn as summer wear.

Flower motif

Leaf motif

Grass stalks motif

Paisley motif

Palm motif

stylized   motif

Buti motif

Bird motif

https://www.adachikan.com/blog/the-motifs-of-chikankari/

Ten years of mijwan welfare society, a collaborative effort of SHABANA AZMI, NAMRATA GOYAL AND MANISH MALHOTRA

Mijwan welfare society is celebrating it's 10-year anniversary of their work towards empowering women artisans' community. In commemoration of this milestone, manish malhotra is curating a special couture collection inspired by the exquisite craft of chikankari. (29th july 2022) https://www.jioworldcentre.com/jio-world-convention-centre/events/mijwan2022

Bollywood power couple Ranveer Singh and Deepika Padukone recently became the royal show-stoppers for ace designer Manish Malhotra's latest collection at the Mijwan Fashion Show 2022 in Mumbai (All photos/Yogen Shah)

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New Education Policy

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ABSTRACT

The New Education Policy is purely based on Quality, Access, Equity, and Accountability. In this new education policy,an India Centered education system directly contributes to the evolution of our nation enduring into an equitable and vibrant knowledge society by giving them a top-class quality of education.

Through this NEP our country's education system and research facility will become more robust and with the help of this students who spent thousands of dollars on education in foreign countries will get global standards in line with India. The children who are in the age group of 3 to 6 years has access to free, safe, high-quality, developmentally appropriate care and education by 2025. Because right now there is a severe learning crisis in India because children are enrolled in pre-primary but they fail to attain basic skills.

The national scholarship portal will be expanded to support, and encourage children and their progress will be tracked so that they can receive scholarships. Private HEIs will be encouraged to they can offer several studentships and fellowships to their children.

Every student will get the opportunity to engage in arts and humanities as well as in the study of arts and social science because of this no hard separation going to be done between curricular and extra-curricular activities or co-curricular activities.

I. INTRODUCTION

- Students now take a school examination which was conducted by the appropriate authority in grades 3, 5, and 8.
- Board examinations for 10th and 12 will be continued but will be redesigned with the aim of holistic development.
- PARAKH (Performance assessment, review, and analysis of knowledge for holistic development) a new national assessment platform will be set up.
- Mathematical thinking and scientific temper coding will start from class 6
- Vocational education will start in school from 6th grade which also includes internships.
- The 10+2 structure will be replaced by 5+3+3+4…
- The new system will have 12 years of schooling and 3 years of preschool/Anganwadi
- Till grade 5th this policy will emphasize local language/regional language/mother tongue as the medium of instruction.

- At school and higher education, Sanskrit will also be included at all levels as an option for students which includes three language formulas.
- As an option, literature on India and other classical languages will also be available.
- No student would be forced for any Language.
- Higher education will receive flexibility in subjects.
- There will be multiple entries and exit points with appropriate certification for higher education.
- UG program can be of 3 or 4 years with multiple exit options with appropriate certification in this period like a certificate will be awarded after 1 year, an advanced diploma after 2 years, a degree after 3 years, and a bachelor with research after 4 years.
- Academic bank of credit (ABC) will be created in which digital academic credit earned by students will be stored through different HEIs and it will be transferred and counted for the final degree.
- The curriculum in all subjects has been reduced to its core essentials.
- Through this, they focus on critical thinking, discovery, inquiry, discussion, and teaching based on analysis and holistic learning methods for education.
- Regulator for higher education will be light but tight.
- Focus on E-learning so that they can reduce their dependency on textbook
- Under the new policy education will get 6% of GDP earlier it was 1.7% which will definitely boost the education system.
- By the end of 2040, they aimed that all HEIs will become multidisciplinary institutions and each of them will have 3000 or more students.
- In the next 15 years, college affiliation will be phased out.
- At least one large multidisciplinary HEI should be built-in or near every district by 2030.
- Aim to achieve 100% youth and adult literacy.
- NTA will offer a common entrance exam for admission in HEIs

II. OBJECTIVES

The National Education Policy's major goal is to raise the standard of education in India to that of the rest of the world. So that India might become a worldwide superpower in the field of knowledge. The National Education Policy will be used to achieve education universalization. Many changes to the existing education policy have been made by the government in the National Education Policy 2022. So that education quality improves and students have access to a good education.

III. HYPOTHESIS

The new policy has tried to please all, and the layers are clearly visible in the document. It says all the right things and tries to cover all bases, often slipping off the keel.

- **Lack of integration:** In both the thinking, and the document, there are lags, such as the integration of technology and pedagogy. There are big gaps such as lifelong learning, which should have been a key element of upgrading to emerging sciences.
- **Language barrier:** There is much in the document ripe for debate – such as language. The NEP seeks to enable home language learning up to class five, in order to improve learning outcomes.

Sure, early comprehension of concepts is better in the home language and is critical for future progress. If the foundations are not sound, learning suffers, even with the best of teaching and infrastructure. But it is also true that a core goal of education is social and economic mobility, and the language of mobility in India is English.

- **Multilingualism debate:** Home language succeeds in places where the ecosystem extends all the way through higher education and into employment. Without such an ecosystem in place, this may not be good enough. The NEP speaks of multilingualism and that must be emphasized. Most classes in India are de facto bilingual. Some states are blissfully considering this policy as a futile attempt to impose Hindi.

- **Lack of funds:** According to Economic Survey 2019-2020, the public spending (by the Centre and the State) on education was 3.1% of the GDP. A shift in the cost structure of education is inevitable. While funding at 6% of GDP remains doubtful, it is possible that parts of the transformation are achievable at a lower cost for a greater scale.

- **A move in haste:** The country is grappling with months of COVID-induced lockdowns. The policy had to have parliamentary discussions; it should have undergone a decent parliamentary debate and deliberations considering diverse opinions.

- **Overambitious:** All aforesaid policy moves require enormous resources. An ambitious target of public spending at 6% of GDP has been set. This is certainly a tall order, given the current tax-to-GDP ratio and competing claims on the national exchequer of healthcare, national security, and other key sectors. The exchequer itself is choked with meeting the current expenditure.

- **Pedagogical limitations:** The document talks about flexibility, choice, and experimentation. In higher education, the document recognizes that there is a diversity of pedagogical needs. If it is a mandated option within single institutions, this will be a disaster, since structuring a curriculum for a classroom that has both one-year diploma students and four-year degree students' takes away from the identity of the institution.

- **Institutional limitations:** A healthy education system will comprise of a diversity of institutions, not a forced multi-disciplinarily one. Students should have a choice from different kinds of institutions. The policy risks creating a new kind of institutional isomorphism mandated by the Centre.

- **Issues with examinations:** Exams are neurotic experiences because of competition; the consequences of a slight slip in performance are huge in terms of opportunities. So the answer to the exam conundrum lies in the structure of opportunity. India is far from that condition. This will require a less unequal society both in terms of access to quality institutions, and income differentials consequent upon access to those institutions.

IV. ISSUES AND CHALLENGES

Address the Issue of Pupil-Teacher Ratio

If we take a thorough review of the teacher-pupil ratio and the subject teacher's requirement more importantly at the high school level, it reflects the grim picture. The erstwhile state government in power developed a timely mechanism to address this problem, they ordered the rationalization of staff and clubbing of schools with low enrolment but all those measures don't yield desirable results. It creates chaos and confusion among

the students who are considered as the prime beneficiaries of any education policy. One of the main drawbacks of this rationalization initiative is that it is a temporary arrangement, not a permanent solution. Mostly this rationalization process occurs in the mid-session of the academic calendar or at the end. Students are compelled to complete their syllabi under two or three tutors in one academic session which the experts of education psychology don't endorse or encourage. Another concern; no consideration is given to subject teachers mainly at the high school level which is needed in the hour because our curriculum has changed a lot.

Decentralization of Power

All the issues big or minor concerning academics, infrastructure, and the administration are centralized at the Direction Office which becomes a lengthy affair to seek a timely solution to any issues. Therefore, there is a need to give more powers to the district administration (CEOs, ZEOs) to run the system at the district or zonal level.

Need to develop E-Courses and Labs for all

The prevailing situation that occurred due to the spread of COVID-19 put all sectors under pressure including the education sector. But Information technology played a pivotal role in sustaining the teaching-learning process in a dynamic mode, therefore the provision of developing E-Courses supported by well-equipped labs is the need of the hour. Let us hope for the best.

Impediments to implementation in higher education
Learning or certificate/degree

Though flexibility in the higher education model through the concept of multiple exits is an important step for reducing the number of dropouts, a question still arises on the value of such certifications and diplomas. The Indian psyche closely associates jobs with the degrees acquired. Hence, to implement the new system, we first have to dismantle the archaic thinking that only with a degree can one successfully secure a job. This is a dangerous paradigm that undermines and discourages other innate talents of an individual.

Orientation toward multi-disciplinary education

The existing education regime excludes formal training and orientation towards pedagogy for college and university educators. This urgently calls for an overhaul of the curriculum design to make it flexible and organic for enabling foundational and higher-order thinking and skill inculcation at different levels of education. The policy seeks to establish multi-disciplinary institutions for higher education replacing the single-disciplinary ones. The road to attaining this goal has been paved with good intentions.

Funding

It will be a feat to fully implement the proposals of NEP 2020 for higher education given the limited resources at hand. It requires private institutions to offer more scholarships to make admissions possible for students from low-income strata as well, but NEP fails to discuss how this can be achieved. This indicates a need for greater public funding in higher education, which in reality does not sit well within the current scenario. The increase in the education budget from 3 percent to 6 percent of GDP is simply not enough to meet the implementation needs.

Digital connectivity

We require internet penetration in remote areas because e-learning is the way forward, as witnessed during the pandemic. Digital infrastructure for this purpose will include digital classrooms, expertise-driven online teaching models, AR/VR technologies to overcome gaps in physical teaching and lab infrastructure, uniform assessment schemes across schools, career counseling sessions, and teacher training to become adept at new-age technologies. This will continue to be a major challenge in the next decade.

Findings

- The implementation of the National Education Policy will cost 6% of the GDP.
- In studies, students will have the option of learning Sanskrit and other ancient Indian languages. These languages are available for students to study if they so desire.
- Changes will be made to board exams as well. It's possible that board exams will be held twice a year to ease the pressure on students.
- To make studying easier, artificial intelligence technologies will be deployed.
- The MPhil degree is being phased out of higher education.
- Extracurricular activities will be incorporated into the core curriculum.
- Students will be taught three languages at their own level, as determined by the state.
- The National Council of Educational Research and Training will create the National Curriculum Framework for School Education.
- Many institutions will be developed to implement this new education strategy so that it can run properly.
- Children's education, as well as their talents, will be given significant priority under the new National Education Policy.

V. CONCLUSION

The New Education Policy 2020 that has been proposed last year is yet to be implemented. It is an ambitious move to revive the Indian education system with a modern approach. No matter how good this may look, the implementation of any policy has its own importance. An efficient implementation can make a policy a huge success and on the other hand, if the implementation is not good, it can be a huge disaster. The review paper discusses the challenges and issues in the implementation of NEP 2020. The on-ground reality is that the most important 3 pillars- infrastructure, funding, and a well-detailed plan strategy are still missing. Many other factors have been discussed in this review paper and each factor is genuine on its own term. The analysis of the good and bad is very important to point out. The NEP 2020 may look good on paper but it is much more complicated in a real-world environment.

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Impact of E-waste on Environment

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ABSTRACT

Electronic waste, also known as e-waste, is any electronic product, or product containing electronic components, that has reached the end of its usable life cycle. Aproduct is totally unusable or broken, instead of just being thrown in the garbage, it must be thrown away by a certified e-waste hauler or recycler, or taken to a designated drop-off at a government building, school or organization as e-waste can potentially cause harm to humans, animals and the global environment.It's an urge to find a solution on pollution. To minimizes Pollution in various form the education on pollution starts from beginning of education itself. Technology should be developed based on eco-friendly technology so it is necessary to make changes in curriculum of syllabus of Education.

Keywords: Electronic waste, pollution, pollution, health hazards,eco friendly technology.

I. INTRODUCTION

Electronic waste, also known as e-waste, is any electronic product, or product containing electronic components, that has reached the end of its usable life cycle. If a product is outdated, consumers can donate it to someone who might still find it valuable. Many retailers also offer trade-in programs or incentives for people looking to upgrade electronics that require the surrender of an older model; the retailers are able to reuse or repurpose the older models. However, if a product is totally unusable or broken, instead of just being thrown in the garbage, it must be thrown away by a certified e-waste hauler or recycler, or taken to a designated drop-off at a government building, school or organization as e-waste can potentially cause harm to humans, animals and the global environment if disposed of improperly.

Before discussion it is necessary to know about is E-waste, E-waste is defined 'Electronic waste or e-waste describes discarded electrical or electronic devices' whereas the UN defines e-waste 'Any discarded products with a battery or plug, and features toxic and hazardous substances such as mercury, that can pose severe risk to human and environmental health.' E-waste, electronic waste, e-scrap and end-of-life electronics are terms often used to describe used electronics that are nearing the end of their useful life, and are discarded, donated or given to a recycler. Used electronics which are destined for refurbishment, reuse, resale, salvage recycling through material recovery, or disposal are also considered e-waste.

The consequences of improper e-waste disposal in landfills or other non-dumping sites pose serious threats to current public health and can pollute ecosystems for generations to come. When electronics are improperly

disposed and end up in landfills. According to UN definition E-waste can be toxic, is not biodegradable but accumulates in environment and toxic chemicals are released which impacts on the earth's air, soil, water and ultimately, human health.

Impact of E-waste on environment:

The generation of electronic waste has been increasing faster than plastic waste, with e-junk witnessing 31% annual growth in India, the government said. In 2018-19, the plastic waste was 33 lakh tonnes. The ministry said according to Central Pollution Control Board (CPCB), the growth rate of this e-waste is even higher. This waste was 7.71 lakh tonnes in 2018-19 and 10.14 lakh tonnes in 2019-20. This is an increase of about 31%. 14-Feb-2022. On this background it is more important to know the consequence of e-waste impact on environment i.e. air, soil ,water and its effect on human health.

Impact of E-waste on air :

Contamination in the air occurs when e-waste is informally disposed by dismantling, shredding or melting the materials, releasing dust particles or toxins, such as dioxins, into the environment that cause air pollution and damage respiratory health. E-waste of little value is often burned, but burning also serves a way to get valuable metal from electronics, like copper. Chronic diseases and cancers are at a higher risk to occur when burning e-waste because it also releases fine particles, which can travel thousands of miles, creating numerous negative health risks to humans and animals. Higher value materials, such as gold and silver, are often removed from highly integrated electronics by using acids, desoldering, and other chemicals, which also release fumes in areas where recycling is not regulated properly. The negative effects on air from informal e-waste recycling are most dangerous for those who handle this waste, but the pollution can extend thousands of miles away from recycling sites.

The air pollution caused by e-waste impacts some animal species more than others, which may be endangering these species and the biodiversity of certain regions that are chronically polluted. Over time, air pollution can hurt water quality, soil and plant species, creating irreversible damage in ecosystems. For instance, an informal recycling hub in Guiyu, China that was formed by parties interesting in extracting valuable metals from e-waste, and subsequently has caused the region to have extremely high lead levels in the air, which are inhaled and then ingested when returned to water and soil. This can cause disproportionate neurological damage to larger animals, wildlife and humans in the area.

Impact of E-waste on Soil

Improper disposal of e-waste in regular landfills or in places where it is dumped illegally, both heavy metals and flame retardants can seep directly from the e-waste into the soil, causing contamination of underlying groundwater or contamination of crops that may be planted near by or in the area in the future.

When large particles are released from burning, shredding or dismantling e-waste, they quickly re-deposit to the ground and contaminate the soil as well, due to their size and weight. The amount of soil contaminated depends on a range of factors including temperature, soil type, pH levels and soil composition. These pollutants can remain in the soil for a long period of time and can be harmful to microorganisms in the soil and plants. Ultimately, animals and wildlife relying on nature for survival will end up consuming affected plants, causing internal health problems. When the soil is contaminated by heavy metals, the crops become vulnerable to

absorbing these toxins, which can cause many illnesses and doesn't allow the farmland to be as productive as possible.

Impact of E-waste on Water

After soil contamination, heavy metals from e-waste, such as mercury, lithium, lead and barium, then leak through the earth even further to reach groundwater. When these heavy metals reach groundwater, they eventually make their way into ponds, streams, rivers and lakes. Through these pathways, acidification and toxification are created in the water, which is unsafe for animals, plants and communities even if they are miles away from a recycling site. Clean drinking water becomes problematic to find. Acidification can kill marine and freshwater organisms, disturb biodiversity and harm ecosystems. If acidification is present in water supplies, it can damage ecosystems to the point where recovery is questionable, if not impossible.

Impact of E-waste on Humans

As mentioned, electronic waste contains toxic components that are dangerous to human health, such as mercury, lead, cadmium, polybrominated flame retardants, barium and lithium. The negative health effects of these toxins on humans include brain, heart, liver, kidney and skeletal system damage. It can also considerably affect the nervous and reproductive systems of the human body, leading to disease and birth defects. Improper disposal of e-waste is unbelievably dangerous to the global environment, which is why it is so important to spread awareness on this growing problem and the threatening aftermath. To avoid these toxic effects of e-waste, it is crucial to properly e-cycle, so that items can be recycled, refurbished, resold, or reused. The growing stream of e-waste will only worsen if not educated on the correct measures of disposal.

A WHO report on e-waste and child health Children and Digital Dumpsites, released in June 2021, calls for urgent effective and binding action to protect the millions of children, adolescents and expectant mothers worldwide whose health is jeopardized by the informal processing of discarded electrical or electronic devices.

As many as 12.9 million women are working in the informal waste sector, which potentially exposes them to toxic e-waste and puts them and their unborn children at risk. Meanwhile more than 18 million children and adolescents, some as young as 5 years of age, are actively engaged in the informal industrial sector, of which waste processing is a sub-sector. Children are often engaged by parents or caregivers in e-waste recycling because their small hands are more dexterous than those of adults. Other children live, go to school and play near e-waste recycling centers where high levels of toxic chemicals, mostly lead and mercury, can damage their intellectual abilities.

Children exposed to e-waste are particularly vulnerable to the toxic chemicals they contain due to their smaller size, less developed organs and rapid rate of growth and development. They absorb more pollutants relative to their size and are less able to metabolize or eradicate toxic substance.

II. ENVIRONMENTAL RISKS

E-waste can be toxic, is not biodegradable and accumulates in the environment, in the soil, air, water and living things. For example, open-air burning and acid baths being used to recover valuable materials from electronic components release toxic materials leaching into the environment. These practices can also expose workers to high levels of contaminants such as lead, mercury, beryllium, thallium, cadmium and arsenic, and also

brominated flame retardants (BFRs) and polychlorinated biphenyls, which can lead to irreversible health effects, including cancers, miscarriages, neurological damage and diminished IQs.

It's an urge to find a solution on pollution. Education is best way to minimizes the pollution but only community education is not sufficient. To minimizes Pollution in various form the education on pollution starts from beginning of education itself.Technology should be developed based on eco-friendlytechnology so it is necessary to make changes in curriculum of syllabus of Education.

III. CONCLUSION

Technology was developed by human. The aim behind technology was time saving. Manpower saving, increases production and economy of Nation which should be ultimately beneficial for human being but the over use of technology which turns into one use rather than life long use creates various kind of pollution problems which were harmful for living organism, soil, water, air, environment means that pollution occupied whole globe. Thus pollution free environment is a needed for future generation so our policies should base on eco-friendly technology which begins through proper curriculum syllabus at school and University education. Encourage customers to adopt developed e-technology.

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Understanding Home Science : A Paradigm Shift for Better Future

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ABSTRACT

A plan of teaching Home Science must begin with an understanding of the discipline of home science. What is needed is a simple, direct explanation of the relevance and significance of home science in the modern context. People often ask how home science is associated with the home. This question brings out the basic premises upon which the discipline of home science is built. The science of the home is concerned with the maintenance and enrichment of human relationships through the development and judicious use of all available human and material resources to achieve a maximal satisfying life for all members of the family. Home science education prepares youth for the greatest of all vocation - Home Making. It orients young girls and boys towards preparation for several professions- teaching, nursing, dietetics, research, welfare, management, art application, extension work and communication. There are several ways of managing homes. Men as well as women have played the roles of breadwinners and homemakers. It has become necessary for men to share housework, to enable women as professional persons to contribute to the nation.

Key Words: Skill Enhancement, Home Science

I. INTRODUCTION

As the name suggests, Home Science is concerned with the home, health and happiness of all the people living in it. As a field of specialization, Home Science draws its content from courses in both science and art. Thus, representing an interdisciplinary field that prepares young learners for the two most important goals in their lives – caring for their home and family as well as preparing for a career or vocation in life. Hence, its scope extends to activities associated with setting home based enterprises as well as consultancies. Today, men and women share the responsibility of a home and family equally. They need an equal amount of preparation in making the best use of the resources available to make their lives comfortable. In this lesson, you will discover the scope of the science and art behind Home Science and the different professional avenues available to you after specializing in this field.

Home Science or the science of managing a home, includes all the things that concern ourselves, our home, our family members and our resources. It aims at getting maximum satisfaction for us and our family members through the efficient and scientific use of your resources. Home Science means the art of managing your resources efficiently and the science of achieving a healthy and happy home as well as successful career.

You must have noticed the words 'art' and 'science' being used together in the definition given above. This is because Home Science teaches you the art of using things so that a harmonious whole is achieved and an overall pleasant effect is created. At the same time, it gives you all the scientific knowledge of the procedures involved in making a home aesthetic. Let us take an example- Home Science will teach you about the different nutrients required by the body and the different functions they perform. This is the 'science'. When you are able to select various dishes having those necessary nutrients and serve them attractively to your family and motivate them to eat the right foods, it is an 'art'. Developing the ability to communicate effectively with all the family members including children and elderly, is an important skill and art that we all have to inculcate for harmonious interpersonal relationship and a happy and peaceful life. This essential skill is also learnt by studying Home Science. Home Science draws an important part of its content from pure science disciplines such as physics, chemistry, biology, physiology and hygiene. It also draws its content equally from economics, sociology, anthropology, psychology, community development, communication, media and technology. Thus, making it an interdisciplinary field which draws from the strengths of science and arts courses.

Life Span Development or child development has interdisciplinary connectors with child psychology, pediatrics, social work, extension, family welfare, adult education and nutrition.

Physiology collaborates with physicians and specialists from different specialties like neurology, nephrology, cardiology, skin, orthopedics etc.

Food, Nutrition and Health has interdisciplinary collaboration with biochemistry, microbiology, dietetics, physicians and specialists in social medicine etc.

Home Management is concerned with housing, management,

interior designing, soil, structural engineering, energy, carpentry, furnishing etc.

Fundamentals of Textiles and Clothing have interdisciplinary approaches to textiles chemistry, weaving, textile designing, fashion designing, garment production industries, and chemicals dyes etc.

Communication Skills works in collaboration with media, advertising, extension and information dissemination.

II. REVIEW OF LITERATURE

Home Science trains the student for not only the role of homemaker but also as a member of other vocations such as catering, teaching, etc. Home Science helps in the creation of a affectionate and systematic home environment for the inmates of the home. It helps in the maximum utilization of resources in a family. It helps in enhancing the artistic aspect of a home. It extends helps for proper growth and development of children and their prevention from diseases. It helps in bringing up of children to better citizens and also looking after aged persons and expectant and nursing mothers. Home Science is a systematic and factual study of laws and principles as is done in other branches of Science. Its laws and principles are universally applicable. Home Science has wide scope and offers varied opportunities in careers. These careers are exciting, relevant and much in demand. You can successfully incorporate your personal talents with your Home Science knowledge and skills to have meaningful careers. No matter what your strengths or interests be there will always be one or the another career in home science related field.(6)

The goal of home science education is to help each individual to live more useful and satisfying personal, family and community life. **General education** aims at the all-round development of individuals to enable them to take their places in society as effective members. In the development of their abilities, emphasis is placed on personal development for living in a social group. The functional philosophy of education calls for "Preparation

for living through living". Home science helps to fulfill these purposes in a unique way. It helps pupils to develop a point of view that challenges them to explore how to live together happily in their families, other social groups and communities. Home science aims to achieve family happiness, raise its moral standards and improves its economic conditions and these objectives are to be achieved by fully allowing the man as well as the woman to

develop personally and professionally.(6)

What is NSQF

The National Skill Qualification Framework (NSQF) organizes qualifications according to a series of levels of knowledge, skills and aptitude. These levels (1-10) are defined in terms of learning outcomes which the learner must possess regardless of whether they were acquired through formal, non-formal or informal learning. So NSQF is a quality assurance framework. It provides for multiple pathways, horizontal as well as vertical, both within vocational education and vocational trainings and among vocational education, vocational training, general education and technical education, thus linking one level of learning to

another higher level. (NSQF gazette of INDIA, Ministry of Finance)(10)

Areas (field)	Type of employment opportunities
Production Industry	Food preservation
	Dress making
	Specialized cooking
	Textile designing and dress
	Manufacturing
	Work in production units
	Food industry and hotels
	Food processing
	Food analyst
Tourism Industry	
	Dietician in Hospitals
	sliming center
	Dietician in Hospitals
Research and Teaching	
Sales	Sales promotion job of food products
Technical	Food scientist
	Research assistant
Community development and extension	Development agent
	NGO establisher
	ITC material developer
	Media content developer

Times have indeed changed! What once used to be considered the norm in society, no longer holds ground. There has been a major shift in the balance and ideas of people. What would have once been considered too "manly" or too "feminine", is now a constraint that doesn't exist. Gender has always been a societal construct

anyway and while we still have a long way to go in terms of gender equality, the line between the sexes seems to be fading, slowly but steadily. One such field that has seen a change is. education. Developmental and home science is a subject that has piqued the interest of many men around the world and in India too.

So what is home science? Well, the literal definition of home science would be an education for a better living. It is the study of reciprocal relations between the family and its natural and man-made environments. With the dynamics of the 'house' changing drastically, it has become more and more important for men to understand and be able to deal with home-related situations. So how is it helpful? Well, here are 5 reasons why we think it's important!

1. Scientific Approach To Home Management

Over the years, there have been major advances in the areas of health, nutrition, textile and various other housing-related stuff. These advancements have helped us make our day-to-day life each. The responsibility to take care of your household is equal. Hence, the essential knowledge and skills gained through the study of home science have become equally important.

2. Helps You Understand How To Better The Use Of Services And Facilities:

Compared to the past, there are a lot more services and facilities available to people in order to make their life simpler. This has reduced the task of household chores and other errands. Home science helps you understand how to approach and utilize these services with maximum efficiency. In the daily hustle, it is no longer possible for men to shove away their responsibilities which is why this subject is all the more important.

3. Helps You Economise

We no longer live in a time where the man went to work and the woman stayed at home and took care of the house. It has become a more individualistic society and both men and women need to know how to balance their household and professional life. Home science helps train and educate you towards making that perfect balance. The knowledge this provides has helped many men to manage their finances. Being independent and knowing how to do stuff on your own is always a good thing.

4. Helps You Lead A Healthier And Happier Life

Everyone wants to be happy and healthy. It is also considered one of the basic goals of a   family life. Home science tries to teach you exactly that. It helps you understand the needs of others (family) which are both physical and psychological. The subject covers a huge scope and variety of subjects, all which are essential skills to know. From home decoration to taking care of your clothes, it teaches you all the life skills you need. Better yet, this helps you understand and appreciate how much women have actually been doing for you all this while. This isn't a 'man VS woman' thing. It's a 'life' thing and the skills taught are too valuable to pass up.

5. Prepares You For The Family Life

With all the essential skills home science teaches you, it makes understanding and planning out your eventual family life out well. While it doesn't necessarily mean it prepares you for marriage, the skills and education you obtain, help you become independent enough. Moreover, it helps you weighing and balancing competing demands and making intelligent selections and decisions.

III. CONCLUSION

As India moves progressively towards becoming a global knowledge economy, it must meet the rising aspirations of its youth. This can be partially achieved through focus on advancement of skills that are relevant

to the emerging economic environment. The challenge pertains not only to a huge quantitative expansion of the facilities for skill training, but also to the equally important task of raising their quality.

As India moves progressively towards becoming a global knowledge economy, it must meet the rising aspirations of its youth. This can be partially achieved through focus on advancement of skills that are relevant to the emerging economic environment. (10)

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Skill Enhancement through Home Science

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ABSTRACT

Education is an indispensable element for achieving sustainable development. Home Science deals with all aspects of the life of the community and the nation. Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. This multidisciplinary subject emphasizes on skill enhancement. Five major areas of specialization in the Home Science viz., Food and Nutrition, Family Resource Management, Clothing and Textiles, Human Development and Communication and Extension Education are helpful for the enhancement of skills.Home Science education empowers with the skills to improve every facet of one's life such as Food, Clothing, Health, Childcare, Personal Finance, Religion, Culture, Arts, Home Beautification, etc.

Keywords: Skills, education, Home science, Food and Nutrition, Family Resource Management, Clothing and Textiles, Human Development, Communication and Extension Education

I. INTRODUCTION

"Education is an indispensable element for achieving sustainable development"(Anand, and Anuradha, 2016). Education is a very important tool for expanding student's mind. It will help in exposing every student to lot of opportunities, topics, people and experiences. Due to education, students grow and develop in many areas including analytical awareness, decision-making, creative expression, reasoning, verbal expression and many more (Bharathi, 2017).

Home Science deals with all aspects of the life of the community and the nation. It integrates the application of knowledge which is synthesised from different sciences and humanities to improve the human environment, family nutrition, management of resources, child development, and community resource management and consumer competence. Today Home Science is described as a multipurpose programme of study which takes care of individual's need and interests and develops need abilities and capacities for successful homemaking in a dynamic society.It is classified as a technical and vocational subject offering prevocational skills directly applicable to the world of work. Its mission is to help individuals, families and communities improve their economic, social, cultural and political environment (Mittal, 2011).

II. AREAS OF SPECIALIZATION IN HOME SCIENCE

There are five major areas of specialization in the Home Science:
1) Food and Nutrition
2) Family Resource Management
3) Clothing and Textiles
4) Human Development
5) Communication and Extension Education (Anwesha and Sangwan 2022)

III. CHARACTERISTICS OF HOME SCIENCE EXTENSION

- Multidisciplinary approach
- Action oriented
- Empower women and youth
- Need-based program
- Family oriented
- Its results are intangible
- It is a two way process
- It is voluntary   (Mittal, 2011)

Life skills:

Life skills an approach is designed to enhance efforts to positively develop or change behaviour related to healthy functioning in society. Life skills approach encompasses and balances all three of components, namely knowledge (information), attitudes (values) and skills (behavioural changes). Decision Making is the act of choosing between two or more right and wrong deeds. Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. Self-management skills refers to skills to increase the internal locus of control, so that the individual believes that they can make a difference in the world and affect change(Anand, and Anuradha, 2016).

Various core principles of life skills laid down by WHO (1997) are Self-Awareness, Empathy, Effective Communication, Creative Thinking, Problem Solving, Interpersonal Relationship, Dealing with Emotion, Decision Making, Coping with Stress and Coping with Emotions(Anand, and Anuradha, 2016).

Home Science is a dynamic field of education being both; an applied science and a practice. The practice of home science uses the knowledge and skills gained to maintain a healthy relationship of individual with his family and society. Since, its inception the teaching programmes in Home Science has been strengthened from time to time (Kaur et al. 2021). This multidisciplinary subject emphasizes on skill enhancement in developmental planning and communication through a balanced combination of academic and training inputs where the priority is on preparing a personnel for working with and for the people and developing media tools to strengthen the extension services (Ranawat and Semwal (2020).

Home Economics is a global subject (Smith &Zwart, 2010). Knowledge and skills acquired from the HE education are useful for students and their family, the same are widely applicable in the field of occupation, industry, business and community activities (Reeve, 2016).

Home Science education empowers with the skills to improve every facet of one's life such as Food, Clothing, Health, Childcare, Personal Finance, Religion, Culture, Arts, Home Beautification, etc. It enables a person to take better care of family leading to a more enriched society. It moulds one into a responsible person who can handle day to day challenges. It teaches the students their rights and duties as a consumer. Rural Awareness Work Experience (RAWE) was introduced in to the curriculum of B.Sc. Home Science (Hons.) by Indian Council of Agricultural Research (ICAR) New Delhi, in the year 2002. Through this programme Home Science graduates helps rural women to acquire knowledge about home science technologies and to formulate positive attitude towards adoption of these practices (Prashanthi, et al. 2018).

Home Science education has attained new dimensions in its concerned departments and for the popularization of departments there is inclusion of Extension Education and Communication Management. It encourages and gratifies the individual's interest and develops skills and capacities for better vocations, careers and professions. Hence, it has evolved as an imperative tool for empowering women at household and community level (Ranawat and Semwal (2020).

Home economics opens our understudies to the basic standards of planning and budgetary administration, home and asset the executives, wellbeing and nourishment to give some examples. Home economics, local science or home science is a field of concentrate that manages the connection between people, families, networks, and the earth where they live (Kale, 2019).

Home Science education has played an important role in strengthening the inner ability of our women by enhancing their level of education and by imparting financial independence. Home Science extension education has played an important role in strengthening the inner ability of our women by enhancing their level of education and by imparting financial independence. The establishment of adult education, continuing education and community resource centres all over the world, is a reflection of the need, necessity and relevance of extension education. Being one of the major role of University, extension education acts as change agents in conveying messages, ideas, knowledge, technology, information and skills to a captive target audience, and also brings back the viewpoints and feedback of the people back to the sources for further improvement (Mittal, 2011).

All in all, Home Science Education is meant to prepare individuals to acquire skills and attitudes as family members simply because it covers different topics packaged into one major subject (Mokaya, 2017).

IV. RESULT AND DISUSSION

Mittal, (2011) conducted a study on role of home science extension in national development. It was stated that Home Science extension education has played an important role in strengthening the inner ability of our women by enhancing their level of education and by imparting financial independence. Life cannot be sustained without adequate nourishment, good health, protective environment, good housing, managerial skills, empowerments, suitable resources, communication skills, high literacy levels and aspirations.

Deo and Sarkar (2012) conducted a study on Empowering women through innovative embroidery training. It was showed that there was a significant increase in the level of knowledge and skill performance of the respondents.

Veeranjaneyulu et al. (2014) conducted study on skill development and enhanced livelihood opportunities through apparel making & embroidery trainings kvk, kampasagar, nalgonda district. It is evident that through

this training program there about 151.6% gain in knowledge among the Apparel making & Embroidery Trainees.

Anand and Anuradha (2016) conducted study on Life skill based education for sustainable future of adolescent girls. Life skills are usually associated with managing and living better quality of life by accomplishing adolescent's ambitions. Life skills enable individuals to translate knowledge, attitudes and values into actual abilities. Life skills as an approach is designed to enhance efforts to positively develop or change behaviour related to healthy functioning in society.

Kuya, (2017) conducted a study on Influence of Classroom Practice of Home Science on Employability among the Youth in Kakamega County, Kenya. Home Science is a vocational subjectwhich, if effectively taught; impacts learners with practical skills and attitudes necessary in equipping graduateswith the ability to transform themselves into self-employed citizens. Study findings revealed that unemployment levelswere significantly high among secondary school leavers. The study also revealed a positive relationship between Home Science skills and employability among the youth in Kakamega County.

Naaz and Haseeb (2020) conducted study on revival of home science in indian school curriculum for a holistic approach. It was stated that psychosocial competencies and interpersonal skills can be inculcated through this approach along with enhanced learning. In the nutshell, revival of Home Science school curriculum is the latest need of the hour in Indian school Curriculum that will shift the aims of education towards learning how to learn, and how to teach integrative skills.

Kaur et al. (2021) conducted study on factors affecting adoption of Home Science practices disseminated through Rural Awareness Work Experience (RAWE). It could be concluded that RAWE programme can help in capacity building of rural women by creating awareness, increasing knowledge and skill in improved home science practices which will help in empowering rural women.

Rani and Dahiya (2021) conducted study on Extent of adoption of homestead technologies among rural women. The present study was conducted in Hisar districts of Haryana state with sample size of 200 rural women with an objective to study extent of adoption of home science technology among rural women. Adoption level was measured in four departments of home science i.e. family resource management, food and nutrition, human development and family studies and textile & apparel designing. The findings revealed that extent of adoption maximum of respondent found the medium level of adoption followed by low and high.

Anwesha and Sangwan, (2022)carried out research on employment opportunities in interdisciplinary fields of home science. Being a unique field that combines science and art, home science develops a student'srange of life skills. Foods and Nutrition, Communicationand Extension Education, Resource Management, Human Development, Clothing and Textiles area few of the specialized fields covered by Home Science. Science and the arts are both importantcomponents of the Home Science curriculum. This helps the pupils to acquire the skill,comprehend the idea, and apply it in diverse contexts. Students studying Home Science now havean advantage over those studying other fields. They canpursue careers in teaching, research, nutrition, and dietetics, as well as in the service and tourist, healthcare, production, and textile industries. Home Science therefore enables you to start a housebusiness as well as a work outside the home.

Vidhale conducted study on efficacy of household art training modules in developingentrepreneurial knowledge skill and attitude (ksa)among rural women. Study stated that women have a naturalflair and instinct for knitting stitching, kashidakari, drowing, food preparation and processing. Women empowerment can be better achieved through entrepreneurship. It is an adventure to do something new or itmay be an inner urge to make use of knowledge and skills in profitable direction.

V. SUMMARY AND CONCLUSION

Education is an important element for the development of an individual. Home Science deals with all aspects of the life of the community and the nation. Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Life skills enable individuals to translate knowledge, attitudes and values into actual abilities. Life skills as an approach is designed to enhance efforts to positively develop or change behaviour related to healthy functioning in society. This multidisciplinary subject emphasizes on skill enhancement.

Five major areas of specialization in the Home Science viz., Food and Nutrition, Family Resource Management, Clothing and Textiles, Human Development and Communication and Extension Education are helpful for the enhancement of skills. Students studying Home Science have an advantage over those studying other fields. They can pursue careers in teaching, research, nutrition, and dietetics, as well as in the service and tourist, healthcare, production, and textile industries. Home Science therefore enables you to start a house business as well as a work outside the home.

Home Science education empowers with the skills to improve every facet of one's life such as Food, Clothing, Health, Childcare, Personal Finance, Religion, Culture, Arts, Home Beautification, etc. It could be concluded that RAWE programme can help in capacity building of rural women by creating awareness, increasing knowledge and skill in improved home science practices which will help in empowering rural women.

On the whole it can be concluded that Home Science is useful for the enhancement of different skills which are helpful for leading a healthy personal and professional life.

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Importance of Higher Education in Women for Empowerment and Entrepreneurship Development

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ABSTRACT

India is country where man dominance in the society prevails. Education is the only factor to get rid from this traditional outlook. India's higher education system is the third largest in the world, next to the United States and China. In India, Maharashtra has the second highest student enrolment with 54.2% male and 45.8% female. At present women are playing many role in the society in decision-making and developmental processes but still their participation is less. The concept of "Women empowerment and entrepreneurs" has received much attention from researchers, government and captains of industry. There are several meanings attached to the concept of women empowerment. This review paper explores the origin of the term in women empowerment as it is related to higher education. This literature review looks at three perspectives that are used to explain the increasing importance of higher education in women for empowerment and entrepreneurship development. The related concepts of statistical data, models, parameters and constitutional articles are used to explain and describe the status associated with women empowerment and entrepreneurship globally.

Keywords: higher education, Women empowerment, entrepreneurship development, statistical data, constitutional articles.

I. INTRODUCTION

According to Michelle Obama- "When girls are educated, their countries become stronger and more prosperous".

The importance of women in India's economic development was first identified during the nation's struggle for independence. All over growth cannot be achieved by debar women in development scenario. Avoidance of women is a socio-economic obstacle to India's growth. Now we have begun to realize that girl's education is essential. In developing and developed countries, many people oppose girl's education. They say that the proper sphere of girls is the home. Millions of women do not finish school because they are forced by their society, by their circumstances or by the threat of violence to focus on household, caregiving and child-rearing responsibilities.There was a time when people thought that it was not necessary to educate girls. Therefore, they argue that the money spent on girl's education is wasted. Girls are the backbone of society; they are the mother of the race and guardian of future generation, so that education is very much necessary. Girl's education

can bring about a silent resolution in the society (Sahoo, 2016). 48 per cent of the country's population comprises of women, and it is impossible to think about economic growth without women as a fundamental driver (Colaco& Hans, 2018). Girls must be educated, the Girls who mould the next generation and hence the destiny of the country. Mahatma Gandhi, said that,"If you educate the man, you educate the person but if you educate the woman, you educate the nation"

The role of women empowerment is always related with education. According to Pandit Jawaharlal Nehru, if a woman is educated, can able to make her family educated, thereby can become empowered. It gives the clear relationship of women empowerment and higher education for women. Women empowerment simply means increasing educational opportunities of women so that they are able to make meaningful decisions about themselves and their families (Pathak 2003). The empowering of women coupled with social and political interactions will help to ensure a balance in the society. In a particular sense, women empowerment refers to improving their position in the power structure of the society, which enables them to move from the periphery to the centre stage. Women empowerment is a loud need and it enables women to cooperate with the society, to fight with old customs and other social barriers to survive and grow and at the same time to save others who may have sufferings from the humiliating social activities (Sarkar, 2011).

Entrepreneurship is the process of using one's entrepreneurial skills to generate wealth through new ventures, which contributes to society and the nation's economy by taking advantage of possibilities in a rapidly changing social, political, legal, and economic environment (Kumar and Singh 2021). The Government of India has defined women entrepreneurs as, "an enterprise owned and controlled by women having a minimum financial interest of 51 per cent of the capital and giving at least 51 per cent of the employment generated in the enterprise to women". Since the 21st century, the status of women in India has been changing as a result to growing industrialisation and urbanisation, mobility and social legislations. Over the years, more and more women are going in for higher education, technical and professional education and their proportion in the workforce hasalsobeen increased. With the spread of education and awareness, women have shifted from the kitchen, handicrafts and traditional cottage industries to non-traditional higher levels of activities, small to medium-sized businesses, and small enterprises (Kaur, 2017).

II. OBJECTIVE OF RESEARCH

➢ To study the importance of higher education in women's development
➢ To analyse relationship between women higher education and empowerment in India
➢ To study the importance of education for women entrepreneurship
➢ To explore various constitutional articles for encouraging women to empowered
➢ To depict the current status of women entrepreneurship in India

III. RESEARCH METHODOLOGY

The present paper entitled 'Importance of higher education in women for empowerment and entrepreneurship development'is based on secondary sources data and presented in a descriptive way. The data has been collectedfrom various published and unpublished records, books, magazines, newspapers and journals both print and online.

IV. ABOUT HIGHER EDUCATION

Education is considered as a basic requirement and a fundamental right for the citizen of any nation. It is also a powerful tool for reducing inequality and make any person independent. Education enables any person to face the challenge of society and change their life styles. For centuries, women are treated as the weaker section of our society. Women are not allowed in many jobs. Large womenfolk of our country are still illiterate, backward and exploited. This situation is due to cultural barriers and for traditional outlook. Education is the only factor to get rid from this traditional outlook. So women have to awake from deep slumber and have to understand the true meaning of empowerment. Now women are out of those traditional customs and dark ages. They have the ability to choose their destiny, job, vote, etc. India can become a developed nation only through women empowerment. (Hazra, 2017) Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process by realizing rights and duties (Carol & Susan,1994).

Women in the Vedic age got most honoured positions in the society. They had the right to education and were free to remain unmarried and devote their whole life to the pursuit of knowledge and self-realization (Seth, 2001). However, during the course of civilization women lost her prominence and accepted secondary status to men. At present women are playing many role in the society in decision-making and developmental processes but still their participation is less. According to Sen and Batliwala (2000) empowerment leads to a growing intrinsic capability greater self-confidence, and an inner transformation of one's consciousness that enables one to overcome external barrier. Higher educational achievements of women can have ripple effects within the family and across generations. The year 2001 was celebrated as women's empowerment year, which recognized women as agents of socio-economic change and development in the country.

Indian Government continues to encourage higher education for women through programmes like, Indira Gandhi scholarship for single girl child for pursuing higher and in order to support higher education by capacity building for women managers in higher education. Women Leader Women appointed as Chairpersons, Board of Governors of apex technical education institutes and in National Institutes of Technology (Nits). For the first time in the history of IITs, two women scientist nominated on the IIT council (Packianathan et al.,2016).

India's higher education system is the third largest in the world, next to the United States and China. India is country where man dominance in the society prevails. It is very essential for the harmonious development of the country that women should go hand by hand and shoulder to shoulder with men. Moreover, for empowering the women, higher education will play a vital role. Number of female students is more than male students and there is a possibility to increase this trend. It is true that number of males is outnumbered in comparison with female (Manas,2014).

Position of Women in higher Education: (According to AISHE 2019-20)

The All India Survey on Higher Education (AISHE) 2019-20 revealed that more females being enrolled in almost every level, except M.Phil., Post-Graduation and Certificate courses. Student enrolment at Under Graduate level has 50.8% male and 49.2% female. Diploma has a skewed distribution with 65.1% male and 34.9% female. Ph.D. level has 55% male and 45% female. Integrated levels have 56.2% male and 43.8% female. PG Diploma student enrolment is 53.6% for male students and 46.4% for female students.

The relatively higher share of male enrolment than female enrolment of students is also seen across the levels in the most of the States. The top 6 States namely Uttar Pradesh, Maharashtra, Tamil Nadu, Rajasthan, Madhya Pradesh and Karnataka respectively in terms of highest total student enrolment. It is interesting to note that these six States with highest student enrolment constitute nearly 53.8% of the total student enrolment in India. The female students in these six States are almost 53.7% of the total female students enrolled and male students enrolled in these six States contributes to 54% of the total male students across India. In India, Maharashtra has the second highest student enrolment with 54.2% male and 45.8% female. While highest student enrolment in Uttar Pradesh with 49.1% male and 50.9% female students.
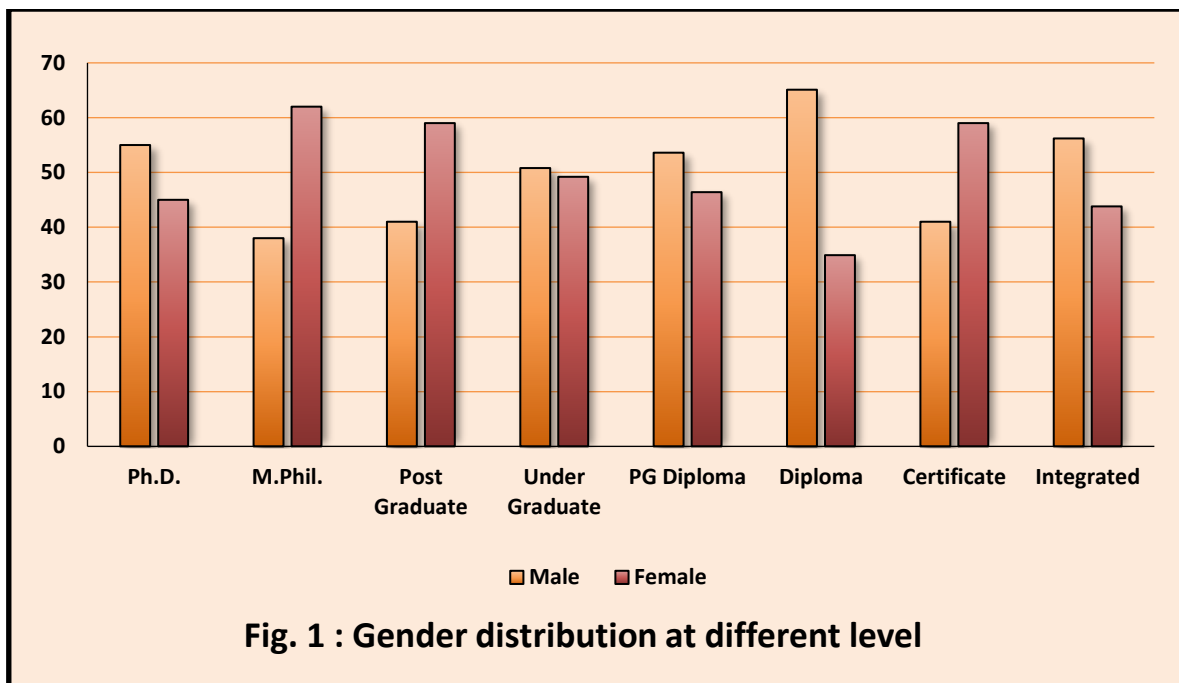
Fig. 1 : Gender distribution at different level

(Source: AISHE 2019-20)
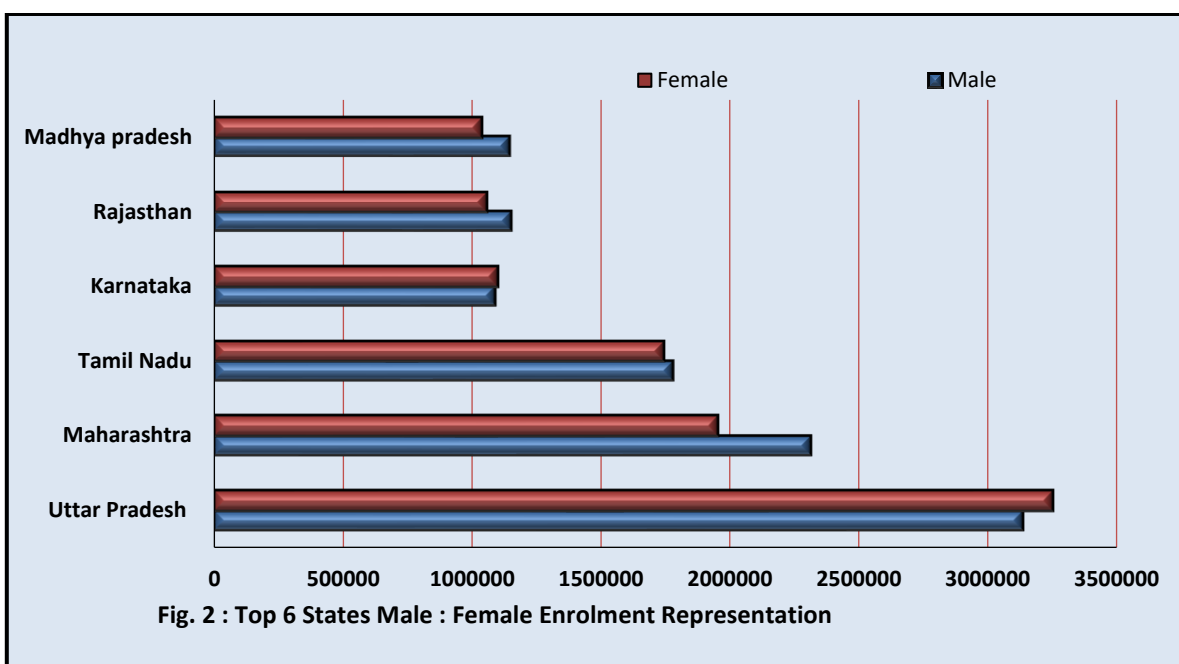
Fig. 2 : Top 6 States Male : Female Enrolment Representation

(Source: AISHE 2019-20)

V. ABOUT WOMEN EMPOWERMENT

Empowering the women means creating such an environment in which they can take independent decisions for their personal development and the development of society in general. Empowerment is the process by which the women achieve increased control and participation in decision making which in turn helps to achieve equal basis with men in various spheres – political, economic, social, cultural and civil Srivastava, (2014). Gender equality is defined as the process of "levelling the playing field for both men and women so that all sexes" are able to develop their talents in a given geographical environment (UNICEF, 2008).Women empowerment is the defined as the change in the context of a women's life, which enables her increased capacity for leading a fulfilling human life. It gets reflected both in external qualities and internal qualities of human development in South Asia (2000) (Mathew, 2003).

The disparity in education across the socio economic spectrum in India was studied by Taxak (2013). The effect of the SC and ST women in the rural areas of Sonitpur district were studied by Sonowal (2013).He found that the status of women in the present society, attitude of parents and guardians towards girl education. Banerjee (2012) studied the empowerment of women through higher education. She concluded that the empowered women challenged the man in their workplace and were seen in the powerful corporate positions. Kandpal et al (2012) studied the participation in community level female empowerment program in India increases participants physical mobility, political participation and access to employment.

As per Kabeer (1999), women must also have the ability to identify and utilise the resources. Empowerment is both an end and a means to end. Thus, attaining education can be an end or it can also be a means to end but the outcome of empowerment is having the capabilities of achievement. According (Mokta, 2014). The process of empowerment has five dimensions and they are Cognitive, Psychological, Economic, Political and Physical. The parameters of dimensions are given in table

VI. CONSTITUTIONAL ARTICLES FOR WOMEN EMPOWERMENT

The constitution committee headed by Baba SahebBhimraoAmbedkar while framing the Indian Constitution. Some of the articles specifically dedicated to women have been discussed below:

ARTICLE	PURPOSE
Article 16	Equality of opportunity for all citizen in matters relating to employment or appointment to any office under the state
Article 39(a)	The state to direct its policy towards securing for men and women equally the right for an adequate means of livelihood
Article 39(d)	equal pay for equal work for both men and women
Article 42)	The state to make provision for securing just and humane conditions of work and for maternity relief
Article 243D(3)	The total number of seats to be filled by direct election in every Panchayat to be reserved for women and such seats to be allotted by rotation to different constituencies in a Panchayat
Article 243 D(4)	Not less than one-third of the total number of offices of the Chairpersons in the Panchayats at each level to be reserved for women

Article 243T(3)	Not less than one -third (including the number of seats reserved for women belonging to the scheduled Caste and the Scheduled Tribes) of the total number of seats to be filled by direct election in every Municipality to be reserved for women and such seats to be allotted by rotation to different constituencies in a Municipality
Article 14	Equality before Law for women
Article- 15	No discrimination against any citizen on grounds of sex beside religion, race, caste etc.
Article 15(3)	The state to make special provision in favour of women and children
Article 39A	To promote justice, on the basis of equal opportunity and to provide free legal aid by suitable legislation or scheme or in any other way to ensure that opportunities for securing justice to all irrespective of economic inequality or other disability
Article 46	The state to promote with special care the educational and economic interests of the weaker sections of the people and to protect them from social injustice and all forms of exploitation
Article 51(A)(e)	To renounce practices derogatory to the dignity of women

VII. WOMEN EMPOWERMENT MODELS

According to Sohail (2014) women can be empowered by using the following models:

1. Institutions should be developed for providing equal resources to men and women.
2. Media and NGOs should raise awareness about women rights.
3. Policy action should be taken to reduce gender inequality.
4. Women should be provided with the education and job opportunities.
5. Women should be granted loans at lower interest rates so that they are encouraged and their skills are developed.
6. Women should have the right to own their property.
7. Women must have simple business registration procedures.
8. Male dominancy should be handled in a peaceful manner.
9. Women should have access to economic resources which leads to the economic growth.
10. For the same work equal amount of payment should be given to both men and women and the Amount should be reasonable enough so that they could spend better life.
11. There should be no discrimination in assigning work to people based on gender.
12. Both men and women should be given equal opportunities.
13. Safe working conditions should be provided to both men and women.
14. Women should be encouraged to join the fields of work which have been consideredas fields for men.

About Women Entrepreneurship:

Women Entrepreneurs may be defined as the woman or a group of women who start and operate a business venture. A women entrepreneur has several functions. They should explore the prospects of beginning a new enterprise; undertake risks, introduce new innovations, coordination, administration and management of

business and provide effective leadership in all aspects of business. Women Entrepreneurs are extremely increasing in the economies of almost all countries. The hidden business potentials of women have been increasing with the growing sensitivity to the role and economic status within the society. The knowledge, ability and compliance in business are the core reasons for women to come forward into business ventures. Women entrepreneurs engage in business as a result of push and pull factors that provide confidence to women to have a self-sustaining occupation and stand on their feet. Logic towards independent decision making on their life and career is that the motivational factor behind this insists on 'Women Entrepreneur' is a person who accepts a challenging role to fulfill her personal needs and turn out to be economically independent. A powerful desire to do enormous positive is an integral quality of entrepreneurial women, who is competent of tributary values in both family and social life. With the introduction of the media, women are conscious of their own qualities, rights and also the work situations. (Saraswat&Lathabahvan, 2020)

Statistical data of women entrepreneurs in Maharashtra (According to the Sixth Economic Census (2013))

It was observed that out of total 61.37 lakh establishments in the State, 6.64 lakh establishments were run by women entrepreneurs which accounts 10.82%. The number of workers engaged in women owned & run establishments were 10.98 lakh, which were 7.57% of the total number of workers engaged in the State under different economic activities. Total establishments under women entrepreneurs, about 26.86% belonged to agricultural activities, with livestock dominating with a share of 25.26%. Among non-agricultural activities owned by women entrepreneurs, manufacturing and retail trade were the dominant ones, corresponding percentages being 27.02% and 20.63% respectively.

Women Entrepreneurs in agricultural and non-agricultural activities

- 27% — Agricultural Activities
- 73% — Non-Agricultural Activitie
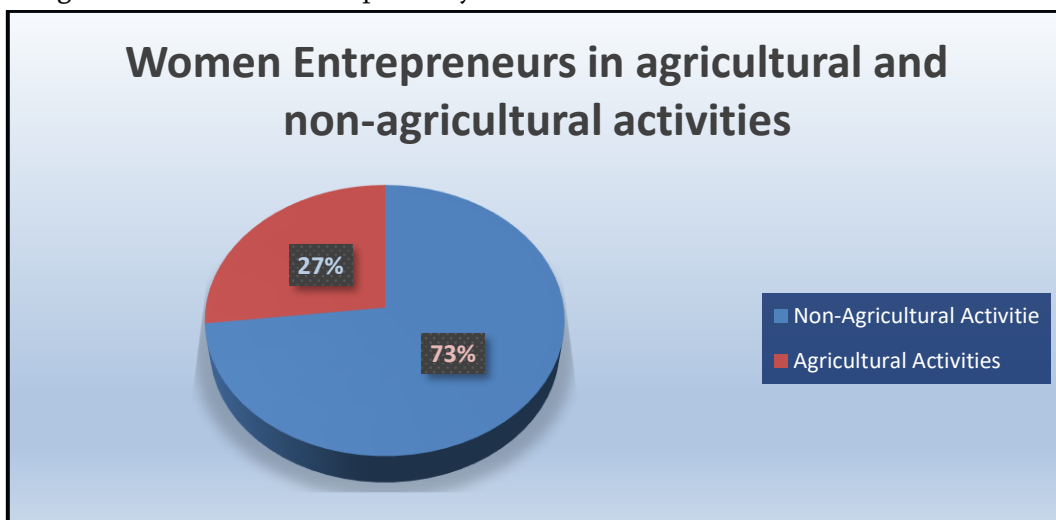
(Source Sixth Economic Census 2013)

The top five districts having highest percentage share in total number of women owned establishments in the State

Name of District	Kolhapur	Satara	Pune	Solapur	Mumbai Suburban
Percentage	15.07%	8.19%	7.97%	7.62%	7.29%

Maharashtra State shows that about 5, 80, 337 establishments (87.36%) were operated without hired workers and only 83, 963 (12.64%) were operated with hired workers. The percentage of establishments without hired workers in rural areas was 93.56%, whereas, it was 80.62% in urban areas.

VIII. CONCLUSION

The aim of the paper was to explain the increasing need for women empowerment today. In conclusion, the basis of above detailed analysis it could be concluded that there is the essential need of empowering women through higher education. Women empowerment cannot be possible unless women come with and help to self-empower themselves. In India, the ratio of women towards higher education is increasing comparing to earlier years. Empowerment of women strongly related with higher level of education for the empowerment of women. All the fields wherein women have made their own mark. Hence in the history of women and their move towards identity is remarkable one, in fact their journey could be considered as a journey of individuals towards perfection. This paper has tried to cover various parameters and its components by different authors over period.

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E-Learning and Its Challenges on Rural Areas

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ABSTRACT

The present paper explored the challenges ofE-learning with future solution in rural areas. E-learning is an not more effective tool for development of educational sector in rural area. E-learning is learning, utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online. The basic objective of this research paper is to understand concept of e-learning with its challenges.

Keywords: E-Learning, Rural Area, Challenges

I. INTRODUCTION

E-Learning is referred to as teaching and learning by using electronic media. This methodology supports the use of networking and communications technology in teaching and learning. E-Learning is generally meant for remote learning or distance learning, but can also be used in face-to-face mode.

E–learning is defined "as acquisition of knowledge and skill using electronic technologies such as computer and Internet based courseware and local and wide area networks." The term was introduced in 1995 when it was called "Internet based Training", then "Web-based Training" (to clarify that delivery could be on the Inter- or Intra-net), then "Online Learning" and finally e-learning, adopting the in vogue use of "e" during the .com boom.

Types of e- learning:

1] **Synchronous training:**Means "at the same time," involves interaction of participants with an instructor via the Web in real time.

a. **Virtual classroom:** Virtual classroom duplicates the features of a real classroom online. Participants interact with each other and instructors online, instant messaging, chat, audio and video conferencing etc.

2] **Asynchronous training:**Which means "not at the same time," allows the participant to complete the WBT at his own pace, without live interaction with the instructor.

a. **Embedded learning:** Embedded learning is information that is accessible on a self-help basis, 24/7. It can be delivered to the place of work, or to mobile learners. Electronic performance support system (EPSS) is a type of embedded learning. The advantage is that embedded learning offers learners the information they need whenever they need it.

b. Courses: The clear advantage of a self-paced course is convenience. Participants can get the training they need at any time. This can include justin-time training where a participant gets exactly the training he or she needs to perform a task.

3] Discussion groups: A discussion group is a gathering of conversations that occur over time. They are also called message boards, bulletin boards and discussion forums. Discussion groups can be used to support a group of participants taking the same class or can be used to support participants performing related tasks. A discussion group is a very competent way to supply expert answers to a large group people. A single answer to a common question can help many.

4] Blended learning: Most companies prefer to use a mix of both synchronous and asynchronous e-learning methods according to their requirement. which is also called as mix up of methods.

Keywords : E-Learning,Rural Area, Challenges

II. OBJECTIVES

1. To study the concept of e-learning.
2. To study the Challenges of e- learning in rural area.

III. METHODOLOGY

This study is based on secondary information which is collected through booksand internet

Challenges of online education in rural area

❖ The biggest challenge of the online education system is poor internet connection.

❖ It is very difficult for rural students to do any kind of lab work or practical in online education system

❖ Lack of skill among teachers in rural areas to use digital plat form can be seen as another notable factor that affects the spread of online education

❖ Those who live in the rural area there is no proper system of electricity due to this student who living in the village cannot study through online education

❖ In rural area most of the students belong to the lower income category so, not every student has a laptop, computer and smart phone to study through online.

❖ Lack of infrastructure and hardware accommodation which hamper reliability of e-education .

❖ There are many subject on which students need practical learning but in e- learning system it is very difficult to teach such subject due to which student are unable to take practical education.

❖ Penetration of digital education among the female population in rural area. In study observed internet and literacy are primarily available to men. In such a scenario, it become even more challenging to enable women to access these resources.

IV. LITERATURE REVIEW

Dwivedi, Shri (2021) In this day and age, everyone wants to be educated, and the government is making every effort to make education free and mandatory for everyone. However, the COVID-19 has changed the overall situation, allowing people to work from home while students take classes online. However, the government is also making every effort to make education free and mandatory for everyone in this country. In this essay, we

will explore education for all and online learning in COVID-19, as well as the obstacles faced by rural students, as well as government-sponsored programmes and digital platforms, as well as their various advantages and disadvantages.

Deepshikha Aggarwal, suggested that use of E-Learning in vocational and informal training is very effective in a developing country like India where majority of population is illiterate and residing in rural areas. The regions where university infrastructure is not available people can access information and educate themselves via Web which is a very cheap solution and moreover will raise the level of education, literacy and economic development. Author summarised that the Indian market is in initial stage, but it will continue to acquire E-Learning teaching methodology in order to meet its educational need and enhancing business opportunities.

A study in South Africa and found that many rural learners are deprived of the online teaching-learning process, owing to a lack of digital gadgets to connect to the Internet, the learning management system, and software.

Sambad English Bureau 2020. A study conducted in Nepal shows that many students got disturbed during their online class because of electricity problems (63.2%), and because of Internet problems (63.6%). Similarly, about half of the teachers got troubled by their online teaching because of the power problems (42.3%), and because of Internet problems (48.1%) . News that children are sitting on the trees, near any high places or river banks for attending classes is seen through electronic media and social media platforms in Odisha.

V. CONCLUSION

Most of thestudents think that offline education is the best way of learning because students who live in ruralareas do not get the proper guidance of handling the technologyunavailability of the network, lack of resources to buy the necessary gadget and data, power problem, inadequate knowledge, not conducive home climate, and lack of direct contact between student and teacher. It is suggested here that proper training should be provided to both the students and teachers. Smartphones and other necessary extensions should be provided to economically poor students. Government of India should take some important steps for effective education speciallyin rural area.

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Indian Higher Education and Women Empowerment

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ABSTRACT

India's higher education system is widely regarded globally. Since India is a leading democratic country, the government arranges education at various levels for all sections of the country. The system of higher education of women in such major democratic countries has to be carried out primarily by the government and the Indian Constitution is helpful for that. As the status and problems of women are different in different states of our country, educational measures are planned for women by implementing different types of activities at the state level. From the village level to the country level, maximum higher education plays a role in the development of women. The high position of women in various sectors of our country is obviously due to their higher education. In it, the elements of governance, political class, administrative officers and general public are constantly active. Since India is a developing country, women in the country are also seen as leaders in this work. As women are the main factor in the society, the role of women in the development of the society remains important. In this related research article, there is a discussion about the higher education system in India and the empowerment of women through it.

Keywords : Role of Higher Education in Women Empowerment in India, Participation of Women in Management of higher Education, Current Status of Women in Higher Education in India.

I. INTRODUCTION

Empowerment can be viewed as means of creating a social environment in which one can make decisions and make choices either individually or collectively for social transformation. The empowerment strengthens the innate ability by way of acquiring knowledge, power and experience.Empowerment is the process of enabling or authorizing individual to think, take action and control work in an autonomous way. It is the process by which one can gain control over one's destiny and the circumstances of one's lives. There are always a number of elements in the society which are deprived of their basic rights in every society, state and nation, but these elements lack in the awareness of their rights. If we enlist such elements from the society, then women would top this list. In fact, women are the most important factor of every society. Even though everybody is aware of this fact, but nobody is ready to accept this fact. As a result, the importance which used to be given to women is declining in today's society. As a consequence of this growing tendency of underestimating women such as to make them occupy a secondary position in society and to deprive them of their basic rights, the need for empowering women was felt. . Empowering women has become the focus of considerable discussion and

attention all over the world. Today we enjoy the benefits of being citizens of a free nation, but we really need to think whether each of the citizens of our country is really free or enjoying freedom, in the true sense of the term. The inequalities between men and women and discrimination against women are an age-old issue all over the world. Thus women quest for equality with man is a universal phenomenon. Women should equal with men in matters of education, employment, inheritance, marriage, and politics etc. Their quest for equality has given birth to the formation of many women's associations and launching of movements. The Constitution of our nation doesn't discriminate between men and women, but our society has deprived women of certain basic rights, which were bestowed upon them by our Constitution. Empowerment allows individuals to reach their full potential, to improve their political and social participation, and to believe in their own capabilities.

Participation of Women in Management of Higher Education :

In the area of higher education, both in teaching and management, women are still along way from participating on the same footing as men. Women have made some Progress in achieving parity in teaching but are grossly under-represented in higher Education management. In India the female education has its roots in the British Regime. In 1854 the East India Company acknowledged women's education and employment. Initially this education was limited only to primary school level education and only the richer section of the society enjoyed this facility. Thus as it was confined only for a small section of people in society so the literacy rate for women increased from 0.2% in 1882 to 6% only in 1947. It is very unfortunate to say that for centuries higher education for women has been neglected. In this connection I may refer the suggestions given by the University Education Commission in 1947. The report of the said com-mission revealed that they were against female education. In their recommendation they wrote "women's pre-sent education is entirely irrelevant to the life they have to lead. It is not only a waste but often a definite disability" (Report of the University Education Commission, Government of India, 1948-49, Vol.(i), chapter XII) But in spite of this, it is fact that in post independence period the female literacy rate was 8.9%. Thus in 1958, the government of India appointed a national committee for the education of women. The committee submitted report in favour of women education. The government of India accepted most of the recommendations of the committee. There are two different views on the question of women participation in higher education - traditional and modern. The traditional view supports women's education to equip them to become better wives and mother. This view believes that women's present education is entirely irrelevant in their lives. It is only waste of time and this does not help them to solve the problems of their daily life. This view believes that modern educated women are neither happy nor contended nor socially useful. She is misfit in life and needs opportunities for self expression. But modern attitude visualizes education as an instrument for women's equality and development. Theoretically the need of higher education for both males and females is the same. But practically it could be said that female education is more important than that of male. In this connection I may refer a statement of philosopher-president and noted educationist Dr. S. Radhakrishnan (1948) He says "there cannot be educated people without educated women. If general education has to be limited to men or women, the opportunity should be given to women. From them it would most surely be passed on to the next generation."

Need for Higher Education for Women Empowerment in India :

Women in the Vedic age got most honored positions in the society. They had the right to education and were free to remain unmarried and devote their whole life to the pursuit of knowledge and self realization (Seth, 2001). But during the course of civilization women lost her prominence and accepted secondary status to men.

Though, women constitute about 48% of total population, they lost their status due to socio-cultural discrimination. At present women are playing many role in the society in decision making and developmental processes but still their participation is less. Since women can play a very important role in the development of society and country therefore identification of skills and occupations suitable for women are required. For woman empowerment means able to take decisions, can fight for her rights and become self dependent. An empowered woman has been able to develop ability for critical thinking, decision-making and action through collective processes; Ensuring equal participation in developmental processes; Enhancing self-esteem and self confidence. According to Sen and Batliwala (2000) empowerment leads to a growing intrinsic capability greater self confidence, and an inner transformation of one's consciousness that enables one to overcome external barrier. Higher Education is one of the most important means of empowering women with the knowledge, skills and self-confidence. It 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. The year 2001 was celebrated as women's empowerment year, which recognized women as agents of socio-economic change and development in the country. Indian Government continues to encourage higher education for women through programmes like, Indira Gandhi scholarship for single girl child for pursuing higher and in order to support higher education through scholarships and by constructing women hostels and by capacity building for women managers in higher education. Women Leader Women appointed as Chairpersons, Board of Governors of apex technical education institutes and in National Institutes of Technology . For the first time in the history of IITs, two women scientist nominated on the IIT council. The Indian National Policy on Education (NPE) is a landmark in empowering the women through education. For better outcomes Higher Education needs to take responsibility for:

1. Cultivation of positive self-image and self-confidence, Developing capacity for critical thinking and decision-making.
2. Providing Continuing Education and Correspondence Centers for organizing vocational and literary skills, Efficiency in Agricultural and Home Science Colleges.
3. Industrial Training Institutes with diverse courses, keeping in view the job potential, facilities for vocational counseling.
4. Imparting information about credit, banking, entrepreunal development and access to women's technical education.
5. Providing Women's Studies Research centers and organize seminars and workshops to discuss women-related issues.
6. Disseminate information and encourage interaction with students and the general public through the media. Providing classes on legal literacy, programmes for women's socio– economic development via media, adult education and information and training support.
7. A more relevant and responsive curriculum catering to the cultural and occupational needs of women.

Some Essential Suggestions for Empowerment of Women in Higher Education :

➢ The current situation of women in all the states of India should be studied in a detailed manner and activities should be implemented through the government.
➢ To involve women from village level to country level for development in various fields.
➢ Women should get full benefit of various welfare schemes of the government.
➢ Study the backwardness of women and determine the direction of empowerment.

➤ The participation of women in higher education system as professors, principals, researchers, students should be increased and plans and activities should be implemented at the government level for that.

➤ Women should be given reservation in political and administrative matters in higher education institutions of the country.

➤ Various scholarships should be implemented for women for higher education abroad.

➤ There should be reserved seats for women in the entrance examination for Doctorate degree and other higher education degrees.

➤ Women should take initiative in various departments, political level, welfare activities, schemes at university level.

➤ Women should be specially considered in all the modern changes of higher education.

II. CONCLUSION

Looking at the condition of women in our country, we cannot forget that our country is in a developing state. In today's modern times, the educational facilities available to women are sufficient, so the women of our country also get sufficient opportunities in various fields. As higher education is considered as a means to promote the overall development of women, it is important for women to look at higher education from a positive point of view. Efforts are made at the government level to increase the literacy rate of women in India, which is rich in diversity, but it does not show any real effect. Overall, it is important for women to play their role in the development of the country by increasing their participation in higher education. The issue of higher education and empowerment of women is important in today's times and it will be useful for each and every entity to strive for it at every level. The interest and attitude of higher education towards women has been revealed.

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Students' Approach towards Higher Education and the Need of Human Values in Present Education System

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ABSTRACT

I. INTRODUCTION

It is evident that India's higher education system stands at world's third largest in terms of students population , next to China and the United States. However unlike China, India has the advantage of the english being the primary language of higher education and research. India educates approximately 12 per cent of its youth in higher education as compared to 19 per cent in China. The main governing body at the appex level is the University Grants Commission (UGC), which implements its standards, advises the government, and helps to co-ordinate between the centre and the state. Universities and its constituent colleges are the main institutes of higher education in India. At present in 2022, there are 282 Private Universities, 47 Central Universities, 1 Central/national Open University , 13 State Open Universities 74 Institutes of National Importance (INI) ,290 state public universities ,5 institute under state legislature act 123 deemed-to-be universities. The Ministry of Human Resource Development (MHRD) is responsible for supervising the functioning of all the universities in India through its chief regulatory body-Universities Grants Commission. The other government organizations whose contribution for the upliftment of Indian educational system worth mentioning are All India Council for Technical Education (AICTE) and National Assessment and Accreditation Council (NAAC). Most of these universities in India have affiliating colleges where undergraduate courses are being carried.

CURRENT SCENERIO OF HIGHER EDUCATION IN INDIA :

According to the Department of Higher Education Government of India, 16,785 colleges, including 1810 exclusive women's colleges functioning under these universities and institutions and there are over 4.57 lakh teachers and 99.44 lakh students in various higher education institutes in India. Apart from these higher education institutes there are several private institutes in India that offer various professional courses in India. Distance learning is also a feature of the Indian higher education system. Some institutions of India, such as the Indian Institutes of technology (IITs), have been globally acclaimed for their standard of education. The IITs enroll about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However, India has failed to produce world class universities like Harvard ,Oxford and Cambridge. But universities in East Asia have been included in the first hundred. Hong

Kong has three, ranked at 23, 34 and 47; Singapore two ranked at 30 and 73; South Korea two ranked at 47 and 69 and Taiwan one in the 95th position. The Indian Institute of Science, Bangalore, comes in somewhere in the top 400 and IIT, Kharagpur, makes an appearance after that. Yet this decisive edge also has its shortcomings. Besides toprated universities which provide highly competitive world class education to their pupil, India is also home to many universities which have been founded with the sole objective of making easy money. UGC and other Regulatory authorities have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition. Students from rural and semi urban background often fall prey to these institutes and colleges. Today, Knowledge is power. The more knowledge one has, the more empowered one is. According to the University Grants Commission (UGC), India needs 1500 more universities with adequate research facilities by the end of the year 2015 in order to compete in the global market. The country lacks the critical mass in higher education. Our former President Abdul Kalam rightly said, "by 2020 India must have at least 50% per cent of Higher Educated Youngster who can transform India's future." He further added that the country intends to raise gross enrolment ratio in higher education in swift way, which means almost tripling the enrolment from the present 14 million to about 40 million.

EDUCATIONAL REGULARITY BODIES OF INDIA :

India Council for Technical Education (AICTE), Distance Education Council (DEC), Indian Council for Agriculture Research (ICAR), Bar Council of India (BCI), National Council for Teacher Education (NCTE) Rehabilitation Council of India (RCI), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dentist Council of India (DCI), Central Council of Homeopathy (CCH), the Central Council of Indian Medicine (CCIM) and such other regulatory bodies from time to time to accommodate these development and yet maintain quality students in higher education. The workforce constituted by the World Bank and UNESCO during 2000 has also observed that higher education helps increase wages and productivity that directly enrich individuals and society. The prospects and development in the higher education sector in India needs a critical examination in a rapidly globalising world.

CRITICAL ISSUES OF INDIAN HIGHER EDUCATION :

As India strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. So far, India's large, educated population base and its reservoir of at least moderately welltrained university graduates have aided the country in moving ahead, but the competition is fierce; from China in particular. Other countries are also upgrading higher education with the aim of building world class universities. Even the small top tier of higher education faces serious problems. Many IIT graduates, well trained in technology, have chosen not to contribute their skills to the burgeoning technology sector in India; perhaps half leave the country immediately upon graduation to pursue advanced studies abroad, and most do not return. A stunning 87 per cent of Indian students in the fields of science and technology who obtain degrees in the United States do not return home immediately following their graduation. A body of dedicated and able teachers work at the IITs and IIMs, but the lure of jobs abroad and in the private sector makes it increasingly difficult to lure the best and brightest to the academic profession. The present system of higher education does not serve the purpose for which it has been started. In general education itself has become so profitable a business that quality is lost in the increase of quantity of professional institutions with quota system and politicization adding fuel to the fire of spoil system, thereby increasing unemployment of graduates without quick relief to mitigate their sufferings in the job market of the country.

Now there is an urgent need to work for the development of the educational sector to meet the need of the emerging opportunities, increasing younger generation population and challenges of the 21st century.

CHALLENGES OF PRESENT HIGHER EDUCATIONAL SYSTEM IN INDIA :

India can no longer continue the model of general education as it has been persisting in for the large bulk of the student population. Rather, it requires a major investment to make human resource productive by coupling the older general disciplines of humanities, social sciences, natural sciences, and commerce to their applications in the new economy and having adequate field-based experience to enhance knowledge with skills and develop appropriate attitudes. There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are underenrolled and have extremely poor infrastructure and facilities with just a few qualified teachers. But there are many challenges always faced by the government. Take a look on our constitution which says that this is the responsibility of central and state government to build good education system.Central government prepares policies and plan while responsibility of State government is run those policies on ground. There is a need to change such defects from the country education system which only can be influenced by increasing funding and providing better facilities to students. Our governments trying for various challenges faced but no one is doing well for that. New Government comes and goes but system remains intact. Higher education is extremely diverse, and the challenges and issues faced by higher education institutions are just as diverse. The process of education is not merely digesting notes and delivering lecturers. It is also about doing several co-curricular and extra-curricular activities that give a broader meaning to life in general and education in particular. I believe that opportunities for such holistic development are not enough in India. Facilities for the same are lacking or not easily accessible in India.

STRATEGIES AND VISIONS FOR IMPROVING QUALITY OF HIGHER EDUCATION SYSTEM IN INDIA :

There are some suggestions and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of higher education1. Give adequate weight age to industry experienced people while recruiting faculty: This will encourage industry professionals to take up faculty positions. At the same time this helps the students to get the actual knowledge of the working conditions. If the Industry Professionals are not agreed to take up full time job, they will be allowed to take up part-time or guest faculty assignments. If possible educational institutions or government must hire the best talent from overseas and provide compensatory benefits to those professionals who relocate. 2. Academic Institutions should introduce faculty development and exchange programs with topend institutions: In this model, the faculty members of institutions in a region can participate in development programs conducted by the best faculty in the top institutions in the region. For example, faculty members from IIT Kharagpur and Bangalore Technological Institutes can conduct faculty development programs for other engineering colleges in the State Capital Regions. This will benefit the students to acquire new knowledge. 3. Mandatory Training Programs and Faculty Development Programs must be organised: Compulsory Training Programs must be organised for the Teaching faculty, so that teaching faculty can update their knowledge. Government must support higher education institutions to organize workshops conducted by leading international resource persons and researchers; this will definitely enhance the effectiveness of their teaching skills. Colleges must be willing to send their faculty members for special training centers once in a year to sharpen their subject, teaching, and English delivery knowledge.

II. CONCLUSION

Post independence, there has been the tremendous increase in institutions of higher learning in all disciplines. Even though India is facing lots of challenges and deficiencies in educational sectors, India still today one of the fastest developing countries of the world with the annual growth rate going above 10%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness. To attain and sustain national, regional, or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programs for academic development, including teaching/learning methodology and mobility between countries, between higher education institutions and the world of work, as well as student mobility within and between countries. Internal self-evaluation and external review must be conducted openly by independent specialists, if possible, with international experts. Report of the National Knowledge Commission if implemented can help boost education sector in India. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly to be to address these challenges. By giving quality education to the millions of Indians, we can transform India's population into a boon. However, one university cannot make much difference. If the government welcomes more such initiatives, the future will be ours.

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Impact of Social Media on English Language

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ABSTRACT

During recent times electronic devices such as computers and smart phones have facilitated millions of students in terms of communication and entertainment. The development of English language is accelerating with the growth of social networks. Social networking is the latest online communication tool that allows users to establish profiles and share information with other users. Internet has, without doubt, revolutionized English language by making misspelling and alien jargons the norm. However, the social networking sites could give a negative effect on the English proficiency due to the internet slang in the communication among each other because of the conveniences and efficiency. The present paper sets out to examine whether the usage of social networking sites bring significant impact on English language expertise. The paper investigates the influence of social media on student's writing and speaking, and also how it motivates students to improve their English, writing and speaking, and in what extend it is useful to develop vocabulary for the learner.

Key words: Internet, Social Networking Sites, Media, communication etc.

I. INTRODUCTION

Social networking sites are becoming popular among the young generation these days. Not only the youth but also the educators are connected in the social networking sites. These sites play a crucial role to connect the people all over the world and to communicate easily. The social media enable us to communicate with a much larger number of people on a global scale in a way that we only really used to be able to do on a local level. Of course, internet is an unconditional element that is wanted by almost everyone. The world has become closer among each other via the social networking sites such as Facebook, Whatsapp, Twitter, YouTube, Instagram and many more. The social media include web and mobile technology and are generally defined as forms of electronic communication as web sites for social networking and micro blogging through which users create online communities exchange information, ideas etc and other content such as video. There is no denying fact that social media has had extensive impacts on the way people communicate in English.

The usage of social network is beneficial for many things, but is it has negative side also. Majority of students, for instance use Facebook and Whatsapp as their favorite and most of the students usually spend three-four hours on social networking sites. They use social media for both academic and non-academic purposes. Some argue that the language used in social network is not necessarily correct, and it might affect other users. Their objection is mainly on the use of Internet slang. Internet slang refers to a set of different short forms (use of

acronyms) and language used by users such as LOL (laugh out loud), ROFL (roll on floor laugh), OMG (Oh my God), TTYL (talk to you later) AFK (away from keyboard) are just a few that demonstrate how social media speeds things up. Like acronyms there are Emoticons (a representation of a facial expression such as a smile or frown, formed by various combinations of keyboard characters). Some of the linguists argue that that this is a lazy form of writing, while some other show concern that excessive usage of internet slangs will radically affect traditional English vocabulary. On the other side, there are people too, who defend internet slangs.

Armed with internet and social media the students today can develop their English communication skills, can gain social confidence from online interaction increase their skill in technology and so on. Their newly formed community i. e. online community can be very diverse and expose them to many new view points, ideas, and opinions. No doubt, acquiring information can be fulfilled by students alone but a collaborative environment certainly helps students to work together in trying to achieve their aims. If the students are connected with their friends and teachers in the social networking sites they can formulate group discussions where they can exchange their ideas as well as they can share course related materials, information etc. They try to write in proper grammar structure, correct spelling and appropriate sentence structure and therefore it motivates them to improve their English language as well. The social media can help students to improve their writing and speaking as the students are able to learn new word/ idioms /phrase from their friends and they use can make use it in their formal writing and speaking (presentation) which enhance their writing and speaking.

Teachers can be very innovative while using social networking sites for teaching purpose and can make lessons interesting and varied. According to Gremu & Halse (2012) nowadays students are keen to use SNS for academic purpose. So the teachers can provide an opportunity to the students to learn informally by seeking, exploring and testing ideas with other students within their own social network. The teacher can open a discussion in social media where the teacher and the student can post different articles and can discuss indifferent issue. The teacher can recommend highly for using proper sentence structure, correct word and grammar. Harwood & Blackstone (2012) say social networking sites exhibit to the students that the class tutor is present and he/ she is observing what is happening on online. So they will be conscious about their writing and as a result it will enhance student's writing.

Social media plays an important role in vocabulary development of English learners. It facilitates the learners to learn new words and vocabulary suitable for them in the ability of English language learning. Besides, it is easy for English learners as compare to books reading and other text materials, and arouses the interest of English learners towards the English language learning. One of the most notable ways that social media has influenced the English language, is through the appropriation of existing vocabulary. Words that had existing meanings have now been given other meanings in an online context for example, the word "wall". Years ago the word "wall" meant you the ones in our house, or the ones outside in the street; but in a social media context the word "wall" refers to the homepage of your social media profile. A few other words which have been re-purposed for social media include: Tablet (used to refer to portable screens) Troll (an internet user who seeks attention by making outrageous or unreasonable comments about something or someone), Stream(ing), (transmission of data as a steady continuous flow) and Catfish (refers to an internet user who poses as someone other than themselves online). The internet thus, has become one of the influences of the English language in recent times, and along with appropriating existing vocabulary, it has given life to a plethora of new words and phrases like "unfriend", "selfie" "fleek" or "emoji" Dozens of recently-coined terms and phrases originated on social media. 'Selfie', for instance, was named word of the year by the Oxford English Dictionary in 2013. Two years later their "word" of the year was the 'tears of joy emoji'. There are several more examples of social media slang making it into

dictionaries. Again it is not that much of importance that dictionary endorsed or not but certain words like 'hashtag', 'photobomb', 'lol' and 'emoji' are now in common parlance, It has wide usage on social media platforms. These words are concocted in many ways. Other social media words are new combinations of other words. Photobomb, for example, is a combination of the popular image format and the popular explosive. It came about due to the success of image-sharing platforms such as instagram.

While discussing social media's effect on the English language, it is pertinent here to mention one of the major linguistic changes it has made involves communication across different languages. Facebook, for example has a built-in translation function that tends to minimize linguistic barrier between users. Therefore it will not be an exaggeration in saying that due to use of social media or social networking sites the linguistic barriers have been bent, if not broken.

II. CONCLUSION

Undoubtedly, social media is a rich playground for experimenting, creating new words and repurposing old ones. It also provides a platform for people who are not inspired by grammatical rules and syntax. It provides the freedom to ignore the usual maxims of conventional English Language and be innovative, creative and forward thinking. Language is, and always has been ever-evolving. Although the developments and trends we witness in language over time are significant, the foundation of the English language remains as strong and reliable as it always has been. No doubt that social media has both positive and negative impacts on how people write and speak English. The demands for faster and convenient communication have increased the susceptibility to make spelling mistakes, use abbreviations, and improper use of informal language. New vocabulary framed in social media has also filtered down to daily verbal communication. Some words that were slang have even been integrated into mainstream English making it simpler to understand. Most importantly, at the same time, social media has also increased awareness to proper language use.

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Contribution of Indian Dalit Women in Literature

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ABSTRACT

The role of women in literature crosses many broad spectrums in works of the past. Women are often portayed as weak and feeble individuals that submit to the situations around them but in many cases women are shown to be strang, independent individuals.

The Indian women writers are mainly talks about the male ego and female desire for freedom , They erite about the male dominance over them.

As the role of Dalit women in literature evolves, so does their views on the work force environment And their own independence.

Women across the world and especially in rural India have met immense challenges to get themselves educated and for Dalit women, it's been doubly hard. However, from the pioneering Dalit women of the early 20th century who got themselves educated to young women writing today as intersectional feminists, Dalit women writers have made immense contributions to Indian literature as well as the cause of Dalit rights.

Keywords:- Dalit , Dominance, Independence, Environment, Feminist.

I. INTRODUCTION

People belonging to literature have always been an important part of the society and Indian women are not an exception .The women in dalit society have made notable contribution to literature and their contribution is well appreciated in all literary circles. In the writing of Dalit women in the 20th century has been considered a powerful medium of modernism and feminist statements.

14 Dalit women writers tell it as it is, the struggle as a woman from the margins of society. Through fiction and non-fiction.

Women across the world and especially in rural India have met immense challenges to get themselves educated and for Dalit women, it's been doubly hard. However, from the pioneering Dalit women of the early 20th century who got themselves educated to young women writing today as intersectional feminists, Dalit women writers have made immense contributions to Indian literature as well as the cause of Dalit rights. Their writing gives an in-depth view of their struggle, besides having produced many literary gems.

Here are some of the must-read Dalit women writers writing across Indian languages and English. Though before you go on to this list, I'd like to mention Savitribai Phule, without whom no Indian woman could have learnt to read or write, and could be called the foremother of all Dalit women writers.

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Shantabai Kamble

Majya Jalmachi Chittarkatha her first novel can be considered the first novel written by a Dalit woman – a pioneer for Dalit women writers, at that time. She is the protagonist and this could be looked upon as an autobiography showing through her eyes the brunt born by Dalits of class, caste and oppression. It chronicles life of Naja through childhood, marriage, hunger and labour. This book was later shown as a serial in 1986 by the name of 'Najuka' which is how it's known of now. The book is now included in the University of Mumbai syllabus too.

Bama Faustina Susairaj

'Karukku'(1992), the most famous book written in Tamil is an autobiographical account of her childhood experiences of being a dalit. In her book she tries to bring about an awakening in dalit women to empower them with education through her experiences. This book led to her being ostracized from her village as it critiques the social order but however gained critical acclaim.

Her style of writing was noticed as being unique and one other unique feature being she does not once name the protagonist.

Yashica Dutt

An Indian journalist and writer, Yashica Dutt belongs to a Dalit family from Ajmer. An alumni of St. Stephens college, New Delhi and Columbia university, USA she has written frequently about the issues faced by Dalits. She has freelanced for numerous well-known newspapers and magazines in India.

Urmila Pawar

Urmila Pawar was born into the Hindu Mahar family in Maharashtra. She has an MA in Marathi Literature and retired from PWD department of the state of Maharashtra. She converted into Buddhism when she was 12 at behest of Babasaheb Ambedkar's country wide call for renouncing in 1956. Her moving to Mumbai in 1976 marked her discovery of feminism. These two important events shaped her life and writing.

Aaidan (1988) – also available as an English translation titled The Weave Of My Life: A Dalit Woman's Memoir – her autobiography written in Marathi details the life of her family members and also gives insight into everyday life of Dalits. Aaidan means bamboo and anything made of bamboo and her family traditionally were bamboo basket weavers.

Vijila Chirappad

Adukala Illathaa Veedu (A Home without a Kitchen, 2006), Amma Oru Kalpanika Kavitha Alla (Mother is not a Poetic Figment of our Imagination, 2009), and Pakarthi Ezhuthu are her collection of poems which portray the hardships and anguish of dalit life. Her usage of poetry instead of prose is a unique feature as poetry considered to be more romanticized in nature. Her works talk about gender and caste issues.

Babytai Kamble

Her book Jina Amacha/The Prisons We Broke is the depiction of Dalit women of Mahar community and their tribulations.

Kalyani Thakur Charal

Kalyani Thakur Charal not only writes herself, but has also provided a platform for other Dalit women writers, as the editor of the Dalit women's magazine, Neer. She is part of the editorial board of Chaturtha Duniya, a publishing house focussed solely on the works of Dalit writers. She is also a board member of the recently formed Dalit Sahitya Akademi. And, of course, she is an activist who has lent her voice to a wide range of issues including the Citizenship Amendment Act (CAA) and the National Register of Citizens (NRC).

She has recently edited and written in Stree-Samya publication's offering Dalit Lekhika – Women's Writings from Bengal, along with Sayantan Dasgupta, that removes any misconceptions we may have that caste brutalit…

Baby Halder

Born in 1973, Baby Halder is an Indian author. One of her critically acclaimed works is her autobiography Aalo Andhari (A Life Less Ordinary). Baby Halder started her writing journey when she was on a trip to South India- within a month of the trip, Halder had written about 100 pages in her native language Bengali. Her autobiography talks about poverty, hardship, violence, and her struggle to make a name for herself as a writer. The book touches on topics of her difficult life after her mother left her and how she was married off to a man 14 years older than her. Her book was translated into Hindi (2002), Malayalam (2005), English (2006), and eventually into 21 languages and 13 foreign languages, including German, French, Korean and Japanese.

Maroona Murmu

Maroona Murmu is an associate professor in the Department of History at Jadavpur University, Kolkata. Her book Words of Her Own: Women Authors in Nineteenth-Century Bengal explores the idea and articulation of emerging women writers in nineteenth-century Bengal.

Lily Haldar

Lily Halder's Bhanga Berar Panchali (The Litany of a Broken Fence) is another addition to Bangla (Bengali) autobiographies. Lily Halder is an established Dalit writer based in Kolkata, West Bengal.

In her book, Lily Halder doesn't generalise the concept- and speaks of a marginalised life. Instead, she talks about a life that paves the way out of the margins to the mainstream. The book further talks about how going mainstream proves to be evidence of success- albeit partial- in the struggle against caste discrimination.

Sukirtharini

Sukirtharini is a feminist poet, and she is widely acclaimed for her contribution to Dalit and Tamil literature. Sukirtharani is a Tamil teacher at the Governments Girls High School in Vellore, Tamil Nadu.

Sukirtharani has a master's degree in economics and Tamil literature. Her works have revolved around the idea of the female body as the chastisement of the oppressive caste system. This idea comes from a deep perspective about being born both a female and a Dalit.

II. CONCLUSION

This paper gave a view of how Dalit Women writers bring out the oppression and suppression of the women in this patriarchal society . each works is an open window to the feminine world to reconstruct the world of suppressed emotions of women. From this it is evident that women began to utilize the power of pen.

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Life Style and Humanity in Sudha Murthy's Wise and Otherwise – a Salute to Life

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ABSTRACT

The purpose the present paper is to focus on the literary work of a well-known Indian woman writer, Dr, Sudha Murthy with special emphasis on 'Wise and Otherwise – A Salute to Life'. Sudha Murthy is the auther of several novels, three collections of short stories, four technical books and three travelogues. She is more popular as a trustee and Chairperson of Infosys Foundation through which she does her charity work and works hard for the betterment of less fortunate people by providing financial help to support their education, food and clothing. Today she is a well-known Indian woman writer writing in English and has been awarded R.K. Narayan's Award in Literature and Padmashri in 2006. The present paper focuses on 'Wise and Otherwise' that narrates her wonderful experiences and incidents of life that have a strong impact on our society. The book contains 51 chapters that deal with cultural aspects, family relationship, social attitudes economical situation and feminist problems. These stories of Sudha Murthy are the lessons of life in which she emphasises the need for compassion and humanity. Her stories particularly depict the neglected interior parts of India where there is the need of immediate help. All the stories in the book teach us the lessons of honesty, hard work, giving back to the society. This book itself is a strong message of humanity that is the most essential for the mankind to survive in this incredible life. The subtitle of this book-it is a salute to life in its true sense.

Keywords: Honesty, humanity, moral values, message, hardwork

I. INTRODUCTION

With its prime aim of giving 'Sublime and Pure Joy' literature plays a vital role in the sustainable development of a nation as well as the world. The majority of literature performs many social functions that can have a vast impact on the society. That's why it is properly said that 'Literature is the part of the fabric of society' and also 'it is the significant component of the culture of society'. In this sense Sudha Murthy's writing is one of the milestones in Indian literatre. Born in Karnataka with teacher's blood in her vein, later married to Narayan Murthy, started the Infosys Foundation. It is a non-profit organization that supports the programmes in the fields of healthcare, rural development, education and art. An M.Tech in Computer Science, technologist and also philanthroost, Sudha Murthy began writing in the later years of Life, in which she has documented her various experiences Sudha Murthy's 'Wise and Otherwise – 'A Salute to Life' is purely based on her experiences and minute observation. Her pen is so highly emotional that most of her stories are read with tearful eyes. It is also noteworthy that the characters in her stories belong to the neglected community and yet very honest and

'too full of milk of human kindness' who teach many more lessons of morality, hospitality and humanity. So it creats a strong impact on the readers and has good contribution in the present English Literature.

'Wise and Otherwise' of Sudha Murthy covers wide length and breadth of India. The present paper focuses on the four stories. The very opening story 'Honesty comes from the Heart' narrates the honesty of a college going student 'Hanumanthappa' who stands merit in S.S.C. exam. Being attracted by the bright and sparking eyes of Hanumanthappa, Sudha Murthy decides to help him financially in his further education as his father is a Coolie. So she sends Rs. 1800 to cover hs expenses for six months. But with her great surprise, one morning she gets envelope along the letter of Hanumanthappan which he writes that as he did'nt stay in the hostel for two months his expenditure was less than Rs. 300 per month. Therefore he sends the unspent money to Sudha Murthy. Despite being poor, he returns it very honestly. Sudha Murthy is taken back by such poverty and yet such honesty of Hanumanthappa. This experience of Sudha Murthy is unbelievable but true. Experience has taught Sudha Murthy that honesty is not the mark of any particular, it is also not related to education or wealth. It cannot be taught at any university. In most people, it springs naturally from the heart.

'In Sahyadri Hills, A Lesson in Humility' is also such a pleasant and wonderful experience of Sudha Murthy. In her visit to tribal village school deep in the forest of Sahyadri Hills, with the purpose to improve the school, Sudha Murthy meets the Thandappa, more that ninety years old man, the head of the tribe. In the second visit when Sudha Murthy goes there with her gifts of umbrellas and clothes for school children, the Thandappa teaches her tribal culture and offers her a bottle of wild red fruit juice. In Sahyadri forest, an old man, a tribal with no schooling practiced a highly principled philosophy of life – give when you take; do not take without giving. So she smiled and gracefully accepted his gift. The Thandappa rises even further in her esteem when she remembers his remark 'There is a grace in accepting also.'

'Salaam Namest' is another story that itself is a lesson of honesty and humanity. Sudha Murthy narrates the story of Mohammed Sheikh who has a tiny shop of books and stationary from whom she buys books forBanglore slum schools. She comes to know from Sheikh that his widow sister and niece both stay with his family and she is suffering from cancer, and he needs the money desperately for her operation. Knowing him very well, Sudha Murthy, offers him a cheque of fifty thousand rupees. Operation is done well but for a long time she does hear anything from her. One day she goes to the shop and cames to know that Zubeida passed away a fortnight back. Inspite of her help Zubeide does not survive Sheikh introduces her to his niece Tabassum. She says in clear voice 'Madam,Ammi ka Salaam, Sheikh wipes his tears and gives an envelope to Sudha Murthy in which there are three thousand rupees that remains from the given amount. He also says to her that while dying Zubeida made a promise to meet Sudha Murthy and give her Salaam. She also promised her brother to return the amount to be given to another sick person. Sudha Murthy is stunned and speechless at this time. Even after death Zeibeida has passed on her positive attitude to her child. Our earth is enriched by people like Zubeida.

Salaam Namaste brings tears in the eyes when Sudha Murthy talks of Zubeida, who tells her brother to return the unspent money allotted for her cancer.

'Think Positive Be Happy' comments on the people's attitude to look at life. A cook of Sudha Murthy's mother Girija never speaks about her personal life and always cheerful. She looks smart, contented often hums a song while working. She lives happily though her husband and son abandon her. On the other hand Vasant the family friend is an executive with multinational company yet he is always complaining about something or the other. So each visit of Vasant makes an atmosphere gloomy, Sudha Murthy thinks of both persons that Vasant makes his life miserable by thinking about what he does not have, while Girija, an uneducated woman learns to

see the positive side of every difficulty and to enjoy life.Such stories inspire and teach lessons of humanity. Besides the positive side of life, some stories such as – A Bond Betrayed on Rakhi Day, Stove Bursts or Dowry Deaths ?,. Not All's Wroing with the Next Generation, Life is a Examination narrate the seamy side of life.

'My money, Your Money' comments on the negative attitude of people. In such stories Sudha Murthy finds complete absence of live, declining values of family system which place a lot of questions about the present family system that is turning failure unfortunately. Even many stories throw light on social evils like literacy, dowry deaths, ill treatment of women poverty, and forced Devdasi. The story of a man who leaves his own father in an old age home claiming that he is a homeless man who needs help and comes to claim money when he dies makes us restless and comments on the selfish relations.

II. CONCLUSION

All the stories in 'Wise and Otherwise' reflect the positive and seamy side of life and different attitudes to at the life. In the words of Sudha Murthy 'Let's think positively' and pick up only good from her experiences. This book is in the form of lessons of life, that preach the gospels of honesty and humanity. Sudha Murthy is doing a job of giving back to society following the advice given by JRD Tata. While leaving Telco Sudha Murthy was not sure about the success of their company Infosys. There upon JRD Tata advised "Never start with diffidence. Always start with confidence. When you are successful you must give back to society. Society gives us so much; we must reciprocate. I wish you all the best" In JRD Tata Sudha Murthy saw her role model for his simplicity, his generosity, kindness and the care he took of his employees. Even today Sudha Murthy follows the advice of JRD Tata that is giving back to the society. Her giving back to the society through Infosys Foundation has given her pleasant and wonderful experience that result in the touching writings of the stories that pose the book on the highest peak of literary standards. Based on the experiences of Sudha Murthy 'Wise and Otherwise' is a salute to life in the real sense and works as a guide lamp in such a selfish, miserable, corrupted, wretched and incredible life of today.

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Higher Education and CSR

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ABSTRACT

Corporate Social Responsibility is the company's initiatives to help and serve the nation towards its growth and development. The concept of CSR has brought about awareness and responsibility among the companies to contribute towards the society, its workforce, labours, their families and the society at large. With globalization and the increasing demand of industries, education and skills have become a pre-notion for any person. India's literacy rate being only 77.7% as of 2022, there appears a need for the companies to train and educate the youth to contribute to the overall development of the country. The CSR contributions have made it possible for the companies to spend a percentage of their budget towards the education sector.

Keywords: CSR, higher education, skill development, vocational skills.

I. INTRODUCTION

Corporate Social Responsibility, often abbreviated "CSR," is a corporation's initiative to assess and take responsibility for the company's effects on environmental and social wellbeing. The term generally applies to efforts that go beyond what may be required by regulators or environmental protection groups.

CSR in Higher Education is an emerging concept. With the companies recognising the importance of education for the growth and development of the nation, and understanding their responsibilities towards society, they have now started focusing on the Education Sector as a part of their CSR contributions to the society and country.

II. CORPORATE SOCIAL RESPONSIBILITY

CSR may be referred to as "corporate citizenship" and involves incurring short-term costs that do not provide an immediate financial benefit to the company, but instead promote positive social and environmental change. The term 'Corporate Social Responsibility' has many definitions –

The European Commission defines CSR as "the responsibility of enterprises for their impacts on society. To completely meet their social responsibility, enterprises should have in place a process to integrate social,

environmental, ethical human rights and consumer concerns into their business operations and core strategy in close collaboration with their stakeholders"

The World Business Council for Sustainable Development (WBCSD) defines CSR as "the continuing commitment by business to contribute to economic development while improving the quality of life of the workforce and their families as well as of the community and society at large."

According to the United Nations Industrial Development Organization (UNIDO), "Corporate social responsibility is a management concept whereby companies integrate social and environmental concerns in their business operations and interactions with their stakeholders. CSR is generally understood as being the way through which a company achieves a balance of economic, environmental and social imperatives (Triple-Bottom-Line Approach), while at the same time addressing the expectations of shareholders and stakeholders."

The Companies Act, 2013 has introduced the idea of CSR to the forefront and through its disclose-or-explain mandate, is promoting greater transparency and disclosure. Schedule VII of the Act, which lists out the CSR activities, suggests communities to be the focal point.

III. HIGHER EDUCATION IN INDIA

Higher Education refers to the education in industries or similar educational establishments, especially to degree level.

India has one of the largest higher education systems in the world that stands second in terms of the higher education network. The term 'higher education' with respect to India denotes the tertiary level education that is imparted after 12 years of schooling (10 years of primary education and 2 years of secondary education). The entire higher education ecosystem in India comprises around 1000+ universities and 42,000+ colleges imparting exceptional education. All these institutions fall under the purview of the Ministry of Education.

IV. CSR UNDER COMPANIES ACT, 2013

The Companies Act, 2013 vide its Section 135, provides for a CSR provision where –

"Every company having net worth of Rs.500 crores or more, or turnover of Rs.1000 crores or more or a net profit of Rs.5 crores or more during any financial year, shall contribute at least 2% of its average net profits made during the three immediately preceding financial years, in pursuance of its Corporate Social Responsibility Policy"

Schedule VII of the Companies Act, 2013 enlists the activities where the companies can contribute towards CSR. Clause (ii) of Schedule VII states that –

"Promoting education, including special education and employment enhancing vocation skills especially among children, women, elderly and the differently abled and livelihood enhancement projects."

V. VARIOUS INITIATIVES BY TOP INDIAN COMPANIES IN EDUCATION SECTOR UNDER ITS CSR ACTIVITIES

1. **Reliance Industries**
➤ **Initiatives:**
• Reliance Foundation Education and Sports for All

- Dhirubhai Ambani Scholarship
- Reliance Foundation Schools

The Reliance Foundation Education and Sports for All partners with 14 NGOs to provide education to underprivileged children. They focus on encouraging literacy, sports and life skills among children. It also provides a Digital Learning Van, embedded with technology, which has been providing quality education to more than 4000 children across 10 government schools in Mumbai and Thane districts.

The Dhirubhai Ambani Scholarship valued on the vision and values of the Founder of Reliance Induatries, Dhirubhai Ambani, awards meritorious students and promotes academic and leadership excellence. More than half of the scholarships are granted to girls, while one-fifth to specially abled students. These scholarships help provide financial assistance to meritorious students to pursue graduation in any institution and stream of their choice.

13 schools have been established under Reliance Foundation Schools, educating over 14,500 children annually.

2. Wipro

➤ **Initiatives:**

- Systemic Reforms in School Education
- Wipro Earthian
- Azim Premji University
- Wipro Academy of Software Excellence Programme
- Mission 10X

The Systemic Reforms in School Education was the first CSR initiative taken by the company in 2001. It focuses on supporting primary education. It also focuses in providing education to children with disabilities. It provides tutoring, assistive technology, health and nutrition to these children.

Wipro Earthian is the company's flagship programme set up in 2010. It focuses on Education and Sustainability. It has 2 components; the PAN India Outreach Programme and the Continuous Engagement Programme. It focuses on spreading awareness relating to care about the environment and for the youth to come up with new and innovative solutions for its protection.

The Azim Premji University commits towards social change, using education as a driver. It provides need based scholarships to students.

The Wipro Academy of Software Excellence programme in partnership with Birla Institute of Technology and Science, provides academic exposure and practical professional learning at workplace to science graduates.

Mission 10X, a non-profit initiative, helps in enhancing employability skills of engineering students. It helps building the engineering education infrastructure. It focuses on training teachers on pedagogy and engagement philosophy.

3. Infosys

➤ **Initiatives:**

- Eliminating hunger in classrooms in collaboration with Sri Ramakrishna Vidya Kendra
- Providing quality STEM education and peer learning pedagogy in partnership with Avanti Fellows
- Spark IT programme

The company collaborated with Sri Ramakrishna Vidya Kendra in the Bannerghatta Forest area in Bengaluru to provide free meals to students. With an increase in drop out rates of children from low income families, the

company started providing free meals to children falling under below poverty line to promote educate among them.

Infosys in partnership with Avanti Fellows helps under privileged students gain STEM education. It provides unique peer learning pedagogy developed after 20 years of research at Harvard University. This helps the students getting admission in IITs and NITs.

The Spark IT programme is a 3 months course, providing technology and communication skills, specifically designed for engineering students.

4. **Tata Steel**

➢ **Initiatives:**

- 1000 Schools Project
- Jyoti Fellowship and Moodie Fellowship
- Tata Steel Scholars and Coaching Initiative

The company launched a 1000 schools project in January, 2015, with the aim to create a scalable model of universalisation of elementary education. The project was based on the Right to Education framework of the government of India. It focused on 2 tribal blocks, Noamundi and Jagannathpur, of Jharkhand.

The Jyoti and Moodie Fellowship aimed at providing equitable and quality education to various students belonging to ST and SC categories and who are from economically challenged families in Jharkhand and Odisha.

The Tata Steel Scholars and Coaching Initiative helps under privileged students from class 8, 9 and 10 to hone their skills in Mathematics, Science and English subjects. It focuses on the students belonging to the ST and SC categories.

5. **Mahindra and Mahindra**

➢ **Initiatives:**

- Mahindra United World College
- Project Nanhi Kali
- Mahindra Pride Programme
- Mahindra Saarthi Abhiyaan

The Mahindra United World College established in Pune, provides vocational courses for youth belonging to low income families and provides scholarship for remarkable students to pursue higher education abroad.

The company's flagship project Nanhi Kali, is the largest programme for girl child education in India. It provides 360 degree support to girls belonging from Class I to X. It also helps sensitise parents to become the childrens collective guardian and spread the importance of education.

Mahindra Pride Programme trains youth from ITIs, Polytechnics, Arts and Science Colleges in life skills, jobs, etc.

The Mahindra Saarthi Abhiyaan provides experience to under graduate engineering students in aspects of automobile engineering.

CSR CONTRIBUTION TO EDUCATION AND SKILL SECTOR (FY 2021-22)

Thematic Distribution of CSR	No. of Projects Implemented	No. of Companies	Amount Spent (in INR Cr.)	Percentage of CSR Fund
Promotion of Education, Special Education and Vocational Skills	2046	271	3196.7	25.3%

CSR FUND DISTRIBUTION IN EDUCATION AND SKILL SECTOR (FY 2021-22)

Education and Skill Projects	No. of Projects Implemented	Actual CSR Spent (in INR Cr.)
Education Projects	1706	2448.16
Skill Development	340	748.54
Total	2046	3196.7

Source: ICOR Report 2022 Final Report

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A Study of Role of Higher Education in India

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ABSTRACT

The Indian Education system is backbone of the overall development of India. We are adopted the appropriate policies regarding the higher education on time to time for enhancing the quality of higher education as well as developing the human resource. Education plays a vital role in National development. In the globalization the world become a village, because of development of the information and communication technology day by day. In 21st centaury changing the entire sector by knowledge and its credit goes to the higher education system of India because, in India increased the Gross Enrollment Ratio in higher education it is very low with compare to other developed country at the time of independent in India having very low strength of student for getting higher education but now a days it is increasing and therefore the huge of young generation getting the higher education in many types of stream.

I. INTRODUCTION

Higher education performs a key role in India for develop the skills as well as knowledge. The Higher Education in India helps to develop human resources and improving the social development also. After independence higher education plays vital role for overall development of nation. The Indian Higher education system includes both public universities and private universities. Public universities supported by state government and central government while private universities mostly supported by various bodies and societies. All universities in India are recognized by University Grand Commission (UGC), which draws its power from the university grant commission act, 1956. In addition 16, professional council is established, controlling different aspects of accreditation and coordination. UGC control on central universities, state universities, deemed universities and private universities in India. Higher education pays very important role for the overall development of any country or we can say the development of any country is depending on the higher education policy, position and the quality in the higher education. After the independent in our country improves the level of higher education in the emerging period very few higher education colleges and institutions, basic courses was available in India but today many types of professional courses are available in India. The availability of good quality faculty is very important for improving quality of nation's education position. While there has been a consistent growth in the faculty strength in higher education, in India it has not matched the growth in student enrollment numbers. Today the number of teachers has gone less than

student enrollment as compared to 1950-51 this is directly impact on the student quality or educational quality of nation. Student enrollment has been increased but as the same proportion the teacher's quantity was not fare.

Table No. 1. Number of Colleges and Faculty Strength

Year	No. of Colleges
1950-51	695
1960-61	1542
1970-71	3604
1980-81	4722
1990-91	7346
2000-01	12806
2010-11	31564
2011-12	35539
2015	38498
2016	39071
2017	40026
2018	39050
2019	39931
2020	42343

Source: UGC higher Education at a Glance-June, 2013

In above table we can saw how increasing the colleges in India and the faculty in the colleges in entire period that is 1950 to 2012. At present in India having 504 universities and university level institutions, 243 state universities, 53 state private universities, 40 central universities, 130 deemed universities, 33 institutions of national importance established under act of parliament and 5 institutions established under various state legislations. National skill development corporation in its recent study estimated that there will be incremental need of about 31, 71,000 teachers in higher education between 2008 to 2012 to maintain student teacher ratio of 20:1. That is major challenge ahead to the higher education system in India.

Table No. 02. Number of University in India.

Sr. No.	Year	No. of Universities students
1	2015	760
2	2017	864
3	2019	983
4	2022	1014

As per above table there were 760 universities in the year 2015 and it is increase up to 1014 in the year 2022. These universities performed for the development of the nation's human resource and increase the social development.

II. CHALLENGES TO INDIAN HIGHER EDUCATION SYSTEM IN INDIA

Following are the major challenges faced by higher education system in India:

1) Low strength of higher education faculty: According to the National skill development corporation (NSDC) the ratio of student and teacher should be 20:1 but at present it is very low and it directly affected on the quality of education. Per teacher student strength has increased in day by day therefore many institutions teacher cannot concentrate on individual.

2) In Indian higher education system have many barriers for research: Research activity is one of the major activities in higher education. In India many types of barriers like rule and regulation of UGC, Government University, College, particular institutions and the system followed by them. If researcher not followed this process researcher also create new problem in their work. In our country researcher cannot concentrate on research and automatically their affect on the research result.

3) Absenteeism in colleges: More than 50 percent of students do not get serious about the higher education they don't have self-confidence and trust on it, they are become exam oriented that causes are deferent. And therefore it is one of the difficulties in higher education

4) Government Grant: The grant of government for the education especially to higher education is very low to compare with developed country. Research and development is also low as compare to other country, our expenditure is 0.81 per cent of GDP, and it is 1.13 per cent in China on their GDP and 2.60 percent in US.

5) Acute faculty shortage continuous to impact the quality of higher education. Shortage of faculty and the inability of the educational system to attract and retain well-qualified teacher have been posing challenges to quality education for the past many years. Currently about 25 percent of faculty position in universities remain vacant while 24 percent faculty in universities and 57 percent in colleges are without Ph. D. degrees.

6) Assessment system and examination pattern: Day by day change in the assessment system and the examination pattern but it is not took the standard of examination and quality of higher education because of its proper implementation and utilization in higher education.

7) Traditional pattern of syllabus: many courses syllabus framer do not change them they only divide it, reduce, increase something among it already having the old syllabus they adapted tradition practices which has no application in today.

8) Essential academic facilities for improvement of the qualitative higher education: For the adequate facility fund is require sources of funding for universities include plan and non plan grants from state government, UGC, central government projects and other university receipt through avenues such as affiliation.

9) The private sector role in higher education: in India having the conflict situation among private sector participation in higher education about 22 percent universities are private sector categories. At the same time, there are about 64 percent of the colleges in the private sector therefore their contribution is very important. And

10) Political interference, etc. these are the challenges of the higher educational system in India.

III. ROLE OF HIGHER EDUCATION

Higher Education plays a key role in society's development in India. Higher Education is helps people develop the skills, awareness and knowledge they need to succeed in today's competitive world. It also helps to prepare people for their workforce and how to perform in the society with the good ethics and moral. Following are some important role of higher education.

1) Improvement of knowledge and skills: The higher education is performing for both a training of minds and training of souls of every person; it should give both knowledge and wisdom. The human value is very important thing it is also improve by the higher education.

(2) Higher education helps to the social development: the higher education system must find its guiding principle in the aims of the social development. Social development is directly helps to the nation's development and it also helps to the standard of living of the society.

(3) Improvement for the ethical values:

The success of a country does not depend on the extent of its development in the wealth and earnings; the development of ethical values is more than the other development.

IV. CONCLUSION

Higher Education is an essential component of society, and it has become important part of modern life. It is responsible to develop many profession of the society also. The educational condition before independence was very poor due to social and cultural background etc. But after establishment of UGC Indian higher education system is improved but some difficulties are ahead to the higher education of India. For improvement of the quality of higher education in India, need to change the level of teaching, proper academic facilities, adaption of the specialized and technical education, enhancing the teacher's quality and professionalism in teaching, improvement of evaluation procedure of examinations, changes in job-oriented courses, reduce the political interference, educational system should be business oriented, and improving the practical based learning, etc.

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Challenges of Blended Learning

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ABSTRACT

This paper presents the challenges of Blended Learning. Blended learning combines online and face-to-face learning methods. Learners spend part of their learning time interacting face-to-face with a teacher and classmates and part of their learning time using a computer or portable digital device (such as a Smartphone) to access online courses, curriculum, or other learning resources, by themselves or collaboratively, inside or outside of the classroom. The two modalities of learning are integrated, complementary, and overlapped, and there is some control over the place, time, and pace for learners. It is becoming more and more popular and useful to use blended and hybrid learning as time goes on, and circumstances require new approaches to teaching. While new educational technology has become increasingly important for blended classrooms, it also brings challenges. This paper discusses blended learning challenges that are frequently cited.

Keywords: challenges, blended learning

I. INTRODUCTION

Teaching and learning are two processes underlying the activity of students and teachers nowadays. Learning process puts both parties towards each other, what it teaches and what it takes, the teacher and the student. Generally teacher teaches the students enabling pass the examinations. He is always careful that his pass percentage may not go down. Thus teaching and learning process become passive. But the engagement shows or indicates of improvement of teaching learning process. And teacher plays vital role in realizing the educational goal of 21st century of a dynamic society. They must be exposed to technology based instruction in the classroom to be able to survive and be successful in the future school environment. Today takes great importance to the training of students to teach themselves, their education, equipping them with the skills of independent work with the most advanced methods of learning conscious sustainable, active and creative.

Both teaching and learning processes have benefited from various educational technologies. The use of technology has removed educational boundaries. Recent advancements in educational technologies have yielded positive results in our education sector. New educational technology supports both the teaching and learning processes. Technology has digitized classrooms through digital learning tools like computers, ipads, Smartphone's, smart digital whiteboards. It has expanded course offerings, and has increased student's engagement and motivation towards learning.

A new teaching-learning method has gained popularity in recent years. To give a better learning experience, it is important to make the best use of technology, especially the internet-driven aspect, in conjunction with

traditional teaching. The pedagogy used is a blended pedagogy that engages student's deeply in learning and helps them achieve cognitive, affective, and psychomotor objectives. Blended learning as a pedagogy is a blend of traditional and online learning to make the dream of digital India come true.

Traditional learning is the best way of teaching-learning process where the student normally learns with the instructor-laid approach or in the environment where the instructor addresses the learning requirement of the Learner face to face. But like any other learning method, traditional learning also has both advantages and disadvantages. When we talk about e-Learning is web-based learning which especially means online. It has a number of advantages over traditional learning due to the great advantages of e-Learning. Educators and teachers accepted it as a strong option to overcome the existing flowers and weaknesses of the traditional approach. As there are a lot of advantages to e-Learning, the disadvantages of e-Learning have also been identified. In this digital age, blended learning can provide the best solution for today's learning approaches provided thoughtfully used along with traditional classroom teaching.

Blended learning can be defined as the mixing of face-to-face teaching and online learning Students can not only learn in a traditional environment but also online using internet technology and other synchronous and the resources of a synchronous and asynchronous web. But it is still the teacher who decides the usage and combination of the two as well as which portion of the students' learning that will take place online and in the classroom. Although blended learning affords opportunities for increased instructional richness and flexibility, social interaction, access to knowledge, personal agency, cost efficiency, and improved learner outcomes. Still, while implementing it has some challenges your success can be hindered if you are not aware of that beforehand. If we want to implement blended learning, we should be aware of hidden challenges that could hinder success before the program is even implemented. There are some challenges of blended learning. This paper discusses blended learning challenges that are frequently cited.

II. CHALLENGES OF BLENDED LEARNING

❖ Appropriate training to the teachers

In India the number of schools having Technology hardware and software is increasing, most of the schools have started using Smart Boards in the classrooms providing them access to navigate through the internet during their teaching, projection through LCD projectors have become a common feature in schools, colleges, and Universities but the fact is that teachers are still far more behind in integrating technology in a meaningful and purposeful manner during their classroom teaching and the big reason behind this is numerous our teachers are not techno-Savvy and legs required techno-skills which enables them to achieve new goals of education to develop lifelong learning skills and the ability to engage in collaborative knowledge creation and problem-solving with peers and experts around the world to achieve 21st-century educational goals and to adapt significant changes in the pedagogical process. So, they should be trained to use online resources, especially online classes and online workshops along with the basic techno skills which will be mentioned in the next challenge of blended learning in this paper.

❖ Choosing the right Blended Learning Model

The key to successful blended learning is to select the right combination of different modalities and their resources that will best serve the learning objectives and help the education system to prepare students for the 21st century, it should be used in a manner where it prepares students to be a fit in this rapidly changing

society. Institutions and teachers can develop their own blended learning model depending on the analysis of learners' requirements, the level of understanding, competencies involved, availability of technology, and online resources, or can choose any one of the blended learning models. The majority of blended learning programs resemble one of four models, Rotation, Flex, À la carte, and enriched virtual. The Rotation model includes four sub-models: Station rotation, Lab rotation, Flipped Classroom, and Individual Rotation. Every teacher should have the proper knowledge about the blended learning models, how, when, and where to use them. But when preparing or selecting the model, they should keep in mind that it suits our learning environment and the learning styles of our learners.

❖ Essential Technology skills to facilitate blended learning

In order to facilitate and practice Blender learning in an effective way every teacher or facilitator should have some basic Technology skills. As computers and associated Technologies continue to change and evolve, educators should try to update themselves continuously to strive for excellence in their work. Teachers are often criticized for not being techno-Savvy to keep space with 21st-century learners, which is true to some extent, often teachers shrink from integrating technology in their teaching due to a lack of knowledge of performing different techno skills. Some basic Technology skills are word processing skills, spreadsheet skills, database skills, electronic presentation skills, web navigation skills, email management skills, digital cameras, computer network knowledge applicable to the school system, file management and Windows Explorer skills, downloading software from the web, installing computer software onto a computer system, webCT or blackboard teaching skills, video conferencing skills, computer-related storage devices (CDs, USB drive, DVDs, zip disks), educational copyright knowledge, computer security knowledge, etc. These Technology skills can help teachers to adopt and use blended pedagogy to keep pace with changing instructional pedagogies.

❖ Deciding the Time and Activities –

Success of any blended learning module depends on how the traditional and online learning activities synchronise with each other. There should be a significant and relevant switchover from traditional to online learning environment and vice versa. The classroom activities should be integrated and linked to online activities and online learning should supplement classroom learning activities. The duration for classroom and online learning can be decided in harmony with the learning objectives.

❖ Overcoming the idea that blended learning is not as effective as traditional classroom training.

Participants are attracted to the Traditional classroom because they understand that they can be successful learners. They understand their roles, and what is required as far as behaviour, effort, and participation. Online learning technologies change these expectations, and the safety net is taken away. Managers often don't realize the effort it takes for a self-directed program to be successful, and facilitators often don't have the confidence to fully support the program. These factors, left unaddressed, often result in a failed program.

❖ Selection of the Right online resources

Out of a number of online resources, the facilitator should take all the precautions to choose appropriate resources to achieve the learning objectives. The facilitator or teacher should first prepare an idea about how they will integrate technology into their classroom learning, how they will integrate all web resources into that traditional learning, and how they will use online resources. The appropriate Integrated various online

synchronous and asynchronous resources (especially online classes webinars, and online workshops) help teachers to carry on the teaching-learning process smoothly.

❖ **Availability of technology and internet**

Both Software and hardware of technology have brought a complete revolution in the field of education, the internet being the driver of learning today, marks the beginning of a new era in our educational system. The other challenges are that teachers do not have enough knowledge about technology to fully utilize its advantages, schools, especially in rural areas, do not have the funding to implement it, and their students also cannot afford internet facilities and digital equipment at home. Rural school areas always have an issue with access to Wi-Fi, hardware, or software.

❖ **Preparing for the Blended learning Environment: Tools and Resources**

Preparing tools and resources for the blended learning environment is an arduous task. Our teachers are still far more behind in preparing tools and resources for the blended learning environment in a meaningful and purposeful manner during their classroom teaching. The facilitator should, first of all, explain to learners about blended learning and an idea about how they will integrate technology into their classroom learning, what all web resources will be integrated into their traditional learning, and how they will use online resources. While preparing tools teachers to need to go through the proper instruction to get successful in the program such as keeping technology use simple in order to avoid turning the course into a support Nightmare and gradually and more advanced technology, focusing on design, not Technologies use, don't do it alone discuss your problems and progress with colleagues whether they are using the hybrid or not manage student's expectations, prepare for anticipated problems, don't organize your course two tightly.

III. CONCLUSION

Generally, the Blended learning approach has unlocked infinite learning opportunities for the internet generation. In this information and communication age, the nature of work and the skills required to be successful, are very different than they were required earlier. Today, students need to learn and know a great amount of information in very little time in an inquiry-based, self-directed learning context. They need to collaborate effectively around the world with the students and teachers both face-to-face and online, facilitating collaborative learning, which is now possible. This is the blended learning approach. While implementing it has some challenges your success can be hindered if you are not aware of that beforehand. If we want to implement blended learning, we should be aware of hidden challenges that could hinder success before the program is even implemented As above explained there are many challenges in front of teachers regarding blended learning which will require a strong support from schools to corporations, from the management, institution, from the state and central government by updating educational policies and providing financial aids, trainings to especially backward and rural areas.

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Role of Students in Extension Activities

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ABSTRACT

It aims to foster in students a sense of involvement in social work's role in nation-building. Active engagement in the day-to-day activities of the community deepens comprehension of the social environment and enriches his or her personality. In addition to being a welcome addition to traditional classroom instruction, this learning process fosters in students a sense of a particular goal. To develop pupils' social awareness by giving them opportunities to interact and work alongside people. To become knowledgeable about social reality, to become concerned about the welfare of society, and to start taking innovative and useful social action.

I. INTRODUCTION

We are aware that anyone may contribute to the greatness of their country by imagining, thinking, and acting. Students are seeds, but people are established trees. Good seeds produce good trees, and good trees provide good fruit. A student develops into a good citizen, and a good citizen improves society.

"Good students — ethical society — wonderful nation" is the formula for a great nation. A good student creates a morally upright society that is free from corruption, politically balanced and adheres to accepted economic standards. A country with integrity endures forever.

The pupils are the nation's future heirs. Therefore, they ought to have strong moral, political, and economic beliefs. They serve as the foundation for stunning structures.

The nation's critical organs are its students. The "Nation's Most Needed" categories, such as producers, protectors, philosophers, etc., are possible future citizens who belong to this group. The necessary items are produced by producers, who may work in the food, electronics, engineering, etc. industries. Protectors defend the country. The nation is guided by philosophers. In addition, the student must perform these acts of life in order to build the ideal country.

Students, a nation's future, are crucial to the process of establishing that nation. By doing his tasks in a morally upright manner, each citizen can contribute to the development of the country. One should be sincere about their obligations, both for themselves and for the fulfillment of the country. We all know that life is short and that there is much to be done for our society, our country, and the entire planet. There are primarily two responsibilities that we must fulfill honestly. The first is to put up the most effort in the shortest amount of time while avoiding stress, and the second is that no matter our position in society, we must make earnest efforts in whatever we do. By upholding moral principles and doing good deeds, students may contribute to their community and the country. They should be able to shape themselves into responsible citizens with the aid of educational values. We should all give academic discipline significant thought, as everyone knows. Students shouldn't deceive themselves by engaging in things that can lead them astray from their goals. Students need to think carefully and honestly about their futures. They ought to be aware of their place in

society. In any nation, the youth represent the most vital and dynamic element of the population. Statistics indicate that developing nations with sizable youth populations might experience significant growth in all areas of their economies if they invest in young people's rights, education, and health. It is thought that the youthful minds of today will become the leaders, inventors, builders, and innovators of tomorrow.

My faith is in the younger generation, the modern generation, and out of them will come to my workers, stated Swami Vivekananda once. This remark illustrates the influence that young people can have on society. More than 60% of the youth contributed to Germany's superior or inferior victory in the First World War. More than 80% of the Youth who engaged in the preparation of the entire trip were involved in the mission to send the very first person to walk on the moon. Indian youth also contributed significantly to the liberation of our nation from British domination. Youth play an important part in the development of a nation. They can have a good impact on society and help to find a solution by coming up with novel and effective ideas that will only advance the welfare of the nation. They have the capacity to build an individual identity, which will facilitate making an impression. The youth can make our nation great if they have the support of their family and friends, When the Youth are together, we can improve the quality of life for everyone, In any nation, the youth represent the most vital and dynamic element of the population. Statistics indicate that developing nations with sizable youth populations might experience significant growth in all areas of their economies if they invest in young people's rights, education, and health. It is thought that the youthful minds of today will become the leaders, inventors, builders, and innovators of tomorrow. India is the largest democracy in the world, but it still lags in terms of sociopolitical and economic development. After all these years, we still haven't succeeded in obtaining the freedom and national development that our freedom fighters battled for. We have failed to combat unemployment, poverty, corruption, illiteracy, and violence in our nation for the past 72 years. India's rankings have barely improved in recent years across all development indices. In the Human Capital Index, the World Happiness Index, the Human Development Index, and the Gender Development Index, India is ranked 116, 131, 144, and 141, respectively. This demonstrates the condition in which our nation is. India must work to raise all of these indexes if it wishes to this demonstrates the condition in which our nation is in. The Youth must step up and assume responsibility for combating the numerous inequities and helping to advance the development of the nation if India is to improve all these statistics. According to statistics, India has an advantage over other nations because 62% of its population is under 25. Young people are known for having imaginative and diligent brains, which will aid in the development of the nation. Only if youth are given appropriate opportunities in a variety of fields can they alter the nation. We have been encouraged to choose careers in engineering or medical science in our culture. This could be as a result of social pressure or family pressure. This has grown to be a significant factor in the youth's demise. According to statistics, 55% of young engineers are unemployed because they lack the qualifications to secure employment. Youth can influence society. If young people think about pursuing careers in domains like politics and the arts, they can influence society. We may anticipate a significant shift in the evolution of the nation if the Youth are provided with the right opportunity to reflect their opinions in arenas like politics. Young people should be inspired to get involved in politics and hold important posts like the minister of education, minister of finance, bureaucrat, and even prime minister.

The mission of the extension is to help individuals, organizations, and communities to improve their lives and environments through an extensive process that brings scientific research in an understandable and useful form to the public. Many students do not understand the extension administrative structure or approach to educating the public active environment in developing solutions to extension problems shows students how they can make difference to the lives of farmers or stakeholders. Think about major measuring in extension education if students want to work with women youth and adults in agriculture and natural resources at the field level for rural development. student can work with applied aspects of agriculture science.

Youth must be encouraged and given access to good health, training, and education if they are to be effective leaders, inventors, and innovators who can change the world. When the Youth are employed and generating money rather than being dependent on anyone, the economy of the nation will grow. National Service Scheme

(NSS) was introduced in 1969 with the primary objective of developing the personality and character of the student youth through voluntary community service. 'Education through Service' is the purpose of the NSS. The ideological orientation of the NSS is inspired by the ideals of Mahatma Gandhi.

II. OBJECTIVES OF N.N.S.

Giving kids rich and significant educational experiences so that their education is comprehensive and purposeful.

- to build the skills required for democratic leadership and program development that will aid in their transition into the independent workforce.
- to provide them with the resources for personality development.
- Recognize the environment in which people work.
- Recognize who you are in connection to your community.
- Include the social in the process of problem-solving by identifying their needs and challenges.
- develop among one another
- accountability, tolerance, and cooperation. The NSS is essential to the student's development of their underlying personality traits. They should cultivate a sense of civic duty among one another.
- Use your expertise to solve challenges in your society and on an individual level.
- Develop the skills necessary for sharing duties in a group setting.
- Develop your ability to encourage community involvement.
- Develop a democratic attitude and leadership skills.
- Build your ability to handle emergencies and natural calamities.
- Practice social harmony and national integration.

III. CONCLUSION

The youth play a crucial part in the development of a country. They can have a good impact on society and help to find a solution by coming up with novel and effective ideas that will only advance the welfare of the nation. They have the capacity to build an individual identity, which will facilitate making an impression. The youth can make our nation great if they have the support of their family and friends, I can promise you that.

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Employability in Higher Education

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ABSTRACT

Employability in higher educationdemographic dividend creates by theeducation and higher education gives youmore opportunity for future perspective ,employability in our Indian society willuse the things because of some of thespecific reason education has differentfield has been so technical education medical exact but most of important is the system of education is outcomes of your education employment is the rule of survival of every person whatever it may be male or female elevation is the basic tool of education otherwise we are going to backward as compared to whole world.

Every country complete with each other for the innovation whatever the feel is science or humanity innovation creates you more Employment opportunity will fill the Expectations of the society that's why employment for the higher education .

I.   INTRODUCTION

Indian perspective huge population in spirit of ground reality of employability is very worst and ruler India the difference between ruler and urban India creates difference in the factors are important for the creating best opportunity for the Employment generation.geographical location, human resource, connectivity ,education these are the important factors for creating the employment opportunity into the every country of the state policy of the Nations and political Goodwill of the state there are decision making factors responsible for the creating employment in the state changing perspective of the education creates more opportunity for the future music futuristic Indian approach for the new education policy if you analyse the principal of new education policy basic factor which are research oriented motive of the education is very important today education policies are output oriented and Research oriented in India Institute for the higher education are evaluating the use to enhance and working on the various measures for the standard in the Indian education system the purpose of the higher education to develop setup skill in hands the knowledge for the futuristic attributes that makes an individual creates more employment .

India as the youngest country which is 28 years old comparative European countries India has huge potentials to use this demographic dividend for economic growth of the nation GDP growth of India comparative comparatively five nations of China is the main computer for India if you are previous government taking importance steps for the economic policies international trade Export Import business banking Research and innovation also there are which is schemes which are implemented for the higher education making rule for the creating better opportunity for better India

II. WHAT IS EMPLOYABILITY

Whiletherearemanydefinitionsofemployability, most include thesecommonaspects: Employabilityislinkedtoemployment.Graduates'attributes,skillsandknowledgefacilitateemployability.Individual characteristics,personalcircumstancesandothersocio-economicfactorsalsoaffectgraduateemployability.For governments, employable graduates arekeytodrivingeconomicgrowth,throughthe development of enhanced products and services.

Governments look to the education sector toproducegraduateswiththesoftandtechnicalskills to meet new economic imperatives.Employable graduates will result in a greaternumberofemployedgraduates,whichpositivelyaffectsnationaldevelopmentandprosperity.For higher education institutions, employabilityspanstheentirespectrumofeducation,frominculcating ofvalues,to impartingknowledgeand developingtheskillsandattributesthatequip students for the world of work.

 Whilemany universities still emphasize a graduate'sability to obtain employment that matches their areaofstudy,thereisincreasingfocusondevelopingthebroaderskillssetthatwillallowgraduates to adapt to a rapidly changing anddiverseworldofwork.

III. WHY IS EMPLOYABILITY IMPORTANT

Many students choose to study at university toimprove their career prospects. However, whilemost employers are looking for "work-ready"graduates, more than half of them believe thatpost-secondary has not adequately preparedgraduatesforthelabourmarke.development of enhanced products and services.

Governments look to the education sector toproducegraduateswiththesoftandtechnicalskills to meet new economic imperatives. Employable graduates will result in a greaternumberofemployedgraduates,whichpositivelyaffectsnationaldevelopmentandprosperity.

Inanincreasinglycompetitivemarket,highereducation institutions must show that theycan produce high-quality graduates for thelabourmarketandofferagoodreturnoninvestment for students. By improving andevidencingstudent employabilityas an outcome,universitiescanattractmorelearnerswhich leads to increased revenue.

Focusingonemployabilitycanalsoenhancestudentengagementandmotivation,whichcanleadtobetterresultsandimprovedinstitutionalrankings andreputation. Addressingemployability in universities also supportsvariousnationalandinternationalagendasrelated to both education and sustainabledevelopment.

While the importance of graduate employabilityis increasinglyaccepted inhigher education,there are a few systematic processes forhow an institution can operationalise employability,particularlytakingintoaccounttheprinciplesand bestpracticesof sustainablechangemanagement.

Phase1:SensitisationandAssessment

ACTIVITY1:EstablishEmploy-abilityCommittee

AnEmployabilityCommittee/Taskforceisestablished, comprised of key individuals whowillleadtheinstitutionalchange-managementprocesses related to the employability model.COL supports this process with input totheetermsofreferenceandguidingdocumentsforthegroup.

ACTIVITY 2: Capacity-BuildingandEmployabilityScorecardExercise

In athree-dayworkshop,institutionswillundergosensitisation/capacitybuildinginemployability,supportedbyCOL.Thisactivityis intended to support change managementbycreatingcommonunderstandingandbuy-in from staff and faculty. It will outlinewhyemployabilityisanimportantconcern present differentapproaches toemployability,andintroduce COL'smodel.After the capacity-building session,COL's EmployabilityScorecardwill be used to assessthe university'scurrent level ofemployabilityintegration, withtheaim of identifying areas for improvement. TheScorecard is completed in a collaborative session,co-led by the Employability Taskforce and anexternalconsultant.TheresultsoftheScorecardwillhighlighttheareasinwhichtheinstitutionneeds to further integrate employability. It is thestarting point for the EmployabilityStrategy,which will bedeveloped in Phase2.

Phase2:Planning

ACTIVITY1:InstitutionalEmployabilityStrategy

TheEmployabilityCommitteewillusetothe results of the Employability Scorecard todevelopan"EmployabilityStrategy"forthe institution. COL can support the developmentand/orreviewofthestrategybysupportingcollaborativedevelopmentworkshops,providing input/feedbackondraftdocuments,and/orassigninganexternalconsultanttosupportthe process. Once the Employability Strategyhas beendeveloped, interventionswillbeprojectisedandplannedusingaresults-basedmanagement approach. COL can support theinstitutioninthisprocess,includingtrainingkeystaffinresults-basedmanagement,andproviding feedback on projectdocuments

Phase3:Implementation

COL may enter into agreements with aninstitutiontosupporttheimplementationoftheprojectsproposedintheinstitutionalEmployability Strategy. This sectionoutlinessomeofthegeneralareasofproject implementationthatCOLcansupport;however,theseareaswillvarydependingontheneedsand prioritiesoftheinstitution,asidentifiedintheEmployabilityStrategy.

IV. CONCLUSION

The results-based management approachutilised by COL facilitates evaluation, reflectionandcontinuousimprovement.Throughouteach project's life cycle, continuous monitoringwilltakeplace,willbeusedtoinformdecisionmakingandwillguideanycoursecorrectionor improvement. At the end of each project, theachievementofplannedoutputsandoutcomes willbeevaluated.Basedonthisassessment,additional activities maybe planned,such asdisseminatingresults,expandingactivitiesorupdatingguidingdocuments,suchastheEmployability Strategy. COL may providesupportwithexternalconsultantsand/orworkshops in this phase of the model.

Paradigmatic New Innovative Trends in Teaching English Language and Literature

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ABSTRACT

Learning process starts from the birth of human beings. It is ongoing process, it is modified according to the circumstances with the changing situation after new inventions in methodology, and technology, and it adopted the changes, so the successive achievement shows development of human beings.In this present research paper, it is being tried to study the best ways in language teaching learning trends in ancient and modern era.

I. INTRODUCTION

Looking at the history of the development and action of human society, it is worth considering the glory of the flourishing in their lives that they have done on the strength of language knowledge that humans have gained. We know from history that primitive man was in a wild state. Man also became a part of the changes through time. Based on the knowledge of language acquired by him, the primitive man became a man of modern thinking today. We can see the development and growth in various branches of his life mainly on the strength of the language he acquired and that language has become famous as the global language connecting all the countries globally from its provincial form. The Beginning of English and World Travel, the flexibility of that language is largely akin to learning. We can see that the English language, which is easy and simple to be understood by everyone is reaching every corner of the world and connecting every person, and that is why in countries like India, English language is compulsory from nursery to graduation.

Language learning is the most significant task in learning process. The concept and methods of learning is changing day to day. Numbers of inventions took place as per the need of time. The ancient Ashram teaching/traditional teaching method like Shantiniketan is going to vanish with changing time and circumstances. They are modified by the modern newly invented technological tools. Now a day, Distance Learning and online learning is going in popularity all around the world.The students of the days like mostly the new inventions e g mobiles and computers, internet, web modern apps. New technology changes the life ofstudents or ruins them forever on misusing with its black parts.

II. CHANGING EDUCATION MODE AND CHANGING EDUCATION POLICIES

It is to be said that need is the mother of invention and innovation. As computer, smart android mobile phones, various types of web services companies and apps invented and created, these aids are modified, and prepared ready in the process of English teaching learning process. With changing time and circumstances, teaching learning new trends updated and become useful to this modern era. Context creation tools allow learners to use language creatively. It turns language practice into fun and engaging activities. Now technological innovations are part of education, especially English language teaching.Teachers combine digital media with more traditional forms of teaching, their course materials and resources reflect the trends.

English language teaching methods/ aspects are used task based. They are as Listening, Speaking, Writing, Reading, for the achievement of goal. There are some functions expected through these task based language teaching, these functions are as follow

1 completion of task is the goal
2 meaning based task
3 task based language teaching is to develop the skills of Listening, speaking, reading and writing among learners for using the developed knowledge in their everyday practical life.

English is worldlanguage and it can be understood by everyone all over the world. It can be learned faster and easier than before its use. The most use of technologies in teaching learning process of schools and colleges, When the students are trained during schooling days then they change and become expert in technology as well as in English learning with the help of innovative newly modified technological language learning aids. Webs as well as new trends with other technologies tool are more effective and fruitful for English language teaching learning, Web based technology and strong internet connections give new possibilities in latest trends and for teachers and students relating to learning English language.

Some innovations in English language teaching: Some innovations in English language teaching are as -Digital platforms, Edmodo, Moodle cloud, Schoology, Google classroom,testamoz, cutshort, Rubric, Portfolio, these technological teaching aids become part of teaching learning process now a day.

Digital Platform: - A piece of software designed to help during the process of education is called as digital platform. The institutions need the specific such options for the innovations in English language teaching. In Digital classroom student learns and interact with the peers and instructors through the help of strategic use of information and communication technologies. Such blended learning and smart classroom is known as digital classroom

Edmodo: - The teachers use Edmodo poll tool to examine the developed skills like reading, writing and speaking of the students. It strengthens a sense of community in learners. It makes them feel respected and significant.

Moodle clouds: -An acronym for 'Modular Object Oriented Dynamic Learning Environment' is called as Moodle. It is free and open source learning management system written in PHP and distributed under GNU 'General Public License. It is for educators, trainers or the person those who need an online learning environment to teach a class or facilitate learning in any situation. It is used for blended learning, distance education, flipped classroom and other e- learning projects in universities, schools, other sectors, and workplace.

Google classroom:It is afree blended learning platform developed by Google. It aims to simplify creating, distributing and grading assessments. We can see that the type of teaching from Google Classroom has come to the fore after the crisis of Covid -19 has hit the world. Although this type existed before, but the actual

implementation of how to use it was actually implemented only after the situation of covid-19. In this classroom, by including the mail address of the students, the material useful for learning is sent through email, thevideo and it is expected that the students should read and understand the subject from that teaching material. Students also use these types to understand the subject topic to some extent in the subject of teaching. Therefore, this Google Classroom is useful in teaching in a way that is useful in the crisis of Covid19.Students are tested by sending test questions to know how well they have understood the taught subject. At the same time, it can be seen that the test type in Google Form is the best type in modern times to check the progress of students and the correct ways they have obtained from the test type in Google Form created in Google Classroom, whether the answers to the questions are correct or not. After feeding the answers and marks, as the technology of checking them is updated, the tests are accumulated, the evaluation is also prepared immediately and we can see that these types of tests are useful for getting the results of the test quickly. Therefore, even if the Google Classroom is online, after teaching the students offline, the part can be sent to the students in the Google Classroom by creating audio or videos, and the taught part can be studied by opening the mail through the Android mobile or computer available to him at his leisure. He can submit the tests properly from home. It is useful tool in assessment for checking progress of students.

Testamoz: It is an online quiz maker that can be used to create completely test. Users can choose different question types e.g. multiple choice, true/false, fill in the blanks, and import questions from files and other tests etc.

Cutshot Apps: It gives solution opportunity Photo/audio Editing system to cut portion which not effective or bad whims, misdeed in the teaching process that constructed in audio visual scripts. Due to cut shot app teacher can make correct teaching scripts materials for the students.

III. ENGLISH LANGUAGE TEACHING TRENDS 2020-2023 AS BELOW

New technology video platforms and social media we are virtual reality is new invented technology to watch mindfulness and social emotions

Task based learning, trans language (D I Y) learning (Do It Yourself) take dominant explain teaching and positive classroom setting,and these are the new trends in English language and literature teaching learning. Students strolling along traditional English Street have its limitation and boundaries. But in new trends Google expedition and the predicted growth in the virtual reality market, expedition, the claims and opinions Google expedition, classrooms have no boundaries VR that is virtual reality example of move what's the concept of a Global Classroom, constant developments Indore virtual Reality World, are a number of well-crafted applications, for use in a class. With this, we could use blend Tech and education, digital over lay of surrounding, Hash tags.The perfect classroom concept of today's is VR (virtual reality) the new technology to watch. By using such type of audio visual teaching aids the process of teaching learning would become perfect need of time the students. The recent trends trans language occurred in English language and literature teaching learning process. An approach, that allows and written and oral uses of different languages in classroom. Students an advantage with educational system this Trend more understanding of content. In the use of translanguage method the language teachers strategies of practical means of use language Idea and to train the language ideas concept second or multi languages helps, the development of the vehicle language or multilingual speaker. It increases the speed in learning links within the language used. Another in teaching learning of language and literature TPR (teaching proficiency through reading and storytelling) TPR

storytelling is a grassroots Movement among the language teachers. Blaine Ray developed well TPR story storytelling method in 1990. This TPR method had gained popular with language teachers. The language teachers can reach more students we can find the beta then they could with prevalent methods. The new vocabulary structures have to be learned or taught using combination gestures and personalized Questions. Such type of are used in spoken class story. These same structures are to be used in reading too. Mobile phones and devices are going to play an you have a greater role in the classroom setting as the technology trickles down to mobile Platform. By using of Audio visual recording, greater input of images videos to match with vocabulary. Visual learners will be able to play their strength with a multi Sensor Approach. Motivationwill remain high due to the cutting edge nature and excitement. Those teachers will use number of techniques to cultivate the target teaching, learning language and literature.

Inference: It is to be concluded that – Innovative mode occurred in Teaching Learning process. Inventions are useful for making education more effective/pleasure. Technology joins world in hand. Wide concepts aspires Worldly Education. It is for Advance Learner. Teachers and Learners also have to change with changing Education and it policy and retain Knowledge for their upliftment.

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Impact of Imported Foreign Universities on Indian Traditional Education System

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ABSTRACT

Education is one of India's most rapidly-growing segment, which is anticipated to be worth roughly USD 225 billion by 2025. Enrolment in higher education teach that stands at roughly 37.4 million. Nowadays, is evaluated to develop by about 38% by the year 2030, with India possibly rising as the single-largest supplier of worldwide ability where one in four graduates within the world can be an item of the Indian higher education system. The Covid-19 widespread has given assist impulse to this segment by expanding the acknowledgment of online education and opening new e-learning openings for national and worldwide instructive educate. The Government of India ("GOI") has too brought reestablished center on the education segment with the roll-out of the National Education Approach, 2020 ("NEP"), which lays down end of the guide of education in India.

Keywords: Government of India, Foreign University, Education Policy, Campus,.

I. INTRODUCTION

The recent BJP government has permitted outsider foreign universities to set up campuses at GIFT City Intl Financial Administrations/Services Centers. This research paper will to discover out how it may alter higher education in India. As per India's advancement for the liberalization, the prior government had in 1995 drafted the Foreign Education Bill which had to be retired. Another endeavor was made in 2006, but the draft law could not get proper support in the cabinet meeting. After it, in 2010 the UPA-2 government brought the Foreign Educational Institutions Bill, which fizzled to urge sufficient support within the Parliament. The charge slipped by in 2014 as UPA was unable to find its control in the government. Presently, the Central Higher Education Ministry in its Union Budget prior this month declared that world-class foreign universities will be permitted to offer courses in finance related administration, fintech, science, innovation, designing and science or GIFT, free from household directions/regulations.

This would accompaniment endeavors to supply high quality human capital to India's financial administrations/services industry. This declaration is made on the basis of the National Education Policy of 2020, which said that select foreign universities will be permitted to function or channelize their campus in India.

Indian Government's Approach for Foreign Universities:

The government move appears to be yielding comes about. Trade/Commerce Standard as of recently came ahead that London Business School, King's College in London, the University of Cambridge, and New York University have already begun their preparatory talk with the GIFT City specialists in authorities and the controller to set up offices at the International Financial Services Centre. A latest report by counseling firm Redseer evaluated that Indian students' abroad investing is getting more from current yearly $28 billion to $80 billion by 2024. The number of Indian students selecting foreign universities for their higher education increased from 440,000 in 2016 to 770,000 in 201. It is assumed to be increased by 1.8 million up to 2024. Therefore, in future the flow of spending on higher education in overseas will definitely grow faster than ever.

The noteworthy increment in outflow of Indian students is driven by variables like way better educational atmosphere and quality results overseas' courses along with higher guidelines of living, clefts within the Indian education framework driving to supply-demand awkwardness, and upward salary portability of Indian families, among others. There are more than thousand universities and about to 45 thousand private and government colleges. In spite of being the largest pedagogical system in the world, India's gross enrollment ratio i.e. GER in higher education is just 27.1% which lowest as compared to other foreign universities in the world. The noteworthy increment in outpouring of students is driven by variables like superior instructive quality and results overseas, higher benchmarks of living, crevices within the Indian education framework driving to supply-demand lopsidedness, and upward wage versatility of Indian families, among others.

Expert's Critical Comments:

Ashoka University's Anirban Chakraborty speaks about the FEP challenges and influence that entry of private and foreign universities will have on the competitiveness among our Indian corresponding universities. The need of quality in Indian education is mirrored within the QS World University Rankings 2022. IIT Bombay was the top-ranking Indian founded within the list with a positioning of 177. As it were eight Indian universities made their stand among the top first 400.

Separated from cultivating a competition in quality, Universal department campuses can too offer an assistance in lessening the foreign trade surge. Hence, it'll help retain the most excellent of Indian ability by controlling the issue of brain drain. More than eight lakh Indians gave up their citizenship within the final seven years. At long last, opening the entryway for foreign universities can progress India's delicate control because it will encourage driving force to the government's ponder in India program that looks for to draw in foreign students. On January 5th 2023, the University Grants Commission (UGC) transferred an important draft direction on the 'Setting up and Operation of Campuses of Foreign Higher Educational Institutes (FHEIs) in India'. Up to the end of this month, it has been welcomed some time recently the gazette notification is issued after joining helpful recommendations and improvements. Briefing the press, UGC Chairman M Jagadesh Kumar reported that in keeping with the National Educational Policy 2020, another step within the internationalization of Indian Higher Education would be allowing consent to Foreign University to set up campuses in India. As said in NEP 2020, "A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India" (12.8).

Foreign Exchange Management Act:

Initially, authorization would be allowed for ten years, with recharging being subject to the satisfaction of essential conditions. The foreign universities would have the opportunity to plan their educational module and admission strategy. Full-time classes in physical mode would be allowed, hence administering out online or

foreign/distance education method. Cross-border development of funds would be in as per the Foreign Exchange Management Act (FEMA). According to the draft, expenses on fees are to be "reasonable and transparent", the assumption being that education could be a not-for-profit movement. As in case to alleviate fears of those suspicious of foreign intercession, in case not impact, Kumar clarified that no foreign university would be permitted to set up an Indian substance or expansion without consent from the University Grant Commission. Besides, the allowed foreign university would "not offer any program which imperils the national intrigued or the benchmarks of higher education" in India. The draft includes: "The operation of FHEIs might not be opposite to the sway and astuteness of India, the security of the State, inviting relations with foreign States, open arrange, tolerability, or morality."

Two sorts of foreign universities would be permitted to set up their campuses in India. Top 500 university come into the primary category. But those who have a tall positioning in specific subjects or specializations or are profoundly respected in their individual areas in their "home jurisdiction" would moreover be qualified. On the premise of the endorsement of a "Letter of Intent", the foreign institution would be anticipated to begin setting up their Indian campus and building infrastructure inside a period of two a long time.

Besides, foreign staff designated to instruct within the Indian campus would be anticipated to live in India, not fair come in from time to time from overseas. Kumar included that foreign universities will moreover need to guarantee the quality of education conferred at their Indian campuses is on standard with their main campus. There would too be shields input to ensure enlisted students in case of unexpected disturbance, suspension, or closure of the Indian campus. The draft directions, which incorporate the necessity of the accommodation of a yearly report and maintenance of yearly accounts, moreover enable UGC not as it were to allow, but too to examine, direct, translate, and culminate FHEIs.

University Grant Commission's Expectation from New Education Policy:

The UGC's most recent move takes after its notice of May 2, 2022 on scholastic collaboration between Indian and Foreign Higher Educational Institutions. As per the notice, three conceivable outcomes are advertised for collaboration between Indian and foreign universities. To begin with, the "Twinning Program", which empowers an Indian institution to accomplice with colleges overseas. The moment plausibility is the "Joint Degree Program". Here, both the Indian and the foreign university will together create educational module, but grant one degree upon the completion of the course. The third plausibility, the "Dual Degree Program", is to be mutually outlined and offered by both educational institutes, with two partitioned degrees being offered on the completion of the prerequisites of both programs. In a later advancement, our world-recognized Indian Institutes of Technology (IITs), will moreover be beginning operations abroad beneath the modern brand title "India International Institute of Technology".

All these improvements will alter and internationalize Indian higher education like never before. They must in this manner be invited. When it comes to foreign universities setting up Indian campuses, which is likely the foremost game-changing of these moves, UGC will ought to overhaul its administrative device impressively. A few driving foreign universities as of now have India workplaces. For fast and faithful clearance of "Letters of Intent", in any case, the display drowsy and quasi-governmental bureaucratic set up of UGC may not demonstrate break even with to the assignment. A comparable trouble may show itself when it comes to the annually survey, campus visits, and other types of observing and negotiation. Political obstructions within the title of ideological similarity to administering party tenets or, conflictingly, the genuine threats of impedances and impact from overseas cannot be thought little of either.

Challenges to Indian Traditional Universities:

Foreign universities in India, additionally, will posture a tremendous challenge to Indian public and private universities. The previous, particularly in humanities and social studies, it may proceed to draw attention of great students, particularly from impeded areas. Foreign universities will probably not have reservations. Those looking for standard benefits, in this manner, will be kept to state-funded universities. But this too implies that those who can manage it'll clearly incline toward foreign universities over their Indian partners, indeed the private ones as of now set up in India whose fees are exceptionally high already.

The last mentioned are frequently possessed by effective businessmen or politicians. It'll not be shocking on the off chance that they attempt to control or contain the foreign educational institutions fostered in Indian territory. Protectionism of domestic industry may be effective factor to fight with for any organization, whether in commerce and industry or within the right now changing private segment in higher education. Those who are campaigning against English are, once more, approximately to be upstaged. Foreign universities, just like the best of private colleges, will pick not as it were for English as their medium of education but too worldwide measures of educational module, instruction method, and research. Powers restricting them, be the brokers of backwardness or identity mongers, are likely to undertake to force their agenda or plans, whether driven by devout, phonetic, caste, or territorial considerations. In the event that the Indian higher education division genuinely opens up, it'll be one step forward in India's yearning to become knowledge-based society once more. Not protectionism and covering our mental borders, but competition and collaboration with the finest will help in a genuine Indian renaissance.

New Education Policy (2020):

The Indian higher education division is swirling after the Union Cabinet endorsed the New Education Policy (NEP), 2020. Clearing the way for foreign universities to set up campuses within the nation is one of the most important declarations made within the policy. In later times, transnational, cross-border, seaward, and borderless higher education have gotten to be in vogue terms—particularly from the year 2000 onwards when the marvel of portability in higher education took shape and moved from individuals (students, staff, researchers) to program (twinning, establishment, virtual) to supplier (department campus) portability, and most recently, to the concerted improvement of education hubs. Alteration within the global showcase economy has constrained numerous countries to permit foreign suppliers in numerous ways.

India leftovers a classic case of disarray and intricacy for Transnational Education (TNE), and an appropriate foreign approach for higher education proceeds to be the Achilles' heel for Indian policymakers. Nearly up to the '90s, India worked essentially as a closed economy and naturally has been hesitant approximately the section of universal suppliers within the education segment. Need of administrative systems, complex FDI approach, failure to grant their degree, burdensome assessment process has demotivated the foreign suppliers within the controlled higher education segment and they are constrained generally to the unregulated segment like professional and remove learning education.

The unused NEP says, "A legislative framework facilitating such entry (of foreign universities) will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India." With this modern policy, numerous are riding on a wave of positive thinking that presently it would be conceivable to induce quality education as worldwide colleges will set up their department campuses in India. On the other hand, a few accept that this will increment imbalance by expanding the fetched of education and will make challenges for nearby organizing as foreign suppliers will take unjustifiable advantage of the available resources. The approach

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proposition has its reasonable share of advantages and impediments. This can be an impact of globalization which comprises complex forms with different national and worldwide inclinations. A few of them are to a few degrees blended and synergetic, whereas others are in part adversarial, conflicting, or oppositional and hence, cannot be examined in outright terms.

India has one of the biggest systems of higher education frameworks within the world, with nearly 990 colleges and 40,000 colleges. But India's Gross Enrolment Ratio (GER) in higher education is 26.3%, which is essentially low compared to other BRICS nations like China (51%) or Brazil (50%), and much lower when compared with European and North American countries (80% or more). India must accomplish pre-distinction within the field of worldwide higher education for maintainable financial development, which ought to not be driven by common assets, but by information assets. Agreeing to reports, to oblige enormous influx of students, India will require another 1,500 modern higher education teach by 2030. The government needs to advance foreign coordinate speculations (FDI) and open up the Foreign Commercial Borrowing (ECB) course to fortify the capital pool for the education division. In her budget discourse for 2021-22, Finance Minister Nirmala Sitharaman underscored on the require for more prominent influx of back to draw in skilled instructors, improve and construct way better frameworks, and steps be taken to empower sourcing ECBs and FDI.

QS World University Rankings:

Another calculate among solid drivers for opening foreign universities in India is the need of quality education available within the nation. India's higher education sector has given a few of the world's best outputs, and over a long time IITs, IISc, IIMs have gotten to be a brand title. However, the by and large second-rate discernment of Indian higher education, counting the poor quality of foundation, may be a critical issue. The neglected needs for world-quality education are reflected by the most recent discharge of the QS World University Rankings, in which the number of Indian establishing within the best 1,000 dropped from 25 in 2019 to 21 this year. As it were three Indian institutes made it to be in 200. High cut-offs and competitive entrance tests for affirmation, deficiency of inventive courses, destitute foundation are a few of the reasons indeed the brightest Indian students donate up on their trusts of securing confirmation in rumored Indian establishing. This migration of quality students overseas could be a genuine concern as sending our students abroad implies that we are bringing in the benefit of education.

The desire is that permitting foreign universities will empower world-class education accessible locally at altogether lower fees without voyaging and will significantly decrease the probability of human capital relocating to other nations for work prospects. Concurring to different worldwide overviews, cross-border education is advantageous for the economy and brings more extensive level of worldwide mindfulness, social sense, and competitiveness. Foreign collaborations empower nearby establishing to plan their educational modules in arrangement with universal educational method and offer a different portfolio of subjects and specialization to students. There are contentions that working of foreign universities too makes a difference fortify existing education framework to examine its way of working and present the leading hones taking an indication from the worldwide players.

Rather than the request and reasonability, entry of foreign ventures within the Indian education area or system has a few genuine concerns and dangers. A segment of instructive practitioners has communicated reservations around permitting international colleges/universities to function in India; they think it would raise fees of education and would be out of reach for a large section of the populace. There's too the fear of poaching the most excellent scholars from the nearby colleges or universities. In the interim, there are moreover contentions that in-house breeding of international universities prepared with research facilities and

laboratories of universal benchmarks are the require of the hour and ought to not be compromised with unregulated foreign section.

A noteworthy challenge of a multi-campus:

Another solid perspective from numerous analysts is that creating nations are utilizing instructive administrations as the basic source of wage, and organization exchange is presently a multi-billion-dollar trade. Numerous foreign universities are setting up International Branch (IB) campuses over distinctive worldwide goals with a self-evident rationale for expanding income by centering on commercialization and commoditization of information generation. Overseeing IBs could be a complex and challenging errand. It isn't comparable to taking care of MNCs that set up workplaces around the world in look of simple benefits. Setting up higher education organizing could be a slow-moving handle. Reports propose that numerous Asian and African countries need the capacity to execute the quality evaluation method with respect to instructive program conveyed by the foreign supplier. A noteworthy challenge of a multi-campus worldwide college demonstrate is the trouble in conveying on the brand guarantee of a reliably high-quality education and understudy involvement driven by the domestic campus. The potential benefits of cross-border education programs must be weighed against the dangers of instructive colonialism.

India is presently opening its entryways for worldwide organizations trusting that they will set up their IB campuses within the nation. But a few professionals think that given the deficiency of monetary support and consecrations due to the COVID emergency, exceptionally few famous foreign universities would be willing or able to set up campuses in India. Few nations such as Dubai, Singapore, and Qatar have effectively advanced themselves as worldwide education center and are giving considerable budgetary motivations for seaward worldwide campuses as have nation, but due to its socio-political environment, it would be challenging and questionable to guarantee total independence or budgetary motivating forces for foreign universities. Indeed, a worldwide brand title isn't sufficient to set up world-class seaward or international campuses at other goals. In addition, centering as it were on the top-ranked establishing around the world too ignores the full range of quality and differing qualities accessible within the worldwide higher education framework.

Conclusion:

In conclusion, for a nation like India, where the budget assignment per capita in higher education has been reducing due to the growing population within the tertiary age stage, foreign universities may be allowed to contribute within the showcase to guarantee capacity building and infrastructural improvement. The possibility can be justified, but an appropriate administrative system is fundamental. Too, it is pivotal to figure it out that foreign venture is one of the conceivable cures, but not a nostrum for the current challenges that country's higher education segment is experiencing. Beside fast development, different countries are encountering a move in import-export flow in higher education, and they are doing it in a way that suits their needs. There are a few models, systems, reports, and case studies about survey, and advance investigate scope exists in how to utilize foreign venture in distant better way. Since of its expansive estimate, numerous societies, long history, and diverse nature of nation and arrangement prepare, higher education could be an exceptionally complex segment in India. The real test for the Indian policymakers is presently to define valuable administrative rules for foreign universities to function in India. The controls ought to center on the require of the nation with quality affirmation and accreditation, but on the other hand, it ought to not be burdensome for the foreign supplier.

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Hurdles in Transforming HEIs into Multidisciplinary Institutions

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ABSTRACT

The NEP 2020 is set to bring about bold reforms in India's traditional system of education. Present era is the digital era. A student to be adept at his area of education must be aware of and be able to use all relevant technology in the field as well as posses knowledge of other fields as well. They must possess multiple skills not only technical but human and social skills to excel.

I. INTRODUCTION

Our current education system is flawed. There is a huge gap between what is taught in colleges as against what is required for working in the world. The NEP 2020 aims at bringing an entirely new approach to both teaching and learning. The aim of education is creating an individual who can take a holistic of the situation, think logically and take informed decisions in dynamic environment.

NEP 2020 – What is proposed

The NEP202 will transform the nation educationally and economically. The curriculum will be designed so as to meet global standards, Skill imparting through adequate training thus enhancing employability, Use technology for teaching and learning and Capacity building of faculty will be its agenda.

According to the guidelines issued by the UGC to enable transformation of HEIs into multidisciplinary institutions, higher education in India, India consists of domain specific stand alone colleges and universities with rigid disciplinary boundaries. Hence the chance to explore interdisciplinary line of studies is left unexplored.

The proposed way to remove fragmentation and enable HEIs to take advantage of economies of scale and optimum utilization of resources, is transform HEIs into multidisciplinary universities, colleges and clusters and knowledge hubs. HEIs henceforth will be either

1. Teaching-intensive Universities (TUs)
2. Research-intensive Universities (RUs) and
3. Degree-awarding multidisciplinary

The multidisciplinary TUs and RUs will be universities with more than 3000 students. It is expected that, by 2035, the affiliated colleges will become degree-awarding multidisciplinary ACs or units of universities.

Approach to achieve the objective - there will be

1. Academic collaboration between institutions through HEIs cluster leading to multidisciplinary education and research in different modes

2. Merger of single-stream institutions with multidisciplinary institutions under the same or different management.

3. Addition of new departments such as Languages, Literature, Music Philosophy, Indology, Art, Dance , Theatre, Education, Maths, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation and so on is proposed.

II. REQUIREMENTS OF MULTIDISCIPLINARY HEIS

The HEIs are expected to create awareness among students about various paths to learning, career opportunities and register in ABC Academic Bank of Credits to adopt online courses and offer courses with strong interdisciplinary flavor.

For creating mobility between partnering institutions, the National e-Governance Division(NeGD)of the Ministry of Electronics and Information Technology (MeitY) has developed the ABC platform under a Digilocker framework.

Online and ODL mode of education- with the ambitious target of 50% GER by 2035 higher education needs to be imparted in multiple ways. Online learning is one of the way. Online coursed recognized by UGC and those on the SWAYAM portal are ideal to enable multidisciplinary education. Initiatives such as Annual Refresher Programme in Teaching (ARPIT) and Leadership for Academicians Programme (LEAP) are proposed for additional capacity-building for teachers.

HEIs shall need appropriate educational infrastructure in terms of books and journals, study material, audio visual facilities, e resources, virtual classrooms, and studios and specifically high bandwidth internet connectivity to deliver courses through various modes such as Open and Distance Learning, Online education and face to face.

III. THE HURDLES

1. Flexible curriculum- Except for technical, agricultural and health science universities all our universities are multidisciplinary. But education is not multidisciplinary because programs are not multidisciplinary because the curriculum is not flexible.

2. Correct implementation of schemes- Even in the past schemes have been introduced with good intention, but we have failed in the implementation of these schemes, and ideal example would be the CBCS scheme where practical nothing changed except we are evaluating students in grades rather than marks

3. Problems of virtual learning- virtual learning can be very disruptive considering the fact that students have not been exposed to a virtual environment before, lack of discipline which comes with the presence of a teacher in the class, immediate problem solving , Lack of basic computer knowledge, lack of adequate hardware and software, lack of continuous internet connection, excess screen time, lack of motivation, lack of personal touch are problems most likely to be faced by students.

4. Infrastructure inadequacy- The HEIs are expected to have appropriate educational infrastructure in terms of books and journals, study material, audio visual facilities, e resources, virtual classrooms, and studios and

specifically high bandwidth internet connectivity to deliver courses through various modes lack of resources is a permanent problem of HEIs. Will they be in a position to provide all this given their shoe string budgets?

5. Lack of trained faculty- Providing programs though distance and online learning mode also requires appointing and training adequately skilled faculty who can deliver on the essentials of digital teaching and learning. The faculty needs to be trained at the use of technology, audio and video recording and learning. The HEI must give the faculty the required hardware and software ,. Hiring of such a faculty and providing him material aging requires resources. Even if HEIs collaborate and form a cluster who will provide the resources for interdisciplinary distance and online programs.

6. What will be the criteria for collaboration of colleges? Which colleges will collaborate. In India where we have n number of small colleges each with a private management, will collaboration of institutions with different management be a piece of cake ?. The management wields control over the employees of the college, who will control after clusters? All questions loom large and things are easier said than done.

7. The number of colleges in India stood at 42,343 in FY20. As of August 23, 2022, the number of universities in India stood at 1,057. India had 38.5 million students enrolled in higher education in 2019-20, with, Gross Enrolment Ratio (GER) in Indian higher education was 27.1%.

8. The huge size of the higher education sector makes the task of bringing transformation at the root level is a huge task. Stakeholders are involved right from the block, district, state and central level. Sharing responsibility is essential also considering the size and fund availability in plenty, partnership with private institutions must also be thought of.

9. People at senior places in the education system and the decision makers , stakeholders, and students all will need time and a different attitude to adopt a new system of teaching and learning. The younger generation will adapt but how are the older people who have been in the system for long periods react to the change

10. Emphasis on training and skill development as against only theory, emphasis on problem solving and critical thinking, online education, changes to curriculum to increase employability is on the agenda of NEP 2020 which is going to change completely the system of teaching and learning.

11. Statistics show that 70% of higher education institutions are sun by the private sector. 65-0 percent students are enrolled in these institutions. Also the private sectorhas no dearth of funds therefore if they are recognized as equal partners their funds, infrastructure and manpower can be harnessed

12. Execution of NEP0202 needs public spending on education at 6% of GDP which currently stands at not more than 3%.. The education budget in 2021-22 was reduced by 6 percent from INR 99,311 crore in 2020-21 to INR 93,224 crore . While this is understandable given the government's priorities are divided in the face of the COVID-19 pandemic and economic distress that large sections of populations are facing, there is no clear roadmap yet how such enormous sums of financial resources can be augmented.

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New Feminism

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ABSTRACT

The term was basically used in Britain in the 1920s to differentiate new feminists from traditional mainstream suffragist feminism. These women, also referred to as welfare feminists, were particularly concerned with motherhood, like their opposite numbers in Germany at the time, Helene Stocker and her Bund fur Mutterschutz. New feminists campaigned strongly in favors of such measures as family allowances paid directly to mothers. They were also largely supportive of protective legislation in factory & industry. A major proponent of this was Eleanor Rathbone of the suffragist-successor society, the National Union of Societies for Equal Citizenship.

Keywords: feminism, new feminism, new criticism, feminine genius, receptivity.

I. INTRODUCTION

New feminists were opposed prominently by young women, especially those in the Six Point Group, mainly Winifred Holtby, Vera Brittain, and Dorothy Evans, who found this as a retrograde step towards the separate spheres ideology of the 19th century. They were particularly opposed to protective legislation, which they saw as being in practice restrictive legislation, which kept women out of better-paid jobs on the pretext of health and welfare considerations.

In early years, the concept has been revived by feminists in response to Pope John Paul II's call for a "'new feminism' that rejects the temptation of imitating models of 'male domination' in the context of acknowledge and affirm the true genius of women in every aspect of the life of society and overcome all discrimination, violence and exploitation, 'Reconcile people with life'". John Paul II correlates the new feminism of pro-life, pro-person advocacy to the feminine genius identified in his 1988 apostolic letter Mulieris Dignitatem, or, On the Dignity and Vocation of Women. In section 30 of this letter, John Paul II identified women as having a "genius that belongs" to them and called on them to use it to restore "sensitivity for human beings in every circumstance. Women are mothers and care-givers as well as participants in every realm of human endeavor. He describes the 'feminine genius' as including empathy, interpersonal relations, emotive capacity, subjectivity, communication, intuition and personalization. In the controversial section 24 of this letter, John Paul II defends the equality of women and argues that husbands and wives are to be mutually submissive to each other. John Paul II had begun his theologically-based affirmation of integral gender complementarities in his "Wednesday audiences" between 1979 and 1984, that is now compiled as the Theology of the Body. In this work, he describes his belief that men and women are formed as complementary human beings for the sake of

loving and being loved. According to John Paul II women have to become advocates of humanity in his 'Apostolic Letter to Women' prior to the 1995; Beijing Women's conference. Since that time, women became interested in advocating for the person along with their male collaborators--have been developing personalist feminism.

Basically "Personalist feminism" was a term coined by Prudence Allen to describe the feminism called from John Paul II. Women have also been developing new feminism as a philosophical theory about sexual complementarities. They agree that being the equal to men in their professional and social capacities does not require denying their physical differences as women nor the importance of being a mother whether physically or spiritually. While the Greeks acknowledged that the possibility of sex complementarities, systematic developments into this philosophy of the person did not begin until Augustine of Hippo, who recognized the implications of the Christian doctrine of the resurrection. The first western philosopher to articulate a complete theory of sex complementarities was Hildegard of Bingen, the 12th-century Benedictine nun. Her advances were soon buried by the 13th century Aristotelian Revolution and the lack of higher education for women in the following centuries.

The Philosophical developments in the concept of integral gender complementarities were popularized in the first half of the 20th century by two students of Edmund Husserl: Dietrich Von Hildebrand and Edith Stein. Von Hildebrand argued against the "terrible anti-personalize" of his age, stating that it is the "general dissimilarity in the nature of both which enables... a real complementary relationship". Stein revived the metaphysics of Thomas Aquinas to argue that a difference in bodies constitutes a difference in spirit, that the soul is not unisex. Stein's argument has been criticized for not realizing that the immateriality of the human soul transcends the limitations of the body as Aquinas argues. New feminist theories were also influenced by the Personalize and Phenomenology movements of the early 20th century.

Integral complementarities differ from fractional complementarities, in that it argues that men and women are each whole persons in and of themselves, and, together, equal more than the sum of their parts. The concept of fractional complementarity argues that a man and woman each make up a part of a person. By this theory, when they are joined together, that they comprise one, composite being. New feminists promote an understanding of the human person as one who is made in the image and likeness of God or imago Dei for the purpose of union and communion. They see distinct differences in the ways in which men and women make a sincere gift of themselves through the 'nuptial meaning of the body', and see these gifts as shedding light on the mysteries of God and their own vocation, mission and dignity.

Other prominent ideas by new feminists include:

- That the different bodily structures of men and women lead both to different lived experiences.
- Those the different ways in which men and women give life physically are linked to emotional, spiritual, and intellectual dispositions.
- That fulfillment as a woman means exercising maternal care, whether physically or spiritually. New feminists believe that whether or not they do it well, women are physically structured to be mothers, to develop life with their wombs. That they purport the idea that the physical capacity for motherhood connects with the psychological, spiritual and emotional characteristics that women would need to be mothers.
- That regardless of whether or not a woman ever gives birth; she has the capacity for maternal love in spiritual motherhood.

The feminine genius:

The very idea about the term the feminine genius is applied to describe the genius that John Paul II identified as belonging to women, "which can ensure sensitivity for human beings in every circumstance." He argues that this sensitivity is linked to maternity. Work on unpacking the nature of this link can be found in various anthologies, such as Women in Christ: Toward a New Feminism in 2004 and Woman as Prophet in the Home and the World in 2016. The characteristics of these feminine genius-maternity links raise many open questions. An example in this concern:

Emphasis on the person:

As women can have to receive and develop life within their wombs, women have a special openness to the new person - their child. This includes the capacity to unify all of humankind because people were all once united with their mothers in their wombs. The open questions here include the degree to which it takes a decision to consider every human person as some one's child and the ways in which such a decision has implications for social policy, the arts, and human culture.

Empathy:

As it is the need to care for their developing children, within their wombs and as infants, caring mothers tend to become more empathetic. The open questions on this characteristic include whether the development of empathy is physiological or the result of the choice to be caring. They also include evaluating Edith Stein's argument that women have "a profound need to share their lives with another and, consequently, a capacity for unselfish love, for commitment, a capacity to transcend the self".

Receptivity:

Only women are created with a physical empty space inside of themselves capable of receiving another person and conceiving new life. During pregnancy, women give a gift of self - their own bodies - so that others, their children, can receive the gift of life. The open questions here include the correlation between sexual receptivity and other kinds of receptivity, e.g. emotional, psychological, spiritual, intellectual and so forth.

Protection of life:

Because of the new human life within their wombs, women have a prominant vocation to care for their own children and a special sensitivity to the needs of all those who cannot care for themselves - the weak, the poor, and the outcast - all those whose life is not valued. New feminists believe it to be a particular injustice when women support abortion, infanticide, embryonic stem cell research, or in-vitro fertilization. The open questions here concern the best ways to meet the needs of women and offer the support necessary to end these injustices and build a more humane society. Personalist feminists argue that the collaboration of men is so necessary for these tasks that they too need to be feminists.

Sanctity and modesty:

Women have a sense of modesty to guard towords the exploitation or objectification of that holy mystery. Only total love - unconditional commitment and mutual self-giving in marriage - "has the capacity to absorb the shame of human nature." The key to this absorption is valuing sexuality as the embodiment of a person who is

dearly loved. New feminists are typically against what Russell D. Moore termed "the Concubine Culture" of couples living together and having sex outside of marriage.

Supportive of men:

By enabling men to become fathers, women give men a precious gift. While he shares in parenthood, man always remains outside the process of pregnancy and birth. In many ways, women facilitate a man's fatherhood and parenting skills. For New feminists, the fulfillment of masculinity means being a father, whether physically or spiritually. In order to become a physical father, a man must give away his semen, in order to create new life. All spiritual fathers, according to New Feminists, have a special task to protect the mutual self-giving of man and woman. This sense of protection of their wives and families is also built into a man's physical capacities in the greater physical strength of men, generally speaking, as well as their psychological need to feel competent and capable. There are many unresolved questions here include the ways in which women facilitate fatherhood, substantiating the claim that fatherhood is key to male fulfillment, and the ways in which fatherhood is imaged in the Trinity and by Christ.

There is a bias views as not all new feminists accept John Paul II's argument in sections 23-24 of Mulieris Dignitatem that due to Genesis 1:27 and Ephesians 5:21, husband and wives are to be mutually submissive. For example, in Eastern Orthodoxy, spiritual fatherhood means spiritual priesthood – the offering of a man's body and blood for the sanctification of the world. As Jesus gave his body and blood away both as a sacrifice for his Church and as a gift to the Church in the form of the Eucharist that new spiritual life could be conceived. "A man is 'head' of his wife not to stroke his own ego, but in order to give up his body for her" and thus create new life. As keepers of the Eucharist, men are entrusted with the body and blood of Christ. All men, whether single or married, are entrusted with woman – the body of the Church. "She is their Eucharist."

II. NEW FEMINIST POSITIONS

Distinction, not discrimination:

This is the good thought "Discrimination is an evil, but distinction is God's design." New feminists highlight the fact that men and women are different and that this difference affects the way they live their lives, what they care about, and their strengths and weaknesses. Women can fulfill their vocational calling by acting as spiritual mothers in whatever their occupation: as wife, mother, consecrated woman, working professional, or single woman. Differences between the sexes should never be used to unilaterally discriminate except in cases when a task is contingent upon a person being of a certain sex, e.g., women give birth and only men can be priests in Catholic and Eastern Orthodox Churches.

Marriage as communion:

New feminists think that marriage to be a reciprocal self-giving of persons in free, total, faithful and fruitful communion. This means that marriage is more than a "partnership"; it is a communion of persons.

Celebration of the family and the home:

Thus the New feminists argue that a true feminism is not just about women, it is about the Family – both individually and collectively in the Church and Humanity. The family is the foundational unit of society, yet

many women do not have the choice to stay at home with their children because of social, economic or political pressures. Women's work as mothers and in the home must be valued as good in and of itself.

Love and service, not power, domination or bitterness:

Unhappy by what they see as the bitterness, hatred, or retribution of many feminists against men or other women for current or past injustices, new feminists argue that men and women should cooperate and coordinate with one another in interpersonal communion. This means giving of themselves in mutual service and love.

True freedom remembers purpose, including laws as well as rules:

For men and women to be truly free, new feminists assert that they must honor the Creator and love accordingly. Philosophy and Religion, then, are essential components in the search for how men and women *should* and *ought* to act for "a higher truth or good", not just how they want or can act. New feminists assert that people must gratefully remember God loves them as shown by creation; they must recognize that life, in some way, that is a gift and not a mere thing which a person can claim as his or her exclusive property.

Fruitfulness, not just productivity:

To fruitful means to enable others to love and be loved. While productivity is valuable, helpful and necessary, it must be geared towards respect and love for the person – even though it takes longer, requires patience and the cooperation of others, and is appreciated not measured. Every act of service is a witness to the worth of the human person and thus it promotes the progress of the whole human race.

Fertility, not sterility:

Many of them this kind of new feminists assert that fertility is a natural, healthy biological process, not a disease that women need to take the Pill to be cured from. If women respect their fertility – their potential for physical and spiritual motherhood, they demand respect from others and deny that their sexuality is reducible to self-gratification. This devaluing of sexuality occurs with the use of contraceptives. Thus, the vast majority of new feminists discuss the spiritual, emotional, and physical benefits for men and women by following natural family planning instead of utilizing contraception.

Proponents:

In the Contemporary era the proponents includes Pia de Solenni, Janet E. Smith, Katrina Zeno, Elizabeth Fox-Genovese, R. Mary Lemmons, Colleen Carroll Campbell, Mary Beth Bonacci, Sister Prudence Allen, Alice von Hildebrand, Kimberly Hahn, Helen Alvare, Dorinda C. Bordlee, Erika Bachiochi, and Mary Ellen Bork. The work of earlier Catholic thinkers on masculinity and femininity, such as Hildegard of Bingen, Edith Stein and G. E. M. Anscombe, has also become recently influential in the development of new feminism. Though primarily originally in the thought of John Paul II, the movement also includes prominent non-Catholics, like Jewish author Wendy Shalit and Protestant activist Enola Aird.

III. CRITIQUES

The Critiques of the new feminism argue that it was created by a patriarchal structure for its own maintenance. As commented by Sister of Mercy Mary Aquin O'Neill, director of the Mount Agnes Theological Center for Women in Baltimore, it will always mean that men are defining women and telling women what it is like to be a woman. According to this view, until women are members of this higher authority, they can never make authoritative decisions about their perspectives because they are excluded from the vote. Those critics maintain that no movement that opposes abortion and birth control in the form of artificial contraception can be positive for women. New feminism may also be a form of gender or biological determinism, which may be seen as old prejudices in a new guise.

The modern use of new feminism by the Catholic Church attempts to stray away from the traditional sentiments of the 1912 Catholic Encyclopedia that the women and men do not belong together in the political, economic, and social spheres. It was never clarified as to why these changes were made, and the Holy See still followed many premises that shared the same anthropological arguments of the 1912 Catholic Encyclopedia. The next critique of new feminism is that Pope John Paul II's positions can too easily be tied to more traditional Catholic teachings. This could cause the continuation of a worldview that negates the ability for men and women to successfully work together in a professional and social setting.

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Role and Impact of social media on Teaching and Learning in Higher Education

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ABSTRACT

The communication environment in today's social world is evolving quickly thanks to social media. The emergence of social media is having a big impact on student's academic lives. Institutions and academics are constantly experimenting with social media tools in an effort to stimulate collaboration, critical thinking, and knowledge creation. Since social media is now approved by higher education institutions, it serves as a forum for students to interact with their professors, fellow students, and other higher authorities. This therefore called for the study to explore and examine the role of social media and how it has impacted teaching and learning in higher education.

Keywords: social media, social networking platform, COVID-19 pandemic, communication, higher education

I. INTRODUCTION

"Social media are interactive media technologies that facilitate the creation and sharing of information, ideas, interests, and other forms of expression through virtual communities and networks" ("Social media"). According to Merriam-Webster, "social media" is "forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content such as videos" ("Social media"). A collaborative environment where anybody can share, exchange, remark, discuss, and produce knowledge is what makes social media one of the most essential instruments for human connection. The use of social media platforms is drastically altering the way that people communicate, and its introduction has had a big impact on how teachers and students learn. In higher education environments today, professors, students, and others work together to construct knowledge. Social media applications can enrich teaching and learning material, have a great influence on discussions, promote collaborative work, and more. This influence on teaching and learning environments is growing every year. Educators and researchers are testing social media tools to promote cooperation, knowledge creation, and critical thinking.

II. REVIEW OF LITERATURE

Social, political, economic, and educational aspects of life have all been impacted by social media. In the context of education, this medium improves students' learning opportunities and expands their opportunities for constant communication with teachers. Millions of people use social media sites like Facebook, YouTube, Twitter, WhatsApp, Myspace, Google+, LinkedIn, Instagram, and others every day, especially young people. Due to the compelled adoption of online teaching, a dramatic increase in social media influence was seen during the COVID-19 epidemic. In order to maintain social distance norms and other safety measures, the electronic medium has become the primary form of communication under the new normal. The rapid influx of data in social media has aided in the creation of knowledge for all types of users. Hussain discovered that the growth of the global virtual community is correlated with students sharing their educational experiences via online social networking sites (639–645).

Educational institutions believe that social media platforms can help with teaching. A majority of respondents said that social media sites can be useful tools for collaborative learning, and other respondents agreed that videos, podcasts, and wikis are useful resources for teaching. (Moron et al., 2011) Most higher education students and faculty members choose Facebook as their social networking site. A research study examined Facebook's use for academic purposes severely (Sharma et al., 2016). Additionally, some courses have made use of YouTube as a venue for students to produce and distribute course-related videos. YouTube is a useful social media site for posting educational videos, and it has helped educators and students by enhancing students' academic achievement (Orus et al., 2016). Instagram is a social media platform for uploading photos and videos that is effective for disseminating information in higher education (Arceneaux et al., 2018). Twitter is a microblogging site used for education by academics, researchers, and scholars (Veletsianos, 2011). Students in other courses have used Twitter to discuss course material in class, with Tweets being shown on a big screen to promote cross-group discussion (Hamid et al., 2011). All parties involved in higher education use Twitter frequently, and it offers enormous potential for e-learning pedagogy (Kassens-Noor, 2012).

A social networking platform for academic and research purposes is called Research Gate. The analysis of the research activity in higher education institutions has greatly benefited from this platform. It can also be applied to the promotion of academic influence and publications in the scientific community (Yan et al., 2018). By using efficient social media marketing tactics, higher education institutions can increase their placements, enrollment ratios, recruitment, admissions, and exposure. Social media, in Landry's opinion, is a tool that may be utilized for good or harm, depending on the individual. Social media has both positive and negative aspects. Yes, it is simpler to recall the negative than the positive, yet social media platforms have opened up opportunities for people all over the world.

III. SOCIAL MEDIA SITES

Social network sites were described by Boyd and Ellison (2007) as open web-based services that enable users to create personal profiles, locate other users with whom they are connected, read and respond to other users' postings, and send and receive messages either secretly or openly. These online tools enable users to create a constrained system-based public or semi-public profile. Facebook and LinkedIn are among the most widely used social media sites

Social media site gives educators access to more information quickly, which is both exciting and astounding. With so many options, it may also be annoying and perplexing. The greatest social media sites for teachers are listed below to help teachers with this overwhelming responsibility.

YouTube: Any level of educator can visit YouTube's education category and find a number of subcategories, including university, science, business, and engineering. Even a separate area of YouTube is devoted to teachers and how to use it in the classroom. However, teachers might still use all the fantastic videos that are available according to topics or searches even if they never went to that section.

LinkedIn: LinkedIn is utilized for much more than connecting employers with candidates or conducting candidate searches, despite serving as a professional social network for employers. Students are kept in touch with reality and limitless opportunities through a focused education by having them publish their professional resumes there. Students get information about job opportunities and the corporate world around them.

Research Gate: Similar to LabRoots, Ijad Madisch developed Research Gate to bring scientists together for collaboration. The mission and the developers, who are scientists working to promote hardworking researchers all around the world, are actually what make a difference.

Facebook: Everyone is on Facebook, which is its best feature. Telling students to check out the page where you post on Facebook makes sense because they enjoy using Facebook to interact with their friends and family. Having a separate personal account and remaining professional are both crucial.

Twitter: The ideal approach to using Twitter for teaching is to remind students that they have upcoming due dates for assignments or exams, so they should study for such things. By sending a well-known quote, teachers will occasionally utilize it as motivation.

Instagram: Students appreciate Instagram for a variety of reasons, but primarily because of the images and filters that are offered. Teachers might give tasks that take advantage of students' Instagram addiction, such as picture essays in which students snap photos, post them, and then add captions. Students can even design campaigns for certain causes or simply for class projects.

Google+: Along with fantastic designs and themes, Google+ connects instructors with their students through circles that elevate online conversation to a fine art. Because they didn't exactly understand a certain lesson the first time, students may need to learn more about it. To connect them to their path of thinking and learning, gather them into a circle of their own and provide them with the ideal tools.

IV. ROLE OF SOCIAL NETWORKING SITES

Facebook, Twitter, LinkedIn, and Myspace are just a few examples of the social media sites that are referred to together under the name "social networking sites." Internet-based social media tools enable more open communication among users. Social media has recently grown to be one of the most important channels for communication. Social networking is necessary for communication between people no matter how far apart they are. By making social networking open, two people can share files, photos, and videos, make blocks, send messages, and engage in real-time communication. Because they make it so simple and successful to communicate with friends and coworkers, these platforms are referred to be social. In today's higher education environments, professors, researchers, and others work together to construct knowledge. The popular in the realm on internet sites are Facebook, Twitter, blocks, YouTube, Instagram, Google and others.

V. IMPACT OF SOCIAL MEDIA ON TEACHING AND LEARNING IN HIGHER EDUCATION

<u>Social Media</u> can benefit professors and students in teaching and learning in higher education. Technology has undergone revolutionary advances that have created several chances to improve student learning and teaching. Since the advent of the internet and mobile phone technology, the educational landscape has undergone a total transformation. Social networking websites' growing utility and popularity have inspired educators to consider how they might be used in the classroom. Educational institutions are becoming aware of how social media can enhance group work and active learning. Social media is opening the way for a new kind of learning that is personalized and tailored to each learner's needs. Professional networks and connections are now essential to one's success and continued progress in a connected society.

Positive Impact: Students can readily communicate with one another about projects and homework thanks to social media. Additionally, students can complete group projects at home. Students who struggle with speaking up in class can participate in the learning process when social media is employed in pedagogy, which also helps to boost their confidence. Any questions can be answered by leaving a message on social media. A website like Facebook, etc., aids teachers in keeping in touch with parents or in keeping them informed of their children's progress. The knowledge and abilities needed for effective social networking are being taught to students.

Negative Impact: Students are increasingly prone to abrupt changes in mood and self-control. According to a new study, students' moods are immediately affected anytime a profile photo is uploaded. For them, it causes worry, anxiety, or terror. Instead of studying or connecting with others face-to-face, students neglect their schoolwork by spending time on social networking sites. Students prefer to talk with their pals for hours at a time, wasting time that could be spent studying or picking up new skills. Students who routinely use social media may lose the ability to communicate face-to-face. The communication environment in today's social world is evolving quickly thanks to social media. The emergence of social media is significantly influencing the academic life of students. Institutions and academics are constantly experimenting with social media tools in an effort to stimulate collaboration, critical thinking, and knowledge creation. Today social media has been accepted by higher institutions making it a platform where students connect with their instructors, fellow students and other higher authorities across the board. This therefore called for the study to explore and examine how social media has impacted teaching and learning in higher education.

VI. BENEFITS OF SOCIAL MEDIA

Group Learning: Students share a lot of information on social media. So why not promote group learning using this platform? In reality, many academic institutions worldwide encourage students to create global alliances using social media in order to complete specific project assignments. As a result, they become more involved with one another, learn how to manage projects, collaborate with teams located throughout the world, and develop cross-cultural sensitivity. Similarly to this, using social media has sped up and simplified interactions with peers or teachers about matters pertaining to the classroom. Utilizing social media exposes students to a new work culture that emphasizes managing work through online interactions, which is crucial in today's business world. It demonstrates to them how to strengthen their web presence through their talents.

Students sharing information: Students' smartphones keep them always connected to the internet, which allows them to quickly transfer information to their connections. Along with sharing ideas and opinions, they also

trade a lot of useful data. This content covers a lot more than just amusing movies or pictures and includes helpful information pertaining to their studies. For classes and exams, they share useful information.

Social Media usage by Teachers: Social media is a fantastic marketing tool for educational institutions to connect with potential students. Education experts have developed a solid marketing strategy as a result of the new media to raise brand awareness. In order to reach students, colleges all over the world use social media extensively. They are speaking with professionals on social media. Facebook and YouTube are used by academic institutions to communicate with students. These platforms can be utilized to notify students about important information, disseminate school news, and make announcements.

Encourage Research: Social media provides an opportunity for teamwork to support research endeavours. One of the better platforms for secondary data extraction is this one. To collect samples and learn the opinions of the general public and other experts on a given topic, survey pools can be used. Social media can help academic researchers compile and produce useful content by working on collaborative assignments and projects.

Synchronous and Asynchronous learning: Sometimes, it is difficult to address the queries of students during classroom sessions. This makes it further difficult for students to clear their doubts. However, professors can take advantage of social media technology to extend teaching hours beyond the classroom. They can set up Facebook Live sessions or Twitter discussions to cover the doubts of their students. As a matter of fact, professors can allocate dedicated time slots for online discussions to answer any question or to work with a student. Utilize blogs to establish a virtual library: Professors have a lot of latitudes when it comes to developing their intellectual reputation by setting up a personal blog or website. Students will be able to use the uploaded academic work as well as other crucial lectures and videos as reference materials for their study.

Knowledge via Social Media: Social networking sites provide excellent learning possibilities. Students can be inspired to create networks that will promote professional career assistance. Similar to how they can engage with students, professors can assist them in finding acceptable job vacancies and pertinent connections for their future careers.

VII.CONCLUSION

Social media networks' advancement in educational systems will lead to the emergence of a number of beneficial applications that can enhance the learning process. Social media has a significant impact on students nowadays at every stage. You are turning away a large portion of your potential audience if you are not using social media. It might be a very successful strategy to use it in educational institutions. Social media has several advantages for academic institutions. The examples mentioned above are but a handful. Social media platforms provide excellent platforms for student and teacher interaction. Teachers can increase their students' academic and technological engagement, technological proficiency, foster a strong feeling of teamwork in the classroom, and develop stronger relationships with their students by using social media.

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Human Values and Personality Development of College Students

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ABSTRACT

Human Values are the core values that make up our personality and define how we act in life. These values are very important because they define us and guide us through life. The values we hold to determine who we want to be, how we live our lives, and the choices we make every day. Without these values, our lives would become chaotic and there would be no meaning behind all the things we do or say. Attitude, behavior, morals and character are factors that determine a person's personality. All of these elements work together to build a student's personality. All people have these values in one way or another, and it is up to us to decide which values are most important to us. 20th-century philosopher Martha Nussbaum lists ten innate human values: truth, beauty, justice, courage, moderation, wisdom, love, equality, humility, and hope. These are values that all people should try to uphold in their daily lives. It is also important for society as a whole to recognize these values and make them explicit in social systems, institutions and organizations so that people always know what they stand for. The importance of human values is that they provide an understanding of what students consider important in their lives. There are many different aspects of human values. For example Integrity, morality and goodwill are all aspects of human values. A specific aspect of values is the idea of self-esteem. Self-esteem has two forms: inner and outer self-esteem. External self-esteem is concerned with how others perceive you, while internal self-esteem is concerned with how you perceive yourself. When someone has high external esteem, they want to make sure other people rate them highly too, while someone who has high internal esteem only wants others to like them because they do it themselves.

Keywords: - Human, Values, community, Personality.

I. INTRODUCTION

Methodology: - Primary Data has been collected through News paper, Internet and books.

Types of Human Values: -

There are 6 types of human values are autonomy, community, creativity, justice, power and self-determination. These values are the things that motivate us to do what we do and make decisions based on these values.

Autonomy: - Autonomy is the ability to be self-directed and take responsibility for our own actions. When someone has autonomy, they have the freedom to choose their own path in life, and they can pursue a career or lifestyle that they want without feeling like they're being pushed into something that isn't for them.

Community: - Community is the sense of belonging and connectedness to other people. People who value community tend to feel that everyone needs the other to survive and thrive. **Creativity: -** Creativity is about

having fun with new ideas and thinking outside the box. It's important because it helps us solve problems in creative ways, so we don't have to rely on old methods that may no longer work. Justice:- Justice means fairness for all.

Power: - Power is the ability to realise one's own desires without interference from others.

Self-determination: - Self-determination means making choices and living according to one's own convictions rather than letting others dictate how one should live one's life.

Values influence personality development: - They are ordered according to the scale of their relative importance and are cross-situational. They guide the evaluation and selection of a particular behaviour. When values conflict with each other, a person tends to behave according to the one who occupies a higher position in the hierarchy. Values are beliefs that have inherent value in the form of usefulness or significance to the holder" or "principles, norms, or characteristics that are considered valuable or desirable" Values represent an important feature of the self-concept and serve as guiding principles for the person. It has been documented in the literature that values are so inextricably interwoven with human language, patterns of thought and behaviour that they have fascinated philosophers for millennia. Yet they have proven to be so "fast-moving" and complex that, despite their crucial role in human motivation, we remain desperately ignorant of the laws that govern them. human values are aspects of life that are important to individuals in their daily lives. These values can be both abstract and concrete.

II. CONCLUSION

Love, Joy, Truth, Peace, Justice, Beauty, and Freedom. Human values influence daily life by focusing our attention on what is most important to us as human beings. These values, in turn, influence the way we live our daily lives by contributing to how we spend our time and energy. For example, if a person's value is truth, they may want to pursue knowledge or challenge false beliefs in their friends or family members. If a person's value is justice, then they may want to help someone who has been wronged in some way. Ultimately, these individual human values form a person's philosophy of life that guides them as they move through this world. Students are the future of India, and this future of our country depends to a great extent on the values that are instilled in them during their student life. Moral values pave the way for all their choices in life, because without these values, children have no direction and their lives can seem directionless. In order to be accepted and respected by society, parents and caregivers should ensure that these strong moral values are instilled in children as a way of life. Personality development not only ensures that one looks good and is presentable, but also helps one face the world with a smile. Personality development goes a long way in reducing stress and conflict.

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A Review on Journey of Madhubani Painting in Present Scenario

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ABSTRACT

India is a treasure trove of art forms that have been passed down from one generation to another. One such art form is Indian folk paintings that have stood even thousands of years. Mithila, the birthplace of Sita of the Ramayana, lies in the state of Bihar, bounded by the Himalayas in the north and the rivers Kosi, Ganga and Gandak in the east, south and west respectively. Over centuries, the people of Mithila have developed their own tradition of art, popularly known as Madhubani Painting, named after a district and a town in the region. What is unique about this tradition which dates back to the 7th century A.D., and is prevalent even today is that it is the women who mastered and practiced it. The style of painting differs from region to region and period to period. There is a living tradition in the art field of Bihar that is called Madhubani Painting which enlightened about the social structure as well as cultural identity of Bihar and the styles of painting has been changing from generation to generation. The article deals with the history, subject matter, use of raw materials and styles of Madhubani Paintings in the context of the role of local artisans of Jitwarpur village in it. Article focuses on the paintings of Madhubani with special emphasis to the present scenario of Madhubani Painting and how the village painters express their skill through organic colors and free hand brush drawing.

KEYWORDS-: Madhubani Painting, Painting in Mithila Art

I. INTRODUCTION

Painting, the expression of ideas and emotions, with the creation of certain aesthetic qualities, in two dimensional visual languages. The elements of this language are its shapes, lines, colors, tones, and textures are used in various ways to produce sensations of volume, space, movement, and light on a flat surface. These elements are combined into expressive patterns in order to represent real or supernatural phenomena, to interpret a narrative theme, or to create wholly abstract visual relationships.

An artist"s decision to use a particular medium, such as tempera, fresco, oil, acrylic, watercolor or other water-based paints, ink, casein, as well as the choice of a particular form, such as mural, easel, panel, miniature, manuscript illumination, scroll, screen or fan, panorama, or any of a variety of modern forms, is based on the sensuous qualities and the expressive possibilities and limitations of those options. The choices of the medium and the form, as well as the artist"s own technique, combine to realize a unique visual image.

Earlier cultural traditions of tribes, religions, guilds, royal courts, and states largely controlled the craft, form, imagery, and subject matter of painting and determined its function, whether ritualistic, devotional, decorative, entertaining, or educational. Painters were employed more as skilled artisans than as creative artists. Later the

notion of the "fine artist" developed in Asia and Renaissance Europe. Prominent painters were afforded the social status of scholars and courtiers they signed their work, decided its design and often its subject and imagery, and established a more personal if not always amicable relationship with their patrons.

It is no new finding that paintings and art often reflect the culture and tradition of the place from which they originate. They tend to be a reflection of the times in which the art was created. Rarely does an ancient art form become a reflection of modern times and issues. Yet a drive on 2highway 52 of the Madhubani district or Ranti village in Bihar will tell you how Madhubani art that originated about 2500 years ago is still very much thriving. Not only that, it has managed to save an entire forest and put the spotlight on some very pressing women"s issues. Take a look at the history of Madhubani Paintings and how they have evolved over the years.

Madhubani is a folk painting done by hands, twigs pen nibs and matchsticks with natural colors and dyes. It is believed that this art form was originated during the times of Ramayana when Raja Janak, father of Sita called artists to capture the wedding of Lord Ram and Sita in the form of Madhubani Painting.

II. REVIEW OF LITERATURE

A review of related research serves an important purpose and helps the research at every step of his venture as a researcher can build appropriate methodology and design keeping in view the strength and failure of previous researchers.

HISTORICAL BACKGROUNDS OF MADHUBANI PAINTING.

Mohan A and Ankita (2018) stated that the reason of using Madhubani art in textile is to keep our art alive. Madhubani painting plays an important role in creating new design. Rapid increase in demands of consumers requires modification in fashion industry with respect to designs, colors, and technique. Indian artist have preserved the authenticity of their art by combining innovative with the essential of the traditional. In modern times, fashion designer are going back to the rich textile heritage of this art and reviving this art by designing Madhubani sarees, dupattas and indo-western dresses.

Devi. S (2019) described that Madhubani Paintings were being practiced many years ago by the womenfolk of Mithila it was Sita Devi who brought this art from under the limelight. Sita Devi was honored with the state Award by the government of Bihar in year 1969 and that is when this art form received national recognition. Sita Devi was born in Jitwarpur village in the Madhubani district of Bihar. She was exposed to this age old painting right from her childhood. But it was not until she received the state Award that the art form was recognized all over the country. In 1975 she was once again honored when the national Award was bestowed upon her 17by the President of India. In 1981, Padma Shri, the fourth highest civilian award of India, was conferred on Sita Devi. The government of Bihar Rattan in 1984. In 2006, the government of India conferred on her the title, Shilp Guru.

Devi. G (2019) is another artist who credited for popularizing Madhubani Painting. Not just in India, but Ganga Devi popularized this ancient art form in foreign countries as well. Like Sita Devi, Ganga Devi too was exposed to Madhubani Painting right from her childhood as a she was born in Mithila, Bihar. She was born into the Kayastha community and practiced the Katchni style of painting. She then travelled to various countries in an attempt to popularize the art form all over the world. She even participated in „Festival of India," an event organized in the United States of America. In the event, she displayed her paintings and was appreciated by

many international artists. For her efforts, the government of India honored her with the national award for crafts. In the year 1984, Ganga Devi was awarded Padma Shri by the President of India.

Devi. M (2019) said that she is also born in Madhubani, Bihar, and Mahasundari Devi was a renowned Madhubani artist. She started learning art form from her aunt at a very young age. Mahasundari Devi played a key role in supporting and developing not just Madhubani Painting but also various other forms of Bihar by creating a cooperative society. She was considered a living legend and was honored her with various prestigious awards. In 1982, the president of India honored with the national award. The government of Madhya padres then bestowed on her the prestigious Tulsi Samman in 1995. In 2011, she was honored with the Padma Shri by the government of India. Mahasundari Devi breather her last on 4 July 2013, but left behind a great legacy. Bibha Das, her daughter- in- law, is an award-winning Madhubani painter as well.

Dyal. B (2019) mentioned that she is born in Samastipur Bihar; Bharti Dyal learnt the traditional art form from her mother and grandmother. Bharti strived to take the art form to the world stage and played a key role in the popularize it throughout of these paintings. In order to popularize the art form and propagate to throughout the world, she started using present day technique and thereby contemporized the art form. She then displayed her work in various exhibitions through the world. In June 2016, her paintings were displayed at the museum of scared Art, Belgium. In 2006, Bharti Dyal won the national award for excellence in the art form. She has also been honored with various other awards.

Devi. J (2019) noted that other important exponent Madhubani Paintings. She was given the Padma Shri award in 1975 for her contributions toward the art form. Other Madhubani painters like Shashi Devi, Kala Devi, Leela Devi, Bauwa Devi, Yamuna Devi, Shanti Devi, Ambika Devi, Manisha Jha and Chandrabhushan have also been honored with national awards. Madhubani art is an important part of the life of people in a village called Ranti in present day Bihar. The women who practice this art form in the village use it as an opportunity to create awareness on social issues and to empower women. Artists like Karpuri Devi, Mahalaxhmi and Dulari are playing key roles in teaching other women the importance of Madhubani Paintings.

Their works are displayed in museums in "Japan". Also, there are several institutions near Mithila that teach Madhubani Painting to young artists. Some of the major centers that teach this art form are Benipatti in Madhubani district, Gram Vikas Parishad in Ranti and Vaidehi in Madhubani. Artist Bharti Dyal owns a studio in New Delhi.

III. TRADITIONAL DESIGNS OF MADHUBANI PAINTING

Dutta (1993) defined that the folk artists have no any formal academic training in the art it is created out of peoples' consciousness of beauty. Folk paintings are done on floor, wall, ceiling, paper, pots and various places which may be connected to myths, special festivals and the special occasions. The philosophy of the society, rural life and realism are subject matter of folk painting. It has no sharp mechanism and texurious character. The artists arranged their composition by using distinctive category of lines and colours along with different motifs to make their composition. Some folk artists attempt to experiment with new forms from time to time and create an individualistic type of folk art. These artists develop a new style within the old format. These innovations are to be found in the motif of Madhubani Painting, Kantha design and Kalighat Patachitra.

Devi.N (2013) explained that the local client does not give Nirmal Devi any design brief on what exactly to draw and paint when she accepts the order. Nirmala Devi has all freedom to plan and execute her paintings on the fabric as per her own creative imagination. She understands a good quality Tassar sarees are expensive

which range between Rs 3000 to 5000, therefore it has good demand during marriage seasons. She picks up design motifs accordingly which will depict the traditional Madhubani style. She paints Doli ka har, Krishna surrounded by Sakhis, peacock, fishes, few motifs from Kohbar, flowers, petals, leaf etc. She first sketches the motifs on the anchal, borders and butis directly on Tassar fabric with nib and synthetic fabric colour solution, then details it with line work and filling color with medium. Nirmala Devi takes 7-8 days (32-40 hours) to complete one Tassar saree. She earns Rs 800 for four full days of work. The payment is made within 3-4 times after delivery of the final finished product. For Tassar dupatta, Nirmala Devi takes 2-3 days" time to complete and earns Rs 300 per piece. In a month she completes either 3 sarees or 6 dupattas and earn between Rs 3000-4000 per month.

Sarkar.A (2016) depicted that this study is an investigation into the journey of Madhubani from India to Amazon has reconfigured and reconstructed the art form itself. Hence, determining the „circuits of commerce" (Zelizer, 2004) will be indispensable to understanding the infrastructure that has aided the flow of Madhubani from the local to the global art market and responsible for the modification and repositioning of traditional Indian art from its ceremonial, traditional moorings, to its now decorative or commodified use. Their sale on Amazon signals its deterritorialisation (Tomlinson, 1999) where in as Appadurai (1990, 1996) elaborates, it affects the loyalties of groups, the manipulation of currencies and other forms of wealth, which can fundamentally alter the basis of cultural reproduction the art then no longer remains bound to the same territory or is culturally homogeneous. The Madhubani Paintings adorning the walls of a house have been stripped off their original meanings, serving merely as an aesthetic addition to a house"s decor. Hence, as Crane (2002) asserts, it becomes necessary to question what is „local" in this era of globalization.

Gupta.M and Gangwar.S (2016) shows that the Madhubani art of the Bihar state has been undergoing transition where its application in original composition has been declined owing to social and economic changes now-a-days. There is need to explore possibilities for the conservation of this art form viz other artistic media for future generations. The reason for using traditional motifs in textiles is to keep our designs or motifs alive. The Indian folk arts with painting play important role in creating new designs. Escalating demands of consumers requires modification in the fashion industry with respect to design, color, style and technique, so in an effort to add another dimension in the application of Madhubani designs on textiles. The effort was targeted towards finding the possibility of applying Madhubani designs on textile articles utilizing the hand painting. Madhubani motifs/designs were adapted for center design and border design.

Mishra.K.K (2003) shows that the article deals with the history and different styles of Mithila Paintings in the context of the role of women in it. It draws attention to the differences between the traditional wall and floor paintings and the canvas paintings, of modern day. It underlines the 24contribution of women to the development and popularity of Mithila paintings over many generations, and how they were brought into the painting tradition. It also shows how this painting tradition provided an opportunity to women in the Mithila region to garner additional income for the family when they were challenged by natural calamities such as drought. While describing the present status of the art form, the article calls for an adoption of appropriate measures to retain the tradition in its original form and vigor.

From time immemorial, women in India have actively participated in various forms of creativity, which explicate the relationship between nature, culture and the human psyche. In fact, their arts of creativity can be treated as a style of writing by which their emotions, expectations, freedom of thoughts, social and cultural limitations, worldviews etc, find expression. Moreover, their significant role in some of the art forms present in many parts of the country is noteworthy: Phulkari in Punjab, Warli in Gujarat; Chikan in Lucknow, Weaving

in the North-East, Kantha in Bengal, Miniature Paintings in Rajasthan and, of course, Mithila Paintings in Bihar. The aim of this article is to focus on Mithila Painting to show how it is a parallel literacy by which women communicate aesthetic experience and expression. The Mithila Paintings, also known as Madhubani Paintings, are a living creative tradition mainly practiced by village women of the Mithila region in Bihar, irrespective of caste and religion. The paintings are made on paper, cloth, readymade garments, shoes, movable objects, etc, using natural and vegetable dyes. Though these paintings were originally done on walls and floors of houses, the women artists were slowly encouraged to translate the art from the walls and floors to canvas, which helped the art, get a new identity in the art world as well as in the market.

Mittapalli.K and Samaras.P.A (2008) stated that this study is situated within a self-study research methods course to scaffold doctoral students‟ explorations of the intersections of their culture, and research interests using arts as a tool. Embracing the arts as a research method, the first author painted a self-portrait using the vibrant colors of Madhubani art which holds cultural 25significance to her. She utilized Blumer‟s (1986) and Mead‟s (1934) theory of symbolic interactionism to explain the process of her self-development as a researcher.

Dutta.G (2016) mentioned in her interviews how all her nieces based in Delhi earned a major part of their income through regular order from boutiques. However, she also cautioned how many artists would sell themselves short due to the popularity of the paintings. She explains that around 20-25 years ago the value of Madhubani had reduced a lot. Once it became popular and artists started earning an income, especially since Madhubani is primarily a women‟s vocation and helps them to run their families, they thought that involving multiple people in the family to say paint 4 paintings in 10 days, instead of one painting in 10 days, will get them an even higher income. In this way there was an oversupply of paintings, so if a buyer or middleman placed an order for 10 paintings, the artist in order to get rid of so many paintings would sell 100 paintings for the price of 10 Hence the prices of Madhubani got extremely devalued. Ihitashri Shandilya, founder of the folk-art gallery Mithilasmita had discovered that mass production of the paintings was rampant, and artists had started using scales and pencils to produce multiple paintings with the same patterns and motifs. Post the production of the paintings, 100 would be carted off to Dilli Haat, 100 to Surajkund Mela (an annual arts and crafts event held in Delhi), and similar such places. She felt this had polluted the art form, degrading the Madhubani Paintings from being art to becoming a mere commodity. Another national award winning artist, Shashi Kala Devi in her interview reiterated the fact that places like Dilli Haat, were literally a „Haat‟, since in the Indian context, a „Haat‟ signifies a weekly conglomeration of buyers and sellers exchanging groceries and daily necessities. Thereby the selling of the Madhubani Paintings in spaces like Dilli Haat devalues the art further.

Shipra.k (2017) defined the handicrafts of Bihar are appreciated all over the world because of their great aesthetic value and their adherence to tradition. Mithila painting is more than an art. Through this creative ability, a group of women express their desires, dreams, expectations, hopes and aspirations to the people. Mithila painting is also known as Madhubani Painting. Madhubani Painting is an emblematic expression of day-to-day experiences and beliefs. As such, symbolism, simplicity and beauty hold them together in a single school of traditional art. Traditional artisan skills exist in clusters and are unique to Bihar. Mithila painting is one such art form. Madhubani Painting has been encouraged by all India Handicrafts Board and this traditional skill, as it has been rigorously promoted by the Government, has a unique work and trade organization, though co-operatives are yet to establish ground amongst the artisans. While 29earnings from these activities are low ranging from Rs30-35 with a likely median of Rs 50-60 per day, many of these could be helped to become more

viable occupations. This research focuses on impact of Mithila paintings in the status of women artisans and also on the economy of Bihar.

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Contribution of Indian Women Novelist in English Literature

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ABSTRACT

This research paper has focused on the contribution of Indian women novelist in English literature that has had a great impact on social change. As this is an essential aspect for identification of livelihood, thinking pattern of Indian women and its reflection on English literature. The main purpose of this research is to find out the beneficial aspects of this society in this current context. This is very important to highlight the social challenges of these authors to practice through literature in significant manner. This research paper is very much relevant and constructive that has been described contribution of Indian Women Novelist in the segment of English Literature.

I. INTRODUCTION

A multidimensional view of Indian English literature is focused in this study where several issues are highlighted from a social perspective. In this paper, the contribution of some renowned women novelists in English literature is going to be discussed where the different types of fictional and realistic approaches to life will be highlighted. Understanding of significant contribution of Indian women novelist will allow development of insightful regarding social position and social contribution level as well. Exploration of the social standard is critically analyzed by Indian women novelists many times in their works.

This is seriously very essential to change some social stigma in the human mind in significant manner. These novelists are very proficient to focus on several perspectives of society where women, children, and elderly people have very much suffered from several social conflicts. These are the most important social crime which has been highlighted by their protestant approach in their creation. This is the most important perspective of these research issues which is going to evaluate and assess in this overall study.

Background of the research

Literature is the most important weapon of protest which has been used many times for peaceful revolution. Arundhati Roy, Anita Desai, Jhumpa Lahiri, Kiran Desai, and Shashi Deshpande are renowned Indian novelists who have contributed a lot to Indian society through their progressive writing of Novel. Raiwani (2022), stated that these women are very strong in their literary skills as well as possess strong personalities which are reflected in their writing. Since the ancient period of Indian society women, children and elderly people were the target and victims in the male-dominated anarchic society. In this research, the custom of marriage, family life, and work procedure of the Indian society have conveyed a specific idea that women should be very much subordinate and dependent on men and male dominating society.

There are different types of social taboos and customs that have damaged the "image of women" and deprived scenarios to reflect their identity, independence, and freedom. Kumar (2022), stated that the male egos of this society have used girls and women as a means to fulfill their physical, emotional, and sexual needs. Literature is open to the means to express the evil side of this society which has to rectify by taking a progressive mind setup.

II. AIM AND OBJECTIVES OF THE RESEARCH

Aim

The most important aim of this study is to find out the various social problems which have been highlighted in Indian English literature in different ways by Indian women novelists.

Objectives

The most important objectives of this research are:

- To understand the relevance of the social issues which have been reflected in English literature through women novelists.
- To examine the impact and use of language used to reflect a protestant viewpoint through a literal approach.
- To analyze the social barriers faced by Indian women novelists in expressing their views through their writings.
- To analyze the impact of the writings of Indian women novelists which has created a beneficial social change

III. LITERATURE REVIEW

The challenges faced by Indian women novelists to express their opinions

Gender bias is one of the evilest sides of this society which has been faced by women novelists who have opined through their writings. Vinayakaselvi (2022), stated that this society's most unfortunate assumption of women writers is that male writers can write better than female. It is the most important observation that very few publishers in this market are interested in publishing Novel on essential exploration and understanding by women novelists. Arundhati Roy is one of the famous women authors who have reflected on various sensitive issues of this society like the Mumbai attack, the Kashmir issue, and financial injustice on Muslims.

This is one of the most important perceptions where the affected scenario of the women and children are highly highlighted which has been restricted in a sudden way. There are various social taboos that have not spontaneously accepted this kind of waiting approach from a woman writer and she has faced lots of negative criticism from this so-called progressive society. Jash(2019), stated that this society is not very interested to know the different kinds of challenges and experiences which has faced by women in their life war. This has represented as the monotonous and arbitrary fiction that is not required to know by society and the progressive generation of this society. Jhumpa Lahiri is a famous writer of Indian literature who broke all the barriers of various social stigmas and shed light on different issues of her personal experiences in the novel "The Namesake".

The relevance of the social issues reflected by Indian women author

Shashi Deshpande is the most famous author in this society who has great contribution to reflecting various social issues in a significant way. Most of the writings of this author have dealt with the women in India in "middle-class society". Her novels and short stories have focused on various social problems which have faced by women in their daily life like rape, "inter-caste marriage", abortion, "female feticide", "preference for a male child," widowhood, "and remarriage of widows" which have faced social and domestic violence after remarriage by the husband. Kumar(2022), stated that this is the most important perspective that infidelity in marriage, an illegal practice in childbirth, the "plight of the girl child", the political and the historical perspective has highly discussed in her novel in a predominant exploration.

This society is not eagerly accepted this kind of literature where the patriarchal society is nakedly critiqued by the voice of a female writer. Sarmah (2022), stated that this is one of the greatest evaluations in Indian English literature where the evil side of Indian society has been highly explored to the modern and progressive society in an effective way. Most of this society has assumed that the image of the Indian patriarchal culture has been smashed up to modern society in a serious way.

Beneficial social change in this society through literature exploration

This kind of literature is very much effective to change social taboos by creating empathy for the different kinds of social practices. This is very much important to open up the wider range of emotions of this society which has been able to create a barrier of various evil practices in this society. Guptaand Bohra (2020), stated that the pros and cons of this society and the foremost consequences of these evil practices have been highlighted through various literature which have focused on different kinds of social and environmental standards. This is one of the crucial perspectives of the proper exploration of the opinions and views of this society by these effective writers of Indian women novelists.

Impact of Indian Female writers and their contributions to English literature

There are various female novelists in India that help in contributing to Indian society that helps in enhancing as well as influencing the culture by motivating women. In addition to it, many female novelists play a major role in order to generate themes that help in motivating women novelists that help in contributing a great significant impact in order to contribute it in Indian culture. As per the point of Wubben (2022), Jhumpa Lahiri is one of the most successful Indian women novelists who has created as well as introduced the changes that lead women to set themselves from the male dominant society. She is majorly known for her "depiction of immigrant and Indian-American life", and this has helped her to motivate the major women in order to gather the pieces of information that lead to contributing as well as encouraging the Indian women to be self-independent. However, Lahiri has implemented various strategies as well as her novels had inspired most of the women in Indian society which helps in contributing to Indian society.

On contrary to Kumar (2022), the other writers have also played a major role in order to contribute in English literature that helps to improve Indian society which leads to a great impact. Shashi Deshpande is famous for her contemporary writing and she is tremendously famous for her writing styles that help in motivating Indian women. Moreover, in her novel the major themes that she has represented by presenting the story of Indian middle-class society and their mentality. In 1998 she received an award for the famous novel she had launched which is That Long Silence (1988). In 1990, she received an award where she tells a story of a housewife that is Jaya, being from a rich culture she still restricted herself from everything, and the lack of women's depth has been told by her which has influenced various females.

IV. DISCUSSION OF THE RESEARCH

This research is very much important to highlight several perspectives regarding contribution of Women Novelist towards enhancement of prosperity of English Novel. The most important to be aware of is the importance of Indian literature. This study is very much comprehensive to reflect the positive and negative impact of the literature which has been developed by the Indian women novelists. The bad social customers which have been practiced in this society in ancient times have been slowly rectified by creating self-awareness. This is the most important perspective that a social reformation can be done through these authors which is highly required to develop a progressive society in this current context of India.

Rathi (2022), stated that this is one of the important phenomena that many times have reflected various legal aspects which are very much supportive to protect the evil practices of the society. The norms of social security for children and women are very much favorable in this country. This has been amended and developed with significant progression in literacy rate among Indian women along with significant changes in government perception on educational and gender equity aspect. Along with this; self-awareness has been developed by the women in this society. The contribution of these women novelists as well as their perception is reflected in their formative creation that is English novel.

V. CONCLUSION

There are many movies, daily soaps, and web series have been created on the basis of various novels in Indian society. Many women author has contributed to this perspective which is highly required for the reformation in a positive perspective. This kind of research is very much assertive to accumulate all the positive purposes of the women novelists in this society to make a positive behavioral change in this patriarchal society of India. This is a very important perspective the issue of women's empowerment has been highly accelerated through this positive approach of this society in a significant way. The women novelist of Indian literature has contributed a lot to developing a positive and progressive society where everyone's rights are equally accepted and practiced.

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Impact of social media on Higher Education

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ABSTRACT

By offering better learning and teaching experiences, social media has completely changed the communication landscape of higher education institutions. The widespread usage of social media platforms encourages and motivates pupils to learn. Some of the main advantages that contribute to educational development include using YouTube to find educational films, having simple access to online notes and e-books, and learning through video calls. One of the significant things social media has enabled is remote learning from a reputable organisation from anywhere in the world. Online study groups are another resource that students can use to learn more about a variety of topics. However, some researchers also say that social media reduces research and learning capability. With the use of Social Media, students nowadays are depending more and more on such platforms to gain knowledge and information, rather than searching for the same in journals, books, or notes. This means reading habits of students, together with their research and learning capabilities, are decreasing.
Key words: Social Media, advantage, research, higher education etc.

I. INTRODUCTION

Students may have access to a variety of educational opportunities owing to social media. This revolutionary approach to learning is much more effective than conventional education. Education is more than just memorising information from a textbook and turning in homework. It concerns a student's whole personality development. The use of social media today has made communication between teachers and students about their academics much simpler and quicker. Online interactions have grown in importance in our world, and students are already adept at maintaining an online presence. They are well aware of how to use both basic and advanced features on various social media platforms.

In the current digital era, the ties of education with technology creates an intriguing potential. Social media can be used by educators and students to enhance their curricula and advance in their chosen fields. Social media platforms are flexible, allowing anyone to utilise them however is most convenient, including teachers, students, and their parents. Through their smartphones, tablets, and other devices, college students are continuously linked to the internet. In this manner, they can readily alert friends and relatives of the information. A lot of people can benefit from the expertise, advice, projects, and study materials that can be shared by individuals. The students can communicate information on tests and classes. The transmission of information has become easier, and they aren't even aware of the new skills they are learning each day. Additionally, it gives students more room for growth.

Today, everyone is familiar with the word "marketing." A growing career option for students is learning social media marketing. It aids in preparing students to succeed as marketers. Students from all around the world are getting the chance to implement social media strategies for a variety of international businesses because social media marketing is something that all firm must incorporate into its groups. If a person has no prior awareness of social media, this is not possible. Students can gain admission to better universities for higher education by using social media. It is well known that the majority of high school students prefer to use social media when looking for colleges and enrolling in them. Facebook is currently one of the most popular websites utilised for this.

Students want thorough information promptly and have grown to trust a specific social networking platform. Therefore, those who are pursuing higher education or who are about to do so must utilise social media to improve their academic abilities. Higher education institutions must understand that they must differentiate themselves from the competition. In order to keep prospective students interested in the college, higher education requires innovative social media strategies that must be put into action all year long. It might emphasise the many online courses that are frequently offered after study recruitments. Having a strong social media presence can help schools and universities interact with potential students.

According to research, social media has recently infiltrated practically all categories of organisations. Universities and other institutions of higher learning have not lagged behind and have embraced this worldwide phenomenon. There are many different types of social media, including social networking sites, blogs, vlogs, instant messaging, and online communities. Regardless of their physical location, Facebook users may produce and share information, establish connections, and foster collaboration and connectivity. Higher education institutions have a wide range of opportunities to embrace social media to advance their efforts in teaching and learning as a result of its quick increase. Social media is excellent for administrators, managers, students, and teachers in higher education institutions due to its widespread use and extremely high uptake.

Social media and technology are becoming an essential aspect of daily life, so integrating them in the classroom makes sense. Every social media network provides a variety of ways to be used in the classroom, including sharing announcements and giving live lectures. Students can directly ask questions of teachers through social media and receive their answers. Additionally, social media provides more options for e-learning. Training pupils to work remotely is a vital lesson as remote and online learning and employment opportunities grow in popularity. It is frequently a free form of communication for its users, making it an extremely cost-effective tool. You can use it to advertise new courses, occasions, and scientific advancements as well as to communicate with students. Social media is a powerful tool that may help you connect with a sizable audience and promote your university online, which is a crucial function. The University/ college and the staff can use social media to connect to current students, prospects, researchers, and other organizations.

Social media is utilised as a tool for learning and teaching in a wide range of circumstances, including language learning, writing development, after-class discussions, synchronous and asynchronous communication, community building, and as a teaching and learning tool. The nature of the relationships between students and teachers is changing as a result of the use of social media in higher education. Social media offers a distinctive forum for communication between students, as well as between students and teachers. Students find it convenient and simple to communicate, acquire information, and offer information through social media. According to studies, academics have recently increased their use of social media to engage in debate, present and host courses, and provide after-hours help for students. The use of social media has also shown to boost interactions between students and teachers. Students learn how to use internet tools effectively in classroom

contexts thanks to social media. According to studies, social media use in higher education has improved pedagogy and information sharing, increased involvement and engagement, improved content dissemination, and better learning.

Social media is used not only for teaching and learning, but also for advertising and raising awareness. Educational institutions can tell stakeholders through social media about new research initiatives, revised policies, upcoming events, open positions, alumni participation, and institutional news. Social networking is another technique some colleges and universities use to recruit students. In an effort to draw in more students, social media offers the ideal venue for highlighting new courses, research and teaching faculty, and campus amenities.

The usage of social media channels for collaboration is also effective. For instance, it is simpler for you to connect online and talk about it with a team if you need to conduct research on a specific issue jointly. Students may relate to: participants in your class (in your cohort or years above or below), students enrolled in related programmes at other universities, and specialists in your area etc. It is simpler to communicate with your peers and organisations for educational purposes thanks to the Internet. Teachers can also open profiles to share online lectures, convey curricular changes, and get feedback from their students.

However, there are some inherent restrictions to social media use in higher education. Its drawbacks include concerns about technology and privacy, the predominance of academics, students' passive behaviour, and the lack of academic language usage. The lack of knowledge of the capabilities provided by the social media platform can also be added to this list.

Since everyone uses social media in a different way, academics must be aware of the various social media usage strategies before integrating them into their teaching and learning processes. To get around privacy concerns, it is advised to start Facebook groups. Passive students should also be encouraged, and sufficient training should be given. Staff members should receive training and direction in addition to pupils.

Social media has the power to drastically revolutionise learning and increase its effectiveness. It offers a wealth of global knowledge that lecturers can use into their teaching. One of the most intriguing instances occurred when a professor from Italy required her students to tweet only in Italian in the classroom and urged native speakers to join them. According to the survey, 90% of the students were more motivated and confident after the lesson. This is a very wise move that demonstrates the effectiveness of this approach to teaching and learning.

Research and higher education go hand in hand. Universities and other academic institutions may share knowledge and conduct research to reach a larger audience than ever before. Students who are using social media might also benefit from tools that will assist them learn more about the study topic they are working on. There are a lot of issues with a digital marketing strategy that must be fixed in order to succeed on social media platforms. Higher education institutions frequently have a variety of faculties, giving both instructors and students a special experience. Giving each faculty member the ability to handle their own social media initiatives while also keeping the same kind of regulation for the content that must be published is one of the fundamental challenges higher education faces in building a social media presence.

Social media can be utilised to enhance learning and teaching activities that were previously restricted to classrooms as well as to further the ongoing transformation of pedagogy. Although there are many difficulties associated with social media use in higher education, its significance cannot be understated. According to research, the majority of academics believe that social media may be successfully used to support the delivery of student-centered learning approaches. Students that use social media become co-producers and contributors

rather than only passive consumers of knowledge. Learning is now more of a social activity in the contemporary educational setting, and using social media helps that process. Like in many other sectors, higher education settings will continue to employ social media. How higher education institutions throughout the world will continue to use social media for their own gain needs to be figured out.

Social media's impact on students' academic performance has drawn a lot of criticism. Some individuals think it has a highly negative and disruptive impact on the students. If it is used improperly, then this statement is accurate. However, if used wisely, it can prove to be a blessing for pupils.

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Women Empowerment and Entrepreneurship through Higher Education

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ABSTRACT

One of the main determinants of what constitutes an entrepreneurial woman is education, which also aids in realising her potential and increasing awareness of her already-present entrepreneurial traits. The globalisation era has improved the status of female entrepreneurs. Without the involvement of women, who make up a substantial portion of the population, India may, however, fail to reap the benefits. To boost GDP growth, women must actively participate in economic activities and decision-making. A skill- and knowledge-based education enables women to transition from being homemakers to being wage earners. A whole generation is educated when a woman goes to college. Knowledge is improved via education, and access to resources and opportunities is made possible. In order to evaluate the issues, challenges, and problems that women entrepreneurs confront, the present paper will concentrate on the role of education in fostering and modelling women's entrepreneurship.

Key Words: Women Entrepreneur, Education, Development, empowerment etc.

I. INTRODUCTION

A good nation must be built first by empowering women. Women's empowerment ensures a stable society. The empowerment of women is crucial because their ideas and value systems contribute to the growth of a good family, good society, and ultimately a good country. Today's thriving feminist dialogue includes topics like sustainable growth, labour participation, and empowerment. However, with economic reforms, there is a transitory trend in women's engagement in the economic growth process, and women participation in corporate entities has been exceptional. According to traditional cultural perception, women's roles are restricted to the four walls of the home. India currently has the second-largest start-up environment in the world, and growth there is predicted to be between 10 and 12 percent. Given that women make up 48% of the population of the nation, it is impossible to imagine economic progress without women serving as its primary drivers.

There are many factors that influence someone to pursue entrepreneurship, but greater education levels, family, and income are crucial in each case. In the literature, it is emphasised that women are drawn to entrepreneurship for a variety of reasons, including the need for additional income, the freedom to make their own decisions, their desire to be independent and self-actualized, the desire to carry out their innovative ideas,

their social status and self-confidence, the desire to support their families, the desire to be good role models for others, and the continuation of family businesses. Women's participation in the work force is essential in emerging nations to ensure the growth of the economy and society.

In 74 economies around the world, over 163 million women were starting new businesses in 2016, while an estimated 11 million were running established enterprises, demonstrating the rising proportion of women entrepreneurs globally (GEM 2016-17). Entrepreneurship is a complex undertaking that plays a crucial role in both starting and maintaining economic growth. One of the new ideas that contributes to the economic empowerment of women is women's entrepreneurship. Women's involvement in the economy will boost productivity and quicken the rate of growth. Additionally, it will aid in reducing social constraints and gender-based injustices that prevent women from pursuing entrepreneurial and job opportunities.

Since women are natural business owners, participation of women in economic activities has been widespread in India for many years. By generating wealth and job possibilities, entrepreneurship outlines the economic future of nations and helps the economy grow. Entrepreneurs have a significant impact on the start and continuation of socioeconomic growth. The economy depends heavily on entrepreneurship in general and women's entrepreneurship in particular. The ideal career for women is entrepreneurship since they excel at multitasking. Education aids in the social change of women, which increases their involvement in economic activities. The demographic physiognomies of business and economic growth have changed as a result of an increase in women's participation as entrepreneurs. Women-owned businesses are making a significant contribution to the economy. To improve both quantitative and qualitative changes, however, efforts are required.

Given that women make up half of the population, their contribution to the growth of the country is essential. However, because women face several obstacles to both personal and national development, ignoring them from development programmes is a waste of human resources. Despite the fact that women's status has significantly improved over time, the majority of women still face economic and social marginalisation because of illiteracy, ignorance, and the patriarchal structure of society. The empowerment of women is facilitated through education, which offers them with enough and realistic sustenance while fostering a gender-neutral environment in all areas. Women who are empowered have better decision-making skills and are more able to take risks.

Women have a lot of untapped and unexplored potential. Women's rights will advance as female entrepreneurship rises, and their economic and social well-being will be optimised. Women's entrepreneurship and female emancipation go hand in hand. Like their male counterparts, female business owners contribute significantly to the nation's GDP through innovation, job creation, and other means. Women's participation in equity and employment of a business enterprise is how the Indian government defines women entrepreneurs. As a result, a women's business is one that is owned and managed by a woman, has a minimum financial interest of 51% of the capital, and creates at least 51% of the jobs it creates for women.

Women in business are honoured for their self-sufficient efforts. In a society and economy where men predominate, the growth of female entrepreneurship is seen as a lucrative tool to achieve equality for women. Studies looked into the relationship between leadership in Self-Help Groups and literacy discovered a connection between literacy levels, opportunities for leadership, and credit availability. As there is a correlation between women's socioeconomic standing and educational attainment, women's leadership tends to fall into the hands of the wealthier SHG members. The three components of the Global Entrepreneurship Index (GEI) 2017 are attitude, aspirations, and ability. It rates nations based on various elements of an entrepreneurial

ecosystem. India is ranked 69 out of 137 countries in the Global Economic Index (GEI), with product innovation being the active sector and technology absorption the least developed. India's GEI score is 50% lower than China's. Lower ranking is a result of barriers to technology adoption that have an impact on entrepreneurial activity.

Women will lack access to information, be unable to participate in public discussions, and be uninformed of their rights if they do not have access to higher education. Higher education is seen as a crucial step in the empowerment of women since it gives them the confidence to take on any task, challenge their traditional role, and transform their lives. The most effective means of changing women's status in society is education. The majority of women in our nation are uneducated, uninvolved, frail, and exploited. Additionally, higher education works to lessen disparities and raise individuals' social standing. Women have access to opportunities for learning and informational acquisition that will help them enhance their standard of living through empowerment and capacity building. Women have access to opportunities for learning and informational acquisition that will help them enhance their standard of living through empowerment and capacity building. Only if women contribute to the best of their skill and ability—which is only achievable when they are educated and empowered—can India become a developed nation. Women can only understand the constitutional and legislative measures intended to enhance them with the aid of literacy and education.

Female business owners have had to deal with barriers in the areas of finances, marketing, patriarchal families, health, and education. Strict company restrictions, a lack of education, cultural bias, and a lack of technology knowledge are some of the major barriers preventing women from achieving leadership positions and taking advantage of entrepreneurial prospects. There are some of the constraints like the supply-demand gap, an out-dated, rigid curriculum, an absence of employer engagement in course content and skills development, less access to entrepreneurial opportunity, constraints on research capacity and innovation, fewer opportunities for interdisciplinary learning etc in India in respect of higher education.

Government intervention is necessary for empowerment. Very women, interventions call for carefully thought out strategies. Strong enabling conditions are crucial for the success of any firm; necessity and incentive are frequently essential to promote women's entrepreneurship. The Indian government has made sure that there are governmental efforts that enable women to have equal opportunities. In order to provide skill training, vocational education, and entrepreneurship development, it established the National Skill Development Policy and National Skill Development Mission in 2009. By providing access to funding, markets, and training, the government seeks to advance women in India's entrepreneurial ecosystem. The government has started a number of programmes like Startup India, Make in India, the Atal Innovation Mission, the Support to Training and Employment Programme for Women (STEP), Stand-Up India, and the Trade-related Entrepreneurship Assistance and Development (TREAD) to encourage women's entrepreneurship by providing mentoring, nurturing, and training opportunities in a variety of fields. To face the shifting trends and challenges in international markets, women entrepreneurs must be sufficiently moulded with entrepreneurial traits and talents. They must also be capable of sustaining and pursuing excellence in the entrepreneurial sphere.

Undoubtedly, the higher rate of illiteracy among women makes women dependent on men and relegates them to an inferior position. Our legislation, development strategies, plans, and programmes have all been designed to advance women in a variety of fields within the context of a democratic democracy. Women with higher education can aid in the development of a country. Only a few women presently hold powerful positions in India and the rest of the world, but if they have a good education, the number of women participating in the economy will rise. Even while economic power is crucial, higher education is the key component of

empowerment and gives it more strength. To encourage women to engage in different types of entrepreneurial activities, efforts must be made.

Entrepreneurial qualities like volunteering for the company, having inventive abilities, and having a good education are essential building blocks for success. The policy framework for fostering entrepreneurial skills development and offering career education and training has expanded the possibilities for women's economic empowerment. However, just one-third of businesses are owned by women. In academia, there is ample evidence of a significant link between education and business success (Ascher 106). By supplying a wide range of abilities required for opportunity identification, the capacity to launch a business and the effectiveness of decision-making, education plays a crucial role in entrepreneurship. These are all essential components of the entrepreneurial culture since they directly affect the profitability, growth rates, employment generation, and value creation that enterprises exhibit. Prior to starting an entrepreneurial venture, people who have access to formal training and a variety of educational possibilities can greatly improve their efficiency as well as their potential to expand their firms and add value to the markets in which they compete. Additionally, entrepreneurs with higher educational degrees are noticeably more likely to innovate than those with little to no education .Higher Education enables individuals to escape the grip of ignorance, prevent being duped, and fit in with society. Therefore, encouraging female education is crucial to giving women the tools they need to achieve their goals and compete on an equal footing with men in various aspects of life, and in present context in entrepreneurship.

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A Study on The Role of Employability Skills Training in Enhancing Higher Education

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ABSTRACT

Since many colleges disagree with the notion of producing graduates who are knowledgeable, capable of solving problems, and prepared to enter the profession, employability has become a key area of concern for both graduates and employers. In order to better prepare graduate students for the transition from higher education to professional employment in the communication and media sectors. Finding the types of employable skills that companies require in higher education is the paper's main goal. These abilities are essential for finding work in the workplace. These abilities are currently in high demand from employers and appointments for university interviews and placements. These skill categories include digital literacy, social skills, personal skills, social skills, systematic skills, and analytical abilities. These Paper also finds out that there is a significant association between Employability skills and Gender.

KEYWORDS: - employability, graduate attributes, Higher Education, Skills.

I. INTRODUCTION

The notion of embedding employability in the curriculum focuses largely on teaching and learning of relevant students in a broad variety of information skills and attitudes to support graduates' initial employment and subsequent career growth. Because parents, carers, and educational financiers all want graduates of higher education (HE) to support them financially, the employability of graduates is crucial. Numerous family considerations start to depend on a graduate's salary as soon as he leaves school. When graduates are unable to obtain employment because they lack employability skills, there aren't enough jobs available, or there aren't enough career-related resources and assistance to live up to their parents' or carers' expectations, they get frustrated and depressed. To encourage students to develop professionally, HE institutions should see to it that career development programmes are designed and promoted. Parents and other adults who care for children invest more in there HE because they think that HE qualifications open up greater employment chances and higher incomes. Children who complete HE programmes join the ranks of unemployed graduates stumbling about the streets looking for white-collar employment, rather than easing the transition from school to work. Key transferable abilities can be learned, developed, and practised by students as they proceed through the program's many levels of difficulty. The academic capacity of our students is highly valued by our industrial

partners, who also value the transferable skills training they get as part of their degree. However, one stated that skill recognition and additional training in occupational skills will further improve our students' employability.

II. REVIEW OF LITERATURE

In this age of globalisation, the employability of higher education graduates is regarded as critical for strengthening economies and increasing competitiveness. With a greater emphasis on employability, innovative methods and approaches to assessing graduates' skills and abilities are required. Employability is a broad concept that should not be confused with graduate employment. Given these changes in the wider economy and the higher education system, this chapter attempts to discuss the changes in the overall aims and objectives of higher education against various political and economic forces and the implications of these changes in terms of the 'employability gains' of graduates. (Mishra, 2021), found that the preferred employers amongst tertiary graduates were the government, multinational companies and public schools. Skills mismatch between the acquired skills of tertiary graduates and the skills required by employers was also found. Employees were recruited for national service regardless of their educational background or future employment objectives, which were identified as responsible factors. Due to a lack of entrepreneurial skills, third-year graduates who reenter the labour market following national service selected government jobs. (Segbenya, 2021) Based on empirical findings, the employability skills of young graduates are entrepreneurship, professional development, working with others, self-management, communication, and problem solving. Moreover, higher education institutions should work closely with industry stakeholders to engage employers in work-integrating learning (WIL) programmes and then equip young graduates for better employment opportunities. (Ng, 2021). Participants believe CTM can increase students' awareness of their professional ambitions, employment interests, personal development goals, and employability, as evidenced by the three primary themes that emerged during thematic analysis and were linked to the social cognitive career theory. The findings suggest that certain job-related efforts or activities are available to Nigerian higher education students, but that these initiatives have not been successful in providing graduates with the high-caliber career counselling and employability skills that employers require. Participants support the establishment of CTM centres at all Nigerian HE institutions in order to give students with high-quality career advising, training, and guiding services while they are still in school. (Ugochukwu Chinonso Okolie, 2020), Higher education authorities place a greater emphasis on social, public, and thinking skills for business graduates, but the business sector places a greater emphasis on personal, private, and practical abilities. As a result, the study created a comparison tool that integrates the two methodologies. The tool identified four sorts of business graduates based on contrasting employability skills: leader, collective, technical, and apprentice. (Ayoubi, 2020)

OBJECTIVES: -

To examine the influence of the education system on the employability of graduates.
To study the relationship between higher education and Gender

III. RESEARCH METHODOLOGY

Research methodology refers to the logic of scientific investigation. The aim of research methodology is merely collection, analysis and interpretation of facts in the systematic manner. For the purpose of this research, a descriptive research method is used.

Data collection: -

To answer specified research questions, test hypotheses, and assess results, data collection is the act of acquiring and measuring information on variables of interest in a systematic and defined manner.

Primary data is that kind data which is freshly collected. In this study primary and Secondary both data has collected.

Secondary data means that kind of data which already is available on various platforms and it can be collected using the help of research papers, journals, newspaper articles, personal blogs, etc.

HYPOTHESIS: -

H0: - There is no Significant Association between Employability Skill and Gender.

H1: - There is a Significant Association between Employability Skill and Gender.

HYPOTHESIS TESTING: -

Employability Skill*Gender Crosstabulation						
Count						
		Employability Skills				Total
		Methodological Skills	Possessing Expertise	Personal skills	Analytical skill	
Gender*	Male	47	76	74	9	206
	Female	62	48	59	25	194
Total		109	124	133	34	400

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.015[a]	3	.002
Likelihood Ratio	15.710	3	.001
Linear-by-Linear Association	7.052	1	.008
N of Valid Cases	400		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.42.			

The chi square statistic appears in the Value column immediately to the right of "Pearson Chi-Square". In this example, the value of the chi square statistic is 15.015. The p-value (.002) appears in the same row in the "Asymptotic Significance (2-sided)" column. The result is significant if this value is equal to or less than the designated alpha level (normally .05). In this case, the p-value is smaller than the standard alpha value, so we'd reject the null hypothesis that asserts the two variables are independent of each other. To put it simply, the result is *significant* – the data suggests that there is a Significant Association between Employability Skill and Gender.

IV. CATEGORIES OF EMPLOYABILITY SKILLS

Possessing Expertise:

Theoretical knowledge based on the industrial sector makes up professional competencies. It offers information on the most recent product technologies, including machining, forming, casting, and joining, as well as industry standards. Today, practically all products are produced by machines, according to the production theory. Each machine relies on knowledge based on a particular manufacturing method to function.

Methodological Skills:

Methodological skills mainly refer to applied knowledge and often refer to it as the most important skill. It consists of problem-solving skills, planning skills and project management skills. Project management is one of the most important and complex areas in management, expressing that project management has become a more complex and dynamic sector in the present time and there is a demand for project managers to use highly effective methods of problem-solving. The main purpose of this paper is to show the methods of project problem solving. The paper examined how the problem-solving approach leads to better solutions. The paper also presented a conceptual framework for identifying problem-solving methods. The paper provides a way of how problem solving can be used to improve project performance and adaptability. As reported by Edutopia (2018), project-based learning (PBL) is a powerful approach in teaching and learning processes. It develops the motivation and achievements of the students and helps them to improve their master skills that they need for employment.

Interpersonal skills deal with teamwork, conflict management, and communication skills.

It is also known as social competence. Individuals with strong interpersonal skills will be able to communicate and collaborate with many types of people, including clients, co-workers, and managers. Employers in all industrial sectors demand particular fundamental abilities like personal aptitude like problem-solving, teamwork, work ethics, and integrity, according to the foundation of success at the workplace. The foundation of corporate activity is collaboration between organisations. Interpersonal skills are considered by managers to be crucial for effective employees. Each organisation seeks to hire graduates who are mutually competent so that they may collaborate successfully. According to the survey, college students should concentrate on their interpersonal abilities before starting their careers. The study addresses a group of reciprocal skills derived from the literature review to refer to instructional methods in order to accomplish this goal. These methods support interactive skill-training programmes for teachers.

Personal skills: -

Individual abilities including self-discipline, a good outlook on work, and presenting skills have also been referred to by experts as employability skills. The goal of the current research is to suggest a clear and useful framework that will enhance engineering graduates' employability. The suggested framework also identifies the

challenges and needs for employability skills. Therefore, it has been demonstrated that the suggested framework can aid in their professional development.

Analytical skill: -

It is the capacity to reason logically and methodically, and it plays a crucial role in problem-solving as well as the effective use of information and knowledge. According to the Career Centre, analytical abilities include the capacity to evaluate data to find important variables, use them to build persuasive arguments, understand their strengths and limitations, and solve problems.

V. CONCLUSION

According to the study's findings, employability skills are currently a requirement for all graduates seeking employment. Employers value interpersonal skills, problem-solving abilities, communication abilities, analytical abilities, digital literacy abilities, domain knowledge abilities, decision-making abilities, and leadership abilities. One of the soft talents that companies demand across all industries is employability. This study's goal is to pinpoint the critical component of employability skills and the connection between employer demands in the manufacturing industries. For this study researcher collect 400 samples. The study's findings, information skills were deemed to be more significant than any of the other seven employability skills, including thought skills, basic skills, resource skills, source skills, technical skills, and personal skills. Thought skills were also found to be the most important of the skills.

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New Education Policy: Challenges Before Teachers and Students

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ABSTRACT

India has a long and varied history of implementing educational policies at the local, state, and national levels. Over the centuries, the country has seen many changes and developments in its educational system, with the aim of providing access to quality education for all its citizens. Education is one of the fundament rights of any individual, it helps individuals to become responsible and productive members of the society. It fosters critical thinking, develops skills and knowledge, and makes a person more responsible towards the society as they contribute to the economy of the nation and participate fully in civic life. It plays a very crucial role in promoting personal and social development. It helps to build strong communities and a stong democracy, and it is essential for the ongoing and development of our world In ancient India, education was considered a privilege of the elite classes, with only a small portion of the population having access to formal education. The Vedic period saw the emergence of Gurukuls, or residential schools, where students were taught by Guru (teachers) traditionally and holistically. In the medieval period, the Mughal and British rulers introduced new forms of education, such as madrasas for Islamic studies and Western-style schools for English language and literature. With the advent of the modern Indian state, the focus shifted to providing universal access to education. The Constitution of India, adopted in 1950, recognized education as a fundamental right and laid down the principle of free and compulsory education for all children between the ages of 6 and 14. The government also initiated various measures to improve the quality of education and make it more inclusive, such as the establishment of the Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT) to standardize and modernize the curriculum.

I. INTRODUCTION

Challenges Before Teachers and Students

The new education policy is a prompt decision taken by the govt to encourage studies and facilitate the higher education to masses , keeping in mind the aesthetics of economics and social barriers ,low literacy of the country . They have made an Expensive agenda on the education curriculum liquidating all the chains of old educational regimes and thus bringing language, literature, and social science in a mainstream of interest. Keeping all the statistics of the working administration we can say that they've Misjudged the power of

implementing the policy and also they didn't prepare well for the launch as the students are still struggling to find proper course books and readings for newly introduced courses such as SEC,AEC and VAC to name a few

The NEP also has many gaps in its structure which have not yet been filled by the policy and many mainstream concerns remain unsolved and untouched by the policymakers. A general issue with the chaotic system of curriculum is the effect of poor implementation and planning. The Vocational course and informal internship inclusion in the course of grade school is a preparation for future jobs and the world, the structure is simple and free of boundaries which will make it preference friendly for schools but things will be difficult to be implemented as the combination of courses with the freeness is a big problem to overcome or free lecture system also creates a situation of clash and confusion, a high level of administration and planning is needed for this to be implemented and work smoothly which for now is not possible looking at the slow progress of after-effects of COVID lockdown.

The Focus of a grade and marks-orientated system is now being given a back seat and a performance-based, all-rounder grading system for the overall development of the student is necessary and NEP is a step towards it but not the final one to make this happen a few more omission and additions should be there. Like more priority to practical's and less theory orientation, more participation in friendly debates, talks and field trips and reports on ongoing political and social anecdotes. The NEP has a focus on regional languages and has ignored english which is a down count as english is a global language and now we must increase our international exposure and development now we must to some extent lose our own identity and accommodate the new languages that get us out to the world that awaits the students of the future.

In the near future, we may see a common identity it won't be an Indian or American but a human first that also has been emphasized by many world leaders and political leaders but not implemented for the ego of a bound nation created by a long history of struggle but we must now move on from this small relationship and get on with the world it was the Gondwana landmass. For this very future we must create a global language sector with the regional one to make the shackles / barriers of language that stop them from getting what they deserve to have .

I in my last would love to appreciate the effort of the govt for creating a wide platform filled with varieties of opportunities and development implements that will make the future generation be the best version of themselves.

The following is the list of all the Major Reforms in Education Policy according to the NEP 2023.

- There will be no substantial distinction between arts, science, academic, vocational, curricular, and subjects of extracurricular streams.
- There will be extra emphasis on Foundational Literacy and Numeracy.
- Substitution of 10+2 structure with a 5+3+3+4 model.
- No imposition of State Language on Students studying in any State.
- Permission of taking Board Exams two times for the students.
- The government will spend 6% of the Country's GDP on Education instead of 1.7%.
- The Gender Inclusion fund will be fully established.
- The government will do extra efforts for providing proper education to the gifted children
- The UG Courses will be for 4 years.
- The minimum qualification to apply for the post the teacher will be a 4-year integrated B.Ed Course.
- There will be an introduction of a Common Entrance Test for admission to HEIs.
- The Master of Philosophy course will no longer be a part of the education system.

- The students will be able to opt for different subjects such as arts, crafts, vocation skills, and physical education in Secondary School.
- The Standards for Board Exams will be set by the body PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)
- The government will make literature of India and other classical languages part of the syllabus in schools.
- The exams for students will be held only in classes 2nd, 5th, and 8th instead of every academic year.

Will The Implementation of The New Education Policy Stop the Entry of Foreign Varsities in India?

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ABSTRACT

A considerable number of students graduate from Indian varsities every year. The statistics shows that about 69 lakh students were graduated from 1,043 higher educational Institutes in the year 2018. This number is continuously exceeding every year. On the other hand 4.64 lakh students went abroad for higher education in last year. Undoubtedly, so as to keep pace with the internationally accepted pattern of higher education, the Govt. of India declared the National Education Policy (NEP). The draft regulation was also published therein detailing the modus operandi of the NEP. Very recently, in the beginning of 2023 the Govt. of India declared its recent draft norms to the foreign universities to set up their campuses in India. There is a basic expectation to help meet the educational needs of a heaving student population. But it is a burning truth that except few IITs and very few varsities the performance of India's higher educational Institutes seems to be showing signs of strain as though numbers have only gone up over the years. We have tried to address the basic queries emerged in the mind of parents and the students about the India's NEP and the entry of foreign varsities to establish their campuses in India.

I. INTRODUCTION

For overall development of a nation through its own well educated manpower we need a very well-defined education policy with futuristic vision of at least a decade is a must. It is must because education is an indispensable driver of social progress leading to economic empowerment in any country. Since from the Macaulay, who instituted an education policy in 1935 to support the British Raj, which denigrated Indian languages and knowledge? Owing to it a number of countries have adopted varied education policies. In 2020 the Indian Govt. too declared its most awaited new education policy, the National Education Policy (NEP 2020). We took 36 years after the last major revision in the education system in 1986. A overlook on the draft of proposed NEP, it appears that it came at the right time with its objective is righteous. We would like to place on record very strongly that whatever is jotted in black and white needs to be followed in spirit. So as to implement the NEP 2020 effectively, we have to come out with well defined practical challenges and their remedies by the Govt., the schools and the varsities.

THE SALIENT FEATURES OF THE INDIAN NEP 2020

The NEP is a positive re-imagination of India's existing education regime. It has some very impressive and appreciable propositions. The policy envisions a model of holistic learning that is integrated, engaging and

immersive. Scientific temper and evidence-based thinking will be inculcated alongside aesthetics and art. The main features of this policy are flexibility for the learners, equal emphasis on arts, sciences, physical education and other extra-curricular activities thereby giving option of choice to the learners, provision of interdisciplinary and multi-disciplinary approach, emphasis on conceptual learning, promotion of creativity and critical thinking, cultivating life skills like cooperation, teamwork, empathy, resilience and regular formative assessment as against the summative assessment. But in any case, both the ways the NEP will have its impact on the Indian Education System.

IMPACT OF OPENING THE DOORS TO FOREIGN VARSITIES

The government's recent draft norms for foreign universities to set up campuses in India is expected to help meet the educational needs of a surging student population. India's higher educational Institutes seem to be showing signs of strain despite having 1,043 universities according to the latest All India Survey on Higher Education report, though numbers have only gone up over the years. Therefore, now the one million question is what will happen after opening the doors to foreign varsities? It has been tried to reply the questions raised, "whether opening the campuses by foreign universities deteriorate or uplift the standards of HE in India? A thorough in-depth evaluation of the present situation of the higher education in India has been done. Last year 4.64 lakh Indian students flied abroad and sought admissions for postgraduate and graduate courses in foreign varsities. Having said this, now it is the need of hour that planning must be done in order to cater the needs of the students. After analyzing the situation, the foreign varsities entering India will require high degree of agility and complexity, strict discipline, high levels of commitment and an equally high level of motivation from the government agencies to achieve the desired goals in the realm of higher education.

II. CONCLUSION

It can be safely concluded that the entry of foreign varsities in India will definitely raise the overall standard of our education system. Given that the aspect discussed herein above has its own advantages as well as disadvantages. In our opinion, the good things cannot be kept away just because of the fear of entrance of bad things, as it is the "choice of yours!" But we are probably well equipped, if and if very honestly executed, we can remove all the bad aspects. We would like to tender an appeal of formulating strict and continuous monitoring agencies have been made.

Consequences of Covid-19 On Higher Education

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ABSTRACT

The COVID-19 pandemic has disrupted the whole world. Specially, pandemic COVID-19 impacted significantly on the education sector. It forced all worlds to enforce lockdown therewith bringing everything to sudden stop for certain period of time. COVID -19 pandemic is a huge challenge to education systems. Education system have been fighting and find the way to survive in this critical situation like changes in teaching learning and innovate various technologies have been completely changed by this crises. Hence, current study focus on the effect of COVID-19 pandemic on the student teacher and ultimately on higher education.

Key words: COVID-19, pandemic, lockdown, teaching, learning, higher education

I.   INTRODUCTION

On March 11, 2020, the World Health Organization (WHO) classified the corona virus (COVID-19) as a pandemic, due to the increase in cases of individuals who have contracted the virus worldwide (Roy 2020). This pandemic has made the world to observe social distancing in the public space. COVID-19 was first identified in Wuhan, China and then it gradually started spreading in other parts of the world. It has claimed millions of lives across the world. According to the UNESCO report more than 90% of total student population in the world was affected due to the pandemic during the initial phase of its outbreak. It has caused a serious and very deep impact on the social, economic and also psychological life of people in different parts of the world. Economies are collapsing in rapid pace and massive unemployment and recession will follow in the near future. Worldwide the governing bodies, educational institutions, public and private organizations, all are affected and radically changed their way of functioning within weeks and unfortunately, might be for longer run too (Saha et al. 2021). The guidelines that were issued by the WHO which were ratified by the most of the countries across the world forced the governments to shut down the institutions of mass gatherings (Tari and Amonkar 2021).

COVID-19 pandemic has changed the world much sooner than anyone could not have been imagined. COVID-19 pandemic has not stopped at national borders. It has affected people regardless of nationality, level of education, income or gender. But the same has not been true for its consequences, which have hit the most vulnerable hardest.   The pandemic stopped international mobility in its tracks, leaving thousands of current students stranded, overturning the new unit arriving in countries that began their academic year in March, and

imposing what seems likely to be an online only start in many countries next academic year in August/September 2020 (Chan, 2020). So ultimately in this process all the educational institutions suffered a massive setback in India. All the educational institutions in India had to be shut down right from the primary schools to the universities. The regular classes were suspended citing threat to the lives of the learners and the teachers. It also affected the lives of the aspirants who were preparing for competitive & entrance exams. The outbreak of COVID-19 has forced many countries to enforce lockdowns that brought everything to a standstill including the teaching and learning process (Tari and Amonkar 2021). Today, very little is known about the COVID-19 effects on the higher education industry. The issue of the COVID-19 and its impact on the higher education industry is a growing topic of discussion worldwide (Fischer, 2020). Therefore, the COVID-19 pandemic impact on the student, teacher and education sector is discussed in this study with following objectives.

II. OBJECTIVES

The present study is focused on the following objectives
1. To highlight the impact of COVID-19 on higher education
2. To examine the effect of COVID -19 on learning methods.
3. To identify the different aspects for significant learning.

1. COVID impact on Higher Education

Around the second week of March 2020, state government across the country began to shut down the schools, colleges due to COVID-19. As we all know that this was the crucial time for students as different University, college examination are usually held during this period and also different entrance test of various universities and competitive examinations were to be held during this period. And since there found to be no immediate solution to prevent the outbreak of COVID 19, college, school and university closure had to be made compulsory to prevent the spread of virus. It has affected more than 285 million young learners in India. This closure of educational institutions disrupted the structure of learning; assessment and examination which made the Indian education system go through an irreversible teaching & learning crisis. And therefore sudden shift was made from traditional face to face classroom method to the online mode of education. It just became like the yesterday's disruptors became today's survivor. Online method was considered as the threat but today it has come to rescue. However there were several issues that also started coming up along with the introduction of online mode of teaching in higher educational institutions (Tari and Amonkar 2021).

2. COVID impact on the student

Students had to face severe problem as they were not aware of the future examination especially students who were in the final year and also those who were to answer entrance test. One of the significant question arises regarding online learning that whether it is effective or not. However answer is that it is effective for those who have right access to the technology. In the country like India all students cannot be expected to have all the required facilities due to different socio-economic background which might cause discomfort and frustration to students which might give the student the feeling of segregation and thus create digital divide between the rich who can avail all the facilities and the poor who cannot afford to purchase the equipment's that are required for E-Learning. So in India lot of people are not completely well equipped with all the

facilities and many times they cannot get access to fast internet which is needed at the time of Teaching &learning process. Therefore India is still facing this challenge of digital divide. Lack of student involvement during the online classes has increased absenteeism and poor performance. Unfortunately student's passive role in the classroom became one of the significant reason for ineffective online teaching and learning process (Tari and Amonkar 2021). Students' mental health is greatly affected when faced with a public health emergency, and they need attention, assistance, and support from the community, family, and tertiary institutions. It is recommended that the government and schools should collaborate to solve this problem in order to provide crisis-oriented psychological services that are of high quality and timely bad character to students (Khodabakhshi-koolaee 2020).

3.   Online education platform

From a positive perspective, the COVID-19 pandemic has forced governments and educational policy makers, at all levels of education, to take immediate action to optimize implementing e-learning systems during the Covid-19 global pandemic (Godber and Atkins 2021). Internet plays very vital role for better learning and for higher education. Mobile applications or virtual meeting platforms like Zoom, Google meet became the virtual meeting hubs. Educational institutions directed teachers to engage classes through online mode using the virtual meeting platforms like Zoom & Google meet. The teachers who were not well versed with modern technology and mobile applications had to struggle a lot to engage online classes due to the sudden shift from face to face teaching to online teaching. Some teachers were just conducting classes because they were asked to do so. A lot of students were just joining the classes to mark themselves present. They hardly paid attention towards what was being taught by the teacher as the factor like class control doesn't exist on these virtual platforms (Tari and Amonkar 2021).

4.   Initiatives taken by the policymakers to make the educational system learner friendly

Though COVID-19 created many negative impacts on education, at the same time it has brought new dimension to the teaching learning process in India. Though there are many drawbacks of online learning, it became survivor during the worst situation in the country. It enhanced the digital literacy. People started learning and using digital technology. Electronic media was used for sharing information worldwide. Students and teacher got good opportunities to interact with different people around the globe improving the communication. Students preferred Open and Distance Learning (ODL) mode of learning as it encourages self-learning. The HEIs also gave their positive response by adopting different strategies during this crisis situation. UGC, MHRD also have made available teaching and learning materials for students to motivate learning. Some of the digital initiatives have proved to be very effective during the COVID crisis. Some of them are listed below:

E-Gyankosh,- One of the initiative taken by national government to shae digital learning resources which is developed by the open and distance learning institutions in the country. Study material is also made available for the students.

Gyandhara- It is internet service where students can listen live discussions made by experts and also can interact with them through telephonic conversation E-Adhyayan.

Swayam- It is said that SWAYAM covers over 1900 courses are available which covers school and higher education.

DISHTAVO- Dishtavo was especially developed during the COVID crises. The main Motto of this platform is to create a repository of the e-content as in step with the prescribed syllabus by the Goa University. The principle cause is to provide the students with lectures both in online mode as well as in offline mode. Students can directly watch the lecture videos and download the reading material related to it from the DISHTAVO portal if they have access to the internet. If they do not have access to the internet then they can ask the college to provide them with the lecture videos which they can copy in their pen drive & take those videos at home. This initiative of the government of Goa has in the true sense changed the nomenclature of teaching and learning process. Those who miss out lot of things that are taught during online classes due to various reasons can watch the videos of the lectures from the DISHTAVO portal. Secondly this platform has strengthened the educational system or one can say that it has made educational system immune against the serious challenges arising from pandemic or disastrous situations like this. Development and change is one of the inevitable part of human life however during the pandemic people had to accept sudden change as it became necessary for the survival. It encouraged personalized learning which in long run will be beneficial for qualitative teaching and learning process. It also facilitate improvement in collaborative work (Tari and Amonkar 2021).

III. CONCLUSION

This study highlights the various impacts of Covid-19 on higher education in India. The COVID-19 pandemic created an opportunity for change in pedagogical approaches and introduction of virtual education in all levels of education. The world gradually moves towards the online/virtual education due to the demand of the current crisis. Combination of the traditional technologies (radio, TV, landline phones) with mobile/web technologies to a single platform with all depositories would enhance better accessibility and flexibility to education. This would involve upgrading the service platform to enable it to meet the required volume of educational demands of students. The post Covid-19 education seems to be an education with widely accepted online/virtual education which may perhaps be a parallel system of education. Online mode of learning can be the best mode of teaching if it can be accessed by all the sections of the society however it can pose threat if certain section of society cannot avail this facility and thus exclusion. It is therefore important to take cognizance of online education and plan for interventions that will prioritize greater inclusivity, connectivity and equitability. It is important that colleges and University understands the experience and issues of the students and prepare according the further and design the study pattern in such a way that all students benefits.

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E-Learning Student Perceptions in the 21st Century with social media In Higher Education

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ABSTRACT

This research study explores student perceptions of the impact that social media has on the student engagement of college students. Research has shown that student engagement has a direct correlation to student success. The main objective of this study is to explore students' beliefs with regard to social media use (SMU) in higher education and the consequences of such use on the perception of their academic performance. This study provides a brief outline of conceptual framework considerations by identifying applicable theories of student engagement. It is important to understand the role of social media on student engagement as educators strive to assist students with enhancing their student success. The result indicate that all of the students were familiar with social media and had used at least one type of social media for learning. It was found out that all students had very positive attitudes towards the use of social media and welcomed using these tools as a supplementary to the curriculum.

KEYWORDS: social media, Education, Online Learning, Technological Challenges, Virtual Meeting, Videoconferencing, collaborative learning, student performance, benefits of social media use

I. INTRODUCTION

College campuses provide a variety of disciplines, courses, and activities/events for students to attend. Students have specific requirements for each general education course and then later within their major, minor, and/or collateral courses. Many college professors encourage classroom discussions and active participation as part of the course. There are campus events that students can voluntarily attend that range from academic content to entertainment/social events to leadership opportunities. There are also events that students may be required or expected to attend as part of their course(s).

In considering the advancements in technology and the generational characteristics of college students today, students have become accustomed to accessing information immediately through utilizing the internet and social media. Most college students have smartphones or other wireless devices, that allow them to update their statuses, post a tweet, or even post a selfie as they walk to and from class. Some professors have even incorporated social media into their courses, while others stress in their syllabus that cell phones should be powered off during class. The shorthand of texting can be found in 2 correspondences of students, faculty, and

staff. While attending an academic or athletic event, many students are so consumed in the virtual world of social media, they are unaware and seem disengaged from what is occurring in the real world, right in front them. Another instance of observation is when students are seated with peers, or close friends, yet those students are on their phones instead of interacting with those who are physically present.[1]

The deadly and infectious disease Corona Virus also known as Covid-19 has deeply affected the global economy. This tragedy has also shaken up the education sector, and this fear is likely to resonate across the education sector globally. The Covid-19 pandemic outbreak forced many schools and colleges to remain closed temporarily. Various schools, colleges, and universities have discontinued in-person teaching. As per the assessment of the researchers, it is uncertain to get back to normal teaching anytime soon. As social distancing is preeminent at this stage, this will have negative effects on learning opportunities. Educational units are struggling to find options to deal with this challenging situation. These circumstances make us realize that scenario planning is an urgent need for academic institutions [2].

Current trends toward globalization and the functional integration of dispersed economic activities, an increased number of multiunit companies, and more project teamwork have made the ability to transmit information between external business partners and within multiunit companies essential for enterprises in the postindustrial knowledge economy [3]. India's apex regulatory body of higher education, UGC, has taken the present educational scenario very seriously and put some efforts proactively to resolve the deadlock of completing courses and examinations in on-going semesters as well as issued circular regarding the academic calendar after the recommendations of one of the committees constituted by UGC itself. It has also become mandatory for all the universities in India to complete the 25% syllabus through online teaching mode and 75% face-to-face interaction [4].

As social media technology develops, it allows users ever greater access to valuable knowledge. The proliferation of social media technologies is unprecedented, with these tools becoming an essential part of everyday life in a wide range of settings. Social media tools are beginning to get more attention from educational institutions because they have become effective means of communicating ideas and feeling among students.

II. LITERATURE REVIEW

- **Social Media & E-Learning**

The author of [5] describes online learning can be termed as a tool that can make the teaching–learning process more student-centered, more innovative, and even more flexible. Online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students".

In [6] authors have thoroughly reviews amidst this deadly virus spread such online platforms are needed where

(a) video conferencing with at least 40 to 50 students is possible,

(b) Discussions with students can be done to keep classes organic,

(c) Internet connections are good,

(d) Lectures are accessible in mobile phones also and not just laptops,

(e) Possibility of watching already recorded lectures,

(f) Instant feedback from students can be achieved and assignments can be taken.

Social networking sites and social media are closely similar, which provide a platform where students can interact, communicate, and share emotional intelligence and looking for people with other attitudes [7]. Facebook and YouTube channel use also increased in the skills/ability and knowledge and outcomes.

It was highlighted that 90% of faculty members were using some sort of social media in their courses/ teaching. Facebook was the most visited social media sites as per study, 40% of faculty members requested students to read and views content posted on social media; majority reports that videos, wiki, etc. the primary source of acquiring knowledge, social networking sites valuable tool/source of collaborative learning [8].

In [9-10] authors have designed and implemented during the school closures, existing inequalities connected to different socioeconomic situations have increased mainly due to the following reasons:

i.   Lack of resources, including access to educational technologies and the Internet,

ii. Lack of physical spaces to carry out home-based learning among families from poorer backgrounds,

iii. Who lack the basic skills to support their children, especially regarding secondary education.

III. METHODOLOGY

Social media platforms make it possible to create and share content across virtual communities and networks with the goal of transforming communication into interactive discourse. There are 13 subtypes, including blogs, microblogs, social networking tools for business and networking, collaborative projects, forums, photo-sharing tools for business, product and service evaluations, research networks, social games, and virtual worlds [11]. They can be accessed from many devices and locations around the clock, 7 days a week. They are therefore solely dependent on the availability of the internet and the users' will. They have an impact on politics, the economy, science, and the educational system. There are many divisions of social media, and new subtypes are possible every day. The following typology, used according to Aichner and Jacob in 2015 [11], defines the scope and applicability or use of the proposed models.

To gain an even deeper insight into teachers' attitudes about social media to the needs of higher education, teachers were asked to select which characteristics of social media teachers consider being advantageous. More than half of the teachers' survey point out easier and faster access to information, when and where it is needed, sharing ideas and experiences, photos and videos, flexibility in choosing technologies, quick feedback, and the possibility of creating digital content, as the main advantages of social media. While less than 20% of them pointed out reliability in continuous use over a longer period and the possibility of testing existing teaching models as advantages. The results are presented in percentages in Table 1

Sr. No	Characteristics of social media that teachers consider to be advantages:	Percentages
1	Easier and faster access to information, when and where it is needed	76.7%
2	Sharing ideas and experiences	64.4%
3	Sharing photos and videos	64.4%
4	Flexibility regarding the choice of technologies	57.5%
5	Fast feedback reactions	53.4%
6	The possibility of creating digital content	50.7%
7	Following current topics	49.3%
8	Marketing and recruitment of new students	47.9%
9	Expense reduction	45.2%
10	Strengthening ties with the wider local community, but also with people around the	40.1%

	world/international community	
11	Independence from a particular platform (e.g., computers, availability already with internet access and a browser)	39.7%
12	The possibility of integrating various web 2.0 technologies in learning and teaching activities	37%
13	Less time and effort needed to search for and manage information	37%
14	Optional access	35.6%
15	Maintaining existing contacts and connections	35.6%
16	Possibility of access control through user authentication	31.5%
17	Low level of complexity of use (minimum skills required)	31.5%
18	Focus on innovation in learning, not technology itself	31.5%
19	Acquisition of IT education	28.8%
20	The possibility of making new acquaintances	28.8%
21	Increasing the way of learning due to the variety of new technologies	27.4%
22	Strengthening self-confidence and motivation through interaction with other users	27.4%
23	Compatibility with fields of education	23.3%
24	Supporting existing or new businesses	23.3%
25	Reliability in continuous use over a long period	19.2%
26	Possibility of testing existing teaching models	15.1%
27	None of the above	2.7%

Also, teachers were asked to select which characteristics of social media teachers consider disadvantaged. More than half of the interviewed teachers pointed out fewer characteristics as the main disadvantages than as advantages and that; neglecting direct communication (face-to-face), the possibility of false identities, and privacy issues (lack of privacy…), while less than 10% pointed out that they are monetarily quantified (everything becomes "business" and "numbers"), they hide behind technologies and concepts that have not yet been sufficiently defined/researched, become a type of used web, that is, a medium for people with a low level of digital skills, time and knowledge spent on using it, the speed of the program is incomparably lower than the speed of desktop programs, the content means nothing to itself, it is only electronic "waste." The results are presented in percentages in Table 2.

Sr. No.	Characteristics of social media that teachers consider to be disadvantages:	Percentages
1	Neglecting direct communication (face-to-face)	58.9%
2	The possibility of false identities	57.5%
3	Privacy issues (lack of privacy…)	52.1%
4	Decrease in social skills	49.3%
5	They promote the offer of amateur content generated by users	39.7%
6	Stalking	38.4%
7	Electronic violence	34.2%
8	Information is offered in open sources with very unclear meaning and quality	34.2%
9	The possibility of developing an addiction	30.1%
10	They lead to low quality of the actual content	26%

11	They have limited security	26%
12	They give everyone a chance to complain, thus creating a community without rules	23.3%
13	They encourage negative behavior such as immorality and laziness	21.9%
14	Pedagogical expectations are reduced instead of the other way around	21.9%
15	Lack of systematic education on the use	20.5%
16	Scientific communication is becoming (too) informal	20.5%
17	Internet connection required (especially broadband connection)	16.4%
18	They negatively affect health (for example, diseases of the spine, and eyes…)	16.4%
19	They increase the gap between generations	16.4%
20	The extremely diverse offer of social media that can be used only makes it difficult to choose	11.0%
21	They are monetarily quantified (everything becomes "business" and "numbers")	9.6%
22	They hide behind technologies and concepts that are not yet sufficiently defined/researched	9.6%
23	They are becoming a type of second-hand web, that is, a medium for people with a low level of digital skills	6.8%
24	Time and knowledge spent on the use	6.8%
25	The speed of the program is incomparably lower than the speed of desktop programs	5.5%
26	The content means nothing in itself, it's just electronic "waste"	4.1%
27	None of the above	5.5%

Additionally, the research showed that there is no statistically significant relationship between teachers' self-confidence when using social media for higher education purposes, organizational factors, facilitating conditions for using social media for higher education purposes, and the expected ease (effort, effort) of using social media for higher education purposes. And the frequency of teachers' use of social media for higher education purposes. However, the results also showed that there is a statistically significant relationship between the expected work performance of using 'the use of social media for study purposes enables students to achieve better results during their studies and the teacher's intention to use social media for higher education in the next 12 months and the frequency of teacher use social media for the needs of higher education.

The problems associated with online learning and possible solutions were also identified based on previous studies. The SWOC analysis was conducted to understand various strengths, weaknesses, opportunities, and challenges associated with online mode of learning during this critical situation. This study is completely based on the secondary data. A systematic review was done in detail for the collected literature, Secondary sources of data used are

- Journals
- Reports,
- Search Engines
- Company Websites & Scholarly Articles
- Research Papers

Following table-3 is portrays the details of the varied modes of online teaching-learning modes being used by the teachers and students during the lockdown period of COVID-19 outbreak [12]

Table 3. Showing different modes of online teaching modes used by the teachers and students.

S.N.	Modes of online teaching-learning modes	% of teachers using online teaching modes	% of students using online learning modes
1.	Google Classroom	32	20
2.	Zoom/ Cisco WebEx/ Google Meet/ Skype	45	15
3.	Webinar	25	35
4.	YouTube Videos	50	28
5.	YouTube/ Facebook Streaming	6	18
6.	WhatsApp/ Telegram	100	100
7.	Telephonic Conversation	87	23
8.	Email	100	100
9.	Swayam Prabha educational DTH channels/Zonet Cable TV	11	27

Interestingly, despite having a variety of digital modes of teaching-learning, almost all the teachers and students both were using WhatsApp/Telegram and Email for educational interactions, submission of assignments, clarification of doubts and conducting class tests. There were 32% of teachers using Google classroom and 45% teachers using Zoom/Cisco WebEx/Google Meet/Skype platform for taking online classes, but the recipient students were found only 20% and 15% respectively. Twenty-five percent of teachers conducted Webinars as online teaching while 35% of students were attended University's webinars and outside the University's webinars for enriching themselves widely as an online mode of learning. There were 50% of teachers recorded their lectures on YouTube as teaching through web mode, whereas 28% of students watched presentations and recorded videos of all sources on YouTube.

YouTube and Facebook streaming as a means of virtual classes taken by the teachers found significantly very low with 6%, whereas 18% of students admittedly found using these online platforms for learning. Eighty-seven percent of teachers were found using telephonic conversation for educationally get connected with their students in relation to giving and receiving information. Still, students tend to feel hesitant to call their teachers, and the percentage found only 23. Some teachers(34%) showed an ardent interest in the pursuit of using the new technological tool of online teaching such as Swayam Prabha educational DTH channels/Zonet Cable TV with 11% only but students were found a little bit impressive 27% using this digital tool for online learning.

Fundamental questions of teachers & students

1. How long does the average person spend on social media per day?
2. Which social media platform should I use to promote my knowledge?
3. What is the challenges of online learning?
4. Online learning is effective?
5. Why a changing education imperative?
6. What are the challenges of using social media in education?

The following three question are mainly used tolled that teachers & students

1. How do I know if online education is right a way of learning?

2. Maintain Relationships. Trusting relationships between teachers and students are the bedrock of successful learning?

3. Keep Learning Active. Online learning can easily lend itself to more passive forms of learning like watching videos and listening to lectures?

IV. ANALYSIS OF ONLINE LEARNING

This pandemic may accelerate some changes in educational models based on the pros and cons of the technology used for learning purposes. Thomas and Rogers [13], starting from their experiences of online learning during the pandemic emergency, have observed that school-provided IT systems are frequently too expensive, cumbersome and quickly go out of date.

Table 4. summarizes some key obstacles to the effective use of online learning identified in the literature.

Table 4. Open challenges of online learning.

OPEN CHALLENGES		REFERENCES
TECHNOLOGICAL CHALLENGES	Access to infrastructure such as technological devices and an Internet connection.	[9], [10], [13]
PEDAGOGICAL CHALLENGES	Teachers' lack of skills in using technology. Need for training and guidelines for teachers and students.	[14], [15]
	Need for teaching materials in the form of interactive multimedia (images, animations, educational games) to engage and maintain students' motivation.	[13], [14], [15]
	Lack of student feedback and evaluation system.	
SOCIAL CHALLENGES	Lack of suitable home learning environment to study and parents' support.	[9], [10]

Free online platforms that support live-video communication

There are many live-video communication platforms are available in web, but some of the free online platforms are as listed below which can be used by learners of all categories [16]:

- **Zoom –** Cloud platform for video and audio conferencing, collaboration, chat and webinars.
- **Google Meet –** Video calls integrated with other Google's G-Suite tools. Video meeting recordings, Screen sharing, Join calls using Google Calendar
- **Facebook Live-** is a great fit for businesses, influencers, or individuals who are looking to broadcast demos, videos, or showcase their company culture while streaming live, followers on Facebook can comment and chat live, schedule videos ahead of time to gain excitement.
- **YouTube Live-**is a platform for demonstrating a product with live interaction, hosting an educational session to teach audience with screen sharing or using a whiteboard, having features with Location tags and advanced scheduling.

V. SUGGESTIONS

Some useful steps for smooth functioning of Online Learning are as suggested below:

1. Online platforms with enhanced safety and safeguarding measures, especially for virtual learning tools should be ensured. The devices must have the latest software updates and antivirus programs otherwise the security of personal data may be compromised as one can hack the digital devices.

2. High speed internet connectivity should be ensured in order to improve smooth access for all including learners of disadvantaged groups and low-income families.

3. All should follow the new guidelines released by UNICEF and partners to keep kids safe during online classes.

4. Schools should monitor good online behaviors of students while conducting online classes.

5. Parents should ensure that students' devices have the latest software updates and antivirus programs. They should work with students to establish rules for how, when, and where the internet can be used. They should also speak to their students on how and with whom they are communicating online.

6. Social networking platforms should enhance online platforms with more safety measures, especially while using virtual learning tools.

7. Government should take necessary steps to train all stakeholders of education on online learning platform to tackle such crisis of lockdown during any pandemics. Government should create awareness on online education with safety measures for children and take measures to create awareness on cyber security.

8. Online learning is not affordable for all including the poor and disadvantaged groups of the society. So necessary steps should be taken by Government/educational institutions to minimize this gap between privileged and unprivileged learners.

9. Learners and educators must be familiar with Web-based interactions such as email, discussion boards and chat rooms before joining online classes.

VI. CONCLUSION

Online Learning is the most common method of distance learning today. During the lockdown period for Covid-19, online learning is the best platform to keep learners/educators engaged and safe by maintaining social distancing. Govt. of India has initiated different online learning platforms to continue educational activities during lockdown period which are also been recognized by UNESCO and World Bank. Online Learning method utilizes various applications of the internet to distribute classroom materials and help learners and educators interact with one another. Using the various technologies available for Online Learning, educators can provide a more interactive distance learning experience by delivering real-time, synchronous video conferencing. Online learning is considered as future learning process and this platform has a potential of overall change in pedagogy of teaching learning in the modern world.

The results of research conducted in 2019 showed that demographic characteristics of teachers, such as age, gender, and the scientific field of the teacher's profession, do not affect the frequency of teachers' use of social media for higher education, and this is also the case with individual attitudes toward use, social influences, and anxiety during use. At the same time, a significant positive impact on the teachers' use of social media for higher education would have higher education institutions through the implementation of education for both teachers and students on the use of social media, which could reduce their feeling that the use of social media is for higher education a little scary. Also, teachers' social media usage is significant and students believe that teachers should use social media for higher education, as well as support the faculty administration regarding the use of social media for higher education.

The results of the analysis of the online discussion forum with international experts, the data from ISTAT and statements of opinion leaders in Italy have revealed several technological, pedagogical and social challenges, additionally confirmed by the reference literature. Reliable network infrastructure needs to be developed. Teachers, students and parents must have connectivity that allows them to be able to take lessons remotely even when other people in the same house are doing other online activities. In fact, the results of the online discussion forum underlined that the intensive use of networks during the pandemic crisis has produced connection failures in several countries, including Estonia, which is technologically advanced. One suggestion of experts was to develop 5G.

The use of intelligent technologies for remote teaching, like artificial intelligence, needs to be reinforced to encourage personalized, inclusive and participatory online learning paths. This can open up new possibilities and provide added value to online learning, as long as it is integrated with the pedagogical methodologies used by teachers. In fact, in this study a need to personalize learning and make it more effective emerged.

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Contribution of Home Science Education in Inculcating Human Values

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ABSTRACT

Human values are the core values that make up our personality and define how we act in life. Human society may not significantly sustain without human values. Hence, it is necessary to talk on the subject and bring about awareness of human values into the modern society. Human value crisis is a known fact of the modern society. It is believed that the human values which will save the mankind. Home Science education has impact on various human values which makes human life happy and healthy.

Key words: Human value, society, crisis, home science education, human value

I. INTRODUCTION

Human values:

Human values are nothing but the thoughts and values of human beings. They play a vital role in the life cycle of a human being. Human values help us to grow and succeed in our life. Simply human values can be regarded as a decision-making quality of a person. Every decision is made in an organization or a company based on human values. Home science education has numerous human values which makes society healthy and happy. (https://www.cushyvalues.com/importance-of-human-values)

Importance of home science education:

1. Home Science gives knowledge for facing new challenges, to cope with knowledge explosion, technological advancements, new developments and growing needs of individuals for successful living in society. (et al . Sumita (2006)). The knowledge of Home Science improves the quality of life: the study of home science provides the homemaker with the knowledge and skills required to manage a home effectively.

2. Helps in the best utilization of resources to get maximum satisfaction and returns: Family resource management provides knowledge necessary to make intelligent decisions regarding the purchases budgeting and other managerial activities.

3. Teaches the application of modern science and technology to improve domestic life: Modernization of the world is reflected in home also. High-tech products and modern equipment's have entered our homes especially kitchens.

4. Helps to improve family relationships : The study of home science includes the area of human relationship, which teaches people how to get along with one another and how to solve problems within the family.

5. Develops in the students the necessary skills and techniques required for better homemaking and family living : Home science prepared the students for greatest of all profession that is being a domestic engineer.

6. Help to solve the day-to-day problems: The changing society not only increases the managerial problems concerning the use of human and material resources but also requires different methods of meeting the problems.

7. Helps in changing the values, attitudes and interests: Home science is not only confined to development of homemaking skills, it also makes the person aware of changing world.

8. Home science promotes the moral, familial and spiritual aspects of family living: Moral values of honesty, truthfulness, dependability and objectivity and decision making are some important values that a home is expected to develop in its members.

9. Enables the person for many career opportunities : Use of new techniques and modern equipment's has helped the housewife to make efficient use of her resources.

10. Home science has an important role to play in society : Home science aims at promoting satisfactory personal family and community life by developing the qualities needed for responsible and creative living

11. Home science syllabus draws its strength from both science and arts discipline. *(M. Dhrakshayani (*2021)) This enables the student to develop the ability and understand the concept as well as apply them in various contents situation. This gives home science students an edge above all other disciplines.

Food and Nutrition

Good physical strength can be made possible by good eating. Both quality and quantity of food should be considered. Dietetics is the science of nourishing that deals with the adequacy of diets during normal life cycle and modifications required during diseased conditions (B. Srilakshmi, 2005).

Fabric and Apparel

Textiles are named and identified by their way of construction. Different materials and equipment are used to determine the design and finish of each of these. Of various methods of fabric construction, weaving forms the universal method (et al. Vastala. R (2003))

Resource Management

Its objective is to develop an appreciation of management in the economical use of time energy, money and other material goods as well as the human resources to derive maximum joy in home life. Good management is getting what one wants, with what one has. It is concerned with all aspects of family life, managing food and time, spending money wisely, planning activities to save energy and labour, catering to the needs of every member of the family, cleaning, clothing, decorating etc.(Shakya, S. (2020).

Human Development

Through observations on children, the inherent interest of adolescent pupils in children receives fulfillment. This area develops an eagerness in pupils to take care of and to love children. Pupils learn to do things with and for children. They learn to select and tell stories in the nursery or pre-basic schools. They make toys for their younger ones. Information on feeding, clothing and entertaining children are included in these areas. (Shakya, S. (2020).)

Development of communication and extension: It combines both adult education and informal education. It is concerned with educating adults, i.e. farmers or home-makers, not in the letters and alphabet, grammar or language but, in the techniques of raising better crops, better animals, better fruit trees, management practices followed at home in a more efficient way, taking care of the nutrition of the family, etc. The concept and philosophy, discipline and profession and theory and practices in the field of extension education have gone in to revolutionary changes in the last decade, almost all over the world (Dahama and Bhatnagar, 2009).

II. SKILLS OF VARIES DEPARTMENT

Area: Resource Management

- Becoming a consumer conscious individual
- Wisely managing family income and expenditure
- Recognizing the need for saving money and making investments
- Optimally utilizing and conserving energy sources around you
- Developing eco-friendly consciousness
- Developing aptitude for work ethics and ethical standards in daily living

Home Science will give you scientific knowledge and develop skill for efficient performance of household responsibilities. Skill is the process of applying theory based knowledge into your daily life. For example, countering social pressures to adopt unhealthy eating practices by refusal is a skill. Seeking services for help with sexual issues is another skill.

- Ability to recognize the rights and responsibilities of a wise consumer
- Ability to use consumer aids while purchasing goods or using services
- Consciousness building regarding consumer protection laws
- Aptitude to manage expenditure within the available income
- Proficiency in saving money
- Ability to take maximum benefit of saving and investment schemes
- Dexterity in making a time plan and using work
- simplification methods for saving energy
- Expertise in space organization for performing various household activities
- Discernment in using renewable and non-renewable sources of energy at home
- Ability to prevent environment degradation and use eco friendly products and practices
- Appreciating the value of code of ethics

Human development

- Competence in caring for the child as per physical, motor, social, emotional, language and cognitive development
- Aptitude for facilitating the sound development of adolescents
- Proficiency in managing and caring for people with special needs

Textile and apparel designing

o Expertise in identification and selection of fabric appropripate to end use
o Deftness in using textile finishes for fabric enrichment

o   Ability to buy clothing and textiles by judging quality and labels

o   Competence in laundering and storage of clothes.

o   Capability to protect the health of the family by providing nutritionally rich food

Foods and Nutrition

- Competency in preparing balanced meals to suit the nutritional requirement of individuals
- Proficiency in meal planning as per signs and symptoms of nutritional status and deficiency diseases
- Aptitude for modifying diet for sick persons and nutrition related health problems
- Expertise in assessing nutritional status and recognizing signs and symptoms of common nutritional deficiency diseases
- Ability to use appropriate storage and food preservation methods.(http://scert.delhi.gov.in/sites/default/files/9-Home-Science-2011.)

Holistic values in home science education:

Values are the fundamental forces that force or motivate human activities and endeavors. Following are some of the important values which has positive impact on human life.

1. **Social values** – Good Manners, Conduct, Helpfulness, Integrity, Honesty, Dignity, Commitment, Responsibility, Fairness, Justice.
2. **Ethical Values –** Respect, Punctuality, Responsibility, Courage, Dependability, Duty, Efficiency.
3. **Values related to Peace** – Truth, Nonviolence, Culture, Peace, Safe Environmental Practices.

Integrity: The home science education promotes open mindedness in the communication between the members of the staff, students and management. Integrity helps in building strength, consistency and character in thought, deeds and actions.

Respect: It encourages teamwork and synergy to recognize and accept the other persons, their ideas, words and actions. Constructive criticism and appreciation is bound to improve performance.

Caring: Home Science education encourages the value of caring, support, welfare, fairness and justice in all activities. It is reflected in the various activities which has undertaken with community, fraternity, membership in professional organizations and International Councils.

Honesty: Truthfulness and Trustworthiness is recognized as the virtue to be developed in students, faculty and staff.

Courage: Self Confidence is a requirement in courage. It is a needed value to accept risks and difficult tasks in life.

Time Management: Time is the most valuable resource. As it is a perishable resource, it is essential to understand the value of time in planning, organizing and execution of actions with appropriate decisions.

Cooperation: It is an important activity between persons, organizations and sectors that aim at integration of energy without changing the autonomy of both parties. It leads to a combined action utilizing resources towards common goal. The success of cooperation as a value is dependent on strong leadership and motivation and less of ego in individuals.

Commitment: The Home science education adheres to the goal of completion of activity with confidence and conviction. One must develop a sustained interest in the activity in line with ethical principles to achieve the goals. Commitment is a driving force to success.

Empathy: It is showing concern and enabling to understand the feeling of others from the point of view of others. This is an essential human value to be developed for understanding the culture, physical and mental state and economic situation of students, staff, faculty and management.

Self Confidence: Being certain of one's own capabilities, values and goals is self confidence. People with self-confidence exhibit courage to get into action with faith in their abilities, whatever may be their positions. Self confident people are willing to listen and learn from others, exhibit flexibility and show respect to other's efforts by giving due credit.

Character: It is a property that defines the behavior of a person. It includes attributes which determine the person's moral and ethical actions and responses. People can be divided in to several categories according to their character from destructive to constructive character.

Spirituality: It includes creativity, recognition of the indiv idual, showing respect to others, acceptance of people as they are and developing a righteous vision. (S.N.D.T. Women's University, Juhu, Mumbai.)

III. CONCLUSION

It was raveled that the term of human values is a difficult one to define, but they are essentially moral values that apply to all humans. Home science not only increases skills to lead life happily but also it enhance professional skills and moral values. Home science education has numerous human values which makes society healthy and happy

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Impact of Open Educational Resources in Higher Education

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ABSTRACT

Open education as a movement and ideology includes open resources and methods. It is a 'way of learning', often using digital technology. "It aims to increase access and participation for everyone by removing barriers and making education accessible, abundant and customizable for all. This study offers multiple ways of teaching, creating and sharing knowledge. It also provides various access routes to formal and non-formal education and connects the two". At a symposium on open courseware in higher education, UNESCO coined the term "Open Educational Resources" for the first time. Encouraging active participation teachers and students. Making the development and use of OER a fundamental aspect of education is crucial, and those who do so should be appropriately supported and compensated. The "National E-Content Curriculum Initiative" was started by Indian institutions in 2008 as their initial foray towards creating and utilising OER. There are many advantages and disadvantages of this.

Key words: Higher Education, Resources, Open, Impact, India.

I. INTRODUCTION

Every day, the importance of information is increasing in all spheres of human activity, from business to education, from health care to government. The primary objective of our cognitive existence, according to Alvin Goldman's book "Knowledge in a Social World," is information searching. Knowledge and information have been used to describe one another. For instance, Kogut and Zander suggest that information is a sort of knowledge when they define it as "information is knowledge which can be communicated without loss of integrity."

But Nonaka claims that knowledge and information are distinct in some ways while being similar in others, therefore this is insufficient to explain the two. The two concepts are intricately entwined, dependent on one another, and interdependent. Information is essential for understanding data as well as information, and fresh information is created by using data and information from the past.

Depending on the situation, openness may mean several things. It would serve as a societal incentive to share resources for the greater good. Technically speaking, it refers to software that is open source, where anyone may view the source code, and that facilitates interoperability. Altruistic impulses and the freedom to utilise, contribute, and exchange information without restriction would be the ethical drivers.

Tuomi asserts that "a higher level of openness" refers to the freedom to alter, repackage, and improve the resource. However, the majority of current initiatives only provide the most fundamental degree of openness— "open" simply means "without charge, but it does not imply without conditions."

Aims and Objectives:

1.   To study the impact of open educational resources on higher education.
2.   To study the impact of open educational resources on students and educational system.

Hypothesis:

1.   Open educational resources are influencing the teaching-learning process.
2.   Open educational resources are becoming a milestone in teaching-learning process.

II.   RESEARCH METHODOLOGY

In the present research analytical, descriptive and comparative method has been adopted. Primary and secondary resources have been used for data collection.

Open educational resources and the concept of "openness":

By 2030, all people should have equal access to inexpensive, high-quality tertiary education, including a university education. It is clear that higher education enrollments have increased significantly, rising from 169.75 lakhs in 2010–11 to 373.99 lakhs in 2018–19. Numerous publications have questioned the availability and calibre of higher education for all student populations, regardless of their location or socioeconomic status. Numerous high-level organisations, such as UNESCO, developed and promoted the concept of open educational resources in order to address these problems and help communities become functional from an economic and social perspective in order to achieve the millennium goals (OER).

The phrase "Open Educational Resources" was first used by UNESCO at a conference on open courseware in higher education.

OER was developed on the guiding principle of "universal access to information through high quality education helps to peace, sustainable social and economic development, and intercultural dialogue" according to UNESCO. In order to address the UN 2030 agenda for Sustainable Development, UNESCO has been actively working on OER capacity building, accessibility, and policy measures. The UNESCO Recommendation for OER, the sole international standard-setting tool on OER, was consequently overwhelmingly endorsed by the UNESCO General Council in 2019.

A fundamental element of the concept of openness is that knowledge should be freely shared and distributed online for the benefit of all. The availability of resources without charge and with the fewest possible financial, legal, and technical limitations on usage and reuse are the two fundamental ideas.

Although open educational resources are not required to be digital and network accessible, the rapid development of the internet and the falling prices of ICT have shown to have given the movement a significant boost.

OER's mission and objectives:

- Encourage educators and students to participate actively. Making the creation and use of OER a core component of education is important, and those who do so should receive the proper encouragement and compensation.
- Open licences should enable unrestricted sharing of OER. Resources ought to be released in formats that are simple to use, edit, and support a variety of technical platforms.
- The government would give preference to the implementation of OER through accreditation processes.

Open Educational Resources:

Any copyrightable work that is freely accessible in the public domain and has the 5 permissions permanently granted by way of an open licence is referred to as a "Open Educational Resource." The following actions are covered by the open licence:

Make a duplicate of the resource and keep it with you so you may continue to access it. Permission to reuse the work in any format, including edited, remixed, or in its original form.

The copy of the resource may be edited, improved, altered, or modified by Revise, who also has the right to translate any literary work.

Mixing the original copy with other OER or one's own work to produce something fresh and unique, like as mashups, is known as remixing.

Redistribute licence allows you to distribute copies of the original or remixed versions of the work to other people, for as by posting the information online or sharing it with your friends.

Although the following five permissions, as granted by the open licence, qualify any resource as "open," there are numerous open licences that forbid users from granting the 5R permissions to any or all third parties. The open content is less open as a result of these restrictions or conditions than it would be if all of the 5 permissions were given. This represents one of the main obstacles for OER and will be covered in more detail in the following paragraphs.

Finance for OER:

Since 2002, the OER have been created and are in use. Open access and open content are gaining popularity, but for this movement to continue on its current trajectory, sustainable funding will be necessary.

Endowment approach, membership fee or contribution, Donations Model, The conversion model, Contributor Pay Approach, Sponsorship Model, Institutional Model, Governmental Model, OER efforts are financed by national and international organisations.

One cannot generalise about whether institutions will embrace a given funding model because each OER effort has its own circumstances, aims, policies, and processes, as well as specific funding mechanisms. The importance of offering inclusive and accessible education to the greater community must be considered in order for an open access model to be financially feasible.

OER in Higher Education:

Three types of OER initiatives, which are common in the higher education sector, have been described by Wiley (2007). These models differ in terms of their size, content development capabilities, structure, and licencing.

The Massachusetts Institute of Technology (MIT) Model, which relies solely on paid personnel for services, is embodied in the Massachusetts Institute of Technology Open Courseware (MIT OCW). Additionally, MIT employs intellectual property managers who work with outside parties to secure permission to utilise their content on the MIT Open Courseware website.

U.S.U. Model A substantial number of courses are intended to be published in the course catalogue by the Utah State University Open Course Ware (USU OCW). The labour has been divided between a small number of paid staff members and student and faculty volunteers in this combination of centralised and decentralised methods. The faculty provides the necessary direction and assistance, while the student volunteers provide the necessary services in content development, digital media, etc., to make the USU OCW courses acceptable for credit.

Rice's Model Connexions at Rice University is an entirely decentralised OER programme. It has no coordinating or governing agencies and is entirely autonomous. Volunteers are the driving force behind all services and support for content production, deployment, technical assistance, and pedagogical support. The website offers a wealth of documentation to assist anonymous users from across the world. It offers a sizable number of courses that the host university does not even provide.

The majority of Connexions' courses are provided free of charge, hence the average cost per course is quite low. Many other colleges are motivated to implement and investigate additional similar activities by this approach.

OER initiatives in India:

OER has gained widespread acceptance and adoption as a significant method of education, training, and research in a sizable number of developed countries throughout the world. Despite significant investments in the development and use of ICT for education in India, the OER movement is still in its infancy and is not being fully utilised. In 2008, the "National E-Content Curriculum Initiative" was launched as the first attempt by Indian universities to develop and use OER. The National Repository of Open Educational Resources (NOER) was introduced later in 2013.

License: Creative Commons:

The "all rights reserved" clause in the standard copyright licence requires that a resource only be used with the owner's or right holder's consent. The concept of open licencing, on the other hand, aims to facilitate resource sharing by flipping this restriction and explicitly defining the circumstances in which a specific creation or resource may be used or reused by another person or organisation without requesting permission from the copyright holder.

Student Commons:

A particular kind of CC licence that focuses on education only is called Learner's Commons. The goal of learning Commons is to remove obstacles that stand in the way of a universal educational commons on a technical, cultural, and legal level.

To help the OER community overcome technical and cultural challenges and identify lessons gained, Learning Commons will offer guidance and expertise.

Advantages of OER:

Numerous opportunities for consuming and developing these resources are provided via OER programmes. The advantages of open educational resources (OER) differ for individuals and institutions in addition to providing access to a sizable collection of high-quality flexible learning resources.

For Persons:

- The shared creations for the benefit of all principle has been a cornerstone of traditional academic principles and ethos.
- People strive for more visibility, acceptance, and improved reputations in their communities.
- Strict copyrighting is not necessary for some resources, as individuals who can use them for free will find them to be of more value.
- People may also gain a beginner's advantage in terms of economic or commercial benefits by swiftly and easily disseminating their creations to a big public audience.

For Organizations:

- Sharing information is consistent with the academic fraternity's long-standing traditions.
- Making the most of taxpayer funds by freely sharing and reusing resources

Reuse and sharing are beneficial.

OER challenges:

OER projects have attracted a fair amount of interest from governments, international organisations, institutions, and people. To enable their full potential, however, there is still much work to be done. The following are some of the main issues that demand attention from different stakeholders:

Sustainability:

Despite the numerous financing sources, maintaining and maintaining the sustainability of OER efforts remains a significant concern. Producing open content and resources and distributing them sustainably are two aspects of sustainability that need to be addressed. Some strategies to guarantee the sustainability of OER have been put out by Atkins (2007).

Copyright and Intellectual Property Issues:

The need for permissions to use third-party content online and copyright issues are two additional significant obstacles to the growth of OER. Before utilising or reusing any material, the author must confirm that all necessary permissions have been obtained. Contributors were assisted in receiving all necessary legal and technical support as a result of the Learning Commons effort launched by Creative Commons to solve this issue.

Quality Evaluation and Improvement:

An important challenge is determining the calibre of the resources that are accessible online. The quality of an academic resource may be determined and assessed using a variety of methods. The reputation and brand name of the institution may play a vital role in persuading the user that the content is of high calibre.

Interoperability:

The issue of interoperability is crucial since it is necessary to employ a specific set of tools and approaches in order to utilise the resources that someone else has generated. By adhering to open standards, which facilitate porting the resources across networks, devices, and software environments, inter platform accessibility of the resources is mandated.

III. CONCLUSION

Information is becoming increasingly important in all aspects of human activity, from business to education, health care to government. According to Alvin Goldman's book "Knowledge in a Social World," the primary goal of our cognitive existence is information searching. Knowledge and information have been used interchangeably. Kogut and Zander, for example, propose that information is a type of knowledge when they define it as "information is knowledge that can be communicated without loss of integrity."

Impact of open educational resourses is Encouraging teachers and students to participate actively. It is essential to make the creation and use of OER a core component of education, and those who do so should receive the proper support and payment. As their first step toward producing and utilising OER, Indian institutions launched the "National E-Content Curriculum Initiative" in 2008. This has both many benefits and drawbacks.

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Women Empowerment: Higher Education & Issues and Challenges

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ABSTRACT

Men and women are two wheels of society who bear equal burden of responsibility in their respective field of work in their own ways. The topic on "Women Empowerment" is a burning issue all over the world. "Women empowerment" and "women equality with men" is a universal issue. Women Empowerment refers to the creation of an environment for women where they can make decisions of their own for their personal use as well as for the society.

I. INTRODUCTION

Women empowerment, referring to the empowerment of women in our present society, has become a significant topic of discussion in regards to development and economics. Women empowerment refers to increasing the spiritual, social, educational, gender or economic strength of individuals and communities of women. Women's empowerment in India is heavily dependent on many different variables that include geographical location educational status social status and age. Policies on Women's empowerment exist various levels in many sectors, including health, education, gender-based violence and political participation. However there are significant gap between policy advancements and actual practice at the community level. Women constitute almost 50% of the world's population but India has shown disproportionate sex ratio whereby female's population has been comparatively lower than males. As far as their social status is concerned, they are not treated as equal to men in all the places. In the Western societies, the women have got equal right and status with men in all walks of life.

II. LITERATURE REVIEW

1. **Venkata Ravi and Venkatraman (2005)** focused on the effects of SHG on women participation and exercising control over decision making both in family matters and in group activities.
2. **H. Subrahmanyam (2011)** compares women education in India at present and Past. Author highlighted that there has a good progress in overall enrolment of girl students in schools. The term empower means to give lawful power or authority to act. It is the process of acquiring some activities of women.
3. **Duflo E. (2011)** Women's Empowerment and Economic Development, National Bureau of Economic Research Cambridge The study argues that the inter relationships of the Empowerment and Development

are probably too weak to be self sustaining and that continuous policy commitment to equally for its own sake may be needed to bring about equality between men and women

III. RESEARCH METHODOLOGY

Data Collection:

This paper is purely descriptive and analytical in nature. The information used in it is purely from secondary sources according to the need of this study.

Objectives

1.   To study the Government Schemes For Women Empowerment

2.   To assess the Awareness of Women Empowerment in India.

3.   To know the need of Women Empowerment

Hypothesis

1.   Change in mindset is necessary to person

2.   There are several Government programs for women empowerment

3.   Poverty and illiteracy is the barrier for women empowerment

Why Women Empowerment Is Important?

1.   **National Development**: Women are increasingly participating in the national development process. They are making the nation proud by their outstanding performances almost every spheres including medical science, social service, engineering, etc.

2.   **Under-employed and unemployed**: Women population constitutes around 50% of the world population. A large number of women around the world are unemployed. The world economy suffers a lot because of the unequal opportunity for women at workplaces.

3.   **Overall development of society**: The main advantage of Women Empowerment is that there will be an overall development of the society. The money that women earn does not only help them and or their family, but it also help develop the society.

4.   **Irreplaceable in some sectors**: Women are considered irreplaceable for certain jobs

5.   **Reduce Poverty**: Women Empowerment also reduces poverty. Sometimes, the money earned by the male member of the family is not sufficient to meet the demands of the family. The added earnings of women helps the family to come out of poverty trap.

6.   **Reduction in domestic violence**: Women Empowerment leads to decrease in domestic violence. Uneducated women are at higher risk for domestic violence than an educated women.

7.   **Reduction in corruption**: Women Empowerment is also advantageous in case of corruption. Women empowerment helps women to get educated and know their rights and duties and hence can stop corruption.

Women Empowerment Schemes

1.   Awardees of Stree Shakti Puruskar, 2014 & Awardees of Nari Shakti Puruskar

2.   Awardees of Rajya Mahila Samman & Zila Mahila Samman

3.   Indira Gandhi Matritva Sahyog Yojana (IGMSY) - A Conditional Maternity Benefit Scheme

4.   One Stop Centre Scheme

5.   Women Helpline Scheme

6. UJJAWALA : A Comprehensive Scheme for Prevention of trafficking and Resue, Rehabilitation and Re-integration of Victims of Trafficking and Commercial Sexual Exploitation

7. Working Women Hostel

8. Ministry approves new projects under Ujjawala Scheme and continues existing projects

9. SWADHAR Greh (A Scheme for Women in Difficult Circumstances)

10. Revision under IGMSY in Accordance with National Food Security Act, 2013 in XII th Plan

11. Support to Training and Employment Program for Women (STEP)

12. Beti Bachao Beti Padhao Scheme

Barriers Of Women Empowerment:

1. Gender gaps in higher education

2. Cast System

3. Poverty

4. Dowry as cordon

5. Demographic Factors

6. Higher dropout rate among girls.

7. Child Labour Practice

8. Female age at marriage

Strategies To Overcome Barriers Of Women Empowerment:

The following strategies can be considered for bringing phenomenal change in the plight women's education and empowerment in India,

1. The parents of children belonging to poor, underprivileged families must be specially educated with proper social formula to help them to understand the significance of education for their girl children as foundation for empowerment.

2. The Ministry of Education both at Centre and State level should work out strategic steps to stop firmly the ongoing high drop –outs among girls especially in rural, tribal and slums areas with the serious involvement of voluntary organizations in every locality to realize zero drop-out among girls.

3. The poverty stricken families can be identified through proper research and necessary poverty alleviation services is provided to strengthen the income thereby to enable the families to send their children to schools and colleges without much financial difficulties.

4. Appropriate steps should be taken by the educational authorities with the participation of communities in order to bring the girl children to the main stream of education and development at every level including family and community.

5. The enrolment can be made even mandatory for every girl by the government in the realm of compulsory education.

6. The Midday meal scheme and other educational supportive services like free text books, Note books, Fee uniforms, Free Bicycles, Free bus, scholarships free bus pass and so on as done in the state of Maharashtra can be provided in all states and union territories to lift up the literacy level among girls.

Challenges of Women Empowerment in Indian Context:

1. Today there are lots of things that are happening in the name of women empowerment in India and lot of resources are spent in this direction. Keeping this in mind it is crucial to have a reality check on what is happening on paper and what is the actual ground situation.

2. One of the major challenge of women empowerment in India is to change the attitude of society towards women.

3. The female child in Indian culture especially in rural, tribal and poor families is expected to develop the qualities of inferiority; subservience and domesticity which place sever limitations on her education and development

4. The lower enrolment of girls in schools is one of the foundational factors which stand as stumbling block for women empowerment in India.

5. In many families girl children play the role of second mother by shouldering the responsibilities of household work such as looking after the sibling, fetching water, collecting firewood, bringing fodder for cattle, cleaning and cooking etc.

6. Women have never been part of the mainstream society in India and they are still considered as a great liability.

Discussion With Challenges Of Women Empowerment Overcomes Through Higher Education

Higher education is a important tool to become empowerment of women. The greatest single factor which can incredibly improve the status of women in any society is education. It is indispensable that education enables women not only to gain more knowledge about the world outside of her hearth and home but helps her to get status, positive self esteem, and self confidence, necessary courage and inner strength to face challenges in life. Apparently it also facilitates them to procure a job and supplement the income of family and achieve social status. Education especially of women has a major impact on health and nutrition as an instrument of developing a sustainable strategy for population control.

Moreover educated women can play an equally important role as men in nation building. Thus there is no denying fact that education empowers women. Indeed the different organs of the United Nations and experts on women's liberation argue for women's education as the basic step to attain equality with men.

The National Literacy Mission is another positive step towards eradication of illiteracy in the age group of 15-35 years. Women' education has assumed special significance in the context of India's planned development, as it is incorporated in every Five-year plans as the major program for the development of women. By having very high education, women are expected to get a very good job in order to save their own life. It is cannot be neglected that higher education is really important for everyone since it is the source of knowledge which must be implemented in everyday life. That's why the need to know what field every individual can hold is the most important one.

IV. FINDINGS

1. There needs to be a sea – change in the mind set of the people in the country. Not just the women themselves, but the men have to wake up to a world that is moving towards equality and equity. It is better that this is embraced earlier than later for our own good.

2. There are several Government programs and NGOs in the Country, there is still a wide gap that exists between those under protection and those not.

3. Poverty and illiteracy add to these complications, The Empowerment of Women begins with a guarantee of their health and safety.

4. Empowerment of Women could only be achieved if their economic and social status is improved. This could be possible only by adopting definite social and economic policies with a view of total development of women and to make them realize that they have the potential to be strong human beings.

5. In order to create a sustainable world, we must begin to Empower Women.

6. Globalization, Liberalization and other Socio – Economic forces have given some respite to a large proportion of the population. However, there are still quite a few areas where women empowerment in India is largely lacking.

V. SUGGESTIONS

1. Sufficient and regular rural development program for women is to be adopted in rural areas

2. Proper rural development policy for woman is to be adopted within the stipulated time period.

3. The exiting program should be revised and new program is to be adopted in practice.

4. The concern organization should be provided required facilities for rural women for the rural development.

5. All the rural women should be given opportunity for advantage without any prejudice.

6. The concern organization and other related agencies should come forward for making awareness for rural woman on various rural development facilities provided in the rural areas.

VI. CONCLUSION

The Empowerment of women has become one of the most important Concerns of 21st century not only at national level but also at the international level. Women empowerment seems to be comparatively poor.

Women represent half the world's population and gender inequality exists in every nation on the planet. Until women are given the same opportunities that men are, entire societies will be destined to perform below their true potentials. The greatest need of the hour is change of social attitude to women. "When women move forward the family moves, the village moves and the nation moves". It is essential as their thought and their value systems lead the development of a good family, good society and ultimately a good nation. Government initiatives alone would not be sufficient to achieve this goal. Society must take initiative to create a climate in which there is no gender discrimination and women have full opportunities of self decision making and participating in social, political and economic life of the country with a sense of equality. For centuries women were not treated equal to men in many ways.

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An Evaluative Study of Midday Meal Programme

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ABSTRACT

Malnutrition is the big problem before India. Malnutrition in school going children is also a problem faced every year by our country. Mid-day meal programme is the government scheme for school childrens to remove malnutrition and hunger problem and education awareness in parents and children. Mid day Meal Programme in Nagpur and Amravati District play important role
in student Nutrition and their welfare. Findings of the mid day meal study is Satisfactory Evaluation.
Keywords : Mid day programme, Malnutrition, School Children , Vidarbha Region etc.

I.   INTRODUCTION

As per the Global Nutrition Report 2020, India is among 88 Countries that are likely to miss global nutrition targets by 2025. Global hunger Index (GHI) 2020 India has been ranked at 94 among 107 countries in the GHI 2020 India has a level hunger that is serious.(14) **Ref . Global Nutrition Report 2020** The situation of children in India is very concerning for planners of our country. Presently nearly half of the Indian children are undernourished .This is rightly called as "Silent Emergency" by Khera (2006). This makes primary education and basic health facilities as fundamental challenges of human development in India (Afridi 2005) (15) Midday meal scheme was launched by the Ministry of Human resource development during 1995-96 for the benefit of students in primary schools. Food grains (rice and wheat) were supplied by FCI free of cost to the states and union territories. However FCI charges the economic cost of the food grains supplied under the Scheme from the Ministry of HRD. A quantity of 1.91 lakh metric tons of wheat and 3.74Lakh tons of rice was lifted under the scheme during 1995-96 .Initiated in 1995 the NMMP aims to increase primary school attendance and retention as well as improve the nutritional status and learning achievements of school children generally in the 6 to 11 years old age group. Some states emphasize the education of young girls through this programme. (**Ref. Nutrition and Dietetics - Shubhangini A. Joshi 2002**)

The school programmes were started in our country keeping in mind the social and economic advancement of the country. Urbanisation, Industrialisation and an increase in the number of working mothers frequently brought about longer school days. This mean, that children often did not receive proper meals at home and therefore needed to have a meal at school. Thus, a free compulsory primary education became more common and pressures were brought to bear on governmental authorities to provide school lunch.

Mid-day meal programme for school children is comes under Ministry of education. On the recommendation of National school health committee, the government of India started a scheme for providing midday meal to school children is extended to all states with effect from is 15ᵗʰAugust 1995. The government of India pays 40% of expenditure and 60% is borne by the states. The meal is usually prepared from special foods such as Balahar, Soya fortified Bread, Indian Multipurpose food, Skim milk Powder and Wheat. The children studying in corporation schools are given midday meals. The meals given are based on a combination of cereals, pulses and leafy vegetables. Eggs are given once a week. Such a diet would increase the amount of vitamins and minerals result in weight gain and clearance of deficiency symptoms. **(Ref. B. Srilakshmi second edition)**

The history of Mid Day Meal scheme has being implemented in the union territory of pouducherry under the French Administration since 1930.In the post independent India Mid Day Meal Scheme was first launched in Tamilnadu, pioneered by the Former chief minister K. Kamaraj in the early 60's. By 2002, the scheme was implemented in all the states under the orders of the supreme court of India.

1.1 Need of the Study :-

Children health is important in any country and needs attention always. Child Nutrition is important to reduce hunger crisis. Malnutrition in children is common everywhere and need attention on this subject. School children nutrition is essential for national development.

1.2 Objectives of Study :-

1. To study the policy perspectives of midday meal scheme of Government of India and its implementation mechanism in the primary and secondary schools of Amravati and Nagpur.
2. To compare the working of midday meal scheme in rural and urban primary schools and secondary in Amravati and Nagpur district of Vidarbha.
3. To evaluate how the scheme has been effective in raising the overall current enrolment rate in the primary and secondary schools of Amravati and Nagpur district.
4. To evaluate the scheme effectiveness in checking the dropout rate of children in the primary schools of Amravati and Nagpur district.
5. To explain the views and perspectives of Stakeholders, Head teachers and cooks about the problems faced in running the midday meal Scheme in Amravati and Nagpur district
6. To study the scheme at rural and urban level and compare the data and analyse it
7. To suggest measures for further improvement in the planning and implementation of midday meal programme
8. To assess the malnutrition by Physical Examination and deficiency symptoms of beneficiaries
9. To study the problems in implementation of programme in condition of COVID pandemic period

II. LIMITATIONS OF STUDY

The study is limited to 300-400 sample size only and only for rural and urban area of Nagpur district. The name of the scheme has been changed to PM POSHAN (Pradhan Mantri Poshan Shakti Nirman) Scheme in September 2021., by MoE (Ministry of Education) which is the nodal ministry for the scheme. The central Government also announced that an additional 24 lakh students receiving pre primary education government and government aided schools would also be included under the scheme by 2022. Under article 24, Paragraph

2c of the Convention on the Rights of the Child, to which India is a party, India has committed to yielding "adequate nutritious food" for children. The programme has undergone many changes since its launch in 1995. The Mid Day meal Scheme is run under National Food Security Act, 2013.

Objectives of Feeding Programmes

1. To provide food for under nourished children and to improve the nutritional status and monitor it.
2. To increase school enrolment and attendance of the children
3. To reorient to good eating habits
4. To incorporate nutrition education in to the curriculum
5. To improve literacy and educational performance of the pupils
6. To encourage the use of local commodities
7. To encourage the community participation in the feeding programme

Programmes Implemented in India

Considering the above objectives many programmes were implemented in India. They include,

1. Mid day meal programme for school Children
2. Integrated child development services
3. Tamilnadu government nutritious meal Programme

The efficiency of Mid Day Meal (MDM) Programme in India to ensure the optimum Nutritional status of its beneficiaries is rarely studied. (3) Good health is a major factor in our happiness and for an active life. Food is vital for building strong bodies and promoting good health. (13) While eating with other children at school, the child observes many food attitudes and tastes new foods that he may not normally accept. The school age child has increasing exposure to influences on food habits There are positive learning opportunities in the classroom , particularly when parents provide support at home and nutrition is integrated in academic activities.

Parameters of research will use in above study

1. Study of Midday meal scheme and its implementation in selected area.
2. Study of Policy perspectives of scheme in the primary schools of Nagpur district.
3. To compare the working of Midday meal scheme in Rural and urban primary schools in Nagpur district.
4. Questionnaire and Interview schedule develop to use to collect data. Observation method also apply.
5. 24 Hour dietary Recall Method for dietary assessment of beneficiaries.

III. METHODOLOGY

Research Design : Descriptive research design will be use for the Study.

Locale of Study Amravati district is a district of Maharashtra state in central India. It is the administrative headquarter of Amravati division, which is one of the two divisions in Vidarbha (other being Nagpur), out of total 6 regions in state of Maharashtra.The district is situated between 20°32' and 21°46' north latitudes and 76°37' and 78°27' east longitudes. The district occupies an area of 12,235 km². The district has boundaries with Betul District of Madhya Pradesh state to the north, and with the Maharashtra districts of Nagpur to the northeast, Chindwara district of Madhya Pradesh to the northeast Wardha to the east, Yavatmal to the south,

Washim to the southwest, and Akola and Buldhana.Nagpur is the third largest city and the winter capital of the Indian state of Maharashtra. Total population of city is 4,653,570 according to 2011 data. It has been proposed as one of the smart cities in India .The total area of Nagpur (Rural) is 659.59 sq. km. with population density of 458 per sq.km. Out of total population 49.11% of population lives in Urban Area and 50.89 % lives in rural area. There are 19.45% Scheduled caste (SC) and 8.5% Scheduled Tribes (ST) of total population in Nagpur (rural) Taluka. Urban population of Nagpur 2405665 of which 1225405 are males and 1180260 are females.

Sample size and sample design

5-10 schools will select and 300-400 samples, Students (Both Boys and Girls) will be select from rural and urban primary and secondary schools of Amravati and Nagpur District for the above study.

Sample design

5-10 schools will select from rural and urban area of Nagpur city.

Rural area Amravati and Nagpur   Urban area Amravati and Nagpur

Hingna Camp Area

Ramtek Yashoda Nagar

Besa Sitaburdi ,Sakkkardara

Mozari, Tiwasa Nandanwan

Butibori

Hudkeshwar

Tools and measuring Scales:

Questionnaire method, Interview method were applying   for data collection   test Z test will apply to collect data and assessment of nutritional status by anthropometry scales and other measurement.

The study will apply following steps

1. Study of Policy Perspectives of Midday Meal Programme of government of India and   its implementation in the primary schools of Nagpur.
2. Observation Method and develop interview schedule, Questionnaire use in the study.
3. Compare the collected data of working of MDM Scheme at rural and urban level.   Comparison between subjects of Rural and Urban beneficiaries will be studied
4. Study of school dropout rate and problems faced in covid situation.
5. Dietary assessment by 24 Hour Dietary Recall Method. Midday meal and total   dietary intake of subjects will be observe and impact on health and effectiveness of subjects were examine.
6. Subjects were examine by symptoms of nutritional deficiencies

Statistical Analysis: Different Parameters Observation, Interview, Questionnaire method will use to collect information and collection of data. Data on mid day meal programme in schools will be collected.

Remarks or Findings of the Study:

Questionnaires were developed to evaluate the above Study 200 Questionnaires were fill by all sudents From Regional language.

- Eight Schools were selected and are evaluated for the study.Four were from Rural and four from Urban Nagpur.
- The Midday Meal in the schools are found to be satisfactory and evaluation done by filling up questionnaires.

- The all school management in implementing the above programme is good.
- In Pandemic period Bachat Gat play's an important role and help's in economic crisis of child family.
- The Students from different Schools eat mid day meal like Dal Palak ,Vegetable Rice, peas subji,Veg. interestingly and happy with their food.

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The Contribution of Women Writers in Indian English Literature

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ABSTRACT

In post independence India when women's education had already commenced and life had started changing, a new woman started emerging. The spread of education inculcated a sense of individuality among women and aroused an interest in their rights. Post-independence literature in India portrays all these trends and voices the clamourings of women for a new and just way of life. Indian English literature came under the impact of the Women's Liberation Movement of the 1960's, a second wave of feminism. Women started to write their womanhood. They speak women's dreams and speak their bodies. The women writers include Kamala Markandaya, Ruth Prawer Jhabvala, Anita Desai, Nayantara Sahgal, Shashi Deshpande, Manju Kapur, Shobha De, Anita Nair and Arundhati Roy brought these changes in their works. The Indian literary scene, dominated by men as active forces, always had a gap – it told the story of half of humanity through the voice of the other half. These women writers filled the gap and raised the voice of women in their novels.

Keywords: archetypal, feminism, emancipation, peasant, conflict, alienation, identity.

I. INTRODUCTION

India is regarded as a traditionally male-dominated society where individual rights are subordinated to group or social role expectation. In these roles, personality must not dominate the roles assigned in the societal frameworks. Consequently in such a set up, a purely social, platonic or intellectual relationship between man and woman becomes nearly impossible. A woman's individual self has very little recognition and self effacement is her normal way of life. Indian woman too as a part of that set up, has accepted it and lived with it for ages. Roles outside this i.e. woman as an achiever, as a leader, or as a strong individual are, by and large, either non-existent or rare. There are also exceptions but they represent the extraordinary types not the average ones. Both male and female Indian writers have seen women in these relationships. There are defied, archetypal images and there are also debased and degraded images. Literature also portrays a few insurgent minorities who protest against the existing ills. In the ancient Indian history, by and large, women have been defied, glorified and also regarded as myths. However, in reality most of the times, the contradictory state of affairs also existed. There was and perhaps it is there even today, a duality in the projection of the image of woman in literature. Simone de Beauvoir says:

Much more interesting are the insurgent females who have challenged this unjust society, a literature of protest can engender sincere and powerful work. (Beauviour 718)

In post independence India when women's education had already commenced and life had started changing, a new woman started emerging. The spread of education inculcated a sense of individuality among women and aroused an interest in their rights. Women started economically independent and there was a striving for the realization of their own aspirations. Post-independence literature in India portrays all these trends and voices the clamourings of women for a new and just way of life. Indian English literature came under the impact of the Women's Liberation Movement of the 1960's, a second wave of feminism. Women started to write their womanhood. They speak women's dreams and speak their bodies. For as long as women did not write they were not heard. Women have inspired literature and the feminine theme has been a pivotal importance too. She herself is also a creator of literature and is all pervading. This is true of Indian women literature also. Indian women writers presented a rich variety of themes - from the theme of conventional woman to that of the new woman, reflecting in the process the changes that have been going on in the society. Post independence literature in India portrays all these trends and voices, the clamoring of women for a new and just way of life.

The women writers include Kamala Markandaya, Ruth Prawer Jhabvala, Anita Desai, Nayantara Sahgal, Shashi Deshpande, Manju Kapur, Shobha De, Anita Nair and Arundhati Roy brought these changes in their works. The Indian literary scene, dominated by men as active forces, always had a gap – it told the story of half of humanity through the voice of the other half. These women writers filled the gap and raised the voice of women in their novels. This paper is highlighting the significant contribution of these women writers, the change they brought about in the literary landscape. The shift from women as seen and projected by men to women as lived and experienced by women is most welcome. We find their self experiences of true liberation, social, cultural, educational, legal, economic and so on. We also find women's search for identity, equality, emancipation and East-West conflict in their novels.

Kamala Markandaya is the most outstanding novelist. She deals women from all strata of society. Her women are rooted to the tradition yet they are strong in mind. They are undeniably the forerunner of the doomed female of modern India. They fight a lone, silent, protected battle for their right to love and happiness. Her debut novel 'Nectar in a Sieve' (1954) presents a story of a peasant family. The outstanding character of this novel is Rukmani. She represents traditional Indian woman. Her daughter Ira represents the modern progressive woman. Both however are similar as far as their feminine sensibilities are concerned. Rukmani is the archetype Sita who follows the husband through thick and thin and in the process forgets that she is a person in her own. She accepts her husband's betrayal and moral weakness with calm resignation. She suffers silently. It does not mean that she lacks sufficient strength and courage to protest her husband. She accepts her husband because she loves him deeply and profoundly. Ever sacrificing and always supporting the family there is hardly a time when she questions her identity. Markandaya shows Indian woman as the pillar of the society supporting, strengthening and enduring everyone around her. Her women characters do not question the established norms. They accept their faith and follow the norms of the patriarchal society. Yet all the characters she has portrayed have feministic traits in the sense that they emerge as a strong individuals after a break-neck fight with the circumstances. Some of the circumstances, reported in Markandaya's fiction, give evidence of her intense awareness of her identity as a woman and her attention to feminine problem.

Even Ira, the helpless girl in 'Nectar in a Sieve' emerges as a strong figure taking hold of the situation and finding her own solution. Though she is deprived of a happy married life on account of her barrenness, she gives birth to an albino child. A mother does not distinguish between a legitimate and illegitimate child. But society particularly traditional Indian society does not welcome such a child nor does it respect an unmarried mother. Ira shows the will power and mental strength to bring forth the albino child. Sarojini is again the

central suffering woman character in the novel 'A Silence of Desire'. This novel presents a conflict between tradition and change, spiritualism and scientific rationalism, faith and scepticism. Sarojini has been an ideal wife to her husband for 15 years. Like Rukmani, she accepts her husband's extramarital sexual relation. She says : 'Yet a husband destitute of virtue or seeking pleasure elsewhere or devoid of good qualities....... must be constantly worshipped as a God by a faithful wife.'(Markandaya 44) These extramarital relations point up the inequity of the moral law in its application to men and women. Thus female characters are the meek victims of the atrocities of society. In the novel 'Some Inner Fury' Mira is torn between her passionate love for Richard and her patriotism. Despite their deep and lasting love for each other, she is mature enough to understand the hindrances to their union. In Mira we find the adolescent Indian girl changing into a fully mature woman. She is ready to meet the challenges of life. 'A Handful of Rice', 'The Coffer Dams' and 'The Nowhere Man' are the notable novels where the women are depicted in a effective way.

Ruth Prawer Jhabvala is also a prominent figure among Indian women novelists. She has produced a number of novels which deal with the problems of Indian women. Her novels include : 'To Whom She Will', 'The Nature of Passion', 'Esmond in India', 'The Householder', 'Get Ready for Battle', 'Heat and Dust', 'Three Continents'. Her novels have reflects the scenes of Indian women who are influenced by western culture and struggle for cultural identity.

Anita Desai, a very famous name in Indian English literature attained immense popularity because of creating real pictures of Indian women. Her projection of women is life like. She does not rest on revealing the feelings of alienation, neglect, submission and all kinds of women's suffering in her novels, but she raises a voice against gender discrimination. Her important novels are 'Cry, the Peacock', 'Voices in the City', 'Bye Bye Blackbird', 'Where Shall We Go this Summer', 'Fire on the Mountain', 'Clear Light of Day'. The chief women characters of her novels Maya, Monisha and Amla, Sita, Nanda and Ila Das, Vimla and Uma represent Indian women who suffer differently in a patriarchal society.

Nayantara Sahgal is one of the major Indian women novelists who has given a voice to women in her writings. Coming from a strong political background, she has dealt with politics in her novels. 'A Time to be Happy', This Time of Morning', 'Storm in Chandigarh', 'The Day in Shadow', 'A Situation in New Delhi', 'A Voice of Freedom' are her important novels. Modern politics which has gone a distance away from values and ethics can easily be noticed in Sahgal's novels. Maya in 'A Time to be Happy', Rashmi and Uma in 'This Time of Morning' and Saroj and Mara in 'Storm in Chandigarh' all believe in premarital and extra marital relationships. Sahgal's portrait of women characters symbolises so-called modern ambitious women who embrace and involve themselves in all kinds of activities, sometimes ignoring traditional, cultural and moral norms.

Shashi Deshpande's novels also investigate women's problems in the male-dominated Indian society. They deal with traditional and cultural values and at the same time with women's struggle for their rights, freedom and thirst for individual identity. Her important novels are 'The Dark Holds No Terrors', 'Roots and Shadows', That Long Silence', 'The Binding Vine', 'A Matter of Time' and 'Small Remedies'. Her three chief characters Saru, Indu and Jaya of first three novels represent modern women who enjoy freedom from traditional, cultural and social restrictions. Saru, the protagonist of 'the Dark Holds No Terrors' believes in inter-caste marriage and marries a man of a lower caste. She does not like the rotten tradition. She is a pure romantic and wishes to enjoy her life with full freedom. Indu, the protagonist of 'Roots and Shadows' is also like Saru, a modern girl, who does not believe in casteism. She is also an example of a romantic girl who believes in love and not in

social customs. Through these characters the novelist invokes in the young women the will to fight against social restrictions which come in the way of their progress and development.

Manju Kapur's prominent novels are; 'Difficult Daughters', 'A Married Woman', and 'Home'. Her 'Difficult Daughters' has been translated into many languages. Set around the times of Indian independence and partition, the novel deals with the theme of woman's struggle for existence. Virmati, the chief character of the novel, is a modern girl and marries Harish, a married professor of English. The novel explores different roles of a woman in the family and her demand for love and affection from a man. Being the eldest among eleven children, Virmati plays the role of the second mother. She looks after her brothers and sisters besides the household work but instead she is abused by her mother Kasturi. Her second novel 'A Married Woman' is set around a socio political turmoil of Ramjanmabhoomi-Babri Masjid. It is a story of an educated, upper middle class woman. It is an honest and seductive story of love, passion and attachment.

Shobha De, a true feminist, deals with the issues and problems in the contemporary society in a quite different manner in her writing. Her female characters are multidimensional like human beings, a splendid mixture of virtue and vice. Her characters are working women, socialites who are intrinsically attracted towards the world of glamour. Their problems are different from the rural women as portrayed in the novels of Kamala Markandaya. De painted confident, demanding and asserting Indian women. Her writing was a big blow to the established norms in our society which viewed marriage and men as the only orbit in which women's world revolves. De's novels make a deviation from traditional norms. Her female characters resist to the idea of marriage. They are modern new woman, independent in every way. Their breaking out of the bonds of matrimony and finding her feet into a profession of their choice display the shades of their character. They show off the traditional conventions of moral values and seductively rise to the social status of the upper classes. Whether it is Karuna in 'Socialite Evening' of Asha Rani in 'Starry Nights', their struggle is more with the inner self than with the outer world. Married women of De speak about their inner life. There is no emotional attachment, no love, no sharing. Her novels are realistic and concrete portrayal of life experiences. Shobha De gives significant priority to sex in a woman's life. She recommends a mature attitude to sex. Hence all of her women are conscious of their sexual appeal. De has shattered the concept of marriage in her novels. Most of the De's women go out of the marriage like Karuna who finds her marriage uninteresting. Her two novels 'Snapshots' and 'Second Thoughts' deals with the restraints and frustration a woman feels in a marriage. Her novel 'Strange Obsession' deals with homosexuality through the characters of Amrita and Minx. All of De's protagonists speak the same language of dissatisfaction. Bored out of their unfulfilling marital relationship, some of De's women even go for divorce.

Anita Nair is notable woman writer in Indian English literature. Her works include: 'Malabar Mind', 'The Better Man', 'Ladies Coupe', 'Mistress', 'Magical Indian Myths', 'Goodnight and God Bless'. She too brings in light the suffering and identity crisis of Indian women in her novels.

Arundhati Roy came into literary limelight after winning the Booker Prize in 1997 for her debut novel 'The God of Small Things'. Kiran Desai, the successor of Arundhati Roy also got international fame after winning the Man Booker Prize in 2006 for her second novel 'The Inheritance of Loss'. The novel has the theme of a 17 year old girl, Sai, who lives in Kalimpong near Darjeeling and begins love affair with her mathematics teacher, Gyan, being unaware of the future consequences.

Thus Indian women writers have tried to focus on the grim reality of woman's life. They delve deep into their lives and bring out all that the social order restricted since time immemorial. They have portrayed man and woman relationship that they experience in patriarchal society. The themes of confrontation between tradition

and modernity and women's struggle for emancipation are the main thrust of their works. Somewhere they reflect racial conflicts and clash between Indian spiritual faith and western materialism and the reconciliation between both to show that both are complementary to each other.

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A Review on Bundle Dyeing and Ayurveda Dyeing on Cotton with Heena

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ABSTRACT

Ayurvedic dyeing is an ancient method of dyeing using plants, roots, flowers, seeds, barks, leaves and natural minerals. It uses natural mordants for fixing shades and natural gums for holding the goodness of herbs into the fabric. The focus of Ayurvedic Dyeing is to make the fabric wellness with the goodness of the herbs. The use of fabrics and garments to deliver health solutions is actually a very old concept called Ayurvastra. Ayurvastra is a Sanskrit word where 'Ayur' means health and 'Veda' means wisdom and 'Vastra' is cloth or clothing. It is totally organic, sustainable, and biodegradable. Heena is indigenous herb known in ayurveda and easily available in the kitchen garden and one's surroundings . This is anti-fungal, anti-bacterial, and anti-viral. In the present research, this herb is used to make natural dye as this is well known for their medicinal properties. Mordant used was alum, which has antiseptic properties and is safe for skin and environment. The objective of the study was to make the technique of natural dyeing easy to carry out for home dyers using ingredients from the kitchen garden and to encourage the traditional sustainable practice of preparing Ayurvastra, the organic healing cloth. A review was done on the research already done in the field of natural dyeing with special focus on dyeing on Cotton fabric with vegetable dyes specially, Heena and bundle dyeing with Marigold and Rose petals . Besides that it was also tried that review papers were found on the technique of Bundle dyeing. After a thorough review ,analysis was done on which techniques have already been applied by previous research and where the gaps were there so as to provide a detailed road map for upcoming scholars on this., also modules need to be prepared on these and without previous review of research this is not possible . This is especially important for researchers who want to repeat natural dyeing again and again with established results because the only drawback of natural dyeing is that same color combination is not achieved. So, standardization of this technique is important. A study of K/S value was also done, a review on this was also done.
So as to standardize the process through chemical methods and also to enhance the empirical validity of this study.

Keywords: Ayurvedic dyeing, Ayurvastra, Herb dyeing, Eco-Printing, Bundle Dyeing, Mordant, Color Fastness, Sustainability

I. INTRODUCTION

1.1 Natural Dye

Natural dye refers to any type of dye product made from natural ingredients, including plants, flowers, and foods. Unlike synthetic dyes, natural dyes are free from harmful chemicals and carcinogens- neither of which you want to breathe in or have your hands or clothes. And because they're made from organic materials, you also don't have to worry about them doing any harm to the natural environment (Laura Mueller, 2021). Natural dyes are known to be used since historic times for coloring food substrate, leather, as well as common textile fibers like cotton, wool and silk. However due to the advent of synthetics dyes and their good fastness properties in comparison to natural dyes, the use of natural dyes have suffered drastically. In the present scenario there has been a rise in concern of eco-friendliness and sustainability of the products used by the consumers for which natural dyes are again starting to experience slight rise in popularity (Pubalina Samanta, 2019).

1.2 Effects of Synthetic Dyes

Synthetic dyes are relatively easily available and cheap and have become big business. This has caused indigenous knowledge of the extraction and processing of natural dyes to diminish. Also the production and use of synthetic dyes has made the textile processing industry one of the most polluting industries in the world.

1.3 AYURVASTRA - A Healing Herb Dyed Fabric

The concept of Ayurvastra was practiced in India before the industrialization of the textile industry. Even today, in some parts of south India, ayurvedic herbal dyed clothes are used to carry anew born child, which will act as an antibacterial barrier for the child.

Plate 1.1: Herbs

source -https://textilevaluechain.in/in-depth-analysis/articles/textile-articles/ayurvastra/3

1.3.1. Principles of Ayurvastra

1. Herbal dyeing without chemicals.
2. Protects human skin from many diseases by body transpiration
3. When skin comes in contact with "Ayurvastra", body loses toxins & its metabolism is enhanced.
4. The most effective time to wear ayurvastra is during sleep.

1.4 Sources for Dyeing

1.4.1. Heena

Heena is a plant-based Natural Dye from the leaves of the herbaceous Henna plant. . Leaves are useful in wounds, ulcers strangury cough, bronchitis, dysentery etc. It lowers body temperature to soothe headaches, fevers and burning feet. It is also help in the treatment of smallpox in its early stage.{Kolte.P.P., et al., (2015) }

Plate1.2: Dry Leaves

source: https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.nutrixia.in%2Fproducts%2Fmehendi-patta-heena-leaves&psig=AOvVaw1HgkN3J1Y9B5ikLm06mQOV&ust=1674908378300000&source=images&cd=vfe&ved=0CBAQjRxqFwoTCLCn_Yve5_wCFQAAAAAdAAAAABAE

Plate1.3: Heena Powder

source: https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.exportersindia.com%2Fproduct-detail%2F50kg-bag-natural-henna-powder-377394.htm&psig=AOvVaw36pe6LwOV-zb9esqaW8GzP&ust=1674908712968000&source=images&cd=vfe&ved=0CBAQjRxqFwoTCODT7rDf5_wCFQAAAAAdAAAAABAE

Plate1.4: Heena Powder Diluted

source: https://static.wixstatic.com/media/a27d24_543a091663c740ecaf78b970281bf4c2~mv2.jpg/v1/fill/w_360,h_480,al_c,q_80,usm_0.66_1.00_0.01,enc_auto/a27d24_543a091663c740ecaf78b970281bf4c2~mv2.jpg

1.4.2. Alum

Alum was used as mordant to increase the intensity of the color. Alum is non-toxic mordant because it has long been used as an additive to both foods and drinking water. It improves light and wash fastness of all natural dyes and keeps colors clear.

(a)   (b)

Plate 1.5 : Alum

source:https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.researchgate.net%2Ffigure%2Fa-Alum-crystal-and-b-Alum-powder_fig2_344503969&psig=AOvVaw3YZo0oUPm-le73WE0HJ29Q&ust=1674909769865000&source=images&cd=vfe&ved=0CBAQjRxqFwoTCNDf1qLj5_wCFQAAAAAdAAAAABAE

1.5 Mordants

Mordant or dye fixative is a substance used to set (i.e. bind) dyes on fabrics by forming coordination complex with the dye, which then attaches to the fabric (or tissue).The method of mordanting animal fibers is with aluminum sulfate . Aluminum Sulphate is a metallic salt derived from bauxite, a mixture of minerals.

1.6 Bundle Dyeing

Bundle dyeing is a process of transferring color from plant material onto a cloth. You can get the contact prints by bundling materials between layers of fabric. Wrapping them tightly and steaming. Marigold and rose petals were used for bundle dyeing. These flowers are easily procured from the local market and also procured as waste from temple offerings.

II.   REVIEW OF LITERATURE

2.1 Natural Dye

According to Verma.S&Gupta.G , (2017) ,Dyes derived from natural materials such as plant leaves, roots, bark, insect secretions, and minerals were the only dyes available to mankind for the coloring of textiles until the discovery of the first synthetic dye in 1856. However, environmental issues in the production and application of synthetic dyes once again revived consumer interest in natural dyes during the last decades of the twentieth century. In the earlier days, dyes were derived only from natural sources. But natural dyes suffer from certain inherent disadvantages of standardized application and the standardization of the dye itself as dyes collected from similar plants or natural sources are influenced and subjected to the vagaries of climate, soil, cultivation methods etc.

Conclusion

The review above papers on natural dyeing show that the textile industries are destroying ecosystems because of the generation of huge wastewater containing toxic substances. However, environmental issues in the production and application of synthetic dyes once again revived consumer interest in natural dyes during the last decades of the twentieth century. To save our environment there is no alternative to natural dye

2.2 AYURVASTRA - A Healing Herb Dyeing

2.2.1 Rangari .N.T, et al. ,2012   described that Ayurvastra cloth is used by Ayurveda health clinics in the treatment of a broad range of diseases such as diabetes, skin infections, eczema, psoriasis, hypertension, high blood pressure, asthma, arthritis, rheumatism, cardiac problems and as general health products. The Ayurvastra reinforces the importance of sustaining the planet for future generations and for the well being of the current generation using age-old practices, which do not add up to global warming but help in minimizing it. It is expected that unique technology and thereby opening up a new area of entrepreneurship, job orientation and economic stability will be welcomed by the society as a whole. job opportunity for young people on one hand and on the other contribute towards offering economic stability to the nation.

2.2.2 According to Singothu.J , (2016)Ayurveda is the ancient medicine in India to treat many diseases by using herbs. Ayurveda is composed of two different words. These are Ayur and Veda. Ayur means life or lifespan and Veda means knowledge. When it combines the meaning is 'Science of Life' or 'Wisdom of Life'. The roots of Ayurveda dates back 1000 BC. This is the only medicine available before

industrialization. Even today some parts of India believe that Ayurveda is the only answer to treat or to give relief for some diseases. Parts of the plant will be used for the treatment in Ayurveda. Adding the medicinal value to the fabric by dying the fabric in a dye prepared by Ayurvedic herbs and achieving great results in treatment of many diseases is a great idea. A new technology launched and developed by the with a great view of giving medicinal value to the fabric, this herbal clothing is formally known as Ayurvastra. Ayurvastra is not only to treat the illness but also takes care of the environment as the process is nontoxic and eco friendly.

Conclusion

The above review papers on Ayurveda dyeing show that it has a medicinal property which heals body from many diseases like diabetes, skin infections, eczema, psoriasis, hypertension, high blood pressure, asthma etc. 'Ayur' means 'life' or lifespan and 'Veda' means 'knowledge'. Parts of the plant are used for the treatment in Ayurveda. Adding the medicinal value to the fabric by dyeing the fabric in a dye prepared by Ayurvedic herbs and achieving great results in treatment of many diseases is a sustainable idea.

2.3 Sources of Dyeing

2.3.1 Heena

According to Md. Hasan.M., et al., (2015) The color which is obtained from the leaves of Henna, that is, *Lawsonia inermis* L., is used frequently in hair coloring. It is the chemical lawsone that is responsible for the reddish brown color. Its content makes it a substantive dye for dyeing the textile materials. This work concerns with the extraction and purification of natural dyestuff from a plant *Lawsonia inermis* L. and dyeing of cotton and silk fabric in exhaust dyeing method. The dye portion is isolated from the total extract by column chromatography and is evaluated by dyeing cotton and silk under different dyeing conditions. The color strength and fastness properties of the dye are undertaken by changing mordant and techniques of mordanting. The changes of colors have been noticed by using different types of mordant. The dye exhaustion percentage, wash, rubbing, and light fastness results reveal that the extract of henna can be used for coloration of cotton and silk fabric

Conclusion

The above review papers on heena show that as a source of dyeing , it has excellent results. It shows very good color fastness, washing fastness. This dye can be applied on cotton as well as silk by using different mordant.

2.3.2 Alum

According to Haar, S., et al., (2013) Two mordanting agents, aluminum potassium sulfate and aluminum acetate, in three concentrations (5%, 10%, and 20% owf) were evaluated for colorfastness to laundering and light of natural dye extracts (madder, weld, and coreopsis) on cotton print cloth. The type of aluminum mordant had a greater influence on colorfastness to laundering, whereas dye type had a greater influence on fastness to light. Aluminum acetate at 5% owf concentration gave slightly higher Gray Scale ratings for colorfastness to laundering of coreopsis and weld. All treatments had negligible to no staining on cotton. Weld had slightly better colorfastness to light ratings than the other dye types with 20% aluminum potassium sulfate rating highest. Even though the aluminum acetate mordant improved the colorfastness to laundering on weld and coreopsis at the 5% and 10% owf concentrations, it did not improve fastness to light and resulted in slightly lower fastness to light grades on coreopsis.

Conclusion

The above review papers on Alum show that as source of mordant , it   has good color fastness and washing fastness .Natural dyes are eco-friendly, non-hazardous and sustainable. But the use of metal mordants such as copper, chromium, tin and zinc could make the application of natural dyes unsustainable since they are heavy metals. Hence, sustainable natural dyeing could be achieved with natural mordanting assistants such as alum.

2.4 Bundle Dyeing Process

Nuraeni.S., et al.,(2021) described that The development of dyeing from natural substances for silk fabrics has been rapidly growing in recent years. This study aimed to explore the plant species producing unique dyes and patterns on silk fabrics. The flowers and leaves of some plant species found at the research sites were assayed for their color and shape expression on the fabrics. The dyeing technique applied was the bundle dyeing or eco-printing technique on the fabric's surface with mordant alum and myrobalan. We obtained 297 plants consisting of 95 families and 181 genera. The plant species producing colors were trees (48.4%), shrubs (30.5%), and herbs, vines, ferns, and lycopods (21.1%). The plant species samples obtained were 213 (71.7%) producing color and 84 (28.3%) species not expressing color. The leaves and flowers producing colors and patterns on the fabrics suitable for bundle dyeing were 126 species and 19 species, respectively. The leaves produce colors without shape patterns; thus, they have potential roles as dyes for the dipping technique.

Conclusion

The above review paper on Bundle dyeing shows that ,the bundle natural dye technique dyeing has a lot of potential to be made into alternative natural dyes because the colors produced are always graded and have different characteristics of each fabric used as a transfer medium. For bundle dyeing with an early mordant of salt in all kinds of fabrics produces a shape patterns and printing perfect motifs, dense color and graded .

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Women Empowerment through Higher Education in India

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ABSTRACT

The present paper is an attempt to analyze the "Women Empowerment through Higher Education in India". Women in India have been experiencing different status since the inception of the civilization. Though women form half of the population, yet the masculine principles made the women suffer a lot. They were denied equal opportunities and importance as men. India was no different from the rest of the world. Indian women have been struggling for equal rights over the past millennium. Hence, the history of women in India has been very eventful. The uprising of various female reform movements all over the country resolved the condition of women India gradually. However, in India women were assigned to certain rights in the ancient days. Interestingly, Women Education in Ancient India augmented. India's higher education system is the third largest in the world, next to the United States and China. The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century. In India the female education has its roots in the British Regime. In 1854 the East India Company acknowledged women's education and employment. Initially this education was limited only to primary school level education and only the richer section of the society enjoyed this facility. There is a possibility of revolutionary change in India's higher education system and this is women participation. In some elite institutions we find that number of female students is more than male students and there is a possibility to increase this trend. It is true that number of males is outnumbered in comparison with female. India is country where man dominance in the society prevails. It is very essential for the harmonious development of the country that women should go hand by hand and shoulder to shoulder with men. And for empowering the women, higher education will play a vital role Key words: Women Empowerment, Higher Education . Introduction Dr. S. Radhakrishnan (1948). He says "there cannot be educated people without educated women. If general education has to be limited to men or women, the opportunity should be given to women. From them it would most surely be passed on to the next generation." Higher education (also called post-secondary education, third level or tertiary education) is an optional final stage of formal learning that occurs after completion of secondary education. Often delivered at universities, academies, colleges, seminaries, conservatories, and institutes of technology, higher education is also available through certain college-level institutions, including vocational schools, trade schools, and other

career colleges that award academic degrees or professional certifications. Tertiary education at non-degree level is sometimes referred to as further education or continuing education as distinct from higher education. The right of access to higher education is mentioned in a number of international human rights instruments. that "higher education shall be made equally accessible to all, on the basis of capacity, by every The UN International Covenant on Economic, Social and Cultural Rights of 1966 declares, in Article Higher education includes teaching, research, exacting applied work (e.g. in medical schools and dental schools), and social services activities of universities. Within the realm of teaching, it includes both the undergraduate level, and beyond that, graduatelevel (or postgraduate level). The latter level of education is often referred to as graduate school, especially in North America. In addition to the skills that are specific to any particular degree,. Tertiary-educated individuals were earning twice as much as median workers. In contrast to historical trends in education, young women were more likely to complete upper secondary education than young men. Additionally, access to education was expanding and growth in the number of people receiving university education was rising sharply. By 2014, close to 40 percent of people aged 25–34 (and around 25 percent of those aged 55–64), were being educated at university

I. INTRODUCTION

Higher Education in India includes Universities that are affiliated to the state governments or central government. Universities in India are engineering education and business schools that are monitored and accredited by the All India Council for Technical Education (AICTE). Various professional courses are offered by these universities and institutions. The students interested in technology and engineering can enroll in the prestigious IITs in India. The higher education in the country also produces trained business administrators. They get their training in the premier institutions of management and most esteemed among the management institutes are the IIMs in India. Admission to all these professional education colleges is done through all-India common admission tests such as IIT-JEE, AIEEE, CAT and CPMT. Dependent women are not empowered women. If women think just that being highly educated and employed they are empowered, it is a myth. Women have to awake from deep slumber and understand the true meaning of empowerment. Everyone must understand that empowering women doesn't mean empowering them in technical area only. Women should remember that they are also rational, intelligent and thinking human beings. For centuries, women were treated as less-than-equal to men in many ways. Women were not allowed to vote, own property, or work in many jobs. This situation is due to strong addiction to culture and tradition. Such patience is exercised not only for the sake of society and children, but also due to lack of confidence to live as a single woman and face the challenges of life. Women have to awake from deep slumber and understand the true meaning of empowerment. Now that we are out of those dark ages, women are more EMPOWERED to do whatever they want. This means that they have the ability to choose their own destiny, job, vote, and do anything a man can do. The Oxford American Dictionary defines "empowerment" as "to make (someone) stronger and more confident, esp. in controlling their life and claiming their rights."

Objectives The main objectives of this research paper are:-

1. To study the relevance of higher education in women's life. 2. To analyse the economic benefit of women empowerment through Education. 3. To study the need of women empowerment. 4. To study the role of higher education in the empowerment of women. 5. To examine the impact of women empowerment on the growth of the country.

2. Research Methodology This research paper is basically descriptive and analytical in nature. In this paper attempt has been taken to analyse the Women Empowerment through Higher Education in India. The data used in it is purely from secondary sources according to the need of this study

3. Literature Review Srivastava, (2014). Empowering the women means creating such an environment in which they can take independent decisions for their personal development and the development of society in general. Empowerment is the process by which the women achieve increased control and participation in decision making which in turn helps to achieve equal basis with men in various spheres – political, economic, social, cultural and civil. Education is truly the key to empower women and also provide for all round economic growth of countries. Education is an essential means of empowering women with the knowledge, skills and self-confidence necessary to fully participate in the development process Banerjee (2012) studied the empowerment of women through higher education. She concluded that the empowered women challenged the man in their workplace and were seen in the powerful corporate positions. Kandpal et al (2012) studied the participation in community level female empowerment program in India increases participants physical mobility, political participation and access to employment. Murtaza (2012) examined the current status of women in higher education in Gilgit Baltistan. He examined the challenges faced by the women were harassment at work places and work load. The parents didn't spend similar amount in educating their daughters as compare to their sons. Sonowal (2013) studied the effect of the SC and ST women in the rural areas of Sonitpur district. He found that the status of women in the present society, attitude of parents and guardians towards girl education. Taxak (2013) studied the disparity in education across the socio economic spectrum in India.

II. WOMEN EDUCATION IN INDIA

Women comprise approximately half of the population in the world. But the hegemonic masculine ideology made them bear a lot as they were denied equivalent opportunities in different parts of the world. The augment of feminist ideas has, however, led to the marvelous development of women's condition in the society throughout the world in recent times. Access to education has been one of the most urgent and important demands of theses women's rights movements. Women education in India has also been a chief preoccupation of both the government and social or civil society as educated women can play a very important role in the development of the country. In the present era, the Indian society has established a number of institutions for the educational development of women and girls. These educational institutions aim for immense help and are concerned with the development of women. In the modern society, women in India have come a long way. Indian women is at par with men in all kinds of tasks like reaching the moon, conquering Mount Everest, and participating in all fields. All this is possible just because of education and the profound impact it has had on women.

Women Education in Ancient period Indian Women during the ancient times was said to be superior to men. The women in ancient India were given significance and they held a prominent position in the Indian society during that time. Access to education was easy for the women in ancient times. Through the massive Women

Education in Ancient India several women seers and thinkers originated in ancient times such as Gargi and Maitreyi. Women enjoyed the tremendous right to education and teaching. The women intellectuals in ancient India gathered eminence by participating in educational debates and discussions in the assemblies of erudite persons. Gargi was a prominent participant in the ancient society beside men such as Uddalaka Arni. In Vedic period, educational system was very developed and the main subject taught was the Veda. The Veda or the six Vedangas were taught including the performance of sacrifice, correct pronunciation, knowledge of prosody, etymology, grammar, and jyotisha or the science of calendar. Women Education in Ancient India produced women with significant authority. Ancient Indian texts describe the influence of the women in the society. Mahabharata by Veda Vyasa sketch the persuasion of Draupadi on the husbands to overthrow the Kauravas. Valmiki's Ramayana also depict the influence of Sita that resulted in the wiping away of Ravana

B. Women's Education in Medieval India Women education in medieval India further weakened and declined with the introduction of Purdah system . Different customs and conventions of diverse religions like Hinduism, Islam, and Christianity further deteriorated and depreciated the state of women in the country. A range of socio religious movements contributed to the development of women literacy in the country. Many leaders took several initiatives to make education available to the women of India. The ordered form of women education in India was incorporated in the early centuries

C. Women's Education in Colonial India position of the women education in India revived with the invasion of the British in the country and with the advent of Bhakti movement. The colonial period also introduced the institutional form of imparting learning. Women education in Colonial India witnessed an essential expansion. Various movements were launched to make women of the country literate. Furthermore, this progress journeyed through the years and influenced the modern Indian education system.

D. Women Education in Modern India Modern age was the time of reformation in India as well as in the whole world. After the Mughals invaded India, the British entered the country with an aim to spread their statute in the whole subcontinent. The British brought with them many new ideas and enlightened the Indians. The status of women in modern India is subjected to inconsistency. The Indian women in modern period outshine in certain areas whereas on the other hand she has to suffer the violence of the men dominated society. The condition of Indian women developed in the colonial period. After independence the scope for women increased and Women Education in Modern India widened. At present, Women Education in Modern India has achieved a new height. Currently, entrance of women in engineering, medical and other professional colleges is overwhelmingly elevated. Most of the professional colleges in the country keep thirty percent of the seats reserved for females. In urban India, girls are opened to a far wider scope then the rural girls. "Higher Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process." Higher Education is important for everyone, but it is especially significant for girls and women. This is true not only because Higher education is an entry point to other opportunities, but also because the higher educational achievements of women can have ripple effects within the family and across generations. Investing in girls' education is one of the most effective ways to reduce poverty

III. WOMEN EMPOWERMENT IN INDIA

1. Women Empowerment The concept of "empowerment" traces its history in the mid-17th century with the legalistic meaning "to invest with authority". Thereafter, this concept was modernized to mean "to

enable or permit". The United Nations has shown concern for women empowerment evident in "Millennium Development Goals" to trace the progress of women empowerment across the world. Empowerment means moving from enforced powerlessness to a position of power. Education is an essential means of empowering women with the knowledge, skills and self-confidence necessary to fully participate in the development process. Sustainable development is only possible when women and men enjoy equal opportunities to reach their potential. Women's empowerment has become a significant topic of discussion in development and economics. It can also point to the approaches regarding other trivialized genders in a particular political or social context. Women's economic empowerment refers to the ability for women to enjoy their right to control and benefit from resources, assets, income and their own time, as well as the ability to manage risk and improve their economic status and well being. While often interchangeably used, the more comprehensive concept of gender empowerment refers to people of any gender, stressing the distinction between biologicaland gender as a role. It thereby also refers to other marginalized genders in a particular political or social context. The Oxford American Dictionary defines "empowerment" as to make (someone) stronger and more confident, esp. in controlling their life and claiming their rights

2. Women Empowerment through Higher Education Improving education for women helps raise their levels of health and nutrition and reduces fertility rates. Education increases "people's self- confidence and enables them to find better jobs and they can work shoulder to shoulder with men. They engage in public debate and make demands on government for health care, social security and other entitlements". In particular, education empowers women to make choices that improve their own and their children's health and chances of survival. Education helps to prevent and contain disease, and is an essential element of efforts to reduce malnutrition. Further, education empowers women to make choices that improve their welfare, including marrying later and having fewer children. Crucially, education also increases women's awareness of their human rights their confidence and their actual ability to assert those rights. Despite significant improvements in recent decades, education is not universally available and gender inequalities persist. A major concern in many countries is not only limited numbers of girls going to school, but also limited educational pathways for those that step into the classroom. This includes, more specifically, how to address the lower participation and learning achievement of girls in science, technology, engineering and mathematics (STEM) education. is therefore, crucial for the socioeconomic and political progress of India. The Constitution of India empowers the state to adopt affirmative measures for prompting ways and means to empower women. Education significantly makes difference in the lives of women.3 Women Empowerment is a global issue and discussion on women political right are at the fore front of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the international women conference at NAROIBI in 1985. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So we can't neglect the importance of education in reference to women empowerment. To see the development in women education India is supposed to upcoming super power of the world in recent years. The increasing change in women education, the empowerment of women has been recognized as the central issue in determining the status of women.4 for becoming super power we have mostly to concentrate upon the women's education

IV. CONCLUSION

In conclusion the basis of above detailed analysis it could be concluded that there is no doubt about the essential need of empowering women through higher education. Now it is cleared that only literacy is not the ultimate solution but women should be highly educated to know their rights and duties. The education has brought a lot of advantages to women. It has made them better wives and mothers. There are women politicians, doctors, administrators, scientists, educationists, and so on. There are equally many skilled women engineers to design and install new and improved equipment and technically skilled personnel to plan and manage production, etc and women are as hard working as men and there are qualified women in various fields, who can compete successfully with men in developing the nation. There is no doubt about the essential need of empowering women through higher education. Now it is cleared that only literacy is not the ultimate solution but women should be highly educated to know their rights and duties. And should be able to use their rights as per the need, but it is also mandatory that there should proper implementations what policies are made and what government of India has made different programmes regarding women empowerment. Reasons for the empowerment of women today we have noticed different Acts and Schemes of the central government as well as state government to empower the women of India. But in India women are discriminated and marginalized at every level of the society whether it is social participation, political participation, economic participation, access to education, and also reproductive healthcare. To sum up, women empowerment cannot be possible unless women come with and help to self-empower themselves. There is a need to formulate reducing feminized poverty, promoting education of women, and prevention and elimination of violence against women. The higher education increases the women to take independent decisions, to reduce violence, women's ability to claim legal rights, participation in civic society, economic independence and many more.

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Utility of Information Communication Technology Among Students

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ABSTRACT

The study on the Utility of ICT Among Students Learning was carried out. The study focused on availability, accessibility, and user-ability of ICT resources among students learning. The Exploratory research design was used for the study. A sample of 103 respondents was targeted from different departments. The data was collected with the help of a structured questionnaire, and analyzed by frequency, percentage, mean and standard deviation. The ICT infrastructure is well developed and provides students with free internet connection on the campus. ICT access of students was good. Where less than 30% of students sometimes access ICT. Students in using different ICT resources results that their skills as good in all the aspects like word processing, MS power point, Excel, internet web publishing, presentation, videoconferencing, and internet and emailing.

Keywords- ICT, Students, Utility.

I. INTRODUCTION

ICT stands for Information Communication Technologies' ICT refers to technologies that provide access to information through telecommunication. It is similar to information Technology (IT) but focuses primarily on communication technologies. This includes the internet, wireless network, cell phones, computers, television, video conferencing equipment, library and other communication mediums. Information and Communication Technology (ICT) is an extension term for information technology (IT)that stresses the role of unified communication and the integration of telecommunication (telephone lines and wireless signals) and computer as well as necessary enterprise software, middleware, storage and audiovisual that enable user to access, store, transmit and manipulate information. At a university, it is often taken for granted that all students are familiar with basic ICT skills. Indeed, most students will have grown up in families where a computer was present, and in primary and secondary education PCs are a normal part of school life. (Heerwegh, 2014).

ICT term also used to refer to converges of audio -video and telephone networks with computer network through a single cabling or link system. In the past few decades, information and communication technologies have provided society with a vast array of new communication capabilities. e.g. people can communicate in real

time with others in different countries using technologies such as instant messaging, voice over IP(VoIP) and video conferencing. ICT refers to the form of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. This broad definition of ICT includes such technologies as radio, television, videos, DVD, telephone, (both fixed lines and mobile phone) satellite systems and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as video conferencing, e-mail, and blogs. (UNESCO, 2007) Besides ICT alerts thought pattern, enrich existing educational models and provide new training models. Educational effectiveness is of ICT is depends on how they are used for what purpose and like any other educational tools. (Talebian, 2014) ICT has powered our teaching with technology which is flooded by information and driven to make knowledgeable society. In ICT classroom the learning is actively involved in interaction and problem solving. Use of ICT helps the student to focus on higher level concepts rather than less. (Saxena, 2015) The internet has become an integral part of every individual's life. It is no surprise that the use of the internet, even in school, has increased at a rapid rate. ICT has given wing to scholars, educators, and allied staff in a multitude of way. Software in schools has empowered them to uplift their communities through the use of technology related activities in the world of education.   telecommunications. ICT has often perceived as catalyst for change, change in teaching style, change in learning approaches and in access to information (Watson, 2001).

In recent years the ICT tools have become the backbone of social media through which various ways have been created to promote learning. ICT can enhance the quality of education in several ways by increasing learner motivation and engagement by facilitating the acquisition of basic skills and by enhancing teacher making learning effective of learners in various ways. (Devi.M, 2015)

OBJECTIVES OF THE STUDY

- To examine the availability of ICT resources on students learning
- To assess the accessibility of the ICT resources on students learning
- To investigate the user-ability of ICT resources on students learning
- To analyze the learning style of student's information communication technology usage by students for learning

REVIEW OF LITERATURE

(Heerwegh, 2014) conducted a study on ICT learning experience and research orientation as predictors of ICT skills and the ICT use of university student's ICT and its use by students has changed greatly. In order to obtain a more detailed picture of ICT skills, researcher first construct a new instrument to measure the self-perception of ICT skills (49 items) and of ICT use (53 items) by students. Former studies have shown that at least ICT use might be positively related with achievement in science subjects and improved critical thinking among young students, but have not investigated this link at the level of university education. Accepting that the study of science familiarizes students with the procedures of scientific research, we can hypothesize that students interested in scientific research will also be interested in the knowledge and application of ICT. In this current research, based on theoretical considerations presented in the next section researcher expect to find an association between the level of command of ICT skills and ICT use, and the degree to which university students are research oriented. In the methodology on the basis of a questionnaire filled out by 1,232 bachelor's students, researcher investigate the association between ICT use and skills, and research orientation,

considering the ICT learning experiences of the students and some important contextual variables such as gender, the education level of the parents, and the domain of study.

(Leu, 2014) Conducted a study on Towards the theory of New Literacies Emerging from the internet and other information and communication technologies. He explained that how literacy changes regularly throughout time which influenced by important social forces and technologies. They have explored the social context including global economic competition the rise of the internet and other ICT and they have also concluded that educational polices from nations around the world that emphasize higher achievement in literacy and the effective use of information technologies.

(Khan, Bhatti, & and Ahmad Khan, 2011) Conducted a study on Use of ICT by students: A survey of faculty of Education at IUB. The main objectives of the study were to analyze the pattern of ICT usage by students, its availability, use of ICT by their teachers during lectures and student's opinion on ICT. A structured questionnaire was designed after conducting review of literature and data were analyzed in SPSS software. The study found a large number of respondents reported that they utilize ICT at their departmental computer lab and teacher use sometimes ICT during teaching.

(Meenakshi, 2013) The article is a good attempt to present a glimpse of meaning of ICT, its importance and need for education and is an attempt to present the important issues that must be addressed b with pre-service teachers and in-service teachers. According to the researcher ICT technology includes computers, the internet, broadcasting, technology. The Indira Gandhi National Open University in India combines the use of print, recorded audio and video broadcast radio, television and conferencing technology. The use of ICT can improve the quality of education by increasing learner motivation and engagement, by facilitating the acquisition of basic skills and by enhancing teacher training. (Zafar, 2019) Tried to examine the role, challenges and impact of ICT, how it facilitates students, teachers and end users. Researcher said that ICT is contributing immensely for the development of education. The study is based on secondary data, different aspects concepts of ICT learning is explained and conclude that due to ICT human quest for knowledge has greatly improved and worked has become small village with better living of standard. Teaching with ICT enhance active learning of students. (Aming, 2013) from the literature review researcher concluded that ICT enhancing teaching and learning process. ICT enhancing quality and accessibility of education. ICT enhancing learning motivation, ICT enhancing learning environment, ICT enhancing scholastic performance, the adoption and use of ICT education have positive impact on teaching learning and research.

METHODOLOGY

RESEARCH DESIGN

The Exploratory research design was used for the study.

LOCALE OF STUDY

The study was carried out among students of Sant Gadge Baba Amravati University, Amravati

SAMPLE SELECTION

A sample of 103 respondents was targeted from different educational post graduate departments of SGBAU University. The students were considered the true representative population since they were the target of this investigation.

DATA COLLECTION METHOD

The data was collected with the help of structured questionnaire.

ANALYSIS OF DATA

Data collected was analyzed with the help descriptive statistics mainly presented by use of quantitative methods.

RESULT AND DISCUSSION

In the study, a total number of 103 Students were sampled giving a total of 130 questionnaires that were distributed. A total of 103 (73.23%) fully completed questionnaires were returned of by students respectively. This gave a response rate of = 103÷130 = 0.7923×100 = (79.23%).

DEMOGRAPHIC CHARACTERISTICS

The demographic characteristic illustrates the distribution of respondents according to Age, Education and Gender.

Table no.1 Distribution of Respondents according to their Age.

Sr. No	Attribute	Category	Count	Percentage (%)
1		18-22	64	62.13
2	Age	23-26	37	35.92
3		27-31	2	1.94
Total			103	100

From it can also be noted that majority of the respondents 64 (62.13%) were aged between 18-22 years and 37 (35.92%) were age between 23-26, About 1.94 % were aged between 27-31 years.

Table no.2 Distribution of Respondents according to Gender

	Attributes	Category	Count	Percentage (%)
		Boys	32	31.06
	Gender	Girls	71	68.93
Total			103	100

Distribution of Respondents according to Gender

Distribution of Respondents according to Gender
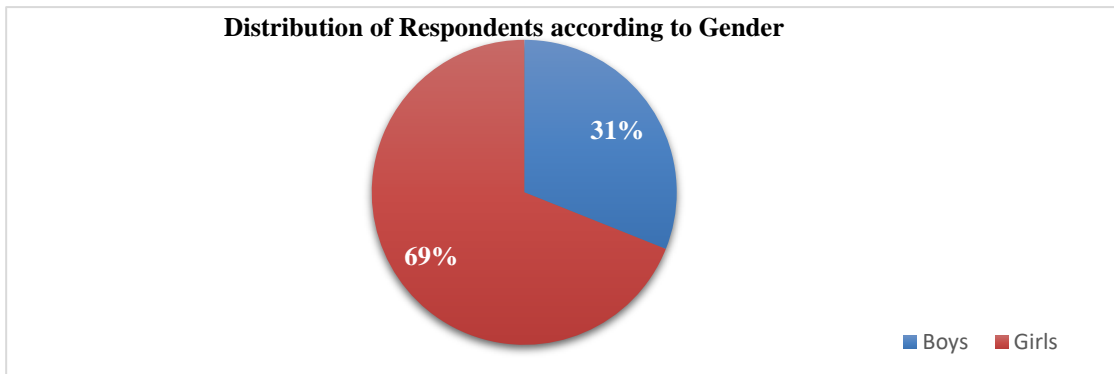
The findings show that most of the respondents 71 (68.93%) were Girls while only 32 (31.06%) of them were Boys.

Respondents' opinion on the availability of ICT resources

Several items in the questionnaire were presented to the ICT respondents to rate their availability and the findings are shown in table.

Table no. 2 Distribution of respondents according to their self-efficacy of students on ICT resources tools / by opinion on the Availability of (Computer/PC in classroom) ICT resources

ICT Resource	Status	Frequency	Percentage
i. Computers/PC in classroom	Not available	20	19.41%
	Fairly available	17	16.50%
	Available	66	64.07 %
Total		103	100%
ii. Internet	Not available	3	2.91
	Fairly available	16	15.53
	Available	84	81.55
Total		103	100
iii. Television set	Not available	64	62.13%
	Fairly available	15	14.56%
	Available	24	23.30%
Total		103	100%
ICT Resources	Status	Frequency	Percentage (%)
iv. Projector	Not available	5	4.85
	Fairly available	23	22.33
	Available	75	72.81
Total		103	100
v. Video conferencing equipments	Not available	46	44.66

	Fairly available	21	20.38
	Available	36	34.95
Total		103	100
vi. Computer laboratory	Not available	9	8.73
	Fairly available	11	10.67
	Available	83	80.58
Total		**103**	**100**

It shows the availability of Computer in classroom seems to be one of the major concerns in Sant Gadge Baba Amravati University about 66 (64.07%) students responded that computer is available, about 17 (16.50%) of respondent responded that computers fairly available in classroom and 20 (19.41%) consented to the presence of computer in class room Not available.

Respondents opinion about availability of Internet connection. It shows that about 84 (81.55%) respondents stated that internet connectivity is available in university area, about 16 (15.53%) of respondents stated that it is fairly available. Very less no of respondents 3 (2.91%) stated that internet is not available.

Mean   4.2

Standard
Error   0.133333

Respondent's opinion about availability of Television set.

Shows that television set as a tool for learning in the University was lacking with a majority 64 (62.13%) of respondents responding that television set is not available, 24 (23.30%) of respondents consented that it was available and small number of respondents 15 (14.56%) said TV was not available.

Respondent's opinion about availability of Projectors, video conferencing   equipment, computer laboratory and library.

Projectors

Further it shows that projectors for presentation of course materials were present in the university as supported by a majority 75 (72.81%) of respondents who acknowledge it is available, about 23 (22.33%) responded that projectors are fairly available while only 5(4.58%) respondents were said projectors are not available. The above finding shows that projector for presentation of course material and teaching was available in the university.

Availability of video conferencing equipment's

The above table shows that video conferencing equipment's available in university about 46 (44.66%) respondents said that is not available, about 36 (34.95%) respondents said it is available, while a small number 21(20.38%) of respondents said it is fairly available.

Computer laboratory

Above table shows that majority 83(80.58%) of the respondents responded that computers laboratories in the University were available, 11(10.67%) respondents were said fairly available, a small number 9 (8.73%) of respondents were said that computer laboratory is not available in the University.

Library

From above table majority 93(90.29%) respondents responded that library is available in the University, 6 (5.82%) respondents were said fairly available while very small number of respondents 4(3.88%) said it is not available.

Table no. 3. Showing Accessibility of ICT Resources

ICT Resources	Status	Frequency	Percentage (%)
a) Library	Never at all	5	4.85
	Not sure	1	0.97
	Sometimes	38	36.89
	Always	59	57.28
Total		103	100
b) Computer lab			
	Never at all	4	3.88
	Not sure	6	5.82
	Sometimes	29	28.15
	Always	64	62.13
Total		103	100
c)Lecture Rooms			
	Never at all	8	7.76
	Not sure	2	1.94
	Sometimes	23	22.33
	Always	70	67.96
Total		103	100
d) Resource Centers	Never at all	6	5.82
	Not sure	11	10.67
	Sometimes	42	40.77
	Always	44	42.71
Total		103	100
e) Internet			
	Never at all	5	4.85
	Not sure	9	8.73
	Sometimes	40	38.83
	Always	49	47.57
Total		103	100

Table shows that the university library and computer laboratory, lecture rooms resource centers and internet are the most popular places for students to access ICT for general use notably 59 (57.28%) library, 64(62.13%) computer laboratory, (70%) respondents access form class room, 44(42.71%) respondents always access from resource center and (47.50%) of the respondents accessed from internet always. The table shows that majority (40.77%) of respondents sometimes access from resource   centers, (36.89%) of respondents were said that they access from Library, 28.15% of respondents responded that they access from computer library sometimes. And 40 (38.83%) of respondents responded that they accessed sometimes from internet.

User –ability of ICT resources and students learning

Respondents were requested to rate their knowledge and skills in the various ICT   tools. In table no. their responses are summarized.

Table no. 4 Distribution of respondents by rating of student's skills in various ICT

ICT tools	Level of skill	Frequency	Percent (%)
Word Processing	Very poor	-	-
	Poor	4	3.88
	Fair	12	11.65
	Good	61	59.22
	Very Good	26	25.24
Total		103	100
MS-PowerPoint	Very poor	-	-
	Poor	4	3.88
	Fair	11	10.67
	Good	52	50.48
	Very Good	36	34.95
Total			
MS-Excel	Very poor	2	1.94
	Poor	6	5.82
	Fair	22	21.35
	Good	42	40.77
	Very Good	31	30.09
Total			100

Internet web Publishing	Very poor	9	8.73
	Poor	6	5.82
	Fair	27	26.21
	Good	38	36.89
	Very Good	23	22.33
Total			100
Presentation	Very poor	4	3.88
	Poor	3	2.91
	Fair	19	18.44
	Good	38	36.89
	Very Good	39	37.86
Total			100
Video conferencing	Very poor	9	8.73
	Poor	13	12.62
	Fair	28	27.18

Word processing

Results from above table show that majority of the respondent 61(59.22%) emphasized that their skills to use MS word processing is good. Same as 26 (25.24%) claimed that their skills were very good whereas (11.65%) rated their skills as fair, where 4 (3.88%) respondents were rated that their skill as being poor in using MS word. The finding shows that students capabilities to use MS word for their academic purpose like preparation of assignment or any work is relatively good which suggest that ICT can influence learning.

MS power point

Table recorded that majority 52(50.48%) of the respondents agreed that their skills to use MS PowerPoint were good, same as 36(34.95%) of respondents were very good in using that, whereas 11(10.67%) of respondents were fair and very small number 4(3.88%) of respondents were poor in using it.

MS-Excel

Table shows that majority of 42(40.77%) of respondents were good in using MS- Excel, whereas 31(30.09%) of respondents were very good in using Excel. 22(21.35%) respondents were responded that they are fair in using it, very small number of respondents 6(5.82%) and 2(1.94%) of respondents were responded poor and very poor respectively.

Internet web publishing

From the above table it results that majority of respondents 38(36.89%) agreed that their skills to use publishing journals, articles, through internet were good. While 27(26.21%) of respondents were fair in this, same as 23(22.33%) of respondents agreed that they were very good in web publishing, whereas small number of respondents 6(5.82%) and (8.73%) of respondents were stated that they are poor and very poor in web publishing respectively.

Presentation

Above table also results that majority of respondents 38(36.89%) and 39(37.86%) were good and very good in presentation respectively. Whereas 19(18.44%) of respondents were responded that they are fair in presentation, while a very small number of respondents 4(3.88%) and 3(2.91%) of the respondents were agreed that they are very poor and poor in presentation respectively.

Video conferencing

It spells out that 35(33.98%) of the respondents accepted that they had good skills of video conferencing. Again 28(27.18%) of respondents were accepted that their skills fair, whereas 18(17.47%) of respondents rated that their skills of video conferencing were very good. Whereas 9(8.73%) and 13(12.62%) of respondents rated that they were very poor and poor in skills of using video conferencing respectively.

Internet and email

It shows that 53(51.45%) of respondent who agreed that their skills to use internet and Email were very good. About 40(38.83%) said were good in internet and emailing. Only one respondent said that he is very poor in internet and emailing whereas 9(8.73%) of respondents were said that were fair in using internet and email.

Table no 5. Distribution of respondents by opinion on performance of learning tasks

Learning task	Option	Frequency	Percent (%)
a) Use the computer to complete course work, projects report etc.	Strongly Disagree	-	-
	Disagree	6	5.82
	Don't know	3	2.91
	Agree	60	58.25
	Strongly agree	34	33.00
Total		103	100
b) Use the computer to type own course works and assignment	Strongly Disagree	2	1.94
	Disagree	7	6.79
	Don't know	4	3.88
	Agree	56	34.36
	Strongly agree	34	33.00
Total		103	100
c) Acquisition	Strongly	1	0.97

of knowledge and skills	Disagree		
	Disagree	2	1.94
	Don't know	9	8.73
	Agree	60	58.25
	Strongly agree	31	30.09
Total			100
d)ICT made me develop interest in the learning content	Strongly Disagree	1	0.97
	Disagree	6	5.82
	Don't know	6	5.82
	Agree	56	54.36
	Strongly agree	34	33.00
Total			100
e) Access of information	Strongly Disagree	1	0.97
	Disagree	2	1.94
	Don't know	4	3.88
	Agree	63	61.1
	Strongly agree	33	32.03
Total			100
f) Use of internet to collaborate with others	Strongly Disagree	1	0.97
	Disagree	1	0.97
	Don't know	10	9.70
	Agree	64	62.13
	Strongly agree	27	26.21
Total		103	100

Table shows that student have a very positive attitude towards information technology. The respondents use computers to complete course works, projects and reports to which a majority (58.25%) agreed, while about (33.00%) respondents strongly agreed that they use computers to complete course works. A total of 6(5.82%) of respondents were disagreed. A small number of (2.91%) were not sure.

From the above it can be noticed that majority 54.36% of respondents strongly agreed to own learning using computer and internet. a 33.00% of respondent agreed to own using computer and internet. About 6.97% and 1.94 % respondents responded Disagree and strongly disagree respectively.

Table shows that majority 58.25% of the respondents agreed that ICT improves student's organizational skills. About 30.09 % strongly agreed while a small number of 0.97 % strongly disagreed, 1.94 % respondents were disagreed and 8.73% respondents were not sure internet ICT helps to acquisition of knowledge and skills.

Table also shows that majority of respondent (54.36%) were Agreed that ICT made them develop interest in the learning context. About 33.00%respondents strongly agreed to that, a small number of respondent 0.97 % respondent strongly disagreed to this and 5.8% respondents disagreed and were not sure also.

Table also shows that majority of respondents 61.16% were agreed for the question that ICT used for accessing information, about 32.03 % respondents strongly agreed for Accessing information. And small number of respondents 3.88% were not sure about that, 0.97% and 1.94 % of respondents were strongly disagreed and disagree respectively. Above table also shows that majority of the respondent 62.13% respondent agreed for the question that I use internet to collaborate with others/ team. About 26.21 % respondent were strongly agreed and while 9.70% of respondents were not sure about that and 0.97 % respondents means only one respondent were strongly disagree and disagree respectively for the internet use to collaborate with others.

Discussion on the availability of ICT resources on students learning.

The study established that the availability of the different ICT resources in the University is still very much wanting. About 16.50%of respondents were said that still computer/pc in classroom is fairly available. About 81.55% of respondent were sure of availability of Internet in University. Whereas majority62.13% of respondents was responded that television is not available in University. 22.33% of the respondents stated that projectors are fairly available in university, 46(44.66%) of respondents consented about video conferencing equipment in their department is not available. Whereas 83(80.58%) and 93(90.29%) of respondents stated that computer laboratory and library is available respectively. TV, projector, and videoconferencing equipment those ICT resources are still

very much wanting. Whereas some students of home science were said that Audio-Visual lab were available in their department.

Accessibility of ICT resources by students for learning.

The study indicated that easy access of ICT facilities was available in Sant Gadge Baba Amravati University. According to the findings majority of the students always accessed ICT facilities from library (57.28%), computer laboratory (62.13%), resource centers (42.71%), lecture rooms 67.96% and 47.57% of the respondents were agreed that they access internet. The study also shows that computer lab, lecture rooms, and library remains three most popular places to access ICT resources.

User ability of ICT resources on students learning.

The study has shown that there 61(59.22%) of the respondents rated their skills as good in MS-Word. 50.48% respondents rated as good in MS-Power point, 40.77% rated as their skills good in MS-Excel, very small number 36.89% of respondents were good in internet web publishing.   Whereas 36.89% and 33.98 % of the respondents rated their skills in Presentation and video conferencing were good respectively. Same as good number of respondents 51.45% rated that their skills very good in Internet and emailing. Although the respondents scored high on ICT user ability skills, this does not mean that they use ICT effectively. Only what can be inferred is that the respondents rate their skills highly and rating the user skill is not based on any standard and measure. It is just way one perceives his or herself, however, perceiving oneself positively is a very important basis on which to judge the ability to participate effectively in an activity.

Utility of ICT resources on students learning.

The study results that majority of the students 60(58.25%) of respondents agreed for using computer to complete project reports, 33.00% of respondents were strongly agreed, 56(54.36%) of respondents rated that they use computer to type course works and assignments, 58.25% of respondents rated that they use ICT for acquisition of knowledge. Whereas 54.36% of the respondents rated that ICT made them develop interest in the learning content, 63 (61.16%) of respondent said that they use ICT to access information. Whereas 64 (62.13%) of respondents rated that they use internet to collaborate with others/team. The result shows that majority of respondents use ICT resources for their learning.

CONCLUSION

ICT infrastructure of the Sant Gadge Baba Amravati University is well developed. However, some ICT resources like Television, projectors, and video conferencing equipment sets were considered to be fairly available. University provides students with free internet connection in campus. ICT access of students of Sant Gadge Baba Amravati University was good. Whereas less than 30% of students sometimes access ICT. Students in using different ICT resources results that their skills as good in all the aspects like word processing, MS-power point, Excel, internet web publishing, presentation, videoconferencing and internet and emailing. Utility of ICT among students learning of Sant Gadge Baba Amravati University is good. University should organize programs on SWAYAM, e-PG pathshala platforms to students. Training on use of various ICT to students which are from remote areas.

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Barriers and Limitations of E-Learning

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ABSTRACT

In recent years, e-Learning has become increasingly important in educational institutions. The development
and introduction of a variety of e-Learning tools has been causing numerous changes in higher education
institutions. On the other hand there are some barriers and limitations in actual implementation. In this paper
author has discussed these limitations.

Keywords- limitations of e-learning, ICT, barriers in online learning

I. INTRODUCTION

The environment of higher education is evolving. Rising costs, shrinking budgets, and an increasing need for
distance education are causing educational institution to reexamine the way that education is delivered. In
response to this changing environment, e-learning is being implemented more and more frequently in higher
education, creating new and exciting opportunities for both educational institutions and students.

In today's rapidly changing electronic world (e-world) the key to maintaining the appropriate impetus and
momentum in organizational and academic environments is knowledge. In this situation continuous,
convenient and economical access to training and qualifications assumes the highest priority for the ambitious
individual or organization. This requirement can be met by e-learning, one of the fastest growing areas in the
high technology sector. Numerous names are used to denote learning activities supported by the Internet and
other ICTs. These include Web-based learning, online learning, Asynchronous Learning Networks and Blended
learning.

E-Learning:

E-Learning may also be defined as the acquisition and use of knowledge distributed and facilitated primarily by
electronic means. This form of learning depends on networks and computers but may involve CD-ROMs,
software, other media, and telecommunications. E-Learning can take the form of courses as well as modules and
smaller learning objects. E-Learning may incorporate synchronous or asynchronous access and may be
distributed geographically with varied limits of time.

E-learning has yet to be widely accepted as the term to describe 'technologized' learning in all its forms. Authors agree that a single definition for eLearning has yet to be found.

A range of terms such as tele-learning, telematics ,online learning , distributed learning, flexible learning may all point to a similarly conceived educational experience. Rosenberg (2001), writing about corporate e-Learning, forms a definition based on three fundamental criteria:

- e-Learning is networked, capable of instant updating, storage/retrieval, distribution and sharing of instruction and information.
- It is delivered to the end-user via a computer –using standard internet technology.
- It focuses on the broadest view of learning –learning solutions that go beyond the traditional paradigm of training.

However no weightage is given to any of the concepts in the framework, thus the potential to connect dispersed groups of learners, to develop new forms of interaction in the learning experience and to provide greater flexibility for the learner appear equal to the use of internet, intranet, telephone and broadband technologies.

Barriers in E-learning:

The problems relating to e-learning which need immediate attention were as following:

i) Issues Related to Teachers:

In online environment, a teacher has to be an administrator as well as instructor. Basically, a teacher has to have four main skills of an administrator, facilitator, technical supporter, and evaluator. They should have administrative skills to ensure that the programme runs smoothly. General feeling among teachers is that for implementing e-learning programmes they have to work in addition to the routine work of traditional teaching; they have to write course materials, check assignments, attend to users' queries, and provide feedback through e-mails. Studies have revealed that teachers need nearly twice as much time to teach an online course compared to a traditional course. So they need to be supported and facilitated in terms of resources to ensure that e-learning courses are developed appropriately and needs of the students are optimally met. They should get help and support through the transition period before e-learning courses become commonplace. It takes more time on the part of faculty members to develop content and provide online versions of content therefore; teachers should be given incentives and appreciations from accreditation agency for engaging in e-learning applications. Professional development of teachers is a prerequisite for any e-learning programme to be sustained over a period of time. The teachers should be offered training at regular intervals so that they are well versed with latest technologies and protocols and are ever prepared to embrace and implement e-learning in their teaching work unhesitatingly. The administrators and faculty members have an indifferent attitude towards introducing innovations in education. They feel they will not be rewarded for the additional work and efforts which they take. The university authorities and accreditation bodies should give some recognition or incentive to those who initiate ICT-enabled teaching and learning procedures.

ii) Issues Related to Institutions:

Institutions often have to cope with shrinking budgets and weak infrastructure to engage in any sort of innovations with regard to teaching and learning. Complain about quality assurance has acquired lot of

importance in higher education sector. The national bodies like NAAC and NBA (of AICTE), which provide guidelines for development and maintenance of quality assurance and procedure should also develop and set benchmarks for e-learning programmes. The accreditation bodies should clearly cover areas such as course structure, development, student support service, teaching and learning, and assessment and evaluation. Presently, the online degrees do not have the credibility and recognition in the society and the market. The lack of interaction between the teachers and the learners and the low admission standards for online courses are the causes of concern among the employers and the public. More concerted efforts should be taken for wider recognition from accreditation bodies of the country, which in turn would help to gain more learner interest in e-learning programmes.

iii) Issues Related to Students:

It should be widely communicated among the student community and potential employers that e-learning programmes are at par with the traditional ones. This will certainly encourage the students to go for online courses. For instance, the LIVE programme of IGNOU has less than 10 students whereas the equivalent distance learning course of the same university has students in hundreds.

Generally the institutions, universities complain of paucity of funds and dwindling of budget, which prevent them from implementing e-learning programmes. To overcome this problem, some policy needs to be laid down and a certain percentage of university budget should be earmarked for piloting and implementing e-learning programmes. The students are also found not to be techno savvy so they avoid taking e-learning courses.

Those students who are comfortable with e-technologies and spent hours in chatting and surfing also have a negative mindset in applying the same for the purpose of education and training. The students need to have skills of critical thinking, research and evaluation as there is abundance of information in electronic environment. Students are highly independent and need to be immensely motivated to learn. The e-learners perform as well as the learners in the conventional system; but there is higher incidence of drop outs. The learning outcomes are affected by e-learning system quality, e-learning readiness, and e-learners' competencies. Efforts should be taken to improve up one- learners' online learning skills of self-direction, met cognition, and collaboration. The e-learners should also get adequate learner support system to succeed. They may not know how to participate in discussion forums, bulletin boards, make use of blogs, wikis, podcasts and vodcasts and so on so forth; they doubt if they will get teachers' support. For this, training sessions, user awareness and orientation programmes should be organised before e-learning courses are launched. Students may take time to get accustomed to the new e-learning environment. They should be told how to access and use courseware and other electronic resources; pop-up boxes in the courseware can be incorporated in order to provide advice and guidance to the learners.

Limitations of E-learning:

Students need necessary hardware for e-learning such as desktop or notebook computers and printers. Therefore, one of the major technological limitations of e-learning is the necessity of computer hardware and relevant resources. Although, e- Arising from extensive literature review, e-learning limitations can be categorized as technological limitations, limitations compared to traditional campus, and personal issues. Limitations that do not fit into these categories are considered as other limitations.

i) Technological limitations:

Learning comes with benefits such as unlimited access 24 hours, 7 days a week, this privilege does not seem to be feasible for some people in rural areas due to the inability to access Internet services.

ii) Personal limitations:

Preparation is indeed needed for newcomers as they may think that non-traditional learning such as e-learning is the same as a traditional learning environment. Newcomers to nontraditional learning may get lost because they do not know what to do as there is no detailed guidance from the teacher. These newcomers need some orientation courses in order for them to get used to anon traditional learning environment like e-learning. Therefore, it is not surprising to see newcomers needing to be psychologically prepared for the e-learning environment.

iii) Limitations compared to Traditional Campus:

Lacking physical interaction is another limitation in e-learning. The lack of physical interactions made e-learning students feel isolated and apprehensive. Lacking physical interaction may also affect the completion rate. Physical classrooms however will enable learners to learn faster, as they can always refer to the instructors or peers for guidance. Body language is absent in e-learning.

Apart from this lack of physical interaction, e-learning is also criticized for not having facilities like traditional campuses: internship, volunteer opportunities, access to physical library, book stores, career and development counseling.

iv) Design Limitations:

Poor design of the e-learning courseware is a major issue for learners and e-learning providers. A poor design "gave users a feeling of being stressed and badly treated by the system". They further said this causes users to feel frustrated and eventually stop learning. Courseware design should be tailored to the needs of the learners: it should be easy to use and students should have easy access to guidance and information. Since e-learning is designed basically for the ICT savvy, it may be too technical for ICT novices. In short, the courseware should be easy to use and come with detailed guidance and ultimately be suitable for all learners.

v) Other limitations:

Although e-learning provides 24 hours and 7 days of unlimited access, this may not be advantageous to some individuals. 24/7 is a good marketing scheme, but online learners and professors burn-out easily". This never-ending learning and teaching process will easily stress both the learners and especially the instructors. Difference in time zones is another problem in online e-learning, as it is accessible for learners from all over the world. It is rather hard to schedule an online class to accommodate different students from different time zones.

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Indian Women Writers Invaluable Contribution in English Literature

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ABSTRACT

The objective of this research paper is to highlight the invaluable contribution given by Indian women writers in Literature. Writings by women has given a new dimension to the Indian literature. In the 20th century, women's writing has been considered a powerful medium of modernism and feminist statements. The last two decades have witnessed phenomenal success in feminist writings of Indian English literature. Indian women writers have given a new direction to the Indian literature. They have made an everlasting mark in the field of English literature by their outstanding writing ability. Now we can see a new awareness in women in all walks of life. Since ages women have been the point of unfriendly remarks. All the negative views find place in the form of myths, stories, legends and history. "A man's life without a woman is like a flower without fragrance, a ship without a rudder or a body without spirit." A woman plays a pivotal role in her family. Both man and woman are congratulatory to each other. Women are showing their spirit in every field, and in some respect, far better than the men. Now, women are not a marionette in the hands of men. They are equaled efficient like men. Indian English literature has gifted numerous enthusiastic women novelist as Sarojini Naidu , Mena Alexander ,Tooru Dutt , Shobha De and many more. All of these female writers are famous for their bold point of view that they tried to reflect through their literary works. Their contribution not only flourishes the English literature but also colored the life of women and society . In a nutshell, it can be said that their novels focused on the women characters as a protagonists who are isolated in the male dominating society. So that in general their contribution is admirable and Indian women writers has been received high appreciation not only from India but also from rest of the world.

KEYWORDS: Indian, women, writers, literature, feminism, English.

I. INTRODUCTION

Indian English literature specifically relates with works in English language written by Indian writers. Indian English literature covers wide area of writings in various genres. Indian writings have turned out to be a new form of Indian culture and voice in which India can converse regularly. Indian women writers, poets, novelists and essayist have been making momentous and considerable contribution not only in Indian English but also in world literature. Indian English literature not only flourished by men writers but women writers has also given crucial contribution in the development of Indian English literature. Indian women writers have provided a new dimension, scope and objective to the India English literature. Indian English not only deals with novels

but also deal with relationship with poetries and short stories because ,before the rise of novel many women writers of India has composed various types of songs , pomes, hymns and short stories and expressed their feelings and emotions. In the old days the works written by women writers in India considered undervalued and useless because of the patriarchal assumptions. In those days the Indian societies mostly gave priority and value to male writers only, it was the time when all the women writers used to write about the women's perception and their unspoken feelings but only within the limited enclosed arena. As the time passed during the 19th century more and more women writers started to took active part in India's reformer movement and with the arrival of 20th century women's writing is considered as a powerful mode of modernism and feminism.

II. MAIN BODY

Woman writers in India has brought Indian English literature on the new dimension by their extraordinary talent of conveying ideas through the variety literary works in every genres, the contribution of Indian woman writers are mostly appreciated in all literary categories most of the women writers try to express the inner grief, discrimination, dissatisfaction and, agony through their written works. Most of the woman writer in India Indian English literature has described the life of woman who is caught between their own aspirations and constricting forces of patriarchy.

Whenever there is a talk about literature then we can see a large number of women writers have been given their invaluable contribution in the every genre of Indian literature in English. While talking about the beginning of woman's contribution in literature the very first name occurs in mind that is Sarojini Naidu. She was born in 1879 in Hyderabad in very learned family and grown up in educational atmosphere,she started writing at the early age, when she was only 11 years old she wrote her first poem "Lady of Lake" which has 1300 lines, her first major collection of poem named "The Golden Threshold "published in 1905 this collection contains more than 40 lyrics on variety of matters. Sarojini Naidu has charmed her reader by her exquisite writings and simple subject and style, these collection of her poems not only express her feeling but also it is an expression of temperament. In this collection the subject matter selected by Sarojini Naidu is very basic and plain it covers a variety of subjects ranging from "Invocation to India to Lord Buddha seated on Lotus". The majority of lyrics is about the common people of India engaged in their daily activity such as snake charmer,weaver,farmer,hawker,palquin barrier,dancers and wandering singers etc. in some of her poems she has beautifully described simple Indian life and rich culture with the use of various symbols and imagery, her poems also deals with the relationship between human life and nature, her poems always consist very lucid language which is easy to understand, as we see in her choices of subjects and diction in these lines.

> *"whole lightly we bare her along*
> *she sways like a flower in the wind of our song*
> *she swims like a bird on the foam of stream*
> *she floats like a laugh from the lips of dream"*

In these lines we can see that how simple and easy subject matter is selected by Sarojini Naidu. Sarojini Naidu also known as the "Nightingale of India" 'this is the title given her by Mahatma Gandhi. In 1912 she published her second collection of poems the "Birds of Time"these collection of poems consist 46 lyric and the title of this collection is taken from Scott Fitzgerald's translation of "Omar Khayyam", most of lyrics in this collection deals with the theme of love predominance, love in nature ,no less than in human life. This collection of poems also deals with the theme of nature simple flock life ,patriotism ,mysticism ,love and death.

In 1917 Sarojini Naidu published her third collection of poems "*The Broken Wings*"in London it was published by William Heineman it is collection of 61 short lyrics in which Sarojini Naidu shows the equal attraction for the Hindu and Islamic traditions ,this collection of poems includes beautiful lyrics such as The Flowering Year, The Temple, The Gate of Delight, The Path of Tears and the Sanctuary. In the year 1943Sarojini Naidu published her third collection of poems "The Sculptured Flute" which contains her finest poems such as The Bird of Time, Indian love song, Ecstasy and much more all these poems deals with very basic and common subjects of daily life of common people Sarojini Naidu's final collection of poem "The Father of Dwan" published posthumously by her daughter Padmaja Naidu, this collection of poems consists 33 finest lyrics such as a Persian Lute, Song, The Gift, The Amulet, The Festival of Sea, this collection describes that Sarojini Naidu has not abandon the poetry as it has been supposed by some people.Her poetic veins did not dry up because she continued to sing like a bird until the end. All the collections of her poems of employs very simple themes and symbolism most, of her poems deals with the simple joys and hopes fears and lives of common people living in the town and country. Her poems also deals with the themes of aches and ecstasies of love and nature Sarojini Naidu's contribution in literature is remarkable and her unique ability of conveying ideas through the images and symbolism made her one of the greatest author in English literature. She has been widely recognized as writers of common people because most of themes of her works always revolve around the lives of common peoples and their routine life and activity.

When we talk about women's contribution in literature there will be numerous names we came across who has given their massive contribution in the development of literature and established themselves among the rank of renowned writers of literature in English.

Meena Alexander born in 1951 in a Bengali family she known as one of the greatest diasporic writer of India. Meena Alexander recognized for expressing her own lifes diasporic experience through her poetry uprooting and exile, alienation and identity, migrant memories and traumas of immigrants. Meena Alexander has written many beautiful poems on the theme of melancholy, death , and devaluation of values , her well known publication are the "Birds Bright Ring"published in 1976 "Without Place" in 1978 and "I root My Name" in 1977, are the some of the greatest collection of her poems, her majority poems deals with the "stream of consciousness" technique and "dramatic monologue" technique her perfect and extraordinary command over the language and diction and use of suitable imagery and symbolism and highly expressive words and spontaneity are the outstanding characteristics of her poetry and which stood her in the rank of one of the famous poet of 20th century.

Toru Dutt one of the renowned woman writer who has been established herself in row of most outstanding women writers in the literature Toru Dutt recognized for her invaluable contribution in literature.Toru Dutt was born in 1856 in Bengali family when she was very young her father took her to Europe, she got her primary education under the guidance of her father. She had a great command on Bengali, English and French but she showed her great interest for English language to express herself and she composed her mostly works in English language, her outstanding and creative works is not only a successful illustration of synthesis of Indian and English culture but Indian life also. She was highly interested in the songs and legends of India which she used to listen from her mother in her childhood. Toru Dutt recognized for her famous literary work which includes "A Sheaf Gleaned in French Fields" it is anthology of 173 poems which express her personal experiences and feelings through the beautiful symbolism and imagery with lucid diction. Toru Dutt also recognized for her collection of ancient ballads legends of India which she has been very beautifully described in her anthology of poems named "A Sheaf Gleaned in Sanskrit Field" which was published posthumously in

1882. Toru that's major poem "Savitri" published in 1882 recognized as her masterpiece poem beside the collection of poems Toru Dutt also wrote a romantic novel named "Bianca or The Young Spanish Maiden", it was a great novel which tells the story of a young girl mourning loss of her sister ,which was appeared in serial form in Bengali magazine the novel presents the theme of faith, family and the experience of young foreigner living in England. Toru that was prolific writer known for her huge contribution in literature despite living a very short span of life she has been recognized for her outstanding style of writing and presenting the ideas in very practical manner. Toru Dutt was natural poet who wrote lyrics giving utterance to her youthful dreams and her love for nature. She left the world at the early age of 22 due to tuberculosis in 1877. Though her contribution to English poetry during her brief life span is very significant and valuable because of which she has gained a prominent place in the history of English literature and she would be remembered for her remarkable quality of work for the very long time.

While talking about the woman's contribution in literature the name of prominent Indian English writer Shobha De holds a respected place.Shobha De my was born in 1948 considered as one of the prominent women author of India who is recognized for her invaluable contribution in the field of English literature. Shobha De mostly known for her scripts of TV shows she often recognized as feminist because most of her literary works shows the concern with the problem and crisis of women and their lives. In her early days she worked as a model and later on she made her career in journalism, in 1970s Shobhaa De became famous after editing the magazine named "Nari Hira". Her literary writing journey eventually turned her into India's bestselling author more than seventeen of her novels climbed the best selling books charts at once and her works has been translated into many languages. While Shobha De used to write for a Times of India as a columnist she has been beautifully described the social life of Mumbai as well lavish and dazzling lifestyle of celebrities.

Shobha De recognized as great successful woman, as a novelist, a columnist, and perfect homemaker said by herself in her autobiography "Spouse". Her famous works includes "Shethji" published in 2012, "Shobha at Sixty" in 2010,"Sandhyas Secret" in 2009 and much more which established her one of the most successful woman novelist of India. Her well known novel "Starry Nights" is an allegedly inspired by the two famous Bollywood off screen couple, the book also described the dynamics of Indian showbiz industry. Her works got high response from the reader because of her unique style of presenting the real picture of social life in very easy way.

III. CONCLUSION

In conclusion we must say that the contribution of women writers in literature is really invaluable, in ancient time woman's has not got any basic freedom but they have establish their place among the all male writers with their marvelous ability of writing. Indian woman writers has been read and praised by their readers and they give immense contribution of their writing in the every genre of literature and also gained high appreciation in 20th and 21st century, women writers has established themselves in the rank of most successful writers of the world they have been using English to represent the Indian culture and spirit. The work written by women writers is amazingly impressive and it has attracted attention widely with the passage of time.

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Contribution of Women in Indian English Literature

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ABSTRACT

The establishment of East India Company led to the spread of English language in the early 1600s in India. The British decided to educate and civilize the Indian population for their benefit. The promotion of printing press helped them to publish Indian and English literature. Thomas Babington Macaulay introduced English education in India through his famous minute of February 1835. Mahatma Jyotiba Phule and Savitribai Phule are prominent figures who supported women's education in India. They started the first-ever school for girls in India in 1848 at Bhinde wada, Pune. Savitribai is well known as India's first woman teacher. Her contribution helped women to get proper education, financial independence, and led to the economic growth of the country. It also helped in the expansion of Indian English literature in India. Several women writers have played an excellent role in the field of writing English literature.

The present research paper analyzes and interprets the contribution of women in Indian English literature. It is an analysis of some women authors and the contribution of their works to the development of English literature in India.

Keywords: Literature, history of IEL, contribution of women in IEL, etc.

I.   INTRODUCTION

to The concept of word literature is continuously changing over the period. 'Literature' is a piece of work that changes readers' perception towards life. Sometimes it instructs, surprises, entertains, and helps the reader to enter in the world of fantasy. It is authors' responsibility to follow a particular literary style and achieve the highest aim of writing. But any piece of writting cannot be considered as a part of literature. Every literary work such as poetry, drama, novel, short story, bildungsroman, novella, etc. should have lasting importance then only it can be included in the canon of literature. M. H. Abrahams defines literature as:

"Literature has been commonly used since the eighteenth century, equivalently with the French belle letters (beautiful writing), to designate fictional and imaginative writings-poetry, prose, fiction, and drama." (Abrahams, 2014: 199)

The above-mentioned definition suggests that literature should have aesthetic value. In ancient times literature was orally transmitted from one generation to the other. The invention of printing press became an important reason behind the widespread of new learning and imitation and adaptation of literature all over the world. In

present time, literature is an umbrella term that includes poems, short stories, biographies, autobiographies, novellas, novels, drama, etc. Today each country has its wealth of oral or written literature such as Indian, American, French, African, Russian, Japanese, and Chinese literature.

II. THE HISTORY OF INDIAN ENGLISH LITERATURE

The history of Indian English literature starts with a travel narrative The Travels of Dean Mahomet (1794) written by Sake Dean Mahomed. Rajmohan's Wife (1864) is the first Indian novel written in English by Bankim Chandra Chattopadhyay. Other prominent figures of IEL are Henry Derozio, Michael Madhusudan Dutt, and Rabindranath Tagore followed by Sri Aurobindo. Mulk Raj Anand, Raja Rao, and R.K. Narayan are the pillars of Indian English literature. The contribution of these Indo-Anglian writers increased the popularity of Indian English literature during the 1930s. Along with these male writers, women novelists, short story writers and poetess have continued the rich Indian tradition of folklore, fables, storytelling, mythology, religion, culture, tradition, and much more. Women writers led the proper foundation of IEL with their distinguished personalities, portrayal of female subjectivity, and depiction of their own identity. Their continuous effort brings IEL to its current position. This change does not occur in one day but it is a slow process that developed over a period of time. Women writers throw light on the themes of nationalism, patriotism, domestic violence, feminism, revolt against British rule, a quest for identity, etc.

Traditionally women writers were bound to write about the fixed domestic area but 19th and 20th-century women writers gave a new dimension to IEL. In the 19th century, women writers actively participated in India's freedom struggle against British rule. In the 20th century, women's writing strongly supported the new wave of modernism, postmodernism, and feminism. In the present time, women writers of IEL have achieved phenomenal success through their powerful intellectual writings. Writers like Toru Dutt, Sarojini Naidu, Kamala Das, Kamala Markandeya, Nayantara Sehgal, Arundhati Roy, Anita Desai, Kiran Desai, Sudha Murthy, Jahnavi Barua, Anju Makhija, Mahashewata Devi, Sujata Bhatt, Smita Agrawal, Nalini Priyadarshni, Rukmini Bhaya Nair, Anuradha Bhattacharyya, Meena Alexander are the prominent figures of IEL. Some of these women writers' contribution to IEL is discussed thoroughly in the present research paper.

III. CONTRIBUTION OF WOMEN IN INDIAN ENGLISH LITERATURE

Toru Dutt (1856-1877) was an Indian Bengali poet and translator from colonized India. She is one of the prominent figures of Anglo-Indian literature along with Henry Derozio, Sarojini Naidu, and Manmohan Ghose. Most of her works are written in English and French. Toru Dutt is the first Indian woman novelist who is well known for her unfinished English novel Bianca, or The Young Spanish Maiden (1878). Her well-known poetry collection is A Sheaf Gleaned in French Fields (1876). It includes 165 poems and translations from about 70 French poets. She wrote Ancient Ballads and Legends of Hindustan (1882) that include translations and adaptations from Sanskrit literature. Her poems like Sita and Lakshman are based on the theme of the Ramayana. Her poems are based on the theme of patriotism, loneliness, aspiration, and regret.

Sarojini Naidu (1879-1949), 'the Nightingale of India' is another prominent figure of IEL. She is Bengali who lived in Hyderabad. Her birthday, 13th February is celebrated as National Women's Day in India. She is well-known as an Indian activist, political leader, feminist, and poet. Her popular poems are Bird Sanctuary, The Queen's Rival, Palanquin Bearers, Coromandel Fishers, The Pardah Nashin, and To a Buddha Seated on a Lotus.

Arthur Symons praised her first anthology The Golden Threshold (1905). Sarojini Naidu's other famous poems are The Bird of Time (1912), The Broken Wing (1917), The Sceptred Flute (1943), The Feather of the Dawn (1961), and The Indian Weavers (1971). Her poems depict the themes of love, rustic life, moral values, patriotism, religion, etc.

Kamala Das (1934-2009) gain popularity as a leading Malayalam author and Indian English poet. She is famous for her autobiography, short stories, and poems. She was shortlisted for Nobel Prize for Literature in 1984. Kamala Das wrote poetry collections such as Summer in Calcutta (1965), The Descendants (1967), The Old Playhouse, and Other Poems (1973). She wrote a short story collection Padmavati the Harlot and Other Stories (1992) and a novel Alphabet of Lust (1977). Her poems describe romantic subjectivism, expression of feminine sensibility, male dominance, suppression of women, sufferings of women, etc. The central themes of her poetry are freedom, justice, gender politics, communal conflict, home, etc.

Meena Alexander (1951) is an Indian English author, born in Allahabad, in a Syrian Christian family from Kerala. Now she lives in New York. She is well known for lyric writing.

It focuses on the violent events that compel people to cross borders. She wrote poetry collections such as House of a Thousand Doors (1988), Birthplace with Buried Stones (2013), Quickly Changing River (2008), Raw Silk (2004), and Illiterate Heart (2002). Her well- received poems are Muse, Cadenza, Central Park, Carousel, and Night Theatre. She wrote two novels that are Nampally Road (1991) and Manhattan Music (1997). Her well-known essay collections are Poetics of Dislocation (2009) and The Shock of Arrival: Reflections on Postcolonial experience (1996). Her critical writings include Women in Romanticism: Mary Wollstonecraft, Dorothy Wordsworth, and Mary Shelley (1989) and The Poetic Self: Towards a Phenomenology of Romanticism (1979). Her writings deal with the themes of migration, subjectivity, partition, exile, identity crises, etc.

Mahasweta Devi (1926-2016) is an Indian English author, born in Dhaka, Bangladesh. She received many honorable awards such as Jnanpith Award in 1996, Sahitya Akademi Award in 1979, the Padmashree Award in 1986, the Magsaysay Award in 1997, and the Padma Vibhushan Award in 2006. She was nominated for Nobel Prize for Literature in 2012. Most of her works are adapted for films. She wrote an autobiography of the queen of Jhansi, Jhansi Rani (1956). Devi wrote two novels that are Mother of 1084 (1974) and Right to the Forest (1979). Her short story collections are Agnigarbha (1978), Murti (1979), Stanyadayani (1980), and Chotti Munda Ebong tar Tir (1980). She portrayed the hardships of the tribal communities in the states like Bihar, West Bengal, Madhya Pradesh, and Chhattisgarh through her writings. Her writings throw light on the themes of protest against oppression and injustice, protest for liberation, freedom of the downtrodden, etc.

Nayantara Segal (1927) is an Indian English writer born to Vijaya Lakshmi Pandit, sister of Jawaharlal Nehru. She won Sahitya Akademi Award in 1986 for her novel Rich Like Us (1985). Her other prolific novels are Mistaken Identity (1988), A Time to Be Happy (1963), This Time of Morning (1965), and Storm in Chandigarh (1969). She wrote two memoirs that are Prison and Chocolate Cake (1954) and From Fear Set Free (1963). Segal wrote a work based on the theme of India's freedom struggle that is The Freedom Movement in India (1970). Her writings throw light on the themes of politics, women's rights, self-realization, emancipation of women, justice, and opposition to women's exploitation.

Sudha Murthy is an Indian English writer born in 1951 in Shiggaon, Karnataka. She is an author, educator, actor, philanthropist, and chairperson of the Infosys Foundation. She is honored with the Padma Shri Award in 2006. She is the founder of many orphanages, played an important role in rural development, provided several facilities to Karnataka schools, and developed 'Murthy Classical Library of India' at Harvard University. She is best known for her works such as Dollar Bahu, Runa, Gently Falls The Bakula, Mahashweta, Wise and

Otherwise, Three Thousand Stiches, House of Cards, The Serpant's Revenge, etc. Most of her works are adapted for films. Her novels deal with the themes of feminism, relationships, moral values, self-realization, charity, love, humanity, etc.

Suzanna Arundhati Roy is an Indian English author, actor, and screenplay writer born in 1961 in Shillong, Meghalaya. She won Booker Prize for Fiction for her best-selling book The God of Small Things (1997). Her other well-known works are We Are One: A Celebration of Tribal Peoples and My Seditious Heart. The central themes of her writings are Indian history and politics, social discrimination, miseries of Indian women, caste discrimination, cultural tensions, etc.

Anita Desai is an Indian novelist who received a Sahitya Academi Award in 1978 for her immensely popular novel Fire on the Mountain. She also received the British Guardian Prize for The Village by the Sea and Padma Bhushan Award in 2014. Her best-known works are Cry, The Peacock (1963), Clear Light of Day (1980), The Village by the Sea (1982), In Custody (1984), Journey to Ithaca (1995), Fasting, Fasting (1999), The Zigzag Way (2004), etc. the prominent themes of her writings are isolation, love, childhood, fantasy, tension, etc.

Women writers of India contributed to the development of IEL through their unique themes, revolutionary ideas, and path-breaking concepts. They worked hard for the uprising of the weaker section of society, welfare of the society and fought against the subjugation and suppression of women. Their ideas, thoughts, and works lead to self-confidence and self- realization. In this way, the present research paper presents a brief study of the contribution of women writers in IEL.

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Role of Human Values

Dipali T. Deshmukh

Role of Human Values

lf is possible to desing our life through a value system.

I. INTRODUCTION

What are values :

Human valuse are most important in life-so important that people are and should be ready to sacrifice almost anything to live with their values honesty, integrity, integrity. love and happiness are some of the end values of destination values that human beings seed to attain, practise and live with On the other hand, values such as health, moner, fame, status, intelligence, and so on are the means values or path valuse which help achieve the and values, The edn values and the means values are also known as termina valuse and instrumental values respectively, While the end values are constant, and guide us to achieve the higher order goals, means values are temporary in nature and help us achieve comparatively lower- order golas.

Why is it important to know about values ?

Knowing our values helps us achieve clarity regarding why we do what we do, and accondingly stay on track and live a consistent life. All our actions and decisions are affected by our values, Anthony Robins, in his book titled Awaken the ciant within states that values guide our decision and, therefore, our destiny Those who know their values and live by them become the leaders of our society. Knowing our values helps us desing our life goals since we know what is most important for us today and on an ongoing basis Values are as important as competencies to achieve our goals. Knowing others' values is equally important to understand their by understanding their values while terminal values provide us a sense of fulfilment, richness, and reward, the instrumentall of temporary values provide us a direction to achieve our life goals sticking to the terminal values,

How to identify our values?

The simplest method to identify our values and that of others is to prepare a list of what is most important to us, both personally and professionally, Then. these can be segregated into terminal values and instrumental values lt is worth periodically repeating this exercise since the instrumental values keep changing. The best time bo review our values is the time when we review our goals. what are human values in educction common human values are brother hood, ftienddhip, empathy compassi on lole openners, listening welcomino, acceptance recognltion, honerty fcirners, lovaty, sharing and solldatify lespect.

II. CONCEPT OF ETHICS, MORAL VALUES AND EDUCATION

1 What is ethics?

It is the branch of philosophy that deals with the morality. The word ethics has been derived from the Greek word 'ethos' which means character, Ethics covers the following dilemmas:

a. How to live a good life ?

b. what are our rights and responsibilities.

c. The language of right and wrong etc.

2 Moral decisions -1 What is good and bad to a person ?

The concept of ethics have been resulting from religions, philosophies and culture. According to Albert Schweitzer, "it is the activity of man directed to secure the inner perfection of his own personality"

3 What are moral values ?

These are the set of some precious principles which helps a person in becoming a good human being these ctc. According to jerry Springer: "we are all born as empty vessels which cn be shaped by moral values".

4 What is Education ?

The root of word Education is berived from Latin words, 'Educare", Educere' and 'Educatum'. The word 'Educatum'. The Word 'Educare' means to bring up and to nourish. The word 'Educere' means to lead out. The word ' Educatum' means to train. So we can say that education is to bring up, to developing and shaping up the individual talent and his inner potentialities. According to Aristotle: "Education is an ornament in prosperity and a refuge in adversity

III. QUALITY OF HIGHER EDUCATION IN INDIA

Higher education is a leadership education. Indian higher education system is the third largest system in the world, next to the China and United States, In India The higher education system has grown in a extraordinary way, particularly after independence period, to become one of the largest system of its kind in the world, However, the system has many issues of concern at present, like financing and management including access, equity and relevance, re- orientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge based information society of the 21 st century.

IV. CAUSES OF ETHICAL FADING IN INDIAN HIGHER EDUCATION SYSTEM

1 **Privatization of educational Institutes:** Privatization of educational institutes is another major cause for the declining ethical values in education system. The private institutes are unable to produce a complete ' human capital' with ethical standards.

2 **Corruption :** The major cause of ethical fading in education system is rapidly spreading corruption. Corruption in education can include brides and illegal fees for admission and examination; academic fraud,

with holding teacher salaries, preferential promotion and placement, teacher absenteeism and illegal practices in the textbook procurement, real provision and infrastructure.

3   **Teacher's absenteeism:** Teachers are the role models of students and in most rural communities, they most educated and respected personality. Teacher absenteeism is one of the most serious.

4   **Educator's pedagogy does not engage properly teaching methodologies:** Evaluation stresses on routine remembrance. Curriculum design is done by the university and little collection of topics and subjects out of the syllabus. The accumulation or presentation of data is not enough to decide the criteria for quality education.

5   **Lack of value education in Curriculum:** Value education is included in the primary education curriculum but at adult stage, which are the most sensitive stages to build the character of the youth, the curriculum finds no space to value education.

6   **Guru and shishya Bounding going away:** There are many more things to discuss, student sould learn to respect Guru (teacher), A guru should selflessly teach his shishya (student), these days the bounding between Guru-Shishya is going away, and there is no respect of Guru.

V.   STRENGTHENING THE ETHICAL CULTURE OF HIGHER EDUCATION

1   **Inter-institutional Level :** Include ethics in higher education in the accreditations and monitoring policies and training programmes of accreditation institutions and council such the international council for open and distance educatio.

2   **Individual and interpersonal Level -** Promote character education (for student and teachers) as a task of individual and interpersonal. Self-responsibility in order to became of remain globally responsible leaders.

3   **Communication Level :** Strengthen the communication strategy of the institutions for higher education so that integrity, credibility, ersponsibility are part of it = 1. Develop and included.

4   **Intra - Instititutional Level :** The following Dimensions are part of it =
   1) Develop and integrate special ethics curricula in all faculties and reflect on aspect of values in all courses.
   2) Balance technological innovation with social and organisational innovation.
   3) Integrate in staff recruitment values driven behaviour in addition to professional knowledge 4.Develop a policy on research ethics with a research ethics commitee.

5   **Spiritual Level :** Enable spiritual praxis of different faith communities on the campus of institution of higher education as a foundation of ethical intigrity.

6   **Action Level :** Strengthen values driven behaviour not only by words, but also through individual level and collaborative action such as community service. Conclusion Nelson Mandela said "Education is the most powerfull weapon which you can use to change the world." The declining of ethical values in higher education system will give rise to unskilled professional and undisciplined students. This trends need to be addressed if India has to survive as a nation and aquire its due place in the world. The only way to arrest this deterioration is to provide value orientation in Indian educational system. In India, it is neccessary to increase International Journal of Multidisciplinary Research and Development 152 philosophical thinking, to equip the student with ethical values, study research and moral development.

VI. CONCLUSION

Human values play a very leading role in present Educational Institutions. Human values take presence over social values, Human values are now withetiting very fast for which we humans are most responsible. Value bases education should be emphasizes raging from school to university level of education. Human Values is generally know to be a moral standard of human behaviour. Therefore human values should be preserves and protectes today, many researches and publications should be some on several aspects of the society which help to perpectuate the human values of the human community in the post modern era. Human values may be treates as keys to the solution of the global problems. Already some universities prescribes human values and moral values syllabus for improve the humanity of the students.It's a great achievement to present and next society and educational institutions.

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Indigenous Herbal Health Traditions of Gond Community in Gadchiroli District (M. S.)

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ABSTRACT

Densities and viscosities of the binary mixtures of propionaldehyde with methanol, ethanol n-propanol and n-butanol at 298.15, 308. been determined by using experimental data. Viscosity deviations, excess molar volumes and excess free energies of activation of viscous flow have been calculated and correlated with Redlich-Kister polynomial equation.

Keywords: Density, Viscosity, Viscosity deviation, Excess molar volume, Binary system, propionaldehyde.

I. INTRODUCTION

Traditional remedies are used by around 85 percent of India's rural population and 80 percent of the world's rural population to cure various diseases (Sandhya et. al., 2006). In India, the traditional systems of Unani, Ayurveda, Homeopathy, and Siddha account for over 95% of prescriptions (Satyavati et. al., 1987). However, urbanization and acculturation, tribal environment customs, and their faith and belief are all rapidly altering in a negative direction. Because of uncontrolled forest exploitation and destruction, the spread of dangerous chemicals, the introduction of alien species, and overexploitation of natural resources, a number of taxa have already vanished, and others are on the verge of doing so, even before humans were aware of their existence. It's crucial to remember this.

II. STUDY AREA

In the Deccan plateau, the Gadchiroli district of Maharashtra is located between 180 40' and 200 50' north latitude and 790 45' to 800 55' east longitude. It has a total area of 15,434 square kilometres. The states of Chhattisgarh and Andhra Pradesh encircle it. The district, which is surrounded by hills and forests, is classified as a tribal region. Gadchiroli's natural vegetation contains a diverse range of economically and medicinally important plant species. It is well-known for its bamboo and tendu leaves. One of Gadchiroli's tribe communities, the Gond, has evolved a unique herbal health system based on traditional ethnic knowledge regarding the efficacy of the bulk of these plant species.

MAP OF GADCHIROLI DISTRICT
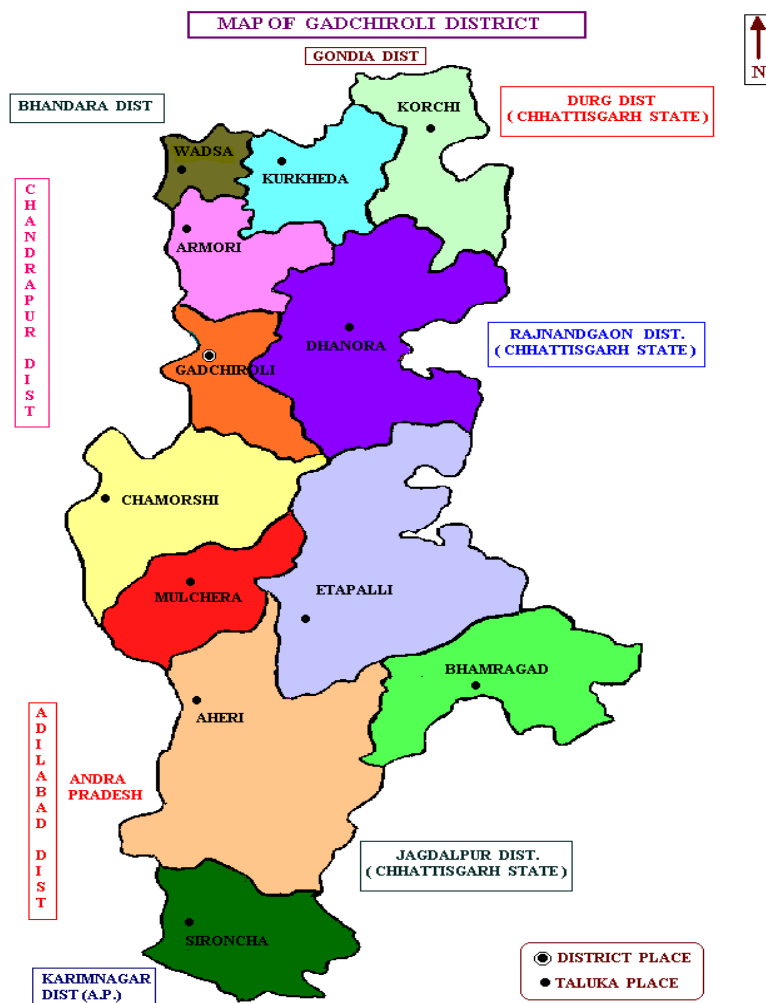
III. MATERIALS AND METHODS

The current article is the result of a comprehensive field survey of various Gond tribal villages in Gadchiroli, including Dhanora, Aheri, Bhamrgad, Korchi, Kurkheda, Chamorshi, and Armori talukas. These communities were discovered to have deep cultural roots. A proper relationship with some of the exceptional persons known as 'vaidyas' and other members of the community was created while gathering the data. Colds, coughs, diarrhoea, rheumatism, asthma, dysmenorrhoea, fever, constipation, and other common health concerns in the Gond community were discovered during visits, and these vaidyas supply medications made from plants or their parts. Aside from vaidyas, discussions with other locals were held to acquire a better understanding of their knowledge, diagnostic methods, and treatments for the aforementioned health issues. The information was gathered.

IV. RESULTS AND DISCUSSION

Data on medicinal plants for treating various health concerns was gathered from vaidyas and local people in the Gadchiroli district's Gond population. It was discovered that medicine men used single species or combinations of species and materials to make powder, paste, aqueous extract, and decoctions of plants and their parts. Table I lists the enumerations and uses of the most regularly utilised plant species by topic.

Table-I Plants used by the Gond community of Gadchiroli district to cure their routine Health problems.

1	Name	*Tinospora cordifolia* (wild) Miers ex Hook
	Family name	Menispermaceae
	Marathi name	Guluchi
	Fls &Frts	January – August
	Chemical Constituents:	The chemical constituents reported from this shrub belong to different classes, such as alkaloids, diterpenoid lactones, glycosides, steroids, sesquiterpenoid, phenolics, aliphatic compounds and polysaccharides.
	Recorded uses	Antipyretic, Aphrodite, asthma, bone fracture, cough, diarrhoea, diphtheria, dysentery, fever, headache, jaundice, malaria, piles, skin diseases, tonic, stomach disorders.
	Local uses	For fever Antipyretic & urinary problems, fever
	Claims and Administration	i) Decoction of stem (10 ml) can be given in all types at fever. ii) About1000 gm of stem bark. Wash the stem & prepare paste. Make decoction & keep this on flame till it get converted into solid material. Prepare tablet from them of 10 gm each. Take twice daily for 7 days.
2	Name	*Terminalia chebula* Retz.
	Family name	Combrateceae
	Marathi name	Hirda
	Fls &Frts	February – May
	Chemical Constituents	A number of glycosides have been isolated from haritaki, including the triterpenes arjunglucoside I, arjungenin, and the chebulosides I and II. Other constituents include a coumarin conjugated with gallic acids called chebulin, as well as other phenolic compounds including ellagic acid, 2,4-chebulyl-β-D-glucopyranose, chebulinic acid, gallic acid, ethyl gallate, punicalagin, terflavin A, terchebin, luteolin, and tannic acid. Chebulic acid is a phenolic acid compound isolated from the ripe fruits. Luteic acid can be isolated from the bark
	Recorded uses	Bronchitis, cold colic, constipation, cough, diabetes, diarrhoea, dysuria, dysentery, eczema indigestion, menstrual complaints, pneumonia, purgative, sore throat, spleen complaint, stomach complaint, dye of hairs, Indigestion, acidity. Constipation, Diarrhoea, Dysentery.
	Local uses	i) A decoction of 6 fruits & 4 gms of cloves should be taken daily at bed time to relieve constipation.
	Claims and Administration	ii) 5 gms of pulp of unripe fruits is given with honey, clove & cinnamon twice daily in diarrhoea & dysentery
3	Name	*Woodfordia fruticosa* L.
	Family name	Lythraceae
	Marathi name	Dhayat
	Fls &Frts	May – June.

	Chemical Constituents	Many chemical compounds including tannins, flavonoids, anthraquinone glycosides, and polyphenols are reported to be present in Woodfordia fruticosa [6] . The presence of three dimeric hydrolysable tannins The presence of three dimeric hydrolysable tannins.
	Recorded uses	Burns, cancer, cholera, cooling, cough, diarrhoea, dysentery, fever, injuries, loss of apetite in pregnancy, monorrhegia, muscle pain, nausea, night blindness in pregnancy, rheumatism, skin diseases, tonic, ulcers, drinks, dye. White discharge. Weakness, white discharge.
	Local uses	i) Leaves are used as bed during sleep to release rheumatism & common cold.
	Claims and Administration	ii) Leaves are soaked in oil for overnight & then boiled, the filtrate oil used for massaging body.
4	Name	*Holarrhena pubescens* (Buch-Ham) Well.ex.G. Don
	Family name	Apocyanaceae
	Marathi name	Pandhara Kuda
	Fls &Frts	February – June
	Chemical Constituents	The primary phytoconstituents are coumarins, ergosterol, flavonoids, phenolic acids, resins, saponins, steroidal alkaloids, tannins, triterpenoids
	Recorded uses	Antidote to snake bite, asthma, bronchitis, fever, cold, colic, constipation, cough, diarrhoea, fever, digestion complaints, dysentery, eczema, epilepsy, headache, jaundice, leucoderma, leprosy, malaria, menrrhogia, menstrual complaints, piles, rheumatism, skin diseases, snake bite, spleen complaints, stomachachea, worms Helminthic infection. Dysentry & diarrhoea, Malarial fever, Jaundice.
	Local uses	i)Decoction of bark about 10 ml(3-4 time a day) is an effective remedy to cure dysentery & diarrhoea. ii) The decoction of the stem bark mixed with black paper is given three times a day for 2 days to cure malarial fever.
	Claims and Administration	iii) Decoction of thoroughly washed root is given early in the morning in empty stomach for Jaundice once a day for 7 days.
5	Name	*Andrographis paniculata* (Burm. F.)wall
	Family name	Acanthaceae
	Marathi name	Bhunimb
	Fls &Frts	December – April
	Chemical Constituents	Kalmegh contains bitter principles andrographolide, a bicyclic diterpenoid lactone and Kalmeghin (upto 2.5%). The leaves contain the maximum active principle content while in the stem it is in lesser amount.
	Recorded uses	Chronic malaria, abdominal pain, diarrhoea, dyspepsia, fever, warm infestation, flatulence, skin diseases. Fever
	Local uses	i)Whole plant – 50 ml decoction, given orally twice a day in malaria.
	Claims and	ii)Whole plant is cut into pieces & boiled into water. About 300 ml decoction is

	Administration	given 2-3 time daily for fever, Cough & liver disorder.
		iii)The whole plant is washed & made into paste. Juice is extracted & filtered with a clean cotton cloth it is given are teaspeorital empty stomach early in the morning for 3 days in gastric disorder.
		iv) The pea size tablets of paste prepared from leaves dried in sunlight. 3 tablets per day are given for 7 days in malarial fever. Leaf juice is given for purifying blood.
6.	Name	*Justicia adathoda* L.
	Family name	Acanthaceae
	Marathi name	Adulsa
	Fls &Frts	August – March.
	Chemical Constituents	Justicia adhatoda contains phytochemicals such as alkaloids, tannins, saponins, phenolics and flavonoids. The most important is vasicine, a quinazoline alkaloid. The vasicine yield of the herbage has been measured as 0.541 to 1.1% by dry weight.
	Recorded uses	Antipyretic, antiseptic, antispasmotid, asthamatic, anthelmic, asthma, boils, bronchitis, childbirth, cold, cough, dislocation of joints, eczema, malaria, rheumatism.
		Cough, asthama, bronchitis.
	Local uses	Cough, asthama, bronchitis, fever.
	Claims	i)Decoction of leaves mixed with honey (20 gm) provides relief in cough bronchitis & asthma.
	Administration	ii)Leaves & stem is cut in to pieces, boiled under mild heat. About 200 ml decoction is given 2 -3 times daily.
		iii)Take 100 gm leaves. Take a pot with water in it. Bind the pot with cloth. Keep leaves on the cloth. Keep the pot on flame for 15 minutes. The extract juice of leaves. Take 30 ml of juice once daily for 3 days for cough.
7.	Name	*Vitex nigundo* L.
	Family name	Verbenaceae
	Marathi name	Nirgudi, Nirgundi.
	Fls &Frts	January – June.
	Chemical constituents:	The main compounds identified are viridiflorol (26.52%), p-caryophy/lene (13.20%), 4-terpineol (4.46%), linalool (2.04%), globulol (1.82%), elemol (1.48%), fJ-farnesene (1.38%) and aromadendrene (1.04%).
	Recorded uses	Abortification, ansascra, blisters, boils, bone fracture, body ache, colic, cough, diarrhoea, diuretic, dropsy, dysentery, eczema, epilepsy, expectorant, eye complaint, fever gout, gum trouble, headache, itching, leprosy, paralysis, pneumonia, reduce sex desire, rheumatism, skin diseases, scabies, testes disorder, toothache, tonic, wounds, fever.
	Local uses	Joint pain, rheumatism.
	Claims	Rheumatism, common cold.
	Administration	i) Leaves is used as bed during sleep to release rheumatism & common cold.

		ii) Leaves are soaked in oil for overnight & then boiled the filtrate oil used for massaging body.
8.	Name	*Piper longum* L
	Family name	Piperaceae
	Marathi name	Pimpli
	Fls &Frts	Oct- Nov
	Chemical Constituents	The principal monoterpene compounds in the pericarp were α-pinene (9.2%), 2-β-pinene (14.3%), δ-3-carene (21.5%) and dl-limonene (18.8%), and the primary sesquiterpenes were α-copaene (5.1%) and caryophyllene (17.2%).
	Recorded uses	Asthama, bronchitis, child birth, cholera, diarrhoea, dysentery, fever, cold, cough, indigestion, paralysis, rheumatism, snake bite, spleen complaints, stomach ache. Cough
	Local uses	Cough & cold.
	Claims	The powdered fruits mixed with honey are used in cough & cold twice daily for 5
	Administration	days in fever.
9.	Name	*Emblica officinalis* Gaertn. Frutc.
	Family name	Euphorbiaceae
	Marathi name	Avala
	Fls &Frts	February – October
	Chemical Constituents	Higher amount of polyphenols like gallic acid, ellagic acid, different tannins, minerals, vitamins, amino acids, fixed oils, and flavonoids like rutin and quercetin.
	Recorded uses	Anthelminthic, depurative, brain tonic, digestive, carminative, diuretic, contraceptive, stimulant, laxative, constipation, asthama, bronchitis, fever, dental caries, cardiopathy, astringent.
	Local uses	Acidity, indigestion.
	Claims	Constipation
	Administration	The aqueous extract of fruit mixed with the fruits of Hirda & Behada is used in constipation.
10.	Name	*Asparagus racemosus* wild.
	Family name	Liliaceae
	Marathi name	Shatavari
	Fls &Frts	June – October.
	Chemical Constituents	The major bioactive constituents of Asparagus are a group of steroidal saponinsOther primary chemical constituents of Asparagus are essential oils, asparagine, arginine, tyrosine, flavonoids (kaempferol, quercetin, and rutin), resin, and tannin.
	Recorded uses	Rheumatism, bleeding from nose, cough, blood in urine, diarrhoea, dysentery, galactose, tonic, ulcers on tongue, urine complaints, wounds, stomach-ache, snake bite.
	Local uses	Dysmenorrhoea, anaemia.

	Claims	Lactation, anaemia, Dysmenorrhoea,
	Administration	i)Root with sugar & milk used as galactogogue for ladies.
		ii) Dried roots in powdered form used as tonic. Tubers are washed thoroughly & paper, thin skin is peeled off and then crushed & juice is extracted. Add a little sugar & half cup of this mixture is given in empty stomach early in the morning for 15 days to increase the breast milk to feeding mother.
		iii) The tubers are dried & powder is prepared. 20 gm powder added with 5 gm of dried powder of *Withania somnifera* root is given daily for 1 month for anaemia.
		iv)The tubers are washed & paste is prepared from it. Extract juice 20 ml (before food) in empty stomach for dysmenorrhoea once daily for 1 month.
11	Name	*Cymbopogan citrarus* (DC) Stapf in kew Bull.
	Family name	Poaceae
	Marathi name	Gavati chaha
	Fls &Frts	August – October
	Chemical Constituents	The major constituents of lemongrass essential oil are neral (31.5%), citral (26.1%), and geranyl acetate (2.27%).
	Recorded uses	Heliminthiasis, flatulence, gastric irritations, anorexia, poisonous bites, bronchitis, epilepsy, leprosy, skin diseases, cholera, neuralgia, sprains fever. Rhinitis
	Local uses	Rhinitis
	Claims	10 gm of leaves + 50 ml water + 10 gm sugar. Prepare tea. 50 ml tea is given early
	Administration	in the morning & before sleep daily twice for Coryza.

The ever-increasing demand for new cures for various ailments, as well as the discovery of newer sources of nourishment, has become key fields of investigation. The majority of current study in the subject of herbal treatments is focused on ethnic information; nevertheless, deforestation, semi-modernization, and transmigration have all posed a threat to traditional culture's survival. However, new avenues of ethnobotanical research have greatly expanded the scope of ethnobotany, both in terms of its theoretical contribution to understanding plant-human relationships and in terms of practical applications of tribal people's biological knowledge in agriculture, medicine, industry, and health. The ethanobotany of Korku's in Maharashtra was investigated by Kamble and Pradhan (1980). The traditional medicines of Kurukhetra are described by Lal and Yadav (1983).

The current inquiry is a step forward in these integrated efforts, which have revealed many plant species with promising therapeutic characteristics that have been traditionally employed by Gadchiroli district tribes to treat their health concerns.

The data on eleven medicinal plant species was gathered for this study, and taxonomic analysis revealed that ten of them are dicots and one is a monocot. Because there is no clinic in the villages, the Gond Community's survey shows that these people are completely reliant on natural treatments. Instead of the plants described in this study, these tribes use a wide variety of additional plant species found across the district. Their formulations play a major part in curing numerous diseases in a short amount of time because they have a vast understanding of plants used in the treatment of various health problems.

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Significance of Environmental Studies in Higher Education through Literature: Special reference to Sarojini Naidu's Poem, The Bird Sanctuary

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ABSTRACT

Today's children and students are tomorrow's citizens of the nation. And, it is said that 'a sound mind is in a sound body', but if we want to make and keep the body sound, we should keep the environment clean, neat, and healthy. Aftermath the dangerous pandemic of Corona, the whole of humanity has understood the importance of nature and especially the need and value of pure air and oxygen. In this age of so-called 'Hollowness' for both living being and nature, it has become a huge challenge to conserve nature and the environment. Maintaining nature clean and neat is a very big challenge. It has become basic responsibility to care for and conserve nature and the environment seriously. Many prominent writers, poets, and literary figures have written about nature and the environment and tried to aware people through their literary works. Sarojini Naidu, The Nightingale of India, is one among them. In her poem, 'The Bird Sanctuary', she explores the unrefined magnificence of nature with eye-catching and ear-soothing imagery. Its soft and melodious tune makes this poem interesting for the audience. The poem attracts readers' attention toward nature and the environment. This beautiful poem attracts readers' minds and motivates us to conserve nature and the environment.

Keywords: Nature, Melodious, Challenge, Humanity.

I. INTRODUCTION

Serene will be our days and bright,
And happy will our nature be,
When love is an unerring light,
And joy its own security.

- *Ode to duty*, William Wordsworth

W. B. Yeats in his poem '*The Second Coming*' foresee the emergence of a more violent and savage culture giving rise to mere anarchy disintegrating human personality. This feeling of despair is most accurately reflected in the following poetic lines;

Things fall apart, the center cannot hold;
Mere anarchy is loosed upon the world,

The above lines are very much suggestive to show the modern anarchy of the world. In the name of modernization and human progress, we are destroying nature. It will be very much harmful and dangerous for our coming generation if we do not care seriously about it. The above lines are the alert tone for the whole of humanity.

Sarojini Naidu is the child prodigy whose poems based on the simple joys and sorrows of life, earned her the moniker 'The Nightingale of India'. She was a feminist and political activist who played an important role in India's freedom movement. She was the first woman to become the President of the National Congress Movement and be appointed worked as the Governor of an Indian State. Sarojini Naidu's nature poem is deserving of all respect. Nature serves as a backdrop for her depictions of human emotion. But, in Sarojini Naidu's poetry, the joy of the heart that away comes at the site of the world's beauty is brilliantly conveyed in words that thrill with passion for happiness. According to Rajlakshmi her poetry. "unfolds the beauties, the transformation and significance of our natural world., it reveals the world of colour, perfume and melody, and a sense of Being permeating every pore and nook and corner of our sensate landscape" (Tilak, 47).

Sarojini Naidu's interpretation of nature is colored by her romanticism. Her depiction of nature is completely different from the day depiction of Rabindranath Tagore. In her nature poetry, the diverse components of nature are so elegantly linked. Sarojini's poetry demonstrates how she associates her sentiment of delight with natural scenes and her grief with her early life. It is our duty to maintain it as it is. While telling the value and recent condition of the environment around us, the great American poet Walt Whitman writes in his poem, *Song of Myself* in the following lines:

<blockquote>
I think I could turn and live with the animals, they're so

Placid and self-contained. I stand and look at them long and long.

They do not sweat and whine about their condition,

They do not lie awake in the dark and weep for their sins,

They do not make me sick discussing their duty to their God. (Whitman, 1-5)
</blockquote>

Naidu's poem 'The Bird Sanctuary is a very beautiful poem about nature. This poem attracts us to the sensuous beauty of nature. Krishnakant Sing remarks about Sarojini Naidu as: "She believes that there is a close relationship between man and nature. Although she doesn't present Nature in the manner of English romantics, Naidu shows her individuality in the presentation of nature." Singh, 212). This beautiful poem attracts our minds and motivates us to conserve nature and the environment. This poem is in the influential collection, *The Golden Treasury of Indo-Anglian Poetry* (1970). This is a very beautiful poem that is about the serenity, peace, musicality, and vibrancy of nature filled with lyrical songs of the winged fairies and birds. Its soft and melodious tune makes this poem interesting for the audience. There is no artificiality but it originates from the core of the poet's spirit which sings like an unnoticed nightingale in the dense woods and mesmerizes hearts with its pellucid cadence. Indeed, this poem explores the unrefined magnificence of nature with eye-catching and ear-soothing imagery. This is a metaphorical poem in which the poet praises the diversity created by the 'master of bird' as she writes:

<blockquote>
The bulbul and the oriole, the honeybird and Shama

Flit among high bough that drip with nectar and with dew

Upon the grass the wandering gull parades its sea-washed silver,

The hoopoe and the kingfisher their bronze and sapphire blue.
</blockquote>

The above-mentioned lines show how beautifully the poet Naidu depicted the sanctuary of birds. According to the poet, birds like bulbul, oriole, honeybird, and Shama move swiftly among high branches from which nectar

and dew fall down. Wandering seagull parades over the grass with its sea-washed skin. The hoopoe and the kingfisher also show their bronze and sapphire blue colors. Here it is notable that this above sanctuary is possible only when we can conserve nature. But, unfortunately in the modern period, the world is going in the opposite direction. We are cutting trees and destroying forests. With full sense, humans interfere in their habitats. While writing about the seriousness of the environment, a great modern writer, Salman Rushdie writes: "The environmental crisis today haunts mankind like a nightmare. It is no more a regional problem; it has already acquired global proportions. The planet's support systems land, water and air- seems to have been damaged beyond the possibility of redemption." (Kundu, 10).

This critical condition is very seriously depicted by the great nature poet William Wordsworth in his poem, 'The World is Too Much with Us'. Here the poet criticizes man's materialistic lust and worldly attachment. In his opinion, there is no solace without an intimate relationship with nature. Man has exploited negatively nature for his own advantage and he is against excessive interferences of man in nature or natural climate. He, after looking at the fast industrialization, declares that man is raping the soil. It simply shows us how it is very significant as has been right from the past till day to see that trees, jungles, and landscapes, are to be protected. Otherwise, man will have to pay price for nature's damage. And that time has come very near to us as in the following lines:

The world is too much with us; late and soon,
Getting and spending we lay waste our powers;
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon! (Lines, 1-4).

In the last stanza, the poet says to God that in her gracious garden, there is joy and freedom, a home for comfort, and singing for every feathered thing. As in the following lines:

In your gracious garden there is joy and fostering freedom,
Nesting place and singing space for every featuring thing,
O master of the Birds, grant sanctuary and shelter
Also to a homing bird that bears a broken wing. (Lines, 13-16)

In the end, the poet prays to God, 'a master of birds' to grant sanctuary and shelter to even a bird with a broken wing. In other words, the poet prays to God not to leave even a single creature on earth homeless. Basically, the whole poem is one long extended metaphor. Sanctuary is a place that provides shelter for birds. The bird sanctuary picturized here, gives joy, fostering freedom, a nesting place and singing space to everything that has feathers. It is a gracious garden for birds in search of a comfortable and happy home. The rich variety of birds with their diversity of colour is symbolic of mankind, marked by some great number of religions, nationalities, castes, creeds, and so on. Finally, the poet wishes that the human spirit is in equal need of a sanctuary amides a violent, uncertain, and harsh world. In the same manner, Robert Frost who is a nature poet of America and national poet of America left no stone unturned in describing the natural beauty of mountains, trees, rivers, and landscapes. His poems like 'Birches' and 'Stopping by Wood on a snowy Evening' is almost intoxicating. As in the following lines:

Woods are lovely dark and deep,
But I have promises to keep
And miles to go before I sleep
And miles to go before I sleep, (Line-13-16)

He emphasized too powerfully in his poetry the role of nature in the healthy and happy survival of human beings. In the same manner, the very great poet Walt Whitman is one with nature. His collection is under the title 'Leaves of Grass'. He describes his natural intimacy with nature. Green grass he addresses as a symbol of the beautiful hair of people underground or it is a perfumed kerchief as a gift to God to man. And almost in major part of his poetry very powerfully ties nature with a man or describes. As D. K. Asthana and Meera Asthana say: "Everyone in this world should get at least the basic amenities of everyday life- food' clothing, drinking water, shelter, etc. in such a way that there could be no damage to other life- forms and the environment. The man should learn to live in harmony with nature. The resources of this world, if properly managed, distributed, and utilized economically, are sufficient for all living beings as the biosphere stands today. (Asthana, pg.41).

II. CONCLUSION

In this research article the researcher has tried to show the significance of environmental studies in higher education with special reference to Sarojini Naidu's poem' 'The Bird Sanctuary'. In all these above-referred poems, the poets only declare that human existence can be safe and happy as a friend of nature and not an agency of destroying nature. We can live happy, peaceful, and healthy life only when we can care for nature and the environment. And if you destroy nature, mankind will demand to be destroyed in the very process. It is an alert tone for the whole of humanity. Therefore, it is high time for a sensitive mind including government machinery to pay serious attempt to this aspect.

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Skill Enhancement through Home Science

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ABSTRACT

Skills are considered as the essential pillar for employment and enhanced economic growth of a nation. When we hear the word education, most parents naturally think of academic excellence. Today's rapidly evolving world demands more than just good scores and stresses the importance of acquiring valuable life skills. Students are better able to grasp and learn new skills at an early age; and when exposed to new experiences through skill development and enhancement. Home-Economics subject is an applied subject in which   all areas of courses is utilized in day to day individual life as well as community services. This areas has vast potentials that develop learning communities. Home-Economics/Home Science is a growing practical discipline with a lot of employment potential in both academic and commercial sector. Home Science/Home- Economics Includes areas of knowledge such as Food and Nutrition, Communication and Extension, Resource Management, Human Development, Fabric and Apparel science. Home-Science is a combination of both art and science that is not only confined to food and nutrition, but also wraps housekeeping, textiles, dietetics, clothing, family relations, communal living, Consumer economics, child development and hygiene. To begin with a career in this field, Students must possess rational mind along with realistic approach and an objective attitude. Increasing consciousness with respect to health, diet and way of life has increased the number of candidates taking up home economics as their career. The present paper focuses on overview of how dual system of vocational education and skill training brings together classroom learning and learning at the workplace. Home-Economics/Home Science is an emerging academic discipline which has ample opportunities of. Technologies for conservation and is a unique discipline with a combination of science and art. .

Keywords-   Academic discipline, Life Skills, Skill-Based Education, Employment potential.

I. INTRODUCTION

The globalised world demands vocational skilled manpower to convert growth opportunities into jobs and stable incomes. With millions of new job-seekers entering the job market every year, vocational skill development has become one of India's urgent priorities. Skill development is one of the essential ingredients for India's future economic growth as the country transforms. Home science/ Home-Economics is a subject that has indignant the interest of many around the world and in India too. Home-Economics education is an education for life. The formative years of a human being are crucial in shaping their future. It is during these years that a strong foundation needs to be established better, stronger individuals. Education undoubtedly plays an

important role in moulding a child's personality. When we hear the word education, most parents naturally think of academic excellence today's rapidly evolving world demands more than just good scores and stresses the importance of acquiring valuable life skills. In addition to excelling in academics, children need to acquire skills that will help them enhance the physical, artistic and emotional aspects of their life and survive in this competitive world. Home Science covers a few areas of specialization such as Food and nutrition, Communication and Extension, Resource Management, Human Development, Fabric and apparel science. We learn and develop good interpersonal relationships within and outside the family. Senses and this is how we learn about the world around us. The ability to make good observations is also essential to the development of the other science process skills: communicating, classifying, measuring, inferring, and predicting. Skill development helps build a strong foundation for students at the school level. It helps build self-esteem, confidence, and leadership skills. It develops problem-solving skills and collaboration. It helps students become independent thinkers and encourages them to plan for their future.

NEP 2020 must be incorporated taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

II. OBJECTIVES OF THE PAPER

- ❖ To introduce creative knowledge among the branches of Home Sciences.
- ❖ To enhance creativity in skill-based learning to think out of the box and innovate to find new ways to approach materials.
- ❖ To promote independence in an environment that unites knowledge and skill based learning.
- ❖ To make know various skills through skill-based learning, in different disciplines and react appropriately.
- ❖ To empower students through courses Introduction.
- ❖ To contribute to skilled workforce of the future.

III. REVIEWS

As study of Kalinga Keshari Saman- He investigates student awareness, interests and aspirations around general and vocational education. Using a survey administered to students from class 10 to undergraduate students in four town of four district of Odisha (Khurdha-Bhubaneswar, Cuttack, Bhadrak and Jajpur), we attempt to gain a better understanding of student aspirations, awareness levels, and sources of information, key stakeholders and factors that influence their education and career choices. We then map student interests against sectors that are slated to experience the highest growth in terms of job creation. Results indicate aspirations of students are largely skewed with the needs of the Indian economy. It is important to create opportunities, generate awareness about various career options and the respective by skill development program.

Jain, 2009-Home science can be defined as education for better living and core of all human development and the society at large (www.wikipedia. com). It is the education for better living and the core of this

education is the family ecosystem. It also deals with reciprocal relations between the family and it's natural and man-made.

Nilsson (2010) study stated that skill-based education, learning, and skill training are mainly imperative factors for the growth of the economy. Skill-based education plays an imperative role in developing job-related skills among students producing job creators rather than job seekers. In this pursuant, the Eleventh Five Year Plan well recognized as the "Education Plan" places maximum emphasis on skill development and educational initiatives (Cabral & Dhar, 2019).

Asian J. Home Sci., 2015 decoration and stitching. It orients young girls and boys towards preparation for several professions-teaching, nursing, dietetics, research, welfare, management, art application, extension work and communication.

Singh, 2011 Employment opportunities in home science education: Home Science graduates and post graduates can seek careers in the fields of community and social work as well as in NGOs, food and nutrition related activities in hospitals, and food services.

Bairwa et al., 2014 Home science scholars can join the teaching profession as associate professor, assistant professor and professor in universities and colleges, education officers, social workers, psychologists and researchers can develop programmes for media.

Goecker et al., 2015 -Home science provides several skills that can enable youths to set up home based enterprises or consultancies like a boutique, catering unit, crèche, day care centres, sales promotion of food products, baby foods, and ready to cook foods (www.wbpublibnet.gov.in).

In spite of these skill improving and enhancing services such as-

i)   **Catering service**: Catering could be made at special places like school and hospitals. Besides these, it will be very useful in running canteen in various types of settings. The trained professionals can also undertake catering services for people who are working in factories, offices and do not have time or arrangement to cook meals, particularly unit day meals.

ii) **Interior designing**: They can impart training in the art of interior decoration. Such centres can also provide services for decoration of various settings like offices, hospitals, school.

iii) **Hobby centres**: Hobby centres can be started where interested persons can learn making of candle, paper flower, decorative articles, soft toys, rangoli, jewellery designing, pot making, wall painting and making useful articles from the household waste products.

iv) **Grooming centres:** This area has vast potential to develop among masses. Training could be imparted under home science education to open grooming centres where they could provide services for skin and hair care. The individualized guidance could be extended according to the unique characteristics to select jewellery, hair style and face make up.

v)   **Child Care:** Women participating in income generation activity outside the home base led to the need of child care outside the family. Children usually require care by adults till they are 12 years of age and should not be left alone at home with the basic knowledge of child development.

vi) Home-Economics graduates can run childhood care units like day care centre, creches, nursery school and after school centre.

vii) **Health centres:** Health centres can provide special advice for the dietary needs of people suffering from different diseases. Suitable therapeutic nutrition and physical education would enable the home science graduate to set up support centres for people with special dietary needs. Home science professionals can

provide consultancy and guidance to the individuals for keeping fit and free from obesity through exercise and diet management.

viii) **Technical jobs**: Manufacturing industries require home science graduates to serve as research assistants, food analysts and food scientists.

ix) **Human development:** Human development enriches emotional relationship among family members. Children must be brought up in an atmosphere conducive to growth and development. Home science graduates can open rehabilitation centres for children with impaired senses.

x) **Teaching jobs:** Candidates with master's degree can opt for teaching positions or research positions. Home science post graduates can take up teaching assignments in senior secondary schools and home science colleges. They can get jobs as assistant professor and scientist in various

Times have really changed! What once used to be considered the norm in society, no longer holds ground. There has been a major shift in the balance and ideas of people. What would have once been considered too "manly" or too "feminine", is now a constraint that doesn't exist. Gender has always been a societal construct anyway and while we still have a long way to go in terms of gender equality, the line between the sexes seems to be fading, slowly but steadily. One such field that has seen a change is. Education. Developmental and The examples of home-based self- employment opportunities in the area of Home Science, are as follows:

(i) Basic lessons for cooking   (ii) Couture and embroidery.
(iii) Tiffin Home Dependent Facilities.   (iv) Services for dieticians.
(v) Designing fabrics. Etc.

IV. LIST OF SOME SKILLS

Here is given the list of some Skills for teachers to develop a healthier relationship with students and make teaching more productive and resourceful

Understanding of the Subject. | **Communication.** | **Continuous Learning.** | **Leadership.** | **Creativity.** | **Adaptability.**
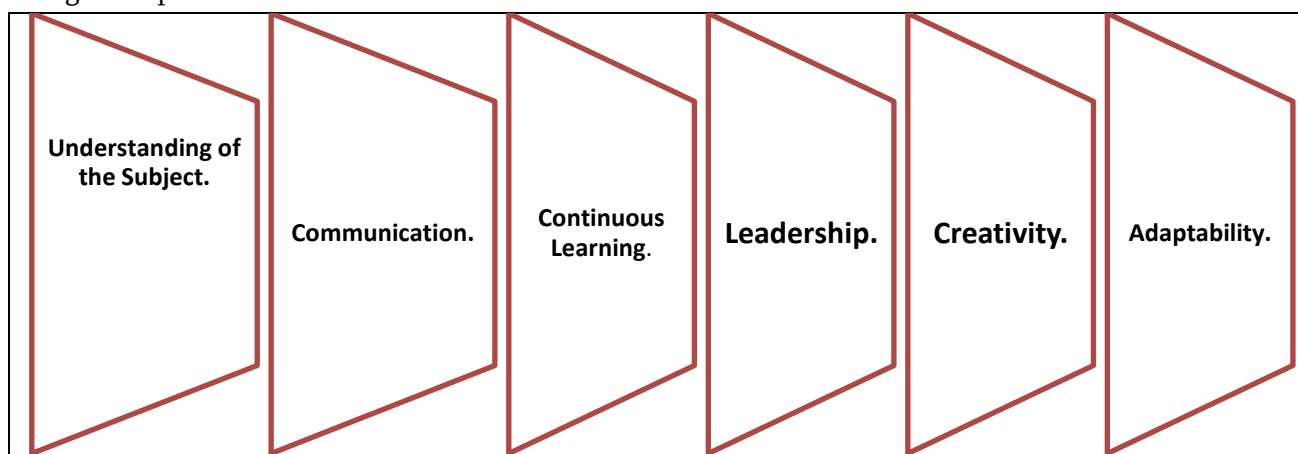
Fig No-1

Practical and skilled based subjects studied in Home science are   High-paying specialization fields for a career in home science where introducing creative knowledge
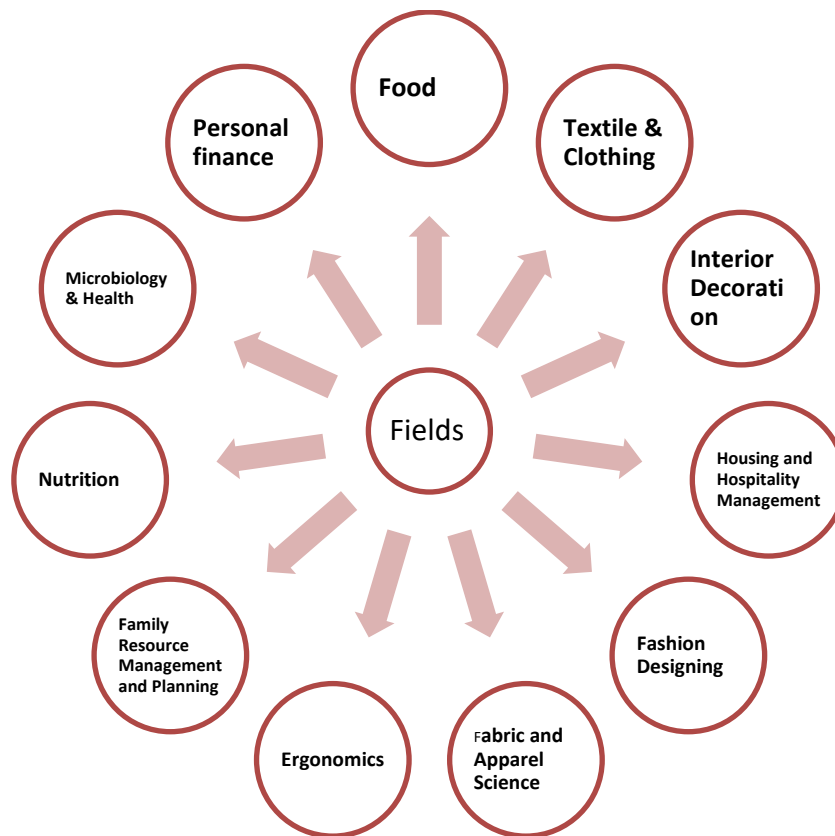
Fig No-2

High-paying specialization fields for a career in home science Demands Special Above Noted Skill fig no 1	
Home Economist	Home Economists educate individuals, families, and communities about all kinds of topics that are associated with running a household.
Home Scientist	Some Home Scientists work for the underprivileged sections of the society. We will guide and assist these sections about family and well-being, what food is best for growing children, how to start accumulating money for the future, how to improve their standard of living, how to manage expenses, how to save electricity, and much more.
Wardrobe Consultant	Wardrobe Consultants, are fashion and organizing experts who help clients to improve their image by making the right clothing and fashion choices
Textile/Fabric & Apparel Designer	Textile/Fabric & Apparel Designers are primarily involved with the art of creating designs for woven, knitted, printed fabrics, or surface ornamented fabrics, and designing apparels for reputed and renowned Fashion Designers.
Nutritionist/Dietician	Nutritionists/Dieticians advise people on what foods to include in their diet and what to exclude, to achieve a healthy body and mind.

The importance of Home science has further increased to meet the demands of the modern society. The knowledge of Home science is derived from physical, social, and biological sciences and many arts, which is applied towards achieving better, healthier and happier homes.

Below presents 7 processes for skill enhancement are the thinking used by scientists, teachers and students when doing science practical.
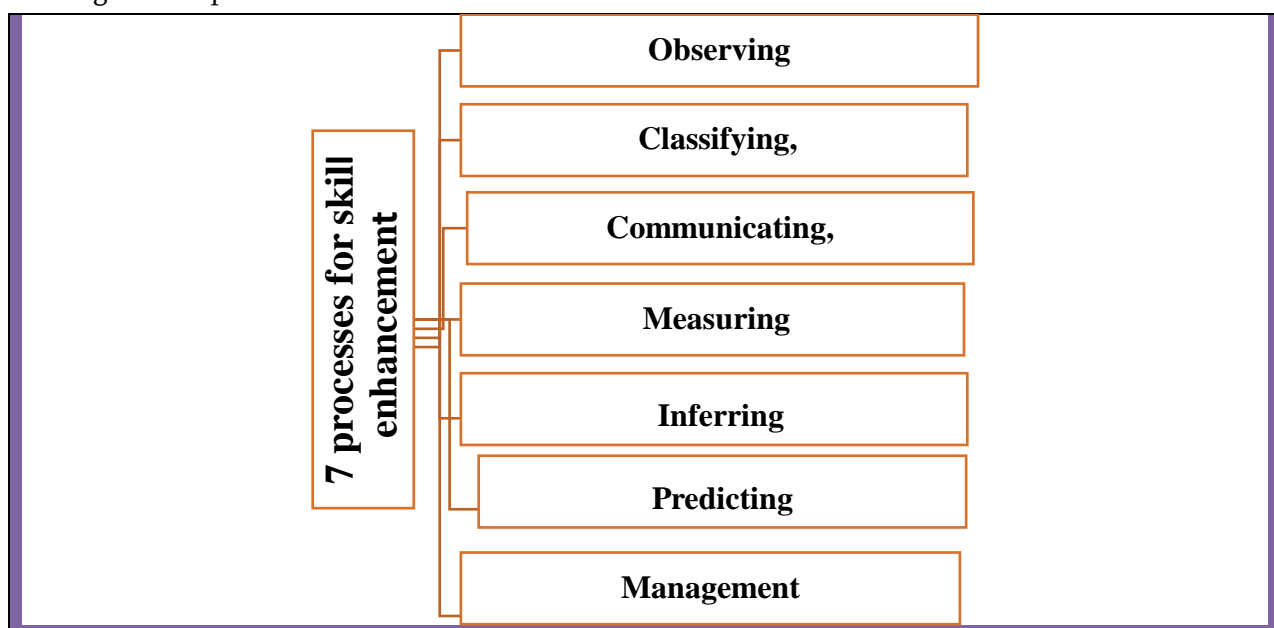
Fig no 3

V. CONCLUSION

The main aim of this paper is to provide an insight into the integration of skill-based education in the Home Science PG and UG. The paper is highlighted the significance of integrating and fostering skill-based education in higher education leading to the transition of graduates from education to the world of work. The paper discussed about various key initiatives undertaken by the Government of India on skill development based higher education leading to the commencement of career-oriented vocational programmes in higher education. Education is a process which aims the overall development of individual with positive changes in the behaviour so that they can turn in effective member of society. Whereas, Home science education is helping individuals to live more happy and satisfying personal, family and social life. Home science as a subject's branches provides spectrum of opportunities, few among them are given below. It is really disappointing that the finest integrated subject of home, science, professionalism and life based application is now a day's losing its. The students switched over to more professional courses which are served to them in modern packaging of name and fame. This is one situation where a subject which had a great potential to youth via its vocational component, is suffering from life threatening disease on the other hand the Government of India is strategically planning to indulge the unskilled labour through converting them in to productive and constructive skilled and semiskilled workforce.

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Role of College Libraries in Changing Information Context for Promoting Higher Education

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ABSTRACT

Universities, colleges, and research institutions all contributed significantly to the growth of higher education in a society. The libraries associated with these organizations were crucial in helping their patrons get the knowledge they needed. In order to adapt to the constantly changing information environment, academic libraries occasionally change how they operate. Information and communication technology (ICT) has had a significant impact on libraries and information centers. Different issues have arisen in society as a result of the information explosion that currently exists. Libraries must fundamentally alter their methods for gathering and managing information in order to address these issues.

Key Words: Library, Information Technology, Changing Role

I. INTRODUCTION

In a developing nation like India, education is crucial to the general socioeconomic advancement of the community. It is a type of education in which a group of people's knowledge, values, culture, beliefs, and habits are passed down from one generation to the next. Education, it goes without saying, broadens mind, increases knowledge, and molds human character. It fosters a feeling of equality among everyone. It makes a person able to distinguish between good and wrong, which makes him rational, wise, and kind.

Education is the process of human perfection. It's a tool that enhances people's quality of life, their level of awareness, and society as a whole. Assam's educational system consists of three levels: basic, secondary, and higher education. College and university libraries play a crucial part in the teaching and learning process in higher education. A society or a country can only be effectively shaped by colleges, universities, and research institutions. High-quality, current, need-based, and socially relevant higher education is what is required. If higher education is quality-based, excellent workers are produced, and strong nations are being built as a result. Every person goes through this process of education continuously from childhood till old age. Human lives can be improved by education. Gains that are unimaginable can come from higher education for society.

We are currently through a difficult period of time characterised by a competitive atmosphere. Globalization, which includes international alliances and maybe liberalization, as well as the creation of a knowledge society driven by inventions, information and communication networks, and an unheard-of increase in science and technology, are its defining characteristics. It is about to experience remarkable, unheard-of changes, the kind

of which will depend on the level, type, and structure of education. From early childhood through old age, everyone continues to acquire knowledge through this process. Education has the unique capacity to improve people's lives. Higher education in particular can help society greatly and bring about results that are unimaginable.

II. ROLE OF LIBRARY IN EDUCATION

Universities, colleges, and research institutions all contributed significantly to the growth of higher education in a society. The libraries associated with these organizations were crucial in helping their patrons get the knowledge they needed. The library is thought of as the center of any educational establishment. It is a temple to knowledge. One only needs to take a brief stroll through a college's library to gain a better idea of the academic climate there. It is a collection of the greatest ideas from the world's greatest thinkers, collected for the benefit of its readers. The modern library has expanded its reach beyond its four walls and opened its doors to a wider audience. The library is a great way to judge a place's dedication to higher education. The college libraries are anticipated to be crucial in educating new students about the library system and how to use it. The role of college library staff would have been better understood if the student could have had experience using libraries in schools. The college library was crucial in helping users get the information they needed.

III. ROLE OF INFORMATION TECHNOLOGY AND COLLEGE LIBRARIES

The age of information science and technology is the twenty-first century. The distribution of fresh knowledge and the rapid advancement of space communication techniques are due to the development of computer technology and these technologies' rapid advancement. One who is able to succeed and master the information world has the power of knowledge. The Internet turns into a vast informational treasure trove that offers a wide range of information in the forms of databases, images, videos, multimedia, or interactive displays, etc. Many academic institutions, particularly major colleges and universities, modify their own home pages to highlight their educational objectives, academic activities, exceptional training programs, and ground breaking and significant research findings.

In addition to being vital for all forms of teaching and learning, a well-equipped library is also crucial for conducting research. The staff and students have access to a significant academic facility in the form of a carefully curated library collection, which enables them to undertake research across all disciplines. College libraries are therefore repositories of scholarship and learning.

In order to adapt to the constantly changing information environment, academic libraries occasionally change how they operate. College libraries are changing slowly, but with INFLIBNET's assistance—a UGC interuniversity center—they have steadily advanced in using IT for housekeeping and information retrieval tasks.

IV. CONCLUSION

Information and communication technology (ICT) has had a significant impact on libraries and information centers, changing how people think about libraries in general and college libraries in particular. ICT use is crucial for college libraries and information centers since they are sources of information that are beneficial to

everyone. In the era of information and widespread use of digital information resources, the use of ICT in college libraries and information centers has grown more crucial. College libraries can conduct their daily tasks and provide services more effectively and efficiently thanks to ICT. With the use of ICT applications, libraries are able to subscribe to E-Journals, CDROMs, online databases, web-based resources, and a range of other electronic resources for its users.

Different issues have arisen in society as a result of the information explosion that currently exists. To begin with, it is now impossible for any one reader to read even a small portion of published knowledge in his particular profession. Second, it is neither practical nor possible for one academic library to purchase all of the published works for its users. Thirdly, producing and disseminating knowledge through non-printed or unconventional publications is given a lot of attention. Last but not least, the library's patrons' needs are evolving at a faster rate. Today's users have a huge appetite for technological diversity.

Libraries must fundamentally alter their methods for gathering and managing information in order to address these issues. Thus, the college library's crucial role as well as its many useful information services and cutting-edge technological equipment will serve to highlight the relevance of the institution. To handle modern information storage and retrieval systems, library personnel must accept new technologies and abandon their outdated mindset.

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Development of Life Skill Programme for Empowerment of Women Working in Unorganized Sector and Its Effectiveness

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ABSTRACT

There is no tool for development more effective than the empowerment of women. - Kofi Annan.

The major aim of the study was to develop life skill programme for women workers in unorganised sector and to study its effectiveness on their life skills ability. Single experimental group design was used with pre and post-test. Life skill ability test was constructed by the researcher consisting 7 life skills. Sample Consist of 60 women working in unorganised sector from Chandrapur city in Nagpur Region. Life skill programme was implemented for 54 hours spread over 27 days using life skill programme. the total programme was 60 hours. data was analyse using t-test. result revealed that life skill programme has a moderate effect on life skill ability of experimental group.

Key Words: Life skill programme, Women empowerment, Unorganised sector.

I. INTRODUCTION

Woman is the base for the creation of mankind. Woman is a stream liner, manager and chief executive for the development of the family society and ultimately accelerator for peace and harmony in the world. As a streamliner woman acts a stimulus for the economic progress of the family. A highly literate female longs for economic self-sufficiency through a source of organizational employment and be a part of financial strength for the family and herself. Women plays very prominent role in the household activities, on par with the husband dominated families. Most of the Asian countries are characterised by the involvement of the large proportion in agriculture and low per capita income in the production and processing of agriculture products they include land owners, tenants, wage labours and contract labours one special features of the agriculture dependence regions is the preponderance of specially women labour at 3 various stages of its production. Thus, the status of women labour is one of the important aspects in India.

From our childhood days, we hear sayings like-

! 'Self help is the best help'

! 'Unity is strength'

! 'United we stand, divided we fall'

The world health organization has defined (in 1997) life skills as, "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life."1 World

Health Organization (1995) conceived life skills as, "everyday skills which help the people to play the vital role by relating them to intellectual or vocational discipline." The organization further highlighted that life skills are to be used in combination with more than one life skills. They further named; problem solving, decision making, creative and critical thinking, self-awareness, coping with stress, effective communication, empathy as major life skills. The organization further reported that thinking skills, social skills and emotional skills can be applied if used under cluster because they contribute towards perceptions of self-efficacy, self-confidence and self-esteem.

WHO (1993) enlisted ten life skills as very important namely:

1. self-awareness,
2. critical thinking,
3. creative thinking,
4. decision making,
5. problem solving,
6. effective communication,
7. interpersonal relationship,
8. empathy,
9. coping with stress and
10. coping with emotions.

II. WOMEN EMPOWERMENT

Women's empowerment refers to the process of enabling women to have greater control over their lives and to be able to make their own decisions. This can include empowering women to participate fully in the economy and in the political process, as well as empowering them to make decisions about their own health and well-being. Women's empowerment is important because it can lead to a range of positive outcomes, including increased economic growth and development, improved health and well-being, and greater gender equality. In India, women's empowerment has been a key issue for many years. Despite some progress in recent decades, women in India continue to face significant challenges when it comes to gender equality. These challenges include discrimination, lack of access to education and employment, and gender-based violence.

III. UNORGANIZED SECTOR

In recent years, the issues relating to empowerment and advancement of women have gained much attention. The policy makers, anthropologist, social workers and the government are leaving no stone unturned for preventing and eliminating all forms of women exploitation and atrocities committed on them by their employers, colleagues and even friends. however, the women working in unorganised sector still remain at the periphery even when they constitute almost 96 percent of the total unorganised workforce in the country.

As per 'Ministry of Labour and Employment: "Unorganized sector means an enterprise owned by individuals or self - employed workers and engaged in the production, and where the enterprise employs workers, the number of such workers is less than ten. The sector which is not registered or sale of goods or providing service of any kind whatsoever and no fixed term of employment is called unorganized sector."7

Plantation Labour, housemaids, handloom workers, fishermen, weavers, toddy tappers, beedi workers, etc. Many companies are outside the control of government. They have rules and regulations, but these are not followed. Employees in the organized sector have fixed working hours and they are paid if they work overtime. Workers in the unorganized sector are paid low wages which are not regular

Objective of the Research study:

i.   To select women working in unorganized sector.
ii.   To study the attitude about life skill in women working in unorganized sector.
iii.   To know the views of social workers about life skill of women working in unorganised sector.
iv.   To know the opinion of member of women commission about women empowerment in unorganised sector.
v.   To develop life skill programme for empowerment of women working in unorganised sector.
vi.   To study the effectiveness of developed life skill programme on women working in unorganised sector.

Research Method:

In this study, the researcher had adopted single group, pre-test post-test experimental group design.

X   O1   Y

where, X = Pre-test scores Y =Post-test scores

O = Experimental Group

Hypothesis:

H1. There is no significant effect of life skill development programme on empowerment of women working in unorganized sector.

Sample:

For the present study women working in unorganized sector will be selected from Chandrapur city in Nagpur Region of Maharashtra. 60 women will be the sample for the present study chooses by Purposive Sampling Method.

Tools:

Observation, Pre-test and Post- test.

Life Skill Development Programme:

Data Analysis:

Mean, SD and t-value of pre-test and post-test of experimental group regarding life skills of students at elementary level

Group	Sample Size	Mean	Standard Deviation	t- value
Pre- test	40	295.74	19.69	8.36**
Post- test	40	315.62	16.08 **	

significant at 0.05 level of significance

above describes the mean and standard deviation scores and t-value of pre-test and post-test of experimental group regarding life skills of students at elementary level. The mean scores of pre-test and post-test of the experimental group are 295.74 and 315.62 respectively and standard deviation scores are 19.69 and 16.08 respectively. The calculated t-value is 8.36 which is greater than the table value at 0.05 level of significance. Therefore, null hypothesis i.e. there is no significant difference between the pre-test and post-test of experimental group regarding life skills of students at elementary level is rejected.

IV. CONCLUSION

Life skills enable women to prepare and cop with difficult situations to achieve their goals, from the above study, it can conclude that developing different life skills among women working in unorganised sector require planning, patients and collective efforts of everyone related to them.

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A Review on Tie and Dye Ayurvastra Reusable Food Wrapping Using Tea and Turmeric on Khaddar

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ABSTRACT

Ayurvedic dyeing is an ancient method of dyeing using plants, roots, flowers, seeds, barks, leaves and natural minerals. It uses natural mordants for fixing shades and natural gums for holding the goodness of herbs into the fabric. The focus of Ayurvedic Dyeing is to make the fabric wellness with the goodness of the herbs. The use of fabrics and garments to deliver health solutions is actually a very old concept called Ayurvastra . Ayurvastra is a Sanskrit word where 'Ayur' means health and 'Veda' means wisdom and 'Vastra' is cloth or clothing. It is totally organic, sustainable and biodegradable. Tea and Turmeric are easily available in kitchen. Both of these have natural fabric dyeing properties as well as many health benefits.This is anti-fungal, anti-bacterial and anti-viral. In the present research, this herb is used to make natural dye as this is well known for their medicinal properties. Mordants used was alum, which has antiseptic properties and is safe for skin and environment. The objective of the study was to make the technique of natural dying easy to carry out for home dyers using ingredients from the kitchen garden and to encourage the traditional sustainable practice of preparing Ayurvastra , the organic healing cloth. Reusable food wrappings were made by dyeing khaddar with tea and turmeric using tie and dye technique. Spectroscopy, colorfastness to sunlight and washing tests were done. The pH value of the water was checked before dyeing as it affects the outcome of the dyeing process. To test the market acceptability of reusable food wrappings 30 respondents were selected by random sampling.

Keywords: Natural Fabric Dyeing, Ayurvedic Dyeing, Ayurvastra, Tea, Turmeric, Tie and Dye.

I. INTRODUCTION

1.1. What is Natural Dyeing

Natural dyes are obtained from natural sources. Most are of plant origin and extracted from roots, wood, bark, berries, lichens, leaves, flowers, nuts, and seeds. Others come from insects, shellfish, and mineral compounds. Natural dyes were the only source of color for textiles, leather, basketry, and other materials until synthetic dyes were developed in the latter half of the nineteenth century. Of the thousands of natural color substances, very few became significant commercially. (Sara J. Kadolph,n.d.)

1.2. Classification of Natural Dyes

Part of the Plants Dyestuffs (Gulrajani & Gupta, 1992)

Table-1.2. c.

Root	Turmeric, Madder (Manjistha), Onions, Beet-root
Bark/Leaves	Turmeric, Madder (Manjistha), Onions, Beet-root
Leaf	Indigo, Henna, Eucalyptus, Tea, Cardamon, Coral Jasmine, Lemon Grass
Flowers (Petals)	Marigold, Dahlia, Tesu, Kusum

1.3. Mordants

 Mordants (from Latin *mordere*, 'to bite', because the mordant eats away the surface of the fibre so that the dye can seep in) are chemicals in the form of metallic salts which are generally used to create an affinity between the fibre and the pigment.

1.4. Alum

It is well known that natural dyes do not readily adhere to cotton. Therefore, in order to set the color when using natural dyes alum is needed to play its role as a chemical agent which allows a reaction to occur between the dye and the fabric. It may be added to the dye source to influence it; however, it does not serve as a color source on its own

1.5. Tannin

Any of a class of yellowish or brownish solid compounds found in many plants and used as tanning agents, mordants, medical astringents, etc.

1.6. Tea- Camellia sinensis

1.6.a. Tea, beverage produced by steeping in freshly boiled water the young leaves and leaf buds of the tea plant, *Camellia sinensis*. Two principal varieties are used, the small-leaved China plant (*C. sinensis* variety *sinensis*) and the large-leaved Assam plant (*C. sinensis* variety *assamica*).

Tea production
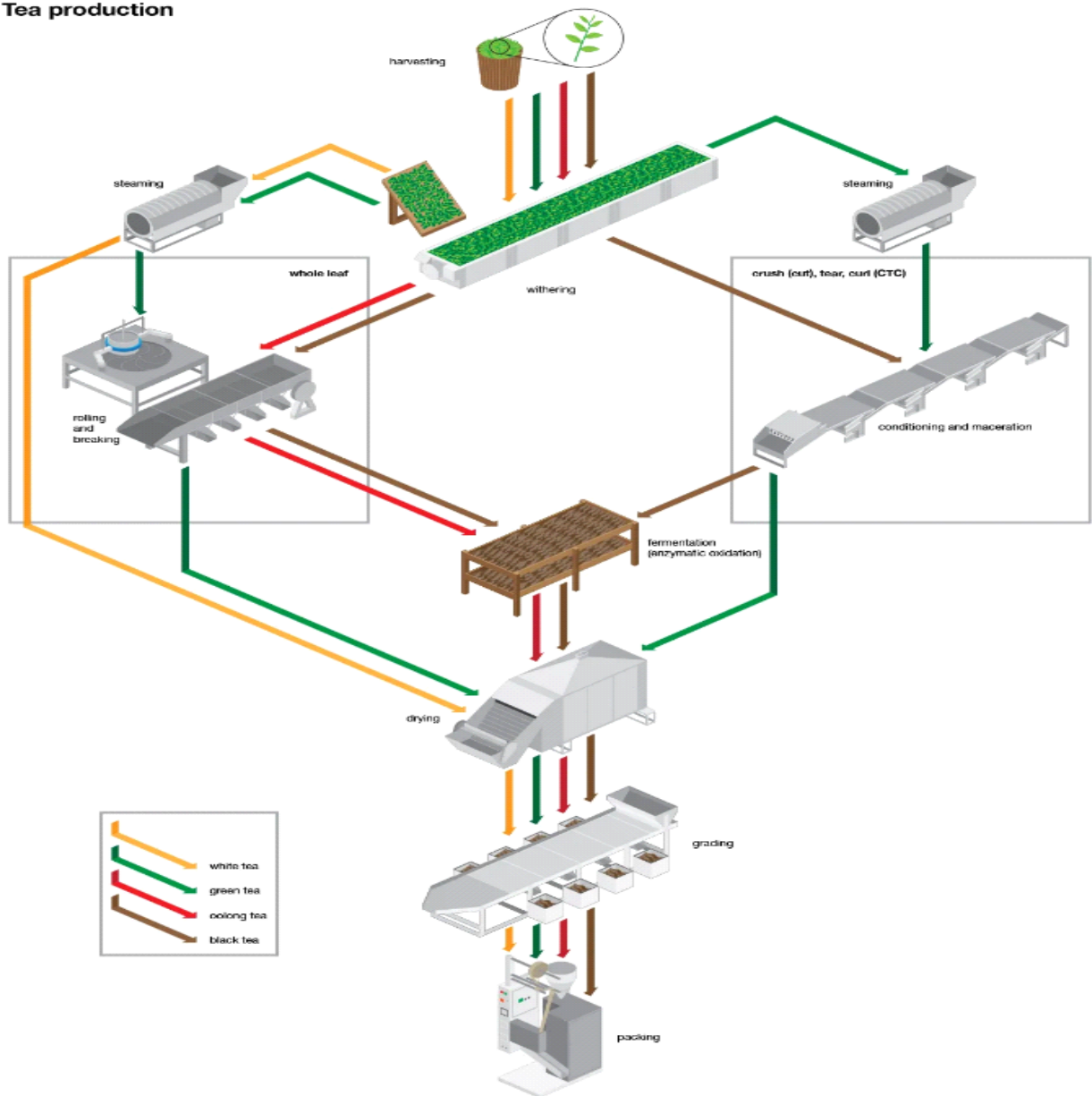
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1.7. Turmeric

A natural dye is extracted from turmeric and used to dye cotton at different dyeing conditions. Then the fastness properties of the dyeing with different dyeing techniques are compared. The dye is found to have good saturation and rubbing fastness, but poor washing and light fastness properties on cotton, when applied without any mordant. When dyeing is implemented with mordants, washing and light fastness properties show improvement while rubbing fastness exhibits deterioration. (Saima, et.al., 2008)

Turmeric plant

Raw rhizome

Dry rhizome

Turmeric powder

Aims and Objectives of the Study

The study has been carried out with the following aims and objectives:

1.   To provide a natural alternative to the use of synthetic dyers.
2.   To make the technique of natural dyeing easy to carry out for home dyers using ingredients from the kitchen garden and one's surroundings.
3.   To encourage the traditional sustainable practice of Ayurveda, the organic healing cloth.
4.   To prepare reusable food wrappings with benefits of natural dyeing.
5.   To test the color and light fastness of Ayurvastra fabric dyeing.
6.   To test the spectroscopy and K/S of the dyed fabric.
7.   To test the market acceptability of articles prepared with ayurvedic dyeing.

Limitations of the Study

The work has been done under certain constraints; these are:

1.   Only meta-mordanting was done.
2.   Only alum was used as a mordant.
3.   The focus of the study was to develop technique of natural dyeing for home dyer and not for experimental documentation.

II. REVIEW OF LITERATURE

The review of literature is usually a highly synthesized critique of the status of knowledge on a carefully defined topic. A review of related research serves an important purpose and helps the researcher at every step of his venture as a researcher can build appropriate methodology and design keeping in view the strength and failure of previous researchers. A review of literature provides useful hints for further research.

2.1. Natural Dyes

As per the research of **Sonja Jordeva et al (2020)** Dyes of natural sources were re-placed by synthetic dyes because the new dyes could be mass produced with consistent shades of color.

2.1.1. Natural Dyes and Textile

Natural dyes are mostly used for dyeing of the textiles from natural fibres to enhance their eco-friendly characteristics. Apart from indigo, other natural dyes are usually not used for printing directly.

2.1.2. History of Antimicrobial Finishing in Textiles

The prevention of microbial attack on textiles has become increasingly important to consumers and textiles producers. Therefore, interests in antimicrobial fabric finishing have steadily increased over the last few years. Application of natural antimicrobial agents on textiles dates back to antiquity, when the ancient Egyptians used spices and herbs to preserve mummy wraps.

2.1.3. Extraction of Natural Dyes

The color component present in various sources like flowers, roots, bark, animal sources, mineral sources etc. needs to be extracted so that it can be applied on the textile. Most vegetable dyes are extracted by pulverizing, grinding or soaking and boiling the herbs in water.

2.2. Ayurvastra

Anonymous: https://www.ayurvastra.in/concept

Ayurvastra is dyed using medicinally rich herbs in such a way it holds all the goodness of the herbs preserved in our Ayurvastra Technology. When a user wears Ayurvastra textile it forms the second layer of the skin. Generally, skins have pores (opening) and it also absorb and emits heat as per the environmental condition on wearing Ayurvastra clothing.

2.3. SWOT Analysis of Ayurvastra

able-2.3. a.

Strength	Weakness
Ayurvastra acts as healing agent and absorber through skin. Anti-microbial, anti-inflammatory properties. Herbal dyes don't pollute. Dye effluent can be used as bio-manure and compost	Ayurvastra should be washed separately with bleach free detergent, gentle machine cycle, warm iron or steam iron.
Opportunities	**Threats**
Textiles dyed especially with medicinal herbs demand a huge market due to their obvious advantages. This unique technology will open up new area of entrepreneurship and employment.	Due to lack of availability of precise technical knowledge on the extracting and dyeing technique, it has not commercially succeeded like synthetic dyes.

2.4. Dyeing of cotton and jute with tea as a natural dye

Researchers **H.T. Deo and B.K. Desai (2006)** stated that, Cotton and jute fabrics were dyed with an aqueous extract of tea, containing tannins as he main colorant species. The dyeing was carried out with and without metal salts as mordants, using three different dyeing methods: pre-mordanting, meta-mordanting and post-mordanting.

2.5. Natural Dyeing of Cotton Fabric Using Turmeric (Curcuma Longa)

According to research of **Rajan.S[1] & Gopinath. M (2021)** An innovative approach was made to utilize the eco-friendly dyeing using renewable sources such as TURMERIC & KADUKKAI to produce herbal medicated textile material which are free from chemicals, detergent and pollution.

2.5.1. About Turmeric (CURCUMA LONGA)

Turmeric is the most popular natural dye in textile dyeing. Turmeric is a rich source of phenolic compounds called curcuminoids. The active coloring ingredient in turmeric rhizome is Curcumin, which is also known as Natural Yellow.

2.5.2. Purpose of choosing Terminalia Chebula (KADUKKAI) and Turmeric (CURCUMA LONGA):

1. It is a strong antibacterial, non- toxic, non-allergic and antifungal element that protects the human body.
2. Balancing of internal body hormones hence prevents critical conditions such as diabetes.

2.6. The Heritage of Tea Dyeing

The Traditional Tea Dyeing Technology

As per research of **Qin-ru Huang and Chun-Hua Gu (2017)** Tea dyeing make use of dyeing properties of tea to change the color array of the textiles. Available record show that tea dyeing is development and derivation of plant dyeing, with a variation in dyeing material.

Tea dyeing technology can be divided into **three types**, according to the writer's researches.

2.7. Tea, Turmeric and Tannin Acid

Xiaocui Huang, Chen LiuTea(n.d.) stated that Tea contained a variety of pigments, so many researchers had tried to extract pigment from tea as a dye for dye for textiles. The study also found that when dyeing silk with tea pigments, the mordant were needed. Furthermore, the use of mordant could improve the color fastness of the fabric. So many kinds of metal mordant were often applied, such as aluminium ion, copper ion, and iron ion.

2.8. As per the research of **Eman A Bydoon,n.d.,** Some sensitive skinned people experience irritation to certain chemicals color. Such people can go for clothing colored from natural dyes, as they are extremely easy on skin and do not cause any sort of irritation.

2.8.1. Materials

A commercial sample of black tea powder (Lipton) was used. Tea leaf contains more than 10,000 natural products. However, the main biochemical coloring compounds present in the tea liquor are theaflavins and the arubigins,

2.9. Curcuma longa extract – Haldi: A safe, eco-friendly natural cytoplasmic stain

Hema Suryawanshi, et.al. (2017) stated in their research that biological stains are generally used to add color to animal and plant tissues, microbes and spores to make them optically distinct. This technique of visual labeling

is known as staining. Before synthetic dyes came into use, natural stains were already available and were used for various purposes.

2.9.1. Materials and Method

The present experimental study was conducted in the Department of Oral Pathology and Microbiology, Chhattisgarh Dental College and Research Institute, Rajnandgaon, Chhattisgarh.

2.9.2. Method of turmeric dye preparation

The rhizomes of *C. longa* were cut into small pieces and dried in hot air oven at 40°C. They were then milled to form fine powder using a normal household mixer-grinder. 10 g of this powder was weighed using an electronic weighing machine. This was dissolved in 80 ml of 50% alcohol. The prepared solution was left overnight in a tightly sealed container and was centrifuged the following day, using a centrifuge machine (REMI LAB CENTRIFUGE) at 3000 rpm for 2 min. As studies revealed that curcumin is more soluble in alcohol and when equal proportions of alcohol and water are used, the solubility of curcumin increases exponentially.

2.10. Application of Medicinal Dye (Turmeric and Annatto) on Silk Fabrics Using Eco-   friendly Mordants

Thomas Browne, et.al. (2018) Introduction - "Nature is the art of God"-

2.10.1. Problem

Dyestuffs are made from synthetic organic chemicals which are made from basic chemicals which are highly carcinogenic. During manufacturing of synthetic colors and during dyeing process many carcinogenic chemicals are required. The by-products formed were discharged in to the rivers, ponds or in the atmosphere. There are more than 50 carcinogenic chemicals which are banned by most of the countries.

2.10.2. Methodology

Objectives: To extract the medicinal dye from Turmeric and Annatto and its application on silk fabrics using eco-friendly mordants. Preparation of shade cards and testing for colorfastness

properties and Color measurements.

Materials: Silk fabrics, Turmeric roots, Annatto seeds, Garcinia indica fruit shells and Alum.

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Contribution of Indian Woman in Literature, Art and Culture

Miss Roshni Chandrabhanji Bansod, Kamala Markandaya, Sudha Murthy, Shashi Deshpande
Research Scholar

ABSTRACT

The present research paper is on highlight the three women writers, novelist Kamala Markandaya, Sudha Murthy, Shashi Deshpande, in their works. This three female writers are the great mastermind in the genre of Novels, short story writing who has been very practically described the realistic and visible picture of human life. The major theme of their novels is injustices for female in their life (Gender -discrimination).
The theme of their work is particularly human emotions, sufferings, agonies and gender inequality, which has been presented through the amazing characterization, realistic background and verify of subject.

I. INTRODUCTION

<u>Kamala Markandaya</u> :- She is British Indian Novelist pseudonym of Kamala Purnaiya, married name Kamala Taylor, was a British Indian Novelist and Journalist, she has been called' one of the most important Indian Novelist writing in English.' She born 1924 and died 16th May 2004. Her works are 'nectar in a sieve', 'some inner fury', 'a silent of desire', 'a handful of rice(1966)', 'the coffer dams', 'the new where man(1972)', 'two virgins(1973)', 'the golden honeycomb', 'pleasure city' and 'Bombay tiger' etc.

Main Body :- Nectar in a sieve (1954) Markandaya's first published novel. She wrote the book become an international best seller and was translated into seventeen languages. A year later the American library association named it's a notable book it has remain a favorite on American and British University reading list ever from Markandaya never reveals the setting of the novel and never sets the action in a particular time or place. Thus, the technique is especially effective given that the novel was published less than a decade after India owns its independence from Britain.

Some inner fury (1956) is set during the British occupation and her third novel, a silence of desire (1960) explores marriage the effect modernity has on traditional Indian values and what happens when the two merge possession (1963) continues in this vein exploring the tensions between materialism and spiritualism in the context of an Anglo-Indian love relationship. Markandaya's fifth novel a handful of rice (1966) revisits the topic of poverty, this time in an urban setting. 'The coffer dams' Markandaya's sixth novels published in 1969, at the time the author could not know that her book pave the way for future activist literature like Arundhati Roy's resent offerings. In her novel Markandaya explore the struggle Indian tribal nations' face when and extensive dam project threatens to destroy their communities.

In the nowhere man 1972,'to be the author's greatest novel'. Epic in scope the story focuses on the cultural consequences of wide spread post war South Asian migration to Briton. It was Markandaya's seventh novel and

her own favorite. The nowhere man is set in England where Markandaya herself had been living since 1948. The novel main protagonist Shriniwas is an elderly spice importer who has lived in South Landon for almost fifty years surviving his wife and one of his two sons. The Britain of 1968, he now faces intensifying racism reminding him of the slights he had one experienced as a university student in colonial India. The next novel of Kamala Markandaya is silence of desire. Kamala Markadaya explores the tension between the East and the West between superstitions and science, faith and reason tradition and progress in profound manner.

Sudha Murthy :- Sudha Murthy (Kulkarni) born in 19 August 1951 in an Indian educator, author, philanthropist, who is chair person of the Infosys foundation. She is married to the co-founder of Infosys N.R.Narayan Murthy. Murthy was awarded the '**Padmashree**', the fourth highest civilian award in India. She is also social worker since 2006.

Sudha Murthy began her professional career in Computer science and Engineering. She is the chairperson of Infoys foundation and a member of public health care initiatives of the Gate foundations. She has founded several orphanages, participated in rural development efforts and supported the movement to provide all Karnataka Government school with computer and library facilities.

She intends to offers some massage attack some undesirable behaviors in person or society spread some ethics among the reader present a social problems, narrate historically significant events which new perspective etc. Sudha Murthy illustrates regarding various kinds of issues in her write-ups and her writing demonstrate a marked change to feminine writing in the overall view point. It is common practice in feminine writing to blame men for women's suffering.

Some of Sudha Murthy's widely acclaimed books include the mother 'I never knew', 'three thousand stitches', 'the man from the egg' and 'magic of the lost temple(2018)' she received the life time achievement award in 2019, she was conferred with the '**Padmashree**' which is the highest civilian honor in India. With this compilation here is the collection of twenty one best Sudha Murthy's books.

Wise and Otherwise, how I taught my grandmother to read and other stories, Gently falls the Bakula, Mahashweta, Dollar Bahu, The day I stopped drinking milk, The old man and his God, Grandama's bags of stories, House of cards, Three thousand stitches, The mother I never knew, The magic of the lost temple, Something happen on the way to heaven, The serpents revenge, The bird with golden wings, The man from the egg, The daughter from a wishing tree, The gopi diaries, The upside down King, How the onion got its layers, How the sea become salty, etc.

Sudha Murthy has written novels, technical books, travelogues, collection of short stories and non-fictional pieces and books for children. Her books have been translated into all the major Indian languages. Her vision of a library for each school has resulted in the setting up of fifty thousand libraries so far though the Infosys foundation, she has built two thousand three hundred houses in the flood affected area.

Shashi Deshpande :-

Shashi Deshpande born at 1938 in Karnataka. She is and Indian novelist. She is a recipient of the **Sahitya Akadami Award** and the **Padmashree Award** in 1990 and 2009 respectively. She was educated in Bombay. Deshpande was degrees in economics and law in Mumbai. She studied journalism at the Vidya Bhavan and work for a few months as a journalist for the magazine '**Onlooker**'.

Her first collection of short stories published in 1978. 'The dark holds no terror' in 1980. She owns the **Sahitya Akadami Award** for the novel 'the long silence' in 1990 and Padmashree Award in 2009. Her novel 'shadow play' was short listed for the **Hindu Literary prize** in 2014.

Shashi Deshpande has written four children's book, a number of short stories, thirteen novels and an essay collection entitled writing from the margin and other essay. Shashi Deshpande's some notable books are 'If I die today' (1982), 'Come up and be dead'(1983), 'Roots and shadows'(1983), 'The long silenced'(1989), 'The instruction and other stories' (1993).

The Major themes in the novels of Shashi Deshpande deals with the theme of the quest for a female identity. The complexities of man and women relationship especially in the context of marriage the trauma of a distubuld abolescence. The Indian woman has for years been silent sufferer. Her novels deal with women belonging to Indian middle class. Deshpande's novel presents a social world of relationship as well the inner world of Indian woman.

An early short story a 'liberated woman' is about a young woman who falls in love with a man of different caste and marries him in spite of parental opposition. She is intelligent and hard working and become a successful doctor but her marriage breaks up because of her success. Woman writers have presently began voicing their feeling and thoughts in a forceful manner, shaking of their sad experience of the past in a male dominated society. Her novel 'That long silenced' is the winner of the prestigious **Sahitya Akadami Award** of 1990. It has been translated into several foreign languages.

Shashi Deshpande is a female protagonist in their writing; evince sufficient vigour and courage to question the oppressive role of society, religion and culture the age old patriarchy. The literary output of these writers either revolts against the subjugation of women in Indian society or redefines the female ethos. It's about woman demanding their identity, asserting their individuality. The spate of woman fiction brought with it a plethora of criticism which in its assessments, generally finds the origin of the woman question in the marriage system or the age old patriarchy is the reason of her oppression and suffering. Near about all writers write about manmade rules against woman. So all these writers are taken into granted as feminist. If patriarchy is reason for woman suffering and misery, it's ambiguous that's why this writers created woman characters who insult, injury or even death on other woman characters in the novel.

II. CONCLUSION

Kamla Markandaya occupies a prominent position among the woman novelist. She is famous for her novel 'nector in sieve' which magnifies the struggle of an Indian woman's life set in the back drop of rural India. The Indian arrangement is focused by male dominated society with a few exceptions.

Sudha Murthy is best known for her contribution to literature in Kannada and English. 'Dollar Bahu' a novel originally authored by her in Kannada and latter translated into English as 'Dollar Bahu' was adopted as a televised dramatic series by Zee TV in 2001. In her story 'Sahyadri hills a lesson of humanity' Thandappa said, "when you want to give us something we accept, but only when we can give something to you to unless you take our gift we cannot take the things you have brought for us", these lines change Sudha Murthy's view towards life.

Post modern Indian literature in English is a powerful articulation of women's struggle for libration and self-assertion. The art of storytelling is power of woman nature. Besides woman have special skills of diving deep into the in most recesses of human heart sympathetically and sensitively. Hence, Indian woman novelist in last few decades have cultivated there characteristics, style and secured a distinguished place for themselves with the depth of the ocean in their hearts, the desire to enfold the vast sky within their tiny hands and the dream to

enclosed the entire globe within their eyes. Women writers have unheard into a new era of glory like Shashi Deshpande and gusto with their independent identity.

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Value of Money for Children Views by Sudha Murthy

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ABSTRACT

Life is an exam where the syllabus is unknown and question papers are not set. Nor are there model answer papers." Sudha Murthy

Life for parents is in children and to nurture them is there great responsibility. To nurture them with care ,love and good habits is a great challenge for parents .Sudha Murthy expresses her thoughts which are really valuable for Parents.

Sudha Murthy is one of the icons of women power of post-modern India. A multifaceted person, she is a businesswoman, a prolific writer in Kannada and English, a globally revered philanthropist, and an educator. She is an engineer by training. Born on 19th August 1950 in Shiggaon, Karnataka, to RH Kulkarni and his wife Vimala Kulkarni.

I. INTRODUCTION

A prolific writer in English and Kannada, Sudha Murty has written novels, technical books, travelogues, collections of short stories and non- fictional pieces, and books for children. Her books have been translated into all the major Indian languages. She had cooperated with many students and it was a little impossible to recall all their names. Sudha arranged morning first hour classes because students would be renewed and energetic. As a teacher she took discomfort to make her students successful in their respective careers

Sudha portrays the values of being a shrewd observer. Her scientific knowledge and concepts are quite strong and sharp.

When the discussion is around parenting and parental values, Sudha Murthy's anecdotes and examples always fit. An educator, author and philanthropist Sudha Murthy is revered for her parenting lessons. Her opinion on parenting is so simple and easily understood that people consider her a living guidebook. Mother to two Murthy has lots of valuable parenting lessons and tips which she shares with her audiences time and again. Her talks on parentings are massively read and shared among parents and youngsters as well.

Money is a very confusing element. It confuses adults, too. On one hand it can blind a person with arrogance and greed and on the other hand it can make a person bitter about those who have it more than him.Many times it has been seen that kids tend to recognise the monetary barrier between them and their friends who might not be having as much money as their parents have. If not checked on time, these behaviours might

remain with the child forever.It is therefore essential to check these things in the kid and make sure your child has the right knowledge about money.

To those living under a rock, Sudha Murthy is the wife of Infosys co-founder NR Narayana Murthy. Her views on money and its importance is way different than how people see her. Despite affluency, which means overindulgence in luxury items to many, Murthy has always talked about the right way of spending money.

Contrary to what people think of her, she has always spoken about teaching her kids the value of money and why one should try to spend it in the correct manner. During a school function, Sudha Murthy had narrated an interesting story about her son. The story amazed the audience and till date has remained one of the most popular stories for parents. Her son, Rohan Narayana Murthy, who was a young school going kid at that time, came to her and asked her to throw a lavish birthday party. "He wanted a big party," she said.

It was then Murthy suggested her son to have a small party and give the money that could have been used for a big party, to their family driver so that his kids can have education."My son was reluctant at first," she remembers. However, he later agreed for a small party. A party that could have cost Rs 50,000 was managed with 5,000 rupees and rest of the money was used for a genuine cause. This parenting lesson stayed with her son. Few years later, Murthy got to know what she had sowed in a reluctant child has reaped differently in a matured adult.

Years later, on his birthday her son gave her his scholarship money and asked her to give it to the families of soldiers who had lost their lives in the 2001 Parliament attack in India. Helping kids understand the value of money is something every parent should do. Kids should not be allowed to grow selfish over money and should never be blinded by it.

Another golden piece of advice from Murthy's guidebook is that money does not make someone extraordinary. Having or not having money is not something one should be concerned about. What should matter more for an individual is the human values like empathy, kindness, value towards other human beings, standing next to others without having any discrimination.Apart from these Murthy also believes in giving kids a free hand while growing up, so that they know what they want to be. She does not believe in imposing things on kids. She advises parents to talk to their kids on a daily basis as much as possible. In order to get closer to a child, you need to understand the world from their point of view, she suggests.

Be it her take on throwing a birthday party or her views on using gadgets, Sudha Murthy's parenting tips are forever relevant! Author, educator and philanthropist Sudha Murthy wears many hats, and the decorative one among these is that of a mother.Mother to two, Murthy is a powerhouse of parenting tips. Her suggestions on parenthood and upbringing of kids go without any queries. The agreeable explanations, the wholesome anecdotes and the non-partisan views given by her are not just acceptable; they seep into the households of a common Indian family. Murthy's parenting tips hold Indian values, ethics and mannerisms in a tight grip. Her suggestions are so germane to the Indian context that no discussion on parenting is possible without a mention about her quotes.

Gadget indulgence is a major headache for parents these days. Children get introduced to mobile phones, majorly, from a very young age. Toys, lullabies, stories of elders that used to keep a child busy earlier have become outdated. On the overuse of gadgets, Murthy has a unique explanation. She says the overindulgence of gadgets in kids goes hand in hand with the gadget habits of the parents. Parents should themselves first restrict using gadgets, she had said in an interview.If you want to stop your child from using gadgets, stop yourself first. Unless and until it's a priority do not engage yourself for hours over gadgets, she says. Children have a sense of

ownership. They are usually reluctant to share things with others. Be it toys or chocolates, whatever a child has in its grip is hard for it to part with.

Sharing is a very essential mannerism that kids need to be taught. On sharing, Murthy shares a very interesting story which is one of the most widely shared anecdotes on parenting. On several occasions, she has narrated this specific story on how she taught her son the importance of sharing. When her son pestered her to throw a birthday party for him, she estimated the expense would be around Rs 50,000. Instead of immediately agreeing to her son's demand, she suggested he have a small party and give the rest of the amount to their driver, for his children's education."Initially he did not agree," says Murthy. "But later he agreed to a small party," she adds. On this she adds, "Many years later, he gave his scholarship money to me and asked me to use it to help the families of soldiers who had lost their lives in the 2001 Parliament attack in India."

Children can be lured with money and monetary promises. This prompts them to do several dishonest activities.On monetary values, Murthy says children should always be taught that values make a person extraordinary, money does not. She has always talked about how she persuaded her kids not to indulge in lavish parties, extravagant life and heavy expenditures and how that money can be used in helping someone less fortunate than they are.

Delay" is her mantra on meeting the demands and pesters of the kids. While parenting is all about giving comfort to the kids, it is also about embedding values into the young mind. When your child is asking for something, do not give in to the demands, instead delay it for a while and try to figure out if it is really required, says Murthy. She also strongly advises not to belittle the child for the demands and instead make them understand the value of the thing they are demanding and why it can be put on hold for some time.

Sudha Murthy has a brilliant piece of advice for parents who always look forward to fulfill their dreams through their kids. Do not impose your ambitions and dreams on your child, she says. A child has its own future which should not be dictated by others. Let the child explore what he or she wants to do.A child needs guidance and supervision to explore its hidden talent. Imposition may not always lead to a bright future. It may gradually wane the real talent of the child.

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Women Empowerment and Entrepreneurship Through Higher Education

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ABSTRACT

Currently India is in the second position in the world of having highest population. Approximately half of the population is female in total population of it. But if we analyze the current status of Indian women with other countries of the world than we can realize that the scene is not even satisfactory but the worst. Indian women generally faced all types of barriers to success like illiteracy, domestic violence, lack of motivation and support and many more. India is country where man dominance in the society prevails. It is very essential for the harmonious development of the country that women should go hand by hand and shoulder to shoulder with men. And for empowering the women, higher education will play a vital role. In the recent years, Entrepreneurship and Innovation have taken new turn because of increase in the globalization and liberalization. Women Entrepreneurs means who start a setup or a business activity generating jobs for others. The three important factors that are playing major role in women entrepreneurship.

1) Internal factors such as individual's attitude towards risk taking or family encouragement.
2) External factors such as government support or reward system.
3) Higher education & competencies.

According to 2016 report of Small Industry Development Bank of India (SIDBI), following southern Indian states such as Karnataka, Tamil Nadu, Kerala, Andhra Pradesh and Maharashtra have witnessed more than fifty percent of all women run small scale industrial units in India. The GDP of a nation growing as the women of the country progress in the field of entrepreneurship and innovation. Women have to be given fair chance as men in the field of entrepreneurship as most of the talented women end up with responsibilities and working at home. Despite facing a lot of socio-economic challenges, women entrepreneurs have become successful.

Key words: Empowerment, Higher Education, Women Entrepreneurship.

I. INTRODUCTION

Dependent women are not empowered women. If women think just that being highly educated and employed they are empowered, it is a myth. Women have to understand the true meaning of empowerment. Everyone must understand that empowering women doesn't mean empowering them in technical area only. Women should remember that they are also rational, intelligent and thinking human beings. For centuries, women were treated as less-than-equal to men in many ways. Women were not allowed to vote, own property, or

work in many jobs. This situation is due to strong addiction to culture and tradition. Such patience is exercised not only for the sake of society and children, but also due to lack of confidence to live as a single woman and face the challenges of life. Now that we are out of those dark ages, women are more EMPOWERED to do whatever they want. This means that they have the ability to choose their own destiny, business, job, vote, and do anything a man can do.

The Oxford American Dictionary defines "empowerment" as "to make (someone) stronger and more confident. "When we talk about women's empowerment, we talk about women taking more of a leadership role. Whereas until very recently, women were subordinates. Women Entrepreneurship and Education entrepreneurship. Women's development is directly related to the development of a nation. The effective management and development of women as a resource (i.e. their abilities, interests, skills and other resources) can help in national development. Education plays a prominent role in development of Women Entrepreneurship. Education widens the mental horizon and enhances leadership quality stimulating the entrepreneurship skill, promotes efficiency and outlook of the people. It acts as an agent of specialized innovation, new thoughts and visions. These qualities are called as the supreme factors which promotes the quality of entrepreneurship. In today's new waves of globalization women require global leadership qualities in order to best utilize their existing resources to be a entrepreneurship quality should be competitor with the world. To reach out to the world global, developed. Women entrepreneurship is the need of the hour.

1. Meaning of Women Empowerment

The absence of a democratic context has contributed to slow progress in empowering women, particularly in South Asia. Women's empowerment movements have not survived in authoritarian regimes based on gender subordination and ideologies of male dominance. Approaches in South Asia have necessarily focused on opportunities and services rather than on political power. Conceptualizations of gender discrimination and male domination have been

oversimplified and focused on elimination of obvious oppressive practices such as wife beating or dowry demands. Empowerment of women that will have lasting impacts must involve consciousness raising before the social construction of gender which subordinates women in the family, class, caste, religion or society can be changed. Three experimental approaches to empowerment in South Asia have been tried: integrated development, economic empowerment, and consciousness raising. Consciousness raising has been implemented in awareness groups and International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS), 2014, Vol. 1, No.5, 18-22. 19 education that have led to a new consciousness, self worth, social and gender analysis and access to skills and information.

2. Meaning of Women Entrepreneurship

Women Entrepreneurs means the women or a group of women who initiate, organize and operate a business enterprise. A woman entrepreneur is therefore a confident, creative and innovative woman desiring economic independence individually and simultaneously creating employment opportunities for others In the advanced countries of the world, there is a phenomenal increase in the number of self-employed women after the World War II.

3. Meaning of Higher Education

Higher Education is the aggregate of systematized knowledge and practical skills that allow theoretical and practical problems to be solved by a given type of training, utilizing and creatively developing the modern achievements of science, technology, and culture. The term "higher education" is also applied to the training of highly skilled specialists in the fields of economics, science, technology and culture at various types of higher schools, which accept persons who have successfully completed secondary general-education schools or secondary specialized-education institutions.

II. OBJECTIVES

The main objectives of this research paper are:-
1. To know the relevance of higher education in women's life.
2. To analyze the need of women empowerment and entrepreneurship through higher education.
3. To identify the hindrances in the path of women empowerment and entrepreneurship through higher education.
4. To examine the impact of women empowerment and entrepreneurship on the growth of the country.

III. RESEARCH METHODOLOGY

This research paper is basically descriptive and analytical in nature. In this paper attempt has been taken to analyze the importance and need for empowerment and entrepreneurship through higher education for women in India. The data used in it is purely from secondary sources according to the need of this study.

IV. LITERATURE REVIEW

Duflo, E. (2011), Women's Empowerment and Economic Development, National Bureau of Economic Research, Cambridge.
The study argues that the inter-relationships of the empowerment and development are probably too weak to be self sustaining and that continuous policy commitment to equality for its own sake may be needed to bring about equality between men and women.

Sethuraman, K. (2008), The Role of Women's Empowerment and Domestic Violence in Child Growth and Under nutrition in a Tribal and Rural Community in South India, Research Paper No. 2008/15, United Nations University.
This research paper explores the relationship between women's empowerment, domestic violence, maternal nutritional status and the nutritional status and growth over six months in children aged 6 to 24 months in a rural and tribal community. This longitudinal observational study undertaken in rural Karnataka, India included tribal and rural subjects.

Need of Women Empowerment and entrepreneurship through higher education
It is probably the totality of the following or similar capabilities:
- Having decision-making power of their own
- Having access to information and resources for taking proper decision

- Having a range of options from which you can make choices (not just yes/no, either/or.)
- Ability to exercise assertiveness in collective decision making
- Having positive thinking on the ability to make change
- Ability to learn skills for improving one's personal or group power.
- Ability to change others perceptions by democratic means.
- Involving in the growth process and changes that is never ending and self-initiated
- Increasing one's positive self-image and overcoming stigma

So from the above points we can divide the components of Women's empowerment in five components, which is self explanatory that why there is need of women empowerment:-

women's sense of self-worth;

their right to have and to determine choices;

their right to have access to opportunities and resources;

their right to have the power to control their own lives, both within and outside the home and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

Relationship Between Higher Education and Women Empowerment

Higher education definitely raises women's status whether she contribute in the income of the family or not. She can be at par with men. Majority of the women in our country are uneducated that is why they are suppressed. It is the duty of school teachers to tell them that becoming a wife is not their ultimate goal. Their standing up on their feet and being something is important.

Education can bring phenomenal change in women's life resulting in social transformation in the long run by inculcating

following attributes among them:

1. Enhancing their confidence
2. Raising their status in the family and society
3. Bring awareness about their rights
4. Boosting their self esteem
5. Increasing their self efficacy
6. Reducing their dependency
7. Enhancing their mobility
8. Opening career opportunities

Increased knowledge, self-confidence and awareness of gender equity are indicators of empowerment process (Murphy-Graham, 2008). There is evidence that these components are usually developed during and as a result of higher education (Maslak and Singhal, 2008).

Women, who are educated and earning, are in much better position in our society as compared to uneducated women worker. This is a commonly understood view about the role of education in transforming women.

Hindrance of Women Empowerment & Entrepreneurship in Higher Education

There are many hindrances in the path of women empowerment and in higher education. Some of them are as follows-

- ➤ Lack of education
- ➤ Financial constraints
- ➤ Family responsibility
- ➤ Low mobility
- ➤ Low ability to bear risk
- ➤ Low need for Achievement
- ➤ Absence of Ambitions for the Achievement
- ➤ Social status

Status of Women in Indian Society

The worth of a civilization can be judged by the place given to women in the society. The Muslim influence on India caused considerable deterioration in the status of women. They were deprived of their rights of equality with men. Raja Ram Mohan Roy started a movement against this inequality and subjugation. The contact of Indian culture with that of the British also brought

improvement in the status of women. The third factor in the revival of women's position was the influence of Mahatma Gandhi who induced women to participate in the Freedom Movement. As a result of this retrieval of freedom, women in Indian have distinguished themselves as teachers, nurses, air-hostesses, booking clerks, receptionists, and doctors. They are also participating in politics and administration. But in spite of this amelioration in the status of women, the evils of illiteracy, dowry, ignorance and economic slavery would have to be fully removed in order to give them their rightful place in Indian society.

V. CONCLUSION

On the basis of above detailed analysis it could be concluded that there is no doubt about the essential need of women empowering and entrepreneurship through higher education. Now it is cleared that only literacy is not the ultimate solution but women should be highly educated to know their rights and duties. And should be able to use their rights as per the need. But it is also mandatory that there should proper implementations what policies are made and what government of India has made different programs regarding women empowerment and entrepreneurship.

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Digital Library Services in Higher Education

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ABSTRACT

Digital libmry resources and services are the prestigious issue of modern library concepts. Access to digital resources and services has become an important tool for researchers and teachers. This paper deals with the services provided by digital library, Digital library are quite new about 20 years of age. At the same time, they have been growing at a fast pace. Digital libraries have the following characteristics they store, preserve distribute and protect content in different format and at the same time, they allow interaction be between the user and the contents they are always present, both geographical and over time, they can make works internationally known, enhancing referencing and citation; they can make public the products of the educational process and let then be used as inputs for further learning.

I. INTRODUCTION

Computer based communication have not only widened the access to information and helped establish linkages with the professional colleagues and friends elsewhere, it has extensively facilities massage transmission transfer and exchange of files and text, uploading / downloading database access interactive services, provision of bulletin boards and news slitters, job submission and execution, teleconferencing,- tale- ordering, inter-library loans, creating user profiles, consolidation and repackaging of information for specific needs, dissemination of information, and so on.

Hundreds of thousands of monographic materials, journals, learning resources, databases, etc. are now available in electronic formats, and these materials can be accessed from the remote comer of a country, thereby increasing the use of Information and literature and the efficiency of information services. Users are now more independent than before; they can access to these electronic formats from their have computers and search database according to their needs.

Definition Digital Library

Digital library could be referred to as computerized network system where all the information is stored in electronic format, which can be accessed and transmitted through networks enabling retrieval of desired information by a large number of users.

Library as an Information Resources Centre

Library identifies, acquires, organizes, preserves, and disseminates information resources either at the initiatives of the library staff or at the request of library patrons.

Digital Resources

There has been substantial progress in the use of digital resources in libraries. Academic university and special libraries are co-ordinating and delivering the services globally. These emerging digital library services might be delivered in a distributed manner or shared centrally. The care aim of these approaches is to achieve interoperability, ease of access management and use as well as ways in which to manage digital resources into the future.

Digital Library Services and Focused on Four Major Service Areas. These were;

- Persistent identifiers
- Access management
- Collection and service registries, and
- Digital preservation

The new environment for digital libraries and the fact that we are how seeing new practices where users are engaging in the creation of information not just the, use of in and that there is the added new dimension of "social software" This new context digital libraries need to word on making themselves available and relevant to users.

Digital Library – Goals

- ❖ To increase the access i. e. all types of information availability to users both offline md online.
- ❖ To preserve the original document and manuscript Qualitative and quantitative resources sharing
- ❖ To improve the library services Ensuring the effective usage of information storage in digital format.
- ❖ Effective utilization of funds invested on digital library,
- ❖ User acceptability from their desktops. To satisfy the five laws of library science.

Need of Digital Library

The trend of globalization and free marketing increases global competition in all fields and also if increases fast development in the knowledge industry and human resource development. With the next decade, most of the information output created in our society will be made and communication only.

Feature of Digital Library

- ❖ Access to very large information collection
- ❖ Network accessibility
- ❖ Provide user friendly user interfaces
- ❖ unique referencing of digital objects
- ❖ Supported advance search and retrieval
- ❖ Available for a long time

❖ Support traditional library missions of collection development, organization, access and preservation
❖ Support publishing annotation and integration on new information
❖ Support graphical diagrammatic, multimedia interpretation.
❖ Enable link representation to local / external objects.

Digital Library Services

Following user service.

1) E-Books

2) Online public access catalogues (opac)/ web opacs service

3) E Journals

4) E mail service

5) Scanning and downloading.

6) Newspaper

7) Manuscripts

8) Full text database bibliographic database and in house database

9) Reference service":

a) Web forms: web forms are created for digital reference service I order to help the patron be more productive in asking their question. This document helps the librarian locate exactly what the patron is asking consideration. Because web forms substitute for the reference interview receiving as much information as possible from the patron is a key function. Aspects commonly found with web forms -:

- A return email address to send the answer to the question.
  - The question being asked
  - What sources have been consulted the patron
  - How the patron is planning to use the information.

b) Chat using commercial application :-

Several applications exist for providing chat - based reference. Some of these applications are: Question point. Tutor corn Aspiring kids, Corn. Viennese. Corn and VRL pies. These applications bear a resemblance to commercial help desk application. These applications possess functionality such as: chat. Co-browsing of web pages and document pushing, customization of pre-scripted messages, storage of chat transcripts, and statistical reporting.

c) Chat using instant massaging: -

Instant messaging services are used by some libraries as a low cost means of offering chat based reference, since most services are free, utilizing for reference services allows a patron to contact the library from any location via the internet. This service is like the traditional reference interior because it is a like interaction between the patron and the librarian.

10) Inter library loan service

11) Current Awareness Service. (CAS)

12) Indexing and abstracting services.

13) Translation Service.

Impact of Digital library on education and learning.-:

- The digital libraries will allow teachers and student to use information sources and tools that have traditionally been physically and conceptually inaccessible. In this area, digital libraries can,
- Play key roles in formal learning settings

  Offer more information than the traditional resource,

  Be accessible in class rooms as well as at homes or central library.

  Enable remote access to rare and unique materials
- Offer great opportunities for users to deposit as well as use information will support communities of interest and more specialized courses to be offered

E Learning and Digital Libraries with respect distance Education :-

Digital libraries are set of electronic resources and associated technical capabilities of creating, storing searching and dissemination of information. Digital libraries are playing a vital role in online learning education system most of the digital libraries are dedicated to supporting higher education and research and they justify their investment in digital development as a powerful means of realizing the larger institutional goals of the academic community they serve.

One reason for using digital libraries in E- Learning is that it can store and manager large amount of digital content such as full text, course material, bibliographic database library catalogues, image and audio clips etc. ^Thus, it provides on environment to bring together collection, services and people in support of the full life cycle of creation dissemination and preservation of date, information, and knowledge. Another reason to use digital libraries is that using various electronic tools. Learners can search text materials and images easily and quickly, which can be applied broadly across all kinds of institution. Advance inter communication technology, sophisticated search engines are the other reasons to implement a digital library in modern education. Other advantages of digital libraries. Services of digital libraries in E-learning environment-:

1) Content Management
2) Digital library / institutional repository
3) Courseware
4) Digital/virtual reference service
5) Federated search
6) Social networking and web 2.0
7) Education and training

Digital Libraries and Higher Education :-

Over the century's libraries have been the keepers and distributors of books. Journals, Maps and other materials that are used by students in the learning process. They have also been the legal deposit of part of the products of scholarly publication - theses and dissertation, articles, technical reports, etc. In general, student's has been patrons of the libraries of their institution. In order to make more contents available and thus benefit students and faculty, pools of institutions have engaged in commuting items and /or their copies.

There is no reason for digital libraries not to have the same function of traditional libraries, except that they can add functions and value due to their digital and networked nature.

Let the different function of a digital library in the higher education content be examined

Digital libraries and courseware

- Digital libraries and references
- Digital libraries and scholarly publication
- Digital libraries and open access

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Role of Human Values and It's Importance in Human Life in 21st Century

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ABSTRACT

It's indeed true that society being a foundation of individuals can't endure and succeed without human values. Subsequently, it's vital for converse about this significant issue in order to make cognizance about human values in contemporary society. Globalization has brought forward the perception of human values as the prime need and it has turned into an inescapable component of current culture. We can site considerable values where individuals seem to be envious and nations are remaining before one another like prime opponents. We can see war like circumstances in the majority of the nations of the world and infringement causing annihilation of the globe.

Keywords : Challenges, problem solution, Human Values, essential human values, Globalization, Importance, Truth

I. INTRODUCTION

What Human Values

It is feasible to plan our life through a worth framework. We can nourish our lives through values and sustain peacefully with them. Human Values are generally significant throughout everyday life. It is significant that individuals are and ought to be prepared to forfeit nearly anything to live with their values. Trustworthiness, respectability, love, and bliss are a portion of the end esteems or objective values that individuals try to achieve, practice and live with. Then again, values like well being, acclaim, status, knowledge, etc. are the means which assist with us for accomplishing the life. Human values are instrumental in our lives.

Value System

Human value system includes the two arrangements of values — terminal and instrumental — which are created and built up through the way of life wherein they develop on one side and the climate on the other. Socialization from guardians, strict foundations, companions, individual encounters, and society add to the arrangement of values in people. The singular values are influenced by our conviction framework, winning social frameworks, and somewhat financial conditions. The terminal values are shaped throughout the long term, while the instrumental values are dictated by circumstances.

Feeling of Human Values

Realizing our values assists us with accomplishing clearness in relation to why we do, what we do, and appropriately keep focused and carry on with a steady life. Every one of our activities and choices are influenced by our values. The individuals who know their values and live by them become the heads of our general public. Realizing our values assists us with planning our life objectives since we realize what is generally significant for us today and on a continuous premise. Values are just about as significant as skills to accomplish our objectives. Realizing others' values is similarly essential to comprehend their conduct and the causes behind it. We can likewise comprehend their dynamic by understanding their values. While terminal values give us a feeling of satisfaction, extravagance, and prize, the instrumental or impermanent values give us a bearing to accomplish our life objectives adhering to the terminal values. The least complex strategy to distinguish our values and that of others is to set up a rundown of what is generally imperative to us. Then, at that point, these can be isolated into terminal values and instrumental values. It is worth intermittently rehashing this activity since the instrumental values continue to change. The best an ideal opportunity to survey our values is the point at which we audit our objectives.

Indeed, it is feasible to choose a bunch of values, particularly terminal values and live with them. The main thing it needs is a solid obligation to our objectives and the activities required to accomplish these objectives. Living with extremely durable values implies going to any degree to follow these values without making a big deal about the results. On the off chance that talking the fact of the matter is our worth and by talking reality on the off chance that we welcome some difficulty, so be it. The most common way of taking on values includes moving towards those values. Additionally, distinguish the values that guide us in getting away from the encounters that we need to keep away from. This interaction is fundamentally creating some distance from unfortunate values or changing the unwanted values.

Essential human values

Schwartz (1992) recognizes different values that administer the human existence based on persuasive objectives. They are as under.
1. Self-Direction which is an autonomous idea and activity; picking, making, investigating.
2. Stimulation which is a fervor, curiosity, and challenge throughout everyday life.
3. Hedonism which is simply the delight and erotic satisfaction.
4. Achievement which is an individual accomplishment through exhibiting capability as per social guidelines.
5. Power which is an economic well being and notoriety, control or predominance over individuals and assets.
6. Security which indicates well being, congruity, and security of society, of connections, and of self.
7. Conformity which is the restriction of activities, tendencies, and motivations prone to disturb or hurt others and abuse social assumptions or standards.
8. Tradition which focuses towards regard, responsibility, and acknowledgment of the traditions and thoughts that customary culture or religion give oneself.
9. Benevolence that is the safeguarding and improving the government assistance of those with whom one is in successive individual contact.

10. Universalism which is the agreement, appreciation, resilience and assurance for the government assistance, everything being equal, and for nature.

11 Notwithstanding these values love, excellence, truth and goodness are the essential human values which regulate life of individuals in obvious sense. Simultaneously, values like politeness, regard, thought, genuineness, decency, devotion, sharing, transparency, acknowledgment, appreciation, fraternity, fellowship, sympathy and empathy and so forth go inseparably with the previously mentioned values.

Human Values for the 21st Century

The 21st century promises to be a time of scientific and technological growth at a level never before experienced in human history. This growth will either trigger chaos, disruption, war, starvation and disease or will introduce a period of humanistic cooperation, development, progress, and peace. What emerges will depend upon which values are embraced, taught, encouraged, and legislated. The value choices, which must be deliberately chosen and not left to chance, must be secular, global, and familial. The accepted values must be embraced, taught, encouraged, and supported internationally, nationally, locally, and personally. What is proposed here represents some of the value choices, the ethical building blocks, that will enable a world of peace and harmony to come into existence--a world in which human diversity is respected and tolerated and, at the same time, a world in which each individual will be enabled and encouraged to maximize his or her potential, without discrimination and in an atmosphere of freedom. What is required to bring about this idealized world is a democratic, pluralistic society which recognizes the human rights of each individual and in which no man or woman or class of men or women shall be demeaned and treated as mere slaves existing only to fulfill the desires of those who would be their masters; a world in which no man or woman or class of men or women shall be used as tools for the lusts of others, or for the ambitions of others, or for the greed of others, a world in which the life of every man and woman and child shall be recognized and esteemed as a unique and ultimate statement of the evolutionary process and therefore of inestimable value. To achieve and make real this concept of a world of peace for the 21st century the following humanistic values provide the basic essentials.

1. Humanistic values for the 21st century must be secular, democratic, and pluralistic.

The values must be of the people, for the people, and by the people. They must embrace common moral decencies such as altruism, integrity, freedom, justice, honesty, truthfulness, responsibility, compassion, and must reflect the normative standards human beings discover and develop through living together. Value development must draw upon reason, science, the arts, and must express concern for justice and fairness and concern for the physical and mental well-being of every human being in an effort to maximize individual freedom without limiting the freedom of others.

2. Humanistic values for the 21st century must be global

As the first generation in human history to have viewed our planet from outer space, we have been made conscious of the uniqueness of this fragment of cosmic matter which we call "earth" that circles a rather small star (our sun) in an immense universe. So far as we know at this moment, we humans are the only intelligent,

rational beings existing anywhere in the cosmos. Statistical estimates suggest that elsewhere planets circling stars may have produced other intelligent life forms, but at this moment we know nothing of these other life forms, despite the claims of those who say they have encountered extra-terrestrial beings. To the best of our knowledge, we are utterly alone in the universe and we are bound together by our habitation on this planet. Our value system must extend beyond national, ethnic, religious, territorial, and racial boundaries. Only a global ethic, a global humanistic value system that embraces the entire world will suffice for the 21st century.

3. Humanistic values for the 21st century must be based on a familial ethic.

Anthropological and mitochondrial DNA researches have made clear our evolutionary heritage. As one of the many life forms that have evolved over the millennia, human beings have developed from very simple origins to become the most complex life pattern among all living creature. Our best research informs us that human life originated in Africa and from Africa moved to other continents to become the multicultural people we are today. We are all brothers and sisters--children of the same parents. Differences in skin coloration, hair, eye form, and so forth represent the kinds of variations one finds in any family where no two offspring are exactly the same or develop in exactly the same way. Nevertheless, so close are we to one another that blood from one race can be transfused to save the life of someone of a different race. Our body structures, despite minor discrepancies, are the same.

Body parts such as heart, lungs, kidneys, liver, and so forth can be transposed between humans without regard to race, nationality, ethnic origins, or other sub-categories of the human family. Therefore, as members of a single family, we must embrace humanistic family values that supersede boundaries, of nation, race, religion, ethnic origin, sexual differences, sexual preferences, and so forth. We must move beyond the outmoded nationalism and separatism that have been taught for centuries and that only serve to breed tension in the human family. The implication that, by belonging to one nation or race or group of people or by embracing a faith system with its particular beliefs, rules, and regulations, somehow separates an individual from or elevates a person above others cannot provide a basis for global familial values. Such membership provides identity solely on the basis of a limited group association which negates responsibility and caring for those outside of the group. Separatism based on ethnicity, nationalism, and religion has bred disaster. The humanistic family ethic, while tolerating and understanding differences in customs, beliefs, and social agendas, embraces an inclusiveness that seeks to rise above religious and political animosities and tensions to emphasize what unites human beings rather than that which separates them. Wherever and whenever ancient moral and reparative principles are taught they must be recognized and incorporated as subsections of the broader humanistic family values.

Conclusion

Human values plan to support human inspiration, arrange different necessities, reason and objectives of human existence. Values go past the distinct deeds and conditions. They are immaterial destinations of humankind. 21st century humanistic ethic requires that the scientific basis for the oneness of the human family be accepted and taught internationally, nationally, and locally in classrooms, in families, in religious and secular institutions.

Moreover, the factual basis for this teaching must supersede all creationist mythologies of human origins generated by earlier non-scientific generations.

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महिला सक्षमीकरण आणि उच्च शिक्षण

प्रा. डॉ. टी. एम. गुरनुले

अर्थशास्त्र विभाग प्रमुख, श्री रेणुकादेवी महाविद्यालय, माहूर, जि. नांदेड,

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सर्वाधिक लोकसंख्या असलेल्या जगात भारत दुसऱ्या क्रमांकावर आहे. त्यामध्ये एकूण अंदाजे ४९% स्त्रियाची लोकसंख्या आहेत. महिला सक्षमीकरण ही आज मानसिक पातळीवर महिलांमध्ये आत्मविश्वास निर्माण करण्याची आणि त्यांना आर्थिक आणि सामाजिकदृष्ट्या सक्षम बनविण्याची प्रक्रिया आहे. परंतु जगातील इतर देशांपेक्षा भारतीय महिलांच्या सद्यस्थितीचे विश्लेषण केले तर समाधानकारक नाही. भारतीय महिलांना यशासाठी सर्व प्रकारच्या अडथळ्यांना तोंड द्यावे लागते. सामान्यतः निरक्षरता, घरगुती हिंसाचार, प्रेरणा आणि समर्थनाचा अभाव इत्यादी. देशाच्या सुसंवादी विकासासाठी महिलांनी खांद्याला खांदा लावून पुढे येणे अत्यंत आवश्यक आहे आणि महिलांच्या सक्षमीकरणासाठी उच्चशिक्षण महत्त्वाची भूमिका बजावेल.

मुख्य शब्द: महिला सक्षमीकरण, शिक्षण, समाज, अधिकार, सामाजिक

प्रस्तावना: प्रत्येक भारतीय नागरिकाला काही मूलभूत अधिकार दिलेले आहेत. परंतु मूलभूत हक्क बद्दल जागरूकता कमी आहे. जर आपण समाजातील मूलभूत हक्क बद्दल जागृक्तेच्या घटकांची नोंद केली तर महिला या यादीत अव्वल असतील. आजही स्त्री मध्ये एवढी शक्ती असतानाही देशातील अनेक भागांमध्ये तिला अशिक्षित, असक्षम आणि हिन भावनेने पाहिले जाते, स्त्रियांना कमी लेखणे, समाजात दुय्यम स्थान देणे असे प्रकार घडतात. त्यासाठी महिला सक्षमीकरणाची गरज भासू लागली. महिला सक्षमीकरणासाठी शिक्षण हे एकमेव साधन आहे. स्वातंत्र्योत्तर काळात स्त्रियांमधील साक्षरतेचे प्रमाण अपेक्षेप्रमाणे नाही. एक राष्ट्र म्हणून आपण सुपर बनण्याचे स्वप्न पाहतो. पण या समाजाचा प्रमुख घटक असलेला महिला, साक्षरच नाही तर आपण महासत्ता होण्याची अपेक्षा करू शकत नाही. म्हणून, स्त्री शिक्षणाचे महत्त्व समजून घेणे आवश्यक आहे.

एका राष्ट्राच्या विकासात महिलांचे महत्व आणि अधिकार संपूर्ण समाजाला कळावे यासाठी जगभरात आंतरराष्ट्रीय महिला दिन आणि मातृ दिवस यासारखे स्त्रियांचे दिवस साजरा करून त्यांना महिला सक्षम करण्याचे प्रयत्न केले जात आहेत. आपल्या देशात समाजातील स्त्रियांचे अधिकार आणि मूल्य मारून टाकणाऱ्या कुप्रथा जसे हुंडा, अशिक्षा, लैंगिक अत्याचार, असमानता, स्त्रीभ्रूणहत्या आणि घरेलू हिंसा इत्यादींना बंदी घालण्यात आली आहे.

उद्दिष्टे: या शोधनिबंधाची मुख्य उद्दिष्टे आहेत-

१. महिलांच्या जीवनातील उच्च शिक्षणाची प्रासंगिकता जाणून घेणे.

२. महिला सक्षमीकरणाच्या गरजेचे विश्लेषण करणे.

३. महिला सक्षमीकरणाचा प्रभाव तपासणे.

संशोधन पद्धती: हा शोधनिबंध मुळात वर्णनात्मक आणि विश्लेषणात्मक आहे. विश्लेषण करण्यासाठी वापरलेला डेटा पूर्णपणे दुय्यम स्त्रोतावर आधारित आहे.

महिला सक्षमीकरणाचा अर्थ: महिला **सक्षमी**करण ही एक प्रक्रिया आहे ज्यामध्ये स्त्रिया आधी नाकारल्या गेलेल्या परिस्थितीत काय असू शकतात, आणि काय साध्य करू शकतात हे स्पष्ट करतात. निर्णय प्रक्रियेच्या बाहेर असलेल्या स्त्रियांना स्वीकारणे आणि परवानगी देणे. महिला सक्षमीकरण म्हणजे महिलांचे आत्म-प्रशंसा, स्वतःचे निर्णय घेण्याची त्यांची क्षमता आणि स्वत:साठी आणि इतरांसाठी सामाजिक बदलांवर प्रभाव टाकण्याची पात्रता म्हणून केली जाऊ शकते. महिला सक्षमीकरण म्हणजे महिलांना सामाजिक विकासासाठी स्वत:चे निर्णय घेण्यास सक्षम बनवणे. महिलांचे सक्षमीकरण स्वावलंबी आणि आर्थिकदृष्ट्या स्वतंत्र होणे. महिला **सक्षमीकरण** सामाजिक, आर्थिक, जगामध्ये सुधारणा करण्यासाठी हाती घेतलेल्या उपक्रमांना महिला **सक्षमीकरण म्हणता येते.**

उच्च शिक्षणाचा अर्थ: उच्च शिक्षण म्हणजे पद्धतशीर ज्ञान आणि व्यावहारिक कौशल्यांचा एकत्रित समूह जो सैद्धांतिक आणि व्यावहारिक प्रकारच्या प्रशिक्षणाद्वारे सोडवल्या जाणाऱ्या समस्या, आधुनिक उपलब्धींचा सर्जनशीलपणे वापर करणे आणि विकसित करणे होय. 'उच्च शिक्षण' हा शब्द विज्ञान, तंत्रज्ञान आणि संस्कृती या उच्च कुशल तज्ञांच्या प्रशिक्षणासाठी देखील लागू केला जातो. अर्थशास्त्र, विज्ञान, तंत्रज्ञान आणि संस्कृतीच्या विविध प्रकारच्या उच्च शाळांमध्ये, जे व्यक्तींना शिक्षण देतात, ज्यांनी माध्यमिक सामान्य-शिक्षण शाळा किंवा माध्यमिक विशेष-शिक्षण संस्था यशस्वीरित्या पूर्ण करतात त्याला उच्च शिक्षण म्हणतात.

महिला सक्षमीकरणाचे प्रकार

१. सामाजिक: महिलांचा सर्वांगीण विकास होण्यासाठी सामाजिक सक्षमीकरण होणे आवश्यक आहे. सामाजिक सक्षमीकरनातून स्त्रियांचे सामाजिक संबंध सुधारते आणि त्यांची परिस्थिती मैत्रीपूर्ण बनवून त्यांना घराबाहेर अधिक प्रेरणा मिळते. समाजातील महिलाविषयीचे मत आणि वस्तुस्थितीवर प्रकाश टाकून महिला वंदनीय आणि आदरणीय होऊ शकतात. महिलांच्या सामाजिक सक्षमीकरनाशिवाय वंश, राष्ट्रीयता, धर्म किंवा लैंगिक प्रवृत्ती या शोषणातून महिला मुक्त होऊ शकत नाही.

२. शैक्षणिक: शिक्षण हा विकास आणि वाढीचा एक महत्त्वाचा भाग आहे, महिलांच्या शिक्षणातून महिला सक्षमीकरण होण्यास मदत होते. शिक्षण आणि प्रशिक्षणातून महिलांना आपले हक्क, अधिकार याची जाणीव करून घेता येते. आणि लहान मुलांना त्यांची स्वातंत्र्ये आणि कर्तव्ये काय आहेत याचे धडे देऊ शकतात. इतकंच नाही तर शिक्षण आणि प्रशिक्षणातून माहिती मिळाल्यामुळे निर्भयता आणि आत्मविश्वास वाढू शकतो आणि तरुणींना स्वतंत्र बनवता येऊ शकतं. शिक्षण हे सामाजिक, राजकीय, विचार आणि जागरूकता यांची प्रगती होण्यास मदत देते आणि धर्मांधता, पक्षपातीपणा, धारणा, इत्यादींच्या विकासास प्रतिबंध करू शकते.

३. आर्थिक: लोकं म्हणतात की पैशाने आनंद विकत घेता येत नाही, तरीही, कठीण परिस्थिती चा सामना केला जाऊ शकतो. गरीब, भूमिहीन, नाकारलेला किंवा छळलेला असल्यामुळे महिलांचे सक्षमिकरण होऊ शकत नाही. गरीब, भूमिहीन, नाकारले गेलेले किंवा छळामुळे मोठ्या आर्थिक बिकट स्थितीत असलेल्या महिलांना सामाजिक, आर्थिक, राजकीय क्षेत्रामध्ये वाव मिळत नाही. महिलांच्या आर्थिक सक्षमीकरनातून स्त्रियांना भौतिक, मानवी, शैक्षणिक आणि आर्थिक स्वयंपुर्नता प्राप्त होईल. आणि त्यातून महिलांचे आर्थिक सक्षमीकरण होते.

४. राजकीय: महिलांच्या विरोधातील प्रस्थापित दृष्टीकोन बदलविण्यासाठी विधानसभेत विविध मुद्द्यांवर आवाज उठविणे महत्त्वपूर्ण ठरू शकते आणि हा आवाज महिलाच उठऊ शकतात. स्त्रियांचा राजकीय समावेश नाकारलेल्या, छळलेल्या समजातून मुक्त होण्यासाठी महिलांचे राजकीय सक्षमीकरण होणे आवशक आहे. महिलांच्या राजकीय सक्षमीकरनातून कमकुवत व्यक्तींमध्ये शक्ती आणि अधिकाराच्या विकेंद्रीकरण होण्यास मदत होते. कौटुंबिक आणि सांस्कृतिक प्रगती बरोबरच सरकार आणि संघटनांच्या माध्यमातून विविध प्रश्नाची सोडवणूक होते.

५. मानसिक: सामाजिक सक्षमीकरणासह मानसिक सक्षमीकरण होणे आवश्यक आहे. मानसिक सक्षमीकरणामुळे पारंपारिक आणि पुरुष-केंद्रित बंधनातून मुक्त होता येते आणि स्त्रियांना सार्वजनिक क्षेत्रात सामान्यतः अपेक्षित नसलेल्या गोष्टींपासून मुक्त करते. स्त्रियांना त्यांचा आत्म-सन्मान समजण्यास मदत करू शकते.

महिला सक्षमीकरणाची गरज: महीला सक्षमीकरणामुळे महिलांची स्वतःची निर्णय घेण्याची शक्ती वाढते, योग्य निर्णय घेण्यासाठी माहिती होते, सामूहिक निर्णय घेताना ठामपणे वागण्याची क्षमता, बदल करण्याच्या क्षमतेवर सकारात्मक विचार करणे, वैयक्तिक किंवा सामूहिक शक्ती सुधारण्यासाठी कौशल्ये शिकण्याची क्षमता, लोकशाही मार्गनि इतरांच्या धारणा बदलण्याची क्षमता, कधीही न संपणारे आणि स्वतःहून सुरू केलेले बदल, स्वतःची सकारात्मक प्रतिमा वाढवणे आणि कलंकावर मात करणे इत्यादी बदल घडून येण्यास मदत होते.

महिला सक्षमीकरणाच्या माध्यमातून महिलांची आत्म-मूल्याची भावना, निवड करण्याचा आणि ठरवण्याचा त्यांचा अधिकार, संधी आणि संसाधनांमध्ये प्रवेश करण्याचा त्यांचा अधिकार, घरामध्ये आणि घराबाहेर त्यांच्या स्वतःच्या जीवनावर नियंत्रण ठेवण्याचा अधिकार, आणि आर्थिक सामाजिक आणि आर्थिक व्यवस्था निर्माण करण्यासाठी सामाजिक बदलाच्या दिशेने प्रभाव टाकण्याची त्यांची क्षमता वाढण्यास मदत होते.

राष्ट्रीय आणि आंतरराष्ट्रीय स्तरावर उच्च शिक्षण आणि महिला सक्षमीकरण यांच्यातील संबंध उच्च शिक्षणामुळे महिलांचा दर्जा निश्चितच उंचावतो, मग ती कुटुंबाच्या उत्पन्नात योगदान देत असो वा नसो. ती पुरुषांसह बरोबरीने असू शकते. आपल्या देशातील बहुसंख्य स्त्रिया अशिक्षित आहेत त्यामुळे त्या दडपल्या जातात. महिला स्वताच्या पायावर उभे राहणे महत्वाचे आहे. उच्च शिक्षण महिलांच्या जीवनात अभूतपूर्व बदल घडवून आणू शकते ज्यामुळे दीर्घकाळापर्यंत सामाजिक परिवर्तन घडून येते. त्यासाठी महिलांमध्ये आत्मविश्वास वाढवणे, कुटुंब आणि समाजात त्यांचा दर्जा वाढवणे, त्यांच्या हक्कांबद्दल जागरुकता आणणे, त्यांचा स्वाभिमान वाढवणे, त्यांची स्व-कार्यक्षमता वाढवणे, त्यांचे अवलंबित्व कमी करणे, त्यांच्या मुलांचे उत्तम संगोपन, त्यांची गतिशीलता वाढवणे, करिअरच्या संधी उघडणे आवश्यक आहे.

निष्कर्ष: महिला सक्षमीकरणासाठी केवळ साक्षरता हा अंतिम उपाय नाही तर महिलांनी उच्च शिक्षित असले पाहिजे त्यांचे हक्क आणि कर्तव्ये जाणून घेण्यासाठी उच्च शिक्षित होणे महत्वाचे आहे. गरजेनुसार त्यांचे हक्क वापरता आले पाहिजेत. भारतातील महिला आता शिक्षण, क्रीडा, राजकारण, माध्यम, कला व संस्कृती, सेवा क्षेत्र, विज्ञान आणि तंत्रज्ञान इत्यादी क्षेत्रात पूर्ण सहभाग घेत आहेत.

महिलांची क्षमता विकसित करण्यासाठी शिक्षण, कौशल्य विकास आणि तांत्रिक प्रशिक्षणाद्वारे तंत्रज्ञान हस्तांतरणाच्या बाबतीत गुंतवणूक करणे आवश्यक आहे. बेरोजगार महिलांना भरतकाम, शिवणकाम, शेती, शेतीची लागवड, मासेमारी अशा विविध क्षेत्रात प्रशिक्षण दिले पाहिजे जेणेकरून तिने व्यवसाय सुरु केले पाहिजे. तिचा स्वतःचा रोजगार आणि स्वतः ला अधिक मजबूत बनविले पाहिजे. यासाठी महिला सक्षमीकरण अत्यंत महत्वाचे आहे, यासाठी सर्व

स्तरावर प्रयत्न होणे आवश्यक आहे. सोबतच जुन्या शिक्षण पद्धतीत बदल करून नवनवीन गोष्टी अभ्यासक्रमात सामील करायला हव्यात.

आज भारत शासनाद्वारे महिलांच्या सशक्तीकरणासाठी अनेक योजना राबवल्या जात आहेत. महिला व बाल विकास कल्याण मंत्रालय भारत सरकार द्वारे महिलां सशक्तीकरणाकडे विशेष लक्ष दिले जात आहे. बेटी बचाव बेटी पढाव योजना, महिला हेल्पलाइन योजना, उज्वला योजना, सपोर्ट टू ट्रेनिंग अंड एम्पलोयमेंट प्रोग्रम फोर वुमन, महिला शक्ती केंद्र आणि पंचायती मध्ये महिलांसाठी आरक्षण इत्यादी काही प्रमुख महिला सशक्तिकरण योजना भारत शासनाद्वारे राबविण्यात येत आहे.

आज भारताची जलद होणारी आर्थिक प्रगती पाहता लक्षात येते की येत्या काही वर्षांमध्ये भारत महिला सक्षमीकरणाचे ध्येय साध्य करेल. शासनाने व देशातील जनतेने महिला सक्षमीकरणाची आवश्यकता समजून घ्यायला हवी व याविषयी जास्तीत जास्त लोकांना ते जागृती निर्माण करायला हवी. जर सर्व गोष्टी व्यवस्थित पार पडल्या तर येत्या काही वर्षातच भारतातील महिला पुरुषांच्या खांद्याला खांदा लावून कार्य करताना दिसतील.

संदर्भ:

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नविन राष्ट्रीय शैक्षणिक धोरण, उद्देश व आव्हाने

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प्रस्तावना

देशाच्या विकासात शैक्षणिक सुविधा आणि साधनांना अतिशय महत्व आहे. जे आपण आज बघतो की, काही देश विकसीत आहे काही देश विकसनशील आहे काही अविकसीत आहे. या देशाचा स्तर हा तेथील रोजगारांच्या संधी, आरोग्याच्या सुविधा शैक्षणिक सुविधा इत्यादीवरून ठरविला जातो. संपूर्ण मानवी क्षमतेचा विकास करण्यासाठी आणि संपूर्ण मानवी क्षमता साध्य करण्याकरिता तसेच न्याय व समानतेने सर्वांगीण विकास करण्याच्या दृष्टीने शिक्षण हे अत्यंत महत्वपूर्ण मानले गेले आहे. राष्ट्रीय विकासाला चालना तसेच सामाजिक विकासाला चालना देण्यासाठी सार्वत्रीक दर्जेदार शिक्षण उपलब्ध करणे आवश्यक आहे. भारताच्या आर्थिक प्रगतीसाठी आणि जागतिक नेतृत्वाच्या दृष्टीने सामाजिक न्याय आणि समानता, वैज्ञानिक प्रगती, राष्ट्रीय एकात्मता आणि सांस्कृतिक संरक्षण सार्वत्रिक उच्च—गुणवत्तेचे शिक्षण हा आपला विकास करण्याचा आणि जास्तीत जास्त प्रगती करण्याचा सर्वोत्तम मार्ग आहे.

I. INTRODUCTION

आधुनिक वैज्ञानिक शोधामध्ये विविध शोध लागत आहे. हे शोध निरंतर होणाऱ्या विद्यार्थ्यांच्या नाविन्यपूर्ण विचारसरणीचा परिपाक आहे. आज ज्या विद्यार्थ्यांना शिक्षणाचे महत्व कळले ते विद्यार्थी विविध कौशल्य अवगत करीत आहे. हेच कौशल्य पुढे जावून वैवाहिक जिवनामध्ये कामी पडतात म्हणून आज आपल्याला काही कुटुंब हे सामुहीक व वैयक्तिक कौशल्यांचा वापर करून आपला प्रगती साधत आहे. यामध्ये समायोजन, निर्णयक्षमता, वेळ व्यवस्थापन इत्यादीचे अतिशय महत्व आहे.

आजचे शिक्षण बघीतले तर विद्यार्थी हा प्रमाणपत्र हे नोकरीकरिता घेतो व समाजाची मानसिकता सुध्दा अशीच झाली आहे. कोणतीही पदवी, प्रमाणपत्र घेतले त्या आधारावर नोकरी मिळाली नाही तर त्या विद्यार्थ्यांमध्ये व कुटुंबामध्ये नैराश्याची भावना निर्माण होते. शिक्षण घेवूनही काही फायदा नाही अशी भावना निर्माण होते. आज समाजामध्ये शिक्षणाबद्दल उदासीनता दिसून येते कारण शिक्षणाची सांगड नोकरीसोबत घातली गेली आहे. काही शिक्षण हे व्यावसायाभिमूख आहे परंतु त्याचे प्रमाण नगण्य आहे.

आतापर्यत दोन वेळा राष्ट्रीय शिक्षण धोरण तयार करण्यात आले. त्यामध्ये प्रथम १९८६ ला आणि १९९२ मध्ये सुधार करण्यात आले. तेव्हापासून काळानुरूप अनेक बदल करण्यात आले. परंतु २०१४ च्या सार्वत्रीक निवडणूकीत भारतीय पक्षाच्या जाहीरनाम्यात या नवीन राष्ट्रीय शैक्षणिक धोरणाचा समावेश करण्यात आला. एनईपी २०२० हे २१ व्या शतकातील पहिले शैक्षणिक धोरण आहे. आणि ते चौतीस वर्ष जुन्या शिक्षणावरील राष्ट्रीय धोरण एनपीई (छंजपवदंस च्वसपबल व्फ म्कनबंजपवद), १९८६ ची जागा घेते प्रवेश, समानता, गुणवत्ता परवडणारी क्षमता आणि उत्तरदायित्व या मुलभूत स्तंभावर आधारीत धोरण आहे. हे धोरण शाश्वत विकासासाठी २०३० च्या अजेंडाशी संरेखित आहे आणि शालेय आणि महाविद्यालयीन शिक्षण शतकातील गरजांना अनुकुल बनवून भारताला एक मजबूत विद्वान समाज आणि जागतीक विकास महासत्ता बनवण्याचे उद्दिष्ट आहे. २१ व्या शतकातील गरजांसाठी उपयुक्त आणि प्रत्येक विद्यार्थ्यांच्या अद्वितीय क्षमता विकसीत करण्याच्या उद्देशाने राष्ट्रीय धोरण तयार केले जाते. या धोरणाअंतर्गत शाळा—महाविद्यालयीन शिक्षणाचे धोरण तयार केले जाते. भारत सरकारने नवीन राष्ट्रीय शैक्षणिक धोरण २०२० ला लॉंच केले आहे. केंद्र सरकारने शैक्षणिक धोरणात अनेक मोठे बदल केले आहे. आता मनुष्यबळ व्यवस्थापन मंत्रालय हे शिक्षण मंत्रालय म्हणून ओळखले जाईल. राष्ट्रीय शैक्षणिक धोरणांतर्गत २०३० पर्यंत शालेय शिक्षणात १०० टक्के जीईआर(ळतवे म्दतवसउमदज त्ंजपव) सह प्रिस्कुल ते माध्यमिक शाळेपर्यंत शिक्षणाचे सार्वत्रिकीकरण केले जाईल. या आधी १०+२ चा पॅटर्न पाळला जात होता. पण आता ५+३+३+४ हा नवीन शिक्षण पॅटर्न धोरणानुसार फॉलो केला जाईल.

नवीन शैक्षणिक धोरणाची उद्दिष्टये —

१)   नविन शैक्षणिक धोरणाने विद्यार्थ्यांचे कौशल्य विकास करणे.

२)   न्याय व समानतेने सर्वांगीण विकास करणे.

३)   राष्ट्रीय विकासाला चालना देवून सार्वत्रीक दर्जेदार शिक्षण उपलब्ध करणे.

४)   राष्ट्रीय एकात्मता, सांस्कृतिक संरक्षण यांचे जतन करणे.

५)   भारताला एक मजबूत विध्दाण महासत्ता बनविणे.

६) विद्यार्थ्यांच्या अद्वितीय क्षमता विकसीत करणे.

७) शिक्षणाचे सार्वत्रिकीकरण करणे.

८) शाळाबाह्य मुलांना पुन्हा मुख्य प्रवाहात आणणे.

९) अनुभवावर आधारीत शिक्षणावर भर देणे.

१०) पाचवी पर्यंतचे शिक्षण मातृभाषेतच देणे.

११) एका मजबूत पारदर्शक प्रक्रियेद्वारे शिक्षकांची भरती केली जाईल.

१२) उच्च शिक्षणातील नोंदणीचे प्रमाण २६.३ टक्के वरून ५० टक्के पर्यंत वाढविण्यात येईल.

१३) मजबूत संशोधन संस्कृती वाढवण्यासाठी आणि उच्च शिक्षणात संशोधन क्षमता निर्माण करण्यासाठी राष्ट्रीय संशोधन प्रतिष्ठान स्थापना करणे.

१४) पदवीला आवश्यक असणारे विषय सोडून आवडीनुसार विद्यार्थी कोणत्याही विषयाला इतर महाविद्यालयात प्रवेश घेईल.

१५) पुढील १५ वर्षामध्ये महाविद्यालयाची संलग्नता टप्प्याटप्प्याने बंद करणे, महाविद्यालयांना स्वायत्ता पदवी देण्यासाठी टप्प्याटप्प्याने यंत्रणा उभारली जाईल.

१६) मुलभूत नियमांचे पालन न करणाऱ्या प्राध्यापकांना जबाबदार धरले जाईल.

१७) कमी दर्जाच्या शिक्षण संस्थावर कडक कारवाई केली जाईल.

वरील प्रमाणे उद्देशांचा अभ्यास केला असता असे लक्षात येते की, जुन्या शैक्षणिक धोरणामध्ये सुध्दा अशा प्रकारचे उद्देश होते परंतु शिक्षणामध्ये सर्वच स्तरावर उदासीनता आढळून येते याच्यावर प्रशासनाचे नियंत्रण नव्हते असे नाही. परंतु प्रत्येक व्यक्ती एक तर आपली जबाबदारी झटकत होता किवा भ्रष्ट आचार करीत होता. म्हणून पाहिजे तेवढे आउटपुट निघत नव्हते. प्रत्येक शैक्षणिक धोरणामध्ये जबाबदारी आणि कर्तव्य ही महत्वीच असते. लहान वयात जर मुलांवर कर्तव्य व जबाबदारीचे मूल्य आत्मसात करायला थोडे प्रयत्न कुटुंब, शाळा, महाविद्यालय आणि ज्या समाजात तो राहतो त्या समाजाने केले तर तेच मुल भविष्यात चांगले नागरिक म्हणून निर्माण होईल ते प्रशासनात येतील त्यांच्या हातून चांगले काम होईल. ''चांगली माणसे आयात करता येत नाही तर ती निर्माण करावी लागते.''

नविन शैक्षणिक धोरणातील आव्हाने —

कोणतेही धोरण योजना या विषयी जनमाणसात मतप्रवाह असतात. काही त्याच्या समर्थनात बोलतात तर काही त्याच्यावर टिका टिपणी करतात. याचे कारणच असे आहे की, भारतासारख्या मोठया लोकसंख्या असलेल्या देशात साधनांचा अभाव आहे. बऱ्याच शाळा महाविद्यालय हे ग्रामीण भागात वसलेले आहे. शैक्षणिक सुविधांचा अभाव आहे. आपण नेहमीच पेपरमध्ये वाचत असतो किवा लोकांकडून ऐकत असतो की विद्यार्थी प्रवेश घेतात परंतु उपस्थिती नगण्य असते. अत्यावश्यक विषय सोडून पसंतीचा विषय जर त्या ग्रामीण भागात उपलब्ध नसेल तर शिक्षणावर मर्यादा येणार आहे.

आव्हाने —

१) भारताच्या शैक्षणिक क्षेत्रातील विविधता आणि आकार लक्षात घेता या धोरणाची अंमलबजावणी हे एक अवघड काम आहे. उच्च शिक्षणाबाबत एआय एस एचई २०१९ च्या अहवालानुसार भारताच्या उच्च शिक्षण क्षेत्रात जवळपास १००० विद्यापीठे ३९९३१ महाविद्यालये आणि १०७२५ स्वायत्त संस्थामध्ये मिळून ३.७४ करोड विद्यार्थी शिक्षण घेत आहेत. राज्य, जिल्हा तसेच तालुका स्तरावरील सर्व भागधारकांना एकत्र आणून या नव्या शैक्षणिक धोरणाची अंमलबजावणी करणे एक अत्यंत कठीण बाब ठरवणार आहे.

२) विद्यार्थी व अध्यापकांनी नविन शैक्षणिक धोरण स्वीकारणे हे आव्हान आहे. आजच्या मोबाईलच्या काळात विद्यार्थी नियमांची वेळोवेळी पायमल्ली करतात. त्यांच्या शिक्षणाबाबत उदासीनता आहे. कौशल्य शिकणे हे प्रत्यक्ष क्षेत्रात जावूनच शिकू शकतो. दुसरी बाब अशी की, बरेच अध्यापक जुन्या पध्दतीनेच शिकवित आहे. जवळपास ६० टक्के अध्यापक इंटरनेट, पीपीटी, प्रोजेक्टर याचा वापर करीत नाही. काही निवृत्तीला आले त्यामुळे त्यांच्यात काही शिकण्याची इच्छाही राहिली नाही. म्हणून त्यांच्या कडून या नविन शैक्षणिक धोरणामध्ये नविन घडेल असे वाटत नाही.

३) केंद्र सरकार आणि राज्य सरकारच्या मर्यादा नेहमीच निधीची कमतरता असते. वेळेवर निधी उपलब्ध होत नाही. संपूर्ण व्यवस्था ही नोकरशाहीवर आधारलेली आहे नवीन कल्पना आणि वाढीच्या क्षमतेस शिक्षण व्यवस्थेत प्रतिकुल वातावरण आहे हे एक आव्हान आहे. वातावरण अनुकुल करणे.

४) नव्या शैक्षणिक धोरणामध्ये कल्पना केलेल्या परिवर्तनांच्या विशालतेला चालना देण्यासाठी शिक्षण मंत्रालये (केंद्र व राज्य) आणि इतर नियामक संस्थामधील अंतर्गत क्षमता अत्यंत अपुरी आहेत. पारंपारिक शिक्षणाकडून प्रयोगात्मक शिक्षण व टिकात्मक विचारापर्यंत जाण्यासाठी ही शिक्षण व्यवस्था चालवणाऱ्या लोकांच्या व सोबतच शिक्षक, विद्यार्थी व पालकांच्या दृष्टीकोनात बदल करणे हे एक आव्हान आहे.

५) विविध उपक्रमांच्या अंमलबजावणीसाठी केंद्राला विकेन्द्रीकरण आणि केंद्र—राज्य यांच्यातील सहकार्य यांचा आधार घ्यावा लागणार आहे. गेल्या काही वर्षामध्ये केंद्र व राज्य यांच्यातील संघर्ष पाहता केंद्राला काळजीपूर्वक पावले उचलावी लागणार आहे. बऱ्याच राज्यात विरोधी पक्षाचे सरकार आहे हे एक आव्हान आहे.

६) भारतात जवळपास ७० टक्के उच्च शिक्षण देणाऱ्या संस्था या खाजगी आहे. नाविन्यपूर्ण कल्पना करीता या धोरणाच्या प्रक्रियेसाठी खाजगी क्षेत्राचे योगदान मिळविणे व भागीदार बनविणे हे एक आव्हान आहे.

७) शिक्षणावरील सार्वजनिक खर्च ३ टक्के च्या वर आजपर्यंत गेले नाही. नविन शैक्षणिक धोरणात हे ६ टक्के वर न्यायचे आहे. हे एक आव्हान आहे.

८) २०२३ मध्ये विद्यापीठ अनुदान आयोग विदेशी विद्यापीठांना भारतात प्रवेश देणार आहे. यांच्या स्पर्धेत भारतातील ग्रामीण भागातील महाविद्यालय टिकतील काय? हे आव्हान आहे. दुसरे विदेशी विद्यापीठ ज्या देशातून त्या संस्था आल्या असतील तेथील पदव्या विद्यार्थ्याना देतील त्या भारताच्या विद्यापीठाशी समकक्ष असतील काय? हे आव्हान आहे.

९) उच्च शिक्षणक्रमात नविन शैक्षणिक धोरणानुसार अनेक मोठे बदल सुचवलेले आहे. संपूर्ण देशात ४० हजार महाविद्यालय बंद करून १५ हजार महाविद्यालय उच्च शिक्षणाकरीता चालु ठेवणार आहे. बंद झालेल्या महाविद्यालयातील शिक्षक, शिक्षकेतर कर्मचारी विद्यार्थी इत्यादीचे समायोजन हे आव्हान आहे.

सारांश —

नविन शैक्षणिक धोरण २०२० याचे काही फायदे आहे तसेच काही तोटे सुध्दा आहे. कौशल्य विकासावर भर दिला गेला आहे. विद्यार्थ्यला नोकरीच्या मागे न लगता कौशल्यावर आधारीत व्यवसाय करणे शक्य होणार आहे. विद्यार्थी हा बहुआयामी घडेल, व्यावहारिक ज्ञान वाढेल, समाजाशी त्यांचा संपर्क राहील. समाजात समायोजन होईल. सोबतच काही तोटेपण आहेत. एवढयामोठया खेडयात वसलेल्या भारतात हे शक्य आहे काय? शैक्षणिक सुविधांचा वणवा, स्वायत्त महाविद्यालय निर्माण करणे म्हणजेच शिक्षण खाजगीकरणाकडे नेणे, आर्थिकदृष्टया गरीब विद्यार्थ्याचे काय होईल. ते भरमसाठ फी भरून शिक्षण घेतील काय? त्वरीत समाजातील शिक्षणाबाबत असलेली उदासीनता दूर करणे, मानसिकता सकारात्मक करणे. नोकऱ्यांच्या संख्या कमी होईल. शिक्षणक्षेत्र हे खाजगीकरणाकडे जात आहे. सरकारचे नियंत्रण राहणार नाही. काही शिक्षण देण्याची जबाबादारी ही शासनाची सुध्दा आहे. विदेशी विद्यापीठांना भारतात कॅम्पस सुरू करून देण्याऐवजी आंतरसंस्था सहकार्याचे प्रारूप स्विकारले पाहिजे. म्हणजेच विदेशातील विद्यापीठातील चांगले अभ्यासक्रम आपल्या भारतातील विद्यापीठांनी स्वीकारून येथील वातावरण व परिस्थितीनुरूप बदल करून तो अभ्यासक्रम विद्यार्थी करीता उपलब्ध करून दिला पाहिजे. शेवटी प्रत्येक मानवाने तो कोठेही काम करो त्याने इमानदारी आणि जबाबदारीने काम केले तर कोणतेही धोरण हे चांगले असते. कर्तव्यात कसुर झाला तर त्याचे परिणाम हे दूरगामी असतात.

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महिला लेखिकेचे मराठी साहित्यात योगदान

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ABSTRACT

मराठीसाहित्याचा आढावा घेताना महिलानी केलेले कार्य महत्वाचे वाटते

‘‘तुझ्या उतुंग भरारीपुढे गगनही ठेंगणे भासावे तुझ्या विशाल पंखाखाली विश्वसारे बसावे स्त्री प्रत्येक कुटूंबाचा एक महत्वाचा भाग असते स्त्री शिवाय कुटूंब पूर्ण होऊ शकत नाही कुटूंबाशिवाय समाज पूर्ण होऊ शकत नाही. आयुष्याच्या प्रत्येक टप्पावर एक स्त्री ही मुलगी, पत्नी, आई, मावशी आजी अशा अनेक भूमिका पार पाडते. कुटूंबातील प्रत्येक सदस्याची काळजी घेऊन संसाराचा गाडा यशस्वीरीत्या पुढे चालवण्याची ताकद एका स्त्रीमध्ये असते. अशा कर्तृत्ववान स्त्रियांच्या सन्मानार्थ ८ मार्च हा महिला दिन म्हणून साजरा केला जातो. मार्च १९०८ साली अमेरीकेत कामगार स्त्रियांनी केलेल्या इतिहास कामगिरीच्या स्मरणार्थ क्लास झेटगी या कार्यकर्तीने ८ मार्च हा दिवस जागतिक महिला दिन म्हणून साजरा केला जातो.

साहित्याचा वाङमयीन दृष्टीने कथा, कविता, कादंबरी, नाटक, ललीत साहित्य व वृत्तपत्र, पेपर याला आपन साहित्य म्हणत नाही. जे जे लखित ते वाङमय सोसीतवर्ग पिढीत वर्ग यांना १९२० नंतर वाङमयात स्थान मिळाले आहे. वेदना विद्रोह व नकार यातून फुले, शाहू, डॉ. आंबेडकर यांच्या प्रेरणेतून दलित साहित्याचा प्रवाह निर्माण झाला. त्यातही दलित साहित्याने विचारांची व्यापकता वाढवली.

याचवेळी स्त्रीवादी लेखीकाचा स्वतंत्र प्रवाह आकार घेऊ लागला स्त्रीचा स्वतंत्र माणूस म्हणून व्यक्ती म्हणून विचार व्यक्त केला गेला. बदलत्या यांत्रिक व स्पर्धात्मक युगामध्ये ती चे स्थान कौटूंबिक सामाजिक दर्जा अर्थजन करतांना येणारे विविध तन्हेचे शोधात कटू अनुभव यांना स्त्रीवादी भूमिकेतून मांडण्याचा प्रयत्न सुरू झाला.

साहित्य आणि समाज यांचा परस्पर संबंध अत्यंत निकटचा आहे. १९७५ नंतर महाराष्ट्रात स्त्री चळवळी जोमाने जोर धरू लागल्या व त्यानंतरच्या कालखंडात स्त्रीवादी साहित्य ही नविन संकल्पना दृढल होऊ लागली. स्त्री ही स्त्री आहे म्हणून स्त्रीवादी असेलच असे नाही. स्त्रीया लेखन करतांना जाणीव जागृती हे मुख्य आधार असल्याने अनेक स्त्रीयाचे कथालेखन समोर येतांना दिसते. १९५० या कालखंडात,काशिबाई कनिटकर वामनसुता गिरजाबाई केळकर, आनंदीबाई शिर्के, कमलाबाई टिळक, कृष्णाबाई मोरे, विभावरी शिरूरकर, शांताबाई नाशिककर, मालतीबाई दांडेकर, कुसूमावती देशपांडे, गीता सोनुने, आनंदीबाई जयवंती इत्यादी यांनी कथालेखन करतांना केशवपन, सासुरवास, बालविवाह, जरठकुमारी विवाह अशा स्त्रियांच्या प्रश्नावर जाणिवपूर्वक लिहीलेले दिसते.

१) स्त्रीयांना लिहीलेल्या कथा

लेखिकांनी आपला जीवन विषयक दृष्टीकोन ठरवलेला दिसतो स्त्रीच्या आयुष्यात एकमेव असावा असा विवाह हा प्रश्न अशी त्यांची हाताळणी आहे. बायकी विशेषणाखाली असलेल्या अबोल, लाजाळू मुग्धा, सुंदर संवेदनशिल रडत्या आकर्षक कमनीये अशी प्रतिमा असलेल्या नायिका दिसतात.

‘वसुंधरा पटवर्धन, यांच्या साहित्यात विशिष्ट मध्यमवर्गीय स्त्रीपुरूषांचे प्रतिबिंब दिसते. समाजातील अन्याय, रूढीमुळे स्त्री व पुरूष यांचे प्रत्ययकारी चित्रण येते.

क्मल देसाई प्रकट मनापेक्षा नेष्णोने तील आशय स्वप्ने कल्पनाजाळ यांच्या साहाय्याने संज्ञाप्रवाहाचा वापर स्त्रीला अंतमनातून समजून घेतात स्त्रीच्या स्वातंत्र्याच्या तसेच जीवनाच्या आशय शोधण्याच्या तिच्या वाटा मोकळया आहेत हेच दाखवतात.

विजयाराजाध्यक्ष १९६५ पासून ते अजूनही त्या कथा लेखन करीत आहेत. त्यांनी जवळपास तेरा कथासंग्रह लिहीले आहे या लेखनाला एक अर्थ प्राप्त झाला आहे.

गौरी देशपांडे यांच्या कथांतून स्पष्टपणे जाणीव उमटलेली दिसते. स्त्रीमुक्ती म्हणजे अमर्याद स्वातंत्र्य या चुकीच्या कल्पना व्यक्त केल्या आहेत. सानिया नी ‘दिशाघरच्या, ‘शोध, ‘खीडक्या प्रतीत, ओळख, वलय, प्रयाण, पती पत्नी, आई मुलगी, मामा भाची अशा वेगवेगळया नाते संबंधातील प्रचंड गुंतागुंत आणि मानसिक ताणतणाव त्यांच्या लेखनीतून व्यक्त येतात.

छाया दातार स्त्रीमुक्ती संघटनांमध्ये क्रियाशील असणाऱ्या पर्यावरणवादी भूमिकेतून स्त्रीयांची मानसिकतेची मांडणी केलेली दिसते. हूंडाबंदी, बालविवाह या विषयी जनजागृती केली आहे.

‘आशा बगे यांचे ‘मारवा, अत्तर, पुजा, कथासंग्रह प्रसिद्ध आहे. पारंपारिक भारतीय स्त्रीचे एक विलक्षण सामर्थ्य असते. करारीपणा, अपार, सोशीकता आणि पुरूष व्यवस्थेत होणारी त्यांची कोंडी दिसते.

प्रतिमा इंगोले ‘लेक भूईची,‘हिरवे स्वप्न, ‘हजारी वेलपान, इत्यादी कथासंग्रहामधुन ग्रामीण स्त्री उभी केली आहे. सासुरवास कबाडकष्ट, दारिद्रय हालअपेष्टा नवऱ्याचा धाक यामधून रंगवितात प्रतिमा इंगोले मांडतांना दिसतात.

स्त्रीयांचे कादंबरी लेखन

स्त्री लेखिकांनी केलेले कादंबरी लेखन विचारात घेणे गरजेचे आहे एकंदरीत १८८५ ते १९२० या काळातील बदलत्या समाज वास्तवाचे चित्रण वाचकासमोर ठेवतांना दिसते. कादंबरी वाड्मयप्रकार या काळात काव्य इतकाच महत्वाचा मानला गेला कादंबरीचे स्वरूप उदिष्टे तंत्र यावर खूप चर्चा झालेली आहे. साळूबाई तांबेकर, गोदावरीबाई पंडीत, इंदीराबाई हरिपूरकर, जानकीबाई देसाई, इत्यादी लेखिका पूढे आल्या आहे.

साळूबाई तांबेकरांची 'हिंदूस्थानातील तारा, ही कादंबरी रंजनपर असून नायिका जहाजातून प्रवास करतांना वादळामुळे पतिपासून दूर होते. त्यानंतर शिक्षणातून जगण्याचा मार्ग दाखवते हे कादंबरी मधून दाखवले आहे.

गोदावरी पंडीत 'प्रीतीचा मोबदला, 'पुष्पगुच्छ, आणि 'वनमाला, एका सरदार पुत्राची प्रेमकथा आणि शौर्यकथा यातून वर्णन करण्यात आली आहे. वनमाला नावाची मुलगी त्याला फाशीपासून वाचविते व त्यावर प्रेम करू लागते.

इंदीराबाई हरिपूरकर यांची 'दैवलीला, ही कादंबरी आत्मचरित्रात्मक असून जिवनात घडलेल्या प्रसंगावर आधारीत आहे.

जानकी देसाई हया लोकप्रिय कादंबरीकार म्हणून प्रसिद्ध आहे 'गृहलक्ष्मी, 'ताजमहाल, प्रेमळ सवत, बोधवादी दृष्टीकोन ठेवून त्यांनी लेखन केलेल दिसते 'प्रेमळ सवत मध्ये दोन सवती आनंदाने कशा राहतात यांचे चित्रण आले आहे.

काशिबाई कनिटकर 'रंगराव ही कादंबरी बदलेल्या समाज परिस्थितीचे भान यातून व्यक्त केले आहे.

विभावरी शिरूरकर मराठीतील मातब्बर लेखिका म्हणून जिच्याकडे पाहिले जाते 'हिंदोळ्यावर, ही कादंबरी वाड्मयीन गुणापेक्षा सामाजिक कारणानी गाजली आहे. स्वतंत्र्यापूर्वी या कादंबरीने एक वेगळे वादळ मराठीत गाजविलेले दिसते. वासनेच्या तृप्तीची गरज व ओढ या गोष्टी साहित्यातून दिसून येतात.

ग्रामीण जीवन दलित वेदनेची बाजू असल्याने मराठी दलित कादंबरी महत्वपूर्ण ठरली आहे.

स्त्रीयांचे काव्यलेखन

प्राचीन मराठीत महदंबा 'मुक्ताबाई, जनाबाई, बहिनाबाई इत्यादींनी मराठी कविता संपन्न केली अर्वाचीन कालखंडात लक्ष्मीबाई टिळक, विमलाबाई देशपांडे, सिताबाई पाटील, अपर्णा देशपांडे, उषा सुलखे ही नावे उल्लेखनीय आहेत.

बहिनाबाई चौधरी शेतकरी कुटूंबातील बहिणाबाईची गाणी या त्यांच्या काव्यसंग्रहात 'संसार, मन, देव, अंजन, 'गारूडी इत्यादी प्रतिभा संपन्न कविता आहेत.

> ''हरि नामाइतका बोले
> त्याले तोंड म्हणू नये
> टाखडला दानासाठी
> त्याले हात म्हणू नये

संजीवनी मराठी गीत संप्रदायाचा विकास साधणाऱ्या कवयित्री आहेत. प्रीतीच्या विविध छटा, वात्सल्य जीवनातील नाजूक प्रसंग काव्यातुन दिसून येतो. काव्यरंजीवनी रंका, संसार, छाया, 'आत्मीय, हे काव्यसंग्रह आहेत.

इंदीरा संत यांनी स्वतंत्र्य व वैशिष्ट्यपूर्ण कवितेची सुरूवात केली 'सहवास, मध्ये पति नाम संत यांच्याबरोबरीचे सहजीवन वर्णिले आहे. शेला, मेंदी मृगजळे रंगबाबरी, 'बाहुल्या इत्यादी कविता खुपकाही सांगून जाते.

पदमा गोळे यांनी प्रीतीच्या विविध छटांचे वर्णन केले आहे. शालीन संयमी सुसंस्कृत व मुग्ध असे प्रेमाच्या विविध छटांचे वर्णि त्यांच्या काव्यात दिसते. 'उगवता शुक्र, आम्ही कुलीनाच्या कन्या 'मन माझ्ये, याच काही क्षणासाठी प्रत्यंतर येतांना दिसते.

शांता शेळके 'वर्षा, रूपसी, तोच चंद्रमा हे त्याचे काव्यसंग्रह आहेत त्यांची कविता स्वप्नरंजानात्मक आहे. 'आत्मपर अनुभव प्रेम निसर्ग परमेश्वर इत्यादी विषय घेवून शैलीदार लेखन केले आहे.

उषा लिमय मंदा मोडस, शिरीष पै. योगीनी जोगळेकर, सुशिला मराठे, हिरा बन्सोड यांनी काव्य प्रकार समृध्द केले. कविता कौटूंबिकतेत रमते आणि संसारी मन काव्यात प्रकटलेले दिसते.

दलित लेखिका सुध्दा काव्याच्या माध्यमातून आपले दु:ख व्यक्त करतांना दिसते.

हिरा बनसोड यांचे 'पौर्णिमा, फिर्याद, फिनिक्स हे कवितासंग्रह दलित स्त्रीचे वेगळेपण तिच्या सवर्ण स्त्रियापेक्षा वेगळया असणाऱ्या व्यथा वेदना तगमग हुरहुर आणि जिदद कवितेतून व्यक्त करतांना दिसते.

ज्योती लांजेवार यांनी दिशा शब्दनिळे, आभाळ, अजूनवादळ उठले नाही हे कवितासंग्रह आहेत. जन्मास आलेल्या व्यापक विद्रोहाची भावना लाजेवार यांच्या कवितेतून प्रभावीपणे व्यक्त होते. दलित कविता वास्तव असून वास्तवातील दु:ख ती मांडते.

मल्लिका उमर शेख 'वाळूचा प्रियकर या मध्ये स्त्रीचं आयुष्य म्हणजे मुक्या वेदनांचे वाटोळ म्हटल आहे. प्रचंड वेगाने बदलणारी मुंबई तेथे पुरूषांबरोबर स्त्रीचही आयुष्य फरफटत चाललंय स्त्रीवादी कविता आता जोरकस होऊ लागली आहे. त्यातुन स्त्री जन्माशी निगडीत हजारो अनुभवी व्यक्ती स्वातंत्र्याची जाणीव झालेली संवेदनक्षम स्त्री अशा अनुभवातील सत्वेपणा व्यक्त करू पाहते.

मराठी वाड्मयात बखरी मध्ये ऐतिहासिक घडामोडी बरोबर पराक्रमी कर्तृत्वावन स्त्रीयाची चरित्र आली आहेत. रमाबाई देशपांडे यांनी 'आमच्या प्राचीन मैत्रिणी या चरित्र ग्रंथात गार्गी मैत्रेय वगेरेचा परिचय करून दिला.

आनंदीबाई पेशवे 'वायजाबाई शिंदे हे पारसनीसांचे चरित्र लिहिले कर्तबगार स्त्रियांच्या स्मृती जतन करणारे ठरते.

रमाबाई रानडे 'आयुष्यातील काही आठवणी साध्या सोप्या घरगुती वळणाच्या पण रसाळ भषेतुन हे पहीले आत्मचरित्र वाचनिय झाले आहे.

पार्वतीबाई आठवले इंग्रजीचा गंध नसतांना वयाच्या चाळीशीत अमेरीका गाठून तिथे मोलकरीनचे काम करून हातभार लावतांना दिसते. लक्ष्मीबाई टिळक 'स्मृतीचित्रे हे आत्मचरित्र वाङमय शारदेचे लेणे मानले जाते. कमलाबाई देशपांडे 'स्मरण साखळी सहकारी संस्था चालक व अन्न संस्थांना कारभार यांच्यावर कडवट टिका करते.

लीलाबाई पटवर्धन 'आमची अकरा वर्ष, कमलाअबाई भागवत ''या सदाशिव अन्नपूर्णाबाई राणडे, स्मृतिरांरंग वेणुताई आजरेकर ''माझा नाना, आनंदीबाई विजापूरकर इत्यादी स्त्रीयांनी आत्मचरित्र लिहीली आहेत.

सारांश

स्वत:च्या जीवनातील आलेलं भलेबुरे अनुभव सुख दु:खे समाजापुढे मांडतांना आपले अनुभव इतरांना सांगावेत ही आत्मचरित्र लेखना मागील प्रेरणा असते. स्त्रिया पुरूषापेक्षा अधिक बोलक्या संवेदनशिल असल्याने त्याच्या आत्मचरित्रातुन भावनाचे इंद्रधनुष्य प्रकटतले आहे. पुरूषी अहंकारामुळे येणारा त्रास हे सर्व स्त्रियांच्या लेखनामध्ये येते महदंबा जनाबाई मुक्ताबाई, सोयराबाई बहिणाबाई वेणाबाई या संत कवीयित्रींनी आपल्या काव्यातून आपल्या भावनांना वाट करून दिली गाथांमधून बौध्द भिक्षणी निर्माणासंबंधीच्या अधिकारासाठी प्रयत्न करतांना दिसतात.

संदर्भग्रंथ

१) डॉ.वासुदेव मुलाटे—ग्रामीण कथा स्वरूप आणि विकास कुसुमावती देशपांडे—मराठी कादंबरीचे पहीले शतक

२) बी.रंगराव—मराठी दलित कविता

३) कैलास सर्वेकर—मराठी ग्रामीण कवितेचा इतिहास

४) डॉ.अश्विनी धोंगडे—स्त्रीवादी समिक्षा स्वरूप आणि उपयोजन

५) प्रा.रा.ग.जाधव— आधूनिक मराठी कवयित्रीची कविता

६) अ.म.जोशी—चरित्र आत्मचरित्र तंत्र आणि इतिहास

७) डॉ.ग.का. रावते— मराठी चरित्र मूलतत्वे आणि समिक्षा

महिला उदयोजक व समस्या

प्रा.डॉ.राखी रा. इंगळे (धोटे)

गुलाम नबी आझाद समाजकार्य

प्रस्तावना —

भारताचे प्रथम प्रधानमंत्री जवाहरलाल यांनी महिला विषयी मत व्यक्त करतांना म्हटले होते की जेव्हा एखादी महिला आर्थिक, शैक्षणिकदृष्टया पुढे जाते तेव्हा तिचे संपूर्ण कुटुंब, गाव आणि राष्ट्र पुढे जाते. महिला उद्योजक आणि भारतीय महिलांची शैक्षणिक स्थिती याचा अत्यंत जवळचा संबंध आहे. भारतातील महिला उद्योजकांच्या बाबत विचार करायचा झाल्यास दोन टप्प्यात विचार करावा लागेल. २० वे शतक होते जेव्हा महिलांनी लहान व्यवसाय त्यांच्या घरगुती जबाबदाऱ्या मुळ लक्ष केंद्रित करून गरीबी, टाळण्यासाठी होते. ते उद्योजकासारखे नव्हते दुसरा टप्पा म्हणजे २१ व्या शतकातील ज्यामध्ये ज्योती नाईक, चित्र रामकृष्ण, अमिता डोंगरे, विनीता बाली, अनिता देसाई, यांच्यासारख्या उद्योगशील यशस्वी महिला पाहायला मिळतात. महिलांचा उद्योगात सहभाग हा त्या देशाच्या आर्थिक प्रगतीचा एक महत्वपूर्ण साधण माणले जाते. श्रमशक्तीमध्ये महिलांचा सहभाग वाढवून भारत संभाव्यपणे जगातील जी.डी.पी. निर्देशांक योग्य स्थान घेवू शकतो. उत्पादन आणि कृषी क्षेत्रात काम करणाऱ्या महिलांची टक्केवारी पुरूषांच्या तुलनेत जास्त आहे. विज्ञान, तंत्रज्ञान, अभियांत्रिकी आणि गणित या शाखेमध्ये महिलांचा पाहिजे तेवढा सहभाग दिसून येत नाही. महिला ज्या व्यवसायामध्ये नेतृत्व आहे ते कार्यक्षमतेने चालवले जातात. महिला मधील गुण हे व्यवसायाभीमूख करण्यास पोषक आहेत. महिला मल्टीटास्किंगचे कार्य उत्तम पध्दतीने करतात. एका मानसशास्त्राच्या सर्वेक्षणानुसार महिला व पुरूषांना एकाच वेळी दोन कार्य दिली गेली तेव्हा महिलांची गती ६१ टक्के कमी झाली तर पुरूषांची गती ७७ टक्के ने कमी झाली तसेच स्त्रियांमध्ये परिस्थितीशी जुळवून घेण्याची गतिशील क्षमता असते.

या

महिला उद्योजकांची स्थिती —

२०१९ च्या भारतात महिला उद्योगीकांचा सूचकांक ५७ देशात ५२ वा होता. २०१९—२० च्या आर्थिक सर्वेक्षणानुसार देशात २७ हजार ८४ अधिकृत नव्या छोटया व्यवसायात कमीत कमी एक महिला संचालक असणा—या कंपन्यांची संख्या अवघी ४३ टक्के आहे. २०१८ मध्ये स्टार्टअप कंपन्यांचे प्रमाण अवघे १७ टक्के होते. भारतात आजही महिला उद्योजकांपुढे आव्हानांचे डोंगर जो उद्योगव्यवसायात महिलांची संख्या वाढू देत नाहीत. स्टार्टअप योजनेमुळे देखील महिला उद्योजकांच्या संस्थेत फारशी भर पडलेली नाही म्हणजेच महिला उद्योजकांना बळ देण्यासाठी फक्त आर्थिक मदत किंवा सेवा देणे गरजेचे नाही सामाजिक कौटुंबिक विचारामध्ये अमुलाग्र बदल होणे गरजेचे आहे. उद्योजक क्षेत्रातील महिलांचे आयुष्य अतिशय खडतर असून ते इतरांना प्रेरणा देणारे असते. घर आणि व्यवसायाचा दोन्ही आघाडयांवरती कसरत कौशल्याने पार पाडतात. व्यावसायिक संस्थांपैकी अवघ्या १४ टक्के संस्थाच महिलांकडून संचलित केल्या जातात. यातील बहुतांश उद्योग छोटया आकाराचे आणि स्वयंचलित आहे. महिला व्यवसायीकांना सहाय्यभूत ठरणारी आणि आर्थिक मदतीचा मार्ग दाखविणारी शासकीय धोरणांची माहिती त्यांना नसते. मार्गदर्शनाचा अभाव असतो. तसेच महिलांची स्वजागृकता कमी असल्याचे दिसून येते.

महिलांचा व्यवसायिक अभ्यासक्रमाकडे कल —

भारतरत्न महर्षी कर्वे यांनी १०२ वर्षापूर्वी १९१६ केवळ महिलांसाठी विद्यापीठ स्थापन केली आणि महिलांना उच्चशिक्षणाची दारे उघडून दिले. केवळ भारतातच नव्हे तर जगात महिला शिक्षणाच्या व्यवसायाच्या आणि त्या अनुषंगाने विकासाच्या संधी फार कमी प्रमाणात उपलब्ध होतात. पुरूष प्रधानता ही सर्व ठिकाणी दिसून येते. मात्र उच्च शिक्षणातील हे चित्र काहीप्रमाणात बदलतांना दिसत आहे. भारतात १८ ते २३ वयोगटातील केवळ २५ टक्के मुलीच उच्चशिक्षण घेत आहेत. मुलींचा जीईआर २५.४ टक्के आहे. अहवालानुसार भारतात सर्व शिक्षण संस्थामध्ये मिळून २३,१२१ मुलींची वसतिगृहे आहे परंतु केवळ १९ लाख ४२ हजार विद्यार्थीनीच या वसतिगृहाचा लाभ घेतात एकूण ९०३ विद्यापीठांपैकी १५ विद्यापीठे ही महिला विद्यापीठे आहेत. मुलींचे उच्च शिक्षणात कल हा 'आर्टस आणि ह्युमॅनिटीज' या पदवीला पसंती देतात असे दिसते. ३ कोटी ६६ लाख विद्यार्थीपैकी ७९ टक्के विद्यार्थी बी.ए. पदवीला स्वीकारतात ५१ टक्के महिला या अनुक्रमे बी.कॉम इंजिनिअरिंग अभ्यासक्रम २८ टक्के आहे अहवालात ही गोष्ट स्पष्टपणे दिसून येते 'इस्टिटयुट ऑफ नॅशनल इम्पॉर्टन्स' मध्ये स्त्रियांचे प्रमाण सर्वात कमी आहे. आयआयटी सारख्या संस्थेमध्ये स्त्रियांचे प्रमाण १४ ते १६ टक्के करण्यासाठी मंत्रालयात खास मोहीम राबवाबी लागली. वैद्यकीय अभ्यासक्रमात १०.९९ जागा पैकी ६.७ लाख महिला विद्यार्थीनी आहे. यावरून महिला व्यावसायिक अभ्यासक्रमांकडे कमी प्रमाणात वळतात असे दिसते याला अनेक कारणे असु शकतात. उच्च शिक्षणामुळे स्त्रीला ज्ञानाची कवाडे खुली करून देतात ती जगाकडे डोळसपणे पाहु शकते नविन ज्ञान निर्मित करू श्रमशक्तीत महिलांची हिस्सेदारी ही मोठया प्रमाणात वाढली आहे, परंतु महिलांनी कामगार सेवक बनने आणि उद्योजक बनने यात मोठा फरक आहे. व्यवसायात विविध आघाडयावर एकाच वाटेने महिलांनी लढा दयावा लागतो. यात उद्योगात

गुंतवणूक करण्यापासून ते यशस्वीपणे कार्यरत होईपर्यंत अनेक पूर्वग्रह आणि इतर मानसिक, कौटुंबिक, सामाजिक समस्या महिला म्हणून त्यांना समोर जावे लागते. म्हणूनच उद्योजक म्हणून महिलांची संख्या मर्यादित दिसून येते. महिलांमधील वाढती उद्योजकता हा कोणत्याही देशाच्या आर्थिक प्रगतीचा महत्वपूर्ण स्त्रोत मानला जातो. महिला या उद्योजक बनल्या तर स्वत: स्वावलंबी होतात आणि इतरांनाही रोजगाराच्या संधी उपलब्ध करून देतात. अशी भारतात बरेच उदाहरणे दिसून येते कारण महिलांना येथे इतर उद्योगाच्या तुलनेत अधिक सुरक्षित व खुले वातावरण मिळत असते. भारतीय समुदायात शहरीच नव्हे तर ग्रामीण भागातही स्वयंसहाय्यता गटाकडून लोणचे, पापड, तयार करून देशातच नव्हे तर परदेशात व्यापाराची जाळे त्यांनी पसरवलेली दिसून येते.

महिला उद्योजकतेचा गांभियिने विचार व्हावा —

भारतासारख्या देशात रोजगाराच्या संधी निर्माण करण्याच्या दृष्टीने महिला उद्योजकांच्या भूमिकेचा गांभीर्यने विचार करायला हवा. महिलेकडून विकसित केले जाणारे व्यवसाय देशाच्या विकासात महत्वाची भूमिका बजावू शकतात. याचप्रमाणे महिला स्वत:चा विकास करून इतर महिलांना सशक्त आणि स्वावलंबी बनवण्यास हातभार लावू शकतात. या प्रक्रियेमुळे देशाची निम्मि लोकसंख्या सशक्त होवू शकेल. त्यासाठी समाजाला रूढीवादी मानसिकतेतून बाहेर काढणे गरजेचे आहे. भारतात महिला उद्योजकांना प्रोत्साहन देण्यासाठी प्रथम कौटुंबिक, सामाजिक आणि आर्थिक महिलांना वैयक्तिक परिवर्तन करण्याची गरज आहे. भारतात महिला उद्योजकता या बाबद समाज विचारामध्ये नकारात्मकता दिसून येते. उद्योगाबाबतचे अनिश्चितता हे त्यामागील कारण असू शकते. महिला उद्योजकते बाबत विचार करता महिलांनी त्यांची कौटुंबिक, आर्थिक परिस्थिती जर कमकुवत असेल तरच व्यवसाय करावा ही सामान्य समाज मानसिकता दिसून येते. त्यातही महिलांच्या मार्गात प्रमुख म्हणजे त्यांचे कुटुंब व पारंपारिक मानसिकता या सारखे अनेक अडथळे येतात. पुरूषांपेक्षा महिला व्यवसायिकांना अनेक अडथळे व समस्यांना समोर जावे लागते.

आजही महिला व्यवसायात फारशा अग्रेसर झालेल्या दिसून येत नाही. त्यांच्या पुढे मोठे आव्हाणांचे डोंगर असल्याचे दिसून येते.भारतात महिलांना फक्त आर्थिक किवा सुविधा पुरविणेच पुरेसे नसते. सामाजिक आणि कौटुंबिक विचारामध्ये समग्र परिवर्तन झाल्याशिवाय महिलांच्या मार्गातील अडथळे दूर होणार नाही. मागील काही वर्षात शकेल उच्च शिक्षणानंतर नौकरी स्वत:चा उद्योग सुरू करण्याची संधी अधिक असण्याची शक्यता वाढते. त्यामुळे महिलांमध्ये आर्थिक संपन्नता येईल यासाठी महिलांनी सर्वगी स्वत: तत्पर व्हावे.

महिलामधील क्षमता आणि योग्यता —

भारतीय महिलांच्या मनावर संस्कृती आणि समाज परंपरा यांचा मोठा पगडा असण्याचे दिसुन येते. महिलांवर जबाबदाऱ्यांचे ओझे इतके असते की त्या स्वत: विषयी विचार करत नाही त्यामुळे त्यांच्यात नवनिर्मिती आणि व्यवसायाच्या दुनियेचा विचारही करू शकत नाही. ही कटू वास्तविकता आहे. महिलांमध्ये नवनिर्मितीची क्षमता आणि योग्यता ही मुलत: असतेच मात्र त्यांच्या अडथळयांमुळे त्या उद्योजकतेच्या वाटेवर मार्गक्रमण करू शकत नाही. भारतात महिला उद्योजक हा मनुष्यबळाचा एक महत्वाचा घटक आहे. असे असतांना सुध्दा महिला व्यवसायीकांकडे समाजाचा पाहण्याचा दृष्टिकोन हा अविश्वासाचा असण्याचे दिसून येते. नॅशनल सॅम्पल सर्व्हेच्या म्हणण्यानुसार दोन शतकात लैंगिक असमानता कमी झाली मात्र उच्च शिक्षणात महिलांचा सहभाग हा अल्प आहे.

व्यवसायात महिलांच्या समस्या —

महिलेच्या उच्च व्यवसायिक शिक्षणामधील प्रमुख अडथळे खालील प्रमाणे आहे. पितृसत्ताक समाज, शैक्षणिक सुविधांचा अभाव, पुरूषासोबत प्रतिस्पर्धा, आत्मविश्वासाचा अभाव, समाजात कुटुंबात दुय्यम दर्जा, कौटुंबिक सदस्यांच्या सहयोगाचा अभाव, सामाजिक बंधणे, स्वयंनिर्णय क्षमता नसणे, उत्पादीत माल विक्रीचे कौशल्य अभाव, उधारी वसुली करण्याच्या समस्या, अयशस्वी होण्याची सततची भिती, व्यवसायातील जोखीम स्विकारण्यात असमर्थता, कर्मचारी / कामगार हाताळण्याच्या कौशल्याचा अभाव, कौशल्यपूर्ण व्यवसायात्मक प्रशिक्षणाचा अभाव, आर्थिक स्वातंत्र्य नसणे, जीवनात काही ध्येय नसणे, स्वक्षमताबाबत जागृकता नसणे अशा अनेक शैक्षणिक, वैयक्तिक, आर्थिक, सामाजिक, कौटुंबिक अडथळे महिला समोर आव्हाण म्हणून असतात.

उपाययोजना —

1). महिलांचनी व्यवयाभीमूख होण्यासाठी महिलांची सुरक्षितता, भेदभाव दूर होणे गरजेचे आहे.

2). सहकारी संघटीत / असंघटीत क्षेत्रात महिलांसाठी व्यावसायिक योजना, प्रशिक्षण, आर्थिक सुरक्षितता असणे गरजेचे आहे.

3). महिलांसाठी काम करण्यासाठी प्रोत्साहन पर बक्षिस, प्रशस्ति पत्र मिळायला पाहिजे. प्रोत्साहणात्मक सेवा सुविधा मिळाव्यात.

4). महिलांना उच्च शिक्षण, व्यावसायिक कौशल्य शिक्षणात सहभागी होण्यासाठी प्रलोभणे व   मार्गदर्शन दिली गेली पाहिजे.

5). ग्रामीण महिलांमध्ये उच्च शिक्षणाबाबत विशेष लक्षकेंद्रित करायला पाहिजे.त्या बाबत ऑनलाइन सेवा असाव्यात.

6). महिलांनी उच्च व्यवसायिक शिक्षणासाठी धोरण तयार करून महिला प्रतिनिधीत्वाला प्राधान्य देण्याचे विशेष प्रयत्न करायला पाहिजे. स्त्रियांच्या शिक्षणाला चालणा देण्याचे कार्य सर्व स्तरातून असावेत.

7). विज्ञान,गणित,इंजिनियरिंग क्षेत्रात महिला शोधकर्तासाठी विशेष प्रलोभणे दिली पाहिजे.

महिला व्यवसायिकांना स्थानिक स्तरावर सेमिनार,कार्यशाळा,लघुप्रशिक्षणे,चर्चीसत्र आयोजित करायला पाहिजे. यात महिलांना प्राधान्य दयायला पाहिजे महिलांच्या सोयी नुसार कार्यक्रमाचे स्थळ निवडावे.

निष्कर्ष —

- समाजातील महिला प्रतीची असमानता मानवाधीकारांचे उल्लंघन ही कमी होणे गरजेचे आहे.
- सामाजिक रिती—रिवाज, कौटुंबिक जबाबदाऱ्या,सोबतचभंडवल उभारणीवर व्यवसायिक शिक्षण महिलांना दयावे.
- व्यवसायात्मक निर्णयात सहभाग, महिलांचा सहभाग वाढविणे गरजेचे आहे.
- भारतात सुक्ष्म, लघु, मध्यम ग्रामोउद्योग क्षेत्रात ग्रामीण क्षेत्रात प्रोत्साहन देण्यासाठी शासकीय निमशासकीय पाऊले उचलायला पाहिजे.
- जेण्डर बजेटिंग एक महत्वाचे आहे ज्याद्वारे महिलांना देशाच्या विकासाचा मुख्य प्रवाहात आणू शकतो. आणि आर्थिक समानता निर्माण करू शकते.
- ग्रामीण समुहात स्वयंसहाय्यता गटांना प्राधान्य देवून धोरणे बनवणे.
- महिलांनी यासाठी स्वत:चे चातुर्य, सतर्कता, सातत्य, चिकाटी इत्यादी गुणांचा उपयोग करावा.
- बदलत्या परिस्थितीत समजवून घेवून व्यापारातील, उद्योगातील अडचणी समस्या समोर जाणे, व्यवसायाकडे प्रशिक्षणे व ज्ञान घेणे गरजेचे आहे.
- महिलांनी पुरूषासोबत प्रतिस्पर्धा सकारात्मक विचारातून करावी.
- उच्च शिक्षण घेतलेली स्त्री अधिक चांगल्या हुदयाचा विचार करते त्यामुळे ती लेबर मार्कंटकडे वळत नाही.

संदर्भ ग्रंथ सूची

अविनाश किरपाल — महिला उद्योजक प्रेरणादायी यशोगाथा, सागर पब्लिकेशन

मनोज अंबिले — यशस्वी उद्योजक मीयमिटर पब्लिशींग हाऊस

सांगळे शैलजा — महाराष्ट्रातील महिला उद्योजक, डायमंड पब्लिकेशन

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भारतीय स्त्रीवर्गाच्या आत्मभान, आत्मसन्मान व परिवर्तन घडवीण्यासाठी भारतीय स्त्री साहित्याचे योगदान एक ऐतिहासिक अध्ययन

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सारांश :–

प्राचीनकाळ, मध्ययुगीनकाळ, १९ व्या शतकापर्यंत भारतीय समाजव्यवस्था आणि संस्कृती यांनी स्त्रीवर्ग, स्त्रीजीवन यांना समाजाच्या चौकटीत बंदिस्त करून, शिक्षण, हक्क, अधिकार, स्वातंत्र या पासून दूर ठेवण्याचे कार्य केले. स्त्रीवर्गनि बोलू नये, विचार करू नये, मत मांडू नये, पति परायनाता करावी, घर संसार सांभाळावा, कुळाचार पाठावा हे स्त्रीजीवनाचे मूख्य कर्तव्य आहे. असे समाजमत, परंपरागत विचार प्रवाह होते. म्हणून भारतीय स्त्री समाजव्यवस्था, नियम, परंपरा, कुप्रथाच्या ओझ्याखाली भरडली गेली. भारतीय समाजाने स्त्रीजीवनाचा कोंडमारा करून, सोशिकता ची परंपरा निर्माण केली. स्त्रीवर्ग काचेचे भांडे ही उपमा देऊन स्त्री एक व्यक्ती, माणूस आहे, मत, भावना, इच्छा आकांक्षा आहेत हे सर्व नाकारले. स्त्री आपल्या घरात एक वस्तू, घर सांभाळणारी, अबोलआणि चुल व मूल या संकल्पनेत वावरणारी घटक बनली. या सर्व स्त्री दु:खाची, स्त्री कुंठताची, स्त्रीबंधनाची, सोशिकताची उदाहरणे स्त्रीवर्गनि आपल्या ग्रंथात, आत्मचरित्रात, साहित्यात मांडणी करून स्त्री जागृती, स्त्री परिवर्तनवादी वाटचाल करून दिली. भेदभाव का, विषमता का, शिक्षण का नाही, दुय्यम दर्जा का, स्वातंत्र का नाही, दु:खदायी वेदना का? समानता का नाही, एक समानता का नाही, हक्क अधिकार असायलाच पाहिजे, स्वातंत्र हवे, एक व्यक्ती म्हणून जगू दया, जूने विचार नको, कुप्रथा नको, स्वातंत्र्यता म्हणजे खैराचार नाही तर मानवतावाद आहे, दृष्टीकोन बदलने आवश्यक आहे. पुरूष मानसीकते मधून बाहेर पडा हा साहित्याव्दारे लिखीत मांडणी करून संदेश दिला. स्त्रीवर्गलाच ही सर्व दु:खे निर्माण होण्यास समाज, संस्कृती, परंपरा कारणीभूत ची चर्चा लिखीत मांडण्यात आली त्यामधून भावनेचा अविष्कार मांडून स्त्री आत्मसन्मानाने, आत्मभानाने पुढचे पाऊल उचलत आहे, तिला खाजगी आयुष्य आहे, स्त्री जिवंत आहे, तिला मनभावना आहेत, स्व:हाचे आयुष्य, हक्क, अधिकार, निर्णय घेण्याचा तिला अधिकार आहे. मानवता, समानता हवी, जूने मूल्ये तकलादू आहेत. स्त्री स्वातंत्र्याकडे वाटचाल करीत आहे. ती एक व्यक्ती माणूस आहे हे भारतीय समाजाने, संस्कृतीने समजून घेणे आवश्यक आहे हे मंथन करण्यात आले.

प्रस्तावणा :–

प्राचीन काळ ते १९ वे शतक पर्यंत भारतीय स्त्री जीवन एक विशीष्ट समाज चौकशीत बंदिस्त होते. भारतीय स्त्री जीवन एक गंभीर संशोधनाचा चिंताजनक विषय आहे. प्राचीन काळापासून समाजाच्या इतिहासात स्त्रीवर्गाची परवशता दिसून येते. स्त्रीवर्गासाठी वेगळे नियम दिसतात, वरिष्ठ, कनिष्ठ भावना, भेदभाव, दुय्यमदर्जा दिसतो. भारतीय समाज व्यवस्थेने स्त्रीवर्गासाठी स्वतंत्र्य, लोकशाही, शिक्षण, विवाह, पूनर्विवाह असे विषय पूर्वग्रह दुषीत ठेवण्याचे कार्य केले. समाज व्यवस्था अनिष्ट प्रथांनी ग्रासली असल्याने स्त्रीवर्गाचे हक्क, अधिकार, स्वातंत्र, शिक्षण, बाजूला सारल्या जाऊन स्त्रीवर्ग फक्त घरापूरती मर्यादीत झाली. भारतीय समाजाने समानता, एकता न मानता स्त्री एक घरदासी, घर सांभाळणारी वस्तू आहे हे समीकरण निर्माण केले. रूढी, परंपरा, कर्मकांड, कुप्रथा, संस्कृती च्या गोंडस नावाखाली स्त्रीवर्गाचा भयंकर छळ केला. त्या अन्याय, अत्याचार ला सीमा, मर्यादा नव्हती. पुरूष बलवान ही संकल्पना मांडून स्त्रीवर्गनि बोलू नये, मत मांडू नये, विचार करू नये, ही मानसीकता निर्माण केली. शेवटी स्त्रीवर्गनिच ग्रंथ, साहित्याव्दारे मते, विचार मांडून आपले भावविश्वाची मांडणी समाजा समोर करून, जागृती घडवून आत्मभान, आत्मसन्मान, परिवर्तन, बदल घडून आनन्याचे कार्य केले.

इतर ग्रंथाचे (साहित्याचे) विचार —

ताराबाई शिंदे यांचे स्त्री पुरूष तूलना, पंडिता रमाबाई यांचे स्त्री धर्म निती, रमाबाई रानडे यांचे आमच्या अयुष्यातील काही आठवणी, सरोजिनी वैद्य यांचे श्रीमती काशिबाई कानिटकर आत्मचरित्र आणि चरित्रे, आनंदीबाई कर्वे यांचे माझे पुराण, पार्वतीबाई आठवले यांचे माझी कहाणी, यशोदाबाई जोशी यांचे आमचा जीवन प्रवास, सुधा अत्रे यांचे गोदातरंग, आनंदीबाई शिर्के यांचे साजवात, कानिबाई कानिटकर यांचे रंगराव, या सर्व साहित्यामधून स्त्रीवर्गाचे दु:ख, वेदना, छळ, दुय्यम वागणूक, बालविवाह, पुनर्विवाह, विधवा विवाह, स्त्रीजीवनाचे दु:खद सोशिकता, मन, इच्छा, भावना, स्त्री स्वातंत्र्याचा अभाव, पतिचे उदाहरणे, समज, गैरसमज, वेदीन हीनता, उध्दवस्तपणा, स्त्री—पुरूष समानता हवी, स्त्री समस्यावर उपाय, शिक्षित स्त्री चे समस्या, अर्थजि, छळवाद, मानसीकता, पुरूषी अहंकार, विरह, टोचून बोलणे, अनूभव, शिक्षणाचे परिणाम, का सहन करावे, स्त्रीही जिवंत माणूस व्यक्ती आहे, स्व:ताहाचे निर्णय घेण्याचा अधिकार का नको हे विचार मांडलेले दिसतात.

श्रीमती रमाबाई रानडे यांनी 'आमच्या आयुष्यातील काही आठवणी' या साहित्याव्दारे स्त्रीवर्गनि शिक्षण घ्यावे, पुनर्विवाह करावा, स्वावलंबी बनावे, सर्व बंधने स्त्री वर्गाला का आहेत हे मांडले. प्रतिभा रानडे यांनी 'स्त्री प्रश्नांची चर्चा करून साहित्याव्दारे स्त्रीजीवन दुय्यम, कनिष्ठ का

आहे मांडून स्त्रीजीवनाचे खरे वैरी कोण असा सवाल करून आपल्या साहित्याव्दारे चर्चा केली. सरोजिनी वैद्य यांनी 'श्रीमती काशिबाई कानिटकर आत्मचरित्र आणि चरित्रे' साहित्याव्दारे स्त्रीजीवनाचे दु:ख, दारिद्रय व संकटे मांडली. एकंदरीत वरील स्त्रीवादी साहित्यात स्त्रीकडे पाहण्याचा दृष्टीकोण परंपरागत होता हे दर्शवीण्याचे कार्य केले. शेवटी स्त्रीजीवनात आत्मभान व परिवर्तन निर्माण करण्यासाठी ऐतिहासिक अध्यायनाची आवश्यकता आहे.

रिसर्च वर्क :—

भारतीय स्त्रीवर्गाच्या आत्मभान व परिवर्तनासाठी स्त्री साहित्याव्दारे समाजात जागृती निर्माण करणे हे साहित्योच कार्य आहे. कारण शतकानुशतके स्त्रीवर्ग अन्याय, अत्याचाराच्या खईत पडला होता. स्त्रीवर्गला आचार, विचार, बोलण्याचे स्वातंत्र्य नव्हते. अनेक प्रकारच्या सामाजिक बंधनात व मानसिकतेत स्त्रीवर्गला जगावे लागत असे. भारतीय पुरूषप्रधान संस्कृतीने स्त्रीवर्गाचे जीवन जगणे कठीण केले होते. चूल आणि मुल या संकल्पनेत त्यांना रहावे लागत असे. पुरूषवर्गाने बाहेरची कामे करावी तर घरातली सर्व कामे स्त्री वर्गालाच करावी हा समाज मान्य प्रचलन होती. स्त्री वर्गाला निर्णय प्रक्रिया हा शब्द माहित नव्हता. पुरूष हा बलवान आहे ही संकल्पना पुरूष प्रधान संस्कृतीने निर्माण केली होती. प्राचीन काळापासून तर १९ व्या शतकापर्यंत रूढी, परंपरा, कर्मकांड, कुप्रथा च्या नावाखाली स्त्रीवर्गला दुय्यम वागणूक देऊन तिचे अध:पतन करण्यातआले. सर्व प्रकारचे अन्यायाचे भोग स्त्रीवर्ग सहन करत असे. समाजात अघोरी मानसीकतेतून स्त्री वर्गाचे स्वातंत्र हिरावण्याचे कार्य वर्चस्व गाजवीणाऱ्या पुरूष प्रधान मानसीकतेने केले त्याचा ऐतिहासिक अध्ययन करणे आवश्यक आहे.

१९ व्या शतकात सर्व प्रथम ताराबाई शिंदे यांनी स्त्री—पुरूष तलना या साहित्याव्दारे स्त्रीजीवनाचे प्रगटीकरण केले आणि भारतीय समाजातील दोष, विसंगती मांडून समाजात श्रेष्ठ कोण हा प्रश्न उपस्थीत केला. तत्कालीन स्त्री जीवनाचे दुखे, हालाकीची, गुलामीची स्थिती मांडून याला जबाबदार कोण हा प्रश्न केला. म्हणून स्त्री जीवनाचा खरा वैरी कोण याचे उत्तर समाजाने दयावे ही भुमिका मांडली. या साहित्याव्दारे ताराबाई शिंदे यांनी स्त्री जीवनाची दुर्दशा मांडून स्त्री जागृती घडवीण्याचे कार्य केले.

२० व्या शतकात श्रीमती रमाबाई रानडे यांनी स्त्री वर्गनि शिक्षण घेउन स्वावलंबी बनवीण्यासाठी कार्य केले. त्यांनी आमच्या आयुष्यातील काही आठवणी साहित्याव्दारे स्त्री जीवनाचे अंतर्गत प्रश्न मांडले. स्त्री जीवनालाच का अपशकून, अपमान, टवाळकी सहन करावी लागते याचे कारणे मांडली. शिक्षणा शिवाय स्त्री जीवनाचा उध्दार नाही ही शिकवण दिली. धर्मकार्य करणे म्हणजे स्त्री जीवन नव्हे हा संदेश दिला. स्त्री वर्गालाच सर्व बंधने का हा सवाल भारतीय समाजाला करून स्त्री वर्गात नवचैतन्य फूलवीण्याचे कार्य केले.

२० व्या शतकात प्रतिभा रानडे यांनी स्त्री प्रश्नाची चर्चा या साहित्याव्दारे स्त्री जीवन, हक्क, अधिकार, स्वावलंबी, शकून, अपशकून, टिंगल, बंधने मर्यादा ची जाणीव स्त्री वर्गाला करून दिली. स्त्री जीवनालाच केशवपन का, सतीप्रथा का, जून्या परंपरा का, बांगडी फोडणे का?, कुळाचार का?, सकेशा, विकेशा का?, जून्या परंपरा का, समाजाकडून उपेक्षा का, अज्ञानता का, असे अनेक प्रश्न निर्माण केले.

२० व्या शतकात श्रीमती काशिबाई कानिटकर यांनी डॉ. आनंदीबाई जोशी यांचे चरित्र व पत्रे या साहित्याव्दारे लिहले की, भारतीय समाजात स्त्री शिक्षीत नको होती. कारण घरची कामे कोण करणार हा प्रश्न होता. जर स्त्री शिक्षीत झालीतर संसार बिघडेल ही अनामीक भिती तेव्हा समाजाला होती. स्त्री जीवनाने मर्यादित, बंधनात रहावे, वडिलधारे मंडळीची जोपासना करावी हे समाजाचे समीकरण होते.

२० व्या शकतकात भारतरत्न महर्षी धोंडो केशव कर्वे यांची दुसरी पत्नी सौ. आनंदीबाई कर्वे यांनी माझे पुराण या साहित्याव्दारे स्त्री जीवनाचे उदाहरणे मांडली की, विधवा स्त्रीचे जीवन नरकमय असते. विधवा स्त्रीला भारतीय समाज अपशकून, नापिता, नवऱ्याला खाल्ले, मागच्या जन्मीचे पाप, भोग या शब्द हिनवत असे. म्हणून स्त्रीवर्गने शिक्षण घ्यावे, स्वावलंबी बनावे हा मोलाचा सल्ला दिला. विधवा स्त्री जीवनाचे अंतरंग मांडून सौ. अनंदीबाई कर्वे यांनी स्त्री एक बेवारस वस्तू ही समाजाची विचार धारा मांडली. विधवा स्त्रीने हे खाउ नये, येथे झोपू नये, गोडखावू नये, चार चौघात येउ नये, शुभकार्य प्रसंगी जाउ नये अपशकून होईल असे समाजा चे वाईट नियमाचा परिचय करून दिला आणि स्त्री वर्गात समाजातील दोष दाखवून स्त्री वर्गाला जागृत करण्याचे कार्य केले.

२० व्या शतकात पार्वतीबाई आठवले यांनी माझी कहाणी या साहित्याव्दारे विधवा, स्त्री, केशवपन, चिता, सती, समाजमत, बहिष्कार, निर्जिव वस्तू, या शब्दाची व्याख्या स्पष्ट केली. तर डॉ. सरोजीनी बाबर यांनी श्रीमती काशिबाई कनिटकर आत्मचरित्र लिहून स्त्री वर्गनि कसे बोलावे, कसे वागावे, स्त्री शिक्षण का नको, समाजाच्या भितीचे कारण काय, स्त्री वर्गनि कोठे जावे, जावू नये, आवड, निवड, कुंकू बारिक असावे की मोठे, या समाज मत, समाज मन विषयी कठोर प्रहार करण्याचे कार्य कले आणि स्त्री आत्मभान कसे वाढेल, जागृती कशी होईल चा संदेश दिला. २० व्या शतकात इरावती कर्वे यांनी स्त्री वर्गात हक्क व अधिकारची जाणीव निर्माण करण्याचे कार्य केले. त्यांनी साहित्याव्दारे स्त्री मुक्ती घडवीण्याचे कार्य केले. त्या भारतरत्न महर्षी धोंडो केशव कर्वे यांच्या सून असल्याने स्त्री शिक्षणाचे महत्व त्यांना मान्य होते. म्हणून त्यांनी स्व:ताहा ला पटेल रचेल त्या पध्दतीने स्त्री जीवनाचे स्वातंत्र्याचे अंतरंग मांडले. इरावती कर्वे यांनी युगांत, भोवरा, मल्हार, या कादंबरी व्दारे स्त्री मुक्तीचा स्वातंत्र्यवाद मांडला. स्त्री वर्गाला दुय्यम दर्जा का? स्त्री वर्गाला लहान पणापासून कशी वागणूक मिळते याचा उहापोह केला. स्त्रीवर्ग स्वतंत्र असावा ही त्यांची संकल्पना होती. म्हणुन समाजाचे नियम, बंधने, प्रथा त्यांना मान्य नव्हत्या. त्या स्त्री स्वतंत्र्याचे पुरस्कर्ते होत्या. स्त्री एक स्वतंत्र व्यक्तीमत्व आहे. स्त्री एक माणूस आहे. हे विचार त्यांनी साहित्याव्दारे मांडण्याचे कार्य केले आणि स्त्री वर्गात स्वातंत्र्याचे प्रतिबिंब निर्माण करून, भविष्याचा वेध घेण्याचे आवाहन केले.

२० व्या शकतकात लक्ष्मीबाई टिळक यांनी आपल्या स्मृतिचित्रे या साहित्याव्दारे तत्कालीन बाल विवाह, विवाह, स्त्री शिक्षण, संबंधी विचार मांडून भारतीय समाजाचा कर्मठपणा, परंपरा, मूल्ये, रूढी चे दाखले दिले. स्त्री जीवनाला सुध्दा मते असावे, स्त्री वर्गनि मते मांडावीत असा सल्ला दिला आणि स्त्री जागृती घडवीण्याचे कार्य केले.

एकंदरीत भारतीय स्त्री वर्गाचे साहित्याव्दारे आपल्यावर होत असलेला अन्याय, अत्याचार, दुय्यम दर्जाची भुमिका कधी आहे मांडून समान हक्क, समान अधिकार, समान दर्जा, सामान स्वातंत्र आम्हाला असावेत ही संकल्पना मांडण्याचे कार्य केले. स्त्री साहित्याने स्त्री—पुरूष भेदभाव समाप्त झाला पाहिजे हे मांडून भेदभाव करणाऱ्यावर कठोर शब्दात टिका केली. स्त्री वर्गाला काय पाहिजे याचा अभ्यास करण्यास पुरूष प्रधान संस्कृतीला साहित्याव्दारे भाग पाडण्याचे कार्य केले. स्त्री वर्गाने फक्त ऐकावे, बोलू नये हे आता समाप्त झाले पाहिजे. पुरूष देणारा ही भूमिका स्त्री वर्गाला आता मान्य नाही. पुरूष केंद्रीत व्यवहार आता समाप्त झाले पाहिजे. मी च्या ऐवजी आता आमचे दोघांचे ही संकल्पना समाजात रूढ झाली पाहिजे हीच स्त्री स्वातंत्र्याचे फलीत होय. भुतकाळात स्त्रीने भरपूर रडून घेतले आहे. आता २१ व्या शतकात ती सर्व अर्थाने परिपूर्ण आहे हा संदेश साहित्याव्दारे दिसतो. चूल आणि मूल हे समीकरण आता बदलून स्त्री वर्गाचे कार्यक्षेत्र बाहेर आहे हे समाजमत निर्माण करणे, स्त्री आपले जीवन आपल्या पायावर जगु शकते, स्त्री कोणत्याच क्षेत्रात कमी नाही, स्त्री आता जागृत झाली. तिच्यात स्वभावनांचा अविष्कार निर्माण झाला असून ती साहसी, घाडसी आहे, तीचे दु:ख ती समाप्त करू शकते, भेदभाव तीला आता मान्य नाही, आपल्या कर्तुत्वाचा ठसा ती समाजात निर्माण करू शकते, स्त्रीला आता आत्मभान आले, निर्माण झाले आणि परिवर्तनाकडे तीची वाटचाल सुरू आहे. हाच दृष्टीकोन बदलण्याचे आवाहन स्त्री वर्गाने सर्वांना केले आहे. प्रचंड आशा आकांक्षाची स्वप्ने घेउन स्:ताशी व इतरांशी संघर्ष करीत स्त्री स्वातंत्र्याच्या हकासाठी एक माणूस म्हणून जगू दया ची संकल्पना पूर्ण करण्यासाठी घडपडते आहे.

फलनिष्पती —

प्राचीन कालखंडापासून भारतीय स्त्री वर्गाकडे पुरूषप्रधान संस्कृतीचा, समाज व्यवस्थेचा पाहण्याचा दृष्टीकोण बऱ्याच प्रमाणात परंपरागत, दुय्यम दर्जाप्रमाणे होता. भारतीय स्त्री जीवनावर अनेक प्रकारचे दु:खदायी आघात करण्यात आले. भारतीय स्त्री एक बेवारस वस्तू प्रमाणे तिला घरात वागणूक मिळत असे. भारतीय पुरूष प्रधानतेने स्त्रीवर्गाला शिक्षणापासून वंचित ठेवून अबोल केले. स्व:ताहाचे अपयश झाकण्यासाठी स्त्रीवर्गावर अकारण वर्चस्व गाजवीले. संस्कृतीच्या नावाखाली रूढी, परंपरा, कर्मकांडे, कुप्रथा निर्माण करून प्रतिगामी, यातना देण्याचे कार्य केले. प्राचीन काळापासून १९ व्या शतका पर्यंत स्त्री जीवनाचा संबंध पतिपरमेश्वर सत्य मानून पतिकुटूंबाशी आपले जीवन अर्पण करणे, प्रसंगी अनेक व्यवहाराशी त्याग करणे, पतिव्रता पाळणे तिळ तिळ दु:ख भोगणारी, सेवा करणारी, मुकाटयाने सहन करणारी, अश्रु ढाळणारी, चाकोरीत राहणारी, सोशीक स्त्री म्हणजे भारतीय स्त्री अशी जीवन पध्दत निर्माण केली.

शेवटी स्त्रीवर्गाने आपले साहित्य स्व:ताहा लिहून आपले दु:ख चव्हाटयावर मांडले. साहित्याव्दारे शिक्षण, विवाह, पूर्नविवाह, संमतीवय, सामाजिक बंधने यावर लिखान होऊ लागले. अनेक स्त्री साहित्यात स्त्री वर्गाच्या मनातील ताणतणाव, स्त्री दु:ख, बंधने, स्वातंत्र्याचा अभाव, विवाहनंतर पतिवर्गाचा छळ, निर्माण होणाऱ्या समस्या, शिक्षित, अशिक्षीत स्त्री वर्गाचे प्रश्न, स्त्री वर्गाचे हक्क अधिकार, बदललेली स्त्री प्रतिमा, आत्मभान, आत्मसन्मान, मनभावना, स्त्रीजीवन माणूस आहे, तिचे खाजगी आयूष्य, मैत्री, प्रेम, भावना, जून्या मूल्यावर, विचारावर लेखन सुरू झाले.

त्यामधून स्त्रीमनाचे अंतरंग मांडण्यात आले. त्यामधून स्त्री—पुरूष समानता ची संकल्पना स्पष्ट करण्यात आली.यामध्ये सौराचार नसून स्त्री स्वातंत्र्याची, स्त्री आत्मभानाची, स्त्री परिवर्तनाची व्याख्या मांडण्यात आली. समान वाटा, समान संधी, पुरूष वर्गानि स्त्री वर्गाच्या भावना समजावून घेणे ती एक माणूस आहे, व्यक्ती आहे आणि नवा मानवतावाद अभिप्रेत असून स्त्री विकासाला पूर्ण वाव मिळणे आवश्यक आहे.

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६. डॉ. पाटील भिना २००५ — खांदेशातील समाज प्रबोधनाची चळवळ (१९०० ते १९५०) प्रकाशक — भुषण पाटील पाचोरा (जळगांव)

७. महाराष्ट्र शासन अभ्यास मंडळ २०१२ — महाराष्ट्राचा इतिहास — प्रकाशक — महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ पुणे —

८. डॉ. पगार एकनाथ २००६ — प्रबोधन परंपरा व वृत्तपत्र सृष्टी — प्रकाशक — यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ नाशिक

९. संपादक मंडळ २००१ — स्वातंत्र्य उत्तर वाडमयीन प्रवाह — प्रकाशक कुलसचिव यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ नाशिक,

१०. संपादक २०१२ — शिक्षण संक्रमण (मासिक मार्च २०१२)

११. संपादक २०१२ — मिळून साऱ्याजनी (मासीक मार्च २०१२)

१२. डहाके वसंत आबाजी २००५ — मराठी साहित्य इतिहास व संस्कृती प्रकाशक — पापूलर प्रकाशन, मुंबई

वर्तमान स्थितीत आंबेडकरी चळवळीवर सजग व साक्षेपी भूमिका घेणारा कवितासंग्रह:
''अजुनही वेळ गेली नाही'' कवयित्री पुष्पा प्रकाश बोरकर
प्रा विक्रांत कृष्णराव मेश्राम

मराठी विभाग प्रमुख, श्रीमती वत्सलाबाई नाईक महिला महाविद्यालय, पुसद, जिल्हा. यवतमाळ ४४५२०४

प्रस्तावना —

१९६० दशकात दलित साहित्याची निर्मिती झाली/प्रारंभ झाला. साठच्या दशकात आधी संत चोखामेळा, कर्ममेळा, संत सोयराबाई यांनी आपल्या अभंगाच्या माध्यमातून दलित जाणिवेचा पहिला आवाज समाज व्यवस्थेविरुद्ध विद्रोही भूमिकेतून अभिव्यक्त केल्याचे प्रकर्षनि जाणवते चोखामेळाच्या काव्यनिर्मितीची प्रेरणा जशी अध्यात्मिक तशी सामाजिकही असल्याचे त्यांच्या अभंगावरून लक्षात येते. हा चिंतनाचा विषय आहे. इ. स. बाराव्या—तेराव्या शतकात संत, महंत, पंथ, संप्रदाय जे काही या मातीत उदयास आलेत. व त्यांनी निर्माण केलेल्या साहित्याचा प्रभाव जो काही भारतीय जनसामान्यांवर पडला. ते देखील महत्त्वाचे आहे. संत तुकारामाच्या कालखंडापर्यंत संत परंपरेचा इतिहास लक्षात घेतला तर असे दिसून येते की, संत परंपरा विठ्ठल भक्तीच्या पुढे जाऊ शकली नाही .ती परंपरा त्यातच लिन झाली. संत परंपरेने समाज व्यवस्थेविरुद्ध आंदोलन, मोर्चे, संघर्ष उभारले नाहीत. ते विठ्ठलभक्तीच्या पुढे जाऊ शकले नाहीत .त्यांना तथागताच्या समतेपर्यंत जाता आले नाही. मानवमुक्तीच्या लढ्यापर्यंत जाता आले नाही.उतरता आले नाही. मनुष्याला मनुष्यत्व प्राप्त करून देण्यापर्यंत त्यांना जाता आले नाही.

इसवी सन पूर्व ते इसवी सन नंतर या देशाची जी सामाजिक अवस्था होती. ती चातुर्वर्ण्यावर आधारित होती. संस्कृत ही देव भाषा समजली जात होती. सामाजिक विषमतेने आपले पाय ह्या मातीत अगदी खोलपर्यंत गाळून ठेवले होते. अशा परिस्थितीत सर्वसामान्यांना मोकळा श्वास घेता येत नव्हते माणसाचं मनुष्यत्व या कालखंडात विषमतावादी समाजव्यवस्थेतील धर्ममार्तंडांनी नाकारले होते. गौतम बुद्धाच्या कालखंडात मानवमुक्ती समता, स्वातंत्र्य, बंधुत्व, न्याय अभावग्रस्त समूहाला मिळावे यासाठी त्यांनी आपल्या तत्त्वज्ञानाच्या माध्यमातून संघर्ष केला .ह्या सर्व पार्श्वभुमीवर १९६० दशकात दलित साहित्याने पारंपरिक साहित्याला, विचारांना व त्याच्या ढोंगीपणाला मुळासकट उन्मळून पाडलेत.दलितांच्या वाट्याला आलेले अमानवीय जगणे इतर साहित्यातून उजागर झाले नाही किंबहुना आम्ही जे जीवन जगतो, भोगतो, आमच्यावर लादलेले अमानवीय विषमता हे साहित्यिकांनी दलित साहित्याच्या माध्यमातून मांडून मराठी भाषेला अधिक समृद्ध केले. तिला भारताच्या सीमेच्या बाहेर घेऊन गेलेत. मराठी भाषेला भाषापण प्राप्त करून देण्यात दलित साहित्यिकांचा व दलित साहित्य फार मोठा वाटा आहे.

१९६० च्या दशकात दलित साहित्याच्या ऐवजी आंबेडकरी साहित्य ही सज्ञा अनेक आंबेडकरी विचारवंतांकडून अभ्यासकांकडून व समीक्षकांकडून मान्य करण्यात आली. जो आतून आणि बाहेरून सारखा आहे, तोच आंबेडकरी, ज्याच्या साहित्याची प्रेरणा आंबेडकरी आहे, तोच आंबेडकरी, जो परमेश्वर, आत्मा, परमात्मा नाकारतो व विज्ञानवादी दृष्टिकोन अंगिकारतो. तो आंबेडकरी, सळमिसळ पासून सावधगिरी बाळगल्या पाहिजे. व सजग भूमिका स्विकारली पाहिजे.ही जाणीव १९६० या दशकात सर्व पातळीवर स्वीकारण्यात आली आणि आज ''आंबेडकरी सज्ञा'', ''आंबेडकरी साहित्य'' हे साहित्य क्षेत्रात स्विकारण्यात आलेत. आंबेडकरी साहित्यिक, कार्यकर्ता आभाळातून जन्म घेत नाही. तर तो आंदोलनातून.. संघर्षातून. मोर्चातून जन्म घेतो. न्याय हक्कासाठी पेटून उठतो. आंबेडकरी कार्यकर्ता.. आंदोलन.. मोर्चा.. संघर्ष ही आंबेडकरी साहित्याची निर्मितीसूत्र आणि मूल्यात्मकतागर्भ आंबेडकरी साहित्याची आहेत. वेदना, विद्रोह, नकार ह्यावर आंबेडकरी साहित्य निर्माण झालेत.

आंबेडकरी साहित्यात विविध कलाकृतीच्या माध्यमातून नव्या जाणिवा मांडल्या आहेत. शोषित, पीडित, उपेक्षित, अभावग्रस्ताच्या वाट्याला आलेले जगणे अथवा ह्या विषमतावादी व्यवस्थेने त्यांच्यावर लादलेले अमानवी जीवन हे तिरस्करणीय होते. व हे अमानवीय जगणे विरुद्ध

आंबेडकरी माणूस आतून बाहेरून पेटून उठला. न्याय हक्कासाठी रस्त्यावर उतरला, आंदोलनात उतरला, मोर्चात उतरला त्याच्या लक्षात आले, संघर्ष केल्याशिवाय आपल्याला काहीच मिळू शकत नाही, आजही परिस्थिती कायमच आहे, बिबा जसा उभजतो तसा हा आंबेडकरी माणूस इथल्या विषमतावादी व्यवस्थेवर आपल्या न्याय हक्कासाठी पेटून उठलेत. म्हणून त्याचा काल आज तिरस्कार केला जातो. राजकीय अस्पृश्यता आजही कायम आहे. ह्याचा विचार होणे देखील गरजेचे आहे. महाड संघर्ष, काळाराम मंदिर संघर्ष, तेव्हापासून तर आजही संघर्ष कायमच आहेत. अशा परिस्थितीत आंबेडकरी समाज विखरतो की काय? त्याची मानसिक अवस्था ढासळते की काय? आंबेडकरी कार्यकर्ता संघर्षापासून वेगळा होऊ पाहतो की काय? अशा अवस्थेत अजूनही वेळ गेलेली नाही हे ठासून आणि निर्भीडपणे सांगण्याची भाषा आंबेडकरी कवयित्री आपल्या ''अजूनही वेळ गेलेली नाही'' ह्या काव्य संग्रहातून अधिकारवाणीने सांगण्याचा प्रयत्न करताना दिसते.

अन्याय अत्याचाराचे संदर्भ बदलले मात्र अन्याय कायमच आहे. माणसाला नाकारण्याचे संदर्भ बदलले आहेत. अशा परिस्थितीत आपण एकत्रीत, संघटित राहिलो पाहिजे. हे मुख्य भूमिका ही कवयित्री घेताना दिसते. महाराष्ट्राच्या नकाशात अमरावती जिल्ह्यातील बडनेरा रेल्वे या गावाला आंबेडकरी चळवळीची प्रचंड अशी परंपरा आहे. आधुनिक भारताचे शिल्पकार डॉ. बाबासाहेब आंबेडकर यांच्या काळापासून तर सध्याच्या पुष्पाताई बोरकर पर्यंत आंबेडकरी कार्यकर्त्या प्रमाणेच आंबेडकरी महिलादेखील चळवळीत सर्वात पुढे होत्या. मोर्चा.. आंदोलनात सक्रिय सहभाग त्यांचा होता. त्यामध्ये बडनेरा शहरातील च्छलाबाई पांडे, पार्वतीबाई मेश्राम, (अशोक नगर, झाडीफैल) पार्वतीबाई डोंगरे (हरिदास पेठ) पंचशील नगर मधील अंजनाबाई चव्हाण, अनुसयाबाई मेश्राम आंबेडकरी चळवळीतील नेतृत्व करणाऱ्या आंबेडकरी महिला होत्या. यापैकी आज कोणीच हयात नाहीत. मात्र ते आजही आपल्या कार्याने जिवंतच आहेत. त्यानंतर आंबेडकरी चळवळीतील तिसऱ्या पिढीतील आंबेडकरी लेखिका कवयित्री मायाताई वासनिक, संघमित्राताई मेश्राम, तुळसताई बागडे, पुष्पा बोरकर यांनी आंबेडकरी चळवळीचे नेतृत्व स्वीकारून अन्याय अत्याचाराविरुद्ध लढा उभारला, संस्कार शिबिर उभारलेत. त्यांनी अनेक पातळीवर संघर्ष केला. आंदोलन केले. हा इतिहास आहे. आंबेडकरी चळवळीतील महिलांचा नेतृत्व आज पाहिजे त्या प्रमाणात दिसत नसल्याची खंत कवयित्री पुष्पा बोरकर यांनी आपल्या काव्यसंग्रहाच्या माध्यमातून मोठ्या प्रकर्षने अभिव्यक्त केली आहे. आणि ते नाकारताही येत नाही. म्हणून त्यांच्या कवितासंग्रहाचं शीर्षकचं आंबेडकरी चळवळीसाठी समर्पक आहे. आंबेडकरी कार्यकर्त्यात ताकद, ऊर्जा, नवी जाणिवा, भूमिका घेण्यासाठी महत्त्वपूर्ण आहे.

कवयित्री पुष्पा बोरकर ह्या सामान्य कुटुंबात जन्माला आलेल्या. माय अडाणी असली तरी पुरोगामी विचारांची होती .मायबापाच्या कार्याचा विचाराचा संस्काराचा पगडा त्यांच्या वर होता/आहे. त्यांचे आई—वडील पोट भरण्यासाठी रहाटगाव तालुका नांदगाव पेठ, अमरावती. येथून बडनेराला आलेत व स्थायिक झालेत. ह्याच दरम्यान डॉ. बाबासाहेबांची चळवळ घराघरात पोहोचत होती. त्यामुळे प्रत्येक जण डॉ. बाबासाहेब आंबेडकरांच्या विचारांनी भारावून गेले होते. डॉ. बाबासाहेब आंबेडकरांनी बौद्ध धम्मात येण्याची आज्ञा केली, तेव्हा बौद्ध धम्माची दीक्षा घेऊन आपल्या गावात परत आलेल्या अनुयायांनी आपल्या घरातील, देव्हाऱ्यातील देव—देवतांचे फोटो मूर्त्या फेकून दिल्यात. माणूस म्हणून सन्मानाने जगू लागलेत. हे परिवर्तन पाहून गावातील, शहरातील धर्ममार्तंड, धर्माभिमानी यांनी दलितांवर व उपेक्षित समूहावर अमानवी असे अन्याय अत्याचार केलेत. महिलांची सरेआम अब्रु काय लुटली, नग्न धिंड काय काढली, माणसाला जिवंत काय पेटविले, पंचशील ध्वज उभारला म्हणून गाव, वस्त्या काय पेटविण्यात आल्या. गावातुन बहिष्कृत काय केलेत, काळा राम मंदिर, चवदार तळ्याचा संघर्ष, नामांतराचा संघर्ष, या सर्व आंदोलनातून, संघर्षातून अन्याय—अत्याचार विरुद्ध बंड करून पुष्पा बोरकर यांची कविता आकार घेऊ लागली. व आज ती आपल्या समाजाला दिशा देऊ लागली. त्यांची कविता आंबेडकरी चळवळीतून, आंदोलनातून निर्माण झाली व वर्तमान स्थितीत आंबेडकरी चळवळीवर सजग व साक्षी संस्कार करण्यासाठी, येणाऱ्या पिढीवर अधिक मूल्य पूर्व—संस्कार घडविण्यासाठी व चळवळीला अधिक बळ प्राप्त करून देण्यासाठी, ऊर्जा प्रदान करताना दिसते. कवयित्री समवेत विजया मेश्राम, शारदा तिरपुडे, पद्मा देशभ्रतार, नंदा कांबळे, सुधा सोमकुवर, मीरा टेंभुर्णे यांच्यासोबत नामांतर आंदोलनाची धुरा आपल्या खांद्यावर सांभाळत दिवसा कॉलेज व रात्री खेड्यांना भेटी. नामांतराच्या आंदोलनाविषयी भूमिका मांडल्यात. अशातच त्यांच्या नेतृत्वात नामांतर वादी कृती समितीने महिला मोर्चा बडनेरा रेल्वे ते जिल्हाधिकारी कार्यालियापर्यंत काढला. अशाच आंदोलनातून त्यांच्यावर संस्कार झालेत. त्यांना मूल्यात्मकता प्राप्त झाली. वैचारिक अधिष्ठान. संस्कार व मूल्यात्मकता यामुळे त्यांची कविता अधिकाधिक सक्षम झाली. डॉ. बाबासाहेब यांचे बोट धरून मार्गक्रमण करू लागली. ताकदीने निर्भिडपणे ऊभी राहिली. आंबेडकरी प्रेरणा, विचार व तत्वज्ञान यातून त्यांची कविता अधिक सजग होऊ लागली. काळाच्या पुढे जाऊ लागली. येणाऱ्या धोक्याविषयी भूमिका घेऊ लागली.

सध्याच्या परिस्थितीचा आढावा घेत असताना सामाजिक, सांस्कृतिक, राजकीय, धम्मविषयक होणारे बदल व स्वतःच्या स्वार्थासाठी आंबेडकरी चळवळीचे तीन तेरा नऊ अठरा करणाऱ्या विरुद्ध बंडाची भाषा करतात.

''वेळ अजूनही गेलेली नाही

देहाच्या वाती वळत, प्रज्वलित करत

करावी लागेल घोषणा युद्धाची

इतिहासाचे संदर्भ बदलून टाकण्यासाठी

नव्या युगाचा.. नव्या दमाचा नायक होऊन''

बाबा —

''सतरा गाठीच्या जिंदगीला मढवलास

जरतारी काशीद्याने

अन् नक्षीदार केलंस भंगार आयुष्य''

''तू खुप सोसल्या यातना तरीही

मोडला नाही तुझा करारी बाणा

प्राण तळहातावर घेऊन लढलास

शेवटच्या श्वासापर्यंत

आणि झालास नामांतराचा शिल्पकार''

कविता पाहिल्या की असे लक्षात येते आंबेडकरी तत्व निष्ठा व आंबेडकरवादी मूल्य, जीवन मूल्य, जीवननिष्ठा तात्विकदृष्ट्य कवितेच्या माध्यमातून त्यांनी मांडले आहेत. आंबेडकरवादी कार्यकर्ता आंदोलन व साहित्य असा हा आंबेडकरी साहित्याचा प्रवास त्याचा आहे. सामाजिक, सांस्कृतिक, धार्मिक उलथापालथ करण्याची प्रचंड क्षमता व परिवर्तन घडवून आणण्याचा दुर्दम्य आशावाद कवयित्री पुष्पा बोरकर कवितेच्या माध्यमातून अधोरेखित करताना दिसतात.

हिंदू तथा वैदिक, सनातनी धर्माभिमान्यांनी हजारो वर्षांपासून अभावग्रस्त, शोषित, उपेक्षित मानवाचं मनुष्यत्व नाकारले होते. अशातच स्त्रीला मंदिर प्रवेश नाकारल्या जात असेल तर भारतातील तमाम महिलांनी जो धर्म तिच्या असण्याला, मूल्यात्मकला नाकारतो. तेव्हा या देशातील महिलांनी देखील आपल्या ठोकरीने धर्माला लाथ मारली पाहिजे. कधीही पुनर्स्थापित न होण्याकरिता ह्या मानसिक अवस्थेतून भारतीय महिला आज बाहेर पडणे अत्यंत गरजेचे आहे

''दामिनी'' या कवितेतून आंबेडकरी महिलांमध्ये लढण्याची संघर्षाची भूमिका त्यांनी घेतली आहे. उच्चभू मानसिकता आंबेडकरी महिलांच्या संदर्भात कोणत्या पातळीवर घसरते नव्हे तर घसरत आहे. तितक्याच ताकदीने आंबेडकरी महिलात दुर्दम्य आशावाद डोळ्यात साठवून त्यांची कविता संघर्षाची भाषा तर करतेच पण त्याच वेळेस तिला बाबासाहेबांचे चारित्र्य, शील, प्रज्ञा आपण सांभाळली पाहिजे हे मूल्यात्मक तत्त्वज्ञान स्वीकारते.

तरीही

जीव मुठीत घेऊन कडाडली

दामिनी सारखी

तुझी श्रीमंती ऐश्वर्य घाल चुलीत

माझ्या कष्टाची भाकर

इज्जतीचे जगणे

कोणत्या मापाने तोलतोस..?

एवढे मात्र सांग—

आता घेणार मुक्त श्वास

बंडाचे बीगुंल फुंकत

माणूस म्हणून जगण्यासाठी—

साहेब

उद्रेकाच्या ज्वालातून

बाहेर पडलोत आता

क्रांती सूर्यांच्या तेजात बुडालो आकंठ

हवामान खात्याचा अंदाज चुकेल एकदाचा

पण साहेब—

मेंदूचा अंदाज घेतलाय कधीचाच

भीती कसलीच वाटत नाही

आता फक्त अंधाराला चिरत जायचे आहे

नवा आशावाद कवितेतून मांडला आहे एकंदरीत त्यांनी आपल्या कविता संग्रहातून वर्तमान स्थितीत आंबेडकरी चळवळीवर साक्षेपी भूमिका स्वीकारत येणार्‍या काळाचा वेध घेत असताना येणार्‍या पिढीसाठी सृजनात्मक विचार कवितेच्या माध्यमातून दिला आहे. बाबासाहेबांनी निर्माण केलेली अस्मिते पुढे या देशातील अभावग्रस्त समूहाच्या जीवनात जो अमुलाग्र परिवर्तन झाला. हे केवळ बाबासाहेबां मुळेच काल जे आमचा विटाळ करायचे. अस्पृश्य म्हणून बहिष्कृत करायचे, तेच आता आरक्षणाची भाषा करताना दिसतात आरक्षणासाठी चिक्कार गर्दी करणाऱ्या, मोर्चा काढणारे समुह, आता आपलेच लोक त्यांची भूमिका स्वीकारताना, लढताना दिसतात. हे जरी बरोबर चांगले वाटत असले तरी येणाऱ्या काळात आपलीच आरक्षण धोक्यात येते की, काय यासाठी आंबेडकरी कार्यकर्त्यांनी सजग राहून वर्तमान स्थितीत भविष्यात येणाऱ्या वादळ यावर प्रतिघात करण्यासाठी साक्षेपी भूमिका स्वीकारण्याची वेळ आली आहे. अजूनही वेळ गेलेली नाही, आपण संघटित राहून येणाऱ्या काळातील अन्याय अत्याचार विरुद्ध लढण्याची भाषा त्यांची कविता करताना दिसते, संघटित राहण्यातच आपले राजकीय, सामाजिक, सांस्कृतिक, शैक्षणिक, भलं आहे. हे जर आपण विसरून गेलो तर येणारी पिढी आपल्याला कधीही माफ करणार नाही, येणाऱ्या पिढीच्या उत्थानासाठी, त्यांच्यावर संस्कार करण्यासाठी आपण दिशादर्शक ठरलो पाहिजे हा आशावाद त्यांच्या कवितेतून दिसतो आहे अजुनही वेळ गेली नाही. या कवितासंग्रहात एकूण ७८ कविता असून प्रख्यात आंबेडकरी अभ्यासक इ.मो नारनवरे यांची प्रस्तावना आहे. दिगंबर झाडे यांचे मुखपृष्ठ व रेखाटने आहेत. विलास थोरात .गाथा प्रकाशन अमरावती. यांनी १४ जानेवारी २०२१ नामांतर वर्धपन दिन पुस्तकाचे प्रकाशन करण्यात आले. कवितासंग्रह येणाऱ्या पिढीसाठी व वर्तमान स्थितीत पिढीसाठी फार महत्त्वपूर्ण आहे. आंबेडकरी चळवळीचा दस्तऐवज आहे. आपली आंदोलनाची दिशा ठरविण्यासाठी फार महत्त्वपूर्ण विचार कवितेच्या माध्यमातून कवयित्री पुष्पा बोरकर यांनी घेतली आहे.

संदर्भ ग्रंथ

१.   डॉ.आंबेडकर बाबासाहेब :शूद्र पूर्वी कोण होते

२.   डॉ. आंबेडकर बाबासाहेब: अस्पृश्य मूळचे कोण

३.   डॉ. आंबेडकर बाबासाहेब: जाती निर्मूलन

४.   फडके भालचंद्र: दलित साहित्य वेदना व विद्रोह

५.   डॉ. सबनीस श्रीपाल : आंबेडकरवादी कवितेचा नवागंध

६.   डॉ. खोब्रागडे सुरेश : आंबेडकरी कविता आस्वाद आणि मीमांसा

७.   ढोले संदेश : आंबेडकरवादी कविता आकलन व अर्थमीमांसा

८.   डॉ. कांबळे ऋषिकेश :दलित कविता आणि अमेरिकन ब्लॅक पोएट्री

९.   डॉ. मोरे सतेश्वरय प्रस्तावना निलपंख कविता संग्रह

१०.   डॉ. मोरे सतेश्वर प्रस्तावना सरसंधान कवितासंग्रह

११. कांबळे उत्तम : आंबेडकरी साहित्य डॉ.ऑम्व्हेट गेल: जोतिबा फुले आणि स्त्री मुक्ती विचार

शिक्षणातील बदलते प्रवाह आणि आव्हाने

प्रा. डॉ. प्रतिभा काळमेघ

अर्थशास्त्र विभाग प्रमुख, भाऊसाहेब भोरे शिवशक्ती, महाविद्यालय बाभूळगाव जि.यवतमाळ

प्रस्तावना :

भारतीय संस्कृती ही जशी प्राचीन आहे तशीच आपली शिक्षण पद्धती सुद्धा प्राचीन आहे. इ. स. पूर्व बाराशे पर्यंतचा कालखंड हा गुरुकुल शिक्षण पद्धतीचा होता .या शिक्षण पद्धतीचा उद्देश व्यापक होता. विद्यार्थ्यांच्या व्यक्तिमत्त्वाचा परिपूर्ण विकास करणे त्यांच्यात सत्य, सेवा, नम्रता, शिस्त, संयम, परिश्रमाची सवय, धर्मपालन इत्यादी गुणांचे संवर्धन करून विद्यार्थ्यांचा मानसिक व शारीरिक विकास साधने हे शिक्षणाचे ध्येय मानले जाई.गुरु हा ज्ञानी ,चारित्र्यसंपन्न व निपक्षपाती असावा अशी धारणा होती.

उत्तर वैदिक काळातील शिक्षण :

हा कालखंड सुमारे इ. स. पूर्व बाराशे च्या पुढे दिसतो .या काळात धार्मिक, राजकीय, सामाजिक जीवनात मोठेबदल झाले.यज्ञ व धार्मिक विधीचे महत्त्व या काळात वाढवून ब्राह्मणांचे महत्त्व वाढले.स्त्रियांच्या शिक्षणावर अनेक निर्बंध घालण्यात आले. त्यानंतर गुरुकुल पद्धतीची जागा आश्रम पद्धतीने घेतली. आश्रमातील विद्यार्थी आपल्या वर्णाला अनुसरून शिक्षण घेत.

बौद्धकालीन शिक्षण प्रणाली :

हा कालखंड प्राचीन भारतीय शिक्षणात महत्त्वाचा मानला जातो .या काळात प्राथमिक शिक्षण बुद्ध मठात दिले जाई.उच्च शिक्षणासाठी तक्षशिला, नालंदा,विक्रमशिला इत्यादी मोठ - मोठी विद्यापीठे स्थापन झाली .विद्यापीठाची स्थापना ही प्राचीन भारतीय शिक्षणाच्या विकासातील सर्वात प्रगत टप्पा मानला जातो.या विद्यापीठात प्रवेश मिळविण्यासाठी विद्यार्थ्यांना द्वार परीक्षा नावाची अत्यंत कठीण परीक्षा द्यावी लागत असे.

मध्ययुगीन कालखंड :

साधारणतः इ.स. 1200 ते इंग्रज भारतात येण्यापूर्वीचा कालखंड हा मध्ययुगीन कालखंड मानला जातो.या कालखंडात शिक्षणाचे आकुंचन झाले होते. तंत्र -मंत्र ,जादूटोणा, अनिष्ट रूढी प्रथा परंपरा, चालीरीती यांचे प्रस्थ वाढले होते. स्त्रियांवरची बंधने अधिक घट्ट झाली होती.सर्वसामान्यांचे जीवन अज्ञानामुळे अघोरी प्रथांच्या आहारी गेले. या काळात महाराष्ट्रात विविध थोर संत होऊन गेले त्यांनी अज्ञानात कितपत पडलेल्या समाजाला जागृत करण्याचे कार्य केले.

ब्रिटिशकालीन शिक्षण प्रणाली :

सतराव्या शतकानंतर पोर्तुगीज, डच , फ्रेंच राजसत्तांनी भारतात प्रवेश केला.त्यांनी भारतात प्राथमिक शिक्षणाला सुरुवात केली.त्यानंतर इंग्रज आले त्यांनी व्यापार करत संपूर्ण देश स्वतःच्या अंमलाखाली आणला आणि पाश्चिमात्य धरतीचे शिक्षण देण्यास सुरुवात केली .धर्मनिरपेक्ष शिक्षणाचा विकास झाला. इंग्रजी शिक्षण घेतलेल्या भारतीयांनी समाजातील अनिष्ट प्रथा नष्ट करून समाजात जागृती निर्माण करून समाज सुधारण्याचे कार्य केले यातून राष्ट्रप्रेमाची भावना निर्माण झाली.इंग्रजांनी शिक्षण देताना त्यांना कारकूनीकामात मदत होईल अशा कारकून निर्माण करणाऱ्या शिक्षणावर भर दिला.

स्वातंत्र्योत्तर काळातील शिक्षण :

1947 ला भारत स्वतंत्र झाल्यानंतर आपली साक्षरतेची गरज सर्वांनाच प्रकर्षने जाणवली.राज्यघटनेने 6 ते 14 वर्ष वयोगटातील मुलांना मोफत व सक्तीचे शिक्षण देण्याची तरतूद राज्यघटनेत केली.पंचवार्षिक योजनांमध्ये देखील शिक्षणाला अग्रक्रम देण्यात आला. स्वातंत्र्यानंतर भारत सरकारने विविध शैक्षणिक आयोग भारतीय शिक्षणाच्या सुधारणेसाठी नेमले त्यामध्ये 1948 चा राधाकृष्णन आयोग उच्च शिक्षणात सुधारणा घडवून आणण्यासाठी नेमला.त्यानंतर 1964 ला डॉ. डी. एम. कोठारी आयोग नेमला.देशातील प्राथमिक, माध्यमिक, उच्च माध्यमिक व उच्च शिक्षणातील दर्जा सुधारण्यासाठी कोठारी आयोग नेमला.कोठारी आयोगाच्या शिफारशींवर आधारित भारत सरकारने आपले पहिले शैक्षणिक धोरण 1968 मध्ये प्रसिद्ध केले.या धोरणाने भारतीय शिक्षणाच्या विकासाला वेगळी दिशा प्राप्त झाली.या धोरणात शिक्षणाचे व्यावसायिकरण, कार्यानुभव, पुस्तक निर्मिती, समाजसेवा, शिक्षकांचे सुधारित वेतनमान ,कृषी विद्यापीठ स्थापना,त्रिभाषा सूत्र, दुर्बलांचे शिक्षण ,स्त्री शिक्षण, विद्यापीठांची स्थापना इत्यादी शिफारशींची अंमलबजावणी करण्यात आली. 1986 मध्ये राजीव गांधी सरकारने राष्ट्रीय शैक्षणिक धोरण जाहीर केले.या धोरणात सर्वांना शिक्षणासाठी समान संधी उपलब्ध करून देणे, प्राथमिक, माध्यमिक व उच्च शिक्षणाची पुनर्रचना करणे,राष्ट्रीय उत्पन्नाच्या दहा टक्के इतकी गुंतवणूक शिक्षणात करणे, प्रशिक्षण व निरंतर शिक्षणावर भर देणे, शिक्षणाच्या माध्यमातून राष्ट्रीय साधन संपत्तीचा योग्य विकास व वापर करणे, शिक्षण पद्धती समाजाभिमुख बनविणे इत्यादी महत्त्वपूर्ण बाबींचा ह्या शैक्षणिक धोरणात समावेश होता.

1986 च्या राष्ट्रीय शैक्षणिक धोरणाची अंमलबजावणी व परिणाम यांचे पुनर्विलोकन करून हे सुधारित राष्ट्रीय शैक्षणिक धोरण 1992 मध्ये जाहीर केले त्यात प्रामुख्याने पुढील शिफारशी केल्या.

शैक्षणिक प्रशासन व नियोजन यामध्ये शिक्षण तज्ञांना सहभागी करून घेणे, राष्ट्रीय स्तरावरील राष्ट्रीय शैक्षणिक नियोजन व प्रशिक्षण परिषद (NCERT) , राष्ट्रीय शैक्षणिक नियोजन व प्रशासन संस्था (NIEPA),विद्यापीठ अनुदान आयोग(UGC), या तीन संस्थांचे पुनर्विलोकन करणे ,उच्च शिक्षणावर केला जाणारा अमाप खर्च कमी करून तो सामान्य शिक्षणाकडे वळविणे ह्या प्रमुख शिफारशी या धोरणात होत्या .

राष्ट्रीय शैक्षणिक धोरण 2001 :

1986 च्या शैक्षणिक धोरणात व त्यावर आधारित 1992 च्या सुधारित शैक्षणिक धोरणात नमूद केल्याप्रमाणे दर पाच वर्षांनी शिक्षण पद्धतीचे पुनर्विलोकन करावयाचे होते.त्यानुसार नोव्हेंबर 2000 मध्ये राष्ट्रीय शैक्षणिक धोरणाच्या अनुषंगाने सुधारित अभ्यासक्रम आराखडा तयार केला आणि सप्टेंबर 2001 मध्ये हा अभ्यासक्रम आराखडा जाहीर केला.जनतेच्या आशा - आकांक्षा,राष्ट्रापुढील आव्हाने, संविधानात्मक बाबी, जागतिकीकरणामुळे निर्माण झालेल्या समस्या, बदलते सामाजिक संदर्भ, विज्ञान व तंत्रज्ञानातील प्रगती इत्यादी बाबींचा विचार ह्या अभ्यासक्रमात केला आहे.

राष्ट्रीय शैक्षणिक धोरण - 2020 :

34 वर्ष जुन्या 1986 च्या शिक्षणावरच्या राष्ट्रीय धोरणाची जागा नवे धोरण घेणार आहे. सर्वांना संधी,नि :पक्षपात,दर्जा, परवडणारे,उत्तरदायित्व या स्तंभावर याची उभारणी करण्यात आली आहे.

बाल वयाच्या सुरुवातीलाच काळजी आणि शिक्षण यावर भर देत 10+2या शालेय अभ्यासक्रम आकृतीबंधाची जागा आता 5+3+3+4 अभ्यासक्रम आराखडा अनुक्रमे 3 ते 8, 8 ते 11, 11 ते 14, 14 ते 18 वयोगटासाठी राहिल.त्यामुळे तीन ते सहा वर्ष हा आतापर्यंत समाविष्ट न झालेला वयोगट शालेय अभ्यासक्रमांतर्गत येईल.

शालेय अभ्यासक्रम आणि शिकवण्याच्या पद्धतीत सुधारणा :

21व्या शतकाची प्रमुख कौशल्ये,आवश्यक शिक्षण आणि चिकित्सात्मक विचार वाढवण्यासाठी अभ्यासक्रम कमी करणे आणि अनुभवातून शिक्षणावर अधिक लक्ष केंद्रित करून विद्यार्थ्यांचा सर्वांगीण विकास करणे हा शालेय अभ्यासक्रम आणि शिकवण्याच्या पद्धतीचा उद्देश असेल.कला आणि विज्ञान अभ्यासक्रम आणि अवांतर उपक्रम तसेच व्यावसायिक आणि

शैक्षणिक शाखा यांच्यात कुठल्याही प्रकारचे कठोर विभाजन असणार नाही.शाळांमध्ये व्यावसायिक शिक्षण सहावीपासून सुरू होईल आणि त्यात इंटर्नशिपचा समावेश असेल.एन सी ई आर टी द्वारे एक नवीन आणि सर्वसमावेशक राष्ट्रीय शालेय शिक्षण अभ्यासक्रम रूपरेषा-एनसीएफएसई 2020-21 विकसित केली जाईल.या धोरणात किमान इयत्ता पाचवी पर्यंत आणि प्राधान्याने आठवी आणि त्यानंतरही मातृभाषा,स्थानिक भाषा,प्रादेशिक भाषा हे शिकवण्याचे माध्यम असावे यावर भर देण्यात आला आहे.

न्याय्य व सर्वसमावेशक शिक्षण :

जन्माच्या वेळची परिस्थिती किंवा अन्य पार्श्वभूमीमुळे कोणताही मुलगा शिकण्याची आणि उत्कृष्टतेची संधी गमावणार नाही हे राष्ट्रीय शैक्षणिक धोरण 2020 चे उद्दिष्ट आहे.लिंग, सामाजिक-सांस्कृतिक आणि भौगोलिक ओळख आणि समाविष्ट असलेल्या सामाजिक आणि आर्थिकदृष्ट्या वंचित गटांवर विशेष भर दिला जाईल. प्रत्येक राज्य,जिल्ह्यात कला -संबंधित,करिअरशी संबंधित आणि खेळाशी संबंधित उपक्रमांमध्ये भाग घेण्यासाठी एक खास डे -टाईम बोर्डिंग स्कूल म्हणून बालभवन स्थापन करायला प्रोत्साहन दिले जाईल .सामाजिक चेतना केंद्रे म्हणून मोफत शालेय पायाभूत सुविधा वापरता येतील .

2035 पर्यंत सकल नोंदणी गुणोत्तर 50 टक्क्यांपर्यंत वाढवणे :

व्यावसायिक शिक्षणावर उच्च शिक्षणामध्ये सकल नोंदणी गुणोत्तर (GER) 36.3(2018) वरून 2035 पर्यंत 50 टक्केपर्यंत वाढवण्याचे एनईपी 2020 चे उद्दिष्ट आहे.उच्च शिक्षण संस्थांमध्ये 3.5 कोटी नवीन जागा वाढवण्यात येईल.

समग्र बहुशाखीय शिक्षण :

या धोरणात व्यापक आधारभूत ,बहु-शाखीय ,लवचिक अभ्यासक्रमासह सर्वसमावेशक पदवी शिक्षण अभ्यासक्रम, विषयांचे सर्जनशील संयोजन, व्यावसायिक शिक्षणाचे एकात्मिकरण आणि योग्य प्रमाणीकरणासह बहु प्रवेश आणि निर्गम टप्प्यांची कल्पना केली आहे .पदवी शिक्षण तीन किंवा चार वर्षांचे असू शकते आणि या कालावधीत अनेक निर्गमन पर्याय आणि योग्य प्रमाणीकरण असू शकतात उदाहरणार्थ-एक वर्षानंतर प्रमाणपत्र, दोन वर्षानंतर प्रगत पदविका, तीन वर्षानंतर बॅचलर डिग्री आणि चार वर्षानंतर बॅचलर विथ रिसर्च.वेगवेगळ्या उच्च शिक्षण संस्थांकडून मिळवलेल्या शैक्षणिक उपलब्ध डिजिटली संग्रहित करण्यासाठी अकॅडेमीक बँक ऑफ क्रेडिटची स्थापना केली जाईल जेणेकरून माहिती हस्तांतरित करता येईल आणि अंतिम पदवी मिळवल्यावर त्याची गणना केली जाईल.

नवीन शैक्षणिक धोरणासमोरील आव्हाने :

विलक्षण विविधता असलेल्या राज्यांमधील तसेच जिल्हा स्तरावरील विविध भागधारकांमध्ये सामायिक जबाबदारी व मालकीची भावना निर्माण करणे हे शिक्षण मंत्रालयासाठी मोठे आव्हान असणार आहे.

दुसरी बाब म्हणजे नव्या शैक्षणिक धोरणाची अंमलबजावणी देशांच्या, राज्यांच्या आणि सरकारांच्या क्षमतेवर अवलंबून आहे. नव्या शैक्षणिक धोरणामध्ये कल्पना केलेल्या परिवर्तनाच्या विशालतेला चालना देण्यासाठी शिक्षण मंत्रालय आणि इतर नियामक संस्थांमधील अंतर्गत क्षमता अत्यंत अपुरी आहे.

केंद्र व राज्य यामध्ये योग्य समन्वयाचे आव्हान आहे. गेल्या काही वर्षात केंद्र व राज्य यांच्यातील संघर्ष पाहता केंद्राला काळजीपूर्वक पावले उचलावी लागणार आहे.

नवे राष्ट्रीय शैक्षणिक धोरण नव्या शतकासाठी व आजच्या तरुण वर्गासाठी अत्यंत उपयोगी आहे.त्यांच्या उज्ज्वल भविष्याचा तो पासपोर्ट ठरू शकणाऱ्या क्षमतेचा आहे.मात्र राज्य शासन हे आव्हान कसं पेलतं त्यासाठी कशी व किती भरीव आर्थिक तरतूद करतं ,शिक्षण क्षेत्रात कामासाठी किती स्वायत्तता देत यावर अवलंबून आहे. ही सर्व आव्हाने पेलून भारताला जागतिक ज्ञानसत्ता बनविणे हे नवीन शैक्षणिक धोरणाचे उद्दिष्ट पूर्ण करता येईल यात शंका नाही.

संदर्भसूची :

1) राष्ट्रीय शैक्षणिक धोरण 2020

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https://www.education.gov.in

2) mr.vikaspedia.inhttps://mr.vikaspedia.in.education

3) evivek.com

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संदर्भसूची :

1) राष्ट्रीय शैक्षणिक धोरण 2020

कवी ज्ञानदास काळे यांच्या 'अपेक्षा' कवितासंग्रहातील सामाजिक जाणिवेच्या कवितांचा चिकित्सक अभ्यास

अभय सुभाष जोशी
सहयोगी प्राध्यापक व, मराठी विभाग प्रमुख, गो.सी.गावंडे महाविद्यालय, उमरखेड, जि.यवतमाळ

प्रस्तावना :—

वऱ्हाडचे शेवटचे टोक असलेल्या उमरखेडसारख्या छोट्याशा गावात प्राथमिक शिक्षकाची नोकरी करुन विद्यार्थी घडवतानाच अत्यंत व्रतस्थपणे कवितालेखन करणारे परंतु काहीसे दुर्लक्षित, उपेक्षित कवी म्हणजे ज्ञानदास काळे. सर्वत्र काळे गुरुजी म्हणून परिचित असलेले एक अत्यंत महत्त्वाचे, अत्यंत सकस कवितालेखन करणारे लक्षणीय नाव. 'अपेक्षा' हा त्यांचा कवितासंग्रह नांदेडच्या निर्मल प्रकाशनाने १९९३ साली प्रसिद्ध केला आहे. या कवितासंग्रहातील मनोगतामध्ये त्यांनी आपल्या मनातील शल्य बोलून दाखवले आहे. ते लिहितात, "ही सृष्टी आपणा सर्वांस एक वरदान ठरली असून माणसा माणसातील विषमता येथे ठायी ठायी दिसून येते. जन्मापासून मरेपर्यंत माणुसकीच्या सहानुभूतीचा अभाव दैनंदिन जीवनात अधिकाधिक प्रमाणात पाऊलो पाऊली जनमानसात दिसून येतो. स्पृश्य — अस्पृश्य, गरीब—श्रीमंत, शिक्षित —अशिक्षित, उच्च —निच, काळा —गोरा असे नानाविध भेदभाव जोपासण्याची परंपरा नष्ट होण्याऐवजी अधिकच फोफावत जाऊन सामान्य जन असंतुष्ट होऊन गर्तेच्या खाईत लोटल्या जात आहे."¹ कवीचे हे चिंतन केवळ मननीयच नाही तर हृदय हेलावून टाकणारे आहे. 'अपेक्षा' या त्यांच्या कवितासंग्रहात मानवी जीवनाला व्यापून टाकणाऱ्या सर्वच विषयांवरील कवितांचा समावेश करण्यात आला आहे. परंतु या शोधनिबंधात केवळ कवी ज्ञानदास काळे यांच्या सामाजिक कवितांचाच अभ्यास करण्यात आला आहे. या कवितासंग्रहाला साहित्याचे गाढे अभ्यासक प्रा. रा.कृ.कुलकर्णी यांची विवेचक प्रस्तावना लाभली आहे. यात त्यांनीही कवीच्या सामाजिक कवितांच्या अनुषंगाने आपली खंत व्यक्त केली आहे. ते लिहितात, "माणसाची सावली माणसावर पडली की विटाळ होतो, असे जो मानतो त्याला आपण सुसंस्कृत आहो म्हणून घेण्याचा अधिकार नाही. अस्पृश्यता हा कलंक आहे. अनेक विचारवंतांना अस्वस्थ करुन टाकणारी ही स्थिती आहे."² त्यांनी व्यक्त केलेले दुःख खरोखर अस्वस्थ करणारे आहे.

कवी ज्ञानदास काळे यांच्या 'अपेक्षा' कविता संग्रहातील सामाजिक जाणिवेच्या कवितांचा चिकित्सक अभ्यास :—

कवी ज्ञानदास काळे यांच्या 'अपेक्षा' कवितासंग्रहातील कवितांचे वाचन केल्यानंतर आपल्या असे लक्षात येते की, त्यांच्या ह्या कवितासंग्रहातील सामाजिक चिंतन व अस्वस्थता मांडणाऱ्या कवितांची संख्या लक्षणीय आहे. समाजातील वाईट चालीरिती, रुढी, परंपरा पाहून कवी केवळ अस्वस्थच होत नाही तर याबद्दल मनातील संताप ते अत्यंत तीव्रपणे व्यक्त करतात. परंतु यामध्ये आपल्याला कुठेही आक्रस्ताळेपणा जाणवत नाही, हे वैशिष्टयपूर्ण म्हणावे लागेल. त्यांच्या 'विषमता' या कवितेतून त्यांनी समाजातील विषमता, भेदभावाचे चित्रण केले आहे. ते मुळातून वाचण्यासारखे आहे.

> विचित्र हे रूप न आमुचे
> मनही निर्मल जलगंगेचे
> मग पिशाच्च हे भेदभावाचे
> का? लागते पाठी आमचे ? (पृ. १४)

समाजातील विषमतेतून निर्माण झालेली भेदभावाची स्थिती मन विषण्ण करणारी आहे. कवीने आपले दुःखच इथे प्रकट केले आहे. आपला तो बाळ्या अन् लोकाचं ते कारटं, अशीच सामाजिक विषमता कवीला समाजात जागोजागी दिसते. ही परिस्थिती सर्वत्रच आहे. कवीला तर साहित्य क्षेत्रातील अनेक मान्यवरांची वागणूक भेदभावाचीच दिसते. ते लिहितात,

> कुणी ओढाव्या रेघोट्या
> ललित ते साहित्य होते
> लिहावे सत्य आम्ही जे
> दलित ते साहित्य होते (पृ. १४)

आमच्या भावना अस्पृश्य आहेत का? आमचे भाग्य अस्पृश्य आहे का? असा जळजळीत प्रश्न ते विचारतात. कुणी वशिला लावला आहे का? कुणी विधात्याला लाच दिली का? असा प्रश्न उपस्थित करून, जे समानतेचा अव्हेर करतात त्यांचा जन्मच व्यर्थ आहे, असे ठणकावून सांगतात.

समाजातील असे नानाविध प्रश्न, समस्या पाहून समजून घेऊन कवीचे मन अस्वस्थ होते. समाजातील या समस्या — दुःखामुळे कवी विमनस्क होतो. अशावेळी समाजातील समस्या सोडवून दुःख कमी करण्यासाठी डॉ. बाबासाहेब आंबेडकर यांनी पुन्हा जन्म घ्यावा, अशी आळवणी ते 'या हो भिमराज' या कवितेतून करतात. इथे अनेक बेघरांना काटेरी वाटेवरील झोपडीमध्ये झोपावे लागताना कधी त्याचा खोपा पेटतो, दिवसा

ढवळ्या आई—बहिणींची लज्जा लुटली जाते, म्हणून कवी 'भिमराजांना' पुन्हा यावे अशी आर्त साद घालतात. कुणी शेजान्यावर संकट आले तर कुणी धावून मदत करीत नाहीत. ही गोष्ट कवीच्या मनाला बोचते म्हणून कवी 'भिमराजांना' पुन्हा जन्माला येण्यासाठी साद घालतो. आणि पुढे लिहितात,

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माणुसकीचे असुनी मानव पडती कमी आवरण्या

अत्याचारी सैतान माजले पिसाटले हे या

माणुसकीचा धर्म जपुनी धीरच धरला आम्ही

संपून गेली सहनशीलता घेऊ देऊ कुर्बानी   (पृ. १५)

</div>

असे म्हणून कवी पुन्हा 'भिमराजांना' या अशी विनवणी करतात.

'भिक नको' या आणखी एका कवितेतून कवीने भेदभाव व त्यातून निर्माण झालेल्या आर्थिक विषमतेवर कठोरपणे भाष्य केले आहे. माझा बाळ भुकेला असून झोपडीत एकटाच झोपला असून त्याला खूप ताप चढला आहे. तो 'माशावानी तडफडत' असून मी मजुरी करून प्रसंगी त्याला पिठाचे पाणी पाजीन. त्यासाठी मला भीक देऊ नका, पण हाताला काम द्या, मी मजुरी करून माझ्या पोटच्या गोळ्याची काळजी घेईन, असे ही माता स्वाभिमानाने याचना करते, हे खूप व्याकूळ करणारे आहे. गरिबी मानवाला कशी छळते, याचे विदारक चित्रण या कवितेत कवीने केले आहे. या बाळाच्या डोक्यावरील पित्याचे छत्र हरवले आहे. आता या बाळावर मायेची पाखर घालणारी ही आई एकटी आहे. पण ती खंबीर आहे. शेवटी कवी लिहितात.

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पदर फाटलेला

पाझरु द्या घाम या देही आटलेला

श्रमानंदे पाजीन बाळा पान्हा फुटलेला

भिक नका घालू मजला काम द्या भिकेला (पृ.१९)

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कवीला अवतीभवतीचा समाज केवळ विविधतेनेच नटलेला दिसत नसून त्यामध्ये वैचित्र्यही ठासून भरलेले दिसते. 'समझोता' या कवितेमध्ये समाजातील काही महिला फॅशनच्या नावाखाली कशा वागतात, याबद्दलही कवीने खंत व्यक्त केली आहे. समाजातील काही लोक गरिबीत राहणारे असतात. त्यांना उघड्यावर राहू नये म्हणून मोडकी का होईना पण झोपडी हवी असते. लाज झाकण्यासाठी वस्त्र असूनही काहींचे शरीर अर्धवट झाकलेले अंग प्रदर्शन करणारे असून कवी इथे भगिनींकडून आकर्षण सोडण्याची 'अपेक्षा' करतात. ते भगिनींना विनंती करतात,

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डोक्यावरचे केस मोकळे

छाती उघडी सारी

पाठीवर पट्टी थोडी

तुम्हाला काय असे ही गोडी

फॅशनला तुम्ही या सोडा   (पृ.२३)

</div>

असे विनवून कवी भगिनींना म्हणतात की, तुम्ही सीता, सावित्री सतीला आठवा. नट्यांचे अनुकरण का करता, असेही ते सुचवतात. सुखाला पारखे न होता हा समझोता समजून घ्या, अशी अपेक्षा व्यक्त करतात.

'आतिथ्य' या कवितेतून कवीने माझे गाव आणि माझ्या गावाने, गावातील लोकांनी 'आतिथ्यशील' राहून मानीव उदात्त संस्कृती जपली आहे, याचे सुंदर चित्रण केले आहे.

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गाव आमचा सदैव तत्पर

प्रतीक्षेत अतिथीच्या

या भूमितून मार्ग जयांचा

ते वाहुनी जातील पुरात प्रितीच्या (पृ.३८)

</div>

आपल्या गावाने सामाजिक भान कसे जपले आहे, हे सांगताना कवी लिहितात की, हा माझा, तो परका असा आपपरभाव माझ्या गावातील कुणी नागरिक मनात बाळगत नाहीत. येणारा अतिथि हा देव आहे असे समजून, तो अतिथी सर्वांचाच आहे असा एकात्मभाव गावकऱ्यांनी मनात जपला आहे. हे सांगून कवी लिहितात की,

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ही थोर पुण्याई पूर्वजांची

नकळे कशी लाभली आम्हा

अशीच वृत्ती स्थिर असू दे

ही प्रार्थना तव चरणी रामा (पृ. ३८)

</div>

अशा प्रकारे आमच्या गावातील लोकांनी संस्कृती व परंपरा जपली असून आमचे गाव आदर्श असून सर्व जगाने, असे आचरण सर्वांनी केले तर जगात कुणीच दु:खी राहणार नाही, असे कवीला वाटते. मग कवी सर्वांचा ऋणी राहीन, अशी मनिषाही ते व्यक्त करतात.

'संवेदना' या कवितेतून गरीब श्रमिकांच्या व्यथा कवीने मांडल्या आहेत. या श्रमिकाला वाटते की, प्रसंगी आम्ही उपाशी राहून इतरांची घरे बांधतो. पण आमच्या कित्येक पिढ्या मात्र झोपडीतच राहत आल्या आहेत. आम्ही ओटीत कापूस वेचून कित्येक गाड्या भरल्या आहेत. पण आम्हाला कधीच नेसायला छानशा साड्या मिळाल्या नाहीत., ही खंत कवितेतून व्यक्त झाली आहे.

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शेतात पेरुनी घरात भरुनी

धान्याच्या देतो राशी

</div>

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हे सतत चालते राहूनी

कळकळ उपाशी (पृ. ३९)

</div>

ही सल कवीलाही सतत अस्वस्थ करित राहते. वास्तव मात्र वेगळे आहे, हे सांगताना, कवी लिहितात, आम्ही मजूर उन्हात तपतो, पावसात भिजतो, थंडीत थरथरतो. ऋतूंशी लढतो. मात्र पंखे लावून तक्यांशी घरात जे सुखात लोळतात, त्यांना धनी म्हणावे लागते. हे कवीलाच नाही तर संवेदनशील मनाला अस्वस्थ करणारे आहे.

'विनंती' या कवितेतून प्रतिकूल परिस्थिती व नाईलाज म्हणून नाचून लोकांचे मनोरंजन करणाऱ्या नर्तकीचे दुःख कवीने मांडून मानवाचे जीवन आम्हाला जगू द्या, अशी विनंती करणाऱ्या नर्तकीच्या जीवनाचे भीषण वास्तव रेखाटले आहे. नाचण्याची हौस कुणालाच नसते, माझ्या मनालाही याची लाज वाटते, असे नर्तकीचे मनोगत मांडून ही नर्तकी गरिबीची कन्या आहे. दुःख, अश्रू आणि परिस्थिती कसे माझ्या पायाला घुंगरु बांधून गेले, हे सांगताना तिच्या डोळ्यातून अश्रूंचा पूर वाहतो. माझे पाय नाचतात, मी हावभाव करते, पण माझ्या अंतरीच्या भावना कुणाला कळतील? हे तिचे दुःख कवीने विदारकपणे मांडले आहे. शेवटी ती म्हणते,

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करते जरी मी करमणूक तुमची

करा मुक्त आम्हा ही अपेक्षा आमची

जिणे मानवाचे जीवन

जगू द्या आम्हाला (पृ. ४५)

</div>

'संसार' या कवितेतून गरिबांच्या संसाराचे फाटके वास्तवच कवीने चितारले आहे. थाळ्या वाटीत पिठाचे कालवण जेवावे लागते. तेला मिठाची ओळख नाही अन् चटणीची आठवणही आणता येत नाही. गरिबीने त्याचे अवघे जीवन विस्कटून टाकले आहे. या गरीब मजुराला त्याची मजुरीही वेळेवर मिळत नाही.

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चार हप्त्याची मजुरी

नाही निघाली मस्तुरी

चकरा मारुन दप्तरी

नुसता फिरलो माघारी (पृ. ४७)

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घरात असे अठरा विश्वे दारिद्र्य आहे, बायकोही कामाला जाते पण तिच्या मजुरीने संसार नीटनेटका होत नाही. मुलं शाळा चुकवून चुलीसाठी काटक्या गोळा करायला जातात. अशावेळी डोळ्यात पाणी दाटते. पण संसार नावाचे नाटक काही सुटत नाही. झोपडी मोडकी–तोडकी आहे. जागोजागी गळते आहे. सतरा चिंध्यांचं ठिगळ लावून लाज झाकावी लागते. एकूण गरिबीचे जगणे हैराण झाले असताना कुणाचाच आधार मिळत नाही, हे सांगताना कवी लिहितो,

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सारा शेजार असाच

नाही आधार कसाच

वाटे करावं जीवाचं

कोरड्या विहिरीत कल्याण (पृ. ४७)

</div>

मात्र 'यक्ष प्रश्न' कवितेतून कवीने महागाई जाऊन स्वस्ताई यावी, अशी अपेक्षा व्यक्त केली आहे. धान्य मिरची, कांदा–लसूण, रॉकेल–गोडतेल स्वस्त व्हावे. कपडालत्ता, जळतन हेही स्वस्त व्हावे. साखर भलेही मिळे न मिळो गुळपत्ती मिळावी, ही अपेक्षा. छतावर झाकण्यासाठी खपरेल आणि पाचरट मिळाले की म्हणतात.

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मग मिटे यक्ष प्रश्न आमचा

हे चि वरदान आम्हा पुरे ॥ (पृ. ४९)

</div>

'गुरुमाऊली' या कवितेतून कवीने सावित्रीबाई फुले यांचा महिमा गायिला आहे.

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तूच गुरु माऊली स्त्रियांची सावित्रीबाई फुले

अंधार पळला स्त्री जीवनातील तुझ्याच जन्मामुळे (पृ. ५३)

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अशा शब्दात सावित्रीबाई फुले यांची महती सांगून कवी लिहितात की, स्त्रिया ज्ञानापासून वंचित होत्या. पण तुम्ही पतीपासून शिक्षण घेऊन पहिली सुशिक्षित स्त्री बनून इतर महिलांना ज्ञानाचे धडे दिले. पण या कार्यात सावित्रीबाई फुले यांना अज्ञानांनी त्रास दिला. त्यांना अपमानाचे जगणे जगावे लागले. स्त्री जातीला ज्ञान देऊन एका अर्थाने सावित्रीबाई फुले तुम्हीच थोर तपस्विनी ठरल्या आणि स्त्रियांना बुद्धीने पुढे आणले, ही   कृतज्ञता व्यक्त करताना कवी लिहितात,

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महान सत्यशोधक ज्योती

भाग्याने लाभला तुम्हा

आजन्म ऋणी राहील तुमचा

देश महाराष्ट्र हा

गाऊनी तुमचे पोवाडे (पृ. ५३)

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सारांश, अशा प्रकारे प्राथमिक शिक्षक म्हणून नोकरी करताना कवीने विद्यार्थी घडवले. सोबतच एक संवेदनशील कवी म्हणून सहृदयतेने समाजाकडे पाहताना त्यांच्यातील मानव कायम जागा होता. आपण ज्या समाजात राहतो, त्या समाजातील प्रश्न समस्या, व्यथा–वेदना, दुःखे ही आपलीच आहेत, असे समजून ती कमी करण्यासाठी आपण फूल ना फुलाची पाकळी म्हणून योगदान द्यावे, या भावनेने आणि भूमिकेतून

कवी ज्ञानदास काळे जीवन जगत राहिले. कार्य करीत राहिले. त्याचीच एक फलश्रुती म्हणजे त्यांचा 'अपेक्षा' हा कवितासंग्रह होय. एकूणच त्यांच्या सर्वच कवितांमधून समाजाप्रतीचा अतीव जिव्हाळा आपल्याला जाणवतो. प्रत्येक कवितेतून त्यांनी आपली सामाजिक बांधीलकी कशी जपली, याची आपल्यालाही कल्पना येते. मात्र तरीही इतका संवेदनशील आणि समाजाप्रती तळमळ व अपार करुणा असलेला हा प्रतिभासंपन्न कवी मात्र आपल्या मराठीचिये नगरी दुर्लक्षित, उपेक्षितच राहिला, ही खंत मनाला अस्वस्थ करते. त्यांच्या काही कवितांमध्ये लेखन, अभिव्यक्तीचे दोष असले तरी त्यामुळे वाचकाचा रसभंग होत नाही, हेही लक्षात घ्यावे लागते.

'अपेक्षा'(कवितासंग्रह)

कवी — ज्ञानदास काळे
प्रकाशक —निर्मल प्रकाशन, नांदेड
प्रथमावृत्ती — विजयादशमी दि. २४ ऑक्टोबर १९९३

संदर्भ —

१)   काळे ज्ञानदास, मनोगतातून, 'अपेक्षा' कवितासंग्रह, ज्ञानदास काळे, निर्मल प्रकाशन, नांदेड प्रथमावृत्ती, विजयादशमी दि. २४ ऑक्टोबर १९९३

२)   कुलकर्णी रा.कृ., प्रस्तावनेतून, 'अपेक्षा' कवितासंग्रह, ज्ञानदास काळे, निर्मल प्रकाशन, नांदेड, प्रथमावृत्ती — विजयादशमी दि. २४ ऑक्टोबर १९९३

उच्च शिक्षण आणि बेरोजगारी

प्रा.डॉ. अविनाश कोहळे
प्राचार्य, गुलाब नबी आझाद शिक्षण महाविद्यालय, पुसद

सारांश

उच्च शिक्षण व्यवस्थेत चीन आणि अमेरिकेनंतर भारताचा तिसरा क्रमांक लागतो. असे असूनही, जगातील सर्वोच्च 250 सर्वोत्तम संस्थांच्या यादीत एकाही भारतीय विद्यापीठाला स्थान मिळालेले नाही, ही चिंतेची बाब आहे. विशेष म्हणजे अशी अनेक राष्ट्रे या यादीत अव्वल स्थान मिळवण्यात यशस्वी ठरली आहेत जी आर्थिकदृष्ट्या कमकुवत आहेत. भारतात उच्च शिक्षणाच्या नावाखाली दरवर्षी कोट्यवधी रुपये खर्च केले जात आहेत. तरीही भारतीय शिक्षण व्यवस्था आंतरराष्ट्रीय दर्जाच्या मागेच आहे. मोठा अर्थसंकल्प, स्मार्ट क्लासरूम आणि उत्कृष्ट पायाभूत सुविधा असूनही सध्या विद्यापीठे आपले आंतरराष्ट्रीय वैभव पसरवण्यात का अपयशी ठरत आहेत, हा प्रश्न आहे. विक्रमशिला, नालंदा आणि तक्षशिला यांसारख्या विद्यापीठांनी प्राचीन काळातील आंतरराष्ट्रीय प्रतिष्ठा परत आणल्याशिवाय भारताला 'विश्वगुरू' म्हणून पुनर्स्थापित करण्याचे उद्दिष्ट साध्य करणे सोपे जाईल का, हा खरोखरच चर्चेचा विषय आहे?उच्च शिक्षणाच्या दृष्टिकोनातून महाविद्यालये आणि विद्यापीठे हे विद्यार्थ्यांच्या जीवनातील महत्त्वाचे टप्पे आहेत. किंबहुना, उच्च शिक्षणाची गुणवत्ता ही राष्ट्राचे भविष्य ठरवते. देशाच्या प्रगतीसाठी उत्तम ब्लू प्रिंट तयार करण्यात उच्च शिक्षणाने महत्त्वाची भूमिका बजावली आहे. उच्च शिक्षणाबाबत सरकारची उदासीनता हाच दुष्परिणाम आहे की आज उच्च शिक्षण घेतलेले लाखो तरुण बेरोजगार होत आहेत.

एकीकडे भरमसाठ कट ऑफ, महागड्या फी आणि उपलब्धतेचा अभाव यामुळे उच्च शिक्षण घेणे कठीण होत आहे, तर दुसरीकडे उच्च शिक्षण घेऊनही फारसे काही साध्य होत नाही. एक काळ असा होता की एमए, बीएड, एमफिल आणि पीएचडी यांसारख्या पदव्या आणि त्या मिळवणाऱ्या व्यक्तींना समाजात मानाचे स्थान होते. पण आज परिस्थिती अशी आहे की अशा पदव्या केवळ समाधानाची भावना निर्माण करण्यासाठी उरल्या आहेत. दुसरीकडे, अशा पदव्याही खुलेआम विकल्या जात आहेत आणि माझ्यावर विश्वास ठेवा, त्यांचे ग्राहकही भरपूर आहेत! आजच्या काळात पदवी मिळवणे सोपे झाले आहे, परंतु नोकरीच्या मागणीनुसार कौशल्ये आणि क्षमता एकत्र करणे कठीण होत आहे. दुसरीकडे, वय आणि वेळ खर्च करून तरुणाने गाठलेल्या अर्ध डझन डिग्री, त्या शेवटी बिनमहत्त्वाच्या वाटतात, तेव्हा नैराश्याच्या गर्तेत जाणे स्वाभाविक आहे. हताश आणि निराशेची ही भावना सुशिक्षित तरुणांना आत्महत्येकडे ढकलते. ही प्रवृत्ती घातक असून ती रोखण्यासाठी समाज आणि सरकारने आत्मपरीक्षण करण्याची गरज आहे.

संशोधन निबंधाचे शीर्षक

उच्च शिक्षण आणि बेरोजगारी
संशोधन निबंधाचे उद्दिष्ट्ये

1. उच्च शिक्षण व बेरोजगारीचा आढावा घेणे
2. नवीन शैक्षणिक धोरण २०२० चा आढावा घेणे .
3. २०२३ मध्ये उच्च कसे राहील त्याचा आढावा घेणे
4. नवीन शैक्षणिक धोरणातील नवीन संकल्पनांचा आढावा घेणे

संशोधन पद्धती

प्रस्तुत संशोधनात सर्वेक्षण संशोधन पद्धतीचा वापर केला आहे.

सामान्यतः प्रचलित वेतनदरावर पात्रतेनुसार काम न मिळण्याच्या स्थितीला बेरोजगारी म्हणतात. प्रच्छन्न, खुले, चक्रीय, हंगामी आणि सुशिक्षित असे बेरोजगारीचे प्रकारच आहेत. यापैकी सुशिक्षित बेरोजगारी हा राष्ट्राच्या प्रगतीतील सर्वात मोठा अडथळा आहे. क्षमतांनी भरलेला तरुण जेव्हा नोकरीसाठी पुनर्स्थापनेची वाट पाहतो किंवा त्याच्या पात्रतेपेक्षा कमी नोकरी करण्यास असहाय्य होतो तेव्हा तो अस्वस्थ मनाने काम करू लागतो. जगातील सर्वात मोठ्या युवा राष्ट्रात सुशिक्षित आणि पदवीधारक बेरोजगार तरुणांची फौज भविष्यासाठी चांगली चिन्हे नाहीत. आपल्या सध्याच्या शिक्षण पद्धतीत दोष आहे का, याचे चिंतन करण्याची वेळ आली आहे! उद्याच्या तरुणांना उदरनिर्वाहासाठी घरोघरी भटकायला भाग पाडणारे असे शिक्षण घेऊन काय उपयोग. सुशिक्षित तरुणांच्या आयुष्यात अशी गंभीर परिस्थिती आल्यावर एकतर ते स्वतःच्या आवडीने आणि समजुतीने स्वयंरोजगाराचा अवलंब करतील की नाही.

2023 मध्ये उच्च शिक्षण:

नवीन वर्षात भारतीय शिक्षण जगतात अनेक मोठे बदल होणार आहेत. नवीन शैक्षणिक धोरणात दाखविलेल्या मार्गाचा अवलंब केल्यास उच्च शिक्षण व्यवस्थेत मोठे बदल होतील, अशी अपेक्षा आहे. आगामी शैक्षणिक सत्र 2023 पासून, पदवीपूर्व कार्यक्रमांच्या अध्यापनाची चौकट पूर्णपणे बदलणार आहे. देशातील सर्व विद्यापीठांमध्ये चार वर्षांचा यूजी कार्यक्रम सुरू आहे. UGC ने राष्ट्रीय शैक्षणिक धोरण 2020 (NEP) अंतर्गत विषय, अभ्यासक्रमापासून ते क्रेडिट्सपर्यंतच्या अंडर ग्रॅज्युएट प्रोग्रामसाठी ब्लू प्रिंट तयार केली आहे. त्याला पदवीपूर्व कार्यक्रमांसाठी अभ्यासक्रम आणि क्रेडिट फ्रेमवर्क असे नाव देण्यात आले आहे.

त्याचवेळी, विद्यार्थ्यांना त्यांच्या सोयीनुसार (पोर्टेबल सुविधा) विद्यापीठात बदल करण्यापासून ते कोअर एरिया पदवीसह त्यांच्या आवडीचे विषय निवडण्याचे स्वातंत्र्य मिळेल. विशेष म्हणजे जिथे विद्यार्थी अभ्यास अर्ध्यातच सोडून देईल, तिथे त्याला सात वर्षांत पुढे सुरू ठेवण्याचा पर्यायही मिळेल. शालेय शिक्षणानंतर आता उच्च शिक्षणही शिकण्याच्या निकालावर आधारित असेल. दरवर्षी ज्ञान, कौशल्य आणि क्षमता यावर आधारित परीक्षा मूल्यमापन होईल. विशेष म्हणजे प्रत्येक सेमिस्टरला किमान 20 क्रेडिट्स घेणे बंधनकारक असेल.

यूजी प्रोग्रामसाठी अभ्यासक्रम आणि क्रेडिट फ्रेमवर्क सुरू केले जाईल

विद्यापीठ अनुदान आयोग (UGC) सोमवारी पदवीपूर्व कार्यक्रमांसाठी अभ्यासक्रम आणि क्रेडिट फ्रेमवर्क सुरू करणार आहे. यासह, विद्यापीठे आणि उच्च शैक्षणिक संस्था आणि राज्यांशी देखील सामायिक केले जाईल. त्याला रोजगाराशी जोडण्यासाठी व्यावसायिक आणि इंटर्नशिप अनिवार्य करण्यात आली आहे.

सध्याच्या पसंतीवर आधारित क्रेडिट प्रणालीमध्ये केलेले बदल

सेमिस्टर आणि चॉईस बेस्ड क्रेडिट सिस्टम (CBCS) देशभरातील विद्यापीठांमध्ये लागू आहे. नवीन फ्रेमवर्कमध्ये, सेमिस्टरमध्ये कोणताही बदल करण्यात आलेला नाही, परंतु CBCS मध्ये नाविन्यपूर्ण आणि लवचिकतेसह सुधारणा करण्यात आली आहे. एक सेमिस्टर ९० दिवसांचे असेल. नवीन नियमांनुसार, तीन वर्षांच्या पदवी कार्यक्रमात किमान 120 क्रेडिट आणि चार वर्षांच्या पदवी कार्यक्रमात 160 क्रेडिट घेणे बंधनकारक असेल. प्रत्येक सेमिस्टरमध्ये किमान 20 क्रेडिट्स आवश्यक असतील. विद्यार्थ्यानि दरवर्षी किमान 40 क्रेडिट्स घेणे आवश्यक आहे. यामध्ये कॉमन कोर्सचे 24 क्रेडिट आणि प्रास्ताविक कोर्सचे 18 क्रेडिट्स असतील.

प्रथम वर्ष पूर्ण केल्याबद्दल प्रमाणपत्र, द्वितीय वर्ष डिप्लोमा, तृतीय वर्ष पदवी आणि चौथ्या वर्षी सन्मान पदवी आणि संशोधन पदवी. जर विद्यार्थ्यानि पहिल्या वर्षाच्या अभ्यासात 40 क्रेडिट्स आणि एका वर्षाच्या व्यावसायिक अभ्यासक्रमात 4 क्रेडिट्स घेतल्यास, तो सोडल्यानंतर तीन वर्षांच्या आत त्याच पदवी प्रोग्राममध्ये पुन्हा सामील होऊ शकतो, तर जास्तीत जास्त सात वर्षांच्या आत प्रवेश-निर्गमन सुविधा उपलब्ध असेल.

दुस-या वर्षात लेटरल एंट्री पर्याय

जे लोक नोकरी करतात किंवा त्यांचे काम करतात त्यांनाही पदवी पूर्ण करण्याचा पर्याय मिळेल. ज्यांनी कौटुंबिक किंवा इतर समस्यांमुळे शिक्षण अर्धवट सोडले होते, त्यांनाही शिक्षणाच्या मुख्य प्रवाहात जोडले जाईल. उदाहरणार्थ, ऑटोमोबाईल, इलेक्ट्रिकल, मेकॅनिकल आणि इतर व्यावसायिक कामांमध्ये गुंतलेल्या लोकांना B.Tech किंवा BE सारख्या तांत्रिक पदवी प्रोग्रामचा अभ्यास करण्याची संधी मिळेल. यूजी प्रोग्रामच्या दुसऱ्या वर्षात यासाठी एक पर्याय असेल. मात्र, अशा लोकांना शिक्षणाच्या मुख्य प्रवाहाशी जोडण्यासाठी परीक्षा उत्तीर्ण व्हावी लागते.

नैतिक शिक्षणासोबत समाजसेवेचे ज्ञान

या नव्या युगातील अभ्यासक्रमात पुस्तकी ज्ञानाबरोबरच व्यावसायिक ज्ञान, कौशल्येही विद्यार्थ्यांची बनवली जाणार आहेत. यामध्ये त्यांना अनिवार्य अभ्यास आणि प्रात्यक्षिक आणि क्षेत्रीय कार्य विशेषत: नैतिक शिक्षण, समुदाय सेवा, इंटर्नशिप इत्यादींवर करावे लागेल. घर, कुटुंब, समाज, देश यासोबत काम करताना सहकाऱ्यांशी वागण्याच्या युक्त्याही त्यांना मिळतील, हा यामागचा हेतू आहे.

चौथ्या, पाचव्या आणि सहाव्या सेमिस्टरमध्ये एक प्रमुख आणि दोन लहान विषय

चौथ्या, पाचव्या आणि सहाव्या सेमिस्टरमध्ये एक मुख्य विषय घ्यावा लागेल आणि दोन किरकोळ विषयांचा पर्याय उपलब्ध असेल. यापैकी किरकोळ विषयांपैकी एक हा अनिवार्य व्यावसायिक अभ्यासक्रम असेल. मुख्य विषय 48 क्रेडिट्सचा असेल आणि किरकोळ विषय 16-16 क्रेडिट्सचा असेल.

चार वर्षांच्या यूजी प्रोग्रामच्या विद्यार्थ्यांना आता शिकण्याच्या निकालावरही लक्ष केंद्रित करावे लागेल. त्याअंतर्गत संपूर्ण आराखडा तयार करण्यात आला आहे. विद्यार्थ्यांचे समस्या सोडवण्याचे कौशल्य, सर्जनशील विचार, संवाद कौशल्य, नेतृत्व गुणवत्ता, विविध देश, राज्यातील लोक जाणून घेणे, मानवी मूल्ये, तत्त्वे आणि इतर विषयांचा यात समावेश करण्यात आला आहे. परीक्षेतही या मुद्द्यांवर विद्यार्थ्यांचे मूल्यमापन केले जाते.

सन्मान आणि संशोधनासाठी ७५% गुण आवश्यक

सातव्या आणि आठव्या सेमिस्टरमध्ये विद्यार्थ्याला ऑनर्स आणि रिसर्चचा पर्याय मिळेल. तृतीय वर्षात ७५ टक्के गुण मिळविणारे विद्यार्थी संशोधनासाठी जाऊ शकतील. याशिवाय 160 क्रेडिट्स घेणेही आवश्यक असेल. पहिल्या सहा सेमिस्टरनंतर विद्यार्थी संशोधन क्षेत्रात भविष्य घडविण्याचा निर्णय घेऊ शकेल. हा अभ्यास पूर्ण झाल्यावर विद्यार्थ्याला संशोधनासह ऑनर्सची पदवी मिळेल. ऑनर्स विद्यार्थ्यांना एका सेमिस्टरसाठी छोट्या संशोधन प्रकल्पावर काम करावे लागेल. याशिवाय तुमच्या विषयाचा अभ्यास प्रगत स्तरावर केला जाईल. दुसरीकडे, संशोधन क्षेत्र असलेल्या विद्यार्थ्याला एका सेमिस्टरसाठी प्रगत संशोधनावर काम करावे लागेल.

पदवीची विभागणी होणार नाही, आता ग्रेड असेल

आता पदवी नव्हे तर ग्रेडची विभागणी होणार आहे. उदाहरणार्थ, 10 ते 4 पर्यंतचे ग्रेड सेट केले आहेत. यामध्ये 10 थकबाकीदार, 9 उत्कृष्ट, 8 खूप चांगले, 7 चांगले, 6 सरासरी आणि 4 उत्तीर्ण श्रेणीत असतील. या खाली सर्व फेल कॅटेगरी असतील. कोर एरिया किंवा मेजर कोर्समध्ये तीन वर्षात 60 क्रेडिट्स, चार वर्षात 80 क्रेडिट्स, किरकोळ प्रवाहात तीन वर्षात 24 आणि 32 क्रेडिट्स, तीन आणि चार वर्षात 9-9 क्रेडिट्स, मल्टीडिसिप्लिनरीमध्ये तीन आणि चार वर्षात 2 क्रेडिट्स इंटर्नशिप प्रत्येकी चार क्रेडिट्स आवश्यक असतील.

निष्कर्ष व शिफारशी.

1. संशोधन आणि शोध या बाबतीत आपण राष्ट्रीय स्तरावर चांगली कामगिरी करत आहोत, पण आंतरराष्ट्रीय स्तरावर ते अपुरे वाटत आहे. भारतीय प्रतिभेचे वैभव आंतरराष्ट्रीय स्तरावर अधिकाधिक बोलके व्हावे, यासाठी विद्यापीठांमधील शिक्षणाचा स्तर आणि संशोधनाचा दर्जा याकडे लक्ष देण्याची गरज आहे. आणि हे तेव्हाच शक्य आहे जेव्हा उच्च शैक्षणिक संस्थांमध्ये शिक्षण आणि संशोधनाच्या पातळीवर सतत चांगले काम केले जाईल.

2. आजकाल आपल्या विद्यापीठांमध्ये संशोधनाच्या नावाखाली जे काही सुरू आहे ते कोणापासून लपून राहिलेले नाही. बहुतांश विद्यापीठांमध्ये संशोधनाच्या नावाखाली केवळ अन्नपुरवठा केला जातो. ज्या विद्यार्थ्याला खरोखरच संशोधन करायचे आहे तो 'वकिली' आणि 'ऑक्सेस' नसल्यामुळे त्यापासून वंचित राहतो, तर ज्याच्याकडे 'पकड' आहे, तो पीएचडीला प्रवेश घेतो,

3. संशोधनाच्या कामावर लक्ष केंद्रित करण्याऐवजी स्पर्धा परीक्षांमध्ये बसू इच्छितो. त्याच्या तयारीसाठी वेळ काढण्यासाठी सध्या पीएचडी ही ज्ञानाचे मोजमाप न राहता केवळ पदवी बनली आहे, हेही खरे. पीएचडीधारकांनी शिपाई पदासाठी अर्ज करणे ही आजच्या काळात सामान्य बाब झाली आहे.

4. उच्च शिक्षण आणि रोजगारक्षमता यातील वाढत्या दरीमुळे आपली शिक्षण व्यवस्था केवळ 'पदवीधर' निर्माण करत आहे. सर्वांसाठी रोजगार हमी देण्याची ताकद नाही! उच्च शिक्षण घेणाऱ्या तरुणांनाही त्यांच्या भविष्याबाबत असुरक्षित वाटत आहे.

5. वास्तविक, वाढत्या लोकसंख्येमुळे आणि त्यानुसार देशातील बेरोजगारीचा आलेख दिवसेंदिवस वाढत आहे. देशात बेरोजगारी हा सामाजिक कुष्ठरोग बनला आहे.

6. आज भारताची गणना जगातील सर्वात जास्त बेरोजगार लोकसंख्या असलेल्या देशांमध्ये केली जाते. गंमत म्हणजे एकीकडे देशात रोजगाराच्या संधींची वानवा आहे, तर दुसरीकडे उपलब्ध संधींमध्ये सातत्याने घट होत आहे. 2016-17 च्या आर्थिक सर्वेक्षणावर नजर टाकली, तर गेल्या काही वर्षांपासून देशात दरवर्षी हजारो नोकऱ्या गेल्या आहेत. नुकताच सेंटर फॉर मॉनिटरिंग इंडियन इकॉनॉमी (CMIE) चा अहवालही चिंताजनक आहे. 2018 मध्ये फक्त एक कोटी 10 लाख भारतीयांनी नोकऱ्या गमावल्याचं सांगण्यात आलं आहे. हे एक कोटी लोकही बेरोजगारांच्या पंगतीत सामील होतील हे उघड आहे!

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सारांश

उच्च शिक्षणक्रमात नवीन शैक्षणिक धोरणानुसार अनेक मोठे बदल सुचवलेले आहेत. संपूर्ण देशात ४० हजारांहून अधिक महाविद्यालये बंद करून सक्षम अशी केवळ पंधरा हजार महाविद्यालये उच्च शिक्षणासाठी चालू ठेवण्याचे केंद्र सरकारचे धोरण आहे. या महाविद्यालयांची निवड करणे, त्याचबरोबर या महाविद्यालयांना प्रगत शैक्षणिक अभ्यासक्रमासाठी आवश्यक त्या सुविधा उपलब्ध करून देणे, या महाविद्यालयांमध्ये प्रभावी संशोधन प्रकल्प करावेत यासाठी सुविधा उपलब्ध करून देणे ही फार मोठी जबाबदारी शासनावर असणार आहे. जी महाविद्यालये बंद करावी लागणार आहेत, त्यांच्या इमारती, अन्य साधनसामग्री, तेथे आज शिकवणारे शिक्षक यांचे समायोजन करावे लागणार आहे. त्यामुळे लगेच एखाद्या वर्षात हे बदल होतील अशी शक्यता कमी आहे. नवीन शैक्षणिक धोरणानुसार विद्यापीठ व महाविद्यालय यांच्यातील सीमारेषा पुसून टाकण्यात येणार आहे. म्हणजे प्रत्येक महाविद्यालय एकतर केवळ उच्च शिक्षण देण्याचे काम करेल किंवा उच्च शिक्षण व संशोधन अशी दोन्ही कामे करेल किंवा केवळ संशोधनावर लक्ष केंद्रित करील. त्यातून महाविद्यालयात शिकविणाऱ्या प्राध्यापकांची क्षमता निश्चित वाढेल. संशोधनाचीही गुणवत्ता वाढेल. आवश्यक वाटेल त्या ठिकाणी संशोधनासाठी किंवा उच्च शिक्षण करण्यासाठी विदेशातील विद्यापीठे अथवा संशोधक यांच्याशी समन्वय करण्याची अनुमती त्या त्या महाविद्यालयांना देण्यात आलेली आहे. पीएच.डी.ला पर्यायी असलेली एम.फिल. ही परीक्षा रद्द करण्यात आली आहे. पीएच.डी.ला प्रवेश घेण्यापूर्वी त्या विषयाची काही लेखी व प्रात्यक्षिक परीक्षा देऊन त्या विद्यार्थ्याला आपली पात्रता सिद्ध करावी लागेल. संशोधन हे केवळ नावापुरते किंवा पूर्वी केलेल्या एखाद्या कामाची पुनरावृत्ती असू नये. त्यातून समाजाच्या विकासासाठी अथवा समाजाच्या काही अडीअडचणी सोडवण्यासाठी काही मदत व्हावी. काही नवीन तंत्रज्ञान किंवा नवीन उपकरणे या संशोधनातून उपलब्ध व्हावीत. या सर्व संशोधन प्रकल्पांचे कसून सर्वेक्षण करण्यात येईल व उत्तम प्रकारच्या संशोधनांना आर्थिक व अन्य सुविधांच्या माध्यमातून प्रोत्साहन देण्यात येईल.

संशोधन निबंधाचे शीर्षक

राष्ट्रीय शैक्षणिक धोरण २०२० व आव्हाणे.

संशोधन निबंधाचे उद्दिष्ट्ये

1. नवीन शैक्षणिक धोरण २०२० चा आढावा घेणे .
2. नवीन शैक्षणिक धोरणातील आव्हाणाचा आढावा घेणे.
3. नवीन शैक्षणिक धोरणातील नवीन संधीचा आढावा घेणे

संशोधन पद्धती

प्रस्तुत संशोधनात सर्वेक्षण संशोधन पद्धतीचा वापर केला आहे.

राष्ट्रीय शैक्षणिक धोरण २०२० धोरणातील आव्हाणे व नवीन संधी

देशात किमान शिक्षणाचा टक्का वाढत असला तरीपण, गुणवत्तेच्याबाबतीत काही प्रमाणात प्रश्नचिन्ह आहे. सुमारे४०,०००कॉलेज व आठशेपेक्षा जास्त विद्यापीठे आहेत. परंतु,विद्यार्थी नाव नोंदणीमध्ये प्राथमिक आणि माध्यमिक शिक्षणाच्या तुलनेत उच्च

शिक्षणाचे प्रमाण २०१८ मध्ये २६.३टक्के असून आता नव्या शैक्षणिक धोरणात ते २०३५ साली किमान ५० टक्क्यापर्यंत वाढवण्याचे उदिष्ट ठेवेलेले आहे. १९८६ च्या शैक्षणिक धोरणातील अनेक मुद्दे मागील ३४ वर्षांत पूर्ण न होऊ शकल्याने त्यांचे पुनरावलोकन करून ज्या बाबी अपूर्ण आहेत, त्यात काही सुधारणा करण्याच्या संधी आहेत, याकडे लक्ष देण्यात आले. त्याचप्रमाणे, महिलांच्या शिक्षणासाठी विशेष प्रयत्न, पूर्व प्राथमिक शिक्षणांकडे विशेष लक्ष, व्यावसायिक शिक्षणाची आवश्यकता या मुद्द्यांचाही विचार नवीन शैक्षणिक धोरणात केलेले आहे.गरीब व श्रीमंत शिक्षणातील विषमता ही नवीन शैक्षणिक धोरणात विचारत घेतली आहे. म्हणून सरकारी आणि खासगी शाळेमध्ये शिक्षणात समानता आणायची भूमिका प्रामुख्याने मांडण्यात आलीआहे. राष्ट्रीय शिक्षण आयोगाची स्थापना करण्याची आणि खासगी शाळांना अनियंत्रित फी वाढविण्यापासून रोखण्याची शिफारस नवीन शैक्षणिक धोरणात करण्यात आलेली आहे. शिक्षणाचा आकृतिबंध बदलण्यात आला आहे. हे धोरण बालवाडी, अंगणवाडीपासून ते उच्च शिक्षणामध्ये लागू असणार आहे.

पूर्वप्राथमिक शिक्षणाचा समावेश आता औपचारिक शिक्षणात केला आहे. बालकांची जडणघडण हाच काळ महत्वाचा असतो, प्राथमिक स्तरावर भाषा, विज्ञान, वाचन, लेखन, गणित ते पायाभूत कौशल्ये विकासावर या नवीन धोरणात केलेला विचार हा भारताचे भविष्य घडविणार आहे. पाचवीपर्यंत दिले जाणारे शिक्षण हे मातृभाषेतून दिले जाणार असले तरीही ज्ञान भाषेतून शिक्षणाची सुविधा देऊन पूर्व प्राथमिक शिक्षण अंतराष्ट्रीय दर्जाचे करण्याचा प्रयत्न केला आहे. बालवाडी आणि अंगणवाडी किंवा पहिले ते दुसरीपर्यंतच्या इंग्रजी शाळांचे पेव निर्माण झाले आहे. त्याला काही अंशी चाप लागेल. शिक्षणाचे ५+३+३+४ हे नवे सूत्र १० वी आणि १२ वी बोर्डचे महत्त्व कमी करणार आहे. मुळात १० आणि १२ चे शिक्षण हे शालेय शिक्षण अंगीभूत शिक्षण म्हणून कौशल्य विकासात करण्याच्या दृष्टीकोनातून देणारे शिक्षण नव्यास शैक्षणिक धोराणामुळे शक्य होणार आहे. मुळात सहावीपासून व्यावसायिक शिक्षणाचा समावेश असल्या कारणाने शिक्षणानंतर विद्यार्थ्यांना व्यावसायिक कौशल्ये प्राप्त करण्यास बळकटी देणारे शिक्षण याद्वारे देण्यात येईल.

१९६६ मध्ये कोठारी आयोगाने शिक्षणावर एकूण राष्ट्रीय उत्पन्नाच्या (जीडीपी) किमान ६ टक्के खर्च व्हावा, अशी शिफारस केली होती. परंतु, पण त्याची अंमलबजावणी अद्याप होऊ शकली नाही. नवीन शैक्षणिक धोरणामध्ये शिक्षणावर ६ टक्के खर्च व्हावा असे आवर्जून म्हटले आहे. मागील ३८ वर्षांत शिक्षणाची सुमार गुणवत्ता, पदवीधारकांच्या हाती कौशल्ये नसणे, शिक्षांणामध्ये गळतीचे प्रमाण, शिक्षकांच्या योग्य मूल्यमापनाची प्रक्रिया नसणे, या सर्वच बाबींचा नवीन शैक्षणिक धोरण आणताना विचार करून प्रत्येक घटकाचा सांगोपांग विचार करण्यात आला आहे.शिक्षण क्षेत्रामध्ये आमूलाग्र परिवर्तन घडवून आणणारे नवीन शैक्षणिक धोरण नुकतेच केंद्र शासनाच्या मंत्रीमंडळाने संमत केले आहे. पुढील दोन वर्षांत टप्प्याटप्प्याने त्याची देशभर अंमलबजावणी होईल. त्यातील अंमलबजावणीचे टप्पे, येणाऱ्या संभाव्य अडचणी व संस्था, प्रत्यक्ष शाळा अथवा महाविद्यालय, विद्यार्थी यांनी करावयाच्या गोष्टी व शासनाने करावयाच्या गोष्टी या दोन्हींचा तपशिलात विचार केला पाहिजे.

शिक्षण हा केंद्र व राज्य या दोन्हींच्या संयुक्त सूचीतील विषय आहे. त्यामुळे केवळ केंद्राने धोरण घोषित करून त्याची अंमलबजावणी होणार नाही. प्रत्येक राज्य सरकारने आपापल्या राज्यात हे नवीन शैक्षणिक धोरण लागू करण्यासाठी योग्य ते कायदे पारित करून घेतले पाहिजेत. शिक्षण खात्यामध्ये आवश्यक ते बदल केले पाहिजेत. उदाहरणार्थ, नवीन शैक्षणिक धोरणानुसार दहावीच्या व बारावीच्या बोर्ड परीक्षा आता होणार नाहीत किंवा त्यांचे स्वरूप खूप बदललेले असेल. त्यानुसार एसएससी बोर्डची पुनर्रचना करावी लागेल. आज शिक्षण खात्यामध्ये शालेय विभाग, उच्च शिक्षण विभाग व तंत्रशिक्षण विभाग असे प्रमुख विभाग आहेत, याऐवजी प्राथमिक, माध्यमिक, उच्च माध्यमिक व उच्च शिक्षण असे वेगळे विभाग करावे लागतील. उच्च माध्यमिक विभागातच तंत्रशिक्षणाचाही काही भाग असेल. त्या दृष्टीने या दोन विभागांची एकत्र जुळणी केली पाहिजे.

शैक्षणिक पुनर्रचनेमध्ये पूर्वप्राथमिक (प्री-प्रायमरी) ते दुसरी, तिसरी ते पाचवी, सहावी ते आठवी हे वर्ग अनुक्रमे पायाभूत, प्राथमिक व माध्यमिक वर्ग मानले जाणार आहेत. नववी ते बारावी हा पाच वर्षांचा विभाग हा उच्च माध्यमिक विभाग मानला जाईल. याच वर्गांमध्ये वेगवेगळ्या व्यावसायिक अभ्यासक्रमांची निवड केली जाणे अपेक्षित आहे. त्यामुळे हा सर्वांत महत्त्वाचा विभाग असणार आहे. या नवीन व्यवस्थेला अनुकूल असे बदल सर्व शाळा-महाविद्यालयात व शिक्षण विभागातही करावे लागणार आहेत. आज शिक्षण संस्थातही शाळा विभाग व महाविद्यालय विभाग असेच दोन प्रमुख भाग आहेत. तिथेही पायाभूत, प्राथमिक, माध्यमिक, उच्च माध्यमिक व उच्च शिक्षण विभाग वेगळे चालवावे लागतील.

पूर्वप्राथमिक वर्ग पहिली-दुसरीला जोडताना मोठी जुळवाजुळव करावी लागणार आहे. कारण आज पूर्व प्राथमिक शिक्षण हे अधिकृत शैक्षणिक परीघातच नाही. बालवाड्या, अंगणवाड्या अशा स्वरूपात छोट्या-मोठ्या गल्लीबोळातदेखील पूर्वप्राथमिक शिक्षणाचे वर्ग चालतात. ते सर्व वर्ग बंद करून शाळांना जोडणी करावी लागेल. पूर्वप्राथमिक वर्गासाठी खेळणी, मोकळी जागा, उद्याने उपलब्ध करून देणे, प्रशिक्षित शिक्षक उपलब्ध करून देणे हा तातडीचा विषय करावा लागणार आहे. विशेषतः पूर्वप्राथमिक वर्गात शिकविणाऱ्या शिक्षकांचे प्रशिक्षण हा खूप महत्त्वाचा विषय आहे. वयाच्या आठव्या वर्षापर्यंत बुद्धीचा जवळपास ८० टक्के विकास होतो, असे आता सिद्ध झाले आहे. त्यामुळे या विकासाच्या प्रमुख टप्प्यात विद्यार्थ्यांचा जास्तीत जास्त चांगल्या पद्धतीने सर्वांगीण विकास करण्याची जबाबदारी पूर्वप्राथमिक शिक्षकांवर असेल, हे लक्षात घेऊन त्यांच्या प्रशिक्षणाची व्यवस्था केली पाहिजे.

प्राथमिक शिक्षण हे मातृभाषेतच दिले पाहिजे, अशी नवीन शैक्षणिक धोरणात स्पष्ट दिशा दिली आहे. आज संपूर्ण देशभरात फार मोठ्या संख्येने इंग्लिश माध्यमाच्या पूर्वप्राथमिक व प्राथमिक शाळा अस्तित्वात आहेत. निश्चितच इंग्लिश ही या सर्व मुलांची मातृभाषा नाही. त्यामुळे या शाळांचे भवितव्य काय असेल? आज मराठी शाळेत शिकणाऱ्या एखाद्या मुलाची मातृभाषा कन्नड, गुजराती, तामिळ असेल, तर त्याच्या शिक्षणाची पर्यायी व्यवस्था काय करता येईल? याचे स्पष्ट निर्देश नवीन शैक्षणिक धोरणात नाहीत. यासंबंधी अधिक तपशिलात चर्चा होण्याची आवश्यकता आहे. एखाद्या विषयात विद्यार्थी नापास झाला, तर त्याला नापास न करता इतर विषयांच्या प्रगतीचा आढावा घेऊन त्याला वरच्या वर्गात प्रवेश द्यावा, अशी तरतूद नवीन शैक्षणिक धोरणात आहे. अशा मुलांना शालांत परीक्षेचे प्रमाणपत्र कसे दिले जाईल याचा वेगळा विचार केला पाहिजे. नवीन शैक्षणिक धोरणात एक चांगली गोष्ट आहे, ती म्हणजे कला, क्रीडा व विविध सांस्कृतिक उपक्रमांना स्वतंत्र सन्मानाचे स्थान दिलेले आहे. अर्थातच त्या त्या विषयासाठी तज्ज्ञ शिक्षकांची नियुक्ती संस्थांना करावी लागेल. प्रत्येक शाळेला या विषयांचे स्वतंत्र शिक्षक देता येतीलच असे नाही. पण जवळच्या शाळांचे असे शिक्षण संकुल तयार करून त्या संकुलातील सर्व शाळांना या विशेष विषयांचे शिक्षक उपलब्ध होतील अशी व्यवस्था केली पाहिजे. विद्यार्थ्यांची गळती हा विषय नवीन शैक्षणिक धोरणात खूप गांभीर्याने विचारात घेतला आहे. त्या त्या शैक्षणिक संकुलाच्या परिसरात गळती झालेल्या विद्यार्थ्यांची भरती पुन्हा कशा पद्धतीने करता येईल, याची सविस्तर चर्चा केली गेली आहे. परंतु या विषयात शिक्षण संस्थांचा सहभाग किती व शासनाचा सहभाग किती, याचे स्पष्टीकरण आवश्यक आहे. आज पाचवी व आठवीच्या वर्गांना घेतल्या जाणाऱ्या शिष्यवृत्ती (स्कॉलरशिप) परीक्षा काय स्वरूपात चालू राहतील, यासंबंधी नेमके धोरण बाहेर आलेले नाही. परंतु या परीक्षा बुद्धिमान विद्यार्थ्यांची निवड करण्यासाठी आवश्यक आहेत. त्यामुळे त्या कोणत्या ना कोणत्या स्वरूपात पुन्हा शालेय अभ्यासक्रमाशी जोडल्या जातील.

आज असलेली डी.एड., बी.एड. कॉलेजेस बंद करून इंटिग्रेटेड बी.एड. कोर्सेस निर्माण करण्याची सूचना नवीन शैक्षणिक धोरणात केली गेली आहे. आजपर्यंत पदवी मिळाल्यावर इतर कुठली नोकरी नाही मिळाली, तर शिक्षकाची नोकरी मिळवायची असा प्रयत्न केला जात असे. आता तसे होणार नाही. कारण शिक्षक होण्यासाठी पूर्ण चार वर्षांचे कॉलेज असेल व शिक्षक होतानाच तो कोणत्या विषयाचा शिक्षक होणार आहे त्याची निवड करून या विषयाचा अधिक तपशिलात अभ्यास केला जाणे अपेक्षित आहे. अर्थातच या विषयांचे जेवढे शिक्षक मिळणे आवश्यक आहे, तेवढ्याच जागा या शिक्षक महाविद्यालयांमध्ये ठेवल्या जातील. सध्याची डी.एड. व बी.एड. कॉलेजेस कालबाह्य झाली आहेत, कारण शाळांमध्ये शिक्षकांच्या जेवढ्या जागा उपलब्ध होऊ शकतात, त्यापेक्षा कितीतरी अधिक प्रमाणात या महाविद्यालयातून शिक्षक तयार केले जात होते. तसे आता घडणार नाही. त्यातून अधिक गुणवत्तायुक्त शिक्षक निर्माण होतील हे खरे आहे, पण विद्यमान शिक्षक-प्राध्यापक यांची व्यवस्था कशी लावायची? ते निवृत्त होईपर्यंत जुनी आणि नवी व्यवस्था बरोबर चालवावी लागेल व शिक्षकांचा बदल पूर्ण होण्यास किमान दहा वर्षे लागतील. त्यामुळे या संबंधातला मोठा निर्णय शासनाला घ्यावा लागेल. स्वतंत्र शिक्षक महाविद्यालय चालवण्याची जबाबदारी अर्थात शिक्षण संस्थांची असेल. पूर्वीच्या डी.एड., बी.एड. कॉलेजांपेक्षा ही नवीन शिक्षक महाविद्यालये अधिक प्रगत तंत्रज्ञानाने सुसज्ज असतील, अशी व्यवस्था प्रत्येक संस्थेने करावी लागेल.

नववी-दहावी इयत्ता सध्या शाळेतच समाविष्ट आहेत. अकरावी-बारावीचे वर्ग काही ठिकाणी शाळेत व काही ठिकाणी महाविद्यालयात जोडलेले आहेत. नव्या शैक्षणिक पुनर्रचनेनुसार त्यांचा वेगळा प्रवर्ग करून तोच शाळा व महाविद्यालय या दोन्हींपासून वेगळा असा प्रस्थापित करावा लागेल. यासाठी नवीन इमारतींची उभारणी, शाळेतील अथवा महाविद्यालयातील

शिक्षकांची पुनर्रचना करावी लागणार आहे. या प्रवर्गासाठी वेगळी ग्रंथालये, वेगळ्या प्रयोगशाळा उपलब्ध करून द्याव्या लागणार आहेत. त्यासाठी मोठ्या आर्थिक तरतुदीची आवश्यकता आहे. नववी ते बारावीच्या अभ्यासक्रमातच अनेक विषयांच्या निवडीचे स्वातंत्र्य असणार आहे. सध्याच्या परिभाषेतील इंजीनियरिंग अथवा मेडिकल, शेती, कायदा अथवा क्रीडा विषयांची निवड या प्रवर्गातच करावी लागणार आहे. त्यामुळे आजच्या उच्च शिक्षण महाविद्यालयापेक्षा पुष्कळ अधिक सुविधा व व्यवस्था नववी ते बारावी प्रवर्गातील उच्च माध्यमिक विद्यालयात कराव्या लागणार आहेत. नववी ते बारावी प्रवर्गत व्यवसाय शिक्षण देताना त्या त्या व्यवसायाचे तज्ज्ञ शिक्षक नियुक्त करावे लागतील किंवा एखाद्या उद्योगातून त्यांना मार्गदर्शनासाठी बोलवावे लागेल. शासन यासाठीची वेगळी आर्थिक तरतूद कशी करेल हे अजून स्पष्ट झालेले नाही.

निष्कर्ष व शिफारशी

1. विद्यार्थ्यांच्या व पालकांच्या दृष्टीने सर्वात महत्त्वाचा मुद्दा अभ्यास करण्यासाठी आकारल्या जाणाऱ्या फीचा आहे. अनेक प्रगत अभ्यासक्रमांचा समावेश करताना संस्थांना जे जादा खर्च करावे लागणार आहेत, ते वाढीव फीच्या स्वरूपात पालकांना द्यावे लागतील की शासन त्याची तरतूद करेल, हे स्पष्ट झाल्यावर त्याचे उत्तर मिळेल.

2. अजून राज्य सरकारांनी आपापले धोरण निश्चित केलेले नाही. यासंबंधीचे कायदे केलेले नाहीत. शिक्षण विभागात आवश्यक ते बदल केलेले नाहीत. ते झाल्यावरही एकाएकी नवीन शैक्षणिक धोरणाची अंमलबजावणी होऊ शकणार नाही,

3. या धोरणाच्या अंमलबजावणीबाबत समाजात अजून पुष्कळ गोंधळ आहे. म्हणून प्रथम संस्थाचालक, शाळा-महाविद्यालयांचे प्रमुख पदाधिकारी यांच्या बैठकीतून हे नवीन शैक्षणिक धोरण कशा पद्धतीने खालपर्यंत झिरपणार आहे, हे शासनाला समजावून सांगावे लागेल. कारण हाच वर्ग धोरणाची अंमलबजावणी करणार आहे. त्यानंतर लोकप्रतिनिधींमार्फत सर्व स्तरांपर्यंत हे बदल पोहोचविण्याचा प्रयत्न करता येईल.

4. आजपर्यंतचे शिक्षण अथवा शिक्षणक्रम पूर्णपणे पाश्चात्य जीवनदर्शनावर आधारित होता. त्याऐवजी भारतीय संस्कृती व परंपरा हा नवीन शिक्षणक्रमाचा व पुनर्रचनेचा पाया असेल.

5. भारतीय भाषा साहित्याच्या दृष्टीने समृद्ध आहेत. संस्कृत वाङ्मयात काव्य, कादंबऱ्या, विज्ञान, नाटके व भारताच्या संस्कृतीत जीवनाचे दर्शन घडविणारे रामायण-महाभारतसारखे ग्रंथ, वेद उपनिषद गीता यासारखे प्रगत तत्त्वज्ञान सामावलेले आहे.

6. भारतीय कला, भारतीय साहित्य यावर संस्कृत भाषेचा मोठा प्रभाव आहे. संस्कृत ही भारतातील पूर्वीची ज्ञानभाषा आहे, आयुर्वेद ही पूर्वीची चिकित्सा पद्धती, योग ही शारीरिक व मानसिक आरोग्य टिकवून ठेवण्याची प्रयोगसिद्ध पद्धती आहे.

7. नवीन शिक्षणक्रमात यांचा समावेश असावा, अशी शिफारस करण्यात आली आहे.नवीन शैक्षणिक धोरण अतिशय आश्वासक आहे, लवचीक आहे. पूर्वीच्या धोरणातील अनेक त्रुटी लक्षात घेऊन त्या दुरुस्त करण्याचा प्रयत्न या धोरणात केलेला आहे. पण अजून प्रत्यक्ष अंमलबजावणी करताना अनेक समस्या समोर दिसत आहेत.

8. पालक, शिक्षक, संस्थाचालक व शासन यांच्या समन्वयातून या समस्यांवर उत्तर मिळेल व त्यातून नवीन पिढीला अधिक प्रभावी कार्यक्षम शिक्षण देता येईल.

9. गरीब व श्रीमंत शिक्षणातील विषमता ही नवीन शैक्षणिक धोरणात विचारत घेतली आहे. म्हणून सरकारी आणि खासगी शाळेमध्ये शिक्षणात समानता आणायची भूमिका प्रामुख्याने मांडण्यात आली आहे.

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उच्च शिक्षा में किशोरों के लिए रोजगार के अवसर — एक अध्ययन

ज्योति कुमारी

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सारांश :—

भारत में वर्तमान में शिक्षा व्यवस्था के तीन स्तर हैं— प्राथमिक, माध्यमिक और उच्च। इनमें से प्राथमिक और माध्यमिक स्तर की शिक्षा स्कूल स्तर पर प्रदान की जाती है, जबकि उच्च शिक्षा कॉलेज और विश्वविद्यालय स्तर पर दी जाती है। स्वतंत्रता प्राप्ति के पश्चात् पिछले पाँच दशकों में देश में उच्च शिक्षा के क्षेत्र में उल्लेखनीय प्रगति हुई है। स्वतंत्रता पूर्व देश में मात्र तीन विश्वविद्यालय थे, वहीं अब उनकी संख्या २५० के आसपास पहुंच चुकी है।

कुँजी :— शिक्षा, स्कूल, विश्वविद्यालय, स्वतंत्रता।

प्रस्तावना :—

भारत का उच्च शिक्षा तंत्र विश्व का तीसरा सबसे बड़ा उच्च शिक्षा तंत्र है। सभी को उच्च शिक्षा के समान अवसर सुलभ कराने की नीति के अन्तर्गत सम्पूर्ण देश में महाविद्यालयों एवं विश्वविद्यालयों की संख्या में उल्लेखनीय वृद्धि हुई है। विगत ७० वर्षों में आजादी के बाद देश के विश्वविद्यालयों की संख्या में ४० गुना, महाविद्यालयों में ८० गुना, विद्यार्थियों की संख्या में ८० गुना और शिक्षकों की संख्या में ३० गुना वृद्धि हुई है। विकसित देशों में कम संस्थानों में बेहतर सुविधाएं मुहैया कराने पर ध्यान दिया जाता है और एक ही संस्थान में हजारों विद्यार्थी शिक्षा ग्रहण करते हैं, जबकि भारत में जरूरी बुनियादी सुविधाओं के बिना भी हजारों कॉलेज चल रहे हैं, जहां केवल कुछ हजार विद्यार्थियों को पढ़ाने की ही व्यवस्था है। देश में इंजीनियरिंग और प्रबंधन कॉलेज भले ही बढ़ रहे हों, उनकी न तो गुणवत्ता बढ़ रही है, और न ही इंडस्ट्री की बदलती जरूरतों के मुताबिक उनका पाठ्यक्रम अपग्रेड हो रहा है। निजी महाविद्यालय कागज पर खोल तो दिए गए हैं लेकिन अनियमितताएं व्यापक है तथा इनमें सुविधाओं का अभाव है। यह सुविधाएं भवन, खेल के मैदान, पुस्तकालय, प्रयोगशालाओं, इंटरनेट, शिक्षकों की योग्यता एवं संख्या से संबंधित है। हालत यह है कि मोटी फीस देकर एमबीए या इंजीनियरिंग डिग्री हासिल कर रहे लाखों युवा हर साल बेरोजगारों की कतार में शामिल हो रहे हैं, या जीविकोपार्जन की मजबूरी में अत्यंत साधारण नौकरी ज्वाइन कर अर्ध बेरोजगारी के शिकार हो रहे हैं। वर्तमान में बहुत से ग्रेजुएट्स के पास न तो अपने विषय की जानकारी है, न कौशल है और न ही आत्मविश्वास है। ऐसे में यहां स्किल इंडिया कार्यक्रम मददगार हो सकता है, जिसके तहत जिस विद्यार्थी को किसी खास कौशल में रुचि हो, तो वह उसे आगे बढ़ा सके और आत्मनिर्भर हो सके। भारत की कोई भी शिक्षण संस्था आज दुनिया की शीर्ष २०० उच्च शिक्षा संस्थानों की सूची में नहीं है। जबकि पूर्वी एशिया के छोटे—छोटे देशों की कई शिक्षण संस्थाएं शीर्ष ५० की सूची में शामिल हैं। देश में लगभग चालीस हजार महाविद्यालय और आठ सौ विश्वविद्यालय हैं। सरकार वर्ष २०२० तक उच्च शिक्षा में हिस्सेदारी को २४.५ से बढ़ाकर ३० प्रतिशत तक ले जाना चाहती है। हालांकि तब भी यह कम होगा, क्योंकि अमेरिका और ब्रिटेन में यह प्रतिशत ८० से ऊपर है। चीन में भी उच्च शिक्षा का औसत ३५ प्रतिशत से अधिक है। जहां तक आर्थिक लाभ और सुविधा की बात है, भारत की स्थिति कई यूरोपीय देशों से बेहतर है। फिर भी उच्च शिक्षा का ढांचा मजबूत क्यों नहीं बन पा रहा है ? डिजिटल होने और दुनिया की आर्थिक महाशक्ति बनने का सपना संजो रहे भारत में उच्च तकनीकी और प्रबंधन शिक्षा का ढांचा चरमराता दिख रहा है। देश और समाज चाहता है कि उच्च शिक्षा नीतियों में जल्द बुनियादी बदलाव कर इन्हें अमलीजामा पहनाया जाए ताकि देश के शैक्षणिक विकास का इतिहास गौरवशाली बना रहे।

शिक्षा की गुणवत्ता को परिभाषित करना आसान नहीं है, सामान्य अर्थ में गुणवत्ता युक्त शिक्षा का व्यवहारिक अर्थ बच्चों द्वारा बौद्धिक, संज्ञानात्मक, भावात्मक एवं मनोदैहिक क्षेत्र की विभिन्न दक्षताओं को अर्जित करना। यह वर्तमान की एक कड़वी सच्चाई कि सरकारी विद्यालय अपने लगभग ५९ प्रतिशत छात्रों को प्राथमिक स्तर पर प्रवेश देते हैं, जिसमें से ३५ प्रतिशत छात्र माध्यमिक शिक्षा तक पहुंच पाते हैं। मानव संसाधन विकास मंत्रालय के अन्तर्गत गठित किये गये डाटा इन्फॉर्मेशन फोर एजुकेशन (कैफे) के अनुसार सिर्फ उच्च प्रवेश संख्या नौवी कक्षा तक छात्रों को कायम करने के बारे में ही सकारात्मक बात होती है।

शिक्षा समाज का प्रेरक बल है और शिक्षक उसकी प्रेरणा। शिक्षा ही मावनीय और नैतिक मूल्यों की स्थापना का सशक्त माध्यम है। माऊ शिक्षा तकनीकी के साथ नैतिकता कौशल और रोजगार को बढावा देने वाली होनी चाहिये। आज माध्यमिक शिक्षा में अत्यधिक कमियां हैं, जो उसकी गुणवत्ता को प्रभावित करती है।

इसलिये माध्यमिक शिक्षा की गुणवत्ता को कायम रखने के लिये अभी भी वास्तविकताओं का अध्ययन करने, फिर उसके अनुसार नीति निर्माण और मोनीटरिंग करने वाले संस्थाओं का निर्माण किया जायें।

माध्यमिक शिक्षा, शिक्षा व्यवस्था की महत्वपूर्ण कड़ी है। यह प्राथमिक व उच्च शिक्षा के बीच की कड़ी है। प्रथमिक शिक्षा सहभागिता, बुनियादी अभावों से मुक्ति के मूल कारक के रूप में कार्य करती है, जबकि माध्यमिक शिक्षा आर्थिक विकास तथा सामाजिक न्याय की स्थापना को सुविधाजनक बनाती है।

आजकल वैश्विक अर्थव्यवस्था, धन उत्पत्ति विकास और संपन्नता की संचालक शक्ति सिर्फ शिक्षा को ही माना गया है। शिक्षा मनुष्य को उदार चरित्रवान, विद्वान और विचारवान बनाने के साथ—साथ उसमें नैतिकता, समाज और राष्ट्र के प्रति उसके कर्तव्य और मानवीय मूल्यों के प्रति आस्था की भावना का संचार करती है। किसी भी शिक्षण संस्थान के मुख्यतः तीन अंग होते हैं— शिक्षक, शिक्षार्थी और पाठ्क्रम किसी भी संस्थान की सफलता और विफलता इन्हीं पर निर्भर होती हैं। भारत की मानव संसाधन क्षमता को पूर्ण रूप से समानता और समावेशिता के साथ उच्चतर शिक्षा क्षेत्र में लगाना मुख्य उद्देश्य है। आज विकसित राष्ट्रों के आर्थिक और तकनीकी विकास के पीछे उनके शोध का मजबूत आधार देखा जा सकता है। स्वतन्त्रता प्राप्ति के पश्चात् पिछले सात दशकों में देश में उच्च शिक्षा के क्षेत्र में उल्लेखनीय प्रगति हुई है। स्वतंत्रता पूर्व देश में मात्र तीस विश्वविद्यालय थे, वहीं अब उनकी संख्या ८०० के पार पहुंच चुकी है। महाविद्यालयों की संख्या ५०० से करीब ४०,००० और विद्यार्थियों की संख्या ३,९७,००० से करीब ३५०,००,००० के पार पहुंच गयी है। यदि उच्च शिक्षा की गुणवत्ता और उसकी व्यावहारिकता पर विचार किया जाए तो वर्तमान शिक्षा प्रणाली शिक्षित बेरोजगारों की एक बहुत बड़ी संख्या प्रत्येक वर्ष तैयार करती जा रही है। हमारे इन उच्च संस्थानों के छात्र देश, समाज और उनकी समस्याओं से कटे हुए हैं। उच्च शिक्षा की व्यवस्था में ऐसे बुनियादी बदलाव लाने की जरूरत है शिक्षा का सही उपयोग हम अपने आर्थिक विकास और सामाजिक न्याय के क्षेत्र में प्रभावी ढंग से कर सकें। आज स्थिति यह है कि सिर्फ वही माता पिता अपने बच्चों को माध्यमिक शिक्षा के बाद कॉलेज भेज पाते हैं जो आर्थिक रूप से सक्षम हैं। गरीबी से ज्यादा बड़ा कारण गुणात्मकता का मुद्दा है। भारत की समस्या केवल उच्च शिक्षा का कम आंकड़ा ही नहीं है, बल्कि इसकी गुणात्मकता और एकरूपता का भी है। देश के उच्च शिक्षा संस्थान जिस तरह डिग्रियां दे रहे हैं, उनमें कई विसंगतियां हैं। अधिकांश महाविद्यालयों में सुनियोजित शिक्षण व्यवस्था का अभाव है। अनेक कॉलेजों में बुनियादी सुविधाएं तक नहीं हैं। असल में कमजोर और बेतरतीब स्कूल व्यवस्था ही उच्च शिक्षा व्यवस्था की बीमारी का मुख्य कारण है। यद्यपि केंद्र सरकार ने २०२० तक ३० प्रतिशत सकल नामांकन दर (ळम्र) का लक्ष्य रखा है, और इस लक्ष्य को हासिल करने के लिए काफी संख्या में विश्वविद्यालयों और कॉलेजों की स्थापना की जरूरत होगी। राष्ट्रीय ज्ञान आयोग (छंजपवदंस झदवूसमकहम ब्वउउपेपवद) ने २०२० तक ३० प्रतिशत लोगों को विश्वविद्यालय तक लाने के लिए अगले १० वर्ष में देश में १५०० विश्वविद्यालय और करीब ४५ हजार कॉलेज खोलने की सिफारिश की है। उच्च शिक्षा के गिरते स्तर को लेकर हमारे देश के पूर्व राष्ट्रपति और केन्द्रीय विश्वविद्यालयों के कुलाधिपति माननीय प्रणव मुखर्जी ने एक विश्वविद्यालय के दीक्षांत समारोह में कहा कि— "हमें एक ऐसी व्यवस्था का निर्माण करना होगा जहां युवाओं को अंतर्राष्ट्रीय मानकों के अनुरूप शिक्षा मिले। उन्होंने छात्रों में आत्मचेतना, संवेदनशीलता, मौलिक सोच विकसित करने और प्रभावशाली संवाद समस्या समाधान व अंतर्वैयक्तिक संबंध की दक्षता बढ़ाने की जरूरत हैं। हम सभी को अपनी जिम्मेदारी को निभाना होगा तभी उच्च शिक्षा की स्थिति बेहतर हो पाएगी। पाठ्क्रम की योजना, पाठ्क्रम का निर्धारण, पाठ्क्रम का क्रियान्वयन एवं पाठ्क्रम का मूल्यांकन अलग—अलग कार्य होते हुए भी इस तरह से जुड़े हुए हैं कि एक के भी गतिहीन होने से पाठ्क्रम का निर्धारित उद्देश्य समग्रता में प्राप्त नहीं किया जा सकता है। उच्च शिक्षा के निजी और सार्वजनिक दोनों ही क्षेत्रों मे आमूल—चूल परिवर्तन जरुरी है तथा इसमें व्याप्त विमगतियों को दूर कर दोनों क्षेत्रों को एक—दूसरे के पूरक और सहयोगी बनकर संचालित किये जाने की जरुरत है।

किसी खास उद्यम के लिए लोगो को तैयार करना ही व्यवसायिक शिक्षा का परम उद्देश्य है। जिस प्रकार से हमारे देश की जनसंख्या बढ़ रही है, उसे देखते हुए सबके लिए रोजगार उपलब्ध करा पाना सरकार के लिए लोहे के चने चबाने जैसा है। वोकेशनल शिक्षा किताबी पढ़ाई अर्थात थ्योरी पर कम प्रैक्टिकल ज्ञान पर अधिक फोकस करता है। छात्र किसी खास विषय के तकनीक या प्रोद्योगिकी पर महारत हासिल करते है।

हमारा देश युवाओ का देश है। आज का परिदृश्य उठा के देखे तो बढ़ती हुई बेरोजगारी सर्वाधिक चिन्ता का विषय है। इसका निराकरण करना केवल सरकार की ही नही अपितु आम नागरिक का भी है, और केवल तभी संबव है आम आदमी स्कील्ड होकर रोजगार का सृजन करे। सवा सौ करोड़ की आबादी वाला हमारा देश और सभी के लिए रोजगार उगा पाना सरकार के लिए भी नामुमकिन है। बेरोजगारी का अंत तभी संभव है जब आम आदमी अपना उद्यम स्वयम् सृजित करे और यह तभी हो सकता है हर हाथ हुनरमंद हो।

केवल २५ः स्नातकों को ही जॉब मिल पाती है, क्योकि बाकि के ७५ः प्रशिक्षित होते ही नहीं। देश में रोजगार के बढ़ाने के लिए बहुत जरूरी है कि सभी को रोजगारोन्मुख कौशल प्रदान करना। आज हमारे देश में कौशलबध्द और विशेषज्ञ लोगो की माँग बढ़ रही है। वोकेशनल शिक्षा नौकरी पाने में जॉब सीकर्स की मदद करती है, साथ ही उन्हे उपयुक्त ट्रेनिंग और कौशल प्रदान करती है। भारत का आई टी सेक्टर अपने स्किल के कारण ही विश्व पटल के आकाश का ध्रुव तारा है।

शिक्षा व्यक्ति की अंतर्निहित क्षमता तथा उसके व्यक्तित्त्व का विकसित करने की एक प्रक्रिया है और यही प्रक्रिया उसे समाज में एक वयस्क की भूमिका निभाने के लिए समाजीकृत करती है तथा समाज के सदस्य एवं एक जिम्मेदार नागरिक बनने के लिए व्यक्ति को आवश्यक ज्ञान तथा कौशल उपलब्ध कराती है।

व्यापक रूप में शिक्षा किसी समाज में सदैव चलने वाली सामाजिक प्रक्रिया है जिसके द्वारा मनुष्य की जन्मजात शक्तियों का विकास, उसके ज्ञान एवं कौशल में वृद्धि एवं व्यवहार में परिवर्तन किया जाता है और इस प्रकार उसे सभ्य, सुसंस्कृत एवं योग्य नागरिक बनाया जाता है। मनुष्य पल — प्रतिपल नए— नए अनुभव प्राप्त करता रहता है। जिससे उसका प्रतिदन के आधार पर स्वभाव प्रभावित होता रहता है। यही सीखना—सिखाना शिक्षा के व्यापक तथा विस्तृत स्वरूप को प्राप्त करता है।

प्रोफेसर अमर्त्य सेन ने एक साक्षात्कार में कहा था कि भारत एकमात्र ऐसा देश है जो अशिक्षित एवं स्वास्थ्यहीन श्रमबल के आधार पर वैश्विक आर्थिक शक्ति होने की कोशिश कर रहा है। किसी भी देश के आर्थिक इतिहास में ऐसा नहीं हुआ है, और प्रोफेसर सेन के विचार से भविष्य में भी ऐसा नहीं हो सकता है।

गुणवत्तापूर्ण शिक्षा और आर्थिक वृद्धि में एक निश्चित संबंध है। गुणवत्तापूर्ण शिक्षा से श्रमबल में गुणवत्ता आती है तथा इससे उत्पादकता में बढ़ोतरी होती है। यही कारण है कि अधिकतर यूरोपीय देशों ने सार्वभौमिक शिक्षा को अपनाया, जिसे बाद में अमेरिका और जापान ने अपनाया। दक्षिण कोरिया, ताइवान, हांग कांग, सिंगापुर और चीन में यह व्यवस्था लागू हुई।

आर्थिक वृद्धि की प्रक्रिया और गुणवत्तापूर्ण रोजगार को श्रमबल की गुणवत्ता से अलग करने का विचार एक गंभीर आर्थिक गलती है। बाजार अर्थव्यवस्था के पिता कहे जानेवाले अर्थशास्त्री एडम स्मिथ ने १७७६ में ऐसी समझ के विरुद्ध चेता दिया था। उनकी समझ सही थी कि भारत में अंग्रेजी शासन बुनियादी शिक्षा पर समुचित ध्यान नहीं दे रहा है। लेकिन सबसे बड़ी विडंबना यह है कि स्वतंत्रता प्राप्ति के बाद की लगभग सभी सरकारों ने भी यही भूल की है। मौजूदा सरकार भी इस रुझान का अपवाद नहीं है।

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संजय पां पाढेण
संशोधक विद्यार्थी

सारांश

सक्रिय अनुभवाच्या प्रक्रियेतून विद्यार्थ्यांचे नवीन ज्ञान विकसीत होत असते अशी ज्ञान रचनावाद्यांची श्रध्दा आहे. विद्यार्थी केवळ शिक्षक किंवा शैक्षणिक साहित्य/साधनाच्या माध्यमातून माहिती ग्रहण करीत नसून ते त्यांना अगोदर काय माहिती आहे याच्या सहाय्याने नवीन ज्ञान प्रस्थापित करतात. विद्यार्थी त्याच्या पूर्वज्ञानाच्या आधारे नवीन ज्ञान निर्माण करुन त्याचे संघटन करतात. ज्ञानरचनेसाठी शाळेमध्ये शिक्षकानी ही दक्षता घ्यावी की नवीन ज्ञानांबरोबर जूुन्या ज्ञानाची सांगड घालावी म्हणजे त्यांना नवीन ज्ञानाबाबत आठवणे व ओळखणे सोपे जाईल.

ज्ञानरचनावादी दृष्टिकोनातील अध्ययन वातावरणामध्ये विद्यार्थ्यांच्या ज्ञानरचनेस व वैविध्यपूर्ण दृष्टिकोन विकासास मदत मिळते. विद्यार्थी समस्या निराकरणास अनेक मार्गांचा शोध घेतात. त्यामुळे शिक्षकही विद्यार्थ्यांच्या विविध दृष्टिकोनांचा स्विकार करुन अध्ययन अध्यापनात लवचिकता आणतात. ज्ञानरचनावादी वर्गामध्ये शिक्षकाची भूमिका ही विद्यार्थ्यांचे अध्ययन त्याच्या स्वतःच्या मार्गाने होण्यासाठी मार्गदर्शन करताना मदतनीसाची व महत्वाची असते. तसेच विद्यार्थ्यांचे मूल्यमापन करताना शिक्षकांनी लवचिक असणे गरजेचे असते.

संशोधन निबंधाचे शीर्षक

ज्ञानरचनावादी मूल्यमापन प्रकीया

संशोधन निबंधाचे उद्दिष्ट्ये

1. ज्ञानरचनावाद संकल्पना समजून घेणे.
2. ज्ञानरचनावाद व अध्ययन यांच्या संबंधाचा आढावा घेणे.
3. ज्ञानरचनावादी मूल्यमापन प्रकीया समजून घेणे.

संशोधन पद्धती

प्रस्तुत संशोधनात सर्वेक्षण संशोधन पद्धतीचा वापर केला आहे.

ज्ञानरचनावादी अध्ययनाची मुलभूत वैशिष्टे :

1) अध्ययन म्हणजे निश्क्रिय ग्रहण प्रक्रिया नसून ती सक्रिय अर्थपूर्ण प्रक्रिया जी की अर्थपूर्ण समस्या सोडविण्यास उपयुक्त ठरते.
2) नवीन अध्ययन हे अध्ययनकत्र्याच्या पूर्वज्ञानावर अवलंबून असते जे ब-याचवेळा नवीन माहिती आकलनास मदत करते.
3) अध्ययन हे प्रमुख संकल्पनात्मक आकृतीच्या पूर्नसंघटनेवर भर देते.
4) अध्ययन हे सामाजिक आंतरक्रियेतून घडते.
5) अर्थपूर्ण अध्ययन हे विश्वसनीय अध्ययन कार्यातून घडते.

ज्ञानरचनावादी वर्ग खालीलप्रमाणे असावा.

अ) विद्यार्थ्यांना स्वतःच्या अध्ययनाचे स्वामित्व व पुढाकार घेण्यास प्रोत्साहन द्यावे ज्यामुळे त्याचा बौध्दिक विकास होईल.

1) विद्यार्थ्यांच्या कल्पनांचा आदर करावा.
2) विद्यार्थ्यांच्या स्वतंत्र विचारप्रक्रियेस प्रोत्साहन द्यावे.
3) विद्यार्थ्यांनी प्रश्नविकसित करावेत आणि अडचणी ओळखाव्यात त्यानंतर माहिती गोळा करुन तिचे विश्लेषण करावे व प्रश्नांची उत्तरे स्वतःच शोधावी. या प्रकारे विद्यार्थी स्वतः समस्या परिहारकर्ता बनेल.

ब) शिक्षकांनी मुक्त प्रश्न विचारावेत.

1) विद्यार्थ्यांना विचारप्रक्रियेस आवश्यक वेळ द्यावा. त्यामुळे विद्यार्थ्यांच्या कल्पना निर्मितीस व विचारास वाव मिळतो.
2) उच्चपातळीच्या विचारप्रक्रियेस प्रोत्साहन द्यावे.

क) विद्यार्थ्यांना वस्तुस्थितीच्या पलिकडील उत्तरापर्यंत पोहचण्यास आव्हान द्यावे.

1) विद्यार्थ्यांना स्वतःच्या कल्पनांचे विश्लेषण, भाकीत, योग्य पुरावा व बचाव याद्वारे संकल्पनाची जोडणी व एकत्रिकरण करावे यासाठी प्रोत्साहन द्यावे.

ड) शिक्षकाबरोबर व इतर विद्यार्थ्यांवर संवाद घडवून आणणे.

1) वर्गातील चर्चेमुळे विद्यार्थ्यांना स्वतःच्या कल्पनांचे वास्तव स्वरुप दिसून येते व त्यामध्ये बदल सुचतात किंवा त्या दृढ होतात.
2) आपल्या कल्पना इतरासमोर मांडणे व इतरांच्या कल्पना ऐकल्यामुळे विद्यार्थी स्वतःच्या ज्ञानाची रचना स्वतः करतो.
3) वर्गात अर्थपूर्ण संवाद घडून येण्यासाठी वर्गातील वातावरण आरामदायी व धाकरहीत असावे.

इ) विद्यार्थ्यांच्या परीकल्पना तपासण्यास संधी उपलब्ध करुन द्यावी.

ज्ञानरचनावादी मूल्यमापन :

मूल्यमापन म्हणजे "एखाद्या वस्तूची/घटकाची पात्रता किंवा योग्यता किंवा मूल्य निश्चित करण्याची प्रक्रिया होय" ही एखाद्या घेतलेल्या निर्णयाच्या आधारावर अंदाज व्यक्त करण्याची प्रक्रिया आहे.मूल्यमापन म्हणजे शिक्षकांनी अभ्यासक्र मामध्ये ठरविलेल्या उद्दिष्टानुसार विद्यार्थ्यांच्या प्रगतीचा अंदाज करणे होय. अभ्यासक्रम रचनेमध्ये अनेक ध्येये व उद्दिष्टांचा समावेश असतो. त्याचबरोबर त्यामध्ये त्यांच्या पूर्ततेसाठी/साध्यतेसाठी मूल्यमापन प्रक्रियाही समाविष्ट असते.

ज्ञानरचनावादाने अध्ययन-अध्यापनाचा नवीन नमूना सुचिवलेला आहे. त्यामुळे मूल्यमापनाचाही नवीन नमूना आवश्यक आहे. जर अध्ययनार्थीने संबंधित व अर्थपूर्ण ज्ञानरचनेमध्ये गुंतून राहण्यासाठी ज्ञानरचनावादी वातावरण निर्मिती करते तर आपणास मूल्यमापनाची पर्यायी पध्दती देणे बंधकारक आहे. वस्तुनिष्ठ मूल्यमापन पध्दती जशी निकष संदर्भिय यासारख्या पध्दतीने ज्ञानरचनावादी वातावरणातून घडलेल्या अध्ययनाचे मूल्यमापन केल्यास ते अव्यवहार्य ठरेल.मूल्यमापनाचा ज्ञानरचनावादी दृष्टिकोन हा परंपरागत दृष्टिकोनापेक्षा वेगळा आहे. परंपरागत दृष्टिकोनामध्ये अध्ययनार्थीच्या प्रभूत्वाची वस्तुस्थिती मापन केली जाते व निश्चित केलेल्या विशिष्ट उद्दिष्टांसंबंधी त्याचे ज्ञान व कौशल्ये तपासून विद्यार्थांची बलस्थाने व कमतरता याविषयी चर्चा केली जाते यामध्ये अगोदर निश्चित केलेल्या निकषावर अध्ययनार्थीविषयी अंदाज बांधला जातो. मूल्यमापनामध्ये मानक संदर्भिय व निकष संदर्भिय चाचण्यांचा समावेश होतो. पण या चाचण्या विद्यार्थ्यांच्या उच्च श्रेणीच्या विचारप्रक्रियेच्या सत्य स्वरुपाचे मूल्यमापन करु शकत नाहीत.

ज्ञानरचनावादामध्ये मूल्यमापनासंबंधी खूप व्यापक दृष्टिकोन प्रस्थापित झाला पाहिजे ज्यामध्ये पूर्विनिश्चित निकष अजिबात असू नयेत. अध्ययनार्थी बाहय जगाचे विश्लेषण हे वैयक्तिक जीवनात मिळालेल्या अनुभवाच्या आधारे करण्याची अपेक्षा ठेवतो.

म्हणून प्रत्येक विद्यार्थ्यांची अध्ययन निष्पती ही वेगळी असेल. त्यामुळे प्रत्येक विद्यार्थ्यांनुसार मांडलेली उद्दिष्टे वेगळी असतील. उद्दिष्टांचा वापर त्याचे स्पष्टीकरण देण्यासाठी करुन नये तर मार्गदर्शन म्हणून करावा.

ज्ञानरचनावादी अध्ययन वातावरणामध्ये विद्यार्थी स्वत: ध्येय निश्चिती करतो आणि शिक्षकाचे व वर्गमित्राचे प्रत्याभरण आणि सूत्रबध्द स्व-मूल्यांकनाचा वापर करुन ध्येय किती चांगल्या प्रकारे संपादीत करु शकेल हे निश्चित करतो. अध्ययन अधिक अर्थपूर्ण होण्यासाठी ज्ञानरचनावादामध्ये विद्यार्थ्यांस विश्वसनिय कार्य दिले जाते.विद्यार्थ्यांस दिले जाणारे कार्य हे वास्तव जगाशी संबंधित व उपयुक्त असावे, अभ्यासक्रमाशी मेळ घालणारे असावे, त्यामध्ये योग्य प्रकारची गुंतागुंत पुरवलेली असावी, तसेच विद्यार्थ्यांस अनुसरुन योग्य काठीण्य पातळीची निवड केलेली असावी. म्हणून कृत्रिम कार्य करुन पाटया टाकण्यापेक्षा वास्तव जगामध्ये उपयुक्त कार्याला महत्व द्यावे.

ज्ञानरचनावादी मूल्यमापनाचे निकष :

ज्ञानरचनावादी मूल्यमापनाचे दहा निकष पुढीलप्रमाणे.
1)ध्येयमूक्त असावे :
अध्ययनार्थ्यांनी स्वत:ची ध्येये स्वत: निश्चित करावीत आणि अध्ययनाच्या ध्येयांचे मूल्यमापन सावधपणे झाले पाहिजे.

2)विश्वसनीय कार्यावर आधारीत असावे :
अध्ययनार्थ्यांने वास्तव परिस्थितीत करत असलेल्या कार्याविषयी विचारणा करावी. उदा. काही लोक नेहमीच्या कार्याच्या मूल्यमापनासाठी बहूपर्यायी चाचणीचा वापर करतात. तर त्यांना विचारावे की, अध्ययनाच्या मूल्यमापनाचा बहुपर्यायी या चाचणीचाच का वापर करता.

3)आशयातून असावे :
जर कार्य विश्वसनीय असेल तर वास्तव जगातील परिस्थितीस चांगल्या प्रकारे सामोरे जाता येते.

4)ज्ञानरचनेचे निश्चित मूल्य ठरविणे :
हा ज्ञान रचनावादाचा महत्वाचा पैलू आहे. मूल्यमापनात उच्च श्रेणीतील विचाराचे मूल्य निश्चित करणे, कारण अध्ययनार्थी अध्ययनासाठी नवीन ध्येये व पध्दती निर्माण करतो, आणि अध्ययनार्थ्यांस संबंधित समस्या सोडविण्यास विचारणा करणे.

5)अनुभवाधिष्ठित रचनांचे मूल्य निश्चित करणे (प्रक्रिया विरुध्द निष्पती) :
अध्ययन हे अध्ययनार्थ्यांने प्राप्त केलेल्या निष्पत्ती एवढेच महत्वाचे आहे. ज्ञानरचनावादी मूल्यमापन हे सातत्यपूर्ण चालणारी प्रक्रिया असून ती वर्षाच्या शेवटी घेतली जात नाही.

6)आशयावर अवलंबून असावे :
प्रगत ज्ञान संपादनास ज्ञानरचनावादी अध्ययन वातावरण योग्य नाही.कारण अध्ययनार्थ्यांच्या संकल्पना स्पष्ट नसतात व एखादा घटक अवघड असतो व पूर्वग्रहदूषीत ज्ञानाच्या सूचनामुळेही घडते. तसेच ज्ञानातील प्राविण्यासाठी व जुजबी ज्ञानासाठी हे वातावरण योग्य नाही.
1) मुर्त अनुभवाच्या चर्चेला प्रोत्साहन द्यावे.
2) चर्चेतील प्रोत्साहन व परीकल्पनेचे आव्हान के ल्यामुळे विद्यार्थी अनुभवात गुंतून राहतो.

फ) विद्यार्थी वास्तव जगाच्या परिस्थितीत गुंततात ज्यामुळे मुर्त संकल्पना उत्पन्न होऊ शकतील.
1) विद्यार्थी कच्ची सामग्री व प्राथमिक स्त्रोताचा वापर करतात.

2) विद्यार्थी साहित्य/साधने कौशल्यपूर्ण हाताळणे व आंतरक्रिया साधणे अवगत करतात.

7)वैविध्यपूर्ण दृष्टिकोनाचा अंतर्भाव :

ज्ञानरचनावादी मूल्यमापन हे एखाद्या वर्तनासाठी किंवा वर्तनाच्या संचासाठी बांधिल नाही. त्याऐवजी, ते वर्तनाच्या अधिकाअधिक पैलूसाठी बांधिल आहे, जे अध्ययनाचे लक्षण स्वीकाहार्य पूरावा म्हणून मानले जाते. ज्ञानरचनावादी मूल्यमापनाच्या परीक्षक पथकामध्ये नवशिखा उमेदवार व तज्ञ या दोघांचाही समावेश असतो.

8)विविध नमुन्यात असावे :

मूल्यमापन करणा-यांनी अध्ययनाचा एक भागाच्या निष्पत्तीचे मूल्यांकन न करता एकूण निष्पत्तीचा विचार करावा, कारण प्रत्येक निष्पत्ती ही वेगवेगळ्या माध्यमातून किंवा मार्गाने बनलेली असते. त्यामुळे प्रत्येक निष्पत्तीचे मूल्यमापन वेगवेगळे होणे गरजेचे आहे.

9)सामाजिक रचनेनुसार अर्थ अपेक्षित :

अध्ययनार्थ्यांची स्वतःची रचना तयार होत असतानाच्या प्रक्रियेमध्ये अभ्यासक्रमातून मिळणा-या अध्ययनातील अर्थ विषयी चर्चा व वादविवाद घडवून आणावा.

10)मूल्यमापनाच्या वास्तव ध्येयावर लक्ष द्यावे :

अध्ययनात अंदाजाला कमी महत्व देऊन अध्ययन प्रक्रिया मूल्याधिष्ठित व दिशादर्शक बनवावी, कारण अध्ययनार्थीच जाणतो की, तो काय आत्मसात केलेला आहे.म्हणून ज्ञानरचनावादी मूल्यमापनात स्व-विश्लेषण व अमूर्त साधनांचा वापर करावा.

निष्कर्ष व शिफारशी.

1) प्रशिक्षकांनी विद्यार्थ्यांच्या संपादनाचे मापन करण्यासाठी विशिष्ट प्रकारचे नियम किंवा मार्गदशक तत्वे विकसित करावेत हे नियम किंवा मार्गदर्शक तत्वे शिक्षकांना त्यांच्या विद्यार्थ्यांविषयी अंदाज बांधण्यास मदत करतात त्यामुळे चाचणीतील विद्यार्थ्यांच्या प्रगतीच्या गुणांकनासाठी लिखित स्वरुपाचा व प्रस्थापित असा निकष हवा. उदा. प्रातिनिधीक स्वरुपाची लिखित सारसंग्रहक माहिती, सादरीकरण, निष्पत्ती किंवा इतर प्रगतीदर्शक कार्य.
2) निकष आवश्यक असतात कारण ते मानवी प्रगतीच्या गुंगागुंतीच्या मत प्रक्रियेस विश्वसनीय, अनुकूल व यथार्थ पध्दतीने मदत करतात.
3) निकष मत तयार होण्यासाठी मार्गदर्शन करतात आणि ही मते तयार होण्यास आधार असणारे विद्यार्थी, पालक व इतरांना सर्वसामान्य बनविले जाते. चूक की बरोबर हे पारंपारिक मूल्यांवर चालत नाही, व्यापक प्रमाणातील प्रतिसादासाठी पर्यायी मूल्यांकनास आमंत्रण आणि परिणामाच्या गुणवत्तेचे मूल्यांकन व मूल्यांकन प्रक्रियेची यथार्थता ब-याचवेळा वरील प्रकारच्या प्रतिसादाच्या स्पष्ट व दृष्य प्रमाणकावर अवलंबून असते. परिणामाच्या स्पष्टतेसाठी निकषांचा विकास हा चांगला मार्ग आहे.
4) ज्ञान व अर्थाच्या वैविध्यपूर्ण अर्थनिर्वचनास ज्ञानरचनावादात मान्यता आहे म्हणून शिक्षकांनी त्याच्या विद्यार्थ्यांच्या बहुविध यथार्थ दर्शनाच्या सादरीकरणाच्या मूल्यमापनास महत्व द्यावे. जे विद्यार्थ्यांकडून मूल्यमापन प्रक्रियेत प्रतिबिंबीत व स्वीकारलेले असते.
5) विद्यार्थ्यांच्या कार्याचे मूल्यांकन शिक्षकांच्या पथकाकडून झाल्यास चांगले होईल.हे पथक विद्यार्थ्यांच्या विविध घटकांचे यथार्थदर्शन व विविध समस्यावर उपाययोजना सुचवण्यास जबाबदार असेल. हा वाद ज्ञानरचनावादामध्ये समाविष्ट आहे.
6) ज्ञानरचनावादी मूल्यमापनात विद्यार्थ्यांची सार संग्रहक माहिती महत्वाची असून ती विद्यार्थ्यांच्या अध्ययन प्रक्रियेस अर्थपूर्ण दृष्टिकोन पुरविते.

7) विद्यार्थ्यांच्या कार्य सादरीकरणाच्या विशिष्ट प्रगतीचा संग्रह म्हणजे सारसंग्रहक माहिती (Portfolio) होय. कलाकृती, लिखित कार्य, निबंध, छायाचित्र सद्याच्या काळात ध्वनीमुद्रिका, दृष्यमुद्रिका या विद्यार्थ्यांची निष्पतीवरील सारणी वैशिष्ट्यपूर्ण कार्यातून दिसून येते परीक्षेतील प्रश्न प्रकारात बदल :

8) ज्ञानरचनावादी मूल्यमापनात अध्ययन प्रक्रिया अध्ययनातील प्रगती व अध्ययन निष्पत्तीच्या मूल्यमापनावर भर दिला जातो. हे सर्व मूल्यमापन एकूण सत्रादरम्यानच्या विद्यार्थ्यांच्या कार्यावरुन केले जाते.

9) विद्यार्थ्यांकडे विस्तृतपणे ज्ञानाचे संघटन करण्याची क्षमता आहे, समस्या निराकरण, सृजनात्मक विचार आणि विद्यार्थी स्वतःच स्वतःची ज्ञान रचना कशी करतो याचे मूल्यांकन भारतीय मूल्यमापन संदर्भानुसार महत्वाचे आहे.त्यामुळे परीक्षेमध्ये अशाप्रकारचे प्रश्न विचारणे आवश्यक वाटते. पूर्वापार चालत आलेल्या परीक्षेतील प्रश्न पाठ्यपुस्तकावर आधारीत व अधिकतर स्मरणाधीष्ठीत असतात.

10) तर्क, सृजनात्मक विचार, नवीन परिस्थितीत ज्ञानाचे उपयोजन, अर्थनिर्वचन व अनुमान काढणे इत्यादी अमूर्त कौशल्याचा विचार केला जात नाही.राष्ट्रीय अभ्यासक्रम आराखडा 2005 मध्ये परीक्षेतील प्रश्न प्रकारात बदल करण्यावर अधिक जोर देण्यात आला असून मूल्यमापनासाठी स्मरणावर आधारीत प्रश्नाऐवजीतर्क व सृजनात्मक क्षमता हा आधार महत्वाचा मानला आहे. त्यासाठी मूक्त व आव्हानात्मक प्रश्न उपयोगी पडतील. म्हणून प्रश्न प्रकारातील बदल हा केवळ बहुपर्यायी, लघू व दिर्घोत्तरी बाबतीत बदल नसून तो प्रश्नाचे उत्तर लिहिण्याच्या शैलीबाबतही आहे.

11) नवीन प्रकारचे प्रश्न हे लघू व दिर्घोत्तरी स्वरुपाचे असले तरी त्याचे उत्तर एकच एक न राहता प्रत्येक विद्यार्थ्यांच्या दृष्टिकोनावर आधारीत असावा. अशाप्रकारे नवीन प्रश्नांची रचना ही मूक्त स्वरुपाची असावी. चांगल्या चाचणी विधानांची व प्रश्नांची रचना करणे ही कला आहे आणि प्रश्नांच्या वेगळेपणासाठी शिक्षकाने अधिक विचार करावा

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उच्चशिक्षणातील संधी, आव्हाने आणि संभाव्य परिणाम

प्रा. पुरुषोत्तम प्र. सूर्य

गोषवारा:

आज संपूर्ण विश्वातील अनेक देश माहिती आणि तंत्रज्ञानाच्या वेगाने होणाऱ्या परिवर्तनामुळे आमुलाग्र विकासात्मक ध्येय गाठण्यास सक्षम झाली आहेत. या विकासात्मक कार्यात त्या त्या राष्ट्रातील शिक्षणव्यवस्था आणी शैक्षणिक धोरण कारणीभूत ठरले आहेत. भारतालाही विश्वगुरु म्हणून अग्रेसर करण्यात शिक्षणाची भूमिका महत्वाची ठरणार आहे. भारतालाही शिक्षणाचा प्राचीन परंपरेचा वारसा लाभलेला आहे. अगदी प्राचीन काळापासून आजातागायत अनेक ज्ञानाची स्त्रोत आणी शिक्षणआयोग भारतात देशात निर्माण झाले आहेत. त्यानुरूप देशाच्या प्रगतीसाठी आवश्यक असणारे वैविध्यपूर्ण धोरणात्मकरूप शैक्षणिक आयोगात शिफारस केलेले होते. व त्याची अंमलबजावणी झालेली दिसून येते. आज भारत देशातील विकास व प्रगती यांच्या मुळाशी शैक्षणीक आयोगाची फार मोलाची भूमिका आहे.

' राष्ट्रीय शैक्षणिक धोरण-2020 ' नव्याने अंमलात आले आहे. यापूर्वी नेमण्यात आलेल्या विविध राष्ट्रीय शैक्षणिक आयोगाने विविध क्रांतिकारी बदल आपल्या देशातील शैक्षणिक व्यवस्थेत घडवून आणले असले तरी आजही अनेक समस्या उच्च शिक्षण क्षेत्रामध्ये पाहायला मिळतात. त्यामुळे शैक्षणिक धोरणाची पूर्णपणे यशस्वी अंमलबजावणी झालेली नाही. त्या सर्व शैक्षणिक समस्यांचा विचार करून त्यावर पर्यायाने पुरक उपायांचा समावेश व शिफारसी या NEP-2020 धोरणामध्ये करण्यात आल्या आहे. नवनवीन शिक्षण पुरक बाबींच्या समावेश करून नव्या शैक्षणिक क्रांतीची अपेक्षा व्यक्त करण्यात आली आहे.

राष्ट्रीय शैक्षणिक धोरण – 2020 मध्ये करण्यात आलेल्या उच्च शिक्षणाशी संबंधित अनेक शिफारसी नाविन्यपूर्ण वाटत असल्या तरी त्याचे प्रथितयश व परिणाम या सर्वांचा अभ्यास करणेदेखील महत्वपूर्ण आहे. संभाव्य परिणामांचा व चर्चात्मक आढावा या शोधनिबंधात करण्याचा प्रामाणिक प्रयत्न केला आहे. त्यानुरूप निष्कर्षमांडणी करून नव्या शैक्षणिक धोरण (NEP-2020) च्या शिफारसींचा सविस्तरपणे आढावा घेऊन त्यावर प्रकाश टाकलेला आहे.

प्रस्तावना:-

मानवाला आपली पूर्व क्षमता वापरता येण्यासाठी, समान आणि न्याय समाज विकसित करण्यासाठी तसेच राष्ट्रीय विकासाला चालना देण्यासाठी शिक्षण हा पाया आहे. भारताच्या सातत्यपूर्ण प्रगतीसाठी आणि आर्थिक विकास, सामाजिक न्याय आणि समानता, शास्त्रीय प्रगती, राष्ट्रीय एकात्मता आणि संस्कृतीचे जतन या क्षेत्रांमध्ये वैश्विक पातळीवर नेतृत्व करण्यासाठी सर्वांना दर्जेदार शिक्षण उपलब्ध करून देणे गरजेचे आहे. व्यक्ती, समाज, देश, आणि जगाच्या हितासाठी आपल्या देशातील समृद्ध प्रतिभा आणि संसाधनाचा वापर करण्याकरिता उच्च दर्जाचे सार्वभौमिक शिक्षण हा भविष्यासाठी सर्वांत चांगला मार्ग आहे. पुढच्या दशकात सर्वांत मोठी युवकांची लोकसंख्या भारतामध्ये असेल आणि त्यासर्वांना चांगल्या गुणवत्तेच्या शिक्षणाच्या संधी पुरवण्याच्या आपल्या क्षमतेवर देशाचे भवितव्य ठरेल.

भारताने २०१५ मध्ये स्विकारलेल्या शाश्वत विकासाच्या २०३०च्या कृती कार्यक्रमाच्या उद्दिष्ट - ४ (SD44) मध्ये ' जागतिक शिक्षण विकास कृती कार्यक्रम ' समाविष्ट असून हे उद्दिष्ट २०३० पर्यंत ' सर्वांसाठी समावेशक आणि समान गुणवत्तेचे शिक्षण सुनिश्चित करणे आणि सर्वांसाठी निरंतर अध्ययनाच्या शिक्षणाच्या संधींना प्रोत्साहन देणे, याला चालना देण्यासाठी संपूर्ण शिक्षण प्रणालीची नव्याने रचना करणे आवश्यक आहे. म्हणजेच शाश्वत विकास कृती कार्यक्रम २०३० ची सर्व महत्वाची उद्दिष्टे साध्य करता येतील.

ज्ञानाच्या बाबतीत जगामध्ये वेगाने बदल घडत आहेत. विज्ञान आणि तंत्रज्ञानाच्या क्षेत्रामधील वेगाने होत असलेल्या विकासामुळे जगभरातील अकुशल कामे माणसांच्याजागी यंत्रे करतील. निर्माण होणाऱ्या वाढत्या सामाजिक समस्या ह्यासाठी बहुशाखीय शिक्षणाची गरज प्रतिपादन करतात. त्यामुळेच मानव्यशास्त्रे आणि कलेची मागणी वाढत जाईल.

' राष्ट्रीय शिक्षण धोरण – 2020 ' हे २१ व्या शतकातील पहिले शैक्षणिक धोरण आहे. या धोरणाचे ध्येय आपल्या देशातील वाढत्या विकासात्मक आवश्यकतांवर उपाययोजना करणे हे आहे. राष्ट्रीय शिक्षण धोरण – 2020 हे विशेषत: प्रत्येक व्यक्तींच्या सृजन क्षमतेच्या विकासावर जास्त भर देते. शिक्षणाने केवळ आकलन क्षमता विकसित केल्या पाहिजे असे नाही तर साक्षरता आणि संख्याज्ञान या 'मुलभूत क्षमता' आणि उच्च दर्जाच्या तार्किक आणि समस्या निराकरण क्षमताच नव्हे तर सामाजिक, नैतिक आणि भावनिक क्षमतांचासुद्धा विकास केला पाहिजे.

प्राचीन आणि सनातन भारतीय ज्ञान आणि विचाराची समृद्ध, परंपरा लक्षात घेऊन हे धोरण तयार करण्यात आले आहे. भारतीय विचार आणि तत्वज्ञान, प्रज्ञा, ज्ञान आणि सत्याचा शोध ही नेहमीच मानवाची सर्वोच्च उद्दिष्टे राहिली आहेत. भारतीय संकृती आणि तत्वज्ञान यांचा जगावर फार मोठा प्रभाव आहे. पुढील पिढ्यांसाठी जागतिक महत्वाच्या असलेल्या या वारशाचे केवळ संवर्धन आणि जतनच नव्हे त्यावर संशोधन करणे, त्यात वाढ करणे आणि आपल्या नवीन बहुशाखीय शिक्षण व्यवस्थेत त्यांचा नव्याने उपयोग करणे महत्वाचे आहे.

शिक्षण व्यवस्थेतील मुलभूत सुधारणांच्या केंद्रस्थानी शिक्षक असला पाहिजे, नव्या शिक्षण धोरणाने शिक्षकाला सर्वापातव्यांवर, समाजातील सर्वात आदरणीय आणि आवश्यक सदस्य म्हणून पुर्नस्थापित करण्यासाठी मदत करणे आवशक आहे. शिक्षकांना सक्षम करण्यासाठी आणि प्रभावी बनविण्यासाठी या धोरणाने शक्य त्या सर्व गोष्टी केल्या पाहिजेत.

भारताच्या समृद्ध वैविध्यतेचा आणि संकृतीचा मान ठेवत आणि त्याचवेळी देशाच्या स्थानिक आणि वैश्विक संदर्भातील गरजा लक्षात घेऊन या सगळ्या गोष्टींच्या धोरणात समावेश केला पाहिजे. भारतातील युवकांना भारत देशाविषयी आणि इथल्या विविध गरजांबरोबरच अद्वितीय कला, भाषा आणि ज्ञानाच्या परंपराविषयी अभिमान, आत्मज्ञान, परस्परसहयोग, एकता या हेतूने भारताचा विकासात्मक आलेख चढता राहण्यासाठी ज्ञान होणे आवश्यक आहे.

भारतीय उच्च शिक्षणप्रणालीतील प्रमुख समस्या आणिआव्हाने:-

सामाजिक स्तरावर एक ज्ञानी, सामाजिकदृष्ट्या जागृत, विद्वान आणि कुशल राष्ट्र निर्माण करण्याची क्षमता उच्च शिक्षणामध्ये आहे. उच्च शिक्षणाच्या आधारावर ज्ञान निर्माण करून आणि नाविन्यपूर्ण गोष्टींचा शोध लावून वाढत्या राष्ट्रीय अर्थव्यवस्थेला हातभार लावता येतो म्हणून उच्च दर्जेदार शिक्षणाचे ध्येय केवळ रोजगारनिर्मितीच्या संधी एवढ्यापुरते मर्यादित न राहता एक सामाजिक, सांस्कृतिक, उत्पादनशील, पुरोगामी, आणि नाविन्यपूर्ण , समृद्ध, सर्वकष समाज निर्मिती व राष्ट्रनिर्मिती हे आहे. भारतातील उच्च शिक्षणप्रणाली ज्या प्रमुख समस्यांचा\आव्हानांचा सामना करत आहे. त्या पुढीलप्रमाणे आहेत.

1). अतिशय विखुरलेली उच्च शैक्षणिक परिसंस्था

2). आकलन कौशल्याचा विकास आणि अध्ययनाच्या निष्पत्तवर कमी भर

3). शैक्षणिक शाखांची साचेबंद पद्धतीने विभागणी, ज्यामध्ये विद्यार्थ्यांना खूप लवकर एका विशिष्ट विषयाची\शाखेच निवड करावी लागते आणि अध्ययनाच्या संकुचित क्षेत्राकडे वळवले जाते.

4). मर्यादित उपलब्धता विशेषत: सामाजिक-आर्थिकदृष्ट्या वंचित क्षेत्रामध्ये, जिथे स्थानिक भाषेमध्ये शिकवणारे अतिशय कमी HELs उपलब्ध आहेत.

5). गुणवत्तेवर आधारित करिअर व्यवस्थापन आणि शिक्षक व संस्थेच्या प्रमुखांची प्रगती, यासाठी अपुरी यंत्रणा

6). बहुतांश विद्यापीठे आणि महाविद्यालयांमध्ये संशोधनावर कमी भर आणि शाखांमध्ये स्पर्धात्मक सहाध्यायी – परीक्षण संशोधन निधीचा अभाव

7). HELs मध्ये शासन आणि नेतृत्वाचा अभ्यास

8). अपरिणामकारक नियामक व्यवस्था

9). अनेक संलग्न विद्यापीठे अस्तित्वात असल्यामुळे पदविपूर्व शिक्षणाचा खालावलेला दर्जा

10).मर्यादित शिक्षक आणि संस्थात्मक स्वायत्तता

भारतातील उच्च शिक्षणप्रणाली सध्या ज्याप्रमुख समस्यांचा\आव्हानांचा सामना करत आहे त्यावर मात करण्यासाठी उच्चशिक्षण व्यवस्थेचे (higher educataion) नुतनीकरण करणे आवशक आहे. समता आणि सर्वसमावेशक असे उच्च गुणवत्तेचे शिक्षण प्रदान करणे या धोरणाच्य (राष्ट्रीय शैक्षणिक धोरण-2020)दुरदृष्टीमध्ये, सध्याच्या व्यवस्थेमध्ये खालील बदलांचा समावेश आहे.

1). ज्यात प्रत्येक जिल्ह्यांत किंवा जवळपास किमान एक मोठे बहुशाखीय विद्यापीठ किंवा महाविदयालयाचा समावेश असेल किंवा संपूर्ण भारतात अशा अनेक HELs असतील. ज्यांचे शिकवण्याचे किंवा कार्यक्रमांचे माध्यम स्थानिक भाषा असतील.

2). अधिक बहुशाखीय पदवीपूर्व शिक्षणाच्या दिशेने वाटचाल करणे

3). संस्थांची पुर्नरचना आणि बळकटीकरण

4). अध्यापकीय आणि संस्थात्मक स्वायत्तत्तेच्या दिशेने वाटचाल करणे

5). अनेक कलांचे ज्ञान किंवा आधुनिक काळात ज्याला सामान्यपणे ' लिबरल आर्ट ' म्हटले जाते. (कलांची उदारमतवादी कल्पना) भारतीय शिक्षणामध्ये परत आणली पाहिजे कारण २१ व्या शतकामध्ये अशाप्रकारचे शिक्षण आवश्यक असणार आहे.

6). कल्पक आणि लवचिक अभ्यासक्रमरचनेमुळे अभ्यासासाठी विविध शाखांचे कल्पक संयोग (combimation) करणे शक्य होईल.

7). पदवीपूर्व अभ्यासक्रमाची रचना आणि लांबी त्यानुसार समायोजीत केली जाईल. पदवी अभ्यासक्रमाचे वर्ष ३ ऐवजी ४ वर्षाचे.

8). ' अॅकॅडेमिक क्रेडीट बँक ' स्थापन केली जाईल. (ABC) शैक्षणिक क्रेडीटस डीजिटल पद्धतीने साठविली जातील.

9). मास्टरक्रमाच्या विविध रचना उपलब्ध करून देण्याची लवचिकता. M.PHIL. कार्यक्रम बंद.

10).नाविन्यपूर्ण शोध आणि लवचिकता विध्यार्थ्यांच्या मनावर बिंबवण्यासाठी 'choice best credit system ' (CBCS) सुधारणा केली जाईल. प्रत्येक कार्यक्रमाच्या उद्दिष्ट्यांच्या आधारावर विद्यार्थ्यांच्या कामगिरीचे मुल्यापन करणाऱ्य निकष-आधारित श्रेणीकरण पद्धतीचा HELs कडून अवलंब केला जाईल.

11).दर्जेदार शिक्षण सहजपणे उपलब्ध होण्यासाठी ODL आणि ONLINE शिक्षणाने एक नैसर्गिक मार्ग उपलब्ध करून दिला आहे.

12).उत्कृष्ट सार्वजनिक शिक्षणाच्या मोठ्या संधीसारख्या अनेक उपायांद्वारे अधिक उपलब्धता, समानता आणि समावेशकता : उपेक्षित व वंचितांसाठी खाजगी/धर्मादाय विद्यापीठांद्वारे शिष्यवृत्या, ONLINE शिक्षण आणि मुक्त दूरस्थ शिक्षण(ODL)आणि सर्व पायाभूत सुविधा व शिक्षण साहित्य दिव्यांग विद्यार्थ्यांसाठी सहज वापरता येण्याजोगे आणि उपलब्ध.

13).प्रत्यक्ष वर्ग ONLINE आणि ODL माध्यम यासहींत सर्व कार्यक्रम कोर्सेस, अभ्यासक्रम, विविध विषयातील अध्यापनशास्त्र आणि विद्यार्थी पाठींबा असेल. गुणवत्तेची जागतिक पातळी साध्य करणे.

शिक्षणाचे आंतरराष्ट्रीय:-

1). वर नमूद केल्याप्रमाणे भारतात विविध उपक्रम शिक्षण घेणाऱ्या आंतरराष्ट्रीय विद्यार्थ्यांचे प्रमाण वाढण्यास मदत होईल . भारताला विश्वगुरु या भूमिकेत पुनर्रथापित करण्यासाठी सर्वांना परवडणारे शिक्षण उपलब्ध करून देवून जागतिक अध्ययनाचे ठिकाण यादृष्टीने भारताचा विकास करता येईल.

2). उच्च दर्जाच्या परदेशी संस्थाबरोबर संशोधन-अध्यापन सहयोग आणि अध्यापक विध्यार्थी देवाण-घेवाण या हेतूने इतर देशांबरोबर एकमेकांना फायदेशीर ठरतील.

3). भारतीय विद्यापीठांना इतर देशांबरोबर कॅम्पस स्थापन करण्यासं प्रोत्साहन दिले जाईल.

4). काही निवडणूक विद्यापीठांना जगातील 100 विद्यापिठांपैकी काहींना भारतात कार्यरत होण्यास मदत केली जाईल.

5). परदेशी विद्यापीठांत मिळवलेली क्रेडीट विचारात घ्यायला मान्यता दिली जाईल.

नवीन राष्ट्रीय संशोधन फाउंडेशनच्या माध्यमातून दर्जेदार शैक्षणिक संशोधनला चालना देणे.

शिक्षणाच्या व्यापारीकरणावर अंकुश ठेवणे.

इतर काही महत्वाचे मुद्दे:-

1). व्यावसायिक शिक्षणावर भर व विकास साधने

2). प्रौढ शिक्षण\निरंतन अध्ययन – 100% साक्षरतेचे ध्येय वेगाने गाठणे

3). भारतीय भाषा, कला, आणि संस्कृतीला प्रोत्साहन.

4). केंद्रीय शिक्षणमंडळाचे सक्षमीकरण.

5). अर्थपुरवठा, सर्वांना परवडणारे शिक्षण, तसेच दर्जेदार शिक्षणाची समान हमी.

6). ONLINE आणि DIGITAL EDUCATION, डिजिटल दरी कमी करणे, पायाभूत डिजिटल पायाभूत सुविधा निर्मिती.

7). ONLINE अध्यापन PLATFORM व साधने उपलब्ध करणे.

8). व्हर्चुअल प्रयोगशाळा, तंत्रज्ञानाचा वापर आणि एकात्मिकरण.

9). मजकूर निर्मिती, डिजिटल भांडार, आणि प्रसार करणे.

10). ONLINE शिक्षणासाठी पथदर्शी अभ्यास.

राष्ट्रीय शैक्षणिक धोरण – 2020 परिणाम आणि चर्चा:-

राष्ट्रीय शैक्षणिक धोरण – 2020 (NEP-2020) मधील सविस्तर व मुद्देसूद धोरणांचा अभ्यास केल्यानंतर त्यातील काही महत्वपूर्ण मुद्दे\बाबी यांचे   परिणाम काय होवू शकतात. यांची खालीलप्रमाणे साधकबाधकपणे चर्चा करून संभवित परिणामांविषयी भूमिका विशद करता येईल.

1). नवीन शैक्षणिक धोरण – 2020 च्या आराखड्यात फक्त शिक्षणात भारतीय ज्ञानाचा समावेश करण्याची शिफारस करण्यात आली आहे. त्यामुळे कोणते भारतीय ज्ञान त्यांना अभिप्रेत होते, याची माहिती जाणीवपूर्वक दिलेली नाही का ? असा प्रश्न या अनुषंगाने उपस्थित होतो. वास्तविक पाहता भारतीय ज्ञानाचा खूप मोठा व्यापक अर्थ घेतला जातो. उदा.., प्राचीन भारतीय ज्ञान, हडप्पा व मोहोंजदडो संस्कृती, जी जगाला एक प्रगत व सुसंस्कृत संस्कृती म्हणून परिचित आहे. तसेच तक्षशीला, नालंदा विद्यापीठे व त्यातील अभ्यासक्रम. जर या प्रगत प्राचीन भारतीय ज्ञानाचा समावेश करण्याची शिफारस नवीन शैक्षणिक धोरण – 2020 मध्ये झाली असती तर खरोखरच भारतीय शासनव्यवस्थेला आणि धोरणकर्ते शिक्षणात व्यापक बदल घडवून आणण्याच्या मनस्थितीत आहेत, असे वाटले असते. तसी शिफारस अभ्यासक्रमाचीक व.,; नवीन शैक्षणिक धोरण 2020 मध्ये करण्यात आली नाही. याउलट सांप्रदायकतेला पोषक ठरणाऱ्या पुराणातील गोष्टींचा अभ्यासक्रमात समावेश केलेला आहे. त्यामुळे शिक्षक, प्राध्यापक आणि शिक्षणातील केंद्रभूत घटक विद्यार्थी यांचा सर्वांगीण विकास होईल का ? हा प्रशा अनुत्तरीत आहे.

2). एकीकडे भारत हा आपल्या शिक्षणाची पाळेमुळे इतर देशात रुजवून विश्वगुरु होण्याची स्वप्ने पाहत आहे. परंतु आज देशातील शिक्षणक्षेत्राची दुर्दशा झालेली आहे. नुकत्याच जाहीर झालेल्या आकडेवाडीनुसार जगातील सर्वोत्तम १०० विद्यापीठांच्या यादीत भारतातील एकही विद्यापीठाचा समावेश नाही. या क्रमवारीत एकट्या अमिरेकेतील ३४ विद्यापीठांचा समावेश आहे. तसेच ब्रिटन, जर्मनी, नेदरलंड येथील प्रत्येकी क्रमशः१०, ९,७, विद्यापीठांचा समावेश आहे. ज्या चीनला आपण प्रतिस्पर्धक समजतो तेथील तब्बल ७ विद्यापीठांचा समावेश आहे. तसेच आशियाखंडातील काही देशांतील विद्यापीठांचा समावेश आहे, मात्र त्या यादीमध्ये आपला कुठेही समावेश नाही. तेथील विद्यापीठांचा अभ्यासक्रम बघितला तर अत्यंत आधुनिक आणि जागतिक स्पर्धेत विद्यार्थी , शिक्षक, प्राध्यापकांना टिकवून ठेवण्याच्या अनुषंगाने तो तयार झालेला आहे. त्यामुळे जागतिक तंत्रज्ञान आणि संसाधनांचा उगम तिथे निर्माण झालेला दिसून येतो तर आपला देश त्यांचा दृष्टीने खूप मोठी ग्राहक असलेला बाजारपेठ, हे दिसून येणारे चित्र अतिशय गंभीर बाब म्हणावी लागेल. त्यामुळे नवीन शैक्षणिक धोरण – 2020 नुसार अपेक्षित परिवर्तन साधने शक्य आहे का ? हा खरा प्रश्न आहे.

3). नवीन राष्ट्रीय शैक्षणिक धोरण – 2020 नुसार उच्च शिक्षणातील बहुशाखीय शिक्षणाचे माध्यम म्हणून स्थानिक भारतीय भाषांना स्थान देण्यात आले आहे. परंतु आजच्या शिक्षण व्यवस्थेचे चित्र बघता शिक्षणाचे माध्यम म्हणून इंग्रजी भाषेचा सर्वाधिक पसंतीक्रम आहे. २०१७ – २०१८ साली उच्च शिक्षणावरील NATIONAL SAMPLE च्या अहवालातून हे वास्तव चित्र मांडले गेले आहे.

4). राष्ट्रीय शैक्षणिक धोरण – 2020 मध्ये ONLINE आणि DIGITAL एज्युकेशनवर प्रामुख्याने भर दिलेला आहे. कोविड साथीच्या काळात एक तात्पुरता उपाय म्हणून सुरू झालेले ONLINE शिक्षण आता नियमित पद्धत म्हणून पुढे आणले जात आहे. यात आर्थिक आणि सामाजिकदृष्ट्या मागासलेल्या समूहावर अन्याय होण्याची शक्यता गृहित धरलेली नाही. कारण या समूहाकडे संगणक आणि इंटरनेटची सुविधा नसते. हे जमेस न धरता जे करण्याचे योजले जात आहे ते पाहता शिक्षणाचा दर्जा सुधारण्याच्या नावाखाली उच्च शिक्षण आर्थिक आणी सामाजिकदृष्ट्या कमकुवत घटकांना मिळूच नये अशी व्यवस्था तर केली जात नाही ना असा संशय घेण्यास जागा आहे. ONLINE शिक्षणाच्या बाबतीत कोणकोणते प्रश्न उदभवतात, याचा विचार करणे आवश्यक आहे.

5). देशभरातील विद्यापीठे आणि उच्चशिक्षण संस्थामध्ये 'अॅकॅडमिक बॅंक ऑफ क्रेडीट' (ABC) प्रणालीची अंमलबजावणी करण्यात येणार आहे. याअंतर्गत विद्यार्थ्यांना त्यांचे आवडीचे अभ्यासक्रम निवडून शिकण्याची सुविधा मिळणार आहे. त्यामुळे आंतरविध्याशाखीय अभ्यासाची संधी मिळेल. त्यांचे श्रेयांक त्याच्या खात्यात जमा केले जातील. एक अभ्यासक्रम सोडून दुसरे काही करायचे असल्यास आणि काही काळाने पुन्हा अभ्यासक्रम पूर्ण करता येईल. जमा असलेल्या श्रेयकांचा उपयोग करता येईल. परंतु त्यामुळे विद्यार्थ्यांना कालांतराने सात्यतता टिकवून याचा लाभ घेणे कितपत शक्य होईल, हा प्रश्न निर्माण होतो.

6). नव्या राष्ट्रीय शैक्षणिक धोरण – 2020 मध्ये उत्कृष्ट सार्वजनिक शिक्षणाचा मोठ्या संधी अनेक उपायांद्वारे उपलब्ध करून देण्यासाठी तसेच समानता आणि सर्वसमावेशकता यादृष्टीने समाजातील उपेक्षित व वंचित घटकांतील विद्यार्थ्यांना खाजगी व धर्मदाय विद्यापिठांद्वारे शिष्यवृत्या देण्याची केलेली शिफारस विद्यार्थ्यंमध्ये गुणात्मक बदल घडवून आणेल का ? हा खरा प्रश्न आहे. कारण आधीच आपल्या देशातील शिक्षणक्षेत्र हे अनेक पूर्वग्रह मानसिकता म्हणजेच वर्णभेद, जातीभेद यामध्ये जखडून पडले आहे. त्यामुळे सांप्रदायिकते पोषक ठरणाऱ्या धर्मदाय देणगी \ शिष्यवृत्यांचा स्विकार यामुळे शिक्षणातील अप्रत्यक्ष सांप्रदायिकरण होण्याची भीती निर्माण होण्याची शक्यता नाकारता येत नाही.

7). राष्ट्रीय शैक्षणिक धोरण – 2020 नुसार परदेशी विद्यापीठांना भारतात प्रवेश करण्याच्या दृष्टीने काही मुद्यांची शिफारस करण्यात आलेली आहे, परदेशी विद्यापीठांना भारतात प्रवेश देण्याबाबतचे प्रयोग सावधगिरीने करायला हवेत. परदेशी विद्यापीठांचा आपल्या शिक्षण व्यवस्थेवर, समाजावर काय परिणाम होईल,यांचाही बारकाईने अभ्यास करण्याची गरज आहे. परदेशी विद्यापीठे त्यांच्या फायद्यासाठी येणार आहेत. त्यांच्या फी वाढीचा परिणाम भारतीय विद्यापीठांवर होण्याची शक्यता नाकारता येणार नाही. आता शिक्षण सर्वसामान्यांच्या आवाक्याबाहेर चालले आहे, त्याचाही गांभीर्यने विचार करणे आवश्यक आहे.

8). अन्, वस्त्र, निवारा, याबरोबरच दर्जेदार व गुणवत्तापूर्ण शिक्षण देण्यासाठी राष्ट्रीय शैक्षणिक धोरण – 2020 मध्ये केंद्रीय शिक्षण मंडळाचे सक्षमीकरण करण्यासाठी 'CENTRAL ADVISORY BOARD OF EDUCATION' ची निर्माण करण्याची शिफारस करण्यात आली आहे. त्यामुळे CABE, MHRD,आणि राज्यांच्या संबंधित शिखर संस्था यामध्ये परस्पर समन्वय आणि सहयोग कशाप्रकारे योग्य राहील , हे भविष्यामध्ये त्यांचे योग्य\अयोग्य परिणाम दिसू लागतील.

9). राष्ट्रीय शैक्षणिक धोरण- 2020 मध्ये शिक्षणाचे खाजगीकरण यांवरही भर देण्यात आलेला आहे. त्याचा संभाव्य परिणाम हा शिक्षण क्षेत्रातील सामाजिक व शैक्षणिकदृष्ट्या मागासवर्गवर होण्याची शक्यता नाकारता येत नाही. शिक्षणाच्या खाजगीकरणाच्या आडून प्रस्थापित मागासघटकांचे आरक्षण संपविण्याचा घाट तर घातला जात नाही, अशी शंका उपस्थित होणे साहजिक आहे. कारण खाजगीकरणामध्ये आरक्षण कितपत टिकून राहील हा प्रश्न आहे. त्यानुषंगाने विचार व्हायला हवा.

निष्कर्ष:-

1). उच्च शिक्षण क्षेत्रातील समस्यांवर प्रकाश टाकून नाविन्यपूर्ण शिफारसींचा समावेश करण्यात आला आहे.

2). उच्चशिक्षणातील नाविन्यपूर्ण शिफारशींमुळे शिक्षणात लवचिकता आणि सर्वसमावेशकता समाविष्ट झाली आहेत.

3). बहुशाखीय अभ्यासक्रम रचना यामुळे गुणवत्तापूर्ण शिक्षणाची उद्दिष्टे कितपत साध्य होतील, हा अनुतरीत प्रश्न आहे.

4). आजही सामाजिक – वंचित वर्गातील मुले शिक्षणापासून बरीच दूर आहेत.त्या दृष्टीने नाविन्यपूर्ण शिफारसींची उपयोगिता सार्थ ठरेल.

5). स्थानिक भारतीय भाषा हे शिक्षणाचे माध्यम कितपत यशस्वी होईल व त्याची अंमलबजावणी ह्याविषयी साशंकता आहे. कारण शिक्षणातील इंग्रजी भाषेचे वाढते प्रस्थ.

6). नवीन शैक्षणिक धोरणातील शिफारसींचा विचार करता प्राध्यापक, शिक्षक आणि विद्यार्थी यांचा सर्वांगिण विकास होईल का ? हा प्रश्न आहे. ह्याचा अभ्यास करणे.

7). शिक्षण ही मुलभूत गरज असल्याने पुढील दहा वर्षात शिक्षणावरील सार्वजनिक गुंतवणूक दुप्पट झाली पाहिजे. म्हणजेच ही गुंतवणूक G.D.P. च्या १०% वरून २०% होणे गरजेचे आहे.

8). शिक्षणातील ONLINE ही पद्धत उपयुक्त आहे परंतु आर्थिक, सामाजिक, वंचित गट त्यातून वगळले जाणार नाहीत ,याची काळजी घेतली पाहिजे.

9). मजुरांच्या मागासजातींच्या मुलांना आजही उच्च शिक्षणाच्या संधी कमी आहेत, त्यावर लक्ष देणे गरजेचे आहे.

10). शिक्षणातील खाजगीकरण, धर्मादाय देणग्या यासारख्या सांप्रदायिकतेशी\वैयक्तिक संबंधित बाबींचा गांभीर्याने विचार व्हायला हवा.

11). परदेशी विद्यापीठांना भारतात प्रवेश स्वागताई बाब होय पण भारतीय विद्यापीठांच्या नियमावलीचाही तसा विचार होणे आवश्यक आहे. त्यामुळे निकोप स्पर्धेचा प्रश्न निर्माण होणार नाही.

12). शिक्षणातील धोरण\शिफारसी, मुद्दे या बाबींसाठी तयार करण्यात आलेली CABE संस्था आणि इतर शैक्षणिक संस्था यामध्ये सुसंगतता कायम राहणे, अनिवार्य बाब होय. तसे झाल्यास विपरीत परिणाम उच्च शिक्षण क्षेत्रावर पाहायला मिळू शकतात.

समारोप:-

खरोखरच आज संपूर्ण जग आणि परिसंस्था वेगाने बदलत आहे. त्यामुळे शिक्षणात बदल कालानुरूप होणे, अपेक्षित आहे. शिक्षण अधिक अनुभवात्मक, सर्वसमावेशक, एकात्मिक, जिज्ञासू, संशोधनकेंद्रित, लवचिक आणि अर्थातच आनंददायी होण्यासाठी अध्यापनशास्त्र उत्क्रांत होणे गरजेचे आहे. राष्ट्रीय शैक्षणिक धोरण – 2020 (NEP) मध्ये, या दृष्टीने सर्व समावेशक विचार करण्यात आलेला आहे. त्यामुळे त्यातील धोरणांची आणि तत्वांची अंमलबजावणी होणे महत्वाचे आहे. धोरणांची उद्दिष्टे सुस्पष्टपणे आणि टप्प्याटप्याने सध्या करण्याकरिता तपशीलवार योजना तयार करून संबंधित शिक्षण मंत्रालय, शिक्षणतज्ञ, MHRD आणि राज्यानियुक्त शैक्षणिक कृतीगट निर्धारित लक्ष्यानुसार योजनेच्या अंमलबजावणीच्या प्रगतीचे एकत्रिपणे परीक्षण करतील आणि CABE ला परीक्षणाची माहिती कळविले जाण्याचे कार्य केले जाईल.इ. स. २०३० - ४० च्या दशकांमध्ये संपूर्ण NEP-2020 चे धोरण कार्यान्वित झाले असेल.

संदर्भसूची:-

राष्ट्रीय शिक्षण धोरण- 2020

ministry of education of india

the department of Higher education, Moe.

Under the NEP 29 JULY 2020 BY union council of ministers.

www.education.gov.in

(in their own words)

संक्षेपाक्षरांची यादी :-

1). NCPFFCCE – नॅशनल करिक्युलर अँड पेड्यागागिकल फ्रेमवर्क फॉर अर्ली चाइल्डहूड केअर अँड एज्युकेशन
2). GDP - ग्रॉस डोमेस्टिक प्रोडक्ट
3). HEL - हायर एज्युकेशन इन्स्टिट्यूट
4). ABC - अकॅडॉमिक बँक ऑफ क्रेडिट
5). CBCS - चॉईस बेस्ट क्रेडिट सिस्टीम
6). ODL - ओपन अँड डिस्टन्स लर्निंग
7). NCERT - नॅशनल कौन्सिल ऑफ एज्युकेशन रिसर्च अँड ट्रेनिंग
8). ECCE - अर्ली चाइल्डहूड केअर अँड एज्युकेशन
9). NEP - नॅशनल एज्युकेशन पॉलिसी

अध्ययन व अभ्यास सवयी.

कु. प्रांजली चंद्रशेखर टेंभेकर
संशोधक विद्यार्थींनी

सारांश

गेल्या काही वर्षांत दहावी आणि बारावीच्या बोर्ड परीक्षेत अशी काही टॉपर्स मिळाली आहेत, त्यांना मिळालेले गुण पाहून सर्वांनाच आश्चर्य वाटत आहे. असे बरेच विद्यार्थी आढळले ज्यांना उच्च माध्यमिक परीक्षेत जवळजवळ 100% गुण मिळाले, जे आश्चर्य वाटण्यासारखेच आहे. जणू काही या विद्यार्थ्यांना निसर्गाकडून काही वेगळी ब्रेन पॉवर मिळाली आहे. पण प्रत्यक्षात असे काही नाही. टॉपर्स जादूगार नसतात, हा फरक केवळ आपल्यात आणि त्यांच्या अभ्यासाच्या सवयींमध्ये आहे. तासानतास अभ्यास करूनही आपणास सामान्य गुण मिळतात, आणि हे यशस्वी विद्यार्थी योग्य रणनीतीनुसार प्रभावीपणे अभ्यास करून कमी वेळात आपल्यापेक्षा अधिक गुण मिळविण्यास सक्षम असतात. काही अभ्यास सवयी माहित होतील, ज्या सर्वसामान्य विद्यार्थीनी अवलंब करून टॉपर्स झालेले आहेत. या अभ्यासाच्या सवयी आपणास प्रभावीपणे अभ्यास करण्यास मदत करतील, जेणेकरून आपण टॉपर्सच्या यादीत आपले नाव समाविष्ट करू शकाल. अशा कोणत्या विशेष सवयीमुळे हे विद्यार्थी यशाच्या उंचावर गेले याचा शोध घेऊ या. तर आपणही या टॉपर्सच्या यादीमध्ये सामील होऊ इच्छित असल्यास, कठोर परिश्रमाबरोबरच टॉपर्सच्या या खास सवयी अवलंबल्या पाहिजेत. सर्वप्रथम आपल्या अध्ययन शैली दृश्यात्मक, श्राव्यात्मक की कृतिशील आहेत यांची ओळख करून घेणे त्यानुसार अध्ययन प्रक्रियांचा अवलंब करणे.

संशोधन निबंधाचे शीर्षक
अध्ययन व अभ्यास सवयी
संशोधन निबंधाचे उद्दिष्ट्ये

1. अभ्यास सवयी संकल्पना समजून घेणे.
2. अध्ययन व अभ्यास सवयी यांच्या संबंधाचा आढावा घेणे.
3. अध्ययन व अभ्यास सवयी प्रकीया समजून घेणे.

संशोधन पद्धती

प्रस्तुत संशोधनात सर्वेक्षण संशोधन पद्धतीचा वापर केला आहे.

अभ्यासात माझे मन का लागतं नाही? पाठांतर केलेले माझ्या डोक्यात का बसत नाही? इ. अनेक प्रश्न आपल्या पाल्याला पडत असतात. हे सर्व प्रश्न सुटले की पालक म्हणून आपण जिंकलो. बऱ्याचदा असं दिसून येत की विद्यार्थी महत्त्वाच्या परीक्षांमध्ये त्यांना हवे तसे गुण मिळवण्यात यशस्वी होत नाहीत. असं ऐकायला मिळत की मी खुप अभ्यास केला होता. पण माहित नाही मला चांगले मार्क्स मिळाले नाहीत. माझे नशीबच खराब आहे. शेवटच्या क्षणी मी सगळं विसरलो. अशा तक्रारी विद्यार्थी करताना आढळतात, इतर मुलांशी तुलना करून माझ्याच मुलाला एवढे कमी गुण का मिळाले? आणि मग ही संपूर्ण चर्चा शैक्षणिक पद्धतीवर येउन संपते. परिक्षांचा प्रकार, अभ्यासक्रम प्रारूप, शाळा- महाविद्यालय, शिक्षक बरोबर शिकवतच नाहीत इ. काही मुद्दे बरोबर ही असतील, परंतु कुठेतरी विद्यार्थ्याची जबाबदारी लक्षात घेतली पाहिजे. खरं म्हणजे या सर्वांचा मूळ मुद्दा अभ्यास करणं म्हणजेच नुसती घोकंपट्टी किंवा अतिपरिश्रम न करताही योग्य पध्दती, तत्त्वे आणि कृती कार्यक्रमांचा वापर करणे होय. हा एक नियोजनबध्द, संघटित आणि उद्देशप्रणित प्रवास असला पाहिजे

खालील सवयी 10 वी 12 वीला जायच्या अगोदरच आपल्या अंगवळणी पडल्या पाहिजेत. कारण सवयी काही एका दिवसात किंवा महिन्यात तयार होत नाहीत तर त्यासाठी अनेक वर्षाचे कठीण परिश्रम घ्यावे लागतात.

अभ्यासाच्या सवयी:

1. नेहमी नियोजबद्ध पद्धतीने अभ्यास करावे

सर्व यशस्वी विद्यार्थी भविष्यातील कार्यासाठी आगाऊ योजना तयार करतात. सर्व दैनंदिन कामकाजासाठी त्यांनी विशिष्ट वेळ निश्चित केलेली असते जेणेकरून ते कधीही मागे पडणार नाहीत. वास्तविक, योग्य रीतीने तयार केलेले अभ्यासाचे वेळापत्रक आपल्याला यशस्वी करण्यात सर्वात प्रभावी असल्याचे सिद्ध झालेले आहे. हे आपल्याला संतुलित मार्गाने अनेक दैनंदिन कामे करण्यास मदत करते. या व्यतिरिक्त, अभ्यासाचे योग्य वेळापत्रक अवलंब केल्याने आपल्यामध्ये स्थिरता येते, जेणेकरून आपण प्रत्येक अभ्यास सत्रासाठी अगोदरच शारीरिक आणि मानसिक तयारी करतो. तसेच नियोजबद्ध पद्धतीने तयार केलेले अभ्यासाचे वेळापत्रक आपणास करमणुकीच्या कामांसाठी आणि आपले छंद पूर्ण करण्यासाठीही पुरेसा वेळ देते. बेंजामिन फ्रँकलिन यांनी असे म्हटलेले आहे की, "जर तुम्ही योजना आखण्यात अपयशी ठरलात तर तुम्ही अपयशी ठरण्याची योजना आखत आहात."

2. एकाच वेळी सर्व काही पाठांतर करण्याची चूक करू नका

बहुतेक यशस्वी विद्यार्थी त्यांच्या अभ्यासाचा कालावधी छोट्या सत्रांमध्ये विभागतात. बोर्डच्या टॉपर्सनी आपल्या अभ्यासाची रणनीती सांगताना सांगितले की, "मी नेहमीच माझ्या मानसिक आणि शारीरिक क्षमतेनुसार अभ्यास करतो. जेव्हा जेव्हा मला थकवा जाणवतो तेव्हा मी अभ्यासापासून ब्रेक घेतो, ज्यामध्ये मी विश्रांती घेतो जेणेकरून माझे मन ताजेतवाने होईल आणि रीचार्ज होईल आणि मला गोष्टी चांगल्या प्रकारे आठवतील. " हे पटण्यासारखे आहे की बरेच दिवस आपण एकच काम केल्यावर आपणास कंटाळा येतो, त्यानंतर आपली कार्यक्षमता देखील कमी होते आणि त्यामुळे कितीही जोरदारपणे काम करूनही अपेक्षित परिणाम मिळत नाहीत. म्हणून नियमित अभ्यास करणे महत्वाचे आहे पण त्यासाठी अभ्यासाचे वेळापत्रक छोट्या छोट्या सत्रांमध्ये विभागून अभ्यासाचे नियोजन करावे. नाहीतर एक ना धड भाराभर चिंध्या अशी गत होईल.

3. अभ्यासाच्या नोट्स बनविणे विसरू नका

बरेच यशस्वी विद्यार्थ्यांच्या अभ्यासाच्या नोट्स हे त्यांच्या यशामागील एक प्रमुख कारण मानतात. बोर्डच्या एका टॉपर्सने आपली यशोगाथा सांगताना सांगितले की नोट्सच्या माध्यमातून आपण संक्षिप्त स्वरुपात आणि सोप्या भाषेत तपशीलवार अभ्यास करू शकतो, जे परीक्षेच्या तयारीत खूप मदतगार ठरते. याव्यतिरिक्त, अभ्यासाच्या नोट्स आपल्याला वर्गात शिकवल्या गेलेल्या सर्व महत्त्वाच्या विषयांची आठवण ठेवण्यास मदतगार ठरतात. सर्वात महत्त्वाचे म्हणजे इतरांच्या नोट्स चुकूनसुद्धा वापरू नका. कारण प्रत्येकाची वेगळी शैली असते आणि ती ज्याची त्यालाच माहीत असते.

4. रात्री पुरेशी झोप घेणे फार महत्त्वाचे आहे

बहुतेक यशस्वी विद्यार्थी रात्री उशिरापर्यंत अभ्यास करणे टाळतात कारण रात्रीच्यावेळी अभ्यासाऐवजी जागे राहण्यासाठी अधिक प्रयत्न करावा लागतो, त्यामुळे बऱ्याच प्रमाणात गोष्टी लक्षात ठेवण्याच्या आपल्या क्षमतेवर परिणाम होतो. म्हणून डोळे उघडे ठेवून आपण सर्व कष्ट घेण्याऐवजी रात्री आरामशीर झोप घेतलेली तर बरे असते. रात्रीची सुखकर झोप आपल्या मेंदूला दिवसा अभ्यासलेल्या गोष्टींची खात्री करण्यास मदत करेल आणि त्याच वेळी योग्य झोप घेतल्यानंतर आपला मेंदू पुन्हा नवीन गोष्टी समजून घेण्यास आणि लक्षात ठेवण्यास तयार होईल. त्यामुळे रात्री शक्यतो 10 च्या आत झोपून सकाळी 5 पर्यंत उठण्याचा सराव करावा.

5. नियोजित अभ्यासाचे वेळापत्रक शक्यतो पुढे ढकलू नका

काही विद्यार्थी आजचे उद्यावर ढकलतात आणि हे सामान्य आहे, परंतु टॉपर्स हे असे विद्यार्थी आहेत जे या वस्तुस्थितीच्या विरोधात काम करतात. विविध बोर्डातील टॉपर्सकडून त्यांच्या यशाचे रहस्य जाणून घेत असताना असे लक्षात आले की हे प्रभावी विद्यार्थी त्यांचे अभ्यासाचे वेळापत्रक कधीच पुढे ढकलत नाहीत. याचे मोठे कारण असे आहे की त्यामुळे बरेच काम साचून राहते, जे नंतर क्रमवारी लावून यशस्वीरित्या पूर्ण करणे फार कठीण बनते. याशिवाय, अनेक गोष्टी एकत्र घेऊन काम करताना आपण बऱ्याचदा घाई करतो, जेणेकरून नैसर्गिकरित्या काही चुक होण्याची शक्यता वाढते. त्यामुळे कधीच आजचे काम उद्यावर ढकलू नका. हिंदीतील एक म्हण असे सांगते की, "कल करे सो आज कर, आज करे सो अब"

6. प्रत्येक अभ्यास सत्रासाठी निश्चित ध्येय ठेवा

यशस्वी विद्यार्थ्यांनी अंगिकारलेली ही एक महत्वाची पद्धत आहे जी अगदी प्रभावी ठरली आहे. सर्वसामान्य जीवनात जसे लक्ष्य निश्चित केल्याशिवाय आपण यश मिळवू शकत नाही, त्याचप्रमाणे विद्यार्थी जीवनातही ध्येय महत्त्वाची भूमिका बजावते. बऱ्याच यशस्वी विद्यार्थ्यांनी त्यांच्या प्रत्येक अभ्यासा सत्रासाठी एक विशिष्ट लक्ष्य निश्चित करून कमी वेलेलत अधिकचा अभ्यासअ करतात. आपणास हे स्पष्ट माहीत असले पाहिजे की आपण किती वेळात एखादा घटक यशस्वीरित्या पूर्ण करण्यास सक्षम आहे. उदाहरणार्थ, जर आपण गणिताच्या विषयाची तयारी करीत असू तर आपण एका तासात किती प्रश्न सोडवू शकतो याची माहिती असावी त्यामुळे वेळेचे नियोजन व्यवस्थित आणि काटेकोर करता येते. निश्चित ठिकाणी पोहचण्यासाठी निश्चित ध्येय आवश्यक आहे.

7. आठवड्याभरात केलेल्या अभ्यासाचे पुनरावलोकन करावे

सर्व यशस्वी विद्यार्थी हे आठवड्याभराच्या अभ्यासाचे पुनरावलोकन करण्यास विसरत नाहीत. आपण आठवड्याभरात केलेले परिश्रम लक्षात घेऊन मागील आठवड्याभरात आपण काय वाचले किंवा किती लक्षात राहिले तपासून त्यामध्ये सुधारणा करू शकतो. ही एक अशी पद्धत आहे ज्याद्वारे सर्व यशस्वी विद्यार्थी नवीन गोष्टी लक्षात ठेवण्यास तयार होतात आणि जुन्या माहितीशी सांगड घालून ती दृढ करतात. थोडी विश्रांती ही पुढील कार्य जोमाने करण्यास मदत करते.

8. अभ्यास आणि छंद दोघांनाही सोबत घ्या

टॉपर्स अभ्यासाचे आणि त्यांच्या आवडीचे संतुलन साधून पुढे कसे जातात यावरून प्रभावी विद्यार्थ्यांमधील यशोगाथा स्पष्ट होते. खरं तर, आपली आवड आणि उत्कटता मेंदूवरील दबाव काढून टाकण्यात सर्वात महत्वाची भूमिका निभावतात, जेणेकरून आपले मन सतर्क आणि ताजेतवाने राहते.विद्यार्थ्यांनो, आपणसही या टॉपर्सच्या यादीमध्ये आपले नाव नोंदवायचे असेल तर आपण कधीही हार न मानण्याचा दृष्टिकोन अंगी बाळगला पाहिजे आणि वरील सवयी या आपल्या जीवनाचा अविभाज्य भाग बनवल्या पाहिजेत. आपल्या कामगिरीमध्ये निश्चितच सुधारणा दिसेल.

निष्कर्ष व शिफारशी.

1. अनेकदा समुपदेशन प्रक्रियेदरम्यान असा अनुभव आलेला आहे की, दिवसा अभ्यास करत असताना झोप येते तर झोप कशी टाळावी. त्यासाठी कमी प्रकाशात कधीही वाचू नये,

2. पलंगावर पडून वाचन करणे टाळावे, भरपेट खाल्ल्याने आणि मांसाहार केल्याने नुकसान होऊ शकते, भरपूर पाणी पिल्याने फायदा होईल, लवकर झोपने आणि लवकर उठण्याच्या नियमाचे अनुसरण करावे, आणि दुपारची वामकुक्षी आपणास ताजेतवाने ठेवण्यास मदत करेल. अशाप्रकारे दिवसा अभ्यासात झोप आडवी येऊ नये आणि त्यातून बाहेर पडण्यास या सवयी मदत करतील आणि अभ्यास सवयीमध्ये काही महत्त्वपूर्ण बदल करून आपण दीर्घकाळ अधिक प्रभावीपणे अभ्यास करू शकतो.

3. यशस्वी विद्यार्थ्यांनी अंगिकारलेली ही एक महत्वाची पद्धत आहे जी अगदी प्रभावी ठरली आहे. सर्वसामान्य जीवनात जसे लक्ष्य निश्चित केल्याशिवाय आपण यश मिळवू शकत नाही, त्याचप्रमाणे विद्यार्थी जीवनातही ध्येय महत्त्वाची भूमिका बजावते.

4. अभ्यासाच्या नोट्स संक्षिप्त आणि महत्त्वाच्या मुद्याना अनुसरून असावे.

5. प्रत्येक महत्त्वाचा घटक अनुक्रमिक पद्धतीने लक्षात घेणे महत्वाचे आहे.

6. पुस्तकात दिलेली प्रत्येक महत्वाची माहिती लक्षात ठेवण्याचा प्रयत्न करा.

7. नोट्स काढताना चार्ट, चित्रे किंवा सारण्या वापरा आणि किमान मजकूर लिहा.

8. नोट्समध्ये सोप्या भाषेचा वापर करा आणि एकाच नोटबुकमध्ये नोट्स तयार करा.

9. नोट्स अधिक स्वारस्यपूर्ण बनविण्यासाठी त्यास थोडा आकर्षकपणा आणा.

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ग्रामीण मराठी साहित्याची वाटचाल

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प्रस्तावना :—

जगातील कोणतीही भाषा ही ''बोली'' या स्वरूपातच अस्तित्वात आली आहे. भारतीय मिथकानुसार शंकराने आपल्या डमरूच्या नादातून वर्णांची उत्पत्ती केली. ते बोल म्हणजेच मानवाची आदि भाषा होय. जेंव्हा मानवाला आपल्या सांकृतिक विकासात भाषा लिपीबध्द करण्याची आवश्यकता भासली तेंव्हा ती संस्कारित भाषा आपल्या समोर आली. इ.स. च्या सुरुवातीच्या शतकात हाल सातवाहन यांनी लिहिलेल्या ''गाथासप्तशती'' या ग्रंथात प्राकृत भाषेतील रचना असल्या तरिही त्यांचा बाज हा मराठी ग्रामीण साहित्या प्रमाणे आहे. गोमटेश्वराच्या पुतळ्याजवळ आढळणाऱ्या ''श्रीचामुंडराये करवियले श्रीगंगराये सुत्ताले करवियले'' या मराठी ओळीमधून नागर भाषेपेक्षा ग्रामीण भाषाच डोकावताना दिसते. श्री ज्ञानदेवांनी भाषेचा क्रम आपल्या ''माझ्या मराठाची बोलु कौतुके. परि अमृतातेही पैजा जिंके. ऐसी अक्षरे रसिके. मेळविन।।'' या ओवीमध्ये स्पष्ट केला आहे. आधी बोल व नंतर अक्षरे असा हा नैसर्गिक क्रम आहे. त्यामुळे ग्रामीण भाषा ही नैसर्गिक क्रमानुसार आधी बोली भाषा व नंतर त्याचे लिपिबध्द साहित्यीकरण झाले.

ग्रामीण मराठी साहित्याचे दालन हे तसे समृद्ध आहे. १९६० नंतर मराठी साहित्यात जे अनेक प्रवाह निर्माण झाले. त्यात ग्रामीण साहित्य हा एक महत्वाचा प्रवाह मानला जातो. ग्रामीण साहित्याने मराठी साहित्यात संख्यात्मक व गुणात्मक दृष्ट्या अतिशय मोलाची भर घातलेली आहे. एक नवा आशय, जीवनाचे नवे क्षेत्र मराठी वाचकांसाठी ग्रामीण साहित्याने खुले करून दिले. या अर्थाने मराठी साहित्याला समृद्ध करण्याचे कार्य ग्रामीण साहित्याने केले आहे.

ग्रामीण साहित्य संकल्पना —

'ग्रामीण साहित्य' ही संकल्पना समजून घेत असताना आधी ग्रामीण ही संकल्पना समजून घ्यावी लागते. 'ग्रामीण' या शब्दातून ग्राम गाव—खेडे इत्यादी गोष्टी लक्षात येतात. ग्राम गाव किंवा खेडे याची रचना, त्याचे स्वरूप वैशिष्ट्ये समजून घेतल्यास 'ग्रामीण साहित्य' ही संकल्पना स्पष्ट होऊ शकते.

अलीकडे ग्रामीण जीवनात अनेक परिवर्तने घडून आलेली आहेत. त्याआधी गाव हे गावगाड्यावर आधारलेले होते. या गावगाड्यात शेतकरी, अलुतेदार, बलुतेदार, फिरस्ते इत्यादींचा समावेश होता. हे सर्व घटक गावपातळीवर एकमेकांशी निगडित व परस्परांवर अवलंबून होते, शेती हा खेड्यातील मुख्य व्यवसाय, उत्पन्नाचे मुख्य साधन. शेती करणारा शेतकरी. त्याला शेती व गृहोपयोगी वस्तू व अवजारे करून देणारे सुतार, लोहार, चांभार, कुंभार, तेली, सोनार इ. जाती किंवा व्यावसायिक सेवा पुरवणारे न्हावी, रामोशी, धोबी, कोळी, ग्रामपातळीवर मनोरंजनाचे काम करणारे जोशी, पिंगळा इत्यादी जाती. या सर्वांना ग्रामजीवनात अतिशय महत्वाचे स्थान होते. शेतकऱ्याकडे शेतीतून उत्पन्न आल्यावर तो त्यातून विशिष्ट हिस्सा किंवा वाटा या सर्व घटकांना द्यायचा, त्याला 'बलुते' असे म्हणायचे. ते त्यांच्या कामाचा व श्रमाचा मोबदला म्हणून दिले जायचे. या बलुत्यावर या जाती व्यावसायिकांचा उदरनिर्वाह चालायचा.

अशा प्रकारे ग्रामीण म्हणजे गावातील, ग्रामातील हे सर्व घटक. ग्रामीण जीवन म्हणजे या लोकांचे जीवन. ग्रामीण भागातील या लोकांच्या जगण्याचीध जीवनाची निसर्गसान्निध्यता, रूढी—परंपरा, लोकश्रध्दा, आदिमता, शेती व निसर्गातील घटकांविषयी प्रचंड श्रध्दा, शेतीला 'काळी आई' मानणे, यातूनच सण—उत्सव, जत्रा, नवस—सायास, लग्नसमारंभ इत्यादींचे वर्षभराचे नियोजन, समूहभावना, समूहांची जातींमध्ये विभागणी, स्पृश्य—अस्पृश्यता पाळणे, तरीही परस्परावलंबित्व इत्यादी वैशिष्ट्ये आहेत. 'ग्रामीण' या संकल्पनेमध्ये शेती, विहिरी, नद्या—नाले, झाडेझुडपे, विविध पिके या सर्व घटकांना महत्त्व आहेच. परंतु याव्यतिरिक्त येथील माणूस, माणसासोबतच गुरंढोरं, बकऱ्या, कोंबड्या, गाढवं, कुत्रे, किडे—मुंग्या, पक्षी, साप, गांडूळ या सर्वांना येथे महत्त्व आहे. या सगळ्यातून येथील माणसाची जगण्याची, विचार करण्याची एक रीत, त्याचे मन, जगण्याविषयीचे विशिष्ट तत्त्वज्ञान, जीवनदृष्टी तयार होत जाते.

मराठीतील ग्रामीण साहित्याची वाटचाल —

मराठी साहित्यात ग्रामीण साहित्याचा सलग प्रवाह १९२० नंतर आणि ग्रामीण साहित्याची चळवळ १९७५ नंतर निर्माण झालेली असली तरी मध्ययुगीन कालखंडातील महानुभावीय साहित्य, संत ज्ञानेश्वर, संत ज्ञानदेव, संत तुकाराम, संत एकनाथ या संतांचे साहित्य तसेच शाहिरी वाङ्मयामधूनही ग्रामीण जीवनाच्या अनेक छटा दिसून येतात.

तसेच म. फुले यांच्यापासून कसदार असे ग्रामीण जीवनातील समस्या मांडणारे साहित्य लिहिले जात आहे. तेव्हा ग्रामीण साहित्याचे १९२० च्या आधीचा कालखंड, १९२० ते १९७५ या दरम्यानचा कालखंड, १९७५ ते १९९० हा कालखंड, १९९० नंतरचा म्हणजे जागतिकीकरण सुरू झाल्यानंतरचा कालखंड असे स्थूलमानाने टप्पे सांगता येतील.

१९२० पूर्व कालखंडातील मराठी ग्रामीण साहित्य —

ग्रामीण जीवन आपल्या साहित्यातून मांडणारे पहिले लेखक म्हणून महात्मा फुले यांचा उल्लेख केला जातो. महात्मा फुले यांनी शेतकऱ्यांचा आसूड, गुलामगिरी, तृतीय रत्न हे नाटक आणि अखंडांमधून ग्रामीण भागातील लोकांचे जीवन, त्यांच्या समस्या, त्यांचे प्रश्न मांडलेले दिसून येतात. ग्रामीण भागातील लोकांचे धर्माच्या आधारे होणारे आर्थिक—सामाजिक शोषण, दारिद्रय व दुष्काळामुळे होणारे त्यांचे हाल याचे अतिशय प्रत्ययकारी व परिणामकारक चित्रण महात्मा फुले यांनी आपल्या साहित्यामधून केलेले दिसून येते. म्हणूनच नागनाथ कोतापल्ले यांनी ''महात्मा फुले यांचे लेखन म्हणजे ग्रामीण साहित्याचा पहिला वहिला परंतु सशक्त आविष्कार होय'' (ग्रामीण, दलित व स्त्रीवादी साहित्य, नागनाथ कोतापल्ले व इतर, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक), असे म्हटलेले आहे. त्यांनी 'तृतीय रत्न' या नाटकातून तसेच अखंडांमधून शिक्षणाच्या अभावी ग्रामीण भागातील होणाऱ्या लोकांच्या दयनीय अवस्थेचे चित्रण केलेले आहे. त्यांच्या 'कुळंबीण' या शीर्षकाच्या कवितांमधून ग्रामीण स्त्रीचे कष्ट, तिचे दारिद्रय, तरीही तिची होणारी अवहेलना याचे चित्र रेखाटलेले आहे. 'शेतकऱ्यांचा आसूड' हा त्यांचा अतिशय महत्वाचा ग्रंथ होय. या ग्रंथातून त्यांनी शेतकऱ्यांची गरिबी, त्यांची वाईट अवस्था, अनेक बाजूंनी त्यांचे होणारे शोषण याचे चित्रण तर केलेले आहेच, परंतु शेतीच्या विकासासाठी काय करता येईल याचे उपाय त्यांनी सांगितलेले आहेत.

१९२० ते १९७५ या कालखंडातील मराठी ग्रामीण साहित्य —

१९२० च्या आधीचे ग्रामीण साहित्य व त्यानंतरचे ग्रामीण साहित्य यात खूप मोठे अंतर आहे. आधीच्या ग्रामीण साहित्यातून ग्रामीण भागातील शेतकरी, शेतमजूर यांची, त्यांच्या वास्तव जीवनाची अत्यंत तळमळीने मांडणी केलेली दिसून येते. १९२० नंतर कथा, कविता, कादंबरी या वाङ्मय प्रकारांमधून विपुल प्रमाणात ग्रामीण जीवनाचे चित्रण आलेले आहे. मात्र ते निव्वळ स्वप्नरंजन स्वरूपाचे असून त्याचा वास्तवाशी कुठलाही संबंध दिसून येत नाही. महात्मा गांधी यांनी दिलेल्या 'खेड्याकडे चला' या घोषणेला प्रतिसाद देऊन अनेक लेखक ग्रामीण जीवनाविषयी लिहिते झाले. त्यात रविकिरण मंडळातील यशवंत, गिरीश हे कवी, चंद्रशेखर (काय हो चमत्कार ही कविता) हे जुन्या पिढीतील कवी तसेच ग्रामीण जीवनाचा अनुभव घेऊन आलेले ग. ल. ठोकळ, के. नारखेडे, सोपानदेव चौधरी अशा कवींच्या कवितांमधून ग्रामीण जीवनचित्रण झालेले आहे.

याच काळात वि. स. सुखठणकर यांचा 'सह्याद्रीच्या पायथ्याशी' (१९३१) लक्ष्मणराव सरदेसाई यांचे 'कल्पवृक्षाच्या छायेत' (१९३४), 'सागराच्या लाटा' (१९३५), 'वादळातील नौका' (१९३६) 'ढासळलेले पुरुष' (१९४०) या कथासंग्रहांपासून ग्रामीण आशयाच्या कथा लेखनाला सुरुवात झालेली आहे. यांच्या कथांमधून कोकणातील जीवन, तेथील रूढी—परंपरा, निसर्ग इत्यादीचे चित्रण आलेले आहे. यांच्यासोबत ग. ल. ठोकळ, द. रा. कवठेकर, म. भा. भोसले, वामन चोरघडे, बी. रघुनाथ, चि. यं. मराठे इ. कथाकारांनी कथा लिहिलेल्या आहेत. यांच्या कथा अतिरंजित, काल्पनिक व मनोरंजनाच्या हेतूने लिहिलेल्या असल्याने ग्रामीण वास्तवापासून त्या दूर गेलेल्या दिसून येतात.

१९४५ नंतरच्या नवसाहित्याचा प्रभाव ग्रामीण साहित्यावरही पडला. नवसाहित्यातील प्रयोगशीलता, मनोविश्लेषण ग्रामीण कथा व कादंबऱ्यांमधूनही काही प्रमाणात दिसून येते. व्यंकटेश माडगूळकर यांचे 'माणदेशी माणस' (१९४९), 'गावाकडच्या गोष्टी' (१९५१), 'हस्ताचा पाऊस' (१९५३), 'सीताराम एकनाथ' (१९५१), 'काळी आई' (१९५४), 'जांभळीचे दिवस' (१९५७) यांसारखे कथासंग्रह याच काळात प्रकाशित झाले. त्यांनी ग्रामीण माणसाचे अस्सल व जिवंत दर्शन घडविले. त्यांची कथा वास्तवाच्या अधिक जवळ गेली. किंबहुना त्यांच्यापासून ग्रामीण साहित्यात वास्तववादी साहित्यकृतींच्या लेखनाला प्रारंभ झालेला दिसून येतो. शंकर पाटील यांच्या 'वळीव', 'भेटीगाठी', 'आभाळ', 'धिंड' या कथासंग्रहांमधून ग्रामीण कुटुंब, दुःख सोशिक व निमूटपणे सहन करणाऱ्या व्यक्ती उभ्या केल्या आहेत. त्यांचे ' खेळखंडोबा', 'ताजमहालमध्ये सरपंच' हे विनोदी कथासंग्रह आहेत. सखा कलाल, बाजीराव पाटील, बाबा पाटील हे या कालखंडातील इतर कथाकार आहेत. याच काळात शंकर पाटील, द. मा. मिरासदार, रणजित देसाई यांच्या कथांमधून ग्रामीण मन विनोदी, मनोविश्लेषणात्मक व गंभीर स्वरूपात व्यक्त झाले.

कादंबऱ्यांमध्ये बा. सी. मर्ढेकर यांच्या 'पाणी', 'तांबडी माती' या कादंबऱ्यांमधून धरणामुळे उद्ध्वस्त झालेली गावे आलेली आहेत. श्री. ना. पेंडसे यांच्या 'एल्गार' (१९४९), 'हद्दपार' (१९५०), 'गारंबीचा बापू' (१९५२), गो. नी. दांडेकर यांच्या 'पडघवली' (१९५५), 'पवनाकाठचा धोंडी' (१९५७), 'माचीवरचा बुधा' (१९५८) या कादंबऱ्यांमधून कोकणातील जीवन साकार झालेले आहे. या कादंबऱ्या प्रादेशिक स्वरूपाच्या आहेत. विभावरी शिरूरकर यांची 'बळी' (१९५०) ही ग्रामीण भागातील मांग—गारुडी या गुन्हेगार समजल्या जाणाऱ्या जमातीच्या उपेक्षित व दरिद्री जगण्याचे चित्रण करणारी अतिशय महत्त्वाची वास्तववादी स्वरूपाची कादंबरी आहे. व्यंकटेश माडगूळकर यांची 'बनगरवाडी' (१९५५), 'वावटळ' (१९६४) या अतिशय महत्त्वाच्या कादंबऱ्या आहेत. 'बनगरवाडी' मधून एका खेड्यातील धनगर समाजाचे शांत, संथ असे जगणे, त्यांच्या रूढी—परंपरा, विविध स्वभाव, गावरीत, संस्कृती, सण—उत्सव इ. चे दर्शन घडते. कादंबरीच्या शेवटी दुष्काळामुळे गावकऱ्यांना स्थलांतर करावे लागते. 'वावटळ' ही कादंबरी गांधीहत्येनंतर ग्रामीण भागात उसळलेल्या ब्राह्मणविरोधी प्रतिक्रियेचे चित्रण करणारी मराठीतील एकमेव अशी कादंबरी आहे.

वास्तववादी कादंबरीलेखनाला १९६० नंतर खऱ्या अर्थाने बहर आला. या कालखंडात ग्रामीण भागात शिक्षण घेतलेल्यांची पहिली पिढी तयार झाली. विविध स्तरातील या लेखकांनी खेड्यातील जगण्याचा प्रत्यक्ष अनुभव घेतलेला असल्याने त्यांच्या कथा—कादंबऱ्यांमधून संपूर्ण ग्रामीण जीवन, शेतकरी, शेतमजूर, बलुतेदार, दलित, भटके इत्यादी वर्ग, त्यांचे दारिद्रय, दुःख यासह साकार झालेले दिसून येते. उद्धव शेळके यांची 'धग' (१९६०), शंकर पाटील यांची 'टारफुला', अण्णाभाऊ साठे यांची 'फकीरा', हमीद दलवाई यांची 'इंधन' (१९६८), माडगूळकर यांची वावटळ (१९६४), ना. धों. महानोर यांची 'गांधारी' (१९७३), आनंद यादव यांची गोतावळा व रा. रं. बोराडे यांची 'पाचोळा' (१९७१), मनोहर तल्हार यांची 'माणूस' या वास्तववादी स्वरूपाच्या कादंबऱ्या आहेत.

याच काळात १९५२ च्या आसपास बहिणाबाई चौधरी यांचा 'बहिणाईची गाणी' हा कवितासंग्रह प्रकाशित झाला. त्यांच्या कवितांमधून ग्रामीण स्त्रीचे जगणे, तिचे भावविश्व, कृषिसंस्कृतीतील असंख्य तपशील ओवी अष्टाक्षरी छंदातून मराठी वाचकांसमोर आले. अस्सल व कृत्रिम ग्रामीण जीवन दर्शन हे त्यांच्या कवितांचे वैशिष्टय. पुढे ना. धों. महानोर यांचा 'रानातल्या कविता', आनंद यादव यांचा 'हिरवे जग' या कवितांसंग्रहांमधूनही ग्रामीण जीवन कलात्मकरित्या साकार झालेले दिसून येते.

१९७५ ते १९९० या कालखंडातील मराठी ग्रामीण साहित्य —

१९७५ साली आनंद यादव, रा र बोराडे यांनी ग्रामीण साहित्याची चळवळ सुरू केली. प्रत्येक चळवळीमागे कुणाची तरी प्रेरणा, विचारधारा असते. यादव व बोराडे यांनी महात्मा फुले, कृष्णराव भालेकर, महर्षी विठ्ठल रामजी शिंदे, डॉ. आंबेडकर, म. गांधी यांचे शेतकऱ्यांविषयीचे कार्य व साहित्य यापासून प्रेरणा घेतली. ग्रामीण लेखकांसाठी त्यांनी कार्यशाळा, शिबिरे, काव्यसंमेलने, परिषदा, चर्चासत्रे घ्यायला सुरुवात केली. 'काय लिहायचे' याप्रमाणेच 'कुणासाठी लिहायचे', याची जाणीव त्यांनी ग्रामीण लेखकांना करून दिली. या विचारांच्या प्रकाशात ग्रामीण लेखक आपल्या भोवतालच्या राजकीय, आर्थिक, सांस्कृतिक वातावरणाकडे डोळसपणे पाहू लागले. वास्तवामागील खऱ्याखुऱ्या वास्तवाचा शोध ते घेऊ लागले.

१९७२ चा भीषण दुष्काळ, गावातील राजकारण, सहकारातील भ्रष्टाचार, धरणासारख्या प्रकल्पांतून आलेले विस्थापन, शिक्षित वर्गाचे नैराश्य, पाण्याचा बिकट होत जाणारा प्रश्न, शेतकऱ्यांच्या शेतीमालाला रास्त भाव मिळण्यासाठीचे लढे, शेतीतील यांत्रिकीकरणामुळे आलेली बेरोजगारी व इतर समस्या, जागतिकीकरणानंतरची भीषण परिस्थिती इत्यादी अनेक कारणांमुळे ग्रामीण भाग तापू लागला. याचे चित्रण कथा, कविता, कादंबरी इत्यादी वाड्मय प्रकारांतून अतिशय प्रभावीपणे ग्रामीण लेखकांनी केलेले दिसून येते. १९७५ नंतर चंद्रकुमार नलगे, नागनाथ कोत्तापल्ले, उत्तम बंडू तुपे, भास्कर चंदनशिव (जांभळे उल्हे) वासुदेव मुलाटे (विषवृक्षाच्या मुळ्या), बाबाराव मुसळे (हाल्या हाल्या दुध दे) असे कितीतरी लेखकांनी ग्रामीण साहित्यात मोलाची भर घातली. कादंबरी हा दीर्घ असा वाड्मय प्रकार असतो. कादंबरीत लेखकाला आपला कथाविषय सविस्तरपणे जीवनातील विविध अंगांना, वास्तवाला सामावून घेत, एक व्यापक असा जीवनपट उभा करता येतो. हे कादंबरी वाड्मयाचे महत्त्वाचे वैशिष्टय. १९९० नंतरचे वास्तवही अतिशय गुंतागुंतीचे बनलेले असून त्याचे आकलन सर्वसामान्यांना होऊ शकत नसल्याने त्यांच्यासमोर असंख्य समस्या आ वासून उभ्या आहेत व त्यातून कसा मार्ग काढावा हे सुचत नाहीये. मराठीतील ग्रामीण लेखकांनी या वास्तवाला समजून घेत अतिशय समर्थपणे वास्तवावर आधारित गंभीर अशा कादंबऱ्यांचे लेखन या १९९० नंतरच्या काळात केलेले दिसून येते. यात विश्वास पाटील यांची 'झाडाझडती' (१९९०) ही कादंबरी धरणग्रस्तांच्या समस्येवर आधारलेली आहे. 'ताम्रपट' (१९९४) रंगनाथ पठारे, 'कळप' (१९९१), धिंगाणा (१९९२), 'तणकट' (१९९८) राजन गवस, अशोक कौतिक कोळी यांची 'पाडा', 'तहान' (१९९४), 'बारोमास' (२००२) सदानंद देशमुख, कैलास, दौंड— 'कापूसकाळ', 'तुडवण', 'पाणभुई', कृष्णात खोत 'गावठाण', बाबाराव मुसळे यांच्या 'पखाल' (१९९५), 'वारूळ' (२००४), पाटीलकी (२००५), गणेश आपटे यांच्या 'गणगोत', 'चुकार', 'भिरूड' इत्यादी या कालखंडातील महत्त्वाच्या कादंबऱ्या आहेत. या कालखंडात काही स्त्री कादंबरीकारांनीही कादंबरीलेखन केलेले आहे. त्यात प्रतिमा इंगोले (बुढाई, लळिताचे रंग, राहूकेतू, जिमखाना), वैशाली कोल्हे (अधांतरी), शुभदा मुंजे (पारुल), मधु सावंत, अनुराधा गुरव या स्त्रीलेखिका ग्रामीण वास्तव आपल्या कादंबऱ्यांमधून रेखाटताना दिसून येतात.

१९९० नंतरचे ग्रामीण साहित्य —

१९६० ते १९७५ या कालखंडातील ग्रामीण साहित्यात ग्रामीण वास्तवाचे चित्रण आलेले आहे. १९७५ ते १९९० पर्यंतच्या ग्रामीण साहित्यात या वास्तवाच्या मागील कारणांचा, वास्तवामागील वास्तवाचा शोध घेताना ग्रामीण लेखक दिसून येतात. तर १९९० नंतरच्या ग्रामीण साहित्यात आपल्याला विद्रोह दिसून येतो.

१९९० नंतर भारताने जागतिकीकरण, खाजगीकरण व उदारीकरणाचा स्वीकार केला. यांचा खूप मोठा परिणाम ग्रामीण भागावर झाला. दुसरीकडे विज्ञान—तंत्रज्ञानाचा वाढता वापर यामुळे आंतरराष्ट्रीय कंपन्यांचा दबदबा वाढला. गरीब अधिक गरीब तर श्रीमंत अधिक श्रीमंत होऊ लागले. ग्रामीण भागातील दारिद्रय, निरक्षरता, धर्मांधता, राजकारण, महागाई, निसर्गाची अनियमितता इत्यादी समस्यांमध्ये शिक्षण घेऊनही नोकरी न मिळणे, सुरक्षित बेरोजगारांची वाढती संख्या, त्यामुळे ग्रामीण भागात वाढलेले नैराश्य स्वप्रभंग इ. वास्तवाची समस्यांची भर पडली. खेडे, तेथील माणसे अनेक प्रश्नांनी समस्यांनी अस्वस्थ होऊ लागली. त्यांच्यात चीड, संताप, विद्रोह निर्माण होऊ लागला. याचे चित्रण अनेक ग्रामीण लेखकांनी आपल्या कविता, कथा, कादंबयांमधून केलेले दिसून येते.

१९९० नंतरच्या ग्रामीण कवींमध्ये नारायण कुलकर्णी कवठेकर, उत्तम कोळगावकर, विठ्ठल वाघ, राजन गवस, जगदीश कदम, इंद्रजित भालेराव, जयराम खेडेकर, प्रकाश होळकर, नारायण सुमंत, सदानंद देशमुख, श्रीकांत देशमुख, अजय कांडर, प्रवीण बांदेकर, कैलास दौंड, ऐश्वर्य पाटेकर, पी. विठ्ठल, रमेश इंगळे उत्रादकर, भगवान देशमुख, संजय कृष्णाजी पाटील, ज्ञानेश्वर मुळे, संतोष पद्माकर प्रतिमा इंगोले, पुरुषोत्तम पाटील, अशोक कौतिक कोळी, अशोक नीळकंठ सोनवणे, कल्पना दुधाळ, संदीप जगताप, प्रकाश किनगावकर, कैलास सार्वेकर, नामदेव कोळी इत्यादी कवींनी आपल्या कवितासंग्रहामधून किंवा त्यांच्या विविध नियतकालिकांमध्ये प्रकाशित झालेल्या कवितांमधून ग्रामीण भागातील विविध प्रश्नांना वाचा फोडली आहे. या काळातील कवितेबद्दल डॉ. रेखा जगनाळे म्हणतात की, ष्राामीण जीवनातील दैन्य, दारिद्रय, अज्ञान, शोषण व्यक्त करूनच नव्वदनंतरची ग्रामीण कविता थांबली नाही, तर त्यामागील कारणांचा शोध घेऊन त्यावर 'पर्याय' प्राप्त करण्याचा विचार या काळातील कवितेतून प्रकटला. त्यामुळेच 'विद्रोह' पुकारणारा नवा नायक या काळातील ग्रामीण कवितांमधून येत आहे. प्रणयरम्य, सौंदर्यप्रधान, रोमँटिक ग्रामीण कविता या टप्प्यावर पूर्णपणे गेलेली दिसते व एकूणच ग्रामीण कविता ग्रामीण जीवनाकडे चिंतनशील व

गंभीर भूमिकेतूनच बघते. त्याचमुळे बेकारी, खेड्यांचे उद्ध्वस्तपण, शिक्षणाचे मूल्यहीन रूप अनेक ग्रामीण कवितांमधून आले. नव्वदोत्तर ग्रामीण कवींची तरुण पिढी आत्मविश्वासाने लेखनप्रवृत्त होऊन ग्रामीण माणसाचे विविधांगी दु:ख वास्तवपणे अभिव्यक्त करते. या संदर्भातून या कालखंडातील कवितेची वैशिष्टे व स्वरूपात येते.

कथा या वाङ्मय प्रकारात १९९० च्या आधीचे रा. रं. बोराडे, आनंद यादव, भास्कर चंदनशिव, नागनाथ कोतापल्ले, सखा कलाल, प्रतिमा इंगोले, द. ता. भोसले, वासुदेव मुलाटे, महादेव मोरे, चारुता सागर यासारखे लेखक १९९० नंतरही बदललेल्या नव्या वास्तवाला सामोरे जात कथा लिहित राहिले. त्यांच्यासोबत सतीश तराळ, उत्तम बावस्कर, सदानंद देशमुख, बाबाराव मुसळे, आनंद पाटील, योगीराज वाघमारे, सोपान हाळमकर, बाबा पाटील, श्रीराम गुंदेकर, शंकर सखाराम सारख्या काही नव्या दमाच्या लेखकांनी कथा वाङ्मयात मोलाची भर घातलेली आहे.

संदर्भ ग्रंथ सुची :—

१. ग्रामीण साहित्य — संकल्पना व मराठीतील परंपरा, फेब्रुवारी, २८, २०२० डॉ. राहुल रजनी, संशोधन/समीक्षा.

२. ग्रामीण, दलित व स्त्रीवादी साहित्य, नागनाथ कोतापल्ले व इतर, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक, प्रथम प्रकाशन सप्टेंबर २००१.

३. ग्रामीण साहित्य आणि वास्तव (डॉ. द. ता. भोसले गौरवग्रंथ), संपा. डॉ कृष्णा इंगोले, स्नेहवर्धन प्रकाशन, पुणे, प्रथमावृत्ती जानेवारी २०११.

४. नव्वदोत्तरी मराठी ग्रामीण साहित्य, (प्रा. डॉ. कैलास सार्वेकर स्मृती—गौरवग्रंथ) संपा. डॉ. लीलावती देवरे, डॉ. शारदा मोरे, डॉ. राहुल पाटील, प्रशांत पब्लि, जळगाव, डिसेंबर २०१७.

भारतातील दारिद्रय निर्मुलन कार्यक्रम—एक दृष्टिक्षेप

डॉ. संजय बा. राचलवार

अर्थशास्त्र विभाग प्रमुख, श्रीमती नानकीबाई वाधवाणी कला महाविद्यालय, यवतमाळ.

प्रस्तावना

एखादी व्यक्ती आपल्या अन्न, वस्त्र, निवारा, शिक्षण, आरोग्य इत्यादी मूलभूत गरजा भागवण्यासाठी सक्षम नसणे म्हणजे दारिद्र किंवा गरीबी होय. दारिद्र ही एक सार्वत्रिक संकल्पना आहे, ज्यामध्ये जगातील विविध देशांचा त्यांच्या दरडोई किंवा राष्ट्रीय उत्पन्न वरून तुलना करून त्या देशाचे निरपेक्ष दारिद्र निश्चित केले जाते. अर्थशास्त्रामध्ये विविध अर्थतज्ज्ञांनी दारिद्र, त्याचे मोजमाप, तसेच त्यासंदर्भात उपाय योजना आपापल्या परीने स्पष्ट केलेल्या आहेत. स्वातंत्र्यप्राप्तीनंतर भारतात सार्वभौम सत्तेची स्थापना झाली. परंतु त्यापूर्वी ब्रिटिशांच्या राजवटीत भारताची झालेली आर्थिक, सामाजीक व राजकीय पिळवणूक यामुळे देश अनेक समस्यांनी ग्रस्त झालेला होता. औद्योगीकरणाच्या माध्यमातून देशाची ही विस्कळीत घडी सुधारण्याचा प्रयत्न नंतरच्या योजनाकारांनी केल्या परंतु बेरोजगारी व दारिद्र या एकाच नाण्याच्या दोन बाजु असून या समस्येपासून देशाची सुटका होता होईना. दारिद्राचे मुख्य कारण म्हणजे बेरोजगारी ही होती. १९६० या दशकाच्या शेवटी सरकारने अमलात आणलेली आर्थिक धोरणे व योजना आर्थिक विकासामध्ये फारच कमी प्रमाणात योगदान देत होते. आर्थिक वृद्धीचा फायदा हा फक्त काही मोजक्याच वर्गाला मिळत होता तर त्याच्या लाभांपासून एक मोठा वर्ग वंचित राहिला होता. किमतीमध्ये सातत्याने होणारी वाढ ही गरिबांसमोरील एक मोठी समस्या होती आणि तिचे निराकरण करणे आवश्यक होते. त्यावेळी तज्ज्ञांच्या म्हणण्यानुसार, गरिबीचा दर ५७ टक्के होता. हे लक्षात आल्यानंतर सन १९७१ मध्ये तत्कालीन पंतप्रधान श्रीमती इंदिरा गांधी यांनी 'दारिद्र निर्मूलन' अर्थात 'गरिबी हटाव' कार्यक्रमाची घोषणा केली. त्यानंतर दारिद्राचे मोजमाप, भारतातील दारिद्रयाची कारणमीमांसा, दारिद्रय निर्मूलनासाठीच्या योजना आणि कार्यक्रम या कार्यक्रमांचे मूल्यमापन अशा पद्धतीने अनेक कार्य व त्यांचा अभ्यास करण्याचा प्रयत्न सुरू झाला. तेव्हापासून आतापर्यंत नंतरच्या प्रत्येक सरकारांनी व योजनाकारांनी भारतातील ही बेकारी व दारिद्रय कमी करण्याच्या दृष्टीने अनेक योजना आखल्या त्यातील फक्त सरकारने केवळ खर्च करून (कृषी विकास व रोजगार वाढविणाऱ्या इतर योजना वगळून) गरीबी कमी करण्याच्या दृष्टीने ज्या योजनांची आखनी व अमलबजावनी केली त्यातील निवडक योजनांची माहिती देवून त्याच्या चांगल्या वाईट प्रभावांचा व परीणामांचा अभ्यास करण्याच्या दृष्टीने एक विवेचनात्मक अध्ययन करण्याचा प्रयत्न संशोधकाने या शोध निबंधात केलेला आहे.

संशोधनाची उद्दिष्टे

१) भारतीय दारिद्रयाचा अभ्यास करणे, कारने शोधने व उपाय सुचविने
२) भारतीय दारिद्र निर्मुलन संबंधी कार्यक्रमांचा आढावा घेणे.
३) भारतीय दारिद्र निर्मुलन कार्यक्रमाचे मुल्यमापन करने.

भारतीय दारिद्राचे मोजमाप

दारिद्राचे सापेक्ष दारिद्र आणि निरपेक्ष दारिद्र असे दोन प्रकार पडतात. आधुनिक भारतामध्ये दारिद्राच्या अभ्यासाची सुरुवात दादाभाई नवरोजी त्यांच्यापासून झाली. १९५० पासून भारत सरकार आणि विविध एनजीओ यांनी दारिद निर्मूलनासाठी विविध कार्यक्रम हाती घेतले होते ज्यात अन्नधान्यावर सूट, कर्ज पुरवठ्याची सुविधा, शिक्षणाचा प्रसार, कुटुंब नियोजन, दुष्काळावर उपाय योजना इत्यादींचा समावेश होतो. स्वातंत्र्यानंतर भारतीय नियोजन मंडळाच्या समोरील अनेक आव्हानांपैकी एक आव्हान म्हणजे दारिद निर्मुलन होय.

सद्यस्थितीत भारतामध्ये निती आयोगाकडून दारिद्राचे मोजमाप केले जाते जे नॅशनल सॅम्पल सर्व्हे ऑफिस यांच्याकडून उपलब्ध झालेल्या सांख्यिकी आकडेवारीवर आधारित असते. भारतामध्ये दारिद्ररेषेचे मोजमाप उत्पन्न पातळीवर आधारित नसून ते उपभोग खर्चावर आधारित आहे. १९७६ मध्ये 'अलग कमिटी' ने दारिद रेषा निर्धारित करण्यासाठी न्यूनतम कॅलरी प्रति दिवस आवश्यकता असा निकष लावला. त्यानुसार ग्रामीण भागामध्ये २४०० कॅलरी शहरी भागांमध्ये २१०० इतका उपभोग नसल्यास ती व्यक्ती दारिद्रा मध्ये आहे असे समजण्यात आले. त्याचप्रमाणे इतर समित्या जसे लकडावाला समिती (१९९३), तेंडुलकर समिती (२००९), रंगराजन समिती (२०१२) इत्यादी दारिद मोजण्यासाठी नेमण्यात आल्या. २०१४ मध्ये रंगराजन समितीने दिलेल्या अहवालानुसार, दारिद्ररेषेचे मोजमाप हे मासिक दरडोई खर्चावर केले गेले. जसे १४०७ रुपये पेक्षा कमी शहरी भागात आणि ९७२ रुपये पेक्षा कमी ग्रामीण भागात उत्पन्न असल्यास त्या व्यक्तीला गरीब समजण्यात येईल. २०२१ च्या सुरुवातीला साधारणपणे भारतामध्ये ८६.८ दशलक्ष लोक दारिद्ररेषेखाली होते.[१]

काही निवडक प्रदेशातील जगभरातली गरिबी

संयुक्त राष्ट्रांनी एक प्रस्ताव काढून १९९२ मध्ये जगातलं दारिद्र नष्ट करण्याचं आवाहन केलं. त्यानंतर दरवर्षी १७ ऑक्टोबरला आंतरराष्ट्रीय गरिबी निर्मूलन दिवस पाळला जातो पण या घोषणेची सुरुवात इंदिरा गांधींनी अनेक वर्ष आधी भारतात केली होती. जागतिक बँकेच्या एका अहवालानुसार एका पिढीच्या कालावधीमध्ये जगभरातील १.१ अब्ज लोकसंख्या ही गरिबीतून बाहेर पडलेली आहे. आंतरराष्ट्रीय दारिद्र रेषेखाली राहणाऱ्या म्हणजे ज्यांचं दिवसाचं उत्पन्न १.९० अमेरिकन डॉलर्सपेक्षा कमी असणाऱ्या लोकांची संख्या १९९० ते २०१५ या काळात १.९ अब्जांवरून ७३.५ कोटींवर आलेली आहे. म्हणजेच या कालावधीमध्ये गरीबीचे प्रमाण ३६ टक्क्यांवरून १० टक्क्यांवर आलेलं आहे. २०१८ चे अंदाजानुसार ६५.६ कोटी लोक दिवसाला १.९० डॉलर किंवा त्याहून कमी उत्पनावर जगतात. सहाराखालील आफ्रिका ४३.७ कोटी, दक्षिण आशिया १२१ कोटी, पूर्व आशिया आणि पॅसिफिक ३.४ कोटी, लॅटिन अमेरिका आणि करिबियन २.६ कोटी, मध्यपूर्व आणि उत्तर आफ्रिका २.५ कोटी लोक गरिबीखाली जगत आहेत.[५] आंतरराष्ट्रीय दारिद्ररेषा नुसार २०१८ मध्ये जवळपास जगातील आठ टक्के श्रमिक आणि त्यांचे कुटुंब १.९०+ डॉलर पेक्षा कमी प्रति व्यक्ती प्रति दिवस उत्पन्नावर जगत होते.[३]

वरील आकडेवारी पाहिल्यानंतर हा प्रश्न निर्माण होतो की खरंच जगभरातली गरिबी कमी होतेय का? यावर काही अर्थतज्ज्ञ म्हणतात की, विकासासाठी आखण्यात येणारी धोरणं सर्वात जास्त गरीब असणाऱ्यांकडे पुरेशी पोहोचत नसल्यामुळे असे घडून येत आहे.

जागतिक अधिकोषाचे माजी संशोधन संचालक आणि जेष्ठ उपाध्यक्ष मार्टिन रॅवालियन म्हणतात, ''गरिबी निर्मूलन करून सामाजिक सुधारणा करण्याच्या मार्गातलं सर्वात मोठं आव्हान आहे ते वाढत्या विषमतेचं.''[९]

दारिद्र निर्मुलनाच्या दृष्टीने झालेले भारतातील प्रयत्न व काही ठळक योजना

२० कलमी कार्यक्रम

१९७५ मध्ये इंदिरा गांधींनी गरिबी निर्मूलनासाठी २० कलमी कार्यक्रम जाहीर केला. यामध्ये वस्तूंच्या किंमती घटवणं, छोटे शेतकरी, कामगार यांच्या कर्जवसुलीला आळा घालण्यासाठी कायदा आणणं, सरकारी खर्चात कपात, गावपातळीवरच्या लोकांना कर्जाच्या विळख्यातून बाहेर काढणं हे सगळे मुद्दे यात होते. अल्पभूधारक शेतकरी, मजूर यांचं जीवनमान उंचावण्यासाठी या योजनांची मोठी मदत झाली.[३]

इंदिरा आवास योजना

ही योजना १९८९ पासून डिसेंबर, १९९५ अखेरपर्यंत जवाहर रोजगार योजनेची उपयोजना म्हणून राबविली जात होती. त्यानंतर दि. १ जानेवार .१९९६ पासून ही योजना स्वतंत्रपणे केंद्र पुरस्कृत योजना म्हणून केंद्र सरकार आणि राज्य सरकार यांच्या ७५:२५ टक्के भागीदारीतून राबविण्यात येत आहे. या योजनेअंतर्गत ग्रामीण भागातील दारिद्रय रेषेखालील बेघर किंवा कच्चे घर असलेल्या कुटूंबांसाठी घरकुल बांधणीसाठी अनुदान देण्यात येते. दरवर्षी घरकुलांचे उद्दिष्ट केंद्र शासनाव्दारे निश्चित करण्यात येते.

दिनांक १ एप्रिल, २०१३ पासून केंद्र शासनाने दर्जेदार घरे बांधण्याकरिता प्रति घरकूल रू.७०,०००/– इतकी सुधारित किंमत निर्धारित केली आहे. राज्य शासनाने प्रति घरकूल राज्य अतिरिक्त हिस्सा रू.२५,०००/– एवढा निश्चित केला असून मजुरीच्या स्वरूपात लाभार्थ्यांचा हिस्सा रू.५०००/– असल्याने राज्यातील प्रति घरकुलाची किंमत रू. १,००,०००/– इतकी निश्चित करण्यात आलेली आहे.

ग्रामीण भागातील दारिद्रय रेषेखालील बेघरांपैकी ज्यांना स्वतःची जागा नाही अशा कुटूंबाकरिता जागा उपलब्ध करून देण्यासंदर्भातील योजनेस केंद्र शासनाने मान्यता दिली आहे. ही योजना केंद्र व राज्य ५०:५० टक्के अशी पुरस्कृत आहे. या योजनेंतर्गत घरकुलाच्या जागेसाठी प्रत्येक लाभार्थ्यास साधारण १०० ते २५० चौरस मीटर जागा खरेदी करणे किंवा जागा ताब्यात घेण्यासाठी रू.२०,०००/– किंवा प्रत्यक्ष खर्चाची रक्कम यापैकी जी कमी असेल एवढे आर्थिक सहाय्य अदा करण्याचा निर्णय केंद्र शासनाने घेतला आहे.[७]

या योजनेंतर्गत आतापर्यंत १,९२,३१,६७२ रजिस्ट्रेशन झाले असून त्यापैकी १,८१,३२,१६८ नोंदनी झालेली असून १,२३,१६,८०० घरे पूर्ण झाली असून याकरिता १,७४४९३.१३ कोटींचा निधी खर्च करण्यात आलेला आहे.[९]

सुवर्ण जयंती ग्राम स्वयंरोजगार ;ैलऱ्द्ध

दारिद्र निर्मुलनाच्या व रोजगार निर्मितीच्या योजनांचा आढावा घेण्यासाठी नियोजन आयोगाने नियोजन आयोगाचे एक सदस्य प्रा. हश्मी यांच्या अध्यक्षतेखाली एक समिती नेमली. या समितीने दारिद्र निर्मुलन व रोजगार निर्मितीच्या योजनांमध्ये एकसुत्रता आणण्यासाठी या सर्व योजना एकाच स्वयंरोजगार योजनेत विलीन करण्याची शिफारस केली. या शिफारसीनुसार सरकारने गावात राहणाऱ्या गरीब व्यक्तीचे उत्पन्न वाढविण्याच्या उद्देशाने १ एप्रिल १९९९ रोजी केंद्र सरकार आणि राज्य सरकार यांच्या ७५:२५ टक्के भागीदारीतून सुवर्ण जयंती ग्राम स्वयंरोजगार योजना ही एक नवीन व व्यापक रोजगार कार्यक्रम सुरु झाला. एकात्मिक ग्रामीण विकास योजना, ग्रामीण युवा स्वयंरोजगार प्रशिक्षण योजना, ग्रामीण भागातील महिला व मुलांचा विकास, ग्रामीण कारागीरांना सुधारीत अवजारे पुरविणे, गंगा कल्याण योजना, दशलक्ष विहीरी योजना. यात समाविष्ट करण्यात आल्यात. जिल्हा ग्रामीण विकास एजन्सी द्वारे पंचायत समितीच्या माध्यमातून ही योजना राबविली जाते.[९] या योजनेंतर्गत आजपर्यंत ३ लाख ७५ हजार स्वयंरोजगारांना १ हजार ३७० कोटी ६८ लाख रुपयांचे अनुदान व कर्ज देण्यात आले आहे.[१०]

राष्ट्रीय वृध्दकाळ पेन्शन योजना

६५ वर्षापिक्षा जास्त वय असणाऱ्या, स्वत:चे नियमित उत्पन्न नाही किंवा ज्यांना कुटुंबाच्या सदस्यांकडून किंवा अन्य कोणत्या मागनि आर्थिक सहाय्य मिळत नाही व कोणत्याही आसऱ्या शिवाय जीवन जगत आहेत अशा वृध्दांना आर्थिक मदत करण्याच्या उद्देशाने १ एप्रिल २००० पासून ही योजना राबवीली जात आहे. केंद्र सरकारकडून प्रत्येक महिन्याला लाभार्थीला २०० रु. पेन्शन दिले जाते. राज्य सरकार आपल्या साधनातून आणखी काही रक्कम टाकून यात भर घालु शकते. महाराष्ट्र शासन यात प्रतिमाहिना ४००रू भर घालते. ४४ लक्ष निराधार व्यक्तींना याचा लाभ मिळाला आहे.

इंदिरा गांधी राष्ट्रीय विधवा निवृत्ती वेतन योजना

४५ ते ६५ वय असणाऱ्या विधवांना केंद्र सरकारकडून प्रत्येक महिन्याला लाभार्थीला २०० रु. वेतन दिले जाते. राज्य सरकार आपल्या साधनातून आणखी काही रक्कम टाकून यात भर घालु शकते. महाराष्ट्र शासन यात प्रतिमाहिना ४००रू भर घालते.

राष्ट्रीय परिवार सहाय्य योजना

या योजनेनुसार कमावणाऱ्या कर्त्या व्यक्तीचा ज्याचे वय १८ ते ६५ वर्ष आहे अशा व्यक्तीचा मृत्यू झाल्यास कुटुंबातील व्यक्तींना रू. १००००. सहाय्य करण्यात येते.

अन्नपुर्णा योजना

केंद्र शासनाने २०१३ साली राष्ट्रीय अन्न सुरक्षा कायदा संमत केला होता. त्यानंतर देशातील विविध राज्यात त्याची अंमलबजावणी करण्यात आली. देशातील जवळपास ८१ कोटी जनतेला या कायद्यामुळे सवलतीच्या दरात अन्न धान्य मिळत आहे.[१४] कोरोना काळात अनेकांचा रोजगार कमी झाला होता तेव्हा या योजने अंतर्गत गरिबांना मोफत अन्नधान्याची सुविधा पुरविण्यात आली त्यामुळे गरिबांना जीवन जगने सोईचे झाले होते.

अटल पेन्शन योजना

ज्या ग्राहकांसाठी कुठलीही वैधानिक सामाजिक सुरक्षा योजना उपलब्ध नाही, कुठलीही पेन्शन योजना उपलब्ध नाही, आणि जे ग्राहक आयकर दाते नाहीत अशांसाठी २०१५—१६ पासून मुख्यत: असंघटित क्षेत्रातील नागरिकांसाठी निवृत्ती नंतर दरमहा ठराविक परतावा देणारी एक सरकारी पेन्शन योजना आहे. १८ ते ४० वयोगटातील असंघटित क्षेत्रातील सर्व बचत बँक खातेधारक या योजनेत सहभागी होऊ शकतात १८ वर्षे वयाच्या व्यक्तीने दरमहा ४२ रूपये भरल्यास या व्यक्तीला वयाची ६० वर्षे पूर्ण झाल्यानंतर एक हजार रूपये, दरमहा २१० रूपये भरल्यास पाच हजार रूपये दरमहा पेन्शन मिळू शकेल. या योजनेत ग्राहकाच्या योगदानाबरोबरच पहिली पाच वर्षे (२०१५—१६ ते २०१९—२०) सरकारचेही योगदान राहणार आहे. ग्राहकाचा मृत्यू झाल्यास त्याच्या पत्नी किंवा पतीस ही पेन्शन चालु राहते दोघांचाही मृत्यू झाल्यास त्यांनी नामांकित केलेल्या व्यक्तीस सर्व जमा रक्कम एक रकमी परत करण्यात येते.[७] मे २०१५ पर्यंत भारतातील सुमारे ११ टक्के जनता कोणत्या ना कोणत्या पेन्शन योजनेचा लाभ घेत होती. अटल पेन्शन योजनेद्वारे हा आकडा वाढविण्याचे उद्दिष्ट आहे.[११]

अमृत योजना

लोकांच्या जीवनमानाचा दर्जा सुधारण्यासाठी, स्वच्छ, शाश्वत व पर्यावरणपूर्वक शहरे तयार करण्यासाठी अटल मिशन फॉर रिज्युवेनेशन ॲण्ड अर्बन ट्रान्सफॉर्मेशन (अमृत) या महत्वाकांक्षी अभियानाची घोषणा केंद्र शासनातर्फे दिनांक २५ जुन २०१५ रोजी करण्यात आली असून केंद्र शासनाने या अभियानाअंतर्गत ५०० शहरांमध्ये सुरू करण्यात आली असून यात ६० टक्के शहरी लोकसंख्येचा समावेश आहे.[१५] राज्यातील ४३ शहरांची निवड केली असून सदर अभियान हे सन २०१५—१६ ते २०१९—२० या पाच वर्षाच्या कालावधीसाठी संपूर्ण देशामध्ये राबभविण्यात आली.[४]

इमारत व इतर बांधकाम कामगाराच्या योजना

मागील बारा महिन्यामध्ये ९० दिवसापेक्षा जास्त दिवस बांधकाम कामगार म्हणून काम केलेले, १८ ते ६० वर्षे वयोगटातील बांधकाम कामगारांसाठी इमारत व इतर बांधकाम कामगार अधिनियम १९९६ व महाराष्ट्र इमारत व इतर बांधकाम कामगार नियम २००७ मधील तरतुदीनुसार महाराष्ट्र शासनाने दि. १ मे, २०११ रोजी महाराष्ट्र इमारत व इतर बांधकाम कामगार कल्याणकारी मंडळ या त्रिपक्षीय मंडळाची स्थापना केलेली आहे.

नोंदीत लाभार्थी स्त्री बांधकाम कामगारांस तसेच नोंदित पुरुष लाभार्थी बांधकाम कामगारांच्या पत्नीस दोन जिवीत अपत्यांपर्यंत नैसर्गिक प्रसुतीसाठी रु. १५०००/— व शस्त्रक्रियेद्वारे प्रसुतीसाठी रु. २००००/— एवढे आर्थिक सहाय्य. या सोबत शैक्षणिक खर्च, शैक्षणिक कर्ज, नोंदित लाभार्थी कामगार अथवा त्याच्या पती किंवा पत्नीने एका मुलीच्या जन्मानंतर कुटूंब नियोजनाची शस्त्रक्रिया केल्यास त्या मुलीच्या नावे १८ वर्षपर्यंत एक लाख रूपये मुदत बंद ठेव. अपंगत्व विमा संरक्षण, नोंदित लाभार्थी कामगाराचा मृत्यु झाल्यास त्याच्या नामनिर्देशित केलेल्या वारसास रु. १००००/— रक्कम अंत्यविधीसाठी मदत. विधवा पत्नी अथवा स्त्री कामगाराचे विधुर पतीस प्रतिवर्षी रु. २४०००/— एवढे आर्थिक सहाय्य (फक्त पाच वर्षपर्यंत), त्याच्या कायदेशीर वारसास रु. ५ लाख एवढे आर्थिक सहाय्य, गंभीर आजाराच्या उपचारार्थ रु. १

लाख एवढे वैद्यकिय सहाय्य, संगणकीय शिक्षण मदत, इत्यादी विविध १९ कल्याणकारी योजना राबविण्यात येतात.[७] २१ ऑक्टोबर २०१३ रोजी बांधकाम कामगारांना भेटवस्तू देण्याचा ठराव केला आहे. त्यानुसार उद्योग, उर्जा आणि कामगार विभागाने २४ जानेवारी २०१४ च्या शासन निर्णयानुसार बांधकाम कामगारांना मच्छरदाणी, ब्लॉंकेट, चादर, जेवणाचा डब्बा, चटई या पाच वस्तू खरेदी करण्यासाठी तीन हजार रुपये देण्याचा निर्णय घेतला. यासाठी ३० कोटी रुपयांच्या खर्चास प्रशासकीय मान्यता देण्यात आली. नोंदणीकृत बांधकाम कामगारांना भेटवस्तू खरेदी करुन देण्याऐवजी कामगारांना त्यांच्या पसंतीच्या वस्तू खरेदी करता याव्यात या दृष्टिकोनातून बांधकाम कामगारांस तीन हजार रुपये थेट त्यांच्या बँक खात्यामध्ये जमा करण्यात येतात.[५]

गटई कामगारांना हक्काचे छत

रस्त्याच्या कडेला चामड्याच्या वस्तू व पादत्राणे दुरूस्ती करून उपजिविका चालविणाऱ्या अनुसूचित जातीच्या व्यावसायिकांच्या आर्थिक उन्नतीसाठी शासनाच्या सामाजिक न्याय विभागाच्या माध्यमातून ग्रामपंचायत व नगरपालिका क्षेत्रात १०० टक्के शासकीय अनुदानातून पत्र्याचे स्टॉल व ५०० रुपये इतके रोख अनुदान देण्यात येते. या माध्यमातून कष्टकऱ्यांना हक्काचे आणि मायेचे छत मिळून कष्टाच्या भाकरीची सोय झाली.[५]

प्रधानमंत्री जनधन योजना

देशातील प्रत्येक कुटुंबात किमान एक तरी बँक खाते असावे या महत्त्वाकांक्षी उद्देशाने पंतप्रधान नरेंद्र मोदी यांनी प्रधानमंत्री जनधन योजन सुरू केली. योजना जाहीर झाल्यापासून ४ ऑक्टोबर २०१४ पर्यंत ५.५ कोटी खाती उघडण्यात आलीत. या योजनेअंतर्गत उघडावयाच्या बँक खात्यासाठी प्रामुख्याने आर्थिकदृष्ट्या दुर्बल घटक, फेरीवाले, विक्रेते, घरकाम करणारे, सुरक्षारक्षक, रोजंदारी किंवा नैमित्तिक कामगार अशा घटकांवर लक्ष केंद्रीत करण्यात आले. अधिकाधिक लोकांना या बँकिंगच्या छत्रछायेत आणण्यासाठी ओळखपत्र, रहिवासी पुरावा इत्यादीत मोठी शिथिलता देण्यात आली. ज्यांच्याकडे कोणतेही पुरावे नाहीत त्यांच्यासाठी लघु खाते योजना उघडू शकतात. त्यासाठी त्यांना बँकेच्या अधिकाऱ्यांसमक्ष केवळ स्वत: साक्षांकित केलेले अथवा अंगठ्याचा ठसा असलेले स्वत:चे छायाचित्र देऊन खाते उघडता येते मात्र अशा खात्यांवरील व्यवहारांवर निर्बंध घालण्यात आले आहेत. त्यात एका वर्षात एकावेळी एक लाखांपेक्षा अधिक रक्कम जमा आणि एका महिन्यात दहा हजार रुपयांपेक्षा अधिक रक्कम काढता येणार नाही. किमान वर्षभरानंतर ही खाती अधिकृत मानली जातील. त्यानंतर जर संबंधित खातेदाराने कोणताही अधिकृत पुरावा मिळविण्यासाठी अर्ज केला असल्यास पुन्हा वर्षभरासाठी हे खाते चालविता येते. १५ डिसेंबर २०२१ पर्यंत देशात ४४.१२ कोटी खाती उघडण्यात आलीत त्यात ५५ टक्के पेक्षा जास्त महिला लाभधारक आहेत.[१३]

पंतप्रधान जीवन ज्योती विमा योजना

मे २०१५ च्या आकडेवारीनुसार भारतात फक्त २० टक्के लोकांनीच विमा उतरविला होता हा आकडा वाढविण्याच्या उद्देशाने पंतप्रधान जीवन ज्योती विमा योजना सुरू करण्यात आली. या योजनेअंतर्गत अपघातात मृत्यू पावल्यानंतर सुरक्षा दिली जाते. रुपये ३३० वार्षिक हप्ता भरणाऱ्या १८ ते ५० वयोगटातील व्यक्तीचा मृत्यू झाल्यास २ लाख रुपये भरपाई देण्यात येते. बँका व भारतीय आयुर्विमा महामंडळ यांच्या सहयोगाने या योजनेचे परिचालन केले जाते.[५]

बेघर स्वातंत्र्यसैनिकांना घर बांधण्यासाठी अर्थसहाय्य

या योजनेनुसार ज्या स्वातंत्र्यसैनिकांना स्वत:चे घर नाही, अशा स्वातंत्र्यसैनिकांना त्यांच्या राहत्या गावात घर घेण्यासाठी १० लाख रुपयांचे अर्थसहाय्य देण्यात येते. ज्या स्वातंत्र्यसैनिक किंवा त्यांच्या हयात पत्नीला अजुनही स्वत:चे घर नाही अथवा त्यांच्या निकटवर्ती यांच्या नावे घर नाही अशा लाभार्थ्यांना अर्थसहाय्य दिले जाते. परंतु यासाठीचे लाभार्थी निश्चित होण्यासाठीचे निकष मात्र फारच कडक स्वरूपाचे असल्यामुळे त्याचा विशेष फायदा झाल्याचे दिसत नाही.[५]

मागासवर्गीय विद्यार्थ्यांसाठी डॉ. बाबासाहेब आंबेडकर स्वाधार योजना

यामध्ये अनुसूचित जाती व नवबौध्द विद्यार्थ्यांना भोजन, निवास व इतर शैक्षणिक सुविधा उपलब्ध करून घेण्यासाठी आवश्यक रक्कम संबंधित विद्यार्थ्यांच्या आधार संलग्नीत बँक खात्यात जमा केली जाते. या योजनेचा लाभ घेऊ इच्छिणाऱ्या विद्यार्थ्यांना इयत्ता १० वी, १२ वी, पदवी, पदविकामध्ये ६० टक्के पेक्षा जास्त गुण असणे आवश्यक आहे. अनुसूचित जाती व नवबौध्द प्रवर्गातील दिव्यांग विद्यार्थ्यांसाठी ५० टक्के पेक्षा जास्त गुण आवश्यक राहील. यात मुंबई शहर, मुंबई उपनगर, नवी मुंबई, पुणे, पिंपरी चिंचवड, नागपूर या ठिकाणी उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांसाठी ६०००० रूपये, इतर महसूली विभागीय शहरातील व उर्वरीत 'क' वर्ग महानगरपालिका क्षेत्रातील उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांसाठी ५१००० रूपये, तर इतर जिल्ह्याच्या ठिकाणी उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांसाठी ४३००० रूपये देण्यात येतात. वैद्यकीय व अभियांत्रिकी विद्यार्थ्यांसाठी याव्यतिरिक्त ५ हजार रुपये व अन्य शाखेतील विद्यार्थ्यांना २ हजार रुपये शैक्षणिक साहित्यासाठी ठोक स्वरुपात देण्यात येतात.[५]

आरोग्य विभागाच्या विविध योजना

राज्यातील सर्वसामान्य नागरिकांना चांगली आरोग्य सेवा देण्याच्या दृष्टीकोनातून महाराष्ट्र शासन विविध आरोग्य योजना राबवीत आहे.

अ) सावित्रीबाई फुले कन्या कल्याण योजना — स्त्रियांचा सामाजिक दर्जा उंचाविण्याच्या दृष्टीने दारिद्ररेषेखालील कुटुंबात केवळ एक अथवा दोन मुलींनंतर कुटुंब नियोजन शस्त्रक्रिया करुन घेणाऱ्या जोडप्यांना प्रोत्साहन मिळावे या हेतुने रुपये २००० रोख आणि मुलीच्या नावे रुपये ८००० राष्ट्रीय बचत प्रमाणपत्र देण्यात येतात. तर दोन मुलींवर कुटुंब नियोजन शस्त्रक्रिया करुन घेणाऱ्या व्यक्तीस रुपये २००० रोख तर प्रत्येक मुलींच्या नावे प्रत्येकी रुपये ४००० राष्ट्रीय बचत प्रमाणपत्र देण्यात येतात.[५]

ब) जननी सुरक्षा योजना — या योजनेचा लाभ अनुसूचित जाती, जमाती आणि दारिद्ररेषेखालील गरोदर मातांना प्रसुतीच्या वेळी देण्यात येतो. या योजनेमुळे प्रसुतीपश्चात काळजी घेणे सुलभ झाले आहे.[६]

क) कुटुंब नियोजन शस्त्रक्रिया विमा योजना — या योजनेनुसार शस्त्रक्रियेमध्ये किंवा शस्त्रक्रियेनंतर दुर्दैवाने सात दिवसात महिलेचा मृत्यू झाल्यास संबंधित महिलेच्या वारसास रुपये २ लाख मदत या योजनेंतर्गत दिली जाते. याशिवाय, आठ ते तीस दिवसांच्या कालावधीत मृत्यू झाल्यास रुपये ५० हजारांची मदत दिली जाते. शस्त्रक्रिया असफल झाल्यास लाभार्थ्यास रुपये ३० हजार इतका लाभ दिला जातो. शस्त्रक्रियेमध्ये अथवा शस्त्रक्रियेनंतर ६० दिवसांपर्यंत कोणत्याही कारणाने गुंतागुंत निर्माण झाल्यास रुपये २५ हजार इतका लाभ संबंधितास देण्यात येतो.[६]

ड) नवसंजीवनी — आदिवासी भागातील अनुसूचित जमातीमधील सर्व गरोदर मातांना शासकीय संस्थेत प्रसुती झाल्यावर रुपये ४०० रोख स्वरुपात आणि चारशे रुपयांची औषधे अशा स्वरुपात हा लाभ देण्यात येतो. याशिवाय, आदिवासी गरोदर मातांना आहार सुविधाही देण्यात येते. शासकीय संस्थेत प्रसुतीवेळी या योजनेअंतर्गत एका गरोदर मातेसाठी दोन वेळचा आहार दिला जातो.[९]

राष्ट्रीय अन्न सुरक्षा कायदा

गरीबांना सवलतीच्या दरात अन्न धान्य पुरविण्याच्या दृष्टीने या कायद्याची निर्मिती झाली. महाराष्ट्रात या कायद्याची अंमलबजावणी १ फेब्रुवारी २०१४ पासून करण्यात आली आहे. या योजनेची राज्यात या योजनेचा शुभारंभ केंद्रीय कृषी मंत्री शरद पवार यांच्या हस्ते ३१ जानेवारी २०१४ रोजी करण्यात अली. यामुळे ग्रामीण भागातील ५५ टक्के तर शहरी भागातील ४५ टक्के जनता या योजनेचा लाभ घेत आहेत. या कायद्यामुळे अंत्योदय (प्राधान्य) शिधापत्रिका धारकांना प्रती कुटुंब प्रती महिना ३५ किलो, तर इतर (प्राधान्य) शिधापत्रिका धारकाला ५ किलो धान्य प्रत्येक महिन्याला कुटुंबातील प्रत्येक व्यक्तीनुसार देण्यात येते. या दोन्ही प्रकारात देण्यात येणाऱ्या धान्याचा दर हा गहू रुपये २/— प्रती किलो, तांदुळ रुपये ३/— प्रती किलो तर भरडधान्य रुपये १/—प्रती किलो या दराने धान्याचे वितरण करण्यात येते.[७]

राष्ट्रीय कुटुंब लाभ योजना

सामाजिक न्याय व विशेष साहाय्य विभागाच्या मार्फत ही योजना राबविली जाते. दारिद्रय रेषेखालील कुटुंबातील १८ ते ५९ वयोगटातील कमावत्या व्यक्तीचा अपघाती अथवा नैसर्गिक मृत्यू झाल्यास त्याच्या कुटुंबियास एक रकमी रु.२०,०००/— अनुदान देण्यात येते.[७]

संजय गांधी निराधार योजना

ही योजना १९८० पासून राबविण्यात येत असून या योजनेनुसार ज्यांचे एकत्रित वार्षिक कौटुंबिक उत्पन्न २१ हजार रुपयांपर्यंत आहे. ज्याचे वय ६५ वर्षांपेक्षा जास्त आहे अशा अंध, अपंग, शारीरिक किंवा मानसिक आजाराने ग्रस्त व्यक्ती, सिकलसेलग्रस्त, विधवा, परित्यक्त्या, घटस्फोटीत, अत्याचारित महिला, तृतीयपंथी, अनाथ बालके, देवदासी, तुरुंगात शिक्षा भोगत असलेल्या कुटुंबप्रमुखाची पत्नी, ३५ वर्षे व त्यावरील निराधार अविवाहीत महिलांना प्रति माह ६०० रूपये इतके अनुदान देण्यात येते.[७]

सफाई कामगार पुनर्वसन योजना

राष्ट्रीय स्तरावर अस्वच्छ काम करणाऱ्या सफाई कामगारांचे व त्यांच्यावर अवलंबून असलेल्या कुटुंबियांचे पुनर्वसन करण्याकरिता राष्ट्रीय सफाई कर्मचारी वित्त व विकास महामंडळ, या महामंडळाची स्थापना करण्यात आली असून या योजनेत रू. ५ लाखापर्यंत अर्थसहाय्य केले जाते. हे अर्थसहाय्य सफाई कामगार व त्यांच्या कुटुंबाच्या पुनर्वसनासाठी राष्ट्रीय सफाई कर्मचारी वित्त व विकास महामंडळाकडून केले जात असून जिल्ह्याच्या ठिकाणी ही योजना महात्मा फुले मागासवर्ग विकास महामंडळातर्फे राबविली जाते.

या शिवाय सर्वांसाठी घरे योजना, सामाजिक अर्थसहाय्य योजना, स्वच्छ भारत मिशन अनुदान, राष्ट्रीय कुटुंब लाभ योजना, पोस्टाच्या गुंतवणूक योजना, पाणीपुरवठा संजीवनी योजना, उज्ज्वला योजना, अन्न सुरक्षा योजना, राष्ट्रीय ग्रामीण आजीविका योजना, अनेक कामांसाठी कमी व्याज दरात कर्ज, बिनव्याजी कर्ज पुरवठा करून अर्थसहाय्य करण्यात येणाऱ्या योजना सुद्धा आहेत. ज्यामुळे गरीबांचे दारिद्र कमी करण्यास मदत होत आहे.

दारिद्र निर्मूलन कार्यक्रमांचे मुल्यमापन

स्वातंत्र्योत्तर काळापासून म्हणजेच १९५० पासून विविध प्रकारचे दारिद्र निर्मूलन कार्यक्रम सरकारी तसेच गैरसरकारी पातळीवर अमलात आणले गेले पण तरीसुद्धा आवश्यक तेवढं यश भारतासारख्या विकसनशील देशाला मिळू शकलेले नाही असे दिसून येते. १९७७ मध्ये भारतात गरिबीचा दर ५२ टक्के होता. त्यानंतर मात्र गरिबीचा दर कमी झाला. १९८३ मध्ये हा दर ४४ टक्के एवढा खाली आला. असे असले तरी उत्तर प्रदेशात मात्र गरिबीचे प्रमाण खूप होते. १९७१ मध्ये या राज्यात ६५ टक्के एवढी गरीबी होती. तेंदुलकर समितीच्या मते २००९ मध्ये गरिबीचे प्रमाण ३७.२ टक्के होते. आता हा दर ३२ टक्क्यांवर खाली आला आहे. भारतामध्ये २०११ च्या आकडेवारीनुसार २१.९ टक्के

लोकसंख्या दारिद्रेषेखाली होती.² रंगराजन समितीच्या मते २०११—१२ मध्ये भारतातील दारिद्रयाचे प्रमाण २९.५ टक्के होते. जागतिक बँकेच्या २०२१ च्याआकडेवारीनुसार जगातील ७१.८६ कोटी लोकसंख्या दारिद्रेषेखाली आहे. भारतामध्ये जागतिक बँकेचा मोजमापानुसार १. ९०+ पेक्षा कमी उत्पन्न असणाऱ्या एकूण लोकसंख्येपैकी म्हणजेच १,३९,२०,४६,३३६ जवळ जवळ ८,६७,९९,४६८ इतकी लोकसंख्या दारिद्रेषेखाली आपलं जीवन जगते.³

देशाला स्वातंत्र्य मिळून आज ७५ वर्षे पूर्ण झालीत या दरम्यान देशातील गरिबी किंवा दारिद्र कमी करण्यासाठी भारतात अनेक कार्यक्रम व योजना आखण्यात आल्या. वरील आकडेवारीवरून असे लक्षात येते की दारिद्र निर्मूलनाच्या दृष्टिकोनातून भारतात अनेक कार्यक्रम व योजना आखण्यात आल्या असल्या तरी दारिद्राचे प्रमाण फारसे कमी झालेले नाही दारिद्राचे प्रमाण कमी होत असले तरी अजूनही ते बरेच जास्त असल्याचे दिसून येते त्यामुळे दारिद्र निर्मूलनाच्या दृष्टिकोनातून आखण्यात आलेल्या योजना व कार्यक्रम यशस्वी झाले असे आपल्याला म्हणता येत नाही.

अगदी अलीकडच्या काळातील सांख्यिकी आकडेवारी पाहिल्यास भारतामध्ये ग्रामीण भागात एक चतुर्थांश लोक आजही दारिद्रामध्ये आपले जीवन जगत आहेत तर शहरी भागामध्ये १३.७ टक्के इतकी लोकसंख्या दारिद्रेषेखाली आहे. आधुनिक काळात नवनवीन साधने लोकांना उपलब्ध झाली तरीही रोजगारामध्ये सातत्याने होत असणारी घट, मागणीमध्ये होणारी वाढ, राजकोषीय तूट, भाव वाढ, औद्योगिक मागासलेपणा, नियर्तीचा अभाव, वाढते आयात, सेवा क्षेत्राचा वाढता प्रभाव, राजकीय इच्छाशक्तीचा अभाव, लोकांचे सरकारी योजनांबद्दल अज्ञान, पतपुरवठाचा अभाव, बचत आणि गुंतवणूक याची कमतरता, आरोग्याच्या अपुऱ्या सोयीसुविधा तसेच लोकांची एक विशिष्ट विचार प्रवृत्ती जसे प्रत्येक सरकारने एका विशिष्ट प्रमाणात गरिबांना आर्थिक मदत उपलब्ध करून द्यावी ही भावना इत्यादी मुळे गरिबीची समस्या अधिकाधिक जटिल होत चालली आहे.

उपाययोजना

१) बऱ्याच वेळा राजकीय पक्ष आपापल्या सोयी—सवलती नुसार दारिद्र निर्मूलनाचे विविध कार्यक्रम राबवतात व रद्दही करतात. परंतु सरकार कोणत्याही पक्षाचे असले तरी प्राथमिकता ही केवळ सामाजिक कल्याण तसेच सर्वांगीण आर्थिक विकासाला प्राथमिकता देण्यात यावी.

२) दारिद्रा चे वाढते प्राबल्य रोखण्यासाठी वाढत्या लोकसंख्येवर नियंत्रण, उत्पन्नाची पर्याप्त साधने, आरोग्याच्या सोयी सुविधा, बचत आणि गुंतवणुकीतील वाढ, किंमत वाढीवर नियंत्रण, वाढत्या भ्रष्टाचारावर प्रतिबंध तसेच नवनवीन, पर्याप्त आणि सर्वसमावेशक योजनांची आखनी व अमलबजावनी करने गरजेचे आहे.

३) अलीकडच्या काळात युनिव्हर्सल बेसिक इन्कम (UBI) हीसुद्धा एक चांगली योजना दारिद्र निर्मूलनासाठी उपयुक्त ठरू शकते, या योजनेनुसार देशाचा नागरिक असल्यामुळे प्रत्येक व्यक्तीला प्रति महिना काही विशिष्ट रक्कम सरकार कडून देण्यात येईल त्याचा परिणाम म्हणजेच ज्या लोकांचे उत्पन्न एका विशिष्ट पातळीपेक्षा कमी आहे त्यांना आपले उत्पन्न संतुलित करण्यासाठी मदत होईल.³

४) राजकीय इच्छाशक्तीचा अभाव, लोकांचे सरकारी योजनांबद्दल अज्ञान, पतपुरवठा चा अभाव, बचत आणि गुंतवणूक याची कमतरता, आरोग्याच्या अपुऱ्या सोयीसुविधा इत्यादीमुळे योजना अपयशी होताना दिसतात त्यामुळे या दृष्टीकोनातून या सर्व योजनांबाबत जनजागृती करने महत्वाचे आहे.

५) भारतात लोकांची एक विशिष्ट विचार प्रवृत्ती विकसीत झाल्याचे दिसून येते जसे एका विशिष्ट प्रमाणात गरिबांना आर्थिक मदत उपलब्ध करून देणे ही सरकारचीच जबाबबारी आहे या विचारसरनीमुळे गरीबी कमी करण्यासाठी योजलेल्या योजनांचा फायदेशीर परिणाम दिसून येत नाही. त्याऐवजी जर सरकारने मोठ्या प्रमाणात रोजगार उपलब्ध करून दिले किंवा स्वयंरोजगाराच्या अधिकाधिक संधी ग्रामीण तसेच शहरी भागात उपलब्ध करून दिल्यास दारिद्राचे प्रमाण निश्चितच कमी होण्यास मदत होईल.

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उच्च शिक्षणातील उद्योन्मुख प्रवाह आणि भविष्यातील आव्हाने व संधी

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प्रस्तावना -

सद्यस्थितीत उच्च शिक्षणात होऊ घातलेले बदल, राष्ट्रीय शैक्षणीक धोरणाची नजिकच्या काळात होणारी अंमलबजावणी आणि त्यासंदर्भात उभी राहणारी आव्हाने याची माहिती पाहण्यापुर्वी आपल्या देशातील प्राचीन काळापासून ब्रिटीश राजवटीच्या काळातील शिक्षणाचा ओझरता इतिहास पाहणे आवश्यक ठरते. आपली भारतीय संस्कृती जगाच्या तुलनेत अतिशय प्राचीन असल्यामुळे आपली शिक्षण प्रणाली सुध्दा प्राचीन आहे. ऋग्वेदकालीन शिक्षणप्रणाली हि गुरुकुल पध्दतीची होती. याकाळात सर्वांना शिक्षण घेण्याचा अधिकार होता आणि शिक्षणाचा उद्देश अज्ञानाच्या अंधकारातून ज्ञानाच्या प्रकाशाकडे नेण्याचा होता. उत्तरवैदिक काळामध्ये सामाजिक, राजकीय व धार्मिक स्थितंतरा बरोबरच शिक्षण प्रणालीमध्ये सुध्दा बरेच बदल झाले. शिक्षणातील गुरुकुल पध्दतीची जागा आश्रम पध्दतीने घेतली, त्या काळात शुद्रांना शिक्षणाचा अधिकार नाकारण्यात आली आणि स्त्रियांच्या शिक्षणावर निर्बंध घालण्यात आले. या काळात सवर्णांना युध्दनिती इतिहास, वेदविद्या, व्याकरण, नितीशास्त्र इत्यादी विषयाचे शिक्षण दिले जात असे.

प्राचीन भारताच्या शिक्षण पध्दतीच्या विकासातील बौध्द कालखंड हा महत्वाचा काळ मानला जातो. साधारणतः गौतम बुद्धा पासून सम्राट हर्षवर्धनापर्यंत हा काळ मानता जातो. या काळात विशेषतः उच्च शिक्षणासाठी तक्षशिला, नालंदा, विक्रमशिला इत्यादी विद्यापीठाची स्थापना झाली. या विद्यापिठातून धार्मिक शिक्षणाबरोबरच खगोलशास्त्र, विज्ञान तंत्रज्ञान, शिल्पकला, हस्तकला, औषधोपचार, शल्यचिकित्सा इत्यादी विषयाचे सुध्दा शिक्षण दिले जात असे. बौध्द काळात विदेशातील विद्यार्थी शिक्षण घेण्यासाठी भारतात येत असत.

साधारणतः 12 व्या शतकापासून ब्रिटीशांच्या आगमनापर्यंतचा भारतातील कालखंड हा मध्ययुगीनकाळ म्हणून ओळखला जातो. या काळात ब्राम्हणांचे मोठ्या प्रमाणावर वर्चस्व होते. त्यामुळे सर्वसामान्य समाज अज्ञानाच्या अंधकारात, अंधश्रध्दा, जादुटोणा, मंत्रतंत्र रुढी, परपंरेमध्ये खितपत पडला. त्यामुळेच या काळाला ''अंधकाराचा काळ'' या नावाने सुध्दा ओळखले जाते. या काळात शिक्षण हे बंदीस्त होते. त्यापासून सर्वसामान्य समाज व स्त्रिया कोसो दुर होते. ब्रिटीशांची भारतात सत्ता स्थापन झाल्यानंतर ब्रिटीश सरकारने सर्वांसाठी आधुनिक शिक्षण देण्याला देण्याला सुरुवात केली. त्यातूनच भारतात समाज, धर्म, राजकीय सुधारणेचे युग सुरु झाले. मुंबई, कलकत्ता, मद्रास यासारख्या विद्यापीठातून आधुनिक इंग्रजी शिक्षणाला आपल्या देशात सुरुवात झाली. पुढे भारताला स्वातंत्र मिळाल्यानंतर भारतीय संविधानातच 6 ते14 वर्ष वयोगटातील मुलामुलींना सक्तीचे मोफत शिक्षण देण्याची तरतुद केली. त्यानंतर भारत सरकारने उच्च शिक्षणात सुधारणा घडून आणण्यासाठी विविध शैक्षणीक आयोगाचा नेमणूक केली. 1948 चा राधाकृष्ण आयोग, 1964 चा कोठारी आयोग, त्यानंतर 1968,1986, 1992, 2001 इत्यादी राष्ट्रीय शैक्षणीक धोरण स्विकारुन भारताच्या शिक्षण पध्दतीमध्ये वेगवेगळे प्रवाह निर्माण झाले. प्रस्तुत लघुशोध निबंधामध्ये 21 व्या शतकातील राष्ट्रीय शैक्षणीक धोरणाच्या माध्यमातून उच्च शिक्षणात व एकुणच शिक्षण व्यवस्थेत येणारे नविन प्रवाह आणि त्याअनुषंगाने निर्माण होणारी आव्हाने याची खालीलप्रमाणे मांडणी करता येईल.

राष्ट्रीय शैक्षणीक धोरण 2020 -

भारत सरकारने अगदी अंगणवाडीपासून उच्च शिक्षणापर्यंत नविन शैक्षणीक धोरणाची शैक्षणीक सत्र 2023-24 पासून अंमलबजावणी करण्याचे ठरविले आहे. या धोरणाच्या महत्वाच्या काही शिफारशी पाहणे आवश्यक ठरते. यामधील महत्वाची शिफारस म्हणजे पहिली ते पाचवीपर्यंतचे शिक्षण हे मातृभाषेतून दिले जावे. त्यानंतर सहाव्या वर्गापासून व्यवसायाभिमुख शिक्षण

देण्याची व्यवस्था करण्यात आली आहे. सद्याच्या 10+ 2 ऐवजी 5+3+3+4 अशा प्रकारचा नविन आकृतीबंध लागु होणार आहे. त्यानुसार आता पदवीपर्यंत शिक्षण घेण्यासाठी 4 वर्ष लागणार आहेत. अशाप्रकारे उच्च शिक्षणामध्ये फार मोठा बदल होऊ घातलेला आहे. प्राचीन काळापासून 20 व्या शतकापर्यंत ज्ञानप्राप्ती, चारित्र्यनिर्मिती, राष्ट्रप्रेम, समाजसेवा, नैतिकमुल्य या सारखी शिक्षणाची उद्दिष्ट्ये होती. परंतु 21 व्या शतकामध्ये मात्र सत्ता संपत्ती, नौकरी इत्यादीच्या प्राप्ती साठी शिक्षणाला महत्व आल्यामुळे पुर्वीची उदिष्ट्ये मागे पडून, केवळ नौकरी मिळविणे ह्या एकमेव उदिष्ट्यासाठी शिक्षण घेतले जात आहे. त्यामुळे परिक्षेत मिळणाऱ्या गुणाला जास्त महत्व प्राप्त झाले आहे. पुर्वी शिक्षणाचा तळागाळापर्यंत प्रसार करणाऱ्या शिक्षण महर्षींची जागा आता भरमसाठ शिक्षण शुल्क आकारुन शिक्षण देणाऱ्या शिक्षण सम्राटांनी घेतली आहे. सरकारने सुध्दा उच्च शिक्षणाच्या क्षेत्रात दिले जाणारे अनुदान कमी करुन खाजगीकरणावर भर दिल्यामुळे सर्वसामान्य वर्ग उच्च शिक्षणापासून दुर जाण्याची शक्यता निर्माण झाली आहे.

21 व्या शतकातील शिक्षणासमोरील आव्हाने -

एकेकाळी शिक्षण व्यवस्थेमध्ये ज्ञानार्जन अद्यापण याला पवित्र कार्य समजले जात असे. परंतु आज हि परिस्थिती राहिली नाही. सध्या ज्ञानार्जन आणि अद्यापणात काही संमानिय अपवाद वगळता फारसी आवड राहिलेली दिसत नाही. पुर्वीच्या काळात विद्यार्थी आणि शिक्षकामध्ये शिक्षणाविषयीची तळमळ दिसत होती. आता ति फारसी दिसत नाही. यामागच्या कारणांचा शोध घेणे गरजेचे आहे. सध्याच्या नविन युगात राहणीमानाचा दर्जा सुधारला आहे. नवनविन तंत्रज्ञानाचा वापर होत आहे. संगणक, मोबाईल आणि इंटरनेट च्या माध्यमातून प्रचंड माहिती माणसाच्या मोबाईल वरिल एका क्लिकच्या आधारे हाती आली आहे. या माहिती व तंत्रज्ञानाच्या महापुरामध्ये सध्याची तरुण पिढी वाहत जात आहे. सोशल मिडीयाच्या अतिरिक्त वापरामुळे तरुण पिढी उध्वस्त होण्याच्या मार्गावर उभी आहे. यावर शिक्षण तज्ञानी व राजकारण्यांनी गांभीर्याने विचार करण्याची वेळ आली आहे. माहिती व तंत्रज्ञानाचा वापर करुन शिक्षणाचे एक माध्यम म्हणून झुम, गुगल मिट, स्पाईक यासारख्या ॲपचा वापर करुन कोरोना काळात शिक्षण दिले गेले असेल तरी ते सर्वसामान्यापर्यंत पोहचले नाही. सामान्य परिस्थितीमध्ये अद्यावत तंत्रज्ञानाचा वापर तर केलाच पाहिजे परंतु त्याच बरोबर पुस्तकांचे वाचन लेखन सुध्दा आवश्यक आहे.

नविन शिक्षण प्रणालीतील संधी -

कोरोना काळानंतर सर्वात जास्त बदल शिक्षण क्षेत्रात झालेले आहेत. या स्पर्धात्मक युगामध्ये अगदी शालेय शिक्षणापासूनच विद्यार्थ्यांच्या करियरच्या संदर्भात योग्य ती दिशा पालक आणि शिक्षकाला ठरवावी लागणार आहे. नविन शैक्षणीक धोरणामध्ये त्यासाठी काही प्रयत्न केलेले दिसून येतात. 6 व्या वर्गापासून व्यावसायीक शिक्षण देण्याची सोय हा एक महत्वाचा बदल आपल्याला दिसून येईल. शालेय शिक्षण पुर्ण झाल्यानंतरच खऱ्या अर्थिने विद्यार्थ्यांचा करियरच्या दिशेनी प्रवास चालु होतो. सध्याच्या स्पर्धेच्या काळात एकाच पदवीवर किंवा एकाच कॉलेज किंवा विद्यापीठावर अवलंबुन राहता येणार नाही. जिवनात यशस्वी होण्यासाठी विद्यार्थ्यांना वेगवेगळे स्किल कोर्सेस करावे लागतील. सेक्टर स्किल काउंशिल, नॅशनल स्किल, डेव्हलपमेंट काऊंशील, मुक व स्वंयम् इत्यादी मान्यताप्राप्त संस्थेनी सुरु केलेले ऑनलाईन व ऑफलाईन कोर्सेस करुन वेगवेगळ्या क्षेत्रात रोजगार मिळण्याची संधी त्याद्वारे उपलब्ध होऊ शकते. शिक्षणातील बदलत्या प्रवाहाचा वेध घेऊन विद्यार्थ्यांनी बदलत्या इंडस्ट्रीचा विचार करणे आवश्यक आहे. आपल्याला कोर्सेसची निवड करतांना भविष्यातील 15 वर्षाचा विचार करावा लागणार आहे. कारण भविष्यातील बदलामध्ये आपले कोर्सेस व पदव्या कालबाह्य होणार नाहीत याचा विचार करणे आवश्यक आहे. वर्ल्ड इकॉनॉमिक फोरम संस्थेनी केलेल्या सर्वेक्षणानुसार बदलत्या नविन युगात शाळा व महाविद्यालयातील ज्ञानावर अवलंबुन राहता येणार नाही. विद्यार्थ्यांना सर्वच गोष्टी शिकाव्या लागणार आहेत.

त्यासाठीच नविन शैक्षणीक धोरणात कौशल्यावर आधारीत शिक्षणावर अधिक भर दिला आहे. ज्ञानाबरोबरच विद्यार्थ्यांनी कौशल्य आत्मसात केल्यास निश्चीतच विद्यार्थ्याला आपले करियर घडविण्याची संधी प्राप्त होऊ शकते. सध्याच्या स्पर्धेच्या युगात विद्यार्थ्यांनी फक्त मेडिकल व इंजिनियरिंग या क्षेत्राकडे न वळता बाकीच्या पर्यायाकडे सुध्दा पाहिजे पाहिजे. उदा. नॅनो टेक्नॉलॉजी, हॉटेल मॅनेजमेंट, फॉरेन्सिक, अकाऊंटींग यासारख्या क्षेत्रामध्ये अनेक संधी निर्माण झाल्या आहेत.

अशाप्रकारे उच्चशिक्षणात होऊ घातलेल्या बदलामधील आव्हानांना सामोर जाऊन, विद्यार्थ्यांनी भविष्यात मिळणाऱ्या संधीसाठी स्वतःला तयार करणे आवश्यक आहे.

निष्कर्ष -

1) शिक्षण क्षेत्रातील प्रवाह समजून घेऊन, शिक्षक व विद्यार्थ्यांनी शिकवण्याची व शिकण्याची जिद्द निर्माण होणे आवश्यक आहे.

2) कौशल्यावर आधारीत शिक्षण घेतल्यानंतर त्यामध्ये नवनिर्मिती करण्याचे सातत्याने प्रयत्न करणे गरजेचे आहे.

3) आतापासूनच विद्यार्थ्यांनी ऑनलाईन वरुन ऑफलाईन वर येऊन आपल्यामध्ये असणाऱ्या कौशल्याचा विकास करायला हवा. तरच शिक्षणाच्या या नविन प्रवाहात तरुण पिढीचा टिकाव लागु शकेल आणि त्यांना यशाच्या नवनविन पायऱ्या चढता येऊ शकतील.

संदर्भ -

1) दुरशिक्षण केंद्र शिवाजी विद्यापीठ, कोल्हापूर

2) शिक्षण आणि समाज एम.ए.भाग 1, कोल्हापूर : शिवाजी विद्यापीठ मुद्रणालय

3) शिक्षण संक्रमण नोव्हें.2022 : महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पुणे

4) प्राचीन भारताचा इतिहास ले.नि.सि.दिक्षीत

5) भारताचा इतिहास ले. जयसिंगराव पवार

गृहअर्थशास्त्रातील जीवन कौशल्ये

प्रा. लुंबिनी हरीदास गणवीर
सहयोगी प्राध्यापक आणि विभाग प्रमुख, डॉ. श्यामप्रसाद मुखर्जी कला महाविद्यालय शेंदूरजना घाट, जि — अमरावती

प्रस्तावना—

कौशल्य विकास ही काळाची गरज आहे. भविष्यात तुमच्याकडे किती गुण आहेत यापेक्षा कौशल्य काय आहे याचा विचार होणार आहे. त्यामुळे उपजत जो गुण आहे तो विकसित कसा होईल याकडे लक्ष देणे आवश्यक आहे. कुशल मनुष्यबळ प्रत्येक उद्योग व्यवसायासाठी आवश्यक असते. रोजगारक्षम, स्पर्धात्मक कुशलता असणारा पदवीधर बाहेर पडणे ही काळाची गरज आहे. शिक्षण तेव्हाच पूर्ण आणि सर्वांगीण होते जेव्हा एखादा विद्यार्थी स्वत: शाळा, कुटुंब आणि सर्वांत महत्वाचे म्हणजे देशाप्रति असलेल्या त्याच्या जबाबदाऱ्या आणि कर्तव्ये प्रभावीपणे पार पाडण्यास सक्षम बनतो.

भारतासारख्या मोठी लोकसंख्या असणाऱ्या देशांना भेडसवणाऱ्या प्रश्न पैकी महत्वाचा प्रश्न म्हणजे रोजगार निर्मिती. रोजगार निर्मिती वाढविण्यासाठी वर्तमान परिस्थितीत देश पातळीवर प्रयत्न केले जात आहेत. नवीन शैक्षणिक धोरण हे कौशल्य विकासाचे धडे देणारे आहे लहान मुले आणि किशोरवयीन मुलांच्या सशक्तीकरणासाठी उपयोगी असणारे आहे.

बिजशब्द —

कौशल्य, जीवन कौशल्य, गृह अर्थशास्त्र, नवीन शैक्षणिक धोरण, रोजगार निर्मिती.

उद्देश —

१ कौशल्य म्हणजे काय हे समजून घेणे.
२ नवीन शैक्षणिक धोरणात कौशल्य विकासाचे महत्व अभ्यासणे,
३ गृह अर्थशास्त्र विषयातून होणारा कौशल्य विकास अभ्यासणे.

संशोधन पद्धती —

सादर शोधनिबंध लिखाणासाठी वर्णनात्मक, विश्लेषणात्मक संशोधन पद्धतीचा वापर करण्यात आला आहे. तसेच तथ्य संकल नासाठी दुय्यम स्रोत म्हणून संदर्भ पुस्तके, मासिके, इंटरनेट, जर्नल्स, संशोधनात्मक लेख इत्यादी साधनांचा वापर करण्यात आला आहे.

कौशल्य म्हणजे —

कौशल्य म्हणजे एखादे कार्य निश्चित परिणामासह किंवा योग्य अमलबजावणीसह सामान्यत: वेळेत आणि ऊर्जा किंवा दोन्ही मध्ये पूर्ण करण्याची क्षमता. सामान्यत: योग्य कौशल्ये मिळविण्यासाठी योग्य प्रशिक्षण आणि ज्ञान आवश्यक आहे.

कौशल्य उपजत असले तरी त्याचे सरावाने दृढिकरण करण्याची गरज असते. कौशल्य हे कौटुंबिक संसाधन होण्याकरिता प्राविण्य संपादन करून कुटुंबाचे आर्थिक उत्पन्न वाढविण्याचे ते माध्यम बनावे.

आज जगाच्या आणि देशाच्या अर्थव्यवस्थेचा विचार करता होऊ घातलेल्या आर्थिक सामाजिक बदलांना स्वीकारून आयुष्यात यशस्वी होण्यासाठी कौशल्य आत्मसात करणे आवश्यक आहे.

जीवन कौशल्य —

गृह अर्थशास्त्र ही मानवी ज्ञानाची अशी उपयुक्त शाखा आहे की, तिचा उपयोग व्यक्तीला तिच्या दैनंदिन जीवनात स्वत:च्या सर्वांगीण विकासाकरिता आणि जीवनावश्यक शिस्त लागण्याकरीता होतो. तसेच गृहअर्थशास्त्रात शिकविल्या जाणाऱ्या प्रत्येक शाखेच्या अभ्यासातून जीवनात यशस्वी होण्यासाठी आवश्यक कौशल्यांचा विकास होतो. ही जीवन कौशल्ये वैयक्तिक जीवनात जास्त उपयोगी असली तरी त्याचा वापर व्यावसायिक जीवनात देखील होतो.

गृह अर्थशास्त्र विषयातून कौशल्य विकास—

गृहअर्थशास्त्र ही जीवनाचे शिक्षण आहे त्याचा मानवी जीवन प्रगत करण्यासाठी उपयोग होतो. दिपली भाटकर म्हणतात गृहअर्थशास्त्र म्हणजे स्त्री जीवन समृद्ध करणारी गृहव्यवस्थापनाची कला होय विषयाच्या गृहव्यवस्थापन, आंतरिक सजावट, आहार आणि पोषणशास्त्र, वस्त्रशास्त्र, मानवी विकास, विवाह आणि कौटुंबिक संबंध, विस्तार शिक्षण, उपभोक्ता ग्राहक अर्थशास्त्र या प्रमुख शाखा आहेत.

गृहव्यवस्थापन — मर्यादित साधन संपत्तीचा वापर करून कुटुंबाचे, जीवनाचे उद्दिष्ट साध्य करण्याचे कौशल्य यातून शिकता येते. आपल्या सभोवताली होणाऱ्या बदलणा सामोरे जाताना परिस्थितीनुसार निर्णय घेण्याचे , स्वतःच्या अंगभूत गुणांना ओळखून त्याचा संसाधन म्हणून उपयोग करण्याचे कौशल्य गृहव्यवस्थान शाखेतून शिकविले जाते.

आंतरिक सजावट— यामध्ये गृह सजावटीचे प्रात्यक्षिक ज्ञान दिले जाते. घराचे सौन्दर्य, फर्निचर ची मांडणी. पडद्यांची निवड, पुष्प रचना तयार करणे तसेच कलेच्या तत्व आणि मुळघटकांचा उपयोग करून आंतरिक सजावट करण्याचे कौशल्य या शाखेच्या अभ्यासाने विकसित होते.

आहार आणि पोषणशास्त्र — अन्न शिजविण्याच्या शास्त्रीय पद्धती , अन्न संरक्षणाच्या पद्धती, विविध संरक्षक पदार्थ, विविध अवस्थाकरीता आहार आयोजन , आजाऱ्याकरीता आहारोपचार, विविध प्रांतीय पदार्थ बनविण्याचे कौशल्य प्रत्यक्षिकाद्वारे शिकविले जाते.

मानवी विकास — मानवाच्या सर्वांगीण विकासाचा तसेच विकासावर परिणाम करणाऱ्या सर्व घटकांचा अभ्यास या शाखेत केला जातो. तसेच बाल संगोपणाचे कौशल्य विकसित केले जाते .

वस्त्रशास्त्र— वस्त्रशास्त्र विषयाच्या अभ्यासातून कपडे शिवाणे , दुरुस्त करणे. धाग्याच्या प्रकारानुसार कपडे धुणे, कपडे रंगविणे , कपड्यांची परिसज्जा , सजावट,भरतकाम यासारखी प्राथमिक कौशल्ये विकसित केली जातात .

गृहअर्थशास्त्र विषयाच्या अभ्यासक्रमातून शिकविली जाणारी कार्यपद्धती ही कौशल्य विकसित करणारी आहे. ती गृहकार्याची सर्वोत्तम पद्धती आहे. तसेच मानवी जीवन जगतांना अर्थार्जनासाठी उपयोगात येणार आहेत.

केंद्रीय माध्यमिक शिक्षण मंडळ दिल्ली यांनी प्रकाशित केलेल्या २१जी सेंचुरी स्किल : अ हँडबुक या पुस्तकात जीवन कौशल्याची ज्याप्रमाणे मांडणी केलेली आहे ती विचारात घेता गृहअर्थशास्त्र विषयाचा अभ्यास हा दैनंदिन जीवन यशस्वीपणे जगण्यासाठी आवश्यक जीवन कौशल्याचा विकास करण्यासाठी महत्वपूर्ण आहे. यातून व्यक्तिमध्ये जीवन कौशल्ये पुढीलप्रमाणे विकसित होतात.

लवचिकता आणि अनुकूलता — सतत आपल्या सभोवताल होणाऱ्या बदलांना सामोरे जाऊन त्या बदलांचा स्वीकार करणे व त्यांच्याशी जुळवून घेणे. आणि परिस्थितीनुसार निर्णय घेणे व कार्यक्षमतेने अभूतपूर्व परिस्थितीचा सामना करणे. नवीन वतावरणाला अनुकूल करण्यासाठी स्वतः मध्ये बदल करणे सभोवतालच्या परिस्थितीत लवचिक व अनुकूल होण्याचे कौशल्य प्रतिकूल परिस्थितीला सामोरे जाण्यास उपयोगी पडते.

नेतृत्व आणि जबाबदारी— नेतृत्व म्हणजे समुदायाचे नेतृत्व करणे तसेच वेगवेगळ्या पद्धतीने समूहाकडून सर्वोत्तम कामगिरी करून घेण्याची क्षमता आणि वास्तविक जगाच्या आव्हानाच्या संदर्भात प्रभावी समुहव्यवस्थान करण्यास सक्षम असण्याची क्षमता निर्माण होते . यामुळे चिकाटी जबाबदारी लवचिकता आत्मविश्वास या मूल्यांचा विकास होतो.

पुढाकार आणि स्वादिशा — पुढाकार कौशल्यामध्ये स्वतंत्रपणे कार्य सुरू करण्याची क्षमता समविष्ट असते कोणतेही काम करण्यासाठी पुढाकार घेण्याचे कौशल्य आणि अंतः प्रेरनेतून ऊर्जा घेऊन वेगवेगेली कामे करण्याचे कौशल्य विकसित होते. विद्यार्थ्याना स्वतःच्या विकासाचा मार्ग तयार करण्यासाठी मदत करते.

उत्पादकता आणि उत्तरदायित्व — ठराविक वेळेत अधिकाधिक चांगले उत्पादन करता येणे तसेच वेळेचा सदुपयोग करून नवनवीन विचारांना मूर्त स्वरूप देण्याचे कौशल्य विकसित होते. उत्तरदायित्व म्हणजे कोणत्याही कामासाठी जबाबदारीची भावना लक्षात घेणे ज्यामुळे काम प्रभावीपणे करण्यास मदत होते.

सामाजिक आणि अंतर सांस्कृतिक संवाद — विविध सामाजिक आणि सांस्कृतिक वातावरणात संवाद साधण्याचे, सहकार्यानि आणि प्रभावीपणे काम करण्याचे कौशल्य देखील या अभ्यासातून विकसित होते

निष्कर्ष —

ज्या विद्यार्थ्यानी आपला कौशल्य विकास साधला आहे त्यांना निश्चितच भविष्यात चांगल्या संधि उपलब्ध होणार आहेत. वेगवेगळे कौशल्य असणाऱ्या लोकांची आज जगभरात गरज आहे. त्यामुळे प्रत्येकाने विद्यार्थी दशेत आपल्यातील कौशल्याचा विकास घडवून आणणे ही काळाची गरज आहे.

संदर्भ

१   ल्पद इन्र कौशल्य विकास काळाची गरज , सागर गवई सोम १८ फेब २०१९

२   डींदमूे , कौशल्य विकास कार्यक्रम, सहायक संचालक जिल्हा कौशल्य विकास रोजगार व उद्योजक्ता मार्गदर्शन केंद्र,

३   २१ व्या शतकातील कौशल्ये, १३ ऑक्टो २०२२

४   कौटुंबिक सांसाधनाचे व्यवस्थापन आणि आंतरिक सजावट; प्रा डॉ हावरे, भाटकर

५   कौटुंबिक सांसाधनाचे व्यवस्थापन आणि गृह सजावट; फरकाडे,गोगे

महिला सक्षमिकरणात डिजिटल आर्थिक व्यवहाराचे योगदान

श्वेता शिरीष गुंडावार[1], डॉ. उषा खंडाळे[2]

[1]Research Scholar, Research center: CHLR, सरदार पटेल महाविद्यालय, चंद्रपूर
[2]मार्गदर्शक, गृहअर्थशास्त्र विभाग प्रमुख, सरदार पटेल महाविद्यालय, चंद्रपूर

सारांश :

महिला सक्षमीकरणासाठी शासनाने महिला धोरण जाहीर केले आहे. या धोरणांमध्ये प्रामुख्याने स्त्रियांवरील अत्याचार, हिंसा, त्यांच्या आर्थिक दर्जात सुधारणा, स्वयंसहाय्यता बचत गटांचा विकास यासारख्या बाबींचा विचार करण्यात आला. महिलांच्या विकासात उच्च शिक्षणाला फार महत्व आहे. पण, फक्त उच्च शिक्षण घेवून महिलांवरील अत्याचार दूर होत नाही तर, त्यासाठी त्यांना मानसिक व आर्थिक दृष्ट्या सक्षम होणे आवश्यक आहे व आर्थिक दृष्ट्या सक्षम होण्यासाठी त्यांनी नौकरी किंवा स्वतःचा व्यवसाय केला पाहिजे , असे करताना घराकडे दुर्लक्ष न होण्यासाठी त्यांनी वेळ व श्रम कमी लागतील अशा मार्गांचा कार्यपूर्ती साठी उपयोग करायला पाहिजे. असे मार्ग म्हणजे श्रमबचतीच्या साधनांचा वापर होय यामध्ये प्लास्टिक मनी कार्ड हा डिजिटल आर्थिक व्यवहाराचा सोपा आणि कमी वेळ व कमी श्रम खर्च होणारा मार्ग आहे.

बीजशब्द :

सक्षमीकरण, कार्यसरलीकरण, प्लास्टिक मनी, श्रमबचतीची साधने, डिजिटल आर्थिक व्यवहार, ऑनलाईन बँकिंग.

प्रस्तावना :

फार पूर्वीपासूनच महिलांचे कार्यक्षेत्र चूल व मूल एवढेच समजले जात आले आहे. एकूण लोकसंख्येच्या जवळपास अर्धी लोकसंख्या महिलांची आहे. अशा या अर्ध्या लोकसंख्येला पूर्वीपासूनच दुर्लक्षित किंवा दुय्यम वागणूक मिळत आली आहे. परिणामी महिलांचा जीवनस्तर दुर्लक्षित राहिला आहे. त्यांच्यावर अत्याचार करून त्यांना हीन वागणूक दिल्या जात आली आहे. महिलांवर होणारा अत्याचार दूर करून त्यांची प्रगती व्हावी व त्यांचा विकास व्हावा या दृष्टीने योग्य अशा वातावरणाची निर्मिती करणे म्हणजेच महिला सक्षमीकरण होय.

"महिला सक्षमीकरण म्हणजे, महिलांमधील आत्मविश्वास जागृत करून त्यांच्यात मुलभूत गरजांची पूर्तता करण्याची क्षमता निर्माण करणे"

महिलांचे क्षेत्र चूल व मूल असे समजले जात असले तरी आज महिला घर सांभाळून स्वतःचा विकास, पर्यायाने देशाचा विकास साधत आहे. त्यांच्या या विकासात उच्च शिक्षणाचे फार महत्व आहे. पण फक्त शैक्षणिक सक्षमता असून चालत नाही तर, मानसिक व आर्थिक सक्षमता असणे तितकेच गरजेचे आहे. भारतातील बऱ्याचशा महिला घरकामात व्यस्त असतात, त्यामुळे त्यांना आर्थिक क्षेत्रात दुय्यम स्थान दिल्या जात आले आहे. आर्थिकदृष्ट्या सक्षम असण्याचे महिलांचे प्रमाण फार कमी आहे. ग्रामीण भागातील महिला शेती, मजुरी, बचतगट, दुग्धव्यवसाय इत्यादीच्या माध्यमातून आर्थिकदृष्ट्या सक्षम होण्याचा प्रयत्न करीत असतात.

"स्त्री सक्षमीकरणासाठी महाराष्ट्र सरकारने जाहीर केलेले महिला धोरण

- प्रथम धोरण – १९९४
- द्वितीय धोरण – २००१
- तृतीय धोरण – २०१४

या धोरणांमध्ये प्रामुख्याने स्त्रियांवरील अत्याचार, हिंसा, त्यांच्या आर्थिक दर्जात सुधारणा, स्वयंसहाय्यता बचत गटांचा विकास यासारख्या बाबींचा विचार करण्यात आला. तसेच शासकीय व निमशासकीय यंत्रणांमध्ये महिलांना ३०% व स्थानिक स्वराज्य संस्थेत ५०% आरक्षण ठरविण्यात आले." (https://mr.m.wikipediya.org>wiki)

महिला आर्थिकदृष्ट्या सक्षम व्हाव्यात या दृष्टीने व्यवसाय व नौकरीच्या निमित्याने घराबाहेर पडल्या, पण त्यांचे चूल व मूल हे क्षेत्र अजूनही सुटलेले नाही आहे. अशावेळी घरकाम व मुलांच्या शिक्षणाची जबाबदारी व सोबतच व्यवसाय किंवा नौकरी अशी दुहेरी-तिहेरी जबाबदारी पेलण्यासाठी त्यांच्याकडे वेळ व उर्जा कमी असते. अशा या मर्यादित वेळात त्यांना या दोन्ही जबाबदाऱ्या सक्षमपणे पार पाडावयाच्या असतात. अशावेळी त्यांनी कार्यसरलीकरणाचे तत्व वापरल्यास त्या त्यांच्यावरील आलेली तिहेरी जबाबदारी यशस्वीपणे सहज पेलू शकतील. कार्यसरलीकरण साधताना श्रमबचतीच्या साधनांचा तिने उपयोग केल्यास जसे, मिक्सर, microwave, washing machine, dishwasher, robo map यासारख्या श्रमबचतीच्या साधनांसोबतच वेळ व श्रम कमी खर्च होतील असे, ऑनलाईन बँकिंग, युपीआय, प्लास्टिक मनी कार्ड यासारख्या डिजिटल आर्थिक व्यवहारांचे सहाय्य घेतल्यास महिला त्यांची बरीचशी आर्थिक व्यवहाराशी संबंधित कामे कमी वेळ व कमी श्रमात करू शकतील. जसे, बँकांची कामे, मुलांच्या शाळांची फी भरणे, पैसे हस्तांतरित करणे, किराणा खरेदी, कपडे, शोभेच्या वस्तूंची खरेदी अशा प्रकारची सर्व खरेदी ऑनलाईन बँकिंग अर्थातच डिजिटल व्यवहाराच्या माध्यमातून केल्यास महिला कमी वेळ व कमी श्रमात ही सर्व कामे पूर्ण करू शकतील त्यामुळे घरासाठी व नौकरी किंवा व्यवसायासाठी त्यांना वेळ व श्रम कमी पडणार नाही आणि त्यांनी जो आर्थिक सक्षमीकरण करण्याचा घेतलेला निर्णय आहे, त्यात ह्याचा सकारात्मक फायदा होईल. "डिजिटल आर्थिक व्यवहारामुळे रोख रक्कम जवळ न बाळगता विविध सेवा व खरेदी यांचा आनद त्या घेवू शकतील. शिवाय रोख रक्कम जवळ बाळगण्याची गरज भासणार नाही. त्यामुळे पैसे चोरी जाण्याची भीती, हरविण्याची भीती राहणार नाही.

महिलांची सुरक्षितता, संरक्षण व सक्षमीकरण इत्यादींसाठी केंद्रीय महिला आणि बालविकास मंत्रालयाने २०२१ ते २०२५ या काळात शक्ती अभियान हा एकात्मिक महिला सक्षमीकरणाचा कार्यक्रम सुरु केला आहे. महिलांच्या नेतृत्व गुणांचा विकास घडवून आणण्यासाठी ही योजना फायद्याची ठरेल. १ एप्रिल २०२२ पासून या अभियानाचे नियम लागू झालेत. महिलांना आर्थिक दृष्ट्या सक्षम करणे, व मुक्त वातावरणात त्यांना मुक्तपणे निर्णय घेता यावेत या दृष्टीने शक्ती अभियानाचे आयोजन केले आहे. आर्थिक सक्षमीकरणासाठी कौशल्य विकास, सूक्ष्म कर्ज मिळण्याची सुलभता इत्यादींची पूर्तता या अभियानातून होत आहे. महिला कौशल्याच्या माध्यमातून व्यवसायाची निर्मिती करतील व त्या व्यवसायाला वेळ देण्यासाठी मदत म्हणून त्यांनी त्यांचे आर्थिक व्यवहार डिजिटल माध्यमातून केल्यास त्याचा फायदा त्यांच्या व्यवसायाला पर्यायाने त्यांच्या कुटुंबाला होईल व त्या आर्थिकदृष्ट्या सक्षम होतील. महिला ह्या आर्थिक दृष्ट्या सक्षम झाल्याने....

- अनपेक्षित उद्भवलेल्या परिस्थितीला त्या यशस्वीपणे तोंड देवू शकतील.
- महिलांच्या राहणीमानाचा दर्जा सुधारेल.
- गरिबी कमी होईल.
- कुटुंबावर येणारी आर्थिक संकटे कमी होतील.
- पौष्टिक आहार घेवू शकतील.
- शारीरिक आरोग्य चांगले राहील.
- औषधांवर होणारा खर्च कमी होईल.
- कुटुंबाचे दरडोई उत्पन्न वाढेल.
- कुटुंबाची बचत वाढेल.
- व्यवसायाचा विस्तार करण्यासाठी पैसा उपलब्ध होईल.
- कपडे व मनोरंजनावर थोडा फार पैसा खर्च करू शकतील त्यामुळे आनंदी राहतील.
- जीवनमान सुधारेल.
- सार्वजनिक कार्यात सक्षमपणे सहभाग घेतील.

महिला सक्षमीकरणाच्या दृष्टीने पुढे आलेल्या किती महिला प्लास्टिक मनी कार्ड व ऑनलाईन बँकिंग द्वारे डिजिटल व्यवहार साधतात की नाही हे बघण्यासाठी व्यावसायिक महिलांचा अभ्यास करण्यात आला. यात बचत गट चालविणाऱ्या, लघु उद्योग करणाऱ्या महिला होत्या. त्यांना प्लास्टिक मनी कार्डचा वापर करणे फायद्याचे आहे किंवा नाही हे बघण्यात आले. यात बचत गट व लघु उद्योग करणाऱ्या ५० महिला निवडण्यात आल्या. त्यातील ६०% महिलांकडे प्लास्टिक मनी कार्ड होते तर, ४०% महिलांकडे प्लास्टिक मनी कार्ड नव्हते. ५०% महिलाकडून प्लास्टिक मनी कार्डचा वापर फक्त एटीएम मधून पैसे काढण्यासाठीच होत होता. तर, ३२% महिला त्यांच्याजवळ प्लास्टिक मनी कार्ड नसल्याने एटीएम मधून पैसे काढण्यासाठी वापर करीत नव्हत्या पण १८% महिला इतर आर्थिक व्यवहारासाठी कार्डचा वापर करीत होत्या. डिजिटल आर्थिक व्यवहारामुळे वेळ व श्रम वाचतात असे म्हणणाऱ्या ४०% महिला आढळल्या तर, २०% महिलांना प्लास्टिक मनी कार्डद्वारे आर्थिक व्यवहार केल्याने वेळ व श्रम वाचत नाही असे वाटत होते कारण त्यांच्याकडे प्लास्टिक मनी कार्ड नव्हते. तर, ४०% महिला आपले मत व्यक्त करू शकल्या नाही.
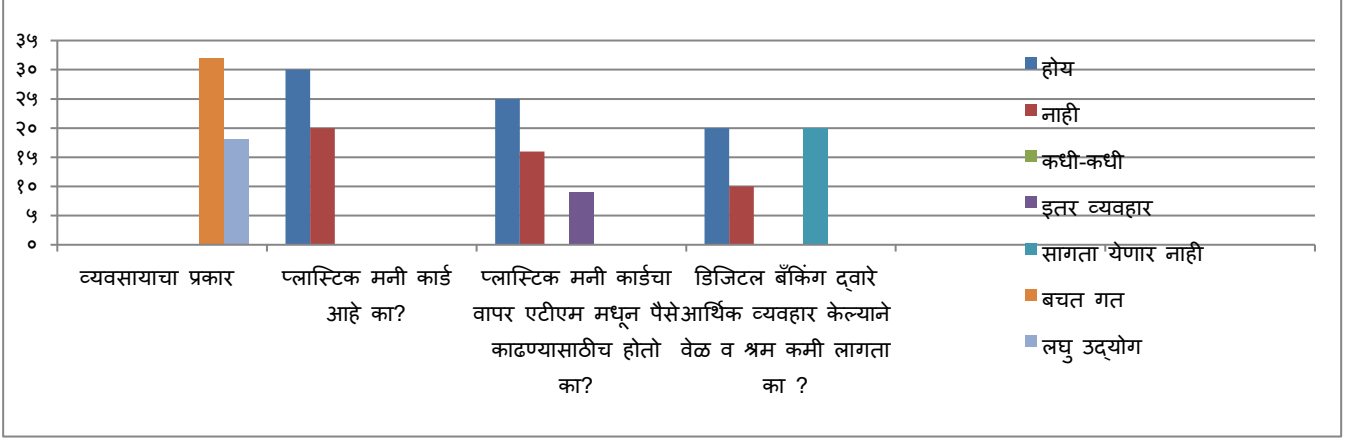
निष्कर्ष :

महिलांवर होणारा अत्याचार दूर करून त्यांची प्रगती व्हावी त्यांचा विकास व्हावा या दृष्टीने योग्य अशा वातावरणाची निर्मिती करणे म्हणजेच महिला सक्षमीकरण होय. महिला आर्थिकदृष्ट्या सक्षम होण्याकरिता व्यवसाय व नौकरीच्या निमित्याने घराबाहेर पडल्या. घरकाम व मुलांच्या शिक्षणाची जबाबदारी व सोबतच व्यवसाय किंवा नौकरी अशी दुहेरी-तिहेरी जबाबदारी पेलण्यासाठी त्यांनी शक्य असेल अशा विविध कामांच्या पूर्ततेसाठी डिजिटल आर्थिक व्यवहाराचे सहाय्य घेतल्यास त्या नक्कीच ती कामे कमी वेळ व कमी श्रमात पूर्ण करून त्या वेळेचा व श्रमाचा उपयोग इतर कामांसाठी करू शकतील त्यामुळे त्यांची कार्यक्षमता वाढून त्या व्यवसाय किंवा नौकरीच्या ठिकाणी स्वतंत्रपणे स्वतःचे अस्तित्व निर्माण करू शकतील.

संदर्भ सूची :

१) https://mr.m.wikipediya.org>wiki

२) https://pib.gov.in>press

३) https://www.saamana.com>artical

४) गृहव्यवस्थापन आणि गृहकला, विद्या प्रकाशन, पान नं.४७-५५

५) कौटुंबिक संसाधनांचे व्यवस्थापन, पिंपळापुरे and कं. पब्लिशर्स पान नं.६७-६८

६) https://www.jagranjosh.com

७) (मौद्रिक अर्थशास्त्र, डॉ. प्रकाश सोमलकर व प्रो. शाम हेडाऊ, मे.रजनी प्रकाशन पान नं. 1 ते 34)

अध्ययन व नाट्य शिक्षण.

कु. अंजली अनिल अंजनकर
संशोधक विद्यार्थींनी

सारांश

नाट्यकलेचा एक प्रकार आहे, जो व्यक्तीचे नाव आणि संघर्षाचा शोध आहे. हा सामान्यतः कलेचा एक प्रकार आहेपात्रांमधील कथेचे सादरीकरण संवाद आणि शारीरिक हालचालींद्वारे केले जाऊ शकते.नाटकात कथा संवाद, वेशभूषा, दृश्ये, प्रकाशयोजना इत्यादी विविध घटकांद्वारे व्यक्त केली जाते.हे संगीत, आवाज आणि संवादाद्वारे केले जाऊ शकते. नाटक आणि त्यातून होणारा संवाद, बौद्धिक आणि नाटकाचे कलाकार आणि प्रेक्षक/प्रेक्षक या दोघांवरही भावनिक प्रभाव पडतो. नाटक हेएखाद्या विधीप्रमाणे असते.ज्यामध्ये आपण आपल्या प्रतिमेचे मूल्यांकन करू शकतो आणि मानवी वर्तन आणि भावनांचे तपशील समजू शकतोनाटक हे अनेक कथांमधून जीवनातील सत्ये, वेगवेगळ्या काळातील आणि सांस्कृतिक दृष्टिकोनातून प्रकट करतात.कारण ते कशाचे प्रतिनिधित्व करते, आपला दृष्टीकोन त्याला सर्वसमावेशक बनवतो.

संशोधन निबंधाचे शीर्षक
अध्ययन व नाट्य शिक्षण
संशोधन निबंधाचे उद्दिष्ट्ये

1. नाट्य शिक्षण संकल्पना समजून घेणे.

2. अध्ययन व नाट्य शिक्षण यांच्या संबंधाचा आढावा घेणे.

3. नाट्यशिक्षणाचे महत्त्व समजून घेणे.

संशोधन पद्धती

प्रस्तुत संशोधनात सर्वेक्षण संशोधन पद्धतीचा वापर केला आहे.

नाट्यशिक्षणाचे महत्त्व / फायदे:
1. विद्यार्थ्यांचा आत्मविश्वास:

वर्गात कर्मचाऱ्यांचा नवीन सदस्य स्वीकारणे आणि उमेदवारांना कर्मचाऱ्यांचा एक पात्र सदस्य सादर करणे.अर्दा किना मुलांना त्यांच्या कौशल्यांवर आणि क्षमतेवर विश्वास ठेवण्यासाठी धडपडत आहे. नाटक की क्रियाकलापांद्वारे, बार्डच्या जीवनातील आत्मविश्वास, त्यांचे कार्य, त्यांची शाळा आणि त्यांचे जीवन,शरीर विविध पैलूंमध्ये गुंतलेले आहे.

2. विद्यार्थ्यांची कल्पनाशक्ती

नाटकाच्या कार्यक्रमात कल्पकतेची, नवीन कल्पनांची, नवीन कल्पनांची गरज असते.मुलांमध्ये किती कल्पकता आहे हे दाखवण्याचे काम Ashard करतो.आणि लाईककल्पनाशक्ती ही ज्ञानापेक्षा खूप महत्वाची आहे.

3. नवोपक्रमाची सुसंगतता:

वेगवेगळ्या संदर्भांमध्ये, भिन्न संस्कृती एकमेकांपासून भिन्न आहेत.भिन्न विद्यार्थी मुलांच्या संकेतांचा दृष्टिकोन समजून घेण्यास सक्षम असावेत आणि त्यांची टक्केवारी समाविष्ट करू शकतात.हे बनवण्यामध्ये एक वेदना आहे आणि या प्रकारच्या प्रकाशनामुळे त्याचे समतुल्य वाढते.

4. सहयोग/समुदायिक भावनांचा प्रचार:

थिएटर आर्ट्सच्या विद्यार्थ्यांची कौशल्ये आणि क्षमता.जोडते या सहयोगी प्रक्रियेमध्ये पारंपारिक वैचारिक समर्थन, पुनर्प्रशिक्षण, सादरीकरण समर्थन समाविष्ट आहे.समाविष्ट आहेत. या उपक्रमांमुळे मुलांमध्ये सहकार्याची आणि समजूतदारपणाची भावना निर्माण होते. जे जीवनात ते खूप महत्वाचे आहे.

5. एकाग्रता वाढवते –

नाटक एक गहन समूह कामगिरी म्हणून सादर केले जाऊ शकते. यात परिचय, सादरीकरण. टक्केवारीवरून एकाग्रता अपेक्षित आहे. ही एकाग्रता शिक्षण, शारीरिक क्रियाकलाप इ.

6. वरील सर्व पॅकेजमध्ये समाविष्ट करणे आवश्यक आहे.

एकाग्रतेचा अभ्यास कठीण आहे.

7. समस्या सोडवण्याचे कौशल्य –

नाटकात भाग घेणारी मुले आणि जेव्हा आपण संवाद कसा साधायचा हे शिकतो तेव्हा ते अप्रत्याशित होते.परिस्थिती हाताळण्यासाठी जलद आराम आणि जलद समस्या सोडवण्यावर भर दिला जातो.

8. खेळ/मस्ती

नाटक हा मुलांसाठी खेळ, मजा आणि मनोरंजन आहे. ज्यामुळे मुलांचा बालिशपणा वाढतो आणि त्यांचा ताण कमी असतो.

9. भावनिक अभिव्यक्तीचे एक माध्यम:

नाट्यमय कृतीचे विविध प्रकार.भावना आणि इच्छा व्यक्त करण्याचे माध्यम किती आहे? ही मुले आहेत आक्रमकता आणि तणाव निरोगी नकारात्मक पुनरावलोकनांपेक्षा कमी वेदनादायक आहेत.त्यांच्यात समाजविघातक वागण्याची शक्यता कमी असते.

10. आरामदायी

नाटकीय क्रियाकलापांमध्ये मुलांसाठी शारीरिक, मानसिक आणि भावनिक ताण टाळला पाहिजे.उत्पन्नाचा ताण कमी करण्यासाठी अर्थसंकल्पात महत्त्वाचे योगदान असते.

11. आत्मसन्मान वाढवणे:

नाटक हे धडे आणि कृती आणि मुलांचा अभ्यास करत असलेल्या क्रियाकलापांचे सादरीकरण आहे.आंधाईतकी किंमत सांगतो. नाटक आणि अर्थपूर्ण हालचाली मुलांचे आत्म-नियंत्रण वाढवतात .

12. परस्पर उपवासाला प्रोत्साहन द्या

नाटकाचे वेगवेगळे भाग असलेले नाटक म्हणजे सक्रिय टक्केवारीचे नाटक.मुख्य क्रियाकलापांपैकी एक मानसिक गतिशीलता होती ज्यामध्ये मुलांचा सक्रिय सहभाग होता.लीलापन समन्वय आणि हालचाल नियंत्रण सुधारते.

13. शारीरिक आरोग्य फायदे

श्वासोच्छवासाचा दर, लक्षणांचा दर आणि व्यायामाचा दर वाढतो. नाटक प्रमुख उपक्रम चपळता ही अशी क्रिया आहे जी मुलांना समन्वय, संतुलन आणि समन्वय विकसित करण्यास सक्षम करते,नियंत्रण वाढवते.

14. सामंजस्य करार

नाटकाच्या क्रियाकलापांचा सराव आणि तालीम करून, मुलाला शारीरिकरित्या शिकवले जाते, बोलले जाते.आषाढ साभी का स्मिन इखना होता है वा उन्हेंबा बाई रधुआना होता है. जी लहानपणीची आठवण आहे वाढणे वेदनादायक आहे.

15. एकसंध आकार-जागरूक बिया

कथा, काशवतायेन, रडतन कथाये, आषाढ मुलासाठी खेळ शशाभान समाजक यांसारखे नाटक.आयाम, समस्या आणि आंतर-सांस्कृतिक पूर्वग्रह जसे की मुलांचे सामाजिक,सांस्कृतिक जाणिवा वाढवणे आणि वाढवणे यात त्यांचे कष्ट काय?

निष्कर्ष व शिफारशी.

1. मुलांसाठी आणि इतरांसाठी उपयुक्त असणारे विविध उपक्रम त्याचा प्रत्येकावर किती परिणाम होतो. या श्रेणीतील काही प्रमुख किक खालीलप्रमाणे आहेत:वर्गातील वातावरण, कला विषयांची व्याप्ती आणि समाज आणि समाजाचा दृष्टीकोन. वस्तुस्थिती: शिक्षक याह तय शिक्षकांना त्यांच्या वर्गाचे वैयक्तिकरित्या वर्णन करणे सर्वात उपयुक्त आहे. हे मार्गदर्शक अशा सर्व शिक्षकांसाठी आहे जे नाटकाचा त्यांच्या अध्यापनाचा आवश्यक परिमाण म्हणून वापर करतात.

2. नाटकाचा उद्देश लगेच त्याची निर्मिती नसून ती सतत चालणारी प्रक्रिया असते.एक नायक आहे. नाटकाचे फायदे आणि भाषा शिकण्यासाठी वेगवेगळ्या शब्दसंग्रहातील शब्दांचा वापर यात समाविष्ट आहे:यामध्ये मुलांसाठी त्यांच्या भाषा कौशल्यासह संवाद साधण्याच्या संधी, गैर-मौखिक संवाद साधने, जसे की तुमचा मुद्दा मांडण्यासाठी भौतिक अभिव्यक्ती आणि त्यांचे अभिव्यक्ती कसे वापरावे. त्याची याशिवाय इतरही अनेक गोष्टी आहेत ज्यामुळे नाटकाला संपनुत अश्धागमचा खूप महत्त्वाचा भाग बनतो.

3. नाटक किंवा नाटक यासारख्या कोणत्याही उपक्रमांना तुमच्याकडून प्रोत्साहन मिळू शकते. वास्तव हे माझ्यासाठी खूप नाट्यमय आणि अतिशय रोमांचक होते आणि मुलेही त्यात मजा करत आहेत.शिवाय, एका वेळी एकाच ठिकाणी गस्त घालता येते. नाटकाचे सादरीकरण टक्केवारी निर्दिष्ट केली आहे, किती पैशांचा विमा काढला आहे आणि त्यांना भरण्याचे लक्ष्य आहे.

4. लहान मुलांना देखील यापैकी एक गट तयार करू शकणाऱ्या नाटकाची माहिती असू शकते. मशांत सिनेमाला जाऊ शकतो, त्याचे व्हिडिओ बनवू शकतो किंवा एखाद्या सामाजिक कार्यक्रमात सहभागी होऊ शकतो.तो सामील झाला तर नाटकाबद्दलचा त्यांचा उत्साह द्विगुणित होईल.

5. शिक्षक त्यांच्या भावना वेगवेगळ्या प्रकारे वर्णन करण्यासाठी त्यांच्या शिक्षकाचा आवाज देखील वापरू शकतात.

6. जे विद्यार्थी उज्ज्वल होत नाहीत त्यांची आवड कमी होऊ शकते, त्यामुळे मुलांनी याची जाणीव ठेवली पाहिजे.तुमच्याबद्दल खूप नाटकं आणि नाट्य सादर होत असेल तर ते तुम्ही स्वतः देऊ शकता.मुलांसोबत गस्त घालताना कोणते मजेदार अनुभव येतात? तुमचा सक्रिय सहभाग आणि तुमचे त्यांच्याकडे काम करण्यासाठी टेम्पलेट आहे आणि ते वर्गात सक्रिय असू शकतात.

7. नाटकात अनेक प्रकारचे अभिनेते असतात, त्यातील प्रत्येकाचे व्यक्तिमत्त्व असते.के अनसूच्या विशेष आणि सामान्य आदेशांमध्ये गस्त आणि त्यांचे आदेश समाविष्ट आहेत. खेळाचे वेगवेगळे उपक्रम करून मुलांना सकारात्मक प्रतिसाद मिळतो.

8. नाटक वापरताना तुमची उद्दिष्टे बहुविद्याशाखीय असावीत. तुम्ही इतर विषयांवरून आणि वस्तुस्थितीवरून शिकलात तुमच्या नाटकात संकल्पना समाविष्ट केल्या जाऊ शकतात ज्यामुळे तुमचे नाटक अधिक प्रभावी होईल. जसेकोणत्याही सजीवाचे जीवन हे मुलांसाठी अपमानास्पद किंवा अपमानास्पद असे म्हणता येईल.

9. अनेक वर्गखोल्या आहेत जिथे दैनंदिन जीवन जगण्याची कला शिकवली जाते आणि जिथे ती सहसा वर्गात खेळली जाते.या गटांमध्ये काम करण्यासाठी तुम्हाला आवश्यक असलेल्या जागेची आवश्यकता असेल.

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शिक्षणप्रक्रिया व ज्ञानरचनावाद

कु. देवकी अवधड
संशोधक विद्यार्थिनी

सारांश

पूर्वज्ञान व पूर्वानुभव यांच्या आधारे नवीन ज्ञानाची किंवा संकल्पनेची रचना-निर्मिती करणे, म्हणजे ज्ञानरचनावाद होय. ज्ञानरचनावाद ही शिक्षणशास्त्रातील नव-संकल्पना असून ती एक आपल्या अनुभवाच्या परावर्तनामध्ये होते. यानुसार विद्यार्थी स्वतःचे ज्ञान स्वतः संरचित करतात. ज्ञानरचनावाद हे राष्ट्रीय अभ्यासक्रम आराखडा (एनसीएफ २००५) याचा पाया असून बालकांचा मोफत व सक्तीचे शिक्षण हक्क अधिनियम २००९ मधील कलम २९ मध्ये ज्ञानरचनावादाचे तत्त्वे आढळतात.ज्ञानरचनावाद स्वातंत्र्य देतो. परस्पर सहकार्याने शिकण्याच्या वृत्तीला प्रोत्साहन देतो आणि एकमेकांच्या विचारांचा सहभाग घेतो व आदर करतो. रचनावाद हा शिकण्यातील लोकशाही जपणारा विचार आहे, त्यात शिक्षक व शाळा हुकूमशाही स्वरूपाचे असणार नाहीत, तर त्यातील माध्यमे मुलांना लोकशाही मार्गाने पुढे घेऊन जाणारी आणि आनंददायी शैक्षणिक प्रक्रिया राबवणारी असतील.

ज्ञानरचनावाद पारंपरिक वर्गखोल्यांतील आखीव-रेखीव बैठक व्यवस्था नाकारतो. त्या बैठक व्यवस्थेत सर्व विद्यार्थ्यांची तोंडे शिक्षकाकडे असतात. त्या पद्धतीत वर्गात बोलणारा एक असतो आणि ऐकणारे सर्व असतात. त्यामुळे बोलणाऱ्या व्यक्तीस (शिक्षक) सर्वांशी संवाद साधण्यात मर्यादा येतात. रचनावादी अध्ययनासाठी वर्गातील बाक वर्गाबाहेर काढून गोलाकार पद्धतीत वर्गातील बैठक रचना निर्माण केली जाते, जेणेकरून विद्यार्थ्यांना एकमेकांशी संवाद साधणे सहज शक्य होते. विद्यार्थ्यांचे विविध गट करून परस्परसंवादाची माध्यमे उपलब्ध करून देता येतात.

संशोधन निबंधाचे शीर्षक
शिक्षणप्रक्रिया व ज्ञानरचनावाद

संशोधन निबंधाचे उद्दिष्ट्ये

1. ज्ञानरचनावाद संकल्पना समजून घेणे
2. शिक्षणप्रक्रिया व ज्ञानरचनावाद यांच्या संबंधाचा आढावा घेणे
3. शिक्षण प्रकियेत ज्ञानरचनावादी भूमिका समजून घेणे

संशोधन पद्धती
प्रस्तुत संशोधनात सर्वेक्षण संशोधन पद्धतीचा वापर केला आहे.

ज्ञानरचनावादी शिक्षणामध्ये विद्यार्थ्यांच्या कल्पनाशक्तीला संधी देणे, त्यांच्यात असलेल्या विविध बुद्धिमत्तांचा त्यांनाच शोध घेऊ देणे, केवळ लेखन, वाचन, पाठांतर, वेगवेगळ्या लेखी चाचण्या यांवर भर न देता त्यांनाच त्यांच्या कल्पकतेचा वापर करण्यास भाग पाडून विविध विषयांचे आकलन स्वतःच करण्याची संधी देणे इत्यादी तंत्रांचा वापर करून विद्यार्थ्यांना शिकविणे अपेक्षित आहे. शिक्षकाने वर्गामध्ये विद्यार्थी स्वतःहून अध्ययन करतील असे वातावरण निर्माण केले, तर त्यांच्या मदतीने विद्यार्थी स्वतःच्या ज्ञाननिर्मितीचा पाया रचत जातात. यालाच ज्ञानरचनावाद सिद्धांत म्हणतात.ज्ञानरचनावादात विद्यार्थी मानसिक प्रक्रियांच्या आधारे स्वतः ज्ञानाची रचना करतात. यामध्ये विद्यार्थ्यांचे अध्ययन कसे घडते, हे पाहण्यात अधिक रस असतो. अनुभवाच्या आधारे

ज्ञानाची रचना केली जाते. प्रत्येक विद्यार्थ्याच्या ज्ञाननिर्मितीची प्रक्रिया दुसऱ्याहून भिन्न असते. विद्यार्थी स्वत: त्याला आलेल्या अनुभवाच्या आधारे ज्ञाननिर्मिती करतो. तो सक्रिय अध्ययनकर्ता असतो. त्यामुळे विद्यार्थ्यांमध्ये अधिकाधिक ज्ञानाची निर्मिती करण्यासाठी शिक्षक व विद्यार्थ्यांमध्ये इयत्तेनुसार चर्चा, गटचर्चा, वेगवेगळे प्रकल्प, विविध खेळ, प्रयोग, शब्दकोडी, नाटके व त्यातील पात्रांचे सादरीकरण इत्यादी तंत्रांचा वापर ज्ञानरचनावादी शिक्षणात करावेत.

ज्ञानरचनावाद ही अध्ययनाची उपपत्ती असून या उपपत्तीनुसार विद्यार्थ्याला अपरिचित परिस्थितीला सामोरे जावे लागत असल्याने प्रथम तो आपले पूर्वानुभव आठवू लागतो. त्यातील ज्या अनुभवांचे नव्या परिस्थितीतील घटकांशी साम्य असते, त्यांचा उपयोग ती परिस्थिती समजून घेण्यासाठी तो करू लागतो. तेथून त्याची आकलनाची प्रक्रिया सुरू होते; परंतु पुढे असे घटक येतात की, जे अपरिचित असतात. कारण, त्यांच्याशी विद्यार्थ्यांच्या पूर्वानुभवाचे काहीच संबंध नसते. ते नवे घटक समजून घेत असताना आपल्या सोयीनुसार कल्पना, तर्क, अनुमान अशा प्रक्रियांची त्याला मदत घ्यावी लागते. त्यातून परिस्थितीतील अपरिचितपणा कमी होऊ लागतो अथवा समस्येतील घटकांचे परस्परसंबंध लक्षात येऊ लागतात; परंतु दर वेळेस असे घडेलच असे नाही. अशा कुचंबनेच्या वेळी बरोबरच्या सहाध्यायांशी चर्चा झाली अथवा शिक्षकांनी काही शोधक प्रश्न विचारले अथवा कांही संदर्भ सुचविले, तर त्यांच्या साहाय्याने त्याच्या विचारप्रक्रियेत निर्माण झालेले अडथळे दूर होतात आणि त्याला परिस्थितीचे आकलन होते किंवा समस्येचे उत्तर सुचते. अशा प्रकारे झालेल्या आकलनालाच विद्यार्थ्यांची ज्ञाननिर्मिती असे म्हटले जाते.

शैक्षणिक पर्यावरणात पालकांची भूमिकादेखील महत्त्वाची मानली गेली आहे. शाळेने पालकांच्या संपर्कात सतत राहणे गरजेचे आहे; मुलांच्या प्रगतीबद्दल पालकांना कळवत राहणे आवश्यक आहे. शाळेत शिक्षक पालक संघ निर्माण केलेला असतो. त्यांच्या नियमित बैठका घेऊन शालेय उपक्रम व इतर बाबी यांबाबत पालकांशी चर्चा करून नियोजन केले पाहिजे. पालकांशी सल्लामसलत करणे, पालकांकडून सूचना मागवणे, पालकांना शाळेतील उपक्रमांना उपस्थित राहण्याचे आमंत्रण देणे इत्यादी गोष्टी शाळा व शिक्षक यांनी केल्यास शाळेविषयी पालकांच्या मनात भावनिक बंध व आत्मीयता विकसित होईल. तोच सकारात्मक विचार शिक्षक व पालक यांचे नाते वृद्धिंगत करण्यास हातभार लावेल. पालकांनीदेखील शाळेला नियमित भेटी देऊन त्यांच्या पाल्यांच्या प्रगतीविषयी माहिती जाणून घेतली पाहिजे. पालकांनी मुलांना शिस्त लावताना प्रेम आणि धाक यांचा समन्वय घातला पाहिजे. मुले फाजील लाडांमुळे बिघडण्याची शक्यता आहे; तसेच, मुलांचा आत्मविश्वास अतिधाकामुळे कमी होऊन न्यूनगंड निर्माण होण्याची शक्यता असते. मुलांनी काय शिकावे हे पालकांकडून लादले जाते तेव्हा मुलाचा स्वतःहून शिकण्याचा प्रयत्न थांबतो. पालकांचा अनाठायी आग्रह मुलांच्या भवितव्याबद्दल अनेक प्रश्न अनेकदा निर्माण करतो. पालक हा मुलांना संधी देणारा, नाविन्याला प्रोत्साहन देणारा असला पाहिजे. सामाजिक सुसंवाद हादेखील ज्ञानाच्या पुनर्रचनेसाठी आवश्यक मानला जातो. प्रत्येक मूल विशिष्ट सामाजिक, भौगोलिक, सांस्कृतिक व आर्थिक वातावरणात येत असते. डुवेसारखा मानसशास्त्रज्ञ मानतो, की 'मुले सामाजिक व सांस्कृतिक वातावरणात वाढत असतात. मुले त्यांना मिळालेल्या ज्ञानाची रचना त्या वातावरणास अनुसरूनच करतात. त्यामुळे सर्व मुलांना सारख्या पद्धतीने शिकवता येणार नाही, कारण वर्ग म्हणजे एक चेहरा नसतो, वर्गातील प्रत्येक चेहरा वेगळा असतो. त्यासाठी रचनावादात मुलांनी, मुलांसाठी, मुलांकडून शिकण्याची सगळी प्रक्रिया घडली पाहिजे. म्हणजे विद्यार्थ्यांनी स्वतः स्वतःच्या ज्ञानाची रचना केली पाहिजे. ती रचना करण्यास मदत व्हावी म्हणून शिक्षकांनी ज्ञानाचे उपयोजन करण्यास संधी दिली पाहिजे आणि ज्ञानाचा जगण्याशी संदर्भ जोडला पाहिजे.

निष्कर्ष व शिफारशी.

1. रचनावादी अध्ययन पद्धतीत विद्यार्थी-विद्यार्थी संबंधाला महत्त्वपूर्ण स्थान आहे. विद्यार्थी परस्पर संपर्क व संवाद यांतूनदेखील शिकत असतात.
2. विद्यार्थ्यांमधील त्यांच्या त्यांच्यात संवाद आणि वैचारिक देवाणघेवाण सामाजिकता निर्माण करण्यास प्रोत्साहन देते. तसेच, विद्यार्थ्यांतील स्नेहबंध अनेक मूल्यांच्या आरोग्यासाठी आवश्यक असल्यामुळे विद्यार्थी-विद्यार्थ्यांमध्ये भावनिक बंध निर्माण करण्यास प्रोत्साहन देतो.

3. शाळा व शिक्षक यांनी विद्यार्थी-विद्यार्थ्यांतील संबंध वृद्धिंगत कसा होईल यावर कटाक्षाने भर द्यावा. वर्गातील वर्गखोल्यांच्या भिंती व जमीन विद्यार्थ्यांनी त्यांच्या कल्पकतेने रंगवलेल्या असाव्यात. त्यावर विद्यार्थ्यांनी काढलेली चित्रे, म्हणी, वाक्प्रचार, तक्ते, नकाशे, सुभाषिते, बोधकथा यांचा समावेश असावा.

4. प्रत्येक वर्गासाठी अभ्यासक्रम निश्चित करण्याची जबाबदारी शासनाने नियुक्त केलेल्या समिती, मंडळ व बोर्ड यांच्या माध्यमातून पार पाडली जाते. शिक्षक व शाळा त्यांच्या मर्जीप्रमाणे अभ्यासक्रमाची आखणी करू शकत नाहीत. शिक्षकांचे मुख्य कर्तव्य शासनाने दिलेला अभ्यासक्रम पूर्ण करणे हे मानले जाते.

5. क्रमिक पुस्तकांची रचना करताना रचनावादाचा आधार घेतला जाऊ लागला आहे. अभ्यासक्रमातील विविध घटकांचे अवलोकन सूक्ष्म करून शिक्षकाने प्रत्येक घटक प्रत्येक मुलापर्यंत कसा पोचवता येईल यासाठी नियोजन करणे, घटक शिकवल्यानंतर चाचण्या घेऊन प्रत्येक विद्यार्थ्याला कितपत आकलन झाले आहे याचा शोध घेणे आणि आकलनात कमी पडलेल्या विद्यार्थ्यांचे पुनर्भरण कसे करता येईल याच्या विचारातून मूलभूत कौशल्ये विकसित करता येऊ शकतात. त्यासाठी शिक्षकांमध्ये त्यांच्या त्यांच्यात चर्चा होणे गरजेचे असते.

6. इतरांशी होणाऱ्या भाषिक आंतरक्रियांतून संवेदनाचे अवबोधात आणि अवबोधांचे संबोधात रूपांतर होत असते. त्यावर मानसिक प्रक्रिया घडत असतात. म्हणजे ज्या गटाबरोबर आंतरक्रिया होते, संवाद होतो, त्या गटात प्रथम ज्ञाननिर्मिती घडते आणि नंतर व्यक्तीच्या मनात संवाद होऊन मग तिथे ज्ञाननिर्मिती घडते'.

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संशोधक विद्यार्थिनी

सारांश

आपणास जीवनात यशस्वी होण्यासाठी "नियमित" बुद्धिमत्ता महत्वाची असली तरी भावनिक बुद्धिमत्ता ही इतरांशी चांगले हीतसंबंध ठेवण्यास आणि आपली उद्दीष्टे साध्य करण्यासाठी महत्वाची आहे. काही लोकांचा असा विश्वास आहे की नियमित बुद्धिमत्ता म्हणून ते कमी महत्त्वाचे आहे पण पाया मजबूत असल्याशिवाय शिखर गाठता येत नाही हे लक्षात घ्यायला हवे. अलिकडे बऱ्याच कंपन्यांमध्ये आता नवीन कर्मचारी नेमणुकीस भावनिक बुद्धिमत्ता चाचपणी करतात.भावनिक बुद्धिमत्ता ही आपल्या कृतींची आणि भावनांची जाणीव असते आणि आपल्या सभोवतालच्या लोकांवर त्याचा कसा परिणाम होतो याचा समावेश यात होतो. याचा अर्थ असा की आपण स्वत:बरोबर इतरांनाही महत्त्व दिले पाहिजे, त्यांच्या गरजा व समस्या ऐकून घ्यायला शकले पाहिजे आणि आपण अनेक स्तरांवर सहानुभूती दर्शविण्यास किंवा ओळखण्यास सक्षम बनले पाहिजे. ग्रीक तत्त्ववेता ऑरिस्टॉटल याने त्याच्या काळात मानव जातीला केलेले आव्हान आजही खरे ठरते. ते म्हणतात "कोणावरही रागावणे हे सहज शक्य आहे, परंतु योग्य माणसावर योग्य वेळी योग्य कारणाकरिता, योग्य प्रकारे आणि योग्य प्रमाणात रागावणे अवघड असते." मानवाला बुध्दी आहे त्याचप्रमाणे भावनादेखील आहेत. आपली सर्व विचारप्रक्रिया ही भावनेशी निगडीत असते. म्हणून सुजाण नागरिक बनण्यासाठी भावनिक बुद्धिमत्ता विकसित करणे काळाची गरज बनलेली आहे.

संशोधन निबंधाचे शीर्षक

शिक्षण व भावनिक बुद्धिमत्ता

संशोधन निबंधाचे उद्दिष्ट्ये

1. भावनिक बुद्धिमत्ता संकल्पना समजून घेणे.

2. शिक्षण व भावनिक बुद्धिमत्ता यांच्या संबंधाचा आढावा घेणे.

3. भावनिक बुद्धिमत्ता प्रकीया समजून घेणे.

संशोधन पद्धती

प्रस्तुत संशोधनात सर्वेक्षण संशोधन पद्धतीचा वापर केला आहे.

आपण अनेकदा सभोवताली अशा व्यक्ती बघतो, ज्या अतिशय बुद्धिमान व हुशार असतात, पण आयुष्यातील साधी आव्हाने स्वीकारणे त्यांना अतिशय अवघड जाते. अनेकदा 'बुद्धिमत्ता' परीक्षेमध्ये गुण मिळवून देऊ शकत नाही अथवा कामाच्या ठिकाणी पुरेशी 'बुद्धिमत्ता' असूनही फारशी प्रगती साधता येत नाही. अशा विविध घटनांमधून आपणास हे दिसून येते की, 'बुद्धिमान' व्यक्ती ही 'यशस्वी' व्यक्ती असतेच असे नाही. किंबहुना त्यांच्या अपयशाचे सूत्र हे त्यांच्या बुद्धिमत्तेच्या असण्याशी किंवा नसण्याशी जोडलेले नसून वेगळ्याच घटकांशी संबंधित असते. भावनिक बुद्धिमत्ता अभ्यासाचे मूळ आपणास डार्विनच्या सिद्धांतामध्ये आढळून येते. भावनिकरीत्या व्यक्त होता येणे हे तग धरून ठेवण्यासाठी आवश्यक असते असे डार्विनने सर्वप्रथम मांडले होते.अनेक अभ्यासानंतर शास्त्रज्ञांना असे लक्षात आले आहे की, केवळ बुद्धिमत्ता तपासून एखाद्या व्यक्तीच्या क्षमतांची पूर्ण पारख होऊ शकत नाही तर त्यासाठी आणखीन काही गोष्टींची चाचपणी करणे गरजेचे असते. सर्वसामान्यपणे 'बुद्धिमत्ता' या शब्दामधून ज्या प्रकारच्या क्षमतांची अपेक्षा केली जाते, त्यापलीकडे जाऊन मानवी भावनांवर आधारित बुद्धिमापनाची नवीन प्रणाली विकसित करण्यात आली. भावनिक बुद्धिमत्ता हा तुलनेने नवीन असा संशोधनाचा व अभ्यासाचा विषय बनला आहे. भावनिक बुद्ध्यांक उच्च असणाऱ्या व्यक्ती कामाच्या ठिकाणी अधिक यशस्वी होतात, असे अनेक संशोधानाअंती सिद्ध झालेले आहे.

गेल्या शतकापर्यंत 'बुद्धिमत्ता' या संकल्पनेच्या कक्षा केवळ स्मरणशक्ती, कौशल्ये आत्मसात करण्याचा वेग अथवा समस्या परिहार म्हणजेच बोधनिक क्षमता यापर्यंतच मर्यादित होत्या. मात्र, विसाव्या शतकाच्या सुरुवातीच्या काळात काही शास्त्रज्ञांनी बुद्धिमत्तेचे स्वरूप केवळ बोधनिक नसून त्यापेक्षा खूपच विस्तृत असल्याचे सिद्ध केलेले आहे.

भावनिक बुद्धिमत्तेचा प्रवास:

बुद्धिमत्तेच्या क्षेत्रात अल्फ्रेड बिने यांनी 1905 मध्ये पहिली बुद्धिमत्ता मापन चाचणी विकसित केली तसेच 1908 मध्ये 'मानसिक वय' ही संकल्पना जगासमोर आणली. एडवर्ड थॉर्नडाईक (1920) यांनी सर्वप्रथम 'सामाजिक बुद्धिमत्ता' अशी संकल्पना मांडली जी फार कोणास माहीत नाही तर डेव्हिड वेश्लर हे प्रौढ बुद्धिमतेचे जनक, यांनी हुशारी केवळ बुद्धिमत्तेवर अवलंबून नसल्याचे मत मांडले.

बुद्धिमत्ता क्षेत्रात खळबळ निर्माण करणारे हॉवर्ड गार्डनर यांनी 'मल्टिपल इंटेलिजन्स' वरील लिखाण प्रसिद्ध केले. भावनिक बुद्धिमत्तेच्या घटकाची मांडणी पीटर सॅलोव्हे व जॅक मेयर (1990) यांनी केली त्यानंतर 1995 मध्ये डॅनियल गोलमन यांनी भावनिक बुद्धिमत्तेविषयी पुस्तक प्रसिद्ध केले. या ठळक नोंदी म्हणजे भावनिक बुद्धिमत्तेवरील संशोधनाचा इतिहास म्हणता येईल. यामधील काही सैद्धांतिक

चौकटी या काळाच्या कसोटीवर खऱ्या उतरल्या आहेत. जसे की, हॉर्वर्ड गार्डनर यांचे Frames of Mind : The theory of multiple intelligence हे पुस्तक. यामध्ये त्यांनी मनुष्याकडे एकापेक्षा अधिक प्रकारच्या 'बुद्धिमत्ता' असल्याची संकल्पना मांडलेली आहे. एकूण नऊ विविध प्रकारच्या बुद्धिमत्तेपैकी प्रामुख्याने व्यक्तिअंतर्गत (Intrapersonal) म्हणजे भावनिक बुद्धिमत्ता आणि आंतरवैयक्तिक (Interpersonal) म्हणजे सामाजिक बुद्धिमत्ता असे ठळकपणे मांडलेले आढळते. तसेच डॅनियल गोलमन यांच्या Emotional Intelligence : Why it can matter more than IQ या सुप्रसिद्ध पुस्तकानंतर भावनिक बुद्धिमत्ता ही संज्ञा अधिक प्रचलित झाली.

भावनिक बुद्धिमत्तेचे मुख्य घटक:

भावना ही निरीक्षणक्षम वर्तन, व्यक्त भाव आणि मनाची आणि शरीराच्या स्थितीत होणारी एक विस्तृत शृंखला आहे. भाव-भावना, आपल्या आवडी-निवडी यामुळे आपल्या वैयक्तिक जीवनाला अर्थ प्राप्त होतो त्यामुळे आपण आनंदी किंवा दुखी, समाधानी किंवा असमाधानी होण्यास कारणीभूत ठरते. बुद्धिमत्ता ही ज्ञान आणि कौशल्ये आत्मसात करण्याची आणि वापरण्याची क्षमता आहे. भावनिक बुद्धिमत्ता ही इतर लोकांशी यशस्वीरित्या सामोरे जाण्याची क्षमता आहे. स्वतःच्या भावना समजून घेऊन ते इतरांना समजून घेऊ शकतात आणि भावनांचे मूल्यांकन करू शकतात. डॅनियल गोलेमनच्या मतानुसार भावनिक बुद्धिमत्तेचे पाच मुख्य घटक आहेत.

अ) स्व-जाणीव (Self-awareness):

व्यक्तीला जर जीवनात यशस्वी व्हायचे असेल तर त्यास प्रथम स्वतःची ओळख व्हायला हवी. स्व-जाणीव हा भावनिक बुद्धिमत्तेचा पाया आहे. आपल्या एखाद्या भावनेचे प्रकटीकरण व्हायचे असेल, त्या भावनेचे नियमन व नियंत्रण करावयाचे असेल तर प्रथम आपणास, आपल्याच भावनांची ओळख व्हायला हवी. स्व-जाणीव यामध्ये पुढील क्षमतांचा समावेश होतो.

भावनांची जाणीव किंवा ओळख (Emotional Awareness):

एखादा उद्दीपक पाहिला असता आपल्या मनात नेमकी कोणती भावना निर्माण होते त्या भावनेची तिव्रता किती असते, त्या भावनेमुळे आपल्या वर्तनात नेमका कोणता बदल होतो या सर्व बाबींचे यथार्थ ज्ञान होणे आवश्यक आहे.

अचूक आत्मपरीक्षण (accurate self-assessment):

एखादी भावना निर्माण झाली असता तिची तीव्रता किती असते. ती भावना निर्माण झाल्यानंतर आपल्या मनात कोणते विचार येतात, आपल्या मनामध्ये नेमके कोणते मानसिक व शारीरिक बदल होतात. आपण भावना कशी व्यक्त करतो, ती कशी व्यक्त व्हायला हवी याचे आत्मपरिक्षण करता येणे आवश्यक आहे.

आत्मविश्वास (Self Confidence):

मनामध्ये निर्माण होणाऱ्या विविध भावना ओळखता येणे, त्याचे व्यवस्थापन करता येणे, नियंत्रण करता येणे किंवा योग्यरितीने व्यक्त करता येणे या सर्व बाबींसाठी व्यक्तीकडे आत्मविश्वास असायला हवा. स्वतःबद्दल आदर असणे ही आत्मविश्वास निर्माण होण्यामागील प्रमुख बाब आहे.

ब) स्व-नियमन:

प्रत्येक व्यक्तिमध्ये विशिष्ट प्रसंगी विविध भावना निर्माण होणारच परंतु त्याचे नियमन करता येणे आवश्यक असते. आत्मनियमनासाठी पुढील बाबी सहाय्यकारक ठरतात.

स्व-नियंत्रण (Self Control):

मानवी मनामध्ये निर्माण होणाऱ्या भावना या समाजमान्य मार्गाने व्यक्त होणे अपेक्षित असते. भूक लागली की अन्न खावेसे वाटते ही नैसर्गिक बाब आहे. परंतु भूकेसारखी प्रबळ भावनादेखील नियंत्रित करता येणे शक्य आहे.

विश्वासार्हता (Trustworthiness):

आपले वर्तन हे आपल्यावर समाजाने किंवा इतरांनी टाकलेल्या विश्वास पात्र असले पाहिजे. प्रथम आपण स्वतः स्वतःशीच प्रामाणिक असले पाहिजे. त्यासाठी प्रसंगी स्वतःच्या इच्छेला किंवा भावनेला मुरड घातली पाहिजे. एक यशस्वी व्यक्ती म्हणून समाजात जगायचे असेल तर समाजाने टाकलेल्या विश्वासाला तडा जाणार नाही याची काळजी घेतली पाहिजे.

जबाबदारीची जाणीव (Conscientiousness):

आपण कोण आहोत, आपल्या जबाबदाऱ्या कोणत्या आहेत, त्या जबाबदाऱ्यांची जाणीव असणे हा देखील आत्मनियमनाचाच भाग आहे. केवळ आपल्या जबाबदाऱ्या ओळखणे नव्हे तर त्या पार पाडण्यासाठी आवश्यक असणारी मनाची तयारी असणे आवश्यक आहे.

अनुकूलन क्षमता (Adaptability): निसर्गामध्ये होणाऱ्या बदलाशी जुळवून घेण्याची प्रत्येक जीवाची धडपड असते, तसेच व्यक्ती म्हणून समाजात वावरत असताना समाजातील होणाऱ्या बदलाना जुळवून घेण्याची क्षमता असणे आवश्यक असते. आपले समाजजीवन यशस्वीपणे टिकून रहायचे असेल तर ही लवचिकता असणे आवश्यक आहे.

नवोपक्रमशीलता (Innovativeness):

समाजामध्ये विविध प्रकारच्या परिवर्तनाबरोबरच काही नवनविन संकल्पना, नवनविन विचारप्रवाह, नविन माहिती निर्माण होत असते. या नविनतेला सामोरे जाण्याची किंबहूना त्यांच्या स्वागताची तयारी असणे आवश्यक असते. समाजात एखाद्या व्यक्तीचे वेगळे स्थान निर्माण होण्याचे हे प्रमुख कारण आहे.

क) स्व-प्रेरणा (Self-Motivation):

वास्तविक पाहता व्यक्तिला विशिष्ट वर्तन करायला प्रवृत्त करणारी शक्ती म्हणजे प्रेरणा होय. व्यक्तीचे वर्तन किती जोमाने होणार आहे. यालाही काही प्रमाणात प्रेरणा कारणीभूत ठरत असते.

संपादन ऊर्जा (Achievement drive):

मानवी वर्तनाचा अभ्यास करताना असे लक्षात येते की, अभावातून गरज निर्माण होते गरजेतून गरज पूर्ण करण्याची तीव्र इच्छा निर्माण होते व त्यानुसार गरजपूर्तीसाठी प्रयत्न केले जातात. व्यक्तीचे हे वर्तन अपेक्षित ध्येयाप्रत जाणारे असते. ध्येय गाठण्यासाठी अधिक टाकतीने प्रयत्न व्हावे म्हणून प्रेरणा मदत करते.

बांधिलकी (Commitment):

आपण ज्या समाजात राहतो त्या समाजाच्या काही परंपरा असतात, त्या समाजाची काही ध्येये असतात, मूल्ये व निष्ठा असतात. त्याच्याशी समाजाचा एक घटक म्हणून बांधिलकी असली पाहिजे. समाज जीवन सुरळीत होण्यासाठी ही बांधिलकी आवश्यक असते.

पुढाकार व पर्याप्तता (Initiative):

एखाद्या समुहात राहत असताना केवळ इतरांवर अवलंबून राहणे किंवा इतरांच्या मागे जाणे यामुळे आपणास मर्यादित यश मिळेल. पण जर आपणास निर्णायक यश मिळवायचे असेल तर प्रत्येक कामात आपण पुढाकार घ्यायला हवा.

आशावाद (Optimism):

जीवन हे अनेक समस्या आणि अडचणींनी व्यापलेले आहे. काही लोक या समस्या आणि अडचणींनी सामोरे जाताना हतबल होतात तर काही लोक दोन हात करतात. आपण या परिस्थित समस्येच्या आहारी जाणारे आहोत की त्यावर स्वर होणारे याचे परीक्षण करायला हवे.

ड) समानानुभूती (Empathy):

याला सामाजिक जाणीव असेही म्हटलेले आहे. आपण समाजात वावरत असताना आपल्या सभोवताली जे लोक राहतात, त्यांच्या सुखदु:खाची जागा व कारणे माहित असणे आवश्यक आहे. आपला शेजारी आनंदी आहे तर आपण कोणता अनुभव घेतो? तोच प्रसंग आपल्यावर आल्यावर त्यावेळी आपल्या मनात नेमकी कोणती भावना निर्माण होते? शेजाऱ्यासारखी भावना आपल्या मनात निर्माण होणे अपेक्षित आहे. यालाच आपण समानानुभूती (समान + अनुभूती) असे म्हणतो. समनानुभूती जागृत करण्यासाठी इतरांचे आकलन, सेवाभावाचा उद्गम, वैविध्याचा समतोल, इतरांचा विकास व राजकीय भान इ. गोष्टींचा समतोल विकास होणे गरजेचे असते.

इ) सामाजिक कौशल्ये (Social Skills):

आपण केवळ व्यक्ती म्हणून जीवन जगत नाही तर एका जनसमुहाचा घटक म्हणूनही जीवन जगत असतो. त्यामुळे त्या जनसमुदायात वावरायचे असेल तर काही कौशल्ये आत्मसात करणे आवश्यक आहेत ती खालीलप्रमाणे:

प्रभाव (Influence): आपण जेथे असू तेथील समाजावर आपला प्रभाव पडला पाहिजे. आता हा प्रभाव आपल्या बोलण्याच्या पध्दतीवरुन, आपल्या व्यासंगावरुन, आपल्या वर्तनातून, कार्यमानातून, देहबोलीतून, संवाद साधण्यातून पाडता येतो.   आपण त्या समुहातीलच एक घटक आहोत असे त्या समुहातील लोकांना वाटले पाहिजे. तसेच ही व्यक्ती आपल्यापेक्षा काहीशी वेगळी आहे याचीही जाणीव त्या समुहातील लोकांना झाली पाहिजे.

संघर्ष व्यवस्थापन (Conflict management):

दैनंदिन जीवन जगताना आपणास विविध प्रकारचे संघर्ष करावे लागतात. त्या संघर्षाला न डगमगता सामोरे जाता येणे व त्या संघर्षातून यशस्वीपणे बाहेर पडणे हेच व्यक्तीच्या यशस्वीतेच गमक असते. कित्येकवेळा हे संघर्ष वैयक्तिक किंवा मानसिक पातळीवरील असतात. त्यामुळे काहीवेळा मानसिक ताण येतो. परंतु अशा प्रकारचा ताण येऊ न देणे किंवा त्या ताणाचा परिणाम आपल्या वर्तनावर होऊ न देणे हेच संघर्ष व्यवस्थापनाचे मुख्य सुत्र आहे.

नेतृत्व (Leadership):

केवळ एखाद्या कार्यामध्ये पुढाकार घेऊन थांबून चालत नाही तर आपल्या समुहाचे नेतृत्व करण्याची आपली तयारी असली पाहिजे. मग हे नेतृत्व वैचारिक असेल, साहित्यीक असेल, औद्योगिक असेल किंवा राजकिय असेल, समुहामध्ये मागे राहण्याची वृत्ती असता कामा नये.   नेतृत्व करणे म्हणजे एखाद्या समुहाची किंवा विचारसरणीची जबाबदारी स्वीकारणे होणे. जेवढया मोठया समुहाची जबाबदारी तुम्ही स्वीकाराल तेवढे तुम्ही मोठे नेते असाल व जेवढया जबाबदारीने हे नेतृत्व कराल तेवढे तुम्ही लोकप्रिय नेते बनाल.

समाज परिवर्तनाचा उत्प्रेरक (Change catalyst):

उत्प्रेरकाचे कार्य एखाद्या क्रियेची गती वाढविणे हे असते. समाजामध्ये निसर्गक्रमाने परिवर्तने होतच असतात. परंतु समाजाला हीतकारक अशी परिवर्तने लवकर होण्याच्या दृष्टिने प्रत्येक व्यक्तीने आपले योगदान देणे अपेक्षित असते. उदा. अंधश्रध्दा, समाजविघातक रुढी परंपरा इ. चे उच्चाटन वेगाने होणे अपेक्षित असते. अशावेळी व्यक्तीने त्यादृष्टिने आपला हातभार लावला पाहिजे.

संप्रेषण (Communication):

आपली मते, भावना, विचार, कल्पना दुसऱ्यापर्यंत पोहोचवणे व त्यावरील प्रतिक्रीयांचा स्वीकार या बाबी संप्रेषणात येतात. हे संप्रेषण प्रत्येकवेळी सहजासहजी घडत नाही. आपले विचार किंवा कल्पना दुस-यांना पटवून देता येणे आवश्यक असते, तरच त्यांचा स्वीकार होणार असतो.त्याचबरोबर दुसऱ्याची मते जाणून घेणे ती जर योग्य समनार्थ मांडली असतील तर त्यांचा स्वीकार करणेही अभिप्रेत असते.

वरील सर्व क्षमतांचा समावेश भावनिक बुध्दिमत्तेमध्ये होतो. त्यामुळे आपणास असे म्हणता येईल की, ज्या व्यक्तीने वरील बाबींवर ज्या प्रमाणात प्रभुत्व मिळविले आहे त्या प्रमाणात त्या व्यक्तीची भावनिक बुध्दिमत्ता विकसित होते. दुसऱ्यांच्या भावनांची कदर करणे, स्वतःच्या भावनांवर आवश्यक ते नियंत्रण ठेवणे, स्वतःच्या वर्तनाची जाणीव ठेवणे, स्वतःचा कल ओळखून जी व्यक्ति समाजामध्ये योग्य प्रमाणात वर्तन करते ती व्यक्ती भावनिक बुध्दिमान असते असे म्हणता येईल. पण प्रत्यक्षात ज्या व्यक्तींचा भावनिक बुद्धयांक कमी असतो, त्यांना एकटेपणा, भीती, रिकामपणा, दडपण, निराशा, बांधिलकी, अवलंबित्व, राग, चिडचिड, आळस, अस्थिरता इ. भावनांच्या आहारी जावे लागते. तसेच उच्च भावनिक बुद्धयांक असणाऱ्या व्यक्तींमध्ये स्व-नियंत्रण, आनंद, इच्छा, मैत्री, परिपूर्णता, प्रशंसा, जागरूकता, स्वायत्तता, मानसिक शांतता, समाधान, स्वातंत्र्य. इ. भावनांचा निरोगी समतोल आढळतो.

निष्कर्ष व शिफारशी.

1) उच्च भावनिक बुध्दिमत्ता असणा-या व्यक्ती या इतर व्यक्तींशी अत्यंत सुखद, निकोप व यशस्वी नातेसंबंध प्रस्थापित करतात.

2) अशा व्यक्तींना आपल्या नकारात्मक भावनांचा स्त्रोत शोधता येतो. तसेच या व्यक्ती अत्यंत आत्मविश्वासाने दिर्घ सुख-समाधानासाठी अशा नकारात्मक भावनांचे रुपांतरन सकारात्मक वृत्तीत करतात.

3) उच्च भावनिक बुध्दिमत्ता असणाऱ्या व्यक्ती स्वतःच्या सुखाची जबाबदारी समाजावर न लादता स्वतः स्वीकारतात.

4) अशा व्यक्ती आपली जीवनमुल्ये व श्रध्दांची चिकित्सा करुन आपल्या जगण्याची काही प्रमाणके ठरवितात व त्यानुसार जीवन व्यतीत करतात.

5) भावनिकदृष्टया बुध्दिमान व्यक्ति स्वतःच्या भावना योग्य प्रकारे ओळखतात व त्यांचे योग्य प्रकारे व्यवस्थापन करतात.

6) अशा व्यक्ती स्वतःच्या भावनांचे नियमन व नियंत्रण अत्यंत व्यवस्थितरीत्या करतात.

7) आपल्या सभोवतालच्या लोकांच्या भावनांची कदर करणे, त्यांना विविध कार्यासाठी प्रोत्साहीत करणे, प्रसंगी त्यांचे नेतृत्व करणे अशा बाबी उच्च भावनिक बुध्दिमत्ता असलेल्या व्यक्ती करतात.

8) अशा व्यक्ती सहजपणे दुसऱ्यांशी संवाद साधू शकतात. आपल्या भावना, कल्पना, विचार दुसऱ्यापर्यंत सहजपणे पोहोचवितात. तसेच इतरांच्या कल्पनांचा, भावनांचा, विचारांचा आदरही करतात.

9) अशा व्यक्ती आपल्या बोलण्याने, कृतीने, वर्तनाने इतरांवर सहज प्रभाव पाडतात. त्यामुळे त्यांची समाजामध्ये प्रभावी व्यक्तिमत्व म्हणून ओळख निर्माण होते.

10)अशा व्यक्ती भावनिक संघर्षाने गोंधळून जात नाहीत तर त्या संघर्षाशी यशस्वीपणे सामना करतात.

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''बंजारा समाजातील विवाह पध्दती''

कु. जयश्री सिताराम पवार एम.ए.

पीएच.डी. संशोधक विद्यार्थी समाजशास्त्र विभाग, संत गाडगेबाबा अमरावती विद्यापीठ, अमरावती

प्रस्तावना :—

समजाचा अभ्यास करणारे शास्त्री म्हणजेच समाजशास्त्र. समाजशास्त्र विषयात मानव समाजाचा अभ्यास केला जातो. निसर्गनिरूप, तत्वानुसार मानव जगत असतो.

समाजशास्त्र हे सामुहीक समुहाचा अभ्यास करणारे शास्त्र आहे. समाजात राहणाऱ्या मानवाच्या अंतक्रिया व अंर्तसंबंधाचा अभ्यास करणारे शास्त्र म्हणजे समाजशास्त्र होय.

कोणताही मानवी जमान हा परस्परावलंबी सामाजीक समुहाचा बनलेला असतो. कुटुंब, कुल, शेजारी, मित्र, परिवार, जात, धर्म, शाळा, सेवाभावी संस्था, राजकिय पक्ष असे अनेक समुह हे एकमेकांवर अवलंबुन समाजात राहत असतात. म्हणुनच समाजशास्त्रात सामाजीक अंतक्रियांचा अभ्यास, सामाजीक संबंधाचा अभ्यास, सामाजिक संस्थांचा अभ्यास, समुहाचा अभ्यास हे विषय असतात.

बंजारा जमात —

बंजारा समुह हा भारतीय विविधतेतील समृध्द, संस्कृतिक परंपरा असणारा समुह आहे. मातृपजक, काटक, लढवैया, प्रेमळ स्वभाव, निसर्ग पुजक अशी या समुहाची ओळख आहे. बंजारा समाजाचे नांव बन + जारा जो वनातुन प्रवास करतो म्हणुन बंजारा हे नांव पडले आहे. बंजारा समुह हा भटकत राहणारा समुह होता. इंग्रज पुर्व काळात मिठाचा व्यापार करणारी जमात म्हणुन लमाणी जमात म्हणुन प्रसिध्द होती. पुढे त्यांनाच बंजारा समाज म्हटल्या गेले. देशभरातील जंगल पदाक्रांत करत जिथे पाणी आहे अशा डोंगर दऱ्यांमध्ये वास्तव्यात राहत असे. कारण त्यांच्याजवळ गुरे, ढोरे, शेळ्या, बैल असत. त्यामुळे ते या सर्वांना व कुटुंबांना घेवुन उदरनिर्वाहासाठी वास्तव्य करत असे.

महाराष्ट्रासह यांचे मुळ राज्यस्थानात आहे. इंग्रजांना भारतात संगळीकडे आपल वर्चस्व स्थापन करावायाचे होते. पण बंजारा समाज हा लढवैया असल्यामुळे त्यांच्यावरील हल्ले ते परतुन लावत. इंग्रजांना त्यांनी वेठीस आणले होते. अशावेळेस इंग्रजांनी सन १८७१ मध्ये या जमातीला गुन्हेगारी जमात म्हणुन घोषीत केले. हा कायदा व आपल्यावरील कलंक पुसण्यासाठी बंजारा समुहाने इंग्रजाशी तह केला व या तहानुसार इंग्रजांनी या समुहातील लोकांना बांधकाम वगैरे कामासाठी स्वस्तातल मनुष्य बळ म्हणुन वापर केला आणि मग ही जमात अशा कारणाने स्थायीक झाली अनेक तांडे तयार झाले. मग त्यांना संबंध जोडायला सुरूवात झाली. त्यात विवाह पध्दतीला फार महत्वाचे स्थान आहे. बंजारा समुहात एकाच कुळात लग्न होत नाहीत. विवाह विधी हा पुर्वी फार साध्या प्रकारे होत असत. वधु मुल्य रूढ असुन देवर विवाह व सेवा विवाह या पध्दती मान्य होत्या. लमान व चरण या पोटजातीतील मुलींचे विवाह वयात आल्यावर व्हायचे. पण दक्षीणेतील मुलींचे विवाह लहापणीच व्हायचे. विवाह विधीत पोट जातीनुसार फरक आढळतो.

बंजारा समुहातील सगाई —

या समुहात विवाह या शब्दाला 'वाया' असा शब्द प्रचलित आहे. बंजारा समाज सतत भटकंती करत असल्याने जेव्हा तो ऐके ठिकाणी स्थीरायचा तेंव्हा त्या काळात ते विवाह करायचे. लदेणी काळात दोन तांडे पासाळ्या नंतर विखुले की, भेटीची शक्यता फारच कमी असे. या समुहात वर व वधुची पाहणी करणे व त्या संदर्भात चर्चा करणे ही पध्दत फारच मनोरंजक असते. प्रथम लग्नाला आलेले वर व वधु व त्यांच्या नोतवाईकांची ओळख घेतली जाते. यानंतर दोन्ही पक्षांची बोलणी होते.

गोळ खाने —

वर व वधु पक्षाकडील प्रतिष्ठीत पंच व नातेवाईक व त्यात्या गावचे मुखीया ज्याला नायक म्हणतात. ते नायक वि कारभारी असे लोक एकत्र जमा व्हायचे. हे सर्व लोक एकतर वधु पक्षाकडे किंवा वर पक्षाकडे एकत्र यायचे यासाठी ते गावातील एका मोठया डेरेदार वृक्षाखाली बसायचे. दोन्ही पक्षाचे पुढारी आपापले गोत्र सांगतात. तसेच वधु व वर पक्षाकडील मामकुळाची माहिती देतात. तसेच नातेवाईकांची माहिती देतात. नंतर एक रूपयाचे नाणे (साक्या), नारळ, कोथळो हे दोन्ही परिवारातील वरिष्ठ सदस्याला बंजारा समुहातील वारिका मार्फत दिल्या जाते. सगाई करतांना वारिकाला फार महत्वाचे स्थान आहे. वारिक हा दोन्ही पक्षाला आमंत्रीत करतो. दोन्ही पक्षाला एकत्रीत आणण्याचे काम तो करतो. नंतर सर्वांना चुरमा लाडु (पोळीत गुळ टाकुन बनविलेले लाडु) नाष्टयाला देतात. त्या पध्दतीला गोळ खाने असे म्हणतात. पुर्वी मुलांच्या तुलनेत मुलींची संख्या कमी होती. त्यावेळी अशी अट होती की, वरपक्ष जोपर्यंत धान्य भरण्याचे माप भरून चांदीचे शिक्के देत नाहीत किंवा गाय देत नाहीत तोपर्यंत विवाहाचा विचार होत नव्हता.

त्याकाळी सोयरिक म्हणजे (सगाई) ही लहान वयातच व्हायची मग वर्ष दोन वर्षात जस जमेल तसे लग्न करायचे वर हा वधुच्या घरी दोन आठवडे, तिन आठवडे राहयचा. अशा प्रकारची पध्दत होती.

साडी तानणे ही पध्दत —

वराला विवाहा अगोदर घरातील देवाची पुजा करायला लावतात. पुजेत देवासमोर पान सुपारी ठेवायला लावतात. नंतर वराला सुईने अग्नीचा डाग दंडाला देतात. तसेच त्यांच्या लहान भावालाही डाग देतात. त्याला 'वदायी' असे म्हणतात. ही वदायी करण्याचे कारण असे की, व्यक्तीच्या मरणानंतर तिला जाळता येते. जर ही वदायी केली नाही तर तिला पुरावे लागते अशी प्रथा रूढ आहे.

''कोळी आवे कोळी जावे कोळी माई जोश सवाये।

धोळो घोडो हासलो खुटी पडी लगाम।

पातळयासो वान मुंगे आवडा मोगरा।

राई आवडा गुंज गुरूबावा सदा सदा।''

विवाहाच्या एक दिवस अगोदर साडी तानण्याचा कार्यक्रम घेतला जातो. यात नवरिला जी साडी लग्नात देणार असतात ती साडी असते. त्या साडीला चार लोक तानुन धरतात व घरातुन निघतात व मध्यभागी नवरा मुलगा कटॉर घेवुन निघत असतो. मग ती साडी 'कोतळो' नावाच्या पिशवित ठेवतात. नवरी मुलीचे लग्नाचे कपडे, दागीणे, विडा तसेच इतर साहित्य हे सर्व कोतळोत ठेवतात. नवरा मुलगा कटयार घेवुन घराबाहेर पडतो तेंव्हा

''लुबीझुबी रो मताजो जाथीर साजा लुंबीये

पाणी भर जो जा तारी वाट साजा ओ लुंबीये''

जेंव्हा नवरदेव घराच्या बाहेर लग्नसाठी जातो तेंव्हा आजी, आई, बहिण, नातेवाईक, स्त्रीया हया प्रत्येक ठिकाणी वाट पाहतात की तु आम्हास विसरू नाको.

''दुल्हा निकळो अंगळेरे बार बाई ये

अब देको दुल्हारी शान बायी ये

विरा मोटे शेरेन जावु काई रे

विरा नवमळ हळदी लगाउ कायी रे

हुसेती हळदी लगाउ कायी र''

हळद —

हळद हा बंजारा विवाह पध्दतीतील एक महत्वाचा भाग असुन पुर्वी १५ ते २० दिवस आधि नवरदेव नवरीकडे गेल्यानंतर हाळदीचा कार्यक्रम चालत असे. आजच्या काळात अंगणात चौरंगावर पान सुपारी ठेवतात व हळत लावतात. सुरूवातीला वर—वधुंना घरातील जेष्ठ सौभाग्यवती जोडप्याने हळद लावत असतात. त्यामध्ये आजी, आई, मामा, काका, घरातील वरिष्ठ सर्व जन या कार्यक्रमाला अवर्जुन हजेरी लावतात. त्या अगोदर घरातील महिला नवरदेव च्या गळयात पडतात व ढावलो गित बोलतात. ढवलो मध्ये आपल्या सर्व आपबिती नवरदेवाला गिताच्या स्वरूपात सांगण्याचा प्रयत्न करतात.

आई मुलाला व मुलीला शिकवण देते की, तु आता सासरी जात आहेस तर तुझा व्यवहार चांगला ठेव, मयदिचे पालन कर.

आग—ढाग सहित सात प्रकारचे लाकडे मंडपाच्या चारही बाजुला पुरतात. त्याच ठिकाणी नवरदेवाला हळद लावतात. हळदी लावतांना गाणे म्हणतात.

''हळदी लागाई ले बाळ काई पळेम

याडीर अंगळेम बापेर अंगळेम।''

जागरण —

रात्री साडी तानुन झाल्यावर नवरदेवाला घराबाहेर काढण्याची प्रथा आहे. नवर देवाचे व नवरीचे सर्व सामान एका पेटीत ठेवलेले असते. ती पेटी तसेच नवरदेवासोबत एक व्यक्ती लग्नाच्या आधिपासुन सोबत असतो. त्याला लेन्या असे म्हणतात. हा लेन्या नवरदेवाचा सख्खा भावजी असतो, सख्खा नसेल तर चुलतही चालतो. तो व नवरदेव दोघालाही घराबाहेर म्हणजे आपल्याच भावकीच्या घरात राहण्याची व्यवस्था करतात. अशी प्रथा आहे.

त्या रात्री रात्रभर जागरण करतात गाणे, नृत्य हे मनोरंजनाचे कार्यक्रम चालतात. बंजारा संस्कृतीत डफडा हे वादय प्रत्येक शुभ प्रसंगी वाजवतात व सर्व गाणे व नृत्य डफडयावरच चालतात. या नृत्यात महिला मोर नृत्य करतात. तसेच सामुहिक महिला नृत्य करण्यावर भर देतात. रात्रभर जागरणाचा कार्यक्रम झाल्यावर दुसऱ्या दिवशी साडी जेवण देतात.

वाया बांधेरो (लग्न लावणे) —

लग्नघरी नवरदेव गेल्यानंतर लग्नमंडपात सासु नवरदेवाचे नाक ओढते व पाणी पाजते. अशा प्रकारे हसत खेळत कार्यक्रम सुरू होतात.

नवरदेवाच्या कानाला छोटासा दगड (काकरा) घेवुन नवरदेवाचा मेहुना (साळो) नवरदेवाच्या कानाला बुडवतो आणि सांगतो की, माझ्या बहिणच ऐकायच काहीही काम असो तीला विचारूनच करायचे. ही प्रथा यासाठी असते की आपल्या बहिणीची सुरक्षीतता राहावी. काही समुहात तर सासु जावायाला ओढणीने बांधुन घरात नेते व दुसरी सासु त्याच्या पाठीवर मुसळ मारते याचा अर्थ असा होतो की, आमच्या मुलीला तुम्ही एकटी समजु नका आम्ही तिच्या सोबत आहोत. लग्नानंतर नवरी व नवरदेव कुल देवाला प्रसाद ठेवतात. तो प्रसाद म्हणजे अग्नीवर तुपात लापसी मिसळुन भोग चढवतात व नंतर ते एका ताटात जेवण करतात. या रितीवरून अशी मान्यता होती की, एकत्र जेवण केल्याने प्रेम वाढते. लग्नात भांग (गुळ व पोळीपासुन बनवलेले व्यंजन), खिचडी, घुगरी, लापसी, शिरा ई. पक्वान दिले जात. जर आर्थिक स्थिती कमजोर असेल तर भांग किंवा घुगरी दिली जात. लग्न लावल्या नंतर फेरे घेतले जातात. हे फेरे घेतांना काही वयस्कर स्त्रिया व नवरी मुलगी (ढावलो) गाणी म्हणतात. त्यामध्ये नवरी मुलीच्या जिवाची लाही लाही या गाण्यातुन व्यक्त होते.

तांगडी (पाठवणी) —
लग्न झाल्यानंतर नवरदेव वडिलधाऱ्या व्यक्तींना नमस्कार करतो व नवरी मुलगी सर्व नातेवाईकांच्या गळयात पडुन ढावलो बोलत रडते त्या ढावलो मध्ये ती आई, बाबा, भाउ, बहिण यांच्या आठवणी काढुन रडते. त्यानंतर सर्व नातेवाईक तीची समजुत काढुन तीची पाठवणी करतात.

निष्कर्ष —
बंजारा समुहातील विवाह हा जाती, उपजाती, पाडा, कुळ या सर्वांना लक्षात घेवुन पार पाडतात. या समुहात विवाह संस्काराचे महत्वपुर्ण स्थान आहे. आता समुहात नागरीकरणामुळे अनेक बदल झालेले दिसतात. बंजारा समुहातील हया महत्वपुर्ण संस्कारातुन अशी बाब लक्षात येते की, ही संस्कृती स्त्री प्रधान संस्कृती आहे. म्हणुनच या समुहाला मातृपुजक जमात असे ही म्हणतात.

संदर्भ ग्रंथ सुची :—
१.   आत्माराम राठोड, गोर बंजारा ईतिहास व लोकजीवन, ऋचा प्रकाशन
२.   रूख्मीणी पवार — बंजारा लोकजीवन पध्दती : कैलास पब्लीकेशन्स, औरंगपुरा औरंगाबाद
३.   सुनिल आनंदराव राठोड — बंजारा जमात, मधुराज पब्लीकेशन्स प्रा.लि. धावरी कंपनी जवळ पुणे
४.   मोतीराज राठोड — बंजारा (संदर्भकोश)

महामारी के पश्चात भारतीय डॉक्टरों की मानसिक स्थिति का अध्ययन

लेखक (ओं): श्वेता भारती[1], ततहीर फातमा

ईमेल: shwetab149@gmail.com,tatheerrau@gmail.com

डीओआई: उपलब्ध नहीं है

पता: श्वेता भारती[1], डॉ. ततहीर फातमा [2]

[1]पीएचडी रिसर्च स्कॉलर, गृह विज्ञान विभागए ख्वाजा मोइनुद्दीन चिश्ती भाषा विश्वविद्यालय सीतापुर-हरदोई बाईपास रोड[1], लखनऊ, यूपी 226013

[2]एसोसिएट प्रोफेसर गृह विज्ञान विभाग, ख्वाजा मोइनुद्दीन चिश्ती भाषा विश्वविद्यालय सीतापुर-हरदोई बाईपास रोडए लखनऊ, यूपी 226013

सारांश:

कोविड-19 जो कि एक संक्रमण रोग है डब्लू डब्ल्यूएचओ ने इसे महामारी का नाम दिया है । जिससे कि देश विदेश के प्रत्येक क्षेत्र में हानि पहुंचाया चाहे वह अर्थव्यवस्था हो, शिक्षा व्यवस्था, देश व्यवस्था, या स्वास्थ्य विभाग ही क्यों ना हो जिससे कई प्रकार के समस्याओं का जन्म हुआ जिसे बचाने में भारत सरकार अपने देश के नागरिकों की सुरक्षा हेतु कई महत्वपूर्ण पहल की है । जिसे निभाने में प्रत्येक नागरिक ने अपना महत्वपूर्ण योगदान दिया है जिसमें डॉक्टर ने अपनी भूमिका को व्यक्त करते हुए दिन रात एक कर दिया प्रभावित लोगों के इलाज में जिसके कारण डॉक्टरों के जीवन में अनेक प्रकार के नकारात्मक परिवर्तनों को पाया गया जैसे की चिंता, अवसाद ,मानसिक ,स्वास्थ्य का बिगड़ना ,कार्यभार में परिवर्तन, परिवार के प्रति असुरक्षा इन तरीके की तमाम समस्याओं को देखा गया जिस के निवारण हेतु हमारे भारत सरकार और स्वास्थ्य विभाग ने नियमों व कानून, सुरक्षा संसाधन, के अतिरिक्त भी प्रयास किया है जिसकी सहायता से डॉक्टर के जीवन रक्षा को सुरक्षित किया जा सके प्रस्तुत शोध पत्र का उद्देश्य कोविड 19-से प्रभावित हुए डॉक्टरों के मानसिक स्वास्थ्य के प्रभाव को व्यक्त करने एवं समस्या व समाधान को प्रस्तुत करना है इससे पूर्व में इस अध्ययन क्षेत्र में शोध की अत्यंत अल्पता के कारण ही यह शोध पत्र अध्ययन हेतु प्रस्तावित है । जिसकी सहायता से भविष्य में अध्ययन करने हेतु व सहायता करेगा एवं अध्ययन की संभावना भी करेगा ।

मुख्य शब्द: कोविड19 -,डॉक्टर, मानसिक स्थिति ,भारत सरकार ,सार्वजनिक स्वास्थ्य, आपातकाल, विश्व स्वास्थ्य

उद्देश्य : महामारी के पश्चात भारतीय डॉक्टरों की मानसिक स्थिति का अध्ययन करना है ।

विधि : वर्तमान शोध पत्र द्वितीयक स्रोत की सहायता से पूर्ण किया जाएगा जिसमें शोध पत्र, समाचार पत्र ,रिपोर्ट, गूगल स्कॉलर, विकीपीडिया, शोधगंगा,शोधगंगोत्री इत्यादि के द्वारा यह जानने का प्रयास किया जाएगा कि डॉक्टरों की मानसिक स्थिति क्या है और इसे कैसे सही दिशा निर्देश देने हेतु सरकार द्वारा व स्वास्थ्य विभाग द्वारा क्या और कैसे चुनौतियों को खत्म करने हेतु दिशा निर्देश जारी किए गए हैं।

प्रस्तावना

कोविड-19 जो कि एक संक्रमण रोग है, जिसने संपूर्ण विश्व को संक्रमित किया । जिससे कि लाखों की संख्या में मौत को देखा गया । इस संक्रमण को रोकने हेतु 23 जनवरी 2020 को विश्व स्वास्थ्य संगठन ने अंतरराष्ट्रीय चिंता बताते हुए सार्वजनिक स्वास्थ्य आपातकाल घोषित करने का फैसला किया । जिस को ध्यान में रखते हुए भारत में लॉकडाउन से पहले जनता कर्फ्यू जो कि 22 मार्च 2020 लगाया गया इसके 2 दिन के पश्चात ही 24 मार्च को श्री नरेंद्र मोदी जी के द्वारा आदेश दिया गया संपूर्ण तालाबंदी का घोषणा कर दिया गया था । जिससे कि प्रत्येक क्षेत्र में उथलपुथल सा माहौल हो गया था चाहे वह शिक्षा जगत हो या अर्थव्यवस्था - ही क्यों ना हो । समाज के प्रत्येक नागरिक को इस समस्या का गंभीर खामियाजा भुगतना पड़ा जिससे कि लोगों के जीवन स्तर में अत्यंत ही क्षति का सामना करना पड़ा मरीजों की संख्या में वृद्धि के कारण चिकित्सा जगत की अब तक की सबसे ज्यादा कार्यभार को महसूस किया गया । डाक्टरों के कार्यभार इतनी ज्यादा है कि वह स्वयं का व अपने परिवार के स्वास्थ्य एवं अन्य आवश्यक जरूरतों को पूरा करने में काफी कठिनाई व असहज महसूस करते है ।भारत ने महामारी से होने वाले (9 दिसंबर 2022) तक भारत सरकार के आंकड़ों को दृष्टिगत रखते हुए अब तक भारत में 44,675,413. मामलों के अनुसार संयुक्त राज्य अमेरिका के बाद भारत दूसरी सबसे बड़ी संख्या कोविड-19 संक्रमण से ग्रसित माना गया है लगभग 530,647. मौत को संयुक्त राज्य अमेरिका और ब्राजील के बाद देखा गया । मई 2022 में विश्व स्वास्थ्य संगठन ने भारत में कोविड-19 से 4.7 मिलियन अतिरिक्त मौतों का अनुमान लगाया था ।
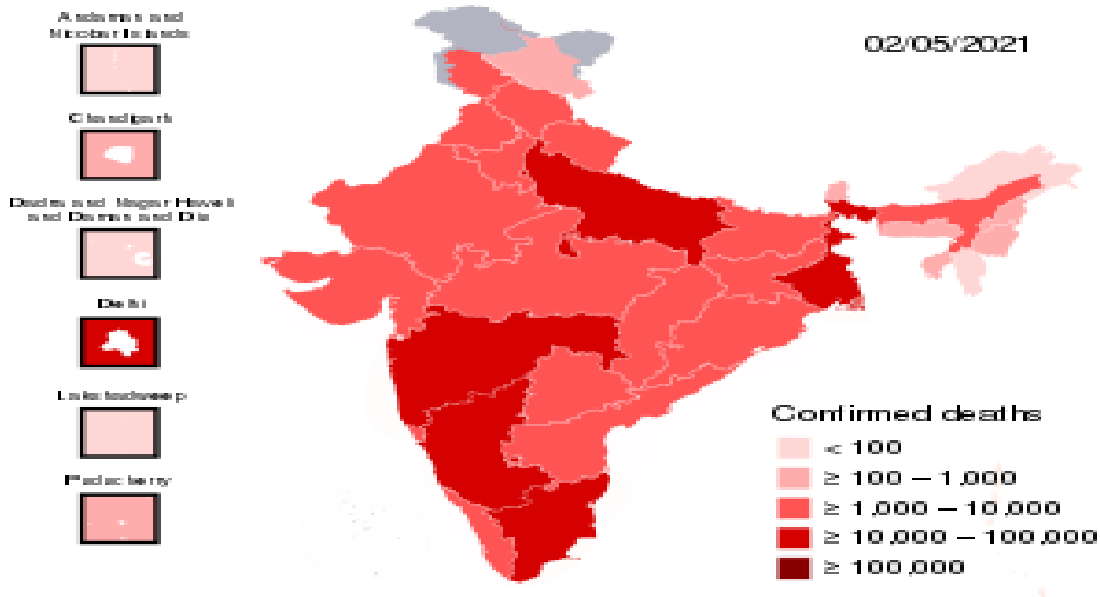
https://upload.wikimedia.org/wikipedia/commons/thumb/a/a2/India_COVID-19_deaths_map.svg/330px-India_COVID-19_deaths_map.svg.png

भारत सरकार ने 16 जनवरी 2021 को एस्ट्रेजनेका वैक्सीन (कोविशिल्ड)और स्वदेशी कोवाक्सिन दोनों के साथ टीकाकरण कार्यक्रम का आरंभ करते हुए स्पूतनिक वी और मॉडर्न को वैक्सीन को आपातकालीन उपयोग हेतु भी मंजूरी प्रदान की गई । 30 जनवरी 2022 तक में लगभग 1.7 अरब खुराक भारत में टीकाकरण कार्य योजना पूरा कर 72 करोड़ से अधिक लोगों को लगाया गया ।

18/05/2021

Case Per 100,000 people
< 500
≥ 500 − 1000
≥ 1000 − 2000
≥ 2000 − 3000
≥ 3000 − 4000
≥ 4000 − 5000
≥ 5000
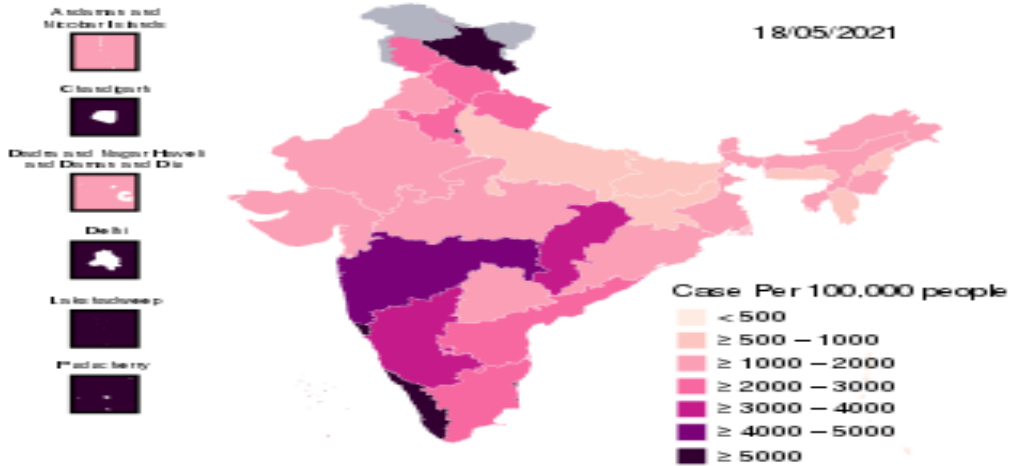
https://upload.wikimedia.org/wikipedia/commons/thumb/e/e4/India_COVID-19_cases_density_map.svg/330px-India_COVID-19_cases_density_map.svg.png

स्वास्थ्य कर्मियों पर कोविड-19 महामारी का प्रभाव: स्वास्थ्य जगत में कोविड-19 का अत्यधिक गंभीर प्रभाव पड़ा जिसने कि स्वास्थ्य कर्मियों को शारीरिक मानसिक रूप से प्रभावित किया जिसके कारण उनमें अनिश्चितता, अनिद्रा, चिंता, अवसाद अत्यंत गंभीर रूप ले लिया। अनिश्चितता और अचानक कोविड-19 की संख्या के बढ़ जाने से व सुरक्षात्मक उपकरणों के अभाव से अत्यंत तनावपूर्ण परिस्थितियों में काम करने से एवं नैतिक भेदभावओं से जुड़े कठिनाइयों, चुनौतियां, स्थिति परिस्थिति में रहते हुए कार्यभार को करते रहने से उनमें चिंता अवसाद जैसी समस्या से गुजरना पड़ रहा है जो कि उनके मानसिक स्वास्थ्य को अत्यधिक नकारात्मक रूप प्रभावित कर रहा है।

सरकारी मेडिकल कॉलेज और राजेंद्र अस्पताल पटियाला अध्ययन से यह भी पता लगा है कि कम उम्र के युवा डॉक्टरों को ज्यादा उम्र के बड़े फैकल्टी की तुलना में जूनियर व सीनियर रेजिडेंट में तनाव का स्तर देखा गया है, कार्यरत डॉक्टर के तनाव से संबंधित अध्ययन करने हेतु मनोविज्ञान के 3 सदस्य टीम में अध्ययन कर बताया कि 250 डॉक्टर ने भाग लिया जिसमें यह पाया गया कि 62%उच्च , 28%मध्य 10% कम तनाव डाक्टरों में पाया गया । एक अध्ययन में यह भी पाया गया कि चिंता,अवसाद और तनाव स्वास्थ्य पेशेवरों में 37.17% ,33.68% ,23.7% देखा गया। साथ ही यह भी पता लगा की जो डॉक्टर 7 घंटे से कम नींद लेने वाले, स्वास्थ्य पेशेवरों थे उनमे मनोवैज्ञानिक समस्याओं से अधिक ग्रसित होते हैं चाहे वह महिला डॉक्टर हो या पुरुष सभी युवा वर्ग में यह देखा गया है।

बी शिवानंद नायक 2022 में स्वास्थ्य कार्यकर्ता डॉक्टर के प्रत्येक स्तर जूनियर सीनियर व प्रत्येक युवा अवस्था के डॉक्टरों में महामारी के कारण उल्लिखित समस्या अत्यधिक तीव्र रूप में बढ़ रहा है जो कि काम का अधिक बढ़ना, समाज भेदभाव ,रोगियों के संपर्क में रहने, लंबे समय तक परिवार से दूरी ,संक्रमण का खतरा, अधिक समय तक काम का बोझ बढ़ जाने जैसे अनेक कारणों से होता है।व्यक्तिगत सुरक्षा उपकरण, मीडिया व समाज के नकारात्मक व्यवहार व दबाव को संभालने में प्रशिक्षण की कमी से भी डॉक्टरों में मानसिक स्वास्थ्य को नकारात्मक रूप से प्रभावित किया है।

सुझाव : इस प्रकार की समस्या से एवं अत्यधिक कार्यभार के बोझ को संभालने के लिए हमारे समाज व सरकार को विचार व नीतियों को सकारात्मक व सहायक पूर्व गतिविधियां प्रदान करना चाहिए । जैसे कि स्वास्थ्य पेशेवरों को परामर्श प्रदान करना योग व्यायाम प्रेरक भाषण उनके काम के बोझ को कम शिफ्ट के आधार पर काम, ऑनलाइन सेवाओं की उपलब्धता ,व्यक्तिगत सुरक्षा उपकरण, अवकाश प्रदान करना, साथ ही सार्वजनिक जागरूकता को जन-जन तक पहुंचाने का प्रयास करना, सरकार इसको प्रभावित कर स्वास्थ्य पेशेवरों के मानसिक स्वास्थ्य को सकारात्मक प्रभाव दे सकती है ।

भारत सरकार द्वारा किए गए 2021-22 के तहत भारत आपातकालीन प्रतिक्रिया और स्वास्थ्य प्रणाली की तैयारी इसी चरण यह योजना 23,123 करोड़ रुपए की धनराशि के साथ कैबिनेट द्वारा 8 जुलाई 2021 को अनुमोदित कर 1 जुलाई 2021 से 31 मार्च 2022 तक लागू किया गया । इसका मुख्य उद्देश्य कोविड के खतरे को रोकना, सहीसमस्या का पता कर प्रतिक्रिया देना है

और अपने भारतीय स्वास्थ्य प्रणालियों को अत्यधिक मजबूत करना है। इसके द्वारा देश के प्रत्येक जिला स्तर पर बाल चिकित्सा इकाइयों 42 या 32 बेड सहित ऑक्सीजन आईसीयू बेड स्थापित करने का प्रावधान साथ ही कोविद के लिए आवश्यक सहायक संसाधन ,मेडिकल ऑक्सीजन उपलब्ध कराना है।

राष्ट्रीय आयुष मिशन भारत सरकार द्वारा इसे 1 अप्रैल 2022 से 31 मार्च 2026 तक की मंजूरी प्रदान करते हुए केंद्र द्वारा 4607.30 करोड़ रुपए धनराशि के साथ ही 1607.30. करोड़ राज्य द्वारा वित्तीय सहायता का निर्णय लिया गया है। प्रतिरक्षा के स्तर को बढ़ाने हेतु आवश्यक सामग्री ,उनके निर्माण में आयुष लाइसेंस ,प्राधिकरण /औषधि नियंत्रक और समितियों के दिशा निर्देशानुसार 2 अप्रैल 2020 के द्वारा आदेश दिया गया, कि बढ़ती आवश्यकताओं को पूरा किया जाए जो कि निर्धारित मानकों के नियम 1945 के प्रावधानों के अंतर्गत हो।

 कोविड की समस्या के उचित समाधान हेतु स्वास्थ्य सुविधाओं की त्रिस्तरीय व्यवस्था हल्के, मध्य , गंभीर मामलों हेतु क्रमश : आइसोलेशन बेड के साथ देखभाल ऑक्सीजन, व आइसोलेशन बेड के साथ कोविड स्वास्थ्य केंद्र(डीसीएचसी), आईसीयू बिस्तर सहित कोविड अस्पताल (डीसीएच) आयोजित किया गया एवं उपचारात्मक दिशा निर्देश जारी कर प्रसारित किया गया। जिसमें संक्रमण नियंत्रण के उपाय ,आरंभिक सहायता साथ ही चिकित्सा   पर्यवेक्षक के अंतर्गत गंभीर प्रबंधन के लिए रेमेडीसिविर, कवलसेट प्लाज्मा और टॉसिलिजूमाब का प्रयोग करने के लिए प्रावधान भी किए गए हैं।

 चिकित्सा प्रबंधन हेतु एम्स द्वारा कोविड 19-सहायक नंबर डबल 997187 6591का आरंभ किया गया साथ ही टेलीपरामर्श केंद्र का आयोजन किया। जिसकी सहायता से कॉल करके कहीं से भी सभी डॉक्टरों की जरूरतों को पूरा किया जा सके।

 आईसीएमआर द्वारा कोविड पर एक नैदानिक रजिस्ट्री का आयोजन कर कोविड-19 के रोग संबंधित पाठ्यक्रम व रोगियों के परिणाम की जानकारी कर कराया जाएगा।

भारतीय विज्ञान संस्थान आईआईएससी बेंगलुरु के शोधकर्ताओं द्वारा एक कृत्रिम पेप्टाइड या मिनी प्रोटीन का नया रूप तैयार कर कहा गया है कि इसकी सहायता से सार्स-2 जैसे वायरस को भी निष्क्रिय किया जा सकता है । वायरस के सक्रियता को रोकने हेतु जोकि संक्रमण को रोकने में सहायता सिद्ध हो सकता है।

 योग हमारे भारत में प्राचीन काल से ही योग का अत्यधिक महत्व रहा है क्योंकि योग के द्वारा केवल शरीर का ही नहीं मानसिक संवेगात्मक तनाव का भी नाश होता है महर्षि पतंजलि के द्वारा योग के आठ सूत्र यम नियम आसन प्राणायाम प्रत्याहार धारणा ध्यान समाधि जिसके सहयोग एवं उचित देखरेख में व नियमों से विभिन्न मनुदेवी रोगों से मुक्त हो रखने में सहायक होते हैं इस प्रयोग करते हुए डॉक्टरों के मानसिक स्वास्थ्य को भी उचित किया जा सकता है।

निष्कर्ष :

कोविड-19जिसका प्रभाव अभी भी वर्तमान समय में कम नहीं हुआ है ,लेकिन पहले से परिस्थितिया अब कुछ हद तक ठीक है । कोविड-19 का प्रभाव इतना ज्यादा अधिक रहा कि लोगों का जीवन शैली ही पूरी तरीके से बिगड़ गया या अस्त व्यस्त हो गया । साथ ही देश विदेश का गंभीर रूप से क्षति हुआ किसी भी देश में स्वास्थ्य व्यवस्था या चिकित्सा व्यवस्था बहुत ही मायने रखता है क्योंकि इसके अभाव में जन-जन का क्षति लाभ हानि निर्भर करता है । किंतु इस महामारी ने इसी क्षेत्र को इतना हानि पहुंचाया कि डॉक्टर अभी भी मानसिक चिंता, अवसाद से ग्रसित पाए जा रहे हैं किंतु पहले दौर से अब स्थिति कुछ हद तक ठीक है जिससे कि उनकी मानसिक स्थिति व कार्यभार में कमी देखी जा रही है उपरोक्त सभी बिंदुओं को ध्यान में रखते हुए यह कहना उचित ही रहेगा कि उचित व्यवस्था, जन- जागरूकता, चिकित्सा सहायता, व डॉक्टरों को भी समय-समय पर मनोरंजन साथ ही अवकाश ,योगा, का अवसर समस्या - समाधान ,शोध कार्य करते रहना चाहिए साथ ही सरकार व स्वास्थ्य मंत्रालय द्वारा उन नियमों को और भी विस्तारित करना चाहिए जिससे कि हमारे देश के चिकित्सक स्वस्थ रहें और अपने कार्य भार को कम समझे जिससे कि वह अपने कार्य को चिंता अवसाद जैसी समस्याओं से मुक्त होकर हमारी वह हमारे देश की ही नहीं विश्व स्तर पर भी सहायता व सुरक्षा कर सकें क्योकि जब स्वस्थ रहेंगे तभी तो इण्डिया भी स्वस्थ रहेगा ।

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महिला सक्षमिकरण आणि उच्च शिक्षणातून उद्योजकता

प्रा.डॉ.रश्मी प्रविण गजरे

गृहअर्थशास्त्र विभाग प्रमुख, श्रीमती नानकीबाई वाधवाणी कला महाविद्यालय, यवतमाळ

प्रस्तावना -

महिला सक्षमीकरण हे विकास साध्य करण्याचे प्रभावी साधन आहे. स्वामी विवेकानंदांनी म्हटले होते. ``महिलांची स्थिती सुधारल्याशिवाय जगाचे कल्याण घडणार नाही.केवळ एका पंखाच्या आधारे भरारी घेणे कोणत्याही पक्षाला शक्य नाही'' नारी शक्तीचे महत्त्व अधोरेखित करण्यासाठी हे विधान पुरेसे आहे.

महिला `कार्य स्त्रोत तर आहेतच त्याच सोबत त्या राष्ट्राच्या तरूण मनुष्यळाला योग्य दिशा देण्याचे कार्य करतात. शूम्पटरच्या मतानुसार `उद्योजकता ही जमीन, श्रम, भांडवल आणि नैसर्गिक संसाधनांच्या एकत्रित वापर होय. बाजारपेठेची मागणी आणि उद्योजकता कौशल्य यांची सांगड घलून मानवी आर्थिक सुरक्षितता प्रदान होते. जागतिक अधिकृत मनुष्यबळात तीस टक्के वाटा हा महिलांचा आहे. एकूण कामकाजाच्या तासामध्ये सा' टक्के योगदान व जागतिक उत्पन्नातील दहा टक्के वाटा हा महिलांचा आहे. महिलांचा विकास हा सामाजिक आर्थिक प्रगतीचा निर्देशांक आहे. त्यातून राष्ट्राची सामाजिक परिस्थिती लक्षात येते.

अभ्यासाचे उद्देश -

१) महिला सक्षमिकरणाचे महत्त्व व इतिहासाचे अवलोकन
२) उच्च शिक्षणाची आवश्यकता अभ्यासणे.
३) उद्योजकतेच्या संधी उच्च शिक्षणातून मिळतातयाचे अध्ययन

महिला सक्षमीकरण -

सक्षमीकरण म्हणजे एखाद्याला सामर्थ्यवान करणे. सामाजिक, आर्थिक व संस्थात्मक व्यवस्थेतील बदल घडवून आणणे सक्षमीकरण हे बहुविध, बहुआयामी व बहुपातव्या असलेली संकल्पना आहे. महिलांचे आर्थिक दृष्टीने स्वातंत्र्य ही आजही गरज आहे.

प्राचीन काळपासून महिलांना अनेक हक्कापासून वंचित 'ठेवण्यात आले. त्यामुळेच संपूर्ण जगाचा विचार करता महिला दुर्बल व अन्यायग्रस्त घटक अशी स्थिती त्यांना प्राप्त झाली होती. विसाव्या शतकाच्या सुरूवातीपासून स्त्रियांच्या अवस्थेत व सामाजिक स्थानात बदल होऊ लागला. आर्थिक स्वावलंबन करीता घराच्या बाहेर महिला पडू लागल्या. महिला सक्षमीकरणाकरिता संयुक्त राष्ट्र संघाकडून केलेले प्रयत्नांवर दृष्टीक्षेप घालू या.

स्त्रियांच्या हक्कांचे रक्षण करण्यासाठी आणि त्यांच्या समस्या दूर करण्यासाठी संयुक्त राष्ट्राने १९४६ मध्ये माहिती आयोगाची स्थापना केली. संयुक्त राष्ट्राच्या आमसभेने १९५२ मध्ये महिलांच्या राजकीय हक्कांचा 'राव संमत केला. १९७५ हे वर्ष आंतरराष्ट्रीय महिला वर्ष म्हणून साजरे केले. त्यानिमित्ताने मेक्सिको शहरात आंतरराष्ट्रीय महिला परिषदेचे आयोजन करण्यात आहे. १९८५ मध्ये संयुक्त राष्ट्रांचा महिला विकास निधी स्थापन करण्यात आला १९७६ ते १९८५ हे दशक संयुक्त राष्ट्राचे महिला दशक म्हणून साजरे करण्यात आले. १९८० मध्ये कोपेनहेन, १९८५ मध्ये नौरोबी, १९९५ मध्ये बिजींग येथे जागतिक महिला परिषदांचे आयोजन करण्यात आले आहे.

भारतात १० डिसेंबर १९४८ रोजी मानवी हक्कांची सनद निर्माण झाली. स्त्रियांसा'ठी विविध कायदे तयार करण्यात आले. राज्यघटनेनुसार भारतीय समाजातील प्रत्येक नागरिकांस मग तो पुरूष असो वा स्त्री सर्वांना समान अधिकार प्राप्त झाले आहेत.

भारतातील शैक्षणिक नियोजनकर्त्यांनी स्त्री व पुरूषांच्या मधील दरी कमी करण्याकरीता रणनिती 'रविली. १९५० मध्ये या कार्यक्रमाचा दृष्टीकोण कल्याण हा होता तर १९७० च्या सुमारास विकास हा झाला व १९९० पासून सबलीकरण हा दृष्टीकोन झाला.

शिक्षणामुळे मोठया प्रमाणात महिलांचे सबलीकरण झाले असून शिक्षित महिला असलेल्या ठिकाणी सक्षमीकरणाची प्रक्रिया जास्त वेगाने झाल्याचे दिसून येते. उच्च शिक्षणामुळे महिलांना विवाह, मातृत्व आणि नोकरी व्यवसाय याबाबत निर्णय घेण्याचे सामर्थ्य व आत्मविश्वास प्राप्त होऊ शकते. शिक्षणामुळेच महिलांचे पुरूषांवरील अवलंबित कमी होऊ शकते.

महिला सबलीकरण म्हणजे महिलांचा सत्ता विभागणीत समान वाटा, निर्णय प्रक्रियेत योग्य स्थान आणि सामाजिक, राजकीय तसेच आर्थिक जीवनात त्याबाबतची समानता प्राप्त होणे होय. याचाच अर्थ महिलांचा आर्थिक सामाजिक, राजकीय, शैक्षणिक उद्योग इ. सर्व क्षेत्रात समान सहभाग अपेक्षित आहे.

महिला सबलीकरणाच्या क्षेत्रात घडणाऱ्या घडामोडी मोठया प्रमाणात प्रोत्साहनदायी नक्की आहेत. माहिती तंत्रज्ञान, अभियांत्रिकी व्यवस्थापन या तंत्र - शिक्षण व व्यावसायिक शिक्षणात महिला प्रतिनिधीत्वात मो'ंया प्रमाणात वाढ दिसत आहे.आपल्या देशात कामाच्या ठिकाणी प्रत्येक चौथा कामगार एक महिला असते. तंत्र विषयक व गुंतागुंतीचे काम असेल तर महिलांची संख्या जास्त आढळून येते. प्राथमिक स्तरावर काम करणाऱ्या आरोग्य सेवकांपैकी तीन चतुर्थास महिला आहेत. महिलांच्या सबलीकरणामध्ये आर्थिक सबलीकरण केंद्र स्थानी आहे.महिला मनुष्य बळाच्या क्षमता विकसीत व वृद्धींगत करण्यासाठी उच्च शिक्षणात कौशल्य विकास हा महत्वपूर्ण घटक आहे.

केन्द्रीय मनुष्यबळ विभागाने जाहिर केलेल्या अहवालानुसार **(AIHES)** ऑल इंडिया हायर एज्युकेशन सर्व्हे नुसार उच्च शिक्षण घेणाऱ्याचे प्रमाणे २५ टक्क्यांवर पोहचलेले आहे. उच्च शिक्षण गेणाऱ्या मुलींचे प्रमाण मुलांपेक्षा अधिक आहे. वाढल्या लोकसंख्येला ओझे न मानता तरुणांच्या वाढल्या संख्येमुळे होणाऱ्या लाभाकडे लक्ष वेधणाऱ्या बाबीकडे सकारात्मक भावना निर्माण होते. आपल्या देशात तरूणांची संख्या अधिक आहे. तरूणांना योग्य ती कौशल्य व उच्च शिक्षण दिले ते प्रशिक्षित मनुष्यबळ म्हणून त्यांना जगभरातून मागणी नक्कीच येईल. त्याद्वारे देशाला उत्पादकता वाढविता येईल. आजची **CBCS** शिक्षण प्रणालाची व नविन शैक्षणिक धोरण २०२० या द्वारे शिक्षणाची गुणवत्ता उंचावणे, विद्यार्थ्यांमध्ये कौशल्ये आणि रोजगार क्षमता विकसित करणे, एक स्वतंत्र नागरिक म्हणून त्यांचा दृष्टीकोन विकसित करण्याचे ध्येय समोर ठेवून कार्य करीत आहे.

महिला सक्षमिकरणाचा आढावा घेतच या संशोधन निबंधात आपण महिला या उच्च शिक्षणात आजच्या घडीला प्राधान्याने समोर आहेत. चाकोरीबद्ध जीवनातून बाहेर पडून उच्च शिक्षणासोबत इच्छा शक्तीच्या जोरावर त्या व्यवसायात आपले स्थान निश्चितच निर्माण करू शकतात. याचे उदाहरण म्हणजे ज्योती नाईक **(**महिला गृहउद्योग लिज्जत पापड संस्थापक**)** या आहेत. वरील उल्लेखानुसार आजच्या उच्च शिक्षण प्रणालीत कल्पना सत्यात उतरविण्यासाठी स्वतःच्या क्षमतांवर विश्वास ठेवणे या मानसिकते सोबतच व्यवसाय निवड, भांडवलाचे स्त्रोत, माल आणणे, स्वभाव गुणधर्म, प्रोडक्ट, वितरण प्रणाली ग्राहक, स्पर्धक या सर्वांचे सविस्तर असे मार्गदर्शन एवढेच नव्हे तर प्रत्यक्ष कार्यानुभवच्या समावेश शिक्षण प्रणालीद्वारा विद्यार्थ्यांपर्यंत देण्याचे लक्ष ठेवण्यात आले. उच्च कौशल्याधारित शिक्षणात तयार करत असल्याने विद्यार्थ्यांच्या नावीन्यपूर्ण कल्पना व छंद तसेच व्यवसायाभिमुख प्रशिक्षणाने त्यांच्या हाताला काम व भविष्य उज्ज्वल घडण्यास प्रोत्साहन मिळेल. फन्फोसिसचे संस्थापक मा. नारायण मूर्तींनी म्हटले आहे. भारतात जवळपास ८० **%** पेक्षा जास्त युवक हे कोणत्याही प्रकारच्या नोकरीसाठी नेमण्यास उपयुक्त नाही.``डोळसपणे बघीतले असता त्यांच्या म्हणण्यातील उन्दिग्रता आपल्या लक्षात येते. कुशल मनुष्यबळा अभावी ५० हजारपेक्षा अधिक नोकऱ्या पडून असल्याचा अहवाल एका अर्थविषयक मासिकाने नुकताच प्रसिद्ध केला आहे.''

कौशल्य विकास हा शिक्षणाचा अविभाज्य भाग होता आहे आणि राहील. उच्च शिक्षणात गुणवत्तापूर्ण कौशल्यवर्धित शिक्षणाचा समावेश करणे आवश्यक आहे. यामुळे विद्यार्थ्यांच्या कल्पकतेला वाव व काम करण्याची उर्मी तसेच उत्साहपूर्वक वातावरणासोबत निर्भयता अंगी येईल. मातृभाषेतून उच्च शिक्षणामुळे संकल्पना स्पष्ट होईल सोबत सर्वांगीण व्यक्तीमत्व विकास होऊन नविन संधी व आव्हाने स्विकारण्यास उच्च शिक्षण प्राप्त करतांना त्यांच्या अंगी येतील.

सारांश

शिक्षणामुळे मोठया प्रमाणात महिलांचे सबलीकरण झाले असून शिक्षित महिला असलेल्या ठिकाणी सक्षमीकरणाची प्रक्रिया जास्त वेगाने झाल्याचे दिसून येते.

महिला सबलीकरण म्हणजे महिलांचा सत्ता विभागणीत समान वाटा, निर्णय प्रक्रियेत योग्य स्थान आणि सामाजिक, राजकीय तसेच आर्थिक जीवनात त्याबाबतची समानता प्राप्त होणे होय. याचाच अर्थ महिलांचा आर्थिक सामाजिक, राजकीय, शैक्षणिक उद्योग इ. सर्व क्षेत्रात समान सहभाग अपेक्षित आहे. कौशल्य विकास हा शिक्षणाचा अविभाज्य भाग होता आहे आणि राहील. उच्च शिक्षणात गुणवत्तापूर्ण कौशल्यवर्धित शिक्षणाचा समावेश करणे आवश्यक आहे. सर्वांगीण व्यक्तीमत्व विकास होऊन नविन संधी व आव्हाने स्विकारण्यास उच्च शिक्षण प्राप्त करतांना त्यांच्या अंगी येतील.

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महिला सक्षमीकरणात व उदयोजकीय विकासात उच्च शिक्षणाची भूमिका

मंगला बनसोड

उच्च शिक्षण आणि संशोधन केंद्र, गृहअर्थशास्त्र सरदार पटेल महाविद्यालय, चंद्रपूर

प्रस्तावना :

भारतीय समाजात कायदयाने स्त्रियांना समानतेचे अधिकार प्रदान केले आहे. स्त्री सहभागाच्या मोठया गप्पा मारल्या तरीही सत्य परिस्थितीत समानता मात्र प्राप्त झाली नाही. ही समानता निर्माण न होण्याचे कारण म्हणजे समाजातची मानसिकता होय. आधुनिक काळात स्त्रीयांना शिक्षण घेण्याचा अधिकार प्राप्त झाला. शिक्षणामुळे महिलांच्या व्यक्तिमत्वाचा व बौद्धिक शक्तीचा विकास होऊन आर्थिक व उदयोजकीय विकास घडून येण्यास मदत होते. पर्यायाने स्त्रीयांचा सामाजिक, आर्थिक दर्जा वाढून स्त्री पुरूषातील असमानता कमी होण्यास मदत होते.

भारतीय अर्थव्यवस्थेत पंचवार्षिक योजनेव्दारे जलद आर्थिक विकास घडवून आणण्याचे धोरण स्वीकारून विशेषत: ग्रामीण व नागरी भागातील महिलांना अधिक बलवान बनविण्याकरीता स्त्री शिक्षणावर भर दिल्या गेला त्यामुळे राष्ट्र विकास प्रक्रियेत महिला परंपरागत क्षेत्राचा त्याग करून अपरंपरागत क्षेत्राकडे जात आहे. शिक्षणातून मानवी श्रमाची उत्पादन क्षमता वाढून विकासाला हातभार लागतो. स्त्री शिक्षणातील गुंतवणूक ही आर्थिक, सामाजिक व उदयोजकीय विकासाला फायदेशीर ठरते.

भारतात मुलींच्या शिक्षणाबाबत काही महत्वाच्या बाबी :

अ) पहिली ते चौथीच्या वर्गात दर ३ मुलींमागे एक मुलगी शाळेत येत नाही. मुलीच्या गळतीचे प्रमाण फारच अधिक आहे. पहिलीतील १०० मुलींपैकी ३० मुलीच पाचव्या वर्गात प्रवेश करतात.

ब) ५ वी ते ८ वी या वर्गात दर ५ मुलींमागे एकच शाळेत जाते. म्हणजेच ६ ते ११ या वयोगटातील एकूण ६५ टक्क्यांपैकी ११ ते १४ वयोगटात केवळ २२ टक्के मुली उरतात. ही तीव्र घट मुलींचे शाळेतील गळतीचे प्रमाण दर्शविते.

क) माध्यमिक पातळीतील १४ ते १७ वयोगटातील शाळेत जाणाऱ्या मुलींचे प्रमाण १२ टक्क्यांपर्यंत कमी होते. याचा अर्थ असा की, दर ८ मुलीमागे फक्त एकच मुलगी या शैक्षणिक पातळीपर्यंत येते.

विद्यापीठीय स्तरावर मात्र पदव्युत्तर शिक्षण घेणाऱ्या मुलींचे प्रमाण पदवीपूर्व पातळीवरील मुलींच्या प्रमाणापेक्षा अधिक आहे. व्यावसायिक शिक्षण लक्षात घेतल्यास अध्यापन, वैद्यकीय शास्त्र व ललित कला या क्षेत्रात स्त्रिया बऱ्याच आढळतात. परंतु कायदा, कृषी विद्या या क्षेत्रात स्त्रियांची संख्या कमी आढळते. उच्च शिक्षण तर अधिक प्रमाणात शहरी, उच्च व मध्यम वर्गीयातील स्त्रीयापुरतेच मर्यादित राहिलेले आहे.

महाराष्ट्रातून तंत्रनिकेतन मधील मुलींची टक्केवारी ६ ते १७ टक्के एवढी अल्प आहे. थोडक्यात, शिक्षण व तंत्र शिक्षणातही महिलांचे प्रमाण नाममात्र आहे.

२०१७—१८ मध्ये उच्च शिक्षण घेणारे विद्यार्थी तीन कोटी ६६ लाख आहेत आणि त्यातील एक कोटी ७४ लाख म्हणजे ४७.६ टक्के मुली आहे. २०११—१२ ते २०१७—१८ पर्यतच्या सांख्यकीचा आढावा घेतला तर ही संख्या एक कोटी ७४ लाखापर्यंत पोहचविलेली दिसते. ही सहा वर्षातील वाढ ३४ टक्के एवढी आहे. वाढीचे हे प्रमाण सुखविणारे नाही. १८ ते २३ या

वयोगटाचा विचार केला तर "ग्रॉस एनरॉलमेंट रेशो" इतर विकसित देशाच्या मानाने खूपच कमी आहे. २०१६–१७ मधला २५.२ टक्के जी. इ. आर. आता २०१७–१८ मध्ये २५.८ टक्के ऐवढा वाढला आहे आणि २०२० पर्यंत तो ३० टक्के व्हावा अशी अपेक्षा आहे. भारतात १८ ते २३ वयोगटातील केवळे २५ टक्के मुलीच उच्च शिक्षण घेत आहे. मुलीचा जी. इ. आर. २५.४ टक्के आहे हे लक्षात घ्यावे लागेल. भारतात आज एकूण ९०३ विद्यापीठापैकी १५ विद्यापीठे ही महिला विद्यापीठे आहेत. (राजस्थान — ४, तामिळनाडू २, आंध्रप्रदेश, आसाम, दिल्ली, हरियाणा, कर्नाटक, महाराष्ट्र, ओडीसा, उत्तराखंड या राज्यांमध्ये प्रत्येकी एक) महिला विद्यापीठाप्रमाणेच ११.४ टक्के महा विद्यालये ही महिला महाविद्यालये आहेत. त्याचप्रमाणे ग्रामीण भागातील महिला करिता महाविद्यालयाची उपलब्धता कमी आहे आणि अजूनही पालक वर्ग मुलींना दूरच्या ठिकाणी शिकण्यासाठी पाठवितांना दिसत नाही.

व्रील माहितीच्या आधारे भारतातील महिलांची उच्च शिक्षणातील टक्केवारी लक्षात घेता असे निर्देशनास येते की, महिलांचा सहभाग उच्च शिक्षणात पुरूषांच्या तुलनेत कमीच आहे. त्यामुळे त्यांचा उदयोजकीय विकास होतांना दिसत नाही. फार कमी महिला आहेत की ज्या उच्च शिक्षण घेऊन उदयोगात उतरल्या आहे. त्यामध्ये 'शुगर' या कॉस्मॅटिक कंपनीच्या फाउंडर विनिता सिंग यांनी बी. टेक. (इलेक्ट्रानिक इंजिनिअर) ची पदवी घेतली आहे. नायका च्या फाउंडर फालगुनी संजय नायर आहेत. शिखा शर्मा, मलाईका श्रीनिवास या बोटावर मोजण्या इतक्या महिला आहेत.

उपाय योजना :

१) महिलांचा उच्च शिक्षण घेऊन उदयोजकीय सहभाग वाढण्याकरिता समाजातील लिंगभेद व स्थान, व्यवसाय सुरू करण्यासाठी अपुरे स्त्रोत, तांत्रिक व व्यवस्थापकीय ज्ञानाचा अभाव, मर्यादित आर्थिक स्त्रोत व गुंतवणूक सहाय्य, परवडण्याजोगा व सुरक्षित व्यावसायिक जागाचा अभाव इत्यादी अनेक आव्हाने आहेत. राज्याच्या सर्व समावेशक विकासासाठी महिला चलित उपक्रमाव्दारे आर्थिक व सामाजिक बदल घडवण्यास प्रोत्साहन देणारे जागतिक दृष्टया सक्षम व्यवसाय केंद्र बनविणे व महिला उदयोजकासाठी पोषक वातावरण निर्माण करणे या दृष्टिकोनातून महिला उदयोजकासाठी सक्षम धोरण राबविणे आवश्यक आहे की, जेणेकरून महिलांचे उदयोग करण्याचे प्रमाण वाढेल.

२) मुली बी. ए., बी. कॉम, एम. ए. सारखे पदवी व पदवीव्युत्तर शिक्षण घेत असतांना उच्च शिक्षणातच ती विद्यार्थीनी स्वत:चा व्यवसाय सुरू करू शकेल अश्या कोर्सची निर्मिती करणे सुध्दा आवश्यक वाटते. त्याचप्रमाणे महिलांच्या कौशल्य विकास (Skill Development) ही पदवीच्या आधीच होणे गरजेचे आहे. भारतातील उच्च शिक्षणात कमालीचे पुस्तकी व साचेबध्द आहे. बदललेले मार्केट, बाजारपेठा, गुंतवणूक याचा शिक्षणात अंतर्भव करणे आवश्यक आहे की, जेणेकरून कुशल व प्रशिक्षित मनुष्य बळाची निर्मिती होईल. अंगात कौशल्य असले की, अनेक रोजगाराच्या व स्वयंरोजगाराच्या वाटा मोकळया होतात. त्याकरिता कौशल्य शिक्षणाची गरज आहे.

३) महिलांना लघु उदयोग व स्वयंरोजगारासाठी विशेष प्रशिक्षण देण्यात यावे.

४) महिला उद्योजकता व्यवसायाकरिता आवश्यक संवाद कौशल्य प्रशिक्षण (Commination Skill) देण्यात यावे.

५) महिला उदयोजकांना कमी व्याजदरात कर्ज उपलब्ध करून देण्यात यावे.

६) औद्योगिक वसाहतीमध्ये ५० टक्के क्षेत्र महिलाकरिता राखीव ठेवण्यात यावे.

७) उदयोजक महिलांसाठी वाहतूक व्यवस्था घर, पाळणा घर, मातृत्व सुविधा उपलब्ध करून देण्यात याव्या.

८) कौशल्य वाढीचे प्रशिक्षण, प्रत्यक्ष कामाचे प्रशिक्षण देऊन त्यांना कामाची संधी मिळेल यासाठी प्रयत्न केले जातील.

९) व्यक्तिगत व समूह पातळीवर स्त्रियांची उपक्रमशिलता वाढण्याचा प्रयत्न केल्या जावा.

१०) विविध शासकीय विभागाचे समायोजन करून स्त्रियांना विविध योजनांचा जास्तीत जास्त लाभ मिळवून देण्याचा प्रयत्न केला जावा.

संदर्भ ग्रंथ :

१) "सामुदायिक विकास, विस्तार शिक्षण व महिला सबलीकरण" डॉ. उज्वला वैरागडे/प्रा. विद्युलता मुळे विद्या बुक्स पब्लिशर्स, औरंगाबाद

२) Women in Entrepreneurship Educaiton in US Higher Education Article in Academy of Management Annual Meeting Proceedings · July 2012 DOI: 10.5465/AMBPP.2012.17875 Jeonghwan Choi, Kean University (Wenzhou) , Sunny Jeong,Wittenberg University

३) https://rb.gy/xzzkbb

४) महिला धोरण २०१४ पृ. क्र. २९

१) "सामुदायिक विकास, विस्तार शिक्षण व महिला सबलीकरण"   डॉ. उज्वला वैरागडे/प्रा. विद्युलता मुळे

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उच्चशिक्षण घेणाऱ्या ग्रामीण भागातील विद्यार्थी व शिक्षकांवर होणारा नवीन शिक्षनितीचा परिणाम

डॉ. रंजना एच.जिवने
गृह अर्थशास्त्र विभाग प्रमुख, श्रीमती वत्सलाबाई नाईक महिला, महा विद्यालय पुसद

ABSTRACT

29 जुलै रोजी 34 वर्षानंतर देशाचे शिक्षण पद्धतीमध्ये मोठे बदल करण्यात आले. मनुष्यबळ विकास मंत्रालयाकडून डॉ. कस्तुरीरंगन यांच्या अध्यक्षतेखाली नवीन शैक्षणिक धोरणाचा मसुदा तयार करण्यात आला. पहिले शैक्षणिक धोरण इंदिरा गांधी सरकारने 1968 मध्ये आणले होते. तर दुसरे शैक्षणिक धोरण 1986 मध्ये राजीव गांधी सरकारने आणले होते. 2009 मध्ये शिक्षण हक्क कायदा आणला गेला होता त्याची अंमलबजावणी 2013 पासून करण्यात आली. तसेच मनुष्यबळ विकास मंत्रालयाचे नाव बदलून शिक्षण मंत्रालय करण्यात आले. हे नवे शैक्षणिक धोरण 2022-2023 ह्या शैक्षणिक वर्षापासून लागू करण्याचा केंद्र शासनाचा विचार आहे. त्यामुळे ह्या धोरणाचा ग्रामीण भागातील विद्यार्थी व शिक्षकांवर काय परिणाम होईल ह्या संदर्भात हा संशोधन लेख प्रकाश टाकेल.

❖ **प्रमुख शब्द (कि वर्ड) :-** नवीन शिक्षणनीती, ग्रामीण भागातील विद्यार्थी शिक्षकांवर होणारा परिणाम.

❖ **अभ्यासाची उद्दिष्टे :-**

१] नवीन शिक्षण नितीचा ग्रामीण भागातील विद्यार्थ्यांवर काय परिणाम होणार आहे ह्याचा शोध घेणे.

२] नवीन शिक्षा नितीचा शिक्षक व प्राध्यापकावर होणारा परिणामाचा शोध घेणे.

३] ह्या शिक्षानितीच्या अंमलबजावणी झाल्यानंतर काय फायदे आणि तोटे होउ शकतात ह्याचा शोध घेणे.

❖ **संशोधनाची साधने :-**

ह्यासाठी संशोधन करताना संशोधनाची दुय्यम साधने वापरली आहे. ह्या विषयाचा शोध घेताना पुस्तके, मासिके, लेख, वर्तमान पत्रातील स्तंभलेख, नवीन शिक्षा नीतीवर अनेक विद्वानाच्या मते, इंटरनेट वरील साहित्याचा आधार घेण्यात आलेला आहे.

❖ **उच्च शिक्षण व्यवस्थेचा आकार :-**

एआयएसएचई 2019 च्या अहवालानुसार, भारताच्या उच्च शिक्षण क्षेत्रात जवळपास 1000 विद्यापीठे, 29,931 महाविद्यालये आणी 10,725 स्वायत्त संस्थामध्ये मिळून 3.74 करोड विध्यार्थी शिक्षण घेत आहेत. भारतामध्ये विविध राज्यातील भिन्न संस्कृती, विलक्षण विविधता, आणि प्रत्येक राज्यातील प्रत्येक सामाजीक समूहाची परिस्थिती आणि प्रश्न वेगवेगळे आहेत.

❖ **भारतातील प्राचीन शिक्षण प्रणाली विविध मते :-**

ब्रिटीश पूर्व काळातील भारत हा ज्ञानार्जनाच्या शिखरावर होता. भारतात कोणीही निरीक्षर नव्हते. याला प्रमाण म्हणजे मेगास्थेनिस (ख्रिस्तपूर्व 302) हा भारतात प्रवासी म्हणून आला आणि येथील शिक्षणाने विलक्षण प्रभावित झाला. मेगास्थेनिस हा चंद्रगुप्त मौर्याच्या दरबारी होता. तो येथील ज्ञान इ शिक्षण यांची तो प्रशंसा करतो.

ब्रिगेडियर जनरल अलेक्झांडर वाकर 1780 ते 1810 पर्यंत हिंदुस्तानात नोकरीला होता. तो म्हणतो भारतातील लोकांइतकी जान जगातल्या कुठल्याही लोकांना नाही.

प्राचार्य डॉ. व्ही.बी. गायकवाड म्हणतात "आधुनिक शिक्षण व्यवस्थेबाबत चिंतन करताना या व्यवस्थेलाही यातील संपन्न मूल्याची जोड मिळाली तर आगामी कालखंडातही भारतीय शिक्षणाचा हिरा जगभरात चमकून दिसेल.

भारताने शिक्षणाला केवळ राष्ट्राच्या सीमांपर्यंत मर्यादित न ठेवता अखिल मानव जातीच्या विकासाविषयी सखोल व सूक्ष्म चिंतन केले आहे. येथील शिक्षणाला कुठल्याही विषयाच्या अभ्यासाची आडकाठी नसल्याने सांस्कृतिक, आर्थिक, तात्विक, वैयक्तिक, अध्यात्मिक आणि सामाजिक अशा मानवी जीवनाच्या सर्वांगाना स्पर्श करणाऱ्या ज्ञानशाखा या मातीत संपन्न रुजल्या.

केवळ भौतिक जगामध्ये उदरनिर्वाहाचे साधन प्राप्त करण्याइतका संकुचित विचार भारतीय शिक्षण पद्धतीमध्ये बघण्यास मिळत नाही तर व्यक्तीसापेक्ष भिन्न असणाऱ्या विविध अंगभूत कलागुणांना शिक्षणाच्या माध्यमातून वाव द्यायचा अन त्याद्वारे व्यक्तीची सर्वांगीण प्रगती साध्य करायची संपूर्ण जगातून भारतात विविध विषयाचे अध्ययन करण्यासाठी लोक यायचे तक्षशिला उदंतपुरी नालंदा वल्लभि विक्रमशीला यासारखे सक्षम विद्यापीठे भारतात होती त्या काळात विद्यार्थ्यांचा कल आणि त्याच्या क्षमतेनुसार त्याला शिक्षण मिळत होते मौखिक परंपरेतील ज्ञानासोबतचटीकात्मक विश्लेषण आत्मपरीक्षण कथाकथन प्रश्नोत्तरे कार्यानुभव चर्चासत्रासारख्या विविध पद्धतीचा अवलंब होत होता विद्यापीठात प्रवेश मिळण्यासाठी त्या काळात एंट्रन्स एक्झाम घेतली जात होती नालंदा विद्यापीठात दहा हजार विद्यार्थी पंधराशे शिक्षक त्या काळात होते आणि तिबेट, चीन, जपान, कोरिया, सुमात्रा, जावा, श्रीलंका येथून विद्यार्थी शिक्षण घेण्यासाठी येत होते.

❖ नवीन शैक्षणिक धोरण :-

शिक्षण क्षेत्रात आमूलाग्र परिवर्तन घडवून आणणारे नवीन शैक्षणिक धोरण नुकतेच केंद्र शासनाच्या मंत्रिमंडळाने संमत केले खरं तर ह्या एवढ्या महत्त्वपूर्ण धोरणावर दोन्ही सभागृहात चर्चा होण्याची गरज होती परंतु कोरोना महामारीनंतर लगेच हे असे नवीन शैक्षणिक धोरण केंद्र शासनाने घाईघाईने पास करून घेतले. खरंतर शिक्षण हा विषय केंद्र शासन आणि राज्य शासनाच्या दोन्ही संयुक्त सूचीतील विषय आहे त्यामुळे केवळ केंद्राने धोरण घोषित करून फक्त होणार नाही.

➢ आज शिक्षण खात्यामध्ये शालेय शिक्षण विभाग आहेत त्याऐवजी प्राथमिक माध्यमिक उच्च माध्यमिक व उच्च शिक्षण असे वेगवेगळे विभाग करावे लागतील उच्च माध्यमिक विभागातच तंत्रशिक्षणाचा काही भाग असेल.

➢ आज जे डीएड, बीएड, कॉलेजेस बंद करून इंटिग्रेटेड बीएड कोर्सेस निर्माण करण्याची सूचना नवीन शैक्षणिक धोरणात केली गेली आहे.

➢ शैक्षणिक पुनर्रचनेमध्ये पूर्व प्राथमिक ते दुसरी, तिसरी ते पाचवी सहावी ते आठवी हे वर्ग अनुक्रमे पायाभूत, प्राथमिक व माध्यमिक वर्ग मानले जातील. नववी ते बारावी हा पाच वर्षाचा विभाग उच्च माध्यमिक.

➢ प्राथमिक शिक्षण हे मातृभाषेतच दिले जाणार आहे.

➢ विद्यार्थ्यांना रामायण, महाभारत, वेद, पुराण पाठ अभ्यासात असणार आहे.

➢ संपूर्ण देशातील 40 हजाराहून अधिक महाविद्यालय बंद करून सक्षम अशी केवळ पंधरा हजार महाविद्यालये, उच्च शिक्षणासाठी चालु ठेवण्याचे केंद्र सरकारचे धोरण आहे.

➢ एम. फील. ही डिग्री रद्द करण्यात आली आहे.

➢ NEP मध्ये अभियंता विद्यापीठ, ऑटोनॉमस कॉलेजेस व खाजगी शिक्षण संस्थांचे योगदान राहणार आहे.

➢ संपूर्ण कॉलेजेस मोठ्या क्लस्टरशी जोडले जाणार आहेत. क्रीडा, संगित, कला ह्या विषयाचे शिक्षण मोठ्या क्लस्टरमध्ये नेमल्या जातील, त्या विद्यार्थ्यांना मोठ्या केंद्रीत शाळेत किंवा महाविद्यालयात हे शिक्षण घेण्याकरीता जावे लागेल.

➢ नवीन शैक्षणीक धोरणात शालेय अभ्यासक्रमात कृत्रिम बुद्धिमत्ता आणि आर्थिक बाबींचा समावेश करण्यात आला आहे. नव्या आर्थिक धोरणामध्ये मातृभाषा किंवा प्रादेशिक भाषेला आर्थिक प्राधान्य देण्यात आले आहे. तसेच शिक्षण मंत्रालयाने "अकॅडेमिक बँक क्रेडीट" हा उपक्रम ह्या वर्षापासून सुरु केला.

➤ युजीसी, एआयसीटीई आणि राष्ट्रीय शिक्षक प्रशिक्षण परिषदेच्या जागी भारत उच्च शिक्षण आयोग स्थापन करण्याच्या विचारात आहे.

➤ नववी ते बारावीच्या विद्यार्थ्यांना एकाचवेळी कला, वाणिज्य, विज्ञान, कायदा, तंत्रज्ञान, वैद्यकीय यासारख्या 30 ते 40 विषय शिकविले जातील. ह्यासाठी ह्या विद्यार्थ्यांना संकुल शाळेत जाऊन शिक्षण घ्यावे लागतील.

➤ सध्याच्या 10 + 2 ऐवजी 5+3+3+4 असा आकृतीबंध लागू होणार.

❖ **भारतातील उच्च शिक्षणाची स्थिती :-**

भारतातील 18 ते 23 वयोगटात तरुणांची संख्या 4 कोटी इतकी आहे आणि हाच वर्ग उच्च शिक्षण घेणारा असतो. परंतु आज या वयोगटातील किती तरुण उच्च शिक्षण घेतात हे पाहणे महत्त्वाचे आहे उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांना ग्रॉस एनरोलमेंट रेशो सतरा ते अठरा टक्के आहे जो चीनमध्ये 30 टक्के इतका आहे 2030 पर्यंत उच्च शिक्षण साठी कमीत कमी पाच कोटी विद्यार्थ्यांना शिक्षणाचे संधी द्यावी लागेल युवकांचे बदलते स्वप्न आणि उपलब्ध साधने व त्यावर होणारा खर्च याचा ताळमेळ बसवावा लागेल मात्र ही गोष्ट नवीन एज्युकेशन पॉलिसीमध्ये कुठेच दिसत नाही.

कोठारी कमिशन 1968 मध्ये शिक्षणावर होणारा खर्च हा राष्ट्रीय उत्पन्नाचा किमान 6% असावा सुचविले होते परंतु आतापर्यंतच्या कुठल्याही सरकारने 6% पर्यंत हा खर्च दिला नाही. गेल्या 4 दशकात शिक्षणावरील सार्वजनिक खर्च 3% च्या पुढे गेला नाही. यावर्षी तर खर्च सर्वात कमी होता शिक्षणावरील होणारा खर्च कमी करण्याचे कारण यातून फायदा किंवा उत्पन्न नाही असे दिले जाते. आणि शिक्षणाला दुय्यम महत्त्व दिल्यामुळे आज नवीन शैक्षणिक धोरणात खाजगीकरणाला गोंडस नाव देऊन ज्यांचा शिक्षणाशी संबंध नाही असे लोक केवळ व्यवसाय म्हणून या क्षेत्रात उतरलेले दिसतात नवीन शैक्षणिक धोरणात सरकारी शाळा महाविद्यालय बंद करून जी क्लस्टर योजना करण्याचा शासनाचा विचार आहे त्यामध्ये ग्रामीण भागातील विद्यार्थ्यांचे व पर्यायाने प्राध्यापकावर अन्याय करणारे ठरणार आहे. आज वंचितांच्या शिक्षणाला कुठेतरी मदत प्रयासाने सुरुवात झाली. परंतु खाजगीकरणामुळे व अद्याप ही वाढीमुळे आदिवासी वंचित बहुजनांची मुले उच्च शिक्षण घेऊ शकणार नाही.

❖ **ग्रामीण भागातील विद्यार्थी व प्राध्यापकांवर होणारा दुष्परिणाम :-**

आज अनेक ठिकाणच्या रिक्त जागा वर्षानुवर्ष भरले जात नाही आहे अनेक महाविद्यालय परमनंट प्राचार्य विना आहेत तासिका तत्त्वांवर काम करणारे नेट, सेट, पीएचडी झालेले प्राध्यापक वेट बिगारासारखे काम करीत आहेत. सरकारी शाळा बंद होऊन त्या जागी खाजगी शाळांचे पीक येत आहे. 50,000 शाळा बंद करून त्या जागी केवळ 15 हजार सक्षम शाळा ठेवण्याचा विचार आहे त्यामुळे अनेक प्राध्यापक शिक्षक सरप्लस होतील त्यांचे समायोजन कुठे आणि कसे करणार ते काही स्पष्ट केले नाही केंद्रित शाळा महाविद्यालय करणार म्हणजे काय करणार यांची कार्यप्रणाली कशी असणार ? प्राध्यापकांनी नेमके विद्यार्थ्यांना शिकवावे कुठे आणि कसे हा मोठा प्रश्न आहे. आज नियमित विषय अभ्यासत असताना ग्रामीण भागातील विद्यार्थी वाहनांच्या उपलब्धतेमुळे महाविद्यालयात जाऊ शकत नाही परीक्षेला येण्यासाठी प्राध्यापकाला वारंवार त्याला फोन करावे लागतात सेमिस्टर पॅटर्नमुळे आणि क्रेडिट बेस्ट चॉईस सिस्टीम मुळे विद्यार्थ्यांच्या गळतीचे प्रमाण वाढत आहे ही समस्या तत्कालीन सरकारने दुर्लक्षित करून जर क्लस्टर सिस्टीम आणली तर हा ग्रामीण भागातील विद्यार्थी एका महाविद्यालयात येत नाही तर तो विविध विषय शिकण्यासाठी विविध महाविद्यालयात जाऊन तो शिक्षण घेईल का ? हा मोठा प्रश्न आहे.

❖ **देशाच्या प्रगतीसाठी शिक्षणाचे बाजारीकरण थांबवावे :-**

उच्च शिक्षणाकडे देशाला विकासाकडे नेण्याचा मार्ग या ऐवजी पैसे देणारी बाजारपेठ म्हणून बघण्याची वृत्ती आज झाली असल्यामुळे समाजाला ही गोष्ट हानिकारक आहे. शिक्षण हे मूल्यवर्धन राष्ट्रसंवर्धन व सामाजिक अभिसरणाचे साधन आहे आज सर्वसामान्य व्यक्ती शिक्षणाच्या खर्चिने जेरी साला असताना हे नवीन शैक्षणिक धोरण म्हणजे सर्वसामान्यांच्या प्रगतीचा व आशेचा सेतू तोडण्याचे काम करणार आहे. नवीन शैक्षणिक धोरणात सर्वसामान्यांचा विचार झाला नाही तर केवळ मुठभर लोकांना खुश

करण्यासाठी झालेली ही योजना वाटते आपल्या देशात 2 लाख कोटी रुपये संरक्षणावर खर्च केला जातो मात्र शिक्षणावर त्या खालोखाल खर्च होणे गरजेचे आहे पण हा खर्च भांडवलदारांना सोडून दिला असे दिसते.

❖ <u>यूजीसी बंद केल्यामुळे होणारे दुष्परिणाम :-</u>

प्राध्यापकांच्या न्याय हक्कासाठी तसेच विद्यार्थ्यांच्या हिताच्या दृष्टीने यूजीसीनी ज्या नियमावली तयार केले आहेत त्या प्राध्यापकांना व विद्यार्थ्यांना सुरक्षा देत होत्या, अनेक प्राध्यापक आपल्या न्याय हक्कासाठी कोर्टमध्ये जाऊ शकत होते आता युजी नी बंद केल्यामुळे प्राध्यापकांचे व विद्यार्थ्यांचे सुरक्षा कवच गळुन पडणार आहे.

❖ <u>ई लर्निंग चा ग्रामीण विद्यार्थ्यांना फटका :-</u>

नवीन शिक्षण प्रणाली बद्दल माहिती तंत्रज्ञानाचा प्रभाव विशेषत्वाने होणार आहे कोरोना काळातील ऑनलाईन एज्युकेशन मुळे विद्यार्थी तीन वर्षात मागे पडले त्यांची लिखाण वाचनाची क्षमता जायबंद झाली ह्या ऑनलाईन चा सर्वात मोठा फटका ग्रामीण भागातील विद्यार्थ्यांना मिळाला शिक्षकाविना शिक्षण ही संकल्पना धोक्याची आहे कारण विद्यार्थी वर्गात बसून जेव्हा शिक्षण घेतो तेव्हा एका विषयाऐवजी त्याचा संपूर्ण व्यक्तिमत्व विकास होत असतो विचारा सोबत आचार आणि कृती सुधारते परंतु ऑनलाईन प्रणालीमुळे ग्रामीण भागातील विद्यार्थी मागे पडतील कारण मोबाईल नाही मोबाईल आहे तर रिचार्ज टाकायला पैसे नाही पैसे आहे तर रेंज नाही नुकताच एका मानसोपचार तज्ञांनी सांगितले की येत्या काळात डोळ्यांच्या आणि मेंदूच्या विकाराची वाढ होईल कारण एखादा क्लास ऑनलाइन चालू शकतो पण दिवसातले पाच सहा तास स्क्रीन कडे विद्यार्थी बघत बसला तर पुढील परिस्थिती बिकट आहे त्यामुळे NEP मध्ये एज्युसॅट उपग्रहाद्वारे आणि व्हिडिओ कॉन्फरन्सिंग द्वारा शिक्षण देण्याची यंत्रणा आपल्या देशात उपयुक्त नाही.

❖ NEP मध्ये शिक्षक कसा असावा हे अतिशय कडक नियमवली लावून सांगितले आहे, पण शाळा कशी असावी महाविद्यालय प्रशासन कसे असावे याबाबत कुठलाही खुलासा नाही शिक्षकांची गुणवत्ता वाढविण्यासाठी शिक्षकांनी संशोधकांना राजकारणा विरहित वातावरण आणि भ्रष्टाचार मुक्त व्यवस्थापन प्रगत राष्ट्रांमध्ये उपलब्ध करून दिलं जातं जे आपल्या देशात केवळ राजकारण्यांच्या ढवळाढवळीने बदल झालेले आहे NEP मध्ये महाविद्यालय बंद करून विद्यापीठ आणि महाविद्यालयातील सीमारेषा पुसून टाकण्याचा मानस आहे महाविद्यालय किंवा उच्च शिक्षण देण्याचे काम करेल किंवा संशोधन आणि शिक्षण अशी दोन्ही कामे करेल त्यासाठी बाहेर देशातील विद्यापीठे आपल्या देशातील त्यामुळे येथे असणारे प्राध्यापकाचे महाविद्यालयाचे तेथील साधनांचे काय होईल हा मोठा प्रश्न आणि गोंधळ निर्माण होईल.

एकूण नवीन शैक्षणिक धोरणाचा विचार केला तर भारतासारख्या देशात शैक्षणिक गोंधळ निर्माण होण्याची शक्यता आहे समाजाचे सरळ सरळ दोन भाग होतील अशी भीती वाटत आहे.

❖ <u>निष्कर्ष :-</u>

वेगवेगळ्या समाजसुधारकांनी शिक्षण हे समाज निर्मितीचे क्षेत्र भावी पिढी तयार करण्याचे पवित्र स्थान म्हणून त्यांचे पवित्र राखले महात्मा फुले, डॉक्टर बाबासाहेब आंबेडकर, शाहू महाराज, अब्दुल कलाम, कर्मवीर भाऊराव पाटील यांनी योगदान दिले. परंतु आज शिक्षणाचे सामाजीकरण होण्याऐवजी बाजारीकरण व्यवसाय करण होत आहे त्यामुळे समाजाचा विचार करणारी पिढी निर्माण होणे थांबलेली आहे आपल्याला सामाजिक व दुर्गामी विचार करणारे पिढी निर्माण करावयाची असेल तर चिकित्सक व विश्लेषणात्मक शिक्षण देणाऱ्या संस्था व शाळांची नितांत आवश्यकता आहे मात्र हीच गोष्ट NEP मध्ये दिसत नाही शाळा महाविद्यालयांमधून जर भावनाशून्य, कृतीशून्य, मनोरुग्ण, नैराश्याने ग्रासलेले जीवघेण्या स्पर्धेमध्ये होरपळून निघालेले विद्यार्थी तयार झाले तर देशाचे भवितव्य धोक्यात आहे ज्यांच्या जवळ पैसा आहे त्यांचे शिक्षण आणि गरिबांनी चहा टपरी पानपट्ट्या काढण्यासाठी शिक्षण मिळाले तर समाजाचे दोन भाग पडतील गरीब अधिक गरीब आणि श्रीमंत अधिक श्रीमंत होतील त्यामुळे NEP हे संकट आहे त्यामुळे संपूर्ण समाज भरडून निघेल.

❖ <u>संदर्भ</u> :-

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स्वरयोगिनी गानप्रभा डॉ. प्रभा अत्रे यांचे संगीतातील योगदान

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सारांश :–

प्राचीन काळापासून स्त्रिया प्रत्येक क्षेत्रात अग्रेसर आहेत. आपल्या भारतीय संस्कृतीमध्ये जे, जे काही पवित्र, उदात्त आहे ते सर्व स्त्रियांच्या सहभागाने साध्य झाले आहे. सांस्कृतीक मूल्यांची जोपासना स्त्रियांनी जास्त प्रमाणात केली आहे. कुठलिही जबाबदारी स्त्री लिलया पेलू शकते. मग ती घरातील असो वा बाहेरची. प्राचीन काळातील स्त्रिया शिक्षण क्षेत्रातही अग्रेसर होत्या. त्यात गार्गी, मैत्रेयी, श्रतंभरा, लोपामुद्रा, वल्लभी यांचा समावेश होतो. स्वातंत्र्य लढयातही भारतीय स्त्रिया पुरूषांच्या खांद्याला खांदा लावून लढल्याचे आपल्याला इतिहासातून दिसते. संगीत क्षेत्र ही याला अपवाद नाही. वैदीक काळामध्ये स्त्रिया या गायन, वादन व नर्तन या तिन्ही क्षेत्रात भाग घ्यायच्या, विणा वादनात स्त्रिया निष्णात असल्याचे निदर्शनास येते. प्राचीन काळापासून तर आजतागायत स्त्रियांनी संगीत क्षेत्रात आपले वर्चस्व दाखविले आहे. मग ते शास्त्रीय संगीत असो की सुगम संगीत.

बिजशब्द :– संगीत, डॉ. प्रभा अत्रे, शास्त्रीय संगीत, सुगम संगीत

प्रस्तावना :–

भारतीय संगीत हे प्राचीन काळापासून चिरंतन व चिरकाळ आपले स्थान टिकवून आहे. सर्व ललीत कलामध्ये संगीत ही कला सर्वश्रेष्ठ मानली जाते. कारण इतर कला कुठल्या न कुठल्या तरी दृश्य रूपात आपणाला दिसतात परंतू संगीत ही अमूर्त कला आहे. ती केवळ अनुभवावी लागते. अमूर्ताकडून मुर्ताकडे असा संगीताचा प्रवास होतो. त्यामुळे संगीत कला सर्वश्रेष्ठ मानली जाते. संगीताच्या दोन पध्दती भारतात प्रचलीत आहे. १) उत्तर हिंदुस्थानी संगीत पध्दती २) दक्षिण हिंदुस्थानी संगीत पध्दती. तसेच संगीताचे शास्त्रीय संगीत व सुगम संगीत असे दोन प्रकार आहेत. शास्त्रीय संगीतामध्ये, ख्याल, धृपद, धमार, तराणा असे गीतप्रकार येतात तर सुगम संगीतात भावगीत, भक्तिगीत, भजन, गझल, लोकसंगीत असे गीत प्रकार येतात. शास्त्रीय संगीत व सुगम संगीत दोन्ही क्षेत्रात स्त्रियांनी भरपूर योगदान दिले आहे. शास्त्रीय संगीतातील गायीकांचा विचार केल्यास सुशिला मराठे, डॉ. सुमती मुटाटकर, कमल केळकर, मालिनी राजुरकर, वसुंधरा कोमकली, वीण सहस्त्रबुध्दे, केसरबाई केरकर, गान कोकिला हिराबाई बडोदेकर, मोगुबाई कुर्डीकर, गंगुबाई हंगल, डॉ प्रभा अत्रे, गानसरस्वती किशोरी आमोणकर, शोभा गुर्टू, मालिनी राजुरकर, बेगम परवीन सुलताना अशी अनेक नावे घेता येतील. सुगम संगीतामध्ये ज्यांचे नाव घेतल्याशिवाय पुढे जाऊच शकत नाही अशा भारतरत्न लता मंगेशकर, आशा भोसले, गझल सम्राट बेगम अख्तर, अनुराधा पौडवाल, सुमन कल्याणपुरकर अशी किती तरी नावे घेता येतील ज्यांचे भारतीय संगीतात योगदान लाभले आहे.

विषय प्रवेश :–

भारतीय शास्त्रीय संगीतात स्वरयोगिनी डॉ. प्रभा अत्रे यांचे नाव मोठया आदराने घेतल्या जाते. किराणा घराण्यातील प्रसिध्द शास्त्रीय गायीका म्हणून गणल्या जातात. डॉ. प्रभा अत्रे यांचा जन्म १३ सप्टें १९३२ रोजी झाला. लहाणपणापासूनच त्यांना संगीताची आवड होती परंतु शास्त्रीय संगीत हे व्यवसाय म्हणून त्यांच्या जीवनाचा अविभाज्य भाग बनेल हे त्यांच्या ध्यानीमनी ही नव्हते. त्यांच्या आईची प्रकृती ठीक नसल्यामुळे त्यांच्या परिवारीक स्नेहयांनी संगीत शिकण्याचा सल्ला दिला. आणि तिथूनच प्रभाताईच्या संगीत शिक्षणाची मुहूर्तमेढ रोवली गेली. डॉ. प्रभाताई हया नेहमीच संघर्षशील कलाकार म्हणून ओळखल्या गेल्या. घरामध्ये कुठलेही सांगीतिक वातावरण नसताना आपल्या साधनेच्या बळावर प्रभाताईंनी संगीत क्षेत्रात महत्वपूर्ण स्थान निर्माण केले. शास्त्रीय संगीताचा श्री गणेशा त्यांनी श्री विजय करंदीकर यांच्या कडून केला. त्यानंतर श्री. सुरेश बाबु माने व श्रीमती हिराबाई बडोदेकर यांच्या तालमीत त्यांचे संगितिक व्यक्तीमत्व घडले. त्यांनी संगीताचा डोळसपणे व स्वतंत्रपणे विचार करायला शिकविले तसेच बडे गुलाम अली खा साहेबांच्या गायकीचा, अमीर खॉ साहेबांच्या गायकीचा प्रभाव त्यांच्यावर बऱ्याच प्रमाणात झाला. घरातील शैक्षणिक वातावरण व स्वत:चा अभ्यास, अनुभव यामुळे प्रत्येक गोष्टीकडे चिकीत्सकपणे पाहण्याची प्रभाताईंना सवय झाली. किराणा घराण्यातील गायकी बरोबरच जे जे चांगले वाटले ते त्यांच्या गायकीमध्ये नकळत आले.

शैक्षणिक व सांगितिक कारकिर्द :–

डॉ. प्रभा अत्रे यांनी विज्ञानाची पदवी घेतली असून वकिलीची देखील पदवी घेतली आहे गांधर्व महाविदयालयातून अलंकार ही पदवी घेतली 'सरगम' या विषयावर त्यांनी गांधर्व महाविदयालयातून आचार्य ही पदवी प्राप्त केली. त्यांनी शास्त्रीय संगीता बरोबरच ठुमरी, दादरा, गझल, गीत इ. गीत प्रकारामध्ये प्राविण्य मिळविले आहे. त्यांनी लंडन येथील ट्रिनीटी कॉलेजमधून पाश्चात्य संगीताचे देखील शिक्षण घेतले. नेदरलॅड कॅलिफोर्निया, स्वित्झरलॅन्ड, लॉस ऐंजेलिस या ठिकाणी बाहय प्राध्यापक ;टपेपजपदह च्तवमिेवतद्ध म्हणून कार्य केले आहे. प्रभाताईंनी संगीत

क्षेत्रात करीअर करण्याआधी आकाशवाणीमध्ये सहाय्यक निर्माता म्हणून कार्य केले. प्रभाताई संगीतातील कुठल्याही गीत प्रकाराला कमी मानत नाही. मुंबई येथील श्रीमती नाथीदेवी ठाकरसी महिला विद्यापीठामध्ये त्यांनी संगीत विभाग प्रमुख म्हणून कार्य केले देखील कार्य केले. महाराष्ट्र सरकारनी त्यांना संगीतातील सेवेबद्दल 'विशेष कार्यकारी मॅजिस्ट्रेट' म्हणून नियुक्त केले. पुण्यामध्ये त्यांनी 'स्वरमयी गुरूकुल' ची स्थापना केली. २००७ पासून त्या संगीत क्षेत्रातील प्रतिष्ठीत मानल्या जाणाऱ्या 'सवाई गंधर्व भिमसेन महोत्सवाचा' समारोप करत आहेत. भारतीय शास्त्रीय संगीत प्रचार प्रसारासाठी त्यांनी डॉ. प्रभा अत्रे फाऊंडेशन ही संस्था सुरू केली.

लेखन :—

डॉ. प्रभा अत्रे यांनी संगीतातील विविध विषयावर वेगवेगळी पुस्तके लिहीली आहेत. त्यात स्वरमयी हे पुस्तक त्यांनी सर्वप्रथम लिहीले. संगीतावर लिहीलेल्या त्यांच्या लेखांचा संग्रह या पुस्तकात आहे. त्यांनी 'स्वरमयी', 'स्वराली', 'सुस्वराली,' 'स्वरंजनी,' स्वररंगी, स्वरांगिनी' ही पुस्तके लिहीली तसेच 'अंतस्वर' हा त्यांचा काव्यसंग्रह देखील प्रकाशित झाला आहे. त्यांनी काही नविन रागांची निर्मीती केली त्यात 'अपूर्व कल्याण' दरबारी कौस, पटदिप—मल्हार, तिलंग—भैरव, मधुर कौस हे राग आहेत.

उत्तम कलाकाराला कुठल्या बाबी आवश्यक आहेत तसेच चांगला गुरु कसा असावा या बाबत प्रभाताईचे विचार असे आहेत त्यांच्या मते चांगला गुरू होण्यासाठी त्यांच्यापाशी चांगले ज्ञान असले पाहिजे. शिकवणे ही एक कला आहे. शिकवण्यासाठी संयम असायला हवा विद्यार्थ्यांच्या आकलन पातळीपाशी जाऊन शिकवता आले पाहिजे. तसेच विद्यार्थ्यांमध्येही परिश्रम करायची तयारी, दुसऱ्यांमधील चांगले गुण घेण्याची, ऐकण्याची शक्ती असली पाहिजे. विद्यार्थ्यांचे कान खुप तयार असले पाहिजे. प्रभाताईंच्या मते चांगला कलाकार असलेला चांगला गुरू असेलच असे नाही. संगीत ही सामुहीक रीत्या शिकण्याची कला नाही. गुरू व शिष्य दोघांमध्येही शिकण्याची व शिकवण्याची तळमळ पाहिजे. उत्तम कलाकार होण्यासाठी आवाजाची देणगी, उत्तम श्वास नियंत्रण, या गोष्टी आवश्यक आहे असे त्या मानतात. त्या म्हणतात भले ही गाईले पाहिजे असे नाही परंतु त्याचे चिंतन, मनन सतत चालु असले पाहिजे.

संगीतात करिअर करतांना स्त्रियांना अनेक अडचणींचा सामना करावा लागतो. प्रभाताई यांच्या मते आजच्या विज्ञान युगात कला आणि कलाकार यांना मानाचं स्थान प्राप्त झालंय परंतु कुटुंब संस्था ही भारतीय समाजाचा पाया असल्यामुळे स्त्रीची भूमिका अजुनही पत्नी, माता यात गुंतून पडते. जर तिला घरातून साथ मिळाली तरच ती संगीतात करिअर करण्याचा प्रयत्न करून शकते. प्रभाताईंना देखील संगीतात करिअर करणे सोपे गेले नाही परंतु मेहनत व जिद्दीच्या जोरावर त्यांनी हे यश संपादन केले.

प्रभाताईंनी अनेक कविता लिहील्या त्या कवितांचा 'अंतस्वर' नावाचा काव्यसंग्रह प्रकाशित झाला आहे. प्रभाताई ख्यालगायन करताना केवळ स्थायीच गातात व संपूर्ण रागाचा विस्तार करतात. अंतरा गात नाही. तरीही त्या आपल्या गायनाने श्रोत्यांना खिळवून ठेवण्यात यशस्वी झाल्या आहेत. अनेक विद्वानांच्या मते अंतरा न गाता ही त्यांचे गाणे कधी अपूर्ण वाटत नाही.

डॉ प्रभाताईंना अनेक पुरस्काराने सन्मानित करण्यात आले.

- १९७६ मध्ये संगीतातील योगदानाबद्दल आचार्य अत्रे पुरस्कार
- जगतगुरू शंकराचार्य यांच्याकडून 'गानप्रभा' ही उपाधी
- १९९० मध्ये पद्मश्री पुरस्कार
- १९९१ मध्ये संगीत नाटक अकादमीचा पुरस्कार
- कालिदास पुरस्कार
- २०११ मध्ये संगीत नाटक अकादमी तर्फे टागोर अकादमी रत्न पुरस्कार
- दीनानाथ मंगेशकर पुरस्कार
- हाफीज अली खान पुरस्कार
- गोविंद—लक्ष्मी पुरस्कार
- गोदावरी गौरव पुरस्कार
- डागर घराणा पुरस्कार
- आचार्य पंडित राम नारायण फाऊंडेशन पुरस्कार मुंबई
- उस्ताद फैयाज अहमद खान मेमोरीयल अवार्ड (किराणा घराणा)
- कला श्री. २००२
- पु.ल देशपांडे बहुरूपी सन्मान
- संगीत साधना रत्न पुरस्कार
- पुणे विद्यापीठाचा 'लाईफटाईम अचीवमेंट' पुरस्कार
- माहिम रत्न पुरस्कार

- स्वरमयी पुस्तकाला राज्य सरकारचा पुरस्कार
- २०२२ — पद्मविभूषण पुरस्कार

अशा या चतुरस्त्र महान गायीकेने नुकतीच वयाची नव्वदी पार केली त्यांच्या कार्याला त्रिवार प्रणाम

निष्कर्ष : वरिल लेखातून हे सिध्द होते की स्त्रीया कुठल्याही क्षेत्रात मागे नाही. त्याला संगीत ही अपवाद नाही. प्राचीन काळापासून संगीत क्षेत्रात स्त्रीयांचे महत्वाचे योगदान राहीले आहे. डॉ.प्रभा अत्रे यांनी भारतीय शास्त्रीय संगीतात मानाचे स्थान प्राप्त केले आहे. अनेक अडचणींवर मात करून त्यांनी हे यश स्थान प्राप्त केले शास्त्रीय संगीतातील काही नविन रागांची निर्मिती केली. अनेक धाडसी नवीन प्रयोग त्यांनी संगीतात केले. एकाच व्यासपीठावरून ११ पुस्तकांचे विमोचन करण्याचा विक्रम त्यांच्या नावावर आहे.

कविता :

प्रभाताईच्या शब्दात सांगायचे तर
म्हणे सुरांना रंग नाही, गंध नाही
पण मानवी भावनाच्या सुक्ष्म स्पंदनांना
जेव्हा त्यांचा स्पर्श होतो
तेव्हा निर्गुण निराकार साकार होतो.

संदर्भ :

१. स्वराली — डॉ. प्रभा अत्रे
२. स्वरमयी — डॉ. प्रभा अत्रे
३. स्वरांगिनी — डॉ. प्रभा अत्रे
४. स्वरयोगीनी — डॉ. प्रभा अत्रे — डॉ. चेतना बनावत

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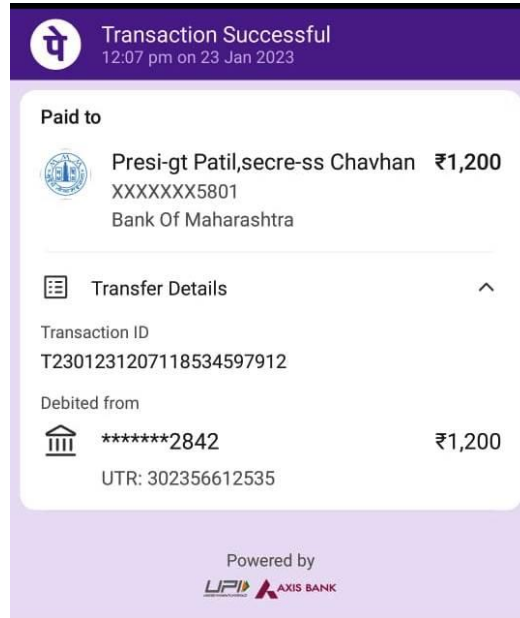
सार्वजनिक ग्रंथालय प्रणाली आणि महिला वाचक:

उमेश अशोकराव खडसे
संशोधक विद्यार्थी, ग्रंथालय व माहितीशास्त्र विभाग ,संत गाडगे बाबा अमरावती विद्यापीठ अमरावती

सारांश

मानवी ज्ञानाचा वारसा एका पिढीपासून दुसऱ्या पिढीपर्यंत पोहचविण्याचे निरंतर कार्य करणारी प्रणाली म्हणजे ग्रंथालय होय. भारतामध्ये सार्वजनिक ग्रंथालय प्रणालीला १९ व्या शतकात सुरवात झाली. बडोदा संस्थानाचे महाराज सयाजीराव गायकवाड हे १९११ मध्ये अमेरिकेला पर्यटन करण्याकरिता गेले होते. त्यांनी तेथे पर्यटन स्थळाना भेटी दिल्या सोबतच त्यांनी अमेरिकेतली ग्रंथालयांना सुध्दा त्यांनी भेटी दिल्या तेथील सार्वजनिक ग्रंथालय प्रणाली त्यांना खूप आवडली. अशाच प्रकारची सार्वजनिक ग्रंथालय प्रणाली आपल्याही राज्यात असावी असे त्यांना वाटले. त्याकरिता त्यांनी अमेरिकेतील ग्रंथपाल डॉ. बोर्डन यांची भेट घेतली. आपल्या बडोदा संस्थानात अशाच प्रकारची ग्रंथालय प्रणाली उभारून देण्याकरिता त्यांनी अमेरिकेचे ग्रंथपाल डॉ. बोर्डन यांना निमंत्रित केले. डॉ. डब्ल्यू. सी. बॉर्डन हे ग्रंथालय शास्त्राचे जनक डॉ मेलव्ही दुई यांचे विद्यार्थी होते. ते महाराज सयाजीराव गायकवाड यांच्या विनंतीवरून बडोदा येथे आले. यानंतर बडोदा संस्थानात सार्वजनिक ग्रंथालय प्रणाली स्थापित करून बडोदा येथे एक मधेवर्ती ग्रंथालायची उभारणी करण्यात आली. त्याचप्रमाणे गाव, तालुका, जिल्हा अशा प्रकारे सार्वजनिक ग्रंथालयाचे जाळे निर्माण करण्यात आले. ही भारतातील पहिली सार्वजनिक ग्रंथालय प्रणाली होती. म्हणूनच सार्वजनिक ग्रंथालयाच्या इतिहासात पहिली सार्वजनिक ग्रंथालय चळवळ बडोदा येथून सुरु झाली असे सांगितले जाते. भारतातील सार्वजनिक ग्रंथालय चळवळीचे जनक म्हणून महाराजा सयाजीराव गायकवाड यांना संबोधिले जाते. त्यांचा वारसा भारतीय ग्रंथालय शास्त्राचे जनक डॉ. एस. आर. रंगनाथान यांनी पुढे नेला आहे. पुढे त्यांनी ग्रंथालय चळवळीला चालना दिली. डॉ. एस.आर.रंगनाथान यांनी ग्रंथालय संघाची स्थापना केली. त्यानंतर याच चळवळीचा परिणाम म्हणून भारतातील राज्या राज्यांमध्ये ग्रंथालय कायदे अस्तित्वात आले. १९६७ मध्ये महाराष्ट्र सार्वजनिक ग्रंथालय कायदा अस्तित्वात आला. या कायद्यामुळे महाराष्ट्रात ग्रंथालय संचालनालयाची स्थापना करून सार्वजनिक ग्रंथालयाचे जिल्हा , तालुका, ग्राम असे जाळे निर्माण करण्यात आले. ग्रंथालय शास्त्राप्रमाणे ग्रंथालयात स्त्री पुरुष असा लिंगभेद केला जात नाही. तसेच सार्वजनिक ग्रंथालयात महिला वाचकांना स्वतंत्र वाचन कक्ष उपलब्ध करून द्यावा असे ग्रंथालयशास्त्र सांगते. परंतु भारतातील सार्वजनिक ग्रंथालयाची आर्थिक परिस्थिती बघता असे दिसत नाही. मोजकेच राष्ट्रीय, राज्य व जिल्हा सार्वजनिक ग्रंथालय सोडले तर इतर तालुका गावपातळीवरील सार्वजनिक ग्रंथालयात स्त्रियांकरिता विशेष सुविधा उपलब्ध असल्याचे दिसत नाही. याचा परिणाम स्त्रियांच्या अध्ययन प्रक्रियेवर दिसून पडतो. स्त्रियांच्या दैनंदिन कामाचा व्याप बघता त्यांना विशेष सुविधा सार्वजनिक ग्रंथालयांनी देणे गरजेचे आहे. त्यामुळे त्यांना ज्ञान अर्जनाच्या अधिक संधी स्थानिक पातळीवर प्राप्त होईल. सार्वजनिक ग्रंथालये व महिला वाचकांची स्थिती व सार्वजनिक ग्रंथालया द्वारा स्त्रीयांना पुरुषांप्रमाणे ज्ञान अर्जनाच्या समान सेवा व संधी कशा उपलब्ध करून देता येईल. याचाच प्रथमदर्शी वर्णनात्मक आढावा सदर शोध निबंधात घेण्यात आला आहे.

ग्रंथ

मानवाच्या भावभावना, कल्पना, विचार, अनुभव व ज्ञान अक्षरबद्ध करून ज्यात ग्रथित केलेले असते, त्याला स्थूल मानाने ग्रंथ असे संबोधिले जाते. आधुनिक कल्पनेनुसार ग्रंथ म्हणजे कागदावर लिहिलेल्या किंवा मुद्रित केलेल्या अनेक सुट्या वा बांधलेल्या पृष्ठांचा संग्रह होय हलक्या पण टिकाऊ वस्तूवर लिहिलेला, एका ठिकाणाहून दुसऱ्या ठिकाणी सुलभतेने नेता येण्याजोगा व ज्यातील लेखन समाजासाठी असते, अशा सुसंगत अर्थाच्या वाक्यांचा 'रचनाविशिष्ट समुदाय' अशी ग्रंथाची व्याख्या केली

जाते. ग्रंथाची व्याख्या हि स्त्री पुरुष दोन्ही घटकांना सामावून घेणारी आहे. आजच्या आधुनिक जगात ग्रंथाची संकल्पना माहिती व तंत्रज्ञानामुळे आणखी व्यापक झाल्याचे दिसून येते.

ग्रंथालय :

ग्रंथालय म्हणजे ग्रंथसंग्रहाचे स्थान. ग्रंथालय ही प्राचीन सामाजिक संस्था असून तिला मोठा इतिहास आहे आणि तो मानवसंस्कृतीशी समांतर आहे. ग्रंथ, वाचक आणि ग्रंथालयातील सेवक हे ग्रंथालयाचे तीन प्रमुख घटक आहे. या घटकांचे स्वरूप व त्याविषयाच्या कल्पना कालमानानुसार बदलत गेल्याचे आढळून येते. याबरोबरच ग्रंथालयाची वास्तू, ग्रंथालयीन प्रशासन, आंतरग्रंथालयीन सहकार्य व आंतरराष्ट्रीय ग्रंथालयीन संघटना इ. घटकही आधुनिक ग्रंथालयविचारात येतात. ग्रंथालयाचे प्रकार आणि कार्य यांचाही विचार या संदर्भात महत्त्वाचा असतो. प्राचीन ग्रंथालयांत इष्टिका,पपायरस व चामडे यांवर लिहिलेले ग्रंथ असत. त्यात पुढे हस्तलिखित ग्रंथांची व नंतर मुद्रित ग्रंथांची भर पडली. आधुनिक ग्रंथालयांत ग्रंथांबरोबर नियतकालिके, कागदपत्रे, हस्तलिखिते, नकाशे, छायाचित्रे, शिल्पाकृती, शिलालेख, नाणी, तिकीटे, ध्वनिमुद्रिका, मुद्रित फीती, सूक्ष्मपट (मायक्रोफिल्म), सूक्ष्मपत्र (मायक्रोकार्ड), लेखछायाचित्रे, कात्रणे इ. प्रकारचे दृक्श्राव्य ज्ञानसाहित्य संग्रहीत केले जाते. रम्य व सोयीची जागा, तज्ञ व तत्पर ग्रंथपाल, उपयुक्त ग्रंथांचा संग्रह, ग्रंथांची शास्त्रशुद्ध रचना व आर्थिक सुस्थिरता ही आदर्श ग्रंथालयाची पाच महत्त्वाची अंगे मानली जातात. अशा ग्रंथालयाकडून पुढील कार्याची अपेक्षा करण्यात येते. (१) शैक्षणिक कार्य : समाजातील कोणत्याही लहान-मोठ्या, स्त्री-पुरुष, गरीब-श्रीमंत व्यक्तीला स्वतः ज्ञान प्राप्त करून घेण्यासाठी ज्ञान-साहित्य उपलब्ध करून देणे. (२) संशोधनात्मक कार्य : प्रत्येक विषयावर संशोधनयोग्य असे अद्यावत ज्ञानसाहित्य संग्रहित करणे. (३) राजकीय कार्य : स्थानिक, राष्ट्रीय व आंतरराष्ट्रीय प्रश्नांवरील माहिती कोणताही पूर्वग्रह न बाळगता सर्वांना उपलब्ध करून देणे. (४) औद्योगिक कार्य : उत्पादनक्षमता वाढविण्यासाठी आवश्यक ती माहिती, नवे विचार, वैज्ञानिक व तांत्रिक संशोधन यांची अद्यावत माहिती संशोधक, संयोजक व तंत्रज्ञ यांना उपलब्ध करून देणे. (५) सांस्कृतिक कार्य : भावी पिढ्यांसाठी ज्ञान जतन करून ठेवणे. या गोष्टी लक्षात घेता ग्रंथालय म्हणजे समाजाच्या सर्वांगीण प्रगतीचा मानदंड होय, असे म्हणावे लागेल. कार्यानुसार ग्रंथालयाचे खालील प्रकार पडतात.

१. सार्वजनिक ग्रंथालय :

सार्वजनिक ग्रंथालय म्हणजे शिक्षण, संस्कृती, माहिती, आणि शांतता प्रस्थापित करणारी तसेच नागरिकांमध्ये व विविध देशांमध्ये सामंजस्य निर्माण करणारी अत्यावश्यक संस्था होय. सार्वजनिक ग्रंथालय म्हणजे ज्या ग्रंथालयात समाजातील सर्व जाती धर्माच्या वाचकांना वंश, वर्ण, वर्ग, असा कोणताही भेदाभेद न करता त्यांना हवे असलेले वाचन साहित्य कोणत्याही पूर्वग्रहाशिवाय निरपेक्षपणे मोफत किंवा अल्प वर्गणी घेऊन उपलब्ध करून दिले जाते. अशा ग्रंथालयाला सार्वजनिक ग्रंथालय असे म्हणतात. या ग्रंथालयाची उभारणी शासनाच्या कायद्यानुसार केली जाते. त्याचे संचालन सार्वजनिक निधीतून केले जाते. ही ग्रंथालये समाजातील सर्व नागरिकांना सेवा पुरवतात. सार्वजनिक ग्रंथालयाची कामे : ग्रंथालय ज्या ठिकाणी आहे त्या परिसरातील वाचकांची, अवड, गरज आणि त्यांचा कल विचारात घेऊन ग्रंथ, नियतकालिके व दृक्श्राव्य साधनांचे संकलन करणे, विद्यार्थ्यांना व शिक्षकाना क्रमिक पुस्तके व संदर्भ पुरविणे, संशोधक व अभ्यासक यांना अद्यावत वाचन साहित्य उपलब्ध करून देणे, साक्षरता प्रसारासाठी विविध प्रकारचे उपक्रम आयोजित करणे, अनौपचारिक शिक्षणासाठी व निरंतर शिक्षणासाठी प्रोत्साहन देणे, स्थानिक परिसरातील वस्तू, हस्तकला इत्यादी जतन करणे. समाज प्रबोधनासाठी विविध प्रकारच्या व्याख्यानमाला, परिसंवाद, नाटके, ग्रंथप्रदर्शने आयोजित करणे, विज्ञान व तंत्रज्ञान क्षेत्रातील माहिती जनसामान्यांपर्यंत पोहचविणे. त्यासाठी विज्ञानविषयक व्याखाने परिसंवाद इत्यादींसारखे उपक्रम आयोजित करणे, बालकांसाठी व महिलांसाठी स्वतंत्र दालान उपलब्ध करून देणे व त्यांच्यासाठी लागणारे वाचन साहित्य संग्रहित करणे व त्यांच्यामध्ये वाचनाची आवड निर्माण करणे, माहिती केंद्र म्हणून काम करणे, ग्रंथ व ग्रंथालय यांचा प्रसार व प्रचार करणे, सार्वजनिक ग्रंथालय हे सामाजिक, शैक्षणिक व सांकृतिक कार्य करते, सर्व नागरिकांना स्वयंशिक्षणासाठी मदत करणे.

२. शैक्षणिक ग्रंथालय :

शैक्षणिक ग्रंथालयाचे प्रामुख्याने तीन प्रकार पडतात. विविध कौशल्ये प्राप्त करण्यासाठी आणि व्यक्तिमत्त्व विकासात या ग्रंथालयाचे महत्त्वाचे आहे. पाचवी ते बारावी या वर्गांसाठी शाळेमध्ये विद्यार्थी व शिक्षक यांना जी ग्रंथालये उपलब्ध आहेत, त्यांना शालेय ग्रंथालय असे म्हणतात. शालेय ग्रंथालये ही शाळेतील शिक्षणाला पूरक असे साहित्य विद्यार्थी व शिक्षक यांना पुरविण्याची कामे करतात. त्याप्रमाणे महाविद्यालयात विधार्थी, प्राध्यापक यांच्यासाठी जे ग्रंथालय उपलब्ध असते त्यास महाविद्यालय ग्रंथालय असे म्हणतात. महाविद्यालय ग्रंथालयांची कामे . विद्यार्थी, प्राधापक यांना क्रमिक पुस्तके व इतर वाचन साहित्य पुरवणे. ग्रंथालयात एखादे पुस्तक नसल्यास ते इतर ग्रंथालयातून आंतर देवघेवी द्वारे आणून देणे. ग्रंथालयात आलेल्या नवीन पुस्तकांची यादी देणे. सदर्भ ग्रंथ पुरविणे. वाचकांना मागर्दशन करणे. पुस्तकांचे तालिकीकरण व वर्गीकरण करणे. वाचन विभाग उपलब्ध करून देणे. विशेष दिना दिवशी ग्रंथप्रदर्शन आयोजित करणे. संशोधन कार्यात मदत करणे. विद्यार्थ्यांमध्ये वाचन कौशल्ये विकसित करणे. त्याचप्रमाणे विद्यापीठात प्रवेश घेतलेले विद्यार्थी, प्राधापक, संशोधक यांच्यासाठी विद्यापीठात असणारे ग्रंथालय म्हणजे विद्यापीठ ग्रंथालय होय. विद्यापीठ ग्रंथालय हे विद्यापीठातील विविध ज्ञानशाखांतील विद्यार्थी, शिक्षक व संशोधक यांच्याकरिता निर्माण केलेली ग्रंथालय प्रणाली होय. विद्यापीठ ग्रंथालयाचे प्रमुख वाचक पदव्युत्तर विद्यार्थी, शिक्षक वर्ग, संशोधन करणारे विद्यार्थी, संलग्न महविद्यालयातील शिक्षकवर्ग, बहिस्थ विद्यार्थी स्थानिक नागरिक, शासकीय अधिकारी इत्यादी असतात. या ग्रंथालयांतून अभ्यासकांना विविध प्रकारच्या ग्रंथालयीन माहिती सेवा व डिजिटल वाचन साहित्याच्या साह्याने पुरविल्या जातात..

३. विशेष ग्रंथालये :

इतर ग्रंथालयांपेक्षा वेगळी असून त्यांच्या ग्रंथसंग्रहानुसार, वाचकास दिल्या जाणाऱ्या सेवांनुसार, आणि वाचकांच्या विविध प्रकारांनुसार या ग्रंथालयांचे प्रकार पडतात. थोडक्यात या ग्रंथालयाचे वाचक वेगळे, वाचन साहित्य वेगळे आणि सेवा वेगळ्या असतात..

1. दिव्यांग ग्रंथालये : ज्या ग्रंथालयात अंध वाचकासाठी ब्रेल लिपीमधील वाचन साहित्य उपलब्ध करून दिले जाते, त्यास अंध ग्रंथालय असे म्हणतात..

2. रुग्णालय ग्रंथालये : रुग्णालयात जे रुग्ण उपचारासाठी दाखल केले जातात आणि त्यांना जी पुस्तके उपलब्ध करून दिली जातात, त्या ग्रंथालयास रुग्णालय ग्रंथालय म्हणतात. . रुग्णालयीन ग्रंथालयामध्ये प्रामुख्याने आरोग्य,व विज्ञान विषयक ग्रंथ. नियतकालिके इत्यादी वाचन साहित्य रुग्ण, व रुग्णाचे नातेवाईक ह्यांना वाचन सेवा तसेच डॉक्टरंना उपयुक्त संदर्भ सेवा देण्याचे कार्य प्रामुख्याने केले जाते..

3. कारागृहीन ग्रंथालये : ही ग्रंथालये ज्या गुन्हेगारांना कारागृहात ठेवले जाते आणि जे शिक्षा भोगत असतात त्यांना ग्रंथ पुरवतात..

4. दैनिक ग्रंथालये : वृत्तपत्र कर्मचाऱ्यांच्या माहितीविषयक गरजा पूर्ण करण्याकरिता निर्माण केलेली ग्रंथालये म्हणजे वर्तमान पत्राची ग्रंथालये. या ग्रंथालयांत संदर्भ ग्रंथाबरोबरच वर्तमान पत्रातील लेख, कात्रणे फाइली, संपादक व पत्रकार यांनी तयार केलेली टिपणी, पत्रके, अहवाल,शासकीय प्रकाशने व विविध छायाचित्रांचे संकलन व संग्रह करून ती योग्य वेळी उपलब्ध करून दिली जातात. याशिवाय सर्व संदर्भ ग्रंथ ठेवले जातात.

सार्वजनिक ग्रंथालय आणि महिला वाचक :

भारतामध्ये प्रत्येक राज्यांमध्ये ग्रंथालय कायदे जेव्हा पासून अस्तित्वात आले. तेव्हापासून सार्वजनिक ग्रंथालयाचे जाळे राज्या राज्यांमध्ये विकसित होतांना दिसून येते. आजचा विचार केल्यास महानगरांच्या तुलने ग्रामीण भागातील सार्वजनिक ग्रंथालयाची स्थिती आर्थिक दृष्ट्या दयनीय आहे. त्याचा परिणाम सार्वजनिक ग्रंथालयाच्या सेवा सुविधांवर पडतो आहे. त्यामुळे सार्वजनिक ग्रंथालयाच्या कक्षा मंदावत चालल्या आहे. सार्वजनिक ग्रंथालयात स्त्री वाचाकांनीची संख्या अत्यल्प आहे. याचे कारण स्त्रियांकरिता लागणाऱ्या विशेष सुविधा देण्यासाठी सार्वजनिक ग्रंथालय असमर्थ आहेत. स्त्रियांच्या आरोग्य विषयक गरजा व कौटुंबिक व्याप लक्षात घेता. त्यांना विशेष ग्रंथालयीन सेवा देण्याची गरज आहे. सार्वजनिक ग्रंथालयांमध्ये स्वतंत्र वाचन कक्ष

आणि आरामदायक बैठक व्यवस्था असल्यास त्या मनमोकव्या पणाने ग्रंथालयात बसून अध्ययन करू शकतात. गृहिणींना फिरत्या ग्रंथालय सेवे द्वारे घरपोच ग्रंथसेवा पुरविल्यास महिला वाचक निश्चितच वाढण्याची शक्यता अधिक आहे. आजच्या स्थितीत सर्वसाधारण कुटुंबामध्ये अन्न , वस्त्र , निवारा , आरोग्य आणि शिक्षण ह्या मुलभूत गरजा महिलांच्या कमी अधिक प्रमाणात पूर्ण होतांना दिसत आहे. परंतु शिक्षण थांबल्यावर कौटुंबिक जबाबदारीमुळे स्त्री हि शिक्षण प्रवाहातून बाहेर फेकली जाते आहे. ज्ञान अर्जनाच्या क्षेत्राशी पुरुषाच्या तुलनेत तिचा संबंध कमी येतो आहे. तिच्या वाचन विषयक गरजांचा विचार कुटुंबात होत नाही. जर तसा विचार झालाच तरी तो वृतपत्र आणि मासिकांपुर्ता व काही ठराविक पुस्तकांपुरता सीमित असतो. पण सार्वजनिक ठिकाणी निवांत वाचन करण्याची मुभा किवा संधी आजही भारतीय कुटुंब व्यवस्था स्त्रीयांना देत नाही. अशा परिस्थिती सार्वजनिक ग्रंथालयांनी जर फिरते ग्रंथालय सेवा सुरु करून महिलांना सार्वजनिक ग्रंथालयाशी जोडले तर महिला वाचक ज्ञान अर्जनाच्या निरंतर प्रक्रियेपासून वंचित राहणार नाही. त्याप्रमाणे ग्रंथालयात महिलांकरिता स्वतंत्र वाचन कक्ष व सर्व सुविधायुक्त स्वच्छालयची व्यवस्था असली पाहिजे. कारण आजही अपवाद वगळता तालुका आणि गाव पातळीवरील ग्रंथालयात स्वच्छालयची व्यवस्था अजूनपर्यंत उपलब्ध नाही हि बाब अतिशय लाजिरवाणी आहे. भारत स्वतंत्र होऊन आज आपण अमृत मोह्त्सव साजरा करीत आहोत आणि आपल्या सार्वजनिक ग्रंथालयांमध्ये साधी स्वच्छालयाची व्यवस्था नाही. या पंचाहत्तर वर्षाच्या काळात भारतीय महिलांच्याच्या बौद्धिक प्रगतीसाठी कोणती पावलं शासनकर्त्यांनी उचलली याचा विचार सर्व सामान्य नागरिकांनी करायला हवा. शासनाची स्वच्छालय अनुदान योजना अजून सार्वजनिक ग्रंथालयापर्यंत पोहचली नाही. सर्व क्षेत्रे आज खाजगीकरणाच्या दिशेनी वाटचाल करते आहे. असच जर चालत राहील तर एकदिवस सार्वजनिक ग्रंथालय सेवा हि मोबईल इंटरनेट सुविधेप्रमाणे खाजगी व्हायला वेळ लागणार नाही. महाराष्ट्रासःह संपूर्ण भारतातील सार्वजनिक ग्रंथालये सरकारी निधी अभावी कोलमडून पडलेली आहेत. सार्वजनिक ग्रंथालये शासनाच्या लहरी धोरणांमुळे जास्त दिवस टिकाव धरू शकणार नाही. नवीन राष्ट्रीय शैक्षणिक धोरणामध्ये ग्रंथालयासाठी स्वतंत्र धोरण आखडण्याचे आश्वासन शासनाने दिले आहे. परंतु खरी गरज आज ग्रंथालयसाठी स्वतंत्र धोरण आखण्याची आहे. त्याचा फायदा भारतातील ग्रंथालयांना होईल व ग्रंथालयांतील सेवा सुविधांमध्ये भर पडून त्याचा फायदा महिला वाचकांना घेता येईल. ज्या देशाजवळ ग्रंथालायाकरिता स्वतंत्र निश्चित असे धोरण नसते. त्या देशातील स्त्री-पुरुष असे दोन्ही मानवी घटक ज्ञान अर्जनाच्या प्रक्रियेपासून वंचित राहतात. सार्वजनिक ग्रंथालय अपूर्ण सुविधांच्या अभावामुळे भारतात वाचन संस्कृती रूजवता आली नाही. त्यामुळे त्याची जागा आज मनोरंजनच्या बाजारू माध्यमांनी घेतली आहे. ह्या माध्यमांनी भारतातील रिकाम्या तरुण मेंदूचा ताबा घेतलेला आहे. हि बाजारू माध्यमे त्यांचा अजेंड्याची पेरणी करण्यात यशस्वी होत आहे. नेमक हेच महिला वाचकांचं होत आहे वाचनाच्या पाहिजे त्या सोयी सुविधा उपलब्ध नसल्यामुळे मोठा वर्ग सुमार दर्जाच्या मालिका आणि ॲप्पवर वेळ घालवतांना दिसतो आहे.

निष्कर्ष व शिफारशी :

शासनाच्या निधी अभावामुळे सार्वजनिक ग्रंथालय पायाभूत सुविधा महिला वाचकांना देऊ शकत नाही. त्यामुळे तालुका व गाव पातळीवरील सार्वजनिक ग्रंथालयात महिला वाचक ग्रंथालयाच्या सुविधेपासून वंचित राहतात. याचा परिणाम त्याच्या अद्यावत अध्ययन प्रक्रियेवर होतो. अपवाद वगळता महिलांचे शिक्षण थांबल्यावर त्यांना कुटुंबामध्ये किंवा सार्वजनिक पातळीवर कुठलीही सोयीस्कर वाचनाची सुविधा उपलब्ध नाही. फिरते ग्रंथालय सेवा सार्वजनिक ग्रंथालयात उपलब्ध नसल्यामुळे गृहिणींनी वाचनापासून वंचित राहतात. महिलांचे शालेय व महाविद्यालयीन शिक्षण थांबल्यावर त्यांना सार्वजनिक वाचनाची महिला म्हणून कुठलीच विशेष सुविधा उपलब्ध नाही. सार्वजनिक ग्रंथालयात अजूनही महिलांकरिता सुविधायुक्त स्वच्छालयाची व्यवस्था नाही. त्यामुळे त्यांनी आपली वाचन विषयक गरज कशी जपावी हा प्रश्न आहे.

शिफारशी:
१. शासनाने सार्वजनिक ग्रंथालयांना महिलांसाठी पायाभूत सुविधा उभारणी करण्याकरिता विशेष निधी उपलब्ध करून द्यावा.
२. सार्वजनिक ग्रंथालयांनी महिलांकरिता सुविधायुक्त स्वच्छालये उभारावी. विशेषता: मासिक पालीच्या दरम्यान महिला वाचकांची गैरसोय होऊ नये या दृष्टीने सर्व आवश्यक सुविधा असावी.

३. सार्वजनिक ग्रंथालयात महिलाकरिता आरोग्याच्या दृष्टीने आरामदायक बैठक व्यवस्था निर्माण करावी.

४. सार्वजनिक ग्रंथालयांनी गृहिणीनकरिता फिरत्या ग्रंथालयाची सेवा सुरु करावी.

५. सार्वजनिक ग्रंथालयांनी लहान मुलांना सांभाळण्यासाठी व खेळण्यासाठी व्यवस्था करावी , जेणेकरून ज्या महिलांची लहान मुले असतील त्यांची गैरसोय होऊ नये. व लहान वयातच मुलांना ग्रंथालय व वाचन संस्कृती दृष्टीस पडावी.

६. सार्वजनिक ग्रंथालयांमध्ये महिला वाचकांकरिता स्वतंत्र वाचन कक्ष असावा. इच्छुक महिला वाचक त्याचा लाभ घेऊ शकतील.

७. सार्वजनिक ग्रंथालयामधील वाचन साहित्य दर्जेदार असावे. तसेच त्यात अनिवार्यपण लिंगभाव संवेदनशीलता विकसित करणारे साहित्य समाविष्ट असावे.

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५. महाराष्ट्र ग्रंथालय संचालनालय https://dol.maharashtra.gov.in/#

नवीन शैक्षणिक धोरणातील विद्यार्थ्यांच्या विकासासाठी उपयुक्त उपक्रम – एक साहित्य अवलोकन

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[2]गृहअर्थशास्त्र विभागप्रमुख, श्री. गोविंदप्रभू कला व वाणिज्य महाविद्यालय, तळोधी (बाळापूर)

सारांश
प्रस्तुत संशोधनात भारताचे राष्ट्रीय शैक्षणिक धोरण 2020 यातील विद्यार्थ्यांच्या विकासाच्या दृष्टीकोनातून समाविष्ट उपक्रमाचे अध्ययन करून माहिती वर्णनात्मक स्वरुपात मांडण्यात आली. या धोरणातील उपक्रम बाल्यावास्थेपासून विकासास पूरक असून भारतातील शिक्षण पद्धती समोरील आव्हाने व विध्यार्थ्यांच्या भविष्यातील गरजा पूर्ण करण्यासाठी पूरक आहे. परंतु यासाठी नवीन शैक्षणिक धोरण केवळ कागदोपत्री न राहता प्रत्यक्षात त्याची अंमलबजावणी शैक्षणिक क्षेत्रातील प्रत्येक घटकाद्वारे होणे आवश्यक आहे.

बिजशब्द - नवीन शैक्षणिक धोरण, विद्यार्थी, विकास, उपयुक्त उपक्रम, साहित्य अवलोकन.

प्रस्तावना –
शिक्षण व्यक्तीच्या जीवनातील अविभाज्य घटक आहे. व्यक्ती आपल्या अनुभवातून आणि परिसरातील घटनांमधून विविध प्रकारचे शिक्षण सतत घेत असतो. शैक्षणिक संस्थामध्ये घेतले जाणारे शिक्षण हे औपचारिक प्रकारचे शिक्षण असून खाजगी आणि सरकारी संस्थेद्वारे दिले जाते. व्यक्तीला आपल्या क्षमता विकसित करण्यासाठी आणि राष्ट्रीय विकासाला चालना देण्यासाठी शिक्षण हा महत्वपूर्ण घटक आहे. भारताचा विचार करता भारतामध्ये आर्थिक विकास, सामाजिक न्याय, समानता आणि वैज्ञानिक प्रगती इ. साठी जागतिक पातळीवर नेतृत्व करण्यासाठी दर्जेदार शिक्षण उपलब्ध असणे महत्त्वाचे आहे. शिक्षणामुळे व्यक्तीच्या मानसिक, शारीरिक व बौद्धिक क्षमताचा विकास घडून सर्वांगीण विकासाला चालना मिळते, राष्ट्रीय शैक्षणिक धोरण १९८६ च्या कृती कार्यक्रमात १९९२ मध्ये सुधारणा करण्यात आली. या धोरणानंतरचे एक महत्त्वाचे पाऊल म्हणजे निशुःल्क आणि अनिवार्य शिक्षण अधिनियम २००९ हे तयार करण्यात आले, यामुळे सार्वत्रिक प्राथमिक शिक्षण देण्यासाठी कायदेशीर आधार उपलब्ध झाला. भारतीय शिक्षण पद्धतीत काळानुसार बदल करण्यासाठी व सुधारणा घडवीण्याच्या हेतूने डॉ. के. कस्तुरीरंगन यांच्या अध्यक्षतेखाली नेमण्यात आलेल्या समितीने राष्ट्रीय शिक्षण धोरण 2019 चा मसुदा सादर केला आणि त्यानंतर भारताचे राष्ट्रीय शैक्षणिक धोरण 2020 जाहीर करण्यात आले.

अध्ययनाची उद्दिष्टे – प्रस्तुत अध्ययनाची खालील उदिष्टे आहेत.
1. नवीन शैक्षणिक धोरण समजून घेणे.
2. नवीन शैक्षणिक धोरणात विद्यार्थ्यांच्या विकासाच्या दृष्टीकोनातून समाविष्ट केलेल्या उपयुक्त उपक्रमाचा प्रकाशित साहित्यातून आढावा घेणे.

अध्ययन पद्धती – प्रस्तुत अध्ययनात इंटरनेट, नियतकालिक, प्रकाशित साहित्य इत्यादीद्वारे माहिती संकलन करून वर्णनात्मक स्वरुपात मांडण्यात आली.

नवीन शैक्षणिक धोरण -

राष्ट्रीय शैक्षणिक धोरण 2020 हे नवीन शैक्षणिक धोरण म्हणून प्रचलित झाले. शालेय शिक्षणाच्या १०+२ संरचनेत बदल करून त्यामध्ये ५ + ३+ ३ + ४ अशी नवीन अध्यापन शास्त्राची आणि अभ्यासक्रमाची पुनर्रचना करणे हा या धोरणातील एक उद्देश आहे. म्हणजेच पूर्व प्राथमिक शिक्षणाची तीन वर्ष देखील नव्या शैक्षणिक धोरणात समाविष्ट करण्यात आली आहे. यामध्ये पूर्व प्राथमिक शाळेतील तीन वर्ष आणि पहिली दुसरी अशी पाच वर्ष देखील अत्यंत महत्त्वाची मानली गेली आहे. वय वर्ष तीन ते आठ या वयोगटात विद्यार्थ्यांमध्ये उत्सुकता व जिज्ञासा प्रवृत्ती असते त्याचे पुरेपूर समाधान व्हावे हा या मागचा उद्देश आहे. इयत्ता तिसरी ते पाचवी या वयोगटात अक्षर व संख्याज्ञान ओळख करून देणे याला प्राधान्य दिले असून, कृतीवर आधारित शिक्षणावर देखील यामध्ये भर दिला आहे. सहावी ते आठवीत सखोल ज्ञानासोबतच व्यावसायिक शिक्षणावर भर दिला आहे. विद्यार्थी अभ्यासक्रमाबरोबरच आपल्या इच्छेनुसार संगीत, नृत्य, खेळ, लोककला शिकू शकतील. त्याचबरोबर प्रत्यक्ष कामाच्या अनुभवाला प्राधान्य देण्यात आले. तर नववी ते बारावी या चार वर्षाच्या टप्प्यामध्ये सखोल ज्ञान त्याच बरोबर पूर्व माध्यमिक स्तरावरील विषयाभिमुख अभ्यासक्रम शैली पुढे विकसित करता येईल. विषयाची सखोलता, अधिक चिकित्सक विचार, आयुष्यातील इच्छा आकांक्षाकडे जास्त लक्ष देणे यामध्ये लवचिकता व विषय निवडीचे स्वातंत्र्य या बाबी समाविष्ट केल्या आहेत. विद्यार्थ्यांना दहावीनंतर शिक्षण सोडण्याचा किंवा अकरावी बारावी मध्ये व्यवसाय किंवा इतर कोणतेही अभ्यासक्रम निवडून पुढे शिक्षण घेण्याचा पर्याय यामध्ये उपलब्ध असल्यामुळे इच्छा असल्यास शाळेमध्ये प्रवेश देखील घेता येईल. दहावी बारावीसाठी असणारी बोर्ड परीक्षा तशीच चालू राहत असली तरीही विद्यार्थ्यांना विषय निवडीचे स्वातंत्र्य राहील. बोर्डाची परीक्षा अधिक सोप्या पद्धतीने देता येईल अशी रचना करण्यात आली आहे. वर वर्णन केलेले पूर्ण टप्पे हे अभ्यासक्रम आणि अध्ययन विषयक आहे याची रचना मुलांच्या आकलनात्मक विकासाच्या दृष्टीने करण्यात आली आहे. यानंतर उच्च शिक्षण व्यवस्थेचे नूतनीकरण करून त्यामध्ये समता व सर्वसमावेशक असे उच्च शिक्षण प्रदान करणे हे देखील या धोरणात समाविष्ट आहे.

साहित्य अवलोकन –

विकासाचा पाया प्रारंभिक बाल्यावस्थे पासूनच रचला जातो म्हणून नवीन शैक्षणिक धोरणात विद्यार्थ्यांच्या सर्वांगीण विकासासाठी अध्ययनाच्या शालापूर्व स्तरापासून उच्च शिक्षण स्तरापर्यंत प्रत्येक स्तरावर विशिष्ट उपयुक्त उपक्रम अंतर्भूत केले आहेत ते पुढील प्रमाणे,

1. **प्रारंभिक बाल्यावस्था संगोपन आणि शिक्षण** - प्रारंभिक बाल्यावस्था संगोपन आणि शिक्षण (ईसीसीई - अर्ली चाईल्डहूड केअर अँड एजुकेशन) हा उपक्रम अध्यापनाचा पाया म्हणजेच अंगणवाडी पासून दर्जेदार शिक्षण देण्यासाठी भारतामधील समृद्ध परंपरेचा समावेश करून त्यामध्ये कला, कथा कविता, खेळ, गाणी आणि इतर गोष्टींचा समावेश करणे याचे यामध्ये नियोजन आहे. या अनुषंगाने हा आराखडा पालक आणि बाल्यावस्था पूर्व संगोपन शिक्षण संस्था या दोन्हीसाठी मार्गदर्शक ठरेल.

2. **ईसीसीई चे सार्वत्रिकरणासाठी** – यासाठी अंगणवाडी केंद्राला उच्च दर्जाच्या पायाभूत सुविधा, खेळाचे साहित्य पुरविले जातील तसेच अंगणवाडी कर्मचारी प्रशिक्षित करून सक्षमीकरण केले जाईल. अंगणवाडीची इमारत हवीशीर, सुसज्ज मुलांसाठी अनुकूल, योग्य बांधकाम असलेली व समृद्ध अध्ययन वातावरण असेल अशी केली जाईल.

3. **पूर्वअध्ययन वर्ग -** पाच वर्षांपूर्वी मुलं पूर्वअध्ययन वर्ग किंवा बालवाडीमध्ये प्रवेश करतील आणि त्यामध्ये एसीसीई पात्र शिक्षक असतील. यामधील शिक्षण हे खेळावर आधारित असून त्यामध्ये आकलन, भावना, प्राथमिक शाळांमधील पूर्वअध्ययन वर्गांना मध्यान्ह भोजन कार्यक्रम देखील लागू करण्यात येईल तसेच अंगणवाडी व्यवस्थेत उपलब्ध असणारी आरोग्य तपासणी प्राथमिक शाळांमधील पूर्वअध्ययन वर्गाच्या विद्यार्थ्यांना देखील उपलब्ध केले जाईल.

4. **मूलभूत साक्षरता आणि संख्याज्ञान -** इयत्ता तिसरी पर्यंत विद्यार्थ्यांमध्ये मूलभूत साक्षरता आणि संख्याज्ञान साध्य करण्यासाठी शिक्षण व्यवस्थेची सर्वोच्च प्राथमिकता असेल, यासाठी मनुष्यबळ विकास मंत्रालयाच्या माध्यमातून राष्ट्रीय मूलभूत साक्षरता आणि संख्याज्ञान विषयांची प्राधान्याने स्थापना करून प्रगतीचे मुल्यांकन करणे आणि लक्ष ठेवणे याचा

समावेश करण्यात आला आहे. शिक्षकांना पायाभूत साक्षरता आणि संख्याज्ञान विद्यार्थ्यांना व्यवस्थित देता यावे म्हणून सतत व्यावसायिक विकासा बरोबरच प्रशिक्षण, प्रोत्साहन देवून सहाय्य करण्याचे नियोजन आहे.

5. **उत्साह आणि शिकण्याची आवड निर्माण करणे** - विद्यार्थ्यांमध्ये उत्साह आणि शिकण्याची आवड निर्माण करण्यासाठी लिहिणे, वाचणे, बोलणे, अंकगणित यासारख्या विषयांचा समावेश असलेल्या उपक्रमासाठी दिवसातील काही विशिष्ट तास आणि नियमित वार्षिक कार्यक्रम ठरविणे.

6. **शाळा तयारी मोड्युल** - पहिल्या वर्गात प्रवेशीत सर्व विद्यार्थ्यांसाठी अक्षर, शब्द, आकार, रंग तसेच संख्या शिकविण्यासाठी आणि संबंधित उपक्रम आणि कार्यपुस्तकांचा समावेश करून सहअध्यायी आणि पालकांचा सहभाग असेल असे खेळांवर आधारित तीन महिन्याचे एक 'शाळा तयारी मोड्युल' एनसीईआरटी आणि एससीईआरटी च्या सहकार्याने विकसित करणे.

7. **राष्ट्रीय भांडार** - उच्च गुणवत्तेच्या साक्षरता आणि संख्याज्ञानासाठी दीक्षा ॲपवरून डिजिटल सोयीसुविधा असलेले एक राष्ट्रीय भांडार माहिती देवानघेवानासाठी उपलब्ध करून देणे. यामध्ये भाषेची अडचण येऊ नये म्हणून तांत्रिक सहाय्य पारदर्शी पातळीवर सुरू करून त्याची अंमलबजावणी करणे.

8. **पियर टिटोरिंग** - विद्यार्थ्यांना पियर टिटोरिंगच्या माध्यमातून सहाय्यक शिक्षकांकडून समोरासमोर बसून शिकणे अशा ऐच्छिक आणि मजेदार उपक्रमाचा समावेश.

9. **प्रेरक पुस्तक आणि डिजिटल वाचनालय** - सर्व स्तरातील विद्यार्थ्यांमध्ये वाचनाची आवड निर्माण करण्यासाठी व मनोरंजनासाठी प्रेरणादायक पुस्तकांची निर्मिती करून अशी पुस्तके शालेय तसेच स्थानिक सार्वजनिक वाचनालयातून उपलब्ध करून देणे तसेच डिजिटल वाचनालयाची स्थापना करणे.

10. **निरोगी आरोग्यासाठी उपक्रम** - मुलांच्या निरोगी आरोग्यासाठी पौष्टिक जेवण देणे तसेच प्रशिक्षित, सामाजिक कार्यकर्ते मार्गदर्शक आणि समुदायाचा सहभाग शिक्षण व्यवस्थेमध्ये करून मुलांच्या पोषण व आरोग्य विषयक समस्या सोडविण्यात मदत करणे. या मागचा मुख्य उद्देश म्हणजे अध्ययनातून असे लक्षात आले आहे की, पौष्टिक नाष्ट्यानंतर सकाळचे काही तास आकलन क्षमतेची जास्त गरज असलेले अवघड विषय अभ्यासण्यासाठी योग्य असतात म्हणून दुपारच्या व्यतिरिक्त एक साधा परंतु पौष्टिक नाश्ता देऊन सकाळच्या वर्गाचा फायदा करून घेता येतो ज्या ठिकाणी शिजवलेले गरम अन्न देणे शक्य नाही अशा ठिकाणी शेंगदाणे किंवा चणे गुळात मिसळून तसेच स्थानिक फळे देण्याचे देखील यामध्ये नियोजन आहे. सर्व शालेय विद्यार्थ्यांच्या शंभर टक्के लसीकरणासाठी शाळेत नियमित आरोग्य तपासणी करणे आणि याची नोंदणी करण्यासाठी आरोग्य कार्ड देणे.

11. **शाळा सोडलेल्या विद्यार्थ्यांसाठी सुविधा** - शाळा सोडलेल्या विद्यार्थ्यांना परत शाळेत आणण्यासाठी आणि विद्यार्थी शाळा सोडू नये यासाठी एकूण दोन उपक्रम यामध्ये हाती घेण्यात येणार आहे, पहिले म्हणजे प्रभावी आणि पुरेशा पायाभूत सुविधा शाळांना पुरविणे. सरकारी शाळांची विश्वसनीयता निश्चित करून आणि जीथे शाळा अस्तित्वात आहे त्यांची गुणवत्ता वाढवून विस्तार करण्यासाठी आणि जिथे शाळा अस्तित्वात नाही अशा ठिकाणी अतिरिक्त आणि चांगल्या दर्जाच्या शाळा बांधून सुरक्षित आणि योग्य वाहतुकीच्या सुविधा त्याचप्रमाणे वस्तीगृह पुरवून विशेषता मुलींसाठी अशा प्रकारच्या सोयी करणे. दुसरा महत्त्वाचा उपक्रम म्हणजे शिक्षण प्रक्रियेवर काळजीपूर्वक लक्ष ठेवून शाळेत सार्वत्रिक सहभाग निर्माण करणे, त्यामुळे शाळेत प्रवेश घेतला आहे, परंतु उपस्थितीत मागे पडलेली विद्यार्थी, शाळा सोडली असल्यास अभ्यास भरून काढण्यासाठी शाळेत पुन्हा प्रवेश घेण्याची संधी दिली जाईल.

12. **सामाजिक आणि आर्थिक दृष्ट्या वंचित गटातील विद्यार्थ्यांसाठी संधी**- अशा विद्यार्थ्यांसाठी औपचारिक तसेच अनौपचारिक शिक्षणाची सोय सुद्धा यामध्ये करण्यात आली आहे. शाळेत उपस्थित राहून शिक्षण घेऊ न शकणाऱ्या मुलांच्या शिक्षण विषयक गरजा भागविण्यासाठी नॅशनल इन्स्टिट्यूट ऑफ ओपन स्कूल आणि स्टेट ओपन स्कूल यांच्याकडे सोपविलेल्या मुक्त आणि दूर शिक्षण कार्यक्रम विस्तारित आणि बळकट करणे. तसेच वरील विविध कार्यक्रमातून त्यांना प्रादेशिक भाषांमध्ये शिक्षण घेण्याची संधी देणे.

13. **अनुभवात्मक शिक्षण -** विचार करण्याची क्षमता, अधिक समग्र प्रश्न आधारित संवाद आणि विश्लेषण या शिक्षणाला अधिक महत्त्व देण्यासाठी अभ्यासक्रमातील मजकूर कमी करून अत्यावश्यक असेच घटक त्यामध्ये ठेवून प्रश्न विचारण्याच्या पद्धतीला प्रोत्साहन देऊन अनुभवात्मक शिक्षणासाठी वर्गामध्ये गमतीदार, सृजनशील,सहयोगात्मक आणि संशोधनात्मक उपक्रमाचा समावेश करणे.अनुभवात्मक शिक्षणाला प्राधान्य देण्यासाठी प्रात्यक्षिक शिक्षण तसेच भारतीय कला आणि संस्कृती विद्यार्थ्यांच्या मनावर बिंबविणे. आणि

14. **क्रीडा एकात्मिक शिक्षण -** खेळासोबत चारित्र्य उपक्रमाचा उपयोग करून सहकार्य, स्वयं पुढाकार, स्वतःची दिशा ठरविणे, स्वयंशिस्त तसेच सांघिक कार्य, जबाबदारी नागरिकत्व इत्यादी कौशल्य विकसित करण्यासाठी आणि शारीरिक सुदृढतेसाठी क्रीडा एकात्मिक शिक्षण वर्गातील व्यवहारांमध्ये समाविष्ट करण्यात येईल.

15. **अभ्यासक्रम निवडीमध्ये लवचिकता -** विद्यार्थ्यांना सक्षम करणे या उद्देशातून अभ्यासक्रम निवडीमध्ये लवचिकता ठेवून अभ्यास किंवा इतर कार्यक्रमांमध्ये कला, मानवशास्त्र, विज्ञान, गणित यासोबत शारीरिक शिक्षण, कला आणि हस्तकला, व्यवसायिक कौशल्य असे विषय अभ्यासक्रमामध्ये समाविष्ट करणे.

16. **मातृभाषेतून शिक्षण** - मातृभाषेतून शिक्षण घेतल्यास त्याचे आकलन लवकर होते म्हणून शक्य आहे तेथे माध्यमिक शाळेपर्यंत मातृभाषा, स्थानिक भाषा किंवा प्रादेशिक भाषेमध्ये सरकारी तसेच खाजगी दोन्ही प्रकारच्या शाळांमध्ये शिक्षणाची सोय करणे शाळांना बंधनकारक राहील. विज्ञानासह सर्व विषयाची उच्च गुणवत्तेची पाठ्यपुस्तके मातृभाषेत उपलब्ध करून दिली जातील.

17. **बहुभाषावाद व भाषेची शक्ती -** विद्यार्थ्यांना बौद्धिकदृष्ट्या संपन्न करण्यासाठी, समृद्ध भाषा समजण्यासाठी सार्वजनिक तसेच खाजगी शाळांमध्ये इयत्ता सहावी ते बारावी मध्ये किमान दोन वर्षाकरिता भारतातील एखाद्या भाषे बरोबरच तिच्याशी संबंधित साहित्य अनुभवात्मक आणि नाविन्यपूर्ण पद्धतीने शिकण्याचा पर्याय उपलब्ध करून देण्यात येईल. भारतीय भाषा आणि इंग्रजी भाषेबरोबरच उच्च गुणवत्तेची संधी प्राप्त करण्यासाठी परदेशी भाषा शिकण्याची देखील संधी विद्यार्थ्यांना उपलब्ध करून दिली जाईल.

18. **ज्ञानाचे एकात्मिकरण -** कला, संस्कृती बरोबरच विविध कौशल्य आणि संगणकीय ज्ञान जे कोडींग, डिजिटल ज्ञान यावर देखील भर देण्यात येईल. तार्किक विचार, पर्यावरण विषयक जागरूकता, स्वच्छता, साफसफाई, चालू घडामोडी,स्थानिक समुदाय, राज्य व जगाला भेडसावणाऱ्या गंभीर समस्या इत्यादी ज्ञानाचे एकात्मिकरण केले जाईल.

19. **दप्तर विरहित उपक्रम -** इयत्ता सहावी ते आठवी दरम्यान कौशल्य गरजांवर आधारित सुतारकाम, इलेक्ट्रिकचे काम, धातूकाम, कुंभारकाम यासारख्या व्यवसाय कलांचा प्रत्यक्ष अनुभव घेण्याची व काम करण्याची संधी विद्यार्थ्यांना देण्यात येईल. अशा प्रकारचा दप्तर विरहित उपक्रम राबविला जाईल तसेच इंटर्नशिपची सुद्धा संधी सुट्टी च्या कालावधीत उपलब्ध करून दिली जाईल.

20. **भारत विषयक ज्ञान -** विद्यार्थ्यांना आपल्या संस्कृतीतील ऐतिहासिक व पर्यटन स्थळांची माहिती देण्यासाठी स्मारके, स्थानिक कलाकार, कारागीर तसेच विविध प्रेक्षणीय स्थळांना भेट देण्यासाठी शाळेबाहेरील उपक्रमाचे नियोजन करून ओळख करून दिली जाईल. 'भारत विषयक ज्ञान' या विषयांमध्ये प्राचीन भारताची माहिती व आधुनिक भारत उभारण्यात योगदान याविषयी माहिती देऊन त्यांच्यामध्ये भविष्यतील आव्हानाला सामोरे जाण्याची क्षमता निर्माण करणे, विद्यार्थ्यांनी सुरुवातीपासूनच नैतिक मूल्यांची जोपासना करण्यासाठी भारतीय परंपरेतील प्रेरणादायक गोष्टी वाचण्याची आणि त्यातून शिकण्याची संधी दिली जाईल.

21. **दप्तराचे वजन कमी करणे -** अभ्यासक्रम आणि अध्यापन शास्त्रामध्ये आवश्यकतो बदल करून दप्तराचे आणि पाठ्यपुस्तकाचे वजन कमी करण्यासाठी एनसीईआरटी, एससीईआरटी, शाळा तसेच शिक्षक इ. सहकाराने प्रयत्न केले जाईल.

22. **मूल्यमापन पद्धतीमध्ये परिवर्तन -** विद्यार्थ्यांच्या मूल्यमापन पद्धतीमध्ये परिवर्तन करून त्यांच्या क्षमतेवर आणि कौशल्यावर आधारित पद्धतीने मूल्यमापन केले जाईल.दहावी आणि बारावी साठी असणारी बोर्ड परीक्षा तशीच ठेवून त्यामध्ये थोडा बदल करून कोचिंग क्लासला जाण्याची गरज भासणार नाही अशा प्रकारची मूल्यमापन प्रणाली विकसित

करुन विद्यार्थ्यांना आपल्या आवडीनुसार ज्या विषयात बोर्डाची परीक्षा द्यायची आहे त्यामध्ये काही विषय निवडण्याची त्यांना संधी देण्यात येईल. परीक्षेमध्ये महत्त्वाचा बदल म्हणजे विद्यार्थ्यांना त्यांची इच्छा असल्यास कोणत्याही एका शालेय वर्षामध्ये दोनदा बोर्ड परीक्षा देता येईल त्यापैकी एक मुख्य व एक सुधारणा करण्यासाठीची परीक्षा असेल.

23. **विद्यापीठ प्रवेश परीक्षा -** विद्यापीठ प्रवेश परीक्षांचे निकष एकसारखे ठेवून नॅशनल टेस्टिंग एजन्सी (एनटीए) स्वायत्त चाचणीसंस्था म्हणून काम करेल, यामध्ये संकल्पनांची समज, ज्ञानाचा वापर करण्याची क्षमता तपासली जाईल. विद्यार्थी परीक्षा देण्यासाठी आपल्या आवडीचे विषय निवडू शकेल त्याचप्रमाणे प्रत्येक विद्यापीठ प्रत्येक विद्यार्थ्याचा वैयक्तिक विषयांचा पोर्टफोलिओ पाहून वैयक्तिक आवडी व प्रतिभेच्या आधारे विद्यार्थ्यांना त्यांच्या अभ्यासक्रमांमध्ये प्रवेश देता येईल.वेगवेगळ्या विद्यापीठाच्या वेगवेगळ्या परीक्षा घेण्याऐवजी एनटीएच्या एका परीक्षेमुळे विद्यार्थी, विद्यापीठ आणि महाविद्यालयावरील भार कमी होईल यामुळे विद्यार्थ्यांना परीक्षा देणे सोयीचे होईल.

24. **कुशाग्र बुद्धीच्या विद्यार्थ्यांसाठी मार्गदर्शक तत्वे -** एनसीईआरटी आणि एनसीटीइ च्या माध्यमातून कुशाग्र बुद्धीच्या मुलांच्या शिक्षणासाठी मार्गदर्शक तत्वे विकसित केली जाईल. विशिष्ट विषयात रुची असणाऱ्या विद्यार्थ्यांसाठी पूरक साहित्य उपलब्ध करून देऊन त्यांच्यासाठी बुद्धिबळ, कविता, भाषा, नाटक, वादविवाद, क्रीडा इ. मंडळाची स्थापना करून उच्च गुणवत्तेच्या राष्ट्रीय निवासी उन्हाळी कार्यक्रमांना प्रोत्साहन दिले जाईल.

25. **स्पर्धा परीक्षा तयारी -** विद्यार्थ्यांना स्पर्धा परीक्षेमध्ये समावेश घेता यावा म्हणून ग्रामीण तसेच प्रादेशिक भाषांमध्ये परीक्षा घेतल्या जाऊन वेगवेगळ्या पातळीवर परीक्षा देण्याची संधी मिळेल. याचा आयआयटी आणि एनआयटी मध्ये प्रवेशासाठी पदवी पूर्व कार्यक्रमांमध्ये निकषाचा भाग म्हणून वापरण्यास प्रोत्साहन दिले जाईल.

26. **डिजिटल ज्ञान -** शाळांमध्ये टप्प्याटप्प्याने स्मार्ट क्लासरूम, इंटरनेट कनेक्शन युक्त स्मार्टफोन टॅबलेट विकसित करून ऑनलाइन कम्युनिटी विकसित करून विद्यार्थ्यांना माहिती व तंत्रज्ञानाच्या युगात समृद्ध बनविण्याचा प्रयत्न केला जाईल.अनेक प्रकारचे शैक्षणिक सॉफ्टवेअर विकसित करून सर्व शहरातील विद्यार्थ्यांना उपलब्ध करून देणे. दीक्षा/स्वयम सारखे तंत्रज्ञानावर आधारित प्लॅटफोर्म शाळा आणि उच्च शिक्षणामध्ये समाविष्ट करण्यात येईल.

27. **विशिष्ट अक्षमता असलेल्या विद्यार्थ्यांसाठी -** विशिष्ट अक्षमता असलेल्या विद्यार्थ्यांना प्रवेश आणि संधी मिळण्यासाठी प्राथमिक स्तरांपासून ते उच्च शिक्षणापर्यंत मूल्यांकन करण्यासाठी मार्गदर्शक तत्वे घालून दिली जाऊन योग्य साधन संपत्तीची शिफारस करणे.

नवीन शैक्षणिक धोरणात विद्यार्थ्यांच्या सर्वांगीण विकासाच्या दृष्टीने वरील विविध उपक्रम पूर्व प्राथमिक ते उच्च स्तरापर्यंत क्रमाने नियोजित केले आहेत. तसेच अंमलबाजावानिसाठी सूचना व शिफारशी देखील नवीन शैक्षणिक धोरणात समाविष्ट आहे.

निष्कर्ष – नवीन शैक्षणिक धोरणातील विविध उपक्रम विध्यार्थ्यांच्या विकासास पूरक असून या आधारे खालील निष्कर्ष काढता येतील,

1. धोरणामध्ये प्रारंभिक बाल्यावस्थेपासून विविध उपक्रम समविष्ट केले आहेत त्यामुळे विकासाचा पाया योग्य वेळेत रचला जावू शकतो.

2. मुलभूत साक्षरता, संख्याज्ञान, आवड, उत्साह निर्माण करणे, अनुभवात्मक शिक्षण याला प्राधान्य दिल्यामुळे बालकांमध्ये शिक्षणाची आवड निर्माण होते.

3. दप्तरविरहीत उपक्रम, पुस्तकाचे वजन कमी करणे, शाळा मोड्युल, विषय निवडीमध्ये लवचिकता अशा विविधांगी उपक्रमाचा यामध्ये समावेश आहे त्यामुळे शिक्षण कंटाळवाणे न वाटता आनंदी वातावरणात ग्रहण करता येते.

4. केवळ कुशाग्रच नाही तर विशिष्ट अक्षमता असलेल्या, सामाजिक आणि आर्थिक दृष्ट्या वंचित गटातील विद्यार्थ्यांसाठी वेगवेगळ्या शिक्षणाच्या संधी उपलब्ध करून देण्याचे नियोजन आहे त्यामुळे सार्वत्रिक शिक्षणाचा उद्देश साध्य होऊ शकतो कोणीही शिक्षणापासून वंचित राहणार नाही सर्वांगीण विकासाला चालना मिळेल.

5. मातृभाषेतून शिक्षणाची संधी सोबतच बहुभाषावाद व भाषेची शक्ती विद्यार्थ्यांच्या ज्ञानकक्षा रुंदावण्यात सहाय्यक ठरतील.

6. भारतीय कला संस्कृती, इतिहास, प्रेक्षणीय स्थळे इ. च्या अभ्यासातून विद्यार्थ्यांच्या नैतिक विकास व भविष्यातील आव्हानांना सामोरे जाण्याची क्षमता विकसित करणे याला विशेष महत्व दिले आहे.

7. माहिती व तंत्रज्ञानाच्या युगात डिजिटल ज्ञान देण्याच्या दृष्टीकोनातून विविध सोयी सुविधांचा समावेश विद्यार्थींना डिजिटल युगातील समस्यांना सामोरे जाण्यास सक्षम बनवू शकते.

8. मुल्यांकन पद्धतीतील परिवर्तन, स्पर्धा परीक्षा तयारी, विद्यापीठ प्रवेश परीक्षा यातील नियंत्रण विद्यार्थ्यांच्या बौद्धिक क्षमता विकसित करण्यास पूरक आहे.

9. विद्यार्थ्यांच्या रुची नुसार विविध कौशल्य विकसित करण्यासाठी व्यावसायिक शिक्षणाचा अंतर्भाव सक्षमीकरणास उपयुक्त ठरेल.

एकूण या धोरणातील उपक्रम बाल्यावास्थेपासून विकासास पूरक असून भारतातील शिक्षण पद्धती समोरील आव्हाने व विध्यार्थींच्या भविष्यातील गरजा पूर्ण करण्यासाठी पूरक आहे.

सूचना व शिफारशी – हे धोरण प्रत्यक्षात कार्यान्वित होण्यासाठी काही सूचना व शिफारशी

1. नवीन शैक्षणिक धोरण केवळ कागदोपत्री न राहता प्रत्यक्षात त्याची अंमलबजावणी शासकीय पातळीवर होऊन शैक्षणिक संस्थांनी त्याचा पाठपुरावा करणे आवशक आहे आणि शिक्षकांनी आपले कर्तव्य व जबाबदारी जाणून घेवून कार्य केले पाहिजे एवढेच नव्हे तर प्रत्येक पालकांनी जागरूक राहून आपल्या पाल्यांना वेळ देऊन सर्व उपक्रमात आवश्यक तिथे सहाय्य करावे आणि सर्वात महत्त्वाचे ज्यांच्या विकासाच्या अनुषंगाने हे धोरण तयार केले आहे त्या विद्यार्थींनी आवडीने अध्ययन करणे नवनवीन ज्ञान प्राप्त करण्यास पुढाकार घेणे आवश्यक आहे.

2. नवीन शैक्षणिक धोरण व उपयोगिता या विषयी समाजामध्ये जागरूकता निर्माण करण्यासाठी मार्गदर्शनपर कार्यक्रमांचे आयोजन करावे.

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भारतीय पर्यावरण चळवळ : एक अध्ययन

प्रा. डॉ असीम खापरे

राज्यशास्त्र विभाग प्रमुख, श्रीमती वत्सलाबाई नाईक म.महा., पुसद जि. यवतमाळ

सारांश

पर्यावरण संरक्षणाची जाणीव वैधिक बनली आहे. जगातील सर्वच राष्ट्रीनी आपल्या अंतर्गत पर्यावरण सुरक्षेला प्राधान्य दिले आहे. अमेरिके सारख्या मोठ्या राष्ट्रापासून, प्रत्येक राष्ट्राला पर्यावरण प्रदूषणाच्या समस्येला तोंड दयावे लागत आहे. पर्यावरणातील हवा, पाणी, जमीन, जैवविविधता हे सर्व घटक परस्परावलंबी आहे. त्याचे अस्तित्व एक दुसऱ्यावर अवलंबून आहे.

पर्यावरणावर होणाऱ्या परिणामाचा थेट फटका मानवी समाजाला बसत आहे निसर्गातून मिळणाऱ्या गोष्टीची क्षमता विचारात घेवून जीवनमान उंचावणे व स्वतःचा विकास करणे म्हणजे शाश्वतता होय नैसर्गिक संसाधनाची निगा राखणे व त्याचे जतन व संवर्धन केले तरच निसर्ग चक्र सुरळीत चालेल, अनेक आंदोलनंनी व चळवळीनी पर्यावरणाच्या मुदयांना सद्यास्थितीतील प्रश्नांशी जोडण्याचा दृष्टिकोन प्रस्थापित करण्यामध्ये यश मिळाले आहे.

Key Word :- नैसर्गिक साधनसंपत्ती, पर्यावरणवादी चळवळ, औद्योगिकरण, बिष्णोई चळवळ, चिपको चळवळ, अप्पीको आंदोलन, नर्मदा बचाव आंदोलन,

तथ्य संकलन :– प्रस्तूत संशोधन अध्ययनात तथ्य संकलनासाठी व्दितीय माहिती स्त्रोत म्हणून संदर्भ ग्रंथ, वेबसाईट, मासिके, या साधनांचा आधार घेतला आहे.

प्रस्तावना :

पर्यावरणामध्ये मानवी हस्तक्षेप वाढल्यामुळे पर्यावरणातील संपदेवर ताण पडतो व पर्यावरणाचा समतोल बिघडतो, पर्यावरणवाद ही विचारसरणी आज एक महत्वाची राजकीय शक्ती म्हणून विकसित झाली. पर्यावरणवाद ही विचारसरणी हरित चळवळ Green Movement हरित राजकीय विचार Green Political Though या नावाने ओळखला जातो पर्यावरण संरक्षणाच्या क्षेत्रामध्ये १९७२ स्टॉकहोम परीषद ही अत्यंत महत्वाची ठरली; त्यात पर्यावरण संरक्षणवर प्रकाश टाकला गेल्यामुळे जगभर पर्यावरणवादी विचार उदयाला आला हा विचार शाश्वत विकासाठी प्रेरणादायी ठरत आहे.

अध्ययनाची उद्दीष्टये :

१. पर्यावरण चळवळी या संकल्पनाचे अध्ययन
२. भारतातील विविध पर्यावरणीय चळवळीचा शोध घेणे.
३. भारतीय पर्यावरणीय चळवळीतील समानता शोधणे

पर्यावरणीय चळवळ म्हणजे काय ?

सामाजिक चळवळीच्या मालिकेत एक नवीन आयाम सुमारे ४५ वर्षापासून निर्माण झालेले दिसतो.यामध्ये पर्यावरण विषयक चळवळीचा अंतर्भाव होतो. मानवाने पर्यावरणात ढवळाढवळ केल्यामुळे मानवी जीवनास विघातक परिणाम दिसु लागले वर्तमान परिस्थितीत व भविष्यात येणाऱ्या पिढयाचे भवितव्य या दृष्टीने पर्यावरणाचे जतन कारणे व त्याची हानी होणार नाही. उलट चांगल्या रितीने ते विकसित पावेल यावर भर देणे आवश्यक असल्याचे प्रतिपादन करण्यात येते.

पर्यावरण चळवळीची व्याख्या :

१. जयंत बंडोपाध्याय आणि वंदना शिवा यांच्या मते "भारतातील पर्यावरण चळवळ म्हणजे नैसर्गिक स्त्रोतांचे अर्थकारण व बाजारीकरण आधारित विकासतंत्राला विरोध करण्याची अभिव्यक्ती होय."
२. रामचंद्र गुहा व माधव गाडगीळ "नैसर्गिक स्त्रोतांचा अधिक दिर्घकाळ वापर करण्यासाठी, निसर्गाची आवनती रोखण्यासाठी आणि नैसर्गिक स्त्रोताचे पुनरूज्जीवन करण्यासाठी केलेली सामूदायिक कृती होय."

पृथ्वीवरील नैसर्गिक साधन संपत्ती मर्यातदित आहे या साधन संपत्तीचा बेसुमार नासधूस ही तिच्या पुननिर्माण चक्राच्या गतीपेक्षा अधिक वेगाने होत आहे. हे जीवनसृष्टीच्या विनाशास कारणीभूत ठरेल या विचाराच्या जनजागृती झाल्या व पर्यावरणीय चळवळीचा उदय झाला.

भारतीय पर्यावरण विषयक चळवळ :—

१८ व्या शतकामध्ये भारतामध्ये पर्यावरणविषयक चळवळ उदयाला आली व त्यानंतर १९७० नंतर अनेक पर्यावरणवादी चळवळी उदयाला आल्या चिपको चळवळ, झारखंड चळवळ, अप्पीको चळवळ, चिलकामासा बचाओ आंदोलन ही पर्यावरणीय चळवळीची उदाहरणे आहेत. यापैकी काही प्रमुख चळवळी प्रस्तूत अध्ययनात घेतल्या आहे.

१. **विष्णोई चळवळ :** — १८ व्या शतकात राजस्थानमधील बिष्णोई समाजाने ही चळवळ केली, जोधपूरच्या राजा अभय सिंग यांच्या आदेशाने खेजली गावातील खेजरीची झाले तोडली जाणार होती. ११ सप्टें १७३० रोजी खेजरीची झाडे तोडण्यासाठी आलेल्या मानसांना अडविण्यासाठी आणि झाडे वाचविण्यासाठी अमृता देवीने झाडाला मिठी मारली; मात्र सैनिकांनी तिच्यासकट झाडावर कुन्हाडीचे घाव घतले अमृतादेवीच्या मुलीनी आईच्या पावलावर पाऊल देत खेजरीच्या झाडाला चिपकून मरण पत्करले त्या एकाच दिवशी ८३ गावातील ३६३ बिष्णोई जमातीच्या ग्रामस्थांनी निसर्ग रक्षणासाठी खेजरीच्या झाडाला कवटाळून आपल्या प्राणाची आहूती दिली. यानंतरच्या काळात देशात चिपको आंदोलन सारख्या अनेक पर्यावरण चळवळी या आंदोलना पासून प्रेरणा घेवून तयार झाल्या देशातील पहिले पर्यावरणवादी म्हणून बिष्णोई जमातीचे स्थान आजही कायम आहे.

२. **चिपको आंदोलन :** १९७० च्या दशकात जंगल विध्वंसचा एक संघटित प्रतिकार भारतभर पसरला आणि चिपको आंदोलन म्हणून ओळखला जावू लागली. गावकऱ्यानी झाडाला मिठी मारली आणि कंत्राटदारांनी ती झाडे तोडण्यापासून रोखले १९७३ चे चिपको चळवळ सर्वात प्रसिध्द आहे. अलकनंदा खोऱ्यातील मंडल गावात ती उत्स्फूर्तपणे झाली आणि पुढील पाचवर्षात उत्तरप्रदेशातील, व हिमालयातील अनेक जिल्ह्यात पसरली अलकनंदा खोऱ्यातील वनविभागाचा भूखंड क्रीडासाहित्य कंपनीला देण्याचा सरकारच्या निर्णयामुळे ही ठिणगी पडली.या निर्णयामुळे ग्रामस्थ संतप्त झाले कारण शेतीची अवजारे बनविण्यासाठी लाकूड वापरण्याची त्याची मागणी यापूर्वी नाकारण्यात आली होती. स्थानिक स्वयंसेवी संस्था, दोसोली ग्रामस्वराज्य संघ यांच्या प्रोत्साहनाने परिसरातील महिलाने सुध्दा या चळवळीमध्ये भाग घेतला. चिपको चळवळ ही एक महत्वाची पर्यावरणीय चळवळ आहे जी गांधीवादी अहिंसक पध्दतीचा अवलंबून लक्षणिय लोकप्रियता आणि यश मिळवले या चळवळीने देशात अनेक पर्यावरणीय चळवळीचा मार्ग मोकळा झाला

३. **अप्पिको चळवळ :—** चिपको चळवळीच्या पार्श्वभूमीवर पांडूरंग हेगडे यांच्या नेतृत्वात ही चळवळ कर्नाटकात सुरू झाली अपिकोचा अर्थ एखादया झाडाला मिठी मारून त्याबदलची आपुलकीची भावना व्यक्त करणे होय. सप्टें १९८३ साली वनविभागाची माणसे जंगलातील झाडे तोडण्यासाठी जाणार होती. तेंव्हा आजूबाजूच्या गावातील तरुण आणि महिलांनी ग्रामस्थानी झाडांना मिठी मारून विरोध केला यामुळे वनविभागाच्या आदेशाने जी झाडे तोडली जात होती ती त्यांनी बंद केली ३८ दिवस चाललेल्या निषेध आंदोलनामुळे सकारने झाडांची तोड याविरोधात आदेश दयावे लागले या आंदोलनाचे उद्दिष्टे वनीकरण तसेच विकास, संवर्धन आणि जंगलाचा योग्य वापर होईल हा होता.

४. **नर्मदा बचाओ :—** १९८४ मध्ये गुजरात व महाराष्ट्राच्या आदिवासीच्या विस्थापना व पुनर्वसनाच्या प्रश्नातून नर्मदा बचाओ आंदोलनात सुरवात झाली या आंदोलन या प्रकल्पाचे लाभ—हानी, शाश्वत विकास, सामाजिक न्याय व नागरी हक्क असे मुद्दे होते पहिल्यांदाच पर्यावरण आणि विकासाचा संघर्ष हा राष्ट्रीय स्तरावर चर्चेचा विषय बनला ज्यामध्ये केवळ विस्थापीत लोकच नव्हेतर वैज्ञानिक स्वयंसेवी संस्था व सामान्य लोक सहभागी झाले होते सरदार सरोवराच्या जलाशयामुळे महाराष्ट्र व गुजरात मधील आदिवासी शेतकरी कुटुंबे विस्थापित होणार होती व सुपिक जमीन नष्ट होणार होती मेघा पाटकर व तिच्या सहकाऱ्यांनी १७ फेब्रुवारी १९८६ मध्ये नर्मदा धरणग्रस्त समिती ही संघटना स्थापन केली. तसेच गुजरात मध्ये नर्मदा असरग्रस्तसंघर्षसमिती तर मध्यप्रदेशमध्ये नर्मदा घाटीनविनिर्माण या संघटना स्थापन करण्यात आल्या व तिन्ही संघटना १९८७ मध्ये 'नर्मदा बचाओ आंदोलन' या नावाने एकत्र झाल्या या धरण बांधणीच्या विरोधात नर्मदा बचावासाठी तसेच एकंदरीत विकासात्मक प्रकल्पाविषयी प्रश्न निर्माण करणारे आंदोलन मेघा पाटकर यांच्या नेतृत्वाखाली उभारण्यात आले ते देशभर गाजले यामुळे शासनाला आपल्या ध्येयधोरणामध्ये बदल करावे लागले, धरणग्रस्त लोकांचे पुनर्वसन व्हावे भारत सरकार व न्यायव्यवस्था या दोन्हीना मान्य आहे हे सिध्द झाले इ.स २००३ मध्ये भारत सरकाने मंजूर केलेल्या राष्ट्रीयपुनर्वसनधोरण हे नर्मदा बचाओ सारख्या सामाजिक चळवळीचे यश म्हणून पहिले जाऊ शकते. १९७० नंतर भारतात मोठया प्रमाणात पर्यावरण चळवळीचा उदय झाला वेगवेगळया वेळी आणि ठिकाणी स्थानिक समस्याचा मुक्त प्रवाहाचा परिणाम म्हणून या चळवळी विकसित झाल्या या चळवळी लोकांच्या विस्थापनास कारणीभूत असलेल्या प्राणी जमीन आणि जीव प्रणाली या सारख्या मानवी हक्काचे उल्लंघन करणाऱ्या प्रकाराच्या विरूध्द होत्या

भारतीय पर्यावरण चळवळीचे वेगळेपण :

भारतीय पर्यावरण चळवळीची उद्दीष्टये ही भिन्न—भिन्न असली तरी या चळवळी मध्ये काही समान तत्वे आहेत
१. सामाजिकन्यायाचा प्रश्न सर्व पर्यावरणीय चळवळी मध्ये केंद्रस्थानी आहे.
२. तंत्रज्ञान व्दारे निसर्गावर वर्चस्वाचा तिरस्कार आहे.

३. सर्व पर्यावरणीय चळवळी या 'आर्थिकविकास' हे राष्ट्राच्या विकासाचे मोजमाप आहे. या धोरणाविरूध्द आहे. त्याचा असा विश्वास आहे की, शाश्वत विकास हाच खरा विकास आहे.

४. बहुतेक पर्यावरणीय चळवळी नैसर्गिक आहेत त्या स्वतःच निर्माण झाल्या आहेत.

५. या पर्यावरणीय चळवळी प्रामुख्याने सनदशिर मार्गानि चालतात त्या प्रामुख्याने सत्याग्रही, सविनय कायदेभंग आणि अहिंसक निषेधावर अवलंबून आहेत.

६. भारतातील पर्यावरणीय चळवळी या बाहेरील कंत्राटदाराकडून स्थानिक संसाधनाचा व्यावसायिक शोषणाविरूध्द सुरू झाल्या व त्यांनी जगभरातील लोकांमध्ये चेतना जागृत करण्याचे काम केले आहे.

वाढती लोकसंख्या, तंत्रज्ञानातील प्रगती, झपाटयाने बदलणारी जीवन शैली, उपभोगतावाद यामुळे नैसर्गिक संसाधने वेगाने कमी होत आहे व पर्यावरणाचा ऱ्हास होत आहे. २० शतकाच्या शेवटी मानवाला आपली चूक समजली; उत्पन्न आणि आर्थिक विकासाच्या गती खेरीज पर्यावरणाचे संरक्षणा शिवाय निसर्ग हळूहळू नाश पावेल म्हणून शाश्वत विकास हा मध्यमार्ग आहे. त्यासाठी पिण्याचे पाणी, आरोग्य, स्वच्छता, उर्जा अन्नसुरक्षा जैवविविधता, औद्योगिक क्रांती, तंत्रज्ञान या मूलभूत बाबीवर शाश्वत विकासासाठी जोर देणे आवश्यक आहे.

संदर्भ सूची

१. Gadgil M. and Guha R. 1998 Towards A Perspective on Enviornment in India, the Indian journal of social work

२. करडे, ए.एस. मानवी हक्क कायदा : वाटचाल आणि विकास हर्षवर्धन पब्लिकेशन प्रा.लि.बीड

३. शहा.ध भारतातील सामाजिक चळवळी डायमंड पब्लिकेशन पुणे

४. w.w.w educational Maraha.com

५. शिंदे ज.रा. अमृतकर प्रशांत समकालीन जागतिक राजकारणातील प्रमुख समस्या चिन्मय प्रकाशन, औरंगाबाद.

ग्रामीण भागातील मुलींचे उच्च शिक्षणातून सक्षमीकरण : एक साहित्यिक अध्ययन

कु. तृष्णा अशोक शास्तकार[1], डॉ. लता गणेशराव सावरकर[2]
[1]उच्च शिक्षण आणि संशोधन केंद्र, महिला महाविद्यालय, गडचिरोली
[2]मार्गदर्शक, गृहअर्थशास्त्र विभाग उच्च शिक्षण आणि संशोधन केंद्र, महिला महाविद्यालय, गडचिरोली

सारांश

प्रस्तुत संशोधनातून ग्रामीण भागातील मुलींचे उच्च शिक्षणातून सक्षमीकरण या साहित्य अवलोकनापूर्वी संशोधनपर लेखांचे अवलोकन करून माहिती वर्णात्मक पद्धतीने मांडण्यात आली आणि या आधारे असा निष्कर्ष काढण्यात आला की उच्च शिक्षणापासून आजही ग्रामीण भागातील मुली वंचित आहे. ग्रामीण मुलींना अनेक समस्यांना सामोरे जावे लागत आहे. किशोरवयीन मुलींना शिक्षण घेण्यास अडचणी येत आहेत. काही मुली प्राथमिक शिक्षण व माध्यमिक शिक्षण घेतांना दिसतात परंतु उच्च शिक्षण घेण्याची संधी त्यांना मिळत नाही. अनेक नवीन शैक्षणिक धोरण उपलब्ध असून ग्रामीण भागात अज्ञान, दारिद्र्य, अंधश्रद्धा, बालविवाह प्रथा, असमानता, लिंगभेद, आर्थिक स्थिती यामुळे उच्च शिक्षण घेणाऱ्या मुलीचे प्रमाण जास्त नाही. ग्रामीण भागातील मुलींचे शिक्षण आजही जास्त प्रमाणात प्राथमिक आणि माध्यमिक शिक्षणापुरतीच मर्यादित आहेत. मुलगी स्वतंत्र स्वावलंबी आणि जीवनाच्या विविध क्षेत्रात सक्षम होणे तिच्या व समाजाच्या विकासाच्या दृष्टीने अतिशय आवश्यक आहे.

बीजशब्द - मुली, उच्च शिक्षण, सक्षमीकरण, ग्रामीण भाग, साहित्यिक अध्ययन.

प्रस्तावना -

भारतात अगदी प्राचीन काळापासून आजपर्यंत ग्रामीण भागातील मुलीला सक्षम होण्यासाठी पोषक अशी परिस्थिती मिळाली नाही. त्यामुळे ग्रामीण मुलींचे सक्षमीकरण ही काळाची गरज आहे. सक्षमीकरणामुळे मुलींचे स्वतंत्र व्यक्तिमत्व तयार होते, त्या आत्मसन्मानाने जगेल संपूर्ण देशातील लोकसंख्येच्या तुलनेत ग्रामीण भागातील मुलींची संख्या जास्त आहे. त्यामुळे ग्रामीण मुलींची सक्षमीकरणाची गरज पूर्ण होणे आवश्यक आहे. भारतात ग्रामीण भागाचे प्रमाण जास्त आहे. ग्रामीण मुलींचे सक्षमीकरण कसे होत आहे ? कसे केले पाहिजे? याचा अभ्यास करणे महत्त्वाचे आहे. ग्रामीण क्षेत्रातील मुलींना शिक्षणाच्या फारशा सोयी उपलब्ध नाही .तरीही काही प्रमाणात विविध उपक्रमातून मुली शिक्षण घेण्याचा प्रयत्न करीत आहेत. प्राथमिक व माध्यमिक शिक्षणासाठी मुली शिक्षण घेतात.परंतु ग्रामीण भागातील मुलींचे उच्च शिक्षणात प्रमाण कमी आहे. त्या उच्च शिक्षणातून वंचित आहे. त्यामुळे ग्रामीण भागातील मुलींना उच्च शिक्षण देऊन त्यांच्यात सक्षमीकरण घडवून आणणे आवश्यक आहे. .

महिला सक्षमीकरण - "जीवनाच्या विविध क्षेत्रात प्रवेश मिळवून आपल्या क्षमतेनुसार कर्तृत्वाची छाप सोडण्यात महिलांना समर्थ बनवण्यास संधी असणे म्हणजेच महिला सक्षमीकरण होय."

" कायदे व कल्याण कार्यक्रमाच्या माध्यमातून आर्थिक, सामाजिक, शैक्षणिक व राजकीय क्षेत्रामध्ये महिलांना पुरुषांच्या बरोबरीने हक्क व दर्जा प्रदान करून देणे, विकासासाठी संधी उपलब्ध करून देणे आणि स्त्री- पुरुष असमानता नष्ट करणे या प्रक्रियेला स्त्री सक्षमीकरण असे म्हणतात."

साहित्य अवलोकन -

अध्ययन करण्याकरिता विषयाशी संबंधित साहित्याचे परीक्षण केल्यास संशोधनास मदत मिळते, त्यामुळे पूर्वी झालेल्या संशोधनातून नवीन संशोधनासाठी प्रत्यक्ष व अप्रत्यक्षरीत्या दिशा प्राप्त होते.

संशोधन उद्दिष्टे-

1. ग्रामीण भागातील संशोधन साहित्याचे पुनरावलोकन करून मुलींच्या सक्षमीकरणाचा अभ्यास करणे.
2. ग्रामीण भागातील मुलींच्या सक्षमीकरणासाठी उपाय योजना सुचविणे.

संशोधन पद्धती - प्रस्तुत संशोधनात शोध निबंध, अभिलेख, नियतकालिक यातून प्रकाशित माहिती संकलित करून वर्णनात्मक स्वरूपात मांडणी केली आहे.

पूर्व संशोधन विश्लेषण- ग्रामीण भागातील मुलींच्या सक्षमीकरणाविषयी पूर्व संशोधन विश्लेषण खालील प्रमाणे केले आहे.

1. पांचानी मोनिका(२०१७) यांच्या संशोधनातून असे लक्षात येते की इतर संस्था जसे की शिक्षक , प्रशिक्षण ,शाळा ,शुद्ध विज्ञान आणि तंत्रज्ञान संस्था, साक्षरता केवळ महिलांना मदत करू शकत नाही. परंतु उच्च शिक्षण हे महिलांना मदत करते. उच्च शिक्षणामुळे महिलांना त्यांच्या हक्काची जाणीव होते. उच्च शिक्षण हे ज्ञान, कौशल्य आणि आत्मविश्वासाने सक्षम करतील असमानता कुटुंबातील त्यांची स्थिती सुधारण्यात मदत करते. उच्च शिक्षित महिलांच्या कर्तुत्वाचा परिणाम कुटुंबात आणि पिढ्यामध्ये होऊ शकतो. परंतु महिला सक्षमीकरण आणि उच्च शिक्षणात अनेक अडथळे आहेत.

2. वागडव ए.आर.(२०२०) यांनी आपल्या संशोधन लेखात सांगितले की महिला शिक्षणासाठी समाजाचा महिलांच्या शिक्षणाकडे पाहण्याचा दृष्टिकोन हा दुय्यम आहे. आर्थिक स्थिती, शिक्षणाच्या अपुऱ्या सोयी,वाहतुकीच्या साधनांचा अभाव आणि वाढत्या लैंगिक अत्याचाराचा घटना या कारणाने महिलांच्या शिक्षणावर विपरीत प्रभाव पडताना दिसून येतो आणि ग्रामीण महिलांना अनेक समस्यांना सामोरे जावे लागत आहे.

3. चौधरी टीना(२०२१) यांनी महिला सक्षमीकरणासाठी अनेक स्वयंसेवी संस्था आणि सरकार प्रयत्न करीत आहेत पण ते प्रयत्न पुरेशी नाहीत असे आपल्या संशोधनातून सांगितले. शिक्षण नसणे हे सक्षमीकरणातील प्रमुख अडथळा आहे, ५०% महिला ह्या वाचू आणि लिहू शकत नाही. त्यांच्या निरक्षरतेचे प्रमाण उच्च आहे. महिला शिक्षण हे देशाच्या विकासासाठी आवश्यक आहे .महिलांच्या शिक्षणात ग्रामीण आणि शहरी असा फरक आढळून आला आहे. ग्रामीण भागातील स्त्री शिक्षण ही आजच्या काळाची गरज झाली आहे .ग्रामीण भागातील महिला पर्यंत जेव्हा शिक्षण पोहोचेल तेव्हा समाजातील वाईट गोष्टीचे उच्चाटन होईल. जमेची बाजू अशी आहे की मुलीला शिक्षित केल्यास ती तिचे डोके उंच ठेवून जीवन जगण्यासाठी स्वतंत्र बनते. ग्रामीण भागात मुलींच्या शिक्षणावर विशेष भर देण्याची गरज आहे. किशोरवयीन मुलींना शिक्षण घेण्यासाठी अनेक कारणामुळे अडचणी येतात.

4. चमूहा जितूमोनी (२०२१) यांनी आपल्या संशोधनात असे प्रतिपादन केले कि, भारतातील अशिक्षित आणि शक्तीहीन, मागासवर्गीय, सामाजिक, भावनिकदृष्ट्या छेडलेल्या अत्याचारीत आणि आर्थिक शोषण झालेल्या महिलांची संख्या मानवतेचा एक मोठा समूह आहे. यामध्ये शिक्षण सर्वात शक्तिशाली बनले आहे. महिलांच्या हातात सत्ता देण्याची साधने ही महिलांना कायदेशीर न्याय सुनिश्चित करण्यासाठी तसेच उत्पन्न मिळवण्यात मदत करते. महिला शिक्षणाच्या योजना अजूनही काही सामाजिक ,आर्थिक आणि इतर घटकांचा अडथळा आहेत. ग्रामीण महिला शहरी महिला पेक्षा अधिक निरक्षर असतात. महिला सक्षमीकरण हा माणूस होण्याचा मार्ग आहे. संसाधन विकासामध्ये महिला महत्त्वाची भूमिका बजावू शकतात.सामाजिक, आर्थिक आणि राजकीय विकासासाठी महिला सक्षमीकरण हा महिलांची बुद्धी आणि क्षमता वाढवण्याचा मार्ग आहे हे यांच्या संशोधनातून दिसून आले आहे.

5. कृष्णमूर्ती ए. श्रीमथी एच. (२०२०) यांच्या मते एकविसाव्या शतकातील ज्ञान, अर्थव्यवस्था महिलांसाठी अनुकूल आहे. उच्च शैक्षणिक संस्थांनी महिलांमध्ये सुधारणा केली आहे. महिलांच्या उच्च शिक्षणासाठी अनेक धोरण योजना आणि शिष्यवृत्ती दिला जातात.

6. मनोजकुमार हलदर यांच्या मते सामाजिक, आर्थिक परिस्थिती आणि अधिकाराच्या बाबतीत स्त्रिया आपल्या समाजातील दुर्बल आणि सीमांत घटक आहेत.त्यांना प्राथमिक आणि माध्यमिक शिक्षण दिले जात आहे. उच्च शिक्षणाच्या मुद्यांकडे आतापर्यंत हलकेच लक्ष दिले गेले आहे. प्रस्तुत संशोधन भारतीय महिलांच्या उच्च शिक्षणातील परिस्थिती समजून घेण्याचा प्रयत्न करते. सांख्यिकीय आकडेवारीनुसार असे लक्षात येते की उच्च शिक्षणातील महिलांचा वाटा हा प्राथमिक माध्यमिक आणि तृतीय स्तरावरील पुरुषांच्या वाट्यापेक्षा कमी असतो. बहुतांश महिला लग्न झाल्यामुळे त्यांचे उच्च शिक्षण पूर्ण करू शकत नाही. आणि मुलींच्या लग्नाचे सरासरी वय हे उच्च शिक्षणाच्या सुरुवातीच्या बिंदू इतकेच असते. या संशोधन लेखामध्ये खुला आणि दुर शिक्षणाच्या कोणत्या संधी उपलब्ध होऊ शकतात हे सांगण्याचा प्रयत्न केला आहे.

उपाययोजना –

1. शैक्षणिक संस्था, शिक्षक आणि समुदाय यांच्यातील दुवे मजबूत करणे.
2. शैक्षणिक उपक्रमांमध्ये मुली आणि महिलांचा समावेश वाढवणे.
3. शैक्षणिक उपक्रमांमध्ये लिंगभेद न ठेवता समानता ठेवावी.
4. ग्रामीण भागातील मुलींमध्ये शिक्षणाचा प्रसार होण्यासाठी विविध स्वयंसेवी संघटनांना कार्यरत करणे.
5. प्रसार माध्यमांतून मुलींना उच्च शिक्षणाविषयी माहिती पोहोचवणे.
6. मुलीचे लग्न 21 व्या वर्षांनंतरच केले पाहिजे.

निष्कर्ष –

प्रस्तुत संशोधनाकरिता साहित्याचे परीक्षण केल्यानंतर खालील बाबी आढळून आल्या.

1. ग्रामीण भागातील मुलींमध्ये उच्च शिक्षणाचे प्रमाण कमी आहे.
2. ग्रामीण भागात मुलींच्या शिक्षणाविषयी जागृती निर्माण करणे आवश्क आहे.
3. ग्रामीण भागातील मुलींचे शिक्षण आजही जास्त प्रमाणात प्राथमिक आणि माध्यमिक शिक्षणापुरतीच मर्यादित आहेत.
4. अज्ञान, दारिद्य, असमानता, आर्थिकस्थिती यामुळे उच्च शिक्षण न घेतलेल्या मुलींचे सक्षमीकरण झाले नाही.
5. ग्रामीण मुली केवळ शिक्षणाच्या सोयी देऊन सक्षम होणार नाहीत तर तेथील समाजाची मानसिकता बदलणे गरजेचे आहे.
6. ग्रामीण भागातील मुली व महिलांना सक्षमीकरणासाठी प्रेरणा देणे आवश्यक आहे.

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कोरोना नंतरच्या: तणावाचे व्यवस्थापन

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सारांश

जीवनामध्ये यशस्वी होण्यासाठी अनेक कौशल्यांची आवश्यकता असते. आजच्या गतिमान, स्पर्धात्मक, युगात कोरोनानंतर आपल्या जगण्याचे, सर्वच स्तरावर व्यवस्थापन कसे करावे हे माहित असणे अत्यंत गरजेचे आहे. यशस्वी लोक योग्य वेळी, योग्य कौशल्य वापरून आपल्या जीवनातील ताण तणावांचे व्यवस्थापन करतात. आपल्या जीवनामध्ये बालपण, तरुणपण, प्रौढावस्था म्हातारपण या अवस्था असतात. या प्रत्येक अवस्थेमध्ये आपले धेय्य वेगवेगळे असतात. तात्पूरत्या यशाने हरळूनन जाता, आणि जराशा अपयशाने खचून न जाता मार्गक्रमण करत राहणे महत्वाचे. सर्वात महत्वाचे म्हणजे पैसे देऊन आपण स्वत:चा वेळ विकत घेऊ शकत नाही आणि एकदा निघून गेलेली वेळ कधी परतही येत नाही. म्हणून निसर्गाने आपल्याला दिलेली कौशल्य जपावी ती विकसीत करावी आणि तणावमुक्त आनंदी जीवन जगण्याचा संकल्प करावा हेच जणू आपल्याला कोरोनाकाळात शिकता आले.

प्रस्तावणा :-

कोरोना नंतर च्या काळात मानवी मनावर, त्यांच्या जगण्यावर फार विपरीत परिणाम झाला. आपल्या रोजच्या जगण्यात अनेक ताण तणाव वाढले. प्रत्येकाची ताण निर्माण होण्याची कारणे वेगवेगळी होती परंतु ती शारिरिक आणि मानसिक अशा दोन प्रकारात विभागलेली होती.World Health Organization [WHO] ने मागील वर्षी चारपैकी एक व्यक्ती निराशेने ग्रस्त असल्याचे म्हटले आहे. या संघटनेने सांगीतले की मृत्यूचे दूसरे सर्वात मोठे कारण डिप्रेशन अर्थात व उदासीनता किंवा नीराशा हे असेल. आणि कोरोना नंतर हे प्रमाण वाढलेले आढळते. परंतु आपण आपल्या भोवतालच्या सर्वांचे भावनिक स्वास्थ्य जपण्याचा प्रयत्न केला तर भारतातून नैराश्य हद्दपार होऊ शकते. मात्र ही आपली प्रत्येकाची जबाबदारी आहे. यासाठी दूसऱ्याची काळजी घेण्याआधी स्वत:ची काळजी घेणे महात्वाचे आहे. माझ्याकडे वेळ नाही असे म्हणणे योग्य नाही. आता आपण आपली मानसिकता बदलवून स्व:साठी

वेळ काढणे गरजेचे आहे. सर्वांकडे सारखाच वेळ असतो पण प्रत्येकाचा दृष्टीकोण मात्र वेगळा असतो. काही लोक अठरा तास काम करूनही मजेत असतात तर काही, काहीही न करता मला वेळच नाही म्हणतात अडचण मनात आहे बाहेर नाही. म्हणून दृष्टीकोण बदलण्याची गरज आहे. कोरोना नंतर कधी नव्हे ते या विषयाकडे, मानसिक स्वास्थ्याकडे अधिक लक्ष देणे गरजेचे झाले आहे.

विवेचन :-

एका वेगळ्या विषयाची आज आपण चर्चा करित आहोत. तस पाहिल तर ताणतणाव हा एक आपल्या आजच्या आयुष्यातील अविभाज्य भाग झाला आहे. त्यामूळे त्याला दूर सारून चालणार नाही. त्याचे नियोजन करण्याची कला आपल्याला जाणून घ्यावी लागेल. सर्वात महत्याची गोष्ट म्हणजे आपल्याला तणाव खरच आवश्यक आहे का ? काही लोकांना असे वाटते की, आपल्या आयुष्यात ताणतणाव नकोच, परंतु आयूष्यात ताण आवश्यक आहे पण तणाव नाही कारण ताण असल्याशिवाय गीटार वाजत नाही, धनूष्यातून बाण पूढे जाणार नाही, वीणा उत्तम वाजणार नाही. तसेच आपल्या पण आयुष्यामध्ये काही धेय्य साध्य करायचे असेल तर त्यासाठी सुध्दा सकारात्मक ताण असणे आवश्यक आहे. परंतू आपल्याला तणाव नको.

आपल्या आयुष्यात जो अतिरिक्त तणाव निर्माण होतो, तो कशामूळे ? तर आयुष्यात कुठलीही परिस्थिती निर्माण होते त्यावेळी भावनिक आणि शारिरिक अशा दोन वेगवेगळ्या पातळीवर हा तणाव निर्माण होतो. ज्या ज्या वेळी मागणी आणि पुरवठा यामध्ये गल्लत होते त्यावेळी तणावाची परिस्थिती निर्माण होते. आता कोरोना काळात आपण समाज म्हणून आणि व्यक्ती म्हणून एका वेगळ्या तणावाच्या प्रसंगाला सामोरे जात आहोत. अशावेळी हे जाणून घ्यावे लागेल की, जेव्हा जेव्हा तणावाचे प्रसंग निर्माण होतात त्यावेळी नेमके काय घडत असते ? आपण वेगवेगळ्या मानसिक अवस्थामधून जात असतो, आपली मनस्तीती ती परिस्थिती स्विकारायला तयार नसते. त्याचा आपल्या आरोग्यावर परिणाम होतो. तणावामूळे चिंता, काळजी, भीती मनात घर करते. आपला आत्माविश्वास ढळतो कार्यक्षमता कमी होते.

कोरोना काळात अगदीसुरवातीला चीनच्या बातम्या येत होत्या. तेव्हा आपल्याला वाटत होते हा व्हायरस भारतात येणारच नाही. पण जसा जसा प्रभाव वाढत गेला तसे तसे मानवाला किंवा समाजाला राग यायला लागला, असे करायला पाहिजे होते. तसे करायला पाहिजे होते, यामूळे झाले, त्यामूळे झाले, अशी बतावणी सूरू झाली. त्यानंतर आपण तडजोड करायला लागलो, आपल्या मनातील तणावाला सामोरे जाण्यासाठी. जसे की आपल्या कडे कडक उन्हाळा असतो, त्यामूळे कोरोणाचा प्रभाव वाढणार नाही. आपल्याकडे प्रतिकारशक्ती जास्त आहे त्यामूळे रुग्ण वाढणार नाहीत. त्यांना जास्त त्रास होणार नाही. अशा तडजोडीनेही जर तणावाचे व्यवस्थापन नाही झाले तर पूढची स्टेप नैराश्याची. आपण घाबरतो, असे वाटते की परिस्थिती आता हाताबाहेर जात आहे. आपल्या कडून कंट्रोल होत नाही, त्यावेळी माणसांमध्ये निराशेचे, उदासिनतेचे चिंतेची लक्षणे दिसायला लागतात. कोरोना काळात आणि नंतरही समाजामध्ये नैराश्यांच्या पेशंटची संख्या वाढलेली दिसते.

आता या निराशेच्या परिस्थितीतून बाहेर पडण्यासाठी स्विकार करणे ही स्टेज फार महत्वाची आहे. एकदा स्विकारले की मग माणूस स्वतामध्ये बदल करायला सुखात करतो. जोपर्यंत आपण परिस्थिती स्विकारत नाही तो पर्येत आपण स्वत:मध्ये बदल करू शकत नाही. काही तज्ञ मंडळीनी सांगीतले की आता आपल्याला कोरोना सोबतच जगायचे आहे. तेव्हा आवश्यक ती काळजी घ्या. आपल्याला आपल्या जिवनशैलीत काही बदल करून घ्यावे लागणार आहेत. जेणे करून आपल्या आजूबाजूला कोरोना असला तरी आपल्याला आपले दैनंदिन आयुष्य जगता आले पाहिजे. म्हणून परिस्थिती स्विकारणे फार महत्वाचे आहे. त्याशिवाय आपली प्रगती होणार नाही. विचार वर्तणूक आणि भावना या तीन खांबांवर आपल्या मनाचे आरोग्य टिकून राहीले असते. कोरोना काळात आपल्या समोर जणू युध्दाचाच प्रसंग होता. लढा किंवा पळा आणि या दोन्हींसाठी स्नायूची मजबूती महत्वाची असते. आणि त्यासाठी आहार- विहार आणि विचार फार महत्वाचा ठरतो.

आहार:-

आपण संतूलीत आहार घेतला पाहिजे सर्व रसांनीयुक्त असा.सकाळचा नाष्टा चांगला हवा, दूपारचे जेवण मध्यम आणि रात्रीचे हलके फुलके, झोपायच्या 2-3 तास आधी

विहार:-

यामध्ये आपण व्यायाम करावा, प्राणायाम सूर्यनमस्कांर करावेत. आपल्या शारिरिक हालचाली भरपूर झाल्या पाहिजेत तरच शरीर स्वस्थ आणि चपळ राहील.

विचार :-

कुठल्याही प्रसंगी येणारा नकारात्मक विचार आपले मानसिक आरोग्य बिघडवून टाकतो. म्हणून सकारात्मक विचार करण्याची. सवय आपल्या मनाला प्रयत्नपूर्वक लावावी लागते. विचारांवर खूप जास्त नियंत्रण करण्याचा प्रयत्न करू नये कारण त्यांना विरोध केला त्याचा विपरित परिणाम होऊ शकतो. कारण कुठल्याही गोष्टीला विरोध केला तर त्याची ताकद वाढते. त्यामूळे विरोध न करता आपल्याला आपल्या भावनांवर नियंत्रन करता आले पाहिजे. मा.गांधी म्हणतात, "पृथ्वी प्रत्येकाच्या गरजा भागविण्या इतकी समर्थ आहे. पण हाव भागविण्याईतकी ती समर्थ नाही."

आता कोरोना नंतरच्या काळात समाजासमोर वेगळेच ताणतणाव आहेत. संगणक युगात वावरणारी नवी पिढी; नव्या पिढीची दृष्टी, नवे विचार, वेगवान जिवनशैली याचा विचार करता विज्ञानाने प्रदान केलेल्या सुखसोईंनी मनूष्य समृध्द झाला आहे. असे भासते, परंतू प्रत्यक्षात मात्र प्रदूषीत हवा, पाणी, जमीन, त्यामूळेच प्रदूषीत शरिर, कलूषीन मन ही मानवनिर्मित विज्ञानाच्या दूरूपयोगाची निर्मिती आहे. यासाठी आपल्यावरील तणावाची तीव्रता कमी होऊन तो सुसह्य कसा होऊ शकेल या दिशेने प्रयत्न करायला हवेत. त्यासाठी आपल्या भावना, ईच्छा, आकांक्षा यावर नियंत्रण हवे कधी कधी तडजोडी करणे, माघार घेणे हे निर्णय सुध्दा यशरची ठरतात. कारण सुखाला तडा न जाता दू:खाशी केलेली हातमीळवणी म्हणजे तडजोड होय.

एरिक एरिक्सन हा मानसशास्त्रज्ञ म्हणतो, "आयूष्यातल्या प्रत्येक अवस्थेत ताणतणाव संघर्ष असतोच. विकास होतांना संघर्ष हा अटळ आहे. एका प्रसंगावर मात केली तर पूढे संघर्ष येणारच नाही याची खात्री आपल्याला कोणीही देऊ शकणार नाही. यावर उत्तम उपाय म्हणजे समस्या सोडवियाची पात्रता व विश्वास याबरोबरच अपयश किंवा वैफल्य सहन करण्याची क्षमता वाढवावी. याचा अर्थ भावना दडपून ठेवणे नव्हे तर काही प्रमाणात ताण- तणाव, चिंता, राग,मत्सर इ. गोष्टी आपल्या वाट्याला येणार हे मान्य करणे. काही शूल्लक व अपरिहार्य ताण - तणावाकडे निकोप पणे दुर्लक्ष करायला शिकावे हेच उत्तम.वजणावर नियंत्रण ठेवल्यामूळे सूध्दा ताण कमी होतो. कोरोनानंतर

वजन वाढण्याची समस्या खूप वाढती त्यामूळे व्यक्तीमध्ये नैराश्य येते. वजनावर नियंत्रण ठेवण्यासाठी पूढीलगोष्टी मनापासून करा.

१.   ठराविकवेळी पौष्टिक आहार घ्यावा.

२.   आवश्यक तेवढाच आहार घ्यावा.

३.   नियमित व्यायाम करणे नितांत गरजेचे आहे.

४.   बाहेरील स्नॅक्स, तेलकट, जंकफूड खाने टाळवे.

५.   वजन कमी करण्यासाठी निश्चीत धेय्य ठरवावे . किती दिवसात किती वजन कमी करायचे ते ठरवूनच हे सर्व नियमपाळावे

६.   खाण्यापिण्याच्या सवयीमध्ये सकारात्मक बदल करावा.

निष्कर्ष :-

कोरोनानंतरच्या काळात आता आपल्या कामाचा व्याप लक्षात घेऊन त्याचे पूर्वनियोजन करावे. कोणताही पूर्वग्रह मनात ठेवू नये. कोणाच्याही बोलण्याचा सकारात्कक विचार करावा. काम करतांना सहकार्या सोबत चर्चा करून निर्णय घ्यावा. विनाकारण वाद टाळावे मनावर आणि भावनांवर नियंत्रण ठेवावे. मन स्थिर ठेवून, चिंतन, मनन करून प्रसन्न राहण्याचा प्रयत्न करावा. व्यायाम व योगासने यासाठी वेळ हवाच. आपल्या कामाचा आदर करा. आपूलकी, कर्तव्य म्हणून करा. तरच त्यातून आनंद आणि समाधान मिळेल, कोरोना नंतरच्या च्या काळात कधी नव्हे ते या गोष्टींचा विचार गांभीर्याने करावा लागेल.

संदर्भ ग्रंथ

१.   व्यक्तीमत्व विकासासाठी सॉफ्ट स्कील- अंजली अभय धारोरकर

२.   शैक्षणिक मानस शास्त्र - के.व्ही.कुळकर्णी

३.   The Laws of Success - Ryuno Okawa

४.   यशाचा पासवर्ड - नितिन बानगुडे पाटील

महिला सक्षमीकरणात गृहअर्थशास्त्राची भूमिका

डॉ.स्वना एस.देशमुख

गृहअर्थशास्त्र विभाग, श्रीमती वत्सलाबाई नाईक महिला, महाविद्यालय पुसद

प्रस्तावना :

"ज्या देशात मानव घडविण्याचा विचार केला जातो त्या देशाचा वर्तमान नेहमीच क्रियाशील , प्रगत आणि विधायक असतो. त्यातून मिळणारी भविष्याची दिशा आशावादी असते."

— स्वामी विवेकानंद

कोणत्याही देशाचा विकास हा तेथील मानवशक्ती, कार्यक्षमता, सामर्थ्य, गुणवत्ता व शिक्षण या बाबीवर अवलंबून असते. देशात मानव संसाधन या महिला असल्यास राष्ट्राच्या विकासात महिलांचे योगदान महत्वाचे ठरते. इतिहासावरून लक्षात येते की देशात असलेली मातृसत्ताक पदधती आध्यात्मिक क्षेत्रातील महिलांचे स्थान,राष्ट्रमाता जिजाऊ, सावित्रीबाई फुले, अहिल्याबाई होळकर, झांसीची राणी या सारख्या अनेक महिलांचा विकास आजच्या महिलांकरीता प्रेरणादायी ठरणार आहे.

१९७५ ते १९८५ हे आंतरराष्ट्रीय महिला दशक म्हणून साजरे झाले १९९५ मध्ये महाराष्ट्रात माजी मुख्यमंत्री शरद पवार यांनी स्वतंत्र 'महिला धोरणा' ची घोषणा करून स्त्रियांच्या उन्नतीला एक ठोस अधिष्ठान प्राप्त करून दिले. २००१ हे "स्त्री सक्षमीकरण" व "स्त्री सबलीकरण" वर्ष म्हणून घोषित केले गेले. याचा परिणाम म्हणून महिलांचे सबलीकरण,सशक्तीकरण आणि निर्णय प्रक्रियेत त्यांचा सक्रिय सहभाग या संकल्पना जनमानसात रूजल्या आणि सर्वच स्त्रियांच्या सबलीकरणाला अधिक सक्रियपणे गतिमान केले गेले यासंबंधी कायदे संमत करून स्त्री चळवळीला नैतिक व कायदेशीर अधिष्ठान प्राप्त करून दिले कारण प्रत्येक स्त्रीला पुरूषांबरोबर समान संधी, दर्जा व सन्मान देणे अत्यावश्यक आहे स्त्रीयांना कर्तव्याबरोबरच अधिकार दिले तर ती घराबरोबरच घराबाहेर ही सृजनशीलतेचे कार्य करू शकेल. असे अधिकार व स्वातंत्र्य मिळवलेली स्त्री सामाजिक, राजकीय,सांस्कृतिक तसेच मानसिक विकासाला समाजातून घेऊन आपल्या क्षमतांना ओळखून स्वत:च्या तर्कबुद्धिने समाजाशी सुसंवाद साधून आपले अस्तित्व शोधण्याचा प्रयत्न करेल यालाच प्रत्येक महिलेने स्वत:साठी केलेले सक्षमीकरण असे म्हणता येईल.

महाराष्ट्रातील महिला आज वेगवेगळया क्षेत्रामध्ये पुरूषांच्या बरोबरीनेच नव्हे, तर अनेक ठिकाणी पुरूषांच्या पुढेही जाऊन कर्तृत्व गाजवत आहेत. त्यांना येथे मिळालेली संधी, सांस्कृतिक मोकळीक,सुरक्षितता आणि केलेल्या कामाची नोंद घेण्याची मानसिकता या गोष्टींचा पूर्णपणे नसला, तरी मोठया प्रमाणात फायदा झाला आहे. त्यामुळेच त्या आत्मविश्वासाने भरारी घेतांना दिसतात. ही स्वागतार्ह आणि अभिमानाची ही बाब आहे.

प्रस्तुत अध्ययनाची उद्दिष्टे

१.   देशाच्या विकासातील महिलांच्या भूमिकेचा आढावा घेणे.

२.   देशाच्या विकासातील महिला सक्षमीकरण संकल्पना जाणून घेणे.

३.   महिला व आर्थिक सक्षमीकरणातील महिला सक्षमीकरणाचे महत्व जाणून घेणे.

४. महिला सक्षमीकरणातील गृहअर्थशास्त्राची भूमिका अभ्यासने

५. गृहअर्थशास्त्र विषयांतर्गत स्वयं रोजगाराच्या नवीन संधीची महिलांना जाणीव करून देणे.

६. गृह अर्थशास्त्र विषयाच्या माध्यमातून महिलांचे सक्षमीकरण करणे.

गृहअर्थशास्त्र या विषयाचा संबंध मानवी जीवनाच्या सर्व अंगाशी जोडल्या जातो करण गृहअर्थशास्त्र शिक्षण म्हणजेच मानवी जीवन अधिक समृध्द करणयाचे शिक्षण होय १९१२ मध्ये गृहअर्थशास्त्र असोसिएशन ने विविध संशोधनाच्या आधारावर व्याख्या केली आहे. हा निर्देशनाचा असा विशिष्ट विषय आहे की, ज्यामध्ये घरामधील कुटुंबातील सदस्य किंवा इतर व्यक्तिंच्या समूहाव्दारे अन्न,वस्त्र व निवारा या संबंधी निवड, तयारी व प्रयोगाशी संबंधित आर्थिक, स्वच्छता व कलात्मक क्षेत्रांचा समावेश होतो.

कुटुबातील सदस्यांमध्ये मानसिक बदल घडवून आणणे, फक्त पदार्थ तयार करणयाचे शिक्षण किंवा हस्तकला म्हणजे गृहअर्थशास्त्र नाही तर एकूण शिक्षण ज्यामुळे कुटुंबात आमूलाग्र बदल घडवून आणणयाची ती एक प्रतिक्रिया आहे. कुटुंब व घराशी संबंधित नवीन संशोधित शास्त्रशुध्द ज्ञानाचा उपयोग करणयाचे कौशल्य व घरात असणाच्या विविध परिस्थितीचा आढावा घेणारा गृहअर्थशास्त्र एक शास्त्रोक्त प्रयत्न आहे. घरातील सदस्यांना शास्त्रोक्त आधारावर विचार करायला लावून निर्णय घेण्यास लावणारी ती एक प्रकिया आहे. उदा. कुटुंबाचा, आकार, विविध उत्पन्नाचे मार्ग जे जीवन जगण्याकरीता आवश्यक आहेत, घरांच्या समस्या, सांस्कृतिक वारसा या सर्वांचा तात्विक परामर्श व आढावा घेणारे ते एक शास्त्र आहे.

गृहअर्थशास्त्र विषयाच्या विविध शाखांमधून स्वयंरोजगार उपलब्ध ही करून गृहिणीमध्ये सक्षमीकरण साधल्या जाऊ शकते. स्त्रियांमध्ये मूळातच चिकाटी, उत्साह कष्ट करणयाची तयारी, कल्पकता,विनम्रता हे सुप्त गुण तर आहेतच फक्त गरज आहे ती या गुणांना प्रोत्साहन देणयाची. स्वामी विवेकांनद म्हणतात "स्त्रियांना आपली योग्यता इतकी वाढवायला हवी की, आपले प्रश्न त्या आपल्या पद्धतीने सहज सोडवू शकतील." इतर साच्या देशातील स्त्रियांप्रमाणे ही योग्यता प्राप्त करणयास आमच्याही स्त्रिया समर्थ आहेत.

विविध क्षेत्रांमध्ये मार्गदर्शन गृहअर्थशास्त्र विषयाच्या माध्यमातून केले जाते.

समतोल आहाराचे महत्व सहज उपलब्ध होणारे व सकस आहाराच्या अन्न पदार्थात समावेश, अन्नाचे महत्व व त्याचे कार्य, अन्न खराब होणार नाही. या बदलाची मनोवृत्ती, आहारामध्ये विविधता, विविध सदस्यांच वयानुसार व आवश्यकतेनुसार खाद्यपदार्थांचा समावेश, अन्न शिजविणयाच्या शास्त्रोक्त पद्धती, परसबागेचे महत्व, उपयोगिता, अन्नसंरक्षणाच्या सोप्या पध्दती, ऋतुमानाप्रमाणे फळांचे संरक्षण व कृती. आहार उपचारात आहार तज्ञांची भूमिका इ.

गृह अर्थशास्त्रांतर्गत कार्यक्रम व्यवस्थापन

भूमिका :—

आज भारतातसुध्दा इव्हेंट मॅनेजमेंट (कार्यक्रम व्यवस्थापन) महत्वपूर्ण बनत आहे. भारतीय संस्कृती विविधतेनी नटलेली आहे. सण,समारंभ,उत्सव,संस्कार यांनी मनुष्य सुखावत असतो. दरवर्षी हजारो कार्यक्रम आयोजित केले जातात. जे व्यवसायिकरीत्या व्यवस्थापित केले जातात. कार्पोरेट चर्चासत्रापासून ते राजनैतिक चर्चेपर्यंत, प्रादेशिक मेळाव्यापासून ते विवाह सोहळयापर्यंत, गर्भवती स्त्रियांच्या गर्भसंस्कार कार्यक्रमापासुन ते विवाहसंस्कारापर्यंत सर्व कार्यक्रम गृहअर्थशास्त्र विषयाच्या विद्यार्थिनी इव्हेंट मॅनेजर बनुन उत्कृष्टरित्या आयोजित करू शकतात. अभ्यासक्रमात असलेल्या व्यवस्थापनाच्या पायऱ्या नियोजन,नियंत्रण, मुल्यांकन त्यांचे महत्व कार्यसरलीकरणाची तत्वे, वेळ व पैशाचे व्यवस्थापन कलेचे घटक, तत्व, रंगयोजना, प्रकाशयोजना, गृहव्यवस्थापन, आहारव्यवस्थापन या सर्व विषयांचा उपयोग करून स्वतःला समर्थपणे घडवू शकतात बारसे सोहळा, वाढदिवस सोहळा, साखरगंध

सोहळा, हळदीचा कार्यक्रम संगीत कार्यक्रम, विवाह सोहळा सांजीचा कार्यक्रम, मंगळागौरीचा कार्यक्रम तसेच फॅशन शो, सेमिनार, शालेय प्रदर्शनी विज्ञान प्रदर्शनी, कॉन्फरस क्रीडा स्पर्धा, सांस्कृतिक कार्यक्रम, राजकीय धर्मदाय सभा हे इव्हेंट मॅनेजमेंटचे विविध प्रकार होत.

गृहव्यवस्थापन विषयाची भूमिका :—

घरातील खोल्यांची व सामानाची योग्य रचना उपयोग व मांडणी, ग्रामीण भागामध्ये धुरविरहित चुलीची बांधणी व उपयोग वायुविजन व स्वच्छतेचे महत्व, सौरउर्जेवर चालणाऱ्या साधनसंपत्तीचा उपयोग उदा.सोलर कुकर, सोलर इलेक्ट्रिसिटी ग्रीन इलेक्ट्रीसीटी, बचत गट सहभाग, प्राप्त परिस्थितीत उपलब्ध साधनसंपतीचा योग्य तो वापर करण्यास शिकवणे

वस्त्रशास्त्राची भूमिका :—

वस्त्रछपाईमध्ये सटीक बांधणी, ब्लॉक छपाई, मधुबनी, पेंटींग, वारली पेंटींग भरतकाम यासारखे अनेक उद्योग सुरू करण्याची क्षमता प्राप्त होऊ शकते. विविध वयोगटाकरीता कपडे शिवणे, आरोग्याला चांगले व आरामदायी कपडे असावेत, कपडे सुरक्षित असावेत, कपडे धुण्याच्या योग्य पध्दती, स्वेटर, टोपी, मोजी, शाल इ. विणणे भरतकाम करणे.

बालसंगोपनाची भूमिका :—

प्रसुतिपूर्व काळजी घेणे, प्रसूतिपूर्व काळात व प्रसूती झाल्यानंतर बाळाला सर्व प्रकारच्या आवश्यक लसी देणे, व्यक्ति भिन्नतेनुसार बालकाच्या विकासासंबधी शैक्षणिक मार्गदर्शन करणे.

व्यक्तिमत्व विकास :—

स्त्रियांचा विकास म्हणजे त्यांच्या पूर्ण कुटूंबाचा विकास त्यामुळे त्यांना त्याचे ज्ञान व अनुभव विकसित करण्यास मदत करणे, सांस्कृतिक कार्यक्रमाचे आयोजन करून विकासात्मक योजनेचे महत्व पटवून देणे, नेतृत्व व भावनांचा विकास करणे, त्याकरीता सभा, स्नेहमिलन अशा प्रकारचे आयोजन करणे कोणत्याही स्थानिक राजकारणात न पडता विकासात्मक कार्यभाग साधणे,प्रौढ शिक्षणाचे वर्ग चालवणे, सहली, शैक्षणिक सहली, आदर्श शेती पध्दती अशा ठिकाणी भेटी आयोजित करणे.

कौशल्य विकसित करणे :—

घरगुती कलेच्या वस्तू तयार करण्यास शिकवणे, कचऱ्यातून कला किंवा कमीत कमी खर्चात चांगल्या व उत्कृष्ट वस्तू बनवण्याचे कौशल्य शिकवणे. जुन्या वस्त्राचा इतर उपयोग करणे इ. स्त्री सौंदर्यवृध्दींगत करण्यासाठी दागिणे तयार करणे सौंदर्य प्रसाधने चालविणे, सौंदर्य प्रसाधन तयार करणे विविध हस्तकलेमध्ये बांबुकाम व तागाच्या वस्तु तयार करणे, टाकाउ वस्तुपासुन शोभिवंत वस्तु तयार करणे जसे सुतळीचे पायदान, तयार करणे, पर्यावरण सुरक्षा बॅग तयार करणे, विविध प्रकारची खेळणी, बाहुल्या तयार करणे, मूर्तीकाम करणे, मास्क तयार करणे, सॅनिटरी नैपकिन्स तयार करणे, पुष्परचना करणे, मेणबत्या पणत्या ग्रिटींग्ज तयार करणे उटणे, साबन तयार करणे यासारखे असंख्य उदयोग तयार करून आपल्या सृजनशीलतेला विकसित करण्याची संधी देण्याचे काम गृहअर्थशास्त्र विषयाव्दारे केले जाते. अशाप्रकारे महिला विकासात गृहअर्थशास्त्र विषयाचें महत्व दिसून येते.

निष्कर्ष :—

गृहअर्थशास्त्र विषयाच्या अध्ययनामुळे बरीच माहिती प्राप्त होत आहे. त्यामुळे स्त्रिया आर्थिकदृष्टया सक्षम होत आहेत. त्यांच्यामध्ये, आत्मविश्वास, निरीक्षण क्षमता व नेतृत्वगुण विकसित होत आहेत. घराबाहेर पडल्यामुळे सामान्य ज्ञानात तसेच व्यावहारिक गोष्टींची माहिती मिळत असून नवीन बाबी शिकण्याची संधी मिळत आहे. तिच्यातील कलाकौशल्य विकसित होत असून कुटुंबाच्या विकासास तिचा हातभार लागत आहे. हया बाबी महिला सक्षमीकरणासाठी आवश्यक ठरणार आहेत. विकसित देशाचे स्वप्न साकारण्याचे औचित्य साधून महिलांचा विकास होउन सक्षमीकरण साधणे जिकीरीचे झाले आहे. सतत उद्भवनाऱ्या समस्या

महागाई यांना समूळ नष्ट करण्यासाठी स्त्रियांना आपल्यामधील कला गुणांचा क्षमतांचा विकास करून स्वयंरोजगाराचा मार्ग अवलंबिला तर नक्कीच समाजाचा व देशाचा विकास होईल व उद्भवणाऱ्या समस्यांना आळा बसून महिला सक्षमीकरणाच्या माध्यमातून विकसित देश, आत्मनिर्भर देश ही कल्पना साकार होईल हे निश्चित.

समारोप :—

आज देशाचे समान नागरिक या नात्याने कुटुंब संवर्धन, समाज विकास व राष्ट्रास आत्मनिर्भर बनविण्यासाठी स्त्रीचे सर्वदृष्टीने सक्षमीकरण आवश्यक आहे. त्यासाठी त्यांना त्याच्या कलागुणांची क्षमतेची, कौशल्याची जाणीव करून देणे काळाची गरज आहे बेकारांवर सर्वोत्तम उपाय म्हणजे उद्योजकता होय. उद्योजकता देउन स्त्रीला आर्थिकदृष्टया सक्षम केल्याशिवाय खऱ्या अर्थाने स्त्री सक्षमीकरण संकल्पना साकार होणार नाही. आज घराचा उंबरठा ओलांडून आकाशापर्यंत झेप घेत असलेली स्त्री सर्वच क्षेत्रात आपली छाप सोडून ते क्षेत्र काबीज करण्याची मनीषा बाळगताना दिसते. गृहअर्थशास्त्र विषयाच्या माध्यमातून अन्न, उद्योग, वस्त्र उद्योग मानव विकास व कौटुंबिक संबंध सत्ताकेंद्र, विवाह कौटुंबिक संबंध सत्ताकेंद्र अशा विविध शाखांतर्गत अनेक रोजगार व स्वयंरोजगाराच्या संधी महिलांना उपलब्ध आहेत त्या संधीचा महिला सक्षमीकरणासाठी निश्चितच फायदा होईल अशाप्रकारे स्त्री सक्षमीकरणामध्ये गृहअर्थशास्त्र विषयाची भूमिका अत्यंत महत्वाची आहे.

संदर्भ सूची

डॉ उज्वला वैरागडे —   सामुदायिक विकास विस्तार

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उद्योजक   मार्च २०१४

राजेश चौधरी — महिला बचत गट (हस्तपुस्तिका) चौधरी लॉ पब्लिशर्स

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        विद्या बुक्स पब्लिशर्स.

नविन शैक्षणिक धोरण : उद्दिष्ट्ये व आव्हाने

डॉ. उल्हास रामजी राठोड

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प्रस्तावना

मुघल साम्राज्याच्या अस्तानंतर भारताच्या पारंपरिक शिक्षण व्यवस्थेला आणि शैक्षणिक संस्थांना मोठा धक्का बसला आणि देशातील राजकीय अस्थितेमुळे शैक्षणिक वातावरण सातत्याने घसरू लागले कंपनीने भारत जिंकल्यानंतर इंग्रजी शिक्षण खाजगी हातात राहू दिले. इंग्रजी शिक्षणासाठी शाळांचे जाळे उभारण्याची कल्पना प्रथम ईस्ट इंडिया कंपनीच्या सनदी अधिकाऱ्यांनी चार्ल्स ग्रांट मनात आणली शिक्षणाच्या प्रसारासाठी इंग्रजी भाषा ही सर्वांत योग्य मध्यम असल्याचे त्यांनी सांगितले खरंतर यांनी इंग्रजी शिक्षणाची प्रगत रचना तयार केली म्हणून त्यांना भारतातील आधुनिक शिक्षणाचे जनक म्हणतात. कंपनी निर्गमनांतर्गत वैयक्तिक काही प्रयत्न करण्यात आले त्यामध्ये कलकत्ता मदरचा १७८१ मध्ये वॉरेन हेस्टिंग्जने ने मुस्लिम कायदे आणि चालीरीतीचा अभ्यास करण्यासाठी स्थापन कर्न्याचा प्रयत्न केला. त्यानंतर जोनाथन डंकन यांनी १७९१मध्ये बनारस येथे हिंदू कायद्याने तत्वज्ञान याचा अभ्यास करण्यासाठी संस्कृत महाविद्यालयाची स्थापना केली. त्यानंतर कंपनीच्या नागरिकसेवकांच्या प्रशिक्षणासाठी वेलस्लीने १८०० मध्ये फोर्ट विलियम कॉलेजची स्थापना केली पण ते १८०२ मध्ये बंद झाले. सनद कायदा १८१३ मध्ये अंतर्गत भारतात, शिक्षणाच्या प्रसारासाठी कंपनीला एक लाख रुपये खर्च करावयाचे होते. १८३५ चा लॉर्ड मॉकॉलीचा मसुदया अंतर्गत प्रश्चयविद्यावादी वादाच्या दरम्यान नंतरच्या दृष्टिकोनाचे समर्थन मॉकॉलीने केले शिक्षणाचे एकमेव माध्यम म्हणून इंग्रजी भाषेची निवड करण्यात आली. पाश्चात्य विज्ञान आणि साहित्य शिकण्यासाठी सरकारने मर्यादित साधने खर्च करण्याचा निर्णय घेतला होत. जनशिक्षण ऐवजी अधोगामी गाळन सिद्धांत स्वीकारला,स्वतन्त्याच्या लाध्याला आकार देणार्य आधुनिक बुद्धिधवंतांच्या वाढीस मदत मिळाली गुडचा खलीता — १८५४ याला भारतातील इंग्रजी शिक्षणाचा मॅग्ना कार्ट यांनी अधोगामी असेही म्हणतात याने डाउनवर्ड डिफ्लेक्टरेशन थेरी नाकारली त्यात शालेय स्तरावर उच्च शिक्षणासाठी आणि स्थानिक भाषेसाठी इंग्रजीची शिफारिश करण्यात आली होती धर्मनिरपेक्ष शिक्षण खाजगी उद्योगांना प्रोत्साह इत्यादी दिले गेले हंटर शिक्षण आयोग १८८२ — १८८३ मध्ये आला त्याचा उद्देश वूड डिस्पॅच चे मूल्यांकन करणे हा होता. त्यात शिक्षण सुधारण्यासाठी राज्याच्या भूमिकेवर भर देण्यात आला. नियंत्रित स्थानिक स्वराज्य संस्थेकडे हस्तांतरित करण्यासाठी वकील केली गेली. रेले आयोग १९०२ मध्ये भारतातील विद्यापीठाच्या कामगिरीचा आढावा घेतला. त्यानंतर भारतीय विद्यापीठ कायदा १९०४ मध्ये निर्माण केला गेला आणि रेले कमिशनच्या शिफारशीनुसार कायद्याने यासाठी काही तरतुदी केल्या त्यामध्ये विद्यापीठावर अधिक नियंत्रण विद्यापीठांना संशोधन आणि अभ्यासाला योग्य महत्त्व देण्यात आले फेलोची संख्या कमी झाली खाजगी महाविद्यालयाच्या सलग्नतेसाठी नियम अधिक कडक करण्यात आले गोपाळकृष्ण गोखले यांनी या हालचालीला प्रतिगामी उपाय म्हणून म्हटले आहे त्यानंतर शैक्षणिक धोरण १९१३ मध्ये वरील शासन निर्णय सरकारने सक्तीच्या शिक्षणाची जबाबदारी घेण्यास नकार दिला. प्रांत सरकारने तसे करावे असे आव्हान त्यांनी केले व अगदी खाजगी खेळाडूनाही प्रोत्साहन दिले गेले. सॉडलर युनिव्हर्सिटी कमिशन १९१७ — १९मध्ये आले त्यामध्ये कलकत्ता विद्यापीठाचा आढावा घेण्यासाठी आयोगाची स्थापना करण्यात आली होती जी नंतर सर्व

विद्यापीठांमध्ये विस्तारित झाली १३+३ कार्यक्रम राबविण्यात आला माध्यमिक आणि मध्यंतरी शिक्षणाचे स्वातंत्र मंडळ स्थापन केले जाणार होते त्यात स्त्री शिक्षण वैज्ञानिक आणि तांत्रिक शिक्षक शिक्षकाचे प्रशिक्षण यावर भर देण्यात आला त्यानंतर हार्टग समिती १९२९ मध्ये स्थापन करण्यात आली या समितीने प्राथमिक शिक्षणावर भर दिला अनेक शाळा आणि महाविद्यालयांमध्ये शिक्षणाच्या गुणवत्तेला प्राधान्य दिले प्रवेश अत्यंत मर्यादित होते त्यानंतर मूलभूत शिक्षणाचे वर्धा योजना १९३७ मध्ये आली यामध्ये जाकीर हुसेन समितीने मूलभूत शिक्षणासाठी ही राष्ट्रीय योजना तयार केली. क्रिया कलापाद्वारे शिक्षण हे मुख्यत्व होते धर्मनिरपेक्ष दृष्टिकोन होता. पहिली सात वर्ष मातृभाषेतून आणि आठवीनंतर इंग्रजीतून शिक्षण देण्याचे ठरविण्यात आले होते. त्यानंतर सर्जंट प्लॅन ऑफ एज्युकेशन १९४४ सर्जंट ब्रिटिश सरकारचे शैक्षणिक सल्लागार होते. त्यांनी सुधारणाच्या संख्येची वकिली केली आणि चाळीस वर्षात भारतीय शिक्षण व्यवस्था इंग्लंडच्या बरोबरीचे बनविण्याचे उद्दिष्ट होते. परंतु अमलबजावणीसाठी कार्यपद्धतीचा गंभीरपणे अभाव होता.

राष्ट्रीय शिक्षण धोरण १९६८ आले ते कोठारी आयोगाच्या शिफारशीवर आधारित होती त्यात वयाच्या चौदाव्या वर्षापर्यंत मोफत आणि सक्तीचे शिक्षण, शिक्षकाचे प्रशिक्षण आणि पात्रता, तीन भाषेचे सूत्र, सर्वांना शिक्षणाची समान संधी, घऱ्ह्ऱ् ॅअशी सरचना होती. १९८६ मध्ये राजीव गांधींनी सुधारना लागू केली. त्यात महिला, अनुसूचित जाती जमातीसह सर्वांना समान शिक्षणाची संधी प्रदान करणे, जिल्हा शिक्षण आणि प्रशिक्षण संस्था स्थापन करणे, देशभरात तात्काळ अमलबजावणी करणे, शाळांमधून अन्न आणि आरोग्यदायी वातावरणाची योग्य उपलब्धता करून देणे. मुक्त विद्यापीठ आणि दुरस्त शिक्षण संस्था उघडणे, राष्ट्रीय महत्त्व असलेल्या संस्थांना सक्षम बनविण्यावर भर देणे हा होता.

१९८६ च्या राष्ट्रीय शैक्षणिक धोरणात पी व्ही नरसिंहराव सरकारने १९९२मध्ये बदल केले. नवोदय विद्यालयामध्ये गुणवत्ता वाढीवर भर दिला प्रत्येक राज्यात किमान एक मुक्त विद्यापीठ उघडण्याची तरतूद करण्यात आली व्यावसायिक आणि तांत्रिक अभ्यासक्रममध्ये प्रवेशासाठी सामायिक प्रवेश परीक्षांचा आधार घेतला गेला.

गुरुकुल पद्धतीकडून मेकोलीच्या कारकुन बनविणाऱ्या शिक्षण पद्धतीच्या मागनि आज आपण तीन राष्ट्रीय शैक्षणिक धोरणातून प्रवास करीत २०२० च्या धोरणाच्या अंमलबजावणीच्या टप्प्यापर्यंत येऊन पोहोचलो आहे.

राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये शाळा बाहय मुलांना प्रवेश, पायाभूत साक्षरता आणि संख्याशास्त्रावर भर, सध्याची शिक्षण प्रणाली बदलू ३—८, ८—११, ११—१४ आणि १४—१८ वर्ष वयोगटातील नवीन ५+३+४ अभ्यासक्रम आणि व्यावसायिक शिक्षणावर भर देणे, विद्यार्थ्यांचे मूल्यमापन करण्यासाठी राष्ट्रीय मूल्यमापन केंद्र पारखीची निर्मिती करणे, सर्व अभ्यासक्रम आंतरविद्याशाखीय करणे, असे काही महत्त्वाचे बदल घडून येणार आहेत. २०२२ पासून याची अंमलबजावणी होणार. येणाऱ्या काळात या धोरणाचे फायदे तोटे लक्षात घेता येईल नवीन राष्ट्रीय शैक्षणिक धोरणाच्या अंतिम उद्दिष्टे भारताला जागतिक ज्ञान महासत्ता बनविण्याची आहे, याकरिता मनुष्यबळ विकास, नाव बदलून शिक्षण मंत्रालय ठेवण्यात गेले. १९४७ मध्ये स्वातंत्र्य मिळाल्यापासून शिक्षण प्रणालीतील हा तिसरा मोठा बदल आहे. १९८६ मध्ये शैक्षणिक सुधारणा झाली होती. आणि आता २०२० मध्ये, शालेय शिक्षणाचे गुंतवणुकीमध्ये लक्षनिय वाढ करणे. नवीन उपक्रम राबविणे, याकरिता नवीन सुधारणा करण्यात आली. इसवी सन २०२५ पर्यंत पाचवी व त्यापुढे प्रत्येक विद्यार्थ्यास पायाभूत साक्षरता व तंत्रज्ञान आत्मसात होत असल्याची दक्षता घेणे. शालेय शिक्षणासाठी ५+३+४ रचनेवर आधारित बौद्धिक विकास व अध्यापनाच्या स्तरावर आधारित अभ्यासक्रम, अध्यापन शास्त्र रचना विकसित करणे हे या योजनेचे उद्दिष्ट आहे. राष्ट्रीय शिक्षण आयोग पंतप्रधानांच्या अध्यक्षतेखाली राष्ट्रीय शिक्षण आयोग किंवा नॅशनल एज्युकेशन कमिशनची स्थापना करण्यात येईल. हा आयोग भारतातील शैक्षणिक दृष्ट्या परिरक्षक असेल. सन २०३० पर्यंत पूर्व शाळेचे माध्यमिक स्थरापर्यंतचे शिक्षण १०० टक्के ग्रॉस एनरोलमेंट रेशो सह सर्वत्र केले गेले आहे. १०+२ ची सध्या

शैक्षणिक प्रणाली नवीन व सुधारित ५+३+३+४ रचनेद्वारे अनुक्रमे ३—८, ८—११, ११—१४ आणि १४—१८ वयोगटातील परस्पर बदलली जाईल या प्रणालीमध्ये बारा वर्षाची शिक्षण, तीन वर्ष अंगणवाडी किंवा पूर्व शालेय शिक्षण असेल. दहावी आणि बारावीच्या बोर्ड परीक्षा अधिक सुलभ केल्या जातील आणि तथ्य शिकविण्याऐवजी मुख्य कार्यक्षमतेवर अधिक भर दिला जाईल. सर्व विद्यार्थ्यांची परीक्षा दोनदा घेण्यास परवानगी दिली जाईल. शाळांमधील शैक्षणिक प्रवाह आंतरक्रिया आणि व्यावसायिक प्रवाह यांच्या कोणत्याही कठोर वेगळेपणा असणार नाही. इंटरशिप सह व्यावसायिक शिक्षणाची तरतूद यामध्ये केली आहे. मातृभाषा, प्रादेशिक भाषा पाचवी पर्यंत शिक्षण देण्यासाठी वापरली जाईल आणि कोणत्याही विद्यार्थ्यावर कोणतीही भाषा कठोरपणे लादली जाणार नाही. शिक्षकासाठी राष्ट्रीय शैक्षणिक अभ्यासक्रम सल्ला मसलत करून राष्ट्रीय शिक्षक, शिक्षण परिषद द्वारे प्रोग्राम केले जाईल चार वर्षे एकात्मिक बीएड २०३० पर्यंत पदवी अभ्यासक्रम अध्यापनासाठी किमान पदवी पात्रता असेल. उच्च शिक्षणाचा जर विचार केला तर अंडर ग्रॅज्युएट कोर्स तीन ते चार वर्षाच्या लवचिक अभ्यासक्रमासह इंटर व एक्झिट ऑप्शनसह वेगवेगळ्या स्तरावर प्रमाणपत्र दिले जातील. वैद्यकीय आणि कायदेशीर शिक्षण वगळताय संपूर्ण उच्च शिक्षणासाठी उच्च शिक्षण आयोगाची स्थापना केली जाईल. सार्वजनिक आणि खाजगी दोन्ही शिक्षण संस्था समान निकषाद्वारे संचालित केल्या जातील. यामध्ये चार स्वतंत्र विभाग असतील उदाहरणार्थ एक नियमक चौकशी देखभाल करण्यासाठी राष्ट्रीय उच्च शिक्षण नियमक परिषद, दुसरा सर्वसाधारण शैक्षणिक वर्ष मानक रेटिंग देखभालीसाठी, तिसरा वित्तपुरवठा करण्यासाठी उच्च शिक्षण अनुदान परिषद आणि चौथा अधिकृत मान्यता मिळण्यासाठी नॅशनल क्रेडिट कौन्सिल. पंधरा वर्षात महाविद्यालयाची सलग्नता पुसून टाकली जाईल आणि महाविद्यालयांना श्रेणीबद्ध स्वायत्तता देण्याची यंत्रणा राबविली जाईल. भविष्यात प्रत्येक महाविद्यालयाचा स्वायत्त पदवी देणारे महाविद्यालय आणि विद्यापीठाचा घटक म्हणून विकसित होणे अपेक्षित आहे. असे असले तरी देशाच्या विकासाचा व मनुष्यबळाचा विचार केल्यास आपल्या असे लक्षात येते की नवीन शैक्षणिक धोरण राबविण्यामध्ये अनेक अडचणी आहेत देशाचे मोठे भौगोलिक क्षेत्र शिक्षण क्षेत्रात काम करणाऱ्या लोकांचे प्रमाण विद्यार्थी संख्या आणि पायाभूत सोयीचा विचार करता तसेच माहिती तंत्रज्ञानाचा अल्पविकास व वापरासंबंधी असलेल्या ज्ञानाची कमतरता यामुळे नवीन शैक्षणिक धोरण राबविताना बरेचसे आव्हाने येतात व ते सोडविण्याकरिता प्रथम पायाभूत सुविधा विकास करून नंतर शैक्षणिक धोरण अंमलबजावणी करणे गरजेचे होते परंतु आज जे नवीन शैक्षणिक धोरण कालरूपाने विकसित केले गेले ते राबविण्याकरिता योग्य यंत्रणा आजही देशात तयार असल्याचे दिसून येत नाही त्यामुळे नवीन शैक्षणिक धोरणात काही आव्हाने निर्माण होतात.

❖ *राष्ट्रीय शैक्षणिक धोरण,२०२०*
➢ केंद्रीय मंत्रिमंडळाने नवीन राष्ट्रीय शैक्षणिक धोरण (छम्च), २०२० ला मंजुरी दिली आहे ज्याचा उद्देश भारतीय शिक्षण व्यवस्थेत — शाळा ते महाविद्यालयीन स्तरापर्यंत अनेक बदलांचा परिचय करून दिला आहे.
➢ छम्च २०२० चे उद्दिष्ट ष्भारताला जागतिक ज्ञान महासत्ताष बनवणे आहे.
➢ मनुष्यबळ विकास मंत्रालयाचे नाव बदलून शिक्षण मंत्रालय करण्यासही मंत्रिमंडळाने मंजुरी दिली आहे.
➢ मंत्रिमंडळाने मंजूर केलेला छम्च हा स्वातंत्र्यानंतरच्या भारतातील शिक्षणाच्या चौकटीतील केवळ तिसरा मोठा सुधारणा आहे.
❖ *शालेय शिक्षण*
२०३० पर्यंत शालेय शिक्षणात १०० टक्के एकून नोंदणी गुणोत्तर सह पूर्वप्राथमिक ते माध्यमिक स्तरापर्यंत शिक्षणाचे सार्वत्रिकीकरण करणे. दोन कोटी शाळाबाह्य मुलांना मुक्त शाळा प्रणालीद्वारे मुख्य प्रवाहात आणणे. सध्याची १०+२ प्रणाली अनुक्रमे ३—८, ८—११, ११—१४ आणि १४—१८ वर्षे वयोगटातील नवीन ५+३+३+४

अभ्यासक्रम संरचनेद्वारे बदलली जाईल.हे ३—६ वर्षे वयोगटातील न उघडलेले शालेय अभ्यासक्रमांतर्गत आणेल, ज्याला जागतिक स्तरावर मुलांच्या मानसिक क्षमतांच्या विकासासाठी महत्त्वाचा टप्पा म्हणून ओळखले जाते. यामध्ये तीन वर्षांच्या अंगणवाडीपूर्व—शालेय शिक्षणासह १२ वर्षांचे शालेय शिक्षण देखील असेल. १० वी आणि १२ वी बोर्डाच्या परीक्षा सोप्या केल्या जाव्यात, सर्व विद्यार्थ्यांना दोनदा परीक्षा देण्याची परवानगी देऊन, लक्षात ठेवलेल्या तथ्यांऐवजी मुख्य कौशल्यांची चाचणी घ्या. नवीन मान्यता फ्रेमवर्क आणि सार्वजनिक आणि खाजगी दोन्ही शाळांचे नियमन करण्यासाठी स्वतंत्र प्राधिकरणासह, शाळा प्रशासनात बदल केले जाणार. पायाभूत साक्षरता आणि संख्याशास्त्रावर भर, शाळांमधील शैक्षणिक प्रवाह, अभ्यासक्रमेतर, व्यावसायिक प्रवाह यांच्यात कोणतेही कठोर वर्गीकरण असणार नाही. व्यावसायिक शिक्षण इयत्ता ६ वी पासून इंटर्नशिपसह सुरू होणार आहे. किमान इयत्ता ५ पर्यंत मातृभाषाध्याप्रादेशिक भाषेत शिकवणे. कोणत्याही विद्यार्थ्यावर कोणतीही भाषा लादली जाणार नाही. ३६०—डिग्री होलिस्टिक प्रोग्रेस कार्डसह मूल्यांकन सुधारणा, शिकण्याचे परिणाम प्राप्त करण्यासाठी विद्यार्थ्यांच्या प्रगतीचा मागोवा घेतला जाईल. नॅशनल कौन्सिल ऑफ टीचर एज्युकेशन (छब्ज्) द्वारे नॅशनल कौन्सिल ऑफ एज्युकेशनल रिसर्च अँड ट्रेनिंग (छब्म्ट्ज) सोबत सल्लामसलत करून शिक्षक शिक्षणासाठी एक नवीन आणि व्यापक राष्ट्रीय अभ्यासक्रम फ्रेमवर्क (छब्थ्ज्) २०२१ तयार केला जाईल. २०३० पर्यंत, अध्यापनासाठी किमान पदवी पात्रता ४ वर्षांची एकात्मिक बीएड पदवी असेल.

❖ *उच्च शिक्षण*

उच्च शिक्षणातील एकूण नोंदणी प्रमाण २०३५ पर्यंत ५० टक्के पर्यंत वाढवले जाईल. तसेच, उच्च शिक्षणात ५ कोटी जागा जोडल्या जाणार आहेत. उच्च शिक्षणातील सध्याचे एकूण नोंदणी प्रमाण (ळम्त) २६.०३ टक्के आहे. लवचिक अभ्यासक्रमासह होलिस्टिक अंडरग्रेजुएट शिक्षण ३ किंवा ४ वर्षांचे असू शकते आणि या कालावधीत एकापेक्षा जास्त एक्झिट पर्याय आणि योग्य प्रमाणीकरण मिळणार. एम.फिल अभ्यासक्रम बंद केले जातील आणि पदवी, पदव्युत्तर आणि पीएचडी स्तरावरील सर्व अभ्यासक्रम आता आंतरविद्याशाखीय असतील. बहुविद्याशाखीय शिक्षण आणि संशोधन विद्यापीठे (डम्त्), देशातील जागतिक दर्जाच्या सर्वोत्कृष्ट बहुविद्याशाखीय शिक्षणाचे मॉडेल म्हणून स्थापित केले जातील. नॅशनल रिसर्च फाऊंडेशन ही उच्च शिक्षणामध्ये मजबूत संशोधन संस्कृती वाढवण्यासाठी आणि संशोधन क्षमता निर्माण करण्यासाठी सर्वोच्च संस्था म्हणून तयार केली जाईल. भारतीय उच्च शिक्षण आयोग (भ्ब्) वैद्यकीय आणि कायदेशीर शिक्षण वगळता संपूर्ण उच्च शिक्षणासाठी एकच छत्र म्हणून स्थापन केले जाईल. महाविद्यालयांची संलग्नता १५ वर्षांत टप्प्याटप्प्याने बंद केली जाणार आहे आणि महाविद्यालयांना दर्जाबद्ध स्वायत्तता देण्यासाठी टप्प्यानुसार यंत्रणा स्थापन केली जाणार आहे. कालांतराने, प्रत्येक महाविद्यालय एकतर स्वायत्त पदवी—अनुदान महाविद्यालय किंवा विद्यापीठाचे घटक महाविद्यालय म्हणून विकसित होणे अपेक्षित आहे.

❖ *इतर बदल*

एक स्वायत्त संस्था, नॅशनल एज्युकेशनल टेक्नॉलॉजी फोरम (छम्ज्थ), शिक्षण, मूल्यमापन, नियोजन, प्रशासन वाढविण्यासाठी तंत्रज्ञानाच्या वापरावर विचारांची मुक्त देवाणघेवाण करण्यासाठी एक व्यासपीठ प्रदान करण्यासाठी तयार केले जाईल. विद्यार्थ्यांचे मूल्यमापन करण्यासाठी राष्ट्रीय मूल्यमापन केंद्र— पारख (च्त झ्भ) ची निर्मिती करण्यात येईल. यामुळे परदेशी विद्यापीठांना भारतात कॅम्पस उभारण्याचा

मार्गही मोकळा झाला आहे. नॅशनल इन्स्टिट्यूट फॉर पाली, पर्शियन आणि प्राकृत, इंडियन इन्स्टिट्यूट ऑफ ट्रान्सलेशन आणि इंटरप्रिटेशनची स्थापना केली जाईल. तसेच शिक्षण क्षेत्रातील सार्वजनिक गुंतवणूक वाढवून जीडीपीच्या ६ टक्के पर्यंत लवकरात लवकर पोहोचवण्याचे उद्दिष्ट आहे. सध्या, भारत आपल्या एकूण ळक्क च्या ६ टक्के शिक्षणावर खर्च करतो.

❖ *पाच महत्त्वाची आव्हाने*

अ) — नव्या शैक्षणिक धोरणाच्या अंमलबजावणीने जरी जोर धरलेला असला तरीही ते पूर्णत्वाला जाण्याच्या मार्गावर अनंत आव्हाने आहेत. भारताच्या शैक्षणिक क्षेत्रातील विविधता आणि आकार लक्षात घेता या धोरणाची अंमलबजावणी हे एक अवघड काम असणार आहे. उदाहरणासाठी आपण शालेय शिक्षण व्यवस्थेचा विचार करू. १५ लाखाहून अधिक शाळा, २५ करोड विद्यार्थी आणि ८९ लाख शिक्षकांसह भारतातील शिक्षण व्यवस्था ही जगातील दुसऱ्या क्रमांकावरील शिक्षण व्यवस्था आहे. उच्च शिक्षण व्यवस्थेचा आकारही फार मोठा आहे. एआयएसएचई २०१९ च्या अहवालानुसार, भारताच्या उच्च शिक्षण क्षेत्रात जवळपास १०० विद्यापीठे, ३९९३१ महाविद्यालये आणि १०७२५ स्वायत्त संस्थांमध्ये मिळून ३.३४ करोड विद्यार्थी शिक्षण घेत आहेत. राज्य, जिल्हा तसेच तालुका स्तरावरील सर्व भागधारकांना एकत्र आणून या नव्या शैक्षणिक धोरणाची अंमलबजावणी करणे ही एक अत्यंत कठीण बाब ठरणार आहे. विलक्षण विविधता असलेल्या राज्यांमधील तसेच जिल्हास्तरावरील विविध भागधारकांमध्ये सामायिक जबाबदारी व मालकीची भावना निर्माण करणे हे शिक्षण मंत्रालयासाठी मोठे आव्हान असणार आहे.

ब)— नव्या शैक्षणिक धोरणाची अंमलबजावणी देशांच्या, राज्यांच्या आणि सरकारांच्या क्षमतेवर अवलंबून आहे. भारताच्या शिक्षण व्यवस्थेमध्ये निधीची कमतरता आहे, संपूर्ण व्यवस्था ही नोकरशाहीवर आधारलेली आहे व नवीन कल्पना आणि वाढीच्या क्षमतेस शिक्षण व्यवस्थेत प्रतिकूल वातावरण आहे असे के. कस्तुरीरंगन यांच्या अध्यक्षतेखालील मसुदा समितीने निदर्शनास आणून दिले आहे. नव्या शैक्षणिक धोरणामध्ये कल्पना केलेल्या परिवर्तनांच्या विशालतेला चालना देण्यासाठी शिक्षण मंत्रालये (केंद्र आणि राज्ये) आणि इतर नियामक संस्थांमधील अंतर्गत क्षमता अत्यंत अपुरी आहेत. उदाहरणार्थ, पारंपरिक शिक्षणाकडून प्रयोगात्मक शिक्षण व टिकात्मक विचारापर्यंत जाण्यासाठी ही शिक्षण व्यवस्था चालवणाऱ्या लोकांच्या व सोबतच शिक्षक, विद्यार्थी व पालकांच्या दृष्टिकोनात बदल होणे गरजेचे आहे. याचा अर्थ असा की या मेगा उपक्रमाची अंमलबजावणी करण्यासाठी हजारो शाळा व महाविद्यालयांच्या क्षमता वाढीस व पुनर्निर्देशनास हातभार लावणे आवश्यक आहे. थोडक्यात, मंत्रालयाची विद्यमान संघटनात्मक रचना आणि प्रणालीमध्ये मोठ्या प्रमाणात फेरबदल करावे लागणार आहेत. नव्या शैक्षणिक धोरणाच्या दस्तऐवजामध्ये विद्यमान नियामक व्यवस्थेत सर्वसमावेशक व आमुलाग्र बदल घडवून आणण्याचा मार्ग आखण्यात आला आहे ही एक आशादायक बाब आहे. शिक्षण मंत्रालय सध्या भारत उच्च शिक्षण आयोगाच्या स्थापनेसाठी एक कायदा आणण्याच्या प्रयत्नात आहे. यूजीसी, एआयसीटीई आणि राष्ट्रीय शिक्षक प्रशिक्षण परिषदेच्या जागी भारत उच्च शिक्षण आयोग स्थापन करण्याचा विचारात सरकार आहे.

क)— हे धोरण मुख्यत्वे केंद्र आणि राज्यांमधील सहकार्यावर अवलंबून असणार आहे. या धोरणाचा मसुदा केंद्र सरकारने राज्य सरकारांसह विविध भागधारकांच्या योगदानातून तयार केला असला तरी त्याची अंमलबजावणी मुख्यत्वे राज्यांच्या सक्रिय सहकार्यावर अवलंबून आहे. याचे मुख्य कारण म्हणजे बहुतांश सेवांवर आधारित शैक्षणिक उपक्रम राज्य सरकारांकडून चालवले जातात. अगदी स्पष्टपणे सांगायचं झालं तर विविध उपक्रमांच्या अंमलबजावणीसाठी केंद्राला विकेंद्रीकरण आणि केंद्र— राज्ये यांच्यातील सहकार्य यांचा आधार घ्यावा लागणार आहे. गेल्या काही वर्षांमध्ये केंद्र व राज्ये यांच्यातील संघर्ष पाहता केंद्राला काळजीपूर्वक पावले उचलावी लागणार आहेत. नव्या शैक्षणिक धोरणातील अनेक तरतुदींवर विरोधी पक्षांचे सरकार असलेल्या अनेक राज्यांनी आक्षेप नोंदवलेले आहेत.

ड)— चौथी महत्त्वाची बाब म्हणजे या धोरणाच्या दृष्टीने खाजगी क्षेत्राची भूमिका महत्त्वाची ठरणार आहे. भारतातील जवळपास ऋऊ टक्के उच्च शिक्षण देणाऱ्या संस्था या खाजगी आहेत. तसेच एकूण संख्येच्या जवळपास ६० ते ७० टक्के विद्यार्थी खाजगी संस्थांमध्ये उच्च शिक्षण घेत आहेत. खाजगी क्षेत्र आर्थिक संसाधने

व नावीन्यपूर्ण कल्पना प्रदान करतात याकडे दुर्लक्ष करून चालणार नाही. या धोरणाच्या प्रक्रियेसाठी खाजगी क्षेत्राचे योगदान मिळवणे व यातील एक महत्त्वाचा भागीदार म्हणून खाजगी क्षेत्राच्या योगदानाला मान्यता देणे ही एक महत्त्वाची बाब आहे. सर्वात महत्त्वाची गोष्ट म्हणजे विविध उपक्रमाच्या यशस्वी अंमलबजावणीसाठी येत्या दशकात पुरेल अशा संसाधनांची गरज लागणार आहे. या संदर्भात, या धोरणात म्हटल्याप्रमाणे नव्या धोरणाची उद्दिष्टे साध्य करण्यासाठी देशाला शिक्षणावरील सार्वजनिक खर्च एकूण देशांतर्गत उत्पन्नाच्या ६ टक्क्यांपर्यंत वाढवावा लागेल. भूतकाळात देण्यात आलेली आश्वासने आणि त्यांची प्रत्यक्ष पूर्तता यांचा विचार केल्यास हे नक्कीच कठीण काम असणार आहे.

ई)— नवे शैक्षणिक धोरण २०२० हा नक्कीच एक मार्गदर्शक दस्तऐवज आहे. नव्या युगातील नवी आव्हाने लक्षात घेता विविध शैक्षणिक गरजा, संरचनात्मक असमानता आणि विद्यार्थ्यांना भविष्यासाठी तयार करण्यामध्ये येणाऱ्या समस्यांचे निराकरण हे या धोरणाचे उद्दिष्ट आहे. यासोबतच शिक्षण व्यवस्थेतील अनेक संकटांना तोंड देण्याचे सर्वात आव्हानात्मक कार्यही या धोरणाद्वारे पूर्ण करायचे आहे. राज्य, जिल्हा, तालुका पातळीवरील विविध भागधारकांना तसेच खाजगी क्षेत्राला या धोरणाच्या अंमलबजावणीमध्ये सहभागी करून घेणे हे एक अवघड काम आहे. सोबतच क्षमता, आर्थिक संसाधने तसेच नवीन कल्पना निर्मितीसाठीच्या अनुकूल वातावरणाची कमतरता ही आव्हानेही समोर आहेत. परंतु या सर्वांमध्ये विविध राज्यांमध्ये जनमत तयार करणे हे सर्वात कठीण काम आहे. थोडक्यात सांगायचे तर नव्या शैक्षणिक धोरणाच्या अंमलबजावणीचे यश सहकारी संघराज्य प्रणाली व सुधारणांमध्ये योगदान देण्याची राज्यांची क्षमता यांवर अवलंबून आहे.

निष्कर्ष, नवीन शैक्षणिक धोरण हे भारताला ज्ञान महासत्ता बनविण्यासाठी आवश्यक असून त्यातील सुधारणा बघता असे लक्षात येते की नक्कीच ते सार्थक ठरेल व भारत एपीजे अब्दुल कलाम यांच्या स्वप्नातील ज्ञान महासत्ता म्हणजेच नॉलेज भाव बनण्यास सक्षम होईल हे नाकारता येत नाही परंतु आजची स्थिती बघता शिक्षण व्यवस्थेतील सुधारणा या सर्जंट प्लान ऑफ एज्युकेशन १९४४ नुसार न घडावा याची दक्षता घेणे गरजेचे आहे तसेच या शिक्षण व्यवस्थेतील बदलास जनसामान्य शिक्षक व ठरल्याप्रमाणे सरकारने शिक्षणावर योग्य दिशेने खर्च करणे गरजेचे आहे कारण की शिक्षण हे कोणत्याही राष्ट्राला उत्कृष्ट शिखरावर पोचविण्याचे येत चांगले साधक आहे शिक्षित जनता हे देशाची संपत्ती आहे व ती संपत्ती वाढविण्यासाठी देशातील जनता व सरकारने प्रयत्न करणे गरजेचे असते व ते प्रयत्न म्हणजेच सफलतेकडे येणारे असावे.

संदर्भ ग्रंथ —

१. भांडारकर पु.ल. — सामाजिक शंशोधन पद्धती, दत्ता अन्ड संन्स, प्रकाशन नागपूर १९७६

२. सोमण माधव शंकर — सामाजिक संशोधनाची तंत्रे पुणे विध्यार्थी गृह प्रकाशन, सदाशिव पेठ पुणे

३. दैनिक लोकसत्ता — निवडक लेख, लोकरंग, लोकसत्ता वृत्तांत.

४. जाधव, डॉ. के. के. नवीन काळाचे शिक्षण — तत्त्वज्ञान व समाजशास्त्र.

५. शारदा डॉ. शेवतेकर, बडवे — शैक्षणिक तंत्रविज्ञान आनि व्यवस्थापन.

६. डॉ. वाघमारे जनार्दन — बदलते शिक्षण, स्वरुप आणि समस्या.

७. इंटरनेट.

अध्यापन-अध्ययन प्रक्रियेत नवउपक्रम आणि साधने

प्रा. डॉ. कल्पना एस. गोडघाटे

राज्यशास्त्र विभाग प्रमुख, श्रीमती नानकीबाई वाधवाणी कला महाविद्यालय,यवतमाळ

प्रस्तावना :

देशाच्या सर्वांगीण विकासात तसेच राष्ट्रबांधणी आणि राष्ट्रनिर्माणाच्या प्रक्रियेत शिक्षण हा अत्यंत महत्वाचा घटक आहे. व्यक्तीच्या व्यक्तिमत्वाचा सर्वांगिण विकास शिक्षणाच्या माध्यमातून होतो. व्यक्तीच्या सुप्त शक्तींचा, गुणांचा विकास शिक्षणामुळे घडून येतो. बदलाच्या सामाजिक, आर्थिक राजकीय परिस्थिती नुसार शिक्षण प्रक्रियेत बदल घडून येतो. मानवी समाजघटकाला आजही संपूर्ण घटकांच्या संदर्भात सुर्वच माहिती असतेच असे नाही. म्हणून त्या घटना, बाबी जाणून घेण्याच्या दृष्टीने त्याबाबत शोध घेण्याचा प्रयत्न सतत चालू असतो. नवीन घटनांचा, नियमांच्या शोध घेण्यासाठी मानवी समाजजीवनाची प्रवृत्ती आहे. आधुनिक तंत्रज्ञानाच्या प्रगतीमुळे शैक्षणिक क्षेत्रात सुध्दा मोठ्या प्रमाणात परिवर्तन घडून आलेले आहे. जीवनमूल्ये साध्य होण्याच्या दृष्टीने शिक्षणाची भूमिका अत्यंत महत्वाची आहे. या दृष्टीने शिक्षण प्रक्रियेत अध्ययन आणि अध्यापन प्रक्रिया अत्यंत महत्वाची आहे. आधुनिक तंत्रज्ञानाच्या प्रगतीमुळे अध्ययन अध्यापन प्रक्रियेत नविन साधनांचा उपयोग करणे आवश्यक आहे. ज्ञान प्राप्त करणे या उद्दिष्टोसोबतच विद्यार्थ्यांना संस्कारक्षम शिक्षण देणे आणि त्यांच्या सर्वांगीण व्यक्तिमत्वाचा विकास साधणे अध्ययन-अध्यापन प्रक्रियेच्या माध्यमातून शक्य होते. ज्ञानप्राप्तीबरोबरच ज्ञानाचे उपयोजन आणि कौशल्य विकसीत व्हावयास पाहिजे. विद्यार्थ्यांची आकलनशक्ती , विचार शक्तीचा विकास घडून येणे आवश्यक आहे. त्यांच्यात जीवनविषयक सकारात्मक दृष्टीकोन, नैतिक सामाजिक, राजकीय जीवनमूल्ये विकसित व्हावीत या उद्देशाने अध्ययन अध्यापन प्रक्रियेत नविन उपक्रम, अभ्यास पध्दती , याबाबीं महत्वाच्या ठरतात. प्रस्तुत शोधनिबंधात अध्ययन-अध्यापन नवीन उपक्रम, नवीन साधनाचा उपयोग याबाबत विश्लेषण करण्यात आलेले आहे.

शिक्षण प्रक्रियेत अध्ययन अध्यापन पध्दती :

विद्यार्थ्यांची बौध्दिक क्षमता, अभिरूची, अभियोग्यता, इत्यादी बाबी लक्षात घेणे आवश्यक आहे. त्यासाठी विषयाची निवड, अभ्यासक्रम, अभ्यासपध्दती, सामाजिक वर्तन इत्यादी बाबत विद्यार्थ्यांना मार्गदर्शन मिळणे आवश्यक आहे. विद्यार्थ्यास अध्ययन प्रक्रियेत मदत करणे ही अध्यापनाचे महत्वाचे कार्य आहे. अभ्यासक्रमावर आधारित शैक्षणिक संस्थाची कार्यपध्दती आहे. शिक्षणाची उद्दिष्टये अभ्यासक्रमाच्या माध्यमातून साध्य होतात. लोकशाही मूल्यांची जोपासना करणे आणि जतन करणे, विद्यार्थ्यांचे चारित्र्य संवर्धन करणे, विषय ज्ञानाची वाढ करणे, नविन ज्ञानाची निर्मिती करणे आणि व्यक्तीची सर्वांगीण विकास साध्य करणे ही उद्दिष्ये शैक्षणिक अभ्यासक्रमाची असतात. ही उद्दिष्ये साह्य करण्यासाठी त्यांची पुर्तता करण्यासाठी नवनवीन अध्ययन अध्यापन पध्दती स्विकाराव्या लागतात. शिक्षणाच्या उद्दिष्टांशी संबंधीत अध्यापन पध्दती निगडीत असते. अध्ययन-अध्यापन दोन्ही प्रक्रिया एकमेकांशी संबंधित आहेत.

21 व्या शतकात शिक्षणक्षेत्रात काही नवीन संकल्पना आहेत. ई-लर्निंग, ऑनलाईन एक्झामिनेशन, शिक्षण हे गतिमानतेचे साधन आहे. बदलत्या आर्थिक, राजकीय, परिस्थितीनुसार परिवर्तन घडून येत असते. तंत्रविज्ञान, संगणक इत्यादी घटनातील संशोधनामुळे जग फारच जवळ आलेले आहेत. त्या दृष्टीने वाढीव शैक्षणिक साधनांचा उपयोग, अध्ययन-अध्यापन प्रक्रियेत केला जातो. 21 व्या शतकात शिक्षणक्षेत्रात नवीन शैक्षणिक विचारप्रवाह आहेत. उपक्रम, संशोधन, आधुनिकीकरण, नाविन्यता, गरजांची पुर्तता विज्ञान आणि तंत्रज्ञानाच्या क्षेत्रातील विकास, बदलती सामाजिक परिस्थिती , राजकीय धोरण इ. विचारप्रवाहाच्या माध्यमातून शैक्षणिक क्षेत्रात नविन बदल घडून येत आहेत. यासाठी अध्ययन-अध्यापन प्रक्रिया नव उपक्रम अध्ययन-अध्यापन पध्दतीचा उपयोग शिक्षणाच्या प्रक्रियेत केला जातो.

अध्ययन-अध्यापन प्रक्रियेतील नवउपक्रम साधने आणि अभ्यासपध्दती :-

सामाजिक मूल्यांची जोपासना, गुणवत्तापूर्ण दर्जा, व्यापक उपलब्धता, व्यावहारीकता, या उद्देश्यांची पुर्तता करण्याच्या दृष्टीने अध्ययन-अध्यापन प्रक्रियेत नविन तंत्राचा उपयोग करून अधिक परिणामकारक करण्याचा प्रयत्न केला जात आहे.

ई-अध्ययन यापेकी एक होय. संगणक आधारित माहितीच्या आधारे अध्ययन करणे, संगणक नेटवर्कींग , मल्टीमिडीया तंत्र, यांचा उपयोग केला जातो. ई-पोर्टफोलीया, पोर्टेबल डेटा, ॲक्सेस डेटा, पेनड्राईव्ह, सीडी, वेबसाईट सहकारी सॉफ्टवेअर , ई-मेल ब्लॉग या साधनांचा उपयोग ई-लर्निंग म्हणजेच ई. अध्ययन प्रक्रियेत केला जातो. या ई-लर्निंग पध्दतीमुळे शैक्षणिक उद्दिष्ट्ये साध्य केली जातात.

- ज्ञान व आत्मविश्वास वाढतो.
- विद्यार्थ्यांना स्वयं अध्ययनाची सवय लागते.
- विद्यार्थ्यांना इंटरनेटच्या उपयोगाबाबत माहिती मिळते.
- विद्यार्थी स्वत:च्या आवडीप्रमाणे अध्ययन करू शकतो.
- कोणत्याही वेळी कोणत्याही ठिकाणी अध्ययन करता येते.
- जागतिक स्तरावरील सर्व माहिती विद्यार्थ्यांना उपलब्ध होते.
- गुणवत्तापूर्ण शिक्षणासाठी ई-अध्ययन प्रक्रिया महत्वाची आहे.

संशोधन पध्दती :

आपल्या ज्ञानात वाढ करते. वर्तमाना ज्ञानाची सत्यता पडताळून पाहणे यासाठी नवनविन बाबींच्या शोध घेण्याचा प्रयत्न केला जातो. शास्त्रीय संशोधनातून ज्ञानाचा शोध घेण्याचा प्रयत्न केला जातो. ते ज्ञान खऱ्या अर्थाने वस्तुनिष्ठ स्वरुपाचे राहील. कोणत्याही विषयातील संशोधन हे वैज्ञानिक पध्दतीवर आधारित असते. विद्यार्थ्याच्या संशोधन वृत्तीला चालना देणे, त्यांचे विचार व्यक्त करण्यासाठी संध उपलब्ध करून देणे, विचारांना चालना देण्यासाठी नवीन बाबी, साधणे, निरिक्षणाची तुलना, निष्कर्ष, निष्कर्षाची तपासणी या प्रक्रियेने सिध्दांत मांडला जातो. तेंव्हा तो सिध्दांत किंवा नियम त्या विषयाचे नविन ज्ञान किंवा माहिती उपलब्ध होते.

दुरस्थ शिक्षणपपध्दती :

रेडीओ, व्हिडिओ, कॅसेट्स , फिल्म , टेपरेकॉर्ड यासरख्या साधनांचा उपयोग अध्ययन अध्यापन प्रक्रियेत केला जातो.
आधुनिक तंत्रविज्ञानाच्या विकासाच्या प्रक्रियेत विद्यार्थ्यांसाठी अध्ययन-अध्यापन प्रक्रिया अधिक प्रभावी होण्याच्या दृष्टीने अध्ययन प्रक्रियेत विद्यार्थ्यांच्या जास्तीत जासत प्रत्यक्ष सहभाग असावा. या दृष्टीने अध्ययन-अध्यापनाच्या पध्दतीत नविन उपक्रमांचा उपयोग करणे महत्वाचे आहे.

अनुभवावर आधारित अध्ययन:

विद्यार्थ्यांच्या विचारशक्तीला अधिक चालना देण्याच्या उद्देशाने विद्यार्थ्यांना प्रकल्प कार्य, प्रात्यक्षिक , अभ्यासदौरा, स्थानिक विभागांना भेट देणे या माध्यमातून विद्यार्थ्यांना प्रत्यक्ष सहभाग आणि सहभागातून त्यांना आलेला अनुभव विद्यार्थ्यांची आकलन क्षमता वाढविण्यास मदत होते.

- सहभागी अध्ययन : अभ्यासक्रमावर आधारित विद्यार्थ्यांना सेमिनार, गटचर्चा, पोस्टर मेकींग, न्यूज पेपर कटिंग, वॉल पेपर प्रेझेंन्टेशन, प्रोजेक्ट, चार्ट, क्षेत्र अभ्यास प्रदर्शनी पब्लीकेशन इत्यादी माध्यमातून विद्यार्थ्यांना सहभागी करणे.
- समस्या निराकरण पध्दती – विद्यार्थ्यांना अभ्यासक्रमासंबंधीत अध्ययन प्रक्रियेत येणाऱ्या समस्यांचे निराकरण करणे त्यांच्या समस्या सोडविणे.

स्वयं अध्ययन :-

अध्ययन अध्यापन प्रक्रियेत विद्यार्थ्यांना अधिक माहिती उपलब्ध होण्याच्या दृष्टीने NPTEL N-List या साधनांच्या माध्यमातून अधिकाधिक माहिती उपलब्ध होऊन त्या माहितीचा उपयोग अध्ययन-अध्यापन प्रक्रियेत केला जातो.

- USE of ICT: विद्यार्थ्यांच्या अध्ययन प्रक्रिया अधिक प्रभावी व्हावी या करीता माहिती तंत्रज्ञानाचा उपयोग अध्यापन अध्ययन प्रक्रियेत केला जातो.

औद्योगिकरणाच्या प्रक्रियेत उद्योजकता विकास घडवून आणणे आवश्यक आहे. नवीन तंत्र, नविन कल्पना यांचा उपयोग करून नव्या पध्दतीचा शोध घेणे विद्यार्थ्यामधी कौशल्ये विकसित करून त्यांच्या उपक्रमशिलतेला चालना देणे आवश्यक आहे. यासोबतच अध्ययन अध्यापन प्रक्रियेत विद्यार्थ्यांसाठी काही महत्वाच्या बाबी नविन उपक्रमाच्या माध्यमातून आणि अध्यापनाच्या पद्धतीने शक्य होतात.
अध्ययन अध्यापन प्रक्रियातील आवश्यक किवा महत्वाच्या बाबी

 विद्यार्थ्यांच्या समस्या सोडविणे आवश्यक आहे. त्या समस्या सोडविण्याबाबत त्यांच्यात विचार क्षमता निर्माण करणे.

- अधिक सॉफ्ट स्किलचा स्विकार करणे , विद्यार्थ्यांच्या सृजनशिलतेला गती देण्यासाठी सहाय्य ठरतात.

- स्वयं-मूल्यांकनाची आवश्यकता.

- परस्पर संवाद- विद्यार्थ्यांच्या कल्पना व्यक्त करण्यासाठी संधी उपलब्ध करून देणे.

- प्रोजेक्ट वर्क किंवा प्रकल्पावर आधारीत विद्यार्थ्यांना अभ्यासक्रमासंबंधीत प्रकल्प देणे. वास्तविक आणि जागतिक समस्यांचे निराकरण करण्याच्या उद्देशाने त्यांना प्रोजेक्ट देणे.

- समस्यांवर आधारित शिक्षण देणे प्रश्न, समस्या सोडविण्याच्या दृष्टीने विद्यार्थ्यांना सक्रीय सहभागी करून घेणे.

- माहितीचे नवनवीन स्रोत.

- कौशल्ये विकसित करणे.

समाजाच्या विकासाला आणि परिवर्तनाच्या प्रक्रियेत शिक्षणाला अत्यंत महत्वाचे स्थान आहे. सर्वांगिण विकासाचे शिक्षण हे साधन आहे. आणि शिक्षण प्रक्रियेत अध्ययन आणि अध्यापन प्रक्रिया अत्यंत महत्वाची आहे. जागतिककरणामुळे शिक्षण व्यवसथेसमोर अनेक आव्हाने आहेत. त्यादृष्टीने त्या आव्हानांना सामोरे जाण्यासाठी नविन उपक्रम साधने, माहिती तंत्रज्ञान, अध्यापनाच्या नविन पध्दती, विद्यार्थ्यांची बौध्दीक क्षमता, कौशल्ये विकसितकरणे आणि विद्यार्थ्यांचा सर्वांगिण विकास साध्य होण्याच्या दृष्टीने या सर्व बाबी महत्वाच्या आहेत. त्या दृष्टीने आजच्या आधुनिक तंत्रज्ञानाच्या काळात शिक्षण प्रक्रियेत नवीन तंत्रे , उपक्रम, साधने , नवीन अध्ययन- अध्यापन पध्दतीचे महत्व अनन्य साधारण आहे.

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राष्ट्रीय शिक्षण धोरण २०२० आणि शिक्षकाची भूमिका

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गोषवारा

नविन राष्ट्रीय शिक्षण धोरण २०२० यामध्ये शिक्षणविषयक अनेक महत्वपूर्ण बाबींवर सकारात्मक निर्णय झालेले आहेत. या धोरणाच्या शिक्षण व्यवस्थेतील मूलभूत सुधारणांच्या केंद्रस्थानी शिक्षक असला पाहिजे असे धोरणामध्ये नमूद केले आहे. राष्ट्रीय शिक्षण धोरणाने शिक्षकाला सर्व पातळ्यांवर आपल्या समाजातील सर्वात आदरणीय आणि आवश्यक सदस्य म्हणून पुनर्स्थापित करण्यासाठी मदत करणे अत्यावश्यक मानले आहे, कारण शिक्षक हा खरोखर आपल्या नागरिकांच्या पुढील पिढीला आकार देतो. शिक्षकांना सक्षम करण्यासाठी आणि त्यांनी आपले काम शक्य तितक्या प्रभावीपणे करावे म्हणून या धोरणाने शक्य त्या सर्व गोष्टी केल्या पाहिजेत. तसेच सर्वोत्तम आणि बुद्धिमान व्यक्तींना सर्व पातळीवर शिक्षकी पेशात सामावून घेण्यासाठी राष्ट्रीय शिक्षण धोरणाने मदत केली पाहिजे. त्यासाठी त्यांची उपजीविका, आदर, सन्मान आणि स्वायत्तता या गोष्टी सुनिश्चित केल्या पाहिजेत तसेच शिक्षक व्यवस्थेमध्ये गुणवत्ता नियंत्रणाच्या मूलभूत पद्धती आणि दायित्व या गोष्टी स्थापित केल्या पाहिजेत. या धोरणामध्ये विद्यार्थ्यांच्या आकलन क्षमतेबरोबरच त्यांच्या सर्वांगिण विकासासाठी आवश्यक मूलभूत क्षमता, उच्च दर्जाच्या तार्किक आणि समस्या निराकरण क्षमता या सर्वांचा प्रामुख्याने विचार केला आहे. प्रस्तुत संशोधन पेपरमध्ये नविन राष्ट्रीय धोरण २०२० मधील शिक्षकाची भूमिका या बाबींवर प्रकाश टाकण्याचा प्रयत्न केला आहे.

बीजशब्द: शिक्षण, शिक्षक, विद्यार्थी, तंत्रज्ञान, आव्हान.

प्रस्तावना

शिक्षण आपल्या सर्वांच्या उज्ज्वल भविष्यासाठी एक आवश्यक साधन आहे. शिक्षणाचे हे साधन जीवनात वापरुन आपण काहीही चांगले साध्य करु शकतो. उच्च स्तरीय शिक्षण लोकांना सामाजिक आणि कौटुंबिक आदर ठेवण्यास आणि एक वेगळी ओळख निर्माण करण्यास मदत करते. शिक्षणाचा काळ हा सामाजिक आणि वैयक्तिकरित्या सर्वांसाठी महत्वाचा काळ आहे. हे एखाद्या व्यक्तीला जीवनात वेगळ्या पातळीवर आणि चांगुलपणाची भावना विकसित करते. शिक्षण कोणत्याही मोठ्या कौटुंबिक, सामाजिक आणि अगदी राष्ट्रीय आणि आंतरराष्ट्रीय समस्या सोडविण्याची क्षमता प्रदान करते. आपल्यापैकी कोणीही जीवनाच्या प्रत्येक बाबतीत

शिक्षणाचे महत्त्व दुर्लक्षित करु शकत नाही. हे मेंदूला सकारात्मक बनवते आणि सर्व मानसिक आणि नकारात्मक विचारसरणी काढून टाकते.

सर्वांसाठी पुढे जाण्यासाठी आणि यश मिळविण्यासाठी योग्य शिक्षण ही एकमेव मौल्यवान संपत्ती आहे. आपल्यामध्ये आत्मविश्वास निर्माण करण्यासोबतच आपले व्यक्तिमत्व घडवण्यासही मदत होते. शालेय शिक्षण हा प्रत्येकाच्या जीवनातील असा टप्पा आहे जो प्रत्येक व्यक्तीने उत्तीर्ण होणे आवश्यक आहे, कारण ते प्रत्येकाच्या जीवनात मोठी भूमिका बजावते. प्राथमिक शिक्षण, माध्यमिक शिक्षण आणि उच्च माध्यमिक शिक्षण अशा तीन भागांमध्ये शिक्षण पद्धतीची विभागणी केली आहे. शिक्षणाच्या सर्व स्तरांना स्वतःचे विशेष महत्त्व आणि स्थान आहे.

कोणत्याही शैक्षणिक धोरणाच्या यशस्वी अंमलबजावणीमध्ये शिक्षकांची भूमिका अनन्यसाधारण असते. राष्ट्रीय शैक्षणिक धोरण २०२० शिक्षकांच्या भूमिकेला प्रोत्साहन देते, शिक्षक खऱ्या अर्थाने मुलांचे भवितव्य घडवितात, त्यांना सक्षम बनवितात व त्यांच्या माध्यमातून राष्ट्रीय भवितव्याची उभारणी करतात. राष्ट्रीय शैक्षणिक धोरणामध्ये शिक्षक आण प्राध्यापकांना शिक्षण प्रक्रियेतील शक्तीस्थान म्हटले आहे. हे धोरण भारतातील शिक्षकांना सक्षम करणारे आहे. राष्ट्रीय शैक्षणिक धोरणामध्ये शिक्षकांच्या शिक्षण प्रशिक्षण अभ्यासक्रम, शिक्षक सेवा भरती व निवड चाचणी, आजीवन व्यावसायिक कौशल्य विकास, सेवा शर्ती इत्यादी संदर्भात नवीन, पारदर्शक सुधारित निकष प्रस्तावित केले आहेत. त्याचबरोबर या धोरणामध्ये शिक्षणातील विविध स्तरावरील शिक्षकांची भूमिका आणि त्या स्तरासाठी आवश्यक कौशल्ये व क्षमता स्पष्टपणे अधोरेखित केल्या आहेत.

संशोधनाची उद्दिष्ट्ये

१. राष्ट्रीय शिक्षण धोरण २०२० मध्ये शिक्षकाच्या भूमिकेचा अभ्यास करणे.

शिक्षणाचा अर्थ

"Education" शिक्षण हा शब्द विविध स्रोतांमधून आलेला आहे. हा लॅटीन शब्द आहे. "educo" चा अर्थ ह्या ठिकाणी E म्हणजे बाहेर duco म्हणजेच अंधारातून प्रकाशाकडे असा आहे. ह्या ठिकाणी शिक्षक अंधारातून प्रकाशाकडे घेऊन जातो. हिंदी व संस्कृतमध्ये ह्यास विद्या संबोधले जाते. प्राथमिक शिक्षणाचा अर्थ म्हणजे विज्ञान, ज्ञान, तत्वज्ञान, विद्वता व कोणतेही ज्ञान जे खरे असो की खोटे त्याचे अध्ययन करणे होय. ह्याचे मूळ म्हणजे कारणे शोधणे, माहिती मिळवणे, माहित करुन घेणे ओळखणे, संपादन किंवा आकलन करणे होय.

राष्ट्रीय शिक्षण धोरण २०२० मध्ये शिक्षकाची भूमिका

समाजामध्ये शिक्षकाबद्दल कायम आदराचे आणि मान-सन्मानाचे स्थान आहे. शिक्षकाचा भय, चिंता याबाबतचे प्रश्न शिक्षकांच्या सहज संवादाने दूर होऊ शकतात. विद्यार्थ्यांचा कल, त्यांची आवड व त्यांच्यातील क्षमता ओळखून त्याला आयुष्यात यशस्वी होण्यासाठी शिक्षक योग्य मार्गदर्शन करु करतात. स्वतःच्या आयुष्यात नैतिक मूल्याचे आचरण करुन समाजासमोर आदर्श मांडणारे शिक्षक एका अर्थाने समाजालाच घडविणारे शिल्पकार टिकवून ठेवण्यास शिक्षकांची भूमिका अत्यंत निर्णायक शिकवण शिक्षक रुजवू शकतो.

जगात कुठेही गुरु आणि शिक्षकांचा आदर केला जातो, काहींना अपार प्रेम दिले जाते, तर काही शिक्षक हे आयुष्यावरच केवळ प्रभाव टाकत नाही तर त्यांच्या जीवनातही स्थित्यंतर घडवून आणतात. शिक्षक विद्यार्थ्यांच्या आयुष्यात बदल घडवून आणण्यास आणि त्यांना आकार देण्यास सज्ज असतात. जी भावी स्वप्ने मुलांनी उराशी बाळगलेली असतात ती समजून घेत ती प्रत्यक्षात उतरवण्यासाठी शिक्षक प्रयत्नशील असतात. शिक्षकाचे काम हे मार्गदर्शक, समुपदेशकाचे किंवा दिशादर्शकाचे असते.

काळानुसार शिक्षणामध्ये झालेल्या बदलानुसार शिक्षकाची भूमिकादेखील बदलत गेलेली आहे. शिक्षकाची भूमिका केवळ चार भिंतीच्या वर्गात शिकविण्यापुरतेच मर्यादित राहिलेले नाही. शिक्षकाने अभ्यासक्रम विकसित करणे, दर्जेदार पुस्तकांचे लेखन करणे, अभ्यास साहित्याची निर्मिती करणे, अध्यापन प्रक्रियेसाठी नवनवीन तंत्रज्ञानाचा वापर करणे व त्यासाठी आवश्यक साहित्य तयार किंवा विकसित करणे, विद्यार्थ्यांना मार्गदर्शन करणे, विद्यार्थ्यांच्या तार्किक विचार क्षमतांचा विकास करणे आणि विद्यार्थ्यांचे सर्वकष मूल्यमापन करणे इत्यादी प्रमुख भूमिकांचा निर्देश या धोरणामध्ये करण्यात आला आहे.

आजही माहिती तंत्रज्ञान आणि सोशल मिडियाच्या युगात बोटाच्या एका क्लिकवर अमर्यादित माहितीचा साठा विद्यार्थ्यांसमोर क्षणात उपलब्ध होतो. परंतु असे जरी असले तरी शिक्षकांची भूमिका संपते, असे नाही. याउलट समोर आलेल्या अमर्यादित माहितीमधील योग्य, आवश्यक माहिती निवडण्यासाठी विद्यार्थ्यांना मार्गदर्शन करण्याची महत्वाची भूमिका ही शिक्षकांची असते. केवळ पाठ्यपुस्तकावर आधारित शिक्षण देऊन, नोट्स पुरवून परीक्षार्थी तयार करण्याचे उद्दिष्ट न ठेवता विद्यार्थी प्रत्यक्ष अध्यापन प्रक्रियेत सक्रिय होतील, सहभागी होतील अशा पद्धतीच्या विद्यार्थी केंद्रित वर्गाची निर्मिती शिक्षकाला करता आली पाहिजे. प्रत्येक विद्यार्थी हा स्वतंत्र असतो. त्याची वैशिष्ट्ये, क्षमता, गरजा या भिन्न असतात. विद्यार्थ्यांमधील हे भिन्नत्व ओळखून त्यांना, अध्ययन-अध्यापन प्रक्रियेत समाविष्ट करुन घेण्यासाठी डायनॅमिक क्लासरुम तयार करणे ही शिक्षकाची जबाबदारी आहे.

नवीन शैक्षणिक धोरणाचे महत्वाचे मुद्दे

● भारताला जागतिक ज्ञान महासत्ता बनविणे हे नवीन राष्ट्रीय शैक्षणिक धोरण २०२० चे अंतिम उद्दीष्ट आहे.

- मनुष्यबळ विकास मंत्रालयाचे नाव बदलून शिक्षण मंत्रालय ठेवले गेले.

- १९४७ मध्ये स्वातंत्र्य मिळाल्यापासून भारतातील शिक्षण प्रणालीतील हा तिसरा मोठा बदल आहे.

- नविन राष्ट्रीय शिक्षण धोरण २०२० च्या पूर्वी १९६८ आणि १९८६ मध्ये शैक्षणिक यंत्रणेत सुधारणा झाली.

- शालेय शिक्षणातील गुंतवणुकीमध्ये लाक्षणिक वाढ करणे नवनवीन उपक्रम राबविणे.

- इसवी सन २०२५ पर्यंत पाचवी व त्यापुढील इयत्तेतील प्रत्येक विद्यार्थ्यास पायाभूत साक्षरता व तंत्रज्ञान आत्मसात होत असल्याची दक्षता घेणे.

- शालेय शिक्षणासाठी ५+३+३+४ रचनेवर आधारित बौद्धिक विकास व अध्ययनाच्या तत्त्वांवर आधारित अभ्यासक्रम व अध्यापनशास्त्र रचना विकसित करण्यात आली आहे.

शिक्षण : उज्ज्वल भविष्यासाठी आवश्यक माध्यम

शिक्षण आपल्या सर्वांच्या उज्ज्वल भविष्यासाठी एक आवश्यक साधन आहे. शिक्षणाचे हे साधन जीवनात वापरुन आपण काहीही चांगले साध्य करु शकतो. उच्च स्तरीय शिक्षण लोकांना सामाजिक आणि कौटुंबिक आदर ठेवण्यास आणि एक वेगळी ओळख निर्माण करण्यास मदत करते. शिक्षणाचा काळ हा सामाजिक आणि वैयक्तिकरित्या सर्वांसाठी महत्वाचा काळ आहे. हे एखाद्या व्यक्तीला जीवनात वेगळ्या पातळीवर आणि चांगुलपणाची भावना विकसित करते. शिक्षण कोणत्याही मोठ्या कौटुंबिक, सामाजिक आणि अगदी राष्ट्रीय आणि आंतरराष्ट्रीय समस्या सोडविण्याची क्षमता प्रदान करते. आपल्यापैकी कोणीही जीवनाच्या प्रत्येक बाबतीत शिक्षणाचे महत्त्व दुर्लक्षित करु शकत नाही. हे मेंदूला सकारात्मक बनवते आणि सर्व मानसिक आणि नकारात्मक विचारसरणी काढून टाकते.

निष्कर्ष

आजच्या माहिती तंत्रज्ञानाच्या युगात अध्यापन ही निरंत चालणारी प्रक्रिया आहे, त्यासाठी शिक्षकाने स्वतः आजीवन शिकत राहिले पाहिजे. बदलत्या काळानुसार येणाऱ्या शिक्षण प्रवाहाबरोबर अद्ययावत राहण्याची शिक्षकाची तयारी असणे अत्यंत आवश्यक आहे. आजच्या शिक्षकाने काळाच्या पुढे एक पाऊल विचार करुन विद्यार्थ्यांच्या, त्यांच्याकडून भविष्यात काय अपेक्षा आहेत, यावर चिंतन करुन त्यादृष्टीने स्वतःची व्यावसायिक कौशल्ये व स्तर उंचावण्यासाठी सतत प्रयत्नशील राहणे अपेक्षित आहे.

नविन राष्ट्रीय शिक्षण धोरण २०२० हे नक्कीच एक मार्गदर्शक दस्तऐवज आहे. नव्या युगातील नवी आव्हाने लक्षात घेता विविध शैक्षणिक गरजा, संरचनात्मक असमानता आणि विद्यार्थ्यांना भविष्यासाठी तयार करण्यामध्ये येणाऱ्या समस्यांचे निराकरण करण्याचे उद्दिष्ट या धोरणामुळे साध्य होईल. यासोबतच शिक्षण व्यवस्थेतील अनेक संकटांना तोंड देण्याचे सर्वात आव्हानात्मक कार्यही या धोरणाद्वारे पूर्ण होतील.

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संस्कृत विभाग, महात्मा ज्योतिबा फुले महाविद्यालय, अमरावती

सारांश

भारतातील एकमेव समृध्द, सर्व भाषेची जननी म्हणून जीला नावजले जाते ती भाषा म्हणजे देववाणी संस्कृत भाषा होय. ही भाषा आता प्राचीन नाही तर संगणकाची सुध्दा भाषा झालेली आहे. तंत्रज्ञानाच्या क्षेत्रातही या भाषेने झेप घेतली आहे. तरीही संस्कृत भाषेचे साहित्य हे त्रिकालबाधीत आहे. जसजसे या साहित्याताचे वाचन करावे तसतसे काही तरी नवीन समोर येते आणि समाजाला काहीतरी मुल्य देऊन जाते. संस्कृत साहित्यातील शेक्सपीयर म्हणून ज्यांची ख्याती आहे ते म्हणजे कविकुलगुरू कालिदास होय. यांची सात काव्यकृती आजही अजरामर आहेत आणि आपल्या भारतीय संस्कृतीशी, निसर्गाशी नाते जुळलेले आहे. कालिदासांच्या साहित्य ही जरी कल्पनेवर ऐतिहासिक साहित्यावर जरी आधारित असली तरी मनावर प्रभाव करणारी आहेत. त्यातील प्रत्येक पात्र हे जीवीत धारण करून प्रत्येकाच्या मनाला आकर्षित करणारी, काव्याच्या नियमाला अनुसरून असलेली आहे. पात्र म्हटली की सर्व कलागुणांनी परिपूर्ण असणे गरजेचे असते. म्हणूनच कालिदासांच्या नाटकातील पात्र ही कालिदासांनी अत्यंत काळजीपूर्वक सर्व कलागुणांनी परिपुर्ण अशी निवडली आहे. त्यांच्या अंगी असलेले मानवीमूल्य ही वाचकांनी पाहावयास हवी फक्त कथावस्तु वाचून मनाचे समाधान करण्यापेक्षा त्यातील मानवी मुल्यांचा अवलंब मानवाने आपल्या आयुष्यात उतरवला तर त्याचे आयुष्य जगणे त्याला सोपे जाईल. हाच उद्देश समोर ठेवून या शोधनिबंधाचे शिर्षक निवडले आहे.

अर्थातच काय तर काव्य हे मनोरंजनाचे साधन नसून मानव समाज तथा जीवनासाठी उपयोगाचे आहे. काव्य हे कान्त सम्मित उपदेशाच्या रूपामध्ये मानव जीवनाला सुमार्गासाठी प्रेरित करतो. नैतिकतेचा सरळ संबंध हा धर्म आणि दर्शनाशी येतो. यात धर्माच्या अंतर्गत त्याग, श्रध्दा, अतिथी सत्कार, सेवा अहिंसा, व सत्य इ. मानवीमुल्य येतात.

कालिदासाच्या एकूण सात काव्यकृती त्यातील ३ नाट्यकृती हया जगप्रसिध्द आहे. त्या म्हणजे मालविकाग्निमित्र, अभिज्ञानशाकुंतलभ् विक्रमोर्वशीयम् हे होय. कालिदास कवि म्हटले की श्रृंगार रसाचे साहित्याने भरलेले काव्य डोळ्यासमोर येते. परंतु त्यातील मानवमुल्य तेवढेच मनाचा ठाव घेणारी आहे. त्यात काही विशेष मानवीमुल्य नाटकाच्या अंतर्गत दिसून येतील ती म्हणजे कर्तव्यनिष्ठा, आत्मसात, नम्रता, जवाबदारी, आदर, प्रमाणिकपणा, कृतज्ञता, धैर्य, आत्मविश्वास, विवेक संवेदनशीलता हे सर्व मुल्य आपल्याला दिसतील.

अभिज्ञान शाकुंतलम् नाटकातील पात्राव्दारे स्पष्ट होणारे मानवी मुल्य

अभिज्ञान शाकुंतलम् नाटकातील नायक दुष्यन्त हा शौर्यसम्पन्त तथा धर्म प्रिय राजा या रूपाने आपली कर्तव्यनिष्ठता करतांना दिसून येतो ते पहिल्या अंकात आश्रमातील लोकांना राक्षसापासून उपद्रव आहे असे कळल्यावर लगेच आश्रमाकडे प्रस्थान करीत असता व त्याला मृगाची शिकार करावी वाटते त्याची शिकार करता करता तो कण्वांच्या आश्रमापर्यंत पोहचतो तेवढयात त्या हरीणाची शिकार करणार तेवढयात आश्रमातील वैखानसादवारे राजाला शिकारीपासून परावृत्त केल्या जाते आणि म्हटले जाते की हे राजन्। आश्रम मृगोडयम न हन्तव्यो न हन्तव्य:। [१] हे ऐकल्यावर लगेच दुष्यन्त आपल्या धनुष्यावरील बाण खाली घेतो. यावरून दुष्यन्ताचा

नम्रपणा स्पष्ट दिसून येतो. अर्थात वैखनासाने दिलेल्या विनंतीचा तो मानराखत आपले कर्तव्य काय हे जाणतो वैखानस म्हणतात की तुझेहे बाण रक्षणासाठी आहे प्राण्यांना मारण्यासाठी नाही एवढया वाक्याला ऐकुन तो बाण मागे घतो. व हरीणाचे प्राण वाचवितो तसेच दुसऱ्या मानवीमुल्याचाही समावेश होतो तो म्हणजे आदरभाव तो वैखानस प्रति स्पष्ट होतो. वैखानसास प्रथम भेटल्यावर त्यांना प्रणाम करून आश्रमातील कण्वांना भेटण्यास जातो तसेच प्रजावत्सल तसेच दयावान दुष्यन्त आपल्या प्रजेला स्वजना समान माणनारा आहे. त्याचे उदा. दयावे म्हणजे प्रतिहारीला आदेश देतो की माइचा राज्यात घोषणा करा की ज्यांचे संबंधी युद्धात ठार मारल्या गेले असेल त्यांना असे सांगा की त्यांचा मी संबंधी आहे. दुष्यन्तामध्ये सदाचार गुण सुध्दा प्रतिबिम्ब होतो. याच नाटकातील प्रसिध्द नायिका शाकुंतला की जी तपस्वीनीच्या सान्निध्यात मोठी झाली म्हणून तिच्यामध्ये नैसर्गिक रूपाने गुण चरमोत्कर्ण पर्यंत प्राप्त झाले आहे. तपोवनात मोठी झाल्या करणाने हदयापासून जड—चेतन सर्व पदार्थी प्रति स्नेह आणि सहानुभूती आहे. तपोवनातील प्रत्येक पशु—पक्षी चा जवळचा मैत्रीचा संबंध जुळला आहे तो म्हणजे तपोवनातील वृक्षांना पाणी दिल्या शिवाय ती स्वत:एक पाण्याचा घोट सुद्धा पित नाही.

शकुंतला आश्रमातील वृक्ष तथा पुशु पक्ष्यांना आपलेच नातेवाईक मानत होती रोज त्यांच्या सान्निध्यात राहून त्यांची सेवा करित असते. आणि त्यांना म्हणत असे की, ''न केवलं तातनियोग एवं अस्ति मे एतेषु सोदरस्नेह:।।

प्रमाणिकपणा हा सुद्धा मानवीमुल्य शकुंतलाच्या अंगी असलेला दिसून येतो चारा खाताना आश्रमातील हरणाच्या मुखाला गवताद्वारा थोडी जखम तोंडाला झाल्यावर त्यांच्या प्रति स्नेह आणि दया युक्त भाव शकुंतला इंगुदीचे तेल लावून त्यांच्या जखमा ठिक करण्याचा प्रयत्न करित असे. हे सर्व कार्य ती प्रमाणिकपणे साध्य करित असे. त्याचप्रमाणे या नाटकात कण्वऋषीचे पात्र आहे. की जे शकुंतलेची मानसकन्या म्हणून तिचा स्विकार केला आहे. ही जवाबदारी कण्वऋषी एका पित्याप्रमाणे सांभाळलेली दिसते सांगायचे झाल्यास नाटकातील ४ अंकातील शेवटचे चार श्लोक होय. अर्थात शकुंतलेची पतीकडे पाठवणी करित असतांना तीला दिलेला उपदेश होय त्या उपदेशामध्ये राजा दुष्यन्ता प्रती प्रेमळभाव दिसून येतो त्यावेळी शकुंतलेला आपल्या जवाबदारीची जाणीव व मार्गदर्शन करतांना सांगतात की सासरी मुलगी गेल्यावर तिने कसे वागावे या विषयी मार्गदर्शन करतात की शकुंतलेला आपल्या पेक्षा मोठयचा लोकांची सेवा करावी, आपल्या सवतीसह मैत्रीणीप्रमाणे वागणे, इ. अनेक उपदेश देतात.

शुश्रुषस्व गुरून् कुरूप्रिय सखीवृत्ती सपत्नीजने
भर्तुर्विप्रकृतापि रोषणतया मास्म प्रतीपं गभ: ।
भूयिष्ठं भव दक्षिणा परिजने भाग्यठवनुत्सेकिनी
यान्त्येवं गृहिणीपदं परिजने भाग्येठवनुत्सेकिनी
यान्त्येव गृहिणीपदं युवतयो वामा कुलस्थाधय: ।।

वरील श्लोकातील उपदेश हा संपूर्ण स्त्री जाती साठी अत्यंत उपयोगाचा आहे मग स्त्री गरीब असो किंवा श्रीमंत असो हे उपदेश सर्वांना सारखेच तसेच शकुंतलेच्या मैत्रीच्या मनात आत्मविश्वास सुध्दा दिसून येतो. तो असा की ज्यावेळी दुर्वासाऋषी शकुंतलेला शाप देऊन निघून जातात त्यावेळी अनुसया आणि प्रियवंदा दुर्वासा ऋषीना विनवणी करतात आणि त्यांच्या कडून उशाप मागतात त्यांना आत्मविश्वास असतो की उशापद्वारा आपल्या प्रिय सखीच्या शापाचे निवारण होईल आणि तीचे पुढील आयुष्य सुखात जाईल. असे अनेक छोटया मोठया घटना यात समाविष्ट आहे कीजे मानवी मुल्यांना सष्ट करतांना दिसतात अभिज्ञान शाकुन्तलम् या नाटकात कालिदास शकुंतलेला खरोखर निसर्गकन्या बनवितो शकुंतलेचे खरोखरच जवळचे नात आहे. त्याबरोबरच लता, वेली, कुसुमांवर ती भगिनी प्रमाणे प्रेम करते यावरूनच सद्ययुगात निसर्गापासून दूर जाणाऱ्या मानव समुहाला निसर्ग संवर्धन व पर्यावरण रक्षणाकरिता जागृत राहण्याचा संदेश मिळतो. त्याचबरोबर

कालिदासाच्या समग्र वाङ्मयातुन आदर्शवादी विचार, राष्ट्रीय एकात्मता आणि मानवी मूल्ये जपण्याचाही संदेश मिळतो. त्याचप्रमाणे कालिदासांच्या मालविकाग्निमित्रम् या नाटकात सुध्दा मानवी मूल्यांची जपणूक केल्याचे दिसून येते. त्यात गुरू–शिष्य नात्यांची जपणूक, कला, आत्मविश्वास, शिस्त, क्षमा, विवेक, इ. मानवी मूल्यांची जपणूक नाटकातील पात्राद्वारे सिध्द होते. त्यातील मुख्यपात्र म्हणजे मालविका धेय. मालविका ही एक राज कन्या होत्या परंतु अग्निमित्राच्या महाराणी धारिणीकडे ती एक सेविका (दासी) म्हणून कार्य करीत असते. तसेच त्याच राजवाडयात एक गणदास नावाचे नृत्याचार्य असतात त्यांची ती गुणी अशी शिष्या सुध्दा असते मालविका ही नृत्य कलेमध्ये निपूण असते तसेच गायनकलेमध्ये तीचा हातखंड असतो मोठया आत्मविश्वासाने ती आपले नृत्य सादरणी करते आणि त्यात विजयी सुध्दा होते. या नृत्यातून ती राजाप्रति आपल्या मनातील भावना संवेदनशीलतेच्या आधाराद्वारे सर्वांसमोर मांडते तसेच मालविके मध्ये असलेली नम्रता, शांतता या मानवी मूल्यांने नाटकास वेगळे वळण येते आणि तीला असलेले ध्येय ती पूर्ण करते त्यामागचे कारण असे की मालविकेला धारिणी अशोक वृक्षाला फुलांचा बहर यावा यासाठी अशोक वृक्षाला लता प्रहार झाल्यावर लगेच पाच दिवसात अशोक वृक्षबहरला पाहिजे असे आदेश दिले होते. परंतु मालविकेचे नशिब चांगले की पाचदिवसात अशोक बहरतो अर्थात तीच्या प्रामाणिकपणाचे फळ तीला प्राप्त होते.

अशाप्रकारे कालिदासांच्या संपूर्ण साहित्यात मानवीय मूल्याचे सुंदर रितीने गुंफन केले आहे.

संदर्भसूची :—

१)   संस्कृत साहित्य का इतिहास — डॉ. प्रिती गोयल — ग्रंथासागर.

२)   अभिज्ञान शाकुंतलम् — डॉ. वाळिवे — अमरावती.

३)   नाटककार कालिदास — डॉ. राकेशास्त्री — चौखम्बा प्रकाशन दिल्ली.

साहित्य में मानवीय मूल्य विशेष संदर्भ – प्रेमचंद

डॉ. सविता वैजनाथआप्पा रुक्के
हिंदी विभाग प्रमुख, मातोश्री शांताबाई गोटे कला, वाणिज्य व विज्ञान महाविद्यालय वाशीम

सारांश

मानव मूल्यों के बिना जीवन अधूरा है. मानव मूल्य मनुष्य बनाने में सहायक होता है. समाज को सुचारू रूप से बनाये रखने के लिये मानव मूल्य अत्यंत महत्वपूर्ण है. मानवीय मूल्यों को अपनाकर समाज जीवन स्वस्थ बनता है. मानवीय मूल्य समाजद्वारा स्थापित मनुष्य की इच्छायें और लक्ष है. जिन्हें मनुष्य सामाजीकरण की प्रक्रिया से सीखता है. और उन्हीं मुल्यों को अपनाकर अपने जीवन के लक्ष्य को प्राप्त कर सकता है. मूल्य व्यक्ति और समाज के व्यवहारो को नियंत्रित करता है. और उन्हें दिशा भी प्रदान करता है.

प्राचीन भारतीय ग्रंथो में भी नैतिकता की बात कही है. पंचतंत्र की कथायें मनुष्य को नैतिकता का पाठ पढाती है. महाभारत की कथा मनुष्य को अहंकार का दमन और युद्ध की विनाशकता दर्शाती है. युद्ध किसी समस्या का हल नही होता है. बल्की समाज को विध्वंसकता में धकेल देता है. उसके दुष्परिणाम समाज में कालांतर बने रहते है. तुलसीदास कृत रामचरितमानस तो आदर्श का खजाना है. रामायण की कथा मनुष्य को नैतिकता का पाठ पढाती है. रामायण की कथा हिंदू जनमानस के अंतकरण में बसी हुई है.

मानवीय मूल्य शिक्षाविदों अथवा उपदेशों द्वारा विकसित किया गया कोई अमूर्त सिद्धांत नही है. अपितु जीवन से जुड़े विचार और नियम है. जिनका औचित्य कई तरह से सिद्ध किया जा सकता है. मूल्यों का संबंध मानव से है. इनका संबंध विभिन्न संस्कृतियो, विशिष्ट व्यक्तियों तथा परीस्थितीयो से है. इनका विकास ही मानव के लिये है, मानवीय अर्थो में हुआ है जो मानवमात्र की आत्मसिद्धी में सहायक बने. समाज और संस्कृती मनुष्य को मुल्यो के आधारभूत प्रतिमान प्रदान करते है.

भारतीय साहित्यकारो ने अपनी कथा, उपन्यास, नाटक, एकांकी, खंडकाव्य, महाकाव्य इन सबमे नैतीकता की बात करते है. प्रेमचंद के उपन्यासो में आदर्श और नैतिकता देखी जा सकती है. प्रेमचंद के उपन्यासो का अंत आदर्श में दिखाई देता है. इसीलिये उनके उपन्यास आदर्शोन्मुख यथार्थ वाद से जुडे हुये है. इस संदर्भ में उनके विचार – "मै उपन्यास को मानव चरित्र का चित्र-मात्र समझता हू. मानव चरित्र पर प्रकाश डालना और उसके रहस्यो को खोलना ही उपन्यास का मुलतत्व है. यही से उपन्यास के दो वर्ग बन जाते है. एक आदर्शवादी दूसरा यथार्थवादी.

प्रेमचंद के उपन्यासो में सेवासदन, गोदान, गबन, और कर्मभूमि जैसे उपन्यासो के माध्यम से समुचे समाज का चित्र खीचा है. प्रेमचंद के उपन्यासों में व्यक्त यथार्थ एक अन्य मामले में भी विशिष्ट है और यह कि वह देशकाल की सीमा से परे है। चाहे गोदान में व्यक्त होरी की समस्या हो या निर्मला में व्यक्त निर्मला की समस्या। आज भी ये हमारे आसपास की समस्या के रूपमें- मौजूद है। निष्कर्षयह कहा जा सकता है कि प्रेमचंद ने हिन्दी साहित्य के उपन्यास को मजबूती से यथार्थ के साथ जोड़ने का : कार्य किया और हिंदी उपन्यास को नई दिशा प्रदान की।

"प्रेमचन्द जी हिन्दी के एक ऐसे आदर्शोन्मुखी यथार्थवादी साहित्यकार हैं, जिन्होंने अपने साहित्य में सामाजिक यथार्थ का चित्रण तो किया ही है, श्रेष्ठ मानव-समाज के स्थापना-हेतु पथप्रदर्शन भी किया हैं। उनके साहित्य के केन्द्र में मानव-समाज है। तत्कालीन समाज में व्याप्त आर्थिक असमानता, दहेज-प्रथा, स्त्री-शोषण, वेश्यावृत्ति, अनमेल विवाह, विधवा-समस्या, जातीय भेदभाव और छुआछूत, साम्प्रदायिक विद्वेष, धार्मिक कर्मकाण्ड, अन्धविश्वास, सामन्ती संस्कार और सर्वप्रमुख पद-दलित मानव एवं कृषक-वर्ग की ऋण समस्या को केन्द्र में रखकर उनके कथा एवं उपन्यासों का ताना-बाना बुना गया है। 'प्रेमाश्रम', 'गोदान', 'गबन' 'कर्मभूमि' 'रंगभूमि' आदिक ऐसे उपन्यास हैं, जिनमें तत्कालीन मानव-समाज जीवन्त हो उठा है।"

'प्रेमचन्द के उपन्यासों में सामाजिक यथार्थ' विषय पर देश के प्रतिष्ठित प्रबुद्धवर्ग कि टिप्पणीया निम्नलिखित है।

पंकज कुमार दुबे (विभागाध्यक्ष– हिन्दी, डी० ए० वी० मॉडल स्कूल, दुर्गापुर, पश्चिम बंगाल) का मत है, "मुंशी प्रेमचन्द सामाजिक संवेदना के संवाहक माने जाते हैं। उनके उपन्यासों में मध्यम वर्ग तथा निम्न वर्ग के सामाजिक समस्याओं तथा जीवन के यथार्थ का चित्रण बहुत ही स्वाभाविक रूप से किया गया है। अगर हम उनके प्रसिद्ध उपन्यासों की बात करें तो वह समाज में व्याप्त बुराइयों को दर्शाते हैं। 'सेवासदन' में उन्होंने तत्कालीन जनचेतना और जन-आकांक्षा को वाणी दी है। प्रेमचंद ने जहाँ 'प्रेमाश्रम' में विधवा समस्या और ग़रीब किसानों पर होनेवाले अत्याचार पर विचार किया है वहीं 'सेवासदन' में नारी-पराधीनता के एक महत्त्वपूर्ण अंश वेश्या- समस्या के मूल कारणों और उसके निराकरण पर भी विचार किया है। प्रसिद्ध उपन्यास 'गोदान' में ग्रामीण-जीवन, मज़दूरों और किसानों पर होनेवाले निर्मम अत्याचार, व्यक्तिगत सम्बन्ध, पारिवारिक जीवन की समस्याओं, सामाजिक समस्याओं आदिक को दर्शाया है। 'निर्मला' में प्रेमचंद ने दहेजप्रथा-जैसी सामाजिक कुरीतियों का पर्दाफ़ाश करते हुए बेमेल विवाह के परिणाम को दिखाया है। मुंशी प्रेमचन्द के सभी उपन्यासों में सामाजिक परिवर्त्तन और ग़रीब किसान-मज़दूर के शोषण, वेश्यावृत्ति, बालविवाह, विधवा-समस्या-जैसी सामाजिक बुराइयों के प्रति समाज को आईना दिखाने का प्रभावपूर्ण कार्य किया गया है।"

राघवेन्द्र कुमार 'राघव' (सम्पादक– आई०वी०24 न्यूज़ और पत्रकार 'जन टीवी' राष्ट्रीय समाचार चैनल, लखनऊ) की अवधारणा है, "मुंशी प्रेमचन्द के कर्तृत्व में आदर्शवाद और यथार्थवाद का अनोखा मेल दिखता है; साथ ही प्रेम, करुणा, रूढ़िवाद, समाज-सुधार, स्त्री-व्यथा, मध्यवर्गीय मनुष्य की त्रासदी, कृषक-जीवन की समस्याएँ, मिहनतकश जनता का संघर्ष आदिक जीवन-संदर्भों का प्रभावोत्पादक चित्रण हुआ है। इन सभी विशेषताओं के बावुजूद, प्रेमचन्द का साहित्य वामपन्थी खण्डहर में चीख़ता दिखता है। एक ओर प्रेमचन्द के ग़रीब पात्र परिश्रमी होते हुए दो बूँद पानी के लिए तरसते हैं तो दूजे ओर साहूकारों-ठाकुरों के खेत-खलिहानों-घरों में काम करते हुए भी अछूत दिखते हैं। प्रेमचन्द के साहित्य में क्रान्ति का ओजस्वी स्वर है; लेकिन क्रान्ति की धरा उर्वर नहीं दिखती।"

चेतना चितेरी (कवयित्री, प्रयागराज) ने बताया, "दलित शोषित-सर्वहारा-वर्ग के प्रति सहानुभूति प्रकट करनेवाले लोकप्रिय साहित्यकार मुंशी प्रेमचन्द का साहित्य-जगत् में आगमन अप्रतिम स्थान रखता है। युग की वाणी को मुखरित करनेवाला साहित्य ही महान् होता है।साहित्यकार के संस्कार और उसकी प्रतिभा की समन्वित शक्ति ही युग-चेतना को ग्रहण कर उसे अभिव्यक्ति प्रदान करती है। इस दृष्टि से देखा जाये तो प्रेमचन्द अग्रणीय है। सामाजिक चेतना का मुख्य स्वर उनके उपन्यासों में उभरता दिखता है। उनकी इस औपन्यासिक गुणों से समन्वित प्रतिभा का आकलन करने के उपरान्त बांग्ला-कथाकार शरच्चन्द्र चट्टोपाध्याय ने उन्हें 'उपन्यास-सम्राट्' की संज्ञा से विभूषित किया था।"

आदित्य त्रिपाठी (सहायक अध्यापक, हरदोई) का कहना है, "प्रेमचन्द के साहित्य ने निश्चित तौर पर हिन्दी-साहित्य को समृद्ध कर उसे एक अर्थपूर्ण दिशा दी है। प्रेमचन्द आज भी उतने ही प्रासंगिक हैं जितने वह अपने दौर में रहे हैं। कृषक-जीवन पर उनकी पकड़ और यथार्थवादी लेखन देखकर उनकी प्रासंगिकता स्वतः बढ़ जाती है। महिलाओं के विषय में भी प्रेमचन्द के विचार और लेखन गम्भीर प्रकृति का है। उनके महिलावादी दृष्टिकोण से आनेवाले लेखकों ने सीख भी ली; लेकिन अपने साहित्य से उलट वे निजी जीवन में स्वान्तः सुखाय का अनुकरण करते पाये जाते हैं। प्रेमपाश में जकड़े प्रेमचन्द ने अपनी धर्मपत्नी को मनोनुकूल न पाते हुए एक बालविधवा शिवरानी देवी से विवाह कर लिया और अपनी पत्नी को अभिशप्त जीवन जीने के लिए विवश कर दिया। प्रेमचन्द के साहित्य का आधार अगड़ों का विरोध है और तत्कालीन समय के समाजवादी आन्दोलन के साये में इसी के बूते कथा-साहित्य के महान् हस्ताक्षर बन जाते हैं।"

शकुन्तला (सहायक प्राध्यापक– हिन्दी-विभाग, आइ० बी० स्नातकोत्तर महाविद्यालय, पानीपत, हरियाणा) ने कहा, "मुंशी प्रेमचन्द जी अपने साहित्य में सामाजिक जीवन के यथार्थ का परिचय देनेवाले ऐसे साहित्यकार हैं, जिन्होंने अपने उपन्यासों में ग़रीब कृषक की दयनीय स्थिति, दहेज-प्रथा, बेमेल विवाह, भेदभाव, छुआछूत, पिछड़ापन, नशा, अशिक्षा, भूमि-अधिग्रहण, भारतीय युवाओं के गिरते नैतिक मूल्यों आदिक विभिन्न सामाजिक बुराइयों को दर्शाया है। उनके सामाजिक उपन्यास लिखने का मुख्य प्रेरणास्रोत सामाजिक जीवन और समाज-कल्याण के प्रति उनका उत्साह था। यथार्थवादी चित्रण और समस्याओं के विश्लेषण के साथ समाज को जागरूक करना ही उनका उद्देश्य था।"

रणविजय निषाद (प्रभारी प्रधानाध्यापक, उच्च प्राथमिक विद्यालय, कन्थुआ, कड़ा, कौशाम्बी) ने बताया, "प्राचीन काल से अद्यतन कहानियाँ कई रूपों में लिखी जा रही हैं, जिनमें साहित्यकार वैयक्तिक निराशा, कुण्ठा, आघात-प्रतिघात तक ही सीमित रहते हैं, जबकि मुंशी प्रेमचन्द जी की कहानियाँ समाज-द्वारा तिरस्कृत वर्ग को जिजीविषा के लिए प्रेरित करती दिखती हैं। उनका कथालोक देशभक्ति, दया, करुणा, ईमानदारी आदि को रेखांकित करते हुए सकारात्मक मूल्यों से युक्त है।"

डॉ० सपना दलवी (हिन्दी-प्राध्यापक, कुमारेश्वर पदवी पूर्व कॉलेज, सवंदती, धारवाड़, कर्नाटक) ने बताया, "प्रेमचन्द ने उपन्यासों के माध्यम से, शिक्षा, धर्म, अस्पृश्यता, नारी- स्थिति, किसानों का शोषण आदि का चित्रण कर, समाज में नयी चेतना जाग्रत् की थी। उन्हें अपने समय के समाज की गहरी समझ थी, जिस कारण वे हमेशा समाज में किसी भी तरह के छुआछूत का शक्त विरोध करते थे। प्रेमचन्द वर्णव्यवस्था, ऊँच- नीच के भेदभाव और धार्मिक पाखण्ड की जड़ खोदने को राष्ट्रीयता की पहली शर्त मानते थे। शास्त्रों की आड़ में दलितों के मन्दिर प्रवेश को पाप ठहराने वालों को जवाब देते हुए प्रेमचन्द ने ऐसे लोग की विद्या-बुद्धि- विवेक पर सवाल उठाये थे।"

आचार्य पं० पृथ्वीनाथ पाण्डेय (परिसंवाद-आयोजक, प्रयागराज) ने कहा, "प्रेमचन्द सामाजिक संघर्ष और अन्तर्द्वन्द्व के लेखक हैं, इसीलिए उनके उपन्यासों में सामाजिक यथार्थ का प्रत्यक्षीकरण होता रहता है। प्रेमचन्द हिन्दी के ऐसे प्रथम कथाशिल्पी हैं, जिन्होंने कथा विषय को सामाजिक यथार्थ की सुदृढ़ शिला पर प्रतिष्ठित किया है। उपन्यास के क्षेत्र में उद्देश्य, कथानक, चरित्र-चित्रण, कथोपकथन, शिल्पगत विधान, परिवेश तथा संज्ञान में संज्ञात चेतना और वास्तविक जीवन का स्पन्दन है। हिन्दी-साहित्य की प्रवृत्तियों, विषय-वस्तुओं, रूप-विधानों तथा उपकरणों का अनुशीलन करने के पश्चात् निष्कर्ष प्राप्त होता है कि प्रेमचन्द का कर्तृत्व असाधारण क्रान्तिकारी, यथार्थवादी तथा राष्ट्रीय जीवन-धारा के सन्निकट रहा है।"

मुंशी प्रेमचंद ने बहुत सी कहानियाँ,उपन्यास लिखे जो आज भी प्रासंगिक हैं क्योंकि उन्होंने वास्तविक परिस्थितियों का वर्णन जितनी वास्तविकता से किया है शायद ही किसी अन्यत्र रचनाओं में देखने को मिलती हो। यदि उनके उपन्यास की बात करें तो उनके लिखने का दृष्टिकोण व्यक्तिवादी परम्परा से ऊपर उठकर सामाजिक परम्परा,सामाजिक मुद्दे और सामाजिक वास्तविकता से संबंधित साहित्य का आगाज़ करते दिखाई देते हैं, इसीलिए उन्हें सामाजिक संवेदना का संवाहक माना जाता है।

मुंशी प्रेमचंद ने अपने उपन्यास के माध्यम से समाज को एक दृष्टि प्रदान की और यथार्थ रूप दिखाया। गोदान में ग्रामीण जीवन-संघर्ष, निर्मला में दहेज एवं बेमेल विवाह,रंग भूमि में सामाजिक एवं राजनीतिक उथल-पुथल, गबन में मध्यमवर्ग के युवकों के गिरते नैतिक मूल्यों को इन उपन्यासों के माध्यम से यथार्थ रूप में दिखाया है।

प्रेमचंद जी के 'उपन्यासों में सामाजिक यथार्थ ' उनके 'सर्जन ' की विशिष्ट पहचान है। समाज में उपस्थित विषमताओं,समय व परिस्थितियों की मांग अनुरूप पात्रों का चित्रण, सरलता के साथ मनुष्यों की व सामाजिक दशा का वर्णन ; उनकी रचनाओं कालजयी बनाते हैं। कुव्यवस्था पर कुठाराघात करते व बनावटी पन का उपहास उड़ाते उनके उपन्यास पाठकों को उनकी अपनी कथा से प्रतीत होते हैं।

हिन्दी साहित्य का यह प्रकाश स्तंभ, जो जीवन मूल्यों को बताता था आज हमारे बीच नहीं है पर यह तो निश्चित है कि वे देश के महान व सर्वोत्तम रत्न थे। उन्होंने जनवादी लेखनी को नया आयाम दिया। जीवन को कसौटी पर कसने के लिए उन्होंने एक मापदंड दिया। वे लेखनी के माध्यम सेभविष्य का मार्ग दर्शन भी करते थे। उन्होंने अपने साहित्य के माध्यम से मानवीय मूल्यों को स्थापित करने का गंभीर प्रयास किया।हिंदी साहित्य में उनके योगदान को नहीं भुलाया जा सकता। उनके दिखाए जीवन का मूल्य और उनका साहित्य आज भी प्रासंगिक हैं।

आधुनिक काल में मानव मूल्यों के रहस्य को देखा जा सकता है. आधुनिक काल में नैतिकता का अभाव बढ रहा है. व्यक्ती अपने अधिकारो कि बात तो करता है लेकिन अपने कर्तव्य भूल जाता है. कर्तव्यों को भूलकर ही समाज में मूल्य विघटन अधिक बढा है. साहित्य जिन मूल्यो के लिये जाना जाता था वे मूल्य अब जमिंदोज हो रहे है. वैश्विकरण के दौर में बाजारवाद के बढ़ने से व्यक्ति अपने मुल्यों को खोता जा रहा है. मानवीय मुल्यो को बनाये रखना मनुष्य का नैतिक कर्तव्य है.

संदर्भ सूची:

१.	मानव मूल्य और साहित्य – धर्मवीर भारती.

२.	आधुनिक हिंदी साहित्य में मानव मूल्य – जी त्रिवेणी.

३.	गोदान – मुन्शी प्रेमचंद.

४.	गबन – मुन्शी प्रेमचंद.

साहित्य, कला व संस्कृतीच्या विकासामध्ये स्त्रियांचे योगदान

डॉ.श्रीहरी एम. सानप

सहयोगी प्राध्यापक, गुलाम नबी आझाद समाजकार्य महाविद्यालय, पुसद, जि.यवतमाळ (म. रा.) भारत

प्रस्तावना

भारताची समाजरचना ही जातीव्यवस्थेवर आधारीत आहे. विशेषत: हिंदू धर्मात जातीव्यवस्था अस्तीत्वात असून या जातीतील पुरुष व स्त्रियांवर अन्याय, अत्याचार होत असतात. त्याचाच भाग म्हणजे पुरुष सुद्धा स्त्रियांवर अन्यास, अत्याचार करीत असतात. मनुस्मृतीमध्ये स्त्रियांना सर्व अधिकारापासून वंचितच केले नाही तर कायम स्वरुपी गुलाम बनविले आहे. आजही स्त्रिया पुरुषांच्या गुलामीत जिवन जगत असल्याचे दिसून येते. स्त्रियांना नैसर्गिक जीवन जगता येत नाही. भगवान गौतम बुद्ध, वारकरी संप्रदाय, संत तुकाराम, शिवाजी महाराज, महात्मा ज्योतीबा फुले, सावित्रीबाई फुले, महर्षी कर्वे, छत्रपती शाहु महाराज, राजाराम मोहन रॉय, डॉ. बाबासाहेब आंबेडकर इ. महामानवांनी स्त्रियांना गुलामीतून सोडविण्याचा प्रयत्न केला. त्यामुळेच स्त्रियांना माणुसकीचे हक्क प्राप्त झाले. विज्ञानयुग, शिक्षणामुळे मिळालेला आत्मविश्वास, त्यामुळे आजची स्त्री पुरुषांच्या खांद्याला खांदा लावून काम करीत आहे. समाज, संस्कृती, साहित्य, कला, विज्ञान, औद्योगिकरण, राजकारण इत्यादी विविध क्षेत्रात आजची स्त्री खंबीरपणे उभी राहिलेली दिसुन येते.

स्त्रियांच्या प्रगतीला १९ व्या शतकात सुरुवात झाल्याचे दिसून येते. २० व्या शतकात स्त्रियांच्या प्रगतीला वेग आला त्याचे महत्वाचे कारण म्हणजे ब्रिटीश काळात महात्मा फुले व सावित्रीबाई फुले यांनी केलेल्या कार्याचा परीणाम आहे. स्त्रि शिक्षणाच्या प्रसारामुळे स्त्रिया सार्वजनिक कार्यात सहभागी होऊ लागल्या. कला, संस्कृती, शिक्षण, साहित्य, समाजकारण, राजकारण इत्यादी क्षेत्रात स्त्रिया उल्लेखनिय कामगिरी करु लागल्या. भारतीय संविधानाने व परीवर्तनवादी चळवळीमुळे समाजातील बुरसटलेला, संकुचित धार्मिक विचार सोडण्याला स्त्रियांनी आपल्या प्रयत्नाने भाग पाडले. २१ व्या शतकात परिस्थिती बदललेली आहे. स्त्रिला तिच्या विकासासाठी आवश्यक अशा संधी उपलब्ध करुन दिल्या जात आहेत. त्यामुळे तिच्या मनातील विचारातील संकोच कमी होऊ लागला असल्याचे दिसून येते.

शिक्षणाच्या माध्यमातून स्त्रियांच्या जिवनात परिवर्तन होण्यास सुरवात झाली. १९७५ हे आंतरराष्ट्रिय महीला वर्ष हे कलांटनी देणारे वर्ष ठरले. १९७५ नंतर स्त्रियांच्या जिवनात वेगाने बदल घडून आला. या काळात जे परिवर्तन झाले जी नवी चेतना निर्माण झाली त्यातुन स्त्रि जिवनाच्या कक्षा रुंदावत जावुन स्त्रियांच्या जिवनाला वेग आला.

संशोधनाचे उद्देश

१)   साहित्य, कला व संस्कृतीच्या विकासात स्त्रियांचे योगदान अभ्यासणे.

२)   साहित्य, कला व संस्कृतीच्या विकासात स्त्रियांची सद्यस्थिती अभ्यासणे.

संशोधनाची गृहितकृत्य

१)   साहित्य, कला व संस्कृतीच्या विकासात स्त्रियांचे महत्वपुर्ण योगदान आहे.

२)   साहित्य, कला व संस्कृतीच्या विकासात स्त्रियांची सद्यस्थिती चांगली आहे.

अध्ययन पद्धती

प्रस्तुत शोध निबंधात 'साहित्य, कला व संस्कृतीच्या विकासामध्ये स्त्रियांचे योगदान' या विषयी माहिती संकलीत करण्याकरिता दुय्यम स्रोताचा उपयोग करण्यात आला आहे. यात संदर्भग्रंथ, पुस्तके, जर्नल्स, अहवाल, दैनिक वृत्तपत्रे इत्यादींचा समावेश करण्यात आला आहे.

तथ्यांचे विश्लेषण

'साहित्य, कला व संस्कृतीच्या विकासामध्ये स्त्रियांचे योगदान' संबंधात दुय्यम स्रोताद्वारे प्राप्त झालेल्या माहितीचे सविस्तर विश्लेषण केले आहे.

साहित्य

साहित्याच्या क्षेत्रात स्त्रियांनी स्वतःच्या कतृत्वाच्या आधारावर प्रचंड झेप घेतली. संशोधक, समिक्षक, अभ्यासक म्हणुन त्यांच्या मनात आकांशा निर्माण झाली. वाड:मयीन दृष्टी विकसीत झाली. स्त्रियांनी प्रतिकुल परिस्थीतीत परिवर्तनावादी साहित्य निर्माण करुन समाजापुढे आदर्श निर्माण केले. विषेशतः सावित्रीबाई फुले यांनी या कार्याला एक वेगळी दीशा दिली. स्वातंत्र्यानंतर साहित्याच्या क्षेत्रात स्त्रियांनी अतिशय प्रगती केली. कथाकार, कादंबरीकार, कवियीत्री म्हणुन प्रतिष्ठा मिळवली. डॉ. इरावर्ती कर्वे, डॉ. विजया राजाध्यक्ष, कुसुमावती देशपांडे, डॉ. अरुणा ढोरे, बहिणाबाई चौधरी, दुर्गाबाई भागवत, शांताबाई शेळके इत्यादी अनेक स्त्रियांनी साहित्याच्या विकासात महत्वपूर्ण योगदान दिले आहे. त्यामुळेच स्त्री साहित्याच्या क्षेत्रात मोठया प्रमाणात विकास घडुन आला आहे. साहित्यकृतीवर समाज व संस्कृतीचा परिणाम पडला असल्याचे दिसुन येते. स्त्री साहित्याचा, स्त्री चळवळीशी जवळचा संबंध आहे. अशाप्रकारे साहित्याच्या विकासात स्त्रियांचे फार मोठे योगदान आहे.

नाटक व चित्रपट

नाटक व चित्रपट या क्षेत्रात सुद्धा स्त्रियांनी आपला नावलौकीक वाढविला आहे. व्यावसायिक रंगभुमीवर त्यांनी स्वतःची वैशिष्टयपूर्ण छाप उमटवली आहे. तसेच चित्रपट सृष्टित हजारो स्त्रियांनी आपला वेगळा ठसा उमटविला आहे. आणि आपला नावलौकिक वाढविला आहे. उदा. नगौसे, वैजंतीमाला, स्मिता पाटील, मीना कुमारी, जयाप्रदा, श्रीदेवी, इत्यादींची नावे सांगता येतील.

नृत्यकला

मराठी संस्कृती आणि परंपरेत नृत्यकला ही सर्वात मोठी कला आहे. अगदी प्राचीन काळापासून ते आधुनिक युगापर्यंत संस्कृतीमध्ये नृत्याला महत्त्वाचे स्थान असुन त्यामध्ये स्त्रियांनी सर्वात जास्त योगदान दिले आहे. मेनका सोरखे, रोहिनी भाटे यांनी पुण्यात 'नृत्यभारती' ही नृत्यकला संस्था निर्माण केली. प्रभा, मराठे, कनक रेडे, अनुराधा गांधी, मोनीगा गांधी, फुलपा, मनिषा साठे, सुजाता नातु इत्यादीनी नृत्यकलेच्या विकासामध्ये महत्त्वाचे योगदान दिले आहे.

संगितकला

संगिताच्या क्षेत्रात स्पाय चा प्रकार दिसुन येतो. ज्यामध्ये शास्त्रिय संगित, नाटय संगित, भावगित गायन इत्यादीचा समावेश होतो. यामध्ये हिराबाई बडोदेकर, सरस्वतीबाई राणे, शोभा गुटु, प्रभा अती, किशोरी आमोनकर, देवकी पंडीत इत्यादीनी पार्श्वगायनामध्ये नावलौकीक मिळवला आहे. लावणीमध्ये सुलोचना चव्हाण, रोशन सातारकर,

सुरेखा पुणेकर इत्यादींनी चित्रपट क्षेत्रात पार्श्वगायन केले आहे. यामध्ये लता मंगेशकर, आशा भोसले, अनुराधा पौडवाल, कविता कृष्णमुर्ती, उशा मंगेशकर, अलका याज्ञिक इत्यादी स्त्रियांनी नावलौकीक मिळवला आहे.

चित्रकला

चित्रकलेच्या क्षेत्रात स्त्रियांची संख्या मर्यादित दिसुन येते. या क्षेत्रात काम करणाऱ्या काही नामवंत स्त्रियांपैकी भारतीय स्त्रियां, आंतरराष्ट्रीय स्तरावर पोहचल्या आहेत. ज्यामध्ये अमृता शेटगिल ही होय. प्रफुला डहाणुरकर, सुजाता आयटेकर, भारती भाटे, हेमा जोशी यांची नावे प्रामुख्याने सांगता येतील.

क्रिडा क्षेत्र

क्रिडा क्षेत्रात काही मोजक्या स्त्रियांनी भारताचे नाव जगात उंचावले आहे. सुवर्णकन्या पि. टी. उषा, सानिया मिझाँ (टेनिस), अंजली भागवत (नेमबाजी), सायना नेहवाल (बॅडमिंटन), मेरी कोम (बॉक्सिंग), ज्वाला गट्टा इत्यादी स्त्रियांनी क्रिडा क्षेत्रात नावलौकीक मिळवला आहे.

समाजकारण

समाजकारणामध्ये स्त्रियांवर होणाऱ्या अन्याय, अत्याचार, हुंडाबळी इत्यादी क्षेत्रामध्ये स्वत: चळवळी निर्माण करुन सिमाताई साखरे, मेघा पाटकर, किरण बेदी इत्यादी स्त्रियांनी महत्त्वाचे योगदान दिले आहे.

राजकारण

राजकारणात ग्राम पंचायत ते लोकसभा या क्षेत्रात अनेक महिलांनी आपल्या सामर्थ्यांवर इतिहासात नोंद केली आहे. ज्यामध्ये मायावती, उमा भारती, जयललिता, राबडीदेवी, सोनिया गांधी, सुषमा स्वराज, ममता बॅनर्जी, इंदिरा गांधी, प्रतिभाताई पाटील, द्रोपदी मुर्मु यांनी देशाला उत्तम नेतृत्व देवून जगात नावलौकीक मिळवला आहे.

निष्कर्ष

जेव्हा जेव्हा ज्या—ज्या कालावधीमध्ये स्त्रियांना संधी देण्यात आली त्या त्या काळात गौतम बुद्धा पासुन तर आजच्या काळात सुध्दा स्त्रियांनी आपले नाव आजरामर केले आहे. त्यामुळे नवनवीन क्षेत्रामध्ये स्त्रियांना संधी देऊन त्यांचा मोठया प्रमाणात विकास करणे आवश्यक आहे.

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पर्यावरणाचे महत्व

सहा. प्रा. वंदना मा. इंगोले
श्रीमती नानकीबाई वाधवाणी कला, महाविद्यालय,यवतमाळ

पर्यावरणाचे महत्व मानवी जीवनातील अनन्यसाधारण आहे. मानवाच्या जन्मापासून तर मृत्यूपर्यंत पर्यावरण आणि मानवाचे परस्पर संबंध अतूट आहे. पृथ्वीवरील सध्या अस्तित्वात असलेले नैसर्गिक स्वरूप बघता पर्यावरण निर्माण होण्याकरिता निसर्गला अनेक वर्षाचा कालावधी लागला आहे. मानवाच्या सभोवताली सध्या आजचे असलेले हे नैसर्गिक पर्यावरण मानवाच्या बुध्दीचातुर्यनि किंवा मानवी क्रिया, किंवा संशोधनामुळे निर्माण झालेले नाही तर हे पर्यावरण संपूर्णपणे नैसर्गिक परिस्थितीची देणगी आहे.

भारतीय संस्कृतिमध्ये मानव वनस्पती आणि प्राण्यांचे महत्व पुर्वीपासून चालत आलेले आहे. वेगवेगळे सण,उत्सव प्रसंगी प्रसंगानुरूप वड ,पिंपळ, तुळस, आंब्याची, आपट्यांची पाने यांची पुजा केली जाते. हवा, पाणी, प्राणी, वनस्पती आणि आपल्या सभोवतालचे नैसर्गिक वातावरण आणि मानव निर्मित (भौतिकद्ध यांचा जैविक आणि अजैविक घटकांवर परीणाम होतो हे आपणास माहीत आहे. मानवाच्या निसर्गतील अती हस्तक्षेपामुळे पर्यावरणामध्ये प्रदुषण निर्माण होत आहे. ज्यामुळे सर्वच सजीवांचे जगणे कठीण होत चालले आहे. ही जाणीव लक्षात घेता पर्यावरण संवर्धन होणे आवश्यक आहे तसेच त्याबद्दल जाणिव जागृतीद्वारे महत्व जाणून घेणे आवश्यक आहे.

वातावरण :— पृथ्वी भोवती हवेचे जे आवरण आहे त्याला वातावरण म्हणतात. **ण्म्ग्डण ळममकमे** यांच्या मते,रंगहीन, गंधहीन व चवहीन वायुच्या पृथ्वी भोवती असलेल्या आवरणाला वातावरण असे म्हणतात. सजीवांस पोषक अशी राहण्यायोग्य जागा म्हणजेचं वातावरण होय.

पर्यावरण:— मॅकइव्हर आर.एम. यांच्या मते. पृथ्वीचा पृष्ठभाग आणि तिची सर्व प्राकृतिक परिस्थिती, प्राकृतिक साधन संपत्ती ,भूमी ,जल, पर्वत,मैदान,खनिजपदार्थ, वनस्पती ,प्राणी व संपूर्ण प्राकृतिक शक्ती पृथ्वीवर प्रकट होऊन मानवी जीवन प्रभावीत करतात. व या क्रिया भौगोलिक पर्यावरणा अंतर्गत येतात.

विश्वकोष या ग्रंथानुसार, पर्यावरण म्हणजे त्या सर्व परिस्थिती, प्रणाली तंत्र व प्रभावांचे एकत्रीकरण आहे. जे सजीवांच्या किंवा जीवसमुहांच्या जीवन,वाढ, विकास व मृत्यूवर परिणाम करणारी सर्व परिस्थिती, तिची कारके व त्यांचा प्रभाव होय.

ज्यामध्ये सर्व सजीव राहतात म्हणजेचं सजीवांच्या नैसर्गिक परिसरास पर्यावरण असे म्हणतात. पर्यावरण हा शब्द दोन शब्दांपासून बनलेले आहे. **परी+आवरण** म्हणजेच आपल्या सभोवतालचे आवरण म्हणजेच पर्यावरण होय.

पर्यावरण हे वातावरण,जलावरण,मृदावरणातील प्राकृतिक, जीवावरण अशा सर्व घटकांनी मिळून बनले आहे. यामध्ये हवा जमीन,पाणी,आणि सर्व सजीव —निर्जीव,पर्जन्यमान,तापमान इत्यादींचा समावेश होतो.थोडक्यात सांगायचे झाल्यास पर्यावरणातील सर्व सजीव सृष्टिंसोबतचं निर्जीव घटकांचाही समावेश आहे. निसर्गमध्ये उपलब्ध असलेल्या जैविक व अजैविक घटकांच्या एकत्रिकरणातून पर्यावरणाची निर्मिती झाली आहे. त्यामुळे पर्यावरणामध्ये अस्तित्वात असलेल्या सर्वच घटकांवर पर्यावरणाचा परिणाम होतो.

पर्यावरणाचे मुख्य २ प्रकार पडतात.

१ नैसर्गिक पर्यावरण   २. मानवनिर्मित पर्यावरण

समाज विकास जेव्हा होतो त्या समाजाची आपण राहत असलेल्या पर्यावरणाचे संरक्षण व संवर्धन करणे ही महत्वाची जबाबदारी असते. त्या दृष्टिने समाज जागृती करणे, समाज स्तर उंचावणे आवश्यक आहे. मानवाच्या व सर्व सजिवांच्या दृष्टिने ग्रामिण व शहरी अशा सर्वच लोकांना काही सामाजिक संस्था, कार्यालये, नियतकालीका,प्रसारमाध्यमांच्या द्वारे पर्यावरणाची माहिती करून दिली जाते. परंतू आपणही या समाजाचा,सृष्टितील एक जबाबदार नागरिक म्हणून आपले कर्तव्यही तितकेच महत्वाचे आहे याकडे दुर्लक्ष करता येणार नाही. याची सर्वांना जाणिव असणे गरजेचे आहे.

निसर्ग हा मानवाचा गुरू आणि सखा आहे. तो आपल्याला जन्मापासून तर मृत्यूपर्यंत आपल्या सोबत असतो, आपणाला शिकवतो, भरभरून देतो, त्याचे संवर्धन होणे आज काळाची गरज आहे.

ग्रीन कॅम्पस, परिसर, वातावरण म्हणजे काय? तर असे जंगले जेथे मानवाचा हस्तक्षेप फार प्रमाणात कमी आहे, जेथे शांतता मिळू शकते, असे निसर्गातील रमणिय ठिकाण. जेथे प्रत्येकाला स्वातंत्र असेल,कुणाचे कुणाला भय नसेल. आपला परिसर,जंगले हिरवे राहण्याकरीता मायक्रोक्लायमेट विषयी आपणाला जाणून घेणे सुध्दा आवश्यक आहे.

भारत देशातील सर्व सण उत्सव पर्यावरण पुरक आहेत. भारतीय संस्कृतिमध्ये वृक्ष पुजेला विशेष महत्व आहे. ही पुजा म्हणजे निसर्गातील जी **युनिक झाडं** आहेत त्याला आपण देव म्हणून पुजतो उदा. **वडाचे झाड, पिंपळाचे झाड, तुळस, आवळा, उंबराचे झाड यांना पंचवटी** म्हणतात. या वृक्षांची लागवड मोठया प्रमाणात व्हायला पाहिजे. कारण वृक्षांचे संवर्धन होत असतांना यांचा मानवी मनावर परिणाम होत असतो तसेच त्याचा उपयोगही होतो हे आपण जाणतोच. मायक्रो क्लायमेट, आणि क्लायमेट इत्याई विषयी विचार करणे गरजेचे आहे. पर्यावरण स्वच्छ, हरित राहण्याच्या दृष्टिने विशिष्ट शुशोभित वृक्षांचेच रोपन न करता पर्यावरणातील सर्व सजीवांचा अधिवास असणारे आश्रयाची स्थाने नव्याने निर्माण होतील व आबाधित राहतील या दृष्टिने युनिक वृक्षांचे रोपन,संवर्धन होण्याच्या दृष्टिने आपण प्रत्येकाने प्रयत्न करणे आवश्यक आहे. नैसर्गिक पर्यावरणात अनेक सजीवांचा अधिवास आहे. तसेच काही औषधी वनस्पतींची उपयोगी झाडं कडूनिंब, हिरडा, आवळा,बेहडा इत्यादीचे वृक्षरोपण होणे आवश्यक आहे. ज्यांची मुळं,फांद्या,पाने,बिया आणि झाडांची साल सुध्दा उपचारासाठी वापरली जातात. तसेच अन्न,औषध,सुगंध,चव,रंग इत्यादींचा उपयोग भारतीय औषध प्रणाली मध्ये वस्तू म्हणून केला जातो.

पर्यावरण ही एक संतुलित,व्यवथित व स्वयंचलीत यंत्रणा आहे. ज्यामध्ये अनेक निसर्गचक्रे सुरळीत सुरू असतात. त्यांच्याद्वारे पर्यावरणातील थोड्याफार फरकाने नियंत्रण ते स्वत: करून घेते.

आजच्या धकाधकीच्या प्रगतीशिल तंत्रज्ञानाच्या युगात मानवी जीवन सुध्दा एका यंत्राप्रमाणे बनले आहे. मानव झपाट्याने प्रगती करत आहे. लोकसंख्येचा वाढता भस्मासूर आणि जीवन जगण्याच्या विविध आधुनिक शैली मुळे काय चांगलं आणि वाईट याचा सरळपणे विसर पडत चालला आहे. आपले आनंदमय जीवन जगण्या साठी संघर्ष, दररोज नवनवीन प्रयोग,स्पर्धा करत आहे. त्यामुळे पर्यावरणातील निश्चीतचं काही घटक प्रभावीत होत आहे. अवास्तव क्षणिक,भौतिक सुख सुविधांचा वापर करण्याच्या मानसिकतेमुळे नैसर्गिक साधन संपत्तीचा मोठ्याप्रमाणात —हास केला जात आहे. जंगले तोडली जात आहे. भौतिक गरजांमुळे आवश्यकतेपेक्षा जास्त पर्यावरणामध्ये मानवी हस्तक्षेप होत असल्यामुळे पर्यावरणाचा —हास होत आहे. निसर्गातील कोणतीही गोष्ट सुरक्षित राहील की नाही असा प्रश्न पडतो. खरे सांगायचे झाले तर आधुनिक मानवाने आपल्या हव्यासापोटी निर्माण केलेला भस्मासूर म्हणजे प्रदुषण होय व त्याने सर्व जगात पर्यावरणाला ग्रासून टाकले आहे.

जंगले सुरक्षित नाहीत त्यामुळे वन्य जीवांचा अधिवास धोक्यात येत आहे. जंगलामध्ये पशु—पक्षांना स्वत:चे भक्ष—अन्न—पाणी मिळणे आता कठीण होत चालले आहे. **जंगले सुरक्षित नसल्यामुळे प्राण्यांनी आपले अधिवास सोडून मानवी वस्तीवर हल्ला करतांना दिसत आहे.** अन्नाच्या शोधामध्ये भटकंती करिता प्राणी गाव, शहरांकडे येत आहेत. **हे आपण दररोज वार्तापत्र,बातम्यांमधून प्रसिध्द होतांना बघत आहोत.** सर्वच सजीव ज्यामध्ये प्राणी —पक्षी आणि इतर घटक यांना स्वत:ची मूलभूत गरजा भागविण्यासाठी निसर्गावर अवलंबून रहावे लागते. आणि तेच नष्ट करण्याच्या मागे मानव लागला आहे. प्रगतीच्या नावाखाली नुकसान तर होत नाही ना याकडे एकदा मागे वळून बघण्याची गरज आहे. सजीव सृष्टिंचे अस्तित्व पर्यावरणावर अवलंबून आहे आणि प्रदुषणाने अशुध्द बनलेले पर्यावरण तिच्या साठी अत्यंत हानीकारक आहे ही गोष्ट आता मानवाच्या लक्षात आली आहे.

मानव वन्यप्राण्यांच्या वस्तीस्थानावर आक्रमण करत आहे. मानवाजवळ बुध्दी व शस्त्र दोन्ही गोष्टी असल्यामुळे तो हिंस प्राण्यांच्याही लढाईमध्ये विजयी ठरतो. तसेही शाकाहारी प्राणी मुळातचं मवाळ असल्यामुळे ते स्वत:हून हल्ला करत नाही याचा फायदा मानव सुरूवातीपासूनचं घेत आलेला आहे. त्यामुळे काही वन्यजीव नष्ट होण्याच्या मार्गावर आहेत.

मानव प्रजाती विकासाच्या नावाखाली मोठ्याप्रमाणात पर्यावरणाचे प्रदुषण करत आहे **नविन प्रकल्प, प्रेक्षणीय सहलीची ठिकाणे ,स्विमींग पुलं या करीता मोठ्याप्रमाणात जंगल तोड होत आहे. अनेक ठिकाणी पाण्याचे स्त्रोत बंद होत आहे.**

कारखाने हे जल जमीन आकाश यांच्या प्रदुषणांचे मुख्य घटक आहे. जागतिक तापमानात वाढ होत आहे. जीवाश्म इंधनाचे ज्वलन,विमाने, मोटार ,स्वयंचलीत वाहन तसेच कारखान्यातून निघणारा धूर, नद्यांमध्ये सोडले जाणारे गढूळ पाणी त्यातुळे **जल प्रदुषण होते. तसेच** जलचर प्राणी सुध्दा पाण्यातील विषारी घटकांमुळे नष्ट होत आहते. ह्या मानवी क्रिया सर्व पर्यावरणाच्या प्रदुषणास कारणीभूत आहेत.

कोणतेही प्रकल्प राबवत किंवा विकास कामाच्या अंतर्गत खनीज संपत्तीचा वापर होत असतांना खाणकाम विस्तृत परिसरात खोलवर केले जाते. त्यामुळे तेथील वस्तीवर आणि पर्यावरणावर अपरीहार्यपणे परिणाम होतो व पर्यावरणाचा समतोल बिघडल्यामुळे तेथे पर्यावरणाच्या समस्या निर्माण होतात. या क्षेत्रामध्ये सुपीक मातीच्या थरांचा नाश होतो. व पडीक,नापिक जमीन ओसाळ अवस्थेत तशीच कितीतरी काळ राहते.

वृक्षतोडीमुळे वनस्पतीचा नाश तर होतोचं शिवाय खानीतून माती, धूळ,व कधी कधी विषारी वायू वातावरणात पसरतात. त्यामुळे श्वसनाचे रोग,आरोग्याला घातक असे निर्माण होऊन असे वायू खानीमध्ये काम करणा—यांचे किंवा मजुरांचे आयुर्मान कमी करते. अनेकदा अपघातही होतात.

पर्जन्य,पूर,वादळे,ढग फुटी, हिमनद्या वितळणे, वनवा पेटणे किंवा सजीव प्राण्यावर येणारा रोगराई सारखा आजार सर्वांचे जनजीवन प्रभावित करतो. इत्यादी प्रकारच्या नैसर्गिक आपत्ती हे पर्यावरणाचा समतोल बिघडल्यामुळे होत आहे. ज्याचा परिणाम अनेकदा आपत्ती जनक घटना घडून येतात. त्याचा प्रत्यय आपणास त्या त्यावेळी येत असतो.

मानवी ,भयंकर महत्वकांक्षी वृत्तीमुळे पर्यावरणीय समस्यांनी जगभर गंभीर स्वरूप धारण केले आहे. इतर सजीव प्रजातीप्रमाणे मानवी प्रजातीचेही अस्तित्व धोक्यात आले आहे. आज प्लास्टिकचा वापर टाळणे काळाची गरज आहे. किंवा त्यांची योग्य पध्दतीने विल्हेवाट लावणारे तंत्र सर्वकडे विकसित होऊन उपलब्ध होणे आवश्यक आहे.. कारण प्लास्टिकचा वापर करणे बॅन आहे असे आपण म्हणतो, परंतू अनेक वस्तू,खाण—पाण्याचे पदार्थ हे प्लास्टिक मधूनच मिळतात. त्याचा उपयोग किती प्रमाणामध्ये योग्य आहे. हा सर्वसामान्यपणे दुर्लक्षित विषय आहे. याकडे फार लख दिले जात नाही.

निष्कर्ष:— नैसर्गिक साधन संपत्तीचा वापर मर्यादित करून ती वाचविणे ही आजच्या काळाची गरज आहे. निसगाचे ,पर्यावरणाचे संवर्धन होण्याच्या दृष्टिने तसेच सर्वच सजीवांस पुरक अशा **युनिक** वृक्षांचे रोपन करणे व

त्याचे जतन करणे ही प्रत्येकांची स्वतःची सुध्दा जबाबदारी आहे. प्लास्टिकचा वापर टाळणे. असे केले नाही तर येणा—या भविष्यातील पीढीला वृक्ष, डोगर—द—या,नद्या, पर्वत, वन्यप्राणी—जलचर—भूचल प्राणी हे केवळ चित्रांमध्ये किंवा चित्रपटाच्या माध्यमातून बघावे लागेल. ही विचार करायला लावणारी गोष्ट आहे.

जंगले सुरक्षित राहीले तर वन्य पक्षी—प्राण्याचे अधिवास सुरक्षित राहतील. परिणामी वन्य जीव आपले अन्न—पाण्याच्या शोधात भटकंती करत मानवी वस्तीकडे वळणार नाहीत.त्यामुळे मानवाची हानी,नुकसान होणार नाही. तसेच मानव भयमुक्त आणि निसर्गाच्या सानिध्यात राहून सृदृढ जीवन जगण्याची मनिषा पूर्ण करू शकतो.

संदर्भ ग्रंथ.

१.   पर्यावरण अभ्यास   डॉ. सुरेश फुले
२.   हवामान शास्त्र   डॉ.स्मिता जोशी
३.   पर्यावरणशास्त्र   डॉ. सुरेखा पंडित—बापट
४.   पर्यावरण शिक्षण   डॉ.प्रकाश सावंत

भारतीयसाहित्यात स्त्रियांचे योगदान 'रसरंग' ह्या डॉ. लीना रस्तोगी यांनी अनुवादित केलेल्या संस्कृतनाट्यसंग्रहाचा परिचय

प्रा.डॉ.वैशाली पांडे

श्रीमती.व.ना.महिला महाविद्यालय, पुसद

सारांश —

साहित्य ही समाजाची अभिव्यक्ती असते मानवीमूल्यांना परिपुष्ट करणारी साहित्यकृती ही नेहमीच सर्वार्थिने श्रेष्ठ ठरते, चिरंतन ठरते नानाविध प्रयोजने डोळ्यासमोर ठेऊन साहित्याचा निर्मितिव्यापार आणि आस्वादव्यापार अव्याहतपणे होत आहे.

संस्कृतसाहित्यात नाटयक्षेत्र अतिशय समृद्ध आणि लोकप्रिय आहे. नाटक हे दृकश्राव्यमाध्यम असल्याने ते अधिक रंजक आहे. संस्कृतात साहित्यनिर्मिती जी परंपरा वेदकाळापासून अव्याहतपणे पुढे चालत आली. त्यात स्त्रियांचा सहभाग सातत्यपूर्ण आणि महत्त्वपूर्ण आहे.

'रसरंग' ह्या नाटिकाच्या संग्रहात पाच संस्कृतानुवादित नाटिकांचा समावेश आहे. मुळात मराठी असलेली ही नाटके प्रायोगिक आहेत आणि संस्कृतातही त्याची प्रायोगिकता अबाधित आहे. विविध लेखकांनी मराठीत लिहिलेल्या या नाटिकांचा संस्कृतानुवाद डॉ. लीना रस्तोगी यांनी केला आहे. प्रस्तुत लेखात ह्या नाटिकांचा परिचय करून दिला आहे. संस्कृतभाषा आधुनिक काळातही प्रायोगिक नाटकांचा विषय होऊ शकते. आधुनिक सामाजिक समस्यांवर तेवढ्याच समर्थपणे प्रकाश टाकू शकते हे दर्शविण्याचा प्रयत्न केला आहे.

प्रस्तावना —

नाटक या कलाप्रकाराला जीवनाचा आरसा असे संबोधले जाते. जीवनातील घटनांचे लोकरितींचे प्रतिबिंब ह्या आरशात आपल्याला दिसून येते. जनसमुदायाशी क्रिया प्रतिक्रिया करीत हा विषय विकसित होतो. दृक—श्राव्यकाव्य असे नाटकाचे स्वरूप असते. मानवी जीवनात मनोरंजन किंवा विरंगुळ्याचे साधन म्हणूनही नाटकाला महत्त्वाचे स्थान आहे. 'नाटयं भिन्नरूचे: जनस्य बहुधाप्येकं समाराधनम्।' असा दाखला प्रत्यक्ष महाकवि कालिदास देतात. संस्कृतसाहित्यात 'नाटक' या वाङ्मयप्रकाराची परंपरा फार मोठी आहे. तिचा उगम वेदकाळापासून मानला जातो. महाकविकालिदास, भास, भवभूती, शूद्रक, विशाखदत्त इ. सारस्वतांनी ह्या परंपरेला अतिशय उन्नत अवस्थेत नेले. संस्कृत नाट्यलेखनाची ही परंपरा अर्वाचीन काळातही अनेक संस्कृत पंडितांनी अखंडितपणे समर्थपणे पुढे वाहून आणली हा निर्मितीप्रवाह अक्षुण्ण राखला हे निर्विवाद आहे. परंतु छोट्या प्रायोगिक संस्कृतनाटिकांची निर्मिती मात्र फार मोठ्या प्रमाणात झाल्याचे आढळत नाही. अर्थात अशा लघुनाटिकांची निर्मिती झाली आणि होत आहे. परंतु तुलनात्मक दृष्टया तिचा प्रवाह लघु असल्याचे जाणवते. या पार्श्वभूमीवर डॉ. लीना रस्तोगी ह्यांनी अनुवादित केलेल्या आशय संपन्न अशा ह्या संस्कृतनाटिका निश्चितच आस्वाद्य ठरतात, मार्गदर्शिकही ठरतात. त्यातून त्या प्रयोगक्षम असून मूळ मराठी भाषेइतकाच त्यांचा अनुवादही अतिशय सरस व तितकाच परिणामकारक आहे.

प्रसिद्धी, यश, कीर्ती, मानसन्मान, धनप्राप्ती, मतप्रचार, सामाजिक सुधारणा, दुष्टरूढींचा नाश, हितोपदेश, राष्ट्रभक्ती, देशभक्ती अशी निरनिराळी प्रयोजने समोर ठेवून प्राचीन काळापासून आजतागायत साहित्यनिर्मिती होत आली आहे. विशिष्ट काळ आणि परिस्थितीला अनुलक्षून ते ते प्रयोजन नाटकाच्या बाबतत त्या त्या काळी

प्रभावी ठरत असते. साहित्यामध्ये जीवनाचे चित्रण करून समाजजीवनाला गती देण्याचे एक अद्भुत सामर्थ्य असते. कलावंत हा समाजाचाच एक भाग असतो. समाजाच्या अंतरंगातील संघर्ष चित्रित करणे हे त्याचे आद्य कर्तव्य असते.

लेखिकेचा परिचय :—

डॉ. लीना रस्तोगी ह्या महाराष्ट्रातील प्रख्यात विदुषी संस्कृतभाषेसह इतरही अनेक भाषांवर असामान्य प्रभुत्व प्राप्त केलेल्या लेखिका. प्रतिभासंपन्न कवयित्री, ज्येष्ठ रंगकर्मी, उत्तम वक्त्या आहेत.

संस्कृत, पाली, प्राकृत, मराठी ह्या विषयात सुवर्णपदकासह त्यांनी वाङ्मय पारङ्गत पदवी प्राप्त केली आहे. राष्ट्रभाषाप्रवीण परीक्षेत सर्वप्रथम, वंगीयशिक्षापरिषदेची काव्यमध्यमा परीक्षा उत्तीर्ण, तसेच मराठी भाषेत साहित्य विशारद ही पदवी त्यांनी प्राप्त केली.

रस्तोगी महोदया १९७२ ते १९८६ हया कालावधीत आदर्श महाविद्यालय उमरेड येथे संस्कृतविभागात व्याख्याता म्हणून कार्यरत होत्या. त्यानंतर १९८६ ते १९९९ हया कालावधीत त्या संस्कृतप्रपाठक म्हणून कार्यरत होत्या.

डॉ. लीना रस्तोगी ह्यांचे संस्कृत, मराठी, हिंदी ह्या तीनही भाषांमधील विपुल साहित्य प्रकाशित झाले आहे. येथे केवळ संस्कृताशी संबंधित ग्रंथाचा नामोल्लेख करीत आहे. रससंग — हा संस्कृतानुवादित एकांकिकांचा संग्रह, स्वयंसिद्ध प्रज्ञाचक्षुः हा संस्कृत ग्रंथ हे दोन्ही ग्रंथ संस्कृतभारती नवीदिल्ली द्वारा प्रकाशित झाले आहेत. 'सांख्यतत्त्वदीपिका' नामक दर्शनशास्त्रावरील ग्रंथ नागपूर येथील मंगेश प्रकाशन द्वारा प्रकाशित झाले आहे.

'मला उमगलेला राम' हा त्यांचा रामायणाची अतिशय सुजाण—सुव्यवस्थित चिकित्सा करणारा ग्रंथ, संस्कृतभाषा प्रचारिणीसभेद्वारा प्रकाशित झाला आहे.

श्रीमद्भगवद्गीता आणि स्वामी विवेकानंद हा श्रीमद्भगवद्गीतेचे तत्त्वज्ञान आणि स्वामी विवेकानंदांची आदर्शजीवनशैली यांची सांगड उलगडून दाखविणारा ग्रंथ पुण्याच्या विवेकानंद केंद्राने प्रकाशित केला आहे. त्यांचे अनेक अनुवादही प्रकाशित झाले आहेत. कौंडिन्यस्मृति ह्या डॉ.पी.सी. रामचन्दुडुलिखित संस्कृतग्रंथाचा त्यांनी केलेला मराठी अनुवाद संस्कृतभाषा प्रचारिणी सभेद्वारा प्रकाशित झाला आहे.

लेखिकेचे संस्कृत, मराठीत संपादित ग्रंथही अनेक आहेत. कविकुलगुरू कालिदास संस्कृत विश्वविद्यालयाने त्यांचे 'बालसाहित्यम्' चे तेवीस चरित्रात्मक संपादित खंड प्रकाशित केले आहेत. विस्तारभयास्तव संपूर्ण साहित्य संपदेचे वर्णन प्रस्तुत लेखात केले नाही.

प्राप्तसन्मान — डॉ. लीना रस्तोगी ह्यांना अनेक बहुमोल असे सन्मान प्राप्त झाले आहेत. १९९९ साली महाराष्ट्र शासनद्वारा संस्कृत पंडिता पुरस्कार देऊन त्यांना गौरविण्यात आले. २०१२ साली बाबासाहेब घटाटे जीवनगौरव पुरस्काराने त्यांना सन्मानित करण्यात २०१३—१४ ह्या दोन्ही वर्षी सलग महाराष्ट्रराज्य संस्कृतनाट्यलेखन स्पर्धेचा प्रथम पुरस्कार त्यांना प्राप्त झाला. २०१७ मध्ये संस्कृत पंडिता ह्या पुरस्काराने त्यांना सन्मानित करण्यात आले. २०१८ मध्ये त्यांना 'ज्ञानयोगी' हा बहुमानदायक सन्मान प्राप्त झाला. २०१९ मध्ये महाकविकालिदास संस्कृतव्रती राष्ट्रीय पुरस्काराने त्यांचा गौरव करण्यात आला. त्या शिवाय मराठी, हिंदी काव्यलेखनासाठी अनेक पुरस्कार देऊन गौरविण्यात आले आहे.

प्रस्तुत लेखात डॉ. लीना रस्तोगी त्यांच्या समृद्ध साहित्य संपदेतील रसरंग ह्या संस्कृ तानुवादित एकांकिकेच्या संग्रहावर चर्चा केली आहे. त्या मागचे प्रमुख कारण म्हणजे ह्यातील अनुवादाचे सौंदर्य अनुभवण्यासारखे आहे, ते रसिकासमोर यावे, या नाटिकांच्या परिचयाने आधुनिककाळातही, आधुनिक विषयांचे

प्रतिपादन करताना संस्कृतभाषा अत्यंत सोप्या, सरल, प्रवाहीपद्धतीने वापरली जाऊ शकते हे सिद्ध करणे या प्रमुख उद्देशाने हा लेखनप्रपंच!

संस्कृतानुवाद हे कौशल्याचे काम आहे. अनुवादात एका भाषेला मजूकर दुसऱ्या भाषेत, त्या शब्दातील वाक्यातील आणि लिखाणातील भाव, विचार आणि दृष्टिकोन त्यांच्यासह अनुवादामध्ये नेमकेपणाने व्यक्त करावा लागतो. अनुवादाचा अर्थ भाषांतर असा नाही. मूळ लिखाणाचा भावार्थही सांभाळावा लागतो. त्यातला मथितार्थ समजाऊन घेऊन सौंदर्यस्थळे जाणून घेऊन ती अनुवादात उतरविणे तितकेच गरजेचे असते. 'रसरङ्ग' ह्या डॉ. लीना रस्तोगी यांच्या द्वारा अनुवादित संस्कृत नाटयसंग्रहात ही अनुवादप्रक्रिया त्यांना अतिशय उत्तम रीतीने साधली आहे. स्रोतभाषा आणि लक्ष्यभाषा या दोन्हींवरही त्यांचे प्रभुत्व आहे. सृजनशीलता आणि संवेदनशीलता ह्या दोन्ही जाणीवा लेखिकेच्या ठिकाणी अतिशय प्रखर असल्याने अनुवादाचा हा कलाविष्कार, त्याचे शास्त्र आणि तंत्र त्यांना उत्तमरीतीने साधले आहे.

कुठल्याही सजीव वस्तूच्या आयुष्यक्रमात निसर्गक्रमाने होणाऱ्या घडामोडी भाषेच्या जीवनातही होत असतात. भाषा ही परिवर्तनशील आणि नश्वर असली तरी तिच्यात निर्माण झालेले साहित्य स्थिर आणि अमर असू शकते. म्हणून भाषेला जपण्याचा अट्टाहास केला नाही तरी साहित्याचे जतन करण्याची पराकाष्ठा करणे आवश्यक आहे. कलेचा एक आविष्कार म्हणून साहित्य हा मानवाच्या संस्कृतीचा एक अमोलिक भाग आहे. त्याचे जतन आपले सांस्कृतिक कलाधिष्ठित कर्तव्य ठरते' असे डॉ.गो.के. भट 'नाटयसृष्टी' नामक आपल्या ग्रंथात विवेचन करतात. ते अतिशय सार्थ आहे. भिन्न भिन्न रूची असलेल्या प्रेक्षकांना विविध प्रकारांनी रिझवणारी एकमात्र कला म्हणजे नाटय" असे महाकवी कालिदासाने म्हटले आहे. नाटय एखादयाला आनंद देईल. एखादयाचे मनोरंजन करील, कुणाला धीर, दिलासा देईल तर कुणाला हितोपदेश करील!

काळाच्या ओघात संस्कृत किंवा संस्कृतानुवादित नाटयकृतींच्या नवनिर्मितीचा ओघ काहीसा मंदावला असला तरी त्याचे सातत्य मात्र कायम आहे. विस्तारभयास्तव आधुनिक संस्कृत नाटकांचा नामोल्लेख प्रस्तुत लेखात केला नाही. राष्ट्रीयसंस्कृतसंस्थान नवी दिल्ली द्वारा प्रकाशित यादीमध्ये १६८० पेक्षाही अधिक साहित्यकृतींचा उल्लेख आला आहे. हंसरक्षणम्, वृक्षरक्षणम् ही पुरस्कृत संस्कृत नाटके त्यातीलच आहेत. ह्याच परंपरेतील एक नाटयसंग्रह म्हणजे रसरङ्ग प्रस्तुत लेखात लेखिकेचा व नाटकांचा परिचय करून दिला आहे व नाटकांच्या विषयांनुसार त्यांची प्रयोजने स्पष्ट केली आहेत. तसेच प्रायोगिक नाटके म्हणून त्यांची परिणामकारकता सिद्ध करण्याचा प्रयत्न केला आहे. संस्कृतभाषेचा प्रचार, प्रसार होण्यासाठी ही भाषा संवादाचे सहज सोपे माध्यम आहे हे समाजासमोर प्रदर्शित करण्याचे ही नाटके म्हणजे अतिशय परिणामकारक प्रभावी माध्यम कसे ठरले आहेत त्याचे प्रतिपादन प्रस्तुत लेखात केले आहे.

विषयविवरण —

'रसरङ्ग' हा पाच संस्कृत एकांकिकांचा संग्रह आहे. ह्या पाचही नाटिका संस्कृतानुवादित आहेत. त्यांचे विविध ठिकाणी यशस्वी प्रयोग झाले आहेत. महाराष्ट्र राज्य संस्कृत नाटयस्पर्धा, अखिलभारतीय नाटयमहोत्सव या सारख्या प्रसंगी त्यांचे प्रयोग होऊन पारितोषिके देखील प्राप्त झाली आहेत.

सरस्वती सेवा योजना — ६८ च्या अंतर्गत संस्कृत भारती नवदेहली द्वारा हया ग्रंथाचे प्रकाशन २००३ मध्ये करण्यात आले.

१) मोहवनम् —

'मोहाचे वन' ह्या सौ. सुधा पांढरे लिखित मराठी नाटिकेचा हा संस्कृतानुवाद आहे. अतिशय संवेदनशील असा सामाजिक विषय ह्या नाटकात कौशल्याने हाताळला आहे. क्षणिक मोहाच्या आहारी गेल्याने आयुष्य कसे उध्वस्त

होऊ शकते याचा इशारा हे कथानक देते. मुलींचे वसतीगृह त्यातील वातावरण ह्यांचे परिणामकारक चित्रण हया नाटिकेत आले आहे. प्रत्येक पात्राचे संवाद अतिशय समर्पक त्यांच्या भूमिकेनुसार साजेसे आहेत. द्वारपाल किंवा सखुबाईच्या संवादातील खटकेबाजपणा, निरीक्षिकेची शिस्त, विद्यार्थिनींचा खट्याळपणा ह्या सगळ्या भावना संस्कृतातही तेवढयाच जिंवतपणे उतरल्या आहेत. नाटकाचे कथानक सुरूवातीपासून शेवटपर्यन्त प्रेक्षकांना तितक्याच ताकदीने आकर्षित करते. कुठेही त्याची पकड सैलावत नाही. शेवटी आलेले भरतवाक्य तर अतिशय उल्लेखीनय आहे—

<div align="center">

नव्या योवा निदधतु पदं सत्पथे छात्रबाला:

संस्कारै: स्वै: कुलजनकृतै: राजमाना भवन्तु।

पाश्चात्यैस्तैर्यदपि बहुशो हानिमापद्यमाना

सर्वैर्मान्या त्रिभुन जये रोचता संस्कृतिर्न:॥
</div>

प्रत्येक तरूणी सन्मागनि जावी. आपले संस्कार तिने प्राणपणाने जपावे. आपली संस्कृती त्रिभुवन विजयी व्हावी. एतदर्श शुभेच्छा ह्या भरतवाक्यात व्यक्त झाल्या आहेत.

ह्या नाटिकेचे मंचन २००८ मध्ये प्राच्यविद्यापरिषदेत कविकुलगुरू कालिदास संस्कृत विश्वविद्यालयाद्वारा नागपूर येथे वसंतराव देशपांडे सभागृहात झाले.

महाराष्ट्र राज्य संस्कृत नाटयस्पर्धेत २००८ साली हया नाटिकेचा प्रयोग सावित्रीबाई फुले सभागृह, डोंबिवली येथे झाला. ह्या वेळी नाटयप्रयोगाला द्वितीय क्रमांक, दिग्दर्शनास द्वितीय क्रमांक पात्रांच्या अभिनयास रौप्यपद आणि अभिनय प्रमाणपत्र प्राप्त झाले. राष्ट्रीय संस्थान सागर द्वारा आयोजित अखिलभारतीय नाट्यमहोत्सवात २०१० साली हया नाटिकेचा प्रयोग झाला.

२) बण्डु: अभिनय करोति —

मूळ नाटक गंगाधर गाडगीळ लिखित बंडु नाटक करतो! गंगाधर गाडगीळ सुप्रसिद्ध मराठी लेखक आहेत. त्यांच्या ललित वाङ्मयात अशा अनेक लघुनाटिकांचा समावेश आहे. विनोदी बाज असलेल्या त्या डॉ. लीना रस्तोगी द्वारा अनुवादित नाटिकेची निर्मिती संस्कृतभाषा प्रचारिणी सभेने केली व तिला प्रथम पुरस्कार निर्मिती व दिग्दर्शनासाठी प्राप्त झाला.

३) विकसतु एषा कलिका —

श्री गजानन पांडे लिखित मूळ मराठी नाटिकेचा लेखिकेने संस्कृतानुवाद केला आहे. अतिशय संवेदनशील अशा सामाजिक समस्येवर प्रकाश टाकणारे हे नाटक मानसशास्त्राशी संबंधित आहे. विषयाची तीच संवेदनशीलता लेखिकेने अतिशय समर्थपणे संस्कृतानुवादात अबाधित ठेवली आहे. संस्कृतभाषा प्रचारिणी सभेद्वारा निर्मित श्री गजानन पांडे द्वारा दिग्दर्शित ह्या नाटिकेचे प्रयोग एल.ए.डी. महाविद्यालय, नागपूर तसेच २०१० मध्ये त्रिपुरा मधील अगरतला येथे झालेल्या राष्ट्रीय संस्कृतसंस्थानम् च्या अखिल भारतीय नाटयमहोत्सवात नाटिकेचा प्रयोग झाला. कालिदास पर्व प्रसंगी सायंटिफिक सभागृह, नागपूर येथेही हे नाटक सादर झाले.

४) गृहहीन:

वृद्धांची घरात होणारी अवहेलना ही फार मोठी समस्या अनेक कुटुंबात अस्तित्वात असते. त्यावर प्रकाश टाकणारे सौ. प्रतिभा कुलकर्णी यांचे मूळ मराठी भाषेतील बेघर नावाचे नाटक आहे. त्याचा डॉ. लीना रस्तोगी यांनी केलेला सहज—सुंदर संस्कृतानुवाद म्हणजे गृहही! ह्या समस्येकडे बघण्याचा वेगळा सकारात्मक दृष्टिकोन हे नाटक देते.

महाराष्ट्रराज्य नाट्यस्पर्धा, नागपूर, अमरावती आणि अखिल भारतीय नाटयस्पर्धा गांधिनगर, गुजराथ येथे ह्या नाटिकेचे मंथनच झाले.

५) नरकवास एववरम्। —

या नाटयसंहितेची मूळरचना ॲड.अजय घारे यांची आहे. संस्कृतानुवाद डॉ. लीना रस्तोगी यांनी अतिशय सुयोग्य पद्धतीने केला आहे. विनोदाच्या माध्यमातून समाजातील व्यंगांवर परखड टिका करणारी, हसत हसत डोळयात अंजन घालणारी ही नाटिका प्रेक्षकांना अतिशय प्रभावित करणारी आहे.

नाटकाचे भरतवाक्य अतिशय सार्थ आहे. ते दीर्घ असून त्यातून 'हे ईश्वरा हे विश्व मंगल बनविण्यासाठी सत्वर अवतीर्ण हो.' असा भावार्थ त्यातून प्रकट होतो. शेवटी 'यदा यदा ही धर्मस्य.....' ह्या भगवान श्रीकृष्णांच्या आश्वासक अभिवचनाची आकाशवाणी होऊन ही नाटिका संपते.

नागपूर येथे झालेल्या राज्य नाटयस्पर्धेत ह्या नाटिकेचा यशस्वी प्रयोग झाला.

निष्कर्ष: —

संस्कृतभाषा मानवसभ्यतेच्या इतिहासाशी निगडित असलेली विश्वातील अशी प्राचीन भाषा आहे की जी आधुनिक काळातही पूर्णपणे सार्थ आहे.

संस्कृतभाषा अधिक लोकप्रिय व्हावी, इतर जीवनावश्यक भाषांप्रमाणेच संस्कृतभाषेचे ही स्थान निर्माण व्हावे एतदर्थ चालू असणाऱ्या सर्व द्रष्टया लोकांनी केलेल्या प्रयत्नांमधील हा अनुवादित संस्कृतनाट्यप्रयोग लेखन अतिशय डोळसपणे केलेला प्रयत्न आहे. भारतीय संस्कृती आणि भारताचे भावनिक ऐक्य जिवंत राखण्याचे अत्यंत महत्त्वाचे कार्य संस्कृतभाषा करते. ज्ञानभाषा असणारी संस्कृतभाषा 'बोलीभाषेत' परिवर्तित करण्याचे अत्यंत महत्त्वपूर्ण कार्य लेखिकने या अनुवादांच्या निमित्ताने केले आहे.

संस्कृतवाङ्मय म्हणजे केवल धार्मिक किंवा कर्मकांडात्मक साहित्य नसून मानवी जीवनाच्या सर्व विषयांना ती सहज स्पर्श करते हे रसरङ्गच्या निमित्ताने लेखिका स्पष्ट करतात. संस्कृतभाषा ही सहज आदान—प्रदानाची भाषा आहे. हे हया एकांकिका वाचताच लक्षात येते. देववाणीचा ध्वज अनुवादाच्या क्षेत्रात लीलया फडकविणाऱ्या प्रतिभेला ह्या लेखाच्या निमित्ताने विनम्र अभिवादन!

संदर्भ ग्रंथ सूची —

१) रसरंग — डॉ. लीना रस्तोगी — संस्कृतभारती, नवी दिल्ली

२) भारतीय नाटयपरंपरा — नेमीचंद जैन

३) भरतमुनी प्रणित नाटयशास्त्र — प्रो. ब्रिजमोहन चतुवैदी चौखम्बा प्रकाशन, पटना

४) नाट्यशास्त्र का इतिहास — डॉ. पारसनाथ द्विवेदी चौखम्बा सुरभारती प्रकाशन, वाराणसी

५) भारतीय संस्कृतिकोश — पं. महादेवशास्त्री जोशी, भारतीय संस्कृतिकोश मंडळ, पुणे

६) https://mr.m.wikipedia.wiki

७) नाट्यसृष्टी — डॉ.गो.के.भट कॉन्टिनेन्टल प्रकाशन, पुण

ऑनलाइन अध्यापन विधि की हिंदीतर भाषा-भाषी विद्यार्थियों के अधिगम पर प्रभावशीलता

चंद्रकांत कोठे

(शोध छात्र), स्नातकोत्तर शिक्षा विभाग, संत गाडगे बाबा अमरावती विश्वविद्यालय,अमरावती (महाराष्ट्र)

मानव के विभिन्न प्रश्नों का उत्तर देने व मानव को समाज सम्मत प्राणी बनाने के लिए शिक्षा की आवश्यकता अनुभव की गई है। शिक्षा की उत्पत्ति 'शिक्ष' धातु से हुई है। इसका अर्थ है– विद्या प्राप्त करना। दूसरे शब्दों में, ज्ञानार्जन या विद्याप्राप्ति के माध्यम से संस्कारों एवं व्यवहारों का निर्माण करना ही शिक्षा कहलाता है। शिक्षा से तात्पर्य बालक के व्यवहार में वाँछित परिवर्तन लाना है। शिक्षा से बालक की मूल प्रवृत्तियों के परिमार्जन में मनोविज्ञान, तकनीकी तथा विज्ञान अपना प्रभावपूर्ण योगदान प्रदान करता है। अत: शिक्षा स्वयं में एक आत्मनिर्भर प्रत्यय नहीं है वरन् यह तकनीकी विज्ञान से संबंधित है। तकनीकी या तकनीकी विज्ञान अंग्रेजी के Technology शब्द का पर्याय है। 'तकनीकी' का अर्थ है दैनिक जीवन में वैज्ञानिक ज्ञान का प्रयोग करने की विधियाँ। एस. पी. कुलश्रेष्ठ के अनुसार "शैक्षिक तकनीकी विज्ञान पर आधारित एक ऐसा विषय है जिसका उद्देश्य शिक्षक, अध्यापन तथा छात्रों के कार्य को निरंतर सरल बनाना है जिससे कि शिक्षा के ये तीनों अंग मिलकर भली-भाँति समायोजित रहें और अपने उद्देश्यों की प्राप्ति में क्रमबद्ध उपागमों के माध्यम से सक्षम और समर्थ रहें। इस विषय के अंतर्गत शिक्षा के अदा, प्रदा तथा प्रक्रिया तीनों ही पहलुओं को ध्यान में रखना चाहिए।" वर्तमान समय विज्ञान व तकनीकी का है। तकनीकी विकास ने भूमंडलीकरण के इस दौर में शिक्षा के क्षेत्र में अपना स्थान बनाया है, शिक्षा में तकनीकी का प्रयोग शैक्षिक तकनीकी कहलाता है। शिक्षा का क्षेत्र जड़ नहीं वरन् गत्यात्मक है। गत्यात्मकता ही शिक्षा को नवीन बनाए रखती है। गत्यात्मकता जिसमें शिक्षा में नवीन विचारों, तथ्यों, वस्तुओं, क्रियाओं, विधियों व तकनीकों का शिक्षा में समावेश ही नवाचार कहलाता है। सर्वांगीण विकास की सफलता एवं विशिष्टता व्यक्ति के पास उपलब्ध सूचनाओं पर निर्भर करती है, जो आज गाँव में बदली दुनियाँ के इस युग में चंद क्षणों में तकनीकी से प्राप्त की जा सकती है। आज हर विषय से संबंधित सामग्री इंटरनेट पर उपलब्ध है। इंटरनेट एक ऐसी तकनीकी है जिससे विभिन्न प्रकार की सूचनाएँ प्राप्त होती है। ये सूचनाएँ आँकड़ों के रूप में प्राप्त होती है तथा ये आँकडे पाठ्यवस्तु, चित्र, ऑडियो, वीडियो, एनिमेशन आदि के रूप में उपलब्ध है। देवनागरी लिपि में लिखित हिंदी भाषा के लिए भी इंटरनेट पर पाठ्यवस्तु, चित्र, ऑडियो, एनिमेशन आदि उपलब्ध है। वर्तमान परिदृश्य में शिक्षा के मायने तीव्रता से परिवर्तित हो रहे है। इसलिए शिक्षा को इस परिप्रेक्ष्य में देखें कि 21 वीं शताब्दी में प्रवेश करने वाली नई पीढ़ी अपने आप को नई शताब्दी के लिए समर्थ बना सके। अतः आज आवश्यकता है, ऐसी शिक्षा प्रणाली की जिसमें विद्यार्थियों को पुस्तकीय ज्ञान के साथ-साथ तकनीकी शिक्षा प्राप्त हो सकें और यह नवाचारिक शिक्षण

विधि एवं शिक्षण कौशलों के द्वारा संभव है, जिसमें छात्र गुणवत्तापूर्ण शिक्षा प्राप्त कर सकता है तथा उसके व्यक्तित्व का सर्वांगीण विकास हो सकता है। वर्तमान शिक्षक को अपनी विशेषता को ध्यान में रखते हुए नवीन शिक्षण विधि का प्रयोग इस प्रकार करना होगा जिससे कि विद्यार्थी नवाचारी अध्यापन/शिक्षण से प्राप्त सूचनाओं व ज्ञान को सही अर्थों में समझ कर सही संदर्भों में उपयोग कर सकें। वैश्वीकरण के इस दौर में नवाचारयुक्त नवीन शिक्षण विधि विद्यार्थी हेतु कम समय में रूचिकर अधिगम परिस्थितियों का निर्माण करती है ताकि विद्यार्थी अधिकाधिक रूप से अधिगम हेतु प्रेरित हो सकें।

➤ ऑनलाइन शिक्षा -

ऑनलाइन शिक्षा से तात्पर्य अपने स्थान पर ही इंटरनेट व अन्य संचार उपकरणों की सहायता से प्राप्त की जाने वाली शिक्षा से है। ऑनलाइन शिक्षा के विभिन्न रूप है जिसमें वेब आधारित लर्निंग, मोबाइल आधारित लर्निंग या कम्प्यूटर आधारित लर्निंग और वर्चुअल क्लॉसरूम आदि शामिल है। आज से जब कई वर्ष पहले ऑनलाइन शिक्षा की अवधारणा आई थी, तो दुनिया इसके प्रति उतनी सहज नहीं थी, परंतु समय के साथ ही ऑनलाइन शिक्षा ने संपूर्ण शैक्षिक व्यवस्था में अपना स्थान बना लिया है।

➤ ऑनलाइन शिक्षा की विशेषताएँ -

ऑनलाइन शिक्षा की सबसे बड़ी विशेषता ये है कि छात्र अपनी सहूलियत के हिसाब से किसी भी समय और कहीं पर भी अपना शैक्षिक कार्य कर सकते हैं। अर्थात इस शैक्षिक व्यवस्था में समय और स्थान की कोई पाबंदी नहीं है।

1. ऑनलाइन शिक्षा के माध्यम से छात्र वेब आधारित स्टडी मटीरियल को अनिश्चित काल तक एक्सेस कर सकते हैं और बार-बार देखकर इसके जटिल पहलुओं को समझ सकते हैं।

2. ऑनलाइन शिक्षा के माध्यम से पढाई करना काफी हद तक कम लागत वाला होता है। क्योंकि छात्रों को पुस्तकें या किसी दूसरे स्टडी मटीरियल पर पैसा खर्च नहीं करना पड़ता है।

3. ऑनलाइन शिक्षा पर्यावरण की दृष्टि से भी लाभदायक है, क्योंकि यहाँ जानकारी को किताब के बजाय वेब आधारित एप एवं पोर्टल पर स्टोर किया जाता है। जिससे कागज के निर्माण हेतु पेड़ों की कटाई पर रोक लगती है और हमारे पर्यावरण को बचाने में मदद मिलती है।

4. ऑनलाइन शिक्षा इंटरनेट और कम्प्यूटर कौशल का ज्ञान विकसित करती है जिससे विद्यार्थियों को अपने जीवन और करियर के क्षेत्र में आगे बढ़ने में मदद मिलेगी।

5. ऑनलाइन शिक्षा के माध्यम से छात्र नए कौशल सीखने पर ध्यान केंद्रित कर सकते हैं।

➤ ऑनलाइन शिक्षा के प्रकार -

आधुनिक अधिगम प्रक्रिया में इलेक्ट्रॉनिक तकनीकी का उपयोग करक शैक्षिक पाठ्यक्रम तक पहुँच बनाई जाती है, जहाँ पारंपरिक कक्षा-कक्ष नहीं होते हैं, इसमें पाठ्यक्रम और प्रोग्राम ऑनलाइन होते हैं। इसे कम्प्यूटरीकृत

इलेक्ट्रॉनिक अधिगम (ई-लर्निंग) या ऑनलाइन शिक्षा भी कहते हैं। इसके द्वारा पाठ्यक्रमों का प्रसारण इंटरनेट व कम्प्यूटर के माध्यम से होता है, ताकि ज्ञान व कौशल का संप्रेषण विद्यार्थी तक पहुँच सके। ऑनलाइन शिक्षा या ई-लर्निंग के प्रकार निम्न हैं -

1. **तुल्यकालिक अधिगम (Synchronous Learning)** - वेब के माध्यम से एक समय में विद्यार्थी व शिक्षक के मध्य बातचीत। उदाहरण के लिए **आभासी कक्षा (Virtual Classroom)** में वीडियो, ऑडियो व कॉन्फ्रेंसिंग के द्वारा शिक्षक-शिक्षार्थी के मध्य बात होती है। इससे तात्पर्य है कि 'एक ही समय में' अर्थात विद्यार्थी और शिक्षक अलग-अलग स्थानों से एक-दूसरे से शैक्षिक संवाद करते हैं। इस तरह से किसी विषय को सीखने पर विद्यार्थी अपने प्रश्नों का तत्काल उत्तर जान पाते हैं, जिससे उनके उस विषय से संबंधित संदेह भी दूर हो जाते हैं। इसी कारण से इसे 'रियल टाइम लर्निंग' भी कहा जाता है। इस प्रकार की ई-लर्निंग व्यवस्था में कई ऑनलाइन उपकरण की मदद से छात्रों को स्टडी मटेरियल उपलब्ध कराया जाता है। सिंक्रोनस ऑनलाइन शैक्षिक व्यवस्था के कुछ उदाहरणों में ऑडियो और वीडियो कॉन्फ्रेंसिंग, लाइव चैट तथा वर्चुअल क्लासरूम आदि शामिल हैं। ये तरीके बीते कुछ वर्षों में अधिक लोकप्रिय हो गए हैं।

2. **अतुल्यकालिक अधिगम (Asynchronous Learning)** - वेब के माध्यम से अलग-अलग समय पर विद्यार्थी या प्रशिक्षणकर्ता वेब आधारित तकनीकी प्राप्त कर सकता है इसमें शिक्षक से प्रत्यक्ष वार्तालाप नहीं हो सकता है। इससे तात्पर्य है कि 'एक समय में नहीं' अर्थात यहाँ विद्यार्थी और शिक्षक के बीच वास्तविक समय में शैक्षिक संवाद करने का कोई विकल्प नहीं है। इस व्यवस्था में पाठ्यक्रम से संबंधित जानकारी पहले ही उपलब्ध होती हैं। उदाहरण के लिए वेब आधारित अध्ययन, जिसमें विद्यार्थी किसी ऑनलाइन कोर्स, ब्लॉग, वेबसाइट, वीडियो ट्यूटोरिअल्स, ई-बुक्स आदि की मदद से शिक्षा प्राप्त करते हैं। इस तरह की ऑनलाइन शैक्षिक व्यवस्था का सबसे बड़ा लाभ यह है कि विद्यार्थी किसी भी समय, जब चाहे तब शैक्षिक पाठ्यक्रमों तक पहुँच सकते हैं। यही कारण है कि छात्रों का एक बड़ा वर्ग असिंक्रोनस शैक्षिक व्यवस्था के माध्यम से अपनी पढ़ाई करना पसंद करता है।

(क) **अंत स्थापित अधिगम (Embedded Learning)** - इसमें स्वयं सहायता के आधार पर सूचना प्रदान की जाती है, यह इलेक्ट्रॉनिक प्रदर्शन सहायता तंत्र के द्वारा प्रदत्त है।

(ख) **पाठ्यक्रम -** शिक्षार्थी स्वयं की पसंद के पाठ्यक्रम की जानकारी या प्रशिक्षण प्राप्त कर सकता है।

3. **विचार-विमर्श द्वारा अधिगम (Discussion Groups Learning)** - समूह में वार्ताकार के मध्य होने वाले तर्कों के कारण सार्थक पाथेय व शिक्षा प्राप्त होने से विचार परिष्कृत होकर मानस पटल पर अंकित हो जाते हैं जो कालांतर में अधिगम का भाग बन जाते है।

4. **मिश्रित अधिगम (Blended Learning)** - यह तुल्यकालिक व अतुल्यकालिक अधिगम का सम्मिश्रण है।

उपर्युक्त सभी प्रकार के अधिगम हेतु राष्ट्रीय मिशन के तहत शिक्षण संस्थाओं में कम्प्यूटर का आधारभूत ढाँचा एवं इंटरनेट संपर्क स्थापित किया जा रहा है, टेक्नालॉजी एनाहांस्ड लर्निंग के अंतर्गत **एन.पी.टी.ई.एल** नामक राष्ट्रीय पोर्टल द्वारा अभियांत्रिकी एवं विज्ञान के वीडियो पाठ्यक्रम चलाए जा रहे हैं। इसी प्रकार शैक्षिक संचार मंडल

(**Consortium of Educational Communication, CEC**) द्वारा विभिन्न स्नातक स्तर के पाठ्यक्रमों के लिए **ई-विषयवस्तु** (E-Content) विकसित हैं जो **साक्षात** नामक पोर्टल (**https://sakshat.ac.in**) पर ऑनलाइन उपलब्ध है। **'टॉक टू ए टीचर'** प्रोग्राम के द्वारा **'ए-व्यू'** के माध्यम से देश के हजारों शिक्षकों व शिक्षार्थियों के मध्य सतत संपर्क व जिज्ञासा का समाधान किया जा रहा हैं। दूरस्थ तथा मुक्त शिक्षा को बढ़ावा देते हुए **मॉक** (Massive Open Online Courses) को प्रोत्साहन दिया जा रहा है। ई-लर्निंग में आधुनिकतम तकनीकी का उपयोग किया जा रहा है जिसे **वायरलेस संचार तकनीकी** (Wireless Communication Technology) क्रांति कहते हैं। इसके अंतर्गत **वाई-फाई** (Wi-Fi, Wireless Fidelity), **गाई-फाई** (Gi-Fi, Gigabit Wireless Fidelity) व **लाई-फाई** (Li-Fi, Light Wireless Fidelity) तकनीकी का उपयोग कर आँकड़े व स्थिति का संप्रेषण, उपकरणों के मध्य तीव्र गति से होता है। प्रौद्योगिकी समर्पित शिक्षा के कारण ही सूचना व संचार प्रौद्योगिकी ने शिक्षण के आयाम ही बदल दिए। इसी कारण आजकल ई-लर्निंग की माँग बढ़ती जा रही है। इंटरनेट सुविधाओं, अच्छी कनेक्टीविटी, श्रेष्ठ शिक्षकों के पदस्थापन, अधिक वित्त पोषण जैसी आधुनिक सुविधाओं का सृजन करना होगा तभी शिक्षा के महत्वपूर्ण उद्देश्य को प्राप्त किया जा सकता है।

कक्षा-कक्ष शिक्षण का कोई विकल्प नहीं है, लेकिन मनुष्य की आधुनिक जीवनशैली और उसकी आवश्यकता के अनुसार विकसित हो रहे विज्ञान ने उसे ज्ञान प्राप्ति के अन्य अनेक विकल्प उपलब्ध कराए हैं, जिनका वह अतिरिक्त ज्ञान प्राप्ति अथवा कक्षा-कक्ष शिक्षण के सहयोग के रूप में उपयोग कर सकता है। इसके अतिरिक्त अनेक ऐसे विद्यार्थी जो प्रत्यक्ष शिक्षण से वंचित हैं अथवा जिनके पास आवश्यक अध्ययन सामग्री का अभाव है, उनके लिए ऑनलाइन लर्निंग एक वरदान से कम नहीं है। जन-जन पहुँचानेे के उद्देश्य से उसका डिजिटलीकरण किया गया है। आज शिक्षा क्षेत्र से संबंधित हर वर्ग यथा विद्यार्थी, शिक्षक, शोधार्थी, वैज्ञानिक, अर्थशास्त्री, साहित्यकार, इतिहासकार, कलाकार आदि सभी के लिए सरकारी ऑनलाइन अधिगम/अध्ययन सामग्रीयुक्त वेबसाइट, पोर्टल एवं मोबाइल एप्लीकेशंस निःशुल्क उपलब्ध हैं।

> **ऑनलाइन अध्यापन संसाधन -**

ऑनलाइन अध्यापन/शिक्षण उपकरण विद्यार्थियों के लिए शिक्षा को अधिक मनोरंजक, मजेदार और संवादात्मक बनाने व विद्यार्थियों को बेहतर ढंग से जोड़े रखने में बेहद कारगर होते हैं। कक्षा में कम्प्यूटर का इंतजाम करने से बच्चों में न सिर्फ 21वीं सदी में कदम से कदम मिलाकर चलने के लिए जरूरी तकनीकी कौशल का संचार होता है, बल्कि इससे विद्यार्थियों में शिक्षा के प्रति रुझान बढ़ता है और उनकी सीखने की प्रवृत्ति भी बढ़ती है। ये उपकरण विद्यार्थियों को शिक्षा से जोड़े रखते हैं और परिकल्पनाओं और विषय को बेहतर रूप से समझने में उनकी मदद करते हैं। किसी भी मीटिंग या क्लास को हम अपने घर में रहकर ही संचालित कर सकते हैं, उसके लिए हमें किसी ऐसी तकनीक का प्रयोग करना पड़ेगा जिससे सभी को एक साथ जोड़ा जा सके। कुछ ऑनलाइन अध्यापन/शिक्षण संसाधन निम्नानुसार है -

1. **गूगल मीट (Google meet)** - गूगल मीट गूगल का ही उत्पाद है, जो विडिओ कांफ्रेंसिंग की सुविधा देती है। गूगल मीट पहले से ही शिक्षा के लिए जी सुइट में शामिल होता है, इसमें एक साथ 250 लोगों के साथ मीटिंग की सुविधा शामिल है। साथ ही मीटिंग की लाइव स्ट्रीम भी उसी डोमेन में ज्यादा से ज्यादा 100000 लोगों तक पहुंचाई जा सकती है। गूगल मीट की अच्छी बात यह है कि इसे हम सीधे अपने जीमेल अकाउंट के माध्यम से उपयोग कर सकते हैं।

2. **जूम (Zoom)** - हजारों शिक्षण संस्थान जूम का उपयोग करके ऑनलाइन कक्षाएँ चला रहे हैं। जूम एक अत्यंत महत्वपूर्ण मोबाइल एप्लीकेशन हैं। यह एप कम्प्यूटर व लैपटॉप पर भी काम करता है। इसकी सहायता से हम विभिन्न प्रकार की ऑनलाइन/वर्चुअल मीटिंग्स आयोजित कर सकते है। आज के समय में इस एप का प्रयोग मीटिंग्स करने के साथ ही शैक्षिक व सामाजिक कार्यों हेतु भी किया जा रहा है। इस एप के माध्यम से विडिओ कांफ्रेंसिंग (क्लास) हो रही है। वन-टू-वन व्यक्ति बात कर सकता है। इस एप में शिक्षक लेक्चर दे सकते है। वहीं विद्यार्थी भी अध्यापक से ऑनलाइन सवाल-जवाब कर सकते हैं। खास बात यह है कि स्क्रीन पर फोटो, वेब और गूगल ड्राइव, ड्रॉपबॉक्स या बॉक्स फाइलों को साझा करने की भी सुविधा है।

3. **एड़मोडो (Edmodo)** - बच्चे समूह में बैठकर पढ़ना बहुत पसंद करते है। साथ ही, वे अक्सर डिजिटल दुनिया का हिस्सा बनने में भी दिलचस्पी रखते है। इन्हीं दोनों परिकल्पनाओं को एक साथ मिलाकर एड़मोडो एक नियंत्रित सोशल मीडिया का मंच तैयार करता है, जिसकी मदद से शिक्षक बच्चों को ऑनलाइन होमवर्क दे सकते हैं और उसकी जांच करके अंक भी दे सकते है। इस वजह से बच्चे बहुत उत्साहित रहते हैं कि समय पर उनके होमेवॉर्क की जांच हो रही है। इसके अलावा वे इस बात को लेकर भी उत्साहित रहते हैं कि अगली कक्षा में क्या होने वाला है?

4. **काहूत! (Kahoot!)** - काहूत!, एक नि:शुल्क यूजर-फ्रेंडली उपकरण है जो कक्षा के लिए प्रश्नावली और क्विज डिजाइन करने में मदद करता है। शिक्षक अपने विद्यार्थियों के लिए क्विज़, पहेलियाँ, सर्वेक्षण या प्रश्नावलियाँ डिजाइन कर सकता है और उनके ज्ञान और जानकारी का परीक्षण कर सकता है। विद्यार्थी भी विभिन्न उपकरणों की मदद से उन प्रश्नों के जवाब दे सकते हैं। क्विज़ और प्रश्नों को ही काहूत! कहा जाता है, जिन्हें इस तरह से डिजाइन किया गया है कि कक्षा में खेलों-सा माहौल प्रोत्साहित किया जाए।

5. **डूओलिंगो (Duolingo)** - विद्यार्थी आसानी से भाषाएँ सीखने में दिलचस्पी नहीं लेते, क्योंकि इस मामले में वे जल्दी ही ऊब जाते है। भाषाओं को सिखाने के नीरस तौर-तरीके भी इस काम को और भी चुनौती भरा और मुश्किल बना देते हैं। डूओलिंगो एक ऐसा एप और वेबसाइट है जिसकी मदद से विद्यार्थियों के लिए भाषाओं को सीखना मजेदार और संवादात्मक हो जाता है। डूओलिंगो में 20 भाषाओं के लिए विस्तृत मार्गदर्शिका मौजूद है। डूओलिंगो सबूत है कि पाठों का गेमिफिकेशन करना कितना प्रभावशाली होता है। हालांकि कई टूल और एप्लिकेशन स्टेम (STEM- Science, Technology, Engineering and Mathematics) यानी विज्ञान, तकनीकी, इंजीनियरिंग और गणित पर ही ध्यान केंद्रित करते हैं, लेकिन डूओलिंगो भाषाओं को सिखाने की प्रक्रिया को दिलचस्प बनाने का साहस दिखाता है। डूओलिंगो पहले अक्षर, फिर शब्द और उसके बाद वाक्य सिखाने के

सामान्य तौर-तरीके का अनुसरण नहीं करता है। यह सिखाने का एक अनोखा तरीका इस्तेमाल करता है, जिसके तहत सबसे पहले आसान वाक्य सिखाए जाते हैं और उसके बाद जटिल से जटिल वाक्य सिखाए जाते हैं।

- मातृभाषा का शाब्दिक अर्थ है माता के मुख से निसृत वह भाषा जिसे शिशु भाषार्जन की प्रक्रिया में सबसे पहले प्राप्त करता है। आवश्यकतानुसार अधिकांश व्यक्तियों को मातृभाषा के अतिरिक्त भाषाएँ सीखनी पड़ती है। अतः मातृभाषा से इतर भाषा अथवा भाषाएँ अन्य भाषा की श्रेणी में आती हैं। भाषाविज्ञान एवं शिक्षाशास्त्र की दृष्टि से भातृभाषा के बाद अर्जित की जाने वाली सभी देशी और विदेशी भाषाएँ अन्य भाषा की श्रेणी में आती हैं। हिंदी का अध्यापन दो प्रकार से किया जाता है- मातृभाषा के रूप मे एवं अन्य भाषा के रूप में। हिंदी भारत के कई राज्यों की प्रथम भाषा होने के साथ-साथ देश के अनेक राज्यों में हिंदी की स्थिति द्वितीय भाषा और कुछ राज्यों तृतीय भाषा की हैं। इसके अतिरिक्त विश्व के अन्य अनेक देशों के विद्यार्थी भी हिंदी सीखते है। इन सभी रूपों में हिंदी का शिक्षण 'हिंदी भाषा शिक्षण' है। द्वितीय एवं तृतीय भाषा के रूप में हिंदी सिखाने के लिए अधिक प्रयास की आवश्यकता पढ़ती है। वहाँ साहित्य के साथ भाषा के चारों कौशलों यथा श्रवण, भाषण, वाचन एवं लेखन का शिक्षण अपेक्षित होता है। द्वितीय भाषा, तृतीय भाषा और विदेशी भाषा के रूप में हिंदी शिक्षण में यह महत्वपूर्ण होता है कि वह हिंदी क्यों सीखना चाहता है। यहाँ अध्येता की मातृभाषा का व्याघात होता है। इसप्रकार हिंदीतर भाषा-भाषी विद्यार्थियों से तात्पर्य उन विद्यार्थियों से है जिनकी मातृभाषा हिंदी से इतर (जैसे- मराठी) है और जो हिंदी को अन्य भाषा (द्वितीय भाषा) के रूप में पढ़ते है।

अन्य भाषा अधिगम की प्रक्रिया मातृभाषा अधिगम की प्रक्रिया से भिन्न होती है। दोनों प्रकार के शिक्षण में हर स्तर पर भिन्नता होती है। हिंदीतर भाषा-भाषी क्षेत्रों में हिंदी का शिक्षण अन्य भाषा के रूप में किया जाता है। अतः इस क्षेत्र में अनेक समस्याएँ सामने आती है। पाठ्यपुस्तकों के साथ-साथ शिक्षण विधियों का दोषपूर्ण होना हिंदी शिक्षण की समस्याओं को और दुरूह बना देता है। हिंदी का शिक्षण स्वाभाविक विधि से न होकर भाषानुवाद, व्याख्यात्मक एवं परंपरागत शिक्षण विधियों से किया जाता है। हिंदी शिक्षक के लिए दोनों ही भाषाओं (हिंदी एवं मराठी) के सांस्कृतिक परिवेश से परिचित होना आवश्यक है जिससे वह छात्रों के सम्मुख तुलनात्मक दृष्टिकोण प्रस्तुत कर सके। अन्य भाषा शिक्षण-अधिगम की दृष्टि से मातृभाषा अनेक प्रकार का भाषायी व्याघात उत्पन्न करती है। भाषा वैज्ञानिक दृष्टिकोण से ध्वनि, लिपि, शब्द, अर्थ, प्रयोग, वाक्य संरचना आदि स्तरों पर मातृभाषा का व्याघात सक्रिय होता है जो मातृभाषा-भाषी को पता लगाना मुश्किल है। मातृभाषा की व्याकरणिक व्यवस्था अथवा संरचना, हिंदी की व्याकरणिक संरचना को प्रभावित करती है। अतः वे हिंदी अधिगम-अध्यापन को दुरूह मान बैठते हैं। समस्या दोनों भाषाओं को तुलनात्मक दृष्टि से प्रस्तुत एवं व्यवहार करने की है। यह तभी संभव है जबकि हिंदी का अध्यापन-अधिगम करते समय उसकी व्याकरणिक संरचना का विशेष ध्यान रखा जाए। इन समस्याओं का निराकरण असंभव नहीं बल्कि मुश्किल अवश्य है। अन्य भाषा को उस भाषा के मातृभाषियों के संपर्क में आकर,

विद्यालय में स्वयंशिक्षकों, पुस्तकों अथवा विशेष प्रयास के द्वारा सीखता हैं। चाहे कोई कितनी ही भाषाओं का अध्ययन एवं व्यवहार करे। सामान्यतः भाषा शिक्षण की प्रक्रिया अध्यापक द्वारा नियंत्रित रहती है।

➢ इंटरनेट के अविष्कार ने मनुष्य को ऐसा ऑनलाइन प्लेटफार्म दिया है जिसके माध्यम से वह बिना किसी बाधा के एक ही क्लिक के साथ संपूर्ण विश्व में अपने विचारों, कार्यों आदि को पाठ, चित्र और दृश्य-श्रव्य सामग्री के रूप में पहुँचा सके। वर्तमान समय में शिक्षा मनुष्य के मौलिक अधिकारों में से एक है। सरकारों द्वारा निरंतर इसे जन-जन तक पहुँचाने का कार्य किया जा रहा है। समय, स्थान और संसाधनों की सीमितता इसमें एक प्रमुख बाधा रही है। अब ऑनलाइन शिक्षण तकनीकी का प्रयोग करते हुए विश्व में कहीं भी और कभी भी शिक्षण किया जा सकता है। इंटरनेट और इलेक्ट्रॉनिक सामग्री द्वारा शिक्षण और अधिगम की विकसित इसी तकनीकी को ऑनलाइन शिक्षण-अधिगम तकनीक कहते हैं। आज विश्व की प्रमुख भाषाओं में ऑनलाइन शिक्षण-अधिगम सामग्री प्राप्त की जा सकती है।

वर्तमान परिवेश में हिंदी शिक्षण को तकनीकी माध्यम से जोड़ना नितांत आवश्यक है। यदि हिंदी शिक्षण को वर्तमान तकनीकी जगत के साथ अद्यतन करना है तो यह आवश्यक है कि डिजिटल माध्यमों का हिंदी शिक्षण के लिए प्रयोग किया जाए। डिजीटल माध्यम से तात्पर्य है कम्प्यूटर और स्मार्ट मोबाइल। आज मानव जीवन के सभी क्षेत्रों में कम्प्यूटर की भूमिका अनिवार्य सी हो गई है। शिक्षण-प्रशिक्षण भी इससे अछूता नहीं है। अतः हिंदी शिक्षण में कम्प्यूटर, मोबाइल एवं इंटरनेट का उपयोग आवश्यक है। वर्तमान समय में मोबाइल केवल संचार का माध्यम नहीं रहा, बल्कि यह मिनि-कम्प्यूटर के रुप में कम्प्यूटर द्वारा किए जाने वाले अनेकानेक कार्यों को हमारी मुट्ठी में रहते हुए संपन्न कर रहा है। इसलिए सामान्य संचार के लिए प्रयुक्त मोबाइल फोनों से अलग इन्हें स्मार्टफोन कहा जाता है। हिंदी शिक्षण को जन-जन तक पहुँचाने के लिए मोबाइल और स्मार्टफोन प्लेटफार्म का अधिकाधिक प्रयोग किया जाना आवश्यक है। हिंदी शिक्षण संबंधी सामग्री ऑनलाइन एवं ऑफलाइन दोनों प्रकार से पहुंचाई जा सकती है। ऑनलाइन से तात्पर्य इंटरनेट की सहायता से सामग्री उपलब्ध कराने से है तथा ऑफलाइन के लिए इंटरनेट का होना आवश्यक नहीं है। हिंदी शिक्षण के लिए दोनों ही प्रकार के डिजिटल माध्यमों यथा कम्प्यूटर तथा मोबाइल का प्रयोग आवश्यक है। वर्तमान में विश्व एवं देश की परिस्थितियों को देखते हुए ऑनलाइन शैक्षिक तकनीकी संसाधन आधारित शिक्षण प्लेटफार्म जैसे- गूगल मीट, जुम, सिस्को वेबएक्स, गूगल क्लासरूम, एडमोडो आदि का उपयोग अनिवार्य सा हो गया है।

वर्तमान समय में परंपरागत विधि आधारित कक्षा अध्यापन/शिक्षण के अवलोकन से स्पष्ट हुआ है कि यह शिक्षण बहुत ही नीरस व अरुचिकर है। वर्तमान प्रचलित परंपरागत विधि, विद्यार्थी व शिक्षक दोनों के ही उत्साह व मनोबल को बढ़ाने में योगदान नहीं देती है। इसलिए शिक्षण के स्वरूप, उसके आयोजन पर पुन:विचार को ध्यान में रखते हुए शिक्षण-अधिगम प्रक्रिया में किसी नवीन अध्यापन/शिक्षण विधि की आवश्यकता है, ताकि शिक्षण-अधिगम प्रक्रिया रुचिकर व आनंददायी बने साथ ही शिक्षक भी विकासमान प्रौद्योगिकी के प्रभावी उपयोग की नवीन भूमिका के लिए तैयार हो सके। वह सूचना एवं संप्रेषण प्रौद्योगिकी का उपयोग कर सके साथ ही विद्यार्थी भी स्वाध्याय के माध्यम से संपूर्ण कालांश में सक्रिय अधिगम कर सके। शिक्षक द्वारा कक्षा में अध्यापन कार्य की सार्थकता तभी

सिद्ध होती है जब कक्षा में विषयवस्तु के अधिगम के पश्चात विद्यार्थी के चेहरे पर संतुष्टि दिखाई दे। इसके लिए आवश्यक है कि शिक्षक का अध्यापन प्रभावशाली हो और यह दायित्व तब और दोहरा हो जाता है, जब विद्यार्थी किशोरावस्था के दौर से गुजर रहे हों। किशोरावस्था के संपूर्ण परिवेश में प्रवर्तन का आधार उसका अधिगम है। हिंदी के विकास के लिए विद्यार्थियों को तैयार करना वर्तमान समय की आवश्यकता है। हम ऑनलाइन अध्यापन विधि के द्वारा हिंदीतर भाषा-भाषी विद्यार्थियों को हिंदी विषय पढ़ाने के लिए कम्प्यूटर की सहायता से निर्मित पाठ योजनाओं को ऑनलाइन शैक्षिक तकनीकी संसाधनों (जैसे- गूगल मीट, जुम, गूगल क्लासरूम, एड्मोडो आदि) की सहायता से अध्यापन कर इसकी उनके अधिगम पर प्रभावशीलता को देख सकते है।

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भारतीय संगीतात सुरश्री केसरबाई केरकर यांचे सांगीतिक योगदान

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गोमंतकला कलाभूमी म्हणतात त्याचं प्रमुख कारण म्हणजे गोमंतकीयांनी भारतीय संगीताची केलेली उपासना. या उपासनेत आघाडीवर राहिला तो गोमंतक मराठा समाज आणि त्यातही त्या समाजातील महिला कलावंत बाबलीबाई साळगावकर, ताराबाई शिरोडकर, अंजनीबाई मालपेकर, केसरबाई केरकर आणि मोघुबाई कुर्डीकरही पाच नावं तर 'पंचकन्या स्मरेत नित्यम' या सुभाषिताचीच आठवण करून देतात. या पाच कलावंतीत सर्वाधिक कीर्ती, सर्वाधिक बहुमान लाभले ते सुरश्री केसरबाई केरकर यांना.

संगीतावर उपजीविका असणाऱ्या कुटुंबामध्ये जन्म झाल्याने व आवाजाची जन्मजात देणगी व गाण्याची आवड व घराण्यातील परंपरा यामुळे बाईंनी गाणं शिकणे हे अगदी स्वाभाविकच होतं व त्याकरिता अगदी उच्च दर्जाचा गुरु शोधण्यास कुटुंबीयांनी सुरवात केली. त्याकरत गोवा ते कोल्हापूर, कोल्हापूरहून पुन्हा गोवा, गोव्याहून मुंबई अशी भटकंती केली पण वयाच्या तिशीपर्यंत खऱ्याखुऱ्यातालमीला सुरवात झालीच नाही.

केसरबाई यांची जन्मतारीख एका ध्वनिमुद्रिकेवर चुकीची छापली गेली. त्यामुळे १३ जुलै १८९२ ही खरी जन्मतारीख टाळून वर्ष उलटल्यावर जन्मशताब्दी लेख झळकले. खर तर ९२-९३ या वर्षात या महान गायिकेचा जन्मशताब्दी सोहळा झगमगायला हवा होता. भारतीय संगीत नाटक अकादमीच्या विद्यमाने राष्ट्रपती डॉ. राजेन्द्र प्रसाद यांच्या हस्ते 'प्रमुख आचार्या' ही सन्माननीय सनद त्यांना प्राप्त झाली होती. या परमोच्य सत्कार होता. गुरुदेव रवीन्द्रनाथ टागोर यांनी केसरबाई यांचे गाणं ऐकून एक आशीर्वाद पत्र दिलं होतं. कलकत्याच्या संगीत प्रवीण आणि संगीतानुरागी सज्जन सन्मान समितीनं 'सुरश्री' ही यथार्थ उपाधी त्यांना अर्पण करून जणू तेच त्याचं विशेषनाम बनवलं होतं. पण विसाव्या शतकातील गायक गायिकांच्या दोन पिढ्यांवर प्रभाव टाकून ज्या तळपत राहिल्या त्यांची जन्मशताब्दी गोमंतक वगळता उर्वरित भारतात झालीच नाही. याबद्दल कोणालाही दोषी धरता येणार नाही.

केसरबाईंच्या बाबतीत त्यांच्या हयातीतच नाना तऱ्हेचे अपसमज माजले होते. तीस सालापासून त्या जाहीर मैफिलीतून गाऊ लागल्या आणि साऱ्या भारतात त्याचं नाव झालं तरी ४९ साल उजाडेतो त्यांच्या गानसाधनेची खरीखुरी माहितीच आम जनतेपुढे पोचली नव्हती. अवास्तव गोष्टी सांगितल्या जात होत्या. प्रो. बी. आर. देवधरांना तर त्यांच्या एका मित्राने सांगितलं होत की, केसरबाई तीन वर्ष खां साहेब अब्दुल करीम खां यांच्याकडे, नंतर तीन वर्ष भास्कर बुवांकडे, चार वर्ष वझे बुवांकडे, दहा वर्ष बरकतुल्ला सतारिये यांच्याकडे आणि शेवटी वीस वर्ष खांसाहेब अल्लादियाखांकडे तालीम घेत होत्या आणि म्हणूनच त्या स्मितित करणारं संगीत ऐकवू शकत होत्या. पण असे बिनधास्त अंदाज वर्तविणाऱ्यांना आवरणार कोण? अखेर ४९ साली प्रो. देवधर केसरबाईकडेच मुलाखत पाहिजे म्हणून हट्ट धरून बसले आणि बाईंच्याच मुखातून त्यांची संगीत साधना कशी झाली याची माहिती मिळाली.

केसरबाईचं वय आठ असताना कोल्हापुरात अब्दुल करीमखांनी त्यांना दहा महिने तालीम दिली. स्वरालंकार घोटून घेतले. 'सुघर बना' या दोन चिजाही शिकविल्या. केशवराव भोळे यांनी, बाईंनी ज्या वयात ही तालीम घेतली त्या वयाचा विचार न करता केसरबाई यांची जौनपुरी व ललत रागांच्या ध्वनीमुद्रकांत अब्दुल करीमखांच्या सुरेलपणाचा स्पर्श तरी दिसतो काय असा सवाल केला आहे. खुद्द केसरबाई यांनी या आक्षेपावर मोकळेपणाने कबुली दिली की, वयाच्या आठव्या वर्षी फक्त दहा महिने घेतलेल्या तालमीत खांसाहेबांची गायकी उचलण्याची ताकद माझ्यात नव्हती.

पुढे केसरबाई यांना गोव्यातच लामगावला वझे बुवांकडे सहा महिने तालीम मिळाली. बुवा गोव्यात येत पण दीर्घकाळ राहत नसत. केसरबाईना वयाच्या तेरा ते सोळा (१९०५ ते १९१८) या अवधीत मधून मधून जेवढी तालीम वझे बुवांकडून मिळाली तेवढी त्यांनी घेतली. १९०८ साली सबंध केरकर कुटुंबच मुंबईस येऊन स्थायिक झालं. त्या वेळी सुप्रसिद्ध सतारिये खांसाहेब

बरकतुल्ला यांची तालीम त्यांना मिळू लागली. साधारण मानान बरकतुल्लाखां यांनी दीड वर्षाहून अधिक काळ केसरबाई यांना शिकविलेल नाही. बरकतुल्ला म्हैसूर दरबाराच्या नोकरीत रुजू झाल्यावर हा गुरु-शिष्य योग संपला.

१९१२ साली खांसाहेब अल्लादियाखां यांची तालीम मिळण्याचा योग जुळून आला होता. कोल्हापूरचे सरदार बाळासाहेब गायकवाड यांच्या आग्रहामुळे संगीताच्या दुनियेतील हिमालयाप्रमाणे असणारे ते व्यक्तिमत्व केसरबाई यांना शिकवायला तयार झालं होतं. पण त्यावेळी केसरबाई यांना ती गायकी घेताच येईना. खांसाहेबाच हिरमुसले झाले. आजारी पडले आणि सांगलीस निघून गेले. पंडित भास्करबुवा यांची तालीम फक्त साडेचार महिनेच मिळू शकली. कारण पुण्यात स्थापन झालेल्या भास्कर गायन समाजाची जबाबदारी त्यांच्यावर येवून पडली व बुवांना मुंबई सोडून पुण्यास जावं लागल. ही घटनाही १९११-१२ सालातीलच.

१९१७ साली वझे बुवा मुंबईत राहू लागले. त्यांना बारा-तेरा शिकवण्या. एका शिकवणीच्या जागी बुवा फार वेळ बसतच नसत. त्यामुळे केसरबाईंनी वझेबुवांची शिकवणी आपल्याला लाभदायी ठरणं कठीण असा निर्णय घेतला. १९१८ साली अशी एक घटना घडली की, 'घायाळ हो हरणी' अशी केसरबाई यांची अवस्था झाली. कलकत्याचे रसिकाग्रणी लाल दुनिचंद मुंबईस आले होते. त्यांना निरोप देण्याच्या निमित्ताने मुझफराबाद हॉलमध्ये तीन रात्री गानसमारोह झालं. पंडित भास्करबुवा बखले यांच्या ख्यातकीर्त शिष्या ताराबाई शिरोडकर याचं गाणं होणार होतं. तिसऱ्या रात्री श्रीमती ताराबाई यांच्या आधी मुंबईतील इतर गायिकांनी गावं असा बूट निघाला. केसरबाई यांनी प्रथम त्या कल्पनेस विरोधच केला. पण फारच आग्रह झाल्यामुळे त्या गायल्या. त्यांचे नेहमीचे साथीदार नव्हते, रियाज नव्हता. त्यामुळे जे अटळ ते घडले. गाणं जमलं नाही. जेष्ठ मंडळींकडून नको नको ते ऐकून घ्यावं लागलं. केसरबाईना तो अपमान सहन झालं नाही, त्यांच्या जिव्हारी लागला. त्याच वेळी त्यांनी निश्चय केला की आता जाहीर मैफिलीत गायचं ते नाव मिळवून आणि खांसाहेब अल्लादियाखाँयांना गुरु करूनच गायचं.

पण खांसाहेब गुरु म्हणून लाभावेत कसे? या मुलीला आपली गायकी येणारच नाही असा ग्रह त्यांनी पूर्वानुभवावरून करून घेतला होता. दुनिचंद, गोपालदास, विठ्ठलदास, द्वारकादास यांनी प्रयत्नांची शर्थ केली पण व्यर्थ. अखेर विठ्ठलदास द्वारकादास यांनी 'मृत्यू पुढे ठाकला' अश्या आशयाची तार केली. मग मात्रा खांसाहेब लगोलग आले. मरणाचे नाटक लक्षात येताच क्षुब्ध झाले. आणि राग ओसरल्यावर त्यांनी काही अटी पुढे केल्या. हेतू हा की अटी मान्य होणार नाहीत व केसरबाई यांना तालीम देण्याचे टळेल. काय होत्या अटी? गुरुदक्षिणापूर्वक गंडाबंधन झालं पाहिजे. विशिष्ट मासिक वेतन दिलंच पाहिजे. प्रकृती अस्वास्थ्यामुळे खांसाहेब परगावी गेल्यास त्या गावी येऊन तालीम चालू ठेवली पाहिजे. दहा वर्ष अखंडित शिकावे लागेल आणि खांसाहेब गैरहजर राहिले तरी मानधन द्यावेच लागेल. या अटींना कोणीही घाबरले नाही. अटी एवढ्या सुस्पष्ट होत्या की त्यात अन्य कोणत्याही शिष्येस शिकविणार नाही ही अट नव्हती. हे साक्षेपी नजरेस सहज दिसेल.

गंडाबंधन समारंभ होऊन १ जानेवारी १९२१ रोजी तालीम सुरु झाली. आकारयुक्त आवाज लावण्याच्या व निर्मळपणे तो फिरविण्याच्या पद्धतीमुळे अत्रोली वा जयपूर घराण्याचं गायन सोपं वाटतं, परंतु त्याची तालीम घ्यायला सुरवात केली म्हणजेच त्यातल्या अविश्रांत तपस्येचा भाग लक्षात येतो. केसरबाई यांच्या लक्षात ही गोष्ट पहिल्या पंधरा दिवसातच आली. सकाळी ८ ते १ व संध्याकाळी ४ ते ७ अशी सलग ९ तास तालीम चाले. शिवाय पहाटे २ तास मंद्रसाधन. केसरबाई यांना इतका वेळ एके जागी बसणे कठीण गेले. पंधरा दिवसात आवाज बसला. फारच त्रास होऊ लागला की खांसाहेब दोन-तीन दिवस विश्रांती देत. पुन्हा तालीम सुरु झाली की येरे माझ्या मागल्या! मग खांसाहेबांनी शिष्येस सांगितलं 'बेटा' तुझा आवाज जाणार नाही काळजी करू नकोस. जेवढा आवाज काढणं शक्य आहे तेवढाच काढ. मेहनतीत खंड पडता उपयोगी नाही. यातून तुझा आवाज बनणार आहे. सहा महिन्यानंतर केसरबाई यांना प्रत्यय आला. आवाज थोडा थोडा सुटू लागला. व पुढे दोन महिन्यात पूर्ण मोकळा झाला विशेष गंमत म्हणजे केसरबाई यांना असं आढळून आलं की, आवाज केव्हाही लागतो, त्यात जोर आला आहे, त्याला झार प्राप्त झाली आहे आणि मनात येईल त्याप्रमाणे तो हवा तसा फिरविता येऊ लागला आहे. केवळ ज्या आकारावर पुढे हयातभर श्रोतृवर्ग मुग्ध झाला आणि ज्याच्या बळावर बडे गुलामअली खां सारख्यांची आधी झालेली गाणी साफ पुसून टाकली गेली तो आकार, तो षडज असा सहा महिने घडविला जात होता. घोटीव ऐश्वर्य प्राप्त करू घेण्यासाठी ती षडजसाधना होती.

ख्यालाची साधना तोडी रागापासून सुरु झाली. सकाळी तोडी, संध्याकाळी मुलतानी. पुढे सकाळी देशकार तर संध्याकाळी भूप, शुद्धकल्याण, जयतकल्याण. सकाळी बिभास तर संध्याकाळी जयत. एकेक पाळता सात सात दिवस घोटावा लागे आणि

खांसाहेब पुढ्यात बसून ऐकत राहत. त्यांना हवा तसा तो गव्व्यातून निघाला की मग दुसरा. रोज नऊ तास याप्रमाणे सतत आठ वर्ष विनाखंड तालीम आणि मेहनत यांचा केसरबाई यांच्या प्रकृतीवर मुळीच परिणाम झालं नसेल असे नाही. त्यांना अनिमियाचा विकार जडला. बंगलोरला जाऊन हवापालट करावा लागला. पुढे तालीम चालू असता मधेच क्षणभर थांबून दंडात इंजेक्शन घ्यावी लागली. वर्षातून दोन महिने खांसाहेब मुंबईबाहेर जात तेव्हा मात्रा थोडी विश्रांती मिळत असे.

१९२९ साली खांसाहेबांनी स्वताहूनच घातलेली दहा वर्ष अखंड तालीम देण्याची अट मोडली. आणि ते श्री शंकरराव सरनाईक यांच्या यशवंत मंडळीत शंकररावांना तालीम देण्यासाठी गेले व १४ महिने कंपनीसोबत फिरत राहिले. असं त्यांनी का केलं असावं? १९२८ साली आलेल्या महाभयंकर आर्थिक मंदीच्या लाटेत खांसाहेबांचे गर्भश्रीमंत मित्र पर होरपळून गेले. आपली पुरवठा बँक अशी खाली झाल्यानं त्यांना पैशाची तीव्र गरज भासू लागली. या वेळी सरनाईकांनी दहा हजार गुरुदक्षिणा देऊन गंडा बाधतो असं कबुल केल्यामुळे खांसाहेबांनी केसरबाई यांची तालीम खंडित केली. पुढे ३२ साली. सरनाईक यांची कंपनी वर्षभर मुंबईतच मुक्काम करून होती म्हणून ते फक्त सकाळी केसरबाई यांना तालीम देत. १९३४ साली श्रीमती मोघुबाई यांना ते तालीम देऊ लागले. या १९२९ ते ३४ च्या अवधीत केसरबाई यांचा बोलबाला चारी दिशांना झाला होता. खरं म्हणजे त्यांच्या खाजगी मैफिली १९२५ सालापासूनच होत होत्या व रसिकाग्रणीना काय तोलामोलाचे गाणं बनत आहे याची कल्पना येत होती.

१९३० साली मुझफराबाद हॉलमध्ये त्यांच्या गाण्याचा पहिला कार्यक्रम झाला आणि संगीताच्या दुनियेची हवाच वेगळी बनली. ज्या मुझफराबाद हॉलमध्ये त्यांना अपमानित होऊन पराभवाचे हलाहल पचवावं लागलं होतं, तिथेच असा विजयध्वज फडकला आणि २६ जून १९६६ रोजी माधवराव आपटे यांच्या जुन्या वास्तूला आणि स्वताच्या गाण्याला निरोप देण्याचा समारंभ होऊन केसरबाई यांच्या कारकिर्दीतील अखेरचं गाणं होऊन तो विजयध्वज खाली उतरविण्यात आला.

या पुन्या तीन तपांच्या कारकिर्दीतील त्यांची अमुक एक मैफिल जमली नाही असे कधीच झाले नाही. आधी त्या फार करून हव्यासान मैफिलींची निमंत्रणं घेत नसत. घेतल्यावर मैफिलीत कोणते राग गायचे हे ठरवून घरी रियाज होत असे. मैफिलीतील त्यांचे एकंदर अस्तित्व, भारदस्त व्यक्तिमत्व व अव्वल दर्जाचे गाणे यांची श्रोत्यांवर छाप पडत असे. त्यांचे डोळे मोठे टपोरे व तेजस्वी होते. गाणे सुरु करण्यापूर्वी त्या श्रोत्यामधून एक नजर फिरवत व कोणकोण आले आहे याची स्वतःशीच खुणगाठ बांधत. नेहमी येणारा श्रोता दिसला की त्या प्रसन्न होत व आला नसेल तर बैठकीनंतर चौकशी करीत. त्यांच्या रियाजात कधी खंड पडला नाही की मंद्रसाधनेस सुटी मिळाली नाही. पहिल्याच जाहीर मैफिलीने हवा केली याची कारणे उघड आहेत. आम श्रोत्यांच्या दृष्टीने अत्रोली घराण्याची घोटीव ऐश्वर्य प्राप्त झालेली गायकी प्रथमच कानावर पडत होती. नवे नवे राग ज्यांची नावेही त्यांना तोवर ठाऊक नव्हती- सुहा कानडा, खोकर, सावनी कल्याण, वासंती केदार, हिंडोल बहार, खट, संपूर्ण मालकंस, जयत, मीरा मल्हार ही रागनामे ऐकताच श्रोत्यांना आश्चर्याचा धक्का बसत असे. तासनतास एकच राग पिसण त्यांच्या गाण्यात कधीच आढळायचे नाही. श्रोत्यांना असे वाटायचे की केसरबाई यांच्या गव्व्यातून स्वर सजीव आणि घनशिल्प होऊन बाहेर पडताहेत. आपण आकाशात खोदलेली लेणी तर पाहत नाही आहे ना असा भास व्हायचा. बाईच्या रुंद आणि घन आ-काराामुळे भरदारपणा आणि रसवत्ता एकदमच हातात हात घालून अवतरताहेत असे जाणवायचे. बाईच्या सुराला मादक स्पर्शसंवेदना होती. एकेक आवर्तन बाई इतक्या पुन्या मापाने भरत राही की आता माप ओसंडून सम चुकणार तर नाही ना असे वाटायचे. पण बाई अचूक समेवर येत आणि दाद घेऊन जात. ख्यालाची लय धीमीच असे आणि लयीच्या आठ पटी, बारा पटीत अथवा सोळा पटीत केसरबाई यांची तनायत चाले. बलपेचीची तान हा शब्दप्रयोगच मुळी अत्रोली-जयपूर गायकीने संगीत समीक्षेला दिला तो केसरबाई यांची तनायत ऐकून आणि अनुभवून. ह्यातभरच्या असंख्य मैफिलीत बाईची आयुधं आ-कार, दमसास, अतूट आलापी, आणि बलपेचयुक्त तानक्रिया हीच होती.

बाईच्या गाण्यात बोलअंग नव्हतं. १९७७ साली त्यांनी देह ठेवल्यावर काहींना त्यांच्या गाण्यात बोल अंग असल्याचा शोध लागलाय. पण ते आता सिद्ध करण्यासारखे राहिलेले नाही. त्यांना ध्वनीवर्धकाची नावड पराकाष्ठेची होती. तो आपलं गाणं खातो असं त्या म्हणत. त्यांच्या अखेरीच्या मैफिलीत त्यांनी ध्वनीवर्धक काढावयास लावला होता. आपला आवाज कोठवर पोचू शकतो याचा अंदाज त्यांना होता.

२३ एप्रिल १९३९ ची संध्याकाळ केसरबाई यांच्या सांगीतिक कारकिर्दीतील धन्यतेची. विश्वभारतीय गुरुदेव रवींद्रनाथ टागोरांनी केसरबाई यांच्या मुखातून ललितागौरी आणि जैताश्री रागातील बंदिशी ऐकल्या. अत्रोली गायकीत केसरबाई यांनी परीपूर्णतेची चरमसीमा गाठलेली आहे हे त्यांनी मनोमन जाणले व तेच आशीर्वाद पत्रात त्यांनी लिहिले आहे.

गुरुदेव टागोर यांनीच केसरबाई यांना 'सुरश्री' ही उपाधी दिली हा फार मोठा अपसमज आहे. ज्या कलकत्याच्या सज्जन सन्मान समितीनं 'सुरश्री' ही पदवी दिली ती तारीख २७ फेब्रुवारी १९४८ ही आहे. गुरुदेव ७ ऑगस्ट १९४१ रोजीच मरण पावले. संगीत अकादमीकडून प्रथम आचार्या, महाराष्ट्र शासनाकडून राज्यगायिका या बहुमानपदी नियुक्ती असे त्यांचे सत्कार झाले. केसरबाईंना १९६९ साली भारत सरकारकडून पद्मभूषण हा बहुमान मिळाला.

६ फेब्रुवारी १९४४ ही केसरबाई यांच्या जीवनातील एक अविस्मरणीय तारीख. त्यांचा स्वभावविशेष दाखविणारी. या दिवशी सुंदरबाई हॉलमध्ये गोमंतक मराठा समाजाच्या इमारत निधीसाठी गानतपस्विनी मोघूबाईंचे गाणे होते. मध्यंतरात खांसाहेब अल्लादियाखां यांनी भाषण करतांना सांगितले, 'मोगू माझी गंडाबंद शागीर्द आहे. याबाबत कोणाचा गैरसमज असेल तर तो काढून टाकावा. हे सांगण्यासाठीच खांसाहेब शिरगावकरांच्या घरून निघून हॉलवर आले होते. कारण हॉलच्या बाहेर 'मोगुबाई खांसाहेबांच्या गंडाबंद शिष्या नाहीत'. अशी हाताने लिहिलेली पत्रके वाटली जात होती. खांसाहेबांच्या या घोषणेमुळे केसरबाईना गुरुमाउलीचा राग आला. इतका की पुढे दोन वर्षनि खांसाहेबांचे निधन झाल्यावर केसरबाई अंत्यदर्शनासाठी देखील गेल्या नाही, किंवा शोकसभेत उपस्थित राहून श्रद्धांजली अर्पण केली नाही. केसरबाई यांचे रागलोभ असे तीव्र होते.

१६ सप्टेंबर १९७७ रोजी गणेशचतुर्थीच्या दिवशी ऐन संध्याकाळी केसरबाई हे जग सोडून गेल्या. त्यांची स्मृती केवळ गोमंताकालाच नव्हे तर उभ्या भारताला चिरकाल राहील. कारण त्यांच्या अत्रोली-जयपूर गायकीचं घोटीव ऐश्वर्य त्यांच्याप्रमाणे समूर्त करणारं त्यांच्यानंतर कोणीही नाही.

संदर्भग्रंथ :-

१)	भिन्न षडज --- रामकृष्ण बाक्रे

२)	थोर संगीतकार --- बी. आर. देवधर

३)	गायिका अन गायकी --- डॉ शुभदा कुलकर्णी

४)	संगीत कलाविहार --- अखिल भारतीय गांधर्व महाविद्यालय मंडळ प्रकाशन

५)	स्वरसेतू --- डॉ चारुशीला दिवेकर

''बंजारा जमातीची ग्रामीण क्षेत्रातील उच्च शिक्षणाची आजची स्थिती व रोजगारक्षमतेचा समाजशास्त्रीय अध्ययन.''

डॉ. किशोर उत्तमराव राऊत, कु. गोदावरी विठ्ठलबन बन

एम.ए.एम.फिल., सेट, नेट, पीएच.डी., प्राध्यापक समाजशास्त्र विभाग, संत गाडगेबाबा अमरावती विद्यापीठ, अमरावती

एम.ए., एम.फिल., पीएच.डी. संशोधक विद्यार्थी, समाजशास्त्र विभाग, संत गाडगेबाबा अमरावती विद्यापीठ, अमरावती

❖ **सारांश :—**

वस्त्या तांड्यातील बंजारा जमात आजही शिक्षणात मागे आहे असे आढळते. आजही नागरी भाग सोडला तर ग्रामीण भागातील सोयी सुविधा अपुऱ्या असलया कारणास्तव उच्च शिक्षण घेउ शकत नाहीत ही एक खुप मोठी बंजारा समाजाची समस्या आहे व आजची उच्च शिक्षणातील स्थिती आहे. जे सुशिक्षीत तरूण वर्गामध्ये व्यवसायाच्या अभावामुळे व उच्च शिक्षण घेउन नौकरी न मिळाल्यामुळे मोठ्या प्रमाणात नैराश्य निर्माण झालेले आहे. असे मला बंजारा जमातील ग्रामीण भागातील संशोधन करतांना व काही ग्रंथ वाचले तेव्हा आढळले. तरूण पिढीमध्ये देशाचे भावितव्य घडविण्याचे सामर्थ्य असते हे आपल्याला माहित आहे या समाजातला उच्च शिक्षणाची गरज असुन यांना शासनामार्फत (तांडा) ग्रामीण भागातील उच्च शिक्षणाच्या सोयी सुविधा व व्यवसायाच्या सुविधा उपलब्ध करून दयावेत असे वाटते व रोजगार क्षमतेची संधी उपालब्ध करून देण्याची आवश्यकता आहे व उच्च शिक्षणात पुसद परिसराच्या अस्मीततेचा केंद्र बिंदु उच्च शिक्षणाचे मातृतीर्थ म्हणजे जनता शिक्षण प्रसारक मंडळ व नाईक परिवाराचे सामाजिक, राजकीय व शैक्षणिक क्षेत्रात मोठे योगदान असुन ग्रामीण क्षेत्रातील उच्च शिक्षणाची स्थिती व रोजगारक्षमतेच्या बाबतीत संक्रमण अवस्थेत आहे.

❖ **प्रस्तावणा :—**

विचार, विश्लेषण, संवाद कौशल्य अभ्यासक्रमामध्ये विद्याशाखेचे ज्ञान, चिकित्सक विचार विश्लेषण क्षमता, प्रश्न वा समस्या निराकरण कौशल्य, आधुनिक पध्दतीचा वापर, आंतरविद्याशाखीय, तान, संवाद कौशल्य, नेतृत्व विकास, बहुसांस्कृतीक दृष्टीकोण, स्वअध्ययन कौशल्य, सामाजीक जबाबदारी आदिचा अंर्तभाव करण्यात आला असुन उच्च शिक्षणात अधिक अधिक गुणवत्ता आणि विद्यार्थ्यांमध्ये रोजगार क्षमता वाढावी म्हणुन विद्यापिठ अनुदान आर्थिक अध्ययन निष्पत्तीवर (लर्निंग आउटकम) आधारीत अभ्यासक्रम बंधनकारक केले आहेत. या धर्तीवर सात विषयाचे मॉडेल अभ्यास क्रम तयार करण्यात अला आहे.

भाषा अभ्यासक्रमाची रचना करतांना ज्यात व्यावसायीक ज्ञान रोजगारपुरक घटक विश्लेषण रचना स्थान व्यापारिक ज्ञान रोजमारक पुरक घटक, विश्लेषण करनांसंबंधीचा क्षमता विकास, संभाषण कौशल्य आदि उदेश आहे. विज्ञान विषयाची रचना करतांना जागृतीक स्पर्धात्मकते बरोबरच व्यावसायीक दृष्टीकोण प्रश्न सोडवण्यासंबंधी विकास, रोजगाक्षम विद्यार्थी घडविण्याचा आहे. तसेच तंत्रज्ञानाची प्रगती, विज्ञानाच्या विस्तारणाच्या शाखा आणि समाजाच्या बदलत्या गरजा यामुळे उच्च शिक्षणाचे अंतरंग बदलण्याचा निर्णय आयोगाने घेतला होता. त्यानुसार अभ्यासक्रमाची फेररचना करण्यात आली. समाजातील सर्वच घटकांना व विशेष करून ग्रामीण भागात रहाणाऱ्या (तांडा वस्तीमधील) बंजारा समाजातील विद्यार्थ्यांना रोजगार मिळावा हा उद्देश आहे.

https://www.esakal.com

कधीकाळी बंजारा जमात ही गुन्हेगार म्हणुन हिणवल्या गेल्याचे दिसुन येत होते. परंतू आज ही बंजारा जमात ही उच्च शिक्षणाच्या प्रवाहात आलेली असुन पण तरीही ग्रामीण भागात व तांडया वस्तीत उच्च शिक्षणाचा अपुऱ्या सोई व शिक्षणाचे महत्व कळळे नसुन कामासाठी गावोगावी भटकंती करणारा समाज उसतोड कामगार मजुर वर्ग काही विद्यार्थी १०० टक्के उच्च शिक्षण घेउ शकत नाही. रोजगार क्षमतेचा अभाव आढळुन येतो व प्रगतीच्या वाटचालीत अजुनही बंजारा समाज उच्च शिक्षणात इतर समाजाची तुलना केल्यास स्त्रीयाचे शिक्षणाचे प्रमाण कमी आढळुन येते असे ऑल इंडिया बंजारा सेवा संघाचे अध्यक्ष डॉ. टी.सी. राठोड यांचे म्हणने आहे. ५४ वर्षापुर्वी समाजाच्या समस्यासाठी कै. वसंतराव नाईक, बळीराम राठोड, उत्तम राठोड यांनी या संघाची स्थापना केली होती.

प्रगतीच्या वाटेवर असणाऱ्या बंजारा समाजबांधवांनी तांडयातील परिस्थितीची जाणीव ठेवली पाहिजे असे डॉ. टी. सी. राठोड यांनी सांगीतले आहे. तांडयातील अनेक मुलांना शिक्षणाच्या सोयी उपलब नसल्याने ते शिक्षणापासुन वंचीत आहेत. अशा विद्यार्थ्यांना योग्य ती शैक्षणिक मदत करण्याचा आम्ही प्रयत्न करतो असे ते म्हणाले या शिवाय वैद्यकिय, सामाजिक क्षेत्रातील त्यांच्या गरजा पुर्ण करण्याकडे कल असतो. तसेच समाजाने तांडयातुन बाहेर निघुन प्रगती केली. म्हणुन कधी काळी गुन्हेगार म्हणुन हिणावला गेलेला समाज शिक्षणामुळे सुसंस्कृत होत चालला आहे ही निश्चितच समाधनकारक बाब आहे पण शिक्षणाचा अभाव, अंधश्रध्दा, व्यसनाचे वाढते प्रमाण त्यातच मुळ प्रवाहापासुन दुर राहिल्यामुळे हा समाज मागे होता. त्यातच खऱ्या अर्थान प्रगतीचा मार्ग दाखवला हरित क्रांतीचे प्रणेते दिवगंत मुख्यमंत्री वसंतराव नाईक साहेब यांनी एकुणनच प्रगतीसाठी शिक्षण किती आवश्यक आहे हे त्यांनी सर्व बंजारा समजासाठी कळकळीने सांगितले. त्यासाठी त्यांनी विद्यार्थ्यांना प्रोत्साहन दिले. शिक्षणाच्या प्रवाहत आणन्यासाठी पुरेपुर प्रयत्न केले. हरित क्रांतीचे प्रणेते दिवगंत मुख्यमंत्री वसंतराव नाईक यांनी परिसरातील तांडयात गेल्यावर तेथील मुलांना शाळेविषयी प्रश्न विचारत त्यांना शिक्षणाबाबत सांगत. बंजारा समाजाच्या सर्व लोकांना मुलांना शाळेत पाठविण्याबाबत सांगत. तेव्हा विद्यार्थ्यांना शाळेत पाठविने सुरू केले त्यामुळे बंजारा समाज शिक्षणाच्या प्रवाहामध्ये आला त्यामुळे राज्यात १० हजाराचेवर इंजिनीयर आहेत अनेक कम्प्युटर इजिनीअर परदेशात सुध्दा कार्यरत आहेत. तरी आजही या समाजाने त्यांची बंजारा समाजाची जी संस्कृती, परंपरा जोपासली आहे. देशात २८ राज्यात बंजारा समाज आहे. त्याची गोरमाटीच ही बंजाराभाषा मात्र एकच आहे. यला लिपी नाही बंजारा समाजात प्रामुख्याने ही भाषा बोलली जात असल्यान आजही ती टिकुन आहे. https://maharashtratimes.com

❖ **उद्देश** :—
१) बंजारा जामतीच्या उच्च शिक्षणाच्या शैक्षणिक स्थितीचा अभ्यास करणे.
२) बंजारा जमातीच्या व्यवसायाचा अभ्यास करणे.
३) उच्च शिक्षणाचा नवीन शैक्षणिक धोरणाचा अभ्यास करणे.

❖ **गृहितके** :—
१) बंजारा जमातीत उच्च शिक्षणात आजही अभाव आहे.
२) ग्रामीण भागातील विद्यार्थ्यांना उच्च शिक्षण घेतल्यावर रोजगार मिळत आहे.

❖ **अध्ययन पध्दती** :—
प्रस्तुत संशोधनात निबंधसाठी आवश्यक असलेले दोन स्रोत आहेत. एक प्राथमीक स्रोत आणि दोन व्दितीय स्रोत असुन ''बंजारा जमातीची ग्रामीण क्षेत्रातील उच्च शिक्षणाची आजची स्थिती व रोजगारक्षमतेचा अभ्यास''

समाजशास्त्रीय अध्ययन करण्यासाठी तथ्य संकलनासाठी संदर्भ ग्रंथ वर्तमान पत्रे, इंटरेट चा उपयोग करण्यात आला आहे.

❖ **बंजारा जामातीची ऐतिहासीक पार्श्वभुमी :—**

पूर्वी बंजारा समाज भटकत्या अवस्थेत होता. मिठाचा आणि गव्हाचा व्यापार करणारी प्रसिध्द जमात म्हणून ती ओळखली जात असे. १६ व १७ व्या शतकात मोगल सैन्यास धान्यपुरवठा करणे, युध्दसामग्री वाहून णणे, प्रसंगी युध्द करणे अशी तिहेरी भूमिका बंजारांना पार पाडावी लागत असे. व्यापाराच्या निमित्ताने ज्या ज्या प्रांतांत ते गेले त्या त्या प्रांतात बंजारांना वेगवेगळया नावाने ओळखण्यात येउ लागले. लमाण, लमाणी, लुंबाडा, लमान, मुकरी, सुगली, चारण, मथुरिया, गवारिया, गोर, बादलीया, लदेणीया, ब्रिजारी, गुजरिया इ. एम.एइ. इलियट या शास्त्रज्ञाने इ.स. पू चौथ्या शतकापासून भारतात बंजारांची वस्तीस्थाने असल्याचे सांगितले आहे. ''रूख्मीणी पवार : २०१६ — ३५, ३६''

❖ **उच्च शिक्षणाची आजची स्थिती व रोजगारक्षमता :—**

भारत अनेक जाती, जमाती धर्म, भाषा, संस्कृती असणारा विशाल देश आहे अशा विशाल भारतभुमीवर बंजारा समाजाचे वास्तव्य आहे. प्राचीन काळी बंजाराचा प्रमुख व्यवसाय व्यापार होता. दळणवळणाची साधने नसल्यामुळे बैलाच्या साहयाने व्यापार करणारी ही जमात भारताच्या कानाकोपऱ्यात पर्यंत पोहोचलेली होती. बैल हा व्यापराचा मुख्य आधार असल्यामुळे या लोकांनी गाई—बैलाची संख्या वाढविली. त्याचा चारा पाण्याच्या सोयीसाठी बंजारांना जंगलाचा सहारा घ्यावा लागला. बंजारा समाजाच्या चालीरीती व आदिवासी चालीरीतीमध्ये खुप साम्य आहे. भारतातील प्रत्येक प्रांतात बंजारा समाज आपली सांस्कृतिक वैशिष्टये कायम ठेवुन जीवन जगत आहे. ऐतिहासिक दृष्टीकोनातुन बंजारा समाजाचा अभ्यास केल्यास युध्द, दुष्काळ, परकिय आक्रमणे अशा कठीण परिस्थीतीचा सामना करीत हे लोक राजस्थान सोडुन दुरदुरच्या देशात निघुन गेले असावेत. राजकीय संघर्षच्या काळात राजस्थानची परिस्थिती सामान्य लोकांना अनुकुल राहिली नाही. ''रूख्मीणी पवार : २०१६ — ३५''

उच्च शिक्षण व्यवसाय करणे उच्च शिक्षण घेउनही नोकरी व्यवसायात बंजारा जमातीतील व यशस्वी न झालेले तरूण रोजगार हमी, साखर कारखाने मुंबई पुण्यासारख्या ठिकाणी गवंडी काम, रंगरंगोटीचे कामे व काही उस तोड कामगार म्हणुन इतरत्र जिल्हयात जाउन उस तोडणी करतात आणि काही बंजारा समाजातील लोक ज्यांचेकडे शेती आहे ते शेती करतात व काही लोक ज्यांचेकडे शती नाही ते इतर शेतकऱ्यांच्या शेतात लागले तेव्हा मजुरी करतात. ग्रामीण क्षेत्रातील बंजारा जमातीतील सुशिक्षित तरुण वर्गामध्ये व्यवसायाच्या अभावामुळे मोठया प्रमाणात नैराश्य निर्माण झालेले आहे असे संशोधन करतांना मी अनुभवले आहे. तरुण पीढीमध्ये देशाचे भवितव्य घडवण्याचे सामर्थ्य असते. आपण बऱ्याच पुस्तकात वाचत असतो पण अनेक बेरोजगार तरूण व्यसनाच्या अधिन झाल्याचे दिसुन येतात अशा व्यवसायिक समस्याची सोडवणुक करण्यासाठी ग्रमीण भागात सतेच तांडा परिसरात रोजगाराच्या सुविधा उपलब्ध करण्याचा प्रयत्न शासनामार्फत करावा. या समाजाच्या आर्थिक विकास होण्याच्या हेतुने पुढे आर्थिक विकास महामंडळ आस्तीत्वात आले आहेत.

तसेच लघु उद्योगांना चालना मिळावी यासाठी शासनामार्फत अनुदान व्यवस्था सुध्दा आहे. परंतू त्या अनुदान व्यवस्थेचा फायदा फारसा बंजारा समाजातील तरुणांना घेता आला नसल्याचे चित्र दिसुन येते व्यवसायामध्ये नवनवीन सुविधांचा समावेश करून बंजारा तरुणांना उपलब्ध करून दिल्यास त्यांचे जीवन जगण्याच्या नव्या दिशा निर्माण होईल व जागतिकीकरणाच्या बदलत्या प्रवाहामध्ये सामील होण्याचे सामर्थ्य त्यांच्यता निर्माण होउ शकेल. ''रूख्मीणी पवार : २०१६ — २१४, २१५''

शिक्षण ही एक व्यापक संकल्पना आहे. सतत प्रवाहात राहणारी ज्ञानगंगा आहे. आर्थिक व सामाजिक विकासाचे शिक्षण हे एक प्रभावी माध्यम आहे. नव्या शैक्षणिक अभावाचे कारण म्हणजे जमात ही बऱ्याच काळापासुन दऱ्याखोऱ्यात राहत असल्यामुळे सुरूवातीच्या काळात उपजीविकेची साधने उपलब्ध नसावीत अशावेळी जंगलातील प्राण्यांची शिकार करून ते आपली उपजीविका करित असत. शिकारीतुन पशुपालणाचे कौशल्य व व्यवसाय करणयाचे त्यांना अवगत झाले असावे. त्यामुळे त्यांच्या आहारात दूध, तूप, लोणी, दही, तालक यांचा समावेश जास्त होता. याच दुधापासुन रबडी, खीर असे पदार्थ बनविले जात असत व दुग्धव्यवसायाला नवनवीन व्यवसायामध्ये जेव्हा चालना मिळाली तेव्हापासून दुधाचे पदार्थ तयार करून खाण्याऐवजी विक्री करून पैसा मिळविणे याकडे जास्त लक्ष देण्यात येत असे. आज अनेक तरूण दूधाऐवजी मद्यसेवन करतात. त्यामुळे व्यसनाधीनतेचे प्रमाण वाढत आहे असे पाहवयास मिळते. या व्यसनामुळे तरूण पिढी शिखणापासून दूर जात आहे व रोगग्रस्त झालेली दिसून येते. ''रूख्मीणी पवार : २०१६ — २२१''

धोरणाच्या अनुषंगाने तांड्यावाडयापर्यंत शिक्षणाचा प्रसार झाला आहे. वस्तीशाळा हा काही वर्षापुर्वी चा शासनाचा उपक्रम जोमाने चालु होता पण परंपरागत विचार सरणी कडुन आधुनिक व नव्याने होणाऱ्या शैक्षणिक बदलाचा परिणाम हा निश्चितच बंजारा समाजातील ग्रामीण भागातील (तांड्यातील) झालेला दिसत नसुन पुर्वी मानवाच्या गरजा हया मर्यादित स्वरूपात होत्या अल्प अनुभवातुन मिळणारे शिक्षण व्यक्तीचा गरजा भागविण्यासाठी पुरेसे होते.

बंजारा समाजाच्या कुटूंबाचा जो परंपरागत व्यवसायाचे शिक्षण सहजतेतुन येणाऱ्या पिढीला मिळत असे त्यासाठी जाणीव पुर्वक प्रयत्न करणयाची गरजही नव्हती. पण बंजारा जमातीतील लोक शिकार करणे, मासे मारी, पशुपालन असे व्यवसाय करित होते तसेच बंजारा स्त्रिया गोणपाट तयार करणे, डिंक वेचणे शेतातुन मोहाची फुले आणणे, तसचे पुरूष मंडळी भट्टीतुन दारू तयार करणे हे बंजारा जमातीतील त्यांना अनुभवातुन मिळणारे शिक्षण होते. हे शिक्षण शेजारी, सामाजिक व्यवहार, सामाजिक संबंध लोकरूढी याव्दारे मिळत असे व्यक्तीच्या जन्मप्राप्त शक्तीवर शैक्षणिक क्षेत्र अवलंबुन होते. सामाजिक संस्कारातुन व्यक्तींचे व्यक्ती भाव घडत असते. समाज कोणताही असो त्या समाज संस्कृतीच्या चौकटीतले शिक्षण घेणाऱ्या पिढीला दिले जात असे. हे सर्व शिक्षण औपचारिक पातळीवरचे होते. बंजारा जमातीत गाणी म्हणने, म्हणि, वाक्यप्रचार, उखाणे, देवी दैवताचे भजन हे शिक्षण कोणत्याही शाळेत महाविद्यालयात प्रवेश न घेताही मुखोद्गन केले जाई. हजारो वर्षापासुन अस्तीत्वात असलेल्या बंजारा संस्कृतीचे हस्तातरण पुढच्या पिढीकडे मुखोद्गन पध्दतीने होत असे. शिकारी करतांना सशाची शिकार करणयासाठी वापरलेल्या तंत्रात बंजारे ज्ञान व कर्म यांचा समन्वय साधन्याचा प्रयत्न करीत असत झुडपात बसलेलया सशाचे तोंड पुर्ण दिसत असेल तर पुर्वेकडे जाळे लावुन पश्चिमेकडे शिकार करण्याचा समुह असावा हे साधे तंत्र आहे. परंतू यामध्य ज्ञान व अनुभव ज्ञान, व्यवहार कर्म याचा मध्य साधलेला आहे. याला एक उदाहरण म्हणता येईल.

शिक्षण म्हणजे व्यक्तीमत्वाचा सर्वांगिण विकास किंवा सुपर्ण व्यक्तीमत्वाचा विकास अशी व्याख्या आपण करू शकतो. शिक्षणाविषयी सांगायचे झाले तर कोणत्याही आयोगाने आपल्या अहवालात शिक्षण राष्ट्रीय विकास हे नाव दिले होते. या शिक्षणात उत्पादन क्षमता स्वयमपुर्णता लेकशाही संरक्षण, नैतिक व अध्यात्मीक मुल्ये यांना जास्तीत जास्त महत्व देण्यातआले आहे. पण—तरिही समाज कुठलाही असो या सर्व घटकामध्ये बंजारा समाज उच्च शिक्षणाचे प्रमाण वाढविते व त्यांच्यात शिक्षणाची गुणवत्ता उंचावने या जमातीच्या विद्यार्थ्यामध्ये कौशल्य आणि रोजगारक्षमता विकसित करणे आणि त्याच बरोबर स्वतंत्र नागरिक म्हणुन त्यांचा दृष्टीकोण विकसित करणे ही आपल्यासमोरील आव्हाने आहेत. सर्वांच्या शिक्षणासाठी कोठारीआयोगा ने एकुण देशातंतर्गत उत्पादनाच्या ६ टक्के रक्कम शिक्षणासाठी तरतुद केली होती. पण अजुनही कोणत्याही घटकाला या आयोगाच्या तरतुदीचा लाभ मिळाला नाही. मागास दऱ्याखोऱ्यात राहणाऱ्या समाजाच्या विकासासाठी काही उदिष्टये महत्वपुर्ण समजण्यात

आली होती. परंतु शिक्षणाची ही उदिष्टये तांडा संस्कृतीमध्ये बंजारा जमातीतील ग्रामीण भागात साध्य करता आले नाही. शिक्षणनामध्ये फार मोठी चमत्कारीक शक्ती आहे. डॉ. बाबासाहेब आंबेडकरांनी शिक्षणाला ''वाघीणचे दुध म्हटले आहे.'' जो ते प्राशन करील तो गुरगुरल्या शिवाय राहणार नाही पण आज बंजारा समाज सुशिक्षीत तरूणाची संख्या मोठया प्रमाणात वाढल्याचे दिसुन येते. ''रूख्मीणी पवार : २०१६ — २१७, २१८'' आत्मनिर्भरता व विशेष शिक्षणाबरोबर ही सामाजिक व्यक्ती सापेक्ष आणि त्याच बरोबर आंतरव्यक्तिक (इंटर पर्सल) कौशल्य विकास करणे हा शिक्षणाचा हेतु आहे. स्वामी विवेकानंदाच्या भाषेत सांगायचे तर मानसातील परिपुर्णतेचे प्रगटीकरण म्हणजे शिक्षण. https://maharashtratimes.com

तांडा, वाडयात राहणाऱ्या समाजाचा शैक्षणिक विकास व्हावा यासाठी हरित क्रांतीचे प्रणेते माजी मुख्यमंत्री वसंतराव नाईक साहेब यांनी तांडा परिसरात आश्रमशाळा, वस्तीगृहे, शाळा महाविद्यालये स्थापन करणयास परवानगी दिली बंजारा समाजातील काही मान्यवर व्यक्तींनी वसंतराव नाईक साहेबांच्या नावाने मोठया प्रमाणात शिक्षण संस्था स्थापन केल्या अपवादात्मक काही शिक्षत संस्था विद्यार्थ्यांच्या व्यक्तीमत्व विकासाठी प्रयत्नशिल आहेत व शैक्षणिक क्षेत्रातील कार्यप्रणाली कौतुकास्पद आहे परंतू काही शिक्षण संस्थची परिस्थिती अत्यंत दयनीय स्वरूपाची आहे असे वाटते.

बालमजुर, ग्रामीण महिला यांच्या प्रश्नाकडे सुधाकर भाऊंचे लक्ष असे बंजारा समाजातील मला—मुलींनी शिक्षण घेतले पाहिजे नवा जागतीक प्रगतीचा परिचय करून घेतला पाहिजे यासाठी मा. सुधाकररावभाऊ नाईक यांनी पुसद, उमरखेड, दारव्हा, दिग्रस, मांडवी, माहुर अशा तालुकांच्या गावी शिक्षणाची गंगा गेली पाहिजे यासाठी त्यांनी त्यांचे कार्यकर्त्यांना वेळोवेळी मार्गदर्शन करून नव्या शिक्षण संस्था उभारण्यासाठी सर्वोतोपरी सहकार्य केले. त्यांनी केलेल्या मार्गदर्शन अथवा सहकार्यामुळे पुसदमध्ये अनेक शैक्षणिक संस्था सुरू झाल्या त्यामुळे पुसद परिसरातील सर्व समाजातील विद्यार्थी तसेच विशेषकरून बंजारा समाजातील विद्यार्थ्यांना शिक्षणाच्या सोई उपलब्ध झाल्या. त्याच प्रमाणे तालुक्या अंतर्गत काही गावामध्ये माध्यमीक शाहेचे जाळे विणले त्यामुळे शिक्षण घेणे सोईचे झाले असे सुधाकरभाऊंनी मोलाचे कार्य केले. ''याडीकार पंजाब चव्हाण : २०१६ — २४''

शिक्षणामध्ये शारिरीक मानसिक विकास साधन्या ऐवजी विद्यार्थ्यांच्या व्यक्तीमत्वाचे वृक्षासारखे वाढ झालेली दिसुन येते. काही शाळा महाविद्यालयात शिष्यवृत्तीची तरतुद करण्यात आलेली आहे. परंतू आर्थिक मदतीमुळे बंजारा जमातीत शैक्षणिक विकास घडुन येईलच याची खात्री देता येणार नाही. कारण तांडा सस्कृतीशी संबंधीत असणाऱ्या महाविद्यालयातील शैक्षणिक विकासाला अडसर निर्माण करणारे पहिले कारण आहे त्या ठिकाणी असणाऱ्या म्हणजे ग्रामीण तांडा भागातील उदासीनता, शहरी समुदायामध्ये असणाऱ्या सुविधा तांडा समुदायामध्ये नसतात. त्यामुळे शिक्षक, प्राध्यापक व विद्यार्थ्यांसाठी ते गैरसोईचे वाटते. त्याचबरोबर गोरमाटी ही भाषेचा प्रश्न, मोठया प्रमाणात निर्माण होतो. शिक्षक व विद्यार्थी यांच्यात संवाद निर्माण होण्यासाठी एकमेकांची भाषा समजने आवश्यक असते. बंजारा भाषेला लिपीनसलयामुळे ती पुस्तकी भाषा बनलेली नाही. हेच बंजारा समाजात शिक्षणाच्या अभावाचे कारण होय. ''रूख्मीणी पवार : २०१६ — २१५''

❖ महत्व :–

शिक्षण हे सामाजिक अभिसरणाचे अत्यंत महत्वाचे साधन आहे. शिक्षणामुळे पारंपारीक वारसा जपत असतांना वैज्ञानिक दृष्टीकोण ठेवुन प्रगतीची नवी क्षीतीजे गाठण्यात मदत होते. माणसात असणारा उपजत गुणाचा व्यवहार्य वापर करून विकास करायचा हा देखील शिक्षणाचाच भाग होउ शकतो शिक्षण हे प्रगतीचे निर्देशांक आहे.

❖ शिफारशी :—

१. ग्रामीण भागातील विद्यार्थ्यांना उच्च शिक्षणात नवीन तंत्रज्ञान आणि शेतीव्यवसाय याचा समन्वय शिक्षणातुन साधला जावा.

२. तांडा वाडयातील बेराजगारांना लघुउद्योग व रोजगाराच्या सुविधा निर्माण करता येतील असे शिक्षण असावे.

३. ग्रामीण भागातील विद्यार्थ्यांचे सामाजिक, आर्थिक विकास घडवुन आणणारे शिक्षण असावे.

४. व्यावसायीक शिक्षण देण्याचा संस्थाच्या संख्येत वाढ करण्यात यावी.

❖ निष्कर्ष :—

बंजारा समाजात शिक्षणाचा तांडा संस्कृतीशी संबंधीत असणाऱ्या लोकांच्या समाजिक, आर्थिक, सांस्कृतिक गरजा लक्षात घेउन अभ्यासक्रमाच्या सुवधिा उपलब्ध करण्याचा प्रयत्न केला विशेष करून ग्रामीण भागातील बंजारा समाजातील उच्च शिक्षण घेण्यासाठी प्रयत केला असल्याचे दिसुन येते. राष्ट्रीय शिक्षण धोरणात शहरी व ग्रामीण भागातील विकासाला चालना देण्याच्या विविध योजनाची आखणी करण्यात आलेली दिसुन येते परंतू लघु आकार असलेला तांडा समुहाच्या समस्याचे संधोधन करून समस्या सोडवणियासाठी उपयुक्त असणाऱ्या शिक्षणाचा अंतर्गत अभ्यास क्रमात करण्यात आला नसल्याचे दिसुन येते. शहरी विद्यार्थ्यांचे शैक्षणिक उदिष्टे डोळयासमोर ठेवुन अभ्यास क्रमाची रचना करण्यता आली आहे. परंतू बंजारा समाजात तांडा समुहात राहणाऱ्या विद्यार्थ्यांमध्ये हे व्यापक स्वरूपाचे अभ्यासक्रम ग्रहण करण्याचे अपवाद वगळता बौध्दीक आर्थिक नसल्याचे दिसुन येते. त्यामुळे शिक्षणाबदल उदासिन भावणा तसेच व्यावसायीकतेचा अभाव मोठया प्रमाणात जाणवत आहे.

❖ संदर्भ ग्रंथ सुची :—

१) रूख्मीणी पवार — बंजारा लोकजीवन पध्दती : कैलास पब्लीकेशन्स, औरंगपुरा औरंगाबाद पृ. २१४, २१५, २१६, २१७, २१८, २२१

२) याडीकार पंजाब चव्हाण — सुधाकरराव नाईक : ज्ञान प्रकाशन १०७५ सदाशिव पेठ पुणे ४११०३० पृष्ठ क्रमांक २४

३) https://maharashtratimes.com

४) https://www.esakal.com

सांगीतीक उच्चशिक्षणामध्ये विकसित तंत्रज्ञानाची उपयोगिता

प्रा. डॉ. ज्वाला नागले

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सारांश :

विसाव्या शतकामध्ये लागलेले वैज्ञानिक शोध आणि विकसित झालेले तंत्रज्ञान यामुळे संपूर्ण मानवी जीवन अमुलाग्र बदलून गेले. उपलब्ध सोयी सुविधांमुळे मानवी जीवन अधिक सुखकर झाले, त्याचप्रमाणे जीवनाची गतीही वाढली. प्रत्येक क्षेत्रामध्ये विज्ञानाचा शिरकाव झाल्यामुळे जीवनाच्या कक्षा अधिक विकसित आणि विस्तारित झाल्या.

विसाव्या शतकामध्येच शालेय तसेच महाविद्यालयीन शिक्षण सुरू झाले. दिवसेंदिवस विकसित होणाऱ्या तांत्रिक सुविधांमुळे शिक्षण क्षेत्रामध्येही अनेक बदल घडून आले. वैज्ञानिक शोधांची विद्यार्थ्यांना त्यांच्या अभ्यासासाठी फार मोलाची मदत झाली. वैज्ञानिक शोधांचा सर्वच विषयाच्या विद्यार्थ्यांना लाभ झाला आणि होत असला तरी विषय विस्तार टाळण्यासाठी या लेखामध्ये केवळ संगीत विषयामधे उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांना उपलब्ध होणाऱ्या वैज्ञानिक आणि तांत्रिक सुविधांची कशाप्रकारे मदत झाली याचा आढावा घेतलेला आहे.

बीज शब्द :   वैज्ञानिक शोध, विकसित तंत्रज्ञान, संगीत, उच्च शिक्षण.

प्रस्तावना :

विसावं आणि एकविसावं शतक हे वैज्ञानिक शोधांचं आणि विकसित तंत्रज्ञानाचं युग आहे असं म्हटलं तरी वावगं ठरणार नाही. मानवासाठी उपकारक ठरणारे अनेक वैज्ञानिक शोध याच शतकात आणि त्याच्या थोडे आधी 19 व्या शतकात लागले. वैज्ञानिक आणि तांत्रिक शोधांमुळे मानवी जीवनामध्ये अमुलाग्र परिवर्तन घडून आले. उपलब्ध झालेल्या सोयी सुविधांमुळे त्याचे कष्ट कमी झाले, जीवनमान सुसाह्य झाले आणि जीवनाची एकंदर गती खूप वाढली. विज्ञानाने मानवी जीवनाच्या प्रत्येक क्षेत्रामध्ये प्रवेश केला आणि क्रांतिकारी बदल घडवून आणले. अवघे मानवी जीवन त्यामुळे ढवळून निघाले. आतापर्यंतचा मानवी जीवनाचा साचेबंदपणा नाहीसा झाला, जीवनाच्या कक्षा रुंदावू लागल्या.

विसाव्या शतकामध्ये भारतात शालेय शिक्षण सक्तीचे झाले. शाळा आणि महाविद्यालये या मधून विद्यार्थ्यांना विविध विषयांबरोबरच विविध कलांचेही ज्ञान मिळू लागले. शालेय शिक्षण संपवून आपल्या आवडीप्रमाणे विद्यार्थी आवडीच्या विषयामध्ये उच्च शिक्षण घेऊ लागले. विविध विषयांवर विविध पैलूंनी संशोधन कार्यही करू लागले.

जीवनाच्या विविध क्षेत्रांबरोबरच शिक्षण क्षेत्रामध्येही वैज्ञानिक आणि तांत्रिक सुविधांनी क्रांतिकारी बदल घडवून आणले. त्यामुळे विद्यार्थ्यांना शिक्षण घेणे, त्यातही एखाद्या विषयामध्ये सूक्ष्म अध्ययन करणे, संशोधन कार्य करणे अधिक सोयीचे होऊ लागले.

महाविद्यालयांमधून आणि विद्यापीठांमधून उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांकरिता वैज्ञानिक शोध आणि विकसित उच्च प्रतीचे तंत्रज्ञान अतिशय मोलाचे आणि सहाय्यकारी ठरले आहे. प्रस्तुत लेखामध्ये विद्यापीठांमध्ये अध्ययनाकरिता उपलब्ध असलेल्या सर्वच विषयांचा विचार न करता विषयाचा विस्तार मर्यादित ठेवण्याच्या दृष्टीने केवळ संगीत या विषयामध्ये उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांकरिता वैज्ञानिक शोध व प्रगत तंत्रज्ञान किती सहाय्यकारी सिद्ध झाले आहे यावर प्रकाश टाकण्यात येत आहे. केवळ संगीत या विषयाच्या अनुषंगानेच उपलब्ध तांत्रिक सुविधांचा आढावा या ठिकाणी घेत आहे.

संगीताचा उगम, विकास तथा प्राचीन आणि मध्ययुगीन शिक्षण पद्धती :

आज शाळा आणि महाविद्यालयांमध्ये जरी संगीत हा एक वैकल्पिक विषय असला तरी वस्तूतः संगीत ही एक कला आहे. मानवाच्या उत्पत्ती बरोबरच त्याच्या अभिजात संस्कृतीचे एक अभिन्न अंग म्हणून संगीताची उत्पत्ती झालेली आहे. संगीताच्या उत्पत्तीबाबत अनेक मतमतांतरे असली तरी संगीतावर आधारलेला पहिला प्राचीन ग्रंथ म्हणजे सामवेद ! सामवेदातील ऋचा श्लोक यांच्यावर स्वरांची नावे दिलेली आहेत आणि ते कसे गायचे यासंबंधी उल्लेख आहे.

प्राचीन काळापासूनच संगीत कला हे ईश्वराशी जवळीक साधण्याचे एक मध्यम मानले गेले, त्यामुळेच ईश्वर उपासना आणि मोक्षप्राप्ती याकरिता संगीत हे एक साधन म्हणून वापरले गेले. त्यासोबतच लौकिक समारंभाच्या वेळी, सण उत्सव साजरे करण्याकरिता, आनंद व्यक्त करण्याकरिता संगीताचा उपयोग केला गेला. प्राचीन काळी संगीताचा प्रचार, प्रसार आणि शिक्षणही मौखिक परंपरेनेच होत असे. संगीत कलेचा वारसा हा एका पिढीकडून दुसऱ्या पिढीकडे मौखिक परंपरेने संप्रेषित होत होता आणि हे सातत्याने पिढ्यान पिढ्या सुरू राहिले.

शिष्य आपल्या गुरु समोर बसून त्याच्या मुखातून बाहेर पडलेला स्वर जसाच्या तसा अनुकरण करण्याचा प्रयत्न करीत असत. स्वरांचे लगाव, स्वरालंकार, आलाप, ताना, इत्यादी सर्वच गोष्टी गुरु समोर बसून तासंन् तास घोटून, रियाज करून पक्क्या करीत असत. प्राचीन काळी गुरु शिष्य परंपरा हा संगीत कलेचा पाया होता.

मध्ययुगामध्ये भारतावर मोगलांचे अधिपत्य प्रस्थापित झाले. मोगल बादशहा हे कला प्रिय असल्यामुळे त्यांनी अनेक कलाकारांना आपल्या राजदरबारामध्ये आश्रय दिला. राजाश्रय प्राप्त झालेल्या जेष्ठ कलावंतांना संगीत साधनेसाठी भरपूर वेळ मिळायचा. त्याकाळीही संगीत शिक्षण हे गुरु शिष्य परंपरेनेच होत असे. या काळात संगीताचा प्रचार प्रसार फार मोठ्या प्रमाणावर झालेला होता.

मोगल काळाच्या अस्तानांतर म्हणजेच मध्य काळाच्या शेवटी बादशहा आणि राजदरबार नाहीसे झाल्यावर अनेक कलावंत निराश्रीत झाले. त्यांनी आपआपल्या गावी जाऊन तेथेच आपल्या मुले नातवंडे आणि काही जवळच्या शिष्यांना संगीत कलेचे प्रशिक्षण द्यायला सुरुवात केली. त्याकाळी गुरुंच्या घरी राहून, त्यांची सेवा करून, गुरूंची कृपा झाल्यावरच शिष्यांना बाकायदा संगीताची "सीना -ब-सीना" तालीम दिल्या जात असे. अर्थात त्याकाळीही गुरुमुखातूनच संगीत विद्या ग्रहण करावी लागत असे. गुरूंच्या गायकीची एक विशिष्ट शैली शिष्य जशीच्या तशी आत्मसात करीत असत. हे सांगीतीक विद्यादानाचे कार्य पिढ्यानपिढ्या पुढे जाऊन त्यातूनच पुढे घराणे परंपरा जन्माला आली. गायकीच्या विविध शैलींची, विविध वैशिष्ट्यांनी परिपूर्ण अशी अनेक घराणी निर्माण झाली. यावरून हेच सिद्ध होते की मध्यकाळातही संगीत शिक्षण हे मुख्यत्वे करून गुरु शिष्य परंपरेनेच होत असे.

आधुनिक काळ आणि संगीत शिक्षण :

विसाव्या शतकाच्या पूर्वार्धात भारतामध्ये शाळा सुरू झाल्या आणि त्यामधून विद्यार्थी शालेय शिक्षण घेऊ लागले. परंतु अद्यापही सामान्य लोकांकरिता संगीत ऐकणे ही गोष्ट अप्राप्य होती, मग संगीत शिकणे तर दूरच राहिले ! अशावेळी संगीतोद्धारक विष्णूद्वय म्हणजेच पं. विष्णू नारायण भातखंडे आणि पं. विष्णू दिगंबर पलुस्कर यांनी भारतभर भ्रमण करून, अनेक संगीतज्ञांकडून, शेकडो रागांच्या हजारो बंदीशी आत्मसात केल्या, आणि आपली स्वतंत्र स्वरलिपी पद्धती तयार करून त्यामध्ये त्या स्वरलिपीबद्ध केल्या. भारतभर त्यांनी संगीताचे शिक्षण देणाऱ्या अनेक खाजगी संस्था स्थापन केल्या. त्यांच्याच अथक प्रयत्नांमुळे 1929 मध्ये प्राथमिक शालेय स्तरावर, त्यानंतर 1952-53 मध्ये माध्यमिक, उच्च माध्यमिक, महाविद्यालयीन व नंतर विद्यापीठ स्तरावर संगीत हा इतर विषयांबरोबर एक वैकल्पिक विषय म्हणून शिकवल्या जाऊ लागला.

वैज्ञानिक शोध आणि विकसित तंत्रज्ञानाचा संगीताच्या उच्च शिक्षणावर झालेला परिणाम :

विसाव्या शतकामध्ये दळणवळणाची प्रगत साधने उपलब्ध झाली आणि त्याचा सर्वच विद्यार्थ्यांना उपयोग झाला. आपल्या इच्छित स्थळी विद्यार्थी शिक्षण घेण्याकरिता जाऊ लागले. संगीताचे उच्च शिक्षण देणारी महाविद्यालये विद्यापीठे शेकडो कि.मी. अंतरावर असली तरी विद्यार्थी तिथपर्यंत जाऊन संगीत शिक्षण घेऊ लागले.

विसाव्या शतकामध्येच मुद्रण कलेचा शोध लागला आणि अनेक ग्रंथ पुस्तके यांची छपाई सुरू झाली. पं. भातखंडे आणि पं. पलुस्कर यांनी स्वतःची स्वतंत्र स्वरलिपी पद्धती तयार करून त्यामध्ये अनेक रागातील शेकडो बंदीशींचे संकलन करून ठेवले होते. त्या संकलित बंदिशींचे खंड ग्रंथरूपाने प्रकाशित झाले. त्याचप्रमाणे संगीताच्या शास्त्र पक्षावर संशोधक वृत्तीने अभ्यास करून शास्त्र विषयाची उकल करणारे अनेक ग्रंथ पं. भातखंडे यांनी लिहिले आणि प्रकाशित केले. पं. भातखंडे, पं. पलुस्कर, पं. व्यंकटमखी, पं. रामाश्रय झा, पं. कुमार गंधर्व, प्रा. बी. आर. देवधर, श्री. ना. रातंजनकर यांच्यासारख्या अनेक संगीतज्ञांनी संगीताच्या कलापक्ष आणि शास्त्रपक्ष या विषयावरील अनेक ग्रंथांचे लेखन करून प्रकाशित केले. त्याचा संगीताचे उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांना खूप फायदा झाला. अनेक रागांची स्वरूपे आलाप, ताना, विविध बंदीशी विद्यार्थ्यांना स्वरलिपीच्याच्या माध्यमातून सहज आकलन व्हायला लागल्या. संगीत शास्त्रातील विविध परिभाषा, व्याख्या सांगीतिक सिद्धांत विशद करणारे अनेक ग्रंथ विद्यार्थ्यांच्या अडचणी सोडवू लागले, त्यांच्या ज्ञानात भर घालू लागले. मध्यकाळात जे ग्रंथ हस्तलिखित स्वरूपात लिहिल्या गेले होते त्यांचे पुनर्मुद्रण करण्यात आले आणि सांगीतिक ज्ञानाचा हा अमूल्य ठेवा जतन केला गेला.

1877 मध्ये एडिसनने ध्वनिमुद्रणाचा शोध लावला आणि त्यानंतर प्लास्टिकच्या सपाट तबकडीवरच संगीत ध्वनीमुद्रित करण्यात येऊ लागले. 1960 पासून न तुटणाऱ्या आणि दीर्घकाळ वाजणाऱ्या प्लास्टिकच्या तबकड्या बाजारात येऊ लागल्या. या तबकड्या म्हणजेच ग्रामोफोन रेकॉर्ड होत. जुन्या घरंदाज गायक वादकांच्या कला प्रस्तुतीचे ध्वनिमुद्रण या ग्रामोफोन रेकॉर्ड वर केले गेले. त्याकाळी हौशी आणि धनिकांच्या घरीच ग्रामोफोन रेकॉर्ड ऐकायला मिळत असत. आज संगीताचे उच्च शिक्षण देणाऱ्या काही निवडक संस्था आणि विद्यापीठांमध्ये जुन्या घरंदाज ज्येष्ठ कलावंतांच्या गायन वादनाच्या दुर्मिळ ग्रामोफोन रेकॉर्ड आजही संग्रहित आहेत आणि त्याचा उपयोग संगीताचे उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांना होत आहे.

संगीत क्षेत्राला लाभलेली विज्ञान आणि तंत्रज्ञानाची सर्वात मोठी देणगी म्हणजे मायक्रोफोन ! या एकाच यंत्रामुळे संगीताच्या क्षेत्रात फार मोठे परिवर्तन घडून आले. विसाव्या शतकाच्या प्रारंभी मायक्रोफोनचा अविष्कार झाला. त्याआधी कलावंतांना विशेषतः गायकांना आपले गायन सादर करताना फार मोठ्या आवाजात गावे लागत असे, जेणेकरून अगदी शेवटच्या रांगेत बसलेल्या श्रोत्यांपर्यंत त्यांचा आवाज पोहोचला पाहिजे. त्यामुळे गायकाच्या आवाजातील दमदारपणा, कलेतील भव्यता तर दिसायची परंतु बारीक कलाकुसरीच्या कामाला तिथे वाव नव्हता. गायनातील मधुरता हळुवारपणा लालित्य यांना कुठेतरी बगल दिल्या जात होती. परंतु मायक्रोफोनच्या अविष्कारामुळे हे चित्र पार बदलले. मायक्रोफोनच्या अविष्कारानंतर प्रत्येक ध्वनीमुद्रणासाठी मग ते आकाशवाणी, दूरदर्शन, चित्रपट संगीत, भावसंगीत, भक्ती संगीत, यापैकी कोणतेही असो किंवा संगीताचे जाहीर कार्यक्रम असो त्यामध्ये मायक्रोफोनचा प्रयोग होऊ लागला. मायक्रोफोन, ॲम्प्लिफायर, स्पीकर, मिक्सर यांच्या माध्यमातून गाळून निघालेला अतिशय स्वच्छ दर्जेदार खणखणीत आवाज श्रोत्यांच्या कानापर्यंत पोहोचू लागला. त्यासोबतच संगीतातील बारकावे, स्वरलगाव, स्वरालंकार, गायनातील गोडवा, भाव, लालित्य इत्यादींनी श्रोत्यांच्या मनावर गारुड केले. त्यामुळे सहाजिकच संगीत ऐकणाऱ्या श्रोत्यांची संख्या वाढली.

आकाशवाणी दूरदर्शन टीव्हीच्या इतर खाजगी वाहिन्या यावरून संगीताच्या कार्यक्रमांना भरपूर प्रसिद्धी मिळाली. संगीतातील लाईव्ह शो रियालिटी शो यांच्या माध्यमातून नवोदित कलाकारांना टीव्ही सारखा मोठा आणि देशभर प्रसिद्धी देणारा मंच मिळाला. त्यामुळे लहानांपासून थोरांपर्यंत संगीताविषयी आकर्षण अधिकच वाढले आणि संगीत शिकण्याकडे लोकांचा कल अधिक वाढला.

मायक्रोफोन बरोबरच रेकॉर्डिंगचे तंत्रही अधिकाधिक विकसित होऊ लागले. मोनो ट्रॅक रेकॉर्डिंग ची जागा मल्टी ट्रॅक रेकॉर्डिंगने घेतली. रेकॉर्डिंग स्टुडिओची संख्या वाढल्यामुळे साऊंड इंजिनिअर, साऊंड रेकॉर्डिस्ट, एडिटर, डबिंग आर्टिस्ट वादक गायक इ. पदांची रेडिओ, टीव्ही, रेकॉर्डिंग स्टुडिओ, जाहिरात क्षेत्र, चित्रपट क्षेत्र इत्यादी ठिकाणी उपलब्धता झाली आणि या पदांची पूर्तता करण्याकरिता आवश्यक असलेले सांगीतातील उच्च शिक्षण घेण्याकरिता महाविद्यालये आणि विद्यापीठांमध्ये विद्यार्थ्यांची संख्या वाढली.

विसाव्या शतकाच्या उत्तरार्धात जवळजवळ सर्वच क्षेत्रात संगणकाचा शिरकाव झाला आणि तंत्रज्ञान कमालीचे प्रगत झाले. प्राचीन संगीत तज्ञांनी वीणेच्या तारेच्या साह्याने स्वरांची आंदोलन संख्या काढलेली होती, शुद्ध विकृत स्वरांची स्थापनाही केली होती. प्राचीन संगीत तज्ञांच्या सर्व सांगीतीक सिद्धांतांना नवीन स्वरूप प्राप्त झाले. संगणकाच्या मदतीने इलेक्ट्रॉनिक तानपुरा,

इलेक्ट्रॉनिक तबला, लहरा यंत्र, स्वरमंडल यासारखी हाताळायला ने आण करायला सोपी आणि कोणत्याही स्वरामध्ये लावता येण्याजोगी इलेक्ट्रॉनिक वाद्ये तयार झाली. खऱ्या तानपुऱ्याच्या तारा स्वरात मिळवायला बराच वेळ लागतो. त्याचप्रमाणे उत्तम स्वर ज्ञान असणारी व्यक्तीच सुरेल तंबोरा लावू शकते. तसेच तबल्याचेही आहे. परंतु इलेक्ट्रॉनिक वाद्यांमुळे संगीताचे शिक्षण घेणाऱ्या विद्यार्थ्यांना फारच सोयीचे झाले आहे. हव्या त्या स्वरात इलेक्ट्रॉनिक वाद्ये लवकर लागतात त्याचप्रमाणे हवा तो ताल हव्या त्या लयीमध्ये स्वरामध्ये इलेक्ट्रॉनिक तबल्यावर वाजतो. स्वरमंडलामुळे रागातील स्वरांचा भरणा मिळतो व विद्यार्थ्यांचा बेसुरपणाही कमी होतो. इलेक्ट्रॉनिक वाद्यांच्या साथीने संगीताचे उच्चशिक्षण घेणाऱ्या विद्यार्थ्यांना संगीताचा रियाज करणे अतिशय सोईचे होते. त्यांचा स्वर आणि ताल पक्का होतो.

संगीताचे उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांकरिता संगणक देखील अतिशय उपयोगी सिद्ध झालेला आहे. संगणक आणि माहिती तंत्रज्ञानाच्या माध्यमातून संगीताच्या अनेक संकेतस्थळांवरील उपलब्ध असलेल्या माहितीचा उपयोग संगीताचे उच्च शिक्षण घेणाऱ्या आणि संगीतामध्ये संशोधन कार्य करणाऱ्या विद्यार्थ्यांना होत आहे. संगणक हाच माहितीचा एक अजस्त्र साठा आहे आणि त्याच्या डेटाबेस मध्ये अफाट माहिती साठवता येते. त्यामुळे संगणकामध्ये साठवलेल्या माहितीचा उपयोग अनेक विद्यार्थ्यांना होत आहे. संगीताशी संबंधित विविध संकेतस्थळावर अनेक नामवंत जेष्ठ घरंदाज कलावंतांच्या कलाप्रस्तुतीचे ऑडिओ व्हिडिओ उपलब्ध आहेत. भारतातीलच नाही तर जगभरातील कोणत्याही प्रकारचे संगीत आपल्याला या संकेतस्थळांवर मिळू शकते आणि त्याचा उपयोग विद्यार्थ्यांना त्यांच्या अध्ययनासाठी होऊ शकतो, विशेषतः संशोधक विद्यार्थ्यांना. संगणकामध्ये साठवलेली विशिष्ट माहिती किंवा विशिष्ट संकेतस्थळावरून घेतलेली माहिती एका जागेवरून दुसरीकडे नेण्याकरिता उपयोगात येणारे पेन ड्राईव्ह नावाचे यंत्रही संगीताचे उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांकरिता अतिशय उपयोगी सिद्ध झाले आहे. प्रत्येक ठिकाणी संगणक नेणे शक्य होत नाही. त्यामुळे आपल्याला हवी ती माहिती पेन ड्राईव्ह मध्ये घेऊन ती दुसरीकडे नेऊन परत संगणकावर बघता अभ्यासता येते.

मोबाईल नावाचे छोटेसे तळहाताएवढे यंत्र तर आज प्रत्येक मानवाचा प्राणवायूच झाले आहे मग याला विद्यार्थीही अपवाद कसे असतील ? मोबाईल हे मानवाच्या हातातले चालते बोलते संगणकच आहे. मोबाईल इंटरनेटशी कनेक्ट असल्यामुळे विद्यार्थी हवी ती माहिती हव्या त्या वेळेला मिळवू शकतो. संगीताचा अभ्यास करणाऱ्या विद्यार्थ्यांकरिता तानपुरा ड्रॉईड, आयशाला, तबला प्रो इ. एप्लीकेशन्स मोबाईल मध्ये आहेत. या ऑप्लिकेशन्स मध्ये तानपुरा, तबला, स्वरमंडल इत्यादी वाद्ये हव्या त्या स्वरांमध्ये आणि तबला हव्या त्या ताल लयीमध्ये वाजतात. याचाही उपयोग संगीताचे उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांकरिता त्यांच्या रियदासाठी होतो.

मोबाईल मधील युट्युब या एप्लीकेशन चा उपयोग देखील विद्यार्थी अध्ययनाचे एक माध्यम म्हणून करतात. आज अनेक कलावंत आपली कला प्रस्तुती त्याचे व्हिडिओ युट्युब वर अपलोड करीत असतात. त्याचप्रमाणे ज्येष्ठ घरंदाज कलाकारांच्याही मैफिलींचे कला प्रस्तुतीकरणाचे व्हिडिओ युट्युब वर उपलब्ध आहेत. त्यांचाही उपयोग संगीताचे उच्च शिक्षण घेणारे विद्यार्थी करून घेत आहेत.

एकूणच इतर विद्यार्थ्यांबरोबर संगीताचे उच्च शिक्षण घेणारे विद्यार्थी देखील उपलब्ध वैज्ञानिक आणि तांत्रिक सोयी सुविधांच्या मदतीने आपले सांगीतिक शिक्षण आणि सांगीतिक संशोधन कार्य उत्तम प्रकारे पूर्ण करीत आहेत.

निष्कर्ष :

1) विसाव्या शतकामध्ये लागलेले वैज्ञानिक शोध आणि विकसित झालेले तंत्रज्ञान यामुळे संपूर्ण मानवी जीवन अमुलाग्र बदलून गेले. उपलब्ध सोयी सुविधांमुळे मानवी जीवन अधिक सुखकर झाले, त्याचप्रमाणे जीवनाची गतीही वाढली. प्रत्येक क्षेत्रामध्ये विज्ञानाचा शिरकाव झाल्यामुळे जीवनाच्या कक्षा अधिक विकसित आणि विस्तारित झाल्या.

2) विसाव्या शतकामध्येच शालेय तसेच महाविद्यालयीन शिक्षण सुरू झाले. दिवसेंदिवस विकसित होणाऱ्या तांत्रिक सुविधांमुळे शिक्षण क्षेत्रामध्येही अनेक बदल घडून आले. वैज्ञानिक शोधांची विद्यार्थ्यांना त्यांच्या अभ्यासासाठी फार मोलाची मदत झाली. वैज्ञानिक शोधांचा सर्वच विषयाच्या विद्यार्थ्यांना लाभ झाला आणि होत असला तरी विषय विस्तार

टाळण्यासाठी या लेखामध्ये केवळ संगीत विषयामधे उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांना उपलब्ध होणाऱ्या वैज्ञानिक आणि तांत्रिक सुविधांची कशाप्रकारे मदत झाली याचा आढावा घेतलेला आहे.

3) शालेय आणि महाविद्यालयीन शिक्षणामध्ये संगीत हा एक वैकल्पिक विषय म्हणून मान्य असला तरी वस्तुतः संगीत ही एक कला आहे, आणि प्राचीन आणि मध्य काळात संगीत शिक्षण हे गुरु शिष्य परंपरेने व मौखिक परंपरेनेच होत असे. मध्य काळाच्या उत्तरार्धापर्यंतही हीच परंपरा कायम होती.

4) आधुनिक काळामध्ये शाळा महाविद्यालयातून विद्यार्थी संगीत शिक्षण घेऊ लागले. त्याला त्यावेळी उपलब्ध असलेल्या वैज्ञानिक सुविधा जसे दळणवळणाची साधने, मुद्रण कलेचा शोध यांची खूपच मदत झाली.

5) विसाव्या शतकामध्ये ग्रामोफोन, मायक्रोफोन, टेप रेकॉर्डर, साऊंड रेकॉर्डिंग, रेडिओ, टिव्ही, इलेक्ट्रॉनिक वाद्ये, संगणक, इंटरनेट, मोबाईल यासारख्या वैज्ञानिक आणि तांत्रिक सुविधांमुळे संगीतामध्ये उच्च शिक्षण आणि संशोधन कार्य करणाऱ्या विद्यार्थ्यांना अतिशय मोलाची मदत झालेली आहे.

6) आपले भारतीय संगीत हे स्वर संवादावर आधारित आहे. त्यातील वैविध्य, स्वरालंकार, चमत्कृती आणि अमीट गोडव्यामुळे ते जगात एकमेवाद्वितीय आहे. गुरु शिष्य परंपरा आणि मौखिक परंपरा ह्या आपल्या भारतीय संगीताचा मूळ आधार आहेत. तंत्रज्ञानाची जोड घेऊन आम्ही संगीत शास्त्रामध्ये अनेक शोध लावलेले आहेत आणि लावतही आहोत, जगभरातील संगीताचा आस्वाद घेत आहोत, चिकित्सक वृत्तीने अभ्यास करीत आहोत, परंतु संगीत कला आत्मसात करण्यासाठी मात्र आजही आम्हाला गुरु समोरच बसावे लागते. गुरु शिवाय तरणोपाय नाही हेच खरे आहे !

संदर्भ ग्रंथ :

1) भारतीय संगीत का इतिहास - डॉ. ठाकूर जयदेव सिंह.

2) संगीत की संस्थागत शिक्षणप्रणाली - अमरेशचंद्र चौबे.

3) भारतीय संगीत शिक्षणप्रणाली एवं उसका वर्तमान स्तर – डॉ. मधुबाला सक्सेना.

4) आधुनिक काल मे शास्त्रीय संगीत – डॉ. हुकमचंद.

5) भारतीय संगीत मे वैज्ञानिक उपकरणोंका प्रयोग – डॉ. अनिता गौतम.

6) संगीत निबंध संग्रह – डॉ. लक्ष्मीनारायण गर्ग.

उच्च शिक्षणात होत असलेले बदल

डॉ. माधुरी ना. कोकोडे

श्री गोविंदप्रभु कला व वाणिज्य महाविद्यालय,तळोधी (बाळापुर), जि. चंद्रपूर, गोंडवाना विद्यापीठ, गडचिरोली,

प्रस्तावना :

"विद्ये विना मती गेली, मती विना निती गेली, निती विना गती गेली, गती विना वित्त गेले, विंत्त विना शुद्र खचले, इतके अनर्थ एका अविद्येने केले" असे क्रांतीसूर्य महात्मा ज्योतिबा फुले यांनी जीवन शिक्षण सूत्र सांगितले आहे. वंदनिय राष्ट्रसंत तुकडोजी महाराज ग्रामगीता मध्ये लिहितात, विद्येअंगी व्हावा विनय, विद्या करी स्वतंत्र निर्भय, शिक्षणाने वाढावा निश्चय, जीवन जय करावया. 'तमसो मा ज्योतिर्गमय' अर्थात अंध:कारातून ज्ञानाच्या प्रकाशाकडे घेऊन जा, हा भारतीय संस्कृतीचा पाया आहे. प्रकाशाला आपल्या आयुष्यात अनन्यसाधारण महत्व आहे. अंध:कारातून प्रकाशाकडे जाण्याचा एकमेव मार्ग म्हणजे शिक्षण व ज्ञान मिळविणे. शिक्षणामुळेच माणसाचे वर्तमान आणि भविष्य दोन्ही काळ एक परिपूर्ण जीवन जगण्याच्या पात्रतेचे होतात. शिक्षणाने माणसाचे सुप्त गुण जागृत होतात आणि तो प्रगतीपथावर चालतो. शिक्षणाचे स्वरुप फार व्यापक आहे. शिक्षण हे मानवी जीवनप्रक्रियेचे एक प्रभावी माध्यम आहे. पण त्याचे महत्व सामाजिक व शासकिय पातळीवर जेवढे प्रकर्षाने जाणवायला पाहिजे तेवढे जाणवत नाही. शिक्षण हे जीवनाचे अविभाज्य अंग असल्याने शिक्षणाद्वारे जीवनातील अपेक्षांच्या साफल्याची मानवी मन अपेक्षा करीत असते. त्यामुळे गेल्या दोन दशकात मानवाचा जीवन उत्कर्ष व शिक्षण कार्यांच्या बाबतीत, मानवी जीवन जेवढ्या गतीने बदलले तेवढ्याच गतीने शिक्षण प्रणाली न बदलल्यामुळे, अपेक्षांची परिपूर्ती ज्या प्रमाणात व्हावी तशी होऊ शकली नाही.

प्राथमिक आणि माध्यमिक शिक्षणासाठी भारताने सर्व शिक्षा अभियान आणि राष्ट्रीय माध्यमिक शिक्षा अभियान प्रभाविपणे राबविले. परंतु उच्च शिक्षणाच्या गुणात्मक विकासाच्या दृष्टीने कोणतेही ठोस पाऊले उचललेले दिसत नाही. देश सशक्त करण्यासाठी मानव संसाधन प्रबळ व कौशल्यपूर्ण असणे आवश्यक आहे, जे की, उच्च शिक्षणाच्या दर्जावर अवलंबून असते. मात्र फार वर्षापूर्वी केंद्र सरकारचा शिक्षणाकडे पाहण्याचा दृष्टिकोन अक्षम्य दुर्लक्षित असा आहे, हे शिक्षण क्षेत्रासाठी दिलेल्या बजेटवरुन स्पष्टपणे दिसून येते. पूर्वी.सकल उत्पनाच्या २ %, नंतर बऱ्याच वर्षानिंतर ४ % , दहाव्या पंचवार्षिक योजनेत ६.७ % आणि जेव्हा उच्च शिक्षणातील परिस्थिती हाताबाहेर जावू लागली, आंतरराष्ट्रीय स्तरावरील संशोधन क्षेत्रात देशाची अवस्था कमजोर झाली, तेव्हा ११ व्या पंचवार्षिक योजनेत शिक्षणावरील खर्चासाठी राष्ट्रीय बजेटमधील प्रमाण फार थोडे वाढविण्यात आले. याउलट संरक्षण क्षेत्रात दर पंचवार्षिक योजनेत भारत सरकार ४० % खर्च करीत असते. शिक्षण व संरक्षण खात्यावरील बजेटची तुलना केल्यास शिक्षणक्षेत्रावर शासनाचे दुर्लक्ष आहे असेच दिसून येते. वाढत्या लोकसंख्येनुसार व भारतातील उच्च शिक्षणातील सरासरी प्रमाण बघता देशात जिल्हानिहाय नविन विद्यापीठे, महाविद्यालये, राष्ट्रीय शिक्षण संस्था व संशोधन संस्था उघडण्याची गरज असतांना या क्षेत्रात शासन गुंतवणूक करतांना दिसत नाही. इस्राइल सारख्या लहान देशाने सुद्धा मुलभूत संशोधनासाठी जगात सर्वात जास्त म्हणजे ४.८ % बजेट राखून ठेवलेले आहे. जपान ३.४० %, अमेरिका २.७० %: परंतु भारतात या महत्त्वपूर्ण बाबीवर केवळ ०.८०% रक्कम खर्च होते. कोणत्याही देशाचा विकास त्या देशातील होत असलेल्या संशोधनावर अवलंबून असतो. मात्र भारताने

नेमके संशोधन क्षेत्रात लक्ष केंद्रीत न केल्यामुळे भविष्यात विकासाचा वेग मंदावतो की काय, यावर चिंतन करण्याची वेळ आली आहे.

स्वातंत्र्यप्राप्तीनंतर भारतात आपल्या दैनंदिन जीवनात तांत्रिक शोधामुळे खुप सुधारणा झाल्याचे दिसते. आपले राहणीमान, कपडे, घरे, करमणूकीची साधणे, दळणवळणाची साधणे, ऐच्छिक सुखसोयी आणि व्यक्तिचे संबंध इत्यादींमध्ये दृश्य स्वरुपात परिवर्तन झालेले आढळून यते. आपली खेडी व शहरे यामध्ये देखील खुप परिवर्तन घडून आलेले दिसते. पूर्वी साधे असलेले आपले जीवनमान दिवसेंदिवस गुंतागुंतीचे बनत आहे. काल, आज आणि उद्या यातील फरक वाढत आहे. त्या तुलनेत शैक्षणिक विश्वात व प्रणालीदृश्य स्वरुपात फारसा फरक पडलेला दिसत नाही.

भारत उच्च शिक्षणाच्या बाबतीत हळुवारपणे वाटचाल करीत आहे. आज उच्च शिक्षणातील भारताचे सरासरी प्रमाण फक्त २७.१% आहे. यात पुरुषांचे प्रमाण २६.९ % आहे. तर महिलांचे प्रमाण २७.३% इतके आहे. एससी प्रवर्ग २३.४ % व एसटी १८.०० % , महिला पुरुषांच्या बरोबरीने आता उच्च शिक्षण घेत आहते. तर एससी व एसटी प्रवर्ग अजूनही उच्च शिक्षणामध्ये पिछाडलेला आहे. २०१० मध्ये जगाचे उच्च शिक्षणात सरासरी प्रमाण २९ % होते. आज ते ५०% च्या वर आहे. भारताचे आजचे उच्च शिक्षणातील सरासरी प्रमाण २७.१% हे जगाच्या तुलनेने फार कमी आहे. सन २००७ मध्येच शिक्षणाचे सरासरी प्रमाण अमेरिका ८३ %, रशिया ६६ % , अर्जेंटीना ६८%, स्विडन ७१% , कॅनडा ६२ % व युके ५७ % ईतके होते . या आकड्यवरुन शिक्षणाच्या बाबतीत भारत जागतिक तुलनेत किती पिछाडलेला आहे हे स्पष्ट दिसून येते. सन २०३० मध्ये भारत महासत्ता होण्याचे स्वप्न बघत असेल तर उच्च शिक्षणाचे सरासरी प्रमाण प्रचंड वेगाने वाढविणे क्रमप्राप्त आहे. या महत्त्वपूर्ण क्षेत्रात भारत सरकारने २०३५ पर्यंत उच्च शिक्षणाचे प्रमाण ५० % पर्यंत वाढविण्याचे उद्दिष्ट ठेवून वाटचाल सुरु केली आहे, हे राजकीय पुढाऱ्यांनी व विषेश म्हणजे शिक्षण क्षेत्रातील तज्ञांनी विचारात घेवून त्या दृष्टीने वाटचाल करणे आवश्यक वाटते.

नविन विद्यापीठे व उच्च शैक्षणिक संस्थाची संख्या वाढावी :

देशाच्या पहिल्या पंचवार्षिक योजनेदरम्यान (१९५०—५१) ३० विद्यापीठे व ६९५ महाविद्यालये अस्तित्वात होती, सन १९९०—९१ मध्ये त्यामध्ये वाढ होऊन १९० विद्यापीठे व ७३४६ महाविद्यालये उभी राहीली. सन २०१०—११ मध्ये ६३५ विद्यापीठे व ३३०२३ महाविद्यालयाची संख्या होऊन बऱ्यापैकी उच्च शिक्षण क्षेत्रात भारताने भरारी घेतली. सन २०१२—१३ मध्ये विद्यापीठांची संख्या जवळपास ७५० व महाविद्यालयाची संख्या ४०००० च्या घरात होती. सन २०१९—२० मध्ये विद्यापीठांची संख्या १०४३, महाविद्यालयांची संख्या ४२३४३ तर स्वायत्त संस्थांची संख्या ११७७९ एवढी झाली. त्यात ३०७ संलग्नीत विद्यापीठे, ३९६ खाजगी विद्यापीठे, १७ महिला विद्यापीठे, ०१ केंद्रीय मुक्त विद्यापीठ तर १४ राज्याचे मुक्त विद्यापीठे अस्तित्वात आहेत. दर १ लाख विद्यार्थ्यांच्या (१८—२३ वर्षे) प्रमाणात केवळ ३० महाविद्यालये सध्या अस्तित्वात आहेत. देशातील जवळपास ३८.५ मीलीयन विद्यार्थी उच्च शिक्षणात प्रवेश घेतात. ज्यामध्ये १९.६ मीलीयन मुले व १८.९ मीलीयन मुली समाविष्ट आहेत. यापैकी ३२.७ मीलीयन कला शाखा, विज्ञान १६ मीलीयन , वाणिज्य १४.९ मीलीयन तर तंत्रशिक्षणासाठी केवळ १२.६ मीलीयन विद्यार्थी सहभाग घेतात. यावरुन सगळ्यात जास्त विद्यार्थी कला, विज्ञान व वाणिज्य मध्ये प्रवेश घेतात व सर्वात कमी कौशल्यपूर्ण तंत्रज्ञान व संगणकांचे शिक्षण घेऊन कुशल मनुष्यबळ निर्माण करण्यात व जगाला हे मनुष्यबळ पाठविण्यास भारत कमी पडतो आहे. भारताची उच्च शिक्षणातील २७.१ % प्रमाण दर्शविते की, ही वाढ तोकडी स्वरुपाची आहे. यात बऱ्याच अंशी वाढ होणे गरजेचे आहे. विशेषतः ग्रामिण व अविकसीत क्षेत्रात शिक्षणाचे प्रमाण कमी असल्यामुळे महिला, मागासवर्गीय, शेतकरी,

शेतमजूर उच्च शिक्षणापासून आजही कोसो दूर आहेत. एससी, एसटी, मुस्लिम, ओबीसी, भटके व विमुक्त जाती, महिला व ग्रामीण क्षेत्रातील शिक्षणातील प्रमाण अत्यंत कमी असून त्यात भरपुर वाढ होणे अपेक्षित आहे. मान. शाम पित्रोडा यांचे अध्यक्षतेखाली नॅशनल नॉलेज कमीशन च्या मते देशात **जिल्हानिहाय विद्यापीठे** अस्तित्वात येण्याची अत्यंत गरज असून, सन २०१५ पर्यंत १५०० विद्यापीठे व १ लाख महाविद्यालयाची गरज होती. हे उद्दिष्टे आतापर्यंत वरील विवेचनावरुन आपण फक्त अर्धे गाठले आहे. त्यामुळे विद्यापीठे व शैक्षणिक संस्थाच्या संख्येत दुप्पट वाढ होणे अगत्याचे आहे. तेव्हा कुठे दर्जेदार शिक्षणाची कल्पना करता येईल.

नविन शैक्षणिक धोरण २०२० :

इस्रो चे माजी प्रमुख डॉ. कस्तुरीरंगन यांचे अध्यक्षतेखाली २९ जुलै २०२० ला नविन शैक्षणिक धोरण — २०२० चा अहवाल केंद्र सरकारला सादर झाला व भारत सरकारने नवे शैक्षणिक धोरणाची अंमलबजावणी जून २०२३ पासून सुरु करण्याचे निश्चित केले आहे. उच्च शिक्षणासाठी जीडीपी बजेट १.७ %   वरुन **जीडीपीच्या ६ %** असे निश्चित करण्यात आले आहे.नविन शैक्षणिक धोरणाचे पाच प्रमुख वैशिष्ट्य खालीलप्रमाणे आहे. सध्याचे (१०+२) पॅटर्न संपूष्ठात येणार असून त्या जागी (५+३+३+४) असे प्राथमिक व माध्यमिक मॉडेल येणार आहे. **पुर्व प्राथमिक :** ५ वर्ष,   :नर्सरी + केजी I + केजी II + वर्ग १ + वर्ग २ (वय ३ ते ८ वर्षे) मुले ३ च्या वर्षीच शाळेत येतील. **प्राथमिक** ३ वर्षे, :वर्ग ३ + वर्ग ४ + वर्ग ५ (वय ८ ते ११). **माध्यमिक** ३ वर्षे, :वर्ग ६ + वर्ग ७ + वर्ग ८ (वय ११ ते १४).   **उच्च माध्यमिक** : ४ वर्षे, :वर्ग ९ ते वर्ग १२ (वय १४ ते १८) पदवी अभ्यासक्रम ३ किंवा ४ वर्षांचे असेल. यामध्ये विद्यार्थ्यांचे वर्ष वाया जाणार नाही. विद्यार्थी केव्हाही या अभ्यासक्रमातून बाहेर ;(Exit) पडू शकतो व नंतर केव्हाही आंतमध्ये येऊ शकतो. त्याचे वर्ष वाया जाणार नाही. पदवी करतांना १ वर्षानंतर तो बाहेर पडला तर त्याला प्रमाणपत्र ;(Certificate) मिळेल, २ वर्ष पूर्ण करुन बाहेर पडला तर त्याला पदविका ;(Diploma) मिळेल. ३ वर्ष पूर्ण झाले की त्याला पदवी ;(Degree) मिळेल. ४ वर्षाची पदवी कोर्स निवडला असेल तर त्याला चौथ्या वर्षी बी.एड्. किंवा पदव्युत्तर पदवी च्या प्रथम वर्षाचा अभ्यास करता येईल. पदव्युत्तर अभ्यासक्रम (१ किंवा २ वर्षाचा असेल.), ४ वर्षाचा पदवी कोर्स पूर्ण केलेल्या विद्यार्थ्याला पदव्युत्तर कोर्स १ वर्षात पूर्ण करता येईल. मात्र ३ वर्षाच्या पदवी कोर्ससाठी पदव्युत्तर कोर्स ०२ वर्षाचा असेल. विद्यार्थ्याला अशाप्रकारे बरेच पर्याय उपलब्ध असतील.

विशेष म्हणजे नविन शैक्षणिक धोरणात **Digital Academic Bank Credit** तयार करण्यात आली आहे. विद्यार्थिने विविध उपक्रमांत, क्रिडा व Extension Activities मध्ये मिळविलेले क्रेडीट त्यांचे खात्यावर जमा होतील व पदवी किंवा पदव्युत्तर कोर्स पूर्ण झाल्यावर त्यांचे क्रेडीट त्याला ट्रान्सफर करुन पदवी मिळेल. म्हणजे विद्यार्थ्यांनी कोणत्याही क्षेत्रात घेतलेली गुणवत्ता, शिक्षण वाया जाणार नाही. त्याचे मुल्यमापण होऊन त्याच्या शिक्षणात पूर्ण केलेल्या उपक्रमांचे योगदान असेल. शिक्षणात विद्यार्थ्यांना कोणत्याही ०३ भाषा निवडण्याचे स्वातंत्र्य असेल. भारतीय विविध भाषांपैकी मातृभाषा आणि कोणत्याही इतर ०२ भारतीय भाषा तो निवडू शकतो. संस्कृत भाषेचा सुद्धा पर्याय विद्यार्थी निवडू शकतात. विद्यार्थ्यांना एक विशिष्ट भाषा निवडीसाठी कोणतेही बंधन नसणार. तीन भाषांची निवड प्रत्येक विद्यार्थी आपल्या आवडीनुसार करणार.

देशात सर्व शिक्षकांना, संचालन व नियमन करणारे एकच Central Regulatory Board असेल. नविन शैक्षणिक धोरणामध्ये ई—लर्निंगवर लक्ष केंद्रीत करण्यात येणार असून विद्यार्थी पाठ्यक्रमिक पुस्तकांवर अवलंबून राहणार नाहीत. यावर भर असेल.

उच्च शिक्षणामध्ये हळूहळू विद्याशाखा ;Faculty) बंद होणार. विद्यार्थ्यांना कोणतेही विषय घेण्याचे स्वातंत्र्य किंवा मुभा असेल. विषय निवडतांना विद्याशखेचे बंधन असणार नाही. सर्वच शैक्षणिक संस्था २०४० पर्यंत **Multidisciplinary Institutions** असणार ज्यामध्ये विद्यार्थी संख्या ३००० किंवा त्यापेक्षा जास्त असेल. एक विद्याशाखा असलेल्या संस्था बंद होणार. येणाऱ्या पुढील १५ वर्षात महाविद्यालयांना विद्यापीठाचे संलग्नीकरण;Affiliation) करणे बंद होईल. महाविद्यालये/संस्था स्वतःच्या पदव्या बहाल करतील. नविन शैक्षणिक धोरणांद्वारे युवा व प्रौढ साक्षरतेचे उद्दिष्ट १०० % ठरविले आहे.

२१ व्या शतकातील सर्वच विद्यार्थी तंत्रज्ञान, दूरदर्शन, संगणक व मोबाईल यांचा दररोज वापर होत असल्यामुळे या गोष्टींचा त्यांच्यावर फार मोठा पगडा असून त्यांच्या दैनंदिन जीवनात याचा वापर सर्रास सुरु झाला आहे. इंटरनेटद्वारे ज्ञानाचे आदानप्रदान तो रोज करीत असतो. या पार्श्वभूमीवर शिक्षकांनी या सर्व गोष्टींशी आता जुळवून घेणे आवश्यक झालेले असून शिक्षण देतांना संगणकाचा वापर सतत करावा लागेल. वेगवेगळ्या उपक्रमांचा वापर करुन आपले ज्ञान रोजच अद्ययावत करावे लागणार, अन्यथा तरुण व प्रगत पिढीच्या समोर शिक्षक मागे पडलेला दिसेल. संगणक व तंत्रज्ञानाशी अवगत असलेले आजचे विद्यार्थी आणि आवडले नाही की, भराभर चॅनल बदलणारे विद्यार्थी, ज्ञानार्जनासाठी वर्गात शिक्षकासमोर मोठ्या अपेक्षेने बसलेले आहेत. उच्च शिक्षणातील देशाचे प्रमाण वाढविण्याचे दृष्टिने आपले मुलभूत कर्तव्य म्हणून शिक्षकाला जागरुक राहून प्रत्यक्ष कार्य करणे अपेक्षित आहे. एक नैतिक कर्तव्य आहे, कुशल मणुष्यबळ हिच खऱ्या अर्थनि भारताची संपत्ती असून याच बळावर भारत २०३० मध्ये महासत्ता होईल असा जगाचा अंदाज आहे. त्यामुळे या क्षेत्रात विशेष लक्ष देणे, संशोधन करणे व मुलभूत सुधारणा घडविणे, संपूर्ण शिक्षण क्षेत्राची संघटना करणे व कौशल्यपूर्ण तंत्रज्ञान व संगणक ज्ञानाधिष्टत असलेली मजबूत तरुण पिढी निर्माण करणे हे भारताचे प्रमुख उद्दिष्टे असणे क्रमप्राप्त आहे.

संदर्भग्रंथ

ग्रामगीता — वंदनिय राष्ट्रसंत तुकडोजी महाराज

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उच्च शिक्षण :पर्याय, संधी आणि दृष्टीकोन

डॉ.शशिकांत व्ही.वानखडे
स्व.राजकमलजी भारती कला, वाणिज्य व श्रीमती सुशिलाबाई भारती विज्ञान महाविद्यालय आर्णी जि.यवतमाळ

सारांश:-
स्वतंत्र भारताचा सर्वांगीण विकास होण्याच्या दृष्टीने नवी शिक्षणपद्धती अमलात आणण्यासाठी राष्ट्र निर्मितीपासूनच विविध शिक्षण आयोगांची स्थापना करण्यात आली. शिक्षणव्यवस्थेतूनच राष्ट्रापुढील

प्रश्नांना आणि आव्हानांना सामोरे जाणाऱ्या तरुणांची सक्षम पिढी घडावी या उद्देशाने स्थापन केलेल्या शिक्षण आयोगांनी आणि वेळोवेळी स्थापन केल्या गेलेल्या शिक्षण समित्यांनी केलेल्या शिफारशींना सरकारने स्वीकारले. यातूनच भारतीय शिक्षण पद्धतीस आकार दिला गेला. सद्यस्थितीत भारतातील तरुणांच्या कार्यक्षम लोकसंखेच विचार करून उच्च शिक्षणा संदर्भात उपलब्ध पर्याय,संधी आणि विद्यार्थ्यांच्या उच्च शिक्षणाविषयीचा दृष्टीकोन या संदर्भात प्रस्तुत शोधनिबंधात चर्चा करण्यात आली आहे.

बीजसंज्ञा:- शिक्षण आयोग, कौशल्याधीष्ठीत, रोजगार निर्मिती, कार्यक्षम लोकसंख्या.

प्रस्तावना:-
स्वातंत्र्यानंतर शिक्षण व्यवस्थेत सुधारणा करण्यासाठी प्रामाणिक प्रयत्न झाले. नव्याने निर्माण झालेल्या राष्ट्राच्या आर्थिक, सामाजिक आणि सांस्कृतिक विकासाला पोषक ठरेल आणि संक्रमणाच्या काळात निर्माण झालेल्या नव्या आव्हानांना खंबीरपणे तोंड देता येईल अशा पद्धतीने शिक्षण पद्धतीला आकार देणे ही काळाची गरज होती. सक्षम शिक्षण व्यवस्थेतूनच तरुणांची कार्यक्षम पिढी घडू शकते. आणि त्यासाठी तत्कालीन भारतीय राज्यकर्त्यांनी शिक्षणतज्ज्ञांच्या अध्यक्षतेखाली विविध शिक्षण आयोग आणि समित्या स्थापन करून विद्यमान शिक्षण पद्धतीचा आढावा घेऊन त्यात सुधारणा सुचवल्या.
विद्यापीठ शिक्षण आयोग 1948 -49 (राधाकृष्णन आयोग), माध्यमिक शिक्षण आयोग 1952-53 (मुदलियार आयोग), शिक्षण आयोग (कोठारी आयोग) 1964, राष्ट्रीय ज्ञान आयोग2007 , या शिक्षण आयोगांनी आणि वेळोवेळी स्थापन केल्या गेलेल्या शिक्षण समित्यांनी केलेल्या शिफारशींमुळे उच्चशिक्षण धोरणाला निश्चित अशी दिशा मिळाली.
या आयोगांनी आणि समित्यांनी आणि विविध सर्वेक्षणे आणि अहवालांनी देशासमोरील आव्हानांचा आढावा घेतला आणि सरकारला अनेक अभ्यासपूर्ण शिफारशी केल्या. ज्यामुळे शिक्षण पद्धतीत योग्य बदल घडून आला. केंद्र सरकारनेही या आयोग व शिक्षणसमित्यांच्या शिफारशी स्वीकारत उच्चशिक्षणाचे सार्वत्रीकीकरण करण्याचे धोरण राबविल्याचे आढळते.याचा परिणाम म्हणजे देशाच्या कानाकोपऱ्यात मान्यताप्राप्त विद्यापीठे आणि या विद्यापिठांशी संलग्रित महाविद्यालये स्थापन झाल्याचे आढळते.

भारतातील तरुण लोकसंखेचे प्रमाण :-
संयुक्त राष्ट्र लोकसंख्या निधी अहवालानुसार भारतात 10 ते 24 या वयोगटातील संख्या 35.6 कोटी आहे. आर्थिक वर्ष 2020 मध्ये, उच्च शिक्षणासाठी नोंदणी केलेल्या विद्यार्थ्यांची संख्या भारतभर सुमारे 40 दशलक्ष होती. 2035 या आर्थिक वर्षात हे प्रमाण 92 दशलक्षपर्यंत वाढण्याची अपेक्षा आहे
2011 च्या जनगणनेनुसार 15 ते 29 या वयोगटातील लोकसंखेचे प्रमाण 40.1 इतके आहे. भारतात १८ ते २३ या वयोगटातील तरुणांची संख्या 2016 पर्यंत14 कोटी इतकी असेल असा भारत सरकारच्या मानव संसाधन मंत्रालयाचा अंदाज आहे. भारताच्या आर्थिक सामाजिक आणि एकूणच सर्वांगीण प्रगती साठी ही महत्वाची सकारात्मक बाब आहे. उत्तम शिक्षण आणि रोजगार या

एकमेकांशी निगडीत दोन्ही बाबींवर विशेष लक्ष केंद्रित केल्याशिवाय सर्वांगीण प्रगती आणि शाश्वत विकासाचे उद्दिष्ट साध्य होणार नाही ही वस्तुस्थिती आहे.या दृष्टीकोनातून येथील उच्चशिक्षणाचा आढावा येथे घेतला आहे. .

उच्चशिक्षणाचा आढावा:-

भारतातील उच्चशिक्षणाचा आढावा घेतांना असे लक्षात येते की सद्यस्थितीत

भारतातील उच्च शिक्षणाच्या संपूर्ण परिसंस्थेची देखरेख प्रामुख्याने खालील संस्थाद्वारे केली जाते

विद्यापीठ अनुदान आयोग :- मुख्य नियामक संस्था जी विद्यापीठांना निधी उपलब्ध करून देणे, विद्यापीठांसाठी शैक्षणिक मानके प्रस्थापित करणे आणि विविध उच्च शिक्षण संस्थांच्या वाढीचे विश्लेषण करणे यासारखी अनेक कार्ये करते. पदवी प्रदान करणाऱ्या अधिकाराचा वापर करण्यासाठी विद्यापीठांनी यूजीसीने ठरवून दिलेल्या निकषांची पूर्तता करणे महत्त्वाचे आहे.

All India Council for Technical Education (AICTE) :-

 ही देशातील तांत्रिक शिक्षणाचे समन्वय, योजना आणि विकास करणारी नियामक संस्था असून या द्वारे तंत्रशिक्षण तसेच अभियांत्रिकी शिक्षण देणाऱ्या संस्थांचे प्रमापीकरण आणि मुल्यांकन केले जाते. अंतिमत: विद्यापीठे आणि महाविद्यालयांचे मुल्यांकन NAAC आणि NIRF द्वारे करून या शैक्षणिक संस्थांचे नियमन केले जाते.

भारतीय उच्च शिक्षणाची रचना त्रिस्तरीय आहे, ज्यामध्ये विद्यापीठे, महाविद्यालये आणि अभ्यासक्रम आहेत. प्रमाणित शिक्षण देण्यासाठी विद्यापीठे आणि महाविद्यालये नियामक आणि मान्यता संस्थांसोबत समन्वयाने काम करतात.

उच्च शिक्षणाचा आढावा:-

ऑल इंडिया सर्वे ऑफ हायर एज्युकेशन वेब पोर्टलवर 1043 विद्यापीठे, 42343 महाविद्यालये आणि 11779 स्टँड अलोन संस्था सूचीबद्ध आहेत.या सर्वेक्षणात उच्च शिक्षण देणाऱ्या देशातील सर्व संस्थांचा समावेश आहे. शिक्षक, विद्यार्थी नोंदणी, कार्यक्रम, परीक्षा निकाल, शैक्षणिक वित्त, पायाभूत सुविधा अशा अनेक बाबींवर डेटा संकलित केला जात आहे.या माहितीवरून पुढील बाबी निदर्शनास येतात.

18-23 वर्षे वयोगटातील सुमारे 27.1 तरुण तरुणी उच्चशिक्षण घेत आहेत. उत्तर प्रदेश ,महाराष्ट्र आणि तामिळनाडू या राज्यातील विद्यार्थ्यांचे उच्चशिक्षणातील प्रमाण लक्षणीय आहे. पारंपारिक अभ्यासक्रम जसे कि BA, BCom, BSc या शाखांकडे विद्यार्थ्यांचा फार मोठा कल आहे,त्यानंतर अभियांत्रिकी आणि वैद्यकीय शाखांकडे विद्यार्थ्यांचा कल दिसून येतो. पदवीपूर्व शिक्षण घेत असलेल्या विद्यार्थ्यांमध्ये कला/मानव्यशास्त्रे/ सामाजिक शास्त्रे इत्यादी अभ्यासक्रमा करिताकरिता 32.7 % असून 20.3 लाख विद्यार्थ्यांनी पदवी प्राप्त केली आहे.विज्ञान शाखेकरिता 16% आहे व 10.6 लाख विद्यार्थ्यांनी पदवीप्राप्त केली आहे. तर वाणिज्यशाखे करिता 14.9% 9.3 लाख विद्यार्थ्यांनी पदवी मिळविली आहे, तर अभियांत्रिकी किंवा तंत्रशिक्षण शाखांमध्ये 12.6% विद्यार्थ्यांनी प्रवेश घेतला आहे.पदव्युत्तर शिक्षणाचा आढावा घेतल्यास पुन्हा कला/मानव्यशास्त्रे/ सामाजिक शास्त्रे इत्यादी अभ्यासक्रमाचे विद्यार्थी मोठ्या प्रमाणावर प्रवेश घेतात त्यानंतर विज्ञान शाखेच्या विद्यार्थ्यांचा कल दिसून येतो.मात्र Ph.D. करिता Engineering and Technology stream आणि त्यानंतर विज्ञान च्या विद्यार्थ्यांचे प्रमाण दिसते.उच्चशिक्षणाकडे प्रवेश घेणाऱ्या विद्यार्थ्यांपैकी 79.5% विद्यार्थी पदवीपूर्व परीक्षे करिता नोंदवले असले तरी केवळ .5 % विद्यार्थी Ph.D. करिता प्रवेश घेतात.

विद्यार्थ्यांना उपलब्ध उच्चशिक्षणाचे पर्याय :-

1.महाविद्यालयीन/ विद्यापीठीय शिक्षण :- महाविद्यालयामध्ये किंवा विद्यापीठांमध्ये प्रत्यक्ष शिक्षण घेणाऱ्या विद्यार्थ्यांची संख्या तुलनेने अधिक आहे. आजमितीस उच्चशिक्षण घेणाऱ्या विद्यार्थ्यांची संख्या सुमारे 38.5 दशलक्ष आहे. यापैकी 19.6 दशलक्ष म्हणजे 51 % मुले असून उच्चशिक्षण घेणाऱ्या मुलींची संख्या 18.9 दशलक्ष आहे, म्हणजेच मुलींचे उच्च शिक्षण घेण्याचे प्रमाण

सुमारे 49% आहे. भारतात उच्चशिक्षण देणाऱ्या विद्यापीठांचा आढावा घेतल्यास विविध पर्याय उपलब्ध असल्याचे आढळते.४२० विद्यापीठे हि ग्रामीण भागात आहेत.३९६ विद्यापीठे ही खाजगीरील्या संचालित केली जातात. यापैकी 522 विद्यापीठेही सर्वसाधारण गटात मोडत असून 177 तंत्रशिक्षण ,63 कृषि विद्यापीठे 66 वैद्यकीय विद्यापीठे,12 कायदा,12 संस्कृत,11 भाषा,१४५ इतर वर्गातील विद्यापीठे आहेत.यासंदर्भात उल्लेखनीय बाब ही की,17 विद्यापीठे ही महिला विद्यापीठे आहेत. AISHE च्या पोर्टल वर सद्यस्थितीत 42343 महाविद्यालये आणि 11779 स्टँड अलोन संस्था सूचीबद्ध आहेत.

2.दूरस्थ शिक्षण – जे विद्यार्थी नोकरी,व्यवसाय किंवा अन्य कारणांमुळे प्रत्यक्ष महाविद्यालयात किंवा विद्यापीठात उपस्थित राहून शिक्षण घेऊ शकत नाहीत. अशा विद्यार्थ्यांसाठी दूरस्थ शिक्षण पद्धतीचा पर्याय उपलब्ध करून दिला गेला आहे. केंद्रीय विद्यापीठ अनुदान आयोगाच्या शिफारसीनुसार ही शिक्षण पद्धत भारतात सुरू करण्यात आली होती. 110 विद्यापीठांमध्ये दूरस्थ प्रणाली द्वारे शिक्षणाची सोय आहे.मुंबई विद्यापीठात पत्राव्य्हाराद्वारे अभ्यस क्रम सुरु करण्यात आला होता.परंतु आता ऑनलाईन माध्यमातून विद्यार्थ्यांना मार्गदर्शन केले जाते. या माध्यमातून स्वयंशिक्षणाचा मार्गही विद्यार्थ्यांकरिता उपलब्ध झाला आहे.

3.मुक्त विद्यापीठ :- मुख्य प्रवाहात राहून उच्च शिक्षण घेण्याची इच्छा असूनही अनेकांना शक्य होत नाही. अशा वंचित राहिलेल्यांना उच्च शिक्षण घेण्याची संधी मिळावी,त्यांच्यासाठी शिक्षणाचा मार्ग खुला व्हावा यासाठी मुक्त विद्यापीठाची संकल्पना राबविण्यात आली. विशेष म्हणजे, नोकरी व्यवसाय करून आपले शिक्षण पूर्ण करायचे असते अशांसाठी तर ही चांगली संधी आहे. देशात राष्ट्रीय स्तरावर मुक्त शिक्षण देणारे 'इंदिरा गांधी मुक्त विद्यापीठ' हे विद्यापीठ आहे. आजमितीस भारतात 16 मुक्त विद्यापीठे आहेत, या विद्यापीठामधून बीए, बीकॉम, बीएस्सी यांसारख्या अभ्यासक्रमाबरोबर पदव्युत्तर तसेच काही आयटी आणि कम्प्युटर सायन्सचे अभ्यासक्रमही उपलब्ध करून दिले आहेत. पारंपारिक अभ्यासक्रमाबरोबर काही ठिकाणी तांत्रिक अभ्यासक्रम ही शिकविले जात आहेत. तरीही या शिक्षण पद्धतीत शिकविल्या जाणाऱ्या अभ्यासक्रमांची संख्या मर्यादित आहे.

उच्च शिक्षणापुढील आव्हाने :-

1) भारतीय शिक्षण व्यवस्थेस आकार देणाऱ्या सर्व शिक्षण आयोगांनी राधाकृष्णन कमिशन,राष्ट्रीय ज्ञान आयोग विशेषत: कोठारी कमिशन यांनी शिक्षणावरील खर्चाची तरतूद देशांतर्गत उत्पन्नाच्या सहा टक्क्यांपर्यंत वाढविण्याची शिफारस केली आहे.परंतु सद्यस्थितीत एकूण शिक्षणावर होणाऱ्या खर्चाचे प्रमाण केवळ 2.5 टक्क्यांपर्यंत आहे.

2) उच्चशिक्षण घेण्यास पात्र असणाऱ्या विद्यार्थ्यांची संख्या आणि मान्यताप्राप्त विद्यापीठे व महाविद्यालयांची संख्या यांचे प्रमाण अनुकूल असणे आवश्यक आहे.

3) कौशल्याधिष्ठीत आणि रोजगार निर्मितीक्षम उच्च शिक्षणाचा अभाव ही एक मोठी उणीव आहे.

4) तंत्रशिक्षण, अभियांत्रिकी आणि वैद्यकीय व इतर सर्व प्रकारचे व्यावसायिक शिक्षण खाजगी क्षेत्राकडे असून त्यासाठी आकारलेले शुल्क हे सर्वसामान्य लोकांच्या आर्थिक क्षमतेला झेपणारे नाही. त्यामुळे तरुणांचा फार मोठा वर्ग या शिक्षांपासून वंचित आहे.

5) उच्चशिक्षण पूर्ण करण्यासाठी लागणारा वेळ, त्यात करावी लागणारी वेळेची गुंतवणूक व त्यानंतर मिळणाऱ्या अल्प संधी यामुळे तरुणांचा फार मोठा वर्ग उच्चशिक्षणापासून वंचित आहे.

6) उच्च शिक्षित तरुणांसमोर बेरोजगारीचे आव्हान हा राष्ट्रीय चिंतेचा विषय आहे.त्यामुळे उच्चशिक्षण घेण्यासंदर्भात तरुण विद्यार्थी उदासीन होत आहेत.

वरील आकडेवारी आणि विश्लेषणावरून पुढील निष्कर्ष स्पष्ट होतात.

1. पारंपारिक अभ्यासक्रम जसे की, कला,वाणिज्य व विज्ञान या शाखांमधे प्रवेश घेण्याकडे विद्यार्थ्यांचा फार मोठा कल आहे,त्यानंतर अभियांत्रिकी आणि वैद्यकीय शाखांकडे विद्यार्थ्यांचा कल दिसून येतो.

2. पारंपारिक अभ्यासक्रमांच्या तुलनेत कौशल्याधीष्ठित व रोजगारासाठी उपयुक्त अभ्यासक्रमांच्या प्रवेशासाठी असणारी तीव्र स्पर्धाव न परवडणारे शुल्क व अनुषंगिक खर्च यामुळे अशा अभ्यासक्रमांकडे विद्यार्थ्यांचा कल कमी दिसतो.

3. ज्या क्षेत्रात भरपूर रोजगार निर्मिती ची संधी आहे अशा अभ्यासक्रमांची जोड पारंपारिक अभ्यासक्रमांना देऊन त्यांची पुनर्रचना अग्रक्रमाने करणे आवश्यक आहे.

4. मुक्त विद्यापीठाचा पर्याय विद्यार्थ्यांना उपलब्ध असला तरी या द्वारे शिकविल्या जाणाऱ्या अभ्यासक्रमांमध्ये वाढ होणे आवश्यक आहे. रोजगार निर्मितीक्षम, तंत्रज्ञान आणि कौशल्याधिष्ठीत अभ्यासक्रमांची निकड भासते आहे.

5. भारतात ढोबळमानाने तरुणांची लोकसंख्या मोठ्या प्रमाणावर दिसत असली तरी आरोग्यविषयक समस्या असणारे तरुण, दिव्यांग, कुपोषित मानसिकदृष्ट्या दुर्बल अशी लोकसंख्या त्यातून वगळल्यास नेमकी कार्यक्षम लोकसंख्या लक्षात घेऊन त्याप्रमाणे उच्चशैक्षणिक अभ्यासक्रमांची आखणी करणे गरजेचे आहे.

6. दिव्यांग, कुपोषित, मानसिकदृष्ट्या दुर्बल, आरोग्यविषयक समस्या असणारे तरुण या लोकसंख्येचा आढावा घेऊन त्यांना कार्यप्रवण करण्यासाठी उच्चशिक्षणाचे स्वतंत्र धोरण आखणे अत्यावश्यक आहे.

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उच्च शिक्षणात महिला सक्षमीकरण व उद्योजकतेची असलेली भूमिका—एक चिंतन

प्रा. डॉ. वैशाली मेश्राम

गृहअर्थशास्त्र विभाग प्रमुख
बाबाजी दाते कला आणि वाणिज्य महाविद्यालय, यवतमाळ

स्त्रियांमधील विविध क्षमतांची बांधणी : शिक्षण, आरोग्य, विधी साक्षरता यांची जाणीव जागृती.

प्राचीन काळापासून आपल्या देशात स्त्रीला प्रतिष्ठेचे स्थान मिळाले आहे. कारण कुठलेही क्षेत्र सुरळीत चालायचे असेल तर समाजातील प्रत्येक घटक तोलामोलाचा असणे आवश्यक आहे आणि ज्या देशामध्ये स्त्री जातीला सन्मानित व शिक्षीत केले जाते तोच देश प्रगती करु शकतो. जेथे नारीची पुजा केली जाते तेथे देवता वास करतात, या वाक्यावरुन आपल्या देशात स्त्रियांचे स्थान मोलाचे आहे.

असे असले तरी समाजातील स्त्रियांच्या स्थानाचा विचार केल्यास आपल्याला असे दिसून येते की, स्वातंत्र्याचे फायदे भारतीय समाजातील महिलांचा एक मोठा घटक अद्यापही पूर्णपणे उपभोगू शकत नाही. महिलांच्या संरक्षणासाठी, त्यांच्या सबलीकरणासाठी राष्ट्र आणि राज्य पातळीवर अनेक कायदे करण्यात आले. पण महिला अधिकार उल्लंघनाच्या घटना वाढत आहे. लिंगभेदावर आधारित विषमतेला, शोषणाला त्यांना तोंड द्यावे लागते आहे. परिणामी महिलांच्या प्रश्नांविषयी अधिक संवेदनशिलतेने विचार होण्याची गरज आहे.

प्रत्येक राष्ट्र आपल्या देशातील स्त्री—पुरुषांच्या विकासामार्फत देशाचा सर्वांगीण विकास करु शकतो म्हणून राष्ट्राच्या विकासामध्ये पुरुषांबरोबरच स्त्री विकास विचारात घ्यावा लागतो आणि स्त्री विकासासाठी स्त्री सबलीकरण आवश्यक असते.

महिला सक्षमीकरणाचा अर्थ आणि स्वरुप :

स्त्री सक्षमीकरणाची संकल्पना अत्यंत व्यापक असल्यामुळे नेमका अर्थ सांगणे कठीण आहे. तरी असे म्हणता येईल की स्त्रीला सामाजिक, आर्थिक, राजकीय व प्रशासकीय क्षेत्रात योग्य प्रमाणात सहभागी करुन निर्णय प्रक्रियेत सामील करुन घेणे म्हणजे स्त्री सक्षमीकरण होय. महिला सक्षमीकरणाची संकल्पना आणि चळवळ म्हणून उल्लेख होतो. स्त्री अधिकाराला पुरस्कार करणारी ही संकल्पना आहे. स्त्रीयांना पुरुषांच्या बरोबरीने विकासाच्या आणि प्रगतीच्या समान संधी उपलब्ध करुन देणारी ही संकल्पना आहे. लिंगभेदावर आधारीत विषय समाज रचना नष्ट करुन स्त्री—पुरुष समानतेवर आधारीत नवी व्यवस्था निर्माण करणारी ही संकल्पना आहे. खालील मुद्यांच्या आधारे सक्षमीकरणाचा अर्थ स्पष्ट होतो.

- महिला सक्षमीकरण ही महिलांच्या अधिकारांचा पुरस्कार करणारी आणि महिलांच्या विकासाशी संबंधीत प्रक्रिया होय.

- महिला पुरुषांच्या बरोबरीने विकास आणि प्रगतीच्या समान संधी उपलब्ध करुन देणे महिला सबलीकरणाच्या प्रक्रियेत अपेक्षीत आहे.

- महिला सबलीकरण हा पुरुषांच्या बरोबरीने समान राजकीय आणि सामाजिक अधिकार मिळविण्यासाठी आंतरराष्ट्रीय पातळीवर चालविलेला संघर्ष होय.

- महिला सबलीकरणाची प्रक्रिया अशा व्यवस्थेच्या निर्मितीसाठी आहे ज्यामध्ये महिलांना समान स्थान, समान संधी, सत्ता व प्रतिष्ठा मिळेल.

- समान संधीसाठी म्नंसपजल वि‌वचचवतजनदपजल प्रयत्न आणि लिंग भेदावर आधारीत भेदाभेद नष्ट करणे ही महिला सक्षमीकरणाची दोन मुख्य उद्दिष्ट्ये आहे.
- स्त्रियांच्या शारीरिक, मानसिक आणि भावनिक जीवनाची गुणवत्ता सुधारणे, ज्यामध्ये राजकीय, आर्थिक, सामाजिक आणि सांस्कृतिक क्षेत्रामध्ये स्त्रियांना पुरुषांच्या बरोबरीने समान हक्क आणि अधिकार प्राप्त करुन देणे हा महिला सक्षमीकरण प्रक्रियेचा मुख्य भाग येतो.

शोध निबंधाची उद्दिष्ट्ये :

- महिला सक्षमीकरणाची भूमिका स्पष्ट करणे.
- लिंग समानतेसाठी उपाय सुचविणे.
- स्त्रीयांसाठी असलेले कायदे, राजकीय, सामाजिक व शैक्षणिक क्षमतांची माहिती पुरविणे.

तथ्य संकलन :

प्रस्तुत माहितीपर लेखासाठी ३० महिलांची मुलाखत घेण्यात आलेली आहे. दुय्यम स्त्रोत म्हणून विषयाशी संबंधीत प्रकाशीत, अप्रकाशीत शोध निबंध, सेविनियर पुस्तके यांचा आधार घेण्यात आलेला आहे.

विविध क्षमतांचा विकास व स्त्री सक्षमीकरण :

विकास आणि स्त्री यांचा संबंध परस्पर पुरक व सहयोगी आहे. कारण समाजामध्ये स्त्रीयांना आजही हिनतेचा दर्जा आहे. लिंगभेद, लैंगीक छळ, लैंगीक अत्याचार, कामाच्या जागी भेदभाव अशा समस्या समाजात आजही आहेत.

भारताच्या विकासामध्ये स्त्री सक्षमीकरणाची आवश्यकता अनेक बाबींसाठी आहे. अबला महिलांना सबला बनविण्यासाठी, त्यांना विकास आणि प्रगतीच्या समान संधी उपलब्ध करुन देण्यासाठी महिला सबलीकरणाच्या प्रक्रिये अंतर्गत विविध साधनांचा अवलंब केला जातो. त्यातील काही घटक/साधने पुढील प्रमाणे आहेत.

शिक्षण व स्त्री :

राष्ट्राच्या विकासामध्ये शिक्षणाचे मोठे योगदान आहे. शिक्षणाचे प्रमाण वाढले तर अपेक्षित विकास साध्य करणे शक्य होते. स्त्री जर शिकली तर सारे कुटुंब शिक्षीत होते. याचे महत्व जाणून शिक्षणासाठी विविध योजना राबविण्यात आलेल्या आहेत. साक्षरता हे स्त्री सक्षमीकरणाचे महत्वाचे साधन आहे. स्त्रीयांच्या आरोग्याचा प्रश्न, कुटुंब नियोजनाचा प्रश्न सोडविण्यासाठी साक्षरता उपयुक्त माध्यम आहे. आर्थिक स्वावलंबन येण्यासाठी साक्षरता आवश्यक आहे.

विधीसाक्षरता :

भारतीय राज्यघटनेत स्त्री—पुरुषांना राजकीय, सामाजिक, आर्थिक समान हक्क देण्यात आले आहेत. विविध योजनांव्दारे महिलांच्या कल्याणासाठी, त्यांचे समाजातील स्थान उंचावण्यासाठी, पुरुषांच्या बरोबरीने आणण्यासाठी त्यांना काही हक्क प्रदान केले व त्यांच्या संरक्षणासाठी कायदे निश्चित केले.

घटनेच्या १५ व्या कलमानुसार कोणत्याही नागरीकांमध्ये भेदभाव करु शकत नाही, सार्वजनिक ठिकाणी प्रवेश नाकारु शकत नाही. १४ व्या कलमानुसार कोणत्याही व्यक्तीला कायदा समान हक्क व संरक्षण प्रदान करतो. घटनेच्या १६ व्या कलमानुसार लिंग भेदाच्या आधारे सरकारी नोकरीत कोणत्याही नागरीकाला भेदभाव न करण्याची हमी देण्यात आलेली आहे.

वरील सर्व हक्क स्त्री—पुरुषांना समान प्रमाणात प्राप्त झाले आहे. अश्लीलतेच्या विरोधात भारतीय दंड संहितेच्या कलम २९२ ते २९४ मध्ये तक्रार करण्याचा हक्क स्त्रिला प्राप्त झाला आहे. तर अधिनियम १९८४ नुसार कौटुंबिक कलह, दांपत्यामधील वाद, एकाच ठिकाणी सोडविली जातात. तसेच छेडछाड विरोधी कायदा, समान वेतन हक्क, कामाच्या ठिकाणी समानता हक्क अश्या विविध हक्कांची तरतुद करण्यात आली आहे.

स्त्री—आरोग्य :

स्त्रियांच्या सबलीकरणामध्ये त्यांचे आरोग्य अत्यंत मोलाची कामगिरी बजावते. वेगवेगळे विषाणू शरीरात प्रवेश करुन शरीरात गेलेले विषाणू, रक्तामधील विषाणु आणि पांढ-या पेशी यांच्यात युध्द सुरु होते. पांढ-या पेशींना रोगाच्या विषाणूंनी मारले तर शरीर रोगाला बळी पडतो. रोगग्रस्त व्यक्तीची शारीरिक शक्ती कमी होते, कार्यक्षमतेचा ऱ्हास होतो, व्यक्ती कमजोर होतो, शरीरात रोगांची लक्षणे दिसतात.

स्त्री आरोग्यामध्ये सर्वात महत्वाची भूमिका प्रजनन आरोग्य बचावते. आरोग्य कार्यकार्यामध्ये प्रजनन व बाल आरोग्य कार्यक्रमा अंतर्गत सुरक्षित मातृत्व व बालकाच्या जीवीताची हमी, प्रजनन मार्गाचे आजार, लैंगीक आजार, एड्स, इ. बाबींचा समावेश होतो. त्याच बरोबर स्त्रीयांना वेदनादायी मासीक पाळी, गर्भनलीका दोष, व्हजायनाटिस, ल्युटोरिया, ऑडिसाचा आजार, लैंगीक संबंधातून पसरणारे आचार उद्भवतात.

वरील आजारांतून बचावासाठी महिलांनी नियीमत तपासणी करावे तसेच लैंगीक अवयवांची स्वच्छता ठेवावी.

जनजागृती :

महिला सक्षमीकरणाच्या प्रक्रियेमध्ये स्त्रीयांचे स्थान सुधारण्यासाठी जनजागृती साधन महत्वाची भूमिका बजावत आहे. जनजागृतीचे साधन दोन प्रकारे आपली भूमिका बजावते. एक म्हणजे महिलांना त्यांच्या अधिकाराची जाणीव करुन देणे आणि दुसरे म्हणजे महिलांना उपेक्षीत ठेवणारी पुरुषप्रधान मानसिकता बदलणे. महिलांना समाजात समान स्थान आहे. त्यांचे क्षेत्र फक्त चुल व मुल न राहता व्यापक झाले आहे. त्यांच्या बुद्धीमत्ता व कार्यक्षमतेनुसार काम मिळण्याचा त्यांना अधिकर आहे, ही जाणीव समाजामध्ये रुजविण्याचे कार्य जनजागृतीतून घडते. स्त्रियांना दुय्यम लेखण्याची मानसिकता केवळ कायदा करुन बदलणार नाही तर त्यासाठी समाजामध्ये जागृती घडवून आणावी लागेल. स्त्रीयांना त्यांच्या सुप्त क्षमतांची जाणीव करुन देण्याचे कार्य जनजागृतीव्दारे घडेल हे निश्चित.

महिलांचा राजकीय सहभाग वाढावा यासाठी त्यांच्या राजकीय अधिकारांचा वापर करुन राजकीय सत्ता प्राप्त करण्यासाठी प्रोत्साहीत करणे गरजेचे आहे. राजकीय निर्णय प्रक्रियेमध्ये महिलांचा सहभाग वाढविल्याने महिलांना सबलीकरणाच्या दृष्टीने प्रयत्न होवू शकतो. महिलांवर होणारे अन्याय, अत्याचार सरकारपुढे मांडून त्यांचे निराकरण करण्यासाठी त्वरीत प्रयत्न करता येवू शकतात. राजकीय निर्णय प्रक्रियेमध्ये स्त्रीयांचा सहभाग वाढावा यासाठी ७२ आणि ७३ व्या घटना दुरुस्तीनुसार पंचायत समिती व जिल्हा परिषदांमध्ये १/३ जागा राखीव ठेवण्यात आल्या आहेत. महिलांना राजकीय क्षेत्रात आणण्याकरीता हे महत्वाचे पाऊल ठरले आहे.

आर्थिक स्वावलंबनाच्या दृष्टीने स्त्रीयांना रोजगाराच्या संधी उपलब्ध करुन देवून त्यांना आर्थिकदृष्ट्या स्वावलंबी बनविण्याचा महिला सबलीकरणाचा उद्देश आहे. अन्याय, अत्याचार आणि शोषणातून मुक्ततेसाठी आर्थिक स्वावलंबन हा उत्तम मार्ग आहे. स्त्रीयांना केवळ रोजगाराच्या संधी उपलब्ध करुन द्यायच्या नाहीत तर पुरुषांबरोबर त्यांना समान वेतन मिळावे हा देखील प्रयत्न महिला सबलीकरण प्रक्रिये अंतर्गत होत असतो. स्त्रियांना आर्थिक अधिकार मिळवून देणे, उत्पादन प्रक्रियेत स्त्रियांना सहभागी करुन घेणे, त्यातून केवळ स्त्रियांचाच नाही तर राष्ट्राचाही विकास साधला जाईल.

निष्कर्ष :

१. महिला सक्षमीकरणात शासकीय यंत्रणा जीवनदायी ठरली आहे.

२. महिलांना शासकीय योजना, त्यांचे हक्क, आरोग्य, लिंग समानता याची माहिती होवून महिला सबलीकरण ही संकल्पना साकार होत आहे.

३. महिलांना त्यांच्या सामर्थ्याची जाणीव कळुन येवून घरासंबंधी, समाजासंबंधी आणि राष्ट्रसंबंधी निर्णय घेण्यावर नियंत्रण ठेवता येते.

४. सबलीकरणामुळे घर, समुदाय, समाज व राष्ट्र यांच्या संबंधीचे ज्ञान व संसाधने व निर्णय यावर नियंत्रण करण्याकरीता महिलांना सहभागी करुन घेतले जाते.

शिफारशी :

१. शासनाने विशेष प्रयत्न करुन महिलांसाठी विशेष प्रशिक्षण शिबीराचे आयोजन करावे.

२. शासकीय योजनांच्या अंमलबजावणीत पारदर्शकता व कार्यक्षमता वाढविणे आवश्यक आहे.

३. अंधश्रध्दा, जातीयवाद, अस्पृश्यता, विषमता यासारख्या समस्या नष्ट करणे आवश्यक आहे.

४. प्रत्येक महिलेपर्यंत कार्यक्रमाची माहिती कशाप्रकारे पोहचविली जाईल ह्या दृष्टिने विशेष प्रयत्न होणे गरजेचे आहे.

व्यंकटेश मांडगुळकर यांच्या बनगरवाडी चे स्थुल अवलोकन

श्री. किरण देविदास राठोड

एम.ए. सेट(मराठी) संशोधक विदयार्थी संत गाडगेबाबा अमरावती विद्यापीठ

कादंबरीकार व्यंकटेश माडगूळकर यांनी बनगरवाडी या कादंबरीत ग्रामीण भागातील समाज जीवनाचे यथोचित व वास्तविक वर्णन केले आहे. नव्हे 'बनगरवाडी' या व्यंकटेश माडगूळकरांच्या कांदबरीचा विषय खुद्द बनगरवाडीच आहे! ही वाडी साकारतांना म्हणजेच कथानकाची मांडणी करताना माडगूळकरांनी विविध प्रसंग वर्णिले आहेत. मास्तरांना बनगरवाडीतील लोकांचे जे बरे वाईट अनुभव आले, त्या अनुभवांना दिलेले मूर्त रूप म्हणजे 'बनगरवाडी' ही कादंबरी होय. या कादंबरीत निवेदकाने (मास्तर हे निवेदक) केवळ वाडी चा इतिहास सांगितलेला नाही, तर अनुभवांच्या विविध घटनांद्वारे वाढीचे मूर्तिमंत जीवन आपल्यापुढे साकार केले आहे.

या कादंबरीचे कथानक अगदी सुटसुटीत आटोपशीर असे आहे. त्याचा सारांश आपणास पुढील प्रमाणे नोंदविता येईल.

कादंबरीच्या सुरुवातीला मास्तर बनगरवाडीत भीत—भीतच प्रवेश करतात. मास्तरांच्या आगमनाबरोबरच माडगूळकर आपल्याला वाडीचाही परिचय करून देतात. हा परिचय करून देणारे हे पहिले प्रकरण आहे.या प्रकरणात मास्तराला सूर्योदयाच्या वेळी वाडीचे कसे रूप दिसले याचा तपशील येतो .भल्या पहाटेला बनगरवाडी कडे निघालेला हा मास्तर "ही बनगरवाडी कशी असेल, तिथली माणसे आपल्याशी कशी वागतील, तिथे गेल्यावर राहायचे कुठे? "यासारखे प्रश्नांनी गोंधळलेला आहे, हे लक्षात येते. माळावरून बनगरवाडी कडे येताना त्याला वाटेच्या आसपास ज्या शिवाराचे दर्शन घडते त्याचे उत्कृष्ट वर्णन त्याने केलेले आहे.माळराणाआडून उगवणारा पिवळा, तांबडा सूर्य त्याच्या प्रकाशाने न्हाऊन निघालेला बनगरवाडीचा शिवार जागी झालेली पाखर, बनगरवाडी चे पिवळ्या—करङ्ग माळरानाचे स्वरूप याचा आपणास परिचय होतो. आणि 'बनगरवाडी' कशी असावी याचा अचूक अंदाज मनात उभा राहतो. सुरुवातीपासूनच ही निसर्ग वर्णनि मनावर परिणाम करते. निसर्गाबरोबरच या प्रकरणात प्राणी,किटक यांचाही विस्ताराने आणि सविस्तर परिचय होतो.

बनगरवाडी प्रवेश केल्यानंतर बनगरवाडी कशी आहे याचे वर्णन या दुसऱ्या प्रकरणात येते. बनगरवाडीतल्या घरांचे सविस्तर वर्णन करून लेखकाने हा परिचय करून दिला आहे. अनोळखी गावात पहिल्यांदाच प्रवेश केलेला मास्तर भांबावतो. चालून —चालून थकल्यामुळे त्याला भुकही लागलेली असते. पण पाणी कुठे आहेत हे त्याला माहीत नसल्यामुळे आणि विचारावे तर आसपास कोणी माणूसही नसल्याने तो लिंबाच्या एका मोठ्या झाडाखाली बांधलेल्या पारावर जाऊन बसतो. येथे मास्तरांना पहिल्यांदा भेटलेला माणूस म्हणजे 'दादू बालट्र्य'. डोक्याला तांबडा फटका बांधलेला, अंगात गोल सदरा घातलेला, मोठ्यने लांबोरक्या चेहऱ्याच्या या माणसाने(त्याने हातात एक उंच भाला धरलेला आहे)"काय अंडी वाला आहेस का गा "म्हणून हेटाळणी करताच नव्याने आलेला ओशाळतो. त्याला आपल्या लहान वयाबद्दल, धोतर कोट न घातल्याबद्दल विषय वाटतो. क्षणभर काय उत्तरद्यावे, हे त्याला समजत नाही. नंतर तो आपली 'मास्तर' म्हणून ओळख करून देतो. पण दादू बालट्र्यवर त्याचा काही प्रभाव पडत नाही." हं, हंत कायकरायचा गा मास्तर? साळा चाललीय कुठ हंत?पोर हायती कुटं वाडित? सरकारला काय ठाव न्हाई व्हय?असा उपहासात्मक शाब्दिक टोमणा मारून बालट्र्य जातो.

शाळेविषयीची ही उदासीनता आणि गावात पोरे नसल्याची वार्ता ऐकून मास्तर नाराज होतो. तेवढ्य एकाच प्रसंगाने त्याचे धैर्य, उमेद, उत्साह विटळून जातो. असेच माघारी जावे आणि या नोकरीचे राजीनामा द्यावा असा टोकाचा एक विचारही आहे त्याच्या मनात येऊन जातो. अशावेळी चुकले मेंढरू,न्याहाळावे

तसा मास्तरांना न्याहाळणारा गावचा प्रेमळ म्हातारा कारभारी मास्तराला भेटतो. मास्तराला प्रेमाने बाळा म्हणून विचारपूस करणारा हा माणूस मास्तराला नवा आधारदेतो. त्याला पुष्कळच धीर येतो. या धनगरी खेड्यात आपण अगदीच एकाकी नाही, जवळ येऊन बोलणारे, आपुलकी दाखविणारे कोणीतरी आहे, अशीच दहा— पाच माणसे भेटली तर इथे राहणे सुसह्य होईल असे त्याला वाटते. सारांश कारभारी चे रूपाने वाडीतल्या माणुसकीचा प्रत्यय मास्तरला येतो व पाणी आणण्याचे निमित्ताने कारभाराच्या मुलिचा 'अंजीचा' परिचय मास्तरला होतो.

हळूहळू मास्तराचा व वाडीतल्या विविध माणसाशी संबंध येऊ लागतो. त्याची हकीकत प्रकरण तीन मध्ये येते .प्रथम गावाला मेंढरामुळे कशी जाग येते जिवंतपणा येते, जिवंतपणा येतो याचे सविस्तर वर्णन येते. दिवसा निर्जन नि मेलेल्या सापासारखे गपगार पडलेले हे गाव संध्याकाळी माघारीयेणाऱ्यामेंढरांच्या व मेंढराच्या गलक यांनी जिवंत होऊन सळसळताना दिसते. याचवेळी धनगराच्या पोरांना आणि त्यांच्या आई—बापानाही शाळेची, शिक्षणाची फारशी गोडी नाही , आधी मेंढरं मागे जाणे आणि उरल्या वेळात शाळा हे तत्व अंगवळणी पडल्याचे मास्तरांची ध्यानात येते. आता इथून पुढे तीन वर्ष या गावात राहायचे, या मंडळीत मिसळायचे, त्यांचा विश्वास संपादन करून प्रेम मिळवायचे, प्रतिष्ठा मिळवायची आणि त्याचवेळी ही उकिरडा झालेली शाळाहीनावारूपालाआणण्याचे निश्चित ठरवून मास्तर त्यामंडळीची एकरूप होण्याचे मिसळून जायचे ठरवितात.

मास्तर येऊन आठ —पंधरा दिवस झाले तरीही शाळेत मुलेच येत नव्हती. आणि आले तरी आणि अनियमितपणा फार असे. त्यावरून मुलांना भेटावले तर ती रडू लागत आणि घरी असलेली त्यांची आई मास्तराशी भांडायला येई, चक्क मुलाला घेऊन निघून जाई आणि ते जाऊ देण्यावाचूनमास्तर काही करू शकत नसत.

. आणि याच दरम्यानरात्रीचा वेळ साधून बालट्य त्याच्या खोलीवर येतो, भाला वागविणारा हा आडदांड माणूस .तो या नव्याने आलेल्या मास्तराला पूर्वीचे मास्तराची कथा सांगून " नीट काम कर , शाळेत आली तर त्येसनी शिकव, गावाला शिकवायच्या भानगडीत पडू नगस! अशी दमदाटी करून जातो. दादू बालट्य हा टिवल्या बावल्या करणारा माणूस. मास्तराच्या मनात पहिल्या भेटीपासूनच या माणसाविषयी अढी निर्माण होते. त्यांनी दमबाजी केल्यानंतर तर मास्तर हबकूनच .

मात्र याचवेळी मास्तराची आयबुया मुलाशी ओळख होते.बालट्य येऊन गेला त्याच रात्रीपावसाने भिजणाऱ्या कुत्र्यासारखा मास्तरच्या खोलीत येऊन बसणारा हा पोटार्थी माणूस मास्तराच्या मनात घर करून बसतो. फुगीर गालाचा नितांबड्य नाकाचा हा आयबो या पहिल्याच भेटीत मास्तराच्या जिवाभावाचा सोबती बनतो. त्याची ओळख झाल्यानंतर मास्तरला आणखी धीर येतो दादू बालट्यच्या दमदाटीने प्रथम गांगारलेल्या मास्तर त्या गांगरण्याची उलटी प्रतिक्रिया म्हणून की काय विलक्षण बेडर होतो. भाला वागविणाऱ्या त्या दादूला यापुढे मुळीच भीक घालायची नाही, असा मनोमन निश्चय करतो.

प्रकरण पाचवे हे 'बनगरवाडी'तल्या दैनंदिन जीवनाचे वर्णन करणारे आहे. विशेष करून धनगराच्या दिनक्रमाचे वर्णन यात आले आहे.रंगाने काळेभोर असलेले हे धनगर सदोदित उघडे वावरतात. बाहेरच्या जगाविषयी त्यांना ज्ञान नाहीच. भल्या सकाळी उठून रात्रभर वाड्यामध्येकोंडलेली मेंढरे घेऊन वाडी बाहेर पडायचे. दिवसभर मेंढ्यचरायच्या,मेंढरा मागे काही —बाही करून वेळ घालायचा आणि दिवस थोडा उरला की गावाच्या दिशेने घेऊन जायचे. ते दिसतात घरी राहून रहाटवर किंवा टकळीवर लोकरीचे सूत काढणाऱ्या बायकांनी उठावे, चुलीपुढे बसावे तोवर मेंढकयांनीमेंढर जुळावेत. मग भाकर खाऊन घोंगडी घेऊन शाळेत पटांगणात जमावे. तिथे सोबत्या बरोबर विरंगुळा म्हणून चार शब्द बोलाव्यात नि धरणीला अंग टाकावे! बस यापेक्षा वेगळे काही नाही. सकाळी मेंढर गेली की वाडीतल्या चौतन्य गेल्यासारखे होईल मग शेतकरी गुरू ढोरे घेऊन जात. पोरे शेटडामागे जात. बायकांना रानातजात. पाळीव कुत्री जात.दुपार होई तेव्हा रहाटावर लोकर कातणाऱ्या बायका वाचून वाडीत कोणी दिसत नसे.

अलीकडे नियमाने आठ बारा मुले शाळेत येऊ लागतात ज्यांना रोजगार देता येत नाही.शेरडामागे देता येत नाही,अशी ती लहान लहान मुले शाळेत येऊ लागतात आणि त्यांना ग—म—भ—न चे धडे गिरवायला देण्यात मास्तराचा वेळ जाऊ लागतो. या आठ बारा मुलांच्या व्यतिरिक्त रोज शाळेत येऊन बसणारे आणखी तिघेजण होते. मुलांनी आनंदा, रामोशी आणि रामा बनगर ही तिघेजण हे तिघेही बहुतेक दिवसातील काही वेळ का होईना शाळेत येत असत, आणि भिंतीला टेकून उगीच बसून राहत असत, काही बोलत नसत काही करत नसत

पण येत पोरांचे तोंडाकडे मास्तरांच्या तोंडाकडे बघत निवांत बसून राहत. मास्तराला त्यांचा काही त्रास होत . कारण वेळ घालवणे हाच त्यांचा त्यात प्रधान हेतू असे आणि शाळेत निवांत बसून तो साध्य होत असे.

माणसाने उद्योग करायचा तो बोट भरण्यासाठीच हा आयबूचा प्रश्न सुटला होता. तो मुलांनी होता आणि वडीला त्याची गरज होती. त्या बदलत्या आयबूचे पोटाच्या प्रश्न मिटला होता. लहान चोर्या करणे हा आनंदाच्या जीवनाचा अनिश्चित धंदा होता. आमच्या कसबाने त्याचा हा धंदाही उत्तम चालला होता. तिसरा रामा बनगर मात्र चांगला मुले बाळे असलेला होता. घरी त्याला उद्योग नव्हता. नव्हता म्हणण्यापेक्षा तो काम करीत नव्हता. तोही शाळेतून उगाच बसे. त्याच्याजवळ बुचड्याचे राणी छाप रुपये होते. ते त्याला मास्तराकरवी मोडायचे होते (सुट्टे करायचे होते) म्हणून तो एकदा संधी साधून मास्तरावरही कामगिरी सोपवितो.मास्तरालाही गावकर्यांचे विश्वास संपादन करायचा होता म्हणून तो आनंदानेही कामगिरी अंगावर घेतो.

योगायोगाने सरकारने बंद केलेला तो रुपया मास्तर मोड करून आणतो आणि ती सगळी मोड रामा जवळ देतो. यातून मास्तरावर आणखी जबाबदार येऊन पडते. बंद केलेले रुपयां चालतो हे लक्षात आल्यावर रामाची खात्री पटते. मास्तरावर विश्वास बसतो. तो मास्तरला घरी घेऊन जातो आणि मडक्यात साठवून ठेवलेली चांदीचे नगद रुपये मात्र जवळ मोडण्यासाठी देतो. मास्तराला नाही म्हणवत नाही याच ठिकाणी मास्तराची रामाचे बापाची म्हणजेच काकू बशी ओळख होते. वयाच्या आठव्या वर्षापासून आजतागायत मेंढरे राखण्यात वाचून दुसर्या काही उद्योग नकेलेला हा माणूस मास्तराच्या मनात घर करून बसतो .

प्रकरण आठवे हे निसर्ग वर्णनात्मक आहे. यात मृग नक्षत्रात बनगरवाडीचे पालटलेले रूप चित्रित केले गेले आहे.“ मृगाचा पाऊस बनगरवाडीला झोडपतो, काडाने साकारलेली घरे गळू लागतात, हवेमध्ये गा गारठा येतो. पाऊस पडून गेल्यानंतर पोपटी रंगाचे गवत रानमाळ उगवते बारक्या बेडक्या एकाकी दिसू लागतात , धडक घालणारे कावळे साळुंक्या चिमण्या तुटून पडतात .माशा फार होतात , नांगरून पडलेल्या जमिनीतील ढेकळे विरघळतात त्या हिरव्यागार माळावर काळीभोर मेंढरे हिंदू लागतात“. या प्रकरणात असा बनगरवाडीचा आणि तिच्या भोवती पसरलेल्या निसर्गाचा लावण्यमय परिचय होतो.

माडगूळकरांनी या कादंबरीतल्यामास्तराचे चित्र एक खेड्यातला मास्तर म्हणून रंगविले आहे. खेड्यतला हामास्तर किंवा मास्तरच नाही सुशिक्षित लोक कमी असल्यामुळेमास्तराच्या भोवती सतत गराडा असे. माडगूळकरांनी या कादंबरीतला मास्तर असाच रंगविला आहे. त्याला सर्व प्रकारची कामे लोकांचे प्रेम मिळवण्यासाठी विश्वास संपादन करण्यासाठी आणि प्रतिष्ठा मिळवण्यासाठी करावी लागतात आणि तो मनापासून ते सर्व करतोय (रामा बंदराचे पैसे मोडून आणायची जबाबदारी अंगावर घेतो हेवर सांगितल आहेच!)

मास्तराच्या या स्वीकारात्मक दृष्टिकोनामुळे या प्रकरणात आपणास शेकूची व त्यांच्या बायकोची ओळख होते शेकू हा वाडीतला गरीब शेतकरी, गावची कोणती कामे मास्तर जेव्हा बिन तक्रार करू लागतो, तेव्हा कोणी काही विचारायला यावे असे होते. नवरा बायकोचे भांडणापासून तेमेंढराच्या चोरी पर्यंत सर्व तक्रारी मास्तराकडे येऊ लागल्या आणि त्यात कळस म्हणजे शकू मास्तराकडे ‘बैल’ मागायला येतो ”तू काय बी कर पण माझी नड भागव, सगळं गाव म्हणतं मास्तर येळेला येतो अडचण ओळखतो मग माझ्या एकाच का असं?“ असं म्हणून मास्तराकडे बैल द्याच म्हणून आग्रह करतो मास्तर त्याची ही गरज पूर्ण करू शकत नाही आणि शकुला गावातही कुणाकडे बैल मिळत नाही. अशा कठीण प्रसंगी शे कूची मुंडा हात उंच बायको बैलाचे बरोबरने ’जू’ मानेवर घेते आणि आपली थकलेली पेरणी पूर्ण करते!

रामा धनगराचे मोड करायला घेतलेले पैसे मास्तर तालुक्यातून येताना बरोबर घेऊन बनकरवाडीला येतो. रामाच्या बुचड्य राणी छाप पैशाच्या मोबदल्यात मोड म्हणून तीनशे रुपये मिळतात.पैशाची जबाबदारी मास्तराच्या डोक्यावर होतीच त्यामुळे पैसे चोरी जाऊ नये म्हणून मास्तर ते पैशाचे गाठोडेदशम्याच्या पिशवीत बांधून ठेवतो. मी नेटानेबनगरवाडी येतो. पण चालण्याचे फार श्रम झाल्यामुळे आल्या आल्या सहज पडावे म्हणून पडताच मास्तरला झोप लागून जाते आणि चार एक तासाने उठून बसतात त्याच्या लक्षात येते‘ पैसे भाकरीसह गायब!’

मास्तरला एकदम धक्का बसतो . तो शक्य तेवढा प्रयत्न करून पाहतो .पण चोरीला गेलेल्या पैशाचा ठावठिकाणालागत नाही तसा तसा मास्तर अधिकच चक्रात गुंतत जातो. प्रथम त्याला आयबू चा संशय होतो पण नंतर त्यातही तथ्य वाटत नाही. राहून राहून दादू बालट्याचाही संशय येतो पण उपयोग होत नाही. “पैसे कोणी नेले असतील?’ या एकाच प्रश्नाचे उत्तर शोधण्यात त्याचे आठ— दहा दिवस जातात आणि

नेमके याच वेळेला कारभाऱ्याची अंजी त्याला चोळी शिवून आणायची कामगिरी सांगते. मास्तर ती जबाबदारी स्वीकारतो. भाकरीबरोबर रामा बनगराचे पैसेही गमावलेला मास्तर प्रथम स्वतःला दोष देतो. एवढी रक्कम मोडून आणण्याची जोखीम उगीच अंगावर घेतली असे त्याला वाटू लागते. शक्य असते तर पदरचे पैसे रामाला द्यायचा विचार त्याच्या मनात येतो पण ते शक्य नव्हते. कोणी बाहेरचा कर्ज देण्याची शक्यता नव्हती. चोहीकडच्या वाटा बंद झालेल्या मास्तर पुन्हा पैसे कुठे आणि कसे गेले याचा विचार करीत,अंजी ने दिलेली चोळी घेऊन गावाकडे येतो.

घरी आल्यानंतर मास्तर आणि आई—वडिलांना या घटनेविषयी सविस्तर माहिती सांगितली. परंतु वडिलांनीही मास्तरला दोष दिला निष्कारण केलेल्या त्यांना खपत नसतं. आपले काम बरे आपण बरे असावे, पैसे सारखे जोखमीच्या बाबतीत तर मुळीच पडू नये पैशामुळे हमखास वाईट पण येतो. असे त्यांचे नेहमी सांगणे असे. यावेळीही त्यांनी मास्तरला कठोरपणे दोष दिला. आईने मात्र जरा चांगला सल्ला दिला,'हे बघ पैसे हरवली ते सापडतात का? ते बघ धनगर फार पाठीला लागला तर तुइया आजोळी असलेली माझं घर विक त्याचे येतील चार—पाचशे रुपये आणि देऊन टाक. हाय काय एवढं काळजी करण्यासारखं?' आईच्या बोलण्याने मास्तरला धीर आला कुणीतरी आपल्या पाठीशी आहे तसेच जरुरी पडली तर रामाचे पैसे आपण भरू शकू अशी शक्यता निर्माण होते.

प्रथम या कारभाराचा सल्ला घ्यावा असे वाटल्यानंतर मास्तर कारभाऱ्याकडे गेला .पण एकाएकी काही कारण नसताना,' तुजा आपला. काय सांगू नकोस. मी काय ऐकणार नाही म्हणत कारभारीने मास्तराला दारातूनच उभ्या उभं निरोप दिला. त्यामागे बालट्या होता हे मास्तराला अंजीकडून समजते आणि बालट्याचा भयंकर राग येतो. एखाद्या कादंबरीत नाटकात खलनायक असावा तसा हा बालट्या जणू मास्तर मागे लागला होता. अगोदरच रामाचे पैशाने मास्तराची झोप उडाली होती. त्यात बालट्यचे हे जुने दुखणे पुन्हा उपटले. सुरवाती पासूनच मास्तराची मागे असणारा एकच एक असा गावातला वजनदार माणूस कारभारी तोही वाकडा झाला मास्तराच्या कर्तुत्वाला तडा गेल्या सारखा दिसू लागला. त्याचे मन उदास झाले.

आणि काय आश्चर्य? त्याच रात्री आनंदा रामोशी पैशाची चोरी कबूल झाला पण मास्तराला आनंदावर रागावत आले नाही, कारण चोरावेत म्हणून आनंदाने ते पैसे त्याने चोरी केले नव्हते. ती मास्तराचे भाकरीची पोटासाठी! त्यात ते पैसे सापडले द्यावे की नको या विचारात आनंदाचा पंधरवडा गेला आणि त्याने पैसे परत केले याच एकमेव कारण आपण मास्तरला प्रचंड मानसिक यातना भोगाव लागल्या होत्या आणि ऐन वेळेला हा आनंद रामोशी परमेश्वर सारखा उभा राहिला होता. त्यांनी झडप घालून ते पैसे ताब्यात घेतले आणि तडक रामा बनगराच्या हवाली केले पुढे काही दिवसांनी रामाने त्या पैशाची मेंढरे घेतली त्याचे खांड खूप मोठे झाले.

प्रकरण बारा आहे बनगरवाडीकरांचा सुगीचा आनंद टिपणारे आहे सुगीचा सोहळा वाढत आनंदाने साजरा केला होता. त्याचे स्वागत माणसे उत्साहाने करतात.याचेच हे अल्हादायक चित्र नाही हंगाम सुरू झाला की बाहेर गावची पाखररही निरोप दिल्यासारखी वाडीत येऊन टपकतात. स्वच्छ आभाळातून शेकडोपक्षाची थवे उडू लागतात. आपल्या पिकाचे रक्षण करण्यासाठी वाडीतील लहान लहान मुलं ठासणीच्या बंदुका व गोफणी घेऊन पाखरा मागे धावू लागतात. ज्वारी हरभरा कडधान्य निघताच घरी आलेल्या धान्याच्या राशी बघून शेतकऱ्याची मने तुडुंब भरतात.वाडीतील प्रत्येक माणसाच्या चेहऱ्यावर सुगीचे तेज चढते मेंढरे ही अंगाने भरतात. सुगी संपून नागरणी सुरू होईपर्यंत थोडी सवड मिळते .तृप्त झालेले गावकरी समाधानाने घटका घटका निवांत बसू लागतात . कोल्हाटी डोंबारी दरवेशी गारुडी येतात बनगरवाडीकरांच्या आनंदात त्यांनी आपलं सूर धरला आहे सारी बनगरवाडी आनंदाने न्हाऊन निघते.वाडितील लहान लहान मुले आपली लय त्याला जोडतात आणि बनगरवाडी ताल धरून नाचू गाऊ लागते." इडिबांग — डिपांग डिपांग सडिचीबाडी — डिपांग दृ डिपांग".

एकाएकी बिथरलेल्या कारभारी बरेच दिवस मास्तराशी बोलत नाही प्रथम— प्रथम मास्तराला या गोष्टीची चुटपूट लागली. पण नंतर त्याचाही अहंकार जागा झाला आपणहून. म्हाताऱ्याची बोलण्याचा प्रयत्न करण्याची त्यांनी सोडून दिले. मास्तराच्या शाळेचे व्याप आता वाढला होता. मुले बरी येत होती. मास्तरला त्यात आनंदच होता एकाएकी शाळेत नियमित येणारा आणि बऱ्यापैकी हुशार असलेला सत्ता शाळेतून गळाला दरम्यान त्यांनी एकट्याने रानात मेंढरमागे लांडगा तोडल्याचे हकीकतही मास्तराच्या कानावर आली होती. बनगरवाडीच्या आसपास दिवसा उजेडी रानातील लांडगे हिंडत माणूस बघून माती उकरत.असाच एक मेंढराच्या वासावर

टेहळणीला आलेला लोडगा सताने हिमतीने मारला.मेंढरू वाचले पण झटपटीतसताचा लाडका कुत्रा मेला.त्याचे सताला अधिक दुःख झाले.

ही घटना कळताच मास्तर स्वतःला भेटायला त्याच्या घरी गेले त्याचे पाठीवर हात फिरून त्याला शाबासकी दिली आणि शाळेत न येण्याची कारणे विचारले.सत्ता आधी सताचा बाप— बिराम्हणाला,अवं, त्याचा आता चांगला नेटका गडी झाला. एकट्यने लांडगा तोडला त्याने पोरे ढोरे न्हाईराह्यला त्यो. लागू द्या आपल्या उद्योगाला’ आणि त्याच दिवशी सताची शाळा ही संपली.

दरम्यान कारभारी आपणहून मऊ झाला. सुतासारखा सरळ होऊन मास्तराशी बोलू लागला. त्यातून मात्र समजले की कारभार्‍याचा मास्तरा विषयी अंजीच्या चोळीपायी गैरसमज झाला होता. आणि हे विष त्याच्या मनात बालट्यनेच कालविले होते. त्यानंतर कारभारी मास्तराच्या पाठतीवरच राहिला .पण त्याच्याबाबत अंजी विषयी संशय घेण्यासारखी गोष्ट आढळली नाही .म्हणून पश्चाताप होऊन तो मास्तराला शरण आला होता. नंतर दोघी पूर्वीप्रमाणे एक झाले. या घटनेनंतर बालट्य मास्तराच्या पूर्णपणे मस्तकात बसला.काहीतरी कुंभाड घालून त्याला तुरुंगात दाबावे निदान ओळखीच्या फौजदाराकडून थोडा चोप आणि चांगला भरपूर दम द्यावा, असे त्याला वाटू लागले. मास्तराची ही इच्छा आयबूने पूर्ण केली त्याने या कानाची खबर त्या कानाला लागून देता(अगदी मास्तरलाही) आनंदा रामोशाच्या मदतीने बालट्यला मध्यरात्री गाठून असा चोप दिला की बस बालट्य कामातून गेला .निदान सहा महिने तरी तो हमखास अंथरून सोडू शकत नव्हता. आणि ही घटना ही इतकी अकस्मात घडली होती की बालट्यला काय झाले नक्की कोणी मारले याचं स्थान पत्त्याचा लागला नाही ”बालट्यला भूतान घोसळला आता ह्यातन तो जगत नाही“ म्हणून गावकर्‍यांनी निरूश्वास टाकला.

एक दिवस सहज मास्तरांच्या मनात गावात एक इमारत बांधण्याचा विचार येतो. इमारत कशाची असावी तर तालमीची संस्थानाच्या राजे साहेबांना व्यायामाची आवड. त्यामुळे खाजगीतून किंवा शिक्षण खात्यातून मदत होण्याची शक्यतात्यांना वाटते. या इमारतीमुळे पोराबाळांची खेळण्याची सोय होईल. वेळप्रसंगी गावकर्‍यांना एकत्र यायला एक प्रशस्त जागा होईल हा हेतू व मनुष्य स्वभावानुसार मनात येणारा विचार मास्तरच्या मनात येतो. या गावात मी शाळा मास्तर होतो याची आठवण राहील. सुरुवातीला विरोध करणारे धनगर अखेरीस तालमीसाठी इमारत बांधायला तयार होतात. त्या निमित्ताने आपला राजा आपल्याला बघायला मिळणार हे कुतूहल व समाधान असते .आपल्या गावाचे नाव मोठे होईल ही अशाही असते. तालमीसाठी वाण्याची जुनी जागा ठरते.सगळा गाव मदतीचा हात पुढे करते, याला एकच अपवादबाळा बनगर. तालमीसाठी सगळा गाव झटतो. कष्ट करतो पण सूत्रधार मास्तर असल्यामुळे मास्तरांना खूपच त्रास होतो तो रजा काढून तालमीचे काम तसेच टाकून गावी जायला निघतो पण कारभारी त्याची समजूत घालतो.

आजू बाजूच्या दहा— पाच खेड्यात नाही अशी तालीम बांधण्याची मास्तराची योजना असते. तालमीची इमारत म्हणजे मास्तरांच्यायशापयशाची बाब होऊन राहिली असते. ती बनगरवाडीच्या अब्रूची बाब होऊन आलेले असते .या सर्व गोष्टींनी मास्तर एकीकडे मनोमन सुखावतात. तालमीचे बांधकामात सुद्धा अनेक अडथळे निर्माण होतात .बांधकाम मुंगीच्या पावलांनी चालते. बाळा बनगरासारखी माणसे झाड द्यायला तयार होत नाहीत. “पंत सरकार आला तरी मी झाड देणार नाही” असे तो निक्षून सांगतो. अखेर बाळाला वाळीत टाकले जाते .बकरे कापण्यासाठी बाळाचा मुलगा आयबूला बोलवायला येतो तेव्हा आयबूही जात नाही.

तडाख्याने हाती घेतलेले तालमीचे काम मुंगीच्या गतीने पुढे सरकते, लाकूड सामान जमविण्यात अधिक वेळ जातो. तालमीशिवाय मास्तरांच्यायडोक्यात दुसरा विषय नसतो. भूक, तहान सर्व गोष्टींचा विसरपडतो. सगळी वाडीत तालमीसाठी झटते. चुकार आनंदाही काम करतो.तालमीच्या कामाची झळ सगळ्यांनाच लागते. एक वर्ष बघता बघता जाते .दुसरी सुगी जाते, तरी तालमीचे काम अपुरेच. मास्तर स्वतःवर चिडतात .पण कामात उरक पडत नाहीमास्तरांनी उगीच धनगरांना त्रास दिला पैशाचा नाश केला लोकांना फसविले. तालमीची गरजच काय पैसे खाण्यासाठी मास्तराने हे सर्व रचले अशी चर्चा होऊ लागते. आणि मास्तर नाराज होतात त्यात एक दिवस राजा वाडिस भेट देणार असल्याचे कळविण्यात येते प्रत्यक्ष पंतसरकार येणार म्हटल्यावर वाडित चेतन्य दिसू लागते. स्वागताची तयारी सुरू होते. रातोरात जागून तालमीचे काम पूर्ण केले जाते. गावात तोरणे बांधले जातात.रथ,शृंगारला जातो मध्यरात्री टळते आणि एकाएकी चिखलाचे गोळे झेलणारा आयबू खाली कोसळतो. सर्वजण घाबरतात.

अखेर राजेसाहेब गावात येऊन जातात. मास्तराची पाठ थोपटून कारभार्‍याची विचारपूस करतात. समारंभ संपतो. पण लोकांचा आनंद संपत नाही. समारंभात फक्त वाडीतली तिघेजण नसतात बाळा बनगर, दादू बालट्या नि पडल्यामुळेजखमीझालेला आयबु.

तालमीमुळे मास्तराची वाडीतली स्थान जास्त बळकट होते. शाळेलाही आकार येऊ लागतो. वाडीची विकासाकडे वाटचाल सुरू होते. इतक्यात दुष्काळाची ही चिन्हे दिसू लागतात. मध्यंतरी एक घटना घडते बनगरवाडीतला एक तरुण मुलगा जगण्या रामोशी, वांगीच्या एका तरण्या विधवाबाईस पळवतो. ही विधवाबाई खानदानी मराठा समाजाची होती. त्यात 'वांगी' हे सार्‍या तालुका तालुक्यात आरगट म्हणून प्रसिद्ध असलेले गाव. ही घटना घडतात वांगीकर चिडून काठ्याकुन्हाडी घेऊन बनगरवाडीच्या रामोस वाड्यवर चालून येतात. दिसेल त्याला बेदम मारण करतात अखेर मास्तराचे मध्यस्थीमुळे व आनंदा रामोशाच्या हवाल्यावर वांगीकर माघारी जातात. पुढे आनंद रामोशी जगण्याच्या मागावर राहून त्याला कुन्हाडीने जखमी करून त्या बाईसह पकडतो व वांगीकराच्या हवाली करतात .वांगीकर जगण्याला परत बनगरवाडी च्या हवाली करतात नि त्या बाईची नाक कापून तिला गावातून हाकलून देतात. जगण्याची जखम बरी होते. जगण्या मरता—मरता वाचतो. पुढे नाकाला पट्टी बांधून वांगीची बाई बनगरवाडील जगण्याकडे येते. जगण्यातिला घरात घेत नाही आणि त्यावर ती बाई पुन्हा कुठे दिसत नाही.

यात सुमारास कारभारीला एक विचित्र स्वप्न पडते. कमरेला कडुलिंबाची डहाळे बांधलेले, केस सोडलेली, मळवट भरलेली एक बाई स्वप्नात येऊन त्याला" देवाच्या घरी जायची तयारी कर. उद्या जायचं" असा निरोप देते या स्वप्नावर कारभाराचा पूर्ण भरोसा बसतो. दिवसभर हिंडून सर्वांचा निरोप घेतो. अंजीला शेकू आणि शेकूच्या बायकोच्या हवाली करून खरोखरच संध्याकाळी मरण पावतो. त्याच्या मरणा बरोबर वाडीचे सगळे वैभव लयाला जाते. कारभाराच्या मरणामुळे वाडी सुनी सुनी भासू लागते. मास्तरांना कशातच गोडीवाटेनाशी होते. शाळेतील मुलांचा अनियमितपणा वाढतो.शेकू अंजिच्या नादी लागतो. त्यामुळे शेकूचा संसार उध्वस्त होतो त्याची बायको वेगळी राहू लागते. मास्तराकडे येऊन शेकूला चार समजूतीच्या गोष्टी सांगण्याची विनंती करते. अखेर अंजी तरुण मेंढक्याचा चा हात धरून शेकूचा निरोप न घेताच निघून जाते. आणि " मास्तर, आल आमच खुळ माघारी" असे शेकूची बायको गाजरं घेऊन मास्तरला सांगायला येते.

यानंतर दरसाल होणारी मावल्या आईची जत्रा बनगरवाडीला होते. सगळा गाव जत्रेला लोटतो. बाळा बनगरहीयेतो.लोकात कुजबूजसुरू होते. लोकांना न जुमानता बाळा देवीच्या पाया पडतो. परंतु पुजारी त्याला गुलाल लावायला तयार होत नाही. हे बघून कित्येक दिवस तापलेल्या बाळा अखेर थंड होतो व गावापुढे माघार घेतो. चूक कबूल करतो याच जत्रेत मावल्या आई 'पाऊस होईल' असे अभय देऊन बनगर वाडीकर यांना दिलासा देतो. नक्षत्र मागून नक्षत्र जातात पण पावसाचे नाव नाही. या दुष्काळाचे वर्णन माडगूळकरांनी मनाला भिडणारी केली आहे. खाण्याचे आभाळ होऊ लागते. मेंढरांना नाना रोग होऊ लागतात. ती मरू लागतात. माणसाच्या पोटाला काही मिळेनासे होते. शेतकरी बैल विकण्याची भाषा करू लागतात पण गिर्‍हाईकच मिळत नाही खटकाला विकण्यापेक्षा बैल आपल्या दारात मेलेला काय वाईट, असे वाटून शेकू बैल माघारी घेऊन येतो कवाडे बंद करून रामोशांची सर्व माणसे गावावर पडतात, हळूहळू तरुण मंडळी गाव सोडतात मास्तरांना समज देऊन बाळा बनगराच्या पाठकुळी निघून जातो. म्हातारा काकूबा मात्र दोन मेंढरं घेऊन वाडितच राहतो.शाळा, तालीम, घरे सर्व काही सोडून मंडळी जगण्यासाठी निघून जातात आणि अचानक मास्तरासाठी वरिष्ठाकडून बदली झाल्याचे लिहून येते.वाडिची शाळा बंद करून तालुक्याच्या प्रायमरी स्कूलमध्ये बदली झाल्याचे समजते. आणि शाळा ,तालीम त्यांना कुलूप घालून मास्तर बदलीच्या ठिकाणी जायला निघतात आधीच ओसाड झालेली वाडी जास्त भकास वाटू लागते.जड अंतकरणाने मास्तर आयबूला बरोबर घेऊन निघून जातात..........!

संदर्भ :—

१) माडगुळकर व्यंकटेश— बनगरवाडी
२) दिक्षित स्वाती— निराली प्रकाशन?

भारतातील शैक्षणिक धोरण एक आढावा

प्रा संध्या दत्तराव कदम
गुलाम नबी आझाद समाजकार्य महा.पुसद जि. यवतमाळ

'गुरूकुल' पध्दतीकडून मेकॅलोच्या कारकून बनविणाऱ्या शिक्षण पध्दतीच्या मार्गाने आज आपण तीन राष्ट्रीय शैक्षणिक धोरणांतून प्रवास करीत २०२० च्या धोरणाच्या अंमलबजावणीच्या टप्प्यापर्यत येऊन पोचलो आहोत. जे राष्ट्रीय शिक्षण धोरण १९६८ साली आले, ते कोठारी आयोगाच्या शिफारशींवर आधारित होते. त्यात वयाच्या १४ व्या वर्षापर्यत मोफत आणि सक्तीचे शिक्षण, शिक्षकांचे प्रशिक्षण आणि पात्रता, तीन भाषांचे सूत्र, सर्वांना शिक्षणाची समान संधी, १०+२+३ अशी संरचना होती. १९८६ चे धोरण राजीव गांधींनी लागू केले. महिला, अनुसूचित जाती—जमातींसह सर्वांना समान शिक्षणाची संधी प्रदान करणे, जिल्हा शिक्षण आणि प्रशिक्षण संस्था स्थापन करणे, देशभरात १०+२+३ पॅटर्नची तात्काळ अंमलबजावणी करणे, शाळांमधून अन्न आणि आरोग्यदायी वातावरणाची योग्य उपलब्धता करून देणे, मुक्त विद्यापीठ आणि दूरस्थ शिक्षण संस्था उघडणे, राष्ट्रीय महत्व असलेल्या संस्थांना सक्षम बनवण्यावर भर होता. १९८६ च्या राष्ट्रीय शिक्षण धोरणात पी.व्ही. नरसिंहराव सरकारने १९९२ मध्ये बदल केले. नवोदय विद्यालयांमध्ये गुणवत्ता वाढीवर भर दिला. प्रत्येक राज्यात किमान एक मुक्त विद्यापीठ उघडण्याची तरतूद करण्यात आली. व्यावसायिक आणि तांत्रिक अभ्यासक्रमांमध्ये प्रवेशासाठी सामायिक प्रवेश परीक्षांचा आधार घेतला गेला. 'राष्ट्रीय शैक्षणिक धोरण २०२०' मध्ये शाळाबाहय मुलांना मुक्त शाळा प्रणालीद्वारे मुख्य प्रवाहात आणणे, पायाभूत साक्षरता आणि संख्याशास्त्रावर भर, सध्याची शिक्षण प्रणाली बदलून ३—८, ८—११, ११—१४ आणि १४—१८ वर्षे वयोगटातील नवीन ५+३+३+४ अभ्यासक्रम आणणे, व्यावसायिक शिक्षणावर भर देणे, विद्यार्थ्यांचे मूल्यमापन करण्यासाठी राष्ट्रीय मूल्यमापन केंद्र—'पारख' ची निर्मिती करणे, सर्व अभ्यासक्रम आंतरविद्याशाखीय करणे असे काही महत्वाचे बदल घडून येणार आहेत. २०२२ पासून याची अंमलबजावणी होणार असल्याने येणाऱ्या काळात या धोरणाचे फायदे—तोटे लक्षात येतील.

भारताला स्वातंत्र्य मिळून ७३ वर्षे पूर्ण झाली. या जवळपास ७० दशकांच्या काळात आणि भारत स्वतंत्र होण्याच्या आधीच्या काळात अनेक शिक्षण आयोग नेमले गेले. यात १८५४ चा वूड्स अहवाल, १८८२चा हंटर अहवाल, १९०२ चा रेली आयोग अजूनही बरेच काही यानंतर भारत स्वतंत्र झाल्यानंतर राधाकृष्णन आयोग आणि कोठारी आयोग यासारखे आयोग आले. त्यांनी या शिक्षण व्यवस्थेत नेमके कोणते बदल आवश्यक आहेत याबद्दल विवेचन करून सरकारकडे मसुदा तयार करून दिला.

नुकतेच डॉ. कस्तुरीरंगन यांच्या अध्यक्षतेखाली नेमलेल्या आयोगाने काही बदल सुचवलेले होते. या बदलाचे फलित म्हणजे नवे शैक्षणिक धोरण २०२०! काय आहे या धोरणात हे आपण आजच्या लेखात जाणून घेण्याचा प्रयत्न करू यात.

नवे शैक्षणिक धोरण हे भविष्याचा वेध घेणारे असेल आणि हे शिक्षण पध्दती भारतीयांनी इतिहासात केलेल्या अभूतपूर्ण कामगिरीचा परिचय करून देईल आणि भविष्याचा वेध घेणारी असेल.

स्वातंत्र्योत्तर कालखंडातील शिक्षण —

१९४७ ला भारत स्वतंत्र झाल्यानंतर आपली साक्षरतेची गरज सर्वानाच प्रकर्षनि जाणवली. राज्यघटनेने ६ ते १४ वयोगटातील मुलांना मोफत व सक्तीचे शिक्षण देण्याची तरतूद राज्यघटनेत केली. योजना आयोगाने पण आपल्या पंचवार्षिक योजनांमध्ये शिक्षणाला अग्रक्रम दिलेला दिसतो. स्वातंत्र्यानंतर भारत सरकारने विविध शैक्षणिक आयोग भारतीय शिक्षणाच्या सुधारणेसाठी नेमले. त्यामध्ये १९४८ चा राधाकृष्ण आयोग उच्च शिक्षणात सुधारणा घडवून आणण्यासाठी नेमला. त्यानंतर १९६४ ला डॉ. डी.एस. कोठारी यांच्या अध्यक्षतेखाली देशातील प्राथमिक, माध्यमिक, उच्च माध्यमिक व उच्च शिक्षणातील दर्जा सुधारण्यासाठी कोठारी आयोग नेमला. या आयोगाने महत्वाच्या सुधारणा करण्याच्या सूचना अहवालात नमूद केल्या.

राष्ट्रीय शैक्षणिक धोरण —१९६८

कोठारी आयोगाच्या शिफारशींवर आधारित भारत सरकारने आपले पहिले शैक्षणिक धोरण १९६८ मध्ये प्रसिध्द केले. शिक्षणाचा नवीन आकृतिबंध व उच्च माध्यमिक शिक्षणाचे व्यवसायीकरण, कार्यानुभव, समाजसेवा, पुस्तक निर्मिती, शिक्षकांचे सुधारित वेतनमान, कृषी विद्यापीठ स्थापना, त्रिभाषा सूत्र, दुर्बलांचे शिक्षण, स्त्री शिक्षण, विद्यापीठांची स्थापना इत्यादी शिफारशींची अंमलबजावणी करण्यात आली. त्यामुळे भारतीय शिक्षणाच्या विकासाला वेगळी दिशा प्राप्त झाली.

राष्ट्रीय शैक्षणिक धोरण १९८६ —

राजीव गांधी सरकारने हे धोरण जाहीर केले. या धोरणातील महत्वाच्या सूचना पुढीलप्रमाणे

१) सर्वाना शिक्षणाची समान संधी उपलब्ध करून देणे.

२) समता प्रस्थापित करण्यासाठी शिक्षण देणे.

३) प्राथमिक, माध्यमिक व उच्च शिक्षणाची पुनर्रचना करणे.

४) शिक्षकांच्या प्रशिक्षणात आधुनिकता आणणे.

५) राष्ट्रीय उत्पन्नाच्या १० टक्के इतकी गुंतवणूक शिक्षणात करणे.

६) प्रशिक्षण व निरंतर शिक्षणावर भर देणे.

७) शिक्षणाच्या माध्यमातून राष्ट्रीय साधन संपत्तीचा विकास व वापर करणे.

८) शिक्षण पध्दती समाजाभिमुख बनविणे.

९) अभ्यासक्रमात ''स्वातंत्र्यलढा, संविधानिक जबाबदाच्या, राष्ट्रीय अस्मिता, सामाजिक—सांस्कृतिक वारसा, समतावाद, लोकशाही, धर्मनिरपेक्षता, स्त्री—पुरूष समानता, पर्यावरण संरक्षण, सामाजिक समस्यांचे निर्मूलन, लहान कुटुंबांचा आदर्श, वैज्ञानिक मनोवृत्तीची रूजवणूक'' या दहा गाभाभूत घटकांचा समावेश करणे.

१०) तांत्रिक व व्यावसायिक शिक्षणाची पुनर्रचना करणे.

११) बाल संगोपन व शिक्षण यांचा समन्वय साधणे. मुक्त विद्यापीठे दूर शिक्षण विभाग, ग्रामीण विद्यापीठे स्थापन करणे. बुध्दिमान विद्यार्थ्यांसाठी नवोदय विद्यालय स्थापने, पदवी व नोकरी यांची फारकत करणे इत्यादी. १९६८ चे शैक्षणिक धोरण यशस्वी होऊ शकले नाही याची दखल १९८६ च्या धोरणात घेतली गेली.

सुधारित राष्ट्रीय शैक्षणिक धोरण १९९२ —

१९८६ च्या राष्ट्रीय शैक्षणिक धोरणाच्या अंमलबजावणी व परिणाम यांचे पुनर्विलोकन करून हे सुधारित राष्ट्रीय शैक्षणिक धोरण १९९२ मध्ये जाहीर केले. त्यामध्ये पुढील शिफारशी केल्या.

१) शैक्षणिक प्रशासन व नियोजन यामध्ये शिक्षण तज्ञांना सहभागी करून घेणे.

२) शैक्षणिक प्रशासन व पर्यवेक्षणात सेवांतर्गत सेवकांना सहभागी करून घेणे.

३) राष्ट्रीय स्तरावरील राष्ट्रीय 'शैक्षणिक संशोधन व प्रशिक्षण परिषद' (एनसीईआरटी) 'राष्ट्रीय शैक्षणिक नियोजन व प्रशासन संस्था' (एनआयईपीऐ), विद्यापीठ अनुदान आयोग (युजीसी) या तीन संस्थांचे पुनर्विलोकन करणे.

४) चर्चासत्रे, कार्यशाळा, नवीन अभ्यासक्रम इत्यादी वरील खर्च भ्रामक असून तो शालेय साधन सुविधांसाठी करावा.

५) उच्च शिक्षणावर केला जाणारा अमाप खर्च कमी करून तो सामान्य शिक्षणाकडे वळवावा.

६) शैक्षणिक धोरण ठरवल्यानंतर त्यासाठी लागणारा वित्ताची व्यवस्था करावी.

सुधारित शैक्षणिक धोरणांची अंमलबजावणी करण्यासाठी एक कृती कार्यक्रम निश्चित केला. त्यामध्ये शैक्षणिक प्रशासनात सुधारणा करणे, सक्तीचे प्राथमिक शिक्षण यशस्वी करणे, शिक्षणाच्या विविध स्तरावर मुलींचा सहभाग वाढवणे, साक्षरता प्रसारासाठी प्राथमिक शिक्षण, अनौपचारिक शिक्षण व प्रशिक्षण या तिन्ही मार्गांचा अवलंब करणे, विद्यार्थ्यांची शाळेतील संख्या व उपस्थिती टिकवणे, शालेय पाठयपुस्तकांचे पुनर्विलोकन करणे इत्यादी बाबींचा समावेश आहे.

राष्ट्रीय शैक्षणिक धोरण २००१ —

१९८६ च्या राष्ट्रीय शैक्षणिक धोरणात व त्यावर आधारित १९९२ च्या सुधारित शैक्षणिक धोरणात नमूद केल्याप्रमाणे दर पाच वर्षांनी शिक्षण पध्दतीचे पुनर्विलोकन करावयाचे होते. त्यानुसार नोव्हेंबर २००० मध्ये राष्ट्रीय शैक्षणिक धोरणाच्या अनुषंगाने सुधारित अभ्यासक्रम आराखडा तयार केला आणि सप्टेंबर २००१ मध्ये हा अभ्यासक्रम आराखडा जाहीर केला. जनतेच्या आशा—आकांक्षा, राष्ट्रापुढील आव्हाने, संविधानात्मक बाबी,

जागतिकीकरणामुळे निर्माण झालेल्या समस्या, बदललेले सामाजिक संदर्भ, विज्ञान तंत्रज्ञानातील प्रगती इत्यादी बाबींचा विचार हया अभ्यासक्रमात केला आहे.

राष्ट्रीय शैक्षणिक धोरण २०२० —

नवीन राष्ट्रीय शैक्षणिक धोरण बालवाडी, अंगणवाडी पासून उच्च शिक्षणापर्यंत सर्व स्तरांना लागू आहे. यामध्ये महत्वाच्या सूचना म्हणजे पाचवी पर्यंतचे शिक्षण मुलांना शक्यतो मातृभाषेतून मिळावे ही यातील एक महत्वाची सूचना आहे. इयत्ता सहावी पासूनच विद्यार्थ्यांना व्यवसाय शिक्षण घेता येणार ही शिक्षणास महत्व आल्याने वरील उद्दिष्टये शिक्षणात मागे पडत चालली आहेत. नोकरी मिळवणे, निर्वाह चालवणे, करिअर घडवणे, व्यक्तिगत महत्वाकांक्षा पूर्ण करणे इत्यादी उद्दिष्टांच्या पूर्ततेसाठी शिक्षण घेतले जात आहे. परीक्षेतील गुणांना शैक्षणिक गुणवत्ता मानले जात आहे. पूर्वी शिक्षण प्रसारासाठी तळमळीने झटणाऱ्या शिक्षणमहर्षींची जागा आज भरमसाठ शिक्षण शुल्क व देणग्या घेणाऱ्या शिक्षण सम्राटांनी घेतली असून त्यांची शिक्षणाची बाजार मांडला आहे. जागतिकीकरणात सरकारने शिक्षणावरील अनुदान कमी करून खाजगीकरणावर भर दिल्यामुळे अनुदान कमी करून खाजगीकरणावर भर दिल्यामुळे शिक्षण महाग झाले आहे. या सर्व वातावरणात सर्वसामान्य विद्यार्थी उच्च शिक्षणापासून वंचित राहण्याची शक्यता निर्माण झाली आहे.सध्याच्या १०+२ ऐवजी ५+३+३+४ असा नवा आकृतिबंध लागू होणार आहे.

इ.स. १९५१ मध्ये भारतात केवळ १८.३ टक्के साक्षरतेचे प्रमाण होते ते २०११ पर्यंत ७२.९८ टक्के पर्यंत पोहोचले इ.स. २०१० मध्ये केंद्र सरकारने १४ वर्षपर्यंतच्या मुलामुलींना शिक्षण मोफत व सक्तीचे केले. त्यामुळे शिक्षण प्रसारास मोठया प्रमाणात चालना मिळाली. सर्वांना शिक्षण मिळावे यासाठी सरकारने अंगणवाडया, बालवाडया, प्राथमिक व माध्यमिक शाळा, महाविद्यालये, विद्यापीठे, रात्रशाळा, तंत्र शाळा, औद्योगिक व व्यावसायिक शिक्षणाचे केंद्रे, साक्षरता प्रसारासाठी प्रशिक्षण केंद्र या सर्व संस्थांचे देशभर जाळे उभारले. प्राचीन काळापासून आजतागायत ज्ञान संपादन, चारित्र्यनिर्मिती, सामाजिक बांधिलकी, राष्ट्रीय भावना व राष्ट्रप्रेम निर्मिती, नैतिक मूल्यांची जोपासना हिच शिक्षणाची महत्वाची उद्दिष्टये राहिली आहेत. पण एकविसाव्या शतकात सत्ता संपत्ती रोजगार यांच्या प्राप्तीसाठी

एकविसाव्या शतकातील शिक्षणातील बदलते प्रवाह —

शिक्षण सर्वच पातळयांवर, विविध स्तरावर, विविध क्षेत्रातून बदलत चालले आहे. काळाप्रमाणे जसा समाजात सामाजिक, सांस्कृतिक बदल होत असतो तसा शिक्षणातही बदल घडून येत असतो. तो शिक्षण घेण्याच्या पध्दतीत तसेच देण्याच्या पध्दतीतही होत असतो. आता दूरसंचार क्षेत्रात खूप मोठी क्रांती घडून आलेली आहे, रेडिओ, टीव्ही, कम्प्युटर, मोबाईल यांच्यात मोठया प्रमाणात वापर होत आहे जागतिकीकरणाच्या रेटयात आपल्याला टिकून राहायचे असेल तर आपल्याला शिक्षणाची एकविसाव्या शतकातील उद्दिष्टये ठरवावी लागतील.

एकविसाव्या शतकातील शिक्षणाची उद्दिष्टये —

१) चारित्र्यसंपन्न नागरिक घडविणे, शिक्षणाप्रती जागृत विद्यार्थी घडवणे.

२) शिक्षणाचे करिअर हे ध्येय न होता ज्ञानप्राप्ती अंतिम उद्दिष्ट असावे.

३) शिक्षण एकांगी न होता ते बहुआयामी हावे.

४) शिक्षणाची घसरलेली गुणवत्ता वाढविली पाहिजे.

५) शिक्षण चार भिंतीच्या आतून बाहेर पडले पाहिजे. शिक्षण हे पुस्तकातून बाहेर पडून प्रायोगिक झाले पाहिजे.

६) विद्यार्थ्यांना उपदेशाचे डोस न देता त्यांच्या शिक्षणाप्रती ओढ निर्माण केली पाहिजे.

७) विविध आभासी गेम्स मधून विद्यार्थ्यांना बाहेर काढले पाहिजे.

८) आपला अभ्यासक्रम आताच्या विद्यार्थ्यांना आकर्षित करू शकतो का याचा शिक्षण तज्ञांनी अभ्यास केला पाहिजे.

९) शिक्षणाप्रती आणि विद्यार्थ्यांप्रती तळमळ असणारे शिक्षक घडवले पाहिजेत.

१०) ज्ञान हे गुण किवा मार्काच्या आतून बाहेर पडून कौशल्याधारित झाले पाहिजे.

११) विद्यार्थी गुण मिळवणारे मशीन असून त्याच्याही या समाजाकडून अपेक्षा आहेत याची पालक, शिक्षक आणि समाजात जाणीव निर्माण केली पाहिजे. विद्यार्थ्यांना अपेक्षांच्या ओझ्यातून बाहेर काढले पाहिजे.

१२) विद्यार्थ्यांच्यात वाढत चाललेली असुरक्षिततेची भावना कमी करून त्यांना विश्वासात घेणारे शिक्षण, विद्यार्थ्यांच्या जगण्यासाठी उपयोगी असे कौशल्य आधारित शिक्षण दिले पाहिजे.

१३) घोकंपट्टी, कॉपी, पाठांतर या गोष्टी शिक्षणातून हद्दपार झाल्या पाहिजेत. कला, वाणिज्य आणि विज्ञान या क्षेत्रांचा मेळ शिक्षणातून घालता आला पाहिजे.

१४) मातृभाषेतून शिक्षण हा विद्यार्थ्यांचा मूलभूत अधिकार आहे याची जागृती पालक आणि समाजात निर्माण केली पाहिजे.

१५) शिक्षणात विद्यार्थ्यांचा सर्वांगीण व्यक्तिमत्व विकास झाला पाहिजे. विद्यार्थ्यांच्या मानसिकतेचा विचार शिक्षणात झाला पाहिजे.

१६) मुळात शिक्षणातून गुणांसाठीची रस्सीखेच थांबली पाहिजे, थांबवली पाहिजे. मुलांची नैसर्गिक कुवत व आवड लक्षात घेऊन त्यांना शिक्षण दिले पाहिजे.

१७) पालकांच्या अपेक्षांचे दडपण कमी केले पाहिजे. 'शिक्षण स्वातंत्र्य' ही संकल्पना समाजात रूजविली पाहिजे.

भारतीय शास्त्रीय व उपशास्त्रीय संगीतात काही निवडक महिला कलाकारांचे योगदान

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सारांश -

संगीताच्या क्षेत्रात महिलांचे बहुमुखी योगदान आहे. संगीताच्या उत्पत्तीपासून स्त्रियांचा संगीतामध्ये कोणत्या न् कोणत्या रूपात सहभाग राहिलेला आहे. पूर्व पाषाण काळापासून तर आजपर्यंत स्त्रिया संगीत कलेत ईशोपासना, मनोरंजन या उद्देशाने आपले योगदान देत आलेल्या आहेत. यज्ञादि प्रसंगी पुरूषांबरोबर सामगायन करणे, सार्वजनिक उत्सवांमध्ये गायन वादनाद्वारे आपले कला नैपुण्य दाखविणे, यामध्ये महिलांचा सहभाग असायचा. मध्यकाळात संगीत नारी समाजापासून दूर गेले परंतु संगीताद्वारे उदरनिर्वाह करणाऱ्या स्त्रियांनी ते जीवीत ठेवले. ब्रिटीश काळात सामाजिक बंधनांमुळे स्त्रियांना संगीत शिकण्याची संधी मिळत नव्हती. परंतू वि.ना. भातखंडे व वि. दि. पलुस्कर या विष्णूद्वयांच्या प्रयत्नांनी संगीत शिक्षणाचे द्वार महिलांसाठी खुले झाले, विपरित परिस्थितीतही अनेक महिला कलाकारांनी अनेक संघर्षांना, संकटांना सामोरे जाऊन संगीत शिक्षण घेतले, महिलांमध्ये संगीताला सन्मानजनक स्थान प्राप्त करून दिले. सभेमध्ये महिला गायक-वादक कलाकार सन्मानाने आपल्या कलेचे सादरीकरण करू लागल्या व देश-विदेशात भारतीय संगीताचे नाव उज्वल केले, त्यांच्या या कार्याबद्दल देश-विदेशात त्यांचा यथायोग्य सन्मान करण्यात आला. या सर्व महिला कलाकारांना मानाचा मुजरा.

बीजशब्द :- महिला कलाकार, स्त्री गायिका, स्त्री वादक कलाकार

मनुष्याच्या अभिव्यक्ति संगीत हे माध्यम अति प्राचीन काळापासून आहे. पूर्व पाषाणकालीन समाजात मनुष्य आपला आनंद संगीताच्या माध्यमातून व्यक्त करित असे. उत्तर पाषाणकाळात पुरुषांबरोबरच महिला वर्ग पण संगीतात भाग घेत होता, काम करताना एक प्रकारचा गोड स्वर काढीत होत्या. वैदिक काळात प्रत्येक परिवारात सकाळ संध्याकाळ ईश्वर उपासना व्हायची. प्रात:काळी काम सुरू करण्यापूर्वी घरातील सर्व स्त्रिया, लहानमुलं, वृद्ध सर्व एका ठिकाणी एकत्रित होउन आपल्या इष्ट देवाची आराधना ताला सुरात गाऊन वाजवून करित असत. परिवारात संगीताचे आयोजन परिवाराची अधिष्ठात्री नारी- गृहलक्ष्मी करित असे. स्त्रिया संगीताच्या कार्यक्रमांमध्ये नि:संकोचपणे भाग घेत असत. वैदिक कालीन समाजात एक वर वधू महोत्सव होत असे ज्याला 'समन' म्हणत असत. ज्यामध्ये स्त्रिया अनेक प्रकारचे नृत्यप्रदर्शन करित असत. जी कुमारी आपली सांगीतिक उच्चता प्रमाणित करण्यात सफल होत असे, तिची निवड विवाहासाठी केली जात असे,वैदिक काळातील समाजात गायन, वादन आणि नृत्यामध्ये स्त्रियांचा सहभाग असायचा व त्यासाठी त्या अधिक वेळ द्यायच्या.

पौराणिक काळात यज्ञादि प्रसंगी सामगायक पुरुषांबरोबर त्यांच्या स्त्रियाही गायन आणि तद्नुकूल वादन करित होत्या. विवाहादी धार्मिक संस्काराच्या प्रसंगी स्त्रिया आणि कन्या संगीतात सहयोग देत असत, महाभारतकाळात स्त्रियांमधील संगीताची रुची वाढत गेली, रामायणकाळातही स्त्रिया अवकाशकाळात नृत्य शिकत असत.

मोगल काळात अकबराच्या राज्यात संगीताचा उत्कर्ष झाला, त्याच्या दरबारात अनेक संगीतज्ञ होते ज्यामध्ये तानसेनचे नाव उल्लेखनीय आहे.

या काळात दोन महिला कलाकारांचा इतिहास मिळतो, त्या म्हणजे संत मीराबाई व तानसेनची पुत्री सरस्वती. सरस्वती वीणावादनात तरबेज होती विवाहानंतरही तिने संगीत साधना सुरू ठेवली.व आपले पुत्र व शिष्यांना तयार केले संत मीराबाई गायन, वादन आणि नृत्याच्या माध्यमातून कृष्णाची अनन्य भक्ती करित असे. मीराबाई द्वारा रचित अधिकांश गीत गेय आहेत. अनेक शास्त्रीय गायक मीराबाईंची पदं आनंदाने गातात.

प्रथम व द्वितीय शताब्दी पर्यंत प्रवाहित होताना संगीत उच्च वर्ग आणि निम्न वर्गाच्या महिलांमध्ये दिसून येत होते. मुगल काळात तर संगीत नारी समाजापासून दूर झाले. परंतु राजदासी आणि संगीताद्वारे उदरनिर्वाह करणाऱ्या स्त्रियांनी ते त्यांच्यापर्यंत जीवित ठेवले.

ब्रिटीश काळात सामाजिक बंधनामुळे स्त्रियांना संगीत शिकण्याची संधी मिळत नव्हती. एकंदरीत संगीत कलेलाच सामान्य लोक विशेष मान्यता देत नव्हते, अशी सामाजिक परिस्थिती निर्माण झाली होती. असे असूनही छोट्या छोट्या राज्यांच्या राजांनी संगीत पोषक स्त्रियांना दरबारी स्थान देऊन त्यांच्या कलेच्या विकासात सहयोग दिला.या स्त्रियांनी आपली शिष्यपरंपरा तयार करून संगीताच्या विकासात विशेष योगदान दिले. या परंपरेत गौहरजान, मल्लिकाजान, जोहराबाई. राजेश्वरीबाई. इ. नावे उल्लेखनीय आहेत, ज्या शास्त्रीय संगीतात निबद्ध बंदिशी गात असत.

संगीत कलेच्या -हासाच्या या काळात पं. विष्णू नारायण भातखंडे व पं विष्णू दिगंबर पलुस्कर या विष्णुद्वयांनी संगीताचा उध्दार केला त्याबरोबरच स्त्रियांसाठी संगीत शिक्षणाचे द्वार खुले केले व त्यांचा योग्य सन्मान केला. त्यामुळेच आज स्त्रिया संगीत क्षेत्रात उंच भरारी घेऊ शकल्या आहेत.

२० व्या शतकापासून ज्या स्त्रियांनी भारतीय संगीत जगताला महत्त्वपूर्ण योगदान दिले आहे त्यातील काही निवडक कलाकारांचा परिचय व त्यांच्या योगदानाचा आढावा घेण्याचा प्रयत्न खालीलप्रमाणे केलेला आहे.

रसूलनबाई - रसूलनबाई बनारस घराण्याच्या पूरब अंगाच्या ठुमरी व टप्पा गायनाच्या सुप्रसिद्ध गायिका होत्या. १९०२ मध्ये जन्मलेल्या रसूलनबाईंचा आवाज पुरुषी परंतू सुरेल होता.त्यांच्या टप्पा गायनातील चमत्कृतीपूर्ण ताना आणि मुर्क्यांनी श्रोते मंत्रमुग्ध होत असत. त्यांनी ख्याल गायनाचे विधीवत शिक्षण घेतले होते तरीही त्यांनी आपले संपूर्ण जीवन ठुमरी व टप्पा लोकप्रिय करण्यासाठी वाहिले. भैरवीतील ठुमरी 'लागत करेजवा में चोट' तर खमाजची 'कौन गली गए श्याम, पीलूची श्याम विदेश गए' या त्यांनी गायलेल्या ठुमरी सुप्रसिद्ध आहेत.

सिध्देश्वरी देवी - १९०७ मध्ये जन्मलेल्या सिध्देश्वरी देवी शास्त्रीय संगीताच्या ख्याल गायकी बरोबरच ' टप्पा, ठुमरी, दादरा, चैती, कजरी इ. उपशास्त्रीय गीत प्रकार गाण्यातही प्रवीण होत्या. ध्रुपद, धमाराही त्या अधिकारवाणीने गात असत. त्यांच्या दाणेदार, बुलंद आणि रसील्या आवाजाने बनारस शैलीच्या गायकीला एक नवा आयाम मिळाला. कालांतराने बनारस सोडून त्या ठुमरी अध्यापन केंद्रात अध्यापनासाठी दिल्लीला गेल्या. १९६६ मध्ये त्यांना पद्मश्री, १९६७ मध्ये संगीत नाटक अकादमी फेलोशिपने गौरविण्यात आले.

हिराबाई बडोदेकर- किराना घराण्याच्या कोकिळा- हिराबाई बडोदेकर यांचा जन्म १९०७ मध्ये झाला.उ. वहीद खाँ यांच्याकडे दीर्घकाळ संगीताचे शिक्षण त्यांनी घेतले. ज्या काळात स्त्रियांना बैठकीत जाण्यास वा गाण्यास मनाई होती वा निषिद्ध मानले जाई, शिकणे तर दूरच राहिले अशा जमान्यात परिस्थितीवर मात करून स्वतःच्या गायन नैपुण्याने बैठकी गाजवून रंगभूमिवर धैर्याने नटून. व्यासपीठ, रंगपीठ आणि रजतपीठ अशा तिन्ही लोकी हिराबाईंनी दिग्विजय संपादन करून एका आदर्श युगाची वाटचाल सुरू केली, स्त्रियांना आपली कला प्रस्तुत करण्याची वहिवाट दिली. सुसंस्कृत समाजात स्त्री कलावंतांना नंतर जे मानाचे स्थान मिळाले त्याचे सर्व श्रेय हिराबाईंना जाते. बैठकीत गाणाऱ्या पहिल्या महिला गायिका म्हणून त्यांचा लौकिक झाला.

भारतभर आणि विदेशातही त्यांनी अनेक कार्यक्रम केलेले आहेत. आकाशवाणीच्या विभिन्न केंद्रावरून आणि अखिल भारतीय आकाशवाणी कार्यक्रमांद्वारे त्यांच्या गायनाचे प्रसारण करण्यात आलेले आहे. 'गानकोकिळा गानहिरा' या पदव्यांनी विभूषित हिराबाई बडोदेकरांना त्यांच्या सांगीतिक योगदानाबद्दल १९६५ मध्ये संगीत नाटक अकादमी व १९७० मध्ये 'पद्मभूषण' ने सन्मानित केले गेले.

केसरबाई केसकर - हिंदुस्तानी शास्त्रीय संगीत गायकीच्या सर्वोत्तम गायिकेच्या रूपात प्रतिष्ठित केसरबाई केरकर यांचा जन्म गोव्यात १८९३ साली झाला, त्यांनी अनेक मातब्बर संगीतज्ञाकडून शिक्षण घेतले. तत्कालिन सामाजिक परिस्थिती बिकट होती. पूर्वी सांगितल्या प्रमाणे कुलीन स्त्रियांना व्यासपीठावर मज्जाव असे अशा प्रतिकुल सामाजिक घडीमध्ये केसरबाईंनी आपली घडी मजबूत करून उत्तम ख्यालगायिका म्हणून नावलौकिक संपादन केला

गाणे शिकण्याकरिता, योग्य गुरु मिळण्याकरिता त्यांना फार संघर्ष करावा लागला. परंतू वयाच्या पंचविशीनंतर त्यांनी दृढ निश्चय केला की गाणं शिकायच तर उ.अल्लादिया खाँ यांच्याकडूनच आणि त्यांनी अखंड मेहनत केसरबाईकडून करून घेतली.केसरबाई यांच्या गळयात अल्लादिया गायकी ओतप्रोत बसली.

केसरबाईचा आवाज घुमारदार, पल्लेदार, भरदारा सुरेल होता, त्यांनी एक-एक पलटा, आलापी, तनाईत बंदिश लयकारी, बोल उपज, लय उपज घोडून घोटून जयपूर घराण्याची गायकी आत्मसात करून पूर्वी केलेला दृढसंकल्प पूर्ण केला. खरोखर एक जबरदस्त घरंदाज गायिका, `गाण्यातली वाघीण' म्हणूनच केसरबाईचा उल्लेख केल्या जाई.

 उत्तर भारतातील सर्व प्रतिष्ठित संगीत सम्मेलनांमध्ये सफल कार्यक्रम त्यांनी प्रस्तुत केले. यांनी संगीत कलेसाठी केलेल्या भरीव कार्याबद्दल त्यांना सुरश्री, पद्मभूषण, संगीत नाटक अकादमी पुरस्कार इ.ने सन्मानित करण्यात आले.

मोघुबाई कुर्डीकर - जयपूर घराण्याच्या घरंदाज गायिका मोघुबाई कुर्डीकर यांचा जन्म १९०४ मध्ये कुर्डी येथे झाला. त्यांनी अनेक गुरुंकडून गायनाचे शिक्षण घेतले. परंतू अल्लादिया खाँ साहेबांची विशेष तालीम त्यांना मिळाली. अतिशय सुरेल आवाज, बोल, उपज, लयीचे आलाप, तानांची पेचदार गुंतीदार वक्रगती किमया त्यांना अचूक साधली जी रसिकांना मंत्रमुग्ध करणारी आहे.त्यांच्या शिष्यावलीत वामनराव देशपांडे, कन्या किशोरी आमोणकर, पद्मा तळवलकर इ. चा समावेश होतो. गानतपस्विनी, पद्मभूषण मोघुबाईंच्या अनेक बैठकी, जलसे सर्वत्र गाजले.

मालिनी राजूरकर - मालिनी राजूरकर यांचा जन्म १९४१ साली झाला. त्यांचे बालपण राजस्थानात गेले. गोविंदराव राजुरकर व वसंतराव राजूरकर यांच्या मार्गदर्शनाखाली संगीत निपूण अभ्यासक्रम पूर्ण केला. भारतीय महिला गायिकांमध्ये ख्याल, टप्पा, तराणा तैयारीने गाणाऱ्यापैकी ग्वाल्हेर घराण्याच्या सौ.मालिनी राजूरकर यांचा मुद्दाम उल्लेख करावा इतके त्यांचे गायन तैयारीचे आहे पं. राजाभैया पूछवाले व गोविंदराव राजूरकरांच्या शिष्या असलेल्या मालिनी राजूरकरांच्या गळयात ग्वाल्हेर घराण्याची अस्सल गायकी आहे, आवाज, गोड, तिन्ही सप्तक प्रधान, फिरतीचा, चपळ,

सफाईदार आहे, ख्यालातली पद्धतशीर संथ आलापी, अस्थाई अंतऱ्याची रेखीव डौलदार मांडणी, लयकारी, तनाईत प्रक्रियेत त्या निष्णात आहेत तर टप्पा गाण्यात त्या आक्रमक पिळदार, सफाईदार, दमदार, चपळ आवाजाने टप्पा गायकीची आविष्कृती करण्यात त्या खास अधिकारी आहेत.

गजल सम्राज्ञी बेगम अख्तर- महिला गायिकांमध्ये बेगम अख्तर यांचे नाव अमर आहे. ऑक्टोबर १९१४ मध्ये जन्मलेल्या बेगम अख्तर यांचे संगीत शिक्षण उ. अतामुहम्मद खाँ व त्यानंतर उ. वहिद खाँ यांच्याकडे झाले. त्यांचा आवाज अधिक सुरेल, झारदार, पिळदार, पल्लेदार चपळ होता. ठुमरी, गजल, दादरा, सादरा, चैती, कजरी, लोकगीते अधिकाराने त्यागात असत. त्यांचे ठिकठिकाणी कार्यक्रम झालेत. तीनशेच्या वर आकाशवाणी ध्वनिमुद्रिका निघाल्यात. आकाशवाणीच्या संगीताच्या राष्ट्रीय कार्यक्रमातून गज़ल गाणांच्या पहिल्या भारतीय महिला गायिका `मलका-ए-गजल' अख्तरीबाई ह्या होत. त्यांच्या सुप्रसिद्ध गज़ल मधील 'ऐ मुहब्बत तेरे अंजाम पे रोना आया, वो जो हममे तुममे तुममे करार था' या गझल उल्लेखनीय आहेत. बेगम अख्तर यांना संगीतनाटक अकादमी पद्मश्री, पद्मभूषण या पुरस्कारांनी विभूषित केले गेले.

एम. एस. सुब्बलक्ष्मी- दक्षिण भारतातील मदुराई येथे सप्टेंबर १९१६ मध्ये जन्मलेल्या कुंजम्मा उर्फ एम. एस. सुब्बलक्ष्मी कर्नाटक संगीताच्या सुप्रसिद्ध गायिका होत्या. मदुराई श्रीनिवास अय्यंगार व सम्मनगुडी श्रीनिवास अय्यर यांच्याकडून कर्नाटक संगीताचे तर हिंदुस्थानी संगीताचे शिक्षण पं नारायणराव व्यास यांच्याकडून त्यांनी घेतले. सिध्देश्वरी देवी यांच्याकडून टप्पा व ठुमरीचे शिक्षण घेतले. मधुर आवाजाबरोबरच अनुकूल भाव व रसांची निष्पत्ती त्यांच्या गायनातून होत असे त्यामुळे यावर श्रोते मंत्रमुग्ध होत असत."मीरा' चित्रपटात त्यांनी केवळ मीरेची भूमिकाच केली नाही तर आर्तस्वरात भक्तीपूर्ण पदांचे गायन करणारी मीराच साक्षात् प्रेक्षकांसमोर साकारली.

भारत आणि विदेशातही त्यांनी अनेक कार्यक्रमांद्वारे भारतीय संगीताचा प्रचार-प्रसार करून संगीत सेवा दिली, संगीतात दिलेल्या विशिष्ट योगदानासाठी त्यांना पद्मभूषण, पद्मविभूषण व १९९८ मध्ये सर्वोच्च पुरस्कार 'भारतरत्न' द्वारा सन्मानित केले गेले. याव्यतिरिक्त या विश्वस्तरिय कलाकाराला त्यांच्या कार्याबद्दल देश-विदेशातील अनेक पुरस्कारांनी विभूषिले गेले

सरोदवादिका शरणराणी - इ.स. १९२९ मध्ये जन्मलेल्या शरणरानी यांच्या घरात संगीत शिक्षणासाठी अनुकूल वातावरण नसतानाही त्यांनी सरोद' वाद्यवादनात असाधारण कार्य केले आहे, आंतरराष्ट्रीय ख्याती प्राप्त शरणराणी प्रथम सरोद वादिका आहेत ज्यांनी भारतातील प्रमुख सरोदवादक पुरुषांप्रमाणेच अधिकारवाणीने सरोदवादन केले आहे. त्यांचे संगीत शिक्षण उ.अलाउद्दिन खाँ व सरोजनवाज अली अकबर खाँ यांच्याकडे झाले. आपल्या जीवनाची पंचेचाळीस वर्षांहून अधिक वर्ष त्यांनी संगीत सेवेला समर्पित केली, त्यांच्या या कार्याबद्दल त्यांना संगीत नाटक अकादमी, पद्मश्री, पदभूषण या पुरस्कारांनी सन्मानित केले गेले.

व्हायलिन वादक, डॉ.एन. राजम - डॉ. एन. राजम् यांचा जन्म परंपरागत संगीतज्ञ परिवारात इ.स. १९३८ मध्ये झाला. पिता श्री. ए. नारायण अय्यर एक प्रतिष्ठित वायलिन वादक होते. त्यांच्याकडून प्राथमिक शिक्षण प्राप्त झाल्यानंतर श्री मुसिरी सुब्रम्हण्य अय्यर यांच्याकडून पुढील शिक्षण घेतले. त्यानंतर पं. ओंकारनाथ ठाकूर यांच्याकडून त्यांनी संगीताचे शिक्षण घेतले. पुढे संगीतात आचार्य पदवीही प्राप्त केली.

श्रीमती एन राजम् यांना हिंदुस्थानी शैलीच्या व्हायलिन वादनात गायकी अंग स्थापित करण्याचे श्रेय दिले जाते. आपल्या वादनात आद्यंत गायकी उतरविण्याचे ऐतिहासिक कार्य श्रीमती राजम् यांनी केले आहे. त्यासाठी त्यांनी पंधरा वर्षे अखंड

शिस्तीत मेहनत केलेली आहे. बनारस हिंदू विद्यापीठात अनेक वर्षे प्रोफेसर पदावर संगीत विभागात कार्य केले आहे. विदेशातील श्रोत्यांनाही आपल्या व्हायलिन वादनाने त्यांनी भावविभोर केले आहे.

उत्तर भारतीय संगीतात व्हायलिन वाद्याला प्रतिष्ठित आणि लोकप्रिय करण्यामध्ये श्रीमती एन. राजम् यांचे नाव आदरपूर्वक घेतले जाते त्यांना सूरमणि, पद्मश्री या पुरस्कारांनी सन्मानित करण्यात आले आहे.

तबला वादक डॉ. श्रीमती आबान मिस्त्री - दिलरुबा वादक माता व व्हायलिन वादक पित्याचे कन्यारत्न असलेल्या श्रीमती आबान मिस्त्री यांचा जन्म १९४० मध्ये एका संगीत प्रेमी परिवारात झाला. त्यांनी गायन, नृत्य, सतारवादन, तबलावादन यांचे शिक्षण घेतले परंतु त्यांचा ओढा तबलावादनाकडे अधिक होता. श्री. वि.रा. आठवले यांच्या मार्गदर्शनाखाली 'तबला-पखवाज के घराने: उद्भव, विकास एवं परंपरा' या विषयावर संशोधन करून आचार्य पदवी प्राप्त केली.

उत्तम गुरुंकडून उत्तम मार्गदर्शन लाभलेल्या आबान मिस्त्रींनी तासनतास रियाज करून अपूर्व आत्मविश्वासाने तबला वादनात अपूर्वाई निर्माण केली. एक महिलासुद्धा पुरुषांच्या बरोबरीने पुरुषी थाटाचा तबला सही-सही पेश करू शकते हे स्वतःच्या प्रतिभासंपन्नतेने आबानजींनी सिद्ध केले. अख्ख्या भारतातल्या प्रथम महिला तबला कलाकार व विदेशात तबला सोलो वादनाचे कार्यक्रम करणा-या प्रथम महिला कलाकार म्हणून आबान मिस्त्रीचा नामोल्लेख केला तर अनुचित ठरणार नाही.

शहनाई वादिका बागेश्री कमर - प्रथम महिला शहनाई कलाकार होण्याचा गौरव प्राप्त श्रीमती बागेश्री कमर यांचे संगीताचे प्राथमिक शिक्षण पिता श्री जगदीश प्रसाद कमर यांचेकडे व त्यानंतर विश्वविख्यात शहनाईवादक उ-बिस्मिल्लाह खाँ यांचे शिष्यत्व ग्रहण केले. त्या शास्त्रीय नियमबद्धता व प्रयोगशीलतेने शहनाई वादनासाठी सुचर्चित आहेत. शहनाईसारख्या कठीण आणि पुरुषप्रधान वाद्यात अल्पायुमध्ये जे प्राविण्य प्राप्त केले ते प्रशंसनीय आहे. त्यांनी आपला प्रथम सार्वजनिक कार्यक्रम फेब्रुवारी ८३ मध्ये दिल्ली येथे दिला.

सारंगी- वादिका अरुणा नारायण काळे - अरुणा नारायण काळे या सारंगीच्या एकमात्र महिला कलाकार आहेत. देशातील अनेक राष्ट्रीय स्तराच्या कार्यक्रमांमध्ये वादन केलेले आहे. त्यांच्या वादन शैलीत गायकी अंगाची प्रधानता आहे. तानेची स्पष्टता, मींड आणि गमकाचे प्राचुर्य आणि लयकारी ही त्यांच्या वादनाची विशेषता आहे.

उपरोक्त निवडक शास्त्रीय - उपशास्त्रीय गायिका व महिला वादक कलाकारांबरोबरच २० व्या शतकापासून अनेक गायक-वादक महिला कलाकारांनी भारतीय शास्त्रीय संगीताच्या विकासात, प्रचार-प्रसारात मोलाचे सहकार्य दिलेले आहे. उदा. जरीन दारूवाला, अन्नपूर्णा देवी, किशोरी आमोणकर, डॉ. प्रभा अत्रे, बेगम परवीन सुलताना, माणिक वर्मा, श्रुति सडोलीकर, डॉ. अश्विनी भिडे, कौशिकी चक्रवर्ती इ. परंतु विस्तार भयास्तव अशा अनेक महिला कलाकारांचे योगदान येथे देता आले नाही. या सर्व महिला कलाकारांना मानाचा मुजरा !

निष्कर्ष :

१) प्राचीन काळापासूनच महिला वर्ग पुरुषांच्या बरोबरीने संगीतात सहभागी होता.

२) यज्ञयागादि प्रसंगी, सामगायन सामाजिक महोत्सवात संगीताद्वारे कला प्रदर्शन करण्यामध्ये स्त्रियांचा सहभाग राहत असे.

३) मुगल काळातील विलासी वृत्तीमुळे संगीत केवळ जीवीकोपार्जन करणाऱ्या महिलांमध्ये होते, जनसामान्यात त्याला मान्यता नव्हती.

४) २० व्या शतकात, ब्रिटीश काळापासून विपरित परिस्थितीतही अनेक कर्तबगार स्त्रियांनी संगीतोपासना करून, जाहीर कार्यक्रम करून संगीताला समाजात मानाचे स्थान प्राप्त करून दिले,

५) आज केवळ गायन क्षेत्रातच नाही तर पुरुषांची मक्तेदारी असणाऱ्या वादन कलेतही जसे, तबला, शहनाई, सरोद, इ.वाद्य वादनात महिलांनी अमूल्य योगदान दिलेले आहे.

६) अनेक कर्तबगार स्त्रिया घराण्यांचे प्रतिनिधित्व करित आहेत.

संदर्भ सूचि:

१) मंगरूळकर डॉ. नारायण- संगीतातील घराणी आणि चरित्रे.

२) झा मोहनानंद - भारत के महान संगीतज्ञ.

३) महिला संगीत अंक - जानेवारी-फरवरी, १९८६- संगीत कार्यालय, हाथरस.

महिलांचे सबलीकरण व उद्योगजगता यामध्ये उच्च शिक्षणाची भूमिका

प्रा. डॉ. राधेश्याम पी. चौधरी

एम कॉम. एम फील. पीएच.डी

सहयोगी प्राध्यापक, वाणिज्य विभाग शिवरामजी मोघे कला, वाणिज्य व विज्ञान महाविद्यालय केळापूर (पांढरकवडा) जि. यवतमाळ

सारांश :

प्राचीन काळापासून भारत देश संपूर्ण जगामध्ये संस्कृती, परंपरा, अध्यात्म व भौगोलिक विविधतेमुळे ओळखला जातो. त्याचप्रमाणे आपला देश जगभर पुरुषप्रधान संस्कृतीसाठीही प्रसिद्ध आहे. तसे बघितले, पुरातन काळापासून चालत आलेल्या प्राचीन भारतीय संस्कृतीमध्ये महिलांना आदिशक्तीचे रूप मानून पूजनीय मानले गेले आहे. परंतु मध्ययुगिन काळामध्ये बदलेल्या परंपरेनुसार महिलांना समाजव्यवस्थेत दुय्यम स्थानप्राप्त झाले. भारताच्या प्राचीन संस्कृतीने त्यांना दिलेले अधिकार त्यांच्यापासून पूर्णपणे हिरावून घेतले गेले. फक्त चुल आणि मुल इतपत त्यांचे अस्तित्व मर्यादित राहिले. मध्ययुगिन काळामध्ये शिक्षणव्यवस्था फक्त मोजक्या लोकांच्या हातात असल्यामुळे बाकीचा समाज मात्र अशिक्षीत राहिला आणि याकाळात पुरुषी अहंकारीवृत्तीमध्ये अडकलेल्यामहिलांची स्थिती एका गुलामापेक्षा ही भयानक होती. अक्षरओळख तर सोडाच मुलींची लग्न सुध्दा त्यांना कळायाच्या आत लावली जात असे. पुरुषांच्या वयाला मात्र बंधन नसे, दहा वर्षाच्या कन्येसोबत मरणाला टेकलेला म्हातारा लग्न करू शकत असे. मानसिक व शारीरिकदृष्ट्या परिपक्व होण्याच्या आत मुलींवर मुलांच्या संगोपनाची जबाबदारी येवून पडत असे. ब्रिटिश भारतात आल्यानंतर त्यांनी भारतात सुरु केलेल्या इंग्रजी शिक्षणप्रणालीनुसार सामान्य जनतेला अक्षर ओळख तर झालीच त्याचबरोबर आधुनिक विचार प्रणाली सुध्दा भारतीयांच्या अभ्यासामध्ये आली. भारतील पुरोगामी विचारांच्या विचारवंतांनी पुरुषांच्या गुलामगिरीतून अडकलेल्या महिलांना मुक्त करण्याचा चंग बांधला. महात्मा ज्योतीबा फुले, सावित्रीबाई फुले, रमाबाई रानडे, महादेव गोविंद रानडे, अण्णासाहेब कर्वे या सर्वांनी घरचा प्रखर विरोध पत्करून, प्रसंगी शेणा–दगडाचा मारा सोसून, समाजातल्या कर्मठ व प्रतिष्ठित म्हणविणाऱ्या लोकांची कुचे सहन करून स्रीला सक्षम बनवण्याचा चंगच बांधला आणि भारतीय महिलांनी सुध्दा आपल्या शिक्षणाचा उपयोग करून आपली पात्रता सिध्द केली आहे. त्यांना मिळालेल्या शिक्षणामुळे भारतीय महिला सर्वच क्षेत्रात पुरुषाच्या बरोबरीने भाग घेत आहे. आजपर्यंत भारतीय महिलांनी उच्च शिक्षण घेतल्यामुळे त्यांच्या जिवनात झालेल्या परिवर्तनाचे अवलोकन करण्याचा प्रयत्न या लेखामध्ये मी केला आहे.

ब्रिजशब्द: महिलांचे शिक्षण, शासकीय सेवेत महिलांचा सहभाग, पुरुषाच्या बरोबरीने महिलांची भूमिका

प्रस्तावना :

भारत हा नवदुर्गेची पूजा करणाऱ्या संस्कृतीतील स्रीशक्तीचा देश आहे. मुळातच महिलांमध्ये निसर्गाकडून काही देणग्या पुरुषांपेक्षा जास्त आहेत. सहनशीलता, नावीन्यता, सौंदर्याची जाणीव, बचत वृती, संघप्रेरणा, स्मरणशक्ती हे गुण निसर्गतःच स्रीमध्ये अधिक आहेत. स्री सृजनशील आहे; कारण निसर्गाने निर्मितीचा अधिकार स्रियांना दिला आहे. स्री मुळातच सबला आहे. मध्ययुगिक काळामध्ये परंपरागत समाव्यवस्थेच्या आणि पुरुषांच्या गुलामगिरीमध्ये अडकलेल्या महिलांना मुक्त करण्यासाठी या महिलांना शिक्षण देण्याची आणि त्यांना स्वावलंबी करण्याची गरज होती. ही बाब भारतात सर्वात प्रथम फुले दापत्यांनी जाणली. महात्मा ज्योतीबा फुले आणि सावित्रीबाई फुले यांनी पुण्यामध्ये स्री–शिक्षणाची सुरुवात केली. महादेव गोविंद रानडे व त्यांच्या पत्नी रमाबाई रानडे यांनी पुण्यात हुजूरपागा, सेवासदन अशा शाळा फक्त मुलींसाठी सुरू करून महिलांना सक्षम करण्याच्या दृष्टीने पहिले पाऊल उचलले. त्याच्याही पुढे जाऊन अण्णासाहेब कर्वे यांनी पुनर्विवाहाची मुहूर्तमेढ रोवली व स्वतः एका विधवेशी विवाह करून लोकांपुढे एक उदाहरण घालून दिले. महिलांच्या शिक्षणासाठी हिंगणे स्री शिक्षण संस्था काढली. राजा राममोहन रॉय यांनी सतीची चाल बंद केली. स्वातंत्र्यापासून भारत सरकारने शिक्षणाबरोबर महिला शिक्षणाला प्राधान्य दिले. हळूहळू शिक्षणाची ही गंगा ग्रामीण भागापर्यंत पोहचली. ग्रामीण भागातील मुली मुलांसोबत शिक्षण घेवून पुरुषांच्या बरोबरीने प्रत्येक कामात भाग घेण्यास सक्षम होवू लागल्या. आज भारतीय महिला लष्करासारख्या आव्हानात्क क्षेत्रातही आपला सहभाग नोंदवू लागल्या आहेत. गेल्या दिडशे वर्षाच्या काळात ग्रामीण भागातील महिलांच्या जिवनामध्ये शिक्षणामुळे झालेल्या बदलाचा आढावा घेण्याचा प्रयत्न या लेखामध्ये करण्यात आला आहे.

संशोधनाचे उद्देशः

- ब्रिटीशपूर्व काळातील महिलांच्या स्थितीचा अभ्यास करणे.
- शिक्षणामुळे भारतीय महिलांच्या जिवनात झालेल्या बदलाचा अभ्यास करणे.
- आजच्या आधुनिक भारतात उच्च शिक्षणामुळे भारतीय महिलांच्या जिवनात झालेल्या बदलाचा अभ्यास करणे.

ब्रिटीशपूर्व काळातील ग्रामीण भागातील महिलांच्या स्थितीचा अभ्यास करणे.

भारताच्या आधुनिक इतिहासाला आणि महिलांच्या प्रगतीला सुरुवात झाली ती ब्रिटिश भारतात आल्यानंतर. भारतीय स्त्रीयांच्या प्रगतीचा काळ काही फार दूरचा नव्हे तर, अवघा दीड—दोनशे वर्षांपूर्वीचा आहे. अगदी लहानशा अशा पुढच्या कालखंडात महिलांनी आपल्या प्रगतीचा आश्चर्यकारक प्रगतीचा टप्पा स्त्रीने गाठला आहे. स्त्रीच्या या कर्तबगारीचे महत्त्व आणि स्त्रियांचे योगदान अनेक पातळ्यांवरचे आहे. अत्यंत प्रतिकूल परिस्थतीमध्ये त्यांचे धैर्य, त्यांचे शहाणपण, त्यांचा निश्चय, त्यांचे कर्तृत्व आणि त्यांची तळमळ या त्यांच्यातील अंतर्गत गुण त्यांच्याच प्रगतीला महत्वपूर्ण योगदान ठरले आहे. आजच्या महिलांच्या प्रगतीला सहाय्यक ठरली ती आजची आधुनिक शिक्षणप्रणाली. मुंबईत एलफिन्स्टन कॉलेजमधून तयार झालेल्या काही सुधारकांनी उदार इंग्रज अधिकाऱ्यांच्या मदतीने मुंबईत मुलींची पहिली शाळा काढली आणि पाठोपाठ महात्मा जोतीबा फुले यांनी मुलींसाठी पुण्यात पूर्ण देशी अशी शाळा सुरू केली. या शाळांच्या आगेमागे निघालेल्या लहानमोठ्या शाळांमधून मुली शिकू लागल्या. त्यांचे शिक्षण म्हणजे घराबाहेरच्या खुल्या जगाशी त्यांना होणारा पहिला अद्भूत परिचय होता. कालांतराने या शिक्षणातून रेबेका सीमियन, कॉर्नेलिया सोराबजी, रखमाबाई दादाजी, आनंदीबाई जोशी, कृष्णाबाई केळवकर, काशीबाई नवले, लक्ष्मीबाई राजवाडे, गंगुबाई खेडकर आणि सरोजिनी नायडू सारख्या कर्तबगार महिला नावारूपास आल्या. सार्वजनिक जीवनात सर्व क्षेत्रांत आत्मविश्वासाने आणि हिरिरीने पुढे सरसावलेल्या कर्तृत्ववान स्त्रियांनी महाराष्ट्राच्या शैक्षणिक, सामाजिक विकासाला जसा हातभार लावला तसाच सांस्कृतिक विकासालाही लावला आहे. एकूणच गेल्या दोन दशकांतल्या स्त्रियांच्या विविधांगी कामगिरीचे दर्शन अनेक अर्थांनी वैशिष्ट्यपूर्ण असे आहे. स्त्रियांनी परकीयांशी संघर्ष केला. परकीयांच्या अहंकाराशी आणि तुच्छताभावाशी संघर्ष केला. त्यांनी स्वकीयांच्या संकुचित अन्याय्य दृकोनाशी संघर्ष केला, अंध रूढीप्रथाशी संघर्ष केला. त्यांनी दडपणे झुगारली, आणि बंधने नाकारली, त्यांनी राजकीय हक्क मिळवले, सार्वजनिक क्षेत्रात संचार करण्याची मुक्तता मिळवली. साहित्य, कला, कायदा, शिक्षण, आरोग्य, क्रीडा अशा विविध क्षेत्रांमध्ये स्त्रियांनी आश्चर्यकारक कर्तृत्व गाजवले. आई, बहीण, मुलगी, पत्नी, भावजय या नात्यांची जबाबदारी सांभाळत समजुतीने काम करता करता सहकारी म्हणून, सखी म्हणून, सुजाण नागरिक म्हणून र्ााच्या विकासामध्ये महिला आपले योगदान देत आहे. एक काळ असा होता की, स्त्रीचे कार्यक्षेत्र घराच्या आतच होते. घरात पुरुषाचेच वर्चस्व असे. सर्व निर्णय पतीच घेई. एकदा निर्णय झाल्यावर पत्नीने चकार शब्द काढायचा नाही, अशी परिस्थिती होती. कार्यालयांमध्ये स्त्रिया क्वचितच दिसत. संपूर्ण महाविद्यालयात दोन—चारच मुली असत. चारचौघांत, चौकात, रस्त्यात, सार्वजनिक ठिकाणी मुली वा स्त्रिया मोकळेपणाने बोलताना दिसत नसत. उच्च शिक्षणात तर पुरुषांचीच मक्तेदारी होती. या पार्श्वभूमीवर आजचे दृश्य आश्चर्यचकित करणारे आहे. आजच्या स्त्रीने केलेली स्वतःची प्रगती ही खरोखरच आश्चर्यचकित करणारी आहे. आज सर्व प्रकारच्या उच्च शिक्षणामध्ये स्त्रीने स्थान मिळवले आहे. आता असे एकही क्षेत्र दाखवता येणार नाही की ज्यात स्त्रीचा सहभाग नाही. अमूक अभ्यास स्त्रीला जमणार नाही; अमूक काम स्त्रीला झेपणार नाही; अमूक गो स्त्रीच्या आवाक्याबाहेर आहे, असे पूर्वी मानले जाई. गेल्या काही वर्षांत स्त्रीने या साऱ्या चौकटीना घट्टे देऊन आपले कर्तृत्व सिद्ध केले आहे. आजच्या स्त्रीला कोणतेच क्षेत्र अगम्य राहिलेले नाही. उलट काही काही क्षेत्रे तिने पूर्णपणे काबीज केली आहेत. ती उत्तम राज्यकर्ती बनते. ती वैद्यकीय क्षेत्रात, संशोधनाच्या क्षेत्रातही नेत्रदीपक कामगिरी करते. इतकेच नाही; तर ती रणरांगिणीही बनू शकते हे सुद्धा स्त्रीने सिद्ध केले आहे.

आधुनिक काळात ग्रामीण भागातील स्त्रियांच्या जिवनात झालेला बदल:

स्वातंत्र्यानंतर भारत सरकारने महिला सक्षमीकरणास प्राधान्य दिले. भारतीय संविधानाने मुलींना मोफत शिक्षण देण्याची तरतूद केली आणि त्यांच्यासाठी नौकरीत राखीव जागा ठेवल्या आहेत. संपत्तीचा वारशा हक्क तिलाही देण्यात आलेला आहे. कायद्याने पुरुष व महिलांना समान वेतन व समान नागरिकत्वाचा दर्जा देऊन सामाजिक व आर्थिक समता प्रस्थापित केली आहे. ज्या कुटुंबात स्त्री—पुरुष समानतेची जाणीव विकसित झालेली आहे. अश्या घरातील मुलींनीही स्वतःचा सर्वांगीण विकास घडवून आणण्याचा प्रयत्न केला आहे. महिलांना संविधान व कायद्याने प्रदान केलेल्या अधिकारामुळे आजची स्त्री ही डॉ, इंजिनिअर, शास्त्रज्ञ, प्रशासकीय अधिकारी, आमदार, खासदार, लोकसभेचे अध्यक्ष आणि र्ाृपती अश्या महत्वाच्या पदांवर काम करीत आहे. आधुनिक समाजरचनेमध्ये स्त्रीला घराबाहेर पडून पुरुषाच्या बरोबरीने अर्थार्जन करणे अपरिहार्य झाले आहे. घरची व बाहेरची अशी दुहेरी जबाबदारी महिला समर्थपणे सांभाळत आहेत. महिलांच्या जिवनात शिक्षणासारख्या सुविधा सुविधा उपलब्ध झाल्यामुळे व शासनाच्या महिला सक्षमीकरण धोरणामुळे महिला सुद्धा सर्वच आघाडीवर आहेत. शेती, शिक्षण, वैद्यकीय, बचतगट, राजकारण आणि शासकीय सेवा अशा अनेक क्षेत्रांत महिलांची वाटचाल होत आहे. इतकेच नव्हेतर महिला शिक्षीत झाल्यामुळे कुटूंबाच्या अर्थव्यवस्थेत फार मोठा बदल झाला आहे. हे आपणास खालील उदाहरणावरून दिसुन येईल.

महिलांनी उच्च शिक्षण घेतल्यामुळे कौटुंबिक जिवनात झालेले बदल:

शेती व्यवसायात महिलांची मोलाची साथ : शेतीच्या कामात महिलांची मोलाची साथ नेहमीच राहिलेली आहे. कापूस वेचणे, मिरची तोडणे, खत देणे, पिकाला पाणी पुरविणे, पिकांची सोंगणी, कापणी करणे, निंदणी करणे अशी अनेक कामे ग्रामीण भागातील महिला आपल्या कुटूंबातील शेती व्यवसायात मदत करीत आहे. त्याचबरोबर कित्येक महिला आपल्या शिक्षणाच्या आधारे आधुनिक प्रकारे शेती करण्यास आपल्या कुटूंबाला प्रोत्साहित करीत आहेत.

शेतातील हिशेबदेखील महिलांच्या हातात: शेतातील मजुरांचा हिशेब, त्यांची मजुरी देणे, आठवडाभरचा शेतातील कामाचा ताळेबंद ठेवणे, मुलाच्या शैक्षणिक गोचा हिशेब, किराणा हिशेब, आठवडे बाजार करणे, भविष्याच्या द्रीने काटकसर करणे आदी कामे सुद्धा महिला करतात. यामुळे शेतीचे अर्थकारण सुद्धा महिलांच्या हातात आले आहे.

बचतगटाच्या माध्यमातून आर्थिक सक्षमता : शासनाच्या बचतगट योजनेचे ग्रामीण भागात महिलांच्या बचतबट योजनेचे जाळे विणल्या गेले आहे. बचतगटाच्या माध्यमातून ग्रामीण भागातील महिला आर्थिकदृष्टया सक्षम होत आहेत. ग्रामीण भागात शिलाई मशीन चालविणे, कापड, किराणा दुकान चालविणे, जनरल स्टोअर्स, पापड निर्मिती करणे, पीठ गिरणी चालविणे आदी कामांतून ग्रामीण भागातील महिला व्यवसायातही ठसा उमटवीत आहेत. त्यांमुळे कुटूंबांच्या आर्थिक योगदानामध्ये त्यांचा वाटा वाढत आहे.

राजकीय क्षेत्रात प्रभावी कार्य : ७३ व्या घटनादुरुस्तीनुसार जिल्हा परिषद, पंचायत समिती आणि ग्रामपंचायतीमध्ये महिलांना राष्ट्रीय स्तरावर ३० आणि महाराष्ट्रामध्ये ५ आरक्षण मिळाले आहे. यामुळे ग्रामीण भागातील महिला स्थानिक राजकारणात मोठ्या प्रमाणात भाग घेत असून स्थानिक विकासामध्ये आपला ठसा उमटवित आहे. जिल्हा परिषद सदस्य, सरपंच, पंचायत समिती सदस्य, अनेक ग्रामपंचायत सदस्य, शालेय समिती अध्यक्ष अशा विविध पदांवर महिला विराजमान आहेत. या माध्यमातून ग्रामसभा, तसेच विविध सभांच्या माध्यमातून महिलांचे प्रश्न मांडत असून, सभा गाजवीत आहेत.

ज्ञानदानाच्या कामातसुद्धा अग्रेसर : राजहिराबाई बडोदेकर, मोगुबाई कुर्डीकर, केशरबाई केरकर, बाई सुंदराबाई अशा प्रारंभीच्या गायिकांनी सभ्य स्त्री–पुरुषांमध्ये गाणे पोचवले. या महिलांनी कला म्हणून गाण्याला आणि कलावंत म्हणून गायिकेला प्रतिष्ठा मिळवून दिली. मालिनी राजूरकर, शोभा गुर्टू,वीणा सहस्त्रबुद्धे, प्रभा अत्रे, किशोरी आमोणकर आणि आशा भोसले, लता मंगेशकर यांसारखी नावे मराठी संगीतात सन्मानाने आज स्थिरपद झालेली दिसतात. दुर्गा खोटे, शांता आपटे, हंसा वाडकर, वनमालाताई, जयश्री गडकर ते स्मिता पाटील, सई परांजपे, माधुरी दीक्षित यासारख्या महिलांनी चित्रपट क्षेत्रात अभिनय आणि दिग्दर्शन क्षेत्रात स्वत:चे कर्तृत्व सिद्ध केले. नाट्यक्षेत्रात तर फक्त ज्योत्स्ना भोळे किंवा जयमाला शिलेदार किंवा विजया मेहता किंवा भक्ती बर्वे किंवा प्रतिमा कुलकर्णी यांचीच नावे घेऊन थांबता येणार नाही एवढी स्त्रियांची मोठी कामगिरी नजरेत भरते. ग्रीय पातळीवरच नव्हे तर नृत्याचे आंतरग्रीय पातळीवर सन्मान मिळवणाऱ्या कथकनर्तकी रोहिणी भाटे किंवा भरतनाट्यमच्या पारंपरिक शैलीचा प्रतिभाबळाने विकास घडवणाऱ्या सुचेता भिडे– चापेकर यांचे ण वर्तमान तरुण कलावतींवर मोठेच आहे. काशीबाई कानिटकर, रमाबाई रानडे, ताराबाई शिंदे, बहिणाबाई चौधरी, लक्ष्मीबाई टिळक आणि मालतीबाई बेडेकरांपासून इरावती कर्वे, दुर्गा भागवतांपर्यंत अनेक लेखिकांनी साहित्यक्षेत्राला जी वैचारिक आणि भावनिक समृद्धी दिली तिच्यामुळेच नव्या पिढीतल्या लेखनाची मुळे पोसली गेली आहेत.कीय, सामाजिक क्षेत्रासोबतच शैक्षणिक क्षेत्रातसुद्धा महिलांचा मोठा सहभाग वाढला आहे. गावातील विविध शौक्षणिक क्षेत्रांत शिक्षिका म्हणून अनेक महिला ज्ञान देण्याचे कार्य करीत आहेत. याचबरोबर अंगणवाडी सेविका आणि अशा वर्कर म्हणून त्या महत्त्वाचे कार्य करीत आहेत.

वैद्यकीय क्षेत्रात नावलौकिक : बदलत्या काळानुसार ग्रामीण भागातील विद्यार्थिनींनी वैद्यकीय क्षेत्रासोबत अभियांत्रिकी क्षेत्रात प्रवेश घेत आहे. आपल्या गुणवत्तेच्या क्षमतेवर आज ग्रामीण भागातील तरुणी बैद्यकीय क्षेत्रातील डॉक्टर, परिचारिका, आशा स्वयंसेविका या माध्यमातून ग्रामीण विकासाचे कार्य करीत आहे.

शासकीय सेवा क्षेत्रात मोठ्या प्रमाणात सहभाग: महाराष्ट्रामध्ये महिलांना शासकीय सेवेत ३० जागा राखीव असल्यामुळे राज्यातील तसेच ग्रीय स्तरावरील अनेक महत्वाची पदे आपल्या गुणवत्तेच्या जोरावर भुषवित आहे, त्याचबरोबर युपीएससी मधील आएएस आणि आयपीएस सारख्या पदांवर ग्रामीण भागातील महिलांची निवड होत आहे. भारत सरकारने संरक्षण क्षेत्र महिलांकरिता खुले केल्यामुळे गुंजन सक्सेना या महिलेनेकारघील युध्दात भाग घेवून आपली युध्दातील क्षमता सिध्द केली आहे.

निष्कर्ष :

आपल्या देशाची अर्धी लोकसंख्या ही महिलांची आहे. भारताताला स्वातंत्र्य मिळाले तेव्हा भारतातील केवळ १०: स्त्रिया साक्षर होत्या. स्वातंत्र्यानंतर भारत सरकारने महिलांच्या शिक्षणाला प्राधान्य दिले. महिलांचे सक्षमीकरण व्हावे म्हणून भारत सरकारने मातृ दिवस, महिलादिन, बालिकादिन, जननी सुरक्षा अभियान असे कार्यक्रम राबविले. त्याचे परिणाम आता ७५वर्षानंतर दिसत आहे. महिला सक्षमीकरणामुळे आता किमान एका कुटूंबामध्ये एकतरी महिला आज पदवीधर आहे. महिलांना सक्षम करणे म्हणजे पुरुषांना हिणवणे किंवा त्यांच्यापेक्षा श्रेष्ठता सिद्ध करणे असे नव्हे, तर फक्त महिलांना त्यांच्या नैसर्गिक गुणधर्म, क्षमता, परंपरा यांच्यासह त्या समानतेने वागविणे होय. शासनाच्या या धोरणामुळे स्त्रीशक्तीच्या रूपात देशात असलेले मनुष्यबळ विकसित करून स्त्रीशक्ती आज पुरुषाच्या बरोबरीने राष्ट्राच्या विकासामध्ये योगदान देत आहेत. परंतु, दुर्दैवाने आजच्या समाजात हुंडा प्रथा, स्त्री भ्रूणहत्या, निरक्षरता, लैंगिक अत्याचार, असमानता इत्यादीं महिलांचे अधिकार व मूल्य यांच्यावर घात करणाऱ्या विघातक प्रवृत्तीचा करून महिलांना विकासाची संधी उपलब्ध करून देणे ही आजची गरज आहे. याकरिता महिलांना सामाजिक, आर्थिक व मानसिक स्वरूपात सशक्त बनविणे ही आजच्या युगाची महिलांप्रति

समाजाची जबाबदारी आहे. शासनाच्या महिला सबलीकरण धोरणामुळे ग्रामीण भागातील महिला बचतगटाच्या माध्यमातून शेळीपालन प्रकल्प, दुग्ध व्यवसाय, सामुहिक शेती, लाख उत्पादन, स्वस्त धान्य दुकान चालविणे, अंगणवाड्यांना आहार पुरवठा करणे, लाकडी नक्षीदार वस्तू तयार करणे, कुक्कुटपालन यासह अन्य उद्योग व्यवसायाच्या माध्यमातून महिला आपल्या कुटूंबाला आर्थिकदृष्ट्या निर्भर करीत आहे. पदवीधर महिला स्पर्धा परीक्षेच्या माध्यमातून बँकिंग, लोकसेवा आयोगाच्या परीक्षेमध्ये, यश मिळवून शासकीय सेवेत आपले अस्तिव सिध्द करीत आहेत. आज ग्रामिण भागातील महिलांचे अस्तित्व केवळ चूल आणि मूल नसून संपूर्ण जग आपल्या कवेत घेण्याइतके सक्षम झालेले आहे.

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सारांशः

शिक्षण व्यवस्था अधिक लवचिक बनवून विद्यार्थ्यांना त्यांच्या आवडीनुसार शिक्षण घेता यावे या दृष्टीने शैक्षणिक क्षेत्रात आवश्यक ते बदल करीत केंद्र सरकारने नवीन शिक्षण धोरण—२०२० ला केंद्र शासनाने मंजुरी दिली आहे. या शैक्षणिक धोरणामध्ये शिक्षण व्यवस्था बहुवैविध्य, बहुभाषिक करण्याकडे अधिक भर देण्यात आला आहे. या धोरणाच्या निमित्ताने तब्बल ३४ वर्षांनी देशाचे शिक्षण धोरण अद्ययावत करण्याचे काम केंद्र सरकारने केले आहे. नव्या शैक्षणिक धोरणामध्ये विद्यार्थ्यांच्या व्यवसायिक कौशल्याचा विकास होऊन तो नोकरी मागणारा नाही, तर इतरांना नोकरी देणारा होईल व भविष्याचा वेध घेण्याच्या त्याच्या दृष्टीचा विकास होईल अश प्रकारची रचना करण्यात आली आहे. हा आजपर्यतच्या भारतीय शिक्षणातील क्रांतीकारी बदल आहे. नवीन शैक्षणिक धोरणामुळे स्वामी विवेकानंदांनी केलेली शिक्षणाची व्याख्या, शिक्षण म्हणजे माणसांमध्ये असलेल्या पूर्णत्वाचे प्रकटीकरण होय हे तत्व प्रत्यक्षात अंमलात आले आहे. या शैक्षणिक धोरणामध्ये विद्यार्थ्यांना इच्छेनुसार अभ्यासक्रम निवडण्याची मुभा देण्यात आली आहे यामुळे परंपरागत कला, वाणिज्य आणि विज्ञान यांच्या शृखंला तुटणार आहे. जर एखाद्या कला शाखेतील विद्यार्थ्याला संगीतासोबत गणिताची आवड असेल तर, त्याला परंपरागत पध्दतीनुसार अर्थशास्त्र किंवा राज्यशास्त्र विषय सोडून गणित घेता येणार आहे. त्यामुळे प्रवेश देणाऱ्या महाविद्यालयास त्या विद्यार्थ्याकरिता गणित शिकविण्याची व्यवस्था करावी लागणार किंवा विद्यार्थ्याला स्वतंत्र अशी व्यवस्था करावी लागणार आहे. अशावेळी विद्यार्थ्याला संदर्भ साहित्य उपलब्ध करून देण्याकरिता वाचनालयाची भूमिका महत्वपुर्ण ठरणार आहे आणि या लेखामध्ये याच विषयावर माझे मत मांडण्याचा प्रयत्न केला आहे.

किवर्ड: नवीन शैक्षणिक धोरण, विद्यार्थ्यांची आवड, विषय निवडण्याची मुभा

प्रस्तावनाः

चार्वाक या थोर तत्वज्ञाच्या मते ही जग क्षणभंगुर आहे. येथील प्रत्येक गोष्ट प्रत्येक क्षणाला नवीन सृजन निर्माण करते आणि प्रत्येक टप्प्याला जगामध्ये नवीन बदल करण्याचे प्रयत्न करते. परंतु शिक्षणामध्ये असे दिसून आले नाही. मेकॉलेच्या काळापासून चालू आलेली शिक्षणप्रणाली घोकमपट्टी आणि चाकोरीबध्द शिक्षणाच्या बाहेर पडलीच नाही. विद्यार्थ्याला काय आवडते आणि त्याच्या आवडीनुसार शिक्षण कसे व कोणत्या भाषेत द्यावे याचा आजपर्यतच्या कोणत्याही शिक्षण धोरणात विचार करण्यात आला नाही. जग क्षणाक्षणाला बदलत असते हे आपण मान्य करायला हवे आणि या बदलत्या जगात सोबतच आजच्या विद्यार्थ्याच्या समोरील आव्हाने देखील बदललेली आहेत. जागतिकीकरण, शीतयुद्धाचा शेवट, मोबाईल, इंटरनेटसह सर्वच क्षेत्रांत झपाट्याने बदल होत आहेत. पण, हा बदल म्हणावा तसा आपल्याकडे शिक्षण क्षेत्रात

दिसून येत नाही. तो बदल या नवीन शैक्षणिक धोरणामुळे घडून येणार आहे. या दृष्टीने 'इस्रो'चे माजी अध्यक्ष डॉ. के. कस्तुरीरंगन यांच्या अध्यक्षतेखाली समितीने नवीन शैक्षणिक धोरण मांडताना एकविसाव्या शतकातील सर्व समस्यांचा विचार केलेला दिसून येत आहे. या नवीन शैक्षणिक धोरणामध्ये विद्यार्थ्याला त्याच्या इच्छेनुसार आणि मातृभाषेत शिक्षण घेण्याची संधी उपलब्ध करून देण्यात आली आहे आणि विद्यार्थ्यांच्या इच्छेची पुर्तता करण्याकरिता आवश्यक संदर्भ साहित्य उपलब्ध करून देण्याची जबाबदारी वाचनालयावर सोपविण्यात आली आहे. त्यामुळे नवीन शैक्षणिक धोरणामध्ये वाचनालायाची भूमिका अत्यंत महत्वपूर्ण ठरणार आहे.

संशोधनाचे उद्देश:

- नवीन शैक्षणिक धोरणामुळे परंपरागत शिक्षण पध्दतीत होणारे बदल
- नवीन शैक्षणिक धोरणातील शिक्षकांपुढील आव्हाने
- नवीन शैक्षणिक धोरणात वाचनालयाची भूमिका

नवीन शैक्षणिक धोरणामुळे परंपरागत शिक्षण पध्दतीत होणारे बदल:

- **शिकविण्याच्या पध्दतीत होणारा बदल :** नवीन शैक्षणिक धोरणात वयवर्षे तीन ते सातसाठी मातृभाषेमध्ये शिक्षण देण्याची व्यवस्था करण्यात आली आहे. यामध्ये नर्सरी, ज्युनिअर केजी, सिनिअर केजी, पहिली, दुसरी अशी एकूण पाच वर्षे प्रामुख्याने बालकाला मेंदू विकासाच्या गतीने शिक्षण देणे अपेक्षित आहे. वयवर्षे सहापर्यंत बालकाचा मेंदू विकास ८५ टक्क्यांपर्यंत पूर्ण होतो, असे मेंदूशास्त्र सांगते. त्यामुळे बालकाचा बौद्धिक, शारीरिक, सामाजिक, भावनिक, मानसिक विकास होण्यास हाच काळ महत्वाचा ठरतो. याकाळात विद्यार्थ्याची जडणघडण करण्यास शिक्षकाची भूमिका महत्वपूर्ण ठरणार असून शिक्षकाला सर्वच क्षेत्रातील माहितीकरिता अद्यायावत राहणे गरजेचे ठरणार आहे. परंपरागत शिक्षणप्रणालीमध्ये विद्यार्थ्यावर पाठ्यपुस्तकाचा बोझा लादून यांत्रिकी पध्दतीने शिक्षण देण्याऐवजी मुलांची आकलन शक्ती लक्षात घेवून त्यांना शिक्षण द्यावे लागणार आहे. त्यामुळे शिक्षकांना स्वतःला अपडेट ठेवचे लागेल आणि सतत नवीनवीन साहित्याचे वाचन करावे लागेल.

- **गळतीचे प्रमाण रोखणे :**स्वातंत्र्यपूर्व काळापासून प्राथमिक शिक्षणासंदर्भात ज्या योजना राबविल्या जे आयोग नेमले, त्या सर्वांनी प्राथमिक शिक्षण सक्तीचे व मोफत देण्यासंदर्भात सूचना केली. प्रत्येक शासनाने त्या त्या वेळी या गोंचा स्वीकार केला. पण प्रत्यक्षात त्याची अंमलबजावणी होताना दिसली नाही. उदा. गावात एखादा मुलगा कोणत्याही कारणाने शिक्षणापासून वंचित राहत असेल, तर त्याची जबाबदारी घेणारी कोणतीही सक्षम यंत्रणा आजतागायत निर्माण झाली नाही. हे नवीन शैक्षणिक धोरणाच्या अंबलबजावणीकरिता शैक्षणिक यंत्रणेपुढील महत्वाचे आव्हान ठरणार आहे. या शैक्षणिक धोरणानुसार विद्यार्थ्याला किंवा कोणत्याही भारतीय नागरिकाला शिक्षणापासून वंचित राहणाऱ्या मुलांसंदर्भात न्यायालयात शासनाकडे दाद मागता येणार आहे व त्यातून त्या मुलाच्या शिक्षणातील अडचणी दूर करून त्याला प्रवाहात आणण्याचे काम शासनाला करावे लागणार आहे.

- **परीक्षा पध्दतीतील बदल :** सततचे (निरंतर) मूल्यमापन असणारी शिक्षणपध्दती विषय समजण्याकडे व त्यावर त्या विद्यार्थ्याला विचार करता येतो का? स्वतःचे मत मांडता येते का? हे बघणारे नवीन धोरण आहे. पाठांतरावर आधारित परीक्षा पध्दती नसून वस्तुनिष्ठतेकडे लक्ष दिले जाईल व तिसरी, पाचवी, आठवी, बारावी या चार परीक्षा फक्त असतील. उत्तरपत्रिका फक्त शिक्षकच तपासतील, हे धोरण बंद करून स्वतः विद्यार्थिच स्वतःची उत्तर पत्रिका स्वतः तपासेल, नंतर त्याचे पालक तपासतील व त्यांचा अभिप्राय देतील. त्यानंतर त्या विद्यार्थ्याची उत्तरपत्रिका त्याच्या वर्गातील त्याचा सहकारी तपासेल व त्याचाही अभिप्राय सोबत जोडला जाईल व शेवटी शिक्षक तपासतील व ते त्यांचा व आधीच्या सर्व अभिप्रायांचा एकत्रित मूल्यमापन करून अंतिम मूल्यमापन करतील. त्याशिवाय शिक्षकांनी त्या विद्यार्थ्याचे केलेले सततचे मूल्यमापन असेलच. म्हणजेच निकाल हा सर्वगीण विचार करून दिला

जाईल. मूल्यमापन हे विविधांगी असेल. या मूल्यमापन पद्धतीमुळे विद्यार्थ्यांच्या स्वतःकडे, समाजाकडे व स्वतःच्या पालकांकडे बघण्याच्या दृकोनात निश्चितच सकारात्मक बदल होईल. कारण मूल्यमापन प्रक्रियेत हे सर्व घटक सहभागी असतील.

नवीन शैक्षणिक धोरणातील शिक्षकांपुढील आव्हाने :

नवीन शैक्षणिक धोरणानुसार विद्यार्थ्यांना शिक्षण देण्याच्या प्रक्रियेमध्ये शिक्षक हा केंद्रबिंदू असणार आहे आणि शासन सुध्दा या शैक्षणिक धोरणाची अंमलबजावणी करण्याची जबाबदारी शिक्षकांवरच सोपविणार आहे त्यामुळे नवीन शक्षणिक धोरणामध्ये शिक्षकाची भुमिका महत्वपुर्ण ठरणार आहे. वरील तीन बाबींचा विचार केल्यास तर, विद्यार्थी, पालक आणि शासन यांच्यातील केंद्रबिंदू हा शिक्षक असणार आहे. शाळा संकुलच्या माध्यमातून स्थानिक ३० ते ४० शाळा एकत्र करून त्यांच्यात सहकार्य व आदानप्रदान करून आधुनिक शिक्षण देण्याचा प्रयत्न या धोरणात केला आहे. असे शाळा संकुल तयार करताना त्या समूहातील शाळेमध्ये जे जे उत्तम आहे. ते त्या समूहातील सर्व शाळांच्या विद्यार्थ्यांना उपलब्ध करून देण्याचा मानस आहे. मग ते विषयाशी संबंधित असेल किंवा खेळासंबंधी असेल. यामुळे शिक्षकाला आपल्या ज्ञानाच्या बाबतीत सतत अद्यायावत राहणे गरजेचे ठरणार आहे. या धोरणात शिक्षक होण्यासाठी बारावीनंतर चार वर्षांचा व पदवीनंतर दोन वर्षांचा स्वतंत्र अभ्यासक्रम ठेवण्यात आला आहे. 'टिचर ट्रेनिंग'वर भर देण्यात येणार आहे. यासाठी राष्ट्रीय शिकवणी कार्यक्रमावर भर देण्यात येणार आहे. शिक्षकांनी सतत अद्यावत म्हणजे नवीन गोष्टी शिकण्यास तत्पर राहावे, म्हणून विविध कार्यक्रमांवर भर देण्यात येणार आहे. शिक्षक भरती केंद्रीय पद्धतीने व गुणवत्तेच्या आधारे केली जाणार आहे. या नवीन शैक्षणिक धोरणात शिक्षक—विद्यार्थी प्रमाण ठरविताना मागास भागात २५ विद्यार्थ्यांमागे एक शिक्षक व शहरी भागात ३० विद्यार्थ्यांमागे एक शिक्षक हे प्रमाण ठरविण्यात आले आहे. वरील सर्व घटकांचा विचार केल्यास शिक्षक बनतांना शिक्षण घेण्याऐवजी स्वतःला शिक्षक म्हणून घडविणे हेच शिक्षकांपुढील महत्वाचे आव्हान असणार आहे आणि या परीक्षेमध्ये जो सक्षम ठरेल, तो उत्तम शिक्षक ठरणार आहे.

नवीन शैक्षणिक धोरणात वाचनालयाची भूमिका:

तसेच आपल्या प्राचीन नालंदा व तक्षशिलाच्या धर्तीवर यासारख्या प्राचीन भारतीय विद्यापीठांचे पुनरुज्जीवन व त्याला पुन्हा त्याचे पूर्वीचे वैभवाचे दिवस आणून देण्याचा मानस व्यक्त करण्यात आला आहे. त्याचबरोबर आपल्या पारंपरिक लोककला, लोकविद्या, लोकसंगीत, स्थानिक कला, आपले आयुर्वेद, योग, शिल्पकला, पारंपरिक उद्योग, व्यवसाय यांचा शिक्षणात समावेश करून त्यांच्या विकासाला चालना दिली जाणार आहे. बारावीपर्यंत सर्वांना मोफत व सक्तीचे शिक्षण दिले जाणार आहे. कृषी, कायदा, वैद्यकीय शिक्षण वगळता बाकी सर्व शिक्षण एका छताखाली आणण्याचा संकल्प या शैक्षणिक धोरणात करण्यात आला आहे. शिक्षण क्षेत्रात एखाद्या विषयात विशेष नैपुण्य प्राप्त करणाऱ्या विद्यार्थ्यांना गुण देताना 'क्रेडिट' पद्धतीचा अवलंब करण्यात येणार आहे. सध्याच्या शिक्षण व्यवस्थेत विद्यार्थ्याला एका वेळी एकच पदवी घेण्याची सवलत आहे. त्यात बदल करून विद्यार्थी आता स्वतःच्या क्षमतेप्रमाणे एका वेळी अनेक पदव्या घेऊ शकणार आहे. अतिशय महत्त्वाची गोष्ट म्हणजे अभियांत्रिकी व वैद्यकीय प्रवेशासाठी बारावीनंतर 'एनटीए' राष्ट्रीय चाचणी शाखेच्या माध्यमातून परीक्षा घेण्यात येईल. त्यासोबतच नववी ते बारावीच्या काळात सतत मूल्यांकनासोबत सामान्य योग्यता प्रमाणपत्र परीक्षेचाही उपयोग करण्यात येणार आहे.

नवीन शैक्षणिक धोरणातील या तरतुदीचा समावेश लक्षात घेता विद्यार्थ्यांना शिक्षकांच्या मदतीशिवाय स्वतःला तयारी करावी लागणार आहे. कारण सर्वच क्षेत्रात निपुण असा शिक्षक मिळणे शक्य नाही. विद्यार्थी मात्र कोणत्याही क्षेत्रात पदवी घेण्यास अधिकारपात्र ठरणार आहे आणि शिक्षण संस्थेला त्या विद्यार्थ्याला ती सवलत उपलब्ध करून देणे बंधनकारक ठरणार आहे. यामुळे विद्यार्थ्याला स्वतःच अभ्यास करणे गरजेचे ठरणार आहे

आणि अशा विद्यार्थ्याला आवश्यक संदर्भ साहित्य उपलब्ध करून देण्याची जबाबदारी ही वाचनालयावर येणार आहे. जर एखाद्या विद्यार्थ्याला प्राचीन संस्कृत साहित्यावर पदवी करावयाची असेल तर, त्याकरिता आवश्यक अभ्यास साहित्य मिळण्याचे एकमेव ठिकाण म्हणजे वाचनालय मग ते पुस्तकाच्या स्वरुपात असो वा डिजीटल स्वरुपात त्याकरिता नवीन शैक्षणिक धोरणामध्ये ग्रंथपाल व ग्रंथालय हेच विद्यार्थ्याची ज्ञानाची भूक भागविणारे एकमेव ठिकाण ठरणार आहे आणि काळाच्या ओघात ग्रंथालयाची भूमिका महत्वपुर्ण ठरणार आहे

निष्कर्ष :

नवीन शैक्षणिक धोरणाने विद्यार्थ्यांच्या व्यावसायिक कौशल्याचा विकास होऊन तो नोकरी मागणारा नाही, तर इतरांना नोकरी देणारा आणि भविष्याचा वेध घेणारा व्हावा अशी अपेक्षा आहे. याकरिता नवीन शैक्षणिक धोरणामध्ये विद्यार्थिकेंद्रीत शिक्षण व्यवस्थेवर भर देण्यात आला आहे आणि असा विद्यार्थी घडवितांना शिक्षकांसोबत वाचनालयाची भूमिका महत्वपुर्ण ठरणार आहे. कारण विद्यार्थ्यांच्या गरजेनुसार त्याच मार्गदर्शन करण्याची जबाबदारी शिक्षकाकडे असली तरी, त्याला अभ्यास साहित्य उपलब्ध करून देण्याची जबाबदारी ही वाचनालयाची ठरणार आहे. नवीन शैक्षणिक धोरणानुसार अभ्यासाचे सिलॅबस विद्यापीठ निश्चित करणार नसून ती सवलत विद्यार्थ्याला देण्यास आली आहे आणि जर विद्यार्थ्यांने निश्चीत केले की, मी याच क्षेत्रात पदवी करणार तर, त्यानुसार आवश्यक अभ्यास साहित्य बाजारात उपलब्ध नसणार ते वाचनालयातच मिळणार आहे. यामुळे नवीन शैक्षणिक धोरणाचा केंद्रबिंदू वाचनालय ठरणार आहे. त्यामुळे नवीन शैक्षणिक धोरणातील सर्व तरतुदी अंमलात आणण्याकरिता वाचनालयाची भूमिका ही सर्वात महत्वपुर्ण ठरणार आहे.

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