Journal of Research and Development

A Multidisciplinary International Level Referred Journal

September 2021   Volume-12   Issue-6

CHANGING PERSPECTIVES OF EDUCATION

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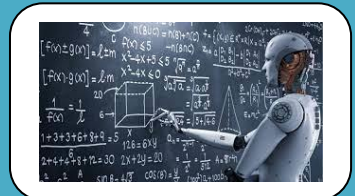| **Executive Editors**	**Executive Editors**
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Journal of Research and Development

A Multidisciplinary International Level Referred and Peer Reviewed Journal

4ᵗʰ September 2021   Volume-12   Issue-6

On

CHANGING PERSPECTIVES OF EDUCATION

CONTENTS

The Challenges of Online Teaching and Learning While Pandemic In Present Era
Dr. Mohammed Ajaz Sheikh

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Abstract

Advances in media communications and PC based guidance and understudy learning frameworks have extended the chances in online guidance and understudy learning, yet the capability of internet learning dwells not in the particular advances that are applied, but rather in the idea of educational procedures and learning exercises that happen when an innovation is used. There is a pattern towards rethinking proficient instructor and understudy more slender jobs in a more constructivist way. This paper centers around the idea of internet instructing and understudy learning. The reasons for this paper are to analyze the expert teacher's jobs in innovation coordination, to inspect the expert instructor's job to work with understudy learning with innovation and to recognize viable online educational practices. While some examination proposes a particular arrangement of required abilities, special to online guidance, there is solid sign that successful educational practices in customary settings are additionally relevant to online conditions. The outcome is a change in outlook of the expert instructor's job from moderator to facilitator/mentor; a gathering of informative capabilities for viable online conditions; some extrapolated from successful showing rehearses in conventional setting, and others, unmistakably arising out of online guidance and understudy learning conditions.

Introduction

It is clear that the speed of instructive advancement has outperformed instructive exploration, and there is no instructive area wherein this in more genuine than web based learning. As per the National Center for Education Statistic (NCES), as of Fall 2001, almost 100% of government funded schools in the United States approach the Internet. Albeit this measurement shows a gigantic expansion in Internet access contrasted with 35% in 1994, many issues in regards to PC use stay unsettled, including [a] understudies restricted intellectual ability to handle the huge measure of assets on the Internet (Hannafin, Hill, Oliver, Glazer and Sharma, 2003), a situation between giving exploratory, credible class exercises with PC instruments and accomplishing helpful scores from state administered tests, and an absence of association between proficient instructors' epistemological convictions and useful showing practice with innovation. Advances in broadcast communications and PC based instructing and learning frameworks have extended the scope of educating and learning openings on the web, yet there is general understanding that the possibilities of web based learning dwell less in the particular advances that are applied, however in the idea of instructing and learning exercises that happen when an innovation is utilized. There is a pattern towards reclassifying proficient teacher and student jobs in a more constructivist way. This paper centers around the idea of web based educating and understudy learning. The motivations behind this paper are to analyze the expert teacher's parts in innovation mix, to look at the expert instructor's job to work with understudy learning with innovation and to distinguish viable online educational practices.

Instructing and Learning in Distance Education

Generally, distance instruction has been more effective at conveying content and less fruitful at giving intelligence and carrying out the innovative utilization of innovation. Indeed, even the Internet, with all its publicized potential for intuitiveness and connectedness, has frequently been utilized just to convey print-based materials (e.g., downloadable PDFs) or other comparable types of non-intelligent courseware. Transferred video on the Internet is ordinarily used to convey course addresses taped in homerooms. There are people who contend that the time of media's essential job as conveyance frameworks is approaching its end as more refined intelligent advancements discover their direction into regular distance schooling practice (Dede, 1966; Ullmer, 1994; Kozma, 1994). Probably, such advances go past on the web (OL) class conversations and two-way correspondence, permitting understudy students to take part in genuinely constructivist learning. Constructivism is an arising worldview that has been recommended as a reason for reconceptualizing distance training (Tam, 2000). Constructivism declares that learning includes dynamic development of importance by the understudy student, who draws upon a horde of interior and outer variables influencing learning. Constructivist approaches additionally set that perplexing abilities regularly arise in testing acquiring conditions where dynamic commitment can happen; setting might have a huge bearing on expertise expert, execution and move (Blaxton, 1989; Tulving, 1983). The significance of setting has driven a few scholars (e.g., Brown, Collins and Duguid, 1989) to depict cognizance as arranged in the student's way of life, setting, history and climate.

Creative Roles of Professional Educators in Student Learning

Schooling reformers have pushed proactive, bona fide learning encounters for understudies to encourage critical thinking in regular circumstances. The National Research Council (1996) has proposed logical request, in which understudies produce issues and theories, discover proof, make an inference from their discoveries, speak with peers, proficient teachers, and researchers, and legitimize their decisions as basic for doing science. As the expert teacher's job changes from the transmitter of information to the activity situated facilitator, the jobs of innovation and PCs in understudy taking in changes from one of understudy gaining from innovation to understudy learning with innovation.

Successful Online Teaching

In case there is to be an adjustment of the direction to understudy learning a good ways off it should be upheld by an adjustment of the direction to educating a ways off. Do the very abilities that characterize greatness in homeroom educating apply in online courses? Exploration by Chickering and Gamson (1987) offers an intriguing system with which to resolve this inquiry. In light of 50 years of instructive exploration, they delivered a rundown of seven standards of good training rehearses in eye to eye courses. Graham, Cagiltay, Craner, Lim and Duff (2000) utilized these equivalent seven standards to evaluate whether these abilities move to web based instructing conditions. Their overall discoveries, upheld by the examination of SchoenfeldTacher and Persichitte (2000) and Spector (2001), demonstrate that online instructors normally require various arrangements of specialized and educational skills to take part in unrivaled showing rehearses in online courses. At last, such examination might prompt further developed groundwork for online expert instructors, focusing on explicit spaces of training and aiding amateur online expert teachers become mindful that they —need really arranging time, more informative help and extra preparing for the entirety of the potential conveyance designs for distance educating: (Cyrs and Conway, 1997, p. 18).

Powerful Teaching Practices

Examination in distance educating recommends a particular arrangement of required abilities, special to internet instructing; there is solid sign that powerful showing rehearses in customary settings are relevant to web based learning conditions. The outcome is a gathering of abilities for viable web based educating, some drawing from viable showing rehearses in customary settings, and others, particularly having a place with web based instructing and understudy learning conditions.

Changing over Traditional Instructional Strategies into Online Practices

Expanding on crafted by, Chickering and Gamson (1987) and Graham, Cagiltay, Craner, Lim and Duff (2000), there are powerful educational procedures normally carried out in customary instructing conditions that can be helpful in online understudy learning conditions. However, regularly the conversation about conventional vis-à-vis informative techniques versus online procedures becomes dinky, frequently diminished to whether customary educational practices have a spot in online networks of understudy students. Fundamentally, the issue is one of teaching oneself in the teaching method of online guidance and the abilities of powerful internet mastering to change over viable customary educational methodologies into intentional online practices to expand understudy learning.

Fig 1: Seven principle of effective teaching in online course

Principles of Effective Teaching	Lessons Learned for Online Teaching
1. Encourage student-faculty contact	Professional educators should provide clear guidelines for interaction with students. Explain how often you will be online and how quickly you will be able to reply to emails. Notify students when you will be temporarily "away" from the course.
2. Encourage collaboration among students	Well-designed assignments and activities facilitate meaningful collaboration among students.
3. Encourage active learning	Students should present course projects. Provide a forum in which students can present their own work and hold it accountable to critique and constructive criticism.
4. Provide prompt feedback	Professional educators need to provide two types of feedback: Information feedback (regarding student learning) and acknowledgement feedback (regarding student participation).
5. Emphasize time on task	Online courses need deadlines. Activities require timelines that accommodate learners' schedules, course accessibility and offline work.
6. Communicate high expectations	Challenging tasks, sample cases, and praise for quality work communicate high expectations.
7. Respect diverse talents and ways of learning	Allowing students to choose project topics incorporates diverse views into online courses.

Developing New Instructional Methodologies for Online Teaching
Proficient teachers should move their educational viewpoints to be compelling in an online climate. They don't need to leave their showing ways of thinking yet rather, discover imaginative approaches to exhibit and use them in an online climate. Educating on the web is totally different from customary homeroom practice. Maybe than being a moderator in a customary study hall, an online expert teacher is more similar to a facilitator or mentor to his/her understudies. In a customary study hall, the expert teacher spreads data with the goal that understudies are enthused about the substance.

Directing and Facilitating/Coaching
Directing is keeping a consistent progression of content-centered connection between understudies. Techniques incorporate empowering understudies to take an interest in conversations and individual and gathering learning exercises; keeping conversations zeroed in on explicit substance; drawing out numerous viewpoints; and summing up and orchestrating the remarkable marks of conversations. Directing likewise involves guaranteeing that specific understudies don't overwhelm conversations. Help/training includes dispersing data and bearing to help understudies with fulfillment of tasks, recommending thoughts or techniques for them to seek after in their course work, and getting understudies to think about their reactions and their work item. It includes platform the structure of both individual and aggregate information, and raising understudy perception and reflection, so that every understudy's learning is augmented.

Carrying out Effective Instructional Design
Informative plan is an orderly interaction, including the investigation of a specific instructive situation and the plan, improvement, execution, and assessment of educational procedures to address that particular instructive circumstance (Reiser, 2001). In its least difficult structure, educational plan is the conscious association of instructing and learning exercises so that content is adequately conveyed and at last dominated. Planning for web based learning conditions is especially difficult, on the grounds that one should completely comprehend the potential and restrictions of the innovation in question, and what every one of these means for understudy learning. Stubbs and Burnham (1990) characterize an online course as a learning climate where understudies and instructors utilize unmistakable strategies and procedures empowered by innovation to impart data and pass on information. A drawing in and compelling on the web course includes the usage of its three elements; proficient teacher, understudy and content, through the essential execution of three informative procedures: the association of understudies for learning; the plan of exercises that assist understudies with learning; and, the choice of innovation and devices to work with the conveyance of the initial two techniques (Piccciano, 2001).

Conclusion
An online course and the instructing thereof change learning, educational plan and instructional method (Dehler, 2003). Various changes must be made to both educational modalities and to the educational plan to carry out valuable, significant and compelling on the web courses. Changes to the educational plan regularly rotate around a few central issues, which include: settling on and organizing learning exercises; choosing the readings and other course work whereupon the learning exercises would be based; allotting sufficient time for the learning exercises to be gotten the hang of; guaranteeing that changes made by any activities taken concerning the entirety of the abovementioned, are pertinent to the rest of the course content. Alterations to informative methodologies infer both the transformation of successful customary educational systems into deliberate online practices and the procurement of new information and abilities in various mechanical and academic regions.

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Role of Moral Education in Education System

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Abstract:
      The paper is an attempt to collect information from findings of various researches. Previous studies show that there are clear links between morals education and good character. Sometimes, one refers to the other as they have a lot of qualities in common. In addition, the role of teachers and academicians as professionals that are willing to guide their students in their quest for moral identities is highlighted by many researchers. Research results reveal that moral development of students continues during their early years at university. This is why moral education is an important aspect of university life. It would be right to state that educating the character of students is as necessary as teaching and learning.
Keywords*: Moral education, education system, character building, mannerism*

      The very aim of education is civilization. Educated beings are expected to be better citizens. Introduction Moral education is a term used by academics in educational sciences extensively. It is relative to character education, which is a widely known movement in the field. This paper aims to briefly review research findings on both moral education and character education so as to compare them by examining the similarities. It also intends to remind academics and administrators in higher education that students' moral development does continue throughout tertiary education years. Hence, moral values of students still can be fostered. Since this paper will briefly cover the points of views by different academicians on moral education and also highlight the connection between moral education and character building, it should be regarded as a research review. Morality and Moral Development during university education could be regarded as having interpersonal behavior which includes the rights, duties, or welfare of either party. Duties do imply rights and if moral duties rest on rights, moral values rest on justice. Students continuously face moral dilemmas. For instance, should they cheat? Or should they cut their classes when the weather is nice? Or should they inform against their close friend who has broken the school regulations and told them about it wishing it to remain as a secret? To find answers to all of these questions, psychologists and researchers have offered some theories and tried to find solutions. The decisions are extremely important as it is believed that those decisions reflect children's system of thoughts on moral issues. The last stage is reached after the age of 16 and at this level; the individual has based his moral ideas on some inherent moral absolutes. Those absolutes that she or he has founded may not conform to those of others or the society. This stage has two phases: 1. Social accordance and utility 2. Individual rights and universal rights. During the first phase, the individual gives significance to both social agreements and human rights while trying to balance them. During the second phase, even if the principles of the society she or he lives in are not in accordance, the individual is headed towards principles of universal justice. Another significant point is that Kohlberg was able to identify three moral stages of children according to why they made different decisions when faced with moral dilemmas. The last stage is especially important as it concerns both high schools and higher education institutions due to the age group of students. Since teenagers reach that stage only after the age of sixteen, it could be deduced that the moral development of young people still continues during the early years of their university life. Therefore, it would not be wrong to suggest that something could be done to help develop the moral values of students while they are at university. The term youth is a wide concept that comprises adolescents and early adulthood stage. Hence, when their identity begins to develop, they are beginning students at universities. It should be emphasized that this is the time students form their own values system and this is why universities can and ought to play a role in the moral development of their students. The opportunity and duty to assist students throughout their inner journey to themselves should not be overlooked. It is not only a place for learning but it also has a duty that is the part of a private area: giving a life with peers and offering a family-like life. The basic principles that are advised regarding this issue are: 1. Being responsible. 2. Being competent as a professional. 3. Knowing the limits of expertise. 4. Using time effectively. 5. Using appropriate teaching techniques. 6. Being careful towards individual differences. 7. Conveying knowledge. 8. Being objective in measuring and evaluation. 9. Protecting students' interests. 10. Being respectful of students' rights. 11. Obeying rule of confidentiality. 12. Being responsible towards the institution. 13. Respecting the traditions of the society. 14. Being careful while transferring values. 15. Being a role model. A teacher does not only offer knowledge and skills; she or he also leads an individual to have an attitude in certain subjects. The person who helps an individual to interpret knowledge objectively and use it while realizing oneself is also the teacher. The prerequisites of accepting the moral principles above as an individual for a teacher are being able to make original decisions by herself or

himself, in harmony with herself or himself, and having a positive professional self. A teacher accepts to behave as a leader or guide for his or her students to acquire an attitude, adopt objectivity, and act upon it. To restate, moral principles will both improve the quality of teaching and increase professional understanding. He emphasizes the fact that a teacher should not be considered solely as a knowledge provider. According to Wardekker, moral education is "concerned with enabling students to critically consider and revise their own commitments in a discursive process, with the help of, among other things, the scientific concepts of ethics, as a part of their reflective construction of their identity narratives" (Wardekker 2004). Therefore, he means that moral education involves discussions among students during which they have to think about their actions analytically and reflect on afterwards. The list of seven principles for a moral school community is as follows: 1. The school community collaboratively develops, clearly states, and celebrates core moral values. 2. Adults exemplify positive moral values in their work with one another and with students. 3. The school functions as the hub of the neighborhood community. 4. Students develop skills in goal setting, problem solving, cooperation, conflict resolution, and decision making. 5. Students are involved in decision making within their classroom and school. 6. Educators use a problem-solving approach for discipline. 7. School communities provide opportunities for service – within and outside of the school. growth of wisdom, and the moral career involves development of virtue". Arthur observes that, "at the outset that in Britain the common language used in educational discourse for the main elements of 'character education' has been 'moral education' and, in more recent times, 'values education' " (Arthur 2005). He explains that the latter two concepts are broader in scope and less specific about the constituents of character education. As a result, he concludes that character education is a specific approach to moral or values education. One can see that character education and moral education are intertwined concepts when the above mentioned researchers' findings are taken into account. Arthur even reveals the fact that they have used these terms interchangeably along with values education as well. In addition, the classification by Howard et al shows moral education as one kind of character education. Astin and Antonio conducted a research on the influence of higher education on character development (Astin & Antonio 2004). They chose dependent variables to complement and extend the literature on the moral and civic development of college students. Three of them were composite measures whose constituent variables were derived through exploratory factor analyses: civic and social values, cultural awareness, and volunteerism. They also anticipated that institutions promoting community service and volunteerism and those valuing diversity would be more likely to contribute to students' character development. Table 2 below shows the composite measures. Table 2: Composites Developed By Factor Analysis Civic and Social Values • Participate in community action program • Help to promote racial understanding • Influence social values • Develop a meaningful philosophy of life • Be involved in environmental cleanup • Help others who are in difficulty Cultural Awareness • Acceptance of people of different races and cultures • Knowledge of people of different races and cultures • Ability to work cooperatively • Understanding of community problems Volunteerism • Perform volunteer work in college • Hours per week doing volunteer work • Plan to do volunteer work after college Service Orientation of Institution • Many courses involve community service • Priority to facilitate student involvement in community service • Campus provides opportunities for community service • Priority to help students learn how to bring about change in society • Most students are strongly committed to community service • Help students examine and understand their personal values Diversity Orientation • Create a diverse multicultural campus environment • Hire more minority faculty and administrators • Recruit more minority students • Many courses include minority group perspectives Astin, H. S. & Antonio, A. L. (2004)

Conclusion

To conclude, moral education can be defined as a type of teaching through which students grow up to become good, civic and successful citizens. It is closely connected to character education and universities should not ignore their students' moral development. The two concepts resemble each other in many ways and sometimes one has replaced the other one in terms of "names" as they seem almost identical. Higher education institutions should assist students during their journey to find their moral selves laden with values. Thus, moral education needs to be considered seriously by universities.

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Education for Entrepreneurship Development

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Abstract

Increasing industrialization has created various business opportunities in the industry. High quality products and services are also in demand in the country and abroad. This requires setting up of various industries. This challenge cannot be met without industrialization. These qualities and abilities are inherent in some people. Entrepreneurship is formed through training and elaboration of various traits. School education can lay the foundation for the development of entrepreneurship. Individuals lead to the progress of the society and a prosperous society leads to the development of the country.

Key words- Entrepreneurship, Entrepreneur, Entrepreneurship development

Introduction-

Education is a means of uplifting the life of the individual, society and the country through which progress is made. Through education, a person acquires knowledge and cognitive development as well as many skills are created. Such a knowledgeable and skilled person is the wealth of the nation. It is necessary to prepare one's life through education because only when the knowledge and skills acquired can be put to use in real life can one coordinate between real life and education. Due to the impact of globalization, Privatization, liberalization and modernization, the entire social structure is observing change. In this age of knowledge explosion, the dimensions of education are also expanding. Huge competition has been created in all sectors. In order to survive in this competition, strong knowledge, science and technology are required.

Entrepreneurship

The word 'entrepreneurship' comes from a French world 'entrepreudes', means 'between or go-between'. which refers to a person who undertakes risks of a new business.

Definition- Entrepreneurship - The process of setting up a business is known as entrepreneurship.

There are many definitions of entrepreneurship in the literature describing business processes. The earliest definition of entrepreneurship, from the eighteenth century, used it as an economic term describing the process of bearing the risk of buying at certain prices and selling at uncertain prices.

The concept of innovation was added to the definition of entrepreneur- ship in the early 20th century. This innovation could be, market innovation, product innovation, factor innovation, even organisational innovation and process innovation. Later definitions described entrepreneurship as involving the creation of new enterprises and that the entrepreneur is the founder.

Entrepreneurship refers to the concept of developing and managing a business venture in order to gain profit by taking several risks in the corporate world. Therefore, entrepreneurship is the willingness to start a new business. It is the willingness to take risks and develop, organize and manage a business venture in a competitive global market place which is constantly evolving.

Entrepreneur

Entrepreneurs are inventors, innovators, leaders and pioneers. They are at the forefront of technological and social movements – in their fields, in their forward thinking, in their desire to push the envelope.

The entrepreneur is commonly seen as an innovator, a source of new ideas, goods, services, and business or procedures. An entrepreneur is an individual who creates a new business, bearing most of the risks and enjoying most of the rewards.

Characteristics of Entrepreneur

1. Goal Setter- An entrepreneur has the ability to set challenging but realistic goals.

2. Self-Confidence- Entrepreneurs must have belief in themselves and the ability to achieve their goals.

3. Work with Vision and Mission- An entrepreneur must be committed to the project with a time horizon of five to seven years.

4. High Degree of Endurance- Success of an entrepreneur demands the ability to work long hours for sustain period of time

5. Problem Solving Ability- An entrepreneur must desire to complete task or solve a problem.

6. Initiative and Enterprising Personality- An entrepreneur must have initiative, accepting personal responsibility for a makegood use of resources.

7. Facilitating Character- An entrepreneur must build a team, keep it motivated, and provide an environment for individual growth and career development.

8. Calculated Risk-Taking Ability- An entrepreneur must be a moderate risk-taker and be able to learn from setbacks.

Entrepreneurship development through education

Entrepreneurship development can be done in different stages through education.

1. School Level- Development of entrepreneurial skills in school level students
2. College Level-Training of industry and entrepreneurial skills at college level.

College education will be the highest level of education in the industry. So schooling will be the foundation of education. If schooling is planned with a view to creating entrepreneurial skills and vocational skills in the students, then entrepreneurial path can be successfully achieved.

With the right foundation at school level, there is no doubt that we will be able to meet the challenge of industrialization. This will increase the economic prosperity and quality of the individual.

Need of entrepreneurship development through school education

Entrepreneurship needs to be developed through education as knowledge, skills and various abilities are required to set up an industry. The most important thing is to have an entrepreneurial mindset. Attempts to make important preparations in this form require efforts in school education to build complementary capacity development and attitudes. Education needs to be prepared for life, education should be given according to one's ability considering individual differences. Education is expected to provide means of subsistence but in reality this expectation does not seem to be fulfilled. There is confusion among the students as to which path to take, which course to pursue, which profession to choose or what other options are available. Although efforts are being made to make education universal, the problem of stagnation and leakage is rampant. For such students, some guidance on small business and skills at school level may be available. In general, there is a tendency to get education and get a job. Due to the large number of educated people, the availability of jobs is less than that and the competition is also high, so it is difficult for everyone to get a job. This has created a problem of unemployment. In order to overcome this problem, if the culture of entrepreneurship is inculcated at an early age, it is necessary to set up various industries in order to achieve the lofty goal of motivation and foundation. It will help in creating various forms of employment. This type of education at the school level does not necessarily mean that all students will become entrepreneurs, but it is essential for the formation of the necessary mentality and skilled manpower for industry and employment. The result of all these factors is that in order to get rid of the problem of subsistence of an individual, it is necessary to be financially capable. This can lead to an increase in per capita income and economic development of the nation.

Role of Education in Entrepreneurship development

Creating mindset of a person through education :-

Development of various traits of entrepreneurial personality in students: - Attempts can be made through education to inculcate in students

- an attitude of creativity,
- Self confidence
- Decision making ability
- Perseverance and commitment
- Hard work,
- Technical and management skills.
- Coping with stress
- work culture
- Risk Taking
- leadership and organizational skills

Laying the foundation for skilled manpower.

Laying the foundation for building entrepreneurial skills and mindset with a view to creating new industries.

To create a conducive environment for entrepreneurship.

To encourage the creation of various activities and hobbies to create interest in the field of entrepreneurship.

Planning various experiences to promote entrepreneurial skills for example, visiting various industries and factories through field trips.

To inform the students about the basics required for setting up an industry.

To promote social commitment and values.

Entrepreneurship development through education

School education is a tool to facilitate intellectual, mental, physical, and cognitive development. The expectation that professional qualification should come from education has been underlined by many

committees from time to time. Creating modesty requires sincere and conscious efforts to achieve this need through today's education. To some extent this can be achieved with further effort.

Emphasis should be placed on making more conscious efforts to inculcate different values, core components and life skills from the subjects covered in the syllabus.

It is possible to inculcate in the students various qualities like honesty, self-confidence, perseverance, work ethic, hard work, decision making, leadership qualities, social commitment, patriotism through values, core components and life skills.

Efforts for Industry Development through the content of various subjects in the syllabus If the knowledge included in the syllabus is conducive to entrepreneurship, efforts can be made for the creation of information, knowledge and skills through it. Action can be combined. Interest can be created through action-oriented study by learning about the various processes of creation.

 In mathematics the cost of production is deducted from the cost of selling the product

Determining the selling price, along with the preparation of the existing syllabus on matters like profit-loss interest rate, can help in acquiring knowledge of financial transactions.

 3. In language subjects, the efforts made by the entrepreneurs for the establishment of the industry can be informed about the necessary features such as perseverance of self-confidence efforts.

 It is possible to cultivate and develop various qualities like self-confidence, ingenuity, aesthetics, etc.

 They can be inspired by giving information about the characters of various entrepreneurs in the language subject

 For example, we can tell you that Tata Industries has made tremendous industrial progress by producing a wide range of products with a social commitment.

While teaching geography, regional climate, soils, crops, means of transportation, various markets, various industries, businesses, raw materials, places and processes of availability of raw materials, identification and utilization of various machinery, planning and action to create specific entrepreneurship can be done by the students.

Students will be able to learn about the biographies of successful entrepreneurs through history content and teaching.

It is effective to plan the experiences through action by giving demonstrations to each subject. In this, through field trips, information related to various industries and businesses can be taken in person and students can be given the experience to create some things on their own.

By introducing new subjects in the syllabus, information on various business education institutes in those subjects, as well as knowledge required for setting up small scale industries and experience through demonstrations can be used to make necessary preparations for setting up small scale industries.

Experiences about selling products by participating in various productive activities   in school life by giving various projects and planning of the products in the school itself will provide information and experience of small-scale industries with various experiences related to industry and business.

Conclusion

    Entrepreneurship does not happen all of a sudden at present. School education is a tool to shape the mindset of the students. Foundation of Entrepreneurship can be developed in students through school education. The various qualities and abilities required for entrepreneurs can be inculcated and consciously nurtured in the students through education. Entrepreneurship development can be achieved through entrepreneurial enrichment environment, nutritious experience and training. Entrepreneurship development is helpful in achieving the goal of education and useful for the prosperity of individuals, society and Nation.

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A New Dimension of Education- Online Education, Advantages and Challenges for Teachers and Students

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Introduction

There was a time in our country when parents used to send their children to gurukula for education and good rites. Students studied there from childhood till the age of 24 years. In addition to reading books, he was trained in spiritual rites and wielding of weapons. This process of teaching was called Gurukul system.

Later, modern progress was made. English schools and colleges came to the country by changing the methods of education. Today all the students in the country are studying in these schools and the Gurukul system has completely disappeared. But the internet revolution of the last five years has ushered in digital education in the country. Students are learning online from home. In addition, last year's global epidemic covid 19. In this one year, online education in the country has increased tremendously.

Today, the epidemic Covid 19 is causing many problems in the world. Lockdowns and curfews have made it difficult to get an education outside the home. During this period, teachers from various schools in the country started teaching students online. Skype, WhatsApp, Zoom Video, etc. are some of the popular mobile apps that provide online education. In this, students can get education with the help of laptop or mobile while sitting in their bedroom or study table at home.

The New Education Policy (NEP) 2020 of India has been released by the newly-renamed Ministry of Education. The policy has provided a new face to the Online Education System in India. Find out all about online education in India - the benefits and challenges *here*. The New Education Policy [NEP]2020 released by the Education Ministry has emphasised on the growing need of online education in India. Since the whole world is going through a pandemic, it has become imperative that we should be ready with some alternative mode of education and this is where online education has come into the picture.

What is the New Education Policy (NEP) 2020?

The newly named Education Ministry has released a new education policy with a vision of reshaping the education system in India. The education policy aims to transform the education standards of India by the end of 2040. There are some changes like renaming of the Ministry of Human Resource Development to 'Ministry of Education' that have already been implemented while the rest of the changes are expected to be implemented at various junctures.

Objectives of the Study

To study the need of online education.
To study advantage of online education .
To study disadvantages of online education.
To find Some recommendations to improve online learning process.

Review of Literature

Advantages of Online Learning
There are several things to know about this type of learning. Here are the advantages of online learning:

1. Saves Time

With online learning, you do not drive or take a taxi to class. This helps you save time, which you invest in online learning and any other task that needs your attention.

2. Learn from Anywhere on the Globe

This kind of learning allows you to participate from wherever part of the world you are. You can learn from the office during your break and even from home. An institution in another country could be offering a course. This does not bar you from benefiting from the course, thanks to online learning avenues.

3. Fosters Convenience

The traditional classroom setting is boring at times. Worse, even, you may not have time to get to class. Online learning allows you to learn even from your bed, as long as you understand the content. You learn from a place you are comfortable with, whenever you want.

4. Reduces Expenses

The fact that you learn from wherever you are means there are no fuel or transport costs. This helps you cut on expenses especially if you have a tight budget.

5. Less Tiring and Less Boring

Routine encourages boredom. Getting on the bus every morning and evening is tiring with time. Online learning saves you much trouble. You do not have to go anywhere.

6. Readily Available Learning Materials

With traditional learning absenteeism comes with its troubles. Imagine it is a weekend and every friend you know in class is busy. Where will you get notes to catch up? You will have to wait for Monday. Online learning is different. All learning resources are accessible anytime. Besides, with apps such as ezTalks, you can even record learning sessions for future reference.

7. Fast and Easy Sharing of Resources

Online learning provides resources in soft copy. This way, you can always share with a friend who needs them. It is a matter of emailing or using whatever sharing app you find suitable.

8. Reaches A Wider Audience

This is for those creating online learning posts such as uploading videos on YouTube. Such learning platforms enable a content creator reach as many people as possible all over the world. This translates to more money to support the learning program.

9. Supports Flexible Schedules

If you are the busy type yet you want to add value to your resume, online programs will be great for you. They are not set for any specific time. You take them whenever you have the time. Therefore, it is easier squeezing them at any time on your busy schedule.

10. Offers A Variety of Courses on One Platform

Online learning programs are found at one place: the internet. It is a matter of searching for the course you want online, applying for it and starting to enrich your knowledge base. Some learning avenues are absolutely free. All you need is an internet connection. Traditional learning requires you to move from one institution to another to get the course you are looking for.

11. Builds A Learner's Character

Online learning calls for discipline, dedication, and punctuality. With usual classes, an instructor is present to keep you on feet, reminding you and even threatening. With online learning, your personal character is the key to success. It helps you be a self-driven person with great time conscious skills.

Disadvantages of Online Learning

Online learning has a few negatives on its plate. They include:

1. Internet Connection Problems

When there is a problem with your internet system, online learning is impossible. There is nothing you can do. Slow connections are even worse.

2. Requires A Good Grasp of Tech Skills

Learning from a website, blog or whichever online platform requires you to understand online technology. It is not just about knowing how to start your computer and getting to the site. You need to know how to navigate the screen. This is very easy for people who are always online on different sites. They can figure out how to maneuver around a video, task or text. Without such skills, online learning becomes stressful.

3. Lacks the Warmth of Face to Face Interaction

Learning in a physical classroom is interesting and more involving as human interaction is present. There are classmates to connect with and an instructor to consult for immediate feedback. This lacks in online learning.

4. Unsuitable for Hands-on Fields

There are courses that require many practical sessions such as surgery, medicine, and the sciences. You will need a lab, which online programs cannot offer.

5. Stressful for Those with Weak Character

If you are the lazy type, never punctual and love postponing tasks, online learning will be a waste of time and money. This is especially for the professional courses. There is no tutor to follow you up. Better go for ordinary classroom-based courses.

6. Possibility of Distractions

If you are taking online programs from home or a park, for example, be sure that there will be disturbances. It could be noise from your children, people moving around, friends who want to say hey or you may easily switch off. Bottom-line, the environment is so tempting that without discipline you may lose track of your goal.

It is clear that the advantages of online learning surpass its disadvantages. It is a worthwhile course worth pursuing, considering what you will gain from different learning platforms. It does not matter the field you are interested in be it fitness, health, technology or fashion. With discipline and the skills to handle online

technology, you are good to go. Add value to your life without being in a physical class through online learning.

Key Challenges for Online Education in India

There are some common challenges that were considered while preparing the new education policy. Some of them are provided below.

More than 30% of the country's population is not computer literate. Some of them even don't know how to start a computer.

Not everyone can afford a computer or a laptop. Some sections of the society such as farmers, maids, housecleaners, sweepers and waiters may face difficulties purchasing a laptop.

Some teachers are not familiar with the new format of education. They are not well trained for online education classes. Besides this, it is not necessary that a good classroom teacher will be a good teacher in the online classroom.

There are a limited number of resources available to conduct an online examination in India. Besides this, there is a limitation for the number of questions that can be asked in the exam.

Certain type of subjects and courses such as science and performing arts can not be taught in the digital education space.

The online education system is more of a type of screen-based learning system which restricts the students to perform practicals.

The internet connectivity is not good everywhere. There are some cities of India where the people are still using 2G or 3G internet connection.

A good concentration and self-motivation are required for online education. Students below the age of 17 years may lack these skills.

Conclusion

Online education has many pros which have made our lives easier. Especially during this pandemic when parents are worried about their child's safety, it has become a perfect model of education in the eyes of many. College education on campuses with peers is certainly something that shouldn't be missed out on as it helps in the overall development of a student. Specially in case of practical based subject like Home science or community science students and teachers faced more challenges while teaching and while studding the subject. While pros may outweigh the cons we certainly can't ignore the cons too. We should consider both the advantages and disadvantages and work out the balance between the two so that we can get the best out of both.

Recommendations

Internet availability should be affordable and accessible for the students

Efforts should be made in large amount to enhance technical skills among students

Strong technical arrangement is necessary to find out the solution to reduce distraction and to improve warmth like as face to face connection which is now a days lacking in online education.

Awereness about health (Eye protection ,posture correction)should be inculcate amoung students & parents (like Yoga, exercise & diet) to reduce bad effect of screen/ online learning process on Students

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Role of Moral Education in Children: A Survey

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Abstract:

The present study was conducted to determine the level of morality among the late childhood female students. The investigation was completed with the 50 female students in various Marathi medium schools belonging to 6-12 years of age. For this study random sampling method was used and samples were taken from Basmath town in Hingoli district. The standard moral value scale was used to data collection. The data was analyzed with the help of statistical techniques like Mean, SD and Z test. The findings show that socio-economic status and parents education is correlated with morality.

Keywords: morality, moral value, late childhood.

Introduction:

The meaning of morality is the achievement of what is the best for the life of each of us as individuals. But it needs to be clarified. As a system of guidance for life, the concept of morality could be, and has been expanded to include the obtaining of whatever happens we value most. Morality speaks of a system of behavior in respect to the standards of right or wrong behavior. Moral values are the standards of good and evil, which govern an individual's behavior and choices. Individual's morals can be derived from society and government, religion or self. When moral values derive from society and government they of necessity may change as the laws and morals of the society change. Moral values are the essential building blocks of our character and nature and the sum total of our character. Our nature is what we all are as human beings. There are different aspects of moral values and usually a person with high morality is the one who encourages and promotes humanity. Moral values save us from becoming criminal, perpetrator etc. As it gives us a guilty conscience when something wrong has been deliberately above.

Moral values are extremely important for our overall wellbeing. Moral value provides structure of our life. Honesty makes us respectable; compassion makes us sympathetic to others. Courage gives us the bravery to overcome life's challenges. Modesty allows realizing what are our limits; forgiveness allows us to be emotionally stable because you don't hold anger and resentment. These attributes will allow us to be live our life in ways that reduce our stress levels. Every person knows that life is more valuable than money. We all protect our lives because we care for it more than anything else. If life is important every person who lives in society then the values of life should be considered more important than anything else. Values are guiding principles and standards of behavior in a particular society in which a person lives. Without values we can't have any individual identity in society. Importance of moral values and morals are the code to live in the society. They mean how we guide our interactions with other people that are our friends and family members, in our business and professional behavior etc. Our values and morals are a reflection of our spirituality and our whole character. In family our children perceive us and imitate it where they make a sense of right and wrong.

ObjectiveS of the Study -

1. To study the causative factors behind children's lying.
2. To find out the level of dishonesty among the children belonging the late childhood age.
3. To find out the effects of parents' education upon the moral values among children.
4. To find out the effects of socio-economic status among children on their moral values.

Research Methodology-

Sample Selection - For this study 50 female school going children belonging to 10-12 years were selected. The study was carried out from Marathi medium primary schools. **TECHNIQUE OF SAMPLE -** For this study the sample was selected by random sampling method from Basmath town, District, Hingoli. Only primary school going children's was selected. Socio-economic status has also seen for the further study.

Data Collection - The standard moral value scale was used to collect the data. The moral value scale has been divided into four dimensions. Each dimensions contained 12 items. Finally the possible score was around 36.Each four dimensions consisted only nine items. There is no fixed time limit for the scale. 15 to 20 minutes time is sufficient for completion of the test. There is nothing wrong and right in the answer. Children read the questions carefully and to put tick mark in the given square yes or no. Correct answer was given score 1 and incorrect answering a score of 0[zero]. Positive and negative items were considered in this scale. From this scale high score indicates high moral value and low score indicates low moral value.

With the help of primary and secondary data, the researcher has tried to get the result. The statistical analysis has been done by using correlation method.

	Age	fm-cnt	Social	Family	Education	Profession	Income	Lying	Dishon
Age	1								
fm-cnt	.381	1							
P value	.072								
Social	.216	.866	1						
P value	.051	-.054							
Family	.496	.281	-.592	1					
P value	.043	-.025	.231						
Education	.131	.624	.691*	.893**	1				
P value	.041*	.134	.025	.002					
Profession	.627	-.024	.762**	.528	.931*	1			
P value	.154	.869	.002	.083	.036				
Income	.433	-.233	-.894	-.511	.791**	.548*	1		
P value	.782	.104	.142	.713	.001	.031			
Lying	-.043	-.312*	-.254*	.982**	-.581*	-.417	.046	1	
P value	.520	.027	.027	.002	.041	.714	.250		
Dishonesty	.327	-.044	.732**	.461*	.251	.619	-.001	-.341	1
P value	.541	.762	.002	.032	.521	.243	.992	.510	

Results And Discussions -

The moral value among the female students from Marathi medium school belonging to 10-12 years, student's age is non-significant correlated with lying and dishonesty. Education of students' parents is negatively significant correlated with lying and non-significant correlated with dishonesty. The socio-economic status of students' parents is non-significant correlated with lying and dishonesty.

Conclusion

It is clear that the age of female increases; morality also develop among them. Those female who bear high socio-economic status bear high morality. It is also clear that the education of parents is also closely related to the morality among their children i.e. socio-economic status and parents education effects on morality of children.

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Educational Problems among Students and Role of Teacher and Counselor

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Abstract:

Current school education has become an exchanging process between achievement and competition problem faced by the student in the school of directing of studious and non studies factors effective on educational productivity of the student is much complicated. Teachers and counselor were arresting is solving the students problems and strengthening the students efficiency. Objective of this paper is to conduct discussion on identifying the problems among the students and the role of teacher as well as counselor in the students' life and discussing about the students teachers counselor relationship. This article presents the findings of a study conductivity to explore the role of teacher and counselor in students' life. The key finding illustrates that teacher and counselor have vital role to guide students for their careers.

Key word: Students, educational Problems, teachers, counselor.

Introduction

As we know that education is the backbone in the development of any nation, it is a fact that the countries with an effective system of education Leads the world, both socially and economically. Students are the most important factor in the learning process. The continuous learning of students through the help of books, teachers and even internet is fact which shows that knowledge still flourishes in our humanity. Life as student is said to be fun yet also stressful. Requirements, reports and especially examinations about student's life especially during the high school life. In many cases, students of today's society are often provided with poor study skills, preventing them of all chance for a satisfying grade. Studying is a major concept of education and if the continues more and more students will be rejected from opportunities they cashed they had. so the a teacher plays an important role after parents in molding students. Students are to be handled with affection and courtesy.

Basic problems faced by students in school

Students an over the world face a number of problems which dishearten them. it leads to sheer desperation among the students communities giving rise to student unrest. student life has probably become more difficult them at any time before. There is so many issues they have to deal with study, time, money, relationship, job hopes parents previous experience and education do not always equip them in dealing with such pressures. Many students will not admit their problems due to various reasons and this affects their future prospects and over a period of time these can badly hamper a student's psyche. usually students face general symptoms of emotional imbalances as part of growing up as adolescents and these hectic students life. All such negativeness cam be effectively controlled with the all of participation right from the parents teacher and counselors.

Problems Faced By Students

Burden of study:

Today's students are burdened with loads to study curriculum has become more intensive and complex them ever before. They do not only carry ever increasing the weight of study material on their shoulders but them also. Carry the burden of intensive study ever after they have left the classroom.

Competition

Another major problem is competition students are afraid o failing, They are afraid of letting their parents and family down. Those who are studying at school know very well that the time of exam is very stressful and difficult some people find exam time so bad that they become ill, both mentally and physically.

Bullying

This is again a major problem faced by many students. Seniors and other students often have habit of dominating a newcomer or someone they don't like such behavior leaves strong metal scars on the mind of students.

Lack of Guidance

Lack of guidance is very serious problem which students face. The purpose of early education is include into the students an interest of education but children are thought by untrained teachers in their early stage, so they lose interest in education. The high exportation of families and guidance affects the ability of students.

Examination Systems:

Students are evaluated in our institutions not on the basis of their abilities but on the basis of their classes. This disheartens students who have weak financial / Social background also our examination systems evaluates students not on the basis of their cognitive abilities but is more of a wrote memory test all this is simply due to the fact that modern evaluation techniques are not applied.

Depression:

Every problem on this list an rise a student's stress level and contribute to emotional lows. Some find temporary relief in parting which in excess and in the long run, may contribute depression.

Lack of quality Education:
Lack of quality education also affects many as it provides students with inferior tool are establishing themselves in world.

Imposed Study Programs:
One of the big problems faced by students is, usually they are not face to choose study program of their own choice, parents imposed a field of study which is not suitable for student, he / she couldn't feel good the study in that field. This is very common problem of their society. Student wants is be journalist or be actor but parents select engineering for him/her. so he/she could not perform better. He/she feels that he is not for this field.

Anxiety:
Anxiety is a subjective feeling of tension, apprehension nervousness, and worry associated with arousal of the newel system. Students with of the newels system. Students with anxiety exhibit a passive attitude in their studies such as lack of interest in learning, poor performance in exam, and the anxiety's psychological symptoms among students include feeling nervous before a examination, going blank during test, lack interest in a difficult subject etc. However, study anxiety is a real phenomenon.

Suicide:
Suicide is a very grave problem which needs special attention, low percentage, failure,harsh punishment bulling etc are the leading causes. Again academic stress is a major reason for suicide among students. It's not uncommon to see students stressed, anxious and under pressure in society that believes in keeping students in check by pushing them beyond their limits towards higher achievement.

Communication Gap:
There, exists a lot of communication gap between students and teacher. Due to this gap neither the teacher's neither nor the parents come to understand the students resultantly they enforce upon them their wishes. This enforcement develops a rebellious or a docile nature in students, which retard the positive abilities. Teachers play an important role in our life to become successful in career and business. A good teacher helps us to become a good human being in the society. Teacher knows that the student is the future of any nation so the future development of any nation is in the hands of teachers. The teacher today's is quite diverse than past and has an extensive role in almost every occupation. In many cases of a successful student, there seems to be a good teacher. The relation in between seems to be very harmonious with complete dedication and affection from the teacher towards the student. This phenomenon had never been the other way. A teacher plays an important role after parents in molding students are to be handled with affection and courtesy. It is common that children try to imitate their teacher out of inspiration from them. Hence the teacher should try to balance his mindset by not showing fear, anxiety, over excitement. He / She must maintain her / him coolness and be of the composed mind. The student's point of view must always be considered once before teacher applies his opinion on them. In case, the parents of any students willing to meet, the teacher must be ready to listen and corporate with them. This implies that one should play the role of a teacher with dedication honesty , affection and patience. It is not always easy to change a student's life, which is why it takes a great teacher to do so. Some just need and extra push like the student whose math is poor, others may be going through something troubling in their personal lives and need someone to talk to whatever the students need s to help them excel a life changing teacher will be there for them. Inspiring student is integral is ensuring their success and encouraging them to fulfill their potential. Students who are inspired by their teachers con accomplish amazing things and that motivation almost always study with them. Inspiration can also take many forms, from helping a pupil through the academic year and their short term goods, to guiding them towards their future career. Teacher can also be a trusted source of advice for students weighing important life decision. Educations can help their pupils pursue higher education, explore career opportunities and complete in events they might otherwise have not thought themselves able to students often look to their teachers as mentors with experience and knowledge and, as an educator.

Teachers impact social development:
Teacher has the greatest impact on child social development students observe and learn from their teacher's behavioral pattern and they adopt it. Therefore educators need to keep a tap of their attitude and behavior while interacting with student and other. As student observe them carefully and they are quick to accept and exercise any new behavior that they see. A teacher can help a student build his social skill by strengthening communication and interaction skills, by making student and understand how is make use of problematic situations as learning experience, also by providing. Teachers intervention from time to time.

Teacher's impact child's attitude: Skillfully directed teachers can other student's level of thinking and their attitude as whole attitudes are generally learned and children use them because they work. For teachers goal is that child should always have positive attitude towards life and different that helps, rather a good week by planning and staying committed to the idea that helps. This is very much doable and successful if practiced carefully.

Role of Counselor in Student Life: Counseling is important for children and school have a huge role in bringing out the best in children good conduct is coveted, but sometime young minds need guidance to polish their personality. Though counseling, children are given advice on how to manage and deal with emotional conflict and personal problems. Proper counseling will help incorporate valuable lessons in their daily life. some sessions should involves career guidance, where the students are advised on the selection of courses and different career paths, It's important to prepare them for life after school. A counselor should always there to offer advice to students at crucial turning points in their lives. whether these counselor work in elementary, middle or high school, they ought to be there for students who are going though a difficult time or just need advice and support. A few worlds from a helpful counselor can profoundly impact students life by improving their outlook on school, family and the future and this, along with the responsibility.

Effects of counseling: The biggest beneficial effect of a counselor in the way they help prepare students for academic career and social challenges through relating their school success with the potential success of their future lives. They should help motivate student to learn and explore the world around them to help figure out. What they want to do with their lives, to encourage their students to have these types of conversation with their parents and peers as well as being sympathetic ear for the some student to come to when necessary. Counselor also provide support to teacher by serving an important part of the complete team that addressee the educational goals and needs of their students. They can help plan classroom and group activities that meet the student's needs counselor gather and store resources with teachers to help the staff develop skills in classroom management and teaching effectiveness.   The students are advised on how to cope with different situations they tend to face in their school life for instance, how should they talk politely or relate with their peers. This advice will give them perspective on how should they behave in certain scenarios.

Counselor plays many vital roles such as follows

A student counselor is responsible for guiding the students regarding their career decisions and helping them understands their potential and provides help to pursue their goal.

Helping students understand their skill set and provide them way to utilize it.

Advising the students on their personal problems and helps them to resolve it.

Recognizing the behavioral issue and provides solution to handle them.

Conclusion :

There is still a need for counselor to further cooperate with their concerning the counselors' role further more counselor need to plan more workshops and seminars to guide teacher students and parents. This paper illustrate the study on role of teacher and counselor in students life and problem faced by the school going students. The findings are significant with regard to understand the various aspect of counselor needs, challenges faced by students and role of teacher in all.

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Environment degradation during Festivals, due to Lack of Environment Education

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"Utsav Priy : Khalu Manushya"

- Kalidas.

As the above statement, man has always been festive. Indian Culture has a very old historical heritage. The festival has worked to preserve this culture to till day. Festivals began 700 years ago. When the yadav kings of Devgiri were in power. There was a writer named Hemadpanthi. At the time he had written a book called. "Chaturarga" in five volumes. In this volume it is written which festivals should be celebrated and which fasts should be observed in 365 days at that time. This suggests that the festival may have started 700 years ago.

"Utsav Manvacha Swabhav| Sanvar mahurtachasi Gourav|

Vishesh Karyasathi dhav| Nehmi tyachi ||1||

Sant. Tukadoji Maharaj.

That is, the nature of human being celebrated. As the festival draws to chose, everyone rushes to get the job done.

Many Changes appear to have taken place in the daily life of human beings who are revolutionary. Just as the way of life, food, sitting-getting up and behavior have changed, so have the ways of celebrating festivals. Nowadays people's feelings are immediately hurt, so it is difficult to say why festivals harm the environment. But the subject is just as serious. We have to look at ourselves as a living being on earth without looking at ourselves through the lens of any casts or religion. From an environmental point of view, we have to think about where to change over time and what to keep in its original from. This requires environmental education from an early age. UNICEF has released a new report stating that, India is one of the four countries in south Asia where the health, education and safety of children are seriously endangered due to climate change. UNICEF recently released a report focusing on Children. This is called climate crisis a child rights crisis : Children a risk Index D.e. (CCRI). The report assesses the risk of protecting children from environmental hazards such as hurricanes and heat waves. CCRI ranks India among the 33 most high-risk countries where recurring environmental hazards such as floods and air pollution have socioeconomic disadvantages for women and children among 21 out of 30 cityes were having most polluted year in the world.

Such a large amount of pollution is happening in India and it is affecting all the elements. This requires environmental education for people of all a ages.

The Purpose Behind Celebrating the festival :

"Bharat Varshachi Chaliriti | Atyant Yojanabodha hoti ||

Tyane Sahaj Chalu Susthiti Samajachi ||

Sant. Tukadoji Maharaj.

The traditions and customs of India were very well planned, so the social transformation was going well. The motive behind the festivals celebrated in India was very important. Visitors come to the house to celebrate the festival. The people of the village come together to cultivate a sense of unity, respect, and can help to destroy ethnicity foods and ideas are exchanged on festivals like Eid, Diwali, Geneshotsav, Holi, Rakshabandhan. Many social values are rooted in this children who have gone abroad for festivals come home. Glad to meet friends. Village fairs, Village Bhandara, Dussehra are the festivals that are dear to everyone. It shows the importance of food donation and exchange of thoughts. Everybody forgets the sad moments and spends some moments in happiness.

But in today's world, the way we celebrate has changed. We are forgetting the original purpose somewhere.

Needs of Environmental Education:

Given today's situation, many disease have taken their toll. The picture is beginning to look as if nature is angry. Nature also felt the heed to breathe freely and all the masses were locked in the house. If every one had taken environmental education in advance, perhaps this time would not have come upon us. Some social issues are not solved by law or by strict restrictions. But by education. It is also important to teach noise pollution, water pollution and air pollution in schools while celebrating festivals. In fact, the question arises as to how much pollution will be caused by celebrating festivals. More pollution is caused by deforestation, factories, renewal, population growth and increasing number of vehicles. So why the burden on festivals? While this is true, it is important, so you get into the habit of ignoring the environment and polluting. What did pollution do one day? And what we do every day has a direct effect on the health of all living things on earth, joy we get while celebrating the festival should be shared by all human beings should be conveyed to all.

Noise Pollution during festival:

Drums, tambourine, DJ's are used in many festivals, are played lod of noise is made, festivals are celebrated with loud noises all night long. But have you ever wondered what effect this sound will have on animals, children sick and old people? In every festival the sound should be used in a timely manner and with restrain.

Water Pollution:

Nowadays the use of leaves, flowers and fruits has increased in the celebration of Festivals. Because the competition of whose worship is beautiful has started, the fashion of photo uploading has started. Therefore a large number of leaves, flowers, fruits and milk are used for Vatsavitri Pournima, Hartalika, Nagpanchami and small worship in the house. These festivals are celebrated by a large number of women. For this 5 leaves of each tree. 5 fruits, plowers, cotton, Naivadya, Turmeric kumkum, Agarbatti Paper are used. But no one thinks about where all this wastage goes. It is all dissolved in water Ganesh idols are immersed in rivers, lakes, ponds, wells. But if the plaster of paris of it sticks to the source of the lake, the source of water in the well, then the source of water be closed. Don't put the wastage of worships in the water it should be given for the process of making fertilizer like compost. In the Ganesh Festival avoid the use of Plaster of paris Idols it should be made up of farm clay Idol. Should be small in size and one village one Ganesh Idols should be Implemented.

Air Pollution:

Firecrackers fired during Diwali are made from different chemicals. The smoke from the fire injures many animals. Gulal's dispersal during the procession cause a large amount of air pollution. The chemical in incense sticks Agarbatti causes Asthma in people and Children and many people have trouble in breathing.

Conclusion:

The festivals is good for Indian Society in terms of life and health. Everyone meets, brother hood is strengthened, a sense of unlty is created, shopping is done, children are happy, old memoires are revived, Socio-cultural values are nurtured, the feeling of respect is strengthened. These are the real values behind celebrating festivals. But these values need to be passed on to the next generation. Today's celebrations have endangered health and the environment.

Small initiatives like "Thembe thembe Tale Sache" should help in maintaining the health of the environment and the creature of the world. All the festivals given to us by our ancestors are in accordance with nature. The same culture has also allowed us to behave freely. Nature and human beings have an inseparable relationship. Environmental education is very important to maintain this relationship property.

Measure Plan:

1) Providing environmental education to people of all ages.
2) To impart knowledge based on practical factor's in the contract of environment from the very beginning in school.
3) The festival should be celebrated by bringing together Women from all walks of life and organizing lectures.
4) To organize lecture to orient the people.
5) Nature should not break the beautiful Flowers, Fruits, leaves but not to be thrown in Water.
6) Plant a tree on the day of the festival and take care of it.

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Potential of Research in Higher Education

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Abstract
Research is evidence based practice or result that is prove repeatedly .research is an imperative area is not a just the field of Education. Educational research is termed providing have been taken in to account in this research paper. Yet for those who want to learn New things new thoughts and new ideas and involve in creating something .Types of educational research ,benefits challenges, Implementation of research. The main purpose of this research paper to understand the significance of research. An evaluation of research in education, with the general aim of systematically, improving knowledge The revaluation in technological growth is the evidence to shoe case the need of research in every sector. This paper explores the various reasons of human growth and its civilization.
Keywords
Research, Education, Technology , Information ,Researcher

Introduction

Research is the process of investigating the truth which is not revealed or not known. research is the process of systematic, rigorous investigation of a situation or problem in order to generate new knowledge, idea or validate existing knowledge [1]. The Advanced Learner's Dictionary of Current English lays down the meaning of research as "A careful investigation or inquiry especially through search for new facts in any branch of knowledge." • Redman and Mory [2] define correlation research: deals with the systematic investigation or statistical study of relationships among two or more variables, without necessarily determining cause and effect. It seeks to establish a relation or association or correlation between two or more variables that do not readily lend themselves to experimental manipulation [3]. • Descriptive research: is an accurate portrayal of characteristics of a particular individual, situation, or group. Descriptive research is also known as statistical research [4]. • Ethnographic research: is the investigation of a culture through an in-depth study of the personalities of the culture. It adopts a systematic collection, description, and analysis of data for development of theories of cultural behavior. • Experimental research: involves the process of determining the objective, systematic, controlled investigation for the purpose of predicting and controlling phenomena and examining probability and causality among selected variables [5]. • Exploratory research: is a type of research conducted for a problem that has not been clearly defined. Exploratory research helps determine the best research design, data collection method and selection of subjects. On a broader perspective, all researches can be classified into two groups: • Qualitative research: is research dealing with phenomena that are difficult or impossible to quantify mathematically, such as beliefs, meanings, attributes, and symbols Qualitative researchers aim to gather an in- depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how of decision making. • Quantitative research: refers to the systematic empirical investigation of any phenomena via statistical, mathematical or computational techniques.

Benefits Of Research In Education

Research will help to understand any subject and its principals in much better and easier way which will encounter new questions and search for answers of those questions will lead you to learn new theories of any subject. Research means trying something out of the box. When it is done such things it will separate one from other students which will surely attract attention of your tutors as well which in turn benefit extreme need of help from someone who is more knowledgeable than the other. research is not always a concept that practitioners, managers and policy makers respect. to often it is seen as an academic activity conducted by others – to the profession, not with the profession. Research education professionals are always learning, finding out things, analyzing information, adapting their behavior according to information received, looking to improve and adapting to modern demands. Practitioners have to comply with policy.

Challenges In Research Education

The learning and teaching experience be based upon research and evidence, but it runs the risk of being any one of theory, ideology, convenience and prejudice. Education should serve to liberate, and promote democracy and equality of opportunity. Ideology can be dangerous. Teachers have a social responsibility to develop active citizens. Following an ideological route restricts choice, which is the opposite to the real purpose of education. What is been taught in an age gone by – new theories and technological advances have taken, and are taking, place. Basing our practice solely on our own learning experiences, without reflection, mean education runs the risk of being outdated and not being forward looking. Any single theory cannot operate in isolation. Learners and learning are complex and success is influenced by a multitude of factors, social backgrounds, family background, personality, age, gender,

location etc. Theories needs to be combined, tested and challenged in order to allow us to adapt to suit local and personal environments. Convenience and manageability are important.

Implementation

The research awareness in educational field can be implemented in the following forms which can lead into the improvement of in terms of progress can be observed. The various forms of research should suit policy makers, planners and implementers of policy. Large scale studies into pupil performance can help to identify trends and enable educational outcomes to be related to social and economic needs. Policy makers want to see the big picture. On the other hand, practitioners want to know why some techniques work and others don't. . The profession as a whole needs access to a range of data/evidence types. Teaching does involve creative thinking and experimentation. Whether a teacher's action lead to improved pupil performance, increased motivation, commitment, better behavior or not, but it will surely reflect that research is more formal. The ways to implement research in education have been stated as follows: (Pramodini& Sophia, 2012).

Significance of Statistics in Research

Statistics is a body of mathematical techniques or processes for gathering, organizing ,analysing, and interpreting numerical data. Because most research yields such quantitative data, statistics is a basic tool of measurement, evaluation, and research. The word statistics is sometimes used to describe the numerical data gathered. Statistical data describe group . The researcher, who makes use of statistics is more than concerned with the manipulation of data. The utilization of statistical methods serves the fundamental purposes of description and analysis (Best, & Kahn, 1998). Appropriate application of the use of statistical methods involves providing answers to the following questions: (Best, & Kahn, 1998).

properties of objects or events for the purpose of ascertaining relationships between variables. The ultimate purpose is to develop generalizations that may be used to elucidate phenomena and to predict future occurrences. To conduct research, one must create principles so that the observation and description have a regularly understood meaning. Measurement is the most accurate and commonly accepted process of description, assigning quantitative values to the properties of objects and events (Best, & Kahn, 1998).

Meaning and Features of Educational Research

application of scientific methods to provide solutions to educational problems. It is the activity of the development of science of behavior in educational institutions. It allows the educationists to work towards the achievement of goals and objectives in an adequate manner. It aims at finding out solutions to educational problems by scientific philosophical methods. Educational research is primarily conducted to provide solutions to the problems that take place within the field of education in a systematic and methodical manner. It is used to understand, predict, explain and control human behavior (Educational Research, n.d.). The features of educational research have been stated as follows: (Educational Research, n.d.).

The educational research is purposeful to a great extent. When research is conducted in the field of education, it has a purpose. The purpose may be to acquire understanding of particular area, region or state concerning some matter or an issue. Therefore, data is collected and appropriate methods are utilized to conduct an analysis. The analysis of the data is an imperative process to generate the findings.

It deals with educational problems, regarding students and teachers as well. Within the classroom setting and within the school environment, there are various issues and concerns that are experienced by the teachers and the students. These may be concerned with the teaching-learning methods, instructional strategies, infrastructure, understanding academic concepts, performance evaluation techniques and so forth. Therefore, educational research is concerned with conducting an analysis of these areas, finding the flaws and inconsistencies and implementing measures to improve them.

Conclusion

The main procedures that are required to be taken into consideration in research includes, formulating the research problem, setting objectives, collecting data, testing the hypothesis, conducting an analysis of the data, and interpreting the findings. In order to carry out these steps, it is vital to possess proficient knowledge, . Research is carried out by the teachers and educationists at all levels of education and not just higher educational institutions. It is conducted by making use of books, articles, journals, and internet. It helps in improving knowledge and information among the individuals. Field research involves collecting data from field visits. Researchers in this case, makes visits to various places or regions that may include schools, training centres and so forth to collect data on the basis of their research study.

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Importance and Challenges of Environmental Education in India

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Abstract

In the present context with growth in population, global warming devil knoking every here and now via deforestation rapid urbanization stands tall pollution shading its vings at maximum human being must eye on to learn and combat the crisis through the simplest and effective management tool the Environmental Education. Environmental Education is a learning experience which is helpful to create and spread awareness to explore environmental issues, engross in problem solving , and take action to improve and protect the environment. In India Environmental Education starts through the Chipko movement in 1974 and as of today it is mandatory as per the directive of the honourable Supreme Court of India every education system formal , non-formal and higher education to learn and accept the basis and concepts of Environmental Education. The key players to advocate Environmental Education in India are the ministers MoEFCC and MHRD. NGO's mass education and Universities.

Keywords: Environmetal Education, Challenges, Importance.

Introduction

India, a country with the seventh largest landmass in the world, is a land of ancient traditions. With over a billion people and at least 17 major languages, the diversity of India in terms of culture and biological wealth is enormous. In spite of rapidly changing lifestyles, the traditions of living in harmony with nature and of environmentally sound practices underpin the lives of most people. Man is only one of the millions of species existing on earth. At the same time, man is exploiting nature to the extent that nobody will escape from the harm caused out of the greedy grabbling. Human demands are never ending It is against this backdrop that the country's EE strategy has been evolved. The Constitution of India explicitly makes environmental conservation a duty. The Central Government and all states within India now have a Ministry or Department of Environment. Education departments recognize EE as an essential part of education.

Environmental Education in India sprung up in many aspects, cocepts, ideas, practices since its egression in the 1970s. The Chipko movement very often treated as the initial environment awareness that spreads across the country to many states. In 1974, Gauradevi, one of the prominent leaders of the chipko movement tried to save mother earth from unnatural deforestation. She declared the forest nurtures us like a mother, you will only be able to use your axes on it, but you have to use it first on us. The movement witness the protest method of nonviolence[2].

Emerging Of Environmental Education

The concept of environmental education emerged only in the seventies which were called as the decade of environmental education. During that period the world realized that environmental concerns and awareness could be spread only through a mass environment education program. The concept of environment education emerged from the Stockholm Conference organized by the United Nation in1972. Recommendations of the conference emphasized organization of 'formal' and 'mass' environmental education programs. Educating the people at large about environment and its components would develop critical thinking analytical and problem solving skills in them. It would develop knowledge and insights to improve quality of human life on earth.

What Is Environmental Education?

Environmental education (EE) properly understood, should constitute a comprehensive lifelong education, one responsive to changes in a rapidly changing world. It should prepare the individual for life, through an understanding of the major problems of the contemporary world, and the provision of skills and attributes needed to play a productive role towards improving life and protecting the environment with due regard given to ethical values. The study which involves the various things in our surroundings is environmental education. Environmental education informs us in great detail about that. It teaches us about the life of other creatures and how they manage to survive. Environmental Education gives us an idea about the balance in the eco system which is being disturbed due to human interference. It concentrates more on Zoology and Botany rather than the human anatomy. Environmental Education teaches us about everything that is not about the species *Homo sapiens* i.e. man, but everything that influences a man's life on this Earth. Environmental education, together with sound legislation, sustainable management, and responsible actions by individuals and communities, is an important component of an effective policy framework for protecting and Managing the environment[3].

Challenges of Environmental Education

There are many challenges for environmental educators in India. Apart from the obvious ones of helping strengthen environmental management and conservation, one of the important ones is to bring about awareness of the need that the country develops in less wasteful ways than is the current paradigm. EE is one of the tools that can help

India achieve this goal. There are considerable initiatives in EE in India today. There are also several challenges. Some of these are:

The challenge, in a large and diverse country, to find the right blend between centralized and de-centralized efforts and approaches.

The challenge of reaching out to large numbers cost-effectively.

The challenge of making environmental considerations relevant and meaningful to various groups

The challenge of putting EE on the agenda of educational decision makers The challenge of putting sustainable development concerns high on the agenda of policy makers.

Finding and developing human and financial resources for EE our teachers know that environmental education supports student growth in academics, character education, and preparation as future citizens[4].

Measures Taken For Consciousness

1. Population awareness programme should be started from villages to towns.
2. Students are to be taught to restore and construct their surroundings.
3. There should be a topic to educate them.
4. The areas must be taken up are human health, family planning nutrition of child
   and women rural development, slum improvement, prevention of food contamination etc.
5. The children in schools should be taught the role of trees, wild life etc.
6. The objective based training to be made to love for plants and animals.
7. They must be sensitive to environmental problems.
8. They must require skills for solving environmental problems[5].

Challenges and Future Prospective

Despite of continuous effort the impact of Environmental Education in a country like us is hardly visible. The main reason behind the shortfall is back of interest at different levels, lack of infrastructure in academic institutes and research labs, lack of coordination among stake holders, and most importantly the scope of Environmental education its understating and subsequently transition to ESD losing its momentum in implementing and reaching out to stake holders. To move ahead we need to define the scope of Environmental education clearly, to build strong evaluation mechanism, building partnership between Govt and NGO's development of new facilities like national parks, zoos, strengthening symbiotic relationship media and all stake holders and accordingly planning and management is required to achieve the sustainability[6,7].

Conclusion

Teachers need to be prepared to become EE facilitators, who will proactively adopt the activity oriented approach to teaching and learning through, about for the environment. This will require in addition to teacher training, ongoing support that will reach into schools/colleges and influence the EE programme. This support could be perhaps from an external resource agency that closely interacts with the educational system on an ongoing basis. From the above discussion the following suggestions emerge: The problem of environment abuse is a serious one and needs to be addressed at the local, national and international levels .To achieve a good quality of life on earth for all living Beings, it is essential to spread awareness about and educate humankind in sustainable development and environmental problems. It is agreed, that teachers are potential change agents and are capable of generating a Workforce of enlightened, skilled and motivated learners. They can empower the citizens with the ability attitude and values to protect the environment using formal and non-formal channels of education. It is essential that teachers themselves need to be trained and equipped with the requisite knowledge skills and values to effect such a change.Universities and schools have to play an important role to translate the objectives and recommendations of the various commissions and committees into practice for achieving environmental literacy and awareness among learners (Kumar, A.,1986).Technological interventions and mass media should be employed to create environmental awareness among the teaching community. A convergence of the conventional and open and learning systems should be employed to meet this challenge.There is a need to train teachers in additional competencies regarding environment education (UNESCO-1985). The teacher training curricula should integrate environment education with the methodology component of all disciplines, since environment is a part of all areas of study. Non formal channels of education like t. v. radio, press and satellite technology can be effectively utilized for capacity building of environment educators.

Online courses on environment education with a thrust on the practical, skill and value development aspect could be developed for the teachers, educators'administrators, development workers or any person interested to become knowledgeable and aware of environmental issues, on the lines of Green Teacher Programme of the Centre for Environment Education, Ahmadabad, India.User friendly, multi-media courseware on environment problems and awareness can be prepared, particularly for the rural -agro based communities in India.Collaborative ventures could be created between the teachers and community through the agencies of schools, colleges, universities and other institutions. Such collaborations could include campaigns on environment awareness, tree plantations,and waste

management or also in developing instructional materials.Electronic and computer networks could be employed to connect globally and acquire information and expertise on latest developments in the area of environment education and raining. Hence technology mediated learning can play a major role in dissemination of   knowledge, skills and values regarding environment, among teachers and through them to our future generations.

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Effect of Corona Period on Health

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Abstract:

Coronavirus disease 2019, i. e. COVID-19 is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).The first known case was identified in Wuhan, China, in December 2019(4).The disease has since spread worldwide, leading to an ongoing pandemic. Prevention and treatment services for non-communicable diseases have been severely disrupted since the COVID-19 pandemic began, according to a WHO survey released on dated 1 June 2020.The postponement of public screening programmes(for example for breast and cervical cancer) was also widespread, reported by more than 50% of countries. This paper is focusing on the health problems faced during Corona period by children, women and patients suffering from NCDs. The article is also discuss about corona vaccination of women and unusual period syndrome of women, the impacts of COVID-19 on physical health of women,

Keywords: COVID-19, Women, NCDs, Periods, Children, Vaccine.

Introduction:

In 2020, as the COVID-19pandemic spread across the globe, a majority of Countries announced temporary closure of Schools, impacting more than 91 % of students Worldwide. By April 2020, close to 1.6 billion children were out of School and nearly 369 million children who rely on School meals needed to look to other sources for daily nutrition(Mahsa Moshfegyan, 2021). The survey, which was completed by 155 countries during a 3-week period in May, confirmed that the impact is global, but that low-income countries are most affected. The situation is of great concern because people living with NCDs are at higher risk of severe COVID-19 related illness and death. According to Dr Tedros Adhanom Ghebreyesus, Director-General of the World Health Organization, many people who need treatment for diseases like cancer, cardiovascular disease and diabetes have not been receiving the health services and medicines they need since the COVID-19 pandemic began. Service disruptions are widespread. The main finding is that health services have been partially or completely disrupted in many countries. More than half (53%) of the countries surveyed have partially or completely disrupted services for hypertension treatment, 49% for treatment for diabetes and diabetes-related complications, 42% for cancer treatment, and 31% for cardiovascular emergencies. In the majority (94%) of countries responding, ministry of health staff working in the area of NCDs were partially or fully reassigned to support COVID-19. Most common reasons for discontinuing or reducing services were cancellations of planned treatments, a decrease in public transport available and a lack of staff because health workers had been reassigned to support COVID 19 services. (www.who.int)

Quarantine and Diet: The main consequence of quarantine is a change in lifestyle and nutritional habits. Nutritional habits will change due to reduced availability of goods, limited access to food caused by restricted store opening hours, and to a switch to unhealthy food. A recent review on the psychological impact of quarantine(Brooks et al, 2020) reported negative psychological effects including post-traumatic stress symptoms, confusion and anger. Having inadequate basic supplies(e.g., food, water) during quarantine was a source of frustration (Blendon et al, 2004)and continued to be associated with anxiety and anger for 4-6 months following release(Jeong et al, 2016). Due to anxiety of future food shortage, it is plausible that people will purchase packaged and long-life food rather than fresh food. This leads to weight gain and a reduced intake of antioxidants.

Women experiencing unusual period symptoms after getting vaccinated: After receiving the Pfizer-BioNTech, Moderna or Johnson and Johnson vaccines, many people feel relief, many experience some temporary side effects, including nausea, muscle pain and headaches lasting longer than a few days. But people and Doctors are worrying about a new, previously unreported side effect, heavier, early or otherwise irregular menstrual periods. Unexpected spotting, experiencing period symptoms like cramping and bleeding were experienced. 32 women reported changes to their periods (Lydia Wang, 2021).

Many women with long COVID-have been pointing out that it has also affected their menstrual cycles. It is according to Medical News Today team finding based on the observation of 6 women with long COVID who have been experiencing disruptive changes to their menstrual cycles (Maria Cohut, 2021).

The impacts of COVID-19 on women's physical health:

By July 2020, it was clear that more men were dying from the disease than women.

COVID-19 and Pregnancy: A recent article in the journal Physiological Reviews summarized what we know about how COVID-19 affects pregnant people. Early in pandemic pregnant people were advised to take special precautions to avoid getting infected. In fact, the International Federation of Gynaecology and Obsterics recommended that routine prenatal care visits should be cancelled or done via video or telephone possibly. The reason was obvious that pregnant women have a greater risk of developing severe disease when infected with other coronaviruses such as SARS and MERS (Nuria Negrao, 2021).

Most pregnant people who get COVID-19 have no symptoms or experience mild disease with no lasting consequences. Some medical centres have reported an increase in hospital admissions for pregnant people while others have not.

COVID-19 and Periods: There have been various reports of people experiencing changes to their periods while sick with COVID-19 and even after they have cleared infection. These menstrual changes include both lighter and heavier flow, longer periods and bigger blood clots. Although some of these changes have been reported in peer-reviewed papers, there are not many studies available that explain what is happening. Women with long COVID report changes in the menstrual cycle seen with long COVID. Doctors raise various hypotheses such as increased stress and hormonal changes caused by the infection. There is also a possibility that some women might have other undiagnosed diseases.

COVID-19 Vaccines and Women: Women also experience more severe side effects after taking the vaccine. The reasons for this are unclear. The same effect is seen with other vaccines. It is possible that women report many side effects than men. But women also have more autoimmune diseases than men. These differences are more notable in young adults, indicating that there may be a link between a more active immune system and higher levels of sex hormones.

Another interesting hypothesis that might explain these sex differences in the immune system is that many immune-related genes are on the X chromosome, which women have two of while men have only one.

Usually, one of the X chromosomes is inactivated in every cell to avoid a double dose of the genes contained in it. However, there is evidence that 15% of the genes in the second X chromosome in women escape inactivation and are more highly expressed.

Finally, women metabolize drugs differently than men and often need lower doses for the same effect. Normally, the optimum dose for different groups is tested during clinical trials. But this was not done in the trials for the COVID-19 vaccines. Until different dosing regimens are tested, it is important to let women know of the possible side effects and that these are a sign that the vaccine is working.

On a brighter note, there have been reports that some people with long COVID feel better after taking the vaccine. It is too early to tell what is going on, as this is a very new development. What we know is that only some people feel better, while others feel no difference, and a few people feel worse. Doctors and scientists have a few hypotheses to explain what is happening, from the vaccine helping the body eliminate remnants of the virus, to this being a temporary respite that we sometimes see with other vaccines (Anna et al, 2020).

Discussion: Never before have so many children been out of School at the same time, disrupting learning and upending lives, especially the most vulnerable and marginalised. The global pandemic has far reaching consequences that may jeopardize hard won gains made in improving global education and child nutrition (Mahsa Moshfegyan, 2021).

Some early studies suggest that 10-20 % of people with COVID-19 will experience symptoms lasting longer than a month.(Toscano et al,2020) A majority of those who were admitted to hospital with severe disease report long term problems, including fatigue and shortness of breath(WHO, 2020).

In short, COVID-19 is causing a global pandemic with a high number of deaths and infected people. To contain the diffusion of COVID-19 virus, Governments have enforced restrictions on outdoor activities or even collective quarantine on the population. Quarantine carries some long term effects on cardiovascular disease, mainly related to unhealthy lifestyle and anxiety.

Conclusion: To conclude with the severe pandemic spread like Corona, it can be said that the situation has adverse effect on school going children and on physical health of women. Rise in cases of NCDs is observed all over the globe.

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Gender Equity in Education

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Introduction:

The term equity refers to fairness & justice & is distinguished from equality. Whereas equality means providing the same to all equity means recognizing that we do not all start from the same place & must acknowledge & make adjustments to imbalances. Gender equity is the process of being fair to women & men. To ensure fairness, strategies & measures must often be available to compensate for women's historical & social disadvantages that prevent women & men from otherwise operating on a legal playing field. Equity leads to equality. Gender equality is when people of all genders have equal rights, responsibilities & opportunities. Everyone is affected by gender inequality. Women, men, trans & gender diverse people, children & families.

Objectives:

1. To study the importance of gender equity in education
2. To study the role of education in gender equity
3. To study the gender equity in education

Methodology: Secondary data is used for collection of data

Result & Discussion:

Gender equality is the thing of the past as both men & Women are creating history in all segments together. Illiterate parents are not aware of gender equality to provide in the learning process many opportunities to female sexes nor men obeying traditional rules tightly consciously put women in "Ivory Tower" & are unwilling about having equal rights & Similar qualifications in economic , social, cultural, educational & political activities.

Therefore uneducated families & their children should be taken a closer look by local management and a policy of education based on gender equity to raise the awareness of society from seven to seventy seven is one of the most important needs of the age.

Importance of Gender Equity:

Gender equality is a human right. Gender equality prevents violence against women & girls. It is essential for economic prosperity. Societies that value women & men as equal are safer & healthier. Gender equality is vital in any society or the world at large. When there's inequality, it would be difficult for a nation to progress. Equality breeds confidence, productivity & makes people more sociable.

Role of Education in Gender Equality:

Gender equitable education systems can contribute to reductions in school related gender based violence & harmful practices, including child marriage & female genital mutilation. Gender equitable education systems help keep both girls & boys in school building prosperity for entire countries. Achieving gender equality will not happen overnight. All of us have a role to play in promoting gender equality. To promote gender equality in different areas like leadership, empowerment & cultural change. safety & freedom from gender based violence, work & economic security , health & wellbeing. Everyone is affected by gender inequality. It is vital to give women equal rights, land & property, sexual & reproductive health & to technology & the internet. Today there are more women in public office than ever before but encouraging more women leaders will help achieve greater gender equality. The higher rate of improvement in the mean years of schooling for girls, the gender gap measured as the simple difference between male & female attainment has actually increased with time from 2 to 5 years. India's divergence from global trends most countries across the world have actually recorded equal improvements for both genders.

Dakar Framework for Action for providing quality education for all by 2015 besides primary education focus on literacy goals, gender equality & quality concerns. The Dakar Framework of Action listed most important goals to be achieved by all countries that is

1. Ensuring that the learning needs of all young people & adults are met through equitable access to appropriate learning & life skills programmes

2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances who belong to ethinic minorities have access to & complete free & compulsory primary education of good quality.

3. Eliminating gender disparities in primary & Secondary education 2005 & achieving gender equality in education by 2015 with a focus on ensuring girls full & equal access to & achievement in basic education of good quality

On elementary & secondary educational levels the female pupils & students have better academic performance than the male & this tendency also continues at the higher educational levels. The pattern of the educational system of the above mentioned type serves as a base for the further gender distribution of labour. In 2011, the disparity in access to education between genders was most visible in India's childhood literacy rates 82% of boys were literate while only 65% of girls could read & write statistics show that around 10% more girls were enrolled in secondary school in India by 2019 when compared to 2011. Once girls are able to get enrolled in school, they are rather more likely than boys to continue their education with more success (UNESCO, 2004).

First a comparison focused exclusively on learning outcomes reveals gender equity. Data from one largest competency based sample surveys in school education. The National Achievement survey (2017), covering over 22 lakh students, shows parity in learning levels between boys & girls in elementary & secondary classes across the country. An equitable education system helps all students develop the knowledge & skills they need to be engaged & become productive members of society.

India accounts for 30% of the world's total illiterate population & around 70% of these illiterates are women. As per 2001 census data, women constitute 48% of the total population in India but around 46% of women are still found to be illiterate. Problems of gender disparity & discrimination begin with access to schooling. The Gender parity Index at the primary levels was 0.9 & 0.8 in 2003 respectively.

As Mehrotra (2006) notes low levels of education significantly affect the health & nutritional status of women. For instance, in the case of India, he notes that chances of suffering from the diseases caused by malnutrition decrease steadily with increased levels of education. Height & Body mass Index vary with level of education & Illiterate women are reportedly at more risk of having lower height & BMI leading to higher deficiency of iron & other nutrients. Similarly he noted that while 56% of illiterate women suffer from anaemia, the percentage declines to 40% in the case of the women who have completed at least high school.

Female education has long been acknowledged to have strong correlations with other dimensions of human & social development. SHEF has implemented its gender education program in 1000 schools across Uttar Pradesh & Rajasthan with impressive Results.

Incorporate gender education Compulsory in pre & in Service teacher trainings & teacher education programs. Teachers are potentially powerful agents of social change provided they can perceive themselves as such. Training in effective communication of gender related issues with the community should also be included in pre service training. All of the above implies intensive in service training of teachers & educators along with the development of teacher training materials & curriculum.Which should be created by the state education department in collaboration with NGOs.

The Bloomberg Gender Equality Index (GEI) tracks the performance of public companies committed to disclosing their efforts to support gender equality through policy development representation & transparency. The international community has recognized the equal right to quality education of everyone & committed to achieving gender equality in all fields including education through their acceptance of international human rights law. This means that states have legal obligations to remove all discriminatory barriers, whether they exist in law or in everyday life to undertake positive measures to bring about equality including in access of, within & through education.

Conclusion:

Gender equity in education is most essential for the overall development of the country. The Government of India has recognized gender equality & social policy agenda.All educational facilities should be equally related to gender in education.

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Gender Equality through Education

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Abstract :-

Women education in India has a major preoccupation of both to the government and civil society as educated women can play a very important role in the development of the country. Education also brings a reduction in inequalities and functions as a means of improving their status within the family and development the concept of participation.

Keywords :- Education, Participation, Empowerment.

Introduction :-

Gender based discrimination of education is both a cause of consequence of deep rooted disparities in society. Poverty, Geographical isolation, ethic background, traditional attitude but their status and role all undermine the ability of women and girls to exercise their rights. Harmful practices such a early marriage and pregnancy, gender based violence and discriminatory education laws, policies contents and practices still prevent millions of girls from enrolling. Completing and benefiting from education. Women education is India has a major preoccupation of both the government and civil society as education women can play a very important role in the development of the country. Education is milestone of women empowerment because it enables them to respondents to the challenges, to confront their traditional role and change their life.

Importance of women education :-

Women education in India plays a very important role in the overall development of the country. If you educate a man you education an individual. However, if you educate a woman you education a whole family women empowered means mother India Empowered PT JAWAHARLAL NEHRU. It not only helps in the development of half of the human resources, but in improving the quality of the life at home and outside. If it is said that, education is key to all problems then it wont' be improper. Thinkers have given a number of definitions of education the most important definition is that which was put forth by M. Phule. According to M. Phule "Education is that which demonstrates the difference between what is good and what is evil. If we consider the above definition, we come to know that whatever revolutions that have taken in our history education is at the base of them. Education means modification of behavior in every aspect, such as mentality, outlook, attitude etc. Educated women not only trend to promote education of their girl children but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population. Gender discrimination still persists in India and a lot more needs to be done in the field of woman's education in India. The gap in the male-famle literacy rate is just a simple indicator while the male literacy is more than 82.14% and the female literacy rate is just 65.46% the women were consider only house wife and better to be live in the house.

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Women empowerment through education

Women empowerment is the pivotal part in any society, state or country. It is a woman who plays a dominant role in the basic life of child. Women are important section of our society. Education as means of empowerment of women can bring above a positive attitudinal change. It is therefore, crucial for the socio economic and political progress of India. The Constitution of India empower the state to adopt affirmative measures for prompting ways and means to empower women. Education significantly makes difference in the lives of women. Women empowerment is global issue and discussion on women political right at the fore front of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the international women conference NAIROBI in 1985. Education is milestone of women empowerment because it enable 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 for becoming super power we have mostly to concrete upon the women education. By which it will force on women's empowerment. As per united national development fund for women (UNIFEM) the term women's empowerment means :

- Acquiring knowledge and understanding of gender relations and the ways in which these relations may be changed.
- Developing a sense of self-worth, a belief in one's ability to secure desired changes the right to control one's life.
- Gaining the ability to generate choices exercise bargaining power.
- Developing the ability to organize the influence the direction of social change, to create a more just social and economic order, nationally and internationally.

Thus, empowerment means a psychological sense of personal control or influence and a concern with actual social influence, political power and legal rights. It is a multi level construct referring to individuals, organizations and community. It is an international, ongoing process centred in the local community, involving mutual respect, critical reflection, caring and group participation, through which people lacking an equal share of valued resources gain greater access to the control over this resources.

Let's see the difference in the literacy rate between men and women in given table are as under –

Literacy rate in India

Year	Males	Femal
1901	9.8	0.7
1911	10.6	1.1
1921	12.2	1.8
1931	15.6	2.9
1941	24.9	7.3
1951	24.9	7.3
1981	46.9	24.8
1991	63.9	39.2
2001	76.0	54.0
2011	82.01	65.46
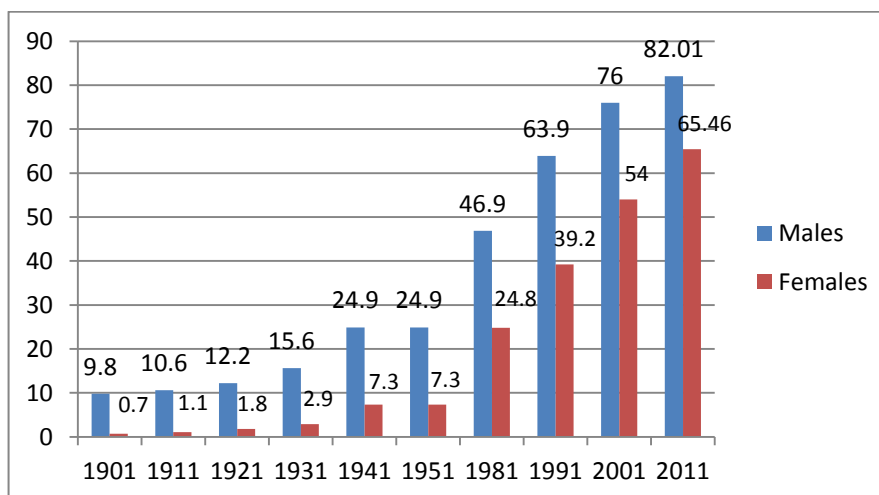
On observing the above table, we come to know that at no point could the literacy rate of women math that of men. As a result, even after 75 years of independence, women occupancy a secondary position in our social hierarchy. Inspire of being aware of her position, women can't transform the situation due to lack of women's education.

Educational Equality :-

Another area in which women's equality has shown a major improvement as a result of adult literacy programs is the area of enrolment of boys and girls in schools. As a result of higher participation of women in literacy cmpaigns, the gender gap in the literacy levels is gradually getting reduced. Even more significant is the fact that disparity in enrolment of boys and girls in neo-literate households in much lowered compared to the

non-literate householders. The world has achieved equality in primary education between girls and boys. But few countries have achieved that target at all levels of education. The political participation of women keeps increasing. In January 2014, in 46 countries more than 30% of members of parliament in at least one chamber were women. In many countries, gender in equality persists and women continue to face discrimination in access to education, work and economic assets, and participation in government. Women and girls face barriers and disadvantages will experience gender based violence in her lifetime. In the developing the work, 1 in 7 girls is married before her 15th birthday, with some child brides as young as 8 or 9. Each year more than 2,87,000/- women, 99 percent of them in developing countries, die from pregnancy and child-birth related complications. While women make up owned enterprises make up as little as 10 percent of all business. In South Asia, that number is only 3 percent. And despite representing half the global population, women compromise less than 20 percent of the worlds sector in which we work. The gender equality and women's empowerment isn't a part of development but at the core of development. To get rid of this we have to make some educational awareness programs on gender equality and women empowerment for cementing our commitment to supporting women and girls.

Conclusion :-

Women play in imperative role in making a nation progressive and guide it towards development. They are essential possessions of a lively humanity for national improvement, so if we have to see a bright future of women in our country, giving education to them must a be a pre-occupation Empowerment means moving from a weak position to execute a power. The education of women is the most powerful tool to change the position of society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. To encourage the education of women at all levels and for dilution of gender bias in providing knowledge and education, established schools, colleges and universities even exclusively for women in the state. The education develops the idea of participation in government, panchayats, public matters etc. for elimination of gender discrimination.

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Status of Adivasi People in Higher Education

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Abstract:-
The present status of the Adivasi people in Hilly area has very poor condition. Pre Independence India & after we saw the condition day by day vry less their income. Adivasi people are already poor, uneducated, lives the central corners of India. We know the condition in actual hilly area. According census explains the status about tribal people, but not understands government which is policy should be perfectly included. In 21st century educational policy not match in Tribal area. We know educated person should be change the actual condition in hilly area but I think not properly guidance & counseling they person about like his culture, languages, & nature of his life today education policy. Scheduled Tribe (ST) population represents a heterogeneous group scattered in different regions of India. The differences are noticed in language, cultural practices, socio-economic status and pattern of livelihood. The STs are confronted with problems like forced migration, exploitation, displacement due to industrialization, debt traps and poverty. The paper has been concluded with relevant suggestions with implications for policies with a focus on region specific issues.

Introduction:-

"There are people in the world so hungry, That God cannot appear to them except In the form of bread." - Mahatma Gandhi

Higher education of a good quality is critical for a nation to become globally competitive. In these days of knowledge revolution, it is not factor endowment but good quality higher education which determines the growth of a nation. The problem in India is that, while there are a large number of unemployed graduates and post graduates, there is a shortage of workers who can acquire new skills and innovate. Therefore, quality of higher education becomes extremely important..But quality does not come cheap. There be constant efforts to innovate the curriculum by incorporating the needs of industry these 21st century's tribal people of the India. The some hilly factors area not developed all the his needs because the tribal actual condition in, the scheduled tribe (ST) population is 104.2 million, which is 8.6 percent of the total population of India (Census 2011). Madhya Pradesh, Maharashtra, Orissa, Gujarat, Rajasthan, Jharkhand, Chhattisgarh, Andhra Pradesh, West Bengal, and Karnataka are the states having a large number of ST populations. The overall areas inhabited by the tribal population constitute a significant part of the underdeveloped areas of the country. About 93 per cent of them live in rural areas and are engaged in agriculture and allied activities. The socio-demographic figures clearly reveal the disadvantaged position of the STs compared to other category of population. The literacy rate among the STs in India is 63.1 per cent (NSSO, 2010), which is lower than the national literacy rate i.e. 72.8 per cent (Census, 2011). The dropout rate among the STs is 70.5 which is much higher than the dropout rate of all categories i.e. 49.15 percent. The sex ratio among the STs is 990 which is relatively better than the general population i.e. 940 (Census, 2011). The infant mortality rate among the ST children is 62.1 which is 57 for the other social groups. The child mortality rate among the tribes is 35.8 which is much higher than the other social groups i.e. 18.4 percent. The work force participation rate (WFPR) is 60 among the ST population and that is higher than the total population i.e. 53percent (NSSO, 2010). The WFPR indicates that majority of the ST population are engaged in unorganized sector without any job security. The demographic figures reveal that the tribal population is the most disadvantaged, exploited and the neglected lot in India. Despite certain constitutional provisions, they are backward compared to the general population, even their situation is worse

than the Schedule Caste (SC) and Other Backward Class (OBC) population (Xaxa, 2012). Majority of the tribes used to reside in the remote forest areas, remain isolated, untouched by civilization and unaffected by the development processes. This situation has changed to a great extent over the years. The Widespread poverty, illiteracy, malnutrition, absence of safe drinking water, inadequate sanitation Facility, poor living conditions, ineffective coverage of maternal, child health and nutritional Services has made their condition all the India lives corners of the hilly forest Adivasi people & developed the facility that types in India which support to GDP & HDI or higher education position of the Adivasi .

Variations of Tribes in India:-

The World Bank has in a report on primary education in India (World Bank,1997) examined a number of recent research reports. The conclusion from these reports was that the quality of education in Indian schools was poor. Students in grade 5 had often only learned half of what they were supposed to have learned in grade

4.   In the state of Madhya Pradesh 70% of the students in grade 4 and 60% of the students in grade 5, in what was referred to as "privileged urban areas", had not achieved the level prescribed in the curriculum for grade 2 in Hindi and mathematics. There are also problems regarding the quality of education in industrialized countries. An alarming factor is the number of pupils leaving education without a certificate, usually referred to as drop-outs. 10 - 12% of pupils in the EU countries in the age group of 15 - 16 did not obtain any certificate at the end of compulsory schooling or did not complete their education in a normal way (European Commission/Eurydice, 1994).There are good reasons to believe that the situation is not much different concerning the quality of education in many countries other than those referred to above. It can be assumed that many children leave school without having developed sufficient basic literacy skills. According to the World Bank is lack of quality a major problem in many education systems: "The quality of Education is poor at all levels in low- and middle-income countries. That there is a huge need to

G2.1: Comparative Literacy Rate of All Social Groups, SC and ST Population (1961-2011)

	1961	1971	1981	1991	2001	2011
All Social Groups	28.3	34.45	43.57	52.21	64.84	72.99
SC	10.27	14.67	21.38	37.41	54.69	66.07
ST	8.53	11.3	16.35	29.6	47.1	58.96
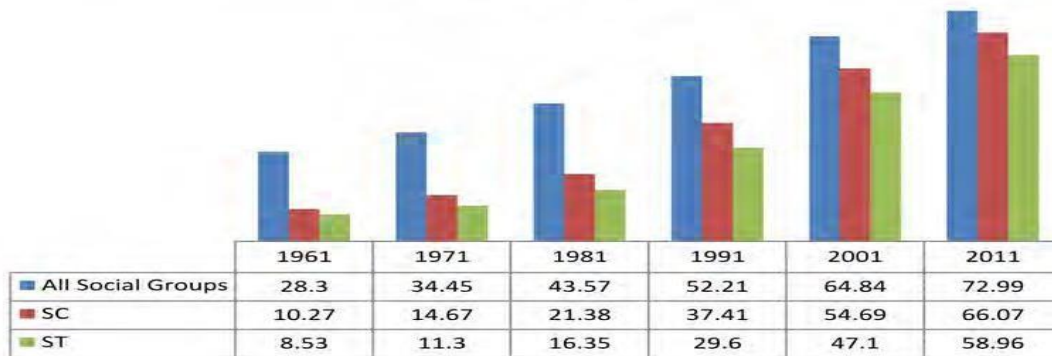
improve quality in education in many countries.

S2.1: Comparative Literacy Rates of STs and Total
Population (in per cent)

Category / Census Year	1961	1971	1981	1991	2001	2011
Total Population	28.3	34.45	43.57	52.21	64.84	72.99
Scheduled Tribes	8.53	11.30	16.35	29.60	47.10	58.96

G1.4: Percentage of Households of SC, ST and Gen by Residence-Census 2011
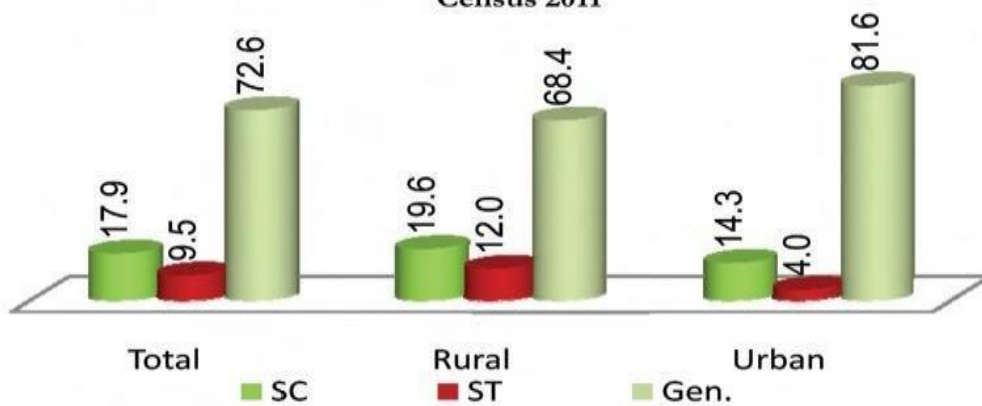
Source : Presentation "Scheduled Tribes In India, Census 2011" by Registrar General of India, May 2013

Sex Ratio (number of Females per 1000 Males) is an important population characteristic that highlights the social attention provided to women. Though the sex ratio has been a matter of concern for the all population, the same has been good in the case of Tribal Population. From Census 2001 to Census 2011 there has been an increase from 978 to 990 females per 1000 males. The State-wise Sex Ratio among Scheduled Tribes by residence is compared for Census 2001 & 2011 in Table 1.13.Table 1.14 gives the Child Sex ratio for Total, General and ST Population for Census Years 1991, 2001 and 2011. It is found that the Child Sex Ratio (CSR) (Population 0-6 age group) of the Total, General and the Scheduled Tribes Population has been declining since Census 1991, 2001 and Census 2011. The CSR of the Scheduled Tribes has been 985 in Census 1991 to 972 in Census 2001 and then to 957 in Census 2011. The State-wise CSR is also illustrated in the Table, from the last census 2001.However it is higher than the All India CSR of 914 (Table 1.14) Table 1.15 illustrates the State–wise Number of Districts with Tribal Population more than 50%, districts with ST Population between 25% to 50% and the percentage of Tribal population in tribal and non tribal areas. Table S1.2 below shows the Concentration of ST Population across Districts in India in Census 2011.
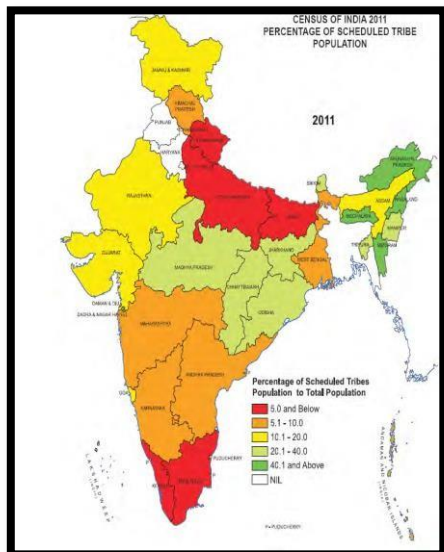
India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the Commission. Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11. As of 2011, India has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 93 Institutes of National Importance which includes AIIM, IIT's , NIT's among others. Other institutions include 33,000 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2012. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council. Indira Gandhi National Open University is the largest university in the world by number of students, having approximately 3.5 million students across the globe. Some institutions of India, such as the Indian Institutes of Technology (IITs), National Institute of Technology (NITs), Indian Institutes of Information Technology

(IIITs), Indian Institutes of Management (IIMs), International Institute of Information Technology (IIIT), University of Mumbai and Jawaharlal Nehru University 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 still lacks internationally behind prestigious universities such as Harvard, Cambridge, and Oxford. Indian higher education is in need of radical reforms. A focus on enforcing higher standards of transparency, strengthening of the vocational and doctoral education pipeline, and professionalization of the sector through stronger institutional responsibility would help in reprioritizing efforts and working around the complexities. The rise of IT sector and engineering education in India has boxed students into linear path without giving them a chance to explore and discover their passions. Concerted and collaborative efforts are needed in broaden student choices through liberal arts education. India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the Commission. Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11. As of 2011, India has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 93 Institutes of National Importance which includes AIIM, IIT's , NIT's among others. Other institutions include 33,000 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2012. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council. Indira Gandhi National Open University is the largest university in the world by number of students, having approximately 3.5 million students across the globe. Some institutions of India, such as the Indian Institutes of Technology (IITs), National Institute of Technology (NITs), Indian Institutes of Information Technology (IIITs), Indian Institutes of Management (IIMs), International Institute of Information Technology (IIIT), University of Mumbai and Jawaharlal Nehru University 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 still lacks internationally behind prestigious universities such as Harvard, Cambridge, and Oxford. Indian higher education is in need of radical reforms. A focus on enforcing higher standards of transparency, strengthening of the vocational and doctoral education pipeline, and professionalization of the sector through stronger institutional responsibility would help in reprioritizing efforts and working around the complexities. The rise of IT sector and engineering education in India has boxed students into linear path without giving them a chance to explore and discover their passions. Concerted and collaborative efforts are needed in broaden student choices through liberal arts education.

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Innovative Teaching for Effective Curriculum Delivery: A Case Study

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Introduction:

This paper is a case study of the Maharashtra Education Society's Maharashtra Udaygiri Mahavidyalaya Udgir in Maharashtra State. The design, deployment and feedback of the curriculum form the integral part of the annual planning of any HEI. Curriculum typically refers to the knowledge and skills students are expected to learn in an environment through interactions, experiences, planned and unplanned activities, events. It is concerned with both content and process. Content refers to what are students expected to learn. Process refers to an arrangement of instructional material provided to the students. The process includes the units and lessons that teachers teach; the assignments and projects given to students; books, reading materials, audio-visual materials provided in a course; and the different assessment methods used to evaluate student learning. Curriculum delivery is a strategy by which a curriculum enables students to achieve their learning goals. The processes involved in curriculum delivery are teaching, learning , support, advice, guidance, interaction, mentorship, participative and collaborative learning etc. " Activities are not end in themselves, but a means to an end. The real purpose of instruction is to change the pupil's behavior and enable them to do the things they could't do before instruction occurred."
(Cruickshank 168)

The Curriculum Delivery Cycle of the College comprises mainly three stages:

A) Curriculum Delivery Planning:

Effective planning is prelude to our effective curriculum delivery. The IQAC has a policy document on effective curriculum delivery and teaching learning review. Academic calendar is prepared elaborately covering almost all activities. In the first week of the semester, Principal convenes a meeting of the teaching and non teaching staff. In this meeting, the principal communicates the curriculum delivery plan to the staff. Teachers' diaries maintain the record of daily teaching and teaching plans.The departmental meetings are held periodically with the agenda of curriculum planning and the academic calendar. The teaching learning commences as per academic calendar. The annual academic committees are revised as per the needs including the statutory committees. The Sports, NSS,NCC units of the college prepare their annual plan for the co-curricular and extension activities. The time table committee prepares the master time table based on the individual and department timetables. The time table for all the programs is communicated to the students. The classroom-wise time table is one of our teaching learning reforms introduced recently. Cruickshank remarks in this regard - " Intermediate, middle range or unit planning involves decisions about how courses can be broken into chunks parts or units, each with a particular theme." (Cruickshank 175)

B). Curriculum Implementation:

Our curriculum comprises the alignment of the syllabi prescribed with the vision and mission of the college, co-curricular activities, values education and community engagement aiming at the holistic personality development of the students. The teachers communicate the course outcomes and the program outcomes to the students at the beginning of each semester. The Student centric teaching methods such as- Lectures, GDs, seminars, quizzes, ICT and experiential learning are employed by the faculty to hone the HOTS- Higher Order Thinking Skills in addition to the LOTS- Lower Order Thinking Skills. The HoDs ensure that the faculty members integrate classroom teaching with the use of ICT tools and innovative practices in teaching. Teachers use innovative and student-centric teaching tools and aids. The processes involved in curriculum delivery are student centic teaching, activities of advanced and slow learners, incorporating value education, extension activities, effective mentoring, participative and experiential learning, continuous formative evaluation, review and feedback, outcomes assessment etc. The IQAC regularly reviews the teaching learning process and it's adherence to the academic calendar. Review for syllabus completion is taken by the Head of the Department and by the Principal periodically.

C). Curriculum Review and Adjustment:

The feedback on curriculum is collected from the stakeholders and further analyzed to bring out the suggestions on the curriculum. The suggestions given by the stakeholders are forwarded to the University for further action. Academic and Administrative Audit is conducted by the university. The problems encountered during the implementation of the effective curriculum delivery are taken into

consideration while planning for the next year Curriculum Delivery Cycle. The next year's Academic Calendar is prepared well in advance, taking into consideration the impediments in the adherence to the academic planning and uploaded on the website. Thus, our curriculum delivery cycle comprises effective planning, effective implementation, review and adjustment.

2. Policy Statement on Innovative Teaching

Maharashtra Udayagiri Mahavidyalaya Udgir Dist Latur has a coherent, sequenced policy for curriculum delivery that ensures consistent teaching and learning processes. The policy is aimed at:

Adopting the student centric approach in curriculum delivery from teaching, learning and assessment to empower the learners appropriately sothat they meet the curriculum expectations and fulfill their individual own potential.

Prioritize the innovative teaching methods and ICT   for effective curriculum delivery and fruitful teaching learning processes.

Effectively assessing the learners' initial abilities and planning appropriate strategies and measure the attainment of COs , POs .

Accordingly planning and implementing the special activities for advanced learners and slow learners.

Assessing the learners' progress through frequent use of a variety of valid, reliable, sufficient, fair assessment methods generating formative, and summative methods.

Formulating of mechanism for feedback on curriculum which will enable teachers to see whether learning outcomes achieved or not.

3. Innovative Teaching methods

The classroom is a dynamic environment, bringing together students from different socio-economic and educational backgrounds. These students have various abilities and personalities. For effective learning by student the implementation of creative and innovative teaching strategies are necessary to meet students' individual needs. Teacher has to plan such strategies. There is a range of effective teaching strategies teacher can use to inspire students classroom environment. The teachers choose diverse and innovative blend of teaching methods as per their needs out of the list prepared by the IQAC.

Table 1 : Innovative Teaching Methods	
Buzz Groups	Academic Games and Quizzes:
Debate	Competitions
Puzzles	Question Answering
Teaching theory with examples/illustrations	Brainstorming
Giving assignments	Case Study
Students summarizing Lecture	Display Centres
Library research Skills	Colloquia with a Guest
Flash Cards/ Wall Posters	Cooperative Learning
Field Trips	Debates
Project works	Demonstrations by students
Laboratory Experiments	Discovery Learning
Hand written posters	Group Discussion
Oral Story Telling	Drill and Practice
Mock Interview	Field trip
Turn and Talk	Field work
Enacting Role Play	Field Project
Use of pretest	Field tour
Gamifications:	Field Observation
Surprise Tests	Self Study
Loud Reading	Individualised Instruction
Open Book Test	Peer Tutoring
Peer Tutoring:	Oral Reports
One on One Class:	Problem Solving
Power Point Presentation	Activity / Project Method
Infographics	Protocols- Studying original records
Collage posters-	Film Screening
Use of motion pictures	Reciprocal Teaching
Story telling	Recitation

Audio-tutorial classes- Mobile apps: Google Classroom- Student'sPPT seminars Flipped Classroom: Video clips	Role Play Public Speaking Blended Learning Assignments through Emails Writing Research Articles

4. Action plan for Effective Curriculum Delivery

In the very first week of the commencement of the academic year, the Principal convenes a meeting of the teaching staff. He also asks them to upgrade their teaching methods by using innovative methods in the class. The Principal also calls a meeting of the Heads of the Departments and acquaints them with the academic calendar. He asks them to make an annual teaching plan of the curriculum and start teaching accordingly. Teaching diaries are given to all the faculties to start writing their daily responsibilities handled during the day. Soon the heads of the departments conduct a meeting of the members of the departments and plan the curriculum. The classes, which continue with the previous syllabus, commence immediately. Academic Planning is streamlined through the various meetings also:

5. Students' Induction Program

Every year Principal of the college addresses students who are new entrants in their first year of study. Principal's address is arranged faculty wise to new students. In this address Principal gives information of vision and mission of the college, curriculum delivery policies and processes, facilities available in the college. He/ she also motivates students to participate in co-curricular and extracurricular activities which are arranged in the college every year. In the same meeting the Registrar gives information of different scholarships available to the students and how to take benefit of these scholarships.

6.CIE Assessment and Evaluation Strategy

Assessment of student learning at its best enables teachers to identify learners strengths and weaknesses. It also helps to determine the kinds of information students need to correct their learning deficiencies and misconceptions.

The curriculum enables the college to follow a procedure of teaching intervention, incorporating assessment, programme planning and evaluation. Student assessment and evaluation are an integral part of curriculum development and delivery. It should not be something external or added on at the end of a learning sequence simply to satisfy administrative or reporting needs. The College designed strategy to assess students throughout the learning process in addition to the assessment through semester end examinations conducted by University. The internal assessment is an integral part of effective learning which helps to provide feedback to the students on their progress.

Continuous Internal Evaluation-CIE- is done through internal tests, assignments, tutorials, term end examinations, interviews or observation of students engaged in activities. Regular internal assessment tests, orals are conducted by the teachers. These tests are screened and analysed. Detailed report is prepared and on the basis of this evaluation internal marks are assigned to the students. The assessment results reflect the student's strengths and weaknesses. These assessment methods help teacher to measure the student's specific skills and abilities. On the basis of the analysis a remedial teaching programme is conducted for the students. The motto behind the organization of the remedial programme is to help students to understand the problem area of the subject if any. The students are given home assignments on the varied topics from the syllabi. Students' seminars are arranged to judge their verbal abilities. Internal assessment is set according to course outcomes and programme outcomes.In the final step, it is important for the teacher to evaluate the actual effectiveness of instruction. Evaluation is feedback from the instructor to the student about the student's learning. It uses methods and measures to judge student learning and understanding of the material for purposes of grading and reporting. To get the total picture, teacher must evaluate the entire instructional process. The evaluative process may take place in a variety of formal and informal ways including group discussions, exit survey , distribution and collection of assessment instruments, and semester end examinations.

7. Advanced and Slow Learners

The teacher student's mentorship makes the process of identifying the slow and advanced learners easy. Advanced learners are encouraged to teach slow learners. This helps them to raise their confidence level. College library provides reference books to advanced learners.They are nourished with extra academic knowledge wherever and whenever possible in all the possible ways by the faculty. The faculty either takes them to the library, department or update the students through internet services.They are enlightened regarding the career options and are motivated to appear for various competitive examinations

such as MPSC, UPSC, JAM, Banking etc.The departmental library is of great help for the students to quench their academic thirst. Students are asked to participate in research festivals like 'Avishkar' competition, debates, elocutions, writing and publishing research articles, anchoring during programmes etc. under the guidance of the faculty. Active participation in National Seminars/ Workshops organized by the institution motivates the students to grow academically.

8. Cooperative Learning : Concept Map

The college promotes the Cooperative learning in several ways. The following concept map justifies the significance of it in effective curriculum delivery:
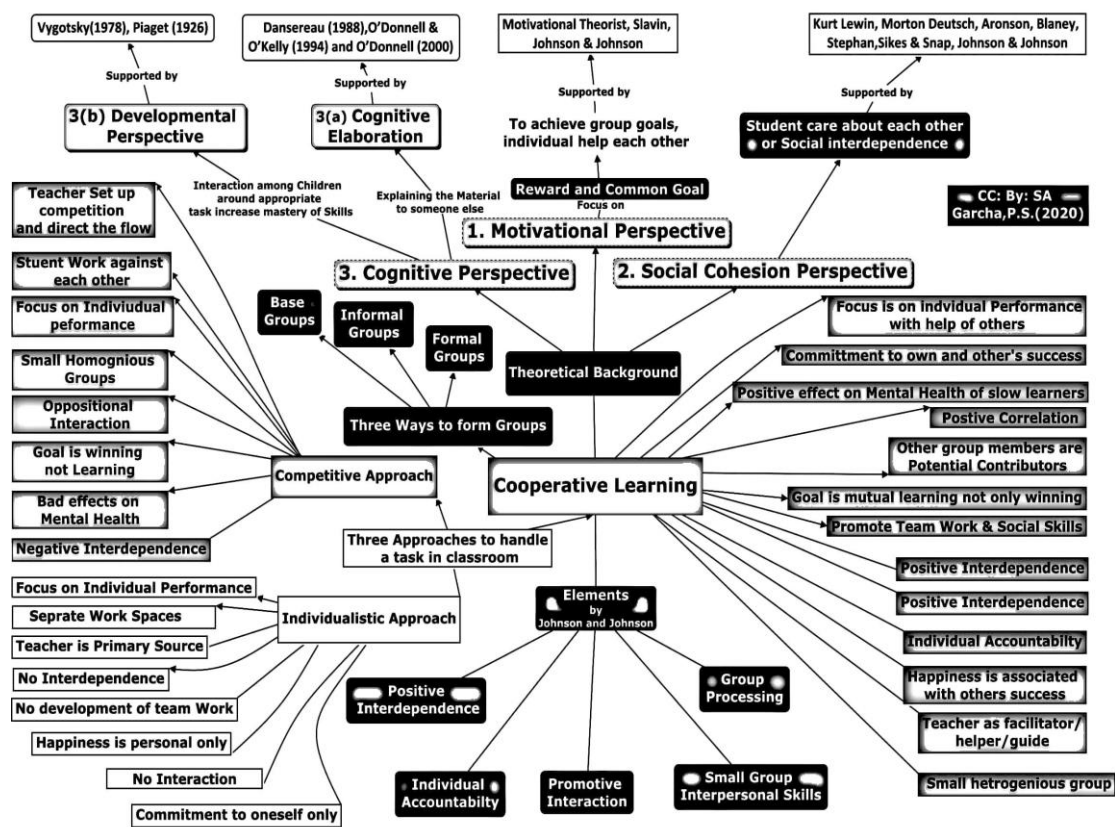
Cooperative Learning Model

9. LOTS to HOTS- Innovative Teaching Reforms

The IQAC formulated a Policy Document on Effective Teaching Learning. This document served as the roadmap for reforming our teaching from LOTS – Lower Order Thinking Skills based to the HOTS-Higher Order Thinking based classroom teaching. This policy transformed our each classroom into Red Thinking Labs. Our journey of effective teaching from green thinking to red thinking is still in the making stage. The IQAC oriented the teaching staff on the need to incorporate 21st Century Skills into their classrooms through meetings, notices and FDP. We now prefer innovative teaching tools such as problem solving, critical thinking, collaborative learning, mentoring, interactive learning, student engagement etc.

10. COVID Pandemic and Online Teaching Reforms:

The COVID-19 pandemic adversity was transformed into an opportunity and all teachers opted for online teaching with "Bricolage" approach. Faculty Development Programme of 14 days was arranged for teachers on LMS and MOODLE. All the teaching staff availed themselves of this programme. There were 60 enrolments for this FDP. Internet and WI-FI facilities were improved gradually to 100 mbps. LCD projectors were installed in classrooms and laboratories. LCD projectors, smart TVS and computers added to the existing Online feedback system is introduced for feedback on curriculum, teaching learning which is analyzed. Due to COVID-19 Pandemic, from March 2020 onwards the teaching adversely affected for three months, but the IQAC formulated the Anti-Corona Policy and implemented it with effect from June 2020. A Committee for Online Teaching was formulated.Almost 100% teachers started with Google Classroom, Zoom, Google Meet, MOODLE etc. The Online Teaching Committee created Whats App groups of all the college students class-wise. Daily online class link was shared to the students. The weekly

report of the online teaching was submitted to the IQAC through the HoDs. This practice helped to bring back on the track the teaching-learning activities during COVID-19 pandemic.

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Role of Moral Education in Education Process

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Abstract

Moral education helps one to distinguish between right and wrong it get reflected in one personality. It help to eliminate problem like violence, dishonesty jealousy etc from one's life. Moral education also help in developing criteria, thinking among the student as they tend to become more rational and understanding of the situation around them. In the average family the aim of moral education seem to be restricted to the formation of habit Being honest just legitimate accommodative, generous, to share love and care, show consideration and sensitivity are basic principles of moral education. It is more of practice which enriches the way of our lifestyle. Children are the foundation of our society the torch bearers of our nation. As a teacher and an influencer one must take care of moral education and basic qualities that are conferred on the children. Moral education is a must to be executed as under studies in school and Universities.

Keyword: Moral Education, Education Process, Moral values etc.

Introduction

Education is of prime importance in every individual's life. Education is often looked upon as the sole key to a bright and comfortable future for any child. According to many experts, education can be defined as the process through which learning is facilitated. It can also be defined as the process of acquiring different skill knowledge habits, values and beliefs regarding all sorts of different topics. On the other hand moral education can be defined as a type of teaching which is aimed at developing children who are good moral mannered, Civic non bullying successful and have socially acceptable qualities our society today is must advanced much better than it used to be but what if the people of society are not well mannered? with rapid urbanization and modernization the moral values of people are degrading day by day. So it is great need of moral education in education process.

Objectives Of The Study

1 To understand the concept of moral education.

2 To evaluate the effectiveness of moral education in education process.

3 To study the benefits of acquiring moral education.

Research Methodology

The study is based entirely on secondary data. The information is collected from the various books, research articles and social media.

Concept Of Moral Education

Definition "Moral Education is the guidance and teaching of good behavior and value. It is taught two young children in school providing them with a sense of with a sense of politeness and lawfulness."Moral education can be defined as a form of teaching which help in developing children who can be considered as being good manager civic moral non -bullying traditional and socially acceptable. There are also many experts who believe that moral education is an umbrella term used to refer the different types of concept like emotional learning social learning affective cognitive development moral reasoning health education life life skill education ethical reasoning and meditation. From childhood itself we have to grow up hearing about moral values. And they are so precious that they help us in becoming a good human being. Moral value set of principles that guide us throughout our live moral value direct us to the right path to lives. Imparting these form the early days helps to one to distinguish between right and wrong. It help to build a high minded person and to follow the path of right onuses.

The Benefit Of Moral Education

1 .Moral education help one to distinguish between right and wrong.

2 Moral Education help in building a good personal and professional life.

3.It get reflected in one personality.

4.It help to eliminate problems like violence dishonesty jealousy etc. from one's life

5.It can wipe out bad Influence in the society like violence, crimes, agitation child abuses, disregarding women etc.

6.Moral education also help in building a positive approach to thing self confidence and motivation.

7.Moral education help in finding out the true purpose of life.

These values help one to be dedicated and unselfish loving and caring for others.

Role of Moral Education in Education Process

A famous quote says, " If wealth is lost nothing is lost if health is lost something is lost. when character is lost All Is Lost" This is the reason school have introduced subject called Moral Science so that moral teaching can be disseminated among the today's modern children. Inculcating a sound moral base is becoming a together challenge day by day. Student today are so much into studies and games but somewhere moral teaching became compulsory as give them a proper shape and direction as how to act or react during various difficult situation. Moral value need to be inculcated in all age groups especially in young children as it is said young mind are empty just as plain white sheet so whatever mark we leave the impression remains   for years moral education make our perfect education is not aimed at obtaining only a degree in in includes necessary value based teaching which result character building and social improvement too. Teaching moral education is not particular topic but it can be teach under various programmers and activities. Teacher can use different play and swatch activities to demonstrate various moral education lesson activities for providing various moral education cultural activities can play a great role in the it this. It is the need of the hour that school and colleges today should include the concept of hidden curriculum which refers to the transmission of norms. Today school and colleges are focus more on language, subject and mark. On one hand school may publicly claim and ensure that its education policy and practices are formed in such a way that all students succeed academically moral education refer to the way a school helps students learn virtues or moral habit that will make them better people outside of the four walls of their classroom. So the real challenges for schools will be how can these principal realistically be implemented and scaled in a school reform era intensely focused on academic achievement. For without proper ethical consideration we are in danger of society becoming increasingly fragmented and unstable as self interest overshadow the public good.

Conclusion

Moral education as a mandatory part of the curriculum. Moral growth is as essential as physical and intellectual growth and is nurtured through the path of inner development from the smallest gesture to grandest idea elegantly stated. School is of great importance when it comes to moral development school has an obligation to foster the students to become persons who act in a morally correct way you can teach norms easily but you cannot teach easily to to obey the rules unless you teach ethics. Therefore teaching ethics in school is important.

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Challenges and Opportunities of Online Education in Rural Areas

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Abstract:-

Online education is generally meant for remote learning or distance learning, but can also be used in face-to-face mode. Considering the rapid change in technology, inevitable changes in education sector are going to happen. Mobile phones, internet, tablets, I-Pads, their applications, social media etc are part of our lives from the start till the end of the day. The education sector has also adopted new paradigms for imparting knowledge and skills. It has shifted itself from traditional medium to virtual classrooms. All educational institutions at primary, secondary and college/ university levels are adopting new pedagogies to cater to this situation and keep continuity in providing knowledge to its student. The paper summarizes the challenges & opportunities faced by students in this virtual classroom environment.

Key words: - *Online Education, Challenges for online education in Rural Area, Opportunities in Online Education*

Introduction

Online education is not a new term methodology; even the concept of ICT in education has been adopted for a long time now. Online Education is just a substitute of traditional Classroom learning or we can say it is the need of hour. As we have no other option to adopt virtual learning because we don't want to compromise with studies. That is why online education market is increasing at a very high speed. Government of India in Association with Ministry of HRD has initiated a programme named SWAYAM that is designed to achieve the three fundamental objectives of Education Policy i.e., access, equity and quality. The main objectives of this effort are to take the quality teaching learning resources to all, including those who cannot afford. Nearly 2000 online courses are offered through Swayam and approximately 150 million students across the globe are enrolled in different courses.

Objectives of the study:-

The study has been geared towards achieving the following objectives:
1) To understand concept & growth of online education in India.
2) To identify challenges of online education in rural area.
3) To know opportunities in online education.

Research methodology:-

This study is based on Secondary data.
1) The data is collected from different newspapers, articles in magazines and websites.
2) The study is exploratory in nature.

Review of Literature:-

1) According to Stack, Steven Dr. (2015), online education has proliferated in the last decade. His research has not found any major difference in the scores of the students taking online course and face to face classes.

2) Herman, T., & Banister, S. had done a research on comparison of cost and learning outcomes of traditional and Online coursework. Their findings shows that online course engages students in the learning process, supports strong student learning outcomes, and saves cost for the university also.

3) According to a report by Google and KPMG, the online education market in India at the end of December, 2016 was $247 million and it will reach $1.96 billion by 2021. Also India's online education market is the second largest market after US. The findings of the report also states that the paid user base for online education services will also grow at least by six times i.e. approximately 9.6 million users by 2021.

I) Online Education growth in India- Online education in India is growing at an exponential rate because of the following factors:

1. Internet penetration in India

According to a report by IAMAI and Kantar IMRB, there were 481 million users of internet in India and this is growing at the rate of 11.34%. Also internet penetration in urban India was 64.84% while in rural India it was 20.26% till December, 2017. The main reason for the growth of internet users in India is the increase in number of smart phone users. According to a report by e-Marketer, the US-based market research firm, there were nearly 291.6 million smart phone users in India by the December, 2017. They are expecting that this number will grow by 15.6% to reach 337 million by the end of 2018.

2. Online education saves money and time

As online education is through internet, so it can be easily accessed anywhere, anytime. You can access the content early morning, late evening, at home, in cafeteria, or on the train. As the content is generally preloaded, so you can download the lectures / videos and watch them at your convenience time and again. Also cost of online education is very low in comparison to face to face education. Also there is a great savings on hostel and transportation fees. Since all the content is available online, so you need not buy books also.

3. Ease of doing courses for working professionals

Online education offers great opportunity for working professionals as they cannot leave their jobs to pursue higher education. Online education offers them a variety of courses to choose from and this can help in finding new career options for them. This is also supported by the report from Google and KPMG which states that deskilling and online certification is the biggest sector in online education.

4. Initiative by Government of India

Government of India is also taking initiatives to promote online education. Main objective of this initiative is to provide quality education for which they have tied up with IITs, IIMs and NPTEL. They are also tying up with universities by which student can earn credit though online courses. In order to establish digital infrastructure in India, the government has also launched National Optical Fiber Network.

5. Gaining recognition among employers

Today most of the universities in US are offering at least one online course. In India also many of the prestigious institutions are offering online courses where otherwise admission is very difficult and costly. Online courses done from well respected universities/ institutions are accepted by employers. Employers also understand that online education requires self-discipline, drive and other skills that they are looking for in a candidate.

II) Challenges for online education in Rural Area:-

1) Communication gap between faculty and students- During the COVID-19 Pandemic, it was found that during online education, communication between faculty and students needed to be clear with concise feedback while transforming from traditional to virtual platform of education. The two-way communication is essential in Teaching-learning that is difficult to implement in online classroom.

2) Economic conditions –The online education system has further created a gap between rich and poor. Those who have resources can get the education and others staring at disruptions in their studies. As a result, the students who belong to poor families, whose parents are busy in earning food and basic necessities, are deprived of getting education. Many families cannot afford smart phones; some of them don't know how to use it.

3) Inadequate Skills: The inadequacy of skills among the teachers of the rural areas to operate digital platforms is another key factor affecting the advancement of digital education. As the teachers lack the necessary training to use digital platforms, they are averse to adopt these educational methods.

4) Language Barrier: Almost 85% of the population living in India does not speak English. The lack of access to standardized content in Hindi and other regional languages causes a slow rate of further online course adoption. Standardized digital content covering every major curriculum from K-12 to higher education level seems far-fetched.

5) Gender Inequalities: The penetration of online learning amongst the female population in the rural parts of India is even more taxing. Just like most domains, the availability of internet and literacy in rural India is primarily available to men.

III) Opportunities in Online Education

1. Mobile Learning

According to a report in Stastia (2018), in the year 2017 there were 320.57 million people who accessed the internet through their mobile phone. This figure is projected to increase to 462.26 million by the year 2021. The surge in users is credited to availability of 4G internet and smart phones at very low price. Going forward, IAMAI hopes that the National Telecom Policy (NTP) 2018, which is focusing on new technologies like 5G, will promote better quality data services at more affordable prices and help address the digital divides that will promote internet penetration in the rural areas through mobile internet.

2. Investor's Interest

A large number of entrepreneurs are venturing into online education as this is expected to see an uptrend in the next 5 years thanks to the Digital India campaign, the cultural importance given to education and falling mobile data prices. The Chang Zuckerberg Initiative has invested $50 million in Byju's, Bertelsmann India has invested $8.2 million in Eruditus, and Kaizen Management Advisors and DeVry Inc. have put in $10 million in EduPristine. Khan Academy is a nonprofit organization which receives financial support from philanthropic organizations like The Bill and Melinda Gates Foundation, Google and Netflix founder Reed Hastings. Online learning platform Unacademy also raised $11.5 million of

funding led by Sequoia India and SAIF Partners; and Eruditus Executive Education, a provider of executive education programmes, had raised $8 million funding from Bertelsmann India Investments.

3. Blended Model

There will be convergence of the offline education and online education in future. This concept of blended learning combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, but student has some control over time, place, path, or pace. This model will take advantage of both face-to-face classroom practices combined with computer-mediated activities. In future, there will be virtual classrooms where face to face offline pedagogy will be aided by digital courses on practical knowledge and soft skills.

4. New Courses

Today the most popular courses in online education are related to IT which includes subjects like big data, cloud computing, and digital marketing. But in future demand for different types of courses in unexpected subjects such as culinary management, photography, personality development, forensic science, cyber law, etc. will increase.

Conclusion:-

Online education work direction and help the social community to attain their entitlements. Online education can change the whole future scenario in education if it can be implemented in joint collaboration with industry, universities and government. Drastic changes in course curriculum are required to bridge the gap so that students are industry ready after passing out. Education process needs to be changed by making it more practical with the use of technology. Also course should be designed in different language to increase their reach and more opportunities for youth of rural India. Innovations are required to design ways to increase the social skills of online learners.

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Globalization and Education

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Introduction

Globalization is a widely defined word with different meanings to different people. There has been a lot of debate about globalization. Some people regard globalization as a useful phenomenon, making the world more connected and informed than ever before. They look at it as a novel source for optimism in the world. It is clear that this group sees various advantages of globalization. On the other hand, another group of people believe globalization is a dangerous phenomenon which has changed the world in negative ways. To them, globalization has brought undesirable consequences to society, affecting its peace. It is obvious that the impact of globalization has been both positive and negative in the sector of education.

This debatable nature has encouraged both positive and negative views on how it affects numerous fields, including education. It is unavoidable for interconnection between cultures to take place without changing nations' norms on the way there, and some argument will be similarly inevitable at some point over such important issues. Regarding education though, a globalised world has certainly transformed, and still does, the field in certain positive ways. Thanks to globalised education, teaching methods are now more interconnected and widespread. Access to schools has been enhanced and because of that students are increasingly becoming prepared for multinational roles. Such preparation also allows students a more holistic understanding of how the global business scene works and encourages their active participation in it.

With the rise of the world's refugee crisis and brain drain constituting a major change in the global academic and business scene, one cannot help but see the downside of globalization. Easily moving around means that the youth leave their home countries in search of more lucrative prospects when it comes to their studies and careers, thus depriving their native countries of productive minds. However, seeing that it's not easy to change things at the moment, one can observe an upward trend in the development of multicultural awareness. One way or another, this huge mobility is closing down cultural barriers with people of different backgrounds intertwining.

Working together in a multicultural environment allows students to acquire new knowledge and thus make sense of new and unfamiliar situations by applying that knowledge. Students are more prepared to face adversity or circumstances they wouldn't necessarily run into when receiving a more localized education. Globalized education also enhances teamwork and the exchange of ideas among students. As teamwork is crucial in the academic and business world alike, learning to actively contribute is an asset for students. Though not directly related to education, there are a couple of drawbacks to the concept of a globalised society. For instance, the already existing technological gap between developed and developing countries will widen even further, leaving a lot of discrepancies to be dealt with. Consequently, such discrepancies may assist in a new form of colonization at the expense of developing countries, who will most likely struggle to keep up. Overall, globalization is a concept that is here to stay, constantly altering a world to which we have to adapt.

Listed below are some points that highlight the positive and negative impacts globalization in education has led to-

1. Globalization has radically transformed the world in every aspect. But it has especially transformed the world economy which has become increasingly inter-connected and inter-dependent. But it also made the world economy increasingly competitive and more knowledge based, especially in the developed western countries.

2. Global education interconnects methods of teaching from worldwide systems to encourage the international development of environmental sustainability, as well as contribution toward fortifying global industries. These educational initiatives prioritize global access to school from the primary to the university levels, instigating learning experiences that prepare students for multinational leadership roles.

3. As education serves as a foundation to global stability, the development of multicultural awareness from an early age may integrate ideologies sourced from various societies in order to arrive at well-balanced conclusions regarding issues that surround the world as a whole. Globalization and education then come to affect one another through mutual goals of preparing young people for successful futures during which their nations will grow increasingly connected.

4. With globalization some of the challenges for knowledge, education and learning will provide today's learners the ability to be more familiar and comfortable with abstract concepts and uncertain situations.

5. Information society and global economy requires a holistic understanding of systems thinking, including the world system and business eco-system. Globalization uses a holistic approach to the problems. The interdisciplinary research approaches are seen as critical to achieving a more comprehensive understanding the complex reality currently facing the world system.

6. It enhances the student's ability to manipulate symbols. Highly productive employment in today's economy will require the learner to constantly manipulate symbols, such as political, legal and business terms, and digital money.

7. Globalization enhances the student's ability to acquire and utilize knowledge. Globalization enhances the ability of learners to access, assess, adopt, and apply knowledge, to think independently to exercise appropriate judgment and to collaborate with others to make sense of new situations.

8. Globalization produces an increased quantity of scientifically and technically trained persons. The emerging economy is based on knowledge as a key factor of production and the industries demand the employees remain highly trained in science and technology.

9. It encourages students to work in teams. To be able to work closely in teams is the need for employees. Working in teams requires students to develop skills in group dynamics, compromise, debate, persuasion, organization, and leadership and management.

10. Globalization breaks the boundaries of space and time. Using advanced information and communications technologies, a new system of knowledge, education and learning should apply a wide range of synchronous and asynchronous activities that aid teacher and student in breaking boundaries of space and time.

11. Globalization meets the knowledge, education and learning challenges and opportunities of the Information Age. Knowledge based businesses often complain that graduates lack the capacity to learn new skills and assimilate new knowledge. Globalization makes it easier for businesses.

12. Globalization creates and supports information technologists, policy makers, and practitioners for the purpose of rethinking education and supports mechanisms for the exchange of ideas and experiences in the use of educational technologies.

13. Globalization encourages explorations, experimentation to push the frontiers of the potential of information technologies and communications for more effective learning.

14. Global sharing of knowledge, skills, and intellectual assets that are necessary to multiple developments at different levels.

15. Mutual support, supplement and benefit to produce synergy for various developments of countries, communities and individuals.

16. Creating values and enhancing efficiency through the above global sharing and mutual support to serving local needs and growth.

17. Promoting international understanding, collaboration, harmony, and acceptance to cultural diversity across countries and regions.

18. Facilitating communications, interactions, and encouraging multi-cultural contributions at different levels among countries.

19. The potential fallback of globalization in education can be the increased technological gaps and digital divides between advanced countries and less developed countries.

20. Globalization in education may end up creating more legitimate opportunities for a few advanced countries for a new form of colonization of developing countries.

Conclusion

Economic policies in most of the world rarely considered education as investment for the future or as a key to development, and even less as a fundamental right of human beings. The repercussions of these policies at all levels of education systems in the world, with the exception of a few industrialized countries, have been sorely felt. Such repercussions include the worsening of teaching conditions; insufficient numbers of school establishments and increase in numbers per class, particularly in developing countries experiencing strong demographic growth; the loss of teaching quality often due to the qualification level of the teacher's and the material conditions in which they carry out their profession; and finally, the loss of relevance regarding the education programs themselves.

In its new guise, continuing education is seen as going far beyond what is already practiced, particularly in the developed countries, viz. upgrading and refresher training, retraining and conversion or promotion courses for adults. It should open up learning opportunities for all, for many different purposes – offering a second or third chance, satisfying the thirst for knowledge, beauty, or the desire to surpass oneself, or making it possible to broaden and deepen strictly vocational forms of training, including practical training.

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The Need of Education System – Online or Offline: A survey

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Abstract

The paper contemplates the survey considering the views of the undergraduate and postgraduate students regarding offline learning and online learning and its relevance in context with the different technical and non- technical aspects and challenges. The paper progresses by considering the views and suggestions of students collected through online survey.

Keywords: online education, offline education, transformation, pandemic.

Introduction:

Change is life, one who fails to change, fails to survive in today's competitive world. We are in the age of a significant transformation. Every Day brings some changes in every field and the education system is not an exception to the same. To cope with the changes in the global and local industry, the education system needs to be updated and upgraded at all its levels by considering the views and suggestions of the educationalist and the targeted audience.

The COVID-19 has resulted in schools and colleges being shut all across the world and since then students are out of the classroom, but not from education. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby entire teaching is hijacked remotely and on digital platforms at every corner of the globe. Nowadays the most buzzing word is **ONLINE**. But have we really succeeded in reaching out to every student in the corner of "the globe"?

The present paper will help to build your answer. Though the entire education system transferred from one platform to another, are the students really happy and so are the teachers. Choosing between offline and online education could be a difficult task but with the right guidance and research you will be able to make the right decision. The present research paper will help you to reach your decision. As technology has developed, so too has the way we learn new skills. Attending online classes every day has become the 'new normal' for students during the lockdown in entire world. As schools and colleges were shut because of the lockdown to contain the spread of corona virus, the online classes have taken centre stage in students' life now.

Despite the lockdown, most of the teaching institutes have taken timely steps to continue the flow of education by holding online classes for students.

Review of Literature:

Innovative educational strategies and educational innovations are required to make the students learn. There are three vertices in the teaching–learning process viz., teaching, communication technology through digital tools and innovative practices in teaching [1].

The first idea of the research is to evaluate the theoretical position of two interconnected scientific spheres: of global academic mobility and possible models of integration of online and offline education for students' preparation, and the second to observe the results of experimental teaching of students [2].

Research in educational informatics seeks to understand the effects on people of using digital information resources, services, systems, environments and communication facilities for learning and education, by examining the issues and problems that arise from their

practice and how these relate to factors such as educational and professional context, communication and information practices, pedagogical theories, psychological and cognitive variables, and ICT design and use. action research represents a different approach to research, i.e. a pluralist research approach that is based on the assumption that when studying complex social settings, the mere recording of events and formulation of explanations by an uninvolved researcher, typical of positivism, is inadequate in and of itself.

Action research focuses on solving context-bound real-life problems. Knowledge production cannot be done without taking into account the wholeness of a situation. Inquiry is based on questions emerging from real life situations as opposed to the conventional academic way of working where questions arise from within the academic community which is divided into professional fiefdoms. Levin and Greenwood (2001)[3]

Based on the statistical survey, around 34% of online students and 23% of offline students said they put in between 1 to 2 hours of study whilenearly21% of the online students and around 12 % of offline students reported putting in 5 hours or more. The three measures of output were,

1) The absolute scores the students received at the end of the course,
2) Their self reported levels of learning and
3) Self-reported satisfaction.

While the average score for the online class was 78, the average score for the offline course was 70. The students were asked to rate their levels of satisfaction and learning using a 7 point liker scale. The average satisfaction score for the online class was 6.15 while the average satisfaction score for the offline class was 5.90. The average learning score for the online class was 6.00 while the average learning score for the offline class was 5.73.

Comparison of online versus offline learning is no doubt of substantial interest to educators and the focus of numerous studies. As preference for online learning increases, mostly due to the convenience and flexibility it offers students, universities find themselves increasing the number of online format courses to meet the growing demand. However, the question remains whether the delivery format of a course, i.e. online versus offline, impacts student performance, their satisfaction and learning. Many a priori studies report mixed results. Our study takes a novel approach by opening a discussion for future investigators to consider measures that impact student efficiency. [4]

In collecting definitions of online learning in the last 30 years, we searched ERIC database using the keyword "online learning" and "define*" because we were interested in obtaining all the different ways in which the concept of online learning has been defined in peer-reviewed journal articles in last 30 years. We limited our search to include only the research articles that were in English. These parameters resulted in a collection of 151 articles, which were narrowed down to include the articles that contained explicit definitions or citations for definitions for "online learning." All the 151 articles were then read to retrieve either definitions or references to definitions. This resulted in 54 different references related to the definition of online learning (term or concept). Out of the 54, 17 references were removed for reasons such as article does not contain a definition, was duplication, or was inaccessible.

This resulted in 37 unique references to definitions of online learning. The references in these peer-reviewed journal articles included books and online articles. To retrieve the definitions from these sources, the books were obtained from an academic library and the online definitions were extracted from the web pages. Out of the eight references for a webpage, six had to be obtained from the Way back Machine (https://archive.org/web/), an internet archive database that contains cached and archived web pages that may become unavailable over time. On further analysis, these 37 unique references resulted in a collection of 46 different definitions.

"Online learning can be broadly defined as the use of the internet in some way to enhance the interaction between teacher and student. Online delivery covers both asynchronous forms of interaction such as assessment tools and the provision of web-based course materials and synchronous interaction through email, newsgroups, and conferencing tools, such as chat groups. It includes both classroom-based instruction and as well as distance education modes. Other terms synonymous with online learning are 'web-based education' and 'e-learning'". (Curtain, 2002)"

One key issue that arises from this research and analysis is the misuse and/or overuse of the term online learning as an umbrella term, often times when scholars mean online education. They include discussion of delivery mechanisms and instructor workload but call it online learning. Even more intriguing is what is missing from these definitions – the concept of learning itself. The definitions in later years include interactivity, but that is the extent to which they delve into learning and student engagement. Why do the definitions of online learning not describe learning, and how learning done in an online context is different from learning that happens elsewhere? Consideration of learning techniques, learning outcomes, and comparison with learning in a face-to-face context is completely missing from these definitions. Where is the learning in the definitions of online learning?

The definitions focus on technology, time, confusion over terms and physical difference but do not even mention learning, cognition, awareness, and retention. Based on this observation that learning is not integral to defining the concept of online learning, we propose the following template for defining online learning or for revising the existing online learning definitions to clarify the usage of the concept. A definition of online learning should include clear domain delineation of the concept, to avoid overlapping and confusing terms. It must include explication of use of technology and should clearly articulate if the teaching is in a synchronous environment or an asynchronous environment. And a complete definition will include interactivity/learning examples and will acknowledge the role of physical distance, if any.

"Online learning is defined as learning experienced through the internet/online computers in a synchronous classroom where students interact with instructors and other students and are not dependent on their physical location for participating in this online learning experience."

<div align="center">OR</div>

"Online learning is defined as learning experienced through internet in an asynchronous environment where students engage with instructors and fellow students at a time of their convenience and do not need to be co-present online or in a physical space."[5]

Results showed that students performed equally well across all three teaching modalities, allaying traditional concerns about online and blended teaching efficacy. In addition to demonstrating that online classes can be just as effective as face-to-face classes in producing satisfactory student outcomes. Our results also highlight the potential for blended modality classrooms to improve student academic outcomes by combining the best features from both face-to-face and online teaching. The use of three-way comparison showed that quality student learning can occur online, offline, and in between. Analyses of the SOQ and COLLES found students from the three teaching modalities were equally satisfied with their learning experiences. The use of scaffolding and guided discussions can foster online classrooms with high interactivity and peer support.

In order to meet the needs of a growing student, respect instructors' needs as educators, expand the definition of "good teaching practice", the institutions can support their faculty by offering more opportunities for professional development, technological proficiency skill-building, and providing more pedagogical support. As instructors strive to

provide the best learning environments for their students, teachers of all types can benefit from technological tools and practices in order to best support learners of all backgrounds.[6]

Survey Analysis:

In present paper, we have taken survey from about 163 students majorly Arts, Science, Commerce and Engineering students without knowing their institute's identity so as to maintain decorum of all the educational institutes across the India. The details answers or responses provided by the participants are as below:
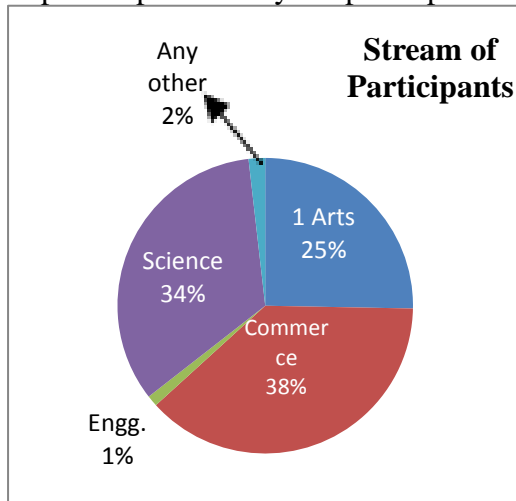
The responses received from various intended streams are as Commerce 38%, Arts 25%, Science 34%, Engineering 1% and any other 2%. It is proved that Commerce and Science students are apt in responses and there are more conscious about ICT tools.

Fig.no.1:- Graph for Streams of students

The researchers had anticipated that the research factor can give impact over the end findings of this research through the survey i.e. age of the participants in this research study. It is found that 66% which is highest between 16 to 20 age group participants responded to the online survey.
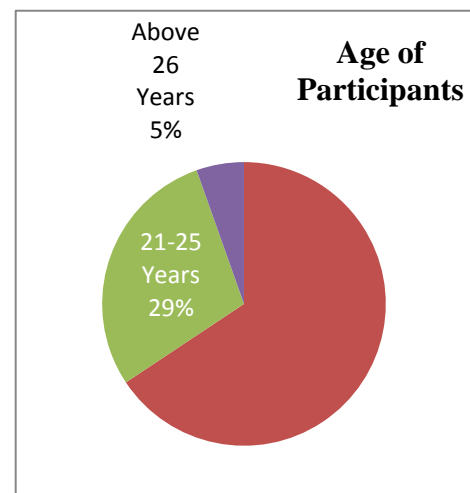
Fig.no.2:- Age group of students

Platform used for Online class number.
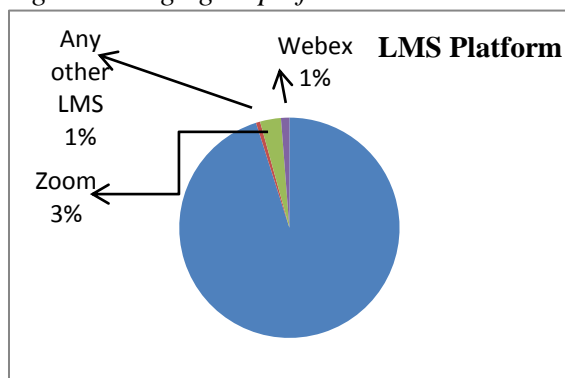
1) How is your college delivering online learning?

The researchers intentionally hid the name of the college and the participants to protect the personal identity. 95% participants prefer Google Meet as learning management system (LMS) for their online teaching learning process. Rest of them varies in *Fig.no.3:-*
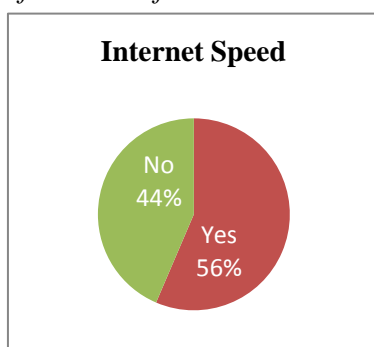
2) Do you have high-speed internet at home?

Considering the importance of internet data speed while attending online classes, the researchers were expecting whether the participants have internet data speed in ample number or not. To prove it, this question was included in this research study. The finding of this question is that 56% students responded "Yes". It means they don't have lack of

Fig.no.4:- Internet Speed.

internet data speed. But it can't be ignored that 44% participants responded "NO". It means they are facing low internet data speed while attending online classes.

3) Do you have access to a device for learning online?

It is found that 52% students don't have any problem accessibility of device for learning online but 38% participants are facing problems sometimes, 3% participants are using other's device and 7% participants don't have any device for online learning

Fig.no.5:- Access to Internet devices

4) What device do you use for online

Acess to internet device

Yes, but doesn't well some times 38%

Yes 52%

No, Shared with others 3%

No 7%

learning?

It is found that 90% participants use smart phones/mobile, 9% laptop, 1% desktop system and 1% participants use tablet for online learning. The researchers found that still participants prefer smart mobile phones which are handier than laptop and desktop. The researchers also found that use of smart phones have some limitations in online learning while creating assessment documents.

Tablet 1%
Laptop 9%
PC 1%
Smart Phone 90%
Devices used

Fig.no.6:- Devices used for Internet

5 to 7 hours 7%
More than 7 hours 2%
1 to 3 hours 46%
3 to 5 hours 45%
Time spend for online classes

5) How much time do you spend each day on an average for online education?

It is resulted that 46% participants spend between 1 to 3 hours on online learning. 45% participants spend 3 to 5 hours on online learning. It is found that very few 7% participants spend 5 to 7 hours on online learning. It reduced learning hours *Fig.no.7:- Time spend for Online Classes* in comparison with offline learning.

6)

How much internet data do you spend each day on an average for online education?

The result is found that the participants send internet data for online learning varies. 43% participants spend 1 to 1.5 GB inter data for online learning. 36%

More than 3 GB 5%
1.5 to 3 GB 16%
Data use for Online Classes
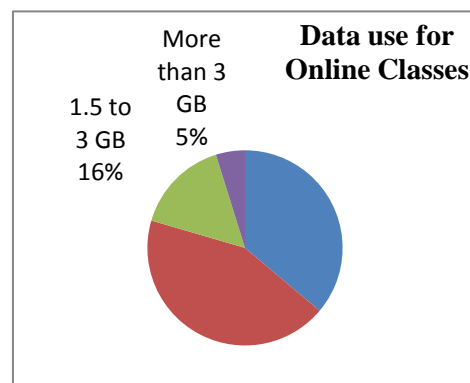
spend less than 1 GB internet data, 5% participants spend more than 3 GB internet data.

Fig.no.8:- Data use for Online Classes

Amount paid for Internet recharge

Less than 100 Rs 5%
100 to 200 Rs 17%
200 to 300 Rs. 38%
More than 300 Rs. 40%

7) How much rupees do you spend on Internet monthly for online education?

It is found that 40% participants spend more than 300 rupees, 38% participants spend between 200 to 300 rupees, 17% participants between 100 to 200 rupees and 5% participants spend less than 100 rupees online learning.
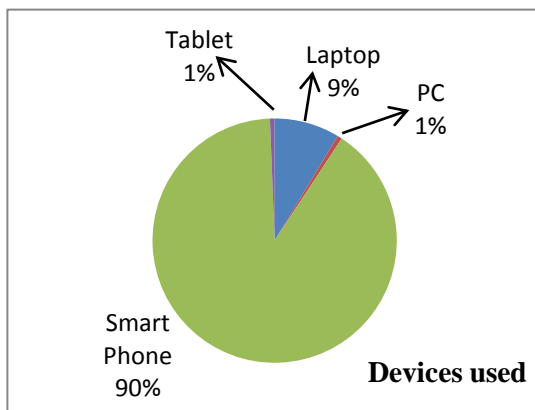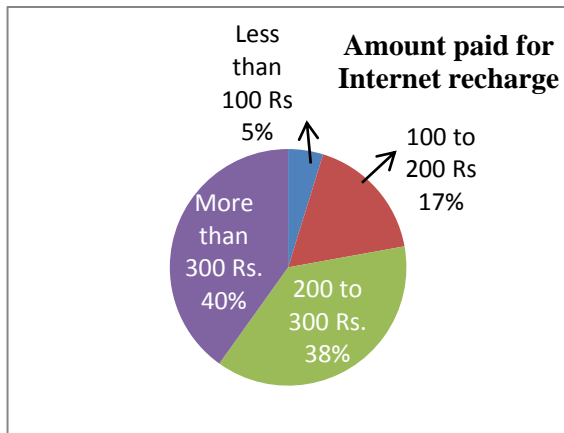
Fig.no.9:- Amount paid for Internet recharge.

8) Are you happy / satisfied with the technology and software you are using for online learning?

Only 27% participants are happy and satisfied with the technology and software they are using for online learning. It's completely opposite 18% participants are unhappy and unsatisfied. Some participants are in between.

Technology Indexing

Very much happy 5%
Very much unhappy 3%
Slightly unhappy 18%
No 18%
Yes 27%
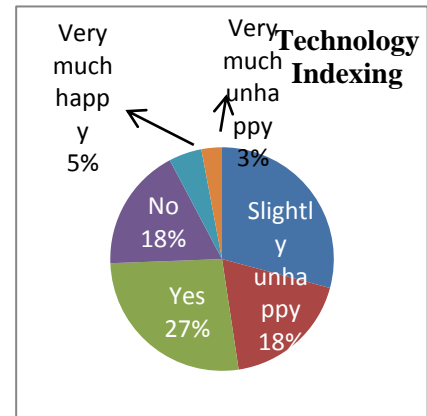
Fig.no.10:- Indexing for Technology used

Learning experince

Very Intresting 19%
Slightly intresting 42%
Not at all inresting 39%
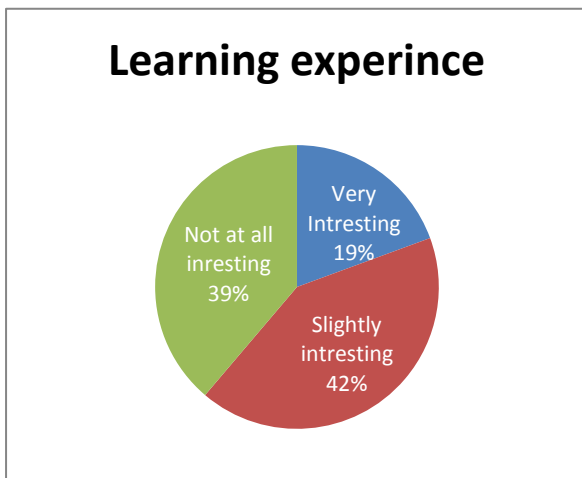
9) How was your learning experience learning from home (Online) as compared to learning at college (Offline)?

Rarely, 19% participants stated that they found online learning is very interesting but it can't be ignored that large 42% participants stated that they are slightly interested and 39% participants responded that they are not at all interested in online

Fig.no.11:- learning experience for learning.

Online and offline learning

10) What kind of learning you enjoy a lot?

The researchers found that 60% participants are interested and they enjoy teaching learning offline mode and not online mode. Hardly 13% participants enjoy online learning and 27% participants enjoy teaching learning in blended mode.

Fig.no.12:- Type of learning enjoyed by students

Type of Learing like by students

Online Teaching lear...
d of both
Offline
Online & ...
Teaching Lea...

Not at all important 2%

Slightly important 21%

Importance of Face to face Learning
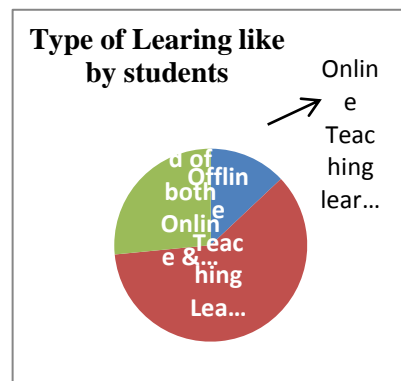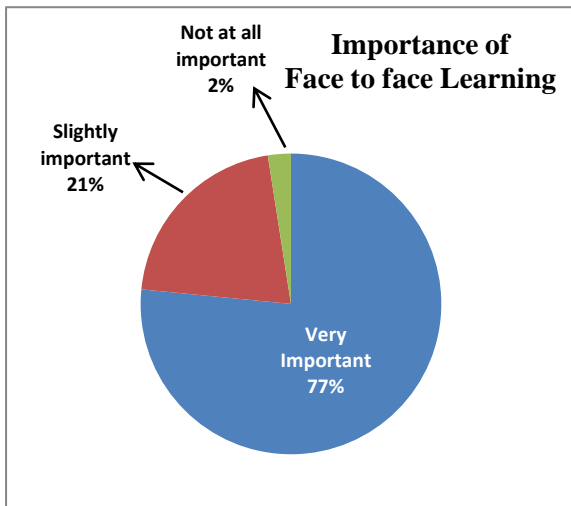
Very Important 77%

11) How important is face-to-face communication for you while learning in offline mode?

It has been resulted that 77% participants responded and stated the face to face communication is very important in offline teaching learning mode.

Fig.no.13:- Importance of Face to face Learning

12) How effective has online learning been for you?

It is found that, only 9% participants responded that online learning has been proved effectiveness for them. Rest of the participants responded as slightly, not at all effective, and moderately effective.

Fig.no.14:- Effectiveness of Online learning

Effectiveness of Online learning

tive 9%

Real learning on Online mode

May be 12%

Yes 28%

Can't say 20%

No 40%
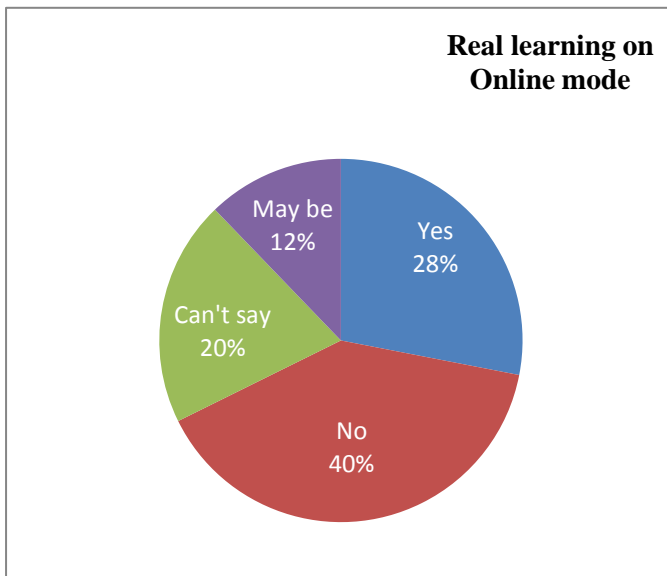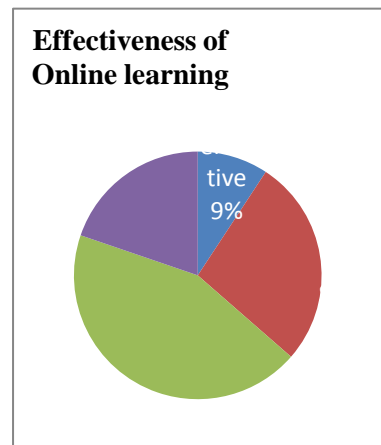
13) Are you learning as much as now, as you were before switching to online learning?

Details observation shows that, 40% participants responded that they are not learning in online mode as much as they were learning in offline mode. Hardly 28% participants responded positively to the online mode learning.

Fig.no.15:- Amount of Learning on

online mode

14) As per your experience till now which education system is better for your bright future?

It is found in the last question in this survey based research study that 66% participants preferred offline learning education system which proved the better than online mode.

Fig.no.16:- Best education system as per the responses.

Blend of online & Offline learing 23%

Online learning 11%

Offline learning 66%

Best Education system
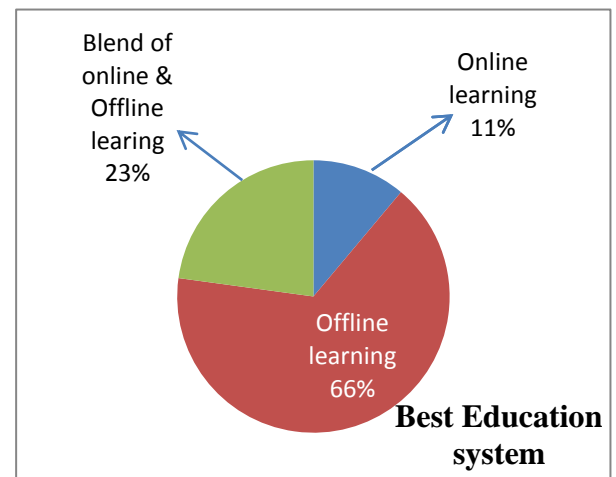
Result :

* Advantages of online education:

1) Online education is flexible: It can be accessed from anywhere with a device and internet connection.
2) It is Budget friendly.
3) Convenient attendance.
4) Class recordings are available for later references.
5) Time flexibility: The online classes have huge time flexibility that impacts both teachers and students. They can choose a convenient time based on their criteria. They can start their classes based on their comfort time zone.
6) No need to travel : Student doesn't need to face vehicle traffic anymore. The facility of online classes will not let them travel physically to attend the classes. This is safe also.
7) Online content is available 24x7: The online classes provide knowledge 24x7. Even if the teachers are not available student can play the recordings to join their classes. Also, student will be provided various study material that he/she can access anytime and anywhere.
8) Proper planned working: Online classes are so planned that students can feel the function of the virtual library/e-Library. Everything is arranged properly that they can access on their own pace. Attend online classes, join the online tests/quizzes, download study material, notes and many more.

* Disadvantages of online education:

1) One of the major disadvantages faced by students learning online is managing screen time. Online education requires staying logged in on the screen for an extended period regularly. Long-duration screen time becomes a great difficulty for the students to concentrate and harmful for their health as well, especially the eyes.
2) Another disadvantage includes technical glitches. Poor Internet connectivity issues specially in the rural areas also arise multiple times during online sessions. Small towns/cities, urban areas face the most difficulty maintaining stable Internet connection. It destroys the consistent learning of the students.
3) Other disadvantages include: Feeling of isolation by individuals, Minimal peer help, Group work not as efficient as it would be if done offline classes.
4) Unstable job of teachers: Online classes are kind of unstable job. Teachers are not sure when they get a boom and deficit with the online classes. Learners might cancel or leave online classes any point of time.

* Advantages of Offline classes:

1) Students are fully attentive towards class only, ie. less distraction. Online classes have more possibilities of distractions where students may surf on other online platforms or pay less attention in class.
2) The combination of teachers and students are well connected which gives comfort ability to understand the topics. Hence, the students are also getting the opportunity to learn broadly compare to online classes.
3) Teachers can provide individual attention to the students, address their issues and solve them quickly inside the class.
4) Job Security: The offline teaching has the assurance of job security as compared to online teaching. The teachers get paid at the end of the month as per his fixed salary.
5) More fun inside the classroom: When teacher start interacting with his students then he/she get to connect to them more closely and have lots of fun while discussion and question answer sessions. The teachers will let students interact with several types of

quizzes, co-curricular activities, and debates. These activities will help students to grow and also become socially, emotionally strong.

* Disadvantages of Offline classes:

1) Students may lack the opportunity to learn advancing technology.
2) Time management becomes an issue for students who reside far away from campus.
3) No recording or any other form of data is not always available for students who missed the class or later references.

Apart from studies, we are also focusing on learning new skills and technologies which would help all of us as a teacher in the future. As far as practical are concerned, we can't replace the offline practical performance in real world, but for time being we can switch to virtual laboratories which is offered by many IITs and leading universities.

Conclusion and future scope for research:

Both type of education system (online and offline) has their own pros and cons which are mentioned above in the result section. As per the survey the majority of the students are in favor of offline classes or blend of both offline and online classes.

Hence, we came to conclusion that, if the WHO, Central government, State government and local authorities permits, offline classes should get started and the repository for these teachings in the form of Video lectures, online notes, virtual library, teacher's PowerPoint presentations should be provided to all the students through user friendly learning management system (LMS), so that each and every student irrespective of class, financial category should get world class education at the comfort of his own pace, after all every student or individual is unique.

Still we think that more and efficient work should be done on the two different online and offline teaching methodologies, teachers must adopt the new technologies to deliver their ideas, content to develop the characters of students to make them more sensible about the society, transforming them from learner to a good character human being. Provide best quality education and knowledge to the student for their overall development.

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Milk Production in Satara District: A Geographical Analysis

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Abstract

This research paper based on the secondary data obtained from the socio economic abstract of the Satara District for calculation the production of milk in Satara District and impact of milk production on the socio economic development of the farmer as well as the society. The production of milk is increases during the study period during 1991 to 2011 but mode of change is more during 2001 to 2011, 94.33 (thousand liters) per 100 milking animals than in 1991 to 2001. The highest production of milk is observed in Phaltan tahsil. The development of milk processing industries and availability of market of Pune and Mumbai, boost up milk production in this tahsil. Tahsils located in drought prone and western hilly area having low production of milk. This is happened due to unfavorable climatic and physiographic condition such drought prone climate in Man and Khatav tahsil and high rain fall and hilly track of Sahyadry in Mahabaleshwar, Jaoli and Patan tahsils. Low production of milk of milk is also observed in Karad tahsil due to the commercial farming of sugar cane. It is also observed that production of milk is also contributed in the economic development and to enhance the living standard of the farmer.

Key Words : Milking Animals, Organic Fertilizers

Introduction

Animal herding is major ancillary activity supporting to the agriculture for the purpose of provision of organic fertilizers such as feces and urine of cattle and buffalos and milk production. In these animals Ox and male buffalo are used for the cultivation by the farmers and crossbreed, local cows and buffalos are reared for the milk production. This is another source of economy of the farmers. Production of milk can help to enhance the economic status of the farmer. He can be able to provide the domestic needs from the earning by the milk. With the help of economic benefit of milk and organic fertilizers, farmers can be develop their farm and enhance the crop production. Present research paper focuses on tahsilwise production of milk in Satara District in 20 years, from 1991 to 2011 and also studied the roll of milk production in the socio-economic development of the farmer, agricultural development and rural economy also.

Study Area

Satara district is historically and economically most important district in Maharashtra situated in the western part of the state. It is extended during $17^0 5'$ to $18^0 11'$ north latitudes and $73^0 33'$ to $74^0 53'$ east longitudes. The district consists of 1739 villages, 22 towns and 11 tahsils according to 2011 census and it is bounded by Pune in North, Solapur in East, Sangali in South and Ratnagiri and Raigad in West. District has variation in climatic situation having high (more than 6000 cm) rainfall in western hilly region and very low (less than 50 cm) in eastern region during the year. The central part of the district is occupied by river Krishna, which is mostly irrigated and having black loamy soil and it is capable to yielding good crops. The northern part also have river Nira basin and canal irrigation facility, so it is also have the capability of high yielding of crops. The district recorded 30,03,741 population including 5,70,228 (18.99%) urban and 24,33,363 (81.01%) rural population respectively in 2011 having rank 122nd out of 640 districts in the country.
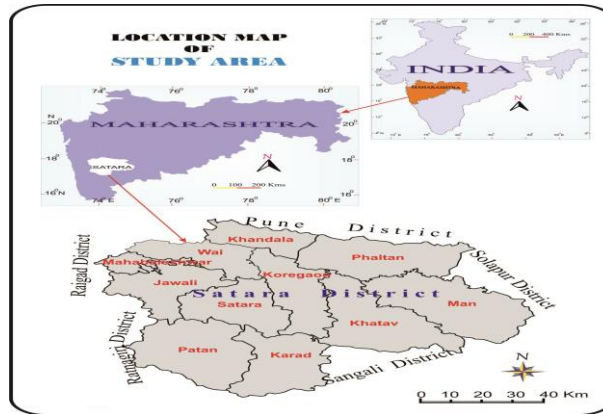
Fig. 1

Objectives
1. To study the tahsil-wise milk production in Satara District during the study period of time.
2. To study the role of milk production in the socio-economic status of the farmers in Satara District.

Methodology The present research article is based on the secondary data obtained from socio-economic review of Satara District, Gazetteer of Satara. The ratio of production of milk is measured and analyzed by simple statistical methods. Production of milk is computed by the simple ratio to per 100 milking animals in liters. For the calculation of decadal variation or change in milk production during the study period following formula is used:

$$x = \frac{P1 - P2}{P2} \times 100$$

Where,

X= Decadal Change in Milk Production

P1 = Production of Milk in Current Year

P2 = Production of Milk in Previous Year

Analysis of Milk Production in Satara District:

1. Area of Low Milk Production

This group is concerned to the production of milk is 30 thousand liters per 100 milking animals. As per 1991, five tahsils namely Khatav, Karad, Patan, Jaoli and Mahabaleshwar are included in this group. In 2001, these tahsils are still remain but Mahabaleshwar is left due to increase in milk production but in 2011, no any tehsil is observed in this category due to increasing milk production.

Table 1
Tahsil-wise Production of Milk (000 Liters) in Satara District
(Per 100 Milking Animals)

Sr. No.	Tahsil	1991	2001	1991-2001	2011	2001-2011
		Production	Production	Change in %	Production	Change in %
1	Jaoli	9.32	16.97	82.06	63.47	274.10
2	Karad	22.21	27.63	24.39	57.75	109.05
3	Khandala	53.81	68.14	26.62	214.89	215.39
4	Khatav	28.80	27.79	-3.49	68.15	145.20
5	Koregaon	38.04	75.97	99.72	129.57	70.57
6	Mahabaleshwar	19.12	36.63	91.56	33.28	-9.15
7	Man	39.60	41.88	5.75	50.18	19.81
8	Patan	29.43	10.40	-64.65	47.85	359.87
9	Phaltan	85.76	73.44	-14.37	406.55	453.58

10	Satara	49.83	68.59	37.64	101.54	48.05
11	Wai	52.87	46.24	-12.54	95.00	105.44
	Satara District	**37.11**	**38.21**	**2.95**	**94.33**	**146.87**

Source : Socio economic Abstract of Satara District 1991,2001 and 2011.
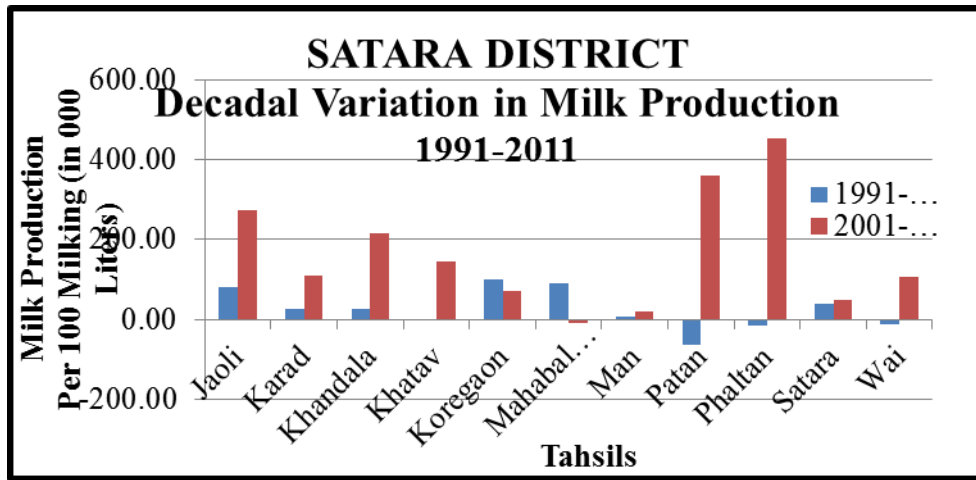
Fig. 2

2. Area of Moderate Milk Production

This group is represents the production of milk is 30 to 60 thousand liters per 100 milking animals. In 1991, Man, Koregaon, Satars, Wai and Khandala tahsils are observed in this group. In 2001, Man and Wai tahsils are still remain but Mahabaleshwar tahsil is being newly added and Khandala, Koregaon and Satara tahsils are left from this group due to increase in milk production. In 2011, Man and Mahabalwshwar are still remaining but Patan and Karad are newly added in this group and Wai is left due to increasing milk production. Man tahsil is permanently observed in this group for all three time study period. The production of milk in Man tahsil is shows increasing trend but it have slight change is observed between 39.60 to 50.18 thousand liters per 100 milking animals during 1991 to 2011.
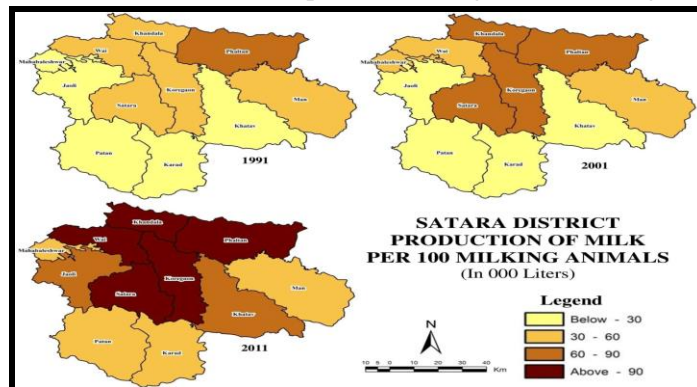
Fig. 3

3. Area of High Milk Production

This group represents the production of milk is 60 to 90 thousand liters per 100 milking animals. In 1991, only Phaltan tehsil is observed in this group but in 2001 number of tahsils in this group is increased on four, includes Khandala, Koregaon and Satara other than Phaltan tehsil. These tahsils are newly added in this group due to increase in their milk production. In 2011, these all tahsils are left and Khatav and Jaoli tahsils are being newly added in this group due to increasing its milk production.

4. Area of Very High Milk Production

In this group tahsils which have above 90 thousand liters production per 100 milking animals are observed. In 1991 and 2001 no any tehsil is recorded in this group but in 2011, total five tahsils namely Wai, Khandala, Phaltan, Koregaon and Satara tahsils are observed in this group. Phaltan tahsil have

highest positive change (406.55 per cent) during 2001-2011, because of availability of market of Pune city and development of milk industries in this tahsil, farmers are attracted to the milk production.

Decadal Change In Milk Production

In the first decade of study period decadal change of milk production in overall district is low (2.95 per cent). It has been also observed that, in Khatav, Patan, Phaltan and Wai tahsils have negative growth of milk production in 1991-2001and Man tahsil have positive growth but the ratio is very low (5.75 per cent) in relation to other tahsils because of the scarcity of fodder due to low rainfall and drought in Khatav, Man and Phaltan tahsil. Patan and Wai tahsils have good rainfall but due to hilly area, undulation topographic features and unawareness about commercial milk production in the farmers production of milk shows negative change. This situation is also found in other tahsils have positive change in the district. In 2001-2011, all tahsils have drastic change in milk production and shows positive change except Mahabaleshwar tahsil (-9.15 per cent). Because of hilly topographic features, high rainfall, high forest area and low availability of cultivation land and also fodder. This critical geographical condition is not suitable for cross breed cattle. One more thing is, tourism industry is developed in this decade and most of the population is engaged in this industry being main economic activity. In this decade over all district have positive (146.87 per cent) change in milk production.

Conclusion

From the above said description it has been concluded that, the production of milk is continuously increases in all tahsils during the study period but the amount is observed more or less in proportion. Tahsils situated in the western part of the district mainly Mahabaleshwar, Jaoli and Patan have relatively low to moderate production. Because, these tahsils have undulation geomorphic topography, high rainfall, forest area and low production of fodder, this critical condition is not suitable for crossbreed cattle which are purposefully ranching for milk production. In this area proportion of local milking animals like local cattle and buffalo are available. In Man and Khatav tehsil, production is relatively slow due to the drought prone climatic condition and scarcity of water. In these tahsil, due to low rainfall, production of fodder is low and to purchase the fodder from other area is not affordability thing to all farmers, even so the relatively plain topographic surface and medium deep black fertile soil, due to the above unfavorable condition farmers could not provide sufficient fodder to their animals, that's why production of milk in these tahsil is also relatively lowPhaltan tahsil also have climatic condition as like Man and Khatav, but due to availability of canal irrigation in this tahsil production of fodder is good in proportion. In Phaltan tehsil Milk processing industries are developed in 2001-2011, so farmers have good opportunity to enhance to increase their economic condition from this occupation. So this tehsil is permanently observed in high to very high milk production area. Wai, Koregaon and Khandala tahsils have urban market center of Satara for their milk and also they are beneficiary of milk industries in Phaltan tahsi. So production in these tehsil is observed relatively more than low milk producing tahsils. Farmers in Satara tehsil have a good urban market for their milk so farmers give preference to milk production of specially buffalos.

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Mobile Information Literacy for Users
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Abstract.
The growing trend of using mobile devices to access and deliver information are forcing us to adapt information services and digital content for mobile devices. Users who connect to the internet and services via mobile devices look forward to possibilities of seeking, processing, saving, sharing and delivering information through a variety of smart devices and to have access to information anywhere and anytime. Mobile information literacy is presented as a theoretical concept based on well known concepts of computer, information and digital literacies, especially on the newest definition of information literacy provided by CILIP (2018) which is compared to best practices and TASCHA (2015) curriculum of Mobile Information Literacy. Skills and abilities to discover, seek, process, and use information ethically may be different in mobile environment due to difference show people handle mobile devices, attributes of devices, and basics of our information behaviour on the move than in interaction with computer.

Keywords: *Information Literacy, Mobile Devices, Information and Communication* Technologies, Libraries, Information Competencies, Information seeking, Mobile Information Literacy

Introduction

We live in the age of the information society which offers many opportunities but could also be challenging especially for certain groups of users of information. On a daily basis we need information in personal and professional life. We seek, select, use and deliver information from different sources and use a variety of devices. We could seek information actively or receive them passively. The amount of information that surrounds and influences us is stillgrowing. We need the skills and abilities (competencies) which help us workwith information effectively and ethically. These competencies, provided by digital or information literacy, help us to avoid information n overload or to choose irrelevant or wrong information.

Information literacy, especially the ability to select and evaluate information, isespecially important in face of the growing trend of mobile information and communication technologies usage, so-called Mobile revolution (Steinbock,2007). We should be prepared for users that receive and deliver a huge amount of information by mobile technologies. The number of unique mobile users hasbeen more than 5 billion people worldwide in January 2019 and it still grows (Kemp, 2019). Mobile internet has been accessed by more than 4.4 billion users in January 2019 (Clement, 2019). Those people are active and possible users of whole spectrum of information services provided by libraries, government, entertainment and more. Also, right now they are users of a variety of information which they need to seek, evaluate, use and ethically share withothers.

Through mobile devices (smart phones, tablets etc.) we can access information almost any where and at any time. New wireless network allows us to connect tothe internet and communicate information from distant places and on the move. These possibilities can save our time, improve workflow, as well as speed up getting information we need to accomplish variety of tasks. However, accessing this information can also pose challenges. Does ubiquitous access to information require any new competencies?

Literacy in the digital age

Recent rapid development of communication, media and information technologies is shifting the society to a new concept of the information society. We need information to accomplish almost every personal or work related task. And we are also surrounded by information in many ways – advertisement, media, literature, communication, applications and of course our senses. We developed various ways to access and deliver information and wear e still working on the new technologies and devices to share, process, save and use information in certain forms. To accomplish such tasks we need adequate skillsand abilities demanded by the changes in society, by the increased amount of information. Skills are also needed to seek, access, process, evaluate and share information effectively and ethically. We should be information (or digital) literate people.

Since Paul Gilster (1997) published book *Digital literacy* – the number and role of new information channel sin society has changed rapidly. However, his general idea or explanation of digital literacy is still current and valid– anability to understand and to use information from a variety of digital sources using the technologies and formats of the time (Bawden, 2008). It is difficult to find a complete definition of digital literacy, as Lankshear and Knobel (2008) stated: "However, it reminds us that any attempt to constitute an umbrella definition or over arching frame of digital literacy will necessarily involve the claims of myriad concepts of digital literacy, a veritable legion of digital

Literacies."Digital literacy is also a part of the Multiple Literacies Theory (Masny,2009), where it

stands as a one of new fundamental literacies.

The concept of digital literacy is based on computer and information literacy (Bawden, 2008). Both concepts stand separately or as a part of digital literacy. They both are defined and contain a list of competencies required to be a computer or information literate person.

The computer literacy is defined as the knowledge and ability to utilize computers and related technology efficiently, with skills ranging from elementary use to computer programming and advanced problem solving (Tobin,1983). The skills and competencies of computer literate person are provided by the curriculum of European (or International) Computer Driving License, which is the global certification of information and communication technology and digital literacy qualification. The modules are divided into three groups – Base Modules (Computer and Online Essentials, Word Processing, Spreadsheets and Theory), Intermediate Modules (Presentation, Databases, Security, Collaboration, Image and Web Editing, ICT in Education and more) and Advanced Modules which extend knowledge of Word Processing, Spreadsheets, Presentations and Databases from previous modules (ECDL Foundation, c1997-2019). Computer literacy is focused more on technologies side of computer (and similar devices) use.

Information literacy is broader than computer literacy. It is focused not only on necessary technological skills for work with computers, but also on cognitive processes related to information. It also overlapped other literacies – library and media literacies (Bawden, 2001).

Several more literacies are important for users of information these days. One example is library literacy, which includes a knowledge of library services, resources it provides, how information is organized and an understanding of the best means of finding information in a certain library (Fatzer,1987). Very important these days is media literacy which helps us choose information sources and prevent us to believe misinformation and disinformation in times when media information is growing (Potter, 2019, Buckingham, 2006), among other authors. We also suggest two other types of literacy. The first is financial literacy as the new devices and services allow new ways of payment and wireless communication between cards and terminals. The second is language literacy not only in focus on foreign languages but also the knowledge of mother tongue, written and spoken.

Digital, information and computer literacies serve us as base concepts for mobile information literacy. The computer literacy provides skills to handle and use mobile devices as a computer, both hardware and software. Information literacy helps understand and use mobile devices for communication of information–how to seek, process, use and share information one needs. We

place digital literacy in a broader context which allows us understand concepts of modern information services and technologies which are widely used by users of (not only) mobile devices forco-operation, networking, self-presentation, reading and sharing information and more activities in digital environment.
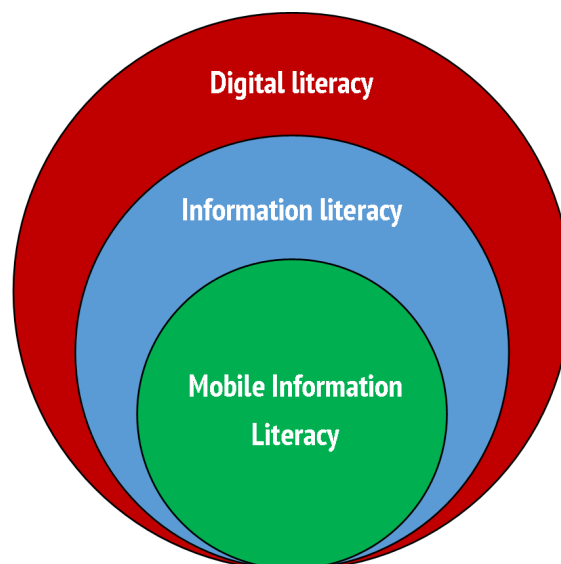

Figure1: Simplified model of the Mobile information literacy in relation to the Information and Digital literacies. Computer literacy is a part of all three displayed literacies.

Mobile information literacy

We present mobile information literacy as a theoretical concept based on information literacy

competencies in the mobile environment. It is based on the fact that there is a growing number of unique owners of mobile devices. Those users connect to the internet on their devices to accomplish different information tasks based on their information needs as checking e-mails, communicating with co-workers or friends, seeking information, relaxing and having fun, reading news, visiting catalogues, searching databases and more. Mobile devices and new possibilities of wireless connectivity to the internet allow us to communicate and *consume* information (almost) anywhere and anytime. This ubiquitous way to access and share information offers many opportunities not only for users of information, but also for information institutions. It can be also very challenging.

The first references on mobile information literacy appeared around 2010 in relation to libraries, education and mostly marketing. Mobile and wireless internet as well as modern mobile devices (smartphones, tablets, netbooks) connectable to the internet started to be popular at the time. Recent contributions similar to the topic of the mobile information literacy have been focused on mobile learning in 2000s. Mobile learning is a method and process of education to use mobile devices promoted for example by Alexander (2004), Corbell and Valdes-Corbell (2007), Herrington (2009), Klopfer (2008) and more.

Since 2012 there has been contributions on mobile technologies in libraries and on use of mobile technology to support information literacy. Examples are in the book by Walsh, 2012 a, *Using mobile technology to deliver library services: A hand book* as well as
M – libraries 3: Transforming libraries with mobile technology by Ally (2012). Walsh (2012b) published an article about information behaviour in mobile environment. He found six key areas where mobile devices affected the information behaviour of users and described the general information behavior of users on the move (with mobile devices):

- Desire for quick and easy searches,
- Shifting from evaluation of information sources to prior selection of trusted sources,
- Extension to user's memory,
- Easily moving information between devices,
- Constantly gaining information,
- Always connected to the internet.

Another interesting approach to mobile information literacy is supporting students to use mobile devices to connect to information resources provided by academic library and grant them a user friendly way to do it as Havelka (2012)and also Havelka (2013) mentioned. There has been also interesting research on Student Information Literacy in the Mobile Environment published by Yarmey (2016). She found that students are interested in using their phones for academic purposes but they still require guidance from their educators. Information literacy instructors should become familiar with new search methods and help students understand how to evaluate information, especially when it is presented in a non-traditional form. Students may need assistance from educators in applying information literacy skills they have learned while searching on a laptop or desktop to the mobile environment.

Mobile information literacy competencies

The skills and competencies of the mobile information literate person should be based on the current information literacy definition of CILIP(2018): "Information literacy incorporates a set of skills and abilities which everyone needs to undertake information-related tasks; for instance, how to discover, access, interpret, analyse, manage, create, communicate, store and share information."The newest definition of information literacy focuses on information in all forms such as print, digital content, data, images and the spoken word. Information literacy is related and associated with other kinds of literacy, especially digital, academic and media literacy. It might be needed in the context of everyday life information needs, such as of citizenship, education, profession and health. The most important competence is the ability to think critically and make balanced judgements about any information founded. It also empowers users of information as citizens to reach and express informed views and to engage fully with society.

The competencies provided by the definition above are general and they can be applied in any are and environment related to information, the mobile environment included. What differentiates mobile information literacy is information behaviour on the move. As previously mentioned, Walsh (2012b) conducted an interview with two professionals to uncover how people seek, process and evaluate information in the mobile environment. His findings show that searching on the mobile devices is mostly in context with very day information. Users seek information about a nearest restaurant, a train time table, recent news etc. And they want a fast search with a quick result and don't spend time evaluating. In some cases information users find can be wrong or misinterpreted which may result in making a wrong decision

or sharing disinformation.

Using mobile devices to discover and seek new information can be challenging for certain groups of users. Elderly people have problems with manipulating and handling mobile devices. On the other side, children could be vulnerable to misinterpretations and disinformation as well as be subject to other issues such as cyber bullying or violations on the internet.

We analysed mobile information literacy competencies in the curriculum of Mobile Information Literacy Course of University of Washington which is accessible online (TASCHA, 2015). The curriculum contains six modules:

- Introduction to Mobile Information and Communication Technologies,
- A Mobile Lenson the Internet,
- Basic Web Search via Mobile Devices,
- Working Online and Using Information via Mobile Devices,
- Putting it All Together,
- Module 5 Project Presentations.

The curriculum focuses on the mobile information and communication technologies, mobile internet access and applications, web search activities and managing and sharing information. The last two modules are for practical assignment. Information literacy as defined by CILIP (as well as by SCONUL, 2011, ACRL, 2016) is covered only a particularly in a module3. However, the Curriculum can be adopted by libraries or schools for teaching mobile information literacy focusing both on technical details and understanding how mobile devices, *mobile web* and applications work. The limitations and boundaries of mobile devices represent another difference between mobile information literacy and information literacy in fixed environment. Small displays and resolutions, touch and small keyboards, battery capacity, internet coverage and connectivity, and also use of mobile devices on the move are significant limitations for using services provided in other non-mobile devices. For those services we should adapt user interface and use special applications or responsive web design.

Conclusions

Mobile Information Literacy is a concept about the competencies of an information literate person in the mobile environment. The ways we seek, process, use and share information on mobile devices is, in most situations, different from how we behave on desktop computers and fixed (work) environment. The difference is caused by limitations of the mobile devices and other factors such as smaller displays, touch and small keyboards, voice control, battery capacity, connectivity, responsiveness of user interfaces (webpages or applications) and by the use of mobile devices *on the move*. In the mobile environment users also want to find the perfect hit (relevant and right information) on the first attempt. They are looking for (easy) information which are connected to the current situation – looking for nearest restaurants, finding bus timetables, using the map to navigate, check prices of services nearby and more. Users do not want to seek through use of difficult queries and complex information. They expect precise and short information on the place, which means they also need to be aware of information resources (as applications, search portals or webpages) adapted for mobile devices.

However, the skills and competencies of the mobile information literate person are based on information literacy models. It is important for users of information to be able to identify information they need, to be aware of resources, to find information, to evaluate results of seeking process, to use information ethically, to be aware of their responsibility when disseminating information, to be able to communicate and share information through various devices and to manage information. Those general competencies of information literate person in digital age are valid also in information tasks provided on or by the mobile devices.

The access and use of information in mobile environment are not challenging only for the users of information. The creators of new content, distributors of information or information institutions should adapt to the growing trend of using mobile devices for access to any kind of information or service. This does not mean to change everything and provide services only *mobile way*. We can start with responsive design of our applications and webpages, edit content to be *Friendly* for users of mobile devices, and be prepared to lead our users through the problems and barriers caused by the limits of mobile devices.

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Life Skills Education....Corona And Education

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Introduction:-

Education is the only mean to change the world into a perfect cultural world. Money can give you a way to life but education is giving a proper cultural royal way to life. Education is the only way that can remove the darkness from the way of the world.

According *to Socrates*, "Education means bringing out the best ideas of universal validity which are latent in the mind of everyman." When talking about education , *John Dewey,* said that informally education starts from birth itself and it is just a continuous and never-ending process. but what if this traditional learning process stops?

Keywords:- traditions, e-meetings ,zoom, goggle etc., positivity, change, devotion.

Presentation:-

The Pandemic Covid 19 and Life Skills .

As every black cloud has a silver line likewise , although coronavirus , covid 19 ,close the school -education -actually, the world but it really connected man to man. It taught the whole world ,but it connected man to man. It taught whole world the importance of being human, it change the definition of life ,the definition of the values. As it is dealing with various aspects , how education can be option?

The very first attack of it was education, school, college and tuitions. All formal education has suffered from this. And to be very unfortunately it is still there. Then what? Should we stop the very process of education ? Or should we wait for this pandemic to finish? No not at all , it opens all the wide -open doors of education- evaluation, valuation, yes I mean it ! Teachers sometime were the part of kind humor, always bears the comment of society, were glorify by this. Yes this is one of the very profitable thing happens, it somehow become responsible to show the society the very proper place of teachers in the education. Somewhere in it, world realizes that without teachers no proper education can be done. They not only realizes the proper valuation of teaching system but also the very need of them in the development of future generations.

As school, college, library everything was affected actually suffering from covid-19 , a new technology of mobile gives its hand to the education. Teaching process become little slow, but it didn't stop. It didn't quit. Teacher's were never so technosovy before this, but time change them . Once mobile was the main obstacle in education now become the main source of it. Within no time they grasp it, they start and they done. It really change the total language of education. Sometime no education was possible without black board, chalk, marker , white board etc. Its place change and zoom, google app ,laptop, mobile, tabs are become the new norms of education. And this new stream of technical education teachers easily become expert.

It do not remain up to formal education only, it poens the world-wide doors of new technology of teaching-learning process. From human to humanity, from learning to learn, from help to step everything it taught us. A very fine line was written and it has been experienced by many of us, in this pandemic, if you want to who you are, just go try to find out one o2 bed and remidecivir injections, you yourself will realise the very value of yours. And the fact is , it make one and all to peep through oneself , to stop and to think about false proud of our ego. It makes us to think about our having and loosing. It literary opened our eyes towards the world. It change our attitude.

Somebody loose the life, somebody loose the relative, and somebody their ego. To be very optimistically, it opened our eyes, it brings human near to the humanity. Although the question remain , what we gain ? We regain our originality. We get the real values of relations. Corona and education now a days become two sides of the same coin. Education in this pandemics is actually become life skills education. Life skills means how to learn to live our life even without formal schools and colleges and even without universities. For example the importance of hard work is actually under the same title. It is actually a form of education that focuses on cultivating personal life skills such as self-reflection, critical thinking, problem solving and interpersonal skills.

Life Skills ...Professional Attitude.

Life skills-based education is now recognized as a methodology to address a variety of issues of child youth development and thematic responses including as express in UNGASS on HIV/AIDS (2001) , UN Decade on Education for Sustainable Development (2005), and World Development Report (2007).

Life skills are defined as a set of psychological competence and personal skills that help people make carefully big decisions, communicate effectively with others, develop coping skills with surrounding circumstances, and manage oneself that leads to progress and success. Necessary life skills are vary by a person's age and by culture and society. Skills can be defined by several defined, including , Life skills are defined as the capabilities that enables individuals to take adaptive and positive behavior that makes the makes them able to deal with the events and challenges of everyday life and to participate in the modern world full of challenges and handle everything from interactions with others to identify and to process emotions. This is done through the promotion of positive personal behaviors, social adaptation, citizenship, and positive attitude towards at work. The importance of having life skills in person's life lies in his ability to adapt all circumstances and ans succeed in the renaissance and prosperity of society.

One of the most important problem that demand quick attention and solution these days is the lack of life skills in this new generation. The reason behind this is lack of life skills in the output of educational institutions. As a result , many fail in their careers and personal lives due to the absence of these skills in they must have.

It helps students to built confidence in both communication and cooperative and collaborative skills , provide them with tools important for development , find new ways of thinking and problem solving and provide methods on how to socialize , make new friends and recognize the impact of their actions and behaviors. Life skills also help students take actions where their parents or teachers may not be available to and make themselves to take responsibility for what they do instead of blaming others.

Life-Skills and School Curriculum:-

Children learn these essential life skills from their environment. Patents , family , and teachers play a crucial role in moulding their behavior. The WHO defines "life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life".

On a way to encourage creative thinking is to explain geographical features and then ask children to guess what kind of foods are eaten there. This helps them to relate geographical conditions to agriculture and food habits in an innovative way. Examples of life skills an opportunities to teach them are numerous. Language help children to develop interpersonal skills and effective communication by encouraging writing, reading, and interactive activities.

Science allow students to explore curiosity, problem solving, and scientific temper. While most people associate creative thinking with artistic pursuits, it is important to note that creative attitude is present everywhere in science. Students also learn resilience and perseverance from the stories of strong men and women encountered in school.

Self- awareness is again important in teamwork. Self awareness and interpersonal communication allow students to use their best skill in group work. Group projects at schools are very good way to learn team work, decision making, and empathy. Drama , dance ,music, and art not only allow students to channelize but also experience and identify emotions. Identification and naming of emotions is crucial in the process of managing of them. Schools can aid this by encouraging young children to identify and express their emotions through various class activities. These days yoga, sports and meditation are increasingly being included in school curriculum.

Simple steps can help ensure that our children learn the skills needed for living. Positive and adaptive behavior can lead to better and fruitful lives. Schools are key stakeholders on the future of the students. The integration of life skills with the school curriculum can ensure that their future is bright.

Conclusion:-

Life skills and education, life skill and corona virus, ..everything that can be related to the education...literary change the life of education. Although it become do or die situation, everyone swam it swam it away, on the basis of life skills. As above discuss, it made all to apply their skills. And at last it is very true that if one door get closed definitely another door of hope is automatically opens for you.

Referances:-

1)Rising popularity of life skills education-educationWorld
2)Life skills -based education...Ibadat Furd.
3)Meaning of Life Skils Education--Getmyuni
4)Comprehensive Life Skills Framework- UNICEF.

Role of Value education in Higher education- a case study of Smt Maniben M P Shah Women's College of Arts & Commerce

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Abstract

The paper is a case study of Smt Maniben M P Shah Women's College's efforts of introducing Value Education in Higher Education institution. Successive education policies have underlined the importance of the role that educational institutions can and should play in character formation and citizenship training. With declining moral values and standards, it becomes the responsibility of the institutions of higher learning to help their wards learn right from wrong. Instilling the right values therefore has become of primary importance. Values are guiding principles of life, which are conductive to one's physical, social and mental health. Inculcation of desirable values is a felt necessity and can be achieved through education.

Smt Maniben M P Shah Women's college organised a very inspiring Value education program by collaborating with another institution -the Surajba college which had the necessary experience and expertise. A unique partnership between two colleges saw the students gain strength and values through a lecture series and some homework assignments. The paper is a case study of the Value education program carried out by an institution of higher education which will be inspiring for other institutions and can thereby benefit many more students contributing to national development.

Role of Value education in Higher education- a case study of Smt Maniben M P Shah Women's College of Arts & Commerce

Purpose – To emphasize the role of value education in educational institution as a contribution to national development.

Objectives- To share the case study of Value education under taken by Smt Maniben M P Shah Women's College of Arts & Commerce. It was undertaken to -

To acquaint the students about the importance of values in our society

To instil good values in the students

To enable and encourage the students to work with the right attitude and standards to face the outside world.

To develop ethical character of the students.

Need addressed & Context

Value education is of primary importance in the present scenario of education. It has been observed that there is erosion of social and moral values today. Values are guiding principles of life, which are conductive to one's physical, social and mental health. Inculcation of desirable values is a felt necessity and can be achieved through education. The focus of the workshop is revival of values in education.

Nelson Mandela rightly said: "Education is the most powerful weapon through which you can change the world". Here, he talked about both academic education as well as moral value education. And, value education has the power to change the world. Education is a lifelong process of development of one's personality which starts from the school. It is a school and then college that build the base for everything. That is why school and college play a significant role in providing value-based education or moral education.

Methodology

Sessions were jointly organised by two collaborating colleges.

1. Smt Maniben M P Shah Women's College of Arts & Commerce
2. Smt Surajba College

Mode of Learning: Online sessions through Zoom & YouTube

Reputed & knowledgeable Resource persons were selected.

Number of Faculty members involved: 7 Faculty members of Sociology Department and Senior & Junior college Lecturers from the college.

From the collaborating college -Smt. Surajba College of Education: 8 faculty Members

The following interesting sessions were planned with the help of the collaborating college expertise. The topics reflect the myriad aspects of the Indian culture through which value education could be imparted.

The Ssessions

1st April 2021 **Synthesis of cultural history of India through food**

https://youtu.be/gEJfMGE7bmU

Dr. Mohsina Mukadam. Associate Professor in the department of History Ramnarain Ruia College (Autonomous) began the session by explaining how Indian food can be a part of values which is characterised by heterogeneity. She stated that synthesis is introduced by the religion.

She explained how Indian culinary repertoire reflects the cultural diversity of the country. The term Indian food denotes a melange of flavours from different parts of the country and showcases centuries of cultural exchange with far corners of the world. She explained how food is an integral part of every human culture. Human cultures, over the ages, experiment, innovate and develop sophisticated cuisines. She highlighted how Indian cuisines use numerous ingredients, deploy a wide range of food preparation styles, cooking techniques and culinary presentation.

She stated how with different climates in different parts of the country, India produces a variety of spices, many of which are native to the subcontinent. Others were imported from similar climates and have since been cultivated locally for centuries. Pepper, turmeric, cardamom, and cumin are example of Indian spices. She gave detailed account of how vegetables and fruits were brought into our country by merchants, invaders and colonists who came from countries like Africa, South America, Europe, Iran, and Afghanistan. The diet of these merchants consisted of Wheat, rice, sorghum, ragi, greens, gourds, and variety of beans.

5th April 2021 **Good humans make good nation**

https://www.youtube.com/watch?v=Qm-GlwnHGco

Mr. Khalid Kaiser IPS officer.

7th April **Interfaith: Introspect: Interweave**

https://youtu.be/pNqDiJgMV8A

Shri Irfan Engineer Director, Centre for study.

10th April 2021 **Aesthetics: The forgotten art of Appreciation**

https://youtu.be/r0YvOBC7Xfw

Ms Vaidehi Savnal. Assistant Curator for International Relations and In-charge of education with CSMVS She began the session by explaining the history of museum. The origin and the growth of Indian museum is one of the remarkable events towards the development of heritage and culture of India. Founded in 1814 at the cradle of the Asiatic society of Bengal, Indian museum is the earliest and the largest multipurpose museum not only in the Indian Subcontinent but also in the Asia-pacific region of the world. Her session covered the topics like aesthetics and beliefs, aesthetics and Jewellery, aesthetics and language, aesthetics and painting, aesthetics and historicity and aesthetics and nature. Her session pointed out how Indian art consists of a variety of art forms, including painting, sculpture, pottery and textile arts such as woven silk.

She stated that the expression of beauty and grace is often the aim of Indian art which is reflected in all Indian paintings. She explained how Indian aesthetic derives its fundamentals from the Vedas. Her session emphasised the importance of museum. It created awareness among the students the forgotten art of appreciation.

12th April 2021

The need is dire

https://youtu.be/xm68GLCJlRE

Ms Shabnam Hashmi, Social activist

She spoke about the ethical principles like conscience, honesty, transparency, self-respect, truthfulness and respect for other's work which we learn in school as well as in college. She stated that conscience does give us direct access to moral knowledge for example as an intuition about what is good and what is bad. She stated that one must not compromise on one's ethical principles. She pointed out that one important outcome of honesty is that it builds trust. According to her accepting discrimination is dishonesty. According to her transparency embodies honesty and open communication because to be transparent someone must be willing to share information when it is uncomfortable to do so. She pointed out that there should be transparency while conducting meetings as a social activist. Decisions made in family should be transparent. She said that "Do what is right" that is why ethics and integrity are principles that guide our daily activities.

She stated that when we have self-respect, respect for other's work comes in an easy way. According to her students need to sensitised towards that. She stated that by teaching the value of truthfulness we can improve the life of society. She said that as parents we must teach our sons to do house work and respect the principles of gender equality. She asked our students to take a stand against domestic violence and

work on gender sensitivity. She pointed out that education and economic independence will help in bringing about social change. She said that everyone has to pay the price of following ethics but it will help us in improving our life in society.

Resources required

On line platform

Resource persons

Outcome of the sessions

1. The students came to know about the values which reflect our food culture. Students learnt the synthesis between values and our food culture.

2. The students came to know about the values of secularism.

3. It has given a positive direction to the students to shape their future.

4.The students came to know about the ethical principles like transparency, honesty, truthfulness, and righteousness which are essential for improving one's life.

5.The students came to know about the variety of art forms like painting and sculpture. They became familiar with the value of aesthetics. They learnt how to appreciate the Vandemataram woven in our fabric which was shown in the session.

6. It has helped the students to know the purpose of their life.

7. The values learnt by the students will help them in tackling difficult situations.

8. Students were given assignments after the session. They took keen interest in working on the assignments. This has made them more curious about the values. They will help them to become socially responsible.

9. They have understood the values and they have said that they will implement it in their lives.

10. Overall more than 200 students participated in the sessions.BA, BCOM and B Ed students attended the sessions. They also came to know that even Arts and Commerce students can take up a career in aesthetics.

11.The Workshop has created a great impact on the students. Most have expressed their gratitude towards the Management, Principal and the college for this unique opportunity provided to them.

Conclusion

Educational institutions can play a very important role in instilling the right values in the students who are the future citizens of our country. Value education can be imparted by educational institutions of Higher education too. Infact it is the need of the hour. The present case study can play a pivotal role in inspiring other educational institutions to run such programes and contribute to national development.

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A Study of Qualitative and Quantative Analysis of Zooplankton Diversity of Mula Reservoir, Ahmednagar, Maharashtra.

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Abstract: Water body contains variety of Zooplankton. These organisms by their adaptability are present in all possible environmental condition and are used as bio-indicator of pollution. Zooplankton diversity is one of the most important ecological parameter in water quality assessment. The Biodiversity of Zooplankton in water bodies shows a co-relation with reference to their occurrence and their physico-chemical factors. The present study was carried out for qualitative and quantitative analysis of zooplankton diversity in Mula dam during February 2020 to January 2021. In Mula dam 19 species of zooplanktons were found which consists of Ostracoda – 1 species, Rotifer – 7 species, Copepoda- 6 species and Cladocera – 5 species. The maximum of rotifer are recorded in which brachionus genus is dominant. The zooplankton useful for enhancement of the utility of the reservoir.
Keywords: Zooplankton diversity, Mula Dam, Bio-indicators.

Introduction: Limnology is the study of inland water bodies specially lakes, ponds, dams and rivers including their biological, physical, chemical and hydrological aspects. Water is elixir of life and an abundant on earth but this vast natural resource has been depleted and turn into scarce commodity with increase usage. There is almost global shortage of water and the entire world is facing the problem regarding supply and maintenance of clean drinking water. Planktons include all the microscopic organism which are suspended in water such as phytoplankton's and zooplankton's. The planktons occur in all the natural water as well as in the artificial impoundments like ponds, tanks reservoirs, irrigation channel etc.

Water bodies contain variety of zooplankton. Zooplanktons are microscopic free swimming animals which represent a major part of aquatic fauna. It occupies key position in the ecological energy pyramids and their role in trophodynamic is noteworthy. Zooplanktons communities of fresh water represented by nearly all the invertebrate phyla. Zooplankton diversity is one the most important ecological parameter in water quality assessment. These are important in breaking down the organic pollutant and thus and reducing the damage. The abundance and distribution of zooplankton was guided by variety of ecological factor. Zooplankton have an important function in transitional ecosystem, by filtrating phytoplankton and then acting as food source for larger organisms such as fish, there by linking primary production with higher tropic levels (Chandrasekhar and Kodarkar,1994,1995 & Sharma K.K,2015). Zooplanktons are bio-indicators and help in measuring water pollution status. Present investigation had made an attempt to study the diversity of the Zooplankton of Mula dam, Ahmednagar as per Tijare (2020). Mula dam is soil press construction. The capacity of Mula dam is 26 TMC. The water of this dam is used for drinking, agriculture and industrial purposes APHA (1985).

Methodology: For the present study, water samples were collected from selected site of Mula dam. The water samples containing zooplanktons were carefully transferred to the bottle and brought to the laboratory without disturbance. Samples were collected once in month from selected site of dam, for period one year from February 2020 to January 2021. The samples were collected during the first week of each month between 09 am to 11 am with the help of plankton nets of desired mesh size made of blotting nylon silk with size 4 μm. The net is conical shape and reducing cone with the bottle at its end. The sample was allowed to settle by adding Lugol's solution and concentrated by centrifugation method. The concentrated sample was preserved in 4% of formalin solution. The isolation and transfer of plankton was carried out with the help of micropipettes. The sampling material was wash twice or thrice in distilled water or saline solution and stained by adding 1 gm of eosin satin in 100ml of distilled water for 10 minutes. The sampling material of zooplanktons were washed with distilled water then dehydrated through different grades of alcohol. After dehydration they were stained with aqueous eosin stain the sampling material was washed with distilled water twice. The washed material was mounted in D.P.X. for preparation of permanent slide and observed under microscope under high magnification for the quantitative estimation of zooplankton. Similar methods used by researchers like Pennak (1989), Shiel (1995) and Segers (2007).

Result and Discussion: In the present study we can concluded monthly that fluctuation and variation in the number of zooplankton.The number of zooplankton in the water of Mula dam was found to be influenced by the physico-chemical parameters of water. Since zooplanktons can affect environmental conditions. Total 442 number of zooplanktons per litre was recorded during the research period. Total 19 species of zooplankton were recorded during study duration. 1 species belong to ostracoda, 7 species belong to rotifer, 6 species belong to copepoda and 5 species belong to cladocera. The maximum number of rotifers

was recorded during investigation brachionus genus is dominant group. P. V. Krishna and Hemant Kumar (2017) recorded 9 rotifers, 3 cladocera and 4 copepoda in selected ponds at Lake Kolleru region of Andhra Pradesh, India. In the rotifers the genus brachionus genus is the dominant group. Shivshankar P and Venkatrama G.V. (2013) recorded the total 18 species of rotifer, cladocera, copepoda and ostracoda in the Bhandra reservoir during June 2010 to May 2011. Khan Rafiullah M and Tahesin D. Pathan noted 15 different species rotifer, cladocera, copepod and ostracoda from Triveni Lake at Amravati during December 2012 to November 2013.

Monthly fluctuation and variation were observed in counts per litre and species of zooplankton. Maximum number of zooplankton 54 per litre was recorded in month December as compared to Minimum number of zooplankton 25 per litre was recorded in month July and September. The abundance of zooplanktons provides a good food for an aquatic organism. Water temperature and availability of the food organisms may affect the zooplanktons population. The decrease in population during the rainy season may be due to the feeding pressure of the fishes and other aquatic animals. The total number of octrapoda varied from 02 to 20 numbers per litre with composition 21.27%.The total number of rotifer varied from 05 to 18 numbers per litre with composition 31.45%. The total number of copepoda varied from 02 to 18 number per litre with composition 25.79%. The total number of cladocera varied from 01 to 17 number per litre with composition 21.49%. Many researchers like Dhanpathi (2020), K. Sehgal (2013), Mohideen (2008) and Goswami (2013) have done the qualitative and quantitative analysis of zooplankton from various region of Maharashtra. Gharpure V and Bhatkulkar M (2015) have done the analysis of some zooplanktons with respect to seasonal variation from Vena River of District Nagpur. Kabra P D et al., (2016) have also studied the quantitative analysis of zooplanktons of fresh water ecosystem in washim town, District Washim. Khune CJ et al., (2020) have also reported the status of phytoplankton and zooplankton in relation to physico-chemical characteristic of Siregaon Lake, District Gondia. Joshi P (2011) have done the analysis on zooplanktons of Rajura lake of Buldhana district. Khan Rafiullah M and Pathan T D (2016) have studied the zooplankton diversity in Triveni Lake at Amravati District.

Table No – 01: Recorded zooplankton of Mula dam, Ahmednagar.

Group	S. N.	Genera
Ostracoda	1.	Cyclocypris globoss sp.
Rotifer	2.	Brachionus durgae sp.
	3.	Brachionus calcyflorus sp.
	4.	Brachionus bidentata sp.
	5.	Brachionus rubens sp.
	6.	Brachionus angularis sp.
	7.	Eushlanis sp.
	8.	Keratella sp.
Copepoda	9.	Cyclops viridis sp.
	10.	Mesocyclops leucarati sp.
	11.	Diaptomus gracilis sp.
	12.	Diaptomus nauplius sp.
	13.	Diaptomus eucyclops sp.
	14.	Diaptomus ectocyclops sp.
Cladocera	15.	Daphnia carinata sp.
	16.	Moina dubia sp.
	17.	Alona affinis sp.
	18.	Bosmina sp.
	19.	Chydrous sp.

Table No. – 02 : Monthly Variation in Zooplankton Counts number per litre from February 2020 to January 2021.

Components	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Total	%
Ostracoda	08	06	05	03	02	04	07	12	20	10	07	10	94	21.27
Rotifer	10	12	15	18	15	09	05	07	15	12	15	06	139	31.45
Copepoda	08	11	13	15	09	02	06	03	10	14	18	05	114	25.79
Cladocera	10	06	08	04	01	10	17	03	07	10	14	05	95	21.49
Total	36	35	41	40	27	25	35	25	52	46	54	26	442	

Table No. – 03: Monthly Percentage composition of Zooplankton components from   February 2020 to January 2021.

Components	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan
Ostracoda	8.51	6.38	5.32	3.20	2.13	4.25	7.45	12.76	21.27	10.64	7.45	10.64
Rotifer	7.19	8.63	10.76	12.95	10.79	6.47	3.59	5.04	10.79	8.63	10.79	4.32
Copepoda	7.02	9.65	11.40	13.16	7.89	1.75	5.26	2.63	8.77	12.28	15.79	4.38
Cladocera	10.53	6.32	8.42	4.21	1.05	10.52	17.89	3.15	7.37	10.53	14.74	5.26
Total	8.14	7.92	9.27	9.05	6.11	5.66	7.92	5.66	11.76	10.41	12.22	5.88

Conclusion: In the present study among zooplanktons, the rotifers were found to be the most dominant community. The abundance of zooplanktons in the Mula dam indicates that the dam is productive. We can conclude that diversity of Mula dam is full of environmental wealth.

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Role of Agro-Tourism in Socio Economic Development of the South Konkan
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Introduction:

Agro tourism is playing an important role in the development of south konkan. In south konkan 50-60% population is depended on agriculture. The soil of south konkan is not fertile. Rice is a major agriculture product in south konkan. There are limitations on the crop production due to limited irrigation facilities. Again agriculture income is less due to the seasonal and uncertain monsoon.

South konkan being a coastal area, there is also no expected development in tourism which can improve the economic condition of local people. Agro-tourism tries to overcome all these problem related to the agriculture and also with tourism. Agriculture is the backbone of most developing economies. Tourism is a very significant contributor to the GDP of any country and is a crucial tool of employment generation, poverty alleviation and sustainable human development.

Konkan being a rural economy, rural tourism and agro tourism have an important place in facilitating development. Agro tourism has branched out as an offshoot of rural tourism and has immerse scope in India since agriculture is the main occupation of the people in south konkan .Despite a steady decline of its share in the GDP, agriculture is still the largest economic sector and have a significant part of the overall socio economic development in south konkan.

Agro-Tourism can contribute in a big way in optimally utilizing the agricultural land in India, generate additional income to the farmers and provide employment. Agro-tourism is defined as travel which combines agricultural or rural setting with products of agricultural operations- all within a tourism experience. "Agro-tourism is the act of visiting a working farm or any agricultural, horticultural or agro-tourism operation for the purpose of enjoyment, education or active involvement in the activities of farm or operation." The urban population having roots in villages always have curiosity to learn about sources of food, plant, animals, raw materials like wood, Handicraft, languages, culture, tradition, dresses and rural lifestyle. Agro-tourism which revolves around farmers, villages and agriculture has the capacity to satisfy the curiosity of this segment of population. Villages provide recreational opportunities to all age group i.e. children young, middle and old age, male, female, in total to the whole family at a cheaper cost. Rural games, festivals, food, dress and the nature provides variety of entertainment to the entire family. Animals, birds, farms and nature are few things which Agro-tourism could offer to the tourist. Apart from these, culture, dress, Festivals and rural games could create enough interest among visitors in Agro-tourism. Participating in agricultural operations, swimming, bullock cart riding, buffalo riding, cooking and participating in the rural games are few activities to quote in which tourist can take part and enjoy. Rural crafts, dress materials, farm gate fresh agriculture products, processed foods are the items which tourist can buy as memento for remembrance.

Agro-tourism could create awareness about rural life and knowledge about agriculture science among urban school children. It provides a best alternative for school picnic which are urban based. It provides opportunity for school picnic which are urban based. It provides opportunity for hands on experience for urban college students in agriculture. It means providing training to future farmers. It would be effective used as education and training. Agro tourism is newly developing & becoming famous in farmers and land lords. There is large scope for tourism which has a capacity to change the economical condition of farmers. In future Agro Tourism may become one of the major parts of economical development of Kankan region.

Large farmers are now come to know the exact needs of tourist and slowly and gradually they are moving towards the Agro-tourism. In south Konkan nearly 100 such Agro-tourism centers are currently in working position. Tourists are enjoying and farmers are taking benefit of this combination of agriculture & tourism.

➢ **Objectives of the study:**
1) To study the role of agro truism centers in development of konkan.   2) To define suitable framework for agro tourism centers in south konkan
3) To study the uncommon facilities provided by agro tourism centers.
4) To identify the weaknesses and problems in working of agro tourism centers.
5) To suggest the remedial measures to overcome the problems.

➢ **Hypothesis of the study:**
 1) Agricultural income in south Kankan is very low and there is need of allied agricultural activities.
2) South Kankan is getting high income through travel and tourism because of   having costal area and natural beauty.
3) Agro-tourism can change the socio-economic condition of south konkan.

➢ **Importance of the study:**
The concept of agro-tourism center is developing in south konkan as compared to other districts in Maharashtra due to its high natural beauty and low agricultural income. In south konkan there is so many financial, agriculture, geographical, tourism and employment problems which are responsible for the establishment of agro-tourism centers. Agro tourism concept has a capacity to attract the tourists towards agriculture and through which farmer can earn higher income.

➢ **Scope and methodology of the study**
The scope and study of the study is limited to the appropriate framework of agro tourism centers in south konkan. The study includes benefits and applicability of agro tourism business in south konkan.
  The present study is based on primary and secondary data. The primary data was collected by filling up qutionairre from farmers as well by interview of farmers. The secondary data has been collected from related research papers, articles, reports and documents of Government of Maharashtra as well as Ministry of agriculture.

➢ **Requirements of agro tourism centers**
An individual farmer can start agro tourism that have minimum two
Hector land, water resource and is interested to entertain the tourist.
To develop agro tourism, the farmers must have basic infrastructure and facilities in their farm as follows.

➢ **Infrastructure**:
1) Accommodation facilities at farm place for tourist.   2) Farm house with rural look and minimum basic facilities.
3) Farm house with natural resources like water, river, trees, and plants
4) River, well, lake, and swimming tank for fishing & swimming.
5) Goat farm, cattle shade, bullock cart, telephone etc.
6) Green house, sericulture, ostrich birds.

➢ **Facilities**:
1) Regional or rural food for breakfast, lunch and dinner.
2) Farmers should offer an opportunity to participate in agricultural activities, rural games.
3) Farmers should guide and provide information about culture and rural tradition.
4) Provide facility of bullock cart riding, horse riding, fishing,   swimming, tree climbing, etc.
5) Farmer can arrange folk dance, shekoti, kirten, lezim dhangari dance, hurda party etc.
6) Farmer should show local birds, animals, water fall.
7) Farmers should make availability of agro product, byproducts to purchase to the tourist.

➢ **Benefits from agro tourism:**
        Farmer will get so many direct & indirect benefits from agro tourism as   follows.
1) Agro tourism is a new source of higher and additional income for farmers.
2) It creates new employment opportunities for farmers and his family.
3) Agro tourism can improve the living standard of farmers.

4) It supports in development of rural agricultural and regional development.

5) Agro tourism transfers social, rural, cultural values between rural and urban people.

6) It reduces the burden on traditional tourist centers.

➢ **Problems of agro tourism centers:**

Agro tourism centers are facing major challenges and problems are as follows.

1) Lack of capital to develop infrastructure for agro tourism centers.

2) So many farmers have small size holding, low quality land, no irrigation.

3) Farmers have to face various natural calamities and consistent drought.

➢ **Techniques for success in agro tourism:**

For the better success in the agro tourism, farmers should follow the following things.

1) Farmers should train the staff for reception and hospitality.

2) Farmers should give publicity through new papers, television or by advertisement.

3) Develop contacts with schools, colleges, NGOs, organizations etc.

4) Farmers should understand the customer's wants and their   expectations

5) Farmers should charge optimum rent for facilities on commercial base

6) Farmers should develop different agro tour packages for different type of tourists.

7) Small farmers can develop their agro tourism centers on the basis of co-operative society.

8) Farmers should maintain proper record of tourist feedback and comments.

9) Should develop website and update to attract tourist.   10) Farmers should develop good relationship with the tourist for future business.

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Need Of Environment Education In Current Scenario

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ABSTRACT:

Global environment and ecology are rapidly becoming the most demanding subjects for debate; decision and action as the emergence of environmental problem pose shift challenge for physical sciences as well as social sciences. Environmental education has single, defined but multi faced object the environmental crisis. Environmental learning about the factor cases and solutions to the environmental crises learning about the environmental is `immediate' reaction to concrete problems in management of natural resources. Environmental education aims at ultimately for reaching and manifold behavioral changes in everyday life and at the work place. University education in India has three major components: teaching, research and extension. Out of more than 100 universities, there are about 20 universities teaching courses in environmental areas. It is humanity's best hope and most effective means to achieve sustainable development. Environment education must not be equated with schooling or formal environmental education alone. It includes non-formal and informal modes of instruction and learning as well including traditional learning acquired in home and community. This community of teachers can be widened to inform and educate people regarding the requirements of a sustainable future. While sustainable development is a long-term goal for human society and a process which is a necessary need to take place over time, there is a sense of urgency to make progress quickly before time runs out with a new vision of environmental education.

Introduction:

"World today is economically richer & environmentally poorer than ever"

Environmental education (EE) refers to organized efforts to teach about how natural environments function and, particularly, how human beings can manage their behavior and ecosystems in order to live sustainably. The term is often used to imply education within the school system, from primary to post-secondary. However, it is sometimes used more broadly to include all efforts to educate the public and other audiences, including print materials, websites, media campaigns, etc. Related disciplines include outdoor education and experiential education.

Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration, 1978).

Environmental Education (EE) lies within the concept for Sustainable Development which is defined as meeting the needs of the present without compromising the ability of the future generations to meet their own needs (Brundtland, 1987), where needs can then be described as economic, social (cultural & health) and political needs and safeguarding the needs of future generations by minimizing the use or waste of non-renewable resources; sustainable use of renewable resources; ensuring that the waste from cities keeping within the absorptive capacity of local and global sinks (Global Forum, 1994).

Within this concept of sustainable development lies the concept of environmental education for sustainable development which has been defined by (Fien, 1993) as follows: "The development of human capacity and creativity to participate in determining the future, encourage technical progress as well as fostering the cultural conditions favoring social and economic change to improve the quality of life and more equitable economic growth while living within the carrying capacity of supporting ecosystems to maintain life indefinitely"

Rapid population growth in India causes untold suffering and all related hazards. It causes pollution and the resources like air, water etc. reduce the quality of life of man. It causes resource scarce. For these reason Environmental education is need for population consciousness.

Scope & Importance of Environment Education & Awareness.

The scope of environmental studies is vast and wide. Sky is its limit and ocean is its depth. What is not covered in environmental studies shall take years and years yet to think as how to cover. Studies reveal that during the past, few decades there has been fundamental change in the attitude of man towards environment. There was a time when environment meant only sanitation and health.

Today, the environment is conceived in its totality and a holistic approach is designed while planning a better quality of life stressing upon sustainable development.

Who will not agree with this fact that human activities have been changing with greater speed and velocity. Our number population-wise is increasing fast. In India the populations were only 34.7 crores in 1951 and today, are more than 100 crores.

This is the story of human population. But the story of animals and other organisms is not the same. On account of this reason human activities have been drastically changing the ecological balance of practically every component of the environment.

This makes the importance and scope of the study of environment wider in volume and deeper in depth. However, what mainly conversed in the study of environment is briefly presented below.

Need for Environment Education & Awareness.

Global environment and ecology are rapidly becoming the most demanding subjects for debate; decision and action as the emergence of environmental problem pose shift challenge for physical sciences as well as social sciences.

Environmental education has single, defined but multi faced object the environmental crisis. Environmental learning about the factor cases and solutions to the environmental crises learning about the environmental is `immediate' reaction to concrete problems in management of natural resources.

Environmental education aims at ultimately for reaching and manifold behavioral changes in everyday life and at the work place. University education in India has three major components: teaching, research and extension. Out of more than 100 universities, there are about 20 universities teaching courses in environmental areas. Besides these, there are also research institutes and professional institutions like Indian Institutes of Technology, several Engineering Colleges, Schools of Planning and Architecture etc. which offer courses in environmental education is the tool for sustainable development. Environmental education is humanity's best hope and most effective means to achieve sustainable development. Environment education must not be equated with schooling or formal environmental education alone. It includes non-formal and informal modes of instruction and learning as well including traditional learning acquired in home and community.

Formal & Environment Education & Awareness

Though formal education is the mandate of the Ministry of Human Resource Development (MHRD), the Ministry of Environment & Forests has been interacting with the MHRD, NCERT, State Departments of Education etc. to ensure that environmental components are adequately covered at the school levels by infusion into the school curricula at various levels   At the formal level, schools, colleges and universities have taken up environmental education. In the year 2003, the Honorable Supreme Court of India directed that Environmental Education should be taught as a compulsory subject at all levels of education. In spite of this order, environmental education as part of formal education is still in its infancy. Environment Education would be very effective if:

- Teachers, who would integrate EE into the formal curricula, are properly trained and motivated. They should teach EE on a multi-disciplinary basis rather than as a separate subject.
- Greater emphasis is on practical experience related to the environment rather than classroom learning.

Non-Formal Environment Education & Awareness

Environmental Education, Awareness and Training plays a significant role in encouraging and enhancing people's participation in activities aimed at conservation, protection and management of the environment, essential for achieving sustainable development. The Ministry, therefore, accords priority for the promotion of non-formal environment education and creation of awareness among all sections of the society through diverse activities using traditional and modern media of communication. Non-formal methods could be more effective, as the theme of environment is topical, practicable and relatable. The focus is mostly on rural – largely illiterate –areas.

Most efforts in this field are by the local and international NGOs. The lack of educational resources and trained manpower are the major limitations in the effective utilization of non-formal environmental education.

Mass Awareness

Despite great efforts to spread environmental awareness by the Ministry through several schemes, it is felt that a large population especially in rural areas is still left out. The best way to reach out to them and make them aware of the environmental problems is through media, particularly the electronic media. "Mass Awareness" has therefore been identified as one of the thrust areas of the Ministry, not only to intensify the efforts already being made in this direction but also to launch new initiatives. The Social media is best source for environment

based program and infomercials. Professional Media agencies which are hired to assist the Ministry in carrying out the campaign also play a major role.

Measures taken by Indian Government for Environment Education & Awareness.

 The Indian Constitution laid down the responsibility of Government to protect and improve the environment and made it a "fundamental duty of every citizen to protect and improve the natural environment including forests, lakes, rivers and wildlife". On this background Department of Environment was established by the Government of India in 1980 and a Ministry was formed in 1985. The Constitution and the Government's commitment to the environment along with the environmentally sound practices is an important backdrop under which the Environment Education (EE) strategy has been evolved. EEAT Scheme was launched during the 6th Five Year Plan in 1983-84 with the following objectives:

 Environmental Education & Awareness and Training Scheme

The scheme intends to enhance our understanding about the interactions between human beings and environment. Also, it aims to facilitate the development of skills for environmental protection. The objectives of the schemes are as follow:

- To promote environmental awareness among all sections of the society;
- To spread environment education, especially in the non-formal system among different sections of the society;
- To facilitate development of education/training materials and aids in the formal education sector;
- To promote environment education through existing educational/scientific/research institutions;
- To ensure training and manpower development for environment education, awareness and training;
- To encourage non-governmental organizations, mass media and other concerned organizations for promoting awareness about environmental issues among the people at all levels;
- To use different media including films, audio, visual and print, theatre, drama, advertisements, hoarding, posters, seminars, workshops, competitions, meetings etc. for spreading messages concerning environment and awareness; and
- To mobilize people's participation for preservation and conservation of environment.

Measures taken for consciousness:

1. Population awareness programme should be started from villages to towns.
2. Students are to be taught to restore and construct their surroundings. There should be a topic to educate them.
3. The areas must be taken up are human health, family planning nutrition of child and women rural development, slum improvement, prevention of food contamination etc.
4. The children in schools should be taught the role of trees, wild life etc.
5. The objective based training to be made to love for plants and animals.
6. They must be sensitive to environmental problems.
7. They must require skills for solving environmental problems.
8. National Environment Awareness Campaign (NEAC)
9. Eco-clubs (NGC)
10. GLOBE
11. Encouragement of non-governmental organizations, mass media and other concerned organizations for promoting awareness among the people at all levels.
12. Promotion of environment education through existing educational/scientific/research institutions.
13. Ensuring training and manpower development in environment education.
14. Mobilization of people's awareness for the preservation and conservation of environment.

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Online Classes - Requisite In School Education

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Abstract :

COVID-19 has created such circumstances, which demands transformation in school education. E-learning the key factor leading towards growth of digital market in India. Education is sure and definite way in contributing country's welfare and individual's growth. Online courses call for a greater amount motivation and self-discipline than a classroom-based course. Education has also hold back by economic crisis , reduces its out comes . Presently to settle surrounding situations we must set the goal to create traditional educational environment using digital technology. Every individual must need to take education to become a self- developed person . The new hybrid model of education emerges is beneficial in all aspects . Traditional offline learning and e –learning can go hand in hand.

Key Words:- e- learning , traditional, digital education, pandemics etc.

Introduction:-

COVID -19 the pandemic very rapidly and adequately reformed evrybody's life. There was serious impact on teenager's, student's mental , physical and social health. In our society there is no large movement that may generate any hope of any positive change. That might come about a cumulative result of the development of capabilities and grit in individuals. The COVID-19 shutdown has affected this opportunity for the poor even harder than their counter parts from under privilege sector of society. The situation of millions of migrant laborers, who walked thousands of kilometers right in the beginning of the lockdown, proved the point adequately. More than 1 billion children are at risk of falling behind due to school closures during first lock down of COVID-19. To keep the world's children learning a continuous process , all natios have been implementing remote education programmes. Yet many of the world's children – particularly those in poorer households – do not have internet access, personal computers, TVs or even radio at home, amplifying the effects of existing learning inequalities. Students lacking access to the technologies needed for home-based learning have limited means to continue their education. As a result, many secondary school students facing the risk of never returning to school, The situation leads to hurdle of progress made in education around the world.

Considering, worldwide there are currently more than 1.2 billion children in all over the countries affected by school closures due to the pandemic. Online education has gained immense popularity among society's of various categories in this period. With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning or wait for traditional teaching methods. But now it is a very exciting time for technology and education. Online programs offer technology-based instructional environments that expand learning opportunities and can provide top quality education through a variety of formats and modalities. Online courses involve setting our own goals, tracking progress and meeting deadlines.

Some students without reliable internet access and/or technology struggle to participate in digital learning. There is a compelling gap between those from privileged and disadvantaged backgrounds . While some schools and governments have been providing digital equipment to students in need. Online learning can help them who are away from learning station to pursue highly individualized learning programmes. These, combined with hands-on exercises, real world exploration, and thorough assessments, can be highly beneficial to their learning progress. As students progress to higher classes in school, they seek more autonomy and intellectual freedom. One does not learn effectively in isolation so online courses do offer discussion forums, email and one-on-one support. Technology also adds on to the visual experience by incorporating animations that can be used interactively for effective learning and communication. Online learning has its most promising potential in the high synergy represented by active dialog among the participants, one of the most important sources of learning in a Virtual Classroom.

The education system in India was working on the traditional classroom-based learning, still in many parts of country . A school provides structure, support, and a system of rewards and penalties to

groom its students. It provides children, especially those in their early developmental years, with a stable environment for social interactions, helping them develop skills like boundary setting, empathy and cooperation. Traditional schooling is now seeing an increased proliferation of virtual training materials and online courses. Traditional classroom education offers the benefit of face-to-face interactions with peers which are typically moderated by a teacher. The NCERT' states that "COVID-19 has created a situation which demands transformation in school education the transaction mechanisms in school education may go through a drastic change. Therefore, even if the pandemic will get over, its traces will be there and school education needs to remodel itself in all aspects".

We are in an era of computerize and technological innovations, shows an impact on almost every facet of our lives. To face the challenges of the changing time, it became necessary to make concepts more clear and the students be more competent enough to cope up globally. Online training programmes are helping teachers/educators in upgrade their skills in curriculum implementation, policy, education systems and leadership. There are three significant issues in this whole effort of online education , that need serious consideration. 1) an increase of inequality; 2) the academic issues leading to bad quality education; and 3) an unnecessary thrust on online education. Online learning platforms can help these ones to become more independent learners, before they make their way into college. I believe that we must not hold back students from pursuing an online course but instead provide them guidance as they navigate through it.

The growing transition to online learning and interactive classrooms has also made vast improvements in the resources to the students. Students gain more computing capabilities and develop aptitudes in the usage of technology for reasons other than just gaming and entertainment. E-learning makes the class rooms more interactive which convert the school into learning environment. It also helps in active participation of students and teachers. The automate nature of E-learning provide animations for different concept which in turn helps in gaining knowledge better. Teachers can also upload content online; create question paper and examine student's performance. As ICT becomes integrated with the curriculum, it provides an audio-visual mode of learning that automatically develops the memory of the students. It provides effective teaching and learning means in classroom for teachers and students with user friendly educational environment.

Conclusion:- There are many advantages to virtual learning that can help you to sharpen your skills and grow in your career. Courses taught online provide students the flexibility to learn on their own schedule, instead of a mandatory class time. Virtual courses give students more selection in their IT carrier and e-learning has been presented as a harbinger of a revolution in education for more than three decades now. However, all reliable studies seem to indicate that Information and Communication Technology (ICT) in the classroom helps in already well functioning systems, and either has no benefits or negative impact in poorly performing systems. That does not indicate much hope from IT in our education system. Lastly virtual learning gives access to students all over the world by providing networking opportunities.

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Empowering Adolescents through Life Skill Education

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Abstract:

Life Skills comprise of psychosocial abilities and interactive skills which assist people for making knowledgeable decisions, resolve problems, imagine significantly and innovatively, communicate efficiently, construct strong relationships, understand others, and manage their lives in a well creative way. Life skill Education is a important for adolescents because it aims to offer them the blue print to craft healthy options for a significant life. Life skill education can help adolescents to recognize their identity and evaluate their skills, capacity and area of growth. It is also helpful in making adjustments with other people and their surroundings and making accountable choices. The key purpose of life skill education is to facilitate adolescents to enlarge an idea of self identity, self worth and dignity. Responsibility, conveyance, self respect, interactive skills etc. are the skills, if practiced effectively may help adolescents to cope up with various problems. So there is a need to construct life skill education program as an integral part of our formal education course.

Key Words: Life skill Education, Benefits of Life Skill Education, Need of Life Skill Education

Introduction:

The most significant and deceive stage of an individual is Adolescence. It is denoted as the intermediary stage between childhood and adulthood manifested by obvious physical, rational, psychological and social changes. The rules and regulations of the family and society control support and guide the adolescents to develop into a mature adult. Adolescence is a period when these youngsters enlarge the circle of their relationships ahead of parents and family; they deeply get influenced by their friends and the external world in a wide-range. With globalization our traditional society has been changed vastly. Today in this competitive world the changing norms of society and expiring traditional norms and support has raised unavoidable stress, anger tension and low self esteem issues ensuing in, unsatisfactory academic performance and disrupting behavior in school, college and home (1).

Adolescence is a period of imagination, optimism, resilience and fortitude with adventure along with experimentation and risk taking behavior patterns. This is a period where adolescents are more concerned towards their body image and their sexuality. These key issues and concerns are related to their self image, supervision of emotions, building relationships, intensifying social skills and responsibilities, and dealing with peer pressure. Failing which adolescents may be susceptible to hazardous situations and may easily surrender to it (2). Various adolescents effectively deal with these challenges, but some has to fight. This depends on factors that embrace their personality, psychosocial state and the surrounding environment along with the life skills they possess.

Life skills are the problem solving behaviors that are used properly and sensibly for management of individual affairs. They are gained by learning, experiencing and handling problems and questions usually encountered in daily life. In 1993 **World Health Organization** (WHO) has defined life skills as the ability for flexible and affirmative behavior that helps individual to deal efficiently with the demands and challenges of everyday life. (3) Whereas **UNICEF** defines life skills as, a behavioral change or developmental perspective planned to tackle balance between Knowledge, attitude and skills (4). Therefore, it could be said that life skills are the skills that are helpful in nurturing mental health and self confidence in adolescents.

Challenges Faced By Adolescents:

- **Running Emotions:**

  Adolescence is a period of frequent mood change that reflects the feeling of rage, grief, joy, fear, embarrassment, guiltiness and love. Because of these emotions they are confused and get more disturbed.

- **Development of self identity:**

  Self- consciousness is helpful for adolescents to understand themselves and set up their personal distinctiveness. Failing this prevents them from successfully exploring and establishing a constructive image and thoughtful career perception.

- **Combating peer Pressure:**

  Combating with peer pressure is a great challenge for adolescents. Few may surrender to it and keep on experimenting with aggressive, careless behavior and substance abuse that are risky for their physical and psychological health.

- **Developing Healthy Relationships:**

As adolescents grow up they reanalyze their relationships with their family members, peers and opposite sex. They need social skills for constructing healthy relations with others as well as peer of opposite sex. So it is necessary that they should know the significance of mutual respect and social boundaries of each relation.

- **Interfacing and Mediating with life Experiences, Education and Career:**
Social skills are necessary for adolescents to build up constructive and strong relationships especially with peers of opposite sex. Sexually active adolescents especially girls might face physical, psychological and emotional problems associated with early sexual commencement deteriorating this, there is a risk of getting these adolescents vulnerable to drug misuse, violence and disagreement with law or society.

Core Life Skills Set By WHO:

1. **Self-awareness**: During adolescence; recognition of self, its character, potency and flaws, wishes and aversions are very significant.
2. **Empathy:** To develop successful relationship with the loved ones and people in the society, it is essential that we, during adolescent years one should be taught to appreciate and care about the needs, requirements and feelings of other peoples.
3. **Critical thinking:** It is a skill to observe information and circumstances in an purposive way.
4. **Creative thinking:** Considering things in a new way characterized by confidence, flexibility, uniqueness and elaboration.
5. **Decision making:** It is a skill which is helpful for an adolescent to deal fruitfully with important decisions concerning their life.
6. **Problem solving:** This helps the adolescent to view problem in an objective manner and also it help them to know the unusual options for the solution and understand the advantages and disadvantages of the situation.
7. **Interpersonal relationship skills**: This skill helps adolescents to relate and interact with people in a positive manner in their daily lives.
8. **Effective communication:** This skill helps adolescents for expressing themselves, verbally and non-verbally, in an appropriate way within the cultural norms and situations**.**
9. **Coping with stress:** This life skill is useful for adolescents in recognizing the origin of stress, its effect on them, and acting the way to control it. It is also helpful to learn positive traits of coping mechanisms and replace them submissive one
10. **Coping with emotions:** This life skill comprises of knowing their own and others emotions, knowing how they can control behavior and how to react to emotions properly.

Why Is Life Skills Education Necessary For Adolescents?

Helping adolescents for an approach of taking right decisions that contribute to a meaningful life, is the main aim of life skills education. Life skills education enables persons to know themselves, evaluate own potency, flaws and expansion level. It helps them for good social performance and effective social adjustment with the changing time and environment. For Adolescents; the need and significance of life skills education are stated below-

- For rising social and emotional skills, Life skills are significant for adolescents as they are beneficial for adolescents in booming the evolution from childhood to adulthood.
- It helps adolescents to extend social skills and built up problem solving capability which will be helpful in shaping their personality.
- It encourages constructive social approach and behavior amongst adolescents.
- It helps in endorsement of self-esteem, harmony and self confidence in adolescents.
- It is essential to prevent anti-social behavior of adolescents.
- Because of life skill education we can prevent adolescents by falling prey to different malpractices.
- Life skills are required for adolescents to explore the new alternatives and make rational decisions in their life.
- It is essential to sustain good social or interpersonal relations in the public.

Thus, life skills are significant in any ones individual, societal and emotional growth. Life skills assist students to regulate effective relations in home, school and social environment. These skills are also helpful in increasing work ability which will lead them to accomplishing their goals. Consequently, life skills education must be provided to everyone to lead a successful life.

Benefits Of Life Skills Education:

According to WHO the suggested benefits are as following:

➢ **Health Benefits**

- Because of Life skills education psychological and social factors are addressed that lead to healthy behavior.
- If life skills education is implemented in schools it will be helpful in addressing the requirements of all children.
- By promoting individual and social skills positive health of an individual and other people in the society could be achieved.

➢ **Educational Benefits**

- Because of Life skills education learner-centered and immersive teaching methods could be used which will have a positive impact on: student teacher relationships, students will enjoy learning, teachers will have job satisfaction and the dropout rate will be decreased.
- Life skills will be helpful in bring peace to schools.
- Because of Life skills teaching of academic subjects will be easier because of interactive method.
- When students feel that their personal issues are discussed significantly, they more interestingly participate in the studies so life skills education is important in schools.

- **Social Benefits:** Life skills education encourages **charitable** behavior so the percentage of delinquency among adolescents could be decreased.
- **Cultural Benefits:** It helps in clarifying the requirements and desires of adolescents in modern societies. Also it is of meticulous importance for adolescents of multicultural societies.
- **Economic Benefits:** In corporate world employers highly demand for employees with good life skills. As an employee with good life skills could properly handle the stress and competition and be more productive.

Conclusion

In India, today adolescents are uncovered to new information technology and cultural substitutes than previous periods. This provides adolescents with ethnically varied choices, that can't be practiced easily because of financial reliance on parents and other major people. Adolescents should be prepared for a comprehensive victorious adult life of competition and unconventional performance which could be possible by enhancing psychological competencies in them through life skill education that will help them in building communication barriers with their family members, school and college teachers and other people in the society and will help adolescents to deal with stressful conditions efficiently.

The adolescents should know "Life Skills" to empower themselves for taking positive actions to guard themselves to achieve health and positive social relationships. Efficacy of areas like, Consumer Education, Environment Education, Social Cultural and Peace Education Issues is necessary but also along with it our efficacy of empowering adolescents is also necessary and this could be done through Life skill Education. Life skill education could be served as a cure for as it could help them to lead a healthier life. Thus life skill education is a demand of the society so each education system must teach life skill education through curriculum so that citizens will lead their life with positive health behavior and positive interpersonal relationships

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The Role of Language in Education

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Abstract: *It is obvious that languages play an important role in various aspects of our daily lives. Their role is not only limited to communication, rather it extends into the vast branches of knowledge and human sciences. Languages are capable of developing human knowledge and extending it for the benefit of human kind this research aims to identify a scientific methodology in the field of linguistics (living languages) which will assist researchers in determining the most expressive language in delivering knowledge and scientific facts - a language that is powerful, expressive, and influential. Despite the recognition of the importance of languages and their role in education, not much research has been done to investigate the various issues pertaining to this matter. True, studies on the relationship between languages and knowledge exist, but, there are few that elaborate upon the effects of languages on education. The following research attempts to present a foundational presentation of the effects of languages in educational development and how the positive effects may be incorporated towards the development of human resources.*

Key words: *Education, Role, Importance Effects*

Introduction

Developing strong reading skills is essential to children's academic success and later life outcomes. Learning to read in a language that they use and understand—whether it's spoken or sign language—is one of the most critical factors in determining whether children develop the strong literacy skills that are foundational for all later learning. Even the most carefully designed reading lessons won't help children learn to read if they can't understand the language their teacher uses in the classroom. This is why language of instruction policies and practices are critical to learning and improving children's reading outcomes—and why we're sharing two useful resources for addressing language issues in literacy programs and policies. (1)

In discussions of language and education, language is usually defined as a shared set of verbal codes, such as English, Spanish, Mandarin, French, and Swahili. But language can also be defined as a generic, communicative phenomenon, especially in descriptions of instruction. Teachers and students use spoken and written language to communicate with each other–to present tasks, engage in learning processes, present academic content, assess learning, display knowledge and skill, and build classroom life. In addition, much of what students learn is language. They learn to read and write (academic written language), and they learn the discourse of academic disciplines (sometimes called academic languages and literacy's). Both definitions of language are important to understanding the relationship between language and education.

As suggested by M. A. K. Halliday, the relationship between language and education can be divided into three heuristic categories (2)

Learning Language:

In their early years, children are learning both spoken and written language. They are developing use of complex grammatical structures and vocabulary; communicative competence (rules for the appropriate and effective use of language in a variety of social situations); comprehension of spoken and written language; and ways to express them. Educational programs for young children often emphasize curriculum and instruction to facilitate language learning. With regard to spoken language, instructional programs may emphasize opportunities to comprehend a variety of genres from directions to narratives and opportunities to experiment with modes of expression. With regard to written language, classrooms for young children provide opportunities to learn alphabetic symbols, grapho-phonemic relationships (letter-sound relationships), basic sight vocabulary, and comprehension strategies; and also feature the reading of stories designed for young children. Young children may also have opportunities to learn how to express themselves through written language, including opportunities to form letters, words, sentences, and text structures, and opportunities to learn how to put together a written story.

There is debate about the extent to which classrooms for young children's language learning should provide didactic, teacher-centered instruction or student-centered instruction. Those who support a didactic approach argue that children whose language performance is below that of their peers need explicit instruction to catch up. These advocates argue that the home and community environments do not provide all children with the experiences needed to be proficient and effective users of language and that direct instruction with grammatical forms, vocabulary, and pronunciation can help certain students catch

up with their peers. A similar argument is made for the didactic instruction of written language. Written language, it is argued, is sufficiently different from spoken language as to require explicit instruction. Research noting the importance of phonological awareness to reading development is cited as rationale for a parts (letters and sounds) to whole (fluent oral reading) curriculum.

The alternative argument is that children are inherently *wired* as language learners and that providing them with a stimulating, rich language environment supplies them with the tools they need for further developing their spoken and written language abilities. Although teachers may provide instruction, the instruction should follow the student's needs and interests rather than being prescribed in a predetermined manner. The complexity of language processes requires that children be allowed to engage in complete or whole-language activities rather than in isolated skill instruction activities that distort language processes by stripping them of their complexity (and also making them harder to learn). The learning of written language is not viewed as being much different from the learning of spoken language, and thus learning processes similar to those used in learning spoken language are advocated for the learning of written language.

In the United States another set of debates surrounds language learning by children whose native language is other than English. First, there are debates with regard to goals. Some educators advocate for a sole emphasis on the learning of English, whereas others advocate for continued language growth in English and in the child's native language. Arguments focus on the role of the public school in providing a common language that can produce national unity. Although few argue against the importance of learning English, questions are raised about whether national unity depends on English only as opposed to English plus additional languages. With regard to the learning of English, one side advocates for an immersion approach that prohibits use of the child's native, first language. Immersion is believed to provide the child with motivation and language input for becoming a fluent English speaker. The other side argues that stripping children of their native language also strips them of their culture and heritage. Further, these advocates point to studies that show that learning English is not inhibited by continued language growth in a native language or by bilingual educational programs. Learning to read in one's native language has been shown by research studies to provide a useful foundation for students learning to read in English.

At the secondary and postsecondary level, students learn the language of a broad range of disciplines. They must learn how to argue in discipline-specific ways and to read and write discipline-specific texts each with their own set of language conventions. Studies have suggested, however, that in some classrooms and schools there are little difference in the texts or written assignments across disciplines. In both science and social studies, for example, students may encounter the same pattern of reading a textbook chapter and answering end-of-chapter questions

Why Language of Instruction Matters unfortunately, although a growing body of evidence demonstrates that children learn to read best in a language they use and understand, about 40 percent of children around the world attend classes in a language they do not speak or use. Predictably, when students are required to learn to read in a language they don't understand, the results are poor learning outcomes in the early grades, which contribute to significant grade repetition and high dropout rates.

In comparison, instruction in a first language can yield significant benefits both at the individual and systemic levels in the early grades which include:

- Improved education access, equity, and inclusion;
- Improved early literacy outcomes;
- Increase in learner-centered teaching practices and assessment;
- Increased parental and community involvement in education; and
- Improved education efficiency due to lower dropout and repetition rates.

Implementing effective instruction in languages students use and understand requires careful consideration of contextual factors as well as the engagement of a variety of stakeholders to ensure language is addressed and incorporated in curriculum, teacher placement and professional development, and multiple other areas of the education system and teaching and learning process. It requires clear policies, standards, benchmarks, and practices from the national level to the classroom level to ensure students receive the instruction they need to become strong readers.

Often, an important first step in designing and implementing effective language of instruction policies is the use of mapping exercises that can provide important data and insights for implementing policies effectively and influencing programmatic decision making.

Given the linguistic diversity in many countries, language mapping exercises can help identify which languages children use at home (including spoken and sign languages) and determine which language(s) should be used for instruction within a school community or geographic area. Language

mapping can also help inform teacher placement. By understanding the languages used in schools and those that teachers speak, policies and practices can be adjusted to promote "teacher-student language match": Teachers should be placed in schools and classrooms where they speak the same language as the students. Additionally, language mapping can help identify gaps in available teaching and learning materials for certain languages and prioritize development of materials for languages that have limited resources available. Once all the elements of the education system are addressed, providing children with instruction in a language they use and understand has the potential to significantly improve student reading outcomes and help students develop the literacy skills they need to be successful in school and life. (3)

Learning through Language:

Learning in classrooms is primarily accomplished through language. Teachers lecture, ask questions, orchestrate discussions, and assign reading and writing tasks. Students engage in academic tasks through reading, writing, exploring the Internet, giving verbal answers to teacher questions, listening to teacher lectures and student presentations, participating in whole-class and instructional peer group discussions, memorizing written text and vocabulary, and so on. A major thrust of classroom research since the 1970s has focused on the following question: What forms of classroom language practice facilitate what kinds of learning?

One classroom language practice of interest to educational researchers has been *scaffolding*. Scaffolding is the process through which teachers and students interact with each other by building on each other's immediately previous statement or utterance. For example, after making a statement, a teacher might ask a student a question intended to help the student elaborate or probe the academic topic a bit further. The student, building on the teacher's question or comment, produces a statement with more depth, complexity, or insight. The teacher might then ask another question to scaffold the learning even further, and so on. Through scaffolding, teachers may be able to help students explore and understand academic issues beyond what they are able to do on their own. Scaffolding can occur between teachers and students and also among students.

Another classroom language practice that has received a great deal of attention from educational researchers has been the teacher initiation—student response—teacher feedback/evaluation sequence (known as I-R-F). It is also referred to as the asking of known-information questions and recitation questioning. Of concern to researchers and educators are the constraints that such a conversational structure places on academic learning. I-R-F sequences rarely provide students with opportunities to provide long or in-depth responses, and the knowledge displayed is contextualized by feedback or evaluation that subsequently comes from the teacher. I-R-F sequences rarely allow opportunities to explore explanations or to debate issues. The teacher always generates the topics, and thus students do not have opportunities to ask questions. Further, I-R-F sequences provide students with few opportunities to practice the creation of extended spoken text. Research on I-R-F sequences has also shown, however, that they may be more complex and malleable than previously recognized. For example, instead of just providing an evaluation of the correctness of a student response, a teacher might provide additional information and *rejoices* a student response in a way that models for students how to phrase the statement in the academic jargon. Such rejoicings can be considered a kind of scaffolding. I-R-F sequences may also be useful to display to the whole class what counts as the knowledge for which they are accountable. And I-R-F sequences may also be used by teachers as a classroom management tool, ensuring those students' complete assignments and that they are paying attention.

A third classroom language practice that has received a lot of attention has been sharing time (also known as show-and-tell). Sharing time provides an opportunity for young children to develop narrative performance skills such as topic coherence, sequencing of events, structuring narrative events, and adjusting a narrative to an audience. Research shows that how students construct a narrative during sharing time may reflect narrative practices from their own families and communities. In such cases, the narrative produced by the child may differ from the narrative models that a teacher is using to evaluate the child's language performance, and as a result the teacher may negatively evaluate the child. The research on sharing time and similar classroom language practices shows that there is great variation in the narrative models, structures, and devices used across cultures and that children may experiment with many different types of narratives. Children adopt and adapt narrative models from a broad range of sources. In addition to suggesting the need for educators to be sensitive to cultural variation in narrative performance and in assessment of children's language abilities, the studies of sharing time show the close connections among education, language, and cultural variation.

Beyond questions about the effectiveness of various classroom language practices are questions about who is able to engage in what language practices and language processes, when, and where. In other

words, what constitutes equitable classroom language practices? Research on turn-taking practices has shown that a broad range of factors influence who gets a turn to talk during classroom conversations and who is less likely to get a turn. These factors may include race, gender, class, native language, and where the student is seated, among others. Some students may get or seek few turns to talk. Those students who do not get or seek turns to talk and who feel alienated from the classroom are sometimes referred to as having been *silenced.* Although students can be silenced by the behavior of the teacher or of other students, more often silencing involves a deeper social process whereby a student is inhibited from bringing into the classroom his culture, language, heritage, community, personal experience, and so on.(4)

Understandably, reaching a common language is important to impart knowledge. Perhaps, that is how language standardization becomes almost a reflex action for us. But, with it, we leave behind a huge trail of students who do not connect with the standardized language. So, they have to dwell in the echo of translations, re-translations, and, often, a mistranslation. Is it an optimal way to learn? No. Language localization is the key in this case. However, another layer of challenge is introduced by another dynamic. Certain schools teach in regional languages, while others do so in the standardized one. This inadvertently creates a gap in academics, especially when students migrate from one place to another. How can students cope with such transitions?

Today, digitization as well as tech-driven approaches has touched all spheres of our lives, including education. The new normal has proven the efficacy of e-learning solutions. We have seen how they not only deliver the knowledge effectively, but also personalize and thereby enhance a student's learning curve and overall experience. This might also be the key to our localisation-standardisation challenge. Any migrating student can seamlessly access the relevant learning material through digital means. They can clear doubts over an e-learning platform and even attend classes online in the language of their preference. This is the beauty of digitization. It addresses both problems. On the one hand, we can ably drive language localization measures and on the other bring true standardization to education. These developments will probably bring more takers of localized languages. A truly universal offering will offer a hyper-personalized approach to the same problem. This will be one of the cornerstones of the future's tech-driven education. Language should not be a barrier to education. Instead, it must become an enabler.(5)

No matter what your plans for the future are, speaking more than one language is always an incredibly useful skill to have. This is especially true for children.

As they grow into adolescence, practicing new language skills provides them with a platform to understand the world from a totally new perspective, encouraging them to embrace new customs and cultural nuances. There's further added benefit, as languages nurture their sense of empathy and understanding towards others at a crucial time in their growth, while also opening up new pathways to professional success in a globalized workplace.

1. Exposure to languages improves empathy

When children learn a new language, they are introduced to customs and values belonging to a different society. This encourages them to think from a new point of view, improving cultural sensitivity. At a crucial time in their development, exposing children to new ways of seeing the world and appreciating where others come from can be character-defining.

2. Bilingualism has health benefits

Speaking multiple languages can slow down the onset of dementia. Using different receptors, the brain has to find completely new ways to process information, and this helps to protect its functionality. Think about an old car; one that has been lying in a garage for years. The engine will be much harder to start again after years of inactivity when compared with the same model driven carefully and regularly. Academics call this "cognitive reserve."

3. Children have a learning advantage

There's no proof that children learn languages better than adults, but they are less inhibited – usually because they're in more comfortable settings and have more time, like during Easter and summer holidays.

4. Multilingualism may be linked to higher income

Several studies have shown that there is a correlation between multilingualism and earning potential. The pool of accessible jobs is wider, because there are opportunities to find positions in other countries, and employers value this skill set because it correlates with strong communication skills and an international mindset.

5. Learning languages expands their world view

Each language has its own style, idioms, cultural references and heritage. Children who are exposed to these features; the ideas they represent, the new vocabulary and the grammatical variation, are equipping themselves with the tools to understand the world in completely new ways.

6. Most people speak more than one language

Get with the program! Ok, we can't be sure, but according to the general consensus, most people on the planet are multilingual. Some of the reasons for this include a history of colonialism and the modern era of globalization. (6)

Importance of Language

The central importance of language in primary education and the child's command over it is widely accepted. It's not difficult to see the reasons for this wide agreement. It's obvious that language is essential for communication, for the child as well as for everyone else. So is it essential for gaining understanding of all disciplines be it mathematics, sciences or any other. Indeed the child links to all aspects of education only through language. In fact, the child thinks, makes decisions and acts through and with language. Language is central to the child's (as everyone else's) existence as a part of society.

The above perspective is clearly necessary - in fact mandatory - if one has to appreciate the centrality of language to the child's education and growth. However, this is still a limited perspective. The limitation of this perspective is in viewing language as a "tool;" a "tool" to understand Mathematics or a "tool" to take decisions. Language may indeed be a tool, but it is also a lot more. This "lot more" is perhaps even more determinant of the centrality of language to the child, in education and in human life in general.

We humans not only see and feel the world around us, we also give meaning to everything that we see and feel around us. Thus when I observe the dark monsoon clouds, the effect on me is not merely the effect of seeing some shapes. It's the complex consolidated effect of relating and linking the dark clouds to rain, to dancing peacocks and to my discomfort of wet clothes. If I were not to make these connections and links, the dark cloud would mean nothing to me, will have no effect on me; it will just remain as a shape that I sensed.

It is this 'linking' that gives meaning to everything in this world. It is this infusion of meaning that changes the status of things (especially in our consciousness) from merely "being" to "being meaningful." This meaningfulness we infuse through concepts. To develop and flesh out these concepts we construct a number of symbols in our psyche and develop relationships and links between the symbols and the concepts. Mental activity on these symbols ("symbolic transaction") is the process of this construction. Language is the foundation of this symbolic transaction and is in fact an indivisible and integral element of this entire process, which leads to the construction of a "conceptual system" for any individual.

Without giving "names" to the concepts, none of this is possible. These "names" are what we know as "words" in language. The development and construction of the "conceptual system" is what we call the development and gaining of understanding. So, language and understanding are dependent on each other. The existence of one is not possible without the other. Thus, language is not merely a "tool." It is an integral and inalienable part of understanding. It is capacitative of the human mind and self consciousness, as, what is the human mind but the totality of understanding! It develops with the development of understanding, and is constrained when understanding is constrained. This conclusion is of critical importance to primary education.

It is possible that after a certain stage of development of understanding and language, there is enough of a foundational structure of either (or both) that understanding can continue to develop without a concomitant significant development of language and vice versa. But this "divisibility" is not possible at the primary education level, for sure. At the primary education level, development of language and development of understanding are two inseparable complementary aspects of the mental development of the child.

Let us also look at a few aspects of language.

The basic unit of spoken language is a word. The word is a combination of sounds. If this combination of sounds were not to be linked to a concept, it will remain merely a meaningless combination of sounds and not become a word. The linking of a particular combination of sounds (word) to a particular concept has no logical grounds or rules. This linkage is arbitrary. While the linkage is indeed arbitrary, it is stable and universal within the user of the particular language. "Tree" is a combination of sounds, which relates to a specific concept, this relationship remains stable. It is not as though some other combination of sounds will start relating to the concept after a while. For example, tomorrow another combination of

sounds, "cricket" will not start relating to what is meant today by "tree", although the relationship of tree to that concept is as arbitrary as that of cricket.

To construct meaningful language, words are used with (and through) a system of rules. For example, the sequencing of words follows certain rules to create appropriate meaning. These rules are also arbitrary but stable and universal in nature. So, language is a rule governed system of verbal symbols through which humans create meaning. This system is well organized and is entirely man - made. While the number of sound combinations in (any) language is limited, the ability of the language system to construct meanings is infinite.

To learn a language is to gain command over and use this system for construction of meaning, acquisition of meaning and expression of meaning. The spoken language is made of sound symbols; similarly the written language is made of visual symbols; or markings on a surface. The markings are letters. The letters of the alphabet (or their combinations) represent sounds. The relationship of these "markings" to the sounds is also arbitrary but stable and universal. We always (mentally) "translate" the written language to spoken language and then derive meaning from that. So, there are more steps to reach meaning through written language in comparison to spoken language. In spoken language interactions, there is room and scope for "non-verbal communication" (e.g. expression on one's face, gestures of hand) and also the scope for immediate clarification. This is not usually possible in written language, and hence written language also uses some additional symbols and follows a tighter system of rules.

A quick hint at two of many implications of these conclusions for teaching-learning at the primary level: what is arbitrary cannot be figured out by the child alone. It necessarily needs observation of other language users, help from those who already have mastered that arbitrary relationship, demands practice and drill takes precedence over conceptual understanding. What is rule - governed can actually be mastered only by the child's conceptual engagement and conceptual understanding takes precedence over drill. Language learning may require both, though the overall learning process is marked by conceptual understanding and meaning making; but drill cannot be discounted in certain processes like mastery over the writing system. This small piece also has a few controversial claims; a word of clarification is in order about them. It is claimed that words are arbitrary ordered combinations of sounds. There is enough linguistics research to establish that the word formation follows certain universal rules in combining sounds. But even after adhering to those rules the overwhelming majority still retain the arbitrary character in combining sounds, and definitely in attaching concepts to them. The second claim is about the smallest meaningful unit of language being the word. There is the dominant view that the smallest meaningful unit is the sentence. While it is true that to express a knowledge claim, request, question etc. the sentence is the smallest unit; but to evoke an idea in mind the word is sufficient. And evocation of an idea has to be considered evocation of meaning. The third claim is about the arbitrariness of order of words in a sentence. Again, linguistics research has established that there are universal patterns in all human languages that determine the order of words in a sentence. There are also claims that children never make mistakes in this order and that rules are innately grained in the human mind. Since there are more than one possible sentence structures and children do make mistakes, therefore there is the role of experience in learning it. Yes, there are universal patterns, though whether they are innate as specific language rules or are an expression of human cognitive architecture is a controversial point. Therefore, the arbitrariness here is rather limited. At several places, association between sound patterns and meaning, etc. is stated to be 'universal and stable,' within a linguistic community. This is in the limited sense of as far as it is understood and for a certain period. Languages do change in style as well as meaning associated to words, in time as well as over the community of its speakers. But, as far as they are commonly understood, the retain a character of being 'generally acceptable and stable.' Lastly, language is central to becoming human. This aspect is not elaborated here, partly due to lack of space and partly because the focus is to underline some points that may be of immediate use in classroom language teaching.(7)

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शालेय शिक्षणावर ई लर्निंग चा परिणाम

डॉ. इरलापल्ले पल्लवी भागवतराव

लोकप्रशासन विभाग प्रमुख वसंतदादा पाटील महाविद्यालय, पाटोदा जिल्हा – बीड

प्रस्तावना : -

शिक्षण हे ज्ञान, कौशल्य,मूल्य,विश्वास व सवय या गोष्टी प्राप्त करून देणारी प्रक्रिया आहे. शिकवणे, प्रशिक्षण देणे, कथा सांगणे, माहिती संकलित करणे यांचा शैक्षणिक पद्धतीत समावेश केला जातो. सध्या कोरोना हे जागतिक संकट निर्माण झाले आहे त्यामुळे शाळा बंद आहेत. आणि शाळा चालू कधी होतील हे आज सांगता येणे कठीण आहे. शासनाने ऑनलाइन शिक्षणाला परवानगी दिली आहे.अनेक शाळांनी आपापल्या पद्धतीने मुलांना ऑनलाइन शिक्षण देण्यास सुरवात केली आहे. लैपटॉप, मोबाईल, संगणक अशी उपकरणे वापरून शैक्षणिक उपक्रम चालवले जात आहेत. परंतु या सर्वांची पुढील दिशा काय असेल याचा गांभीर्याने विचार करणे गरजेचे आहे.

संशोधन लेखाचा उद्देश : - शालेय शिक्षणावर ई लर्निंग चा काय परिणाम होतो हे तपासणे हा संशोधनाचा मुख्य हेतू आहे.

संशोधन पद्धती : -सदरील लेख पूर्णतः दुय्यम साधन-सामग्रीवर आधारित असून वर्णनात्मक संशोधन पद्धतीचा या ठिकाणी वापर करण्यात आला आहे.

शिक्षणाचे तीन घटक : -शिक्षणाचे साधारणतः तीन प्रमुख घटक असतात. अध्यापन, अध्ययन आणि मूल्यमापन. शिक्षक वर्गात शिकवतो तेंव्हा त्याचे वैयक्तिक कौशल्य, वक्तृत्व , विषय मांडण्याची पद्धत,समजावून सांगण्याची कला या सर्व गोष्टी दृष्टीक्षेपात असतात. अध्ययनाच्या प्रक्रियेत विद्यार्थ्यांनी अभ्यास सामग्री वाचणे, अनुभवणे, गृहपाठ करणे यांचा यात समावेश होतो. तर मूल्यमापन प्रक्रियेत अध्यापन आणि अध्ययनाच्या माध्यमातून विध्यार्थी किती शिकला हे तपासणे व त्याची पडताळणी करणे यांचा समावेश केला जातो. मग यामध्ये गृहपाठाची तपासणी करणे, घटक चाचणी घेणे,परीक्षा घेणे यांचा समावेश होतो. मात्र ऑनलाइन शिक्षणाचा विचार करता हे वरील तिन्ही घटक पूर्णत्वास येवू शकतील का यामध्ये संभ्रम आहे.

माहिती तंत्रज्ञान : युनेस्कोच्या मते,"माहिती तंत्रज्ञानाच्या अंतर्गत वैज्ञानिक , औद्योगिक आणि इंजिनीअरींग या विषयाशिवाय माहितीच्या आदान प्रदानात व प्रसंस्करणात वापरात येणाऱ्या व्यवस्थापन तांत्रिकतेच्या प्रयोगात ही याचा उपयोग केला जातो. संगणक , मानव आणि यंत्र याचा ताळमेळ घालून सामाजिक, आर्थिक आणि सांस्कृतिक माहितीची देवाण घेवाण केली जाते. "   माहिती तंत्रज्ञानाचा उपयोग निर्णय घेण्याच्या क्षमतेला अर्थपूर्ण बनवण्यासाठी केला जातो. आज या तंत्रज्ञानाचा वापर केवळ इंजिनीअरींग, तांत्रिक क्षेत्रातील कामगार यांच्याकडून जास्त केला जात होता.आतामात्र याचा वापर शिक्षणाच्या माध्यमातून जानाऱ्या सर्व स्तरावरील विद्यार्थ्यांकडून केला जात आहे. नवीन तंत्रज्ञान विद्यार्थ्यांना अवगत होत आहे.

ऑनलाइन शिक्षण आणि शालेय विद्यार्थी : - ई लर्निंग ही एक मोघम संकल्पना आपल्याकडे शिक्षण व्यवस्थेत रूढ होवू पाहत आहे. एखादा संगणक असला, प्रोजेक्टर असला किंवा टी.व्ही. असला तरी त्याला ई लर्निंग म्हणले जाते. प्रोजेक्टर वर अभ्यासाशी संबंधीत एखादी फिल्म दाखवायची, मुलांनी पहायची आणि त्यातून ते शिकायचं. पारंपारिक पद्धतीने शिकवण्या ऐवजी या पद्धतीने शिकवताना दृक्श्राव्य माध्यमाचा नक्कीच वापर होतो मात्र यात विद्यार्थी आणि शिक्षक दोघेही गुंतून राहत नाहीत. आजची परिस्थिती पाहता बहुतेक शाळा ऑनलाइन अध्यापनावर भर देत आहेत. झूम किंवा गुगल मीट सारखे तंत्रज्ञान वापरून शिक्षक विद्यार्थ्यांना वर्गात बोलतात तसे बोलून शिकवत आहेत. काही कल्पक शिक्षक पॉवर पॉईंटच्या माध्यमातून विषय समजावून सांगत आहेत. काही शिक्षक फळा समोर ठेवून वर्गात शिकवतात तसे फळ्यावर मुद्दे लिहून समजावून सांगत आहेत तर काहीजण फक्त व्हिडीओ कॉलवर बोलून शिकवत आहेत. यात शिक्षकांचा दोष नाहीये कारण अचानक झालेले बदल , प्रशिक्षणाचा अभाव यामुळे त्यांना तंत्रज्ञानाचा वापर पाहिजे तसा करता येत नाहीये.   अध्ययनाचा विचार केला असता असे दिसुन येते की ऑनलाइन शिक्षणामुळे विद्यार्थ्यांकडून पाठ्यपुस्तके वाचणे, त्या खालील प्रश्नांची उत्तरे सांगणे या बाबी पाहिजे तशा होत नाहीत. लहान मुले मोबाईलवर खूप वेळ शिक्षण घेवू शकत नाहत. गणितासारखा विषय खूप सराव केल्या नंतरच चांगला समजू शकतो. ऑनलाइन क्लासमध्ये तो समजला नाही तर त्यांना पुन्हा पुन्हा समजावणे होत नाही व विद्यार्थी मागे पडतात. हा अनुभव बऱ्याच पालकांचा आहे. ऑनलाइनच्या माध्यमातून गुगल फॉर्म वापरून मुलांकडून प्रश्नोत्तरे भरून घेता येतात, वही पेन यांचा वापर करून विद्यार्थी प्रश्न सोडवून ,त्यांचे

फोटो काढून ते अपडेट करत आहेत , स्कॅन करत आहेत मात्र काही पालकांचे असे म्हणणे आहे की," ऑनलाइन शिक्षणाच्या अनुभवाची गुणवत्ता ठीक आहे मात्र शिक्षकाला विद्यार्थ्यांशी वन -टू-वन संवाद साधायला मर्यादा येतात."

ऑनलाइन शिक्षणाचे फायदे : - ऑनलाइन शिक्षणाच्या प्रणालीची प्रभावीपणे अंमलबजावणी झाली तर त्याचा फायदा अनेक स्तरावर होवू शकतो.

१) भविष्यामध्ये ऑनलाइन शिक्षणामुळे प्रत्येकाचे व्यक्तिगत शिक्षणाचे नियोजन होवू शकतो. प्रत्येक विद्यार्थी स्वतःच्या क्षमतेनुसार शिक्षण घेवू शकतो. जसे एखाद्या ४थी च्या विद्यार्थ्याची बौद्धिक क्षमता जास्त असेल तर तो ६वी ७ वी च्या वर्गाचा अभ्यास ऑनलाइन च्या माध्यमातून घरी बसून करू शकतो. तेच एखाद्या ४थी च्या विद्यार्थ्याची बौद्धिक क्षमता कमी असेल तर तो २ री ३ री च्या वर्गाचाही सोबत अभ्यास करू शकतो.

२) शाळा चालवण्यासाठी लागणारे साहित्य, शाळेची इमारत , मैदान, शाळेत जाण्यासाठी लागणारी वाहतूक , मुलांची सुरक्षितता यासाठी खूप मोठी गुंतवणूक करावी लागते. ऑनलाइन शिक्षणामुळे या इन्फ्रास्ट्रक्चरवर लागणारा खर्च कमी होवू शकतो.

ऑनलाइन शिक्षणाची मर्यादा : -

ऑनलाइन शिक्षणाचे जसे फायदे आहेत तसेच काही तोटे देखील आहेत.

१) प्रत्येक विद्यार्थ्याची जडणघडण हे सामाजिक वर्तनानुसार होत असते. पारंपरिक शिक्षणात विद्यार्थी समाजासोबत जोडला जात असे. मैत्री करणे, सोबत खेळणे, सोबत डब्बा खाणे, मित्रासाठी भांडणे , स्वतःला सिद्ध करणे. या सगळ्यातून अपोआप शिकले जाणारे सामाजिक वर्तनाचे नियम , सामाजिक शिस्त, सामाजिक चातुर्य ऑनलाइन शिक्षणातून देता येत नाहीत. आणि ऑनलाइन शिक्षणाची हि सगळ्यात मोठी मर्यादा आहे.

२) काही शिक्षण हे प्रत्यक्ष प्रयोग करून दाखवून , शिक्षकांच्या देखरेखीखाली विद्यार्थ्यांकडून प्रयोगशाळेत करून घेतली जातात. मात्र ऑनलाइन शिक्षणाच्या माध्यमातून असे शिक्षण घेणे आता अवघड बनले आहे. डॉक्टर होत असलेल्या विद्यार्थ्यांना आता प्रत्यक्ष बॉडी ला हात लावून शिकवताही येत नाही आणि शिकताही येत नाही. जेव्हा हे लॉकडाऊन मधील ऑनलाइन शिक्षणातील डॉक्टर बाहेर पडतील तेव्हा समाजामध्ये काय अवस्था असेल सांगता येणार नाही.

संदर्भ सूची : -

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ऑनलाईन शिक्षण – आजच्या काळाची गरज

प्रा.डॉ.बाळासाहेब व्ही.मुंडे

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प्रस्तावना:

सध्या कोरोनाच्या जागतिक संकटामुळे शाळा-महाविद्यालये बंद आहेत. ते सुरु करण्याजोगी परिस्थिती कधी निर्माण होईल, हे आज सांगता येणे कठीण आहे. शाळा सुरु झाल्याच तरी, सामाजिक अंतराचे नियम काय असतील आणि ते पाळून शाळा पूर्ववत चालवता येतील का, हेही सांगता येणे कठीण आहे. सरकारने शाळा 'ऑनलाईन' सुरु करायला परवानगी दिली आहे. अनेक शाळांनी कोणत्या ना कोणत्या पद्धतीचे, ऑनलाईन उपक्रम सुरु देखील केले आहेत. पण, या साऱ्याची पुढील दिशा काय असेल? याचा विचार गांभीर्याने करायला हवा. आपल्याकडे मोबाईल, लॅपटॉप अशी उपकरणे वापरून, आपण अनेक गोष्टी करतो. पण या माध्यमांचा वापर करून शाळा किंवा कोणत्याही प्रकारचे शैक्षणिक उपक्रम चालवणे, हे आपल्यासाठी पूर्णपणे नवीन आहे.

संशोधनाची उदिष्टे:

1. ऑनलाईन शिक्षण पध्दतीचा अभ्यास करणे.

2. ऑनलाईन शिक्षनाच्या परिणामांचा अभ्यास करणे.

3. वर्तमानकाळात ऑनलाईन शिक्षणाची गरज लक्ष्यात घेणे.

गृहीत कृत्ये:

1. ऑनलाईन शिक्षण फायदेशीर आहे.

2. नवीन तंत्रज्ञान आत्मसात करण्याच्या दृष्टीने हे शिक्षण उपयुक्त आहे.

3. वर्तमान काळात ऑनलाईन शिक्षण अपरिहार्य आहे.

शिक्षणाचे घटक:

साधारणतः शिक्षणाचे तीन प्रमुख घटक असतात. अध्यापन,अध्ययन आणि मूल्यमापन या तीन घटकांसाठी शिक्षणप्रक्रिया राबविली जाते. आता हे तीनही घटक या नव्या ऑनलाईन पद्धतीत कसे आकार घेतील ते पाहूया.

अध्यापन (training) : शिक्षक वर्गामध्ये जे शिकवतो ते अध्यापन. यामध्ये शिक्षकाचे व्यक्तिगत कौशल्य, वक्तृत्व, विषय मांडण्याची आणि समजावून सांगण्याची कला हे अंतर्भूत असते.

अध्ययन (learning) : विद्यार्थी स्वतःच्या प्रयत्न आणि आकलनाने जे शिकतात ते अध्ययन. यामध्ये शिक्षकांनी सांगितलेली अभ्यास सामग्री (study material) वाचणे, संबंधित अध्ययन संसाधने बघणे / अनुभवणे, दिलेला गृहपाठ करणे यांचा समावेश असतो.

मूल्यमापन: अध्यापन आणि अध्ययनातून विद्यार्थी किती शिकला आहे, याची पडताळणी करणे म्हणजे मूल्यमापन.

वर्तमान परिस्थिती:

सध्याची परिस्थिती बघता बहुसंख्य शाळा-महाविद्यालये 'अध्यापन' ऑनलाईन करण्यावर भर देत आहेत, असे दिसत आहे. झूम किंवा गूगल मीट सारखे तंत्रज्ञान वापरून शिक्षक आणि विद्यार्थ्यांचा व्हिडियो कॉल सेटअप करणे आणि त्यात शिक्षकांनी वर्गात बोलतात, त्याप्रमाणे बोलून शिकवणे अशी सध्याच्या बहुसंख्य ऑनलाईन वर्गांची परिस्थिती दिसत आहे. काही कल्पक शिक्षक आपल्या लेक्चरचे पॉवरपॉइंट प्रेझेंटेशन करून, ते व्हिडियो कॉलवर दाखवतात आणि विषय समजावून सांगतात. काही शिक्षक फळा समोर ठेवून, त्यावर वर्गात शिकवत असल्यासारखे खडूने मुद्दे लिहून शिकवतात. तर काहीजण नुसतंच व्हिडियो कॉलवर बोलल्यासारखे बोलतात. अर्थात, यात शिक्षकांचा काही दोष आहे, असे मला वाटत नाही. शिक्षकांचे सर्व प्रशिक्षण हे वर्गात शिकवण्याच्या दृष्टीने झालेले

असताना आणि वर्गात शिकवण्याचाच अनुभव त्यांच्यापाशी असताना अचानक ऑनलाईन अध्यापन करावे लागणे, हा त्यांच्यासाठी प्रचंड मोठा बदल आहे. यासाठी त्यांचे प्रशिक्षण झालेले नाही,खरेतर कोणताही विषय शिकण्यासाठी आजच्या ऑनलाईन जगात प्रचंड मोठ्या प्रमाणावर संसाधने उपलब्ध आहेत.

ऑनलाईन शिक्षणाच्या मर्यादा:

शाळां-महाविदयालयांमध्ये मुले पारंपारिक शिक्षणासोबत सामाजिक वर्तन कौशल्य सुद्धा शिकत असतात. कोणत्याही व्यक्तीच्या जडणघडणीमध्ये तो जिथे शिकतो तिथल्या वातावरणाचा, संगतीचा आणि सोशल स्किल्सचा अत्यंत महत्वाचा वाटा असतो. पूर्णपणे ऑनलाईन असलेल्या शिक्षण पद्धतीमध्ये मुलांनी आपल्या समवयीन मुलांमध्ये गटाने एकत्र रहाणे, एकमेकांशी मैत्री करणे, मैदानात एकत्र खेळणे, दंगामस्ती करणे इत्यादी गोष्टी घडत नाहीत. या सगळयातून आपोआप शिकले जाणारे सामाजिक वर्तनाचे नियम, सामाजिक शिस्त आणि संबंधित सोशल स्किल्स ही ऑनलाईन शिक्षणातून देता येत नाहीत. ऑनलाईन शिक्षणाची ही सगळयांत मोठी मर्यादा आहे.

शालेय शिक्षणात काही उपक्रम हे प्रत्यक्ष उपस्थित राहून आणि शिक्षकांच्या देखरेखीखालीच करावे लागतात. प्रयोगशाळांमध्ये केलेले प्रयोग हे याचे ठळक उदाहरण आहे. अशा प्रकारचे प्रयोगशाळांमधून दिले जाणारे शिक्षण ऑनलाईन माध्यमांमधून देता येणे अत्यंत अवघड, कदाचित अशक्य आहे.

याचबरोबर, ऑनलाईन शिक्षणासाठी शिक्षक आणि विद्यार्थी दोघांकडेही पुरेशा क्षमतेची तांत्रिक उपकरणे (स्मार्टफोन्स, टॅब्लेट्स, लॅपटॉप्स इत्यादी) आणि पुरेशी बँडविडथ असलेले आणि सतत सुरु असलेले हाय स्पीड इंटरनेट असणे गरजेचे असते. यातली पुरेशा क्षमतेची तांत्रिक उपकरणे सर्व विद्यार्थी आणि शिक्षकांकडे असतातच, त्यांना ती परवडतातच असे नाही. ग्रामीण भाग, शहरी कनिष्ठ आणि निम्नमध्यमवर्ग सोडा, अगदी मध्यमवर्ग आणि उच्च मध्यमवर्गातही मुलांना त्यांच्या मालकीचा स्मार्टफोन किंवा लॅपटॉप देणे सगळयांनाच शक्य नसते.याच बरोबर सर्वदूर पोचलेली, सदैव उपलब्ध असलेली पुरेशी इंटरनेट कनेक्टिविटी ही आपल्याकडची मोठी समस्या आहे. ऑनलाईन शिक्षण ज्यावर मिळतं ती उपकरणे हातात नाहीत आणि ज्याद्वारे मिळते त्या कनेक्टिविटीची खात्री नाही, अशी बहुसंख्य विद्यार्थ्यांची अवस्था आहे.सरकारची भूमिका, उपक्रम आणि धोरणे,केंद्र सरकारने ई-लर्निंग च्या प्रचार-प्रसारासाठी काही लक्षणीय उपक्रम गेल्या काही वर्षांमध्ये सुरु केले आहेत. 'स्वयम' नावाचे अ‍ॅप आणि त्या मागे असलेली शैक्षणिक साहित्य निर्माण करणारी मोठी परिसंस्था सरकारने उभी केली आहे.

युजीसी,एनसीआरटी सारख्या राष्ट्रीय पातळीवरच्या ९ संस्थांमध्ये समन्वय साधून त्यांच्याकडील शैक्षणिक साहित्य 'स्वयम' या एका व्यापीठावर उपलब्ध करून दिले आहे. शिवाय कोणत्याही शिक्षकाला कोणत्याही विषयावरचा अभ्यासक्रम आणि शैक्षणिक साहित्य तयार करून, त्यावर टाकण्याची सुविधा दिली आहे. 'स्वयम'मधील सर्व अभ्यासक्रम आणि शैक्षणिक साहित्य हे देशातील कोणाही विद्यार्थ्याला पूर्णपणे मोफत उपलब्ध आहे.

निष्कर्ष:

1. ऑनलाईन शिक्षण उपयुक्त आहे.
2. ऑनलाईन शिक्षणाचे सकारात्मक आणि नकारात्मक परिणामदिसतात.
3. ऑनलाईन शिक्षणात नवीन तंत्रज्ञानाचा योग्य वापर होणे आवश्यक आहे.
4. पारंपारिक शिक्षणावर परिणाम होण्याची शक्यता दिसून येते.

संदर्भ

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पर्यावरण शिक्षणाची गरज

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सारांश :

हे विश्वची माझे घर या उक्तीप्रमाणे सारे जग जवळ आले आहे. विज्ञान आणि तंत्रज्ञानाच्या साहाय्याने मानव सारे विश्व मुठीत घेत आहे. पर्यायाने या निसर्गावरच तो अधिराज्य गाजविण्याचा प्रयत्न करीत आहे. पण हे सारे कितपत योग्य आहे, निसर्गाला कवेत घेणं, त्याच्यावर वर्चस्व गाजवणे कितपत योग्य आहे. जेव्हा हे सारे प्रश्न निर्माण होतात तेव्हा खरोखरच मनुष्याची किव येते. आणि जेव्हा खऱ्या अर्थाने पर्यावरणाचे संरक्षण करण्याची, पर्यावरणाची काळजी घेण्याची आणि ते या विश्वाच्या जनसागरात जास्तीत जास्त पोहचविण्याची जाणीव होते. पर्यावरणाचे शिक्षणाचे हे महत्व लक्षात घेवून मा. सर्वोच्च न्यायालयाच्या निर्णयानुसार पर्यावरण शिक्षण हा विषय भारत देशातील सर्व राज्यांमध्ये १ ली पासून पदवी पर्यंत अनिवार्य करण्यात आला आहे. या विषयाचे अध्यापन शैक्षणिक तंत्रविज्ञानाच्या साहाय्याने परिणामकारक व बैविध्यपूर्ण करता येते. जागतिकीकरणाच्या या लाटेमध्ये आपल्याला जर टिकून राहायचे असेल तर शिक्षणामध्ये तंत्रविज्ञानाचा वापर हा केलाच पाहिजे. मानवाने आपल्या पर्यावरणाशी असलेल्या संबंधाकडे गाभिर्याने पाहण्याची गरज निर्माण झाली आहे. मानव निसर्गाचा अधिपती नसून त्याचा एक अविभाज्य घटक आहे. पर्यावरणाचा विश्वस्त आहे ही भावना विचारसरणी समाजात रूजली पाहिजे. समाजाचा प्रत्येक व्यक्तीचा विचारपरिवर्तन करण्याचे सामर्थ्य शिक्षण प्रक्रियेत असल्याने पर्यावरण शिक्षण हा स्वतंत्र व अनिवार्य विषय उच्च माध्यमिक स्तरावर समाविष्ट करण्यात आला आहे.

key word: - पर्यावरणाचा ऱ्हास, पर्यावरणाचा संतुलन, पर्यावरणामुळे वातारवणामध्ये बदल, पर्यावरण शिक्षण हि काळाची गरज

प्रस्तावनाः

पर्यावरण शिक्षणाची ऐतिहासिक पार्श्वभूमी :

प्राचीन काळाचा विचार केला तर भारतातील शिक्षण हे निसर्गाच्या सान्निध्यात राहुनच घेतले जात असे. प्राचीन ऋषी मुनींचे आश्रम हे मानवी वस्तीपासून दूर जंगलात असत. आणि तिथे राहुनच शिक्षण घेता येत असे. ग्रीक तत्वज्ञ एपिक्यूरस इ. स. पूर्व ३४१.२७० आणि ल्युक्रेथस इ.स. पहिले शतक यांनी निसर्गाला अनुसरून मनुष्याने वागावे अशी शिकवण दिली. निसर्गवादाचा प्रणेता जीन रूसो १७१२–७८ याने निसर्गाकडे परत फिरा आणि नैसर्गिक जीवन जगा असा स्पष्ट संदेश दिला. प्रसिध्द भारतीय कवी रविंद्रनाथ टागोर १८६१–१९४१ यांनी म्हटल्याप्रमाणे जे चराचर सृष्टिशी आपल्या जीवनाचा मेळ घालून देते तेच खरे उच्च प्रतीचे शिक्षण होय.

खऱ्या अर्थाने पर्यावरण शिक्षणाचे मूळ १९ व्या शतकात सापडते. इ.स. १८९९ मध्ये प्रोफेसर पॅट्रिक गेडेस या स्कॉटिश वनस्पती शास्त्राज्ञाने एडिनबर्ग येथे दि आऊटलुक टॉवर या नावाची संस्था स्थापन केली. पर्यावरण आणि शिक्षण सुधार हे या संस्थेचे उद्दिष्ट होते. १९०७ च्या दरम्यान जॉर्ज पर्किन आणि मार्श यांनी मनुष्य आणि निसर्ग या पुस्तकात मनुष्य आणि पर्यावरणातील संबंध स्पष्ट केला. इ. स. १९०८ मध्ये अमेरिकेचे तत्कालीन अध्यक्ष थिओडर रूझवेल्ट यांनी व्हाईट हाऊसमध्ये बोलविलेल्या राज्यपालाच्या परिषदेत पर्यावरणाचे महत्व विशद करून सांगितले. व त्यानंतर विकासाचे प्रत्येक धोरण पर्यावरणावर आधारित असले पाहिजे. असा निर्णय घेण्यात आला. निसर्ग संरक्षणाच्या आंतरराष्ट्रीय संघटनेने १९६० च्या सुमारास पर्यावरण शिक्षणाच्या आवश्यकतेचा मुद्दा मांडला. आणि याच दरम्यान पर्यावरण शिक्षण ही नवीन संकल्पना शिक्षणशास्त्रात रूजण्यास सुरूवात झाली.

भारतामध्ये कोठारी आयोगाच्या शिक्षणविषयक अहवालात १९६४–६६ आणि त्यांनंतर १९७५ मध्ये वंशवर्षीय शालेय अभ्यासक्रम या मार्गदर्शक निबंधामध्ये पर्यावरण शिक्षणावर विशेष भर दिला गेला. पर्यावरण विषयक बाबीबद्दल जागतिक स्तरावर जाणीव जागृती घडवून आणणे ही काळाची गरज आहे हे लक्षात घेवून संयुक्त राष्ट्रसंघाने जून १९७२ मध्ये स्टॉकहोम येथे सर्व प्रथम जागतिक स्तरावर पर्यावरण परिषद भरविली या परिषदेत सर्वसंमतीने पर्यावरणाविषयी एक जाहिरनामा काढण्यात आला. या जाहिरनाम्यात मॅनाक्रार्ट असे नाव देण्यात आले. या परिषदेत संयुक्त राष्ट्रसंघ पर्यावरण कार्यक्रम हाती घेण्यात आला. युएनईपी आणि युनोस्को यांच्या संयुक्त विद्यमाने आतंरराष्ट्रीय पर्यावरण शिक्षण कार्यक्रमास आय ई ई पी जानेवारी १९७५ मध्ये आरंभ झाला आय ई ई पी द्वारे बेलग्रेड येथे आक्टोबर १९७५ मध्ये पर्यावरण शिक्षणावर आंतरराष्ट्रीय कृतीसत्राचे आयोजन करण्यात आले. हे कृतीसत्र ऐतिहासिक स्वरूपाचे होते.

भारतामध्ये पर्यावरण शिक्षण हा विषय शिक्षणक्षेत्रात उशिरा मान्यता मिळाली. स्टॉकहोम व बेलग्रेड येथील परिषदेतील निर्णयाच्या पाठपुराव्यासाठी दि ३० व ३१ जुलै १९७९ रोजी भारतीय पर्यावरण संस्था नवी दिल्ली यांनी चर्चासत्राचे आयोजन केले. त्यामध्ये भारतातील ४० विद्यापीठाचे तंज्ञ सहभागी झाले. यामध्ये घेतलेल्या निर्णयानुसार भारतातील काही विद्यापीठात या विषयाच्या अभ्यासक्रमाची अमंलबजावणी झाली. विविध राज्यामध्ये शिक्षणाच्या विविध स्तरावर पर्यावरण शिक्षण हा विषय समाविष्ट करण्यात आला. दि ०४ ते ०९ मार्च १९८५ मध्ये भारत सरकारच्या पर्यावरण विभागाचे पर्यावरण शिक्षण या विषयावर कृतीसत्र आयोजित

केले गेले. या कृत्रिसत्रात प्रस्तुत झालेल्या विचारांना पर्यावरण विषयावर आधारित दिल्ली घोषणापत्र असे नाव दिले. राष्ट्रीय शैक्षणिक धोरण १९८६ मधील १० पायाभूत घटकांकडे पर्यावरण संरक्षण या घटकाचा समावेश झाला.

पर्यावरण शिक्षण अर्थ आणि व्याख्या :

पर्यावरण हा शब्द इंग्रजी भाषेतील Environment या शब्दास समानार्थी म्हणून वापरला जातो. हा शब्द फ्रेंच भाषेतील Envioner या शब्दाचा अर्थ Total set of surrounding किंवा संपूर्ण परिस्थिती असा आहे. फिटिंग या जर्मन तंज्ञाने १९२२ मध्ये पर्यावरणाची व्याख्या खालील प्रमाणे केली. जीवांच्या परिस्थितीकी घटकांचा समुच्चय म्हणजे पर्यावरण होय.

ए. जी. टान्सले या वनस्पती शास्त्राज्ञाने १९२६ साली पर्यावरणाची व्याख्या केली आहे.

पर्यावरण म्हणजे प्रभावशाली परिस्थितीतील संपूर्ण घटकांचा समुच्चय ज्यात जीवतंतू राहत असतात.

पर्यावरणामध्ये नैसर्गिक व मानव निर्मित असे दोन प्रकार दिसून येतात.

पर्यावरण

नैसर्गिक पर्यावरण	मानवनिर्मित पर्यावरण
स्थान	लोकसंख्या
आकार	वसाहती
क्षेत्र	आर्थिक पर्यावरण
हवामान	राजकीय पर्यावरण
भूगर्भरचना	धार्मिक पर्यावरण
मुद्दा	सांस्कृतिक पर्यावरण
प्राकृतिक रचना	सामाजिक पर्यावरण
प्रवाह प्रजाती	
वनस्पती	
सुक्ष्मजीव	
भूमी	
जलाशय	
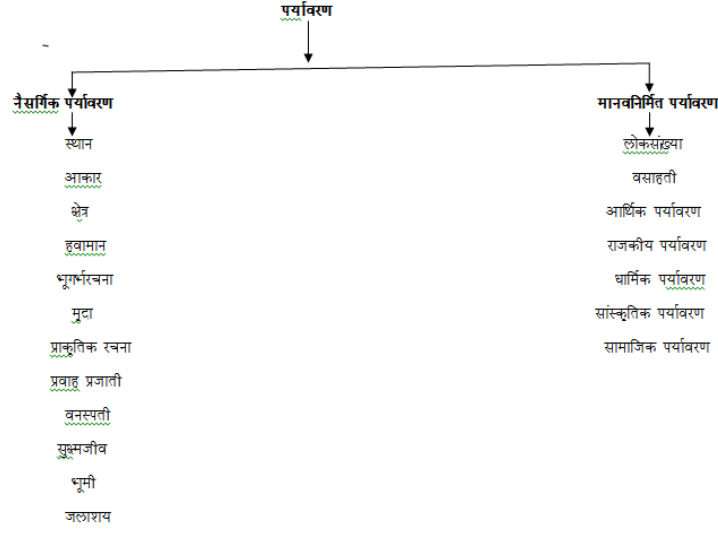
निसर्गामुळे निर्माण झालेल्या पर्यावरणाला नैसर्गिक पर्यावरण असे म्हणतात. मानवी हस्तक्षेपाने निर्माण झालेल्या पर्यावरणास मानव निर्मित पर्यावरण असे म्हणतात.

पर्यावरण शिक्षण संकल्पनेमध्ये दुसरी संकल्पना समाविष्ट आहे ती म्हणजे शिक्षण. शिक्षण ही मानवी विकासासाठी अतिशय महत्वाचा घटक आहे. शिक्षणामुळेच कळत नकळत व्यक्तीच्या व्यक्तिमत्वाचा विकास होतो. शिक्षणाबाबत अनेक तज्ञांनी आपली मते व्यक्त केली आहेत. प्लेटोच्या मते माणसाच्या शारिरीक, मानसिक, व अध्यात्मिक अंगामधील उत्कृष्ठतेचा विकास म्हणजे शिक्षण.

UNESCO (१९७६) च्या अहवालात पर्यावरण शिक्षणाची पुढील व्याख्या केली आहे.

पर्यावरणाबद्दलचा एकात्मिक दृष्टिकोन निर्माण करण्यासाठी विविध विद्या शाखांचे आणि शैक्षणिक अनुभवांचे पुनर्उदबोधन व संधेजुळणी करण्याचे फलित म्हणजे पर्यावरण शिक्षण होय.

युनेस्को विशेषतज्ञ डॉ.आर.सी.शर्मा यानी पर्यावरण शिक्षणाची व्याख्या पुढीलप्रमाणे केली आहे, विदयार्थ्यांना पर्यावरणविषयी ज्ञान देऊन त्याच्या अंगी पर्यावरण संबर्धनाविषयी सकारात्मक दृष्टीकोण निर्माण करण्याची प्रकिया म्हणजेच पर्यावरण शिक्षण होय.

पर्यावरण व त्यातील घटक त्यांच्या समस्या इत्यादी विषयी समाज जागृती साठीचे शिक्षण म्हणजे पर्यावरण शिक्षण होय. पर्यावरण शिक्षण म्हणजे मानवाच्या त्याच्या नैसर्गिक व मानवनिर्मित परिसराशी असलेल्या संबंधाचा अभ्यास करणारी एक प्रक्रिया होय. यामध्ये संपूर्ण मानव पर्यावरणाचा लोकसंख्या, प्रदूषण, साधनसंपत्तीचे वितरण, ऱ्हास व संरक्षण, वाहतूक यंत्रणा, तंत्रविज्ञान तसेच शहरी व ग्रामीण नियोजन यांच्याशी असणारा संबंधही अभिप्रेत आहे.

पर्यावरण शिक्षण संकल्पनेत खालील घटकांचा समावेश होतो.

पर्यावरण शिक्षण संकल्पनेत खालील घटकांचा समावेश होतो.
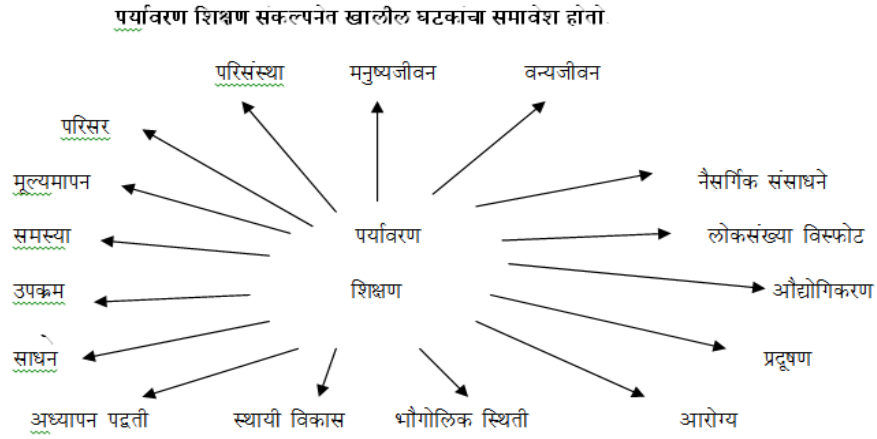
पर्यावरण शिक्षणाची व्याप्ती

पर्यावरण शिक्षण हा विषय औपचारिक शिक्षणात प्राथमिक स्तरापासून ते विद्यापीठीय स्तरापर्यत आहे. औपचारिक शिक्षणाच्या प्रवाहामध्ये जे नाहीत त्याच्यापर्यत हा विषय औपचारिक शिक्षणातून पोहचणे अपेक्षित आहे. प्राथमिक स्तरावर परिसर ओळख, माध्यमिक व उच्च माध्यमिक स्तरावर पर्यावरण ओळख व जाणीवजागृती, महाविद्यालयीन स्तरावर पर्यावरणचे घटक व पर्यावरणीय प्रश्न आणि विद्यापीठीय स्तरावर विषयक संशोधन अशी व या विषयाची व्याप्ती ठरवली आहे.

प्रदूषणाचे प्रकार

हवा प्रदूषण, सागरी प्रदूषण, भूप्रदूषण, जल प्रदूषण, घनकचरा, औष्णिक प्रदूषण ,ध्वनि प्रदूषण, ओझोन, हरितगृहांचा प्रदूषण

पर्यावरणीय स्रोतांचे व्यवस्थापन

स्रोत	वैयक्तिक पातळीवर व्यवस्थापन	सामूहिक सामाजिक पातळीवर व्यवस्थापन हवा
कचरा पालापोचरा जाळण्याचे टाळावे		औद्योगिक स्रोतातून प्रदूषके सोडू नयेत
	धुम्रपान टाळावे	सार्वजनिक वाहतुक व्यवस्थेत सुधारणा करणे
	वाहनाचा कमीत कमी वापर करणे	
पाणी	घरातील साबण स्वच्छक	पाण्याचे पुनर्चक्रिकरण
	मिश्रीत पाण्याची स्वच्छता	अशुध्द पाणी जलसाठयात
	गृहाची सफाईसाठी वापर करणे	न सोडणे
	सांडपाण्याच्या स्वरूपानुसार पुनर्चनिकरण	शेतीत ठिबंक सिंचनाचा वापर
	शिळे पाणी ओतून अपव्यय टाळणे	
लाकुड	घरगुती फर्निचरसाठी वापर टाळणे	मोठया प्रमाणावर इमारतीसाठी वापर टाळणे
ऊर्जा	अतिवापर अनावश्यक वापर	सार्वजनिक उधळपटटी टाळणे
	थांबविणे व पर्याप्त वापर करणे	सार्वजनिक वाहतुक व्यवस्थेत सुधारणा करणे

संशोधनाचे मुळ प्रश्न

आज पर्यावरण शिक्षण का गरजेचे आहे

पर्यावरण शिक्षणामुळे कोणाला फायदा होवू शकतो

पर्यावरण शिक्षणामुळे भविष्यात काय होवू शकते

पर्यावरण शिक्षणामुळे समाजाला काय गरज आहे

उद्देश:

पर्यावरण शिक्षणाच्या गरजेच्या बाबतीत माहिती प्राप्त करणे

पर्यावरण शिक्षणामुळे कोणाला लाभ होईल याचे अध्ययन करणे

पर्यावरण शिक्षणामुळे समाजाचा पाहणाच्या दृष्टिकोनाबाबत अभ्यास करणे

पर्यावरण शिक्षणामुळे भविष्यात याचा काय फायदा होईल याचा अभ्यास करणे

पर्यावरण शिक्षण अभ्यासक्रमात नेमके काय असावे :

पर्यावरण शिक्षण या संकल्पनेचा उगम सामाजिक आणि राष्ट्रीय आंतरराष्ट्रीय गरजामधून झाला. पर्यावरण अभ्यास या ज्ञानशाखेचा हा नवा उपक्रम आहे. पर्यावरण संधारण हे आजच्या काळातील सर्वात मोठे आव्हान आहे पर्यावरणाची गुणवत्ता दिवसेदिवस ढासळत आहे. वाढती लोकसंख्या वाढते औद्योगिकीकरण बदललेली उपभोक्तावादाकडे झुकणारी जीवनशैली नैसर्गिक साधनाचा मयदिबाहेर उपयोग व मनुष्याची बेफिकीर वृत्ती यामुळे होणारे जल वायू ध्वनी अंतराळ व भूमी इत्यादीचे प्रदूषण आणि

इतर अनेक पर्यावरणीय समस्या यांनी जगभर गंभीर स्वरूप धारण केले आहे. त्यामुळे सजीवांचे व पर्यायाने मानवाचे अस्तित्व धोक्यात आले आहे. पर्यावरणाच्या संरचनेचे स्वरूपाचे आणि त्यांच्या विविध घटकांचे ज्ञान देऊन प्रत्येक व्यक्तीस एक जागरूक व जबाबदार नागरिक बनविणे गरजेचे झाले आहे. आजचा विदयार्थी उदयाचा नागरिक आहे. म्हणूनच शिक्षणाच्या सराव स्तरांवर पर्यावरण शिक्षण दिले जात आहे.

पर्यावरण अभ्यासात मनुष्यास आणि त्याच्या परिसरात उपयुक्त ठरेल अशा सर्व प्रकारच्या ज्ञानाचा समावेश केला जातो. मानवी जीवनाची गुणवत्ता आणि त्याचे अस्तित्व कायम राखण्याकरिता आवश्यक त्या उपाययोजना जाणीवपूर्वक राबविण्याची क्षमता नागरिकांमध्ये विदयार्थी अवस्थेपासून निर्माण करणे हे पर्यावरण शिक्षणाचे प्रमुख उद्दिष्ट आहे.

पर्यावरण शिक्षणामुळे अध्ययनकर्ता पर्यावरणाच्या क्षेत्रातील समस्या व आव्हानांचे स्वरूप समजून घेऊन त्यांचा यशस्वीपणे सामना करण्यासाठी आवश्यक कौशल्य आत्मसात करू शकतो. तसेच पर्यावरण शिक्षणाच्या माध्यमातून विदयार्थीमध्ये पर्यावरणविषयक सकारात्मक अभिवृत्तीचा मूल्यांचा व पर्यावरण नैतिकतेचा विकास होईल व त्यांना शाश्वत विकासासाठी आवश्यक पर्यावरणासंगत कृती करण्याची अभिप्रेरणा मिळेल अशी अपेक्षा केली जाते. पर्यावरण शिक्षणात खालील घटकांवर अधिक भर दिला आहे.

१. पर्यावरण व पर्यावरणीय आव्हाने याविषयी संवेदनशीलता व जाणीव

२. पर्यावरण व पर्यावरणाची आव्हाने याविषयी आकलन व ज्ञान

३. पर्यावरणीय गुणवत्ता टिकविण्यासाठीची मदत व त्यासबंधीच्या वृत्तीत वाढ

४. पर्यावरणीय समस्या कमी करण्यासाठीचे कौशल्य

५. पर्यावरणीय कार्यक्रमांत उपलब्ध ज्ञानाचा वापर व सहभाग

पर्यावरण शिक्षणाच्या व्यापक संज्ञेत पर्यावरणाविषयी लोकजागृती लोकशिक्षण माहिती व तंत्रज्ञान प्रसारमाध्यमे छापील माहिती इत्यादीचा समावेश होतो. पर्यावरण शिक्षण हे पारंपरिक तसेच अपारंपरिक शिक्षण आहे. यात बाहयशिक्षण व प्रायोगिक शिक्षण या पध्दतीचा उपयोग केला जातो. पर्यावरणीय घटक व समस्या याबाबतीतील आधुनिक विचारप्रणाली व कार्यक्षम दृष्टिकोन विदयार्थीसह समाजातील सर्व घटकांत रूजविणे हे पर्यावरण शिक्षणाचे ध्येय आहे. निसर्गा विषयी कृतज्ञता संसाधनाने संधारण शाश्वत विकास आणि परिस्थितिकीय संतुलन यासाठी पर्यावरण शिक्षणाची नितांत गरज आहे.

पर्यावरण शिक्षणाचे स्वरूप अत्यंत व्यापक व सर्वस्पर्शी असायला हवे. पर्यावरणाचा अभ्यास प्रत्येक ज्ञानशाखेत केला जातो. जीवशास्त्र, भौतिकशास्त्र, रसायनशास्त्र, विज्ञान, अर्थशास्त्र, समाजशास्त्र, इत्यादी सामाजिक श्शास्त्रातील विषय तसेच अभियांत्रिकी तंत्रज्ञान या विषयातल्या पर्यावरणातील घटकांचे शिक्षण दिले जाते. जर पर्यावरण रक्षण करायचे असेल तर ते सुधारण्यासाठी आवश्यक असलेले ज्ञान व प्रवृत्ती यांचा विकास कसा करता येईल याचा अभ्यास करायला पाहिजे. यासाठी प्रवृत्ती यांचा विकास कसा करता येईल याचा अभ्यास करायला पाहिजे यासाठी मानवाची वैयक्तिक आणि सार्वजनिक वागणूक महत्वाची ठरते. पर्यावरण शिक्षणामध्ये नैसर्गिक पर्यावरण मानवनिर्मित तंत्रज्ञानात्मक सामाजिक, राजकीय, सांस्कृतिक, ऐतिहासिक, सौदर्यात्मक या बाबी येतात. पर्यावरणाचे शिक्षण हे सर्व पातळीवर देणे गरजेचे आहे. विविध शिक्षण पध्दतीमध्ये संतुलन साधणे म्हणजे पर्यावरण शिक्षण होय.

पर्यावरण शिक्षण का गरजेचे झाले आहे.

आज १०० टक्के पर्यावरण शिक्षणाची गरज आहे.निसर्गाच्या जीवावर मानव उठला असून त्यांच्या हट्टापायी पर्यावरणाचा समतोल बिघडला आहे. पर्यावरण शिक्षण हे प्रत्येकांनं स्वत:हून आत्मसात करणे आवश्यक आहे. पर्यावरण शिक्षणाचा आनंद विविध गोष्टीतून घेता आला पाहिजे देशात अनेक कायदयासोबतच नियमही आहेत. मात्र त्यांचे पालन होत नाही.शाळामध्ये विदयार्थीच्या माध्यमातून प्रयत्न करता येवू शकतात.

पर्यावरण शिक्षण आत्मसात करण्याची गरज:

हात धुवा रे झाड लावा रे असे सांगत राहण्यापुरताच पर्यावरण शिक्षण हा विषय मर्यादित नाही. मानवी हट्टापायी पर्यावरणाचा ऱ्हास होत असल्याने पर्यावरणाचे संवर्धन करण्याची नितांत गरज आहे. त्यांची सुरूवात श्शालेय स्तरापासूनच व्हायला हवी. पण हेही लक्षात घेतले पाहिजे की पर्यावरण हे शिकवण्यापेक्षा ते आत्मसात करणे अधिक महत्वाचे आहे.

शिफारशी व सूचना

१. औद्योगिकीकरणामुळे पर्यावरणाचा ऱ्हास होत आहे म्हणून प्रत्येकांनी यांची काळजी घेणे आवश्यक आहे.

२. पर्यावरण शिक्षणाचा ऱ्हास होवू नये म्हणून उपाय योजना नियोजन करणे गरजचे आहे.

३. पर्यावरण शिक्षण हे अभ्यासक्रमात ठेवणे आवश्यक आहे.

४. पर्यावरण शिक्षणामुळे समतोल राखला जाईल याची काळजी घेणे आवश्यक आहे.

संदर्भ

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कौशल्य विकास - शिक्षण पद्धती काळाची गरज

प्रा.रोहिणी निवृत्ती अंकुश.

गृहविज्ञान विभाग प्रमुख, खोलेश्वर महाविद्यालय,अंबाजोगाई. जि. बीड.(महाराष्ट्र)

सामाजिक आणि आर्थिक परिवर्तनासाठी शिक्षण हे सर्वात महत्त्वाचे साधन आहे.ज्या देशांमध्ये ज्ञान आणि कौशल्याचा उच्चतम महत्त्व दिले जाते तोच देश सांस्कृतिक सामाजिक प्रगती करू शकतो. कोणत्याही देशासाठी आर्थिक प्रगती, सामाजिक विकासाचे कौशल्य आणि ज्ञान हे प्रशिक्षण शक्ती आहेत. उच्च आणि चांगल्या स्तरावरील कौशल्य असलेले देश कांमाच्या आव्हानांना आणि जगाच्या संधींना अधिक प्रभावीपणे समायोजित करतात. भारत "ज्ञानाची अर्थव्यवस्था" बनविण्याच्या दिशेने प्रगती करत असल्यामुळे हे कौशल्य वाढीवर लक्ष केंद्रित करणे अत्यंत आवश्यक आहे आणि या कौशल्यांना उदयोन्मुख आर्थिक वातावरणाशी संबंधित असणे आवश्यक आहे.

कोणतेही विशिष्ट कार्य करण्यासाठी कौशल्य एक महत्त्वाचे वैशिष्ट्य आहे. कौशल्य निर्माणाकडे उत्पनाची परिणामकारकता आणि कामगारांचे त्यातील योगदान सुधारण्याचे एक साधन म्हणून पाहिले जाऊ शकते. कौशल्य निर्माण हे उत्पादन क्षमता व अर्थव्यवस्थेचा विकासदर वाढविण्यासाठीचे ते एक महत्त्वपूर्ण घटक आहेत. कौशल्य विकासाकडे व्यक्तीला सक्षम बनवण्यासाठी आणि सामाजिक स्विस्कृती आणि मूल्यात सुधारणा करण्यासाठीचे एक साधन म्हणून पाहिले जाऊ शकते. ज्या देशांमध्ये उच्च व उच्चतम कौशल्य आहेत ते जागतिकीकरणाचे आव्हाने आणि संधीशी प्रभावीपणे जुळवून घेवू शकतात. भारत हा जगातील वेगाने वाढणाऱ्या अर्थव्यवस्थेपैकी एक असून भारताकडे जगभरातील विविध अर्थव्यवस्थांना कुशल मनुष्यबळ पुरविण्याची क्षमता आहे. तसेच स्वतःच्या वाढीच्या क्षमतेमुळे स्वतःच्या गरजा पुरविण्याची क्षमता भारतात आहे. कुशलतेची आकडेवारी असे दर्शविते की, भारताला जनतेमध्ये कौशल्यांसंदर्भात जागृती करण्यासाठी धोरणात्मक नियोजनाची गरज आहे. कौशल्य विकास उद्योजकता राष्ट्रीय धोरण, 2015 नुसार भारतात 4.69 ,युनायटेड किंग्डम मध्ये 68,जर्मनीमध्ये 75, जपानमध्ये 80, दक्षिण कोरियामध्ये 96 टक्के कौशल्याधिष्ठित लोकसंख्या आहे. भारताचे पहिले औद्योगिक धोरण 1956 मध्ये सादर करण्यात आले. विज्ञान आणि तंत्रज्ञान धोरण 1958 मध्ये, गृहनिर्माण धोरण 1988 मध्ये राष्ट्रीय श्रमधोरण 1966 मध्ये अधिसूचित करण्यात आले. या धोरणाचा परिणाम म्हणून राष्ट्रीय कौशल्य विकास महामंडळाची 2009 मध्ये स्थापना करण्यात आली. ज्यायोग्य अभिनव निधी मॉडेलद्वारे खाजगी क्षेत्रात सहभागाला चालना मिळेल.एनएसडीसीने 37 विभागीय कौशल्य परिषदाद्वारे कौशल्य प्रशिक्षण प्रधाने प्रदाते तयार केले आहे.जे गरजांवर आधारित प्रशिक्षण कार्यक्रमाचे सुनिश्चितकरण करून उद्योगासाठी आवश्यक भागीदारी आणि स्वामित्व आधिक सुलभ करतील. राष्ट्रीय विकास संस्था ही एक समन्वयकारी शक्ती असून ती राज्यांमध्ये कौशल्यांसंदर्भात समन्वय साधण्याचा प्रयत्न करते.

 भारतासाठी संधी - भारत हा जगातील सर्वात जास्त लोकसंख्या असलेल्या देशांपैकी एक असून भारतात एकूण लोकसंख्येच्या 62 टक्के इतकी लोकसंख्या ही कामकरी वयोगटातील आहे. ती पुढील दशकात अजून वाढण्याची शक्यता आहे. भारतीय लोकसंख्येचे सरासरी वय हे 2020 पर्यंत 29 वर्षे इतके अपेक्षित असून अमेरिकेत 40,युरोपात 46, आणि जपानमध्ये 47,अपेक्षित आहे. औद्योगिक देशांमध्ये कामगारांच्या संख्येत इसवी सन 2020 पर्यंत 2 टक्के घट अपेक्षित आहे.परंतु भारतामध्ये 32 टक्क्यापर्यंत वाढ होणे अपेक्षित आहे. ही गोष्ट भारतासाठी एक मोठे आव्हान तसेच मोठी संधी देखील आहे. भारताला रोजगार विषयक कौशल्य आणि ज्ञानाचा वापर करून सुसज्ज असणे गरजेचे आहे. त्याद्वारे भारताच्या आर्थिक विकासासाठी योगदान देता येऊ शकते. भारतातील कौशल्य निर्मिती किंवा कौशल्य विकासावर आधारित समकालीन बदल चीन, पश्चिम युरोप आणि उत्तर अमेरिका यांच्यातील बदलती लोकसंख्या

शास्त्रीय प्रोफाइल हे दर्शविते की ,भारतात पुढील वीस ते पंचवीस वर्ष एक अद्वितीय अशी संधी आहे ज्यामुळे लोकसंख्याशास्त्रीय लाभ मिळणार आहे.डेमोग्राफिक डिव्हीडंड हा मुलतः दोन कारणांमुळे आहे.

सध्याच्या प्रचलित शिक्षण पद्धतीने रोजगार कौशल्य नसलेले अनेक सुशिक्षित तरुण निर्माण केले.याचे प्रमुख कारण म्हणजे शैक्षणिक संस्था व शिक्षक यांना उद्योगक्षेत्रात आवश्यक असलेल्या अशोक गरजा ओळखता आल्या नाहीत. महाविद्यालये व विद्यापीठ जे अभ्यासक्रम विद्यार्थ्यांना उपलब्ध करून देतात, ती खरी अडचण आहे. सध्याच्या काळात उपलब्ध असलेले रोजगार व भविष्यकाळात विविध उद्योग- व्यवसायात निर्माण होणाऱ्या रोजगाराच्या संधी व पद्धतशीरपणे सर्वेक्षण होत नाही. महाविद्यालय व विद्यापीठ यांचा विविध कंपन्यांशी असलेला सहयोग हा प्रामुख्याने विद्यार्थ्यांना नोकरी मिळवून देणे ,याच उद्देशाने केलेला असतो. कंपनी प्रतिनिधींना महाविद्यालये व विद्यापीठातील अंतर्गत शैक्षणिक परिषद आणि अभ्यासमंडळ या विषयी माहिती असते. विद्यापीठातील सर्वच विभागांनी उद्योगक्षेत्रातील तज्ञांशी सातत्याने संवाद साधणे गरजेचे आहे. म्हणून लांबतो प्रशिक्षण कालावधी. याचा परिणाम म्हणजे कोणत्या प्रकारचे रोजगार भविष्यकाळात येतील आणि उद्योग क्षेत्रात कोणत्या व्यवसायांना मागणी आहे. याची विद्यापीठांना अजिबात माहिती नसणे यामुळे महाविद्यालय व विद्यापीठांनी चालवलेले अभ्यासक्रम, नोकरीसाठी व उद्योग क्षेत्रातील आवश्यक असणाऱ्या भूमिकांची साधर्म्य साधणारे नसतात.तसेच अभ्यासक्रमाचा कालावधी आणि ज्या शिक्षणामुळे झालेल्या वैयक्तिक विकास, उद्योग क्षेत्रात असलेले वेगवेगळ्या रोजगारांच्या संधीशी व आवश्यक ज्ञान अशी परस्पर पूरक नसतात.

संशोधनाची उद्दिष्टे -

1. कौशल्य विकास शिक्षण महत्त्वाचे आहे का? हे अभ्यासणे.
2. कौशल्य ज्ञानाचे उद्दिष्ट म्हणजे विद्यार्थ्यांमध्ये ज्ञान व कौशल्य वैयक्तिक क्षमता निर्माण करणे महत्त्वाचे आहे का? हे अभ्यासणे.
3. विविध उद्योगक्षेत्रात अनेक रोजगार संधी व भविष्यकाळात निर्माण होणाऱ्या रोजगारसंधी यांचा अभ्यास करणे.
4. कौशल्य ज्ञानावरील अभ्यासक्रम ,त्यांचा कालावधी आणि उद्योगक्षेत्रातील गरजा ओळखून त्यावर आधारावर दैनंदिन व्यवहारात प्रशिक्षण अभ्यासणे.

गृहीतक -

1. आधुनिक काळानुसार कौशल्य विकास शिक्षण महत्त्वाचे आहे असे वाटत नाही.
2. कौशल्य ज्ञानावर अभ्यासक्रम त्याचा कालावधी आणि उद्योग क्षेत्रातील गरजा ओळखून त्या आधारावर तयार केलेले नाही असे वाटते .
3. दैनंदिन व्यवहारिक प्रशिक्षण कौशल्य शिक्षणात नाही असे वाटते.

आर्थिक वाढ अनुभवली, ही वाढ बहुतांशी वाढलेली क्रयशक्ती आणि स्वस्त कुशल मनुष्यबळाची मोठ्या प्रमाणावर उपलब्धता यावर अवलंबून होती .अनेक तज्ञांचे म्हणणे आहे की,वाढीमध्ये सातत्य राखण्यासाठी आणि भविष्यात आर्थिक महासत्ता होण्यासाठी भारताला युवावर्गाची मदत होईल. मात्र या युवा वर्गाला उत्तम नोकरी उपलब्ध झालेले नाही,ती परिस्थिती विदारक होईल.देशात कुशल मनुष्यबळाची मागणी आणि उपलब्धता यातील विसंगतीचे आणखी एक प्रमुख कारण म्हणजे आपली पारंपरिक शिक्षण पद्धती. नोकरी करताना उद्भवणारी आव्हाने पेलण्यासाठी विद्यार्थ्यांची तयारी करून घेण्यात, घोकंपट्टीवर आधारित असलेल्या सध्या शिक्षण पद्धतीला साफ अपयश आले आहे. सध्याचे पुस्तकी शिक्षण त्यांना सर्जनशील स्मृतीचा वापर करण्यास शिकवण्यासाठी अपुरे पडते

आणि त्यामुळे त्यांच्या आकलन आणि नाविन्याच्या क्षमतेवर निर्बंध येतात. याची परिणिती रोजगारक्षम नसलेल्या विद्यार्थ्यांचे प्रमाण वाढवण्यात होते.त्यावर उपाय म्हणजे विद्यार्थ्यांना अनुभवावर आधारित शिक्षण पुरवतील अशी शिक्षण पद्धती अवलंबण्याची गरज आहे. अनेक शैक्षणिक संस्था अनुभवावर आधारित शिक्षण पद्धतीचा अवलंब असल्याचा दावा करत असल्या, तरी त्यातील अनेक कामांमध्ये उनिवा आहेत .या संस्थांमध्ये अनुभवावर आधारित शिक्षणातील '5 आय'मॉडेल या मुख्य घटकाची कमतरता आहे. प्रत्यक्ष अनुभवामार्फत विद्यार्थ्यांना विषयाचे सखोल ज्ञान मिळते व पुस्तकी शिक्षण प्रत्यक्षात आणण्याची क्षमता विकसित होते.

निष्कर्ष-

नवीन शैक्षणिक धोरणात विविध उद्योगक्षेत्रात अनेक रोजगार संधी व भविष्यकाळात निर्माण होणाऱ्या रोजगार संधी, याचा कौशल्य शिक्षणामध्ये बदल केलेला आहे.

कौशल्य ज्ञानावर अभ्यासक्रम,त्याचा कालावधी व उद्योग क्षेत्रातील गरजा ओळखून त्यावर आधारित अभ्यासक्रम तयार केलेला आहे .

दैनंदिन व्यावहारिक प्रशिक्षण याचाही या अभ्यासक्रमात अंतर्भाव करण्यात आला आहे.

विद्यार्थ्यांना सुरुवातीलाच विशिष्ट प्रकारच्या रोजगाराची किंवा त्यानुसार उपलब्ध असलेल्या अपेक्षित अभ्यासक्रमाची निवड करण्याची मुभा देण्यात आलेली आहे.

कोणत्या प्रकारचा रोजगार भविष्यकाळात येईल व उद्योग क्षेत्रात कोणत्या व्यवसायांना यांची मागणी होईल,यानुसार अभ्यासक्रमात बदल केलेला आहे.

उद्योग क्षेत्रात असलेल्या वेगवेगळ्या रोजगारांच्या संधी व आवश्यक ज्ञान परस्पर पूरक अभ्यासक्रम कौशल्य विकास शिक्षणामध्ये अंतर्भूत केलेला आहे.

शिफारशी -

केंद्र सरकारने नव्याने जारी केलेल्या नवीन शैक्षणिक धोरणाची काही वैशिष्ट्ये प्रकर्षाने जाणवतात .प्रदीर्घ काळानंतर राष्ट्रीय शैक्षणिक धोरणात काही महत्त्वाचे मुलभूत बदल करण्यात आलेले आहेत. त्यातील महत्त्वाचे म्हणजे आगामी काळात जीडीपी म्हणजे 'राष्ट्रीय संकल्प उत्पादन' शिक्षण क्षेत्रासाठी 6% रक्कम खर्च केली जाणार आहे .यानिमित्ताने शैक्षणिक धोरणाचे नियोजन करण्यासाठी 1964-66 नेमलेल्या कोठारी आयोगाच्या मुख्य शिफारशी अंमलबजावणी होणार आहे. याशिवाय नवीन शैक्षणिक धोरणात बदलत्या काळानुरूप व विद्यार्थी युवकांच्या रोजगार विषयक वाढत्या गरजा लक्षात घेऊन त्यानुसार शालेय शिक्षणाला कौशल्य विकासाची दिलेली जोड महत्त्वाची ठरली आहे. विद्यार्थ्यांमध्ये शिक्षणासोबतच कौशल्य विकास व त्यावर त्यांच्या रोजगारांना चालना मिळावी या उद्देशाने शैक्षणिक धोरणात विशेष भर दिलेला दिसून येते. यासाठी शैक्षणिक संस्थांच्या माध्यमातून विद्यार्थी उमेदवार, औद्योगिक क्षेत्रातील सक्रिय समन्वय साधता येणार आहे. यासाठी शैक्षणिक अभ्यासक्रमात शैक्षणिक कालावधीत उद्योग व्यवसायाच्या गरजेनुरूप शिक्षणाचा एक भाग म्हणून प्रशिक्षणाची जोड दिली जाणार आहे. त्यामुळे विद्यार्थ्यांना योग्य दिशेने विचारा करता , योग्य उत्तर शोधण्यास प्रवृत्त करण्यासाठी अनुभवावर आधारित शिक्षण पद्धती महत्त्वाची भूमिका बजावू शकते आणि विद्यार्थ्यांना भविष्यात उच्च शिक्षणाचे आव्हान लीलया पेलू शकतात. म्हणून गरज आहे ती कौशल्य वाढीवर लक्ष केंद्रित करून आपण कौशल्यविकास शिक्षणाचा अवलंब करण्याची.

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ऑनलाइन शिक्षण: शिक्षणाचा एक नवा आयाम

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सारांश: प्रस्तुत लेखात भविष्यातील शिक्षकांसाठी ऑनलाईन अध्यापन का गरजेचे आहे याविषयी चर्चा करण्यात आलेली आहे. ऑनलाइन शिक्षण हे कोरोना काळात विद्यार्थी व शिक्षकांसाठी वरदान ठरत आहे. शिक्षणाचा हा एक नवा आयाम ठरत आहे. या नवीन शिक्षणाच्या आयामाचा उपयोग करत असताना ऑनलाइन शिक्षणाचे सकारात्मक व नकारात्मक परिणाम माहिती असणे गरजेचे असते त्यामुळे प्रस्तुत लेखात यावर प्रकाश टाकलेला आहे.

ऑनलाइन शिक्षण ही काळाची गरज बनलेली असली तरी या शिक्षणात विद्यार्थ्यांचा भावनिक विकासास वाव नाही, विद्यार्थ्यांवर संस्कार होणे आवश्यक असते हे संस्कार ऑनलाइन शिक्षणात दिसून येत नाहीत त्यामुळे शिक्षणाचा उपयोग डोळसपणे करणे कसे आवश्यक आहे यावर या लेखात प्रकाश टाकलेला आहे.

मुख्य संज्ञा: ऑनलाइन शिक्षण, अध्ययन-अध्यापन, माहिती तंत्रज्ञान, इलेक्ट्रॉनिक माध्यमे इ.

प्रस्तावना: आज आपण माहिती तंत्रज्ञानाच्या युगात वावरत आहोत, जग झपाट्याने बदलत आहे ,माहितीचा स्फोट झाला आहे.शिक्षणाचं क्षेत्र यापासून वंचित कसं बर राहू शकेल? नवनवीन शोधांमुळे शिक्षण पद्धतीच्या निरंतर विकासाला माहिती तंत्रज्ञान एक वेगळीच दिशा मिळाली आहे आणि त्यामुळेच कोरोना सारख्या महामारीच्या काळात सुद्धा शिक्षण अविरतपणे चालु आहे. विज्ञान तंत्रज्ञानाने शिक्षकांना कोरोनाच्या आणीबाणीच्या काळात सुद्धा शिक्षण अविरत चालु राहावे म्हणून ऑनलाइन शिक्षणाची शैक्षणिक साधने उपलब्ध करून दिली आहेत. चार भिंतीच्या आत ठराविक वेळी घेतले जाणारे शिक्षण आता खुल्या आणि बंधनमुक्त जागेतही घेणे सहज शक्य झाले आहे.

डिजिटल क्रांतीमुळे शिक्षण क्षेत्रात आमूलाग्र बदल घडत आहेत, डिजिटल क्रांतीमुळे आजची पिढी अधिकच स्मार्ट होऊ लागली आहे. लेखणीने पाटीवर अक्षरे गिरवनारी बालके डिजिटल युगात आता मोबाईल संगणक लॅपटॉप टॅबलेट इ. अत्याधुनिक तंत्र साधने सहजपणे हाताळताना दिसत आहेत.

पारंपारिक शिकविण्याच्या पद्धती पेक्षा ऑनलाइन शिक्षण हे अधिक परिणामकारक आणि सर्वसमावेशक आहे. ऑनलाईन शिक्षणासाठी आवश्यक असलेले डिजिटल शैक्षणिक साहित्य निर्माण करण्याबाबत शिक्षणाचा सर्व स्तरावर सकारात्मक प्रयत्न चालू आहेत आणि याचे दूरगामी आणि चांगले परिणाम शिक्षण क्षेत्रात अनुभवास येत आहेत.

ऑनलाईन शिक्षण म्हणजे काय?

ऑनलाईन शिक्षण म्हणजे तांत्रिक साधनांच्या मदतीने होणारी अध्ययन-अध्यापनाची प्रक्रिया होय. इलेक्ट्रॉनिक माध्यमांचा उपयोग करून इलेक्ट्रॉनिक्स संवादाद्वारे प्रभावशाली,सुलभपणे आणि गतिमान शिक्षण दिले जाते त्याला ऑनलाइन शिक्षण म्हटले जाते.

ऑनलाइन शिक्षणाचे सकारात्मक परिणाम

१. लवचिकता: ऑनलाइन शिक्षणामध्ये सर्वच बाबतीत आपल्याला लवचिकता दिसून येते. ज्यामध्ये विद्यार्थी घरी बसून शिक्षण घेऊ शकतो, रेकॉर्डिंग ची सोय असल्यामुळे विद्यार्थ्यांना त्यांच्या सोयीनुसार शिकता येते. एकावेळी नाही समजले तर पुन्हा पुन्हा ते साहित्य ते वाचू शकतात ,ऐकू शकतात, लिहून घेऊ शकतात. पारंपारिक शिक्षण पद्धतीत व्याख्यान पद्धती चा जास्त वापर केला जातो, परंतु ऑनलाइन शिक्षणात विविध माध्यमांचा वापर करता येऊ शकतो. या प्रकारच्या सर्व लवचिक त्यामुळे ऑनलाईन शिक्षण पद्धती अध्ययनार्थी व अध्यापक या दोघांच्या पण पसंतीची शिक्षण पद्धती बनली आहे.

२. विद्यार्थी केंद्रित शिक्षण प्रणाली:

ऑनलाइन शिक्षण हे नैसर्गिकरित्या विद्यार्थी केंद्रित आहे, कारण विद्यार्थ्याला सर्वच बाबतीत स्वातंत्र्य मिळते. विद्यार्थी त्याच्या वेळेनुसार,त्याच्या सोयीनुसार शिक्षण घेऊ शकतो.

३. अध्ययन अध्यापनातील उच्च दर्जाची गुणवत्ता:
माहिती तंत्रज्ञानाचा वापर केल्याने अध्ययन अध्यापन प्रक्रियेस उच्च दर्जाची गुणवत्ता प्राप्त होते. ऑडिओ-व्हिडिओ इफेक्ट देऊन उच्च दर्जाचे अध्यापन कौशल्य प्रकट करता येते तसेच विद्यार्थ्यांना या इफेक्टमुळे अध्ययन प्रभावीपणे करता येते.

४. आभासी शिक्षण पद्धत:
ऑनलाईन शिक्षण पद्धतीत विद्यार्थ्यांना वर्गात बसण्याचा भास होतो व त्यामुळे वर्ग अध्यापनात तून विद्यार्थ्यांमध्ये विकसित होणाऱ्या सर्व वर्तनशील बाबींचा विकास ऑनलाइन शिक्षणातून करता येणे शक्य आहे.

५. स्वयं अध्ययन:
विद्यार्थी स्वतःच्या गती नुसार, स्वयंअध्ययन पद्धतीने शिकू शकतो त्यामुळे विद्यार्थ्यांच्या तर्क शक्तीचा,सर्जनशीलतेचा विकास होतो व शिक्षणाची गुणवत्ता वाढते.

६. देशाच्या उज्वल भविष्यासाठी उपयुक्त:
आपला भारत देश डिजिटल इंडिया बनून एक विकसित राष्ट्र म्हणून उदयास येईल तेव्हा ऑनलाईन शिक्षणच कामी येईल आणि या डिजिटल इंडियात आधुनिक तंत्रज्ञानाचा वापर करणाऱ्या विद्यार्थ्यांचे भविष्य उज्ज्वल राहील हे सांगण्यासाठी कोणत्या भविष्य करायची गरज नाही.

७. दूरस्थ व निरंतर शिक्षण पद्धती:
आर्थिक व अन्य कारणांमुळे जे विद्यार्थी शिक्षण प्रवाहातून बाहेर फेकले जातात ते या माध्यमातून शिकू शकतात तसेच नोकरी करणारे आपल्या सोयीनुसार शिकू शकतात.

ऑनलाईन शिक्षणाचे नकारात्मक परिणाम:

१. पायाभूत सुविधांची कमतरता:
ऑनलाईन शिक्षणासाठी डिजिटल सुविधा निर्माण करणे आवश्यक असते वर्ल्ड इकॉनॉमिक फोरमच्या मध्ये सद्यपरिस्थितीत भारतात १००पैकी फक्त 1 घराला इंटरनेटची सुविधा आहे.

२. आरोग्याच्या समस्या:
ऑनलाइन शिक्षणामुळे विद्यार्थ्यांच्या मानसिक व शारीरिक आरोग्यावर घातक परिणाम होत आहेत, मैदानी खेळ खेळण्या ऐवजी तासन तास संगणकाच्या समोर बसून राहिल्याने शारीरिक व्याधी जडत आहेत .

३. समोरासमोरील आंतरक्रियांचा अभाव:

ऑनलाइन शिक्षणाची एक कमकुवत बाजू म्हणजे विद्यार्थी आणि शिक्षक यांच्यातील आंतर क्रियांचा अभाव होय. पारंपारिक शिक्षणामध्ये शिक्षकाच्या वर्तनाचा,हावभावाचा,व्यक्तिमत्वाचा प्रभाव विद्यार्थ्यावर होत असतो परंतु ऑनलाईन शिक्षणामध्ये या संस्कारांचा अभाव दिसून येतो.

४. सदोष संवाद कौशल्य:
ऑनलाइन शिक्षणामुळे विद्यार्थी एकलकोंडी होत चालले आहेत ,त्यांच्यात संवाद कौशल्याचा अभाव जाणवायला लागलेलाआहे एवढेच नाही तर सदोष पूर्ण संवाद कौशल्यामुळे विद्यार्थी नैराश्यात जात आहेत.

५. व्यक्तिमत्वाचा सर्वांगीण विकास होत नाही:
पारंपारिक शिक्षण पद्धतीत विद्यार्थ्यांच्या व्यक्तिमत्वाचा सर्वांगीण विकास होण्यासाठी विविध उपक्रम कामी येतात परंतु ऑनलाईन शिक्षणामध्ये व्यक्तिमत्वाचा सर्वांगीण विकास घडून येत नाही.

६. विशेष प्रशिक्षित शिक्षकांचा अभाव:
आज सुद्धा बऱ्याच शिक्षकांना ऑनलाईन शिक्षण पद्धतीतील शैक्षणिक साधने कशी वापरावीत हे समजत नाही, शैक्षणिक साधनांचा वापर तर सोडाच पण या शैक्षणिक साधनांच्या वापरातील मूलभूत गोष्टी सुद्धा काही शिक्षकांना जमत नाहीत.

समारोप: पारंपरिक शिक्षणापेक्षा ऑनलाइन शिक्षणात स्थळ व काळाची लवचिकता प्रत्येक विद्यार्थ्याला आपल्या सोयीनुसार गरजेनुसार अध्ययनासाठी वेळ देता येतो. ऑनलाईन शिक्षणासाठी आवश्यक असलेल्या डिजिटल

क्रांतीची सुरुवात नव्याने झालेली असली तरी भविष्यात डिजिटल क्रांतीमुळे शिक्षणामध्ये नवनवीन बदल होतील आणि ऑनलाईन शिक्षण हा शिक्षणाचा एक नवा आयाम शिक्षण पद्धतीला वरदान ठरेल यात शंकाच नाही.

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ग्रामीण भागातील ऑनलाईन शिक्षणा समोरील आव्हाने आणि वास्तविकता
डॉ. रमेश वाघमारे

सहाय्यक प्राध्यापक, लोकप्रशासन विभागप्रमुख, गोदावरी कला वरिष्ठ महाविद्यालय, अंबड जिल्हा जालना.

प्रस्तावना:-

covid-19 च्या या महामारी च्या काळात संपूर्ण जगातील जनता एका स्थित्यंतराच्या टप्प्यात वावरत आहे. आपणास काय हवे किंवा काय नको असे अनेक मोठे बदल आपल्या आयुष्यात होणार आहेत, होऊ घातलेले आहेत. त्यामध्ये काही बाबी ह्या काही कालावधीपासूनच आपले स्थान पक्के करण्याच्या तयारीत होते, त्यांना या महामारीमुळे निर्माण झालेल्या परिस्थितीने आयती संधीच मिळालेली आहे. शिवाय या बाबीकडे सर्व जगत एक उत्तम पर्याय म्हणून पाहू लागलेली आहेत. ती म्हणजेच ऑनलाइन शिक्षण हे होय. कोरोणा काळातील शिक्षण, विशेषता आता प्रत्यक्ष उपस्थित राहून घेण्याऐवजी ऑनलाइन प्रणालीद्वारे ते दिले जाणार आहे. आजपर्यंत ऑनलाईन शिक्षणाला सर्वजण एक प्रकारचे झंझाट किंवा डोकेदुखी म्हणून मानत होते किंवा आधुनिकतेची ती एक गरज आहे शिवाय ती एक फॅशन झाली आहे, म्हणून मानत होते,तेच लोक आता इच्छा असेल अथवा नसेल तरी ती स्वीकारत आहेत व त्यांना जबरदस्तीने माथी मारली जात आहेत. मागील काळात दुरुस्त शिक्षण कसे घरबसल्या मिळत होते म्हणजेच हा एक पर्याय होता, परंतु आता तीच अवस्था या कोरोना काळात आणिवार्य झालेली दिसून येते

ग्रामीण भागातील चित्र स्वातंत्र्याच्या अमृतमहोत्सवी वर्षापर्यंत देखील अजूनही अपेक्षित असे बदललेले नाही. कारण अजूनही ग्रामीण भागात पायाभूत सुविधांची वानवा आहे. जसे रस्ते, वीज, पाणी,आरोग्य सुविधा यांचे चित्र निश्चितच समाधानकारक असे नाही. मात्र जागतिकीकरणाच्या युगात विशेषता 1991 ते आजपावेतो चंगळवादी दृष्टिकोन विकसित झालेला आहे, किंवा लोकांनी तो स्वीकारलेला आहे. यामध्ये फॅशन, संस्कृती, राहणीमान यामध्ये मोठ्या प्रमाणावर वाढ झालेली आहे. यातूनच मग चैनीच्या वस्तु गरज नसताना व आपली कुवत नसताना देखील गरज म्हणून बाळगणे हे आलेच. त्यांचे बरे वाईट परिणाम हा वेगळा मुद्दा आहे . यामध्ये मोबाईल, लॅपटॉप, संगणक,टॅब या वस्तूचा वापर व त्याचा प्रसार मोठ्या प्रमाणात ग्रामीण भागात प्रत्येक कुटुंबापर्यंत पोहोचलेला आहे. यासाठी लागणारे वीज व रिचार्ज साठी लागणारे पैसे यांचा मात्र विचार झालेला व केलेला नाही.अन्न, वस्त्र, निवारा,आरोग्य आणि मोबाईल हे आता मूलभूत जीवनावश्यक बाब झालेली आहे .ह्याला कोणीही नाकारू शकत नाही. याला ग्रामीण भाग व त्यातील जणता देखील अपवाद तरी कशी राहील.

कुठलाही भाग असो शहरी-ग्रामीण ,आदिवासी, वाडी वस्ती व दुर्गम भागामध्ये फक्त चैनीच्या वस्तू बाळगून चालणार नाही, तर त्यांना जीवनावश्यक व जीवनाला सुसह्य करणारे व जीवन घडविणारे सुसंस्कृत करणारे, शिक्षण मिळणे अत्यंत गरजेचे आहे. अन्यथा देशाची भावी पिढी देशाला विघातक स्वरूपात नेऊ शकते. ग्रामीण भागातील शाळांची परिस्थिती पाहता, पूर्वप्राथमिक ते महाविद्यालयीन शिक्षणाच्या बाबतीत अनेक समस्या आणि आव्हाने समोर आहेत. त्यामध्ये शाळा इमारत,शिक्षक, विद्यार्थी, पालक , शैक्षणिक प्रशासन, शिक्षण खर्च, रस्ते, वाहतूक व्यवस्था या सर्व गैरसोयीचा विचार करता मागासलेल्या व विकसनशील आणि विकसित देशात देखील काही प्रमाणात सारख्या समस्या आहेत. अमेरिका हा देश विकसित व शैक्षणिक दृष्ट्या पुढारलेला असला तरी ग्रामीण शिक्षणाच्या समस्या तिथेही आहेत. याशिवाय ऑस्ट्रेलिया, इंग्लंड ,रशिया, डेन्मार्क, मेक्सिको, इजिप्त इत्यादी राष्ट्रांमध्ये देखील ग्रामीण शिक्षणाच्या बाबतीत अनेक समस्या व आव्हाने आहेत.

भारतातील ग्रामीण भागात अनेक समस्या आहेत, पायाभूत सुविधांच्या बाबतीत विचार करता ग्रामीण मुलांना शिक्षणापासून वंचित न ठेवता त्यांना ऑनलाईन शिक्षण मिळावे या उद्देशाने जरी या प्रणालीचा वापर होत असला तरी, अजूनही ग्रामीण भागातील पालक व पाल्य यांची सामाजिक व आर्थिक परिस्थिती आणि त्यापुढील आव्हाने कसे आहेत याचा शोध घेण्याचा अल्पसा प्रयत्न या शोधनिबंधाच्या माध्यमातून घेण्यात आला आहे.

ऑनलाईन शिक्षण प्रणाली म्हणजे काय ?

ऑनलाइन शिक्षण म्हणजे, शाळा-महाविद्यालये, नियमित स्वरूपात म्हणजेच शारीरिक दृष्ट्या प्रत्यक्ष उपस्थित न राहता फोन, लॅपटॉप, संगणक किंवा ट्याब इत्यादींच्या माध्यमातून घरी बसून किंवा देशातील कुठल्याही कानाकोपऱ्यात बसून शिक्षण घेण्याच्या प्रक्रियेला ऑनलाइन शिक्षण म्हणतात. यामध्ये ऑनलाइन माध्यमातून पुस्तके, नोट्स, व्हिडिओ आणि व्हिडिओ कॉन्फरन्सिंग व शिक्षकांमार्फत व्याख्यान देखील आयोजित केले जातात. आजच्या कोरणा महामारीच्या या परिस्थितीत शहरी व ग्रामीण भागातील विद्यार्थ्यांचे शैक्षणिक नुकसान होऊ नये व या परिस्थितीमुळे त्यांचे पुढील शिक्षण व करिअर वाया जाऊ नये, म्हणून शासन-प्रशासन स्तरावरून देशपातळीवर हा एक उपक्रम म्हणून राबविला जात आहे. शहरी भागातील मुले त्याच्या निश्चितपणे फायदा घेऊ शकतात, कारण त्यांची व त्यांच्या त्या भागातील तांत्रिक व आर्थिक परिस्थिती सुसह्य असल्याकारणामुळे, परंतु ग्रामीण भागात वीज, नेटवर्क आणि अँड्रॉइड फोनची उपलब्धता याचा विचार करता संगणक आणि लॅपटॉप तर फार दुरची बाब आहे. यासाठी त्यांची एकंदरीत सामाजिक- आर्थिक परिस्थिती अडथळा ठरू शकते, याचा साकल्याने विचार होणे गरजेचे आहे. अन्यथा शिक्षणापासून ही पिढी निश्चितपणे वंचित राहणार आहे. एकीकडे ऑनलाइन शिक्षण निरुपयोगी आहे, या शिक्षण पद्धतीमुळे विद्यार्थ्यांचा सामाजिक दुरावा वाढतो आहे, म्हणून ही पद्धत उपयुक्त नाही, असे म्हणायचे आणि ती अनिवार्य स्वरूपात अंमलबजावणीत आणायचे असे धोरण या व्यवस्थेने निर्माण केले आहे. त्यामुळे ग्रामीण, गरीब विद्यार्थ्यांचा विचार कधी होणार हा प्रश्नच आहे

ऑनलाईन शिक्षणाचा उद्देश :-

शिक्षणाचा मुख्य उद्देश आहे की या भूतलावरील प्रत्येक मानव हा सुसंस्कृत व्हावा, आपला सामाजिक विकास, वैयक्तिक विकास साध्य करणारा मानव या शिक्षणाच्या माध्यमातून तयार करणे हा आहे. चांगले व वाईट यातील फरक देखील त्याने ओळखला पाहिजे, तेवढी सद्सद्विवेकबुद्धी शिक्षणाने प्राप्त करता येते. शिक्षणाचा उद्देश हा देखील आहे की चहूबाजूंनी मिळणारे ज्ञान आत्मसात करणे व त्यातून आपले उत्तम व्यक्तिमत्व घडविणे . विद्यार्थ्यांच्या सर्वांगीण विकासासाठी शैक्षणिक विकासाबरोबरच शारीरिक व मानसिक विकास देखील खूप महत्त्वाचा आहे. तो आपण ऑनलाईन शिक्षणाच्या माध्यमातून देऊ शकतो का? हा प्रश्न निश्चितपणे विचार करण्यास भाग पाडतो.

विद्यार्थ्यांना शिकविण्याच्या चार शैली आहेत, यामध्ये वर्गात बसून, ऐकून घेऊन, स्पष्ट करून आणि कृतीतून शिकण्याचा समावेश होतो. परंतु विद्यार्थी 90% अनुभवातून शिकत असतो, तो अनुभव ऑनलाइन पद्धतीमध्ये घेता येत नाही. या पद्धतीमध्ये शिक्षक व विद्यार्थी यामध्ये प्रत्यक्ष संवाद होत नाही, त्यामुळे अध्ययन-अध्यापन या प्रक्रियेत अडथळे निर्माण होत आहेत. या पद्धती साठी लागणारे मोबाईल, संगणक लॅपटॉप ही साधने गरीब, मजूर, कामगार व आदिवासी पालकांकडे नसल्यामुळे मुलांच्या मनात न्यूनगंड निर्माण होत आहे. व यातून महाराष्ट्रात काही मुलांनी आत्महत्या देखील केली आहे. याशिवाय काही पालकाकडे मोबाईल असेल त्याकडे वीज नाही आणि नेटवर्क सर्वांकडे उपलब्ध असेलच असे नाही, अनेक शाळेमध्ये आवश्यक पायाभूत सुविधां नाहीत, व भौतिक सुविधा देखील नाहीत. अल्पावधीसाठी ही पर्यायी व्यवस्था म्हणून आनलाईन शिक्षण परवडणारे असेलही मात्र सक्षम अध्ययन-अध्यापन प्रक्रिये करिता ऑनलाइन शिक्षण पद्धती ही नक्कीच संयुक्तिक आहे की असंयुक्तिक, यावर विचारमंथन होणे काळाची गरज आहे. ऑनलाइन शिक्षण ही कोरोणा महामारी चे अपत्य आहे, यात तिळमात्र शंका नाही. म्हणून याचा विचार न करणे हे देखील परिस्थितीला साजेसे होणार नाही. वेळ, काळ, परिस्थितीनुसार काही बाबी ह्या स्वीकाराव्यात लागतात नाही असे नाही , परंतु वरील वास्तविकतेचा विचार देखील केला जावा.

शासन धोरणांमध्ये विसंगती :-

प्राथमिक शिक्षण ते उच्च शिक्षण या सर्व शिक्षणासाठीचे ऑनलाइन नियोजनात्मक धोरण पाहता, असलेली एकंदरीत परिस्थिती आणि आव्हानांचा सामना करण्यासाठीचे धोरण याचा व्यवस्थित अभ्यास होणे गरजेचे आहे. शिक्षण क्षेत्रात एवढा संभ्रम यापूर्वी कधीही झालेला नसेल, की शाळा कधी व कशा सुरु कराव्यात याबाबतीत

कुठलाच खात्रीशीर निर्णय घेत नाहीत. ऑनलाईन क्लासेस घ्यावेत की नाही याबाबत सरकार मध्येच एक वाक्यता नाही. सर्वांना मोफत व सक्तीचे शिक्षण देणे ही सरकारची जबाबदारी आहे, परंतु आपली जबाबदारी शासन नीट पार पडत नसल्यामुळे इंग्रजी माध्यमाच्या शाळा सुरू झाल्या, आणि देशभरात चार कोटी पेक्षा जास्त मुलांना शिक्षण देत आहेत. असे जरी असले तरी शासनाच्या आदेशामुळे सरकारी शाळा असोत वा खाजगी शाळा या ऑनलाइन शिक्षण पद्धतीच्या धोरणामुळे अंमलबजावणी करीत असताना अडचणी निर्माण होत आहेत. 50% मुलाजवळ मोबाईल सेवा नसल्याने ऑनलाइन शिक्षण आपण घेणार नसाल तर पन्नास टक्के उर्वरित विद्यार्थ्यावर आपण अन्याय करतो आहोत याचाही विचार होणे गरजेचे आहे.

ग्रामीण भागातील वास्तविकता:-

भारत हा खेड्यांचा देश आहे, म्हणजेच प्रामुख्याने आपल्या देशात ग्रामीण भाग मोठ्या प्रमाणात आहे. ग्रामीण भागाच्या विकासाला प्राधान्य देणे हे स्वातंत्र्यापासून ते आजतागायत चे कार्य निरंतर चालू आहे. परंतु खेदाने नमूद करावे लागते की स्वातंत्र्याच्या 75 वर्षांनंतर देखील ग्रामीण भागाचा विकास व ग्रामीण जनतेला हवा तशा सुविधा मिळाल्या नाहीत. जसे शिक्षण, आरोग्य, वीज, पाणी, रस्ता याची अजूनही वानवा आहे. ऑनलाइन शिक्षण कसे देणार, यासाठी ग्रासरूट पातळीवरून नियोजन व विकास होणे गरजेचे आहे. यासाठी लागणारे तंत्रज्ञान,मोबाईल नेटवर्किंग सेवा, विज याचाही निर्धारपूर्वक अभ्यास करणे गरजेचे आहे. यासाठी एबीपी माझा या मराठी न्यूज चैनलने महाराष्ट्रातील 72 तालुक्यातील ग्रामीण भागातील ऑनलाईन मिळणारे शिक्षणाचा सर्वे केलेला आहे, यातून ग्रामीण वास्तविकता समोर येते. यामध्ये 50 टक्के विद्यार्थी हे डिजिटल साधनाचा वापर करतात.17% टक्के पालकांकडे रेडिओ, टीव्ही,मोबाईल, इंटरनेट यासारखी कोणतीही सुविधा नाही. 20 टक्के विद्यार्थ्यांकडे तर कोणतीही सुविधा नाही. 70 टक्के कुटुंबाकडे टीव्ही आहे. 60 टक्के विद्यार्थ्यांकडे स्मार्टफोन इंटरनेटसह आहे. 45% पालकाकडे रडीओ आहे, अशी एंकदरित परिस्थिती विशेषता महाराष्ट्रातील ग्रामिण भागात आहे. याचा आढावा घेता ऑनलाइन शिक्षण कसे या विद्यार्थ्यापर्यंत पोहोचणार, यावर निश्चितपणे चिंतन होणे गरजेचे आहे.

याशिवाय ऑनलाइन शिक्षण ही काळाची गरज म्हणून स्वीकारली जात आहे, ती फोर्स किंवा मजबूरी ठरू नये. काही लोकांना जागतिकीकरणाच्या नावाखाली व आभासी जीवनाच्या हव्यासापोटी ही याचा स्वीकार करावा वाटतो. या पद्धतीमुळे अनेक दुष्परिणाम विद्यार्थ्यांच्या आरोग्यावर होत आहेत, यातून भावी पिढी ही मानसिक रुग्ण व शारीरिक अपंग म्हणून पुढे येईल, म्हणजेच या पिढीला या काळात शारीरिक व मानसिकदृष्ट्या कमकुवत बनविण्याचा आटोकाट प्रयत्न चाललेला दिसून येतो. शासन सुद्धा याचा मोठ्या प्रमाणात पुरस्कार करून शैक्षणिक अनुदान, शिक्षक कपात, भरती बंद, खर्च कमी करून, सार्वजनिक बाबींना दूर सारून, सर्वत्रच खाजगी यंत्रणेला वाव देण्याचा घाट घालत आहे. विशेष म्हणजे बाजाराभिमुख व्यवस्थेचा बागुलबुवा निर्माण करीत आहे.

ऑनलाइन शिक्षणा समोरील आव्हाने:-

अजूनही स्वातंत्र्याच्या 75 व्या वर्षापर्यंत देखील ग्रामीण भागातील विकास न होणे हे देशातील ग्रामीण जनतेचे दुर्दैव म्हणावे लागेल.ग्रामीण भागात मुबलक स्वरूपात वीज, पक्की घरे, पक्के रस्ते, मोफत व सक्तीचे शिक्षण आणि आरोग्याच्या सुविधांचा मोठ्याप्रमाणावर अभाव आहे. परंतु मोबाईल टावर मात्र तेथे पोहोचलेला आहे. जरी तुमच्याकडे स्मार्टफोन नसेल तरीही ही सुविधा मात्र तेथे उपलब्ध आहे, जागतिकीकरणा नंतर म्हणजेच मागील तीन दशकात अनेकविध अशा बाबींचा स्वीकार हा मर्जी नसतानाही स्विकारावा लागलेला आहे. कारण हा जागतिक दबाव म्हणून ती स्वीकारणे अनिवार्य आहे. यांना ना ग्रामीण भागातील स्थितीचे देणेघेणे आहे व सामाजिक- आर्थिक परिस्थितीचे. असे एकही घर किंवा व्यक्ती नसेल त्यांच्याकडे मोबाईल नसेल, म्हणूनच भारत हा जगातील दुसऱ्या क्रमांकाचा देश मोबाईल वापरात ठरलेला आहे. त्यामुळे बहुराष्ट्रीय कंपन्या इंटरनेट व मोबाईल कनेक्टिव्हिटी चे प्रसारण मोठ्या प्रमाणात देण्यासाठी तत्पर आहेत. त्यातून भावी पिढीच्या आरोग्यावर दुष्परिणाम होणार, याचे परिणाम हे आदृश्य स्वरूपातील असतील, आभासी जीवनाचा हव्यास वाढतो आहे, ही प्रक्रियांच मुळी दृष्टिकोनातून

निर्माण होते, म्हणून हे एक मोठे आव्हान आहे . करिअर व शैक्षणिक हनी किंवा नुकसान भरुन निघणार का? हे एक देखील मोठे आव्हान आहे. या यंत्रणेची ग्रामीण व शहरी भागातील दुजाभावाची प्रक्रिया देखील एक आव्हान ठरू पाहत आहे. या प्रणालीच्या स्वीकारामुळे या बाबतीतील अडचणी, म्हणजेच आयटी सपोर्ट च्या अडचणी आज ग्रामीण भागातील मुख्य बाब झालेली आहे. विशेषाधिकाराचा अभाव हे एक फार मोठे आव्हान देखील आहे. कारण येथे एक कुटुंब आपल्या कुटुंबाचे भरण-पोषण करण्याची सोय करू शकत नाही तेथे महागडे फोन घेणे व त्यास इंटरनेट सुविधा मिळवणे कसे परवडणार आहे, याचा देखील विचार होणे गरजेचे आहे. शिक्षण गळतीचे प्रमाण वाढेल, अगोदरच शैक्षणिक खंडता व उदरनिर्वाहाच्या उपलब्धतेसाठी शाळा सोडणारयाचे प्रमाण जास्त आहे, त्यात या ऑनलाईन प्रणालीच्या माध्यमातून तर ही संख्या फारच वाढत जाणार आहे. हे एक मोठे आव्हान म्हणावे लागेल. धोरणात्मक विसंगती हे देखील एक मोठे आव्हान आज देशासमोर उभे आहे. विद्यार्थ्यांना भविष्याची व पुढील शिक्षणाची चिंता वाटणे हे देखील एक आव्हान या ग्रामीण भागातील विद्यार्थ्यांच्या समोर उभे राहिलेले दिसून येते.

सारांश:-

शिक्षणाला आधुनिकतेची जोड दिली पाहिजे, जगातील एकंदरीत परिस्थितीला जुळवून घेणे प्रत्येक देशातील नागरिकांचे कर्तव्य आहे. त्यासाठी नाविन्यनेतेला महत्त्व दिलेच पाहिजे, यात मुळीच शंका नाही. परंतु या नाविण्यतेचा स्वीकार करत असताना भौगोलिक,सामाजिक ,आर्थिक परिस्थितीतीला जुळवून देखील घेता आले पाहिजे. नाहीतर नाकापेक्षा मोती जड अशी अवस्था होते, याचे उत्तम उदाहरण म्हणजे ऑनलाइन शिक्षण हे होय. त्याचे कारण म्हणजे स्वातंत्र्याच्या अमृतमहोत्सवी वर्षाच्या या काळात देखील अजूनही वाडी, वस्ती, तांडा आणि आदिवासी डोंगराळ प्रदेशात पायाभूत सुविधांही पुरविलेल्या नाहीत, तेथे ऑनलाईन शिक्षण कसे पोहोचणार, याचं धोरणकर्त्यांनी आत्मपरीक्षण करण्याची अत्यंत गरज आहे.या महामारीच्या काळात ही पद्धत अंमलात आणण्यासाठी जी एकूण यंत्रणा कार्य करते आहे, तशीच यंत्रणा जर ग्रामीण भागातील मुलांना शैक्षणिक सोयी सुविधा चांगल्या व दर्जेदार कशा पद्धतीने उपलब्ध करून देता येतील याच बाबतीत जर धोरणात्मक निर्णय घेण्यात कसब दाखविल्यास निश्चितपणे ग्रामीण भागातील विकासाला गती मिळेल.

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भारतीय शिक्षणाचे बदलते परिमाण : एक ऐतिहासिक अभ्यास

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[3]*(सहा.प्राध्यापक)इतिहास विभाग, कर्म.आबासाहेब तथा ना.म.सोनवणे, कला, वाणिज्य व विज्ञान महाविद्यालय, सटाणा (नाशिक)*

प्रस्तावना :

शिक्षण हे मानवी जीवनाचे प्रमुख अंग आहे. समर्थ रामदास स्वामींच्या शब्दात सांगायचे झाले तर,

विद्येनेच मनुष्या आले श्रेष्ठत्व या जगामाजी, न दिसे एकही वस्तू असाध्य जी ।

विद्येसम बल आढळे न दुजे कोणतेही या लोकी, जिने निजस्वभावे वश केले

सकला विश्व अवलोकी ।।

आपल्या जवळ जन्मतःच काही गुण असतात. त्यांपैकी चांगल्या गुणांचे संवर्धन आणि दोषांचे उच्चाटन जे करते ते शिक्षण होय. समाजात वावरण्यासाठी, स्वःताचा विकास करून घेण्यासाठी आवश्यक असणारे ज्ञान जे देते ते शिक्षण होय.

की शब्द : शिक्षण, परिमाण, तत्वज्ञान, धोरण, सुधारणा, आयोग, बदल.

संशोधनाची उद्दिष्ट्ये :

१. स्वातंत्र्यपूर्व काळातील शिक्षणाच्या बदलांचा ऐतिहासिक दृष्टीने अभ्यास करणे.

२. प्राचीन भारतीय तत्वज्ञान व शिक्षणाची ध्येये यांतील अंतरसंबंधांचा अभ्यास करणे.

३. ब्रिटीश शासनकाळात झालेल्या शिक्षण विषयक सुधारणा जाणून घेणे.

गृहीतक :

१. शिक्षणाचा अर्थ शाळा महाविद्यालयापुरता मर्यादित नाही.

२. औपचारिक शिक्षण शासनाच्या ध्येय धोरणांवर अवलंबून असते.

३. बदलत्या परिस्थितीनुसार शिक्षण क्षेत्रात सुधारणा कराव्या लागतात.

संशोधन पद्धती :

प्रस्तुत संशोधन लेखामध्ये 'ऐतिहासिक' व 'विश्लेषण' पद्धतींचा अवलंब केला असून, शोध लेखातील विवेचन द्वितीय साधन सामग्रीवर आधारलेले आहे.यासाठी विविध ग्रंथांचा वापर करण्यात आलेला आहे.

संशोधन विषयाचे विश्लेषण :

एकूणच मानवाच्या आयुष्यात शिक्षणास अनन्यसाधारण असे महत्व आहे, म्हणून प्रस्तुत संशोधन लेखात 'भारतीय शिक्षणाचे बदलते परिमाण' याविषयाचा ऐतिहासिक दृष्टीने अभ्यास केकेला आहे.

❖ **भारतीय विचारवंतांच्या दृष्टीने शिक्षण :**

पुराणकाळापासून आजपर्यंत अनेकांनी शिक्षणाच्या त्यांना अभिप्रेत असलेल्या संकल्पना मांडल्या आहेत. त्यांपैकी काही पुढील प्रमाणे.

१. ऋग्वेदात 'मानवाला जे स्वावलंबी व स्वार्थनिरपेक्ष बनविते ते शिक्षण.' असे म्हटले आहे.

२. स्वामी विवेकानंद यांच्या मते, "केवळ डोक्यात माहिती भरणे म्हणजे शिक्षण नव्हे. मानवामध्ये सुप्तावस्थेत असलेल्या दैवी पूर्णत्वाचे प्रकटीकरण म्हणजे शिक्षण होय."

३. डॉ.सर्वपल्ली राधाकृष्णन यांच्या मते "लोकशाहीनिष्ठ शिक्षण म्हणजे लोकांना केवळ साक्षर करणे नव्हे किंवा त्यांना एखाद्या व्यवसायात तरबेज करणे नव्हे, तर त्यापेक्षाही काही अधिक आहे. ते म्हणजे मानवाचे औदार्य, मानव प्राण्याविषयी आदर व एकसंघ राहण्याचे कौशल्य होय." थोडक्यात; शरीर, मन व आत्मा ह्या त्रयीतील सुस उत्तमाचा सर्वांगीण विकास म्हणजे शिक्षण असे म्हणता येईल.

❖ **शिक्षणाचे प्रकार :** शिक्षणाचे स्थूलमानाने तीन प्रकार पाडता येतात.

१. सहज/स्वाभाविक किंवा प्रासंगिक शिक्षण : जे व्यक्तीस कुटुंबात, गल्लीत, आसेष्ट, मित्रपरिवार, समाज यांच्याशी वागतांना 'सहज शिक्षण' मिळते.

२. औपचारिक शिक्षण : शाळा महाविद्यालयातील शिक्षण हे औपचारिक स्वरूपाचे शिक्षण होय.

३. अनौपचारिक शिक्षण : आयुष्यभर परिस्थितीशी समायोजन साधून स्वतःचा विकास करण्यासाठी मिळालेले सर्व अनुभव आणि ज्ञान म्हणजे अनौपचारिक शिक्षण होय.

❖ **प्राचीन भारतीय तत्वज्ञान व शिक्षणाची ध्येये :** प्राचीन भारतीय शिक्षणाची ध्येये अभ्यासावयाची झाली तर त्यामागील तात्विक अधिष्ठान माहिती करून घ्यायला हवे. जीवनातील शाश्वत व चिरंतन सत्याच्या शोधातून भारतीय तत्वज्ञानाचा उदय झाला आहे. वेद, उपनिषदे, पुराने, वेदांगे, भगवतगीता, स्मृती ग्रंथ तसेच बौद्ध व जैन साहित्यातून भारतीय तत्वज्ञानाचे स्वरूप व्यापक असल्याचे लक्षात येते. त्यात 'आत्मसाक्षात्कार' आणि 'मोक्ष' या उदात्त संकल्पनांना जास्त महत्व आहे. धर्म, अर्थ, काम, मोक्ष या पुरुषार्थांद्वारे ऐहिक आणि पारलौकिक मुल्यांचा सुरेख संगम साधला आहे. या शिवाय कर्मविपाक सिद्धांतात मानवाच्या नैतिक जीवनाच्या कार्यकारण भावाची उकल करण्यात येते. सर्व विश्वात एकच सर्वव्यापी व अविनाशी तत्व भरलेले आहे. असे अविनाशित्व आणि 'सहशीलत्व' ज्यात इतरांना सामाऊन घेण्याची वृत्ती आहे. भारतीय शिक्षणाच्या ह्या व्यवस्थेत ब्रिटीश शासनकाळात काही नव्या गोष्टींचा अंतर्भाव झालेला दिसतो.

❖ **भारतातील ब्रिटिश साम्राज्यवादी सरकारचे शिक्षण विषयक धोरण :** एकोणिसाव्या शतकाचा पूर्वार्ध हा भारताच्या इतिहासातील मन्वंतराचा काळ होता. या काळात मोठ्या प्रमाणात वैचारिक क्रांती घडून आली. सन १८१३ साली ब्रिटीश पार्लमेंटने पास केलेल्या सनदी कायद्यात भारतात शिक्षणाचा प्रसार करण्याबाबत तरतूद करण्यात आली असली, तरी अधिकृत शासकीय धोरण मात्र पुढील दहा वर्ष तयार केलेगेले नाही. यावरून तत्कालीन शासन शिक्षणाबाबत उदासीन असल्याचे प्रतीत होते.

❖ **इंग्रजी भाषा व पाश्चात्य विद्येचा प्रसार :** भारताचा गव्हर्नर जनरल म्हणून आल्यावर लॉर्ड बेंटिक यांनी नियुक्त केलेल्या लॉर्ड मेकॉले यांच्या अध्यक्षतेखालील समितीने २ फेब्रुवारी १८३५ रोजी गव्हर्नर जनरलच्या कौन्सिलपुढे सादर केलेल्या अहवालात इंग्रजी भाषा व पाश्चात्य ज्ञानाचा पुरस्कार करण्यात आला. पुढील काळात ब्रिटिशांनी भातीय शिक्षण व्यवस्थेत सुधारणा करण्यासाठी वेगवेगळे आयोग गठीत केले.

१. **वूडचा खलिता :** सन १८५४ साली सर चार्ल्स वूड यांनी शिक्षण विषयक खलिता तयार केला. त्यात शिक्षणाची व्याप्ती वाढण्यासाठी व दर्जा सुधारण्यासाठी काही शिफारशी केल्या. त्यानुसार इंग्रजी भाषेबरोबर प्रादेशिक भाषांचा शिक्षणात अंतर्भाव करण्यास सुरुवात झाली. शिक्षणाचे स्वतंत्र खाते निर्माण करण्यात आले. कलकत्ता (जाने.१८५७), मुंबई (जुलै १८५७), मद्रास (सप्टें.१८५७) येथे विद्यापीठांची स्थापना झाली.

२. **हंटर कमिशन :** वूडच्या खलित्या नंतर ३० वर्षांनी तत्कालीन भारतीय गव्हर्नर जनरल लॉर्ड रिपन यांनी डब्लू.डब्लू.हंटर यांच्या अध्यक्षतेखाली भारतीय शिक्षण व्यवस्थेच्या संदर्भात वास्तव जाणून घेण्यासाठी व सुधारणा सुचविण्यासाठी २२ सदस्यिय समिती नेमली. ह्या समितीस 'हंटर कमिशन' म्हणून ओळखले जाते. हंटर कमिशनने पुढील सुधारणा सुचविल्या. १.प्राथमिक शिक्षणावर विशेष भर देण्यात आला. २. प्राथमिक शाळेच्या अभ्यासक्रमात शेती, आरोग्य व उद्योगधंदे यांसारख्या क्षेत्रात उपयोगी पडणारे गणित, जमाखर्च, भौतिकशास्र यांसारखे विषय शिकवले जावे. ३. माद्यामिक शाळांतील विषयांची महाविद्यालयीन पात्रतेसाठी व उद्योगधंदे, तांत्रिक क्षेत्रे यात वाव मिळावा अशा दोन प्रकारे विभागणी करावी. ४. नैतिक शिक्षणाकडे लक्ष द्यावे, व अनुदान विषयक सुधारणा सुचविल्या. या सुधारणांमुळे शिक्षण क्षेत्रात प्रगती झाली खारी परंतु ती समाधानकारक होती असे मात्र नाही.

३. **विद्यापीठ कायदा (१९०४) :** लॉर्ड कर्झन यांनी सन १९०२ मध्ये टॉमस रॅले यांच्या अध्यक्षतेखाली 'विद्यापीठ समितीच्या' शिफारशींच्या आधारे २१ मार्च १९०४ रोजी विद्यापीठ कायदा पारित करण्यात आला. त्यात १. विद्यापीठे विविध विषयांच्या अध्यापनाची व संशोधनाची सोय करतील. २. ठराविक कालावधीनंतर अधिकारक्षेत्रातील

महाविद्यालयांच्या तपासणीचा अधिकार विद्यापीठांना देण्यात आला. ३.महाविद्यालयांना सलग्रता देणे न देण्याचा अधिकार सरकारकडे राहील. ४. विद्यापीठांच्या सिनेट व सिंडीकेटच्या सदस्यांची संख्या कमी करण्यात आली. ५. सिनेटने पास केलेल्या ठरावांना मंजुरी देणे अगर त्यात बदल करण्याचा अधिकार सरकारकडे राहील. एकंदरीत, लॉर्ड कर्झनच्या विद्यापीठ कायद्याने उच्च शिक्षणसंस्था चालविण्याच्या मार्गात निर्माण होणाऱ्या अडचणींमुळे नामदार गोखलेंसारख्या मवाळ नेत्यांनी देखील ह्या कायद्यास प्रखर विरोध केला.

४. **सॅडलर आयोग (१९१७) :** लॉर्ड चेम्सफोर्ड यांनी सॅडलर यांच्या अध्यक्षतेखाली सन १९१७ मध्ये 'कलकत्ता विद्यापीठ समिती' नेमली. सन १९१९ मध्ये या समितीने ज्या सुधारणा सुचविल्या त्यात प्रमुख्याने, १.

माध्यमिक व इंटरमिजिएट शिक्षण 'बोर्ड ऑफ सेकंडरी एज्युकेशन' च्या अंतर्गत आणले. २. पदवी अभ्यासक्रम तीन वर्षांचा असावा, ३. विद्यापीठीय शिक्षणात 'पास' व 'ऑनर्स' अभ्यासक्रमांची सुरुवात करावी. या शिफारशी होत्या. ह्या सर्व शिफारशी सन १९१९ ला मान्य करण्यात आल्या.

५. **हार्टोग समिती (१९२८) :** सन १९२८ साली शिक्षणा संबंधी माहिती गोळा करण्यासाठी सर फिलीप हार्टोग यांच्या अध्यक्षतेखाली एक समिती नियुक्त करण्यात आली. ह्यासमितीने प्रामुख्याने प्राथमिक शिक्षणास राष्ट्रीय महत्व, एस.एस.सी.परीक्षांवर भर, आठवी नंतर आवडीप्रमाणे यावसायिक शिक्षण.. अशा मुलभूत सुधारणा सुचविल्या.

६. **सार्जेंट योजना (१९४४) :** दुसऱ्या महायुद्धाच्या काळात, उच्च शिक्षणाचा घसरता दर्जा लक्षात घेऊन त्यावर उपाययोजना सुचविण्याचे काम तत्कालीन शासनाचे शिक्षण सल्लागार सर जॉन सार्जेंट यांच्याकडे सोपविले गेले. त्यांनी सन १९४४ साली सादर केलेल्या अहवालात प्रवेशाबाबतचे नियम कडक करावेत. गरीब पण हुशार विद्यार्थ्यांना अर्थसहाय्य द्यावे, संशोधनाचा दर्जा सुधारावा, अनुदानाचा योग्य विनियोग होतोकीनही यावर लक्ष ठेवण्यासाठी 'विद्यापीठ अनुदान मंडळ' स्थापन करावे. अश्या मौलिक शिफारशी केल्या. सन १९४५ पासून सत्तेच्या हस्तांतरणाच्या वाटाघाटी सुरु झाल्या आणि त्यामुळे सार्जेंट समितीच्या शिफारशींकडे दुर्लक्ष झाल्याचे दिसते.

निष्कर्ष :

१. 'जगा आणि जगू द्या' हा प्रमुख विचार भारतीय तत्वज्ञानातून शिक्षणाच्या धेयांमध्ये प्रतिबिंबित झालेला दिसतो.

२. भारतीय तत्वज्ञान ऐहिक व पारलौकिक अशा दोन्ही गोष्टींचा विचार मांडते, जीवन जगण्याच्या आदर्श पद्धती सांगते, सुखी व शांततामय जीवनाचे मार्ग सांगून सदाचाराला प्रोत्साहन देते.

३. भारतीय विचारवंत शिक्षणामध्ये अध्यात्मिक विचार, चारित्र्य संवर्धन, ज्ञान संवर्धन या बाबींना अधिक महत्व देताना दिसतात.

४. ब्रिटीश कालखंडात इंग्रजी भाषेतून पाश्चात्य शिक्षणास सुरुवात झाल्याने एकोणिसाव्या शतकाच्या पूर्वार्धात भारतात मोठ्याप्रमाणात वैचारिक क्रांती घडून आली.

५. ब्रिटीश शासनाने शिक्षण क्षेत्रात वेळो वेळी केलेल्या सुधारणांमुळे भारतात आधुनिक शिक्षणाची पायाभरणी झाली.

समारोप :

भारत स्वतंत्र झाला त्यावेळी देशात सुमारे वीस विद्यापीठे, त्यांच्याशी संलग्न असलेल्या २२९ विविध विद्याशाखा व ६४३ महाविद्यालये अस्तित्वात होती. त्यात अध्ययन करणाऱ्या विद्यार्थ्यांची संख्या सुमारे तीन लक्ष होती. एकलक्ष पस्तीस हजार प्राथमिक शाळा आणि शाळकरी मुलांची संख्या साधारणतः एक कोटी पाच लक्ष वर होती. जगदीशचंद्र बोस, सी.व्ही.रमण, पी.सी.रे यांसारखे जगप्रसिद्ध शास्त्रज्ञ याच काळात भारतात उदयाला आले.

थोडक्यात, प्राचीन भारतीय तत्वज्ञानाचा समृद्धवारसा लाभलेल्या भारतीय शिक्षणक्षेत्रात ब्रिटीश शासनकाळात 'ओरीएंटॅलिस्ट' (Orientalist) व 'आंग्लिसिस्ट' (Anglicist) अशा दोन गटात प्रखर वाद घडून आले. झालेल्या सुधारणांमुळे पाश्चिमात्य व पौर्वात्य शिक्षण पद्धतींचा सुरेख संगम घडून आला. जनसामान्यांच्या शिक्षणाकडे झालेल्या दुर्लक्षामुळे इ.स. १९११ मध्ये ९४ टक्के तर १९२१ मध्ये ९२ टक्के भारतीय निरक्षर होते.

संदर्भ सूची :

१. डॉ.सुमन वैद्य, डॉ.शांता कोठेकर, **आधुनिक भारताचा इतिहास १७५७ ते १८५७**, श्री साईनाथ प्रकाशन, नागपूर, २०११, पृ. २२४ ते २६१.

२. डॉ.सुमन वैद्य, डॉ.शांता कोठेकर, **आधुनिक भारताचा इतिहास १८५७ ते १९२०**, श्री साईनाथ प्रकाशन, नागपूर, २००८, पृ. ३४९ ते ३५९.

३. डॉ.सुमन वैद्य, डॉ.शांता कोठेकर, **आधुनिक भारताचा इतिहास १९२० ते १९४७**, श्री साईनाथ प्रकाशन, नागपूर, २००९, पृ.३१६ ते ३२२.

४. बिपीन चंद्र, **मॉडर्न इंडिया**,(अनु.डॉ.एम.व्ही.काळे), के'सागर प्रकाशन,पुणे,२०११, पृ. २०७,२०८.

५. सुमित सरकार, **आधुनिक भारत**,(अनु.सुशीला डोभाल),राजकमल प्रकाशन,दिल्ली,२०१०, पृ.१२४

६. डॉ.आगलावे प्रदीप,**सामाजिक संशोधनपद्धती**,श्री साईनाथ प्रकाशन,नागपूर, २००७.

७. डॉ. कोठेकर शां.ता., **इतिहास : तंत्र आणि तंत्रज्ञान,** श्री साईनाथ प्रकाशन,नागपूर, २०११.

दक्षिण परभणी जिल्ह्यातील भूमी–उपयोजनाचा भौगोलिक अभ्यास

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सारांश

मानवाच्या मूलभूत अशा तीन गरजा आहेत ज्या म्हणजे हवा, पाणी आणि अन्न. हवेशिवाय मानव काही मिनिटेच जिवंत राहू शकतो, पाण्याशिवाय काही तासच जिवंत राहू शकतो, तर अन्नाशिवाय काही दिवसच जिवंत राहू शकतो. या सर्व गरजांचा भूमीशी संबंध आहे. मानव आपल्या गरजे नुसार भूमीचा उपयोग करत असतो. ज्या प्रकारची गरज असेल त्या प्रकाराने किंवा पध्दतीने भूमी उपयोजन केले जाते. म्हणजेच भू–उपयोजन भूमी, पाणी, हवा व मानव या चार घटकांच्या कार्यातून निर्माण होते. भूमी–उपयोजन हे स्थलकाल सापेक्ष असते, म्हणजेच भूमी–उपयोजन हे स्थलानुसार व काळानुसार बदलत असते. उद. दहा वर्षापूर्वी दक्षिण परभणी जिल्ह्याचे जे भूमी–उपयोजन होते ते आज नाही. कारण दहा वर्षापूर्वी एखाद्या भूमीचा उपयोग कृषीसाठी केला जात असेल तर त्या भूमीवर वस्ती निर्माण झाली असेल किंवा अन्य एखाद्या कार्यासाठी त्या जमिनीचा वापर होत असेल, तसेच दक्षिण परभणी जिल्ह्याचे किंवा इतर जिल्ह्याचे भूमी–उपयोजन सारखेच असेल असे नाही. कारण दोन प्रदेशातील लोकांच्या मानवाच्या गरजांनुसार भूमीच्या उपयोगात बदल होत असतो. या भूमी–उपयोजनेच्या अभ्यासासाठी, दक्षिण परभणी जिल्ह्याचा अभ्यास केला आहे.

दक्षिण परभणी जिल्ह्याचे एकूण भौगोलिक क्षेत्रफळ १५८३.२८ चौरस कि.मी. एवढे आहे. एकूण क्षेत्राच्या लागवडी खालील क्षेत्राचे प्रमाण ७७.५३ टक्के एवढे आहे. एकूण भूप्रदेशाच्या १५.६७ टक्के क्षेत्र लागवडीलायक असलेल्या परंतू पडीत ठेवलेल्या जमिनीचे असल्याचे आढळते तर एकूण भूक्षेत्राच्या २.९९ टक्के क्षेत्र लागवडी लायक नसलेल्या जमिनीचे आहे. अभ्यास क्षेत्राच्या ३.४८ टक्के क्षेत्र बिगर शेती वापराखालील जमिनीचे आहे.

प्रस्तावना :–

विशिष्ट क्षेत्रात विशिष्ट वेळेला विशिष्ट ठिकाणी विकसित व अविकसित भूमीचा केला गेलेला वापर म्हणजे भूमी उपयोजन होय. या वरुन असे स्पष्ट होते की भूमीचा वेगवेगळ्या घटकांसाठी, मानवाने केलेला वापर म्हणजे भूमी उपयोजन होय. हे भूमी उपयोजन विशिष्ट वेळेला विशिष्ट ठिकाणी विकसित किंवा अविकसित अशा दोन्हीही जमिनीत केले जाते. तसेच जर एखादा भूभाग पूर्वीच्या कार्याऐवजी दुसऱ्या कार्यासाठी वापरला जातो. उपलब्ध भूमीच्या प्रत्येक तुकड्याचा जास्तीत जास्त वापर करण्याचा प्रयत्न केला जोतो अशा प्रकारे, अनेक कारणांसाठी भूमीचा वापर केला जात असतो. हा भूमीचा प्रत्यक्षात जो वापर केला जात असतो त्यालाच भूमी उपयोजन असे म्हटले जाते. एल.डी.स्टॅम्प यांनी मानवाच्या गरजांचे आवश्यकतेनुसार सहा गटांत वर्गीकरण केले आहे. अन्न, घर, वाहतूक, दळणवळण, संरक्षण आणि मनोरंजन. वरील गरजांची पूर्तता करत असताना मानवास भूमीकडे पाहवे लागते. अन्न उत्पादनासाठी मानवास शेती व्यवसास करावा लागतो. नापीक व खडकाळ जमिनीचा उपयोग मानवाकडून शक्यतो वाहतूक व दळणवळणासाठी केला जातो. बाग, बगीचे, क्लब, खेळाचे मैदान इत्यादी मनोरंजनाच्या कार्यासाठी देखाल भूमीचा उपयोग केला जात असतो. काळाच्या ओघात जगातील अनेक देशात लोकसंख्या प्रचंड वेगाने वाढत असल्याने गरजाही मोठ्या प्रमाणात वाढत आहेत. याची पूर्तता करण्यासाठी जी भूमी साधनसंपत्ती म्हणून लागलेली आहे, तीच पर्याप्त मात्रेपर्यंत उपयोग करुन घेतला पाहिजे. जेणेकरुन त्या साधनसंपत्तीपासून जास्तीत जास्त उत्पन्न मिळून मानवाच्या गरजा भागविल्या जातील या दृष्टीकोनातून भूमी उपयोजनाकडे पाहिले पाहिजे. कोणत्याही देशातील आर्थिक व सामाजिक विकास भूमी उपयोजन कशा प्रकारे झाले आहे यावर अवलंबून असते. जर हे भूमी–उपयोजन योग्य असेल तर आर्थिक व सामाजिक विकास चांगल्या प्रकारे होत असतो. उलट जर हा वापर अयोग्य झाला तर आर्थिक व सामाजिक विकास होत नाही. त्यामुळे प्रस्तूत शोध निबंधात दक्षिण परभणी जिल्ह्यातील भूमी उपयोजनाचा अभ्यास करण्यात आला आहे.

बिज सज्ञा :–

भूमी उपयोजन, लागवडीस उपलब्ध नसलेली जमीन लागवडी लायक नसलेली जमीन, पडीत जमीन, लागवडीखालील जमीन

गृहीतके :–

१) अभ्यास क्षेत्रातील लागवडी खालील जमीनीची टक्केवारी जास्त असावी.

२) अभ्यास क्षेत्रातील पडीत जमीनीची टक्केवारी सर्वात कमी असावी.

३) अभ्यास क्षेत्रातील लागवडी लायक नसलेल्या जमीनीची टक्केवारी मध्यम असावी.

संशोधनाची उद्दिष्टे :–

१) अभ्यास क्षेत्रातील लागवडी खालील जमीनीचे क्षेत्र अभ्यासने

२) अभ्यास क्षेत्रातील पडीत जमिनीच्या क्षेत्राची माहिती मिळविणे

३) अभ्यास क्षेत्रातील लागवडी लायक नसलेल्या जमीनीची व बिगर शेती वापराखालील जमीनीचा अभ्यास करणे.

माहिती स्त्रोत व संशोधन पध्दत :–

प्रस्तुत शोधनिबंधासाठी आवश्यक माहिती परभणी जिल्हा जनगणना अहवाल, परभणी जिल्हा सामाजिक आर्थिक समालोजन व परभणी डिस्ट्रीक्ट गॅझेटिअर मधून घेण्यात आली आहे. या शिवाय विषयासंबंधी अनेक ग्रंथ, पी.एच.डी संशोधन अहवाल व शोधनिबंध या द्वितीय स्वरुपाच्या माहिती स्त्रोतांचा उपयोग करण्यात आला आहे. संशोधनासाठी जी आकडेवारी मिळविण्यात आली आहे त्या आकडेवारीची टक्केवारी काढून वेगवेगळया घटकामध्ये प्रयकरण करण्यात आले आहे.

अभ्यास क्षेत्र :–

'महाराष्ट्र राज्यातील एक प्रमुख जिल्हा म्हणजे परभणी जल्हा होय'. दक्षिण गंगा म्हणून ओळखल्या जाणाऱ्या गोदावरी नदीच्या खोऱ्यात वसलेले हे क्षेत्र आहे. परभणी जिल्ह्याच्या दक्षिणेला गोदावरी नदी वाहते व या नदीच्या दक्षिणेस हे अभ्यास क्षेत्र आहे. दक्षिण परभणी जिल्ह्याच्या या विभागात सोनपेठ, पालम व गंगाखेड या तीन तालुक्यांचा समावेश होतो. पूर्वी सोनपेठ व पालम हे दोन्ही तालुके गंगाखेड तालुक्यात समाविष्ट होते. या अभ्यास क्षेत्राचा अक्षवृत्तीय विस्तार १८°४५' उत्तर ते १९°८' उत्तर व रेखावृत्तीय विस्तार ७६°२६' पूर्व ते ७७°६' पूर्व दरम्यान आहे. या क्षेत्राच्या उत्तरेस परभणी व पूर्णा हे तालुके पश्चिमेस बीड जिल्हा, दक्षिणेस लातूर जिल्हा व पूर्वेस नांदेड आणि हिंगोली या जिल्ह्याच्या सिमा येतात. या क्षेत्राच्या उत्तर सीमेवरुन गोदावरी नदी वाहते तर दक्षिणेला बालाघाट डोंगररांगा आहेत. दक्षिण परभणी जिल्ह्याचे एकूण क्षेत्रफळ १५८३.२८ चौरस किलोमीटर आहे. या क्षेत्राची पूर्व–पश्चिम लांबी ६९.९६ कि.मी. तर उत्तर–दक्षिण लांबी ३५.१४ कि.मी. आहे. परभणी जिल्ह्याच्या एकूण क्षेत्रफळापैकी २५.२२ टक्के क्षेत्र या विभागाने व्यापले आहे.

दक्षिण परभणी जिल्ह्यात सोनपेठ तालुक्यातील सोनपेठ व आवलगाव ही दोन सर्कल, गंगाखेड तालुक्यासतील गंगाखेड माखणी व राणीसावरगाव ही तीन सर्कल व पालम तालुक्यातील पालम व चाटोरी ही दोन सर्कलचा समावेश होतो. अशी सर्व ७ सर्कल मिळून दक्षिण परभणी क्षेत्र निर्माण झाले आहे.

विषय विवेचन :–

भूमीच्या कार्यक्षमतेचा आणि उपयुक्ततेचा अभ्यास हा कृषी भूमी उपयोजनेच्या नियासेजनाच्या दृष्टीने फार महत्वाचा आहे. मानवाच्या बहूतेक आर्थिक क्रिया या भूमीवरच अवलंबून असतात. त्याच्या आर्थिक क्रियेवर प्रत्यक्ष किंवा अप्रत्यक्षरीत्या भूमीच्या वैशिष्टयांचा परिणाम होत असतो. म्हणून मानवाला आर्थिक क्रिया करत असताना मर्यादित स्वरुपात उपलब्ध असलेल्या भूमीचा अभ्यास करावा लागतो. सध्या लोकसंख्या जलद गतीने वाढत आहे. त्याचा परिणाम म्हणून अन्नधान्यांची पण मागणी वाढत आहे. त्यासाठी भूमीचा योग्य उपयोग करणे आवश्यक होऊन बसले आहे. योग्य भूमीचे वितरण पण असमान झाले आहे. म्हणून तिच्या उपयोगावर मर्यादा आल्या आहेत. भूमीच्या विशिष्ट उपयोगासाठी भूमीत विशिष्ट प्रमाणात आपण सुधारणा करु शकतो, पण भूमीच्या मुळ गुणधर्मात मात्र आपण शंभर टक्के बदल करु शकत नाहीत. यासाठी आपणास भूमीची कार्यक्षमता जाणून घेणे आवश्यक आहे. दक्षिण परभणी जिल्ह्यातील भूमी–उपयोजनाची पूढील चार विभागात विभागणी करण्यात आली आहे.

१) लागवडीस उपलब्ध नसलेली जमीन :–

अभ्यास क्षेत्रातील वसाहती, रस्ते व रेल्वे मार्ग, कालवे, धरण आणि तलाव यासाठी वापरण्यात आलेली जमीन लागवडीस उपलब्ध नसलेली जमीन असते. एकूण भौगोलिक क्षेत्रफळाच्या ३.४८ टक्के क्षेत्र लागवडीस उपलब्ध नसलेल्या जमीनीने व्यापले आहे. अभ्यास क्षेत्रातील सर्कलनिहाय लागवडीस उपलब्ध नसलेल्या जमीनीच्या वितरणाचा विचार केल्यास एकूण तालुक्याच्या बिगर शेती वापराखालील जमीनीच्या टक्केवारीपेक्षा सर्वात जास्त क्षेत्र माखणी सर्कलमध्ये ७.५४ टक्के असून त्या खालोखाल चाटोरी सर्कलमध्ये ५.६१ टक्के, राणीसावरगाव सर्कलमध्ये ४.३१ टक्के आढळून येते तर अभ्यास क्षेत्राच्या सर्वात कमी बिगर शेती वापराखालील जमीनीचे क्षेत्र आवलगाव व गंगाखेड सर्कलमध्ये प्रत्येकी २.१९ टक्के, सोनपेठ सर्कलमध्ये २.२३ टक्के व पालम सर्कलमध्ये २.४९ टक्के क्षेत्र लागवडीस उपलब्ध नसलेल्या जमीनीने व्यापले आहे.

दक्षिण परभणी जिल्हा
सर्कलनिहाय जमीनीचा वापर (२०२०)

सर्कल	भौगोलिक क्षेत्राची टक्केवारी	बिगर शेती वापराखालील जमीनीची टक्केवारी	लागवडी लायक नसलेल्या जमीनीची टक्केवारी	पडीत जमीनीची टक्केवारी	लागवडी खालील जमीनीची टक्केवारी	एकूण क्षेत्र
सोनपेठ	१०.०२	२.२३	१.२९	११.४६	८५.०२	१००%
आवलगाव	१४.६४	२.१९	२.९०	१०.१४	८४.७७	१००%
गंगाखेड	१५.९१	२.१९	२.९३	१३.९०	८०.८९	१००%
माखणी	१२.१६	७.५४	५.४८	२२.२७	६४.७१	१००%
राणीसावरगाव	१४.२२	४.३१	३.२८	१९.८९	७२.५२	१००%
पलम	१७.७८	२.४९	२.०१	१२.३१	८३.१९	१००%
चाटोरी	१५.२७	५.६१	३.०२	१९.७२	७१.६५	१००%
एकूण	१००%	३.४८	२.९९	१५.६७	७७.५३	१००%

स्त्रोत : संशोधकाने अधिकृत माहितीच्या आधारे संकलीत केले आहे.

२) लागवडीस लायक नसलेली जमीन :–

गंगाखेड तालुक्यातील एकूण भौगोलिक क्षेत्रफळाच्या २.९९ टक्के क्षेत्र लागवडी लायक नसलेल्या जमीनीने व्यापले आहे. तालुक्यातील लागवडी लायक नसलेल्या एकूण क्षेत्रापैकी जास्त लागवडी लायक नसलेल्या जमिनीचे क्षेत्र सर्वात जास्त माखणी सर्कलमध्ये एकूण क्षेत्रफळाच्या ५.४८ टक्के आहे. त्या खालोखाल राणीसावरगाव सर्कलमध्ये ३.२८ टक्के व चाटोरी सर्कलमध्ये ३.०२ टक्के आहे तर एकूण तालुक्याच्या लागवडी लायक नसलेल्या जमिनीच्या टक्केवारीपेक्षा सर्वात कमी लागवडी लायक नसलेल्या जमिनीचे क्षेत्र सोनपेठ सर्कलच्या एकूण क्षेत्राच्या १.२९ टक्के क्षेत्र आहे. त्यानंतर पालम सर्कलमध्ये २.०१ टक्के, आवलगाव सर्कलमध्ये २.९० टक्के तर गंगाखेड सर्कलमध्ये २.९३ टक्के क्षेत्र लागवडी लायक नसलेल्या जमिनीने व्यापले आहे.

३) पडीत जमीन :–

एकूण भौगोलिक क्षेत्राच्या १५.६७ टक्के क्षेत्र पडीत जमिनीखाली आहे. एकूण सर्कलनिहाय पडीत जमिनीचा विचार केल्यास अभ्यास क्षेत्रातील एकूण पडीत जमिनीपेक्षा जास्त पडीत जमिनीचे क्षेत्र माखणी सर्कलमध्ये २२.२७ टक्के आहे. त्या खालोखाल राणीसावरगाव सर्कलमध्ये १९.८९ टक्के, चाटोरी सर्कलमध्ये १९.७२ टक्के पडीत जमिनीचे क्षेत्र आहे तर तालुक्याच्या एकूण पडीत जमिनीच्या क्षेत्रापेक्षा कमी क्षेत्र गंगाखेड सर्कलमध्ये १३.९० टक्के, पालम सर्कलमध्ये १२.३१ टक्के, सोनपेठ सर्कलमध्ये ११.४६ टक्के तर सर्वात कमी पडीत जमिनीचे क्षेत्र आवलगाव सर्कलमध्ये १०.१४ टक्के आहे.

४) लागवडी खालील सारणी जमिनीचे क्षेत्र :–

अभ्यास क्षेत्रातील एकूण भौगोलिक क्षेत्रफळाच्या ७७.५३ टक्के क्षेत्र लागवडी लायक असल्याचे आढळते. तालुक्यातील शेती हा महत्वाचा प्रमुख व्यवसाय आहे. एकूण कार्यकारी लोकसंख्येच्या ७७ टक्के लोकसंख्या शेती व्यवसायात गुंतलेली आहे. अभ्यास क्षेत्रातील सर्कलनिहाय लागवडी लायक क्षेत्राचे वितरणावरुन असे निदर्शनास येते की, अभ्यास क्षेत्रातील सरासरी लागवडी खालील क्षेत्रापेक्षा सोनपेठ सर्कलमध्ये सर्वाधिक ८५.०२ टक्के लागवडी खाली असून, या खालोखाल आवलगाव सर्कलमध्ये ८४.७७ टक्के क्षेत्र, पालम सर्कलमध्ये ८३.१९ टक्के क्षेत्र आणि गंगाखेड सर्कलमध्ये ८०.८९ टक्के क्षेत्र लागवडी खाली असल्याचे आढळते. अभ्यास क्षेत्राच्या लागवडी लायक असलेला क्षेत्राच्या सरसरीपेक्षा कमी क्षेत्र माखणी सर्कलमध्ये ६४.७१ टक्के, चाटोरी सर्कलमध्ये ७१.६५ टक्के आणि राणीसावरगाव सर्कलमध्ये ७२.५२ टक्के क्षेत्र लागवडीखाली असल्याचे आढळते.

निष्कर्ष :–

दक्षिण परभणी जिल्ह्यातील सर्कलनिहाय भूमी–उपयोजन सारणी मध्ये दर्शविले आहे. अभ्यास क्षेत्राचे एकूण भौगोलिक क्षेत्रफळ १५८३.२८ चौरस कि.मी. एवढे आहे. एकूण क्षेत्राच्या लागवडी खालील क्षेत्राचे प्रमाण ७७.५३ टक्के एवढे सर्वाधिक आहे. एकूण भूप्रदेशाच्या १५.६७ टक्के क्षेत्र लागवडी लायक असलेल्या परंतू पडीत ठेवलेल्या जमीनीचे असल्याचे आढळते. हे पडीत ठेवलेल्या जमीनीचे क्षेत्र अभ्यास क्षेत्रात सर्वात कमी असलेले पाहिजे होते, परंतु ते अधिक दिसून येते यासाठी सर्व जनतेने (शेतकऱ्यांनी) ही जमीन जास्तीतजास्त लागवडीखाली आणणे

आवश्यक आहे. अभ्यास क्षेत्रातील एकूण भूक्षेत्राच्या २.९९ टक्के क्षेत्र लागवडी लायक नसलेल्या जमीनीचे आहे. तर अभ्यास क्षेत्राच्या ३.४८ टक्केक्षेत्र बिगर शेती वापराखालील जमीनीचे आहे.

संदर्भ ग्रंथ :–

१) परभणी जिल्हा सामाजिक–आर्थिक समालोचन २०१९–२०

२) परभणी डिस्ट्रिक्ट गॅझेटिअर – १९६७

३) मराठवाडा रिजनल प्लॅनिंग : गोखले इन्स्टिटयूट ऑफ इकॉनॉमिक पुणे.

४) डॉ. सुरेश फुले (२०१२) : कृषी भूगोल, विद्याभारती प्रकाशन, लातूर.

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६) Singh, Jasbir and Dhillon, S.S. [1987] : Agricultural Geography, Tata Mcgraw Hill Publishing Co. Ltd. New Delhi.

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शालेय शिक्षणावर ई-लर्निंगचा परिणाम एक समाजशास्त्रीय अभ्यास

प्रा. लक्ष्मण बापुराव नैताम

समाजशास्त्र विभाग, बॅ. बाळासाहेब खर्डेकर महाविदयालय वेंगुर्ला ता. वेंगुर्ला जि. सिंधुदुर्ग

प्रस्तावना –

औपचारिक शिकवणीवर आधारित परंतु इलेक्ट्रॉनिक्स संसाधनांच्या मदतीने शिकणारी प्रणाली ई-लर्निंगचा म्हणून ओळखली जाते. अध्यापन वर्गात किंवा आधारित असु शकते. संगणक आणि इंटरनेटचा वापर ई-शिक्षणाचा मुख्य घटक आहे. ई-लर्निंगला कौशल्य आणि ज्ञानाचे नेटवर्क सक्षम हस्तांतरण असेही म्हटले जाऊ शकते. एकाच किंवा वेगवेगळया वेळी मोठया संस्थने प्राप्त कर्त्याना शिक्षणाचे वितरण केले जाते. संगणकाचा परिचय हा क्रांतीचा आधार होता आणि काळाच्या ओघात आपण स्मार्टफोन, लॅपटॉप, टॅबलेट इत्यादींशी जोडले गेले. या उपकरणांना आता शिकण्यासाठी वर्गात महत्वाचे स्थान आहे. पुस्तकांची जागा हळुहळु इलेक्ट्रॉनिक शैक्षणिक साहित्य जसे ऑप्टीकल डिस्क किंवा पेन ड्रॉइव्ह ने घेतली आहे. इंटरनेट व्दारे ज्ञान देखील सामायिक केले जाऊ शकते. शालेय शिक्षणावर कोरोना महामारीमुळे मोठया प्रमाणावर परिणाम झालेला आहे. कोरोनामुळे बदलल्या काळानुसार शिक्षणावर ई-लर्निंगचा परिणाम होत आहे. ई-लर्निंग शिक्षणामुळे विदयार्थ्यांचा शाररीक मानसिक व बौध्दिक गुणांवर परिणाम होत आहे. कोरोना महामारीमुळे मार्च 2020 पासून शाळा महाविदयालये सर्व शैक्षणिक संस्था बंद असल्यामुळे विदयार्थ्यांवर ई-लर्निंग शिक्षणामुळे शैक्षणिक दृष्टीकोन बदलत आहे.

अध्ययानाची उदिष्टे –

1) शालेय शिक्षणावर ई-लर्निंगचा झालेला परिणाम अभ्यासणे.

2) ई-लर्निंग या शिक्षणाचा आर्थिक व सामाजिक दृष्टीकोनातून झालेला परिणाम

   अभ्यासणे.

3) ई-लर्निंग शिक्षणाचा मानसिक, कौटुंबिक, आरोग्यावर झालेला परिणाम

   अभ्यासणे.

संशोधन आराखडा –

प्रस्तुत संशोधनासाठी वर्णनात्मक संशोधन आराखडयाचा वापर करण्यात आला.

शालेय शिक्षणावर ई-लर्निंगचा झालेला परिणाम :

१) आर्थिक –

ई-लर्निंग शिक्षणाचा पध्दती योग्य असेल तरी ग्रामीण भागातील विदयार्थी व आदिवासी विदयार्थी ई-लर्निंग शिक्षणापासून वंचित राहतात. ई-लर्निंगचा शिक्षणासाठी लागणारे महागडे मोबाईल संगणक, लॅपटॉप विकत घेऊ शकत नाही. कारण त्यांना न परवडणारी असतात. ग्रामीण आणि आदिवासी भागात नेटवर्क मिळत नाही.पायाभूत सुविधा पासून शिक्षकांचा उपलब्धता असावी लागते. एखादयाला विविधतेची विस्तृत श्रेणी सहजपणे दिसु शकते. एका टोकाला शहरी विदयार्थी जागतिक स्तरावर स्पर्धा करत आहेत आणि दुसरीकडे ग्रामीण भागातील विदयार्थी आहेत. ज्यांना शाळेच्या इमारती आणि स्वच्छताग्रह सुविधा सारख्या मूलभूत पायाभूत सुविधांचा अभाव आहे. म्हणून सर्वसामान्य विदयार्थी ई-लर्निंग शिक्षण सुविधेपासून वंचित राहतो.

२) सामाजिक –

ई-लर्निंग शिक्षणामुळे विदयार्थ्यांच्या शाररीक मानसिक बौध्दीक क्षमतेवर परिणाम होत असल्यामुळे एक नवीन सामाजिक समस्या उदभवत आहेत. कोरोना महामारीमुळे जवळपास दोन वर्षापासून शाळा, महाविदयालये बंद असल्यामुळे ई-लर्निंग शिक्षणाचा वापर होत आहे त्यामुळे ग्रामीण आणि आदिवासी भागात ई-

लर्निंगसाठी लागणा-या पायाभूत सुविधा जसे नेटवर्क जाळे,वीज, मोबाईल सुविधा, संगणक, लॅपटॉप इत्यादी साधनांची कमतरता असल्यामुळे शेतकरी, शेतमजुर, रोजंदारीवर काम करणारे कामगारांच्या मुलांचे शिक्षण अपूर्ण राहत आहे. बदलत्या काळात शैक्षणिक दृष्टीकोनातून ई-लर्निंग शिक्षण महत्वाचे असेल तरी सोयी सुविधा अभावी ग्रामीण भागातील विदयार्थी शिक्षणापासुन वंचित राहत आहे.

३) आरोग्य –

ई-लर्निंग शिक्षणाचा विदयार्थ्यांचा आरोग्यावर देखील परिणाम होत आहे. ई-लर्निंग शिक्षण संगणक, लॅपटॉप यावर चालत असल्यामुळे एक सारखे इलेक्ट्रॉनिक वस्तू उपकरण जास्त वेळ संगणक, मोबाईल, लॅपटॉप यांचा आधिक वापर होत असल्यामुळे विदयार्थ्यांचा आरोग्यावर विपरीत परिणाम होत आहे. कोरोना माहामारी शिक्षणा समोरील एक आव्हान आहे. औपचारिक शिक्षण देणारी सर्व शिक्षण संस्था बंद असल्यामुळे शैक्षणिक दृष्टीकोन अदलेला आहे. त्यामुळे ई-लर्निंग शिक्षणाचा वापर मोठया प्रमाणावर होत असल्यामुळे विदयार्थ्यांच्या शाररीक मानसीक, बौध्दीक आरोग्यावर परिणाम होत आहे.

४) राजकीय –

राजकीय दृष्टीकोनातून विचार केल्यास प्रत्येक राज्यामध्ये राजकीय मतमतांतरे आहेत. कोरोना विषाणूमुळे मार्च 2020 पासून शाळा, महाविदयालये बंद असल्यामुळे ई-लर्निंग शिक्षणाचा वापर होत आहे. शाळा, महाविदयालये सुरु करायचे की नाही प्रत्येक राज्यातीज मत वेगवेगळया आहेत. दहावी, बारावीच्या परिक्षा घ्यायचे की नाही यावर राजकीय मत दिसून आले. याचा परिणाम विउयार्थ्यांवर झालेला आहे. नवीन शैक्षणिक वर्ष कधीपासून सुरु करायचे यासाठी शासनाचे धोरण अदयाप ठरलेली नाही. दहावी बारावी चे विदयार्थ्यांना परिक्षा न घेता पास करण्याचा निर्णय घेतल्यामुळे विदयार्थ्यांवर परिणाम झाला कोरोना महामारीमुळे शैक्षणिक दृष्टीकोन बदलेला आहे. एकंदरीत ई-लर्निंग शिक्षणाचा विदयार्थ्यांवर परिणाम होत आहे.

५) मानसिक समस्या –

कोरोना विषाणू माहामारीमुळे मानसिक समस्या निर्माण झालेला आहे. कारण महामारी मुळे सर्व नातेसंबध, सामाजिक आंतरक्रिया एकमेकाप्रती स्नेहाचे संबंध तुटलेले आहे. ई-लर्निंग शिक्षणाचा माध्यमातुन विदयार्थी कोण आहे याची माहिती नसल्यामुळे ई-लर्निंग शिक्षणाचा विदयार्थ्यांवर बरोबर शिक्षकावरही परिणाम होत आहे. कोरोना महामारीत ही एक मानसिक समस्या दिसुन येत आहे.

६) कौटुंबीक समस्या –

कोरोना महामारीमुळे कौटुंबीक समस्या निर्माण झालेली आहे कोरोणा महामारीत लॉकडॉऊनमुळे अनेक कुटुंबाचे नोकरी, उदयोगधंदे, रोजगार गेल्यामुळे अनेक कुंटुबांचे मोठया प्रमाणात आर्थिक नुकसान हजारोच्या संख्येने बेरोजगार झाले. त्यामुळे कुंटुंबाचे उत्पन्न घटले त्यांचबरोबर ई-लर्निंग शिक्षणासाठी लागणारे महागडे मोबाईल, लॅपटॉप संगणक इत्यादी इलेक्ट्रा्निक उपकरणे न घेता आल्यामुळे कुंटुबातील मुलांचे शिक्षण पुर्ण होऊ शकले नाही. त्यामुळे ग्रामीण आदिवासी शहरी भागातील कामगारांचे शिक्षण घेणारी मुलांचे वर्ष वाया गेले व शिक्षणपासुन वंचित राहिले.शाळा महाविदयालये बंद असल्यामुळे ई-लर्निंग शिक्षणाचा विदयार्थ्यांवर परिणाम होत आहे.

७) ऑनलाईन शिक्षण-

सर्वसामान्य कुटुंबाचे उत्पन्न फार कमी असल्याने त्यांच्याकडे ऑनलाईन सेवा उपलब्दध होत नाही. त्यातच मुलांचे पालक कमवणारे असल्याने मुलांकडे कसे लक्ष दयावे या काळजीने पालक वर्ग चिंता ग्रस्त आहे. मोबाईल मुलांचा हातात आला की मुले अभ्यास सोडून काहीतरी वेगळच पाहतात असा संभ्रम पालकांच्या मनात आहे. म्हणून ऑनलाईन किंवा ई-लर्निंग शिक्षणाचा विदयार्थ्यांवर परिणाम होत आहे.

निष्कर्ष –

1) ई-लर्निंग शिक्षणाचा विदयार्थ्यांवर सामाजिक व आर्थिक परिणाम होत असल्याचे दिसून येत आहे.

2) ई-लर्निंग शिक्षणाचा विदयार्थ्यांवर व मानसिक, बौध्दीक, शाररीक आरोग्यावर परिणाम होत असल्याचे दिसून येत आहे.

3) कोरोना माहामारिमुळे कुटुंबाचे उत्पन्न घटल्याने कौटुंबीक समस्या निर्माण झाली व ग्रामीण आदीवासी भागातील विदयार्थी इ-लर्निंग शिक्षणापासून वंचित आहेत असे दिसून येत आहे.

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जागतिकीकरण आणि शिक्षण

प्रा.डॉ.आचार्य आर.डी.

समाजशास्त्र विभाग प्रमुख, नवगण कला व वाणिज्य महाविद्यालय परळी—वै. जि.बीड

प्रस्तावना —

परिवर्तन हा सृष्टीचा नियम आहे. समाज परिवर्तनशील आहे. जागतिकीकरण म्हणजे स्थानिक वस्तूंची किंवा घडामोडींची जागतिक स्तरावर स्थानांतरणाची प्रक्रिया हा संज्ञेचा उपयोग बहुधा आर्थिक जागतिकीकरणाच्या संदर्भात केला जातो. जागतिकीकरण म्हणजे देशाच्या अर्थव्यवस्थेची जगाच्या अर्थ व्यवस्थेबरोबरच एकत्रीकरण करणे २० व्या शतकाच्या शब्दकोशानुसार जागतिकीकरण म्हणजे जगभर पसरणे, एकाच वेळी संपूर्ण जगाचा किंवा जगातील सर्व लोकांचा विचार करणे, त्यात व्यापार विदेशी थेट गुंतवणूक भांडवल प्रवाह, प्रवास आणि तंत्रज्ञान यांच्या प्रसाराच्या माध्यमाने राष्ट्रीय अर्थव्यवस्थेला आंतराष्ट्रीय अर्थव्यवस्थासाठी खुले केले जाते. विश्व बँकेच्या अहवालानुसार जागतिकीकरण म्हणजे —

१. उपभोग्य वस्तू सह सर्व वस्तूंच्या आयातीवर नियंत्रण हळूहळू समाप्त होणे.

२. आयात शुल्काचा दर कमी करणे.

३. सार्वजनिक क्षेत्राचे खासगीकरण करणे होय. दीपक नायर यांच्या मते देशाच्या राजकीय सीमांमध्ये आर्थिक क्रियांचा विस्तार करणे म्हणजेच जागतिकीकरण होय. डॉ.यशवंत मनोहर यांच्या मते जागतिकीकरण म्हणजे जगातील वेगवेगळया देशांनी परस्पर व्यापार करणे होय.

जागतिकीकरणाच्या व्याख्या :—

१. हेराड टाथेल आणि रॉबर्ट :— '' जागतिकीकरण ही सीमापार उत्पादने, भांडवल सेवा आणि आर्थिक क्रिया—प्रक्रियांच्या वाढत्या प्रवाहाला लक्ष करणारी प्रक्रिया होय. ''

२. बायलीस आणि स्मिथ :— '' जगाच्या विविध भौगोलिक क्षेत्रात राहणाऱ्या लोकांमध्ये वाढते सामाजिक, आर्थिक, औद्योगिक व्यापारी सांस्कृतिक संबंध दर्शविणारी व्यापक प्रक्रिया म्हणजे जागतिकीकरण होय. ''

३. एडवर्ड हार्मन :— '' जागतिकीकरण ही सीमापार उत्पादन, भांडवल सेवा आणि आर्थिक क्रिया—प्रक्रियांच्या वाढत्या प्रवाहाला लक्ष करणारी प्रक्रिया आहे. ''

जागतिकीकरण आणि शिक्षण यातील संबंध

जागतिक शिक्षणाची ध्येय / उद्दीष्टे :—

१. जागतिकीकरणाचा परिणाम मानवी जीवनातील सर्व ध्येयावर होणार आहे व ही एक निरंतर प्रक्रिया आहे. म्हणून या प्रक्रियेचे स्वरूप समजावून घेणे.

२. जागतिक स्तरावरील ज्ञान, तंत्रज्ञान, साधनसामग्री आणि आपले मनुष्यबळ यांचा एकत्रित उपयोग करून विकासाची गती वाढवणे.

३. माहिती तंत्रज्ञानाची माहिती करून घेऊन संपर्क कौशल्य वृद्धिंगत करणे.

४. जगातील विविध मानव समूहांच्या विविध संस्कृती मधील चांगल्या गोष्टींचे संवर्धन करणे.

५. जाणीव, शांतता सलोखा, जागतिक पर्यावरण समतोल व चिरंजीव विकास या संदर्भात नव्या जाणिवांची निर्मिती करून जागतिक मानव, विश्व नागरिक ही संकल्पना साकार करणे.

६. जागतिक स्पर्धेत तोंड देण्यास सक्षम बनवणे.

जागतिकीकरण आणि शिक्षण संबंध :—

शिक्षणाच्या माध्यमातून ज्ञान व त्यांची शृंखला वाढत जाऊन ती कृतिशीलते पर्यंत पोहोचते म्हणजे विचार करायला लावणे व विचारपूर्वक कृती करणे हे शिक्षणाचे महत्त्वाचे कार्य असल्याने जाणीवपूर्वक शिक्षणाविषयी समाजमन जागृत असले पाहिजे पण शिक्षण आज गुंतागुंतीचा विषय होऊन बसला आहे. शिक्षणाचा संबंध थेट समाज राष्ट्र पुरुषाशी जुळला असल्यामुळे तो जिव्हाळयाचा बनतो. नवीन पिढी घडवण्याचे माध्यम म्हणून समाज शिक्षणाकडे बघतो म्हणून तो अधिक चिंतेचा बनतो बाजारीकरणाच्या व जागतिकीकरणाच्या आजच्या काळात शिक्षणाचे धोरण हळूहळू या दिशेने चाललले आहे. त्यामुळे समाजातील ग्रामीण व गरीब घटकांना चांगले शिक्षण घेता येईल काय ? याबाबत अनेकजण सांशक आहेत. यावरच बरेच विचारमंथन चालू आहे. उलट आणि सुलट दोन्ही दिशांनी चालू आहे. आजच्या विज्ञान व यांत्रिकीकरणाच्या काळात तंत्र शिक्षणाची गरज कोणी बोलून दाखवतो तर फक्त हेच आणि असेच शिक्षण मानवाची बहुतेक प्रगती साधू शकले तरी आमच्या सामाजिक जाणिवांची मनाची वर्तनाची नीतिमत्तेची प्रगती त्या योग्य होईल असा कळीचा प्रश्न काही जण उपस्थित करतात.

परदेशात शिक्षण घेण्यासाठी येणाऱ्या खर्चापिक्षा ती विद्यापीठे इथे तसे शिक्षण देत असेल तर आणि त्यातही इथल्या प्रस्थापित विद्यापीठ व शिक्षण संस्थांशी स्पर्धा करून तर ते तूलनेने परवडण्यासारखेच आहे. शिवाय परकीय विद्यापीठे त्यांचे अध्यावत अभ्यासक्रम, स्मार्ट क्लासरूम, भव्यदिव्य कॅम्पस, संशोधनाकुल वातावरण काळानुरूप बदलणारी सर्व शैक्षणिक व्यवस्था यांच्याशी टक्कर देण्याकरिता

इथल्याही विद्यापीठ व शैक्षणिक संस्थांना आमूलाग्र बदल स्वत: घडवून आणावा लागेल. उच्च शिक्षण देणाऱ्या संस्थांना '' नॅक ''ला सामोरे जाणे आणि आपला दर्जा अद्ययावत करून घेण्याची गरज जाणवू लागली आहे. विद्यापीठ अनुदान आयोगासारख्या संस्था याबाबत गंभीरपणे पावले उचलत आहेत. शिक्षणाच्या जागतिकीकरणाची हे परिणाम आहेत. असे जर यानिमित्त आपण मानव असू तर जागतिकीकरणाचे परिणाम निदान उच्चशिक्षणाच्या क्षेत्रात आपल्या पाल्यावर पडणारे आहेत. असे म्हणणे वावगे ठरणार नाही.

जागतिकीकरण आणि शिक्षण :—
प्रचलित शिक्षण पद्धतीत उच्च शिक्षणावर

प्रचलित शिक्षण पद्धतीत उच्च शिक्षणावर वारेमाप खर्च केला जात असून ती फक्त उच्च वर्गीयालाच शिक्षित बनवते आणि सर्वसामान्य लोकांना अज्ञानाचा आणि दारिद्रयाच्या खाईत लोळत ठेवते. सरकारने गळ्याभोवती गुलामगिरीचे पाश घट्ट आवळले गेलेल्या बहुसंख्य रयतेचा विचार करायला हवा त्यासाठी प्राथमिक शिक्षणावर जोर द्यायला हवा शाळांच्या संख्येत वाढ करण्याबरोबरच या वर्गाला मुले शाळेत पाठवण्याचा उत्तेजन मिळावे त्यांच्यात विद्येची गोडी निर्माण व्हावी यासाठी विशेष प्रयत्न करायला हवेत.

आजच्या शिक्षण व्यवस्थेची अतिशय नेमके वर्णन मात्र हा उतार आहे. १२५ वर्षापूर्वी महात्मा ज्योतिराव फुले यांनी हटर आयोगाला दिलेल्या निवेदनातला तेव्हा भारतावर ब्रिटिशांचे राज्य होत एवढ्या मोठ्या खंड प्रांत देशाचा राज्यकारभार पाहायचा तर एतदेशीय लोकांना शिक्षण देणे गरजेचे होते. त्याकाळात ब्रिटिशांचे शिक्षणविषयक धोरण ठरवणारे लॉर्ड मेकॉले स्पष्टपणे त्यांची भूमिका मांडतात.

'' भारतातला नवशिक्षित वर्ग रंग रूपाने हिंदुस्तानी असेल पण त्यांची मूल्ये, आवडी निवडी आणि विचार मात्र इंग्रजी असतील हे सत्ता दिशांची गुलाम देशात संदर्भातली राजकारण होते ते तसेच असणार.

पण आज आपण स्वत:ला स्वतंत्र्य लोकशाही देशाचे नागरिक म्हणतो पण आज आपल्या शिक्षण विषयक धोरणाची दिशा पुन्हा स्वतंत्र्यपूर्वी होती तशीच बनली आहे.

हा बदल नक्की केव्हापासून सुरू झाला आणि कसा ?
अभ्यासाचे गृहितक :—
१. देशाच्या विकासात शिक्षणाला अनन्यसाधारण महत्त्व आहे.
२. जागतिकीकरणाचा शिक्षणावर परिणाम घडून आला आहे.

निष्कर्ष :— स्वतंत्र्या नंतर समाजाच्या विकासाला महत्त्व देणारी राष्ट्रउभारणीसाठी आवश्यक असणारी राष्ट्रप्रेमी पिढी निर्माण करण्यासाठी आवश्यक असणारी शिक्षण पद्धती आपण स्वीकारली होती. स्वतंत्र्य भारताचे पहिले शिक्षणमंत्री मौलाना आझाद यांनी शिक्षण हे लोकशाही निधर्मपणा व राष्ट्रीय जडणघडणी साठी लागणारे प्रभावी साधन आहे असे स्पष्ट केले होते. तर १९६४ साली स्थापन झालेल्या कोठारी आयोगाने शिक्षणाचे महत्त्व स्पष्ट करताना म्हटले आहे की या देशाचे भविष्य शाळेच्या वर्गात ठरणार आहे. आपल्या शाळा आणि महाविद्यालयातून बाहेर पडणाऱ्या विद्यार्थ्यांच्या संस्थेवर आणि गुणवत्तेवर देशाची जडणघडण सर्वसामान्यांची जीवनमान उंचावणे अवलंबून आहे.

आज जागतिकीकरणाच्या प्रक्रियेने भारतीय शिक्षण व्यवस्थेमध्ये ५ तथाकथित तत्वांनी धुडगूस घातला आहे. त्यामध्ये
१. कायम विनाअनुदानित तत्त्व
२. खाजगी सार्वजनिक भागीदारी
३. फी देण्याची पात्रता
४. अनुदान कमी करण्याचे तत्त्व आणि
५. बाजारु शिक्षण पद्धती या तत्त्वामुळे शिक्षण व्यवस्थाच पोखरली गेली आहे.

या सर्व परिस्थितीचे कारण म्हणजे या जागतिकीकरणाच्या प्रक्रियेत शिक्षण पद्धतीमध्ये निश्चित असा विचार नाही. जी व्यवस्था परस्पर बनत आहे. तिलाच आपण आपली व्यवस्था मानतो अभ्यासक्रमाबाबत ही गोंधळ आहे. त्यामुळे महागड्या कोचिंग क्लासेसचे फी वाढत आहे. त्या सर्व स्थितीमुळे विद्यार्थी परीक्षार्थी बनतात व शिक्षण ही विक्रीची वस्तू व खरीदण्याची वस्तू बनली आहे.

संदर्भ सूची :—
१. प्रा.विलास रणसूभे   :— शिक्षण — संपादक

२. जे.कृष्णमूर्ती :— शिक्षण — संवाद

३. आनंद तेलतूंबडे   :— जागतिकीकरण आणि कष्टकरी दलित बहूजन

४. कॉ. गोविंद पानसरे :— विवर्ण शिक्षण व्यवस्था भारतीय कम्युनिस्ट पक्ष

५. भाई वैद्य   :— संपूर्ण शिक्षण, समाजवादी आद्यापक सभा

६. प्रबोधन प्रकाशन ज्योती   :— दिपावली विशेषांक आक्टोबर — २००७

७. निरज जैन   :— जागतिकीकरण की नवी गुलामगिरी — लोकायत प्रकाशन

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ऑनलाइन शिक्षा प्रणाली से पढ़ रही किशोरों में भटकाव की स्थिति

ताहिरा परवीन

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सारांश(Abstract)

कोविड-19 नामक महामारी ने हमारी शिक्षा के सिद्धांत को ही नहीं बदला बल्कि इसने संपूर्ण शिक्षा प्रणाली को ही बदल कर रख दिया । ब्लैकबोर्ड अब स्मार्टबोर्ड में बदल गया, ऑफलाइन शिक्षा अब ऑनलाइन शिक्षा प्रणाली में बदल गई जिसके कारण हमें अपने हर बच्चों को स्मार्टफोन देना अनिवार्य हो गया । माता-पिता अपने बच्चों को इंटरनेट के उपयोग की अनुमति इसलिए देते हैं ताकि अपने अध्ययन प्रक्रिया को वर्तमान परिस्थिति के अनुसार बेहतर कर सके, किंतु बच्चे इंटरनेट का उपयोग अध्ययन से अधिक मनोरंजनात्मक गतिविधियों के लिए करते हैं । किशोरों में स्मार्टफोन के अत्यधिक उपयोग के परिणाम स्वरूप हिंसात्मक प्रवृत्ति, अनैतिकता, अपराध में संलग्रता, मादक पदार्थों के सेवन जैसे असामाजिक प्रभाव दृष्टिगोचर हो रहे हैं । इसका समाधान तत्काल करना अनिवार्य है अन्यथा इसके दूरगामी परिणाम संपूर्ण समाज को भुगतने होंगे ।

की वर्ड - ऑनलाइन शिक्षा प्रणाली, असामाजिक प्रभाव, दूरगामी परिणाम, तत्काल समाधान, मनोरंजनात्मक गतिविधि

परिचय - वर्तमान शिक्षा प्रणाली के मांग के अनुसार अभिभावकों ने ना चाहते हुए भी अपने बच्चे के हाथों में स्मार्टफोन सौंप दिया, उस समय इसके परिणाम के बारे में किसी ने अनुमान नहीं लगाया होगा कि जिसे हम अपने बच्चे के भविष्य के लिए अनिवार्य समझ रहे हैं वही कल बच्चों के विकास के राह में बाधक सिद्ध होगा । ऑनलाइन शिक्षा को यदि सकारात्मक रूप से देखा जाए तो यह बच्चों के लिए आनंददायक और उन्हें आकर्षित करने वाला है अतः स्कूलों में भी स्मार्ट क्लास की व्यवस्था शिक्षा को रोचक तथा गुणवत्तापूर्ण बनाने के लिए ही किया गया है । ऑनलाइन शिक्षा का एक बड़ा नुकसान यह है कि बच्चे अध्ययन से ज्यादा मोबाइल गेम, मैसेजिंग, चैटिंग जैसी गतिविधियां अधिक करते हैं । इंटरनेट मनोरंजन के प्रचुर स्रोत प्रदान करता है, अतः विद्यार्थी शीघ्र ही इसके आदी होकर अपना समय व भविष्य बर्बाद कर रहे हैं । किशोरावस्था के बच्चे सोशल मीडिया की चकाचौंध ओर ग्लैमर की ओर आकर्षित होकर अपने पोस्ट, फोटो ,वीडियो अपलोड करने तथा दूसरों के पोस्ट पर लाइक, कमेंट करने में व्यस्त रहते हैं जिससे उनका ध्यान पढ़ाई में कम और फ़ोन चेक करने में ज्यादा होता है ।

जिस स्मार्टफोन का निर्माण समाज को जोड़ने के लिए हुआ था, उसने भाई को भाई से तथा बच्चों को माता-पिता से माता-पिता के कवरेज से दूर कर दिया है । हर बच्चा आज 6 इंच की रंगीन दुनिया में खोया हुआ है आज एक बच्चे को दूसरे बच्चे की नहीं बल्कि स्मार्टफोन की जरूरत है । बच्चों को इसकी आदत तो पहले ही लग चुकी थी किंतु कोरोना काल में इन्हें मोबाइल व्यसनी बना दिया । किशोरावस्था जो व्यक्तित्वय निर्माण की उम्र है, उसमें स्मार्टफोन के कारण अपराधिक प्रवृतियां दिखाई पड़ने लगती है । इंटरनेट पर मिलने वाले सीन, वीडियो उन्हें हिंसात्मक,अनैतिकता,मादक बस्तुओ के सेवन के लिए उत्सुक करते है । किशोरिया भी अपनी संस्कृति की तिलांजलि देकर परसंस्कृतिग्रहण द्वारा स्वयं को आधुनिक सिद्ध करने का प्रयास कर रही है जो ना सिर्फ उन्हें बल्कि हमारी संस्कृति को भी खोखला कर रही है ।

बच्चों और किशोरों में स्मार्टफोन के चाहत की परम सीमा तब पार हो जाती है जब इनके द्वारा किसी अविश्वसनीय घटना को अंजाम दे दिया जाता है । अनेक उदाहरण हैं जिसमे मोबाइल के लिए माता-पिता या भाई-बहन की हत्या बच्चों द्वारा की जा रही है या बच्चे स्वयं मोबाइल के लिए मौत के गले लगा लेते हैं उदाहरण-

1.बिहार के गोपालगंज में नौवीं के छात्र हिमांशु कुमार ने पब्जी गेम में हारने के बाद ग्लानीवश आत्महत्या कर ली ।

2.मध्यप्रदेश के नीमच जिले के फुरकान 6 घंटे लगातार पब्जी खेलने के बाद अचानक ब्लास्ट कर- ब्लास्ट कर चिल्लाते हुए दम तोड़ दिया ।

3. उत्तर प्रदेश के कानपुर के कोहाना क्षेत्र में नदी में नहाने गए सात बच्चे सेल्फी लेते समय डूब गए जिसमें सभी की मृत्यु हो गई ।

4.दिल्ली में एक व्यक्ति ने अपनी पत्नी की हत्या इसलिए कर दी क्योंकि वह व्हाट्सएप और फेसबुक पर व्यस्त रहती थी ।

5. कर्नाटिक के विधानसभा में 2 मंत्रियों द्वारा स्मार्टफोन पर अश्लील वीडियो देखने की खबर प्रशासन जगत को शर्मसार कर गया ।

6. बेंगलुरु के बेलगावी शहर के कातकी गांव में स्मार्टफोन नहीं चलाने देने पर पुत्र ने पिता की हत्या कर शव के टुकड़े-टुकड़े कर दिए ।

उपरोक्त उदाहरण सिद्ध करते हैं कि स्मार्टफोन जब से आम जनता के हाथों में आया है तब से हिंसा, असामाजिकता की लहर सी चल पड़ी । इंटरनेट के आवश्यकता से अधिक इस्तेमाल से बड़ी मात्रा में विद्युत ऊर्जा बर्बाद होती है । एक रिसर्च में पाया गया है कि गूगल पर सर्च करने पर इतनी बिजली बर्बाद होती है कि उससे 13 वाट का बल्ब 1 घंटे तक जलाया जा सकता है तथा गूगल पर दो बार सर्च करने पर लगभग 15 ग्राम CO_2 का उत्सर्जन होता है । विश्व में प्रतिदिन गूगल पर लगभग 3.5 अरब बार सर्च किया जाता है उसी अनुपात में CO_2 उत्पन्न होने के कारण ग्लोबल वार्मिंग के स्तर में वृद्धि इंटरनेट के घातक परिणाम में से एक है ।

ऑफलाइन कक्षा में बच्चे भी अध्ययन को ज्यादा प्राथमिकता देते हैं क्लास रूम का माहौल भी बच्चों को मानसिक रूप से पढ़ने के लिए तैयार करता है जिसमें सभी विद्यार्थियों में एक स्वस्थ प्रतियोगिता की भावना आगे पढ़ने और बढ़ने के लिए उन्हें प्रोत्साहित करती है । क्लास रूम में शिक्षक का भय उनका ध्यान भटकने ही नहीं देता है किंतु ऑनलाइन शिक्षा व्यवस्था ने तो विद्यार्थियों के मन से शिक्षक का भय ही समाप्त कर दिया है । क्लास चलते हुए अपना माइक साइलेंट कर लेना या स्क्रीन पर नहीं आने की सुविधा द्वारा बच्चे शिक्षकों से आंख मिचौली खेलते हैं क्लास में बच्चे की उपस्थिति ऑनलाइन दिखती है, किंतु वास्तव में बच्चा क्लास कर रहा है या नहीं इसकी कोई गारंटी नहीं होती । खुद को उपस्थित दिखाते हुए भी इंटरनेट की गतिविधियों में भागीदारी करना स्मार्टफोन द्वारा संभव है जिसका लाभ हमारे भावी राष्ट्र निर्माताओं द्वारा खूब लिया जाता है । हालाकि सोशल मीडिया पर एजुकेशनल साइट्स भी उपलब्ध है मगर अफसोस कि इसके उपयोगकर्ताओं की संख्या बहुत ही कम है ।

ऑनलाइन पढ़ाई में के संबंध में सुझाव

यदि बच्चों को ऑनलाइन क्लास करवाना है तो इसके लिए जागरूक होना भी जरूरी है जैसे-

1. ऑनलाइन क्लास का समय निश्चित होता है अतः बच्चों से निश्चित समय के बाद स्मार्टफ़ोन वापस ले लिया जाए ।
2. बच्चों की पहुंच से दूर रखने वाले एप्स को ब्लॉक कर देना चाहिए ।
3. एकांत में बच्चों को क्लास ना कराएं ताकि बच्चा नई तकनीक का अनावश्यक लाभ ना उठा सके ।
4. बीच बीच में अभिभावक-शिक्षक मीटिंग की व्यवस्था होनी चाहिए ।
5. अभिभाबको को मोबाइल की हिस्ट्री रोज चेक करनी चाहिए की बच्चे ने क्या क्या देखा ।
6. बच्चों के सोने और जागने के समय पर ध्यान दें और सोते समय बच्चों को मोबाइल बिलकुल ना दे ।
7. यह भी ध्यान दें कि बच्चा ऑनलाइन क्लास से सीख पा रहा है या नहीं, क्योंकि सभी बच्चे ऑनलाइन पढ़ाई के लिए तो सक्षम नहीं होते हैं ।

उपरोक्त बातों को ध्यान में रखकर बच्चों के ऑनलाइन शिक्षा से अतिरिक्त नुकसान की संभावनाएं कम होंगी ।

निष्कर्ष:- नि:संदेह कोरोना काल में ऑनलाइन पढ़ाई ही संकट मोचन रहा है, जिसके कारण बच्चों की पढ़ाई निरंतर बनी रही । ऑनलाइन से बच्चों को डिजिटल तकनीक का ज्ञान भी प्राप्त हुआ, गैजेट का उपयोग तथा सर्च करके दुनिया जहान की महत्वपूर्ण जानकारी ज्ञात करने का गुण विकसित हुआ ।

ग्रामीण इलाकों में इंटरनेट कनेक्टिविटी जैसी परेशानियों के कारण विद्यार्थी ऑनलाइन क्लास से जुड़ नहीं पाते तो दूसरी तरफ व्हाट्सएप ग्रुप द्वारा छात्रों की सीमित संख्या ही जुड़ सकती है । ऐसे में अभिभावकों की चिंता और भी बढ़ गई क्योंकि पहले ही वे बच्चों के मोबाइल की आदत से परेशान थे । अभिभावकों ने मजबूरी में जरूरी समझकर ऑनलाइन क्लास को स्वीकार किया कि उन्हें बच्चों के भविष्य में अंधेरा ना हो । किंतु ऑनलाइन क्लास के बहाने बच्चे इंटरनेट के लती हो गए । किशोरों ने इंटरनेट की रंग बिरंगी दुनिया में जीवन के वह रंग देखे जिससे वो अनजान थे, उनकी बढ़ती उत्सुकता ने कब उन्हें अपराध जगत की सीढ़ियों पर लाकर खड़ा कर दिया, पता ही नहीं चला । आज वे सामाजिक अपराध को मॉडल सोसाइटी का नाम देकर बचना चाहते हैं । उसे हम कभी भी तकनीकी विकास नहीं कर सकते जो हमारी सामाजिक भावनाओं को कुचल कर आगे बढ़ा हो । किसी भी तकनीक का सीमित उपयोग ही हमें लाभान्वित कर सकता है, इस संबंध में जागरूकता ही बचाव है, और इलाज से बेहतर है कि हम बचाव करें, जागरूक बने ।

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पलायन पृष्ठभूमि वाले माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति का अध्ययन

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सारांश

2011 वर्ल्ड बैंक के पलायन रिपोर्ट के अनुसार 21.5 करोड़ से अधिक लोग अपने जन्म स्थान के देश से बाहर रहते है NSSO 2010 के अनुसार भारत में आन्तरिक प्रवासी 309 मिलियन के करीब है जोकि 2001 की कुल शहरी जनसंख्या का 30 प्रतिशत है। 1951 में भारत की शहरी जनसंख्या मात्र 17 प्रतिशत थी जिसके 2025 में बढ़कर 42.5प्रतिशत होने के अनुमान है यह सिर्फ इसलिए कि ग्रामीण क्षेत्रो से लोग बेहतर सुविधाओ की तलाश में शहरो की ओर पलायन कर रहे है । प्रस्तुत शोध का उद्देश्य पलायन का विद्यार्थियों के कल्याण (वैल बीइंग), समायोजन एवं शैक्षिक संप्राप्ति पर प्रभाव का अध्ययन करना है प्रस्तुत शोध पत्र में न्यादर्श के लिए माध्यमिक स्तर के पलायन पृष्ठभूमि वाले 624 छात्र छात्राओ का चयन यादृच्छिक न्यादर्श विधि से किया गया है प्रद्त्तो के संकलन हेतु पलायन अभिवृति हेतु शोधकर्ता द्वारा निर्मित प्रश्नावली का प्रयोग किया है। प्रद्त्तो के विश्लेषण के लिए मध्यमान, मानक विचलन, और अनोवा का प्रयोग किया गया है आकंड़ो के संग्रहण एवं विवेचन के पश्चात निष्कर्ष प्राप्त हुए है कि पलायन पृष्ठभूमि वाले भिन्न भिन्न विषय वर्ग माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति के आर्थिक आयाम, मनोवैज्ञानिक एवं सामाजिक आयाम में सार्थक अन्तर नही पाया गया है । पलायन पृष्ठभूमि वाले भिन्न भिन्न विषय वर्ग के माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति के शैक्षिक आयाम और सम्बद्धता आयाम में सार्थक अन्तर पाया गया है।

प्रस्तावना –

संयुक्त राष्ट्र संघ द्वारा पलायन के सन्दर्भ में कहा है कि " प्रवास सामान्यरूप से निवास स्थान को बदलते हुए एक भौगोलिक इकाई से अन्य इकाई के लिए भौगोलिक गतिशीलता का प्रतीक है" मानव पलायन का मुख्य संवाहक मानव है जो आधुनिक समाज का सबसे अधिक गतिशील एवं विचारशील प्राणी है जिसके व्यवहार में स्थिरता न होकर परिवर्तनशीलता है प्रौद्योगिकी के विकास के साथ साथ प्रवास में भी वृद्धि होती है नगरों में जनसंख्या वृद्धि का मुख्य कारण प्राकृतिक वृद्धि नहीं बल्कि प्रवास है किसी राष्ट्र की जनसँख्या को प्रभावित करने वाले मुख्य तीन तत्व है जैसे जन्मदर , मृत्युदर एवं पलायन यानि जनांकिकी दृष्टिकोण से पलायन का अत्यंत महत्वपूर्ण स्थान है क्योकि पलायन किसी क्षेत्र की जनसँख्या के आकार ,संरचना ,वितरण एवं स्वरूप को तीव्र गति से प्रभावित करती है जबकि जन्मदर एवं मृत्युदर धीमी एवं पूर्वानुमानित गति से जनसंख्या को प्रभावित करती है जबकि पलायन विभिन्न क्षेत्रो में आर्थिक , जनाकिकी , सामाजिक सांस्कृतिक बदलावों की एक श्रृंखला की तरह है । पलायन एक सार्वभौमिक एवं अनवरत घटना है जो मानव सभ्यता के प्रारम्भ काल से मानवीय संस्कृति के साथ अलग अलग रूपों में भिन्न भिन्न समाजो में भिन्न भिन्न प्रकार से दृष्टिगोचर होती है मानवा की यह सम्पूर्ण प्रयास स्वयं के बेहतर जीवन यापन एवं इसकी अभिलाष के लिए होते है उत्तराखण्ड के कुछ क्षेत्रो में पलायन अप्रत्याशित रूप से अत्यधिक विकराल अवस्था में है । आरम्भ में यह एकांकी प्रवृत्ति का था परन्तु अब यह सामूहिक या पारिवारिक रूप ले चुका है जिसके परिणामस्वरूप पर्वतीय ग्राम धीरे धीरे पूर्णत खाली हो रहे है । राज्य में पलायन के लिए मुख्य कारण कृषि भूमि का सिमित होना , अन्य वैकल्पिक रोजगार का अभाव , मुलभुत सुविधाओ का अभाव , स्वास्थ्य सुविधाओ का अभाव , शिक्षा की उतम व्यवस्था का अभाव एवं सम्पूर्ण पर्वतीय कक्षेत्रो में विकास का आभाव एवं क्षेत्रो का आर्थिक रूप से अत्यधिक पिछ्ड़ा होना इत्यादि है दैनिक जागरण की एक रिपोर्ट के मुताबिक, ग्रामीण विकास एवं पलायन आयोग के आंकड़े बताते हैं कि पिछले सात सालों में 700 गांव वीरान हो गए. इससे पहले वर्ष 2011 की जनगणना के अनुसार राज्य में भुतहा गांवों (घोस्ट विलेज) यानी वीरान हो चुके गांवों की संख्या 968 थी जो अब बढ़कर 1668 हो गई है । UKHDR रिपोर्ट के अनुसार उत्तराखण्ड में बेरोजगारी दर 2004 -2005 की 2.1 प्रतिशत की अपेक्षा 2017 में दोगुनी 4.2 प्रतिशत हुई है वही युवा वर्ग 15 से 29 वर्ष की बेरोजगारी दर भी दोगुनी से अधिक 6 गुना बढ़ते हुए 2017 में 13.2 हो गयी है , राज्य की जनसँख्या का दो तिहाई भाग यानि 60 प्रतिशत शिक्षित युवा वर्ग के पास कोई रोजगार के साधन उपलब्ध नही है वही पहले से अस्थायी एवं कम समय अन्तराल के लिए होने वाला पलायन अब स्थायी रूप ले चुका है जिस कारण खाली होते गाँव भुतियाँ गाँव कहलाने लगे है स्थायी रूप से पलायन के पीछे निम्न शिक्षा का स्तर , व्यावसायिक कौशलो का अभाव , न्यून स्तर का आय एवं उन सभी परिस्थियों का सम्मिलित रूप है।

अध्ययन के उद्देश्य –

- माध्यमिक स्तर पर अध्ययनरत छात्र छात्राओं के पलायन अभिवृति के विविध आयामों का विषय वर्ग विभिन्नता के आधार पर अध्ययन करना ।

परिकल्पना –

- माध्यमिक अध्ययनरत स्तर पर छात्र - छात्राओं के पलायन अभिवृति के विविध आयामों में विषय वर्ग विभिन्नता के आधार पर कोई सार्थक अन्तर नही है ।

सीमांकन –

- प्रस्तुत शोध उत्तराखण्ड राज्य के ग्रामीण क्षेत्रो से मैदानी क्षेत्रो की होने वाले पलायन पृष्ठभूमि के विघार्थियों तक सिमित किया गया है ।
- प्रस्तुत अध्ययन माध्यमिक स्तर पर अध्ययनरत पलायन पृष्ठभूमि के कक्षा 12 एवं 11 के विघार्थियों तक सिमित किया गया है ।

शोध अभिकल्प

शोध विधि - प्रस्तुत शोध के उद्देश्यों को ध्यान में रखते हुए वर्णात्मक शोध विधि के अन्तर्गत सर्वेक्षण विधि का प्रयोग किया गया है।

शोध की जनसँख्या – उत्तराखण्ड राज्य के माध्यमिक विघालयों में कक्षा 11 एवं 12 में अध्ययनरत पलायन पृष्ठभूमि वाले विघार्थियों को प्रस्तुत शोध कार्य में जनसँख्या के रूप में सम्मिलिति किया गया है।

न्यादर्श – प्रस्तुत अध्ययन में न्यादर्श के रूप में विघार्थियो का चयन हेतु सर्वप्रथम जिलो का चयन करने के उपरान्त विकासखंडो का चयन किया गया विकासखण्ड के उपरान्त तहसील मुख्यालय से लगे हुए विघालयों का चयन लाटरी विधि से किया गया तत्पश्चात विघालयों में पलायन करके आये परिवारों से आने वाले विघार्थियों को चिन्हित करके यादृच्छिक न्यादर्श विधि से विघार्थियों का चयन किया है ।

उपकरण –

पलायन अभिवृति – प्रस्तुत अध्ययन में पलायन अभिवृति हेतु शोधकर्ता द्वारा प्रश्नावली का निर्माण किया गया है ।

सांख्यिकीय विधि – सांख्यिकीय विश्लेषण के लिये प्रतिशत एवं अनोवा परीक्षण का प्रयोग किया गया है। अनोवा परीक्षण का मान ज्ञात करने के लिये मध्यमान, मानक विचलन तथा मानक त्रुटि की गणना की गयी है।

आंकड़ों का विश्लेषण, परिणामों की व्याख्या एवं निष्कर्ष

<center>विषय वर्ग (कला ,विज्ञान एवं वाणिज्य के आधार पर वर्गीकरण</center>
<center>तालिका 1.1</center>

ग्राफ 1.1	विषय वर्ग	संख्या	प्रतिशत
	कला	217	34.8
	विज्ञान	323	51.8
	वाणिज्य	84	13.5
	योग	624	100.0

तालिका संख्या 4.5 के अवलोकन के आधार पर पाया गया है कि न्यादर्श के रूप में चयनित पलायन पृष्ठभूमि से आने वाले माध्यमिक स्तर के 624 विघार्थियों में से 34.8 प्रतिशत विघार्थी कला वर्ग , 51.8 प्रतिशत विघार्थी विज्ञान वर्ग एवं 13.5 प्रतिशत विघार्थी वाणिज्य विषय वर्ग में अध्ययन करने विघार्थियों को न्यादर्श के रूप में पाया गया है ।**पलायन पृष्ठभूमि वाले माध्यमिक स्तर पर अध्ययनरत विघार्थियों पलायन अभिवृति का विषय वर्ग के आधार पर अध्ययन**

तालिका संख्या 1.2

पलायन अभिवृति	विषय वर्ग	N	Mean	Std. Deviation
आर्थिक आयाम	कला वर्ग	217	50.98	7.066
	विज्ञान वर्ग	323	49.67	6.671
	वाणिज्य वर्ग	84	50.30	7.428
	योग	624	50.21	6.929
सामाजिक आयाम	कला वर्ग	217	62.49	8.082
	विज्ञान वर्ग	323	63.34	8.400
	वाणिज्य वर्ग	84	61.77	7.884
	योग	624	62.84	8.229
शैक्षिक आयाम	कला वर्ग	217	54.05	6.243
	विज्ञान वर्ग	323	54.01	6.731
	वाणिज्य वर्ग	84	52.44	5.871
	योग	624	53.81	6.466
सम्बद्धता आयाम	कला वर्ग	217	35.97	5.408
	विज्ञान वर्ग	323	36.74	6.812
	वाणिज्य वर्ग	84	34.67	6.304
	योग	624	36.20	6.317
मनोवैज्ञानिक	कला वर्ग	217	34.52	5.834
	विज्ञान वर्ग	323	34.84	6.239
	वाणिज्य वर्ग	84	33.32	7.216
	योग	624	34.53	6.254

तालिका के विश्लेषण से स्पष्ट है कि पलायन पृष्ठभूमि माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति के आर्थिक आयाम में विषय वर्ग के अनुसार प्राप्त मध्यमान : कला वर्ग = 50.98 विज्ञान वर्ग = 49.67, एवं वाणिज्य वर्ग = 50.30 पाया गया है तथा विषय वर्ग के अनुसार विघार्थियों के पलायन अभिवृति के आर्थिक आयाम में प्राप्त मानक विचलन क्रमश : 7.066, 6.671 एवं 7.428 पाया गया है जिसमे पलायन अभिवृति के आर्थिक आयाम में कला विषय वर्ग में अध्ययनरत विघार्थियों का प्राप्त मध्यमान उच्च एवं विज्ञान विषय वर्ग से अध्ययनरत विघार्थियों का प्राप्त मध्यमान निम्न है । तालिका के विश्लेषण से स्पष्ट है कि पलायन पृष्ठभूमि माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति के सामाजिक आयाम में विषय वर्ग के अनुसार प्राप्त मध्यमान : कला वर्ग = 62.49 विज्ञान वर्ग = 63.34, एवं वाणिज्य वर्ग = 61.77 पाया गया है तथा विषय वर्ग के अनुसार विघार्थियों के पलायन अभिवृति के सामाजिक आयाम में प्राप्त मानक विचलन क्रमश : 8.082, 8.400 एवं 7.884 पाया गया है जिसमे पलायन अभिवृति के सामाजिक आयाम में विज्ञान विषय वर्ग में अध्ययनरत विघार्थियों का प्राप्त मध्यमान उच्च एवं वाणिज्य विषय वर्ग से अध्ययनरत विघार्थियों का प्राप्त मध्यमान निम्न है । पलायन पृष्ठभूमि माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति के शैक्षिक आयाम में विषय वर्ग के अनुसार प्राप्त मध्यमान : कला वर्ग = 54.05 विज्ञान वर्ग = 54.01, एवं वाणिज्य वर्ग = 52.44 पाया गया है तथा विषय वर्ग के अनुसार विघार्थियों के पलायन अभिवृति के शैक्षिक आयाम में प्राप्त मानक विचलन क्रमश : 6.243, 6.731 एवं

5.871पाया गया है जिसमे पलायन अभिवृति के शैक्षिक आयाम में कला कला वर्ग में अध्ययनरत विघार्थियों का प्राप्त मध्यमान उच्च एवं वाणिज्य विषय वर्ग से अध्ययनरत विघार्थियों का प्राप्त मध्यमान निम्न है । पलायन पृष्ठिभूमि माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति के सम्बद्धता आयाम में विषय वर्ग के अनुसार प्राप्त मध्यमान: कला वर्ग = 35.97 विज्ञान वर्ग = 36.74, एवं वाणिज्य वर्ग = 34.67 पाया गया है तथा विषय वर्ग के अनुसार विघार्थियों के पलायन अभिवृति के सम्बद्धता आयाम में प्राप्त मानक विचलन क्रमश: 5.408, 6.812 एवं 6.304 पाया गया है जिसमे पलायन अभिवृति के सम्बद्धता आयाम में विज्ञान विषय वर्ग में अध्ययनरत विघार्थियों का प्राप्त मध्यमान उच्च एवं वाणिज्य विषय वर्ग से अध्ययनरत विघार्थियों का प्राप्त मध्यमान निम्न है । पलायन पृष्ठिभूमि माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति के मनोवैज्ञानिक आयाम में विषय वर्ग के अनुसार प्राप्त मध्यमान : कला वर्ग = 34.52 विज्ञान वर्ग = 34.84, एवं वाणिज्य वर्ग = 33.32 पाया गया है तथा विषय वर्ग के अनुसार विघार्थियों के पलायन अभिवृति के मनोवैज्ञानिक आयाम में प्राप्त मानक विचलन क्रमश: 5.834, 6.239 एवं 7.216 पाया गया है जिसमे पलायन अभिवृति के मनोवैज्ञानिक आयाम में कला विषय वर्ग में अध्ययनरत विघार्थियों का प्राप्त मध्यमान उच्च एवं विज्ञान विषय वर्ग से अध्ययनरत विघार्थियों का प्राप्त मध्यमान निम्न है ।

<div align="center">तालिका संख्या 1.3</div>

पलायन अभिवृति	ANOVA	Sum of Squares	df	Mean Square	F	Sig.
आर्थिक आयाम	Between Groups	220.766	2	110.383	2.309	.100
	Within Groups	29693.311	621	47.815		
	Total	29914.077	623			
सामाजिक आयाम	Between Groups	203.530	2	101.765	1.505	.223
	Within Groups	41985.797	621	67.610		
	Total	42189.327	623			
शैक्षिक आयाम	Between Groups	183.341	2	91.670	3 .201	.044
	Within Groups	25867.095	621	41.654		
	Total	26050.436	623			
सम्बद्धता आयाम	Between Groups	303.975	2	151.987	3.843	.022
	Within Groups	24560.173	621	39.549		
	Total	24864.147	623			
मनोवैज्ञानिक	Between Groups	154.164	2	77.082	1.977	.139
	Within Groups	24209.425	621	38.985		
	Total	24363.590	623			

तालिका के विश्लेषण से स्पष्ट है कि में पलायन पृष्ठिभूमि वाले माध्यमिक स्तर पर अध्ययनरत विभिन्न विषय वर्ग (कला ,विज्ञान एवं वाणिज्य) के विघार्थियों का पलायन अभिवृति के आर्थिक आयाम के स्वातन्त्र्य कोटि df 2 और 621 के लिए F का सारणीबद्ध मान= 3.00 है तथा अनोवा सारणी से परिकल्पित F का मान 2.309 जोकि सारणीबद्ध मान से सार्थक रूप से अधिक है इसलिए शोध में बनाई गयी निराकरणीय /शून्य परिकल्पना स्वीकृत होती है अत: निष्कर्ष निकलता है कि पलायन पृष्ठिभूमि वाले भिन्न भिन्न विषय वर्ग माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति के आर्थिक आयाम में सार्थक अन्तर नही पाया गया है । माध्यमिक स्तर पर अध्ययनरत विभिन्न विषय वर्ग (कला ,विज्ञान एवं वाणिज्य) के विघार्थियों का पलायन अभिवृति के सामाजिक

<div align="center">135</div>

आयाम के स्वातन्त्य कोटि df 2 और 621 के लिए F का सारणीबद्ध मान = 3.00 है तथा अनोवा सारणी से परिकल्पित F का मान 1.505 जोकि सारणीबद्ध मान से सार्थक रूप से कम है इसलिए शोध में बनाई गयी निराकरणीय /शून्य परिकल्पना स्वीकृत होती है अत: निकर्ष निकलता है कि पलायन पृष्ठिभूमि वाले भिन्न भिन्न विषय वर्ग के माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति   के सामाजिक आयाम में सार्थक अन्तर नही पाया गया है। पलायन पृष्ठिभूमि वाले माध्यमिक स्तर पर अध्ययनरत विभिन्न विषय वर्ग (कला ,विज्ञान एवं वाणिज्य) के विघार्थियों का पलायन अभिवृति के शैक्षिक आयाम के स्वातन्त्य कोटि df 2 और 621 के लिए F का सारणीबद्ध मान = 3.00 है अनोवा सारणी से परिकल्पित F का मान 3 .201जोकि सारणीबद्ध मान से सार्थक रूप से अधिक है इसलिए शोध में बनाई गयी निराकरणीय /शून्य परिकल्पना अस्वीकृत होती है अत: निकर्ष निकलता है कि पलायन पृष्ठिभूमि वाले भिन्न भिन्न विषय वर्ग के माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति के शैक्षिक आयाम में सार्थक अन्तर पाया गया है

तालिका के विश्लेषण से स्पष्ट है कि में पलायन पृष्ठिभूमि वाले माध्यमिक स्तर पर अध्ययनरत विभिन्न विषय वर्ग (कला ,विज्ञान एवं वाणिज्य) के विघार्थियों का पलायन अभिवृति के सम्बद्धता आयाम के स्वातन्त्य कोटि df 2 और 621 के लिए F का सारणीबद्ध मान = 3.00 है तथा अनोवा सारणी से परिकल्पित F का मान 3.843 जोकि सारणीबद्ध मान से सार्थक रूप से अधिक है इसलिए शोध में बनाई गयी निराकरणीय /शून्य परिकल्पना अस्वीकृत होती है अत: निकर्ष निकलता है कि पलायन पृष्ठिभूमि वाले भिन्न भिन्न विषय वर्ग के माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति   के सम्बद्धता आयाम में सार्थक अन्तर पाया गया है । पलायन पृष्ठिभूमि वाले माध्यमिक स्तर पर अध्ययनरत विभिन्न विषय वर्ग (कला ,विज्ञान एवं वाणिज्य) के विघार्थियों का पलायन अभिवृति के मनोवैज्ञानिक आयाम के स्वातन्त्य कोटि df 2 और 621 के लिए F का सारणीबद्ध मान =3.00 है तथा अनोवा सारणी से परिकल्पित F का मान 1.977 जोकि सारणीबद्ध मान से सार्थक रूप से अधिक है इसलिए शोध में बनाई गयी निराकरणीय /शून्य परिकल्पना अस्वीकृत होती है अत: निकर्ष निकलता है कि पलायन पृष्ठिभूमि वाले भिन्न भिन्न विषय वर्ग के माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति के मनोवैज्ञानिक आयाम में सार्थक अन्तर पाया गया है ।

परिणाम एवं निष्कर्ष –

पलायन अभिवृति के आर्थिक आयाम में कला विषय वर्ग में अध्ययनरत विघार्थियों का प्राप्त मध्यमान उच्च एवं विज्ञान विषय वर्ग से अध्ययनरत विघार्थियों का प्राप्त मध्यमान निम्न पाया गया है , सामाजिक आयाम में विज्ञान विषय वर्ग में अध्ययनरत विघार्थियों का प्राप्त मध्यमान उच्च एवं वाणिज्य विषय वर्ग से अध्ययनरत विघार्थियों का प्राप्त मध्यमान पाया गया है, पलायन अभिवृति के शैक्षिक आयाम में कला कला वर्ग में अध्ययनरत विघार्थियों का प्राप्त मध्यमान उच्च एवं वाणिज्य विषय वर्ग से अध्ययनरत विघार्थियों का प्राप्त मध्यमान निम्न है , सम्बद्धता आयाम में विज्ञान विषय वर्ग में अध्ययनरत विघार्थियों का प्राप्त मध्यमान उच्च एवं वाणिज्य विषय वर्ग से अध्ययनरत विघार्थियों   का प्राप्त मध्यमान निम्न है और पलायन अभिवृति के मनोवैज्ञानिक आयाम में कला विषय वर्ग में अध्ययनरत विघार्थियों का प्राप्त मध्यमान उच्च एवं विज्ञान विषय वर्ग से अध्ययनरत विघार्थियों का प्राप्त मध्यमान निम्न है ।

अत: निकर्ष निकलता है कि पलायन पृष्ठिभूमि वाले भिन्न भिन्न विषय वर्ग माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति के आर्थिक आयाम, मनोवैज्ञानिक एवं सामाजिक आयाम में सार्थक अन्तर नही पाया गया है । पलायन पृष्ठिभूमि वाले भिन्न भिन्न विषय वर्ग के माध्यमिक स्तर पर अध्ययनरत विघार्थियों का पलायन अभिवृति के शैक्षिक आयाम और सम्बद्धता आयाम में सार्थक अन्तर पाया गया है।

शैक्षिक निहितार्थ – प्रस्तुत शोध ऐसे विघार्थियों पर आधारित है जो अपना मूल निवास स्थान छोड़कर अन्य स्थान पर जाकर स्थायी एवं अस्थायी रूप से रहकर शिक्षा ग्रहण कर रहे है इस शोध का परिणाम इस ओर इंगित करते है कि पलायन के उपरान्त विघार्थियों को नए परिवेश में आर्थिक, सामाजिक ,सांस्कृतिक एवं मनोवैज्ञानिक चुनौतियों का सामना करना पड़ता है और इन संघर्षों के मध्य विघार्थियों को स्वयं को श्रेष्ठ रूप से समायोजित करते हुए शैक्षिक क्षेत्र में अपनी प्रतिभा का विकास करना एक चुनौतीपूर्ण कार्य है जिसके लिए विघार्थियों को अपने वतर्मान परिवेश से एक सहयोगपूर्ण वातावरण की आवश्यकता होती है जिसके लिए शिक्षक एवं अभिभावक को पलायन कर आये विघार्थियों के साथ अधिक सौहार्दपूर्ण व्यवहार करते हुए संवेदनशील होकर इन विघार्थियों के साथ जुड़ाव रखने की आवश्यता है और पलायन के प्रति जागरूकता में सहयोग हेतु आवश्यक है।

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संदर्भ सूची

ग्रामीण भागातील ऑनलाईन शिक्षण पद्धतीतील आव्हाने -एक अभ्यास

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सहयोगी प्राध्यापिका गृहअर्थशास्त्र विभाग प्रमुख,हुतात्मा राष्ट्रीय कला व विज्ञान महाविद्यालय, आष्टी, जि. वर्धा.

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प्रस्तावना -

प्राचीन काळी गुरुकुल पद्धती होती. तेथे पुस्तकी अभ्यासाबरोबरच अध्यात्मिक संस्कार व शस्त्र चालविण्याचे प्रशिक्षण दिले जायचे. त्यानंतर बदलत्या काळानुसार गुरुकुल पद्धती लोप पावून शिक्षणासाठी शाळा व महाविद्यालये देशात आली. आज सर्वच विद्यार्थी या शाळा व महाविद्यालयात शिकत आहे. परंतु मागील काही वर्षात इंटरनेट क्रांतीमुळे देशात डिजिटल शिक्षणाची सुरुवात होवून प्रत्येक विद्यार्थ्यांच्या हातात ऍन्ड्रॉईड मोबाईल व लॅपटॉप आलेले आहेत. मागील वर्षातील जागतिक महामारी कोविड-19 मुळे तर ऑनलाईन शिक्षणाचे प्रमाण अधिक वाढले आहे. देशातील परंपरागत शिक्षणाने आधुनिक रुप घेतले. वर्तमान काळात E-Education अर्थात ऑनलाईन शिक्षण भारतासह जगभरात लोकप्रिय झाले आहे. ज्यात शिक्षक इंटरनेटचा वापर करुन देशातील किंवा जगभरातील कोणत्याही काना कोपऱ्यात असलेला विद्यार्थ्यांना शिकवू शकतात.

ऑनलाईन शिक्षण म्हणजे काय?

साधारणतः शिक्षणाचे तीन प्रमुख घटक असतात. अध्यापन (Teaching), अध्ययन (Learning) आणि मूल्यमापन (Evaluation) या विविध घटकांसाठी शिक्षणप्रणाली राबविली जाते. आज जगभरात पसरलेली महामारी कोविड-19 मुळे अनेक समस्यांना सामोरे जावे लागत आहे. लॉकडाऊन आणि कर्फ्यूमुळे घरातून बाहेर निघून शिक्षण प्राप्त करणे कठीण झाले आहे. अशा काळात देशातील विविध शाळांमधील शिक्षकांनी ऑनलाईन माध्यमाने विद्यार्थ्यांना शिकविणे सुरु केले. स्काईप, व्हॉट्सअप, झूम व्हिडीओ इत्यादी काही प्रसिद्ध मोबाईल ऍप आहेत. ज्यांच्या मदतीने ऍनलाईन शिक्षण दिले जाते. यात विद्यार्थी आपआपल्या घरीच बसून लॅपटॉप किंवा मोबाईलच्या साहाय्याने शिक्षण मिळवू शकतात. शहरी भागातील काही महाविद्यालयांनी स्वतःचे नवे ऍप तयार केले आहे. विकसीत केलेल्या ऍपद्वारे ऑनलाईन अभ्यास घेतला जात आहे. तर काही शाळांनी व महाविद्यालयांनी व्हिडीओ / मॅसेज / ऑडीओ तयार करुन ग्रुपवर पाठवून अभ्यास होत आहे. वर्गवार विषयानुसार व्हॉट्सअप ग्रुप तयार करुन विषय शिक्षक ऑनलाईन अभ्यास घेत आहे. ऑनलाईन अभ्यासामुळे विद्यार्थी हा शिक्षणाचा प्रवाहात राहून अभ्यासात सातत्य ठेवणे हा उद्देश देखील आहे. शहरी भागात या ऑनलाईन शिक्षणाला उत्स्फूर्त प्रतिसाद मिळाला असला तरी ग्रामीण भागात अनेक तांत्रिक अडचणींना तोंड दयावे लागत आहे. या अडथळ्यामुळे पालक आणि पाल्य दोघेही मेटाकुटीला आले आहे. याशिवाय बहूतेक पालक कामानिमित्य बाहेर जातात काही भागात वीज गेली तर कुठे मोबाईल रेंजची समस्या देखील निर्माण होत आहे. त्यामुळे शहरी भागाच्या तुलनेत ग्रामीण भागात ऑनलाईन शिक्षण गिरविणे कठीण झाले आहे. ग्रामीण भागात बऱ्याचश्या पालकांकडे स्मार्ट फोन / ऍन्ड्रॉईड मोबाईल नाही. त्यामुळे इच्छा असूनही विद्यार्थ्यांना ऑनलाईन वर्गात सहभागी होता येत नाही. प्रत्यक्ष शाळेत जावून जे शिक्षण घेतात तो आनंद ऑनलाईन शिक्षणातून मिळत नाही. सुरुवातीला मुलांना सुद्धा ऑनलाईन शिक्षणाचे कुतुहल होते. परंतु नंतर मात्र एकेक समस्या पुढे येवू लागल्या.

ऑनलाईन शिक्षणात केवळ पुस्तकी अभ्यासावर भर दिला जातो त्यामुळे खेळ व Extra Curricular Activities मागे पडल्या. बालकाच्या सर्वांगीण विकासात कुटुंब समाज या बरोबर शाळेचेही तितकेच महत्व आहे. परंतु ऑनलाईन शिक्षणामुळे बालकांमधील सामाजिकतेवर परिणाम झाला आहे. सामाजिकरणाच्या प्रक्रियेत अडथळा निर्माण झालेला आहे.

अध्ययन क्षेत्र -

प्रस्तुत अध्ययनाचे क्षेत्र हे वर्धा जिल्ह्यातील आष्टी तालुक्यातील लहान आर्वी, मोई, बोटोना, धाडी, ममदापूर इत्यादी खेडे विभागातील आमच्याच महाविद्यालयातील 50 विद्यार्थ्यांची एककात निवड करण्यात आली.

अध्ययनाचे उद्देश -

आधूनिक तंत्रज्ञानाची ओळख जाणून घेणे.

ऑनलाईन शिक्षणात मुलांना पालकांचा पाठींबा जाणून घेणे.

बदलती शिक्षण पध्दतीकडे बघण्याचा दृष्टीकोन जाणून घेणे.

मुलांच्या शिक्षणाप्रती आस्था / महत्व जाणून घेणे.

गृहीत कृत्ये -

ऑनलाईन शिक्षणात तांत्रिक अडचणी येतात.

पालक ऑनलाईन शिक्षणासाठी मुलांना संमती देत नाही.

विद्यार्थी ऑनलाईन शिक्षणात सहभागी होतात.

आर्थिक परिस्थितीमुळे ऑनलाईन क्लासला वेळ देता येत नाही.

संशोधन पध्दती -

प्रस्तुत अध्ययन आष्टी तालुक्यातील खेडे भागात राहणाऱ्या विद्यार्थ्यांच्या ऑनलाईन शिक्षणाशी व आधुनिक तंत्रज्ञानाशी निगडीत आहे. प्रस्तावनेत नमूद केलेल्या अध्ययनाच्या सर्वसाधारण उद्देशावरुन व त्या आधारावर तयार केलेल्या गृहितकृत्यावरुन असे म्हणता येईल की, सदर अध्ययन हे वर्णनात्मक विवेचनात्मक या संशोधन प्रकारातील असून या संशोधनाला योग्य असा संशोधन आराखडा अभ्यासकाने निवडलेला आहे. या संशोधन आराखडयात पुढील मुद्द्यांचा समावेश केलेला आहे. नमुना निवड, माहिती संकलन, त्याचे विश्लेषण व त्या आधारावर काही निष्कर्षांचे निर्वेचन इत्यादी.

नमूना निवड -

प्रस्तुत अध्ययनात वर्धा जिल्ह्यातील आष्टी तालुक्यातील लहान आर्वी, बोटोना, धाडी, ममदापूर, मोई या खेडे गावातील विद्यार्थ्यांची एकक म्हणून निवडतांना नमुन्याकरिता गैरसंभाव्यता नमुना निवड पध्दतीतील सोयीस्कर नमुना प्रकाराचा वापर करुन 50 महाविद्यालयीन विद्यार्थ्यांची निवड करण्यात आली.

तथ्य संकलन - प्रस्तुत अध्ययनात मिळालेली माहिती ही प्रामुख्याने उत्तरदात्यांनी दिलेल्या मौखिक स्वरुपाच्या उत्तरांशी निगडीत आहे. याकरिता मुलाखत अनुसुचीचा आणि निरीक्षण तंत्राचा वापर करण्यात आला.

तथ्यांचे विश्लेषण -

अ.क्र.	विधान	सहमत	शे.प्र.	असहमत	शे.प्र.	एकूण	शे.प्रमाण
1.	ऑनलाईन शिक्षणात तांत्रिक अडचणी येतात.	44	88 %	06	12 %	50	100 %
2.	पालक मुलांना ऑनलाईन शिक्षणासाठी संमती देतात.	11	88 %	39	78 %	50	100 %
3.	विद्यार्थी ऑनलाईन शिक्षणात सहभागी होतात.	15	30 %	35	60 %	50	100 %
4.	आर्थिक परिस्थितीमुळे ऑनलाईन क्लासला वेळ देता येत नाही.	42	84 %	8	16 %	50	100 %
5.	ऑनलाईन शिक्षणासाठी विद्यार्थी	48	96 %	2	4 %	50	100 %

	मोबाईलचाच वापर करतात.						
6.	विद्यार्थ्यांना ऑनलाईन शिक्षण फायदयाचे आहे.	5	10 %	45	90 %	50	100 %

वरील सारणीतील विधान क्रमांक एक ऑनलाईन शिक्षणात तांत्रिक अडचणी येतात. या विधानाशी 50 पैकी 44 उत्तरदात्या विद्यार्थ्यांनी सहमती दर्शविली आहे. ग्रामीण भागात नेटवर्क समस्या ही सर्वात मोठी समस्या आहे. त्याचबरोबर ग्रामीण भागात लोडशेडींगचेही प्रमाण जास्त आहे. त्यामुळे मोबाईलची बॅटरी वरचेवर चार्ज करण्यास अडचणी येतात तर 6 उत्तरदात्यांनी या विधानाला असहमती दर्शविली आहे.

पालक मुलांना ऑनलाईन शिक्षणासाठी संमती देतात या विधानाशी फक्त 11 विद्यार्थी सहमत आहे तर एकूण 39 विद्यार्थी असहमत आहे. बरेचदा विद्यार्थी ऑनलाईन क्लासच्या नावाखाली ऑनलाईन गेम खेळतात किंवा मित्र मैत्रिणीशी चॅटींग करतात. तसेच मुव्ही बघतात, गाणी पाहतात व ऐकतात. त्यामुळे पालक विद्यार्थ्यांना ऑनलाईन शिक्षणासाठी संमती देत नाही. विधान क्रमांक 3 नुसार - विद्यार्थी ऑनलाईन शिक्षणात सहभागी होतात. या विधानाशी 50 पैकी 15 विद्यार्थी सहमत आढळून आले तर 35 विद्यार्थी या विधानाशी असहमत होते. ऑनलाईन शिक्षणात विद्यार्थ्यांना विशेष रुची दिसून येत नाही. त्यामुळे उपस्थितीचे प्रमाण कमी आढळून येते. विधान क्रमांक 4 नुसार - आर्थिक परिस्थितीमुळे ऑनलाईन क्लासला वेळ देता येत नाही, या विधानाशी 42 विद्यार्थी सहम होते तर केवळ आठ विद्यार्थी असहमत होते. ग्रामीण भागात शेती, शेत मजूरी व हात मजूरी हेच अर्थार्जनाचे साधन असल्यामुळे कुटुंबाची आर्थिक परिस्थिती हलाखीची दिसून येते. त्यामुळे कुटुंबातील सर्वच सदस्यांना अर्थार्जनासाठी मजूरीचे काम करावे लागते. त्यामुळे ऑनलाईन क्लासला त्यांना वेळ देता येत नाही. विधान क्रमांक 5 नुसार - ऑनलाईन शिक्षणासाठी विद्यार्थी मोबाईलाचाच वापर करतात. या विधानाशी एकूण 48 विद्यार्थी सहमत होते तर केवळ 2 विद्यार्थ्यांनी असहमती दर्शविली. ग्रामीण भागातील आर्थिक परिस्थिती तसेच ग्रामीण भागाचा विकास पाहता तेथे लॅपटॉप, कॉम्प्यूटर, टॅबलेट या सारख्या मोबाईलला पर्याय असलेल्या साधनांचा वापर विशेष आढळून येत नाही. त्यामुळे बहुतांश विद्यार्थी ऑनलाईन शिक्षणासाठी मोबाईलचाच वापर करतात. विधान क्रमांक 6 नुसार - विद्यार्थ्यांना ऑनलाईन शिक्षण फायदयाचे आहे. या विधानाशी केवळ 5 विद्यार्थी सहमत आहे. ग्रामीण भागात ऑनलाईन शिक्षण विशेष परिणात्मक दिसून येत नाही. कारण मोबाईल वर शिकविलेले विद्यार्थ्यांना बरोबर समजत नाही. ऑनलाईन शिक्षणात तांत्रिक व आर्थिक अडचणी तर येतातच परंतु त्यासोबत शिक्षकांशी प्रत्यक्ष संवाद होत नसल्यामुळे शिकविलेला अभ्यास समजत नाही.

सारांश आणि निष्कर्ष -

ऑनलाईन शिक्षणाला आधुनिक शिक्षणाचे स्वरुप म्हटले जाऊ शकते. ज्यात विद्यार्थ्यांना लांब प्रवास करुन कॉलेजमध्ये यावे लागत नाही तर घरीच लॅपटॉप किंवा मोबाईल वरुनच शिक्षकांशी संपर्क साधता येतो. तसेच विदेशात जाऊन उच्च शिक्षण घेण्यासाठी खूप खर्च येतो मात्र ऑनलाईन शिक्षणामुळे मात्र घरी राहूनच कमी खर्चात उच्च शिक्षण विद्यार्थी घेवू शकतात. परंतू हे सर्व जरी खरे असले तरी ग्रामीण भागातील कुटुंबाची आर्थिक स्थिती पाहता साधा ऍन्ड्रॉईड फोन घेणे सुद्धा त्यांना खर्चाला झेपत नाही तसेच दर महिन्याला नेट पॅक टाकणेही शक्य नसते. लॅपटॉप घेणे तर फार दूरची गोष्ट आहे. याशिवाय ग्रामीण भागात नेटवर्क तितकेसे स्ट्रॉग नसते त्यामुळे वारंवार नेट कनेक्टीव्हीटीची समस्या निर्माण होते त्यामुळे व्हिडीओ थांबणे, व्हिडीओ अडकणे, आवाज ऐकू न येणे, रेंज नसणे इत्यादी समस्या दिसून येतात. ही परिस्थिती जरी सत्य असली तरी ऑनलाईन शिक्षणामुळे विद्यार्थ्यांना अत्याधुनिक तंत्रज्ञानाची माहिती होते. मुलांचा आत्मविश्वास वाढतो, त्यांच्या ज्ञानात भर पडते.

सुचना व उपाय -

प्रस्तुत अध्ययन वर्धा जिल्ह्यातील आष्टी तालुक्यातील ग्रामीण भागातील विद्यार्थ्यांशी संबंधीत आहे. ऑनलाईन शिक्षणपद्धती जरी पाश्चात्य व आधुनिक पद्धती असली तरी ग्रामीण भागात मात्र ही पद्धती तितकीशी परिणामकारक ठरलेली नाही. यासाठी ग्रामीण भागापर्यंत डींी ेपस नेटवर्क पोहोचणे गरजेचे आहे. शिक्षणासाठी ग्रामीण भागातील विद्यार्थ्यांना कमी पैशात मिळेल तसेच हॅडसेट उपलब्ध करुन देणे आवश्यक आहे. त्याचबरोबर मोबाईलमध्ये महिन्याचा ठशलहरीसश झरलझ हा सवलतीच्या दरात सरकारी पातळीवर उपलब्ध होणे आवश्यक आहे. या सर्व बाबींची पूर्तता झाली तरच ग्रामीण भागात ऑनलाईन शिक्षण पद्धती यशस्वी होईल.

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Role of Moral Education in Education Process

किरण कुमारी

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नैतिक शिक्षा मनुष्य के जीवन में बहुत आवश्यक है। इस का आरंभ मनुष्य के बाल्यकाल से ही हो जाता है। सब पर दया करना, कभी झूठ नही बोलना, बडों का आदर करना, दुर्बलो को तंग न करना, चोरी न करना, हत्या जैसा कार्य न करना, सच बोलना सबको अपने समान समझते हुए उनसे प्रेम करना, सबकी मदद करना, किसी की बुराई न करना आदि कार्य नैतिक शिक्षा या नैतिक मूल्य कहनें है।

आज मानवीय जीवन की नैतिक शिक्षा का होना ही समाज सुधार की प्रथम सीढ़ी है। नैतिक शिक्षा की समाज में बहुत ही अहम् भूमिका है। आज अगर देखा जाए तो मानवीय जीवन सिर्फ और सिर्फ अपने जीवन को सुधारने में ही लगा रहता है। जिसके लिए वो तरह-तरह की शिक्षाऍ ग्रहण करता है। नैतिक शिक्षा भी मानव जीवन की सबसे बड़ी आवश्यकता है। क्योंकि जीवन में नैतिक मूल्यों का होना जीवन का प्रथम लक्ष्य होना चाहिए। शिक्षा मानव को पशुओं से अलग बनाती है, क्योंकि शिक्षा ही हमें बताती है कि हमें जीवन में कैसे आगे बढ़ना हैं, और समाज में हमें इन आदर्शों के साथ सम्बन्ध स्थापित करके अपने जीवन को सुखमय बनाना है।

सभी धर्मग्रंथों का उदेश्य रहा है कि मनुष्य के अंदर नैतिक गुणों का विकास करना ताकि वह मानवता और स्वयं को सही रास्ते में ले जा सकें। एक बच्चे को बहुत पहले ही घरवालों द्वारा नैतिक मूल्यों से अवगत करा दिया जाता है। जैसे-जैसे उसकी शिक्षा का स्तर बढ़ता जाता है। उसके मूल्यों में विस्तार होना आवश्यक हो जाता है। ये मूल्य उसे सिखाते हैं कि उसे समान में, बड़ो के साथ, अपने मित्रों के साथ व अन्य लोगों के साथ कैसे व्यवहार करना चाहिए। विद्यालय में किताबों में वर्णित कहानियों और महत्वपूर्ण घटनाओं के माध्यम से उसके मूल्यो को संवारा व निखारा जाता है। हमारी शिक्षा प्रणाली से नैतिक मूल्यों का क्षरण हो रहा है। क्योंकि इनमें नैतिक शिक्षा का अभाव है।

आज का बालक कल का भविष्य होता है। हमें वर्तमान बालकों का गहन अध्ययन करना होगा। इस निमित उनकी विशिष्टताओं और भिन्ताओं को समझते हुए उन्हें राष्ट्रीय अपेक्षाओं के अनुकूल बनाना होगा। ''विद्यार्थी राष्ट्र के भाती कर्णाधार है, और इनका नैतिक, मानसिक तथा शारीरिक विकास अध्यापक के उपर ही निर्भर करता है। यह सत्य है कि समाज और राष्ट्र के निर्माण में अध्यापक का स्थान अत्यंत ही महत्वपूर्ण है। राष्ट्र का सच्चा और वास्तविक निर्माण अध्यापक ही माना जाता है। जिस प्रकार पौधे को वृक्ष रूप में परिवर्तित करने के लिए अथक परिश्रम द्वारा उसकी देखभाल की जाती हैं ठीक उसी प्रकार विधालय रूपी उपवन में विकसित होने वाले बच्चों रूपी पौधो का सर्वागीण विकास अध्यापक द्वारा ही किया जाता है। वह अपने विधार्थियो को शिक्षित और ज्ञानवान बनाकर ज्ञान की एक ऐसी अखंड ज्योति जला देते है, जो देश और समाज के अंधकार को दूर कर साथ और न्याय का प्रकाश फैलाता है। किसी समाज या राष्ट्र का निर्माण के लिए हमें एक व्यापक दृष्टि की जरूरत होती है। शिक्षा वह है जो विधार्थियो को किताबी ज्ञान के अलावा नयी चीजे सोचने-समझने को प्रेरित करें। जो उन्हें जाति धर्म के भेदभाव से दूर करें, भाईचारा बढ़ाए, महिलाओं के प्रति सम्मान तथा निर्धन व बेसहारा लोगों के प्रति सहानभूति व मदद की भावना पैदा करें। विवेकानन्द ने भी कहा था- हम ऐसी शिक्षा चाहते है, जिससे चरित्र का निर्माण हो, मन की

शक्ति में वृद्धि हो, बुद्धि का विस्तार हो और जिसमें व्यक्ति अपने पांवो पर खड़ा हो सकें, नैतिकता के बगैर जीवन में आत्मोन्नति संभव नही है। नैतिकता पूर्ण जीवन जीकर, दुसरे के समझ आदर्श प्रस्तुत करकें ही इस जीवन में सफलता के सही मार्ग का चयन कर सकते है।

नैतिक मूल्य और वर्तमान शिक्षा–

शिक्षा से ही राष्ट्र का निर्माण होता है, विकास होता है, हमारा देश कभी विश्व गुरू था। सभी विधाओं में अग्रणी विश्व के अन्य देशों से विद्यार्थी हमारे विख्यात गुरूकुलों तक्षशिला, नालंदा, विक्रमशिला में विद्यार्जन करने आते थे। आज हमारी शिक्षा केवल सरकार या प्राइवेट सेवक करती है, नैतिक मूल्यो का शिक्षा में कोई विद्यार्थी का समाज या देश से जुड़ाव नही है, जो चिंताऍ राष्ट्र हित में होनी चाहियें उनमे वह कोसो दूर है। आज शिक्षिक व्यवसायिक वन चूके है, जो एक कटू सत्य है। शिक्षक भी इसी मानसिकता का शिकार है, उसका उदेश्य भी वही अर्थोपार्जन और समृद्धि की और बढ़ना है। अतः परवरिश के दौरान ही अपने बच्चे को उसके नैतिक मूल्यो की सही शिक्षा दिया जाना जरूरी है, जिसके आधार पर वो सही और गलत का भेद समझकर सही निर्णय ले सकें। शिक्षार्थी के जीवन में नैतिक मूल्य परक उच्च शिक्षा का महत्वपूर्ण स्थान है, क्योंकि नैतिक मूल्यो वाली उच्चशिक्षा लोगों को एक अवसर प्रदान करती है, जिससे वे मानवता के सामने शोचनीय रूप से उपस्थित समाजिक, आर्थिक, संस्कृतिक, नैतिक और आध्यात्मिक मसलों पर सोच विचार कर सकें। शिक्षा मनुष्य के सम्यक, विकास के लिए उसके विभिन्न ज्ञान तंतुओं को प्रशिक्षित करने की प्रक्रिया हैं।

नीती शास्त्र की उक्ति है–‘‘

ज्ञानेन हीनाः पशुभिः समानः। ’’ अर्थात ज्ञान से हीन मनूष्य पशु के समान है। ज्ञान की प्राप्त शिक्षा या विद्यानाम’ कहकर इसी सिद्धांत का समर्थन किया है।

प्राचीन शिक्षा पद्धतिः

प्राचीन काल में भारत केा संसार का गुरू कहा जाता था भारत को प्राचीन काल मे सोने की चिड़िया कहा जाता था। प्राचीन काल मे ऋषियों एवं विचारको ने यह घोषणा की थी की शिक्षा मनुष्य की वृतियों के विकास के लिये बहुत आवश्यक है। शिक्षा से मानव की बुद्धि परिष्कृत और परिमार्जित होती है।

भारतीय शिक्षा का उदेश्य मानव को पूर्ण ज्ञान करवाना, उसे ज्ञान से प्रकाश की ओर आगे करना और उसमें संस्कारो को जगाना। प्राचीन शिक्षा में नैतिक शिक्षा का महत्वपूर्ण स्थान होते है। पूराने समय में यह शिक्षा नगरों से दूर जंगलो मे ऋषियों एवं मुनियों के आश्रमों मे दी जाती थी। इस समय छात्र पूरे २५ वर्ष तक ब्रहाचर्य का पालन करते थे। और अपने गुरू के चरणों की सेवा करते हुए विधा का अध्ययन करते थे। आज हमारे स्वतंत्र भारत में सच्चरिताकी बहुत बड़ी कमी है। सरकारी और गौर सरकारी सभी स्तरों पर लोग अपने मनों में विष धालने का काम करते है।

इन सब का कारण हमारे स्कूलों और कॉलेजो में नैतिक शिक्षा का लुप्त होना। मनुष्य को विज्ञान की शिक्षा दी जाती है उसे तकनीकी शिक्षण भी दिला जाता है लेकिन उसे असली अर्थो में इन्सान बनना नही सिखाया जाता है। नैतिक शिक्षा मनुष्य की अमुल्य सम्पति होती है। इस सम्पति के आगे सभी सम्पति तुच्छ होती है। इन्ही से राष्ट्र को निर्माण होता है और इन्ही से देश सुदृढ़ होता है।

नैतिक शिक्षा की आवश्यकताः

शिक्षा का अर्थ होता है कि मानव को सही अर्थो मे मानव बनाया जाये। उसमें आत्मनिर्भरता की भावना को उत्पन्न करे, देशवासियो का चरित्र निर्माण करे, मनुष्य को परम उरूशार्थ की प्राप्ति करना है, लेकिन आज यह सब केवल पटकी पूर्ति के साधन बनकर रह गये हैं। नैतिक मूल्यो को निरन्तर हास किया जा रहा है।

परिवारः

बालक का नैतिक और चारित्र विकास परिवार के सदस्यों और परिवार के वातावरण से भी प्रभावित होता है। नैतिक मूल्यो को बालक सर्वप्रथम अपने परिवार से ही सीखना प्रारम्भ करता है। माता-पिता तथा अन्य परिवार के सदस्यो के विचार तथा आचरण बालक के नैतिक व्यवहार विकास को सर्वाधिक प्रभावित करते है। बालकों का लालन-पालन किस प्रकार किया जाता है, इसका भी उनके नैतिक विकास पर प्रभाव पड़ता है। अध्ययनों मे यह देखा गया है कि जिन परिवारों का वातावरण दूषित होता है उन परिवारों के बालक मिथ्याभाषी, चोर, डरपोक, ईर्ष्यालु, घर से भागने वाले, बाल अपराधी, क्रोधी और दुराचारी आदि कुछ भी हो सकते है। यह भी देखा गया है कि यदि परिवार के सदस्य शराबी, जुआरी, वेश्यागामी या दुराचारी आदि है तथा पति-पत्नी का आपस में एक दूसरे पर कोई नियन्त्रण नही है तो ऐसे परिवारो की सन्तानों का अनैतिकता का व्यवहार अपने ही परिवारो से सिखने मे बहुत बड़ी प्रेरणा मिलती है।

विद्यालयः

परिवार के बाद विद्यालय का भी बालक के नैतिक और चारित्रिक विकास पर महत्वपूर्ण ढंग से प्रभाव पड़ता है। विद्यालय के शिक्षक, सहपाठी और वातावरण आदि सभी कुछ बालक के नैतिक विकास में कुछ न कुछ योगदान अवश्य देते है। यदि विद्यालय का समान्य अनुशासन और व्यवस्था ठीक होती है। वहाँ पढ़ने वाले बालको को चारित्रिक विकास के लिए सुन्दर वातावरण मिलता है। विद्यालयों में बालको के नैतिक विकास पर उसके साथी समूह का भी महत्वपूर्ण ढंग से प्रभाव पड़ता है।

उदाहरण के लिए, बालक के साथी यदि दुराचारी है तो निश्चय ही बालक में भी इसी प्रकार के व्यवहार प्रतिमान विकसित होगें।

साथी समूहः

जब बालक स्कूल जानें लग जाता है तब उसका साथी समूहो से सम्बन्ध बनने लग जाता है बालक की जैस-तैसे आयु बढ़ती है उसके साथी समूहो की संख्या बढ़ती जाती है, पड़ोस और स्कूल में उसके बहुत से मित्र बन जात है बालक इन मित्रों या साथी समूहों से बहुत अधिक प्रभावित होता है। वह अपने इन्ही साथी समूहो से अनेक प्रकार के नैतिक मूल्यो को सीखता है इस दिशा में हुए अध्ययनों मे यह देखा गया है कि जिस प्रकार के चरित्र वाले बालको का साथी समूह के बीच बालक रहता है उसी प्रकार के नैतिक मूल्य वह भी सीखता है। उसके मित्रगण यदि उच्च नैतिक मूल्यो वाले है तब बालक भी इसी प्रकार के मूल्यों सीखता है अतः हम कह सकते है कि बालक का चारित्रिक विकास उसके साथी समूह से प्रभावित होता है।

निष्कर्षः

आज के भौतिक युग में नैतिक शिक्षा बहुत ही जरूरी है। नैतिक शिक्षा ही मनुष्य को मनुष्य बनाती है लेकिन नैतिक शिक्षा से सही राष्ट्र का सही अर्थो में निर्माण होता है। नैतिक गुण के होने से ही मनुष्य संवेदनशिल बनता है। आज के युग में लोगों के सर्वागीण विकास के

लिये नैतिक शिक्षा बहुत ही जरूरी है। नैतिक शिक्षा से ही कर्तव्य निष्ठ नागरिकों का विकास होता है।

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प्रस्तावनाः-

सध्याच्या परिस्थितीत संपूर्ण जगात एका विशाणुने थैमान घातलेला आहे.त्याची भयंकर अराजकता आशिया, युरोप, अमेरीका, आफ्रिका, आस्टेलिया खंडाला भेडसावत आहे.त्यातुन पैसिफिक महासागर, अटलांटिक महासागर, हिंदी महासागर, आर्क्टीक्ट महासागर सुध्दा सुटलेला नाही.पुर्व असो या पश्चिम, उत्तर असो या दक्षिण दिशही सुटलेली नाही.ना ख्रिश्चन, मुस्लीम, हिंदु, बौध्द, जैन पारसी, शिख धर्म ही सुटलेला नाही.तो जणुकाही एखाद्या तुफान झंझावाता प्रमाणे संपूर्ण जग आपल्या घशाखाली घालित आहे.त्यामुळे संपुर्ण जगातील स्त्री-पुरूश,आबालवृध्द भयभित झालेला आहे.या विषानुची लागवड क्रिकेटचा 'टि-20'प्रकारातील स्कोअर प्रमाणे वाढत आहे आणि यमराजाने प्रत्यक्ष पृथ्वीवर अवतरून मृत्यूंचे तांडव नृत्य सुरू केलेले आहे. अशा या विषाणुचे नाव कोविड-19 असे आहे.सध्या जगात कोविड-19 या महामारीचा बहुमुखीरूप (Delta+ डेल्टा +) या नावाने तिस-या लाटेत रूपांतरीत झालेला आहे.तेव्हा त्याचे ग्रामिण भागामध्ये ऑनलाईन शिक्षणाचे आव्हाण कसे उभे केले आहे त्यांची माहिती या लेखात घेण्यात येत आहे.

1) विषाणुचा जन्म आणि अर्थः-

करोना हे एका विषाणु समुहाचे नाव आहे. हे विषाणु भारताला पुर्वी पासुन माहित आहेत.2003 मध्ये आढळलेला 'सार्स'हा आजार किंवा 2012 मध्ये आढळलेला 'मर्स' हा आजार हे सुध्दा करोना विषाणुमुळे होणारे आजार आहेत परंतु डिसेंबर 2019 मध्ये चीनच्या वुहान शहरात सुरू झालेल्या या उद्रेकामध्ये जो कोरोना विषाणु आढळला त्या पुर्वीच्या करोणा विषाणुपेक्षा वेगळा आहे.म्हणुन त्याला नावेल अर्थात नवीन करोना विषाणु असे संबोधण्यात येते.जागतीक आरोग्य संघटनेने (WHO) या आजारास 'कोविड-19 असे नाव दिले आहे. (Corona Virus Disease -2019).

करोना हा प्राणी जगातून मानवाकडे आलेला विषाणु आहे.तो मुख्यत्वे वटवाघळामध्ये आढळतो.बेसुमार जंगलतोड, वाढते श्हरीकरन,कच्चे मास खाण्याची सवय इत्यादी कारणांमुळे प्राणी जगतातील सुक्ष्मजीव मानवामध्ये प्रवेश करतात.[1]

चीनचे वुहान शहरामध्ये एक संस्था आहे.'वुहान इस्ट्रिटयुट ऑफ वायरॉलाजी'ह्या संस्थेमध्ये वेगवेगळया विषाणुवर संषोधन करण्यात येते आणि चिनच्या सरकारी आकडेवारीनुसार 1500 वेगवेगळया व्हायरस ह्या संस्थेमध्ये संवर्धित करून ठेवले आहेत.त्याच वुहान शहरामध्ये करोनाचा सर्वप्रथम 08 डिसेंबर , 2019 ला फौलाव झाला.[2]

2) विषाणुचा प्रसार आणि दशहत-

कोरोना-2019 या विषाणुचा जन्म चीनच्या वुहान प्रांतात झाला.त्या प्रान्तात तो प्रचंड वेगाने प्रसार पावला. येथुन तो वेगाने युरोपीयन देषात ज्या मध्ये इटली,स्पेन,जर्मणी,फ्रांन्स,इंग्लंड,अमेरीका या महत्व पुर्ण देशात तो प्रसार पावला , त्यानंतर इरान,रषिया,दक्षिण कोरिया,जपान,भारत,पाकिस्तान,आस्ट्रेलिया या सारख्या देशात तो प्रसार पावला आणि आता तर आज घडीला जगातील 211 देशात त्यांने पाय रोवले.केवळ पायच रोवलेले नसुन जगातील सर्वच देशात 'करोना-2019'ची प्रचंड दहशत निर्माण झाली. त्याला जागतिक आरोग्य संघटनेने (WHO) 'जगातील माहामारी' घोषित केली. एवढेच नव्हे तर जगातील बुध्दीवंत,डॉक्टर्स, शास्त्रज्ञ करोना-2019 ला प्रतिबंध

घालण्यासाठी दिवसरात्र एक करून प्रतिबंधक लश तयार करण्यात गुंतलेले दिसुन येतात. परंतु अजुनपर्यंत खात्रीलायक लश संपुर्ण जगात निर्माण होवू शकलेली नाही. तरी सध्या जगात रशियाची स्फुटनिक व्ही, माडर्ना फायझर, जान्सन अँड जान्सन, नोव्हाव्हॅक्स अमेरिका, सिनोव्हॅक चीन, कोविशिल्ड, कोव्हॉक्सिन भारत या लसी उपलब्ध झालेल्या आहेत.

भारतात या विशानुने दिनांक 30 जानेवारी,2020 ला केरलमध्ये श्रीगणेशा केला, सुरूवातीला चोर पावलांनी हळूहळू पाय रोवू लागला.एकदा का पाय रोवला की,त्याला घट्ट धरून मुळासकट नष्ट करण्याचा प्रयत्न हा देशात करितो. त्यावर प्रतिबंध घालण्याकरिता भारत सरकारने दिनांक 22 मार्च, 2020 ला सकाळी 7.00 ते रात्रो 9.00 वाजे पर्यंत 'जनता कर्फ्यु'पाळण्यात आला तसेच विषाणुचा प्रकोप समोर दिसु लागताच दिनांक 24 मार्च, 2020 ला रात्री 12.00 वाजेपासून म्हणजे गुडी पाडव्यांच्या शुभ मुहुर्तावर संपुर्ण देशात 21 दिवसांचा 'लॉकडाउन' घोषित करण्यात आला. या लाकडॉउनची अंमलबजावणी समग्र देशात सुरू झाल्यामुळे या विषाणूवरती आळा बसल्यासारखे झाले .परंतु 'निजामुद्दिन मरकज' मुळे आगीचे रूपांतर फोफाटयात झाले. त्यावर उपाय म्हणुन भारत सरकारच्या वतीने दिनांक 5 एप्रिल, 2020 ला समग्र देषात रात्री 9.00 वाजता 9 मिनिटांकरीता घरातील सर्व दिवे विझ्वुन घराच्या दारात बालकनीत उभे राहत 'तमसो मा ज्योतिर्गमय' या उक्ती प्रमाणे मेणबत्ती,मातीचे दिवे पेटवुन, मोबाइलची प्लैषलाईट,टार्च उजळुन उभे राहण्याचा उपक्रम राबविण्यात आला.

3) विषाणूला रोखण्यासाठी घ्यावयाची काळजी-

जागतिक आरोग्य संघटना (WHO) आणि भारत सरकारच्या वतीने या विशाणुला रोखण्याकरिता अनेकविध उपाययोजना राबविण्यात येत आहेत.विशेषतः 'सैनिटाझ्झर' ह्या प्रतिजैविक औषधीची फवारणी समग्र देशात करण्यात येत आहे.सोसल डिस्टनसिंग (Social Distancing) चा वापर करण्यात येत आहे.तसेच देशवासीयांना खालील काळजी घेण्याचे सांगण्यात येत आहे. ज्यामध्ये शिकतांना किंवा खोंकताना नाका-तोंडावर रूमाल घेणे,सतत सैनिटायझ्झर किंवा साबनांनी हात धुणे, बाहेर पडतांना मास्क लावणे,एकमेकांनी हात जोडुन नमस्कार करणे,(हातात हात न मिळवणे) सार्वजनिक ठिकाणी ,उघडयावर थुंकण्यास मनाई करणे,पुर्णपणे शिजविलेले अन्न खाणे,रोग प्रतिकारशक्ती वाढविण्यासाठी आवश्यक जीवनसत्वे असणारी फळे आणि भाजीपाल्याचे सेवन करणे,घरीच थांबने आणि समग्र देशात लॉकडाउन करणे या सारख्या उपाययोजना करण्यात येत आहेत.साथरोगतज्ञाच्यामते (एपिडेमॉलॉजिस्ट) विशाणूचा रोग कोणताही असला तरी,त्याचा प्रतिकार करण्याची एक त्रिसुत्री आहे.ती म्हणजे चाचणी, शोध, आणि उपचार (इंग्रजीत ती 'टी',टेस्ट,ट्रेस,ट्रिट) होय.[3]

4) भारतातील माहिती – तंत्रज्ञानातील प्रगती:-

आव्हाने व मर्यादा असूनही भारताने तंत्रज्ञान क्षेत्रात सर्वांगीन प्रगती केली आहे. अवकाश आणि अनुउर्जा या सारख्या क्षेत्रातील आपली कामगिरी विशेष उल्लेखनिय आहेत. त्याच बरोबर काळाची गरज लक्षात घेऊन भारताने गेल्या काही वर्षात माहिती तंत्रज्ञान क्षेत्रात अभुतपूर्व प्रगती साध्य केली आहे. डिजीटल इंडिया, मेक इन इंडिया आणि आत्मनिर्भर भारत अभियान या राष्ट्रीय कार्यक्रमातून भारत सरकारने या बाबतीत सातत्याने पुढाकार घेतला आहे. या अभियानाच्या यशस्वीतेने हे लक्षात येते की, भारताकडे क्षमता व संधीची कमतरता नाही. म्हणूनच आयटी क्षेत्रातील भारताच्या महत्वकांक्षा यापूढे मर्यादीत राहू शकत नाहीत.

भारत स्वातंत्र्याची पंच्याह्त्तर वर्षे पूर्ण करण्याच्या दिशेने पुढे जात आहे. या दिर्घ कालवधीत देशातील विज्ञान आणि तंत्रानातील कामगिरीचे विश्लेषण आपल्या देशाची ऐतिहासीक पार्श्वभुमी आणि सामाजिक परिस्थितीचा विचार करून करणे आवश्यकत आहे. प्रदिर्घ गुलामगीरी, सामाजिक समस्या , आर्थिक असंतुलन ,

निरक्षरता, पायाभूत विकासाचा अभाव आणि अशा व यासदृश्य इतर समस्याच्या पार्श्वभुमी वर भारत पुढे सरसावत आहे.[4]

5) ग्रामीण भागाची आर्थिक स्थिती :-

मी डॉ. आंनद के. भोयर महाराष्ट्राच्या अगादी पूर्व दिशेला असणा-या गडचिरोली जिल्ह्यात कार्यरत आहे. गडचिरोली जिल्याचे नाव घेताच नजर समोर नक्षलवादी, आदिवासी , अविकसीत , उद्योग विहीन जिल्हा, अज्ञान व अंधश्रध्देत खितपत पडलेला, बेरोजगारीने थैमान घातलेला, वनाच्छदीत जिल्हा अशी ओळख समग्र महाराष्ट्रात होते. या व चंद्रपूर अशा दोन्ही जिल्हया मिळनू 2011 ला राष्ट्रसंता तुकडेजी महाराज नागपूर विद्यापीठ, नागपूर विभाजन होऊन गोंडवाना विद्यापीठ, गडचिरोलीची गोंडवानात स्थापना झाली. पाहता पाहता विद्यापीठाने दिवसागनिक कात टाकावयाला सुरूवात केली, एका मागून एक वर्ष उलटली आणि एकदम जगात कोविड -19 ची महामारी आली ती परिसरात मार्च 2020 पासून सुरू झाली.... पसरली. त्यातून Online Education ची संकल्पना वाढीस लागली. प्रथम:ता TYBA ची Online Exam घेऊन कशी बशी यशस्वी केली. तदनंतर 2020 -21 या सत्राला सुरूवात झाली. Online education चा भार विद्यापीठाने , राज्य सरकार आणि केंद्र सरकारने तगादा लावला. आता तर केंद्र सरकारने 40 % online आणि 60 % off line अभ्यासक्रम पूर्ण करण्याचे आदेश काढले.

मित्रांनो माझा Online education & Online Exam ला विरोध नाही. परंतू या भागाची आर्थिक परिस्थिती समजून घेणे आवश्यक आहे. सुरूवातीला वर म्हटल्या प्रमाणे उद्योगविहीन, आदिवासी, नक्षलवादी, वनाच्छादित , बेरोजगारीने थैमान घातलेला जिल्हा अशी ओळख असलेला. यातील लोक जीवन आपल्या उदर निर्वाहासाठी शेतीकडे वळलेला आहे. ही शेती निसर्गावर अवलंबून आहे. त्यामुळे कधी ओला तर कधी सुका दुष्काळ पाचविला पुसलेला आहे. घरात सतराविश्व दारिद्र आहे. त्यातल्या त्यात प्रत्येक कुटूंबात हम दो हमारे चार अशी लोकसंख्या वाढ आहे. नव्याने विद्यापीठ झाल्यामुळे आणि शासनाच्या वसतीगृहांच्या संकल्पनेमुळे कसेतरी शिक्षण होऊ लागले होते. परंतू कोविड -19 ची जागतिक महामारी आली आणि त्यातून Online Education सुरू झाले. परंतू या शिक्षणकरीता लागणारी व्यवस्था म्हणजे अॅड्राईड मोबाईल , टॅब, लॅपटॉप, कॉम्पूटर हे महागडे साहित्य ना विद्यार्थ्यापासी ना पालकांपासी, असेल तर एखादे डब्बा फोन, असेल एखादे अॅड्राईड तर एक मुलगा पदवीला, दुसरा बारावी, तिसरा दहावी आणि चौथा सातवी तेव्हा एक फोन एका वेळी किती मुलांना मिळेल. याची कल्पना न केलेली बरी? बर एड्राईड मोबाईल ची किंमत सुध्दा 10,000 रू. च्यावर ते त्या पालकाला परवडेल का? याचाही विचार होणे आवश्यक आहे.

6) नेटवर्कच्या जाळयाचा अभाव :-

मित्रानोंं , कोविड-19 च्या जागतिक महामारीतून Online Education ची संकल्पना आली आणि ती आता रूढ होवू लागली आहे. परंतू या शिक्षणाकरीता लागणारी व्यवस्था अजुनही भारताच्या स्वातंत्रयाला 75 वर्षे पुर्ण होऊन ग्रामिण भागात झालेली नाही. यांचे फारमोठे दु:ख आहे. खरे तर ! देशाचे विभाजन आज स्पष्टपणे दिसून येते. एकिकडे **India** तर दुसरी कडे **भारत**, India यात सर्व काही आहे. परंतू भारतात मात्र त्यांचा पूर्णत: अभाव आहे. अजुनही ग्रामीण भागात 24 तास विज पुरवठा सुरळीत पणे पूर्ण होत नाही. इंटरनेटचे जाळे ग्रामीण भागात विणल्या गेलेले नाही. केवळ BSNL तालुका स्तरावर टॉवर बांधला गेले. परंतू त्यांची रेंज सिमीत ठेवल्या गेली त्यामुळे रेंजच्या पलिकडे मोबाईल चालत नाही एवढेच नव्हे तर टॉवरची क्षमता ही सुध्दा कमी ठेवलेली आहे. त्यामुळे BSNL केवळ शोभेची वास्तू तयार झालेली आहे. India मध्ये मिळणारे Gio, Airtel, IDEA चा थांगपत्ता सुध्दा ग्रामीण भागाला लागलेला नाही. कारण की या प्रायवेट कंपन्या नक्षलवादी चळवलीला त्यांच्या, हल्लाला घाबरत आहेत. कुटे कुटे Gio चे टॉवर तयार करण्यात आले परंतू सुरू करण्यात आलेले नाहीत.

7) शिक्षकांची आणि शिक्षणाची व्यवस्था :-

समग्र महाराष्ट्रात शिक्षणाची व्यवस्था बघीतली तर सरकारी महाविद्यालय 5% तर गैरसरकारी महाविद्यालये 95%. सरकारी महाविद्यालयात शासनाच्या नियमाप्रमाणे सुसज्ज , इमारती, ग्रंथालये, क्रिडागंणे, अभ्यास पुरक वातावरण , बगीचे, उत्कष्ट शिक्षक आणि त्यांना पूर्ण स्वतंत्रय अशी परिस्थिती असते तर गैरसरकारी महाविद्यालयामध्ये आणि त्यातल्या त्यात गोंडवाना विद्यापीठ , गडचिरोली मध्ये बोटावर मोजण्या इतके महाविद्यलये सोडली तर बाकीच्याची अवस्था न बघीतलेली बरी, ना सुसज्ज व पुरेशी इमारती , ना स्वतंत्रय ग्रंथालये, क्रिडांगने , अभ्यासपुरक, वातावारण तर नाहीच नाही. उत्कृष्ट शिक्षक पण त्यांना कशाचेही स्वतंत्रय नाही, गुलामीचे जीवन जगावे लागते, अशीच अवस्था सभोवतालच्या गैरसरकारी महाविद्यलयात आणि ग्रामिण भागात दिसून येते. त्यामुळे शिक्षकांचे अद्यापनावरील नियंत्रण सैल होते व त्यांचा परिणाम विद्यार्थ्यावर होतो.

एवढेच नव्हे तर, बरेचशे शिक्षक हे म्हणजे 90% शिक्षक हे पुराणमतवादी (चाक , डस्टर, फळा) आहेत ते आजच्या सारखे नवतंत्रज्ञानाने अद्यावत नाहीत. त्यामुळे Online education ची म्हणजे Zoom, Google Meet, Webex, Youtube या तंत्रज्ञानातून शिकविणे कठिण जात असते आणि शिकविले तरी गरिबीमुळे विद्यर्थी दिवसा कामावर जात असल्यामुळे आनलाईन वर्गाला जुडत नाहीत. तसेच शिक्षकांना प्रशिक्षकाची गरज भासते ती गरज शासनाच्या वतीने प्रशिक्षण कॅम्प लावून पूर्ण करवून घेणे आवश्यक आहे.

8) परिक्षा पध्दती :-

कोविड -19 च्या पार्श्वभुमीवर आता पर्यंत आमच्या गोंडवाना विद्यापीठ, गडचिरोलीच्या वतीने Online Exam तीनदा घेण्यात आली. ती तिन्ही वेळेला काही सुरूवातीच्या अडथळयावर मात करून यशस्वी करून दाखविले. परंतू या परिक्षा पध्दतीत घरी बसून मोबाईल ,टॅब, लॅपटॅप, कॅम्पटूर वर परिक्षा देता येत होती. यामुळे विद्यार्थी जिथे नेटवर्क असेल अशा ठिकाणी एकत्र होऊन सामुहीकरित्या परिक्षा देत होते. एकढेच नव्हे, तर एक हुशार विद्यार्थी अनेकांचे पेपर सोडवून देत होता. किंवा इतरांच्या मोबईल वर प्रश्नाचे उत्तरे सर्च करून पेपर सोडवित होता. त्यामुळे या तिन्ही परिक्षेमध्ये हुशार विद्यार्थी कधी कधी मागे पडले तर बाकीचे पुढे आलेले दिसून येतात. आणि वर्षभर अभ्यासाचे ताण न घेताही किंवा अभ्यास न करताही ते यशस्वी झालेले दिसून येतात. त्यामुळे या गैरप्रकारावर आळा बसावा आणि शिक्षकांनी वर्गवाईज विषयावाईज ग्रुप बनवून त्यांना व्हीडीयो, ऑडीयो क्लीप पाठवितात त्यांचा अभ्यास होणे आवश्यक आहे. तसेच परिक्षा सुरू असतांना कॅमेरा हा On असावा अन्यथा हा खुष्कीचा मार्गही सुरू राहील.

निष्कर्ष :-

1) 24 तास विद्युत पुरवठा सुव्यवस्थीत करणे.

2) इंटरनेट टॉवर अंतरा अंतरावर निर्माण करून त्यांची रेंज & क्षमता वाढविणे.

3) प्रत्येक कुटूंबाला एक ॲड्राईड मोबाईल शासनातर्फे पुरविणे.

4) शिक्षकांना Online Education संबधी प्रशिक्षण देणे.

5) महाविद्यालय तथा शिक्षण व्यवस्थेमध्ये वाय फायची व्यवस्था करणे.

6) तज्ञ शिक्षकांकडून दुरदर्शनाव्दारे रोज सांयकाळी अभ्यास वर्गाचे आयोजन करणे.

7) अभ्यास क्रमांची क्रमिक पुस्तके इंटरनेटव्दारे उपलब्ध करून देणे. व त्यांची माहिती विद्यार्थ्याना देणे.

8) शिक्षकांनी विद्यार्थ्याचे वर्ग वाईज विषय वाईज ग्रुप तयार करून त्यांना ऑनलाईन व्हिडीयो आडीयो क्लीप पुरविणे तसेच त्यांचा शंकाचे समाधान करणे.

9) विद्यार्थ्यांचे परिक्षेच्या वेळी कॅमेरा On ठेवणे आणि काही गडबड उदभवल्यास त्यांला दोनदा सक्ताकीद देणे, तसेही करून न ऐकल्यास Online Exam Paper बंद करणे.

सारांश :-

कोविड -19 या जगातील महामारीच्या प्रकोपामुळे आणि त्यांच्या बदलणाऱ्या रूपामुळे शिक्षणांचा फार खेळ खंडोबा झाला. वर सांगीतल्या प्रमाणे या परिस्थितीत India कसे तरी तग धरून परिस्थितीशी सामना करित पुढे जात आहे. परंतू भारत मात्र रसातळालाला जावून पोहोचला आहे. ग्रामीण भागातील विद्यार्यांनी पूर्णत: शाळा सोडलेली आहे. अभ्यास करणे पूर्णत: सोडलेले आहे. केवळ खेळ खेळणे, टिव्ही बघणे, झोपा काढणे, कुटूंबातील सदस्यांशी भांडण करणे, चिडचिड करणे, त्यामुळे कुटूंबातील वातावरण फार बिघडून गेलेले आहे. त्याचा कुटूंब प्रमुखावर ताण वाढत चालले आहेत. विद्यार्थी, पालक यांचा सततचा कोंडमारा झालेला आहे. तेव्हा एवढे म्हणावेशे वाटते की कोविड -19 तू परत जा, तू परत जा आणि आम्हाला पूर्वीसारखे जगू ध्या, हसत खेळत, मौज मजा करीत शिक्षण offline घेउ दया, या भागात Online education ही तात्पर्ती व्यवस्था आहे. ती कायमस्वरूमी व्यवस्था होऊ शकत नाही. एकढे लक्षात घेणे आवश्यक आहे.

संदर्भ ग्रंथ:-

1) 1) राज्य आरोग्य शिक्षण व संपर्क विभाग,पुणे- सार्वजनिक आरोग्य विभाग,महाराष्ट्र शासन,दि.10/04/2020,पृ. क्रं. 03

2) सुमित शिर्के-लेख-जैविकयुध्द 'तिस-या महायुध्दाचा एक भाग दि.28/03/2020.

3) कित्ता-राज्य आरोग्य शिक्षण संपर्क विभाग,पुणे दि.10/04/2020 पृ.क्र.4,5,7,11,12

4) गुसा शुभा- योजना (मासिक) – Publication Division – Govt of India – Navi Mumbai अंक 07-2021.

उच्च शिक्षणातील बदलते प्रवाह

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प्राचीन काळापासून मनुष्य कोणत्या ना कोणत्या गोष्टीचे शिक्षण घेत आलेला आहे. शिक्षणाचा आणि जीवनाचा घनिष्ठ संबंध आहे. शिक्षण हे समाजपरिवर्तनाचे महत्त्वाचे साधन आहे. पूर्वी शिक्षणाची संधी जातीची उच्चता व संपत्तीची सधनता यावर अवलंबन होती. इंग्रज भारतात आले आणि त्यांनी स्वतःच्या गरजेसाठी शिक्षणाचा प्रसार केला. महात्मा फुले, लोकमान्य टिळक, आगरकर या शिक्षण महर्षिंनी शाळा काढल्या. परिणामी पिढ्यांन पिढ्या शाळेचा उंबरठा ओलांडण्याचे स्वप्नही बघू न शकलेल्या काही घरातील मुले अक्षर गिरवायला लागली. एका नव्या आत्मविश्वासानं परिवर्तन घडू लागले. सर्वसामान्य माणसांना शिक्षणाची दारं खुली व्हायला शंभर दिडशे वर्षे लागली. भारतात स्वातंत्र्य मिळण्यापूर्वी केवळ काही विद्यापीठे होती. 1988 मध्ये विद्यापीठे व विद्यापीठ स्तरावरील मान्यताप्राप्त संस्थांची संख्या 159 होती. त्यापैकी 105 नेहमीच्या पध्दतीची (पारंपरिक) विद्यापीठं होती. भारत स्वतंत्र होऊन साठ वर्षे झाली तोच पुन्हा शिक्षण ही मुठभर धनवंतांची मक्तेदारी बनत आहे. तसे पध्दतशीर धोरणही आखले जात आहे.

प्राथमिक, माध्यमिक, उच्च माध्यमिक आणि महाविद्यालयीन शिक्षण असे शिक्षणाचे आपण टप्पे मानतो. या प्रत्येक टप्प्याची उद्दिष्टे वेगवेगळी असतात. महाविद्यालयीन शिक्षणाला आपण उच्च शिक्षण म्हणतो. त्याला विशिष्ट असा रुढ स्वरुपाचा अर्थ आहे. आजचे शिक्षण हे उच्च शिक्षण आहे का? उच्च शिक्षणाला जो दर्जा हवा आहे तो आहे काय? तर तो दर्जा, आपण जे अभ्यासक्रम तयार केलेले आहेत, जे अभ्यासक्रम आपण राबवितो त्यातून विद्यार्थ्यांची गुणवत्ता किती प्रमाणात वाढते यावर ते सगळं अवलंबून आहे किंबहुना आजच्या महाविद्यालयातील दिल्या जाणाऱ्या शिक्षणाच्या नंतरचा जो टप्पा आहे जो दर्जा आहे तो प्राप्त करण्यासाठी दोन-तीन गोष्टींकडे लक्ष देण्याची गरज आहे. एक म्हणजे महाविद्यालयीन अभ्यासक्रमांची पातळी पुन्हा पुन्हा तपासून पाहिली पाहिजे. दुसरे असे की, तो अर्थपूर्ण आहे का याचा विचार करुन त्याची पातळी उंचावण्याच्या आवश्यकतेनुसार भर दिला पाहिजे. शिकविल्या जाणाऱ्या त्या त्या विषयातलं ज्ञान विद्यार्थ्यांपर्यंत पोहचतं काय? उच्च शिक्षणाची उद्दिष्ट्ये पूर्ण होतात काय? हे ही तपासून पाहावे लागेल. प्रामुख्याने उच्च शिक्षणाचा दर्जा अपेक्षित आहे. तो आपण राखतो किंवा नाही याकडे सर्वांनी लक्ष देण्याची आवश्यकता आहे. तरच ते खऱ्या अर्थाने उच्च शिक्षण होईल.

उच्च शिक्षणाचे एक उद्दिष्ट्ये असे आहे की, उच्च शिक्षण घेणाऱ्यांची विचार करण्याची कुवत वाढली पाहिजे. त्या त्या विषयातलं ज्ञान प्राप्त झाल्यानंतर त्याचा जो एक दर्जा आहे किंवा त्याचा Analytical approach वाढण्याची आवश्यकता आहे तो विद्यार्थी स्वतः होऊन विचार करतो का? तो बुद्धीनिष्ठ आहे किंवा नाही? तो ज्ञानवृत्तीचा आहे काय? त्याचे मन विवेचक स्वरुपाचे आहे काय? ती कुवत उच्च शिक्षणात अपेक्षित आहे आणि म्हणून आपण हा सगळा विचार करत असताना समाजातले प्रश्न, जीवनातले प्रश्न यांच्याकडे तो बौद्धिक दृष्टिकोनातून पाहू शकतो काय याच्यावर ते अवलंबून आहे. उच्च शिक्षण प्राप्त झाल्यानंतर या सगळ्या प्रश्नांचे आकलन करण्याची क्षमता वाढली पाहिजे, आणि ते साध्य झाले तरच या शिक्षणाचा मानवी जीवनावर व समाजधारणेवर चांगला परिणाम झाला असे आपण म्हणू शकतो.

जागतिकीकरणाच्या या प्रवाहात व्यवहारवादास महत्त्व आहे. उपयुक्तता, गुणवत्ता हे शब्द परवलीचे बनले आहेत. मुख्य प्रश्न आहे, शिक्षण व्यवस्थेचे परिवर्तन स्विकारले आहे काय? काळाच्या बदलत्या प्रवाहात नवनवीन आव्हाणे स्विकारुन समर्थपणे मुकाबला करण्याची मानसिकता तयार केली आहे काय? सध्या शिक्षण आणि वास्तव परिस्थिती यांच्यात कमालीचे अंतर असलेले दिसून येत आहे. शिक्षणाविषयी तरुण वर्गामध्ये नैराश्यता वाढत असलेली दिसून येत आहे. माध्यमिक आणि उच्च माध्यमिक स्तरापर्यंत विद्यार्थी शिक्षण घेण्याविषयी गंभीर आहेत. मात्र पदवी, पदव्युत्तर आणि संशोधन या स्तराविषयी गांभिर्य आढळून येत नाही. याला कारण आहे उपयुक्तता.

पदवी, पदव्युत्तर शिक्षण झाल्यानंतर त्याचे रिटर्न्स (आऊटपुट) काय मिळणार? या प्रश्नाचे उत्तरे तेवढे आशादायक नाही. सध्या तर उच्च शिक्षणाचे क्षेत्र मोठ्या प्रमाणात अनाचाराने व भ्रष्टाचाराने व्यापलेले दिसते आहे. आवश्यक तरतुदींची व अटींची पूर्तता न करताच संस्थांची निर्मिती, विद्यार्थ्यांना प्रवेश देण्यामधील भ्रष्टाचार, विद्यापीठातील भ्रष्टाचार, संस्था चालकांचा भ्रष्टाचार, शासनातील भ्रष्टाचार परीक्षा पध्दतीतील भ्रष्टाचार, शिक्षकांची कर्तव्यच्युती, खाजगी शिकवण्या व इतर व्यवसाय इत्यादीमुळे सामाजिक आणि नैतिक मूल्यांचा ऱ्हास होत चालला आहे. सरकारी कायदे, विद्यापीठाचे विधिनियम, आदेश पायदळी तुडविणाऱ्या गुन्हेगारी प्रवृत्तीची वाढ होत आहे. खऱ्या अर्थाने गुणवत्तेला विनाअनुदानित तत्वाने आणि कॉंपीटेशन, डोनेशन पध्दतीने हरताळ फासला आहे. जागतिकीकरणाने एका बाजूने गुणवत्तेचा चेहरा परिधान केलेला आहे. तर दुसऱ्या बाजूला शिक्षण ही जागतिक पातळीवरची विक्रीची वस्तू बनलेली आहे. जगातील निरक्षरांच्या एकूण संख्येपैकी बहुसंख्य जनता एकट्या भारतात राहत आहे. ही भारतीय जनता अजूनही दारिद्र्यरेषेखालील अवस्थेत जीवन जगत आहेत. यांना वंचित ठेवून भारताचा विकास साधता येणार नाही. स्वातंत्र्याच्या शैक्षणिक वाटचालींचा विचार केल्यास हे धोरण अपयशी ठरलेले आहे असे म्हणावे लागले.

अद्यापही सर्वांना सक्तीचे आणि मोफत शिक्षण या धोरणाची अंमलबजावणी झालेली नाही. स्वातंत्र्य प्राप्तीनंतर दिल्लीला विद्यापीठ अनुदान आयोगाच्या इमारतीत भारताचे पहिले पंतप्रधान पंडीत जवाहरलाल नेहरु यांचे पुढील उद्गार प्रदर्शित करण्यात आलेले आहेत. "विद्यापीठ मानवता, संहिष्णुता, बुध्दिवाद, नव्या कल्पना मांडण्याचे साहस आणि सत्याचा शोध यांचे प्रतिनिधित्व करते. मानवतेची उच्च उद्दिष्ट्ये साध्य करण्याच्या वाटचालीचे ते प्रतिक आहे. विद्यापीठाने आपली कर्तव्ये व्यवस्थित पूर्ण केली तर देश आणि जनतेचे कल्याण होईल." स्वातंत्र्याच्या वेळी प्रत्येकाच्या मनातील महत्वाकांक्षाच पंडित नेहरु बोलून दाखवित होते. स्वातंत्र्य मिळून 60 वर्षे झाली तरी या महत्वाकांक्षा अधुऱ्या राहिल्या आहेत. राष्ट्राचे व जनतेचे कल्याण हे पंडित नेहरुंनी केलेले उद्दिष्ट्ये अजूनही साध्य व्हायचे आहे.

उच्च शिक्षण क्षेत्रातून शासन आपले अंग काढून घेत असल्याने शिक्षणाचा बाजार आणि पदव्यांचा लिलाव मांडला जाणार आहे. जागतिकीकरणाची भाषा वापरुन शिक्षणाचा व्यापार खुला होणार असून जागतिक पातळीवरील अनेक कंपन्या आपल्या देशात शिक्षणाचा धंदा करण्यासाठी प्रवेश मिळवण्याच्या प्रयत्नात आहेत. उच्चवर्गीय आणि श्रीमंतांना गुणवत्तेचा देश असावा याचा निर्देश करणाऱ्या भारतीय घटनेच्या मूलभूत तत्वांना तिलांजली देवून वंशवाद, जातीयवाद या देशाच्या एकतेवर आघात करणाऱ्यांना महत्त्व प्राप्त करुन दिले जाते आहे. यामुळे देशातील निरक्षरांची संख्या वाढेल, शिक्षणावरील अनुदाने क्रमाक्रमाने बंद होतील, शिक्षणामध्ये खाजगी संस्थांचे प्रमाण वाढल्याने शिक्षणाचा खर्च वाढेल आणि गरीब मुलांचे शिक्षण थांबेल, मुलींच्या शिक्षणात घट होईल, अभ्यासक्रमांचे धर्मनिरपेक्ष स्वरुप नष्ट होईल आणि त्यास जातीयवादी स्वरुप आल्याने भावी पिढ्यांची मानसिकता व दृष्टिकोन यावर प्रतिकूल परिणाम होतील. सर्व सामाजिकशास्त्रे, इतर विज्ञान शाखेचा विकास थांबेल, एकंदरीत देशाच्या एकात्मतेवर, संरक्षणावर, संवर्धनावर त्याचे दूरगामी परिणाम होतील. शिक्षणातील वरील संभाव्य परिणाम लक्षात घेता हा केवळ शैक्षणिक प्रश्न राहिला नाही तर त्यास राष्ट्रीय प्रश्नाचे स्वरुप आले आहे. ज्या राष्ट्राच्या अभ्यासक्रमात राष्ट्रबांधणी, राष्ट्रविकास यांना महत्व दिलेले असते तीच राष्ट्रे जागतिकीकरणाच्या काळात आपले अस्तित्व टिकवू शकणार आहेत. यासाठी राष्ट्रीय मूल्यांच्या संस्काराची गरज आहे. त्यासाठी सर्व पातळीवरील अभ्यासक्रमात स्वातंत्र्य, लोकशाही, समाजवाद, धर्मनिरपेक्षता याबाबतच्या शिक्षणक्रमाचा समावेश सक्तीचा असला पाहिजे. असे शिक्षण एकाच वेळी जीवनमान उंचावते आणि समाजालाही अधिक समृध्द करते, वेतनमान व उत्पादकता वाढविण्यास मदत करते. ज्याद्वारे व्यक्ती व राष्ट्र अधिक श्रीमंत होतात. आर्थिक विकासासाठी अनुकूल लोक आणि वातावरण निर्माण होते. गुणवत्ताधारक व जबाबदार नागरिक निर्माण करण्यास मदत होते. लिंग, वंश, धर्म, वर्ग इत्यादींवर आधारीत भेदांना विरोध करण्यास चालना देते, जबाबदार लोकशाही समाज निर्माण करण्यात समृध्द उच्च शिक्षण क्षेत्र महत्त्वाची भूमिका बजावते. विकसित देशात शिक्षण क्षेत्राला एक प्रमुख राजकीय प्राधान्यक्रम देण्यात आला आहे. उदा.अमेरिकेत भौतिक भांडवलाच्या तुलनेत मानवी भांडवल हे तीन पटीहून अधिक महत्वाचे मानले जाते. भारतासारख्या विकसनशील देशाने याचा गांभियार्ने विचार करण्याची गरज आहे. यासाठी शिक्षणातील गुंतवणूक वाढविणे आवश्यक ठरते. ही गुंतवणूक फक्त फायद्याच्या निकषावर न होता ती सामाजिक

निकषावर होणे, केवळ पैशाच्या बळावर प्रवेश देणाऱ्या व्यवस्थेऐवजी गुणवत्तेला महत्व देणारी व्यवस्था निर्माण करणे हे एक मोठे आव्हान शिक्षणाच्या जागतिकीकरणातून निर्माण झाली आहे.

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डॉ. विजय घोरपडे[1] धम्मदीप पंढरी गवळे[2]

[1]सहाय्यक प्राध्यापक, डॉ. आंबेडकर विचारधारा विभाग, कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव.

[2]विद्यार्थी, डॉ. आंबेडकर विचारधारा विभाग, कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव.

प्रस्तावना-

"शिक्षण हे एकमेव उन्नतीचे साधन आहे" असे महामानव डॉ बाबासाहेब आंबेडकर म्हणतात पण कोरोना ह्या जागतिक संकटामुळे शिक्षण क्षेत्रात मोठी अस्वस्थता निर्माण झाली आहे. कोरोना विषाणू म्हणजे Covid-19 सारखे संकट जगभर महाथैमान घातले आहे. या विषाणूमुळे विद्यार्थ्यांना अनेक अडचणींना सामोरे जावे लागत आहे. सर्वच क्षेत्रात मोठ्या अडचणी निर्माण केलेल्या आहेत. कोरोणामुळे विद्यार्थ्यांच्या शिक्षणात व्यत्यय किंवा अडथळा येऊ नये विद्यार्थी हा शिक्षणाच्या मूलभूत हक्कापासून वंचित राहू नये, म्हणून ऑनलाईन शिक्षणाचा मार्ग निवडण्यात आला. ऑनलाईन शिक्षणासाठी लागणारी सर्व साधने शहरातील किंवा श्रीमंत शिक्षीत पालकांच्या मुलांकडे होती किंवा आहेत. परंतु ग्रामीण भागातील गरीब शेतकरी कष्टकरी अशिक्षित पालकांच्या मुलांचे काय.त्यामुळे शिक्षण क्षेत्रात मोठी अस्वस्थता निर्माण झालेली आपल्याला दिसत आहे.

करोना विषाणूची साथ हे दुसऱ्या महायुद्धानंतरचे जगासमोरचे मोठे संकट आहे. मानवी जीवनाच्या सर्वच बाजूंवर या संकटाने प्रभाव टाकला आहे. जागतिक व देशाच्या अर्थव्यवस्था लॉकडाउनमुळे मंदी, बेरोजगाराच्या चक्रात अडकल्यामुळे डळमळीत होत आहेत. ठप्प झालेल्या अर्थव्यवस्थेमुळे हातावर पोट असणाऱ्या कष्टकऱ्यांचे तांडे, शहराकडून गावाकडे निघाले आहेत व उपासमारीने मरायचे, की करोनामुळे; या पेचात हा कष्टकरी वर्ग अडकला आहे[१]. 'वंचित बहुजन उपेक्षित आणि कष्टकरी वर्ग' व 'महिला वर्ग' यांना या प्रादुर्भावाची झाड व दुष्परिणाम अधिक सोसावे लागत आहेत. लॉकडाउनमुळे येणाऱ्या सक्तीच्या रिकामेपणामुळे व एकटेपणामुळे कौटुंबिक-सामाजिक-मानसिक आरोग्याच्या समस्या निर्माण होऊ लागल्या आहेत. यात सर्वच स्तरातील व सर्व वर्गातील महिलांच्या शैक्षणिक आणि आरोग्यविषयक जीवनावर याचे दुष्परिणाम अधिक पाहायला मिळत आहेत. तसे पाहिले तर **शिक्षण आणि आरोग्य** या महिलांच्या प्रश्नांच्या अनुषंगाने नेहमीच हेळसांड झाली आहे हे स्पष्टच आहे.त्यातही भारतीय समाजव्यवस्था ही पितृसत्ताक समाजव्यवस्था असल्यामुळे पुरुषांच्या तुलनेत महिला आणि मुलींना याची अधिक झळ व दुष्परिणाम सहन करावे लागत आहेत. त्यामुळे महिला व मुलींसमोर या करोना काळात शिक्षण आणि आरोग्य या संदर्भाने त्यांच्यासमोर मोठे आव्हान उभे राहिले आहे असे दिसून येते. प्रस्तुत शोधनिबंध च्या माध्यमातून याच प्रश्नाकडे लक्ष वेधण्याचा प्रयत्न केला आहे.

गृहीतके :

१)आधुनिक समाजात आजही स्त्री शिक्षण व स्त्री आरोग्य या दृष्टीने हेळसांड होताना दिसून येते.

२) स्त्री सक्षमकरणासाठी स्त्री शिक्षण व आरोग्य हे ही घटक महत्वाचे आहेत.

स्त्री आरोग्य व शिक्षण आणि शिक्षणाची सध्याची आव्हाने.

आज स्त्रियांनी पुरुषी वर्चस्वाला जबरदस्त धक्का दिला आहे . आपल्या भोवतालच्या बंधनांना झुगारुन दिले आहे. स्त्री ही 'अबला' नसून कर्तबगार, तेजस्वी' स्त्री असल्याचे तिने स्वकर्तृत्वाने दाखवून दिले आहे. देशाच्या राष्ट्रपती, पंतप्रधान पदापासून ते अनेकविविध क्षेत्रात नेत्रदिपक प्रगती केली आहे . आज महिलांचे सबलीकरण, सक्षमीकरण होत आहे. त्याचे श्रेय द्यावे लागते ते स्वातंत्र्यापुर्वी व स्वातंत्र्योत्तर काळात समाजसुधारकांनी सुरु केलेल्या स्त्रीमुक्ती चळवळीला व त्यांच्या दुरदृष्टीला.

सरकारने मुलींना १२ वी पर्यंतच्या मोफत शिक्षणाची सोय करुनहीं पालकवर्ग त्यावर अंमलबजावणी करता दिसत नाही². मुलगी शिकली, प्रगती झाली, यासारखी घोषवाक्य आपणास अनेक ठिकाणी पहावयास मिळतात. परंतु, त्याप्रमाणे कृतीकेली जात नाही. अपवाद वगळता मुलींच्या शिक्षणास दुय्यम स्थान दिले जाते. मुलगा इंग्रजी माध्यमात चांगल्या खाजगी शाळेत तर मुलीला मुन्सीपल शाळेत शिकवली जाते. एक मुलगी शिकली तर तिच्या कुटूंबाची, समाजाची पर्यायाने देशाची प्रगती होईल. शिक्षण घेऊन आर्थिकदृष्ट्या स्वावलबी होणे ही खी स्वातंत्र्याच्या दृष्टीने काळाची गरज बनली आहे. स्त्रियांना सामाजिक, आर्थिक, राजकीय क्षेत्रात समानसंधी दिली पाहिजे. ग्रामीण भागातील बालविवाह, हुंडापध्दती, स्त्रियांवरील अत्याचार बंद झाले पाहिजे . गरीब , अनाथ स्त्रियांसाठी कामधंद्याची सोय झाली पाहिजे. स्त्रियांकडे भोगवस्तू म्हणून पाहिले जाता कामा नये.

एकूणच, स्त्री सबलीकरण, स्त्री सक्षमीकरण व 'स्त्री' मुक्तीसाठी स्त्री शिक्षण आणि तिचे आरोग्य हे घटक अत्यंत महत्वाचे ठरतात. किंबहुना खांच्या आरोग्यावर तिची उत्पादनक्षमता व सर्वांगिण विकास अवलंबून असतो. त्याही पलिकडे सामाजिक समतोल साधण्यासाठी एक शिक्षण व स्त्री आरोग्य महत्वाचे ठरते. प्रत्येकजण विकासाची समान ऊर्जा आणि इच्छाशक्ती निसर्गतः बाळगत असतात , त्यांना फक्त त्यासाठी अनुकूल समान संधी आणि समान साधने उपलब्ध करुन देणे म्हणजेच , सक्षमीकरण होय³. लता बाटलीवाला यांच्या मते , Empowerment therefore is a process aimed at changing the nature and direction of systematic forces which marginalize women and other disadvantaged section in a given context .⁴ ' या देशातील समाजवास्तव स्त्री शिक्षण व आरोग्याच्या दृष्टीने विचार करता फार समाधानकारक स्थिती नाही , असे दिसते. राष्ट्रीय महिला आयोग, महिला व बालकल्याण मंत्रालय येथील योजना या उच्चशिक्षित खिलाही अजून ज्ञात नाहीत, तर सामान्य, मध्यमवर्गिय व अशिक्षित तथा उपेक्षित महिलांची या संदर्भाने फारच दयनिय स्थिती आहे

स्त्री आरोग्य - आज भारतात सर्वच क्षेत्रात आय.ए.एस., वकील, न्यायाधिश, इंजिनिअर्स, डॉक्टर्स, बिझनेस मॅनेजमेंट, अधिकारी, रेल्वे इंजिन डायर्स, पावलट, राष्ट्रपती, प्रधानमंत्री इत्यादी क्षेत्रात आपले क्षेत्र सिध्द करित आहेत . परंतू , हे सर्व करित असताना स्त्रीच्या आरोग्यविषयक बाबीकडे व घटनात्मक तरतूदींकडे पाहणे गरजेचे ठरते . स्त्रीला एक स्त्री म्हणून प्राप्त नैसर्गिक, शारिरीक प्रकृती क्षमतांमुळे खी आरोग्याकडे दुर्लक्ष करून चालणार नाही, खरंच, या देशातील शासकीय यंत्रणा, राज्यकर्ते व प्रस्थापित, शैक्षणिक व आरोग्य विषयक धोरण स्वी सक्षमीकरणाच्या दृष्टीने प्रभावीपणे राबविले जाते काय ? याचा अभ्यास करताना लक्षात येते क , पुरोगामी म्हणविणाऱ्या महाराष्ट्रात गेल्या ४ वर्षात ३२२४२ महिलांचा हुंड्यासाठी छळ केल्याच्या तक्रारीची नोंद आहे व जवळपास १३६१ महिलांचा हुंड्यासाठी बळी गेला आहे

५. महाराष्ट्रात २०१० ते २०१३ या तीन वर्षात पती व सासरच्या मंडळीकडून केलेल्या छळाच्या २१९ ८५ तक्रारी नोंदविल्या गेल्या आहेत. तर, देशभरात महिला छळाच्या गेल्या ३ वर्षात २,९९, ७०८ तक्रारी नोदविल्या गेल्या आहेत. त्यात सर्वात अधिक तक्रारी म्हणजे ७०८ तक्रारी पश्चिम बंगाल मध्ये नोंदविल्या गेल्याचे दिसून येते . मात्र , अरुणाचल , गोवा , मणिपूर , मेघालय , मिझोरम , नागालॅण्ड , सिक्कीम , अंदमान - निकोबार या प्रदेशात हुंडाबळींची संख्या नगण्य आहे.

अजूनही,३४ % टक्के मुलिचे विवाह अल्प वयातच होतात६. तसेच, आधुनिक म्हणविणाऱ्या समाजव्यवस्थेमध्ये स्त्रीभ्रूण हत्याचे प्रमाण दिवसेंदिवस अधिक वाढतना दिसत आहे . यामागची स्त्रीद्वेष्टी सामाजिक मानसिकता उघड होताना दिसत आहे. राज्य सरकारच्या आरोग्य यंत्रणेनेच दिलेल्या माहितीनुसार राज्यात गेल्या १० वर्षात ४ लाख ६४ हजार , सहाशे ८० मुली गर्भातच मारुन टाकण्यात आल्या असल्याचे स्पष्ट होते७ . मराठवाड्यातील बिड येथील सुदाम मुंढे यांच्या हॉस्पीटलमधील घडलेले स्त्रीभ्रूण हत्याकांड व नुकतेच घडलेले सांगली जिल्ह्यातील उघड झालेले स्त्रीभ्रूण हत्येचे मोठे रॅकेट हे उदाहरणही आपल्या डोळ्यासमोर आहे.

एकूणच , हे सर्व प्रश्न स्त्री आरोग्याशी व स्त्रीयांच्या सर्वांगिण शैक्षणिक प्रगतीशी निगडीत आहे . स्त्री - भ्रूण हत्येचे सामाजिक व नैसर्गिक परिणाम फार जहरी आहेत , गंभीर व भयावह आहेत . मानसिक छळ , हुंडाबळी, बलात्कार, शोषण यामुळे तिचा आवाज आजही क्षिण आहे . त्यातल्या त्यात भ्रूणहत्येने तिचा आवाज गर्भातच मारला गेला असून पुरुषाने मात्र झोपेचे सोंग घेतले आहे . स्त्रीभ्रूणहत्येचे गुढ आजच्या आधुनिक आर्थिक संपन्न जिवनशैलीत नसून धर्मग्रंथ व धर्मशास्त्रातील स्त्री द्रेष्ट्या तत्वज्ञानात आहे. त्यामुळे स्त्रीभ्रूण हत्याबंदी कायदा व इतर कायदे यांची गरज आहेतच, परंतू , या कायद्याच्या प्रभावी अंमलबजावणी तसेच, सामाजिक मानसिकता बदलणे गरजेचे आहे . स्त्रीयांच्या पुननिर्मितीच्या क्षमता व प्रकृती लक्षात घेऊन राज्यघटनेच्या ४२ व्या कलमात स्त्रियांसाठी प्रसूती सहाय्याची तरतूद केली आहे८. तसेच, कुटुंब नियोजनाबाबतीत डॉ.बाबासाहेब आंबेडकरांनी स्त्रीयांचे आरोग्य व कुटुंबाचे योग्य नियोजन स्त्रियांचीच संबंधित आहे , अशी स्पष्ट भूमिका घेतली व राज्यघटनेत त्यांना सरंक्षणविषयक तरतूदी केल्या.

स्त्री आरोग्य आणि संतती नियमन

लागोपाठ भरमसाठ मुले जन्माला घालताना अनेक स्त्रिया मृत्युमुखी पडतात, कृत्रिम गर्भपातामुळे स्त्रीचे आरोग्य धोक्या येते. मुले व्यस्त असल्यामुळे शिक्षण व संगापेन व्यवस्थित होत नाही. तसेच, खिला नको असणारी गर्भधारणा टाळता आली पाहिजे व तशी तिला मुभा असली पाहिजे. तसे, मुल जन्माला घालणे हे सर्वस्वी स्त्रीच्या इच्छेवर अवलंबून असले पाहिजे, संतती नियमनाची साधने स्त्रीच्या आरोग्याच्या दृष्टीने सुरक्षित असावीत, असे डॉ.बाबासाहेबांचे आग्रही मत होते९. म्हणून त्यांनी १० नोव्हेंबर, १९३२ रोजी स्वतंत्र मजुर पक्षातर्फे मुंबई विधी मंडळात 'मंडळात' संतती नियमनाबाबतचा ' अशासकीय ठराव मांडला होता तसेच, २८ जुलै, १९२८ रोजी डॉ. बाबासाहेब आंबेडकर यांनी तत्कालीन विधान परिषदेत कारखान्यातील महिला कामगारांना बाळंतपणाची भरपगारी रजा मिळाली पाहिजे , अशी मागणी केली. पुढे सन १९४२ साली कामगार खियांसाठी प्रसूती लाभाचा कायदा मांडला. तो २३ जुलै, १९४३ रोजी संमत्त करण्यात आला१०. पुढे १९४५ मध्ये या प्रसूती रजेच्या रक्कमेत वाढ करण्याचे विधेयकही मान्य

करण्यात आले . आताचा प्रसुतीपूर्व व प्रसुतीनंतर कामकरी स्त्रियांना जो लाभ मिळत आहे, त्याचे बिजरोपण व पायाभरणी डॉ. बाबासाहेब आंबेडकरांनी केली असल्याचे स्पष्ट होते.

तसेच, कामगार, कामकरी, स्त्रियांच्या मुलांसाठी सुसज्ज पाळणाघर असावेत, असेही डॉ.बाबासाहेब आंबेडकरांचे मत होते. आपल्या देशात स्त्री समता, स्त्री आरोग्य व स्त्री सक्षमीकरणाला समोर ठेवून स्वातंत्र्यापुर्वी व स्वातंत्र्यानंतर अनेक कायदे करण्यात आले. स्त्री आरोग्याच्या दृष्टीने हे कायदे फार उपयोगी व महत्त्वाचे आहेत. हे सर्व कायदे व्यापक अभ्यासाअंती स्त्रि आरोग्याच्या दृष्टीने महत्त्वाचे व क्रांतीकारक स्वरुपाचे आहे. परंतू, कायदे कितीही कठोर व सक्षम असले तरी प्रश्न प्रभावी अंमलबजावणीचा व सामाजिक मानसिकता बदलण्याचा आहे .

एकूणच, स्त्री वरील सामाजिक, कौटुंबिक व पतीकडून लादलेली बंधने व जोर - जुलूम, जबरदस्ती व त्यातून उद्भवणारे स्त्री आरोग्याचे प्रश्न त्याचबरोबर हुंडाबळी, देहव्यापार, शोषण, कुपोषण, बाळंतपण, अपुरा सकस आहार, प्रसुतीपूर्व व प्रसुतीनंतर अल्प व निकृष्ट जीवनसत्व विरहीत आहार, सकस आहाराअभावातून बाळ व मातेचे कुपोषण व त्यातून उद्भवणारे आजारपण तसेच समाजातील लैंगिक शिक्षण व प्रबोधनाच्या अभावाने, वाढत चाललेले महिला व मुलींवरील अत्याचार व बलात्कार, हत्या, घटस्फोट व यातून उद्भवणारे आजार यामुळे स्त्रियांच्या आरोग्यावर विपरीत परिणाम होत असल्याचे वेळोवेळी आरोग्य यंत्रणेने प्रसिध्द केलेल्या अहवालावरून स्पष्ट होते .

एक निकोप समाजनिर्मितीसाठी निकोप व निरोगी माता ही पुर्व अट जर मानली तर निरोगी माता व सुदृढ बालक यासाठी या विभागात प्रसुतीपूर्व, गरोदरपणात व प्रसुतीनंतरच्या काळातही माता व बालक यासाठी सकस आहार व इतर अनेक आरोग्यविषयक योजना आहेत. परंतू, या विभागाची व योजनांची माहिती गरीबातील गरीब व उच्चशिक्षित म्हणविणाऱ्या महिलांनाही फारशी नाही. यासाठी सर्व जात, धर्म, वर्गातील महिला व मुलींना अशा योजनांची व महिला व बालकल्याण विभागाच्या विविध योजनांची माहिती मिळण्यासाठी शाळा, महाविद्यालय, झोपडपट्ट्या ते कॉलनीपर्यंत जनजागृतीपर कार्यक्रम घेवून माहिती दिली पाहिजे. स्त्री आरोग्यासाठी हे आवश्यक व महत्वाचे आहे. अशा पध्दतीने एक उच्चशिक्षित व निरोगी माता ही राष्ट्रविकास व राष्ट्रहिताच्या दृष्टीने महत्त्वाची उपलब्धी ठरते .

स्त्रीशिक्षण-

स्त्री शिक्षण व स्त्रीस्वातंत्र्याच्या विचार मुल्यांची रुजवण फुले - आंबेडकरी विचारात असून स्त्रियांच्या शिक्षणामागील प्रेरणा ही त्यांच्या मुक्तीची ना उन्नतीची नसते. शिकलेली आई घरादाराला पुढे नेई ही नवी म्हणदेखील स्त्रियांच्या शिक्षणाकडे त्यांच्या उन्नतीचे साधन म्हणून बघितले जात नाही याची साक्ष आहे. शिकलेली आई ही कुटुंबाच्या उन्नतीसाठी हवी असते. शासकीय धोरणे वा वर्ल्ड बँकेची स्त्री शिक्षणामागील भुमिकाही अशीच आहे. १९६० च्या दशकात तिसऱ्या जगातील गरीब देशांमधील वाढती लोकसंख्या ही जगाच्या विकासासाठी अडथळा आहे, या धोरणेतून गर्भनिरोधासाठी शिक्षण अशी घोषणा दिली गेली. सन १९९२ मध्ये दिल्ली येथे आयोजित केलेल्या अधिक लोकसंख्या असलेल्या राष्ट्रांच्या परिषदेमध्ये सुध्दा स्त्रीशिक्षणाचे उद्दिष्ट लोकसंख्या नियंत्रणासाठी शिक्षण असे पुढे आले. स्त्रीशिक्षण हे साधन आहे, साध्य नव्हे.

एकूणच, आज भारतातील ६०% स्त्रिया निरक्षर आहेत व साक्षरपैकी ९ ०% पेक्षा जास्त स्त्रिया या बेरोजगार आहेत. शिक्षित खियांची प्रचंड श्रम शक्ती ही बेकार व घरबशी आहे. आर्थिकदृष्ट्या त्या उत्पादन क्षेत्रात नाही. त्यामुळे एकंदरच मनुष्यबळ हे निरुपयोगी राहते. असा समाज प्रगतशिल राहत नाही. म्हणून जोपर्यंत कोटयावधी स्त्रीया शिक्षणापासून वंचित आहेत, तोपर्यंत जाती व्यवस्था अंतक भांडवलशाही अंतर व स्त्रीमुक्तीवादी आंदोलने गतिमान होऊ शकत नाही. जाती व्यवस्था पुरस्कृत परंपरा स्त्रीयांना नकोश्या व्यवसायात उकळते की ज्यात साक्षरता वा शिक्षणावाचून अडणार नाह . परिणामी, कनिष्ठ जातीतील स्त्रिया अजूनही शेतमजुर, कागद, काच, पत्रा गोळा करणे, सफाई कामगार, लाकडे गोळा करणे, भांडी घासणे, विडया बनविणे व इतरांच्या धरातील कनिष्ठ दर्जाची कामे करण्यास अडकलेले आहेत. निरक्षर स्त्रीवर कुटूंबातर्गत जुलूम, जबरदस्ती याचे प्रमाण मोठे असते. पती व कुटूंबावरील निरक्षर स्त्रीयांचे अवलंबित्व हे साक्षर स्त्रीयांच्या अवलंबित्वापेक्षा अधिक असते. परिणामी, तिचा अधिक छळ केला जातो. भारतात महिला आयोगाने केलेल्या पाहणीनुसार ७० टक्के स्त्रीयांना नवऱ्याच्या मारहाणीला सामोरे जावे लागते[११] परंतू, निरक्षर स्त्रिया अशाही परिस्थितीत हतबल असतात. मुलीच्या शिक्षणाकडे बघण्याचा दृष्टिकोन समाजामध्ये पारंपारिक राहिला आहे. हजारो वर्षाच्या ज्ञानवंचितेतून हा दृष्टीकोन घडला आहे . मुलीला शिकून काय करायचे हा विचार अजूनही प्रभावी आहे. मुला - मुलींचे एकत्रित शिक्षणाची कल्पना ही स्त्री - पुरुष भेद कमी करण्यास उपयोगाची असली तरी पुरुषी प्रभाव व जातीबंधनांमुळे ग्रामीण शेतकरी समुह ही संकल्पना स्वीकारायला तयार नाही. मुलींच्या स्वंतत्र शाळांचा अभाव व पुरुष शिक्षकांचे प्राबल्य हे मुलींच्या शिक्षणातील मोठ्या अडचणी असल्याचे एका पाहणीत आढळले. त्यामुळे मुलीच्या स्वतंत्र शाळा सुरु करणे व शिक्षकांऐवजी शिक्षिकेची नेमणूक करणे गरजेचे आहे.

पुरुषसत्ताक कुटुंबपध्दतीत घरकाम व शेतीकाम या दुहेरी कामात शेतकरी मुली अडकल्या आहेत. आई - वडील शेतात गेल्यानंतर लहान मुलांना सांभाळण्यासाठी जबाबदारी मुलीवर येते. परिणामी, त्यांची शाळा बंदी होते. ही अडचण दूर करण्यासाठी शेतावर / खेड्यांमध्ये शेतमजुर शेतकरी स्त्रीयांच्या अपत्यांसाठी पाळणाघरे सुरु करणे गरजेचे आहे. केरळमध्ये डाव्या पक्षांच्या स्त्रीमुक्तीवादी भूमिकेतून अशी पाळणाघरे सक्तीची आहेत.

त्यामुळे त्या राज्यातील स्त्री साक्षरता ९० % आहे[१२]. " स्त्री शिक्षणाचा प्रसार होण्यापुर्वी स्त्रियांना विशिष्ट प्रकारची कामे करावी लागत. भारताला स्वातंत्र्य मिळाल्यानंतरही उच्च शिक्षणाचा प्रसार स्त्रियात फार गतीने झालेला दिसत नाही. त्यातही व्यवसाय प्रधान शिक्षणात स्त्रियांचा सहभाग अल्पच राहिला. इंजिनिअरींग, हॉटेल मॅनेजमेंट, वैद्यकीय यासारख्या इत्यादी व्यवसाय प्रधान शिक्षणात प्रत्यक्ष त्या व्यवसायातील पुरुष प्रधानतेमुळे मुलींचा सहभाग मुलांच्या प्रमाणात सिमीतच राहिलेला दिसतो. भारतात एकूण इंजिनिअर्सपैकी स्त्रियांचे प्रमाणे १० टक्केपेक्षा कमी आह. एका पाहणीत असे आढळून आले आहे की, उच्चशिक्षित बेरोजगारी पुरुषांमध्ये १० टक्के आहे. तर स्त्रियांमध्ये मात्र २७ टक्के आहे[१३]. अनेक नोकऱ्या स्त्रियांना केवळ स्त्रि म्हणून नाकारल्या जातात. अर्थव्यवस्थेत रोजगाराच्या बाबतीत स्त्रियांना समान संधी नसेल तर त्रि साक्षरता, स्त्रियांसाठी उच्च शिक्षण अशा कितीही मोहिमा हाती घेतल्या तरी त्यातून स्त्रियांचे स्थान उंचावणे शक्य नाही .

सारांश व उपाय -

शिक्षणाचे बाजारीकरण व्यापारीकरण धोरण हे स्त्री समतेच्या विरोधात आहे. यामुळे शिक्षण हे विकत घ्यावे सांगत आहे . त्यामुळे ते श्रीमंत वर्गाचीच व त्यातही पुरुषांचीच मक्तेदारी व मिरासदारी बनली आहे. स्त्री हे परक्याचे धन मानले गेल्याने मुलीच्या उच्चशिक्षणावर पैसा खर्च करण्यास आई वडील तयार नसतात . ज्यांची आर्थिक परिस्थिती बीकट आहे, असे पालक मुली ऐवजी मुलांच्या शिक्षणाच्या खर्चालाचय प्राधान्यक्रम देतात . यामुळे मुलीचे शिक्षण माध्यमिक स्तरावरच थांबविले जाते. पुरुष पाल्यावर झालेल्या शिक्षणाचा खर्च पालक व विद्यार्थी शिक्षणानंतर हुड्यांच्या रुपाने ती शिक्षणावरील गुंतवणूक वसूल करतात. त्यामुळे हुंडाबळीचे प्रमाण वाढत जात आहे.

एकट्या महाराष्ट्रात हुंडाबळीची संख्या दरवर्षी १८००० एवढी नोंदविली जाते. यातील बहुतांशी स्त्रिया मध्यमवर्गीय उच्चशिक्षित आहेत. शिक्षणाचा अधिकारच जेथे नाकारला होता तेथे स्त्रियांच्या शिक्षणाची काय प्रगती झाली तिचा आलेख (१०-१० वर्षांचा) स्पष्ट करतो की, स्त्रियांची शिक्षणातील प्रगती दिवसेंदिवस वाढतना दिसत आहे . विशेषतः परंपरावादी दृष्टीकोन, ज्यांना केवळ चूल, घर किंवा मुले सांभाळणे यापर्यंतच मर्यादीत ठेवले होते.त्यांच्यापुढे एकूण शैक्षणिक क्षेत्रात स्त्रिया गुणवत्तेच्या बाबतीत पुरुषांना मागे टाकत असल्याचे चित्र आज दिसत आहे. स्त्रीया सर्वच क्षेत्रात प्रगती करीत असले तरी आजही देशात, राज्यात स्त्रियांवरील बलात्कार, विनयभंग, असीड हल्ला, हुंडा बळी, कौटुंबिक छळाच्या घटना, वेश्यावृत्ती, बाळंतपण, गरोदरपण, कामाचा अतितणाव, पुरुषी वर्चस्वातून निर्माण होणारा मानसिक त्रास या सर्व घटकांमुळे, प्रश्नांमुळे स्त्रियांच्या आरोग्यावर याचा परिणाम होणे, अनिवार्य आहे.

या सर्व बाबींवर स्त्रिला भावनिक, मानसिक, नैतिक आधाराबरोबर समुपदेशन, पुर्नवसन व कायदेविषयक संरक्षणाची अत्यंत आवश्यकता असते. तसेच, महिला सक्षमीकरण विषयक धोरण, राज्यघटनेतील तरतूदीची प्रभावी अंमलबजावणीही या अनुषंगाने महत्वाची ठरते. परंपरागत कायद्यात जखडलेली स्त्री डॉ.बाबासाहेब आंबेडकरांच्या संविधानदत्त समतेच्या आधारावर विकासाची समान संधी मिळाल्याबरोबर शिक्षणातच नव्हे अर्थार्जन, सेवायोजनातील संधीमुळे तसेच, नोकरीमुळे मिळालेल्या स्वावलंबनामुळे सक्षम होऊन सशक्तीकरणाची वाट चालू लागल्याचे दिसून येते .

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नवे शैक्षणिक धोरण व उच्च शिक्षण

डॉ. भालेराव जे.के.

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प्रास्ताविक :

शिक्षण हे व्यक्तीच्या व्यक्तिमत्त्व विकासाचे व व्यक्तीच्या जडणघडणचे प्रमुख साधन आहे. प्रत्येक देशाच्या शिक्षण व्यवस्थेवर त्या देशातील कुटुंबव्यवस्था, समाजव्यवस्था, अर्थव्यवस्था व शासनव्यवस्था अवलंबून असते. तसेच शिक्षण आर्थिक व सामाजिक परिवर्तनाचे महत्त्वपूर्ण साधन आहे. ज्ञानाधिष्ठित समाज निर्माण करणे हे उच्च शिक्षणाचे प्रमुख ध्येय आहे. मात्र, आजच्या खाजगीकरणाचा युगात शिक्षण क्षेत्र खाजगी गुंतवणूकदारांना मुक्त केल्यामुळे शिक्षण क्षेत्र हे ध्येयवादाकडून बाजारपेठेकडे गेले आहे. शिक्षण क्षेत्रावर राजसत्ता, धर्मसत्ता व कार्पोरेटचा मोठा प्रभाव पहावयास मिळत आहे. विद्यापीठ व महाविद्यालयीन शिक्षण हे अधिक परिणामकारक, उपयोजित, अर्थपूर्ण व समर्पक होणे आवश्यक आहे. महाविद्यालयीन युवकांमध्ये कौशल्य व क्षमता विकसित करण्यासाठी, वैश्विक स्तरावरील सक्षम व नैतिक मूल्याधिष्ठित नेतृत्व तयार होण्यासाठी आणि देशातील उच्च शिक्षण क्षेत्राला नवी ऊर्जा देण्यासाठी भारत सरकारने नवे शैक्षणिक धोरण-2020 अमंलात आणण्याचे सूतोवाच केले आहे. या धोरणानुसार देशाच्या शिक्षण व्यवस्थेतील पारंपारिक 10+2+3 या केजी टू पीजीच्या आकृतिबंध ऐवजी नवा 5+3+3+4 हा आकृतिबंध स्वीकारण्यात येणार आहे. नवे शैक्षणिक धोरण हे संधी, समानता, गुणवत्ता, स्वायत्तता आणि जबाबदारी या पंचसूत्रीवर उभे असून विद्यार्थ्यांना एकांगी शिक्षणाकडून बहुमुखी शिक्षणाकडे घेऊन जाणारे असणार आहे.

भारतातील उच्च शिक्षणाचा इतिहास:

भारतात प्राचीन काळात आश्रम, मठ व गुरुकुल शिक्षण व्यवस्था अस्तित्वात होती. उच्च शिक्षण देणारी नालंदा व तक्षशिला यासारखी जगप्रसिद्ध विद्यापीठे देशात होती. साधारणतः चौदाव्या शतकापासून मुगल शासनाच्या काळात एककेंद्री सत्ता (ईश्वरी वरदान सिद्धांन्त) असल्यामुळे मुस्लिम शासकाचा धार्मिक सांस्कृतिक व शैक्षणिक कार्यक्रमाचा प्रभाव हिंदुस्थानातील शिक्षण व्यवस्थेवर पडलेला दिसून येतो. महंमद घोरी व महंमद गझनीच्या कारकिर्दीत शिक्षण क्षेत्रात "मदरसा" पद्धती विकसित झाली. प्लासीच्या लढाईनंतर (1757)भारतावर ब्रिटिश ईस्ट इंडिया कंपनीची सत्ता प्रस्थापित झाली. 2 फेब्रुवारी 1835 रोजी लॉर्ड मेकॉले यांनी "शिक्षण खलिता" मांडला. त्यानंतर 1854 मध्ये "वुडचा खलिता" प्रसिद्ध झाला आणि त्यातील शिफारशीनुसार 1855- 56 मध्ये मुंबई, मद्रास व बंगालमध्ये शिक्षण खाते सुरू करण्यात आले.तसेच 1857 मध्ये मुंबई, मद्रास व कलकत्ता येथे विद्यापीठे स्थापन करून मेकॉले प्रणित पाश्चिमात्य शिक्षण पद्धती भारतात सुरू करण्यात आली. 1902 ला लॉर्ड कर्झन याने नवे शिक्षण विषयक धोरण मांडून भारतीय विद्यापीठ आयोग (Indian University Commission) नेमला. या आयोगाच्या शिफारशीनुसार 1904 साली भारतीय विद्यापीठ अधिनियम (Indian University Act) करण्यात आला. भारताला स्वातंत्र्य प्राप्त झाल्यानंतर उच्च शिक्षणात सुधारणा घडवून आणण्यासाठी विविध समित्या व आयोगाची स्थापना करण्यात आली होती.त्यामध्ये डॉ. राधाकृष्णन आयोग (1948), मुदलियार आयोग(1952), डॉ. कोठारी आयोग (1964),राष्ट्रीय शिक्षण आयोग (1985), पुण्णया समिती (1992), अंबानी-बिर्ला विशेष अभ्यास गट (2000), राष्ट्रीय ज्ञान आयोग(सॅम पित्रोदा 2005) चडडा उच्चस्तरीय समिती (2008), यशपाल समिती (2008), आर. नारायणमूर्ती समिती (2012) इत्यादी आयोग व समित्यांनी भारतीय उच्च शिक्षणात सुधारणा व पुनर्रचना करण्याकरिता अनेक उपाययोजना व शिफारशी सुचविल्या होत्या.

नव्या शैक्षणिक धोरणाची पार्श्वभूमी:

शिक्षणाचे भारतीयकरण करण्याच्या उद्देशाने इ. स.1969 मध्ये भारतीय शिक्षण मंडळाची स्थापना करण्यात आली. भारतीय शिक्षण मंडळाच्या पदाधिकारी व कार्यकर्ते यांनी देशाच्या वेगवेगळया भागात जाऊन तेथील जनतेशी संवाद साधून शिक्षणाबद्दलची त्यांचे मते विचार जाणून घेतले. देशातील शिक्षण क्षेत्रात गेल्या अनेक वर्षापासून कार्यरत असणारे आजी-माजी प्राचार्य, प्राध्यापक शिक्षणतज्ञ, शिक्षक, प्रोफेसर व अधिकारी-कर्मयांच्याशी चर्चा करून भारतीय शिक्षण व्यवस्थेची एक रूपरेषा आखण्यात आली. त्यानंतर 17 जानेवारी 2015 रोजी भारताचे शैक्षणिक धोरण कशा स्वरूपाचे असावे याबाबत सरकार दरबारी चर्चा सुरू झाली. तत्कालीन मनुष्यबळ विकास मंत्री असलेल्या स्मृती इराणी यांनी ऑक्टो- 2016 मध्ये टी. एस. आर. सुब्रमण्यम यांच्या अध्यक्षतेखाली समिती स्थापन केली या समितीने नव्या शैक्षणिक धोरणाचा मसुदा तयार केला आणि जनतेकडून त्यावर सुधारणा मागविण्यात आल्या. मात्र, हे धोरण मंजूर होऊ शकले नाही. त्यानंतर 24 जून 2017 मध्ये इस्त्रोचे माजी संचालक डॉ. कस्तुरिरंगन यांच्या अध्यक्षतेखाली नऊ सदस्यीय समितीला एकविसाव्या शतकातील भारतीय शैक्षणिक धोरणाचा मसुदा तयार करण्याची जबाबदारी देण्यात आली. समितीतील इतर सदस्यांत वसुधा कामत, मंजुळ भार्गव, रामशंकर कुटील, टी.व्ही. कट्टीमनी, कृष्णमोहन त्रिपाठी व के.एम.श्रीधर याचा समावेश होता. या समितीने 31 मे 2019 रोजी नव्या शैक्षणिक धोरणाचा मसुदा केंद्रीय मनुष्यबळ विकास मंत्री रमेश पोखरियाल निशंक यांना सादर केला. शासनाकडून या मसुद्याच्या अनुषंगाने देशभरातील जनतेकडून सूचना मागविल्या तेव्हा 2 लाख लोकांनी सूचना केल्या. त्यानंतर 29 जुलै 2019 रोजी केंद्रीय मंत्रिमंडळाने नव्या राष्ट्रीय शैक्षणिक धोरणाला मंजुरी दिली. तब्बल 34 वर्षानंतर देशातील शिक्षण व्यवस्थेच्या पायाभूत संरचनेत मोठा कायापालट घडवून आणणाऱ्या धोरणाचा स्वीकार करण्यात आला.

भारत केंद्रीत शैक्षणिक धोरण :

आज पर्यंत शिक्षण क्षेत्र हे मानव संसाधन विकास मंत्रालयाच्या अधिपत्याखाली होते. या राष्ट्रीय धोरणानुसार या मंत्रालयचे नाव "शिक्षण मंत्रालय" असे असणार आहे. 17 ऑगस्ट 2020 रोजी यासंदर्भात राजपत्र निघाले असून धोरण अंमलात आणण्यासाठी पंतप्रधानांच्या अध्यक्षतेखालील राष्ट्रीय शिक्षण आयोगाचे गठन करण्यात आले आहे. भारतीय परंपरा, संस्कृती व विचारांचा प्रत्येक नागरिकाने आदर करावा, अभिमान बाळगावा अशी शिक्षण व्यवस्था या धोरणाने निर्माण केली जाणार आहे. एखादी शाळा व महाविद्यालय यापुढे "सामाजिक संवेदना केंद्र" म्हणून ओळखले जाणार आहे. बालवयातच मुलावर संस्कार झाले तर एक सुसंस्कारित पिढी निर्माण होईल ही अपेक्षा या धोरणात स्पष्ट करण्यात आली आहे. नुकतेच ऑल इंडिया सर्वे ऑफ एज्युकेशन "उच्च शिक्षण 2019-20 " अहवाल जाहीर केला आहे. त्यानुसार गेल्या पाच वर्षात 2015-2020 उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांनींच्या संख्येत 18.2 टक्के इतकी वाढ झाली आहे. भारतीया करिता ही बाब दिलासादायक असून हे लक्ष 50 टक्क्यांपर्यंत पोहचले पाहिजे असा माणस नव्या धोरणात करण्यात आला आहे.आज देशात 1043 विद्यापीठे व 42343 महाविद्यालय असून अलिकडे कला शाखेकडे प्रवेशाचा कल अधिक वाढलेला पहावयास मिळतो. विद्यार्थ्यांच्या सृजनशीलतेला, कृतिशीलतेला व विचारशीलतेला नव्या धोरणात विशेष प्राधान्य देण्यात आले आहे.

उच्च शिक्षणाचा नवा आकृतिबंध:

महाविद्यालयीन व विद्यापीठीय उच्च शिक्षणात नव्या धोरणानुसार आमूलाग्र बदल घडवून आणले जाणार आहेत. उच्च शिक्षणात स्वायत्तता व गुणवत्तेला अधिक महत्त्व देण्यात येणार आहे. शिक्षणातील चाकोरीबद्ध पद्धतीऐवजी बहुशाखीय प्रणाली व चाॅईस बेसड् सिस्टम स्वीकारली जाणार आहे. त्यामुळे कला, वाणिज्य व विज्ञान शाखा अशा

असलेल्या भिंती दूर होतील. त्यातून विद्यार्थ्यांना आपल्या पसंतीनुसार हवा तो विषय निवडण्याचे स्वातंत्र्य मिळेल. एखाद्या महाविद्यालयात विज्ञान शाखेचे शिक्षण देण्याची सुविधा उपलब्ध नसेल तिथे केवळ कला, वाणिज्य शाखेचा अभ्यासक्रम असेल तर त्या महाविद्यालयीन विद्यार्थ्यांना विज्ञानाचा अभ्यासक्रम उपलब्ध असलेल्या जवळच्या महाविद्यालयातील तज्ज्ञ प्राध्यापकांचे मार्गदर्शन मिळू शकेल. यातून काही शैक्षणिक संस्थांचे एकत्रीकरण (Cluster) होईल पुढे त्यांच्या विद्यापीठात रूपांतर होईल. त्यानंतर त्यांना स्वायत्तता देण्यात येवून स्वतःचे अभ्यासक्रम व पदवी देण्याचे त्यांना अधिकार प्राप्त होतील. महाविद्यालयीन शिक्षण अधिक दर्जेदार व गुणवत्तापूर्ण होण्याकरिता पदवीचे शिक्षण हे तीन ते चार वर्षाची असेल. पदवी शिक्षणात सक्तीची परीक्षा, शेवटच्या वर्षाची परीक्षा न देता आल्यास पहिली दोन वर्षे वाया जाण्याची भीती, डिग्री न मिळण्याची टांगती तलवार याबाबी नाहीशा होणार आहेत.

नव्या धोरणानुसार पदवीच्या पहिल्या वर्षी प्रमाणपत्र, दुसऱ्या वर्षी प्रमाणपत्र -पदविका, तिसऱ्या वर्षात बॅचलर डिग्री आणि चौथ्या वर्षानंतर बॅचलर डिग्री व रिसर्च पदवी मिळेल. शिक्षणाच्या कालावधीत विविध संस्था कडून मिळवलेल्या शैक्षणिक उपलब्धी डिजिटल संग्रहित करण्यासाठी "अकॅडमिक बँक ऑफ क्रेडिट" ची स्थापना करण्यात येणार आहे. जेणेकरून माहिती हस्तांतरित करणे सुलभ होईल तसेच अंतिम पदवी मिळाल्यावर त्याची गणना करण्यात येईल

राष्ट्रीय चाचणी संस्था: (National Testing Agency)

जेईई मेन व एनईईटी या परीक्षा व्यतिरिक्त देशातील विद्यापीठाच्या वेगवेगळ्या अभ्यासक्रमासाठी असलेल्या प्रवेश परीक्षा स्वतंत्र नॅशनल टेस्टिंग एजन्सी मार्फत घेतल्या जातील. याशिवाय प्राध्यापकांसाठी असणारी पात्रता नेट व तत्सम परीक्षा या संस्थेमार्फत घेण्याचे प्रस्तावित आहे.

शिक्षण अनुदान परिषद: (Education Grant Commission)

भारतातील विद्यापीठ व महाविद्यालय यांना अर्थपुरवठा करण्यासाठी स्वतंत्र शिक्षण अनुदान परिषद स्थापन करण्यात येणार आहे. ही संस्था विद्यमान नॅशनल कौन्सिल ऑफ एज्युकेशन, भारतीय तंत्रशिक्षण परिषद आणि विद्यापीठ अनुदान आयोगा ईत्यादी संस्थाची जागा घेईल.

राष्ट्रीय संशोधन मंडळ : (National Research Foundation)

उच्च शिक्षणातील गुणवत्ता वाढविणे याचबरोबर संशोधनाचा दर्जा सुधारावा, नवनवीन विषयावर संशोधन केले जावे. प्राध्यापक व संशोधक छात्र विद्यार्थी यांना समाजोपयोगी संशोधन करण्यासाठी प्रोत्साहित करून आर्थिक पाठबळ उपलब्ध करून देण्याचे कार्य राष्ट्रीय संशोधन मंडळ करणार आहे.

राष्ट्रीय उच्च शिक्षण नियंत्रण मंडळ : (NHERA)

उच्च शिक्षणातील एकूण विद्यार्थी-विद्यार्थिनी यांच्या नोंदणीचे प्रमाण वाढविणे आणि कौशल्यभिमुख व व्यावसायिक शिक्षण विद्यार्थ्यांना कसे उपलब्ध होईल याची जबाबदारी उच्च शिक्षण नियंत्रण मंडळाकडे असणार आहे.अशाप्रकारे उच्च शिक्षण क्षेत्रातील प्रमाणन, अर्थसाह्य, मान्यताप्राप्ती व विनिमयन ही स्वतंत्र करून प्रशासकीय कार्यक्षमता निर्माण होण्याकरिता स्वायत्त संस्था स्थापन करण्यात येणार आहेत.

निष्कर्ष :

देशातील उच्च शिक्षण क्षेत्रात गेल्या पाच दशकांपासून अनास्था निर्माण झाली आहे. महाविद्यालय ही केवळ परीक्षा घेणारी केंद्र झाली असून विद्यापीठे ही पदवी देणारी कारखाने बनली आहेत. उच्च शिक्षण गुणवत्तापूर्ण व रोजगाराभिमुख असावे. जागतिक दर्जाचे कौशल्य व क्षमता विद्यार्थ्यांत निर्माण व्हावी.याकरिता नवीन शैक्षणिक धोरणाची संरचना तशा प्रकारची करण्यात आली आहे. विशेषतः व्यवसायाभिमुख शिक्षण, बहुशाखीय शिक्षण व

दर्जात्मक शिक्षण दिले जाणार आहे. विद्यार्थ्यांमध्ये जीवन क्षमता, मानवी नीतिमूल्ये व समाजाची बांधिलकीचा भाव निर्माण होईल, अशी अपेक्षा नवीन शैक्षणिक धोरण द्वारे केली जात आहे. नवीन पिढी आपण "आत्मनिर्भर भारत" बनविण्यासाठी कटिबद्ध असणार आहे. उच्च शिक्षणात ऑनलाईन व दूरस्थ शिक्षण प्रणालीचा अंगिकार करून शिक्षण अधिक उपयुक्त व जीवनोपयोगी केले जाणार आहे.

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हिंगोली जिल्हा परिषदेच्या उत्पन्न व खर्चाचा अभ्यास

प्रा. वसेकर एस.एल.[1] डॉ. एस. एस. पतंगे[2]

[1]नागनाथ कला, वाणिज्य व विज्ञान, महाविद्यालय, औंढा नागनाथ, ता. औंढा नागनाथ जि. हिंगोली

[2]सहयोगी प्राध्यापक व अर्थशास्त्र विभाग प्रमुख, बहिर्जी स्मारक महाविद्यालय, वसमत, ता. वसमत जि. हिंगोली

प्रस्तावना

हिंगोली जिल्हा हा परभणी जिल्ह्याचे विभाजन होऊन दिनांक १ मे १९९९ रोजी अस्तित्वात आला. प्राचीन काळी विंगुली, विंग मुल्ह, लिंगोली असा उल्लेख हिंगोली हे तत्कालिक वाशिम (वत्सगुल्म) जिल्ह्यातील नर्सी परगण्यातील एक गाव होते. हिंगोली येथे मुख्यत्वे निजामाने १९०३ मध्ये लष्करीस्थळ स्थापन केला. आजही हिंगोली शहरात फलटण, तोफखाना, पेन्शनपुरा, सदर बाजार, रिसाला, अश्वशाळा, गोलंदाज गल्ली इत्यादी छावण्यामध्ये वापरल्या जाणार्‍या वसाहतीचा उल्लेख आढळून येते. आज हिंगोली ही व्यापरपेठ असून जिल्ह्यातील औंढा नागथान मंदीरासाठी हि प्रसिद्ध आहे. आद्योगिक दृष्ट्या विचार करता हिंगोली हा मागासलेला जिल्हा म्हणून गणला जातो. जिल्ह्यातील बहूतांशी उद्योग, जिनींग आणि प्रेसिंग तसेच ॲग्रीकेशनशी संबंधित आहेत. तसेच जिल्हा परिषदेची जिल्ह्यामध्ये महत्त्वाची भूमिका असल्याने जिल्हा परिषदेचे उत्पादन व खर्चाची माहिती असणे आवश्यक आहे.

संशोधन समस्या

संशोधन ही शिकण्याची, जाणून घेण्याची व प्रत्यक्षात करण्याची प्रक्रिया आहे. या प्रक्रियेतूनच आपल्या आवती भोवती असणार्‍या सामाजिक, आर्थिक, राजकीय, सांस्कृतिक व प्रशासकीय परिस्थितीविषयीचे अनेक घटक संशोधकाच्या मनात विविध प्रश्न व समस्यांचा काहूर निर्माण करतात. या प्रश्नांवर संशोधनाच्या चौकटीत राहून चिंतन करावे व त्यासाठी काही उपाय सांगावेत या दृष्टीने संशोधक विचार करतो. तेथूनच संशोधकाच्या मनात संशोधनाची इच्छा निर्माण होते.त्यामुळेच हिंगोली जिल्ह्यातील आर्थिक वर्षे २०१२-१३ आणि २०१३-१४ मधील उत्पन्न व खर्चाचा अभ्यास हा विषय संशोधनासाठी निवडला आहे.

संशोधनाची उद्दिष्ट्ये

संशोधन समस्येचे विधान विषयी थोड्याफार प्रमाणात गोंधळ निर्माण होऊ शकतो. अशा प्रकारचा गोंधळ टाळण्यासाठी संशोधन समस्येचे नेमक्या शब्दात प्रतिपादन होणे गरजेचे असते. हे नेमकेपणा संशोधन प्रश्न, उद्दिष्टे परिकल्पना तसेच कार्यात्मक व्याख्यांच्या लिखाणाने येते. उद्दिष्टे संशोधकाला आणि प्रतिसादकाला जास्त सुस्पष्टता देतात. संशोधनाचा पाया उद्दिष्टे आहे. त्यामुळे ते संपूर्ण संशोधन प्रक्रियेला मार्गदर्शक ठरतात. उद्दिष्टांची यादी फारच लहान किंवा फारच मोठी नसावी. उद्दिष्टांच्या स्पष्टतेतून संशोधक नेमके काय शोधणार आहे याचे दिग्दर्शन होते. प्रस्तुत अभ्यास पूर्ण करण्यासाठी खालील संशोधनाचे उद्दिष्टे निश्चित करण्यात आली आहेत.

1. हिंगोली जिल्ह्यातील जिल्हा परिषदेच्या आर्थिक वर्षे २०१२-१३ आणि २०१३-१४ मधील वेगवेगळ्या घटकांकडून प्राप्त उत्पन्नाचा शोध घेणे.

2. हिंगोली जिल्ह्यातील जिल्हा परिषदेच्या आर्थिक वर्षे २०१२-१३ आणि २०१३-१४ मधील वेगवेगळ्या घटकांवर खर्च झालेल्या बाबींचा शोध घेणे.

संशोधनाचे महत्त्व

राष्ट्र, राज्य, विभाग किंवा जिल्ह्याचा दर्जा त्यांच्या उत्पन्नावरून ठरविला जातो. त्यामुळे जिल्ह्याच्या उत्पन्न घटकाला अतिशय महत्त्वाचे स्थान आहे. यासाठीच हिंगोली जिल्ह्यातील जिल्हा परिषदेच्या आर्थिक वर्षे २०१२-१३ आणि २०१३-१४ मधील उत्पन्न व खर्चाचा आढावा घेण्यासाठी संशोधन पेपर हाती घेतला आहे. या संशोधनातून हिंगोली जिल्ह्यातील जिल्हा परिषदेच्या आर्थिक स्थितीचा दर्जा समजण्यास निश्चितच मदत होणार आहे.

संशोधन पध्दती

संशोधन हा इंग्रजी भाषेतील Research या शब्दाचा पर्यायी शब्द आहे. इंग्रजी शब्दकोषापासून "संशोधन म्हणजे कोणत्याही ज्ञान शाखेत नवीन तत्त्वे अथवा तथ्ये शोधण्यासाठी आणि जुनी तत्त्वे यांचे पुन्हा-पुन्हा परिक्षण करण्यासाठी केलेला चिकित्सक व पध्दतशीर अभ्यास होय." प्रत्येक अध्ययन विषयात ज्या संकल्पना, सिद्धांत निष्कर्ष स्वीकृत झालेले आहेत. त्यांचे प्रामाण्य पुन्हा-पुन्हा तपासून पाहणे हे त्या अध्ययन विषयांच्या अभ्यासकांचे कार्य आहे. जे सिद्धांत विभिन्न शास्त्रात प्रस्थापित झालेले

आहेत. त्याची विश्वासार्हता तपासून पाहणे हे संशोधकाचे कार्य आहे. संशोधनामुळे मान्य झालेल्या नवीन तथ्यांच्या आधारावर प्रस्थापित ठरलेल्या सिद्धांतांत काही बदल करण्याची आवश्यकता स्पष्ट   झाली तर अशा सिद्धांताची नव्याने मांडणी करण्यासाठी संशोधनाची गरज पडते. अशा प्रकारे संशोधन हा सतत सत्याचा शोध घेण्याचा एक व्यवस्थित व संघटित प्रयत्न आहे. प्रस्तुत संशोधनासाठी ऐतिहासिक, वर्णनात्मक, विश्लेषणात्मक आणि सांख्यिकीय संशोधन पद्धतीचा उपयोग करण्यात आला आहे.

<p align="center">हिंगोली जिल्हा परिषदचे २०१२-१३ आणि २०१३-१४ वर्षातील उत्पन्न (उत्पन्न लाखात)</p>

घटक	वर्षे २०१२-१३	वर्षे २०१३-१४
अ. आरंभीची शिल्लक	९३६४.३५	६९४८.३०
ब. महसुली जमा		
1. स्व निर्मित साधनांपासून	८४४.०५	१११५.३४
2. शासकीय अनुदाने		
2.1. सांविधिक अनुदाने		
i. सहेतुक	१७३२५.६८	१९०७४
ii. आस्थापना	३३२८.९८	४५५०.९१
iii. योजनातंर्गत	५९०१.११	९२०५.२३
iv. इतर	७३.८९	२०६६.३२
2.2. अभिकारक योजनांसाठी	१११.७१	१७१३.६७
3. इतर साधनांपासून उत्पन्न	८३.१८	१५२.७२
एकूण ब	२८६६८.६०	३७८७८.९८
क. भांडवली जमा	२७८२४.२३	२२८.९८
ड. एकूण जमा (ब + क)	५६४९२.८३	३८१०७.९६
एकूण उत्पन्न (अ + ड)	६५८५७.१९	४५०५६.२६

स्त्रोत : हिंगोली जिल्हा सामाजिक व आर्थिक समालोचन अहवाल २०१४, पृ.क्र.६९

वरील तक्त्यावरून असे निदर्शनास येते की, २०१२-१३ मध्ये आरंभीची शिल्लक रक्कम ९३६४.३५ लाख रूपये होती. तर २०१३-१४ मध्ये आरंभीची शिल्लक रक्कम ६९४८.३० लाख रूपये होती. म्हणजेच २०१३-१४ च्या तुलनेत २०१२-१३ ची रक्कम २,४१६.५ लाखाने जास्तीची आहे. स्व निर्मित साधनांपासून २०१२-१३ मध्ये ८४४.५ लाख रूपये उत्पन्न झाले होते. तर २०१३-१४ मध्ये १११५.३४ लाख रूपये उत्पन्न झाले ते २०१२-१३ च्या तुलनेत २७०.८४ लाखाने जास्तीचे आहे. सांविधिक अनुदाने अंतर्गत सहेतूक घटकांकडून २०१२-१३ मध्ये १७३२५.६८ लाख रूपये उत्पन्न झाले होते. तर २०१३-१४ मध्ये १९०७४.७९ लाख रूपये उत्पन्न झाले ते २०१२-१३ च्या तुलनेत १७४९.११ लाखाने जास्तीचे आहे. आस्थापना मधून २०१२-१३ मध्ये ३३२८.९८ लाख रूपये उत्पन्न झाले होते. तर २०१३-१४ मध्ये ४५५०.९१ लाख रूपये उत्पन्न झाले ते २०१२-१३ च्या तुलनेत १२२१.९३ लाखाने जास्तीचे आहे. योजनातंर्गत घटकांकडून २०१२-१३ मध्ये ५९०१.११ लाख रूपये उत्पन्न झाले होते. तर २०१३-१४ मध्ये ९२०५.२३ लाख रूपये उत्पन्न झाले ते २०१२-१३ च्या तुलनेत ३३०४.१२ लाखाने जास्तीचे आहे. इतर घटकांकडून २०१२-१३ मध्ये ७३.८९ लाख रूपये उत्पन्न झाले होते. तर २०१३-१४ मध्ये २०६६.३२ लाख रूपये उत्पन्न झाले ते २०१३-१४ च्या तुलनेत १९९२.४३ लाखाने जास्तीचे आहे. अभिकारक योजनेतून २०१२-१३ मध्ये १११.७१ लाख रूपये उत्पन्न झाले होते. तर २०१३-१४ मध्ये १७१३.६७ लाख रूपये उत्पन्न झाले ते २०१२-१३ च्या तुलनेत ६०१.९६ लाखाने जास्तीचे आहे. इतर साधनापासून उत्पन्न २०१२-१३ मध्ये ८३.१८ लाख रूपये उत्पन्न झाले होते. तर २०१३-१४ मध्ये १५२.७२ लाख रूपये उत्पन्न झाले ते २०१२-१३ च्या तुलनेत ६९.५४ लाखाने जास्तीचे आहे. अ ते ड सर्वच एकत्रीत उत्पन्न २०१२-१३ मध्ये ६५८५७.१९ लाख रूपये उत्पन्न झाले होते. तर २०१३-१४ मध्ये ४५०५६.२६ लाख रूपये उत्पन्न झाले ते २०१२-१३ च्या तुलनेत २०१३-१४ मध्ये २०८०००.९३ लाखाने कमी झाले आहे.

हिंगोली जिल्हा परिषदचे २०१२-१३ आणि २०१३-१४ वर्षातील खर्च

घटक	वर्षे २०१२-१३	वर्षे २०१३-१४
अ. महसुली खर्च		
1. सामान्य प्रशासन	२५७७.०६	३०८२.९५
2. शिक्षण	१९९८५.५१	२१५७०.१६
3. सार्वजनिक बांधकामे	४३८.५१	२८६.२९
4. पाटबंधारे	५५७.६३	५७०.००
5. कृषि	९०९.६७	७२.१८
6. पशुसंवर्धन	१७०.५८	५४१.०३
7. वने	०.००	०.००
8. सार्वजनिक आरोग्य	१५८१.२३	१७३५.५२
9. समाजकल्याण	१४६६.६१	१५८१.४४
10. इतर खर्च	२८९३४.६६	४५०४.७६
एकूण (अ)	५६६२१.४७	३३९४४.३३
ब. भांडवली खर्च	१६१७.२१	१३६८.४
क. अखेरची शिल्लक	७६१८.५३	९७४३.५३
एकूण खर्च (अ + ब)	५८२३८.६७	३५३१२.७३
एकूण खर्चाची बेरीज (अ.ब+ क)	६५८५७.१९	४५०५६.२६

स्रोत : हिंगोली जिल्हा सामाजिक व आर्थिक समालोचन अहवाल २०१४, पृ.क्र.६९

हिंगोली जिल्ह्यातील जिल्हा परिषदेचे २०१२-१३ ते २०१३-१४ या आर्थिक वर्षातील विविध घटकांवर झालेल्या खर्चाची माहिती वरील तक्त्यामध्ये दिली आहे. यावरून असे निदर्शनास येते की, महसुली विभागामार्फत विविध विभागात खर्च झालेल्या बाबींचा आढावा घेतला असता, सामान्य प्रशासन विभागात २०१२-१३ मध्ये २५७७.६ लाख रूपये खर्च झाले आहेत. तर २०१३-१४ मध्ये ३०८२.९५ लाख रूपये खर्च झाले. २०१२-१३ च्या तुलनेत २०१३-१४ मध्ये ५०५.३५ लाख रूपये जास्तीचे खर्च झाले आहेत. शिक्षणावर २०१२-१३ मध्ये १९९८५.५१ लाख रूपये खर्च झाले आहेत. तर २०१३-१४ मध्ये ३०८२.९५ लाख रूपये खर्च झाले. २०१२-१३ च्या तुलनेत २०१३-१४ मध्ये ५०५.३५ लाख रूपये जास्तीचे खर्च झाले आहेत. सार्वजनिक बांधकामे २०१२-१३ मध्ये ४३८.५१ लाख रूपये खर्च झाले आहेत. तर २०१३-१४ मध्ये २८६.२९ लाख रूपये खर्च झाले. २०१३-१४ च्या तुलनेत २०१२-१३ मध्ये १५२.२२ लाख रूपये जास्तीचे खर्च झाले आहेत. पाटबंधारे २०१२-१३ मध्ये ५५७.६३ लाख रूपये खर्च झाले आहेत. तर २०१३-१४ मध्ये ५७०.०० लाख रूपये खर्च झाले. २०१३-१४ च्या तुलनेत २०१२-१३ मध्ये 13.63 लाख रूपये जास्तीचे खर्च झाले आहेत. कृषी २०१२-१३ मध्ये ९०९.६७ लाख रूपये खर्च झाले आहेत. तर २०१३-१४ मध्ये ७२.१८ लाख रूपये खर्च झाले. २०१३-१४ च्या तुलनेत २०१२-१३ मध्ये ८३७.४९ लाख रूपये जास्तीचे खर्च झाले आहेत. पशुसंवर्धन २०१२-१३ मध्ये १७०.५८ लाख रूपये खर्च झाले आहेत. तर २०१३-१४ मध्ये ५४१.३ लाख रूपये खर्च झाले. २०१२-१३ च्या तुलनेत २०१३-१४ मध्ये ३७०.७२ लाख रूपये जास्तीचे खर्च झाले आहेत. सार्वजनिक आरोग्य २०१२-१३ मध्ये १५८१.२३ लाख रूपये खर्च झाले आहेत. तर २०१३-१४ मध्ये १७३५.५२ लाख रूपये खर्च झाले. २०१३-१४ च्या तुलनेत २०१२-१३ मध्ये १५४.२९ लाख रूपये जास्तीचे खर्च झाले आहेत. समाजकल्याण २०१२-१३ मध्ये १४६६.६१ लाख रूपये खर्च झाले आहेत. तर २०१३-१४ मध्ये १५८१.४४ लाख रूपये खर्च झाले. २०१२-१३ च्या तुलनेत २०१३-१४ मध्ये ११४.८३ लाख रूपये जास्तीचे खर्च झाले आहेत. इतर खर्च २०१२-१३ मध्ये २८९३४.६६ लाख रूपये खर्च झाले आहेत. तर २०१३-१४ मध्ये ४५०४.७६ लाख रूपये खर्च झाले. २०१३-१४ च्या तुलनेत २०१२-१३ मध्ये २४४२९.९ लाख रूपये जास्तीचे खर्च झाले आहेत.

समारोप :-

एकंदरीत हिंगोली जिल्ह्यातील जिल्हा परिषदेला विविध घटकांपासून होणार्‍या उत्पन्नाचा आणि खर्चाचा आढावा घेल्यानंतर एक बाब स्पष्ट होते की, सांविधिक अनुदानातील सहेतुक घटकांपासून जिल्हा परिषदेला सर्वाधिक उत्पन्न झाले आहे. तर सर्वात कमी इतर साधनापासून उत्पादन झाले. खर्चाचे प्रमाण बगीतले असता शिक्षणावर सर्वाधिक खर्च झालेला आहे. तर कृषीवर जिल्हा परिषदेचा सर्वात कमी खर्च झालेला दिसून येतो.

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