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Journal of Contemporary Psychological Research



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Stress Management Skills

Dr. Mrs. Damle Seema
P.E.S. B.Ed College, Pune

Part I

INTRODUCTION

"Mental health is the full harmonious functioning of the whole personality"-Hadfield A person who is mentally healthy will be efficient, social & moral. Such personalities are groomed in healthy family, society & especially in school atmosphere. Researchers being school teachers for over two decades had a chance to observe & interact with school students at adolescent stage. As it is said-Adolescence is a period of transition for every child & it is often described as "The period of storms & stresses."

It is observed that following factors usually have adverse effects on the mental health of adolescent girl students.

- Sudden physical changes at this stage
- Lack of friendliness & healthy relations with teachers
- Stressful family or social atmosphere
- Parents fail to understand the behavior of the adolescents.

Researchers have observed much more stress among adolescents. & this stress according to them is the Root cause of disturbed mental health.

There is a general feeling among youth workers that today's adolescents are under more stress than previous generations.

Measuring stress in adolescents is complex, since life events can be positive or negative. Several researchers feel it should be diagnosed simply by measuring the number of stressful events

If a person feels emotional distress - anger, anxiety or depression - she or he may be experiencing acute stress. That's only one kind of stress, probably the most manageable.

Other physical symptoms can include headache, heart palpitations and bowel problems. Chronic stress is worse. It happens when a person never sees a way out of a miserable situation. This can wear people down and even kill them through suicide, violence, heart attack, stroke and perhaps, even cancer.

As Researchers are experiencing girl student's stress since last 27 years, have decided to work on Stress Management adolescent girl students. Studies have shown that excessive stress during the teen years can have a negative impact on both physical and mental health later in life. Teen stress

is a risk factor for the development of depression, a serious condition that carries an increased risk of suicide.

Fortunately, effective stress-management strategies can diminish the ill effects of stress. The presence of intact and strong social support, networks among friends, family, and religious or other group affiliations can help reduce the subjective experience of stress during the teen years. Recognition of the problem and helping teens to develop stress-management skills can

also be valuable preventive measures. In severe cases, a physician or other health-care provider can recommend treatments or counseling that can reduce the long-term risks of teen stress.

OBJECTIVES

- 1) To find stress level among adolescent girl students.
- 2) To develop stress management skills among adolescent girl students.
- 3) To explain the students how to prevent & preserve mental health using stress management skills.
- 4) To compare the stress levels before and after training program.

HYPOTHESIS

High stress among adolescents can be reduced by stress management techniques.

FUNCTIONAL DEFINITIONS

Preservation

An act of keeping something safe.

Promotion

Activity that supports or encourages.

Mental Health

- 1) Mental health is a state of being hale, sound or whole in body & mind. it is a positive but relative quality of life. It is a condition which is characteristic of average person who meets the demands of life on the basis of his own capacities & limitations.
- 2) Mental health has two important aspects 1) Individual 2) Social
The individual aspect connotes that the individual is internally adjusted. He is self confident, adequate & free from internal conflicts & tensions or inconsistencies. He is able to adapt himself to the new situations but he achieves this internal adjustments in a social set up.

Stress

When you are under stress or you are stressed, you are experiencing one or more of the states of mind and/or body given below. That in simple words is the meaning of stress.

- | | | | |
|----------------------|--------------------|--------------------|---------------------|
| 1. Pressure | 2. Anxiety | 3. Nervous | 4. Tension |
| 5. Hassle demands | 6. Difficulty load | 7. Burden effort | 8. Mental strain |
| 9. Uneasy | 10. Exertion | 11. Inconvenienced | 12. Strain |
| 13. constant worry | 14. tension | 15. trauma | 16. irritation |
| 17. disturbed ,upset | 18. suffering pain | 19. Shocked | 20. complicatedness |
| 21. troubled | 22. Harassed | | |

Stress Management

- **Sample and Research Methodology**

Sample selected one Class of Ninth 'A' division of Modern Girls School, Pune

- 1) Students-80 Stress inventory test
- 2) Teachers-6
- 3) Parents-20

While selecting sample purposive sample has been selected.

- **Research Methodology**

Experimental method was selected.

Dependant variables were selected as Family background, Economic status & Progress.

- **Tools of Research**

- a) Stress inventory test
- b) Questionnaire-Students & teachers
- c) Interviews-Parents
- d) Observation-Students

- **Procedure**

After sample selection stress inventory test was given to 80 girl students of class ninth. This test is a stress inventory test for school students -SISS by Seema Rani and Dr.B.B.Singh. This test is standardized. Students were taught some stress management skills e.g. Pranayam, Mudra & Breathing activities. Retest was given after the training program to the same group of students. The results were favorable. Interviews of some teachers & parents were conducted after post test.

Part IV

Mental health represents the degree of good or normal mental functioning; when this degree is disturbed a child becomes mentally disturbed.

Mental health hazards among children

Some factors cause stress & affect the mental health of child. They are-

1. Undue stress on scholastic & other competitions.
2. Heavy curriculum
3. Excess of homework
4. Defective system of evaluation
5. Fear of failure
6. Peer pressures
7. Undue expectations of teachers & parents

All these hazards pressurize a child, give him extra stress & he becomes mentally ill.

Following symptoms are observed in mentally ill child.

Information Analysis and Conclusion

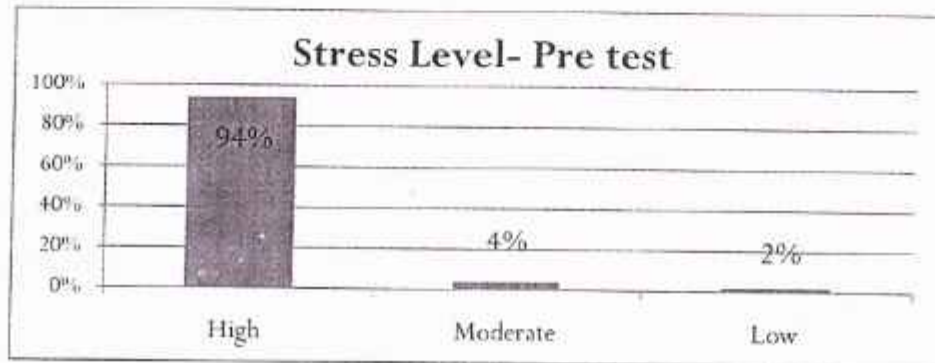
The Biggest Causes of Stress

- School work (78%)
- Parents (78%)
- Romantic relationships (64%)
- Problems with friends (64%)
- Siblings (64%)

Percentage of High stress students

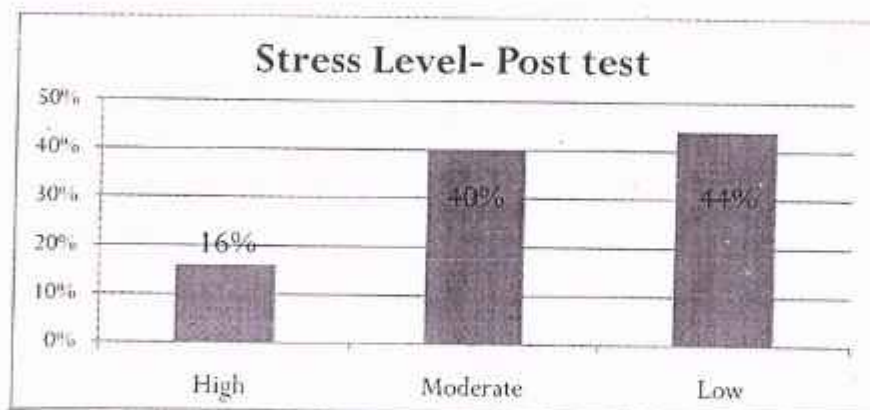
Out of 80 students 75 were of High stress level, 3 were moderate Level stress and 2 were low level stress during

Pre-test.



After stress management programs, post test was conducted and the results were encouraging as below.

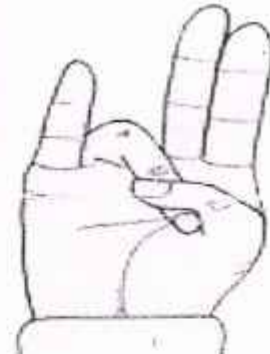
Post -test The Adolescents or the Teenagers



Dnyan mudra:



Surya mudra:



Conclusions:

- ❖ 94% girl students are high stress level in pretest.
- ❖ After stress management program 16% students are of high stress level in post test.
- ❖ Single parent child, broken family, low economic conditions school demands ,progress in education are causes of stress.
- ❖ Teachers are bothered about stress.



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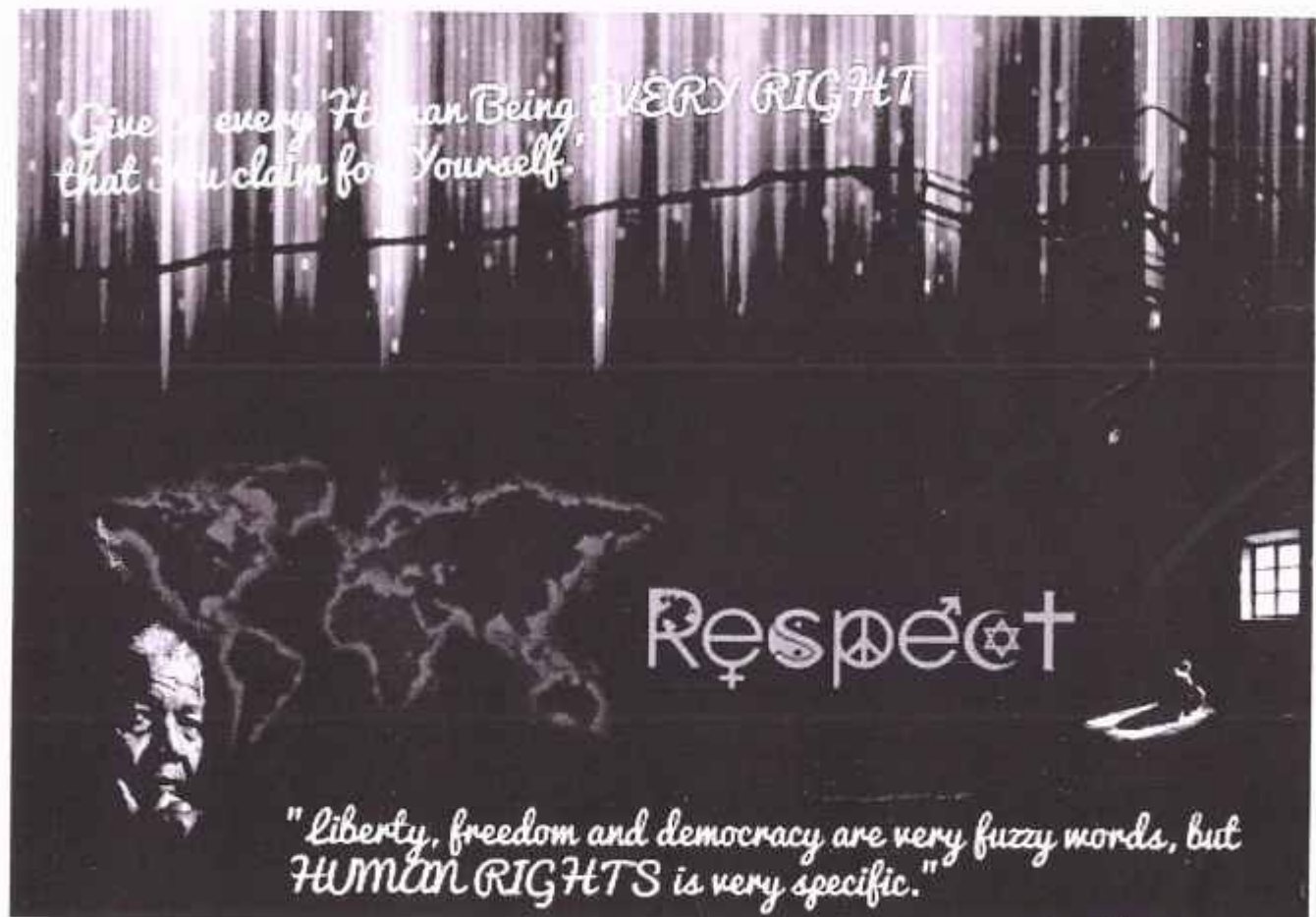


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IMPACT OF AREA OF RESIDENCE ON MENTAL HEALTH AND EMOTIONAL INTELLIGENCE AMONG SENIOR COLLEGE STUDENTS

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ABSTRACT

Objective: 1. to examine the mental health among urban and rural among senior college students. 2. To find out the emotional intelligence among urban and rural among senior college students. **Hypothesis:** 1. there will be no significant between urban and rural senior college students on dimension mental health. 2. There will be no significant between urban and rural senior college students on dimension emotional intelligence. **Sample:** For the present study 100 Sample were selected from Pune District, Maharashtra State. The effective sample consisted of 100 subjects, 50 subjects were urban senior college students and 50 subjects were rural senior college students. The age range of subjects was 18 to 25 years (Mean 21.56, SD = 3.40). **Tools** 1. Mental Health Inventory (MHI): Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. 2. Emotional Intelligence test: Pedhe and Hyde were used for measuring Emotional intelligence. **Conclusion:** 1. Urban senior college students had significantly high mental health than the rural senior college students. 2. Urban senior college students had significantly high emotional intelligence than the rural senior college students.

Keywords:- Mental Health, Emotional Intelligence, Urban and Rural Senior College Students.

Introduction:

Importance of sport is evident and definite for people and societies, and its social, political and psychological aspects have been studied and a special attention has been paid to its connection with the psychological health. Many studies exist about the useful effects to sport and its relation to psychological happiness (Biddel, 1993; Thorlindsson, 1990) self-respect and self- controlling (Gil, 1986; Gilroy, 1989) and reduction to the negative and harmful behaviors such as smoking and drinking Alcohols (Marcus, 1993; Hastad, 1984) and increasing the age (Paffenbarger, 1986). Beside its valuable role in the physical health, sport also has a close relationship with the mental health specifically in preventing the mental disorders. People, who are not active, may face increasing risk of heart disease, mental problems, scruple and other health matters. (Vainio, 2002). Success in the various levels and aspects to life either personal or professional is a concern to whole people, who are physically and mentally normal. There are some definitions for the intelligence quotient (EQ) but the most comprehensive is that definition which has been suggested by (Ciarrochi, 2001) They consider the intelligence quotient as the ability to feel emotions to achieve practical emotions which can help in evaluating thought. Researchers have been focusing on the affect of emotional brain on character educational and occupational success in the profession and life, and highlighting the legislation and advertising of emotional talent for cognitive activities. In latest years, emotional talent has been utilized to the find out about of character social adaptation, lifestyles pride and subjective wellbeing, which opens the way for the introduction of emotional brain into person

psychological adjustment and social adaptation.

Emotional Genius hyperlinks cognitive and emotional processes, and helps the interaction, infiltration and advertising between the two (Abdollahi, Yaacob, Talib et al., 2015; Kim, Sung, Park et al., 2015). It is realistic to maintain that emotional talent is an necessary psychological aid and an capability to promote individual intellectual health. The lookup on the traits of emotional talent and intellectual fitness of university college students can help us to efficaciously apprehend the shape of emotional talent and its relationship with intellectual health, grant theoretical preparation for intellectual fitness schooling of university students, and extra importantly, assist us enhance the cultivation of emotional talent of university college students from any other perspective (Lawal, Idemudia, & Senyatsi, 2018; Li, Cao, Cao et al., 2015; Rohilla & Tak, 2016).

In day by day teaching, we can accurate add abilities coaching for emotional brain to assist university college students enhance their competencies of intellectual fitness care. At the identical time, we combine bodily education, sports activities competitions, bodily exercising and emotional talent and intellectual fitness in a complete manner to recognize whether or not emotional talent can alter the poor have an effect on of lifestyles occasions on intellectual fitness (Howe, Falkenbach, & Massey, 2014). This will enlighten intellectual fitness employees about how to alleviate the poor have an effect on of a number of types of stress on university students' intellectual health, to in addition assist them overcome psychological disaster and stop possible problems. This paper, in order to recognize the relationship between emotional talent and university students' intellectual health, conducts a complete survey and lookup on the college students from six universities in China, and attracts corresponding conclusions primarily based on the subject survey, so as to grant a theoretical groundwork for the implementation and improvement of intellectual fitness schooling for university students, and a scientific basis for their intellectual fitness counseling and education.

Previous research has commonly published that emotional brain and intellectual fitness are very vital for private success, however there are many disputes about the relationship between emotional talent and intellectual health. Does the greater emotional talent deliver the more healthy psychology, or vice versa? There has been controversy and dialogue in the educational circles on this issue. Domestic research, in general, is nevertheless at a particularly shallow level, with extra repetition and imitation and even a lot of fallacies however much less innovation (Darban, Karamzei, Balouchi et al., 2016). Especially for the so-called "emotional quotient" in a number book continuously published, no longer solely scientific and theoretical groundwork however additionally the actual impact in exercise require similarly enhancement and verification.

Existing researches on the relationship between emotional Genius and intellectual fitness in China and past have published many exceptional issues. Firstly, we can see from the above quite a few theories of emotional Genius that many students disagree on the thought and fundamental shape of emotional intelligence. So far, there is no last conclusion on the unified definition of the connotation of emotional brain (Renshaw, Eklund, Bolognino et al., 2016), for which the theoretical groundwork is absent for the exploration of the relationship between emotional talent and intellectual health. Secondly, the relationship between emotional Genius and intellectual fitness is nonetheless uncertain at this stage. As noted above, the emotional Genius does no longer possess a clear and unified theoretical foundation as a new subject matter proposed in the ultimate decade, so the lookup on emotional brain need to be accelerated in an all-round way with the aid of extra scholars. This learns about explores the relationship between intellectual fitness and

emotional brain from the standpoint of advantageous psychology orientation, in the motive of attracting extra interest of psychological researchers to deliver greater profound studies.

Objectives:

1. To examine the mental health among urban and rural senior college students.
2. To search the emotional intelligence among urban and rural senior college students.

Hypothesis of the study:

1. There will be no significant between urban and rural senior college students on dimension mental health.
2. There will be no significant between urban and rural senior college students on dimension emotional intelligence.

Sample:

For the present study 100 Sample were selected from Pune District, Maharashtra State. The effective sample consisted of 100 subjects, 50 subjects were urban senior college students and 50 subjects were rural senior college students. The age range of subjects was 18 to 25 years (Mean 21.56, SD = 3.40).

Tools

1) Mental Health Inventory:

Mental health inventory constructed by Dr. Jagdish and Dr. A. K. Srivastav. 56 items are in the questionnaire and each of the items has four responses – 1. Almost always true, 2. Some time true, 3. Rarely true and 4. Almost never true. The reliability of the inventory was determined by split-half method using odd-even procedure. Overall mental health reliability coefficients is .73 and Construct validity mental health inventory and general health questionnaire (Gold beig, 1978) it was found to be .54

2) Emotional Intelligence test:

Pedhe and Hyde were used for measuring Emotional intelligence. This test is developed and standardized by Pedhe and Hyde the 34 items are rated on a five point scale.

| Variable | Area of Residence | a) Urban | b) Rural |
|-----------------------|---------------------------|----------|----------|
| Independent variable- | | | |
| Dependent Variable | 1. Mental Health | | |
| | 2. Emotional Intelligence | | |

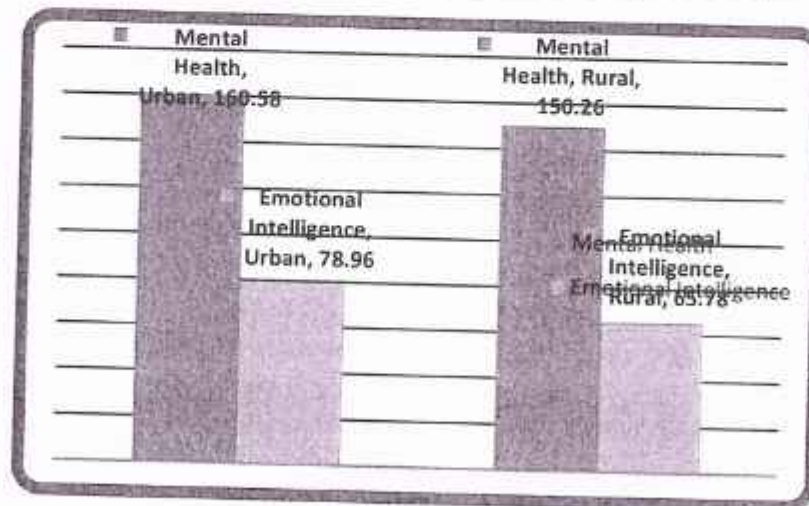
Statistical analysis and discussion

Mental Health and Emotional Intelligence among urban and rural senior college students Mean S.D. and "t" Value.

| Dimension s | Urban | | Rural | | D F | t |
|-------------|-------|-----|--------|----|-----|-------|
| | Mean | SD | Mean | SD | | |
| Mental | 160.5 | 5.7 | 150.26 | 5. | 98 | 9.54* |

IMPACT OF AREA OF RESIDENCE ON MENTAL HEALTH AND EMOTIONAL INTELLIGENCE AMONG SENIOR COLLEGE STUDENTS

| | | | | | | |
|------------------------|-------|------|-------|------|----|-------|
| Health | 8 | 8 | | 0 | | * |
| | | | | 1 | | |
| Emotional Intelligence | 78.96 | 7.80 | 65.78 | 6.00 | 98 | 5.72* |
| | | | | 0 | | * |



The results related to the hypothesis have been recorded. Mean of mental health score of the urban senior college students Mean is 160.58, SD = 5.78 and that of the rural senior college students Mean is 150.26, SD = 5.01 the difference between the two mean is highly significant ($t = 5.72$, $df = 98$, $P < 0.01$). It was found that the urban Students have significantly high mental health than the rural Students.

The results related to the hypothesis have been recorded. Mean of Emotional Intelligence score of the urban senior college students Mean is 78.96, SD = 7.80 and that of the rural senior college students Mean is 65.78, SD = 6.00. The difference between the two mean is highly significant ($t = 5.72$, $df = 98$, $P < 0.01$). it was found that the urban senior college students have Significantly high Emotional Intelligence than the rural senior college students.

In present century when daily life is full of stresses, ability in control of undesirable emotions is of special importance in emotional health (Goleman, 1995). Role of emotional ability is very important in psychological health. In addition, ability to recognize the emotion in oneself and others is essential for emotional health. Without this ability, comprehension of other people's feelings and sentiments is impossible and people may have no experience of intimacy and mutual understanding. Hence, given the effect of emotional intelligence in educational, occupational and social success of training programs for enhancing emotional intelligence in all people especially urban is necessary.

Conclusion:

1. Urban senior college students had significantly high mental health than the rural senior college students.
2. Urban senior college students had significantly high emotional intelligence than the rural senior college students.

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Personality traits are distinguishing qualities or characteristics that are the embodiment of an individual. They are your habitual patterns of behavior, temperament and emotion. Personality traits reflect people's characteristic patterns of thoughts, feelings, and behaviors; they are more consistent and stable. People differ from one another in terms of where they stand on a set of basic trait dimensions that persist over time and across situations.

Personality, which is the main concentration of this chapter, is defined as an individual's characteristic style of behaving, thinking, and feeling" (Schacter, Gilbert, & Wegner, 2009). Although there has been much debate about the definition of personality, two major themes have pervaded nearly all efforts at domain of personality theorizing: human nature and individual differences (Buss, 2008). The way we think, feel and behave and our unique individuality has significant contribution in our mental health as in our psychopathology.

Some individuals are more prone to mental illness and psychopathology because of their characteristics and personality traits (Hampson & Friedman, 2008), whereas some others experience higher level of mental health because of their personality traits and characters (Cloninger, 1999). Therefore, it seems that some individuals are more susceptible to mental illness, thereby threatening their mental health.

SIGNIFICANCE OF THE STUDY:-

Personality traits and intellectual fitness can be located in every adolescent and the depth or weak spot of these qualities is one-of-a-kind in people and these variations are accountable for intellectual states to be wholesome or unhealthy. School Mental Health has been an essential intellectual fitness motion which covers up the giant populace of adolescent, however has no longer been correctly carried out in faculty and academic institutions. Child Mental Health Policy and School Mental Health applications have furnished fantastic possibility to beautify intellectual fitness software for adolescents. The focal point is rightly on college primarily based intellectual fitness program, which will stop sickness and perhaps promote fantastic intellectual health. It additionally ensures that it will minimize conduct problems in children and forestall grownup psychopathology. Effectiveness of intellectual fitness intervention applications will simply assist in addressing intellectual fitness issues amongst adolescents. In order to acquire favored results one ought to include all these offerings that make a contribution to the intellectual fitness care of adolescents.

OBJECTIVES OF THE STUDY

- To examine the mental health and personality traits among high school students.

HYPOTHESIS OF THE STUDY:-

- There will be positive correlation found between mental health and personality traits among high school students.

METHODOLOGY

SAMPLE OF THE STUDY:-

100 high school students were selected for the present study and this sample belonging to Pune City. All research students studying in standard IX and X. And Probability simple random sampling was used for the present study.

VARIABLE OF THE STUDY:-

- 1) Mental Health
- 2) Personality Traits

RESEARCH TOOLS:-

Mental health battery Test:-

This Battery Test was constructed and standardized by Arun Kumar Singh and Alpana Sen Gupta (2000). There were total 130 items in the battery with 6 dimensions i.e. Emotional Stability, overall adjustment, Autonomy, Security-Insecurity, Self-concept and Intelligence.

Dimensional Personality Inventory (DPI)

Dimensional Personality Inventory (DPI) developed by Dr. Mahesh Bhargava. The inventory has indicated the satisfactory reliability coefficient when split half method was used on various samples. The reliability coefficient is significant and ensures the high reliability. Six dimension of DPI are correlated with the Hindi version of Personality Trait Inventory of Sen's PTI which have been obtained significant satisfactory at .01 level

STATISTICAL ANALYSIS:-

't' test and Product Moment coefficient of correlation was used the study.

STATISTICAL ANALYSIS AND DISCUSSION:-

To study the relationship mental health and personality traits among high school students Product Moment coefficient of correlation was calculated.

Table No 1.1

| Dimensions | Mean | SD | N | df |
|--------------------|-------|-------|----|----|
| Mental Health | 97.56 | 12.32 | 50 | 98 |
| Personality Traits | 55.47 | 10.84 | 50 | |

Mean of Mental health of high school students is 97.56 and SD is 12.32 and Personality Traits mean of high school students is 55.47 and SD is 10.84

Table No 1.2

'r' showing the significance of relationship between mental health and personality traits among high school students

| Dimensions | N | r | df | P |
|--------------------|-----|-----|----|-----|
| Mental Health | 100 | .73 | 98 | .01 |
| Personality Traits | | | | |

The results displayed in table 01 clearly indicated the significant relation between mental health and personality traits among high school students. The correlation of mental health and personality traits is significant ($r = 0.73$, $df = 98$, $P < .01$).

Personality characteristics are distinguishing characteristics or traits that are the embodiment of an individual and character features mirror people's attribute patterns of thoughts, feelings, and behaviors;

they are extra regular and stable., whereas humans fluctuate from one another in phrases of the place they stand on a set of fundamental trait dimensions that persist over time and across situations. Mental fitness is the adjustment of human beings to the world and to each other with a most of effectiveness and happiness. It is the capability to hold an even temper, an alert intelligence, socially thoughtful conduct and a completely satisfied disposition.

CONCLUSION:-

Positive Correlation found between mental health and personality traits among high school students.

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ROLE OF LEARNING MEDIUM ON ACHIEVEMENT MOTIVATION AND EGO STRENGTH AMONG SCHOOL STUDENTS

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ABSTRACT

Objective of the study: 1. To Search the Achievement Motivation among English and Marathi medium School Students. 2. To examine Ego Strength among English and Marathi medium School Students. Hypotheses: 1. there will be no significant difference among English and Marathi medium School Students with respect to Achievement Motivation. 2. There will be no significant difference among English and Marathi medium School Students with respect to Ego Strength. Samples:- For the present study 100 School Students were selected from Pune District, Maharashtra State. The effective School Students consisted of 100 School Students among them 50 English medium School Students and 50 Marathi Medium School Students. The age range of subjects 12 to 16 years ($M = 13.87$, $SD = 2.92$). Non probability random sampling method was used. Conclusions: - 1. English Medium School Students had significantly high Achievement Motivation than the Marathi Medium School Students. 2. English Medium School Students had significantly high Ego Strength than the Marathi Medium School Students. **Keywords:-** Achievement Motivation, Ego Strength, English Medium, Marathi Medium, School Students.

INTRODUCTION:

The family and the enhancement of the young adults have been affected with the resource of the socio psychological environment. In the contemporary cases in which socio economic reputes of the households have modified and the youngsters have to enter into the adulthood. This implies that the findings of the modern discover out about had been predicted to be of fine viable value in the educational, vocational and moreover for practise to the university going young adults for their properly adjustment in the society. To apprehend the kids thinking, ideology and autonomy for which care have to be taken off.

Hence the current research about and its findings on antecedents of parent-child relationship would be recommended to teachers, personnel and counselors to furnish educational plans and guidance to the adolescents. Any kind of flawed deviation in the environment might also moreover lead to warfare or fighting of a number of intensity. Thus mom and father choose to help and findings of the research about would furnish the facts to aid the mom and father to understand their kids for greater family as true as for the greater society, which lead a high-quality frame of mind in the course of them.

The desire for achievement is stable, located characteristics in which satisfaction is obtained via striving for and accomplishing a diploma of excellence (McClelland 1965). People with a immoderate desire for success are making an attempt to locate out stipulations in which they can compete closer to some latest by using grades. Money or prevailing at a game and exhibit themselves successful. Instead of people immoderate in success motivation are apt to choose responsibilities that are of intermediate difficulty. In big difference human beings with low success motivation have a tendency to be precipitated by using



OBJECTIVE OF THE STUDY:

- 1) To Search the Achievement Motivation among English and Marathi medium School Students.
- 2) To examine Ego Strength among English and Marathi medium School Students.

HYPOTHESES OF THE STUDY:

- 1) There will be no significant difference among English and Marathi medium School Students with respect to Achievement Motivation.
- 2) There will be no significant difference among English and Marathi medium School Students with respect to Ego Strength.

METHODOLOGY

SAMPLES:-

For the present study 100 School Students were selected from Pune District, Maharashtra State. The effective School Students consisted of 100 School Students among them 50 English medium School Students and 50 Marathi Medium School Students. The age range of subjects 12 to 16 years ($M = 13.87$, $SD = 2.92$). Non probability random sampling method was used.

VARIABLE:-

Independents Variables:

1) Types of Learning Medium

- 1) English
- 2) Marathi

Dependent Variables

- 1) Achievement Motivation
- 2) Ego Strength

RESEARCH TOOLS

Achievement Motivation Scale (Deo and Mohan, 2011).

Achievement motivation (n-Ach) scale was constructed by Dr. Pratibha Deo and Dr. Asha Mohan (2011). The scale was developed to measure the achievement motivation of the students. This variable has been used in many studies and is quite useful. To form the present scale an effort was made to study the factor suitable for measuring the achievement of students.

Hasan's Ego strength Scale

Ego Strength scale made by Q Hassan (1976). It consisted 32 items each was tow point scale. The test retest reliability of whole test was 0.86 and 0.82 and validity 0.62 of this scale.

STATISTICAL INTERPRETATION AND DISCUSSION

Mean Std. Deviation and t value of Achievement Motivation and Ego Strength among English and Marathi medium School Students.





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IMPACT OF COVID 19 PANDEMIC ON MENTAL HEALTH AND DEPRESSION AMONG GRADUATE AND POST GRADUATE STUDENTS

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ABSTRACT

Objective of the study: To investigate the impact of covid 19 pandemic on mental health and depression among graduate and post graduate students. **Hypothesis:** The covid 19 pandemic will be significantly decreased of mental health and increase of depression among graduate and post graduate students. **Samples:-** For the present study 100 graduate and post graduate students were selected from Pune City, Maharashtra state. The age range of subjects 18 to 25 years ($M = 22.36$, $SD = 4.12$). Nonn-Probability Purposive sampling method was used. **Variable:-** Mental Health and Depression Research Tools. 1. Mental Health Inventory. 2. Beck Depression Inventory (BDI) **Conclusion:-** The Pandemic of Covid 19 has Decrease Mental Health and increase Depression among Graduate and Post Graduate Students. **Keywords:-** Covid 19, Pandemic, Mental Health, Depression, Graduate and Post Graduate Students.

INTRODUCTION:

The new corona virus SARS-CoV-2 (COVID-19) pandemic is unparalleled in current history, with world affects which includes excessive fees of mortality and morbidity, and loss of earnings and sustained social isolation for billions of people. The impact this disaster will have on populace intellectual health, each in the short- and long-term, is unknown. There is minimal proof about the acute section mental fitness influences of large-scale epidemics throughout communities. Existing work has centered on these persons most immediately affected by way of disorder (e.g., contaminated men and women and their families, healthcare employees and examined intellectual fitness affects throughout broader communities solely after the acute segment has passed. In the acute section however, worry about achievable publicity to infection, loss of employment, and economic pressure are additionally probably to expand psychological misery in the broader population. This misery may additionally be in addition exacerbated in people who have skilled prior irritating events. In the longer term, grief and trauma are possibly to emerge and, as monetary and social affects turn out to be entrenched, chance of melancholy and suicidality may also increase. As the corona virus pandemic unexpectedly sweeps throughout the world, it is inducing a extensive diploma of fear, fear and situation in the populace at massive and amongst positive companies in particular, such as older adults, care vendors and human beings with underlying fitness conditions.

In public intellectual fitness terms, the foremost psychological have an impact on to date is accelerated costs of stress or anxiety. But as new measures and affects are added – specifically quarantine and its outcomes on many people's typical activities, routines or livelihoods – degrees of loneliness, depression, damaging alcohol and drug use, and self-harm or suicidal behaviour are additionally predicted to rise.

In populations already closely affected, such as Lombardy in Italy, troubles of provider get admission to and continuity for human beings with creating or current intellectual fitness prerequisites are additionally now a important concern, alongside with the intellectual fitness and well-being of frontline



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workers.

Jiaqi Xiong et.al., (2020) Impact of COVID-19 pandemic on intellectual fitness in the commonplace population: A systematic review. Methods: A systematic search used to be performed on PubMed, Embase, Medline, Web of Science, and Scopus from inception to 17 May 2020 following the PRISMA guidelines. A guide search on Google Scholar was once carried out to discover extra applicable studies. Articles have been chosen primarily based on the predetermined eligibility criteria. Results: Relatively excessive prices of signs of anxiousness (6.33% to 50.9%), despair (14.6% to 48.3%), post-traumatic stress sickness (7% to 53.8%), psychological misery (34.43% to 38%), and stress (8.1% to 81.9%) are stated in the popular populace in the course of the COVID-19 pandemic in China, Spain, Italy, Iran, the US, Turkey, Nepal, and Denmark. Risk elements related with misery measures consist of woman gender, youthful age crew (≤ 40 years), presence of chronic/psychiatric illnesses, unemployment, scholar status, and standard publicity to social media/news regarding COVID-19. Conclusions: The COVID-19 pandemic is related with rather extensive stages of psychological misery that, in many cases, would meet the threshold for scientific relevance. Mitigating the hazardous outcomes of COVID-19 on intellectual fitness is an worldwide public fitness priority.

Research have additionally said an extend in psychological misery in the normal population, folks with pre-existing intellectual disorders, as nicely as in healthcare people (Hao et al., 2020; Tan et al., 2020; Wang et al., 2020b). Taken together, there is a pressing name for greater interest given to public intellectual fitness and insurance policies to aid human beings via this difficult time.

At present, the mental health problems of university college students at some point of the COVID-19 pandemic have attracted the interest of applicable researchers. The modern research has proven that throughout the pandemic, the intellectual fitness of university college students has been affected to some extent, and the wide variety of college students with terrible thoughts and psychological issues has expanded (Khan et al., 2020), revealing the feasible intellectual fitness have an impact on of COVID-19 on them. Hence, we hypothesized that (Hajivalili et al., 2020) COVID-19 would have unfavourable results on the mental fitness of university college students (World Health Organization, 2020). The occurrence of these intellectual fitness troubles would be affected with the aid of nations, gender, and the survey date, etc.

Mental health contraptions used via the institutes in COVID-19 associated lookup had been different, and the outcomes assorted therein; meanwhile, the stated incidence in one of a kind international locations and intervals assorted as well. A systematic evaluation of the affect of COVID-19 on intellectual fitness of university college students can achieve a greater validated conclusion to help psychological fitness training and intellectual rehabilitation of college students at some stage in the pandemic. This find out about aimed to analyze the affiliation between the COVID-19 epidemic and the intellectual fitness of university college students with systematic evaluate and meta-analysis and to furnish the artificial incidence of mental health problems in university students.

OBJECTIVE OF THE STUDY:

- To investigate the impact of covid 19 pandemic on mental health and depression among graduate and post graduate students.

HYPOTHESES OF THE STUDY:

- The covid 19 pandemic will be significantly decreased of mental health and increase of depression among graduate and post graduate students.

METHODOLOGY

SAMPLES:-

For the present study 100 graduate and post graduate students were selected from Pune City, Maharashtra state. The age range of subjects 18 to 25 years ($M = 22.36$, $SD = 4.12$). Non-Probability Purposive sampling method was used.

Variable:-

- 1) Mental Health
- 2) Depression

RESEARCH TOOLS

Mental Health Inventory:-

For measuring mental health of the school teachers a standardized mental health inventory developed by Jagdish and Srivastava was used. Inventory consisted of 56 items, including 24 negative and 32 positive and having a lowest score of 56 and highest score of 224. Since the neutral point is at 140, scores below 140 indicate poor mental health while scores above 140 reflect good mental health. Each item of the inventory was rated on 4 point rating scale ranging from always to never with a score of 1 to 4.

Beck Depression Inventory (BDI)

The Beck Depression Inventory (BDI) is a 21-item, self-report rating inventory that measures characteristic attitudes and symptoms of depression (Beck, et al., 1961). The BDI takes approximately 10 minutes to complete, although clients require a fifth – sixth grade reading level to adequately understand the questions. Internal consistency for the BDI ranges from .73 to .92 with a mean of .86. (Beck, Steer, & Garbin, 1988).

STATISTICAL INTERPRETATION AND DISCUSSION

Mean Std. Deviation and r value of Mental Health and Depression among Graduate and Post Graduate Students.

Table No-1

| Dimensions | Mean | SD | r |
|---------------|--------|------|------|
| Mental Health | 183.45 | 6.28 | -.81 |
| Depression | 29.78 | 5.74 | |

From the above table, the mean score of Mental Health is 183.45, $SD = 6.28$ and Depression mean is 29.78, $SD = 5.74$, pearson $r = -0.81$. However, based on the mean scores, it found that the Pandemic of Covid 19 has Decrease Mental Health and increase depression among Graduate and Post Graduate Students.

The obtained r value -0.81 was found to be statistically significant. That means there is a Negative correlation between Mental Health and depression.

During the COVID-19 pandemic, humans with greater tiers of schooling had higher degrees of anxiety, depression, and stress. According to latest studies, in the course of the COVID-19 pandemic, there is an affiliation between schooling levels, and nervousness and melancholy stages (Moghanibashi-Mansourieh A 2020).

According to a find out about which used to be performed in China, the greater occurrence of intellectual signs amongst humans with greater ranges of schooling is possibly due to this group's excessive self-awareness in relation to their very own fitness [Zhang Y 2020]. In addition, anxiousness stages are extensively greater in humans with at least one household member, relative, or a buddy with the COVID-19 disease.

CONCLUSION:-

The Pandemic of Covid 19 has Decrease Mental Health and increase Depression among Graduate and Post Graduate Students.

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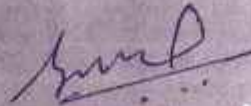


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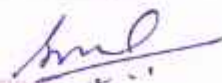
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price of the subject, motivating students, at ease gaining knowledge of atmosphere, enterprise of the subject, positive communication, and situation for scholar learning. Mind mapping used to be devised by means of Tony Buzan (1974) as a way of enticing all the brain's features and taking pictures the 'big picture' via pictorial images. It used to be first developed as a way of constructing proper brain/left intelligence idea of Sperry (1968). The methods that a thinking map organizes and shows facts are predicated to some extent by using the features of the proper and left brain. Getting the phrases on to paper is notably a left intelligence exercise and it frequently limits one's capacity to see the huge picture. When we have interaction the proper aspect of the intelligence via altering phrases in to images, it permits us to see the massive photo in phrases of visible image. In doing this, we start to see the complete standards as the some of its interconnected parts. Mind mapping consequently is beneficial in conceptualizing, complicated ideas in a visible form. It additionally can be used to exhibit the business enterprise of and relationship amongst the concept observed in principles as numerous as a family, the interconnected parts. It additionally can be used to show an agenda or lecture notes in a way that permits the college students to recall primary chunks of statistics at a glance. It can be utilized to each factor of lifestyles the place expanded gaining knowledge of and clearer questioning will decorate human performance.

Jhanraj Kalvanasundaram et al., (2017) Studied that Effectiveness of Mind Mapping Technique in Information Retrieval Among Medical College Students in Puducherry- A Pilot Study. Objective: To investigate the affect of thinking mapping method in records retrieval amongst clinical university college students in Puducherry. Methods: A pilot learn about used to be carried out the use of experimental find out about diagram among sixth semester MBBS college students (n = 64) at a scientific university in Puducherry, India. One crew (n = 32) accompanied the textual content studying technique and some other crew (n = 32) observed the idea mapping method to research the equal passage given to them. The understanding about the subject matter used to be assessed the use of a pre designed questionnaire at baseline, day zero and day 7. The understanding attain is the important result variable and is in contrast between two groups. The comments involving the instructing techniques were once bought from the participants. Conclusion: The idea mapping approach is a modern and wonderful approach in remembering matters higher than the activities way of studying texts.

Polsen (2003) investigated on instructors and university students' views on notion mapping in instructing and learning. The locate out about affords a positive evaluation on the techniques in which thinking mapping can be used as a teaching-learning tool, on account of grasp of instructors and students. Mind mapping used to be used as a pedagogical gadget for bettering History education. It used to be used by way of way of instructors to supply a rationalization for historical ideas and thoughts and for university college students to report information, and enlarge understanding. Interview method used to be used for instructors for explaining their perception. The penalties of the research about posted that, university college students perceived mapping as enjoyable, charming and motivating approach in learning. Majority of university college students stated that wondering mapping most fulfilling their gaining expertise of in a range of techniques and they desired the modern aspects.



NEED AND SIGNIFICANCE OF THE STUDY

Teaching is one of the most critical professions in our society due to the reality instructors are to blame for the most treasured of all resources, the human intellect. In the phrases of Rayan, 2004 (Bibi and Arif, 2011) "Promoting intellectual enhancement in colleges is essential, so that all youngsters can come to be rational human beings. The obligation in schools lies on instructors to make their teaching high-quality in order to promote analyzing amongst students". Students want to take active feature in the getting to know method due to the reality now, education is supposed to be learner primarily based and instructing gaining understanding of method want to motive at all spherical enchantment of the student.

A coach can have an effect on the kinds of enter university college students receive, then again fully university college students can make which skill from incoming sensory information, and the that ability they make is specially based totally on their very own prior experiences as encoded in networks of talking neurons. Since learning is linked to the Genius in some way, brain in particular primarily based gaining expertise of is in accordance with the way the intelligence is naturally designed to learn. Although brain-based method does now no longer furnish a recipe for to follow, it does no longer encourage wondering about the nature of the Genius in the resolution making.

OBJECTIVE OF THE STUDY:

- To investigate the impact of teaching method on learning among high school students.

RESEARCH HYPOTHESIS:

- Mind mapping technique method will be more effective than the lecture teaching method among school students.

METHODOLOGY

SAMPLES:-

100 High School students were selected for the present study and this sample belonging to Pune District. All Research students studying in Standard X. They were divided into two groups such as lecture teaching method group (N = 50) and mind mapping teaching method group (N = 50). And Simple Random sampling was used for the present study.

VARIABLES

Independent variable-



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(प्रा. जे. पी. नाईक जयंती आणि शिक्षक दिन)



भारतीय शिक्षण संस्था
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Shivajinagar, Pune-5.

भारतीय स्वातंत्र्याची ७५ वर्षे: शैक्षणिक आणि सामाजिक उपलब्धी, आव्हाने आणि संधी

डॉ. सुवर्णा ज्ञानदेव रणपिसे

सहायक प्राध्यापक पीईएस कॉलेज ऑफ एज्युकेशन, शिवाजीनगर, पुणे

प्रस्तावना:

१५ ऑगस्ट १९४७ रोजी भारताला स्वातंत्र्य मिळाले. १५ ऑगस्ट २०२१ हा भारताचा ७५ वा स्वातंत्र्य दिन आहे. भारतीय स्वातंत्र्य चळवळ पहिल्या महायुद्धात सुरू झाली आणि त्याचे नेतृत्व मोहनदास करमचंद गांधी यांनी केले. देशाचे पहिले पंतप्रधान जवाहरलाल नेहरू यांनी लाल किल्ल्यावर भारतीय ध्वज फडकावला तेव्हापासून भारत 'नशिबाशी प्रयत्न' सुरू ठेवण्याच्या उद्देशाने वाटचाल करत आहे. स्वतंत्र भारताला उद्ध्वस्त अर्थव्यवस्था, व्यापक निरक्षरता आणि ग्रासणारी गरिबी स्वातंत्र्यानंतर दिली गेली. स्वातंत्र्यानंतर, भारताने राजकीय आणि सामाजिक-आर्थिक पार्श्वभूमीवर अनेक बदल पाहिले आहेत. फाळणीचे भीषण अनुभव, चीन आणि पाकिस्तानबरोबरचे युद्ध, धार्मिक कट्टरतावाद, भाषिक वैर, सांप्रदायिक हिंसाचार यांच्यावर मात करून, सर्वासमोर खंबीरपणे उभे राहिले आणि जगासाठी हाच भारत देश जो आज एक मजबूत शक्तिशाली देश म्हणून समोर येतो आहे. १९४७ ते २०२१ पर्यंतच्या प्रवासात विकसनशील राष्ट्राने अनेक गोष्टी मिळवल्या आणि गमावल्या. गरिबी, भूक, असमानता, ग्रामीण भागातील समस्या, शेतकरी आत्महत्या आणि बेरोजगारी या आज संपूर्ण राष्ट्राच्या प्रमुख समस्या आहेत.

बी. आर. आंबेडकरांच्या मते: "मनाचे स्वातंत्र्य हेच खरे स्वातंत्र्य आहे. साखळदंडात नसतानाही ज्याचे मन मुक्त नाही तो गुलाम आहे, स्वतंत्र माणूस नाही. ज्याचे मन मुक्त नाही, जरी तो तुरुंगात नसला तरी तो कैदी आहे आणि स्वतंत्र माणूस नाही. जिवंत असूनही ज्याचे मन मोकळे नाही तो मृतापेक्षा श्रेष्ठ नाही. मनस्वातंत्र्य हा एखाद्याच्या अस्तित्वाचा पुरावा आहे. पण सध्याच्या राजवटीत स्वतंत्र विचार मारण्याचे, मतभेद दाबण्याचे वातावरण निर्माण झाले आहे. सत्ताधारी आणि जनता यांच्यात अविश्वास वाढत आहे. आक्षेप घेणाऱ्यांविरुद्ध द्वेष निर्माण केला जातो. तरीही गेल्या साडेसात दशकात भारताने कृषी, अवजड उद्योग, सिंचन, ऊर्जा उत्पादन, अणुऊर्जा क्षमता, अंतराळ तंत्रज्ञान, जैवतंत्रज्ञान, दूरसंचार, समुद्रविज्ञान आणि विज्ञान शिक्षण आणि संशोधनात उल्लेखनीय विकास साधला आहे.

१. बोलल्या जाणाऱ्या भाषा: आपल्याकडे कोणत्याही एका राष्ट्रात बोलल्या जाणाऱ्या भाषांची संख्या सर्वाधिक आहे; भारतात प्रत्येकी दहा लाखांहून अधिक लोक २९ भाषा बोलल्या जातात.
२. भारतीय संस्कृती: भारतीय संस्कृतीचा विवादित पैलू म्हणजे विविधतेतील एकता.
३. मूलभूत अधिकार: माहितीचे मूलभूत अधिकार असलेल्या मूठभर देशांपैकी भारताचा समावेश होतो.
४. जगातील सर्वात मोठी लोकशाही: भारताची लोकशाही ही जगातील सर्वात मोठी लोकशाही आहे आणि त्याच्या धर्मनिरपेक्ष ओळखी आणि समाजवादी स्वभावामुळे लोकप्रिय जग आहे.

भ्रष्टाचार, स्त्रियांची स्थिती, गरिबी, लिंगभेद, अस्पृश्यता, प्रादेशिकता, जातीयवाद अशा अनेक समस्यांना तोंड द्यावे लागले. अशा अनेक समस्या भारताच्या आर्थिक विकासात मोठे अडथळे होते. सामाजिक, राजकीय आणि आर्थिक आव्हाने म्हणून भारताला स्वातंत्र्योत्तर काळात प्रामुख्याने तीन प्रकारच्या आव्हानांचा सामना करावा लागला. दारिद्र्य हे स्वतंत्र भारतासमोरील सर्वात कठीण आव्हान आहे. गेल्या साडेसात दशकांत भारताने कृषी, अवजड उद्योग, सिंचन, ऊर्जा उत्पादन, अणुऊर्जा क्षमता, अंतराळ तंत्रज्ञान, जैवतंत्रज्ञान, दूरसंचार, समुद्रविज्ञान आणि विज्ञान शिक्षण आणि संशोधन या क्षेत्रात उल्लेखनीय विकास साधला आहे, त्याशिवाय पुढील आव्हाने खालीलप्रमाणे:

१. आयुर्मान: १९४७ मध्ये जन्मावेळी आयुर्मान ३२ होते, आता ते ६९.४ वर्षांच्या आसपास आहे. परंतु ते जगाच्या सरासरी आयुर्मान ७२.८१ वर्षांपेक्षा कमी आहे. आपण आपल्या देशातून विविध महामारी आणि पोलिओचा यशस्वीपणे नाश केला आहे. २०२१ साली आम्ही कोविड-१९ ला देखील पराभूत केले, १००% नाही पण इतर देशांपेक्षा चांगले.

२. भयानक रोग उपचार: आम्ही अंतराळ तंत्रज्ञान, माहिती तंत्रज्ञान आणि वैज्ञानिक नवकल्पना यामध्ये वेगाने प्रगती केली आहे. मात्र, भयंकर रोगाच्या उपचारासाठी परदेशात जावे लागते; विशेषाधिकार फक्त काही लोकांसाठी उपलब्ध आहे.

३. इंटरनेट गती: इतर विकसित देशांच्या तुलनेत नॅट मोदींचा डिजिटल इंडिया कार्यक्रम असूनही आपल्याकडे सर्वात कमी इंटरनेट स्पीड आहे.

४. जीडीपी वाढ: विकासाचा वेग वाढला आहे परंतु तरीही भारतात भूक आणि गरिबी मोठ्या प्रमाणात आहे हे मान्य केले जाते की १९९१ मध्ये आर्थिक उदारीकरण सुरू झाल्यानंतर जीडीपी वाढीचा वेग वाढला होता. पण केवळ उदारीकरणामुळे जीडीपी वाढला नाही. अशा माहितीवर त्वरित नजर टाकल्यास असे दिसून येते की वसाहती काळात विकास दर अक्षरशः शून्याच्या जवळ होता आणि स्वातंत्र्यानंतर विकासाची गती होती. परंतु जीडीपी वाढीचा वेग सुधारणांनंतर नव्हे तर सुधारणांपूर्वी (म्हणजे १९८० च्या दशकात) पुढीलप्रमाणे. उदाहरणार्थ, १९५० मध्ये सरासरी GDP वाढ ३.६ टक्के, १९६० मध्ये ४ टक्के, १९७० मध्ये २.९ टक्के होती. १९८०-१९९० मध्ये सरासरी GDP वाढीचा वेग ५.५७ टक्क्यांवर गेला तर १९९१-२००० मध्ये तो जवळपास ५.५९ टक्क्यांवर होता. २०००-२०१० मध्ये जीडीपीची सरासरी वाढ ५.९६ टक्के होती ती २०१०-२०२० मध्ये ५.०५ टक्क्यांवर घसरली आहे. स्वातंत्र्यानंतर ७५ वर्षांनंतरही तथाकथित सुधारणांचे अपयश हेच दिसून येते की जगातील सर्वाधिक गरीब आणि भुकेले लोक भारतात आहेत. भारत 'गंभीर' भुकेच्या श्रेणीत आहे आणि सुमारे १९.४ कोटी भारतीय भुकेले आहेत. नेपाळ (७३), पाकिस्तान (८८), बांगलादेश (७५), इंडोनेशिया (७०) यांच्या मागेही ग्लोबल हंगर इंडेक्स २०२० मध्ये १०७ देशांमध्ये भारत ९४ व्या क्रमांकावर आहे.

जागतिक बहुआयामी गरिबी निर्देशांक (MPI) २०१८ नुसार, २००५-०६ आणि २०१५-१६ दरम्यान २७.३ कोटी भारतीय बहुआयामी दारिद्र्यातून बाहेर आले असले तरी, २०१५-१६ मध्ये भारतात अजूनही ३६.४ कोटी गरीब होते, जे कोणत्याही देशासाठी सर्वात मोठे आहे. ग्राहक खर्च सर्वेक्षणानुसार, २०११-१२ मध्ये गरिबीचे प्रमाण २१.९ टक्के होते आणि २५.९ कोटी लोक दारिद्र्यरेषेखाली होते. २०११-२०१२ पासून ग्राहक खर्च सर्वेक्षणाचा कोणताही अभ्यास करण्यात

७. वाढ आणि समता: भारताची दीर्घकालीन आर्थिक वाढ कोणत्याही प्रदीर्घ उलथापालथीशिवाय स्थिरपणे वेगवान झाली आहे परंतु यामुळे विषमता वाढली आहे, नैसर्गिक संसाधनांचा झपाट्याने होणारा न्हास, पर्यावरणीय प्रदूषण, न्हास आणि नोकऱ्यांचे नुकसान झाले आहे. एकीकडे यामुळे काही लोकांची संपत्ती वाढली आणि मध्यमवर्गासाठी समृद्धी आली, तर दुसरीकडे आरोग्य आणि शिक्षण यासारख्या अत्यावश्यक सेवांचे खाजगीकरण करून समाजातील असुरक्षित घटकांना दुर्लक्षित केले आहे.

दुःखदायक बाब म्हणजे विकासामुळे नवीन, असमानता आणि रोजगार निर्मिती मंदावली आहे. क्रेडिट सुईसच्या १२ व्या संपत्ती अहवालानुसार ब्राझीलनंतर भारत हा दुसरा सर्वात असमान देश आहे. शीर्ष १ टक्क्यांचा संपत्तीचा वाटा २००० च्या ३३.५ टक्क्यांवरून २०१९ मध्ये ३९.५ टक्क्यांवर गेला आणि २०२० अखेरीस ४०.५ टक्क्यांपर्यंत वाढला. ब्राझीलच्या शीर्ष १ टक्क्यांकडे देशाची संपत्ती ४९.६ टक्के आहे.

अमेरिकेतील शीर्ष १ टक्के लोकांच्या संपत्तीचा वाटा ३५.३ टक्के, चीन ३०.६ टक्के, यूके २३.१ टक्के, इटली २२.२ टक्के आहे. वाढीचा लाभ काही लोकांकडून हिरावून घेतला जातो ज्यामुळे जनता गरिब बनते. गरिबी, विषमता, गुलामगिरी आणि भेदभाव यांचा अतूट संबंध आहे. २००९ ते २०२० या काळात ऑक्सफॅमच्या २०२१ च्या अहवालानुसार, “द इनइक्वालिटी व्हायरस” या शीर्षकाने, अब्जाधीशांची संपत्ती ९० टक्क्यांनी वाढून ४२२.९ अब्ज डॉलरवर पोहोचली आहे. ऑक्सफॅमच्या मागील वर्षीच्या अहवालात असे दिसून आले आहे की भारतातील सर्वात श्रीमंत १ टक्क्यांकडे ९५.३ कोटी लोकांकडे असलेल्या संपत्तीच्या चौपट संपत्ती आहे जी देशाच्या लोकसंख्येच्या तळातील ७० टक्के आहेत. असमानता दर्शविणारा गिनी गुणांक (० किंवा ० टक्के पूर्ण समानता दर्शवितो आणि १०० किंवा १ टक्के सर्वोच्च असमानता दर्शवतो) २००० मध्ये ७४.७ वरून २०१९ मध्ये ८२.० पर्यंत वाढला आणि भारतात २०२० च्या शेवटी ८२.३ वर पोहोचला. अत्यंत असमानता ही गरिबी कमी करण्यासाठी मोठा अडथळा आहे आणि वेतन असमानता देखील वाढवते.

८. मीडिया: लोकांची मने गुलाम आहेत. नोंदींमध्ये, लोक स्वातंत्र्याचा उपभोग घेतात, परंतु शासक वर्गाच्या अपयशाचा पर्दाफाश करत असल्यास स्वतःच्या भावना, विचार, भावना व्यक्त करण्यास व्यावहारिकरीत्या मुक्त नाहीत.

भारताच्या उपलब्धी:

१. भारतातील शैक्षणिक उपलब्धी : भारतातील जवळपास २७% लोकसंख्या ०-१४ वयोगटातील असून, भारताचे शिक्षण क्षेत्र वाढीसाठी अनेक संधी उपलब्ध करून देते.
२. भारताने २०११ बायोमेट्रिक जनगणना सुरू केली, जगातील सर्वात मोठी जनगणना, २०१०.
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प्रस्तावना -

प्राचीन कालखंडापासून आपण जर पाहिले तर भारतीय समाजव्यवस्थेत स्त्रियांचे स्थान हे आपणास महत्वाचे दिसते. मात्र उत्तरवैदिक कालखंडापासून स्त्रियांना दुय्यम स्थान दिले गेले. चूल आणि मुल हेच तिचे कार्यक्षेत्र ठरविले गेले. वैदिक कालखंडातील स्त्रीजीवनावर पुढे अनेक बंधने आली गेली. मध्ययुगात ती बंधने अधिक दृढ होत गेली. स्त्री कर्तबगार असून सुद्धा पुरुषी अहंकारामुळे तिचे कर्तव्य लोप पावले.

आधुनिक कालखंडामध्ये आल्यानंतर ब्रिटिश कालखंडात स्त्रियांना त्या त्या भागातील समाजसुधारकांच्या प्रयत्नांनी मतदानाचा अधिकार मिळाला. स्त्री पुरुषांच्या खांद्याला खांदा लावून भारतीय स्वातंत्र्य संग्रामात योगदान दिले. प्रसंगी प्रणाची आहुति देण्यासदेखील स्त्रिया मागे राहिल्या नाही. बंगाल महाराष्ट्र यासारख्या भागात स्त्रियांनी क्रांतिकारी आंदोलनात भाग घेतला. प्राचीन कालखंडापासून ते आधुनिक कालखंडपर्यंत स्त्रियांचे कार्य आणि स्त्रीजीवनात घडलेले बदल याचा अभ्यास आपण प्रस्तुत शोधनिबंधात करणार आहोत.

शोधनिबंधाचा उद्देश -

- 1) प्राचीन कालखंडापासून ते आधुनिक काळापर्यंतच्या स्त्रियांच्या कार्यावरप्रकाश टाकणे.
- 2) प्राचीन काळ ते आधुनिक काळापर्यंत स्त्रियांच्या राहणीमानात झालेल्या बदलांचा अभ्यास करणे.
- 3) भारतीय महिलांची सामाजिक व आर्थिक स्थिती अभ्यासाने.
- 4) स्त्रियांचा सामाजिक, आर्थिक व राजकीय क्षेत्रातील योगदानाचा आढावा घेणे.
- 5) स्त्री परिस्थितीचा प्राचीन ते आधुनिक काळ असा तुलनात्मक अभ्यास करणे.

विषय विवेचन - कोणत्याही समाज किंवा राष्ट्राचा विकास घडवून आणण्यात स्त्री-पुरुषांचा समान वाटा असतो. पुरुष हा घरबाहेरील कार्य करून विकासाचे कर्तव्य बजावतो तर स्त्रिया घरातील सर्व कामे करून आपले कर्तव्य पूर्ण करतात ही दोन चाकं समान चालली तरच जीवन आनंदमय होते. वैदिक साहित्यात स्त्री व पुरुषाला पृथ्वी दयूलांकाची उपमा दिली आहे. सदर शोधनिबंधात आपण प्राचीन, मध्ययुगीन आणि आधुनिक कालखंडातील स्त्री कार्यांचा अभ्यास करणार आहोत.

प्राचीन कालखंड - ऋग्वेद काळात आर्यसमाज स्थिर झाला होता म्हणून कुटुंब संस्थेचा उदय झाला. वैदिक कालखंडात स्त्रियांना पुरुषांच्या बरोबरीचे स्थान होते. वैदिक काळात अनेक स्त्रिया विद्वान म्हणून जन्माला आल्या, वैदिक कालखंडात सभा व समितीत स्त्रिया सहभागी होत. विधवेला पुनर्विवाहाचा अधिकार होता. धार्मिक विधीमध्ये पुरुषांच्या बरोबरीने स्त्रिया सहभागी होत. घोषा, लांपमुद्रा, सिकता, श्रद्धा व निवासी या स्त्रियांनी ऋग्वेदातील काही मंत्ररचना केली होती. स्त्रिया या साहसी होत्या. मुलाबरोबर पत्नी मुलानी ही युद्धात सारथ्य करण्यास गेली होती. 'विष्मला' हिने लढाईत भाग घेतला होता. ती जखमी झाल्यावर 'अधिन' या स्त्रीने तिच्यावर उपचार केले होते. ऋग्वेदात स्त्रीला अग्निदेवता व उषादेवी म्हणून गौरविले आहे. ऐतरेय ब्राम्हण ग्रंथात मुलीला 'कृष्ण' म्हणले गेले. उत्तर वैदिक कालखंडात मात्र स्त्रियांवर बंधने लादली गेली. याकाळात काही स्त्रिया विद्वान म्हणून प्रसिद्ध झाल्या. गार्गी, मैत्रेयी व विदुषी या स्त्रिया विद्वान होत्या. उपनिषद आणि सूत्रकाळातील स्त्रियांचे स्थान व दर्जा यामध्ये अधोगती झाली.

मौर्य काळात स्त्रियांना समाजात व कुटुंबात सन्मान होता. कौटिल्य आपल्या अर्थशास्त्र या ग्रंथात म्हणतो की, स्त्री आपल्या पतीच्या परवानगीशिवाय बाहेर गेल्यास तिला ६ पण दंड एवढेच नाही तर स्त्रिया फक्त पुत्रप्राप्तीसाठीच असतात १) याचा अर्थ मौर्य काळात स्त्रियांना संपूर्ण स्वातंत्र्य नव्हते. अशोकाची कन्या संधमित्रा ही बौद्ध धर्माच्या प्रसारासाठी मिलांनला गेली होती, तर चंद्रगुप्त मौर्याच्या अंगरक्षकात महिलांची नियुक्ती केली जात होती. सातवाहनांच्या कालखंडात सातवाहन राजे त्यांच्या मातेचे नाव लावत यावरून मातृसत्ताक कुटुंबपद्धती अस्तित्वात असलेली दिसते. सातकर्णी पहिल्यानंतर त्याचे दोन पुत्र वेदश्री व शतश्री गादीवर आले. त्यांचे प्रशासन हे पित्याच्या मदतीने त्यांची माता राणी नागनिका चालवित असे. महाराष्ट्राच्या इतिहासातील राज्यकारभार चालविणारी ही पहिली नाणेघाटातील शत्यश्री सम्राज्ञी ठरते. वाकाटकांच्या कालखंडात वाकाटक राजा रुद्रसेन दुसरा याने वैश्यवर्णीय चंद्रगुप्त विक्रमादित्याची कन्या प्रभावती हिच्याशी विवाह केला होता. गुप्त काळात सातवाहन राणी नगनिका, सम्राट चंद्रगुप्ताच्या पत्नी कुमारदेवी दत्तदेवी, कुबेरनागा, ध्रुवदेवी, प्रभावती गुप्ता, शील भट्टरीका, वसंतसेना, लिलावती व अवंती अशा अनेक स्त्रियांच्या योगदानाचे वर्णन आहे. काही राजघराण्यातील स्त्रियांनी युद्धात कर्तबगारी दाखविली होती. कल्याणीचा राजा सहावा विक्रमादित्य याची राणी लक्ष्मीदेवीने कल्याणीहून काही काळ राज्यकारभार पाहिला. अक्रादेवी सारंगी चालुक्य राजकन्या व होयसळ राणी उमादेवी ही युद्धभूमीवर लढताना आढळले. २) अयोध्येचा राजा दशरथ याची पत्नी कैकयी ही पतीमोबत युद्धात गेली होती.

गुप्तकाळात आपणास स्त्रियांची परिस्थिती समाधानकारक दिसते. गुप्तकाळात बहुपत्नित्वाची चालप्रचलित होती. चंद्रगुप्त दुसरा याच्या दुसऱ्या पत्नीचे नाव 'चेलना' होते. समुद्रगुप्ताला अनेक सामंती राजांनी आपल्या मुली भेट दिल्या होत्या. या काळात स्वयंवर प्रथा प्रचलित होती. आपल्या पतीची उपेक्षा करणाऱ्या स्त्रियांसाठी राजवल्क्याणने व कौटिल्याने नाक व कान कापण्याची शिक्षा कमावली तर मनुने तिला मृत्युदंडाची शिक्षा कमावली. स्त्रियांची अशाच प्रकारची स्थिती हर्षवर्धन राजपूत, चालुक्य, राष्ट्रकुट व यादवांच्या काळात होती.

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मो नं ९७६३२१२९९५ Email : bhalerao.shailesh86@gmail.com

सारांश :

प्रस्तुत शोधनिबंध हा डॉ.बाबासाहेब आंबेडकर यांचे सामाजिक क्षेत्रातील कार्यातील दिलेले योगदान आणि समजा प्रती असलेले आपले विचार याच्याशी निगडित असून समाजासाठी बाबासाहेबांनी आपले जीवन कशाप्रकारे वाहून घेतले याचा आढावा थोडक्यात ह्या शोधनिबंध घेण्यात आला आहे. डॉ.बाबासाहेब आंबेडकर यांनी स्वतः समाजातील अस्पृश्यता, जातीभेद, छुताछुत या गोष्टी अनुभवल्यामुळे त्यांनी अश्या बदलासाठी आपले जीवन हे समजा प्रती वाहून घेतलेले दिसते. पूर्वीच्या काळी चातुर्वर्ण हि पद्धती समाजाला लागलेली कीड होती. आणि आशा समाजाला लागलेली कीड हि समूळ नष्ट होणे गरजेचे आहे. त्यासाठी डॉ. बाबासाहेबांनी आपले विचारातून आणि कार्यातून या गोष्टीला नष्ट करण्याचा प्रयत्न केला. त्यासाठी त्यांना अतोनात हाल आणि कष्ट सहन करावे लागले. काही आर्थी त्यांच्या या कार्याला जरी यश आले असले तरी काही प्रमाणात त्यांच्या विचाराला विरोध सुद्धा समाजात करण्यात आला होता.

प्रस्तावना :

भारताच्या पावन भूमीवर अनेक महापुरुषांनी जन्म घेऊन देशासाठी व समाजासाठी अहोरात्र कार्य करून सामाजिक बांधिलकी व राष्ट्रनिष्ठा जोपासली आहे. त्यांचा सेवेचा वारसा आजही देशवासियांसाठी आदर्श, मार्गदर्शक व दिशा दर्शक ठरलेला आहे. अशा या थोर महापुरुषात डॉ. बाबासाहेब आंबेडकर यांचे नाव सर्वात वर आहे.

भारतीय राज्य घटनेचे शिल्पकार डॉ. बाबासाहेब आंबेडकर यांचा जन्म वडील रामजी व माता भीमाबाई यांच्या पोटी १४ एप्रिल १८९१ रोजी झाला. बाल भीमाचे वडील रामजी आपल्या मुलांवर चांगले संस्कार व्हावेत म्हणून दक्ष असत. त्यांना स्वतः वाचनाची आवड असल्यामुळे घरात ग्रंथसंग्रह हा होताच. मुलांना ही ते चांगली पुस्तके वाचावयास आणून देत असत. म्हणून बाबासाहेबांच्या आयुष्याच्या अंतिम क्षणापावेतो वाचनाची व अभ्यासपूर्ण चिंतनाची सवय त्यांच्या ठायी आढळते.

तुकाराम व कबीर बाबासाहेबांच्या अभ्यासाचे विषय भावी आयुष्यात झालेले दिसतात.

डॉ. बाबासाहेब म्हणजे अष्टपैलू व्यक्तीमत्व होते. त्यांना प्रत्येक क्षेत्राचे परिपूर्ण ज्ञान व माहिती होती. सामाजिक, राजकीय, आर्थिक, शैक्षणिक धार्मिक, पत्रकारिता, कायदे अशा विविध क्षेत्रात आपल्या अमोघ वक्तृत्वाने व कुशल नेतृत्वाने डॉ. बाबासाहेब आंबेडकर यांनी दीन, दलितांच्या, श्रमिकांच्या विस्थापितांच्या, शोषितांच्या अंधकारमय जीवनाला प्रज्ञेचा सदेश दिला. गलितगात्र झालेल्या मनामनांतून समाजक्रांतीचे स्फुर्लींग चेतवून डॉ. आंबेडकर यांनी मुर्दाड झालेल्या समाजाला आपल्या हक्काप्रती जागृत केले.

डॉ. बाबासाहेब आंबेडकर म्हणजे प्रेरक, उद्धारक व तारक शक्ती होय :

डॉ. बाबासाहेब आंबेडकर नुसते पुस्तकी पंडित नव्हते तर त्यांनी आपल्या आयुष्यात आचार आणि विचार यांची सांगड घातली आणि आपल्या तत्त्वज्ञानाला कृतीची जोड दिली. त्यांनी मनुष्य मात्रांच्या जीवनातील दुःख, दारिद्र्य आणि क्लेश दूर करण्यासाठी अत्यंत प्रतिकूल परिस्थितीत आपले पुरे ज्ञान माहिती व बळ लावले आणि रंजल्या गांजल्या जनतेच्या तसेच स्त्री वर्गाच्या शेतकरी, मजूर वर्गाच्या आणि पददलितांच्या उद्धारार्थ आपले प्राण पणाला लावून समतेची मंगलवाट दाखविते आणि मानवतेची दिव्य ज्योत निर्माण करते ती व्यक्ती केवळ बंदनीय नव्हे तर ती व्यक्ती प्रेरक, उद्धारक व तारक शक्ती ठरते. बाबासाहेब आंबेडकर हे महान शिक्षणतज्ज्ञ होते, एवढेच नव्हे तर बहिष्कृत 'हितकारिणी सभा', 'दलित वर्ग शिक्षण संस्था', 'पीपल्स एज्युकेशन सोसायटी' अशा विधायक संस्थांच्या माध्यमातून शिक्षणाचा प्रचार केला. शिक्षणाला मूलभूत अधिकाराचा दर्जा प्राप्त करवून दिला. शिक्षणविषयक तरतुदींना घटनात्मक संरक्षण प्राप्त करून दिले. डॉ.बाबासाहेब सर्वार्थाने महान शिक्षणतज्ज्ञ तर ठरतातच; मात्र भारतीय शिक्षणविषयक स्वातंत्र्य व अधिकारांचे खरे व खंबीर व भक्कम संरक्षणसुद्धा ठरतात.

पुरवणी अंक-४ मार्च २०२२



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मसुदा समितीचे अध्यक्ष (१९४७) :

डॉ. बाबासाहेब आंबेडकर स्वतंत्र भारताचे थोर कायदेपंडित, भारतीय घटनेचे शिल्पकार असेही त्यांना संबोधतात. भारतीय घटनेतील कलमे लिहिण्याचा, कायदे तयार करण्याचा मोलाचा वाटा डॉ. बाबासाहेब आंबेडकर यांचाच आहे. भारतीय राज्यघटनेतील 'मसुदा' समितीचे अध्यक्षपद १९४७ मध्ये आंबेडकरांना देण्यात आले. २९ ऑगस्ट, १९४७ रोजी मतदार संघाने डॉ.बी.आर. यांच्या अध्यक्षतेखाली एक मसुदा समिती स्थापन केली. आंबेडकरांनी भारतासाठी प्रारूप राज्यघटना तयार केली. राज्यघटनेच्या मसुद्यावर चर्चा करताना विधानसभेने मांडलेल्या एकूण ७,६३५ पैकी तब्बल २,४७३ घटना दुरुस्तीची चर्चा व विल्हेवाट लावण्यात आली.

२० ऑगस्ट १९४७ रोजी घटना समितीच्या अध्यक्षांनी स्वतंत्र भारताचा कायदा आणि त्या संबंधीच्या सर्व कायदेशीर गोष्टी यांचा विचार करण्यासाठी एक समिती नेमण्यात आल्याचे जाहीर केले आणि त्या समितीच्या सभासदांची नावेही जाहीर केली - डॉ. बी. आर. आंबेडकर, जी. व्ही. मावळणकर, पुरुषोत्तमदास टंडन, गोपालस्वामी अयंगर इत्यादी.

२९ ऑगस्ट १९४७ रोजी घटना समितीने एक ठराव पास करून स्वतंत्र भारताच्या राज्यघटनेचा मसुदा तयार करण्यासाठी डॉ. आंबेडकर यांच्यासह सात सभासदांची 'मसुदा समिती' नियुक्ती केली आणि विधिमंत्री डॉ. बी. आर. आंबेडकर यांना मसुदा समितीचे अध्यक्ष म्हणून नियुक्त केले.

ऑल इंडिया शेड्युल कास्ट फेडरेशनची (१९४२) :

शेड्युल कास्ट म्हणजे अनुसूचित जाती अर्थातच निम्न वर्गातील जाती होय. संपूर्ण भारतभर असलेल्या ह्या निम्न / कनिष्ठ मानण्यात आलेल्या शेड्युल कास्ट फेडरेशनची स्थापना १९४२ मध्ये डॉ. बाबासाहेबांनी केली.

भारतीय बौद्ध जनसंघ स्थापना (१९५१) :

डॉ. बाबासाहेब आंबेडकर बौद्ध धर्माला, बौद्ध धर्मातील तत्वांना, नियमांना तसेच बौद्धांच्या शिकवणीला मानत, बुद्धांना गुरू मानत. बौद्धधर्म हा एकमेव माणुसकीचा धर्म आहे. त्याचा प्रसार, प्रचार व्हावा या उद्देशाने भारतीय बौद्ध जनसंघाची स्थापना १९५१ मध्ये केली. पिढ्या एक उध्दारकर्ता आणि घटनाशस्त्रावरील मोठी अधिकारी व्यक्ती म्हणून ओळखतील. असाही एक दिवस उगवेल की, आंबेडकर हे भारताचे प्रधानमंत्री झाल्याचे दृश्य लोकांच्या

नजरेस पडेल. लोकसभेचे दुसरे एक सभासद सिद्धा म्हणाले, खरे सांगायचे म्हणजे आंबेडकरांच्या कर्तृत्वाचा आणि कार्याचा गांधीजींवर प्रभाव पडल्यामुळेच गांधीजींना दलित वर्गाच्या राजकीय हक्कांसाठी काहीतरी केले पाहिजे असे वाटू लागले. सिध्दवा पुढे म्हणाले, आंबेडकर पददलितांचे जशे मुक्तिदाते तसेच एक महान द्रष्टे आहेत.

भारतीय बौद्ध महासभेची स्थापना (१९५५) :

भारतीय बौद्ध जनसंघा प्रमाणेच ई.सन १९५५ मध्ये भारतीय बौद्ध महासभेची स्थापना करण्यात आली.

- * भारतात बौद्ध धर्माच्या प्रचारास चालना देणे.
- * बौद्ध धम्म उपासनेसाठी बौद्ध मंदिरे (विहार) स्थापन करणे.
- * धार्मिक व वैज्ञानिक विषयांकरिता शाळा व महाविद्यालये स्थापन करणे.
- * अनाथालय, दवाखाने व मदत केंद्रे (आधरगुहे) स्थापन करणे.
- * बौद्ध धर्माच्या प्रसाराकरिता कार्यकर्ते तयार करण्यासाठी बौद्ध प्रशिक्षण केंद्र (सेमीनरीज) स्थापन करणे.
- * सर्व धर्माच्या तुलनात्मक अध्ययनास प्रोत्साहन देणे.
- * सर्वसामान्य लोकांना बौद्ध धर्माचा खरा अर्थबोध करून देण्यासाठी बौद्ध साहित्य प्रकाशित करणे आणि हस्तपत्रके व छोट्या पुस्तिका काढून त्याचे वितरण करणे.
- * गरज भासल्यास धर्मोपदेशकांचा नवा संघ निर्माण करणे.
- * बौद्ध धर्माच्या प्रचारार्थ प्रकाशनाचे कार्य सुरू ठेवण्यासाठी मुद्रणालय किंवा मुद्रणालये स्थापन करणे.
- * भारतीय बौद्धांच्या सामायिक कृतीसाठी आणि बंधुभाव स्थापन (संवर्धन) करण्यासाठी मेळावे आणि परिषदा भरविणे.
- * सामाजिक समता स्थापीत करणे
- * बौद्ध सोसायटी साठी देणग्या स्वीकारणे व निधी गोळा करणे.
- * धर्मोपदेशकांचा सांभाळ करणे.
- * सोसायटीच्या उद्देशांकरिता संस्थेची मालमत्ता विकणे अथवा गृहान करणे.
- * मालमत्ता धारण करणे व ताब्यात ठेवणे.
- * सोसायटीकरिता मालमत्ता विकत घेणे, भाडे कराने घेणे किंवा अन्य प्रकारे मिळवणे आणि काळ प्रसंगाच्या निश्चितीनुसार सोसायटी च्या पैशाची गुंतवणूक व व्यवहार करणे.



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| <p>रघुवंशी प्रकाशन शुक्रवार पेठ पुणे २००५ ५) कवें इरावती : महार आणि महाराष्ट्र परिपूर्ती पुणे. देशमुख आणि पुनमुद्रण</p> <p>१०) कोसरे एच एल, विदर्भातील दलित चळवळीचा इतिहास, ज्ञान प्रदीप प्रकाशन नवी शक्रुवारी नागपूर १९८४</p> <p>११) रामचररत मानसातील स्त्री निंदा, भासंतर बोरकर उर्मिला, उषा वाघ सुगावा प्रकाशन २००६</p> | <p>१२) कांबळे उत्तम. जागतिकीकरण आणि दलित प्रश्न सुगावा प्रकाशन पुणे २००२</p> <p>१३) खरात शांकराव : अस्पृश्यांचा मुक्ती संग्राम २००३- ०४</p> <p>१४) डॉ शकुंतला वाघ. महाराष्ट्रातील महाराचा इतिहास २००३-०४.</p> |
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Trends and Issues of Teacher Education in India

Laxmi Kadambande

Introduction:

This issue of Trends in Higher Education focuses on social factors in the environment that are influencing both staff and students in the higher education landscape. It looks at issues such as academic workload and work-life balance; provision of mental health services; staff recruitment and development among others. Also included are issues which directly affect students such as free speech, provision of safe working spaces and mental health services as well as factors which impact their successes. This issue of Trends in Higher Education examines the social factors that are impacting the higher education landscape and forcing universities to rethink how they treat with faculty, student and the wider society which they serve. It focuses on developments in areas of workload policy and work-life balance that are important in increasing productivity in the workplace. It also addresses mental health issues that are becoming prevalent among students and staff and which impinge on their performance and overall productivity in the classrooms and workplace. Teachers play an important role in achieving the desired objectives of the educational institutions and broadly to build up the future of the nation. The entire community can move forward towards progress only with the help of efficient and skillful teachers. So focus should be on teacher improvement and teacher education. Teacher education is an important programme which improves the quality of a teacher. Education planners always try to organize the teacher education programmes by setting up harmoniously various innovative and relevant to the dynamics of teacher education such as teacher motivation, teacher competence, teacher sensitivity etc.

History of higher education in India:

In the long past the institution of higher education has been given an important position in the Indian society. There were perhaps three streams of tradition- i. Ancient and medieval Sanskrit and Buddhist tradition. ii. The medieval Arabic and Persian tradition. iii. East and South Indian such as Tamil tradition. It has been found from the writings of Chinese travellers like FiHien, Hiuen-Tsang that there exist ancient seats of learning at Takshashila (5th-6th Century B.C), Kanchipura, Nalanda (5th-6th Century A.D), Odantapuri, Sri Dharryakataka, Kashmira, Vikramashila (800A.D). Among the subjects studied here were grammar, metaphysics, logic etc. In both Sanskrit and Arabic higher learning much secular and scientific learning in law, medicine, mathematics, astronomy etc. was cultivated besides literature, philosophy with the help of books, discussion and memorization. Indian Higher Education in its present form begun to appear from the time when British parliament renewed the Charter Act (1813) for educational development in India. College to disseminate English education was established in 1818 at Serampore, Calcutta. McCauley's minute (1835) to promote English education, Charls Woods' Dispatch (1854) to establish the universities of Calcutta, Bombay, and Madras in 1857 and the introduction of grants-in-aid for these universities were the major events. Indian Education Commission or Hunter Commission's (1882-83) recommendation to finance University Education in India provided a major impetus to higher educational development in India. Calcutta University Commission (1917) called as Saddler Commission also recommended for autonomy of universities. The Hartog Committee (1929) report suggested for improvement of quality and standards at the University level education in India. The Abbot-Wood Report (1937) recommendation suggested that English should be the medium of instruction and encourages the establishment of Polytechnics Colleges, Central Technical Board and Vocational Teacher Training Colleges. Finally Sargent Report (1944) recommendation for the establishment of U.G.C and formulation of blue print for Indian Higher Education structure was the major landmark.

Some Issues:

Quality Assurance The future of nation depends much upon the teacher, precisely, on the quality of teacher. If the nation lacks ability to provide or produce quality teacher the future of society will be at stake. Although NCTE has come forward in enhancing quality improvement of teacher education, the present scenario speaks of different picture; the statutory body is still not meeting the required need. The system is a failure in providing professionally competent and committed teachers. Some teacher training institutions are not following the NCTE norms and guidelines completely.

Recognition and Accreditation:

National Assessment and Accreditation Council (NAAC) is the main statutory body which, for the recent years, has been maintaining the standards and improvement of the quality of the colleges and universities. Peer-review is done by competent, non-governmental agencies such as national, regional or local associations in the

process of accreditation. NAAC constantly re- think and revise its process of assessment so that it is well tune with local, regional and global concerns in higher education scenario. But the sad reality is that many universities and colleges recognized by NCIE fail to provide acceptable and required levels of quality education. As a result, the recognition of many institutions is being cancelled due to negation of the basic norms and guidelines of NCTE.

Inclusive Education:

Learning disability makes it very difficult for a student to succeed academically in the normal instructional environment. The most common academic areas in which children with a learning disability have problems are reading, writing, spelling and calculating. Here comes the thought of inclusive education which speaks volume for an integrated school setting, a setting which can provide equal opportunities to the LD students

Teacher Curriculum:

Teacher Curriculum Framework should be so structured that it can cater the needs and growing demands of school education and the learners. Teacher education and school education, needless to say, have a symbiotic relationship. Sensing this mutual concern needed for the qualitative improvement of entire arena education system The National Curriculum Framework for Teacher Education(NCFTE, 2009) had included the issues related to inclusive education, gender perspectives role of community knowledge in education and ICT in schooling as well as e-learning.

Concept of Privatization:

Privatization means initiation of private ownership, management and control of organizations. The control is in terms of decision making and responsibility of money and administration. In education privatization can be seen as expansion of private sector's control. Privatization of higher education has emerged in several forms and types in the recent decade in India⁷. Privatization within government higher education institutions takes place in the form of introducing self-financing courses within government institutions. Converting government aided private institution in to private self financing institution. Allowing self financing private institution with recognition and also without recognition. This may be termed as commercial private higher education institutions. Private players are mainly engaged themselves in setting up of state private universities, deemed university and academic institution with foreign collaboration. Need to privatize higher education: i. To increase competitive efficiency of public sector. ii. To meet the growing demand of higher education with rapid growth in population. iii. To reduce financial burden on government and for decentralization of educational institutions. iv. For imparting quality education and training and shaping of the curriculum according to global, national and local needs. v. To fulfil the need for skilled manpower and to fulfil the need of the country in liberalization, privatization, and globalization. vi. To facilitate technological developments and information based economic development

Globalization Concept: The term globalization and internationalization is used interchangeably. There exist narrow difference between globalization and internationalization. Globalization refers to involvements of large number of countries and internationalization refers to involvement of two or more countries. With the developments of information and communication technology the barriers of national boundary has been broken. As a result there has been considerable development in the social, economical and educational fields at international and global level. This is termed as internationalization and globalization.

ICT and e-learning: In an age of science and technology, globalization and industrialization Information and Communication Technology (ICT) is now considered as a must. To achieve quality knowledge and skills ICT has become indispensable (Saxena 2017). The use of internet, projector, recorder etc. inevitably provides a smart class room. Sometimes social networks are being utilized as a medium for communication. Online tutorials, online journals, online blogs etc are cases in point. Through their works Bhattacharjee and Dev (2016) are of the opinion that innovative teaching skill and effective learning environment are developed by the use of ICT.

Conclusion:

The concept of education changes. It is dynamic. The concept of privatization, globalization, liberalization, industrialization has an impact on the field of Indian education system. New demands are corollary outcome to meet the challenges. Only qualified and well-trained teachers can develop this system. Their training, recruitment, working condition are of utmost importance and the policy makers stake holders, education planner should emphasize on this issue Though India has a long heritage of quality higher education system it has failed to solve the problems of Access, Equity, and Quality until recent past. The deteriorating administration, unproductive practice, corruption and fund availability leads to break down of indigenous educational system. Recently with the introduction LPG i.e.

liberalization, privatization and globalization an avenue to revive the system has evolved. On the one hand globalization may help to improve the quality of education it can also affect the indigenous development of educational sector. A domestic regulatory mechanism should be put into place to avoid negative impact of globalization.

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Teaching Methods Used in Special Education: An Analysis

Vidya Gavit

Introduction:

Digital media is particularly well suited to support many students with special needs. In some cases, structured learning environments are available specifically to address the needs of learning disabled students. In other cases, special needs students are mainstreamed in classrooms and may or may not have instructional assistants for additional support. Thus it is up to each teacher to determine the classroom management strategies that are appropriate for his or her classroom and students. The ideas provided below are general tips for supporting students with special needs through digital media and inquiry-based learning. The focus of these strategies is on students with physical disabilities or moderate learning disabilities.

Physical Disabilities:

Students with physical disabilities typically already have some classroom modifications in place to account for their particular needs. Text-reading software programs for visually impaired students or captioned videos and interactives for hearing impaired students are common tools that allow students with physical disabilities to participate fully in classroom activities. For visually impaired students, Discovery Education eBooks can be a useful tool. Discovery Education Explorations can be particularly useful for hearing impaired students who may have greater difficulty getting content from non-captioned videos. Keep in mind that for many hearing-impaired students, American Sign Language, not English, is their first language. Thus complex readings and even captioned media materials may be somewhat difficult for these students to use, much as English-language materials would be a challenge for any English language learner.

Learning Disabilities

An inquiry approach using the "5E" model (Engage, Explore, Explain, Elaborate, Evaluate) is an important tool for helping students develop critical thinking skills and understanding the scientific process. In many cases the skills needed for successful inquiry will require additional support for learning disabled (LD) students. The table below describes possible challenges for learning disabled students engaging in inquiry and tips for providing support.

Cognition and Learning:

The teaching of transferable thinking and learning skills is commonly emphasised in professional guidance. Effective teaching strategies may include the use of 'procedural facilitators' like planning sheets, writing frames, story mapping and teacher modelling of cognitive strategies, although for quality and independence in learning it is crucial to extend these technical aids with elaborated 'higher order' questioning and dialogue between teachers and pupils. Research evidence and professional guidance emphasises the importance of the classroom as a whole learning environment, including the distinctive new developments in ICT. There is evidence about the need for explicit, comprehensive and integrated teaching of different aspects of reading linked to spelling and writing. There is little evidence of the need for distinctive teaching approaches for children with specific learning difficulties although responding to individual differences is crucial. The key to appropriate teaching lies in careful and ongoing assessment linked with teaching. Behavioural, Emotional and Social Development. The use of peers is a valuable resource either as part of a behaviour management programme (e.g. peer-monitoring) or peer-oriented intervention (e.g. buddy system).

Approaches that encourage children to regulate their behaviour by teaching them self-monitoring, self-instruction and self-reinforcement skills are effective in producing adaptive behaviour change (i.e. increased on-task behaviour, reductions in anti-social behaviour). Approaches using positive reinforcement (where appropriate behaviour is immediately rewarded), behaviour reduction strategies (such as reprimands and redirection), and response cost (a form of punishment in which something important is taken away) appear to be effective in increasing on-task behaviour. Combinations of approaches (e.g. cognitive-behavioural with family therapy) are more effective in facilitating positive social, emotional and behavioural outcomes than single approaches alone. The research suggests that effectiveness is enhanced when parents are actively involved as partners in their child's education. Sensory and/or Physical. Strategies emphasising the importance of providing opportunity for developing skills of social interaction and access to the child's local environment such as participatory/active learning methods, physical education as a means of bridging the therapeutic/educational divide for pupils with physical disabilities and combining emotional and social development with academic and cognitive growth were recommended as effective.

The literature emphasised strategies and approaches which providing opportunities for developing the child's independence.

Systemic strategies and environmental adaptations were found to increase access to participation and learning. The use of technology was considered particularly promising.

Control of task difficulty:

Teach at the student's instructional level

Sequence from simple to complex

Maintain high levels of student success

Adjust the work load as many students work at a slower pace

Provide time extensions for tests and large projects

Divide work into smaller sections

Use a combination of direct instruction and cognitive strategy instruction:

Use a highly sequenced format with lots of immediate feedback

Use the following teaching sequence:

- 1) Obtain student commitment and Identify target skill/concepts
- 2) Teach in multiple ways
- 3) Model, Rehearse / Practice and Role-Play
- 4) Provide feedback
- 5) Practice in controlled settings
- 6) Practice in other settings and Post-testing
- 7) Follow-up-Reteach as needed
- 8) Teaching in small, interactive groups:
- 9) Use flexible grouping
- 10) Use cooperative learning
- 11) Use peer assisted strategies (e.g., cross-age, same-aged and peer tutoring)
- 12) Teach in small groups of less than 6 students
- 13) Teach group processing and social skills

Learning disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Simply stated, a learning disability is a processing difficulty and any of the five senses may be impaired. Learning disabilities are NOT mental retardation, nor are they the result of a poor academic background, emotional disturbance, lack of motivation, or visual or auditory acuity problems (Association of Higher Education and Disability). A person with a learning disability may have average or above average intelligence. In fact, Albert Einstein, Winston Churchill, Nelson Rockefeller, Thomas Edison, Woodrow Wilson, George Patton, Walt Disney, and Hans Christian Anderson are all thought to have had learning disabilities.

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National Education Policy : Issues and Challenges

Dr. Trupti Bhalerao

The Year 2020 marks an exciting beginning of a new era for Indian higher education with the launch of the new National Education Policy 2020. National Education Policy 2020 aims to make way for large scale, transformational reforms in education sectors. The Policy built on the foundational pillars of Access, Equity, Quality, Affordability, Accountability, Employment, Entrepreneurship and Indian character is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

The Policy had made a serious attempt to address the issues of increasing intellectual abilities and harnessing the dividends of human capital. The country spends billions of rupees to educate students and support programs to help ameliorate inequities, but we know that all things aren't equal. In fact, the one truth about our social structure is that there are the haves and the have-nots, and the potential for a widening of those two groups looms large for future generations if timely measures are not taken. Some of the major issues in the field of higher education identified by the NEP include: lack of emphasis on skill development including life skills, employability and entrepreneurial skills; rigid separation of disciplines and therefore leading to want of holistic learning in students, with early specialization and streaming of students into narrow areas of study; limited teacher and institutional autonomy; low quality of research and publication; lack of competitive peer-reviewed research funding across disciplines; severe fragmentation in higher educational ecosystem; ignorance of learning outcomes; ineffective regulatory system; affiliation system; low standards of education; want of sufficient funding; vast deviation from the proven traditional knowledge system and lack of pride for the system. In view of this, the policy attempts a complete overhaul and re-energising of the higher education system to overcome to deliver high-quality futuristic higher education. The Policy therefore has dedicated almost 11 chapters to core higher education; 5 chapters to other key areas relevant to higher education like Professional Education, Adult Education and Life Long Learning, Promotion of Indian Languages, Arts and Culture, Technology Use and Integration, Online and Digital Education: Ensuring Equitable Use of Technology; and three chapters for making it happen which include strengthening Central Advisory Board of Education; bringing the focus back on education and learning by rechristening Ministry of Human Resource Development (MHRD) as the Ministry of Education (MoE). Some of the key recommendations of the Policy on higher education are:

Increase GER to 50 % by 2035

Moving towards a more multidisciplinary undergraduate education; Moving towards a higher educational system consisting of large, multidisciplinary universities and Colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages; Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges; 'Light but tight' regulation by a single regulator for higher education.

Creating Academic Bank of Credits:

Setting up Multidisciplinary Education and Research Universities (MERUs) Setting up the National Research Foundation. The policy, inter alia, aims to eliminate problems involved in quality, pedagogy, structural inequities, access asymmetries, rampant commercialization and varied other dimensions. The great challenge with us now therefore, is the strategic implementation of the Policy. There is indeed a need to prepare a robust action plan leading to successful implementation all the recommendations of the policy in targeted timelines. NEP 2020 has vision to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Curriculum and Content

The NEP seeks to introduce a shift from 10+2 structure to 5+3+3+4 structure, where early childhood education will be a part of formal education. In addition, the NEP 2020 focuses on reducing the curriculum content to make space for critical thinking and in turn, develop individuals with 21st-century skills instilled in them. Hence, all aspects of the curriculum and pedagogy need to be restructured to attain these goals. The challenges in successfully implementing these changes include modifying the curriculum in accordance with the National Curriculum Framework. Also, educators need to rethink the learning content rubric and modify the textbooks accordingly.

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हैदराबाद स्वतंत्र संग्रामातील महत्वपूर्ण घटनांचा अभ्यास

प्रा. शैलेश कुशेंद्र भालेराव

पी. ई. एस. बी. एड महाविद्यालय

शिवाजीनगर पुणे - ४११००५

हैदराबाद मुक्तिसंग्रामात महिलांचा सहभाग :

हैदराबाद संस्थानात स्त्रियांचे स्थान अतिशय हीन दर्जाचे होते. बालविवाह, बालविधवा, अंधश्रद्धा, अज्ञान, निरक्षरता, दारिद्र्य, कुपोषण, राजकीय व सामाजिक जागृतीचा अभाव, पडदा पद्धती अशा अनेक रूढी-परंपरांच्या विळख्यात ती अडकली होती. इस्लामी संस्कृती व परंपरेचा फार मोठा प्रभाव स्त्रियांवर होता. तरीही हैदराबाद मुक्ती लढ्यात महिलांनी मोलाचे योगदान दिले आहे. हैदराबाद मुक्तिसंग्रामातील महिलांच्या सहभागाचे दोन कालखंड करता येतील.

१) पहिला कालखंड - इ.स १९३८ पर्यंत.

२) दुसरा कालखंड - १९३८ ते १९४८ पर्यंत.

पहिल्या कालखंडात स्त्रियांनी ग्रंथालय चालविणे, राजकीय प्रचारातील पत्रके वाटणे, गणपती मेळ्यात भाग घेणे, सांस्कृतिक कार्यक्रमात सहभाग घेणे, चळवळीतील कार्यकर्त्यांना अन्न पुरविणे, चळवळीतील कार्यकर्त्यांची गृहिणी म्हणून घर सांभाळणे इत्यादी कामे केलेली दिसून येतात. पहिल्या कालखंडातील महिलांचा सहभाग हा सामाजिक व संस्कृती स्वरूपाचा होता. पहिल्यापेक्षा दुसरा कालखंडातील महिलांचा सहभाग अधिक निर्णायक ठरला.

इ.स १९३८ ते १९४९ या दुसऱ्या कालखंडात ज्या महिलांनी सहभाग नोंदवला त्यात आशाताई बाघमारे, सुशीलाताई दिवाण, पानकुंवर कोटेचा, सुलोचनाबाई बोधनकर, कावेरीबाई, गोदावरीबाई, लताबाई, उषा पांगुरीबाई, गिताबाई चारठाणकर, प्रतिभाताई वैशंपायन, दगडाबाई शेळके, तारा परांजपे, करुणा बाई चौधरी, शकुंतला साले इत्यादी महिलांचा सहभाग होता. त्यांच्या मुक्ती लढ्यातील सहभागाचे स्वरूप पुढीलप्रमाणे आहे.

हैदराबाद राज्य ब्रिटिश राजवटीच्या अस्ताच्या वेळेपर्यंत टिकून असलेले भारतातील सर्वात मोठे स्वायत्त संस्थानिक राज्य होते. सध्याच्या तेलंगणा, मराठवाडा, उत्तर कर्नाटक, विदर्भाचा काही भाग या भारताच्या दक्षिण-मध्य भागात या संस्थानाची व्याप्ती होती. इ.स. १७२४ पासून इ.स. १९४८ पर्यंत निजाम हैदराबाद राज्याचे संस्थानिक होते. स्वातंत्र्य सैनिकांच्या प्रदीर्घ हैदराबाद मुक्ति संग्रामाचा शेवट इ.स. १९४८ मध्ये भारत सरकारने निजाम शासनाविरुद्ध केलेल्या पोलीस कारवाईने झाला आणि हैदराबाद संस्थान स्वतंत्र भारत देशात समाविष्ट झाले. १९४७ मध्ये ब्रिटिशांनी भारतीय स्वातंत्र्याचा कायदा पास केला. या कायदानुसार १५ ऑगस्ट १९४७ रोजी भारत ब्रिटिशांच्या राजकीय वर्चस्वातून मुक्त झाला. म्हणजेच भारताला स्वातंत्र्य मिळाले. वरील कायदानुसार देशी राज्ये आणि संस्थानिकांनाही त्यांनी आपले राज्य भारतात कि पाकिस्तानात विलीन करावयाचे की, स्वतंत्र राहावयाचे या बाबतीत स्वातंत्र्य दिलेले होते. त्यामुळे देशी राज्ये व

संस्थाने भारतीय संघराज्यात कशी विलीन करून घ्यावयाची हा मोठा प्रश्न भारत सरकारपुढे निमाणे झाला. शेवटी भारताचे पंतप्रधान पंडित जवाहरलाल नेहरू आणि गृहमंत्री सरदार वल्लभभाई पटेल यांनी बहुतेक संस्थाने भारतात विलीन करून घेतली. परंतु हैदराबाद राज्याचा सत्ताधिश निजाम मीर उस्मान अली खान याने ११ जून १९४७ रोजी आपले राज्य स्वतंत्र राहणार असल्याचे जाहीर केले.

निजामाने आपले राज्य स्वतंत्र राहणार असल्याचे घोषित केल्यामुळे भारत सरकार आणि हैदराबाद राज्यातील जनतेपुढे मोठा पेच व प्रश्न निर्माण झाला. हैदराबाद राज्याचा सत्ताधिश मुसलमान होता. परंतु राज्यात ७० टक्के हिंदू, १८ टक्के दलित, ११ टक्के मुसलमान आणि १ टक्का इतर लोक होते. याशिवाय देशाच्या व दख्खनच्या मध्यभागी असलेले आणि देशात आकाराने दुसऱ्या क्रमांकाचे असलेले हैदराबाद राज्य स्वतंत्र राहणे राज्यातील जनतेच्याच नव्हे तर देशाच्याही हिताचे तसेच हैदराबाद राज्याच्या भारतातील विलिनीकरणाशिवाय भारताच्या स्वातंत्र्याला पूर्ण प्राप्त होणार नव्हते. त्यामुळे राज्यातील जनतेने हैदराबाद राज्याचे भारतीय संघराज्यात विलिनीकरण करण्यासाठी सत्याग्रह व सशस्त्र आंदोलन केले. शेवटी १३ सप्टेंबर १९४८ रोजी भारत सरकारने हैदराबाद राज्यावर लष्करी कारवाई करून ते भारतीय संघराज्यात विलीन करून घेतले. हैदराबाद राज्याच्या विलिनीकरणासाठी जनतेने जे सत्याग्रह व सशस्त्र आंदोलन केले, हेच आंदोलन भारतीय इतिहासात 'हैदराबादचा स्वतंत्र -संग्राम' या नावाने ओळखले जाते. हा स्वातंत्र्य -संग्राम भारतीय स्वातंत्र्य आंदोलनाचाच एक भाग होता. या स्वातंत्र्य लढ्यात दलितांचाही सिंहाचा वाटा आहे.

भारतीय स्वातंत्र्य लढ्याच्या परिपेक्षात हैदराबाद राज्य

इ.स. १८८५ साली काँग्रेस ची स्थापना झाल्यानंतर जनमत काँग्रेसला अनुकूल होते. काँग्रेसच्या राजकीय जागृतीच्या कामांना पाठिंबा देणाऱ्यात डॉ.अधोरनाथ चटोपाध्याय, मुल्ला अब्दुल कयुम, रामचंद्र पिल्लई, मौलाना ए.शफिक पत्राचे संपादक मोहिब हुसेन, हाजार दास्तानचे संपादक सय्यद अखिल यांचा समावेश होता. ते इंग्रजांच्या चुकीच्या आणि अवैध शासकीय धोरणांचा निषेध करीत. अर्थातच सर सय्यद अहमदच्या प्रभावाखालील निजाम शासनात उंच हुद्द्यावर बसलेल्या हितसंबंधीयांनी काँग्रेसचा विरोध करण्याचे धोरण अवलंबले. त्यामुळे सर सय्यद अहमदच्या राजकीय व शैक्षणिक व्यापांना प्रोत्साहन आणि काँग्रेसचे पाठीराख्यांचे खच्चीकरण असे निजाम शासनाचे धोरण कायम राहिले. इ.स. १८९१ मध्ये वृत्तपत्रांवर निर्बंध घातले. निजाम शासनास न जुमानणाऱ्या शौकत-उल-इस्लाम सारख्या सुधारणावादी वृत्तपत्रांची मुस्कटदाबी केली गेली.

हैदराबाद राज्यातील सामाजिक आणि राजकीय जागृती

लोकमान्यांनी सुरू केलेल्या सार्वजनिक गणेशोत्सवाची सुरुवात हैदराबादेत शालिबंडा येथे शिवराम शास्त्री गोरे यांनी तर चादरघाट येथे विद्यार्थ्यांनी केली. हळूहळू सार्वजनिक गणेशोत्सव इतर महाराष्ट्रासोबतच संपूर्ण हैदराबाद राज्यात साजरा होऊ लागला. सार्वजनिक गणेशोत्सवाने सामाजिक चेतना निर्माण होण्यास मोठीच मदत झाली. आर्य समाजास डॉ.अधोरनाथ चटोपाध्याय, गुलबर्ग्यांचे केशवराव कोरटकर व पंडित श्रीपाद सातवळेकर यांनी पाठिंबा दिला आणि त्यांनी राजकीय, सामाजिक, आणि शैक्षणिक जागृतीचे कार्य मोठ्या धडाडीने हाती घेतले. मुल्ला अब्दुल

- ३) या लढ्याचे नेतृत्व ब्राम्हण.व तत्सम उच्च वर्गीयाकडे होते ,मारवाडी ,गुजराती ,
- ४) मुक्ती लढ्याची चळवळ थोडीशी विकेंद्रित झाली होतीएक .पण त्यात स्वयं शिस्त होती ,
.कार्यकर्त्यात अनुशासन होते .प्रकारचे सुसूत्रीकरण होतेमुक्ती लढा संपताच त्यानि
त्याच्या जवळची शास्त्रे सरकारला परत केली

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Role of Education in Women Empowerment

Dr. Madura Pawar

Abstract :

This paper seeks to analyze the role of education in women empowerment in India. Today women's empowerment has become one of the most important concerns of the 21st century. Since the beginning of the twentieth century their position has gradually and gradually changed. Education is considered as a milestone for women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their lives. Increasing access to education notwithstanding, gender discrimination still persists in India and lot more needs to be done in the field of women's education in India. Today, Literacy rate of India in 2021 is 74.04%. The Male literacy rate is 82.14% and Female literacy rate is 65.46% according to Census 2021. Even beyond literacy there is much that education can do for women's rights, dignity and security. Education is the key to unlock the golden door of freedom for development. Certain changes are suggested where awareness of girls education is essential whether girls from rural or urban, as paraphrased "Educated mothers, educated family." Education plays important role to enhance the quality of women's and women's increase the quantity of knowledge that use in various fields where she survives.

Introduction:

Education is considered as a basic requirement and a fundamental right for the citizens of any nation. It is a powerful tool for reducing inequality as it can give people the ability to become independent. Women, who come across discrimination in many spheres, have a particular need for this. Women Empowerment is a global issue and discussion on women political right are at the fore front of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the international women conference at Nairobi in 1985. Education of women is the most powerful tool of change their position in the society. Still at large, womenfolk of our country are illiterate, backward, weak, and exploited. Education also reduces inequalities and functions as a means of improving their status within the family. Empowerment and capacity building provides women an avenue to acquire practical information and learning for their improved livelihoods. India can become a developed nation only if women contribute to the best of their capacity and ability which is possible when they are educated and empowered.

Objectives of the Study:

- 1) To study the educational status of women in India.
- 2) To study the various aspects of women empowerment.
- 3) To suggest the suitable Educational measures for women empowerment.
- 4) To make useful suggestions in the light of the findings.

Research Methodology:

The study is descriptive and analytical in nature. The data used in this has been taken from purely secondary sources as per the requirement of this study. Secondary data which is collected from various reports of national and international agencies, various authentic websites, magazines and e-content related to Women Empowerment.

Meaning Of Empowerment:

Empowerment is the degree of autonomy and self-determination in people and in communities. This enables them to represent their interests in a responsible and self-determined way, acting on their own authority.

Qualities of Empowered people:

- 1) Having self-awareness
- 2) Having self-control
- 3) Having self-acceptance
- 4) Having self-respect & determination
- 5) Having accountability & integrity
- 6) Having decision making power
- 7) Effective change in one's life & community
- 8) Increasing one's positive self-image & overcoming stigma

Women Empowerment:

Women's Empowerment can be defined as promoting women's sense of self-worth, their ability to determine their own choices and their right to influence social change for themselves and others. It refers to making women powerful to make them capable of deciding for themselves.



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- 2) It is necessary to widen the scope and opening up new fields catering women's needs. Universities and colleges have to offer add-on courses together with degree courses.
- 3) The target of Higher Education is to provide women's access to vocational, technical and professional education. There are many policies and programmes for the betterment of women. In the emerging global environment, women are required to develop a more skilled approach to cope with the rapid multiple changing environments.
- 4) In India, career guidance and counseling courses in women's colleges are needed to social and market demands. Courses such as Computer Science, Electronics, Information Technology, Home Science, Law and Governance, Molecular Medicine should be included in the curriculum.
- 5) Courses in Fashion Designing, Clinical Nutrients and Dietetics, Nursing and Business Administration, Personality development and spoken English classes, commercial and secretarial practice, Media careers, Public Relations, Advertising, Garment Technology, Hotel and Catering studies can be offered as certified courses.
- 6) We have to focus on some unconventional course like event management, puppetry workshops, television script writing, MBA management degree and aviation law for women students. The Life Insurance Corporation of India already conducting crash course to train those women who need financial assistance for healthy survival.
- 7) Universities are the Empowering Agents of Higher Education To be effective agents of empowerment through Higher Education, universities need to give attention to:
- 8) Mass motivation, awareness programmes and mobilization must be organized.
- 9) Dissemination of information through newsletters and other social agencies.
- 10) Literacy Promotion campaign, trainings and development of learning materials.
- 11) Preparation maintenance of data based information regarding girl education and use of technology.
- 12) Strong network culture, monitor activities related to women's studies and women's movements and recommend better implementation.

Suggestions:

- 1) Awareness of girls education is essential whether girls from rural or urban, as paraphrased "Educated mothers, educated family."
- 2) Education plays important role to enhance the quality of women's and women's increase the quantity of knowledge that use in various fields where she survives.
- 3) Motivate all girls and a woman belongs to rural areas and gives training to polishing their creativity.
- 4) To make the women aware she should be encourage in every field.
- 5) Arrange different kinds of training, workshop and courses for grooming of girls and women for enhancing self esteem and self confidence.
- 6) Change the system towards women based sex discrimination.
- 7) Removal of gender inequality.
- 8) Encourage the women actively participate in social and political issues.
- 9) Spread the message that education of women is to build the strong women to create an incredible country.
- 10) Awareness needs to know the women are effectively good contributor of the socio- economic development of the nation.
- 11) Increase the confidence for developing ability to think critically. It is to ensure that women respect is important in all fields and necessary for women's family and workspaces.
- 12) Every woman should have the liberty to live her life according to their choice. Give chances to select area according to their choice like education, employment and health etc.
- 13) Change the mentality of the peoples who still neglect the women.

Conclusion:

Higher education brings a reduction in inequalities and helps in improving their status within the family. Higher educational achievements of women can have ripple effects within the family and across generations. Empowerment of women is strongly associated with level of education i.e. higher the level of education greater is the empowerment of women seen. Presently women are participating not only in traditional courses but also in various areas of men's territory. But lack of educational and training facilities and the type of employment available for women holds them back. So Higher Education should include technology (STEM) studies to help women's development in research and employment. In future it is necessary to widen the scope and opening up new fields catering women's needs. Universities and colleges have to offer add on courses along with regular degree courses. For this purpose, there is

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Recent Trends in Humanities, Commerce & Management and Science & Technology

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पी. ई. एस. बी. एड. महाविद्यालय, शिवाजीनगर, पुणे

सारांश -

सद्यस्थितीत आपण डिजिटल युगात राहतो. जिथे सर्व माहिती एका क्षणात आपल्या समोर उपलब्ध होऊ शकते. आपण आपल्या शिक्षण प्रक्रियेचा अभ्यास केला असता असे आढळते की, पारंपारिक शिक्षण पद्धतीचा वापर आजही अध्ययन - अध्यापन प्रक्रियेत दिसून येतो. वर्तमानकाळात नाविण्य आणि अद्ययावतता ही प्रमुख गरज आहे. म्हणूनच मिश्रित शिक्षण ही एक अभिनव संकल्पना अध्यापनशास्त्रात उपयुक्त ठरलेली आहे. न्यात पारंपारिक शिक्षण (ऑफलाइन शिक्षण) आणि आधुनिक शिक्षण (ऑनलाइन शिक्षण) यांचा सुवर्णमध्य साधून अध्ययन उद्दिष्टाच्या पूर्तीसाठी विविध कार्यनीतींचा वापर करून फलनिष्पत्ती प्राप्त केली जाते. भारतीय शैक्षणिक व्यवस्थेतही आज मिश्रित शिक्षण उपयुक्त ठरत आहे. मागील वर्षाच्या कोविड - १९ च्या पार्श्वभूमीचा विचार करता अध्यापनशास्त्रासाठी मिश्रित शिक्षण उपयुक्त ठरले आहे. हा मिश्रित शिक्षणाचा प्रभाव आणि त्याचा शिक्षण प्रक्रियेत चढता आलेख बघता ह्या दृष्टिकोनाचे सर्वदूर अवलंब होणे आवश्यक आहे.

कळ शब्द (Key Word) - अध्ययन - अध्यापन प्रक्रिया, अध्यापनशास्त्र, मिश्रित शिक्षण, पारंपारिक शिक्षण, ऑनलाइन शिक्षण

प्रस्तावना -

शिक्षण व्यवस्था सध्या संक्रमणाच्या टप्प्यात आहे. सध्या त्यात सतत बदल होणे ही सर्वसामान्य बाब आहे. भविष्यातील आव्हाने पेलण्यासाठी एक सजग नागरिक वर्गात घडवण्याची जबाबदारी शाळेवर असते. त्यासाठी सर्वोत्तमरी प्रयत्न शैक्षणिक संस्था करत असतात. आज तंत्रज्ञानाची जोड ही शिक्षण व्यवस्थेला मिळाली आहे. तिच्या मदतीने विद्यार्थी आणि शिक्षक दोन्हीही आपले ज्ञान अद्ययावत करत आहे. हा सकारात्मक बदल अध्ययन - अध्यापन प्रक्रियेसाठी आणि अध्यापनशास्त्रासाठी अतिशय महत्त्वपूर्ण ठरतो. दर्जेदार शैक्षणिक ध्येय गाठण्यासाठी नेहमीच नवीन मार्ग अवलंबले जातात. त्यातीलच एक मार्ग म्हणजे मिश्रित शिक्षण होय. डिजिटलची स्वरूपातील उत्क्रांतीही नेहमीच शैक्षणिक संस्थांमध्ये खूप मोठा प्रभाव पाडत आहे. तंत्रज्ञान आणि पारंपारिक शिक्षण पद्धती यांचे एकत्रीकरण ही शिक्षण आणि तंत्रज्ञान दोन्ही क्षेत्रांनी मिळून केलेली प्रगती आहे. पारंपारिक वर्गात समोर असलेल्या शिक्षणासह तंत्रज्ञानाधारीत शिक्षण साधने एकत्र करणे या संकल्पनेने मिश्रित शिक्षण या शब्दाला जन्म दिला. हे शैक्षणिक क्षेत्रातील एक महत्वाचे परिवर्तन आहे.

शैक्षणिक क्षेत्रात तंत्रज्ञानाचा उदय लक्षात घेताशाळा ते उच्च शिक्षणापर्यंत सर्व स्तरांवर अध्ययन - अध्यापनासाठी तंत्रज्ञान अत्यावश्यक आहे. नवीन राष्ट्रीय शैक्षणिक धोरण २०२०, मिश्रित शिक्षणातील कार्यनीतीच्या वापरासाठीची शिफारस करतो.

मिश्रित शिक्षण - मिश्रित शिक्षण हा शिक्षणाचा एक दृष्टिकोन ऑनलाइन शैक्षणिक साहित्य आणि पारंपारिक स्थान-आधारित वर्ग पद्धतींसह ऑनलाइन परस्परसंवादाच्या संधी एकत्र करतो. यासाठी वेळ, ठिकाण, मार्ग किंवा वेग बाबत विद्यार्थ्यांच्या नियंत्रणाच्या काही घटकांसह शिक्षक आणि विद्यार्थी दोघांची शारीरिक उपस्थिती आवश्यक असते.

मिश्रित शिक्षणालाच Blended Learning, Hybrid Learning, Mix mode learning, Technology Mediated Instruction, Web-enhanced Instruction असे म्हंटले जाते.

मिश्रित शिक्षण ही एक शैली आहे ज्यात विद्यार्थी इलेक्ट्रॉनिक आणि ऑनलाइन माध्यमांद्वारे तसेच पारंपारिक पद्धतीनेही समोर असलेल्या शिकतात. ऑनलाइन अनुदेशनाच्या सहाय्याने विद्यार्थ्यांचे अध्ययन-अध्यापन होते. औपचारिक शिक्षणात/पारंपारिक अध्ययन पद्धती यात ऑनलाइन शिक्षणाचा सहभाग करणे ह्या तत्वावर मिश्रित शिक्षण कार्य करते.

मिश्रित शिक्षणामुळे शिकण्याची प्रक्रिया अधिक मनोरंजक होते. कारण त्यात विद्यार्थ्यांचा सक्रियसहभाग असतो. मिश्रित शिक्षणामुळे विद्यार्थी स्वतःचा शिकतात आणि ते शिकण्यासाठी किती वेळ लागतो यावर विद्यार्थ्यांना अधिक नियंत्रण मिळवता येते आणि त्यासाठी प्रत्यक्षी वाता येतात. व्याख्या -

1. Blended learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. - Wikipedia
2. Blended learning is not just a trend, and we're starting to see technology integrated in really intentional ways. - Katie Linder.
3. A style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. - Oxford Dictionary

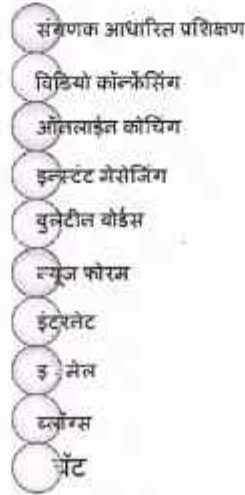
ऑफलाइन/समोरासमोर वर्गात असताना दोन्ही पद्धतीने आंतरक्रियेची संधी मिळते.

१३. वैयक्तिक शिक्षणास समर्थन - प्रत्येक व्यक्ती अनोख्या पद्धतीने शिकत असते आणि मिश्रित शिक्षण त्यास समर्थन देते.

मिश्रित शिक्षण वातावरणाची महत्त्वाची वैशिष्ट्ये -

१. विद्यार्थ्यांची शिकण्याच्या प्रक्रियेतील गुंतवणूक वाढते.
२. शिक्षक आणि विद्यार्थी आंतरक्रिया मुख्यवस्थित होते.
३. विद्यार्थीकेंद्रित दृष्टिकोनाचा स्वीकार केल्यामुळे विद्यार्थी शिकण्याची जबाबदारी घेतात.
४. लवचिकता राखून वेळचे व्यवस्थापन करता येते.
५. अध्ययन फलनिष्पत्तीत वाढ दिसून येते.
६. शिकण्यासाठीचे वातावरण हे पूरक असते.
७. अनुभवात्मक शिक्षणासाठी उत्तम संधी दिली जाते.

मिश्रित शिक्षणासाठीची तंत्रज्ञानाधारीत माध्यमे -



आकृती क्र. २ मिश्रित शिक्षणाची तंत्रज्ञानाधारीत माध्यमे

मिश्रित शिक्षणाची वर्गातील अंमलबजावणीच्या पायऱ्या -



आकृती क्र. ३ मिश्रित शिक्षणाची वर्गातील अंमलबजावणीच्या पायऱ्या

यांचा सहभाग आपल्याला दिसतो.

निष्कर्ष -

- १) प्राचीन काळ ते आधुनिक कालखंडापर्यंत स्त्रियांचे सामाजिक, सांस्कृतिक व राजकीय क्षेत्रात भरीव असे कार्य दिसते.
- २) प्राचीन ते आधुनिक कालखंडापर्यंत स्त्रियांच्या सामाजिक स्थितीत वाढून झालेला दिसतो.
- ३) आधुनिक काळात स्त्रियांच्या आर्थिक व सांस्कृतिक क्षेत्रात प्रगती झालेली दिसते.

सारांश -

प्राचीन काल ते आधुनिक काळापर्यंत स्त्रियांच्या कामगिरीचा विचार करता आपणास दिसते की पुरुषांच्या बरोबरीने स्त्रियांचेही कार्य आपणास दिसते. स्त्रियांची कामगिरी प्रेरणादायी अशीच आहे. सामाजिक सुधारणा चळवळीत स्त्रियांचे काम दिसते. १८५७ चा उठाव ते क्रांतिकारी चळवळीत स्त्रियांचा सहभाग मोठ्या प्रमाणात होता. महात्मा गांधीजींच्या सत्याग्रहाच्या चळवळीत कामगारांबरोबर स्त्रियांनीही सहभाग घेतला. आपल्या परीने त्यांनीही योगदान दिलेले दिसते.

संदर्भ

- १) डॉ. कठारे अनिल, डॉ. अंबादास मंडुळकर, डॉ. वीर रामकृष्ण, भारताचा इतिहास, अक्षरलेख प्रकाशन, सोलापूर, पृ. क्र. १५७.
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21-22



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Teacher Autonomy and Accountability

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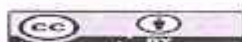
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Introduction

By now, you are familiar that the National Curriculum Framework (NCF, 2005), and the Right of Children to Free and Compulsory Education Act (RTE, 2009), have brought about a paradigm shift in school education. These developments focus on our commitment to universalizing elementary and secondary education with the inclusion of all children in regular schools by adopting the constructivist pedagogy. To achieve these goals, teachers must be skilled, innovative, and adaptable to the requirement of every student. Imagine a classroom full of 20-30 students, each with a distinct learning style and different learning needs. A typical teaching strategy for all students would not work in such a situation. It requires adopting a particular teaching technique, even a distinct curriculum, suiting the needs and capabilities of each student. Such a situation

demands teachers to be autonomous in making pedagogical choices. NCF-2005 advocated that teachers' autonomy is essential for ensuring learning and addressing children's diverse needs. It further emphasized that as much as the learner requires space, freedom, flexibility, and respect, the teacher also requires the same. Related to the concept of autonomy is the accountability of the teacher. The present unit addresses these issues. In this unit, we shall discuss the concept of teacher autonomy, why it is required, and how it relates to accountability.

Objectives

After going through this unit, you will be able to

Describe the concept and importance of teacher autonomy.

Analyze critically the factors that influence teacher autonomy;

Understand the strategies that may be adopted to develop autonomy among teachers;



Freedom VS. Autonomy

As per the Kantian concept, an autonomous person is free. Does the question arise the difference between freedom and autonomy? Is autonomy a synonym for freedom? In the present section, we shall discuss this issue. Freedom and autonomy are entirely two different practices. Freedom is a practice that always occurs concerning power. That is, it is concerned with gaining control over others. On the other hand, autonomy's a practice of self-constituting power that exists in itself and for itself. An autonomous person is a 'master-in-him/her.' They initiate a task and does it in their own way. While autonomy is associated with the presumably self sovereign individual, freedom dialectically interweaves the individual with the society. In 'freedom,' individual selfhood does not stand opposed to or apart from the collective, but is significantly formed and realised by his or her own social existence. Thus, individual freedom refers to one's ability to act without any external or internal restraints and have sufficient power and resources to realise one's desires. Autonomy, in contrast, refers to the independence and authority of the desires that motivate a person to action. Thus, autonomy is a positive concept (sometimes even called positive freedom), where an individual is free to make their own rules, act

and according to their own will as long as they are responsible for his/her conduct. In freedom, an individual is free to lead their life and to choose among alternatives, among courses of action, so long as it causes no injury to others.

Teacher Autonomy

Now the question arises what is a teacher's autonomy, and why is it required? To understand this, let us take an example. Suppose you want to get an Almira built. What would you do? You will hire a carpenter and tell him 'about your expectations and results, but you will never tell him how to do it. You will respect him as an expert and hold him accountable for results. So, you give him complete autonomy in determining how to do it. If he doesn't live up to the expectations, you can negotiate changes, but his autonomy and expertise will no longer be questioned. But the same is not true for teachers. They are held accountable for results, while their autonomy is limited.

How Teachers Lose Their Identity in Hallowed Portals

For those in the teaching profession, much of the job satisfaction comes from exercising their judgement and employing their own means to meet the diverse needs of the

and games as ways to look at the subject. "We were all excited. But that initial enthusiasm soon fizzled out and soon we went back to reading from the textbook." Sometimes, educational policies framed by government agencies are also to be blamed for the loss of individual professional autonomy. Laudable attempts such as the state government's Activity Based Learning Methodology or the CBSE's Continuous and Comprehensive Evaluation (CCE), which are aimed at instilling freshness into the majority population, stifle the few teachers who attempt to open children's minds to learning in their own way. The result is that teachers, overwhelmed by the need to maintain records of marks of so many different components or assess students on so many factors in the case of CCE, give in to the temptation of taking the beaten path.

M Ramya, The Times of India: Chennai. 14 November 2010.

Characteristics of Teacher Autonomy

Efforts have been made to outline some characteristic features of teachers' autonomy. Ramos (2006) has outlined few of the characteristics of teacher autonomy based on online collaborative discussion of the term teacher autonomy by a group of teachers. These are discussed below.

1 Teacher autonomy involves teachers' negotiation skills,

Their ability to reflect on their own teaching process, their Readiness to engage in lifelong learning, and their commitment to promoting learner autonomy. Teacher Autonomy is very closely related to the notion of a Reflective teacher and a researcher. It means teachers Reflect on their own teaching and engage in action research in order to provide better learning experiences to their students.

2. Autonomous teachers have good knowledge of the Institution in order to confront institutional barriers In socially appropriate ways and to turn constraints Into opportunities for change. However, they should be aware that neither teacher nor student autonomy means freedom from all constraints of authority does not lead to autonomy.

What is not Teacher Autonomy

Wilches (2007) reviewed the available literature in the field of teacher autonomy and concluded that:

1. Teacher autonomy is not independence or isolation rather it involves teachers 'interdependence, responsibility, mutual support, professional discretion, and commitment to the educational community.

finances, class timetable, curriculum for the whole school, etc. Studies show that teachers' decision-making in this area is related to the teachers' position in the school. The senior teachers report higher levels of autonomy in this type of task as compared to other teachers.

Professional Development

It refers to the extent to which the teachers have the opportunity to engage in professional education and training and decide for themselves the content, methods, instructors, and location of their training. Research shows that self-directed professional development has positive effects on the professional development of teachers including enhancement in professional competence and motivation to generate changes in the school environment.

Arguments For Teacher Autonomy

Among the many arguments that support providing autonomy to the teachers, a few have been described here.

Autonomy is a basic human need and an imperative in teaching

"It is argued that the basic needs of all people are to feel competent, experience autonomy, and relate well and positively to other human beings. People need some levels of autonomy

in their life and work in order to improve the chances of experiencing positive mental health." (Naylor, 2011).

Teacher and learner autonomy are interconnected

NCF-2005 supports development of students' autonomy as an important goal of education, which is related to teachers' autonomy, since one gives meaning to the other. Learners' autonomy is more likely to flourish in an environment that supports teacher autonomy. Developing independence, autonomy, and self-control in students is impossible if the teachers have no autonomy in their work. Aiming to build autonomy in others while having little control over their teaching creates a paradox that most students quickly notice, and this makes the encouragement of students' autonomy meaningless for teachers and students alike.

Schools are emotionally-charged spaces where students find their place, and where teachers must exercise judgement

In schools, students negotiate with their shifting world, and teachers are instrumental in guiding them through their learning and life changes. To guide and to teach in such places, teacher judgement is crucial and, to exercise judgement, teachers must have

which teachers are engaged in some form of peer discourse, or where teachers make their approaches more public, perhaps through presentations. There may be degrees of moving into a more public place or space, such as dialogue with a colleague, engagement in an inquiry group, or presenting and publishing. Moving into a more public space represents one part of the responsibility that accompanies autonomy: the responsibility to engage in discourse about practice in ways that teacher judgement can be shared and discussed with peers and others in public spaces. Teachers, by giving an account of their teaching, are being proactively accountable and thereby taking more control of accountability rather than reacting to the accountability demands of districts or governments (Naylor, 2011)

Factors Affecting Teacher Autonomy

After understanding the meaning of teacher autonomy and various domains where teachers exercise their autonomy, the next thing that might come to your mind is that why teachers' sense of autonomy varies in different situations? What are the factors that affect teachers' autonomy? Many researchers over the years have discussed various reasons that can influence teacher autonomy. A

summary of these factors is described in the following paragraphs.

(a) Professional competence and support:

Teachers report higher levels of autonomy if the institutions, where they work, provide them sufficient opportunities for decision making and risk taking. They also report a higher sense of autonomy when new educational demands have been complemented with the enhancement of the professional competence and awareness about innovative theories and practices.

(b) Teachers' personal beliefs system: "

Personal beliefs of teachers about the nature of knowledge, perceptions of self and feelings of self-worth (self-concept, (self-esteem), confidence (self-efficacy), preconceptions about specific subjects or disciplines can affect teachers' sense of autonomy to a great extent" (Pajares, 1992).

(c) Teacher's intrinsic and extrinsic motivation:

Intrinsic factors include job satisfaction, desire to assist students to accomplish goals, desire to make a difference in society and sense of achievement while the extrinsic factors comprise of external elements including wage, nonmonetary fringe benefits

empowerment; at the same time it demands dedication, organisation, time management skills, investment, stamina, perseverance and commitment to tasks and projects.

Challenges

take a teacher a step forward and show him/her scope of his/her capabilities. They lead teachers to professional growth. Challenges may take the form of exploration into new areas, of decisions to improve notoriously an area of teachers' knowledge or skills or to undertake research, etc.

Participation and collaboration

are also key elements to the development of autonomy. Growing together, constructing collectively and undertaking projects, innovations and enterprises is of paramount importance.

Changing roles

mean transforming teacher's role in the classroom, from controller to advisor, from instructor to guide, from transmitter to observer and listener, from evaluator and judge to researcher. Transforming teacher's role in the classroom is concomitant with the transformation of students' roles.

Creating a Social Network for Professional Teacher Development

Iida (2009) points out that if teachers see their own teaching from different aspects, it can allow them (teachers) to discover some clues to make their teaching more effective and to develop autonomy. Their professional development can be carried out in both individual and collaborative ways. He suggested action research, self-observation, ampere observation and several other useful approaches for professional teacher development.

Action Research:

Action research contributes to teachers' autonomous learning through the processor discovering, posing problems, and possibly solving them. This enables teachers to explicitly explore and discover possible solutions to specific student's learning difficulties in class. Likewise, since action research can be a community effort, it allows teachers to work collaboratively through discussion with colleagues who provide their support and experience. Action research includes three components necessary for developing teacher autonomy: critical reflective inquiry, empowerment, and dialogue.

Self-observation

style, and use the techniques, materials, and technology that work best for students. In return for this autonomy, teachers should be held accountable for students' progress. The teacher should realistically be held accountable for what he/she actually tried to teach the class and how much he/she helped each student improve. Now the question arises what is accountability and what are its functions?

Meaning of Accountability

Teachers' accountability is a long debatable issue. It is concerned with making teachers responsible for the quality of their teaching. Over the years, attempts have been made to define teachers' accountability. One working definition of accountability is proposed by Heim (1995). According to him: "Accountability is the responsibility that goes with the authority to do something. The responsibility is to use authority justifiably and credibly."

Heim considered accountability as a multi-faceted concept involving responsibility, authority, evaluation and control. According to him, it involves at least two parties and mutually acknowledged

relationship between them. One-party delegates authority, to take action, to another party in order to demonstrate credible performance. Control is exercised through the delegation of authority, which may be continued or may be withheld depending on demonstration of credible performance.

Types of Accountabilities

Organisational: Organisational accountability works through superior/subordinate relationships (like principal and teachers) and defines actors' authority and responsibility. It secures compliance with some explicit rule or standard and, even when actor shave a considerable amount of autonomy in their conduct, they still feel the pressures of organisational accountability.

Political: Political accountability is exercised mainly by elected politicians and is about achieving democratic control. It is implemented in three dimensions:

- (1) election of representatives or political parties,
- (2) ministerial, when it is applied indirectly through ministers that are held accountable for every affair in their ministry, and
- (3) legislation expressed in constitutional or other equivalent documents

answerability between actors (teachers) and the stakeholders (parents, students, society) by bridging these two spheres. It also ensures that the public voice is heard and enables individual institutions to be answerable to the public.

Mechanism for catharsis: Finally, accountability also serves as a mechanism for catharsis in cases of serious misconduct and breach of public trust. Detailed investigation that explores all factors that led to the unacceptable consequences provides an opportunity to acknowledge what went wrong and why. Hence, prevent recurrence of errors and help to support better compliance with rules and regulations.

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INNOVATIVE TRENDS IN **ENTREPRENEURSHIP** NEED, OPPORTUNITIES AND CHALLENGES

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Chapter - 3

Aatma Nirbhar Bharat Abhiyan : Success & reality

Dr. Ranpise Suvarna Dnyandeo

PES College of education, Shivajinagar, Pune

Introduction:

In May 2020, Prime Minister, Mr. Narendra Modi launched the Aatma nirbhar Bharat Abhiyan to promote Indian goods in the global supply chain markets and help the country achieve self-reliance. The mission was announced in the middle of the pandemic when the government allocated funds worth Rs. 20 lakh crore (US\$ 268.74 billion), which amounts to ~10% of India's GDP, as a stimulus package to help recover the economy by promoting incentives for domestic production. The overall Aatma nirbhar Bharat Abhiyan package, including the RBI initiatives, was estimated at ~27.1 lakh crore (US\$ 362.49 billion), or >13% of the GDP.

Background of Atmanirbhar Bharat Abhiyan:

Aatma nirbhar Bharat Abhiyan which translates to 'self-reliant India', is a phrase the Prime Minister of India Narendra Modi and his government used and popularised in relation to the country's economic development plans. The phrase is an umbrella concept for the Modi government's plans for India to play a larger role in the world economy, and for it to become more efficient, competitive and resilient.

Modi has used the English phrase since 2014 in relation to national security, poverty and digital India. The first popular use of the phrase in Hindi was *Aatma nirbhar Bharat Abhiyan* during the announcement of India's COVID-19-pandemic-related economic package in 2020. Since then, the phrase has been used by the Ministry of Consumer Affairs, Food and Public Distribution, the Ministry of Education and the Ministry of Defence in press releases, statements and policies. The government has also used the phrase in relation to India's new National Education Policy and the 2021 Union Budget of India. The concept under Modi's premiership has been adapted from earlier uses of the phrase in the Indian sub-continent.

In the context of India, the concept "self-reliance" was first defined during the Nehru era. The concept of self-reliance has twice been re-defined; the first occurred during the prime-minister-ship of P. V. Narasimha Rao, and the second was during that of Modi. Author Romesh Thapar wrote in 1968; "Self-reliance demands the courage, the guts, to sacrifice something for the future. If no one does, there will be only one new export our current efforts will yield—brain and talent." In June 2020, India's Finance Minister Nirmala Sitharaman said; "At least don't buy Ganesha idols from China".



[Signature]
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Success Of Atmanirbhar Bharat Abhiyan:

The swadeshi movement was one of India's most successful pre-independence movements. The concept of self-reliance has been used by the country's former Planning Commission in multiple five-year plans between 1947 and 2014. Commentators have noted India has been enacting policies and building institutions that promote self-reliance since its independence. Private companies and their products have been considered as examples of self-reliance in sectors such as beverages, automobiles, cooperatives, financial services and banking, pharmaceuticals and biotechnology.

Aatma nirbhar Bharat Abhiyan has been called a re-packaged version or revival of the Make in India movement using new slogans such as "Vocal for Local". Opposition members have spoken about India enacting policies and building companies since its creation to make the nation self-reliant—Steel Authority of India (SAIL) for steel production, IIT for domestic engineers, All India Institutes of Medical Sciences (AIIMS) for medical science, Defence, Research and Development, organization for defence research, Hindustan Aeronautics Limited (HAL) for aviation, Indian Space Research Organization (ISRO) for space research, Central Coalfields (CCL), NTPC and GAIL in the area of energy; criticizing the advertising tactics. With the Aatma nirbhar Bharat Abhiyan package, the government also facilitated structural reforms such as redefinition of MSMEs, commercialization of the mineral sector, agriculture & labour reforms, privatization of public sector undertakings, One Nation One Ration Card initiative and production-linked incentive schemes.

- **Introduced Production-linked incentive (PLI) scheme:** To establish India's manufacturing global leadership and boost the *Aatma nirbhar Bharat Abhiyan* scheme, under the Union Budget 2021-22, the government launched a production-linked incentive scheme (PLI) across 13 sectors, at Rs. 1.97 lakh crore (US\$ 27.02 billion), for the next five years.

The allocated budget is an additional fund to Rs. 40,951 crore (US\$ 5.45 billion), which was for PLI electronics manufacturing schemes.

In addition, these PLI schemes have attracted foreign players to invest in India. For example, in February 2021, Amazon announced to establish a manufacturing plant for its electronic devices in India; in March 2021, Apple started assembling iPhone 12 in India.

- **Strengthened Healthcare infrastructure:** In the Union Budget 2021-22, the government introduced a new central healthcare scheme that will be implemented over the next six years to improve the country's healthcare infrastructure.

- **Increased focus on women entrepreneurship:** In 2015-16, the government, under the Department of Science & Technology's 'Science & Technology for Women' scheme, launched women technology park (WTP) programmes to empower women by training them in skills to set up their own microenterprises and become self-reliant. In the last five years (until March 2021), 10,000 rural women have benefited from this programme, 28 WTPs have been successfully completed and 12 parks are under progress across the country.

recession would drive down commodity prices internationally, allowing the nation to weather economic storms. Nevertheless, experts anticipate a mild and short-term impact of the recessionary trends on India's economy. Moreover, India relies mostly on local spending. Hence, till domestic economic conditions stay favourable, it is unlikely that a recession in the US will have a materially detrimental effect on India's economy. In comparison with other developing market economies, India may experience a milder impact. Consequently, over the next few years, India's rate of economic growth may surpass those of other comparable economies despite the current headwinds. Many observers, including foreign brokerage firms and international organizations perceive India as having enormous economic potential. With an Aatma nirbhar Abhiyan, the country can convert the crises of inflation and a feared recession into an opportunity.

Beside above Prime Minister Narendra Modi and Finance Minister Nirmala Sitaraman announced a couple of months ago that 'Aatma Nirbhar Bharat Abhiyan' would be implemented and accelerated through a Rs 20 lakh crores package. Measures for boosting agricultural and industrial production, judicious utilization of mineral and other resources, strengthening communication systems, providing advance education & training, promoting health care and sanitation, skill development and providing employment opportunities to all citizens are some of the objectives of this ambitious programme. All Indians are looking forward to the successful implementation of the programme. But it cannot be denied that there is a desperate need for demand stimulus now. People's purchasing power needs to be increased and demand for industrial products and services must be created. Income support to migrant workers and the urban poor is also an immediate concern. Thus, even with falling revenues, a deeper fiscal stimulus could have been attempted. Several of the reform measures like opening up more sectors for private participation and enhancing foreign direct investment are not to be seen as part of COVID relief but long-term structural changes. The effect of these measures will have to be watched carefully.

Conclusion:

The strategy of Aatma nirbhar Bharat Abhiyan seems to *give a strong supply-side push* by boosting the availability of capital on easy terms and through supporting agriculture and business sectors. States are now allowed to borrow within a higher limit but with clear reform conditionality's. The *demand-side stimulus via deficit financing is not considered* for the time being. But it cannot be denied that there is a desperate need for demand stimulus now. People's purchasing power needs to be increased and demand for industrial products and services must be created. Income support to migrant workers and the urban poor is also an immediate concern. Thus, even with falling revenues, a deeper fiscal stimulus could have been attempted. Several of the reform measures like opening up more sectors for private participation and enhancing foreign direct investment are not to be seen as part of COVID relief but long-term structural changes. The effect of these measures will have to be watched carefully.

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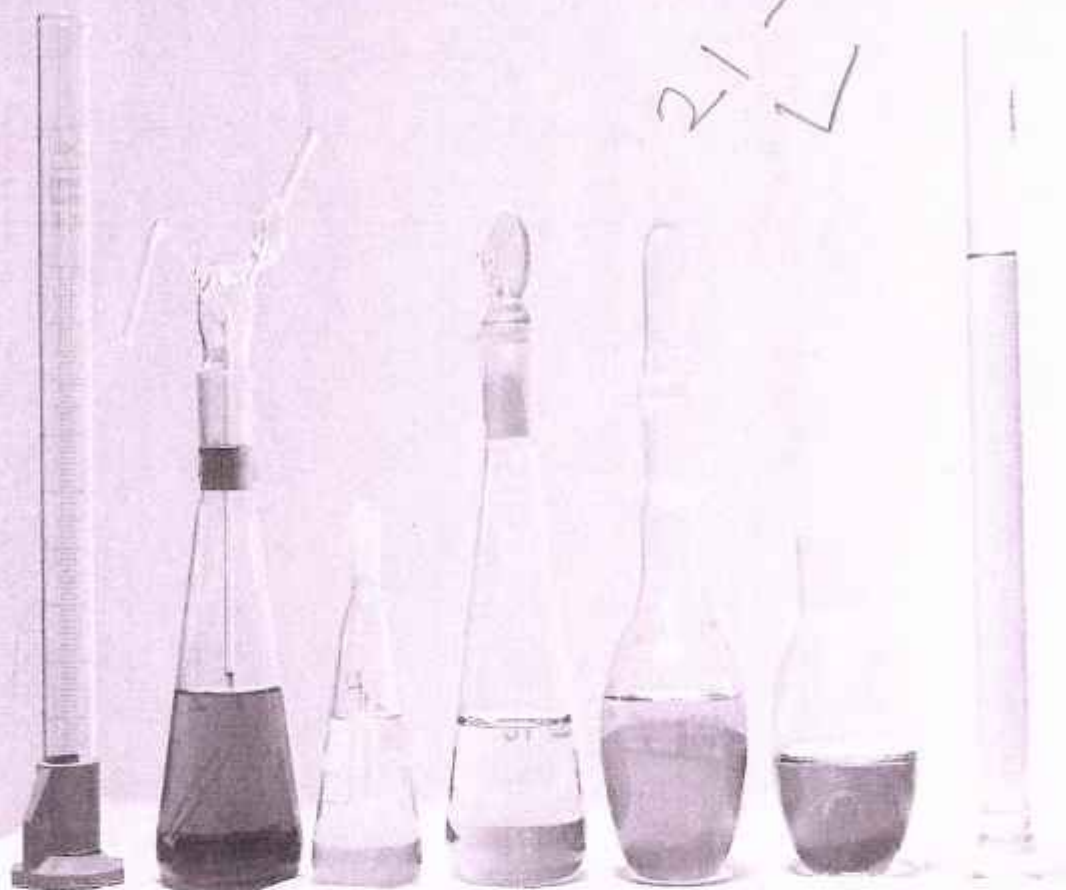
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व्यवस्थापन

डॉ. राजाराम बंडू पोवार

डॉ. सुवर्णा ज्ञानदेव रणपिसे



निलदीप पब्लिकेशन मुंबई महाराष्ट्र




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(MA, M.Ed, Ph.D)

लेखक विद्या प्रतिष्ठानचे शिक्षणशास्त्र महाविद्यालय विद्यानगरी बारामती येथे कार्यरत आहे. त्यांना एकूण २७ वर्षांचा प्राध्यापक म्हणून शिक्षण शास्त्र महाविद्यालय बारामती येथील अनुभव आहे.

त्यांच्या शैक्षणिक कार्यामध्ये त्यांनी पेपर सेटर बीएड सावित्रीबाई फुले पुणे विद्यापीठ येथे काम केले, त्याचबरोबर सदस्य म्हणून बीएड अभ्यासक्रम निर्मिती पुणे विद्यापीठ पुणे येथेही योगदान दिले आहे. पेपर सेटर व मॉडरेटर म्हणून सोलापूर विद्यापीठांमध्ये ही त्यांनी भूमिका पार पाडली आहे. त्यांनी संशोधन मार्गदर्शक म्हणून एम एड, एम फिल आणि पीएचडी या स्तरावर काम केले आहे.

त्यांनी सात आंतरराष्ट्रीय कार्यशाळेत तर वीस राज्यस्तरीय व विद्यापीठ स्तरीय कार्यशाळात व सेमिनार मध्ये त्यांनी प्रत्यक्ष सहभाग नोंदविला आहे



डॉ. सुवर्णा जानदेव रणपिसे

(M.Sc., M.Ed., SET. NET., Ph.D.)

लेखिकेची शैक्षणिक पार्श्वभूमी उत्कृष्ट आहे. त्यांना पदवी आणि पदव्युत्तर स्तरासाठी जवळपास १५ वर्षांचा अध्यापनाचा अनुभव आहे. शिवाजीनगर, पुणे येथील प्रोसेसिव्ह एज्युकेशन सोसायटीच्या बीएडच्या आंतरविद्याशाखीय विभागाच्या प्रमुख म्हणून त्या कार्यरत आहेत.

संशोधन आणि विज्ञान पद्धत, प्रगत अध्यापण शास्त्र व माहिती संप्रेषण तंत्रज्ञान, रसायनशास्त्र हे त्यांचे स्पेशलायझेशनचे क्षेत्र आहेत. त्यांनी अनेक सेमिनार, कॉन्फरन्स आणि वर्कशॉप वेबिनारमध्ये भाग घेतला आहे आणि आयोजित केले आहे, त्यांनी फॅकल्टी डेव्हलपमेंट प्रोग्राममध्ये लेक्चरर म्हणून काम केले आहे. त्यांनी राष्ट्रीय आणि आंतरराष्ट्रीय स्तरावर पेपर प्रेझेंटेशनमध्ये देखील केले आहे आणि त्यापैकी बरेच प्रकाशित देखील झाले आहेत.



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USABILITY OF LIFELONG LEARNING

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Abstract

Lifelong learning is the life wide, voluntary and self-motivated search of knowledge for not only personal but professional reasons as well. It does not only enhance social inclusion, active citizenship and individual development, but also increases competitiveness and employability. In a workplace circumstance, lifelong learning refers to the idea that people should continually be up skilling and rescaling. Along with disruptive change, staff with up-to-date knowledge, flexible skill sets enable an organization to stay competitive. By accumulating new knowledge and skills, we are more likely to develop new, ground-breaking ideas and solutions. At work, lifelong learning is essential to adapt to changes and seize new opportunities – it helps us to become more flexible, which is a key skill for the modern workplace. Lifelong learners make learning a regular habit to adapt to changes and student actions. Student-like mindset and learning to turn self-education into a daily habit, we can sharpen up our current skills and develop new ones while enriching our mind.

Keywords: Lifelong learning, Internships and apprenticeships, Vocational courses, Teaching, Studying a new subject.

Introduction

Lifelong learning is the "ongoing, voluntary, and self-motivated" search of knowledge for either personal or professional reasons. It is important for an individual's competitiveness and employability, but also helpful for enhancing social inclusion, active citizenship, and personal development.

Discussion

In a workplace circumstances, lifelong learning refers to the idea that people should continually be up skilling and rescaling. Along with disruptive change, staff with up-to-date knowledge, flexible skill sets enable an organization to stay competitive solutions. Teaching is a career in which the ability to adapt and remain flexible is one of the most indispensable qualities for educators in the ever-changing world we live in. Times have changed. The way learners interact with each other and the world around them has changed.

1. **Internships and apprenticeships:** - Internship means the position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification. This helps to get on field training for to know the concept well. And work in proper environment. The definition of an internship is a period in which you work for free or little pay in order to learn a skill or get your foot in the door of an industry. An example of an internship is when you work for a newspaper for free over your summer vacation in order to learn what the newspaper business is like. Apprenticeships means a position as an apprentice. It is an arrangement in which someone learns an art, trade, or job under another. He obtained an apprenticeship with a



8. Lifelong learning makes the world a better place.
9. Lifelong learning helps us adapt to change.
10. Lifelong learning helps us find meaning in our lives.
11. Lifelong learning keeps us involved as active contributors to society.

By accumulating new knowledge and skills, we can develop new, ground-breaking ideas and solutions. At work, lifelong learning is essential to adapt to changes and seize new opportunities – it helps us to become more flexible, which is a key skill for the modern workplace. Because of work-life instability, more people of all ages are turning their hobby into a business idea. Continually following one's passion outside of work hours can lead us to get paid for doing what you love, and typically we will develop business and other **transferable skills** as we will go along until the point that we can delegate our least favorites jobs.

1. Critical Thinking: - We can't expect to be feed with information and take it for granted. Today's society is full of the so called "fake news" and the school system almost obligates us to memorize things, contrary to learning them in the long run. In real life, we have to think with our own head, to be capable of analyzing situations and make our own judgment. Then, we can select what provides value to our life and what doesn't. Gather the good stuff and make your own library of knowledge.

2. Problem Solving: The professional world doesn't have time for worries and complains. Problems exist so that we can solve them and become better or wiser. By being capable of analyzing problems from all angles we can come up with the solution. We'll have obstacles in our way at some point, so we need to find ways to overcome them.

3. Languages Learning: We can't stick to our native language and expect to be successful. The world is opening frontiers, learning foreign languages is indispensable to connect with other people and to learn from other cultures. Not only you can connect and learn, but by learning a new language you can develop new areas of your mind and strengthen your brain.

4. Basic Computer Skills: Back then if one wants to learn he/she must need go to the local library and pick up a book. Now, information is at the distance of a click. He/she need to know how to search for information online to learn new things. Of course, depending on his profession computer skills might differ, but the basics are needed nevertheless: know how to write a document, make a spreadsheet, create a presentation, edit images and videos, write basic code, make a website and so on.

5. Communication: With today's growing social networks, communication took another step beyond the traditional face to face interaction. We need to know how to address and engage with people in social media. Of course, we still need to know how to interact face to face: be a good listener, work on your non-verbal communication, know what to say and how to say it. Communication is such a vast field that some skills need to be addressed solo.

6. To Give a Presentation: We need to know how to present information to others. He/she may want to sell their product, to be hired by a specific company, to express himself in a meeting, to give a public speech or to create a "how to" video, for instances. He/she can only do those things if he/she knows how to clearly present information to people.

7. Interpersonal Skills: How to relate and interact with others on a daily basis. What questions to make, what answers to give. One must need to know how to work in a team, how to negotiate, how to influence others and how to solve conflicts.

This also works the other way around, people will need our knowledge and skills, be ready to provide help. It's all about contributing to a non-stop growing community.

17. Seizing The Moment: This might not seem a skill, but having this type of attitude will make active and ready to seize opportunities when they arrive. For this one must need to be present and constantly engaged in life to have the best possible results. Our mind and our body need to be together wherever you are, make sure your timing is sharp.

18. Active Citizenship: We can't be caught up in the excuses people make about the political landscape (like the administration, the government or the president), but we can't ignore the political system also. Actively participate in their duties as a citizen, understand a little about the law, be unafraid to express their own thoughts, be involved in local community and democracy at any scale.

19. Leadership: All we've talked about demands from ou a great capacity of leadership at all levels. From the courageous way we need to conduct ourself through our daily tasks, to the way we engage with others and inspire, or, influence them to become better. Successful people are recognized as being great leaders, because good leadership starts from within. They have worked on their personality traits and skills, that enable them to reach out to others and encourage people.

20. Being A Change Agent: As we learn to structure well our own thoughts, we will come up with new intents that can make a difference in the system. Our ideas can become valuable assets to a constantly changing world. The world will change by itself, but we can be an agent of that change. Make the best out of it, by acknowledging our power and making a contribution to change things for the better.

21. Financial Skills: No way around it, money is necessary in today's world. Basically, to survive and provide for our family, and ultimately, to give us the necessary freedom to do whatever we want. Therefore, having a long term financial strategy it's indispensable. We need to know: how to generate an income, how to keep track of our expenses, how to invest money we make and create a profit, and so on. In order to generate wealth that can support our way of living, we definitively must keep studying economics.

22. Mentoring and Coaching: Life has provided us with valuable lessons and experiences, we've committed ourself to learn from them and we have built our own wisdom about a very narrow field, or, about life in general. The best way we can put that wisdom to the test and keep on learning from it, is to teach or advise others. The tasks of mentoring and coaching are great ways to achieve that. Coach some young or less knowledgeable people in our work, be available to mentor someone who seeks help from us. Knowing what to say and what to do, makes us re-learn what we have learned.

23. Adaptability: As we know, the world is constantly changing and we are constantly changing also. Today we have a job, tomorrow we can be unemployed or vice versa. We might be forced to change career, or we just might feel the need to do it. In such situation one need to be able to adapt to situations. Preparation plays a major role, when we study and develop ourself into a lifelong learner, we need to diversify our skills and abilities. Get know other fields and cultures. So that one will be ready to quickly adapt to a new situation and, eventually, create a new lane for his professional career.

24. Living Healthy: While wealth can give the financial support we need for our family and our projects, health is decisive to support everything we do. Our body is the place where we

1. Motivation

Lifelong learning requires self-motivation. You need to feel positive about learning and about your ability to learn. If you struggle to see the point of learning what you are learning, you are unlikely to do well.

2. Acquire

Effective learning requires that you acquire information through reading, listening, observing, practicing, experimenting and experience. Information is all around you: the trick is to acquire relevant and meaningful information and develop this into knowledge and skills.

3. Search

Learning is successful when we can search for a personal meaning in the information we're acquiring. We find it hard to remember facts without understanding them or being able to put them into context. Learning is about applying what you acquire and asking yourself questions such as: 'How does this idea help in my life?' or 'What has this experience taught me about myself?'

4. Trigger

Human beings are notoriously bad at retaining information. You cannot and will not remember all that you read, hear and experience. You can help to trigger recollection in a variety of ways. For example, you can take notes, practice, discuss and experiment with new ideas and skills to help you learn and develop.

5. Examine

You should regularly examine your knowledge to help reinforce in your mind what you have learned. You should always try to keep an open-mind, question your understanding and be open to new information. Talking to others and seeing their point of view can be a powerful way of examining your own perception and understanding of a subject.

6. Reflect

Finally, we should reflect on our learning. Think about how and why you learned, including how you felt about a particular topic or situation, before and after you developed your knowledge. Learn from your mistakes as well as from your successes and always try to remain positive.

Conclusion

From above all discussions we can say that skills and employability programme of Higher education helps for successfully changing career path in mid-life and spending time informally. The bottom line is that, whatever your life path, there are a number of sometimes unanticipated benefits to continual personal and professional development. Whatever your age, it's never too late to start. We have to adapt to changes going on in the work-world and make more of ourselves by stepping out of our comfort zones and ideas of how we believe our life is going. Lifelong learners make learning a regular habit to adapt to changes and student actions. "By taking up a student-like mindset and learning to turn self-education into a daily habit, we can sharpen up our current skills and develop new ones while enriching our mind."

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Chapter 16

Contribution of Women in Higher education Sector

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Introduction:

The plural 'women' is sometimes used in certain phrases such as "women's rights" to denote female humans regardless of age. Typically, women have two X chromosomes and are capable of pregnancy and giving birth from puberty until menopause. Female anatomy is distinguished from male anatomy by the female reproductive system, which includes the ovaries, fallopian tubes, uterus, vagina, and vulva. The adult female pelvis is wider, the hips broader, and the breasts larger than that of adult males. Women have significantly less facial and other body hair, have a higher body fat composition, and are on average shorter and less muscular than men. Throughout human history, traditional gender roles have often defined and limited women's activities and opportunities; many religious doctrines stipulate certain rules for women. With restrictions loosening during the 20th century in many societies, women have gained access to careers beyond the traditional homemaker, and the ability to pursue higher education.

A woman is not only a mother, a wife, a daughter, or a sister, she is also a human being. She is an individual person in her own right and affected by social technological and environmental changes. Every woman performs the role of wife, partner, organizer, administrator, director, re-creator, disburser, economist, mother, disciplinarian, teacher, health officer, artist and queen in the family at the same time. Apart from it, woman plays a key role in the socio-economic development of the society she contributes towards the development of the nation even though for the most part she remains behind the scenes.

Education and Women Empowerment

Education can also lead to more accurate health beliefs and knowledge, and thus to better lifestyle choices, but also to better skills and greater self-advocacy. Education improves skills such as literacy, develops effective habits, and may improve cognitive ability. As we all well know that "University College London" was the first to admit female students on the same grounds as men in 1878, while the first female graduate emerged from the University of Wales in 1896. The Oxford university passed a statute in 1875 allowing its delegates to create examinations for women at roughly undergraduate level. The first four women's colleges were

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