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# MAHATMA GANDHI'S VALUES TOWARDS NATION'S DEVELOPMENT

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"If we want to reach real peace in this world, we should start educating children."

"The real difficulty is that, people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land. We want to provide only such education as would enable the student to earn more. we hardly give any thought to the improvement of the character of the educated."

Mahatma Gandhi

## Introduction:-

M. K. Gandhi, the lovely and very good minded universal person, who was born in India in the modern age. He stressed on traditional spiritual attitude with the total development from education, which is related to modern age of the world with reference to India. Gandhi was the philosopher, the socialist and the educationist. He lives with the accumulation of Karmayaog, Dnyanyog and Bhaktiyoga. The thoughts of Gandhi on Education is the basic way of life for all. Gandhi stresses on total development of a student. The main responsibility is to develop body, mind, soul and the intelligence. He gives importance to emotional and mental development. He says, the student, who is going to be a responsible part of society, we want to stress on his social and moral development through the education. But there is no any kind of philosophy of life in present education, which is going to make a student as a national person. The significant concept of Gandhi is '3 H'. The '3 H' means to the Head, Heart and the Hand. Gandhi explores this concept about total development of student. Gandhi wants to establish a co-ordination with parallel development of head, heart and hand. It means to Intellectual, Emotional development with work culture of human together. Gandhi will to be a form co-ordination and co-relation between different subjects which is included in curriculum and education faculties. Gandhi gives to parallel significance to Liberal and Vocational Education system of contemporary India. Gandhi's philosophy of education is collaboration of naturalism, existentialism and spiritualism.

## ❖ Gandhiji's values:

### • Nonviolence and Truth:-

Basically Gandhi is a spiritual person. He stresses on spiritual and moral development also. Gandhi stresses on non-violence and communal harmony. The Truth and Non violence is the divine value of life with reference to Gandhi. So he told that for the implication of these values we will go to do basic change in Education. The Basic education scheme is Gandhi is for the character formation of student with his life security through with any kind of productive work Jhon Dewe says, 'Gandhi's scheme of education is, a one step ahead of all the other system. It is a very revolutionary educational effort. We all hope to learn much from India about the Education'. We can see here, Jhon Dewe inspired by Gandhi's Educational Philosophy. In today's situation, we can see the importance of this scheme. Right now liberal education is going on totally failed. In this situation we want think again and again on this scheme of education of Gandhi. Today also, this scheme is very useful for the unemployed in India. This is very absolute for all over world, especially for the developing countries. The time to come now, we will think again properly and seriously on this scheme with respect to Gandhi's Philosophy of Education.

Gandhiji tried to bring 'the Kingdom of God on the earth (Ram Rajya) where truth and non-violence would be guiding principles. His utopianism arose out of his love for humanity. "Gandhi was humanist, shall we say from the first moment of his self consciousness." He firmly believed that the goodness of the individual formed the constituent part of the goodness of the society. Like John Ruskin, he considered 'man' is the most important to bring a peaceful and harmonious society. He says, "The individual is the one supreme consideration." "Man is neither mere intellect, nor the gross animal body, nor the heart or soul alone. A proper and harmonious combination of all the three is required for making of the whole man and constitutes the true economics of education." His concept of political system is closely connected with education. In a good political system, there must be the element of goodness necessarily present in every man. There is the need of a proper education system to the individuals in order to bring out such element of goodness. He talks about education is more comprehensive than that of the literal meaning. He says, "By education I mean an all round drawing out of the best in child and man-body mind and



spirit. Literacy is not the end of education not even the beginning. It is one of the means whereby man and women can be educated. Literacy in itself is no education."

• **Gandhiji's values and social development:-**

Gandhiji thought that education is closely associated with the socio-economic development of the society. He took up scheme for basic education in which vocational training or work experience is the utmost important. It is due to the fact that it stimulates the human mind for creative thinking or dignity of manual labour. He thought that such creative thinking should be taken up from primary to higher level education. His view on basic education is greatly influenced by his philosophy of satya (truth), ahimsa (non-violence), firm belief in God, dignity of labour. The Kothari Commission also followed Gandhi's ideal of vocational training in education. This commission says, "We recommend that work experience should be introduced as an integral part of all India education—general or vocational. We define work experience as participation in productive work in school, in the home, in a workshop, on a farm, in a factory or in any other productive situation." This commission re-emphasizes the Gandhian principle of learning by doing in the modern education. The main aim of education is the development of human personality. He expanded fourfold personality in the individual that is body, mind, heart and spirit. True education stimulates the spiritual, intellectual and physical strength of the individual. His view on education of heart which brings the idea of sympathy, fellowship and deep feelings of love. The aim of education is not only to produce good individual but also one must understand one's own responsibilities in which one lives. One who understood his or her responsibilities would lead to the spirit of social consciousness and social mindedness. Then, all the activities of such persons will have a social content as well as co-operation to others.

Gandhi talks about education in terms of discipline. It is regarded as one of the most important parts and parcels of education. Without discipline, the sound education system is impossible. It is a quality that one's self can lead to the regulation of one's intellectual, moral, spiritual and social behaviour. It is stated that the goal of education consists of character-building. Such character-building requires the moral, intellectual and social behaviour under all circumstances i.e., strength of personality, the virtue of compassion, kindness, fair-mindedness and the spirit of dedication. Gandhi strongly holds that education is not end in itself but it is the most powerful weapon which creates all persons of genuine characters. There is degeneration of education when the qualities of truthfulness, firmness, tolerance are absent from it. True education is life process which helps in cultivating the spirit of co-operation, tolerance, public spirit and a sense of responsibility. All these qualities are considered as disciplines for the development of human personality. Such disciplines can create the harmonious balance between the individuals and social aim of education. His principle of 'learning by doing' tries to stimulate the individual's mind to think creatively, independently and critically. His great emphasis on work-culture to the students from the primary stage to higher stage is to enable the students to start producing from the time he started his training. So, his primary information of basic education is Head, Heart and Hand rather than Reading, Writing and Arithmetic.

• **Gandhiji and peace:-**

Gandhi also maintains that education is essential for the attainment of the goal of peace. It can be attained only through morality and ethics. According to Gandhi, education is the realization of the best in man - body, soul and spirit. He maintained that education must be based on ethics and morality. Ethics and morality are integral to Gandhi's life. All his thoughts, actions and speeches are based on these two concepts. From the ethical perspective, education may be considered as a means of attainment of salvation. It helps to the path of the complete peace. Peace is the absence of violence and hostile thought. As a daily practitioner of non-violence, Gandhi right from his earlier stage considered that non-violence is an indivisible, important and essential part of education. We cannot be separated education from ethics, morality and spiritualism. For this purpose Gandhi has given some rules for all students so as to ensure that morality and righteousness always be considered as an essential part of their education. Regarding this, such rules can make to right thinking, self-control, service to the society, respect to others and constant awareness for their duties and responsibilities.

Today, the world is suffering from immense crisis from many sides. Crimes, conflict, hatred and distrust between one community and another, hunger, unemployment, poverty and literacy, paucity of resources and pollution of environment, deforestation and desertification, swelling number of migrants and refugees, ethnic and sub-national violence, terrorism, drug trafficking, AIDS etc., all these altogether make a grave danger to peace. The present day crisis is greater than the crisis that occurred during the time of Gandhi. The world is now full of violence. With the advancement of science and technology human being has invented many new technologies which are very helpful in our life. In some other ways, some selfish people who used it as a weapon for gaining his desire wish and pleasures. An action done under the motives of selfishness is a kind of violence. Purity of means is an essential condition of realizing good ends. If a good end is to be attained, it is also essential that the means adopted for the realization of the end is also good. He says, "if one takes care of the means, the



end will take care of itself." End and means are the two important concepts in Gandhian philosophy which play very important implication for his doctrine of truth and non-violence. His principle of aparigraha is one of the most important to bring simple and peaceful living, co-operation with one another. However, in our present day society we are facing so many conflicts. One of them is based on our knowledge which has been separated from work-ethics. Education plays an important role which helps to equip individuals with the skills and attitudes that are necessary in order to adapt in changing situations and to add the creative spirit in the task of social change. 'Work and knowledge should go together' is the Gandhian principle of education. The educational systems try to develop the individual soul and mind, courage and self-reliance, cultivate the highest intellectual, scientific, moral and ethical accomplishments.

#### • Gandhi's Ethics and Morality:-

Gandhi's concept of education is of quite significance in the contemporary situation. His philosophical concept of education is entirely based on the development of human personality, to maintain the discipline, to create the manual work with learning and to develop the culture of the peace. He was a great educationist and an individualist par excellence. He knew that education is the most important means in the society which can be used as an instrument of socio-economic progress, material advancement, political evolution and moral development of an individual. Gandhi's whole philosophy and work was based on ethics and morality. His concept of education is also founded on ethics and morality. It may be said that his concept of education has full of religious ideas. His idea of religion is different from common concept. His concept of religion is 'service of humanity'. For the spirit of religions he propounded 'Nai Talim' or 'basic education'. His philosophical thought on education is highly creates the socio-economic development of the society.

#### • Conclusion:-

We can draw a conclusion that his concept of education is not only the eradication of illiteracy but learning by doing. He preaches the doctrine of simple living and high thinking. His education system are greatly emphasizing the culture of peace, sincere work, dedication of the cause of the nation, social minded, friendliness, right feelings, economic advancement, physical improvement and socio-cultural progress. It is based on work-centre education which can provide the necessary economic self-sufficiency and self-reliance.

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# CONCEPT AND FACTORS OF ADVANCED TECHNOLOGY AND ACCESS WITH NEW TECHNOLOGY IN EDUCATION

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## INTRODUCTION:

Globalization is a Process of Promoting & enhancing inter connectedness among individuals, groups, Educational Institutions, students, learners, teachers, & countries brought about by technological, economic and political changes. The quality of education is increasing and Globalizing due to use of technology in 21<sup>st</sup> century.

Knowledge is disseminated through the education system respond to the enormous challenges of knowledge era.

The prime minister of India says that, "The time has come to create a second wave of institution building & excellence in the field of education Research and capacity building. So that we can better prepare for the 21<sup>st</sup> century."

## Advanced Technology In Education:

Now a day, wide information is available due to access of technology advancement. In distance education or online education by internet mode of e-learning, teleconferencing by internet mode, videoconferencing by internet mode, virtual classroom, using all these technological use of internet, quality of education is increasing. Quality of education is increasing by the use of multiple media instructional package, where print is supplemented by technology. This synthesis increases institutional productivity that ensures greater access to improve quality of education. In fact, integration of information & communication technologies has made an amazing range of media like audio-visual media, radio, television, Teleconferencing, videoconferencing, computer tools C.D.Roms, telephone, DVDs, satellite Internet available to us for quick & reliable data transmission storage & retrieval.

Access with technology enhanced the reach of the world of mouth & increased Quality in each & every field. By combining various media, technologies the internet acquired capability of creating a new virtual world & it became possible to offer programmes online in virtual space.

## Access with new technology in Education:-

The ICTS are the key to interactive learning & increase quality of education. Some of the global trends in ICTs include, convergence increased mobility, enhanced processing power & reduced cost. In advanced countries, institutions & practitioners' of open learning are faced with the challenge of selection of new technologies.

These technologies are as follows.

- 1) Educational Television & teleconferencing
- 2) Satellites Based Education : Edusat
- 3) Computer as technology :- Internet

**Computer as technology (Internet):**

- Teleconferencing by internet mode
- Videoconferencing by internet mode
- Virtual classroom
- M- learning – mobile learning.
- E-learning- electronic learning.

In the knowledge society, one has to deal with new knowledge & new ways for accessing knowledge, networked world with new types of co- operations & collaboration & a society in which knowledge plays a crucial role and lifelong learning.

The use of ICT in education, it makes teaching-learning process effective & interesting. To know the impart of ICT in education we need to know two basic things, ICT & education. By using technology we can access global knowledge.

- **E-Learning-**

Electronic learning is general term used to refer to computer enhanced learning. It is associated with the field of Advanced Learning technology (ALT), which deals with both technology & associated methodologies in learning using networked & multimedia technologies.

- **U- learning:**

U learning means ubiquitous Learning and emerging through the concept of ubiquitous computing. U- Learning means everywhere learning by using internet. It fulfills e-learning anytime, anywhere & any context.

### Stages of teaching & learning by using new technology:

The process of teaching & learning in institutes around the world can divided into four main stages.

- Stage 1- Discovering ICT tools
- Stage 2- learning how to use ICT tools
- Stage3- understanding how & when to use ICT tools
- stage 4- specializing in the use of ICT tools

- 1) **Discovering ICT tools:-**

This is the initial stage. This stage focuses on discovery of new ICT tools by teachers & students. This is linked with the emerging approach in ICT development.

- 2) **Learning how to use ICT tools :-**

This is the second stage of teaching & learning process with the use of ICT. This stage emphasizes on learning the use of general or particular application of ICT.

- 3) **Understanding how & when to use ICT tools:-**

It access on understanding how & when to use ICT tools to achieve a particular purpose such as in completing a given project. This stage integrates the ability to recognize



situations where ICT will be helpful, choosing the most appreciate tools for a particular task & using these in combination to solve real problems.

#### 4) Specializing in the use of ICT tools:-

This stage involves specializing in the use of ICT tools. This requires deep knowledge about using ICT tools.

#### • Challenges in accessibility with technology advancement & its use in education:-

While considering the opportunities' associated with ICT enhanced education it can be said that, ICT enhanced education is quality education .In accessibility with technology in education have following key challenges.

##### 1. ICT infrastructure :

- The main challenges for ICT enhanced education is the availability of information & commutation technologies infrastructure. Before any ICT based program is launched. Policymakers & planners Must ensure the availability of the following. Appropriate rooms or building to house the technology ,computer as well as Internet services for online learning LCD,CDS, other electricity & other required technological accessibility sources.

##### 2. English language & technological accessibility:-

Language is the very important mean to get available recent knowledge information or technological accessibility Because English is called as the window on the world. English is the dominant language of the Internet. A large availability of software's produced in the world market is in English Proficiency is high.

##### 3. Teachers with ICT skills for technological accessibility:-

Lack of fully knowledge skilled, ICT technology accessibility of teachers or persons is another problem for the use of ICT in education. Before going to teach to student's teachers must know about how to teach to students .Teacher must know about how & when to use ICT tools & technological accessibility to achieve particular purpose.

##### 4. Change Management: -

Managing the change is one of the biggest problems as teachers don't want to accept change easily. Change management issues must be addressed as new work practices, new ways of processing performing tasks are introduced .In general, a large number of teachers in educational institutes are non ICT proficient & resistance to change. Research has shown that, the strategy of adding technology to the already existing activities in institutes and in the classroom, without changing habitual teaching Practices, does not produce good result in student learning. The reason for this is due to the fact that, the vast majority of teachers are not proficient users of technology or having accessibility of technology problems specially computer technology.

#### • Importance Of New Technology In Education :

In 21<sup>st</sup> century, the use of ICT & the access to higher education is being expanded enormously & fundamentally increasing the quality of education. Today with the use of technology, education has become more learners centric, individualized, interactive & relevant to learners' needs. In this new era development in technology and availability of huge world knowledge home to home .The convergence of information



networks, multimedia packages & satellite technology has enriched learning opportunities. Due to stronger pedagogical potential, Information communication Technology (ICT) is contributing significantly in the growth of a more diverse range of alternatives to deliver open & distance education programs, as well as it has shown a significant improvement in traditional teaching & learning methods at all levels of education . The use of computer & Internet opened a much wider horizon. Due to wide technological accessibility, all means of electronic communication & computer, Internet & other technological resources provided a wide array of delivery options & new pedagogical alternatives to all levels.

## • CONCLUSION:

With the advent & rapid expansion in ICT, the access to higher education is being expanded enormously & fundamentally changing the models /paradigms of education with we are familiar. Today with the use of technology, education has become more learners- centric, individualized, interactive & relevant to learners needs. Thus in a true sense, it is a life ling learning.

The convergence of information networks, multimedia package & satellite technology enriched learning opportunities. Information communication technology (ICT) is contributing significantly in the growth of a more diverse range of alternatives of learning and information resources.

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# 'ROLE OF ICT IN E- LEARNING

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"Education is not the amount of information that is put in your mind and runs riot there undigested all your life. The use of higher education is to find out how to solve the problems of life."

Swami vivekanand.

"Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner light, not of power but of love, making this truth its own and giving expression to it."

Gurudev Rabindranath tagore

## ❖ 1.1. INTRODUCTION:

### • E-LEARNING:

- E-learning is an systematic mode of studying where students learn by interacting with various tools of ICT.
- " E-learning is the use of electronic media and information and communication technologies (ICT) in Higher Education "

E-learning is an inclusive term that describes educational technology that electronically or technologically supports learning and teaching . " This broad interpretation focuses on new applications and developments, and increases quality of teaching and learning in higher education.

1. E-learning refers to the use of technology in learning and education. There are several aspects to describing the intellectual and technical development of e-learning, which can be categorized into discrete areas. These are addressed in turn in the sections of this paper. e-learning as an educational approach or tool that supports traditional subjects;
2. E-learning as a technological medium that assists in the communication of knowledge, and its development and exchange;
3. E-learning itself as an educational subject; such courses may be called "Computer Studies" or "Information communication technology (ICT)";
4. E-learning administrative tools such as education management information systems (EMIS).

. E-learning is broadly inclusive of all forms of educational technology in learning and teaching . E-learning is inclusive of, and is broadly synonymous with multimedia learning, Technology-enhanced learning (TEL), computer-based instruction (CBI), computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), web-based training (WBT), online education, virtual education ,virtual learning environments (VLE), (which are also called learning platforms), M- learning ,and digital educational collaboration. These alternative names emphasize a particular aspect, component or delivery method.



E-learning includes numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet/extranet and Web-based learning. Information and communication system, whether free-standing or based on either local networks or the Internet in networked learning, underlie many e-learning processes.

### 1.2. E-learning includes technology as,

- Multimedia learning,
- Technology-enhanced learning (TEL),
- Computer-based training (CBT),
- Computer-assisted instruction (CAI),
- Internet-based training (IBT),
- web-based training (WBT),
- online education,
- Virtual education,
- Virtual Learning Environment (VLE)
- M-Learning
- Digital educational collaboration,
- Distributed learning,
- Computer-mediated communication,
- Cyber-learning,
- Multi-modal instruction
- Video conferencing by Internet Mode
- Teleconferencing by Internet Mode
- Virtual Laboratory
- Virtual Library
- Virtual classroom

In practice, as technology has advanced, the particular "narrowly defined" aspect that was initially emphasized has blended into "e-learning."

### ❖ 1.3. EDUCATIONAL IMPORTANCE:

The extent to which e-learning assists or replaces other learning and teaching approaches is variable, ranging on a continuum from none to online distance learning. A variety of descriptive terms have been employed to categorize the extent to which technology is used. For example, 'hybrid learning' or blended learning may refer to classroom aids and laptops, or may refer to approaches in which traditional classroom time is reduced but not eliminated, and is replaced with some online learning 'Distributed learning' may describe either the e-learning component of a hybrid approach, or fully distance learning environments. Another sources described the level of technological support as 'web enhanced', 'web supplemented' and 'web dependent',

### ❖ 1.4. E-LEARNING AS LINEAR LEARNING:

Computer-based learning or training (CBT) refers to self-paced learning activities delivered on a computer or handheld device such as a tablet or Smartphone. CBT often delivers content via CD-ROM, and typically presents content in a linear fashion, much like reading an online book or manual. For this reason, CBT is often used to teach static processes, such as using software or completing mathematical equations. Computer-based training is conceptually similar to web-based training (WBT), the primary difference being that WBTs are delivered via Internet using a Web browser.



Assessing learning in a CBT is often by assessments that can be easily scored by a computer such as multiple choice questions.

### 1.5. SYNCHRONOUS AND ASYNCHRONOUS LEARNING:

E-learning may either be synchronous or Asynchronous. Synchronous learning occurs in real-time, with all participants interacting at the same time, while asynchronous learning is self-paced and allows participants to engage in the exchange of ideas or information without the dependency of other participants' involvement at the same time.

#### ❖ 1.6. Synchronous learning:

It involves the exchange of ideas and information with one or more participants during the same period of time. A face-to-face discussion is an example of synchronous communications. In e-learning environments, examples of synchronous communications include online real-time live teacher instruction and feedback, Skype conversations, or chat rooms or virtual classrooms where everyone is online and working collaboratively at the same time.

#### ❖ 1.7. Asynchronous learning:

It includes technologies such as email, blogs, Wikis, and discussion boards, as well as Web supported text books hypertext documents, audio-video courses, and social networking using Web 2.0

Asynchronous learning is particularly beneficial for students who have health problems or have child care responsibilities and regularly leaving the home to attend lectures is difficult. They have the opportunity to complete their work in a low stress environment and within a more flexible timeframe. In asynchronous online courses, students proceed at their own pace. If they need to listen to a lecture a second time, or think about a question for a while, they may do so without fearing that they will hold back the rest of the class.

#### ❖ 1.8. USE OF VARIOUS TECHNOLOGY:

Various technologies are used to facilitate e-learning. Most e-learning uses combinations of these techniques, including blogs collaborative software, - portfolios and virtual classroom, video conferencing by internet mode, Tele conferencing by internet mode, virtual library, virtual laboratory etc.

#### ❖ USE OF AUDIO MATERIAL:

The radio has been around for a long time and has been used in educational classrooms. Recent technologies have allowed classroom teachers to stream audio over the internet. There are also webcasts and podcasts available over the internet for students and teachers to download. For example, iTunes has various podcasts available on a variety of subjects that can be downloaded for free.

#### ❖ ..USE OF VIDEO MATERIAL :

Videos allow teachers to reach students who are visual learners and tend to learn best by seeing the material rather than hearing or reading about it. Teachers can access video clips through the internet instead of relying on DVDs. Websites like YouTube are used by many teachers.



## USE OF COMPUTERS AND MOBILE DEVICES:

Computers and mobile devices allow students and teachers access to websites and other programs, such as Microsoft Word, M.S. PowerPoint, M..S..Excel, PDF files, and images. Many mobile devices support M-learning.

### ❖ BLOGGING:

Blogs allow students and teachers to post their thoughts, ideas, and comments on a website. Blogging allows students and instructors to share their thoughts and comments on the thoughts of others which could create an interactive learning environment.

### ❖ WEBCAMS:

The development of webcams and webcasting has facilitated the creation of virtual classroom and virtual learning environments . Virtual classrooms supported by such technology are becoming more and more popular, especially since they are contributing as a main solution to solving problems with travel expenses. Virtual classrooms with such technology also provide the benefits of being easy to set up.

### ❖ WHITEBOARDS:

Interactive whiteboards , similar in use to smart boards , allow teachers and students to write on the touch screen, so learning becomes interactive and engaging.

### ❖ SCREENCASTING:

Screen casting is a recent trend in e-learning. There are many screen casting tools available, that allow users to share their screens directly from their browser and make the video available online so that the viewers can stream the video directly. The advantage of such tools is that it gives the presenter the ability to show his ideas and flow of thoughts rather than simply explain them, which may be more confusing when delivered via simple text instructions. With the combination of video and audio. From the learner's point of view this provides the ability to pause and rewind and gives the learners the advantage of moving at their own pace, something a classroom cannot always offer.

### ❖ VIRTUAL EDUCATION:

In practice, a "virtual education course" refers to any instructional course in which all, or at least a significant portion, is delivered by the internet. "Virtual" is used in that broader way to describe a course that not taught in a classroom face-to-face but through a substitute mode that can conceptually be associated "virtually" with classroom teaching.

### ❖ VIRTUAL CLASSROOM:

E-learning is increasingly being utilized by students who may not want to go to traditional brick and mortar schools due to severe allergies or other medical issues, do not feel Online schools create a safe haven for students to receive a quality education while almost completely avoiding these common problems.

### ❖ 1.9. ADVANTAGES OF E-LEARNING TECHNIQUE FOR QUALITY ENHANCEMENT OF HIGHER EDUCATION:

- E-Learning is an important learning method.
- Students can learn according to their grasping ability and intelligence.
- When students solve online questions they not hesitate.
- Students can replay the online material many times.
- The speech of excellent personalities in various field can give online by the mode of videoconferencing or teleconferencing.




- Students can observe many experiments by the means of virtual laboratory.
  - In online virtual classes students from all over the world can participate and share their knowledge.
  - In e-learning , there is no limitation of students. At a time thousands or lakhs of students can learn.
  - In this learning method, students can learn 24 hours.
  - If students or any person wants more knowledge/ information , he\she can achieve knowledge by using search engines.
  - We can complete various online courses. and there is no any age limit for study.
  - By using virtual library we can search reference books.
  - In virtual classroom students can get knowledge from expert persons. And there is no need to attend physically classes.
- Acquisition of technological skills through practice with tools and computers.
  - No age-based restrictions on difficulty level, i.e. students can go at their own pace.

**Conclusion:-** Thus use of ICT in E-learning technique plays a very important role for quality enhancement in Higher Education. It increases the students motivation, interest and engagement by facilitating the acquisition of skills and by enhancing improved communication and exchange of information through use of ICT.

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# Role Of Teacher in Inculcation Of Values

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- **What are values:-**

"Values are our personal measure of worth shaped by our beliefs, ideas and principles that are important to us. They shape our priorities and guide us in deciding what is right & wrong", values reflect our attitudes and what we believe about everything, peoples values differ.

The power of values arises from the fact that, they help us transcend ourselves. Values are what we consider valuable. Placing any ideal of perfection above our own personal convenience and interests expands our personality and opens it to wider and higher influences. The pursuit of higher values is the pursuit of spiritual truth. The expression of higher values is to bring truth down into one's life.

"Values are the ideals, beliefs, or norms which a society or the large majority of a society's member holds."

Kane (1962)

"Values are the integral part of personal philosophy of life which we generally, mean the system of values by which we live. The philosophy of life includes our aims, ideals and manner of thinking & the principles by which we guide our behaviour and conduct our affairs."

I.J. Lehner and N.J. Kube (1967)

"values are the global beliefs derived from our cultural tenets that affect our attitudes, motivation, needs and perception and also guide and direct our actions across a variety of situations, likewise every society expects us to behave in a socially approved way by fixing such norms, and people like teachers those who hold and behave in those norms are approved by the society. Society calls these norms as social values and every individual values & social values are changing through an evolutionary process & also influenced by family or society upset technological economical, cultural changes."

values are natured by habits in our everyday life when habits are cultivated by family, institution and society often children's have some conflicts over values, since the information, communication and entertainment take a dominative place both value conflicts and crisis are becoming evolutionary process. So it is the need to identify the role of education to teach values by the teachers to the children, is more important. "Values core beliefs which guide & motivate attitudes & behavior."

Teachers is the means to change the society and citizen of this Nation by inculcating value in students school education is the base of education. A value is something essential for one's life & something that some considers, worthy of possession. Money property, land or other kind of wealth is value to humans. These may be called material values. Freedom, truth, love, etc. and also of value to humans. These may be called moral or human values. It is the aim of education to develop certain desirable human values in the children. Values are abstract. There is necessity for students to realize at some stage of their education that it is his/her duty to develop by consistent self-effort any value he or she desires to acquire.



According to Dr. P.N. Mathur (1986), these values of humans, which provides the prime motivating force, behind his thoughts, emotions & action, have to be moral & spiritual of his socio - cultural & spiritual life has to be such as brings peace, progress & welfare for both the individual & society.

"Values make men's lives meaningful & give them a sense of direction."

"A value is thought to be a kind of super attitude at a higher level of abstraction."

- Benjimen (1973)

Garrett (1975), "A psychologist defines value as, certain behavior or ways of life regarded as more desirable. Than others self determination, self realization & self integration are the hall marks or dimensions of good life. All of our actions are decided if we believe that, it is a right thing to do is ought to do & it is the best available alternative is the best to do."<sup>9</sup>

- **Nature & Concept of values :**

Anthropologist Kluckhohn, noted that, the concept of values involves the concept of the desirable, which influence the selection from available modes, means, & ends of action." Value implies the code or standard, which has some persistence through time or put more broadly which organize a system of action. Values conveniently and in accordance with received usage, place, things acts, ways of behaving goals of action, on the approval disapproval continuum."

A value is a normative proposition, it meets a need that seeks to satisfy or that finds its meaning in a universal truth accepted, by the subject. At the same time, it is made up either of an object of partially importance for the subject agent or of a higher truth, it has a prescriptive nether and a person is subject to a continuous efforts to assert the values in which he or she believes.

Every individual is born with a unique constitutional makeup & his/her individuality is reflected by his/ her inner thoughts, beliefs and attitudes, shaped by his/her surroundings and so their behaviour is identified by their own values, as

Goldsmith (2000) said, "Values are principles that guide human behaviour in certain ways. Thus the vales are the deep seated psychological construct that direct our preferences to achieve what is good in life."

- **Need of value education:-**

The value system accepted by our teacher will influence the choice & selection of values made by the students. Teacher should develop a very positive attitude towards all personal values & inculcate such values in the pupils Teacher should give to children a life - building, man-making & character making education."

Swami Vivekanand said, "Excess of knowledge and power without holiness, makes human beings devils". Values give meaning and strength to a person's character and it is often reflected by his own attitudes, judgment, decisions, preference, relationship and behavior by occupying a significant place in his life. Thus values are understood as the integral part of personal philosophy of life of human beings.

On the other hand, values are natured by habits in our everyday life when habits are cultivated by family, institution and society often children's have some conflicts over values, since the information, communication and entertainment take a dominative place both value conflicts and crisis are



coming evolutionary process. So it is the need to identify the role of education to teach values by the teachers the children, is more important. "Values core beliefs which guide & motivate attitudes & behavior."

When special significance or meaning is attached to some objects or events, they get a value. A value is something essential for one's life & something that some considers, worthy of possession. Money property, land or other kind of wealth is value to humans. These may be called material values. Freedom, truth, love, etc. and also of value to humans. These may be called moral or human values. It is the aim of education to develop certain desirable human values in the children. Values are abstract. There is necessity for students to realize at some stage of their education that it is his/her duty to develop by consistent self-effort any value he or she desires to acquire.

- **Role of teacher in inculcation of values :-**

As Mahatma Gandhi rightly said that, "Wealth without work, pleasure without conscience, knowledge without character, commerce without morality, Science without humanity, worship without sacrifice, politics without principle is sin."

Hence the role of teacher is to inculcate good values with value rich education is very important. Value education is referred to as deliberately planned education aimed at the development of proper attitude the teacher is the key person, who can inculcate all the required values in students. This task would become easier, if the teacher through his personality, character & actions sets as an example before his students.

Report on value education 1999 parliamentary standing committee on human resource development says that. While it is all right to school teachers, to play a key role in value inculcation in their students. Most of the teacher knows how to teach their own subjects but they do not have any inclination, desire or aptitude to teach value education to students. So teacher should have good personal values, as an ideal for students. So the role of teacher is very important in inculcation of values.

In Indian thought, the teacher is the source of inspiration & also a model for the development of moral & personal values; not only among his pupils but also in the society. The teachers' task is not merely to impart knowledge. He has also to mould the characters of his pupils & through them the character of the entire society. Character building includes the development of moral as well as human values. Character building on the basis of truth is the aim of education. Various commissions & committees of the Government of India have underlined the importance of value-education

Value education should be imparted indirectly & in the school atmosphere, personality & behavior of the teacher as well as the facilities provided in the school will be significant in developing a sense of values among the students. It is not one teacher but each & every teacher of the school who should assume the responsibility for the building of the character of pupils / students. A teacher can indirectly make an impact of the moral of the lesson on the minds of students & all activities reflect the desirability of promoting values in the life, tone & atmospheres of the school.

The teacher should adopt his own technique in order to inculcate essential values by their own personal values & ideals. School as a subsystem of overall social organization is expected to act as an agent of preserving & strengthening the social structure & should therefore implement the value system of the society in terms of aims & objectives for various school programmes. Keeping in view the requirements of providing facilities for all round development of the pupils/ students.





The students should imbibe the all personal values, moral values & the school should provide the necessary activities & programmes to inculcate these values in the students .school education is the foundation of children's life. He carries and maintains the social and moral skills acquired by him during her / his school days. Hence it is the duty of the teacher to inculcate values in the students. Effectively by setting his own example regarding the application of personal values in his / her day to day life. There is no denying the fact that our life on this planet has been greatly enriched with incredible scientific advancements. Unfortunately however the rapid progress has brought in a great deal of anxiety which pervades our minds.

Values play an important role in the life of an individual. The consistency of thoughts & action of an individual is a result of the values possessed by him/her. Their attitude strivings & desires all are governed by the system of values he possess. The system of values which our younger generation might accept is also to be influenced by the value pattern accepted and used by the teachers in the school. So it is necessary to study the attitude of personal values of teachers. Values reflect one's personal attitude & judgments, decisions, choices, behavior relationship and vision. They influence our thoughts, feelings and actions. They guide us to do the right things.

H.R.D. report on value based education (1999) has also emphasized the importance of psychological development at different stages in the following words. "Teachers should be introduced to the concept of value education by inculcating values in students in tune with the different stages of their psychological development.Man acts to satisfy his wants. Anything that satisfies a human want becomes a value. To say that our conduct is motivated by our values is another way of saying that we act to satisfy our wants There is a great deal of concern today with the problem of values. Youth is almost in every country is deeply uncertain of its value orientation. The values associated with various religions have lost much of their influence sophisticated individuals. Parents, teachers and society present various patterns of values to the young generation and influence the value patterns possessed by them.

#### • Conclusion:-

The role of teacher is to inspire students and inculcate in them desirable attitudes and values. At the heart and core of educational process is the teacher. The pupils must be provided with confiscating situations while teaching by the teachers, teacher's personality, behavior & personal values are important. Emphasis should be given to the relevant points helpful in development of faith in these related developments of faith in values School environment& academic climate and the teacher's personality and personal values provide rich experience to inculcate values in the students. Teacher's personality, behavior & personal values are very important. Emphasis should be given to the relevant points helpful in development of faith in these related developments of faith in values. Accordingly the value system accepted by our teachers, influence the choice and selection of values. The present values accepted by teachers, also accept students. So the role of teachers are very important in inculcation of values.


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## AN APPLICATION OF DIGITAL TECHNOLOGY IN TEACHING LEARNING PROCESS IN TEACHER EDUCATION INSTITUTIONS

Dr. B. J. Mundhe\*

### ABSTRACT

It has rightly said in National Policy on Education Report (1986) that "No any society of any country is more vibrant than the education system existing in that society and "No any education system of any country is more vibrant than its teachers." Digital Technology can not replace the teacher from the Education field but it can be very good and effective tool for enhancing teaching learning process in Teacher Education Institutions. Digital Technology has become the Hall-Mark of the quality Education. Special in special, the 21<sup>st</sup> century is recognized as a digital technology era in higher education. Information and communications Technology (ICT) has greatly influenced and thereby brought revolution in various spheres of society at global level. There is not a single human activity which is not influenced by ICT. It has become an essential component of the educational process and teaching-learning activities.

Teacher Education Programme can be enhanced by applying digital technology ultimately ICT in teaching, learning and evaluation process. The author in this article highlights on an application of digital technology in the teaching learning process in Teacher Education Institutions.

**Keywords:** Digital Technology, Teacher Education Institutions, Teacher Education

#### 1.1 INTRODUCTION

National development goes through its education. With the passage time, there are many challenges have occurred in the way of teacher training programme. Teaching profession is crossing all the boundaries and barriers that occurs in the way of teaching learning process. New learning concepts has taken place and it has not remained only the job of teacher educators to provide only knowledge and skills. In this regard, NCTE has evolved ten core competencies for the smooth transaction between students and teachers. These ten core competencies have played a remarkable role in teacher education programme in pre-service teacher Education Programme. Digital technology can be applied for display information, increase access to information makes better information sharing and organize better classroom presentations in day-to-day life of the

student teachers. Teacher Educators should consider his profession is noble and ethical than other professionals. They are nation builders and applying this digital technology they can heighten the standard of teacher Education Institutions.

#### 1.2 EMERGENCE OF ICT AS A DIGITAL TECHNOLOGY

Information and communication technologies (ICT) have brought revolution in our education field. Information communication technology (ICT) is not a panacea for all education problems, but it is an essential tool for teaching and learning. ICT is an acronym that stands for:

##### a. Information

Meaning and value of information, how information is controlled and how data is captured, verified and stored for effective use, the manipulation,

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processing and distribution of information. Information in security, designing network to share information.

#### b. Communication

Network of sending and receiving equipment, wires satellite links, LAN (Local Area Network), WAN (Wide Area Network)

#### c. Technology

Collection of techniques knowledge of how to combine resources to produce desired products, to solve problems, fulfill needs, it includes technical methods, skills, processes, tools and raw materials.

The term 'information and communication technology' (ICT) is generally accepted to mean all technologies that combined, allow people and organizations to interact in the digital world.

ICT is technology that supports activities involving information. Such activities include gathering, processing, storing and presenting data. Increasingly, these activities also involve collaboration and communication. Hence it has become ICT: information communication technology.

A good way to think about ICT is to consider all the uses of digital technology that already exist to help individual, businesses and organizations. ICT covers any product that that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form for example: personal computer, digital television, e-mail and Robots.

### 1.3 APPLICATION OF COMPUTER AND ICT IN TEACHING- LEARNING PROCESS

Information and Communications technology (ICT) can enhance teaching and learning by enabling teacher Educators as well as students to:

- Visualize and understand various processes and systems of functioning in different areas of study.
- Record, present and analyze data.
- Explore relationship among various variables of study/research.
- Share information and ideas with others.
- Make teaching and learning more effective by using computer for Power Point presentation.

- Using LCD Projector to show various kinds of visuals to the learners.
- Developing animated presentation for better understanding of scientific concepts, process, systems of functioning etc.
- The use of the Internet for filtering relevant ideas from the sea of content available on the web.

### 1.4 DIMENSIONS OF DIGITAL TECHNOLOGY IN TEACHING LEARNING PROCESS

It is said that one picture is equal to 1000 words. Visual effects are better for permanent and effective learning. Those teachers apply digital technology in their day-to-day teaching they achieve desired results. Applying this digital technology, they not save their laborious work but time also.

Presently following are some of the dimensions in teaching learning process: -

#### a) Cloud Computing

Cloud computing is Internet-based computing in which shared resources, software and information are delivered as a service that computers or mobile devices can access on demand. Cloud computing is already used extensively in education. Free or low- cost cloud- based services are used daily by learners and educators to support learning, social interaction, content creation, publishing and collaboration. Examples of cloud- based tools include Massive Open Online Courses (MOOCs), Open Educational Resources (OER), Google Apps, You Tube, Twitter and Drop Box. Today more services, tools and applications are being provided in the cloud. Cloud-based tools and applications will bring flexibility and new possibilities for improving teaching and learning.

#### b) Mobile Technology

Mobile technology has become an important tool in the teaching and learning process. Studies have shown that technologies especially the use of Mobile devices does bring positive impacts in improving teaching and learning. The mobile technology involves connectivity for downloading, uploading and/ or online working via wireless or mobile networks. The main platform for such connectivity usually includes Mobile phones, Smart phones, PDAs, MP3/MP4 players, Tablets, wireless Laptop, PCs, mini notebooks, or netbooks, and hand-held gaming devices. Therefore,



Mobile technology is one of the recent effective technologies to support learning in the real world. Mobile technology affords more accessibility to learning resources whenever and wherever learners are. This indicated two significant advantages for learning in different contexts: flexibility of time and flexibility of locations.

#### c) Virtual Learning

Virtual learning refers to all learning activities that occur in class where the learners and their teachers are separated from each other temporally. A virtual learning environment is a phrase that refers to technology which supports teaching and learning. It involves collaboration, communication and content tools as well as providing students with an online personal learning space.

#### d) Augmented Reality

Augmented Reality (AR) technology has a great potential for all areas. AR allows the users to add digital content to printed material or objects. Then using a smart device or tablet viewers can scan an object and the digital content will appear. The digital information can range from a link to a website, an invitation to make a phone call, a video, a 3D model or any other supported digital information. Augmented Reality was one of the most developed emerging technologies in 2016 -2017. Augmented Reality has more of the real world represented than virtual reality. An example of AR is POKEMON GO which was a trend in 2016, in which real situations were augmented with Pokémon characters for players to catch.

#### e) Blog

The term web- blog refers to a simple web page consisting of brief paragraphs of opinions, information, personal diary entries, or links, called posts, arranged chronologically with the most recent first in the form of online journal. It has proven that the education blog is a powerful and effective technology tool for teaching and learning process.

#### f) Wiki

Wiki is a web page or set of web page that can be easily edited by anyone who is allowed access. Wiki is a collaborative tool that facilitates the production of a group work. Wiki pages have an edit button displayed on the screen and the user can click on this to

accesses an easy -to- use online editing tool to change or even delete the contents of the page in question.

#### g) Collaborative Learning

Collaborative learning is the acquisition by individuals of knowledge, skills and attitudes occurring as the result of group interaction. In collaborative learning students are encouraged or required to work together on a learning task, so that they can encounter different points of view which may bring to light their misconceptions and give rise to synergistic solutions.

#### h) Games and Gamification

Referred to as "Game-based Learning" this emerging technology has expanded far beyond integrating digital and online games into learning. Games are effective tools scaffolding concepts and simulating real world experience. Games also enable learners to acquire new knowledge and enhance learning through multiple intelligences. There are many online applications /games that can be utilized in the teaching and learning. Among the simplest ways to engage students in gamified learning is to try web resources such as Kahoot, Quizlet, Quizzes, Socrative and many more.

#### i) MOOCs

MOOCs are merely the latest example of the rapid evolution of technology, in general they have the following advantages:

- Open to anyone to enroll and simple enrollment (just an e-mail address) Very large numbers (from 1,000 to 100,000)
- Free access to video-recorded lectures, often from the most elite universities in the USA (Harvard, MIT, Stanford in particular).
- Computer-based assessment, usually using multiple-choice questions and immediate feedback, combined sometimes with peer assessment.
- A wide range of commitment from learners: up to 50 per cent never do more than register, 25 per cent never take more than the first assignment, less than 10 per cent complete the final assessment.



## 1.5 CHALLENGES & OPPORTUNITIES OF ICT IN TEACHER EDUCATION

India has a largest country having largest education system in higher education. Many foreign country students are attracting toward India for quality education. Due to Covid -19 Pandemic situations, our eyes have been opened and it has become necessary for every institute to undertake new innovations in teaching Learning process. Even today there are some challenges and opportunities in teacher education institutions. Following suggestions and remedies are suggested.

- For the application of the digital technology throughout in higher education, universities and its affiliated colleges, UGC should bring all the affiliated colleges under 2(f) and 12(B) and provide financial assistance (i.e., power connection, computers, LCD projectors, internet connectivity, appropriate audio-visual aids and human recourse related to the ICT Programmes) to all the colleges of education especially to the colleges of rural area.
- ICT related knowledge and applications should be included in B.Ed. curriculum and syllabuses of the various subjects.
- Inservice training programme should be made available to all the Teacher Educators working in the teacher education institutions.
- Monitoring mechanism should be evolved or developed by State Governments by appointing ICT specialists at university level for ensuring weather teacher educators apply ICT in their day-to-day teaching.
- Teacher Education Institutions should organize International, National seminars, discussions, workshops for the exposure of the teacher educators in relation with ICT advanced trends.
- NCTE should monitor through its various verification Committees weather Teacher Education Institutions are implementing

Teacher education Programme as per NCTE Norms.

- Teacher Educators should pay attention towards their student teachers for applying digital technology in their practice teaching and in internship.
- It should be made mandatory to every student teacher to apply digital and technical equipment while conducting final lesions conducted under the university supervisors.

## 1.6 CONCLUSION

Information Communication Technology (ICT) has become the 'buzz' word of the universal education system. Every College teacher has to get accustom with these technological changes that takes place with the passage of time. Digital technology can't relance the teacher from education field, instead of it, teacher has to make it as a very good effective tool for his assistance in his day-to-day teaching life. For the smooth teaching learning process and to save laborious work and precious time it has become essential to have an expertise in application of digital dimensions easily available at his hand.

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## EXPLORING ADOLESCENT SEXUALITY AND ADOLESCENT SEXUAL PROBLEMS OF SECONDARY SCHOOL GOING CHILDREN

Dr. B.J. Mundhe\*

### ABSTRACT

*Adolescence, derived from the Latin word "adolescere" meaning "to grow up" is a critical developmental period. During adolescence, major biological as well as psychological developments take place. Development of sexuality is an important bio-psycho-social development, which takes an adult shape during this period. During adolescence, an individual's thought, perception as well as response gets colored sexually. Puberty is an important landmark of sexuality development that occurs in the adolescence. The myriad of changes that occurs in adolescents puts them under enormous stress, which may have adverse physical, as well as psychological consequences. Understanding adolescent sexuality has important clinical, legal, social, cultural, as well as educational implications. Author in this research paper wants to bring the readers notice that how school going children face the Adolescent Sexuality and Adolescent Sexual problems in their growing age and Suggestions for Parents and Teachers.*

**Keywords:** Exploring, Adolescent, Sexuality, Sexual Problems

#### 1.1 Introduction

The lives of adolescents are wrapped in sexuality. Adolescence is a time of sexual exploration and incorporating sexuality into one's identity. No doubt, adolescents have an insatiable curiosity about the mysteries of sex. Often, they wonder whether they are sexually attractive, how to behave sexually and what the future holds for their sexual lives. Most adolescents eventually manage to develop mature sexual identity. Most of what we hear about adolescent sexuality involves problems, such as adolescent pregnancy and sexually transmitted infections. Very often, adolescents are negatively stereotyped. But majority of adolescents have healthy sexual attitudes and engage in sexual behaviours that will not compromise their journey adulthood.

Every culture pays some attention to adolescent sexuality. Young adolescents tend to exhibit

a form of egocentrism in which they perceive themselves as unique and vulnerable. This can lead them to take sexual risks. In emotional moments like those involved in sexual experimentation, adolescents' sexual urges can overwhelm their ability to make competent decisions. Psychologists now say that prolonged conflict with parents is associated with adolescent sexual problems as a lack of parental monitoring. However, experts feel that better relationships with parents are correlated with postponing sexual intercourse, less frequent intercourse and fewer partners in adolescence. Besides that, schools and educational institutions also play significant roles in adolescent sexuality. Most parents now feel that sex education in schools is an important aspect of education. Besides the above facts, cultural variations in sexuality are also found. In some cultures, sexuality is highly repressed, other cultures have far more liberal standards for sexuality. Often, the media

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present sexuality to adolescents in an unrealistic way. Now an increasing concern is adolescents' access to sexual material on the internet. So, sexuality has ties to virtually all areas of adolescent development. We will discuss all these aspects briefly here.

Often sexuality involves more tension between parents and adolescents in many cultures. It was observed that parent-adolescent tension about sex is greater in the United States than in India or Japan, because U. S. adolescents engage in more sexual activity and because sexual activity is imbued with certain social meanings, such as high status for males.

Of course, mastering emerging sexual feelings and forming a sense of sexual identity is multifaceted. This lengthy process involves learning to manage sexual feelings, such as sexual arousal and attraction, developing new forms of intimacy and learning the skills to regulate sexual behaviour to avoid undesirable consequences.

Developing a sexual identity also involves more than just sexual behaviour. Sexual identities emerge in the context of physical factors, social factors and cultural factors with most societies placing constraints on the sexual behaviour of adolescents. The sexual identity of an adolescent involves activities, interests and styles of behavior which are indications of sexual orientation.

Obtaining information about adolescent sexuality is a difficult job. In this case, research is limited due to reluctance of individuals to answer questions about extremely personal matters. Often, adolescents give socially desirable answers.

Coming to the topic of sexual attitudes and behaviour, we come across two questions-

- i. What sexual scripts do adolescents follow?  
And
- ii. Are some adolescents more vulnerable than others to irresponsible sexual behaviour?

It is true that adolescents typically engage in a rather consistent progression of sexual behaviour approximately one year earlier than female adolescents. Many experts and psychologists find that adolescents wait until they are older to have sexual intercourse. Adolescent males are more likely than adolescent females to say that they are sexually active.

The percentages of sexually active young adolescents may vary with location, being higher in inner cities. Studies indicate that in low-SES, adolescents are engaged in sexual intercourse in comparison to adolescent in affluent families. In many cultures like America, majority of individuals have had sexual intercourse by the end of adolescence. But it is found that many adolescents are not emotionally prepared to handle sexual experiences, especially in early adolescence. Early sexual activity is associated with adjustment problems. So, we can say that the timing of teenage sexual initiation varies widely by country and gender. As we have discussed earlier, as the adolescents explore their sexual identities, they are guided by sexual scripts. A sexual script is a stereotyped patterns of role prescriptions for how individuals should behave sexually. By the time people reach adolescence, females and males have been socialized to follow different sexual scripts.

However, the majority of adolescent sexual experiences involve the male making sexual advances, and it is up to the female to set the limits on the male's sexual overtures. According to developmental psychologists, most adolescents become sexually active at some point during adolescence, but many adolescents are at risk for sexual problems and other problems when they have sexual intercourse before 16 years of age. In many Western cultures, it is found that use of alcohol and other drugs, as well as low academic achievement, are linked with the initiation of sexual intercourse in early adolescence. During early adolescence, sexual involvement of girls is linked with lower-self-esteem, more depression, more sexual activities and lower grades in high school years. For boys early sexual involvement is related to more substance abuse and sexual activity in high school years. Another important factor in sexual risk taking is self-regulation-the ability to regulate one's emotions and behaviour. Low self-regulation is related to high sexual risk taking.

## 1.2 What are the Causes of Sexual-Minority Behaviour?

Now the question is - "Why do some adolescents have same-sex attraction and identify with being a gay male or lesbian?" Till now, firm answers are available. Investigators find no differences between heterosexuals and sexual minority individuals for a



wide range of attitudes, behaviour and adjustments. Both American Psychiatric Association and American Psychological Association recognized that being attracted to someone of the same sex is not a form of mental illness.

With regard to anatomical structures, some physiologists found that a tiny area of the hypothalamus in the brain is responsible for homosexuality. The area is about the same size in sexual minority men as in heterosexual women. Some experts believe that being a gay male is caused by a dominant mother or a weak father or that being a lesbian is caused by girl's choosing male role models. But it is commonly believed that most gay males and lesbians quietly struggle with same-sex attractions in childhood, do not engage in heterosexual dating, and gradually recognize that they are gay or lesbian in mid to late adolescence. Many youths do follow this developmental pathway, but others do not. In short, sexual minority youth have diverse patterns of initial attraction, often have bisexual attractions, and may have physical and emotional attraction to same sex individuals, but do not always fall in love with them.

Besides heterosexual or same-sex attraction, adolescents have insistent feelings of sexual arousal through masturbation or self-stimulation. A heterosexual continuum of kissing, Petting and intercourse or oral sex characterizes many adolescents' sexual experiences. Masturbation, genital contact with a same or other-sex partner or wet dream during sleep are common circumstances for ejaculation. But masturbation is the most frequent sexual outlet for many adolescents.

Available data on masturbation is difficult to interpret because they are based on self-reports in which many adolescents may not be responding accurately. Most experts on adolescent sexuality likely would agree that boys masturbate more than girls, but masturbation is more stigmatized behaviour for girls, so they may actually masturbate more than they indicate in self-reports.

No doubt, sexual activity is a healthy behaviour necessary for procreation. But it carries with it considerable risks of appropriate safeguard are not taken. Adolescents encounter two kinds of risks – unintended unwanted pregnancy and sexually

transmitted infections. Both of these risks can be reduced significantly if contraception is used.

Generally, adolescent sexual problems are (i) Adolescent pregnancy (ii) Sexually transmitted problems (iii) Forcible sexual behaviour and sexual harassment.

The percentage of adolescent pregnancy is very high in Western cultures in comparison to oriented countries like India. Abortion is easier to obtain in some countries. But it has medical risks, Adolescent pregnancy creates health risks for both the baby and the mother. Children of adolescent parents face problems even before they are born. Many young fathers and mothers have little idea of what they are supposed to do. They may love their baby, but do not know how to behave. Adolescent pregnancy can be reduced by enhancing their educational and occupational opportunities. Some experts recommend the following four methods for reducing adolescent pregnancy:

- i. Sex education and family planning.
- ii. Access to contraceptive methods
- iii. The life options approach and
- iv. Broad community involvement and support.

Through sexual contact Sexually Transmitted Infections (STIs) are contracted. This contact is not limited to vaginal intercourse, but includes oral-genital and anal-genital contact as well. STIs are an increasing health problem. Among the main STIs, adolescents can get three STIs caused by viruses- AIDS (acquired immune deficiency syndrome), genital herpes and genital warts- and three STIs caused by bacterial infections-gonorrhea, syphilis and chlamydia.

AIDS created a public fear in the last two decades. It is a sexually transmitted infection which is caused by a virus-the human immunodeficiency virus (HIV), which destroys the body's immune system. Following exposure to HIV, an individual is vulnerable to germs that a normal immune system could destroy.

Genital herpes is a sexually transmitted infection caused by a large family of viruses with many different strains, some of which produce other, non-sexually transmitted diseases such as cold sores,



chicken pox and mononucleosis. Although drugs such as acyclovir can alleviate symptoms, there is no known cure for herpes. Therefore, adolescents/individuals suffering from genital herpes often experience severe emotional distress.

Genital warts are caused by Human papillomavirus (HPV). It is very difficult to test this abnormality, because it does not always produce symptoms. Treatment involves the use of a topical drug, freezing or surgery. Condoms can be helpful for protection against HPV infection.

So far, we have already discussed these problems that involve adolescent sexuality, adolescent pregnancy and sexually transmitted infections. Next, we will go to explore two adolescent sexuality problems-(i) Forcible sexual behaviour and (ii) Sexual harassment.

#### **i) Forcible Sexual Behaviour**

Most unfortunately, some people force others to engage in sex. Rape is forcible sexual intercourse with a person who does not give consent. Legal definitions of rape vary from country to country and culture to culture. In some cultures, the law allows husbands to force their wives to have sex. It appears that rape occurs most often in large cities. Almost 95 percent of rapes are committed by men. Feminist writers assume that males are socialized to be sexually aggressive, to regard females as inferior beings and to view their own pleasure as the most important objective. Aggression enhances their sense of power or masculinity.

Unwanted or uninvited sexual contacts were widespread with more than one-third of the college women reporting such incidents. Most of the adolescent girls attempt to take protective actions their assailants but are then reluctant to report the victimization to the police. However, rape is a traumatic experience for the victim and those close to her or him. The recovery of a female depends on both her coping abilities and psychological adjustment prior to the assault. Although most victims of rape are female, rape of

men does occur. Men in prisons are especially vulnerable to rape.

#### **ii) Sexual Harassment**

Women and girls encounter sexual harassment in many different forms-ranging from sexist remarks and covert physical contact (patting, brushing against bodies) to blatant propositions and sexual assaults. Literally, millions of females experience such sexual harassment each year in educational and work settings. Jokes, sexual comments, gestures and looks are most common forms of harassment. However, sexual harassment is a form of power and dominance of one person over another, which can result in harmful consequences for the victim. But this type of harassment is damaging.

### **1.3 Challenges Faced**

Adolescents face a great challenge in their early adolescence. Many critical biological, as well as psychological changes, occur during this phase for which many adolescents are not prepared enough to cope with, which often puts them under stress. Onset of menstruation, change in voice (puberphonia) in boys, development of secondary sexual characteristics, and psychological changes often perceived as challenges. Family and society's attitude, as well as a cultural influence on these changes, during puberty, plays a major role in deciding the adolescent's sexual behaviour after puberty.

Sexual exposure during adolescence is a matter of serious concern due to the risk of transmission of sexually transmitted infections including HIV infection/AIDS, teenage pregnancy, and adolescent fatherhood. In many developing countries, as well as underdeveloped countries, early sexual exposure leading to HIV infection is a matter of great concern. Early marriage leading to early sexual exposure, and pregnancy also has adverse consequences on the reproductive health.

In many developing countries and most of the underdeveloped countries, formal sex education in school mostly does not exist; if it exists, then mostly found to be inadequate. Lack of proper sex education



often leads to unprotected sex, unintended pregnancy, and sexually transmitted diseases.

Due to multiple reasons adolescents are exposed to unprotected sex. Lack of awareness and improper sex education is an important reason of unprotected sex in adolescents. In developing and underdeveloped countries, the parent – child communication related to sexuality and sexually transmitted diseases is poor. Adolescents get little opportunity to discuss about their sexuality related issues, which likely to hamper the healthy sexual development.

#### 1.4 Sexual Literacy and Sex Education

With the growing rate of STIs, many questions are raised-(i) How sexually literate are adolescents? What are adolescents' sources of sex education? and (iii) what is the role of schools and educational institutions in sex education?

##### a) Sexual Literacy

In the modern societies, people know more about how their automobiles function than about how their bodies function sexually. Adolescents too often are inundated with sexual messages, but not sexual facts. No doubt, sexual information is abundant, but much of it is misinformation. In many schools, sex education teachers display sexual ignorance. Many adolescents do not know at what stage of the menstrual cycle, females are most likely to get pregnant. Many adolescents report that they have enough information to understand pregnancy, but not enough about how to obtain and use birth control.

##### b) Sources of Sex Information

Generally, children and adolescents learn about sex from streets, playboys and sex magazines. Parents are an important missing in the fight against adolescent pregnancy and STIs. Even mothers do not want to talk about sexual activities in front of their daughters. The most common source of sex information is peers, followed by literature, mothers, schools and experience. It was seen that only 15 percent of adolescents' information about sex came from school instruction. College students inform that

they get more sex education from reading than from any other source.

##### c) Sex Education in Schools

In recent times, many parents want sex education in schools. They support the teaching of sex education in educational institutions. The main reason is the dramatic increase in HIV/AIDS and other STIs, many teachers and parents think that adolescents should be given information to protect themselves from unwanted pregnancies and STIs, as well as about abstinence. But some parents object the idea because providing such sex education encourages sexual activity.

Now, the nature of sex education is gradually changing in schools. In many cultures, sex education is increasingly focused on abstinence and is less likely to present students with comprehensive teaching that includes information about birth control, abortion and sexual orientation. However, sex education programmes in schools may not by themselves prevent adolescent pregnancy and STIs. Experts have found that sex education classes do improve adolescents' knowledge about human sexuality but do not always change their sexual behaviour.

However, some experts feel that school-linked health clinics promote premarital sex and encourage abortion for pregnant adolescents. But it does not happen Indian cultures. However, efforts should be devoted to promoting adolescents' abstention from sex.

#### 1.5 Suggestions for Parents and Teachers

- Parents and teachers must remember that sexuality is a normal aspect of adolescent development. In short, adolescence is a bridge between asexual child and the sexual adult. Adolescent initiation of sexual intercourse is related to exposure to explicit sex on TV.
- Sexual identity of an adolescent involves an indication of sexual orientation, interests and styles of behaviour. But obtaining valid information about adolescent sexuality is not



easy. Children may not open their mouth regarding sex.

- Mothers may collect information about activities of girls. Sex education is necessary for adolescents which can help them to know about sexual literacy.

### 1.6 Conclusion

Understanding the sexuality development of adolescent is of utmost importance. Without this understanding, one cannot move forward for clinical or educational intervention. Understanding the factors influencing sexuality is also useful for intervention. At the same time, understanding adolescent sexuality, will also help parents to understand the difficulties of their children better and will help them to guide their children in the crossroads of adolescence.

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## HUMAN RIGHTS RELATED ISSUES WITH REFERENCE TO MARGINALIZED SECTIONS

Dr. B. J. Mundhe\*

### ABSTRACT

On December 10, 2018 the world marked 70 years since the adoption of the "Universal Declaration of Human rights." Regrettably, instead of the anniversary signaling the enduring impact of human rights challenges that captured the world's attention, illustrating the struggle to secure human rights is far from over. Author, in this research paper wants to bring readers notice some of the key related issues in context with human rights with reference to specially marginalized sections.

**Keywords:** Human Rights, Marginalized Sections, Racial Discrimination, Minorities, Refugees.

#### 1.1 Introduction

Protecting the rights of minorities, marginalized and vulnerable persons is probably the most overlooked and disregarded area of human rights law. Minority groups are generally marginalized by society, making them easy to ignore. Since minorities only ever represent a small percentage of the population, they lack the critical mass that is often needed to successfully assert human rights claims. Furthermore, minorities themselves are often antagonistic towards each other -religious minorities are unlikely to join forces with sexual minorities, or disabled people with linguistic minorities-with the result that they remain sectors of society that are easily repressed.

Racism, racial discrimination and related intolerance are so often the causes of war in the minds of men... Racial Discrimination has been one of the major causes leading to the increasing rate of illegal migration leading to the problem of Human trafficking.

#### 1.2 Human Rights issues related to Racial Discrimination

Discrimination is any distinction, exclusion or preference based on race, colour, sex, religion, political opinion, national extraction or social origin which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation. Discrimination violates the fundamental human right to freedom from discrimination. Freedom from discrimination is indispensable for workers to choose their employment freely, to develop their potential to the full and to reap economic rewards on the basis of merit. The different forms of discrimination impact severely on vulnerable individuals of society. At its worst, the discrimination against certain groups, such as women, ethnic or racial minorities and migrants, face in the labour market makes them vulnerable to also associated with child labour.

The United Nations has been concerned with this issue since its foundation and the prohibition of racial discrimination is enshrined in all core international human rights instruments. It places obligations on States and tasks them with eradication discrimination in the public and private spheres. The principle of equality also requires States to adopt special measures to eliminate conditions which cause or help or help to perpetuate racial discrimination.

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### 1.3 Human Rights issues related to Religions and Religious Minorities

In 2013, the world witnessed the largest displacement of religious communities in recent memory. In almost every corner of the globe, millions of Christians, Muslims, Hindus, and others representing a range of faiths were forced from their homes on account of their religious beliefs. Out of fear or by force, entire neighborhoods are emptying of residents. Communities are disappearing from their traditional and historic homes and dispersing across the geographic map. In conflict zones, in particular, this mass displacement has become a pernicious norm.

All around the world, individuals were subjected to discrimination, violence and abuse, perpetrated and sanctioned violence for simply exercising their faith, identifying with a certain religion, or choosing not to believe in a higher deity at all. Militants in Pakistan killed more than 400 Shia Muslims in sectarian attacks throughout the year and more than 80 Christians in a single church bombing; the government arrested and jailed a number of those responsible for sectarian attacks, but it generally failed to prevent attacks. Both Shia Muslims and Christians faced violent and deadly attacks in Egypt, and Shia Muslims in Saudi Arabia continued to face discrimination and prejudice, as were others who did not adhere to the government's interpretation of Islam. In Iran, officials threatened, detained and harassed members of almost all non-Shia religious groups.

Hindus and other ethnic and religious minorities in Bangladesh faced increased harassment and physical attacks amidst political turmoil while in Sri Lanka violent Buddhist nationalist groups destroyed mosques and churches while security forces simply stood by.

### 1.4 Human Rights issues related to Linguistic Minorities

Linguistic rights are the human and civil rights concerning the individual and collective right to choose the language or languages for communication in a private or public atmosphere. Other parameters for analyzing linguistic rights include the degree of territoriality, amount of positivity, orientation in terms of assimilation or maintenance, and overtness.

Linguistic rights include, among others, the right to one's own language in legal, administrative and judicial acts, language education, and media in a language understood and freely chosen by those concerned.

Historical factors such as colonialism have had a huge global impact on languages, resulting in the marginalization of indigenous and minority languages and a rapid decline in their use. The introduction of colonial languages in Africa, Asia and the Americas initiated the marginalization of native and minority languages. Colonial languages were promoted in education, administration, political life and communications. Minority and indigenous languages were often seen as backwards, a barrier to colonial hegemony, or as slowing national development. It can also be argued that today globalization is having a direct and detrimental impact on minority languages and linguistic diversity, as global communications and marketplaces require global understanding.

### 1.5 Human Rights issues related to Communal Minorities

The violation of human rights is the outcome of rising of communal violence and the infiltration of communal politics in our body politic. The elements believing in communal politics have found place in different arena of our society as well due to which the divisive tendencies are going up leading to the violation of human rights of religious minorities. These are the processes which supplement and strengthen each other.

Since the communal violence is the most visible part of communal politics, let us see what is happening there. During last sixty years, communal violence has been gradually rising and more so with the identity related issues in the decade of 1980s. After Shah Bano incident communal forces got the pretext to unleashed themselves, which led to the rise of politics of identity related issues. In turn Ram Temple issue became their rallying point. From here on the violence assumed horrible proportions. This violence was initially directed against the Muslim minorities and later the Christians were also made the target of the same. One can discern that in the anti-Muslim violence, which began from Jabalpur violence in 1961 to the current spate of major incidents of violence in UP, the victims of violence, those losing their lives in the violence,



majority are Muslims. In the population their percentage is 13.4% as per the census figures of 2001. As far as anti-Christian violence is concerned it picked up during the decade of 1990 and peaked in the burning alive of Pastor Graham Stains in 1999 and the Kandhmal violence in 2008.

As far Muslim community is concerned, it has a historical baggage which comes in the way of its economic uplift. They have been marginalized in the economic arena, and due to lack of any affirmative action for them they have been lagging further behind in economic fields.

### 1.6 Human Rights issues related to Refugees

People who are forced to flee their homes due to persecution, whether on an individual basis or as part of a mass exodus due to political, religious, military or other problems, are known as refugees.

The definition of a refugee has varied according to time and place, but increased international concern for the plight of refugees has led to a general consensus. As defined in the 1951 United Nations Convention Relating to the Status of Refugees (the Refugee Convention), refugee is defined as a person who, "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country or return there because there is a fear of persecution..."

The reasons for persecution must be because of one of the five grounds listed in article 1 A (2) of the Refugee Convention: race, religion, nationality, membership of a particular social group or political opinion. Persecution based on any other ground will not be considered.

Political opinion refers to ideas not tolerated by the authorities, including opinions critical of government policies and methods. It includes opinions attributed to individuals (i. e., the authorities think a person has a certain political opinion) even if the individual does not in fact hold that opinion. Individuals who conceal their political opinions until after they have fled their countries may qualify for refugee status if they can show that their views are likely to subject them to persecution if they return home.

### 1.7 Human Rights issues related to Political and other dissidents

It has been over 50 years since the United Nations (UN) Universal Declaration of Human Rights was signed by most governments in the world and yet the abuses continue to grow.

Freedom of Speech and Human Rights are taken for granted in the west, but recent years have seen conditions deteriorate around the world. As early as 1997 for example, Human Rights conditions were reported to remain unchanged compared to previous years, or in some countries, actually worse, around the world. In 1998 for example, the UN reported that even though over a hundred governments had agreed to help outlaw some of the worse violations of rights, torture was still on the increase.

Human rights include a variety of aspects, from civil and political rights, to socio-economic rights. (Interestingly, as the Human Development Report 2000 from the United Nations points out, during the Cold War, the rich western nations were arguing basically for civil and political rights, while the socialist countries, and some developing countries, were demanding more social and economic rights. Human rights then, was a propaganda tool with both sides using the same words, but for different reasons.)

### 1.8 Human Rights issues related to the Aged

In recent years, there have been significant advocacy efforts calling for enhanced international thinking and action on the human rights of older persons. Various stakeholders have called for more visibility and increased use of international human rights standards to address the dire situation of millions of older women and men around the world.

Not very long ago, the issue of ageing was considered a matter of importance for only a handful of countries. Nowadays, the number of persons aged 60 and over is increasing at an unprecedented pace, anticipated to rise from its current 740 million to reach 1 billion by the end of the decade. Unfortunately, the increase in numbers has also shed light on the lack of adequate protection mechanisms, and on the existing gaps in policies and programmes to address the situation of older persons. Today, two-thirds of the world's older people live in low-and middle-income countries and this proportion will rise to 80 per cent by 2050.





The office of the High Commissioner for Human Rights strives to ensure that neglected population groups are given space and weight in the human rights agenda, and that governments take all measures required to protect and promote their human rights. The role of the Office is to ensure a voice for all, especially for those whose voices are seldom heard.

### 1.8.1 Report of the Secretary General to the General Assembly

For the first time the Report of the Secretary-General to the General Assembly focuses on the human rights of older persons. It identifies four main challenges older persons are facing in terms of human rights as discrimination, poverty, violence and abuse as well as the lack of specific measures and services.

### 1.9 Conclusion


The declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities and other international standards clearly establish the rights of linguistic minorities and the duties upon States. While they do not require that a State provide all activities and services in every language present within the State, in its assessment of how to fulfil its obligations, each State must take into account numerous factors relevant to linguistic

minorities, including the number of language users and their distribution within the country. Each State can decide on approaches to how it implements the Declaration in practice, and it is reasonable to consider that greater attention and resources will be dedicated to certain traditionally present, commonly spoken, or geographically concentrated languages, for example, than are given to relatively newly established languages with few or dispersed users.

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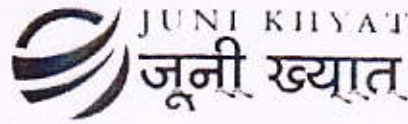


  
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## ENVIRONMENTAL EDUCATION AWARENESS AMONG SECONDARY SCHOOL TEACHERS

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*Abstract--Environment is an indicator of national health. Environment is nothing but everything around us. Humans are utilizing the environmental resources for the benefit of their welfare. Environment, which is under threat locally, nationally and globally and has become the concern of all academicians, intellectuals, scientist, policy makers and government across the continents. Environmental education for environmental awareness is necessary for every humans and will prepare human society to protect the ecological balance. In this research paper researcher had conducted a survey on awareness of environmental education in secondary schools of Maharashtra State. The main objective of this research is to study environmental education awareness among the secondary school teachers. Also the awareness among the male and female teachers. The study is also carried out on Arts and Science stream teachers.*

*Keywords: Environmental Education, Environmental Education awareness, Secondary School Teachers*

### I. INTRODUCTION

The term environment has been derived from a French word "Environ means to surround." It refers to both abiotic (physical or non-living) and biotic (living). The word environment means surrounding in which organisms live. Environment and the organisms are the two dynamic and complex component of the nature. Environment regulates life of the organisms including human beings. Human being interact with the environment more vigorously than other living beings. Dum (1982) described environment as everything around as air, water, land, plants, animals and microorganisms. Environment includes biotic and abiotic factors. Abiotic factors are the non-living factors and humidity photoperiod topography etc. Biotic factors are living factors and include species of animal and plants.

In short, environment is an indicator of national health. We utilize the environmental resources for the benefit of the human welfare. The environment is the integration of physical, chemical and biotic factors that have influence on the lives of living organisms in a particular habitat. In summary, it includes all the factors that have effect on the life of organisms (Yucel 2006).

Environmental education for environmental awareness will prepare human society to protect the ecological balance. Environmental education aims at developing in them the knowledge, attitude, skills and communication to protect our nature. Environmental education is nothing but to educate human society to perceive environment in totality.

The Environmental awareness is the reaction that an individual or society faces environmental problems with the acts and thoughts for the protection of the environment in parallel with the development of environmental problems against the problems affecting them. Environmental awareness has emotional & behavioural dimensions. In other words, environmental awareness consists of the thoughts including decisions, principles and interpretations about the environment.



## II. REVIEW OF LITERATURE:

The area of research in the field of environmental education is very broad. Many studies have been conducted in India as well as abroad regarding the environmental education programme and curriculum development. Its strategies, status, approaches, interest and attitude but the studies particularly related to awareness of the environmental education are a few. Studies that are done particularly on the school teachers have been highlighted.

*Shahnwaz (1990)* conducted a study on environmental awareness and environmental attitude of secondary and higher secondary school teachers and students. The study was conducted mainly through a survey method and application of a tool developed by the investigator to test attitude & awareness. It was found that 95% teachers and 94% students possessed positive environmental attitude. The environmental trained teachers & untrained teachers did not differ in their attitude. Teachers had more awareness of the environment than the students. Girls possessed significantly more awareness of the environment than the boys.

*Patel D.G. and Patel N.A.(1995)* has investigated into the environmental awareness and its enhancement in the secondary school teachers. A sample of 100 secondary school teachers was selected randomly from a large sample. The data obtained was analysed statistically by ANOVA technique. It was found that there was a significant effect of environmental awareness programme as a whole treatment on environment awareness of the teachers of experimental group. There was no significant difference in the mean score of environmental awareness possessing high and low experience of the teachers. There was no significant interaction between independent factors of environmental awareness programme and experience upon the environmental awareness of teachers.

*Dr. Umesh Chandra Kapri (2017)* conducted a study of attitude and awareness of pupil teacher towards environmental pollution. The study was conducted mainly through a survey method and the application of a tool (EAAM) developed by Praveen Jha and 'Environmental pollution Attitude Scale' developed by Dr. M. Rajamanickam. A sample of 120 pupil Teachers was selected randomly. It was found that majority of the pupil teacher of the teacher education colleges were found to be aware about environmental pollution. A significant difference was found between the male and female pupil teacher with reference to the environmental awareness. The female pupil teachers were found to be more aware than the male pupil teachers towards environmental problems. The male pupil teachers were found to be significantly more positive than female pupil teachers towards environmental pollution.

After reviewing the related literature it is conducted that several efforts to know environmental education awareness have been made. Generally these attempts had been done at the school level taking into consideration students, teachers and even parents. The result highlighted the influence of various factors like subject, sex, age different level of students and teachers, region of residence, educational qualification and experience, income, occupation, political view, caste etc. on the awareness towards environmental education.

## III. OBJECTIVES

- i. To study the basic concepts of environment and environmental awareness.
- ii. To study the environmental education awareness of the secondary school teachers.
- iii. To study the environmental education awareness among Arts and Science secondary school teachers.
- iv. To study the environmental education awareness among male and female secondary school teachers.

## IV. RESEARCH METHODOLOGY

The present study attempt to describe current situation among secondary school teachers. Thus the survey method of research was the most suitable type for this study. A sample of 50 teachers was selected from five different schools of Nashik District of Maharashtra state. There were 30 teachers from Arts stream and 20 teachers from Science stream.

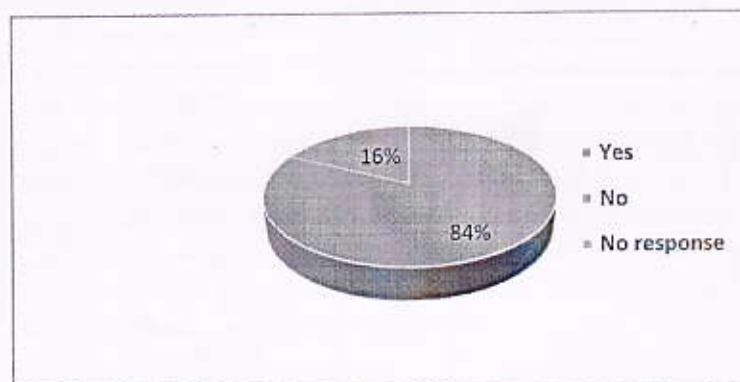
Researcher has prepared the questionnaire for the teachers. The questionnaire distributed to respondents of selected schools. The questionnaire collected from the respondents for the data analysis. The data analysis and interpretation is carried out by researchers through the data analytical tool. The analysed data is represented in tabular and graphical form.

### V. DATA ANALYSIS & INTERPRETATION

The researcher has collected the data from respondents and represented in tabular form.

Table No.1 Basic Concepts of Environment and Environmental Education

Sr. No.	Response	Total Number of Respondents	Percentage (%gc)
1	Yes	42	84%
2	No	08	16%
3	No response	00	00%
Total		50	100%

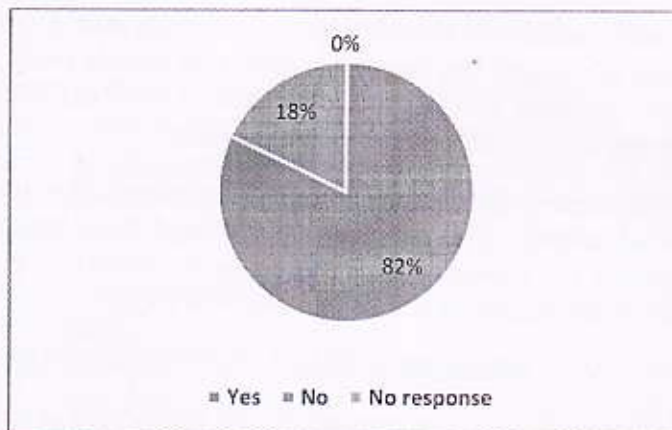


Graph No.1 Basic Concepts of Environment and Environmental Education

Table No.2 Environmental Education Awareness of the Secondary School Teachers

Sr. No.	Response	Total Number of Respondents	Percentage
1	Yes	41	82%
2	No	09	18%
3	No response	00	00%
Total		50	100%

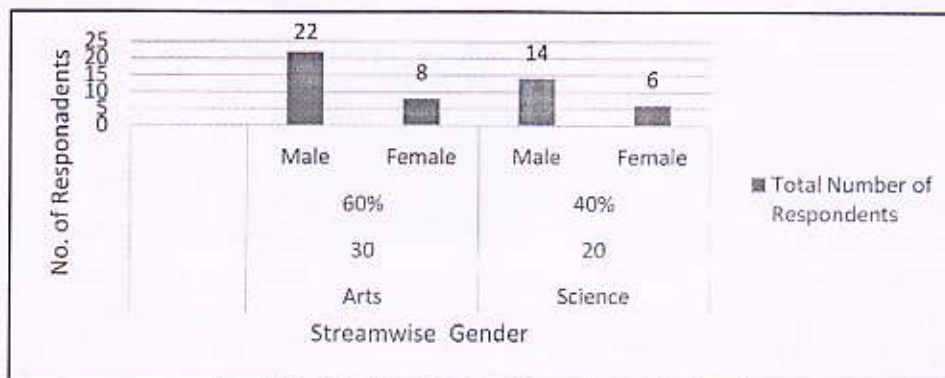




Graph No.2 Environmental Education Awareness of the Secondary School Teachers

Table No.3 Details of Teachers-Stream wise and Gender wise

Sr. No.	Stream	Total Number of Respondents	Percentage	Gender	Total Number of Respondents	percentage
1	Arts	30	60%	Male	22	44%
				Female	08	16%
2	Science	20	40%	Male	14	28%
				Female	06	12%
Total		50	100%	Total	50	100%

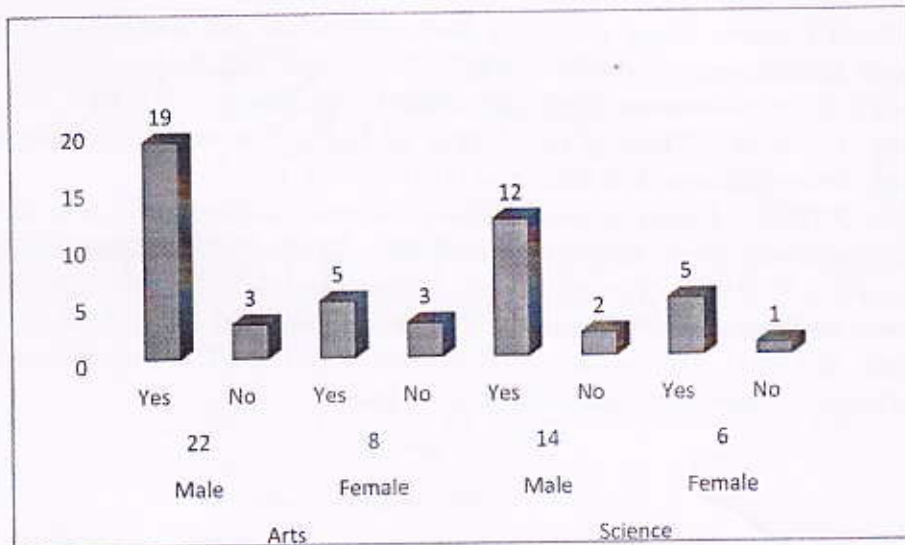


Graph No.3 Details of Teachers-Stream wise and Gender wise

Table No.4 Details of Environmental Education Awareness of Teachers: Stream wise and Gender wise

Sr. No.	Stream	Gender	Total	Response	Total No. of respondents	percentage
1	Arts	Male	22	Yes	19	38%
				No	03	06%
	Female	08	Yes	05	10%	
			No	03	6%	
2	Science	Male	14	Yes	12	24%
				No	02	4%
	Female	06	Yes	05	10%	
			No	01	2%	
Total			Total	50	100%	





Graph No.4 Details of Environmental Education Awareness of Teachers: Stream wise and Gender wise

## VI. FINDINGS

Most of the respondents are having knowledge of environment, also they aware about environment. Most of secondary school teachers are aware about environmental education but 16% secondary school teachers are not aware about environmental education. It was found that majority of teachers from Arts stream are aware about environmental education and very few teachers from Arts stream are not aware about environmental education. It was found that majority of teachers of Science stream are aware about environmental education and very few teachers of Science stream are not aware about environmental education. There are 38% male teachers from Arts stream & 24% male teachers from Science stream are aware about environmental education and 10% female teachers from Arts stream as well as Science stream are aware about environmental education. The only 6% male teachers from Arts stream & 4% male teachers from Science stream are not aware about environmental education. Also 6% female teachers from Arts stream & 2% female teachers from Science stream are not aware about environmental education.

## VII. CONCLUSIONS

Most of secondary school teachers are aware about environmental education. There is lack of awareness programme on environmental education for teachers of Arts and Science stream. The school teachers from Science stream are more aware about environment education than Arts stream teachers. Formal system of education should also incorporate some elements of environment Awareness Programs in its curriculum. This should be a compulsory part of the curriculum. Male and female teachers have no similar environmental education awareness ability. It would be more beneficial and effective, if special programmes are launched to develop environmental awareness among the Teachers. Environment Education should enable Teachers to analyse, evaluate and draw inferences about problems and issues related to environment.

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- Special Issue on -  
**Research Methodology In Humanities**

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Two Days State Level Seminar on

# Research Methodology in Humanities

11<sup>th</sup> and 12<sup>th</sup> February 2020

Organized by

Department of Geography and Political Science

Kr. V. N. Naik Shikshan Prasarak Sanstha's  
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## संशोधनात साहित्य आढाव्याचे महत्व

वर्षा दिनकर पाटील (संशोधिका)

कवयित्री बहिणाबाई चौधरी उ.म.वि, जळगांव

डॉ. साहेबराव त्रंबकराव भुकन

सहयोगी प्राध्यापक, साने गुरुजी विद्याप्रबोधिनी शिक्षणशास्त्र महाविद्यालय, खिरोदा (जळगांव)

### प्रस्तावना:-

संशोधन प्रक्रियेचे महत्वाचे अंग म्हणजे संबंधित साहित्याचा आढावा घेणे होय. एकदा का संशोधकाने संशोधन समस्या निश्चित केली की, त्यानंतर निवडलेल्या समस्येसंबंधी संशोधनाचा व संबंधित साहित्याचा आढावा घेणे आवश्यक असते. याकरिता संशोधकाने पूर्वी झालेल्या संशोधनाचा आढावा घेतला पाहिजे. संबंधित साहित्याचा आढावा हा संशोधनातील अतिशय महत्वाचा टप्पा असून यामध्ये संशोधक निवडलेल्या समस्येसंबंधित विविध साहित्य व संशोधनाचा अतिशय सखोल अभ्यास करत असतो.

संशोधक संशोधनासाठी विषय निवडत असतो. संशोधनासाठी निवडलेल्या विषयाची यथार्थ शब्दात मांडणी करून ती लिहिण्याची प्रक्रिया करावी लागते. विषयाची प्रक्रिया सुरु करताना संशोधकास संबंधित विषयांचे सखोल ज्ञान असणे गरजेचे असते. संशोधकास संशोधनासाठी एका विशिष्ट वातावरणाची गरज असते. संबंधित विषयाची संशोधकास परिपूर्ण व व्यवस्थित माहिती असली पाहिजे. याकरिता संशोधक साहित्याचा आढावा घेणे गरजेचे असते. संशोधन विषयाच्या संबंधात जे महत्वपूर्ण साहित्य उपलब्ध आहे त्याचा सारांश देणे व त्या विषयात उपलब्ध असलेल्या ज्ञानाचा आधार घेऊन त्यापुढील ज्ञानाचा शोध घेण्यासाठी संबंधित साहित्याचा आढावा महत्वपूर्ण असतो. संबंधित साहित्याचा आढावा न घेता केलेले संशोधन हे दिशाहीन संशोधन असते.

सदर संशोधन पेपरमध्ये संशोधनात वेगवेगळ्या साहित्याचा आढावा कसा घ्यावा? साहित्य आढावा म्हणजे काय? साहित्याची विभागणी, साहित्याची गरज, उद्दिष्टे व संशोधनात साहित्य आढाव्याचे महत्व विशद करण्यात आलेले आहे.



साहित्याचा आढावा:-

संशोधनात साहित्य आढावा घेत असताना पुढील बाबींचा प्रामुख्याने विचार करण्यात यावा:-

- साहित्य:-साहित्याचा अर्थ म्हणजे अहवाल, कागदपत्र, दस्तऐवज, संशोधन निबंध, मासिकातील लेख, पुस्तके, प्रबंध इ. ठिकाणी प्रकाशित केलेली माहिती अर्थातच 'साहित्य' होय. या सर्व साहित्याचा विशिष्ट क्षेत्राशी व संशोधन समस्येशी संबंध असतो.

- साहित्याचा आढावा :-

समस्येसंबंधित उपलब्ध असलेले साहित्य व संशोधनाचा अधिकाधिक अभ्यास करणे म्हणजे संबंधित 'साहित्याचा आढावा' होय.

संबंधित साहित्यातील योग्य घटकांचे वाचन, मनन, चिंतन व उपयोजन म्हणजेच संबंधित 'साहित्याचा आढावा' होय.

संशोधन समस्या निश्चित झाल्यानंतर संशोधकाला पूर्वी झालेल्या संशोधनाचा व संबंधित साहित्याचा आढावा घेणे आवश्यक असते. संदर्भ साहित्याचा आढावा हा संशोधनातील अतिशय महत्वाचा टप्पा असून यामध्ये निवडलेल्या समस्येसंबंधित विविध साहित्य व संशोधनाचा सखोल अभ्यास करावा लागतो. थोडक्यात संदर्भ साहित्याचा आधार हा संशोधन कार्यवाहीतील व लेखनातील महत्वाचा आधारस्तंभ आहे.

संशोधकाने ज्या समस्येविषयी संशोधन करण्याचा निर्णय घेतला आहे त्या समस्येसंबंधित कोणकोणत्या पैलुवरती संशोधने झालेली आहेत, त्यामधून कोणकोणते निष्कर्ष निघाले आहेत याविषयीची माहिती संबंधित साहित्याच्या आढाव्यात संकलित केली जाते. संशोधन विषयाच्या संदर्भात जे महत्त्वपूर्ण साहित्य उपलब्ध आहे त्याचा सारांश देणे व त्या विषयात उपलब्ध असलेल्या ज्ञानाचा आधार घेऊन त्यापुढील ज्ञानाचा शोध घेण्यासाठी अथवा उपलब्ध ज्ञानाचा नवीन परिस्थितीमधील बदललेला अर्थ स्पष्ट करण्यासाठी संबंधित साहित्य आवश्यक असते.

- साहित्याची विभागणी :-

संबंधित साहित्याचा आढावा घेताना समस्येशी संबंधित साहित्य व पूर्वी झालेली संशोधने असे दोन भाग येतात.



१. समस्येषु  
संबंधित साहित्य

- |              |                    |               |
|--------------|--------------------|---------------|
| - शब्दकोश    | - विश्वकोश         | - चरित्रकोश   |
| - नियतकालिके | - हस्तपुस्तिका     | - ग्रंथसूची   |
| - सारसंग्रह  | - सांख्यिकीय साधने | - सर्वेक्षण   |
| - निर्देश    | - वेबसाइट          | - संदर्भग्रंथ |

पूर्वी झालेली  
संशोधने

•संबंधित संगोपनाचा आढावा म्हणजे पूर्वी झालेल्या संगोपनाचा शोध घेणे होय.

हेत्याची गरज:-

धेत साहित्याची गरज खालीलप्रमाणे:-

- संशोधनविषयाचे सखोल ज्ञान मिळविणे
- संशोधन विषयाचे विविध पैलू समजणे
- संशोधन प्रक्रियेला दिशा मिळणे
- संशोधन विषयावर प्रभुत्व मिळविणे
- संशोधन विषयाची योग्य, व्यवस्थित व आधारभूत माहिती मिळविणे

ष्टे :-

धेत साहित्याच्या आढाव्याची उद्दिष्टे पुढीलप्रमाणे :

नेवडलेल्या विषयांसंबंधी पूर्ण झालेल्या संशोधनाची माहिती प्राप्त करून त्याची पुनरावृत्ती टाळणे व

शोधनविषय निवडण्यास मार्गदर्शन मिळविणे.

नेवडलेल्या विषयासंबंधित समुचित पद्धती, तंत्र व चाचण्यांबद्दल माहिती मिळविणे.

शोधन विषयासंबंधी सिद्धांत व गृहितकृत्य यांच्या मांडणीबद्दल निश्चित कल्पना प्राप्त करून देणे.

साधारणसामग्री व निष्कर्ष याविषयी तुलनात्मक माहिती मिळविणे . समर्पक सांख्यिकी तंत्र व त्याचा

योग आणि निर्वचन करण्यासाठी मार्गदर्शन प्राप्त करणे.

दर्भ साहित्याचा अभ्यास करून स्वतःची ज्ञानवत्ता वाढविणे .

व :-

धनात संबंधित साहित्याच्या आढाव्याचे महत्व पुढीलप्रमाणे:-

शोधन विषयासंदर्भात योग्य आधारभूत व व्यवस्थित माहिती मिळते.

शोधनाला योग्य दिशा मिळते.





३. संशोधनासाठी सर्वसाधारणपणे विषयाचे क्षेत्र निवडल्यानंतर त्यासंदर्भात संदर्भ साहित्याचा अभ्यास केल्याने समस्येची निवड , आधारसामग्रीची निवड, संशोधन पद्धतीची निवड , गृहीतकृत्याची मांडणी, तंत्र,निष्कर्ष इत्यादी विषयी स्पष्ट कल्पना प्राप्त करून घेता येते.
४. पूर्वी झालेल्या संशोधनाचा आढावा घेण्याचा महत्वाचा उद्देश म्हणजे त्यांनी आपल्या संशोधनात कोणत्या शिफारशी केलेल्या आहेत याची माहिती मिळते.
५. संशोधन समस्येचा उद्दिष्टानुरूप सखोल अभ्यास करण्यासाठी संबंधित साहित्याचा अभ्यास महत्वपूर्ण ठरतो.
६. संबंधित साहित्याच्या आढाव्यामुळे संशोधनात नाविन्य व सखोलपणा आणता येतो.
७. संबंधित साहित्याच्या आढाव्यामुळे पूर्वी झालेल्या संशोधनाची पुनरावृत्ती टाळता येते.
८. संबंधित साहित्याच्या आढाव्यामुळे संशोधनातील प्रत्येक घटकांबाबत मार्गदर्शन मिळते.

**समाप्ती :-**

संशोधकाने संशोधनासाठी जो विषय निवडलेला असतो त्या विषयाशी त्याने निवडलेले साहित्य खरोखरच विषयाशी संबंधित आहे काय ? याची खात्री करून घ्यावी लागते. तसेच संबंधित साहित्याचे परीक्षण करतांना त्यात सरळ मार्गाचा अवलंब करणे सोयीचे असते. संशोधकाने आपला विषय ज्या क्षेत्रात येतो त्या क्षेत्राशी परिचित असणे आवश्यक असते; त्यासाठी संशोधकाने त्याविषयाशी झालेल्या साहित्याचा आढावा घेणे आवश्यक असते. समस्येसंबंधी साहित्याचा व संशोधनाचा आढावा घेतला तर झालेल्या संशोधन विषयाची पुनरावृत्ती टाळली जाईल. साहित्य आढाव्यामुळे निश्चितच संशोधनाला योग्य दिशा मिळते. थोडक्यात संदर्भ साहित्याचा दर्जा जेवढा श्रेष्ठ तेवढे संशोधनाचे मूल्य वाढते.

**संदर्भ सूची :-**

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**Abstract:** Nature's environment and organisms are two dynamic and complex components. The environment affects the behavior of all species, including humans. Humans are more active in their interactions in the environment than other living things. It's the sum of all the circumstances under which an organism must survive or continue to live. It has an impact on how living things grow and evolve. The purpose of this paper is to investigate the awareness and attitudes of school students toward environmental and related issues. A survey method was used to investigate this issue. A total of 160 students participated in the research (80 boys & 80 girls). The students were selected at random from different schools of Nashik District of Maharashtra state. Environmental attitude scales and environmental awareness tests were given to them for the aim of data collection. The data was collected directly from the schools. The t-ratio was used to examine the data. The findings revealed that both male and female students are concerned about the environment, with female students showing a better attitude toward the environment than male students.

**Keywords:** Environment awareness, Environment attitude, Behaviour, Human attitude

#### Introduction:

The word "environment" comes from the French word "environ," which meaning "to surround." It encompasses both the biotic (living) and abiotic (non-living) environments. The term "environment" refers to the physical surroundings in which organisms exist. Nature's dynamic and complicated components are the environment and creatures. The environment influences the survival of all species, including humans. Humans interact with their environment more forcefully than other living things. In most cases, the term "environment" refers to the elements and forces that surround a living entity. Environment, according to Dum (1982), is everything that surrounds us, including air, water, land, plants, animals, and microorganisms. The environment is made up of all living and non-living things. Abiotic and biotic factors make up the environment. Non-living variables, such as humidity, photoperiod, topography, and so on, are abiotic factors, while chemical factors, such as the chemical composition of the atmosphere, water, and land, are biotic variables. Living variables, such as animal and plant species, are referred to as biotic factors.

The individual of some species and of different species are included in it. Environment is of two types natural environment - physical (Air, water, Soil), Biological and man-made environment -social, cultural and economic. To encourage meaningful public participation and environment, it is necessary to create awareness about environment pollution and related adverse effects. The United Nations Conference on Environment and Development in Rio de Janeiro. Followed by the Earth Summit on Sustainable Development, highlighted significant worldwide environmental challenges and drew public attention to the deteriorating environment. The objectives of environmental awareness should be to improve the quality of the environment, raise public awareness about environmental issues and conservation, and create an environment in which people are comfortable enough to participate in the decision-making process for environmental development programmes. Since the United Nations sponsored conference on the environment in Stockholm in the 1970s, environmental consciousness has grown in India (1972). The Indian government has undertaken a number of environmentally friendly initiatives. In 1986, the Ministry of Environment and Forestry was founded, and environmental protection legislation was adopted.



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## II. Attitude and Awareness as a Concept:

A certain sensation about something is referred to as an attitude. As a result, it entails a proclivity to act a certain manner in situations involving anything. The pattern of behaviour is determined by one's attitude. The pattern of behaviour is determined by one's attitude. These are potent motivators that can arouse and sustain concentrated efforts in the protection of natural resources and the reduction of pollution in the environment (Hooda,2016). According to Thurston, "Attitude reflects the entire amount of a man's inclinations and feelings, prejudice or bias, and attitudes about something as a result of their awareness of it. As a result of environmental awareness, people form thoughts, fears, and dangers toward any certain topic". People form beliefs which is referred to as their environmental attitude (Kaur,2011). Parents, instructors, and peer group members all influence one's attitude.

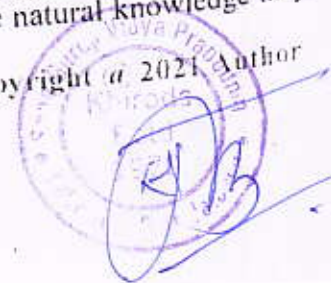
We are born with specific personality traits. Then, in the future, we begin to model our behaviour after individuals that we admire, respect, and fear. We modify our attitude and behaviour to fit with the way our family and friends behave, so attitude is a complex mental state comprising beliefs, feelings, values, and behaviors. They are a reflection of our thoughts. As a result, the attitude toward the environment, as well as the emotions and ideas about the environment, are important (Kaur,2011). Because students represent the future of our country, it is critical to combine not only environmental information but also to acquaint and sensitize their thoughts to the concerns of environmental degradation.

## III. Review of Related Literature:

Environmental awareness and attitude toward the environment are examined in studies such as Sra (2003), who found that environmental awareness and attitude toward the environment are associated. Students with a higher level of environmental awareness had a more positive attitude toward the environment. According to Choudary (2005), girls have a higher level of environmental knowledge and attitude than boys. Ernesto (2010) discovered statistically significant differences between the groups in terms of environmental education awareness, knowledge, and attitudes. The study's sample was made up of students. He conducted a study on environmental knowledge and attitudes toward environmental education among secondary school pupils in the Golaghat area of Assam. The relationship between environmental awareness and attitude toward environmental education among secondary school male and female students was found to be insignificant; however, in the case of rural students, the relationship was shown to be significant and urban students the attitude towards environmental education was found significant. The relationship between environmental awareness and attitude towards environmental education among the students was found strong and positive.

Lee (2013) revealed that integrated science teachers attitudes towards environmental education, skills of teaching environmental education, and intentions of teaching environmental education in integrated science classes were associated with their actual ways of teaching environmental education. Aminrad (2013) discovered that there was no significant variation in gender across groups of students, but that there was a substantial variation in environmental awareness between different levels of schooling.

It was also discovered that the media had a positive impact on pupils' environmental understanding and attitudes. According to the findings, increasing one's age and degree of education improves one's awareness and attitude toward environmental challenges. According to Kose(2015), regardless of gender or faculty type, undergraduate students had a positive opinion toward the surroundings. Female pupils were also more sensitive than male students as a result of this. Sarjou (2015) discovered that only in three of the study's components is there a significant difference between males and females' attitudes toward environmental issues. When dividing students by gender and subject, Kaur (2016) discovered that B.Ed. students have a reasonably high level of environmental awareness. It is proposed that the B.Ed. curriculum be reorganized to address the issues. The more positive their attitude toward the environment is, the more natural knowledge they



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acquire. As a result, the researcher believes that environmental awareness and attitude of the environment are intimately linked.

### **Rationale of Study:**

Environmental attitudes provide a good understanding of the set of beliefs, interests, or rules that influence environmentalism or pro-environmental action" (Fernandez-Manzanal et. al.,2007). It is assumed that if schools instill healthy environmental values and attitudes in children, they will play an active role in saving the environment and its resources, preserving them for future generations. There is no doubting that the environment must be preserved and maintained in order for future life to be conceivable. Indeed, man's needs are increasing and accordingly the environment is also being altered, indeed, nature's capacity is too accommodating and too regenerative yet there is a limit to nature's capacity, especially when pressure of exploding population and technology keep mounting. What is required is the sustenance, conservation and improvement of the changing and fragile environment. As the environment is burning issue of the world, so it is very important to create the awareness and right attitude among students towards the environment.

As a result, the researcher advised that gender disparities in environmental knowledge and attitude toward the environment be investigated in school pupils. If children are instilled with the appropriate mindset at school, they will pass it on to the next generation.

### **Objectives of Study:**

In this study, the following objectives are developed:

- To compare the environmental awareness of male and female students in class X.
- To compare the environmental attitudes of male and female students in class X.

### **Hypothesis of Study:**

In this study, the following hypotheses were tested:

- There is no significant difference in environmental awareness between male and female students in class X.
- There is no significant difference in environmental attitude between male and female students in class X.

### **Method and Procedure:**

The gender differences in environmental awareness and attitude toward the environment were discovered using a descriptive method. The study included 160 students in class X, 80 girls and 80 boys. The students were randomly selected from different schools of Nashik District of Maharashtra state. The Environmental Attitude Scale (TEAS) developed by Dr. Haseen (2001) was used to measure the attitude of student-teachers and teacher-educators towards the environment for the purpose of data collecting and interpretation. Chopra (2005) created the Environmental Awareness Scale (EAS) to research environmental awareness among students. Haseen developed the Taj Environmental Attitude Scale (TEAS) in 2001, which was employed in this study. Male and female students were given the scale of environmental awareness and attitude toward the environment by the researcher. The data was analyzed using statistical techniques in order to evaluate the hypothesis. Mean, Standard deviation, and t-ratio.

### **Data analysis and interpretation:**

The analysis is divided into two categories under this category. It is concerned with the verification of the following hypothesis: "There is no significant difference between male and female students in terms of environmental awareness." Table 1 shows the mean, standard deviation, and t-test results for male and female environmental awareness.





Table 1: The mean, S.D and t-ratio of male, female students of class X for Environmental Awareness.

Gender	Male	Female
Mean	41.3875	41.2125
Standard Deviation	3.598	3.957
t-ratio	0.2926	

The value of t is shown in Table 1 with a difference of 0.2926. The critical value of t at the 0.05 level is 1.98, and at the 0.01 level is 2.63, yielding a result of 0.2926, which is lower than the table value, indicating that male and female students have the same mean level of environmental awareness. The hypothesis has been accepted. There is no substantial variation in environmental awareness between male and female.

It examines the following hypothesis: "There is no significant difference in male and female students' attitudes regarding the environment." Table 2 shows the mean, standard deviation, and t-test results for male and female attitudes toward the environment.

Table 2: The mean, S.D and t-ratio of male female students of class X for attitude towards Environment

Gender	Male	Female
Mean	42.67	39.8
Standard deviation	3.38	3.75
t-ratio	5.089	

The value of t with a difference of 5.089 is shown in Table 2. At the 0.05 level, the critical value of t is 1.98, and at the 0.01 level, it is 2.63, yielding a value of 5.089, which is higher than the table value, indicating that male and female students have different attitudes about the environment. The hypothesis is deemed invalid. There is a huge gap between male and female attitudes about the environment. Researchers Kumari and Surrender (2002), Kaur (2003), Yousuf and Bhutta (2012), and Manjengma (1998) did a study on environment education for sustainable development in high schools in Zimbabwe and discovered that girls have a better attitude toward environmental issues than boys. Shobeiri (2005) conducted a comparison study of environmental knowledge and attitudes among secondary school instructors and pupils in India and Iran. Despite having the same qualifications, female teachers had a better environmental attitude than male teachers, according to his research.

### IX. Findings:

The following are the study's findings:

- i. There is no difference between male and female school students in terms of environmental awareness. Both males and females are concerned about the environment.
- ii. Male and female school students have quite different attitudes on the environment. Female students have a more environmentally aware mindset than male students.

### X. Educational Implications:

- i. This shows that environmental education should be made a mandatory subject at all levels of education, particularly at the B.Ed. level, in order to achieve great success. If we want to save our natural environment, the most important thing is to educate the masses, and the best way to do so is through educational channels such as schools and colleges.
- ii. Throughout the primary school year, students should learn about a wide range of environmental problems. In an ideal world, these problems would start out small and grow into regional, national, and international worries as the year progressed.
- iii. More activities, such as environmental trips, should be included in environment education and B.Ed. level in order to make future teachers aware of environmental issues, which will improve their environmental awareness and sensitivity.
- iv. Early years interaction with the natural environment is critical for establishing environmental awareness and sensitivity.



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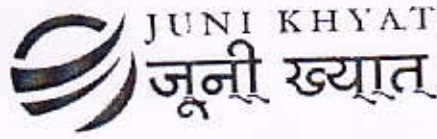
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प्रो. एल.एस. निगम	प्राचीन इतिहास	पूर्व विभागाध्यक्ष, प्राचीन भारतीय इतिहास, संस्कृति एवं पुरातत्त्व, पं. रविशंकर शुक्ल विश्वविद्यालय, रायपुर
प्रो. दिलबाग सिंह	आर्थिक इतिहास	इतिहास विभाग, जवाहर लाल नेहरू विश्वविद्यालय, नई दिल्ली
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प्रो. आर. आभापाल	आधुनिक इतिहास	स्कूल ऑफ सोशियल साइंसेज, पं. रविशंकर शुक्ल विश्वविद्यालय, रायपुर





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या पुस्तकातील कोणत्याही भागाचे पुनर्निर्माण अथवा वापर इलेक्ट्रॉनिक अथवा यांत्रिकी साधनांनी - फोटोकॉपींग, रेकॉर्डिंग किंवा कोणत्याही प्रकारे माहिती साठवणुकीच्या तंत्रज्ञानानून प्रकाशकाच्या व लेखकाच्या लेखी परवानगीशिवाय करता येणार नाही. सर्व हक्क राखून ठेवले आहेत.

२ | अथर्व पब्लिकेशन्स

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## शिक्षण आणि बाळासाहेब

प्रा. साहेबराव त्र्यंबकराव भुवन  
प्र. प्राचार्य, साने गुरुजी विद्याप्रबोधिनी

महाराष्ट्रातील राजकारणाच्या भांगेतील तुळस, सामाजिक परिवर्तनाचे अग्रदूत, महाराष्ट्राच्या आर्थिक विकासाचा पाया घालणारे द्रष्टे, ज्यांच्यामुळे साहित्य आणि सांस्कृतिक क्षेत्राला वेगवेगळे आयाम, क्षितिजे प्राप्त झाली, ज्यांनी महाराष्ट्राच्या शिक्षणाची दिशा आणि दशा बदलविण्यामध्ये मोलाची कामगिरी पार पाडली, त्या स्मृतिशेष बाळासाहेब चौधरी यांच्या पावन स्मृतीला विनम्र अभिवादन!

इतिहास अशी साक्ष देतो की, समृद्ध परंपरा असलेल्या सुपीक भूमीत काही लोक सतत काही विधायक कार्यांचा ध्यास घेऊन ते पूर्ण करण्यासाठी सदैव धडपड करीत असतात. त्यांचे चिंतन, मनन, उक्ती, कृती ही त्याच दिशेने कार्यरत असते, त्यानुसार त्यांची स्वप्ने आकार घेत असतात आणि त्या स्वप्नांच्या पूर्ततेसाठी ते अहर्निश कार्य करतात, कष्ट झेलतात. त्यांनी पाहिलेली स्वप्ने आणि ती स्वप्ने साकार करण्यासाठी केलेले विधायक प्रयत्न, हेच त्यांचे मोठेपण आणि वेगळेपण असते. असे विधायक कार्यांचे स्वप्न पाहणारे आणि ते स्वप्न साकार करण्यासाठी आपले सर्वस्व पणाला लावणाऱ्यांपैकी एक म्हणजे खानदेशपुत्र लोकसेवक मधुकरराव चौधरी होत.

साहेबांना उभा महाराष्ट्र ओळखतो, ते शिक्षणमंत्री म्हणून! शिक्षण हा त्यांच्या चिंतनाचा, मननाचा, जिव्हाळ्याचा आणि आवडीचा विषय होता. शिक्षण हे आर्थिक आणि सामाजिक क्रांतीचे अमोघ शस्त्र आहे, यावर त्यांचा दृढविश्वास होता. शिक्षणातून समाजाचा विकास होतोच, यावर त्यांची श्रद्धा असल्यामुळे त्यांनी जाणीवपूर्वक शिक्षणाच्या गुणवत्तेकडे आणि प्रसाराकडे विशेष लक्ष दिले. विकासप्रक्रियेत शिक्षण हा महत्त्वाचा पायाभूत घटक असतो. कोणत्याही प्रकारच्या विकासाची मुहूर्तमेढ रोवायची असेल, तर त्याची सुरुवात शिक्षणातूनच करावी

कर्तृत्वाचा महामेरू। ६९

लागते. त्याशिवाय, खऱ्या अर्थाने विकास होऊच शकत नाही. १९६४-६६ च्या कोठारी आयोगाच्या अहवालाने शिक्षण क्षेत्र पार ढवळून निघाले होते. नव्या युगाला सामोरे जाण्यासाठी आणि समर्थ भारताची उभारणी करण्यासाठी विचार-विमर्ष होऊ लागले होते. देशपातळीवर प्रयास करणे आवश्यक वाटत होते. जेव्हा डॉ. कोठारी यांनी 'केजी टू पीजी' (K.G.To P.G.) शिक्षणाचा सर्वांगीण विचार करून आपला अभ्यासपूर्ण अहवाल सादर केला होता, तेव्हा साहेब सुदैवाने महाराष्ट्राचे शिक्षणमंत्री होते. शिक्षणमंत्री या नात्याने त्यांनी केलेले चिंतन, मनन हे एकूणच शिक्षणाला प्रेरक ठरले.

आचार्य विनोबा भावे यांनी 'मंत्री' या शब्दाची खूप अर्थपूर्ण व्याख्या केलेली आहे. ते म्हणतात, "मनन करतो तो मंत्री." कोठारी आयोगाचा अहवाल आल्यानंतर सतत त्याविषयीचे चिंतन, मनन आणि त्याच्या अंमलबजावणीचा ध्यास यांमुळे ते झपाटून गेले होते, म्हणून विनोबांनी मंत्र्यांची केलेली व्याख्या साहेबांना चपखलपणे लागू होते. कोठारी आयोगाने ज्या काही शिफारशी केलेल्या होत्या, त्याच्या उचित अंमलबजावणीची जबाबदारी साहेबांची होती. ती त्यांनी समर्थपणे निभावली. शिक्षण आणि विकास, शिक्षण आणि समाजपरिवर्तन, शिक्षणाच्या विकासात शिक्षकांची भूमिका, त्रिभाषा सूत्र, पाठ्यपुस्तके, अभ्यासक्रम, आर्थिकदृष्ट्या मागास विद्यार्थ्यांचे प्रश्न, मुर्लीचे शिक्षण यासंबंधीच्या विचारांनी शिक्षणप्रक्रियेला साहेबांनी नवीन परिमाणे प्राप्त करून दिली. १०+२+३ हा शिक्षणाचा आकृतिबंध त्यांच्याच मार्गदर्शनाखाली महाराष्ट्रात यशस्वीरीत्या लागू करण्यात आला, ही एक ऐतिहासिक बाब म्हणावी लागेल. त्यामुळे देश पातळीपेक्षा महाराष्ट्र राज्यात कोठारी आयोगाच्या शिफारशीची अंमलबजावणी अधिक दमदारपणे झालेले आढळते. त्यामागचे महत्त्वाचे कारण म्हणजे साहेबांचे चिंतन, मनन आणि झपाटलेपण होय, असे म्हटले तर ते चावगे ठरणार नाही आणि ठरूण नाही.

विज्ञान आणि तंत्रज्ञानाची जी झपाट्याने प्रगती झालेली आहे, तिच्या मुळाशी कुठेतरी शिक्षण असलेले आढळते. असे जरी असले तरी विज्ञान आणि तंत्रज्ञानाची गंगा समाज समर्थपणे पेलू शकेल का? हा एक गंभीर प्रश्न निर्माण झालेला आहे. कोणताही समाज जी विज्ञान आणि तंत्रज्ञानाने विकासाची गंगा आणलेली आहे, ती तेव्हाच पेलू शकेल की, जेव्हा त्याला शिक्षणातून शक्ती मिळेल. साहेबांचा शिक्षणाच्या सामर्थ्यावर अतूट विश्वास होता, ते डॉ. बाबासाहेब आंबेडकरांचे वैचारिक वारसदार होते. त्यामुळे 'शिक्षण हे वाघिणीचे दूध आहे, ते पिल्यावर गुरगुरल्याशिवाय राहणार नाही' या विचारांवर त्यांची श्रद्धा होती. समाजामध्ये आर्थिक, सामाजिक, औद्योगिक, राजकीय अशा अनेक प्रकारच्या

अज्ञानांचा समर्थपणे मुकाबला करण्याचे सामर्थ्य शिक्षणातून निर्माण झालेच पाहिजे, अशी त्यांची धारणा होती.

विज्ञान-तंत्रज्ञानाच्या प्रगतीमुळे जग जवळ आलेले आहे; परंतु माणूस माणसांपासून दूर जात आहे. याचे शल्य साहेबांना सतत बोचत होते. कवयित्री बहिणाबाई चौधरी म्हणतात,

पाहीसनी रे लोकांचे  
यवहार खोटेनाटे  
तवा बोरी बाभयीच्या  
आले अंगावर काटे...

आणि

अरे मानसा मानसा कधी होशील मानूस...

डॉ. सर्वपल्ली राधाकृष्णन म्हणतात, “माणूस पक्ष्याप्रमाणे आकाशात भरारी घ्यायला शिकला, माशाप्रमाणे सागराच्या तळाशी पोहायला शिकला; परंतु पृथ्वीतलावर माणूस म्हणून वावरायला, जगायला शिकला का?”

बाळासाहेब त्यांच्या व्याख्यानांमधून, भाषणांमधून नेहमी म्हणायचे की, “आजच्या शिक्षणातून चांगला डॉक्टर तयार होतो, चांगला वकील तयार होतो, चांगला अभियंता तयार होतो; परंतु चांगला माणूस तयार होतो का?”

‘माणसाला माणूस होण्याचे’ आवाहन करणाऱ्या बहिणाबाईंची, ‘माणसाला माणसासारखे वावरण्याचे, जगण्याचे’ आवाहन करणाऱ्या सर्वपल्लींची आणि चांगला माणूस तयार होण्याची अपेक्षा करणाऱ्या बाळासाहेबांची ‘जातकुळी’ एकच असल्याचे दिसून येते, असे म्हटले तर ते अनुचित ठरू नये. शिक्षणातून माणूस उभा राहिला पाहिजे, माणसाने माणसाशी माणसासारखे वागलेच पाहिजे, असे त्यांचे ठाम मत होते. म्हणून मानवतेचे, समतेचे शिक्षण देणे आवश्यक आहे, अशी त्यांची धारणा होती.

बाळासाहेबांच्या शैक्षणिक विचारांवर राष्ट्रपिता महात्मा गांधी, आचार्य विनोबा भावे, गुरुदेव रवींद्रनाथ टागोर आणि पूज्य साने गुरुजी यांच्या शैक्षणिक विचारांचा प्रभाव असलेला आढळतो. महात्मा गांधी यांनी शिक्षणातून 3 H (Head, Heart, Hand) यांचा विकास अपेक्षित केलेला आहे. ज्ञानात्मक, भावात्मक आणि क्रियात्मक असा संतुलित विकास होणे गांधीजींना अभिप्रेत आहे. आचार्य विनोबा शिक्षणासंदर्भात म्हणतात, “जे खाळे, रुचले, पचले, रक्तात भिन्नले आणि कृतीत उतरले ते शिक्षण.” विनोबा जे आत्मसात केलेले आहे ते कृतीतून दिसून आले पाहिजे, यावर प्रामुख्याने भर देताना दिसतात. गुरुदेव टागोर शिक्षणासंदर्भात म्हणतात, “जे निसर्गातून मिळते ते शिक्षण.” टागोरांच्या कर्तृत्वाचा महामेरू। ७१



मते, “उघड्या डोळ्यांनी निसर्गाकडे पाहा, त्यातून शिक्षण होईल, निसर्गाच्या सान्निध्यात जा, त्यातून शिक्षण घ्या.” संस्कारमूर्ती पूज्य साने गुरुजींच्या मते, “मूल्यांची रुजवात करणे म्हणजे शिक्षण होय.”

आपण जर जनता शिक्षण मंडळ (खिरोदा) आणि सातपुडा विकास मंडळ (पाल) या दोन्ही संस्थांच्या शाळा- महाविद्यालयांचा परिसर आणि तेथील शिक्षण डोळसपणे पाहिले तर आपणांस महात्मा गांधींचे मूलोद्योगी शिक्षण, 3H (Head, Heart, Hand), विनोबांचे जीवनातून शिक्षण, टागोरांचे निसर्गातून शिक्षण, साने गुरुजींचे शिक्षणातून मूल्यशिक्षण आणि बाळासाहेबांचे निसर्गाच्या सान्निध्यात मूलोद्योगातून जीवनाद्वारे मूल्यांची रुजवणूक करणे म्हणजे शिक्षण होय, असे मला वाटते, ते सर्वार्थाने योग्यच आहे.

शिक्षणातून सर्वांगीण विकास व्हावा, ही अपेक्षा सर्वच जण व्यक्त करतात आणि ते रास्तदेखील आहे; परंतु दुर्दैवाने तसे होताना आढळत नाही. 3H (Head, Heart, Hand) पैकी फक्त एकाच H (Head) चा विकास (?) होत आहे. अंतःकरण आणि क्रियात्मकता अत्यल्प प्रमाणात आढळून येते. मेंदू, मन आणि मनगट यांपैकी मेंदू (ज्ञान) विकसित होत आहे. जनता शिक्षण मंडळाचे माजी सचिव आणि मातीशी खेळणारे मर्मज्ञ कलावंत स्मृतिशेष मनोहर गुरुजी यांनी एक अप्रतिम शिल्प बनविले आहे. त्या शिल्पामध्ये त्यांनी त्या मानवी शिल्पाचे डोके खूप मोठे बनविले, तर छातीपासून हातापर्यंतचा भाग खूपच लहान बनविला आहे. खूपच अर्थपूर्ण आणि बोलके, अंतर्मुख करणारे शिल्प आहे. गुरुजींनी प्रतीकात्मकरीत्या एकविसाव्या शतकातील मानव असा असेल की, त्याच्या फक्त डोक्याचा विकास झालेला असेल; परंतु अंतःकरण आणि हातपाय 2H (Heart, Hand) यांचा विकास मात्र झालेला नाही. हे एकांगी विकासाचे उत्तम उदाहरण म्हणून नमूद करावेसे वाटते.

शिक्षण हे सामाजिक परिवर्तनाचे साधन आहे, यावर बाळासाहेबांची गाढ श्रद्धा होती. म्हणूनच त्यांनी जिल्ह्यात अनेक ठिकाणच्या कार्यकर्त्यांना बोलावून घेऊन गावातच माध्यमिक शिक्षणाची सोय करा, तुम्हाला परवानगी देतो, असे सांगून शाळा सुरू करण्यास प्रोत्साहन दिले. त्यामुळेच आज जिल्ह्यात खेडोपाडी माध्यमिक शिक्षणाचा विस्तार झालेला आढळून येतो. जळगाव जिल्ह्यात यशवंतराव चव्हाण यांच्या मदतीने शासकीय तंत्रनिकेतन सुरू करून तंत्रशिक्षणाचा पाया घातला. उत्तर महाराष्ट्र विद्यापीठाची स्थापना करण्यात आणि ते विद्यापीठ खानदेशात आणण्यामध्ये त्यांनी मोलाची भूमिका निभावली होती.

शिक्षक हा सामाजिक परिवर्तनाचा अग्रदूत आहे, तो सामाजिक परिवर्तनाला गती देण्याचे काम करू शकतो. “कोणताही समाज त्याच्या शिक्षणपद्धतीपेक्षा

अधिक गतिमान असू शकत नाही; त्याचप्रमाणे कोणतीही शिक्षणपद्धती शिक्षकांपेक्षा अधिक गतिमान असू शकत नाही, तेव्हा ही गोष्ट स्पष्ट आहे की, शिक्षक हे स्वतः गतिशील व प्रागतिक विचारांचे असले पाहिजेत." यासाठी त्यांनी शिक्षक प्रशिक्षणावर सातत्याने भर दिला. एवढेच नाही, तर संस्थेमध्ये एखादे वैद्यकीय, अभियांत्रिकी महाविद्यालय न काढता (शक्य असूनदेखील) बालशिक्षण (मॉन्टेसरी केंद्र), प्राथमिक शिक्षण (अध्यापक विद्यालय), माध्यमिक शिक्षण, उच्च माध्यमिक शिक्षण आणि महाविद्यालयीन शिक्षण (साने गुरुजी विद्याप्रबोधिनी आणि सप्तपुट ललित कला भवन) स्तरावर आवश्यक असणारे शिक्षक प्रशिक्षण कार्यक्रम सुरू करून वेगवेगळ्या स्तरांवर प्रशिक्षित, कुशल, राष्ट्राभिमानी, संस्कारक्षम, वैज्ञानिक दृष्टिकोन बाळगणारे, मूल्यांचे अधिष्ठान असलेले शिक्षक पुरविणाऱ्या प्रशिक्षण महाविद्यालयांच्या स्थापनेवर सदैव भर दिलेला दिसून येतो.

बाळासाहेबांनी शिक्षणाचे महत्त्व जाणलेले होते, शिक्षणाचे सामर्थ्य त्यांना ज्ञात होते, शिक्षणातून आर्थिक, सामाजिक क्रांती होते, परिवर्तन होते यावर त्यांचा विश्वास होता. म्हणूनच त्यांनी गुणवत्तापूर्ण शिक्षणाच्या विस्तारावर, प्रसारावर भर दिलेला होता. माझ्या दृष्टीने साहेबांचा 'शेवटच्या माणसाच्या' विकासाचा ध्यास खूपच महत्त्वाचा आहे. आज आपण एकविसाव्या शतकातील वीस वर्षे पूर्ण केलेली आहेत, तरीदेखील जामन्या-गाढन्या येथे जाण्यासाठी सुविधा नाहीत, जंगली भाग आहे. मनात भीती निर्माण होते. मित्रहो, आज अशी परिस्थिती आहे तर साहेबांनी १९७२ मध्ये तिथे शाळा सुरू केली, किती प्रतिकूल परिस्थिती असेल? याची कल्पनादेखील करवत नाही; परंतु साहेबांनी तिथे शिक्षणाची गंगा नेऊन 'ज्ञानगंगा घरोघरी' पोहोचविण्याचे पवित्र कार्य केले. महात्मा गांधींना अपेक्षित असलेला 'अंत्योदय', विनोबांचा 'सर्वोदय', टागोरांचा 'माणूस' आणि साने गुरुजींचे 'मातृहृदय' हेच तर आहे. या सर्वांची झाक साहेबांच्या व्यक्तिमत्त्वात दिसून येते.

महात्मा फुले यांनी शूद्रांच्या अवनतीचे एक महत्त्वाचे सूत्र मांडले; ते असे,

विद्येविना मती गेली

मतीविना नीती गेली

नीतीविना गती गेली

गतीविना वित्त गेले

वित्ताविना शूद्र खचले

इतके अनर्थ एका अविद्येने केले

याचाच अर्थ असा की, विद्येने (शिक्षणाने) मती येते, मतीने नीती येते,

कर्तृत्वाचा महामेरू। ७३



नीतीने गती येते, गतीने वित्त-अर्थ येते आणि माणसाची, समाजाची, राष्ट्राची प्रगती, विकास होतो, हे मर्म महाराष्ट्रात खूप थोड्या लोकांना उमगले. त्या थोड्यांमध्ये बाळासाहेबांचा समावेश होतो. म्हणूनच त्यांनी खेड्यापाड्यांत शिक्षणाचा प्रचार, प्रसार केला.

महाराष्ट्रामध्ये बाळासाहेबांपूर्वी शिक्षणमंत्री होऊन गेले. त्यांच्यानंतरदेखील अनेक शिक्षणमंत्री झाले' परंतु शिक्षणमंत्री म्हटले की, श्री. मधुकरराव चौधरी हे समीकरणच झालेले आहे. याचे कारण काय? याचा जर आपण विचार केला, तर असे निदर्शनास येते की, बाळासाहेबांनी शिक्षकांसाठी अनेक कल्याणकारी निर्णय घेतले. नव्हे; वेळप्रसंगी त्याची अंमलबजावणी करण्यासाठी प्रयत्नांची शर्थ केली. कोठारी आयोगाने म्हटले आहे की, भारताचे भवितव्य शाळेच्या वर्गखोल्यांमधून आकार घेत आहे, घडविले जात आहे. याचाच अर्थ असा की, देशाच्या भवितव्याला आकार देण्याचे, साकार करण्याचे कार्य शाळेत शिक्षणातून होते आणि ते शिक्षण देतात ते शिक्षक! शिक्षकांना उद्याची, भविष्याची चिंता, काळजी यांनी ग्रासलेले असेल, उद्याची भीती त्यांच्या मनात असेल, तर ते निर्भयपणे अध्यापनकार्य करूच शकणार नाहीत. विनोबा म्हणतात, शिक्षक निर्भय असला पाहिजे. बाळासाहेबांवर विनोबांचा प्रभाव. शिक्षकाला चिंतामुक्त करण्याच्या उद्देशानेच त्यांनी १ एप्रिल १९६६ पासून शिक्षकांसाठी निवृत्तिवेतन योजना लागू केली. शिक्षकांना कोणत्या समस्यांना तोंड द्यावे लागू नये, त्यांनी अध्यापनावरच लक्ष केंद्रित करावे. त्यामुळे शिक्षकांना समस्यामुक्त करण्याचा विडाच त्यांनी उचलेला होता. त्यामुळेच शिक्षकमित्र, शिक्षणमंत्री, शिक्षकांचे Friend, Philosopher and Guide म्हणून त्यांची ओळख आहे, ती अर्थपूर्णच आहे.

बाळासाहेबांनी ८ एप्रिल १९६६ रोजी महाराष्ट्राच्या शिक्षणाची दशा आणि दिशा स्पष्ट करणारी श्वेतपत्रिका विधिमंडळात सादर केली. श्वेतपत्रिकेमध्ये शिक्षणाच्या विस्तारासोबतच त्यांनी गुणवत्तेचा आग्रह धरला. तत्कालीन त्यांच्या काही सहकाऱ्यांनी आणि काही विरोधकांनी विरोध केला; परंतु नंतर ३०-३५ वर्षांनी विरोधकांना त्यांची चूक लक्षात आली आणि त्यांनी तसे मान्यदेखील केले. यावरून बाळासाहेबांचे द्रष्टेपण निदर्शनास येते. असे म्हटले जाते की, 'Prophets are ahead of their time' ही उक्ती साहेबांना चपखलपणे लागू पडते. स्वातंत्र्यवीर सावरकरांनी इटलीचे महान क्रांतिकारक जोसेफ मॅझेनी यांचे चरित्र लिहिले. त्याच्या प्रथम पृष्ठावर जोसेफ मॅझेनीचे एक अर्थपूर्ण वाक्य उद्धृत केलेले आहे; ते असे - 'There is no vision, they perish.' या जोसेफ मॅझेनीच्या वाक्याचा श्वेतपत्रिकेचे जरी वरवर अवलोकन केले, तरी प्रत्यय

माल्यावाचून राहत नाही.

बाळासाहेबांच्या शिक्षण विचारांमध्ये ज्ञान, विज्ञान आणि आत्मज्ञान यांचा अप्रतिम संगम झालेला दिसून येतो. केवळ ज्ञान असेल तर एकांगीपणा, एकारलेपण येण्याची शक्यता असते. केवळ विज्ञान असेल तर विनाश ओढवण्याची भीती असते. म्हणून ज्ञान-विज्ञान यांच्या जोडीला आत्मज्ञानाची जोड असेल, तर ज्ञानाला शहाणपणाची (Knowledge and Wisdom) जोड मिळेल आणि त्यातून मानवी प्रगती होईल. यासाठीच शिक्षणातून 'अंतरीची ज्ञानज्योत पेटवूया' या भावनेतूनच त्यांनी शेवटपर्यंत कार्य केलेले आढळते.

'बोले तैसा चाले, त्याची वंदावी पाऊले' अशी संतोक्ती आहे. साहेबांच्या विचारांमध्ये, उक्तीमध्ये आणि कृतीमध्ये तसूभरही अंतर असलेले दिसत नाही. वानगीदाखल सांगायचे झाले तर आपणांस स्वच्छतेचे सांगता येईल. त्यांनी कधीही 'सेल्फी'साठी, 'फोटो'साठी स्वच्छतेचा आग्रह धरला नाही तर त्यांना तो वारसा ज्या महात्मा गांधी यांनी कुष्ठरोग्यांची सेवा करून, विनोबांनी सुरगावला मैला सफाईच्या कार्यातून, साने गुरुजी आणि गाडगेबाबा यांनी फैजपूर काँग्रेसच्या वेळी स्वच्छेने मागून घेतलेले पायखाने सफाईचे काम यातून मिळालेला होता, तो वारसा खिरोद्याच्या मातीच्या DNA मध्येच आहे, त्यांनी सक्षमपणे जोपासला.

न्या. चंद्रशेखर धर्माधिकारी एका ठिकाणी म्हणतात, "बाळासाहेब जर राजकारणात गेले नसते, तर फार मोठे साहित्यिक झाले असते." मला असे वाटते की, 'साहेब राजकारणात गेले नसते तर फार मोठे शिक्षक झाले असते.' साहेब जरी लौकिक अर्थाने शिक्षक नसले तरी ते 'लोकशिक्षक' होते. महाराष्ट्राला खूप मोठी लोकशिक्षकांची परंपरा लाभलेली आहे. संत, समाजसुधारक, द्रष्टे राजकारणी यांनी आपापल्या परीने लोकशिक्षणाचे, समाजजागृतीचे, समाजशिक्षणाचे कार्य केलेले आहे, त्याच परंपरेतील लोकसेवक, लोकशिक्षक म्हणून बाळासाहेबांचा नामोल्लेख करणे उचित ठरेल.

२७



तीर्थरूप बाबांचे जीवन एक साधनशुचितेचा वास्तुपाठ होता. त्यांनी सदैव साध्यासोबतच साधनदेखील महत्त्वाचे मानले, हा त्यांच्यावर असलेला महात्मा गांधींच्या जीवन आणि विचारांचा प्रभाव होता. त्यांनी आम्हा भावडांना 'मंत्र्यांची मुले' म्हणून कोणत्याही प्रकारची सवलत वा फायदा घेऊ दिला नाही. आई आणि बाबांचा सक्त दंडक होता की, "घरी काम करणारे कर्मचारी यांना नावाने हाक मारू नका, त्यांना काका, मावशी, मामा अशा आदरार्थी संबोधनाने संबोधा." त्यांनी त्यांच्या कृतीतून, आचरणातून जीवनाचे पाठ नकळतपणे शिकविले. त्यांच्या विचारांची शिंदोरी न संपणारी आणि आयुष्याला पुरून उरणारी आहे. आई जेव्हा बी. एड. करित होती, तेव्हा ती एक सामान्य विद्यार्थिनी म्हणून राहिली. कित्येकांना तर ही महाराष्ट्राच्या एका मंत्र्याची बायको आहे, हे सुद्धा माहित नव्हते. इतका साधेपणा, पदाचा कुठलाही बडेजाव न मिरविता सर्वसामान्यांमध्ये मिसळून त्यांच्यातीलच एक बनून जगण्याची आणि वागण्याची शिकवण त्यांनी आम्हाला दिली.

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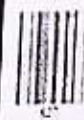
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### Abstract

In the present context of globalization the demand for skilled and multi skilled workers has increased. Therefore in the Indian context development of nation is a critical need for quality skill. Nayana Malapurkar, Program Head TISS School of vocational education said that, out of 90 % only 20 % of our gadget employed. The rest are unable to get suitable employment due to the lack of employable skills. So today there is a need of skill based training or education for every student. That's why in this research article researcher had focused on skill based education and personality development. Development of personality is related to the skill and knowledge. Skills and knowledge are taught by schools and training colleges. Researcher discussed about skills and personality development through education in an article.

**Keyword-** Skill, Education, personality development etc.

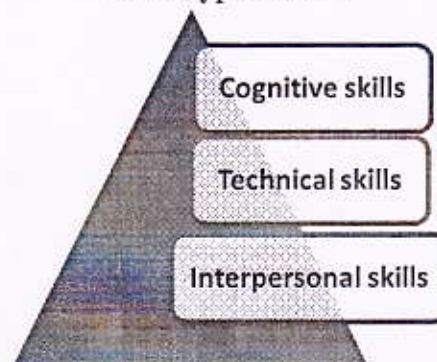
### Introduction -

The need of skilled based education is significant today in this globalized world. The international relationships, the corporate houses, multinational companies, e-commerce businesses etc. require the human resources with full potential skills and multi-tasking personality. To fulfill the demand of the international companies, even the local corporate houses, the Indian education system should incorporate the skilled based education. The question that rises in the mind is what is meant by skilled based education and how it will help in grooming the personality.

### Definition of skill, Education Development:

- 1) Meaning and definition of Education: Education means the process of the development. The aim of education is completed Human development.
- 2) Definition of Education – M. Gandhi states 'By education means an all-round drawing out of the best in child and man, body mind, and spirit.'  
Plato – "True education will have the greatest tendency to civilize and humanize them in their relation to one another and to House who are under their protection."
- 3) Meaning and definition of skill: Business dictionary gives following definition, "An ability and capacity acquired through deliberate, systematic and systematic and sustained effort to smoothly and adaptively carry out complex activities as job functions involving ideas."

### Three types of skill



These three types of skills are inculcated in human (students/individual) through education. Why education? Education is the process of development and development is the continuous, progress of mind and body. So call this, process development of personality.

### iii) Personality

Personality is the capacity of adjustment to social unsocial activities. Personality is defined as the organization of psycho, physical system in an individual that moulds his through an action.

### 1) Modern Concept of Personality Development

Personality development is a modern concept modern concept modern life is full of competition and everyone wants to achieve goals within the stipulated time. Five types of personally; aggressive, cognitive, Jovial, Pleasing and dynamic. Only the pleasing and dynamic personality development is most important in today's contest. Every dynamic personality need to skill based education system. So initially focus on skills.

### 2) Importance of Life Skill

- 1) Raising self-esteem knowing our strengths, Weaknesses opportunities and threats.
- 2) Building self-concepts.
- 3) Making use of information choices
- 4) Enhancing productivity
- 5) Developing negotiation skill for personal and social interests.
- 6) Becoming proactive change agents.
- 7) Better managements of emotions and stress

### 3) Personality development through skill based education:

Life skills are also known as soft skill. They are the skills necessary for successful living. Life skills have been defined as the abilities for adoptive and positive behaviors which the enables individual to deal effectively with the demands and challenges of everyday life. (WHO 1993)

(WHO) says that behavior enables an individual to deal effectively with demand and challenges? Demands and challenges are helpful in personality development. Personality is the part of students' development through education and it is the need for our education system to adopt skill based education.

### 4) Necessary Knowledge and Skills

- 1) Job application skill
- 2) Job interview skill
- 3) Writing skill
- 4) Communication in the work place
- 5) Literacy and numeracy
- 6) Computer skill
- 7) Spoken English
- 8) Workplace English

Following skills are included in our education system by our Government they are named life skills.

#### Life Skills

- 1) Problem solving
- 2) Critical thinking
- 3) Creative thinking
- 4) Decision making
- 5) Communication skill
- 6) Interpersonal relationship
- 7) Self-awareness
- 8) Empathy
- 9) Coping with stress
- 10) Coping with emotion

#### Fact of Indian Education and skilled manpower

Think that above knowledge, skill, life skills and importance of life one thing is very clear the life skills are important and necessary to development of primary and secondary school age students. But what about the students pursuing higher education.

#### The Role of Indian Education in Current Scenario



International studies have indicated that by 2020 the western world will be deficient in skilled man power to tune of 50 million people and Indian is probably the only country that will have as many excess. It can become true that someday our largest export might be a skilled human capital. National service scheme data 61<sup>st</sup> round 2004-05 medicate that India's youth severely lacks vocational training. In the 15-29 age group only two percent have undergone any of formal vocational training and only about eight percent have received no formal vocational training according to the National Knowledge commission (2006-2009). In a bid to meet this skills deficit the Government of Indian has launched various schemes to promote vocational education.

Now today we are familiar with the new generation creativity. Creativity indicates the different aspects of personality. Indian holds about 50 % of young generation this is the key of success but without achieving different skill we can't make India as a powerful weapon of personality. So with the help of different skill, we generate a new creative and dynamic generation. So we have focused on skillful Education to develop personality

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