



**A PATHWAYS OF
VIKSIT BHARAT
@2047**

**EDITOR
DR. PRABHAKAR CHAVAN**

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DR. PRABHAKAR CHAVAN

Professor and Director,

Department of Lifelong Learning & Extension,

SNDT Women's University, Mumbai-400020

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PREFACE

The present book focus on A Pathways of Viksit Bharat @2047. The current government's roadmap to making India a completely developed nation by 2047; 100 years after independence. The core objective of the Viksit Bharat vision is to foster inclusive economic participation among all citizens. A key component of this initiative is the ambitious goal of elevating India to the rank of the world's third-largest economy within the next five years. Viksit Bharat 2047 is a vision of Prime Minister Narendra Modi to make India a developed country by the year 2047, when India will celebrate its 100th year of independence. According to this vision, India will achieve a \$30-trillion economy, provide a pucca house and piped water to every citizen, empower women farmers with drones, increase the number of affordable medicines through Jan Aushadhi Kendras, and adopt green and sustainable growth policies. Viksit Bharat 2047 also aims to overcome the colonial legacy, strengthen India's geopolitical position, and enhance its diplomatic relations with other countries. Viksit Bharat 2047 is not just a slogan, but a Sankalp, a resolve, that resonates with the people of India, especially the youth, who aspire for a better future for themselves and their country. A more environmentally stressed world: The impacts of climate change and environmental degradation will pose serious threats to human security and well-being, requiring urgent and coordinated action.

All things possible only through education system. We all strengthen education system at the field level so role of education is very important in viksit Bharat. We also look and promote digital economy and technology-enabled development, education, skill development, health, and innovation. Therefore editor called chapters on the various sub themes of Viksit Bharat and try to compile all research papers, articles received from intellectuals in the form of edited book entitle "A Pathways of Viksit Bharat @2047"

Editor

ACKNOWLEDGEMENT

“Learning gives creativity, creativity leads to thinking, thinking provides knowledge, and knowledge makes you great” -A.P.J.Abdul Kalam

We are happy to express gratitude to all authors who supported us in bringing out this edited book entitled “A PATHWAYS OF VIKSIT BHARAT @ 2047” that focuses on foundational literacy, numeracy and Unnat Bharat Abhiyan. This book throws light on critical topics like empowering rural communities through youth led, tech-driven initiatives, curriculum and pedagogy, empowering vulnerable populations, advocacy for rights inclusivity, and social justice. Quality education for Viksit Bharat includes entrepreneurship & employment, mentorship, and initiatives for job creation for Sustainable Development Goals. This inspires global collaborations for impact. The book gives insights about linkages of NEP -2020 and the Prosperous Bharat -2047

Our heartiest congratulations to all the contributors of this book. Thank you to all of our friends who have supported us from time to time in bringing out this book. Our heartfelt thanks to all who advance and help others grow in academic excellence.

Our special thanks to Prof. Eknath Munde and his team for bringing this book in the present form. We are forever grateful to our writers and friends who have put in extra effort to encourage us to pursue academic excellence. The support and encouragement given by our loved ones is unforgettable for our success. The cooperation and support of all the authors is immense. Overall, this book focuses on viksit Bharat @2047

Humble gratitude to my family members for continuous encouragement it was not possible to bring out this book without their support. Once again thanks to all the authors that played an equal and important role in bringing out this book

Editor

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TOURISM CLUB AND VIKSIT BHARAT 2047 – EXPLORING EMPLOYABILITY AND SUSTAINABLE DEVELOPMENT IN HIGHER EDUCATION

Professor Rajesh

Senior Professor and Nodal Officer

Unnat Bharat Abhiyan, University of Delhi

Dr. Varsha Tanu

Associate Professor

IIHMR UNIVERSITY, JAIPUR

Dr. Kumar Ashutosh

Associate Professor & Incharge

Placement and International Unit, University of Delhi

Abstract: The present empirical paper incorporates the exploratory initiatives of the Government of India since 2014. Several flagship programs of Unnat Bharat Abhiyan, Dekho Apna Desh, Understanding Lifelong Learning Opportunities for All (ULLAS), Yuva Tourism Club Skill, India and several other new programs have been launched successfully and are linked with Viksit Bharat 2047. Viksit Bharat is the landmark initiative of the Prime Minister of India to make India Vishwa Guru with the concept of ‘Sabka Saath Sabka Vikas’ engaging all stakeholders for the development of the country. Several programs of community, the third gender and many such initiatives were discussed, which were started by the Government of India after 2014. Several success stories and case studies have also been incorporated in this study. It has covered Tourism Club and the courses also in detail to link with factors related to employability.

Keywords: Viksit Bharat, Unnat Bharat Abhiyan, ULLAS, Sustainable Social Development Goals, WASH, UNAIDS.

Introduction

The Government of India as part of "Azadi Ka Amrit Mahotsava" coined the term, "Education for All" and also started working on 'Yuva Tourism Club' in order to promote employability through tourism. The objective is to also promote the tourism industry in India in order to achieve sustainable development and Viksit Bharat 2047. Through the initiatives that are taken, the aim is to link and promote soft skills, team spirit, managerial skills, besides promoting sustainable tourism in our country. The schools, colleges and universities will have 'Yuva Tourism Club' to nurture social, cultural, environmental and gender-sensitive environments, which is a crucial aspect for tourism industry.

India is a diverse land with a rich cultural heritage that practices unity in diversity, with a strong historical background of Indian philosophers and social reformers. The youth need to be trained and exposed to social and cultural values, which need to be ingrained as their core value systems. The young population need to become tourism ambassadors, who promote their country's rich cultural heritage across the globe. In order to promote tourism

and the employability, the Prime Minister of India called on 'Dekho Apna Desh', 'Nation First', each of these have been fundamental in promoting regions and states. The focus in the tourism industry must be brought in by emphasizing on local freedom fighters, women leaders, historical and religious places of great importance like 'Ram Temple', which is a place of great international importance and many other such places of significance.

The Tourism Club is also expected to promote "Ek Bharat Shrestha Bharat" covering Tourism, Artificial Intelligence and Natural Resources and Cultural Tourism. This concept of Yuva Tourism will also promote travel and tourism as a course and as a multi-disciplinary professional field in Social Sciences. It will cover sustainable tourism, gender, environmental components, and sports tourism with a view to opening avenues for professionals and successful entrepreneurs.

Tourism Club

The promotional activities such as slogan writing, essay, poster, quiz competition and debate competition must be emphasized through the "Tourism Club". In the field of tourism, the idea is to get the local youth involved in its activities. Educational and religious tourism as a field, must stress on the awareness of the historical places of importance and religious places of importance. The youth will also select tourism courses based on various themes of interest such as, historical, religious, social or cultural tourism. One must remember that India is a land of great diversity, with many languages, religions, and ethnicities. It has strong, social, educational, cultural and regional perspectives which need to be understood not only by Indian youth, but also by the youth of other continents who visit India.

Tourism and Lifelong Learning

The various Departments of Lifelong Learning & Continuing Education provide certificates, diplomas and some have also initiated Management of Tourism as a Master's Degree Course, especially University of Delhi. The University of Delhi under its Department of Continuing Education and Extension has scheduled Second Master's Degree in Management of Tourism under the Faculty of Social Sciences developed by one of the faculty members, Dr. Kumar Ashutosh, Associate Professor in consultation with other faculties.

Management of Tourism is scheduled to be started in order to promote employability under Viksit Bharat 2047 and to provide employability the efforts are being made to engage large scale of youth in professional multidisciplinary courses. It has provisions of credit transfer, internationalization, internship and scope of sustainable development by gender inclusion, ecology, religion, environment, social outreach and religious tourism. The University of Delhi by appointing multidisciplinary faculties intends to provide scope of employability and sustainability in higher education through this course in the field of tourism.

Tourism Club in UBA Villages

The University of Delhi under its adopted rural villages has scheduled Tourism Club in each adopted rural cluster of north and south Delhi in order to link with Viksit Bharat 2047. Each village will identify 50 boys and girls, with a total of 250 in five villages to be trained as Viksit Bharat "community ambassadors". They will be trained in soft skills, vocational skills and will also be linked to employability through strong networking and

partnership with the various ministries, corporates banks and voluntary organizations serving under Niti Ayog of the Government of India. They will not only get literacy, but also financial help, digital aid, health benefits, political aid and consumer literacy along with employability skills to link with Viksit Bharat 2047. The youth will get opportunities and scope to link with "Viksit Bharat Club".

Viksit Bharat Club

The Honorable Prime Minister of India, Shri Narendra Modi, Government of India has promised to provide the core concepts of economic empowerment and employability by 2047 to all citizens of the country. This will also cover the most disadvantaged and marginalized groups, including socially and economically deprived communities of India. They will be provided basic amenities such as water, sanitation, bank linking and linking with ration facilities.

Community Learning Centre and Viksit Bharat

While conceptualizing the academic, research and social outreach in the University during 2012-2015, MA and M.Phil programmes were started at the academic and research level and the concept of community learning centres were initiated for female sex workers, transgenders, elderly population, and injecting drug users. The community centres that have been formed for research in Tourism Studies provide all the inputs mentioned in Viksit Bharat 2047 for empowered India covering soft skills to employable skills.

The youth members need lifelong learning and earning opportunities and constantly upgrade their knowledge and skills in order to sustain themselves in a competitive atmosphere. It should not only be the task of the Government but of all the stakeholders to include public and private needs to work for sustainable development. The Government of India since 2014 worked for the farmers, women reservation bill in Parliament Ram Temple, Transgender Act 2019 and Rules 2020, Start Up India and Skill India initiatives to achieve the targets of Viksit Bharat 2047. The Community Learning Centres provided the opportunities for the vast, manpower resources in developing social outreach.

Viksit Bharat Club

Viksit Bharat 2047 will be achieved even before 2047 if we develop strong networking and partnership with the various Governmental agencies, autonomous organizations, private sector, besides the corporate organizations. The University of Delhi has adopted Jagatpur, Jharoda, Mukunpur, Madanpur Khaddar and Badarpur Khador. The cluster of villages in north and south Delhi has strong linkages with centres for literacy under National Education Policy 2020 to promote understanding lifelong learning for all (ULLAS).

Youth in the five villages in the rural cluster of Delhi are identified through community need assessment. After community need assessment, the needs of youth boys and girls, house-wives and senior citizens must be focused on. Each group must have common Unnat Bharat Club and they must also have age and gender specific clubs. They will be provided financial, digital and vocational skills for their productive engagements. The process will have the following categorization:

S. No.	Name of village	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
1.	Jagatpur	Community Need Assessment	Group Formation as per need	Identification of team leadership training	Soft Skills	Vocational training
2.	Jharoda	-do-	-do-	-do-	-do-	-do-
3.	Mukunpur	-do-	-do-	-do-	-do-	-do-
4.	Madanpur Khaddar	-do-	-do-	-do-	-do-	-do-
5.	Badarpur Khador	-do-	-do-	-do-	-do-	-do-

(Based on planning of DU under UBA of DU 2024)

Soft skills will include financial skills, negotiation skills and youth leadership skills. Women will also be provided knowledge on legal literacy, domestic violence, how to protect oneself, knowledge on alcoholism and drug abuse. The vocational skills will link with computer skills, training of plumber, electrician, beauty, culture and other new skills while visiting Unnat Bharat Abhiyan rural clusters in Madanpur Khaddar and Badarpur in Delhi visited Aganwadi workers, adolescent boys and girls and the offices of plan India and their career centres, which would also link with the Viksit Bharat Club 2047.

Tourism and Employability

The multi-dimensional tourism field has almost 10 percent contributions in the field of employability. India has a lot of scope of travel and tourism that will contribute to Viksit Bharat. It has huge employment scope of literate, skill, semi-skilled and fully skilled manpower. It has dimensions of reservations, tour and travel agencies and their networks, food and accommodation including development of sites and hotspots for the tourists through national and international guides and experts.

The need of the hour is to develop modern training and development facilities through professional digital based training and internship leading to youth employability. It also requires proper digital facilities such as ICI network, website upgradation by engaging local tourism sector. This will promote innovative products based on comprehensive market demands.

Tourism-Roadmap-Local to Global

Trained professional manpower through regional, local efforts and public private partnership and more opportunities in this sector could be created in order to generate more employment opportunities in the country. The tourism roadmap through trained professional manpower is the need of the hour. The tourism sector accelerates employability, boosts hotel industries, service sector and local employability in the area.

Even G20 Roadmap related to travel and tourism further accelerate public private partnership and enhance local employability and engage youth, whether they are skilled, semi-skilled or even non-skilled. The goals of sustainable development will certainly be achieved through harnessing tourism as a goal to achieve the target of sustainable development.

The comprehensive sustainable long term goal of strategic planning for 2030 and beyond not only helps India but will promote goals of sustainable development. Tourism sector will help the multi-stakeholders to increase income, generate sustainable and decent employment opportunities, engage the youth through the variety of engagements, poverty alleviation, and through sustainable human development. If we see the contributions in GDP sector, it is approximately 6.25 percent and 8.79 at national GDP of total employment in India. The G20 countries were welcomed under “One Earth, One Family and One Future” in India from 9-10 September, 2022 focussed on our theme "Vasudhaiva-Kutumbakam". Several prominent Indian cities welcomed and celebrated G20 countries Summit and helped in promoting the world economy through the Indian efforts. The G20 countries promoted travel and tourism at the national and global levels with the aim of achieving Viksit Bharat 2047 through the efforts of the Government of India.

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LIFELONG LEARNING FOR VIKASIT BHARAT: WOMEN'S PROFESSIONAL GROWTH WITHIN NTO

Ms.Aruna Deshpande

Researcher, Department of Lifelong Learning and Extension

Dr.Puvvada Viswanadha Gupta

Assistant Professor, Department of Lifelong Learning and Extension
Savitribai Phule Pune University, Pune

Abstract: *Every human being has a connection to both lifelong learning and Vikas (growth/development). It is said that growth never stops and that people can learn till they die. Upon examining the notion of lifelong learning for women in Vikasit Bharat, various facets emerge. Workplace trends are shifting, with more and more women finding employment in traditionally male-dominated industries as well as non-traditional ones. Their maturation and skills are starting to add value to Vaikasit Bharat. They appear to be developing, supporting their families, and earning a living.*

They're passing on to the next generation their belief about the "shift in trends in women's occupation." In their professional lives, they are growing more effective, rising to new challenges, eager to pick up new skills, and discovering new possibilities through resisting societal and familial stereotypes. It is evident from this that women are joining the ranks of Vikasit Bharat by being bold, taking charge, and defying social norms that are out-dated in their communities and society. Both before and after joining NTO, these women acknowledged that they were self-observant and that they were always learning and growing professionally. This learning is not a school education or academic education but it is life education. It is beyond classrooms and benches. It is useful in profession as well as in life.

Keywords: *Women, NTO, Lifelong learning, Vikasit Bharat.*

Introduction

It is not new in our nation for women to work. They have been employed in all grades for a long time. In India, women make up half of the population. They are entitled to education, voting rights, and possibilities in a variety of fields. But it's not an easy journey. The women's movement, the constitution written by Bharatratna Dr. Ambedkar, and several social reformers involved in the liberation movement worked hard to better the status of women in India and to promote their welfare. It is noted that women's trends are changing in the twenty-first century. Journalists and police were once exclusively assigned to men. Every age of woman and girl was/was subject to traditional attitudes about education, careers, and other topics. Following globalisation, socialisation changed, privatisation occurred, and certain borders were loosened. Thus, trends and job domains for women are likewise growing and evolving. The percentage is lower, but it is still evident that they are demonstrating their professional talents and abilities. They are battling against certain adverse circumstances. Four NTOs or trends were chosen for this investigation. They are workers on assembly lines, mechanics, electricians, and conductors.

A woman working with men and demonstrating her abilities is a typical sentence today. A traditional image of Indian women as a house wife is breaking. They are entering into occupational field and is becoming increasingly visible in male-dominated occupations. (Sasikala Patnaik, 2012). It is said and assumed every human is learning till end of life. This learning is not in classrooms but it is learning and development voluntarily from life and occupations. Women in NTOs are not only earning but learning, practicing and developing their professional skills in these NTOs. This is helpful to their next generations as well as for Vikasit Bharat.

Objectives and Rational of the Study

1. To examine women's development within NTO.
2. To study their improvement area while working in NTO
3. To study women's adaptation professional abilities and skills related to NTO

Rational of the Study

This study speaks out against the prevalent perception of women's potential and aptitude in traditionally male-dominated fields. The respondent's growth and lifetime learning within NTO are the main topics of this study.

Research Methodology and Sampling Method

Research Method

A section on lifelong learning and development of professional skills is created with several development elements related to NTO in order to ascertain the specifics of the respondent's or woman's learning. The method utilised is a descriptive survey since it is a descriptive and in-depth study of women in NTO. It focuses on the education and advancement of women in NTO.

Sampling Method

Women who have worked for NTOs for at least a year—a significant amount of time during which they can learn and grow and respond to questions—are the study's eligibility requirements. Religion, caste, age, or level of education are not restrictions or conditions. This handy sampling method is Non-Judgemental and convenient .Pune City is the universe, and the NTO women who work there are the unit.

Data Analysis

Data is collected by interview with the help of questionnaire .Total 304 women were interviewed. The classification and analysis factors related to lifelong learning and professional skills development is as follows:

Four types of Non-Traditional Occupations, Employment of Sample Respondents

Description	Frequency	Percentage
Service Provider / Assembly Line Workers	75	24.67
Conductor	74	24.34
Petrol filler	78	25.66
Electrician / Technician	77	25.33
Total	304	100 %

As mentioned above there is need of physical strength for male reserved jobs so men are capable instead of women. Here this query puts light on need of physical in concerned NTO.

Need of Physical Strength

According to classification, 193 (63.49%) of respondents indicated that there is a requirement of physical strength. 106 (34.87 %) respondents said they had practised work themselves and No heavy work while 5 (1.64 %) respondents said they want mental strength instead of physical strength.

Adopted Physical Strength

Even though there is a need of physical strength in NTO. How did they gain it, is a next query. How they gain strength, maintained it and continuing job.

Practised work themselves and now have no need for helpers or male staff, as reported by 101 (33.22%) assembly line workers; 23 (7.57%) achieved strength by having a diet on time; and 7 (2.30 %) shared and admitted the need for diet and exercises. Some respondents said that when there was no automation, it was difficult (they were doing drilling and other heavy work). Now it's easy. 28 (9.21%) respondents gain strength through practise and diet. Last, there is no need for strength at 106 (34.87 %).

Classification shows that more than 34 % do not require physical strength in NTO. Conductors have no physical work, so they have no physical strength. Some technical differences in the job also made it easier for women to work in NTO. For example, the petrol filling nozzle was 7 kg; now it is 3.5kg. It indicates that NTOs need physical strength like male is not 100 % true.

Way /source to Learn Concerned Skills

It is said that 'practice makes man perfect'. There is no concern of gender is proved by data. Respondents developed their skills by practice. According to the data, male talents must be adopted through practise (100 %) and efforts (74%). Guidance is a next possibility. 223 (73.35%) of the sample respondents strongly agreed that efforts are more important than guidance, while 106 (34.86%) of respondents highly agreed. Training is the final choice. 104 respondents in the sample (34.21%) chose it.

Personality Development from Occupation

A person picks up skills from their job and daily activities. It is allegedly voluntary. According to classification, 25 (8.22%) respondents expressed too much, whereas 268 (88.16%) indicated they would definitely say yes. 11 (3.62%) said that they have personality development in previous experience. This is likely due to the fact that it was not their first job and they had more experience. They gained a variety of skills. They were senior and had worked in different areas. 25 Respondents claimed that family members also observed the change in their personality.

Lifelong Learning from NTO

According to the classification above, 290 sample respondents (95.39%) said that their jobs require lifelong learning, and 13 respondents (4.28%) were able to articulate their feelings about their jobs and learning easily.

Answers were actively given by survey participants. The following were a few of them: "Everything teaches us," "Learn from others' sharing," "Life is a teacher," and "We were not aware of the world outside of home." These results show that 99% of sample respondents are learning from NTOS, which is the majority. One respondent explicitly denied that it was not lifelong learning.

Opinion about Increase in Confidence

The classification above reveals that a total of 99% (284+ 19 = 303) sample respondents agreed that they could and that their confidence had grown. Only one respondent did not agree. She was impartial. The details of what some respondents said are as follows: *At first I wasn't willing; I was afraid; but now I'm confident; the speed of my work has grown; and experience has given me confidence.*

Leadership Development

According to the classification of sample respondent's responses on leadership development, 107 respondents (35.20 %) claimed they had not developed leadership, while 197 respondents (64.80 %) indicated they had.

This demonstrates that there may be a personnel perspective. Additionally, it demonstrates that there is a demand for three NTOs working in the public sector to interact with customers, clients, and passengers. Make it a dare to engage them in conversation.

Image in Your Eyes

Data reveals how "I feel myself in my eyes." More confident and assertive responses are present. There are women who consider themselves to be common yet confident at the same time (14), peaceful but confident (3), and (1). However, it still demonstrates that even if she is common, she is a confident (60%) . Many women selected as 'Superwoman' (30%). They are doing double duties and performing many roles.

There is one descriptive question regarding what are their abilities and skills and what did they learn from NTO. This enquiry was very interesting .Initially respondents were having difficulties to find about 'self'. After explanations and examples ,respondents shared many skills and abilities. Some of them are :

- Multi-tasking skill ,Listening, Observation, Time management, Money management, Learning skill (is developed due to active use of skills mentioned before)
- These are some potential in women respondents which are useful while working in NTO. Respondents described themselves about these potential. Seniors and managers also claimed the same about women respondents
- Hard worker, Like to learn and curiosity of work, like to speak and make interaction, Want to help and reach people through this job, adjustable, fighter , make , avoid time pass and committed , sincerity , Honesty. Energetic/active , focused and confident, increase in patience , stamina, Can work in all shifts, The last and important is 'No shame of any work'

Findings and Recommendations:

That they are capable is demonstrated by the above classification. Many families in the lower socioeconomic classes are in need of financial support. They are supported and their earnings go towards the education of children. They do, however, wish to educate kids and society at large about their own potential. For them, self-assurance holds greater significance. Within the study mentioned above, three NTOs work in the public sector as conductors, petrol fillers and electricians.. As a result, they interact with plenty of individuals, including consumers. Those who were introverted in their prior jobs gained courage, leadership, and communication skills. It's challenging to break stereotypes and think beyond the box. Nevertheless, they succeeded. They surpass the limitations of female work. They

acknowledge that learning, growing, and practicing were the reasons they were able to reach this position. So, the question of male or female occupation is answered.

Recommendations

At school level and family level

The roles of boys and girls at home must be reversed in order to dispel gender preconceptions, and gender-neutral education must be provided. To demonstrate in elementary school teachings that women are capable of doing jobs other than cooking and can even start their own business. It is recommended that the department of education eliminate any images or lessons that depict gender discrimination and inequity. As an illustration, "mother is cooking, and father is reading a paper or leaving for work."

In the Satara District, a small community is home to a single educational project. One school teacher was worried due to drop-off youngsters. This he discovered to be the main reason why children drop out of school because they have a tiffin problem and parents relocate to work as labourers in new cities or locations. In the absence of their parents, the teacher prepared them to make "Bhakaries." School conducted competition of making Bhakarīs. These tasks/work were unconventional in their family and community, but they are now masters in creating Bhakarīs, after making practice. Children have malleable minds, but they also have fixed ideas. Children may have different ideas about gender and learn that some jobs are done by men and others by women.

Discussion

Every person have unique abilities, potentials, and talents. Learning about it begins in childhood and continues throughout life. Learning professional skills and pursuing lifelong learning are gender-neutral. If a guy and a girl have boundaries set by their family and community. These boundaries are passed down from one generation to the next. The constitution grants different rights to each person and to each family environment. Families are inundated with antiquated gender stereotypes. All of us hold onto our ancient beliefs, even when it is altered on the outside (with current clothing). It is required to change by thoughts and behaviour. It's challenging. But if boys and girls are properly raised during their early years, it can be made easier. Growing up in a household and in society shouldn't make a difference for boys or girls. Though families and society are structured around traditional roles and responsibilities, the constitution is democratic.

It's been claimed that "perceptions" formed early on in life stick with you. It is helpful to create a new Vikasit Bharat if we are building a gender-neutral society with reference to occupation.

Conclusion

.It is difficult. It can be made easier, though, if boys and girls are reared well in their early years. Whether a guy or girl grows up in a home or in society shouldn't matter. Despite the traditional duties and obligations that shape families and society, the constitution is democratic.

People have said that "perceptions" that are formed early in life tend to stick with you. Establishing a gender-neutral society concerning vocation is aided by the creation of a new Vikasit Bharat.

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Abbreviations

NTO – Non Traditional Occupations

NEP 2020: FOSTERING PROSPERITY IN BHARAT THROUGH EDUCATIONAL TRANSFORMATION

Prof. (Dr.) Nishita Rana

Head, School of Education,

MIER College of Education (Autonomous), Jammu-180001

Abstract: *The National Education Policy (NEP) 2020 stands as a landmark initiative aimed at revolutionizing India's educational landscape to propel the nation towards prosperity and progress. This thematic paper explores the intricate interplay between NEP 2020 and the vision of a Prosperous Bharat. It delves into the key thematic areas outlined in the policy framework and their implications for fostering holistic development, inclusivity, and innovation across the educational spectrum. Central to NEP 2020 is its emphasis on foundational literacy and numeracy, early childhood care and education, and the integration of vocational education to equip learners with the essential skills needed for the 21st-century workforce. The paper elucidates how these foundational pillars serve as catalysts for nurturing a skilled, knowledgeable, and empowered citizenry, essential for driving economic growth and societal transformation. Furthermore, the paper examines the policy's provisions for promoting multilingualism, cultural diversity, and a flexible, multidisciplinary approach to learning, fostering a deep-rooted sense of identity, pride, and inclusivity among learners. It also scrutinizes NEP 2020's vision for leveraging technology, digital infrastructure, and open educational resources to democratize access to quality education and bridge the rural-urban divide. Through a comprehensive analysis, this paper aims to unravel the transformative potential of NEP 2020 in shaping a brighter future for Bharat, characterized by equitable access to education, social mobility, and sustainable development. It underscores the imperative of concerted efforts by stakeholders to translate the policy's vision into tangible outcomes, thereby laying the foundation for a prosperous and resilient Bharat in the decades to come.*

Keywords: *National Education Policy (NEP) 2020, Education Reform, Inclusive Growth, Prosperity, Socio-economic Development, Transformative Education.*

INTRODUCTION

The National Education Policy (NEP) 2020 stands as a beacon of hope and transformation, heralding a new era in India's educational landscape (Kumar et al., 2020). This policy, which comes after a long wait of 34 years, presents a comprehensive framework for reforming education at all levels, from primary to higher education, with a strong emphasis on inclusivity, quality, and innovation (Sahni, 2020). Rooted in the vision of a Prosperous Bharat, NEP 2020 represents a paradigm shift aimed at reimagining education as a catalyst for holistic development, social equity, and economic prosperity (Kumar, Prakash, & Singh, 2020). This paper sets the stage for exploring the symbiotic relationship between NEP 2020 and the aspiration for a Prosperous Bharat, delineating the foundational principles, thematic priorities, and transformative potential encapsulated within the policy framework.

The National Education Policy 2020 represents a pivotal moment in India's educational landscape, as it sets the stage for transformative changes and lays the foundation for fostering

prosperity in Bharat. This policy, implemented by the Government of India after a gap of 34 years, aims to address the evolving developmental needs of the country and create a dynamic and inclusive educational system.

NEP 2020 emerges at a critical juncture in India's developmental trajectory, characterized by the imperatives of globalization, technological advancement, and socio-economic diversification (Sharma, 2020). Against this backdrop, the policy envisions a dynamic, resilient, and future-ready education system capable of equipping learners with the knowledge, skills, and values essential for navigating the complexities of the 21st century.

Central to NEP 2020 is its holistic approach towards education, encapsulated in its foundational pillars of Access, Equity, Quality, Affordability, and Accountability. By prioritizing foundational literacy and numeracy, early childhood care and education, and the integration of vocational education from an early age, the policy underscores the imperative of nurturing a well-rounded, skilled, and empowered citizenry.

Moreover, NEP 2020 places a strong emphasis on fostering multilingualism, cultural diversity, and a flexible, multidisciplinary approach to learning, recognizing the intrinsic value of India's rich cultural heritage and linguistic plurality. By promoting a seamless continuum of education from early childhood to higher education and beyond, the policy seeks to foster a deep sense of identity, inclusivity, and national pride among learners.

Furthermore, NEP 2020 underscores the transformative potential of technology, digital infrastructure, and open educational resources in democratizing access to quality education and bridging the digital divide. By leveraging digital platforms and innovative pedagogies, the policy aspires to create a learner-centric ecosystem that empowers individuals to learn anytime, anywhere, and at their own pace.

As we embark on this journey of exploration, it is imperative to critically examine the contours of NEP 2020 and its implications for realizing the vision of a Prosperous Bharat. By unravelling the policy's thematic priorities, challenges, and transformative potential, this paper endeavours to shed light on the transformative power of education in shaping a brighter, more inclusive, and prosperous future for Bharat.

FOUNDATIONAL PRINCIPLES OF NEP 2020 AND THEIR ALIGNMENT WITH THE VISION OF A PROSPEROUS BHARAT

The National Education Policy (NEP) 2020 is underpinned by a set of foundational principles that resonate with the overarching vision of fostering prosperity in Bharat. This section elucidates the core principles embedded within NEP 2020 and their alignment with the aspirations for a prosperous and inclusive society.

Holistic Development: NEP 2020 recognizes education as a holistic endeavour encompassing the intellectual, emotional, social, and physical dimensions of human development (Mahajan, 2021). By prioritizing foundational literacy and numeracy, early childhood care and education, and the integration of vocational education, the policy seeks to nurture well-rounded individuals capable of realizing their full potential and contributing meaningfully to society. This holistic approach to education aligns seamlessly with the vision of a Prosperous Bharat, wherein every individual is empowered to lead a fulfilling and purposeful life.

Equity and Inclusion: Central to NEP 2020 is the principle of equity and inclusion, aimed at addressing disparities in access to quality education and ensuring that no learner is left behind. By promoting multilingualism, cultural diversity, and a flexible, inclusive approach to learning, the policy endeavours to create an educational ecosystem that caters to the diverse needs and aspirations of learners from all backgrounds. This commitment to equity and inclusion resonates with the vision of a Prosperous Bharat founded on principles of social justice, equal opportunity, and inclusive growth.

Quality and Excellence: NEP 2020 emphasizes the importance of ensuring high-quality education at all levels, characterized by rigorous academic standards, effective pedagogical practices, and continuous improvement. Through measures such as the establishment of a National Educational Technology Forum (NETF) and the integration of technology-enabled learning solutions, the policy aims to enhance the quality and relevance of education, thereby equipping learners with the knowledge and skills needed to thrive in a rapidly evolving world. This focus on quality and excellence aligns with the aspirations for a Prosperous Bharat, wherein education serves as a catalyst for innovation, economic growth, and global competitiveness.

Lifelong Learning and Continuous Education: Recognizing that learning is a lifelong journey that extends beyond formal schooling, NEP 2020 advocates for the promotion of lifelong learning and continuous education. By fostering a culture of curiosity, creativity, and innovation, the policy seeks to empower individuals to adapt to changing circumstances, acquire new skills, and pursue lifelong personal and professional development. This emphasis on lifelong learning resonates with the vision of a Prosperous Bharat, wherein education serves as a pathway to self-fulfilment, social mobility, and sustained prosperity for all citizens.

In essence, the foundational principles of NEP 2020 embody a vision of education as a transformative force capable of fostering prosperity, equity, and inclusive development in Bharat. By aligning these principles with the aspirations for a Prosperous Bharat, this section lays the groundwork for a comprehensive analysis of the policy's thematic priorities and transformative potential.

THEMATIC PRIORITIES OF NEP 2020: A PATHWAY TO PROSPERITY

Building upon its foundational principles, NEP 2020 delineates a set of thematic priorities aimed at catalyzing transformative change and fostering prosperity in Bharat. This section examines the key thematic areas outlined in the policy framework and their implications for realizing the vision of a prosperous and inclusive society.

Foundational Literacy and Numeracy: At the heart of NEP 2020 lies a strong emphasis on foundational literacy and numeracy as the cornerstone of educational attainment and lifelong learning. Recognizing the critical importance of literacy and numeracy skills in empowering individuals to participate fully in society and the economy, the policy underscores the need for early interventions to ensure that every child acquires these foundational skills by the age of 8. By prioritizing foundational literacy and numeracy, NEP 2020 lays the groundwork for building a strong educational foundation that equips learners with the essential competencies needed to succeed in an increasingly complex and interconnected world.

Early Childhood Care and Education (ECCE): NEP 2020 recognizes the pivotal role of early childhood care and education in shaping the trajectory of children's development and future life outcomes. The policy advocates for the universalization of high-quality ECCE for children aged 3 to 6 years, encompassing both formal and non-formal modes of learning. By investing in early childhood education, NEP 2020 aims to provide children with a strong foundation for lifelong learning, socio-emotional development, and cognitive growth. This emphasis on ECCE aligns with the vision of a Prosperous Bharat wherein every child has access to quality early childhood education, irrespective of socio-economic background or geographical location.

Integration of Vocational Education: NEP 2020 underscores the importance of integrating vocational education and practical skills training into the mainstream education system to enhance employability, entrepreneurship, and economic productivity. By fostering a seamless continuum of academic and vocational pathways, the policy seeks to equip learners with a diverse range of skills and competencies tailored to the needs of the 21st-century workforce. This integration of vocational education aligns with the aspirations for a Prosperous Bharat wherein education serves as a catalyst for socio-economic empowerment, poverty reduction, and inclusive growth.

Multilingualism and Cultural Diversity: NEP 2020 advocates for the promotion of multilingualism and cultural diversity as essential components of a holistic and inclusive education system. Recognizing the rich linguistic and cultural heritage of India, the policy emphasizes the importance of preserving and celebrating linguistic diversity while promoting proficiency in multiple languages. By fostering multilingualism, NEP 2020 aims to promote social cohesion, cultural exchange, and cross-cultural understanding, thereby nurturing a sense of national identity and unity in diversity. This emphasis on multilingualism and cultural diversity resonates with the vision of a Prosperous Bharat wherein education serves as a bridge between diverse communities, fostering mutual respect, dialogue, and cooperation.

In summary, the thematic priorities outlined in NEP 2020 offer a roadmap for realizing the vision of a prosperous, inclusive, and knowledge-driven society in Bharat. By addressing key challenges and opportunities in education, these thematic areas pave the way for transformative change and sustainable development, positioning education as a key driver of prosperity and progress in the years to come.

TRANSFORMATIVE POTENTIAL AND IMPLICATIONS FOR A PROSPEROUS BHARAT

The thematic priorities outlined in NEP 2020 hold significant transformative potential, offering a pathway towards realizing the vision of a Prosperous Bharat. This section delves into the implications of NEP 2020 for fostering socio-economic development, promoting innovation, and advancing inclusive growth across Bharat.

Socio-economic Development: Education plays a pivotal role in driving socio-economic development by equipping individuals with the knowledge, skills, and competencies needed to participate meaningfully in the workforce and contribute to economic productivity. NEP 2020's focus on foundational literacy, vocational education, and multilingualism lays the groundwork for enhancing human capital formation, fostering innovation, and promoting

sustainable development (Dhokare, Jadhav, & Gaikwad, 2023). By investing in education, Bharat can unlock the potential of its vast human resources, driving inclusive growth and prosperity for all citizens.

Promotion of Innovation: NEP 2020 recognizes the importance of fostering a culture of innovation and entrepreneurship to unleash the creative potential of India's youth and drive technological advancement (Sahni, 2020). By promoting multidisciplinary learning, experiential learning, and research-driven education, the policy seeks to nurture a generation of innovators, problem-solvers, and change-makers capable of addressing complex challenges and driving economic transformation. This emphasis on innovation aligns with the aspirations for a Prosperous Bharat wherein education serves as a catalyst for technological innovation, industrial growth, and global competitiveness.

Advancement of Inclusive Growth: Inclusivity lies at the heart of NEP 2020, with a focus on addressing disparities in access to education and ensuring equitable opportunities for all learners. By promoting early childhood care and education, vocational training, and digital literacy initiatives, the policy seeks to empower marginalized communities, including women, minorities, and persons with disabilities, to participate fully in the educational process and reap the benefits of socio-economic development (Kumar, Prakash, & Singh, 2020). This commitment to inclusive growth aligns with the vision of a Prosperous Bharat wherein education serves as a vehicle for social mobility, poverty reduction, and inclusive prosperity.

Strengthening Social Cohesion: Education has the power to bridge divides, foster social cohesion, and promote a sense of national identity and unity. NEP 2020's emphasis on promoting cultural diversity, multilingualism, and inclusive education practices lays the foundation for building a more cohesive and harmonious society. By fostering mutual respect, dialogue, and understanding among diverse communities, education can serve as a catalyst for peacebuilding, social integration, and nation-building in Bharat. This emphasis on social cohesion aligns with the aspirations for a Prosperous Bharat wherein education serves as a unifying force, bringing people together across linguistic, cultural, and regional boundaries.

In conclusion, NEP 2020 holds immense transformative potential, with far-reaching implications for fostering prosperity, innovation, and inclusive growth in Bharat. By leveraging education as a driver of socio-economic development, innovation, and social cohesion, Bharat can chart a course towards a brighter and more prosperous future for all its citizens. However, realizing this vision will require concerted efforts by policymakers, educators, civil society, and other stakeholders to translate the aspirations of NEP 2020 into tangible outcomes that benefit the entire nation.

CHALLENGES AND CONSIDERATIONS FOR IMPLEMENTATION

While NEP 2020 presents a visionary roadmap for transforming education and fostering prosperity in Bharat, its successful implementation is contingent upon addressing a range of challenges and considerations. This section explores the key challenges that may impede the effective implementation of NEP 2020 and proposes strategies for overcoming them.

Infrastructural Constraints: One of the primary challenges facing the implementation of NEP 2020 is the inadequacy of physical infrastructure and resources in many parts of Bharat.

Rural and remote areas often lack access to basic amenities such as schools, classrooms, electricity, and internet connectivity, posing significant barriers to delivering quality education. Addressing infrastructural constraints will require substantial investments in building and upgrading educational infrastructure, particularly in underserved regions.

Capacity Building of Educators: Another critical challenge is the need to enhance the capacity and capabilities of educators to effectively implement the reforms outlined in NEP 2020. Many teachers may require training and professional development opportunities to adapt to new pedagogical approaches, technologies, and assessment methods. Investing in teacher training programs and providing ongoing support and mentorship will be essential for ensuring the successful implementation of NEP 2020.

Curriculum Reforms and Textbook Development: NEP 2020 advocates for a paradigm shift in curriculum design, moving towards a competency-based approach that emphasizes critical thinking, creativity, and problem-solving skills. Developing new curricula and textbooks that align with the principles and priorities of NEP 2020 will be a complex and time-consuming process (Kumar, Prakash, & Singh, 2020). Moreover, ensuring the availability of high-quality, culturally relevant, and inclusive learning materials for all learners will require concerted efforts and collaboration between policymakers, educators, and content developers.

Equity and Inclusion: Despite NEP 2020's emphasis on promoting equity and inclusion, achieving meaningful progress in this area will require targeted interventions to address existing disparities based on socio-economic status, gender, caste, ethnicity, and disability. Special attention must be paid to marginalized and vulnerable groups, ensuring that they have equal access to educational opportunities and support services (Kumre, 2023). Implementing affirmative action policies, providing scholarships, and creating inclusive learning environments are some strategies that can help promote equity and inclusion in education.

Monitoring and Evaluation: Monitoring and evaluating the implementation of NEP 2020 will be essential for tracking progress, identifying challenges, and making informed decisions to improve outcomes. Establishing robust monitoring and evaluation mechanisms at the national, state, and local levels will require the development of standardized indicators, data collection tools, and reporting systems. Regular assessments and reviews will help ensure accountability, transparency, and continuous improvement in the implementation of NEP 2020.

In conclusion, while NEP 2020 holds immense promise for transforming education and fostering prosperity in Bharat, its successful implementation will require overcoming a range of challenges and considerations. By addressing infrastructural constraints, enhancing educator capacity, reforming curricula, promoting equity and inclusion, and establishing effective monitoring and evaluation mechanisms, Bharat can overcome these challenges and realize the full potential of NEP 2020 to create a brighter future for all its citizens.

POLICY RECOMMENDATIONS AND WAY FORWARD

In light of the challenges and considerations identified in the preceding section, this section offers a set of policy recommendations and strategies for advancing the implementation of NEP 2020 and realizing its vision for a Prosperous Bharat.

Increase Investment in Education: Addressing infrastructural constraints and enhancing the quality of education will require increased investment in the education sector. Governments at the national, state, and local levels should allocate sufficient funds towards building and upgrading educational infrastructure, providing teacher training and support, developing curriculum and learning materials, and ensuring equitable access to educational opportunities for all learners.

Strengthen Teacher Training and Professional Development: Investing in the capacity building of educators is essential for the successful implementation of NEP 2020. Governments, educational institutions, and non-governmental organizations should prioritize the development and delivery of high-quality teacher training programs that equip educators with the knowledge, skills, and competencies needed to effectively implement the reforms outlined in NEP 2020.

Foster Collaboration and Partnerships: Achieving the goals of NEP 2020 will require collaboration and partnerships between governments, educational institutions, civil society organizations, and other stakeholders. Multi-stakeholder partnerships can help mobilize resources, share expertise, and leverage collective efforts towards achieving common objectives. Governments should create enabling policy environments that facilitate collaboration and partnerships for education reform.

Promote Innovation and Technology Integration: Harnessing the power of innovation and technology is critical for modernizing education and enhancing learning outcomes. Governments should incentivize innovation in education and support the integration of technology-enabled learning solutions into classrooms. Investing in digital infrastructure, providing access to educational resources and online learning platforms, and promoting the use of open educational resources can help bridge the digital divide and democratize access to quality education (Sahni, 2020).

Ensure Equity and Inclusion: Promoting equity and inclusion should be central to the implementation of NEP 2020. Governments should adopt affirmative action policies, provide targeted support to marginalized and vulnerable groups, and create inclusive learning environments that accommodate diverse learning needs. Monitoring progress towards achieving equity and inclusion goals and addressing disparities through targeted interventions will be essential for ensuring that no learner is left behind.

Establish Robust Monitoring and Evaluation Mechanisms: Developing robust monitoring and evaluation mechanisms is essential for tracking progress, identifying challenges, and making evidence-based decisions to improve outcomes. Governments should establish standardized indicators, data collection tools, and reporting systems to monitor the implementation of NEP 2020 at the national, state, and local levels. Regular assessments, reviews, and evaluations will help ensure transparency, accountability, and continuous improvement in education delivery.

In conclusion, realizing the vision of a Prosperous Bharat outlined in NEP 2020 will require concerted efforts, collaboration, and sustained commitment from all stakeholders. By implementing the policy recommendations and strategies outlined in this section, Bharat can overcome challenges, capitalize on opportunities, and create a future where education serves as a catalyst for prosperity, innovation, and inclusive growth for all its citizens.

CONCLUSION

The National Education Policy (NEP) 2020 represents a watershed moment in Bharat's educational journey, signaling a bold commitment to transformative change and inclusive development. As this paper has elucidated, NEP 2020 holds immense promise for fostering prosperity, innovation, and inclusive growth in Bharat by reimagining education as a catalyst for socio-economic transformation.

NEP 2020's emphasis on foundational literacy and numeracy, early childhood care and education, vocational training, multilingualism, and innovation lays the groundwork for building a resilient and future-ready education system that equips learners with the knowledge, skills, and values needed to thrive in the 21st century. By promoting equity, inclusion, and social cohesion, NEP 2020 strives to ensure that every learner has equal access to quality education and opportunities for personal and professional development.

However, realizing the full potential of NEP 2020 will require concerted efforts, collaboration, and sustained commitment from all stakeholders. Addressing infrastructural constraints, enhancing educator capacity, reforming curricula, promoting equity and inclusion, and establishing robust monitoring and evaluation mechanisms are critical steps towards translating the aspirations of NEP 2020 into tangible outcomes that benefit the entire nation.

As Bharat embarks on this transformative journey, it is imperative to remain steadfast in our resolve and collective efforts to build a brighter future for generations to come. By investing in education, fostering innovation, and promoting inclusive growth, Bharat can unlock its true potential and emerge as a global leader in the 21st century.

In conclusion, NEP 2020 offers a visionary roadmap for realizing the aspirations of a Prosperous Bharat through education. By embracing the principles and priorities outlined in NEP 2020 and implementing the policy recommendations proposed in this paper, Bharat can chart a course towards a future where education serves as a beacon of hope, empowerment, and prosperity for all its citizens.

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YOUTH IN ICT & TECHNOLOGY: DRIVE TECH INNOVATION FOR SOCIETAL IMPACT AND BRIDGE THE DIGITAL GAP

Dr. Yogesh Bokil

Assistant Professor,

Fashion Design MKSSS's School of Fashion Technology, Pune, India

Abstract: *The innovative power of information and communication technology (ICT) is obvious in today's digitally connected world, providing previously unheard-of chances for societal growth and economic prosperity. But even with all the amazing advancements that technology has made possible, there is still a digital divide that keeps on existing, feeding inequality and restricting access to opportunities and resources, especially for disadvantaged people and impoverished areas.*

The purpose of the article is to investigate how important it is for young people to close the digital divide and promote technological innovation that will benefit society. Through a comprehensive analysis of extant literature, case studies, and projects, this study clarifies approaches to youth empowerment, creativity, and the use of technology as a tool for inclusive development.

The need for focused efforts to close the digital divide which is characterized by differences in internet connectivity, digital skills, and technological access is highlighted by this phenomenon. A key component of this project is empowering young people with ICT and technology, realizing their potential as change agents and innovators.

Youth can accept the transformative impact of technology to address serious societal concerns and build sustainable solutions through education, mentorship, and resource access. Through fostering an environment that encourages young innovation and entrepreneurship, stakeholders can fully realize the potential of the upcoming generation to lead good change and create a more just digital society.

The need for coordinated efforts and calculated interventions in fostering digital inclusion and achieving sustainable development goals is emphasized in this paper's conclusion. Equity and inclusion should be given top priority in technology projects so that we can all work together to close the digital divide and build a future where technology is a positive force that enables everyone to succeed in the digital age.

Keywords: *Digital inclusion, Empowerment, Innovation, Entrepreneurship, Digital literacy, social impact.*

1. INTRODUCTION:

Information and communication technology (ICT) is a fundamental component of modern civilization, having transformed how people interact, organization's function, and governments are governed in an era characterized by rapid technical innovation and digital connectedness. The emergence of artificial intelligence and blockchain technology, together with the widespread use of smartphones and social media platforms, have all contributed to the extraordinary innovation and transformation of the digital age.

But even with all this amazing advancement, the digital gap still exists. This divide, which is typified by differences in internet connectivity, digital skills, and technology access, has far-

reaching effects that exacerbate social inequality and obstruct inclusive development. Rich urban areas prosper in the digital age, but underprivileged areas and disadvantaged people are left behind since they do not have the means and chances to fully engage in the digital economy. (Poushter, 2016)

A deep contradiction is at the core of this split: Millions of people are left behind by the digital divide because, despite technology's enormous potential to empower people and improve communities, its advantages are still not properly distributed. This disparity is most noticeable in young people, who are both our society's future and the group most at risk from digital marginalization.

In this scenario, empowering youth with ICT and technology becomes a compelling imperative, promising both to close the digital divide and to unleash a creative and innovative wave capable of bringing about significant societal change. Through funding for youth education, skill development, and entrepreneurship, stakeholders can raise a generation of digital natives capable of navigating the intricacies of the digital world and realizing its potential for good.

The article aims to investigate the critical role that young people play in advancing technological innovation for social effects and closing the digital divide. It seeks to investigate current research, case studies, and programs that demonstrate the transformative impact of empowering kids with ICT and technology through a multidisciplinary perspective. Through the synthesis of insights from various viewpoints, this study aims to provide stakeholders with practical methods and best practices to harness technology as a catalyst for social change and inclusive development.

By doing this, we hope to set the stage for a day when technology empowers people and ensures that no one is left behind in the digital age. We can set the path for a more just and prosperous global society where everyone benefits from technology by recognizing the potential of youth as change and innovation agents.

The Digital Divide: This section explores the idea of the "digital divide," looking at how it manifests itself in various geographic locations, socioeconomic backgrounds, and demographics. The discrepancies in internet connectivity, digital skills, and technology availability can be shown through analysis of current data and research, highlighting the need for focused initiatives to address these inequalities. (Anderson, 2020)

Youth Empowerment in ICT: Youth make up almost half of the world's population and have enormous potential to spur creativity and change. This section explores the benefits of investing in youth's education, skill development, and entrepreneurial efforts, emphasizing the significance of empowering young in ICT and technology. Case studies and illustrations of effective youth-led projects demonstrate the revolutionary effects of giving young people the opportunity to actively participate in the digital economy.

Driving Tech Innovation for Societal Impact: Technological innovation has the potential to address many of the most important issues facing society today, including social justice, environmental sustainability, healthcare, and education. Youth can drive tech innovation that has a real, societal impact by working together and using interdisciplinary approaches. This section looks at different youth-led innovation project examples and investigates how they support sustainable development and positive transformation. (Nations, 2015)

Bridging the Digital Gap: Global, national, and local collaboration is needed to effectively close the digital divide. The tactics and best practices for advancing digital inclusion, expanding connection and technology access, and boosting digital literacy in marginalized areas are described in this section. A more equitable digital future for all can be achieved by stakeholders by giving equity and inclusion top priority in technological projects. This will help to reduce the digital divide.

2. OBJECTIVES AND RATIONALE OF THE STUDY:

1. Objectives:

Investigating Youth's Role in ICT and Technology: The purpose of this study is to investigate how young people are involved as important stakeholders in the fields of technology and information and communication technology (ICT). Through an examination of extant literature, case studies, and initiatives, the study aims to comprehend the ways in which youth may propel technology innovation for societal effect and bridge the digital divide.

To Investigate ICT-Based Youth Empowerment Strategies: With a thorough analysis of the literature and empirical data, the goal of this research is to pinpoint practical approaches to youth ICT and technology empowerment. Through an examination of programs centered around education, skill enhancement, mentorship, and resource accessibility, the study aims to clarify optimal approaches for promoting digital inclusion and augmenting young involvement in the digital economy.

To Showcase Youth-led Innovation's Potential: To demonstrate the transformative power of kids in driving tech innovation for societal good, this study will look at case studies and instances of youth-led innovation projects. The research aims to discover the elements that contribute to youth-led innovation success through an analysis of successful initiatives. It also provides insights for stakeholders who want to support and duplicate such endeavors.

To Provide Actionable Strategies for Closing the Digital Gap and Fostering Digital Inclusion: Building on the study's findings, this research attempts to provide practical solutions for closing the digital gap and fostering digital inclusion. The study attempts to provide recommendations for policymakers, educators, and practitioners on how to establish an enabling environment for youth empowerment in ICT and technology by combining views from multiple viewpoints, including academia, industry, and civil society.

2. Rationale:

Handling a Serious Societal Issue: The digital divide is still a major issue facing the entire world, with ramifications for inclusive growth, social justice, and economic advancement. This study aims to tackle this issue head-on by emphasizing youth empowerment in ICT and technology, acknowledging the critical role that youth play in promoting innovation and change.

Utilizing Youth's Potential: The younger generation has a great deal of potential to influence how society and technology develop in the future. This project strives to maximize the potential of adolescents as change and innovation agents by providing them with the tools, resources, and knowledge they need to use technology for good.

Educating Policy and Practice: This project aims to produce insights that can educate policy and practice in the areas of youth development, technology, and education through a

thorough analysis of the body of current literature and empirical data. Through the identification of successful tactics and optimal approaches for youth empowerment in ICT, the research endeavors to furnish stakeholders with practical suggestions for mitigating the digital divide and advancing digital inclusivity.

Contributing to Academic Discussion: This study intends to contribute to the academic discourse on youth empowerment, digital inclusion, and technology-driven innovation by synthesizing findings from interdisciplinary perspectives, such as education, sociology, and technology studies. Through this research, we hope to improve our understanding of youth's participation in ICT and technology and encourage more research and scholarly work in this crucial field.

3. RESEARCH METHODOLOGY WITH SAMPLING METHODS:

The framework for conducting a methodical inquiry to meet the study's objectives is provided by the research methodology. Combining qualitative and quantitative research approaches can yield thorough insights when analyzing how teenagers use ICT and technology and suggesting measures to close the digital divide. An overview of the research methodology and appropriate sampling techniques are provided below:

1. Research Design:

The research design directs the meeting, evaluation, and interpretation of data by outlining the general strategy and framework of the study. A mixed-methods approach makes sense because the study issue is varied. This entails fusing quantitative techniques like surveys and data analysis with qualitative techniques like focus groups, interviews, and case studies.

2. Sampling Methods:

The selection of study participants is based on sampling techniques, which guarantee that the sample is representative of the intended audience. Sampling strategies might vary depending on the goals of the study and the resources at hand:

A. Probability Sampling:

Simplified Random Sampling There is an equal chance of selection for every member of the population. This technique could be applied to the selection of respondents for extensive surveys on teenage digital literacy.

Logical Sampling: Based on specific criteria, the population is divided into subgroups (strata), and samples are chosen at random from each segment. By using this approach, it is possible to guarantee representation from a variety of demographic categories, including age, gender, and socioeconomic level.

Sampling of Clusters: A random sample of the clusters formed by the division of the population is chosen to be included in the study. When conducting research in geographically separated places, such rural villages, this strategy is helpful.

B. Sampling Without Probability:

Actual Samples: Accessibility and convenience are taken into consideration while choosing participants. Although this approach might not be universally applicable, it can be helpful in obtaining perspectives from groups, like young people attending a technology workshop.

Selective Sampling: A set of criteria related to the goals of the research are used to select participants. For instance, it might be possible to purposefully select young leaders or tech entrepreneurs for in-depth interviews on their viewpoints and experiences.

The snowball sampling method: A "snowball" effect occurs when study participants recommend other participants to it. Reaching difficult-to-reach groups, such young activists, or innovators in specialized communities, is appropriate for this approach.

3. **Data Collection Methods:**

To answer the research questions, data collection techniques entail obtaining information and supporting documentation. While quantitative methods seek to quantify trends, patterns, and relationships, qualitative methods concentrate on obtaining rich, detailed insights. Typical techniques for gathering data consist of:

Surveys: A large sample of young people can be given quantitative questionnaires to collect information on their digital abilities, usage patterns, and access to technology.

Interactions: In-depth insights into the viewpoints, experiences, and recommendations of important stakeholders, including young leaders, educators, and legislators, can be obtained through qualitative interviews.

Target Groups: Focusing including young people can help to foster participatory conversations on certain subjects pertaining to ICT, technology, and digital inclusion.

Analyzing Documents: Analyzing pertinent studies, publications, and policy papers can give the study important context and background data.

4. **Data Analysis:**

To get relevant results, data analysis entails arranging, analyzing, and making sense of the gathered data. Thematic analysis and content analysis are two techniques used in qualitative data analysis to find patterns, themes, and recurrent motifs. Numerical data is analyzed, and hypotheses are tested using quantitative data analysis techniques like regression analysis, inferential statistics, and descriptive statistics.

5. **Moral Points to Remember:**

When conducting research with human subjects, especially with vulnerable populations like youth, ethical considerations are crucial. Throughout the research process, researchers must guarantee informed consent, confidentiality, anonymity, and privacy protection. Furthermore, precautions should be taken to protect participants' health and limit injury, particularly when discussing delicate subjects like digital inclusion and technology use.

Researchers can effectively explore the involvement of youth in ICT and technology and provide options for closing the digital divide by using a rigorous research methodology that includes suitable sample methodologies, data gathering procedures, and ethical considerations. With this comprehensive approach, important insights and evidence-based recommendations can be generated to guide future research in the subject as well as policy and practice.

4. **FINDING CUM RECOMMENDATIONS**

1. **Findings:**

Youth as Change Agents: The study discovered that young people are active agents of innovation and change rather than just passive consumers of technology. Young people are

using tech to address important societal issues and promote good change in their communities through programs like youth-led enterprises, hackathons, and community projects.

Youth Empowerment Barriers: Many young people, despite their potential, encounter obstacles that prevent them from fully engaging in the digital economy. These obstacles include uneven access to resources and opportunities, especially for marginalized communities and underserved areas, insufficient mentorship and support networks, and restricted access to ICT education and training.

Importance of Digital Literacy: A key factor impacting young ICT empowerment is digital literacy. According to the report, young people who possess good digital literacy are better able to navigate the digital world, take advantage of career and educational opportunities, and make significant contributions to the digital economy.

Need for Collaborative Approaches: Governments, academics, civil society organizations, and the commercial sector must all work together in concert to address the digital divide. The study emphasized the value of alliances and teamwork in planning and carrying out programs to give young people access to ICT and technology.

2. Recommendations:

Invest in Digital Education and Skills Development: Youth-focused digital education and skill development initiatives should be given top priority by governments and educational institutions. To educate youth for the demands of the digital economy, these programs should emphasize teaching them fundamental ICT skills including problem-solving, digital literacy, and coding. (Bank, 2019)

Increase Mentorship and Support Networks: To empower adolescents in ICT, mentoring programs and support networks are essential. Governments, non-governmental organizations, and industry partners ought to launch mentorship programs that match young people with seasoned IT industry professionals, offering them networking opportunities, career development guidance, and advice.

Provide Inclusive Access to Technology: Ensuring inclusive access to technology and connectivity is a critical component of efforts to close the digital divide, especially in underserved and marginalized groups. To make technology more accessible to everyone, governments and stakeholders should fund infrastructure development and efforts that raise internet access and cost.

Support Youth Innovation and Entrepreneurship: Institutions and governments should set up environments that are conducive to young people's ICT innovation and entrepreneurship. This entails giving money and resources to young entrepreneurs, setting up incubators and accelerators specifically for these kinds of businesses, and developing venues where these innovators may present their concepts and solutions.

Encouraging Digital Inclusion Policies: Lawmakers ought to pass legislation and regulations that support equity and digital inclusion. This includes actions to address challenges related to the digital divide, such as the cost of internet access, digital literacy, and the availability of digital services. The involvement of excluded groups in digital development activities, such as women, rural communities, and people with disabilities, should also be a top priority for policies. (Union, 2019)

Increase Cross-Sector Collaboration: Effectively resolving the digital divide requires cooperation between the public and commercial sectors, as well as between governments and civil society organizations. Stakeholders should collaborate to exchange best practices, resources, and information as well as to plan actions that will ultimately empower young people through ICT.

5. DISCUSSION

The discussion part offers a chance to evaluate the research findings critically, consider their implications considering the body of current literature, and come to insightful conclusions. Discussing the role of adolescents in ICT and technology and offering solutions to close the digital divide can cover a few important topics. These include:

1. Youth Empowerment in ICT:

- Discuss research that shows how young people can be both social change agents and innovators in technology.
- Emphasize the value of providing young people with access to technology, digital literacy training, and chances for leadership and entrepreneurship.
- Analyze the ways in which programs like youth-led innovation centers, mentorship programs, and digital skill development might enable youth to use technology's revolutionary potential.

2. Digital Divide and Inclusive Development:

- Analyze the research on the "digital gap," taking into account differences in internet connectivity, digital skills, and technology access.
- Discuss how the digital gap affects inclusive growth, economic development, and social fairness.
- Analyze how specific interventions and policy changes might help marginalized communities and underserved areas achieve digital inclusion by addressing the underlying causes of digital exclusion. (Commission., 2020)

3. Strategies for Bridging the Digital Gap:

- Assessing the efficacy of suggested measures to close the digital divide, such as the creation of infrastructure, the implementation of digital literacy programs, the creation of affordable programs, and the promotion of community empowerment.
- Discuss how international cooperation, legislative changes, and public-private partnerships can help advance agendas for digital inclusion.
- Explore potential problems and constraints to implementing digital inclusion policies and explore chances for overcoming them through innovative approaches and cross-sectoral collaboration.

4. Implications for Policy and Practice:

- Make suggestions based on the research findings and conversations for stakeholders, practitioners, and policymakers.
- Highlighting the significance of implementing a comprehensive strategy for digital inclusion that tackles obstacles related to infrastructure, affordability, skills, and content.
- Encourage laws and funding that give access to technology, digital literacy, and inclusive development a priority, especially for excluded and vulnerable groups.

5. Future Directions and Research Opportunities:

- Identify areas that require more investigation and study, such as the effects of technological breakthroughs on societal dynamics, creative methods for digital inclusion, and new patterns in young people's interaction with technology.
- Talk about how cross-cultural comparisons and longitudinal research are necessary to improve our comprehension of the long-term impacts of youth empowerment in ICT and digital inclusion initiatives.
- Promote interdisciplinary cooperation and knowledge sharing to tackle intricate problems at the nexus of development, technology, and society.

6. CONCLUSION

The tremendous progress of Information and Communication Technology (ICT) has revolutionized our lifestyle, profession, and social interactions, offering never-before-seen prospects as well as significant obstacles. To promote inclusive development in the digital era, we have studied in this study the crucial role that adolescents play in advancing technology innovation for societal benefit and have suggested ways for bridging the digital divide.

The revolutionary potential of empowering youth with ICT and technology has been uncovered by our inquiry. Youth become change agents by using their inventiveness, digital fluency, and spirit of entrepreneurship to solve social issues, foster social inclusion, and spur innovation. Young people are transforming the digital landscape and forming a more sustainable and equitable future through initiatives including youth-led enterprises, social entrepreneurship projects, and digital advocacy campaigns.

But with all the amazing advancements made possible by technology, there is still a persistent digital divide that exacerbates inequality and restricts access to opportunities and resources. Inequalities in digital skills, internet connectivity, and technology availability create social inequality and impede inclusive development, especially in underprivileged and marginalized populations.

We have suggested a wide range of tactics to close the digital divide and fully utilize ICT for inclusive development. These tactics include funding for the construction of infrastructure, campaigns to increase digital literacy, measures to promote affordability, community empowerment programs, and policy changes intended to foster an atmosphere that is supportive of digital inclusion.

Creating a more just, inclusive, and affluent digital society requires empowering adolescents with ICT and technology. Stakeholders can unleash the revolutionary power of technology and guarantee that no one is left behind in the digital era by making investments in youth education, skill development, entrepreneurship, and leadership. We can leverage the collective potential of young people to promote innovation, drive positive change, and create a future where technology works as a force for good, enabling people to prosper in the digital age via teamwork and creative problem-solving.

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THE POWER OF RAJYOG

Dr. Kavita Sarkar

Assistant Professor, Department of Education
Sibani Mandal Mahavidyalaya

Abstract: *Yoga is an invaluable gift of Ancient Indian tradition. The word Yoga is derived from the Sanskrit root 'Yug' which means to 'unite' symbolizing the unity of mind and body and ultimately uniting with the absolute. 21st June every year is celebrated all over the world as the International Day for Yoga. It includes pranayam (breathing exercises) and Asanas (Bodily postures). Health is the chief idea here. Its aim is to make the physical body very strong. A person performing these asanas regularly is supposed to remain healthy, young and fresh even at an advanced stage. But if the mind of the person is not steady he will not be able to concentrate on the asanas and he will not get the desired results. So a calm steady mind is needed. It is possible to control the thought process of the mind by practising Raj Yoga. Raj Yoga is the way of attaining the highest in human life just by the power of mind. A concentrated mind with riveted attention can create wonders. The mind is the platform upon which the attention is built. If the mind is wandering how can the attention be built. Rajyog is a huge science which gives all the techniques of mind management. If students want to become high achievers in life and enjoy life, they must bring the practise of Raj yoga into their lives.*

Keywords: *Yoga, Health, Calm mind, Rajyog.*

Introduction

India from time immemorial is the spiritual capital of the world. We have a huge spiritual culture in this heritage and this research on spirituality took place for the longest period of human history in India. The science of consciousness which our Rishis gave us is a huge science. We know all the phenomenon which is occurring in the external world but we do not know what is happening in our mind. We know different types of energy like the kinetic energy, nuclear energy, solar energy and so on. But we have no idea about the vital energy which is functioning in our body. The energy which helps us to think and work, if we know how to handle this energy, our thought process, our emotions and above all our Will will work for us. So its a huge gain. We must adopt the self development module which our Rishis gave us if we want to be successful in our life. For this we need to follow certain principles which involves the mind because we have only the mind to do sadhana with. We have only the mind to work upon. Here comes the use of Rajyog. If we can train our mind to function the way we want it to function, we can achieve anything in life. In the Bhagavad Gita Lord Krishna tells Arjuna in chapter 6 Verse 6

Bandhur atmatmanas tasya yenatmaivatmana jitah

Anatmanas tu Satrutve vartetamaiva satru-vat

Which means for him who has conquered the mind, the mind is the best of friends; but for one who has failed to do so, his mind will remain the greatest enemy.

RajYog is the way of attaining the highest in human life just by the powers of the mind. It gives us the art of keeping the mind calm and steady. The mind is the platform upon which

our attention is built. If the mind is not steady how can the attention be built. RajYog gives us all the techniques of mind management. It is a special contribution of Swami Vivekananda who was a great Rajyogi. His work is a development over Patanjali Yogsutra which is a second century B.C. comprehensive text on the theory and practise of yoga which leads us to the path of self realisation.

How the mind works

For all those who wants to control their mind, it is very important to know how the mind works and how the thoughts are created in the mind. Whenever our senses fall on something, the mind modifies according to the sense objects. This modification or fluctuation of mind due to sense perception is called Vritti in Yoga psychology. The word 'Vritti' in Sanskrit comes from the 'Vrit' dhatu which means to whorl. It is a kind of whorl or wrapping created in the mind due to any kind of perception. This Vritti is the starting point of thought. The Vritti has content which is called Pratyaye. Our senses are constantly taking in objects through sense perception and as a result the mind is modifying constantly. This modification of mind keeps it busy and restless. Being in a vritti state is normal in human life. Only thing is that we can generate very positive, regulated vrittis so as to guide our thought because after all our life is a creation of our thoughts.

What do Vrittis finally result in:

As a result of conscious thought, the mind undergoes modification called Vrittis. When Vrittis are repeated they create strong mental impressions called sanskaras which lodge themselves in the subconscious mind. When it stays in the sub conscious for a long time it becomes our memories. After sometimes these memories pop up as conscious thought. Our memories become our thoughts. This is the cycle which Yoga gives us.

Levels of thought

Our thoughts work at three levels :

1. Unconscious thought works at the level of instincts. All our reflex actions are instinctual. We did not even think about it but it happened. We cannot go far with this level of thought. Animals are instinctual.
2. Conscious thought: It is the second level of thought. It is above instinct. It includes reasoning capacity, analytical capacity and ability to metacognize. The glory of human being is that they are capable of conscious thought. That is its worth.
3. Superconscious level: Higher than the conscious thought level is the super conscious thought level. It is the highest level of thought. This comes by deepening the conscious level. In that state such facts are revealed which no instinct or reason can bring. This is the Samadhi state in Yog. We are capable of these three levels of thought. So we can train our mind to get to the highest level to enjoy life.

The Rishis have given us these states of mind for us to analyse our state and overcome negativity thereby helping us to build self aware conscious thought process. Our performance will be hundred times better if we are fully self aware. Conscious thought process has to come into our lives. This will lead to healthy relationship, better decision making, better conflict management and development of imagination and creativity.

Chitta Vritti Theory:

According to Patanjali Yogsutra there are five different types of mind which we experience:

1. Mudha: This is a dull and listless mind. This mind doesn't want to budge. It is called a Donkey mind.
2. Ksipta : When the mind is very restless, agitated and thinking many thoughts. It is unable to listen or sit quietly. It is called a Monkey mind.
3. Viksipta : When the mind is jumping from one thought to another but is a little pre occupied with each thought. It is unable to process new information because it is pre occupied. It is called a Butterfly mind.
4. Ekagra: This mind is calm, attentive and controlled because it is not being carried away by some emotion or silly thought or fear, anger, hatred, jealousy. This should be our default state.
5. 5. Nirudha : Deepened Ekagra state is called Nirudha state. It is a super attentive state. Here one becomes fully absorbed in what he is doing. He is the master of his mind. Usually this happens in meditation.

If Ekagra and nirudha states are normal to anyone, anything in the universe will be his. This is the secret of success. But most people are unable to cross the first three states of mind. The Chitta bhumi theory of yoga gives us the wide range of experience which we are capable of. Where we invest our attention will determine which state will be dominant in us. If someone is happy with the lower states of mind he will have a mediocre or even dull experience of life. But if anyone wants to have a good happy experience of life then he will have to attain a ekagra or nirudha state for which he has to work a little.

Organised and Unorganised mind

An unorganised mind has a continuous flow of thoughts which it is not even conscious of. Thinking is just happening. The thoughts are generally negative in nature. Some negative emotions are drawing the thoughts into something ugly. An undercurrent of anger, worries, fear, resentment, hatred and so on flows through the mind. There is a very poor awareness and the person is not conscious to the depth of its being. The emotions are so intense that they have just blown away the mind. Because of the overflow of unnecessary thoughts deep focus is missing. An unorganised mind after some time takes to boredom and frustration. This is the real problem. A person may be earning well, may be well established in life, may be successful in all fronts of life, may have a social status but if there is an upsurge of negativity in his mind it will drain him completely.

What are the requirements of such a mind?

Such a mind needs constant distraction and entertainment because it does not have the ability to focus. It needs something to keep it engaged otherwise it will go crazy.

Organised mind

An organised mind has few thoughts but more awareness. As it is fully conscious the thought world is well guided. The thoughts are very pointed, riveted and focussed on its goals. Thinking is a conscious process in that mind. Because of the power of its awareness, the thoughts are always positive. When we are thinking the thoughts we want to think, when we are feeling the emotions we want to have, then we have the experiences we want in life. When a mind has such capacity, it works like a strong magic wand. Such a mind doesn't require distractions and entertainment. It generates happiness by itself as its foundation is consciousness. It is naturally in a state of flow. It has found its flow in elevated thoughts,

concentrated thoughts and in good feelings. It is completely bereft of negative thoughts. To generate such type of organised mind is what mind management is all about.

A Story depicting an over cluttered mind

An over cluttered mind with negative thoughts is the most destructive weapon on earth. It is constantly producing wars right within. Such a mind cannot absorb or retain anything. There is a Zen story with regard to this. There was a professor in China who came to a Zen master and said that he wanted to learn Zen. Zen master looked at him and saw how confused he was and how much of over thinking was going on in that mind. The Zen master told the professor that he would teach him Zen but first he should have a cup of tea. He ordered for the tea and the tea came. The Zen master started pouring tea into the cup. He poured and poured till the tea overflowed the cup and went into the saucer. It overflowed the saucer and now it was on table. The professor asked the Zen master to stop as it would now overflow the table also. The Zen master told the professor that the condition of his mind was like the cup. As he can't put anymore tea into the cup so also he can't put Zen into his head as it is over cluttered. First he should empty his mind in order to absorb or retain any knowledge. A pure mind which is empty of thought is a happy mind. Unless we manufacture the capacity to declutter the mind of useless thoughts, we will miss the joy of life. A key to happy life is a fully aware mind bereft of negative thoughts.

Steps prescribed in Yoga for controlling mind

It is Yoga which gives us the method for manufacturing an organised mind. Yoga is actually Chitta Vritti nirodh, meaning restraining the mind from taking various forms. The first thing which the Yoga recommends is

1. To regulate the breath. Breath and mind are closely connected. They are interlinked. They are the two expression of the same force within us, which is called Prana or Vital energy. If we can handle our breath well our mind will remain under control. Ordinarily we breathe 15-16 times a minute. It is not more than 16. Yogis generally bring it to the level of 9 times a minute. Shri Ramakrishna, a priest in the temple of Dakhineswar in Kolkata remained mostly in a state of Samadhi . One could not even detect his breath. But when the mind is very agitated there is a very high breathing about 20 times a minute. When one is in a state of meditation, breathing comes down to 8-9 times a minute. So breath and mind go hand in hand. So the first step in controlling mind is calming the breath.
2. The second step which the Yoga recommends is to control our behaviour , action and speech. If our behaviour is not very refine, it becomes very difficult to control the mind. A pure sattvick lifestyle helps to control behaviour. Too much activity poses difficulty in controlling mind. Actions need to be regulated. Speech can give one a deep insight into knowledge . It can also take one away from knowledge. Useless speech should be removed from life so that real focus comes into the life.
3. The third step which Yoga recommends is to watch the thoughts. We are perfectly capable of watching the happenings in our mind. When we are in a relatively calm state of mind we can watch our thoughts objectively. Even very intense thoughts calms down when we see them. This happens because there is some dimension of our personality which is quite apart from functioning mind. This is the 'I' sense in us which is the witness of our entire thought process. It is not equal to any functions of our mind. It is neither the

Chitta, memories or Ahankar. It is of the nature of pure awareness. It is apart from the body and mind. That is what is being called the Self in Vedanta. So mind management techniques are given to arrive at this 'I' concept. This is a first person research. We have to do it ourselves. The more we practise this the more better we will be able to handle our mind. No longer we will be blown away by the happenings in our mind, our emotions or thoughts. We will know that we are always there, apart from our thoughts but witnessing them.

4. The fourth step is Cognitive reframing or restructuring : It basically means we are perfectly capable of replacing thoughts. If one can sufficiently witness the thought process, one can replace negative thoughts with positive thoughts. Positive thoughts are crucial to a successful life. The principles of positive thinking is that What we repeatedly think we become, What we repeatedly feel we experience in life and What we repeatedly imagine we create. This is the fundamental nature of our mind. We are absolutely capable of watching and replacing our thoughts for better experiences of life.

Conclusion:

The science of Yoga teaches us the importance of mental impressions and how they structure our brain. Behavioural psychology focuses only on behaviour but there is much that happens before the behaviour comes into manifestation. It starts from the thoughts in our mind. The mental impressions, memories and everything we think, feel or do, create neural pathways in our brain. When we have repeated thought pattern of the same thing, mental grooves are created and we are forced to move along those grooves. So we must be very careful about our sense exposures as our thought world is created by our sense impressions and memories. This entire knowledge teaches us that we can handle our situation for a better life if we want, if we pay enough attention to this knowledge. We should think and talk only positively if we want the negativity of our mind to go. People earn a six figure salary but after forty all their money is spent on medical expenses for maintaining health. It is a known fact that 80% of our diseases are psychological and only 20% circumstantial. It is called psycho somatic disease. All this can come under control if we pay enough attention to mind management. Our compulsive thought process which includes fear, worries, anxieties, our wrong thinking, over thinking comes under control. Emotional intelligence, focus, will power develops by practising Rajyog. So it's a huge gain. So changing the nature of our thoughts is in our hands. This would change the experience of our life because what we repeatedly think we become. We must realise this enormous power of our mind by which we can create a beautiful life. Moreover this knowledge is a product of research which took place in India for the longest period of human history by the best minds that this culture could produce. So the knowledge which is unique to us, we must try to catch it and take it into our system if we want to really enjoy life.

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PROFESSIONAL DEVELOPMENT OF TEACHERS: STRATEGIES FOR ENHANCING EDUCATOR CAPACITY UNDER NEP 2020

Dr. Nishita Rana

Professor & Head, School of Education,
MIER College of Education (Autonomous), Jammu-180001

Abstract: *Teacher professional development stands as a cornerstone in the successful implementation of educational reforms, especially in the context of the National Education Policy (NEP) 2020 in India. This thematic paper explores the imperative of enhancing educator capacity to meet the evolving demands of education under NEP 2020. It delves into various strategies and initiatives aimed at fostering the professional growth and development of teachers, thereby ensuring the effective implementation of NEP 2020 objectives. Central to the discussion is an analysis of the key components of teacher professional development, including continuous learning, pedagogical innovation, and reflective practice. The paper examines how NEP 2020 envisages the role of professional development in equipping teachers with the knowledge, skills, and competencies needed to navigate a rapidly changing educational landscape. Furthermore, the paper highlights promising practices and initiatives in teacher professional development, such as teacher training programs, mentoring and coaching, communities of practice, and online learning platforms. It explores the potential of these strategies to enhance educator capacity, promote collaboration, and improve teaching and learning outcomes in alignment with NEP 2020 goals. Through a comprehensive analysis of strategies for enhancing educator capacity, this paper aims to provide insights and recommendations for policymakers, educational leaders, and practitioners seeking to leverage teacher professional development as a catalyst for realizing the vision of NEP 2020 and fostering educational excellence in India.*

Keywords: *Teacher Professional Development, National Education Policy (NEP) 2020, Educational Reform, Professional Learning Communities, Contextually Relevant Pedagogy*

INTRODUCTION

The professional development of teachers plays a crucial role in enhancing their capacity and ultimately improving the quality of education (Walsh & Gamage, 2003). With the implementation of the National Education Policy 2020, there is a renewed focus on the professional development of teachers in order to meet the evolving demands of the education system. In fact, supporting good practice becomes a matter for the individual rather than the organization (Mokhele, 2014). The need for high-quality professional development is a central component in nearly every modern proposal for improving the quality of education (Kheswa et al., 2014). These include strengthening the available institutions responsible for teacher professional development, making use of different teacher professional development providers available in the country to promote self-directed teacher professional development (Mokhele, 2014).

Teacher professional development stands at the forefront of educational reform efforts, serving as a linchpin for the successful implementation of transformative policies such as the National Education Policy (NEP) 2020 in India. As the educational landscape evolves to meet

the needs of the 21st century, the role of educators becomes increasingly complex and multifaceted. In this context, enhancing educator capacity through strategic professional development initiatives emerges as a critical imperative to ensure the realization of NEP 2020 objectives and foster educational excellence. This paper elucidates the evolving role of educators as facilitators of learning, critical thinkers, and agents of change in a rapidly changing educational landscape. Moreover, it underscores the need for continuous learning and professional growth to equip teachers with the knowledge, skills, and competencies needed to effectively navigate the complexities of modern education.

Central to the discussion is an overview of NEP 2020 and its significance in shaping the future of teacher professional development in India. The introduction highlights key provisions of NEP 2020 related to teacher education, including the emphasis on continuous professional development, pedagogical innovation, and the integration of technology in teaching and learning. It underscores the transformative potential of NEP 2020 in redefining teacher education practices and fostering a culture of excellence and inclusivity in education. Furthermore, this paper delineates the key themes and issues to be explored, including strategies for enhancing educator capacity, promising practices in teacher professional development, and the implications of NEP 2020 for teacher education in India.

By situating teacher professional development within the broader context of NEP 2020, this introduction sets the foundation for a comprehensive analysis of the role of educators in driving educational reform and fostering excellence in teaching and learning. Through an exploration of strategic approaches to enhancing educator capacity, the paper aims to provide insights and recommendations for advancing teacher professional development in alignment with the goals and aspirations of NEP 2020.

THE EVOLVING ROLE OF EDUCATORS IN THE 21ST CENTURY

The 21st century presents a dynamic and rapidly evolving educational landscape characterized by technological advancements, globalization, and shifting societal expectations. In this section, we explore the changing role of educators in response to these emerging trends and the implications for teacher professional development under NEP 2020.

Facilitators of Learning: In the era of information abundance and digital connectivity, educators are no longer mere purveyors of knowledge but facilitators of learning. Their role extends beyond the transmission of content to encompass guiding students in the acquisition of critical thinking skills, problem-solving abilities, and digital literacy (Walsh & Gamage, 2003). NEP 2020 recognizes the importance of fostering learner-centred approaches to teaching and learning, necessitating a paradigm shift in educator practices towards facilitation, collaboration, and inquiry-based learning.

Agents of Change: Educators serve as agents of change within educational institutions, driving innovation, and reform to meet the evolving needs of students and society. NEP 2020 emphasizes the role of educators as change agents in implementing transformative policies and practices aimed at enhancing educational quality, equity, and inclusivity. As such, teacher professional development programs must equip educators with the leadership, advocacy, and collaboration skills needed to effect positive change within their schools and communities.

Lifelong Learners: In an era of continuous change and disruption, educators must embrace lifelong learning as a fundamental aspect of their professional identity. NEP 2020 recognizes the importance of continuous professional development for educators to stay abreast of emerging trends, pedagogical innovations, and best practices in education. Teacher professional development initiatives under NEP 2020 should foster a culture of lifelong learning, providing opportunities for educators to engage in reflective practice, collaborative inquiry, and self-directed learning to enhance their professional growth and efficacy.

Culturally Responsive Practitioners: In a diverse and pluralistic society like India, educators must be culturally responsive practitioners who recognize and celebrate the linguistic, cultural, and socio-economic diversity of their students. NEP 2020 underscores the importance of promoting multilingualism, cultural diversity, and inclusive education practices to ensure that all learners have equitable access to quality education (Dhokare, Jadhav, & Gaikwad, 2023). Teacher professional development programs should equip educators with the knowledge, skills, and dispositions needed to create culturally responsive and inclusive learning environments that honour the diversity of their students' backgrounds and experiences.

In summary, the evolving role of educators in the 21st century necessitates a reimagining of teacher professional development practices to align with the goals and aspirations of NEP 2020. By embracing their roles as facilitators of learning, agents of change, lifelong learners, and culturally responsive practitioners, educators can drive educational reform and foster excellence in teaching and learning in India's schools and communities.

KEY PROVISIONS FOR TEACHER PROFESSIONAL DEVELOPMENT IN NEP 2020

In this section, we delve into the key provisions and principles outlined in the National Education Policy (NEP) 2020 that are specifically aimed at enhancing teacher professional development. These provisions serve as guiding frameworks for the design and implementation of effective teacher training and capacity-building programs under NEP 2020.

Continuous Professional Development (CPD): NEP 2020 emphasizes the importance of continuous professional development for educators as a cornerstone of educational reform. The policy advocates for the establishment of robust CPD mechanisms to ensure that teachers have access to ongoing learning opportunities throughout their careers. CPD initiatives should encompass a wide range of activities, including workshops, seminars, conferences, online courses, peer learning networks, and action research projects, aimed at enhancing pedagogical knowledge, content expertise, and leadership skills (Kumar, Prakash, & Singh, 2020).

Integration of Technology: NEP 2020 recognizes the transformative potential of technology in education and emphasizes the integration of technology-enabled learning solutions into teacher professional development programs (Kumari & Nigam, 2023; Kumar & Bhattacharjee, 2021). The policy advocates for the use of digital platforms, online resources, educational apps, and interactive multimedia tools to enhance teaching effectiveness, promote active learning, and personalize instruction. Teacher professional development initiatives

should provide educators with training and support in leveraging technology to create engaging and interactive learning experiences for their students.

Pedagogical Innovation: NEP 2020 encourages educators to adopt innovative pedagogical approaches that foster critical thinking, creativity, and problem-solving skills among students. The policy advocates for the promotion of inquiry-based learning, project-based learning, experiential learning, and collaborative learning strategies that promote active engagement and deep learning outcomes (Walsh & Gamage, 2003). Teacher professional development programs should equip educators with the knowledge, skills, and resources needed to implement innovative teaching practices effectively.

Inclusive Education Practices: In line with its commitment to equity and inclusion, NEP 2020 underscores the importance of promoting inclusive education practices that accommodate the diverse learning needs and backgrounds of all students (Dhokare, Jadhav, & Gaikwad, 2023). The policy advocates for the adoption of inclusive pedagogies, differentiated instruction, and Universal Design for Learning (UDL) principles to ensure that every learner has equitable access to quality education. Teacher professional development initiatives should focus on building educators' capacity to create inclusive learning environments, address diverse learning needs, and support students with disabilities and special needs.

Assessment and Feedback: NEP 2020 advocates for the implementation of competency-based assessment practices that focus on assessing students' holistic development, critical thinking skills, and real-world application of knowledge. The policy emphasizes the importance of formative assessment, feedback mechanisms, and student-centred assessment approaches that promote learning and growth. Teacher professional development programs should provide educators with training in designing authentic assessments, providing constructive feedback, and using assessment data to inform instructional decisions and improve student outcomes.

In summary, the key provisions outlined in NEP 2020 provide a comprehensive framework for enhancing teacher professional development and promoting excellence in teaching and learning. By aligning teacher training programs with the principles and priorities of NEP 2020, India can build a highly skilled and empowered teaching force capable of driving educational reform and fostering student success in the 21st century.

PROMISING PRACTICES IN TEACHER PROFESSIONAL DEVELOPMENT

In this section, we examine promising practices and case studies from India and around the world that exemplify effective approaches to teacher professional development aligned with the goals and principles of the National Education Policy (NEP) 2020. These practices illustrate innovative strategies, successful initiatives, and impactful outcomes in enhancing educator capacity and improving teaching and learning outcomes.

Teacher Learning Circles: Teacher Learning Circles (TLCs) are small groups of educators who come together regularly to engage in collaborative inquiry, reflective practice, and professional learning. In TLCs, educators share experiences, discuss challenges, and co-create solutions to improve their teaching practices and enhance student learning outcomes. Research has shown that TLCs can lead to increased teacher motivation, improved instructional practices, and enhanced student engagement and achievement.

Lesson Study: Lesson Study is a collaborative professional development model originating from Japan that involves teachers working together to plan, observe, and analyze lessons with the goal of improving teaching and learning. In Lesson Study, educators collaborate to design, implement, and refine instructional strategies based on evidence from classroom observations and student outcomes. Lesson Study promotes teacher collaboration, reflective practice, and continuous improvement, leading to enhanced instructional effectiveness and student learning outcomes.

Online Communities of Practice: Online Communities of Practice (CoPs) provide educators with virtual spaces to connect, collaborate, and share resources and best practices. These virtual communities offer educators opportunities for peer learning, professional networking, and ongoing support in their teaching practice. Online CoPs can foster collaboration, innovation, and professional growth among educators, enabling them to stay connected and engaged in professional learning opportunities regardless of geographical location or institutional affiliation.

Teacher-Led Professional Development: Teacher-Led Professional Development (TLPD) empowers educators to take ownership of their professional learning and development by leading and facilitating professional development activities within their schools or districts. TLPD encourages educators to share their expertise, talents, and experiences with their colleagues through workshops, presentations, and collaborative projects. By leveraging the expertise of practicing educators, TLPD promotes peer learning, collaboration, and collective ownership of professional development initiatives, leading to improved teaching practices and student outcomes.

School-Based Professional Learning Communities: School-Based Professional Learning Communities (PLCs) bring together educators within a school or educational institution to collaborate on improving teaching and learning outcomes. In PLCs, educators engage in collaborative planning, data analysis, curriculum development, and instructional improvement initiatives tailored to the specific needs and context of their school community. School-Based PLCs promote shared leadership, collective responsibility, and a culture of continuous improvement within schools, leading to enhanced teaching effectiveness and student achievement.

In summary, promising practices in teacher professional development offer valuable insights and inspiration for designing and implementing effective professional learning initiatives aligned with the goals and principles of NEP 2020. By embracing collaborative learning approaches, leveraging technology-enabled platforms, and empowering educators to take ownership of their professional learning, India can build a highly skilled and empowered teaching force capable of driving educational reform and fostering excellence in teaching and learning in the 21st century.

CHALLENGES AND CONSIDERATIONS IN TEACHER PROFESSIONAL DEVELOPMENT

While there are promising practices and effective strategies for teacher professional development, there exist several challenges and considerations that need to be addressed to ensure the successful implementation of these initiatives under the National Education Policy (NEP) 2020. In this section, we examine some of the key challenges and considerations that

policymakers, educational leaders, and practitioners must navigate to optimize teacher professional development efforts.

Resource Constraints: One of the primary challenges in teacher professional development is the allocation of adequate resources, including funding, time, and personnel. Many schools and educational institutions face resource constraints that limit their capacity to invest in high-quality professional learning opportunities for educators. Limited funding, competing priorities, and administrative barriers can hinder the implementation of comprehensive and sustained teacher professional development initiatives, thereby undermining their effectiveness and impact (Kumre, 2023).

Infrastructure and Connectivity: Access to technology-enabled learning platforms and digital resources is essential for delivering online and technology-enabled teacher professional development programs. However, infrastructure and connectivity challenges, particularly in rural and remote areas, can impede educators' access to these resources. Poor internet connectivity, inadequate digital infrastructure, and limited access to devices can hinder the participation and engagement of educators in online learning activities, limiting the effectiveness of technology-enabled teacher professional development initiatives (Kumari & Nigam, 2023; Kumar & Bhattacharjee, 2021).

Contextual Relevance and Localization: Teacher professional development initiatives must be contextually relevant and responsive to the unique needs, challenges, and cultural contexts of educators and students (Walsh & Gamage, 2003). One-size-fits-all approaches may not effectively address the diverse learning needs and backgrounds of educators working in different geographic regions, socio-economic contexts, and educational settings. Tailoring professional learning experiences to the specific needs and priorities of educators and schools requires careful planning, collaboration, and customization to ensure their relevance and effectiveness.

Resistance to Change: Implementing new pedagogical approaches, instructional strategies, and assessment practices often requires educators to change their teaching practices and mindset. Resistance to change, fear of failure, and reluctance to adopt new practices can pose significant barriers to the successful implementation of teacher professional development initiatives. Overcoming resistance to change requires fostering a culture of trust, collaboration, and continuous improvement, where educators feel supported, empowered, and motivated to embrace innovation and experimentation in their teaching practice.

Sustainability and Scalability: Ensuring the sustainability and scalability of teacher professional development initiatives is essential for their long-term impact and effectiveness. Many professional learning programs are implemented as short-term, isolated interventions without sufficient consideration for their long-term sustainability and scalability. Building sustainable and scalable professional learning systems requires investing in infrastructure, capacity building, leadership development, and stakeholder engagement to institutionalize effective practices and processes within educational systems.

In summary, addressing the challenges and considerations in teacher professional development is essential for optimizing the impact and effectiveness of these initiatives under NEP 2020. By investing in resources, addressing infrastructure and connectivity challenges, tailoring professional learning experiences to local contexts, fostering a culture of innovation,

and prioritizing sustainability and scalability, India can overcome barriers and create a supportive environment for continuous professional growth and development among educators.

RECOMMENDATIONS FOR ENHANCING TEACHER PROFESSIONAL DEVELOPMENT

In this section, we propose a set of recommendations and strategies for policymakers, educational leaders, and practitioners to enhance teacher professional development efforts aligned with the goals and priorities of the National Education Policy (NEP) 2020. These recommendations aim to address the challenges and considerations outlined in the previous section and optimize the impact and effectiveness of teacher professional development initiatives.

Increase Investment in Teacher Professional Development: Policymakers and educational leaders should prioritize investment in teacher professional development as a strategic priority for educational reform. Allocating sufficient funding, resources, and personnel to support high-quality professional learning opportunities for educators is essential for building a skilled and empowered teaching force capable of driving educational improvement and innovation.

Strengthen Infrastructure and Connectivity: Addressing infrastructure and connectivity challenges is critical for expanding access to technology-enabled teacher professional development programs, particularly in rural and remote areas. Investing in digital infrastructure, improving internet connectivity, and providing access to devices can enhance educators' participation and engagement in online learning activities, ensuring equitable access to professional learning opportunities for all educators (Kumari & Nigam, 2023; Kumar & Bhattacharjee, 2021).

Promote Contextually Relevant and Culturally Responsive Professional Development: Professional learning initiatives should be designed to be contextually relevant and culturally responsive, taking into account the diverse needs, challenges, and cultural contexts of educators and students. Providing opportunities for educators to engage in collaborative planning, peer learning, and reflective practice within their local contexts can enhance the effectiveness and impact of professional development efforts.

Foster a Culture of Innovation and Collaboration: Creating a culture of innovation and collaboration is essential for promoting continuous improvement and excellence in teaching and learning. Educational leaders should encourage experimentation, risk-taking, and knowledge sharing among educators, fostering a sense of collective ownership and responsibility for professional learning and development (Mahajan, 2021).

Prioritize Sustainability and Scalability: Ensuring the sustainability and scalability of teacher professional development initiatives requires a long-term commitment to building capacity, fostering leadership, and institutionalizing effective practices within educational systems (Kumre, 2023). Policymakers and educational leaders should prioritize sustainability planning, stakeholder engagement, and capacity building to ensure that professional learning efforts continue to yield positive outcomes and impact over time.

Monitor and Evaluate Professional Development Efforts: Establishing robust monitoring and evaluation mechanisms is essential for tracking the effectiveness and impact of teacher

professional development initiatives. Regular assessments, feedback mechanisms, and data analysis can help identify areas of strength and areas for improvement, informing future decision-making and resource allocation.

In conclusion, enhancing teacher professional development is essential for realizing the goals and aspirations of NEP 2020 and fostering educational excellence in India. By implementing the recommendations outlined in this section, policymakers, educational leaders, and practitioners can create a supportive environment for continuous professional growth and development among educators, ultimately leading to improved teaching and learning outcomes for all students.

CONCLUSION AND FUTURE DIRECTIONS

Recap of Key Insights: We began by examining the evolving role of educators in the 21st century, recognizing them as facilitators of learning, agents of change, lifelong learners, and culturally responsive practitioners. We then explored key provisions for teacher professional development in NEP 2020, including the emphasis on continuous professional development, integration of technology, pedagogical innovation, and inclusive education practices. Subsequently, we discussed effective strategies and promising practices in teacher professional development, such as collaborative learning communities, action research projects, online communities of practice, and teacher-led professional development. Additionally, we highlighted the challenges and considerations in teacher professional development, including resource constraints, infrastructure and connectivity challenges, contextual relevance, resistance to change, and sustainability issues.

Implications for Practice: The insights and recommendations presented in this paper have significant implications for practice, highlighting the importance of investing in teacher professional development as a strategic priority for educational reform. Policymakers, educational leaders, and practitioners must prioritize resource allocation, infrastructure development, and capacity building to support high-quality professional learning opportunities for educators. Embracing collaborative, contextually relevant, and culturally responsive approaches to professional development can enhance the effectiveness and impact of teacher learning initiatives, fostering a culture of innovation, collaboration, and continuous improvement within educational systems.

Future Directions: Looking ahead, there are several avenues for further research and action in the field of teacher professional development. Future studies could explore innovative models and approaches for teacher training, such as micro-credentialing, competency-based pathways, and virtual reality simulations. Additionally, there is a need for research on the impact of teacher professional development on student learning outcomes, teacher retention, and school improvement. Furthermore, efforts to address equity gaps in access to professional learning opportunities, particularly for educators in underserved communities, should be prioritized to ensure that all educators have equitable access to high-quality professional development resources and support.

In conclusion, advancing teacher professional development is essential for realizing the goals and aspirations of NEP 2020 and fostering educational excellence in India. By embracing collaborative, contextually relevant, and culturally responsive approaches to professional learning, India can build a skilled and empowered teaching force capable of driving

educational reform and fostering excellence in teaching and learning in the 21st century. Through ongoing research, innovation, and collaboration, we can continue to elevate the profession of teaching and create a brighter future for generations to come.

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EMPOWERING EDUCATORS: THE IMPERATIVE OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) IN MODERN INDIAN CLASSROOMS

Prof. (Dr.) Vaishali Sawant

Professor

Hansraj Jivandas College of Education

Introduction: Over the last decade, India has transformed itself into an ‘information intensive society’ and there is a growing requirement to embrace technology in education. In this regard, the National Education Policy (NEP, 2020) notes that one of the central principles steering education systems will be the extensive use of technology in teaching-learning to removing language barriers, increasing access as well as educational planning and management. The teacher education institutions use Information and Communication Technology to bring change in the pedagogy, shift in perspective about learning, and shift in the teaching-learning paradigm. In conventional teaching most of the time is consumed in input output and less time is left for the process. But, in teaching with the Information and Communication Technology, the input and output time is reduced and process time is increased. When the process time increases the time of students’ activities, discussion, correlation with other subjects, brainstorming, learning etc., we get more time to process. In order to introduce Information and Communication Technology in pre-service teacher education and in-service teacher training, several methods and strategies are suggested. Many of these strategies employ commonly used productivity tools such as word processing, database, spreadsheet, presentation and browser applications. Additional strategies that are multipurpose in application may also be used to help teacher trainees and teachers to quickly develop technology rich lesson plans for their teaching. The recent rise of the Covid-19 pandemic demands rise of digital platforms on ICT based educational initiative. Regarding this, National Education Policy 2020, identifies the importance of leveraging the benefits of technology and at the same time understanding its risks. NEP 2020, calls for carefully designed and appropriately scaled try outs to determine how the benefits of digital/online learning can be reaped. In the recent Covid-19 pandemic circumstances with virtual learning replacing inperson learning experiences for students, teachers have been compelled to re-imagine conventional learning and teaching techniques. The Covid-19 pandemic has taught us to remain prepared to face such challenges with the intent that learning never stops. The face of the classroom has changed.

TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK)

Mishra and Koehler (2006) proposed the theory of Technological Pedagogical Content Knowledge (TPACK), which suggests that teachers possess a unique blend of knowledge essential for effective teaching with technology. This framework extends Lee Shulman’s (1986, 1987) Pedagogical Content Knowledge (PCK) by incorporating Technology Knowledge (TK). TPACK is a crucial concept relevant to 21st-century learning paradigms, emphasizing the development of teachers’ technological pedagogical content knowledge for successful technology integration in teaching.

TPACK encompasses the intricate interplay among three key knowledge domains: content, pedagogy, and technology. This interaction, both in theory and practice, yields the adaptable knowledge required to seamlessly incorporate technology into teaching methodologies. TPACK represents a sophisticated understanding that arises from the dynamic relationships among Content, Pedagogy, and Technology Knowledge, forming the foundation for proficient teaching with technology.

Distinguished from the knowledge of individual domains, TPACK necessitates an appreciation of how to represent concepts using technology, employ pedagogical strategies that leverage technology for content delivery, address learning challenges with technology-enhanced solutions, understand students' prior knowledge, and grasp how technology shapes students' epistemologies.

The TPACK framework not only facilitates research in teacher education, professional development, and technology utilization but also offers a nuanced lens for examining technology integration. It enables stakeholders to move beyond simplistic views of technology as an adjunct and instead focus on the interconnectedness among technology, content, and pedagogy within classroom contexts.

Punya Mishra and Matthew J. Koehler of Michigan State University formulated the TPACK framework in 2006, identifying three fundamental forms of awareness: Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK). As previously stated, TPACK is built upon these three primary knowledge bases.



FIG. 1: Visual representation of the Technological, Pedagogical Content Knowledge framework updated to include context © 2012 by tpack.org

Content knowledge (CK) represents the knowledge of the disciplines. It includes the facts and concepts of the subject matter and an understanding of how the discipline is structured (Shulman, 1986). In order to understand how the discipline is structured, teachers are to be equipped to help their students learn not just concepts but also why concepts are important to the discipline and how to help their students learn the domain knowledge.

Pedagogical Knowledge (TK) deals with the knowledge of teaching, the knowledge of classroom organisation and management (Shulman, 1987), how students learn and what sort of task encourage learning and the knowledge of assessing learning. Pedagogical Knowledge (PK) is generic in the sense that it cuts across content areas to include knowledge of learning theories and how they apply to the classroom (Kohler & Mishra 2008).

Mishra & Koehler (2006) advocated incorporating Technology Knowledge as a third component of teacher knowledge arguing that Technological Knowledge (TK) is not a part of Pedagogical Content Knowledge (PCK). Pedagogical Knowledge (PK) and Content Knowledge (CK) are relatively less stable domain bodies of knowledge whereas the domain of Technological Knowledge (TK) continues to change and develop as technologies evolve and new technologies develop. Integrating technology to Content Knowledge (CK) and Pedagogical Knowledge (PK) led to twenty-three additional interconnections of knowledge in addition to Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK) and Technological Pedagogical Content Knowledge (TPACK). How subject matter can be modified by technology used is the focus of Technological Content Knowledge (TCK) (Koehler & Mishra 2006). Technological Content Knowledge (TCK) refers to the combination of Technology Knowledge (TK) with Content Knowledge (CK) and how to support and constrain each other.

Understanding how Technology can shape teaching and learning defines Technological Pedagogical Knowledge (TPK). TPK identifies the affordance and limitations of Technologies for pedagogical purposes many of the digital tools are developed for business or personal entertainment, Technological Pedagogical Knowledge (TPK) requires flexibility in order to repurpose technologies for pedagogical purpose. Technological Pedagogical Knowledge (TPK) assesses technologies capabilities and determines what general pedagogical functions can be enhanced by technologies implementation. Each knowledge component is described separately, in reality they all interact and need to be considered in understanding teaching (Koehler & Mishra, 2008). When any one of the three components change for example when a new teaching learning strategy emerges, the other components, that is Content and Technology need to be addressed as well.

DEVELOPMENT OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) IN TEACHER DEVELOPMENT CONTEXT

Technological Pedagogical Content Knowledge (TPACK) is a theoretical framework without clear directions on how it can be weaved into teacher preparation. To facilitate the practical use of TPACK framework, Harris and Hoffer (2009), proposed five step curricular based Technology integration approach in lieu with the ways in which teachers plan lesson. Instead of focusing on technology, this approach places the emphasis on the students and the content they need to learn, thus having the potential to support curricular technology integration.

The five steps incorporated in this approach are described as follows:

1. Teachers begin by identifying the content to be taught. This content is dictated by the national standards (e.g NCERT) which describe what students are expected to learn.

2. Teachers make pedagogical decisions based on eight parameters which includes: • Focus of interactions • Types of learning • Student prior knowledge and skills • Depth of understanding • Amount of time required relative to the depth of understanding • Amount and type of structure for the learning experience • Learner configurations • Types of resources

3. Teachers select activities that match specific learning goals and pedagogical decisions. According to Harris and Hoffer (2009), Technology integrated learning tends to employ more than one activity type in order to foster deeper and differentiated understanding.

4. Teachers identify assessment strategies to measure student progress towards the identified learning goals. Such strategies include formative and summative assessment.

5. Teachers identify technology tools that can support selected learning goals, pedagogical decisions, and instruction.

TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) IN SCIENCE TEACHING AND LEARNING

Teachers can also use technology to engage and instruct students with learning or cognitive disabilities. Tactile and visual learners can benefit from interactive computer- or tablet-based lessons. Auditory learners can benefit from recorded materials or text-to-speech programs, and inversely, voice dictation software. Besides being essential to the science classroom, using current technologies can help all students engage in learning, leading to motivation to study the sciences more in depth. Instilling this love and deep knowledge of science and a fluency with technology is one of the most important things today's teachers can accomplish. Being competent, or better yet, excelling in these areas will help students perform and succeed throughout school, their careers, and their personal lives.

Science is a subject that covers aspects such as concepts, processes, theories, principles and laws. Here are some instances of use of TPACK by Science teachers:

Processes: Use videos that depict scientific processes such as making of soap or glass or Oxygen, allowing students to observe and analyze phenomena. Encourage active engagement and inquiry-based learning while watching these videos and assessment of learning through use of quiz generated by any quiz maker software such as quizzes or wordwall.

Concepts: Utilize images or videos to illustrate abstract concepts such as displacement, velocity, fostering student exploration and discussion to construct their understanding in form of formative assessment questions in Edpuzzle

Theories, Principles, Laws: Incorporate videos that explain theories, principles, and laws, focussing on its applications, prompting students to critically analyze and apply their knowledge in real-world contexts and thus arrive at the abstract theories, principles or laws.

TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) IN MATHEMATICS TEACHING AND LEARNING

Externally the active participation of the student through e-learning is impossible, and it helps the e-learner to learn for a lifetime (Kumbhar, 2009). There is a positive relationship within students' learning and the use of ICT (Harrison et al., 2002) The prospect of ICT is a promising practice in the Mathematics classroom, but the success of this exercise is mainly dependent on several issues, including teachers' perceptions of ICT skills, teachers' attitudes toward ICT contribution to Mathematics teaching, and teachers' attitudes toward ICT

contribution to students' Mathematics learning. Teachers' use of ICT in the classroom Mathematics, Mathematics teacher in the presence of ICT in the classroom self-esteem and sense of control, and teachers aim to mobilize ICT in their education (Baya'a, 2013). These possibilities of ICT integrate a proposed practice in the Mathematics classroom.

Mathematics is a subject that covers aspects such as concepts, steps, problem solving and laws. Here are some instances of use of TPACK by Mathematics teachers:

Concepts: Use images or videos to visually represent mathematical concepts such as ratio, percentage, average, allowing students to manipulate and explore mathematical ideas actively and get their learning assessed through use of questions based on real world application using the LMS, wherein variety of questions can be generated.

Applications in Day-to-Day Life: Incorporate images or videos showcasing real-world applications of mathematical concepts, prompting students to analyze and solve problems in context collaboratively using collaborative learning tools such as jamboard, padlet or google doc

TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) IN SOCIAL SCIENCE TEACHING AND LEARNING

Teachers can feel ambiguous about the integration of technology within the social studies classroom. Though they are excited about the possible uses of technology in the classroom, when given a specific social studies technology application (e.g. Stellarium software) they may question its practicality. Varied studies indicate teachers need a stronger understanding of Technological Pedagogical Content Knowledge (TPACK). At best, TPACK may be muddled in the minds of many teachers. Perhaps explicit instruction about the relationship between Technological, Pedagogical, and Content knowledge is needed if teachers are to re-examine their prior knowledge and experiences related to their technological knowledge. For a teacher to develop TPACK, instructors may need to consider including technology within methods courses, especially in social studies both during pre-service and in-service training.

Social Science focusses on learning of people at different places and people of different times. Here are some instances of use of TPACK by Social Science teachers:

Utilize Celestia or Stellarium, Google Maps, Google Earth tools to explore geographical phenomena, historical events, and societal structures, fostering inquiry and critical thinking in a collaborative manner utilisng tools such as padlet, jamboard or google doc.

Integrate movies and documentaries to bring historical events and figures to life, encouraging students to analyze different perspectives and historical narratives critically utilising the collaborative tools

TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) IN ENGLISH TEACHING AND LEARNING

First and foremost, benefit is that ICT provides language learners with the opportunity to use the language that they are learning in meaningful ways in accurate contexts. A second important benefit derived from the use of ICT in a language classroom is based on the opportunities it affords for cooperation and collaboration with one's peers. A third major benefit of the use of ICT in blended language learning classrooms is the opportunity that ICT based tools give to language teachers so that they can tutor their learners more effectively.

With the help of ICT-based tools and the constantly growing number of available educational resources language teachers can give individual and personalized guidance to the learners.

English focusses on learning of prose, poems, grammar, reading and writing skills. Here are some instances of use of TPACK by English teachers:

Grammar: Employ images or audio clips to demonstrate grammar concepts in context, encouraging students to identify patterns and rules through exploration followed by quiz using quiz maker software.

Communication Skills: Utilize recorded videos to model effective communication skills, providing opportunities for students to practice and receive feedback on their own communication abilities, and get it evaluated using AL tool Yoodley for presentation analytics.

Appreciation of Poems: Use videos to explore poems visually, discussing literary elements, themes, and interpretations collaboratively using collaborative tools.

CHALLENGES IN USE OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK)

The teachers in India face many challenges in integrating ICT in their classroom teaching learning. The teachers usually deal with challenges like IT literacy, internet connection, lack of training to integrate technology to create meaningful teaching and learning situations and lack of ideas to create meaningful tasks using technology. During the Covid-19 pandemic teachers had to teach in an online mode which posed a greater challenge in meaningfully integrating technology in the online classrooms to keep the students engaged in meaningful interactions. Otherwise, technology integration offers some opportunities such as a pleasant and flexible classroom, motivate students and teachers to improve themselves and various opportunities to develop the multimodal product.

Teachers often have inadequate (or inappropriate) experience with using digital technologies for teaching and learning. Many teachers earned degrees at a time when educational technology was at a very different stage of development than it is today. It is, thus, not surprising that they do not consider themselves sufficiently prepared to use technology in the classroom and often do not appreciate its value or relevance to teaching and learning. Moreover, this knowledge is unlikely to be used unless teachers can conceive of technology uses that are consistent with their existing pedagogical beliefs (Ertmer, 2005). Furthermore, teachers have often been provided with inadequate training for this task. Many approaches to teachers' professional development offer a one-size-fits-all approach to technology integration when, in fact, teachers operate in diverse contexts of teaching and learning. Research shows that on an average students retain 25 to 60% more material when learning online compared to only 8 to 10% in a classroom. This is mostly due to the students being able to learn faster online. E learning requires 40 to 60% less time to learn than in a traditional classroom setting because students can learn at their own pace, going back and reading, skipping or accelerating through concepts as they choose. Nevertheless, the effectiveness of online learning varies amongst age groups. The general consensus on children especially younger ones is that a structured environment is required because children are more easily distracted to get the full benefit of online learning for their needs to be a concerted effort to provide the structure and go beyond replicating a physical class or lecture

through video capabilities instead of using a range of collaborative tools and engagement methods that promote inclusion personalization and intuition. Thus, it is essential that teacher use their knowledge of Technological Pedagogical Content Knowledge (TPACK) for the effective integration of content, technology and pedagogy to ensure effective learning.

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CYBER HYGIENE IN EDUCATION

Dr. Suresh G. Isave

Associate Professor

Tilak College of Education Pune

Abstract: *This chapter examines the concept of cyber hygiene within the educational sector, emphasizing the necessity of robust cybersecurity practices for students, teachers, parents, and administrators. The escalating cyber threats in education necessitate a disciplined approach to maintain the integrity and security of digital information and infrastructure. For students, developing strong passwords and understanding the basics of digital citizenship are paramount. Teachers, on the other hand, must incorporate cybersecurity into their curriculum and maintain secure digital environments in classrooms. Parents play a critical role by monitoring and guiding their children's online activities, while school administrators are tasked with implementing comprehensive cybersecurity policies and managing institutional data protection strategies.*

Through a literature review of sources such as the Center for Internet Security, Cybersecurity and Infrastructure Security Agency, and various academic publications, this chapter outlines actionable strategies and best practices in cyber hygiene. It highlights the collective responsibility of all stakeholders in creating a secure and resilient digital educational environment.

Keywords: *Cyber Hygiene, Educational Cybersecurity, Digital Citizenship, Cybersecurity Best Practices, School Cybersecurity Policies.*

Introduction

In an increasingly digital world, where technology permeates every aspect of society, education stands at the forefront of the digital revolution. As schools, colleges, and universities integrate technology into their curricula and administrative processes, they open new avenues for learning and collaboration. However, with these opportunities come significant challenges, particularly in ensuring the security and integrity of educational institutions' digital environments.

The concept of cyber hygiene, encompassing a set of practices and protocols aimed at safeguarding against cyber threats and vulnerabilities, emerges as a critical cornerstone in the educational landscape. Just as individuals maintain personal hygiene to stay healthy, educational institutions must prioritize cyber hygiene to protect sensitive data, preserve academic integrity, and uphold the trust of students, faculty, and stakeholders.

This chapter explores the vital role of cyber hygiene in education, delving into the unique challenges faced by educational institutions, the impact of cybersecurity incidents on academic environments, and strategies for fostering a culture of cyber awareness and resilience within educational communities. From securing student records and research data to defending against cyberattacks and promoting responsible digital citizenship, the journey towards cyber hygiene in education is one of continuous learning, adaptation, and collaboration in the pursuit of a safer and more secure digital learning environment.

Concept of Cyber Hygiene

The concept of cyber hygiene is recognized across various institutions and organizations, each defining it slightly differently to suit their focus and scope. Here are several definitions from notable institutions:

1. National Institute of Standards and Technology (NIST):

The NIST doesn't provide a direct definition of "cyber hygiene" in its publications, but it discusses practices that align closely with the concept. In NIST publications, such as the NIST Cybersecurity Framework, the emphasis is on identifying, protecting, detecting, responding, and recovering from cybersecurity events, which are integral to maintaining good cyber hygiene.

2. Center for Internet Security (CIS):

The CIS often refers to basic cyber hygiene in the context of its critical security controls that organizations can implement to protect themselves from known cyber attack vectors. CIS describes these controls as basic or foundational actions that help protect and defend against common cyber threats, essentially forming the core of an organization's cyber hygiene practices.

3. Cybersecurity and Infrastructure Security Agency (CISA):

CISA describes cyber hygiene as a set of practices for managing the most common and pervasive cybersecurity risks. They provide resources and guidelines, including the Cyber Hygiene Services, aimed at helping organizations protect their infrastructure and manage their cybersecurity risks. These practices include vulnerability scanning and phishing defense, reflecting a proactive approach to maintaining cybersecurity.

4. European Union Agency for Cybersecurity (ENISA):

ENISA approaches cyber hygiene as part of its wider cybersecurity recommendations. It promotes best practices, methodologies, tools, and solutions to ensure stable and continuous operation of European digital systems. While not defining "cyber hygiene" explicitly, ENISA's activities support improving basic cybersecurity practices across member states.

5. SANS Institute:

The SANS Institute, a private U.S. company that specializes in information security and cybersecurity training, discusses cyber hygiene in terms of critical security controls and the essential steps needed to secure a system and network infrastructure. These measures are similar to those outlined in the SANS Top 20 Critical Security Controls, which provide actionable ways to stop prevalent attacks using effective and proven methods.

Each of these institutions contributes to the understanding and implementation of cyber hygiene through guidelines, frameworks, and services that support cybersecurity best practices. While there might not be a single universal definition of "cyber hygiene," the overarching theme is consistent: maintaining good cyber hygiene involves implementing foundational security practices to protect information systems and data from threats.

Need of Cyber Hygiene in Education

In today's world, where everyone is connected through technology, it's really important for schools and colleges to teach about staying safe online. This is what we call cyber education. It's not just about knowing how to use computers or smartphones, but also about understanding how to stay safe from bad things that can happen on the internet.

Cyber education in schools means teaching students, teachers, and other staff members about things like how to keep personal information private online, how to spot scams or fake websites, and how to use technology responsibly. It's like teaching everyone how to be smart and safe when using the internet.

But cyber education is not just about staying safe. It's also about preparing students for jobs in the future. There are lots of jobs in cybersecurity, where people protect computers and networks from hackers and other bad guys. By teaching about cybersecurity, schools can help students learn skills that they might need for these kinds of jobs later on.

Overall, cyber education in schools is really important because it helps everyone stay safe online and prepares students for the future. It's like giving them the tools they need to be smart and successful in a digital world.

Review

Center for Internet Security: The CIS Critical Security Controls offer a comprehensive framework for implementing cybersecurity best practices, providing valuable guidance for educational institutions to enhance their cyber hygiene.

- Cybersecurity and Infrastructure Security Agency: CISA's Cyber Hygiene Services offer practical resources and guidelines tailored for improving cybersecurity posture, making it a valuable reference for educational institutions seeking to bolster their cyber defenses.
- European Union Agency for Cybersecurity : ENISA's publications offer insights and recommendations for enhancing cybersecurity resilience, serving as a valuable resource for educational institutions navigating the complex cybersecurity landscape.
- National Institute of Standards and Technology : NIST's Cybersecurity Framework provides a flexible framework for managing cybersecurity risks, offering valuable guidance for educational institutions looking to implement effective cybersecurity practices.
- SANS Institute : The SANS Top 20 Critical Security Controls offer actionable recommendations for mitigating cybersecurity risks, making it a valuable resource for educational institutions seeking to prioritize and address key security challenges.
- Adams & Allen (2019) : This study examines the data protection practices of K-12 educational institutions, highlighting the importance of cybersecurity hygiene in safeguarding sensitive information and mitigating cyber threats.
- Holt & Husain (2020) : This book explores cybersecurity education for school administrators and teachers, offering insights into effective strategies and practices for promoting cyber hygiene in educational settings.
- Jones & Mitchell (2018): This article discusses the importance of cyber hygiene as a crucial skill for the future, emphasizing the need for comprehensive cybersecurity education to prepare students for the digital age.
- Smith & Johnson (2017): This article provides a guide to basic cyber security for small and medium-sized enterprises, offering practical recommendations for improving cyber hygiene practices in educational institutions.
- Taylor & Brown (2019): This book examines cybersecurity education and its role in preparing students for the digital age, offering valuable insights and strategies for integrating cyber hygiene into educational curricula.

Overall, these references provide a wealth of knowledge and resources for educational institutions seeking to enhance their cyber hygiene practices and strengthen their cybersecurity defenses.

Cyber Hygiene Practices for Teachers

- When it comes to cyber hygiene, teachers have an important role to play. Here are some easy and effective practices that teachers can follow to keep themselves and their students safe online:
- **Use Strong Passwords** : Teachers should always use strong passwords that are hard to guess. It's a good idea to use a mix of letters, numbers, and special characters. Also, don't use the same password for different accounts.
- **Update Regularly** : Keeping software and apps up to date is crucial. Many updates include security improvements that protect against viruses and hackers. Teachers should make sure their computer's operating system and any software they use in class are always updated.
- **Be Careful with Emails** : Phishing emails are a common way for hackers to trick people into giving away personal information. Teachers should be careful not to open or respond to suspicious emails. If an email looks odd, it's best to double-check with the sender through a different communication method.
- **Use Antivirus Software** : Installing and maintaining antivirus software can help protect computers from malicious attacks. It's important for teachers to have this software running and updated regularly.
- **Back Up Data** : Teachers often have a lot of important files, like lesson plans and student information. Backing up this data regularly ensures that it won't be lost if there's a computer problem or a cyber attack.
- **Educate Students** : Besides keeping themselves safe, teachers can help students learn about cyber safety. This includes teaching students about safe internet practices and encouraging them to discuss any cyber issues they encounter.
- **Secure Personal Devices**: If teachers use their personal devices like smartphones or laptops for school work, they should ensure these devices are secure and not easily accessible to others.

By following these practices, teachers can create a safer digital environment for themselves and their students. It's all about being aware and taking the right steps to protect against online threats.

Considering the psychological aspects is crucial for promoting effective cyber hygiene practices among teachers. Here's how teachers can integrate psychological considerations into their cyber hygiene practices:

- **Managing Stress and Anxiety**: The digital world can sometimes feel overwhelming, with constant notifications, emails, and demands for attention. Teachers should prioritize their mental well-being by setting boundaries and taking breaks from technology when needed. By managing stress and anxiety, teachers can maintain focus and make better decisions when it comes to cyber hygiene.
- **Building Confidence and Resilience**: Cybersecurity can feel daunting, especially for those who are not tech-savvy. Teachers should focus on building their confidence and resilience

by learning about cybersecurity in small, manageable steps. Celebrating successes, no matter how small, can boost confidence and encourage continued learning and improvement.

- **Developing Critical Thinking Skills:** Teachers can empower themselves and their students by developing critical thinking skills to evaluate online information critically. This involves questioning sources, verifying information, and being skeptical of unsolicited messages or requests. By teaching students to think critically about the information they encounter online, teachers can help them become more discerning and less susceptible to cyber threats.
- **Promoting Open Communication:** Teachers should create a supportive environment where students feel comfortable discussing cyber issues without fear of judgment or retribution. Encouraging open communication can help identify potential cyber threats or incidents early, allowing for timely intervention and support.
- **Addressing Cyberbullying and Online Harassment:** Cyberbullying and online harassment can have serious psychological consequences for both teachers and students. Teachers should be vigilant in monitoring online interactions and intervening promptly if they suspect cyberbullying or harassment. By fostering a culture of respect and empathy, teachers can help prevent and address harmful behavior online.
- **Modeling Healthy Digital Behaviors:** Teachers serve as role models for their students, both in the classroom and online. By demonstrating healthy digital behaviors, such as practicing good cyber hygiene, managing screen time, and using technology responsibly, teachers can positively influence their students' attitudes and behaviors towards technology.

By incorporating these psychological aspects into their cyber hygiene practices, teachers can not only protect themselves and their students from online threats but also promote a positive and healthy relationship with technology. It's about fostering resilience, critical thinking, and digital well-being in an increasingly digital world.

Cyber Hygiene Practices for Students

- **Create Strong Passwords:** Encourage students to use strong, unique passwords for their online accounts. Emphasize the importance of avoiding easily guessable passwords like "123456" or "password."
- **Think Before Clicking:** Teach students to be cautious when clicking on links or downloading attachments from unknown sources. Remind them to verify the authenticity of websites and emails before sharing personal information or clicking on links.
- **Keep Software Updated:** Explain to students the importance of keeping their devices and software up to date. Regular updates often include security patches that protect against known vulnerabilities.
- **Practice Safe Social Media Habits:** Encourage students to review and adjust their privacy settings on social media platforms to control who can see their posts and personal information. Remind them to think before sharing personal information online and to be mindful of the content they post.

- **Be Wary of Cyberbullying:** Teach students about the harmful effects of cyberbullying and how to respond if they or someone they know becomes a victim. Encourage open communication and reporting of cyberbullying incidents to trusted adults or authorities.
- **Back Up Important Data:** Remind students to regularly back up their important files and documents to external hard drives, cloud storage, or other secure locations. This helps protect against data loss in case of device theft, malfunction, or cyber attack.
- **Practice Safe Online Shopping:** If students engage in online shopping, advise them to only use reputable websites with secure payment options. Remind them to look for the padlock symbol and "https://" in the URL to ensure the website is encrypted and secure.
- **Report Suspicious Activity:** Encourage students to report any suspicious emails, messages, or online activity to their teachers, parents, or school administrators. Prompt reporting can help prevent potential cyber threats or incidents from escalating.
- **Be Mindful of Digital Footprint:** Teach students about the concept of a digital footprint and how their online activities can leave a lasting impression. Encourage them to think carefully about what they post online and how it may impact their future.
- **Promote Responsible Device Usage:** Encourage students to use their devices responsibly and to practice good digital citizenship. This includes respecting others' privacy, being mindful of screen time, and treating digital resources with care.

By promoting these cyber hygiene practices, students can develop the skills and habits needed to navigate the digital world safely and responsibly. It's about empowering them to make informed decisions and protect themselves from online threats.

Cyber Hygiene Practices for Parents

Cyber hygiene is equally essential for parents of school students, as they often oversee their children's use of technology and guide their interactions online. Here are practical cyber hygiene practices that parents can follow to ensure a safer digital environment at home:

- **Educate Yourself and Your Children:** Stay informed about the latest cybersecurity threats and trends. Teach your children about online safety, including the importance of keeping personal information private, recognizing safe websites, and the risks of sharing too much online.
- **Use Parental Controls:** Make use of parental control tools to help manage your children's online activities. These tools can help filter out inappropriate content, limit screen time, and monitor online interactions without being overly intrusive.
- **Secure Home Networks:** Ensure your home Wi-Fi network is secure. Change the default username and password, use strong Wi-Fi encryption (like WPA3), and regularly update your router's firmware. Consider using a VPN for an added layer of security, especially when your children access the internet from public or unsecured networks.
- **Encourage Strong Passwords:** Teach your children the importance of using strong, unique passwords for each of their accounts. Consider using a family password manager to store and manage passwords securely.
- **Regularly Update Devices:** Keep all devices used by your family—computers, smartphones, and tablets—updated with the latest software and security patches. Explain to your children why these updates are important for protecting their devices from new threats.

- **Back Up Important Data:** Implement a family routine of backing up important data such as school work, digital photos, and personal documents. Teach your children how to back up their data to a secure location, such as an external hard drive or cloud storage.
- **Teach About Social Media Safety:** Discuss the implications of social media usage with your children. Guide them on what is appropriate to post and share online and the potential long-term impact of their digital footprint.
- **Promote Open Communication:** Encourage your children to come to you if they encounter something online that makes them feel uncomfortable or if they suspect that something might be a scam. Having open lines of communication can help you intervene in potential security issues early.
- **Be a Good Digital Role Model:** Demonstrate good digital habits yourself. Show responsible behavior with your own device usage, online shopping, and social media interactions. Your behavior can significantly influence your children's online habits.
- **Know Your Child's Online World:** Be aware of the apps and websites your children use and understand how they work. Try to be a part of their online activities and engage with them about what they find interesting in the digital realm.

By adopting these practices, parents can create a safer digital environment for their children and equip them with the knowledge and tools they need to navigate the online world responsibly and securely.

Cyber Hygiene Practices for Administrators

Cyber hygiene practices for school administrators, including non-teaching staff, principals, management personnel, and IT professionals, are critical in maintaining the security and integrity of the school's digital infrastructure. Here are key practices tailored for these roles:

- **Implement Strong Access Controls:** Use robust authentication methods to ensure only authorized personnel have access to sensitive data and systems. This includes implementing multi-factor authentication (MFA) and regularly reviewing access permissions.
- **Regular Security Training and Awareness :** Conduct ongoing cybersecurity training for all staff members. This training should cover the latest security threats, phishing awareness, safe internet practices, and data protection policies.
- **Maintain Up-to-Date Systems:** Ensure that all systems, software, and devices are kept up-to-date with the latest security patches and updates. This reduces vulnerabilities that can be exploited by cyber attackers.
- **Secure Physical and Digital Assets:** Protect physical devices through secure storage and restrict access to critical areas. Digitally, use encryption for sensitive data and ensure that backups are performed regularly and stored securely.
- **Develop and Test Incident Response Plans:** Create comprehensive incident response plans that outline steps to take during different types of security breaches. Regularly test these plans through drills and update them based on lessons learned.
- **Monitor and Audit Network Activity:** Implement monitoring tools to track unusual activities within the network. Regular audits should be conducted to ensure compliance with security policies and to identify potential vulnerabilities.

- **Secure Email Communications:** Educate staff on the dangers of phishing and spear-phishing attacks. Implement email security measures such as spam filters, and intrusion detection systems, and verify links and attachments for malware.
 - **Manage Vendor Risks:** Assess and manage the risks associated with third-party vendors who have access to the school's network. Ensure all vendors comply with the school's cybersecurity standards.
 - **Enforce Data Privacy Policies:** Clearly define who has access to sensitive information and under what circumstances. Ensure compliance with legal and regulatory requirements for data protection.
 - **Promote a Culture of Security:** Foster an environment where cybersecurity is a priority. Encourage staff to report suspicious activities without fear of reprisal and recognize individuals who contribute positively to cybersecurity efforts.
 - **For IT professionals in schools specifically, it is important to:**
 - Implement **Advanced Threat Protection:** Use advanced cybersecurity tools to defend against malware, ransomware, and other sophisticated threats.
 - Utilize **Network Segmentation:** Divide the school's network into segments to contain potential breaches and limit access to critical segments.
 - Conduct **Penetration Testing:** Regularly perform ethical hacking exercises to identify and address vulnerabilities before they can be exploited.
- By implementing these cyber hygiene practices, school administrators can significantly enhance the cybersecurity posture of their institutions, protecting both their digital assets and the personal information of staff and students.

Conclusion

In conclusion, practicing good cyber hygiene is crucial for everyone involved in the educational sector, including students, teachers, parents, and school administrators. By adopting strong and consistent cyber hygiene practices, schools can protect themselves against online threats, safeguard sensitive information, and create a safe digital environment for learning. This includes using strong passwords, updating software regularly, being vigilant about suspicious activities, and educating all members of the school community about the importance of cybersecurity.

Furthermore, fostering an open and communicative culture where cybersecurity is discussed openly and regularly can empower individuals to act wisely and responsibly online. School administrators play a key role in setting this tone by implementing robust security policies, conducting regular training, and ensuring that everyone is aware of the best practices in cyber hygiene.

Ultimately, the goal is to ensure that technology remains a powerful tool for education, rather than a risk, by managing and mitigating the potential dangers it brings. Through collective effort and consistent practice, schools can achieve this balance, enabling students to harness the full potential of digital learning environments safely and effectively.

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TRANSFORMATIVE TRENDS OF INFRASTRUCTURE FINANCE IN INDIA

Dr. Shilly John

Assistant Professor

Department of Economics,

Modern College, Ganeshkhind, Pune-411016

Abstract: *A nation's economy directly depends on its infrastructure development. This research paper undertakes an in-depth examination of the transformative trends in the development of infrastructure finance in India. This work is a descriptive study of the changes in infrastructure finance. The data analyzed is retrieved from secondary sources. The Indian government has embarked on an ambitious agenda to build and upgrade critical infrastructure assets across the country. It is found that our economy has witnessed significant strides in transportation infrastructure, with a focus on road and rail networks. There are factors contributing to the gap between infrastructure investment trends and investment needs in India due to insufficient funds, focus on specific sectors, delays in completing the projects, fragmented approaches, and environmental concerns. With a focus on recent initiatives, innovative financing models, and the evolving role of public and private sectors, the study aims to provide a holistic understanding of the dynamics shaping India's infrastructure finance landscape.*

Keywords: *Infrastructure finance, NIP, REITs, Green finance, PPPs*

INTRODUCTION

Infrastructure is critical for economic development, productivity, quality of life, and achieving sustainable development goals. With a rapidly growing and urbanizing population projected to reach 1.52 billion by 2030, India faces massive infrastructure needs across sectors like transportation, energy, water, and telecommunications. An estimated \$94 trillion is required globally for infrastructure investment over 25 years.

India is taking major initiatives to upgrade its infrastructure, including the Bharatmala highway project, Mumbai-Ahmedabad high-speed rail, Smart Cities Mission, renewable energy projects like solar parks, National Optical Fiber Network for rural broadband, and the Jal Jeevan Mission for piped drinking water. Environmental sustainability is also a priority through investments in sewage treatment, river cleaning, and clean energy promotion.

Realizing ambitious infrastructure projects requires strategic financial planning, innovative funding models, and public-private collaboration. India recognizes the importance of private sector participation and is exploring diverse financing instruments like Infrastructure Investment Trusts (InvITs), Public-Private Partnerships (PPPs), green bonds, and leveraging digital innovations for mobilizing the necessary capital to bridge the infrastructure gap.

The government has launched initiatives like the National Infrastructure Pipeline while focusing on sustainable and green financing practices aligned with India's economic goals of attracting private capital and tapping into new financing avenues beyond public funding.

This research is about infrastructure finance, examining the historical evolution, contemporary challenges, and transformative trends in India. From public-private partnerships and green financing to the advent of digital technologies and sustainable investment practices, the landscape of infrastructure finance is dynamic and holds implications for the economic, social, and environmental sustainability of the nation. By dissecting the evolving financial mechanisms, policy frameworks, and the role of public and private stakeholders, this study seeks to provide insights that contribute to a nuanced understanding of infrastructure finance in the Indian context. In doing so, it aims to shed light on the transformative potential and challenges inherent in financing India's infrastructural aspirations.

OBJECTIVES

1. Evaluate the impact of government policies, including the National Infrastructure Pipeline (NIP), Smart Cities Mission, and others, on infrastructure financing in India.
2. Explore financial instruments and models utilized in infrastructure finance, with Investment Trusts (InvITs), Public-Private Partnerships (PPPs), and Green Bonds.
3. Understand the current trends in investment and the investment needed in various sectors like energy, telecommunication, transport, and water to know the existing and future gaps.
4. To suggest innovative ways of infrastructure finance.

SCOPE OF THE STUDY

The scope of this study covers various facets of infrastructure finance in India, with a focus on key sectors such as energy, telecommunication, transportation, and water resources. The study analyzes historical developments and recent trends, providing a comprehensive overview of infrastructure finance in India. The research incorporates perspectives from various stakeholders, including government bodies, financial institutions, private investors, and project developers.

The study aspires to contribute valuable insights into the multifaceted landscape of infrastructure finance in India, offering recommendations for enhancing financial mechanisms and facilitating sustainable, inclusive, and efficient infrastructure development.

METHODOLOGY

A descriptive study to understand the various ways adopted by the Government of India to boost infrastructure financing in the country and thereby stimulate infrastructure growth. The study is based on secondary sources. The data were collected from research articles, government and research agency reports and other online sources.

LITERATURE REVIEW

Infrastructure investments have been financed with public funds traditionally. Governments were the main players in this field, due to the inherent public good nature of infrastructure and the positive externalities. Infrastructure can be financed using different capital channels and involve different financial structures and instruments. Some, like listed stocks and bonds, are market-based instruments with well-established regulatory frameworks. Banks have traditionally been providers of infrastructure loans. Efforts are underway to develop new financial instruments and techniques for infrastructure finance.

According to the World Bank database on private participation in infrastructure, in 2011 178 PPPs in infrastructure were identified, of which 65 public-private partnership projects were in India alone. In India, all PPPs had debt finance from local public banks. Zhang et al. 2014 defined “PPP as a strategy that is utilized to provide quality infrastructure facilities and services with high efficiency (as purpose and function), based on a long-term contractual arrangement between public and private parties through the synergetic cooperation between partners.”

Risks associated with Greenfield investments are relatively high compared to Brownfield and postconstruction investments. Both equity and debt instruments are prevalent in infrastructure financing. Hybrid instruments involving both equity and debt features such as mezzanine capital are also widely used for infrastructure projects. In recent years, among investment routes, the focus is more on corporate bonds and municipal bonds even though government bonds dominate the bulk of project financing in developing countries.

The Ministry of Railways is in the process of developing two dedicated freight corridors – Eastern Dedicated Freight Corridor (EDFC) and Western Dedicated Freight Corridor (WDFC) with over 1724 km. of track commissioned to date at an expenditure of over Rs. 97000 crores.

The Flash Report for March 2023 contains information on the status of the 1449 Central Sector Infrastructure Projects costing 150 crore and above. (22.02% of original cost). The expenditure incurred on these projects till March 2023 is 455,690.57 crore, which is 55.07% of the anticipated cost of the projects. India accounts for around 5% share of the global Private Participation in Infrastructure (PPI) amount.

According to Bhattacharya, Romani, and Nicholas (2012), many emerging markets, especially low-income countries need essential measures to escalate their expenditure in infrastructure development, to accommodate rising urbanization and promote inclusive growth. Multilateral Development Banks (MDBs) can attract additional financing from the private sector. Infrastructure bonds are more common in EMDEs (Sawant 2010) and analyses ‘infrastructure bonds’, mostly of corporate bonds of energy and power companies.

Evolution of Infrastructure Finance

Infrastructure finance in India underwent significant changes and developments during the five-year plans from 1951 to 2012. During this period, India transitioned from a predominantly agrarian economy to one with a growing industrial and services sector. The government played a crucial role in shaping the infrastructure landscape through various policy measures, financial institutions, and funding mechanisms.

1951-1991: Early Years and Planning

- Public sector-dominated infrastructure development
- Government entities like Indian Railways, NHAI established
- Financial institutions like IFCI and IDBI provided long-term loans

1991-2000: Economic Reforms and Liberalization

- Private sector participation encouraged, FDI allowed
- Public-Private Partnerships (PPPs) introduced
- IDFC set up to fund infrastructure projects

2000-2012: Accelerated Growth

- National Highways Development Project (NHDP) launched
- Power sector reforms like APDRP initiated
- Telecom sector liberalized, private players invested
- IL&FS emerged as major infrastructure financier

The overview highlights the gradual shift from public-dominated funding in the early decades to increased private participation and innovative financing mechanisms post-liberalization. Specialized entities and policy initiatives played a key role in driving infrastructure investments across sectors like roads, power and telecom during this period of accelerated economic growth.

Current Scenario

The Indian government has set an ambitious target of achieving a \$5 trillion economy by 2025, and infrastructure development plays a crucial role in achieving this goal. The government has allocated 3.3% of the GDP towards infrastructure in FY24 and launched the National Infrastructure Pipeline (NIP) with targeted investments of \$1.4 trillion. However, there is an estimated infrastructure financing gap of over 5% of GDP, presenting significant opportunities for private sector participation through public-private partnerships (PPPs). Improving infrastructure and logistics will benefit trade, employment, and per capita income, ultimately contributing to India's vision of becoming a developed nation by 2050.

Key Initiatives to Enhance Infrastructure Financing Mechanisms:**1. National Infrastructure Pipeline (NIP)**

The National Infrastructure Pipeline (NIP), introduced in 2019 emphasizes social and infrastructure projects including energy, roads, railways, and urban development projects worth INR 102 lakh crores. The Centre and States have nearly equal contributions (39% and 40%) while the private sector has a 21% share. NIP is complemented by the PM GatiShakti Master Plan which is dedicated to improving India's logistics network. In India Budget 2023-24, the Indian government emphasized the need for increased spending in the infrastructure sector and nearly trebled its infrastructure spending to 3.3% of GDP compared to its spending in 2019-20. The Budget has allocated INR 75000 crores for 100 projects deemed critical to improving the overall multimodal logistics infrastructure.

India has extensively adopted the Public-Private Partnership (PPP) approach for infrastructure development, with around 2000 PPP projects in various stages of implementation, making it one of the largest PPP programs globally. Under the PPP model, the private sector builds and operates infrastructure projects through the Build-Operate-Transfer (BOT) model, incentivizing them to maintain the infrastructure effectively to generate revenue from increased usage.

The National Logistics Policy (NLP) announced in 2022 formalizes this approach and aims to reduce the logistics cost in India to under 10% and be one of the top 25 countries in the world in the Logistics Performance Index ranking. Under NLP, the government has launched the Unified Logistics Interface Platform (ULIP) to provide all digital services related to the transportation sector into a single portal creating a single access point for all.

The government has prioritized transport infrastructure in its overall spending. KRISHI- UDAN which has been launched to help farmers transport their perishable goods.

Airports Authority of India (AAI) provides full waiver of Landing, Parking, Terminal Navigational Landing Charges (TNLC), and Route Navigation Facility Charges (RNFC) for Indian freighters and P2C (Passenger-to-Cargo) Aircraft. The private sector has partnered with the government for construction and operations of newer airports resulting in a projected total number of airports to be 200 by the end of 2024.

The Ministry of Shipping under the SagarMala scheme is developing an inland waterways network throughout the country under the PPP model to promote shipping and facilitate trade.

2. Infrastructure Investment Trusts (InvITs) and Real Estate Investment Trusts (REITs)

According to PwC report 2022, a robust real estate sector, comprising subsegments such as housing, retail, hospitality, and commercial projects, is fundamental to the growth of an economy. Currently, India's real estate sector is the second-largest employer in the country after agriculture and is slated to grow at a steady pace over the next decade. It has witnessed a paradigm shift from traditional finance to an era of structured finance, private equity, and public offering, with a few players even exploring fractional ownership models aided by blockchain.

Real Estate Investment Trusts (REITs) and Infrastructure Investment Trusts (InvITs) are investment vehicles that own and operate real estate and infrastructure-related assets and allow individual investors to earn an income without actually buying any assets. The income-producing real estate assets owned by a REIT include office buildings, shopping malls, apartments, warehouses, and mortgaged property. Whereas the infrastructure assets owned by an InvIT are roads, renewables, tower infrastructure, etc. As of 2021, the total value of InvITs listed in India exceeded INR 2 trillion. The REIT grabbed the attention of many and was subscribed 7.94 times at a 2.43% premium to its offer price as per the Economic Times article.

3. Green Finance and Sustainable Infrastructure

India's renewable energy (RE) potential is estimated to exceed 3,000 GW, yet currently only a fraction of this amount—32.8 GW, a little over 1 percent—has been harnessed according to a report by USAID. Green Bonds were identified as one of the key financial instruments that can provide Indian RE project developers with access to long-term and low-cost capital from institutional investors. Green Bonds are standard, fixed-income financial instruments (bonds) where the proceeds are exclusively utilized for financing climate change mitigation or adaptation-related projects or programs. The corporate entity issues the green bond and proceeds from the bonds are allocated for green projects under the corporate.

India has seen an increase in the issuance of green bonds to fund environmentally sustainable projects. These bonds finance initiatives related to renewable energy, energy efficiency, and other environment-friendly infrastructure developments. According to the Climate Bonds Initiative, India issued green bonds worth \$10.3 billion in 2021, making it one of the leading countries in the Asia-Pacific region for green bond issuance.

4. Public-Private Partnerships (PPPs) and Hybrid Model According to Public Private Partnership in India, the Department of Economic Affairs, India launched the

National Infrastructure Pipeline ('NIP'), in 2020 which envisages an investment of Rs. 111 lakh crores over 2020 to 2025 i.e., an annual average investment of ~Rs. 22 lakh crores. Public Private Partnerships (PPP) have been identified as a valuable instrument to speed up infrastructure development and investments envisaged under NIP. As of now, there are 351 projects under PPP model in India with a total project cost of Rs. 6,38,825.11 crores.

Cabinet Committee on Economic Affairs (CCEA) in its meeting of July 25, 2005, approved the Scheme for Financial Support to PPPs in Infrastructure (Viability Gap Funding scheme) as a Central Sector Scheme of the Government of India for risk mitigation. The Scheme is administered by the Department of Economic Affairs, Ministry of Finance and provides financial support in the form of grants, one-time or deferred, to economically desirable but commercially unviable infrastructure projects undertaken through PPPs with a view to make them commercially viable. There are 67 projects under the VGF scheme in India with a total project cost of Rs. 107791.11 crores.

5. Technological Innovations and Digital Transformation

Progress in digital infrastructure through various schemes such as the Digital India scheme and Telecom Technology Development Fund. There has been a 200% increase in rural internet subscriptions between 2015 and 2021 vis-a-vis 158% in urban areas. This is evidence that rural and urban connectivity is catching up. Between 2019 and 2021, 95.76 million internet subscribers were added in rural areas vis-a-vis 92.81 million in urban areas. The rise of crowdfunding platforms in India has been notable. Platforms like Ketto and Milaap have facilitated fundraising for social and community projects.

DATA ANALYSIS AND FINDINGS

Trends in Infrastructure Finance in India: Present and Anticipated

This section analyses the infrastructure finance trends in India from 2010 to 2040. Data is retrieved from Global Infrastructure Outlook for analysis. Data analyzed is the current trends and the investment need of infrastructure finance in India.

Current investment trends

Baseline forecasts of infrastructure investment under the assumption that countries continue to invest in line with current trends, with growth occurring only in response to changes in each country's economic and demographic fundamentals.

Investment need

The investment that would occur if countries were to match the performance of their best-performing peers, after controlling for differences in the characteristics of each country.

Table 1 shows the current trend and the investment need of infrastructure finance as a percent of GDP. It was seen that in the five years from 2010 to 2015, there is no gap in the investment finance required and the current trends as a percentage of GDP. From the year 2016, there is a gap in the current investment and the need which is almost consistent till 2023. After that, the gap between the current trends and the investment need is anticipated to be declining.

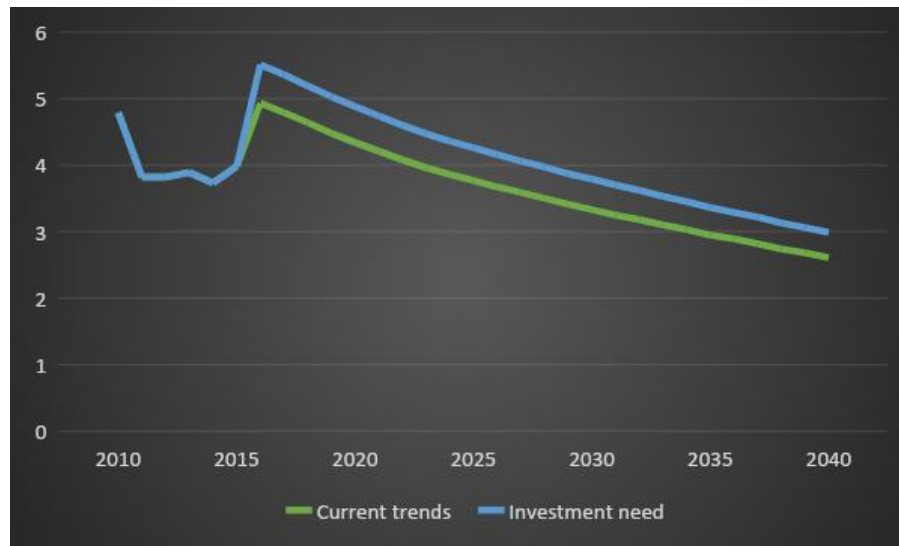
India has witnessed increased infrastructure spending in recent years, estimates by the Global Infrastructure Outlook suggest a shortfall of approximately \$526 billion by 2040 to

attain optimal infrastructure development. This necessitates a critical reappraisal of budgetary allocations and the exploration of innovative financing mechanisms.

Table 1: Current Trends and Investment Needs (in% of GDP)

Year	Current trends	Investment need	Gap
2010	4.79	4.79	0
2011	3.82	3.82	0
2012	3.82	3.82	0
2013	3.89	3.89	0
2014	3.73	3.73	0
2015	3.98	3.98	0
2016	4.93	5.51	0.58
2017	4.79	5.36	0.57
2018	4.64	5.19	0.55
2019	4.48	5.03	0.55
2020	4.34	4.88	0.54
2021	4.21	4.74	0.53
2022	4.08	4.6	0.52
2023	3.96	4.47	0.51
2024	3.86	4.36	0.5
2025	3.77	4.26	0.49
2026	3.67	4.16	0.49
2027	3.59	4.06	0.47
2028	3.5	3.97	0.47
2029	3.41	3.87	0.46
2030	3.33	3.79	0.46
2031	3.25	3.7	0.45
2032	3.18	3.62	0.44
2033	3.1	3.53	0.43
2034	3.03	3.45	0.42
2035	2.95	3.36	0.41
2036	2.89	3.29	0.4
2037	2.82	3.22	0.4
2038	2.74	3.13	0.39
2039	2.68	3.06	0.38
2040	2.61	2.99	0.38

Source: Global Infrastructure Outlook

Figure 1: Current Trends and Investment Need of Infrastructure Finance (in% of GDP)

Source: Global Infrastructure Outlook

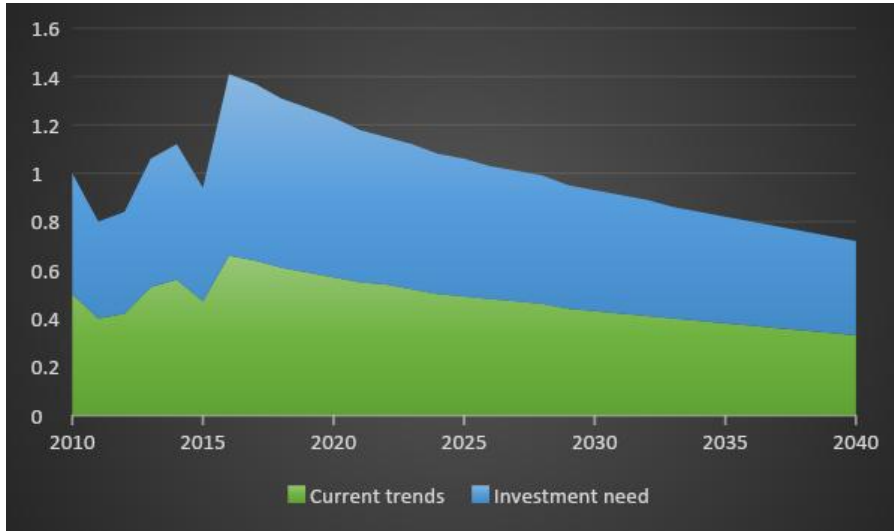
Figure 1, is the graphical representation of current trends and future needs of infrastructure funds. The reasons for a near-consistent gap between the current and the investment needs are:

1. Focus on specific sectors: While some sectors like roads and highways have witnessed significant investment, others like urban infrastructure, healthcare, and education haven't received the same level of attention, leading to an uneven distribution of resources and persistent gaps in crucial areas.
2. Funding constraints: While the public sector struggles to bridge the vast investment chasm, private sector participation is hindered by a plethora of obstacles. Bureaucratic hurdles, opaque regulatory frameworks, and concerns about project viability create a disincentive for private investment, perpetuating the infrastructure deficit.
3. Project execution challenges: Inefficiencies, bureaucratic delays, and land acquisition issues frequently plague project implementation, leading to cost overruns and missed deadlines.
4. Fragmented nature of infrastructure governance: The lack of coordination across different ministries and agencies can lead to duplication of efforts, inefficient resource allocation, and missed opportunities for synergy.
5. Delicate balance between development and environmental sustainability: To have a balance between progress and ecological well-being is crucial. Navigating environmental hurdles can lead to delays and project modifications, impacting investment timelines and budgets.

Figures 2 to 5 show the gap between the current trends and investment needs (% of GDP) in various sectors of the economy like transport-road, telecommunications, energy, and water resources. These figures show that the magnitude of infrastructure funds for roads in India is more compared to energy, telecommunications, and water resources. Hence the gap between

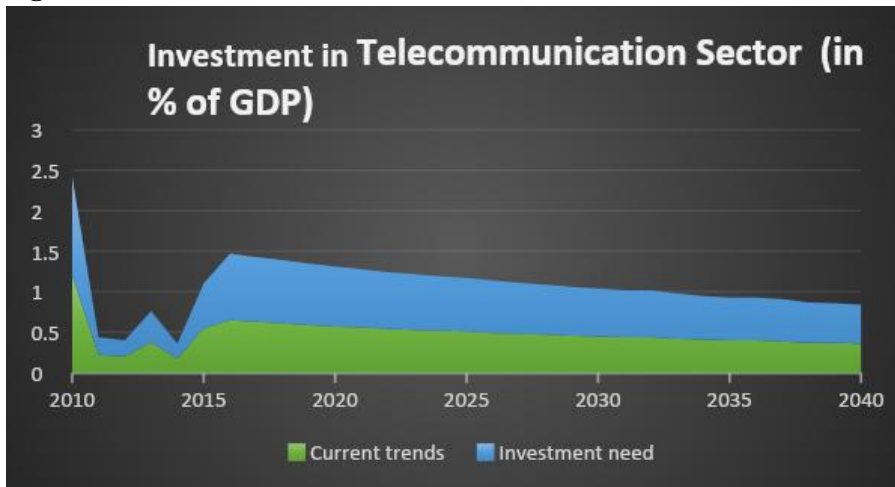
the current trend and investment need is greater in sectors other than the transport sector(road).

Figure 2: Current Trends and Investment Need of Transport - Road (in% of GDP)

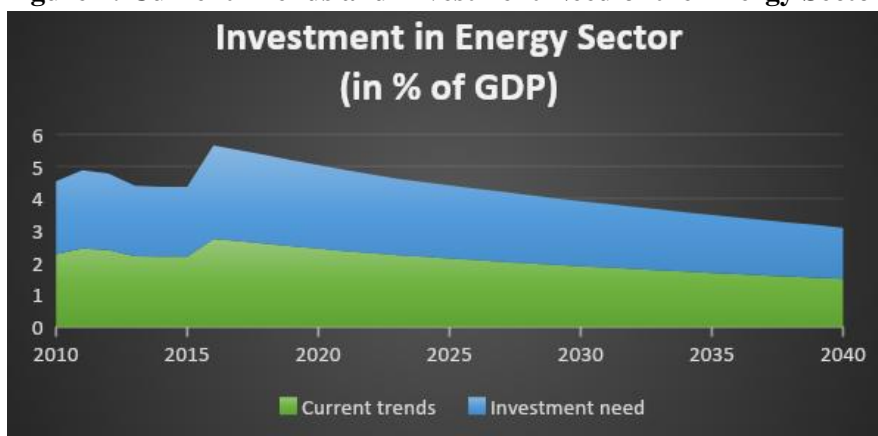


Source: Global Infrastructure Outlook

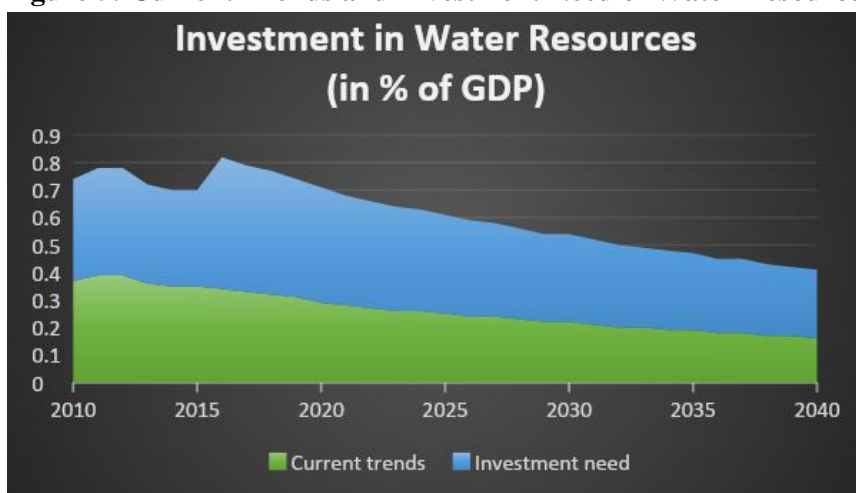
Figure 3: Current Trends and Investment Need of Telecommunications



Source: Global Infrastructure Outlook

Figure 4: Current Trends and Investment Need of the Energy Sector

Source: Global Infrastructure Outlook

Figure 5: Current Trends and Investment Need of Water Resources

Source: Global Infrastructure Outlook

Suggestions/ Recommendations

To bridge this gap and propel India's economic trajectory, an urgent exploration of innovative financing instruments is imperative.

1. A new Development Bank for Infrastructure and Sustainable Development could play a vital, direct, and catalytic role in this effort. It could serve as a vehicle that can reduce and absorb part of the up-front risk, finance key bottlenecks in the project pipeline, generate sufficient knowledge and reputation through scale, encourage investment flows in early stages and unlock investment opportunities in later stages (Bhattacharya *et al.* 2012).
2. Instruments like Infrastructure Investment Trusts (InvITs) and Real Estate Investment Trusts (REITs) facilitate collective investment in operational infrastructure assets, attracting long-term institutional investors like pension funds through the promise of stable returns and tax benefits.

3. Risk-Sharing Mechanisms like Credit Enhancement and Public-Private Partnerships (PPPs) provide crucial support to high-impact projects that leverage the strengths of both public and private sectors, sharing risks and rewards while enabling access to private capital and expertise. Securitization transforms future cash flows from infrastructure projects into tradable securities, attracting a broader range of investors and enabling efficient risk management.
4. Blockchain platforms can revolutionize infrastructure financing by tracking funds disbursement, project progress, and environmental compliance can attract investors seeking secure and responsible investments.
5. Crowdfunding platforms democratize infrastructure investment by mobilizing small investments from a large pool of individual investors.
6. Land Value Capture (LVC): By capturing the increase in land value due to infrastructure development and reinvesting it in further projects, LVC creates a virtuous cycle of infrastructure financing. This sustainable approach aligns infrastructure development with economic growth and reduces reliance on public funds.
7. Social Impact Bonds (SIBs): These innovative bonds channel private capital towards social infrastructure projects like healthcare or education. With both financial returns and social impact potential, SIBs offer investors a unique value proposition while addressing vital social needs.

Conclusion

India's rapid economic growth and urbanization have created a significant gap between current investment levels and the massive financial requirements for optimal infrastructure development. Bridging this gap demands a transformative approach to infrastructure finance through a multi-pronged strategy. Traditional financing models alone are insufficient, and new capital market instruments like InvITs, REITs, risk-sharing mechanisms like credit enhancements, PPPs, and technology-driven solutions like blockchain and crowdfunding platforms must be leveraged.

Overcoming the infrastructure financing challenge requires concerted efforts from various stakeholders. The government must create an enabling environment, attract private investment, and implement efficient project management frameworks. The private sector should actively participate with expertise, capital, and innovative solutions. Financial institutions must adapt their offerings and embrace new technologies.

A paradigm shift is needed, embracing innovation, fostering collaboration, and implementing bold policy reforms. Building a robust and sustainable infrastructure network is not just an economic imperative but the foundation for a prosperous future, where every citizen thrives in a nation powered by progress.

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VIKSIT BHARAT @2047: PATHWAYS TO A DEVELOPED INDIA**Dr. Eknath Mundhe**

Professor and Head,

Department of Economics,

Rayat Shikshan Sanstha's, S. M. Joshi College, Hadapsar, Pune-28

Abstract: *This research paper explores the concept of "Viksit Bharat @2047," envisioning a roadmap for transforming India into a developed nation by its centenary of independence. Through a multidisciplinary approach, the paper examines key pathways to achieving this vision, encompassing economic growth, technological innovation, social equity, and environmental sustainability. The study highlights the necessity of robust policy frameworks, strategic investments in infrastructure and human capital, and the importance of governance reforms to foster inclusive development. By analyzing current challenges and leveraging opportunities in sectors such as education, healthcare, renewable energy, and digitalization, the paper provides actionable insights and policy recommendations. The findings underscore the potential of a collaborative effort between the government, private sector, and civil society to drive India's progress towards a prosperous and equitable future. This research aims to contribute to the discourse on sustainable development and offer a strategic blueprint for policymakers and stakeholders committed to the vision of a developed India by 2047.*

Keywords: *Viksit Bharat @2047, Infrastructure Development, Education and Skill Development, Healthcare Advancements, Technological Innovation, Digital India.*

Introduction

As India approaches the centenary of its independence in 2047, the nation stands at a pivotal juncture, poised to transform its socio-economic landscape. The vision of "Viksit Bharat @2047" encapsulates the aspiration for a developed India, characterized by robust economic growth, social equity, technological advancement, and sustainable development. This ambitious goal necessitates a comprehensive and multi-faceted approach, addressing the myriad challenges and leveraging the vast opportunities that lie ahead.

India's journey towards becoming a developed nation is underpinned by its rich cultural heritage, diverse population, and dynamic democratic framework. However, achieving this vision requires concerted efforts across various sectors. Key areas of focus include economic reforms, infrastructure development, education, healthcare, environmental sustainability, and governance. Each of these domains presents unique challenges but also holds immense potential for driving India towards a developed status.

Economic growth remains a cornerstone of India's developmental agenda. Enhancing industrial productivity, fostering innovation, and creating a conducive environment for business are essential steps. Simultaneously, bridging the urban-rural divide, ensuring equitable access to resources, and promoting inclusive growth are critical to sustainable development. Infrastructure development, including digital connectivity, transportation networks, and urban planning, forms the backbone of a modern economy and is crucial for facilitating economic activities and improving quality of life.

Education and healthcare are fundamental to human development and are vital for building a skilled and healthy workforce. Reforming the education system to meet global standards, fostering research and development, and ensuring universal access to quality healthcare are pivotal for achieving long-term growth and development. Environmental sustainability, amid the growing threats of climate change and resource depletion, is another critical area. Implementing sustainable practices and technologies is essential for preserving the environment and ensuring the well-being of future generations.

Good governance, transparency, and effective policy implementation are indispensable for achieving the vision of a developed India. Strengthening democratic institutions, combating corruption, and enhancing administrative efficiency are necessary to build public trust and ensure that development initiatives reach all sections of society.

This research paper delves into the pathways to realizing the vision of Viksit Bharat @2047. It explores the strategic interventions required across various sectors, examines the challenges and opportunities, and provides policy recommendations to guide India's development trajectory. Through a holistic and inclusive approach, this study aims to contribute to the discourse on India's future and outline a roadmap for achieving a developed nation status by 2047.

ECONOMIC GROWTH AND INDUSTRIALIZATION

Enhancing Economic Growth

Economic growth is the cornerstone of development. To achieve the status of a developed nation by 2047, India must target a sustained GDP growth rate of 8-10% annually. This requires:

- **Policy Reforms:** Implementing structural reforms to enhance ease of doing business, streamline tax policies, and ensure regulatory stability.
- **Investment in Human Capital:** Prioritizing education and skill development to create a highly skilled workforce capable of driving innovation and productivity.
- **Boosting Manufacturing and Services:** Expanding the manufacturing sector through initiatives like 'Make in India' while also strengthening the services sector, particularly IT and financial services.

Industrialization and Innovation

- **Modernizing Industries:** Adoption of Industry 4.0 technologies, including automation, artificial intelligence, and the Internet of Things (IoT), to enhance productivity and global competitiveness.
- **Research and Development (R&D):** Increasing investment in R&D to foster innovation, supported by both public and private sectors.

SOCIAL DEVELOPMENT

Education and Health

- **Universal Access to Quality Education:** Ensuring all children have access to high-quality education, with a focus on STEM (Science, Technology, Engineering, and Mathematics) fields.
- **Healthcare for All:** Establishing a robust healthcare infrastructure that provides affordable and accessible healthcare to all citizens, reducing the disparity in healthcare outcomes.

Poverty Alleviation and Social Security

- **Poverty Reduction Programs:** Implementing effective poverty alleviation programs that provide sustainable livelihoods and economic opportunities.
- **Social Security Nets:** Strengthening social security systems to protect vulnerable populations from economic shocks.

INFRASTRUCTURE DEVELOPMENT

Transportation and Connectivity

- **Modernizing Transportation Networks:** Developing high-speed rail networks, expanding highways, and improving urban transportation systems.
- **Digital Connectivity:** Achieving 100% digital literacy and broadband penetration to bridge the digital divide and enable a knowledge-based economy.

Urban and Rural Infrastructure

- **Smart Cities Initiative:** Developing smart cities with efficient public services, sustainable living conditions, and smart governance.
- **Rural Development:** Ensuring rural areas are equipped with necessary infrastructure such as roads, electricity, clean water, and sanitation facilities.

TECHNOLOGICAL ADVANCEMENT

Digital Transformation

- **Digital India Program:** Promoting digital literacy and e-governance to make government services more accessible and transparent.
- **Innovation Ecosystem:** Encouraging startups and technological entrepreneurship through favorable policies, funding, and incubators.

Space and Defense Technology

- **Space Exploration:** Leveraging advancements in space technology for national development, including satellite-based communication, weather forecasting, and resource mapping.
- **Defense Modernization:** Modernizing defense capabilities to ensure national security and contribute to global peacekeeping efforts.

ENVIRONMENTAL SUSTAINABILITY

Renewable Energy and Conservation

- **Transition to Renewable Energy:** Increasing the share of renewable energy sources such as solar, wind, and biomass in the energy mix to reduce dependency on fossil fuels.
- **Environmental Conservation:** Implementing policies for the conservation of forests, wildlife, and water resources to maintain ecological balance.

Climate Change Mitigation

- **Reducing Carbon Emissions:** Committing to international climate agreements and setting ambitious targets for carbon emission reductions.
- **Sustainable Agriculture:** Promoting sustainable agricultural practices to enhance productivity while preserving environmental health.

GOVERNANCE REFORMS

Transparent and Accountable Governance

- **Anti-corruption Measures:** Strengthening anti-corruption frameworks and ensuring transparency in public administration.
- **Decentralization and Empowerment:** Empowering local governments and communities through decentralization and participatory governance.

Judicial and Administrative Reforms

- **Judicial Efficiency:** Reducing backlog of cases and ensuring timely justice delivery through judicial reforms.
- **Administrative Reforms:** Modernizing the administrative machinery to make it more responsive, efficient, and citizen-centric.

CHALLENGES AND RECOMMENDATIONS

1. Economic Inequality:

- **Challenge:** Persistent income disparities and regional economic imbalances.
- **Recommendation:** Implement progressive taxation, promote inclusive growth policies, and invest in underdeveloped regions to balance economic opportunities.

2. Healthcare System:

- **Challenge:** Limited access to quality healthcare and disparity in healthcare services between urban and rural areas.
- **Recommendation:** Increase healthcare funding, expand healthcare infrastructure in rural areas, and implement universal health coverage.

3. Education Quality and Accessibility:

- **Challenge:** Inadequate education infrastructure, high dropout rates, and varying quality of education.
- **Recommendation:** Invest in educational infrastructure, ensure access to quality education for all, and promote skill development programs.

4. Environmental Sustainability:

- **Challenge:** Environmental degradation, pollution, and the impact of climate change.
- **Recommendation:** Enforce stringent environmental regulations, promote renewable energy sources, and invest in sustainable development projects.

5. Urbanization and Infrastructure:

- **Challenge:** Rapid urbanization leading to overcrowded cities, inadequate infrastructure, and housing issues.
- **Recommendation:** Develop smart city projects, improve urban planning, and expand affordable housing initiatives.

6. Agricultural Sector:

- **Challenge:** Low productivity, inadequate infrastructure, and financial instability among farmers.
- **Recommendation:** Modernize agricultural practices, improve rural infrastructure, and provide financial support and insurance schemes for farmers.

7. Governance and Bureaucracy:

- **Challenge:** Bureaucratic inefficiency, corruption, and lack of transparency.
- **Recommendation:** Implement e-governance solutions, strengthen anti-corruption measures, and promote transparency and accountability in government operations.

8. Technological Advancement:

- Challenge: Bridging the digital divide and ensuring widespread technological literacy.
- Recommendation: Invest in digital infrastructure, promote digital literacy programs, and support innovation and research in technology.

9. Social Inclusion and Gender Equality:

- Challenge: Social inequalities and gender disparities in various sectors.
- Recommendation: Promote policies for social inclusion, ensure gender equality in education and employment, and protect the rights of marginalized communities.

10. Global Integration and Trade:

- Challenge: Navigating the complexities of global trade and maintaining competitive edge.
- Recommendation: Enhance trade policies, foster international partnerships, and support local industries to compete globally.

By addressing these challenges and implementing the recommended strategies, India can aim to achieve the vision of Viksit Bharat @2047, positioning itself as a developed nation with inclusive growth, sustainable development, and improved quality of life for all its citizens.

CONCLUSION:

In conclusion, the exploration of Viksit Bharat @2047: Pathways to a Developed India illuminates a multifaceted roadmap towards the envisioned future of India. Through comprehensive analysis and strategic foresight, this research underscores the imperative for holistic development across economic, social, political, and technological domains. By advocating for inclusive growth, sustainable practices, and innovation-driven policies, Viksit Bharat @2047 offers a compelling vision for a thriving India on the global stage. However, it also highlights the critical importance of proactive governance, equitable distribution of resources, and continuous adaptation to emerging challenges. As India navigates its journey towards development, embracing the principles outlined in this research will be pivotal in realizing the aspirations of a prosperous and empowered nation by 2047.

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NATIONAL EDUCATION POLICY 2020- A ROADMAP FOR FUTURE BHARAT

Dr. Prajnya Sarangi

Guest Faculty

Department of Education, Bangalore University, Bangalore

Abstract: *The guidelines outlined for educational organizations serve as a roadmap for creating dynamic and inclusive learning environments that empower students to thrive academically, socially, and emotionally. By adhering to principles of excellence, equity, and innovation, educational institutions can shape the future of individuals and societies. Educational institutions have the power to influence people's and society's futures by upholding the values of innovation, equity, and excellence. Establishing precise purpose and vision statements, creating demanding courses, skillfully integrating technology, and offering extensive student support services are all essential elements. Prioritizing safety and well-being, encouraging diversity and inclusion, and building relationships with parents, families, and the community are all crucial. Success in an organization is fueled by a dedication to continuous improvement, data-driven decision-making, and ongoing professional growth. Educational institutions can accomplish their goal of educating students to be lifelong learners and valuable contributors to society by implementing these concepts.*

Keywords: *Key Features and objectives of NEP2020, Early Childhood Care and Education (ECCE), Alignment with 21st Century Skills, Focus on Equity and Inclusion, Technology Integration*

Introduction

One of the biggest factors influencing a country's social and economic development is its level of education. Today, the global education industry is undergoing a radical shift. Anticipating shifts and realizing their significance, the educational system needs to be ready to adapt to the constantly shifting global environment. The planning of the educational needs must take into account the evolving demands of the sector. Access to high-quality education for all has become imperative. The importance of having an educated populace has been recognized by governments. Therefore, there has to be more emphasis placed on ensuring that everyone has access to high-quality education. The United Nations' Agenda 2030 aims to reshape the globe, and achieving sustainability and inclusiveness has become a top priority for all countries. To accomplish these, each of them has created its strategies and systems. Years ago, India realized this and proposed numerous initiatives to enhance the country's educational system. It has even reinforced the existing programs and added numerous new ones. The National Education Policy's launch was a carefully considered step toward SDG 4 fulfillment. The goals of inclusive and sustainable education are reflected in the concepts and provisions of NEP 2020. The National Education Policy (NEP) 2020 is a comprehensive framework for guiding the development of education in India. It was approved by the Union Cabinet of India in July 2020, aiming to overhaul the country's education system to meet the needs of the 21st century. The NEP 2020 replaces the previous National Policy on Education, which was formulated in 1986 and modified in 1992.

Key features and objectives of the National Education Policy 2020:

- **Holistic Approach:** NEP 2020 takes a holistic approach to education, focusing on the development of the overall personality of learners, rather than just academic achievement. It emphasizes the integration of physical, emotional, and cognitive development.
- **Early Childhood Care and Education (ECCE):** The policy recognizes the importance of early childhood care and education and aims to provide universal access to quality early childhood education for all children up to the age of six.
- **Foundational Literacy and Numeracy:** NEP 2020 prioritizes foundational literacy and numeracy for all students by grade 3. It aims to ensure that every child achieves basic reading, writing, and mathematical skills.
- **Curriculum and Pedagogy Reforms:** The policy advocates for a flexible and multidisciplinary curriculum with an emphasis on critical thinking, creativity, and experiential learning. It encourages the use of technology in teaching and learning processes.
- **Teacher Training and Professional Development:** NEP 2020 emphasizes the continuous professional development of teachers through rigorous training programs and encourages the recruitment of qualified and motivated educators.
- **Vocational Education:** The policy aims to integrate vocational education into mainstream education from the secondary level onwards, providing students with practical skills and training for employment and entrepreneurship.
- **Multilingualism and Language Learning:** NEP 2020 promotes multilingualism and encourages the learning of regional languages alongside the national language(s) and English.
- **Assessment Reforms:** The policy proposes a shift from rote learning to competency-based assessment, focusing on understanding and application of concepts rather than memorization.
- **Higher Education Reforms:** NEP 2020 aims to transform higher education institutions to become multidisciplinary, holistic, and flexible, promoting research, innovation, and internationalization.
- **Equity and Inclusion:** The policy emphasizes the need to address disparities in access to education based on gender, socio-economic status, geography, and disability, aiming for an inclusive education system.
- Overall, the National Education Policy 2020 seeks to transform India's education system to equip students with the knowledge, skills, and values needed to thrive in the rapidly changing global landscape and contribute effectively to society.

National education policy a road map to the future Bharat

The National Education Policy (NEP) 2020 indeed serves as a road map to the future of education in India. Here's how NEP 2020 outlines a path towards a transformative and forward-looking education system:

- ***Alignment with 21st Century Skills:*** NEP 2020 recognizes the evolving demands of the 21st century, which require individuals to possess a diverse set of skills such as critical thinking, problem-solving, creativity, communication, and collaboration. By

emphasizing these skills, NEP 2020 aims to prepare students to thrive in a rapidly changing global environment.

- *Promotion of Innovation and Research*: The policy places a strong emphasis on fostering a culture of innovation and research across all levels of education. By encouraging curiosity, experimentation, and exploration, NEP 2020 aims to nurture a generation of innovators and problem solvers who can contribute to scientific and technological advancements.
- *Integration of Technology*: NEP 2020 recognizes the transformative potential of technology in education and advocates for its integration at all levels of teaching and learning. By leveraging digital tools and platforms, the policy aims to enhance access to quality education, facilitate personalized learning experiences, and promote digital literacy among students and educators.
- *Emphasis on Multidisciplinary Learning*: NEP 2020 emphasizes the importance of multidisciplinary learning, which encourages students to explore diverse fields of knowledge and develop a holistic understanding of the world. By breaking down traditional silos between subjects, the policy aims to foster creativity, innovation, and interdisciplinary collaboration.
- *Focus on Equity and Inclusion*: NEP 2020 places a strong emphasis on promoting equity and inclusion in education, aiming to ensure that all students, regardless of their background or circumstances, have access to quality educational opportunities. By addressing disparities in access, participation, and outcomes, the policy seeks to create a more inclusive and equitable education system.
- *Promotion of Lifelong Learning*: NEP 2020 recognizes that learning is a lifelong journey that extends beyond formal schooling. By promoting a culture of lifelong learning, the policy aims to empower individuals to adapt to changing societal and economic dynamics, acquire new skills and knowledge throughout their lives, and pursue continuous personal and professional development.
- *Global Engagement and Collaboration*: NEP 2020 encourages greater global engagement and collaboration in education, facilitating exchanges of ideas, best practices, and expertise with international partners. By fostering global competencies and perspectives, the policy aims to prepare students to thrive in an increasingly interconnected and interdependent world.

Challenges of NEP 2020 for a Better Bharat

The National Education Policy 2020 provides a comprehensive framework for transforming India's education system to meet the needs of the 21st century. By embracing innovation, equity, inclusion, and lifelong learning, NEP 2020 sets a bold vision for the future of education in India and lays the foundation for building a knowledge-based society and economy.

While the National Education Policy (NEP) 2020 outlines a comprehensive vision for transforming the education system in India, it also faces several challenges in its implementation. Some of the key challenges include:

- **Resource Allocation**: Implementing the NEP 2020 requires significant financial resources for infrastructure development, teacher training, curriculum reforms, and

technology integration. Ensuring adequate and timely allocation of funds from the government budget is crucial to the success of the policy.

- **Capacity Building:** The successful implementation of NEP 2020 requires a skilled workforce of teachers, administrators, and educational professionals. However, there is a shortage of qualified teachers, especially in rural and remote areas, and a need for comprehensive training programs to build their capacity to deliver quality education.
- **Curriculum Reforms:** The NEP 2020 advocates for a shift towards a more flexible and multidisciplinary curriculum. However, revising the existing curriculum, designing new courses, and developing teaching-learning materials require careful planning, expertise, and coordination among various stakeholders.
- **Infrastructure Development:** Many schools and educational institutions in India lack basic infrastructure such as classrooms, libraries, laboratories, and internet connectivity. Upgrading existing infrastructure and building new facilities to meet the requirements of NEP 2020 poses a significant challenge, particularly in rural and underserved areas.
- **Equity and Inclusion:** Despite the policy's emphasis on inclusive and equitable education, ensuring access to quality education for marginalized and disadvantaged groups remains a challenge. Addressing barriers such as poverty, gender discrimination, caste-based discrimination, and disabilities requires targeted interventions and affirmative action strategies.
- **Language Policy:** The NEP 2020 proposes a three-language formula with a focus on promoting regional languages and mother tongue as the medium of instruction. However, the implementation of this language policy faces resistance and challenges related to linguistic diversity, availability of qualified teachers in regional languages, and standardization of curriculum and textbooks.
- **Digital Divide:** While the policy advocates for the integration of technology in education, there is a significant digital divide between urban and rural areas, as well as among different socio-economic groups. Ensuring equitable access to digital devices, internet connectivity, and digital literacy skills is essential to harnessing the potential of technology in education.
- **Stakeholder Engagement:** The successful implementation of NEP 2020 requires active engagement and collaboration among various stakeholders, including government agencies, educational institutions, teachers, students, parents, and civil society organizations. Building consensus, managing conflicts of interest, and fostering partnerships are critical for achieving the policy's objectives.

Addressing these challenges will require sustained efforts, political will, and collaboration among all stakeholders to realize the transformative vision of the National Education Policy 2020 and ensure a prosperous future for Bharat through inclusive, equitable, and quality education.

Strategies for suitable execution of NEP2020

Implementing the National Education Policy (NEP) 2020 requires a strategic approach involving coordination among multiple stakeholders, effective planning, and systematic execution. Here are some key strategies for implementation:

- **Policy Translation and Action Plan:** Develop a detailed action plan to translate the broad objectives of NEP 2020 into specific policies, programs, and activities. The action plan should outline timelines, responsibilities, and resource requirements for each component of the policy.
- **Capacity Building:** Invest in capacity building initiatives to equip teachers, administrators, and educational professionals with the knowledge, skills, and tools required to implement NEP 2020 effectively. Provide comprehensive training programs, workshops, and professional development opportunities tailored to the needs of different stakeholders.
- **Resource Mobilization:** Ensure adequate and timely allocation of financial resources for the implementation of NEP 2020. Mobilize funding from government budgets, international donors, private sector partnerships, and other sources to support infrastructure development, teacher training, curriculum reforms, and technology integration.
- **Infrastructure Development:** Prioritize infrastructure development initiatives to upgrade existing educational facilities and build new infrastructure to meet the requirements of NEP 2020. Invest in the construction of classrooms, libraries, laboratories, ICT labs, and other essential facilities, particularly in underserved areas.
- **Curriculum Reforms:** Undertake comprehensive curriculum reforms to align with the objectives and principles of NEP 2020. Review existing curricula, revise textbooks, and develop new courses that promote holistic development, multidisciplinary learning, and 21st-century skills. Involve subject matter experts, educators, and stakeholders in the curriculum development process.
- **Teacher Empowerment:** Implement teacher empowerment programs to enhance the quality and effectiveness of teaching. Provide continuous professional development opportunities, mentoring support, and incentives to encourage teachers to adopt innovative pedagogical practices, incorporate technology in teaching, and foster inclusive and equitable learning environments.
- **Equity and Inclusion:** Adopt targeted interventions and affirmative action strategies to promote equity and inclusion in education. Implement special programs for marginalized and disadvantaged groups, including girls, children from low-income families, ethnic minorities, and children with disabilities. Provide scholarships, stipends, and other support mechanisms to reduce barriers to access and retention.
- **Technology Integration:** Promote the integration of technology in education to enhance teaching and learning outcomes. Invest in digital infrastructure, provide access to digital devices and internet connectivity, and develop digital content and educational apps. Train teachers in digital literacy skills and encourage the use of technology-enabled teaching methods and learning platforms.
- **Community Engagement:** Foster partnerships and collaboration with parents, communities, civil society organizations, and other stakeholders to support the implementation of NEP 2020. Involve local communities in decision-making processes, mobilize community resources, and promote community participation in school management and governance.

- **Monitoring and Evaluation:** Establish a robust monitoring and evaluation framework to track progress, identify challenges, and measure the impact of NEP 2020 implementation. Collect data on key performance indicators, conduct regular assessments, and engage in stakeholder feedback mechanisms to ensure accountability and transparency in the implementation process.

By adopting these strategies and fostering a collaborative and participatory approach, India can effectively implement the National Education Policy 2020 and achieve its vision of building a prosperous Bharat through inclusive, equitable, and quality education.

Guidelines to Educational Organisation

Guidelines for educational organizations can vary depending on the level of education (e.g., primary, secondary, and higher education), the specific context, and the country's educational policies. However, here are some general guidelines that educational organisations can consider implementing to promote effective teaching, learning, and organisational management:

- **Mission and Vision:** Clearly define the organization's mission and vision, outlining its core values, goals, and objectives. Ensure that these statements reflect the organization's commitment to excellence, equity, and continuous improvement.
- **Curriculum and Instruction:** Develop a rigorous and relevant curriculum that aligns with national or state standards, integrates 21st-century skills, and promotes critical thinking, creativity, and problem-solving. Provide professional development opportunities for teachers to enhance their instructional practices and integrate innovative teaching methodologies.
- **Assessment and Evaluation:** Implement a comprehensive assessment and evaluation system that includes formative and summative assessments to monitor student progress, identify areas for improvement, and inform instructional decision-making. Ensure that assessments are fair, valid, and aligned with learning objectives.
- **Technology Integration:** Embrace technology as a tool for enhancing teaching and learning experiences. Provide access to digital resources, tools, and platforms that support personalized learning, collaboration, and engagement. Ensure that technology integration is equitable and inclusive, addressing the needs of all students.
- **Student Support Services:** Establish robust student support services to address the diverse needs of learners, including academic, social-emotional, and behavioral support. Implement strategies to foster a positive school climate and cultivate a sense of belonging and well-being among students.
- **Parent and Community Engagement:** Foster strong partnerships with parents, families, and the broader community to support student learning and success. Establish open communication channels, involve stakeholders in decision-making processes, and promote collaborative initiatives that enhance educational outcomes.
- **Professional Development:** Prioritize professional development opportunities for faculty and staff to enhance their knowledge, skills, and expertise. Offer training programs, workshops, and mentorship opportunities that address emerging trends, best practices, and research-based strategies in education.

- **Diversity and Inclusion:** Create an inclusive and culturally responsive learning environment that celebrates diversity, respects individual differences, and promotes equity and social justice. Implement policies and practices that address bias, discrimination, and inequities in education.
- **Safety and Well-being:** Prioritize the safety, health, and well-being of students, faculty, and staff. Develop and implement policies and procedures to ensure a secure learning environment, address potential risks and threats, and respond effectively to emergencies or crisis situations.
- **Continuous Improvement:** Foster a culture of continuous improvement and innovation within the organization. Encourage reflective practice, data-driven decision-making, and collaborative problem-solving processes to enhance organizational effectiveness and achieve strategic goals.

By adhering to these guidelines and principles, educational organizations can create supportive, inclusive, and high-performing learning communities that empower students to thrive academically, socially, and emotionally.

Conclusion

In conclusion, educational organizations play a pivotal role in shaping the future of individuals, communities, and societies. By adhering to a set of guidelines and principles, these organizations can create environments that foster excellence, equity, and innovation in teaching and learning.

Establishing a clear mission and vision, developing rigorous curricula, integrating technology effectively, and providing comprehensive student support services are essential components of successful educational organizations. Furthermore, fostering strong partnerships with parents, families, and the community, promoting diversity and inclusion, and prioritizing the safety and well-being of all stakeholders are critical aspects of organizational management.

Continuous professional development, data-driven decision-making, and a commitment to continuous improvement are key drivers of organizational success. By embracing these principles and practices, educational organizations can create inclusive, supportive, and dynamic learning communities that empower students to achieve their full potential and become lifelong learners.

Ultimately, the success of educational organizations hinges on their ability to adapt to changing needs, embrace innovation, and uphold their commitment to excellence and equity in education. Through collective efforts and shared commitment to educational excellence, these organizations can serve as catalysts for positive change and contribute to the advancement of individuals and societies.

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A STUDY OF ROLE – PLAY METHOD AND ITS IMPACT ON PERSONALITY OF STUDENT- TEACHERS

Dr. Vithoba Sawant

Asst. Professor

MES's Pillai College of Education and Research, Mumbai

Abstract: *In this research paper the researcher conducted research on the impact of the role-play method on the personality of student- teachers. This mainly focusing on five main objectives: 1. To study the pre-test scores of student- teachers personalities. 2. To explore the efficacy of the role play method in enhancing personality development. 3 To evaluate the post-test scores of student- teachers personalities after participating in role play activities. 4. To compare the pre-test and post-test scores to impact of role play in fostering personality. 5. To comprehensively analyse the influence of the role play method on students' personalities. The researcher use qualitative and quantitative methodologies to gather data, including pre-test and post-test assessments, observation. The total sample was 66 student- teachers. By examining the impact of role-play on various facets of personality such as communication skills, empathy, creativity, and self-confidence, this study aims to provide valuable insights into innovative pedagogical practices that contribute to holistic student development. The findings of this research are expected to inform teachers, teacher educators, policymakers, and stakeholders about the potential benefits of integrating role play techniques into educational curricula.*

Keywords: *Role Play Method, Personality, Efficacy etc.*

Introduction:

Theatre is powerful educational tool that not only enlightens minds but also enriches souls. Through the study of role play methods and their impact on students' personalities, we uncover the transformative potential of education to shape not just intellect, but character.

Role play is a unique tool to explore and express human feeling, role play is an essential form of behaviour in all cultures, and it is a fundamental human activity. In this Research, the researcher investigating the benefits of role play method can do child development when applied functionally with in a classroom. role play is the specific mode of fiction represented in performance. It is something that students are very good at and love to do. The main focus is developing student's confidence and personality. In the realm of education, various methods and approaches are continually being explored to enhance students' learning experiences and overall development. One such method that has garnered attention is role play. This research aims to delve into the efficacy of the role play method and its impact on the personality of student-teachers. Role play involves the use of theatrical techniques, interactive activities to facilitate learning and understanding. It provides students with a dynamic platform to engage actively in the learning process, enabling them to embody different characters, scenarios, and narratives. While the primary objective of education often focuses on academic proficiency, the importance of nurturing students' personalities and social skills cannot be overstated.

Hence, this study seeks to investigate how the incorporation of role play techniques influences various aspects of students' personalities, including communication skills, empathy, creativity, and self-confidence. By exploring the potential benefits of role play, this research endeavors to contribute to the discourse on innovative pedagogical practices and their implications for holistic student development. Through empirical investigation and analysis, we aim to shed light on the effectiveness of role play in fostering positive changes in students' personalities, thereby providing valuable insights for educators, policymakers, and stakeholders in the field of education.

This introduction explores the effectiveness of role play in the context of history subject learning, evaluating how this innovative approach goes beyond traditional methods to foster a deeper understanding and appreciation of varied cultural and interpersonal relationship.

Research Related to Dramatization:

- Hubale S. M . 2020., Conducted research on Teaching social science subject with the help of role play in D.Ed. and to study the effect on the achievement of the students. The researcher found that there was a significant improvement in the achievement of the students working with the dramatization method and the achievement score of the students of rural and urban area was found to be higher with the help of dramatization method.
- Raje,P.M. 2021., Conducted research on Teaching Marathi subject with the help of dramatization in std. VIII and to study its effect on the achievement of the students.in this research, research found that there was no significant difference in the achievement of the students from rural area and urban area.
- Rathod N.C. 2020., Conducted research on Science teaching with the help of role play in the primary std.VII– an experimental study. The researcher found that the dramatization method is effective to teach Science.

Importance of Study:

The study of the role-play method and its impact on the personality of student-teachers bears immense importance in contemporary educational discourse. Through this investigation, educators and policymakers gain valuable insights into the potential of innovative pedagogical approaches to shape not only academic proficiency but also the character and interpersonal skills of future educators. Role-play techniques offer a dynamic platform for student-teachers to actively engage in the learning process, fostering confidence, empathy, communication skills, and creativity. By understanding the transformative effects of role-play, educational institutions can tailor teacher training programs to better prepare aspiring educators for the multifaceted demands of the profession. Moreover, recognizing the significance of personality development alongside academic achievement contributes to creating well-rounded and empathetic educators who are equipped to positively impact the lives of their students. Thus, this study serves as a beacon for promoting holistic approaches to teacher education and nurturing the next generation of empathetic and effective educators.

Statement of Problem:

A study of Role Play Method and it's Impact on Personality of Student- Teachers.

Variable of the study:

A. Independent variable : Role Play Method

B. Dependent variable : Personality

Aims of the Study:

To Study the Role Play Method its Impact on Personality of Student- teachers.

Objectives of the Study:

1. To study the pre-test score of personality of students.
2. To develop the personality through role play method.
3. To study the post - test score of personality of students.
4. To compare the pre - test and post - test score of personality of students.
5. To Study the role play method its impact on personality of students.

Null Hypothesis of the Study:

1. There is no significant difference between the pre-test score of personality of students.
2. There is no significance difference between the role play methods on personality of students.

Methodology of the Study:

The study followed quasi-experimental method of non-equivalent group design.

The post- test only single group design is described symbolically as follows-

$$O_1 \quad X \quad O_2$$

Where,

O_1 - Pre-test Score

X - Activities

O_2 - Post-test Scores

Sample:

For the purpose of experimentation the study was included student studying in college of education from Mumbai district. The sample for the study was English as the medium of instruction..

The sample size to be included in present study was 66 student- teachers.

Tools use for Present Study:

The following tools was prepared by the researcher-

Rating Scale – Personality

Intervention Programme:

The intervention programme included with ten lesson on role play. The duration for each lessons was one hour. The constructivist approach were used.

Statistical Technique used for the study:

The statistical technique used for the data analysis through ‘t’- test was used.

Finding and Discussion of the study:

1. **H1** - The t-ratio indicates that there is a significant difference between the pre-test score and post-test score of personality of students. It means when the students were participated in role play activities and played role in activities, so they clear the concept very easily.
2. **H2** - The obtained effect of size 0.86 is found. It is greater than 0.5 which indicates that there has been a moderate effect of the treatment variable on the students. Thus, it may be interpreted that the role of method as a treatment given to the student teachers placed a moderate effect on the post - test score.

Personality consists of back from adversities and developing different skills that require one to good communicator, acting, memorizing and well confidence, take charge of the situation very smoothly and free to face the different challenges in an optimistic manner. The intervention program carried out in the present research had 5 lessons which aimed at developing the student. The session consisted of being aware of one's strengths and weakness to having improvement in different types of skills require in classroom as well as outside of classroom and respond to situations with challenges effectively.

Conclusion:

The role play method and its impact on the personality of students has played a significant insights. Through systematic analysis and observation, it has been evident that the incorporation of role play methods into educational practices holds immense potential for fostering positive developments in students teachers personalities. The interactive and immersive nature of role play not only enhances students' engagement and comprehension but also cultivates crucial skills such as communication, empathy, creativity, and confidence. Furthermore, the method offers a platform for students to explore various perspectives, emotions, and roles, thereby contributing to their holistic development. By encouraging active participation and experiential learning, role play serves as a powerful tool for shaping well-rounded individuals capable of navigating diverse social and academic contexts. Consequently, educators and policymakers are encouraged to embrace and integrate role play into pedagogical frameworks to nurture students' personalities effectively.

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CRITICAL OVERVIEW OF SUKANYA SAMRIDDHI YOJNA: TOOL FOR WOMEN EMPOWERMENT

Ms. Tauqeer Fatima Mohd Anees Suratwala

Assistant Professor

Department of Economics, SNTD Women's University, Churchgate

Abstract: *Women empowerment is one of the crucial factors for overall development of a country. Though women constitute about half of the population of the country, women encountered many social, economic, educational and cultural issues. Initiatives are undertaken by the Indian government time and again to empower the women. Concept of gender budgeting was introduced to create equality and equity in fund allocation for balanced development of all genders. Many Women- specific and pro-women schemes are functioning in order to achieve women empowerment to create just environment for all. Beti Bachao, Beti Padhao Yojna is an umbrella scheme launched by the Hon'ble Prime Minister Mr. Narendra Modi on 22nd January, 2015, and is jointly run by the Ministry of Women & Child Development, Ministry of Health & Family Welfare and Ministry of Human Resources Development. The Scheme addresses imbalance in gender ratio and aims at eradicating gender-based discrimination. Creating awareness regarding the importance of girl child and promoting educational needs of girls are the major aspects of the scheme. Many schemes launched under Beti Bachao, Beti Padhao Yojna. Sukanya Samridhi Yojana is a crucial part of Beti Bachao, Beti Padhao Yojna. Sukanya Samridhi Yojana has emerged as a small saving scheme to support girl child's financial requirements. The scheme has different success rates in the Department of Post (DOP) and Banks in various States/UTs. The study shows performance of the scheme as an important tool for women empowerment. Research highlighted the potential and prospects of the scheme for women empowerment in Viksit Bharat @2047.*

Keywords: *Women empowerment, Sukanya Samridhi Yojana, Small saving scheme, Department of Post, Banks, Performance*

Introduction

The Government of India comes up with various schemes and policies for the welfare and empowerment of women. The Sukanya Samridhi Yojna is one of the most widely accepted schemes which provides financial safeguard to the account holder i.e Girl Child. It provides support to education and marriage expenses and also offers tax exemption. The scheme facilitates individuals to invest money as a lump sum amount, which can be used for education or marriage of a girl child. This is a small saving and long-term investment scheme introduced by the government under the leadership of the honorable PM. Narendra Modi, on January 22, 2015 at Panipat, Haryana. This scheme is an important part of Beti Bachao, Beti Padhao campaign. The scheme was first launched through the post office department. It is one of the highest interest-paid schemes with minimum deposit and maximum benefit to the account holder i.e., the girl child. The Sukanya Samridhi Account is a tax-free small savings scheme for the girl child.

The scheme targets parents of a girl child to save a sum of money to fulfil education and marriage requirements. The scheme helps the parents to build a prosperous future for their girl child. It provides a sense of financial independence.

The Sukanya Samridhi Yojana (SSY) is a savings scheme that enables a person to open an account before his/her daughter reaches 10 years of age. The minimum amount that can be invested is Rs 250 and the maximum amount is Rs 1.5 lakhs. The investment provides financial security to the girl child by catering education or marriage requirements.

Objectives

1. To study background and features of Sukanya Samridhi Yojana.
2. To study the functioning of Sukanya Samridhi Yojana in the Department of Post (DOP) and Banks.
3. To study the performance of Sukanya Samridhi Yojana in Indian State and UT's.

Methodology

The study aims to provide an overview of Sukanya Samridhi Yojana with the help of available literature. Extensive literature review has been conducted to get in depth knowledge about the topic. The research is based on secondary data and provides a descriptive summary of the scheme. The secondary data was collected from the National Saving Institute. The data was interpreted by adopting tabulation and graphical techniques. Percentage, average and CAGR were used to assess the progress of the scheme. This study analyzes the performance of Sukanya Samridhi Yojana in top five and bottom five performing States/UTs in DOP (Department of Post) and Banks with the purpose of critical review on those States/UTs. The analysis was carried out on the number of subscribers and amount deposited in the accounts in selected States/UTs. Descriptive study was adopted to describe the current performance of the scheme. Analytical techniques were used to find out the current scenario, and a diagnostic approach was adopted to put forward the solution to the problems faced by the scheme. Predictive parameters were explored to determine the future of the scheme.

Review of Literature

A number of studies have been undertaken to evaluate the level of awareness, satisfaction and effectiveness of Sukanya Samridhi Yojana.

Mr. P. Rasal (2016), the study highlighted the major role played by post offices in providing the benefits of Sukanya Samrudhi Yojana in Thane District. The research was conducted in seven talukas of Thane district, studying secondary data to analyse the growth of the scheme. Significance of the scheme and benefits avail by the citizens of Thane was showcased in the study. The study came up with numerous suggestions to make this scheme more effective. This study considered Sukanya Samridhi Yojana as a major tool for women empowerment and economic growth. The study suggested firm measures from post offices, schools and government to increase the awareness about the scheme.

R. Selvakumar & Dr. P. Chellasamy (2019), the study considers Sukanya Samridhi Yojana as a tool of financial inclusion. India lives in its villages, the vast population of India is living in rural areas they have less access to formal financial systems. The financial inclusion plays a vital role to mainstream rural population and introduce them to a well established financial sector. Sukanya Samridhi Yojana under Bachao Beti Padhao campaign announced as a part of National Mission for Financial Inclusion i.e inclusive growth to ensure

access to financial services, namely Banking/Savings, health, education, marriage, equality in an affordable manner, launched by Shri. Narendra Modi on Jan 22, 2015. The period of study was 2015-2016 to 2016-2017. The study analysed the performance of the scheme in Scheduled tribes in Southern Tamil Nadu. The research focuses on account holders and assesses the performance of banks only. The study concluded that the scheme is beneficial for girl children as it gives financial support for education, marriage and other purposes.

Dr. S Arunpriya & N Revathi (2020), the study was undertaken to understand the level of awareness and satisfaction regarding Sukanya Samriddhi Yojana in Tirupur district. The study gathered the opinion of account holders through questionnaire methods to find out the awareness and satisfaction amongst account holders in post offices and banks. The research was descriptive in nature. The study also highlighted the problem faced by account holders. The study found out that scheme related information is limited and the government should take necessary measures to promote this scheme. The study concluded the scheme is important for nation building by making women financially independent.

To implement Sukanya Samriddhi Yojana in a successful manner the Government has undertaken various measures in order to provide maximum benefit to girl child by reaching each and every household. To spread the benefit of scheme far and wide, GOI has announced campaigns through DOP, some of the measures are Balika Shakti Campaign, Mahila Divas Campaign, National Girl Child Day Campaign and Sampoorna Sukanya Gram Campaign to encourage opening of Sukanya Samriddhi Yojana for all the eligible girl child, **Ministry of Finance (2022)**.

To provide financial support to the girl child Sukanya Samriddhi Yojana, emerged as an effective tool.

Aims and Mission of the scheme

- To create and promote a holistic environment for the development of girl child.
- To empower the women by providing financial independence.
- To promote quality education without gender biases.
- To prevent child marriage/early marriage and dowry practices.
- To appreciate the contribution of women in our lives.
- To prevent gender stereotypes in India.

Objectives of the scheme

- To provide financial security to the girl child.
- To fulfil educational and marriage requirements to girl child
- To provide a share to a girl child in parent/guardian saving
- To provide effective financial instrument for saving and investment of a girl child.

Features of the Scheme

- The Sukanya Samriddhi Account can be opened by parent or guardian on behalf of the girl child, who has not attained the age of ten years as on the date of opening of the account.
- Account will be opened in the name of a girl child.
- Multiple accounts cannot be opened for a single girl child. Maximum two accounts for two girls, if the second is twin so three accounts can be opened for a girl child.

- Minimum annual deposit for operating the account is 250 rupees with the maximum limit of 1,50,000. Earlier, the minimum deposit limit was 1000 which has been reduced now to 250 to make this scheme accessible to all.
- Deposit has to be continued till the completion of 15 years from the date of opening of the account.
- An account in the Sukanya Samridhi scheme is regarded as a default account when an individual fails to deposit a minimum amount of Rs 250 per year. As per the latest rule notified by the government on December 12, 2019, the same interest rate will be applicable on the amount deposited in such a default account as fixed under this scheme.
- The account will mature 21 years after the date of opening.
- The account will be operated by a parent or a guardian till the girl child attains the age of 18 years. After completing 18 years, the account can be operated by a girl child after submitting all the necessary documents.
- Beneficiaries can transfer the account from one bank to another or from one post office to another by following a simple procedure.
- At the time of marriage of the girl child (after attaining age of 18 years), one withdrawal of up to 50 per cent of the corpus available at the end of preceding FY is allowed for education expenses after the girl turns 18 or passes 10th standard.
- Premature closure is allowed after five years of account opening on fulfilling conditions like death of account holder, life-threatening disease of account holder or death of the guardian by whom the account is operated.
- Account holders get the benefit of tax relaxation under section 80C of the Income Tax Act, 1961.
- The scheme comes under the category of exempt-exempt-exempt (EEE).

New Rules 2022

1. Opening and functioning of Sukanya Samriddhi Account

According to the new guidelines, a girl can operate her account after reaching 18 years of age. The guardian shall submit required documents where the account is opened after attaining 18 years of age. To open more than two accounts the guardian has to submit an affidavit along with the birth certificate of the girl child.

2. Rules for closing premature account

Sukanya Samriddhi Account can be closed before attaining maturity. Following are the conditions.

- i. In case of death of a girl child or life-threatening disease where the account holder required financial assistance or death of a guardian.
- ii. In the event of the death of the account holder, premature closure is permissible after producing a death certificate issued by the authority concerned. In such a scenario, the balance amount will be credited to the guardian of the girl child and the account will be closed.
- iii. The Sukanya Samriddhi Account can be closed after five years of opening. Interest rate will be provided as per the rate on the savings account.

3. Rate of interest on default account

An account in the Sukanya Samridhi scheme is regarded as a default account when an individual fails to deposit a minimum amount of Rs 250 per year. As per the latest rule notified by the government on December 12, 2019, the same interest rate will be applicable on the amount deposited in such a default account as fixed under this scheme.

Rate of Interest

Interest rate since inception

Table 1.1

PERIOD	RATE OF INTEREST (%)
03.12.2014 TO 31.03.2015	9.1
01.04.2015 TO 31.03.2016	9.2
01.04.2016 TO 30.09.2016	8.6
01.10.2016 TO 31.03.2017	8.5
01.04.2017 TO 30.06.2017	8.4
01.07.2017 TO 31.12.2017	8.3
01.01.2018 TO 30.09.2018	8.1
01.10.2018 TO 30.06.2019	8.5
01.07.2019 TO 31.03.2020	8.4
01.04.2020 TO 31.03.2023	7.6
01.04.2023 TO 30.06.2023	8.0

Source: <https://www.nsiindia.gov.in/>

Table 1.2

Instruments	Rate of Interest From 1-10-2022 to 31-12-22
Senior Citizen Saving Scheme	7.6%
Monthly income Account Scheme	6.7%
National Savings Certificate	6.8%
Public Provident Fund Scheme	7.1%
Kisan Vikas Patra	7.0%
Sukanya Samriddhi Yojna Scheme	7.6%

Source: <https://www.nsiindia.gov.in/>

States with highest number of accounts

Table 1.3

S. No.	Name of the State/UT	No of Accounts as on 31.10.2021
1.	Uttar Pradesh	29,12,632
2.	Tamil Nadu	26,03,872
3.	Maharashtra	23,13,584
4.	Madhya Pradesh	22,17,375
5.	Karnataka	21,08,078

Source: <https://pib.gov.in/>

States with lowest number of accounts

Table 1.4

S. No.	Name of the State/UT	No of Accounts as on 31.10.2021
1.	Lakshadweep	331
2.	Andaman and Nicobar Islands	5,305
3.	Ladakh	6,209
4.	Mizoram	10,204
5.	Sikkim	11,455

Source: <https://pib.gov.in/>

Critical Overview of Sukanya Samridhi Yojna

- The scheme provides higher returns as compared with other government backed schemes. Return provided under the scheme is more than interest paid in bank fixed deposits.
- The scheme creates wealth for girl child through small saving instruments which come under tax exempt category.
- The scheme is good for long term investment, as it will create a large corpus after the completion of the maturity period.
- Only two accounts are allowed, which is one of the limitations of the scheme.
- Only 50% withdrawal has been permitted under the scheme for marriage and education after reaching 18 years of age, which imposes major limitations on the scheme.
- As a debt instrument, it has a long-term maturity period and creates liquidity concerns. This scheme is not for short term investment.

- As the scheme talks about fulfilling the educational requirement of the girl child, it is not able to meet educational inflation.
- The Sukanya Samriddhi Yojana is one of the most preferable government guarantee scheme when it comes to women empowerment through financial stability. The analysis shows that the scheme is performing well in Indian post offices, but when we compare the number of subscribers with the population of the state, the number of beneficiaries turns out to be less, apart from that the amount deposited by the account holder is also less, which means the level of transaction in this account is low.
- Banks are lagging behind in promotion of this scheme which made this scheme post office oriented but if we look at the data we will find out that though less accounts were opened in banks the volume of transaction is more in banks as compared with DOP, which indicate the need to promote this scheme in banks along with post offices.
- There are states and UTs whose performance is not up to the mark, less population, underdeveloped saving and investment habits, lack of post and bank branch expansion in that states/UTs, lack of awareness about the scheme and negligence on the part of parents to invest in the scheme for girl child could be a major reason.
- The contribution of the government in the scheme needs to be increased.
- In some states of India scheme like Sukanya Samriddhi Yojana have been implemented with other names like Ladli Laxmi Yojna where the state government is giving direct benefit transfer to girl child of BPL family.
- The systematic approach needs to be adopted to remove all the bottlenecks which are hindering the growth of this scheme. Awareness campaigns will be the key indicator for the expansion of the scheme.

Gap between the objectives and the performance

- The scheme has been introduced to provide financial security to girl child in order to achieve women empowerment but the scheme has been looked at as tax saving instrument which is defeating the core purpose of the scheme.
- One of the main objectives of the scheme is to cater the educational requirement of girl child but the scheme is not able to meet educational inflation.
- Due to loopholes and lack of awareness the scheme is not able to reach all the girl child in the eligible age group.

Road Map

- The government should set the target number of beneficiaries based on the population of concerned State/UTs, and infrastructure should be developed.
- Systematic campaigns should be launched by the government to cover a larger eligible population under the scheme.
- Along with DOP, Public and Private sector banks can utilize their vast client network by promoting the scheme in the larger benefit of girl child.
- Along with beneficiaries, the volume of transactions in those accounts should be increased in order to increase savings for girl child.
- Government should collaborate with schools to create awareness about the scheme amongst parents of girl child. Account opening camps can be organized to increase the base of the scheme.

- NGOs can arrange awareness campaigns to motivate parents to save for their girl child.
- Scheme should be seen beyond tax saving instruments to cater the requirement of women development.
- Provision to open more than two accounts can be introduced, maximum deposit limit can be removed.
- Scheme should be reached out to the lower strata of the society, benefits of the scheme should be conveyed in a proper way.

Conclusion

The Sukanya Samridhi Yojana launched under the umbrella campaign of Beti Bachao Beti Padhao with the major aim of empowering women by providing financial independence. This scheme has not completed the maturity period, a lot can be done by the government to make the scheme more effective. The only way to serve the purpose is to make the scheme access to all the sections of the society. Analysis shows that the reach of the scheme is limited and more work can be done to popularize the scheme. DOP and Banks are required to create a conducive environment for the growth of the scheme. Sukanya Samridhi Yojana is a landmark initiative for empowering the women financially, this scheme can become crucial path to achieve women empowerment in Viksit Bharat @2047.

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ASSESSING DIGITAL PEDAGOGY STRATEGIES: A MULTI-LEVEL COMPARATIVE ANALYSIS IN EDUCATIONAL SETTINGS

Dr. Sally Enos

Principal,

Pillai College of Education and Research, New Panvel

Ms. Darshana Jadhav

Assistant professor,

Pillai College of Education and Research, New Panvel.

Abstract: *This study conducts a comprehensive examination of Digital Pedagogy strategies employed by teachers across various educational levels. With the increasing integration of technology in education, understanding the nuances of digital pedagogy becomes imperative. This survey research delves into the diverse practices of teachers in primary, secondary, and high school settings. The analysis explores the utilisation of digital tools, instructional techniques, and assessment methods within the framework of digital pedagogy. This study emphasises more on the attitude and aptitude of school teachers towards the integration of technology in teaching learning process. Findings revealed both commonalities and discrepancies in the adoption and implementation of digital pedagogy strategies across different educational levels. The implications of these findings for teacher professional development and educational policy are discussed, highlighting the importance of tailored approaches to digital pedagogy at each educational level.*

Keywords: *Digital Pedagogy, Digital Tools, Instructional Techniques, Educational Levels*

Introduction

Education serves as a potent force for societal transformation, as Nelson Mandela once articulated. In contemporary society, the educational landscape assumes a central role in sculpting the upcoming generations. Beyond the mere dissemination of information, education cultivates critical thinking, creativity, and character, endeavouring to provide equal opportunities to all individuals irrespective of their background or economic standing. A robust education system equips students with essential life skills, empowering them to become active contributors to their communities and architects of a more equitable future.

India's educational trajectory is deeply rooted in its ancient Gurukul system, which prioritized personalized learning and holistic development. However, the colonial era witnessed the imposition of a Western-style education model, sidelining indigenous practices. Post-independence, efforts were made to revive traditional knowledge and integrate it with the formal education system. Today, while India's education system has embraced modernization, remnants of the Gurukul system persist, underscoring the enduring significance of holistic education and cultural heritage.

As technology continues to permeate every aspect of modern life, its integration into education has become increasingly prevalent, shaping the landscape of teaching and learning. In response to this digital transformation, educators are tasked with navigating the

complexities of digital pedagogy to optimize student engagement and learning outcomes across various educational levels.

This study embarked on a thorough exploration of digital pedagogy strategies employed by teachers across elementary, middle, and high school settings. With the rapid evolution of technology in education, understanding the nuances of digital pedagogy has become imperative for effective classroom practice. By examining the utilization of technology in teaching practices, this study sheds light on key factors influencing the efficacy of digital pedagogy in enhancing student engagement, improving learning outcomes, and shaping overall classroom dynamics.

Moreover, this research discussed the implications of its findings for teacher professional development and educational policy. Recognizing the importance of tailored approaches to digital pedagogy at each educational level, this study aimed to inform educators, policymakers, and stakeholders alike about the evolving landscape of teaching and learning in the digital age. Through a deeper understanding of digital pedagogy practices, educators can better equip themselves to meet the diverse needs of students and navigate the ever-changing educational terrain effectively.

Objectives

- To compare the Digital Pedagogy of primary school teachers with secondary school teachers.
- To compare the Digital Pedagogy of primary school teachers with higher secondary school teachers.
- To compare the Digital Pedagogy of secondary school teachers and higher secondary school teachers.

Rational of the study

The integration of technology into education has become a defining feature of modern teaching and learning practices. From interactive whiteboards to educational apps and online platforms, digital tools have revolutionized how educators engage with students and deliver content. This shift towards digital pedagogy has been driven by the recognition of technology's potential to enhance learning outcomes, foster collaboration, and prepare students for the demands of the 21st century.

However, while the benefits of digital pedagogy are widely acknowledged, its effective implementation requires a nuanced understanding of its applications across different educational levels. Primary, Secondary, and higher school settings present unique challenges and opportunities in terms of student development, curriculum requirements, and classroom dynamics. What works well for engaging elementary school students may not necessarily be effective for high schoolers, and vice versa. Therefore, it is essential to explore how teachers adapt digital pedagogy strategies to suit the specific needs and contexts of their students.

This study aimed to delve into the diverse practices of teachers across these educational levels to understand how they utilize digital tools, instructional techniques, and assessment methods within the framework of digital pedagogy. By employing a mixed-methods approach, including surveys, interviews, and classroom observations, the research seeks to uncover both commonalities and discrepancies in the adoption and implementation of digital pedagogy strategies.

Moreover, the study endeavoured to identify key factors that influence the efficacy of digital pedagogy in enhancing student engagement, improving learning outcomes, and shaping overall classroom dynamics. These factors may include teacher professional development initiatives, access to technology resources, institutional support, and alignment with educational policies and standards.

By examining these aspects, the research aimed to provide valuable insights into digital pedagogy practices can be tailored to meet the diverse needs of students at different educational levels. Ultimately, the findings of this study have the potential to inform educators, policymakers, and stakeholders about effective approaches to integrating technology into teaching and learning processes, thereby facilitating the creation of more meaningful and impactful educational experiences for students across all levels of schooling.

Research Methodology with sampling methods

The three main categories of research methodologies are historical, descriptive, and experimental. These approaches are essential to the research process. The goal of historical research is to examine historical occurrences, derive conclusions, and forecast future developments. Conversely, descriptive research uses fact-finding questions and surveys to identify causal linkages and provide a description of the current state of affairs. Higher control over the research environment is possible with experimental research, as researchers can change variables and see how they affect the study.

Descriptive research approach was used for the current study with the goal of offering a thorough description, explanation, and interpretation based on the data gathered. In education research, descriptive approaches are commonly employed as they provide useful insights into current conditions. Due of its lack of variable control, this method is frequently used in educational studies where naturalistic observation is frequently essential.

Numerous approaches are used in descriptive research, such as survey research, causal-comparative research, comparative research, correlational research, and developmental research. In particular, correlational research focuses on understanding correlations between variables and forecasting outcomes. When examining the correlation between two or more variables to see if they interact, this methodology is used. Correlational research uses quantitative data to investigate relationships between variables, which are often measured using the coefficient of correlation.

The direction and amplitude of changes help to explain how one variable influence another, while the coefficient of correlation provides a measure of the strength of the relationship between variables. The goal of the current study is to look at the connection between digital pedagogy, epistemic belief, and adaptability quotient. Descriptive correlational research is the chosen methodology because it enables a detailed investigation of the relationships between the variables of interest and advances our knowledge of how they interact within the parameters of the study.

Population, Sample and Sampling Techniques

A research population is typically a huge group of individuals or entities that serve as the main target of a particular scientific inquiry. Research is carried out to benefit the general populace. A population, in Creswell's words, is a collection of people who share certain traits.

Common, unifying features or attributes are frequently shared by all people or items within a certain population.

Area of Research and Number of Schools:

The current study focuses on Thane District, comprising eight nodes: Digha, Airoli, Ghansoli, Koperkhairane, Vashi, Turbhe, Nerul, and Belapur. Among 265 total schools in this area, 206 schools participated in the study. The breakdown of schools in each node is detailed in Table 3.4.1.

Node	Total Number of Schools	Percentage
1. Digha	14	5.3
2. Airoli	33	12.45
3. Ghansoli	19	7.1
4. Koperkhairane	36	13.6
5. Turbhe	14	5.3
6. Vashi	33	12.45
7. Nerul	44	16.64
8. Belapur	72	27.16
Total	265	

Table 3.4.1 Area of Research and Number of schools

Figure 3.4.1. (i) Area of Research

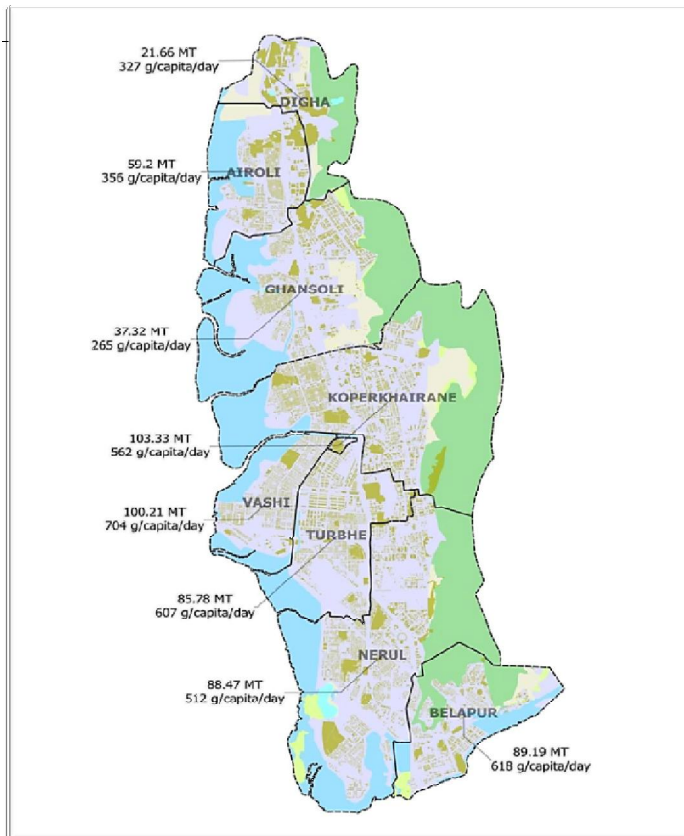
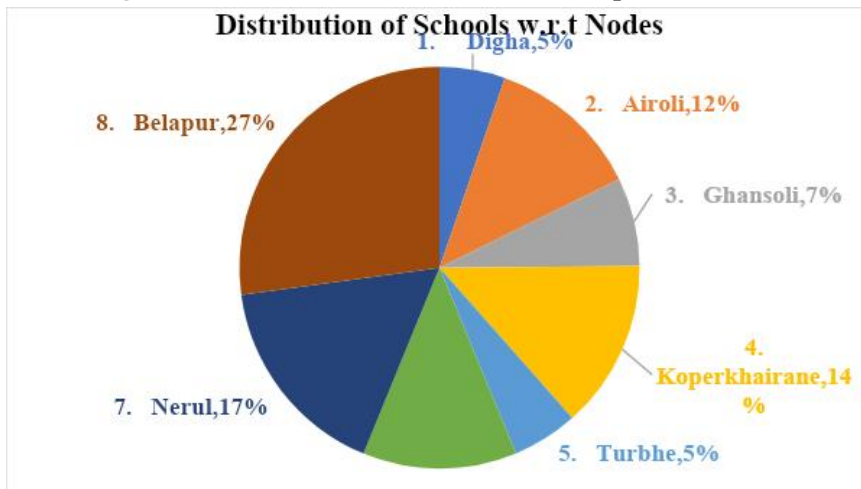


Figure 3.4.1.(ii) Distribution of schools as per nodes

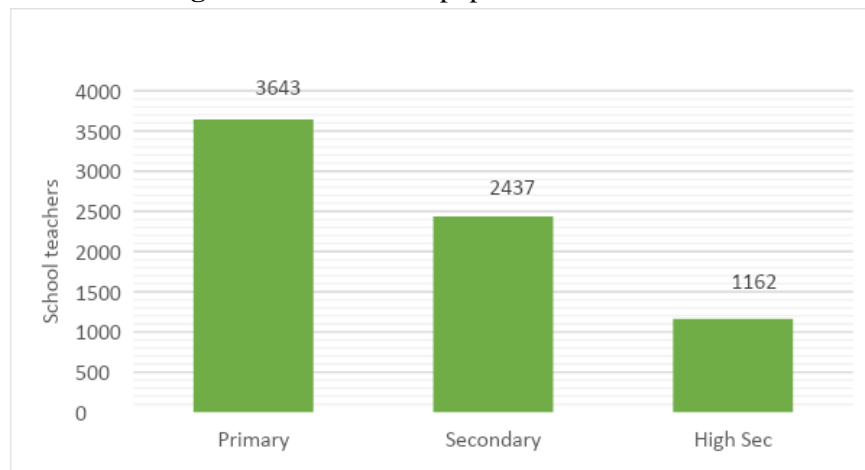


The population for the current study consists of teachers working in Primary, Secondary, and Higher Secondary levels of schools and junior colleges following the SSC/CBSE/ICSE/IGCSE/IB boards, situated in the Thane District -Navi Mumbai area. The total population distribution is as follows:

Table 3.4.2 The total population distribution

Level	Population	Sample
Primary	3643	2362
Secondary	2437	1139
High Sec	1162	717
Total	7242	4218

Figure 3.4.2 The total population distribution



Given the impracticality of examining every individual in such a large population, researchers often use a sample, a subset that must be representative and statistically significant. The primary purpose of a sample is to enable researchers to study individuals from the population and draw conclusions applicable to the entire population. This reciprocal

relationship between the population and the sample allows for efficient and effective study without examining every individual. In the present study, the sample was school teachers of Primary, Secondary, and Higher secondary levels of SSC/ CBSE/ ICSE / IGCSE / IB boards of schools and junior colleges situated in the Navi Mumbai area. Total primary school teachers were 2362, secondary teachers were 1139, and higher secondary 717.

Sampling and Sampling Technique

The process of choosing a subset of a broader population for research purposes is known as sampling. The sample can be chosen using a variety of sampling techniques, including cluster sampling, stratified sampling, purposive sampling, simple random sampling, and systematic random sampling. Stratified random sampling was the method employed for sampling in this investigation.

Using stratified random sampling, the population is separated into groups or strata according to specific traits that are pertinent to the study. After that, every subgroup is handled like a separate population, and a random sample is taken from each stratum. The objective is to guarantee that every subgroup is included in the final sample, enabling more precise and insightful population.

Firstly, the population is categorized into various strata according to particular attributes or variables that are significant for the study.

A stratified random sample technique was used for the sampling process in this study, and the number of nodes that represented the distribution of schools was carefully taken into account. Three stages of stratification were used to group students in schools: primary, secondary, and upper secondary. A straightforward random sampling method was applied inside each stratum to guarantee that every school has an equal chance at selection. This guarantees that the final sample has an appropriate representation of each subgroup. Samples were taken from each stratum and then sorted based on the moderator variable to make sure they were distributed evenly among the different groups.

Finding cum recommendations:

There is no significant difference between the Digital Pedagogy of primary school teachers with secondary school teachers.

Teaching Level	N	Mean	SD	df	't' value	Level of Significance	Ho Accepted/ Rejected
						** 0.01/* 0.05	
Primary	2362	93.98	14.18	3499	3.74	** S	Rejected
Secondary	1139	99.93	15.91				

As per table

The calculated 't' value was 3.74 for df 3499 which is greater than the critical table value of 2.58 at a 0.01 level of significance. It indicates there is a significant difference in the Digital Pedagogy of Primary and Secondary school teachers. Therefore, the null hypothesis is rejected at a 0.01 level of significance.

Conclusion: There is a significant difference in the Digital Pedagogy of Primary and Secondary school teachers. Secondary school teachers exhibited a better mean Digital Pedagogy score as compared to Primary school teachers

There is no significant difference between the Digital Pedagogy of primary school teachers with higher secondary school teachers.

Teaching Level	N	Mean	SD	df	't' value	Level of Significance	Ho Accepted/ Rejected
						** 0.01/ * 0.05	
Primary	2362	93.98	14.18	3077	3.02	**S	Rejected
Higher Secondary	717	97.16	14.98				

As per table

The calculated 't' value was 3.02 for df 4216 which is greater than the critical table value of 2.58 at a 0.01 level of significance. It indicates there is a significant difference in the Digital Pedagogy of Primary and Higher secondary school teachers. Therefore, the null hypothesis is rejected at a 0.01 level of significance.

Conclusion: There is a significant difference in the Digital Pedagogy of Primary and Higher Secondary school teachers. Higher Secondary school teachers exhibited better mean Digital Pedagogy scores as compared to Primary school teachers.

There is no significant difference between the Digital Pedagogy of Secondary school teachers with Higher Secondary school teachers.

Teaching Level	N	Mean	SD	df	't' value	Level of Significance	Ho Accepted/ Rejected
						** 0.01/ * 0.05	
Secondary	1139	99.93	15.91	1854	3.22	**S	Rejected
Higher Secondary	717	97.16	14.98				

As per table

The calculated 't' value was 3.22 for df 1854 which is greater than the critical table value of 2.58 at a 0.01 level of significance. It indicates there is a significant difference in the Digital Pedagogy of Primary and Higher secondary school teachers. Therefore, the null hypothesis is rejected at a 0.01 level of significance.

Conclusion: There is a significant difference in the Digital Pedagogy of Primary and Higher Secondary school teachers. Higher Secondary school teachers exhibited better mean Digital Pedagogy scores as compared to Primary school teachers.

Findings

Primary school teachers tend to utilize simpler digital tools and platforms, often focusing on interactive games, educational apps, and basic multimedia presentations to engage young learners. Secondary school teachers typically incorporate a wider range of digital resources, including online research tools, virtual labs, and collaborative platforms, to facilitate deeper

learning and critical thinking skills development. There may be differences in the frequency and depth of technology integration due to variations in curriculum demands, student maturity levels, and available resources between primary and secondary levels.

Primary school teachers focus on building basic digital literacy skills and fostering a positive attitude towards technology among young learners, often using gamification and storytelling approaches to make learning engaging and accessible. Higher secondary school teachers employ more advanced digital pedagogy techniques, such as flipped classrooms, blended learning models, and project-based learning using digital tools, to prepare students for college and beyond. There may be differences in the depth of subject-specific integration of technology, with higher secondary school teachers leveraging discipline-specific software, simulations, and online resources to enhance subject mastery.

Secondary school teachers focus on preparing students for standardized assessments, college entrance exams, and subject-specific competencies using digital tools for content delivery, assessment, and feedback. Higher secondary school teachers emphasize independent inquiry, complex problem-solving, and interdisciplinary approaches to learning, leveraging technology to facilitate research projects, collaborative discussions, and real-world applications. There may be differences in the degree of autonomy and student-centeredness in pedagogical approaches, with secondary school teachers adhering to structured lesson plans and curriculum pacing, while higher secondary school teachers prioritize student choice and self-directed learning.

Discussion

The comparative analysis of digital pedagogy practices among primary, secondary, and higher secondary school teachers provides valuable insights into the evolving landscape of technology integration in education. Through this examination, several key findings and implications emerge:

Diverse Pedagogical Approaches: The comparison reveals a spectrum of pedagogical approaches employed by teachers at different educational levels, ranging from foundational digital literacy skills development in primary education to advanced subject-specific integration and student-centred learning in higher secondary education.

Adaptation to Developmental Needs: Teachers tailor their digital pedagogy practices to meet the developmental needs and cognitive abilities of students at each educational stage, emphasizing interactive engagement, skill acquisition, and critical thinking skills cultivation in primary and secondary education, and fostering independent inquiry and real-world application in higher secondary education.

Curricular Alignment and Assessment Practices: Differences in digital pedagogy practices are influenced by curriculum requirements, standardized testing mandates, and assessment practices prevalent at each educational level, highlighting the complex interplay between pedagogical goals, instructional strategies, and assessment methodologies.

Professional Development and Collaboration: Effective implementation of digital pedagogy necessitates ongoing professional development opportunities and collaborative efforts among educators, administrators, policymakers, and technology experts to build capacity, share best practices, and address emerging challenges in technology-enhanced teaching and learning environments.

Equity and Access Considerations: Efforts to promote digital pedagogy integration must prioritize equity and access considerations, ensuring that all students, regardless of socioeconomic background or geographical location, have equitable access to technology resources, high-quality digital learning experiences, and culturally responsive pedagogical practices.

Conclusion

Overall, the comparative analysis underscores the importance of a holistic approach to digital pedagogy implementation that recognizes the unique needs, contexts, and aspirations of students at different educational levels. By leveraging the strengths of technology to enhance teaching effectiveness, promote student engagement, and foster lifelong learning skills, educators can empower the next generation of learners to thrive in an increasingly digital and interconnected world.

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PARENTS' EXPERIENCE ON FUNCTIONING OF STAKEHOLDERS IN JUVENILE JUSTICE SYSTEM WITH REFERENCE TO BOYS IN CONFLICT WITH LAW

Anshit Baxi

Ph.D Scholar, 'College of Social Work' Nirmala Niketan-Mumbai University

Abstract: *Participation from Parents are required along with state-centered approach in guaranteeing protection and safeguarding rights of child. Children alleged of an offense are an invisible population among other vulnerable children. Data suggests boys outnumber girls in breaking laws. The study had specific objective for parents of boys in conflict with law. To understand parents' experience on functioning of stakeholders which were police, juvenile justice board, probation officer, and child care institutions. The study used mixed-method research design to study parents' experiences on functioning of stakeholders, and challenges encountered, both quantitative and qualitative data were collected. Parents experience with stakeholders indicated that only 8% of parents perceived the police to display child-friendly conduct after apprehending the boy-CCL. The study revealed that 78% of parents perceived the approach of JJB members as child-friendly. Parents who were informed about legal aid services had a higher likelihood of having their boy-child represented by legal aid lawyers. The study showed that the quality of interaction between PO and parent was more significant for child's wellbeing than mere frequencies of meetings. Parents' experience of care and protection in child care institutions (CCI) were mixed, with 43.3% believed that their children received adequate care and protection. The findings underscore the requirement for holistic coordinated systems having both the short-term and long-term needs of boy-CCL's families. The study endorses Sustainable Development Goal 16 that aims to promote peaceful and inclusive societies, provide access to justice for all and build effective and accountable institutions at all levels.*

Keyword: *parents of boys in conflict with law, police, juvenile justice board, probation officer, child care institution.*

The Juvenile Justice System in India

In India, CCL comes across several stakeholders at varied stages of the juvenile justice process. The child comes across Police when he is apprehended (arrested) and during investigation. The Juvenile Justice Board (JJB) is responsible to carry out the trial and pass final order for the child, and the Probation Officer (PO) works on rehabilitation of CCL. The Child Care Institution (CCI) provides children with services of education, vocation, counseling, and recreation to help in child's development. However, there are no clear guidelines of carrying out parental awareness about roles of stakeholders and parental participation in rehabilitation of the child. But within the scope of functioning of stakeholders there is an opportunity for parental participation which can enhance their experience with the JJS (Juvenile Justice Act, 2015; Maharashtra Juvenile Justice (JJ) Rules, 2018; Juvenile Justice Pack 1-7, 2011).

Objectives of the study

The study has the following specific objectives for parents of boys in conflict with law.

1. To study parents' experience on functioning of stakeholders in juvenile justice system.

For the objective of the study stakeholders include:

- a. Police. b. Juvenile Justice Board.
- b. Probation Officer. d. Child Care Institution

Research Design

The study used **mixed-method research design** in which the researcher attempts to understand parents' awareness through quantitative data. To study parents' experiences on functioning of stakeholders, and challenges encountered, both quantitative and qualitative data were collected. A **concurrent triangulation approach** was utilized as the researcher collects both quantitative and qualitative data concurrently to cross-validate, findings within a study. The qualitative data was collected to support the primary quantitative findings of the study (Morgan, 1998).

Considering the objectives of the study, the researcher used personal interview techniques for collecting quantitative data from 150 parents of boy-CCL. *Case study method* was used for narrating experiences of 10 parents with stakeholders and challenges faced after boy-CCL was alleged for committing offense. For triangulation, one *focus group discussion* was conducted with social workers from NGOs working on issue of children in conflict with law to understand functioning of stakeholders in dealing with child and his parent. The epistemological landscape of the study was based on **positivism and interpretivism** as the study used mixed mixed-method research design (Rubin & Babbie, 2010).

Sampling Design

a. Sampling Technique

The researcher adopted probability sampling as the intention was to identify a representative sample of parents. In probability sampling each member of a population has an equal chance of being chosen for the study. Considering inclusive criteria of the study, the researcher used **stratified sampling technique** to coincide the sample with the population about which information was sought (Doherty, 1994). The data was categorized as per inclusive criteria of the study which was boy-CCL having biological mother or father, resided in institution for 3 months, and were out of institution at the time of data collection.

Retrospective questions can give rise to recall errors and may lead to under-reporting or even over-reporting (Moss & Goldstein, 1979). Considering maximum sentence to CCL which was 3 years and the recall factor, parents whose children were in institution at some point in years;2018, 2019 and 2020 were selected for the study. To verify and avoid duplication of data multiple sources were tapped to acquire information. As per NCRB reports, data maintained by NGO-Prayas and child care institution there were 952 boy-CCL in two institutions of the city from 2018 to 2020.

c. Sampling Procedure

A representative sample, according to Mouly (1970) would be a miniature of the population with respect to the characteristics under investigation. From the total 952, the researcher had stratified 441 parents of boy-CCL as per inclusive criteria of the study. Based on the statistics the researcher had randomly chosen 34% of the total population which was 150 sample from

441(CCL) for the proposed study. The total sample size of the study was 150 respondents (Mouly, 1970; Singh, 2006).

Table No.1 shows the year wise sample selection details. According to the number of cases from each year, the researcher had assigned weightage in selecting samples. Using fish bowl method, year wise 34% of sample were selected from number of boy-CCL as per inclusive criteria. A total of 51 samples was selected from year 2018, 49 samples from 2019, and 50 samples from 2020. For unavailability of 3 parents for the interview, a fish bowl method was followed for selection of respondents. Out of 150 respondents, children of 85 parents had resided in observation home while remaining 65 had resided in both special home and observation home. For parents whose children had stayed in two institutions, the researcher had noted their experience of special home as it was a long stay facility. The study did not aim to compare parents' experiences from both the institution, as stakeholders in this research is not restricted to one institution or one JJB but has considered holistic functioning of stakeholders in the city of Mumbai.

Table no. 1

Year wise sample selection details

Year	No. of boy-CCL in institutions (Mumbai)	No. of boy-CCL as per inclusive criteria	34% of sample from each year
2018	351	150	51
2019	337	144	49
2020	264	147	50
TOTAL	952	441	150

Source: NCRB, 2018, 2019, 2020; Child Care Institution record

Methods and Tools for data collection

Considering the quantitative nature of the study and some elements of qualitative, interview schedule and guides were prepared for the respondents. A semi-structured interview schedule was prepared for the purpose of quantitative data for interview with 150 parents. Based on inputs from NGO-social worker working with boy-CCL, ten parents were selected for case narratives considering objectives of the study and their willingness to participate. The researcher used an interview guide for conducting in-depth interviews with ten parents who were not part of the 150 respondents' sample. It includes questions on the personal and family profile of the respondents like age, education, occupation, income and the type of family. It also included questions on parents' challenges and experience with stakeholders during rehabilitation and reintegration of boy-CCL. Another part of the guide explores their responses and suggestions on the stakeholders of JJS. The interview guide allowed more scope for qualitative responses as it helped parent to share their experiences without restricting their flow of thoughts.

A guide for FGD of social workers was also implemented (Krueger, 1994). Using purposive sampling 8 social workers having experience on working with child in conflict with law and juvenile justice system in Mumbai were selected for the FGD. Written consent was taken before conducting the discussion. The guide for FGD included understanding stakeholders

functioning with parents and boy-CCL. It included questions on roles performed by police, JJB, PO, CCI as per JJ Act and Rules. FGD with social workers was conducted in an NGO office as per respondents' availability.

Key findings, Discussion and Recommendations

Parents' experience on functioning of stakeholders in JJS

Experience on functioning of Police

a. **Boy-CCL Kept in Police Lockup:** *The study highlights that a significant proportion (64.7%) of parents reported that their children were kept in police lockup after being apprehended for alleged offenses.* Case narratives and social workers in FGD also encountered cases where children were held in lockup alongside adult criminals.

b. **Police compelled boy-CCL to confess offense:** *The study identifies that 35.3% of parents reported that police compelled their child to confess to the alleged offense.* FGD with social workers and case narratives mentions cases of police influencing children to confess by offering termination of legal cases or by inflicting physical abuse. This raises questions about the ethical treatment of CCL.

c. **Child-Friendly Conduct of Police:** *The study indicates that only 8% of parents perceived the police to display child-friendly conduct after apprehending the boy-CCL. This finding suggests a need for better training and awareness among police officers regarding the appropriate treatment of CCL.* The testimonies of parents in case narratives and social workers further illustrate instances of physical and verbal abuse children faced in police stations, indicating a lack of child-friendly behavior.

d. **Timely Presentation at Juvenile Justice Board (JJB):** FGD with social workers and majority (80.6%) of parents reported that their child was presented in front of the JJB within 24 hours after apprehension. However, the presence of cases where children were kept in police lockup for longer durations raises concerns about adherence to legal procedures and the potential impact on the child's well-being.

Experience on functioning of JJB

a. **Participation in Board Proceedings:** *The findings indicate that the initial interaction between JJB members and parents is crucial for establishing a child-friendly approach and building confidence and trust in the juvenile justice system.* During the first production of CCL before the JJB, parents were asked various questions. The most frequently asked questions were related to the family background (23.3 %) and education status (22 %) of boy-CCL. This reflects the JJB's effort to gather relevant information about the child's circumstances.

The language used in JJB proceedings is an essential factor in ensuring effective communication with the child. While 48.6% of parents reported that the child understood the language used in the proceedings, 51.4% mentioned that the child had some difficulty or did not understand the language.

b. **Child-Friendly Environment:** *Creating a child-friendly environment within the JJB is crucial for facilitating meaningful interactions and promoting CCLs' well-being. The study revealed that 78% of parents perceived the approach of JJB members as child-friendly.* However, there were instances where members shouted at the boy-CCL, negatively impacting the child's experience. Moreover, only 15.3% of parents indicated that only

individuals connected to the boy-CCLs' cases were present during JJB proceedings, as per the legal requirement. ***The presence of unrelated individuals can potentially intimidate the boy-child and hinder the creation of a child-friendly atmosphere as also pointed out by social workers in FGD*** (Kanoon, 2023)

c. Socio-Legal Services: The provision of socio-legal services is vital to ensure child's rehabilitation and reintegration into society. The study found that 68% of parents reported that their boy-child did not receive guidance from the Social Worker member of the JJB. (Maharashtra JJ Rules, 2018; Juvenile Justice Act; 2015)

e. Child-Friendly Infrastructure: While 8.7% of parents reported that JJB members sat on a raised platform during interactions but 80% of parents mentioned the presence of physical barriers, such as large tables, that created a distance during interactions. Adequate seating arrangements were reported by 68% of parents.

f. Parents' Ratings and Socio-economic Factors: The majority of parents (60%) rated the functioning of the JJB as fair, while 22% rated it as good and 14% as poor. It was found that parents with higher education rated functioning of the JJB positively ($p=0.04$).

Experience on functioning of Probation Officer

a. Meeting with PO and interventions During their first meetings with POs, parents were typically asked about boy-CCLs' deviant activities (23.3 %), educational status (27.3%), and family background (38 %).

b. PO visit to Home, school or place of employment: Parents were asked whether PO had visited their home; 54.7% said no while 45.3% said yes. Parents expressed that PO during home visit inquired about family member's occupation, health, and education. They were asked whether child shared healthy relationship with family members. ***13 Parents' stated that PO had asked for bribes to recommend release of the boy-CCL in the Social Investigation Report (SIR). The concern of PO taking bribes from parents to recommend release of boy-CCL was pointed out by social workers in FGD.***

Only 9 Parents mentioned that PO had conducted visit to boy-CCLs' school, where they discussed with class teacher about child's academic performance, and his conduct in school.

c. Frequency of Meetings and Parents' Rating: A substantial proportion of parents reported meeting with POs once every two weeks (38.7 %) or once a month (28.3%), while 25.3 % indicate no meetings with PO.

Regular interaction of Parents with PO can showcase their confidence and comfort with the officer. To understand respondents experience with PO, researcher inquired with Parents of boy-CCL whether they reached out to PO to share any concerns to which majority (79.3%) of respondents said no, and expressed that they would prefer reaching out to counsellor and NGO-social worker for guidance. But 20.7% parents mentioned that they had shared concerns of boy-CCL with PO it included; irregularity in attending school, not going for work, practicing substance abuse, and spending more time with deviant peers.

Experience on functioning of Child Care Institution

a. Education: The study found that only 30.7% parents were satisfied with the education services provided to their boy-child in CCIs. However, parents expressing dissatisfaction,

cited reasons such child's lack of interest and motivation to continue education (Juvenile Justice Act, 2015; Juvenile Justice Pack 4, 2011; Maharashtra JJ Rules, 2018).

b. Vocational Training: Parents' satisfaction with vocational training was relatively lower, with only 34.7% expressing contentment. In some case narratives, boy-CCL continued earned a living from vocational training for a brief period post release. This indicates the need for more effective and market-oriented vocational training programs within CCIs, enabling children to acquire skills that can lead to gainful employment upon their release as also shared by social workers in FGD

e. Sanitation and Hygiene Maintenance: Approximately 46% of parents were satisfied with the sanitation and hygiene maintenance in CCIs. However, some parents expressed concerns about issues such as proximity of dormitories to toilets and inadequate bedding, highlighting the need for consistent attention to hygiene and living conditions.

f. Role of Superintendent and Care and Protection: Parents' experiences with the superintendent varied, with 29% finding the superintendent approachable stating instances like allowing more time for parents to interact with boy-CCL as he was home sick, allow a tutor in institution to help child for his examination, to discuss bullying by older boys, and to understand procedure of child's release from institution after order passed by JJB.

Researcher asked parents of boy-CCL whether they were satisfied with 2 to 3 hours given once a week by institution for Parent-Child meet, 92 % parents said they were satisfied while 8% mentioned they were not satisfied. However, accessibility of superintendent cannot be attributed as a significant factor influencing parents' opinion of institution giving children the needed care and protection. This is statistically evident from the Chi-Square result. (Chi-Square = -0.146, p = .074). The hypothesis that parents who found superintendent approachable considered institution of providing required care and protection to boy-CCL was not found as valid.

Additionally, parents' perceptions of care and protection in CCIs were mixed, with 43.3% believing that their children received adequate care and protection. *Instances of physical abuse among older boys and staff members raised concerns about well-being of boy-CCL within the institutions by social workers in FGD and in case narratives*

g. Parents' Experience Rating of CCI: Parents' overall experience ratings of CCIs varied, with 56% rating the functioning as fair, 30% rating it as poor, and only 12% rating it as good. This suggests a need for continuous improvement in various aspects of CCI functioning to ensure a positive and supportive environment for boy-CCL. The study explored the association between parents' ratings of CCI experience and the age at which boy-CCL was apprehended. While no significant association was found the finding suggests that older children may have different experiences and perceptions of CCI functioning compared to younger children.

Recommendations

a. Parental Awareness Programs

As per findings of the study the researcher recommends to develop and implement targeted parental awareness programs aimed at educating parents about the roles and responsibilities of different stakeholders in the JJS. WCD department along with other government agencies can conduct these awareness programs in collaboration with NGOs and academic institutions.

These programs should be accessible and informative, providing parents with a comprehensive understanding of the system. Recognize the differences in awareness levels between mothers and fathers and tailor awareness campaigns accordingly. Efforts should be made to actively involve mothers in discussions and campaigns to bridge the awareness gap. Establish clear channels for disseminating information to parents such as pamphlets, workshops, online resources, and community meetings. To make sure that the orientation about JJS is presented in a way that is easy for parents to understand. Carry out programs focusing on parents' awareness about child's rights as per JJ act and rules. It should encompass laws on police procedures after boy-CCL is apprehended, JJB case proceedings, legal aid, bail procedure, and responsibilities of child care institution (CCI). To enhance parents' knowledge about CCLs' rights during police interactions for conducting inquiry. Assist parents in knowing the significance of being present during CCLs interview by police. To execute an empowerment approach that strengthens parents' capacities and involvement in rehabilitation process. The JJS must emphasize the strengths parents have to assist their child in reintegration.

c. Monitoring and Evaluation of JJS

As per the study, following are areas wherein the WCD dept, police commissionaire office, Juvenile Justice Committee can carry out periodic assessment.

i. Police Interaction and Procedures: Establish mechanisms for monitoring police interactions with boy-CCL and holding officers accountable for any violations of the child's rights. This can include regular reviews of police conduct and the establishment of reporting mechanisms for parents and boy-CCL to raise concerns.

ii. JJB proceedings: To monitor child-friendly environment within the JJB by minimizing the presence of unrelated individuals during proceedings and providing interpreters when necessary to ensure boy-CCL understands interaction in the Board. To evaluate timely hearings to prevent prolonged waiting times for boy-CCL and parents. To assess the provision of socio-legal services within the JJB, including guidance from Social Worker member and the availability of legal aid lawyers.

iii. Probation Officers' Interaction and Interventions: To evaluate meetings between parents and POs, ensuring that parents have opportunities to share concerns and receive guidance. To evaluate the range and effectiveness of interventions carried out by POs to support the rehabilitation and well-being of boy-CCL. Monitor the implementation of interventions and their impact on the child's development.

iv. Child Care Institutions (CCI) services: Monitor whether CCIs provide quality education that is tailored to each child's age, ability, and requirements. Carry put assessment of vocational training programs within CCIs to equip children with skills that increase their employability upon release. Develop a diverse range of recreational activities within CCIs to promote physical and emotional well-being among children. Promote an approachable and child-centered attitude among superintendents in CCIs. Evaluate whether there is an open communication of superintendent with parents and boy-CCL to address any concerns.

v. Collaborative Decision-Making: Evaluate collaborative decision-making between parents and stakeholders in the JJS to ensure that parents are active participants in the rehabilitation of their child. Provide parents with regular updates on their child's progress and the status of

their case within the JJS. This can help address uncertainty among parents and help them in being involved in the rehabilitation process.

Conclusion

The study shed light on need for effective communication between stakeholders and parents who mostly belong from low socio-economic background. Boy-CCL and parents are influenced by various interconnected systems within their environment. like community, peers and school. Interventions of rehabilitation and reintegration cannot be carried without considering the socio-economic position of child and his family.

In essence, the findings underscore the multifaceted challenges faced by parents of boy-CCLs and emphasize the necessity for comprehensive, coordinated, and child and family centered approaches within the juvenile justice system. It will ensure wellbeing and development of boy-CCL and their parents, and improve efficiency of juvenile justice system in rehabilitating and reintegration of child.

Considering SDG 16, a practice and evidence base orientation of social work students is required in child rights curriculum of social work education that can assist to promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

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FROM ENLIGHTENMENT TO EMPOWERMENT: MARATHI LITERATURE'S JOURNEY IN VIKSIT BHARAT @2047

Dr. Yogita Randhavane

Assistant Professor, Rayat Shikshan Sanstha's,
R. B. Narayanrao Borawake College, Shirampur, Maharashtra

Abstract: *Marathi literature, a rich tapestry of cultural expression, has undergone significant transformations over the centuries. This research paper embarks on a nuanced exploration of Marathi literature's evolution within the socio-political milieu of Viksit Bharat in the year 2047. Anchoring our investigation in the historical backdrop of Enlightenment ideals that permeated Marathi literary discourse, we meticulously trace the trajectory of this literary tradition, examining its journey towards empowerment.*

Our inquiry commences with an elucidation of the Enlightenment era's impact on Marathi literature, elucidating how it engendered a spirit of rationalism, humanism, and socio-political reform. We scrutinize seminal literary works, dissecting the themes, narrative techniques, and ideological underpinnings that characterized this period. Through this analysis, we unravel the ways in which Enlightenment ideals laid the groundwork for subsequent literary movements and intellectual currents in Marathi literature.

Subsequently, we pivot our attention towards the contemporary landscape of Marathi literature in the envisioned future of Viksit Bharat. Drawing upon a diverse array of primary sources, including novels, poetry, plays, and essays, we illuminate the shifting paradigms and emergent trends that mark this literary epoch. Central to our examination is the notion of empowerment—a multifaceted concept encompassing individual agency, social justice, and cultural identity. We interrogate how Marathi writers engage with issues of empowerment, interrogating entrenched power structures, amplifying marginalized voices, and envisioning alternative futures.

In our analysis, we adopt an interdisciplinary approach, synthesizing insights from literary criticism, cultural studies, and sociopolitical theory. By situating Marathi literature within broader historical and cultural contexts, we elucidate its dynamic interplay with societal forces and transformative impulses. Moreover, we attend to the role of technological advancements, globalization, and environmental concerns in shaping the contours of contemporary Marathi literary production.

Ultimately, this research paper endeavors to offer a comprehensive understanding of Marathi literature's trajectory—from its Enlightenment roots to its contemporary manifestations of empowerment—in the landscape of Viksit Bharat @2047. Through our meticulous inquiry, we aim to underscore the enduring vitality, relevance, and socio-cultural significance of Marathi literary expression in an ever-evolving world.

Keywords: *Marathi literature, enlightenment, empowerment, Viksit Bharat @2047, socio-cultural impact*

Introduction: In the cultural tapestry of India, Marathi literature stands as a vibrant thread, weaving narratives that resonate with the essence of the land and its people. As we embark on a journey through time, tracing the evolution of Marathi literature, we are propelled into a

realm where enlightenment intertwines with empowerment, shaping the socio-cultural landscape of a futuristic India envisioned in Viksit Bharat @2047.

The Enlightenment era marked a pivotal period in human history, characterized by a surge of intellectual curiosity, rationality, and a fervent pursuit of knowledge. Marathi literature, with its rich heritage and diverse literary traditions, found itself at the forefront of this intellectual awakening. From the profound philosophical treatises of saint-poets like Tukaram and Dnyaneshwar to the socio-political commentaries of trailblazing thinkers like Jyotirao Phule and Babasaheb Ambedkar, Marathi literature served as a catalyst for societal transformation, challenging age-old norms and advocating for social justice and equality.

As we transition from the Enlightenment era to the empowered future of Viksit Bharat @2047, the trajectory of Marathi literature takes on new dimensions. Empowerment, in this context, transcends mere socio-political emancipation; it encompasses a holistic liberation of the individual and the collective psyche. Through the prism of literature, we witness the empowerment of marginalized voices, the celebration of diversity, and the nurturing of a progressive ethos that embraces innovation while honoring tradition.

In this research paper, we delve into the metamorphosis of Marathi literature, exploring how it has evolved as a potent instrument of change, resilience, and empowerment in the landscape of Viksit Bharat @2047. By examining key literary works, movements, and trends, we aim to unravel the intricate tapestry of Marathi literature's journey, from its roots in enlightenment to its blossoming in empowerment. Moreover, we seek to discern the role of literature in shaping the collective consciousness of society and fostering a vision of an inclusive, equitable future.

Through this exploration, we endeavor to not only understand the past and present contours of Marathi literature but also to envision its trajectory in Viksit Bharat @2047—a nation propelled by the ideals of enlightenment and empowered by the collective wisdom of its literary heritage.

Enlightenment in Marathi Literature: Enlightenment, known as "ज्ञानोदय" (Dnyanodaya) or "प्रबोधन" (Prabodhan) in Marathi literature, was a significant intellectual and cultural movement during the 18th century. It marked a period of profound transformation in Marathi society, literature, and thought.

1. **Historical Context:** Enlightenment in Marathi literature emerged during a time of social, political, and cultural upheaval. The influence of British colonialism, along with the decline of the Mughal Empire, led to a reevaluation of traditional beliefs and practices.
2. **Rise of Rationalism:** Enlightenment thinkers in Marathi literature emphasized reason, logic, and empirical evidence over blind faith and superstition. They questioned traditional religious dogmas and orthodoxies, advocating for a more scientific and rational approach to understanding the world.
3. **Literary Renaissance:** The Enlightenment period witnessed a flourishing of Marathi literature. Writers and poets explored diverse themes such as humanism, social justice, morality, and individual freedom. Notable literary figures like Mahipati, Ramdas Swami, and Tukaram Maharaj contributed to this literary renaissance with their thought-provoking writings.

4. **Social Reform:** Enlightenment thinkers in Marathi literature were often advocates of social reform. They critiqued oppressive social structures such as caste discrimination, gender inequality, and religious intolerance. Their writings inspired social movements aimed at promoting equality, justice, and human dignity.
5. **Language and Identity:** The Enlightenment period played a crucial role in shaping the Marathi language and its identity. Writers and intellectuals sought to elevate Marathi literature to a position of prominence, championing it as a vehicle for expressing progressive ideas and aspirations.
6. **Legacy:** The legacy of Enlightenment in Marathi literature continues to resonate in contemporary times. Its emphasis on rationality, social reform, and humanistic values has left a lasting impact on Marathi culture and society. Many of the ideas espoused by Enlightenment thinkers remain relevant and influential in shaping modern discourse.

Overall, Enlightenment in Marathi literature represents a pivotal moment in the intellectual history of Maharashtra, reflecting the quest for knowledge, freedom, and social justice that characterized the era.

Nationalist Discourse and Marathi Literature: The relationship between nationalist discourse and Marathi literature is deeply intertwined, reflecting the broader dynamics between regional identity and the nation-state in India. Marathi literature, with its rich heritage and diverse literary traditions, has played a significant role in shaping and expressing nationalist sentiments within the Marathi-speaking community.

During the colonial period, Marathi literature became a potent tool for articulating resistance against British rule and advocating for Indian independence. Writers like Lokmanya Tilak, Vinayak Damodar Savarkar, and others used Marathi language and literature to propagate ideas of self-rule, cultural pride, and national unity. Tilak's newspaper Kesari and Savarkar's writings fueled the spirit of nationalism among Marathi-speaking people, emphasizing the need for freedom from foreign domination.

The nationalist discourse in Marathi literature often drew inspiration from historical narratives, folk traditions, and socio-cultural movements within Maharashtra. Literary figures like Vishnu Sakharan Khandekar, and Pu La Deshpande contributed to the nationalist discourse through their writings, which celebrated Marathi culture, traditions, and identity.

One of the notable aspects of Marathi literature within the nationalist discourse was its emphasis on social reform and inclusion. Writers like Jyotiba Phule and Bhau Padhye used literature as a medium to challenge caste-based discrimination, promote social equality, and advocate for the rights of marginalized communities. Their works not only contributed to the nationalist cause but also laid the foundation for social justice movements in Maharashtra.

Post-independence, Marathi literature continued to evolve, reflecting the changing contours of Indian nationalism and the challenges of nation-building. Writers like P. L. Deshpande, Vijay Tendulkar, and Pu La Deshpande engaged with themes of social change, political disillusionment, and cultural identity in their works, providing critical insights into the complexities of post-colonial India.

In contemporary times, Marathi literature remains vibrant and diverse, addressing a wide range of issues including globalization, urbanization, environmental degradation, and regional identity. Writers like Kiran Nagarkar, Shanta Gokhale, and Sachin Kundalkar

continue to enrich the nationalist discourse through their thought-provoking writings, which engage with the complexities of modern Indian society while staying rooted in the cultural ethos of Maharashtra.

Overall, the relationship between nationalist discourse and Marathi literature reflects the enduring quest for identity, freedom, and social justice within the Marathi-speaking community, while also contributing to the broader tapestry of Indian nationalism.

Modernity and Social Change: Modernity and social change have significantly influenced Marathi literature, shaping its themes, styles, and perspectives over time. Marathi literature, one of the richest regional literary traditions in India, reflects the evolving socio-cultural landscape of Maharashtra and its people. Here are some key aspects:

1. **Transition from Tradition to Modernity:** Marathi literature underwent a transition from traditional to modern themes and styles, paralleling the broader socio-cultural changes in Maharashtra. Early Marathi literature, characterized by devotional poetry, mythological tales, and folk literature, gradually gave way to more contemporary themes reflecting urban life, industrialization, and globalization.
2. **Exploration of Social Issues:** Modern Marathi literature actively engages with various social issues such as caste discrimination, gender inequality, poverty, and political unrest. Writers like Annabhau Sathe, Pu La Deshpande, and Baburao Bagul explored the lives of marginalized communities, highlighting their struggles and aspirations.
3. **Feminist Discourse:** The advent of modernity brought forth feminist discourse in Marathi literature. Writers like Indira Sant, Vibhavari Shirurkar, and Shanta Gokhale addressed women's issues, challenging traditional gender roles and advocating for gender equality and empowerment.
4. **Urbanization and Globalization:** Marathi literature reflects the impact of urbanization and globalization on society. Writers like Kiran Nagarkar and Vijay Tendulkar depicted the complexities of urban life, cultural clashes, and the erosion of traditional values in the face of rapid modernization.
5. **Experimentation with Form and Style:** Modern Marathi literature witnesses experimentation with literary forms and styles. Writers like Vinda Karandikar and Dilip Chitre experimented with poetry, while Vijay Tendulkar and P. L. Deshpande pioneered innovative techniques in drama and fiction, respectively.
6. **Literature of Protest and Resistance:** Marathi literature has a rich tradition of protest and resistance against social injustices and political oppression. Writers like Namdeo Dhasal and Sane Guruji used their literary works as tools for social reform and revolution, advocating for the rights of the oppressed and downtrodden.
7. **Influence of Dalit Literature:** The emergence of Dalit literature has had a profound impact on Marathi literary landscape, challenging Brahminical hegemony and amplifying the voices of Dalits. Writers like Daya Pawar, Sharankumar Limbale, and Namdeo Dhasal brought the experiences of Dalits to the forefront, reshaping the narrative of Marathi literature.

Overall, modernity and social change have infused Marathi literature with diversity, dynamism, and relevance, making it a vibrant reflection of the evolving society and culture of Maharashtra.

Empowerment Narratives in Contemporary Marathi Literature: Empowerment narratives in contemporary Marathi literature are vibrant and diverse, reflecting the socio-cultural landscape of Maharashtra and the ever-evolving perspectives on empowerment. Here are a few themes and narratives that are prominent in contemporary Marathi literature:

1. **Women's Empowerment:** Marathi literature has long been a torchbearer for women's empowerment. Contemporary authors delve into the complexities of women's lives, their struggles, aspirations, and triumphs. These narratives often challenge traditional gender roles and stereotypes, portraying women as strong, resilient, and capable individuals who navigate through societal expectations to carve their paths.
2. **Rural Empowerment:** Many contemporary Marathi authors focus on rural empowerment narratives, shedding light on the lives of individuals in rural Maharashtra. These narratives celebrate the resilience of rural communities, their struggles against exploitation, and their efforts to achieve self-sufficiency and dignity. Through stories of grassroots movements, agricultural innovations, and community solidarity, these narratives inspire readers to appreciate the richness of rural life and the potential for empowerment within these communities.
3. **Dalit Empowerment:** Dalit literature has emerged as a powerful force in contemporary Marathi literature, offering narratives that confront caste-based discrimination and advocate for social justice and empowerment. Authors from Dalit backgrounds bring forth narratives that highlight the struggles, aspirations, and achievements of Dalit communities. These narratives not only raise awareness about caste-based oppression but also celebrate the resilience and agency of Dalit individuals striving for dignity and equality.
4. **LGBTQ+ Empowerment:** Contemporary Marathi literature also explores narratives of LGBTQ+ empowerment, challenging heteronormative constructs and advocating for acceptance and equality. These narratives portray the diverse experiences of LGBTQ+ individuals, their journeys of self-discovery, and their efforts to assert their identities in a society that often marginalizes them. Through nuanced storytelling and empathetic portrayal, these narratives contribute to greater visibility and understanding of LGBTQ+ experiences in Marathi literature.
5. **Environmental Empowerment:** With increasing environmental concerns, contemporary Marathi literature reflects narratives of environmental empowerment, advocating for sustainable living, conservation efforts, and ecological activism. These narratives highlight the interconnectedness between humans and nature, urging readers to recognize their roles as stewards of the environment and to take action towards preserving and protecting the natural world for future generations.

In essence, contemporary Marathi literature abounds with empowerment narratives that celebrate resilience, diversity, and the pursuit of justice and equality across various spheres of life. These narratives serve not only to entertain and enlighten but also to inspire readers to embrace their agency and contribute towards positive change in society.

Conclusion: In conclusion, the exploration of Marathi literature's journey from Enlightenment to Empowerment within the framework of Viksit Bharat @2047 unveils a profound narrative of cultural evolution and societal transformation. Through a meticulous

examination of literary works spanning centuries, it becomes evident that Marathi literature has served as both a mirror and a catalyst for change, reflecting the zeitgeist of its time while also actively shaping collective consciousness.

The Enlightenment era marked a pivotal moment in Marathi literature, characterized by a quest for knowledge, rationality, and social reform. Visionary writers and thinkers challenged prevailing norms and ideologies, advocating for enlightenment values such as liberty, equality, and progress. Their works laid the groundwork for a more enlightened society, laying the foundation for future generations to build upon.

As Marathi literature progressed into the modern era, it underwent a paradigm shift towards empowerment, encompassing themes of identity, agency, and social justice. Writers embraced diverse perspectives and voices, championing the cause of marginalized communities and amplifying their struggles and aspirations. Through their literary creations, they empowered individuals to assert their rights, challenge oppression, and envision a more inclusive and equitable society.

The emergence of Viksit Bharat @2047 represents a culmination of these historical trajectories, signaling a renewed commitment to collective growth and development. Marathi literature, as a cornerstone of cultural heritage, continues to play a pivotal role in shaping the narrative of the nation's future. By celebrating its rich legacy and embracing the spirit of empowerment, Viksit Bharat @2047 aspires to foster a society that is not only enlightened but also empowered, where every individual has the opportunity to thrive and contribute to the collective progress.

In essence, the journey of Marathi literature from Enlightenment to Empowerment within the context of Viksit Bharat @2047 exemplifies the enduring power of words to inspire, educate, and transform. As we navigate the complexities of the 21st century, let us draw upon the wisdom and resilience of our literary heritage to chart a path towards a more enlightened and empowered future for all.

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QUALITY TEACHER EDUCATION: A SUPERIOR TOOL FOR SHAPING THE FUTURE GENERATION OF INDIA

Dr. Shalini Santosh Tonpe

Assistant Professor

Dr. Vishwanath Karad MIT World Peace University, Kothrud, Pune

Abstract: *Teachers need to be trained to achieve the goal of education. Better teacher training leads to better teachers who can guide students and future citizens better. Factors affecting the quality of teacher training should be studied and necessary steps should be taken to improve the quality of teacher training. Apart from teaching, the teacher must perform many other responsibilities. The experience of going to a school and working with students, other teachers, principals is important as a teacher. In that sense, the importance of student service period and practice lesson is unique. The National Education Policy 2020 has given some suggestions to maintain and enhance the quality of teacher training. The actual teaching experience and its practice determines the teaching quality of the teacher trainers, that is why practical work has been given a unique importance in educational policy as well. During the training period teacher trainees use to teach in front of their fellow students, which is called microteaching. Teaching at school is more productive because there is an opportunity to interact with school students. So, in the real sense they can experience classroom management, solving problems in actual classroom teaching. This experience alone helps them to become an effective teacher. This field practice will surely help them to become an effective teacher. NEP-2020 envisages that outstanding faculty with demonstrated leadership and management skills will be identified and trained over time to take on important academic leadership positions.*

Keywords: *Teacher Education, Quality Teacher training, Future India, NEP2020*

Introduction

The aim of education is to empower individuals, enrich their lives, and contribute to the betterment of society. Education aims to nurture the holistic development of individuals, including their social, emotional, and moral growth. It aims to instill values such as empathy, integrity, resilience, and a sense of responsibility towards oneself and others. If the goal of education is to be achieved, then quality teacher education is essential. Teacher education plays a pivotal role in shaping future generations. Teacher education programs equip educators with the necessary pedagogical skills to effectively impart knowledge and foster critical thinking among students. Through coursework, practicum experiences, and mentorship, future teachers learn how to design engaging lessons, manage classrooms, and differentiate instruction to meet diverse student needs.

Teachers play a vital role in fostering positive school cultures and building strong relationships with students, parents, and colleagues. Quality teacher education emphasizes the importance of collaboration, communication, and interpersonal skills, which are essential for creating cohesive school communities. Teacher education programs promote cultural competence by providing opportunities for educators to learn about and appreciate diverse backgrounds, perspectives, and experiences. This enables teachers to create inclusive learning

environments where all students feel valued and respected. Teacher education is not a one-time event but rather a continuous process of professional growth and development. Teacher education programs instill a commitment to lifelong learning and provide educators with the knowledge and skills they need to stay abreast of new developments in education and adapt their teaching practice accordingly. By equipping educators with the knowledge, skills, and dispositions needed to effectively support student learning and development, teacher education programs play a crucial role in shaping the future generations and preparing them to thrive in an ever-changing world.

Quality teacher education is not just about initial training but also about continuous professional development throughout a teacher's career. Ongoing support and professional learning opportunities help teachers refine their skills, stay motivated, and grow as educators. The field of education is constantly evolving, with new research, technologies, and teaching methodologies emerging regularly. Quality teacher education ensures that educators stay updated with the latest trends and best practices, enabling them to adapt to the changing educational landscape effectively. Quality teacher education programs equip educators with the knowledge and skills needed to implement effective teaching practices. This includes understanding different learning styles, instructional strategies, classroom management techniques, and assessment methods. Today's classrooms are increasingly diverse, with students from various cultural, linguistic, and socioeconomic backgrounds. Quality teacher education helps educators develop culturally responsive teaching approaches to meet the needs of all students and create inclusive learning environments.

Overall, investing in quality teacher education is essential for ensuring that all students have access to high-quality instruction and the support they need to succeed academically and socially.

Objectives of the study

1. To discuss the importance of field practices in Teacher Education
2. To find out the factors affecting the quality of Teacher Education
3. To recommend feasible solutions to uplift the quality of Teacher Education for the future India.

Teachers Education Program develops –

Teacher education develops a range of competencies and skills necessary for effective teaching. These include: -

Content Knowledge - Deep understanding of subject matter for effective teaching. Teacher education programs ensure that educators have a strong grasp of the content they will teach, enabling them to convey concepts accurately and respond to students' questions effectively.

Pedagogical Knowledge - Understanding of various teaching methods, strategies, and approaches tailored to different subjects, age groups, and learning styles.

Skills of Teaching and Assessment - Skills to create a positive and productive learning environment, manage student behavior, and ensure effective classroom dynamics. Strategies for adapting instruction to meet the diverse needs of students. Competence in integrating educational technology tools and resources to enhance teaching and learning experiences. Skills to collaborate with colleagues, parents and to effectively communicate with

stakeholders. Ability to design, implement, and interpret assessments to evaluate student learning and inform instructional decisions.

Ethical and Professional Standards - Understanding of professional ethics, legal responsibilities, and the importance of maintaining high standards of professionalism in teaching practice.

The National Education Policy (NEP) 2020 of India emphasizes several key recommendations regarding teacher education:

1. **Integrated B.Ed. Programs** - The NEP proposes the integration of teacher education programs, such as the Bachelor of Education (B.Ed.), into multidisciplinary undergraduate education. This integration aims to ensure that future teachers receive a robust foundation in subject knowledge, pedagogy, and practical classroom experience, while also fostering a holistic understanding of education.

2. **Four-Year Integrated Stage-Specific B.Ed. Programs** - The NEP recommends the implementation of four-year integrated stage-specific B.Ed. programs, which focus on specialized areas such as early childhood education, elementary education, secondary education, and subject-specific education. These programs are designed to prepare teachers specifically for the diverse needs of different stages of schooling.

3. **Multidisciplinary Teacher Preparation** - The NEP advocates for multidisciplinary teacher preparation programs that go beyond traditional subject-specific approaches. These programs emphasize the integration of various disciplines, including sciences, social sciences, arts, and humanities, to provide future teachers with a well-rounded education and a broader perspective on teaching and learning.

4. **Professional Standards and Accreditation** - The NEP emphasizes the importance of setting rigorous professional standards for teacher education and establishing a robust system of accreditation and regulatory mechanisms to ensure the quality of teacher preparation programs. This includes the development of clear benchmarks for teacher competencies, performance assessments, and continuous professional development.

5. **Use of Technology in Teacher Education** - The NEP encourages the integration of technology into teacher education programs to enhance teaching and learning outcomes. It emphasizes the importance of providing future teachers with training in digital literacy, educational technology tools, and online teaching methodologies to effectively leverage digital resources in the classroom.

6. **Continuous Professional Development** - The NEP underscores the significance of continuous professional development for teachers throughout their careers. It recommends the establishment of comprehensive mechanisms for ongoing training, mentoring, and support to help teachers stay updated on best practices, pedagogical innovations, and subject knowledge.

7. **Focus on Inclusive and Multilingual Education** - The NEP emphasizes the importance of preparing teachers to address the diverse needs of students, including those from marginalized communities and with special needs. It advocates for training teachers in inclusive education practices, multilingual teaching methodologies, and culturally responsive pedagogy to create inclusive and equitable learning environments for all students.

Overall, the NEP 2020 aims to transform teacher education in India by promoting innovation, quality, and relevance in teacher preparation programs to meet the evolving needs of the education system and society.

Field practices are a vital component of Teacher Education programs

Field practices provide teacher candidates with opportunities to gain hands-on experience in real classroom settings. This practical experience allows them to apply theoretical knowledge learned in coursework to actual teaching situations, bridging the gap between theory and practice. It helps teacher candidates develop a wide range of teaching skills, including lesson planning, instructional delivery, classroom management, assessment, and differentiated instruction. By actively engaging in teaching and interacting with students, teacher candidates refine their teaching techniques and become more effective educators. It also encourages reflective practices, which involves critically examining one's teaching practices, beliefs, and experiences to improve teaching effectiveness. Through reflection, teacher candidates can identify strengths and areas for growth, analyze the impact of their teaching strategies on student learning, and adjust improve their practice.

Field practices play a crucial role in shaping teacher candidates' professional identity and sense of efficacy as educators. By immersing themselves in the teaching profession and experiencing the joys and challenges of teaching firsthand, teacher candidates develop a deeper understanding of the roles and responsibilities of teachers and begin to see themselves as educators. These kinds of practices expose teacher candidates to the diverse cultural, linguistic, socioeconomic, and academic backgrounds of students in real school environments. This firsthand exposure helps teacher candidates develop cultural competence, empathy, and an understanding of the contextual factors that influence teaching and learning. It provides an opportunity for teacher trainees to collaborate with mentor teachers, school administrators, colleagues, and community members. These collaborative experiences allow them to learn from experienced educators, exchange ideas, and build professional networks that can support their growth and development as teachers. It offers an opportunity for teacher candidates to receive formative feedback and assessment from mentor teachers, supervisors, and peers. Constructive feedback helps to identify areas for improvement, refine their teaching practices, and adjust better meet the needs of their students.

Overall, field practices are essential in teacher education because they provide invaluable opportunities for teacher candidates to develop practical teaching skills, reflect on their practice, build professional identity, and cultivate the knowledge, attitudes, and dispositions needed to become effective and competent educators.

Students view regarding field practices

Many students view field practices as valuable learning experiences that provide insight into the teaching profession and help them develop a deeper understanding of educational practices. They appreciate the opportunity to observe and interact with teachers, engage with students, and participate in classroom activities. Students often appreciate the hands-on learning opportunities that field practices offer, allowing them to apply theoretical knowledge gained in coursework to real-world teaching situations. They value the practical experience gained through teaching practicums, internships, and other field experiences. Some students view field practices as opportunities for professional development and skill-building. Win-

skills, and other competencies that are essential for success in the teaching profession. Field practices can be rewarding, students may also encounter challenges and opportunities for growth during their experiences. They may face obstacles such as classroom management issues, student behavior problems, and adapting to different teaching environments, but they see these challenges as valuable learning opportunities that help them develop resilience, problem-solving skills, and professionalism. Overall, students' views regarding field practices in schools are positive, highlighting the value of hands-on learning, practical experience, professional development, and preparation for future careers in education. However, students may also encounter challenges during field experiences and appreciate support and guidance from experienced educators to help them navigate these challenges effectively.

Factors influence the quality of teacher education

1. Curriculum Design and Content - The design and content of the teacher education curriculum play a crucial role in determining the quality of teacher preparation programs. A well-designed curriculum should cover a broad range of topics, including subject knowledge, pedagogical strategies, classroom management techniques, assessment methods, and educational theory. It should also incorporate practical experiences, such as classroom observations, internships, and teaching practicums, to provide future teachers with hands-on learning opportunities.

2. Quality of Faculty and Instruction - The expertise and qualifications of faculty members significantly impact the quality of teacher education. Effective teacher educators should possess deep subject knowledge, pedagogical expertise, and practical teaching experience. They should also be skilled in instructional techniques, mentorship, and fostering a supportive learning environment for teacher candidates.

3. Pedagogical Approaches and Methodologies - The pedagogical approaches and methodologies used in teacher education programs influence how effectively future teachers acquire knowledge and skills. Effective programs employ a variety of instructional methods, including lectures, discussions, group activities, case studies, simulations, and field experiences, to cater to diverse learning styles and preferences.

4. Integration of Theory and Practice - High-quality teacher education programs integrate theory and practice seamlessly, providing opportunities for teacher candidates to apply theoretical knowledge in real-world classroom settings. This integration fosters the development of practical teaching skills, reflective practice, and the ability to make informed decisions in complex educational contexts.

5. Resources and Infrastructure - Adequate resources and infrastructure are essential for delivering quality teacher education. This includes access to libraries, instructional materials, technology tools, teaching aids, and educational facilities such as classrooms, laboratories, and demonstration schools. Well-equipped facilities enhance the learning experience and enable teacher candidates to engage in meaningful hands-on activities and research.

6. Assessment and Evaluation Practices - Effective assessment and evaluation practices are critical for ensuring that teacher candidates meet established learning objectives and standards. Assessment methods should be aligned with program goals and should include a mix of formative and summative assessments to measure both learning progress and

achievement. Feedback mechanisms should also be in place to provide constructive guidance and support for improvement.

7. Partnerships and Collaboration - Collaboration with schools, educational institutions, community organizations, and other stakeholders can enhance the quality of teacher education by providing opportunities for collaborative learning, professional development, and practical experiences. Strong partnerships facilitate the exchange of ideas, resources, and best practices, enriching the learning environment for teacher candidates and promoting continuous improvement in teacher preparation programs.

By addressing these factors and implementing evidence-based practices, teacher education programs can enhance their quality and effectiveness in preparing future educators to meet the diverse needs of students and contribute to positive educational outcomes.

Recommendations

Improving the quality of teacher education requires a multifaceted approach that addresses various aspects of teacher preparation programs. Here are several recommendations to enhance the quality of teacher education.

1. Comprehensive Curriculum Review and Revision - Conduct a thorough review of teacher education curricula to ensure they are aligned with current educational standards, research-based practices, and the needs of diverse learners. Update curricula to include relevant content on pedagogy, subject knowledge, assessment, diversity, inclusion, and technology integration.

2. Integration of Theory and Practice - Emphasize the integration of theory and practice by providing extensive field experiences, teaching practicums, and hands-on learning opportunities in real classroom settings. Ensure that teacher candidates have opportunities to apply theoretical knowledge in practical teaching situations and receive constructive feedback from experienced educators.

3. Professional Development for Faculty - Invest in professional development opportunities for teacher educators to enhance their pedagogical skills, subject knowledge, instructional technology proficiency, and ability to mentor and support teacher candidates effectively. Provide resources and support for ongoing professional growth and collaboration among faculty members.

4. Use of Evidence-Based Practices - Promote the use of evidence-based practices in teacher education, grounded in research and best practices in the field. Encourage faculty to incorporate evidence-based teaching strategies, assessment methods, and instructional technologies into their courses to improve learning outcomes for teacher candidates.

5. Focus on Diversity, Equity, and Inclusion - Integrate content on diversity, equity, and inclusion throughout teacher education programs to prepare educators to work effectively with students from diverse cultural, linguistic, socioeconomic, and academic backgrounds. Provide training on culturally responsive teaching practices, inclusive pedagogies, and strategies for addressing equity issues in education.

6. Technology Integration and Digital Literacy - Integrate technology into teacher education programs to prepare educators to effectively leverage digital tools and resources in their teaching. Offer training on educational technology tools, digital literacy skills, online teaching methodologies, and innovative approaches to technology-enhanced learning.

7. Continuous Assessment and Program Evaluation - Implement a system of continuous assessment and program evaluation to monitor the effectiveness of teacher education programs and make data-informed decisions for improvement. Collect feedback from stakeholders, including teacher candidates, alumni, mentor teachers, and employers, to identify strengths, weaknesses, and areas for enhancement.

8. Partnerships and Collaboration - Foster partnerships and collaboration with schools, districts, community organizations, and other stakeholders to enrich teacher education programs, provide field experiences, and support professional development opportunities. Establish advisory boards, partnerships with local schools, and collaborative initiatives to enhance program quality and relevance.

By implementing these recommendations, teacher education programs can enhance their quality and effectiveness in preparing future educators to meet the diverse needs of students and contribute to positive educational outcomes.

Discussion

Teacher education is crucial for shaping the future generations. Teachers equipped with proper training can deliver high-quality education, ensuring that students receive the knowledge and skills they need to succeed in their personal and professional lives. Effective teacher education programs teach trainees to recognize and accommodate diverse learning styles, abilities, and backgrounds among their students. This inclusivity fosters a supportive learning environment where all students can thrive. Teachers play a crucial role in nurturing critical thinking, problem-solving skills, and creativity in students. Teacher trainees who are well-trained can design engaging lessons and activities that stimulate students' intellectual curiosity and foster their innate creativity. Training enables them to innovate in their classrooms and adapt to the evolving needs of students and society. Teacher education programs often emphasize the importance of fostering social and emotional development in students. In today's interconnected world, it's essential for teachers to be culturally competent and globally aware. Teacher education programs can help educators to develop an understanding of diverse cultures, perspectives, and global issues, enabling them to prepare students to thrive in a multicultural society.

Overall, teacher education is essential for ensuring that future generations receive the education they need to become informed, engaged citizens who contribute positively to society. By investing in the professional development of teachers, we can create a brighter future for all.

Conclusion

Teacher education instills in educators a strong foundation of ethical and professional standards. This includes principles such as integrity, fairness, and respect for students' rights, as well as a commitment to ongoing professional development and reflective practice. Teacher trainees who receive quality training are better equipped to inspire and guide their students, helping them develop positive attitudes, values, and life skills.

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THE ROLE OF SUSTAINABLE FINANCE IN ACHIEVING ECONOMIC DEVELOPMENT GOAL FOR VIKSIT BHARAT 2047

Shahista Mehfuz Ansari

Assistant Professor,
Department of B. Com (Banking & Insurance),
DRT's A. E. Kalsekar Degree College

Abstract: Sustainable finance is having a huge role to play in accomplishments of the goals of economic development as adopting green and sustainable growth policies is one of the major components to work on for Viksit Bharat 2047. Companies and investors of India wants to give their weight to plans and policies which protects their interest and they often look for the key environmental social and governance (ESG) principles followed by the institutions. This study examines the current state of Sustainable finance in India, Green Finance, Policies framed for its growth and the areas to improve for achieving the goal of Viksit Bharat by 2047. India needs to work towards Social Impact Investment (SII) and create a favourable space for institutions and investors where they can enjoy financial return as well as can contribute to the sustainable development.

Keywords: Sustainable Finance, Viksit Bharat by 2047, ESG, Social Impact Investment (SII), Green Bonds.

INTRODUCTION:

The regulatory framework across the globe encouraged the sustainability disclosure by financial and non-financial companies, by which the companies are asked to timely report their exposure to the Environmental, Social and Governance related risks from their operations. Such disclosures have picked up following the thrust given by G20 by encouraging a voluntary adoption by corporates of the recommendations of the Task Force on Climate-related Financial Disclosures (TCFD). The leading stock exchanges, financial market regulators and the ministries dealing with the corporate affairs in India has implemented the framework for disclosure of ESG-related risks by the listed companies. National Stock Exchange has a NIFTY100 ESG, NIFTY100 Enhanced ESG and NIFTY100 ESG Sector Leaders indices which aims to track the performance of the top companies in their ESG Risk Management. Awareness of Social Impact Investment (SII) can be of great impact if challenges affecting its performance are addressed considerably. The goal of social impact investing is to provide favorable social and environmental results in addition to financial gains. The area is expanding, especially in India, where institutions such as the Impact Investors Council work to encourage private capital to meet social problems, thereby bridging the gap in social investment.

India still has the need of creating awareness about investment options available for accomplishing its goal of sustainable financial development. Few of the sustainable investment options in India are explained below.

Green bonds: These are debt instruments that are offered by organizations (like governments or corporations) in order to raise money for green projects. Green bond profits are designated

for certain uses, including energy efficiency, renewable energy, or climate adaptation. In recent years, green bonds have been issued more frequently in India.

- **ESG (Environmental, Social, and Governance) Funds:** Certain ESG-compliant enterprises are investments made by these funds. They take into account corporate governance procedures, social responsibility, and the effects on the environment. India has seen an increase in ESG-focused funds, indicating investor interest in sustainable investing.
- **Carbon Markets and Trading:** Although they are less common in India, carbon markets are crucial for providing incentives for reducing emissions. By purchasing carbon offsets, businesses can reduce their carbon footprint by funding initiatives that
- **Finance for the Sustainable Development Goals (SDGs):** A large number of Indian financial institutions coordinate their financing efforts with the SDGs of the UN. This encourages funding for fields like poverty reduction, sustainable energy, healthcare, and education. The investors can put their money for the good cause apart from earning returns.
- **Innovation Finance:** It's critical to promote innovation in sustainable practices and technology. India's climate ambitions are supported by financial mechanisms that promote clean technology development, deployment, and research. India is actively engaging in innovation finance by Start-up India Initiative, Atal Innovation Mission (AIM), Unified Payments Interface (UPI), Smart City Mission and many more.
- **Mobilizing the Private Sector:** It's crucial to involve private enterprises in sustainable finance. Positive change can be sparked by encouraging people to adopt sustainable behaviors and invest in green projects such as Digital Green, EnCasha, Waste Ventures etc.

OBJECTIVES:

Objective of this research is to study the role of sustainable finance in India being a developing country. It is important to practice ESG Principle for sustainable development. This study aims to emphasize the current scenario of the sustainable financial development in Indian Market, awareness regarding Social Impact Investing and the challenges to overcome for achieving the title of a \$30-trillion economy that is the third largest in the world, with a per capita income of \$15,000 and adopting green and sustainable growth policies for Viksit Bharat by 2047.

RESEARCH METHODOLOGY WITH SAMPLING METHOD:

This is exploratory research, completely based on secondary sources of data. Research Journals, Articles, Finance Magazines, Reports and Websites of different companies and stock exchange of India has been used to collect, interpret, and evaluate the implementation of planned policies and the shortcomings of our economy to attain the goal of development of digital economy and fintech followed by technology-enabled developments in India.

FINDINGS AND RECOMMENDATION:

The scaling up of the adoption of social impact investment instruments can help to align more finance with social SDGs and promote sustainability-aligned finance, particularly for developing economies and MSMEs. Inclusive and innovative approaches can mobilize private finance towards social SDGs. In accordance with Action 5 of the roadmap, in 2023,

the SFWG focused on the scaling up of sustainability-aligned financial instruments and analysing how relevant instruments support various social goals in areas such as health, education, poverty eradication and gender. *{Volume-I-G20-India-Final-VF.pdf}*

Social impact investment instruments face several challenges as they aim to combine financial returns with positive social and environmental outcomes.

- In order to combine financial returns with beneficial social and environmental results, social impact investment instruments must overcome a number of obstacles.
- It might be difficult for social impact investments to provide a wide variety of products that meet the needs of investors with varying risk tolerances and expected returns.
- There aren't many options available to investors that fit their ideal risk-reward profiles.
- There aren't enough middlemen in the ecosystem to link investors with viable social impact opportunities. In the process of finding, organizing, and overseeing impact investments, intermediaries are essential.
- It's still difficult to find high-quality social impact initiatives. Greater sums of money require feasible investment options that provide quantifiable results in addition to financial gains.
- Because social impact investments have dual goals, they frequently require complex deal structures.
- Accurately measuring the social and environmental impact of investments essential to precisely assess how investments impact society and the environment. A deficiency of consistent methods for measuring impact can undermine investor trust.
- Impact investing professionals are in considerable demand. Developing the necessary knowledge and abilities is essential for making impact investment decisions that are profitable.
- Aligned with the G20 Roadmap, these recommendations seek to scale up social impact investment instruments while taking into account the unique requirements and circumstances of each country.
- Promote the creation of a strong pipeline of social impact initiatives with funding options, such as blended finance, policy levers, and facilities for project preparation.
- Ensure transparent and accountable social impact investments, enhance the reliability and interoperability of effect measurement frameworks.
- Use MDB funding to assist projects that are in line with sustainability and customized to the requirements of the nation, stimulating private investment for successful commercialization.
- Make use of technology to assess risks, scale up investments in social impact, and create innovation funds to support these kinds of investments.

DISCUSSION:

India is embarking on a complex enterprise that calls for strategic planning, teamwork, and innovation in order to achieve sustainable finance. In this scenario, a few important discussion points come to light:

Infrastructure Financing and Green Bonds: The issuing of green bonds has increased significantly in India. These bonds raise money expressly for green initiatives like clean transportation, renewable energy, and sustainable infrastructure. Green bonds are being used by both public and commercial organizations to finance climate-related initiatives.

Regulatory Framework: In 2017, guidelines pertaining to green bonds were published by the Securities and Exchange Board of India (SEBI). These rules guarantee reporting requirements, proceeds utilization, and openness. The market for green bonds has seen an increase in issuers thanks to SEBI's initiatives.

Microfinance and Financial Inclusion: Sustainable finance goes beyond ambitious initiatives. Financial inclusion is greatly aided by microfinance institutions. Sustainable finance channels for micro, small, and medium-sized firms (MSMEs) can stimulate economic growth while tackling environmental and social issues.

Impact Investing: It aims to provide quantifiable benefits to society or the environment in addition to financial gains. The ecosystem of impact investment in India is expanding, with funds focusing on industries including clean energy, healthcare, and education.

Corporate Social Responsibility (CSR): Under the Companies Act, some businesses are required to set aside a specific percentage of their earnings for CSR initiatives. CSR expenditure can help achieve sustainable development by funding environmental, medical, and educational programs.

Education and Financial Literacy: Fostering financial literacy is crucial to sustainable finance. People are better equipped to make decisions when they are informed about green financial products, ESG considerations, and responsible investing.

Cooperation and Partnerships: In order to scale sustainable finance initiatives, public-private partnerships, or PPPs, are essential. Financial institutions, governmental agencies, and civil society organizations working together can solve difficult problems and spur innovation.

CONCLUSION:

India has taken many initiatives for its targeted goal but some milestones are yet to be accomplished. Below is the statistics of few commendable performance of India in attaining the goal of Sustainable economy by managing their financial institutions.

1. **Green Finance in India:** The country's green finance industry is still in its infancy. With the motto "One Earth, One Family, One Future," India promoted sustainability during its G20 chairmanship in 2023. The nation pledged at the United Nations Climate Change Conference (COP26) in Glasgow to achieve net zero emissions by 2070.
2. **Green money Flows:** INR 309 thousand crores (~USD 44 billion) in tracked green money was spent in India in 2019/2020. But this is significantly less than what the nation currently requires.
3. **ESG Funds:** As of the end of FY2022, the asset value of India's ESG (Environmental, Social, and Governance) funds were approximately 124 billion Indian rupees. India's market for sustainable investments expanded by 34% globally to reach \$11.6 billion between 2016 and 2018.

In conclusion, even though India has achieved progress in the field of sustainable finance, much more development and capital inflow is still needed to achieve the country's lofty environmental targets.

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IMPACT OF COVID-19 ON PERFORMANCE OF PARBHANI APMC IN MARATHWADA REGION

Dr. Shivanand J. Suryawanshi

Assistant Professor,

Department of Economics,

S.N.D.T. Women's University, Mumbai-20

Abstract: *Agriculture is a backbone of the Indian economy. India is one among those countries who were hit hard by the pandemic and lockdown. All the sectors and units were highly affected due to this halt that was brought by the lockdown. Maharashtra is the largest state with the second most populated state.*

This paper aims to study the impact of COVID-19 on the performance of Agricultural Produce Market Committees (APMCs) in Parbhani with special reference to turnover before (2019-20) and after COVID-19 (2020-21). It also aims to analyze the problems faced by agriculture producers for marketing and also we aim to study the economic impact of COVID-19 on APMCs performance.

Keywords- *COVID-19, Agricultural Produce Market Committees (APMCs), MSAMB.*

Introduction:

Honorable Prime Minister Narendra Modi announced a 'Janta Curfew' on 22nd March, Sunday, followed by a complete 21 day lock down from 24th of March across India and requested all to remain socially distant. The effects of the COVID-19 pandemic can be seen in the agriculture sector in terms of supply chain disruptions and agricultural production. Although the lockdown guidelines exempt farm operations and supply chains, challenges arise of supplying agriculture products in appropriate markets and time. In this research project impact of COVID-19 on performance of APMCs and related people in Marathwada region have been studied.

Agricultural Produce Market Committee (APMC):

Agricultural Produce Market Committee (APMC) is a statutory market committee constituted by a State Government in respect of trade in certain notified agricultural or horticultural or livestock products, under the Agricultural Produce Market Committee Act issued by that state Government.

APMCs are intended to be responsible for:

- ensuring transparency in pricing system and transactions taking place in market area;
- providing market-led extension services to farmers;
- ensuring payment for agricultural produce sold by farmers on the same day;
- promoting agricultural processing including activities for value addition in agricultural produce;
- Publicizing data on arrivals and rates of agricultural produce brought into the market area for sale; and
- Setup and promote public private partnership in the management of agricultural markets

Functioning of APMCs: Issues involved

The APMC system was introduced to prevent distress sale by farmers to their creditors, to protect farmers from the exploitation of intermediaries and traders and to ensure better prices and timely payment for their produce through the auctions in the APMC area. However, APMC Acts restrict the farmer from entering into direct contract with any processor/ manufacturer/ bulk processor as the produce is required to be routed through these regulated

markets. Over a period of time, these markets have acquired the status of restrictive and Monopolistic markets, harming the farmers rather than helping them to realize remunerative prices..

APMC operations are hidden from scrutiny as the fee collected, which are at times exorbitant, is not under State legislature's approval. Agents in an APMC may get together to form a cartel. This creates a monopsony (a market situation where there is only one buyer who then exercises control over the price at which he buys) situation. Produce is procured at manipulatively discovered price and sold at higher price, defeating the very purpose of APMCs.

Further, APMCs play dual role of regulator and Market. Consequently, their role as regulator is undermined by vested interest in lucrative trade. Generally, member and chairman are nominated/elected out of the agents operating in that market.

Present research is important for the local governing body, farmers, planners to understand what has been done and what needs to be done for the development of agriculture marketing chain in Marathwada region.

Statement of the Problem:

Honorable Prime Minister Narendra Modi announced as 'Janta Curfew' on 22nd March, Sunday, followed by a complete 21-day lockdown from 24th of March across India and requested all to remain socially distant. The effects of COVID-19 pandemic can be seen in the agriculture sector in terms of supply chain disruptions and agricultural production. Although the lockdown guidelines exempt farm operations and supply chains, challenges arise of supplying agriculture product in the appropriate market and time.

About Marathwada Region:

On November 1, 1956, Marathwada was merged from Hyderabad state into Bombay state & Bombay state was divided into Maharashtra and Gujarat states on May 1, 1960, then Marathwada became a part of Maharashtra. Aurangabad is the headquarter city of Marathwada. Marathwada has a total area of 64,525.9 km out of which 62,709.3 km is a rural area while the remaining 1,816.6 km in the urban area.

Conceptual Framework:

Key Definition:- It is necessary to state the definitions of different terms used in connection with agricultural produce marketing.

- Agricultural product: - Means all produce (whether processed or not) of agriculture, horticulture, animal husbandry, apiculture, pisciculture and forest specified in the Schedule of MSAMB Act-1963.
- Market area: Means an area specified in a declaration made under Section 4 of MSAMB Act-1963.
- Market Committee: - means a committee constituted for a market area under section 11 of MSAMB Act-1963.

Objectives of the research :

- To understand the impact of COVID-19 on the performance of Agricultural Produce Market Committees (APMC) in Parbhani with special reference to price, arrival and turnover.
- To analyze the problems faced by agriculture producers for marketing.
- To study economic impact of COVID-19 on laborers working in APMCs.

Cropping Pattern in Marathwada Region :

Table 1:

Cropping Pattern in Marathwada Region in the Year 2014-15
(Area in Lakh Hectare)

Sr. No.	Crop	Area	% to Gross Cropped Area
1	Jowar (kh+ri)	11.945	17.15
2	Bajari	2.201	3.16
3	Wheat	2.79	4.01
4	Maize	3.21	4.61
5	Gram	4.87	6.99
6	Mung	1.576	2.26
7	Tur	5.362	7.70
8	Total Cereals	20.66	29.66
9	Total Pulses	13.42	19.27
10	Total Food grain	34.08	48.92
11	Soyabean	12.229	17.56
12	Total Oilseeds	14.15	20.31
13	Sugarcane	2.19	3.14
14	Cotton	18.34	26.33
15	Other Crops	0.9	1.29
	Gross Cropped Area	69.66	100

Source: Department of Agriculture, Government of Maharashtra

Table 1 shows the cropping pattern in Marathwada region in the year 2014-15. It seems that Cotton and Soyabean are the two major crops which are taken in Marathwada region. The share of total food grain in gross cropped area is approximately 49 percent and the share of cereals in gross cropped area is approximately 30 percent.

Impact of pandemic on product arrival and crop prices at Aurangabad and Latur division level:

Table 2:

Paired Samples Test for arrival and modal/average price before (2019-20) and after COVID-19 (2020-21) of Aurangabad Division

	Paired Differences	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Cotton_B Cotton_A	-99981	160425	46310	-1947	201911	2.159	11	.054
Pair 2	Wheat_B Wheat_A	-24758	20872	6025	-38019	-11496	-4.109	11	.002
Pair 3	Maize_B Maize_A	-14247	73535	21227	-32475	60969	.671	11	.516
Pair 4	Gram_B Gram_A	-5548	16633	4801	-16117	5020	-1.156	11	.272
Pair 5	Pigeon(tur)_B Pigeon(tur)_A	-1119	45378	13099	-29952	27713	-.085	11	.933
Pair 6	Soya_B Soya_A	-140	72474	20921	-45907	46189	.007	11	.995

Pair 7	Cotton_BP Cotton_AP	-	-591 2348	678	-2083	901	-0.872	11	.402
Pair 8	Wheat_BP Wheat_AP	-	405 177	51	292	519	7.909	11	.000
Pair 9	Maize_BP Maize_AP	-	618 388	112	371	865	5.514	11	.000
Pair 10	Gram_BP Gram_AP	-	-202 503	145	-522	117	-1.397	11	.190
Pair 11	Pigeon_BP Pigeon_AP	-	-578 782	225	-1075	-81	-2.561	11	.026
Pair 12	Soya_BP Soya_AP	-	-324 493	142	-638	-11	-2.280	11	.044

Source: Maharashtra State Agricultural Marketing Board, Pune (Office)

Table no. 2 shows the results of Paired Samples Test for product arrival and modal/average prices of crop before (2019-20) and after COVID-19 (2020-21) at APMCs of Aurangabad division. In this table Pair 1 to pair 6 shows the results of paired sample test for arrival of crop before (2019-20) and after COVID-19 (2020-21) and pair 7 to 12 shows the results for the average price of six crops before (2019-20) and after COVID-19 (2020-21).

Results –

[Critical Value : $t_{(11,0.05)} = 2.201$]

[Example - Cotton_B : Before Pandemic Arrival in quintal , Cotton_A : After Pandemic Arrival in quintal]

[Example - Cotton_BP : Before Pandemic Average (modal) Prices , Cotton_AP : After Pandemic Average (modal) Prices]

Pair 1 (Cotton_B – Cotton_A) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on cotton arrival before pandemic and after pandemic at Aurangabad division.

Pair 2 (Wheat_B - Wheat_A) : Here null hypothesis is rejected at 5% level of significance, and alternative hypothesis is accepted i.e. there is significant difference in arrival of wheat before pandemic and after pandemic at Aurangabad division. Since the mean difference is negative, the arrival of wheat after the pandemic is greater than before. In other words we can conclude that the arrival of wheat after the pandemic is significantly higher than before.

Pair 3 (Maize_B - Maize_A) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on maize arrival before pandemic and after pandemic at Aurangabad division.

Pair 4 (Gram_B - Gram_A) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on gram arrival before pandemic and after pandemic at Aurangabad division.

Pair 5 (Pigeon_B - Pigeon_A) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on pigeon arrival before pandemic and after pandemic at Aurangabad division.

Pair 6 (Soya_B - Soya_A) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on soya arrival before pandemic and after pandemic at Aurangabad division.

Pair 7 (Cotton_BP – Cotton_AP) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on cotton average prices before pandemic and after pandemic at Aurangabad division.

Pair 8 (Wheat_BP - Wheat_AP) : Here null hypothesis is rejected at 5% level of significance, so we can conclude that there is significant effect on wheat average prices before pandemic and after pandemic at Aurangabad division.

Pair 9 (Maize_BP - Maize_AP) : Here null hypothesis is rejected at 5% level of significance, so we can conclude that there is significant effect on maize average prices before pandemic and after pandemic at Aurangabad division.

Pair 10 (Gram_BP - Gram_AP) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on gram average prices before pandemic and after pandemic at Aurangabad division.

Pair 11 (Pigeon_BP - Pigeon_AP) : Here null hypothesis is rejected at 5% level of significance, so we can conclude that there is significant effect on pigeon average prices before pandemic and after pandemic at Aurangabad division.

Pair 12 (Soya_BP - Soya_AP) : Here null hypothesis is rejected at 5% level of significance, so we can conclude that there is significant effect on soya average prices before pandemic and after pandemic at Aurangabad division.

We can interpret the results as follows :

If the mean difference is positive it means that in case of arrival, arrival before pandemic was greater than after and if the mean difference is negative it means that arrival after pandemic are greater than before. Similarly in case of average (modal) price if mean difference is positive it means that price before pandemic was greater than after and if the mean difference is negative it means that the prices after pandemic are greater than before.

It has been observed that except for the arrival of wheat there is no significant difference in arrival of cotton, maize, gram, pigeon(TUR) and soybean before (2019-20) and after COVID-19 (2020-21) at APMCs of Aurangabad division. Whereas, except the prices of cotton and gram, the prices of wheat, maize, pigeon (TUR) and Soyabean are significantly different after COVID-19 (2020-21) compared to prices before (2019-20) pandemic at APMCs of Aurangabad division.

DIVISION WISE TURNOVER:

*Table 3:
Paired Samples Test for division wise turnover before (2019-20) and after COVID-19 (2020-21)*

		Paired Differences					t	D f	Sig. (2- tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pai r 1	ABT - AFT	39730024 2	956741332	27618743 2	- 210584199	100518468 3	1.43 9	1 1	.178
Pai r 2	LBT - LFT	- 41277970 4	147918666 8	42700441 0	- 135261007 5	527050666	-.967	1 1	.354
Pai r 3	MB T - MF T	- 15479462	207838676 5	59997857 9	133602341 1	130506448 7	-.026	1 1	.980

Source: Maharashtra State Agricultural Marketing Board, Pune (Office)

Table No. 4 shows results of Paired Samples Test for division wise turnover before (2019-20) and after COVID-19 (2020-21) at APMCs of Marathwada region. In this table Pair 1 to pair 2

shows the results of paired sample test for division wise turnover of all crops before (2019-20) and after COVID-19 (2020-21).

Results –

[Critical Value : $t_{(11,0.05)} = 2.201$]

[ABT : Aurangabad Division Turnover Before Pandemic] [AFT : Aurangabad Division Turnover After Pandemic]

[LBT : Latur Division Turnover Before Pandemic] [LFT : Latur Division Turnover After Pandemic]

Pair 1 (ABT-AFT) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on turnover of APMCs in Aurangabad division before pandemic and after pandemic.

Pair 2 (LBT-LFT) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on turnover of APMCs in Latur division before pandemic and after pandemic.

Pair 3 (MBT-MFT) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on turnover of APMCs in Marathwada region before and after pandemic.

Therefore, it can be concluded that there is no significant difference in turnover of APMCs of Aurangabad division, Latur division and Marathwada region before (2019-20) and after COVID-19 (2020-21).

PARBHANI APMC-

Table - 4

Paired Samples Test for Parbhani APMC arrival and average price before (2019-20) and after COVID-19 (2020-21)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	Lower			
Pair 1	Wheat_B Wheat_A	-3066	1946	562	1829	4302	5.457	11	.000
Pair 2	Gram_B Gram_A	-1709	2541	734	-3324	-95	-2.331	11	.040
Pair 3	Pigeon_B Pigeon_A	-121	518	149	-450	208	-.808	11	.436
Pair 4	Soya_B Soya_A	-1692	12662	3655	-9737	6353	-.463	11	.653
Pair 5	Wheat_BP Wheat_AP	140	134	39	55	224	3.616	11	.004
Pair 6	Gram_BP Gram_AP	-413	594	171	-791	-36	-2.411	11	.035
Pair 7	Pigeon_BP Pigeon_AP	-886	861	248	-1433	-339	-3.567	11	.004
Pair 8	Soya_BP Soya_AP	-342	335	97	-554	-129	-3.533	11	.005

Source: Agricultural Produce Market Committee (APMC) office, Parbhani.

Table no. 12 indicates the results of Paired Samples Test for arrival and modal/average prices of selected crops at Parbhani APMC before (2019-20) and after COVID-19 (2020-21). In

this table Pair 1 to pair 4 shows the results of paired sample test for arrival of selected crops before (2019-20) and after COVID-19 (2020-21) and pair 5 to 8 shows the results of the paired sample test for average price of five crops before (2019-20) and after COVID-19 (2020-21).

We can conclude that the except the arrival of pigeon (TUR) and soybean, the arrival of wheat and gram are significantly different after COVID-19 (2020-21) compared to arrival before (2019-20) pandemic at APMC of Parbhani. Whereas the prices of wheat, gram, pigeon (TUR) and soybean are significantly different after COVID-19 (2020-21) compared to prices before (2019-20) pandemic at APMC of Parbhani.

ANALYSIS OF VEGETABLES MARKET AT AURANGABAD APMC:

Paired Samples Test for Aurangabad APMC's arrival and prices of Vegetables before (2019-20) and after COVID-19 (2020-21)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
Pair 1	Onion_B Onion_A	88	5171	1492	-3197 3373	.059	11	.954	
Pair 2	Tomato_B Tomato_A	1384	1150	332	653 2115	4.168	11	.002	
Pair 3	Garlic_B Garlic_A	212	556	160	-140 566	1.325	11	.212	
Pair 4	Ladyfinger_B Ladyfinger_A	467	594	171	89 845	2.723	11	.020	
Pair 5	Cabbage_B Cabbage_A	1042	1071	309	362 1723	3.372	11	.006	
Pair 6	Chile_B Chile_A	1978	1048	302	1311 2644	6.533	11	.000	
Pair 7	Onion_BP Onion_AP	225	1105	319	-476 928	.708	11	.494	
Pair 8	Tomato_BP Tomato_AP	-216	836	241	-747 315	-.895	11	.390	
Pair 9	Garlic_BP Garlic_AP	-1786	3872	1117	-4246 674	1.598	11	.138	
Pair 10	Ladyfinger_BP Ladyfinger_AP	343	711	205	-109 795	1.670	11	.123	
Pair 11	Cabbage_BP Cabbage_AP	175	952	275	-429 781	.639	11	.536	
Pair 12	Chile_BP Chile_AP	80	1810	522	-1069 1230	.154	11	.880	

Source: Agricultural Produce Market Committee (APMC) office, Aurangabad.

Pair 1 (Onion_B – Onion_A) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on Onion arrival before pandemic and after pandemic.

Pair 2 (Tomato_B - Tomato_A) : Here null hypothesis is rejected at 5% level of significance, so we can conclude that there is significant effect on Tomato arrival before pandemic and after pandemic.

Pair 3 (Garlic_B - Garlic_A) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on Garlic arrival before pandemic and after pandemic.

Pair 4 (Ladyfinger_B - Ladyfinger_A) : Here null hypothesis is rejected at 5% level of significance, so we can conclude that there is significant effect on ladyfinger arrival before pandemic and after pandemic.

Pair 5 (Cabbage_B -Cabbage_A) : Here null hypothesis is rejected at 5% level of significance, so we can conclude that there is significant effect on cabbage arrival before pandemic and after pandemic.

Pair 6 (Chile_B -Chile_A) : Here null hypothesis is rejected at 5% level of significance, so we can conclude that there is significant effect on Chile arrival before pandemic and after pandemic.

Pair 7 (Onion_BP – Onion_AP) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on onion average prices before pandemic and after pandemic.

Pair 8 (Tomato_BP - Tomato_AP) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on wheat average prices before pandemic and after pandemic.

Pair 9 (Garlic_BP - Garlic_AP) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on maize average prices before pandemic and after pandemic at Aurangabad market.

Pair 10 (Ladyfinger_BP - Ladyfinger_AP) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on ladyfinger average prices before pandemic and after pandemic.

Pair 11 (Cabbage_BP - Cabbage_AP) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on Cabbage average prices before pandemic and after pandemic.

Pair 12 (Chile_BP - Chile_AP) : Here null hypothesis is accepted at 5% level of significance, so we can conclude that there is no significant effect on Chile average prices before pandemic and after pandemic.

We can conclude that except the arrival of Onion and Garlic there is significant difference in the arrival of Tomato, Ladyfingers, Cabbage, Chile vegetables after COVID-19 (2020-21) compared to before (2019-20) pandemic at Aurangabad APMC. Whereas in case of average prices it has been observed that the prices of Onion, Tomato, Garlic, Ladyfingers, Cabbage and Chile are not significantly different after COVID-19 (2020-21) compared to prices before (2019-20) at Aurangabad APMC.

Findings related to impact of pandemic on Parbhani APMC :

To understand the impact of pandemic on farmers primary data were collected from 200 farmers from 10 APMCs of Marathwada region, the findings of the same are given below:

- Out of 200 farmers interviewed, 16% farmers have below one hectare land, 32.5% farmer have 1 to 2 hectare land, 28.5% farmer have 2 to 4 hectare land, 22.5% farmers have 4 to 10 hectare land and only 0.5% farmers have more than 10 hectares land that it means that most of the farmers have 1 to 4 hectares land for their farming operations.
- It was seen that the farmers have utilized 32% land for production of soyabean, 14% for Tur, 22% for cotton, 6% for mug, and 26% for other crops that means for the production of soybean farmers have utilized maximum and minimum for mug during kharif season. Whereas, the farmers have utilized 24% land for production of gram (harbhara), 21% for wheat, 19% for jwari, 6% for bajri, and 30% for other crops

during raby season that means for the production of gram (harbhara) farmers have utilized maximum and minimum for bajri during raby season.

- About the difficulties faced by farmers in getting labourers due to pandemic it was observed that 6.5% did not face difficulty at all, 44% did not face difficulty, 18% were neutral, 29.5% faced difficulty, 2% faced difficulty very much, that means though most of farmers (50.5) did not faced difficulty in getting labourers due to pandemic however 31.5% farmers reported that they faced difficulty in getting labourers due to pandemic.
- About the satisfaction of farmers related to prices it was observed that 15.5% farmers were highly unsatisfied, 44% unsatisfied, 17.5% neutral, 22.5% satisfied, and 0.5% highly satisfied that means approximately 60% farmers as compared to others are unsatisfied about price levels after pandemic. So we can say that most of the farmers not got there expected prices & they are not satisfied about the price levels after pandemic.
- About the selling their products at expected markets it was seen that 9.5% were highly disagree, 39% were disagree, 21% were neutral, 23.5% were agree, and 8% were highly agree that means approximately 50% farmers told that they couldn't sell their products at expected markets/APMCs during pandemic and only 32% could sell their products at expected markets.
- About the effect of pandemic their income 12.5% farmers reported that their income is highly decreased, 53.5% farmers reported that their income is decreased, 27.5% were neutral, 4.5% farmers reported that their income is increased, 2% farmers reported that their income is highly increased after pandemic. So we can conclude that approximately 66% farmers that pandemic had negative impact on their income. In other words more farmers as compared to others are saying that due to the pandemic their income has decreased.
- About the distance of village from APMC (km.) out of 200 respondents (farmers) 10% of the respondents residing in the distance range of 0-5 km from APMC, 39% of the respondents residing in the distance range of 5-10 km, 25% of the respondents residing in the distance range of 10-15 and 26% of the respondents residing in the distance range of above 15 km, making it hard to them to reach APMC and sell their produce.
- In the general finding farmers reported that due to lockdown specially fruits and vegetables they couldn't sell at their expected market and price hence they faced huge financial losses. They also reported that due to pandemic labourers were also not ready to come for farm operations therefore also they had to face huge financial losses in fruits and vegetables. They reported that there was no delay in getting rewards to their products in APMC. Regarding the costs of transportation per quintal it was seen that 37% farmers had costs in the range of 10 to 49 rupees per quintal, 54.5% farmers had costs in the range of 50 to 99 rupees per quintal, and 8.5% farmers had costs above 100 rupees per quintal.

- **SUGGESTIONS:**

On the basis of the findings of the present study, the certain suggestions has made to improve the working of APMCs, so that they can be effective instruments for bringing about desirable socio-economic transformation of related peoples to APMC and specially the farmers in particular.

- All the provisions of APMC Act, 1966 and rules 1968 should be implemented in all the APMCs to Marathwada. All the facilities and amenities suggested by Indian Standards Institute should be provided in all the APMCs for the benefit of farmers as well as the market functionaries.

- Around 75% Traders (Aadate) as compared to others are saying that due to pandemic their income has been decreased. They had opinion that in future government should not put restrictions on functioning of APMCs. Further, they had opinion that basic necessities such as roads and sanitation facilities should be provided in APMC wherever it is not available. Since, the Traders (Aadate) play an important role in smooth conduct of marketing of agricultural commodities in APMCs their opinions needs to be considered.

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REVIVING HERITAGE, CULTIVATING WISDOM: INTEGRATING INDIAN KNOWLEDGE SYSTEMS INTO CONTEMPORARY EDUCATION UNDER NEP 2020

Dr. M. Ramakrishna Reddy

Assistant Professor, Central University of Jharkhand, Ranchi

Abstract: *In contemporary education, there's a growing discourse around integrating diverse knowledge systems, with the National Education Policy (NEP) 2020 signalling a significant shift. This paper, titled "Reviving Heritage, Cultivating Wisdom: Integrating Indian Knowledge Systems into Contemporary Education Under NEP 2020" delves into the historical roots of Indian Knowledge Systems (IKS), their relevance today, and the socio-cultural implications of their inclusion in education. IKS, developed over millennia, boasts a rich intellectual heritage with global influence. It offers insights into biodiversity conservation, sustainable development, and emphasizes the role of spirituality in education, fostering deeper connections between learners and their experiences. This research explores how NEP 2020 accommodates and mainstreams these systems, ushering in a transformative educational framework.*

Keywords: *Indian Knowledge System; Historical Background; Socio Culture; NEP 2020*

Introduction:

In the midst of globalization and the rapid evolution of educational paradigms, the integration of diverse knowledge systems has emerged as a pivotal discourse in contemporary education. Notably, the National Education Policy (NEP) 2020 signifies a paradigm shift by introducing a comprehensive educational framework that actively integrates Indian knowledge systems (IKS) into mainstream discourse while accommodating their unique characteristics. At the core of this transformative agenda lies the acknowledgment and revitalization of India's extensive heritage of knowledge, nurturing a mutually beneficial relationship between traditional wisdom and modern pedagogical approaches.

IKS represents a multifaceted structure encompassing various concepts and disciplines, embodying a holistic approach to knowledge. One notable model within IKS is the "Chaitanyatma Research Levels Model," which seamlessly integrates modern scientific inquiry with subjective truth using the symbolic representation of the Shivalinga. This model, as suggested by Ugale & Ugale (2023), aids researchers in contextualizing their work within the broader cosmic context. Additionally, leveraging the semantic web and an ontological approach, IKS constructs a Knowledge Base System, surmounting limitations of keyword-based information retrieval. Emphasizing knowledge-sharing through rational discourse and argumentation, IKS utilizes Indian Logic-based argument representation formalism, thereby capturing relational connections and integrating indigenous knowledge within social contexts. This aligns with the studies of Mahalakshmi and Geetha (2009), Puri (2007), Brodt (1999), Ruddle (2000), and Brodt (2001). IKS, also referred to as Traditional Knowledge (TK), Indigenous Knowledge (IK), or Local Knowledge Systems (LKS), plays a pivotal role in domains such as agriculture, medicine, forestry, and marine science, as asserted by Spackman & Connelly (1987) and Ruddle (2000). Furthermore, as highlighted by Odora Hoppers (2021)

and Mainzer (1990), Knowledge-Based Systems tailored for knowledge-intensive tasks hold promise in fields like laboratory medicine and pathology, employing reasoning and inference for effective problem-solving.

This theoretical research paper delves into the historical background of IKS, their relevance in contemporary times, and the socio-cultural implications of their integration into the education sector. NEP 2020 serves as a platform to cultivate learners who value both traditional wisdom and contemporary scholarship, resonating with Rabindranath Tagore's vision to transcend boundaries, bridge cultures, and enrich human experiences through knowledge.

History of Indian Knowledge

India's history of knowledge is a tapestry woven over millennia, with a rich intellectual heritage that has left an indelible mark on global thought. Across disciplines such as astronomy, mathematics, philosophy, medicine, literature, and spirituality, India's knowledge tradition has evolved and enriched human understanding. Examining the historical context of Indian Knowledge Systems (IKS) sheds light on the ideas that have evolved, the knowledge shared, and the cultural roots that underpin this rich heritage.

I. Vedic Period (1500 BCE – 500 BCE)

The Vedic Period, spanning from 1500 BCE to 500 BCE, was foundational for IKS, with the composition of the Vedas serving as a cornerstone (Raikwar, 2023). These ancient texts encompass a vast array of subjects, including medicine, mathematics, agriculture, and education (Thakur, 2022; Tiwary, 2022; Kumari, 2017). Rig Veda, for instance, not only contains hymns but also offers insights into early agricultural practices. Furthermore, the Vedas provide glimpses into hydraulic engineering, reflecting a deep understanding of water management (Singh et al., 2020). Beyond their religious significance, the Vedas served as repositories of knowledge, covering diverse disciplines such as history, archaeology, hydrology, and culture (Werner, 2019).

II. Classical Period (500 BCE – 600 CE)

The Classical Period saw the emergence of profound philosophical inquiries through texts like the Upanishads, which explored existential questions and shaped Hindu belief systems (Atman). This era also witnessed the rise of various philosophical schools, including Nyaya, Samkhya, and Vedanta. These philosophical traditions deeply influenced intellectual discourse and spiritual practices, inspiring thinkers across centuries (Menon, 2010). Additionally, the Classical Period laid the foundation for Ayurveda, the traditional system of medicine, which emphasized holistic health and well-being (Sahay, 2023; Wujastyk, 2022).

III. Golden Age (600 CE – 1200 CE)

The Golden Age witnessed remarkable advancements in mathematics and astronomy, with scholars like Aryabhata and Brahmagupta making pioneering contributions. Aryabhata's mathematical treatise introduced the decimal system and zero, revolutionizing mathematical calculations (Plofker, 2022). Concurrently, Sanskrit literature flourished, producing timeless epics like the Mahabharata and the Ramayana, along with poetic masterpieces by Kalidasa (Iftikhar, 2020). This period was characterized by intellectual vibrancy and artistic excellence, shaping the cultural landscape of India.

IV. Medieval Period (1200 CE – 1700 CE)

The Medieval Period witnessed the convergence of diverse cultural influences through movements like Bhakti and Sufism, which emphasized devotion and spiritual unity (Aquil, 2023). These movements contributed to the synthesis of Indian traditions and fostered social cohesion (Hossain, 2021). Moreover, the Mughal Empire, particularly under Emperor Akbar, patronized scholars and promoted various branches of knowledge, including mathematics, astronomy, and medicine (Mukharji, 2020). The Mughal era heralded advancements in science, technology, and education, further enriching India's intellectual heritage.

V. Colonial Era (1700 CE – 1947 CE)

The Colonial Era had a profound impact on India's knowledge systems, with British colonial policies marginalizing indigenous traditions and prioritizing Western education (Kaul & Bharadwaj, 2023). This period witnessed the suppression of native knowledge systems and the distortion of history, leading to a disconnect from India's rich heritage (Jha & Talathi, 2021). However, India's struggle for independence sparked a resurgence in national consciousness, with leaders like Raja Ram Mohan Roy and Swami Vivekananda advocating for the revival of indigenous knowledge and traditions (Thomas, 2022). Efforts to integrate modern innovation with ancient wisdom continue today, as India seeks to reclaim its cultural legacy and chart a path of inclusive development.

This journey through India's knowledge history reflects the enduring legacy of intellectual inquiry, cultural exchange, and innovation that has shaped the nation's identity and contributed to the global tapestry of human knowledge.

The Significance of Indian Knowledge Systems in Contemporary Society

The enduring relevance of Indian Knowledge Systems (IKS) in the modern era is evident in their profound insights into various aspects of life, offering comprehensive perspectives on health, sustainable living, and existence in today's complex world. Across diverse disciplines such as philosophy, scientific inquiry, healthcare, and environmental preservation, IKS provides valuable guidance for human and ecological well-being, integrating physical, mental, social, spiritual, and cognitive dimensions of wellness (Wardle & Roseen, 2014).

I. Ayurveda and Natural Healing

Ayurveda, with its holistic approach to well-being, views individuals as microcosms of the macrocosm, emphasizing the interconnectedness between humans and nature (Dhaliya et al., 2023). Drawing from extensive knowledge in pharmacognosy, medicinal chemistry, pharmacology, and clinical case studies, Ayurvedic medicine offers a time-tested approach to healing (Balachandran, 2022). Its emphasis on preventive and promotive health, use of natural substances, and consideration of physical, mental, and emotional aspects of health make it a promising complement to modern healthcare (Agarwal, 2023). Integrating Ayurvedic principles with modern pharmacology can contribute to achieving universal healthcare goals (Li et al., 2022).

II. Environmental Sustainability and Vedic Wisdom

The principle of "Vasudhaiva Kutumbakam" underscores the importance of environmental stewardship and sustainable living, reflecting the emphasis on ecological harmony and sustainability in Indian knowledge systems (Chauhan et al., 2022). Insights from Vedas, Upanishads, Smritis, and Puranas provide guidance on environmental protection and preservation, contributing to biodiversity conservation and sustainable development

(Sardjono, 2022). Traditional Knowledge (TK) plays a crucial role in environmental conservation efforts, reflecting indigenous communities' rich heritage (Sardjono, 2022). Leveraging Information and Communication Technology (ICT) can further enhance environmental conservation dissemination activities and inform sustainable development policies.

III. Ethical and Moral Frameworks

IKS offers valuable guidance for contemporary ethical and moral frameworks, with concepts such as dharma and ahimsa providing timeless principles for fostering social harmony, ethical governance, and responsible decision-making (Navneet, 2022). In an era marked by ethical dilemmas and global challenges, these principles contribute to building a more just and compassionate society (Gone, 2017). Indian philosophical traditions provide insights into self-identity, truth, righteous living, and holistic perspectives, addressing contemporary issues such as the COVID-19 pandemic (Rajoura & Rajoura, 2022). Moreover, teachings from ancient texts like the Bhagavad Gita and Ramayana have practical applications in corporate settings, enhancing competency, skills, and resilience (Thomas & Mishra, 2023).

IV. Mathematics and Scientific Contributions

India's rich tradition in mathematics dates back millennia, with ancient mathematicians making significant contributions to various branches of mathematics (Swathi, 2023). Innovations such as the decimal number system and the concept of zero laid the groundwork for modern mathematical concepts and have practical applications in fields like computer science (Harvey, 2020). Panini's grammar, while not traditionally recognized as mathematical, introduced techniques crucial in modern logic and computational theory (Harvey, 2020). Investigative efforts in mathematics continue to yield valuable insights, underscoring collaborative advancements within the discipline (Reji & Manuel, 2018).

V. Philosophical Wisdom for Existential Challenges

Philosophical insights from Indian traditions offer profound perspectives on existential questions and the human quest for meaning (Navneet, 2022). Concepts like Advaita Vedanta explore the nature of reality and interconnectedness, providing avenues for personal and collective growth in today's globalized world (Kineman, 2017). Indian philosophy emphasizes rational discourse and knowledge-sharing, contributing to ethical pluralism and holistic thinking (Mahalakshmi & Geetha, 2009). Contemporary modes of philosophizing in post-colonial India integrate classical Indian philosophy with Western thought, addressing new questions while staying rooted in historical traditions (Bhagat, 2018).

In conclusion, Indian Knowledge Systems continue to offer invaluable insights and guidance for navigating the complexities of the modern world, addressing diverse challenges and fostering holistic well-being. Embracing these ancient wisdom traditions can contribute to creating a more sustainable, ethical, and harmonious future for humanity.

The Socio-cultural Impact of Incorporating Indigenous Knowledge Systems into Education

The integration of Indian Knowledge Systems (IKS) such as anthropology, psychology, philosophy of education, indigenous technologies, and Ayurveda into education can offer a more holistic and diverse perspective, particularly in addressing the challenges posed by globalization and cultural diversity. By incorporating various perspectives, students can

develop a comprehensive understanding of the world and their place within it, fostering academic excellence alongside robust character and social responsibility (Singh, 2012). These systems emphasize the transformative potential of knowledge, empowering individuals and promoting societal progress while enhancing economic conditions and nurturing social, moral, and spiritual dimensions of life (Naskar & Chatterjee, 2022).

The National Education Policy (NEP) recognizes the significance of local IKSs and advocates for experiential learning, critical thinking, and creativity by integrating local culture and traditional wisdom into the educational framework (Prabhakar, 2023). In adult education, there's a need to move away from Euro-centric frameworks and incorporate IKSs like Integral Yoga to foster a broader outlook on oneself and others (Ziegahn & Mehra, 2006). However, effective integration of IKS into curricula requires teachers to possess pedagogical content knowledge and undergo professional development (Reddy et al., 2019).

Indian societies boast a rich array of cultural traditions that incorporate mathematical principles, offering valuable assets for enhancing mathematical learning (Bose & Kantha, 2014). The *Natyashastra*, a scholarly treatise emphasizing performing arts, underscores the enduring importance of ancient Indian insights, particularly in communication (Naskar & Chatterjee, 2022). To revive ethical principles in education and strengthen cultural and societal cohesion, philosophical reflection and the profound heritage of Indian Knowledge must be integrated into the educational framework (Naskar & Chatterjee, 2022).

IKS plays a vital role in fostering inclusivity, diversity, and intercultural understanding (Mythiri et al., 2023; Khuman, 2018). By establishing inclusive classrooms and providing teachers with essential knowledge and skills, IKS contributes to building intercultural values and addressing intolerance, discrimination, segregation, xenophobia, and racism (Chambers, 2021). Embracing diversity enhances individuals' unique experiences and prepares them for a diverse global environment.

The NEP 2020 emphasizes competency-based, inclusive, and innovative curriculum to foster the holistic development of children (Terang, 2022). It highlights the importance of flexibility in course choices, integration of vocational education, and internationalization (Umarji et al., 2022). The policy calls for multi-disciplinarity, multilingualism, inquiry-based learning, hands-on experiences, and technology integration to enhance critical thinking, problem-solving, and teaching methods (Sachdeva, 2023; Radwan, 2023). Continuous formative assessment and educator involvement in developing teaching methods and assessment frameworks are prioritized to offer a dynamic and interactive learning environment (Prabhakar, 2023). Overall, the NEP 2020 aims to enrich India's educational landscape by integrating traditional teaching methods with contemporary practices.

Conclusion

The historical narrative of Indian Knowledge (IK) reflects an ongoing journey marked by exploration, innovation, and resilience. Today, as India stands at the threshold of the 21st century, this rich historical backdrop forms the foundation of its modern contributions to the global knowledge landscape. Understanding this history is essential to grasp the depth and diversity of the IK tradition, which spans philosophy, science, medicine, sustainability, ethics, mathematics, and existential challenges.

IKS offers a holistic approach rooted in ancient wisdom, emphasizing interconnectedness, holistic well-being, and moral considerations. Ayurveda and Vedic knowledge, for instance, play vital roles in promoting overall health and environmental sustainability. The insights of ancient Indian mathematicians continue to be relevant in arithmetic and computer science today, showcasing the enduring legacy of Indian mathematical prowess.

Indian philosophical knowledge provides answers to existential questions and fosters ethical pluralism. The National Education Policy (NEP) 2020 recognizes the importance of blending Indian and Western philosophies, promoting connectivity, sustainability, balanced societies, and character development in the 21st century. By integrating ancient wisdom with modern knowledge, NEP 2020 aims to enrich education in Indian Knowledge Systems (IKS). It encourages experiential learning, lifelong learning, critical thinking, problem-solving skills, and cultural integration, guided by the Indian Division of IKS and the Integral Yoga Corporation. This approach acknowledges the value of both traditional and contemporary knowledge systems in shaping well-rounded individuals capable of meeting the challenges of the modern world.

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बालकांचे अधिकार आणि आम्ही भारतीय!!

प्रा. डॉ. सुदाम राठोड

सहाय्यक प्राध्यापक

डॉ. बाबासाहेब आंबेडकर समाज कार्य महाविद्यालय मोराणे, धुळे

प्रस्तावना: बाल न्याय काळजी व संरक्षण अधिनियम बालकांच्या हिताच्या दृष्टिकोनातून अत्यंत महत्त्वाचा कायदा आहे. ज्यामध्ये बालकांच्या संपूर्ण न्याय हक्का संदर्भात सविस्तर चर्चा करण्यात आलेली आहे व मार्गदर्शन करण्यात आलेले आहे.

आजचा बालक हा उद्याचा भविष्य आहे. बालकांच्या आशा आकांक्षा, न्याय, हक्क याची वेळीच जबाबदारी त्या त्या व्यवस्थेने घेतली पाहिजे हे तितकेच खरे.

बालविकास अर्थ आणि संकल्पना-

बालक हा समाजाचा अत्यंत महत्त्वाचा घटक आहे.

विलियम वर्ड्स वर्थ यांनी A child is father of Man असे अधोरेखित केले आहे.

एलिझाबेथ हर लोक-बालविकासात बालकाचे रूप, वर्तन, रुची, प्रवृत्ती यात जे बदल होतात त्याचा अभ्यास केला जातो. बालकाचे एका विकासात्मक अवस्थेतून दुसऱ्या विकासात्मक अवस्थेत पदार्पण करणे म्हणजे बालविकास होय

Sawarean-The study of child development can be defined as the growth and development of the child in all aspects of his development and adjustment

Akhani&Date-गर्भधारणेपासून तर परि पक्वनाच्या काळापर्यंत मुलांची वाढ व विकास यांचा शास्त्रशुद्ध अभ्यास ज्या शास्त्रामध्ये केला जातो त्या शास्त्राला बालविकास शास्त्र असे म्हणता येईल.

Crow and Crow-Child psychology is a scientific study of the individual from his parental beginning through the early stages of his adolescent development.

वास्तविक पाहता बालविकास ही अतिशय गुंतागुंतीची आणि प्रदीर्घ प्रक्रिया आहे यामध्ये मुख्य करून बालकांच्या विकासावर होणारा वातावरणाचा परिणाम तसेच वेगवेगळ्या अवस्था तू व संबधातून होणाऱ्या आंतरक्रिया आणि त्यातून मुलांना बालकांचा विकास याचा समावेश होतो प्रामुख्याने जन्मपूर्व अवस्था नवजात अवस्था शैशवावस्था पूर्वबल्यावस्था उत्तर बाल्यावस्था कुमारावस्था इत्यादी येतात म्हणून त्या त्या अवस्थेमध्ये बालकांची आणि गरोदर मातेची काळजी घेणे ही त्या त्या समाज व्यवस्थेची अत्यंत महत्त्वाची जबाबदारी आहे.

बालकांच्या भावनांचा बदलता स्वरूप

१. वास्तविक पाहता मोठ्या व्यक्तीच्या व लहान मुलांच्या भावनांचे स्वरूप भिन्न भिन्न असतात तसेच भावभावना व्यक्त करण्याच्या पद्धती वेगवेगळ्या असतात जसे १.बालकांच्या भावना ह्या अल्पकाळ टिकणारे असतात-वास्तविक पाहता मुले ज्या भावना प्रदर्शित करतात त्या फार थोडा वेळ टिकतात खेळताना एखादी गोष्ट मनासारखी झाली नाही खेळताना कोणी अडथळा आणला तर मुलांना अतिशय राग येतो ज्या व्यक्तीचा राग येतो त्याच्यावर रागवून वस्तू फेकून त्याला मारू प्रत्यक्षरीत्या राग प्रकट केला जातो परंतु दुसऱ्याच क्षणी मुलं हसताना खेळताना बागडताना दिसतात
२. मुलांच्या भावना तीव्र असतात -मूलतः मुलांच्या भावना क्षणिक असल्या तरी प्रगट करताना त्या तीव्रतेने प्रगट केल्या जातात एखाद्या गोष्टीपासून आनंद प्राप्त झाला तर तो आनंद मोठ्याने हसून मिठी मारून प्रगट केला जातो परंतु एखादी गोष्ट मनाविरुद्ध घडल्यास ताबडतोब रागाची तीव्र भावना प्रगट केली जाते
३. मुलांच्या भावना बदलणाऱ्या असतात-वास्ते पाहता मुलांच्या भावना अल्पकाळ टिकणाऱ्या असतात एका भावनेतून दुसऱ्या भावनेत मूल सहजपणे नकळत प्रवेशित होतात
४. भावना प्रदर्शित करण्याची रीत व्यक्ती परतणे वेगवेगळी असते-तसे पाहिले तर प्रत्येक मुलाची भावना प्रदर्शित करण्याची रीत वेगवेगळी असते उदाहरणार्थ मुलाला एखाद्या व्यक्तीची किंवा प्राण्याची भीती वाटत असेल तो प्राणी समोर आल्यास मुलांच्या वेगवेगळ्या प्रतिक्रिया दिसून येतात एखाद्या मूल तिथून पळून जाईल दुसरे आईच्या मागे लपेल तिसरा दरवाज्याच्या मागे लागले किंवा चौथा तिथेच उभे राहून रडत बसेल अशा नाना पद्धतीने मुले भावना व्यक्त करत असतात
५. मुलांच्या वर्तनावरून त्यांच्या भावना ओळखता येतात -तसे पाहिले तर मोठी माणसे आपल्या भावनांवर नियंत्रण ठेवू शकता त्या केव्हाही प्रदर्शित केल्या जात नाही कारण केव्हा व कशा प्रदर्शित करायचा हे व्यक्ती अनुभवातून शिकत असतो मुलांच्या जवळ अनुभव अजिबात नसतो त्यामुळे कोणतीही भावना मुले लपवू शकत नाही त्या भावनेला अनुसरून त्यांचे वर्तन ताबडतोब बदलतात
६. विशिष्ट वयात विशिष्ट भावनांचा जोर असतो-वास्तविक पाहता लहानपणी मुलांना बऱ्याच गोष्टींची भीती वाटत असते जसे अंधाराची अनोळखी माणसांची मोठ्या आवाजाची पाण्याची कुऱ्याची मांजरांची सिंहाची जंगली प्राण्यांची इत्यादी.

७. मुल आपल्या भावना सहजतेने नैसर्गिक रित्या प्रगट करतात -प्रत्येक व्यक्ती आपल्या छोट्या बाळाबद्दल प्रेम उफाळून आले की त्याला मिठी मारणे त्यांचे पप्पी घेणे त्यातून बाळाला त्रास होतो आहे याची त्याला जाणीव नसते त्यांच्या भावना प्रदर्शित करण्याच्या पद्धती कृत्रिम पणाचा लवलेश ही नसतो जो मोठ्या व्यक्तीच्या भावना प्रदर्शित करण्याच्या पद्धतीत आढळतो एखाद्या मुलाने दुसऱ्याचे खेळणे त्याला न विचारता उचलून घेतले तर त्याचा मुलाला राग येतो.

"14 नोव्हेंबर "बालक दिन" व 20 नोव्हेंबर "जागतिक बाल हक्क" दिनाच्या निमित्ताने " हक्क म्हणजे मालकी, अधिकार, व्यक्तिगत अधिकार ,प्रमुख गरजा होय. हक्क म्हटल्यावर ते पूर्ण झालेच पाहिजेत असा आग्रह धरता येतो. हक्क हे गरजांवर अवलंबून असतात.हक्क पूर्ण करण्यासाठीची जबाबदारी ही बालकांच्या पालकांची, अंगणवाडीची, शिक्षकांची,ग्रामपंचायतीची, नगरपालिकांची पर्यायाने शासनाची ठरते.

मूल - बालक कोणाला म्हणतात?

बालक म्हणजे १८ वर्षांच्या आतील व्यक्ति म्हणजेच १७ वर्षे ३६४ दिवस. आपल्या भारताचे लाडके पहिले पंतप्रधान कै. जवाहरलाल नेहरू (चाचा नेहरू) यांच्या जन्मदिनी म्हणजेच १४ नोव्हेंबरला "बालक दिन" आपण सर्वत्र साजरा करतो.त्यांना लहान मुले फारच आवडायची.आपणांसर्वानाही लहान मुले फारच आवडतात.कारण मुले म्हणजे देवाघरची फुले, मुलांनी भरलेले घर म्हणजे गोकुळ, मुले म्हणजे आपले व आपल्या देशाचे भविष्य, मुले म्हणजे म्हातारपणाची काठी, अशा कितीतरी अपेक्षानी आपण त्यांच्याकडे पाहत असतो. त्यांच्या करामती- कला-खोड्या म्हणजे आपल्या सर्वांच्या कौतुकाचा विषय असतो. त्यांचे समाधान -खुशी ही आपली खुशी असते. बालके ही कोवळी कळी असते. तिची पूर्ण वाढ झाल्यानंतर ते फुलात रूपांतर होते. पण ती कळी कोणी तोडली वा चूरघळून टाकली तर...

दिल्लीची निर्भया, कोपर्डीची घटना, उन्नावची केस, रेल्वेत सोडून दिलेले बालक, नुकतेच जन्म झालेल्या बालकास झूडपात कचऱ्याच्या कुंडीत टाकणे, भीक मागणारी बालके, वीट भट्टीवर वा हॉटेलात काम करणारी बालके पाहून समाज मन बधिर होत चालले आहे असे वाटते.

वास्तविक पाहता बालकांचे हक्क हे शब्द प्रथमच फेकले की मोठे विचित्र वाटतात परंतु पूर्णपणे आजार अज्ञानी व परावलंबी मुलांना हक्क ते कसले पाहिजे आई वडिलांच्या सावलीत वाढायचे आणि आई-वडील ठेवतील तसे राहायचे हेच त्यांचे आयुष्य बनले पाहिजे त्यांना कसले आले आहेत हक्क त्यांना ते कसे समजणार आणि बजावता येणार का त्यांना असं वाटलं हे स्वाभाविकच सर्वत्र पाहायला मिळते सुशिक्षित आणि सुसंस्कृत आईबापांच्या मायेच्या

छत्रछायेत वाढणाऱ्या मुलांच्या हक्कांबद्दल आरसा वेगळा विचार करावा लागत नाही कारण अशा बालकांना संरक्षण आणि विकासाची संधी आपोआपच घरापासून मिळत असते परंतु ही भाग्य अनेक वंचित मुलांच्या वाट्याला येत नाही.

दारिद्र्य अज्ञान परंपरागत सालीरीती यांच्या बंधनात अडकलेल्या आई-बापांची मुलं आणि नैसर्गिक व मानवनिर्मित आपत्तीत सापडलेली मुलं यांचे अनन्वित हाल अपेक्षा होत असतात आणि त्यांचं जीवन करपलं जातं दररोज जगातील 40 हजार मुलं कुपोषण आणि रोगराई या आजाराने मारता तर दहा कोटी मुलांना शाळेचा लाभ मिळत नाही तसेच दहा कोटी मुलं त्यांच्या वयाला व ताकदीला न जपणाऱ्या कामाखाली सतत इचक आहे हे कटू सत्य नाकारता येत नाही लाखो निरनिराळ्या आपत्तीला तोंड देणारी बालके आपणास पहावयास मिळतात. ही सर्व परिस्थिती लक्षात घेऊन संयुक्त राष्ट्र परिषदेने बालकांच्या मूलभूत हक्कांची एक संहिता म्हणजेच अतिशय काटेकोर व योग्य भाषेत बाल हक्काची केलेली सविस्तर यादी आपणास पाहायला मिळेल. 20 नोव्हेंबर 1989 रोजी भरलेल्या सर्वसाधारण सभेत विविध राष्ट्रांच्या प्रतिनिधींनी मिळून ती मंजूर केलेली आहे ही बाल संहिता काय आहे मुलांचे मूलभूत हक्क म्हणून काय काय गोष्टी त्यामध्ये समाविष्ट केल्या पाहिजे हे पाहणे अत्यंत महत्त्वाचे आहे. मस्त पाहता म** न्याय संहिता अभ्यासण्यापूर्वी एक गोष्ट लक्षात ठेवायला हवा की मुलांच्या हक्कांची एक यादी तयार करण्याचा आणि ती आंतरराष्ट्रीय सभेपुढे ठेवण्याचा तसा हा पहिलाच प्रयोग नाही पहिल्या महायुद्धानंतर जगातील अनेक राष्ट्रांची वाताहात झालेली आपणास आढळून येते त्यामध्ये अनेक मुलं अनाथ झाली.

1920 साली लीग ऑफ नेशन्स नावाचे एक आंतरराष्ट्रीय संस्था स्थापन झालेले होते ती विविध राष्ट्रांमध्ये समझोता घडवून आणणे आणि पुन्हा असे महायुद्ध होणार नाही या दृष्टीने उपाययोजना करणे हा या संस्थेचा प्रमुख उद्देश होता या आंतरराष्ट्रीय व्यासपीठावर 1924 साली Aglantin Jeb ह्या ब्रिटिश महिलेने बालकांच्या हक्कांचे एक पाच कलमी पत्रक मांडले ते मंजूरही झाले. तेव्हा बालकांच्या हक्कांचा प्रथम विचार करण्याचा मान ही या महिलेकडे जातो हे अधोरेखित करता येईल. त्यानंतर 35 वर्षे गेली आणि 1949 साली चार्टर ऑफ चिल्ड्रेन्स राईट मुलांच्या हक्कांची सनद संयुक्त राष्ट्र परिषदेपुढे मंजुरीसाठी मांडण्यात आली आणि तीही मंजूर झाली आणि या सनदेवर स्वाक्षऱ्या करणाऱ्या विविध राष्ट्रांच्या प्रतिनिधी मध्ये भारताचा प्रतिनिधी ही होता हे अधोरेखित करता येईल. पहिल्या पाच कलमी पत्रकां पेक्षाही सनद बरीच मोठी व मुलांचे बरेच हक्क मान्य करणारे होती हे नाकारता येत नाही. पुढे 1989 साली संयुक्त राष्ट्र परिषदेने मंजूर केलेली बालहक्क संहिता 1959 च्या सनदे

पेक्षाही जास्त विस्तृत आणि सविस्तर मांडलेली आहे तसेच मुलांचा हक्क सांगणारी आपणास सांगता येईल.

वास्तविक पाहता विविध देशातील परिस्थिती लक्षात घेऊन मुलांच्या निरनिराळ्या प्रश्नांचा व्यापक विचार संहितेत केलेला आहे. आईबापांपासून दुरावलेली मुले, घटस्फोटीत आई वडिलांची मुले, कामगार मुले, गुन्हेगार मुले, निर्वासित मुले, विस्थापित मुले, नैसर्गिक आपत्ती सापडलेली मुले, देशा देशांमधील सशस्त्र लढायात सापडलेली मुले, दारिद्र्य, रोग, विषमता, वर्णभेद इत्यादींनी पिचलेली मुले इत्यादी यामध्ये या संहितेत समाविष्ट आहेत. त्यामुळे ही संहिता व्यापक स्वरूपाची म्हणून आपणास सांगता येईल. गुन्हेगार मुलांनाही अशी मानाची वागणूक मिळावी की ज्यामुळे त्यांचा मानवी हक्क व स्वातंत्र्य याबद्दलचा आदर अधिक वाढेल अशी या संहितेमध्ये व्यापक विचार पहावयास मिळतो.

वस्तुतः संयुक्त राष्ट्र परिषदेच्या बाल न्याय हक्क सनदेमध्ये असे म्हटले आहे की सगळ्या मानव जातीचे समान आणि अबाधित हक्क मान्य करणे हाच स्वातंत्र्य, न्याय व शांती याचा प्रमुख पाया आहे. मानवाची प्रतिष्ठा आणि त्याचे मूलभूत हक्क यावर दृढ विश्वास ठेवून संपूर्ण स्वतंत्र वातावरणात मानवाची प्रगती कशी होईल हे व्यक्तीने सतत पाहिले पाहिजे. या संयुक्त राष्ट्र परिषदेने एक मानवी हक्काचा जागतिक जाहीरनामा प्रसिद्ध केलेला आहे. ज्यामध्ये वंश रंग लिंग धर्म राजकीय मते विशिष्ट राजकीय संपत्ती, सामाजिक प्रतिष्ठा इत्यादी कशाच्या ही आधारे कोणा मध्ये ही भेदभाव केला जाऊ नये. प्रत्येक माणसाला हक्क आणि न्याय मिळालाच पाहिजे याची विशेष काळजी घेणे महत्त्वाचे आहे. बालपणीचे हक्क बालकांना त्या अवस्थेतच मिळाले पाहिजे. या जबाबदाऱ्या कुटुंब पुऱ्या करू शकते म्हणून कुटुंब संस्था जपणे जरूरीचे आहे. शांतता, मान मान्यता, सहिष्णुता, स्वातंत्र्य, समता व एकता या मूल्यांनी भरलेल्या वातावरणात मुले वाढू शकतात यावर अधिक भर दिलेला आहे.

जिनिव्हा परिषद-

वास्तविक पाहता १९२४ साली बालकांच्या हक्कांच्या जाहीरनाम्यात १९५९ मध्ये मंजूर केलेल्या जाहीरनाम्यात मानवी हक्कांच्या जागतिक जाहीरनाम्यात आणि बालकल्याणाच्या क्षेत्रात काम करणाऱ्या सर्व आंतरराष्ट्रीय संस्थांच्या नियमावलीत हे पुन्हा पुन्हा स्पष्ट केलेले आहे की मुलांची विशेष काळजी घेण्याची व्यवस्था होणे जरूरीचे आहे. जगातील सर्व राष्ट्रांमध्ये विविध आपत्ती सापडलेली मुले असतात यावर विश्वास सर्वांनी ठेवला पाहिजे आणि बालकांच्या हक्कासाठी सर्व पातळीवर सर्व व्यवस्थेने परिपूर्ण काम करणे अत्यंत

आवश्यक आहे. अशा दुर्लक्षित वंचित बालकांना मुख्य प्रवाहामध्ये आणण्यासाठी मदतीची नितांत गरज आहे, म्हणून देशातील मुलांची राहणीमान सुधारण्यासाठी वेळोवेळी आंतरराष्ट्रीय मदतीची ही जरूरी असते हेही लक्षात ठेवणे महत्त्वाचे आहे. यासाठी सर्व सदस्य राष्ट्रांनी एकात्मिक पद्धतीने बाल न्याय हक्कासाठी काम करणे काळाची गरज आहे.

खऱ्या अर्थाने बालकांच्या न्याय व्यवस्थेची सुरुवात Madras Children Act 1920 च्या माध्यमातून झाली. या कायद्याने बालकाचे वय 14 च्या आत आणले. यासाठी प्रमाणित शाळा तत्कालीन Remand Homes ची संकल्पना मांडली.त्यानंतर 1922 व 1924 ला बंगाल व मुंबईने Children Act तयार केला. स्वतंत्र भारत सरकारने 1960 साली Central Children Act 1960 तयार केला. ज्यात मुलाचे वय 16 व मुलीचे वय 18 मांडले. त्यानुसार मुलांची काळजी व संरक्षण तसेच संगोपणाची हमी घेण्यात आली.

1974 साली भारत सरकारने बालकांविषयीचे धोरण पहिल्यांदा जाहीर केले.1986 साला पर्यंत प्रत्येक राज्याने आपापल्या राज्यात मुलांसाठी विशेष कायद्याची व्यवस्था केली मात्र राज्यांच्या कायद्यात मुलांची ठरविण्यात आलेली वये, त्याच्यासोबतची कार्यपध्दती व मुलांकडे बघण्याचा दृष्टिकोन लक्षात घेता भारत सरकारला यासर्वांमध्ये तफावत जाणवली म्हणून सरकारने बाल अधिनियम 1986 तयार केला त्यात मुलाचे वय 16 वर्षे व मुलीचे वय 18 वर्षे करण्यात आले.याच दरम्यान संपूर्ण जगभरात बालकांविषयी उहापोह चालूच होता. आणि 20 नोव्हेंबर 1989 साली संयुक्त राष्ट्र संघाने मुलांच्या हक्काच्या संहितेला मान्यता दिली. ही संहिता 203 देशांनी मान्य केली. ही संहिता 54 कलमाची असून पहिली 42 कलमे फक्त बालकांच्या अधिकार -हक्कासाठी व उर्वरित कलमे त्या त्या देशांनी बालकांसाठी काय काय करावे यासाठी आहेत.

याचे साधारणपणे चार भाग करण्यात आले आहे.

1) जन्माचा अधिकार 2) विकासाचा अधिकार 3) सहभागीतेचा अधिकार 4) संरक्षणाचा अधिकार.

ही बाल हक्क संहिता पुढील पाच महत्त्वाच्या तत्वावर आधारली आहे.

1) समानता आणि कोणत्याच प्रकारचा भेदभाव नको, 2) त्यांचा स्वाभिमान जपला पाहिजे. 3) मुलांचे म्हणणे ऐकून घेतले पाहिजे, 4) मुलांचे हित सर्वोत्तम हित,5) ठपका ठेवून वागणे नाही.

आपल्या भारत देशाने 11 डिसेंबर 1992 ला ही संहिता मान्य करून सही केली.

भारत सरकारने 2000 साली बाल न्याय (मुलांची काळजी व संरक्षण) अधिनियम तयार केला. सन 2006 ला या कायद्यात मुलांचे व मुलींचे वय समान म्हणजे 18 वर्षे म्हणजेच 17 वर्षे 365 दिवस ठरविण्यात आले.

याच दरम्यान या अधिनियमाच्या प्रभावी अंमलबजावणी साठी देशपातळीवर राष्ट्रीय बाल हक्क संरक्षण आयोग (NCPCR) व

राज्यपातळीवर :राज्य बाल हक्क संरक्षण आयोग (MSCPCR) तयार करण्यात आले.

या बाल हक्क संहितेला बांधील राहून बाल न्याय (मुलांची काळजी व संरक्षण) अधिनियम 2015 तयार करण्यात आला की, जो मुलांची काळजी, संरक्षण, देखभाल, विकास तसेच पुनर्वसन या गोष्टीला प्राधान्य देतो.

तसेच आपणास माहित आहेच की दिल्लीच्या निर्भया केस मध्ये एक बालकही सहभागी होता की जो 16 वर्षांचा होता. तो गुन्ह्यात सहभागी होता. म्हणून हा अधिनियम अशा विधी संघर्षग्रस्त बालकांबाबत ही काळजी व संरक्षणाची भूमिका घेतो.

या दोन प्रकारच्या मुलांसाठी प्रत्येक जिल्ह्यात विशेष वेगवेगळ्या यंत्रणा आहेत.

1. बाल कल्याण समिती : जी काळजी व संरक्षणाची गरज असलेल्या मुलांबाबत निर्णय घेते.
2. बाल न्याय मंडळ: जे विधी संघर्षग्रस्त मुलांचे निर्णय घेते.
3. विशेष बाल पोलीस पथक: जे काळजी व संरक्षणाची गरज असणाऱ्या तसेच विधी संघर्ष ग्रस्त मुलांसाठी बालस्नेही पोलीस म्हणून जिल्हा ठिकाणी कार्यरत असते.
4. बाल कल्याण पोलीस अधिकारी: जे प्रत्येक पोलीस ठाण्यात नेमलेले असतात.
5. जिल्हा विधि सेवा प्राधिकरण: प्रत्येक जिल्ह्यात मोफत विधी सेवा उपलब्ध करून दिली जाते तसेच मनोर्धैर्य योजनेची अंमलबजावणी करते.
6. बाल कामगार प्रतिबंध अधिकारी कार्यालय: हे प्रत्येक जिल्ह्यात असून बाल कामगारांना मुक्त करण्याची जबाबदारी घेते.
7. जिल्हा बाल संरक्षण कक्ष: जे जिल्ह्यातील 18 वर्षांच्या आतील मुलांचे सर्वांगीण विकास आणि संरक्षण तसेच पुनर्वसन यासाठी प्रयत्नशील असते.
8. बालगृह, निरीक्षण गृह, निवारा गृह, विशेष दत्तक संस्था: यामध्ये बालकास तात्पुरता निवास, प्रशिक्षण, समुपदेशन, शिक्षण उपलब्ध केले जाते.

बाल संरक्षण म्हणजे काय?

बालकांचे शारीरिक, मानसिक, आर्थिक, भावनिक आणि लैंगिक शोषणापासून संरक्षण करणे. बालके त्यांच्या अधिकाराचा अधिकाधिक वापर करतील यासाठी वातावरण निर्माण करणे.

बालकांचे कशापासून संरक्षण करावयाचे?

1) उपेक्षित राहण्यापासून.2) पिळवणूकीपासून. 3) कोणत्याही प्रकारच्या इजेपासून. 4) लैंगिक छळापासून.

आपणां सर्वांना माहित आहे की वय 0 ते 6 वर्षे वयोगटातील बालके अंगणवाडीत जातात. तेथे त्यांचा आहार, आरोग्य, लसीकरण, संगोपन याविषयी अंगणवाडी कार्यकर्ती काळजी घेते. वय 7 ते 18 वर्षे वयोगटात ते शाळेत असतात तेथे त्यांच्या शिक्षण, व्यक्तिमत्व विकास, कौशल्य विकास क्रीडा यासाठी शिक्षक व शालेय शिक्षण समिती कार्यरत असते. तरीपण ऊसतोड मजूर पालकांसोबत गेलेली बालके, मंदिरासमोर- महामार्गातील चौकात भीक मागणारी बालके, वीट भट्टीवर हॉटेलात काम करणारी बालके, मिरच्या तोडणे कापूस गोळा करणे, शाळा आवडत नाही म्हणून शाळा बाह्य बालके, आईवडिलांना आर्थिक मदत म्हणून शेतात काम करणारी गुरे राखणारी बालके ही सर्वच प्रकारच्या अधिकारापासून संरक्षणापासून वंचित राहतात प्रसंगी लैंगिक अत्याचारास बळी पडतात. तर काही बालके बालविवाहाच्या नावावर विक्रीसाठी सामोरे जातात.म्हणून वंचित, निराधार, अनाथ, दुर्लक्षित आणि अपराधी बालकांची काळजी घेणे त्यांना संरक्षण देणे, त्यांना कौटुंबिक आधार देणे, बालकामधील बालगुन्हेगारी कमी करणे, बालविवाहाला प्रतिबंध करणे, बालक तस्करीला आळा घालणे, बाल हक्क व बाल न्यायासाठी समाजात जाणीवजागृती करणे आवश्यक आहे आणि म्हणून संपूर्ण समाज बाल स्नेही झाला पाहिजे कारण..

1) प्रत्येक मूल समान आहे. 2) प्रत्येक मूल महत्वपूर्ण आहे. 3) प्रत्येक मुलात चांगले बदल होऊ शकतात.

4) प्रत्येक मूल शिकू शकते.5) कोणतेही मूल जन्मतः गुन्हेगार नाही.

शेवटी बालकांच्या हक्क व संरक्षणासाठी आपण सर्व मोठी माणसे बांधील जबाबदार आहोत.

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**रस्त्यांवर राहणाऱ्या बालकांना बाल स्नेही फिरते पथकाद्वारे मिळणाऱ्या सेवा
सुविधांचे अध्ययन**

सोनार प्रियदर्शनी शाम

प्रा. सुनिता जगताप

प्रा. डॉ. विलास देशमुख

मराठा विद्या प्रसारक समाज, नाशिक.

घोषवारा:

महिला व बालविकास विभागाच्या एकात्मिक बाल संरक्षण या विभागा अंतर्गत रस्त्यावर राहणाऱ्या मुलांच्या भविष्याची गरज ओळखून त्यांना शिक्षणाच्या व समाजाच्या मुख्य प्रवाहात आणण्यासाठी “बाल स्नेही फिरते पथक” हा प्रकल्प राबविण्यात आला. “बाल स्नेही फिरते पथक” या प्रकल्पाला नाविण्यपूर्ण कार्यक्रमांतर्गत केंद्र शासनाने मान्यता देऊन ५०लाख रुपयांचा अर्थसाह्य केले आहे. महाराष्ट्रात हा प्रकल्प प्रामुख्याने मुंबई शहर, मुंबई उपनगर, पुणे, नाशिक, ठाणे, नागपूर या सहा जिल्ह्यात राबविण्यात आला. “बाल स्नेही फिरते पथक” म्हणजे पथकाला बस आणि व्हॅन उपलब्ध करून देण्यात येईल व त्या प्रत्येक बस व व्हॅनसाठी एक समुपदेशक, एक शिक्षिका किंवा शिक्षक, एक वाहन चालक व एक काळजी वाहक असे एकूण ४ कर्मचाऱ्यांची त्यात असतील जे रस्त्यावरील मुलांसाठी शासनाच्या मार्गदर्शक सूचना प्रमाणे कार्य करतील. त्यांच्या कार्यात पुढील गोष्टी समाविष्ट आहेत - बालकांना खेळ, शैक्षणिक साहित्य, गाणी, चित्रकला, नृत्य, गोष्टी याद्वारे अभ्यासाची गोडी लावावी व कालांतराने पालकांनी त्यांच्या बालकाला नियमित अंगणवाडी, शाळेत पाठविण्यासाठी प्रोत्साहित करावे लागणार आहे.

सूचके: बाल स्नेही फिरते पथक

प्रस्तावना :

रस्त्यावरील बालक हा शब्द अशा अनुषंगाने म्हटले आहे की ज्याच्यासाठी रस्ता हेच त्याचे निवासस्थान बनले आहे. जी मूल जास्तीत जास्त वेळ रस्त्यावर घालवतात, जी गरिबी मुळे रस्त्यावर राहतात, त्यांची उपजिविका रस्त्यावर भिक मागून करतात अशी जगात लाखो मुले आहेत. अनेक विकसित देशांमध्ये ज्यांना घर सोडण्यास भाग पाडले जाते किंवा ती स्वताः काही कारणांनी घर सोडतात ही सर्व मुले शिक्षण, आरोग्य, निवारा यापासून वंचित राहतात

तसेच आर्थिक हिंसाचाराचे बळी ठरतात. आधुनिक कालखंडात रस्त्यावरील फिरणाऱ्या बालकांची संख्या ही दिवसेंदिवस वाढतच आहे. ही एक मोठी समस्या आपल्याला सद्याब जाणवत आहे. ही मुले चोरी करणे, भिक मागणे, वेश्या व्यवसायातील त्यांचा वापर करून घेणे, अमली पदार्थ सेवन करणे, गुलामगिरी, वाईट मार्गाला जाणे, वाम मार्गाला जाणे असे विविध इत्यादी वर्तन प्रकार करताना आपल्याला लक्षात येत आहे. पालक बेरोजगार असल्याने मुलांच्या मूलभूत गरजा पूर्ण करू शकत नाही त्यामुळे त्यांचा वाईट परिणाम मुलांच्या आरोग्यावर व शिक्षणावर दिसून होतो. त्यामुळे भविष्यात अनेक अडचणींना सामोरे जावे लागतात. त्यांना समाजाच्या मुख्य प्रवाहात आणण्यासाठी त्यांना आवश्यक ती सेवा सुविधा देणे खूप गरजेचे आहे. कारण आजचे बालके उद्याचे भविष्य आहे. त्यामुळे त्यांचा विकास खूप महत्त्वाचा आहे. शारीरिक, मानसिक, आर्थिक, भावनिक, सामाजिक अशा विविध प्रकारचा त्यांचा विकास हा करणे गरजेचे आहे.

उद्देश:

रस्त्यांवर राहणाऱ्या बालकांना कोणत्या सेवा सुविधा मिळतात हे अभ्यासणे.

गृहित कृत्ये:

रस्त्यांवरील राहणाऱ्या बालकांना बाल स्नेही फिरते पथक मार्फत सेवा सुविधा मिळतात.

संशोधनाचे महत्त्व:-

सदर संशोधनात बालकांच्या गरजा समस्या जाणून घेऊन त्यांना मिळणाऱ्या शासनाच्या सेवा व सुविधांचा अभ्यास करणे. समाजात शोषित, वंचित, दुर्लक्षित घटकांपर्यंत शासनाने सुरु केलेल्या योजना पोहचतात का हे अभ्यासण्याचे कारण म्हणजे या घटकांचा सर्वांगीण विकास होईल व सर्व बालकांना समाजाच्या मुख्य प्रवाहात आणण्यास हातभार लावता येईल. बालकांचा विकास झाला तर आपोआप देशाचा विकास होईल. रस्त्यावर फिरणाऱ्या बालकांमध्ये अजूनही आरोग्य व शिक्षणाची जागृत निर्माण झालेली नाही. त्यामुळे त्यांना मिळणाऱ्या सेवा सुविधा त्यांना माहित नाहीत. या बालकांना पोषक आहार आणि आरोग्यविषयक गोष्टी मिळणे आवश्यक आहे.

संशोधन पद्धती:

रस्त्यांवर राहणाऱ्या बालकांना बाल स्नेही फिरते पथकाद्वारे मिळणाऱ्या सेवा सुविधांचे अध्ययन करण्यासाठी संशोधकाने सामाजिक सर्वेक्षण पद्धतीचा वापर केला आहे.

संशोधन आराखडा:

रस्त्यांवर राहणाऱ्या बालकांना बाल स्नेही फिरते पथकाद्वारे मिळणाऱ्या सेवा सुविधांचे अध्ययन करत असताना प्राथमिक व दुय्यम तथ्या द्वारे माहितीचे संकलन करून वर्णनात्मक पद्धतीने मांडणी केली आहे म्हणून वर्णनात्मक संशोधन आराखडा वापरला आहे .

तथ्य संकलन:

रस्त्यांवर राहणाऱ्या बालकांना बाल स्नेही फिरते पथकाद्वारे मिळणाऱ्या सेवा सुविधांचे अध्ययन केले असून या साठी माहिती मिळवण्यासाठी ४० बालकांकडून मुलाखत अनुसूचीचा वापर करून तथ्य संकलन करून वस्तुनिष्ठ माहिती संकलित केली.दुय्यम तथ्य संकलनासाठी पुस्तकाबरोबर मासिके, वर्तमानपत्रे, इंटरनेट आणि बालका संबंधित पुस्तके यांचा संदर्भ घेतला आहे.

विश्लेषण:-

रस्त्यावर राहणाऱ्या बालकाची व्याख्या: रस्त्यावरील बालक हा शब्द फक्त शेवटच्या गटासाठी आला आहे. "मुलगी असो किंवा मुलगा ज्याच्यासाठी रस्ता त्याचे नेहमीचे निवासस्थान बनले आहे किंवा उदरनिर्वाहाचे स्रोत मानले जाते."

संकल्पना:-

भारतात प्रत्येक शहरात अंदाजे एक लाखहून अधिक मुले रस्त्यावर राहतात. रस्त्यावरील मुले ही गरीब, बेघर मुले जी शहर, गाव किंवा खेडेगावातील रस्त्यावर राहतात. अनेक अभ्यासक, धोरणकर्ते व युनिसेफच्या मते अठरा वर्षांपेक्षा कमी वयाच्या मुला मुली ज्यांच्यासाठी रस्ता हेच घर बनले आहे किंवा रस्ता उदरनिर्वाहचे स्रोत मानले जाते या बालकांना रस्त्यावरील बालके असे म्हणतात. एकल पालक असलेली, फेकून/सोडून दिलेली, घरातून पळून आलेली असतात तर काही रस्त्यावरील बालकांचे हे पालक आर्थिक दृष्ट्या सक्षम नसतात. रस्त्यावरील मुलांवर अनेकदा अत्याचार केले जातात, दुर्लक्ष केले जाते, शोषण देखील केले जाते. रस्त्यावरील बालकांकडे सहसा ओळखीचा पुरावा नसतो. कौटुंबिक समस्येमुळे बालके आपले कुटुंब सोडण्याची कारणे पुढील प्रमाणे पालकांचा मृत्यू, वडिलांचे मद्यपान, सावत्र पालकांची ताणलेले संबंध, एक पालक इत्यादीमुळे घर सोडतात.

बाल स्नेही फिरते पथकाची माहिती:-

महिला व बालविकास विभागाच्या एकात्मिक बाल संरक्षण या विभागा अंतर्गत रस्त्यावर राहणाऱ्या मुलांच्या भविष्याची गरज ओळखून, रस्त्यावर राहणाऱ्या बालकांची बालपण सावरण्यासाठी हा उपक्रम हाती घेतला आहे. राज्यात सहा शहरांमध्ये राबविण्यात येत

असलेल्या या बालस्नेही उपक्रमातून नाशिक मधील रस्त्यावर राहणारे २७९ बालकांना नवीन ओळख मिळणार आहे. राज्याच्या महिला बालविकास विभागातून एकात्मिक बाल संरक्षण योजनेअंतर्गत रस्त्यावर बालकांकरिता १ मे २०२३ पासून बालस्नेही फिरते पथक हा उपक्रम सुरू करण्यात आला आहे. नाशिक शहरात हा उपक्रम शिव सहयात्री बहुउद्देशीय सेवाभावी संस्थेच्या माध्यमातून राबविण्यात येत आहे. यात आतापर्यंत शहराच्या रस्त्यावर राहणाऱ्या बारा ठिकाणावरील २७९ बालकांची माहिती संस्थेने संकलित केली आहे.

बाल स्नेही फिरते पथकामार्फत बालकांना मिळणाऱ्या सेवा सुविधा पुढीलप्रमाणे:-

- बालकांकडे कोणतेही कागदपत्र नसेल व जन्मदाखला नसेल तरी देखील फिरते पथक मार्फत आधार कार्ड नोंदणी करण्यासाठी सहकार्य केले जाते.
- बालकांना जवळील शाळेत दाखल करण्यात येते.
- जेव्हा जेव्हा बालस्नेही फिरते पथक ज्या ठिकाणी दाखल होते तेव्हा तेव्हा सर्व लाभार्थी बालकांना परिकपोषण आहार पुरवण्यात दिला जातो.
- बालकांचे जवळील शासकीय रुग्णालयात बालरोग तज्जमार्फत मोफत आरोग्य तपासणी करून औषध उपचार आणि लसीकरण करण्यात येते.
- एकल पालक बालकांना बाल संगोपन योजना मिळवून देण्यासाठी साह्य केले जातात.
- अनाथ प्रमाणपत्र प्रस्ताव बाबत माहिती देऊन कागदपत्रे जमविण्यास सांगणे व त्याचा पाठपुरावा करून वरील कार्यालयास सादर केले.
- रेशन कार्ड काढून देण्यात मदत/ साह्य करणे.
- सोळा वर्षावरील बालकांना व्यवसाय प्रशिक्षण आणि मार्गदर्शन केले जाते.
- बालक आणि पालकांचे समुपदेशन केले जाते.
- बालकांच्या वैयक्तिक स्वच्छते बद्दल मार्गदर्शन करणे.
- बालकांना रस्त्यावर राहणाऱ्या ठिकाणी प्राथमिक शिक्षणाचे धडे दिले जातात.

नाशिक येथील बालस्नेही फिरते पथकाचे हॉटस्पॉट:

गंगा घाट, छत्रपती संभाजीनगर, फेम टॉकीज सिग्नल, काठे गल्ली सिग्नल, जेतवन नगर, नाशिक रोड, सिन्नर फाटा, कपिल वस्ती, अमरधाम, सिव्हिल हॉस्पिटल सिग्नल फुटपाथ, पाथर्डी फाटा

सारणीकरण:

विधान प्र. क्र.१ आपल्या परिसरात बाल स्नेही फिरते पथक येते का असे विचारले असता 100% बालकांनी होय असे सांगितले. बाल स्नेही फिरते पथक दिलेल्या नाशिक शहरातील रस्त्यांवरील बालकांपर्यंत पोहोचतात [हॉटस्पॉट].

विधान प्र. क्र.२ बाल स्नेही फिरते पथक कोणासाठी येते असे विचारले असता 100% बालकांनी बालकांसाठी येते. बालस्नेही फिरते पथक रस्त्यांवर राहणाऱ्या बालकांवरच काम करते.

विधान प्र. क्र. ३ बाल स्नेही फिरते पथकामार्फत सेवा सुविधा मिळवण्यासाठी जन्म दाखला, बोनाफाईड, आधार कार्ड, रेशन कार्ड, मतदान कार्ड, मृत्यू दाखला, बँकेचे पासबुक यातील कोणतेही कागदपत्रे लागतात नाहीत.

विधान प्र. क्र. ४ बालस्नेही फिरते पथकामार्फत सेवा सुविधांचा फायदा होतो का असे बालकांना विचारले असता १००% बालकांनी होय असे उत्तर दिले. बाल स्नेही फिरते पथक १२ हॉटस्पॉट वर प्रत्येक ठिकाणी प्रत्येक बालकांपर्यंत दिलेल्या सेवा सुविधांचा लाभ देते व त्याचा पाठपुरावा करते.

सारणी क्र. १ बाल स्नेही फिरत्या पथकाकडून दिल्या जाणाऱ्या सेवा सुविधा.

अनु क्र	घटक	वारंवारता	टक्केवारी
१	आधार कार्ड काढून देण्यासाठीचे साह्य करणे	३४	०८५ %
२	पूरक पोषक आहार देणे	४०	१००%
३	वैद्यकीय तपासणी देणे	३४	०९०%
४	बाल संगोपन योजना मिळवण्यासाठी साह्य करणे	०३	००८%
५	शाळेत दाखल करणे	१९	०४८%
६	व्यवसाय प्रशिक्षण देणे	१९	०४८%
७	रेशन कार्ड काढण्यासाठी साह्य	११	०२८%
८	समुपदेशन	४०	१००%
९	अनाथ प्रमाणपत्र काढण्यासाठी साह्य	०२	००५%

१०	स्वच्छतेबद्दल मार्गदर्शन करणे	४०	१००%
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विश्लेषण:

सदर सारणी वरून असे लक्षात येते की बाल स्नेही फिरते पथक संस्थेमार्फत बालकांची काळजी आणि संरक्षणाची गरज असलेल्या संदर्भात पुरेपूर माहिती आहे आणि त्या संदर्भातचे प्रमाण खालील प्रमाणे आहे. बाल स्नेही फिरते पथक मार्फत ३४ [८५]लाभार्थ्यांना आधार कार्ड काढण्यासाठी साह्य केले आहे. बाल स्नेही फिरते पथक मार्फत ४०[१००%] पूरक पोषक आहार मिळतो, समुपदेशन व स्वच्छतेबद्दल मार्गदर्शन केले जात आहे. बाल स्नेही फिरते पथक मार्फत १९[४८ %] शाळेत दाखल करणे व व्यवसाय प्रशिक्षण स्वच्छतेबद्दल मार्गदर्शन केले जात आहे. तसेच ३४ [९०%] बालकांची वैद्यकीय तपासणी केली असून बाल संगोपन योजनाचा लाभ ०३[८%] इतक्या लाभार्थ्यांना लाभ मिळून दिला आहे. रेशन कार्ड ११[२८%] तर अनाथ प्रमाणपत्र देणे ०२ [५%] लाभार्थ्यांना लाभ मिळून दिला आहे.

निष्कर्ष:

१ मे २०२३ रोजी महिला व बालविकास विभागाच्या एकात्मिक बाल संरक्षण या विभागा अंतर्गत रस्त्यावर राहणाऱ्या मुलांच्या भविष्याची गरज ओळखून, स्त्यावर राहणाऱ्या बालकांची बालपण सावरण्यासाठी हा उपक्रम हाती घेतला आहे. ज्याद्वारे बालकांच्या पालकांना समुपदेशन करून शिक्षणाचे महत्त्व पटवून देणे, शासनाकडून मिळणाऱ्या योजनांबद्दल जनजागृती करणे, बालकाला वैयक्तिक स्वच्छतेचे महत्त्व पटवून देणे, सोळा वर्षावरील बालकांना व्यवसायिक मार्गदर्शन आणि प्रशिक्षण देणे, स्वयंसेवी संस्थांच्या माध्यमातून विविध योजनाचा लाभ मिळवून देणे, आरोग्य विषयक सुविधा देणे, सुरक्षित वातावरण देणे, पूरक पोषक आहार देणे, वयात आलेल्या मुलींना मासिक पाळीचे मार्गदर्शन करणे, बालकांना चांगला स्पर्श वाईट स्पर्श याबद्दल माहिती सांगणे, चाईल्ड लाईन (टोल फ्री १०९८) बद्दल माहिती देणे इत्यादी प्रकारच्या सेवा सुविधा बालकाला दिल्या जात आहे.

सारांश:-

बालक हा देशाचे भविष्य आहे. बालकांचा विकास म्हणजे देशाचा विकास होय. शासनाकडून बालकांना मिळणाऱ्या योजना आणि सेवा सुविधा रस्त्यावर राहणाऱ्या बालकांपर्यंत पोहोचविणे हा बाल स्नेही फिरत्या पथकाचा मुख्य हेतू आहे. बालकांच्या मूलभूत गरजा पूर्ण करणे. त्यांना शिक्षण,आरोग्य आणि त्यांचे पुनर्वसन करणे जेणेकरून बालकाला सर्वसामान्य जीवन मानाने जगता यावे. रस्त्यांवर राहणाऱ्या बालकांच्या समस्या जाणून घेणे व त्यावर

उपाययोजना करणे. यामध्ये संशोधन करत असताना बालकांना मिळणाऱ्या सेवां सुविधांची सद्यस्थिती समजली. रस्त्यांवर राहणाऱ्या बालक आणि पालकांमध्ये आरोग्य विषयक आणि शिक्षणाबाबत जनजागृती करण्याची गरज आहे.

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व्यावसायिक (कार्पोरेट) सामाजिक दायित्वाचे सामाजिक अंकेक्षण: काळाची गरज

दिगंबर भाऊरावजी टुले

सहा. प्राध्यापक

तिरपुडे समाजकार्य महाविद्यालय नागपूर

सारंश : सामाजिक अंकेक्षण ही संकल्पना अनेक बाजूंनी काम करते. व्यावस्थापनाच्या नैतिक बंधनामध्ये सामाजिक अंकेक्षणाचा समावेश होतो. व्यावसायिक (कार्पोरेट) सामाजिक दायित्वाचे व्यवस्थाबद्ध आणि सर्वसमावेश मुल्यमापण, सामाजिक कामगिरी की जी सर्वसमुदायाचे कल्याण तपासता येईल याला सामाजिक अंकेक्षण म्हणता येईल. सामाजिक अंकेक्षणाची गरज प्रत्येक व्यावस्थापनाला असते, जेणेकरून भागधारकांची आर्थिक सुदृढत, व्यावसायिक सामाजिक आणि पर्यावरणीय सक्षमता महत्वाची ठरते. व्यावसायांना (कार्पोरेट) स्पर्धात्मक वातावरणाची गरज आहे. व्यावसाय (कार्पोरेट) हा समाजाचा भाग असतो म्हणून त्याचे वर्तन आणि कार्य हे समाजाला जबाबदार असतात. व्यावसायाला मिळणाऱ्या लाभाचे सर्व भागधारकांना समान लाभ मिळण्यासाठी व्यावसायिक (कार्पोरेट) सामाजिक दायित्वाची गरज आहे. व्यावसायाने नैतिकतेचे बंधन पाळून समुदायाला लाभ दिला पाहिजे. व्यावसायाने (कार्पोरेट) आपले आर्थिक यशामध्ये समाजाला सोबत ठेवणे आवश्यक आहे.

मुख्य शब्द: व्यावसायिक (कार्पोरेट) सामाजिक दायित्व, सामाजिक अंकेक्षण, व्यावसायिक नैतिकता,

प्रस्तावना:

सामाजिक विकास करावयाचा असेल तर आर्थिक दृष्ट्या सक्षम घटकाने पुढाकार त्यात घेणे अपेक्षित आहे. सामाजिक विविध प्रश्नावर सक्षमतेने कार्य करण्याची क्षमता व्यावसायत आहेत आणि त्याचे परिणाम ही सकारात्मक दिसून येतात. व्यावसाया प्रती सामाजिक चांगुलपणा वाढविण्यासाठी आणि व्यावसाय वाढिला समाजाचे सहकार्य आवश्यक आणि अपेक्षित असते. त्याच प्रमाणे समाज आणि व्यावसाय हे एकमेकांना पुरक असणे आवश्यक आहे. सामाजिक विकासात भागिदार म्हणून व्यवसायाने पुढाकार घेण्याची गरज आहे. परोपकारी, न्याय, फायदेशीर सेवा, सुविधा देण्याचे काम उद्योगपती संस्था किंवा ट्रस्टच्या माध्यमातून करित आहे. 1980-90 च्या दशकात जगभरात मोठ्या उद्योगांच्या संखेत मोठ्या प्रमाणात वाढ झाली. 1990 नंतर भारताने ही जागतिकीकरण स्विकारले, त्याचा परिणाम म्हणून भारतात देशी विदेशी गुंतवणुकदार वाढले. या सोबतच उद्योगाकडून सामाजिक

जबाबदारीतुन कामे करायला सुरवात झाली. भारतात व्यावसाय स्पर्धा निर्माण होउन त्यांना नियमित करण्याची गरज निर्माण झाली. जंगल, जमिन, पाणि, मनुश्यबळाचा वापर व्यवसाया साठी होतो. स्थानिक सामाजिक आणि आर्थिक साधनात परिवर्तणाचे परिणाम हे स्थानिकांना भोगावे लागतात. म्हणून व्यवसायाची सामाजिक जबाबदारी महत्वाची आहेत. (Kawadkar, Corporate Social Responsibility: Role in Rural Development, 2018)

साधारणतःहा व्यावसायिक सामाजिक दायित्व म्हणजे 'व्यवसायाने सामाजिक बदलासाठी आर्थिक, सामाजिक जबाबदारी पार पाडणे होय'.

समाजकार्य व्यवसाय सामाजिक बदलासाठी प्रोत्साहित करते आणि सामाजिक नातेसंबंधातील समस्या सोडवायला मदत करते आणि सशक्तिकरण, मुक्त जीवन जगण्यासाठी उद्युक्त करते. मानवी वर्तन आणि सामाजिक व्यवस्था या सिध्दांताचा उपयोग आणि समाजकार्य हस्तक्षेप साधला जातो. मानव अधिकार आणि सामाजिक न्याय ही समाजकार्याचे मुलभुत तत्वे आहेत. (इंटरनेशनल असोसिएशन ऑफ सोशल वर्क 2001) उद्योगांचा विकास समाजाच्या विकासासाठी आवश्यक आहे, तसा समाजाचा विविधांगी विकास करणे ही उद्योगांची जबाबदारी आहे, ही जबाबदारी स्वच्छेने काही उद्योग पुर्ण करित असतात. या जबाबदारीच्या निश्चीतीसाठी 2013 केंद्र सरकारने व्यावसायिक (कार्पोरेट) सामाजिक कायदा बनविला आणि त्याची अमंलबजावणी केली. या कायद्याने उद्योगांचे सामाजिक खर्चाचे धोरण निश्चित झाले. शिक्षण, आरोग्य, शेती, पाणी, कौशल्य विकास उपक्रम, ग्रामीण विकास, पंचायतराज, महिला सक्षमिकरण इत्यादी विषयात काम सुरू झाले. या कामाचा परिणाम महत्वाच्या क्षेत्रात नोंद घेण्यासारखा राहिलेला आहे. सामाजिक उन्नतीमध्ये मोठ्या प्रमाणावर काम व्यवसायाच्या सामाजिक दायित्वाच्या माध्यमातून पुढे जात आहे.

अंकेक्षण म्हणजे हिषोब तपासणे, साधारणतः प्रत्येक खर्चाचे अंकेक्षण सरकारी किंवा खाजगी कार्यालय / योजनांच्या माध्यमातून होत असते. अंकेक्षणात आलेला पैसा आणि खर्च झालेला पैसा यांचा हिषोब मांडला जातो. अंकेक्षण आणि सामाजिक अंकेक्षण या दोन वेगवेगळ्या बाबी आहेत. अंकेक्षण तयार करित असतांना संबंधित व्यक्ती ते स्वतः तयार करून मान्यता घेतात. सामाजिक अंकेक्षणात प्रत्येक लाभार्थी असलेल्या किंवा नसलेल्या व्यक्तीच्या सहभागाचा विचार केला जातो.

सामाजिक अंकेक्षण: एखादी योजना किंवा उपक्रमाच्या निर्णय प्रक्रियेत सहभागी होण्याचा, घेतल्या वा ना घेतलेल्या निर्णया बदल विचारण्याचा संबंधित अधिकारी / कर्मचारींना अधिकार, लाभार्थीची कागदपत्रे तपासण्याचा अधिकाराचा समावेश सामाजिक अंकेक्षणात होतो. महात्मा गांधी रोजगार हमी योजनेच्या लाभार्थींना हा अधिकार मिळालेला आहे, या

अधिकाराचा वापर प्रत्यक्षात घेणे अथवा न घेणे हे संपुर्णतःहा लाभार्थींवर अवलंबून आहे. राष्ट्रीय रोजगार हमी कायद्यातील कलम 17 (1,2,3) नूसार ग्रामसभेला ग्रामिण क्षेत्रात राबविलेल्या सर्व कामकाजावर देखरेख ठेवण्याचा अधिकार आहे, तसेच राबविलेल्या सर्व योजनांचे सामाजिक अंकेक्षण करण्याचा अधिकार ही ग्रामसभेला मिळालेला आहे. संबंधित योजनेची कागद पत्रे तपासणे, हिशोबाची कागद पत्रे तपासणे, मान्यता, आर्थिक खर्चाची सर्व कागद पत्रे ग्रामसभे पुढे ठेवणे ग्रामपंचायतीला बंधनकारक आहे. सामाजिक अंकेक्षणाचे निकष पुढील प्रमाणे आहे. पारदर्शकता: योजेचे सर्व कागदपत्रे, हिशोब सर्वसामान्यांच्या समोर मांडले पाहिजे याचे बंधन असते.

त्याकरीता स्वेच्छेने राबवित असलेल्या सर्व कामाची कागदपत्रे सभेच्या समोर मांडणे स्थानिक भाषेतून आवश्यक आहे.

सहभाग: राबविलेल्या योजनेत सर्वांचा सहभाग तपासण्याचा हा मार्ग आहे, केवळ लाभार्थींचे प्रतिनिधी नाही तर सर्वांना अधिकार असणे आवश्यक आहे आणि त्यामुळे सहभागिता तपासता येते.

उत्तरदायित्वाची हमी: सामाजिक अंकेक्षणाच्या माध्यमातून सर्वांचा सहभागाने लाभार्थी ठरविले जाणे, योजनांना मान्यता देणे, खर्चाचे दाखले तपासणे ही कामे करित असल्याने उत्तरदायित्वाची हमी असते. विचारलेल्या प्रश्नांना उत्तरे मिळणे हे ही उत्तरदायित्व आणि पारदर्शकतेचे प्रतिबिंब म्हणता येईल.

तक्रार निवारण आणि पाठपूरवठा: सामाजिक अंकेक्षणाच्या माध्यमातून तक्रारिचे निवारण, प्रश्न विचारल्यास उत्तर देणे, चुकीचे असल्यास त्याचा पाठपूरावा करणे आणि ते जनते समोर मांडणे याबाबींचा समावेश होतो.

सामाजिक अंकेक्षण ही सातत्यपूर्वक प्रक्रिया आहे. योजना / कामाची आखणी, लाभार्थी निवड, प्रत्यक्ष अंमलबजावणी, कामाचे स्वरूप आणि तपासणी इत्यादींचा समावेश यात होतो. (काकडे सीमा, जाधाव रवींद्र , ऑगस्ट २००९)

सामाजिक हिशोब तपासणी: प्रत्येक व्यावसायिक संस्थेला अंकेक्षण करावे लागते. संस्थेने सामाजिक कार्यक्रम राबविल्यास त्यांना सामाजिक अंकेक्षण करावे लागते. एखाद्या संस्थेने सामाजिक उद्देशाने, समाज कल्याणासाठी, सार्वजनिक हितासाठी कोणती कार्य केली आहेत याबाबतची माहिती सामान्य जनतेला देण्यासाठी तसेच व्यवस्थापनेच्या माहितीसाठी या प्रकारचे अंकेक्षण केले जाते.

डेव्हिस एफ लिनोवस यांच्या मते, 'सामाजिक खर्च आणि त्यापासून झालेला फायदा बघण्यासाठी आर्थिक आणि सामाजिक कृतीचे विवेचन तयार करावे असे सुचविलेले आहे.

1. जनते सोबत संपर्क:यामध्ये अपंगासाठी कार्यक्रम, कर्मचारींसाठी कार्यशाळा, अल्पसंख्यांक आणि मागासवर्गीयांसाठी रोजगार व जनतेशी संबंध सुधारण्यासाठी केलेले प्रयत्न इत्यादींचा समावेश होतो.

2. पर्यावरण: पर्यावरणाचे रक्षण करणे आणि प्रदूषण न होऊ देणे.

3. वस्तु: वस्तुचा आकार व वजन, दर्जात सुधारणा करणे, किंमत पर्याप्त ठेवणे याचा समावेश होतो.

4. रोजगार: रोजगार निर्मिती करून देशाच्या विकासात योगदान देणे.

5. सामाजिक आणि कुटुंब कल्याणाच्या योजना राबविणे, कर्मचारी कल्याण करणे, स्थानिक गावांचा विकास करणे इत्यादी.

स्थानिकांचे सांस्कृतिक संवर्धन करणे इत्यादी बाबींचा समावेश सामाजिक जबाबदारीत व्यवसायाने करणे आवश्यक आहे. (<https://old.mu.ac.in>, 2021)

सामाजिक अंकेक्षणाचे फायदे आहेत, जसे उपक्रम किंवा कार्यक्रमाच्या आखणीमध्ये ज्यांच्यासाठी कार्यक्रम राबविण्यात येणार आहे त्यांचा चर्चा आणि निर्णयामध्ये सहभाग असतो. योजनेच्या अंमलबजावणी ही आपल्यासाठी आहे याची जाणीव असल्याने अंमलबजावणीत सहभागी, परिणामकारकता वाढविण्यासाठी प्रयत्नपूर्वक कार्य करीत असतात. त्यामुळे सामाजिक अंकेक्षणात कोणतेही वाद होत नाही, नविन उपक्रमाच्या आखणी आणि अंमलबजावणीमध्ये लोक स्वतः सहभागी होतात. या सर्व उपक्रमाचे निकाल उत्तम येतात. सामाजिक दायित्वाचा निधी, कार्यक्रम आखणी, अंमलबजावणी इत्यादी बाबत अंकेक्षण हे स्थानिक पातळीवर होणे आवश्यक आहे. सामाजिक दायित्वाबाबत लोकांची आस्था वाढविणे, जनतेचा सहभाग, पारदर्शकता वाढविण्यासाठी सामाजिक अंकेक्षण होणे आवश्यक आहे. सामाजिक अंकेक्षण आणि पारदर्शकता, उपक्रमाची आखणी आणि स्थानिकांचा सहभाग यांचा उपक्रमाच्या सफलतेवर उत्तम परिणाम होतो. ग्रामिण विकास साध्य करण्यासाठी सि.एस.आर. उपक्रम आणि निधीचा उपयोग यांचे सामाजिक अंकेक्षण होणे आवश्यक आहे.

सामाजिक अंकेक्षण व्यावसायाचे (कार्पोरेट) सामाजिक व्यवस्थाबद्ध संबंधावर भर देते. सामाजिक अंकेक्षण पुढील मुद्द्यांना प्रामुख्याने लक्ष केंद्रित करते.

1) नैतिकता: व्यावसायाने (कार्पोरेट) नैतिक आधारावर काम करण्याची आवश्यकता आहे. कामगार, उत्पादन, वस्तुंच्या आणि सेवांच्या किंमती ऐकसारख्या ठेवणे, त्यांचा दर्जा राखणे

आवश्यक आहे. रोजगार, पर्यावरण, स्थानिक सामाजिक प्रश्नावरती नैतिकतेने काम करण्याची आवश्यकता आहे.

2) समान संधी: व्यावस्थापनाने सर्व कर्मचारी सोबत समान धोरण आखण्याची आवश्यकता आहे. सर्वाना समान संधी मिळेल, भेदभाव हा वंश, जाती, धर्म आणि लिंगावर आधारित नसावा.

3) कामगार जिवनाची गुणवत्ता राखली जावी: आरोग्यदायी, संरक्षित आणि कामाच्या ठिकाणची स्थिती उत्तम राखणे आवश्यक आहे. प्रत्येकाला कामाच्या ठिकाणी कामाचे स्वातंत्र्य, लवचिकता, प्रोत्साहन देणारे वातावरण असले पाहिजे. कर्मचारी सहाय्यक कार्यक्रमा व्दार त्यांचे प्रश्न हाताळणे आवश्यक आहे.

4) उपभोगवाद: व्यावसायाने (कार्पोरेट) वस्तु व सेवांचा दर्जा राखला जावा यासाठी प्रयत्न करणे आवश्यक आहे. वस्तु आणि सेवा वेळेत पुरविणे, योग्य किंमत, दर्जा राखणे हे व्यावसायाचे कर्तव्य आहे.

5) पर्यावरण रक्षण: व्यावसायाच्या (कार्पोरेट) उत्पादन प्रक्रियेमुळे हवा, पाणी, जमिनीचे पर्यावरण मोठ्या प्रमाणावर प्रदुषित होत आहे. व्यावसायिक (कार्पोरेट) सामाजिक जबाबदारीच्या माध्यमातून पर्यावरण रक्षण करणे आवश्यक आहे.

सामाजिक अंकेक्षणाचे प्रकार

अ) सामाजिक प्रक्रिया अंकेक्षण: व्यावसायाव्दारा (कार्पोरेट) प्रोफेशनल उद्देश ठेउन ज्या कृती केल्या जातात त्यांना लक्ष करून त्यांच्या परिणामकतेचे मापन केले जाते. अशा वेळी व्यावस्थापन अधिकारींनी काय केले आणि कसे केले याचे परिक्षण करित असतात. याच्या पायऱ्या पुढील प्रमाणे आहे.

1. समाजिक अंकेक्षणाची सुरवात करण्यापुर्वी योग्य परिस्थितीची निवड करणे.
2. समाजिक कार्यक्रमाचे उद्देश ठरविणे.
3. व्यावस्थापनाव्दारा ठरविलेल्या उद्देशा पर्यन्त कसे पोहचेल याची दिशा ठरविणे.
4. गुणात्मक मुल्यमापन करित असतांना काय ठरविले आणि प्रत्यक्ष काय झाले हे पाहणे.

ब) आर्थिक विवरण स्वरूप सामाजिक लेखा परिक्षण: आर्थिक विवरणामध्ये आर्थिक माहिती ही सामाजिक कृतीवर केलेल्या खर्चानुसार मांडण्यात येतो. या विवरणामध्ये सामाजिक वचनबद्धता, दायित्व, सामाजिक मालमत्ता हे एका बाजूला तर दुसऱ्या बाजूला खर्च दाखविला जातो. सामाजिक फायदे, सामाजिक खर्च, सामाजिक आय, व्यावस्थापनाव्दारा कर्मचारी, सामान्य

जनता आणि ग्राहक यांची माहिती पुरविल्या जाते. या पध्दतीचे अंकेक्षण समजण्यास कठिण जाते असा आक्षेप घेतला जातो.

क) सुक्ष्म आणि स्थूल सामाजिक दर्शक अंकेक्षण: या प्रकारचे अंकेक्षण कंपनीचे मुल्य मापन करितांना कंपनीची सामाजिक कामगिरी मोजतात. सामाजिक अंकेक्षणाच्या स्थूल मोजमापामध्ये आरोग्य, सुरक्षा, शिक्षण, घरे, अपघात, प्रदुषण नियंत्रण यांचे मोजमाप केले जाते. सुक्ष्म इंडिकेटरच्या माध्यमातून सुक्ष्म पातळीवर व्यावस्थापनाकडून करण्यात येणाऱ्या कामाचे मुल्यमापण केले जाते.

ड) सामाजिक कामगिरी अंकेक्षण: विकसित देशात चर्च चे समुह, विद्यापिठे, ग्राहक कृती समिती आणि अनेक सामाजिक संघटना व्यावसायाच्या (कार्पोरेट) सामाजिक कृतीचे अंकेक्षण करून त्यांना रँक / दर्जा प्रदान करित असतात. सातत्याने त्यांचे मत जानून घेउन कंपन्यांची सामाजिक जबाबदारी ची कामगिरी तपासली जाते, लोकांप्रती चांगुलपणा तपासला जातो.

इ) आंशिक सामाजिक अंकेक्षण: व्यावस्थापन काही वेळा काही विशेष घटकांचे सामाजिक अंकेक्षण करण्यावर भर देते. जसे पर्यावरण, उर्जा, मानव संसाधन इ. कारण ही घटके व्यावसायिक दृष्टिने महत्वपूर्ण असतात.

1. पर्यावरणीय अंकेक्षण: विकसित देशामध्ये कंपनीमुळे होणाऱ्या पर्यावरणीय हानी कमी करण्यासाठी अंतर्गत सामाजिक समुह प्रयत्न करित असतो. जो टाकाउ पदार्थ / घटक यांचे पुनर्वापरावर भर देत असतो. पर्यावरणीय हानीचा अहवाल तयार करून त्यावर उपाय सुचविले जातात. या अहवालाचे थर्ड पार्टी मुल्यमापण करून त्यांचे पाणी, हवा यांची गुणवत्ता, कायद्याचे पालन इत्यादीचे परिक्षण केले जाते.

2. उर्जा परिक्षण / अंकेक्षण : या अंकेक्षणाच्या माध्यमातून उर्जा वाचविणे, कमी वापर करणे आणि उर्जा तयार करणे बाबत मुल्यमापन केले जाते.

3. मानव संसाधनांचे लेखांकन: मानव संसाधनही व्यावस्थापनाची संपत्ती असून त्याचे अधिग्रहन, प्रशिक्षण आणि त्यांना विकसित करण्यावर भर दिला जातो.

4. सर्वसमावेशक अंकेक्षण: सर्वसमावेशक अंकेक्षण म्हणजे कंपनीच्या सर्व बाजूंचे मोजमाप, तपासणी, मुल्यमापण, संपुर्ण कामगिरी आणि समाजिक कृती / कार्यक्रमाची तपासणी होय. या प्रक्रियेत सर्वच कृती महत्वाच्या असतात. तसेच या प्रक्रियेत गुणवत्तापूर्ण मुल्यमापण करून संघटनेची निर्णय तपासली जातात.

संशोधन साहित्याचा पडताळा:

1. मेहा तोडी, “ रिलायन्स गृप आणि टाटा गृप यांच्यातील व्यवसायिक सामाजिक जबाबदारी या बाबत तुलणात्मक विश्लेषणात्मक अभ्यास” (2008) या अभ्यासामध्ये समुदाय पातळीवरील व्यवसायिक सामाजिक जबाबदारीवर माहिती दिली आहे. कंपन्यांना ज्या क्षेत्रात व्यवसायिक सामाजिक जबाबदारीचे कार्य करायचे आहे त्या क्षेत्रात काम करणाऱ्या सामाजिक संस्थाना मदत केली जाते. व्यवसायिक सामाजिक जबाबदारी उपक्रमाच्या माध्यमातून कंपनीची प्रतिमा समाजात तयार होते. विविध लोककल्याणाचे उपक्रम हाती घेतले जाते.
2. अतुल सुद आणि बिमल अरोरा, “तंत्रज्ञान, व्यावसाय आणि समाज (2016), संशोधन पेपर - युनायटेड नेशन सामाजिक विकास संशोधन संस्था, यांच्या अध्ययनामध्ये उद्योगासाठी पर्यावरण विषयक कायदे, तरतुदी, पर्यावरणिय समतोल या बाबत विस्तृत माहिती देण्यात आली आहे. सामाजिक विकासाची जबाबदारी निश्चीती, विकासात कर्मचारी, समुदायाचा विकास महत्वाचा आहे.
3. अरोरा आणि पुरानिक (2004), ‘भारतातील व्यवसायिक क्षेत्राचा समकालीन सामाजिक दायित्वाचा आढावा’, या संशोधनामध्ये व्यवसायिक बदलाचा म्हणजे जागतिकीकरण, उदारिकरणाचा परिणाम व्यवसायिक सामाजिक क्षेत्रात मोठा बदल घडविणारा ठरलेला आहे. कारण उखाजा धोरणामुळे मुक्त व्यापार, व्यावसाय परवाणा, कर्ज यामुळे मोठ्या प्रमाणात उद्योग घराण्यांची, नवउधमांची भर पडली आणि व्यवसायिक संधी निर्माण झाल्या आणि त्यामुळे व्यवसायिक सामाजिक दायित्व क्षेत्र व्यापक प्रमाणात वाढत आहे.
4. खान आणि अँटकिन्सन (1987), ‘भारत आणि ब्रिटन यांच्या व्यावस्थापकीय दृष्टिकोणावर तुलनात्मक अभ्यास’, या अभ्यासात प्रामुख्याने व्यवस्थापनाच्या दृष्टिकोनातून सामाजिक दायित्वावर आधारित अभ्यास करण्यात आला. या अभ्यासानुसार सामाजिक दायित्वात ग्राहक, पुरवठादार, कर्मचारी, समुदाय आणि राज्याचा समावेश होते. सामाजिक दायित्व ही व्यावसायाची जबाबदारी आहे असा निष्कर्ष यातून निघतो.
5. अनुप शर्मा आणि रवी किरण, (2012), यांच्या ‘भारताच्या प्रमुख कंपन्यांचे व्यवसायिक सामाजिक दायित्वाचा आरोग्य, शिक्षण आणि पर्यावरण केंद्रीत आहे.’ या संशोधन पेपर मध्ये जागतिकीकरण आणि व्यावसायाच्या सामाजिक जबाबदारीचे जागतिकीकरण आणि उदारीकरण या बाबत विस्तृत मांडणी करण्यात आली. जागतिकीकरण आणि उदारिकरणामुळे कामगार कायद्यांचे स्वरूप सुध्दा जागतिक पातळीवर तयार होत आहे. कामगार कायदे, सामाजिक जबाबदारी, बाल कामगार कायदे आणि इतर तत्सम कायद्याबाबत जागतिक मानके सादर होऊन त्याचे पालन होत आहे. व्यावसायाची सामाजिक जबाबदारी ही नैजिकतेच्या

दृष्टिकोणातून आज पाहण्यात येते. व्यवसायिक वृद्धी सोबत सामाजिक जबाबदारीची वृद्धीचे धोरण आखणे आवश्यक आहे. विविध देशांचे व्यवसायिक जबाबदारीच्या कायद्याचे पालन करणे आवश्यक आहे.

अध्ययन पद्धती

उद्देश:

1. व्यावसायिक (कार्पोरेट) सामाजिक दायित्व आणि सामाजिक अंकेक्षणाचा अभ्यास करणे.
2. व्यावसायिक (कार्पोरेट) सामाजिक दायित्वाच्या सामाजिक अंकेक्षणाची आवश्यकता तपासणे.

तथ्य संकलनाची साधने: प्रस्तुत संशोधना करिता प्राथमिक पद्धती मध्ये मुलाखत अनुसुचीचा वापर केलेला आहे. दुय्यम साधनामध्ये या विषयाचे पुस्तक, अहवाल, संशोधन पेपर चा वापर केलेला आहे.

अध्ययन क्षेत्र: धारिवाल इन्फ्रास्ट्रक्चर लिमिटेड आणि पहेल मल्टिपरपोज सोसायटी चंद्रपूर अंतर्गत व्यावसायिक सामाजिक दायित्व उपक्रमाची आठ गावे आणि त्यातील उपक्रमाचे 400 लाभार्थींचा उत्तरदाते म्हणून निवड करण्यात आली होती.

ग्राम विकासाचे सामाजिक अंकेक्षणाबाबत माहिती दर्शविणारी सारणी.

अ.क्र.	सामाजिक अंकेक्षणात	वारंवारता	टक्केवारी	एकूण टक्केवारी
1	नेहमी	29	7.3	7.3
2	कधी-कधी	23	5.8	13.0
3	कधीच नाही	348	87.0	100.0
एकूण		400	100.0	

उपरोक्त सारणीमध्ये उत्तरदात्यांचा ग्रामविकासाचे सामाजिक अंकेक्षणाबाबत माहिती दर्शविली आहे. त्यात नेहमिच, कधी कधी आणि कधीच नाही असे तीन पर्यायांचा समावेश करण्यात आला आहे.

प्रस्तुत सारणीमध्ये ग्रामविकासाचे सामाजिक अंकेक्षणाबाबत उत्तरदाता आपले मत नोंदवितांना ग्रामविकासाचे सामाजिक अंकेक्षण कधीच नाही असे मत असणाऱ्या उत्तरदात्यांची संख्या 348 असून त्यांचे प्रमाण 87.0 टक्के आहे, नेहमी होते उत्तरदात्यांची संख्या 29 असून त्यांचे प्रमाण 7.3 टक्के आहे, सामाजिक अंकेक्षण कधी - कधी होते उत्तरदात्यांची संख्या 23 असून त्यांचे प्रमाण 5.8 टक्के आहे.

उपरोक्त सारणीच्या विश्लेषणावरून असे स्पष्ट होते की, उत्तरदात्यांच ग्रामविकासाचे सामाजिक अंकेक्षण कधीच होत नाही चे सर्वाधिक प्रमाण असून ते 87.0 टक्के आहे, सामाजिक अंकेक्षण कधी कधी होते संख्या 23 असून त्यांचे प्रमाण 5.8 टक्के आहे. ग्रामविकासाचे सामाजिक अंकेक्षण होत नाही या मुळे सामाजिक विकासाच्या योजनेत लोकसहभागाचे प्रमाण अत्यल्प आहे असे लक्षात येते.

सामाजिक अंकेक्षणाची कायद्यानुसार तरतुद ही 2005 च्या राष्ट्रीय ग्रामिण रोजगार हमी कायद्यामध्ये करण्यात आली आहे. 2013 च्या कंपनी अॅक्ट मध्ये व्यवसायिक सामाजिक दायित्वाची तरतुद केली आहे, पण सामाजिक अंकेक्षणाची तरतुद करण्यात आलेली नाही. केंद्र आणि राज्य सरकारने या संदर्भात दखल घेउन कायद्यात दुरुस्ती करणे आणि सामाजिक अंकेक्षणाची तरतुद करणे आवश्यक उपरोक्त सारणीच्या विश्लेषणावरून असे स्पष्ट होते की, उत्तरदात्यांच ग्रामविकासाचे सामाजिक अंकेक्षण कधीच होत नाही चे सर्वाधिक प्रमाण असून ते 87.0 टक्के आहे, सामाजिक अंकेक्षण कधी कधी होते संख्या 23 असून त्यांचे प्रमाण 5.8 टक्के आहे. ग्रामविकासाचे सामाजिक अंकेक्षण होत नाही या मुळे सामाजिक विकासाच्या योजनेत लोकसहभागाचे प्रमाण अत्यल्प आहे असे लक्षात येते.

सामाजिक अंकेक्षणात येणाऱ्या अडचणी:

सामाजिक अंकेक्षण हे अंकात बांधणे कठिन आहे. व्यावसायिक (कार्पोरेट) सामाजिक दायित्वाच्या बाबतीत कायद्यात सामाजिक अंकेक्षणाची तरतुद नाही. प्रत्येक संघटना सामाजिक दायित्वाच्या अनेक कार्यक्रम राबवित असतात. प्रत्येक कार्यक्रमाचा दुसऱ्याशी संबंध लावणे कठिन जाते. कंपनी संबंधित कर्मचारी, ग्राहक, स्थानिक लोक, लोकप्रतिनिधी, सरकार यांच्या संदर्भात व्यावसायिक (कार्पोरेट) सामाजिक दायित्वाची कृती ऐक सारखी नसते.

निष्कर्ष:

व्यावसायिक सामाजिक दायित्व उपक्रम राबवितांना लोकसहभाग घेतला जाण्याची आवश्यकता आहे. व्यावसायिक (कार्पोरेट) सामाजिक दायित्वाचे सामाजिक अंकेक्षण होणे आवश्यक आहे. व्यवसायिक सामाजिक उत्तरदायित्वाच्या निधीचा वापर, उपक्रमाची आखनी, लोकांचे कल्याण वाढविण्याकरीता सामाजिक अंकेक्षणाची तरतुद नियमात असणे आवश्यक आहे. या करिता कंपनी कायदा 2013 मध्ये दुरुस्ती करून त्यात सामाजिक अंकेक्षण सक्तिचे करण्याची तरतुद करण्याची आवश्यकता आहे.

सूचना:

1. व्यावसायिक (कार्पोरेट) सामाजिक दायित्वाचे उपक्रम राबवित असतांना स्थानिकांच्या सहभागाचा विचार उद्योगाने करावा.
2. व्यावसायिक (कार्पोरेट) सामाजिक दायित्वाच्या उपक्रमाचे सामाजिक अंकेक्षण व्हावे या करिता कंपनी कायदा 2013 मध्ये दुरुस्ती करून त्यात सामाजिक अंकेक्षण सक्तचे करण्याची तरदुद शासनाने करावी.
3. व्यावसायिक (कार्पोरेट) सामाजिक दायित्वाच्या लाभार्थीनी आपली जबाबदारी म्हणून कंपनी व्यावस्थापनाला सामाजिक उपक्रम मध्ये सहभाग नोंदवावा.

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ग्रामिण समुदाय विकासाबाबत महिलांच्या सहभागाचे अध्ययन

प्रा. हितेश मुरलीधर चरडे

फुले-आंबेडकर कॉलेज ऑफ सोशल वर्क, गडचिरोली

सारांश :- गडचिरोली जिल्हाची निर्मिती २६ ऑगस्ट १९८२ रोजी चंद्रपूर जिल्हाचे विभाजन करून झाली. संपूर्ण गडचिरोली जिल्हा हा पूर्वी चंद्रपूर जिल्ह्यामध्ये समाविष्ट होता व मुख्यतः गडचिरोली सिरोंचा ही ठिकाणे चंद्रपूर जिल्ह्यामध्ये तहसिल म्हणून कार्यरत होती. गडचिरोली जिल्ह्याचे एकूण क्षेत्रफळ १४४१२ चौ.कि.मी आहे. गडचिरोली जिल्हा हा मुख्यत्वे महाराष्ट्र राज्यात आदिवासी मागासलेला व घनदाट जंगलाने व्याप्त म्हणून ओळखला जातो. ग्रामीण समुदाय हा गावात किंवा खेड्यात राहणाऱ्या व्यक्तीचा एक समूह आहे. वर्तमान स्थितीत ग्रामीण समुदायाची व्याख्या करणे कठीण आहे. ग्रामीण समुदायाची काही प्राचीन वैशिष्ट्ये आहेत. जसे, कृषी मुख्य व्यवसाय, साधारण व समान जीवनस्तर, सार्वत्रिकता, 'आम्ही' ही सामूहिक भावना... परंतू आज औद्योगिकरण वाढती लोकसंख्या, बेराजगारी, निसर्गाचा कोप, इत्यादी कारणाने ग्रामीण समुदायात आश्चर्यकारक परिवर्तन होत आहे. ग्रामीण जीवन शहरी जीवनाच्या जवळ असल्यासारखे भासत आहे. मानवसमुहात स्त्रीजातीचा जवळपास निम्मा हिस्सा आहे. स्त्रियांना प्रोत्साहित करणारे वर्तन करून त्यांचा जीवनस्तर उंचावण्याकडे दुर्लक्ष करण्यापासून ते त्यांचा छळ आणि अत्याचार करण्यापर्यंत अनेक प्रकारे हितत्वाची वागणूक स्त्री जातीला मिळत राहिली आहे. हा भेदभाव दूर करून स्त्रियांच्या प्रगतीस पोषक वातावरणाची निर्मिती आणि त्याचे सुचालन करणे आणि लैंगिक समतेद्वारे (जेंडर इक्वॅलिटी) समाजाचे संतुलन साधने यासाठी पुरोगामी आणि विविकी समाजाने बाळगलेला दृष्टीकोन केलेली कृती यांचा समुच्च म्हणजे स्त्री सक्षमीकरण असे थोडक्यात म्हणता येईल. महिलांना फक्त 'चुल आणि मुलं' याकडे लक्ष दिले पाहिजे, असे अनेक जणांना वाटते. पण आता महिलांना 'चुला आणि मुलांसोबतच' 'देश आणि विदेश' यांकडे सुद्धा लक्ष देण्याची गरज आहे. प्रस्तुत संशोधन लेखात गडचिरोली शहरातील ग्रामिण समुदाय विकासाबाबत महिलांच्या सहभागाचे प्रमाण व घडून आलेल्या परिवर्तनाची मांडणी करणार आहे.

मुख्य शब्द :- ग्रामिण, समुदाय, विकास, महिला, सहभाग

प्रस्तावना :-

मानवाला सुरक्षित व स्थिर जिवन जगण्याच्या प्रेरणेतून समुदायाची निर्मिती झाली. प्रारंभी मनुष्य भटक्या स्थितीत राहत होता. हिंस्व पशुपासून संरक्षण करणे, आणि

उदरनिर्वाहाकरीता अन्न मिळविणे यासाठी त्याने एकत्र राहणे सुरु केले. परंतू जसाजसा माणसाचा बौद्धिक विकास होऊ लागला. तसतसे तो अनेक प्रकारचे शोध लावू लागला. आपल्या बुद्धिच्या जोरावर त्याने अनेक गोष्टी शोधल्या आणि अशाच प्रकारे सांघिक, सुरक्षित व स्थिर जीवन जगण्याच्या गरजेतून समुदायाची निर्मिती झाली.

मानव एक सामाजिक प्राणी आहे. समाजापासून वेगळा राहुन तो विकास करू शकत नाही. मानवाच्या अनेक मूलभूत गरजांची पूर्ती व्यक्ती सहयोगाशिवाय अशक्य आहे. समाजातील सर्व सदस्य आपल्या वैशिष्ट्यपूर्ण योग्यतेच्या आधारे आणि आवश्यकतेमुळे एकदुसऱ्यावर अवलंबून असतात. म्हणूनच समाजात अनेकतेत एकता दिसून येते. याचाच अर्थ समाजातील कोणताही एक व्यक्ती स्वतःची गरज स्वतः पूर्ण करू शकत नाही. त्याला दुसऱ्यावर अवलंबून राहावे लागते. व्यक्तीच्या या परस्परभिमुख वर्तनातून समाज आकाराला येतो.

मानव जीवनात एकत्रितपणे तसेच एका निश्चित भू-भागात असणाऱ्या प्रवृत्तीमुळे समुह शक्तीची उपयोगिता दिसून येते. व्यक्तीच्या एकत्रितकरणामुळे व्यक्तिगत हितांची पूर्तता होते. त्यामुळे मानवाने समुहात राहण्यास प्रारंभ केला. कारण समुहात राहिल्याने बाहेरील शक्तीशी एकत्रितपणे सामना केल्याने यश प्राप्त होते, तर समुहात सामुदायिक भावना वाढीस लागल्याने जबाबदारीची जाणीव वाढते. 'आम्ही' या भावनेने व्यक्तीच्या कार्यक्षमतेत, मानसिक, मनोर्धर्यात, समूहनिष्ठेत वाढ होत जाते. याचाच अर्थ व्यक्तीच्या विकासाकरीता समुदायाची भूमिका महत्वपूर्ण ठरते.

जीवनातील सर्वांगीण विकास समुदायात राहुन होत असतो. दैनंदिन जीवनात आपला अनेक गटांशी संबंध येत असतो. परंतू या प्रत्येक गटात राहुन व्यक्तीला आपले जीवन जगता येत नाही. कारण गटातून फक्त काहीच गरजांची किंवा हेतूची पूर्तता होत असते. समुदायात अनेक जातीचे, धर्माचे, पंथाचे, व्यवसायाचे लोक राहत असतात. त्यांच्या गरजा वेगवेगळ्या असल्या तरी त्या संपूर्ण समुदायात राहुन पूर्ण होत असतात.

समुदाय हा एक सामाजिक गट असून त्यामध्ये प्रत्येक सभासद सामाजिक कार्यामध्ये उत्साहाने तसेच ते कार्य अधिक व्यवस्थित करण्याकरीता आणि लोकांमध्ये एकी व परस्पर विश्वास कायम ठेवण्याकरीता प्रयत्न करित असतो. समुदायामध्ये राहणाऱ्या प्रत्येक व्यक्तीला त्याच समुदायात राहणाऱ्या दुसऱ्या व्यक्तीबद्दल प्रेम आणि आपुलकी वाटते तसेच आपल्या समुदायाबद्दल आपुलकी प्रेम, अभिमान वाटतो. सामाजिक दृष्टिकोनातून समुदाय हे एक केंद्र आहे.

* भारतातील महिला अधिकार:

१० डिसेंबर १९४८ संयुक्त मानव अधिकाराची सार्वत्रिक घोषणा स्वीकारली. जी जाहीर करते, की सर्व स्वतंत्र जन्माला आले आहेत. आणि त्यांना प्रतिष्ठेचा समान अधिकार आहे. त्याप्रमाणे भारतीय संविधान कलम १४ मध्ये समान अधिकार, जगाचा अधिकार आणि त्यांचे अनेक अधिकार आम्ही दिले आहेत. राज्य कलम २१ अन्वये सर्व घटना, लिंग, पर्वाने, वैयक्तिक सदस्य.

स्त्री समानता समाज ज्यामध्ये स्त्री जीवनाची समानता आणि समानता अधिकार आणि स्त्रीचा आनंद घेतात. निर्णय घेणे समानता, आर्थिक आणि सामाजिक शिक्षणात समान प्रवेश आणि आवडीचा व्यवसाय करण्याचा अधिकार स्त्री समानतेला चालना आपल्याला महिलांचे सक्षमीकरण करणे आवश्यक आहे. अस्तित्व महिला सक्षमीकरण, आर्थिक, सामाजिक, राजकीय, कोणत्याही राष्ट्राच्या विकासाचे आणि मानवी हक्कांचे संरक्षण आणि पालन करणे आवश्यक आहे.

स्त्री सक्षमीकरण

मानवसमुहात स्त्रीजातीचा जवळपास निम्मा हिस्सा आहे. स्त्रियांना प्रोत्साहित करणारे वर्तन करून त्यांचा जीवनस्तर उंचावण्याकडे दुर्लक्ष करण्यापासून ते त्यांचा छळ आणि अत्याचार करण्यापर्यंत अनेक प्रकारे हितत्वाची वागणूक स्त्री जातीला मिळत राहिली आहे. हा भेदभाव दूर करून स्त्रियांच्या प्रगतीस पोषक वातावरणाची निर्मिती आणि त्याचे सुचालन करणे आणि लैंगिक समतेद्वारे (जेंडर इक्वॅलिटी) समाजाचे संतुलन साधने यासाठी पुरोगामी आणि विविधी समाजाने बाळगलेला दृष्टीकोन केलेली कृती यांचा समुच्च म्हणजे स्त्री सक्षमीकरण असे थोडक्यात म्हणता येईल.

महिलांना फक्त 'चुल आणि मुलं' याकडे लक्ष दिले पाहिजे, असे अनेक जणांना वाटते. पण आता महिलांना 'चुला आणि मुलांसोबतच' 'देश आणि विदेश' यांकडे सुद्धा लक्ष देण्याची गरज आहे.

मानवी हक्कांविषयी अनेक आंतरराष्ट्रीय करारांत मान्यता मिळूनही स्त्रिया निर्धन आणि निरक्षर राहण्याचे प्रमाण मोठे आहे.

वैद्यकीय सुविधा मालमत्तेची मालकी, पतपुरवठा, प्रशिक्षण आणि रोजगारात पुरुषांच्या तुलनेत स्त्रियांना कमी संधी मिळते त्या पुरुषांच्या तुलनेत राजकीय दृष्ट्या सक्रिय असण्याची शक्यता फारच कमी आहे. आणि त्या घरगुती हिंसाचाराला बळी होण्याची शक्यता खुपच मोठी आहे. स्त्रियांची मानसिकता बदलणे हे अतिशय महत्वाचे आहे. ग्रामिण भागात स्त्रिया

अजूनही स्वतः निर्णय घेऊ शकत नाहीत. तेथे त्या पुरुषांच्या निर्णयावर अवलंबून राहतात. त्यांची निर्णय क्षमता वाढणे गरजेचे आहे. घटनेने अनेक अधिकार दिलेले आहेत. याची माहिती त्यांच्यापर्यंत पोहचली पाहिजे, प्रबोधन झाले, पाहिजे स्त्री अजूनही १००% सक्षम आहे. हे आपण मान्य करू शकत नाही.

मानवी हक्कांविषयी अनेक आंतरराष्ट्रीय करारांत मान्यता मिळूनही स्त्रिया निर्धन आणि निरक्षर राहण्याचे प्रमाण मोठे आहे.¹ <https://mr.m.wikipedia.org/wiki>

महिला सक्षमीकरण

महिला सक्षमीकरण अनेक प्रकारे पारिभाषित केले जाऊ शकते, स्त्रियांचे दृष्टिकोन स्वीकारणे, त्यांचा शोध घेण्याचा प्रयत्न करणे आणि शिक्षण जागरूकता, साक्षरता आणि प्रशिक्षण, महिलांचे सक्षमीकरण सुसज्ज करते. आणि महिलांना विविध समाजांद्वारे जीवन-निर्धारित निर्णय घेण्यास अनुमती देते. समस्या त्यांना लिंग भूमिका, महिला सक्षमीकरण हा विकास आणि अर्थशास्त्रात चर्चेचा एक महत्त्वाचा विषय बनला आहे. आर्थिक सक्षमीकरण महिलांना संसाधनांवर नियंत्रण ठेवण्याची आणि त्याचा लाभ घेण्यास अनुमती देते. मालमत्ता आणि उत्पन्न हे जोखीम व्यवस्थापीत आणि महिलांचे कल्याण सुधारण्यास देखील मदत करते. शिवाय महिला सक्षमीकरणाचा संदर्भ आहे. पूर्वी नाकारलेल्या धोरणात्मक जीवन निवडी करण्याच्या स्त्रियांच्या क्षमतेसाठी यावर जोर देणे. महिला सक्षमीकरण साक्षरता, शिक्षण, प्रशिक्षण आणि जागरूकता निर्माण याद्वारे महिलांची स्थिती वाढविण्यात मदत करते. भेद यांच्यातील भूमिका म्हणून लिंग ही अधिक व्यापक संकल्पना कोणत्याही लिंगाच्या लोकांशी संबंधित आहे. जैविक आणि लिंग सशक्तीकरण अनेकदा परस्पर बदलण्याजोगे वापरले जात असताना, समर्थन करण्याच्या दृष्टिकोनातून होऊ शकतो. लिंग याचा परिणाम एखाद्या विशिष्ट राजकीय किंवा सामाजिक संदर्भात क्षुल्लक स्त्री सक्षमीकरणाच्या संकल्पनेचा अवलंब करणारे कार्यक्रम आणि धोरणे राबवून राष्ट्रे, व्यवसाय, समुदाय आणि गटांना फायदा होऊ शकतो. महिला ३९ चे सक्षमीकरण विकासासाठी उपलब्ध मानवी संसाधनाची गुणवत्ता आणि प्रमाण वाढवते. संबोधित करताना सक्षमीकरण ही मुख्य प्रक्रीयात्मक समस्यांपैकी एक आहे. मानवी हक्क आणि विकास.

महिला सक्षमीकरण ही आर्थिक आणि सामाजिक परिणामांची गुरुकिल्ली आहे. स्त्रियांना सशक्त करणाऱ्या प्रकल्पांचे फायदे फक्त मुख्य प्रवाहातील लिंगापेक्षा जास्त आहेत. कृषी आणि ग्रामीण विकासासाठी अर्ध्याहून अधिक द्विपक्षीय वित्तपुरवठा आधीच लिंग मुख्य प्रवाहात आहे. परंतू केवळ ६ टक्के लोक लिंगाला मुलभूत मानतात. जर अर्ध्या

लघुउत्पादकांना महिलांच्या सक्षमीकरणावर लक्ष केंद्रीत करणाऱ्या विकास हस्तक्षेपांचा फायदा झाला तर, यामुळे अतिरिक्त ५८ दशलक्ष लोकांच्या उत्पन्नात लक्षणीय वाढ होईल. आणि अतिरिक्त २३५ दशलक्ष लोकांची लवचिकता वाढेल.

Food and Agriculture organization (FAO) नुसार,

महिलांचे सक्षमीकरण वाढवणे, हे महिलांच्या कल्याणासाठी आवश्यक आहे. आणि याचा सकारात्मक परिणाम होतो. कृषी उत्पादन, अन्न सुरक्षा, आहार आणि बाल पोषण अनेक तत्वे महिलांच्या सक्षमीकरणाची व्याख्या करतात. जसे की, एखाद्याला सशक्त बनवायचे असेल, तर व्यक्तीला सक्षमीकरणाच्या स्थितीतून आले पाहिजे. बाहेरच्या पक्षाने त्यांना अधिकार देण्यापेक्षा त्यांना सक्षमीकरण मिळवून दिले पाहिजे. इतर अभ्यासात असे आढळून आले आहे की, सशक्तीकरणाच्या व्याख्येत लोकांना त्यांचा जीवनातील महत्त्वाचे निर्णय घेण्याची क्षमता असते. आणि त्यांच्यावर कार्य करण्यास सक्षम असतात. सशक्तीकरण आणि अशक्तीकरण पूर्वीच्या काळात एकमेकांशी सापेक्ष आहे. सक्षमीकरण ही उत्पादनाऐवजी प्रक्रिया आहे.

विद्वानांनी सक्षमीकरणाचे दोन प्रकार ओळखले आहेत. आर्थिक सक्षमीकरण आणि राजकीय सशक्तीकरण.

भारतातील स्त्री चे समाजातील स्थान :

विसाव्या शतकाच्या शेवटी जागतिक स्तरावर स्त्रियांच्या समस्यांकडे लक्ष वेधण्यात आले. स्त्रीवाद (Feminism) या नावाने एक नवीन विचारप्रवाह आणि चळवळ पुढे आली. पाश्चिमात्य देशात सुरु झालेली ही वैचारिक लाट. भारतासारख्या देशातही पाहोचली. स्त्रीया देवी समान मानणाऱ्या भारतीय संस्कृतीत स्त्रियांचे परंपरागत समाजातील स्थान कशा स्वरूपाचे होते, त्यात कोणते बदल झाले, स्त्रीच्या समस्या कोणत्या या गोष्टीकडे अभ्यासकांचे व सामाजिक कार्यकर्त्यांचे लक्ष गेले. म.फुले, डॉ. आंबेडकर, डॉ. आगरकर इत्यादींनी केलेल्या प्रयत्नांकडे पुन्हा नव्याने पाहण्याची गरज भासू लागली. या सर्व घडामोडींचा तसेच त्यांच्या फलश्रुतीचा मागोवा घेण्याचा प्रयत्न येथे केला आहे.

भारत देशात एकुण लोकसंख्येच्या सुमारे ५० प्रतिशत स्त्रिया आहेत. भारताचे संविधान मुलभूत हक्कांच्या दृष्टिने स्त्री-पुरुष समानता मान्य करते. परंतु प्रत्यक्षात स्त्री जिवन विषयक अभ्यासकाला स्त्रियांच्या समस्या आजच्या आधुनिक जगात कमी होण्याऐवजी वाढत असल्याच्या जाणवतात. अशिक्षित असो, की सुशिक्षित, अनेक स्त्रिया सामाजिक, आर्थिक, शैक्षणिक, सांस्कृतिक दृष्या पिडित असल्याचे त्यामुळेच जाणवते. मानवाधिकार असताना या स्त्रियांच्या अधिकाराला दडपून टाकण्याचा जो प्रयत्न केला जात आहे, त्याचे नेमके काय

कारण आहे, हे शोधून काढणे आवश्यक वाटले. मानव म्हणून जगण्याचा स्त्रीला पूर्ण अधिकार मिळावा म्हणून स्त्रीयांचे मानवाधिकार आणि पिडीत स्त्रियांच्या समस्यांचा अभ्यास, हे एक महत्वाचे पाऊल होय.² (मेहेत्रे स्मिता, जुलै २०११).

विकसित भारत निर्माण करण्याच्या अनुषंगाने ग्रामिण भागातील महिलांच्या विकासा संदर्भात तसेच महिलांच्या कौटुंबिक निर्णयातील सहभाग, सामाजिक निर्णयातील सहभाग, तथा राजकीय निर्णयातील सहभाग वाढविण्याचा दृष्टिकोन समोर ठेवून त्या संदर्भातील ध्येय धोरणे आखणे व त्याची अंमलबजावणी करणे महत्त्वाचे वाटते.

संशोधन साहित्याचा पडताळा :-

१. कवि माधवी (१९९९) महिला कल्याण आणि विकास या ग्रंथांमध्ये त्यांनी असे निष्कर्ष मांडले आहे की, सामाजिक सुधारणेच्या कालखंडात काही समाज सुधारक होऊन गेले, त्यापैकी एक म्हणजे न्याय मूर्ती महादेव गोविंद रानडे. आधुनिक महाराष्ट्राच्या प्रबोधनाच्या चळवळीचे आद्यप्रणेते व भारताच्या सर्वांगीण जागृतीचे एक श्रेष्ठ प्रवर्तक म्हणून न्यायमूर्ती महादेव रानडे यांचा उल्लेख करण्यात आलेला आहे.

आधुनिक काळात स्त्रियांना स्वातंत्र्य देऊ नये, त्यांना शिकवू नये, असे लोकांचे मत होते. स्त्रियांना स्वातंत्र्य दिल्यास त्या स्वैराचारिणी बनतील. असे त्या काळी लोकांना वाटे. पण ह्या कल्पना चुकीच्या आहेत. हे त्यांनी दाखवून दिले ते म्हटले की, स्त्रीजातीदोष आपण वर्णन करतो, त्यावेळी ते दोष आपल्या मातेवर, कन्यावर व आपल्या भगिनींवर करतो. हे लक्षात राहत नाही. आपल्या मातेची, कन्येची, भगिनिची, पत्नीची विटंबना भर सभेत पुरुषांनी करावी. ह्यासारख्या कृतघ्नपणा नाही. आपली सत्ता स्त्री समाजावर चालवावी यांसारख्या अध्ययमपणाची दुसरी कोटी नाही असे त्यांना सांगितले.

२. ज.शं.आपटे व शेंडे पुष्पा भारतातील महिला विकासाची वाटचाल या ग्रंथात महाराष्ट्रातील स्त्रियांची स्थितीचा आढावा घेतलेला असून, या ग्रंथात ताराबाई शिंदे यांच्या स्त्रि-पुरुष तुलना या नावाच्या पुस्तकामधील स्त्रीयांविषयी लेख घेण्यात आलेला आहे. त्यामध्ये त्यांनी या ग्रंथात लिहिले आहे की, स्त्रिया या सर्व दृष्टीने पुरुषांच्या बरोबरीच्या असतात. हे उदाहरणांनी सिद्ध करून देऊन त्यांना कमी लेखण्याचा समाजाला अधिकार काय? असा सवाल केला. स्त्रियांचा अधःपात पुरुषच घडवून आणतात स्त्रिया आणि पुरुष तुलनेत पुरुषच अनाचारी असतात. असे विचार व्यक्त केले. मुख्य म्हणजे स्त्रीचे स्वातंत्र्य विरुद्ध स्त्रीवरील नियंत्रण अशा दोन बाजू त्या काळात स्पष्ट झाल्या.

३. पाटील लीला (१९९०) भारतीय स्त्री-जीवन या ग्रंथात त्यांनी स्त्री-जीवणाचा आढावा घेतला असून, या ग्रंथात स्त्रीचे सामाजिक स्थान व विसाव्या शतकातील स्त्रीचा दर्जाविषयक विवेचन करतांना महत्त्वाची बाब सांगितले आहे की, स्त्री ही पुरुषापेक्षा कनिष्ठ नाही, हे मान्य झाले आहे. पुरुष स्त्रीपेक्षा शारिरिक दृष्ट्या अधिक बलवान असतो. हे तितकेच बरोबर नाही. स्त्री - पुरुष यांच्यातील लिंगभेद निसर्ग-निर्मित आहेत, परंतु स्त्री ही प्रथम मानवप्राणी व नंतर स्त्री आहे. एका फ्रेंच लेखिकेने एके ठिकाणी लिहिले आहे, स्त्रि ही स्त्री म्हणून जन्माला येत नाही. ती संस्कारामुळे स्त्री बनते. थोडक्यात स्त्री ही पुरुषांच्या बरोबरीने विविध क्षेत्रांत काम करू शकते हे मान्य झालेले आहे.

४. देशमुख अलका-विविधांगी आयामातून स्त्री या ग्रंथामध्ये त्यांनी असे निष्कर्ष मांडले आहे की, आजच्या समाज व्यवस्थेमध्ये स्त्रियांच्या सुरक्षेबाबतचा विचार केल्यास आढळून येते की, स्त्री संरक्षणार्थ कितीही कायदे शासनाकडून झालेले असले, तरी वस्तुस्थिती ही आहे की, स्त्रीयांवर होणारे अत्याचार, तिचे शोषण दिवसेंदिवस वाढतच आहे. विवाहांतर्गत अत्याचाराची वाढती संख्या पाहता हेच निर्देशित होते की, कुटूंबसंस्थेमध्ये अपवाद वगळ्यास स्त्रिया या सुरक्षित किंवा सुखी समाधानी नाहीत. या सर्व गोष्टी विचारात घेतल्यास असे म्हणता येईल की, विवाह हा स्त्रीला असलेला एकमेव पर्याय देखील किती असुरक्षित आहे.

५. कर्वे स्वाती-स्त्री विकासाच्या पाऊलखुणा या ग्रंथात त्यांनी स्त्रीयांचा सामाजिक दर्जाचा आढावा घेतला असून, या ग्रंथात त्यांनी असे निष्कर्ष मांडले की, 'जिच्या हाता पाळण्याची दोरी तीच देशात उध्दरी' आणि यग नार्यस्तु पुण्यन्ते रमन्ते तत्र देवता अशी विध्दानांना केलेली विधाने रोकली म्हणजे स्त्रीयांचा दर्जा पुरुषा इतकाच किंबहुना पुरुषापेक्षा उच्च दर्जाचा आहे. हे कोणासही कबुल करावे लागेल, पण प्रत्यक्ष व्यवहारात आपण स्त्रियांची स्थिती आज तशी नाही. हे ही प्रत्येकास कबुल करावे लागेल. कालमानाच्या बदलत्या स्थितीबरोबर स्त्रियांच्या परिस्थितीतही परिवर्तन होत गेले आहे. असे दिसून येते

अध्ययन पद्धती :-

उद्देश :

1. समुदायाच्या सामाजिक विकासातील महिलांचा सहभाग अभ्यासणे.
2. समुदायाच्या विकासात स्त्री-पुरुषांची समानता अभ्यासणे.

उपकल्पना :

1. समुदाय विकासाबाबत महिलांच्या सहभागाचे प्रमाण कमी आहे.
2. समुदायाच्या विकासात स्त्री-पुरुषांमध्ये भेदभाव दिसून येतो.

तथ्य संकलनाची साधने :

प्राथमिक साधन : मुलाखत अनुसूची

दुय्यम साधन : विविध संशोधन लेख, मॅक्झीन लेख, वेबसाईट्स इत्यादी.

अध्ययन क्षेत्र :- गडचिरोली शहरातील ग्रामिण समुदायातील सर्वेक्षणाचा अहवाल.

1. समुदाय विकासा संदर्भात महिलांचा सहभाग दर्शविणारी सारणी

कुटुंब, समुदाय आणि देशांच्या आरोग्य आणि सामाजिक विकासासाठी महिलांचे सक्षमीकरण आवश्यक आहे. जेव्हा स्त्रिया सुरक्षित, परिपूर्ण आणि उत्पादक जीवन जगत असतात. तेव्हा त्या त्यांच्या पूर्ण क्षमतेपर्यंत पोहोचू शकतात. त्यांच्या कौशल्यांचे काम कर्मचाऱ्यांमध्ये योगदान देतात आणि ते अधिक आनंदी, निरोगी मुलांचे संगोपन करू शकतात.

सामुदायिक विकास ही अशी प्रक्रिया आहे, जिथे समुदायाचे सदस्य त्यांच्यासाठी महत्त्वाच्या असलेल्या मुद्यांवर सामुहिक कृती करतात. हे समुदाय विकास व्यावसायिक किंवा एजन्सीच्या समर्थनास किंवा त्याशिवाय केले जाऊ शकते. समुदाय विकासाचा उद्देश समुदाय सदस्यांना सक्षम करणे आणि मजबूत आणि अधिक जोडलेले समुदाय तयार करणे आहे.

प्रस्तूत अध्ययनात उत्तरदात्यांची समुदाय विकासा संदर्भात सहभागाविषयी माहिती घेत असताना उत्तरदाते समुदाय विकासाबाबत सहभागी होतात, किंवा नाही, हे जाणून घेण्याकरीता या प्रश्नाला समाविष्ट केला आहे.

अ.क्र.	विवरण	वारंवारिता	शेकडा प्रमाण
१.	पूर्णतःसहमत	१०	२५.००%
२.	अंशतःसहमत	१७	४२.०५%
३.	पूर्णतःअसहमत	०६	१५.००%
४.	अंशतःअसहमत	०७	१७.०५%
एकूण		४०	१००.००%

उपरोक्त सारणीवरून असे निदर्शनात आले की, एकूण ४० उत्तरदात्यांपैकी १७ समुदाय विकासा संदर्भात महिलांचा सहभाग हा अंशतःसहमत असून, त्याचे शेकडा प्रमाण ४२.५ टक्के आहे. तर पूर्णताःसहमत असणाऱ्या उत्तरदात्यांची वारंवारिता १० असून, त्यांचे शेकडा प्रमाण २५ टक्के आहे. तर अंशतः असहमत असणाऱ्या उत्तरदात्यांची वारंवारिता ७ असून, त्यांचे शेकडा प्रमाण १७ टक्के आहे. आणि पूर्णतःअसहमत दर्शविणाऱ्या उत्तरदात्यांची वारंवारिता ६ असून, त्यांचे शेकडा प्रमाण १५ टक्के आहे.

सदर सारणीवरून असा निष्कर्ष निघतो की, सर्वाधिक उत्तरदाते हे समुदाय विकासा संदर्भात अंशतःसहमत असून, त्यांचे शेकडा प्रमाण ४२.५ टक्के आहे.

2. कुटुंबात व समुदायात स्त्री-पुरुष समानता दर्शविणारी सारणी

कुटुंबात मुलामुलींची पहिली संस्कार शाळा ही घर असे पालक घरातूनच जेष्ठ कनिष्ठतेचे विषय मनात पेरत असतात. मग स्वाभाविकपणेच समाजात वावरतात. त्याच विचारांचा पगडा मनावर असतो. देश, समाज कितीही प्रगत झाला तरी स्त्रीयांना समान वागणूक सर्वत्र मिळतेच असे नाही. नेहमी बॉलीवूडपटांमधून महिलांचा हा संघर्ष चिडीत झाला आहे.

बहुतांश देशातील स्त्रिया राष्ट्रिय जीवनाच्या सर्व क्षेत्रात अधिक कार्यरत दिसत असल्या, तरी वास्तव जीवनात परंपरागत सामाजिक प्रवृत्ती आणि पुरुषार्थाच्या श्रामक कल्पना यांचे सावर तिच्यावर पडलेले आहे. ग्रामिण स्त्री आज आरोग्य, कुटुंब, रोजगार, बालसंगोपन, आहार, निरक्षरता या समस्यांनी ग्रासली आहे. त्याचप्रमाणे शहरी स्त्रीयाही घरकाम-मुलांचे संगोपन आणि नवऱ्याच्या हुकुमाची ताबेदारी सांभाळत आहे.

प्रस्तुत संशोधनामध्ये आजच्या परिस्थितीनुसार किती प्रमाणात स्त्रीयांना पुरुषांप्रमाणे समानता दिली जाते, तसेच सामाजामध्ये व कुटुंबामध्ये स्त्रीयांना पुरुषांप्रमाणेच वागणूक दिले जाते का? त्याचबरोबर सदर समुदायामध्ये किती प्रमाणात स्त्री-पुरुष समानता आहे. हे जाणून घेण्याच्या अनुषंगाने सदर प्रश्नाला अध्ययनात समाविष्ट करण्यात आलेले आहे.

अ.क्र.	विवरण	वारंवारिता	शेकडा प्रमाण
१.	नेहमी	२१	४५.००%
२.	कधी-कधी	१८	५२.०५%
३.	कधीच नाही	०१	०२.०५%
एकूण		४०	१००.००%

उपरोक्त सारणीवरून असे निदर्शनात आले की, एकूण ४० उत्तरदात्यांपैकी नेहमी समुदायात व कुटुंबात स्त्री - पुरुष समानता आढळते असे मत दर्शविणारे २१ उत्तरदाते असून, त्यांचे शेकडा प्रमाण ४५.०० टक्के आहे. व कधी - कधी स्त्री - पुरुष समानता आढळते असे मत दर्शविणारे १८ उत्तरदाते असून, त्यांचे शेकडा प्रमाण ५२.०५ टक्के आहे. तर समुदायात व कुटुंबात स्त्री - पुरुष समानता कधीच नाही असे मत दर्शविणारे ०१ उत्तरदाते असून, त्यांचे शेकडा प्रमाण २.५ टक्के आहे.

सदर सारणीवरून असा निष्कर्ष निघतो की, सर्वाधिक उत्तरदात्यांच्या मते कुटुंबात व समुदायात स्त्री-पुरुष समानता कधी – कधी आढळून येत असून, त्यांचे शेकडा प्रमाण ५२.५ टक्के आहे.

निष्कर्ष :-

1. ग्रामिण समुदायातील स्त्रियांच्या मतांना पुरुषाप्रमाणे प्राधान्य न देण्याचे कारण स्त्री सक्षम आहे. हे मान्य न करत असल्याचे दिसते.
2. ग्रामिण समुदायातील स्त्रिया पुरुषाप्रमाणे स्वतःचे निर्णय स्वतः घेण्याचे प्रमाण कमी दिसून येते.
3. ग्रामिण समुदायात स्त्री-पुरुष यांच्यामध्ये भेदभाव दिसून येतो.
4. ग्रामिण समुदायात स्त्री-पुरुष भेदभाव असल्याचे कारण भिन्न विचार प्रक्रिया असल्याचे दिसून येते.
5. ग्रामिण समुदायातील स्त्रीया ह्या पुरुषांच्या निर्णयावर अवलंबून राहत असल्याचे दिसून येते.

उपाय :-

1. महिलांचा आर्थिक विकास होण्याकरिता रोजगाराच्या संधी उपलब्ध करून देणे गरजेचे आहे.
2. विकसित भारत घडवून आणण्याच्या अनुषंगाने महिला सक्षमिकरणाच्या कार्यक्रमात वाढ करणे गरजेचे आहे.
3. समुदाय विकास होण्याकरिता विविध विकासात्मक कार्यक्रमाची अंमलबजावणी करण्याची गरज आहे.
4. महिलांना राजकीय क्षेत्रात संधी उपलब्ध करून देणे गरजेचे आहे.

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पेसा कायद्यांतर्गत ग्रामविकासासाठीच्या सेवा सुविधा एक अभ्यास

सुनिता जगताप

म वि प्र समाजचे, समाजकार्य महाविद्यालय, नाशिक.

प्रा.डॉ.विश्वनाथ गुप्ता

आजीवन अध्ययन व विस्तार विभाग,

सावित्रीबाई फुले पुणे विद्यापीठ, पुणे.

घोषवारा:

आदिवासी हा समाज तर दऱ्याखोऱ्यात, नदी नाल्या शेजारी, जंगलात, डोंगराळ भागामध्ये, वस्ती वाड्यांमध्ये, खेडेगावात वास्तव्य करणारा वर्ग होता. म्हणजेच शहरीकरणापासून हा वर्ग कोसो दूर होता. यामुळेच या आदिवासी समाजाच्या रूढी, प्रथा, परंपरा, चालीरीती, सामाजिक बंधने, नियम व कायदे यांच्या परीने त्यांनी स्वतः ठरवून घेतलेली होती. अशा पद्धतीने हा वर्ग आपले जीवन जगत होता. आणि त्यांच्यापर्यंत ब्रिटिश प्रशासन पोहोचू शकले नाही. काही ठिकाणी ब्रिटिश प्रशासन आदिवासींपर्यंत पोहोचू शकले परंतु त्या लोकांच्या संस्कृतीपर्यंत पोहोचू शकले नाहीत. त्यामुळे ब्रिटिशांनी त्यांचे नियम व कायदे त्या ठिकाणी अमलात आणले नाहीत. स्वातंत्र्यानंतर भारतीय संविधान राज्यघटना देशात लागू करण्यात आली. यानुसार सर्वाना समान अधिकार बहाल करण्यात आले. जसे की घटनेतील कलम ३४९ नुसार सर्व आदिवासी जमातींना प्रत्येक क्षेत्रात प्रत्येक ठिकाणी ७% टक्के आरक्षण देण्यात आलेले आहे. ७३ व्या घटनादुरुस्तीने ज्या अनुसूचित क्षेत्रामध्ये पंचायत राज हा कायदा अमलात आणला जात नाही. त्या ठिकाणी पेसा हा कायदा केवळ आदिवासींच्या सर्वांगीण विकासासाठी तयार करण्यात आलेला आहे. या कायद्याद्वारे त्यांना विशेष अधिकार प्रदान करण्यात आलेले आहेत. या कायद्यानुसार स्थानिक स्वराज्य संस्था स्थापन होणार आहेत. ज्या की राज्यघटनेतील कलम २४४ (१) मध्ये सांगितलेले आहे त्यानुसार याच कलमानुसार देशाचे राष्ट्रपती हे त्यांनी घोषित केलेल्या अनुसूचित क्षेत्रामधील त्या राज्यातील राज्यपालांसोबत सल्ला मसलत करून अनुसूचित क्षेत्र हेच अंतर्गत घोषित करू शकतात. ते अनुसूचित क्षेत्र घोषित करत असताना त्या ठिकाणची अनुसूचित जमातीची लोकसंख्या किती आहे. त्यांच्या एक संघटना आणि त्या क्षेत्राचा पर्याप्त आकार/साईज किती आहे हे विचारात घेतले जाईल. तसेच तो प्रदेश किती अविकसित आहे. आणि त्यांच्या सोबतच्या/शेजारच्या क्षेत्राच्या तुलनेत आर्थिक मागासले पण किती आहे. या सर्व बाबी विचारात घेऊन पाचव्या शेड्युल मध्ये

कोणत्या क्षेत्राला टाकायचे हे राष्ट्रपती ठरवत असतात. पेसा कायद्यांतर्गत ग्रामविकासासाठीच्या कोणत्या सेवा सुविधा हे या ठिकाणी अभ्यासले आहे.

सुचके: पेसा, आदिवासी

प्रस्तावना -

भारतात भारताला स्वातंत्र्य मिळाल्यावर आदिवासींना वेगळे न ठेवता त्यांच्या मुख्य प्रवाहामध्ये कसे समाविष्ट करता येईल. या दृष्टीने विचार सुरु झाला. भारताचे पहिले पंतप्रधान पंडित नेहरूंनी १९५२साली आदिवासींच्या विकासाचे पंचसूत्री जाहीर केली. नेहरूंचे पंचशील तत्वे या नावाने ही प्रसिद्ध झाली आहेत. ती पुढील प्रमाणे -

1. आदिवासींचा विकास त्यांच्या प्रतिभा व क्षमतेप्रमाणे व्हावा.
2. आदिवासींचा जंगल व जमिनीवरील हक्क मान्य करण्यात यावा.
3. आदिवासींना प्रशिक्षण देऊन त्यांच्या मार्फत आदिवासींच्या विकासाला गती द्यावी व बाह्य लोकांचा हस्तक्षेपकमी करावा.
4. आदिवासी विकास त्यांच्या सांस्कृतिक व सामाजिक परंपरांना बाधा न आणता विकास साधण्यात यावा.
5. आदिवासी विकासाचा निकष हा त्यांच्यावर झालेला खर्च न मानता त्यांचे जीवनमान किती उंचावले आहे असा ठरवण्यात यावा.

या पंचसूत्रीच्या आधारे आदिवासी विकासाची धोरणे आखण्यात यावी असे नेहरूंनी सुचवले. १९६० साली यु. एन. डेबर यांच्या अध्यक्षतेखाली एका समितीचे गठन करण्यात आले. "अनुसूचित क्षेत्रातील" आदिवासींच्या विकासासाठी भारताच्या राज्यघटनेतील अनुसूची सहा मधील आदिवासींच्या क्षेत्रातील तरतुदीचा वापर करता येईल किंवा कसे याचा अभ्यास करण्यासाठी या समितीची स्थापना केली होती. या समितीने अनुसूची सहा मधील तरतुदी लागू करण्याची गरज नसून अनुसूची क्षेत्राच्या अधिकार राज्य शासनाला असावेत अशी शिफारस केली.

सन १९२३ साली ७३ वी घटना दुरुस्ती करण्यात आली. या घटनादुरुस्तीने पचायत राज संस्थाना काही घटनात्मक अधिकार देण्यात आले. व त्यांच्या समावेश अकराव्या सूचीमध्ये करण्यात आला. हे सर्व विषय ग्रामीण विकास अशी अत्यंत निगडीत आहेत.

इंग्रज सत्तेचा अंमल भारतामध्ये सुरु झाल्यावर आदिवासी जीवनामध्ये बाह्य हस्तक्षेप अधिक वाढला जमीन, जंगल ही सरकारी मालमत्ता झाली. आदिवासींचा त्यावरील हक्क डावलला गेला. जमीन व जंगले आदिवासी कडून अशा रीतीने हिसकावून घेतली गेल्यामुळे

आदिवासींकडे उदरनिर्वाह, रोजगाराचे प्रश्न निर्माण झाले पोटा पाण्यासाठी त्यांना सरकारी मदतीवर अवलंबून राहण्याची पाळी आली हे होत असताना आदिवासींच्या विकासकडे दुर्लक्ष झाले या सेवेचा एकंदरित परिणाम आदिवासींच्या जीवनावर मोठ्या प्रमाणात झाला. त्यामुळे आदिवासींमध्ये निरक्षरता, आर्थिक दुर्बलता, बेरोजगारी उपासमार, कुपोषण, अनारोग्य अशा अनेक समस्या निर्माण झाल्या आदिवासींच्या विकासासाठी जे थोडेफार प्रयत्न झाले ते देखील निरूपयोगी ठरले. त्याच्या सर्वांगीण विकासाचे धोरण आखून त्याची काटेकोरपणे अमलबजावणी झालीच नाही व पुढच्या काळांमध्ये परिस्थितीमध्ये देखील फारसा बदल झाला नाही. ७३ घटनादुरुस्तीमुळे पंचायतराज संस्थाकडे २९ विषय सोपवण्यात आले. हे विषय पंचायत राज संस्थाकडे आवश्यक त्या प्रधिकरसह व अधिकारासह वर्ग केले आहेत. भारतातील केरळ, पश्चिम बंगाल, कर्नाटक राज्य सरकार यानी सर्व विषय पंचायत राज संस्था कडे वर्ग केले आहेत. परंतु अन्य राज्य सरकारानी राज्यातील स्थानिक परिस्थिती नुसार काही विषय पंचायत सस्थाकडे वर्ग केले व काही विषय अजूनही वर्ग करायचे आहेत. काही विषय राज्य सरकारकडे आहेत व त्यातील काही भाग पंचायतराज संस्थेकडे वर्ग केले आहेत. सर्व विषय जर पंचायतराज संस्थांकडे वर्ग झाले तर त्यांचे अधिकार वाढून यांच्या माध्यमातून लोकांच्या अपेक्षा पूर्ण होण्यास मदत होईल.

भारताच्या संविधानातील कलम ३४३ (ड) नुसार प्राप्त ७३ व्या घटनादुरुस्ती मधील तरतुदी कलम २४४ खं १ मध्ये निर्देशित केलेल्या अनुसूचित क्षेत्रांना व खंड २ मध्ये नमूद केलेल्या अनुसूचित जनजाति क्षेत्रांना लागू करता येत नव्हत्या परंतु ससदेला काही अपवाद व फेरबदलाचे अधीन राहून सदर तरतुदीचा विस्तार अनुसूचित जनजाती क्षेत्राला लागू करण्याचा अधिकार होता. केंद्र सरकारच्या ग्रामीण विकास विभागाने खासदार दिलीप सिंग भुरिया यांच्या अध्यक्षतेखाली काही तरतुदीचा अभ्यास करण्यासाठी एक समिती गठित करण्यात आली या समितीने,

1. ग्रामसभेला कायदेशीर अधिष्ठान प्राप्त व्हावे व तिच्या अधिकाराखाली आदिवासी विकासाचे निर्णय घेण्यात यावेत.
2. आदिवासींच्या जमीन व जंगलावर हक्क मान्य करण्यात यावा.
3. आदिवासींच्या अंतर्गत व्यवहारामध्ये बाह्य हस्तक्षेप कमी करावा अशा शिफारशी केल्या.

या शिफारशीच्या आधारे केंद्र शासनाने २ डिसेंबर १९९६ रोजी पंचायत क्षेत्र विस्तार कायदा पारित केला. या कायद्यामध्ये २०१४ मध्ये सुधारणा करून राज्यातील अनुसूचित

क्षेत्रातील ग्रामपंचायतीना दरवर्षी आदिवासी उपाय योजनेच्या निधीमधील निधी थेट ग्रामपंचायतीना उपलब्ध करून देण्याची अधिसूचना १० आक्टोबर २०१४ ला काढली. व १ एप्रिल, २०१५ पासून थेट पेसा ग्रामपंचायतीना ५% निधी प्रत्येक गाव पाड्याला लोकसख्येच्या प्रमाणात उपलब्ध करून देण्यात आला. हा निधी संबंधित ग्रामपंचायतीच्या ग्रामसभेने त्या अंतर्गत येणाऱ्या गाव/वस्ती/पाडा याच्या लोकसख्याच्या प्रमाणात खर्च करण्याचा अधिकार ग्रामसभेला दिला. त्यामुळेच आदिवासीना स्व शासनाचा अधिकार प्राप्त झाला. हा कायदा म्हणजे आदिवासीना भारतीय राज्यघटनेने दिलेली एका अमुल्य देणगी आहे.

उद्देश:

पेसा कायद्यांतर्गत ग्रामविकासासाठीच्या सेवा सुविधा हे अभ्यासणे.

गृहित कृत्ये:

पेसा कायद्यांतर्गत ग्रामविकासासाठीच्या सेवा सुविधा हे अभ्यासणे.

संशोधनाचे महत्त्व:

सदर संशोधनात पेसा कायद्यांतर्गत ग्रामविकासासाठीच्या सेवा सुविधा व पेसा कायद्याचा उद्देश व वैशिष्ट्ये, अनुसूचित क्षेत्रातील पंचायतीचे अधिकार व कर्तव्य जाणून घेणे.

संशोधन पद्धती:

पेसा कायद्यांतर्गत ग्रामविकासासाठीच्या सेवा सुविधांचे अध्ययन करण्यासाठी संशोधकाने सामाजिक सर्वेक्षण पद्धतीचा वापर केला आहे.

संशोधन आराखडा:

पेसा कायद्यांतर्गत ग्रामविकासासाठीच्या सेवा सुविधांचे अध्ययन करत असताना दुय्यम तथ्या द्वारे माहितीचे संकलन करून वर्णनात्मक पद्धतीने मांडणी केली आहे म्हणून वर्णनात्मक संशोधन आराखडा वापरला आहे .

तथ्य संकलन: दुय्यम तथ्य संकलनासाठी पुस्तकाबरोबर मासिके, वर्तमानपत्रे, इंटरनेट आणि बालका संबंधित पुस्तके यांचा संदर्भ घेतला आहे.

विश्लेषण:

पेसा कायदा

• व्याख्या

“अनुसूचित क्षेत्रे” म्हणजे घटनेच्या कलम २४४ च्या खंड (१) मध्ये नमूद केलेली अनुसूचित क्षेत्रे भारतीय संविधानाच्या पाचवी अनुसूची, ज्यामध्ये अनुसूचित क्षेत्रांचा उल्लेख

आहे. त्याला “संविधानात संविधान” असे संबोधले जाते. या कायद्याने पंचायतीच्या तरतुदींचा विस्तार पाचव्या अनुसूचित क्षेत्र असलेल्या दहा राज्यातील आहे.

- **पेसा कायदा म्हणजे काय?**

पंचायत (अनुसूचित क्षेत्र विस्तार) कायदा हा अनुसूचित भागांमध्ये राहणाऱ्या आदिवासी लोकांचे संरक्षण करण्यासाठी सुरू केला आणि ह्या कायद्याबद्दल असे देखील म्हटले जाते की भुरिया समितीच्या अहवालाला प्रतिसाद देण्यासाठी म्हणून लागू करण्यात आला.

- कायद्याचे नाव-पंचायत (अनुसूचित क्षेत्र विस्तार) कायदा
- PESA चे पूर्ण स्वरूप - Panchayat Extension to Sscheduled Areas (PESA)
- केव्हा लागू झाला – हा कायदा १९९६ मध्ये लागू झाला.
- कोणी लागू केला-भारतीय संसदेने
- कोण कोणत्या राज्यांमध्ये हा कायदा लागू आहे.

आंध्र प्रदेश, छत्तीसगड, गुजरात, हिमाचल प्रदेश, झारखंड, महाराष्ट्र, राजस्थान, ओडिसा, तेलंगणा आणि मध्य प्रदेश या राज्यांमध्ये हा कायदा लागू होतो.

पेसा कायद्याचा उद्देश व वैशिष्ट्ये

पेसा कायद्याचा उद्देश

- स्थापित कार्यपद्धतीची पालन करणारी योग्य आणि प्रशासकीय चौकट विकसित करणे हा या कायद्याचा हेतू आहे.
- उच्च स्तरावरील पंचायतींना ग्रामसभेच्या खालच्या स्तरावर अनेक वेगवेगळे अधिकार देण्यासाठी आणि अधिकार आत्मसात करण्यापासून रोखण्यासाठी या कायद्याचा वापर केला जातो.
- ग्रामसभा आपले सर्व कामकाज हे आपण केंद्र म्हणून करत असलेल्या ग्रामसभेत सहभागी लोकशाही प्रस्थापित करणे.
- राज्यघटनेच्या भाग ९ च्या पंचायत तरतुदींचा अनुसूचित क्षेत्रा पर्यंत विस्तार करणे.
- आदिवासींच्या गरजांसाठी अनुकूल असलेल्या विशेष क्षमतेसह पंचायतींना योग्य स्तरावर समक्ष करणे.

पेसा कायद्याची वैशिष्ट्ये

- प्रत्येक गावामध्ये ग्रामसभा किंवा ग्रामपंचायत प्रसिद्ध खूप महत्त्वाची आहे. ज्यांची नावे ग्रामपंचायत किंवा ग्रामसभेच्या मतदार यादी मध्ये आहेत किंवा जी लोकांच्या

परंपरा आणि प्रथा, तसेच त्यांची संस्कृती, ओळख, समुदाय संसाधने आणि पारंपारिक विवाद निराकरण पद्धतीचे रक्षण करण्यासाठी जबाबदार आहे.

- मध्यवर्ती स्तरावरील पंचायतीमध्ये प्रतिनिधित्व नसलेल्या अनुसूचित जमातींना किंवा जिल्हा स्तरावरील पंचायतींना राज्य सरकार नामनिर्देशित करू शकते तसेच त्या पंचायतीमध्ये निवडून द्यायचे एकूण सदस्य एक दशांश पेक्षा जास्त सदस्यांना नामनिर्देशित करता येणार नाही.
- अनुसूचित क्षेत्रातील ग्रामसभा किंवा ग्रामपंचायत या संस्थांना स्वराज्य संस्था म्हणून कार्य करण्यास सक्षम करण्यासाठी आवश्यक असे अधिकार देत असताना राज्य विधिमंडळ हे सुनिश्चित करेल की योग्य स्तरावरील पंचायती आणि ग्रामसभा विशेष परिपूर्ण उच्चस्तरीय पंचायत या कनिष्ठ स्तरावरील पंचायत किंवा ग्रामसभेचे कार्य आणि अधिकार संपादन केले जाणार नाहीत याची हमी देण्यासाठी राज्य कायद्यात सुरक्षा उपायांचा समावेश करणे आवश्यक आहे.
- प्रत्येक ग्रामसभा किंवा पंचायतीमध्ये अनुसूचित क्षेत्रांमध्ये राखीव असलेल्या जागांची संख्या त्या गटाच्या लोकसंख्येच्या गटाच्या प्रमाणात असेल ज्यांना घटनेचा भाग ९ अंतर्गत आरक्षणाची मागणी केली जाते. अनुसूचित जमातीचे आरक्षण एकूण जागांच्या निम्मेपेक्षा कमी नसावे तसेच सर्व स्तरावरील पंचायतीच्या सर्व जागा अनुसूचित जमातीसाठी राखीव असतील.
- विकास प्रकल्पासाठी अनुसूचित क्षेत्रातील जमीन संपादित करण्यापूर्वी किंवा अनुसूचित क्षेत्रात अशा प्रकारे त्यामुळे बाधित झालेल्या व्यक्तीचे पुनर्वसन करण्यापूर्वी संबंधित पुनर्वसन करण्यापूर्वी संबंधित स्तरावरील ग्रामसभा किंवा पंचायतींचा सल्ला घेणे आवश्यक आहे. विकासासाठी योजना, कार्यक्रम आणि प्रकल्पांना किंवा कामांना गाव पातळीवर अंमलबजावणी करण्यापूर्वी आणि गरिबी निर्मूलन कार्यक्रमांतर्गत लाभार्थी ओळखण्यासाठी जबाबदार आहेत.

पेसा कायदा सेवा व सुविधा

भारतीय संविधानामध्ये अनुसूचित जमातीच्या हिताचे सरक्षण होण्यासाठी खास तरतुदी करण्यात आल्या आहेत पंचायत क्षेत्र कायदा १९९६ मधील तरतुदी पुढीलप्रमाणे हा कायदा २४ डिसेंबर १९९८ रोजी पारित केला आहे.

- गावासाठी एक ग्रामसभा येईल. व ज्या व्यक्तीचे नाव गावाच्या मतदार यादीमध्ये असेल ती व्यक्ती ग्रामसभेचा सदस्य असेल.

- प्रत्येक ग्रामसभेला आदिवासीच्या रूढी परंपरा, सास्कृतिक ओळख सामूहिक मालमता विवाद तट्यावर निर्णय देण्याची रूढ पद्धत यांचे जतन व संवर्धन करण्याचा अधिकार देण्यात आला आहे.
- ग्रामसभेला गावाच्या सामाजिक, आर्थिक विकासासाठी आराखडे, प्रकल्प यांना मान्यता देण्याचा आधीकार आहे. ग्रामसभेने मान्यता दिल्यानंतर पंचायत सदर मंजूर आराखडा/प्रकल्पची अंमलबजावणी करते.
- ग्रामसभेला विकास योजनेचे लाभार्थी निवडण्याचा अधिकार देण्यात आला आहे निवडलेल्या लाभार्थ्यांना विकास योजनेचा लाभ देण्यात येतो.
- शासनामार्फत जो पंचायतीला निधी प्राप्त होतो तो शासनाने ज्या कामासाठी दिलेला असेल त्याच कामासाठी खर्च करावा लागतो. शासनाने ज्या शर्ती घातलेल्या असतील त्यांचे पालन करावे लागते. अश्या रीतीने मिळालेली रक्कमखर्च केल्याचे एक प्रमाण पत्र द्यावे लागते.
- पंचायतीने केलेल्या खर्चाचा विनियोग दाखला देण्याचा अधिकार ग्रामसभेला देण्यात आला आहे.
- एकूण लोकसंख्येशी जमातीचे प्रमाण असेल त्या प्रमाणात अनुसूचित क्षेत्रातील पंचायतीचे पदे आरक्षित केली जातात. मात्र जमातीच्या आरक्षित पदांची संख्या १/२ हून अधिक असत नाही.
- ज्या पंचायत समितीमध्ये किंवा जिल्हा परिषदेमध्ये अनुसूचित जमातीचा सदस्य नसेल त्या ठिकाणी ज्या राज्य शासन अनुसूचित जमातीच्या व्यक्तीची सदस्य म्हणून नेमणूक करेल परंतु शासनाने अशा नेमणूक केलेल्या सदस्याची संख्या एकूण सदस्य संख्येच्या १/१० अधिक असणार नाही. याची काळजी घेतली पाहिजे.
- ज्या प्रमाणे ग्रामपंचायत, पंचायत समिती व जिल्हा परिषदेमध्ये सदस्याचे आरक्षण आहे त्याच प्रमाणे पदाधिकाऱ्याचे देखील आरक्षण आहे तसेच आरक्षण असूनही पदाधिकारी पदाची नियुक्ती रिक्त पदे रिक्त राहत असल्यास अनुसूचित जमातीच्या व्यक्तीची पदाधिकारी म्हणून शासन निवडणूक करेल व परंतु अशा लोकांची संख्या एकूण पदाधिकाऱ्याच्या संख्येच्या १/१० पेक्षा जास्त असणार नाही.
- अनुसूचित क्षेत्रातील जमिनीचे अधिग्रहण करण्यापूर्वी तसेच प्रकल्पग्रस्तांचे पुनर्वसन करण्यापूर्वी संबंधित प्राधिकरण ग्रामसभा किंवा ग्रामपंचायत किंवा पंचायत समिती किंवा जिल्हा परिषद यांच्या सोबत विचारविनिमय करेल. तसेच विकास प्रकल्पाच्या

पुनर्वसनाच्या कामाची अंमलबजावणी योग्य प्रकारे होण्यासाठी शासन स्तरावरून संबंधित विभागांमध्ये योग्य तो समन्वय राखला जातो.

- छोटी पाणी साठवण बंधारे ची कामे व त्यांच्या व्यवस्थापनाची कामाची जबाबदारी योग्य त्या स्तरावरील पंचायत राज संस्थेवर सोपवली जाते.
- अनुसूचित क्षेत्रातील गौण खनिजांसाठी परवानगी देण्यापूर्वी किंवा जमीन देण्यापूर्वी ग्रामसभेची किंवा योग्य त्याच स्तरावरील पंचायतराज संस्थेची शिफारस घेण्यात येते.
- गौण खनिजांचे लिलाव करण्यापूर्वी पंचायत स्तरावर ग्रामसभेची किंवा वरिष्ठ पातळीवर पंचायत समितीची किंवा जिल्हा परिषदेची शिफारस अनिवार्य असते.
- अनुसूचित क्षेत्रामध्ये दारूबंदी कायदा लागू करणे तसेच अमली पदार्थाची विक्री, सेवन करण्यावर मर्यादा घालण्याची व बंदी घालण्याचा अधिकार दिला आहे.
- वनक्षेत्रातील आदिवासींना गौण वनोपजांची मालकी देणेबाबत कायदे करण्याचा अधिकार दिला आहे.
- अनुसूचित क्षेत्रातील जमिनीचे बिगर आदिवासीकडे होणाऱ्या हस्तांतरणावर बंदी आणणे व बेकायदेशीररीत्या हस्तांतरित झालेल्या जमिनी आदिवासींना परत करणे.
- बाजार सुरु करणे व याची नियमन करण्यासंबंधीचा अधिकार देण्यात आला आहे
- सावकारी ठग्यामुळे आदिवासीची पिळवणूक होऊ नये यासाठी प्रतिबंधात्मक उपाययोजना करण्याचा अधिकार दिला आहे.
- अनुसूचित क्षेत्रात कार्यरत असणाऱ्या कार्यालयावर व सन्सेवर नियंत्रण ठेवण्याचे अधिकार बहाल करण्यात आले आहेत.
- राज्य शासनाने पंचायत राज संस्थाना आवश्यक असतील असे प्राधिकार व अधिकार दिले आहेत. जेणेकरून यात स्थानिक स्वराज्य सस्था म्हणून आपली कर्तव्ये पार पाडू शकतात असे अधिकार देताना निम्न स्तरावरील काम करणाऱ्यासंस्थेच्या अधिकारांचा संकोच होणार नाही याची आवश्यक ती दक्षता घेण्यात येते.
- जिल्हास्तरीय पंचायतराज संस्थांची प्रशासकीय रचना तयार करते वेळी राज्य शासनाने सविधानाच्या सहाव्या अनुसूची मधील तरतुदींचा विचार केला आहे.
- पंचायत क्षेत्र विस्तार कायदा १९९६ याला भारताच्या राष्ट्रपतीची मान्यता दिल्यानंतर एक वर्षाच्या आत आपल्या देशातील राज्यांनी त्याला पूरक असे कायदे करावयाचे होते आपल्या राज्याचा विचार करता महाराष्ट्र शासनाने महाराष्ट्र ग्रामपंचायत अधिनियम १९५८ मध्ये ५४(अ), ५४ (ब), ५४ (क), ५४ (ड) या तरतुदींचा अंतर्भाव केला आहे.

- महाराष्ट्र ग्रामपंचायत अधिनियम मधील तरतुदी पुढीलप्रमाणे
पेसा क्षेत्रातील ग्रामसभा व पंचायत यांसाठीच्या विशेष तरतुदी-

५४ (अ) अनुसूचित क्षेत्रातील ग्रामसभेचे अधिकार व कर्तव्य -

1. आदिवासींच्या परंपरा, रुढी, ओळख, सामूहिक साधन संपत्ती आणि त्यावर निर्णय देण्याची पद्धती यांचे जतन व संवर्धन करण्याचा अधिकार दिला आहे.
2. सामाजिक व आर्थिक विकासासाठी पंचायतीने अमलात आणावयाच्या योजना, कार्यक्रम व प्रकल्प यांना पंचायतीने त्या योजना, कार्यक्रम व प्रकल्प अमलात आणण्याकरिता हाती घेण्यापूर्वी मान्यता देणे आवश्यक असते.
3. कायद्यामध्ये निर्दिष्ट केलेल्या योजना, कार्यक्रम व प्रकल्प यासाठी त्या पंचायतीकडून खर्च करण्यात आलेल्या निधीचा विनोयागाबाबतचे प्रमाणपत्र ग्रामपंचायतीला दिले जाते.
4. राज्य शासनाच्या किंवा यथास्थित केंद्र, सरकारच्या विविध विकास योजनांच्या अंमलबजावणीचा प्राधान्यक्रम ठरवणे आणि तसेच विविध दारिद्र्य निर्मूलन व तत्सम अन्य कार्यक्रम किंवा योजना यांचे लाभार्थी म्हणून व्यक्ती निश्चित करूनत्याची निवड केली जाते.
5. मादक द्रव्याची विक्री व सेवन यावर संबंधित पंचायती मार्फत बंदी आणणे किंवा त्याचे विनियमन करणे किंवा निबंध पाहण्याचा अधिकार देण्यात आला आहे.
6. महाराष्ट्र अनुसूचित जमाती क्षेत्रातील गौण वनउपज उत्पादनाच्या मालकी हस्तांतरण व महाराष्ट्र गौण वनउत्पादने व्यापाराचे नियमन सुधारणा अधिनियम १९९३ मध्ये ग्रामपंचायतीकडे असलेल्या उत्पादनाची विनिमय, समायोजन, व्यवस्थापन आणि व्यापार याबाबत पंचायतीला निर्देश देण्याचा अधिकार दिला आहे.
7. अनुसूचित क्षेत्रातील जमिनीच्या अन्य सक्रमणास प्रतिबंध करण्याच्या दृष्टीने व अनुसूचित जमातीची बेकायदेशीरपणे अन्य संक्रमित केलेली जमीन परत देण्याच्या दृष्टीने संबंधित पंचायती मार्फत जिल्हाधिकाऱ्यांना शिफारशी करण्याचा अधिकार दिला आहे.
8. मुंबई सावकार अधिनियम १९४६ अन्वये सावकारी साठी कोणतेही लायसन देण्याकरता आणि सरकारी पट्ट्याचा वार्षिक आढावा घेण्याकरिता संबंधित पंचायतीमार्फत विचार केला जातो.

9. जनजाति उप योजनेसह संस्थानिक योजनांवर व अशा योजनांच्या साधनसंपत्तीवर नियंत्रण ठेवण्याच्या दृष्टीने संबंधित पंचायतीला शिफारशी करणे.
10. लघु जलसंचयाची योजना आखणे व संबंधित पंचायतीने या संदर्भात घेतलेल्या निर्णयात परवानगी देणे.
11. गाव क्षेत्रामधील गाव बाजार स्थापन करण्यास मान्यता देणे. गाव बाजार स्थापन करण्यासाठी व त्यांच्या व्यवस्थापनासाठी ग्रामसभेने बहुमतांनी घेतलेल्या कोणताही निर्णय पंचायत वर बंधनकारक असतो.
12. ग्रामपंचायतच्या अधिकारीतेत असलेली अनुसूचित क्षेत्रातील कोणतीही जमीन विकास प्रकल्पांसाठी आणि अनुसूचित क्षेत्रातील अशा प्रकल्पांची बाधा पोहोचलेल्या कोणत्याही व्यक्तीच्या पुनर्वसनासाठी संपादित करण्यापूर्वी ग्रामसभेची विचार विनिमय केला जातो.
13. गौण खनिजांसाठी खाणी भाडेतत्वावर देण्याकरता कोणतेही लायसन्स किंवा सर्वेक्षण लायसन्स साठी कोणतीही परवानगी देण्यापूर्वी आणि लिलावाद्वारे गौण खनिजांचे समपयोजन करण्यासाठी सवलत देण्यापूर्वी ग्रामसभेची विचारविनिमय करणे संबंधित ग्रामसभेने बहुमताने घेतलेला कोणताही निर्णय हा अनुचित स्तरावर संबंधित प्राधिकरणावर व पंचायतीवर कर बंधनकारक असतो.
14. संबंधित गावात सामाजिक क्षेत्रातील कार्यक्रमाची अमलबजावणी सोपविलेल्या सस्थेच्या व पदाधिका-याच्या कार्याच्या प्रगतीवर नियंत्रण ठेवणे व त्याच्या कार्यावर पर्यवेक्षण करणे आणि सामाजिक क्षेत्रातील कार्यक्रमाच्या अमलबजावणीबाबत पंचायत समिती व जिल्हा परिषद याना योग्य त्या शिफारशी करण्याबाबत ग्रामसभेने बहुमताने घेतलेल्या कोणत्याही निर्णय पंचायती वर बंधनकारक असते.
15. झाडे पाडण्याबाबत संबंधित पंचायती मार्फत संबंधित प्रधीकार्याला शिफारशी करणे, ग्रामसभेने बहुमताने घेतलेले बहुमताने केलेली कोणतीही शिफारस संबंधित अधिकाऱ्यावर आणि पंचायतीवर बंधनकारक असते.
16. पंचायतीसाठी असलेल्या अर्थ संकल्पाला मान्यता देणे. ग्रामसभेने याबाबत बहुमतांनी घेतलेल्या कोणत्याही निर्णय पंचायतीवर बंधनकारक असतो.
17. पंचायतीच्या अधिकारातील असलेली जमीन, जल, साधनसंपत्ती, वन आणि इतर सर्व नैसर्गिक साधन संपत्ती यांचे बाबतीत कोणत्याही सक्षम प्राधिकरण पंचायती मार्फत विचार विनिमय करणे आवश्यक असते.

५४ (ब) अनुसूचित क्षेत्रातील पंचायतीचे अधिकार व कर्तव्य-

1. अनुसूचित क्षेत्रातील प्रत्येक गावात ग्रामसभेने मान्यता मिळालेल्या योजना कार्यक्रम व प्रकल्प यांसाठी पंचायतीने खर्च केलेल्या निधीचा विनियोगाबाबचे प्रमाणपत्र ग्रामसभेकडून दिली जातात.
2. ग्रामपंचायतीच्या अधिकारात असलेली अनुसूचित क्षेत्रातील कोणतीही जमीन विका प्रकल्पांसाठी आणि अनुसूचित क्षेत्रातील अशा प्रकल्पाची बाधा पोहोचलेल्या कोणत्याही व्यक्तीच्या पुनर्वसनासाठी संपादित करण्यापूर्वी भूमीसंपादन प्राधिकारी यांच्याशी विचार विनिमय करून. परंतु प्रत्येक पंचायत संबंधित संपादन प्राधिकार्याला आपले विचार कळविण्यापूर्वी ग्रामसभेशी विचार विनिमय केले जाते.
3. लायसन प्राधिकरणाला शिफारशी करण्यासाठी सक्षम असेल आणि लायसन प्राधिकारी ग्रामसभेशी विचार विनिमय केल्या खेरीज अनुसूचित क्षेत्रामध्ये गौणखनिजांसाठी लायसन करता किंवा खाणी भाडे तत्वावर देण्याकरता आणि लिलावाद्वारे गौणखनिजांचे समायोजन करण्यासाठी सवलत देण्याकरता कोणतेही लायसन अथवा कोणतीही परवानगी देणार नाही.
4. ग्रामसभेने घेतलेला कोणताही निर्णय समुचितस्तरावर संबंधित प्राधिकार्यावर बंधनकारक असतो.
5. गावामध्ये सामाजिक क्षेत्रातील कार्यक्रमाची अमलबजावणी सोपविलेल्या संस्थांच्या व पदाधिका-यांच्या प्रगतीचे नियंत्रण करण्यास व त्यांच्या कार्याचे परीक्षण करण्यास आणि सामाजिक क्षेत्रातील कार्यक्रमाचे अमलबजावणी बाबत पंचायत समिती व जिल्हा परिषद याना योग्य त्या शिफारशी करण्यात सक्षम असेल, परंतु प्रत्येक पंचायत पंचायतसमिती व जिल्हा परिषदयाना योग्य त्या शिफारसी करण्याचा अधिकार आहे. प्रत्येक पंचायत, पंचायत समिती, जिल्हा परिषदेला शिफारशी करण्यापूर्वी ग्रामसभेची विचार विनिमय करील. ग्रामसभेने याबाबत घेतलेला कोणताही निर्णय बंधनकारक असतो.
6. अनुसूचित क्षेत्रातील जमिनीच्या अन्यसंक्रमणात प्रतिबंध करण्याच्या आणि अनुसूचित जमातीची बेकायदेशीरपणे आणि सक्रमित केलेली जमीन परत मिळविण्याच्या दृष्टीने अनुसूचित जमातीच्या व्यक्तीच्या जमिनीचे अन्य संक्रमण करण्याच्या संबंधित जिल्हाधिकार्याला शिफारशी करण्याचा अधिकार आहे. ग्रामपंचायत चौकशी करण्यास

- सक्षम असते, परंतु प्रत्येक पंचायत जिल्हाधिकार्याला कोणतीही शिफारस करण्यापूर्वी ग्रामसभेशी विचार करणे आवश्यक असते.
7. सावकारीसाठी कोणतेही लायसन देण्या करिता, मुंबई सावकार अधिनियम १९९६ नुसार नियुक्त केलेल्या निबंधकाला कोणतीही शिफारस करण्यास सक्षम असेल. संबंधित ग्रामसभेने बहुमताने घेतलेल्या कोणत्याही निर्णय हा ग्रामपंचायतीवर तसेच संबंधित प्राधिकाऱ्यावर बंधनकारक आहे.
 8. महाराष्ट्र अनुसूचित क्षेत्रातील गौणवन उत्पादनाच्या मालकीचे हस्तांतरण व महाराष्ट्र गौणवन उत्पादन (व्यापारचे विनिमय सुधारणा) अधिनियम १९९७ च्या तरतुदींना अधीन राहून ग्रामपंचायतीकडे विहित असलेल्या गौण उत्पादनाचे समुपयोजन व्यवस्थापन आणि व्यापार नियम न करण्यास सक्षम असते.
 9. लघु जल संचयाचे व्यवस्थापन करण्यास ग्रामपंचायत सक्षम आहे अशी तरतूद केली आहे.
 10. गाव क्षेत्रामध्ये गाव बाजारासाठी ग्रामसभेकडून मान्यता मिळाल्यावर तो स्थापन करून चालवण्यास सक्षम असेल. याबाबत ग्रामसभेने बहुमताने घेतलेला कोणताही निर्णय हा पंचायतीवर बंधनकारक असतो.
 11. जेथे अनुसूचित जमातीची लोकसंख्या एकूण लोकसंख्येच्या ५०% अनुसूचित जमातीची लोकसंख्या असेल तर अशा अनुसूचित क्षेत्रामध्ये पंचायतीच्या अध्यक्ष स्थानाचे पद केवळ अनुसूचित जमातीच्या व्यक्तीसाठीच राखून ठेवण्यात येते.
 12. अर्थसंकल्प तयार करण्यास आणि ग्रामसभेकडून तो मान्य करून घेण्यास ग्रामपंचायत सक्षम असते. परंतु ग्रामसभेने घेतलेला कोणताही निर्णय हा पंचायतीवर बंधन कारक असतो.
 13. पंचायतीच्या अधिकार असलेली जमीन, जल, साधनसंपत्ती, वने आणि इतर सर्व नैसर्गिक साधनसंपत्तीचे ग्रामसभेची याबाबत विचार विनिमय केल्यावर कोणत्याही सक्षम प्रधीकार्याशी अशी विचार विनिमय केले जाते.

५४ (क) ग्रामसभेच्या सभा-

1. पंचायतीचा सचिव हा ग्रामसभेचा सचिव असतो आणि तो ग्रामसभेच्या सभा बोलवण्यास जबाबदार असतो. असा सचिव ग्रामसभेच्या सर्व सभांची कार्यवृत्ते तयार करतो आणि ठेवितो.

2. पंचायतीचा सचिव तसेच सभांची तारीख निश्चित करण्यापूर्वी पूर्ण पंधरा दिवसांपेक्षा कमी नसतील इतके दिवस अगोदर ग्रामसभेच्या प्रत्येक सभेची तारीख, वेळ आणि ठिकाण ग्रामसभेच्या संबंधित अधिकाऱ्यांना व सदस्यांना कळवितो.
3. प्रत्येक वित्तीय वर्षातील ग्रामसभेच्या प्रत्येक सभेत सरपंच किंवा त्यांच्या उपस्थितीत उपसरपंच अध्यक्ष म्हणून काम पाहतो. सरपंच आणि उपसरपंच यांच्या अनुपस्थितीत ग्रामसभेचे सदस्य अध्यक्ष म्हणून काम पाहण्यासाठी पंचायतीच्या उपस्थितीत सदस्य मधून एकाची निवड करीतील. वर्षातील सर्व सभात ग्रामसभेच्या सभासदांच्या बहुमताने निवडून देण्यात आलेल्या व्यक्ती अध्यक्ष म्हणून काम पाहतो.
4. ग्रामसभेने सूट दिली नसेल तर, ग्रामसभेच्या प्रत्येक सभेला संबंधित गावकोतवाल, तलाठी, पोलीसपाटील, आरोग्य अधिकारी, प्राथमिक व माध्यमिक शाळेचे मुख्याध्यापक, कृषीअधिकारी, महाराष्ट्र राज्य वीजमंडळाच्या कनिष्ठ अभियंता व पोलीसठाण्याचे प्रभारी अधिकारी उपस्थित राहतील.
5. या अधिनियमात किंवा त्याखाली करण्यात आलेल्या कोणत्याही नियमात काहीही अंतर्भूत असले तरी, मतदारांच्या यादीत समाविष्ट असलेल्या व्यक्तीच्या एकूण सख्येच्या १०० किंवा सहजी जास्त असेल.
6. पंचायत क्षेत्रातील एकाहून अधिक ग्रामसभांशी संबंधित कोणत्याही बाबीवर सभेमध्ये कोणताही विवाद उत्पन्न झाल्यास, ती त्या पंचायतीच्या सर्व ग्रामसभेच्या संयुक्त सभेपुढे आणला जातो आणि सभेत बहुमताने घेतलेला निर्णय प्रत्येक ग्रामसभेने घेतलेला निर्णय अंतिम मानण्यात येईल.

५४ (ड) अविश्वास ठराव -

- सरपंच आणि उपसरपंच ग्रामसभेने केलेल्या सूचना व ठराव अमलात आणावी सरपंचाकडून किंवा यथास्थिती उपाय काढून कोणतेही बेपर्वाई करण्यास. जर ग्रामसभेने तीन चतुर्थांश बहुमताने त्या अर्थाचा ठराव केला असेल, तर तो सरपंच किंवा गथास्थिती उपसरपंच म्हणून पदावर असणे चालू राहण्यास किंवा पंचायत सदस्यत्वाच्या उर्वरित पदासाठी सापंच व उपसरपंच म्हणून पदावर असणे चालू राहण्यास किंवा पंचायत सदस्य त्यांच्या उर्वरित पदासाठी सरपंच व उपसरपंच म्हणून निवडला जाण्यास असमर्थ ठरवण्याकरता पात्र असेल परंतु, सरपंच किंवा उपसरपंच यांच्या विरोधात असलेला असा कोणताही ठराव शासनाची पूर्वमान्यता अमलात आणला जात नाही.

- पंचायतीचे सर्व कर्मचारी ग्रामसभेने बहुमताने केलेल्या सूचना व ठराव अमलात आणलात. आणि त्यांच्या कामाचा अहवाल ग्रामसभेला सादर करतात. अशा कर्मचाऱ्याकडून झालेली कोणतीही बेपर्वाही ग्रामसभेने तीन चतुर्थांश बहुमताने ठराव केल्यास विभागीय शिक्षेस पात्र होतात परंतु कोणत्याही कर्मचाऱ्या विरोधात असा कोणताही ठराव शासनाची पूर्वमान्यते शिवाय करता येत नाही.
- ग्रामसभेच्या विशेष सभेमध्ये गुप्त मतदान पत्रिकेद्वारे अविश्वास प्रस्ताव संमत झाला, आणि ग्रामसभेचा सदस्यांच्या ५०% बहुमताने तो अमान्य केला, तर सरपंच किंवा सरपंच असण्याचे बंद होईल. परंतु ग्रामसभेचे एकूण सदस्यांच्या एक तृतीयांशपेक्षा कमी नसतील इतक्या सदस्यांनी ग्रामसभेची नोटीस दिल्यानंतर सरपंच किंवा यथास्थिती उपसरपंच यांच्याविरुद्ध अविश्वास प्रस्ताव अंत येईल. ग्रामसभेचा सचिव अशी नोटीस तत्काळ तहसीलदार देतो.
- तहसीलदारास नोटीस मिळाल्यानंतर त्याला नोटीस मिळाल्याच्या दिनांकापासून १५ दिवसांच्या आत ग्रामसभेची सभा बोलाविली जाते. नायब तहसीलदारापेक्षा कमी दर्जा नसलेल्या अधिकारी असे सभेचा अध्यक्ष म्हणून काम पाहतो. याच्याविरुद्ध विश्वासाचा प्रस्ताव माडण्यात आला असेल तर सरपंच व उपसरपंच यास बोलविण्याचा किंवा अन्य सभेतील कारवाईत भाग घेण्याचा हक्क असतो.
- अविश्वासाच्या प्रस्तावावर विचार करण्यासाठी सभेचे अध्यक्षस्थानी असलेल्या अधिकाऱ्यांनी तत्संबंधी कारणे लेखी नोंदवल्याशिवाय कोणत्याही कारणासाठी सभा तहकूब केली जात नाही.
- सरपंच किंवा यथास्थिती उपसरपंच यांच्या निवडणुकीच्या दिवसापासून अडीच वर्षांच्या कालावधीत असा अविश्वास प्रस्ताव आणता येत नाही.
- सहमत करण्यात आलेल्या अविश्वास प्रस्तावाच्या विधिगृह्यतेसंबंधी कोणताही विवाद उपस्थित करण्याची सरपंच किंवा उपसरपंचाची इच्छा असेल तर, तो असा प्रस्ताव ज्या तारखेस सहमत करण्यात आला असेल, त्या तारखेपासून १५ दिवसांच्या आत विवाद जिल्हाधिकाऱ्याकडे निर्देशित करील व जिल्हाधिकारी तो त्याला मिळालेल्या दिनांकापासून शक्यतो लगेच त्यावरनिर्णय देतील.
- सरपंच किंवा यथास्थित उपसरपंच किंवा पदे रिक्त झाल्यास त्या बाबतीत असे पदे रिक्त झाल्याच्या दिनांकापासून १५ दिवसांच्या आत सरपंच किंवा यथास्थित उपसरपंचाच्या पूर्ण करून निवडणुकीमुळे ते भरले जाते आणि ते पद रिक्त झाले

असते तर त्यामुळे तिच्या जागी त्याला निवडून दिलेले त्या व्यक्तीचे तेवढा कालावधी करतात धारण केले असेल तेवढ्याच कालावधीकरता सरपंच, उपसरपंच म्हणून ते पद धारण केले जाते.

- सदस्य, तो ज्या निवडणूक वार्ड मधून निवडून आला असेल अशा वार्डातील ५० टक्केपेक्षा कमी नसेल इतक्या मतदारांनी गुप्त मतदान पत्रिकेवर असा प्रस्ताव संमत केल्यास अनुसूचित क्षेत्रातील पंचायतीचे सदस्य असल्याचे बंद होते.

नियम २०१४ मधील महत्त्वाच्या तरतुदी

1. नियम १० ग्रामसभेच्या स्थायी समिती समित्या, (शांतता, मादक द्रव्य, नियंत्रण, न्याय साधन संपत्ती नियोजन व व्यवस्थापन)
2. नियम १४ ग्रामसभा कोश
3. नियम १८ शांतता समिती
4. नियम २१ साधन संपत्ती नियोजन व व्यवस्थापन समिती
5. नियम २३ भूवस्थापन गावांच्या भू अभिलेख योग्य अचूक नोंदी आहे का? याचा आढावा घेणे धन कोचा जमिनी गहाण संबंधित इं सर्व प्रकरणांची माहिती ग्रामसभेसमोर ठेवावी.
6. नियम २४ जमिनीचे अन्य संक्रमणासह प्रतिबंधक MLRC code १९६८ मधील तर तुमचा भंग करून व्यवहार झाला असल्याचे ग्रामसभेची खात्री झाल्यास त्याचा तपशील नमूद करून ठराव सक्षम अधिकाऱ्याकडे पाठवेल.
7. नियम २५ अन्य संक्रमण केलेली जमीन परत करण्याचा ठराव सक्षम अधिकाऱ्याकडे पाठविणे.
8. नियम २६ (२) भूसंपादन व पुनर्वसन बाबत शिफारस
9. नियम २८ जलस्रोत नियोजन व व्यवस्थापन
10. नियम ३२ गाऊन खनिज लीलाव पट्ट्या ग्रामसभेची शिफारस अनिवार्य
11. नियम ३६ मादक द्रव पदार्थांचे विनिमयन
12. नियम ३७ दारू, मादक पदार्थ निर्मिती करिता परवानगी द्यावी लागेल
13. नियम ४० Excise Dept. ला कोणत्याही वर्षी दारूचे दुकान चालू ठेवण्यासाठी सगळीकडे प्रस्ताव द्यावा लागेल. दारू दुकाने बंदचा ग्रामसभेचा अधिकार.
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15. (कापणी/निविदा/विक्री)

16. नियम ४३ बाजारावर नियंत्रण
17. नियम ४४ सावकारी व्यवहार नियंत्रण समिती
18. नियम ४५ लाभार्थी निवड ग्रामसभेमार्फत
19. नियम ४६ योजना प्रकल्प यांना मान्यता
20. नियम ४८ निधी वापर प्रमाणपत्र ग्रामसभेस अधिकार.

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