Environmental
Education And
Public Awareness

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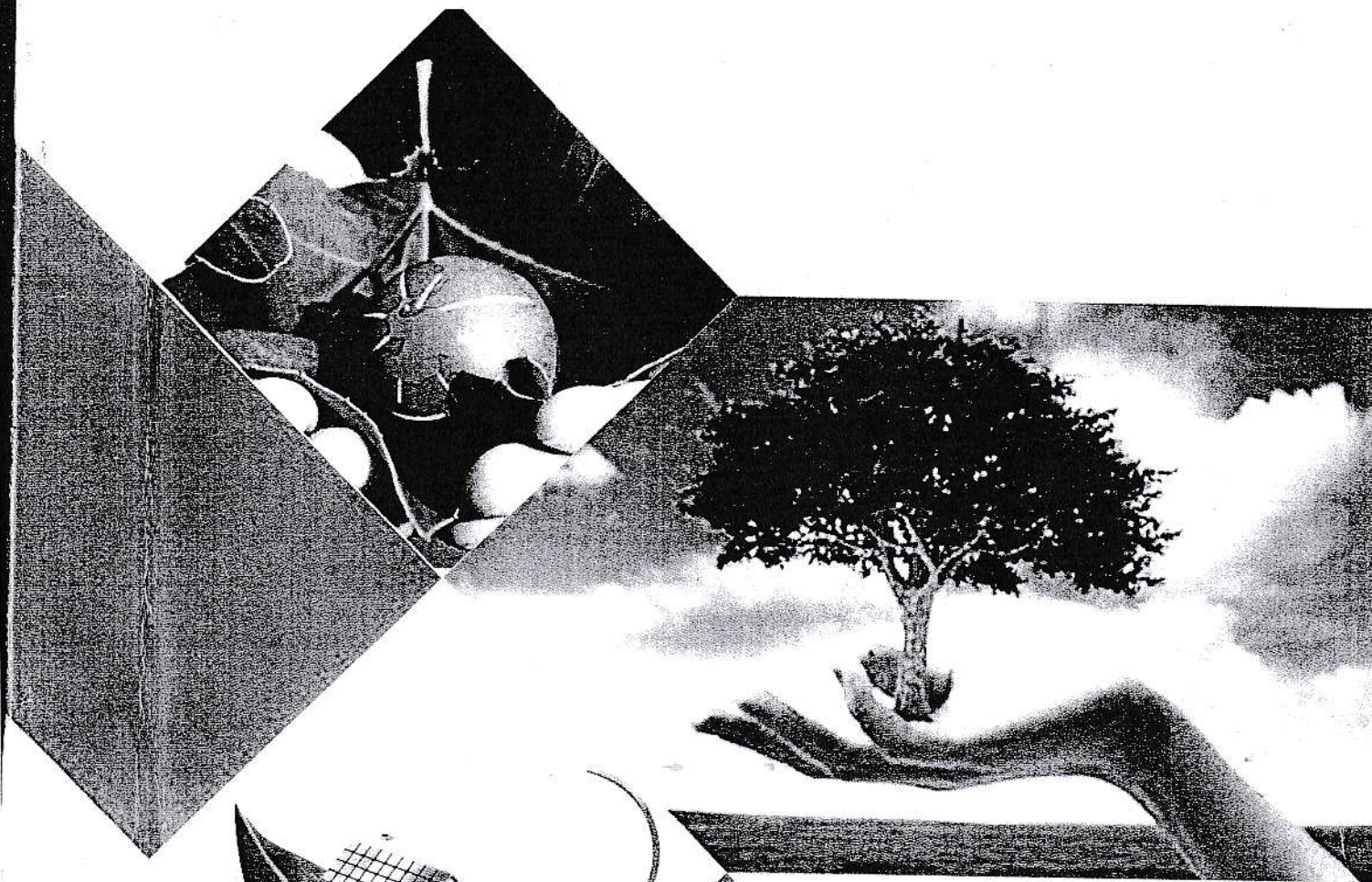
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Politics Department

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K.K.Wagh College of Education

Effect of Global Warming on Earth

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Abstract:-

Global warming is the major challenge for our global society. There is very little doubt that global warming will change our climate in the next century. So what are the solutions to global warming? 1st, there must be an international political solution. 2nd, funding for developing cheap and clean energy production must be increased, as all economic development is based on increasing energy usage. We must not pin all our hopes on global politics and clean energy technology, so we must prepare for the worst and adapt. If implemented now, a lot of the costs and damage that could be caused by changing climate can be mitigated. Global warming is the slow rise of the temperature of Earth. The conclusion is that global warming has been happening. Global warming has an effect on the weather with increased droughts, tropical cyclone activities and earthquakes.

- ## What is Global Warming?

Global Warming is the increase of Earth's average surface temperature due to effect of greenhouse gases, such as carbon dioxide emissions from burning fossil fuels or from deforestation, which trap heat that would otherwise escape from Earth. This is a type of *greenhouse effect*.

Earth's climate is mostly influenced by the first 6 miles or so of the atmosphere which contains most of the matter making up the atmosphere. This is really a very thin layer if you think about it. In the book The End of Nature, author Bill McKibbin tells of walking three miles to from his cabin in the Adirondack's to buy food. Afterwards, he realized that on this short journey he had traveled a distance equal to that of the layer of the atmosphere where almost all the action of our climate is contained. In fact, if you were to view Earth from space, the principle part of the atmosphere would only be about as thick as the skin on an onion! Realizing this makes it more plausible to suppose that human beings can change the climate. A look at the amount of greenhouse gases we are spewing into the atmosphere makes it even more plausible.
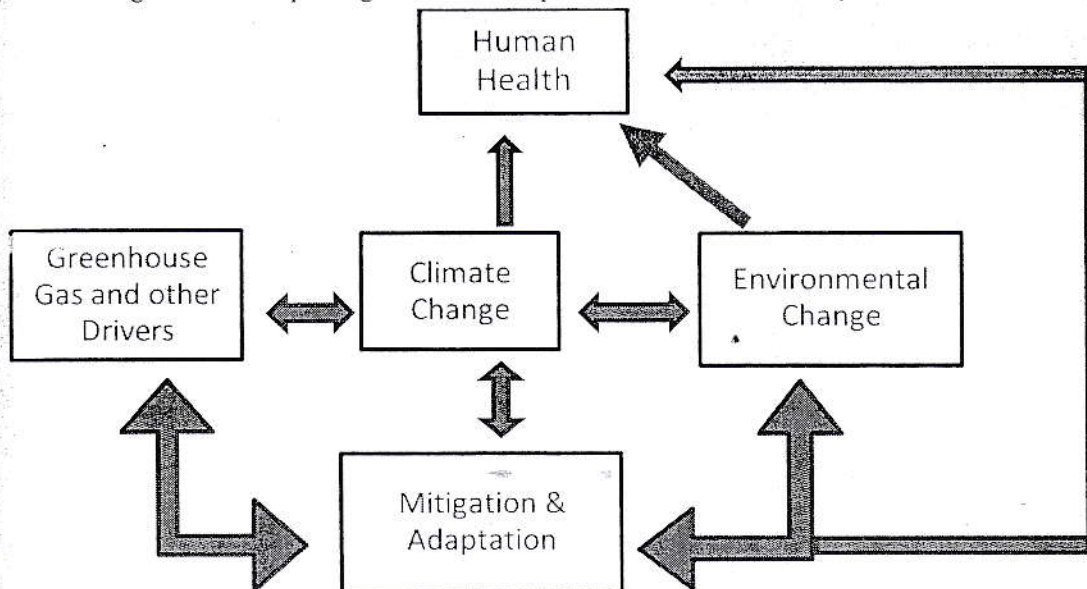

Figure : Changes in greenhouse gas concentrations and other drivers change our global climate altering the human; mitigation alters climate and both mitigation and adaptation alter the human environment; the

predominant impact on human health is through environmental changes as a result of climate change although there are direct impacts from both climate changes and mitigation/adaptation

One of the most vigorously debated topics on Earth is the issue of climate change, and the National Environmental Satellite, Data, and Information Service (NESDIS) data centers are central to answering some of the most pressing global change questions that remain unresolved. The National Climatic Data Center contains the instrumental and paleoclimatic records that can precisely define the nature of climatic fluctuations at time scales of a century and longer. Among the diverse kinds of data platforms whose data contribute to NCDC's resources are: Ships, buoys, weather, weather balloons, satellites, radar and many climate proxy records such as tree rings and ice cores. The National Oceanographic Data Center contains the subsurface ocean data which reveal the ways that heat is distributed and redistributed over the planet. Knowing how these systems are changing and how they have changed in the past is crucial to understanding how they will change in the future. And, for climate information that extends from hundreds to thousands of years, paleoclimatology data, also available from the National Climatic Data Center, helps to provide longer term perspectives.

Internationally, the Intergovernmental Panel on Climate Change (IPCC), under the auspices of theUnited Nations (UN), World Meteorological Organization (WMO), and the United Nations Environment Program (UNEP), is the most senior and authoritative body providing scientific advice to global policy makers. The IPCC met in full session in 1990, 1995, 2001 and in 2007. They address issues such as the buildup of greenhouse gases, evidence, attribution, and prediction of climate change, impacts of climate change, and policy options.

Listed below is information based upon common questions addressed to climate scientists (based on IPCC reports and other research) in common, understandable language. This list will be periodically updated, as new scientific evidence comes to light.

- **Greenhouse Gases:-**
The most significant greenhouse gas is actually *water vapor*, not something produced directly by humankind in significant amounts. However, even slight increases in atmospheric levels of carbon dioxide (CO_2) can cause a substantial increase in temperature.

There are two reasons:

1) Although the concentrations of these gases are not nearly as large as that of oxygen and nitrogen (the main constituents of the atmosphere), neither oxygen or nitrogen are greenhouse gases. This is because neither has more than two atoms per molecule (i.e. their molecular forms are O_2 and N_2, respectively), and so they lack the *internal vibrational modes* that molecules with *more* than two atoms have. Both water and CO_2, for example, have these "internal vibrational modes", and these vibrational modes can absorb and reradiate infrared radiation, which causes the greenhouse effect.

2) CO_2 tends to remain in the atmosphere for a very long time (time scales in the hundreds of years). Water vapor, on the other hand, can easily condense or evaporate, depending on local conditions. Water vapor levels therefore tend to adjust quickly to the prevailing conditions, such that the energy flows from the Sun and re radiation from the Earth achieve a balance. CO_2 tends to remain fairly constant and therefore behave as a *controlling* factor, rather than a *reacting* factor. More CO_2 means that the balance occurs at higher temperatures and water vapor levels.

- **Increased the Atmosphere's CO_2 Concentration:-**
Human beings have increased the CO_2 concentration in the atmosphere by about thirty percent, which is an extremely significant increase, even on inter-glacial timescales. It is believed that human beings are responsible for this because the increase is almost perfectly correlated with increases in fossil fuel

combustion, and also due other evidence, such as changes in the ratios of different carbon isotopes in atmospheric CO_2 that are consistent with "anthropogenic" (human caused) emissions. The simple fact is, that under "business as usual" conditions, we'll soon reach carbon dioxide concentrations that haven't been seen on Earth in the last 50 million years.

Combustion of Fossil Fuels, for electricity generation, transportation, and heating, and also the manufacture of cement, all result in the total worldwide emission of about 22 billion tons of carbon dioxide to the atmosphere each year. About a third of this comes from electricity generation, and another third from transportation, and a third from all other sources. This enormous input of CO_2 is causing the atmospheric levels of CO_2 to rise dramatically.

- ### Global warming is happening now.:-

The planet's temperature is rising. The trend is clear and unmistakable.Every one of the past 37 years has been warmer than the 20th century average. The 12 warmest years on record have all occurred since 1998. 2012 was the hottest year ever recorded for the contiguous United States.

Globally, the average surface temperature has increased more than one degree Fahrenheit since the late 1800s. Most of that increase has occurred over just the past three decades.

- ### We are the cause.

We are overloading our atmosphere with carbon dioxide, which traps heat and steadily drives up the planet's temperature. Where does all this carbon come from? The fossil fuels we burn for energy coal, natural gas, and oil plus the loss of forests due to deforestation, especially in the tropics.

- ### The scientific evidence is clear.

Within the scientific community, there is no debate: An overwhelming majority of climate scientists agree that global warming is happening and that human activity is the primary cause.This broad consensus and the extensive scientific evidence that supports it is often downplayed or distorted by a small but vocal minority of special interests that have a vested interest in delaying action on climate change.

- ### We have a choice.

We can act now to reduce our carbon emissions, slow the pace of global warming, and pass on a safer, healthier world to our children. Or we can choose to do nothing, continue pumping massive amounts of carbon into an already overloaded atmosphere, and suffer the increasingly costly consequences.

- ### Together we can tackle global warming.

We have the practical solutions and technologies at hand to substantially reduce our emissions,create a clean energy economy, and establish the United States as a global leader in innovation.

- ### Effects on People and the Environment:-

Global climate change will affect people and the environment in many ways. Some of these impacts, like stronger hurricanes and severe heat waves, could be life threatening. Others, like spreading weeds, will be less serious. And some effects, like longer growing seasons for crops, might even be good! However, as the Earth keeps getting warmer, the negative effects are expected to outweigh the positive ones.

The more we learn about how climate change will affect people and the environment, the more we can see why people need to take action to reduce the greenhouse gas emissions that are causing climate change. We can also take steps to prepare for the changes we know are coming.

A changing climate impacts our health and wellbeing. The major public health organizations of the world have said that climate change is a critical public health problem. Climate change makes many existing diseases and conditions worse, but it may also help introduce new pests and pathogens into new regions or communities. As the planet warms, oceans expand and the sea level rises, floods and droughts become more frequent and intense, and heat waves and hurricanes become more severe. The most vulnerable people children, the elderly, the poor, and those with underlying health conditions are at increased risk for health effects from climate change. Climate change also stresses our health care infrastructure and delivery systems.

Steps can be taken to lessen climate change ("mitigation") and reduce its impacts on our health and the health of future generations ("adaptation"). Some of these steps can yield benefits for our health, environment economy, and society at the same time. The federal government has called for efforts to support adaptation and mitigation of climate change to create healthier, more sustainable communities. The goals of the NIH·IH's Climate Change and Human Health Program align with these efforts.

- ## Effects of Global Warming:-

Some impacts from increasing temperatures are already happening.

- Ice is melting worldwide, especially at the Earth's poles. This includes mountain glaciers, ice sheets covering West Antarctica and Greenland, and Arctic sea ice.
- Researcher Bill Fraser has tracked the decline of the Adélie penguins on Antarctica, where their numbers have fallen from 32,000 breeding pairs to 11,000 in 30 years.
- Sea level rise became faster over the last century.
- Some butterflies, foxes, and alpine plants have moved farther north or to higher, cooler areas.
- Precipitation (rain and snowfall) has increased across the globe, on average.
- Spruce bark beetles have boomed in Alaska thanks to 20 years of warm summers. The insects have chewed up 4 million acres of spruce trees.
- Other effects could happen later this century, if warming continues.
- Sea levels are expected to rise between 7 and 23 inches (18 and 59 centimeters) by the end of the century, and continued melting at the poles could add between 4 and 8 inches (10 to 20 centimeters).
- Hurricanes and other storms are likely to become stronger.
- Species that depend on one another may become out of sync. For example, plants could bloom earlier than their pollinating insects become active.
- Floods and droughts will become more common. Rainfall in Ethiopia, where droughts are already common, could decline by 10 percent over the next 50 years.
- Less fresh water will be available. If the Quelccaya ice cap in Peru continues to melt at its current rate, it will be gone by 2100, leaving thousands of people who rely on it for drinking water and electricity without a source of either.
- Some diseases will spread, such as malaria carried by mosquitoes.
- Ecosystems will change—some species will move farther north or become more successful; others won't be able to move and could become extinct. Wildlife research scientist MartynObbard has found that since the mid-1980s, with less ice on which to live and fish for food, polar bears have gotten considerably skinnier. Polar bear biologist Ian Stirling has found a similar pattern in Hudson Bay. He fears that if sea ice disappears, the polar bears will as well.

- ## Stop Global Warming:-

Here are 10 simple things you can do to stop or prevent global warming. - See more at:

1. **Change a light** : Replace regular bulbs with compact fluorescent light (CFL) bulbs. They consume less power than ordinary bulbs and have longer lifetime. Some countries have completely banned the usage of ordinary bulbs and force the common public to use CFL bulbs.
2. **Drive less**: By driving less you are not only saving fuel but also helping in reducing global warming. Also, look out for other possibilities, for e.g.: carpooling. If you have colleagues who live in the same area then you can combine trips. If you need to go to a local market then either walk or go by cycle. Both of them are great form of exercise.
3. **Recycle more**: Try to use the disposable products into some other form. Just don't throw them away. You can recycle almost anything for e.g.: paper, aluminium foils, cans, newspapers. By recycling you can help in reducing landfills.

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Check your tires: When you drive make sure your tires are inflated properly. If not, then obviously they will consume more fuel. Keep your engine properly tuned and drive less aggressively. Aggressive driving and frequent applying of brakes hampers the engine and can lower the mileage of your car.

Use less hot water: Buy energy saving geysers and dishwasher for your home. Avoid washing clothes in hot water. Just wash them in cold or warm water. Avoid taking frequent showers and use less hot water. It will help in saving energy require to produce that energy.

Avoid products with lot of packaging: Just don't buy products with lot of packaging. When you buy such products you will end up in throwing the waste material in the garbage, which then will help in filling landfill sites and pollute the environment. Also, discourage others from buying such products.

7. **Adjust your thermostat**: Geysers consume lot of electricity. Use the thermostat to lower down the temperature. The easiest and most cost effective advice is simply adjusting your thermostat up in the summer and down in the winter.

Turn off electronic devices: Turn off electronic devices when you are moving out for a couple of days or more. Unnecessary usage of electronic appliances will not only save fuel i.e. coal by which we get electricity but also increase the lifetime of your gadgets.

Plant a tree: Planting trees can help much in reducing global warming than any other method. They not only give oxygen but also take in carbon dioxide, during the process of photosynthesis, which is the main source of global warming.

10. **Spread the awareness**: Always try your best to educate people about global warming and its causes and after affects. Tell them how they can contribute their part by saving energy that will be good for the environment. Gather opportunities and establish programs that will help you to share information with friends, relatives and neighbors.

11. So, to sum up, global warming, caused by man's deforestation and burning of fossil fuels, is a real danger to life on our planet. The solutions to global warming have been presented to you, namely, an immediate change to renewable energy, a complete stop on fossil fuel burning, and the planting of millions of quick growing trees to remove carbon dioxide from the atmosphere. It is now up to you to spread the message and make things happen!

If climate model projections prove to be even moderately accurate, global temperatures by the end of the next century will be higher than at any time during the last 120,000 years. With such unprecedented climate change; impacts to all parts of the climate system are likely to be substantial. Failure to introduce some form of global greenhouse gas emission reduction strategy will merely extend the time frame of anthropogenic global warming that humanity may already be witnessing.

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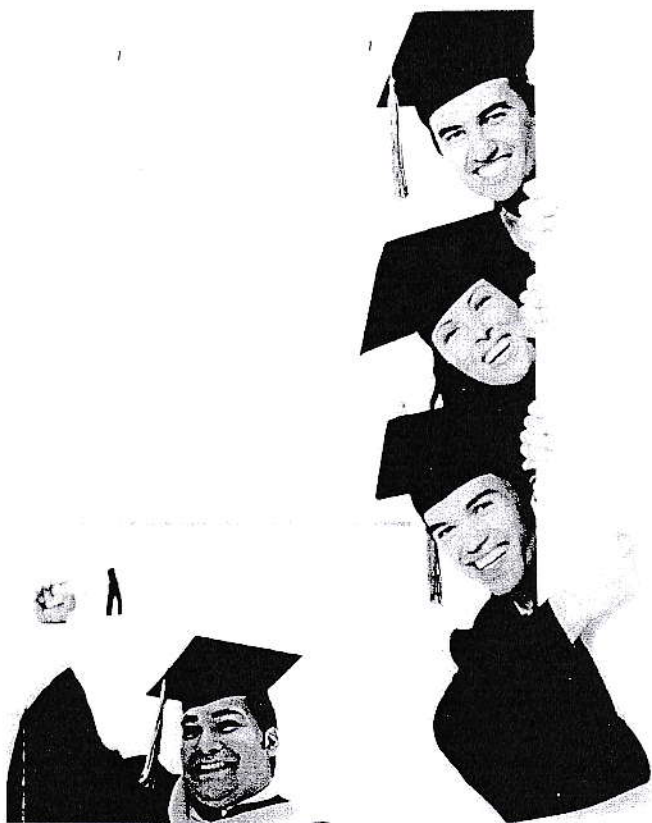
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Higher Education Challenges and Security

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THE HIGHER EDUCATION SCENARIO IN MAHARASHTRA

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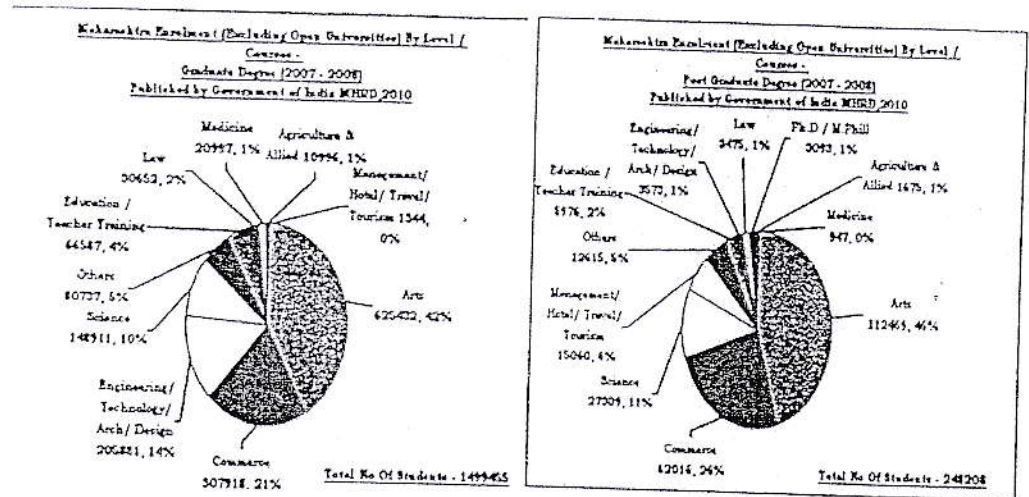
Introduction

Higher Education has always played a lead role in the development of a country, human society and because of the continued influence universities to tomorrow will also have to impact education to students of higher standards befitting the 21st century.

Higher education is mainly based on four foundations Relevance, Accountability, Efficiency of the system and Equity. Qualities of Higher education always demonstrate the power of the Nation.

Defining Quality in Education recognize five dimensions of Quality. Learners, environments, content, processes and outcomes. expectations from the higher education are those of society and not only the students or teachers or educationists.

Quality of higher education is based on four foundations:
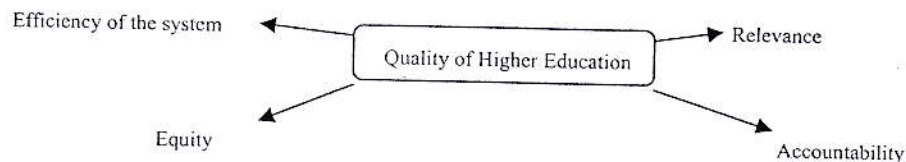
National Policy on Education and Higher Education, 1986 and 1992:

Aims and functions of Higher Education – Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to National development through dissemination of specialized knowledge and skills.

Yashpal Committee Report and its importance:

The Yashpal committee was set up through a notification on 28th Feb.2008. The name was modified as 'Committee to advise on Renovation and Rejuvenation of Higher Education' The committee was suggest ways of moving our higher education to a more active and creative for The committee also convinced that Indian Higher Education as a cannot go far without paying equal attention to the state universities. Committees a recommended that universities should become self regulating partners in managing the overall education system and a substantial number of potential great academics and scientists might be invited from a board to work with our student and teachers.

Problems for quality in Higher Education:

Higher Education has made great progress, but because of certain problems it cannot be said to be encouraging and satisfactory they are –

* Dearth of faculty
* lack of finance
* low quality research
* Defective curriculum and examination system
* lack of sufficient number of colleges and universities
* lack of academic staff colleges
* Ingenunice courses
* Deterioration of values

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- The three education challenge for us is tree fold, namely expansion, inclusion and excellence. Expansion must occur in order to serve the growing demand for access must be provided for all, not for a privileged few. And while achieving this excellence should not be compromised at any cost.

- Universities would need to be transforming to become more holistic learning environments that enrich.

Factors Affecting the Quality of University Education:

1. Poor quality of intake: In order to attract students for admission, the colleges go an awarding high grades/ marks to undeserving candidates. The college or University departments admitting students on the bases of career marks get cheated in many situations and thus get poor quality of students.

2. Managerial Inefficiency: Generally Principals are appointed basing on the seniority and the managerial efficiency is not taken into account there is no regular orientation programme for newly appointed Principals. Even registrars are also not strengthened by training programmes. A good number of managerial training programmes are to be conducted to enlighten the managerial skills.

3. Overcrowded Classrooms: Lack of adequate number of teachers and classrooms force many colleges to reduce the number of groups and merge them in to larger groups making it impossible for a teacher to carry out effective classroom interaction.

4. Inadequate material resources: Most of the higher education institutions at present do not have proper material recourses like building, playground, good number of classrooms, infrastructure, laboratory with sufficient equipments toilet facilities, staffroom.

5. Inefficiency in Teaching: An effective teacher needs to be a lifelong leaner and need to strengthen his knowledge voluntarily. A good institution is known by its teachers. The institution should be supplied with various journals and good library facility which will energize the teachers' proficiency and competency.

Recommendations

- Both academic and administrative aspects should be assessed and to be improved.

- Examination reforms like semester system, credit system are to be exercised to streamline them in a proper manner. As these are brought up from abroad we should first of at check for its feasibility for our organizational climate. Continues and comprehensive evaluation is to be encouraged, standardizing assessment procedures to strengthen the evaluation system.

- Financial accountability is more important which I mean that the fund is to be used for the enhancement of the laboratories and library facilities.

- Gap or deficiencies in our educational system are to be bridged to suit our economic, social and cultural requirements.

- Curriculum restructuring and innovation and evolvement. Conducting training programmes orientation programmes and refresher courses.

- Accessibility, Accountability and affordability are the major requirements. While the nation of quality was not fully develop. It was recognized that expanding access alone would be insufficient for education to contribute fully to the development of individual and society.

- Promotion of higher education with good governance, management, development and planning is very essential.

- Education should allow children to reach their fullest potential in term of cognitive, emotional and creative capacities.

- Inquiry learning: Catalyzing the 'Inquiry' power of students by questions, problems, observations leading students to formulate good questions, collect, appropriate evidence, analyzed results systematically Interpret and formulate conclusions, evaluate the worth and importance of these conclusions.

- Teachers are used two way Teaching methods.
  - a) Problem Solving: Define the problem identify solutions, seek data to solve problem, formulate and test possible solutions and choose a solution to sowe the problem.
  - b) Several problem solving techniques exist
    - forked Road
    - Possibilities factors
    - Given the effect, find the cause
    - situation to be improved

- Project Based Learning (PJL)
  - Assignment to carry out one or two tasks that lead to the production of a final product – a design, mode, device computer simulation, process or validated hypothesis.
  - Culminates in written or oral report demonstration of outcome
  - PJL apply and integrate knowledge
  - PBL only acquire the required knowledge

- Case Base Teaching (CBT)
  - Students analyze case studies of historical happenings or hypothetically developed situations.
  - Required students to solve the problems and make decision
  - CBT provide skill to students to analyze individual authentic case become aware of situation dilemmas faced by real World professionals and gain practical understanding, reasoning skills, explore making modifications to accommodate the realities of the case.

- Two way teaching methods
  - Group discussion
  - Case study

- Co-operative/Collaborative learning:
  - learning communities
  - class debates
  - seminar
  - group discussion
  - quizzes
  - facilitate the culture of working in groups, team spirit, learning from others, communication skills, remedy to introvert tendencies etc.

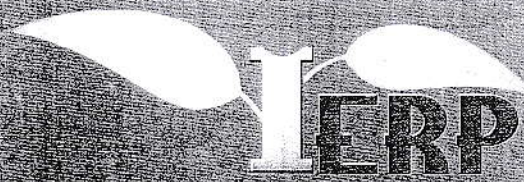- Two way teaching methods
  - Role play

- Brainstorming
- Just in time teaching
  - Combines web based technology with achieve learning methods in classrooms
  - Students complete web based assignment and interact with teacher.
  - Teacher uses web based modules for lecture programmes.
  - Use of on line materials, interactive open portals.
- Computer applications in educations:
  - Computer managed instructions- computer through internet and world wide web serves as classroom terminal assisting the teacher in diagnose and prescribing a curriculum, syllabus, course of instruction self instruction packages of supervise a taste and evaluation, maintain student records and monitor students progress.
- Multimedia application : Multimedia-alias-interactive media is the amalgamation of text presentation with animation, graphics , video, clipping digitally recorded sound controlled through MIDI keyboard.
- Course development models :
  1. Course team models: Team teaching two or more teachers assigned to same group of students-face to face working together opportunity.
  2. Team based online course development model: Brings together teams of people with unique skills to develop course design and online course
  3. Workshop-based model: Everyone has earmarked contribution to make in the form of booklets study material, peripherals visual, project syllabi scheme of course etc.
- M Learning: M learning is mobile learning a transition from internet based training – web based training and then e-learning. M learning provide student to learn from any place at any time using portable learning device.
- Learning community in online education: It is a group of people who communicate with each other across the internet to share information le more about a topic at work on a project of mutual interest porter (2004).
  - Internal LC: People within the context of the course (mainly students and their instructions)
  - External LC: People outside the course such as family members, friends and subjects matter expects.
- Virtual education: It is computational provision of borderless that crosses conventional boundaries of time space and geography.
- A computational grid is a hardware and software infrastructure that provides dependable consistently pervasive and in expensive access interactive high-end higher education capabilities.

Conclusion

Development not only has been affected by shortage of resources but also by wastage of resources' .The need really is to get execution done the level where it really makes an impact on the life of each child. Planning, Administration & Development are the major aspects need to be strengthen to improve the quality . The above mentioned four aspects of quality are to be evaluated continuously for the comprehensive improvement of the qual of the higher education.

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NATIONAL CONFERENCE PROCEEDING
22ND-23RD FEBRUARY, 2013

Special issue on

Education for
Life Skill
Development

School Curriculum

Integrating UNESCO & NCERT life skills

Life Skills

Challenges & Opportunities in Teacher Education

Inclusive & Special Education

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LIFE SKILL DEVELOPMENT THROUGH PRIMARY SCHOOL TEACHER'S CURRICULUM.

Ms. Battase S. P.* Mrs. Kshatriya U. P.** Dr. Kardile B.V.***

ABSTRACT

Life skill education is a basic learning need for all people. It will help the people to empower in

We need to create life skill education as the cornerstone of various people programmes. An effective implementation strategy will help the people to practice it in their life. Specific activities like leadership training, communication, interaction, understanding self, making decision, working with group's socialization etc. added the quality of people. Developing life skill helps the adolescents to translate knowledge attitude and their health behavior such as acquiring the ability to reduce specific risk behavior such as acquiring the ability to reduce specific and adapt healthy behavior that improves their lives in general.

Introduction :

Life skills have been defined by the World, Health Organization as abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life. Every education system thus has a duty to support the development of life skills among its clients in order to enable them function effectively in society. Life skills are not a standalone teaching subject, instead as a teacher. We must integrate life skills in the teaching process irrespective of which subject we teach.

Concept of Life Skills :

Life skills have been defined as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Adaptive means that a person is flexible in approach and is able of adjust in different circumstances positive behavior implies that a person forward looking and even a difficult situation. Analysis of the life skill filed suggest that their core set of skills that are the Heart, Hands, Heads, Health of skill based. Initiative for the promotion of the Health and wellbeing of children and adolescents. These are listed below:

1. Decision making
2. Problem solving
3. Creative thinking
4. Critical thinking
5. Effective communication
6. Interpersonal relationship skills
7. Self-awareness
8. Empathy
9. Coping with emotion
10. Coping with stress

Designing a life skills education programme:

Designing actual life skills lessons activities is usually only one part of the life skills programme design. For a broad based life skills programme, design to promote psychological competence, and achieve health promotion and prevention objectives, the life skills lessons would need to be design as part of a sequential and a unified programme. To some extent, the life skills lessons would be design to be carried out in a particular order, with later life skills activities to build on the skills lessons provided earlier in the programme for e.g. the following models describes three basic levels of the life skills lessons, which can be taught in sequence in order

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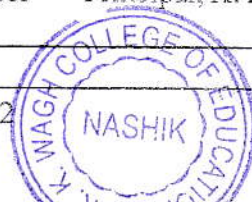
to create a life skills education programme.

Level 1 : The teaching of basic components of core life skills practice in relation to common everyday situations.

Level 2 : The applications of life skills to relevant themes that are connected to various health and social problems.

Level 3 : The application of skills in relation to specific risk situation that can give rise to health and social problems.

Outline of life skills education programme, based on titles on life skills lessons covering these three levels is illustrated below.

The model is fictional and is only intended to illustrate how a life skills programme can be put together to cover a broad based foundation in life skills. These can be built on so that students have the opportunity to practice the skills relevant to important health issues. Thirty life skills lessons taught over a period of three years.

	Year 1 (Level 1)	Year 2 (Level 2)	Year 3 (Level 3)
Self-awareness	Learning about me as a special persons	Self-control	My rights and responsibilities
Empathy	Understanding how people are a like and how we differ, and learning to appreciate the differences between people.	Avoiding prejudice and discrimination of people who differ	Caring of people with AIDS.
Interpersonal relationship skills	Learning to value relationships with friends and family	Forming new relationship and surviving loss of friendship	Seeking support and advice from others in a time of need.
Communication	Basic verbal and non-verbal communication skills	Assertive communication in the face of peer pressure	Using assertiveness to resist pressure to de potentially health damaging activities
Critical thinking	Learning the basic process in critical thinking	Making objective judgment about choices and risks	Resisting media influence on attitudes towards smoking and alcohol
Creative thinking	Developing capacities to think in creative ways	Generating new ideas about things that are taken for granted	Adapting to changing social circumstances
Decision making	Learning basic steps for decision making	Making difficult decisions	Decision making about important life plans
Problem solving	Basic steps for problem solving	Generating solutions to difficult problems	Conflict resolution
Coping with stress	Identifying sources of stress	Methods for coping in stressful situations	Coping in situations of adversity.
Coping with emotions	Recognition of the expression of different emotions	Understanding how emotions affect the way we behave	Coping with emotional distress.

The content of the curriculum for primary teacher is based on five themes, each of which is divided into topics. The five themes are-introduction to the concept of life skills and life skills education, life skills for knowing and living with oneself, life skills for knowing and living with others, life skills for decision making and application of life skills in the World of work. The curriculum also suggest a number of strategies that may be use to enable learners in primary schools develop life skills.

The life skills curriculum presented the matrix form the matrix indicate themes, competences and the content to be handled as well as suggested teaching/instructional strategies.

Self Awareness:- This category of skills enables one to understand who they are, their strengths and weaknesses. The skill includes self awareness, self esteem, and assertiveness coping with emotions and coping with stress. And individual have clear self awareness to enhance self-effectiveness and ability to correctly deal with life situations. Self awareness is the individual's ability to know and understand him / her in term of their personality, character, feelings, motives and desire.

The steps of the actual work as below :

	Competences	Content	Instructional Strategies
1	Define self awareness	Meaning of self awareness	Brainstorming on the concept of self awareness
2	States the importance of self awareness	Importance of self awareness	Discussing the importance of self awareness in pairs.
3	Identifies the values and indicators of self awareness	Values indicators of self awareness	Discussing in small groups or analyzing case studies to identity the values and indicators of self awareness.
4	Analyses self	Characteristics of self	Analyzing awareness of self in groups.
5	Support learners in developing self awareness	Activities for developing self awareness e. g. Counseling giving feedback and trying out different experiences.	Purposeful engagement of learners in activities which develop self awareness e.g. games, sports, music, dance, drama, debate, talk shows.

Empathy :

The dictionary defines empathy as the ability to share someone else feelings and experiences by imagining what it would be like to be in that situation. It is the ability to put oneself in the shows of another, seeing the world as someone else sees it without imposing your values. Empathy needs to a deeper understanding of what other people are experiencing.

The steps of the actual work as below:

	Competences	Content	Instructional Strategies
1	Describes empathy	Meaning of empathy	Explaining the meaning of empathy through think pair- share
2	Distinguishes between empathy and sympathy	Difference between empathy and sympathy	Acting role plays to illustrate the difference between empathy and sympathy.

3	States the importance of empathy	Importance of empathy	Brainstorming on the importance of empathy
4	Identifies the values and indicators of empathy	Values and indicators of empathy	Discussing in groups or analyzing stories, poems, songs and case studies to identify the values of indicators of empathy
5	Supports learner to develop empathy	Activities to develop empathy	Discussing the group generate activities which will be use to support learners in developing the skill of empathy and purposefully engaging learners in those activities.

Creative Thinking :

Creativity is mainly about finding alternative possibilities of how to come up with new and useful ideas. A new idea might be a new theory, product solution to a problem, story, essay or conception for a piece of art. To come up with some thinking new is to produce something that is different and special.

The steps of the actual work as below:

	Competences	Content	Instructional Strategies
1	Expenses the meaning of creative thinking	Meaning of creative thinking	Think pair share to discuss meaning of creative thinking.
2	Demonstrate the methods of creative	Methods of creative thinking e.g. evolution, synthesis revolution	Working in groups to reflect on cases depicting the methods of creative thinking.
3	Identifies positive attitudes for creativity	Obstacles to creative thinking	Acting role plays to illustrate the obstacles to creative thinking
4	Identifies positive attitudes for creativity	Positive attitudes for creativity	Writing short plays and stories to illustrate positive attitude for creativity
5	Identifies the values and indicators of people who think creatively	Values and indicators of creative thinking	Using a plenary contest to identify the values and indicators of creative thinking.
6.	Support learners to develop creativity	Activities to develop skills for creativity such as composing and acting short plays imaginative composition in art and technology	Purposefully engaging learners in activities such composing and acting simple plays and poems and delivering important speeches to promote the development of the skill of creative thinking

Critical Thinking :

Critical thinking is mainly about thinking in an investigative logical and diagnostic manner.

3	States the importance of empathy	Importance of empathy	Brainstorming on the importance of empathy
4	Identifies the values and indicators of empathy	Values and indicators of empathy	Discussing in groups or analyzing stories, poems, songs and case studies to identify the values of indicators of empathy
5	Supports learner to develop empathy	Activities to develop empathy	Discussing the group generate activities which will be use to support learners in developing the skill of empathy and purposefully engaging learners in those activities.

Creative Thinking :

Creativity is mainly about finding alternative possibilities of how to come up with new and useful ideas. A new idea might be a new theory, product solution to a problem, story, essay or conception for a piece of art. To come up with some thinking new is to produce something that is different and special.

The steps of the actual work as below:

	Competences	Content	Instructional Strategies
1	Expenses the meaning of creative thinking	Meaning of creative thinking	Think pair share to discuss meaning of creative thinking.
2	Demonstrate the methods of creative	Methods of creative thinking e.g. evolution, synthesis revolution	Working in groups to reflect on cases depicting the methods of creative thinking.
3	Identifies positive attitudes for creativity	Obstacles to creative thinking	Acting role plays to illustrate the obstacles to creative thinking
4	Identifies positive attitudes for creativity	Positive attitudes for creativity	Writing short plays and stories to illustrate positive attitude for creativity
5	Identifies the values and indicators of people who think creatively	Values and indicators of creative thinking	Using a plenary contest to identify the values and indicators of creative thinking.
6.	Support learners to develop creativity	Activities to develop skills for creativity such as composing and acting short plays imaginative composition in art and technology	Purposefully engaging learners in activities such composing and acting simple plays and poems and delivering important speeches to promote the development of the skill of creative thinking

Critical Thinking :

Critical thinking is mainly about thinking in an investigative logical and diagnostic manner.

The steps of the actual work as below

	Competences	Content	Instructional Strategies
1	Define critical thinking	Meaning of critical thinking	Using buzz groups to explain meaning of critical thinking.
2	Explain the elements of critical thinking	Elements of critical thinking that is conceptualizing, analyzing, synthesizing, evaluation and applying information.	Brainstorming to elicit elements of critical thinking.
3	States the importance of critical thinking	Importance of critical thinking	Working in small groups to discuss importance of critical thinking.
4	Identifies the values and indicators of critical thinking	Values and indicator of critical thinking	In small group's discussion or analyzing simple plays, case study, stories, to identify those, values and indicators of critical thinking.
5	Support learners in developing the skill of critical thinking	Activities to develop critical thinking	In small groups discussing which can promote development of critical thinking and purposefully enaging learners?

Conclusion: Life skills are most important to shape the whole character any human life, thus the life skills are essential to design in curriculum because; The Good Character is proof of Best Curriculum

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• Adjustment and self competent to face the challenges by the youth has been imparted through life skills education.

• Life skills education involves a dynamic teaching process to facility with small groups & pairs, debates, role plays and brainstorming.

• Life skills focus on behavior change and fostering self evaluation & skill adjustment.

Conclusion:

Life skills education plays a major role in today's ruthless competition mechanization and change in the value system, relationships and priorities in life. It gives a value addition programme for the youth to understand self and ability to assess their skills, and their areas of the developments. Life skills education enables the young ones to analyze their capacity to enhance the function in a most fruitful way. It teach the youth to get along with other people, able to adjust with their environment and to take decisions, It also incorporates to build up their values and to communicate effectively. Life skill education helps the youngsters to prepare them for facing the challenges of life positively and constructively in the modern world.

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LIFE SKILL EDUCATION

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Abstract

Life skills are problem solving behaviors used appropriately and responsibly in the management of personal affairs they, are a set of human skills acquired via teaching or direct experience that are use to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on social norms and communing expectations. While certain life skills programs focus on teaching the prevention of certain behaviors the search Institute has found thus programs can be relatively ineffective. Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition our of life skills are likely of differ across cultures and settings however, analysis of the like skills field suggests that there is a core set of skills that are at the Heart, Head, Hands, & Health of skill based initiatives for the promotion of the health and well –being of children and adolescents. Life skills have already been taught in many schools around the world. Some initiatives are in use in just a few schools, whilst in other countries, life skills programmes has been introduced in a large proportion of schools and for different age groups In some countries there are several important life skills initiatives originating in different group in the country e.g. non – governmental organizations education authorities and religious groups.

Life skills education was founded in 1979 by three people who were all working with young adults in Bostan. Life skill education has been considered as very effective form of education especially to youngsters to cope up with the change in them & to make better choice in life. It is a very important those youths are properly nurtured and guided as this will determine a bright future for them ahead. Therefore it is necessary to bring in effective changes in the young minds through systematic training and guidance so that the individual become a will rounded personalities and also successful in life. Life skills play an important role in molding the individual.

Coping with emotions involves recognizing in ourselves and others, being aware of how emotions influence behavior. and being able to respond to emotions appropriately. Intense emotions. like anger or sorrow can have negative on our health if we do not reac appropriately.

Coping with stress is about recognizing the sources of stress in our lives, recognizing how this affects us. and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning

how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

The life skills described above are dealt with here in so far as they can be taught to young people as abilities that they can acquire through learning and practice. For example, problem solving, as a skill, can be described as a series of steps to go through, such as: 1) define the problem; 2) think of all the different kinds of solutions to the problem; 3) weigh up the advantages and disadvantages if each; 4) chose the most appropriate solution and plan how to realize it.

Inevitably, cultural and social factors will determine the exact nature of life skills. For example, eye contact may be encouraged in boys for effective communication, but not for girls in some societies, so gender issues will arise in identifying the nature of life skills for psychological competence. The exact content of life skills education must therefore be determined at the country level, or in a more local context. However, described in general terms, life skills are being taught in such a wide variety of countries that they appear to have relevance across cultures.

Identifying an optimal strategy for life skills education

The wide range of motives for teaching life skills to children and adolescents include the prevention of drug abuse and teenage pregnancy, the promotion of mental well-being and cooperative learning, for adults, life skills appear in programmes such as communication and empathy skills for medical students and counselors, problem solving and critical thinking for business managers, and coping with emotions stressors for people with mental health problems.

Given the wide ranging relevance of life skills, an optimal strategy for the introduction of life skills teaching would be to make it available to all children and adolescents in schools. Life skills teaching promotes the learning of abilities that contribute to positive health behaviour, positive interpersonal relationships, and mental well-being ideally, this learning should occur at a young age, before negative patterns of behavior and interaction have become established.

The school is an appropriate place for the introduction of life skills education because of:

the role of schools in the socialization of young people;

access to children and adolescents on a large scale

economic efficiencies (uses existing infrastructure);

experienced teachers already in place;

high credibility with parents and community members;

possibilities for short and long term evaluation.

Even in countries where a significant proportion of children do not complete schooling, the introduction of life skills education in schools should be a priority. life education is highly relevant to the daily needs of young people. When it is part the school curriculum, the indications are that it helps to prevent school drop-out more, once experience has been gained in the development and implementation programmes for other settings.

Developing life skills programmes

Designing and implementing a life skills programme is only a part of the life skills programme development process. It is equally important to secure long term support and resources for life skill education, and to engage. from the very beginning, all of the potential agencies that would have a role to play in the process of life skills programme development.

Formulation of a strategy for life skills programme development

One of main question about strategy will be wherether to develop a life skills programme or to adopt one that is already being use in the country or elsewhere.

It may be useful to obtain copies of several life skills programmes and to examine them before deciding whether programme adaption is a feasible and appropriate solution. Even where the best strategy is consider to be the design of a life skills programme. This work may be facilitated by reviewing life skill programme to generate ideas for style and content also actual implementation of a life skills programme develop elsewhere. In the short term help local groups gain valuable experience in the skills education can. in the short term help local groups gain valuable experience in the skills education can. even if the eventual goal is to develop rather than adapt a programme.

Critical thinking skills

The teacher provides examples which contrasts critical and uncritical thinking and introduce the critical thinking steps as below:.

1. Choose a subject to examine.
2. Ask questions about the subjects.
3. Gather the information to get answers to your questions.
4. Review the information
5. Determine how you will react.

The teacher uses one of the examples given earlier to go though the critical thinking steps. Then the students work in pairs through a worksheet on which the students have to show their use of the critical thinking steps.

The teacher asks the students to consider why it is so important to understand and use critical thinking skills in a making decision, and to think about areas in their lives when these skills can be applied.

A worksheet with examples of other situation in which the students can practice applying the critical thinking steps is given as a homework assignment and the students are ask to write about a time when they could have done something differently, if they had only asked a few critical questions before hand.

Making Decisions step by step:

The students are asked to explore the advantages and disadvantages and of different ways of making decisions such as :

1. by impulse

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b) procrastinating or "putting off" making a decision
b) not deciding
b) letting others make decisions for us.
b) evaluating all choices and then deciding.

The teacher then tells the group that the last way evaluating different aspects of the situation is the best process to use when making an important decision. And the following model for decision making is presented.

Step 1. Name the choices and alternatives and involved in your decision.

Step 2. Gather information about the decision (considering values, goals and list what facts you need to know)

Step 3. List the advantages and disadvantages of each choice.

Step 4. Make your decision and list your reasons for this choice.

The students go through the model for example decision making dilemmas situation first together and then in small groups then the students compare how the different groups handled the same dilemma. The teacher asks if anyone wants to share a real dilemma that the group could try to look at using the decision making steps.

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National Seminar
On
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A National Seminar

On

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' Creating a Learning Society'

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Lifelong Learning

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Introduction

Lifelong learning is the ongoing, voluntary and self-motivated pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability. The term recognizes that learning is not confined to childhood or the classroom but takes place throughout life and in a range of situations. During the last fifty years, constant scientific and technological innovation and change has had a profound effect on learning needs and styles Learning can no longer be divided into a place and time to acquire knowledge (school) and a place and time to apply the knowledge acquired (the workplace). Instead, learning can be seen as something that takes place on an learning basis form our daily interactions with others and with the World around us. The concept of lifelong learning is not new, but its importance has varied over time and place. This in itself is not remarkable, political ideas and concepts may reemerge with different attributions depending on interests and context.

There are several established contexts for Lifelong Learning beyond traditional " brick and mortar' schooling,

- Home schooling-involves learning to lerning to learn or the development of informal learning patterns.
- Adult education-or the acquisition of formal qualifications or work and leisure skill later in life.
- Continuing education-which often describes extension or not for credit courses offered by higher education institutions.
- Knowledge work-which includes professional development and on job training.
- Personal learning environments-or self directed learning using arange of sources and tools including online applications.

E-learning is available at most colleges and universities or to individuals learning independently. There are even online coureses being offered for free by many institutions.

One new (2008 and beyond) expression of lifelong learning is the Massive open online course

(a mooc). in which a teacher or team offers a syllabus and some direction for the participation of hundreds, sometimes thousands of learners. Most MOOC do not offer typical "credit" for courses taken, which is why they are interesting and useful examples of Lifelong learning.

Knowing the learner
(Self-awareness)

Evaluating learning —— Lifelong Learner —— Planning for learning
(Self-monitoring)   (Self management)

Understanding how to learn
(Meta-learninig)
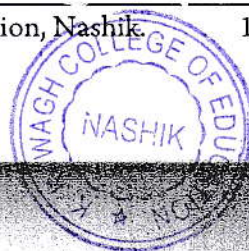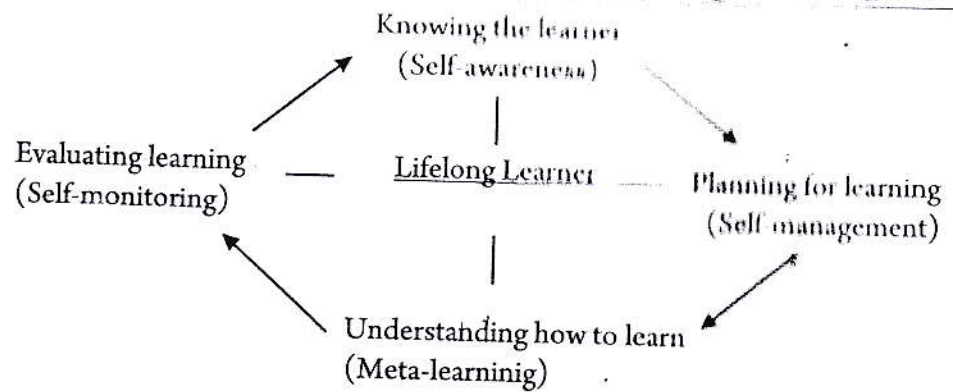
Lifewide Dimension of Lifelong learning :-

Lifelong lerning epitomised the individual's personal development and increased self confidence. Individual autonomy, self realisation, equality and democracy were keywords and Lifelong learning was regarded as one of number of elements in a broader ideological context.

Lifelong learning is merged with elements of economic human capital therory. At the risk of over simplification, we can say that the term lifelong learning has been transformed from idealism to eductionism. There is something to be gained form both generations of concept. Economic reality cannot be disregarded. the economy and the labour market impose legitimate demands on education and competence, but lifelong learning is also important for the development of democracy and from a humanistic educational perspective. Traditional educational policy values such as 'equality' and 'equivalence' must be safeguarded also in a lifelong system which expands outside the boundaries of the formal educational system.

Democracy and the economy are of course interlinked with each other. A stable democracy is a perequisite for long economic growth. But both generations of lifelong learning can be criticised as lacking in concrete ideas as regards responsibility and implementation. One factor contributing to this is that the concept has become fuzzy and steering insturments. One way of circumventing this is to start with the simple, and give lifelong learning a fundamental framework, it is possible to identify important learning environments, actors and institutions.

On the basis the responsibility relationship can be discussed, perhaps even clarified and strategies for implementation can be developed. The concept of lifelong learning can be described with the help of a two dimensional framework. The lifelong dimension represents what the individual learns throughout the whole life-span. Knowledge rapidly becomes obsolete and it is necessary for the individual to update knowledge and competence inf a continusous process of learning, Education cannot be limited to the time spent in school, the individual must have a real opportunity to learn throughout life.

The life long dimension is non-problematic, what is that individual learns throughout life, the lifewide dimension refers to the fact that learning takes place in a variety of different environments and situations and is not only confined to the formal educational system. Lifewide learning covers formal, non-formal learning.

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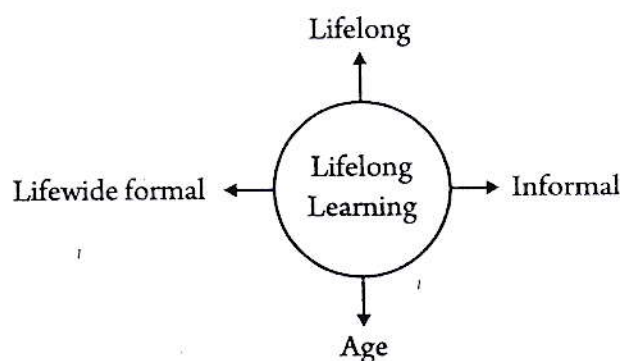
A Conceptual framework for lifelong learning

The term lifelong learning can be represented by these two dimensions as is illustrated by the fundamental conceptual framework in figure. The two dimensional framework is a simplified representation, but its very simplicity is an advantage. It is not difficult taking the figure as our starting point in imagines and draw up an initial categorisation of different learning environments.

Formal education refers to organized education within the framework of the formal educational system. This part of the lifelong system is the part we first think about when we speak about education. The formal educational system is represented by the left hand side of the figure. Child care and youth schooling in the bottom left corner and higher education and adult education in the upper left corner. But lifelong learning is more than youth schooling and adult education. Non formal education is organized education outside the formal educational system. Under this we find labour market trainning, in service tranining, competence development, popular adult education and other course activities.

Informal learning lacks a clear educational situation, It takes place outside organized, explicit education. Also here the work place can be such an informal learning environment if it provides independent and varying work tasks where there is scope for taking responsibility. Informal living takes place in the world of societies, in the family and everyday reality. But the diagram is a simplification and initially the lifewide dimension appears to consist of a number of closely related sub dimensions.

Different learning environments can, for instance, be arranged in terms of organiser. Does education takes place under public or private auspices ? Education situation and learning environments can also be distinguished in terms of organisation and sturcture. Intentionality is a third dimension, learning may be intentional or a side effect of some other factor or unplanned without any explicit focus on learning, but still wiht an important impact on the individuals knowledge and competence. When we later draw wp an inventory and discuss the anatomy of lifelong learning. it turns out that it cannot be represented and described by simplie models due to it's complexity a final reflection on the two dimensional framwork may well be that we do not as yet have all the tools and knowledge needed to be able to present a picture of lifelong learning.

The lifewide dimension and the tripartite concept covering "formal", "non-formal" and" informal" learning corresponds relatively well with divisinon into three traditional policy sectors and the next step is to make the fundamental framework concrete and give greater prominence to relevant learning environments. Lifelong learning is a key issue in education policy and popular adult education the labour market and the work place as well as civil society. The division into three policy sector is a combination of the three dimension of the concept of lifewide learning.

Policy Sectors (Learning Environments)

Formal Education	Labour market & Work Place	Civil society
Adult Education	Labour market training	Voluntary civil association
Higher Education	Learning workplaces	Learning organisation
Upper Sec.School	Workplace training	Local community
Compulsory School		Family
Child Care		

Lifelong learning in different policy sectors. Above table provides a rough sketch of important learning situations & environment inf lifelong learining as they appear today. division into three policy sectors is somewhat arbitrary, different learning environments can be classified into different sectors and there is no watertight division between the subsystems.

the picture in table does't claim to be exhaustive but rather indicative of the most important existing learning environments. Important actors and institutions can be different learning environments. Lifelong learning puts the focus on the individual. At every stage of an individual's lifespan, there should be education and learning opportunities based on the needs of individuals, their background and competence. This means that the classifications in the table into educational forms based on the age of the individual is not really relevent. Needs rather than age determine the forms of education and learning, and the important issue is that there are different forms which mach different individuals.

Adult Literacy and lifelong learning in India :-

Despite growth of literacy during 1991-2001, the magnitude of illiteracy among different population in absolute terms reveal the extent of challenge of literacy in the 21st Century. The seven states with literacy rate below 65.4% Uttar Pradesh, Bihar, Jharkhand, Rajasthan, Madhya Pradesh, Orissa, Andhra Pradesh accounted for around 59.2% of India's non literate populaction. Even the states with medium literacy rate 67.8% and somewhat higher socio economic development for example West Bengal, Maharashtra, gujarat, Tamil Nadu and Karnataka also had illiterate population of 27.9%.

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Eight key competences for lifelong learning :-

1. **Communication in the mother tongue,** which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening speaking, reading, and writhing) and to interact linguistically in an appropriate and creative way in a full range of social and cultural contexts;

2. **Communication in foreign languages,** which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing;

3. **mathematical competence and basic competences in science and technology.** Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodolgies that explain the natural world. These involve an undrstanding of the changes caused by human activity and the responsibility of each individual as a citizen;

4. **digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);

5. **learning to learn** is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance wiht one's own needs, and awareness of methods and opportunities;

6. **social and civic competences.** Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviors that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social wellbeing. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. civic competence, and particularly knowledge of scoial and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;

7. **sense of initiative and entrepreneurship** is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The indivaidual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;

8. **cultural awareness and expression,** which involves appreciation of the importance of the creative expression of iedas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts). These key competences are all interdependent, and the emphasis in each case is on critical thinking, creaivity, initiative, problem solving, risk assessment, decision taking and constructive management of feelinges.

Policies to encourage Lifelong learning:-

A study of efforts by 15 countries to develop lifelong learning through reform of qualifications systems reveals 9 broad policy responses that other countries can draw on to develop and refine their policies on lifelong learning:

- **Increased flexibility and responsiveness:** Offering more customised training and greater choice. The focus is on being responsive to individuals, enterprises and the economy. The dominant ideas are targeting programmes to the individual and a learner-centered approach.

- **Motivating young people to learn:** Stresses the importance of success in initial education and training, and becoming confident in basic skills. Introducing vocational Elements into school courses is a possibility.

- **Linking education and work:** Reflects a strong desire to see qualifications systems as a strong link between the education/training system and the labour market, and the Economy more generally.

- **Facilitating open access to qualifications:** This may mean drawing wp specific routes to occupation or jobs, recognising a wide range of achievements and moving barriers for excluded groups.

- **Diversifying assessment processes:** This often requires making assessment fit for its purpose and attempting to recognise all kinds of learning.

- **Making the qualification system transparent:** Learning is linked to job hierarchies, adult learning is expanded and relationships between qualifications are classified.

- **Reviewing funding and increasing efficinecy:** Reducing cost is the most obvious goal. Reviewing efficiency is another. Expanding private capacity for training is also an approach.

- **Better managing the qualifications system :** This implies better co-ordination of the different institutions involved and increasing the local management of programmes.

Mechanisms to trigger more and better lifelong learning:-

These mechanisms, defined as conceptual links between qualifications systems and lifelong learning, are based on evidence of behavioural change wihtin the main stakeholder groups. The most successful are highlighted in bold.

1. Communicating returns to learning for qualification.
2. Recognisig skills for employability.
3. Establishing a qualification framework.
4. Increasing learner choice in qualifications.
5. Clarifying lerarning pathways.
6. Providing credit transfer.
7. Increasing flexibilty in learning programmes leading t o qualifications.
8. Creating new routes to qualifications.
9. Lowering cost of qualification.
10. Recognising non-formal and informal learing.
11. Monitoring the qualifications system.

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12. Optimising stakeholder involvement in the qualification system.
13. Impriving needs analysis methods so that qualifications are up-to-date.
14. Improving qualification use in recruitment.
15. Ensuring qualifications are portable.
16. Investing in pedagogical innovation.
17. Expressing qualifications as learning outcomes.
18. Improving co-ordination in the qualifications system.
19. Optimising quality assurance.
20. Improving information and guidance about qualifications systems.

The most successful of these mechanisms for achieving change include establishing a qualifications framework, providing credit transfer, creating new routes to qualifications, recognizing informal and non-formal learning and ensuring inbvolvement of all stkeholers.

Establishing a qualifications framework is vital in terms of establishing a basis from which to measure improvements in quality, accessibility and recognition of qualifications. Without a framework that classifies and describes qulifications, whether as a general measure of learning (Such as initial education) or specific skills for a particulars sector, governments cannot judge whether the system is getting better at delivering lifelong learning.

Credit transfer is a particularly useful means of achieving lifelong larning in an efficient way. It enables people to gain credit for existing skills so as not to repeat work, and to use one qualification as a stepping stone to another, thus avoiding the trap of "dead end" qualifications. For credit transfer to work, policy makers need to put a value on a specific amount of learnign or a specific skill, so that it can be transferred to another qualificatiohn. One relatively simple and low-cost way of improving the overall skills base of the workforce without having to create new qualifications is create new routes to access exiting qualifications. For example, if a particular type of technical education is only open to school-leavers with a specific high-school diploma it could also be opened up to adults already working if they can demonstrate sufficient basic techincal knowledge.

Recognising informal and non-formal learning is also important in creating a system where the elements of lifelong learning are recognised and portable. If workers are taught how to operate a particular machine or use particular software by a more experienced colleague, they may not acquire a paper qualification but have nonetheless deliberately acquired a specific work skill. Finding ways to recognise such skills can make them portable and avoid the cost in time and money of the person having to formally stady them just to acquire the relevant piece of paper.

Optimising stakeholder involvement in the qualification system is also a powerful way of encouraging employers and employees to make more use of qualifications. If people want ot learn online from home in their free time, then they should be able to do so (providing, of course that their qualification lends itself to theis methhod). Employers might be willing to devate more resources to leraning towards qualifications for their employees if they were directly involved in developing qualifications of use for workforce.

Lifelong learning is an ongoing process, not a on-time major life choice which determines your entire future career. So if someone decides to change direction, or to put the learnin curve on hold for a while, it should be possible to exit from the course at certain points while obtaining credit for the the skills acquired to date.

It is a documented fact that those with most initial education are most likely to benefit from further learning and training during their working lives. A qualifications system for lifelong learning therefore must be sure to create entry points of those with few initial qualifications, for example by recognising basic employablility skills learnt in the wokplace such as ablility to follow instuctions or good timekeeping, even if these are not currently recognised by any existing qualification.

It may also be helpful to find ways to measure and recognise informal learning in the workplace, which can be particularly useful for those unwilling to engage with formal learning processes. Cost is also often an issue, particularly for the low - skilled who are also generally the lower-paid. Cost is not just a question of money, but also of the amount of time someone to needs to spend acquiring a qualification, and how much of it personal, rather than work, time.

And of course, policy makers need to monitor and measure whether the qualifications whether it is helping to deliver lifelong learning. Stakeholders need to be involved in developing the qualifications system so that they can explain what their needs are. And everyone needs to know that the system is delivering quality outcomes - a workforce with increased quality skills that are adaptable and portable and which meet employer's needs.

Some Strategies for Effective Implemenation of Lifelong Learning as Viable Option for Enhancing employment potential :-

The implementation of lifelong learning policies requires strong partnerships between public authorities, higher education institutions, students, employers and employees. Successful policies for lifelong learning will include basic principles and procedures for recognition of prior learning on the basis of learning outcomes regardless of whether the knowledge, skills, and competencies were acquired through formal, non-formal or informal learning paths.

In addition to this, following strategies may prove helpful in effective implementation of lifelong learning.

Identify and recognise all forms of learning with their target potential not just formal courses.

Identify the importance of developing foundation skills that are wider than those traditionally identified as central, including in particular, motivation and the capacity for self directed learning.

Promote a culture of learning through different broadcasting media.

Find out the degree to which governments and social partners are convinced of the need to refresh and ugrade adult skills.

Emphasis on the reformulation of access and equity priorities in a lifelong context, by looking at the opportunities that are available to individuals across their cycle and in the different settings where learning can occur. Furthermore, inequalities in society often raise problems of mutual

understanding and adjustment within organisation, in society at large and in the democratic process.

Recourse allocation across all sectors and sttings, including, one might add the incentives facing the various participants and the likely effect of such incentives on oucomes in terms of lifelong learning.

The requirement for collaboration in poicy development and implementation among a wide range of partners.

To achieve stable and sustainable and sustainable growth, we need a well educated, well equipped and adaptable work force and to cope with rapid changes and challenges of the age, we must ensure that people can return to learning throughout their lives. Our higher education institutions togerther with government agencies and employers must improve the provisison, accessibility and quality of the careers and employment related quidance services to students, and encourage learning while earning. This will make lifelong learning as an effective tool for enhancing employment potential of the learners.

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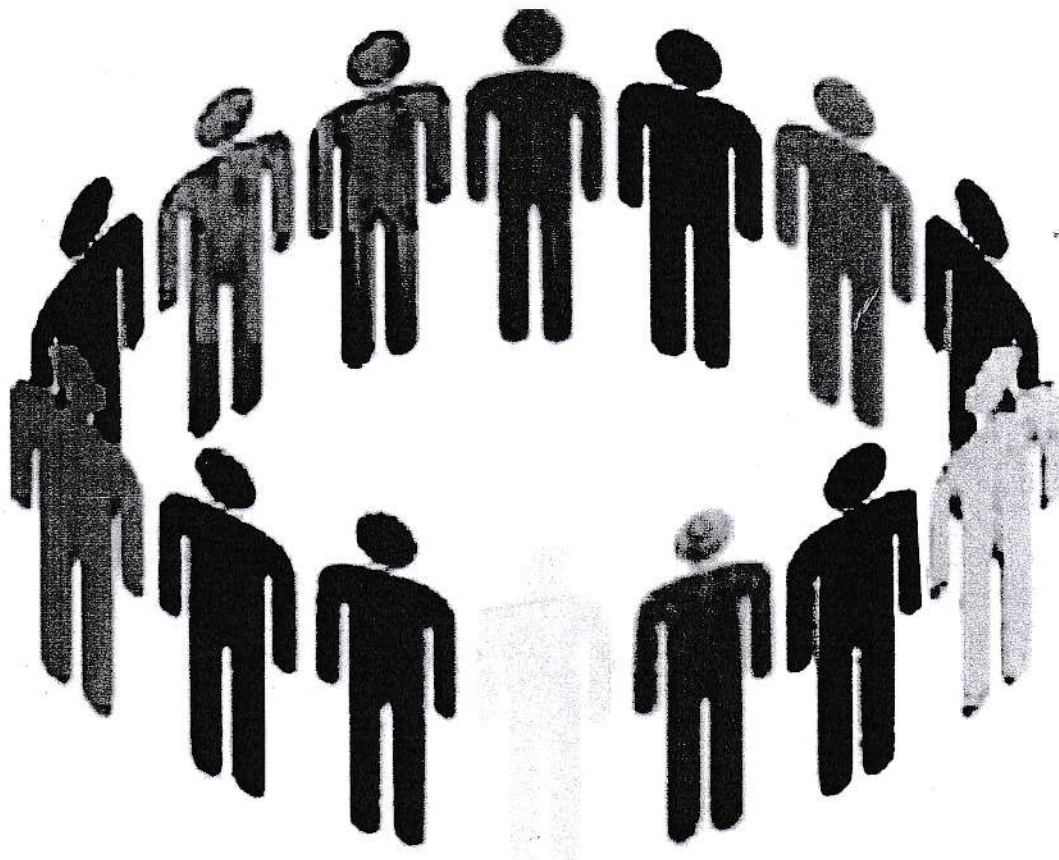
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Organisational Leadership

Organisational Leadership

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Abstract: Leadership is all about influencing motivating and inspiring people to create vision and achieve it .vision can be total quality. Total quality management (TQM) is a never ending journey. It is a tryst with quality. It is a passion a pride indeed an obsession It is a journey involving all, with a focus on the leadership. The challenge in building a quality institution is in creating the passion, the obsession and the tryst with quality involving all in the organization. That whipping up of the passion in the organization and guiding and carrying all in that journey is the challenge to the leadership in the TQM Organization.

Often we come across a question, " Are leaders born or straight they be made?" There is on straight and easy answer leadership is part of personality; hence it is shaped by environmental exposure in the early years of life. Some qualities may be inherited. However behavioral modification is a tested technique in management. Leadership behavior can also be modified to make it more effective though sustained effort. However, it cannot be induced externally; it can come only through self-concern. In other words, leadership qualities can be inculcated only if a leader makes deliberate sustained efforts. In a way the implicit message is that the full potential of leadership is hardly known. Planned and deliberate efforts to inculcate leadership. Qualities can optimize the potential.

Human beings are the most precious part of the organisation. In the organisation, effective utilisation of the capacity of human resources depends upon the management. Management can get the results from the people in the organisation in two ways 1) by exercising authority 2) by winning support of the people, out of these the second method is better as it has lasting effect over the people's motivation. However, it is only possible when a manager become their leader in the real sense to influence their behaviour in desired direction. This leadership is an essential intergradient for successful organisation. It is an integral part management and play a vital role in managerial operations, success of any organisation depends upon dynamic and effective leadership.

The nature of Leadership:

Turning a group of people into a successful team, then, requires attention to three interdependent area of need:

- The need to accomplish the common task.
- The need to keep the group together as a cohesive unit.
- The needs brought with them into the working situation by virtue of being human and personal.

Now it is not theoretically necessary for a working group to have a designed or even recognised leader provided someone always comes up at the right time & in the right way
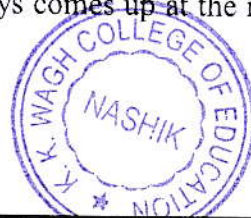
with the necessary function, that "someone" need not be an identifiable leader in our usual sense of the word.

Task, team & individual –constitute the core role or responsibility of the leader.

The Functions of Leadership:

From the simple to the most complex, the necessary response can then be articulated as a single set of functions that meet all three circles, either directly or indirectly, By giving some examples of now the function may be performed in certain contexts it is possible to put some flesh on the bare bones of such words as 'planning' or 'supporting'.

The Leader's Role:

- Planning:
  * Seeking all available information.
  * Detaining group task.
  * Purpose of goal.
  * Making a workable plan (in the right decision making framework.)
- Initiating:
  * Briefing group on aims & plan.
  *Explaining why aim or plan is necessary.
  *Allocating tasks to group members.
  *Setting group standards.
- Controlling:
  * Maintaining group standards ,
  * Influencing tempo.
  * ensuring all actions are taken towards objectives.
  * keep discussion relevant.
  * prodding group to action/decision.
- Informing:
  * Clarifying task and plan.
  *Giving new information to the group.
  *That is, keeping them in the picture.
  *Receiving information from the group.
  *Summarising suggestions and ideas clearly.
- Evaluating:
  * checking feasibility of an idea,
  *Testing the consequences of a proposed solution.
  *Evaluating group performance.
  *Helping the group to evaluate its own performance against standards.

The human side of enterprise:

- Leadership: including team-building, motivation and delegation.
- Decision: Making, problem-solving & creative thinking.
- Communication: The four basic skills (speaking, Listening, Reading and Writing) Communication in meetings and communication within an organisation.
- Time Management: Organising oneself & one's time, as well as not wasting the time of others.

Ten principles for improving leadership in organisations:

Principle 1

The organisation determines the leadership it gets, not the individual.

Principle 2

The issue is : 'How well does the organisation work as a system to deliver leadership appropriate to its future?' This is the target of OD leadership-improvement interventions.

Principle 3

The organisation's needs are demand-pull in nature-expressed as a clear, requirement for the leadership that the organisation has to pull into itself in order to deliver specific, needed change, including how well it works as a system to deliver organisation-wide leadership appropriate to its future.

Principle 4

Most typical management development responses are supply-push in nature, such strategies wrongly assume that pushing more talented individual leaders into the organisation per se will lead to the changes that the organisation requires for itself.(not for the individual leader)

Principle 5

You cannot solve demand – pull needs with supply-push responses.

Principle 6

You cannot meet organisation-based needs with individual-based responses.

Principle 7

Development (that is relevant and well-designed) is the means of achieving organisational ends. Development is not the end to be improved by organisational means.

Principle 8

You cannot separate out one variable (such as leadership) as through it can exist in isolation of others. The individual and the individual's environment are indivisible.

Principle 9

It takes leadership to see that the problem calls for improved leadership.

Principle 10

At the top of the change pyramid there needs to be a super-leadership system that makes it clear to leaders that the status quo is untenable, and that they will be held accountable for delivering an improvement process that will have failed if it doesn't change the status quo.

Features of Leadership:

1. Leadership is a continuous process of behaviour; it is not one shot activity.
2. Leadership may be seen in terms of relationship between a leader and his followers, individuals as well as group functioning for common goals.
3. By exercising his leadership the leader tries to influence the behaviour of individuals or group of individuals around him to achieve common goals.
4. By exercising his leadership the leader tries to influence the behaviour of individuals or group of individuals around him to achieve common goals. The followers work willingly and enthusiastically to achieve those goals. Thus, there is no coercive force which include the followers to work.
5. Leadership gives an experience of help to followers to attend common goals. It happens when the leader fills the importance of individuals gives them recognition and conveys them about the importance of activities perform by them.
6. Leadership is conveys them about the importance of activities perform by them. Leadership is exercise in a particular situation at a given point of time and under specific set of circumstances it implies that leadership styles may be different under different situation.

Concept of Leadership:

The concept of leadership has undergone a sea change from the concept of corn leader to effective leader. Views, assumption and theories of leadership have change significantly in recent years. The quality of leadership provided by the managers determines the degree the success of businessman. Some people are born leaders and little training or development to develop leadership skills. However, born leader can be more efficient with little training.

Leadership is an important part of managing process. The manager becomes more effective and efficient. If he is a good leader without having qualities of a goods leader. He may find it difficult of direct the activities of some ordinate for achieving organisational objective more so the success development and growth of the organisation depends on the leadership qualities of its managers.

Significance of the Leadership:

1. Directing and motivating the subordinates.
2. Getting co-operation of the employees.
3. Creating confidence among employees.
4. Creating conductive work environment.
5. Introducing change
6. Following discipline among members.

7. Representing the members.

8. Providing satisfaction to the members.

Characteristics of a leader:

A leader has certain inherent qualities and traits, which assists him in directing and guiding role to influence the people. Some of these according to stogdill as given below:

1. Physical features.
2. Intelligence
3. Emotional stability
4. Human relations
5. Empathy
6. Objectivity
7. Motivating skills
8. Technical skills
9. Communication skills
10. Social skills

Characteristics of successful leader:

Characteristics	Description
Drive	Desire for achievement, ambition and high energy tenacity, initiative
Honesty & Integrity	Trust worthy, reliable open
Leadership motivation	Desire to exercise influence over other to reach share goals.
Self confidence	Trust in own abilities
Cognitive ability	Intelligence, ability to integrate and interpret large amount of information.
Knowledge of the business	Knowledge of industry relevant technical matters
Creativity	Originality
Flexibility	Ability to adopt to need of followers and requirements of situation.

The three major principles of Total Quality Management (TQM)

1. Percener orientation
2. Involvement of all
3. Quest for continuous improvement of quality (not one shot)

One who is anchored in percener's needs and expectation can inspire the quest for continuous improvement of quality or incite the passion. One who can achieve quality through involvement of all is eligible to lead a TQM institution. Thus, drawing from the three pillars of TQM a TQM leader is characterized by the following attributes.

Percener focus:

-Conscious of responsibility to perceners

-Identification various categories of perceners.

-Sensitive to their expectations

-Make deliberate efforts to ascertain and appreciate percener expectations.

Involvement of an:

-Inspires colleagues in the quest for quality

-Involves all in developing vision and quality management.

-Empowers colleagues to improve and take risks.

-Promotes sense of equality

-Removes bottlenecks.

-Continuous improvement

-Personally innovates

-Demonstrates constancy of purpose towards quality

-Walks the talk

-Plans long –term strategies

-Reviews and resets systems.

Deming's 14 cardinal principles of TQM have implications for leadership:

1. Create constancy of purpose for improvement
2. Adopt new philosophy
3. Improve constantly and forever the system of production and service.
4. Institute training on the job.
5. Improve quality and productivity and thus constantly decrease cost
6. Institute leadership
7. Drive out fear so that everyone may work effectively for the company.
8. Break down the barriers between departments.
9. Institute a vigorous programme of education and self improvement
10. Put everyone in the company to work to accomplish the transformation.

The challenge to leadership in a TQM context is that of adopting a new philosophy, a philosophy of a quality culture and all other associated processes and systems that ensure generating a quality culture Deming exhort leader to create constancy of purpose for quality management. The most significant challenge is instituting leadership implying moving away from management of leading. It also implies creating and mentoring leadership or all levels. Similarly, sallies (1996) indicators of quality instruction also have a series of implications for leadership.

-Has a strategy for leadership.

-Has a quality policy and plan

-Senior management is of leading quality

-Improvement process involve everybody .

-Quality facilitators leads the improvement process.

-Treats colleagues as customers.

The principles as a leader, is challenged to develop a distinctive mission with a long term plan with a set of quality policies plans and strategies other important challenges are involving everybody in an environment of equality. Also there is the challenge of leading from the front

Educational Leadership:

The significance of leadership for undertaking the transformation to TQM should not be underestimated. Without leadership at all levels of the institution the improvement process cannot be sustained. Commitment to quality has to be a top-down process. It has been estimated that 80 percent of quality initiatives fail in the first two years. The main reason for failure is lack of senior management backing and commitment.

Quality improvement is too important to leave to the quality coordinator. To succeed in education TQM leave the quality coordinators. To succeed in education TQM requires strong and purposed leadership. Typically managers in non TQM organisations spend 30 percent of their time in dealing with systems. Failure, complaints and with fire fighting. As TQM saves that time managers have more time to lead plan ahead develop new ideas and work closely with customers.

Prescriptions of the qualities required by an excellent educational leader are worth consideration. They see the educational leader as needing the following perspectives:

- Vision and symbols. The Head-teacher or principle must communicate the institution's values to the staff, pupils and student and the wider community.
- Management by waling about is the required leadership style for any institution.
- 'For the Kids' this is their educational equivalent to close to the customer. It ensures that the institution has a clear focus on its primary customer.
- Authority, experimentation and support for failure. Educational leaders must encourage innovation among their staff and he prepared for the failures that inevitability accompany innovation.
- Create a sense of 'family'. The leader needs to create a feeling of community among the institutions pupils' students' parents, teachers and support staff.
- Sense of the whole, rhythm, passion intensity and enthusiasm. These are the essential personal qualities required of the educational leader.

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Terrorism :
A Challenge before Human Rights

HUMAN RIGHTS EDUCATION

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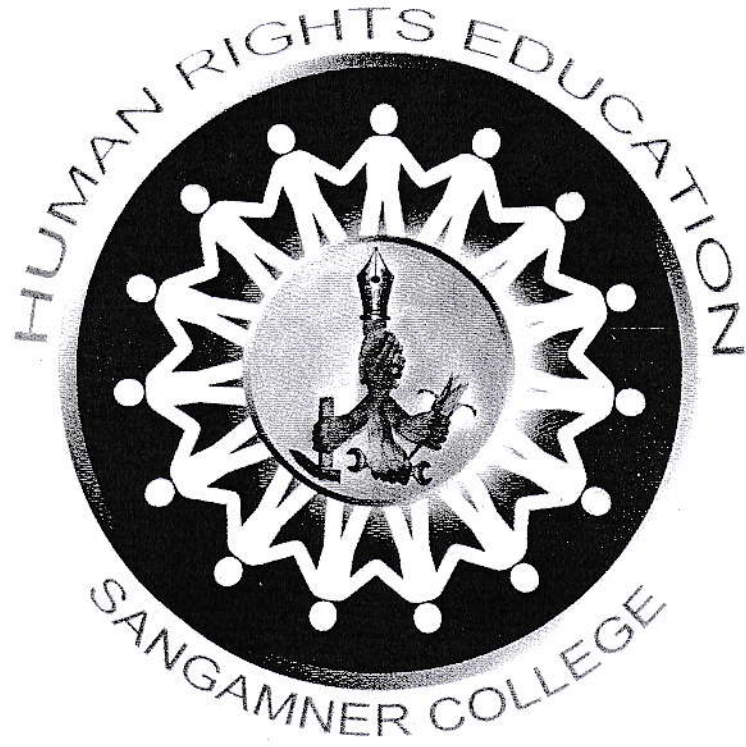
दहशतवाद : मानवी हक्क्कांसमोरील आव्हान

Editor
Prin. Dr. K. K. Deshmukh
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ON

TERRORISM : A CHALLENGE BEFORE HUMAN RIGHTS

14th March 2015

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Volume I

Concept of Terrorism

Prof. Mrs. Usha prashant Kshatriya

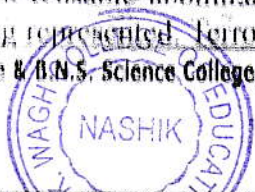K. K. Wagh College of Education, Nashik.

Abstract

A terrorist is a person who creates fear panic among the organization to which he belongs. Terrorism usually is of two kinds. There is political terrorism which seeks to achieve its political end by creating fear and panic on a large scale. There is also criminal terrorism which indulges in kidnappings in order to extort huge amounts by way of ransom. Political terrorism is much more dangerous and its consequences can be disastrous. Political terrorists are well organized and well-trained and it often becomes difficult for the law enforcing agencies to arrest them in time. They indulge in senseless violence on a large scale in order to intimidate the people and the government. Hijacking of aero planes, arson, robberies, murder of eminent personalities, shooting down of innocent people indiscriminately, use of transistor bombs and other explosives, spreading of rumors' etc. are the various devices used by terrorist organizations in order to achieve their political ends. Terrorists constantly change their hide-outs and their tactics in order to escape arrest and punishment. When arrested, they try to commit suicide or are killed by their own close associates. They may think that they are patriots, but in reality they are antisocial or criminal elements who are exploited by clever politicians to achieve their own ends. Terrorism is a world-wide problem. It is there in the middle-east and in most countries of Europe. Very often it is seen that terrorist groups receive money, weapons, training and guidance, from other countries and this enables them to attain a high level of performance. In the case of the Punjab terrorists, there were no doubt they were receiving training, weapons, sanctuary and other forms of material assistance from Pakistan. It was not an easy job to seal the long border completely and prevent flow of arms to the terrorists, but through strong and determined steps, these terrorists are completely flushed out and peace is restored in Punjab.

TERRORISM :

Terrorism refers only to those violent acts which are intended to create fear (terror), are perpetrated for an ideological goal (as opposed to a lone attack), and deliberately target or disregard the safety of civilians.

Terrorism is not new, and even though it has been used since the beginning of recorded history it can be relatively hard to define. Terrorism has been described variously as both a tactic and strategy; a crime and a holy duty; a justified reaction to oppression and an inexcusable abomination. Obviously, a lot depends on whose point of view is being represented. Terrorism has often been an effective tactic for

the weaker side in a conflict. As an asymmetric form of conflict, it confers coe power with many of the advantages of military force at a fraction of the cost. Du the secretive nature and small size of terrorist organizations, they often opponents no clear organization to defend against or to deter.

Terrorism is a criminal act that influences an audience beyond the immediate vict The strategy of terrorists is to commit acts of violence that draws the attention of local populace, the government, and the world to their cause. The terrorists p their attack to obtain the greatest publicity, choosing targets that symbolize wh they oppose. The effectiveness of the terrorist act lies not in the act itself, but in t public's or government's reaction to the act.

INTRODUCTION:-

Following the tragedy of 9/11, history's most deadly terrorist attacks, the U.S declared War on Terror. As a result, terrorism has become a source of pervasive fea and loathing across America. On September 12th the nation awakened to a realit already known throughout much of the world and the first question Americans asked was, "Why do they hate us?" But few waited to hear the answers. Perhaps some thought it was a rhetorical question, while others waited for the government and media to provide answers. The first rule of war is to know your enemy. Terrorists are not a simple enemy to know. They have a myriad of complex motivations as individuals and as groups. In fact, few people can even agree on a definition of terrorism. Many people agree that terrorism is a despicable crime, but others argue that one person's terrorist is another's freedom fighter.

This series of Issue Briefings attempts to present some alternative viewpoints, not to justify or condone terrorism (mandatory disclaimer), but to shed some light on what motivates people to kill and die for a political purpose and to suggest some different perspectives and ways to approach the problem of political violence.

In 2001, the U.S. State Department had officially designated 22 foreign terrorist organizations. By 2003 the list had grown to 36 organizations with dozens more groups listed as unofficial terrorist organizations. Either terrorism is a tremendous growth industry, or the definition of terrorism has become increasingly liberal in its designations.

Terrorism is not a mysterious phenomenon, it's simply a form of political violence. It's a tactic, not a movement. Terrorism represents the final escalation in the process of political violence. Arguably, terrorism or less deadly forms of political violence would not exist if other non-violent methods of reform and conflict resolution were available to the dissidents.

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CHARACTERISTICS OF TERRORISM:-

1. Deliberate Planning

2. Create Fear & Terror

3. Not Limited Boundaries

Achievement of Interest & Objective   3. Hit the Target
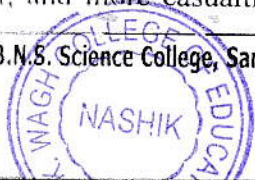
4. Infuse Uncertainty & Anxiety
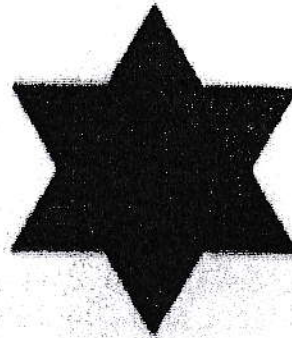
HISTORY OF TERRORISM

Terrorist acts or the threat of such action have been in existence for millennia. Despite having a history longer than the modern nation-state, the use of terror by governments and those that contest their power remains poorly understood. While the meaning of the word terror itself is clear, when it is applied to acts and actors in the real world it becomes confused. Part of this is due to the use of terror tactics by actors at all levels in the social and political environment.

GOALS AND MOTIVATIONS OF TERRORISM

Ideology and motivation will influence the objectives of terrorist operations, especially regarding the casualty rate. Groups with secular ideologies and non-religious goals will often attempt highly selective and discriminate acts of violence to achieve a specific political aim. This often requires them to keep casualties at the minimum amount necessary to attain the objective. This is both to avoid a backlash that might severely damage the organization, and also maintain the appearance of a rational group that has legitimate grievances. By limiting their attacks they reduce the risk of undermining external political and economic support. Groups that comprise a "wing" of an insurgency, or are affiliated with aboveground, sometimes legitimate, political organizations often operate under these constraints. The tensions caused by balancing these considerations are often a prime factor in the development of splinter groups and internal factions within these organizations. In contrast, religiously oriented and millenarian groups typically attempt to inflict as many casualties as possible. Because of the apocalyptic frame of reference they use, loss of life is irrelevant, and more casualties are better. Losses among their co-

religionists are of little account, because such casualties will reap the benefits of th afterlife. The intents of terrorism are,

- Produce widespread fear.
- Obtain worldwide, national, or local recognition for their cause by attracting th attention of the media.
- Harass, weaken, or embarrass government security forces so that th government overreacts and appears repressive.
- Steal or extort money and equipment, especially weapons and ammunition vita to the operation of their group.
- Destroy facilities or disrupt lines of communication in order to create doubt tha the government can provide for and protect its citizens.
- Discourage foreign INVESTMENTS, tourism, or assistance programs that can affect the target country's economy and support of the government in power.
- Influence government decisions, legislation, or other critical decisions.
- Free prisoners.
- Satisfy vengeance.
- Turn the tide in a guerrilla war by forcing government security forces to concentrate their efforts in urban areas. This allows the terrorist group to establish itself among the local populace in rural areas.

TYPES OF TERRORISM:-

Researchers have classified terrorism into six categories.

1. Civil disorder – A form of collective violence interfering with the peace, security, and normal functioning of the community.

2. Political terrorism – Violent criminal behavior designed primarily to generate fear in the community, or substantial segment of it, for political purposes.

3. Non-Political terrorism – Terrorism that is not aimed at political purposes but which exhibits "conscious design to create and maintain a high degree of fear for coercive purposes, but the end is individual or collective gain rather than the achievement of a political objective."

4. Quasi-terrorism – The activities incidental to the commission of crimes of violence that are similar in form and method to genuine terrorism but which nevertheless lack its essential ingredient. It is not the main purpose of the quasi-terrorists to induce terror in the immediate victim as in the case of genuine terrorism, but the quasi-terrorist uses the modalities and techniques of the genuine terrorist and produces similar consequences and reaction. For example, the fleeing felon who takes hostages is a quasi-terrorist, whose methods are similar to those of the genuine terrorist but whose purposes are quite different.

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Limited political terrorism — Genuine political terrorism is characterized by a substantive approach. limited political terrorism refers to "acts of terrorism which are committed for ideological or political motives but which are not part of a sustained campaign to capture control of the state.

Official or state terrorism — "referring to nations whose rule is based upon fear and oppression that reach similar to terrorism or such proportions." It may also be referred to as Structural Terrorism defined broadly as terrorist acts carried out by governments in pursuit of political objectives, often as part of their foreign policy.

FACTORS OF TERRORISM:-

Terrorism is the threat or use of violence against civilians to draw attention to an issue. Why do some people commit terrorist acts? Personal psychology? Religious fervor? Ideological commitment? Among the multitude of causes that may lead a person to resort to terrorism, there is none that conclusively links a sole cause to the act. Ethnicity, nationalism/separatism, poverty and economic disadvantage, globalization, (non)democracy, Western society, disaffected intelligentsia, dehumanization, and religion all have arguments confirming a possible existing link, as well as reservations against a causal relation. Some of major factors are given under

1. Extreme Poverty.
2. Unequal Distribution of Resources.
3. Economic Exploitation.
4. Over Population.
5. Illiteracy.
6. Unemployment.
7. Extremism & Sectarianism.
8. Imbalance Opportunity Structure.
9. Weak Social Bonds.
10. Political Instability.
11. Deprivation of Fundamental Rights.
12. Institutional Evasions.
13. Anathema of Social Injustice.
14. Visceral Political Dispensation.
15. Social Imbalance & Regional Disparities.
16. Proliferation of Weapon of Mass Destruction.
17. Impact of Proxy War of Afghanistan (1979-1989)
18. Policies against Islamic Revolution of Iran (1979).
19. Political Insurgency.

IMPACT OF TERRORISM:-

Terrorism has occurred throughout history, but today the world is experiencing global rebirth of attacks. Today it no longer affects only small societies, such isolated third world countries who fell victim to regular terrorist attacks, but whole world is becoming more familiar with Arab and Muslim names. The terro violence that is on the rise today has informed citizen all over the world ab different types of terrorism. Also with the resurgence the world is experiencing terrorism, the Nations have been to do what they can to eliminate terrorism.

Terrorists attempt not only to create panic but also to weaken confidence in government and the political leadership of the target country. Terrorism therefore designed to have psychological effects that reach farther beyond the impact on immediate victims of an attack. Terrorists mean to frighten and therefore scare wider crowd, such as a rival ethnic or religious group, an entire country and political control, or the entire international community. Terrorist groups generally small and have few members, limited firepower, and other resources. F this reason they rely on intense bloody and destructive acts of hit-and-run violen to attract attention to their group and their cause. Through the media they are able create a larger voice for themselves and create hostilities among people.

The very flexibility and adaptability of terror throughout the years has contributed the confusion. Those seeking to disrupt, reorder or destroy the status quo ha continuously sought new and creative ways to achieve their goals. Changes in t tactics and techniques of terrorists have been significant, but even more significa are the growth in the number of causes and social contexts where terrorism used. Nationalism is the devotion to the interests or culture of a group of people or nation. Typically, nationalists share a common ethnic background and wish establish or regain a homeland.

Religious extremists often reject the authority of secular governments and vie legal systems that are not based on their religious beliefs as illegitimate. They ofte view modernization efforts as corrupting influences on traditional culture. Specia interest groups include people on the radical fringe of many legitimate causes; e.g people who use terrorism to uphold antiabortion views, animal rights, radica environmentalism. These groups believe that violence is morally justifiable t achieve their goals. Some of major impacts are given under

1. Social Ferment & Confusion.
2. Mass Killing & Destitute.
3. Economic Setbacks.
4. National Image & Identity.
5. Atmosphere of Uncertainty & Anxiety.

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... of Human Rights Violations.

... Endangering Integrity of the Country.

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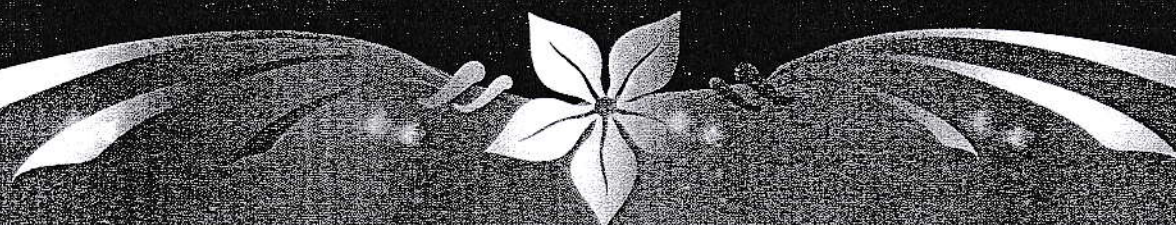
... eral Sense of Vandalism.

... ial Isolation.

... Suicide Bombing: A MASS Hysteria.

Radicalizations of Certain Segments of Society. There are three perspectives of terrorism: the terrorist's, the victim's, and the general publics. The phrase "one man's terrorist is another man's freedom fighter" is a view terrorists themselves would gladly accept. Terrorists do not see themselves as evil. They believe they are legitimate combatants, fighting for what they believe in, by whatever means possible to attain their goals. A victim of a terrorist act sees the terrorist as a criminal with no regard for human life. The general public's view though can be the most unstable. The terrorists take great pains to foster a "Robin Hood" image in hope of swaying the general public's point of view toward their cause. This sympathetic view of terrorism has become an integral part of their psychological warfare and has been countered vigorously by governments, the media and other organizations.

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मानसशास्त्र :
बहुज्ञानशाखीय विचारप्रवाह

संपादक
डॉ. चारुलता प्रधान

सह संपादक

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● संपादक ●

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कोहिनूर कला, वाणिज्य व विज्ञान महाविद्यालय,
खुलताबाद, जि. औरंगाबाद (महा)

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समावेशितांचे शिक्षण काळाची गरज

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● प्रा. सौ.क्षत्रिय यु.पी. ✍ कर्मवीर काकासाहेब बाघ, शिक्षणशास्त्र महाविद्यालय,नाशिक

सारांश प्रस्तूत लेखामध्ये सर्व प्रकारच्या अपंग बालकाचा विकास होण्यासाठी व शिक्षणाची गुणवत्ता वाढविण्यासाठी समावेशितांचे शिक्षण कसे गरजेचे आहे याची चर्चा केली आहे.समाजातील काही विद्यार्थ्यांना विशिष्ट प्रकारच्या सहकार्याची आवश्यकता असते.अशा मुलांना शिक्षणाच्या प्रवाहात समाविष्ट करण्यासाठी करण्यात येणाऱ्या विशेष प्रयत्नांचा उल्लेख, पार्श्वभूमी स्पष्ट केली आहे. शिक्षणप्रक्रिया ही पूर्व प्राथमिक,माध्यमिक किंवा महाविद्यालयीन क्षेत्रापुरती मर्यादित नसते या क्षेत्रांच्या बाहेर पडल्यानंतरसुध्दा व्यक्तीच्या सभोवतालो असलेला परिसर, समाज इतर व्यक्ती,विविध अनुभव या सर्वांमधून व्यक्तीचे शिक्षण सततसुरू असते.सांस्कृतिक, भौगोलिक व धार्मिक विविधता आहे. त्याचप्रमाणे प्रत्येक मुलांच्या शारीरिक व बौध्दिक गरजा वेगळ्या असतात. प्रत्येक मुलांची विशेष शैक्षणिक गरज स्वतंत्र असते. समावेशितांच्या शिक्षणात शैक्षणिक गरज असलेल्या मुलांना शिक्षणासाठीसुविधा उपलब्ध करून देणे व त्यांना सामान्य मुलांबरोबर शिकण्याची संधी उपलब्ध करून देणे. या बाबींचा समावेश होतो.विकसनशील राष्ट्रांमध्ये अपंगत्वाचे प्रमाण १८ ते २५ टक्के एवढे आहे.दारिद्रय, कुपोषण, अंधश्रध्दा,महिलांचे निरक्षरतेचे प्रमाण, अंपगत्वाला कारणीभूत ठरणाऱ्या कारणाविषयी अज्ञान, वैयक्तिक अस्वच्छता इत्यादी आहेत. आपल्या देशातील शैक्षणिक स्थितीचा विचार केल्यास,मागील ६५ वर्षात शिक्षणाचे जाळे सर्व देशभर पसरले.मुलामुलींच्या शिक्षणाचे प्रमाणदेखील वाढलेले आहे. तरी पण शिक्षण हे पालकांच्या इच्छेवर अवलंबून असते.आर्थिक दुर्बलता,तसेच शिक्षण हे अर्थाजनाचे साधन व्हावे ही अपेक्षा शिक्षण प्रणालीतून पूर्ण होत नसल्यामुळे ग्रामीण, आदिवासी पालक पाल्यांच्या विशेषतः मुलींना व अपंग मुलांना शाळेत पाठविण्यास तयार होत नाहीत. भारतीय संविधानाने ८६ व्या घटना दुरूस्तीत ६ ते१४ वयोगटातील सर्व मुलांमुलींना मोफत व सक्तीचे ८ वी पर्यंतचे शिक्षण देणे ही शासन व समाजाची जबाबदारी आहे तर मुलांमुलींचा मुलभूत हक्क आहे.

प्रस्तावना:-

सर्व मुलांना शिक्षण मिळावे हा सर्व शिक्षा अभियानाचा मुख्य हेतू आहे.त्यासाठी सर्व वाड्या-वास्त्यांमध्ये शाळा सुरू झाल्या आहेत.समाजातील काही विद्यार्थ्यांना विशिष्ट प्रकारच्या सहकार्याची आवश्यकता असणाऱ्या मुलांना शिक्षणाच्या प्रवाहात समाविष्ट करण्यासाठीशासनाचे विशेष प्रयत्न केले आहेत. त्यासाठीनिरनिराळ्या योजना राबवित आहे. विशेषगरजा असलेल्या विद्यार्थ्यांना त्यांच्या गरजेनुसार शिक्षण योजनेत सहभागी करणारे शिक्षण.विशेष शिक्षण व एकात्म शिक्षण यातील राहिलेल्या त्रुटी भरून काढणे यासाठीसर्व शिक्षा अभियानाने समावेशक शिक्षण ही संकल्पना सुरूझाली. यामध्ये शाळेच्या दारापाशी आलेल्या प्रत्येक विद्यार्थ्याची गरज लक्षात घेऊन त्याला प्रवेश दिला जातो.प्रत्येक व्यक्तीला शिक्षण मिळावे.हा तिचा मूलभूत हक्क आहे.

समावेशक शिक्षण

समावेशक शिक्षणाची संकल्पना १९६० मध्ये बऱ्याच देशांमधून अस्तित्वात आली.१९८१च्या आंतरराष्ट्रीय अपंग वर्षापासून या संकल्पनेस चालना मिळून प्रसार झाला.१९९० मध्ये जागतिक स्तरावरावरील थायलंडमधील जोमशियम येथे झाली.या परिषदेत समावेशक शिक्षणाची गरज या विषयावर चर्चा होऊन ही संकल्पना जागतिक स्तरावर मांडण्यात आली. १९९४ मध्ये भारतासह ९२ देश व २५ जागतिक संघटनानी हा विचार व संकल्पना मान्य केली.

काही बालके दुबळे, अक्षम, दृष्टीहीन,कर्णबधिर,मतिमंद, मनोविकृत असलेली मुले काम करू शकत नाहीत.म्हणून त्यांना घरीच बसवून सुरक्षित ठेवण्यात येते. ही मुले समाजाचे ओझे आहेत म्हणून काही शाळा त्यांना प्रवेशदेखील नाकारतात. हा दृष्टिकोन समावेशक शिक्षणामध्ये बदलण्यात आलेला आहे. प्रामुख्याने बालककेंद्रित शिक्षणप्रण।लीचे हे उद्दिष्ट साध्य करण्यात आले असून सर्व प्रकारच्या बालकांना एक समान शिक्षण देण्याचा हक्क राज्यघटनेच्या ४५ व्या कलमांमध्ये नमुद करण्यात आलेला आहे. म्हणजेच प्रत्येक मुलास त्याच्या गरजेनुसार जवळच्या शाळेत आपल्या सहकाऱ्याबरोबर शिक्षणाचा हक्क आहे.

संपूर्ण शिक्षणव्यवस्थेव्दारे विशेष गरजा असणाऱ्या विद्यार्थ्यांना त्यांच्या गरजांनुसार सर्वसामान्य शिक्षण योजनेत सहभागी करून घेणे म्हणजेच सर्वसमावेक शिक्षण होय. Inclusion thus has been defined as the acceptance of all pupils within mainstream education system thought a common frame work and identified as responsibility of all teachers.-(Thomas 1991) शिक्षणप्रवाहात अपंग,वंचित,डोंगराळ व दुर्गम विभागात राहणारे, कुश्राग्र, स्त्रिया, बालगुन्हेगार इ. चा समावेश सर्व शिक्षा अभियाना अंतर्गत केलेला आहे. ही सर्व मुले समाजाचा भार नसून समाजाचे नागरिक आहेत.

समावेशक शिक्षणाची उद्दिष्टे:-

समावेशक शिक्षणाची व्यापकता पुढिल उद्दिष्टावरून स्पष्ट होते.

१. समावेशक शिक्षणाचा अर्थ समजणे.
२. समावेशक शिक्षणाची कार्यवाही समजून घेणे.
३. दुर्बल,असमर्थ,अपंग यांच्यातील फरक समजून घेणे.
४. मुलांच्या गरजांनुसार अध्यापन पध्दती घेणे.
५. सध्याच्या शिक्षण पध्दतीतील बदलाची माहिती घेणे.

समावेशक शिक्षणात वर्गव्यवस्थापन —

समावेशक शिक्षणात प्रत्येक मुलाच्या अपंगत्वाची तपासणी करून वर्गव्यवस्था करून अत्यावश्यक सहाय्यक सेवा पुरविल्या जातात.

सौम्य अपंगत्व	४५ टक्के
सौम्य ते मध्यम	२० टक्के
मध्यम ते तीव्र	५ टक्के
तीव्र	१० टक्के
अति तीव्र अपंगत्व	२० टक्के (पूर्ण अंध,मतिमंद इ.)

या तील २० टक्केअति तीव्र अपंगत्व असणाऱ्यांना सामान्य शाळेत घेता येत नाही.त्यांच्यासाठी विशेष शाळांची सोय झालेली आहे. परंतु ८० टक्के विद्यार्थ्यांना शिक्षणप्रक्रियेत सामावून घेता येते.
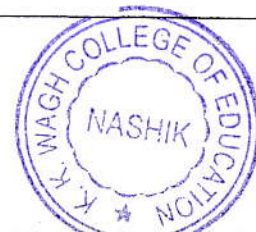
समावेशक शिक्षणाची वैशिष्टे:-

१. सर्व प्रकारच्या शाळा मुलांना प्रवेश देतात.

२. सर्व प्रकारच्या मुलांना शिकविण्याचे अध्यापन कौशल्य शिक्षकांच्या अंगी असावे लागते.

३. विशेष शैक्षणिक गरज असणाऱ्या मुलांचा विचार केला जातो.

४. सर्व प्रकारच्या मुलांना शिकविण्याच्या सुविधा शाळेकडे असतात.

५. गरजु मुले शिक्षणापासून वंचित राहत नाहीत.

६. पालकांची भूमिका मित्रत्वाची असते.

७. शिक्षकांनी मुलांच्या क्षमतेनुसार शिक्षणाची उद्दिष्टे वेगवेगळी ठरविलेली असतात.

८. शिक्षक मुलांची प्रगती वैयक्तिक लक्ष देऊन करतात.

९. कौशल्य विकसनासाठी शाळा मदत करतात.

१०. सर्वसामान्य मुलांचा अपंग मुलांशी सारखा संबंध येतो.

११. मुलांच्या समस्या सोडविण्यासाठी सर्व शिक्षक विचार विनिमय करतात.

१२. शाळेत शैक्षणिक उपक्रमांबरोबर सामाजिक कार्याची माहिती दिली जाते.

१३. वर्गात जास्त विद्यार्थी असले तरी उपक्रमामध्ये सर्वांना सहभागी करून घेतले जाते.

समावेशक शिक्षणात शिक्षणाचा आराखडा:-

अपंग मुलांचा शोध ——— शिक्षकांद्वारे सर्वेक्षण

(अंगणवाडी शिक्षण)

तज्ज्ञांच्या मदतीने तपासणी, निदान, प्रमाणपत्र, साधन वाटप

↓

प्राथमिक शिक्षण (पहिली ते पाचवी)

↓

शिक्षण घेऊ शकणारे/शिक्षण घेऊ न शकणारे

अत्यावश्यक सेवा

(वर्ग शिक्षक,पालक,सहाध्यायी व वर्गमित्रांचा समावेश)

साहाय्यक सेवा

(विविध साहाय्यक साधने पुरविणे)

अंशतः सेवा

(जिल्हा पुनर्वसन केंद्रे,सेवाभावी समाजसेवी संस्था यांच्या सेवा)

व्यवसाय शिक्षण

↓

माध्यमिक शिक्षण (सहावी ते आठवी)

↓

शिक्षण घेऊ शकणारे

अत्यावश्यक सेवा

साहाय्यक सेवा

अंशतः सेवा

शिक्षण घेऊ न शकणारे

व्यवसाय शिक्षण

समावेशित शिक्षणाची भारतातील वाटचाल--

भारतात समावेशित शिक्षणाची सुरूवात प्रथम ख्रिश्चन मिशनरीच्या संस्थानीच केली.सन १८८७ मध्ये अमृतसर येथे अंधांची पहिली शाळा शर्प मेमोरियल ब्लाइंड स्कूलने सुरू केली.सन १९५२मध्ये मुदलियार माध्यमिक शिक्षण आयोगाने सर्व प्रकारच्या अपंगांना विशेष शाळांमधून शिक्षण द्यावे अशी शिफारस केली.

- मानवी हक्क व अपंगव्यक्ती अधिकार १९७०:

जागतिक स्तरावर १९७० मध्ये मानवी हक्काची संकल्पना मान्य झाली.संयुक्त राष्ट्राने१९८१ मध्ये हे वर्ष आंतरराष्ट्रीय अपंग वर्ष म्हणून साजरे केले.अपंग विद्यार्थ्यांना सामान्य शाळांमधून शिक्षण देण्याची जाणीव करून दिली.या सूचनेवरून भारतामध्ये सन १९७६ पासून केंद्र पुरस्कृत अपंग एकात्मिक शिक्षण योजना सुरू झाली.

- राष्ट्रीय शैक्षणिक धोरण१९८६:-

१९८६ च्या राष्ट्रीय शैक्षणिक धोरणानुसार अपंगासाठी एकात्मिक शिक्षणाचा प्रयत्न केला गेला.परंतु या एकात्मिक शिक्षण योजनेत अपंगत्वाचे भिन्न प्रकार व भिन्न प्रमाण असणाऱ्या सर्व अपंग बालकांना सामावून घेणे शक्य झाले नाही.

- सर्वांसाठी शिक्षण परिषद १९९०:-

१९९० मध्ये सर्वांसाठी शिक्षण या संकल्पनेला आंतरराष्ट्रीय परिषदेत मान्यता प्राप्त झाली.त्यातूनच प्रमुख्याने समावेशित शिक्षण ही संकल्पना उदयास आली.

- भारतीय पुनर्वसन कायदा १९९२:-

१ सष्टेंबर १९९२ पासून अपंगाच्या शिक्षकांना प्रशिक्षण देण्याऱ्या व इतर पुनर्वसन सेवा देण्याऱ्या तज्ज्ञांना ,प्रशिक्षणसंस्थेचा कारभार नियंत्रण व व्यवसायनिहाय नोंदणीची व्यवस्था करण्यासाठी भारतीय पुनर्वसन कायदा १९९२ (आर. सी आय.ऑक्ट १९९२) साली लागू करण्यात आला.

-प्राथमिक शिक्षण आयोग १९९२ :- राष्ट्रीय कृती कार्यक्रम आराखडा सन १९९२ च्या अंमलबजावणीच्या अनुषंगाने महाराष्ट्रात प्रा.राम मेघे यांच्या अध्यक्षतेखाली प्राथमिक शिक्षण आयोग स्थापन करण्यात आला.त्यांनी केलेल्या शिफारशी खालील प्रमाणे

१. अपंग विद्यार्थ्यांच्या संपूर्ण शिक्षणाची जबाबदारी शासनाकडे असावी. विशेष शाळा उघडणाऱ्या स्वयंसेवी संस्थाना वाव व उत्तेजन मिळावे तसेच अनुदानही पूर्णपणे दिले जावे.

२. सर्व प्रकारच्या अपंग मुलांना इ.स १९९५ पर्यंत प्राथमिक शिक्षणाची संधी उपलब्ध करून देण्यात यावी.

३. अपंगाना संपूर्णपणे सामान्य शिक्षणातून विषयाऐवजी उपजीविकेसाठी मदतीचे शिक्षण देण्यात यावे.

-महाराष्ट्र राज्य अपंग कल्याणकृती आराखडा २००१:

अपंग व्यक्ती अधिनियम १९९५ ची प्रभाव अमंलबजावणी करण्यासाठी राज्य शासनाच्या विविध विभागांनी परस्पर समन्वयाने सूत्रबध्दरित्या काम करणे अपेक्षित आहे.त्यासाठी सामाजिक न्याय विभागाने समन्वयाची भूमिका बजावून एक कृती आराखडा तयार केला.

अपंग व्यक्ती हा शब्दप्रयोग अपंग कृती कार्यक्रमात टाकण्यात आला आहे. विशेष गरजा असणाऱ्या व्यक्तीविषयी विशिष्ट दृष्टीकोन ठेवण्यात आला. महाराष्ट्रमध्ये सर्वसाधारण ३९ लक्ष अपंग व्यक्ती असून त्यातील १३ टक्के लोकसंख्या ही ० ते६४ वयोगटातील असावी.असा अंदाज या आराखड्यात व्यक्त केला आहे.

अपंग शिक्षणाबरोबरच अपंगत्व प्रतिबंध नियमित उपचार, वैयक्तिक लक्ष,उपकरणाची उपलब्धता समावेशक शिक्षण पध्दतीने पुरवल्या जाईल. थोडक्यात भारतामध्ये अपंग शिक्षणाची वाटचाल विशेष शिक्षण पध्दती ते समावेशित व्यवस्थेकडे झालेली आहे. सर्वसमावेशक शिक्षणाच्या ह्या आदर्शवादी व्यवस्थेकडे जात असताना एकूण शिक्षणव्यवस्थेमध्ये ही पध्दती स्वीकारण्याची मानसिकता बदलणे आवश्यक आहे.

पारंपरिक शाळा व समावेशक शाळा फरक:-

पारंपरिक शाळा	समावेशक शाळा
१. सामान्य शाळेत सामान्य मुलांनाच प्रवेश दिला जातो	१. प्रवेश सर्वांना दिला जातो
२. शिक्षणाचा आकृतीबंध, अभ्यासक्रम ठरलेला असतो.	२. शिक्षणात लवचिकता असते.
३. अध्यापनाला महत्त्व असते.	३. महत्व शिकण्याला असते. सामान्य व विशेषमुले यांना शिकविणे हे कौशल्य.
४. सामुहिक अध्यापन केले जाते.	४. अध्यापन-वैयक्तिक व सामुहिक असते.
५. भौतिक सुविधा नेहमीच्याच असतात.	५. भौतिक सुविधेत वाढ होते.
६. वातावरण अनुकूल असेलच असे नाही.	६. विशेष विद्यार्थ्यांसाठी वातावरण अनुकूल असते.

समावेशक शिक्षण कृतिकार्यक्रम:-

१.विशेष गरजा असलेली मुले किंवा अपवादात्मक मुलांचे सर्वेक्षण करावे.

२.विद्यार्थ्यांच्या शालेय प्रवेशासाठी जागृती निर्माण करणे.

३.मुख्याध्यापक व शिक्षक यांना कायदयाची माहिती देणे.

४. पालकांना सुविधा उपलब्ध असल्याची माहिती देणे.

५. समाजसेवक व लोकप्रतिनिधी यांना माहिती देणे.

६ अभ्यासक्रम गरजेनुसार तयार करणे.

७. अध्यापन पध्दतीचा विकास करणे.

८. सर्व मुलांच्या सोयी व गरजांवर आधारित मूल्यमापन पध्दती निश्चित करणे.

९. संकलित गुणपत्रक विकसित करणे.

अशा प्रकारे कृतिकार्यक्रम राबवावा.

समावेशक शिक्षणात शिक्षकाची भूमिका:-

१. समावेशक शिक्षणाची संकल्पना व त्यामागील अधिष्ठान समाजवून घेणे.

२. विशेष गरजा असलेल्या बालकांना, ओळखून त्यांना शिक्षणाची संधी उपलब्ध करून देणे.

३. वर्गातील प्रत्येक विद्यार्थ्याचा विकास साधण्यासाठी पूरक व पोषक शैक्षणिक वातावरणाची निर्मिती करणे.

४. विशेष अध्यापन पध्दती, तंत्रे, युक्त्या इ. चा वापर करणे.

५. शालेय गरजानुसार आवश्यकता असल्यास अपंगत्व प्रकारानुसार बांधकामविषयक सुधारणा करून घेणे.उदा.आसनव्यवस्था.

६. आपल्या शाळेत राबवायच्या योजनेविषयीची माहिती करून घेणे.

७. मूल्यमापन करताना विशेष बालकांच्या क्षमताचा विचार करणे.

८. पालकांमध्ये जागृती निर्माण करणे.

सारांश-

सर्व समावेशित शिक्षणामध्ये बालकांचा अधिकार कायदा (२००५) हा त्यांच्या सर्वांगीण विकासासाठी असल्याने संपूर्ण समाजातील विशेष गरजा असलेल्या बालकांना समावेशित शिक्षणाव्दारे एकत्र आणून शासन, पालक,समाज,शिक्षक व वर्गमित्रया सर्वांनी सहकार्य करून त्यांना समाजाच्या मुख्य प्रवाहात आणण्यासाठी प्रयत्न करावेत.

संदर्भ

- अपंग समावेशित शिक्षण-महाराष्ट्र प्राथमिक शिक्षण परिषद मुंबई.
- काळे प्रमिला (१९९५) बाल मनोविकृती परिचय, पुणे,नूतन प्रकाशन.
- डॉ.रमा भोसले,श्री.संभाजी भोसले (२००६) शिक्षण गुणवत्ता संवर्धन,कोल्हापूर ,फडके पब्लिकेशन.
- वीरकर प्रतिभा (२००१) कर्णबधिरांचे शिक्षण व शिक्षक, पुणे, अनमोल प्रकाशन.
- पवार ना.ग. (२००८) उदयोन्मुख भारतीय समाजातील शिक्षण,पुणे,नित्य नूतन प्रकाशन.
- समावेशक शिक्षण (२००४) महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद ,पुणे.
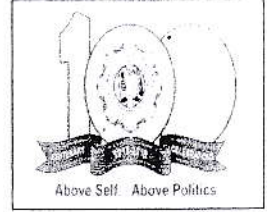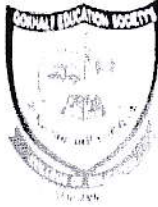
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WOMEN EDUCATION

PROCEEDINGS

17th & 18th January 2018

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17th & 18th January 2018

As a Part of Centenary Celebration of
Gokhale Education Society, Nashik

and Golden Jubilee Year Celebration of
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स्त्री शिक्षणाचे विवेचन करुन समस्या शोधणे व उपाय सूचविणे.

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सारांश -

स्त्रीयांवर होणारे अत्याचार, त्यांना मिळणारी असमान वागणूक, त्यांची सुरक्षितता इत्यादीसाठी शासनाने विविध कायदे केले आहेत पण फक्त कायदे करुन बदल होत नसतो. त्यासाठी समाजाचा सहभाग गरजेचा आहे. आजच्या काळात स्त्रीया शिक्षणाच्या विविध क्षेत्रांमध्ये पाऊल टाकत आहेत व स्वतः सक्षम होत आहेत.स्त्रीयांचे सक्षमीकरण झाल्याशिवाय त्या स्वावलंबी होऊ शकत नाहीत. मोफत शिक्षण शिक्षण ही शासनाने राबविलेली स्त्रीयांच्या प्रगती साठीची महत्वाची बाब आहे. अनेक सामाजिक संस्थाही निराधार, परित्यक्ता स्त्रीयांना आधार देऊन त्यांच्या विकासासाठी कार्य करत आहेत. या शोधनिबंधातस्त्री शिक्षणाचे विवेचन करुन समस्या शोधणे व उपाय सूचविण्याचा प्रयत्न केला आहे.

प्रस्तावना -

प्राचीन काळातील स्त्री शिक्षण ते आजच्या काळातील स्त्री शिक्षणामध्ये झालेले बदल याचा थोडक्यात आढावा घेऊन आजच्या बदलत्या शिक्षण पध्दतीमध्ये स्त्रीयांचे शैक्षणिक, आर्थिक आणि राजकीय सक्षमीकरण हे वेगाने होत असल्याचा प्रत्यय येत आहे. त्याच बरोबर त्यांचे मानसिक, शारीरिक आणि विशेषतः सामाजिक सक्षमीकरण होण्याची नितांत गरज आहे. सन २०१६ मध्ये आपण आंतरराष्ट्रीय महीला दिन हा " स्त्री पुरुष समानते साठी पाऊल टाकू या "अशी प्रतिज्ञा घेऊन साजरा केला. अनेक व्यक्तीनी आणि संस्थांनी या मोहिमेमध्ये पुढाकार घेऊन भरघोस पाठिंबा दिला. स्त्रीयांचे सक्षमीकरण आणि स्वावलंबन या एकाच नाण्याच्या दोन बाजू आहेत. स्त्रीयांचे सक्षमीकरण झाल्याशिवाय त्या स्वावलंबी होऊ शकत नाहीत. मोफत शिक्षण शिक्षण ही शासनाने राबविलेली स्त्रीयांच्या प्रगती साठीची महत्वाची बाब आहे. अनेक सामाजिक संस्थाही निराधार, परित्यक्ता स्त्रीयांना आधार देऊन त्यांच्या विकासासाठी कार्य करत आहेत. स्त्रीया स्वावलंबी झाल्या, आपल्या पायावर उभ्या राहिल्या आणि कुटूंबाचे निर्णय स्वतः घेऊ लागल्या अनेक क्षेत्रात राज्य शासनाने सोयी सवलती दिल्या आहेत. स्त्रीयांवर होणारे अत्याचार, त्यांना मिळणारी असमान वागणूक, त्यांची सुरक्षितता इत्यादीसाठी शासनाने विविध कायदे केले आहेत पण फक्त कायदे करुन बदल होत नसतो. त्यासाठी समाजाचा सहभाग गरजेचा आहे. आजच्या काळात स्त्रीया शिक्षणाच्या विविध क्षेत्रांमध्ये पाऊल टाकत आहेत व स्वतः सक्षम होत आहेत. तंत्रज्ञानाच्या युगामध्ये एकीकडे स्त्री सक्षमीकरण प्रचंड मोठ्या प्रमाणात होत आहे. परंतु त्यांच्या अनेक समस्यांवर उपाय काढणे शक्य आहे या बार्बीचा उहापोह प्रस्तूत शोध निबंधात केला आहे.

PRINCIPAL

K.K.Wagh College of Education

Nashik

शोधनिबंधाची उद्दिष्टे :-

१) प्राचीन काळापासून आजपर्यतच्या स्त्री शिक्षणाचे विवेचन करणे.

२) स्त्री शिक्षणातील समस्या व उपाय शोधणे.

कार्यपध्दती :-

प्रस्तूत शोध निबंध तयार करण्यासाठी ४० शिक्षकांच्या कडून प्रश्नावलीभरुन घेतली. या ४० शिक्षकांमध्ये ३५ शिक्षिका व ०५ शिक्षक होते. या शिक्षकांचा अध्ययन अनुभव साधारण १० ते २० वर्षाचा होता. प्रश्नावलीचे आशयानुसार वर्गीकरण करुन स्त्री शिक्षणातील समस्या व उपाय शोधण्याचा प्रयत्न केला आहे.

वैदिक व त्यानंतरचा काळ स्त्री जीवनाच्या दृष्टीने अतिशय समृध्द असा होता त्यांना शिक्षणाच्या संधी उपलब्ध होत्या जरी आजच्याप्रमाणे सर्व क्षेत्रांतील ज्ञान त्यांना घेता येत नसले तरी दैनंदिन जीवन सुरळीत जगण्यासाठी, व्यवहारोपयोगी तसेच आत्मकल्याण साधण्याच्या दृष्टीने उपयुक्त ज्ञान मिळविता येत असे ज्ञानप्राप्तीची सर्व साधने स्त्रियांना खुली होती. स्त्रीने विव्दान होणे प्रतिष्ठेचे समजले जाई. प्राचीन भारतातील स्त्रियांना वेदाध्ययन करण्यासाठी उपनयन संस्कार व यज्ञविधीच्या वेळी मंत्रोच्चाराचा अधिकार होता. वैदिक कालातील स्त्री शिक्षणाची परंपरा त्यानंतरच्या महाकाव्यांच्या काळातही टिकून राहिली, त्यानंतर बौध्द - जैनांच्या कालखंडात देखील स्त्रियांना शैक्षणिक क्षेत्रात मानाचे स्थान दिले होते. स्मृतिकाळात स्त्री शिक्षणाची ही परिस्थिती बजलत गेली स्त्रियांना शिक्षण न देता त्यांच्यावर कडक बंधने लादण्यात आली. स्त्रियांना सती जाण्यास प्रवृत्त केले गेले स्त्रीचे आयुष्यभर कोणी ना कोणी तरी रक्षण करावे हा मनूचा विचार रूढ होत गेला दरम्यानच्या काळात बालविवाहाची प्रथा व पडदा पध्दती वाढत जाऊन स्त्रियांचे शिक्षण मागे पडत गेले म्हणजे काळाच्या ओघात स्त्रियांची वैभवशाली परिस्थिती बदलून -हासास सुरुवात झाली.

मध्ययुगीन कालखंडात दिले जाणारे शिक्षण हे धार्मिक स्वरुपाचे होते. स्त्री शिक्षणास उत्तेजन दिले गेले नाही. खेडयातील स्त्रीयांना साधनांच्या अभावी शिक्षण घेणे कठीण असून त्यांच्यासाठी गृहकार्यच प्रमुख होते तर उच्च वर्गात शिक्षणाकडे लक्ष दिले जात होते. मुघलकाळात स्त्रिया केवळ सुशिक्षितच नव्हत्या तर त्यांनी साहित्यिक क्षेत्रातही प्रगती केलेली दिसते. मुघल स्त्रियांनी आपले खाजगी भत्ते शिक्षणप्रसारासाठी खर्च केल्याचा उल्लेख आढळतो मराठा कालखंडात शिक्षण म्हणजे घरात आई किंवा सासू अशा वडीलधऱ्या स्त्रियांच्या हाताखाली काम करताना घरकाम, कौटुंबिक रीतिरिवाज, व्रतवैकल्ये यांची प्रत्यक्ष माहिती मिळविणे असे.

त्यानंतर १८१८ साली पेशवाईचा अंत व इंग्रजी सत्ता प्रस्थापित झाली व नवीन वैचारीक क्रांती होण्यास प्रारंभ झाला. परकीय राजसत्तेच्या कालखंडामध्ये पुरुषांच्या शिक्षणाची स्थिती अत्यंत शोचनीय होती. तिथे स्त्री शिक्षणाबाबत विचारायलाच नको. ख्रिस्ती मिशन-यांच्या प्रयत्नांमुळे पुन्हा शिक्षण सुरु झाले. १८२४ साली अमेरीका मिशन-यांनी मुंबईमध्ये मुलींसाठी शाळा सुरु केली ही शाळा मुंबईतील भायखळा या ठिकाणी वसतीगृहयुक्त अशी शाळा होती १८३० साली

देशभर मुर्लींसाठी तीस शाळा निर्माण झाल्या व त्यामधून ५०० मुली शिक्षण घेऊ लागल्या शिक्षणखात्याच्या वृत्तांतानुसार त्याच वेळी पुणे शहरात मुर्लींच्या पाच शाळा होत्या असे दिसते. स्त्री शिक्षणाची चळवळ आकार घेत होती. या चळवळीस त्यावेळचे मुंबईतील पुढारी श्रीमंत जगन्नाथ शंकरशेठ, डॉ.भाऊ दाजी, सर मंगलदास नथुभाई यांनी पाठिंबा दिला. यासर्वांचे दादाभाई नौरोजी आधारस्तंभ होते. आपल्या मित्रमंडळाच्या साहाय्यांने मुलींच्यासाठी शाळा सुरु करुन व्यवस्थित चालवण्याची जबाबदारी स्वीकारली होती म्हणून ही सर्व मंडळी मुंबईतील स्त्री शिक्षणाचे आद्दय प्रवर्तक म्हणून नावाजली गेली. १८४८ ते १८५१ या दरम्यान महात्मा फुल्यांनी पुण्यामध्ये मुर्लींसाठी शाळा सुरु केल्या १८८२ मध्ये पंडिता रमाबाईची स्त्री शिक्षणाच्या बाबतीत विशेष लक्ष घातले व आर्य महिला समाजाची स्थापना केली.

स्त्री शिक्षणविषयक चळवळ राजा राममोहन राय यांनी संपूर्ण देशभर सुरु करुन रूढी परंपरांचा विरोध केला. १८८२ ते १९०२ या कालखंडामध्ये मुर्लींनी महाविद्यालयात जाऊन शिक्षण घेण्यास सुरुवात केली. १९०२ पर्यंत देशभर मुर्लींसाठी बारा महाविद्यालये काढण्यात आली. १९०२ पर्यंत शिक्षण घेण्या-या २६४ स्त्रिया होत्या. त्यातील १७७ स्त्रिया आर्ट्स कॉलेजमधून, ७६ मेडिकल, ११ शिक्षणाशास्त्रातून शिक्षण घेत होत्या. त्यावेळी व्यावसायिक शिक्षण घेणा-या मुर्लींच्या संख्या ३४५ होती. त्यापैकी ५ मुली मेडीकल, २० आर्ट्स स्कूल, ७६ इंडस्ट्रियल स्कूल, १० ड्रॉईंग आणि २३४ शिक्षकांच्या अध्यापन शाळातून शिक्षण घेत होत्या.

१९४७ नंतर म्हणजेच देशाला स्वांतत्र्य मिळाल्यानंतर शाळा महाविद्यालयातून खेड्यापाड्यातून असंख्य मुली शिकत आहेत शिक्षणाच्या सर्व क्षेत्रातून मुली शिक्षण घेत आहे. स्त्री शिक्षकांची संख्या झपाटयाने वाढत आहे. शिक्षणाने स्त्रीया स्वावलंबी होत आहेत. कोठारी कमिशनने आपल्या शिक्षण विषयक अहवाला मध्ये व्यावसायिक शिक्षणावर भर देत अशी शिफारस केली की, " ग्रामीण व शहरी भागातील मुलामुलींच्या गरजांना अनुरुप अशी अंशवेळ पाठयक्रमाच्या आधारे करण्यात यावी. " यामुळे विविध प्रकारचे व्यावसायिक शिक्षण घेऊनच मुलींनां स्वावलंबी होण्याची संधी मिळाली.

आजची स्त्री शिक्षण घेऊन विविध क्षेत्रांमध्ये आपल्या कार्याचा ठसा पाडत आहे. परंतु तिची कुंचबणा, तिच्या मनाची तळमळ जाणून घ्यायला कोणालाच सवड नाही. स्वांतत्र्यप्राप्तीपूर्वीही स्त्रियांच्या विविध समस्या होत्या. परंतु आजही त्यांना विविध संघर्षाना, विरोधाला सामोरे जावे लागत आहे. आजची स्त्री समाजाच्या शारीरिक व मानसिक अत्याचाराला बळी पडत आहे. ती जास्त बहरण्याऐवजी, फुलण्याऐवजी शोषणाची शिकार बनत आहे. आजच्या स्त्रीमध्ये शिक्षण घेत असताना खालील प्रश्न प्रामुख्याने दिसतात.

स्त्री शिक्षणातील समस्या, अडचणी या संबंधी प्रश्नावली ४० शिक्षकांना दिली. त्यांनी खालीलप्रमाणे प्रतिसाद दिला.

अ. क्र.	प्रश्नावलीतील प्रश्न	शिक्षक संख्या	प्रतिसाद	टक्के वारी
१	शिक्षणातील प्रवेशाच्या वेळी स्त्रियांची आवड, विचार लक्षात घेतले जातात का ?	४०	३०	७५
२	शिक्षण घेताना स्त्रियांना घरचे सहकार्य मिळते का ?	४०	३६	९०
३	शिक्षण घेताना स्त्रियांवर मानसिक व शारीरिक अत्याचार होतात का ?	४०	२४	६०
४	शिक्षण घेणा-या स्त्रियांना समाजात आदराचे स्थान आहे का ?	४०	२४	६०
५	स्त्रीयांवर सामाजिक रुढी, परंपरा यांचे बंधन आहे का ?	४०	२४	६०
६	शिकलेली, नोकरी करणारी मुलगी पैसे मिळवण्याचे यंत्र समजले जाते का ?	४०	३०	७५
७	आई, वडिलांचे विचार व कृती यात अंतर दिसते का ?	४०	२८	७०

१. स्त्रीयांची आवड, विचार-

आजही स्त्रियांना शिक्षण देताना त्यांच्या स्वतःच्या आवडीनिवडीचा विचार केला जात नाही. त्यांना आपल्या इच्छेप्रमाणे शिक्षणक्रम निवडता येत नाही. घरी वडील, भाऊ सांगेल तोच कोर्स घ्यावा लागतो. घरातील भाऊ - बहीण यांना वेगवेगळी वागणूक दिली जाते. कपडे, शिक्षण, छंद जोपासणे अशा अनेक बाबतीत मुलींचा विचार केला जात नाही. कुटुंबातील लोकांना मुलींपेक्षा मुलगा प्रिय त्याने कितीही उनाडक्या केल्या, शिक्षणामध्ये कसाबसा पास झाला तरी चालेल, त्याचे कौतुक होते. कारण तो वंशाचा दिवा आहे हा विचार प्रामुख्याने दिसतो.

समाजामध्ये वावरताना तिला आपल्या इच्छेला मुरड घालावी लागते. तिने वेळेचे बंधन पाळलेच पाहिजे. संध्याकाळी सातच्या आत घरी आलेच पाहिजे. घरी येऊन घरातील सर्व कामे केलीच पाहिजेत. पुन्हा दुसऱ्या दिवशी लवकर उठून घरातील कामे करुन नोकरीच्या ठिकाणी पोहचलेच पाहिजे. या सर्व कारणामुळे स्त्रीची होणारी कुचंबना कुणीच लक्षात घेत नाही. प्रश्नावलीतील ४० पैकी ३० शिक्षकांनी सदरच्या समस्येला पुष्टी दिली आहे. याचाच अर्थ ७५ % शिक्षक सदरची समस्या स्त्री शिक्षणातील अडथळा मानतात.

२.घरचे सहकार्य -

पुरुषप्रधान संस्कृतीत स्त्रीकडे पाहण्याचा दृष्टीकोन दुय्यम स्वरुपाचा आहे परक्याचे धन म्हणून मुलीच्या विकासाकडे दुर्लक्ष करणे कुटुंबांतर्गत मुलगा आणि मुलगी भेदभाव करुन मुलीली चांगले शिक्षण, चांगले भोजन, चांगले जीवन यापासून वंचित ठेवणे या मुळे स्त्रीमध्ये दुय्यमाची भावना निर्माण होते. आज तिला जन्माला येण्याचा हक्कच आपण नाकारत आहोत. जन्मानंतर तिला शिक्षणा पासून दूर ठेवले जाते. स्त्रियांना समान संधी देऊन तिला आपल्या बरोबरीचे स्थान देणे सन्मान राखणे अस्मिता राखणे ही मानसिकता दिसून येत नाही. पुरुषप्रधान संस्कृतीमध्ये समता व प्रगतीकडे सर्व मार्ग पुरुषाच्या हाती असतात त्यामुळे स्त्रीयांना शिक्षणासाठी योग्य ते सहकार्य होताना दिसून येत नाही.प्रश्नावलीतील ४० पैकी ३६ शिक्षकांनी सदरच्या समस्येला पुष्टी दिली आहे. याचाच अर्थ ९० % शिक्षक सदरच्या समस्येबाबत सकारात्मक प्रतिसाद देतात.

३.मानसिक व शारीरिक अत्याचार -

आजची स्त्री शिकून पुरुषाच्या खांदयाला खांदा लावून काम करीत आहे पण ती फक्त स्त्री आहे. स्त्री म्हणजे उपभोगाची वस्तू तिच्यावर पुरुषांचा अधिकार आहे अशी जी मानसिकता तयार झालेली आहे त्यातून स्त्रियांवर सामूहिक बलात्कार होत आहेत अनेक स्त्रियांच्या असाहाय्यतेचा फायदा घेऊन त्यांना फसवून वेश्या व्यवसाया करण्यास भाग पाडले जात आहे. समाजाची ही मानसिकता शिक्षणाने बदलली पाहिजे. पण लक्षात कोण घेतो ? अशी समाजाची अवस्था दिसते.

या प्रश्नाबरोबरच स्त्रियांच्या कुटुंबातील लोकसुध्दा तिच्यावर अन्याय अत्याचार करतात. स्त्रीने कुटुंबाचा वारसा दिलाच पाहिजे. जर तिच्या गर्भामध्ये मुलीची गर्भ असेल तर आजच्या आधुनिक तंत्रज्ञानाच्या आधारे तपासून आधीच समजले तर तिला आपल्या इच्छेविरुध्द गर्भपात करावा लागतो. अशारीतीने कुटुंबातील लोकसुध्दा स्त्रियांवर शारीरिक, मानसिक अत्याचार करण्यास मागे नाहीत.समाजातील मूल्यांची घसरण झाल्यामुळे पाच वर्षाची मुलगी असो किंवा साठ वर्षाची म्हातारी. ती महिला आहे म्हणून समाजातील पशुच्या अत्याचाराची बळी ठरते. त्याचप्रमाणे असहाय्य कुमारीका, विधवा, परित्यक्ता यांची परिस्थिती तर विचारुच नका. त्यांच्यासमोर कायम भीती. त्यामुळे आजच्या शिक्षणानेस्त्रीला सुरक्षितता दिली का ? ती सुरक्षित आहे का ? हा प्रश्न वारंवार आ वासून वासून उभा आहेप्रश्नावलीतील ४० पैकी २४ शिक्षकांनी सदरच्या समस्येला पुष्टी दिली आहे. याचाच अर्थ ६०% शिक्षक सदरच्या समस्येबाबत सकारात्मक प्रतिसाद देतात.

४.स्त्रियांना समाजात आदराचे स्थान -

स्त्रिया विविध क्षेत्रांमध्ये शिक्षण घेऊन आपला वेगळा ठसा आपल्या कार्यावर उमटवत आहेत. आंतरराष्ट्रीय खेळाचे क्षेत्र असो, आय.टी क्षेत्र असो, राजकारण, अर्थकारण, वैज्ञानिक, संशोधक असो सर्व क्षेत्रांमध्ये स्त्रिया अग्रेसर आहेत. परंतु स्त्रीचे कर्तव्य, यश जितक्या मोठया मनाने स्विकारले पाहिजे तितक्या मोठया मनाने स्वीकारायला समाजाची पुरुषप्रधान, मानसिकता

तयार नाही. त्यामुळे स्त्री म्हटले की त्यांना काय येतं, हा समाजाचा स्त्रीकडे पाहण्याचा दृष्टीकोन कुटुंबामध्ये, ऑफिसमध्ये, समाजामध्ये, सगळीकडे दिसतो. त्यामुळे स्त्रीचे समाजातील स्थान दुय्यम बनत आहे, बनले आहे. स्त्री पुरुष दोघेही व्यक्ती आहेत. स्त्री एक व्यक्ती आहे. समाज तिचा व्यक्ती म्हणून स्वीकार करायला तयार नाही. त्यामुळे स्त्रीच्या दुय्यम स्थानात बदल होताना दिसत नाही. प्रश्नावलीतील ४० पैकी २४ शिक्षकांनी सदरच्या समस्येला पुष्टी दिली आहे. याचाच अर्थ ६०% शिक्षक सदरच्या समस्येबाबत सकारात्मक प्रतिसाद देतात.

५. सामाजिक रुढी, परंपरा -

सामाजिक रुढी, परंपरा यातील फोलपणा लक्षात आल्यामुळे व शिक्षणामुळे विचारशक्तीचा विकास झाल्यामुळे सर्व अनिष्ट रुढींना विरोध करण्याची स्त्रीची प्रवृत्ती वाढत आहे वटसावित्रीचा सण, हळदी - कुंकू, हरतालिका या सणांमध्ये आजच्या शिक्षित स्त्रीला रस वाटेनासा झाला आहे. त्यांची ही प्रवृत्ती वडीलधाऱ्या मंडळींना पटत नाही. त्यांना असे वाटते आहे की, या आमच्या रुढी, परंपरा आम्ही पाळल्या. त्या आमच्या मुलींनी पाळाव्यात. पण या रुढी किती कालबाह्य आहेत हे आजची स्त्री पटवून सांगू लागली तर तिला संस्कारहीन म्हणणे इष्ट ठरेल काय ?प्रश्नावलीतील ४० पैकी २४ शिक्षक सदरची समस्या मान्य करतात. याचाच अर्थ ६०% शिक्षकांना हीसमस्या स्त्री शिक्षणातील अडचण वाटते.

६. शिकलेली, नोकरी करणारी मुलगी पैसे मिळवण्याचे यंत्र -

एखाद्या कुटुंबातील मुलगी शिकली, नोकरी करू लागली की कुटुंबातील आर्थिक समस्या सुटल्याचा आनंद होतो, घरामध्ये सर्व सुखसोयी येऊ लागतात. जसजसे दिवस जातात तसतसे त्या मुलीच्या मनाचा कोणी विचारच करत नाही. ती मुलगी भावंडांचे शिक्षण करते. त्यांची लग्ने करते. आई वडिलांना सुखात ठेवते. पण तिच्या लग्नाचे, तिच्या भावनांचे काय ? याचा तिचे आई वडिल सुद्धा विचार करत नाही. तिने आपले मन, भावना बाहेर गुंतवल्या तर समाजामध्ये कुजबुज सुरू होते तिला व्याभिचारी ठरविण्यापर्यंत मजल जाते. पण ज्या मुलीने आपले सुख, आपल्या भावना बाजूला ठेवून कुटुंबाला सुखी करण्याचा प्रयत्न केला तिच्या बाबत कोण विचार करणार? प्रश्नावलीतील ४० पैकी ३० शिक्षकांनी या प्रश्नास सकारात्मक प्रतिसाद दिला आहे.

७. आई, वडिलांचे विचार व कृती यात अंतर -

एका कुटुंबामधिल आई वडिल दोघेही उच्चशिक्षीत नेहमी हुंडा विरोधी बोलणारे आंतरजातीय विवाहावर चर्चा करणारे. त्यांच्या मुलीने आपले शिक्षण पुर्ण होताच एका आंतर जातीय मुलाशी लग्न करण्याचा आपला मनोदय व्यक्त केला तिने आपला विचार बोलून दाखविल्या बरोबर घरातील वातावरण तप्त झाले. आईने जीव देण्याची धमकी दिली तर वडिलांनी घर सोडून जाण्याचा आपला विचार सांगितला. स्वतःला पुरोगामी म्हणून घेणारे मित्रांच्या बैठकीत हिरीरीने आपला विचार मांडणारे असुनही आपल्या खोट्या प्रतिष्ठेसाठी मुलीच्या आवडीचा विचार त्यांना गौण मानला आणि एक जमीनदाराला भरपुर हुंडासोने देऊन मुलीचा विवाह घडवून आणला. ह्या ठिकाणी मुलीच्या पसंतीचा मुद्दा गौण ठरला अशा वडिलधाऱ्या

मंडळीकडून आजच्या शिक्षित स्त्रीने काय बरे शिकावे? विचार व कृतीमध्ये एव्हडे अंतर असेल तर, दोन पिढ्यांमध्ये संघर्षाची भली मोठी दरी निर्माण झाल्या शिवाय राहणार नाही. प्रश्नावलीतील ४० पैकी २८ शिक्षक सदरची समस्या मान्य करतात. याचाच अर्थ ७० % शिक्षकांना सदरची समस्या शिक्षणातील अडचण वाटते.

वरील समस्येवर उपाय -

स्त्री शिक्षणातील समस्या खालील उपायांनी सोडविता येतील असे वाटते.

१. स्त्रियांच्या बळावर, त्यांच्या कार्यावर त्यांच्या बौध्दिक शक्तीवर विश्वास ठेवायला हवा.

२. आजच्या वडिलधाऱ्या व्यक्तींनी शिक्षित महिलांकडे पाहण्याची मानसिकता व दुराग्रही वृत्ती बदलली पाहिजे.

३. तुम्हाला काय कळते, तुमची अक्कल चुली पर्यंत असे टोमणे न मारता स्त्रियांच्या प्रश्नांना पटतील असे उत्तरे द्यावीत. त्यांना आपल्या दबावाखाली ठेवू नये.

४. स्त्रियांच्या मनातील द्विधा अवस्था दुर करण्यास मदत करावी

५. शिक्षित स्त्रियांना विश्वासात घेऊन त्यांना बोलते करून त्यांच्या मनातील प्रश्न, समस्या सोडवण्याचा प्रयत्न करायला हवा.

६. आपल्या वडिलकीचा अभिमान बाजूला ठेवून शिक्षित स्त्रीचे मन समजून घ्यावे

७. आपल्या पिढीतील स्त्रियांची सध्याच्या स्त्रीशी तुलना टाळावी.

८. आजच्या पिढीतील स्त्रियांना अपशब्द वापरून बोलण्यापेक्षा त्यांच्यासाठी उत्तेजनपर किंवा प्रेरणा दायी भाषेचा वापर करून बोलावे.

९. आजच्या स्त्रीला बेजबाबदार न ठरवता त्यांच्यावर टीका न करता त्यांचे प्रश्न सहानुभूतीपूर्वक ऐकून त्यावर विचार करून उपाय सुचवावेत.

निष्कर्ष -

आजच्या काळातील स्त्री कितीही शिकली, शास्त्रज्ञ, संशोधक बनली. राजकीय नेतृत्व करू लागली किंवा कोणत्याही व्यवसायात शिरून आर्थिकदृष्ट्या स्वावलंबी झाली तरी ती मातृदेवता आहे. तिला आपल्या कुटुंबाचे समाजाचे स्वास्थ्य अबाधित ठेवायचे आहे. मनगटातील जोरावर, बौध्दिक ताकदीवर आणि कौशल्याचा वापर करून घर चालवायचे आहे. घरचे, घरातील लोकांचे नैतिक अधिष्ठान वाढवायचे आहे व समाजाचे स्वास्थ्य सुधारून देशात व समाजात ऐक्य निर्माण करण्याची कामगिरी पूर्ण करून तिला एक आदर्श माता व्हायचे आहे आणि काळाची हिच मुख्य गरज आहे.

संदर्भ -

१. सरोजीनी बाबर (१९८६) स्त्री शिक्षणाची वाटचाल, महाराष्ट्र शासन शिक्षण संचालनालय मुंबई.

२. चौधरी भानू,(२००१) एकविसाव्या शतकातील शिक्षणापुढील आव्हाने , सुविधा प्रकाशन पुणे .

३. डॉ. वास्कर पुष्पा (२०१४) स्त्री शिक्षणाची वाटचाल- समस्या व उपाय, मैत्रीच्या पलीकडे, पुणे

४. डॉ. पाटील पद्मजा, डॉ. जाधव शोभना (२००७) भारतीय इतिहासातील स्त्रिया , फडके प्रकाशन कोल्हापुर.

५. धनवडे सुरेखा (२०१२) मानवी हक्क आणि स्त्रियांचे शैक्षणिक सबलीकरण, शिक्षण तरंग, इनसाईट पब्लीकेशन नाशिक.

पर्यावरण विषयक राष्ट्रीय दृष्टीकोन

डॉ. भूषण कर्डिले

प्राचार्य क.के. वाघ शिक्षणशास्त्र महाविदयालय, नाशिक.

प्रा. सुवर्णा बत्तासे

सहा. प्राध्यापक, के.के.वाघ शिक्षणशास्त्र महाविदयालय, नाशिक.

प्रा. किर्ती चित्ते

सहा. प्राध्यापक, न्यु शिक्षणशास्त्र महाविदयालय, नाशिक.

सारांश

बुध्दिमत्तेचे वरदान लाभलेल्या मानवाने स्वतःचे जीवन सुखी बनविण्याच्या हव्यासापोटी विज्ञानाचा वापर करुन अनेक सुखसोयी निर्माण केल्या. विज्ञान क्षेत्रात मोठी प्रगती केली. विज्ञान आणि तंत्रज्ञानातील विविध संशोधनामुळे मानवी जीवन सुखमय बनले. विकसित व विकसनशील देशात अनेक विकास प्रकल्पे विकास योजना राबविण्यात आल्या. पण त्यामुळे अनेक जीवघेण्या समस्या आपल्या पुढे उभ्या आहेत. उदा: आम्ल पर्जन्य, विषवृष्टी, सागरी वादळे, हरितगृह परिणाम प्रदुषण जैव विविधतेचा ऱ्हास. विज्ञानाबद्दल अज्ञान, वाढती लोकसंख्या इत्यादी आजचा युवक विधायक कार्यांएवजी विघातक कार्यांकडे आणि प्रवृत्तीकडे वळत आहे. मानवी दैनंदिन जीवनाचा विचार केला तर पर्यावरण व मानव यांचे नाते अतुट आहे. मानवाने प्रगतीची उत्तुंग शिखरे गाठली परंतु या प्रगतीचा निसर्गावर काय परिणाम होईल हया गोष्टी त्याने विचारात घेतल्या नाही. या सर्व बार्बीचा विचार केल्यावर पर्यावरण संरक्षणविषयक जाणीवा जागृत होऊ लागल्या. याच उदेशाने सर्वोच्च न्यायालयाच्या आदेशामुळे विदयापीठ अनुदान मंडळाकडून सर्व विद्यापिठांच्या पदवी अभ्यासक्रमात पर्यावरण अभ्यास हा विषय सर्व विदयाशाखांमध्ये नव्याने समाविष्ट करुन तो सक्तीचा केला आहे. परंतु केवळ अभ्यासक्रमात हा विषय न ठेवता समाजातील प्रत्येक घटकाने आपली जबाबदारी ओळखुन आपले योगदान देणे आवश्यक आहे.

संशोधक हे शिक्षक प्रशिक्षक असल्याने त्यांनी भावी शिक्षक असणारे बी.एड. प्रशिक्षणार्थीमध्ये पर्यावरण विषयी किती जाणीव जागृती आहे हे तपासण्यासाठी प्रवीणकुमार झा. यांनी प्रमाणित यांची संशोधनासाठी वापरली व चाचणीचे विश्लेषण करुन प्रदुषण कमी करण्याच्या दृष्टीने उपाययोजना सुचविण्याचा प्रयत्न केला आहे.

प्रास्ताविक

पर्यावरण ही संज्ञा फ्रेंच भाषेतील Environ या शब्दापासून प्रचलित झाली आहे. Environ याचा अर्थ To Surround म्हणजेच सभोवताली असणे किंवा सभोवतालची परिस्थिती असा आहे, मराठीत पर्यावरण या शब्दाची फोड परि+ आवरण अशी केली जाते. पर्यावरणशास्त्र हे सातत्याने विकसित होणारे शास्त्र आहे.

पर्यावरण ही संकल्पना स्थलसापेक्ष, कालसापेक्ष आणि जीवसापेक्ष आहे. पर्यावरणात वनस्पती, मानव व मानवेतर प्राणी, सूक्ष्मजीव इत्यादी जैविक घटक आणि हवा, पाणी, जमीन इ. अजैविक घटक अंतर्भूत होतात. यापैकी काही घटक निसर्ग निर्मित व काही घटक मानवानिर्मित असू शकतात व या सर्व घटकांची परस्पराक्रिया सातत्याने सुरु असणे यातूनच पर्यावरण निर्मिती होते. संपुर्ण पृथ्वी हे देखील एक पर्यावरण आहे.

जागतिक पर्यावरण : समस्या, आव्हाणे आणि उप

A TEACHER ROLE OF AS MULTICULTURAL EDUCATOR

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Abstract

"Diversity is an aspect of human existence that cannot be eradicated by terrorism or war or self-consuming hatred. It can only be conquered by recognizing and claiming the wealth of values it represents for all."

There is an important relationship between culture & education. Culture include everything that makes one group on community within a society distinctive from another language, values, literature, world view, religion clothing holidays beliefs & behaviour that constructs a specific groups lifestyle (perso2012)

Schooling, Education & culture are in democratic multiculturalism approaches of education programs. As a teacher there is the urgent need to understand & prepare students to face the multitude of challenges arising from this diversity.

Through modern system of Education is a parting knowledge ability & all other types of competencies, probably it has failed to inculcate the universal values & the spiritual values needed to be emphasised for making better citizens of tomorrow, which India needs and which peaceful world needs. So this article has tried to making India as peaceful part and multicultural society through "Unity in Diversity" from Education.

1.1 Introduction-

The 21st Century recognises right & needs of global. Citizens to maintain commitments both to their cultural communities, national & International and national diversities. Current vision of preparing student for the 21st century advocate that students must be enabled and empowered in the present and for the future hence empowering students to take control to lead functional and fulfilling lives should help them meet their needs for power and belonging and enable them to pursue and realize their social goals.(both personal and social) The goals of multicultural education includes imparting more accurate and complete information about many cultures, reducing prejudice and fostering tolerance, improving the academic achievement of multicultural students, reaffirming our commitment to the Indian ideals of pluralism and democracy and helping to make those ideals a reality.

1.2 Concept & Need of Multicultural Education

Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. At the classroom level, for example, teachers may modify or incorporate lessons to reflect the cultural diversity of the students in a particular class. In many cases, "culture" is defined in the broadest possible sense, encompassing race, ethnicity, nationality, language, religion, class, gender, sexual orientation, and "exceptionality"—a term applied to students with specialized needs or disabilities.

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नाशिक शहरातील प्राथमिक शाळांमध्ये अध्यापन प्रक्रियेत संगीत, नाटक, नृत्य आणि कला यांची उपयुक्तता

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ABSTRACT

गांधीजींनी स्वीकारलेल्या शैक्षणिक विचारांमध्ये शिक्षण म्हणजे खऱ्या अर्थाने अनुचिंतन आत्मनिरिक्षण आणि कृती या तीन गोष्टींमध्ये समन्वय साधतांना डोक, हात, हृदय, या तीन घटकांची महत्वपूर्ण भूमिका असते. यादृष्टीने अभ्यासक्रमाची उद्दिष्ट साध्य करतांना बालकाचा सर्वांगीण विकास हे प्रमुख उद्दिष्ट असले तरीही हा सर्वांगीण विकास साधतांना बालकाच्या मानसिक, शारीरिक, भावनिक व आणि कारक कौशल्यांचा विकास हा प्रथम साधावा लागतो. मात्र हा विकास साधतांना व्यक्तीभेद या घटकाचा विचार मात्र शिक्षकाला करावाच लागतो. व्यक्तिभेदानुसार प्रत्येक बालकाची गुणवैशिष्ट्ये, बुध्दिमत्ता, अभिरूची ही वेगवेगळी असते. या अनुषंगाने आज शिक्षक प्रशिक्षणाच्या अभ्याक्रमामध्ये संगीत, नाटक, आणि नृत्य यासारख्या पाठयक्रमांचा संबंध हा जोडला गेला आहे. कारण आनंददायी शिक्षणातून विद्यार्थ्यांची विचारप्रक्रिया विकसित करणे ती नुसतीच विकसित न करता कौशल्यपूर्ण आणि सृजनशील शिक्षणाकडे आता वाटचाल झाली पाहिजे असे लक्षात येते. म्हणून प्रस्तुत संशोधनात संशोधकांनी इंग्रजी माध्यमाच्या प्राथमिक शाळांमधील शिक्षक व विद्यार्थ्यांना प्रश्नावली देऊन सद्यस्थितीत संगीत, नाटक, कला यांचा शिक्षकाने अध्यापनात केलेला उपयोग यांचे सर्वेक्षण करून सद्यस्थिती मांडली आहे. व भावी शिक्षणात संगीत, कला, नाटक, नृत्य यांचा उपयोग करून अध्यापनात नाविण्यता निर्माण होईल. एक नवीन सृजनशील पिढी निर्माण होण्यास मदत होईल असे संशोधकांना वाटते.

१.१ प्रस्तावना

आपल्या भारतीय समाजाचे विविधता हे जसे एक वैशिष्टय आहे तसेच शालेय वर्गातही विविधता असते. फक्त विविधतेचे स्वरूप बदललेले असते. वर्गातील बालके विविध प्रकारचे असतात. संपादणूक पातळी, बुध्दिमत्ता, भाषिक ज्ञान, सामाजिक आंतरक्रियांचे कौशल्य, कारक विकास, व्यक्तिमत्व वैशिष्टये इ.सर्वाबाबतच खूप व्यक्तीभेद बालकात असतात. या व्यक्तीभेदाचा विचार करता प्रत्येक बालकात ज्या सुप्त क्षमता असतात ते ओळखण्याची नवीन संधी आजचे शिक्षण करून देते आहे का? बदललेल्या शिक्षण प्रक्रियेत यासारख्या प्रश्नांचा विचार करणे कमप्राप्त वाटते. आजच्या शिक्षकाने अध्यापन करतांना वेगवेगळया कार्यनीतीचा वापर करून अध्यापन करावे हयामध्ये फक्त नवनवीन कार्यनीतीच असाव्यात असे अपेक्षित नाही तर सर्जनशीलता असायला हवी. म्हणून अध्यापन शास्त्रामध्ये आजही अध्यापन हे कला आणि शास्त्र यांचे मिश्रण

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Issue Title: A C OMPARATIVE STUDY OF REFLECTIVE THINKING BY THE SCHOOL TEACHERS AND DEVELOP A GUIDELINE FOR FUTURE TEACHER EDUCATION .

Issue Auther: Kirti Dilip Chitte, Bhushan Vasantrao Kardile, & Sanjivani Rajesh Mahale.

Abstract: Every Profession requires specific knowledge, skills, and attitude. Teaching is profession. For this profession teacher should know his students and dimensions in teaching-learning process and social context of the students. School curriculum is developed in the form of constructivist approach. Therefore there is a need of reflective teaching learning process to be developed by the school teacher. The presenters took a feedback from experienced and less experienced teachers about reflective thinking in their classroom teaching. The presenters developed an open ended questionnaire, took feedback from the school teachers. The teachers were not aware about reflective thinking process. There is a need to develop knowledge, skills for reflective thinking in the teachers. There is a need to develop number of tools reflective thinking even in case of in-service teacher training. NCTE gave curriculum framework for B. Ed programme in 2014. In Future Teacher Education Curriculum in the component of School Internship noted that it is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. In the internship programme along with writing reflective comments, journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience. During & after the internship some tools to be developed by the teacher educators for reflection on internship programme by the student teachers. For the 21st century teachers insistence on of advance pedagogy of reflective Teaching Learning Process is a must. The presenter suggested some tools for internship programme of teacher education curriculum

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Golden Research Thoughts

GRT

'शिक्षणामध्ये पदव्युत्तर अभ्यासक्रमाकरिता संवाद प्रक्रियेद्वारे अध्ययन–अध्यापन'

Dr.Bhushan Vasantrao Kardile[1] and Asst. Prof. Kirti Dilip Chitte[2]

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सारांश

1959 साली पहिला 'world educational crises' यामध्ये शिक्षणाविषयी नवीन तत्वज्ञान 'lifelong education' हे तत्व मांडण्यात आले. 1972 मध्ये युनेस्कोच्या 'learning to be' या अहवालामध्ये 'sustainable development' हे तत्त्वज्ञान मांडण्यात आले. 1998 मध्ये जॉक डेलॉर यांच्या 'learning the treasure with in' या अहवालामध्ये अध्ययन अंतरीचा अनमोल ठेवा यामध्ये उत्पादन क्षमतेवर भर देण्यात आला. आजच्या उच्च शिक्षणामध्ये दोन गोष्टी प्रामुख्याने आढळतांना दिसत नाहीत. एक म्हणजे सर्जनशीलता व दूसरा म्हणजे उत्पादन क्षमता. जपानच्या विद्यापीठामध्ये नुकत्याच प्रकाशीत झालेल्या अहवालानुसार जगात आता 6-G यामधून अवघ्या अर्ध्या मिनीटात संपूर्ण एक सिनेमा डाउनलोड केला जावू शकतो असे संशोधनाअंती तंत्रज्ञान विकसीत करण्यात येत आहे. त्यामुळे जपानी शिक्षणात आपल्याला सर्जनशीलता, नाविण्यता ही दिसून येते. म्हणूनच सर्जनशीलता आणि नाविण्यता ही जोपर्यंत शिक्षणात येत नाही, तोपर्यंत तो देश समृध्द होत नाही. स्विडीश अर्थशास्त्रज्ञ गुणनार व अलोक्सिया निलदार यांनी एशियन ड्रामा या पुस्तकात पहिलेच वाक्य असे लिहिले की, 'बेकारी, ज्ञान आणि दारिद्र्य या बाबतीत काही थोड्या राष्ट्रांचा अपवाद सोडला तर अनुत्पादक शिक्षण पध्दती ही आशिया खंडाला मिळालेला सर्वात मोठा शाप आहे.' वर्तमान पत्र टाईम्स ऑफ इंडिया यामध्ये नुकत्याच प्रसिध्द झालेल्या एका बातमीचे उदाहरण याशी निगडीत पाहावयास मिळते. बांग्लादेशाने सरकारी रोजगार उपलब्ध केले असता शिपाई पदासाठी पंचवीस लाख लोकांनी अर्ज केले जेव्हा की, फक्त सहा हजार जागा यातून उपलब्ध आहेत. यापैकी एक हजार लोक पी.एच.डी. धारक आहेत. असे लक्षात येते. त्यामुळे फक्त शिक्षण घेणाऱ्यांची संख्या जरी वाढत असली तरी उत्पादन क्षमता नवनिर्माण क्षमता यामध्ये किती आहे, ही विचार करण्याची गोष्ट आहे. या हेतूने संशोधकांनी अध्यापनासाठी संवाद पध्दतीचा वापर केल्यास ही उत्पादन क्षमता, नवनिर्माण क्षमता वाढविण्यासाठी शिक्षणामध्ये पदव्युत्तर अभ्यासक्रमाकरिता संवाद अध्यापन पध्दतीची उपयुक्तता मांडण्याचा प्रयत्न येथे केला आहे.

1.1 प्रस्तावना

आजच्या शिक्षण पध्दतीमध्ये व्याख्यान पध्दती आणी दिग्दर्शन पध्दती यापेक्षा वेगळ्या पध्दती वापरल्या जात नाहीत. कारण वर्ग मोठा, विद्यार्थी संख्या, अभ्यासक्रम, वेळ, अभ्यासक्रम अशी अनेक कारणे सांगितली जातात. पुर्वी चावडीवर बसुन लोकं विविध विषयांवर चर्चा करीत असे. यातून वादविवाद होत. आणि समस्येचे विश्लेषण होऊन समस्येवर एक पर्याय शोधला जात असे.

शिक्षक म्हणजे फक्त बोलणारे यंत्र नव्हे, तर पेस्टॉलॉजीच्या काळात एक वाक्य 'Books were the knowledge shops and teacher were information joints' लॅटीनमध्ये 'teach' म्हणजे विषय शिकविणे. मात्र पेस्टॉलॉजीने याला बदलून 'John teach latin' या एका वाक्याचा उपयोग करुन 'teach' म्हणजे विद्यार्थ्याला केंद्र बिंदू ठेवून शिकविणे. याला अध्यापनाला महत्व दिले. यातून 'pedocentric' म्हणून 'pedagogy' उदयाला आले. विसाव्या शतकात विद्यार्थी हा ज्ञानाचा रचयिता झाला पाहिजे. नंतर रशियन मानसशास्त्रज्ञ व्हिगोत्स्की याने विद्यार्थी हा नुसता ज्ञानाचा रचयिता होऊन चालणार नाही, तर 'Cultural Cognitivist' झाला पाहिजे असे मत मांडले. कारण प्रत्येक देशातील क्रांतीला तेथील मातीचा वास असतो. तसेच प्रत्येक देशातील शिक्षणाला तिथला गंध असला पाहिजे. विविधता हा जगाचा नियम आहे. उदा घ्यायचेच झाले तर अमेरिकेन शिक्षणपध्दतीत वाघासाठी 'tiger' नावाचा शब्द नसून 'Jaguar' हा शब्द अस्तित्त्वात आहे.

1.2 संकल्पनेची गरज व महत्व

खऱ्या अर्थने विद्यार्थी हा 'self learner' असतो. शांती पर्वत शिक्षणाविषयी असे मत मांडण्यात आले आहे की, आयुष्यात खरे शिक्षण हे एक अष्टमांश हे शाळेतून, एक अष्टमांश हे घरातून, एक अष्टमांश हे परिसरातील व्यक्तिंकडून, एक अष्टमांश हे पर्यावरणातून, एक द्वितीयांश हे प्रत्येकाला स्वतःच्या हिंमतीवर मिळवावे लागते. त्यामुळे 'self education is the

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नाशिक.

सारांश :-

मानवाने विविध क्षेत्रात प्रगती करून आपले जीवन समृध्द करण्याचा प्रयत्न केला आहे. प्रगती करतांना जागतिकिकरण, खाजगीकरण, उदारीकरणाच्या प्रवाहात आपले स्थान टिकवून ठेवण्यासाठी अनेक प्रयत्न होऊ लागले आहे. परंतु त्याचबरोबर अनेक समस्याही निर्माण होऊ लागल्या आहेत. हया समस्या सोडविण्यासाठी फक्त शिक्षण घेऊन चालणार नाही. समस्या लक्षात घेऊनच उपाय सूचविणारे शिक्षण असले पाहिजे. विकास ही बदल घडविणारी प्रकिया असली तरी पर्यावरणीय स्त्रोतांच्या वापराची निश्चित दिशा समजावून घेण्यासाठी जागतिकिकरणाच्या काळात शाश्वत विकासाची संकल्पना समजावून घेणे महत्वाचे ठरेल. यातूनच खन्या अर्थाने मानवी हक्क समाजहित शाश्वत विकासातून निर्माण होईल. व हयातूनच पर्यावरणीय न्हास करणान्या घटकांवर नियंत्रण ठेवण्याविषयीचे ज्ञान आपणापर्यंत पोहोचू शकेल. मानवी जीवन जर नैसर्गिक स्त्रोतांवर पुर्णपणे अवलंबून आहे तर सध्याच्या लोकसंख्येसाठी व भविष्यकालीन पिढीसाठी स्त्रोतांची जपवणूक करणे आवश्यक आहे. असा विचार जागतिक स्तरावरील शास्त्रज्ञ व तज्ज्ञांनी देखिल विविध परिषद, परिसंवादात मांडले आहे.

प्रास्ताविक :-

मनुष्याला संस्कारामुळे मनुष्यत्व प्राप्त होते. जन्मतःच त्यास कशाचीच म्हणजेच विचार, भावना हया सर्वांची जाणीव नसते. हळूहळू वयपरत्वे तो शिक्षण घेतो आणि स्वतःचा विकास करतो. म्हणजे शिक्षणातून जे संस्कार त्यास प्राप्त होतात त्यातून तो घडत जातो. मानवाने 21 व्या शतकात खुप प्रगती केली. मात्र हया प्रगतीच्या वाटेवर चालतांना तो निसर्गाकडे दुर्लक्ष करू लागला. त्यामुळे निसर्गाचा न्हास होऊ लागला. आणि आज आपणा सर्वांना निसर्गाला वाचविण्यासाठी अनेक प्रयत्न करण्याची गरज भासू लागली आहे. म्हणूनच

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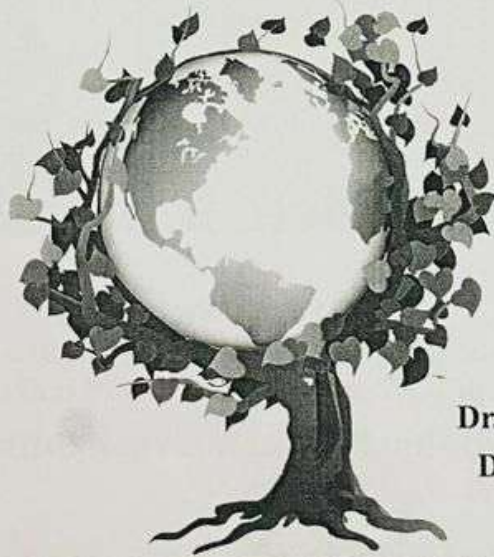
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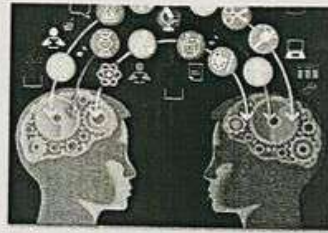
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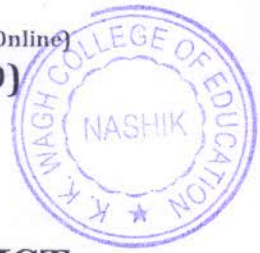Volume: 8, Issue:7, July 2023

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CONSTRUCTIVISM AND VARIOUS CONSTRUCTIVIST STRATEGIES TO TEACHING MATHEMATICS

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ABSTRACT

NEP 2020 emphasizes constructivism. If you want to study and teach, first you should know the concept, principles and assumptions of Constructivism. Knowledge of how to use Constructivism is essential. A teacher must also know how Constructivism is used in various subjects. A number of epistemological approaches can be used in the study and teaching of mathematics and they can be classified into three categories. 1) Student-centered 2) Teacher-centered 3) Student-teacher cooperative teaching methods Teaching techniques and teaching paradigms are used to formulate the curriculum. It is implemented considering the prior knowledge of the student. That is, mathematics is a subject of understanding and living. Student's study will not be meaningful without changing the role of teacher to teach and student to study only.

INTRODUCTION

In order to understand the difference between Constructivism and traditional education, we need to consider the background of the Constructivism debate. It has to be understood. Individuals do not simply accept the information they receive, but use prior knowledge to combine the given situation with experience to create new knowledge. In Constructivism, the learner is considered at the center. In the current prevailing system, teachers have an important position and students are given a secondary position. But the National Curriculum Framework 2005 has given central position to the student. Some guidelines have been given for this. It is as follows.

1. Being able to structure knowledge is study.
2. All students construct knowledge in their own way.
3. Interpreting them according to different experiences is study.
4. Students construct knowledge based on prior experience.
5. Students construct knowledge through different interactions that require different experiences.

Constructivism has been given a central position in the National Curriculum Framework 2005. So it is necessary to know it in detail. Constructivism is the creation of knowledge. The process required for this has gained importance. When students create new knowledge by combining prior knowledge and acquired knowledge, it is called epistemic constructivism.

ASSUMPTIONS OF CONSTRUCTIVISM

Some of the assumptions made in Constructivism are as follows

1. Knowledge is structured by experience.
2. Different concepts are formed through the process of giving meaning to experiences.
3. Students exchange ideas and perspectives. Therefore, different experiences acquire different meanings.
4. The student constructs his own knowledge.
5. Teachers as facilitators create various opportunities for students to study.
6. The value of students is measured by how much they participate in the learning process.

CONSTRUCTIVISM IN EDUCATION

Constructivism should be applied in curriculum development in fact the current curriculum emphasizes only Constructivism. Therefore, the study and teaching process has changed. The role of the teacher has changed drastically and the learning process has become student-centered rather than teacher-centered. Teachers should provide opportunities for students to construct knowledge by giving them different experiences. A democratic environment must be created in the classroom. Such an environment will make students study meaningfully and they will enjoy it. The principle of Constructivism should be used in the process of study and teaching.

2. Activity Education: Learning new things by engaging children with what they are already experiencing is the crux of the learning process. Seeing patterns in nature and expressing them in precise words is a part of mathematics itself. There is a particular way of learning mathematics. Concepts in mathematics are built on one another. If addition does not occur, multiplication does not occur. If subtraction does not occur, division does not occur. One has to go through small steps to achieve big success. Small success leads a person to big success. Different experiences should be given. For that, different difficulty levels should be solved. First give questions of less difficulty level and then give questions of higher difficulty level. The teacher should emphasize that every student should get quality education.

3. Two-step method: In this method the study is divided into two parts. In the first stage students should understand the concept properly. Then in the second stage, based on that, you should do the math and experience the demonstrations. The whole subject of mathematics can be taught in this way. Specially designed mathematical materials can be used for quality study teaching. Materials can be created using the concept of sustainable from waste. Prepare workbooks for practice. Teachers should be trained in these two-step methods and given Mathkits and workbooks for teachers to use in all classrooms. A meeting of the teachers and experts should be held once a month and a discussion should be held to see if 10 to 15% progress is being made in each stage.

4. Collaborative Learning: Collaborative study is an important phase in study teaching. will come It can be said that In order for students to learn together and help each other, teachers should try to create an atmosphere in the classroom that is cooperative rather than competitive. In cooperative learning there is no unnecessary competition among students. There will be no burden on the student to meet the expectations of teachers and parents. Every student gets a chance to find out what he likes. Students can focus on their favorite sports as a hobby and make good use of the available time for studies. Benefits of collaborative learning demonstrated by research
1) Increases acquisition, memory, motivation, thinking skills.
2) Relationships improve, friendship with peers increases, teachers begin to like school.
3) Improves mental health, increases self-confidence, increases stress tolerance.

That is, the principle of democracy is used in cooperative learning. Study teaching process was enjoyable. That is, the need of the hour has arisen to have a study process based on Constructivism. Once the students understand the concept properly, they will be able to apply it on the basis of previous experiences and construct new knowledge so that the studied element/topic will be remembered for a long time.

5. Technology based Teaching-Learning: It is very important to understand the nuances of mathematical concepts. A student should get practice in thinking more. For that one has to practice with the help of example. Technology can be used in different ways to practice this e.g. If animation is used in explaining the concepts using power point, students should be given detailed information on how to study through different apps. SCERT has given QR code in the textbook and through Diksha app students can prepare material as much as they want and when they want. Such material is also widely available on YouTube. Ashan is available in large quantities.

6. Mathematics Hobby Group: When some people work together motivated by a specific goal, it is called a circle. Mathematics science circle is useful for cultivating common interests of students. Such circles exist in India and outside India for many years. Isaac, Newton, was the president of the scientific board. In this circle, one can study the place of song in daily life. Personality development of the board members can be achieved through this. Mathematical skills can be cultivated. Discussions can be held on various topics and ideas can be exchanged and a sense of cooperation is created among the students.

7. Mathematics Laboratory: Every school should have a mathematics laboratory. Various materials should be included while preparing this laboratory, it is necessary to create curiosity in the student to do mathematical experiments from these materials. It is necessary to increase the research attitude.

8. Action Research (for teachers): In our daily life we do many things. When things are not what we want. What shortcomings did we have in that matter at that time? We try to find out how to overcome those shortcomings. If the whole idea of improving it and repeating the same action is to be done in a scientific manner, the study of works is useful. The purpose of action research is to get to the root of the problem and solve the problem as it is an ongoing process. It continues until your problem is satisfactorily answered

CONCLUSION
There are many types of strategies that can be used in teaching and learning of mathematics. There is no doubt that both teachers and students will be enriched by the experience if they study all these principles and use them in teaching and learning through knowledge. Due to this, everyone's fear of mathematics will be reduced and everyone will like mathematics.

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शोध-प्रभा

प्रधानसम्पादकः
प्रो.रमेशकुमारपाण्डेयः

सम्पादकः
प्रो.शिवशङ्करमिश्रः

सहसम्पादकः
डॉ. ज्ञानधरपाठकः

श्रीलालबहादुरशास्त्रीराष्ट्रियसंस्कृतविश्वविद्यालयः
(केन्द्रीयविश्वविद्यालयः)
नवदेहली-16

ज्ञानरचनावादाचा ऐतिहासिक आढावा व NEP 2020 मधील त्याचे स्थान

सुवर्णा बत्तासे, संशोधक विद्यार्थी, सहाय्यक प्राध्यापक, के. के. वाघ शिक्षणशास्त्र महाविद्यालय, नाशिक.
डॉ. संजीवनी मुळे, संशोधन मार्गदर्शक, प्राचार्य, शासकीय शिक्षणशास्त्र महाविद्यालय, छत्रपती संभाजीनगर (औरंगाबाद)

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सारांश

अठराव्या व ऐकोणिसाव्या शतकात अनेक मानसशास्त्रज्ञांनी मुलांच्या विकासाचा अभ्यास करण्याचा प्रयत्न केला, शिक्षणात शिक्षक व विद्यार्थी हे दोन घटक असले तरी शिक्षकच केंद्रस्थानी होते. विसाव्या शतकात तर वर्तनवादाला महत्त्व प्राप्त झाल्यामुळे शिक्षकाला अधिक महत्व प्राप्त झाले. याच कालावधीत काही मानसशास्त्रज्ञांनी विद्यार्थ्याला केंद्रस्थानी ठेवून अध्यापन करावे असा विचार मांडला. त्यातूनच मुलाचा विकास उत्तम प्रकारे होतो हे दाखवले. ज्ञानरचनावादाचा उगमही याच विचारातून झाला. भारतीय मानसशास्त्रज्ञ दवे यांनी ज्ञानरचनावादाचा पुरस्कार केला. तसेच राष्ट्रीय अभ्यासक्रम आराखडा 2005 महाराष्ट्र राज्य अभ्यासक्रम आराखडा 2010 यामध्ये ज्ञानरचनावादाची सविस्तर माहिती व त्याचे उपयोजन कसे करावे हे स्पष्ट केले. याचेच पुढेचे पाऊल म्हणजे NEP 2020. NEP 2020 मध्ये ज्ञानरचनावादाला मध्यवर्ती स्थान देवून विद्यार्थी हाच अध्ययन अध्यापनात केंद्रबिंदु असेल हे स्पष्ट केले. विद्यार्थी हा जागतिक स्तरावर गुणवत्तापूर्ण काम कशा प्रकारे करू शकेल याचे मार्गदर्शन NEP 2020 मध्ये करण्यात आले आहे.

अठराव्या शतकाच्या शेवटच्या काळात तर एकोणिसाव्या शतकाच्या सुरुवातीला अनेक पाश्चिमात्य शास्त्रज्ञांनी लहान मुलांच्या विकासाचा अभ्यास करण्याचा प्रयत्न केला त्यात प्रामुख्याने रुसो, पेस्टॉलॉझी. फ्रोबेल, यांचा समावेश होता शिक्षण हे शिक्षक व विद्यार्थी यांच्या आंतरक्रियेतून घडते असे मानले जात असे परंतु प्रत्यक्षात मात्र शिक्षक हाच केंद्रस्थानी होता. तर विद्यार्थ्याला मात्र दुय्यम स्थान दिले जात होते. विसाव्या शतकात वर्तनवादाला जास्त महत्व देण्यात आले यात विद्यार्थ्यांच्या वर्तनाचे निरीक्षण करून त्याचा विकास कसा होत आहे. हे ठरवले जाऊ लागले यात शिक्षकाला अधिकच महत्त्व प्राप्त झाले.

शिक्षकाच्या व विद्यार्थ्यांच्या भूमिका ठरवून दिल्या सारख्या झाल्या. शिक्षकाने अध्यापन करावे विद्यार्थ्याचे अध्ययन झाल्यानंतर शिक्षकाने मूल्यमापन करावे हा क्रम सुरु झाला. यात एक प्रकारच्या साचेबंदपना आला. विद्यार्थ्यांच्या विचारशक्तीला मर्यादा आल्या विद्यार्थिने विविध अंगांनी विचार करण्यापेक्षा चाकोरीबद्ध विचार प्रक्रिया निर्माण होऊ लागली. निरीक्षण करणे, वर्गीकरण करणे, तार्किक विचार करणे चिकीन्सकपणा, अनुमान काढणे निष्कर्ष काढणे यासारख्या गोष्टीकडे दुर्लक्ष होऊ लागले. शिक्षकाच्या अध्यापना नंतर केवळ घोकंपट्टीकरून जास्तीत जास्त गुण मिळविणे याला जास्त महत्व प्राप्त झाले.

कोणत्याही गोष्टीचा समग्रपणे विचार करणे याकडे दुर्लक्ष होवू लागले म्हणजे समष्टीवादाकडे पाठ फिरवून काम पुढे नेणे सुरू राहिले. परंतु समष्टीवादानुसार निसर्गाचे सर्व काम चालते याचा जणू काही विसरच पडला. यात सुधारणा करण्यासाठी प्रकल्प पद्धती, स्वयंशोधन पध्दती, प्रायोगिक पध्दती यांना महत्त्व देण्याचा प्रयत्न झाला. याच पध्दती विद्याशी केंद्री न होता शिक्षककेंद्रीच राहिल्या.

अध्ययन अध्यापन प्रक्रिया विदयार्थी केंद्री कशा प्रकारे होवू शकते यासाठी काही शास्त्रज्ञांनी प्रयत्न चालूच ठेवले त्यात प्रामुख्याने ज्यॉ पियाजे Jean piagets व लेव वायनॉटस्की या शास्त्रज्ञांच्या प्रयत्नांना दिशा मिळाली. साधारण 1950 च्या दरम्यान या दोघांनी केलेल्या संशोधनात असे आढळून आले की मुले स्वत:च ज्ञानाची निर्मिती करत असतात. मुलांची ही ज्ञान निर्मिती प्रक्रिया प्रत्यक्ष अध्ययन अध्यापनात आणली तर विद्यार्थ्यांचे अध्ययन उत्तम प्रकारे होईल. असे ब्रुनर या शास्त्रज्ञाने मांडण्याचा प्रयत्न केला आणि यातूनच ज्ञानरचनावादी अध्ययन अध्यापनाचा प्रवास सुरु झाला.

प्रत्येक गोष्टीला आधार देण्याचे काम हे तत्वज्ञान करत असते ज्ञानरचनावादाला आधार तत्वज्ञानातील ज्ञानशास्त्र या शाखेमुळे मिळाला. ज्ञान कसे असते ते कसे निर्माण होते त्याचे स्वरुप कोणत्या प्रकारचे आहे या प्रश्नांची उतरे देण्याचा प्रयत्न केला आहे. ज्ञान हे दोन पातळीवर तयार होत असते. मूर्त पातळी व अमूर्त पातळीवर ज्ञानाची निर्मिती होते. साधारणापने मूर्त पातळीवर अध्ययन अध्यापनाचा विचार करण्यात आला त्यामानाने अमूर्त पातळीवर ज्ञानाची निर्मिती याकडे काही प्रमानात दुर्लक्ष झाले. व्यक्तीच्या बाह्यवर्तनाचे निरीक्षण करण्यात आले व त्यालाच जास्त महत्व देण्यात आले. अमेरिकन तत्वज्ञ जॉन ड्युई यांनी मूर्त पातळीबरोबर अमुर्तपातळीवरील शिक्षणाना महत्व देत सामाजिक आंतरक्रियांचे महत्व स्पष्ट करण्याचा प्रयत्न केला आहे.

तत्वज्ञानाप्रमाणे ज्ञानरचनावादाला मानसशास्त्राचा आधार मिळालेला आहे. बोधात्मक मानस अभ्यांस शास्त्राचा अभ्यास शास्त्रज्ञांना ज्ञानरचनावादांचा आधार वैकासिक मानसशास्त्रा मध्ये आढळला. यात प्रामुख्याने जॉन डुई, लेव सायगॉटस्की यांचा समावेश आहे. मुलांची विचारप्रक्रिया कशी विकसित होती हे जाणून घेण्यासाठी त्यांनी अनेक प्रयोग केले या प्रयोगांतून विद्यार्थी स्व प्रयत्नांतून ज्ञान निर्मिती करतात हे सिद्ध झाले हा वेगळा आणि विद्यार्थ्यांना केंद्रस्थानी आणणारा विचार बोधात्मक मानसशास्त्रज्ञांनी मांडला व यातूनच ज्ञानरचनावादाचा विस्तार झाला.

मैत्री ज्ञानसंरचनावादाशी रात्रश्री बाम

साधारणपणे 1898 ते 1912 पर्यंत अनेक मानसशास्त्रीय संप्रदाय उदयास आले. यामध्ये ज्ञानरचनावाद हा संप्रदायांचा समावेश होता. यात विल्यम बुंट व टिचनेर या दोन मानसशास्त्रज्ञांचा समावेश होता. टिचनेर हा बुंट शिष्य होता. टिचनेर यांनी ज्ञानरचनावादाच्या विचाराला आकार दिला म्हणून त्यांना ज्ञानरचनावादाचे संस्थापक मानले जाते. 125 वर्ष टिचनेर का अमेरिकन मानसशास्त्रज्ञ होता आपल्याला मानसिक कार्याचा अभ्यास करावयाचा असेल तर मनाच्या रचनेचा अभ्यास करणे आवश्यक असे त्यांनी सांगितले कार्यवाद व ज्ञानरचनावाद यातील फरक त्यांनी स्पष्ट करण्याचा प्रयत्न केला.

बुंट व त्यांचा शिष्य टिचनेर यांच्यामुळे ज्ञानरचनावादाचा वैज्ञानिक स्वरुप आले. ज्ञानरचनावादाचा भर मानवी मनावर होता. मानवी वर्तनाला यात फारसे महत्त्व देण्यात आहे नाही. ज्ञानरचनावाद व्यवहारात फारसा उपयुक्त नाही असे काही मानसशास्त्रांचे मत होते. यामुळे ज्ञानरचनावाद हळूहळू मागे पडत गेला. परंतु नंतर परत एकदा या दृष्टीकोनाला महत्त्व प्राप्त झाले आहे. दुसऱ्या महायुद्धानंतर साधारणपणे 1967 मध्ये बोल क आर्थिकच महत्त्व प्राप्त झाले निम्लेट याने 1967 मध्ये 69thive हे पुस्तक लिह lognitive Plychology हे पुस्तक लिहिले त्यानंतर जीन पियाने यांनी विचार मांडण्याचा प्रयत्न केला. ज्ञानरचनावाद व बोधात्मक विचारप्रवाह दोन्हीच्या एकमीकरणातून सध्याचा ज्ञानरचनावाद जन्माला आला आणि त्याचे महत्त्व सर्वांना पटू लागले.

ज्ञानरचनावादी दृष्टिकोनावर अभ्यास केलेलं लेखन केलेले व सराव केलेले विचारसरणीचे शिक्षण म्हणजे जॉन डी बॅन्सफौर्ड अनॅस्ट ब्ह्रॉन ग्लॅसफिल्ड, एलेनॉर डरवर्थ, जॉर्ज फोरमन, रॉजर शॉंक, जॅक वोलेन, ग्रेनॉंन ब्रुक्स, मार्टिन जी ब्रुक्स हे होते तसेच गिंबा टिस्टा विको (1910) यांना ज्ञानरचनावादाचे तत्वज्ञ म्हणून ओळखले जाते.

ज्ञानरचनावादाचे मानसशास्त्र मधुवंती कुलकर्णी ज्ञानरचनावादातील मानसशास्त्रज्ञांचे योगदान.

विविध संशोधनाचा अभ्यास केल्यानंतर ज्ञानरचनावादाला महत्व प्राप्त झाले व त्याला अधिकृत मान्यता मिळाली असेही म्हणता येईल. जीन पियाजे (1954) डेव्हीड आसुबेल (1987) रॉबर्ट ग्रॅग्र, आणि जेरॉम ब्रुनर यांच्या संशोधनाचा आधार घेत ज्ञानरचनावादाची मांडणी करण्यात आलेली आहे. जॉर्ज केली या मानसशास्त्रज्ञांचा व्यक्तिमत्व रचनेचा सिद्धांत यालाही ब्रुनर यांची कामगिरीही फार महत्वाची आहे.

वर्तनवादानुसार विद्यार्थ्याला विविध प्रक्रियासाठी माहिती देणे हेच सर्वसाधारणपणे अपेक्षित होने तर ज्ञानरचनावादामध्ये विद्यार्थी शिक्षकांकडून व आपल्या सहकाऱ्यांकडून माहिती मिळवितो. स्वत: चा मिळालेल्या ज्ञानाशी व पूर्व अनुभवांची सांगड घालतो तुलना करतो परीक्षा करतो आणी पुन्हा नवीन ज्ञानाची रचना करतो.

ज्ञानरचनावादमध्ये विविध मानसशास्त्रज्ञांचे योगदान.

1) गिम्बाटिस्टा विको 18 वे शतक

गिम्बाहिसा विकी यांनी दैनंदिन जीवनावर आधारीत शिक्षणाची कल्पना मांडली. माणसाने समाज तसेच तत्व निर्माण केल्यामुळे मानवी वर्तन दिसून येते. त्यांनी मानवाच्या व्यावहारिक शिक्षणाला महत्त्व देत आपले विचार प्रकट केले. प्रथम मानवाच्या मूळ स्वभावाचा अभ्यास करून विकसित करण्याचा प्रयत्न केला पाहीजे. ज्ञानप्राप्ती हे विद्यार्थी व शिक्षक या दोघांचेही ध्येय असावे. दोघांमध्ये सविस्तर आंतरक्रिया होणे आवश्यक आहे अनुवंश व परिस्थिती हे व्यक्तीच्या विकासावर परिणाम करतात. ज्या समाजात आपण राहतो त्याचा विकास आपल्या शिक्षणामुळे झाला पाहीजे असे.

2) वुल्फर्गेंग कोहलर 1887-1967

आपल्या वर्तमान कायमस्वरूपी बदल घडवून आणणे म्हणजे शिक्षण विद्यार्थ्यांमध्ये शिकत असताना कोण कोणते बदल घडून येतात. त्याला विद्यार्थी कोणत्या प्रकारे प्रतिसाद देतात यामध्ये त्यांनी विद्यार्थ्यांच्या मर्मदृष्टीला अतिशय महत्व दिले आहे हीच उप्पत्ती त्यांनी मांडली. शिकणे म्हणजे कोणत्याही समस्येची उकल शोधणे असे त्यांचे मत होते.

ज्ञानरचनावादाचा अभ्यास करतांना अभ्यासक्रम पाठ्यक्रयामध्ये अनेक महत्त्वाचे बदल करावे लागतील विद्यार्थी वयानुसार बुद्धी व त्यांच्या आकलनक्षमतेनुसार कोणत्याही गोष्टीचे मर्म नाऊन घेतो यातूनच ज्ञानरचनेची निर्मिती होते. एकाच प्रश्नांची अनेक उतर असतात हे लक्षात येते.

3) लेव्ह सेम्योनोविच वायगोटस्की (1896 में 1934)

हे एक रशियन मानसशास्त्रज्ञ होते. मुले जशजशी वाढत जातात वसतसे त्यांचे अनुभव क्षेत्र वाढत जाते ते ज्ञानाशी

रचना करु लागतात. मुलांच्या विकासात आजूबाजूच्या वातावरणाचाही वाटा असतो कसे सांगितले. मुलांच्या विचारात होणारा बदल इतरांशी आंतरक्रियांमुळे होतो. असे नमुद केले त्यांनी शिक्षणाच्या संदर्भात चार तत्वे सांगितली आहेत.

1. मुले स्वत: ज्ञानाचीनिर्मिती करतात

2. मुलांचा विकास होताना सामाजिक संदर्भाचा विचार करावा लागतो.

3. शिकण्यामुळे विद्यार्थ्यांच्या विकासाला गती मिळते.

4. मुलांच्या बौद्धिक विकासात भाषेचे फार मोठे योगदान असते.

पियाजे 1896-1980

या मानसशास्त्रज्ञाने प्रत्येक मुल ज्ञाननिर्मिती कशी करते, प्रत्यक्षात ज्ञान निर्मिती होण्याच्या पायऱ्या कोणत्या हे शोधण्याचा प्रयत्न केला. विद्यार्थी आपली प्रगती करताना चारा पायऱ्या मधून हे सांगण्याचा प्रयत्न केला त्याचा कालावधी हा त्यांनी वयानुसार सांगितला 0 ते 2 वर्षे या वयात स्वत:ला समजून घेण्याचा प्रयत्न करतात 2 ते 7 या वयात मुले विचार करायला लागतात. या वयात मुले केवळ स्वत:पुरताच विचार करतात. 7 ते 11 वर्ष या वयात मुले तार्किक विचार करून सामाजिक होतात तर 11 ते 15 वयात तार्किक विचार बरोबर बुद्धिनिष्ठ होतो. विशिष्ट वयानुसार मुलांची बौद्धिक शारीरिक व भावनिक विकास होतो असे पियाजेचे मत आहे. पियाजेने यांनी माणसाच्या विचारप्रक्रियेचा विकास कसा होतो हे प्रामुख्याने सांगितले आहे.

अर्नेस्ट व्हॉन ग्लॅसर फिल्ड 1917-2010

ग्लॅसर फिल्ड यांनी समुह ज्ञानरचनावादावर भर दिलेला आहे. त्यांनी ज्ञानरचनावादाची विविध मूलतत्वे सांगितली आहेत. यामध्ये विद्यार्थ्याला केंद्रस्थानी मानले आहे. विद्यार्थी स्वतः ज्ञानाची रचना करतो. शिक्षकांनी प्रथम विद्यार्थ्यांच्या विचारप्रक्रियेला चालना देवून अध्ययनासाठी आवश्यक असणारी परिस्थिती निर्माण केली पाहिजे. कोणतीही संकल्पना सांगतांना विविध अनुभव विद्यार्थी कसे घेतील याकडे लक्ष द्यावे विद्यार्थी विचार कसा करतात. हे समजणे ज्ञानरचनावादासाठी आवश्यक असे ग्लॅसरा फिल्ड यांना वाटते.

डेव्हिड पॉल आसुबेल 1918-2008

डेव्हिड पॉल आसुबेल हे एक अमेरिकन शास्त्रज्ञ आहेत. त्यांनी जीन पियाजेचा विरानुसार काम करण्याचा प्रयत्न केला असे लक्षात येते प्रत्येक विद्यार्थ्याकडे पूर्वज्ञान असते. सद्यास्थितीत मिळालेल्या ज्ञानाची व पूर्वज्ञानाची सांगड नवीन ज्ञान निर्माण करतो असे त्यांचे मत आहे.

शिक्षकाने अध्ययन करतांना विविध अध्यापन सुत्रांचा वापर करावा. मूर्ताकडून अमूर्ताकडे हे अध्यापनाचे सूत्र शिक्षकाला ज्ञानरचनावादाकडे नेण्याचा प्रयत्न करते शिक्षकाने विद्यार्थ्याला विविध उपक्रम विविध संदर्भ त्यांना सतत शोध घेण्यास प्रोत्साहीत केले पाहिजे यासाठी शिक्षकाने स्वत:मध्ये बदल घडवून आणणे आवश्यक आहे हे स्पष्ट केले.

डेव्हिड आसुबेल अग्रत संघटक प्रतिमान विकसित केले ज्ञानरचनावादामध्ये या प्रतिमानाचा वापर होतो.

भारतीय मानसशास्त्रज्ञ दवे यांनी ज्ञानरचनावादाचे महत्व अधोरेखित केले आहे तर विविध शैक्षणिक आयोग शैक्षणिक धोरण यांतून ज्ञानरचनावादाचे महत्त्व स्पष्ट करण्याचा प्रयत्न करण्यात आलेला आहे तो पुढीलप्रमाणे.

राष्ट्रीय अभ्यासक्रम आराखडा 2005 मध्ये अध्ययन अध्यापनात ज्ञानरचनावादाचा वापर कसा करता येईल याचे विवेचन करतांना शाळेशिवाय दैनंदिन जीवनात विध्यार्थ्यांच्या जिज्ञासेला कुतुहलाला शोधक वृतीला प्रोत्साहन दिले पाहिजे हे सांगूत कृतियुक्त अध्ययनाला महत्व देत आणि सगळ्यांची सुसंगती लावून मुलांनी सभोवालच्या परिसरातून विविध प्रकारे अध्ययन करावे. बालपण हा संपूर्णपणे विकासाचा व वाढीचा कालावधी असतो. इतरांशी प्रेमाने नाते जोडत प्रत्येक गोष्टी बद्दल नवीन ज्ञान मिळवावे. आणि त्यातूनच आपली सर्जनातिता सिद्ध करावी.

विद्यार्थी केंद्री अध्ययन अध्यापनात मुलांच्या अनुभवांना, विचारांना आणि त्यांच्या क्रियासलि कृतीयुक्त सहभागाला महत्व देते. य पध्दतीन मुलांचा बौद्धिक भावनिक व शारीरिक विकारत होतो. विद्यार्थ्यांच्या आवडी निवडी लक्षात घेवून अध्यापनाचे नियोजन करावे लागते. शाळेत मिळणाऱ्या ज्ञानाबरोबरच त्यांच्या अनुभवांची इतर गोष्टीची सांगड घालण्याची क्षम-क्षमता त्यांच्यात निर्माण केली पाहिजे. यासाठी अभ्यासक्रमाची पूर्वरचना, शिक्षकांना विविध प्रकारचे प्रशिक्षण देणे पाठ्यपुस्तकात बदल, शैक्षणिक साहित्य आणि अध्यापनाच्या कार्यनिती व मुल्यमापन यासाठी सर्वात जास्त महत्व दिले पाहिजे.

प्रत्येक विषयाचे गुणवत्ता पूर्ण अध्ययन अध्यापन होण्यासाठी विविध कार्यनितीची माहिती देत असतानाच गणित विषयासाठी उद्दिष्टे विचार, तर्क, गृहितांना तार्किक निष्कर्षापर्यंत पोहोचवणे. अभूर्त विचारसरणी यावर भर द्यावा असे म्हटली आहे. गणिताचा अभ्यासक्रम तयार करतांना तो महत्वकांक्षी, सुसंगत कसा करता येईल याकडे लक्ष केंद्रित करावे.

शालेय स्तरावर गणित विषय हा सक्तीचा आहे. गणिताचे दैनंदिन जीवनातील महत्त्वाचे स्थान लक्षात घेवून मुलांना स्वावलंबी होण्यासाठी गणिताचा कसा उपयोग होवू शकतो. याचा विचार करून उद्दिष्टे अध्ययन अध्यापन कार्यनिती ठरवण्यात याव्या. मुलांच्या मनात गणित विषयाबद्दल आवड निर्माण करावी. विद्यार्थ्यांनी प्रयोग करत, चुकांमधून शिकण्याची संधी द्यावी.

महाराष्ट्र राज्य अभ्यासक्रम आराखडा 2010 मध्ये एन.सी.ई.आर. टीचे दिलेल्या या विषयांमध्ये गणित या विषयाला अत्यंत महत्त्वाचे स्थान देण्यात आलेले आहे.

महाराष्ट्र राज्य अभ्यासक्रम आराखड्यामध्ये डॉ कोठारी आयोगात महात्मा गांधीच्या शैक्षणिक विचारांवर भर दिला आहे हे स्पष्ट करत राष्ट्रीय एकात्मतेचे स्थान अधोरेखित केले पहिले. राष्ट्रीय शैक्षणिक धोरण 1968 याची स्तर रचनेवर भर दिला आहे हे सांगत शिक्षणात 1976 मध्ये संविधानात केलेल्या दुरुस्तीनुसार कसे बदल झाले हे सांगीतले.

जागतिकीकरणाच्या आजच्या युगात मानवाला अत्यंत महत्त्वाचे स्थान देत ती देशाची संपती आहे. मनुष्यबळ विकसनातून देश विदेशातील संधी तरुणांना उज्वल भविष्यासाठी कसे उपयुक्त ठरतील हे स्पष्ट केले त्यामुळेच विद्यार्थी केंद्रित, जीवनाभिमुख करत संकल्पनांचे कृतिकार्यक्रमात कसे करावे हे सांगीतले आहे. डकार (2000) येथे भरलेल्या आंतरराष्ट्रीय परिषदेत शिक्षणाच्या सात्विकीकरणाला महत्त्व देण्यात आले. याबरोबर गुणवता व शिक्षणातून विषमतेचे निर्मुलन याबर प्रकाश टाकला आहे.

जागतिक आरोग्य संघटनेने (wito) दहा जीवन कौशल्ये सांगितली आहे. त्यापैकी समस्यांची उकल Problem solving निर्णयक्षमता Decision making सर्जनशील विचार relative thinking आणि चिकित्सक विचार critical thinking या जीवन कौशल्यांचा गणित विषयातून चांगला विकास होवू शकतो. यासाठी ज्ञानरचनावादी अध्ययन अध्यापन कार्यनीतीचा वापर अत्यंत उपयुक्त ठरणार आहे.

या शिवाय यामध्ये learning to learn या संकल्पनेवर भर देण्यात आलेला आहे. प्रत्येक विद्यार्थ्यांनि शिकणे एवढेच पुरसे नाही तर कोणतीही गोष्ट कशी शिकावी याचेही शिक्षण घेणी आवश्यक आहे. यामध्ये संदर्भ कौशल्ये संदर्भांसाठी टिपणे ठेवता येणे त्यातील मुद्द्यांची मांडणी विद्यार्थ्याला करता आली पाहिजे.

अभ्यासक्रमात ज्ञानरचनावादी भूमिकेच्या स्वीकार केला पाहिजे. यामध्ये विद्यार्थी या संकल्पनेतच बदल झालेले आहे. त्याचप्रमाणे विद्यार्थी कसे शिकतात या संकल्पनेत कसे बदल हेही सांगितले विद्यार्थ्याच्या आकलन क्षमतेनुसार विद्यार्थ्याला अध्ययन अनुभव द्यायचे ही संकल्पना ज्ञानरचनावादानुसार मांडली आहे.

पाठ्यपुस्तकाच्या पारंपरिक पद्धतीत कसे बदल करावे हे सविस्तर मांडतांनाच विद्यार्थ्यांना प्रयोग करण्यास सांगून निरीक्षणास संधी द्यावी प्रकल्प कृतियुक्त अध्ययन स्वचे अध्ययन इ. तंत्राना महत्व द्यावे स्वयं अध्ययन पुस्तिका, अध्ययन कार्डे तक्ते नकाशे असे पूरक साहित्य बनवण्यावर भर द्यावा.

विद्यार्थ्यांमध्ये अपेक्षित बदल घडवावा हे स्पष्ट केले यासाठी शिक्षकांचे प्रशिक्षण होणे अत्यंत गरजेचे आहे. शिक्षण प्रशिक्षणात अत्यंत महत्वपूर्ण बदल करावे. शिक्षकांना ऑनलाईन मार्गदर्शनाची उपलब्धता करून द्यावी.
राज्य आराखडा 2010 NEP 2020 मध्ये ज्ञानरचनावादाला अत्यंत महत्वाचे स्थान देण्यात आले आहे. यामध्ये प्रत्येक व्यक्तिच्या सर्जधशीलतेला महत्व देण्यात आले आहे. शिक्षणातून साक्षरते बरोबर समस्या निराकरण चिकित्सक विचार, नैतिक विकास, सामाजिक भावनिक विकासाचे जीवनातील स्थान स्पष्ट करण्याचा प्रयत्न केला आहे.

शिक्षकांनी ज्ञानरचनावाद समजून घेवून त्याच्या आपल्या दैनंदिन अध्ययन अध्यापनात वापर केला पाहिजे. प्रत्येक गोष्टीत गुणबतेलाच प्राधान्य देण्यात यावे रचनात्मक विचार करणारा विद्यार्थी तयार करणे हे शिक्षकांपुढील आव्हान असेल यासाठी शिक्षकांनी वेगवेगळे संशोधन प्रकल्प हाती घेवून कार्य करावे. शिक्षकांनी विद्या शिक्षक प्रशिक्षणात महत्वाचे बदल घडवून गुणत्तापूर्ण प्रशिक्षण देणाऱ्या संस्थाना मान्यता देवून इतर केवून इतर मान्यता देवू. नये त्याच न्यायमूर्ती संस्थाना त्यांच्या अहवालात अहवालात खाली नोंदवले आहे.

थोडक्यात सांगायचे तर प्रथम ज्ञानरचनावादाणा महत्व देण्यात आले त्यानंतर वर्तनवादाला महत्व प्राप्त होवून ज्ञानरचनावाद मागे पडला. कालांतराने वर्तनवादातील दोष लक्षात घेवून ज्ञानरचनावादाला महत्व प्राप्त झाले. ज्ञानरचनावादाचे महत्व पटवून देण्यासाठी अनेक मानसशास्त्रज्ञांनी प्रयत्न केले त्याचे पडसाद विविध शैक्षणिक आयोगामध्ये शैक्षणिक धोरणामध्ये दिसुन आले सद्यास्थिती ज्ञानरचनावादाने अध्ययन अध्यापन करून दर्जेदार शिक्षण, व संशोधनाचे महत्व विशद करण्यात आले. NEP 2020 मध्ये ज्ञानरचनावादाला महत्व देवून विद्यार्थी हा जागतिक स्पर्धेत कशा प्रकारे टिकून राहील यासाठी मार्गदर्शन करण्यात आले आहे.

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