UGC Approved (Jr.No 48842)

Educreator Research Journal (ERJ)

A Multidisciplinary International Quarterly Print/online Peer Reviewed Journal

Feb 2017 - May 2017 /VOL IV /Issues I

ISSN : P-2455-0515 E- 2394-8450
Impact Factor:3.521( IJIF )

Managing Editor
Ms.Pramila D Thokle

Chief-Editor
Mr.Ubale Amol Baban

YEAR
2017-18
Educreator Research Journal (ERJ)

A Multidisciplinary International Print/online Peer Reviewed Journal

ISSN : P-2455-0515 E- 2394-8450

UGC Approved (Jr.No 48842)

Managing Editor
Ms.Pramila D Thokle

Chief-Editor
Ubale Amol Baban

Editorial Board

<table>
<thead>
<tr>
<th>Prof. Dr. Kalpana Kharade</th>
<th>Dr. Meena . P. Kute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dr.Shobha Kalebag</th>
<th>Dr.N.Johnson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>Asst Professor, Dept. of Lifelong Learning</td>
</tr>
<tr>
<td>Mahavir Mahavidyalaya , Kolhapur</td>
<td>School of Education, Alagappa University, Karaikudi, India 630003</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dr.Sujata Ghokale,</th>
<th>Dr. Mahabir Singh Bhati,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Department of Sociology, PGSR, SNDT Women's University, Mumbai</td>
<td>Assistant Professor, K. M. College of Education, Bhiwani-127021, Haryana.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dr. NIMIT GUPTA</th>
<th>Dr. Sardar Patil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>Athalye-Sapre-Pitre College, Devrukh. Tal. Sangmeshwar, Dist. Ratnagiri-415008</td>
</tr>
<tr>
<td>Fortune Institute of International Business, Delhi Affiliated to AICTE, Delhi</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dr. Shashikant Mhalunkar,</th>
<th>Dr. Ashok Wagh,</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.G.Dpt. of English, B.N.N College, Bhiwandi</td>
<td>Principal, Dept Of Commerce B.N.N College, Bhiwandi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dr. Bikramjit Kaur</th>
<th>Dr. Surinder Kaur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Government College of Commerce and Business Administration, Chandigarh</td>
<td>Post Graduate Government College Commerce Dept Sector-46, Chandigarh</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mahajan Sagar Bhaskar Ranjana</th>
<th>Dr. Sunil Sangle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor, EEE Department , MIT Aurangabad, Maharashtra</td>
<td>Assistant Professor, Department of Botany, Rajaram college, Kolhapur</td>
</tr>
</tbody>
</table>
Journal On
Educreator Research Journal ( ERJ )
A Multidisciplinary International Print/online Peer Reviewed Journal
ISSN : P-2455-0515 E- 2394-8450

30 May 2017
VOL IV / Issues II

Copyright:
@ All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording and/or otherwise, without the prior written permission of the publisher.

Disclaimer:
All views expressed in the proceedings are those of the individual contributors. The editor and Publisher are not responsible for the statements made or the opinions expressed by the authors.

Date Of Publication: 30 May, 2017

Publisher:
Pramila.D.Thokle (9822307164)

(Email Id : educreatorjournal@gmail.com)

Publication :
Aarhat Publication
108,Gokuldham Park,Dr.Ambedkar Chowk,
Near TV Tower,Badlapur(E),421503
Email ID: aarhatpublication@gmail.com.
<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Paper Name</th>
<th>Author Name</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A Need of Dramatic Arts education is an important means of Developing Personality of the students</td>
<td>Dr. Ratnaprabha N. Rajmane</td>
<td>1 - 7</td>
</tr>
<tr>
<td>2</td>
<td>Educational Status Of Women In India: Historical Perspective</td>
<td>Samsuj Jaman</td>
<td>8 - 17</td>
</tr>
<tr>
<td>3</td>
<td>Effective Teaching Strategies To Teach Science Concepts In A Classroom Of Diverse Learners</td>
<td>Dr. Manvi Yadav &amp; Dr. Deepika Ahlawat Dhankher</td>
<td>18 - 29</td>
</tr>
<tr>
<td>4</td>
<td>A Study Of The Impact Of Active Learning Methodology On The Learning Of The Students Of Ashram School</td>
<td>Dr. Ratnaprabha N. Rajmane</td>
<td>30 - 37</td>
</tr>
<tr>
<td>5</td>
<td>Multi-Culturalism Awareness Of Students And Teachers On The Basis Of School Type: A Comparison</td>
<td>Dr. Lubna J. Mansuri</td>
<td>38 - 52</td>
</tr>
<tr>
<td>6</td>
<td>Socio-Cultural Life Of The Karbis Of Assam: A Sociological Note</td>
<td>Dr. Jayanta Dowarrah</td>
<td>53 - 58</td>
</tr>
<tr>
<td>7</td>
<td>All-Round Tutorship Approach: The Way They Learn Best</td>
<td>Jaswinder Kaur</td>
<td>59 - 64</td>
</tr>
<tr>
<td>8</td>
<td>The Role Of Ashram Schools In Educating The Children From Tribal Community</td>
<td>Dr. Sunayana J. Kadle</td>
<td>65 - 69</td>
</tr>
<tr>
<td>9</td>
<td>Trajectory Of Students’ Self Evaluation Of Participation In Co-Operative Learning: A Comparison By Their Implicit Theories</td>
<td>Dr. Shefali Pandya</td>
<td>70 - 83</td>
</tr>
<tr>
<td>10</td>
<td>Effect Of Brain Based Learning On Problem Solving Skills</td>
<td>Sandeep Gamare</td>
<td>84 - 96</td>
</tr>
<tr>
<td>11</td>
<td>A Study On Primary Education With Special Reference To North Eastern Region</td>
<td>Rasmi Das</td>
<td>97 - 104</td>
</tr>
<tr>
<td>12</td>
<td>Evolution Of National Commission For Women</td>
<td>Mrs. Suresh Kumari</td>
<td>105 - 112</td>
</tr>
<tr>
<td>13</td>
<td>Women Empowerment And Inclusive Growth: Illusions And Realities</td>
<td>Dr. Kapil Sharma</td>
<td>113 - 115</td>
</tr>
<tr>
<td>14</td>
<td>A Comprehensive Study On Corporate Social Responsibility In Small And Medium Enterprises (SMES) In India</td>
<td>Dr. Priyanka Kumari</td>
<td>116 - 124</td>
</tr>
<tr>
<td>15</td>
<td>Flipped Learning Approach For B.Ed Students : An Evaluative Study</td>
<td>Dr. Geeta Pathak</td>
<td>125 - 135</td>
</tr>
<tr>
<td>16</td>
<td>The Citizenship (Amendment) Bill 2016 And</td>
<td>Ms. Prabha Bhat</td>
<td>136 - 141</td>
</tr>
<tr>
<td>South Asian Refugees</td>
<td>Itodia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Atrocities Against Scheduled Tribe And Scheduled Caste And Redressal Of Human Right Violation Surinder Sharma &amp; Anil Kumar Verma 142 - 144</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Effect Of Mental Imagery Training Program On Kinesthetic Imagery And Visual Imagery Of Handball Players Mr. Dinesh Ukirde &amp; Dr. Atmaram V. Thoke 145 - 150</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 Contribution Of Allied Disciplines (Economics And Statistics) Towards Educational Research (With Special Reference To Research Methods) Dr. Asha Ramagonda Patil 151 - 161</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 मध्ययुगीन उत्तर भारत में ग्राम प्रशासन का स्वरूप डॉ.ज्ञानेश्वर शामराव कडव 166 - 173</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 ठाणे-पालघर जिल्ह्यातील आदिवासी लोकसंदर्भांचा वाढ व वितरणाचा भौगोलिक अभ्यास प्रा. मानकरे ज्ञानेश्वर रघुनाथ 174 - 183</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 Reasons Behind Violence Against Women In India Mrs. Suresh Kumari 184 - 191</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 सामाजिक न्याय और शिक्षा नरेंद्र कुमार पाठक 192 - 195</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 धार्मिक क्रांती युगातील सियासती अवस्था :एक चिकित्सक अध्ययन डॉ.ज्ञानेश्वर शामराव कडव 196 - 201</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 अनुसूचित जमातीय महिलांच्या प्रगतीमध्येन बघत गंगाधरी वास्तव स्थिती – एक सूक्ष्म अभ्यास उ.प्रो. गायकवाड 202 - 207</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 Historical Perspective and Present Status of Herbal Drugs in India Dr. D. S. Kadhao 208 - 213</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 Teachers And Students Relationships Prof. B. Manchanda 214 - 219</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 संस्कृती एवं शिक्षा: नई पीढ़ी के हस्तांतरण में शिक्षा की भूमिका सुशील कुमार 220 - 223</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Commerce Education Provides In Depth Knowledge Of Function Areas Of Business To The Students Dr. Vijay K. Bile 224 - 228</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 A Need And Issues In Merger And Acquisition Dr. Vijay K. Bile 229 - 232</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32 Village Development With Reference To Agro Tourism In Maharashtra Dr. Vijay K. Bile 233 - 239</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A NEED OF DRAMATIC ARTS EDUCATION IS AN IMPORTANT MEANS OF DEVELOPING PERSONALITY OF THE STUDENTS

Dr. Ratnaprabha N. Rajmane,
Principal
Gandhi ShikshanBhavans,
Smt. Surajba college of Education, Juhu (north) Juhu Mumbai -400049

“All the world’s a stage, and all the men and women merely players; they have their exits and their entrances. — William Shakespeare

Introduction

“The future of our nation depends on our ability to create-and to be creative. During the coming decades our most important national resources will be human resources. If our nation is to continue to meet the challenges of the future, today's schools need to develop creative leaders.”

Dramatic arts education is an important means of stimulating creativity in problem solving. It can challenge students' perceptions about their world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts, and dreams that they might not otherwise have means to express. A student can, if only for a few moments, become another, explore a new role, try out and experiment with various personal choices and solutions to very real problems-problems from their own life, or problems faced by characters in literature or historical figures. This can happen in a safe atmosphere, where actions and consequences can be examined, discussed, and in a very real sense experienced without the dangers and pitfalls that such experimentation would obviously lead to in the "real" world. This is perhaps the most important reason for dramatic arts in schools.

Important of Drama in Education

There is a lot of established research about the positive influences from drama, theatre and the performing arts, especially on young people. The benefits are physical, emotional, social, and they help to develop a healthy appreciation of culture and the arts. Drama provides an excellent platform for exploring theoretical and practical aspects of all the subjects. The improvisation aspect of drama gives students opportunities for developing their communicative skills in authentic and dynamic situations. Drama has the potential of making the learning experience fun for the students and even memorable because it is interactive and visual. Creative drama

will offer exercises in critical thinking and the chance for the students to be creative. Drama gives an excellent method for studying human nature and working in harmony. The play acting provides the opportunity for a healthy release of emotion in a safe setting which can work to relieve the tension of learning in a second language.

- Drama builds confidence.
- Drama helps concentration.
- Drama helps develop language & communication skills.
- Drama encourages children to co-operate.
- Drama supports numeracy skills.
- Drama helps children to understand the world around them.
- Drama develops emotional intelligence.
- Drama assists physical development.
- Drama develops creativity.
- Drama nurtures friendships.
- Drama Brings Literature to Life.
- Drama as a Powerful Teaching Tool.
- Drama Reveals Aspects of the Human Condition.
- To develop imagination capacity.
- Power of Transformation with Drama

**Why students need study drama at high school?**

- It will increase Students’ self-esteem and confidence. They will make heaps of friends. They will learn the skills of listening, negotiating and communicating.
- Students will expand your cultural awareness. They will tour through a rich history of traditions and cultures. They will begin to know and appreciate that which is culturally and historically valuable.
- Students will learn empathy and identification. Drama opens up new dimensions of emotional experiences. By observing other people’s creative processes and products, it can assist you in accessing emotions, along with understanding different ways of interpreting and understanding information. In drama we express ideas, observations and feelings by making choices about roles and/or characters.
- It will increase your Students ability to think; creatively, imaginatively and divergently. They will learn how to think outside the square. Drama teaches students how to become
Students are expected to question and critique their own and others’ processes and products.

- Students will develop higher order thinking skills. We can often be limited by our own attitudes and beliefs. Drama requires us to view things from multiple perspectives, inviting us to share control of a narrative between different players. This automatically widens our perspectives, allowing us to synthesise and evaluate information at a much higher level.

- Students will learn how to be creative. “Creativity, is an acquired behaviour – learnable, teachable, tangible and crucial to human development”

- Students will express your creativity in a variety of ways. In drama there is no right or wrong, creative play is encouraged and mistakes are often happy accidents. “Creative people do things. They make. They assemble. They put together. They make connections where connections were not previously apparent”.

- Students will connect not only with yourself, but with other disciplines, cultures, traditions and most importantly with an audience.

- Students will learn how to work in a team effectively. Drama is full of games, or rather complex group dynamics and team building exercises (games sound more fun).

- Learning how to work collaboratively is a precious and important skill. Drama helps them to learn how to let go of what you want to say and respond to others’ viewpoints or actions in a safe and fun environment.

- Students will learn about philosophical, ideological and political perspectives that different arts work represent (all drama is drawn from the world – we actually teach the basis of western civilization when we explore Ancient Greek Theatre. Pretty cool huh?).

- Students will walk away with an understanding of important aspects of our psychology – who we are, what we think, feel and act vs. what we say and do.

- Students will learn how to evaluate various art works and know what works, what doesn’t and why.

- Students will learn how to speak in a more articulate manner, at the same time you will get to put on funny accents, or even sing or talk in babble.

- Students will learn how to use your body in ways that make people laugh.

- Students will learn how to make people cry.
• Students will begin to fully understand and experience the reality “that play is a natural way that children learn and develop”. Students will learn how to put on a theatre show or performance.

• You Students will become better writers and therefore increase your literacy and numeracy skills, through script writing, performance analysis and creative writing exercises.

• Students will expand their vocabulary and begin to use words like “hybrid” and “embody”.

• Students will learn how to memories things (learning lines requires practice, determination and advanced memory skills).

• Students will make meaning by undoing meaning… and they will understand what these kinds of expanded vocabulary.

• Students will learn about emotions and how to express them.

• Students will celebrate differences and diversities.

• Students will learn how to give feedback and take on board feedback. Drama teaches us how to ask questions that help make sense of learning.

• The two simple questions; ‘what worked’ and ‘what could be improved next time’ encourage students to offer constructive feedback and think critically and positively about their own and others’ performances.

• Students will get over your insecurities. In drama they have a right to be silly. One’s ability to laugh at our mistakes and ourselves is important in a business that can be tough and demanding. As students, it is sometimes difficult to take criticism of one’s work. In drama students have the chance to give and take feedback in a constructive way, not personal or hurtful. Students need to learn this and to be disciplined in their approach to a professional career but, at the same time, be willing to laugh and enjoy themselves in the process.

• Students will learn how to act with spontaneity and without self-consciousness. Remember though, this takes time and relies on how safe students feel with both teacher and other classmates. The ability to do this shows cooperation and communication in drama.

• Students will learn experientially (this means they will actually experience what they are learning).

• Students will learn about stagecraft and principles of design, by getting involved in set
designs or making models of sets (by the way, this is actually applied mathematics).

- Students will paint, make things and dress up in costumes and wigs.
- Students will get to play games (I mean, take part in team building exercises and complex group dynamics!).
- Students will be active. Drama is an active subject that requires you to get up and move most of the time. Students will learn how to tell a story and communicate with and without using words. Drama encourages us to communicate through different ways, whether it be through movement or speech or even just sounds. “Communication is at the roots of art”.
- Students will learn how to do things in slow motion. They will learn how to do things in fast motion. Students will learn to get in touch with your subconscious. Students will learn how to think on your feet. Students will learn how to focus and concentrate. Students will discover how to play with tension.
- Students will have fun. “The highest level of creativity unfolds through play.” – Albert Einstein. Students will maintain a sense of individuality and discover how to celebrate this.
- Students will demonstrate development of a personal style. They will build working relationships with other peers that may develop into long-lasting friendships and professional dynamics. They will have opportunities to become a great leader or the star of the high school production.
- Students will learn how to excel in public speaking/presenting. Students will get to play around with multi/hybrid arts. In drama popular culture can be used to explore kids’ lives and identities. Studies show that learning is made more meaningful and effective when students are given the opportunity to link their school activities to real-life experiences.
- Students will discover a process known as ‘reflection’. Reflection is not about solving problems, rather it is about noticing what is going on when you have a feeling or experience and suggesting possibilities that enrich our repertoire of understanding and influence our own art-making.
- Students will create plays from stimulus materials (such as picture books, music, film/video). They will learn how to articulate what you want by working with others and taking on various roles, such as director.
• Students will get to engage in fun assessments. In drama these can include performances, Performance reviews, portfolios, journals, scripts and even making masks. They will learn how to make fun of yourself and not take yourself so seriously. They will find out how to create characters out of a simple body movement or picture.

• Students will discover how to do the impossible: fly, draw the world, and dissolve their body. Students will learn how to change your psychological and physiological state by simply changing the way that their body is positioned.

• Students will understand how to use heightened use of language, alliteration, hyperbole and may even speak in verse. They will learn all about comedy; such as pathos, satire, commedia art and physical comedy.

• Students will learn the rules of improvisation. Improvisation involves craft and skill, inviting students to think imaginatively and on their feet.

• One of the most important rules in improvisation is that you must accept all offers made by your partner, and not deny them. This allows a scene to be carried out to its full potential.

• Students will learn how to act in response to others, not just when they have lines to say. Students will learn how to push beyond their boundaries. They will learn how to create new work by using conventions from other styles. Drama is not just about creating; it is about “re-creating”. They will learn how to play with mood and atmosphere, through such things as music, to emotionally affect your audience.

• Students will learn how to create sounds capes they will learn how to transform objects, place, character through their body and imagination. They will get to see the bigger picture and on the flip side, explore the details. They will begin to understand the creative process. “Choices, alternatives, failures and doubt: The creative person works all of them out”. Students will get to (more than likely) go and see live performances. They will understand the difference between what it takes to be a professional artist.

• Students will learn about discipline, routine and structure without having to go to military school. The drama classroom can be like working in a professional theatre at times. For example, if they miss a performance, their absence affects the whole dynamics of the show.

• Students will be encouraged to be curious, open, present, inquisitive and funny. Students will learn how to research information online and offline and therefore gain the ability to evaluate the reliability and credibility of different information sources.
Students will use technology (such as lights, video and sound) to create their own shows or school productions. “Technology can often and does enrich and extend the imagination of students.” They will learn how to rethink, reconsider, replace, refine, redo, reaffirm, reprocess, rewrite and reconceptualise. What better lesson could kids learn in coping with life than the importance of the “re” component?

- Students will learn how to be persistent and to learn from failures as well as successes. Students will learn to be aware. “People can become more and more creative by simply becoming more conscious of what it is that they do. The creative person sees the ordinary extraordinarily”. They will discover ways that they can make change, because “Creative people change the world”.

**Conclusion:**

Drama has the potential to empower the students, give them many opportunities to have pride in their work, it teaches them responsibility, problem solving, management and directing proficiencies. The many activities of team work force students to develop organizational skills and to think on their feet. These are tools that can be used in all aspects of their lives. These skills will be useful in the future job market when the students need to work with others or even in the future job interview.

Therefore, it makes sense that dramatic skills can help us become the person we want to be. In this way, drama has a wider reach than simply making us more fluent in a second language. It has the potential of making our lives better as we will be better understood and may help us become the people we want to be. Drama is all about how we present ourselves. If the student can communicate better, the more likely others will see him/her as he/she wishes to be seen. Therefore, the skills of drama can help the student become the person that he/she wants to be.

**References:**


Dramatic Literature for Children: A Century in Review - by Roger L Bedard

Indian Theatre: Theatre of Origin, Theatre of Freedom – By - Ralph Yarrow


Theatre India, School’s’ bi-annual English journal.

E-references - https://www.google.co.in
ABSRACT:

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can’t neglect the importance of education in reference to women empowerment India is poised to becoming superpower, a developed country by 2020. The growth of women’s education in rural areas is very slow. This obviously means that still large womenfolk of our country are illiterate, the weak, backward and exploited. Education of women in the education of women is the most powerful tool of change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. To provide the education to everyone, EFA programme was launched in 2002 by the Government of India after its 86th Constitutional Amendment made education from age 6-14 the fundamental right of every Indian child. But position of girl’s education is not improving according to determined parameter for women. To know the present position of women education, this study conducted by the author. And study concluded that the rate of women education is increasing but not in proper manner.

KEY WORDS: Women Education, Female Literacy, Empowerment, Provisions for Girls Education.

INTRODUCTION

Women in any nation are the mirror of its civilization. The position of Women in society is the index of the standard of social organization. There is no chance for the welfare of the World, unless the condition of Women is improved, is not possible for a bird to fly only on one wing. No country afford development without considering women who constitute about half of its stock of human include women in every aspect of life. A woman is a precious part of the society. Infect, the status of women is not hope or rise for that family or country where there is no esteem for women, where they live in sadness. But actually their social, economic and political status is lower than that of men in almost all countries of the world. Of course women
do enjoy better position in some societies than in other, but their overall position everywhere is lower than their male counterparts in regarding education, employment, political participation, health status etc. The constitution of India not only provides for equal rights and privileges for women and men but also for making special provision for women. Women in India now participate in all activities such as education, politics, media, art and culture, service sector, science and technology, etc. despite all these development measures and the constitutional legal guarantees; women have lagged behind men in almost all sectors. In this context, researcher has selected to study the educational status of women in India in historical perspective.

OBJECTIVE OF THE STUDY:
The main objectives of this paper are:

- To examine the educational status of women in India.
- To Study the growth of women literacy in West Bengal and India.
- To explore the socio economic condition of women.
- To make a comparison between West Bengal and India regarding progress of women literacy.
- To show the govt. initiative programme for women education.

WOMEN EDUCATION:
Education is regarded as the key factor in overcoming the barriers that women face and the basic tool for empowering women and bringing them into the main stream of development. Education not only provides knowledge and skills to improve health and livelihoods, but it empowers women to take their right place in society and the development process. Education gives status and confidence in decision making. Educating women is the key to reducing poverty. The need for women education is emphasized all over the world. Women status in the society and education are interrelated. All over the world movements have been carried on to reduce illiteracy as stated by Bhatt,D.B and Sharma, R.S (1992) “The movement for improving women’s status all over the world has always emphasized education as the most significant instrument for changing women’s subjugated position in society.” Women’s education has an important role in the development of nations. The literacy rate of women also has impact on the economic condition and reduction of poverty of the country.

WOMEN EMPOWERMENT:
Empowerment of women that will have lasting impacts must involve consciousness raising before the social construction of gender, which subordinates women in the family, class, caste, religion, or society, can be changed. Three experimental approaches to empowerment in South
Asia have been tried: integrated development, economic empowerment, and consciousness rising. Consciousness rising has been implemented in awareness groups and education that have led to a new consciousness, self worth, societal and gender analysis, and access to skills and information. The economic empowerment approach has relied on improving women's control over economic resources and strengthening women's economic security. Gramin Bank has provided one example of organizing women around savings and credit, income generation, and skill training activities. Integrated development approaches have encouraged women's collectives that have engaged in development and social problem resolution and formed specialized activity groups as means of mobilization of women. No one design has assured success. Identification of the poorest and most oppressed in a geopolitical area has provided an entry point for action. Women were encouraged to find a separate time and space for themselves. The three aforementioned approaches have different assumptions about the reason for women's powerlessness: greater poverty and lower access to resources, economic vulnerability, and subordination within patriarchal societies and socioeconomic inequalities.

Empowerment is the manifestation of a redistribution of power that challenges patriarchal ideology, transforming the institutions that reinforce or perpetuate gender discrimination. The parameters of empowerment have been identified as:

1. Developing ability for critical thinking;
2. Fostering decision-making and action through collective processes;
3. Ensuring equal participation in developmental processes;

RELATIONSHIP BETWEEN HIGHER EDUCATION AND WOMEN EMPOWERMENT:

No doubt that majority of women in our country are uneducated that is the reason for their downfall education can change the scenario as a whole. Education can help in bringing following changes in women:

- Education helps in changing the mindset of an individual.
- Education can enhance their confidence.
- Raising the status in the family and society.
- Reducing dependability

All these above-mentioned parameters are an indicator of the empowerment process.

HISTORICAL BACKGROUND OF WOMEN IN INDIA:

It is very important to know the historical background, if we are to make a study of status of women in India. It is not easy to find answers for questions like when did women start losing
their status or who was responsible for this situation. The position that women occupied in the medieval and later the colonial period is of utmost importance. Women were never put on high pedestal in the Shastras.

❖ Women Education in Ancient Period

It cannot be clearly stated whether equal rights between men and women prevailed or not during the Vedic period. But available sources show that liberal attitudes and practices pertaining to women did exist. Women were actively involved in religious and social matters. They had some freedom to choose their partner in marriage and a widow was permitted to remarry. As India started taking steps towards civilization, social discrimination increased. Jainism and Buddhism emerged as potent religious reform movements. According to Buddha, women’s spiritual capacities were equal to men’s. “Buddhism began as a religion that treated women as equal to men in their capacity for personal spiritual development.”1 “The universal prejudices against women, who are said to be weak-minded, fickle, treacherous and impure are shared by the Jains and expressed in several passages of the canon and in the form of maxims.” The high status that women enjoyed during early Vedic period gradually started deteriorating in the late Vedic period. Lineage began to be traced in the male line and sons were the sole heirs to family property. As the economic and social status of sons began to rise, the position of women saw a steep decline. The position of women reached an all-time low during the age of the Dharmashastras. It is during this age that codes of conduct prescribing behaviour norms for women were evolved. This period saw the exclusion of women from both economic and religious sphere. During the period of Dharmashastra, child marriage was encouraged and widow marriage was looked down upon. The birth of girl child was considered as an ill omen and many parents went to the extent of killing the female infants. The practice of Sati became quite wide spread because of the ill treatment meted out to widows. Although in the Vedic period women had access to education in India, they had gradually lost this right. In cultural reality, the women enjoyed a privileged position in the Vedic period. The women had special customs, rituals and spirituality, with which men were not allowed to interfere.

❖ Women Education in Medieval Period

The condition of Women in society deteriorated more during the medieval period with the entrance of Muslims. At this point of time several evil practices like child-marriage, sati, and female infanticide were practiced largely. ‘Purdah’ system was started. These women were also forced to practice ‘Zenana’. Rajput women of Rajasthan practiced
‘Jauhar’. Polygamy was common in Hindu Kshatriyas. At the same time many women excelled in arts, literature, and music. Women were also rulers in the medieval period. Some of the great women rulers were Razia Sultana, the only women monarch to rule the throne of Delhi. The Gond queen Durgavati ruled for 15 long years, before she lost the battle to Asaf Ali emperor Akbar’s general. Chand Bibi also fought the Mughals in 1590’s. Nur Jahan is still considered as the most effective ruler. In spite of all these successful women the condition of poor Indian women was the same. At this time, girls were married at a very tender age. Sati was also practiced where women were forced to jump in the burning funeral of their dead husband. Devdasi tradition was common in southern India where girls were married to deity or trees. The Bhakti movement tried to restore women’s position. Mirabai was most popular Bhakti movement figure. In this period, education for women’s was not common at every level, only few girls of rich and famous families could achieve the basic and religious education.

❖ Women Education in British Period
In the British period there was revival of interest in women's education in India. During this period, various socio religious movements led by eminent persons like Raja Ram Mohan Roy, Iswar Chandra Vidyasagar emphasized on women's education in India. Mahatma Jyotiba Phule and Periyar were leaders of the lower castes in India who took various initiatives to make education available to the women of India.

❖ Women Education after Independence
Women’s education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women’s literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 1971 only 22% of Indian women were literate, by the end of 2001 54.16% female were literate. The growth of female literacy rate is 14.87% as compared to 11.72 % of that of male literacy rate. The constitution of India guarantees the right to equality to all Indian women without discrimination. The literacy rate before independence was 2.6% rose in 1961 to 15.3% and 50% by the year 2001. And now, according to the 2011 Census, the male literacy rate is 82.14 while female literacy rate is 65.46.

❖ Women Education in Modern Period
Kerala and Mijoram are the only states in India that have achieved universal female literacy rates. The improvement in social and economic status of women is said to be one of the reasons for literacy. In cities the literacy rate is almost equal between girls
and boys in the country however the rate in rural areas continues to be less than the boys. 40% of the centers under NFE, non formal education programs are set apart for women. According to statistics of women education in India, today 0.3 million NFE centres have primary education to 0.12 million girls out of 7.42 million children. However in tribal areas there is not much of a gender bias as compared to all other castes, tribal community statistics show lower male ratio in spite of much low income, literacy, education and other facilities several efforts are being made towards women education and empowerment. The government is taking steps to increase the rate of women education and employment.

LITERACY STATUS OF WOMEN IN INDIA:

**Table-1 : Urban Female Literacy Rate In West Bengal And India (1981-2011)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Female Literacy Rate</th>
<th>West Bengal</th>
<th>Growth Rate</th>
<th>India</th>
<th>Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td></td>
<td>60.72</td>
<td>6.61</td>
<td>58.07</td>
<td>5.53</td>
</tr>
<tr>
<td>1991</td>
<td></td>
<td>68.25</td>
<td>7.53</td>
<td>64.05</td>
<td>5.98</td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td>76.14</td>
<td>7.89</td>
<td>72.86</td>
<td>8.81</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td>81.70</td>
<td>5.56</td>
<td>79.92</td>
<td>7.06</td>
</tr>
</tbody>
</table>

Source: Census 2011- Provisional Population Totals-India

Analysis: According to the table no- 1, this is witnessed from the fact that the literacy rate of urban women of West Bengal was greater than the women literacy rate in India during 1981. It is also noticed that during 1991 decade the literacy rate of women of West Bengal was more from the literacy rate of women in India. But after 2001 the women literacy rate of West Bengal has decreased in the perspective of Indian women literacy rate.

**Table-2 : Rural Female Literacy Rate In West Bengal And India (1981-2011)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Female Literacy Rate</th>
<th>West Bengal</th>
<th>Growth Rate</th>
<th>India</th>
<th>Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td></td>
<td>25.34</td>
<td>7.29</td>
<td>26.92</td>
<td>0.79</td>
</tr>
<tr>
<td>1991</td>
<td></td>
<td>38.12</td>
<td>12.78</td>
<td>30.17</td>
<td>3.25</td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td>53.82</td>
<td>15.7</td>
<td>46.13</td>
<td>15.96</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td>66.08</td>
<td>12.26</td>
<td>58.75</td>
<td>12.62</td>
</tr>
</tbody>
</table>

Source: Census 2011- Provisional Population Totals-India

Analysis: According to the table no-2, this is witnessed that during 1981 the rural female literacy rate of West Bengal was greater than the women literacy rate of India. It is also noticed that during 1991 the literacy rate of rural women of West Bengal was greater than the literacy rate of women in India. But after 2001 the rural women literacy rate of West Bengal has decreased in the perspective of Indian women literacy rate.

Table: 3 Growth of Literacy Rate in India.

<table>
<thead>
<tr>
<th>Year</th>
<th>Growth of Literacy Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>1901-1911</td>
<td>0.73</td>
</tr>
<tr>
<td>1911-1921</td>
<td>1.65</td>
</tr>
<tr>
<td>1921-1931</td>
<td>3.38</td>
</tr>
<tr>
<td>1931-1941</td>
<td>9.31</td>
</tr>
<tr>
<td>1941-1951</td>
<td>2.26</td>
</tr>
<tr>
<td>1951-1961</td>
<td>13.24</td>
</tr>
<tr>
<td>1961-1971</td>
<td>5.55</td>
</tr>
<tr>
<td>1971-1981</td>
<td>10.55</td>
</tr>
<tr>
<td>1991-2001</td>
<td>11.72</td>
</tr>
<tr>
<td>2001-2011</td>
<td>9.36</td>
</tr>
</tbody>
</table>

Source: Govt. of India.

Analysis: According to the table no-3, this is seen that the male literacy rate of India has risen from 0.73 % to 9.31 % where as the female literacy rate of India has risen from 0.45 % to 4.37 % during 1991 to 1941. During 1901 to 1991 this is witnessed that the male literacy rate was higher than the female literacy rate in India. But at present the scenario has been changed. During 1991 to 2011 this is seen that the female literacy rate of India has risen from 14.87 % to 16.68 % where as the male literacy rate of India has decrease from 11.72 % to 9.36 % during 1991 to 1941. So, it is clear that today the female literacy rate is increasing from the male literacy rate in India.

SPECIAL INITIATIVES FOR WOMEN:

(i) National Commission for Women: In January 1992, the Government set-up this statutory body with a specific mandate to study and monitor all matters relating to the constitutional and legal safeguards provided for women, review the existing legislation to suggest amendments wherever necessary, etc.
(ii) **Reservation for Women in Local Self-Government**: The 73rd Constitutional Amendment Acts passed in 1992 by Parliament ensure one-third of the total seats for women in all elected offices in local bodies whether in rural areas or urban areas.

(iii) **The National Plan of Action for the Girl Child (1991-2000)**: The plan of Action is to ensure survival, protection and development of the girl child with the ultimate objective of building up a better future for the girl child. National Policy for Children-2013 was adopted by the Government of India on 26th April 2013. National Plan of Action for Children 2016 is in Draft Format.

(iv) **National Policy for the Empowerment of Women, 2001**: The Department of Women & Child Development in the Ministry of Human Resource Development has prepared a “National Policy for the Empowerment of Women” in the year 2001. The goal of this policy is to bring about the advancement, development and empowerment of women. National Policy for the Empowerment of Women, 2016 is under draft stage.

(v) **Sakshar bharat mission for female literacy**: Launched in 2008 for promoting adult education especially among women under which Lok Shiksha Kendras were set up.

(vi) **SABLA-Rajiv Gandhi Scheme for Empowerment of Adolescent**: It aims to provide nutrition for growing adolescent girls by provision of food grains.

(vii) **Right To Education**: RTE considers education as a fundamental right which will provide free and compulsory education to every child aged between 6 to 14.

(viii) **National Programme for Education of Girls at Elementary Level**: It is for reduction in the school dropouts by giving special attention to weak girls. In villages, women’s group are formed. These groups follow up/supervision on girl’s enrolment, attendance.

(ix) **Mahila Sangha**: Under this scheme women’s forums (Mahila Sangha) were created. It provides space for rural women to meet, discuss issues, ask questions, make informed choices. It is implemented in ten states.

(x) **Rahstriya Madhyamik Shiksha Abhiyan**: Infrastructure for girls hostel for secondary education.

(xi) **Dhanlakshmi scheme**: Conditional money transfer scheme for Girl Child following 3 conditions.

  - a) At birth and Registration of Birth.
  - b) Progress of Immunization and Completion of Immunization.
  - c) Enrolment and Retention in School

---

CONCLUSION:
On the basis of above-detailed analysis and secondary data gathered from various sources, it could be concluded that there is no doubt about the essential need of women education. According to the Country Report of the Government of India, education of girls is the most powerful tool of change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. To encourage the education of women at all levels and for dilution of gender bias in providing knowledge and education, established schools, colleges and universities even exclusively for women in the state. To bring more girls, especially from marginalized families of BPL, in mainstream education, the government is providing a package of concessions in the form of providing free books, uniform, boarding and lodging, clothing for the hostilities mid-day meals, scholarships, free circles and so on. Education for All (EFA) programme and other many educational programmes are providing various facilities to enhance the education for women, so these programmes are very helpful to improving the girl’s education in India. The ultimate solution for empowering women and not only this but women should provide higher education so that they can be able to make their own decisions, they should be able to differentiate between good and bad. But it is also necessary that government of India should make plans and policies regarding women empowerment. Now it is cleared that only literacy is not the ultimate solution but women should be highly educated to know their rights and duties. And should be able to use their rights as per the need.

REFERENCES:

✓ Annual Report of the Department of higher Education, 2009-10 & 2010-11, Govt. of West Bengal.
✓ Kumar, Dr. Jitendra & Sangeeta(2013): Status of Women Education in India, Educationia Confab,


West Bengal, Vol. 10 & 11, Number : 42, May-June, 2009. Govt. of West Bengal, Deptt. of Information and Culture, Kolkata.

West Bengal, Vol. 10 & 11, Number : 42, May-June, 2009. Govt. of West Bengal, Deptt. of Information and Culture, Kolkata.

West Bengal, Vol. LI, No. 5, 1 & 2, January-February 2009, Deptt. of Information and Cultural Affairs, Govt. of West Bengal, Kolkata.
Abstract
Indian classrooms are filled with diverse learners and today’s teachers are asked to educate all students using research-based strategies in inclusive science classrooms. Teachers need to be equipped with the skills that are necessary for improved student achievement in order to successfully teach and accommodate the needs of all children. Classrooms are intended to be positive, supportive environments where there is a deep understanding of students social, emotional, and physical well being. And it is important to recognize, nurture, and strengthen the talents found in each student. Keeping this in mind a detail review of literature is done on effective teaching strategies to teach science concept in a classroom of diverse learner and on the basis of literature reviewed suggesting the effective strategies to be incorporated in a class comprising of diverse learners

Introduction
All students are culturally different; each family is unique and has its own identity. Children’s understanding of the physical world results naturally from their ordinary interactions with adults and other children. Knowledge of the world is constructed by each individual child within a social and cultural context, that is, through their social interactions with others. There is an important relationship between culture and education since the culture of teachers and students affect education processes in the classroom. Thus, culture includes everything that makes one group or community within a society distinctive from another: language, values, literature, worldview, food, religion, clothing, holidays, beliefs, and behavior that construct a specific group’s lifestyle. Now a day’s classrooms are becoming increasingly multicultural, and this leads to new challenges for teachers. Traditionally, students coming into the
multicultural classroom are at a deficit because they must learn how to navigate unfamiliar people, their cultures, and language.

Similarly science classrooms have been devoid of relevant cultural inclusion or multicultural education. Many science educators believe “science is pure” and thus escapes the influences of current pedagogy, trends, and especially cultural influences. Even though science processes are generic or “culture free,” if students cannot and do not identify with information that are “processing”, they may internalize the notion that they cannot perform science or are not expected to process scientific information. The process of validating and/or correcting perceived notions depends on one’s culture. Thus, teachers have the added responsibility of leading students through this unfamiliar territory towards achievement. This requires specialized learning techniques, practice, and education in order to effectively accomplish. Teachers who unite classrooms with activities both inside and outside of the classroom stand a better chance at boosting student achievement and ameliorating the negative effects that have been observed in multicultural classrooms in the past.

What is sought and needed in science classrooms is a model that integrates the learning of the traditional science with the cultures within the classroom. Culturally inclusive science integrates the learner’s culture into the academic and social context of the science classroom to aid and support science learning (Baptiste & Key, 1996). Student achievement is influenced by many factors, including student attitudes, interests, motivation, type of curricula, relevancy of materials, and the culture of the students.

The main aim of the study is to review the literature regarding the effective teaching strategies to teach science concept in a classroom of diverse learner and on the basis of literature reviewed suggesting the effective strategies to be incorporated in a class comprising of diverse learners

**Review of studies related to inclusion and science teaching in a classroom of diverse learners**

Baurhoo,Neerusha,Asghar, Anila has studied “Using Universal Design for Learning to Construct Inclusive Science Classrooms for Diverse Learners” in this study researcher has suggested that learning science might benefit students with learning disabilities (LD) as they “find ways to compensate for their problems by taking advantage of the interactive nature of instructional approaches in science education” The ultimate task of enabling inclusion of students with learning disability in science classrooms seems to fall mainly in the hands of inexperienced instructors who lack a deeper understanding and knowledge of the characteristics of diverse learners. In this research paper researcher, has presented an inclusive
science education framework drawn from UDL principles and evidence-based practices in science education for Using Universal Design for Learning to Construct Inclusive Science Classrooms for Diverse Learners students with LD to offer some practical ideas and tools to support academic needs of these diverse learners.

Land Sue (2000) has studied “Effective Teaching Practices for Students in Inclusive Classrooms, here researcher mainly focused upon the some key points of inclusion; creating balanced classroom, training co-teaching partners, developing collaborative relationships and providing appropriate supports for students with disabilities. He found the tips for planning of teaching in an inclusive classroom through using a variety of co-teaching methods such as; Interactive teaching, alternative teaching, parallel teaching and station teaching. These methods of teaching enhance the engagement of students as well as teachers. This article provides the tips for inclusive practices that will assist general education teachers in meeting the educational needs of their students with disability. Researcher founded the tips for classroom management which involves the structured classroom, incorporating colors of classroom, provide opportunities to purposeful movement, develop classroom cues for setting down to work, getting out materials, plan for transition times and help the students to organize their materials.

Tips for structuring the lessons involve the various methods and strategies according to students needs. It also involves the designing of curriculum which make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts. Qualities of universal design when planning instructions; Multiple means of representing content (visual and oral strategies), multiple means of student’s expression of content (writing, illustrating, speaking) and flexible means of engagement as student learn (videos, software and role-playing). Cooperative learning strategies are used such as group work, peer learning etc. and also use the instructional sequences of “I do” (teacher model), “We do” (Group practice) and “You do” (Individual practice).

Learning strategies may include organizing materials, memorizing information, taking notes, reading text, and taking tests. Use ongoing informal and formal assessment to help instruction and monitor student progress. To ensure success for students with disabilities in general education classrooms, teachers must plan collaboratively, create structured classrooms with clear rules and expectations, and teach content in meaningful and memorable ways.

Melber, L. (2004) Inquiry for everyone: Authentic science experiences for students with special needs. In this article all posit that quality science instruction for all students is imperative in promoting scientific literacy that extends into adulthood. Hands-on, inquiry based experiences are effective means of instruction for all students, but such experiences are
critical in creating meaningful experiences in science for students with special learning needs. This article addresses common challenges to implementing quality science experiences within the special education classroom, together with methods for overcoming these challenges.

Grumbine Rich and Brighamamden Peg (2006) have studied on “Teaching science to students with learning disabilities”, in this study researchers emphasised on the need of training science teachers and instructors that support the unique learning needs of the students. They both stated and discussed several principles that are accompanied by examples of how a science instructor put the principle into practice. The need for such principles emerges because students with learning disability struggle with academics and of about 36% and 56% of LD students leave high school. To solve this problem six principles were presented and were developed by national science education standards to teach biology to students in different ways and various practical examples are also given to apply in real situations. The basic six principles are:-

1). Learning is enhanced when teachers recognize and teach to diverse learning styles and strategies.

2). Content learning is supported by explicit instruction in skills and strategies.

3). Learning is facilitated when instruction and assessment are clearly organised.

4). Learning is maximized when instruction and assessment are based on explicit objectives.

5). Learning is improved when teachers provide consistent feedback

6). Learning is sustained when students develop self knowledge

S. Geetanjali (2008) wrote a paper on “Development of Strategies for Teaching School Science by Using Heuristic Method” This paper was based on the UGC (University Grants Commission, India) Minor Research Project submitted in 2008. The main purpose of this project was to develop strategies for teaching school science by using heuristic method. Initially a suitable topic from Science textbook was identified and a rough strategy was prepared based on H.E. Armstrong’s (1888-1928) approach of heuristic teaching. It was implemented on a purposive sample of 15 VII standard students and 15 VIII standard students (in two separate batches )who are having deviation I.Q. more than 129 in Group Test of Intelligence for Children by Dr. R.K.Tondon and are high achievers in Science i.e. more than 75% marks in previous examination. Those students were selected from a renowned coaching class in Kolhapur city (India) so that the students from (at least five ) different high schools could be selected at a single place. During the implementation of the rough strategy the performance of the students was observed by teacher trainees in 1:1 ratio. After the qualitative analysis of the observations made and discussions with the experts in the field two new
strategies were developed and implemented on two new batches of students, one of VII standard students and the second of VIII standard students selected on the same criteria as in the implementation of rough strategy. Those two batches of the students were selected from a single high school in Kolhapur city so that effectiveness of the strategies in a normal school environment could be generalised. Again the performance of the students was observed by the same teacher trainees in 1:1 ratio. From the analysis of the observations it was found that strategies are effective for teaching school science by using heuristic method.

Konza, D. (2008). Wrote an article on “Inclusion of Students with Disabilities in New Times: Responding to the Challenge.” In this article, the education of school students with profound intellectual and multiple disabilities presents diverse challenges to practitioners, families and policymakers. These challenges are philosophically and ethically complex, and impact curriculum, assessment and pedagogy. Given the international ascendancy of both the UNESCO Policy Guidelines on inclusion in education and the principles of inclusion for people with disabilities with respect to human services policy and practice, the authors build on their previous work to advocate for renewed debate about the nature of school education for these students, and put forward four pathways to inform this debate. A significant factor in the changing of attitudes was the principle of “normalisation” – the right of people with disabilities to learning and living environments as close to normal as possible – developed by Bank-Mikkelson (1969) and Nirje (1970).

Since the mid 1970s, the policy in Australia has been to integrate students with disabilities for part or all of the day in regular classrooms wherever possible, but specialised segregated facilities remained an option for children with severe disabilities. Students who were integrated often, but not always, had some level of curriculum modification and teacher aid support. Because some children required specialised adjustments, such as ramps, modified toilets, large print or Braille materials, students with similar disabilities were often transported to a school where such resources could be centralised.

Therefore many students were not able to attend their neighbourhood school, although they may have been located in a more normalised environment. Over the past two and a half decades, the notion of “inclusion” has pushed the debate regarding the education of students with disabilities further (Forlin 1997).

Inclusion seeks to completely remove the distinction between special and regular education, and to provide an appropriate education for all students, despite their level of disability, in their local school. It involves a complete restructuring of the educational system so that all schools would have the responsibility of providing the facilities, resources, and an appropriate
curriculum for all students irrespective of disability. It is a philosophical move away from the accommodation of students with special needs into a “normal” system, towards a full inclusion model where everyone is considered normal, and where the needs of all can be met. This trend has been supported by United Nations policies which affirm the rights of children. All state educational policies state a philosophical acceptance of inclusion and support inclusion “where possible” and “when in the best interests of the child”.

Bucholz, J. L., & Sheffler, J. L. (2009). wrote an article on “Creating a Warm and Inclusive Classroom Environment: Planning for All Children to Feel Welcome”. The purpose of this article is to cater to the classroom environment that a teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable as a member of the class. The classroom environment should do as much to foster cooperation and acceptance as the teaching methods that the teacher uses. This article describes number of methods to help teachers plan for and create a classroom that welcomes and supports all children. At the beginning of the year teachers have the goal of establishing a classroom environment that is favourable for helping all students work cooperatively in order to learn. The classroom environment can either improve or impede a student's ability to learn and feel safe and comfortable as a member of the class. Classrooms that encourage emotional well-being create an atmosphere for both learning and emotional development. Educational research supports creating an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings.

Some areas to consider when creating an atmosphere of mutual respect are classroom design, classroom procedures, and classroom strategies. Implementing a few strategies that address these areas can help develop a strong sense of community and encourage positive interactions and cooperative learning for students with and without disabilities. A warm classroom environment can lead to increased academic achievement and a sense of pride and belonging in the school.

Sahin Mehmet, Yorek Nurettin (2009) has studied on “Teaching Science To Visually Impaired Students: A Small-Scale Qualitative Study”. The purpose of this study is to investigate and gain insight into how teachers teach science to VI students. Teaching and learning enterprise of VI students is a very broad subject. In addition, this study is a small scale research in terms of data collection and its purpose. Therefore, this study focussed on science teaching to VI students. Since science is sometimes abstract, it is often difficult to teach, and depends mostly on visual instruction. Challenges VI students may face at schools, special settings and adaptations required in learning environments, and characteristics of VI students.
were investigated. Students have long regarded science as a difficult subject because of hard and abstract concepts. Traditional science teaching has been dependent mostly on visual instruction. This makes it difficult for visually impaired (VI) or partially sighted students included in regular classrooms to learn the concepts. Blind students on the other hand, have no visual input at all. They need to learn using other senses such as touching and hearing. Classrooms should be adapted and instruction should be adjusted for better science teaching to VI students.

This study is going to investigate how teachers teach science to VI students. VI students are not necessarily learning disabled; they probably just need accommodations and more time to learn the same things as their sighted peer do. If they are given this opportunity, they can learn anything and achieve the same success as their sighted peers do. To do this, there must be relevant and enough information about teaching strategies, VI students’ needs, learning environments, etc. A handicapped person may have problems in interacting with the environment due to his/her disability or impairment. A disabled person is not necessarily handicapped in all environments. A disabled person may be handicapped if the physical disability causes problems.

Harris, Renard; Hall, Cynthia; Hawkins, Tristan; Hartley, Megan; McCray, Willie; Sirleaf, Hammed (July 2016) has studied “Methods and Strategies: Oral Science Stories. Using Culturally Responsive Storytelling to Teach Socioeconomically Disadvantaged Students” in this study researchers mainly focused upon diverse students background specially socio-economically disadvantaged group. For teaching this kind of diverse groups a teacher using the culturally responsive storytelling method. Storytelling is rooted in a cultural framework and being able to identify the audience’s culture and “ways of being” will allow the teacher to shape the story. Edutainment is the significant characteristic of effective storytelling as it includes both education and entertainment. Stories enhance learning creatively to do the both. Teachers will encouraged to use their imaginations, content knowledge, and physical body to deliver a story that can engage, entertain and inform students.

T.A.L.E.S., Teaching and Learning with Engaging Stories, is an alternative teaching method that focuses on enhancing learning by teaching science, math, ELA, and social studies through story. A six-week research study investigating socioeconomically disadvantaged students’ responses to oral stories was conducted during an afterschool tutoring program in a Title I school. This research study consisted of six science stories, all of which were embedded in South Carolina's fourth-grade standards. The following themes emerged in this study:

(1) Students looked forward to hearing the stories each week;
(2) Students felt prepared for the formative assessment;
(3) Students used the stories as "clues" to understand the science; and
(4) Regardless of who the storyteller was, the students knew what to expect weekly. The article includes an example of one of the stories used to teach students science through storytelling.

**Suggesting effective strategies to teach science in a classroom of diverse learners**

By reviewing above studies we can see that the literature has identified many of the challenges that face the full and successful implementation of inclusion. It has also confirmed that successful inclusive programs exist, but that a range of conditions must be in place.

**a) Instructional strategies for diverse learners at Primary level**

Four clusters of instructional strategies are commonly used in elementary science classrooms:

(1) self-directed activities;
(2) small group negotiations, interactions, and tutoring;
(3) large group verbal interactions; and
(4) expository sessions.

Expository instructional techniques are the most teacher-centered or teacher-directed pedagogical methods, while self-directed activities are the most child-centered strategies. A continuum of instructional strategies is shown in figure 1.1

<table>
<thead>
<tr>
<th>Teacher-centered</th>
<th>Child-centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposition</td>
<td>Large groups</td>
</tr>
<tr>
<td>Mediated</td>
<td>Small groups</td>
</tr>
<tr>
<td>conversations</td>
<td>Self-learning</td>
</tr>
<tr>
<td>Peer tutoring,</td>
<td>negotiation,</td>
</tr>
<tr>
<td>and interactions</td>
<td>interactions</td>
</tr>
</tbody>
</table>

**Figure 1.1 Continuum of instructional strategies**

**1. Self-directed Learning**

Self-directed learning or individualized learning is most effective when it is child-initiated rather than teacher-initiated. A child working alone in the classroom completing a teacher-made ditto page is not an example of self-directed learning. Self-directed learning is self-motivated learning; it is the self-initiated act of a child who wants to explore a portion of the world alone. Teachers can support and nurture this type of learning, but it should be controlled.
by the child and not mandated by an adult. Time for self-initiated activities can be formally or informally provided by the teacher.

Physical resources in the form of library books, mini-museum, interactive bulletin boards, computer workstations, and learning centre’s need to be provided in each classroom for students to engage in self-directed learning. Finally, teachers need to encourage students to continue learning after the formal instructional period ended.

2. Small Group Learning

Small groups or cooperative groups are environments in which negotiations, interactions, and peer tutoring provide support for the learning of each child. For many culturally diverse children, working in a group in the classroom closely resembles working with family members or extended family groups that they have encountered in setting outside school. Group learning provides a culturally harmonious supportive environment for the child.

In the small group environment, children have the opportunity to "try out" their ideas within a supportive, nurturing environment. A group is a place of sharing, a place in which an individual has the capacity to externalize and share with other members of his/her social group his/her understanding of their shared experience. Learning is a social process: a child's knowledge of the world is derived from social interactions with others. Children solve practical tasks with the help of their speech, as well as eyes and hands. Groups provide places in which children can (1) negotiate meaning, (2) engage in social interactions, and (3) give and receive peer tutoring.

2.1 Negotiated meaning

The small group environment is a place where children interact with peers in an attempt to make sense of the world. Group work group fosters reflective learning and articulation. Within the social context of the small group, children should reflect on what they have learned and on the applications of the learning. Meaning of the ideas and objects is achieved by the speakers and/ or listeners through a process of collaboration and negotiation.

2.2 Social interactions

A second function of the small group environment is to provide social interactions for children. Within the small group, the child has the opportunity to (1) develop social interaction skills (e.g., active listening and responding), (2) build self esteem, (3) develop efficacy in the use of the English language and (4) learn leadership skills.

3 Peer tutoring

A third function of small group instructional settings is to provide an opportunity for peer tutoring. Both the tutor and tutee benefit when peer tutoring is used in the classroom. Every
child can function as a tutor or a tutee in a group, depending on what is being taught and what is being learned. Peer-tutoring has shown to be very successful in supporting students with cognitive disorders.

3. Large group interactions

Large group verbal interactions between teachers and students have long been used as an appropriate pedagogical technique in science instructions. Too frequently, large group discussions are actually lectures interspersed with review questions. In a true discussion, the students should talk as much and preferably more than the teacher. Five types of large group verbal interactions are commonly used in elementary school: (1) socratic teaching, (2) demonstration, (3) formal debate, (4) review sessions, and (5) mediated conversations.

4. Exposition

Expositions or expository instructional strategies maybe operationally defined as both pedagogical techniques according to which some authority (e.g., teachers, textbooks, computer programs, filmstrips, or videotapes) present oral and/ or verbal information to students without active verbal interactions occurring between the students and the authority figure. Extended use of expository instructional techniques is usually viewed as being inappropriate for use with elementary- age children in the science classroom (1) because verbal presentation are difficult for children to understand, (2) children have a limited attention span and thus tend to become restless, (3) children tend to be passive learners when expository techniques are used, and (4) what is said is not always what is heard or interpreted (Wolfinger, 1984). In addition, children are typically not coached in schools to assimilate and accommodate information presented orally or verbally.

b) Instructional strategies for diverse learners at Secondary level

1. Universal Design in Science Learning

In the universal design framework, physical, social, and learning environments are created so that learner diversity—including cultural, socioeconomic, ethnic background, gender, and ability level—promotes powerful possibilities for teaching and learning. The implementation of universal design goes beyond programming of accommodations and modifications for individual learners. Because the aim of universal design is to make educational environments seamlessly and inherently functional for the widest number of learners, the need for individualization is minimized. Three core UDL principles focus on (1) providing multiple means of presentation, (2) providing multiple means of action and expression, and (3) providing multiple means of engagement.
2. Inquiry-based science education for students with special needs

Students with a focal point of support in learning and/or social and emotional development face several challenges in the science classroom. For example, science textbooks «are often written 2 or 3 years above the actual reading levels of students with disabilities» (Steele, 2004, p. 20). Science vocabulary can be hard to understand and to use. Class discussions or lectures can be difficult to follow and the presented information hard to reproduce. Mnemonic strategies have to be developed with the students. Attention and concentration can be fast overburdened. The students can also be challenged to organize their notes or materials, e.g., while planning or conducting an experiment. Students with cognitive disorders often perform better in specific tasks than in situations where generalisation and transfer are needed (Steele, 2004). Scruggs and Mastropieri (2007) found that the psychometric IQ was a strong predictor for drawing inductive conclusions. Additionally, negative attitudes can also create difficulties for students with special needs. Because of their cycle of frustration and failure, they may have trouble staying motivated and focused on a task» (Steele, 2004, p. 20). This can have effects on them establishing reliable relationships. Social skills are a developmental area which can affect group work (Steele, 2004). These deficits are the reasons why students with special needs are often regarded as incapable of doing inquiry.

2.1 Mnemonic strategies

Teaching mnemonic strategies is effective as students can recall vocabulary and thus have more capacity to learn science concepts (Scruggs & Mastropieri, 2000; Scruggs et al., 2008; Therrien et al., 2011).

2.2 Graphic Organizers

Graphic organizers improve the factual comprehension and vocabulary knowledge of intermediate and secondary students with LD [learning disability] in science

2.3 Multi-sensory Learning

There are innovative ways in which science could be made accessible to students with visual impairments. One such technique is multi sensory learning technique which can be used by the teachers to teach science to visually impaired child in science classroom. The visually impaired student could use this tactile scale to practice measuring objects. Tactile modifications of preserved specimens and humanely prepared living organisms (e.g., live Cray fish with rubber tubings carefully placed over their pincers) could form excellent hands-on specimens in biology Science educators should explore ways in which new technologies could be utilized to improve access to science instruction for students with visual impairments. Technological resources for the visually impaired include Braille generating software, scanners, Braille

printers and embossers, screen-reader software, speech synthesizers, and closed circuit television.

**Conclusion:**
The science teacher who uses reading and writing as the sole means of instruction will give all of his or her children a handicap. Normal children & children with handicapping conditions both suffer from one dimensional teaching. The teacher who uses a full range of multisensory techniques in the regular classroom will be responding to some of the special needs that exceptional children may have. Science teachers need to make conscious efforts to catalyze the integration of students with disabilities in science classrooms and make necessary accommodations for them to excel in science. Science teachers should realize the student-oriented benefits of science learning and make every effort to accommodate students from diverse background. Unless science teachers will not stress on the individual needs of the students in their science teacher education programs, and if they will not make necessary efforts to accommodate them in their instruction, it is extremely difficult for students with diverse background to gain an equitable exposure to science education. Full participation in science by diverse background learners, as well as students with other disabilities, will be beneficial for all students, and a rewarding experience for teachers.

**References**
- Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education. Teachers College Record, 105 (3)
Background of the Research:

Education is fundamental to socio-economic development. Development of the Country lies with the development of the backward people who are socio-economically underprivileged and educationally recessive in relation to total population. Education is the cornerstone of development. Education will enable the tribal to perform their role to be useful citizen in democracy. The success of Education is evident from the literacy rate. Thus for increasing the literacy rate a number of strategies have been planned and adopted by the government.

Rationale of the Research:

Education for tribal children: An engine for human development. The Indian Constitution assigns special status to the Scheduled Tribes (STs). Traditionally referred to as Adivasis, Vanbasis, tribes, or tribal; STs constitute about 8% of the Indian population. Around 12 percent or 10.2 million live in the Northeast. Thus from the above statistics it can be inferred that, if the education of this 8.2% of the population is neglected, 100% literacy can never be attained and this population will never progress and be worthwhile for the country.

Need for the Research:

The present Research made an attempt to analyse the problems in the field of Tribal children education and suggest measures for the development of education among the Tribal in Asharam schools.

The study reveals that People of the remote area are superstitious and addicted to blind beliefs not reach to the advance technology. Hence, they do not understand the value of education. The researcher has been visiting the Shri Annasaheb Sahasrabudhe Advasi Anudanit Madhyamik Shala last 25 years. Researcher is working with them for enhancing their 10th std. result and observed something is lacking in their education. Being a teacher educator researcher thought some of the new Active learning methodologies on the trial bases to them the result was good.
From this experience researcher got insight to do some research study for this children. Researcher has gone through review of literature on this particular topic and deeply studied for Active Learning Methodology which will be useful for tribal children learning. Researcher got an opportunity to do Minor Research Project immediately she has taken this project in hand and tried to bring out positive result for the same.

About Institution were Research Study Conducted:-

This Progressive Ashram School. Start in 1975, Shri Annasaheb Sahasrabudhe, realized that along with Leprosy, the society was plagued with several other problems and he therefore expanded the activities of the center to create one big Ashram – ‘Shantivan’. The NGO’s and many social organizations like Rotary and Lion Clubs and many social workers volunteered to help in the activities of Shantivan. The efforts of all the people lead to the establishment of an agriculture center, a cow shelter with Indian and Jersey cows, a Bio-gas plant, a Naturopathy center, a weaving center, a Panchayat Training program and Adivasi Ashram School. The performance of the students is satisfactory. They are having difficulty in learning science mathematics so researcher has taken permission from school and conducted experimental study for them.

The Research Question:
1. Is it possible to develop the Active Learning Methodology (ALM) of the students using different learning strategies in day-to-day teaching?
2. Are your classroom surroundings conducive to active learning e.g? How much space is in your classroom?

Statement of the Problem:
The present study is entitled as “A Study of the Impact of Active Learning Methodology on the Learning of the Students of Ashram School.”

Operational Definitions of the Terms:-

Active learning:-
In particular, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Active learning engages students in two aspects – doing things and thinking about the things they are doing (Bonwell and Eison, 1991).

Co-operative and collaborative Learning Strategies
Active Learning Strategies is defined as any classroom learning situation in which students of all levels of performance, work in structured groups towards a shared or common goal.

For the present study, the following strategies were selected.
1. Three-Step Interview
2. Simple Jigsaw:
3. Numbered heads together:
4. Stump your partner
5. Think-pair-share/ Write-pair-share

Impact
Effect is defined as the "Influence or impact on a particular thing.

For the present study, effect implies the impact of the Active learning strategies on learning of the pupils, which is measured in terms of the difference in the scores.

Tribal
The term Scheduled Tribes first appeared in the Constitution of India. Article 366 (25) defined scheduled tribes as "such tribes or tribal communities or parts of or groups within such tribes or tribal communities as are deemed under Article 342 to be Scheduled Tribes for the purposes of this constitution". Article 342, which is reproduced below, prescribes procedure to be followed in the matter of specification of scheduled tribes. The present study is about tribal students learning

Variables of the study:
Following were considered as the variables for the present study:

A. Independent Variable:
Active learning strategies
Conventional methods of teaching

B. Dependent Variable:
Learning of the students

C. Extraneous Variable:
The attitude of the pupils towards learning in groups, Media and extra learning.

Assumptions of the Study
The present study is based on the following assumptions:
It is assumed that the schools are not giving much importance to the Active learning methodologies due to which there lack of knowledge, skills, and self-motivation. The active learning methodology which is one important aspect of the learning to be developed in the children.

Aim of the Study
The main aim of this research was "to study the Impact of the Active learning methodology with respect to the learning of the pupils." The research was aimed to see the impact of Active
learning strategies on pupils learning. The researcher has trained local teacher those who are working in school as a Science teacher and they were well versed with the subject. Science is a subject where there is a scope for using lots of active learning strategies.

**Objectives of the Study**

The objectives for the present study were as follows:

- To study the impact of the Active learning strategies on the learning of the pupils.
- To study the effect of the planned Active learning strategies on the following five areas of students performance of the study.

**Hypotheses of the Study**

The Following Null Hypotheses were formulated for the present study:

**Ho-1:** There is no significant difference in the achievement of the pupils taught by using the Active learning strategies as compared to the achievement of the pupils taught by using traditional methods as reflected in their scores on the achievement test after the treatment. (Posttest)

**Ho-2:** There is a significant difference in the correlation between Active learning and Achievement of the pupils taught by using the Active learning strategies as reflected in their scores. (Posttest)

**Scope of the Study**

The study covers the effect of the planned Active learning strategies on the following five areas of student’s performance of the study:

**De-Limitations of the Study**

The de- limitations of the present study are as follows:

**Limitations:**

**Location**

There are many secondary Adivasi Ashram school in the state of Maharashtra for the convenience of administration of this study research data collected in one of the Adivasi school Anna Saheb Sahastrabudde audanit Scondary Advasi Ashram School situated at post – Nere Vakdi ,Taluka –Panvel , Dist. Raigad .From this school only VIII standard is chosen. Hence logically the findings are related to only this targeted group.

**The group size:**

The group size for testing is done in present set of available set up VIII Std. students of secondary school.

**Present study** was limited to only S.S.C. Board Maharashtra state.
Tools used for research: All the tools used for research were self-made tools validated by experts in three angles:- a) Content Validity, b) Language Validity, c) Structure Validity.

Per test post test are the main tools for the research. Present study was limited to only S.S.C. Board Maharashtra state.

Methodology of the study:
For the present study Post-test Experimental Group and Control Group design was employed. The present study is developmental cum experimental and it was conducted in three phases.

Sample of Research:
Sample: One school, which granted the permission (incidental sampling) from Panvel Annasaheb Sahastrabudhe Secondary School, was selected. 25 students were selected as experimental group which were taught based on ALM. 25 students were selected as control group and were taught by normal lecture method.

Statistics: Consolidated table- Mean, Standard Deviation and ‘t’-value of Achievement Scores

<table>
<thead>
<tr>
<th>Units</th>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
<th>D.F.</th>
<th>‘t’ test value</th>
<th>Level of Significance</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.01</td>
<td>0.05</td>
</tr>
<tr>
<td>1</td>
<td>Experimental</td>
<td>13.4</td>
<td>1.6</td>
<td>24</td>
<td>5.19</td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>9.20</td>
<td>3.55</td>
<td></td>
<td></td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>2</td>
<td>Experimental</td>
<td>13.40</td>
<td>1.95</td>
<td>24</td>
<td>5.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>9.20</td>
<td>3.55</td>
<td></td>
<td></td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>3</td>
<td>Experimental</td>
<td>12.30</td>
<td>3.05</td>
<td>24</td>
<td>5.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>9.20</td>
<td>2.55</td>
<td></td>
<td></td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>4</td>
<td>Experimental</td>
<td>11.60</td>
<td>2.65</td>
<td>24</td>
<td>5.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>10.00</td>
<td>2.00</td>
<td></td>
<td></td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Experimental Group</td>
<td>Control Group</td>
<td>Significant</td>
<td>Significant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------------------</td>
<td>---------------</td>
<td>-------------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.00</td>
<td>9.06</td>
<td>3.45</td>
<td>2.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>5.19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpretations:** The calculated value was higher than the tabulated value at 0.01 and 0.05 at df 24. Since, the calculated-value exceeds the table value at 0.05 and 0.01 level of significance. The assumption, hypothesis was true.

**Testing of Hypothesis**

“Teaching based on Active Learning method in science is more effective than Conventional (lecture/chalk-talk method). e.g. There will be significant difference in the mean achievement score of students in the unit tests conducted for the evaluation of the units taught based on Active Learning method and conventional method (lecture/chalk-talk method).”

After calculating the data of post-test, it was proved that the obtained t-value was significant. Alternate research hypothesis, “Mean achievement score of the experimental group will be significantly higher than that of the mean achievement of control group” was accepted.

**Achievement of Hypothesis:**

“Teaching based on Active Learning method in science is more effective than Conventional (lecture/chalk-talk method).”

The above hypothesis was accepted as the mean achievement score of students in the unit tests for the summative evaluation of all the five units are concerned, as the calculated ‘t’ value was higher than the table value at 0.05 and 0.01 level of significance for df = 24. There was a significant difference in the mean achievement score of students in the unit tests conducted for the summative evaluation of all the five units with respect to the treatment through teaching based on Active Learning method in science and Conventional method. Even the researcher collected the final scores of final examination of science subject of same students. The researcher found that there was increase in marks in science subject paper of those students who were given treatment, taught five units through Active Learning based teaching. (Five units taught were from final exam Portion).

**Interpretation:**

It is evident from the above tables that the Active Learning Method has an advantage over the normal classroom teaching as evident by the difference in the mean values of the achievement test in the control and treatment groups. Moreover, the standard deviation in the control group was wider than that of the treatment group. This is indicative of the higher variation of the
obtained marks in the control group over the treatment group.

Thus, research hypothesis, "There will be significant difference between the mean scores of the students receiving instructions through teaching based on Active Learning Method and the students receiving Conventional classroom teaching was accepted, and the alternate research hypothesis, “Mean achievement score of the experimental group will be significantly higher than that of the mean achievement of control group” was accepted

**Major Findings:**

In chapter IV, as it is already discussed that Computed t-values for all the five units are higher than the tabulated t-value for 0.05 and 0.01 level of significance. So, hypothesis was accepted. So, there is a significance in the mean score of the students in all the five test and teaching based on Active Learning was effective compared to Conventional (traditional/normal/chalk-talk method).

To determine the effectiveness of teaching based on ALM over normal teaching method, gain scores of both groups experimental and control group were found out then so that it will help in finding the Mean, Standard deviation and t-value. In turn they helped in Computation of t-values with the tabulated t-value at 0.01, Development of programme, Analysis and the interpretation of the data collected were discussed.

**Conclusion as per the objectives**

(1) The teaching based on ALM in Science is effective.

(2) The teaching based on ALM is effective over teaching through lecture (chalk-talk) normal method in Science. In the present study t-test results proved that the mean scores of the ALM Package group were significantly higher than that of the control group i.e. normal classroom-teaching group as far as achievement in English is concerned.

**Recommendations: Importance utility, suggestion, recommendation and application of the problem:**

1. Teachers should familiarize themselves with new techniques and methods of teaching particular subject. They should experiment different types of methods to teach the subjects.

2. Teachers should teach some units of the subjects based on ALM.

3. Teachers should motivate students for self-learning and should use methods like ALM that supports self-learning and learning by own speed and own space.

4. Teachers should regularly attend seminars; workshops work experiences and training programmes in order to know about innovative methods and techniques and to utilize them in their classroom teaching.
Recommendations for the Further studies in this regard can be carried out as follows:

1. Development and implementation of ALM package (for teaching other topics in science for English, Marathi, Hindi, all other medium students of Standard VIII.

2. Development and implementation of ALM package for teaching other topics in science for English, Marathi, Hindi, all other medium students of other standard including primary, secondary, higher secondary, Degree colleges.

3. Active learning lessons can be prepared based on the whole textbook and its effectiveness can be tested.

Conclusion:-
In this era of knowledge exploration, technological development and population growth and individual differences of the students, new and innovative methods need to be tried out by the teacher in the classroom to improve the grasping of the students and to improve the results.

Active learning is one of the self-learning techniques. Through ALM, students without getting help of teacher or any other person learn on his or her own. They can proceed at their own pace. This technique motivates self-learning and individual learning. Therefore, the researcher has to developed techniques and strategies to teach science based on ALM.

References:-

Books


Publications.


Abstract

India is multi-cultural, multi-religious, multilingual country. Cultural values, customs and traditions make India unique amongst the nations of the world. It is vital to have awareness about various cultures. The world is facing numerous problems such as dissension and intolerance, destruction of the natural environment, wars and poverty, the role of culture particularly in education, cannot be over emphasized. It is now widely recognized that the integration of cultural heritage with the curriculum will make the young aware of the multicultural and pluralistic perspectives. The main purpose of the investigation was to study and compare the level of multi-culturalism awareness of secondary school students of three education boards. The sample comprised of secondary schools. Stratified random sampling technique was used for the selection of standard VIII students from each school. Total sample of students and teachers were 600 from all three educational boards – SSC, CBSE & ICSE. Multi-Culturalism Awareness Test for students was prepared by the researcher. The findings of the study showed that (a) Majority of the students (about three-fourth) belonging to all the three education boards, viz., SSC, CBSE and ICSE, demonstrates a moderate level of Multi-Culturalism awareness. (b) Majority of the teachers (about four-fifth) belonging to all the three education boards, viz., SSC, CBSE and ICSE, demonstrates a moderate level of Multi-Culturalism Awareness. The Multi-Culturalism Awareness Test mean score of students of the ICSE board was the highest followed by CBSE board and SSC board in that order. The findings implied that curriculum of the school board influenced Multi-Culturalism Awareness of students and hence schools affiliated to the SSC board need to modify their curriculum in order to enhance the Multi-Culturalism Awareness of students for a more peaceful society.

Keywords: Multi-Culturalism Awareness Test (MCAT), Secondary School Certificate (SSC), Indian Certificate of Secondary Education (ICSE), Central Board of Secondary Education (CBSE).

Introduction

“Unity in diversity” is not a cliché but a global concept where the differences in racial profiles, nationalities, physical attributes, castes, creed, cultural and religious practices, etc. are to be celebrated rather than become a reason for conflict. Scholars and leaders all over the world
have spoken and written how these differences enrich the civilizations. Diversities exist within the nations too and as Jimmy Carter, former President of the USA remarked, “We are of course a nation of differences. Those differences don’t make us weak. They're the source of our strength”.

Diversity and pluralism define the soul of India. People from different faiths have lived together for centuries. Tolerance and intolerance may be fashionable but are poor substitutes for respect and understanding of cultures we may not be familiar with. India defines “unity in diversity” in its entirety with richness and variety extending across her natural resources like medicines and herbs, precious metals and gems, forests and rivers and her people of all colours, castes, languages, religions inhabiting different regions with variegated customs, food and festivals.

There are a large number of ancient cultures prevailing and being practiced even today. From times immemorial, diverse races migrated peacefully into India via land and sea routes for trade and settled here. In course of time they got absorbed in India’s social life. Others came after facing persecution in the lands of their origin and found acceptance because of the central message of “one"-"ness” given by the sages and Rishis of the rich expanse called Bharatvarsha-Ekamsatya, viprabahudhavadanti”. India’s ancient civilizations accepted the different hues and colors even as the incoming civilizations assimilated the local culture and yet preserving their unique tenets leading to what may be called today Idea of India.

**Need of the Study**

India is known for its treasure of ancient wisdom and rich heritage. Sometimes social stratification divides the nation and it is religion leading to riots and mayhem. Loss of precious life and property are the loss for the nation especially the youth, women and children. The flares are not because of differences but due to lack of understanding and instigated by the vested interests. Nations and people are closely knit together. No nation can live in isolation and it is difficult to live apart. Unity in diversity defines India’s identity and her destiny. This unity in diversity needs to be emphasized and celebrated every day. It's essential for the youth to become rightful claimants of prosperity in peace. Therefore it's important for the students to make them realize the importance of culture and its understanding. Not many studies have been conducted in the areas of cultural awareness.

**Rationale of the Study**

It is interesting to learn about different cultures and possess knowledge of multi-culturalism that stimulates the mind and helps to learn new ways to approach problems. Cultural knowledge expands thinking and information. Cultural knowledge enables learning and
develops mental capacities. Many of the problems faced in the world are due to misunderstandings. Learning about or awareness of others’ culture answers questions such as – Does awareness of another culture, enable one to understand why others do the things they do? Cultural knowledge develops sympathy with others. Cultural heritage adds new dimension to one’s life. Different culture makes individual tolerant towards others, and not berate them because of their differences. There are realities which are not pleasant; laughter and tears, festivals and mourning, successes and failures and even quarrels. In these realities, lies the future of our children and their children not for any one caste or religion but unity in diversity for all.

The major focus of this paper is to compare the awareness of multi-culturalism on the basis of school types. The curriculum of various boards differs from each other. The syllabi of these boards emphasize aspects of social, historical and cultural nuances differentially. These could in turn influence students’ and teachers’ awareness of multi-culturalism awareness. This forms the basis of the present study which attempts to compare multi-culturalism awareness of students and teachers teaching in schools affiliated to SSC, CBSE and ICSE boards.

**Concept of Multi- Culturalism Awareness**

A culture is the way of life of a group of people. Explicitly or implicitly, it teaches its members how to organize their experience. Multi- Culturalism Awareness is the appreciation of the history, values, experiences, and lifestyles of diverse groups. Multi- Culturalism Awareness is understands and appreciate the similarities and differences in the customs, values and beliefs of one’s own culture and the cultures of others. Understanding other cultures benefits both the individual and the nation. It multiplies access to practices, ideas and makes people contribute positively towards the society. It helps to understand ourselves more deeply with citizens who are culturally literate.

It is the responsibility of the schools to impart shared information on culture. It rejects education, which leads to indoctrination and which fails to see empowerment. A culturally aware person can bring about change in social reforms. It involves education which covers shared information and also provide in-depth exploration of individual text or specific areas of knowledge. Finally he says that shared information of literate adults is incomplete though it may be extensive but limited.

**Review of related Literature**

Scott Eugene Hovater(2007) conducted a study on Developing Cultural Awareness: A Grounded Theory Study of Pre-Service Teachers’ Field Experiences in Taiwan. This study explores whether pre-service teachers experiences in one teaching abroad program in Taiwan
has helped to foster cultural awareness. A grounded theory methodology was used in order to establish a theory of becoming culturally aware as perceived by the pre-service teachers themselves. Primary data came from focus groups and interviews with secondary data from classroom observations, and student evaluations. All of the pre-service teachers taught English for eight weeks in local Taiwanese schools and lived with Taiwanese families.

Common experiences that led the pre-service teachers to perceive of themselves as becoming culturally aware emerged from the data. Initial reactions to being immersed in a culture foreign to them were negative. Feelings of being different, sensing vulnerability, and being unable to communicate effectively emerged. Participants developed frustration, questioned their effectiveness as instructors and felt a lack of support from the program directors. Excessive tiredness due to an influx of new stimuli and a strong desire to hold on to something familiar also emerged. From this initial period of frustration, participants described having more empathy towards their students in Taiwan and students in general. A further common experience was an increase in pedagogical creativity as the pre-service teachers adapted their lessons to fit the needs of their Taiwanese students. A theory for how these experiences interplay to lead to cultural awareness for pre-service teachers was developed.

Colleges of education should continue to encourage pre-service teachers to participate in teaching (study) abroad programs, especially if they require immersion. Priority should be given to sending pre-service teachers to cultures that are vastly different than their own. Recommendations for further study include examining whether the pre-service teachers in the study demonstrate cultural awareness in their classrooms after beginning their teaching careers and doing further studies that examine immersive teaching abroad programs and their impact on creating culturally aware teachers.

Sohmer Evans Collins (2009) conducted a study on Cultural Diversity Awareness of Elementary School Teachers in Georgia Classrooms. This study determined the extent of cultural diversity awareness of in-service elementary teachers in Georgia classrooms. The study also determined if different levels of cultural awareness existed between teacher groups in relation to their race/ethnicity, gender, level of education, number of years teaching experience, level of education, and exposure to or experience with multicultural education training. A group of 305 certified, in-service elementary school teachers completed the Cultural Diversity Awareness Inventory, which assessed their beliefs about cultural diversity in five domains: general cultural awareness, culturally diverse families, cross-cultural communication, assessment, and creating a multicultural environment. Results indicated that elementary, in-service teachers are most
culturally aware in domain one, general cultural awareness; they are least culturally aware in domain four, assessment. There was not a significant difference between teachers’ extent of cultural diversity awareness in the five domains in regards to race, gender, level of education, years teaching experience, and exposure to or experience with multicultural education training.

In-service, elementary teachers in Georgia, who are primarily mono-cultural, realize that the children they serve have cultures different from their own. Teachers understand the importance of identifying the ethnic groups of their students and their families, and they are comfortable in settings with people who exhibit values different from their own. Additionally, in-service, elementary teachers in Georgia classrooms believe in creating a multicultural learning environment in which family views are included in program planning, and they believe in making accommodations for different cultures and learning styles.

Wang J. (2013) conducted a study on Research on Cultural Knowledge and Awareness in Education. The study throws light on how to develop the cultural knowledge of teachers and how to improve the students cultural awareness. It is very important in culture teaching in our country. In order that students acquire cultural competence culture teaching in foreign language teaching must have many things to do. This article puts forward the ways of developing the teachers’ knowledge of second culture and the ways of improving the students’ cultural awareness.

Krystal Ann Anade (2014) conducted a study on A Research Study on the Effects of Cultural Awareness on Student Engagement. Most students had/have culturally competent professors that foster student engagement. Most students believe that a professor’s culture affects his/her teaching methods which may be a disadvantage to students of a different culture. Most students do not have professors with differentiated instruction. Student interaction is not limited to students of similar cultures. Methodology of the study was of a Survey Research

Survey came in the form of a hard copy. Results were calculated based on our total population. Population consisted of 100 participants from UOG's student population. Participants were recruited through email, social media, and personal visits. Conclusion-Yes, awareness of cultural teaching and learning practices, may promote student engagement in a classroom.

Culture plays a vital role in classroom instruction, environment and assessment. For further study, distribute surveys to students in primary and secondary levels as well.

Shivani S. Shah (2015) conducted a study on Perception & Cultural Awareness of International College Students about India: A Cross-cultural Study. Cultures provide different ways of interpreting and decoding the environment and the world. Perception is the sensory experience of the world we live in. Emerging trend of cultural exchange programs shows rise in
participation of college students in cross-cultural programs. Short exposure programs have shown positive effects on students in the areas of cultural awareness and cross cultural familiarity. This study identified the perception of college students about India based on seven parameters. Subsequently, the study also attempted to explore nine parameters to understand awareness of international college students about India. An organization hosting a student exchange program was identified and data collection was conducted in two phases with a sample of 40 international college students who were part of a cross cultural internship to India for two months. The result of perception study had a mixed response. The cultural awareness study result shows that the program failed in providing proper exposure to the participants.

Jamellah Whipps-Johnson (2016) conducted a study on Teachers' Awareness of Cultural Diversity and Academic Achievement in Ninth Grade Academies and Senior High Schools. High school graduation rates are higher than they have ever been in 40 years, but disparities continue to exist for students of color and students from poverty when compared to their counterparts. High school reform efforts like creating small learning communities are promising, but small schools alone do not improve student outcomes. Personalization and responsive learning environments are essential to improving academic achievement in high schools, and particularly for ninth graders. A monocultural teaching force paired with a racially and culturally diverse student population necessitates an examination of teachers’ awareness of cultural diversity particularly in the high school setting where inequities exist. This nonexperimental, quantitative study of teachers’ awareness of cultural diversity and academic achievement in ninth grade academies and senior high schools included high school teachers from eight high schools in Mississippi. Descriptive statistics indicated that ninth grade academy teachers and senior high school teachers had similar levels of cultural diversity awareness. Both groups of teachers perceived that academic achievement growth remained the same over two years, and ninth grade academy teachers reported the dropout rate had decreased over two years. An analysis of archival SATP data revealed that the Black/White achievement gap was more prevalent in the participating ninth grade academies compared to ninth graders statewide. However, the gap between poor and affluent students was more prevalent among ninth graders statewide compared to students in the participating ninth grade academies. The results indicated that there was no significant relationship between teachers’ awareness of cultural diversity and perceived academic achievement growth or perceived persistence in school as measured by perceived dropout rates. No statistically significant differences were found between ninth grade academy teachers’ awareness of cultural diversity and senior high school teachers’ awareness of cultural diversity.
Elizabeth Hughes Fong et al (2017) conducted a study on Developing the Cultural Awareness Skills of Behavior Analysts. All individuals are a part of at least one culture. These cultural contingencies shape behavior, behavior that may or may not be acceptable or familiar to behavior analysts from another culture. To better serve individuals, assessments and interventions should be selected with a consideration of cultural factors, including cultural preferences and norms. The purpose of this paper is to provide suggestions to serve as a starting point for developing behavior analysts’ cultural awareness skills. We present strategies for understanding behavior analysts’ personal cultural values and contingencies and those of their clients, integrating cultural awareness practices into service delivery, supervision, and professional development, and becoming culturally aware in everyday practice.

**Aim of the Study**

1. To ascertain and compare the level of Multi-Culturalism Awareness of secondary school students and teachers belonging to different education boards.

**Objectives of the Study**

1. To study the level of Multi-Culturalism Awareness of secondary school students from SSC, CBSE and ICSE Boards
2. To study the level of Multi-Culturalism Awareness of secondary school teachers from SSC, CBSE and ICSE Boards.
3. To compare the level of Multi-Culturalism Awareness of secondary school students of SSC, CBSE and ICSE Boards.
4. To compare the level of Multi-Culturalism Awareness of secondary school teachers of SSC, CBSE and ICSE Boards.

**Null Hypotheses of the Study**

\[ H_0^1 \] - There is no significant difference in the level of Multi-Culturalism Awareness of secondary school students from SSC, CBSE and ICSE boards.

\[ H_0^2 \] - There is no significant difference in the level of Multi-Culturalism Awareness of secondary school teachers from SSC, CBSE and ICSE boards.

**Operational Definitions**

1. **Multi-Culturalism Awareness**: It refers to the knowledge and understanding of various cultural aspects. Multi-Culturalism awareness measured by the score obtained by the student and teachers on Multi-Culturalism Awareness Test prepared by the researcher.

2. **Secondary Schools**: It refers to Secondary schools that are recognised institutions that provide formal education from VIII to X standard, as per their affiliation to different education boards, viz. – SSC, CBSE and ICSE.
Scope of the Study:

The study included data from students and teachers of secondary schools. The study included data from secondary schools of SSC, CBSE and ICSE Education Boards. The study included students of only VIII standard of three education boards. The study included data from English medium secondary schools. The study included data from secondary schools of South Mumbai only and not from other areas of Mumbai. The study included data from secondary schools of co-education type only and not from single-sex schools. The study does not include any secondary schools of regional media of instruction. The study does not include data from primary and higher secondary schools.

Sampling Technique

A three-stage sampling process was adopted for the present study. At, the first stage, the various secondary co-educational schools with English as the medium of instruction of South Mumbai affiliated to various education boards were identified viz. SSC, CBSE and ICSE. At the second stage, three schools were randomly selected from each of these education boards through lottery method. At the third stage, random selection of VIII standard students and teachers within each school was done.

Table 1 shows the sample size included in the study.

<table>
<thead>
<tr>
<th>Boards</th>
<th>Schools</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>SSC</td>
<td>04</td>
<td>300</td>
<td>50</td>
</tr>
<tr>
<td>CBSE</td>
<td>03</td>
<td>200</td>
<td>33.33</td>
</tr>
<tr>
<td>ICSE</td>
<td>03</td>
<td>100</td>
<td>16.67</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>600</td>
<td>100</td>
</tr>
</tbody>
</table>

Tools for Data Collection:

The researcher prepared a tool for data collection:

1. Multi-Culturalism Awareness Test (MCAT) – in two forms:
   a. For students and
   b. For teachers

Reliability and Validity of Multi-Culturalism Awareness Test (MCAT): For the present study, the researcher established the face validity, content validity and item analysis of the MCAT tool.
After administering the tool the response were quantified and the scores on each item were arranged in a descending order. This was allowed by counting off 27% of the scores high on Cultural Awareness test for students and teachers and 27% low on Cultural Awareness test for students and teachers.

Only those items were selected which had a discrimination index of 0.20 or above and the items with a discrimination index of less than 0.20 were rejected. Thus, after carrying out the face validity, Content validity, and Item analysis, the tool was finalized. The final tool contained 30 items for MCAT – Students and 25 items for MCAT - Teachers.

**Scoring Pattern:**

For the purpose of the present study, a two-point scale has been adopted for the responses to be given on each item. The two-point scale is as follows: 0 Mark – For an incorrect response, 1 Mark- For a correct response

**Multi-Culturalism Awareness Test (MCAT) (for students)– (prepared by Researcher)**

The final form of MCAT for Students consisted of 30 multiple-choice questions of one mark each. Each question had four options out of which only one answer is correct. The minimum and maximum possible obtainable scores on this test were zero and thirty respectively.

Example – Which of these is a holy book of Sikh religion? a. Bible  b.Granth Sahib c. Qurand. Gita

**Multi-Culturalism Awareness Test (MCAT) (for teachers) (prepared by Researcher)**

The final form of CAT for Teachers had 25 questions in two parts-The first part consisted of twenty questions of one mark each and The second part consisted of five questions of ‘answer in one sentence’ of two marks each. The minimum and maximum possible obtainable scores on this test were zero and thirty respectively. Example- As a baby, the great prophet who was found in a basket floating down the River Nile is __________. Other example -What are the five pillars of Islam ?

**Techniques of Data Analysis**

The present study involves the following statistical techniques for the testing of null hypotheses:

1. **ANOVA** – ANOVA is used to compare the Multi-CulturalismAwareness of all the three boards of the students and the teachers.

2. **t–test** – The t–test is used to compare the Multi-Culturalism Awareness Test scores of all the three boards of both – the students and the teachers.
Results and Discussion of the Study

1. Multi-Culturalism Awareness of Students

Table 2 shows the classification of the scores of the Multi-Culturalism Awareness (MCA) of the samples of secondary school students of the three education boards – SSC, CBSE, ICSE and the total sample of students. Here, the classification of the MCA scores is done in five groups, namely, M-3σ, M-2σ, M±1σ, M+2σ and M+3σ with ratings as Very Low, Low, Moderate, High and Very High respectively.

Table 2: Classification of MCA Scores of Students

<table>
<thead>
<tr>
<th>Rating</th>
<th>% of SSC Students</th>
<th>% of CBSE Students</th>
<th>% of ICSE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Low</td>
<td>19</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Moderate</td>
<td>69</td>
<td>73</td>
<td>77</td>
</tr>
<tr>
<td>High</td>
<td>12</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Very High</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 2 shows that a large majority of students from all the three school types have a moderate Multi-Culturalism Awareness i.e. 69%, 73% and 77% from SSC, CBSE and ICSE schools respectively.

Figures 1 to 3 show the level of Multi-Culturalism Awareness of students from SSC, CBSE and ICSE schools.
Classification of MCA Scores of SSC Students

**Figure 1**
Classification of MCA Scores of CBSE Students

**Figure 2**
Classification Of MCA Scores Of ICSE Students

2. MCA of Teachers

Tables 3 shows the classification of the scores of the Multi-Culturalism Awareness (MCA) of the samples of secondary school teachers of the three education boards, namely, SSC, CBSE and ICSE.

Table 2: Classification of MCA Scores of Teachers

<table>
<thead>
<tr>
<th>Rating</th>
<th>Class</th>
<th>% of SSC Teachers</th>
<th>Class</th>
<th>% of CBSE Teachers</th>
<th>Class</th>
<th>% of ICSE Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>11 - 13</td>
<td>0</td>
<td>14 - 15</td>
<td>0</td>
<td>16 - 17</td>
<td>0</td>
</tr>
<tr>
<td>Low</td>
<td>14 - 16</td>
<td>17</td>
<td>16 - 18</td>
<td>13</td>
<td>18 - 20</td>
<td>17</td>
</tr>
<tr>
<td>Moderate</td>
<td>17 - 22</td>
<td>72</td>
<td>19 - 24</td>
<td>70</td>
<td>21 - 25</td>
<td>66</td>
</tr>
<tr>
<td>High</td>
<td>23 - 25</td>
<td>11</td>
<td>25 - 26</td>
<td>17</td>
<td>26 - 28</td>
<td>17</td>
</tr>
<tr>
<td>Very High</td>
<td>26 - 28</td>
<td>0</td>
<td>27 - 29</td>
<td>0</td>
<td>29 - 30</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 3 shows that a large majority of students from all the three school types have a moderate Multi-Culturalism Awareness, i.e. 72%, 70% and 66% from SSC, CBSE and ICSE schools respectively.

Figures 4 to 6 show the level of Multi-Culturalism Awareness of teachers from SSC, CBSE and ICSE schools.
3. **Comparison of Students’ Multi-Culturalism Awareness by School Types**

This comparison was done using the statistical technique of ANOVA. It was found that $F = 80.73$ ($P<0.0001$) was significant with students from ICSE schools having the highest Multi-Culturalism Awareness followed by CBSE and SSC in that order.

4. **Comparison of Teachers’ Multi-Culturalism Awareness by School Types**

This comparison was done using the statistical technique of ANOVA. It was found that $F = 11.39$ ($P<0.001$) was significant with teachers from ICSE schools having the highest Multi-Culturalism Awareness followed by CBSE and SSC in that order.

**Conclusions of the Present Study**

1. Majority of the students (about three-fourth) belonging to all the three education boards, viz., SSC, CBSE and ICSE, demonstrates a moderate level of Multi-Culturalism awareness.
2. Majority of the teachers (about four-fifth) belonging to all the three education boards, viz., SSC, CBSE and ICSE, demonstrates a moderate level of Multi-Culturalism awareness.

3. The Multi-Culturalism Awareness Test mean score of students of the ICSE board is the highest followed by CBSE and SSC boards in that order.

4. The Multi-Culturalism Awareness Test mean score of teachers of the ICSE board is the highest followed by CBSE and SSC boards in that order.

Discussion of the Study

The findings of the present study are corroborated by the findings of Rohaty Mohd. Majzub, et al. (2011), who found that the majority of pre-school teachers have high level of cultural awareness in both homogenous and heterogeneous classes (3.77 and 3.64). Further, Joshi (2007) also found that the perceptions of the respondents from the Persian Gulf-based Indian schools have been endeavoring their best to provide value-based education to their students. They try to provide a broad-based education system and not necessarily only Indian values all the time. It also seems that these schools strive to achieve all-around development of their students in order to build and inculcate in them the desired educational and cultural values to be better citizens.

Moreover, it is possible that the curriculum of ICSE board is more international in nature and thus incorporates multiculturalism in its content and processes. Hence, students and teachers from ICSE schools are found to have a higher multiculturalism awareness as compared to students and teachers from CBSE and SSC schools.

Implications of the Study

Due to the impact of westernization, students of Indian schools are unable to remember / recall their culture and cultural values and thus this research intends to help curriculum framer to frame the curriculum according to areas where students show less awareness. It will also help the teachers to know where their students are lacking in cultural awareness. Accordingly, the teacher will frame her teaching-learning curricular activities as well as co-curricular activities, which will help students to keep themselves update about their culture. The study throws light on the level and differences in the Cultural awareness amongst the schoolteachers and students with respect to the three education boards. The study throws light on the cultural activities of secondary schools of South Mumbai. The findings of the study will help the schools of the three education boards to know the level of the Cultural awareness possessed by their students and teachers. The findings of the study will help the schools to strengthen their cultural education activities.
References
M. B. Buch Fourth Survey of Research in Education. 183 – 1088. Vol.II. NCERT.

Journals
Value Education A True Perspective (2007 November)
EDUTRACKS, Vol.7, No.3 Development of Moral Character (2005 January) In Quest of Bharateeya Shikshan, Vol.2

Websites
http://www.area.net.
SOCIO-CULTURAL LIFE OF THE KARBIS OF ASSAM
: A SOCIOLOGICAL NOTE

Dr. Jayanta Dowarah
Lakhimpur, Assam

Introduction:
Karbis are one of the distinctive Hill Scheduled Tribal communities of Assam. The Karbis are found to inhabit mainly in two autonomous hills districts of Assam viz., Karbi Anglong and North Kachar Hills. Earlier they were known as Mikir. Borah (2012:41) states that “Karbis are one of the major and largest hill tribal communities of Assam”.

Concentration of Karbi Population of Assam:
Karbis are found to inhabit mainly in two autonomous hill districts of Assam viz., Karbi Anglong and North Kachar Hills. As per 1991 Census the breakup of the population of the Karbi tribe is not available. According to 1991 census the total population of karbi was 3.16.763. Among the Hills tribes of Assam the Karbis are considered to be the largest hill tribe in numbers.

Migration:
The Original place of habitation of the Karbis like all other tribes who penetrated to the North East India was located near Yangtse-Kiang and Howang-ho rivers of western China. On account of destruction by floods and other natural calamities the Karbis migrated by following like other Mongoloid groups, crossed the river Chindwin and Irrawaddy and entered Burma. Bordoloi (1985, III: 64) states that in Burma the Karbis stayed for sometimes and then they migrated to their present place in Assam before several centuries. Of course, the first settlement of the Karbis was in Hayong a place between Dimapur of Present Nagaland Kapil River Barua, (1976) of Assam. According to Stack and Lyall (RP: 4) the original place of habitation of Karbis was the eastern portion of Khasis and Jaintias hills near Kapili river.

Origin of the Karbis:
In the constitution of India the Karbis are written as Mikirs. They themselves identify as Mikirs also known as “Arling”, which as Bordoloi (1985,III:55) literally means Man. In course of time the fire syllables ‘Mee’ and ‘Aa’ were given up and ‘Karbi’ remained and this way ‘Kar-Bi’ had become ‘Karbi’ in due course of time. Now, we have discussed about the socio-cultural life of the Karbis of Assam under different headings.
Housing pattern:
The House of Mikirs (Karbis) is built on posts and the floor is made of split bamboos fastened with split cane and it is a height of several feet from the ground. The roof of the house is covered with Sun grass (thatch).

At present as Bordoloi (1987:60) observes that a karbi house is neither too big nor too small, the house platforms which is made of split bamboo rests on several timber posts and raised several feet high from the ground. The houses are of thatched roofs and walls are made of split bamboos and these are mud plastered. Length wise, the house is divided into two sections. The front section with a hearth which is generally in the middle of that section is called ‘Kam’. It is generally used as a guest room while beyond the first section segregated by bamboo-cum-mud plastered wall is called ‘Kut’ which is used a living room for the family members. A wooden or sometimes a bamboo ladder is used to reach the raised platform.

These types of houses are now found only in certain places of Hamren sub-division of Karbi Anglong district. Waddell observed long ago, Karbi houses are built on the ground like those found in Assamese villages. Now days modern houses are also gradually built in karbi villages.

Family System:
Family is major social institution of the Karbis. Primarily Karbis are patriarchal, patrilocal and patrilineal. Father is all in all among them. The family is governed by the head of the family. In earlier days the Karbis followed joint family pattern. Col. Waddell (1975) wrote “married and unmarried children of two or three generations all live in one house. But now a day, nuclear families, i.e parents and their children along with unmarried brothers and sisters are found in Karbi Society. Generally, male person get more authority in the family after death his father among the Karbis. The nature of family among the karbis are seen both of joint and nuclear in nature. But joint family is common characteristic of the Karbis.

Clan System:
‘Kur’ is a Karbi term meaning Clan. There are 5 nos. Clans of the karbis viz., Ingti, Enghee, Terang, Teron and Timung. Das and Hazarika (2013:103) each of these Clans has a number of sub-Clans. For example, the Terang and the Teron have six sub-Clans each and Ingti has four sub Clans. They further believe that the original ancestors of each Clan were brothers to each other (Saikia, 1968:5). Bordoloi et.al (1986:56) observed that among five Clan of Karbis Ingti considered as Priestly Clan in the Karbi Society and it could command a higher status in the past.

Marriage System:
Marriage is another important Social institution of Karbis. Marriage is a universal social law for them. The boys marry within the age of 20-25 years and for girls 18-22 years. Monogamy
is the general rule of Karbis. Polygamy is permissible but not considered as ideal or desirable. Younger brothers may marry the widow of his deceased elder brother. But elder brother cannot accept his younger brothers’ widow as his wife. In Karbi Society Clan exogamy is strictly followed and its violation leads ex-communication. The children take their fathers Clan name. The rule of marriage of Karbis endogamy and clan exogamy is strictly followed in case of marriage.

There are two types of marriage in the Karbis viz., marriage through negotiation and marriage by selection. Bordoloi states that marriage through negotiation and marriage by selection of life partners are found to be adherent by the Karbis. In case of marriage through negotiation consent of the girl is necessary. Without her consent marriage is not possible. Among the Karbi Society marriage by capture is found to be rare and in case of such marriage formal or negotiation marriage has to be performed after the birth of first progeny. Stack and Lyall, (RP:18) point out that in Karbi society cross cousin marriage is prevalent. Saikia (2009:117) expresses “that there is no bride price and divorce is allowed among the Karbis”. Both the husband and the wife can ask for Divorce which is settled by the village council. Widow re-marriage is also prevalent among the Karbis and child marriage is not seen among them.

**Religious Beliefs and Practices:**

Religion is another major social institution of Karbis. The karbis believe in different God and spirits which they worship for their well being. Their supreme or main religious deity is called ‘Arnam Keth’ and ‘Hemphu’ is another deity who is worshipped by sacrificing cock. Nath (2003:138) mentions that ‘Hamphu and Mukrang is male deity of Karbi society and Rasingja is only female deity or Goddess of Karbis’. ‘Horland’ is another deity who is worshipped for good agricultural harvest.

**Economy:**

Economy is also major social institution of Karbis. The agriculture is the main stay of the Karbis Borah (2012:44) states that “the karbis who live in the hill places they practice Jhum cultivation. The Karbis who live in plain places they practice permanent cultivation”. They always follow a cycle of cultivating different plots at different times and poly cropping pattern is followed in that cultivation. Generally, in Jhum field tapioca, sesame, papiya and various edible tubers, cotton are cultivated along with hill variety of paddy. In certain plain-cum-hill areas of Karbi Anglong the Karbis practice Jhuming –cum-settled farming in the plain areas they grow paddy. They uses different tools in the field of jhum cultivation are dibbling stick, hoe, axe, dao etc. On the other hand in settled farming they used wooden plough, hoe, hook, harrow made of bamboo and spade etc.
Dress Pattern:

Dress is primary or fundamental necessity for all of us. Generally, Karbis prepare their dress by themselves. In earlier days, the male folk used to wear turbans commonly known as ‘Poho’ on his head. A piece of cloth known as ‘Rikong’, were wearing by them on the waist. ‘Jar-ek’, ‘Kannosa’, ‘Rikong’, ‘Khanjari’ etc. are main garments of Karbis. Apart from ‘Poho’ and ‘Rikong’ an artistically designed sleeveless shirt with a length sufficient to cover buttocks are generally worn by aged men of Karbi society.

Borah (2012:47) contended that the female folk use a piece of cloth tied, around the waist which is called ‘Pini’ or Pinicam flak. The upper portion of the body is covered with a piece of cloth known as ‘Jar-ek’ or ‘Jiso’. The younger generation both male and female folk and boys and girls wear modern dresses. The dresses of younger generation of the boys are coats, sweaters, trousers, long pants various designs of shirts, shoes etc. while the girls wear sarees, mekhela chaddar, suridar a set of garments generally worn by Assamese women and girls jeans pant, shirts, frocks and coloured sandals and sometimes sandle shoes also.

Regarding ornament it may be said that the male folk used to wear brass made ear-rings which were known as ‘Narik’, silver bracelets called ‘primsoroi’ and in the neck heavy necklaces made of silver. The aged women folk of the Karbi Society ‘Nothenpi’ – a pair of very big ear ring made of silver. They also wear Silver bracelets called ‘Rue-Arior’. In addition to the necklace made of white and red beads sometimes combined with silver coins are worn by them and these are called ‘Lek-Sibe’.

Food and Drinks:

Rice is the main food of the Karbis. Pulses are occasional additions to their food items. Wild tubers mainly Dioscorea Alata varieties and leafy vegetables growing widely in the forest are also taken along with rice. Fermented and dry fishes, pork and chicken are favorite food item of them. These are especially prepared on the occasions of social and religious functions. They are no-vegetarian community. They hunt animals and birds and catch fish to supplement their regular foods. But now days they are also gradually taken foods prepared out of Maize, Atta, and Maida etc. Rice beer known ‘Horlang’ in Karbi language is the popular liquid drinks of the Karbis. This is an essential item for religious and social functions.

Socio-Political Organisation:

Social political organization is also an important social institution of Karbi Society. Borah (2012:48) commented that in Karbi society there are three types of traditional institutions viz., Me (village council), ‘Ferla’ or Jirkedam’ (bachelors dormitory) and ‘Kerung Amei’ (the grain bank). The Karbis call the village councils as ‘Me. This council consists of the elderly male members of the village. The village head man is called in Karbi Society ‘Sarpo-Sarthe’ in
Assamese known as ‘Gaon Burah’ who presides over the meeting of the council. Any social disputes are settled by the Gaon Burah. Another important function of the council is to distribute Jhum land among the families of the karbi village.

Every Karbi village has bachelors dormitory known as ‘Jirson Asong’ and it is a popular youth dormitory of Karbi society. It is constructed at central location of the village. Generally unmarried boys of the village who are above 10 years of age are to sleep at the dormitory every night. Borah and Das (2010:103) states that in the Mikir hills also there is a bachelors hall known as ‘Risomar Terank’ where youth boys sleep in the time. The Risomar is constructed under the supervision of Sarthe. The dormitory has 10 office bearers viz., ‘Kleng Serpo’, ‘Klengdun’, ‘Suder kethe'(commander), ‘Suder So’, ‘Bari,Lampo’, ‘Motan Arbui’, ‘Chenbuk-Are’, ‘Than Are’, ‘Than Arbe’, ‘Me Apai and ‘Lang Apai’ etc.

Hence for the proper function of the dormitory different workers are appointed for various role performances. The village dormitory generally performs the social service of the village with its collective manpower.

**Social Festival:**

Like other community social festivals are also observed by the Karbis. ‘Rongkar’ and ‘Hacha’ are the two main festivals of the Karbis which they observe during a year.

‘Rongkar’ is performed for propitiating different Gods and Goddess for keeping the villagers well in a village during the year. In this festival only the elderly male persons can take part. This is performed for good health of men and domestic animals and to avoid natural disaster and good harvest. ‘Rongkar’ festival is performed after every 5 years at Mauza level which consists of number of villages. The festival continues for 2 days. ‘Hacha’ festival is observed after harvest by the karbis. This is merry making festival-cum-community feast. Nath (2003:138) states that ‘Walketeri’ is annual sacred worshipping religious rituals. This ritual is observed in the month of February/march. Another social festival is performed for the ancestral and offered pig, hen. This festival is divided into three type’s viz., ‘Kan Fla-Fla’, ‘Langtuk’ and ‘Haren’.

**Conclusion:**

From the above discussion about the socio cultural life of the Karbis of Assam it can be commented that they still preserve their traditional social institutions and maintain all the socio-cultural and socio-religious life. Traditionally, socio-culture is one of the societal norms. They preserve all traditional customs from past to the present. But due to indigenous and exogenous changes like education, development of transport and means of communication,
technological innovations some changes in their overall traditional life styles are being noticed among the Karbi communities.

**Reference Books:**


All round tutorship means that all students attend and are welcomed by their neighborhoods schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. In today’s schools, teachers are working in challenging circumstances (large classes, inadequate infrastructure, lack of basic teaching and learning materials, high absenteeism, inflexible policies and curricula, low salaries, etc.), with more diverse communities of learners than ever before, they are working hard to accommodate all learners in their schools to provide quality inclusive education. All learners have needs that are common to all and needs that are unique to them as individuals. Instead of assuming there is a special tutorship for children with disabilities, teachers should use the child centered pedagogy to respond to the needs of all the learners. Inclusive pedagogy is concerned with redressing the limitations on learning that are often inadvertently placed on children when they are judged ‘less able’. It does not deny differences between learners but seeks to accommodate them by extending what is ordinarily available to all, taking account the fact that there will be individual differences between them is a subtle but profound difference in approaching teaching and learning for all that is the hallmark of inclusive pedagogy. We need to take time to really observe; learn about how they learn, and engage in a continual dialogue of reflection so we can teach so they can learn. If that means changing our entire style of teaching, then so be it! It’s their learning after all.

All round(inclusive education) tutorship means that all students attend and are welcomed by their neighborhoods schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education means different and diverse students learning side by side in the same classroom. ... They participate in student government together. And they attend the same sports meets and plays. Inclusive education values diversity and the unique contributions each student brings to the classroom. In today’s schools, teachers are working in challenging circumstances (large classes, inadequate infrastructure, lack of basic teaching and learning materials, high absenteeism, inflexible policies and curricula, low salaries, etc.), with more diverse communities of learners than ever
before, they are working hard to accommodate all learners in their schools to provide quality inclusive education. Inclusive education is ‘a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the state to educate all children’. Inclusive practices celebrate difference and require first and foremost that the child be set at centre stage. All systems are changed to accommodate the child. Inclusive education is a dynamic process. It is therefore not possible to provide a blueprint with a set of fixed skills and knowledge that all teachers should have in order to be able to teach in inclusive settings.

The term ‘Pedagogy’ (tutorship) is commonly used within education to refer to the observable act of teaching together with its attendant discourse of educational theories, values, evidence and justifications. It is what one needs to know, and the skills one needs to command, in order to make and justify the many different kinds of decisions of which teaching is constituted. Pedagogy is the "how" the teaching and learning occurs. Inclusive pedagogy is defined as an approach intended to promote a culture of accommodating all and ensuring practice based on the use of diverse teaching strategies. It is associated with a connective pedagogy—that is, connecting learners with their own learning first, and then connecting their learning to the curriculum (Corbett, 2001). Inclusive pedagogy is an approach to teaching that aims to raise the achievement of all children, whilst safeguarding the inclusion of those who are vulnerable to exclusion and other forms of marginalization. Inclusive pedagogy sets out to replace traditional approaches to teaching children identified as having additional or special educational needs that are based upon the argument that such children necessarily require something ‘different from’ or ‘additional to’ that which is ordinarily available, and that what is needed can be matched to learner characteristics. While it does not deny individual differences between learners, it assumes that differences are an ordinary aspect of the human condition. Instead of providing something ‘different’ or ‘additional’ for children who experience difficulties in their learning, inclusive pedagogy seeks to extend what is ordinarily available to everybody.

**Provide multiple ways of representation**

Children differ in the way they perceive and comprehend information. Children with sensory disabilities, learning disabilities or those from a different cultural background, for example, will approach the content differently. Using different ways of representation
allows all students to make connections within and between concepts. Using different ways of representation will increase the quality of learning for all children. Teachers can alternate between visual and auditory information, customize display areas, clarify symbols and vocabulary, illustrate through multiple media, and highlight patterns, etc.

**• Provide multiple ways of action and expression**

Children differ in how they express what they know. For example, children with speech impairments may want to express themselves through written texts rather than orally. All children use different expression styles throughout their learning process. Teachers can, for example, use assistive devices and tools for alternative communication, encourage children to explore different ways of communication and expression, and allow children to express what they learned in different ways at different times.

**• Provide multiple ways of engagement**

Children have different motivations for learning. Some children might be engaged by novelty and spontaneity, while this may frighten others who might prefer structure and routine. Some children prefer to work individually, while others like to work in groups. Teachers can offer choice and autonomy, minimize threats and distractions, facilitate coping skills, and develop self assessment and reflection.

All learners have needs that are common to all and needs that are unique to them as individuals. Instead of assuming there is a special pedagogy for children with disabilities, teachers should use the child centered pedagogy to respond to the needs of all the learners. When implementing a child centered pedagogy the local conditions and culture should be respected and taken into account. The key point we need to remember is that in order for teachers to develop a more inclusive pedagogy, they often need to begin to change their classroom behavior: where they stand, how they use resources, the way they speak to and interact with the children and the way they assess the children’s learning. Key features in child-centered learning approaches used by the teachers to actively engage, include and challenge all students are:

- **Include Diverse Content, Materials, and Ideas**
  - When you are preparing lectures, questions for discussions, assignments or exams, and case studies, include language, examples, socio-cultural contexts, and images that reflect human diversity.
  - Model openness to the new ideas and questions your students bring into the course, which can broaden and deepen your own knowledge of your discipline and its
relevance. Help students understand that knowledge is often produced through conversation and collaboration among disparate points of view.

- Be aware of how your own biases, or professional training and background, may have shaped the selection of content and materials in your class. If relevant, encourage students to think critically.

➢ **Create an Inclusive Environment**

➢ When talking with students during class, communicate clearly—starting on the first day of the semester—about what you expect to happen in the classroom, including the ways in which you would like your students to interact, ask questions, and participate.

➢ In addition, set and enforce ground-rules for respectful interaction in the classroom, such as guidelines for contributing ideas and questions and for responding respectfully to the ideas and questions of others.

➢ Get to know your students and the individual perspectives, skills, experiences and ideas that they bring into your classes.

➢ Communicate high standards for student learning and express confidence that every student can achieve these standards. In addition, include structured support within your course that is designed to help all students achieve those standards.

➢ Show respect for all questions and comments. Use verbal and non-verbal cues to encourage participation and to challenge all students to think deeply and critically.

➢ Encourage students to “think out loud,” to ask questions, and to actively consider perspectives that are different from their own.

➢ If you are teaching about topics that are likely to generate disagreement or controversy, identify clear objectives and design a structure informed by those objectives. In addition, communicate the objectives and the structure to the students, so that they know what to expect.

➢ **Encourage a Growth Mindset**

- Foster a “growth mindset” by conveying the idea that intelligence is not a reflection of fixed, “natural” abilities, but can change and grow over time. When talking with students about their performance in class or on exams or assignments, avoid describing such performance as a sign of “natural ability”. Doing so may trigger “stereotype threat,” a phenomenon in which students’ awareness of negative stereotypes that link identity and ability can lead to depressed academic performance.

- Create an environment in the classroom or laboratory in which it is okay to make mistakes and where faltering can lead to deeper learning. At the same time, be open to
the possibility that what seems to be an incorrect answer initially may lead to shared understanding of an alternative way to answer the question.

- **Strive for Equality of Access to Instruction and Assistance**
  - Help the students learn about academic and non-academic assistance and resources that are available. Keep in mind that all students will not be equally aware of—or equally comfortable in seeking out—academic help and resources provided. Therefore, set aside time in class to talk about these resources when needed.
  - Articulate and share with all students the criteria you will use to evaluate their work. When appropriate, grade with rubrics or answer keys that promote fairness and transparency. Ensure that assistance provided outside of class is equally available and accessible to all students.

- **Attractive and Accessible Learning Settings**
  - The class and school environment can support child centered learning and teaching. Child centered learning spaces are welcoming for all children, are safe for all, enable equal participation of all learners and focus on self-discovery. Although it is important to create attractive and accessible learning spaces for all, this is not the end goal, but rather a means to implement child centered learning approaches in which the right of all children to access quality education is valued and addressed.
  - Some features of child centered learning spaces include:
    - **Learning Corners**: set up different learning corners in your class in which children can learn independently or in small groups through self-directed learning. The corners give the students the opportunity to enrich what they have previously learned, to practice new skills and to explore new concepts.
    - **Physical Space**: ensure all children can move around freely in the class and school, work individually and in groups, and access learning resources when needed.
    - **Class Library**: books are very effective teaching aids which help children to learn new concepts, develop language and understand messages. Local books or books made by children can be just as effective as expensive children’s books.
    - **Display Areas**: make a display board in the class in which you can show the work of children and provide feedback on activities. Change the display board frequently and use it as a teaching aid.

- **Use Feedback to Refine and Improve your Methods**
  - Ask a colleague to observe your teaching and help you identify patterns in instructor-student interactions. Consider which of these patterns might be encouraging full
participation and inclusion of diverse contributions, and which might be perceived as barriers to full participation and inclusion. Identify adjustments you can make to increase full participation and to minimize or eliminate such barriers.

CONCLUSION

Inclusive pedagogy is concerned with redressing the limitations on learning that are often inadvertently placed on children when they are judged ‘less able’. It does not deny differences between learners but seeks to accommodate them by extending what is ordinarily available to all, taking account the fact that there will be individual differences between them is a subtle but profound difference in approaching teaching and learning for all that is the hallmark of inclusive pedagogy. We need to take time to really observe; learn about how they learn, and engage in a continual dialogue of reflection so we can teach so they can learn. If that means changing our entire style of teaching, then so be it! It’s their learning after all. In the end I want to conclude with one of my favorite teaching quotes:

REFERENCES


Of all the Items in the Development Programme for the tribes, Education is the most Important as it is both the Means and the End of real Progress


Education is fundamental to socio-economic development. Development of the Country lies with the development of the backward people who are socio-economically underprivileged and educationally recessive in relation to total population. Education is the cornerstone of development. Natives or Scheduled tribes are one of the most deprived and marginalized groups with respect to education, most programmes were initiated since independence and recognizing that education provides permanent change in socio-economic status of these people, Government has given top priority to education of tribal people.

Tribal groups constitute about 8.2% of the total population in India (Indian Government Census, 2001). According to government statistics, tribes can be found in approximately 461 communities with almost 92% of them residing in rural areas, mostly in remote underserved forest regions with little or no basic civic amenities like transport, roads, markets, health care, safe drinking water or sanitation. Tribal communities therefore lag behind other communities with respect to attainment of income, education, health and other requisites for good community nutrition. Of the 86 million tribals who are 8.2 percent of the population, 80 percent live in the Middle India belt of Andhra Pradesh, Orissa, Jharkhand, Chhattisgarh, Madhya Pradesh, Northern Maharashtra and Southern Gujarat. Around 12 percent or 10.2 millions live in the Northeast. The rest are spread over the remaining States. Scheduled tribes are distributed throughout the country except Pondicherry, Haryana, Punjab, Chandigarh, and Delhi. Thus from the above statistics it can be inferred that, if the education of this 8.2% of the population is neglected, 100% literacy can never be attained and this population will never progress and be worthwhile for the country.

Education will enable the tribal to perform their role to be useful citizen in democracy. The success of Education is evident from the literacy rate. Thus for increasing the literacy rate a
A number of strategies have been planned and adopted by the government. The Education Division of the Ministry of Tribal Affairs makes all efforts to supplement the efforts of the Ministry of Human Resources Development, which is the line Ministry, and the State Governments/UT Administrations by administering various schemes with the objective of enhancing access to education through provision of infrastructure by way of construction of hostels for students belonging to the Scheduled Tribes. Establishment of Ashram Schools, Vocational Training Centre as well as to maximize retention of Scheduled Tribe students within the various stages of school education and promoting higher learning by providing monetary incentives in the form of scholarships such as Pre Matric Scholarship, Post Matric Scholarship (PMS), Scholarship for Top Class Education, Rajiv Gandhi National Fellowship and National Overseas Scholarship for ST students.

Educational institutes have been increased in tribal areas to strengthen their educational lease. Among all, the opening of a number of Ashram Schools in tribal areas has been an initiative in the area of tribal education. Tribal children have been provided free boarding and lodging facilities in the Ashram Schools. This scheme was originally a centrally sponsored scheme and now operated by the State Government. The purpose of setting up the Ashram School is to bring about the total development of tribal children with an emphasis on vocational education which can train them to stand on their own legs and become idealistic and selfless independent citizens of the nation. As the schools are residential, it can reduce the incidence of student’s absenteeism in school, improve the standard of education at the primary level and reduce the burden of their parents from incurring expenditure on their children’s education. Different facilities like school building, playground, and free kitchen, gender teaching material, furniture, dress, books and economic resources have been provided to motivate the tribal children and their parents towards education. Staying in the Ashram School during the crucial years of schooling from five to sixteen years, will definitely motivate a student to continue his or her study in the school without dropping from the halfway. Above all, an effective socialization can grow among tribal children which will ensure better level of educational attainment among them. Ashram Schools are specially designed to suit children of tribal background to attain better education.

The researcher has been visiting the Shri Anna sahib Sahasrabude Advasi Anudanit Madhyamikshala and has cited the case study, of this Progressive Ashram School.

Following are the objectives of the study
a) To gauge the facilities of Ashram School
b) To evaluate the performance of students
c) To suggest strategies for improvement, if any in **1975**, Shri Annapurna Sahasrabudhe, realized that along with Leprosy, the society was plagued with several other problems and he therefore expanded the activities of the centre to create one big Ashram – ‘Shantivan’. The NGO’s and many social organizations like Rotary and Lion Clubs and many social workers volunteered to help in the activities of Shantivan. The efforts of all the people lead to the establishment of an agriculture centre, a cow shelter with Indian and Jersey cows, a Bio-gas plant, a Naturopathy centre, a weaving centre, a Panchayat Training program and **an Adivasi Ashram School**.

**Facilities:**

The Adivasi School is a Marathi medium school. The school consists of 460 students, both boys and girls from Class I to Class X. There are 13 teachers in all and 10 support staff. The school is a residential School with Residential Hostel facilities for the children mostly belonging to the Adivasi community. There is a Hostel superintendent who looks after the students after school house as the teachers are not residential teachers. The teachers live in the nearby villages and travel to the school daily. There is a fixed time table in the school right from which is planned from 5a.m. to 10p.m. A biometric is installed in the school for attendance purpose for the students.

The NGO’s like Rotary Club and Inner Wheel and Jamnalal Bajaj foundation are giving a lot of monetary help to the Ashram schools. Various facilities are provided to the students in the school like the well- lit classrooms, laboratory, library, computer room comprising of around 40 computers a language laboratory, study room, gymkhana, recreational room which is a big Hall where the students can exhibit their talents in co-curricular activities. The students get up in the morning at 5 am then after their personal cleanliness they study and then have their meals and then attend the school. The teachers motivate them to learn and the walls of the schools are painted with lots of good thoughts and sayings. The teachers in the school are well versed with the local language of the students.

Three meals i.e. breakfast, lunch and dinner is provided to the students daily. The meals are cooked in the clean and well equipped kitchen and fixed menu for the whole week is displayed in the Dining hall. The students have to report at the fixed time and have the meals. Wastage of the food is not allowed. The students assemble in the hall together and after all have assembled; they say a common prayer thanking god and the farmers who have been working so hard for the food they are enjoying. After the meal the students wash their own plates and wipe them and keep it in place. This instills the right kind of attitude and values in the students like punctuality, regularity, dignity of labor, cleanliness, etc. The students of higher standards are a source of support for the very young students. They help the younger children in dressing up to
school, tying their hair helping in studies etc. Thus an atmosphere of a family is seen in the school.

Student Performance:
The performance of the students is satisfactory. They perform quite well in language other than English and social sciences and science. The students are good in craft and drawing and sports. The students are unable to communicate effectively in English and also Mathematics subject is difficult for them to understand and thus they obtain low grades in these two subjects. The students are given general Mathematics so as to enable them to learn and grasp concepts and keep them motivated to learn mathematics. The students are very good in sports. Facilities for sports are provided. They play the game Kabaddi at the National level. These students are giving special coaching for Kabaddi, so that they can participate at the National level. Students are well disciplined and self-reliant as they are able to do a number of things on their own. Striking Feature of the students is that they are well disciplined, good mannered and have a thirst for learning.

Some Suggestions:
- The students need more facilities for bathing, toilets and drying clothes, thus these facilities should be provided to the students.
- Language is a barrier as they don’t speak in clear language due to the interference of their own cultural language. This hampers their communication skill.
- More facilities for supplementary reading to be provided to the students, like newspapers, magazines can be kept open for students to read whenever they want.
- There is only one Television in the whole school. The right channels like the discovery Channel, Planet M, Educational Programmes on Doordarshan and News Channels provide a lot of information regarding the outside world. The students should have an exposure to the Mass media to enrich their knowledge.
- The students are weak in Mathematics and language. Special guidance for Education to be given. Remedial teaching should be done to motivate the students so that they complete the schooling and can go for higher education.

Conclusion:
The existing weaknesses of the Ashram Schools should be promptly tackled. Thus infrastructure facilities like playground, provision of water, electricity, toilet, cots should be provided and properly maintained. Supplemental, remedial classes and special coaching classes for poor students, involvement of subject expert’s technical guidance should be promoted. Educational provision through vocational education is needed to be strengthened.
craft oriented education, education on games, sports; agriculture must be imparted to the students. Specially weak students may be promoted in that respect. Vocational training will instill confidence among students and their parents.

Provision of resource support and capacity building is a major pre-requisite in educational institutions. Maximum exposure to the tribal children can give them opportunity to excel in their skills. Massive parental education through adult education can generate awareness and love for education among the tribal. Talented tribal children should be identified and nurtured in the field they are interested. Tribal children are very brave and fearless. They should be given spiritual instruction, meditation in the school. Physical exercise, physical training should be imparted regularly so that they can be promoted to join Indian Army and Police and can serve the nation.

Teachers should motivate the tribal students in education in school and conduct regular examination, review of examination results, career counseling of students, select the weak students and give them special care to uplift in educational sphere. Primary education and proper evaluation of primary students is essential to get them admitted to the high school. Otherwise they will find it difficult to cope up with the high school syllabus.

With firm determination with dedication of the teachers, government and community can make the Ashram school a role model like ‘Shanti Niketan’ which can give vision to the educationally impaired, backward tribal children and endow the tribal to look at their problem in civil societies.

Reference

- ”Adivasi”, vol.50, No.1, June and December2010,”Education for tribes of Orissa”, Journal of SC and ST Research and Training Institute, Bhubaneswar.
- https://books.google.co.in/books?id=YUcX6eZsNSMC&pg=PA340&lpg=PA340&dq=quote+on+tribal+education+in+india
TRAJECTORY OF STUDENTS’ SELF EVALUATION OF PARTICIPATION IN CO-OPERATIVE LEARNING: A COMPARISON BY THEIR IMPLICIT THEORIES

Dr. Shefali Pandya,
Professor
Department of Education, University of Mumbai

Abstract

The present study is aimed at understanding the trajectory of students’ individual self-evaluation of their participation in co-operative learning amongst students with entity and incremental theories of intelligence. The study adopted the quasi-experimental method in which 78 students of standard IX studying in an English medium school participated. Students’ individual self-evaluation were studied using a rubric on 9 dimensions. The data were analysed using graphical technique. It was found that students with entity and incremental theories of intelligence showed that both the groups displayed a stabilising effect of the co-operative learning approach after 16 weeks on the nine dimensions, namely, (a) Contribution to Group Goals, (b) Punctuality, (c) Consideration of Others, (d) Contribution of Knowledge to the Group, (e) Team Work and Sharing with Others, (f) Explanation, (g) Solution, (h) Preparedness and (i) Involvement. Besides, students with incremental theory of intelligence showed a higher score on all the dimensions as compared to students with entity theory of intelligence except on the dimension of ‘Consideration of Others’ for which both the entity and incremental groups displayed similar effects of co-operative learning. Moreover, the graphs show a consistent improvement in students’ self-evaluation of individual performance and participation in the process of learning in both the groups.

Key Words: Co-operative Learning, Mathematics, Self-Evaluation, Rubric

Classrooms are very social places but usually in a traditional class, the focus of teachers on individual learning and the social aspects are frequently regarded as a distraction and/or a nuisance. If teachers are able to make positive use of these social aspects and the social arrangement of the classroom, then learning would be enhanced and more permanent. One of the social aspects of a classroom is co-operation amongst students. Co-operative learning refers to those teaching practices that offer opportunities to students to learn together in small groups. Inco-operative learning, students learn together in groups, which are structured in such a way that group members have to co-operate to succeed. Students work together to learn and are responsible for their own as well as their team-mates' learning. The four major reasons for adopting co-operative learning approach in classroom include (a) active learning, (b) mutual
learning help by students, (c) mutual learning support amongst students and (d) enhanced motivation amongst students due to team and individual success.

Implicit Theories of Intelligence: Implicit theories of intelligence refer to the beliefs a student holds about the nature of intelligence. Some students are inclined to see intelligence as a fixed and absolute thing (entity theory or entity belief) and others are inclined to see it as a malleable dimension that can be altered or enhanced (incremental theory or incremental belief). According to Dweck (2000, 2006), individuals develop theories, beliefs, and intensely held schema about human attributes. These beliefs help individuals understand their world and have an enormous effect on how they learn, grow and succeed. These two types of thinking about intelligence are associated with two distinct frameworks, or “meaning systems” (Hong et al., 1999), that can have important consequences for students who are facing a sustained challenge at a critical point in their adolescent lives. Previous research has shown that (a) an incremental versus entity theory of intelligence leads to pursuing learning versus performance goals respectively (Dweck, Tenney, & Dinces, 1982), (b) an incremental versus entity theory of intelligence leads to having positive versus negative beliefs about effort respectively (Hong et al., 1999), (c) pursuing learning versus performance goals leads to a mastery versus helpless response pattern respectively (Elliott & Dweck, 1988; Robins & Pals, 2002) and (d) pursuing learning versus performance goals leads to improving grades (Grant & Dweck, 2003). This implies that a student’s implicit theory influences his process and motivation of learning. The present study is aimed at comparing the trajectory of students’ individual self-evaluation of their participation in co-operative learning on the basis of their implicit theory of intelligence (entity versus incremental theories).

Similarly, it has been found to influence other cognitive outcomes such as retention in mathematics (Chinason, Kurumeh & Obida, 2011), mathematical problem solving (Hwang, Chen and Hsu, 2006; Tarim, 2009; Carlan, Rubin & Morgan, 2016; Damayani, Sutawidjaja & Susanto, 2016), academic competencies (Altamira, 2013), academic tasks (Zakaria and Ik San, 2007), students’ ability to explain and understand mathematics concepts and problem solving, use of vocabulary and written explanations (Leigh, 2006) and their mathematics conceptual understanding and procedural fluency (Jbeili, 2012).

Prior research has found that co-operative learning enhances affective outcomes of learning such as students’ attitude towards mathematics (Ke & Grabowski, 2007; Kalpana, 2008; Ifamuyiwa and Akinsola, 2008; Johnsen, 2009; Mohammad, 2010; Zakaria, 2010; Maney, 2012; Altamira, 2013; Flynn, 2013; Hossain & Tarmizi, 2013; Tran, 2013), attitudes towards co-operative learning (Akhtar, Perveen, Kiran, Rashid & Satti, 2012), interest in learning mathematics (Viqriah, Budiyono & Subanti, 2015), feeling of enjoying mathematics (Regnier, 2009; Bilican, Demirtasli and Kilmen, 2011), patterns of interaction and mathematical thinking (Fonkert, 2012), divergence of ideas, collaborative knowledge building and construction (Puntambekar, 2006), student engagement (Bawn, 2007; Galton, Hargreaves and Pell, 2009; Reszel, 2016), mathematics anxiety (Batton, 2010; Sean, 2015), social skills, behaviours and interactions (Gillies, 2008; Kalpana, 2008; Roseth, Johnson and Johnson, 2008; Sharma, 2008; Artut, 2009; Hargreaves and Pell, 2009; Philips, 2010; Flynn, 2013), self efficacy (Sean, 2012; Sengul & Katranci, 2014), self esteem (Sharma, 2008), motivation (Sean, 2012; Tempelaar et al, 2012; Aspriyani, Mardiyana & Sari, 2014) and perceived classroom environment and critical thinking skills (Goyak, 2009).


Need of the Study

Very little prior work on co-operative learning has focused on understanding the trajectory of students’ self-evaluation of their participation in co-operative learning approach. It is expected that peer support and team learning in co-operative learning would create an environment
which nurtures students with an entity belief in intelligence. Moreover, in the Indian context co-operative learning approaches been found to be more effective for students with mastery goals (which are a part of incremental theory of intelligence) whereas the traditional lecture method is found to be more effective for students with performance goals (which are a part of entity theory of intelligence) (Pandya, 2011). Very little prior research in the Indian context has attempted to understand students’ individual self-evaluation using a rubric for co-operative learning approach in mathematics. This forms the basis of the present research.

**Aim of the Study:** The broad aim of the research was to understand the trajectory of students’ individual self-evaluation using a rubric for co-operative learning approach in mathematics.

**Research Question**
What is the trajectory of individual self-evaluation of students with entity and incremental theories of intelligence over a period of twenty-two periods as measured by a grading system through the use of a rubric when co-operative learning approach is adopted in the mathematics class?

**Methodology**
The present study is aimed at enhancing academic achievement in mathematics of secondary students through the use of Co-operative Learning Approach. The researcher has manipulated the method of teaching to ascertain its effect on students’ academic achievement in mathematics. Hence the methodology selected is the experimental one. In the present investigation, the researcher has used classified students into two categories, namely, students with (a) entity and (b) incremental theory of intelligence and compared their individual self-evaluation of their participation in the implementation of the co-operative learning.

In order to study, students’ individual self-evaluation of their participation in the implementation of the co-operative learning, the exploratory survey method was used leading to quantitative data. The researcher has adopted the co-operative learning approach to ascertain its effect on students’ academic achievement in mathematics. Hence the methodology selected is the quasi-experimental one. After the experiment, students’ responses to individual self-evaluation of their participation in the implementation of the co-operative learning measured using a rubric were obtained.

**Intervention Programme**
In the present research, the researcher developed an instructional programme based on Co-operative Learning Model. In the present research, instructional programme on chapters on linear equations in two variables, graphs, ratio and statistics was developed. The techniques used under Co-operative Learning Model in the present investigation included Jigsaw
Technique and Think-Pair-Share. The researcher obtained permission from a selected school for implementing the intervention programme. The researcher first administered the pre-test on Students’ Mathematics Achievement Test the experimental group. After the pre-test, the experimental researcher has used this design as it was the most feasible one and the interpretation of the results group was taught using the Co-operative Learning Model. At the end of this, the post-test on Mathematics Achievement Test was administered on the students. Besides, and Rubric for Individual Self Evaluation was administered to students at the end of Period 1, Period 6, Period 11, Period 16 and Period 22 and data were analyzed using graphical technique. The has been cautiously done. The students of standard IX were taught selected topics in Mathematics subject. The intervention programme was implemented on the basis of content from the text books prescribed by Maharashtra state text book production and curriculum research, Pune. In the experimental group, the researcher taught the content matter using the Co-operative Learning Model. Twenty-two periods from the school time table were taken up to teach the content. It was spread over twelve working days. Five days per week were taken up for three weeks, teaching one to two school periods a day of thirty-five minutes duration each. The content was taught in the mornings.

Tools Used in the Study

1. **Implicit Theories of Intelligence (Self-Theory)**: This scale was developed by De Castella & Byrne (2015). It consists of two subscales, namely, Entity Self Beliefs Subscale and Incremental Self Beliefs Subscale with a total eight items. Its reliability and validity were established in the Indian context. Its reliability and validity were established in the Indian context during a pre-pilot study (Cronbach’s Alpha = 0.87 and Test-Retest Reliability = 0.82). All items were measured on a 5-point Likert-type scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The scoring is done in such a way that a high score implies incremental theory of intelligence whereas a low score implies entity theory of intelligence.

2. **Rubric for Individual Self-Evaluation**: This included nine dimensions, namely, (a) Contribution to Group Goals, (b) Punctuality, (c) Consideration of Others, (d) Contribution Knowledge to the Group, (e) Team Work and Sharing with Others, (f) Explanation, (g) Solution, (h) Preparedness and (i) Involvement measured on a four-point scale. The total score on each dimension in this rubric ranged from 1 to 4 for each individual. It has been adapted to suit Indian conditions and mathematics class in particular from http://www.readwritethink.org/files/resources/lesson_images/lesson95/coop_rubric.pdf.
Participants
In the present research, the sample selected consisted of 78 students – both boys and girls from standard IX of English medium schools situated in Greater Mumbai. The experimental group had 78 students out of which 42 (53.85 %) were boys and 36 were girls (46.15 %). The school selected for the study was affiliated to the SSC Board, Mumbai with English as the medium of instruction. The school was selected randomly using lottery method. However, the experiment was conducted on intact class due to reasons beyond the researcher’s control. Moreover, there are 44 students with Entity Theory and 34 students with Incremental Theory of intelligence in the present study.

Techniques of Data Analysis
The study has used the graphical technique for analyzing the data.

Results
Analysis of Individual Self-Evaluation : This was measured using a Rubric for Individual Self-Evaluation and analysed using a line graph. It is essential to mention here that Individual Self-Evaluation of students was measured after Period 1, Period 6, Period 11, Period 16 and Period 22. The data shown here graphically represent Mean score on Individual Self-Evaluation of students through spanning over 16 periods. The graphs show a comparative analysis of Mean score of Individual Self-Evaluation of students with entity and incremental theory of intelligence.

a) Contribution to Group Goals: This dimension refers to the extent to which a student feels he/she works towards group goals with keenness and contributes to learning of mathematics as well as trying that the group performs well on mathematics related activities and problem solving. Figure 1 shows students’ Mean scores on Contribution to Group Goals Dimension of Individual Self-Evaluation of students over Period 1, Period 6, Period 11, Period 16 and Period 22.

![Figure 1](image-url)
Observation: It can be seen from figure 1 that students with incremental theory of intelligence have a higher mean score on Contribution to Group Goals as compared to that of students with entity theory of intelligence consistently. The increase in the mean score on Contribution to Group Goals continues till Period 16 and then remains stable. In students with incremental theory of intelligence, there is a steady increase in mean score on Contribution to Group Goals whereas in students with entity theory of intelligence, the graph is relatively flat till Period 11 followed by an increase.

b) Punctuality: This dimension refers to the extent to which a student feels he/she is always punctual with mathematics related work responsibilities and completes assigned tasks on his/her own. Figure 2 shows students’ Mean scores on Punctuality Dimension of Individual Self-Evaluation of students over Period 1, Period 6, Period 11, Period 16 and Period 22.

![Figure 2](image-url)

Observation: It can be seen from figure 2 that students with incremental theory of intelligence have a higher mean score on Punctuality as compared to that of students with entity theory of intelligence consistently. The increase in the mean score on Punctuality continues till Period 16 and then remains stable. In students with incremental theory of intelligence, there is a steady increase in mean score on Punctuality whereas in students with entity theory of intelligence, the graph is relatively flat till Period 6 followed by an increase.

c) Consideration of Others: This dimension refers to the extent to which a student feels he/she is sensitive towards other students’ feelings and learning needs, values his/her group members’ knowledge, opinion and skills, encourages group members to contribute in the mathematics class. Figure 3 shows students’ Mean scores on Consideration of Others Dimension of Individual Self-Evaluation of students over Period 1, Period 6, Period 11, Period 16 and Period 22.

Observation: It can be seen from figure 3 that students with incremental theory of intelligence have almost the same mean score on Consideration of Others as compared to that of students with entity theory of intelligence consistently. The increase in the mean score on Consideration of Others continues from Period 6 onwards in both the groups and then from Period 11 onwards, it remains stable in both the groups.

d) Contribution of Knowledge to the Group: This dimension refers to the extent to which a student feels he/she regularly and actively contributes knowledge, opinions and skills without anyone’s encouragement or reminder. Figure 4 shows students’ Mean scores on Contribution of Knowledge to the Group Dimension of Individual Self-Evaluation of students over Period 1, Period 6, Period 11, Period 16 and Period 22.

Observation: It can be seen from figure 4 that students with incremental theory of intelligence have almost the same mean score on Contribution of Knowledge to the Group as compared to that of students with entity theory of intelligence consistently. The increase in the mean score
on Contribution of Knowledge to the Group continues from Period 1 to Period 16 onwards in both the groups and then from Period 16 onwards, it remains stable in both the groups.

e) **Team Work and Sharing with Others:** This dimension refers to the extent to which a student feels he/she helps the group in identifying necessary changes and encourages group action for change, does the assigned work without encouragement from others. Figure 5 shows students’ Mean scores on Team Work and Sharing with Others Dimension of Individual Self-Evaluation of students over Period 1, Period 6, Period 11, Period 16 and Period 22.

![Team Work and Sharing with Others](image)

**Figure 5**

**Observation:** It can be seen from figure 5 that students with incremental theory of intelligence have almost the same mean score on Team Work and Sharing with Others as compared to that of students with entity theory of intelligence consistently. Initially, the mean score on Team Work and Sharing with Others of both the groups is almost the same. The increase in the mean score on Team Work and Sharing with Others continues from Period 1 to Period 16 onwards in both the groups and then from Period 16 onwards, it remains stable in both the groups.

f) **Explanation:** This dimension refers to the extent to which a student feels his/her explanation is clear, complete and precise, he/she effectively describes how to solve the problem using strategies or skills presented in mathematics class, uses a visual aid(s) to assist the class in comprehending the problem and his/her voice is audible throughout the presentation. Figure 6 shows students’ Mean scores on Explanation Dimension of Individual Self-Evaluation of students over Period 1, Period 6, Period 11, Period 16 and Period 22.
Observation: It can be seen from figure 6 that students with incremental theory of intelligence have almost the same mean score on Explanation as compared to that of students with entity theory of intelligence consistently. Initially, for Periods 1 and 2, the mean scores on Explanation of both the groups is almost the same. The increase in the mean score on Explanation continues from Period 1 to Period 16 onwards in both the groups and then from Period 16 onwards, it remains stable in both the groups.

g) Solution: This dimension refers to the extent to which a student feels he/she shows his/her work for all steps of the problem, solves problems without errors and enjoys solving mathematics problems. Figure 7 shows students’ Mean scores on Solution Dimension of Individual Self-Evaluation of students over Period 1, Period 6, Period 11, Period 16 and Period 22.

Figure 6

Figure 7

Observation: It can be seen from figure 7 that students with incremental theory of intelligence have almost the same mean score on Solution as compared to that of students with entity theory of intelligence consistently. The increase in the mean score on Solution continues from
Period 1 to Period 16 onwards in both the groups and then from Period 16 onwards, it remains stable in both the groups.

h) **Preparedness**: This dimension refers to the extent to which a student feels he/she is well prepared and ready to present when called on, familiar with the selected problem and is able to effectively explain the solution in a thoughtful way. He/she can make eye contact with the audience for the entire presentation, presentation is well-rehearsed and he/she does not read directly from paper. Figure 8 shows students’ Mean scores on Preparedness Dimension of Individual Self-Evaluation of students over Period 1, Period 6, Period 11, Period 16 and Period 22.

![Preparedness Graph](image)

**Figure 8**

**Observation:** It can be seen from figure 8 that students with incremental theory of intelligence have almost the same mean score on Preparedness as compared to that of students with entity theory of intelligence consistently. The increase in the mean score on Preparedness continues from Period 1 to Period 16 onwards in both the groups and then from Period 16 onwards, it remains stable in both the groups.

i) **Involvement**: This dimension refers to the extent to which a student feels he/she asks engaging, insightful and relevant questions which require others to think deeply with understanding of the material and employing critical thinking skills. Figure 9 shows students’ Mean scores on Involvement Dimension of Individual Self-Evaluation of students over Period 1, Period 6, Period 11, Period 16 and Period 22.
**Figure 9**

**Observation:** It can be seen from figure 9 that students with incremental theory of intelligence have almost the same mean score on Involvement as compared to that of students with entity theory of intelligence consistently. However, the distance between the two lines is relatively less in comparison to other graphs. The increase in the mean score on Involvement continues from Period 1 to Period 16 onwards in both the groups and then from Period 16 onwards, it remains stable in both the groups.

**Conclusion:** The preceding comparisons of students with entity and incremental theories of intelligence showed that both the groups displayed a stabilizing effect of the co-operative learning approach after 16 weeks on the nine dimensions, namely, (a) Contribution to Group Goals, (b) Punctuality, (c) Consideration of Others, (d) Contribution of Knowledge to the Group, (e) Team Work and Sharing with Others, (f) Explanation, (g) Solution, (h) Preparedness and (i) Involvement. Besides, students with incremental theory of intelligence showed a higher score on all the dimensions as compared to students with entity theory of intelligence except on the dimension of ‘Consideration of Others’ for which both the entity and incremental groups displayed similar effects of co-operative learning. Moreover, the graphs show a consistent improvement in students’ self-evaluation of individual performance and participation in the process of learning in both the groups.

**Discussion:** The reasons for this improvement could be because of the positive motivational influence of peer support for learning. While working in small groups, it is possible that students with incremental theory of intelligence recognize that their rewards are dependent on the success of their teammates and hence are they are more likely to provide support for the learning of students with entity theory of intelligence. This is further corroborated by the assertion that co-operative efforts among groups of students result in a higher degree of accomplishment for all (Slavin, 1984). By helping each other, the students build a supportive

community that raises the performance level of each member including those with entity theory of intelligence. Besides, it is also likely that for students with entity theory of intelligence feel better empowered to learn actively in the co-operative learning approach rather than passively accepting information from the teacher in the traditional class. This feeling of being empowered could lead to enhanced motivation and a positive attitude towards mathematics learning. In the co-operative learning approach, students are actively stimulated to elucidate their actions and thoughts to other student with more powerful and individual level of involvement in learning. Besides, the socialising among students at the professional level in the class in co-operative learning is also likely to improve students’ participation and performance in classroom learning for students with entity theory of intelligence. Thus, students with both, entity and incremental theories of intelligence benefit from co-operative learning. The possible reason for students with entity theory of intelligence to be lower on all the nine dimensions of this rubric -as gathered from focus group interviews of students – was because students are traditionally taught to focus on the textbook, notebook and the black-board, not to share work and to be responsible for their own work. Students with entity theory of intelligence might be taking longer time to overcome those values and work together as a team on account of lower confidence and self-efficacy.

**Classroom Implications:** Teachers need to pay attention to grouping strategies in which a mixed group of students with incremental and entity theories of intelligence could be formed. This is expected to provide positive experience to both the groups and bring about enhanced student engagement and academic achievement in mathematics amongst students with incremental and entity theories of intelligence. Approximately 16 periods are required for students to benefit from the co-operative learning approach especially when the class size is large with 75 or more students.

**References**


Introduction

Today’s need is to make educational process effective, child centered and activity based. So the teachers have to get acquainted with new techniques of teaching and learning process. Teachers’ efforts of creating conducive environment help students achieve complex learning goals. Teachers are responsible for creating learning environment in the classroom.

Brain plays a significant role in thinking, memory, emotions and learning. These play significant role in human development and performance. Advancement in these aspects impact human learning and education. Brain research contributes to human learning to a great extent. This helps in keeping abreast with the latest developments in the world of knowledge.

Educationists use these research findings to advance their knowledge of teaching learning. Teaching techniques and strategies are based on theories about how brain learns. These theories are known as Brain Based Learning (BBL). According to Caine and Caine, (1995) and Jensen (2005) these set of strategies is called as Brain Based Learning (BBL) or Brain Compatible Learning (BCL) teaching methods.

Research on BBL has shown encouraging results in the development of cognitive skills. As mathematics develops critical abilities like abstract reasoning, logical thinking and problem solving skills in students, it was decided to study the effectiveness of BBL in achieving these critical skills by using BBL approaches for teaching mathematics. Problem solving skills mainly require logical thinking and abstract reasoning as the fundamental abilities, hence it was decided to study these fundamental abilities. Research was undertaken to study the Effectiveness of Brain Based Learning Approaches of teaching Mathematics in terms of Problem Solving skills with reference to Logical Thinking and Abstract Reasoning.

Objective of the study

To study effectiveness of Brain Based Learning (BBL) approaches of teaching Mathematics in terms of Logical Thinking and Abstract Reasoning.

Hypothesis

1. There is no significant difference between mean scores of Logical Thinking of control group and experimental group.
2. There is no significant difference between mean scores of Abstract Reasoning of control group and experimental group.

Theoretical Perspective

BBL is based upon natural functioning of brain. The theories supporting BBL focus on capabilities of brain. Craig (2003) defines BBL as a set of principles based on research on neuroscience. Melton (2009) defines BBL as an orchestration of real life problems by providing enriched and appropriate learning experiences to decipher the meaning of different concepts. Caine and Caine (1991) are the pioneers of BBL theory. They have proposed twelve principles based on research evidence. These principles are given below.

1. The brain is a parallel processor.
2. Learning engages the whole physiology.
3. The search for meaning is innate.
4. The search for meaning comes through patterning.
5. Emotions are critical to patterning.
6. The brain processes wholes and parts simultaneously.
7. Learning involves both focused attention and peripheral perception.
8. Learning always involves both conscious and unconscious processes.
9. We have spatial memory system and a set of systems for rote learning.
10. We understand and remember best when facts and skills are embedded in natural, spatial memory.
11. Learning is enhanced by challenge and inhibited by threat.
12. Each brain is unique.

The three instructional techniques associated with brain-based learning are as follows.

(i) Orchestrated Immersion - creates a learning environment that fully immerses students in many educational experiences;
(ii) Relaxed Alertness - eliminates fear in the learners while maintaining highly challenging environments; and,
(iii) Active Processing - allows the learner to consolidate and internalize information by actively processing it.

Implementation of Brain Based Teaching Approach


(i) Activation is the phase where students’ prior knowledge which is also known as memory processor system, is stimulated to facilitate learning transfer.
(ii) Clarify the outcomes and paint the big picture is the phase where students visualize their pre-set goals and activate right brain and reduce the anxiety and get ready to achieve the goal.

(iii) Making connection and develop meaning is the stage where existing knowledge is connected with the new knowledge. Thus the students get ready to receive new information.

These three phases of teaching activities are thought to be able to create “relaxed alertness” among students.

(iv) Doing the learning activity is the stage where the students relate to the new stimuli or knowledge and get ready to immerse in the learning experiences appealing to different types of learners in the classroom. Students are encouraged to be in the state of “orchestrated immersion”, which immerses them in multisensory experiences.

(v) Demonstrating students’ understanding is the stage for brain-active processing. Here the students consolidate and internalize the information.

(vi) Review for students’ retention is the activity that requires students to use working memory to summarize the lesson, which helps to strengthen the transfer process.

(vii) Preview the next topic is the experience that helps the brain pre-processor to focus on the new lesson. This is important to prepare the brain for the new learning activities.

The teaching method based on natural functioning of human brain and maximum activation of innate faculties of human brain is called Brain-Based Learning (BBL) method. BBL theory suggests that learners should be provided safe and threat-free environment for learning. Meaningful presentation of content prepares the learners’ brains to store, process and retrieve the information in a soothing way.

BBL approach involves learner centered activities for developing understanding of concepts. These activities focus on learner participation to a great extent. These are based on meeting the cognitive, social and emotional needs of learners with different Learning Styles and Multiple Intelligence.

**BBL and Logical Thinking**

Problem Based Learning develops higher mental abilities require for problem solving. Abilities like critical thinking, abstract reasoning, and logical thinking together develop problem solving skills. Problem solving is generally regarded as the most important cognitive activity in everyday and professional contexts. Instructional-design research and theory has devoted too little attention to the study of problem-solving processes.
As the level of scholastic achievement increases their maturity increases and this also increased their critical thinking, logical thinking and ability to choose right. Hence their academic knowledge increases their excellence and citizenship qualities (Savant - Bhosle, 2005).

There is an effect of personality and scholastic achievement on the Citizenship Qualities of students. The brilliant students have better citizenship behavior than other students. As the level of scholastic achievement increases their maturity increases and this also increased their critical thinking, logical thinking and ability to choose right. Hence their academic knowledge increases their excellence and citizenship qualities (Savant- Bhosle, 2005). It develops the qualities among the students’ of group learning which are more effective than traditional methods of teaching. It also develops the performance ability among the students (Sharma and Sharma, 2009). If students are provided self-learning material, it develops the performance ability to students. (Rosamma, 2013). It can be effective than traditional method of teaching.

**BBL and Abstract Reasoning**

Abstract thinking is indispensable ability that an individual must possess. Abstract reasoning is a higher mental activity where individual is required to analyze information, identify patterns and relationships, and solve complex problems. This ability helps us to use analogies and relate verbal and non-verbal ideas and their interrelationships. It is an ability to think about objects, principles, and ideas that are not concretely or materially present. It is one of the important dimensions of construct of intelligence. It is akin to symbolic thinking, where object or idea is substituted by a symbol. Mathematics education develops different kinds of reasoning including abstract reasoning. Verbal and non-verbal tests measure the level of abstract reasoning that a person possesses.

There is very little published evidence to conclude the effect BBL might have on the development of abstract reasoning.

**Research Gap**

Research in BBL has been initiated from 1991. In the last 25 years lot of work has been reported abroad. In India sporadic studies have been published in relation to ------

The studies have been reported in individual strategies in the BBL approaches like cooperative learning and Problem based learning. The other strategies which come under BBL approaches have not been studied.

The published studies with higher mental abilities like abstract reasoning, logical reasoning, and problem solving skill were not available. Studies were found on motivation as a variable; however, interest has not been studied as a dependent variable. Researchers have explored the subjects like languages and science. However, social sciences and mathematics still remain to
be studied. Indian studies are limited to university level students, thus keeping primary and secondary students out of the purview of their research. However, hardly any researcher has used primary schools students as sample in the study.

**Definitions of the terms used**

**Conventional method**- It is teaching through lecture, question answer method without considering the diversities in learning styles.

**BBL approaches**- It is a set of principles and a base of knowledge and skills through which we can make better decisions about the learning process. (Jensen, 2008)

**Logical Thinking**- ‘The ability of logical thinking is that which proceeds on the basis of careful evaluation of premises and evidence and comes to conclusions as objectively as possible, through the consideration of all pertinent factors, the use of valid procedures from logic’ (Good 1973). Logical thinking is cognitive thinking based on accurate knowledge and information. It is commonly referred to as left-brain thinking. Logical thinking uses the straight facts in order to solve problems. It is the foundation for verbalization skills which helps in acquiring language and analytical thinking.

**Abstract Reasoning**-Abstract Reasoning is characterized by the ability to use concepts and to make and understand generalizations, such as of the properties or pattern shared by a variety of specific items or events. It is a higher level of thinking which involves analysis of information, identification of patterns and solving problems at complex and intangible level.

**Research Design**

As the aim of the study was to examine cause and effect relationship between independent and dependent variables, it was decided to adopt Two Group Pretest-Posttest Randomized Experimental Design as it effectively controls all the factors affecting the internal validity of the experiment and various effects that influence dependent variable.

To measure logical thinking of the subjects for this research the test of Logical Thinking developed and standardized by Bertha Marcus (1989) was used. This test contains 16 questions in the form of two statements and three inferences drawn on them. The respondent is expected to choose the best inference drawn by him. The range of scores was between 0 and 16.

To measure abstract reasoning of the subjects for this research the test of Abstract Reasoning developed and standardized by Deferential Aptitude Test Battery (1995) was used. The total score obtained by the student was treated as the performance on Abstract Reasoning.

Treatment was given to students of seventh standard in two different schools, which were equated on different variables. Both the experimental and control groups had 35 students each.
Precaution was taken to control all variables other than the treatment variable to increase internal validity of the experiment.

Data Analysis and Interpretation
Both the groups were found to be equivalent on the dependent variable at the pre test level. The null hypotheses were tested using t test at the 0.05 level of significance.

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>Groups</th>
<th>Pre Test Mean</th>
<th>S. D.</th>
<th>N</th>
<th>df</th>
<th>Diff bet Means</th>
<th>t Obs</th>
<th>t Table</th>
<th>Sig 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical Thinking</td>
<td>Expt</td>
<td>4.114</td>
<td>1.997</td>
<td>35</td>
<td>68</td>
<td>0.829</td>
<td>1.625</td>
<td>1.995</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Cont</td>
<td>4.943</td>
<td>2.261</td>
<td>35</td>
<td>68</td>
<td>1.229</td>
<td>1.103</td>
<td>1.995</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Abstract Reasoning</td>
<td>Expt</td>
<td>6.600</td>
<td>4.401</td>
<td>35</td>
<td>68</td>
<td>1.229</td>
<td>1.103</td>
<td>1.995</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Cont</td>
<td>7.829</td>
<td>4.908</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1: Equivalence of Groups on Dependent Variable

Hypotheses Testing

Hypothesis 1 --- Logical Thinking
The data to test the above mentioned hypotheses is given in Tables 2 a and c

Table 2 a: Effectiveness of Experimental treatment in terms of Logical Thinking

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean</th>
<th>S.D.</th>
<th>N</th>
<th>df</th>
<th>M1- M2</th>
<th>Paired t cal</th>
<th>t table</th>
<th>Sig 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post</td>
<td>11.714</td>
<td>1.637</td>
<td>35</td>
<td>34</td>
<td>7.600</td>
<td>16.701</td>
<td>2.032</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>4.114</td>
<td>1.997</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 b: Effectiveness of Control treatment in terms of Logical Thinking

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean</th>
<th>S.D.</th>
<th>N</th>
<th>df</th>
<th>M1- M2</th>
<th>Paired t cal</th>
<th>t table</th>
<th>Sig 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post</td>
<td>7.371</td>
<td>2.402</td>
<td>35</td>
<td>34</td>
<td>2.428</td>
<td>6.101</td>
<td>2.032</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>4.943</td>
<td>2.261</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 c: Effectiveness of BBL in terms of Gain in Logical Thinking

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>S.D.</th>
<th>N</th>
<th>df</th>
<th>M1- M2</th>
<th>t cal</th>
<th>t table</th>
<th>Sig 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expt</td>
<td>7.600</td>
<td>2.692</td>
<td>35</td>
<td>68</td>
<td>5.171</td>
<td>8.554</td>
<td>1.995</td>
<td>Significant</td>
</tr>
</tbody>
</table>
Control | 2.429 | 2.355 | 35

Interpretation

The t test results of the gain in Logical Thinking show that there is a significant difference in the scores of both the groups. The observed t value is higher than the table t value. Hence the null hypothesis is rejected. Gain in the experimental group is significantly higher than that in the control group. It is therefore, concluded that BBL treatment is more effective in developing Logical Thinking in students.

Hypothesis 2 --- Abstract Reasoning

The data to test the above mentioned hypotheses is given in Tables 3 a and c

Table 3 a: Effectiveness of Experimental treatment in terms of Abstract Reasoning

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean</th>
<th>S.D.</th>
<th>N</th>
<th>df</th>
<th>M1-M2</th>
<th>Paired t  cal</th>
<th>t table</th>
<th>Sig 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post</td>
<td>23.914</td>
<td>7.139</td>
<td>35</td>
<td>34</td>
<td>17.314</td>
<td>15.272</td>
<td>2.032</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>6.600</td>
<td>4.401</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 b: Effectiveness of Control treatment in terms of Abstract Reasoning

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean</th>
<th>S.D.</th>
<th>N</th>
<th>df</th>
<th>M1-M2</th>
<th>Paired t  cal</th>
<th>t table</th>
<th>Sig 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post</td>
<td>12.342</td>
<td>5.185</td>
<td>35</td>
<td>34</td>
<td>5.513</td>
<td>5.283</td>
<td>1.995</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>7.829</td>
<td>4.908</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 c: Effectiveness of BBL in terms of Gain in Abstract Reasoning

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>S.D.</th>
<th>N</th>
<th>df</th>
<th>M1-M2</th>
<th>t  cal</th>
<th>t table</th>
<th>Sig 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>4.514</td>
<td>5.055</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretation

The t test results of the gain in Abstract Reasoning show that there is a significant difference in the scores of both the groups. The observed t value is higher than the table t value. Hence the null hypothesis is rejected. Gain in the experimental group is significantly higher than that in
the control group. It is therefore, concluded that BBL treatment is more effective in developing Abstract Reasoning in students.

**Major Conclusions**

The major conclusions drawn from the findings of the study are presented below.

1. The mean scores of the pre and post-test of the control group on Logical Thinking, and Abstract Reasoning were compared. It was observed that the post test scores were significantly greater than those of pre test scores on the respective variables. Hence it is concluded that ‘The Conventional teaching approach is effective in enhancing Logical Thinking and Abstract Reasoning in students’.

The teacher in the control group used the conventional approach for teaching Mathematics. She used deductive approach which stresses using the maxim of from general to particular. The teachers generally teach using this method and students are used to learning by this method. This method saves time which could have been used for more revision. Moreover the teacher used charts which are normally used in day to day teaching of Mathematics. This helped fixing the concepts in Mathematics and further develop Logical Thinking and Abstract Reasoning.

2. The mean scores of the pre and post-test of the experimental group on Logical Thinking, and Abstract Reasoning were compared. It was observed that the post test scores were significantly greater than those of pre test scores on the respective variables. Hence it is concluded that, ‘The BBL approach is effective in enhancing Logical Thinking and Abstract Reasoning in students’.

BBL approach uses variety of techniques for teaching ensuring conducive learning environment in the classroom. It makes learning enjoyable and hence understanding of concepts and retention of learning is longer. It uses techniques based on the psychological development of the students. Though inductive approach requires more time to learn, it helps learning permanently. The environment is kept lively by maintaining flexible classroom structure which is enjoyed by the students. This aids in gaining knowledge by active learning.

The BBL method improves academic achievement of all types of learners. The orchestrated immersion, relaxed alertness and active processing had developed understanding of different abstract concepts in mathematics among learners of each level of achievement.

3. The mean gain scores of the experimental and the control groups on Logical Thinking and Abstract Reasoning were compared with those of the control group on the these
variables. It was observed that the gain scores of the experimental group were significantly greater than those of the control group on all the variables. Hence it is concluded that, ‘The BBL approach is more effective than the conventional teaching approach in enhancing Logical Thinking and Abstract Reasoning in students’.

Many BBL activities were provided such as group discussion, freedom of movement and expression, presentation, motivation for learning, writing answers in own words, positive response of teacher, stress free and challenging learning environment which might have helped the students in participating learning processes and master the content which enhanced mathematical understanding. The experimental group showed significant gain as the learners worked in threat-free, challenging, friendly; and psychologically and physically safe environment which form the part and parcel of BBL. The learners acquired knowledge by involving higher mental abilities of brain. The twelve principles of BBL and three techniques were the foundation of all the classroom interactions. This helped the teacher in presenting the content meaningfully. The students could explore various concepts by working in small groups and analyzing different realistic problems. This was feasible due to identification of patterns. Challenging assignments, riddles, problems helped learners in developing and utilizing higher faculties of brain. Displaying the assigned tasks in the classroom, availing full liberty of discussion with peers or teacher remained effective in inhibiting rote memorization of ideas. The strategies based on all the twelve principles of BBL and three techniques as part of BBL, helped students take active interest in classroom activities and thereby learn the abstract Mathematics.

Variety of tasks improves the performance of the students significantly for learning any content. The aspects of familiarity and novelty satisfy the need of meaning search for the learning brains, the step-wise instruction can be effectively used as a tool of meaningful understanding of a complex idea improved the students’ performance in creation of parts and whole and the better performance in uniqueness may be attributed to the typical learning activities like self-work habit, self-reliance, interacting with unseen mathematical problems and being unconscious of answers given in the textbook.

The effectiveness of BBL teaching method maybe attributed to the learners’ involvement of natural tendencies of their brains during classroom teaching learning sessions into the process of storing, processing and retrieving of information in accordance with the biological functioning of the brain. The students created deep understanding of different mathematical concepts by following natural mechanism of information handling by the brain.
On the whole, it may be concluded that BBL approach is more effective than the conventional approach in developing cognitive skills of Logical Thinking and Abstract Reasoning.

**Recommendations**

Education needs to facilitate optimal brain functioning. Scientific research on neuroscience and how brain learns keeps on enriching the literature, which in turn contributes to the body of knowledge related to teaching and learning.

It is concluded from the present research that classroom environment, if kept stress free and threat free, generates learning maximally. Meaningful presentation and concept based teaching help develop students’ thinking. Hence the teachers should maintain threat free atmosphere in the classroom, ensure that teaching is concept based and made more interesting as well as challenging for the learners. This will help us understand about knowledge construction and utilization by the brain. The teachers in primary schools can take advantage of implementing the BBL approach in their teaching to bring about acquisition, application and retention of learnt concepts.

Realistic and day to day life problems should be provided to the learners and allow them to identify the patterns in a coherent manner. Thus experiential learning is the soul of teaching using BBL principles and techniques. Individuals learn through experiences. Hence text books of Mathematics should be written in the manner that helps learner developing patterns.

**Significance of the study**

Mathematics demands comparatively a lot of mental discipline and intellectual skills for understanding and application of its abstract concepts. The learners may construct different mathematical concepts deeply, if teachers organize activities based on BBL principles for them. BBL teaching method encourages learners to act and react in accordance with the natural functioning of their brains. The students will develop higher mental abilities as well as interest in learning Mathematics if the teaching of Mathematics is done using BBL approaches.

The study may help teachers of mathematics to organize such instructional strategies which may activate the in-built faculties of brain. The teachers will be able to present meaningful content, assure students of having say in the classroom, generate enriched classroom environment etc in light of the study. They may avail the findings of the study to enhance the levels of achievement of the learners.

Thus BBL approach, if employed in the classroom, will certainly develop cognitive skills in the students and develop interest in an abstract subject, which is generally disliked by the students.
Conclusion

This research has important implications for learning, especially regarding how we acquire new knowledge, store it in memory and retrieve when needed. When learning new things, memory and recall are strengthened by frequency and recency. The more we practice and rehearse something new and the more recently we have practiced, the easier it is for brain to transmit these experiences efficiently and store them for ready access later. This process is called fluency. Such a paradigm shift of teaching methodology enhances the academic achievement of the learners significantly in mathematics. Unless the content is presented in consistence with the physiology of human brain; the receiving, processing and retrieval of the input data occurs at a poor rate, and vice versa.

Select References-


Saleh (2011). The Effectiveness of the Brain Based teaching Approach in generating students’ learning motivation towards the subject of physics. [Abstract]. Educational


Tompkins (2007). Retrieved on September 20, 2007 from digitalcommons.library.edu/doctrol/22/


http://repository.uwyo.edu/cgi/viewcontent.cgi?article=1011andcontext=planb
A STUDY ON PRIMARY EDUCATION WITH SPECIAL REFERENCE TO NORTH EASTERN REGION

Rasmi Das
M.A in Education, B.ED (Gauhati University), Research Scholar
( Mahapurasha Srimanta Sankardev Viswavidyalaya,Nagaon)
Address for communication-Vill- Morikolong, Borghat, Nagaon Pin-782001

Abstract
Primary education is the base of whole formal education system. Primary education is the root for future education of a child. Government has taken various steps for cent percent enrolment of primary education. Sarva Siksha Aviyan is a scheme for Universalisation of primary education of India. This article shows about progress of primary education with special reference to North East Region. The study involves a comparison of dropout rate, male-female enrolment etc during the years 2003-04 to 2011-12. The necessary data and information were collected from MHRD Reports, Journals, and Books etc.

Key words: Primary, Education, SSA, NER.

Elementary education is very important for a society and a country at large. Elementary education is also called primary education in India. Primary education is the first stage of compulsory education. Every child should get quality education. The future of our country depends upon the children of today. The Kothari Commission had remarked “Destiny of the Nation is being shaped in her classrooms.” It is the duty of the Government to provide free-education to every boy and every girl up to the primary stage. Primary Education will enable a child to learn to read and write. The Indian government lays emphasis on primary education, also referred to as elementary education, to children aged 6 to 14 years old. ... Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009.

In US and other parts of the world it is called as elementary education or elementary schools. But here in India we simply say primary schools. According to the United Nations Education board, India is the only country, has progressed the most over the world by sending students to school at elementary stage. United Nations also lauded Indian government effort in implementing the welfare program in elementary education. The elementary education system in India is the second largest in the world with 149.4 million children of 6-14 years enrolled.
India is a developing country with a population of over one billion. A significant portion of that population lives in poverty: 26% live on less than US $1 a day and 35% are considered illiterate. Gender gaps exist. Literacy rates are 21% lower for females than for males. Among those children aged six to 14 not enrolled in school, more than 60% are girls. Some communities do not see the need to educate daughters because they will be married off at an early age and live and work with their in-laws, mostly doing housework and raising children.

Child labor is a grave problem of primary education. Many children need to work and earn in order to supplement a meager family income and therefore do not attend school. Realizing the importance and the critical state of primary education in India today, many organizations on many levels are focusing on this issue. International agencies, such as UNESCO and UNICEF, are deeply involved. UNESCO has pledged to work with national governments and development partners to achieve universal free primary education by 2015, as was agreed upon at the World Education Forum in Dakar. UNICEF also has primary education as part of its mission. Both are supporting the Government of India in its task with funds and expertise.

India has 29 states and 7 territories where India’s literacy rate is at 74.04%. There is not cent percent literacy in India due to various socio-economic, geographical, educational problems etc. But now a day’s Education is considered as the most powerful weapon to build up knowledge based competitive society in correspondence with the changing global knowledge society.

From independence, both the central and the state government has been taking various initiatives to upliftment of educational process in various stages of education mainly emphasized given on Elementary Education, because Elementary or primary education is the preliminary or fundamental education of our life. Primary education is root of our educational life, which leads to a secondary or higher level education.

Indian education system has been undergone a rapid change both quantitatively and qualitatively during the last two decades because of Liberalization, Privatization and Globalization (LPG). The government of India has launched several schemes namely Kasturba Gandhi Ballka Vidyalaya Scheme, Mid-Day Meal Scheme, the National Program For Education of Girls at Elementary Level (NPEGEL) etc to make attention among its citizens regarding development of literacy rate. Among these schemes another one of the most important and fundamental schemes is the Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) is a scheme for universalization of elementary education. SSA is also known as the Education for All, or 'Each One Teach One'. It was introduced in 2000-2001 as the flagship programme run by the Government of India. This scheme is framed
to provide useful and relevant elementary education for all children in the age group of six to fourteen by 2010.

North-eastern region (NER) comprising of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim are all special category states. Because of the geographical peculiarities the seven states of the region (excluding Sikkim, which was added later on) is called ‘Seven Sisters’. The region is endowed with rich biodiversity and natural resources like tea, timber, tourism, oil, coal and bio-resources like medicinal and aromatic plants, orchids etc.

➢ To study the present status of primary education in North-Eastern Region and to compare it with that of India in the context of----
   a) Number of primary and Upper Primary schools.
   b) Male and Female group.

➢ To study the dropout rate of primary education in North-Eastern Region and to compare it with that of India -------
   - All categories’
   - I-VIII, boys & girls

The present study is based on secondary data only. The necessary data and information were collected from MHRD Reports, Journals, and Books etc. Some related information were gathered from different websites like shodhganga.inflibnet.ac.in, assam.ac.in etc. The data were analyzed through using simple percentage.

Table 1:  State wise Number of Primary and Upper Primary Schools in NE States.

<table>
<thead>
<tr>
<th>Region</th>
<th>2003-04</th>
<th>2011-12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P.S</td>
<td>U.P.S</td>
<td>P.S</td>
</tr>
<tr>
<td>Arunachal Pradesh</td>
<td>1364</td>
<td>449</td>
<td>2098</td>
</tr>
<tr>
<td>Assam</td>
<td>30068</td>
<td>8143</td>
<td>31202</td>
</tr>
<tr>
<td>Manipur</td>
<td>2552</td>
<td>832</td>
<td>2420</td>
</tr>
<tr>
<td>Meghalaya</td>
<td>5851</td>
<td>1559</td>
<td>9081</td>
</tr>
<tr>
<td>Mizoram</td>
<td>1504</td>
<td>908</td>
<td>1855</td>
</tr>
</tbody>
</table>
From table 1 we found that according to 2003-04, number of total primary schools of NE Region = 44909
But in 2003-04, Number of total primary schools in India = 712239
Therefore the percentage of NE Region = 44909/712239 x 100
= 6.30%

According to 2011-12 the number of total primary schools of Ne Region is = 50616
In 2011-12 No of P.S in India = 763370
Therefore % of NE Region = 50616/763370 x 100
= 6.63%

Table 2: Dropout rates of all categories from class I-VIII including boys and girls.

<table>
<thead>
<tr>
<th>Region</th>
<th>2003-04</th>
<th>2011-12</th>
<th>% Increased/Decreased During 2003-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arunachal Pradesh</td>
<td>63.53</td>
<td>50.0</td>
<td>-13.52</td>
</tr>
<tr>
<td>Assam</td>
<td>70.81</td>
<td>50.2</td>
<td>-20.61</td>
</tr>
<tr>
<td>Manipur</td>
<td>30.61</td>
<td>53.7</td>
<td>23.09</td>
</tr>
<tr>
<td>Meghalaya</td>
<td>71.13</td>
<td>68.0</td>
<td>-3.13</td>
</tr>
<tr>
<td>Mizoram</td>
<td>64.19</td>
<td>39.9</td>
<td>-24.29</td>
</tr>
<tr>
<td>Nagaland</td>
<td>44.83</td>
<td>47.7</td>
<td>2.87</td>
</tr>
<tr>
<td>Tripura</td>
<td>64.29</td>
<td>42.4</td>
<td>-21.89</td>
</tr>
</tbody>
</table>
From table 2 we found that dropout rate at Primary level has decreased from 63.53 in 2003-04 to 50.0 in 2011-12 in Arunachal Pradesh i.e. 13.52 %. But in case of Manipur it has increased from 30.61 in 2003-04 to 53.7 in 2011-12 i.e. 23.09%. The total dropout rate of India has increased from 36.13 in 2003-04 to 40.8 in 2011-12 i.e. 4.67%. Dropout rates of NER at Primary levels are 31.47 in 2003-04 which has decreased up to 8.6% in 2011-12. As a whole dropout rate of India is 36.13% in 2003-04 and 40.8% in 2011-12 which has increased during these years.

**Fig-1 graphical representation of dropout rates of all categories from class I-VIII including boys and girls.**

The above figure represents that the maximum percentage of dropout rate is found decreased during 2003-2012 except Manipur and Nagaland. Comparing to India NER dropout rate has decreased satisfactorily i.e. 31.47% to 8.6% during 2003-2012.
Table 3: Enrolment of school education 2011-12, all categories class I- VIII

<table>
<thead>
<tr>
<th>Region/States</th>
<th>Male</th>
<th></th>
<th></th>
<th>Female</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td></td>
<td>Number</td>
<td>%</td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Arunachal Pradesh</td>
<td>167104</td>
<td>52</td>
<td></td>
<td>156961</td>
<td>48</td>
<td></td>
<td>324065</td>
</tr>
<tr>
<td>Assam</td>
<td>2139530</td>
<td>50</td>
<td></td>
<td>2134846</td>
<td>50</td>
<td></td>
<td>4274376</td>
</tr>
<tr>
<td>Manipur</td>
<td>247836</td>
<td>50</td>
<td></td>
<td>246211</td>
<td>50</td>
<td></td>
<td>494047</td>
</tr>
<tr>
<td>Meghalaya</td>
<td>345866</td>
<td>49</td>
<td></td>
<td>359750</td>
<td>51</td>
<td></td>
<td>705616</td>
</tr>
<tr>
<td>Mizoram</td>
<td>109342</td>
<td>52</td>
<td></td>
<td>99552</td>
<td>48</td>
<td></td>
<td>208894</td>
</tr>
<tr>
<td>Nagaland</td>
<td>159905</td>
<td>52</td>
<td></td>
<td>150125</td>
<td>48</td>
<td></td>
<td>310030</td>
</tr>
<tr>
<td>Tripura</td>
<td>314036</td>
<td>51</td>
<td></td>
<td>301245</td>
<td>49</td>
<td></td>
<td>615281</td>
</tr>
<tr>
<td>NE Region</td>
<td>3483619</td>
<td>50</td>
<td></td>
<td>3448690</td>
<td>50</td>
<td></td>
<td>6932309</td>
</tr>
<tr>
<td>India</td>
<td>105755779</td>
<td>52</td>
<td></td>
<td>97120438</td>
<td>48</td>
<td></td>
<td>202876217</td>
</tr>
</tbody>
</table>


The perusal of the table-3 showed that the total number of students enrolled in primary and Upper primary education (2011-12) in NER is 6932309 of which 3483619 are male and 3448690 are female that accounted at 50% and 50 % respectively, whereas the percentage of male and female in primary and Upper primary education in India stands at 52% and 48% respectively. So far the individual states are concerned; it is found that male female disparity is highest in, Mizoram, and Nagaland (48% female) followed by Arunachal Pradesh (48% female students), Assam (50% female), Tripura (49% female), Manipur (50% female) and Mizoram and Nagaland with 48% female students in primary education. It is here to be mention that the
The proportion of female students is even higher in Meghalaya with 51% female in primary education. Thus, more or less disparity is found in all the states of NE region.

**Fig-2  graphical representation of enrolment in school education 2011-12**

The above figure represents that an imbalance in male-female enrollment of primary education in 2011-12. Highest male enrollment rate found in Arunachal Pradesh, Mizoram and Tripura in 2011-12 i.e. 52%, 52% and 51% respectively and lowest rate also found in Meghalaya i.e. 49%. Likewise, highest female enrollment rate found in Meghalaya i.e. 51% and lowest found in Arunachal Pradesh, Mizoram, Nagaland i.e. 48%, 48% and 48% respectively.

**Conclusion:**
In today’s education system, many things have changed, many new things have been incorporated, yet there is something wrong somewhere. This will solve when government, as well as the citizens, take initiatives to improve the Indian education system, by providing the same quality as well as facility to all classes of students. The importance of universal primary education has now been widely recognized by everyone.

**References**
Rahman Md Afzalur, Tarali Pathak, Quality, Quantity and Equity in Higher Education with special Reference to North Eastern Region. University News, February 11-17, 2013: vol.51, ISSN-0566-2257; No.06.
Raham Dr. Safiqur, editor. LCB college MISCELLANY, Kaziranga Printing House 2017:
Mahanta, Das, Borah, Adhikary. Contemporary concerns and issues in Education. Chitrachal printers, Painikhaiti, Guwahati 2014

Tiwari Sarita. Threats to Indian Democracy. LCB MISCELLANY Research Papers and Articles, first published, Jagaran Sahitya Prakashan, Panbazar, Guwahati 01 on behalf of Dr. dison Ali, Principal, LCB College, Maligaon Guwahati 2017. Page no 299.

Sarva Siksha Aviyan. https://en.m.wikipedia.org/wiki>sarv.mhrd.gov.in>school Education

mhrd.gov.in
Shodhganga.inflibnet.ac.in


Indian Journal of Psychometry and Education vol.34 (1) January, 2003

Current trends in Education: Dr. Narayan Barik, Kunjalata Das

Journal of Indian Education: volume XXXII no-3 November 2006, ISSN 0972-5628

Internet

The Assam Tribune

Websites used:

Www.education.nic.in
National Commission for Women Act 1990 is the first major step in the dissection of women’s development. The idea of establishing a national commission for women is not new. The United Nations Commission on the Status of Women in its 25th report recommended to all member states the establishment of National Commission or a similar body with a mandate to review, estimate and recommend measures and priorities to ensure equality between men and women and the full integration of women in every sphere of national life. Acting on the resolution and on the demands of several women organizations, the government of India setup a committee in 1971 known as the committee on the status of women (i) to evaluate the changes that had taken place in the status of women as a result of constitutional, legal and administrative measures adopted since independence (ii) to examine the impact of the complex process of social change on various sections of women (iii) to suggest measures to enable women to play their full and proper role in building up the nation. In 1974 the committee submitted a comprehensive report with a summary of its recommendations on (i) the social – cultural setting of women’s status, (ii) women and the law, (iii) role, regent’s and opportunities for economic participation (iv) educational development and (v) political status. In order to ensure the implementation of various measures, the committee recommended the constitution of statutory autonomous commission at the centre and the status.

**Beijing world conference on women.**

As many as 35,000 women have gathered in Beijing for the largest conference ever. The fourth UN world conference on women The United Nations invited the fourth world conference on women at Beijing from 4-15 September 1975 and more than 35,000 women and champion of women empowerment assembled to for emulate a new strategy for amelioration of women on this globe. In place of traditional recommendation resolutions, action plan, this conference gave a new term platform for action.

2) Fatima Siddique and Sarla Ranganathan, Women and Human Rights (2001) 120-121

The Beijing Platform for Action lists 12 “critical area of concern poverty, education, economic participation, power sharing and decision making, National and international machineries, human rights mass media, environment and development and the girl child.

The Govt. of India has set up the national commission for women to give special attention to women’s problems and promote equal opportunities for them. Beijing platform for Action has been a major source of inspiration and several programmers have been started in 

Constitution of the commission

The National Commission for women Act, 1990 (Act no. 2001 of 1990 of Govt. of India) constituted The National commission was constituted on 31st January 1992 with Mrs. Jayanti Patnaik at the Chairperson. The Act of 1992 under Section 3 provide for the constitution of the commission. This section lays down that the commission will consult of one chairperson, who is committed to the cause of women, five members from various field and the member secretary who shall be an expert in the fields of management, organizational structure, sociologic movement or a member of the civil service of the union. All the members of the commission are nominated by the central Govt. on 29th September 2014 Lalitha Kumaramangalam was appointed as chairperson.

The major function of the National Commission of Women :-

- First investigate and examining all matters relating to the safeguards provided for women under the constitution and other laws.
- Present reports to central government on work done towards these safeguards.
- Make recommendations for effective implementation of such safeguards to Union or state governments.
- Review women related to legislations and bring out inadequacies and shortcomings.
- Take up cases of violation of law against women to appropriate authorities.
- Look into complaints and take suo moto action over them.
- Work towards women’s rights
- Mitigating hardship of women and ensure welfare and relief
- Call for special studies or investigations into specific problems or situations.
- Participate in planning process of socio-economic development of women.

5) Bhanu Pratap Singh - legal service India – National commission for women.

http://www.legalserviceindia.com/article1318
5) (i) National Commission for Women Act 1992

Working of the commission:-

The commission processes the complaints received verbally or in writing. It also takes into account Suo moto notice of cases related to various categories of crimes against women such as domestic violence, harassment dowry torture murder kidnapping/abduction, complaint against NRI marriage, desertion, bigamy, rape police harassment brutality, cruelly by husband, deprivation of right gender discrimination, sexual harassment at workplace etc.

The complaints are acted upon in the following manner:-

1. Specific cases of police apathy are sent to the police authorities for investigation and cases are monitored.
2. Family disputes are resolved or compromises struck through counseling.
3. Disaggregated data are made available to various state authorities to facilitate action.
4. In sexual harassment complaints the concerned organization are urged to expedite cases and the disposal is monitors.
5. For serious crimes, the commission constitute on enquiry committee to provide immediate relief and justice to the victims of violence and atrocities.

Strategies of the commission:-

In keeping with its mandate the commission evolved the following strategies to improve upon the status of women and women’s development.

1. Economic empowerment through building up skill and securing access to gainful employment.
2. Political empowerment through awareness, training and mobilization for equitable representation in all fora.
   - Prevention of violence and discrimination against women inside and outside the home through legal reform and sensitive enforcement
   - Amelioration of condition of disadvantaged women, such as physically challenged women including those who are visually disables or mentally affected.
   - Socially challenged women including Muslim women, women from S.C. and ST widows and prostitutes.
   - Prevention of indecent representation of women in the media through legal and social sanction

6) National Commission for women updated March 16, 2017

http://www.gktoday.in/blog/nationalcommissionforwomen.
Short Comings:

The commission has no concrete legislation powers. It only has the powers to recommend amendments and submit reports which are not binding on state or union Governments.

- The commission does not have the power to select its own members. This power is vested with the union govt. and in India’s volatile political scenario the commission may be politicized.
- The commission is dependent on grants from the union govt. for its financial functioning and this could compromise the independence of the commission.

Achievements:

Some of the key achievements of NCW are as follows:

- Prepared gender profiles of all states and UTs except Lakshadweep
- Took up women related issues and was proactive in Parivarak Mahila Lok Adalats
- Reviewed laws such as dowry prohibition Act,1961 PNDT Act 1994, Indian Penal Code 1860 and the National Commission for women Act 1990 to make them more stringent and effective

The commission regularly publishes a monthly newsletter, Rashtra Mahila in both Hindi and English.

The National Commission of Women publish annual reports.

There are following data’s regarding violence against women in annual reports of National Commission of Women.

Annual report 2011-2012

Complaints registered during the financial year 2011-2012 (category-wise)

During the year 16637 numbers of complaints/cases were registered at the C & I Cell. The category wise & state wise distribution of the complaints registered by the commission for the financial year 2011-2012 is as annexure IV The complaint have been registered under 37 Categories/head/

The largest number of complaints numbering 4029 received by NCW was regarding domestic violence, followed by 3699 complaints of police apathy. The complaint of property (widows properly, parents property, istree-dhan property etc.) were 1221. The complaints lodged by in–laws Police Harassment/Atrocities of police were 558. The complaint of Dowry Death numbered 505, of Molestation/Eye Teasing were 476. The complaints related to harassment at workplace were 468 and service matter were 402 while 2343 complaints registered were in miscellaneous category.
The state-wise segregation of the complaints cases received by the commission for the financial year 2011-2012 is enclosed as Annexure :-

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the state</th>
<th>Number of Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Utter Pradesh</td>
<td>8986</td>
</tr>
<tr>
<td>2.</td>
<td>Delhi</td>
<td>2390</td>
</tr>
<tr>
<td>3.</td>
<td>Rajasthan</td>
<td>1268</td>
</tr>
<tr>
<td>4.</td>
<td>Haryana</td>
<td>997</td>
</tr>
<tr>
<td>5.</td>
<td>Madhya Pradesh</td>
<td>612</td>
</tr>
<tr>
<td>6.</td>
<td>Bihar</td>
<td>463</td>
</tr>
<tr>
<td>7.</td>
<td>Uttarakhand</td>
<td>342</td>
</tr>
<tr>
<td>8.</td>
<td>Maharashtra</td>
<td>280</td>
</tr>
<tr>
<td>9.</td>
<td>Jharkhand</td>
<td>225</td>
</tr>
<tr>
<td>10.</td>
<td>Punjab</td>
<td>206</td>
</tr>
</tbody>
</table>

Analysis of complaints registered during the year 2012-2013

During the year 16584 numbers of complaints/cases were registered at the C & I cell and action has been taken on all the complaints registered in the commission.

The largest number of complaints numbering 3773 received by NCW was regarding Domestic Violence of allowed by 3303 complaints of police apathy. The complaint relating to Molestation/ Eve Teasing / outraging modesty of women/stalking numbered 932, followed by 927 complaints of property disputes and 723 complaints by in laws. The complaints of rape were 713, & of Dowry Death were 553. The complaints against police Harassment were 505, caste and community based violence were 475 followed by 467 complaints of Dowry Demand / harassment for dowry. The complaints of harassment at workplace were 413 and related to service matter were 337. The complaints of kidnapping were 241 and attempt to rape were 200. The complaints of sexual harassment at work place were 119, desertion were 70, 21 complaint of cyber crime and 12 complaints of Acid attack were also registered by the commission. 1982 complaints were registered in miscellaneous category.

Analysis of complaint registered during the year 2013-2014

The largest number of complaints numbering:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Domestic violence</td>
<td>3000</td>
</tr>
<tr>
<td>2</td>
<td>Police Apathy</td>
<td>2855</td>
</tr>
</tbody>
</table>
3. Dowry Demand/Harassment for dowry  1162
4. Molestation Eve-Teasing/outgoing modesty of women  1296
5. property  1097
6. complaints by in – laws  750
7. police harassment/atrocities of police  502
8. Kidnapping / Abduction  459
9. Dowry Death  417

State-wise complaints:-

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the state</th>
<th>Number of Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Uttar Pradesh</td>
<td>9226</td>
</tr>
<tr>
<td>2.</td>
<td>Delhi</td>
<td>2784</td>
</tr>
<tr>
<td>3.</td>
<td>Haryana</td>
<td>1159</td>
</tr>
<tr>
<td>4.</td>
<td>Rajasthan</td>
<td>1139</td>
</tr>
<tr>
<td>5.</td>
<td>Madhya Pradesh</td>
<td>654</td>
</tr>
<tr>
<td>6.</td>
<td>Bihar</td>
<td>449</td>
</tr>
<tr>
<td>7.</td>
<td>Maharashtra</td>
<td>435</td>
</tr>
<tr>
<td>8.</td>
<td>Uttarakhand</td>
<td>331</td>
</tr>
<tr>
<td>9.</td>
<td>Jharkhand</td>
<td>235</td>
</tr>
<tr>
<td>10.</td>
<td>Punjab</td>
<td>211</td>
</tr>
<tr>
<td>11.</td>
<td>West Bengal</td>
<td>198</td>
</tr>
<tr>
<td>12.</td>
<td>Chhattisgarh</td>
<td>87</td>
</tr>
<tr>
<td>13.</td>
<td>Gujarat</td>
<td>71</td>
</tr>
</tbody>
</table>

Analysis of complaint registered during the year 2014-2015
During the year 32118 numbers of complaints / cases were registered at the C & I Cell. The nature wise & state-wise distribution of the complaints registered by the commission during 2014-2015

Top ten categories under which complaints have been registered

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Category</th>
<th>Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Police apathy against women</td>
<td>6775</td>
</tr>
<tr>
<td>2.</td>
<td>Right to live with dignity</td>
<td>6421</td>
</tr>
</tbody>
</table>
3. Outraging modesty of women 2659
4. Dowry harassment/cruelty to married women 1338
5. Property Dispute 1327
6. Rape 1041
7. Dowry Harassment/Dowry Death 975
8. Violence against women 911
9. Complaint by in laws 863
10. Attempt to Rape 709

List of top ten states on the basis of number of complaints registered

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uttar Pradesh</td>
<td>19385</td>
</tr>
<tr>
<td>2</td>
<td>Delhi</td>
<td>3619</td>
</tr>
<tr>
<td>3</td>
<td>Haryana</td>
<td>1720</td>
</tr>
<tr>
<td>4</td>
<td>Rajasthan</td>
<td>1473</td>
</tr>
<tr>
<td>5</td>
<td>Madhya Pradesh</td>
<td>1086</td>
</tr>
<tr>
<td>6</td>
<td>Bihar</td>
<td>775</td>
</tr>
<tr>
<td>7</td>
<td>Maharashtra</td>
<td>758</td>
</tr>
<tr>
<td>8</td>
<td>Uttrakhand</td>
<td>530</td>
</tr>
<tr>
<td>9</td>
<td>Punjab</td>
<td>403</td>
</tr>
<tr>
<td>10</td>
<td>Jharkhand</td>
<td>357</td>
</tr>
</tbody>
</table>

The conclusion & suggestions:

The above mentioned causes have it both positive and negatives but every short coming has its own way out. It may be useful to incorporate the following suggestions.

- The commission must be granted the power to select its own members of needed a separate body, selected from within commission should be constituted in order to carry these functions.
- The commission suggested that the chairperson of NCW be given the status of the union cabinet minister & the member that the minister of state. This will put more power in the commissions hands and thus it recommendation will have a great degree of force.
- Law can not enough to attain the objective to gender balance that one has to work on the minds of people and sensitize them on value and social behaviour, this call for a mighty efforts through education training and communication in many ways. There has to be a
change in the outlook of the common man. The change is possible only proper and effective education to all.

- On this context we also have to see that how much the government implements the above mentioned clauses and suggestion. More over its not only the duty of the state but also its duty of the citizens as a whole to look into if such misconducts in out society is taking place or not. There should be more public awareness and participation for the women oppression so as make the work of the national commission for women more justifiable.

Reference:

BOOKS
2. Fatima Siddique and Sarla Ranganathan, Women and Human Rights (2001) 120-121
5. Bhanu Pratap Singh - legal service India – National commission for women.

ACT

WEB SITES:--
2. http://www.gktoday.in/blog/nationalcommissionforwomen/
5. http://www.gktoday.in/blog/nationalcommissionforwomen
11. http://www.gktoday.in/blog/nationalcommissionforwomen/
The Fabric of family and society is made of men and women including their own members and people of the social construct. The women segment has been a crucial one regarding the development of a nation in terms of economic, social, religious and political aspect. An attempt is made here to explore the past and present status of women in the context of women empowerment and inclusive growth male dominated society in India. Key factor responsible for male-female discrimination, its implication in respect of inclusive growth have been analysed and examined. Based on the analysis, the police recommendations for interventions have been proposed and recommended.

The study is based on secondary data from books, journals, magazines, news-paper and records of the government department. Average and percentage were calculated to draw inferences.

Empowerment, as the word suggest, is to empower or enable women undertake initiative to do certain things and is most cases it connected women wielding political power. The very concept of empowerment of women, which is based on equality between sexes, is long drawn, conscious and continuous process-comprising enhancement of skills, capacity building, gaining self-confidence and meaningful participation in decision-making. Of all the measures related to empowerment of women employment for women is of central significance. Employment makes the women economically independent. This enhances their ability as decision makes in all walks of life.

Inclusive growth refers to that process of growth, the fruits of which are equitably shared by all section of the society. It happens only when the rate of participation of women as a workforce is raised, particularly in secondary and tertiary sectors of economy and the rate of unemployment among women is reduced. Inclusive progress (experts may name that growth as well as development), a new paradigm of 21st century, cannot get its true shape until or unless the women are given the opportunities to participate freely in all kinds of the realms of the nation’s economic and social entrepreneurships.

WWW.AARHAT.COM/ERJ/FEB-MAY 2017/VOL IV/ISSUES II/ IMPACT FACTOR: 3.521/ 113
If we look into the history, the Vedic era was the golden period so far as liberty, equability and dignity of Aryan women are concerned. Women had actively participated with Rishies in intellectual and philosophical discourses. Husband and wife were joint owners of family property. Wife was regarded as an indispensible members of husband’s family and proved herself a sincere friend, partner and a guide of her husband. She could move freely to attend fairs, festivals and assemblies of learned persons.

Unfortunately, in post Vedic era and during medical period, the status and position of women was gradually declined and deteriorated. According to Manu, a women could not enjoy independent status. It was the expectation from a virtues wife to be obedient to her husband, even if the husband is immoral, a debauch or lacks good qualities or is suffering from physical and mental ailment, wife should worship him like a God. To safe guard the fidelity ad chastity of the women, she was deprived of education and confined to the four-walls of the house. Child marriage, Parda-Partha and Sati-Partha became common.

**Present Position in India**

In India, after independence, the preamble of the constitution and the adoption the democratic welfare state, conferred various fundamental rights to all Indians irrespective of race, religions and sex. Indian women are the beneficiaries of these rights in the same manner as Indian men. The constitution also promises social and economic justice to women, but the law has not cared to redeem these promises. Women still remain economically weak and socially handicapped. Economics inequality and dependence of women make the promise of economic justice a farce and social justice pretence.

Though, in order to bridge the gap of male-female disparity, every year of 8th March, **International Women Day** is celebrated and to make this motion more fruitful but, India celebrate every year as the **National Women’s Empowerment Day** since the year 2001 yet, the sex ratio of India in 940 female after 1000 male as per census 2011. It is now 944. Not only is this male–female literacy rate also quite low. The male literacy rate is 82.14% where as the female literacy rate is 65.46% only.

Despite all this, overall rate of participation in productive activity in the country is about 52.5%. Out of this rate of participation in urban areas is about 73.8% for men and 18.5% for women. In rural areas, it is about 74.7% for men and 29.1% for women. It is also worth mentioning that India’s gender development index and gender empowerment measure both are low in comparison to Sri Lank, China and Indonesia. Pseudo gender equality and empowerment of Indian women is also evident from the fact that there political participation in decision making bodies is very limited.
The talks of women empowerment will be a futile exercise if the social environment remains studded with men-dominating design. If the “Sukanya Smridhi Khata Yojna” has received a good amount of progress today (an example of women empowerment through inclusive mechanism) then the another forward step should be taken to keep it up in a sustainable way so that the inclusive growth and women empowerment may walk concomitantly. The real progress emerge in the times to come only when the illusion are rationally scrapped by applying and materializing the present schemes and programs in real sense with administrative as well as women participation audit techniques (governance).

**Suggestion:**

The problem of gender in equality and empowerment of women needs to be dealt with on several fronts. On the legal front, only to enact legislation is not sufficient but there is a need for its implementation with all sincerity and honesty. For the social up-liftment it is not suffice to mobilize not only opining but purposeful action must be done in proper direction. On the cultural front it is imperative to recognise the rich qualities of women and also create an understanding among the various section the society. Besides all this, to reduce economic inequality to provide them social justice, it is suggested that the amount of labour done by housewife must be added to the gross domestic product. Concluding it is essential to up-lift the women through education. It should be considered as their basic human right. Women are in-fact, a vital part of human resource of a country. If education is considered an effective instrument to channelize women power for the national development, the women empowerment inclusive growth objective can easily be achieved.

**Reference**


Census of India, 2001, P-251.


Census of India, 2011.
Abstract

The outlook of Corporate Social Responsibility has changed over the years depending upon changing social, legal and business environment. It includes many aspects which come under the fulfilment of CSR like charity, development of educational institutions, hospitals and temples, ethical functioning, respect to human rights and inclusive development which requires the companies to produce qualitative products up to the mark of international standards, adherence of laws relating to the business, etc.

Small and Medium Enterprises (SMEs) have played a crucial role in India’s economic growth. Employing close to 40% of India's workforce and contributing 45% to India's manufacturing output, SMEs play a critical role in generating millions of jobs, especially at the low-skill level. The country's 1.3 million SMEs account for 40% of India's total exports. SMEs have a much wider spread; hence a wider reaches across communities. It is estimated that SMEs account for almost 90% of industrial units in India and 40% of value addition in the manufacturing sector. It can thus be said that the Small and Medium Enterprises play a pivotal role in ensuring overall development of a country. But when it comes to the question of shouldering corporate social responsibility (CSR) only a handful of small firms are seen successful. The paper examines the current status of the contributions of SMEs in societal development and benefits of CSR to SMEs.

Keywords - CSR, SME, MSME, Indian Economy and Business Environment.

Introduction

India is a country of SMEs, we need to make the small beautiful in India too. It is imperative that India works towards making the smaller enterprises CSR compliant. Employing close to 40% of India's workforce and contributing 45% to India's manufacturing output, SMEs play a critical role in generating millions of jobs, especially at the low-skill level. The country's 1.3 million SMEs account for 40% of India's total exports. SMEs have a much wider spread, hence a wider reach across communities. We can extrapolate and comfortably say, that the geographical reach through SMEs is vastly higher than through the larger enterprises. SMEs are equally responsible towards making living conditions better for their employees and their families. What SMEs do not realise is that CSR is the only way through which the company
can achieve a balance of economic, environmental and social goals. As we move ahead in the 21st century – India can achieve its dreams, and turn its burgeoning young population into an asset only if each company big or small takes on responsibility for social, educational and environmental upliftment at large. This will go a long way in creating harmony between workers and the management, while at the same time addressing the expectations of all stakeholders in business.

**Objectives**

1. To analyse the current status and role of SMEs in carrying out Corporate Social Responsibility (CSR) initiatives.
2. To identify the benefits that SMEs gain out of the CSR initiatives.

**Scope of the Study**

The present study takes into account the current business and legal environment in India around CSR, evaluates the current practices and trend in the industry around CSR with specific focus on SMEs. Additionally with the help of secondary data analysis the paper lists down the benefits for SMEs for adopting a comprehensive CSR program.

**Research Methodology**

The research paper is based on collection and analysis of the secondary data. Secondary data is collected and analysed from the different sources, journals, Government of India reports, Annual report of CRISIL etc.

**Review of Literature**

According to Jenkins (2009), by adopting a CSR strategy, a SME can develop innovative products and services and thus take advantage of new and emerging markets. Several academic studies highlight the fact that responsible behavior brings financial advantages such as a reduction of costs and increased efficiency (Jenkins, 2009; Russo & Tenca, 2009). In effect, by implementing more careful management practices and measures or using substitute products which are less harmful to the planet, a SME can reduce wastage and secure a reduction in costs or outlay (Reynaud & Mathieu, 2005). CSR can be a catalyst for increased motivation and productivity amongst a company’s workforce (Saulquin & Schier, 2007; Berger-Douce, 2008). At the same time, awareness and understanding of the challenges and issues involved in CSR can actually form a very good basis for competitive differentiation and ultimately contribute towards the improvement of company image. CSR can be viewed as a method of achieving company objectives and this can have a very helpful knock-on effect in communications with stakeholders – particularly company clients and commercial partners – the upshot of which will be enhanced corporate image and reputation (Collins et al., 2007).
Discussion on Corporate Social responsibility in India

SME Definition:
In accordance with the provision of Micro, Small & Medium Enterprises Development (MSMED) Act, 2006 the Micro, Small and Medium Enterprises (MSME) are classified in two Classes:

**Manufacturing Enterprises:** The manufacturing enterprise are defined in terms of investment in Plant and Machinery

**Service Enterprises:** The enterprises engaged in providing or rendering of services and are defined in terms of investment in equipment.

<table>
<thead>
<tr>
<th><strong>Manufacturing Sector</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enterprises</td>
<td>Investment in plant &amp; machinery</td>
<td></td>
</tr>
<tr>
<td>Micro Enterprises</td>
<td>Does not exceed 25 lakh rupees</td>
<td></td>
</tr>
<tr>
<td>Small Enterprises</td>
<td>More than 25 lakh rupees but does not exceed 5 crore rupees</td>
<td></td>
</tr>
<tr>
<td>Medium Enterprises</td>
<td>More than 5 crore rupees but does not exceed 10 crore rupees</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Service Sector</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enterprises</td>
<td>Investment in equipments</td>
<td></td>
</tr>
<tr>
<td>Micro Enterprises</td>
<td>Does not exceed 10 lakh rupees:</td>
<td></td>
</tr>
<tr>
<td>Small Enterprises</td>
<td>More than 10 lakh rupees but does not exceed 2 crore rupees</td>
<td></td>
</tr>
<tr>
<td>Medium Enterprises</td>
<td>More than 2 crore rupees but does not exceed 5 crore rupees</td>
<td></td>
</tr>
</tbody>
</table>

SMEs play a critical role in generating millions of jobs, especially at the low-skill level. It is imperative that India works towards making the smaller enterprises CSR compliant. Employing close to 40% of India's workforce and contributing 45% to India's manufacturing output, SMEs play a critical role in generating millions of jobs, especially at the low-skill level. The country's 1.3 million SMEs account for 40% of India's total exports.

**Performance of SSI/MSME, Employment and investments**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Year</th>
<th>Total working enterprises (in lakh)</th>
<th>Employment (in lakh)</th>
<th>Market value of fixed asset (In INR crore)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2006-07</td>
<td>361.76</td>
<td>805.23</td>
<td>8,68,543.79</td>
</tr>
<tr>
<td>2</td>
<td>2007-08*</td>
<td>377.36</td>
<td>842</td>
<td>9,20,459.84</td>
</tr>
<tr>
<td>3</td>
<td>2008-09*</td>
<td>393.7</td>
<td>880.84</td>
<td>9,77,114.72</td>
</tr>
</tbody>
</table>
CSR Definition: According to the UNIDO, The United Nations Industrial Development Organization, “Corporate social responsibility is a management concept whereby companies integrate social and environmental concerns in their business operations and interactions with their stakeholders. CSR is generally understood as being the way through which a company achieves a balance of economic, environmental and social imperatives (Triple-Bottom-Line Approach), while at the same time addressing the expectations of shareholders and stakeholders.”

As we move ahead in the 21st century – India can achieve its dreams, and turn its burgeoning young population into an asset only if each company big or small takes on responsibility for social, educational and environmental upliftment at large. This will go a long way in creating harmony between workers and the management, while at the same time addressing the expectations of all stakeholders in business.

An analysis of the current environment and trend

Moving from voluntary to mandatory: The pure voluntary flavour of Indian CSR has recently been blended with a mandatory element in it. Unlike in some other countries such as Australia, Denmark, France, Holland, Norway, and Sweden, where only the CSR reporting is mandatory, India is now the only country in the world where both reporting and spending has become mandatory. The government of India made it mandatory for companies to undertake CSR activities under the Companies Act, 2013. The concept of CSR is defined in clause 135 of the Act, and it is applicable to companies which have an annual turnover of Rs 1,000 crore or more, or a net worth of Rs 500 crore or more, or a net profit of Rs 5 crore or more.

Under this clause, these companies are supposed to set aside at least 2% of their average profit in the last three years for CSR activities.

### CSR Report 2009-15

<table>
<thead>
<tr>
<th>Year</th>
<th>Turnover</th>
<th>Net Profit</th>
<th>Total Spend</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10*</td>
<td>410.8</td>
<td>921.79</td>
<td>10,38,546.08</td>
</tr>
<tr>
<td>2010-11*</td>
<td>428.73</td>
<td>965.15</td>
<td>11,05,934.09</td>
</tr>
<tr>
<td>2011-12*</td>
<td>447.64</td>
<td>1,011.69</td>
<td>11,82,757.64</td>
</tr>
<tr>
<td>2012-13*</td>
<td>467.54</td>
<td>1,061.40</td>
<td>12,68,763.67</td>
</tr>
<tr>
<td>2013-14*</td>
<td>488.46</td>
<td>1,114.29</td>
<td>13,63,700.54</td>
</tr>
<tr>
<td>2014-15*</td>
<td>510.57</td>
<td>1,171.32</td>
<td>14,71,912.94</td>
</tr>
</tbody>
</table>

*Projected

**Source:** Annual report 2015 – 16, from Government of India, Ministry of Micro, Small and Medium Enterprises
Providing clarity: The law has listed out a wide spectrum of activities under CSR, which cover activities such as promotion of education, gender equity and women’s empowerment, combating HIV/AIDS, malaria and other diseases, eradication of extreme poverty, contribution to the Prime Minister’s National Relief Fund and other central funds, social business projects, reduction in child mortality, improving maternal health, environmental sustainability and employment enhancing vocational skills among others.

The companies can carry out these activities by collaborating either with a NGO, or through their own trusts and foundations or by pooling their resources with another company. The law also entails setting up of a CSR committee which shall be responsible for decisions on CSR expenditure and type of activities to be undertaken. This committee shall consist of three or more directors, with at least one independent director whose presence will ensure a certain amount of democracy and diversity in the decision-making process.

The law is very significant, because India is at the threshold of demographic dividend, and there is an urgent need for the creation of human and physical capital to reap its rewards. Investment in education, health, skill development and social infrastructure will enhance capabilities of the youth by improving their nutritional, skill and educational level, which in turn will better their employment prospects.

Why is the CSR clause of the new Companies Act, 2013 so critical for SMEs?
By requiring companies, with a minimum net profit of 5 crore INR, to spend on CSR activities, the Companies Act, 2013 is likely to bring in many SMEs into the CSR fold. This will usher in a fresh set of challenges to a sector that is increasingly being asked by its B2B customers to comply with environmental and social standards, while remaining competitive in terms of price and quality. Thus, SMEs will have to quickly learn to be compliant with these diverse set of requirements and it is hoped that this handbook will facilitate their ability to comply with the CSR clause of the Companies Act, 2013.

The positive trend
Over 8,000 large companies complying to Corporate Social Responsibility (CSR) has been a remarkable policy adoption by the Indian Government. This move has put India in league with countries like Sweden, Mauritius and Norway who have robust policies on CSR for industries. But where India lags behind these countries is that the Companies Act does not successfully bring CSR into the mainstream.

The reporting of CSR spending is growing faster in India than anywhere else in the world. After the new companies act made it mandatory for companies to spend under CSR, India’s
total CSR reporting increased by 27% in 2015, the maximum among 45 countries surveyed by international audit firm KPMG.

Out of the total outlay of Rs 6,490 crore towards CSR in India for 2015, companies have spent Rs 5,115 crore. The health sector accounts for 20% of the spending followed by education with 19%. Maharashtra has 205 projects under CSR, the maximum among Indian states, followed by Karnataka (152), West Bengal (123) and Tamil Nadu (122). The laggards in spending under CSR are some public sector undertakings, says the survey.

The performance of Indian origin companies is far ahead compared to foreign-based companies operating in India. While companies based in India have a target of Rs 5,779.68 crore for 2015, they have spent Rs 4,708 crore. But out of the target of Rs 710.12 crore for foreign-based companies, only Rs 406.17 crore has been spent. Among Indian companies, the private sector has performed better than the public sector. Against the prescribed amount of Rs 2,306 crore, PSUs spent Rs 1,628 crore (71%).

**SMEs were more compliant to CSR mandate in FY15**

<table>
<thead>
<tr>
<th>Spending profile (% of profit)</th>
<th>% of companies (segmented on annual sales turnover)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs 100 - 500 cr</td>
<td>Rs 500 - 10000 cr</td>
</tr>
<tr>
<td>2% or more</td>
<td>53%</td>
</tr>
<tr>
<td>1.5% or more</td>
<td>62%</td>
</tr>
<tr>
<td>&lt;1.5%</td>
<td>38%</td>
</tr>
<tr>
<td>&lt;1%</td>
<td>26%</td>
</tr>
</tbody>
</table>


According to Crisil Foundation analysis for FY15, out of 3,855 BSE listed companies 1,024 qualified to spend on CSR. Of the lot, however, only 50% met the 2% bar. The companies cumulatively spent about Rs.6,800 crore, or 1.35% of their profit. Of the 1,024 companies surveyed, 425 were firms with a turnover of Rs.100 crore to Rs.500 crore. And 53% of them spent 2% or more of their net profit on CSR. There were 518 mid-size companies (Rs.500 crore to Rs.10,000 crore) and 50% of them met the 2% spending requirement. But only 31% of the 81 large companies, which had a turnover of over Rs.10,000 crore, met or exceeded the recommended limit.
As the table shows above that smaller companies were relatively more enthusiastic on spending on CSR initiatives compared with their larger counterparts in FY2015. Clearly they are not sort on society building motivation. This also reflects the broad basing of CSR activity in India Inc.

**Discussion on the advantages of CSR implementation for SMEs**

Compliance to CSR will ensure that the bulk of SMEs undertake the steps to help produce quality products and derive customer satisfaction, thereby improving the overall environmental and social surrounding of each one of them.

CSR initiatives will begin to result in higher motivation and loyalty among employees. This in turn will lead to better production efficiencies, lower employee turnover, and eventually lower costs for companies. Very soon, organisations will see an increased sales turnover due to the competitive advantage derived from a good CSR policy.

CSR in business improves the trust, confidence and understanding among its customers, because the responsible companies are always cautious about sales service, which is the best tool to gain customers’ satisfaction for SMEs. On the other hand, employees’ trust on organization results in employees’ retention, less absenteeism and reduced turnover.

The main benefits are associated with image, reputation, brands, costs, risk reduction and opportunities for developing better business. There are many examples of good CSR practices in the region, but this report highlights initiatives that address some of the problems of implementing CSR identified. Most of the SMEs are not much familiar with the concept of CSR particularly in India. In developing countries SMEs are not properly engaged in CSR practices. Entrepreneurs are not well educated and trained. That is why they are not using the CSR practices accordingly. Although some of them are spending a portion of their profits for the betterment of their society as well as employees in the name of charity, donations, and welfare fund. These are mostly used in none financial areas and are not properly advertised,
that’s why not giving much benefits to firms. So by properly engaging in CSR activities and giving its awareness to the public, SMEs can gain many benefits from CSR. A company with good reputation attracts more stakeholders, customers, employees, and suppliers. Customers are willing to pay even more for products of a firm with good improve the skills and competencies of their work force by providing them training and education. SMEs which are not properly engaged in CSR practices are suggested to implement these practices in order to achieve remarkable organizational benefits.

**Conclusion**

With a changing global economic landscape and the rising aspirations of the middle class in India, it is high time, SMEs begin to change themselves and factor in an attitudinal change towards the society and environment and do their bit in the progressive change required to turn India to a better place in the near future. SMEs should remember, if the society and environment around them fails, businesses will fail too. They should also consider CSR as minimising negative impact and creating positive impact in what they do every day of the week. If they begin documenting this, CSR will happen not just automatically, but within their existing resources!

SMEs must adopt CSR for innovation, creativity, and flexibility which enable them to respond more quickly to structural changes and to adapt the dynamic demand patterns of consumers. The government must look into policies and legislations for the benefits of SMEs adapting CSR and take up initiatives aimed at encouraging SME involvement in CSR. Moreover for SMEs to fully utilize its potential, it is essential that the entrepreneurs along with the government support take necessary steps for further development. The SMEs of yesterday are the large corporate’s of today and could be MNCs of tomorrow. Thus, the banks and other agencies should take pride while servicing the SMEs as they are playing an instrumental role in the formation of MNCs of tomorrow. Thus, corporate social responsibility is not just the responsibility of big giants but also of small and medium enterprises too. Unless they come and shoulder their responsibility towards the society in a big way large Multi National Corporations cannot do much because they constitute a very small percentage in the economy and large number of enterprises come in SME sector.

**References**


Brundtland Commission’s Report, 1987

http://www.unido.org/what-we-do/trade/csr/whatis-csr.html#pp1[g1]/0/


http://www.msme.gov.in/WriteReadData/DocumentFile/MEME%20ANNUAL%20REPORT%202015-16%20ENG.pdf


http://indiacrse.in/address-by-the-president-of-india-pranab-mukherjee-at-the-national-summit-on-csr/


http://www.livemint.com/Companies/FnLArasuogVLagHMzAFjTK/IT-firms-CSR-spending-rose-nearly-five-times-in-FY15.html#

http://www.livemint.com/Companies/Q1JNnu3VBmUsQjNg8XlffK/SMEs-were-more-compliant-to-CSR-mandate-in-FY15-Crisil-Foun.html


http://dcmsme.gov.in/ssiindia/definition_msme.htm


FLIPPED LEARNING APPROACH FOR B.ED STUDENTS :
AN EVALUATIVE STUDY

Dr. Geeta Pathak
Assistant Professor,
Guru Ramdass College of Education, Delhi.

Abstract
Over the last half a century and particularly, in the current decades, teaching learning has been enduring radical changes. There has been a swing towards student centred classrooms with teacher’s role more as catalyst of learning rather than a despotic master. The purpose of this study was to examine the efficacy of traditional and flipped Learning Approaches for B.Ed Students. To examine the benefits, shortcomings, perceptions, and academic results of the flipped classroom model while using technology as a supporting tool. A traditional B.Ed IInd year course (Code 216: Guidance & Counselling) was “flipped” so that direct instruction occurred prior to class time. Classroom instruction being the independent variable with two levels, traditional and flipped; whereas, Students’ academic achievements, Assignment and Field work activities submitted for internal assessment by pupil teachers are the dependent variables. The cognitive level of questions asked by pupil teachers and teacher educators during class serves as a dependent variable that will gauge the level of student cognition. Perceptions of course format serve as a dependent variable that will provide insight into teacher and student preferences of learning method.

A Sample of 49 students was randomly asked to opt for Flipped or Traditional Class instructions. Pre-test Post-test quasi experimental design was used and SPSS was used to analyse the data. The results of study indicated that the use of the flipped Learning Approach was successful. Students appreciated the flexibility of the learning at their own pace and the value of interactive face-to-face class discussions. Not only did they prefer Flipped learning but their academic achievements were significantly better than those being taught by Traditional Approach.

Keywords: Flipped Learning Approach, Traditional Approach, Higher Education, B.Ed Students, Academic Achievements.

Introduction
Education, especially Teaching Learning process is facing a radical dynamism now days. With the increase in Understanding towards Psychology of learners, there comes a constant change in approach, technique, attitude and belief towards teaching & learning. In recent decades, the student-centred learning approach has shown significant learning gains and has...
reformed teaching styles in many higher educational institutions globally. Over the past 30 years, more flexible, student-centred classroom teaching methods have been advocated based on the concepts of “discovery” learning and “active” learning (Greitzer, 2002). Where the advanced economies are talking about Cybergogy (Follow Technology i.e. Technology driven learning) approaches, the countries like India, are still focusing on Pedagogical (Follow Teacher i.e. Teacher Centered Learning) approaches. The teacher-centred learning approach uses lecture-based instruction which is economical and viable for teaching a large number of students at a time. Lecture-based instruction is where the teacher takes the active role of dispensing knowledge in a classroom. The propagation of information is in a one-way direction. In such an environment, the students are passive learners, where they rely on learning by listening, memorizing, and on the repetition of the taught knowledge. The major shortcoming in passive learning is that students only have a basic recollection of knowledge - which means they have merely achieved a low level of thinking skill.

To attain a higher end conceptual level of thinking, the students need to take responsibility for their own learning and become active knowledge seekers. The Andragogical (Follow Student i.e. student-centred learning) approach emphasizes engaging learners to structure their learning. With this approach, students become active learners and the teacher’s role now moves to that of being a facilitator by initiating classroom discussions to ensure that all the students achieve understanding for meaningful and effective learning (Goh, 2012). This student-centred approach should be at the heart of our educational system.

**FLIPPED LEARNING**

Virtually unknown a few years ago, the Flipped Learning model of instruction is the best example of Student- Centered Approach or Andragogy. While often defined simplistically as “school work at home and home work at school,” Flipped Learning is an approach that allows teachers to implement a methodology, or various methodologies, in their classrooms. The Four Pillars of FLIP are:

1. **Flexible Environment**
   - Establishing spaces and time frames that permit students to interact and reflect on their learning as needed.
   - Continually observing and monitoring students to make adjustments as appropriate.
   - Providing students with different ways to learn content and demonstrate mastery.
2. **Learning Culture**
   - Giving students opportunities to engage in meaningful activities without the teacher being central.
   - Scaffolding these activities and make them accessible to all students through differentiation and feedback.

3. **Intentional Content**
   - Prioritizing concepts used in direct instruction for learners to access on their own.
   - Creating and/or Curating relevant content (typically videos) for students.
   - Differentiating to make content accessible and relevant to all students.

4. **Professional Educator**
   - Making Educator/Teacher available to all students for individual, small group, and class feedback in real time as needed.
   - Conducting ongoing formative assessments during class time through observation and by recording data to inform future instruction.
   - Collaborating and reflecting with other educators and take responsibility for transforming teachers’ practice. (FLN, 2014)

In this approach, some or most of the direct instruction is delivered outside the group learning space using video, Reading Material or other modes of delivery. Class time is used by students to connect with in hands-on learning, pool resources with their peers and assess their progress rather than traditional direct instruction delivery (FLN, 2014). Flipped Learning is particularly compatible to higher education settings for a variety of reasons. The in-class discussion and enrichment activities allowed by moving content delivery outside of class time provide opportunities for students to develop vital skills needed in the 21st century, including critical thinking, creativity, communications, and collaboration. The approach can be predominantly useful in large lecture courses where student engagement and interaction is usually minimal. When students receive the lecture outside of class they can use time in class with their peers more effectively by breaking up into smaller discussion groups or engage in Project work, Experimentation, Assignment Completion or other in-class activities. Teachers also make more productive use of their time by reassessing content that students actually need help with and initiating as well as channelizing student discussions in right direction. The Flipped Learning
Approach also allows for Inclusive learning in classes of all sizes and abilities; since students can review the lecture content at their own pace and ask questions on their own time.

RELATED LITERATURE

The flipped learning promotes an environment which increases the interaction between the students and teachers and engages the students in learning through application and practice. In this aspect, flipped learning use a student-centred approach as it focuses on student learning and it places the responsibility for learning more on the shoulders of students than teachers while giving them a greater impetus to experiment (Sams, 2012). This can be seen from - the Bergmann and Sams’ instructional design - where students explore and make sense of their learning through active learning activities like inquiry learning, problem-based learning and peer collaboration (Sams, 2012). This creates the face-to-face time to have a “much deeper interaction” between the teacher and student as they engage and interact on case studies, and discuss particular problems (Leckhart & Cheshire, 2012; Gerstein, 2011). The Flipped learning promotes personalized learning as students can pause, re-wind and re-watch the online video at their own pace - one of the major, evidence-based advantages of the use of video is that learners have control over the media with the ability to review parts that are misunderstood, which need further reinforcement, and/or those parts that are of particular interest (Gerstein, 2011). This has a positive effect on student learning and achievement. Even implementing a flipped learning classroom for a large class size may boost the students’ academic attainment as it generally enables more focused teaching and learning to take place in the classroom despite the class size (Kachka, 2012).

Flipping a classroom gives more time in class to be spent on engaging activities (Crouch, & Mazur, 2001). Research revealed in June 2014 that there were 24 studies related to the flipped classroom. A number of those studies examined student performance. In conclusion to this study, the results are encouraging, but there is a need to look more into the influence of flipped classroom instruction on learning outcomes (Bishop & Verleger, 2013).

Reichmann and Grasha (1974) further contend that in the flipped classroom, technology is used to switch lecture to homework. Students watch recorded video lectures through media such as YouTube prior to class. Then during class, students complete works that are usually given as homework- for example review questions, lab reports or worksheets. When using the flipped classroom, instructors allow students to investigate the concepts introduced during the video lecture in the way that makes them comfortable- for example group work or independent reading, while focusing on gaining content knowledge (Lage, Platt and Treglia, 2000).
LIMITATIONS OF THE FLIPPED LEARNING APPROACH

An effective flipped learning classroom requires careful preparation and there is concern regarding the amount of time and effort the instructor has to put in. The out-of-class and in-class elements must be carefully integrated for students to understand the model and be motivated to prepare for the class. It takes effort, but planning, implementing and revising are all double tasks and each effort builds a block upon which the next can be built. The important component of this process is to develop high-level, engaging questions that serve to deepen students’ thinking and to address misconceptions in the lesson (November & Mull, 2012). For this, we need special training for teachers/Educators. But unfortunately, the process of updating teacher education has been very slow. It happens that the job of teacher educators is not to train the next generation of teachers but to prepare them. Teacher education institutes need to be seen as complex sites in which Teacher educators work simultaneously with prospective teachers on beliefs, teaching practices and creation of identities—their students’ and their own. The shift away from training to formation is only to build the “capacity” of the candidate to be able to make seasoned professional judgments. But then what do the Teacher educators have to do in their classrooms? The Answer to this dilemma is “Flipped Learning Approach”. To introduce Flipped learning approach to schools, we need to give its first hand experience, day to day Practical demonstration to Teacher Trainees. This idea leads to this present study.

OBJECTIVES OF STUDY

The Study was based on three focus Questions:

1. To what extent do the flipped learning approach leads to success in the Teacher Education course?

2. Does independent learning allow for students to complete work in class, thereby reducing workload and stress in the B.Ed classroom while having positive attitude towards Flipped Learning?

This leads us to following objectives:

- To examine the efficacy of Traditional and Flipped Learning approaches in B.Ed. Classrooms.
- To examine the perceptions, and academic results of the flipped learning model while using technology as a supporting tool.
- To examine the impact of Flipped learning on the workload and stress in the B.Ed classroom while still increasing content knowledge.
Methodology
The research will be a non-equivalent Quasi-Experimental Group Design study. A traditional B.Ed IIInd year course (Code 216: Guidance & Counselling) was “flipped”. Students were asked to opt for either Traditional or flipped courses. Classroom instruction being the independent variable with two options, traditional and flipped; whereas, Students’ academic achievements, Assignment and Field work activities submitted for internal assessment by pupil teachers are the dependent variables. The cognitive level of questions asked by pupil teachers and teacher educators during class serves as a dependent variable that will gauge the level of student cognition. Perceptions of course format serve as a dependent variable that will provide insight into teacher and student preferences of learning method.

Sample
The effect of the flipped classroom on student achievement, attitude towards approach and stress levels was tested on 49 students (44 females, 5 males) in the B.Ed IIInd year course (Code 216: Guidance & Counselling). Students were asked to opt for Traditional learning Group or Flipped Learning Group. The Experimental or Flipped Learning Group consisted of 29 students (27 females, 2 males) and the Control or Traditional Learning Group consisted of 20 students (17 females, 3 males).

Process
The Control Group was taught through Traditional approach for Semester IV duration of (January- April) i.e. 17 weeks. Similarly the Experimental Group was taught through Flipped approach for same duration of 17 weeks. Both the Groups were taught by same teacher i.e. the researcher herself.

Traditional Approach consisted of Lessons delivered in the class and Reading material or references, Project work as well as field work as Homework Assignments. Whereas, the Flipped Learning Approach consisted of videos, Lecture Notes, Reading material & References, by using technology as a supporting tool. Students were provided with an E-platform as a Google Group “Constructive Psychologists”, where all the videos and reading material was posted. Students were responsible for watching videos or reading notes and submitting questions on the E-Group platform about concepts after watching the videos or a summary if they understood the lecture and had no questions. The questions or summaries were used to stimulate classroom discussions. The remaining classroom time was devoted to working on projects, group activities, discussions, readings, research and other assignments that may otherwise be assigned for homework.
T-L process was independent variable whereas the academic achievements & perceptions of course approach will be served as dependent Variable.

**Data Collection**
The Data was categorized into two themes based on the research questions:

1. **Student Academic Achievement Data (Quantitative)**. It is an Internal Assessment of 25 marks consisting of
   - Summative Assessment Record (i.e. Internal exam Marks) =10 marks
   - Assignment Assessment Record = 5 marks
   - Group Presentations Assessment Record = 5 marks
   - Field Work Assessment Record = 5 marks As per College Assessment Norms.

2. **Student Attitude Data (Qualitative)**
   - Self Prepared Questionnaire (Perceptions regarding T-L process) where students were asked to reflect on their learning and stress levels throughout the process.

<table>
<thead>
<tr>
<th>Focus Questions</th>
<th>Data Source 1</th>
<th>Data Source 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does Flipped learning approach lead to success in the B.Ed classroom?</td>
<td>Student Academic Achievement Data</td>
<td></td>
</tr>
<tr>
<td>Comparison between traditional &amp; Flipped learning approach lead to success in the B.Ed classroom</td>
<td>Control Group &amp; Experimental Group Academic Achievement Data, t test</td>
<td></td>
</tr>
<tr>
<td>Flipped Learning allow for students to complete work in class with teacher assistance, thereby reducing workload and stress in the IB classroom?</td>
<td></td>
<td>Self made Questionnaire</td>
</tr>
</tbody>
</table>

**Data Analysis**

1. **From Students’ Academic Achievement Record**:

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Sample size</th>
<th>T-Value (For Post Test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>7.27</td>
<td>4.10</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Control Group</td>
<td>7.67</td>
<td>4.97</td>
<td>20</td>
<td>Pre-Test</td>
</tr>
<tr>
<td></td>
<td>22.23</td>
<td>3.98</td>
<td>29</td>
<td>Post-Test</td>
</tr>
<tr>
<td></td>
<td>18.65</td>
<td>4.37</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
Results of repeated measures ANOVA showed a significant main effect of the test with $F(1,50) = 166.12$, and Wilk’s Lambda = .23, $p < .001$. This means that the performance on the post-test was better than the performance on the pre-test for both Experimental and Control Group Students. The significant results of the tests of between-subjects effects, with $F(1,50) = 5.20$, $p < .05$, suggested that the overall performance of Experimental Group was better than Control Group. The descriptive statistics shows that the mean improvement score (defined by the post-test score minus the pre-test score) for both Experimental and Control Group Students was positive. This means that the students taught with Flipped Learning Approach showed more improvement than those taught with traditional Approach.

An independent samples t-test was conducted to compare the improvement scores of pre test and post test to check if there was a significant difference. The group statistics shows that $t=2.63$ which shows significant change in post test results.

2. **For Self Prepared Questionnaire** (Perceptions regarding T-L process) where students were asked to reflect on their learning and stress levels throughout the process on rating scale 1-5 (ranging from Totally Disagree, Disagree, Neutral, Agree, Totally Agree).

<table>
<thead>
<tr>
<th>Questionnaire Statements</th>
<th>Control Group (N=20) Average Score</th>
<th>Experimental Group(N=29) Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Instructional Approach used in &amp; out of Class helps me in deeper Conceptual Understanding</td>
<td>2.1</td>
<td>4.3</td>
</tr>
<tr>
<td>The Approach helped me in learning at my own pace.</td>
<td>1.2</td>
<td>3.9</td>
</tr>
<tr>
<td>The Approach was useful in Collaborative learning</td>
<td>1.1</td>
<td>4.1</td>
</tr>
<tr>
<td>The Home assignment was necessary part of learning.</td>
<td>2.3</td>
<td>4.6</td>
</tr>
<tr>
<td>Class work was interesting &amp; stimulating</td>
<td>2.5</td>
<td>4.2</td>
</tr>
<tr>
<td>It made me started looking forward for next class.</td>
<td>2.4</td>
<td>4.1</td>
</tr>
<tr>
<td>It helped me in coming out of my shell and clearing doubts</td>
<td>2.1</td>
<td>3.9</td>
</tr>
<tr>
<td>It was an actual interactive two-way process.</td>
<td>1.3</td>
<td>4.7</td>
</tr>
<tr>
<td>Workload was manageable</td>
<td>2.1</td>
<td>3.8</td>
</tr>
</tbody>
</table>
Assignments were stress free endeavours | 1.1 | 4.3
---|---|---
Group Projects, Presentations & Discussions were very effective in in-depth Knowledge gains. | 2.1 | 4.1
Will like to be taught with same approach again | 2.1 | 4.3

The Data showed that there is a very significant difference in the perception of students regarding traditional & Flipped Approach. Experimental Group was quite satisfied with the experience & outcomes of Flipped Learning. The In & out of Class activities, Group Collaborations, Workload & Stress levels etc. were satisfactorily handled by experimental group where as the control group was rather unsatisfied by components like pace, collaboration, interaction and stress.

**Conclusion**

The study aimed to check the efficacy of Traditional vs. Flipped Learning Approaches. The Study answered both of the research questions.

1. Students’ Academic Assessment Scores were relatively higher in Flipped learning Approach rather than in Traditional Approach. Even the Quality of Field Work, Assignments, Projects and Group Presentations was significantly better in Flipped Classrooms. The Higher order Thinking Questions and discussion points raised by students in Flipped Classrooms were quite inspiring. Whereas the traditional Approach leads the students to routine performance.

2. The overall attitude of the student was quite positive and they participated very actively in the Flipped class.

By allowing students to complete work independently in class and with teacher assistance when required, student stress levels decreased. The majority of students in Flipped Class, 37%, ranked their stress in ESS as a two, on a scale of 1-5, while in Traditional Class stress level was ranked as a five by 47% of students. No students stated their stress level in Flipped Class as higher than four.

The feedback from the Flipped class was overwhelmingly positive. Throughout the process, students were open and honest about their feedback and provided great suggestions about how to improve the way the flipped learning Approach was working. Students appreciated the flexibility of the online video viewing and the value of interactive face-to-face case discussions. On the other hand, students were burdened by the amount of time spent on viewing the online videos thoroughly, by quizzes and examination dates in relation to the online video due dates, and by the time commitment of this course and others. Specifically, a
common complaint was the longer time required to view the videos than their actual lengths because of note-taking. This experience deserves close consideration as it exemplifies student limitations in self-regulated learning, (ie, the ability and process of setting learning goals, planning ways to achieve those goals, self-monitoring and evaluating the progress, and modifying the plan when necessary) and perhaps indicate changes they needed to make to their study habits.

There is a deeper pedagogical issue associated with a flipped classroom that extends past student performance. It is the potential for a flipped classroom, not only to improve students’ command of the material at hand but also to create overreliance on teacher to lead students through the material and impede learning in the long term. Devoting more classroom time to activities requiring higher order cognitive thinking will reap rewards at the beginning of a course, but the technique can still promote students’ ability to teach each other and themselves if class activities are performed with less and less direct instructor support as the semester progresses.

References

Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. Eugene, OR: ISTE.


Abstract
Citizenship is the one of the basic weapon of human being to live life with dignity in any nation. A person who is citizen of any country is entitled to enjoy civil and political right in sovereign state. Therefore, in order to take benefits of several, social and economic rights a person must seek citizenship of nation in which he is willing to live in. Recently, A new Citizenship (Amendment) Bill 2016, introduced in the Indian parliament proposed easing the path to citizenship for Hindus, Sikhs, Buddhists, Jains, Parsis, and Christians fleeing persecution in Afghanistan, Pakistan, and Bangladesh. In omitting Muslims, Jews, Bahais etc migrants and other south Asian Refugees from this provision, however, the bill has stimulated religious and ethnic tensions in India and South Asian Refugees. This bill gives preference to Hindu refugees over Muslim refugees and other South Asian Refugees migrating in India which is unconstitutional as the preamble of the Indian constitution confirms India as a secular state. The most notable criticism of proposed Citizenship (Amendment) Bill 2016, is whole contradictory with Humanitarian refugees policy. On one hand the bill provides for an opportunity to a particular community to seek citizenship of India but on the other hand this bill discriminates & exclude other communities like Muslims, Jews, Bahais etc migrants.
In this context the purpose of this paper to enumerate the impacts of the amendment and it’s social and constitutional ramifications.

Keywords: Constitution, Citizenship, Secularism, South Asian Refugees

A. Introduction
India is a land of religions, languages and customs. Therefore India is a multi religious and multi cultural country from its known history. The number of invasions and incursions from Aryans to Mughals added to religious, cultural and linguistic pluralism. British colonialism also contributed to its cultural and religious multiplicity. Indian society is like rainy clouds with many tributaries and the winds blows on and on. Hence, Indian society is very rich, and well known for wisdom and great thoughts. Secularism is an important aspect of Indian society, for which it is also well-known in the world.”Sarva Dharma Sama Bhava” is an Indian concept embodying the equality of all religions. The concept was embraced...
by Ramakrishna and Vivekananda,\(^1\) as well as Gandhi. The concept is one of the key tenets of secularism in India, wherein there is not a separation of church and state, but an attempt by the state to embrace all religions.\(^1\)

Emperor Ashoka was the first great emperor to announce, as early as third century B.C. that, the state would not prosecute any religious sect. He pleaded for restraint of criticism of other religious sects. He asked people to become perfect in the scriptures of other religions. The leading lights of these movements were Khwaja Moinuddin Chisti, Baba Farid, Sant Kabir Das, Guru Nanak Dev, Saint Tukaram and Mira Bai. They contributed to the development of a composite culture in such a manner that nobody dares to challenge them. The remarks of Guru Nanak, when he says, “There is no Hindu and no Musalman as there is any distinction between man and man”. The Mughal emperor the great Akbar also to a great extent promoted the policy of toleration of different religions.\(^2\)

**B. Constitutional and Legislative provision of Citizenship in India**

For the better appreciation of the concept of citizenship it is essential to find the meanings of citizenship. In general sense, citizen means a person who is the member of the state and who enjoys social and political rights. In our country an adult of twenty-one years of age enjoys, regardless of the distinction of caste, color and creed, education, property and residence, etc.

The Constitution of India provides for a single citizenship for the entire country. The provisions relating to citizenship at the commencement of the Constitution are contained in Articles 5 to 11 in Part II of the Constitution of India. Article -5 provides citizenship by domicile. To claim citizenship under this Article there are two conditions.

1) At the time of commencement of the constitution he must have his domicile in India. In India a person becomes a citizen of India if he or she fulfils of the following conditions mentioned Article 5 to 11 of the Indian constitution.\(^3\)

2) such person must fulfilled any one of the following three condition a. he was born in the territory of India, or b. either of his parents was born in territory of India or c. he has been ordinarily resident in the territory of India for not less than five year immediately preceding such commencement of the constitution of India Articles 6 and 7 deal with two categories of

---


\(^2\) Ibid

persons, namely, those who were residents in India but had migrated to Pakistan and those who were residents in Pakistan but migrated to India.

- Article 8 provided for citizenship to those certain persons of Indian origin but residing outside India.

- Article 9 of the Constitution, provides that any person who voluntarily acquires the citizenship of any foreign State, will not be entitled to the citizenship of India.

- Article 10 says that all citizens shall continue to be citizen of India. Indian nationality law largely follows the jus sanguine (citizenship by right of blood) as opposed to the jus soli (citizenship by right of birth within the territory).

- Whereas Article 11 confers power to make rules regarding citizenship on the Parliament. In fact the parliament has power to make rules regarding citizenship, Naturalization and Aliens.

By virtue of above mentioned Article the Parliament passed a comprehensive law in the year of 1955 for dealing with citizenship which is known as The Citizenship Act 1955. This Act provides acquisition and determination of citizenship.

C. Acquisition of Indian Citizenship as per Citizenship Act 1955:

Indian Citizenship can be acquired under the following ways:

1. Citizenship at the commencement of the constitution of India
2. Citizenship by birth: – This provision has different clauses for different periods
3. Citizenship by descent
4. Citizenship by registration
5. Citizenship by naturalization.

Persons domiciled in the territory of India as on 26 November 1949 automatically became Indian citizens by virtue of operation of the relevant provisions of the Indian Constitution coming into force. (Citizenship at the commencement of the constitution of India.)

Any person born in India on or after 26 January 1950, but prior to the commencement of the 1986 Act on 1 July 1987, is a citizen of India by birth. [Citizenship by birth]

A person born in India on or after 1 July 1987 is a citizen of India if either parent was a citizen of India at the time of the birth. [Citizenship by birth]

Those born in India on or after 3 December 2004 are considered citizens of India only if both of their parents are citizens of India or if one parent is a citizen of India and the other is not an illegal migrant at the time of their birth. [Citizenship by birth].

---

4 www.wikipedia.com

Termination of Indian Citizenship as per Citizenship Act 1955:- One can lose citizenship of India in three ways – Renunciation, Termination and Deprivation. Though This Act was amended in several times but the latest proposed amendment bill of 2016 is being faced huge criticism. Before on criticism of proposed bill, it is mandate to discuss the concise proposed provision of the bill 2016.

D. The citizenship Amendment Bill, 2016

The Bill was introduced in Lok Sabha on July 19, 2016, and referred to a Joint Parliamentary Committee on August 12, 2016. The report is expected on the last day of the first week of the Winter Session, 2016.

- **Highlights of the Bill**

The Bill amends the Citizenship Act, 1955 to make illegal migrants who are Hindus, Sikhs, Buddhists, Jains, Parsis and Christians from Afghanistan, Bangladesh and Pakistan, eligible for citizenship.

Under the Act, one of the requirements for citizenship by naturalization is that the applicant must have resided in India during the last 12 months, and for 11 of the previous 14 years. The Bill relaxes this 11 year requirement to six years for persons belonging to the same six religions and three countries. The Bill provides that the registration of Overseas Citizen of India (OCI) cardholders may be cancelled if they violate any law.

- **Key Issues and Analysis**

The Bill makes illegal migrants eligible for citizenship on the basis of religion. This may violate Article 14 of the Constitution which guarantees right to equality. The Bill allows cancellation of OCI registration for violation of any law. This is a wide ground that may cover a range of violations, including minor offences (e.g., parking in a no parking zone).

E. Evaluation Of South Asian Refugees

“The there is no greater sorrow on earth than the loss of one’s native land?” by Euripides, The word refugee is a concept as well as a system. There are refugees suffers from hunger, fight for their lives or for their freedom from their own governments, from natural disaster or from man’s inhumanity to man. Today, there are millions of such people, from a variety of national backgrounds, on all populated continents. The South Asian region hosts the largest number of refugees on the globe. Such as South Asia such as South Asia such as Bhutanese,
Burmese, Bangladeshi migrants, Bihari Muslims and Sri Lanka. In all countries of the region, political violence and developmental policies have created huge numbers of internally displaced persons and stateless Persons. These issues are wrapped up in Missing boundaries in all countries of the region, political violence and developmental policies have created huge numbers of internally displaced persons and stateless persons. These issues are lost in high wall of boundaries. 6

F. Criticism of the Bill

The bill has been criticized on the basis of “Humanitarian” grounds. 7 The most notable criticism of the bill in these entire scheme Muslim migrants would not be entitled to the benefit of such a law if it was passed. The bill aims to save minorities from violence and profanity laws in Pakistan, Bangladesh, and Afghanistan. The bill is the only seek to help Hindus, Sikhs, Buddhists, Jains, Parsis, And Christians from Muslim countries. But the Muslim minority communities completely ignored. The citizenship (amendment) bill also fails on the doctrine of international refugee law. The purpose and object of the bill is to provide shelter to neglected, religiously persecuted people. 8

1. Contradiction with the basic principle of preamble

The preamble of Indian constitution secures JUSTICE, LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity; and to promote among them all FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation; but the Citizenship (Amendment) Bill 2016 contradict these basic principle enshrine in the preamble and cause threat to unity and integrity of India. 9

2. Against the principle of Secularism

From its inception India is constitutionally secular state but this proposed amendment tries to bring India into Hindu Rastra through the backdoor of this entire Scheme. 10

3. Infringement of constitutional right (Article-14 right to Equality)

The most significant damage of this amendment is that it appears to breach of constitutional provision, which are unbiased as to the identity of citizens. The Right to equality in Article-14 provides constitutional “right of equal protection of law” and

8 Ibid
9 https://en.wikipedia.org/wiki/Preamble_to_the_Constitution_of_India dt24/04/2017

“equality before Law” to all irrespective of their nationality or citizenship but this Bill make clear discrimination between specific communities to seek Citizenship of India.

4. Peril to Honor and Unity of India

The preamble of Indian Constitution imposes commitment to government of India to preserve and safeguard the unity and integrity of India. But the amendment bill turmoil in Assam which is the complete manipulation with the honor and unity of India. So Assam Accord is the strong reason of protest against this bill behind the government decision. The citizenship amendment Bill 2016 has not been sitting well with the Assamese as it contradicts the Assam Accords of 1985, which clearly states that legal migrants heading in from Bangladesh after March 25, 1971, would be deported.\textsuperscript{11}

The Citizenship Amendment Bill 2016 threatens the foundation of India’s plural policy where every citizen, regardless of his religious identity, is equal to every other in his enjoyment of the rights the constitution confers on him.

G. Findings

The Citizenship Amendment Bill 2016 threatens the foundation of India’s plural policy where every citizen, regardless of his religious identity, is equal to every other in his enjoyment of the rights the constitution confers on him.

H. Conclusion and Suggestion

The proposed citizenship amendment bill is fully impractical and suffers from illusionary perception of Indian identity but it is facing protest because this bill is based on purely on religious basis. Today, India needs to make a policy for refuges which must be based on justice, equality and on humanitarian basis. The policy should be framed with the following issues’

1. There should be a provision of Identification of refugees on humanitarian grounds.
2. The Application for refugee status should be easily accessible and preferably provided along with social Identification number.
3. The Registration of new –arrival refuges and renewal of refugee certificate should be an easy and short process.
4. There should be provisions for residence permits along with basic rights like healthcare sanitation, housing, employment opportunities and education opportunities for children.

\textsuperscript{9}http://indiatoday.intoday.in/story/citizenship-amendment-bill-2016-assam-illegal-migrants-protests on dt 27/04/2017

Abstract:

Social stratification promotes social mobility and expedites the casteism. Root cause for atrocities among the weaker section of the society is by the dominant caste society. The Indian constitutional mechanism provides safeguards for weaker and underprivileged section of the society. Financial inclusion should provide. Minorities may act as a bridge between developing India and Developed India, so utmost care is taken for the upliftment of weaker section of the society.

Key words: social stratification, financial inclusion

Introduction

Indian constitution put forth the notion of unity in diversity. Every society shows remarkable feature of its stratification in higher or lower or superior or inferior in relation to each other. “unstratified society with real equality, is a myth that has never been realized in the history of mankind”- (P.A.Sorokin). Social stratification may regarded as the classification of people as per their social role in the society. Thus the process of stratification people are fixed in the social structure of the society

<table>
<thead>
<tr>
<th>Stratification assumes three main forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>caste</td>
</tr>
</tbody>
</table>

Showing stratification of Indian society

Social stratification promotes social mobility but on huge cost. Remarkable feature of Indian Society is social stratification. Stratification of society marginalized and exploited the people.
Indians society stratification is based upon the notion of division of labor which provides equal opportunity to each and everyone. The main concern of is to sabotage the vertical inequality into horizontal equality. Providing equal opportunity and freedom of choice. Government of India provides safeguards to schedule caste so called ‘dalits’ and schedule tribes so called ‘adivasi’ in the shape of age relaxation, opportunity in government jobs, free ration even commission has been set for welfare and to provides safeguards to ST & SC (National Commission For Schedule Caste & National Commission For Schedule Tribe) providing post – metric scholarship to students for higher education etc.

As per 2011 census population of Schedule caste in India is 166635700 and population of Schedule Tribe is 84326240 that was 16.66 % and 8.6 % respectively which although equal to the population of United Kingdom vendetta is that still cases has being registered in India about atrocities against scheduled tribe and scheduled caste. Census recorded that dalits population shows decadal growth of 20.8% where as Indian population grows at 17.7 % during the same period. So rigorous step should be taken up for the upliftment of so called Dalits and Adivasi

<table>
<thead>
<tr>
<th>Subject</th>
<th>Indian</th>
<th>Universal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration Of Rights</td>
<td>Constitution</td>
<td>Human Rights</td>
</tr>
<tr>
<td>Equality before law</td>
<td>Art 14</td>
<td>Art 7</td>
</tr>
<tr>
<td>Prohibition of discrimination</td>
<td>Art 15</td>
<td>Art (Para 1)</td>
</tr>
<tr>
<td>on grounds of religion Race,caste,sex,place or birth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protection of life and liberty</td>
<td>Art 21</td>
<td>Art 3</td>
</tr>
<tr>
<td>Right of constitutional remedies</td>
<td>Art 32 (1)</td>
<td>Art 8</td>
</tr>
</tbody>
</table>

- In addition provisions as per Indian Constitution some special provision are made for the deprived classes of the society. Article 17 abolished to practice of untouchability. Article 330 and 332 reservation of seats in appointments. Article 338 made provision for the special officer to investigate the matters related to the safeguards for the schedule caste.
Scheduled Tribe and Scheduled Caste (Prevention of Atrocities Act 1989): act as tool for registering the cases under and trial under special courts to provide relief and rehabilitation to the victims.

**Crimes and problems against Scheduled Tribe and Scheduled Caste**

- As per the reports of National Commission women of Scheduled Caste are the victims of rape by upper caste man so called Dabang.
- Dalits were beaten by upper caste who questioned on the wags provided to them.
- Scheduled Caste were burnt alive for minimum wags in Belchi village of Kurmi landlords.
- Literacy rate among them is very low.
- Small percentage of the population participates in occupational activities.
- Unemployment among Scheduled Tribe and Scheduled Caste is at threshold and many more.
- District Saharanpur in U.P. faces large number of cases regarding crimes and atrocities among SC/AT. Pertinent to mention here 12 Dalits seriously injured and 55 houses set on fire, ransacked, demolished and looted by the so called dominant “Rajpit”

**Conclusion**

To promote welfare of Scheduled Tribe and Scheduled Caste financial inclusion is one of the major tools various services like pensions, insurance and loans provided to them for various purposes. Financial Inclusion act as a sine-quo-non for disadvantage and weaker section of the society. Financial Inclusion act as modern machine for realization of goals of weaker section of the society. Survey must be conducted at national and state level classified of Scheduled Tribe and Scheduled Caste as per the needs further welfare programs must be initiative. Minorities may act as a bridge between developing India and Developed India, so utmost care is taken for the upliftment of weaker section of the society.

**References**

Ahuja.Ram (2009), Social problems in India
Vadapalli Nagaraju (2015), social discrimination and violation of schedule castes and human rights in India.
The purpose of the study was to investigate the effectiveness of imagery intervention on a team sport like Handball, with emphasis on psychological variables. To find out the effectiveness of mental imagery intervention program for the total duration of twelve weeks on selected Visual imagery and Kinesthetic Imagery of handball players. For this study Visual imagery and Kinesthetic Imagery are dependent variables. The population for the present study will be Nashik District Senior Handball Male player’s age group between 18 to 25 years were selected as subjects. The convenience sample method was used for this study. To achieve the purpose of this present study 60 number of Handball players of Nashik district were selected. For this study, there were four groups such as Experimental (Elite), Control (Elite), Experimental (Novice), and Control (Novice) within 15 subjects each group. The imagery training considered of having auditory listen to a imagery tape. Each participant of experimental groups should listen the auditory and visual for 15 minutes prior to kinesthetic and visual imagery performance in handball. The control groups were not given any treatment. The pre and post-test data were collected before and after training period of both experimental and control groups. The Analysis of Paired sample’s’ test was used to investigate the effect of mental imagery training programme on kinesthetic and visual imagery of handball players. Imagery training programme has significant impact on movement and visualization among the players of imagery training compared to players of control groups.

Keywords: Visual imagery and Kinesthetic Imagery, MIQR Questioner, Handball.

Introduction:

Imagery as a powerful and useful psychological tool has been applied for various purposes in sports and exercise. Potential applications of imagery include skill learning and practice, development and practice of tactical skills, competition and practice. The focus on imagery
uses so far has been on performance related aspects of sport, but imagery can also influence an athlete’s psychological state. It can enhance psychological skills such as concentration, self confidence, motivation, attention, and anxiety control. Therefore it was the purpose of the study to investigate upon the effectiveness of imagery intervention on a team sport like Handball, with emphasis on psychological variables. Moreover, the researcher himself, being a handball player, and handball being a popular game in the world, it seemed justified that undertaking such a study would be beneficial in improving the psychological build of the players and thereby improvement in performance. The researcher himself being a Handball player has experience such a situations and hence was curious to study the effect of mental imagery and performance. According to researcher mental imagery has been a measure factor for such a result. After being in contact with many similar athletes and coaches the researcher has found that similar problem is faced even today. Hence the researcher decides on performing a study on athletes and sees the effect of mental imagery on their performance. This data assessed by using the Movement Imagery Questionnaire Revised (MIQR).

Objective of the study
To find out the effectiveness of mental imagery intervention program for the total duration of twelve weeks on selected Visual Imagery and Kinesthetic Imagery of handball players

Hypothesis
The present study was undertaken with the following hypotheses:
H₁: There would be significant effect for the mental imagery intervention program on Visual Imagery and Kinesthetic Imagery of handball players

Methodology
Research Method
The present research is an experimental study. For this study pre and post test was taken to collect the data and then experimental research method was used. This data assessed by using the Movement Imagery Questionnaire Revised (MIQR), For the experimental part of the research two group Pre test and Post test design was used by one is experiment and another is control group.

Variables of the Study:
For this research Visual Imagery and Kinesthetic Imagery are dependent variables.

Population
The population for the present study will be Nashik District Senior Handball player’s age between 18 to 25 years.

Sample
The convenience sample method was used to select the sample for this study. This study is restricted to the various handball clubs as well as senior colleges of Nashik District. For this study 60 no. of Handball players of Nashik district were selected. Handball players of age group between 18 to 25 years were selected as subjects. For this study, there were four groups such as Experimental (Elite), Control (Elite), Experimental (Novice), and Control (Novice) within 15 subjects each group.

**Data Analysis:**

Pre and Post-Test Scores of the Experimental and Control Groups on Kinesthetic Imagery

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Experimental Elite</td>
<td>15</td>
<td>2.8</td>
<td>1.20712</td>
</tr>
<tr>
<td>Control Elite</td>
<td>15</td>
<td>2.8</td>
<td>1.01419</td>
</tr>
<tr>
<td>Experimental Novice</td>
<td>15</td>
<td>2.0667</td>
<td>0.96115</td>
</tr>
<tr>
<td>Control Novice</td>
<td>15</td>
<td>2.1333</td>
<td>0.74322</td>
</tr>
</tbody>
</table>

The above table of the pre-test and post-test means of the experimental and control groups on kinesthetic imagery indicates that in case of experimental elite group, the pre and post-test mean and SD were 2.80 (1.20) and 5.73 (0.88) respectively. In case of control elite group, the pre and post-test mean and SD were 2.80 (1.01) and 2.46 (0.74) respectively.

In case of experimental novice group, the pre and post-test mean and SD were 2.06 (0.96) and 2.93 (0.96) respectively, and for the control novice group, the corresponding pre and post-test mean and SD were 2.13 (0.74) and 2.00 (0.65) respectively.

**Figure 1** shows that the means and SD of the experimental and control groups on Kinesthetic Imagery

![Means and SD of the Experimental and Control Groups on Kinesthetic Imagery](image)

Pre and Post-Test Scores of the Experimental and Control Groups on Visual Imagery

The above table of the pre-test and post-test means of the experimental and control groups on visual imagery indicates that in case of experimental elite group, the pre and post-test mean and SD were 3.40 (0.91) and 6.06 (0.79) respectively. In case of control elite group, the pre and post-test mean and SD were 4.00 (1.13) and 3.60 (0.73) respectively.

In case of experimental novice group, the pre and post-test mean and SD were 2.93 (0.88) and 3.80 (0.94) respectively, and for the control novice group, the corresponding pre and post-test mean and SD were 2.53 (0.83) and 2.46 (0.74) respectively.

**Figure 2** shows that the means and SD of the experimental and control groups on Visual Imagery

**Result and Discussion:** The results of the study with respect to the hypothesis that there would be significant effect for the mental imagery intervention programme on selected psychological variables namely, Kinesthetic Imagery and Visual Imagery of Handball players indicated the following results.

**Kinesthetic Imagery:** Experimental Elite (EE) – the Mean difference between the Pre and Post test of Kinesthetic Imagery on Experimental Elite Group was 2.93 with SD equal to 0.79. This difference was tested with pair sample ‘t’test and it shows that this was statistically significant at 0.05 level of significance ($t = 14.22$, df =14, $p = 0.000$)

Experimental Novice (EN) – the Mean difference between the Pre and Post test of Kinesthetic Imagery on Experimental Novice Group was 0.86 with SD equal to 0.35. This difference was tested with pair sample ‘t’test and it shows that this was statistically significant at 0.05 level of significance (t = -9.53, df =14, p = 0.000).

Control Elite (CE) – the Mean difference between the Pre and Post test of Kinesthetic Imagery on Control Elite Group was 0.33 with SD equal to 0.61. This difference was tested with pair sample ‘t’ test and it shows that this was statistically significant at 0.05 level of significance (t = 2.09, df = 14, p = 0.05).

Control Novice (CN) – the Mean difference between the Pre and Post test of Kinesthetic Imagery on Control Novice Group was 0.13 with SD equal to 0.63. This difference was tested with pair sample ‘t’ test and it shows that this was not statistically significant at 0.05 level of significance (t = 2.10, df = 14, p = 0.43).

Visual Imagery: Experimental Elite (EE) – the Mean difference between the Pre and Post test of Visual Imagery on Experimental Elite Group was 2.66 with SD equal to 0.72. This difference was tested with pair sample ‘t’test and it shows that this was statistically significant at 0.05 level of significance (t = 14.27, df = 14, p = 0.000).

Experimental Novice (EN) – the Mean difference between the Pre and Post test of Visual Imagery on Experimental Novice Group was 0.86 with SD equal to 0.63. This difference was tested with pair sample ‘t’test and it shows that this was statistically significant at 0.05 level of significance (t = 14.22, df = 14, p = 0.000).

Control Elite (CE) – the Mean difference between the Pre and Post test of Visual Imagery on Control Elite Group was 0.40 with SD equal to 0.73. This difference was tested with pair sample ‘t’ test and it shows that this was statistically significant at 0.05 level of significance (t = 2.10, df = 14, p = 0.05).

Control Novice (CN) - the Mean difference between the Pre and Post test of Visual Imagery on Novice Control Group was 0.66 with SD equal to 0.70. This difference was tested with pair sample ‘t’ test and it shows that this was not statistically significant at 0.05 level of significance (t = 0.36, df = 14, p = 0.71).

Conclusion:
In the present study, the obtained result was favored to the effectiveness of mental imagery training in improving movement and visualization of handball players. In such a way, mental imagery interventions were found to be effective in improving the power of the Visualization as well as capability of doing correct movement of Handball players.
References:

Introduction
Education system is changing throughout the world. Many innovations are taking place especially in the area of teaching, curriculum framing, and evaluation pattern. The constant changes in educational system give wider scope to researchers to conduct studies on various aspects. Research helps to find out what worked and what did not, nature of various problems and their effects on the system, and possible solutions.

Research means careful examination of an object or situation for the purpose of improvement. According to Kerlinger (1973:11), ‘Scientific research is systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena.’ It comprises defining, and redefining of problems, formulating hypothesis or suggested solutions, collecting, organising, and evaluating data; making deductions and reaching at the conclusions and at last, carefully testing the conclusions to determine whether they fit in the formulated hypotheses or not.

Meaning of Research
Research is a scientific and systematic search for pertinent information on a specific topic. The Advanced Learner’s Dictionary of Current English (1952), defines research as “a careful investigation or inquiry especially through search for new facts in any branch of knowledge.” According to John W. Best and James V. Khan (1993), ‘research is considered to be the more formal, systematic, intensive process of carrying on the scientific methods of analysis. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results or conclusions.’ They defined research as ‘the systematic and objective analysis and recording of controlled observations that may lead to the
development of generalizations, principles, or theories, resulting in prediction and possibly ultimate control of events.’ (Best, Khan, 2004:20)

D. Slesinger and M. Stephenson (1930) in the Encyclopaedia of Social Sciences define research as “the manipulation of things, concepts or symbols for the purpose of generalising to extend, correct or verify knowledge, whether that knowledge aids in construction of theory or in the practice of an art.” Research is, thus, an original contribution to the existing stock of knowledge making for its advancement. Broadly, research involves selecting a problem, formulating a hypothesis, collecting the facts or data, analysing the facts and reaching certain conclusions either in the form of solutions(s) towards the concerned problem or in certain generalisations for some theoretical formulation. Research involves in-depth enquiry/examination, exhaustive investigations/experimentations to arrive at certain conclusions. This may add to the existing knowledge and/or theory or may create a new one.

According to Pandya (2010:1), research implies the discovery of truth. It is an intellectual activity undertaken with the ultimate aim of scientific and systematic creation of knowledge.

**Growth and Development of Research in Education**

Research, originally, referred to activities related to the acquisition of basic knowledge in arts, humanities and sciences. It was not until the 19th century that educators gave serious thoughts to education as a fertile area for thorough scientific investigation. However, the growth of educational enquiry has greatly depended on the growth of such contributory disciplines such as sociology, history, psychology and philosophy. Thorndike, an American psychologist, conducted systematic experimental studies into animal learning behaviour. This contributed immensely to education in the future. It was, however, Rice (1897), who first conceived the idea of planned research in education. Growth and development of educational research can be categorized into following four periods namely:

i. **Initial period** (Before 1900)- Pestalozzi, a Swiss educator proposed the scientific study of pedagogy in 1803, which was the foundation for the scientific study of education. In 1861, Wilhelm Wundt, a German psychologist (father of experimental psychology) attempted to analyse human experiences. In 1869, Francis Galton published his work on ‘Heredity Genius: An Enquiry into Laws and Consequences’. He devised the method of questionnaire.

ii. **The Discovery Period** (period between 1900 and 1920)- It was a period of exploration. In this initial phase, attempts were made to find out the exact role of education in the development of human personality. During this period, necessary measuring instruments needed by researchers were developed. Edward Lee Thorndike (1904)
published theory of learning. His ‘law of effect’ became basic principle in the Behaviourism. This era added various instruments of measurements in the field of research namely- Binet-Simon General Intelligence Scale, achievement tests, and performance test, etc. This era was also marked by school surveys to promote the scientific study of education.

iii. **The Expansion Period** (period from 1920-1945)- This period was mostly devoted to refinement of research designs and techniques. It witnessed a rapid expansion of educational research. Educators became more aware of effective appraisal of teaching-learning situations. There were also additions to the measuring instruments and new investigations.

iv. **The Period of Critical Appraisal/Re-evaluation** (After 1945)- Number of attempts were made to re-appraise educational research in the light of achievements so far made in educational systems. After the World War II too many changes took place in all the fields throughout the world including educational systems. The scope for educational research expanded during this period. Many new methods of data collection and analysis have been devised. Usage of technology in the field of education has brought various changes and challenges in the field of educational research. (Aggarwal, 2002)

**Educational research**

Education helps to develop to a person’s full capacity of body, mind and spirit; with the provision of opportunities for discovering the world and for learning to be a useful member of the society. Education is a complex phenomenon. It is made up of several fields of learning, which are interwoven and overlap with one another. Hence, while talking about educational research, one has to consider the contribution of other disciplines such as psychology, philosophy, sociology, economics of education, management and administration of education, and educational technology, etc.

Educational research incorporates an element of basic research, but for the most part, it is a form of applied research. It is a systematic attempt to gain a better understanding of the educational process, generally with a view to improve its efficiency. The research provides quantified answers to problems and will also allow the potential users to evaluate the findings by providing a detailed description of how the results were obtained.

Educational research depends on ideas, concepts, techniques and skills drawn from many different disciplines. Philosophy, history, economics, psychology and sociology all play important parts in clarifying different aspects of educational problems. For example, take the question of discipline. What do we mean by discipline in the educational setting? Is it ethical to
use punishment at all? Philosophers have a considerable contribution to clarify our thinking about such a controversial topic. Historians enable us to understand the roots of current practices in schools. The rewards and punishments applied today in some schools inevitably reflect, to some extent, the ideas of past generations of educators. Are these practices in tune with changes in current society? The study of sociology will provide another perspective. It analyses authority structures in contrasting societies and in different types of institutions. It links discipline with the role of the teacher in a closed social system-the school. How do children react to different types of discipline-the authoritative, the submissive, and the democratic? Experiments conducted by psychologists will have some different answers to such questions. Thus, to maintain discipline in school will require a range of different skills. (Entwistle, 1973) Teacher, with the background of various disciplines, will be able to take right decision in a particular situation. Each of these academic disciplines has its own characteristic approach to research. The techniques overlap to some extent, but their contribution to the field of education is important.

Educational research helps to improve instructional techniques and management of educational institutions. Educational research is interdisciplinary in nature. Findings of researches do contribute in planning various educational strategies to bring changes. Educational research has impact on teachers and classrooms. For example innovative teaching method, need based changes in curriculum (which is constantly undergoing changes), reforms in examinations.

There is still a need to do more research in the area of science of teaching. Hoke (1963) sees the objectives of educational research as theoretical, factual and for solving practical problems. According to Hoke, the factual nature of research is the accumulation of facts relevant to what the researcher wants to do and an avenue to solve practical problems. The findings of such research are of enormous significance to the person involved in the exercise.

The results and findings of educational research, if incorporated into the policy formulation and its implementation, it helps to bring changes in the field of education. People who are closely associated with education (Principals, teachers, and School administrators) should make special attempts to apply the findings of research and contribute to the development of education field.

Thus, educational research refers to a systematic attempt to gain a better understanding of the educational process, generally with a view to improving its efficiency (Koul, 2009:10). Educational research helps to make the process of education more effective. To do this, it
adopts various methods and techniques from various disciplines. Contribution of economics and statistics as disciplines in educational research is explained in following paragraphs.

**Contribution of discipline of Economics**

Economics is the science of scarcity. It has a large influence on education field. Individuals and government invest in education. It is necessary to understand the returns. Economics helps in understanding the impact of education on individual and the economy of a nation. This return may be in the form of money or non-monetary (for example education helps to increase sense of self-worth). How education helps in getting jobs which are more paid, getting more salary/wages? Economics gives answers to various questions related to education. For example, how early investments (pre-primary and primary education) in education system are more valuable than those made in later in adulthood, impact of smaller class size (no. of students) on students’ achievements, impact of teachers’ qualifications/qualities on achievements of students.

The discipline of economics has theoretical and methodological contribution in educational research. It tells about how best to allocate scarce resources in education. It helps us in understanding investment in education and its output. Economic impact of education on individuals and society can be studied well with the help of cost-effect relation. Various key ideas from economics are used in both research and policy making. For instance, education and economic returns can be studied from labour market outcomes or employments in various sectors, cost-effectiveness of education policy, etc. Economics is used in quantitative methods of policy oriented researches. In majority of the countries, economics has significant influence on policy making.

**Historical background**

Review of literature shows that Adam Smith in his ‘Wealth of Nation’ (1776) has mentioned the principles of the economics of education. He talks about the idea of investment in education to increase the productive capacity of society. The ‘Human Capital Theory’ has become and remained dominant paradigm in the economics of education. In twenty first century, the principles of the economics of education have been applied on a large scale in making education policy.

In empirical researches, causal impact of education on earnings is an area, which helps in developing various strategies to be adopted in education system.

Another area of research is economic evaluation of education, which helps in bringing reforms in education. This helps in bringing changes in academic activities. The introduction of market principles into education in India started in late 1990s. Application of principles of economics...
helps to know the market trends, demands of various jobs especially in corporate sectors. This helps us in framing curriculums at various degree levels.

The contribution of discipline of economics in the area of quantitative education policy evaluation is significant. Demand and supply can be tested through quantitative research method. By applying robust theoretical models, one can find answers to whether investment in education really helps in development of a nation.

Economics can generate testable hypothesis in the field of education. They can be tested through quantitative research methods. It provides answers in quantifiable terms, which helps in policy framing. This also helps in allocating resources to various heads, with clear justifications. For instance, allocation of 1% of total budget of education for providing transport facilities to girl children studying in secondary schools in rural and tribal areas, as secondary schools are located at far distance.

Economics also helps us to understand non-cognitive skills and its relationship in achievements. For example, study of implication of marketization of education helps us to find out solutions for equity in education. Findings of these researches in these areas are of great importance in framing various policies. In short, the discipline of economics helps us to produce quantifiable evidences.

Quantitative research method- (causal impact) quantitative research method has been used in educational research since ages. Economics has further contributed in it. It provides various techniques that improve the quantitative rigour of analysis particularly. It places emphasis on establishing causality in analysis. For example, what is the causal impact of education policy? In other words, what is the outcome, if a child receives primary education versus the outcome if s/he does not? Establishment of causal impact helps us to draw correct policy conclusions.

Another example will be study of stubborn student and its impact on student’s achievement. One can also find out the relationship between small size of the classroom (less number of students), students’ behaviour and achievement. By allocating a bigger size of classroom, one can observe whether there is any change in behaviour of students, change in performance of students.

One can also study whether additional resources in school lead to better students’ achievement. To establish causal relation between resources and students’ achievement, quantitative research can be undertaken. Researches in the area of cost benefit analysis of education budget, rate of return analysis, cost effectiveness analysis, economics of teachers’ provisions are other areas, where one can contribute to policy decisions.
Causal relationship technique can also be used to evaluate a particular educational programme. For example, Mid Day Meal (MDM) is introduced in schools by the government. One of the objectives of this programme is to retain students in the school. To evaluate how this programme has helped in enrolment and retention of students in school, one can use statistical and econometric methods. Other examples include usefulness of scholarships to students belonging to scheduled caste and scheduled tribe, contribution of freeships in enrolment of students belonging to other backward castes in higher education. The causal impact will help us to assess the true costs and benefits of these policies/interventions. This further helps in modifying the policies (policy decisions).

By applying various methods of research in economics, one can find out the achievement and welfare of children occurred due to various policies such as Education for All, Right to Education Act, etc. There are certain questions which are non-answerable. For example, how do we raise students’ achievement?, what strategies will be useful for students in remedial class?. Various researches carried out by economists show that there is a need to improve the quality of teacher, as they are at the centre who can improve the quality of education. Teachers’ salaries play a vital role in maintaining the quality of a teacher workforce. There is an utter need to understand clearly the link between teacher, teaching and students’ achievement. Cost-effectiveness of education and achievement will help in bringing reforms in education system. Government is investing crores of rupees in education, still inequality in education exists, and quality of education is deteriorating. Economics can help us to find out reasons for these questions. Government of India wants to increase the Gross Enrolment Ratio (GER) in higher education upto 20% by 2020. Will this policy provide economic benefits to graduates?, will they get quality jobs? or this will simply increase number of degree holders (qualification inflation) or after getting their degree, will they work in unorganized sector for less paid jobs? Answers to these questions can be obtained by using various techniques of research in economics. Economics can predict whether these investments will be useful in long term. Economics provides a range of methods that can be applied in a non-experimental setting.

**Contribution of Statistics**

Statistics is a major part of educational research. Various statistical techniques are used to interpret the data in quantitative method. Use of statistical techniques differs according to the objectives of the research. There are multiple interpretations of single event and situation. Statistics allows the researcher to select a specific method for data analysis. In other words, researcher can use both-qualitative and quantitative approaches.
Use of statistical techniques is in an integral part of research. It starts as early as the phase of sampling in research. Selection of sample, items to be collected and its quantitative analysis is done by applying statistical techniques. Sampling errors can be eliminated by applying statistical formulas. The amount of sampling error depends on the nature of population. Sampling errors will be less if the population is homogeneous. It also depends on the size of population. Larger the sample size, the magnitude of the sampling error will be lower. By using following formula, error can be measured.

Standard Error (SE) of the mean=SD/vN
Sampling Error=1.96 x SE at 0.95 level of confidence
= 2.58 x SE at 0.99 level of confidence
Sampling Error=Value of Population parameter-Value of Sample Statistic

This includes errors arising on account of sampling frame, response errors and chance errors. (Pandya, 2010:311)

One can also use various formulas to calculate sample size.

Statistics is widely used in educational surveys. For example, survey of achievement of students, administrative problems of schools, etc. By using various techniques of probable sampling or non-probable sampling, one can choose the final sample for educational research. By using standard deviation, one can estimate value of achievement of students in various subjects. One can also find a mean score from a frequency distribution table. One can study yearly changes in achievements, comparison of performance of government schools and private schools, influence of geographical conditions on students’ performance, etc. These results may help in policy framing regarding curriculum, providing facilities in different areas, use of technology in teaching, etc. Results of these studies can also help to decide strategies for organizing remedial classes, improvement in teaching methods to help the challenged students.

In quantitative research, statistics helps to describe and explore relationships in various variables or differences among groups. With the help of statistics, researcher can make quantitative predictions in terms of probability and ultimate control of events. It also helps to assess cause and effect relationships more credibly.

By applying various Statistical techniques, one can establish correlation between one or more quantifiable variables. The degree of relationship is expressed in terms of coefficient of correlation. If the relationship exists between variables, it implies that scores on one variable are associated with or vary with the scores on another variable. The exploration of relationship between variables provides insight into the nature of the variables themselves as well as an
understanding of their relationships. If the relationships are substantial and consistent, they enable a researcher to make predictions about the variables. (Pandya, 2010: 89)

Statistics is used more widely in Correlational research in education. Correlational research aims at determining the nature, degree and direction of relationships between variables. This helps in making predictions about certain phenomena. For example study of students’ achievement in various subjects. Study of anxiety of students can be studied by using Taylor Manifest Anxiety Scale.

Statistics is also useful in comparative research studies. By applying various statistical techniques, the researcher can compare two or more groups. It helps to study relationships between two or more variables. Comparative study provides information on how two or more groups differ on some phenomenon. (dependent variable). For instance, a study of gender based academic achievement of students in rural area. By using comparative research method, one can study the academic achievements of girls’ and boys’ studying in rural schools. In this study, academic achievement is dependent variable, whereas gender is the independent variable. Researcher can compare academic achievements of students from one school and same class or may select two schools and students of same class (say Std. V or Std. VII, etc).

In comparative research, the most common statistical techniques used are t-test and ANOVA. For comparing two groups, t-test is used and when more than two groups are to be compared, ANOVA technique is used. t-test can be used to compare the Mean Academic achievements of girls’ and boys’, IQ of girls and boys.

In causal-comparative research, which is a descriptive research, one can use statistical techniques. In causal-comparative research, the researcher does not have any direct control over independent variable, as they are non-manipulable. When the researcher wants to identify the reasons or causes of differences in groups’ achievements, s/he can use causal-comparative research method. It involves comparison. The researcher cannot make any direct interventions. For example, the researcher observes that there is a difference in academic achievement of students in a particular class. The cause may be gender, socio-economic background of the students’ family, caste, intelligence, educational background of the parents, etc. (these are independent variables). Achievement of students, which is effect, may be due to various factors, has already occurred.

Causal-comparative research is mostly used to establish the relationship between cause and effect. It involves two or more groups and one independent variable. Topics such as effects of teachers’ personality on students’ achievements, birth order and achievement in school, affiliation of schools to various boards (State Board, CBSE, ICSE, etc), teaching methods,
infrastructure of schools, provision of scholarships, etc can be studied by using causal-comparative method. In this research method also, one can use t-test for comparing two groups or ANOVA for comparing more than two groups on a single variable. According to Pandya (2010), technique of ANCOVA may also be used in case some other variables likely to influence the dependent variable which needs to be controlled statistically. Analysis of Covariance (ANCOVA) is used to adjust initial group variances on variables used in causal-comparative and experimental researches. ANCOVA adjusts scores on a dependent variable for initial differences on some other variables related to performance on the dependent variable. For example, a researcher wants to study the effective teaching methods. Which method is more effective- lecture method, discussion method, case study method, demonstration method or experimental method? By applying Covariate analysis technique, one can compare and draw a conclusion.

Chi-square is another statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis. It tests null hypothesis. Chi-square can also be used to compare group frequencies, or to see if an event occurs more frequently in one group than another.

Statistics helps to establish correlation between cause and effect in terms of degrees and not in dichotomies. It deals with problems in terms of many variables and reflects the variation of many factors at once. Correlations range over a scale from a perfect negative correlation to no correlation and to a perfect positive correlation (Aggarwal, 2002). Correlation can be used to measure the strength of an institution, predict teaching success, predict the number of students, who can score above 70%, etc. Statistics is also widely used in experimental research, cost analysis of education (economics).

**Conclusion**

The disciplines—economics and statistics—have immensely contributed to educational research. Educational research is beneficial to teachers in choosing various methods for implementation of curriculum. It is useful for administrators in deciding structures and to the government in framing policies. Education is a multidisciplinary endeavour. It cannot be imparted in isolation; hence it cannot be studied in isolation. We have to take into consideration the related disciplines of psychology, sociology, economics, philosophy, and statistics in educational research specially while evaluating its importance.

**References**


Abstract:
This article engages in exploring an intertextual relationship between Michael Redford’s adaptation of movie The Merchant of Venice (2004) with Shakespeare’s original play The Merchant of Venice. The paper comes with the argument how an intertextual study can be understood from the diverse point. This relationship helps us to understand how two different poles of things make connectivity between each other. This connectivity or relationship could be based on thematic, genre, language discourse, etc. and other such levels.

The paper draws an intertextual study through the medium of cinematic representation. In the attempt of adaptation by Redford several changes are made which brings new aesthetics to the text. The visual production of the movie spreads Shakespeare’s message among the masses, who cannot access him in textual mode. The raw material in the process of adaptation remains the same, but cinematic adaptation makes it more magnificent and innovative. The discourse of racism acquires new meaning in this whole process.

Keywords: Intertextuality, Adaptation, Race, Hegemonies, Domination.

Introduction:
Michael Radford’s movie The Merchant of Venice (2004) is an enormously brilliant project taken by him. The movie is adapted from Shakespeare’s original play The Merchant of Venice. The process of re-contextualization and modification transforms the text. Michael Redford’s presentation of The Merchant of Venice (2004) can be found similar to original text at different levels. But, the visual version differentiates it from the original and gives new meaning to the text. Gayatri Chakravorty Spivak describes the new method of reading the text through the cinematic procedure as under when she states: Theatrical adaptation is an intertextual apparatus, a system of relation and citation is not only between verbal texts, but between
singing and speaking bodies, lights, sounds, movements and all other cultural elements at work in theatrical production.¹

Redford’s production brings several changes through edited dialogue. The prologue of the original text comes at the commencement of the movie which helps to understand the time as well as politics in which the story is set.

It takes the modern audience into the historical time of Venice 1596 as projected in the movie. This projection demonstrates the social and cultural aspects of the era. The truth of intolerance of the Jews in the 16th century in Venice is depicted which is considered as powerful and liberal city-states in Europe. It makes the reader to sense the presence of racial stereotype in the society. The audience perceives the fights, apprehension, abhorrence between Jews and Christians in visual form. The writer Lyotard describes this hatred towards the Jews as he states:

One converts the Jews in the middle ages, they resist by mental restriction. One expels them during the classical age, they return. One integrates them in the modern era, they persist in their difference. One exterminates them in the twentieth century.¹⁵

The atrocity between Jews and Christians is depicted in the intense form. Both, Jews and Christian can be found in the movie looking each other with hatreds in their eyes. Director marks the distinction between Jews and Christian by giving ‘Red Cap’ which symbolizes racial segregation. The scene of fire oozing from ‘Firelight’ reveals the presence of some burning issue in the movie. The natural scenery becomes the natural stage which differentiates it from the open stage setting of the Shakespeare’s time.

In Shakespeare’s era, the presence of fire, blood, rivers was felt by the audience through the words. On the contrary, the cinematic reproduction makes the natural setting and symbols animate. The marvelous cinematography of the movie is enjoyed by the readers. The employment of ambient sound of the wind, water soothes the ear of the audience. The background music reinforces the mood or emphasizes the action to the audience. The character’s costume in the movie resonates the old classical text which takes the reader into the past.

Throughout the movie, the conflict of racial hatred between Jews and Christian is sustained. The spitting by character Antonio, Gratiano and then Bassanio on the face of Jews reflects the hatred between two different religions or community. In cinematic representation ‘spitting’ comes naturally and not by words.

The movie gives an opportunity of decoding the text from the different perspective. The reader creates their own text by their own understanding. The gloomy background of the movie
resembles the darkness in the social aspect of Venice, where one community thinks itself as more superior as compared to other. This portrayal of hatred between Jews and Christian reminds us of the caste conflict in Indian society or conflict between ‘Hindu’ and ‘Muslim’. Similarly, the movie echoes the racial stereotype in American society where "afro-American" discovers them as excluded or “other” in the society.

The movie also gives freedom to women by liberating them into open space where women characters are played by women, who remained absent in theater in Shakespearean time. The movie through a moving mode “shows” the story instead of telling by “words.”

The camera’s high-quality close shoot capture expression for the audience which remains impossible to grasp in theatrical production. The addition of scene by the director has enhanced the beauty of the movie. For example, the addition of the scene in the market where flesh lies on the balance and Shylock buys flesh brings a new kind of context to the audience. The readers, who are unaware of the context of the play, can assume that Shylock grasps the thought from there to take flesh from Antonio’s body.

Shakespeare’s play Merchant of Venice also resonates racial discourse present in his another play Othello. Roland Barthes argument can be considered as right when she articulates “any text is intertext, other texts are present in it”.

The portrayal of racial hatred towards ‘Jews’ in The Merchant Of Venice and ‘Moor’ in Othello makes the reader possible to connect the two texts together. The Merchant of Venice in contrast with Othello illustrates a motive behind Shylock’s malignity. The following Speech of Jews in the play The Merchant of Venice is a pungent attack on the nation and institution which executes discrimination between the individual on the basis of race, religion and other such factors.

Shylock: “I am a Jew. Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, sense, affections, and passion? Fed with the same food, hurt with the same weapon, subject to the same disease, healed by the same means, warned and cooled by the same winter and summer as Christian is? If you prick us do we not bleed? If you tickle us do we not laugh? If you poison us do we not die? And if you wrong us shall we not revenge? If we are like you In the rest, we will resemble you in that. If a Jew wrong a Christian, what is his humility? Revenge! If a Christian wrongs a Jew, What should his sufferance be by Christian example? Why, revenge! The Villany you teach me I will execute, and it shall go hard but I will better the instruction.

This dialogue articulated by Shylock undoubtedly explores the presence of bigotry on Jews by Christian where they are perceived as ‘Foreigner’ and consider as the outsider in the system. It was William Hazlitt, who observed that, although Shylock was “the depository of the Vengeance of his race whose bitterness has hardened him against the contempt of mankind.”
Jessica, the daughter of Shylock also becomes the victim of Christian’s ruthlessness like her father, who can’t be accepted by a Christian suitor.

Similarly, the movie illustrates the racial stereotype through other incidents. For example, the incident of the inability of opening the right casket by ‘black suitor’ from Morocco reveals a relief on Portia’s face. This could be read as a relief of feeling opportunistic from marrying a black suitor.

The portrayal of such racial stereotype can be also found in Shakespeare other text. For example in Othello, Brabantio’s incapability to accept Othello as the husband of Desdemona reveals how race or color of skin becomes more relevant in the society. This distinction becomes a marker to include someone in the category of the subject and excludes other from the definition of subject. The color of Othello’s skin erases the highest position and talent which he holds in the society. This makes us think how the roots of such stereotype between man vis man is the bitter fact of our culture in the society.

Michael Redford’s movie helps the audience to shift their paradigm from Elizabethan to today’s contemporary time where such conflicts still exist in the society. Susan Bennett’s argument in Performing Nostalgia gives the relevance of cinematic performances in contemporary time as she states:

What all these reworking of the classical texts of theatrical tradition illustrate is a contemporary obsession with staging old texts, to explore the possibilities of performance in the present, to explore the present itself.\textsuperscript{vii}

**Work Cited:**


सारः

प्राचीनकाल से ब्रिटिश काल तक भारत में ग्राम प्रशासन स्वायत्त था। सलनक तालाब से हिंसक प्रशासनीय अधिकारियों के नाम में बदलाव आया, लेकिन प्रशासन का मुख स्वरूप एवं ढंग बरकरार था। 

इन सुलभताओं के लिए ग्राम स्वायत्तता में हस्तक्षेप नहीं किया। मुगल काल में सम्राट अकबर ने कुछ मामूली परिवर्तन किए लेकिन उल्लेखनीय बदलाव नहीं किया। आधुनिक काल की भांति ग्राम पंचायतों का ही ग्राम प्रशासन संचालित किया जाता था। वेडियू एवं राज्य सरकारों का नियन्त्रण आज की तरह मथ्युमैन भी है। आज की तरह उसी वक्त भी ग्रामीण क्षेत्रों में कार्य करने हेतु अधिकारियों की भूमिका नकारात्मक बनी थी। अधिकारियों एवं कर्मचारियों का लगाव शहरों-नगरों के तरफ ज्यादा था। इसका परिणाम ग्रामपंचायत पर हुआ। नगरीय तत्वावधा, ग्राम अविकलक रहे। यह प्रतिव वर्ष करना इस शौच निवंच का उद्देश्य है।

प्रशासनः

डॉ. आर्यिब्बीदीलाल श्रीवास्तव ने लिखा है, “हमारी सबसे बड़ी वैधांशिक देन ग्राम-प्रशासन के क्षेत्र में थी। भारत वर्ष में युगों से ग्राम-प्रजातन्त्र का सुसंगठित स्वरूप रहा है, जो गाँव वासियों में घर-घर फैलने के साथ ही ग्राम-प्रशासनका कार्य भी सुगमता और सुपृक्षता से करता आया है। मध्यकालीन भारत में ग्राम-प्रजातन्त्र अपने में स्वतंत्र एवं यूनिक इकाइयों के रूप में आवश्यक थे। इसकी स्थलनता में हस्तक्षेप करना लाभकारी और उचित नहीं समझा। शेषधार भी ग्रामों में आत्मिक, पटवारी और चौकियार जैसे अड़च सरकारी कर्मचारियों का साम्य सम्पर्क स्थापित था। अक्षरर यह दिशा में एक कदम और बढ़ाया। उसने ग्राम पंचायतों को वैधांशिक रूप से न्याय करते वाली संस्थाएं के रूप में विकास कर लिया। इन पंचायतों के न्याय निर्मान करते अपनी ओर से मान्यता प्रदान की। उसने पटवारी और चौकियार का परम्परा के समक्ष से निकटतम सम्पर्क स्थापित कर दिया। ग्राम्य जीवन तथा ग्राम-प्रशासन में उसने हस्तक्षेप
न करना ही उचित समझा, साथ ही यहां की प्रगतियों को सरकारी रूप से मान्यता प्रदान कर इनके गौर न को भी बढ़ाया।”

बह आगे लिखते है, “उनीसवीं शताब्दी के उत्तराधिकार तक ही नहीं, बल्कि कुछ रूपों में तो वर्तमान काल तक ग्राम—पशुपालन समाजजनक रूप से चलना आया है।”

ग्राम पंचायत :-

हरिशंकर श्रीवास्तव के अनुसार, “भारत की अधिकतर जनता गाँव में रहती थी। प्राचीन भारत में ग्राम स्वायत्तशासी थे। गाँव राज्य की आधारभूत इकाई थी एवं इसके अधिकार एवं कर्त्तव्य थे। गाँव का प्रशासन गाँव पंचायत तथा गाँव मुख्यालय द्वारा चलता था।” वे आगे लिखते है, “प्राम्य संस्थाएँ मुगल काल में संगठित एवं सक्रिय थी।”

डॉ. वी. एस. भार्गव लिखते है, “मुगल साम्राज्य में गाँव पालन की सबसे छोटी इकाई थी। गाँवों का प्रबंध पंचायत करती थी। गाँव की सफाई, सुरक्षा, शिक्षा, सिंचाई, झगड़ों के फैसले आदि का भार उन्हींपर था।”

ग्राम पंचायतों एवं उनके कार्य का स्वरूप स्पष्ट करते हुए थे। ए. लुणिया करते है, “राजभाषा सभी गाँवों में पंचायत होती थी। ग्राम के प्रमुख परिवारों के जेस्ट सदस्य ग्राम—पंचायत के सदस्य होते थे। ये सदस्य ईमानदार, सत्यमेव, श्रेष्ठ आचार—विचार बाले, समाज में प्रतिष्ठित व्यक्ति होते थे। इनका मत और निर्णय सत्य को मान्य होता था। गाँव का मुकदम पंचायत की जैटकों में अध्यक्ष का कार्य करता था। ग्राम पंचायत के मुख कार्य थे गाँवों की शानि, सुरक्षा और व्यवस्था करना। चौकिदार नियुक्त करना, गाँवों के स्वच्छता, स्वास्थ्य, चिकित्सा, सड़कों, गादियों, तालाबों, कुओं, मेलों, हाट बाजारों और उन्नयन तथा स्थानीय सिंचाई की व्यवस्था करना। ग्राम पंचायत न्यायालयों का भी काम करती थी। गांववालों के मुकदम सुनकर उनपर निर्णय करने का काम भी करती थी। ग्राम पंचायत सरकारी आजादों और शहीद फर्मानों का पालन करती थी।”

डॉ. आशिबाबादीलाल श्रीवास्तव भी लिखते है, “प्रत्येक गाँव में ग्राम प्रशासन के लिए ग्राम—पंचायत थी, जिनमे गाँव में रहने वाले परिवारों के प्रमुख सदस्य समिलित होते थे। यह पंचायत ही ग्राम प्रशासन का उद्देश्याल्य संभालती थी। गाँव की रक्षा, स्वास्थ और सफाई, प्रारंभिक शिक्षा, सिंचाई, चिकित्सा, निर्माण कार्य, न्याय तथा रोगों के नैतिक और धार्मिक उन्नयन के लिए जहाँ प्रबंध और व्यवस्था करता ग्राम पंचायत का काम होता था। पंचायत ही ग्राम—निवासियों के खेत कुड़, मनोरंजन तथा उद्योग लोहारों का प्रबंध करती थी। मुकदमों का फैसला करने के लिए एक पृथक पंचायत होती थी।”

परमात्मा शरण भी कहते हैं, “बिरादरी पंचायतों का भि आस्टिच्या था, जिसमे अधिकतर मुकदमे तय कर दिए जाते थे। इन पंचायतो का प्रमुख कार्य झगड़ो का निपटाया, पहरा और निगराणी, शिश्ना, सफाई, लोक निर्मण, निर्माण को सहायता, औरंगजब प्रकरण, आयोज—प्रयोज और य्योहार की व्यवस्था करना था।“

आशिवादीलाल श्रीरामान्त ने भी बिरादरी पंचायते होने की बात की है। वे लिखते हैं, “जाती बिरादरी की पंचायते भी थी, जो बिरादरी तथा कुमुदवाय झगड़ो को तय करती थी।”

इसी प्रकार बी. एन. लुणीया भी उपरोक्त मत का समर्थन करते हुए लिखते हैं, “बड़ी ग्राम पंचायतो के अतिरिक्त गांव में भिन्न जातियों को छोड़—छोड़ पंचायते भी होती थी। वे अपनी जातों के सदस्यों के झगड़े निपटाती थी और जाति में समाज, धर्म, व्यवसाय और नैतिकता का स्तर बनाये रखती थी।”

लेकिन लुणीया अपनी दृष्टिकोण “मध्यकालीन भारत का राजनैतिक एवं सांस्कृतिक इतिहास” में लिखते हैं, “प्राय सिस्म में जनसाधारण के लिए न्यायदात्र का पास की ओर से कोई व्यवस्था नहीं थी। फलतः प्रामृत मंचायते वे कार्य करती थी। हिंदुओं के मुकदमे पंचायतों द्वारा निर्णय होते थे।”

न्याय प्रणाली के बारे में लुणीया लिखते हैं, “प्रामृत क्षेत्र में ग्राम पंचायते मुकदमे सुनित और निर्णय देती थी। हिंदुओं के झगड़े पंचायती द्वारा निर्णय किए जाते थे किन्तु हिंदू—मुसलमानों के सामाजिक झगड़ों के लिए ताजीह निर्णय करता था। कुरान के आधार पर न्याय और निर्णय होता था। इसलिए हिंदुओं के साथ अवस्था न्याय होता रहा होता।”

बिरादर महाजन भी कहते हैं, “यह भी पता चलता है कि, गांवों का प्रबंध भी हिंदु शासकों के हाथों में चलता रहा। प्रत्येक गांव में एक पंचायत होती थी और बहुत से बिवाहों का वही निर्णय करती थी।”

अधिकारी एवं कर्मचारी :

बी. एन. लुणीया के अनुसार “प्रामृतकाल मुखिया के लिए परामर्श के गांवो को कुछ समुह में विभाजित किया गया था। अन्य गांव के पास काल में गांव दो प्रकार के थे। अंतिम जमींदारी गांव और म्यूटिय रथवाड़ी गांव। जमींदारी गांवो में तीखा अपना भूमिकर जमींदारों को देते थे और जमींदार भूमी—कर पास को देते थे। रथवाड़ी गांवो में किसान अपना भूमी—कर सीधा और जातकोश में जमा करते थे।”

गांव के प्रबंध के लिए निम्नलिखित अधिकारी एवं कर्मचारी थे।

मुकदम :

सलतनत काल में दिल्ली के सुलतानों ग्राम व्यवस्था को उसी तरह बनाएं रखा जैसा किवा पहले अस्तित्व में थी। केवल गांव के कुछ अधिकारीयों के नामों मे परिवर्तन हुआ। गांव के मुखियों को उल्लत भरत में मुकदम कहा गया। यह गांव का प्रमुख अधिकारी था। उसी के द्वारा गांव का लगाय बसुलु होता था और जानले आजाएं कार्यवाही की जाती थी।”

Tkhe Chaudharis were village headmen and it was their duty to help the officials in the assessment and collection of state demand in their areas. Some times the office of the Chaudhari was combined with that of the qanugo."  

Dr. Prabhji of Amritsar, "Office of Chaudhari and Qanugo", 1933.

The office of the Chaudhari was combined with that of the qanugo.  

Educreator Research Journal (ERJ)  
ISSN: P-2455-0515 E- 2394-8450
ग्राम का दुसरा कर्मचारी पटवारी था । हरिशंकर श्रीवास्तव के अनुसार कट्टरित किसानों को एक जानेवाले पटवे से सम्बन्धित होने के कारण उसे पटवारी हा जाने लगा । अबुल काफिल के अनुसार वह किसानों का कर्मचारी था तथा, किसानों के व्यक्तिगत लागू, लेनदेन का हिसाब—किताब रखना उसका प्रमुख कर्त्तव्य था । उसके कामज्ञान को ‘बही’ या ‘कामज—ए’—खाम अर्थात कहाँ चिट्ठी कहते थे । बेतन के रूप में गायों से उसे फसलना— खुशीकर तथा अकबर के काल में बसुल किए गए लगाना का एक प्रतिशत दसूरी मिलती थी । 23 डा. दी. एस. भागवान ने लिखा है, ‘मुख्यों के अलावा प्रत्येक ग्राम में एक पटवारी हुआ करता था । पटवारी का पद अल्लाउद्दीन खिलजी के समय काल में प्रारंभ किया गया था ।24 लेकिन अबूलफज़ल पटवारी के कार्य का वर्णन करते हुए लिखता है कि, यहाँ किसी गाँव के आप—व्यक्ति का लेख—जोखा रखता था । पटवारी ग्राम वासियों का सेवक करता था । जिस गाँव में सामूहिक व्यवस्था थी उन गाँवों में पटवारी सेवक के रूप में कार्य करता था । बड़े गाँव में सरकार को आर से कानूनों भी नियुक्त किये जाते थे ।”

वी. एस. लुणीया का कहना है, ‘गाँवों में वह जमींदार का नौकर होता था । रयतवाड़ी गाँवों में वह सरकारी नौकर होता था । पटवारी गाँव कि भूमी, भूमि का क्षेत्रफल, उसका नक्शा और नाम, उसके खाम, भूमि में उगाई जाने वाली फसल और उसके विभिन्न प्रकार, फसल की दशा और उपज का विवरण आदि रखता था । वह गाँव के कृषकों से भूमि—कर को बसूनी और बकराया का भी हिसाब रखता था ।”25 डा. आर. के. परवीन ने लिखा है, ‘‘प्रत्येक गाँव में हिसाब—किताब रखने के लिए एक पटवारी होता था । उसके बही खताइ से उस प्रत्येक खेत और अवैव भुगतान का पतला चल सकता था जो किसान राजस्व अधिकारियों को देने थे । पटवारी, एक सरकारी कर्मचारी नहीं राजस्व ग्राम का अधिकारी होता था । निरंतर ही इस पद का प्रारंभ दिल्ली सलनत बद्रा नहीं किया गया था । इस प्रकार से एक ग्राम अधिकारी या लिपीक के होने से ऐसा प्रतिशत होता है कि एक प्रशासनिक इकाई के रूप में गाँव का अस्तित्व दिल्ली सलनत के प्रशासन से बाहर था ।”26 जियाउद्दीन वर्नी ने अल्लाउद्दीन खिलजी के समय का वर्णन करते हुए लिखा है, ‘‘यदि किसी भी पटवारी की बही से एक जितल भी उसके जिम्मे निकलता तो उसे कढ़ोर दंड दिया जाता था और बंदीगुह में डाल दिया जाता था ।”

अन्य कर्मचारी :-

मुक्तम और पटवारी के अलावा चौकीदार, लाइसेंस, जलवायु, जलाशयों एवं जलवायु उपकरणों के अधिशक्त, पुरोहित, अख्यापक, ज्योतिषी, लहार, बहराइं, कुंभार, नाई, कैस्ट, क्वाल्यु, गड़बड़, गायक, चारण इत्यादि अन्य कर्मचारी थे। साधरणतः इन्हें गांव से उपज का एक भाग जीविकोपरांत हेतु ग्राम होता था।

प्रान्तीय और राष्ट्रीय शासकीय अधिकारी ग्रामीण क्षेत्रों में दीर्घ करके कर का उपयोग करते थे और प्राय: पटवारियों, मुक्तमों, कानूनी व्यक्तियों तथा जनजातियों के द्वारा ग्रामीण व ग्रामीकरण पर नियंत्रण रखते थे। ग्रामीण क्षेत्रों में चौरी, दड़कैली, लूटपाट और हत्याओं को रोकने के लिए शासन की ओर से धारी किया गया था। संकट काल और दुर्भिक्षा के समय जनसाधारण के कर्तव्यों के निर्देशन के लिए शासन की ओर से प्रयत्न किए जाते थे।

लेकिन यह यथार्थ सरकार लिखते हैं, ‘प्रान्तिक अधिकारीयों ने न तो कोई जनकल्पनाकारी कार्य ही किया और न उत्तराधिकारी अपराधी अथवा प्रदेशों में राजकीय सत्ता की अवहेलना होने तक ग्रामीणों के जीवन में हस्तक्षेप किया। ग्राम अपनी जीवन की प्रभावित एवं सम्पत्ति सीमा का अनुसरण करने के लिए व्यवस्था था। यदि शासन को किसी प्रकार की बाधा नहीं पहुँचाता तो यथार्थ के अनुसार यह प्रयत्न ही हमें किसी प्रकार की अड़चन नहीं दाला था।

सरकार और आप लिखते हैं, ‘मुगल साम्राज्य के दौरान केंद्रीय शासन ने बुद्धिमान से ग्रामीण क्षेत्रों को अक्सर छोड़ दिया था और प्रत्येक जिले के लोगों को अतिप्राचीन परम्पराओं के अनुसार जीवन यापन का व्यवस्थापन की थी।

इसी प्रकार डॉ. वी. एस. भारत भी ग्रामों के बारे में ग्राम कर्मचारीके दृष्टीकोण के बारे में लिखते हैं, ‘मुगल बादशाह और उनके कर्मचारी वस्तुतः नगर में रहनेवाले व्यक्ति थे। ग्राम अपेक्षित एवं निर्देशक थे। और ग्रामीण-जीवन उनके विचार से एक प्रकार का दण्ड था। अंततः नमस्ते, ग्राम उपयोग की तरह के अधिकारियों के कार्य में चिंता रही और अन्य अनुशासनों को विवाह के रूप में ग्राम हुई।

निकार्स !

उपरोक्त विवरण से निकलती निकाला जा सकता है कि, ग्रामीण काल से देखते ही ग्राम व्यवस्था स्थलन एवं मुगल काल तक चलती रही, इस व्यवस्था के मूल रचना में परिवर्तन करने का गम्भीर प्रयास किसी भी शूलतान या समार ने नहीं किया। ग्रामीण व्यवस्था में हस्तक्षेप नहीं करने को निती चलती रही। ब्रिटिशों ने भी भारत में अपने शासन काल में यहीं निती अनमोल में लायी थी। उनके कृष्ण एवं व्यापारी
निति ने प्रामीण व्यवस्था गूँज़त: नष्ट की । आधुनिक काल में जहर सरकार की निति में बदलाव आप्लुकन प्रामीण व्यवस्था की मूल रचना वैसी ही है जैसे पहले थी ।

इसका अर्थ मध्ययुगीन काल तक चली आ रही प्राम व्यवस्था सरकारों के लिए लाभदायक थी, अन्यथासमे परिवर्तन लाया गया होता । इसका इस्तेमाल ग्राम की स्वायतता कार्य करने में हुआ । इसका अर्थ सरकार की निति व्यवस्था की स्वायतता कार्य करने में हुआ । इसका अर्थ सरकार की स्वायतता कार्य करने में हुआ ।

इसका अर्थ सरकार की स्वायतता कार्य करने में हुआ । इसका अर्थ सरकार की स्वायतता कार्य करने में हुआ । इसका अर्थ सरकार की स्वायतता कार्य करने में हुआ ।

शंकर खुची :-

1) डॉ. आर्शिवादिलाल श्रीवास्तव — मुग़ल कालीन भारत, आग, १९८९, पृ. २००, २०९
2) डॉ. आर्शिवादिलाल श्रीवास्तव — मुग़ल कालीन भारत, आग, १९८९, पृ. २०१
3) हरिशंकर श्रीवास्तव — मुग़ल शासन ग्रामीण, नई दिल्ली, १९७८, पृ. १२२
4) हरिशंकर श्रीवास्तव — मुग़ल शासन ग्रामीण, नई दिल्ली, १९७८, पृ. १२३
5) डॉ. रु. एस. भारव — मध्ययुगीन भारत की समस्याएँ, ग्वालीअर, १९८९, पृ. ४७३, ४७४
6) वी. एन. लुणिया — अकबर महान, आग, १९७२, पृ. ४९३, ४९४
7) डॉ. आर्शिवादिलाल श्रीवास्तव — पूर्वोऽप, पृ. २०१
8) परमात्मा घरण — दि प्रॉक्सीसियल गवव्युटमेंट ऑफ़ द मुग़ल्स, हैदराबाद, १९४६, पृ. २३६
9) डॉ. आर्शिवादिलाल श्रीवास्तव — पूर्वोऽप, पृ. २०१
10) वी. एन. लुणिया — पूर्वोऽप, पृ. ४९४
11) वी. एन. लुणिया — पूर्व मध्यकालीन भारत का राज मैतिक एवं सांस्कृतिक इतिहास, उज्जेि, ग्राम संस्करण, पृ. ३२९

२२) बी. एन. लुणिया — पुनोचुत, प. ८६९
२३) विद्याधर महाजन — दिल्ली सल्तनत का इतिहास, नई दिल्ली, १९६३, प. २७४
२४) बी. एन. लुणिया — अकबर महान, आगरा, १९७२, प. ४१, ४२
२५) हरिशंकर श्रीवास्तव — पुनोचुत, प. १२२
२६) हरिशंकर श्रीवास्तव — पुनोचुत, प. १२२, १२३
२७) इफान हवीब — दि एड़ोरियन सिस्टम ऑफ मुगल इण्डिया, एशिया प्रकाशन हाउस, १९६३, पृथ १३३
२८) बी. एस. भार्गव — पुनोचुत, प. १६४
२९) आई. एन. कुरेशी — The Administration of the Mughal Empire, Patna, Page २४४
३०) डॉ. आर. के. परोथी — सल्तनत कालीन भारत का आर्थिक इतिहास, दिल्ली, २००९, प. ९६, ९७
३१) इफान हवीब — पुनोचुत, प. ९०
३२) बी. एन. लुणिया — अकबर महान, प. ४१३
३३) हरिशंकर श्रीवास्तव — पुनोचुत, प. १२३
३४) वि. एस. भार्गव — पुनोचुत, प. १६४
३५) वि. एस. भार्गव — पुनोचुत, प. १६४
३६) बी. एन. लुणिया — अकबर महान, प. ४१३
३७) डॉ. आर. के. परोथी — पुनोचुत, प. ९५, ९६
३८) जियाअदीन बाबू — तारीख—ए—फियोजियाही, प. २८८, २८९
३९) हरिशंकर श्रीवास्तव — पुनोचुत, प. १२३
४०) बी. एन. लुणिया — अकबर महान, प. ४१३
४१) सर युध्म वर्तकर — मुगल पासन पम्पी, आगरा, १९६०, प. १०
४२) सर युध्म वर्तकर — पुनोचुत, प. १०, ११
४३) डॉ. बी. एस. भार्गव — पुनोचुत, प. १६२
प्रस्तावना:

आदिवासी हा शब्द Aboriginal या इंग्रजी शब्दावरून अला अहे। "आदिवासी" म्हणजे नागरी संस्कृतीपासून अला अहे; पण आपल्या स्वतंत्रतेने भेदित्याळंती निसर्गच्छेद सहभागात फार पूर्वीपासून राहत आलेल्या आणि स्वतंत्रतेने जीवन जगणारा लोकसमूह म्हणजे आदिवासी होय (श्याम २००२). आदिवासी म्हणजे मूळ निवासी, विविध भौगोलिक प्रदेशांच्या प्राचीन काळापासून राहणारेचे लोक ( त्या-त्या प्रदेशातील मूळ निवासी ) म्हणजे आदिवासी होय. ( गारे, २००१)

इ.स. १९६२ साली ज्योति मध्ये आदिवासी समतीतिच्या सर्वसातील अदबप्रवर्तक महात्मा गांधी यांच्याकडून आदिवासी म्हणजे "एका समान भाषेचा वापर करणाऱ्या, एकत्र पुर्वपासून उत्तरी सांगणाऱ्या, एका विशिष्ट भौरेखांचा वास्तव आणि तंत्रज्ञानाच्या दृष्टीकोनास अभिलक्षण आणि रक्तसंबंधाने पाळणाऱ्या एकलजनसे गटाला 'आदिवासी' समाज म्हणतात.

महाराष्ट्रात आहे ४७ आदिवासी जमाती आहेत व त्यातील २५ आदिवासी जमातीच्या लोकसंख्येच्या वाढ. महाराष्ट्रात आदिवासी जमातीच्या लोकसंख्येच्या वाढ. महाराष्ट्रात २५ आदिवासी जमातीच्या लोकसंख्येच्या वाढ. महाराष्ट्रात आदिवासी जमातीच्या लोकसंख्येच्या वाढ.

१) सहायक विभाग : या विभागात ठाणे, रायगड, नाशिक, अहमदनगर, पुणे इ. आदिवासी वेळाचे जिल्ह्यांचा समावेश होतो. या विभागात महादेव तोळी, वारली, कोकण, ठाकर, कातकरी, मल्हार तोळी, इ. जमाती आहेत.

२) सातपुडा विभाग : या विभागात नंदुरबार, जठपाळ, अमरवती या जिल्ह्यांचा समावेश होतो. या विभागात भिल्ले, कोकण, गाव्हित, दुवठा, कोरकू, धानका, ताडवी, पावरा या जमाती राहतात.
3) गोंडवाना विभाग : या विभागाचे विद्वन्नातील डोंगराच्या लोकसंख्या व जंगलमय प्रदेशातील विशेषतः चंद्रपुर, बंडराच्या, गडल्याच्या, उत्तमाधुर्य, हिंगोली, नागपुर, बांकू ह्यांनी जिल्ह्यात येतात. या जिल्ह्यात गोंड, माडिया गोंड, छोरू, कोलम, परधान, अंध द. आदिवासी जमाती वास्तव्य करतात.

महाराष्ट्रातील ढाणे जिल्ह्यात प्रामुख्यात महाराष्ट्रात महादेव कोठी, ठाकर, कातकरी, वारली, कोकण व महाराष्ट्र कोठी या जमातीचे लोक वास्तव्य करतात. याशिवाय आंध, बैग, बाराद, वावरचा, बैला, भारा, भिंड, बुजिया, बिन्सवर, बिहुत, चोळा, धनका, धनबार, धोंडिया, दुबला, गाकित, गोंड, राजगोंड, हलना, कमर, कोठीर, कबर, घेंराव, खारिया, कोकण, कोल, कोलम, कोठी होर, कोठी महादेव, कोठी मल्हार, कोंड, कोरू, कोया, नामेगिया, नैकडा, ओरावोण, परधान, गार्बी, परजा, पाटेलिया, पोम्पा, राठवा, घबर, ठाकूर, बारली, विटोडिया द. आदिवासी जमातीचे लोक ढाणे – पालघर जिल्ह्यात राहतात.

ढाणे – पालघर जिल्ह्यातील आदिवासी जमातीचे सामाजिक, आर्थिक जीवन, सांस्कृतिक वैशिष्ट्ये, रुढी, परंपरा याच्यात विविधता आढळते. प्रथेचे जमातीचे बंगडी वैशिष्ट्ये आढळतात. प्रथेचे जमातीचे सामाजिक जीवन हे त्याच्या म्हणजेच समोयातल्या भौगोलिक, आर्थिक आणि परंपरागत चालाने आलेल्या व रूढ झालेल्या जीवनस्तूमीतल्या बसलेले आहे. असे असल्याचे तरी सर्वमाणसणे ‘आदिवासीचे’ जीवन त्याची मुख्य आणि वैशिष्ट्ये त्याच्यात सांस्कृतिक आढळते. शेती ह्या त्याचा मुख्य व्यवसाय आहे. शेती बांद्रबरच पशुपालन व तुर्य व्यवसाय करतात. तसेच नाहान- मोठे जंगलावर आधारित व्यवसाय जसे फुले, फले, मध, डिंक विकणे, बांसू पासून विविध वसूलह विकणे, अर्थथक जीवन, फळे व पूवा अहे.

अभ्यास क्षेत्राचे स्थान आणि विलास:

प्रस्तुत संशोधन ढाणे - पालघर जिल्ह्यात आदिवासी लोकसंख्येच्या वाढ व विकासाचा भौगोलिक अभ्यास करताना अभ्यास क्षेत्र म्हणजेच करताना ढाणे जिल्ह्यात विभाजन पूर्व क्षेत्राची निवड केली आहे. महाराष्ट्रातील अभ्यास क्षेत्रात ढाणे अनुपस्थ जिल्ह्यात वेदात. अभ्यास क्षेत्राचे अनुसूचीय स्थान १२° ४२' उपर ते २०° ३०' उपर अरू ५५° ४५' पूर्व ते ७३° ४५' पूर्व आहे. अभ्यास क्षेत्राचे एकूण क्षेत्रफळ १५५८ कि.मी. आहे. अभ्यास क्षेत्राची दक्षिणोत्तर लांबी १४० कि.मी. व पूर्व-पश्चिम लांबी १५१ कि.मी. आहे. अभ्यास क्षेत्राचे एकूण क्षेत्रफळ १५५८ कि.मी. आहे. अभ्यास क्षेत्रात १५ तात्काळिक येतात.

२०११ च्या जनगणनेपूर्वी अभ्यास क्षेत्रातील लोकसंख्या १.६३,६०,४११ अददवासी अनुसूचीय एकूण लोकसंख्येच्या ०.८४% लोकसंख्या आहे. लोकसंख्येची घनता २००६ इतकी आहे. आदिवासी च्या जीवनस्तूमीतल्या बसलेले आहे. आदिवासिच्या जीवनात वास्तव्यक्ती आणि अर्थथक जीवनाची मुल्य अनुभव केलेली आहेत. आदिवासी वास्तव्य करतात. आदिवासी जमातीचे लोक वास्तव्य करतात.
लोकसंख्येचा विचार केला तर २०११ च्या जनगणनेनुसार एकूण आदिवासीची लोकसंख्या १५४२४५१ असून एकूण लोकसंख्येपेकी १३.९५% आदिवासी जमातीची लोकसंख्या आहे.

ठाणे महाराष्ट्राच्या पश्चिमेला उत्तर लोकांतरील सर्वांत मोठा जिल्हा होता. १ ऑगस्ट २०१४ रोजी ठाणे जिल्ह्याचे विभाजन करून पालघर हा नवीन जिल्हा करण्यात आला. या जिल्ह्यात ७ तालुके आहेत. ठाणे जिल्ह्याचे अश्वास्थीय स्थान १८° ॣ२' उ. ते २०° २०' उ. व रेखावृत्तीय स्थान ७२° ४५' पू. ते ७३° ४८' पू. असून एकूण क्षेत्रफळ ५२४ चौ. कि.मी. आहे. २०११ च्या जनगणनेनुसार एकूण लोकसंख्या ९०,७०,०३२ आहे. तर लोकसंख्या प्रति कि.मी. १९०० असून एकूण क्षेत्रफळ ४२१४ चौ. कि.मी. आहे.

पालघर जिल्ह्यात ८ तालुके असून पालघर जिल्ह्याचे एकूण क्षेत्रफळ ५३४४ चौ. कि.मी. आहे. २०११ च्या जनगणनेनुसार एकूण लोकसंख्या ३०,१४,४३४ असून लोकसंख्येची घनता ५६४ एवढी आहे.

अभ्यास क्षेत्राच्या सीमा –अभ्यास क्षेत्राचा आकारसाधारणत: त्रिकोणी आकाराचा आहे. पूर्वांत याच्या पूर्वेला तुणे आपल्या अहमदनगर जिल्ह्याच्या सीमा आहेत. पूर्वांत आपल्या लीनाच्या वाशिंग्टन जिल्हाच्या सीमा आहेत. उत्तरेला गुजरात आणि दादर, नर्सिंग हवेलींच्या केंद्रे प्रदेश आहे. पूर्वांत आणि इशारा व अर्बी समुद्र असून दक्षिण आणि मूळ उपनगर जिल्ह्यांच्या सीमा आहेत.
ध्येय आणि उद्दिष्टे:
प्रस्तुत संशोधनामध्ये मुख्य उद्देश ठाणे-पालघर जिल्ह्याच्या आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यास आहे. त्याच्या लाई कण्यासाठी त्याच्या सांगणारे असेल तर प्रायः त्याच्या लाई कण्यासाठी त्याच्या सांगणारे असेल तर प्रायः त्याच्या सांगणारे असेल तर प्रायः त्याच्या सांगणारे असेल तर प्रायः त्याच्या सांगणारे असेल तर प्रायः

1) आपली आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

2) आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

गृहीतके:
ठाणे-पालघर जिल्ह्याच्या आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

1) ठाणे-पालघर जिल्ह्याच्या आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

2) आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

3) ठाणे-पालघर जिल्ह्याच्या आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

अभ्यास पद्धती व माहितीचे ब्रोट:
प्रस्तुत संशोधनामध्ये ठाणे-पालघर जिल्ह्याच्या आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

1) ठाणे-पालघर जिल्ह्याच्या आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

2) आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

3) ठाणे-पालघर जिल्ह्याच्या आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

माहिती व आकडेवारी संकलनात त्याच्या लाई कण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

1) ठाणे-पालघर जिल्ह्याच्या आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

2) आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

3) ठाणे-पालघर जिल्ह्याच्या आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

अभ्यासाचे महत्त्व:
प्रस्तुत संशोधनामध्ये ठाणे-पालघर जिल्ह्याच्या आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

1) ठाणे-पालघर जिल्ह्याच्या आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

2) आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

3) ठाणे-पालघर जिल्ह्याच्या आंदोलनाची जमातीच्या लोकसंख्येचा भौगोलिक अभ्यास करण्यासाठी त्याच्या सांगणारे असेल तर प्रायः

गुणोत्तर लोकसंख्येच्या झालेली अहे याचा ऄथा अददवासी लोकसंख्येच्या वाढीचा दर कमी अहे यात ठाणे पालघर लजल्ह्यातील अददवासींची लोकसंख्या अहे।

१.१०,६०,४९८ इतकी आहे. यात ५८,६५,०७८ (४३%.) पुरूष व ५९,९९,६३० (५७%.) इतकी खी लोकसंख्या आहे. लोकसंख्याची घनता १,१५७ चौ.कि.मी. इतकी आहे. २००१ ते २०११ या एका दशकातील लोकसंख्येची वाढ ३६.०१% आहे. महाराष्ट्रात एकूण लोकसंख्येच्या ९.८७% लोकसंख्या ठाणे जिल्ह्यात आहे. ठाणे जिल्ह्यात लिंग गुणोत्तर ८८६ आहे. साधर्म्यात सरासरी प्रमाण ८४.५३% आहे. वाळ वयोगटील (० – ६) लोकसंख्या १२,७२,१६४ असून त्यात मुलांची संख्या ६,८९,६६५ एवढी तर मुलांची संख्या ६,३२,५८२ इतकी होती. जिल्ह्यात साधर्म्यात प्रमाण ८५.५३% इतके आहे.

ठाणे-पालघर जिल्ह्यातील आदिवासी लोकसंख्येची बैशिष्ट्ये

ठाणे पालघर जिल्ह्यातील आदिवासी लोकसंख्या २०११ च्या जनगणनेनुसार महाराष्ट्रात वाढीच्या दर १५.६२% इतकी आहे. यात ७,६६,१७१ पुरूष लोकसंख्या व ७,४३,३९२ ख्रिस्ती लोकसंख्या आहे. अन्याय क्षेत्रातील आदिवासी लोकसंख्येची घनता १६१ चौ.कि.मी. आहे. २००१ ते २०११ या दशकातील आदिवासी लोकसंख्येची वाढ २७.४३% झालेली आहे. याच दशकात या जिल्ह्यातील सर्वत्राधिक प्रमाण लोकसंख्या वाढ ६५.१% झालेली आहे. याचा अर्थ हे आदिवासी लोकसंख्येच्या वाढीच्या दर कमी आहे. या जिल्ह्यातील एकूण लोकसंख्येच्या १२.९४% लोकसंख्या आदिवासी जमातीची आहे. येथील आदिवासी लोकसंख्येचे लिंग गुणोत्तर १,००५ इतके आहे. आदिवासी लोकसंख्येच्या शिक्षणाचे अर्धक प्रमाण ५८.८७% असून पुरूष साधर्म्यात प्रमाण ८४.५३% तर ख्रिस्ती आहे. आदिवासी लोकसंख्येच्या संख्यात प्रमाण ४५.३२% इतके आहे.

ठाणे-पालघर जिल्ह्यातील आदिवासी लोकसंख्येची तालुक्यानुसार वाढ (२००१ ते २०११)

<table>
<thead>
<tr>
<th>तालुके</th>
<th>लोकसंख्या वाढ (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>०१</td>
<td>अंबरनाथ</td>
</tr>
<tr>
<td>०२</td>
<td>बिरवडी</td>
</tr>
<tr>
<td>०३</td>
<td>कलागु</td>
</tr>
<tr>
<td>०४</td>
<td>जल्ह्यात</td>
</tr>
<tr>
<td>०५</td>
<td>काश्यान</td>
</tr>
<tr>
<td>०६</td>
<td>मोकऱ्डा</td>
</tr>
<tr>
<td>०७</td>
<td>मुरवाड</td>
</tr>
<tr>
<td>०८</td>
<td>पालघर</td>
</tr>
<tr>
<td>०९</td>
<td>शापूर</td>
</tr>
<tr>
<td>१०</td>
<td>वलसरी</td>
</tr>
<tr>
<td>११</td>
<td>ठाणे</td>
</tr>
<tr>
<td>१२</td>
<td>वाळ</td>
</tr>
<tr>
<td>१३</td>
<td>वसई</td>
</tr>
</tbody>
</table>
ठाणे-पालघर जिल्ह्यातील २००१ ते २०११ या एका दशकातील आविष्कारी लोकसंख्येची प्रमाणे पाड २७.४३% अधिक असे. तालुक्यातून आविष्कारी लोकसंख्येचा आढळवा तरतुन यात सर्वाधिक लोकसंख्या वाढ उन्हासनगर तालुक्यात ४६.२७% इतकी दिसुन येते. परंतु, एकूण लोकसंख्येचे प्रमाण येथे कमी आढळते. २००१ मध्ये उन्हासनगर तालुक्याची लोकसंख्या ३५.३३ होती तर २०११ ते ६९.४६ इतकी बाढलेली दिसून येते.

हा तालुका शहरी भागाच्या अवधीमध्ये येथे आविष्कारी लोकसंख्या कमी आढळते. त्यानंतर सर्वाधिक लोकसंख्या वाढ ३५.६९% इतकी कल्पना तालुक्याची आढळते. त्यानंतर ठाणे तालुक्यातील आविष्कारी लोकसंख्या वाढ ३४.६६% इतके असून अन्वरतात तालुक्याची लोकसंख्या वाढ २७.२८% इतकी आहे. हे तालुके शहरी भागाच्या अवधीमध्ये येथे आढळते. आविष्कारी तालुके २३.४५% उधाण देखील २२.५% अधिक असते. जव्हार २२.२१% अधिक बनते. या आविष्कारीबहु तालुक्याची लोकसंख्या वाढ सर्वाधिक प्रमाणात आढळते. सबळ्या कमी आविष्कारी लोकसंख्या वाढ पालघर तालुक्याची असून ती १६.३१% इतकी आहे. वानलंत बहु १६.३२% विभिन्न तालुके १८.३२, मोखाडा १८.६४% अधिक असते. २०.६६% अवधीमध्ये लोकसंख्या म्हेंदीपुर आढळते. या आविष्कारी लोकसंख्या वाढीवरून ग्रामीण तालुक्याची कमी व शहरी तालुक्याची जात लोकसंख्या वाढ दिसून येते यावरून ग्रामीण भागात शहरी भागात स्थलांतर आढळते.

### ठाणे-पालघर जिल्ह्यातील आविष्कारी लोकसंख्येचे २००१-२०११ वितरण (२०११) -

<table>
<thead>
<tr>
<th>देशाय तालुके</th>
<th>एकूण लोकसंख्या</th>
<th>पुरुष लोकसंख्या</th>
<th>महिला लोकसंख्या</th>
</tr>
</thead>
<tbody>
<tr>
<td>०१</td>
<td>उन्हासनगर</td>
<td>३६२२२</td>
<td>१८५,०५</td>
</tr>
<tr>
<td>०२</td>
<td>बल्लापूर</td>
<td>२३६६५</td>
<td>११६,५५</td>
</tr>
<tr>
<td>०३</td>
<td>धाणू</td>
<td>२३७७,०९</td>
<td>१६२,६६</td>
</tr>
</tbody>
</table>

ठाणे -पालघर जिल्हाची २०११ च्या जनगणनेनुसार एकूण लोकसंख्या १५४२४५१ इकट्ठी होती. यात ७६४२२४ पुरुष लोकसंख्या तर ७७३२६१ इकट्ठी स्त्री लोकसंख्या होती. स्त्री-पुरुष लोकसंख्या पुरुषांपेक्षा ४०७० अधिक आहे. त्याच्याकडून, पुरुषांचे स्थानांतर आणि आवासीय जमातीमधील स्त्री प्रवेश कुठीमुळे व्यवस्था होय. तालुक्यानुसार आवासीय लोकसंख्येचे वितरण पाहिजावय डहाणू तालुक्याची १६८१५२ इकट्ठी आहे. तलासरीची अददवासी लोकसंख्या १४०२७३ इकट्ठी आहे. याचे कारण पुरुषांचे स्थानांतर आणि स्त्रीला आवासीय जमाती मधील स्त्री प्रवेश किंवा आवासीय जमाती आवासीय लोकसंख्येचे वितरण अढळते.

<table>
<thead>
<tr>
<th>देश</th>
<th>जनगणनाचा नाम</th>
<th>पुरुष लोकसंख्या</th>
<th>स्त्री लोकसंख्या</th>
</tr>
</thead>
<tbody>
<tr>
<td>डहाणू</td>
<td>१६८१५२</td>
<td>१४०२७३</td>
<td></td>
</tr>
<tr>
<td>तालुक्याची</td>
<td>१४०२७३</td>
<td>१६८१५२</td>
<td></td>
</tr>
<tr>
<td>जव्हार</td>
<td>१२८४६२</td>
<td>१२६३६८</td>
<td></td>
</tr>
<tr>
<td>पालघर</td>
<td>१५४२४५१</td>
<td>१४०२७३</td>
<td></td>
</tr>
<tr>
<td>वाडा</td>
<td>१०१७०९</td>
<td>१८७२८०</td>
<td></td>
</tr>
<tr>
<td>लवक्रमगड</td>
<td>१२६३६८</td>
<td>१२८४६२</td>
<td></td>
</tr>
<tr>
<td>शहापूर</td>
<td>१८४२६२</td>
<td>२०४२६२</td>
<td></td>
</tr>
<tr>
<td>मोखाड</td>
<td>५४५१६</td>
<td>५५४२६</td>
<td></td>
</tr>
<tr>
<td>ठाणे</td>
<td>७४७२८</td>
<td>८३४२३</td>
<td></td>
</tr>
<tr>
<td>कल्याण</td>
<td>२२६२७</td>
<td>२३६८१</td>
<td></td>
</tr>
<tr>
<td>वसई</td>
<td>४८३२१</td>
<td>५५४२६</td>
<td></td>
</tr>
<tr>
<td>पालघर</td>
<td>१५४२४५१</td>
<td>१४०२७३</td>
<td></td>
</tr>
<tr>
<td>ठाणे</td>
<td>५४५१६</td>
<td>५५४२६</td>
<td></td>
</tr>
</tbody>
</table>

व्यावसायिक वर्गातील स्त्री-पुरुष लोकसंख्येचे वितरण
आदिवासी बहुव ग्रामीण भागात तालुके आहेत. तर शहरी भागात ठाणे, अंबरावास, कल्याण, भिंड, उजासनगर या तालुक्यांमध्ये पुरुषांची लोकसंख्या वाढलेली आहे.

ठाणे-पालघर जिल्ह्यातील आदिवासी लोकसंख्येचे तालुक्यानुसार ग्रामीण भागात वितरण (२०११)

<table>
<thead>
<tr>
<th>ठाणे-पालघर जिल्ह्यातील आदिवासी लोकसंख्येचे तालुक्यानुसार ग्रामीण भागात वितरण (२०११)</th>
</tr>
</thead>
<tbody>
<tr>
<td>अ.क्र.</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>११</td>
</tr>
<tr>
<td>१२</td>
</tr>
<tr>
<td>१३</td>
</tr>
<tr>
<td>१४</td>
</tr>
<tr>
<td>१५</td>
</tr>
<tr>
<td>१६</td>
</tr>
<tr>
<td>१७</td>
</tr>
<tr>
<td>१८</td>
</tr>
<tr>
<td>१९</td>
</tr>
<tr>
<td>२०</td>
</tr>
<tr>
<td>२१</td>
</tr>
<tr>
<td>२२</td>
</tr>
<tr>
<td>२३</td>
</tr>
<tr>
<td>२४</td>
</tr>
<tr>
<td>२५</td>
</tr>
</tbody>
</table>

ठाणे-पालघर जिल्ह्यातील ग्रामीण भागात आदिवासी लोकसंख्येचे वितरण आहे. त्यामध्ये अंबरावास, कल्याण, भिंड, उजासनगर, ठाणे, ठाणे-पालघर, जव्हार, वाडा, शहापूर, ठाणे-पालघर, तालुके आदिवासी लोकसंख्येचे वितरण आहे. ठाणेपूर तालुक्याची लोकसंख्या २६५७६१ इतकी आहे. पालघरची १४५१३२, तलावरीची १२५८३१, जव्हार १२४२५९, विक्रमगड १२३१०९ असे लोकसंख्येचे वितरण आहे. ग्रामीण भागातील सर्वांनी कमी
आदिवासी लोकसंख्या ठाणे तालुक्यात असून ती फक्त ७३३ इतकी आहे. याविषयक कल्याण १४८६४ अंबराव १८८२२, पुरवंडी ६६६६, वसई २२६२ असे लोकसंख्येचे वितरण आहे. या तालुक्याच्या ग्रामीण विभाग कमी असल्यामुळे आदिवासीची लोकसंख्या कमी आढळते.

ग्रामीण भागातील आदिवासी लोकसंख्येने वैशिष्ट्य म्हणजे खिळांची लोकसंख्या पुरुषांपेक्षा अधिक आढळते.

कारण ग्रामीण आदिवासी कुंटा व्यवस्थेत खिळांना मानाचे स्थान आहे, आदिवासी अर्थ व्यवस्थेत देखील खिळांची भूमिका महत्त्वाची आहे, पुरुषांचे नागरी भागात झालेले स्थलांतर हे ही कारण महत्वाचे आहे.

ठाणे – पालघर सिंध्वातील आदिवासी लोकसंख्येचे तालुक्यानुसार नागरी भागातील वितरण (२०११)

<table>
<thead>
<tr>
<th>अ.क्र.</th>
<th>तालुके</th>
<th>एकूण लोकसंख्या</th>
<th>पुरुष लोकसंख्या</th>
<th>श्री लोकसंख्या</th>
</tr>
</thead>
<tbody>
<tr>
<td>०१</td>
<td>अंबरा</td>
<td>६३३</td>
<td>४६०</td>
<td>४४१</td>
</tr>
<tr>
<td>०२</td>
<td>भिवंडी</td>
<td>१५४२</td>
<td>४८७</td>
<td>४५०</td>
</tr>
<tr>
<td>०३</td>
<td>डहाणू</td>
<td>२८२२</td>
<td>१३६२</td>
<td>१४६१</td>
</tr>
<tr>
<td>०४</td>
<td>जंगलरा</td>
<td>७००</td>
<td>०</td>
<td>०</td>
</tr>
<tr>
<td>०५</td>
<td>कल्याण</td>
<td>२७२१</td>
<td>१४२०</td>
<td>१३०१</td>
</tr>
<tr>
<td>०६</td>
<td>मोखाड</td>
<td>०</td>
<td>०</td>
<td>०</td>
</tr>
<tr>
<td>०७</td>
<td>मुरवंडी</td>
<td>२२२१</td>
<td>६२०</td>
<td>१६०१</td>
</tr>
<tr>
<td>०८</td>
<td>पालघर</td>
<td>१३३००</td>
<td>६७०४</td>
<td>६५०६</td>
</tr>
<tr>
<td>०९</td>
<td>शहापूर</td>
<td>१४६८५</td>
<td>७४३२</td>
<td>७२५३</td>
</tr>
<tr>
<td>१०</td>
<td>तलासरी</td>
<td>०</td>
<td>०</td>
<td>०</td>
</tr>
<tr>
<td>११</td>
<td>ठाणा</td>
<td>०</td>
<td>०</td>
<td>०</td>
</tr>
<tr>
<td>१२</td>
<td>वावा</td>
<td>१६७८</td>
<td>२६४३</td>
<td>२५१५</td>
</tr>
<tr>
<td>१३</td>
<td>वसई</td>
<td>२६११</td>
<td>४५२</td>
<td>५३९</td>
</tr>
<tr>
<td>१४</td>
<td>विक्रिमगड</td>
<td>२२५९</td>
<td>१६१२</td>
<td>१६४७</td>
</tr>
</tbody>
</table>

ठाणे – पालघर जिल्ह्यातील नागरी भागातील आदिवासी लोकसंख्येचे वितरण पांडीत्यास नागरी भागात बूप कमी आदिवासी लोकसंख्या आढळते. ठाणे – पालघर जिल्ह्याच्या मोठ्या प्रमाणात नागरीकरण झालेले आहे. त्यामुळे आदिवासी लोकसंख्येचे याचा परिणाम होत आहे. शहरी भागात सर्वात अधिक आदिवासी लोकसंख्या शहापूर तालुक्यात असून ती १४६८५ आहे त्याच खिळांची लोकसंख्या ७४३२ असून ७२५३ इतकी बी लोकसंख्या आढळते. याविषयक पालघर तालुक्यात १३३०० लोकसंख्या नगरांत राहते त्यात ६५७१ पुरुष व ६५८६ इतकी खिळांची लोकसंख्या आढळते. याविषयक कल्याण १५६२, विक्रिमगड ३२५६, वावा ५१८८, डहाणू २२६२ आणि कल्याण २७२१ इतकी लोकसंख्या आढळते. नागरी भागातील आदिवासी लोकसंख्या जन्माहार, तलासरी,मोखाड येथे आढळत नाही कारण या भागात एकही मोठी नगर नाही. शहरी या तालुक्यात अआदिवासी लोकसंख्या दाखलनेली नाही. सर्व नगरांतील बी पुरुष लोकसंख्येचे निरीक्षण केल्यास शहरातील खिळांची लोकसंख्या कमी आढळते. कारण शहरामध्ये आदिवासी पुरुषांचे कामासाठी स्थलांतर झालेले आहे.

निष्कर्ष-  
ठाणे-पालघर जिल्ह्यातील आदिवासी लोकसंख्येच्या बाढ व बितरणाचा अभ्यास केल्यानंतर खालील निष्कर्ष निष्पादत-  

१) ठाणे- पालघर जिल्ह्यातील सर्वसाधारण लोकसंख्येची बाढ बेगाने होत आहे.

२) ठाणे- पालघर जिल्ह्यातील आदिवासी लोकसंख्या बाढ एकूण लोकसंख्या वाढीपेक्षा कमी पण सातत्याने होत आहे.

३) ठाणे-पालघर जिल्ह्यातील आदिवासी लोकसंख्याच्या वाढ ग्रामीण भागापेक्षा शहरी भागात जास्त आहे.

४) ठाणे-पालघर जिल्ह्यातील आदिवासी लोकसंख्येचे बितरण ग्रामीण भागात अधिक आहे.

५) ठाणे-पालघर जिल्ह्यातील आदिवासी लोकसंख्येचे बितरण ग्रामीण भागात अधिक आहे.

संदर्भ सूची:  

१) अहिरराव व अलीशाह (२००१) : “लोकसंख्या भूगोल”, निरानी प्रकाशन, पुणे.

२) गारे मोबिंद (२०००) : “महाराष्ट्रातील आदिवासी जमाती”, कॉंडीमेन्टल प्रकाशन, पुणे.

३) गारे मोबिंद (२००२) : “सह्याद्रीच्या द्राक्षक्रोळ्यातील (ठाकर) आदिवासी”, श्रीलवद्या प्रकाशन, पुणे.

४) कुलकर्णी शौकक (२००९) : “महाराष्ट्रातील आदिवासी”, डायमंड प्रकाशन, पुणे.

५) Thane District Gazetteer

६) Thane district Statistical Handbook 2012

७) District Census Handbook Thane 2011 -Series 28 Part xii B
Violence against women has attained magnitude of a universal phenomenon resulting in more & more broken homes, physical & mental torture is an age-old social stigma, but the law alone can not curb their domestic affection. Even diverse can not do justice in many cases especially where the women is unemployed or not having any monetary gaining. The poor lady has not option, but to tolerate the torture beating, cruelty, humiliation and compromise with the situation violence against women is also a manifestation of class oppression, Domestic violence, battering, dowry, rape, suicide are the manifestation of gender inequalities wit the family system in our society, the responsibility to run the home and take care of children is that of women. Even where they are employed outside the home not only have they to work in office-both before going to and after returning from the office, but will have to carry out the household chores apart from attending to children & take care of visitor as long as there is no understanding and sharing of household work between men and women and the family is solely dependent on the women of the house, it is a bind of deprivation to the women of leisure or time for pursuit of other interest in addition to reducing the burden of family.

The Indian Women is still not free, exploited sold commodity, liquidated without the law and held hostage by an exploitation combination. These crime against women may have been declared deviant acts by the law of the land but society considers otherwise whenever a crime against a woman is committed, the judgment is predetermined the woman must be at fault. The society will always has an excuse to blame the woman and absolve the man. The argument ban forward shows social tolerance of crimes against women.

Factors responsible violence against the women

There are factors responsible for violence against women.

1) Traditional societal norms of sexual inequality.
2) Lack of female leadership and lack of social movement.
3) Dependence of women.
4) Physical in capabilities.
5) Meek personality developed due to socialization process.
6) Loopholes in law and lack of legal protection.

3) Justice “Rajendra Babu”, third Shri Abella Satynarayan Memorial Endowment Lecture on Gender Justice Indian Prospective, Supreme Court Cases (2002, SSCCJ) 2-3

Traditional societal norms of sexual in equality

The traditional institutionalization of violence in different ways is a combined result of the normative structure. In the traditional set up, violence against women started almost at birth, its most extreme from being the culturally legitimized femicide through female infanticide although it was limited to the parts of Rajesthan and Gujarat (and was forbidden by British legislation introduced in 1877, specifically in these areas) a girl was usually made to feel unwelcome and undesirable, us well as inferior to her brothers and to all men in general.

During school going age, both boys and girls given equal care and affection. However the differential treatment began by the age of six onwards girls were trained to be efficient housewife serving obedient, they could adjust at In-laws family. The secondary status of women being with rise of the Kshatriya in India. Buddha, Mahavir, being Kshatriya intellectual gave women a secondary status in their religion. After the sixth century with the appearance of the Islamic and domination of the Afghans and the Mughal, the same pattern was re–enforced.

During the last decade the number of female children to male children in the youngest age group fell from 945 per 1000 males to 927 female per 1000 males as per data available there seems to be gender disparity depending on the location as the Northern state particularly (Punjab, Haryana, H.P.) seem to be more biased than the southern states. The sharpest decline for the age group of Zero to six years is observed in the northern state particularly in Punjab (793 female per 1000 male) and Haryana (820 females per 1000 males) These new figures point out that the use of new technology contributes to the gender composition. Due to the...
wide spread use of this technology, inspite of the Indian Govt. has banned the sex
determination before birth.

6) Shirin Kudchedar, Sabina AL-Issa, violence against women (1998) 20
2) Indira J. Pariks, Indian women an Inner Dialogue (1989) 81-83

The female child in India is deprived from her right of an education. The number of girls dropping out of school for exceeds the boys because girls are expected to help at home. Either with household work like washing and cooking nearly 80% of the girls drop out from standards I to V out of the 100 girls that enroll in the first year of school only 42 reach class V among SC and ST many of those who live below poverty line only 19 of out 100 girls reach class V.

ii) Lack of female leadership and lack of social movement

Women participate in large number in social reforms movements in community based organization and none governmental organization not in mainstream politics. The documented forms of political participation of men and women emphasize women’s lack of visibility in various spheres of political participation. Such as membership and leadership in political parties, the Govt. union and voting process among others in which women rarely participate. The number of women in leadership position at the local village, district and national level still not commensurate with their number in society.

The Indian women movement in 1970 and early 1980 s was characterized by a broad ideological consensus on a number of issues and approaches. It was around 1970-1980 that women organized demonstration around to issue dowry and rape.

1) Women’s participation in politics in India

Women’s participation in politics instill not very impressive. The number of women politician is small as compared to men. The majority of women are indifferent to politics, this is clear in their low participation in voting, in public demonstration and in public debates.

9) Discrimination Against Girls In India https://www.en.m.wikipedia.org/wiki/
9 (i) Sangeeta Purushotm :- The empowerment of women in India (1988) 55
10) Maya Majumdar: Protecting our women Vol. III, 39
11) Is gender justice only a legal issue? Political stakes in UCC debates perspective economic and political weakly (March 1-8, 1997) 453

Whatever participation; it is mostly limited to women from the urban–elite groups. It is interesting that a higher voting percentage is found among rural and poor women, while the urban and the educated women show a poor polling turnout. Thus participation in voting can
not be regarded as a reliable indicated of political awareness women vote on the instructions of their men. In the recent election held in the country, none of the political parties put up as many candidates, and neither the Lok Sabha, the house of people nor any of the state legislatures reached anywhere near the 33% level. The number of women ministers is also very small. In 2012, India had a minimal percentage of 10.9% women elected representative in the national parliament, women turnout during India’s 2014 parliamentary general elections was 65.63% compared to 67.09% turnout for men. India ranks 20th from the bottom in terms of representation of women in parliament.

ii) Women’s Social Movements in India
The status of women has been the central concern of many reform movement before or after independence. Leaders of the Brahma Samaj & the Arya Samaj were concerned with issues like Sati, remarriage, divorce, female education, Purdha System, Polygamy and dowry, Raja Ram Mohan Roy played an important role in getting the Sati system abolished. Ishwar Chandra Vidya Sagar and Maharishi Karve pleaded for remarriage of widows. It may be said that women participation in movements has been in four major forms.

1) For social, economic and political rights of specific categories of people like tribal’s, peasants and industrial workers.
2) For improvement in condition of work and autonomy to women.
3) For equal remuneration for work.
4) In general social movements on issues affecting women & children like abortions adoption of children, sexual exploitation etc.

12) participation in politics in India.

http://www.yourarticleibrary.com/women’s

13) Women movements in India : Forms and main National Organizations

http://www.historydiscussion.net/essay/womens-movement-in-india

DEPENDENCE OF WOMEN
The traditional Joint family system in male dominated women is considered inferior to dependent on and under subjugation of man, she is considered to be under the protection of man all through her life, under father in childhood, under husband in the youth and under son in the old age. Sex linked division of work has prevailed in the Indian society since time immorial. Man was the bread winner, has to take up important rule earning a living for the
family and hence appropriate role in the outside society. He keeps control of the family finances and has a right to family inheritance; this has given him power and authority over women. Even when women participate in earning a living, it is rated as subsidiary and subordinate to them to that of men\(^m\).

The practice of child marriage, Sati infanticide of new born girl, prohibition of female education and polygamy marriage, slavery, Purdha System and Dowry System, all these prescribed by the society left the women weak and dependent on men from the time of their birth to death.

Physical In Capabilities :-

Women have always been treated as on object of gross and severe violence at the hands of men. The biological weakness of a woman makes her an easy prey particularly to physical domination. She is often a victim of physical violence not only outside her home but also within her home. No place is safe, not the home, the campus in the workplace or the street. No age is safe whatever infants or old women. Mass violence against the weaker section of society, whether on the basis of class, race, religion or gender frequently takes the form of mass rape and gang rape of the women of targeted groups\(^g\).

Crime against women reported every two minutes.

Crimes against women have more than doubled over the past ten years. As many as 2:24

14) Raka Ray, Field of protest (2000), 13

million crimes against women were reported over the past decade 26 crimes against women are reported every hour or one complaint every two minutes, reveals on India spend analyses based on the last decade’s data (National crime records bureau) 10 cases of cruelty by husband and relatives are reported every hour across the country followed by cases of assault on women with intent to outrage her modesty, kidnapping and abduction and rape\(^r\).

Meek personality developed due to socialization process.

The Hindu religiosity considered sons essential in the family because son alone could offer oblations of the departed ancestors and save the demises ancestors from suffering the spell of hell in “put” or “pung” on the other hand, the daughter could not perform any of the spiritual ceremonies and rites and therefore, necessarily inferior to a son\(^s\). We have grown up with

stories of Sita and Savitri, which applaud the self sacrifice made by women for the greater good of other. A recent research study published by A.C. Nielsen, titled women of tomorrow reports that women in India (87%) are most stressed/pressured for time. Confidence survey validates the working mothers constantly feel a tug of war.

The factors lie in the socio–cultural aspects, which demands also scrutiny. The socialization process that is followed in the common household faulty. The girls are taught to remain silent even if they are abused, molested and tortured in their own household for the sake of family pride. Even they can not choose their partners as it is imposed by the male members in most of the cases. So the socialization process develop a culture of silence among the women.

18)crime against women reported every two minutes http://www.indiaspend.com(Sep.4,2015)


20) http://www.womenswedin/articles/career-confidence-india–women

Loopholes in the laws and lack of legal protection.

In India women are guaranteed equal freedom, opportunity and protection by the constitution and several legislation but there continue to be victims of domestic violence, family violence, violence in the community and at work place, illiteracy, ignorance, lack of awareness, poverty added with traditional oppressions and customs, place the Indian women at uneven status. The laws enacted for the protection of women suffer from various shortcomings. The enforcement of these laws is so poor that the offenders see to have lost all fear of authority.

Ineffective legal machinery

The police is the first agency for the administration of criminal justice and is considered to be first line of defense. In India police inefficiency, corruption, connivance with guilty and the police politician nexus have been the major cause of crimes against women police mostly fail to protect women from being attacked criminally assaulted, humiliated, dishonoured and otherwise victimized.

Increasing graph of crime.

In 2015, over 34,600 cases of rape have been reported across the country with Madhya Pradesh and Delhi topping the infamous list of states and union territories respectively. Nearly 3.27 lakh cases of crimes against women were reported across the country. 1.3 lakh were sexual offences and the sexual offences cases included rape, attempt to commit rape, assault on women with intent to outrage her modesty and insult to modesty of women.
More than 50% case of human trafficking involved minors & close 90% of them were girls trafficked to be forced into prostitution in 2015 according to the NCRB data for 2015 out of 6,877 cases of human trafficking in the country. 3,490 (51%) involved children of these 3,087 (88.5%) were cases registered U/s 366 AC procreation of girls to force her into sex) of the IPC 1860.

22) Fatima Ehtesham Siddique and Sarla Ranganathan women and humans rights (2001) 123
23) Maya Majumdar, Protecting our women (2001) (Vol. 1) 17 , 18-19

According to the NCRB data, Assam, West Bengal, Bihar and Haryana alone accounted for 85% of child trafficking cases in country.

Sexual offences along with kidnapping and abduction constituted 81% of all cases of crimes against children in 2015.

The graph of the crime against women continued to show upward trend even in the year 2016 in the commercial capital of the country as the law and order enforcement authorities failed to control the crimes.

CONCLUSION:

It is pertinent to mention that the cancer of gender inequality plagues in Indian society and considered as the root cause of perpetuity of violence against women. Violence like rape, dowry related abuse, sex-selection and male preference continue unabated in India. The most important thing that the state has failed to introduce the definition of safety from violence from a woman’s perspective.


THE BIBLIOGRAPHY :-

BOOKS

Preeti Mishra Gender justice issue ombudsman–An effective A.D.R. Journal Section
A.I.R. (2001) 150
Justice “Rajendra Babu”, third Shri Abella Satynarayan Memorial Endowment Lecture on Gender Justice Indian Prospective, Supreme Court Cases (2002, SSCCJ) 2-3
Shirin Kudchedar, Sabina AL-Issa, violence against women (1998) 20
Indira J. Pariks, Indian women an Inner Dialogue (1989) 81-83
Sangeeta Purushotm :- The empowerment of women in India (1988) 55
Maya Majumdar: Protecting our women Vol. III, 39
Economic and Political Weakly (March 1-8, 1997) 453
Women movements in India : Forms and main National Organizations
Raka Ray, Field of protest (2000), 13

WEB SITES:-
https://www.en.m.wikipedia.org/wiki/
http://www.yourarticlelibrary.com/women’s
http://www.historydiscussion.net/essay/womens-movement-in-india
http://www.indiaspend.com(Sep.4,2015)
http://www.womenswedin/articles/career-confidence-india–women
सामाजिक न्याय और शिक्षा

नरेंद्र कुमार पाठक

1. एकेक्षिमिक काउंसलर, इम्यू

प्रस्तावना—

सामाजिक न्याय से तात्पर्य है कि समाज के प्रत्येक व्यक्ति को एक समान न्याय प्राप्त हो। अर्थात् प्रत्येक व्यक्ति के साथ बिना किसी भेदभाव के एक समान न्यवहार किया जाना चाहिए। परंतु क्या यह संभव है?

यदि हां तो बार-बार इस बिंदु पर शोध की आवश्यकता क्यों है? यदि नहीं तो सामाजिक न्याय को कैसे प्राप्त किया जा सकता है? अतः प्राचीन काल से यह विषेष रुचिकर सामाजिक विषय रहा। वेदों में इस के दर्शन हमें देखने को मिलते हैं, सर्वं भवतु सुखिनं: के रूप में। देशकाल परिस्थिति के अनुसार इसके अर्थ बदलते गए। लोगों में स्वार्थपत्ता बढ़ती गई और यह भाव दुरुस्त होता गया परंतु इसका अंत नहीं हुआ क्योंकि सांस्कृतिक मूल्यों का पतन तो हो सकता है परंतु अंत नहीं। न्याय से तात्पर्य मात्र अन्यथा की अनुपस्थिति नहीं। अपेक्षा समान न्याय में है अर्थात् किसी भी समय समाज में जाति-विवेद, लिंग-विवेद, वर्ण-विवेद, वर्ण-विवेद, क्षेत्र-विवेद, भाषा-विवेद, की पूर्ण अनुपस्थिति का होना। जिस समाज में इस प्रकार के विवेदों की अनुपस्थिति जितनी अधिक होगी वह समाज सामाजिक वृद्धि से उतना ही न्याय पूर्ण होगा। महाभिवु कुलसीवास जी ने अपने महान ग्रंथ रामचरितमानस में इसी प्रकार के न्यायिक समाज का वर्णन राम-राज्य के रूप में किया है।

सामाजिक न्याय के अंतर्गत राज्य के समस्त नागरिकों को बिना किसी विवेद के नागरिक अधिकार आधिकारिक अधिकार राजनैतिक अधिकार, धार्मिक अधिकार साथ ही विविध प्रकार की स्वतंत्रतायें यथा—वाक्यां के अभियंत्रिक की स्वतंत्रता, गरीबमयी जीवन जीने की स्वतंत्रता, भोजन पाने की स्वतंत्रता, स्वच्छ बालावरण में निवास करने की स्वतंत्रता, शिक्षा पाने की स्वतंत्रता, धार्मिक आचरण करने की स्वतंत्रता आदि राज्य द्वारा प्रदान की जाती हैं। जो राज्य अपने नागरिकों को उपरोक्त अधिकार और स्वतंत्रतायें अधिकारिक रूप से प्राप्त करते हैं उन राज्यों के नागरिक उनके ही अधिक सामाजिक रूप से न्याय प्राप्त नागरिक अधिकारों तथा मानव अधिकारों से अंत-प्रांत होते हैं। अतः यह स्पष्ट है कि यह व्यक्ति को नागरिक अधिकार का रूप तथा मानव अधिकारों, कर्त्तव्यों, न्याय आदि का ज्ञान तभी संभव है जब वह पूर्ण शिक्षित हो क्योंकि बिना शिक्षा के इस प्रकार का ज्ञान असंभव है। अतः सामाजिक न्याय के प्रचार-प्रसार में शिक्षा महत्त्व भूमिका का निर्धारण कर सकती है।

सामाजिक न्याय—

सामाजिक न्याय को समझने से पूर्व यह समझना आवश्यक है कि न्याय क्या है? इस संबंध में प्राचीन यूरोप में प्लेटो एवं अरस्त, जैसे महान विचारकों ने इसकी व्याख्या करने की कोशिश की, जैसे प्लेटो ने
कई व्यक्तियों से पूछा कि न्याय क्या है? अपनी पुस्तक रिपोर्ट में क्री इसी प्रश्न से करते हैं जिसके उत्तर में कुछ विचारकों ने अपने -अपने विचार इस प्रकार दिए जैसे सिफारिश के अनुसार, अपने भाषण और कार्य में सच्चा होना तथा देखभाल में और मनुष्यों के प्रति अपने ऋण को चुकाना ही न्याय है। प्रश्नात्मकों के अनुसार, न्याय प्रत्येक व्यक्ति को उसका उचित अधिकार देना है। क्रांतिकारी या उपयोगी सोशलवर्क विचारक श्रेष्ठ मामलुक के अनुसार, न्याय सशक्तिकरण का हित है या शक्ति ही न्याय है। व्यवहारवादी विचारक गोदान के अनुसार, न्याय भय की संतान है या न्याय दुर्बल व्यक्तियों की आवश्यकता है। अंत में ब्लैटो न्याय की उच्च व्याख्या करते हैं, अपने उत्तराधिकार को पूर्ण करना और दूसरों के कार्यों में हस्तक्षेप न करना ही न्याय है अथवा प्रत्येक व्यक्ति अपने कर्तव्य पालन में संलग्न रहे और दूसरों के किसी भी प्रकार के कार्यों में हस्तक्षेप न करे।

उपरोक्त विषयों के द्वारा न्याय पर दिये गए अपने विचारों के आधार पर सामाजिक न्याय को समझना आवश्यक है। अतः सामाजिक न्याय हेतु आवश्यक है कि समाज के विभिन्न अंग या वर्ग जैसे शासक, प्रशासक, सैनिक, उपयोगकर्ता और दूसरों की भी अपने अपने लिए निर्भरता कार्यों को करते हुए समस्त का निर्माण करें। अर्थात न्याय वह व्यवस्था है जो संपूर्ण समाज को एकता बनाता रखता है इसके अंतर्गत समाज का प्रत्येक व्यक्ति अपनी योग्यता, क्षमता एवं कौशल के अनुसार अपना कार्य करता है। सामाजिक न्याय के अंतर्गत जब समाज का प्रत्येक व्यक्ति अपने कर्तव्य भाव में पूर्ण रूप से संतुलन होगा तो उसे उसके नागरिक एवं मानवाधिकार स्तर पर जा सकता है। सामाजिक न्याय के अंतर्गत जब समाज का प्रत्येक व्यक्ति अपने कर्तव्य पालन में व्यस्त हो जायेगा विचारधारा अथवा अपना कर्तव्य पालन में व्यस्त हो जायेगा अर्थात यह किसी और के अधिकारों के अंतर्गत नहीं रहेगा। अतः ऐसी व्यवस्था को सामाजिक न्याय की व्यवस्था तथा ऐसे समाज को न्यायिक समाज कहा जाएगा। अतः यह यह कह सकते हैं कि स्वयं के कर्तव्यों को पूर्ण करते हुए सामाजिक एकता, अखंडता एवं सामाजिक स्वागत प्राप्त करना ही सामाजिक न्याय है।

सामाजिक न्याय और शिक्षा की भूमिका-
जब तक राज्य में शिक्षा व्यवस्था को सुधारित एवं युवाओं को भी सहायता नहीं किया जाएगा तब तक आदर्श एवं नैतिक राज्य, न्यायिक समाज की उत्पत्ति नहीं हो जाएगी। शिक्षा की सामाजिक न्याय हेतु कितनी उपयोगी है इसके निम्नलिखित विचारकों को कुछ स्पष्टता की आवश्यकता है, जो भी नहीं रहेगा है और उसके कर्तव्य का परिपूर्ण निर्माण हो जाएगा। अर्थात, अपने शब्दों में, शिक्षा ही राज्य के स्थापित एवं स्थायी का आधार है।

कार्यक्रम के व्याख्या से नागरिकों के चरित्र को समाज के अनुकूल बनाना सदा निर्धारित नहीं होता है यदि लोगों के चरित्र अर्थपूर्ण नहीं है तो कार्यक्रम अनवरत है और यदि चरित्र बुरा है तो कार्यक्रम अर्थपूर्ण नहीं है और शिक्षा का निर्माण उस शिक्षा के माध्यम से ही हो सकता है जो जीवन के प्रारंभ में शुरु होती है और मस्तिष्क को परिपूर्ण बनाती है। अर्थात, अपने शब्दों में, शिक्षा का उद्देश्य ऐसे श्रेष्ठ नागरिकों का निर्माण करना है जो परम विवेकशील हो और उसके माध्यम से राज्य संबंधी विषयों का ध्येय कर सकने की स्थिति में हो।

अर्थत शिक्षा का प्रयोग राज्य व समाज द्वारा एक ऐसी सामाजिक प्रक्रिया के रूप में किया जाना चाहिए जिससे समाज का प्रत्येक घटक एक समान सामाजिक व्याख्या व वेतना से परिपूर्ण होकर समाज के रूप में अपने अपने उत्तरदायित्वों का निर्वाह करना सीखें। अतः शिक्षा, सामाजिक क्षेत्र में सामाजिक न्याय ,सर्वेक्षण ,सत्य ,कर्म- भाषा, सहारत्व, भाईचारा, दया, ईमानदारी, सदाचार जैसे उच्च मानवीय गुणों की अनुपूर्ति का प्रेरणा स्रोत बन सकती है और यदि ऐसा संभव होता है तो सामाजिक न्याय की अवधारणा का वर्तमान परिप्रेक्ष्य में प्रदर्शन एवं अनुपालन सम्बन्धित हा सक्षम परंतु यह कार्य शिक्षा के माध्यम से ही संभव है। अतः हम यह कह सकते हैं कि वर्तमान परिवेश में सामाजिक न्याय के क्षेत्र में शिक्षा महत्त्वी भूमिका खड़ा कर सकती है।

अध्यापक की भूमिका

अध्यापकों की भूमिका, वार्ता, जिम्मेदारी और कार्य आपस में जुड़े फिर भी अलग-अलग सूचन अर्थव्यवस्था बनाए हैं। अध्यापकों की निर्मित वेतन पर नियुक्ति होती है। जिस कार्य के लिए नियुक्ति की है उसको पूरा करना उनकी जिम्मेदारी होती है। अर्थातः वेतन के अनुरूप कार्य करते हुए वेतन को न्याय देना भी उसकी जिम्मेदारी कही जा सकती है। गुरु तथा अध्यापकों की लड़ी परंपरा और इतिहास दावियों की बात को स्पष्टता से रेखांकित करता है। अध्यापक के पास जो भी ज्ञान है वह छात्र के साथ समाज के लिए वितरित करना उसका दायित्व बनता है। बच्चों को पढ़ाई के अलावा उसे सामाजिक जीवन से संबंधित ज्ञान की प्राप्ति करवाना तथा समाज में योगदान के लिए समर्पण बनाना अध्यापक का दायित्व है। उसका प्रस्तुत कार्य वेतन से कोई संबंध नहीं रखता है और यह अमूल्यक भी है। अध्यापकों के वैयक्तिक, सामाजिक, राष्ट्रीय, राजनैतिक, सांस्कृतिक, धार्मिक, नैतिक, व्यवसायिक उत्तरदायित्व भी होते है। पढ़ाई उसका कार्य है ही लेकिन बच्चे, युवा पीढ़ी तथा समाज में उपयुक्त चीजों की सहायता से आदर्श एवं संस्कारों की निर्मिति करना भी उसकी काम है।

अध्यापकों का दायित्व कमरे में बैठ कर बच्चों को पढाना नहीं होता है। उसका दायित्व विद्यार्थियों का विकास करते हुए उनके संरचनात्मक व्यक्तित्व का निर्माण करना होता है। कल यहीं परिपूर्ति प्राप्त करेंगे चुके बच्चे और युवक, समाज की आधारभूत बनेंगे। अपने ज्ञान तथा बुद्धि का समाज और राष्ट्र विकास के लिए प्रयोग करते हैं, जिसमें संपूर्ण मानव जाति का विकास होता है। अध्यापकों के दायित्व विकास के लिए एक विशेष वातावरण की निर्मिति करना जरूरी है। अर्थातः समाज द्वारा उसको विशेष सुविधा प्रदान करनी चाहिए। सबसे पहले समाज में अध्यापकों का मान-समानता तथा उनके प्रतिष्ठित बनाने की आवश्यकता है। कार्यक्षेत्र और कुशल अध्यापकों की नियुक्ति कर उनकी कठिनाइयों को दूर करने और सावधान-संगठन बनाने की जरूरत है। इस प्रकार की स्थिति में अध्यापक की पारिवारिक और आर्थिक उलझने खत्म हो सकती है। अध्यापक भी एक मनुष्य है। अतः उसकी भी खामियां रहती हैं, उनको दूर करने के लिए उन्हें संस्कारित किया जाना चाहिए। प्रशिक्षण देकर नैतिक, सामाजिक, व्यवसायिक आदि संस्कारों से उसे कुशल बनाने की आवश्यकता होती है। समाज में अध्यापक की भूमिका अदा करनी हो तो निर्मिति रूप से आत्मपरीक्षण करते हुए आदर्शवादी वृत्ति को तरसताजा रखने की आवश्यकता है।

संस्था-चालक और अध्यक्ष को भी ध्यान में रखना चाहिए कि यह सामुहिक कार्य है। अतः इस सामुहिक कार्य के लिए उचित परिवेश निर्माण करना और अध्यापकों को सहयोग देना उनका कर्तव्य है।

निष्कर्ष—

निष्कर्ष के रूप में हम कह सकते हैं अध्यापक भी आम आदमी हैं। अतः सामान्य व्यक्ति की जो विशेषताएं हैं वहाँ अध्यापकों के व्यक्तित्व में दिखाई देंगी हैं फर्तु कुछ ऐसी विशेषताएं हैं जो उसे सामान्यजन से 'पृथक' करती है। संबंधशीलता, आत्मीयता, परीक्षारी मूर्ति, सहभागता, ममतामूर्ति, परद-कालकाल, मानवतावादी मूर्ति, सीधे-सच्चे, प्रतिष्ठित, सीटाररता, दया-करुणा, सहानुभूति, संस्कृतीवादी, दायित्व के प्रति सजगता, मार्गदर्शकता, प्रतिकूलता, बदलता, योग्यता, मूल्यांकनपरकता, परिवारवादिता, विश्व ध्वार पर असाधारण प्रमुख आदि गुण अध्यापकों में होते हैं। शिक्षा के विभिन्न आयामों के द्वारा यदि व्यक्तियों को शिक्षित किया जाए तो निर्तिष्ठत ही समाज में सामाजिक न्याय की अवधारणा को मूर्त रूप दिया जा सकता है। इसी नागरिकता के शिक्षा के द्वारा प्रत्येक नागरिक को उच्च गुणों से युक्त नागरिक होने का बोध यदि कराया जाये तो वह राष्ट्र के श्रेष्ठ नागरिक बन सकते हैं। मानवविकार शिक्षा के द्वारा यदि नागरिकों को विशेष रूप में शिक्षित किया जाये तो वह न केवल अपने मानवविकारों की खरी करने में अपने दूसरों के मानवविकारों को भी सम्मान देगे। इस प्रकार शिक्षा को यदि विभिन्न उपविष्टों में बांट कर आज की गुण पीढ़ी को शिक्षित किया जाये तो निर्तिष्ठ ही सामाजिक न्याय को अवधारणा चर्चात्मक हो जायेगी। अतः हम यह कह सकते हैं कि वर्तमान परिवेश में सामाजिक न्याय के क्षेत्र में शिक्षा महत्त्वपूर्ण प्रदान कर सकती है।

संदर्भ गुण—

महत, जीवन,( 2005). राजनीतिक चिंतन का इतिहास, आगरा, संस्थों वन मुन्मिट्र, साहित्य भवन प्रकाशन गाया, ओम प्रकाश,( 2005). समकालीन राजनीतिसिद्धांत, नोएडा, संस्थों वन मुन्मिट्र, मधुर पेपर बैक्स प्रकाशन।

जैन, पुखराज, (2001). नागरिक शास्त्र की रूपरेखा आगरा अहमदाबाद संस्कृतिसार साहित्य भवन प्रकाशन।

जैन पुखराज (2010). राजनीति विश्वास, आगरा साहित्य भवन प्रकाशन।

मानवविकार आयोग, (2012). मानव अधिकार नई दिशाएं, नई दिल्ली वार्षिक अंक—2, मानवविकार भवन।

डा. ईंसरदायल गुलत, आधुनिक भारतीय शिक्षा समस्या चिंतन, प 220
शारिरिक क्रांति युगतातील स्वीकारी अवस्था: एक चिकित्सक अध्ययन

डॉ. ज्ञेनेश्वर शामराव कडव
इतिहास विभाग प्रमुख
ज. मु. पेटेल कला वाणिज्य व विज्ञान महाविद्यालय, भंडारा

सारखा :-
कलारोग्याचा हृदय, पौरोषीय अर्थव्यवस्था, सामाजिक निर्माण अस्तित्वात माहिती कायदा रचनादारी गरज भारुङ्ग लगाताने. या गरजेच्या जैविक व वैज्ञानिक वर्तनासाठी उदय झाला. त्याच्या द्रव्य शरीरातून अन्यांच्या मिळाले. या कारणाने तत्त्वी शक्ती वाढलीं. वैदिक धर्मांतता नवे स्वस्थ प्रारंभ करत देयला. प्रारंभ अध्ययन नवे अनुभव करत केला. हा बदल धर्मिक क्रांती वा नवे अनुभवात आले. शारिरिक वैज्ञानिक युगतातील स्वीकारी अवस्था काय होती. नवे तत्त्वज्ञान विषयांना काय स्वाभाविक नवे अनुभवात आले होते. शारिरिक स्वीकारी काय स्वाभाविक नवे अनुभवात आले होते.

जैन धर्म शारिरिक स्वाभाविक: शारीरिक नवीनीता अधिक महत्त्व देयला आहे. आत्माध्यक्ष श्री राजीव श्रीराम शर्मा अत्यंत महत्त्वाची अवस्था रचनादारी गरज भारुङ्ग लगाताने. जैन धर्ममत्ते कारणीय नवीनीता अवस्था माहिती कायदा रचनादारी गरज भारुङ्ग लगाताने. श्रीयान्ते मोक्षाचा अधिकार देयला आत्माध्यक्ष वाचलीं. जैन धर्ममत्ते माहिती कायदा रचनादारी गरज भारुङ्ग लगाताने. श्रीयान्ते मोक्षाचा अधिकार नवे श्रीमती दित्तीप्रसाद जैन धर्म नवे अनुभवात आले होते. श्रीमती दित्तीप्रसाद जैन धर्म नवे अनुभवात आले होते. श्रीमती दित्तीप्रसाद जैन धर्म नवे अनुभवात आले होते. श्रीमती दित्तीप्रसाद जैन धर्म नवे अनुभवात आले होते.

बीच धर्म :-
बुद्धाने श्री विष्णुकर द्रूपिकांक युगतातील सकृतिकृत भविष्यातील संकुलित होता. असे दिसले. उपर्युक्त आत्माध्यक्ष श्रीयान्ते प्रवेश धारण करुन केले. भिखु श्रीमत दिशा देयला व्याप्त केलेला अभिप्राय श्रीमती गौतम दर्शविणारा आहे. माहिती कायदा रचनादारी गरज भारुङ्ग लगाताने. आत्माध्यक्ष नवे अनुभवात आले होते. आत्माध्यक्ष नवे अनुभवात आले होते. आत्माध्यक्ष नवे अनुभवात आले होते. आत्माध्यक्ष नवे अनुभवात आले होते. आत्माध्यक्ष नवे अनुभवात आले होते. आत्माध्यक्ष नवे अनुभवात आले होते.
आपि पुरुषांत कोणताही भेदभाव न करणे, म्हणून शिक्षणाचा पुरस्कार करणे इत्यादी बाबीवरून मर्यादित प्रमाणात का होईला पण श्रीच्या व्यवस्था अस्तित्वाचा व धर्मने मान्यता दिलेली दिसते, ज्यामुळे या काढात खेमा, उल्लास, सुफळ, चन्द्र, उशाली, पंकाज, यासारख्या विविधांनी शिक्षण मूळे श्रीच्या उन्नती करतात कार्य केवळ दिसून असते. तूने व्रत वधान बाहेर पदण्यासाठी भिक्षुणी बनतया, 'ब्रेंगाप्र' या गंणते अशा ७५ भिक्षुणीनी आपले अनुभव मांडलेले आहेत. बौद्ध धर्मच्या उद्दर वातावरणामुळे हे राज्य झाले होते. पुढे बौद्ध धर्मच्या ज्ञान हा श्रीच्या प्रगतीधारणाची ज्ञान होता हे उपद आहे. युद्धांना जातिसंबंधाचा विशेष केला याचा अर्थ कुटपूर्वकात जातीयता शीर्ष झाले होते असा होतो. नवजनसमाजाचा दुःखाला कुठांना वाचा फोडले पण वास्तविक जगात हे ऐहिक दुःख नाहीत होणे राज्य नकळते.कामेपुढे दुःख समुद्र आणि दुःख–विषोच याची बौद्ध धर्मच्या आत्मात गरीली आणि दुःख विनाशाचे मार्ग वैषयिक सदाचाराचे मार्ग ठरले.श्रीच्या दुःखाची खूप वास्तविक मार्ग शाखे श्रीच्या नवाचे त्याचे शाखे राज्य नकळते. करण सामाजिक विकासात आणि तत्पत्ता दुःखे ज्ञात दुःख होऊ शकतात अर्थें भौतिक परिस्थितीय त्याच्या अस्तित्वात नकळती.पुढे अल्पायाचित तत्त्वातील धनिक आणि राजस्थानी बौद्ध धर्मसंग्रह आपली पुढे वसवली वयाने नपुजवीजीवन करणारे बौद्ध संग देखील व वर्गसमाजाचा चार्यात रूपन स्वतः गेले. ब्रिल्लियन धर्मच्या बावतीत मूलात: हीव्ही, गोपाल पडली. दलिताचा उद्दंडाचा आशा देणारे हे दोनों धर्म ती आशा पुर्ण करू शकते नाहीत हे खरे पण गुलामी समाजाचा अंतकाळ समीप आणण नवा प्रकाश वर्गसमाजाची (संभाजीशाही) उभारणी करण्याच्या क्रियेत त्यांची अवस्था आपला वाहा उचलला.  

स्मृतीकाळ:—

बौद्ध बैतूल धर्मच्या उदयामुळे बौद्धिक धर्माला आलेली मराठी झटकून ताकून बौद्धिक धर्मच्या नपुजवीजीवन करण्यासाठी मुन्मूत्री, जावलक्य स्मृती, मार्ह स्मृती, विरूप स्मृती, एडल्स स्मृती इ. स्मृती प्रथाची निर्मिती करण्यात आली. सर्व स्मृती प्रथाविषय मुन्मूत्री हा प्राचीन व महत्वाचा श्रेण आहे, या प्रथाचा काळ इ.स.पूर्व १२ रे शतकाण ते इ.स. दुसरे शतक आहे. हिंदू काळाच्या प्राचीन काळात ते सर्वोच्च गंध होणे याच्यावर मर्याद, धर्म, वैदेशिक, विविधांची विषयों, मात तत्त्व, विषयांतर, जातीसंबंध, वर्गसंसर्ग, मनोरंजन, शेत जमीनी संसविचे कायदे, क्रय–विक्रय, दान, कपर याचवीर, विद्यांचे औरंग, फिनेंशियल कायदे व वेतन फेरीत आलेली होले. आजची आपली कायदे पद्धती बदलशी याचः गंध वाहवाह आहारलेली आहे. हे सर्व स्मृतीप्रथा आर्यरूप धर्मसंग्रहाचे आधारभूत गंध आहेत. वैदिक समाजाचा श्रेण स्वरूप दैवत्याचा समाजतीनी प्रत्यक्ष स्मृतीप्रथा केलेला आहेत. गूळकन्ती दुसार कृष्ट व जातीचा विचार केवळ विवाह व भोजनावतर वरसा असे निर्देशीत करतो.
A Peer Reviewed UGC Approved Journal

तहसील ग्रामीण अधिक आणि ग्रामीण प्रतीती उपन्यास से दिखाते अधिक होते है।

पितृस्त द्वारा कुंडली पूर्ण होते। तीन तारा तसा जलजी माता की आणि जलजी संपत्ती संरचना सामाजिक संस्थानों का होता। कारण कोणताही पूर्णता संपत्ती वास्तव मुलुक पाहिजे यासाठी खेल पूर्ण सतत ऐकू ठोटे अवर्तक पाठ जाते।

भारतीय प्रगतिशील कला पुस्तक गरीब बुद्धिएता तर कोणता सिंहारूठा कंकाल व कसे निष्क्रिय आहे हे समजते। आर्ते-नारायण संस्कृति नारायण सिंहारूठा पूर्ण निष्क्रिय आहे। आणि जस्तांतांतांता खजाणी माता की आणि जातीय व्यवस्था पक्षी ज्ञानित्व आर्ते-उद्ध जातीय स्वायत्त्वांच्या निष्क्रिय स्कुद झाले। वर्ग जातीय पूर्णता खातीय जातीय सिंहारूठा हक्क गाजवा येत होता। ज्या पूर्णकंडे लेखनी असते ते सादृश्यानुसार विचित्र अस्तेहन या गतातील सिंहारूठा तैनिक अपवाच गरणे अपलो अधिकार समजत्ता।

जातीय व्यवस्था म्हणजे एक उत्कृष्ट असल्यामुळे सिंहारूठा पूर्णता वर्गस्थ वेगवेगळ्या जातीमध्ये वेगवेगळ्या होते। ती उत्कृष्ट जातीमध्ये ग्रस्त करते आणि जातीय हिंसा होते। तसा जातीमध्ये वर्गस्थ असते ती त्याचे प्रभाव तुलनेचे सीम्य होते। खै पूर्णता एक एकेकांकांच्या वावरणात खातीय जातीय मोक्षीक होती। खाताच्या जातीत स्वायत्ती मिळालेली स्वती विश्वासी मौकेक त्याचे उत्पादन प्रक्रियेतून त्याचे शोषण करण्यासाठी असते।

स्वायत्त नियंत्रण दुसऱ्या करण्याकरीता अनेक स्वती मूळ तसेच जातक-कथा सारख्या कथनात्मक तसेच उपदेशात्मक किंवा नियमनात्मक स्तोत्रभूमि पतीं किंवा कुंडलीतील पूर्णता आणि गजाने सिंहारूठा विशेषत: उपवत्तीक औरंगाबाद, नियंत्रण शेखराच्या गरज पुढी पाहिजे उपवत्ती। अनियंत्रित लैंडकम, स्वातांत्र्य हा खै राजावर आहे असे माहिलेस गेले। यांकडे नीचे धर्म म्हणजे पतितवादित्व,पतीती तो कसाही असल तरी स्वातांत्र्य करून त्याची सर्व सेवा करणे याचाच तिथा विधानविक भागाचे आहे। हाच तिथा धर्म, आदर्श आहे असे स्वती व पुरावेंदूत सांगलेले गेले। ती नीती याच बहुव्यक्तिकृत, विश्वासी वितरक धर्मांबंधूणु, वचारनांबंधू पतितवाद धर्मांचे उदातीकरण केले गेले।

स्वायत्त धर्म औरंगाबाद, कर्मयोगी याच तफावत असल्याने स्वायत्त श्री धर्मांबंधू असाधी श्री प्राचीन नियंत्रण घेणे आवश्यक आहे हे स्वती मूळ हृदय उपवत्ती गेले आणि स्वायत्तशासन नियंत्रण प्रचारे आवश्यक आहे हे स्वती मूळ हृदय मदले गेले आणि स्वायत्तस्थानांच्या समर्थन केले गेले। स्वायत्तशासन नियंत्रण कल्याणी भूमिका, पतितवाद धर्मांवित्व विचार प्रागातींची तिथी। पूर्ण सत्यशासन शोधन व्यवस्थेंचे अतुल्य यश या पतितवाद धर्मांवित्व विचार प्रागातींची आहे। ज्यामुळे श्रीयान्वत्त स्वतेच नियंत्रण नेमकू लागत्या। एवढेच नेमकू त्याचे पतितवाद हृदयांवित्व असे नियंत्रण देवताशासन स्वती धर्म्यांवित्व सामजू लागत्या। त्यामुळे पूर्णस्ला नैसाधी बाटू लागली।

The text in the image appears to be a mixture of English and a script that looks like a combination of Indic languages, possibly including Hindi. The content is not clearly readable due to the mixture of languages and script. It seems to discuss various topics, possibly in a scholarly context, given the format of the journal page. However, without clearer segmentation or translation, it's challenging to provide a precise summary or transcription of the content. The presence of a URL at the bottom suggests a web-based resource or a downloadable document.
7) ब्रम्हाशंकर मिश्रा — पुकारीनी, वाराणसी, १९६८, पृ. ४२
8) प्रदिप महाते — स्की व कायदा, पृ. ८२
9) अण्या तांबे — भारताचा इतिहास, नवी आकाशांनी आणि नव्या दिशा,
     प्रतिमा प्रकाशन, पुणे, २००६, पृ. ६८, ६९.
1०) अमर्न सेन — भारतीय अर्थव्यवस्था इतिहास और संस्कृति, दिल्ली,
     २००५, पृ. ४८
1१) वंदना सोनाचकर, शार्मिला रगे — पितृस्तता व स्की मुक्ती, ग्रंथीसिंह नाना
     पार्टील अकादमी, अहमदाबाद, २००७, पृ. ६, ७.
1२) प्रदिप गोखले — स्की—पूर्व विषमता व मनुस्मृती, अविष्कार दर्शन
     प्रकाशन, १९६२, पृ. ६६
1३) आ. ह. सांतुळके — पूर्वउलेखक, पृ. २१३
1४) वंदना सोनाचकर — पूर्वउलेखक, पृ. ७
1५) नवदीवर प्रसाद — जातिव्यवस्था, राजकाल प्रकाशन, दिल्ली,
     १९६५, पृ. १३०, पृ. १३४.
1६) आ. ह. सांतुळके — मनुस्मृतीच्या समर्थकांची संस्कृती—लोकवादःमय गृह,
     मुंबई, २०००, पृ. २१३.

प्रास्ताविक :

इस नोट में हम जमातीय महिलाओं के लिए एक प्रभावी विकास प्रयोग का उद्देश्य करते हैं। जमातीय महिलाओं की स्थिति के लिए एक सम्मानपूर्वक उप्रेक्षण है। जमातीय महिलाओं की स्थिति का उपरोक्त नोट में वर्णन किया गया है। यह नोट में जमातीय महिलाओं के लिए एक समाजवादी उपाय है।

Dr. Jyoti Gaikwad
LJNJ MM College, Vile Parle, Mumbai.

रोजगार निर्मितिकरीति कर्ज व प्रशिक्षण दिले तर त्याचा आर्थिक विकास होणार असल होईल. बचत गट हे एक गरिवी निर्मुद्ध आणि महिलांचा साहित्यपणाची सूक्ष्म विवरणयोजना सहायता असे त्याचे महत्त्वपूर्ण दर्शन असल्याचे दिसून आले आहे. महिलांच्या उपयोगातून वाह कर्यासाठी त्यांचा अत्य गुणधर्मी बचत गटाचा माध्यमातून कर्जचा पुरवठा केला जातो. सदृश स्थितीतील व्यक्तीही ही प्रामाण्य भागातील गरिव महिलांना बचत गटाचे संपत्ती करणे, लाभार्थींना प्रशिक्षण देणे, विभागील कर्जांची तरतूद करणे, पायावृत घटकांचा विकास करणे आणि वस्तू उत्पादनासाठी विकसन किंवा पुरवणे इत्यादीवर गट दृष्टिकोन व लोकसंख्या याच अर्थव्यवस्था महत्त्वपूर्ण भर देते.

बचत गटाची संकल्पना :
बचत गट ही संकल्पना बांधकादेशातील प्रामाण्य वर्केंट्या अभिनव विचारातून पुढे आलेली आहे. व्यावसाय स्थापना चित्रफाग विद्यापीठातील महमद यूसूफ यांनी १९७५ मध्ये केली. परंतु या संकल्पनेने खरें महत्त्व १९७६ नंतर सूक्ष्म विवरण एवढाच गटाचे प्राथमिक करण्यास सुरुवात झाली. तेही प्रारंभ झाले. बचत गटाची प्रारंभिक संकल्पना व तत्त्व ही व्यवसायातील लोकांमध्ये संपूर्णता बांधणी करणे आहे. सदस्यांच्या सामाजिक—आर्थिक दर्जन बदल घडवून आण्यावारीते सहभाग व गुंतव्यांत्याच्या आधारातील एकाच परिसर निवास अस्तित्वाच्या संस्था मान्य आर्थिक व सामाजिक वैशिष्ट्यकांसोला असणा—या संबंधीत लोकांची ती एक ऐच्छिक संपत्ती आहे. बचत गट हा एक गरिव लोकांचा गट असतो ज्यामध्ये गरिवीचे निर्मुद्ध कर्यासाठी ते ऐच्छिकत्व संचित झालेले असतात. ते नियमित बचत करतात व अशी बचत सामान्य निर्यात रुपांतर करण्यासाठी सहमत झालेले असतात. अशा नियमित ‘गट संपत्र नीती’ महत्त्व आहे.

बचत गटाचा एकमेकांना मदत करणारा, लोकांचा परस्पर मदत व परस्पर सहभाग गट, शेजार गट किंवा स्वयं—सहभागता गट (एसएचजी) महत्त्वदेखील आहे. बचत गटांनी श्रम तत्त्व मध्ये दृष्टिकोन, एकमेकांच्या विवेकाचा, राहण आणि आतोपसींत गटांचे संगठन, गट संगठनात, कादासरीची प्रेमण, मागणी आधारातील कर्ज, कर्ज तराणपासून मुक्ती, मैत्रीपूर्ण महिला कर्ज, प्रततांत्यांत्यांनी गटातील सूक्ष्म नजर, कौशल्य व शक्तता आधारातील प्रशिक्षण आणि संबंधत कर्जांची गरज कादासरीवरून पूर्ण करण्याची वैकल्पिक योजना महत्त्व बचत गट मान्यता पावलेली आहेत.

संशोधनाची उद्देश्ये:
1. बचत गटांवर अनुसूचित जमातीच्या महिलांनी जमा केलेल्या बचतीचा अभ्यास करणे.
2 अनुसूचित जमातीय महिलाओं के बचत गटावरों व वैचिंकितकरिया केलेंध्या व्यवसायाचा अभ्यास करणे.
3 बचत गटावरों केलेंध्या व्यवसायाच्या मिळतणा—या उपनाचा अभ्यास करणे.

संशोधनाचे क्षेत्र:
रायगढ जिल्ह्यातील महाद तालुक्यातील अनुसूचित जमातीय महिलांचा बचत गटांची अभ्यास करणीत निवड करण्यात आली आहे.

माहिती जमा करण्याचे तंत्र:
प्राथमिक स्वरूपाने माहिती जमा करण्याची संरचना अनुसूची तसेच वैचिंकितक व सामूहिक मुलाखतीत वापर करण्यात आला. तर दुपारम सामान्यमध्ये संदर्भित ग्रंथ, संशोधन लेख, अहवाल इत्यादीचा उपयोग करण्यात आला.

नमुना निवड:
यादृच्छिक नमुना निवडीया वापर करून महाद तालुक्यातील १५ गावातील प्रत्येकी एका बचत गटावी निवड करून त्यांतील सहभागीत १६८ महिलांची निवड नमुना म्हणून करण्यात आली.

माहितीचे विश्लेषण आणि परिणाम:
माहिती जमा केल्यानंतर तिचे विश्लेषण केलेस असता खालील चित्र दिसून आले.

| ताक्ता क़ऱ्यांक १ | महिलांची बचत गटमधील सहभागीपूर्वीची व सहभागानंतरची वार्षिक बचत रक्कम (₹) |
|---|---|---|
| अ.क्र. | बचत रक्कम (₹) | सहभागापूर्वीची बचत रक्कम | सहभागानंतरची बचत रक्कम |
| १ | २०० | १६८ | ०० |
| २ | २४० | ०० | २२ (१३.०९) |
| ३ | ३०० | ०० | ३३ (१९.६५) |
| ४ | ४०० | ०० | ३४ (४४.०५) |
| ५ | ५०० | ०० | २० (११.९०) |
| ६ | ६०० | ०० | १९ (११.३१) |
| एकूण | र२०० | १६८ (१००.००) | १६८ (१००.००) |
खोट : प्राथमिक माहिती
तक्ता के. １ दर्शावतो नी, विकास गतिविधि शहभागी होप्यापूर्वी एकही महिला कोणतीही रक्षक विकास करत नाही. याबद्धता विकास विभागानंतर सर्वाधिक ज्यद्वृत्त (४४.०५%) महिलानी के. ४०० तर १९ (२१.३१%) महिलानी सर्वाधिक रक्षक के. ६०० वर्षभागां क्षेत्र क्षेत्र करणा—या महिलांची संख्या ही अनुभव ६२ (९३.०९%) व ३३ (६१.६५%) आहे. विकास गतिविधि शहभागी शीतांकर महिलांनी विकासी सर्व रूपाळावर मदत झाली आहे. यामध्ये व्यव्यापण आर्थिक विविधता प्रवर्तित होत असली तरी त्यावापडून वर्षभागां क्षेत्र क्षेत्र करणा ही अत्यंत आहे. यामध्ये त्यांचा व्यवसाय करणालावर गटांतर्गत व बंकेकडून मिळणा—या अत्यधिक कमजोर अवलंबून राहते लागते.

तक्ता के. २
बचत गटादृशे व गटामभून वैषयिक व्यवसाय (१)

<table>
<thead>
<tr>
<th>अ.क्र.</th>
<th>व्यवसाय</th>
<th>विकास प्रक्रिया वनस्पती—या महिलांची संख्या</th>
<th>गटामभून वैषयिक व्यवसाय करणा—या महिलांची संख्या</th>
</tr>
</thead>
<tbody>
<tr>
<td>१</td>
<td>मासेमारी</td>
<td>००</td>
<td>५३ (३८.५५)</td>
</tr>
<tr>
<td>२</td>
<td>बकरीपाळन</td>
<td>००</td>
<td>८४ (६०.००)</td>
</tr>
<tr>
<td>३</td>
<td>कालीन नाही</td>
<td>१६८ (१००.००)</td>
<td>३१ (६८.५५)</td>
</tr>
<tr>
<td>एकूण</td>
<td></td>
<td>१६८ (१००.००)</td>
<td>१६८ (१००.००)</td>
</tr>
</tbody>
</table>

खोट : प्राथमिक माहिती
तक्ता के. २ महिलानी गटादृशे व गटामभून वैषयिक कृतिक्या व्यवसायाची माहिती दर्शावतो, विकासे एकही महिलेने विकास गटादृशे व्यवसाय केलेला नाही. पारंपारिक समजाले जाणारे मासेमारी व बकरीपाळनाफ गटामभून वैषयिक व्यवसाय अनुमूल्य ५३ (३८.५५%) व ८४ (६०.००%) महिलानी केला आहे. तर कोणताही व्यवसाय न करणा—या महिलांची संख्या ही ३१ (१८.४५%) आहे. यावरुन असे दिसून येते की, या महिला एकत्रित काम करणावर पुढीकाळ येत माहित व त्यांच्यामध्ये विकास गटामभून एकत्रित व्यवसाय करणाले बावल देखील दिसून येत नाही. ज्या महिलानी व्यवसाय केला आहे त्या देखील निर्जनत त्यांसाठी व्यवसाय करणे आपले उत्तर वाडिवाणापेक्षा पूर्णपणे परंपरेसे चालू आलेले व्यवसाय करणावरले त्यांचा काळ असल्याचें दिसून येते. यामध्ये त्यांच्या उत्तराचे प्रमाण अत्यंत राहते.

तक्ता क. २
महिलाओं बचत गदामध्ये सहभागावृत्ति व सहभानतर्चे वार्षिक उपन (₹)

<table>
<thead>
<tr>
<th>अ.क.</th>
<th>वार्षिक उपन (₹)</th>
<th>सहभागावृत्ति वार्षिक उपन</th>
<th>सहभानतर्चे वार्षिक उपन</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>असलेली सभासंख्या</td>
<td>असलेली सभासंख्या</td>
<td>असलेली सभासंख्या</td>
</tr>
<tr>
<td>१</td>
<td>१,०००-५,०००</td>
<td>१६८ (५००००)</td>
<td>१६९ (४३६५)</td>
</tr>
<tr>
<td>२</td>
<td>५,००१-१०,०००</td>
<td>००</td>
<td>२७ (१६०७)</td>
</tr>
<tr>
<td>एकूण</td>
<td></td>
<td>१६८ (५००००)</td>
<td>१६८ (५००००)</td>
</tr>
</tbody>
</table>

स्वरूप: प्राथमिक स्वरूप

तक्ता क. ३ दर्शित की, बचत गदामध्ये सहभागी होण्यावृत्त वर्ष १६८ महिलांचे उपन हे रूपांते १,००००-५,००० च्या दरम्यान होते. परंतु बचत गदामध्ये सहभागी शाल्यांतर इतकेच उपन असणा—या महिलांची संख्या १४१ (८३.६५%) इतकी होती तर केवळ २७ (१६.०७%) महिलांनी त्याची गट सहभागावृत्ती संयुक्त ओळखांतून रूपांने ५,००१-१०,००० च्या दरम्यान गाठली आहे. ही आकडेवारी दर्शित की, बचत गदामध्ये वर्ग पेशून गदामधून वैशिष्ट्यक व्यवसाय करणा—या केवळ १६.०७% महिलांच्या उपनामांमध्ये प्रत्यक्ष वाह झाली. मात्र वहुसंख्य ८३.६५% महिलांचे उपन जसे वेगेच गाठले. बचत गदामधून करून पेशून गहिलोच्या व्यवसाय करून उपन वाहविभागी संख्या असलेली तरी प्रत्यक्ष वाह या महिलांच्या उपनामांमध्ये विशेष वाह न होण्याचे दिसून येते.

निष्कर्ष:
महिलांच्या विकासांमध्ये बचत गदाम भोज धातव धातवार्थ लागत आहे. विषेशत: प्राथमिक महिलांमध्ये उदयोजकाच्या व वर्षतील्या सवर्ण वाहीस लागणसंस्थान बचत गट मदत करत करत आहेत. केंद्र व राज्य सरकार सरकारकडून गटातूनच महिलांने सजीतीतकरण चढून आणणाऱ्या सातत्याने प्रयत्न होत हाण्यांना. देश पार्टीत अनेक बचत गदामच्या संख्येंमध्ये वाह होत असलेली तरी अनुसूचित जमातीच्या महिलांना बचत गदामच्या माध्यमातून विशेष यश संपादन करता आलेली आहेत असे म्हणजेच येंगार नाही.या महिलांमध्ये कौशलताची प्रक्रिया व्यवसाय करणासाठी आवश्यक असणा—या कौशलता अभाव असलेल्यांना व्यवसाय करून देखील त्याच्या उपनामांमध्ये भरीच वाह झाली नसतील्या आहात. त्यामुळे त्यांची आर्थिक परिस्थिती खालील्याची राहते. यामुळे त्या वर्षतील व्यवसाय केवळ जाणा—या सक्रियरूपाने वाह करू शकत नाहित. आज या महिलांना विकासाच्या प्रवाहात आणणाऱ्यासाठी व लागण सामाजिक, सामाजिक व राजकीय सशस्त्रीत्या करणासाठी केंद्र, राज्य सरकार व सेवकांच्या संस्थाकडून विशेष प्रयत्न होण्याची आवश्यकता आहे.


c


Abstract:

The present paper is written with a aim to correlate history of Ayurveda with modern scientific credential of Herbal Medicines in India. The Ayurveda system of medicine is observed retrospectively. The Aurvedic text is written in the form of Sutras in Sanskrit. The Charak Samhita, Sushrut Samhita and Astanga Hridaya Samhita are probably most ancient text believed to be written between 200 B.C to 400 B.C. Madhava Nidanam is written in 700 AD. It is the need of time to discuss about correlation of history of Ayurveda with modern status of herbal medicine in India. There are so many evidences where herbal drugs with promising activities are being uses to cure various diseases.

Introduction

Ayurveda literally means the Science of life. It is presumed that the fundamental and applied principles. Ayurveda got organized and enunciated around 1500 BC. Atharvaveda, the last of the four great bodies of knowledge- known as Vedas, which forms the backbone of Indian civilization, contains 114 hymns related to formulations for the treatment of different diseases. From the knowledge gathered and nurtured over centuries two major schools and eight specializations got evolved. One was the school of physicians called as ‘Dhanvantri Sampradaya’ (Sampradaya means tradition) and the second school of surgeons referred in literature as ‘Atreya Sampradaya’. These schools had their respective representative compilations- Charaka Samhita for the school of Medicine and Sushruta Samhita for the school of Surgery. The former contains several chapters dealing with different aspects of medicine and related subjects. Around six hundred drugs of plant, animal and mineral origin have been mentioned in this treatise.

Sushruta Samhita primarily deals with different aspects of fundamental principles and theory of surgery. More than 100 kinds of surgical instruments including scalpels, scissors, forceps, specula etc. are described along with their use in this document. Dissection and operative
procedures are explained making use of vegetables and dead animals. It contains description of about 650 drugs and discusses different aspects related to other surgery related topics such as anatomy, embryology, toxicology and therapeutics. Vagabhata’s ‘Astanga-Hridaya’ is considered as another major treatise of Ayurveda. The above three documents are popularly known as ‘Brihattrayees’ (the big or major three). In addition to these three scholarly and authoritative treatises a vast body of literature exist in the form of compilations covering a period of more than 1500 years. Till the medieval period it was perhaps the only system available in the Indian sub-continent at that time to cater to the healthcare requirement of the people. It enjoyed the unquestioned patronage and support of the people and their rulers. This can be considered as the golden period of Ayurveda because most of the work related to basic concepts, enunciation of different principles, evolvement of different formulations occurred during this period. The patronage for the Ayurvedic system of medicine considerably decreased during the medieval period, which was marked by unsettled political conditions in the country and series of invasion by foreigners. The neglect became worse during British rule during which importance was given to Allopathy through official patronage. In the early part of 20th century interest in Ayurveda rekindled as part of national freedom movement. People’s representatives even in British India and princely states started asking for suitable measures to develop Ayurveda on scientific lines. After India gained Independence from the British rule in 1947, the movement for revival of Traditional Systems of Medicine gained momentum. The systems got official recognition and became part of the National Health care network to provide health care to the country’s citizen. Government of India initiated a series of measures to improve the position of Ayurveda as one of the major health care systems vital for catering to the primary health care needs of the country. A number of hospitals and colleges for Ayurveda were established. The other major initiatives were establishment of a research Institute to take care of the R & D needs (Central Institute of Research in Indigenous System of Medicine (CIRISM)-in 1955 and a Post Graduate Training Centre of Ayurveda in 1956- to impart Post graduate education; establishment of a University- named Gujarat Ayurveda University at Jamnagar in Gujarat and creation of Central Council of Indian Medicine in 1972 for regulating Education and Registration in Ayurveda, Siddha and Unani systems of medicine. A research council named Central Council for Research in Indian Medicine, Homoeopathy and Yoga (CCRIMH) was established in 1971. Subsequently, this council was bifurcated to create three separate councils -Central Council for Research in Ayurveda & Siddha (CCRAS), Central Council for Research in Unani Medicine (CCRUM), Central Council for Research in Homoeopathy (CCRH) and Central Council for Research in Naturopathy and Yoga (CCRNY).
National Institute of Ayurveda (NIA) was established at Jaipur in Rajasthan state. Recently another University has been established known as Rajasthan Ayurved University- Jodhpur (Rajasthan state). National policy for the development of Indian System of Medicine has been prepared which is available on the web site of Department of Ayurveda.

The concept of health in Ayurveda

In India, Ayurveda is considered not just as an ethnomedicine but also as a complete medical system that takes in to consideration physical, psychological, philosophical, ethical and spiritual well being of mankind. It lays great importance on living in harmony with the Universe and harmony of nature and science. This universal and holistic approach makes it a unique and distinct medical system. This system emphasizes the importance of maintenance of proper life style for keeping positive health. This concept was in practice since two millennium and the practitioners of modern medicine have now taken into consideration importance of this aspect. Not surprisingly the WHO’s concept of health propounded in the modern era is in close approximation with the concept of health defined in Ayurveda1, 2. Ayurveda is one of the oldest still extant, health traditions in the world. Originating in India Ayurveda is based on Sankhya philosophy, which means ‘rational enquiry into the nature of the truth’. Sanskrit meaning of Ayu is life and Veda is knowledge or science. CharakSamhita (1000 BC) and Sushrut Samhita (100 AD) are the main classics. Ayurveda materiamedica give detailed descriptions of over 1500 herbs and 10,000 formulations. Madhav Nidan (800 AD) adiagnostic classic provides over 5000 signs and symptoms. Life in Ayurveda is conceived as the union of body, senses, mind and soul. The concept of Prakriti or human constitution plays a central role in understanding health and disease in Ayurveda, which is similar to modern pharmacogenomics. With over 400,000 registered Ayurveda practitioners, Government of India Department of AYUSH (Ayurveda, Yoga, Unani, Siddha and Homeopathy) has responsibility to regulate quality, education and practice.

Present Status of Herbal Medicine in India

India has a rich tradition of herbal medicine as evident from Ayurveda, which could not have flourished for two thousand years without any scientific basis. Ayurveda which literally means knowledge (Veda) of life (Ayur) had its beginning in Atharvaveda. CharakSamhita and SushrutaSamhita are the two most famous treatises of Ayurveda several other were compiled over the centuries such as BelaSamhita, KashyapSamhita, AgniveshTantra, Vagbhata’sAshtanghiridaya (600), MadhavaNidan (700 AD)3. Vegetable products dominated IndianMeteriaMedicawhich made extensive use of bark, leaves, flower, fruit, root, tubers and juices. The theory of rasa, vipaka, virya and prabhava formed the basis of Ayurveda
pharmacology, which made no clear distinction between diet and drug, as both were vital component of treatment 13. Charak, Sushruta and Vagbhata described 700 herbal drugs with their properties and clinical effects. Based on clinical effects 50 categories of drug have been described – such as appetizers, digestive stimulant, laxatives, anti-diarrhea, anti-haemorrhoid, anti-emetric, anti- pyretic, anti-inflammatory, anti-pruritic, anti-asthmatic, antiepileptic, anti- helminthes, haemoptetic, haemostatic, analgesic, sedative, promoter of life (Rasyana), promoter of strength, complexion, voice, semen and sperm, breast milk secretion, fracture and wound healing, destroyer of kidney stones etc. 3. The advent of western medicine in the eighteen century was a setback to the practice of Ayurveda, which suffered considerable neglect at the hands of the colonial administration. After the first success of reserpine, an enormous amount of characterization of medicinal plants was done in many laboratories and University Departments, but the outcome was discouraging because the effort was disorganized, thin spread and nonfocused. Molecular pharmacology now provides a new interface between Ayurveda and modern medicine. Using modern techniques, various categories of Ayurvedic drug could provide novel molecular probes. It is now possible to explore the mechanism of action of Ayurvedic drugs in terms of current concept of molecular pharmacology. Some striking example, of Ayurvedic drugs which are understood in terms of today’s molecular pharmacology: Sarpagangha (Rauwolfiaserpen tina) Reserpine uniquely prevent pre-synaptic neuronal vesicular uptake of biogenic amines (dopamine, serotonin and nor-epinephrine). Mainmool (Colesus forskoliBriq) Forskolin directly stimulates adenylatecyclase and cyclic AMP, with inotropic and Lusitropic effect on heart muscle. Sallaki (Boswelliaserrata) Boswellic acid inhibits 5-lipoxygenase and leukotreine B4 resulting in anti-inflammatory and anti-complement effect. Shirish (Albizialebek) prevents mast cell degranulation, similar to sodium cromoglycate. Aturagupta (Muconapruriens) contains L- DOPAAshwagandha (Withaniasonnifera) GABA-A receptor agonist. Katuka (Picrorhizakuraua) anti-oxidant action equal to a tocopherol, effect on glutathion metabolism in liver and brain 3,4 listed 15 crude Ayurvedic drugs, which have received support for their therapeutic claims. Some of Rasyanadravyas have been shown to increase phagocytosis, activate macrophages and enhance resistance to microbial invasion. Drugs like Asparagus racemousus, Tinosporacordifolia and Ocimum sanctum antagonise the effect of stress (Dhuri et al., 2000). EmblicaofficinalisL., Curcuma longa L., MangiferaindicaL., MomordicacharantiaL., Santalumalbum L., Swertia chirataBuch-Ham, Wynthiasonnifera (L.) have well defined antioxidant properties and justify their use in traditional medicine in the past as well as the present.
Globalization of Herbal Medicine:
Herbal medicine is still the mainstay of about 75 - 80% of the world population, mainly in the developing countries, for primary health care. This is primarily because of the general belief that herbal drugs are without any side effects besides being cheap and locally available. According to the World Health Organization (WHO), the use of herbal remedies throughout the world exceeds that of the conventional drugs by two to three times. The use of plants for healing purposes predates human history and forms the origin of much modern medicine. Many conventional drugs originated from plant sources: a century ago, most of the few effective drugs were plant based. Examples include aspirin (willow bark), digoxin (from foxglove), quinine (from cinchona bark), and morphine (from the opium poppy). Medical history from the beginning of time is filled with descriptions of persons who used herbs to heal the sick of the society. However, parallel to the onset of the industrial revolution we witnessed the rise of allopathic medicine. Herbal medicine was also an effective healing method, but was viewed less enthusiastically. Herbal products were discarded from conventional medical use in the mid-20th century, not necessarily because they were ineffective but because they were not as economically profitable as the newer synthetic drugs. In the early 19th century, scientific methods become more advanced and preferred, and the practice of botanical healing was dismissed as quackery. In the 1960s, with concerns over the iatrogenic effects of conventional medicine and desire for more self-reliance, interest in “natural health” and the use of herbal products increased. Recognition of the rising use of herbal medicines and other non-traditional remedies led to the establishment of the office of Alternative Medicine by the National Institute of Health USA, in 1992. Worldwide, herbal medicine received a boost when the WHO encouraged developing countries to use traditional plant medicine to fulfill needs unmet by modern systems. The WHO has recently defined traditional medicine (including herbal drugs) as comprising therapeutic practices that have been in existence, often for hundreds of years, before the development and spread of modern medicine and are still in use today. Traditional medicine is the synthesis of therapeutic experience of generations of practicing physicians of indigenous system of medicine. Traditional preparations comprise medicinal plants, minerals and organic matter etc. Herbal drugs constitute only those traditional medicines which primarily use medicinal plant preparations for therapy. The earliest recorded evidence of their use in Indian, Chinese, Egyptian, Greek, Roman and Syrian texts dates back to about 5000 years. The classical Indian texts include Rigveda, Atharvaveda, Charak Samhita and Sushruta Samhita. The herbal medicines / traditional medicaments have therefore been derived from rich traditions of ancient civilizations and scientific heritage.
Conclusions:
It is the need of hour to explore relevance of historical concept of Ayurveda so that they may be correlated with modern status of herbal medicines. The Ayurveda helps a lot in the development and globalization of herbal medicine in the world. Recently many western countries are using Ayurveda as a system of medicine. Further historical evidences in favour of herbal medicine need to be investigated.

References:
Here are some Teacher’s quotes to celebrate the best teachers in our lives:

**Dan Rather**
The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called truth.

**Henry Brooks Adams**
A teacher affects eternity; he can never tell where his influence stops.

**Robert Brault**
The average teacher explains complexity; the gifted teacher reveals simplicity.

**Cicero**
The authority of those who teach is often an obstacle to those who want to learn.

**Jacques Barzun**
In teaching, you cannot see the fruit of a day's work. It is invisible and remains so, maybe for twenty years.

**Helen Caldicott**
Teachers, I believe, are the most responsible and important members of society because their professional efforts affect the fate of the earth.

**Albert Einstein**
It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

**Nikos Kazantzakis**
Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own.

**Johann Wolfgang von Goethe**
A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memory with rows and rows of natural objects, classified with name and form.
Ken Blanchard
Your role as a leader is even more important than you might imagine. You have the power to help people become winners.

William Butler Yeats
Education is not the filling of a pail but the lighting of a fire.

Forest Witchcraft
A hundred years from now, it will not matter what kind of car I drove, what kind of house I lived in, how much money I had in the bank, but the world may be a better place because I made a difference in the life of a child.

Introduction
How many teachers take the time to connect with students on a personal level? How do you find the time, anyway? Teachers who manage to transcend the normal student-teacher relationships can benefit everyone in school or college --particularly the challenging students-- and, along the way, prevent violence, support safety, improve the climate, and promote learning. This is in a time of an increasingly rigid zero tolerance of the slightest hint of violence.

Both the teachers and administrators need to alter their own attitudes and behavior, they must learn to listen to students and accommodate their needs. The end result will be lasting relationships that can foster deeper understanding and growth for educators and students alike. In this article, you will discover ways to stay optimistic and persistent and see your students as having something to teach you.

This article would be useful for teachers, future teachers, and teacher educators, in the hope that it will be useful to them as they consider how students and teachers together construct their lives in classrooms.

This article reflects my understanding and interpretation of power relations as I observed them. It is centered on a constructivist view of power relations, not as brought into classrooms from the outside world, by the teacher or anyone else, but as created inside classrooms through the actions of teachers and students that take place every day.

Education is the key to success in life and teachers make a lasting impact in the lives of their students. Teaching is the greatest test of optimism. Great teachers focus not on compliance, but on connections and relationships. It is the little conversations that build the relationships and make an impact on each student. The best teacher teaches from the heart—not from the textbook. The day you are willing to veer off the Lesson plan, follow a student’s lead and learn with your students is the day you really become a Teacher! Those who learn more than they
can teach are the best Teachers of all. They don’t care how you know until they know how much you care. The teacher’s goal is simple-- to help the students reach theirs.

**Teachers Play a Tough Balancing Act**

I love working with the students of today. I call my students “my children” because in our time together they are not just names on the Attendance list, they become a part of my heart. Their energy and enthusiasm is contagious, and working with them truly does help to keep me young. I am certain that I learn as much from them as they do from me. Older generations are notorious for complaining about younger generations: “In my day we never would have . . .” But I must compliment this generation for being so accomplished, for their ability to multitask and to adapt to new technologies. I am impressed.

To me, this generation of students is different for one primary reason: Technology. The technological advances of the past several years have been substantial. Today’s students grew up with the Internet, computers and cell phones prevalent in all aspects of their lives. They embrace new technologies and adapt faster than their predecessors.

In a classroom full of students with different learning abilities, the teacher faces a formidable challenge -- how to teach each child to his or her maximum potential. While some children in the class may find the lesson too mundane or boring, if it is "dumbed down," other children may find it difficult to cope with difficult concepts. So how does a teacher teach at an optimum level, such that both sets of extreme learning abilities are nurtured?

**Who Is a Good Teacher?**

A good teacher plays the role of an educator, guide, inspirational guru, and a friend. While gently nudging the 'slow learners' to climb the steep learning curve, he/she engages with the 'bright minds' to delve deeper into concepts and thereby meet their need to be ahead of others.

Teachers tap the fertile mind of young children and plant the seed of curiosity in them. This inculcates the values of self-learning, exploration, and philosophical inquiry. I have seen many young children who took the spark of imagination to unimaginable heights. I have known little enthusiasts to grow up to become engineers of cutting edge technology. I have met kids suffering from dyslexia who grew up and became famous surgeons. Who, other than a great teacher, could have been instrumental in this phenomenal rise?

The teachers should not try to fix students, they should fix themselves first. The good teacher makes the poor student good and the good student superior. When our students fail, we as teachers too have failed. Why should a student show an interest in our classes if we do not show an interest in them? Show them you care. Student relationships must come first.
Relationships with students extend far beyond the class rooms. The strength of our student relationships makes the difference in translating our passion for teaching into their passion for learning.

**Teachers and Students Relationships**

The present day Students are nothing if not impressive. The admissions requirements have become so stringent that every student is quite accomplished, not only in terms of academics but also in terms of athletics, performing arts and humanitarian efforts. So accomplished, in fact, that some faculty members, including me, sometimes wonder how we are teaching at the University that would not have admitted us.

While some students are the best and brightest in this country, they still deal with the same issues of transitioning to a college environment and managing their time among all the opportunities and distractions. Sometimes Faculty members forget that just because the students are accomplished does not mean that they aren’t struggling with various choices.

Speaking of choices, the college years have been referred to as a time of emerging adulthood and a time of both exploration and commitment. As educators we need to encourage exploration as a means of helping students to make independent decisions for the future, to make a commitment. We hope they will develop these abilities during their time with us. They are the future leaders of this country, and we want to encourage and enable their passion and ingenuity.

The teacher needs to understand that in many schools and colleges, especially in big cities like New Delhi, Mumbai, Kolkata, Bangalore, etc. children come from different cultures and backgrounds. A teacher then needs to understand the value of the students' senses of belonging, which can be of greater value and build self worth for minority students as well as students from diverse states such as the North Eastern states, Bihar, Orissa, Kerala, Andhra Pradesh, etc. If the teacher demonstrates an understanding of the student’s culture, it will provide a better understanding between the teacher and the student.

Therefore, those teachers who demonstrate respect towards their students, automatically win favor by having active learners in their classroom. The arrogant or offensive teacher will lack these positive qualities due to his or her lack of control over the children. Teachers should assert that they should also be treated with respect and one of their key their responsibilities is to ensure that students treat each other with kindness.

**Why are Teachers and Students Relationships important?**

Student Teacher relationships are very important. When I was researching about Student teacher relationships and Student learning outcomes, the questions how do Student Teacher
relationships have an impact on Student learning outcomes emerged. Research has found that there is a link between Student Teacher relationships and Student learning outcomes. Students that have positive relationships with their teachers have been found to be highly motivated, focused on their task, and have greater overall learning outcomes. The strength of our student relationships makes the difference in translating our passion for teaching into their passion for learning.

Therefore, how does a teacher hold a relationship that leads to effectively teach the children? The answer becomes clear when teachers interact with, and learn more about their students. Our first educational experience, which takes place in the primary years of our life, sets the principles for our future education. Every school or college year a teacher deals with new faces and new attitudes. Some children find themselves lacking an interest in learning and others feel playing and fooling around at school or college with friends is the happiest moment of their life. The solution to inappropriate behavior will not automatically get rid of the poor attitude of these children, but is to establish a positive relationship.

Teachers can establish a positive relationship with their students by communicating with them and properly providing feedback to them. Respect between teacher and student increases with both feeling enthusiastic when learning and teaching. Having established a positive relationship with students will encourage students to seek education and be enthusiastic and to be regular in attending school. Remembering our favorite teacher will be recognized because they had at least in one way or another the qualities I have discussed in this article. Although we are not aware of it during the time we are in school, but the teachers are well recognized at a later time of our lives.

You Owe Your Success to Your Teachers

All that I have achieved in my life is because of my teachers. Some of them were formally designated as my teachers -- in School, College, and University. Others, such as my parents, were my teachers nonetheless.

TO CONCLUDE…There are 5 things that students expect from their teachers:

1. Moments of wonder
2. Understanding of their world
3. Mutual trust
4. A bit of humour
5. A lively environment
Bibliography


Handbook of Motivation at School By Kathryn R. Wentzel; David B. Miele Routledge, 2016 (2nd edition)

Power in the Classroom: Communication, Control, and Concern By Virginia P. Richmond; James C. McCroskey Lawrence Erlbaum Associates, 1992

The Motivated Student: Unlocking the Enthusiasm for Learning, Bob Sullo, ASCD, 2009

Effective Teaching and Learning: Teachers' and Students' Perspectives, Paul Cooper ,Donald McIntyre, Open University Press, 1996
संस्कृति एवं शिक्षा : नई पीढ़ी के हस्तान्तरण में शिक्षा की भूमिका

सुशील कुमार
असिस्टेंट प्रोफेसर, शिक्षा विभाग
शाह सत नाम जी कॉलेज ऑफ एज्युकेशन मिर्सा

सारंश :-
संस्कृति का सम्बन्ध व्यक्ति और समाज दोनों से होता है। जिस प्रकार व्यक्ति के मन में उसकी प्रकृति के अनुसार संस्कार उत्पन्न होते हैं उसी प्रकार समाज के मन में भी संस्कार उत्पन्न होते हैं इसीलिए संस्कारों के समुच्चय को संस्कृति का नाम दिया जाता है। संस्कृति का सम्बन्ध हमारे जीवन-मूल्यों से होता है। यदि कोई व्यक्ति या समाज धर्म के अनुसार आचरण करता है तो उसके मन में जो संस्कार पड़ें वे शुभ कहे जायेंगे और वे हमारी संस्कृति का निर्माण करेंगे। इससे विपरीत यदि कोई व्यक्ति या समाज अधर्म करता है तो उसके कार्य असर संस्कारों का निर्माण करेंगे और तुम उनके संस्कृति के भीतर शामिल नहीं करेंगे।

संस्कृति किसी देश के दर्शन परम्पराओं एवं विभिन्न कलाओं के विकास का प्राकृत परिमाण होती है। देश के धर्म, साहित्य, मानवीय मूल्यों एवं आदर्शों के संचय का नाम संस्कृति है किसी देश को उन्नति, अवनति, उत्साह, भाषा, नाम, आधार, शाक्ति, जीवन परिपाटी जानने के लिए उस देश की संस्कृति एक मुख्य साधन है। संस्कृति एक पूर्व के समान है जो मानव की क्रियाओं को सुगमित करती है। संस्कृति एक ऐसा पूर्वायु है जिसका निर्माण आत्मा से होता है जिसमें सभी मानवीय क्रियाओं का समावयर किया जाता है। संस्कृति का मुख्य उद्देश्य मनुष्य को पवित्र एवं परिकृत रूप देना है। संस्कृति हमारे अनुभाग को गुरुद्वारा एवं निर्मल बनाने की क्रिया है। यह सदृशुओं को जनता है। संस्कृति मनुष्य के उद्देश्यों की प्रतिभा करती है। संस्कृति भर्म-कम-लयण के नियम उद्भूत करती है। किसी देश की संस्कृति का रूप उसके जन समुदाय के आचरण एवं आचार विवाह के शुद्धिकरण का होता है। शारीरिक, मानसिक एवं आत्मिक शक्तियों का विकास संस्कृति का मुख्य उद्देश्य है। संस्कृति, शाब्द का वाचालिक अर्थ समझना निराधार आवश्यक है। पर संस्कृति शाब्द का वाचालिक अर्थ समझना, उसकी प्रकृति, विकृति, पर्याय इत्यादि शब्दों से भेद स्थापित करना आदि आवश्यक है।

प्रकृति से यहाँ तात्पर्य स्वभाविक अभिवृत्ति से है। प्रत्येक मनुष्य का एक विशेष स्वभाव होता है जिसके अनुसार वह विचार करता है। भाव प्रकट करता है और क्रियाशील होता है। यही उसकी प्रकृति को निर्धारित

करता है उदाहरण के लिए एक व्यक्ति को स्वाभाविक प्रकृति गणित पढ़ने की है, दूसरे की विज्ञान पढ़ने की तो तीसरे की दर्शन-शास्त्र के अनुशीलन की। यह सब प्रकृति-केंद्र है। जिस व्यक्ति की जैसी प्रकृति होती है,उसी के अनुसार उसके लिए विज्ञान और कर्तव्य का निर्धारण किया जाता है। उदाहरण के लिए यदि किसी व्यक्ति की प्रकृति कलाकार बनने की है तो उसी के अनुसार उसके लिए नियम और कर्तव्य का निर्धारण किया जाएगा।

जो बात एक व्यक्ति की प्रकृति के विषय में कही गयी है, वह किसी समाज या राष्ट्र पर भी उसी प्रकार लागू होती है सृजन की जबकि व्याख्या के अनुसार प्रत्येक राष्ट्र की प्रकृति, विश्वविद्यालय और जीवन-ध्वेय ईश्वरीय योजना के अनुसार हो हुई है। भारतीय समाजशास्त्र में यह स्वीकार किया गया है कि पृथ्वी पर प्रत्येक राष्ट्र या जाति-भागवत से कुछ विशेषता लेकन आती है। यह विशेषता उस राष्ट्र या जाति के प्रत्येक मनुष्य में अल्पाधिक मात्रा में विविधता रहती है। इसी राष्ट्रीय या जातिगत विश्लेषण या भावना को भारतीय वातावरण में चित्र कहा गया है। चित्र राष्ट्रीय प्रकृति है जो राष्ट्र के प्रत्येक छटक में सामाजिक तत्व के पृथ्वी में रहती है। चित्र राष्ट्र का केंद्र बिनु है। सब तत्व इसके लिए पूरक होते है। चित्र किसी राष्ट्र की आत्मा होती है जिसके साधारण पर ही प्रत्येक राष्ट्र के सुख की कल्पना निर्धारित की जाती है। संस्कृति राष्ट्र के उपलब्ध संस्कृति से हुई है। जब मनुष्य या राष्ट्र अपनी प्रकृति या चित्र के अनुसार कर्म करता है उसका उसका मन पर प्रभाव अवस्था पड़ता है। इसी प्रभाव की संस्कृति कहा जाता है। संस्कृति के अन्य और विश्व दोनों हो सकता है। युवा संस्कृति का हम संस्कृति के भीतर अवस्था नहीं करते जब व्यक्ति या राष्ट्र धर्मस्वरूप करता है तो उसे शुभ परिणाम उत्पन्न होते है। इस प्रकार शुभ संस्कृति के परिणाम को संस्कृति कहते है। संस्कृति का समाज स्वतंत्र चित्र और समाज दोनों से होता है। जिस प्रकार व्यक्ति के मन में उसकी प्रकृति के अन प्रकार व्यक्ति के मन में उसकी प्रकृति के अनुसार संस्कृति उत्पन्न होते है उसी प्रकार समाज के मन में भी संस्कृति उत्पन्न होते है इसी शुभ संस्कृति के समाज को संस्कृति का नाम दिया जाता है। संस्कृति का समाज हमारे जीवन-मूल्यों से होता है। संस्कृति किसी भी समाज की पहचान होती है यह व्यक्ति के रहन-सहन एवं खान पान की विविधता व्यवहार प्रतिमाओं रीति-रिवाज, कला, कौशल, संगीत, गृह, भाषा, साहित्य, धर्म, दर्शन, आदर्श, विश्वास, और मूल्यों के विशिष्ट रूप में जीवित रहती है तब किसी समाज की शिक्षा पर उसकी संस्कृति का प्रभाव पड़ना स्वाभाविक है। शिक्षा का समाज यथार्थ व्यक्ति और समाज दोनों से है पर इसका समाज स्वतंत्र व्यक्ति की अपेक्षा समाज से अधिक है। व्यक्ति के बिना शिक्षा का कल्पना नहीं की जा सकती है पर समाज की कल्पना बिना शिक्षा के नहीं का जा सकती है पर समाज की कल्पना बिना शिक्षा के नहीं का जा सकती है। ऊपर हमने देखा कि प्रकृति और संस्कृति के बीच धर्म आता है। इसी
प्रकार धर्म और संस्कृति के बीच शिक्षा आती है। धर्माचरण संस्कृति को जन्म देता है, पर यह धर्माचरण कैसे किया जाए अथवा अपनी प्रकृति को किस प्रकार संस्कृति किया जाय ? इस प्रश्न का उत्तर शिक्षा है। शिक्षा केवल व्यक्ति का ही परिक्रमा नही लेने वाले समाज को भी सुसंस्कृत करती है। शिक्षा संचित अनुभवों को एक पीढ़ी से दूसरी पीढ़ी तक संरक्षित कर बच्चे की पीढ़ी को लाभान्वित करती है। कहा जाता है कि हम भूत के रूप से तभी उन्नति हो सकते हैं जब हम भविष्य को अपना रूप निर्माण करते हैं। इसमें व्यक्ति की कर्त्तिक भविष्यवाति निहित है। भविष्य की जान-विषय को भविष्य तक पहुँचाने वाला अभिकर्ता मात्र है। यह तभी सम्भव हो जब व्यक्ति स्वायत्तिभूमि द्वारा स्वयं को सुशिक्षित कर इस योग्य बनाए कि वह समाज को भी सुशिक्षित कर सके।

किसी भी देश की शिक्षा व्यवस्था किस प्रकार की होगी वह पता हमें उसको सामाजिक दस्ता को देखकर लग जाता है। समाज किसी भी भू-भाग का हो वह उसकी शिक्षा के स्तर का ही जीता जाप्ता स्वरूप है। हमाे प्राचीन मुनि ऋषि ध्रुवीयों आदि दुर्गारा भारतीय परम्परा के आधार पर बनाया मार्ग संस्कृति का दृष्टांक है। भविष्य का निर्माण भूत पर आधिक होता है। इस प्रकार संस्कृति मानव का मार्गदर्शन करती है। सुसंस्कृत होने के लिए संस्कृति दुर्गारा निर्देशित शिक्षा के उद्देश्य एवं पादुप्रम का निर्धारण होना अति आवश्यक है। शिक्षा में संस्कृति से प्रेरणा लिया जाए आवश्यक है। शिक्षा व्यक्ति की सर्वविभागीय विकास करती है। अनुकूलन प्रदान करता है। शिक्षा सांस्कृतिक विकास का प्रमुख साधन है। शिक्षा एक व्यापक प्रक्रिया है जिसे मात्र किसी कौशल या कार्य के निर्यातन तक ही सीमित नहीं किया जा सकता है। इसके द्वारा विद्यार्थियों की आन्तरिक क्षमताओं का विकास करने के साथ-साथ ही उनके व्यक्तित्व को सामाजिक और संस्कृतिक दृष्टि से उपयोगी बनने का प्रयोग किया जा सकता है। व्यक्ति में मानवता का बीता और सांस्कृतिक चेतना को जागत करना शिक्षा द्वारा ही सम्भव है। व्यापक सन्दर्भ वह कहा जा सकता है कि उसका यह आयोजन है जिसमें विद्यार्थियों को इस तरह शिक्षित किया जा सकता है कि वह जान व मूल्यों के हस्तात्त्व के साथ-साथ रूढित और विकासात्मक दायित्वों को प्रहरण व वहन करने में सक्षम हो सकें। शिक्षा इस तरह संशोचक उपाय है। जिसके द्वारा विभिन्न संस्करणों के माध्यम से अपने शरीर, मन, आत्मा का समृद्ध विकास कर समाज एवं राष्ट्र का योग्य नागरिक बनाती है मानव जाति के शाश्वत मूल्य, अपरिमुख, अहिंसा, सेवा, व्याप, प्रेम, करुणा, सहानुभूति, सहानुभूति, सहानुभूति, और सामुहिक स्वभावतै वैज्ञानिक गुणों का विकास भारतीय शिक्षा में इसे संगठित रखने से हुआ है। शिक्षा एक ऐसा माध्यम है। जिसके द्वारा समाज के मूल्यों, नैतिकता, संस्करणों एवं रीति-रिवाजों को एक पीढ़ी से दूसरी पीढ़ी में हस्तान्तरित किया जा सकता है। नयी पीढ़ी को हमारी संस्कृति के अनुरूप बालने तथा समाज समाता व्यवहार करने में शिक्षा की महत्वपूर्ण भूमिका है।

हमारी सांकृतिक विकास की विशेषताएँ आध्यात्मिक क्षेत्रों जैसे नद, उनिष्ट्रों, ऋषियों कवियों विभिन गीत—रिकाओं के रूप में देखी जा सकती है जिसके कारण समृपण राष्ट्र की आख़िरता दूरदर्शन है। इस अख़िरता को मजबूत व एकमात्र जो चीजें दिखा में सत्य प्रयास होते रहे हैं। वृत्तांश भारतीय शिश्ने द्वारा आगामी पीढ़ियों को इन विशेषताओं से परिचित रखने के आवश्यकता है जिससे उनमें इस भारतीय संस्कृति की विस्तार के प्रति स्नेह और एकता बनी रहें। शिश्ने संस्कृति को प्रतिविभक्त रूप में हमें संस्कृति करनी है। और युवा पीढ़ी को सांकृतिक परम्पराओं का ज्ञान करानी है शिश्ने संस्कृति में सुधार लाती है। परिवर्तन करती है और आवश्यकता तुरार संहों करती है। किसी स्थान की संस्कृति उनकी युग-युग की साधना का परिणाम होता है। इसके प्रति विशेष लगाव होता है। इसे सुरक्षित रखने में शिश्ने सहायक की भूमिका निभाती हैं वैज्ञानिक आविष्कार, औद्योगिक नवीकरण तथा तीव्र सामाजिक परिवर्तन ने भारतीयों के जीवन को बदल दिया है। परन्तु आज भी हमारी आस्था अपनी संस्कृति, भाषा, साहित्य में बनी हुई है। हमारे आदर्श विचारण और गृह्व वहीं हैं जो हमारी संस्कृति की वाहिका है वह केवल संस्कृति की परम्परागत अवधारणाओं द्वारा आगे की पीढ़ी को हस्तान्तरित ही नहीं करती वरन उनको समय के अनुरूप नये रूप में ढालकर उसे नये युग को देती है। इस प्रकार शिश्ने वृत्तांश के आद्रम से भूतकाल और भविष्यकाल के मध्य सेवु का कार्य करती है प्रत्येक राष्ट्र अपनी सांकृतिक विस्तार, अपने साहित्य और अपने द्रव्य के बल पर जीत है और अपने राष्ट्रीय लक्षणों की संरक्षित रखता है। यथार्थ समय के साथ प्राचीन सांकृतिक विस्तार के उद्घाटनों का आज के समय में जेव्यों का त्यों नहीं रखा जा सकता तो शिश्ने उसमें युग के अनुरूप परिवर्तन करके उसका नवीनीकरण करने में सहायक होती है। वृत्तांश समय में आदर्श सांकृतिक विस्तार जो अख़िरता रखी जाने योग्य है उन्हें शिश्ने द्वारा जाग्रत रखा जा सकता है

सन्दर्भ प्रथम सूत्री :-

ब्रेम्सिन्डा हिपोडोट २०५५ शिश्ने की दास्तानिक प्रणालियों परिवेश में राजस्थान हिन्दी ग्रन्थ अकादमी दिल्लीगुजर।

भारतीय शिश्ने आयोग १९६४ — ६६, पृ. १— २६

केनोपिनिट्ड मनोभाव न श्री अरविन्द, १९५२। श्री अरविन्द आश्रम पांडिचेरी —सार्व ओटबे ब्रज भूषण, १९७२, शिश्ने और समाज उत्तर द्वारा हिन्दी ग्रन्थ अकादमी दिल्ली।

शर्मा एंड शंकर द्वारा २००२संस्कृति और शिश्ने डा. शंकर द्वारा शर्मा पंकज पुस्तक मनिस इंटर आजाद नगर एदिल्ली ११००५।

COMMERCE EDUCATION PROVIDES IN DEPTH KNOWLEDGE OF FUNCTION AREAS OF BUSINESS TO THE STUDENTS

Dr. Vijay K. Bile
Associate professor and HOD,
Department of Commerce and Management,
Yashwantrao Chavan Mahavidyalaya, Karmala, Dist. Solapur

ABSTRACT

Commerce, the whole system of economy that comprises an environment of business. The system includes legal, political, social, cultural, economic and technological systems in the country. The importance of commerce can never be fictitious. It is the very basis for exchange of goods across the globe and development of economies. Countries lacking proper commerce system often find themselves in unstable conditions. The fundamentals of commerce is spread across every industry, discipline and organization. Commerce conducts various departmental co-curricular activities to stand with the vision of exploring new horizons together with collective wisdom. As commerce teachers, we must focus on best practices in commerce education relating to teaching; learning and evaluation. The exciting prospect about graduating with a commerce degree is that it offers number of opportunities for doing valuable work. The industries are no longer in need of skilled or single skilled person. They expect a trained, qualified skilled specialist who can meet the industry requirement properly.

Introduction:

Education should be three pari process of imparting knowledge, developing skill and attitudes and value toward life and society in general. It must enable the individual to develop the activity skill to earn and carry in better standard of living. Higher Education, in India, is one among the top three areas of development undergoing a tremendous change. India is becoming a global hub for educational activities and a source for all kinds of international man-power requirement. There is a growing demand for quality education with standard curriculum and globally acceptable system of education. Everywhere the idea of increasing gross enrollment, generating more human resource with intellectual inputs is given much thrust. During the last ten years, Universities in India have taken serious note of these emerging needs and demands and trying to update the curriculum, design new programs and offer better educational services while maintaining high quality.

Commerce education has emerged as one of the most potential pursuits in the wake of industrialization. Commerce education is primarily meant for providing the students in-depth knowledge of different functional areas of business so as to prepare people required by the community for the purposes of trade, commerce and industry. Commerce has grown from a subject to fully fledged faculty in most of the universities and had an acquired a pride of place. The technological revolution has further provided new dimensions like E-banking, E-finance, E-marketing, E-commerce, E-investment, E-trade etc. Commerce education is business education which develops knowledge, skills and attitudes for the handling of trade commerce and industry. The rapid trend of globalization and technological changes have made difficult for organizations to survive in the competitive world. As a result, the importance of commerce education has been increased many folds. Business executives need to update their skills due to sudden changes in the external environment. Due to the increasingly complex nature of organizations and businesses, there is a need that the business schools impart relevant, current, and cutting edge knowledge to the students. Commerce offers foundation for many professional careers like Finance, Planning, Accountancy, Tax Practitioners, Banking and Broking etc, besides academics, research, and many more. Persons having flair for accounting,
finance, commodities, marketing and trading etc. generally choose commerce faculty. Objectives: The objectives of the study are:
1. To examine the best practices towards commerce education in India.
2. To incorporate the industry in teaching, learning and evaluation process of commerce education.
3. To develop skills through commerce education.
4. To enhance the quality of commerce education through participation of industry.
5. To examine new aspects and trend in relation to business.
6. To understand the problems of business education.

Commerce Education:
Cheeseman defined commerce education as - "Commerce education is that form of instruction which both directly and indirectly prepare the business man for his calling." Commerce, the whole system of economy that comprises an environment of business. The system includes legal, political, social, cultural, economic and technological systems in the country. The importance of commerce can never be fictitious. It is the very basis across the globe and development of economies. Through Commerce education, a student of environmental of the business world. It is helpful for preparing them for self-employment and in the entrepreneurial abilities. It also inculcates practice orientation among the students. Know about the importance of applying economic principles while making business decisions. It makes-them aware of social, economic and political problems relating to business concerns. As the economy becomes more industrialized and society becomes more complex, the knowledge and skills required to deal with the situations also change. Hence, for enabling students to acquire the desired capabilities, contents of courses and their combinations need to be revised, diversified and made more flexible. Commerce education is related to following industries and services:

- A graduate in Commerce can opt for careers in financial services as a Financial Consultants, Stock Brokers, Merchant Bankers, Budget Consultant, Financial Portfolio Manager, Project Formulation Manager, Tax Consultants.
- Careers in Management are also available in the field of Personnel Management, Production Management, Financial Management, Marketing Management, and Material Management, other areas of Management such as Hotel Management, Hospital Management, Tourism Management, Event Management, Office Management, Export and Import Management.
- Bank and Insurance Companies can also call for commerce graduates and post graduates with specialization of Insurance.
- Industrial segment are also call for commerce graduates and post graduates with specialization of accounting skill including Computer Technology.
- After completing course in the field of Commerce, a student can join any private institute or government organization as a specialist in any of the commerce stream and they can also pursue professional courses such as Company Secretary, Chartered Accountant, and ICWA.

Skill Development in Commerce Education:
Commerce education has become inappropriate in the new era of globalization. The impact of globalization on the corporate sector has suddenly created a demand for trained human resource of business education with innovative ideas, new approaches in business as well as professional skills. There is an urgent need to overhaul the existing business education system to survive with the dynamic world. The problems faced by the business graduates and post-graduates are of a great concern for the students, academicians, business world and even for parents.
Commerce education is still oriented towards classroom theoretical teaching, lack of practical and work related skills, lack of communication skills, narrow-minded and not global in values and thinking, lack of base of information technology, etc. The fundamentals of commerce are spread across every industry, discipline and organization. Commerce conducts various departmental co-curricular activities to stand with the vision of exploring new horizons together with collective wisdom. As commerce teachers, we must focus on best practices in commerce education relating to teaching, learning and evaluation. The exciting prospect about graduating with a commerce degree is that it offers number of opportunities for doing valuable work. Following are the suggestive skill development practices which any department could adopt:

1. **Commerce Lab:** The idea behind commerce lab is to inculcate knowledge and need-based work skills so that the graduates of the college find themselves prepared for employment and self-employment avenues as and when required. In order to accomplish this task, one could incorporate practical aspects of the subject so the students may involve in experiential learning which is vital in present business world. In commerce lab, following documents, specimens could be displayed -
   - **Forms, specimens and instruments** -
     - Banks
     - Insurance companies
     - Import and export related documents
     - Retailing
   - **Photographs**
     - Management Thinkers and their theories
     - Contribution of thinkers
   - **Charts, displays and posters**
     - Stock market
     - Commodity exchanges
     - Geographic locations

2. **Investor club:** capital market in India is growing rapidly. It is necessary for the students to aware about the activities in the stock market. Investors club will give boost to the future investors. Following activities could be done through investor's club-
   - Mock trading sessions
   - Live broadcast of business news channels
   - Discussion on share market, market trends, economy
   - Screening of stock market
   - Sessions on investment literacy

3. **Academic audit:** The purpose of the Academic Audit is to evaluate the performance of the commerce departments and give suggestions for further improvement of the quality of teaching, research, administration, and curricular and extra-curricular activities. For students, it helps in eliminating unnecessary workload and dwells mainly on those essentially required for the success of a student's career. For teachers, it helps in clarifying their roles and responsibilities and thus avoids conflicts. For the society, it ensures effective use of public money. For employers, it ensures availability of well-rounded students who can contribute from day one itself. The process of academic audit involves three stages: self-study involving understanding the teaching-learning process, peer review and evaluating the self-study and the peer review.

4. **Participation of industry in commerce education:** Presently, the industry does not play any role in commerce education. The industry very rarely takes an interest in providing quality education through guest lecturers or visiting faculty. On the other hand, the industry criticises the quality of teaching and comment as the syllabus contents are outdated. The only personnel from the industry who are readily available as guest lecturers or visiting faculty are those who
are retired. This implies that the burden of providing quality education lies mainly on faculty members. It becomes necessary to incorporate the industrialists 2nd consultants in the in commerce education for formation of syllabus, through board of studies. The industry could play key role in commerce education through following means -

- Business person as guest lecturer
- Visiting faculty
- Provide specialized knowledge
- Internship of students in their firms
- MOU with educational institutes for exchanging knowledge
- Organizing seminars, exhibitions, conferences in collaboration with educational institutes
- Financial support to institutes

5. Professional Interface alliance - Professional Interface Forum is an exclusive platform for B.Com Professional course students, pursuing their B.Com degree with professional course, either CA, ICWA, CS, CFS etc. This forum is set up to enable students to remain in continuous touch with the industry and professional bodies through interaction with the corporate world at frequent intervals so that they can absorb corporate culture and norms followed there. The objective of alliance is to enlighten the student with ideas and views on challenges faced by CA,CS, ICWA professionals.

6. Quiz Club: The club is dedicated to prepare and host quality quizzes for the student population. It could incorporate following activities —

- Inter class quiz competitions
- Intra class quiz competitions
- Preparation of quiz calendar
- Preparing and hosting quality quizzes

7. Research Forum - To motivate the research culture among the post graduate commerce students, research forum-is good tool. It could be monitored by research methodology subject teacher. Aim of forum is to motivate and equip the students to undertake research, to help the students to publish the research papers in reputed journals, to improve the art of writing research report and thereby helping the members to identify research problems, have a weekly discussion on research topics, discuss ibns on the prepared questionnaires and interview schedules, discussions on application of statistical tools and debate on published research papers.

8. Internship: the most effective way for a student to go beyond their restricted study schedule is by taking up as much internship as possible. Internships not only provide one with practical knowledge, but also keep one up-to-date with the changes taking place and provide ways of adapting to them. Through internships students can learn different techniques of performing a task, encounter different kinds of problems that are faced in real business world and learn how to find solutions to them which in turn makes them more-suited for working in an actual work-environment.

9. Incorporate professionals, industrialists on BOS, Academic Counsils: at present, there is no representation of professionals, industrialists on the board of studies, academic councils of the Universities, Faculties. Only faculty members are included in these councils. There is wide gap between the industrial needs and present education. With the globalization, the syllabus became outdated / obsolete within short period. Appointment of these professionals could fill the gap between the industry and education.

10. Developing awareness of computer and internet: the students in commerce faculty could use computers and internet. The teachers and institutes could provide sufficient number of computers and internet facilities to the students through which they could learn the accounting software's, banking software's, prepare PPT slides.
11. **Introduction of Remedial classes:** Bridge courses, guidance for NET/SET and competitive examinations, remedial teaching are needs of the day. There are number of bridge courses, on the job training in commerce education for example — retailing, insurance, banking, finance, import and export, salesmanship, e-commerce etc.

12. **Develop basic business skills:** Another aspect the students need to focus on is their awareness of the business world and the changes happening. There is a need to develop basic business skills, analyze problems happening in the business world, and learn how to communicate in a more professional manner and so on. These are skills that are expected out of employees and give a competitive advantage to those who have already acquired them.

   The main objective of education is quality education. To incorporate quality among commerce faculty, the above mentioned teaching and learning practices are useful.

**Conclusion:**

   There is needed to make commerce education more meaningful and purposeful. As the commerce education is facing number of problems which affect the course objectives, course content and conduct. Globalization and liberalization of our economy with privatization and technological revolution have placed number of challenges before commerce education. The only way out is the contribution of industry in commerce education. Involvement of industry in academic process could enhance me quality of commerce education as well as could bring transparency in academic audit.

**References:**

- www.roanestate.edu
- www.slideshare.net
- Alis Mani - 'Soft skills for commerce students', Deccan Herald, January 2, 2014
- www.careers360.com
A NEED AND ISSUES IN MERGER AND ACQUISITION

Dr. Vijay K. Bile
Associate professor and HOD,
Department of Commerce and Management,
Yashwantrao Chavan Mahavidyalaya, Karmala, Dist. Solapur

ABSTRACT

Mergers and acquisition (abbreviated M&A) are a big part of the corporate finance world. M&A refers to the aspect of corporate strategy, corporate finance and management dealing with the buying, selling, dividing and combing of different companies and similar entities that can helps an enterprise grow rapidly in its sectors or location of origin, or a new field or new location, without creating a subsidiary, other child entity or using a joint venture. With recession taking toll of many Indian businesses and the feeling of insecurity surging over our businessmen, it is not surprising when we hear about the immense numbers of corporate restructurings taking place, especially in the last couple of years. Several companies have been taken over and several have undergone internal restructuring, whereas certain companies in the same field of business have found it beneficial to merge together into one company.

In this context, it would be essential for us to understand what corporate restructuring and mergers and acquisitions. This paper focus on major issues involving mergers and acquisition in corporate sectors. Keywords: Equity Carve-outs, Sell-off, Assets valuation, DCF (Discounted Cash Flow).

INTRODUCTION

The main idea one plus one makes three: this equation is the special alchemy of a merger or an acquisition. The key principle behind buying a company is to create shareholder value over and above that of the sum of the two companies. Two companies together are more valuable than two separate companies at least, that's the reasoning behind M&A. This rationale is particularly alluring to companies when times are tough. Strong companies will act to buy other companies to create a more competitive, cost-efficient company. The companies will come together hoping to gain a greater market share or to achieve greater efficiency. Because of these potential benefits, target companies will often agree to be purchased when they know they cannot survive alone.

An acquisition is the purchase of one of one business or company by another company or other business entity. Consolidation occurs when two companies combine together to form a new enterprise altogether, and neither of the previous companies survives independently. Acquisition are divided into "private" and "public" acquisitions, depending on whether the acquire or merging company (also termed a target) is or is not listed on public stock markets. An addition dimension or categorization consists of whether an acquisition is friendly or hostile.

Whether a purchase is perceived as being a "friendly" one or a "hostile" depends significantly on how the proposed acquisition is communicated to and perceived by the target company's board of directors, employees and shareholders. In the case of a friendly transaction, the companies cooperate in negotiation; in the case of a hostile deal, the board and/or management of the target of the is unwilling to be bought or the target’s board has no prior knowledge of the offer. Hostile acquisition can, and often do, ultimately become "friendly", as the acquirer secures endorsement of the transaction from the board of the acquiree company. This requires an improvement in the term of the offer and/or through negotiation. "Acquisition" usually refers to a purchase of a smaller firm by a larger one. Sometimes, however, a smaller firm will acquire management control of larger and/or longer-established company and retain the name of the latter for the post-acquisition combined entity. This is
known as a reverse takeover. Another type of acquisition is the reverse merger, a form of transition that enables a private company to be publicly listed in a relatively short time frame. A reverse merger occurs when a privately held company (often one that has strong prospects and is eager to raise financing) buys a publicly listed shell company, usually one with no business and limited assets.

**Types of Mergers**

From the perspective of business structures, there is a whole host of different mergers. Here are a few types, distinguished by the relationship between the two companies that are merging:

- **Horizontal Merger**: Two companies that are in direct competition and share the same product lines and markets.
- **Vertical Merger**: A customer and company or a supplier and company. Think of a cone merging with an ice-cream maker.
- **Market-extension Merger**: Two companies that sell the same product in different markets.
- **Product-extension Merger**: Two companies selling different but related products the same market.
- **Conglomeration**: Two companies that have no common business areas. There are two types of merger that are distinguished by how the merger is financed. Each has certain implication for the companies involved and for investors:
  - **Purchase Mergers**: As the name suggests, this kind of merger occurs when one purchases another. The purchase is made with cash or through the issue of some kind of debt instrument; the sale is taxable acquiring companies often prefer this type of merger because it can provide them with a tax benefit. Acquired assets can be written up to the actual purchase price, and the difference between the book value and the purchase price of the assets can depreciate annually, reducing taxes payable by the acquiring company. We will discuss this further in part four of this tutorial.
  - **Consolidation Mergers**: With this merger, a brand new company is formed and both companies are bought and combined under the new entity. The tax term is the same as those of purchase merger.

**Motives Behind M&A**

The dominant rationale used to explain M&A activity is those acquiring firms seek improved financial performance. The following motives are considered to improve financial performance:

- **Economy of Scale**: This refers to the facts that combined company can often reduce its fixed costs by removing duplicate departments or operations, lowering the costs of the company relative to the same revenue stream, thus increasing profit margins.
- **Economy of Scope**: This refers to the efficiencies primarily associated with demand-side changes, such as increase its market power (by capturing increased market share) to set price.
- **Increased Revenue or Market Share**: This assumes that the buyer will be absorbing a major competitor and thus increase its market power (by capturing increased market share) to set prices.
- **Synergy**: For example, managerial economies such as the increased opportunity of managerial specialization. Another example are purchasing economies due to increased order size and associated bulk-buying discounts.
- **Taxation**: A profitable company can buy a loss maker to use the target's loss as their advantage by reducing their tax liability. In the United States and many other countries, rules are in place to limit the ability of profitable companies to "shop" for loss making companies, limiting the motive of an acquiring company.
• **Geographical or other Diversification:** This is designed to smooth the earnings results of a company, which over the long term smoothens the stock price of a company, giving conservation investors more confidence in investing in the company. However, this does not always deliver value to shareholders (see below).

• **Resource Transfer:** Resources are unevenly distributed firm (Barney, 1991) and the interaction of target and the interaction of target and acquiring firm resources can create value through either overcoming information asymmetry or by combining scarce resources.

• **Vertical Integration:** Vertical integration occurs when an upstream and downstream firm merger (or one acquires the other). There are several reasons for this to occur. One reason is to internalize an externality problem. A common example of such an externality is double marginalization. Double marginalization occurs when both the upstream and downstream firms have monopoly power and each firm reduces output from the competitive level to the monopoly level, creating two deadweight losses. Following a merger, the vertically integrated firm can collect one deadweight loss by setting the firms output to the competitive level. This increase profits and consumer surplus. A that creates a vertically integrated firm can be profitable.

**Business Valuation**

The five most common ways to valuate a business are:

- Asset valuation.
- Historical earnings valuation.
- Future maintainable earnings valuation.
- Relative valuation (comparable company and comparable transactions).
- Discounted cash flow (DCF) valuation.

Professional who valuate businesses generally do not use just one of these methods but a combination of some of them, as well as possibly others that are not mentioned above, in order to obtain a more accurate value. The information in the balance sheet or income statement is obtained by one of three accounting measures: a notice to Reader review engagement or an audit.

Accurate business valuation is one of the most important aspects of M&A as valuation like these will have a major impact on the prices that a business will be sold for. Most often this information is expressed in a letter of opinion of value (LOV) when the business is being valued for interest’s sake. There are other, more detailed ways of expressing the value of a business. While these reports generally get more detailed and expensive as the size of a company increases, this is not always the case as there are many complicated industries which require more attention to detail, regardless of size.

**Restructuring Methods**

**Sell-offs**

A sell-offs, also known as a divestiture, is the outright sale of a company subsidiary. Normally, sell-offs are done because the subsidiary doesn't fit into parent company's core strategy. The market may be undervaluing the combined businesses due to a lack of synergy between the parent and subsidiary. As a result, management and the board decide that the subsidiary is better off under different ownership.

**Equity Carve-outs**

More and more companies are using equity curve-outs to boost shareholders value. A parent firms makes a subsidiary public through an initial public offering (IPO) of shares, amounting to a partial sell-off. A new publicly-listed company is created, but the parent keeps controlling stake in the newly traded subsidiary. A carve-out is a strategic avenue apparent firm may take when one of its subsidiaries is growing faster and carrying higher valuation than other businesses owned by a parent. A carve-out generates cash because shares in the
subsidiary are sold to public, but the issue also unlocks the value of the subsidiary unit and enhances the parent's shareholder value.

**Spinoffs**

A spinoff occurs when a subsidiary becomes an independent entity. The parent carve distributes shares of the subsidiary to its shareholders through a stock dividend. Since this transaction is a dividend distribution, no cash is generated. Thus, spinoffs are unlikely to be used when a firm needs to finance growth or deals. Like the carve-out, the subsidiary becomes a separate legal entity with a distinct management and goal.

**Tracking Stock**

A tracking stock is a special type of stock issued by a publically held company to track the value of one segment of that company. The stock allows the different segments of the company to be valued differently by investors.

**Recent Merger and Acquisition in India**

1. Tata Steel's mega takeover of European steel major Corus for $12.2 billion. The biggest ever for an Indian company. This is the first big thing which marked the arrival of India Inc on the global stage. The next big thing everyone is talking about is Tata Nano.
2. Vodafone's purchase of 52% stake in Hutch Essar for about $10 billion. Essar group still holds 32% in the Joint venture.
3. Hindalco of Aditya Birla group's acquisition of Novellis for $6 billion.
4. Ranbaxy's sale to Japan's Daiichi for $4.5 billion. Sing brothers sold the company to Daiichi and since then there is no real good news coming out of Ranbaxy.
5. ONGC acquisition of Russia based Imperial Energy for $2.8 billion. This marked the turnaround of India's hunt for natural reserves to compete with China.
6. NTT DoCoMo-Tata Tele services deal for $2.7 billion. The second biggest telecom deal after the Vodafone. Reliance MTN deal if went through would have been a good addition to the list.
7. HDFC Bank acquisition of Centurion Bank of Punjab for $2.4 billion.
8. Tata Motors acquisition of luxury car maker Jaguar Land Rover for $2.3 billion. This could probably the most ambitious deal after the Ranbaxy one. It certainly landed Tata Motors into lot of trouble.
10. Reliance Industries taking over Reliance Petroleum Limited (RPL) for 8500 crores or $1.6 billion.

**Conclusion**

One size doesn't fit all. Many companies find that the best way to get ahead is to expand ownership boundaries through merger and acquisition. For others, separating the public ownership of a subsidiary or business segment offer more advantages. At least in theory, mergers create synergies and economies of scale, expanding operations and cutting costs. Investors can take comfort in the idea that a merger will deliver enhance market power.

**REFERENCES**

Strategic Financial Management - Study Module of Institute of Chartered Accountant of India, New Delhi.
Institute of Management Accounting (IMA) - Publisher of Strategic Finance.
V.K.Saxena and G.D.Vashist (2010), 'Advanced Management Accounting'.
www.wikipedia.com
www.icia.com
www.studentsicanhelp.com
www.reseachreport.com
wiki.answers.com
VILLAGE DEVELOPMENT WITH REFERENCE TO AGRO TOURISM IN MAHARASHTRA

Dr. Vijay K. Bile
Associate professor and HOD,
Department of Commerce and Management,
Yashwantrao Chavan Mahavidyalaya, Karmala, Dist. Solapur

ABSTRACT

Agro-tourism is the latest concept in the Indian tourism industry, which normally occurs on farms. It gives you the opportunity to experience the real enchanting and authentic contact with the rural life, taste the local genuine food and get familiar with the various farming tasks during the visit. Agricultural Tourism is the Holidays concept of Visiting a working farm or any agricultural, horticultural, or agribusiness operations for the purpose of enjoyment, education, or active involvement in the activities of the farm or operation. Agro-tourism is a way of sustainable tourist development and multi-activity in rural areas through which the visitor has the opportunity to get aware with agricultural areas, agricultural occupations, local products, traditional food and the daily life of the rural people, as well as the cultural elements and traditions. Paper explains the challenges and opportunities before the farmers as entrepreneurs in agro-tourism industry in India. Agro-Tourism has helpful to both farmers and urban peoples. It has provided an additional income source to the farmers and employment opportunity to the family members and rural youth. But, there are some problems in the process of the development of such center. The agro-tourism may become a cash crop for the farmers in the India and also an instrument of the rural employment generation. Rural tourism showcases rural life, art, culture and heritage at rural locations and interactions with the tourists benefit the local community economically and socially. Some of the major tourist destinations in India are Maharashtra, Darjeeling, Goa, Gujarat, Kerala, Delhi, Assam, Himalaya, etc. The India has a great potential of agro-tourism due to the beautiful natural site and basic infrastructures.

Keywords: Agro-tourism, Basic Motives, Key Techniques, Challenges and Opportunities.

INTRODUCTION

Agro-tourism is defined as travel, which combines, agriculture and rural setting with product of agriculture operation all within a tourism experience. Agriculture is a most important occupation in the India, about 58per cent peoples engaged in agriculture occupation. But, today it has becomes unprofitable due the irregular monsoon, prices fluctuations of Agro-products and some internal weakness of the agriculture sector. Hence, there is need to do some innovative activities in the agriculture, which will help to farmers, rural people. Today, urban children's world is restricted in the closed doors of a school, home and centre around television, video game, computer, fast food and internet. Living in urban area, they have not enjoyed the beauty of Mother Nature. Agro-tourism Development Corporation, did the research in 2004, and found that 43per cent of urban population did not have any relative left in the village. 97 per cent of urban population wants to experience the rustic beauty of village life. This gives an opportunity to develop tourism centre in the village based on agriculture activities.

Healthy economic growth recorded in past few years, especially in the services industry, has led to increase in business travel. Higher disposable income and affordability have increased domestic leisure travel in India. Foreign tourist arrivals in India have also grown. The industry's performance was hit in 2009 due to the global economic slowdown, terror attacks in Mumbai (November 2008) and H1N1 virus. However, the industry has shown
signs of recovery in the first half of 2010. This is a clear indicator that the long-term prospects for the Indian travel and tourism industry are bright. India is expected to witness increased tourist activity both in the business and leisure segments in the coming years. International inbound traffic is expected to grow rapidly with increasing investment and trade activity. India has been identified as one of the fastest-growing countries in terms of tourism demand. The travel and tourism demand is expected to reach US$ 266.1 bn (? 14,601.7 bn) by 2019. During 2004-2009 travel and tourism demand in India increased at a compound annual growth rate (CAGR) of 16.4 per cent to US$ 91.7 bn (? 4,412.7 bn) and foreign exchange earnings from tourism increased 13 per cent to US$ 11.39 bn.

Rural tourism showcases rural life, art, culture and heritage at rural locations and interactions with the tourists benefit the local community economically and socially. The existing scheme for destination development supports the development of infrastructure in rural areas. Under this scheme, the thrust is on promotion of village tourism as a primary product to spread tourism and its socio-economic benefits to rural and new geographic regions. The Ministry of Tourism has joined hands with the United Nations Development Programme (UNDP) for capacity building. Around 153 rural tourism projects have been sanctioned in 28 states/union territories including 36 rural sites where UNDP offers support in capacity building. During the "Visit India 2009" scheme, around 15 rural tourism sites were selected as rural eco-holiday sites.

OBJECTIVES

The objectives of this paper are follows:
- To study the importance of agro-tourism development in India.
- To define basic principles and important factors contributing to the success of agro-tourism.
- To identify the challenges and opportunities before the agro-tourism operations in India

SCOPE AND IMPORTANCE OF THE STUDY

The scope of the study is to examine the benefits and applicability of agro-tourism business in India. The study includes their benefits and problems. And define the basic principles and important factors contributing to the success of Agro-tourism operations in India.

Population of India reached near about 121 crore, which is the second highest population in world. Today the urban people's world is restricted in the closed door flats, offices, clubs, television, video games, spicy fast food, computer, internet, and so on. They can see nature only on television or screen of the computers. More over some people living in the cities do not have relatives in villages and they never visited or stayed in village. These peoples want enjoy rural life but there is problem of such type of facilities. Hence, it is opportunity to the farmers for development of the agro-tourism centers with a view to generate employment and create additional income source.

Some of the important advantages of Agro-tourism are:
1. It will become helpful for converting the major primary agriculture sector into major service sector in tourism form. This convergence is expected to create win-win situation for both the sectors.
2. Nowadays's service sector contributing more in India's GDP. So, tourism sector has potential to expand.
3. Agriculture sector has the capacity to absorb expansion in tourism Sector and convert it into high economic value.

METHODOLOGY OF THE STUDY

The present study was conducted on the agro-tourism is based on secondary data. The data has been collected from the related articles, research papers, and reports. Some data has furnished from the websites of the government of India like ministry of tourism of India and...
some state websites. Some ideas have been taken from the Tourism Development Corporation of Maharashtra.

**CONCEPT OF AGRO-TOURISM**

Agro-tourism is the latest concept in the Indian tourism industry, which normally occurs on farms. It gives you the opportunity to experience the real enchanting and authentic contact with the rural life, taste the local genuine food and get familiar with the various farming tasks during the visit. It provides you the welcome escape from the daily hectic life in the peaceful rural environment. It gives you the chance to relax and revitalize in the in the pure natural environment, surrounded by magnificent setting. See the real India and have the experience of the lifetime on the farm stay holidays. Some of the major tourist destinations in India are Himalayas, Jaipur, Goa, Kerala, Andhra Pradesh, Gujarat, Orissa and Maharashtra. Agricultural Tourism is the Holidays concept of Visiting a working farm or any agricultural, horticultural, or agribusiness operations for the purpose of enjoyment, education, or active involvement in the activities of the farm or operation. In general Agro-Tourism is the practice of attracting travelers or visitors to an area or areas used primarily for agricultural purposes.

Agro-tourism is defined as "Travel that combines agricultural or rural settings with products of agricultural operations - all within a tourism experience". According to Mr. Pandurang Tavare (ATDC, Pune) - "Agro-Tourism is that Agri-Business activity, when a native farmers or person of the area offers tours to their agriculture farm to allow a person to view them growing, harvesting, and processing locally grown foods, such as coconuts, pineapple, sugar cane, corn, or any agriculture produce the person would not encounter in their city or home country. Often the farmers would provide a home-stay opportunity and education". Agro-Tourism and Eco-Tourism are closely related to each other. Eco-Tourism provides by the tour companies but, in the agro-tourism farmers offer tours to their agriculture farm and providing entertainment, education and fun-filled experiences for the urban peoples. Agro-tourism is a way of sustainable tourist development and multi-activity in rural areas through which the visitor has the opportunity to get aware with agricultural areas, agricultural occupations, local products, traditional food and the daily life of the rural people, as well as the cultural elements and traditions. Moreover, this activity brings visitors closer to nature and rural activities in which they can participate, be entertained and feel the pleasure of touring.

**SCOPE OF AGRO-TOURISM**

Agro-tourism has great scope in the present context for the following reasons:

1. **Curiosity About the Farming Industry and Life Style:** The urban population having roots in villages always have had the curiosity to learn about sources of food, plants, animals, raw materials like wood, handicrafts, languages, culture, tradition, dresses and rural lifestyle. Agro-tourism which revolves around farmers, villages and agriculture has the capacity to satisfy the curiosity of this segment of population.
2. **Strong Demand for Wholesome Family Oriented Recreational Activities:** Villages provide recreational opportunities to all age groups, i.e., children young, middle and old age, male, female, in total, to the whole family at a cheaper cost. Rural games, festivals, food, dress and the nature provides variety of entertainment to the entire family.
3. **Health Consciousness of Urban Population and Finding Solace with Nature Friendly Means:** Modern lifestyle has made life stressful and average lifespan has come down. Hence, people are in constant search of pro-nature means to make life, more peaceful. Ayurveda which is a pro-nature medical approach has roots in villages. Indigenous medical knowledge of villagers is respected. Organic foods are in greater demand in urban areas and foreign countries. In total, health conscious urban population is looking towards pro-nature villages for solutions.
4. **Interest in Natural Environment:** Busy urban population is leaning towards nature, because, natural environment is always away from busy life. Birds, animals, crops,
mountains, water bodies, villages provide totally different atmosphere to urban population in which they can forget their busy urban life.

5. **Freedom from with Overcrowded Resorts and Cities:** In resorts and cities, overcrowded peace seekers disturb each other's peace. Hence, peace is beyond cities and resorts. Even though efforts are made to create village atmosphere in the sub urban areas through resorts, farm houses, it looks like a distant replica of the original.

6. Educational value of Agro-tourism could create awareness about rural life and knowledge about agriculture science among urban school children. It provides a best alternative for school picnics which are urban based. It provides opportunity for hands on experience for urban college students in agriculture. It is a means for providing training to future farmers. It would be effectively used as educational and training tool to train agriculture and line department officers. This provides unique opportunity for education through recreation where learning is fun effective and easy. Seeing believes and Learning by doing.

7. **Rural Recreation:** Villages provide variety of recreation to urbanites through festivals and handicrafts: Villagers' (farmers') lifestyle, dressing, languages, culture/traditions always add value to the entertainment. Agricultural environment around farmers and the entire production process could create curiosity among urban taught. Places of agricultural importance like highest crop yielding farm, highest animal yielding farm, processing units, farms where innovations tried add attraction to the tourists.

**BASIC PRINCIPLE MOTIVES OF AGRO-TOURISM**

- Agro-tourism should ensure the something for visitors to see, to do, and to buy.
  - Something for visitors to see
  - Something for visitors to do
  - Something for visitors to buy

**FACTORS RELATING TO THE SUCCESS OF AGRO-TOURISM**

For to run the agro-tourism very successively, following factors should be taking into consideration.

1. **Agriculture:** Rich resources in agriculture such as land, water and plants are unique from place to place bringing diversity and creating curiosity. Each field is unique which adds to the attraction of tourists. The way of cultivation and the products are great attraction to the urban population.

2. **Village:** Villages, located far from the city lack urban facilities, but are blessed with natural resources. Investments are made by nature in the form of water bodies, fields, forest, mountains, deserts and islands. The community structure is more homogenous and treating guests is part of the culture rather than a professional activity leading to natural environment required for such form of tourism.

3. **Farmer:** For a farmer, any outsider is a guest and is treated whole heartedly without any commercial motive. Treating guests is pleasure for the villagers than pain. The farmer entertains the guest while entertaining himself in the process. He is not like an exploitative natured businessman which itself facilitate a clean tourism atmosphere

**REQUIEREMENTS TO AGRO-TOURISM CENTRES**

To develop an agro-tourism in their farm, the farmers must have basic infrastructure and facilities in their farm as follows:

**Infrastructure**

- Accommodation facilities at same place or alliance with nearest hotels.
- Farmhouse, which has the rural look and feel comfortable along with all minimum required facilities.
- Rich resources in agriculture namely water and plants at the place.
- Cooking equipments for cooking food, if tourist have interested.
- Emergency medical cares with first aid box.
• The well or lake or swimming tank for fishing, swimming.
• Bullock cart, cattle shade, telephone facilities etc.
• Goat farm, Emu (Ostrich bird) farm, sericulture farm, green house.

Facilities Should Provide
• Offer authentic rural Indian /particular state food for breakfast, lunch and dinner.
• Farmers should offer to see and participate in the agricultural activities.
• Offer an opportunity to participate in the rural games to the tourist
• Provide information them about the culture, dress, arts, crafts, festivals, rural traditions and also give possible demonstration of some arts.
• Offer bullock cart for riding and horse riding, buffalo ride in the water, fishing facility in your pounds or nearest lake.
• Offer fruits, corns, groundnuts, sugarcane and other agro-products as per availability.
• Show local birds, animals and waterfalls etc and give authentic information about them.
• Must provide safety to tourists' with the support of alliance hospitals.
• Arrange folk dance programme, Shekoti folk songs bhajan, kirtana, lezim dance, dhangari gaja, etc. (which may vary from region to region)
• Available some agro-product to purchase to the tourist.

LOCATION FOR THE AGRO-TOURISM CENTRE

Urban tourists are interested into enjoying the nature and rural life. So, farmers should develop their centre in the rural areas only which have a beautiful natural background to attract urban tourist in your farm. The place of agro-tourism centre must need easy accessible by roads and railways. Tourists want to enjoy some historical, -and natural tourist places along with the agro-tourism. Hence, the centre should be developed near of these tourist places. It is more beneficial to both tourist and farmers. The places which are already tourist centers like Konkan (MH), gujrat,maharashtra, Kerala, dargiling (WB), Hariayana, Uttarakhand etc. These are the better places for the development of agro-tourism.

AGRO-TOURISM POTENTIAL IN INDIA

Agriculture business is becoming more unsecured in the India due to the irregular monsoon, unsecured product prices. Many farmers cannot afford it and have a problem of indebtedness. Due to the agricultural problems some farmers are committed to suicide in various states of the India. Hence, there is need of start any of allied agri-business to support their farming and create allied income source from farm. In order to encourage farmers for establish small and viable agro-business activity, such as agro-tourism. It offers several potential benefits to farm operators. It can help supplement income generation activity while providing an opportunity to more fully employ assets, including farm household members. The India has a great potential of agro-tourism due to the beautiful natural site and basic infrastructures than other countries. As per the tourism ministry comparative report, the foreign tourist arrivals growth changes takes place from 11.08 per cent in 2009-2010 and 8.9 per cent 2010-1 I.Foreign Exchange Earnings growth change takes place in percentage 18.1per cent and 19.6 per cent, in year 2009-10 and 2011 respectively. The Competitiveness Report notes that India has key strengths, linked mainly to cultural endowments. For instance India ranks 7th in terms of number of World Heritage sites. India is the second largest country in India, in population. India having area 328.7 m.ha with a 15000 km long coastline along the green Konkan, Kerala region. Nestled in the Western Ghats, the Sahyadri mountain ranges, nilgiri mountain, and world famous Himalaya. Darjeeling like hill stations and water reservoirs with semi-evergreen and deciduous forest. Area under agriculture is 141.23 million hectares and Principal crops growing in India include rice, Jowar, Bajra, wheat, pulses, turmeric, onions, cotton, sugarcane, and several oil seeds including groundnut, sunflower and soybean. The country has huge areas, under fruit cultivation of which mangoes, bananas, grapes, and orange, spices, tea etc.India is blessed with a rich and diversified cultural heritage. The country
has several communities belonging to different religions, and a number of festivities color the culture of India with the spirit of exuberance. Some of the popular festivals that are celebrated in India such as Diwali, Ganesh Chaturthi, Gudhi Padwa, Dasara, Nag Panchami, Gokul Ashtmi, Narali Pournima, Pola, Makar Sankranti, Banganga Festival, Pongal, Lodi, Holi etc. According to 2011, census near about 37.7 crore populations is living the urban areas of the India, which will can becomes a customers' of the agro-tourist centers are located in the rural areas. Other than nature and culture there is an enough road and rail connectivity in urban rural areas to travel in rural India. India abounds in numerous tourist attractions ranging from ancient cave temples, unspoiled beaches, ancient forts and monuments, forests and wildlife, unique hill stations, pilgrimage, centers, and a rich tradition of festivals, art and culture. Thus all the states of India have a tourism potential. India has diverse Agro-climatic conditions, diverse crops, people, deserts, mountains, which provide scope for promotion of all season, multi-location agro-tourism. Some of the popular folk dances in rural India are Lavni, adivasi nrutya (Tribal Dances), bhangda, rajsthani dance, dandiya, garba, yaksha ganam, burrakathas, Koli nrutya are, the religious folk dances and folk arts. Culture of India is very glorious with a great variety. It gives a unique identity to the rural India.

CHALLENGES BEFORE AGRO-TOURISM IN INDIA

The India has a greater potential of the development of the agro-tourism centers due to the good natural and climatic conditions. But there are some problems in the process of agro-tourism development in the state. Major challenges and problems are follows;

• Lake of perfect knowledge about the agro-tourism
• Weak communication skill and lake of commercial approach of the small farmers
• Lake of capital to develop basic infrastructure for the agro-tourism
• Ignorance of the farmers regarding to the such type of activities
• Presence of unorganized sector in the Agri-Tourism industry.
• Ensuring hygiene and basic requirements considering urban visitors

KEY TECHNIQUES FOR SUCCESS IN AGRO-TOURISM

Agro-Tourism is a one of the business activity. So, farmers have must of commercial mind and some marketing techniques for the success. For the better success in the agro-tourism you should follow the following things;

• Give a wide publicity of your tourism centre by new papers, television etc Use all possible advertisement means.
• Develop contacts with the schools, colleges, NGOs, clubs, unions, organizations etc.
• Train your staff or family members for reception and hospitality
• Understand about the customers wants and their expectations and serve
• Charge optimum rent and charges for the facilities/services on the commercial base
• Do the artificially use local resources for the entertain/serve to tourist
• Develop your website and update time to time for attract foreign tourist
• Take their feedback and comments about the service and suggestions to more development and modification.
• Develop a good relationship with the tourist for future business and chain publicity
• Develop different agro-tour packages of for different type of tourist and their expectations.
• Preserve an address book and comments of the visited tourists for future tourism business
• Behave sincerely with the tourists and participate with them/him
• Small farmers can develop their agro-tourism centers on the basis of cooperative society.

AGRI-TOURISM PROSPECTUS IN INDIA

1. Indian tourism industry is growing @10.1 per cent - The World Tourism organization has estimated that the tourism industry is growing at the rate of 4 per cent a year and that by the year 2010 there will be more than one billion tourists visiting
various parts of the world. But the Indian tourism industry is growing at the rate of 10 per cent which is 2 1/2 times more that the growth rate at global level.

2. **India has diverse culture and geography** which provides ample and unlimited scope for the growth of this business. India has diverse Agro-climatic conditions, diverse crops, people, culture, deserts, mountains, coastal systems and islands which provides scope for promotion of all season, multi-location tourism products.

3. **Increasing number of tourists** preferring non-urban tourist spots. Hence, there is scope for promotion of non-urban tourist spots in interior villages by establishing Agro-tourism centers. But, adequate facilities and publicity are must to promote such centers.

4. **Government initiatives and policies** in X five year plan allocation has been increased from 525 crore to 2900 crores. Increased financial allocation reaffirms the government commitment. The increased financial allocation by six times could be used for capacity building of service providers, creation of infrastructure and publicity.

**CONCLUSION AND POLICY IMPLICATIONS**

India has a great potential to the development of agro-tourism, because of natural condition and different types of agro products as well as variety of rural traditions, festivals. The government should try to provide optimum financial aids to the agro-tourism activities in the India by the grants and institutional finance. Bank should provide optimum financial help for the agro-tourism activities in the India. 37.7 crore of population is living in the urban areas and they want enjoy rural life and to know about the rural life. It is a good opportunity to develop an agro-tourism business in India. Hence, the agriculture departments of the districts', Agriculture Universities should try to give orientation about it and provide some innovative ideas regarding to the Agro-tourism. Union of the agro-tourism service providers is also another need of these farmers which helps to the agricultural tourism network in the India.

**REFERENCES**

3. Pandurang Taware, Director Sales and Marketing, Agri Tourism Development Corporation, Pune Indi 'Agro-Tourism: Innovative Income Generating Activity for Enterprising Farmers'.
6. Prof.S.C.Bagri (2003), Trends In Tourism Promotion (Emerging Issues), Himalaya Publication Housing Society.

**Websites:**

www.agritourism.in
www.gidb.org
www.indiastat.com
www.maharashtratourism.gov.in
www.tourism.gov.in