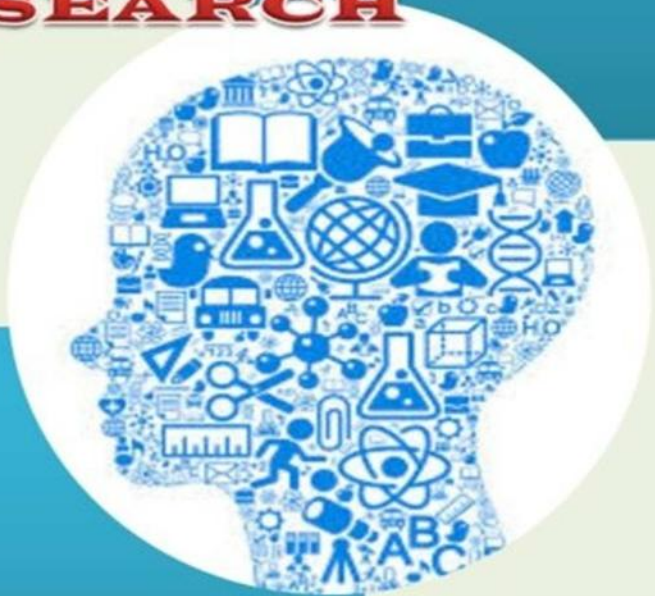


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Sustainable Development In Higher Education: The Transformative Role Of Libraries In The NEP Era

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Abstract:

Higher education is a pivotal arena for fostering sustainable development, and libraries play an instrumental role in this transformative process. This paper examines how libraries in higher education contribute to sustainable development, particularly within the framework of India's National Education Policy (NEP) 2020. It explores the integration of sustainability in library operations, services, and policies, highlighting their role in promoting multidisciplinary education, digital equity, and lifelong learning. Through case studies and best practices, the paper underscores the potential of libraries as catalysts for sustainable development in higher education, aligning with global goals and national priorities.

Keyword: Sustainable Development, Higher Education, Libraries, National Education Policy (NEP), Digital Equity, Green Libraries, Multidisciplinary Education

Introduction:

Sustainable development is a cornerstone of global progress, emphasizing the balance between environmental conservation, economic growth, and social equity. Higher education institutions (HEIs) serve as critical hubs for advancing sustainable practices, and libraries, as integral components of these institutions, are uniquely positioned to lead this change. With the advent of India's National Education Policy (NEP) 2020, libraries are called to play a transformative role in fostering sustainable development, promoting inclusivity, and enabling access to knowledge for all.

This paper delves into the multifaceted contributions of academic libraries to sustainable development within the NEP framework. It discusses their roles

in supporting multidisciplinary education, bridging the digital divide, and advancing green practices, thereby shaping a sustainable and equitable future.

Understanding Sustainable Development In Higher Education:

Defining Sustainable Development:

Sustainable development refers to meeting present needs without compromising the ability of future generations to meet their own. In the context of higher education, it involves embedding sustainability principles in curricula, operations, research, and community engagement.

Higher Education and Sustainability Goals:

Higher education institutions contribute to the United Nations Sustainable

Development Goals (SDGs) by promoting education for sustainable development (ESD). Through research, innovation, and capacity building, HEIs address pressing global challenges, such as climate change, resource scarcity, and social inequality.

Libraries and Sustainable Development:

Libraries as Knowledge Hubs:

Libraries are repositories of information and knowledge, providing resources that foster critical thinking and informed decision-making. By curating collections on sustainability and offering access to multidisciplinary resources, libraries empower students and researchers to address global challenges.

Green Libraries and Environmental Stewardship:

Green libraries adopt sustainable practices in their infrastructure and operations. Key initiatives include:

- **Energy Efficiency:** Utilizing energy-saving technologies, such as LED lighting and solar panels.
- **Sustainable Architecture:** Incorporating eco-friendly materials and designs that reduce environmental impact.
- **Waste Management:** Implementing recycling programs and minimizing the use of single-use plastics.

Digital Transformation and Resource Optimization:

Digital transformation in libraries reduces reliance on physical resources, such as paper and print materials, thereby decreasing the ecological footprint. E-books, online databases, and virtual learning platforms enhance accessibility while promoting environmental sustainability.

The National Education Policy (NEP) 2020 and Libraries:

The NEP 2020 envisions a holistic and multidisciplinary approach to education, emphasizing inclusivity, accessibility, and sustainability. Libraries are central to achieving these goals, as outlined below:

Supporting Multidisciplinary Education:

NEP 2020 promotes interdisciplinary learning, encouraging students to explore diverse fields of knowledge. Libraries facilitate this by providing access to varied resources, including books, journals, and digital content across disciplines.

Bridging the Digital Divide:

The NEP highlights the importance of digital equity, ensuring that students from marginalized communities have access to quality educational resources. Libraries play a critical role in this by offering free internet access, digital repositories, and e-learning platforms.

Fostering Lifelong Learning:

Libraries under the NEP are envisioned as centers for lifelong learning, providing opportunities for skill development, professional growth, and personal enrichment through workshops, certifications, and open educational resources (OERs).

Promoting Research and Innovation:

By offering state-of-the-art facilities and access to global research networks, libraries support NEP's goal of positioning India as a global knowledge superpower. They enable collaborative research and the dissemination of innovative solutions to sustainability challenges.

Case Studies of Sustainable Libraries:**University of Hyderabad Library:**

The University of Hyderabad Library has integrated green practices, including solar energy systems and digital resource management. Its commitment to sustainability is reflected in its initiatives to reduce paper usage and promote e-resources.

National Library of Singapore:

The National Library of Singapore exemplifies sustainable architecture, with features such as natural ventilation and energy-efficient glass panels. It actively engages the community through programs on environmental awareness.

University of California, Berkeley Library:

Berkeley's library system incorporates sustainability into its operations by implementing waste reduction programs, energy-efficient designs, and digital collections that reduce physical resource dependency.

Challenges and Opportunities:**Challenges:**

- **Financial Constraints:** Sustainable initiatives often require significant investment, which may strain library budgets.
- **Resistance to Change:** Adopting new practices and technologies can face resistance from staff and users accustomed to traditional methods.
- **Technological Gaps:** Limited access to advanced technologies and digital infrastructure can hinder the implementation of sustainable practices.
- **6.2 Opportunities**

- **Policy Support:** NEP provides a robust framework for integrating sustainability into library operations and services.
- **Global Partnerships:** Collaborations with international organizations can provide resources, expertise, and funding.
- **Innovation and Technology:** Advances in AI, IoT, and renewable energy offer tools to enhance library sustainability efforts.

The Way Forward:**Strategic Planning:**

Libraries should develop strategic plans that align with institutional sustainability goals and NEP priorities. These plans should outline actionable steps for resource optimization, digital transformation, and community engagement.

Training and Capacity Building:

Regular training programs for library staff and users can build awareness and skills related to sustainability. Topics could include digital resource management, energy conservation, and green practices.

Monitoring and Evaluation:

Libraries should establish metrics to assess the impact of their sustainability initiatives. Regular evaluations can provide insights for continuous improvement and alignment with broader educational objectives.

Conclusion:

Libraries in higher education are at the forefront of driving sustainable development, particularly within the framework of NEP 2020. By adopting green practices, advancing digital equity, and

fostering multidisciplinary learning, libraries contribute to building a resilient and equitable society. As knowledge hubs, they empower future generations to address global challenges, ensuring a sustainable and inclusive future for all.

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Application of Jute Knitted Fabric for Desert Cooler

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Abstract:

This study focuses on replacing wooden wool used in desert cooler side panel by the Jute yarn knitted structure. Jute is the most affordable and available nature bast fiber, composed of cellulose and lignin material. Water pads of desert cooler which are generally made up of wooden wool can be replaced by the Jute knitted fabric base water pads which are made by hand knitting. All the drawbacks and problems of wooden wool pads are eliminated by the jute knitted fabric. Due to which it increases the cooling efficiency of the desert cooler. It also provides acoustic insulation which reduces some amount of noise coming through the cooler. Jute knitted fabric base water pads will develop a new area for the knitting industries. Knitted fabric of 800GSM is manufactured and some of the properties like-Thickness, GSM, water permeability, air permeability, porosity, water absorbency, etc. for 800, 1000 and 1200 GSM of pads were tested and discussed. Which can affect the cooling efficiency of jute nonwoven pads.

Keywords: *Desert cooler, Wooden wool, Jute knitted fabric.*

Introduction:

Cooling devices are one of the most important devices for the people tropical countries like India during summer season. Desert cooler is effective and efficient when the dry bulb temperature is high and the relative humidity is low, restricting its use to dry climates. The temperature rises up to 45°C to 47°C and at some places like Delhi and Chandrapur the temperature goes up to 49°C. [1] Therefore, it is necessary to cool down the temperature at home, office, industry or any other working places. For lowering down the temperature, cooling devices like desert cooler and air-conditioners are used, where desert cooler is a cheaper option as compared to air-conditioners. They cost about 80-85% less as

compared to air conditioners, thus making them very cheap to install. For a 200 sq. feet room, a right sized desert cooler would cost about Rs 6000-8000 whereas an air-conditioner would cost about Rs35000-40000. Even if we compared electricity consumption, air coolers consume 80-90% less electricity as compared to air conditioners. The organized desert air cooler industry is estimated to be approximated Rs2600 crore in terms of value and it was estimated to have sold 3 million units in FY2019-20 in India.[2]

The normal size cooler (4x3) required 1Kg of wooden wool for making of cooler water pads for single unit then it requires 30 lakh Kg of wooden wool for manufacturing of 3 million units of desert cooler which is a huge

quantity. The wooden wools are extracted by cutting trees. Therefore, it is not environmentally friendly to cut huge number of trees for fulfilling the requirement of wooden wool. Also, the life of wooden wool is hardly 1-2 seasons.

To save the environment and stop the deforestation, in the study Jute yarn knitted structure is used and replaced wooden wool. Jute is one of the most important natural fibers after cotton in terms of cultivation and usage. It is most affordable and readily available fiber. The moisture regain of jute is high (13.75%). All the drawbacks and problems of wooden wool panels can be eliminated by the jute knitted fabric.

Material and Method:

For present study, crossed stockinette knitted structure is prepared by hand-knitting. This structure gives sufficient openings as well as bulk which helps in better cooling efficiency of the desert cooler. Knitted fabric of 800 GSM is manufactured using 82 jute count yarn. (82 pounds per 14000 yd.) In the commercial cooler, wooden wool is kept in between two metallic mesh which has problem of corrosion. To overcome this problem, synthetic mesh and nylon filaments are used outside and inside respectively to hold knitted structure.

Crossed stockinette knitted structure produced by hand knitting for 3 panels of size 4 × 3 feet and attached to the cooler and calculated its cooling efficiency in a room of 200 square feet.



Fig No. 1: Stockinette Knit Structure

Result and Discussion:

The cooling efficiency of cooler will conclude the overall results. The dry bulb temperature and wet bulb temperature (Indoor and outdoor) readings are obtained to calculate cooling efficiency. These two parameters will help to calculate the cooling efficiency of cooler.

1. Instrument used to measure the temperature:

A whirling hygrometer is used to evaluate the amount of water vapor in the air. It consists of two glass thermometers containing a liquid, usually mercury. One thermometer measures ambient air temperature (atmospheric temperature) while the other one measures the wet-bulb temperature (saturation temperature).



Fig No.2 Whirling Hygrometer

Two Whirling Hygrometers one each for outdoor and indoor are used. Outdoor and

indoor temperatures are recorded in the interval of 15 min, for 3 hours. Cooling

efficiency is calculated using following formula.

$$\text{Cooling Efficiency \%} = \frac{\text{DBT Outdoor} - \text{DBT Indoor}}{\text{DBT Outdoor} - \text{WBT Indoor}}$$

Where: DBT Atmosphere = Ambient air temperature (atmospheric temperature).

WBT = Wet bulb temperature (saturation temperature).

Table 1: Wood Wool Cooling Efficiency Test

Time	Indoor		Outdoor	Cooling Efficiency
	Dry	Wet	Dry	
2pm	32	24	40	50
2:15pm	29	23	41	70
2:30pm	28.6	30	42	81
2:45pm	28	22	42.4	74
3:00pm	27.5	22.5	41	72
3:15pm	27.5	21	41.5	68
3:30pm	27.5	21	42	69
3:45pm	27.5	21	43	70
4:00pm	27	20.5	40	66
4:15pm	27.5	21	38.5	59
4:30pm	27	20	38	61
4:45pm	27	20.5	37.5	61
5:00pm	27	20	37	58

Table 2: Jute Knitted Fabric Pad Cooling Efficiency Test

Time	Indoor		Outdoor	Cooling Efficiency
	Dry	Wet	Dry	
2pm	33	23	41	44
2:15pm	28	23	41	72
2:30pm	27	22	40	72
2:45pm	27.6	22	40	68
3:00pm	27.2	22.4	41	74
3:15pm	27	21	40	68
3:30pm	27	21	40.2	68
3:45pm	27	20	40	65
4:00pm	26	20	39	64
4:15pm	26.8	19	39	61
4:30pm	26	19	37	61
4:45pm	27	19.5	36	54
5:00pm	22.6	19	36	78

Conclusion:

We can reduce environmental pollution, support farmers and local artisans, and promote traditional crafts, which can also improve the cooling efficiency of desert cooler. Thus, desert coolers which are manufactured using knitted fabric instead of wooden wool are eco-friendly, long lasting, and give better cooling efficiency as compared to existing wooden wool-based coolers. It will be environmentally friendly and also it will increase the demand for the textile industry. This will lead towards increase in the growth of textile sector.

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Role of Supporting Staff in Developing Qualitative Library Services in Academic Institution

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Abstract:

This paper explores the pivotal role of supporting staff in enhancing the quality of library services in the modern era. With the advent of digital technologies and evolving library user expectations, academic libraries are undergoing significant transformations. While college librarians often take the spotlight in discussions about library services, supporting staff members play a crucial role in delivering effective and qualitative library services and well as information services. It highlights the diverse responsibilities and contributions of supporting staff members in academic libraries. It also discusses challenges they face and offers recommendations for empowering and recognizing their contributions to ensure the continued enhancement of academic library services for the purpose of research and continuous education of library users.

Keywords: *Supporting Staff, Library Services, Qualitative, Modern Era, Roles, Responsibilities, Challenges, Empowerment, and Recognition.*

Introduction:

Academic libraries play a crucial role in supporting the teaching, learning, and research activities of educational institutions. Here are some key roles and the importance of qualitative services provided by academic libraries:

A. Information Access and Retrieval:

College libraries provide access to a wide range of resources including books, journals, databases, and multimedia materials. They help students and faculty members locate and retrieve relevant information for their research and academic pursuits.

B. Research Support:

Academic libraries offer various services to support research activities such as Information Service like CAS,

SDI etc, literature search assistance, inter-library services, access to specialized data-bases, and assistance with citation management. These services contribute to the quality and depth of research conducted by students and faculty.

C. Instruction and Information Literacy:

Academic libraries provide instruction sessions and workshops to help users develop information literacy skills. These skills are essential for critically evaluating information, effectively using library resources, and conducting thorough research.

D. Space for Study and Collaboration:

Academic libraries provide physical spaces for study, research, and

collaboration. These spaces may include quiet study areas, group study rooms, internet connected e-sections, and collaborative workspaces. They offer environments conducive to learning and academic engagement.

E. Collection Development:

Librarians curate collections to support the academic programs and research interests of their institution. They select materials that are relevant, authoritative, and up-to-date, ensuring that users have access to high-quality resources in their field of study, supporting staff will help in this regard, because they are directly connected with the user end.

F. Technology and Digital Resources:

Academic libraries provide access to technology resources such as computers, printers, scanners, and software tools. They also manage digital repositories and provide access to electronic resources such as e-books, e-journals, and multimedia materials.

G. Reference and Research Assistance:

Librarians offer reference services to assist users with their information needs. They help users formulate research questions, develop search strategies, and locate relevant resources. Reference librarians are experts in navigating library collections and databases, providing personalized assistance to users.

H. Preservation and Archiving:

Academic libraries play a vital role in preserving and archiving scholarly materials for upcoming generations. They maintain collections of rare books, manuscripts, archival

materials, and special collections, ensuring their long-term accessibility and usability.

Academic libraries provide a range of qualitative services that support the educational, research, and scholarly activities of their institutions. These services contribute to the academic success of students and faculty, enhance the quality of research conducted, and promote life-long learning and information literacy skills.

The academic library profession is being redefined by shifting research and scholarly landscape, the transformation in higher education and advances in technology have brought about a major change in the role of librarian in research. Libraries are now playing a relatively larger role in educating researchers in handling their research queries and fulfilling their objectives. Academic libraries of this generation are trying to provide high quality scholarly collections and resources to meet the requirements of researchers. Academic libraries are paving ways to provide information to users as well providing an environment that encourages development of the researcher's capabilities and skills.

Academic libraries are now playing relatively larger role in educating researchers in handling their research queries and fulfilling their objectives. Libraries of this generation are trying to provide high quality scholarly collections and resources to meet the requirements of researches. Libraries are paving ways to provide information to users, lending and on-line reading list services and thus acting as a center pillar. Academic libraries usually prioritize in providing an environment that encourages development of research

capabilities and skills. Academic libraries are basically attached to a parent body or an educational institution and usually serve two complementary purposes:

1. To support the syllabus followed by the institution prescribed by the affiliated university.
2. To support the research activities conducted by students and teachers.

Modern academic libraries provide access to open source e-resources like e-books, e-journals, data-base with the help of remote access or online. Academic libraries should understand the user needs as well as cater to the mission and various academic programs of the college. An academic library adopts a collection development program in which they also built a rare collection where the research specifications can be met. These are generally referred to as special collection.

Supporting staff play a critical role in ensuring the smooth operation and effective functioning of academic libraries. Their contributions are essential in providing quality services and maintaining the library's resources. Here are some key aspects of the critical role of supporting staff in supporting academic libraries:

A. Administrative Support:

Supporting staff handle various administrative tasks such as managing library budgets, coordinating purchasing and acquisitions, processing invoices, and maintaining financial records. They ensure that financial resources are allocated appropriately and that the library operates within budgetary constraints.

B. Technical Services:

Technical services staff are responsible for acquiring, cataloging, processing, classifying and organizing library materials. They ensure that library collections are accurately described, properly classified, and easily accessible to users. Technical services staff play a crucial role in expanding and maintaining the library's collections to meet the needs of its users.

C. Circulation Services:

Circulation staff manages the borrowing and lending of library materials, issue library cards, and oversee the circulation desk. They assist users in checking out and returning materials, renewing items, and resolving any issues related to circulation. Circulation staff also plays a key role in enforcing library policies and ensuring the security of library resources.

D. Interlibrary Services:

Interlibrary loan staff facilitates the borrowing and lending of materials between libraries, allowing users to access resources that are not available in their home library. They coordinate requests, handle the transfer of materials, and ensure timely delivery of borrowed items. Interlibrary loan services expand the range of resources available to library users and support their research and learning needs.

E. Technology Support:

Supporting staff provide technical support for library systems and technologies, including integrated library systems, on-line catalogs, digital repositories, and electronic resources.

They troubleshoot technical issues, provide user training and support, and implement updates and enhancements to library systems. Technology support staff plays a critical role in ensuring the reliability, accessibility, and usability of library technologies.

F. User Services:

Supporting staff assist library users with a wide range of needs, including reference and research assistance, information literacy instruction, and user outreach and engagement. They provide personalized assistance to users, help them navigate library resources, and promote awareness of library services and programs. User services staff enhance the user experience and support the academic success of library patrons. They provide the feedback link and filled it. In critical condition they provide help in technical issues occurred in software or hardware at working time.

G. Facilities Management:

Facilities staff is responsible for maintaining the physical environment of the library, including cleanliness, safety, and accessibility. They oversee building maintenance and repairs, manage facilities-related projects, and ensure compliance with health and safety regulations. Facilities staff creates a welcoming and functional space for library users and support the overall operation of the library.

Supporting staff play a critical role in supporting academic libraries by managing administrative tasks, maintaining library collections,

providing circulation and interlibrary loan services, offering technology support, assisting users, and managing library facilities. Their contributions are essential in ensuring the effective operation of the library and meeting the needs of its users.

Challenges Faced by Supporting Staff:

Recognition and professional development opportunities for supporting staff within academic library settings: Recognition and professional development opportunities are crucial for supporting staff within academic library settings to foster job satisfaction, skill enhancement, and career advancement. Here are some strategies for providing recognition and professional development opportunities for supporting staff:

- 1. Recognition Programs:** Implement recognition programs to acknowledge the contributions and achievements of supporting staff. This could include awards, certificates of appreciation, or employee of the year recognition. Recognizing exemplary performance boosts morale and motivates staff to continue their hard work. A small flowerer token by institution head will work in this regard in some condition. University and Professional associations also felicitated the supporting staff of library for their good work.
- 2. Training and Workshops:** Offer training sessions and workshops to enhance the skills and knowledge of supporting staff. These could cover a wide range of topics such as customer service, technology proficiency, library management systems, cataloging

standards, and communication skills. Providing opportunities for skill development helps staff perform their duties more effectively and prepares them for career advancement. So there is a need to motivate them for further up gradation in educational qualification also.

- 3. Professional Conferences and Seminars:** Encourage supporting staff to attend professional conferences, seminars, and workshops related to library and information science. These events provide valuable networking opportunities, exposure to emerging trends and best practices, and opportunities for professional growth. Financial support or time off to attend such events demonstrates the organization's commitment to staff development.
- 4. Cross-Training and Job Rotation:** Implement cross-training and job rotation programs to expose supporting staff to different areas of library operations. This not only broadens their skill set but also fosters a deeper understanding of how various library functions are interconnected. Cross-trained staffs are more flexible and adaptable, enabling them to fill in for colleagues and contribute to team collaboration. It will be helpful if someone goes on long leave.
- 5. Mentorship Programs:** Establish mentorship programs where experienced staff members mentor newer or junior staff members. Mentors provide guidance, support, and career advice, helping mentees navigate their professional development and career

goals. Mentorship programs promote knowledge sharing, skill development, and a sense of camaraderie among staff members.

- 6. Professional Development Funds:** Allocate funds for supporting staff to pursue further education, certifications, or professional memberships relevant to their roles in the academic library. Reimbursement or subsidy for tuition fees, exam fees, or membership dues encourages staff to invest in their professional development and acquire new and higher academic as well as technical qualifications and skills.
- 7. Performance Reviews and Career Planning:** Conduct regular performance reviews to provide feedback on staff performance and discuss career goals and aspirations. Work with staff to create individual development plans that outline specific objectives, training opportunities, and career paths within the organization. Performance reviews serve as a platform for recognizing achievements and identifying areas for improvement and growth.
- 8. Promotion and Advancement Opportunities:** Create a transparent promotion and advancement process that provides opportunities for supporting staff to progress in their careers. Clearly define criteria for promotion and advancement, and ensure that staff is aware of available opportunities. Promoting from within the organization fosters loyalty and encourages staff to invest in their long-term career development.

By implementing these strategies, academic libraries can demonstrate their

commitment to supporting staff development, enhancing job satisfaction, and creating a motivated and skilled workforce capable of meeting the evolving needs of library users. Academic libraries can effectively address workload pressures and adapt to evolving technological advancements, ensuring that they remain responsive to the needs of their users and continue to fulfill their mission in the digital age.

Strategies for Empowerment and Recognition:

Providing professional development opportunities and training programs:

Providing professional development opportunities and training programs for library supporting staff is essential for maintaining a skilled and motivated workforce. Here are several ways to implement effective professional development initiatives:

- 1. Needs Assessment:** Conduct a needs assessment to identify the skills and knowledge gaps among supporting staff. This assessment can be done through surveys, interviews, and observation or performance evaluations. Understanding the specific professional development needs of staff will help tailor training programs to address those areas effectively.
 - 2. Diverse Training Methods:** Offer a variety of training methods to accommodate different learning styles and preferences. This could include workshops, seminars, webinars, on-line courses, conferences, and on-the-job training. Providing diverse training opportunities allows staff to choose the
- methods that best suit their learning preferences and schedules.
- 3. Technical Skills Training:** Offer training programs focused on enhancing technical skills relevant to college library operations. This may include training on library management systems, classification and cataloging standards, digital preservation techniques, database searching, and software applications used in college library services.
 - 4. Soft Skills Development:** In addition to technical skills, provide training programs that focus on developing soft skills essential for effective job performance. This may include communication skills, presentation skills, customer service training, time management, leadership development, teamwork, conflict resolution, and adaptability etc.
 - 5. Leadership Development:** Offer leadership development programs for supporting staff who aspire to take on leadership roles within the library. This could include training on management principles, project management, strategic planning, budgeting, and staff supervision. A presentation in information literacy program, attending guests in library. Various program conducted by the library will help in this regard.
 - 6. Specialized Training:** Provide specialized training programs tailored to specific roles or functional areas within the library. For example, offer training for reference librarians on advanced search techniques, training for circulation staff on patron interaction

skills, or training for technical services staff on metadata standards.

7. Collaborative Learning

Opportunities: Facilitate collaborative learning opportunities such as staff studies groups, peer mentoring programs, or communities of practice. Encourage staff members to share their knowledge and expertise with each other and learn from their peers through informal networking and knowledge sharing sessions.

8. External Partnerships: Collaborate with external organizations, professional associations, or academic institutions to offer professional development opportunities for supporting staff. This could include partnering with industry experts to deliver specialized training workshops or sponsoring staff to attend conferences and seminars organized by professional associations. Although they are the main promoters of our qualitative library services.

9. Feedback and Evaluation: Seek feedback from staff members on the effectiveness of professional development programs and training initiatives. Use evaluation mechanisms such as surveys, focus groups, or post-training assessments to assess the impact of training on job performance and identify areas for improvement.

10. Continuous Improvement: Continuously review and update professional development programs based on evolving needs, emerging trends, and feedback from staff and stakeholders. Ensure that training initiatives remain relevant, up-to-date,

and aligned with the strategic goals of the library.

Conclusion:

Recap of the essential role of supporting staff in developing qualitative library services according to changing need of library users. There should be continuous up gradation of set of technical, technological skills as well as soft skills. There should be provision to call to action for greater recognition and interest in supporting staff for the continued advancement of libraries in the modern era. There should be a provision to promotion for higher post or extra increment as a motivation for acquiring higher education to the supporting staff of library. The participation in various conferences, seminars, workshops, training program should be included in their yearly progress report. They must acquire the higher educational qualification as well as technical qualification.

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Sustainable Funding Practices: A Roadmap for Higher Education Institutions in India

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Abstract:

Higher education institutions in India are critical for academic excellence, innovation, and socio-economic development; despite that, the challenges of financial sustainability and reliance on traditional funding sources call for innovative financing strategies and practices. This research paper explores sustainable funding practices that could offer higher education institutions in India a roadmap for economic viability, academic independence, and social responsibility. The paper starts with an assessment of the current funding landscape, the limitations of existing funding sources, and a strategic framework for sustainable financing, including public-private partnerships, alumni engagement, philanthropic contributions, and innovative revenue generation models. The research paper analyses and synthesizes existing research using a systematic review method on this topic, a comprehensive review of literature that follows a rigorous methodology to identify, evaluate, and synthesize research evidence. Preliminary findings suggest that India needs a multi-faceted response, integrating government policies, institutional reforms, and private sector engagement to ensure the long-term viability, growth, and sustainability of funding in higher education.

Introduction:

The higher education landscape of India is rich, with ancient learning centers and modern universities. The higher education sector in India has experienced a tremendous growth rate over the past few decades, becoming an important part of the nation's development strategy. India boasts one of the largest and fastest-growing higher education systems in the world. With more than 1,000 universities and many colleges, the sector faces the daunting task of meeting the educational aspirations of millions of students. However, Indian higher education institutions are often criticized for having inadequate funding to them. Funding for Indian higher education is mostly in the

hands of the government. In recent times, government funding has faced substantial challenges from fiscal constraints and mounting demands from other sectors. As such, there is a strong need for sustainable funding practices within Indian universities. Sustainable funding models are needed not only to retain infrastructure but also to improve research, build faculty capacity, and enhance student outcomes. There is still a lot of innovation in funding models that can provide HEIs with stable and diversified sources of income that can keep pace with the evolving economies and the shifting global education market.

Current Funding Scenario for Higher Education in India:

India's financing of HE is a blend of central government funding, state government funding, and private sector investments. Government financing for HEIs is massive but the reliance on it has created some challenges.

1. Government Funding and Fiscal Constraints:

Government funding in India for higher education is primarily through MoE, disbursing grants and financial assistance to public universities and colleges. Major portions of the funds allocated are operational, which go to faculty and staff salaries, infrastructural development, and scholarships for students. The competition in education funding, however, has intensified because of India's restricted fiscal space. Education was reportedly around 3% of the GDP as indicated by the 2021-2022 Union Budget. For a long time, it has remained within this range, yet has never caught up with the growth pace of the sector.

Since government institutions face fiscal restraints, this means that various institutions suffer gaps in funding and, more fundamentally, in their infrastructure, capabilities, and remuneration of faculty members. The case is worse regarding state universities and lower-tier universities, which remain neglected in most funding allocations.

2. Private Sector Funding:

In addition to public funding, the private sector has been playing an increasingly important role in the higher education landscape in India. Private universities, especially in sectors like management, engineering, and medicine, are

well-funded and have grown rapidly in recent years. However, the involvement of private players in the sector has raised concerns about commercialization and equity. Most private institutions focus on making profits, and the concern is that access to quality education will be limited to only those who can afford the high fees. Funding by the private sector may be a double-edged sword: though it may reduce the fiscal pressure, it could undermine the public mission of HEIs. A few private institutions have also forged partnerships with public universities to develop hybrid models wherein funding acumen and resources from the private sector could enhance the quality and outreach of public universities.

3. Philanthropy and Alumni Contributions:

Philanthropy is another source of funding, although in India, this source remains much underexploited compared to, say, the United States. There is a small tradition of alumni contributions in some of India's top institutions, including the IITs and IIMs, but overall, the sector remains largely unable to exploit this source of funding. Private donations, corporate sponsorships, and alumni networks have huge potential for long-term sustainable funding, but development requires cultural change and better systems for alumni engagement.

4. Internal Revenue Generation and Resource Mobilization:

HEIs in India have started focusing on increasing internal revenue generation through fee hikes, offering online courses, renting out campus spaces, and conducting

executive education programs. However, these strategies often lack innovation and sustainable financial models. Revenue generation strategies need to be more diversified and aligned with the institution's mission and long-term goals.

Challenges to Sustainable Funding:

A few barriers exist in developing sustainable funding practices in Indian HEIs. They can be classified into financial, structural, and institutional categories.

1. Dependence on Government Grants for Funding:

The largest challenge for public HEIs in India is their dependency on grants from the government. A number of these institutions cannot independently earn enough to meet their expenses and hence remain dependent on funding by either the state or central governments. This creates political instability and exposes them to changing budget priorities and economic decline.

2. Uneven Allocation of Resources:

Another challenge is the unequal distribution of resources among different categories of institutions. Central universities and IITs, for instance, receive much more funding than state universities and smaller colleges. This leads to disparities in educational quality, infrastructure, and access to opportunities. Sustainable funding strategies must address these disparities and promote equitable access to resources across the sector.

3. Lack of Innovation in Revenue Generation Models:

Most of the Indian HEIs have been reluctant to change their financial resource systems. Universities have relied heavily on government funding and student fees as the

predominant income source. The resource system does not present innovative resource alternatives that channel alternative funding from corporate collaborations, international associations, and research ventures.

4. Regulatory and Policy Constraints:

Another critical challenge the regulatory framework imposes on higher education in India is the rigidity of policies with respect to accreditation, faculty recruitment, and fee structures. This restricts HEIs' freedom to diversify their sources of income. Also, bureaucratic complexities and lack of transparency in the allocation of funds result in inefficient and unaccountable resource use.

Roadmap for Sustainable Funding Practices:

To address these challenges and develop a sustainable funding model, Indian HEIs need to adopt an all-inclusive approach that combines government support, private sector involvement, and innovative revenue generation strategies. The following roadmap contains some critical strategies for sustainable funding.

1. Diversification of Funding Sources:

Indian HEIs must diversify their funding streams. Even though support from the government will always play an important role, alternative sources of private sector investment, philanthropical donations, and partnerships with industry should be explored. It is through such partnerships with the private sector that HEIs can unlock funding opportunities in terms of research, innovation, and infrastructure development.

2. Increased Alumni Engagement:

This aspect can help develop strong alumni and secure contributions from

erstwhile students towards long-term institutional sustainability. There should be specifically designed alumni offices within institutions. Such organizations have to set transparent mechanisms in systems to receive, record, and acknowledge donation in any possible ways for sustaining such a culture.

3. Public-Private Partnerships (PPP):

Public-private partnerships are promising alternatives to financing higher education. Here, the private sector is facilitated in undertaking activities for developing infrastructures, research initiatives, and other programs through PPPs. It needs to be established on clear and appropriate lines not to harm the public interest mission of education but to distribute its advantages equally.

4. Commercialization of Research:

HEIs in India need to look into the commercialization of their research and innovations. This can be achieved through the setting up of technology transfer offices, patenting, and start-ups based on faculty and student research. Intellectual property generation and income from licensing and commercialization will enable universities to become less dependent on government funding.

5. Innovative Fee Structures and Revenue Models:

Institutions also need to innovate in fee structures and revenue generation models. The variable fee structure based on income, executive education programs, and digital platforms for online learning can unlock new revenue streams. Fee increases, however, should be approached with

caution, so that the access to education is not restricted.

6. Transparent Financial Management and Accountability:

HEIs in India require transparent financial management practices to assure long-term sustenance of the funding practices adopted. This entails regular audits of the funds received, clear reportage on funds utilization, and better tracking on resource allocation. Accountability will not only attract greater external funding, but also assist them in gaining credibility with government institutions, donors, and the people.

Conclusion:

Only sustainable funding can ensure the continuance of higher education in India into the future. With a diversified approach to funding, including higher engagement with the private sector and alumni, and innovative revenue-generation strategies, Indian HEIs can cross the hurdles presently being faced. Even as government support continues to be the backbone, it is the implementation of new practices and focus on long-term financial stability that would make the higher education system in India more sustainable, in terms of both maintaining the quality of education provided and increasing its research capabilities while catering to an increasingly dynamic and diverse student population. The proposed roadmap is a structured approach toward financial sustainability, which will benefit students, faculty, and the broader society in the long run.



Integrating Social Justice Perspectives into Sustainability Education: A Route to Inclusive and Equitable Futures

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Abstract:

As global issues like inequality, climate change, and environmental degradation worsen, the intersection of social justice and sustainability is becoming more and more significant in educational settings. The traditional focus of sustainability education has been on environmental issues, frequently ignoring the connections between sustainability, social justice, and equity. This study examines the value of integrating social justice viewpoints into sustainability education, emphasizing how doing so can result in more comprehensive, inclusive, and successful strategies for addressing the most important problems facing the planet. The study examines the theoretical underpinnings, pedagogical approaches, and case studies that highlight the importance of this intersection and provides practical suggestions for institutions, educators, and legislators.

Keywords: *Sustainability Education, Social Justice, Equity, Environmental Justice, Education, Intersectionality, Inclusivity, Climate Change.*

Introduction:

Since environmental, economic, and social issues must be addressed concurrently, sustainability has become a top priority for global development in recent decades. Sustainability education has historically placed a strong emphasis on resource management and environmental protection, highlighting ecological balance and the preservation of natural resources. These methods, however, frequently ignore the ingrained social injustices that make environmental problems worse. Social justice concerns, such as inequality, access, and human rights, must be addressed in sustainability initiatives since marginalized

communities are disproportionately impacted by pollution, resource scarcity, and climate change.

In sustainability education, social justice perspectives aim to establish links between social justice and environmental sustainability. Teachers can assist students in comprehending the connection between social and ecological well-being by introducing themes of privilege, power, identity, and systemic oppression. In order to create more inclusive and transformative learning environments and eventually produce a generation of people capable of creating equitable solutions to difficult global challenges, this paper will investigate

how social justice can be incorporated into sustainability education.

Conceptual Underpinnings of Sustainability and Social Justice:

Examining the theoretical underpinnings of both ideas is crucial to comprehending how social justice is incorporated into sustainability education. The equitable distribution of resources, opportunities, and rights among all people—especially the oppressed or marginalized—is the focus of social justice. Distributive justice, recognition, and participation are important tenets of social justice put forth by theorists such as John Rawls and Iris Marion Young. While recognition demands that different identities and experiences be acknowledged and respected, distributive justice places more emphasis on the fair distribution of resources. The significance of inclusive decision-making processes is emphasized by participation.

Contrarily, sustainability is based on the idea that current needs should be satisfied without sacrificing the capacity of future generations to satisfy their own. Sustainable development, according to the Brundtland Commission (1987), is development that incorporates social, economic, and environmental factors. But conventional sustainability models have mostly overlooked the social aspects in favor of ecological and financial considerations. The environmental movement's disregard for social injustices gave rise to the idea of environmental justice. Environmental justice acknowledges that environmental degradation, such as pollution and climate change, disproportionately affects vulnerable groups, such as people of color and low-

income communities. Teachers can inspire students to critically analyze the intersection of environmental, social, and economic issues by presenting sustainability through the lens of environmental justice.

The Importance of Social Justice in Teaching Sustainability:

Depending on their socioeconomic background, race, and geographic location, people are impacted differently by the global issues of climate change, resource depletion, and environmental degradation. An educational framework that recognizes these disparities and promotes solutions that benefit everyone, not just the wealthy, is necessary in light of these injustices.

There are various advantages to teaching sustainability through a social justice lens:

- 1. Addressing Inequality:** Teachers can assist students in realizing how environmental issues disproportionately affect underprivileged communities by tying sustainability to social justice. This viewpoint guarantees that initiatives to promote sustainability are inclusive and do not worsen already-existing social injustices.
- 2. Encouraging Interdisciplinary Learning:** Social justice-based sustainability education frequently uses interdisciplinary methods, combining knowledge from political science, economics, sociology, and environmental science. Students are better able to comprehend the complexity of global issues and create more thorough solutions thanks to this interdisciplinary approach.

3. **Promoting Empathy and Responsibility:** By urging students to take into account the experiences of others, a social justice viewpoint aids in the development of empathy. This is crucial for developing a sense of duty to the environment and other people, particularly in a world that is becoming more interconnected by the day.
4. **Developing Agency and Empowerment:** Students who receive social justice-oriented sustainability education are empowered to act as change agents by addressing power dynamics and acknowledging the agency of marginalized communities. They advocate for practices and policies that promote social and environmental well-being.

Including Social Justice in the Sustainability Education:

Social justice viewpoints can be incorporated into sustainability education using a variety of pedagogical strategies.

1. **Pedagogy of Criticism:** Paulo Freire's critical pedagogy places a strong emphasis on the value of discussion, introspection, and critical thinking in the classroom. In the context of teaching sustainability, critical pedagogy pushes students to examine power dynamics, challenge conventional wisdom regarding sustainability and development, and take part in group projects. Teachers who employ this strategy may encourage students to think critically about solutions that challenge existing systems and promote conversations

about the structural causes of social and environmental injustice.

2. **Involved Education:** The focus of participatory learning approaches is on student cooperation and engagement. Participatory learning in sustainability education can include cooperative problem-solving activities, fieldwork, and community-based projects. Through these exercises, students can gain knowledge from practical experiences and help create solutions that directly help the communities they are working with. Because it enables students to collaborate with underrepresented groups in tackling their particular environmental challenges, this approach is especially beneficial for addressing environmental justice issues.
3. **Framework for Intersectionality:** People's experiences are influenced by a variety of interrelated factors, including race, gender, class, and ability, as acknowledged by an intersectional approach to sustainability education. Teachers can investigate how different types of oppression interact and intensify in relation to environmental issues by using an intersectionality framework. . For example, climate change disproportionately impacts women of color in developing countries, who may already face economic and social marginalization. By adopting an intersectional lens, educators can help students understand the diverse impacts of environmental issues and the need for nuanced, equitable solutions.

4. Learning Through Experience:

Students can learn by direct experience thanks to experiential learning, an immersive, hands-on method of instruction. This could include field trips to places where environmental degradation is occurring, internships, and community service in the context of sustainability education. Students learn more about the ecological and human effects of sustainability issues through experiential learning, which can also be a potent means of integrating social justice ideas.

Best Practices and Case Studies:

Social justice viewpoints have been successfully incorporated into sustainability education in a number of programs and educational institutions. Among the noteworthy instances are:

1. **The University of Michigan's Environmental Justice Program:** This program offers students the chance to participate in environmental justice-related research and activism, fusing environmental science and social justice. Students learn how to incorporate social justice into their sustainability solutions while working with communities affected by environmental harm.
2. **The University of California, Berkeley's Global Environmental Justice Project:** This multidisciplinary effort addresses environmental racism, indigenous land rights, and the socioeconomic effects of climate change. It focuses on the relationship between environmental sustainability and social justice.

3. **The Green Schools Movement:** A lot of educational institutions are integrating sustainability into their curricula while making sure that equity is covered in environmental education. In addition to teaching about environmental conservation, schools that support the Green Schools Movement also highlight social justice by examining the connection between environmental problems and socioeconomic disparities.

Challenges and Barriers:

Despite the clear benefits of integrating social justice perspectives into sustainability education, several challenges remain:

1. **Institutional Resistance:** Some educational institutions may be resistant to the integration of social justice topics due to political or ideological differences. This resistance can hinder the development of inclusive curricula.
2. **Lack of Resources:** Implementing social justice-oriented sustainability education often requires additional resources, such as trained faculty, community partnerships, and field-based learning opportunities. Many institutions may face financial or logistical constraints in providing these resources.
3. **Curricular Inflexibility:** Traditional education systems can be slow to adapt, and curricula may not always be designed to incorporate interdisciplinary or socially inclusive perspectives. Overcoming these rigid structures is crucial for the

widespread integration of social justice in sustainability education.

Conclusion:

Incorporating social justice perspectives into sustainability education is not only necessary but essential for creating a more equitable and sustainable world. By addressing the intersections of environmental degradation, social inequality, and economic exploitation, sustainability education can better prepare students to become change-makers who advocate for solutions that benefit all members of society. Through critical pedagogy, participatory learning, and intersectional approaches, educators can cultivate a deeper understanding of the complex challenges facing the world today, fostering a generation of individuals committed to both environmental sustainability and social justice. As the

world faces an increasingly urgent need to address climate change, biodiversity loss, and systemic inequities, integrating social justice into sustainability education represents a crucial step toward a more just and sustainable future for all.

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Sustainable Practices in Higher Education for a Better Tomorrow

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Abstract:

Sustainability is an urgent issue in today's world, and its impact is felt across multiple sectors. Higher education institutions (HEIs) are in a unique position to foster sustainability due to their role in shaping future leaders and influencing societal behaviors. Sustainable practices in higher education not only focus on environmental issues but also integrate social and economic dimensions, thereby contributing to the global agenda of sustainable development. This paper explores various sustainable practices that are being adopted in higher education institutions worldwide. It provides an overview of sustainable campus initiatives, curricula integration, research on sustainability, and community outreach. It also examines challenges, opportunities, and the future potential of these practices in creating a sustainable future.

Introduction:

Sustainability is no longer an optional practice for organizations and educational institutions; it has become a necessity in response to the global challenges posed by climate change, resource depletion, and social inequality. The role of higher education institutions (HEIs) in addressing these issues is pivotal. These institutions serve as a breeding ground for innovation, knowledge creation, and social transformation. Thus, HEIs must not only educate students about sustainability but also adopt sustainable practices that serve as models for society.

In recent years, universities and colleges have recognized their responsibility to the planet and have started implementing sustainability practices across their operations, teaching, and research. These practices range from improving energy

efficiency in buildings to integrating sustainability into the curriculum. With a growing focus on sustainability, these practices aim to ensure that future generations inherit a viable and thriving world.

This paper discusses the importance of sustainable practices in higher education and provides an analysis of existing initiatives in the areas of campus sustainability, curriculum development, research, and community engagement. The challenges and opportunities in advancing sustainability in higher education are also explored, with an emphasis on how these institutions can contribute to a better tomorrow.

Sustainable Campus Initiatives:

The physical infrastructure of a campus plays a critical role in achieving

sustainability goals. Universities are increasingly adopting measures to reduce their environmental footprint, especially in the areas of energy consumption, water usage, waste management, and sustainable transportation.

1. Energy Efficiency and Renewable Energy:

One of the primary areas where HEIs can make a significant impact is in energy usage. Institutions are investing in energy-efficient buildings, retrofitting old structures with modern technologies, and integrating renewable energy sources like solar and wind power. For instance, the University of California, Berkeley has committed to reaching carbon neutrality by 2025, employing various strategies such as on-campus renewable energy generation, energy-efficient building designs, and green procurement policies (UC Berkeley, 2022).

2. Water Conservation:

Water management is another key area of focus in sustainable campus initiatives. Colleges and universities are investing in rainwater harvesting, installing low-flow fixtures, and implementing water recycling systems to reduce consumption. The University of Arizona's Campus Sustainability Program, for example, has integrated rainwater harvesting systems that help conserve water and promote ecological health on campus (University of Arizona, 2021).

3. Waste Management:

Waste management is a growing concern for universities aiming to reduce their environmental impact. HEIs are working to minimize waste generation, enhance recycling programs, and encourage composting. Some institutions, such as the University of Edinburgh, have adopted zero-waste policies to reduce the amount of waste sent to landfills. The university has a strong

commitment to recycling and has set targets to cut its overall carbon footprint (University of Edinburgh, 2020).

4. Sustainable Transportation:

Another critical element of campus sustainability is transportation. Universities are increasingly promoting sustainable modes of transport such as biking, carpooling, and electric vehicle usage. Some campuses provide bike-sharing programs, electric vehicle charging stations, and public transit incentives. The University of British Columbia, for example, has implemented a comprehensive sustainable transportation plan that encourages students and staff to use public transportation, bikes, and carpooling (University of British Columbia, 2020).

Integrating Sustainability into Curriculum and Research

In addition to physical campus changes, integrating sustainability into the curriculum is an essential practice in higher education. Students must be equipped with the knowledge, skills, and values to address the complex sustainability challenges that lie ahead. HEIs can do this by incorporating sustainability topics across various disciplines and encouraging critical thinking about environmental, social, and economic sustainability.

1. Curriculum Integration:

Higher education institutions are increasingly introducing sustainability into their curricula. This may involve offering specialized courses on environmental science, renewable energy, and sustainable development or incorporating sustainability principles into existing courses across disciplines like economics, engineering, and business. For example, the University of Michigan offers a comprehensive undergraduate program in sustainability that

combines environmental science, policy, and social issues (University of Michigan, 2022).

2. Research on Sustainability:

Research is another critical area where HEIs can drive the sustainability agenda. Many universities are now focusing their research efforts on addressing global challenges such as climate change, sustainable agriculture, and social equity. Collaborative research centers like the Sustainable Development Solutions Network (SDSN) hosted by universities around the world have become hubs for interdisciplinary research on sustainability (SDSN, 2020). Furthermore, universities like Stanford have committed to researching renewable energy technologies and green building practices as part of their contribution to sustainability (Stanford University, 2021).

3. Collaborative and Interdisciplinary Approach:

Sustainability challenges are inherently interdisciplinary, requiring collaboration between various academic disciplines. HEIs are increasingly adopting interdisciplinary approaches to sustainability, recognizing that no single discipline can address the complexities of global sustainability challenges. Collaboration between departments such as environmental studies, engineering, business, and policy is crucial in developing holistic solutions to sustainability problems.

Community Engagement and Outreach:

Beyond their campus, higher education institutions have an important role to play in fostering sustainability in the broader community. Many universities are engaged in outreach programs that promote sustainability education, community projects, and collaborations with local governments and businesses.

1. Sustainability Education for the Public:

Higher education institutions often engage in public outreach to educate citizens about sustainability practices. For example, many universities host community events, sustainability fairs, and workshops that raise awareness about climate change and sustainable living. The Massachusetts Institute of Technology (MIT), through its MIT Environmental Solutions Initiative, is working with global communities to develop sustainable solutions for issues such as water scarcity, food security, and urbanization (MIT, 2021).

2. Collaborations with Industry and Government:

HEIs are increasingly collaborating with industries and governments to develop sustainable policies and practices. Universities often serve as incubators for innovation, working with businesses to develop green technologies, sustainable supply chains, and circular economies. The University of Cambridge, for instance, collaborates with multinational companies to explore new technologies for reducing emissions and improving resource efficiency (University of Cambridge, 2020).

3. Community-Based Research:

Universities are also engaging with local communities through research projects aimed at solving specific local sustainability challenges. This could involve researching sustainable farming practices, urban green spaces, or waste management solutions in partnership with local stakeholders. The University of Cape Town's Environmental Education program, for example, works closely with South African communities to develop sustainability initiatives tailored to local needs (University of Cape Town, 2021).

Challenges and Opportunities:

Despite the growing trend of adopting sustainable practices in higher education, several challenges remain. Financial constraints, lack of institutional support, and resistance to change can hinder the implementation of sustainability initiatives. Additionally, many universities struggle to measure and report their sustainability outcomes effectively. However, these challenges present significant opportunities. With the increasing urgency of global environmental issues, universities have the potential to become leaders in sustainability by investing in green technologies, fostering interdisciplinary research, and influencing public policy. There is also growing recognition among students, staff, and alumni of the importance of sustainability, which may lead to greater support for sustainability initiatives.

Conclusion:

Sustainability in higher education is essential for ensuring a better tomorrow. The role of universities and colleges in creating a sustainable future cannot be overstated, as they have the ability to influence future generations of leaders, policymakers, and innovators. Through sustainable campus initiatives, curriculum development, research, and community engagement, higher education institutions can contribute to global sustainability goals and provide leadership in tackling the pressing issues of the 21st century. Despite the challenges, the adoption of sustainable practices in higher education offers numerous opportunities to drive positive change. By continuing to

prioritize sustainability, higher education institutions can help build a more sustainable and equitable world.

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Sustainability in Higher Education Administration

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Introduction:

Sustainability in higher education administration has become a critical focus in addressing global challenges such as climate change, resource depletion, and social inequality. As influential entities, higher education institutions (HEIs) hold the unique ability to embed sustainable practices into their governance, operations, and community outreach. Administrators play a pivotal role in implementing sustainability

strategies that enhance institutional performance, foster stakeholder engagement, and reduce environmental impact. This research explores the current state of sustainability in HEI administration, identifies best practices, evaluates their impact, and provides actionable recommendations. By integrating sustainability, HEIs can drive innovation and lead transformative change on a global scale.

Keywords: *Sustainability, Higher Education Administration, Sustainable Practices, Stakeholder Engagement, Institutional Performance*

Objectives of the Study:

1. To analyse the current state of sustainability in higher education administration.
2. To identify best practices and successful case studies in sustainable administration.
3. To evaluate the impact of sustainable practices on institutional performance and stakeholder engagement.
4. To provide recommendations for higher education administrators on enhancing sustainability.

The integration of sustainable practices in higher education administration positively impacts the institution's environmental footprint, enhances stakeholder engagement, and improves overall institutional performance.

Research Methodology: Library-based Study:

This study employs a library-based research method, utilizing secondary data from academic journals, books, reports, and online resources. The data will be collected and analysed to draw conclusions about

Hypothesis of the Study:

sustainability in higher education administration.

Gather relevant literature from academic databases, university libraries, and reputable online sources. Compile information on sustainable practices, policies, and their outcomes in higher education administration.

Critically analyse the collected literature to identify patterns, trends, and gaps in the existing research. Synthesize the findings to draw meaningful conclusions and recommendations.

Discussion:

Sustainability in higher education administration has emerged as a crucial aspect of institutional development, reflecting a global shift towards environmental responsibility and ethical governance. Higher education institutions (HEIs) are not only centres of knowledge and innovation but also influential entities shaping societal values and practices. Administrators in these institutions play a pivotal role in embedding sustainability into their operational frameworks, thereby contributing to broader environmental, social, and economic goals. This discussion explores the current state of sustainability in higher education administration, identifies best practices, evaluates impacts, and offers recommendations to enhance sustainable initiatives.

Current State of Sustainability in Higher Education Administration:

In recent years, sustainability has become a priority for many HEIs, driven by increasing awareness of climate change, resource scarcity, and societal demand for

ethical practices. Several universities worldwide have adopted sustainability as a core component of their strategic plans, often articulated through mission statements, green policies, and environmental charters.

Despite these advancements, the integration of sustainability into administrative processes is uneven across institutions and regions. Many HEIs face challenges such as financial constraints, lack of expertise, and insufficient stakeholder buy-in. For instance, while some institutions have achieved significant milestones, like carbon neutrality or zero-waste campuses, others struggle with basic measures such as energy efficiency or waste management. These disparities highlight the need for a more standardized approach to embedding sustainability in administration.

The role of administrators is multifaceted, encompassing governance, policy development, resource allocation, and stakeholder engagement. Administrators' ability to align sustainability goals with institutional objectives is critical for driving meaningful change. However, this alignment requires a robust understanding of sustainability principles and their application in the context of higher education.

Best Practices and Successful Case Studies in Sustainable Administration:

1. Comprehensive Sustainability Frameworks:

Universities such as Stanford and the University of British Columbia have established comprehensive sustainability frameworks that integrate environmental, social, and economic dimensions into decision-making. These frameworks often include measurable goals, regular reporting,

and stakeholder involvement, ensuring accountability and transparency.

2. Green Building Initiatives:

Institutions like Harvard University have implemented green building standards, focusing on energy-efficient design, renewable energy use, and sustainable construction materials. These efforts reduce the environmental footprint while promoting healthier learning environments.

3. Sustainable Transportation Programs:

Many universities encourage sustainable commuting options such as bike-sharing programs, electric vehicle charging stations, and subsidies for public transportation. These initiatives reduce greenhouse gas emissions and foster a culture of sustainability among students and staff.

4. Curriculum Integration and Research:

Linking sustainability to academic programs and research is another effective strategy. Arizona State University's School of Sustainability exemplifies this approach by offering interdisciplinary programs that combine education, research, and community engagement.

5. Community Partnerships and Outreach:

Universities like the University of Cape Town engage in partnerships with local communities to promote sustainability beyond campus boundaries. These collaborations address issues such as waste management, renewable energy, and water conservation, demonstrating a holistic approach to sustainability.

Impact of Sustainable Practices on Institutional Performance and Stakeholder Engagement:

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Sustainable practices in higher education administration have a transformative impact on institutional performance and stakeholder engagement. These impacts can be categorized into three key areas:

1. Environmental Benefits:

By implementing energy-efficient systems, waste reduction programs, and sustainable resource management, institutions significantly reduce their environmental footprint. Initiatives like renewable energy adoption and water conservation not only lower operational costs but also position HEIs as leaders in sustainability.

2. Enhanced Stakeholder Engagement:

Sustainability initiatives resonate strongly with students, faculty, and external stakeholders. Engaging these groups in sustainability efforts fosters a sense of shared responsibility and strengthens institutional loyalty. For example, student-led sustainability projects create opportunities for active participation and experiential learning.

3. Improved Institutional Performance:

Sustainability is increasingly viewed as a marker of institutional excellence. Green certifications, such as LEED for buildings or STARS (Sustainability Tracking, Assessment & Rating System) for campuses, enhance an institution's reputation. Furthermore, sustainable practices contribute to long-term financial stability by reducing utility expenses and mitigating risks associated with environmental regulations.

Despite these benefits, challenges persist. Resistance to change, limited resources, and competing priorities can impede the adoption of sustainable practices.

Effective communication, robust leadership, and a clear vision are essential for overcoming these barriers.

Recommendations for Enhancing Sustainability in Higher Education Administration:

1. Develop Clear Sustainability Goals:

HEIs should establish clear, measurable, and achievable sustainability goals aligned with global standards such as the United Nations Sustainable Development Goals (SDGs). These goals should be integrated into strategic plans and operational policies.

2. Foster Leadership and Governance:

Strong leadership is crucial for embedding sustainability into administrative processes. Appointing dedicated sustainability officers or committees can provide the necessary expertise and oversight. Leadership training programs should also emphasize the importance of sustainable governance.

3. Promote Stakeholder Involvement:

Engaging students, faculty, staff, and external partners in sustainability initiatives ensures collective ownership and accountability. Mechanisms such as sustainability councils, workshops, and surveys can facilitate meaningful participation.

4. Invest in Technology and Infrastructure:

Upgrading infrastructure to support energy efficiency, waste management, and renewable energy is a long-term investment. Institutions should leverage advancements in technology, such as smart campus systems, to optimize resource utilization.

5. Integrate Sustainability into Curriculum and Research:

Academic programs should incorporate sustainability principles across disciplines. Encouraging interdisciplinary research and funding sustainability projects can advance innovation and practical solutions.

6. Establish Monitoring and Reporting Systems:

Regular monitoring and transparent reporting of sustainability metrics are essential for assessing progress and identifying areas for improvement. Utilizing tools like STARS or the Global Reporting Initiative (GRI) can provide valuable insights.

Conclusion:

Sustainability in higher education administration is not just an ethical imperative but a strategic opportunity for institutions to lead in addressing global challenges. By adopting sustainable practices, HEIs can enhance their environmental stewardship, foster stakeholder engagement, and improve institutional performance. While the path to sustainability presents challenges, the benefits far outweigh the costs, making it a worthwhile endeavor for all higher education administrators.

Through the integration of best practices, commitment to continuous improvement, and alignment with global sustainability goals, higher education administration can serve as a model for other sectors. The findings of this study underscore the importance of a proactive approach to sustainability, ensuring that

HEIs remain at the forefront of innovation and societal development.

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Higher Education System in India: Problems, Challenges & Suggestions

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Introduction:

Higher education means different things to different people. If we talk about higher education in terms of level, it means to gain higher educational qualification by the teaching-learning process in the higher educational institutes such as colleges and universities. Moreover higher education imparts knowledge, develops the student's ability and also give him/her a wider perspective of the world around. Higher education becomes input to the growth and development of industry and also seen as an opportunity to participate in the development process of the individual through a flexible education mode.

Higher Education in India Level:

Next to China and United States India has the third largest higher education system in the world in terms of size and its diversity and largest in the world in terms of number of educational institutions. After independence Indian higher education attain a massive growth In the Indian system, higher (tertiary) education starts after the Framework of higher education in India is very complex. It includes various type of institutions like universities, colleges, institutes of national importance, polytechnics etc. Universities are also of different types like central universities

which are formed by government of India, by an act of parliament which are responsible for arranging and distributing resources required by university grant commission (UGC), State universities, Deemed universities (aided and unaided) and Private universities. India has a federal set-up and the Indian constitution places education as a concurrent responsibility of both the centre and state. While the centre co-ordinates and fixed standards in higher and technical education, school education is the responsibility of state under the department of higher education there are several regulatory bodies and research councils which are responsible for the higher education in India.

Female Faculty in Higher Education:

A study pratibha Jolly, Priyanka Nupur and Roja Rawat “ Women in Higher Education “ Deccan Herald sept, 13-2021. P.6 has found that the number of females faculty in postgraduates and research departments is very low. According to NIRF (National institutional Ranking frame work) While female enrollments and out- turn in higher education is on the ascendant there is lack of equitable career opportunities in higher academia. The number of female faculty in postgraduate and research departments is abysmally low. It is found

that NTRF top university have just 10% female Vice -chancellors. The engineering institutions have merely 7% women directors. The prestigious IITs and IISERs have never had a women director. The NIRF gender leadership index is a wakeup call. The study has observed that as the new education policy reboots the system there is need to change mindsets, improve organizational culture, gender climates and lived experience of the community women in decision making roles can catalyze new ways of thinking and doing

Main Features of Indian Higher Education System:

- Highly bureaucratized system with multiple controls and regulations exercised by Central and State Governments, statutory bodies (University Grants Commission (UGC), All India Council of Technical Education (AICTE) and others), university administration and local management.
- System is heavily subsidized by the Government. Up to 90per cent of the operating costs are paid for by the state. The efficiency of fund utilization is very poor due to internal rigidities.
- Salary and compensation for teaching staff is poor and, therefore, higher education institutions are unable to attract and retain qualified and trained teachers. Besides unattractive compensation packages, recruitment procedure is lengthy and working environment not conducive to retention. As a result, a substantial proportion of high ranking students who could fill up such assignments prefer to work

elsewhere or go abroad. In a recent move UGC has further damaged the pay and promotion prospects of college teachers by reducing promotional grades thereby creating more stagnation and frustration amongst college teachers.

- Most institutions offer outdated programmes with inflexible structures and content. While course content has been updated and restructured over time in the world's best institutions, Indian university curricula have lagged behind.
- Infrastructural facilities range from inadequate to dismal. Classrooms are often unattractive and laboratories inadequately stocked, leading to poor teaching. It is estimated that barely 20per cent of the institutions have the basic minimum laboratory equipment.
- Steady electric power supply is not available. Laboratories are poorly stocked and computerization, where it exists is generally dependent on poor communication lines (Kaul, 2006).

A sound higher education sector plays an important role in economic growth and development of a nation. Higher education, in terms of its relevance and importance, enjoys a significant position in the education system as it equips people with appropriate knowledge and skills to be gainfully employed. India has one of the largest systems of higher education in the world offering facility of education and training in almost all aspects of human creativity and intellectual endeavour. In the context of current demographic structure of India where the majority of population is below the age of 25 years, the role of higher education is critical.

Challenges In Tqm Implementation In Higher Educational Institutions:

Leadership: Unlike CEO's of business organizations, Vice Chancellors/Directors of Universities/Institutions do not enjoy ultimate authority hiring and firing personnel and allocating resources. Institutional heads can set goals, organizational values and performance expectations. However since they lack necessary authority, it is difficult for them to deploy these values and goals through the layers of higher education institutions.

Cultural and Organizational transformation: Many business organizations have adopted TQM and transformed their institution's culture into a total quality culture that involves elements such as teamwork, employee participation, customer and market focus etc. However higher education institutions have deep-rooted traditions dating back to several centuries and are resistance to change. Eg. Universities and colleges are organized on departmental units. In adopting TQM culture, organizations move from product focus to market focus. But for faculty, particularly research faculty, primary loyalty lies in the academic field. Market requirement for their students are of secondary importance to them except for some professional schools as business and engineering. In business organizations there is cross linkage and well communication between the various functional departments. But in the case of higher educational institutions, most of the individual departments operate in vacuum. This is one reason that interdisciplinary study and research is a rarity.

Customer Identification: A different aspect of customer issue here is customer loyalty. In

businesses, customer loyalty is very important because repeat buying by loyal customers' has a direct effect on profitability. However higher education is "once in a lifetime activity". If students are considered as customers, this concept makes sense only when they make donations as alumni. However if employers are customers, repeat purchase means recruiting at same institutions every year.

Some Measures Scheme for improving Higher Education in India:

The role of higher education in the growth and progress of a nation has been well recognized for centuries. There are many areas where we need reform higher education. Our main aim must be to nurture excellence instead of spending a disproportionate amount of energy trying to curb the lack of it. It is the responsibility of the UGC to maintain the quality of our higher education and research. The country needs skilled and trained faculty and researchers for making India superpower in the world. For this, there are some possible measures for improving quality in higher education:

1. In India, the first step towards improvement should be taken at school level with aptitude tests being introduced to know where the interest of the student lies. These students should then be encouraged to join those fields of interest.
2. India is a promising investment market and itself has to step up its efforts to create investor confidence and build an enabling investment climate.

3. Indian government should take steps to give more students access to a college education. The goal now is to more than one and half the number of 18 - 23 year olds who enroll in higher education, from the current estimated 20 percent to 30 percent. According to the HRD Ministry, to achieve this goal, India will need to add more than 45,000 new universities and colleges in the coming decade.
4. E-Learning appears to be a fast emerging mode of global entry at the present time. The Universities and other Institutions of higher education can design their web sites for offering online education worldwide.
5. Indian institutions and regulators should restore transparency, coherence and confidence in the higher education system both at home and abroad.
6. Laboratories should be updated and obsolescence in equipment/facilities should be removed on a regular basis. Innovative practices related to examination reforms should be empirically tested and institutionalized. All the examination processes should be computerized and recent advances in ICT should be exploited to make the process automated and efficient.
7. Emphasis should be laid on not just increasing the number of higher education institutes but Centre of excellence. Great stress must be laid on good infrastructure and facilities. Achievers in every field should be rewarded adequately.
8. Libraries should be fully equipped with the latest books, journals and periodicals. A library must be online and conducive for serious study. Make available high quality e-text books, e-reference books, e- research papers and e-content in different languages free of cost to genuine learners.
9. Most of the areas identified for export of higher education are directly concerned with industries. Therefore, Central and State Governments should introduce a range of programmes and incentives designed specially to improve the links between Universities and Industry. The Universities and National Institutes of higher Learning should design their courses in collaboration with industry and such courses be updated regularly, e.g., every year, according to need.
10. Multi-disciplinary mission mode research and innovation programmes should be evolved in association with arts, humanities and social sciences which should directly benefit the society. In order to achieve this, every University should allocate a certain proportion of their annual budget as an earmarked budget for research and innovation.
11. Public Private Partnership (PPP) is most essential to bring in quality in the higher education system.

Conclusion:

In this paper we have presented the present situation of India in higher education sector. We also identify the challenges like

demand-supply gap, lack of quality research, problem of infrastructure and basic facilities, shortage of faculty etc in the higher education. The implementation framework for twelfth plan aims to focus on improving quality of state institutions, to revamp financial aid programs, to interlink expansion, equity and excellence. To improve the higher education system we need to improve teaching pedagogy, build synergies between research and teaching, facilitate alliance of higher institutions among themselves, research centers and industries. This is necessary not only to take care of economic growth, but it is also essential for social cohesion and to empower the country's youth.

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Sociological Study of the PVTGs Tribal Communities in India and the Path to Sustainable Development: A Case Study of the Kolam Tribe

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Introduction:

In Indian society, tribal communities are relatively more distant from development compared to rural and urban communities. The key reasons for this are their residence in remote areas, isolation, self-centered lifestyle, resistance to change, social, economic, and educational backwardness, and lack of basic infrastructure. Among the various tribal communities in the country, 75 tribes are categorized as Particularly Vulnerable Tribal Groups (P.V.T.G.), which are considered to be in urgent need of protection. In Maharashtra, the Kolam, Katkari, and Madiya tribes are recognized as P.V.T.G.s. These tribes are far removed from

development and are severely disadvantaged in terms of social, economic, and educational progress.

For the sustainable development of these backward and preservable tribal groups, a multi-dimensional sociological study of their life systems is essential. This study will help identify the root causes of their problems, analyze the reasons behind their backwardness, and highlight the gaps in the welfare and developmental efforts made by the government. A sociological research study of the Kolam tribe, for example, could be highly beneficial in bringing them into the mainstream of development.

Keywords: *Tribal Communities, Most-Backward Tribes, P.V.T.G., Kolam Tribe, Kolam Pod, Customs, Traditions, Sociology, Sociological Study, Sustainable Development, Progress, Socio-Economic-Educational Status, Livelihood, Religious Practices, Superstition, Forest Produce, Firewood Collection, School Dropouts, Single Parenting, Tuberculosis, Anemia, etc.*

Objectives:

1. To provide a overview of the Kolam tribe.
2. To identify the issues faced by the Kolam tribe.
3. To analyze the causes of the problems faced by the Kolam tribe from a sociological perspective.
4. To provide recommendations or suggestions for the sustainable development of the Kolam tribe based on the conclusions drawn from the sociological study, and to propose a pathway for their sustainable development along with practical strategies for implementation.

Research Methodology:

For this study, primary data collection was carried out using interviews as the key technique. The study area was identified as *Chhaparda Kolam Pod*. Interviews were conducted with various stakeholders such as the ASHA (Accredited Social Health Activist) worker, social workers, president of the Forest Rights Management Committee, school dropouts, young mothers, etc. to collect data. Additionally, secondary sources such as research papers, theses, and books were consulted to support and enhance the study.

Analysis & Interpretation of Facts:**A Overview of the Kolam Tribe:**

The Kolam tribe is an indigenous group primarily found in the Yavatmal district, with a presence in Nanded, Adilabad, Wardha, and Chandrapur districts as well. According to the 2011 Census, the population of the Kolam tribe stands at 1,94,671 (one lakh, ninety-four thousand, six hundred seventy-one).

The Kolam people primarily work as agricultural laborers. In addition, they sustain themselves through activities like farming, collecting forest produce, hunting, and daily wage labor. The tribe faces significant educational attrition and shows a high degree of educational backwardness. Consequently, the proportion of Kolam individuals in employment is very low. Due to extreme poverty in most families, establishing small-scale, cottage, or large businesses becomes practically impossible. As a result, they are forced to rely on a limited economic life or status.

The Kolam tribe lacks formal political organization or influential

leadership. As a result, their representation in key political positions such as Members of Parliament, Members of Legislative Assembly, or Ministers is virtually non-existent. For example, in the Ralegaon constituency, the Kolam tribe has a significant number of tribal voters, yet they do not have any political leadership. This reflects a part of their political apathy and awareness.

However, within the Kolam community, there exists an internal political structure in the form of a "*Panchamandal*" (a male-centered organizational leadership), which is relatively influential.

Religious and Cultural Life:

The religious and cultural life of the Kolam people is distinctive. They are deeply influenced by religion and tradition. They regularly worship their village deities and family deities, such as *Bhimayyak*, *Muddal Kon*, and *Mahurta Devi*. Following traditional religious practices is an integral part of their lives. They celebrate many festivals, such as *Gaobandhani*, *Mohdombari*, and *Moharram*, with great enthusiasm and collective participation, which is a unique feature of their culture.

However, superstition also plays a significant role in their lives. For instance, they strictly observe certain customs, such as the prohibition of women during their menstrual cycle for five days and the ritual associated with childbirth, which involves a specific 38-day purification period. They tend to associate any illness with being afflicted by spirits or evil forces. In such cases, rituals such as placing an egg or a chicken on the afflicted person's body are performed, as they believe that the illness or bad luck is transferred to the egg or chicken.

These beliefs and practices are prevalent in many aspects of Kolam life.

Family Life:

Like other tribal communities, the Kolam tribe also exhibits the characteristic of the "unstable family." It is common for individuals to decide to separate for various reasons or to leave their partners, which is referred to as "*kadi-mod*" (a term for separation). The death of a partner is also a frequent occurrence within these families. The disruptive nature of such family breakdowns has a significant negative impact on the upbringing, education, and overall personality development of children. As a result, children often become disconnected from the educational process. This issue is notably evident in the community.

Health Issues:

The government, through programs like the ASHA workers, *Anganwadi* workers, and the healthcare system, is trying to ensure the preservation of life among the Kolam people. However, health issues such as anemia, malnutrition, tuberculosis, and general weakness are prevalent within the community.

Identifying the Issues of the Kolam Tribe:

To examine the issues faced by the Kolam tribe, a study was conducted in the context of the *Chhaparda Kolam Pod* in the Kalam Taluka. This pod is located at a distance of about one to one and a half kilometers from the *Chhaparda* village, situated on the mountain's peak and foothills. The pod consists of 35 families with a total population of 159, including 73 men and 86 women. Among them, there are

13 adolescent girls and 12 children enrolled in the *Anganwadi*.

Out of the 35 families, only 11 families (31%) have agricultural land. The remaining families rely on daily wage labor and forest-based livelihoods. Approximately 80% of the families own chickens and goats, but these do not generate significant income. The number of families owning cows, buffaloes, or oxen is extremely low. Since the Kolam community does not have sustainable means of livelihood, there is a lack of certainty regarding their income. Additionally, there is a shortage of regular employment opportunities, leading to the problem of seasonal unemployment. As a result, many people migrate to the Kalam and Yavatmal regions to work as construction laborers or brick kiln workers. Hunting and collecting forest produce supplement their livelihoods, but these activities do not yield consistent or reliable income.

Economic Life:

In the *Chhaparda Kolam Pod*, people collect *tendu* leaves during the summer season and are forced to sell them to contractors at very low rates. This provides them with some financial income. However, there is a lack of bamboo cultivation or production in the area, so they do not engage in making or selling bamboo products. The local people primarily use *Moha* Flower for personal purposes, but they are unable to make and sell food items from it. This is due to the scarcity of abundant resources and the lack of an entrepreneurial perspective.

In addition, they collect other forest products like *tendu*, *charoli*, and *gum* (*dink*) whenever available and sell them in the

weekly markets. However, this does not generate significant income.

In the community, issues related to the health of migrant workers, women's safety, and children's education often arise. These problems are likely to be experienced by Kolam migrant workers. Young people are burdened with family responsibilities at a young age, forcing them into labor, construction work, or employment as seasonal workers. This results in a rise in migration, addiction, and a lack of access to education and health services among the youth.

Addiction:

In the pod, some individuals exhibit unhealthy habits such as drinking alcohol, smoking, using tobacco, and chewing betel leaves. The number of people who drop out of education in the pod is higher than the number of those who continue their studies. The number of graduates is low, and those employed in regular jobs are very few. (Shete, 2018, page -254)

Marriage:

In the pod, a girl is considered ready for marriage once she reaches marriageable age, and a boy is seen as suitable for marriage when he becomes a breadwinner or engages in labor. The legal age for marriage is often overlooked in these practices. However, some educated and aware individuals intervene to prevent child marriage.

Educational Dropout:

When examining the reasons behind children dropping out of school or college, one major factor observed is that the child's parents are either separated, the mother is a single parent, or one or both parents are deceased. In such cases, the child is often

cared for by the grandmother. Elderly grandmothers, especially those without support, face the challenge of raising grandchildren, making it difficult for them to prioritize the children's education. For these children, survival and daily sustenance often take precedence over education.

In many instances, even when children wish to continue their studies, the caregivers (often grandparents) are unable to provide the necessary support for their education.

Often, even when children wish to pursue education, those who care for them, either out of helplessness or compulsion, discourage them by saying, "Don't study, go work." Such statements demotivate the children and prevent them from feeling encouraged to pursue education or even from arguing for it. This clearly establishes a direct link between unstable family structures and interruptions in children's education.

Furthermore, in many Kolam families, there is a sense of inferiority or indifference towards education. For example, phrases like "What will education do? Will it get us a job?" or "What use is education for us? Better focus on farming or manual labor" are commonly heard within families. This attitude leads children to distance themselves from education.

When asked why they dropped out of school, children often respond simply with, "They (the family) don't learn,. So, how can I?"

In essence, the Kolam community, which is not very aware of formal education, often finds itself drifting away from educational pursuits due to the daily struggles of survival.

Health:

In discussions with ASHA workers, it was revealed that there are 4 TB patients in the pod. Due to the strong influence of religion and superstition, combined with economic hardships, illnesses are often attributed to spiritual causes. People resort to various superstitious treatments such as tying threads, using lime and chilies, applying eggs or chickens, or seeking help from traditional healers (*bhagat*). As a result, these practices sometimes lead to death.

There is a need for greater awareness about these issues. The ASHA workers in the area are proactive and sensitive, and they coordinate well on health-related matters.

Although the government provides health facilities, many Kolam families still prefer to conduct childbirth at home. This mindset is common in the community. Superstitions related to menstruation and childbirth is strictly followed. For example, in the Singledip Kolam Pod in Yavatmal district, girls still bathe in the open during their menstrual periods and live separately, resembling the "*kormaghar*" (seclusion) practice seen in the Madia tribe in Gadchiroli district.

It is evident that the Kolam community is heavily influenced by traditions and customs. Additionally, the community often exhibits an inward-looking, self-centered lifestyle, leading to a situation where their way of life remains steeped in outdated practices that create social and personal challenges.

Lack of Political Organization and Effective Leadership among the Kolams

The above issues and their underlying causes were highlighted through a study conducted in the Chhaparda Kolam Pod, which serves as a representative area.

The Kolam community often faces challenges in accessing government schemes or higher education due to the lack of proof of citizenship. Additionally, frequent changes in tribal policies make it difficult to achieve sustainable development goals for the community. These are some of the concerns that have been raised.

Conclusion:

To resolve the issues faced by the Kolam community, the following remedial measures should be taken:

- **Raising Awareness About Education:** It is essential to raise awareness about the importance of education among Kolam families and children. Various mediums such as street plays, guidance programs, and public awareness campaigns should be used to emphasize the significance of education. It is equally important to motivate them through educational encouragement.
- **Addressing Dropout Rates:** A detailed study of the school and college dropout rates among Kolam children should be conducted, and action plans with remedial measures should be implemented to address these issues.
- **Education as a Tool for Change:** Education is an effective tool for transformation. The development of the Kolam community can be accelerated through educational empowerment. Focus should be on

achieving this goal through education.

- **Creating Sustainable Livelihoods:** The Kolam community should be provided with sustainable means of livelihood. They should be made beneficiaries of the Forest Rights Act. Forest Rights Management Committees need to be made active, and forest-based livelihoods should be promoted. It is crucial to mobilize tribal resources based on their local area.
- **Health Preservation and Promotion:** The health preservation and promotion of the Kolam community should be carried out following the approach and methodology of the 'SEARCH' organization, founded by PadmaShri Dr. Abhay & Ranitai Bang in Gadchiroli district. This model should be adopted for the health management of the Kolam community, ensuring systematic execution and organizational implementation.
- **Eradicating Superstitions and Harmful Traditions:** To eliminate the detrimental impact of traditional religious customs, rituals, and superstitions among the Kolams, a campaign against superstitions should be launched. During this process, it is important to respect their culture and beliefs, win their trust, and highlight the dangers of superstitions, thereby bringing about social change.
- **Preventing Family Breakdown:** Efforts should be made to prevent

family breakdowns or separations within Kolam families. Counseling services should be provided to couples to ensure family unity.

- **Women's Safety and Health Needs:** The need for comfort and support for women, particularly during menstruation and childbirth, should be emphasized. Focus should be on ensuring the safety and secure environment for women.
- **Improved Health Services:** Health services for the Kolam communities should be made more accessible, with increased responsiveness from health systems. The provision of mobile doctors and healthcare facilities should be made available.
- **Provision of Citizenship Proofs:** The government should take effective steps to provide citizenship proofs for every individual in the Kolam families to ensure they can access government schemes and other services.
- **NGO Support and Volunteer Leadership:** NGOs should be involved in this process. Additionally, volunteers and leaders should be developed within each pod so that they can independently manage the documentation processes and overcome challenges, helping each pod become self-sufficient.
- **Identifying Needs Through Community Bodies:** The exact needs of the Kolam community will emerge through forums such as the *GramSabha*, *Mahila Sabha*, and *Yuvati Sabha*. Based on these needs, solutions will be suggested through

public participation, and their voluntary involvement in implementing these solutions can be effectively encouraged. Therefore, organizational development of the Kolam community is crucial. Increasing their initiative and participation in the development and decision-making processes can significantly contribute to their overall progress.

- **Involvement in Local Governance:** It is important to include Kolam representatives in local governance to ensure their active participation in community development.
- **Increasing Participation in Decision-Making:** Actively increasing the Kolam community's participation and leadership in the decision-making and development processes is essential.
- **Preserving and Promoting Cultural Heritage:** The cultural heritage of the Kolam community should be preserved and promoted as **national folk art**, reaching a global audience.
- **Primary Education and Literature in Kolam Language:** Providing primary education in the Kolam language and creating literature in the language should be prioritized for preserving their cultural identity.

Summary:

This study discusses the Kolam tribe (a PVTG), examining their way of life, addressing their issues, and identifying root causes. To achieve their holistic development, it is crucial to conduct a

detailed analysis, strategic planning, and effective interventions for each aspect of their lives. Building organization and leadership within the community is essential. Only then can the Kolams be integrated into the mainstream development process. Similar studies should be conducted for all 75 PVTG tribes, with a special focus on their development. Sociological research is vital for this purpose.

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Abstract:

Libraries are knowledge of store house. It is also known as social agencies. Now day's libraries play a crucial role to the library and information center. Modern society has various needs such as education, research, cultural advancement information spiritual and ideological pursuits past time and recreation. Society have founded various institutions to serve these needs. As an effective human being, leader should have identity authenticity, open mildness, responsibility communicating, reasoning and problem-solving abilities concern for others, rest for life energy, maturing, courage, strong, sense of obligation, clarity of mind and expression, integrity etc. this article presently a roll of good leadership in the library and information center.

The paper describes the area of expertise, experiences skills associated with academic development positions in academic library and information center as basis for identifying leadership competencies that are relevant to academic library and administrator.

Libraries play a pivotal role in fostering knowledge and community engagement, yet the physical and mental well-being of both staff and patrons is often overlooked in their design and operation. This study explores ergonomic innovations in libraries, focusing on strategies to improve staff efficiency and enhance patron comfort. By integrating ergonomic principles into library furniture, workspace layouts, and technology interfaces, libraries can create environments that support productivity and accessibility.

Keyword: Leadership, Academic Library, Social agency, administrator, knowledge

Introduction:

Leadership involves various dimensions and attributes. It requires vision, courage, understanding determination, decisiveness, sense of timing, capacity to act, ability to inspire, etc. A leader is often judge by his mettle in a crisis. For example Winston Churchill during the London Blitz, John F Kennedy during the Cuban missile crisis, Indira Gandhi in the 1971 Bangladesh war, Margaret Thatcher during the miner's strike, Mikhail Gorbachev's break with communism and the cold war. In

these turning points, leadership made a crucial difference in modern history. It is the same in case of leadership in organizations

A person emerges as a leader and not appointed as a leader and there could be leaders of completely unorganized groups. A leader may not have a formal title or authority and he depends on his personal qualities and informal power to influence followers. There is always a mutuality of objectives between a leader and his followers but clash of objectives are likely between a manager and his

subordinates. Out of five basic sources of leadership power, namely, coercive power, reward power, legitimate power, expert power and referent power, the first three based on formal organization role are used by managers and the last two which are informal and individual oriented could also be used by leader.

A leader should have identity, authenticity, open mind ness, independence, responsibility, communicating, reasoning and problem solving abilities, concern for others rest for life energy, maturity, courage, strong sense of obligation, clarity of mind and expression , integrity, etc. Leadership is highly complex and elusive trait. Leadership is (often defined as the art of influencing others to strive willingly; to do what the leader wants them to do the mutually compatible objective) with zeal and confidence. It is encouraging and inspiring individuals and teams to give their best to achieve a desired result. Leaders work with and through people to accomplish goals. It is a psychological process of providing guidance for followers. Leadership is one of the most effective tools of management and organization effectiveness depends of the quality of leadership.

Function and Activity of Leadership:

Leadership implies and existence of followers, unequal distribution of authority among leaders and group members and commonality of interest between the leader and his followers. Further, leaders have to influence and direct their followers or subordinates. therefore, the main function of leadership is to include or persuade all subordinates Therefore, the main function of leadership is to induce or persuade all

subordinates or followers to contribute to organized goals in accordance with their maximum capability, Two major ingredients for skilled art of leadership are the ability to invent and use appropriate motivators and the ability to inspire. Fundamentals principles of leadership is “since people tend to follow those in whom they see a means of satisfying their own personal goals, the more a manager understands what motivates his subordinates and how those motivation operate, and more he reflects this understanding in carrying out his managerial action, and more effective as a leader he is likely to be” some of the common activity and function are mentioned below.

- **Goal setting:** A leader contributes significantly in establishing goals and objective of the organization.
- **Inspiring and Zeal building:** Appreciating the works of the subordinates, a leader inspires them to enthusiastically accept organization goals and contribute more towards goals.
- **Praising: Having** the interest of workers sincerely at heart a good leader past them for their good work.
- **Providing security:** A leader provide some sort of personal security to workers by maintaining a positive, optimistic attitude even in the face of adversaries
- **Representing:** A leader as a representative serve as a symbol of the organization and speaks for the organization, clarifies the organization position and hence compels outsiders to think of the whole organization in term of their

impression of the leader. In essence, he represents the organization.

- **Suggesting:** Suggesting often permits the subordinates to retain dignity and sense of participation.
- **Supplying objectives:** A leader defines and supplies objectives that will allow members to work together.
- **Bearing Group responsibility:** A leader act as a surrogate for individual responsibility of his or her subordinates.
- **Catalyzing:** Where some force is required to start or accelerate movement, a leader act as a catalyst and prods subordinates into action.
- **Executing:** As a manager, a leader not only contributes for planning but also takes responsibility for executing the plan.
- **Exemplifying:** A leader saves as a model for others to emulate and functions as an ideologist.
- **Expertise:** A leader is supposed to be an expert in the principal activities of the organization.

Leadership in Library and Information Center:

Based on the confidence of long practices, libraries were managed for long time with autocratic or paternalistic style. There was a general acceptance that power and authority rested naturally at the top of the library hierarchy. It is very much doubtful whether the same autocratic or paternalistic leadership style would be viable today. There has been steady and observed movement away from the autocratic, paternalistic, and hierarchical style of

leadership into an era of participation, consultation and delegation. The process of decision making is more widely spread through the organization than before. The external influences such as increased power of unions, economic pressures, labor and industrial relations legislation have substantially influenced managerial style. Even the general political climate is more hospitable to participation and consultation styles of management based on newer development in theories of human behavior and vehemently opposed to autocracy and authority. As a result “Hard orders are frequently displaced by acts of persuasion and suggestion; authority by influence and autocratic control by a participation matching of interest, skills ideas”

Good result and high performance were occasionally achieved by strictly adhering to orders and following direction from the top, but often such styles led to resentment from those who wished to make a large contribution to decision to decision making. While firmly directed, non-consultative methods are required from special occasions like crises, generally the planning and direction of library teams requires recognition of the value of member participation.” The situation in the modern library is such that expertise, creativity, intelligent and constructive thought and qualities of leadership can be found at all level”

Conclusion:

Management of libraries and information center in India is not only a very small subset of overall management in India in terms of leadership styles and managerial quality, but also a logical extension of

management of early libraries. The significant difference in managerial quality and leadership style of libraries. The significant difference in managerial quality and leadership styles of libraries and information center from that of the rest the stream could be traced to certain basic differences in the nature of libraries and information center themselves. Libraries, they are not profit service organization. Secondly, information center are of very recent origin. Thirdly, a very large proportion of librates and are supported from public fund. For these reasons, the style of management of information centers are more likely to be democratic and participative than gigantic Indian business house. Unfortunately, there is no worthwhile research in library and information science on these aspects to pin pointedly understand the situation

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Indian Higher Education and Women Empowerment

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Abstract:

India's higher education system is widely regarded globally. Since India is a leading democratic country, the government arranges education at various levels for all sections of the country. The system of higher education of women in such major democratic countries has to be carried out primarily by the government and the Indian Constitution is helpful for that. As the status and problems of women are different in different states of our country, educational measures are planned for women by implementing different types of activities at the state level. From the village level to the country level, maximum higher education plays a role in the development of women. The high position of women in various sectors of our country is obviously due to their higher education. In it, the elements of governance, political class, administrative officers and general public are constantly active. Since India is a developing country, women in the country are also seen as leaders in this work. As women are the main factor in the society, the role of women in the development of the society remains important. In this related research article, there is a discussion about the higher education system in India and the empowerment of women through it.

Keywords: *Role of Higher Education in Women Empowerment in India, Participation of Women in Management of higher Education, Current Status of Women in Higher Education in India.*

Introduction:

Empowerment can be viewed as means of creating a social environment in which one can make decisions and make choices either individually or collectively for social transformation. The empowerment strengthens the innate ability by way of acquiring knowledge, power and experience. Empowerment is the process of enabling or authorizing individual to think, take action and control work in an autonomous way. It is the process by which one can gain control over one's destiny and the circumstances of one's lives. There are always a number of elements in the society which are deprived of their basic rights in every society, state

and nation, but these elements lack in the awareness of their rights. If we enlist such elements from the society, then women would top this list. In fact, women are the most important factor of every society. Even though everybody is aware of this fact, but nobody is ready to accept this fact. As a result, the importance which used to be given to women is declining in today's society. As a consequence of this growing tendency of underestimating women such as to make them occupy a secondary position in society and to deprive them of their basic rights, the need for empowering women was felt. . Empowering women has become the focus of considerable discussion and

attention all over the world. Today we enjoy the benefits of being citizens of a free nation, but we really need to think whether each of the citizens of our country is really free or enjoying freedom, in the true sense of the term. The inequalities between men and women and discrimination against women are an age-old issue all over the world. Thus women quest for equality with man is a universal phenomenon. Women should equal with men in matters of education, employment, inheritance, marriage, and politics etc. Their quest for equality has given birth to the formation of many women's associations and launching of movements. The Constitution of our nation doesn't discriminate between men and women, but our society has deprived women of certain basic rights, which were bestowed upon them by our Constitution. Empowerment allows individuals to reach their full potential, to improve their political and social participation, and to believe in their own capabilities.

Participation of Women in Management of Higher Education:

In the area of higher education, both in teaching and management, women are still along way from participating on the same footing as men. Women have made some Progress in achieving parity in teaching but are grossly under-represented in higher Education management. In India the female education has its roots in the British Regime. In 1854 the East India Company acknowledged women's education and employment. Initially this education was limited only to primary school level education and only the richer section of the society enjoyed this facility. Thus as it was

confined only for a small section of people in society so the literacy rate for women increased from 0.2% in 1882 to 6% only in 1947. It is very unfortunate to say that for centuries higher education for women has been neglected. In this connection I may refer the suggestions given by the University Education Commission in 1947. The report of the said com-mission revealed that they were against female education. In their recommendation they wrote "women's present education is entirely irrelevant to the life they have to lead. It is not only a waste but often a definite disability" (Report of the University Education Commission, Government of India, 1948-49, Vol.(i), chapter XII) But in spite of this, it is fact that in post independence period the female literacy rate was 8.9%. Thus in 1958, the government of India appointed a national committee for the education of women. The committee submitted report in favour of women education. The government of India accepted most of the recommendations of the committee. There are two different views on the question of women participation in higher education - traditional and modern. The traditional view supports women's education to equip them to become better wives and mother. This view believes that women's present education is entirely irrelevant in their lives. It is only waste of time and this does not help them to solve the problems of their daily life. This view believes that modern educated women are neither happy nor contended nor socially useful. She is misfit in life and needs opportunities for self-expression. But modern attitude visualizes education as an instrument for women's equality and development. Theoretically the need of

higher education for both males and females is the same. But practically it could be said that female education is more important than that of male. In this connection I may refer a statement of philosopher-president and noted educationist Dr. S. Radhakrishnan (1948) He says “there cannot be educated people without educated women. If general education has to be limited to men or women, the opportunity should be given to women. From them it would most surely be passed on to the next generation.”

Need for Higher Education for Women Empowerment in India:

Women in the Vedic age got most honored positions in the society. They had the right to education and were free to remain unmarried and devote their whole life to the pursuit of knowledge and self-realization (Seth, 2001). But during the course of civilization women lost her prominence and accepted secondary status to men. Though, women constitute about 48% of total population, they lost their status due to socio-cultural discrimination. At present women are playing many role in the society in decision making and developmental processes but still their participation is less. Since women can play a very important role in the development of society and country therefore identification of skills and occupations suitable for women are required. For woman empowerment means able to take decisions, can fight for her rights and become self-dependent. An empowered woman has been able to develop ability for critical thinking, decision-making and action through collective processes; Ensuring equal participation in developmental processes; Enhancing self-esteem and self-confidence.

According to Sen and Batliwala (2000) empowerment leads to a growing intrinsic capability greater self-confidence, and an inner transformation of one’s consciousness that enables one to overcome external barrier. Higher Education is one of the most important means of empowering women with the knowledge, skills and self-confidence. It brings a reduction in inequalities and helps in improving their status within the family. Higher educational achievements of women can have ripple effects within the family and across generations. The year 2001 was celebrated as women’s empowerment year, which recognized women as agents of socio-economic change and development in the country. Indian Government continues to encourage higher education for women through programmes like, Indira Gandhi scholarship for single girl child for pursuing higher and in order to support higher education through scholarships and by constructing women hostels and by capacity building for women managers in higher education. Women Leader Women appointed as Chairpersons, Board of Governors of apex technical education institutes and in National Institutes of Technology . For the first time in the history of IITs, two women scientist nominated on the IIT council. The Indian National Policy on Education (NPE) is a landmark in empowering the women through education. For better outcomes Higher Education needs to take responsibility for:

1. Cultivation of positive self-image and self-confidence, Developing capacity for critical thinking and decision-making.

2. Providing Continuing Education and Correspondence Centers for organizing vocational and literary skills, Efficiency in Agricultural and Home Science Colleges.
 3. Industrial Training Institutes with diverse courses, keeping in view the job potential, facilities for vocational counseling.
 4. Imparting information about credit, banking, entrepreneurial development and access to women's technical education.
 5. Providing Women's Studies Research centers and organize seminars and workshops to discuss women-related issues.
 6. Disseminate information and encourage interaction with students and the general public through the media. Providing classes on legal literacy, programmes for women's socio-economic development via media, adult education and information and training support.
 7. A more relevant and responsive curriculum catering to the cultural and occupational needs of women.
- Women should get full benefit of various welfare schemes of the government.
 - Study the backwardness of women and determine the direction of empowerment.
 - The participation of women in higher education system as professors, principals, researchers, students should be increased and plans and activities should be implemented at the government level for that.
 - Women should be given reservation in political and administrative matters in higher education institutions of the country.
 - Various scholarships should be implemented for women for higher education abroad.
 - There should be reserved seats for women in the entrance examination for Doctorate degree and other higher education degrees.
 - Women should take initiative in various departments, political level, welfare activities, schemes at university level.
 - Women should be specially considered in all the modern changes of higher education.

Some Essential Suggestions for Empowerment of Women in Higher Education:

- The current situation of women in all the states of India should be studied in a detailed manner and activities should be implemented through the government.
- To involve women from village level to country level for development in various fields.

Conclusion:

Looking at the condition of women in our country, we cannot forget that our country is in a developing state. In today's modern times, the educational facilities available to women are sufficient, so the women of our country also get sufficient opportunities in various fields. As higher education is considered as a means to promote the overall development of women,

it is important for women to look at higher education from a positive point of view. Efforts are made at the government level to increase the literacy rate of women in India, which is rich in diversity, but it does not show any real effect. Overall, it is important for women to play their role in the development of the country by increasing their participation in higher education. The issue of higher education and empowerment of women is important in today's times and it will be useful for each and every entity to strive for it at every level. The interest and attitude of higher education towards women has been revealed.

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CBCS System In Higher Education: Impact & Challenges

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Abstract:

The aim of Education is the all-around development of the students. The development of their cognitive abilities is important simultaneously with affective and psychomotor development. All educational institutions are emphasizing all-around development. Five Year Plan of India proposed various measures for academic reforms in higher education. Indian higher education institutions need an infusion of new models to keep the curriculum responsive to the changing environment which includes technology adoption, changing industry requirements, changing aspiration of students, and changing expectations of society. CBCS aims to redefine the curriculum for keeping pace with the liberalization and globalization in education. Choice-Based Credit System (CBCS) has several unique features as advanced learning opportunities, ability to match students' scholastic and non-scholastic needs and aspirations, inter-institution transferability of students, partial completion of an academic program in the institution of enrolment, and partial completion in a specialized institution, improvement in academic quality and excellence, flexibility for the students to complete the program over an extended period of time, standardization and comparability of educational programs across the globe, etc. The CBCS may fit appropriately into the emerging socio-economic milieu and also respond effectively to the educational and occupational aspirations of future generations. CBCS provides a better facility to the learners like freedom, flexibility, advanced learning opportunities, fulfillment of student's academic needs and aspirations, intra and inter-institutional transferability, a quality education, etc. However, during the implementation of this system in higher education institutions, many challenges need to be addressed to put it on the right track. Therefore, the objective of the present paper is to examine the prospects and challenges of Choice Based Credit System.

Keywords: A Reform in Higher Education in India, Challenges & Suggestions

Introduction:

Introduction The aim of Education is the all-round development of the students. Development of their cognitive abilities is important simultaneously with affective and psychomotor development. All educational institutions are emphasizing the all-round development. Five Year plan of India proposed various measures for academic reforms in higher education. The National

Knowledge Commission in its report to the nation in 2008-2009 on higher education and Yashpal Committee Report in 2009 recommended overhauling of higher education through academic and administrative reforms. The purpose of such reform was to establish the higher education of India on international level equivalent to developed nations. University Grant Commission (11th plan, March 2009) and

Association of Indian Universities (AIU) stressed on the Choice Based Credit System. The present generation is in the state of dilemma. There's need to provide such an opportunities so that learner may have better choice. UGC has recommended for CBCS to all of the central universities in 2015-2016. The opportunities can't be utilized until the learners and the teachers are not well known. Therefore it is necessary to know each and every aspect of CBCS. CBCS provides a better facility to the learners like freedom, flexibility, advanced learning opportunities, fulfillment of student's academic needs and aspirations, intra and inter institutional transferability, a quality education etc. It is a cafeteria approached system, where standardizations of educational programs are maintained. It has some complex system, just as a tree of different branches and different fruits, according to the needs, the receiver can obtain that. But the significant role is that of administrator, so that everything should be clear and in the reach of every person (Chaubey 2015)

Challenges in CBCS:

Each element of the academic community is often resistant to change when a new system is implemented. It is difficult to accept grades as an alternative to marks and letters in place of actual complete marks since assignment of grades for particular ranks cannot be done only by referring to grades of grades and letter grades. Outside the major topic area, credit may dilute depth in the primary field of study. Students may find it difficult to choose subjects since they may not know how to foresee future demands. Because the overall number of students in a class varies by school, and

because students can choose any topic for a specific course at any college. In that circumstance, a professor's workload may fluctuate throughout numerous semi-annual intervals. To attract a significant number of students to a particular programme, the university must give excellent facilities, top teaching, and a huge number of optional candidates at reasonable fees. It is not cost-effective or time-effective for a student to enrol in multiple colleges for different courses at the same time. Students cannot stay in a single institution's hostel since they are enrolled in many institutions. Students are required to pay university fees for their studies at many schools, with the total amount of fees paid always exceeding the charge paid to a single institution.

Basic Features of CBCS:

1. Semesters: Every year is split into two semesters and therefore the assessment of students is conducted semester-wise. The learners have the opportunities to select courses from a pool of courses every semester. The results are declared at the end of every semester. Each semester has 15–18 weeks of academic training and assessment which is equal to 90 teaching days.

2. Credit System: The credit system is a redefining of the curriculum into smaller measurable entities or modules whereby these modules can be combined in different ways to qualify for a certificate, diploma, or degree. Each course is assigned a certain credit. The students can earn credits consistent with their pace by taking any amount of time.

3. Evaluation system: In many of the educational institutions formative as well as summative evaluation system is followed. In

Dr. HSGVV 40% wattage is given to formative while 60% to summative. This 40% is divided into two midterm exams of 20 marks. The end-term exam consists of 60 marks.

4. Course: Usually mentioned as 'papers' may be a component of a program. All courses need not carry the same weightage. The learning objectives and learning outcomes of each course should be defined clearly. A course may be designed to comprise lectures, tutorials, laboratory work, fieldwork, activities, project work, vocational training, viva-voce, seminars, term tests, assignments, presentations, self-learning activities, or a combination of some of these.

5. Choice of courses: There are provisions to select the courses consistent with learners' own interest, aptitude, ability, and objectives. There are three types of courses as directed by the UGC.

6. Core Course: There could also be a Core Course every semester. This is the course that is to be compulsorily studied by a student as a core requirement to accomplish the requirement of a program in a said discipline of study.

7. Foundation Course: The Foundation Courses may be of two kinds: Compulsory Foundation and Elective foundation. "Compulsory Foundation" courses are the courses based upon the content that leads to Knowledge enhancement. They are mandatory for all disciplines. Elective Foundation courses are value-based and are aimed at man-making education.

8. Audit Course: A student has an option of auditing some courses, grades obtained in such a course are not counted towards the calculation of grade point average. However,

a Pass grade is essential for earning credits for an audit course.

9. Project Work: Project work/ Dissertation work is a special course involving the application of knowledge in solving/analyzing/ exploring a real-life situation/difficult problem.

10. Elective Course: Elective course may be a course that may be chosen from a pool of papers. An elective course could also be supportive to the discipline of study, providing an expanded scope, enabling exposure to another discipline/domain, nurturing student's proficiency/skill. An elective could also be a "Generic Elective" that specializes in those courses which add generic proficiency to the students. An elective could also be "Discipline centric" or could also be chosen from an unrelated discipline. It can be called an "Open Elective."

11. Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses could also be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses that are based upon the content that results in Knowledge enhancement. Ability Enhancement Compulsory Courses are mandatory for all disciplines. Skill Enhancement Courses are value-based or skill-based and are aimed towards providing hands-on training, competencies, skills, etc.

12. Cumulative Grade Point Average (CGPA): It's a measure of the cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points scored by a student in various courses in all semesters and the sum of the total credits of all courses in all the

semesters. It is expressed up to two decimal places.

13. Semester Grade Point Average (SGPA): It's a measure of the performance of tasks accomplished in a semester. It is the ratio of total credit points scored by a student in various courses registered in a semester and the total course credits taken during that semester. It is also expressed up to two decimal places.

14. Provision of Credit Transfer: Credit Transfer means that credits earned at one institution for one or more courses under a given program are accepted under another program either by the same institution or another institution. This acceptance of earlier acquired credits may be done in one of two ways: (i) Direct Performance Transfer (ii) Course exemption.

15. Allotment of Grading: UGC has introduced a Ten-point grading system in CBCS to allot grading.

Suggestions for Implementation of CBCS in Higher Education in India:

1. Equalization in standard of education system should be maintained so that mobility of students could be checked.
2. All the P.G college of India should also be brought under the CBCS, as they also catering the responsibility of Higher Education on a large scale.
3. Selection of papers and choosing credits should be governed by the concerned department/ institution.
4. Provision of both Percentage and grading system should be maintained.

5. Professional training should be given to the teachers to handle it effectively.
6. Undoubtedly, CBCS is students' friendly but things are yet to be cacy of it. Class room teaching should be needed to justify the ef given importance.
7. To make it more effective, guidance and counselling services should be arranged for the teachers and students while choosing soft core papers.
8. Care should be taken about the gap between Central and state Universities in regard to quality of education as well as the availability of infrastructure at point.
9. Seminars, Conferences and debate should be organised to discuss its merits and demerits in detail.
10. Its adaptation should be optional or choice based rather than mandatory.

Conclusion:

A choice-based credit system is essential for higher education. Both the instructor and the pupils become more honest as a result of this approach. In the modern era, overcoming socio-economic issues and adopting new system innovation is seen as a crucial way for recovery, prosperity, and long-term growth sustainability (World Economic Forum, 2010). To summarise, education is not a goal, but rather an essential process in the development of a nation's youth, and later on a global scale. A well-designed assessment system is an effective instructional technology. CBCS has successfully lowered root learning as well as stored critical

thinking and analysis, all of which contribute to educational system creativity and innovation. Students view CBCS as a student centered student that allows student independence and transparent evaluation with a clear syllabus and appropriate college resources to improve all rounds. The important factors have been concluded. CBCS will therefore allow for a seamless transformation from a professor-centered to a student-centered system. The UGC has constantly launched initiatives towards cost effectiveness and quality in the “Indian Higher Education System”. The fundamental aims to widen educational excellence in overall system which includes teaching learning and evaluation process. However, many universities across the country have used a variety of test, evaluation, and grading methods to date. In view of this diversity, using a "choice-based credit system" to evaluate a single grading system as a student's overall performance appears to be a sensible method.

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Digital Transformation in Libraries: Revolutionizing Access, Services, and User Experience

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Introduction:

Digital transformation refers to the integration of digital technologies into all aspects of an organization, fundamentally changing how it operates, delivers value, and engages with its stakeholders. In the context of libraries, digital transformation is not just about adopting new technologies; it is a comprehensive process that reshapes how libraries function, how they manage collections, how they provide services, and how they engage with patrons. Libraries have historically been repositories of knowledge, but as the world becomes more digital, they must evolve to meet the changing needs of users and to leverage new technologies to provide more efficient, equitable, and user-centric services.

This article explores the concept of digital transformation in libraries, the areas in which libraries are undergoing digital changes, the challenges they face, and the future trends that are likely to shape library services in the years to come.

The Need for Digital Transformation in Libraries:

Libraries, traditionally built around physical collections and spaces, are facing increasing pressure to adapt to the digital era. With the rise of digital information, online databases, e-books, and the demand

for digital literacy, libraries must embrace new technologies to remain relevant in the 21st century. Some key drivers of digital transformation in libraries include:

1. Changing User Expectations: Users today expect convenience, accessibility, and personalization in their interactions with information. With smart phones, tablets, and laptops, library patrons expect to access resources and services at any time and from anywhere. In a digital world, libraries must rethink their roles and find ways to deliver content in flexible and engaging ways that suit the needs of modern users.

2. Advancements in Technology: The rapid development of technologies like cloud computing, artificial intelligence (AI), big data, and machine learning has opened up new possibilities for libraries to enhance their services. Libraries are now able to automate tasks, offer personalized experiences, and store vast amounts of data in cloud systems, making their services more efficient and accessible.

3. The Rise of Digital and Open Access Resources: The growing importance of digital resources, such as e-books, academic journals, and multimedia content, has transformed how libraries operate. Traditional library services focused on physical books and printed materials must now be integrated with digital media. Open

access initiatives, which allow users to access academic research freely, have also emerged as a driving force for digital transformation in libraries.

4. Global Knowledge Sharing: As the world becomes increasingly interconnected, libraries must embrace digital tools that allow them to share resources globally. This not only helps preserve knowledge but also ensures that information is accessible to everyone, regardless of geographic location.

Key Areas of Digital Transformation in Libraries: Digitization, LMS, Online Catalogs, AI, Cloud Computing:

1. Digitization of Collections: One of the most visible aspects of digital transformation in libraries is the digitization of traditional, physical materials. Libraries have long been custodians of knowledge, but as the digital era progresses, the need to preserve and provide access to collections in electronic formats has become more pressing.

- **Digitization of Rare and Fragile Materials:** Libraries are digitizing rare books, manuscripts, photographs, and other fragile materials to ensure their preservation and make them accessible to a broader audience.
- **Digital Archives and Repositories:** Libraries are increasingly setting up digital repositories for research papers, historical records, and cultural artifacts. This allows users to search for and access materials from anywhere in the world.
- **Impact:** Digitization increases access to rare resources and helps preserve fragile materials. It also facilitates easier sharing and collaboration across institutions globally.

- **Example:** The British Library's digitization efforts, which include making thousands of manuscripts, maps, and photographs available online through its **Digital Library** initiative, have helped preserve and expand access to unique historical and cultural resources.

2. Digital Library Management Systems (LMS): Library Management Systems (LMS) have evolved significantly in the digital age. Modern LMS platforms are used to manage both physical and digital collections, automate workflows, and provide access to resources through integrated platforms.

- **Automation and Efficiency:** LMS platforms automate processes like cataloging, circulation, acquisitions, and user management, saving libraries time and resources.
- **Cloud-Based Systems:** Many libraries have migrated to cloud-based LMS solutions, allowing them to scale their operations and collaborate more easily with other institutions.
- **Impact:** Modern LMS systems improve efficiency, reduce administrative overhead, and enhance user experience by providing integrated access to resources.
- **Example: Koha** is an open-source Integrated Library System (ILS) that is available in the cloud and provides cataloging, circulation, and other essential library services.
- **Key Features:** It includes support for MARC (Machine-Readable Cataloging), online public access catalogs (OPAC), item search and classification, and an easy-to-use web interface.

- **Cloud Integration:** Koha can be hosted on cloud servers, allowing libraries to easily scale resources as their needs grow and ensure high availability and security.

3. E-Resources and Online Catalogs:

Libraries are increasingly offering a broad range of digital resources, including e-books, audio books, journals, databases, and multimedia content. Online catalogs (also known as OPACs, or Online Public Access Catalogs) have evolved from simple listings of physical books to comprehensive search engines that link users to digital content across various platforms.

- **Access to E-books and Online Journals:** Libraries now provide access to a growing collection of digital books, academic articles, and research databases.
- **Remote Access:** Users can search, borrow, and read digital content from anywhere, at any time. This shift to digital access is especially important for libraries in academic settings, where remote learning and research are increasingly common.
- **Impact:** The digitalization of resources enhances convenience and expands access to information. It also allows libraries to reach users beyond their physical locations.

Example: Google Books:

- **Overview:** A service that provides access to millions of digitized books, from a variety of publishers and libraries worldwide.
- **Mission:** To make the world's books searchable and accessible online, with a focus on both scholarly and literary works.

- **Key Features:** A powerful search engine for book content, with previews and full-text access for public domain books.
- **Access:** Users can search for and read books, with free access to public domain content and options to purchase newer works.

4. Artificial Intelligence (AI) and Machine Learning:

Artificial intelligence and machine learning are transforming libraries by automating processes, enhancing search functionalities, and offering personalized services to users.

- **AI-Based Search and Recommendation Systems:** AI can help improve search results by understanding user queries and providing more relevant suggestions. Machine learning algorithms can also recommend books, articles, or other resources based on a user's reading history or preferences.
- **Automated Cataloging and Classification:** AI tools can assist in cataloging and classifying materials more efficiently, reducing manual labor and increasing accuracy.
- **Impact:** AI makes library systems smarter, more intuitive, and more responsive to user needs. It also improves the overall efficiency of library operations.

Example: Popular Examples of Library Chatbots and Virtual Assistants:

- **Lib Chat (spring share):** A popular tool used by libraries to provide real-time chat support. It integrates with the library's website, mobile app, and other

systems to provide users with immediate assistance.

- **Ask a Librarian:** Many library systems offer live chat services or automated bots that can handle inquiries like hours of operation, catalog access, and event schedules.
- **Chatbots in Academic Libraries:** Virtual assistants in academic libraries are often designed to help students with research and academic tasks. They can guide students to library resources, assist with research queries, and even integrate with academic software tools.
- **Benefits of Using Chatbots and Virtual Assistants in Libraries:** Chatbots and virtual assistants represent an innovative solution for libraries seeking to improve service delivery, enhance user engagement, and streamline day-to-day operations. By integrating these digital tools, libraries can make information more accessible, responsive, and user-friendly.

5. Cloud Computing and Storage: Cloud computing allows libraries to store and access vast amounts of data remotely, providing a more flexible, scalable, and cost-effective alternative to traditional on-premises data storage.

- **Cloud-Based Systems for Collaboration:** Cloud platforms enable libraries to collaborate with other institutions, share digital resources, and improve the accessibility of materials across institutions.
- **Scalable Storage:** Libraries can store their digital collections in the cloud without the limitations of physical storage space.

- **Impact:** Cloud computing enhances the scalability and flexibility of library services, enabling easier data management, resource sharing, and remote access.

Example: Many libraries are now using **Amazon Web Services (AWS)** or **Microsoft Azure** to store and manage their digital collections, offering remote access to users worldwide.

6. Digital Literacy and User Training: As libraries become more digitally focused, the role of librarians is shifting from traditional information custodians to digital literacy educators. Libraries are now offering training sessions, tutorials, and workshops to help patrons develop digital skills, access e-resources, and navigate the vast world of digital content.

- **Digital Literacy Workshops:** Libraries host workshops on topics like internet safety, how to use e-books, how to search academic databases, and how to protect personal data online.
- **Promoting Information Literacy:** Libraries are at the forefront of promoting information literacy, teaching users how to critically access and use digital information effectively.
- **Impact:** Digital literacy programs empower patrons to navigate the digital landscape, improving their access to information and supporting lifelong learning.

Example: The **Digital Literacy Project** by the **American Library Association (ALA)** offers free resources and guides for librarians to help patrons develop critical digital literacy skills.

Challenges of Digital Transformation in Libraries:

Despite the many benefits, digital transformation in libraries comes with its own set of challenges:

- 1. Funding and Resources:** Digital transformation requires significant investment in technology, training, and infrastructure. Smaller libraries, particularly those in rural or underserved areas, may struggle to secure the necessary funding to make these changes.
- 2. Digital Divide:** Not all library patrons have equal access to technology or the internet. The digital divide can leave certain groups, such as the elderly, rural populations, or low-income communities, at a disadvantage when it comes to accessing digital resources.
- 3. Staff Training and Adaptation:** Librarians and library staff must continuously update their skills to keep up with technological changes. This requires ongoing professional development and training, which can be time-consuming and costly.
- 4. Copyright and Licensing Issues:** Navigating copyright laws and licensing agreements for digital resources can be complex. Libraries must ensure that they comply with legal requirements while providing equitable access to digital content.
- 5. Data Privacy and Security:** With the shift to digital platforms, libraries must take extra precautions to protect user privacy and ensure that personal data is not misused or exposed.

Future Trends in Library Digital Transformation:

Looking ahead, several trends are likely to shape the future of libraries as they continue their digital transformation:

- 1. AI-Powered Virtual Assistants:** Libraries will continue to adopt AI-powered virtual assistants to offer personalized services, such as answering queries, recommending resources, and assisting with administrative tasks.
- 2. Increased Collaboration:** Libraries will increasingly collaborate with each other, sharing resources, tools, and data to create a more interconnected and open global information system.

Conclusion:

Digital transformation is not a passing trend but a necessary evolution for libraries. As libraries embrace digital technologies, they are better equipped to meet the demands of modern users and provide more efficient, equitable, and accessible services. The digitization of collections, the adoption of AI, the integration of cloud computing, and the expansion of digital literacy programs are just a few of the ways libraries are adapting to the digital age. While challenges remain, the future of libraries is digital, and with the right strategies, they will continue to play a crucial role in fostering knowledge, education, and access to information in the digital world. **Digital transformation** in libraries refers to the integration of digital technologies into various aspects of library operations, services, and user interactions. This transformation is reshaping how libraries manage and provide access to their

collections, making them more accessible, efficient, and user-centered. It encompasses a wide range of technologies, including **cloud computing, artificial intelligence (AI), big data analytics, chatbots, virtual assistants**, and more, all aimed at enhancing the library experience for users and staff.

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Empowering Women in Environmental Governance: Integrating Gender Perspectives for Sustainable Development in Melghat

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Abstract:

This paper provides a sociological examination of gendered livelihoods within the Melghat region of India, critically analyzing the role of women in environmental governance through the lens of Bina Agarwal's seminal work, Gender and Green Governance. Utilizing an array of secondary data sources, the study delineates the socio-economic obstacles that curtail women's educational, healthcare, and decision-making capacities, and how these barriers influence their management of vital natural resources.

The research elucidates the significant but often overlooked contributions of women to community forestry, shaped by entrenched gender roles that assign them the primary responsibility for gathering fuelwood and non-timber forest products essential for their families' sustenance. Through a comprehensive review of literature on community practices and governance structures, the paper argues for the integration of gender perspectives into sustainable development policy frameworks to enhance the efficacy of environmental governance.

Conclusively, this analysis accentuates the imperative for more granular insights into the nexus of gender, livelihoods, and sustainability in Melghat to inform nuanced policy-making and foster practices that empower women and benefit the wider community. This calls for a continued scholarly engagement with secondary data to deepen the understanding of gender dynamics in environmental conservation strategies.

Keywords: *Gendered Livelihoods, Sustainable Development, Community Forestry, Environmental Governance, Women Empowerment.*

Introduction:

Sustainable development aims to foster economic growth, social inclusion, and environmental protection, ensuring that present needs are met without compromising the ability of future generations to meet their own. This concept is increasingly significant in addressing global challenges like poverty, inequality, and environmental degradation. Particularly relevant is its intersection with

gender issues, emphasizing that gender equality is not only a human right but also essential for sustainable outcomes.

Women's integration into sustainable development is crucial for several reasons. They are pivotal in economic development, especially in rural areas where they often manage natural resources and partake in agricultural production. Empowering women can improve livelihoods and boost economic

growth (Agarwal, 2010, p. 91). Studies indicate that women's participation in decision-making processes enhances governance and promotes better environmental management. When included in governance structures, women can help achieve more equitable resource distribution and better conservation outcomes (Agarwal, 2010, p. 53).

The historical exclusion of women from formal decision-making roles in public institutions significantly impacts sustainable development strategies. This exclusion shapes the policies regarding women's inclusion not only within governmental bodies but also in environmental governance, necessitating a deep understanding of these historical contexts (Agarwal, 2010, p. 31). As Kabeer (2005) notes, gender equality is crucial for achieving sustainable development goals as it enhances the effectiveness of development interventions and promotes social justice.

Recognizing the distinct roles and responsibilities of men and women in resource management is essential for effective environmental governance. This recognition aligns with the feminist environmentalism framework, suggesting that gender-specific interests in resource management are shaped by their respective societal roles and dependencies (Agarwal, 2010, p. 69). Moser (1993) points out that addressing these gender differences can lead to more sustainable outcomes.

Promoting gender equity and ensuring women's active participation in decision-making processes enable societies to develop more resilient and sustainable communities (Agarwal, 2010, p. 81). The United Nations (2015) highlights that

achieving gender equality and empowering women and girls is integral to sustainable development.

The Melghat region in the Satpura mountain range of India, known for its ecological sensitivity and rich biodiversity, exemplifies the importance of integrating local community involvement, particularly indigenous populations, in resource management. These communities have developed traditional knowledge systems crucial for sustainable resource management (Gadgil, 1993). Including this local knowledge in conservation strategies ensures that the needs and rights of the local populations are respected and incorporated into sustainable development practices (Agarwal, 2010, p. 69).

Furthermore, local community engagement in resource management fosters a sense of ownership and responsibility towards environmental conservation. This participatory approach not only boosts conservation efforts but also strengthens community resilience against ecological challenges, promoting sustainable practices that benefit both the ecosystem and the livelihoods of the community members (Berkes, 2009; Agarwal, 2010, p. 81).

Challenges such as deforestation and climate change intensify the need for a collaborative approach to resource management in Melghat, involving local communities, government agencies, and conservation organizations in developing sustainable solutions (Chhatre & Agrawal, 2008). Recognizing the critical role of local communities, especially including women in these processes, is vital for creating effective policies that support sustainable development while promoting gender

equality and social equity (Agarwal, 2010, p. 31).

The intricate relationship between ecological sensitivity and community-based resource management in Melghat is a significant case study for sustainable development initiatives. Leveraging traditional knowledge and enhancing community participation can lead to more effective implementation of sustainable development practices, ensuring biodiversity preservation and improving the livelihoods of local populations, particularly empowering women who often bear the brunt of environmental degradation (Berkes, 2009; Agarwal, 2010, p. 72).

Sustainable development in regions like Melghat is about conserving the environment and integrating gender perspectives to ensure that development initiatives are inclusive, equitable, and capable of meeting the complex challenges of today and the future.

Problem Statement:

The Melghat region, known for its ecological richness and biodiversity, faces significant socio-economic challenges that disproportionately impact women. Despite their critical role in managing natural resources and contributing to community well-being, women in Melghat are often excluded from decision-making processes related to environmental governance. This exclusion is compounded by limited access to education, inadequate healthcare, and entrenched gender roles, which collectively hinder their empowerment and ability to participate effectively in sustainable development initiatives.

The absence of gender-sensitive policies and inclusive governance structures has further marginalized women, undermining their potential to contribute to biodiversity conservation and sustainable resource management. While women are key stakeholders in community forestry and environmental sustainability, their contributions remain undervalued and largely unrecognized in policy frameworks.

This study seeks to address these gaps by examining the intersection of gender and environmental governance in Melghat, highlighting the socio-economic barriers faced by women, and proposing strategies to integrate gender perspectives into sustainable development policies. By focusing on the unique ecological and cultural context of Melghat, this research aims to inform policy-making that empowers women and enhances environmental governance.

Objectives of the Research:

1. Examine the Role of Women in Environmental Governance
2. Identify Socio-Economic Barriers
3. Explore Traditional Gender Roles
4. Develop a Framework for Integrating Gender Perspectives

This study synthesizes secondary data on gender roles and community forestry in Melghat to understand their impact on sustainable development. It focuses on the region's unique ecological and cultural context, emphasizing contemporary practices relevant to current policy-making. The research highlights the critical need for gender inclusivity in environmental governance, aiming to inform policy and

enhance community empowerment in Melghat.

Literature Review:

1. Gendered Livelihoods and Environmental Governance:

The intersection of gender and environmental governance has garnered significant scholarly attention, particularly in the context of rural livelihoods. Bina Agarwal's *Gender and Green Governance* serves as a pivotal text that critiques traditional governance frameworks for their failure to incorporate gender dynamics. Agarwal (2010) posits that women's roles in resource management are often undervalued, despite their critical contributions to environmental sustainability and community resilience (Agarwal, 2010, p. 5). This perspective aligns with feminist political ecology, which emphasizes the socio-economic and political contexts that shape women's interactions with natural resources (Rocheleau, 1996).

Agarwal introduces the concept of "gendered governance," which underscores the necessity of inclusive decision-making processes that recognize women's unique experiences and knowledge in environmental management (Agarwal, 2010, p. 22). This theoretical framework challenges the notion of a universal experience of gender, advocating for an understanding that is sensitive to local contexts and power dynamics. The implications of this framework extend to policy-making, where gender-inclusive approaches can lead to more equitable and effective governance outcomes.

2. Women's Roles in Community Forestry:

The literature on women's roles in community forestry highlights their significant yet often overlooked contributions to sustainable resource management. Studies have shown that women are primary managers of household resources, particularly in rural settings where they are responsible for collecting fuel, fodder, and non-timber forest products (NTFPs) (Leach, 1999). Agarwal (2001) emphasizes that women's participation in community forestry not only enhances environmental outcomes but also fosters their empowerment and socio-economic development (Agarwal, 2001).

Research by Meinzen-Dick (2014) further supports this assertion, indicating that gender-inclusive policies in community forestry can lead to improved resource management and better livelihoods for rural communities (Meinzen-Dick et al., 2014). The findings from these studies suggest that when women are actively involved in governance structures, they can challenge existing gender inequalities and promote more equitable resource distribution (Agarwal, 2010, p. 69).

3. Barriers to Women's Participation:

Despite the recognized importance of women's involvement in environmental governance, numerous barriers persist that hinder their effective participation. Agarwal (2010) identifies several constraints, including socio-cultural norms, lack of access to resources, and institutional biases that marginalize women's voices in decision-making processes (Agarwal, 2010, p. 24). These barriers are particularly pronounced in rural and tribal contexts, where traditional

gender roles often dictate women's responsibilities and limit their opportunities for engagement in governance.

Nightingale (2006) highlights that women's knowledge of local ecosystems is frequently undervalued, leading to their exclusion from formal governance structures. This exclusion not only undermines women's contributions but also compromises the effectiveness of environmental governance as a whole. Addressing these barriers requires a multifaceted approach that includes policy reforms, capacity-building initiatives, and the promotion of women's rights within community governance frameworks.

4. Case Studies: Melghat and Beyond:

Agarwal's analysis draws on empirical data from various case studies, including the Melghat region of India, to illustrate the dynamics of gender and community forestry. The Melghat area serves as a critical case study for examining the historical exclusion of women from decision-making processes in resource management (Agarwal, 2010, p. 22). By utilizing secondary data sources, Agarwal provides a comprehensive overview of the socio-economic conditions that shape women's participation in community forestry initiatives.

The findings from Melghat reveal that when women are included in governance structures, there are significant improvements in resource management and community well-being. For instance, women's involvement in forest governance has been linked to enhanced biodiversity conservation and more sustainable harvesting practices (Agarwal, 2010, p. 69). These insights underscore the importance of

context-specific approaches to understanding gender dynamics in environmental governance.

5. Theoretical Implications and Future Directions:

The theoretical implications of Agarwal's work extend beyond the immediate context of community forestry. By integrating gender analysis into environmental governance frameworks, scholars and practitioners can better understand the complexities of resource management and the role of power dynamics in shaping governance outcomes. Agarwal's emphasis on the need for gendered perspectives in environmental policy-making is echoed in the broader literature, which calls for a re-evaluation of traditional governance models that often overlook marginalized voices (Rocheleau et al., 1996).

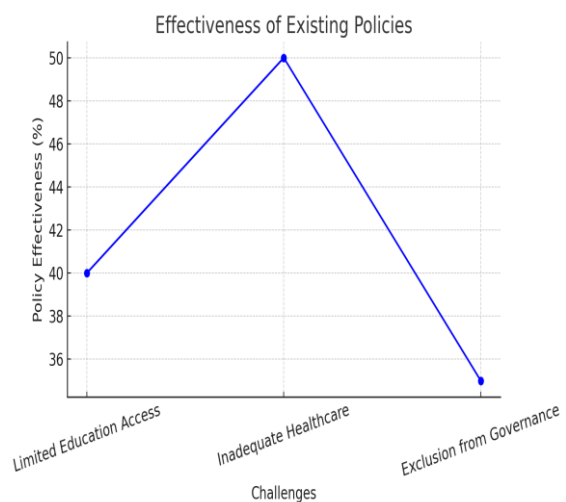


Figure 1: As shown in this chart illustrates the varying effectiveness of policies aimed at addressing different challenges, with healthcare policies being slightly more effective (50%) compared to governance (35%).

Socio-Economic Challenges Faced by Women in Melghat:

Melghat, located in Maharashtra, India, is known for its rich biodiversity and substantial forest resources. Despite these natural assets, the region faces severe socio-economic challenges that disproportionately affect women, impacting their ability to participate in community welfare and environmental governance. This analysis explores the major socio-economic barriers—limited access to education, inadequate healthcare, and exclusion from decision-making processes—and their implications for women's roles in environmental sustainability.

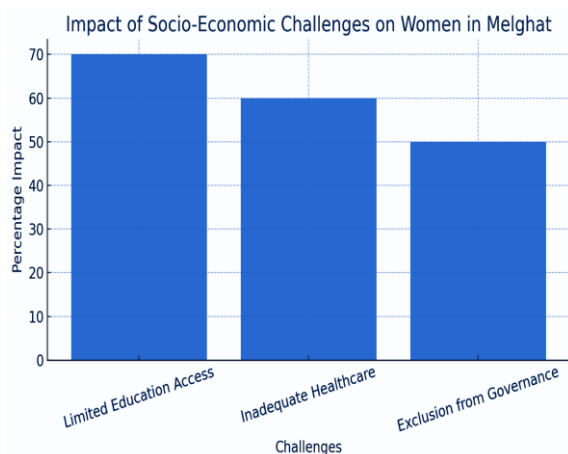


Figure 2: This chart highlights the severity of challenges faced by women in Melghat, showing "Limited Education Access" as the most impactful at 70%.

Limited Access to Education: significantly influences socio-economic development and empowerment, yet in Melghat, it remains a privilege not fully extended to women. The literacy rate among women in Melghat is alarmingly low compared to men, primarily due to socio-cultural norms that favor boys' education over girls'. Various NGOs, like the Aga Khan Foundation, have initiated programs to improve girls' school enrollment and retention. These programs have shown

some success in increasing attendance rates among girls. However, obstacles such as early marriages and domestic responsibilities continue to thwart the educational progress of women (Agarwal, 2010; Government of India, 2011).

The lack of education limits women's awareness of environmental issues and their capacity to adopt sustainable practices. Consequently, this perpetuates poverty and environmental degradation as uneducated women may resort to unsustainable resource extraction methods to support their families.

Inadequate Healthcare Access: Healthcare is another critical area where Melghat's women face significant challenges. The region's healthcare facilities are inadequate, with a high maternal mortality rate highlighting the severe healthcare disparities. Programs like Janani Suraksha Yojana, which provide financial incentives for institutional deliveries, aim to improve this situation. Nonetheless, cultural barriers and a general lack of awareness prevent these initiatives from reaching their full potential. Many women still depend on traditional birth attendants, leading to higher risks during childbirth (Government of Maharashtra, 2016; Ministry of Health and Family Welfare, 2015).

The consequences of inadequate healthcare are profound, directly affecting community welfare. Poor health among women leads to higher rates of child malnutrition and mortality, undermining the overall resilience and sustainability of their communities.

Exclusion from Decision-Making Processes: Women's exclusion from decision-making at both domestic and

community levels further complicates their socio-economic challenges. Despite laws intended to promote gender equality, women's representation in decision-making roles remains minimal. The Panchayati Raj system, meant to decentralize governance and enhance local self-governance, includes provisions for women's participation. However, many women serving in local bodies struggle to assert their authority due to societal pressures and a lack of support, often acting as proxies for male relatives (IRMA, 2018).

This exclusion deprives the community of valuable insights that women can offer in sustainable resource management, leading to policies that fail to address the unique needs and challenges faced by women, thereby hindering effective environmental management and community welfare.

Implications for Environmental Sustainability and Community Welfare:

The challenges of limited education, inadequate healthcare, and exclusion from decision-making processes collectively hinder women's empowerment and their active participation in environmental sustainability. These challenges not only impede women's personal and economic development but also limit their influence on environmental stewardship and community resilience.

Addressing these issues requires a comprehensive approach that enhances access to education and healthcare and promotes women's participation in governance. Such efforts would not only improve the immediate living conditions of women but also foster broader societal benefits by incorporating women's

perspectives into the planning and execution of environmental and community development initiatives.

Empowering women through education, healthcare, and inclusive governance can transform their roles from marginalized participants to key agents of change in environmental and community welfare. Such empowerment is essential for achieving sustainable development in Melghat, ensuring that women can contribute effectively to both their personal growth and the ecological and economic health of their communities.

Recommendations for Policy Adjustments:

- **Integrate Gender Analysis:** Ensure all environmental policies undergo a gender analysis to address the specific impacts on different genders.
- **Enhance Women's Representation:** Mandate inclusion and support for women in decision-making bodies, and provide mentorship and training in leadership skills.
- **Allocate Resources for Gender-Specific Initiatives:** Increase funding for programs that support women's empowerment in environmental governance, such as women's cooperatives and sustainable livelihood initiatives.
- **Establish Accountability Mechanisms:** Create frameworks to monitor and evaluate the gender responsiveness of environmental policies, including regular reporting on women's participation.

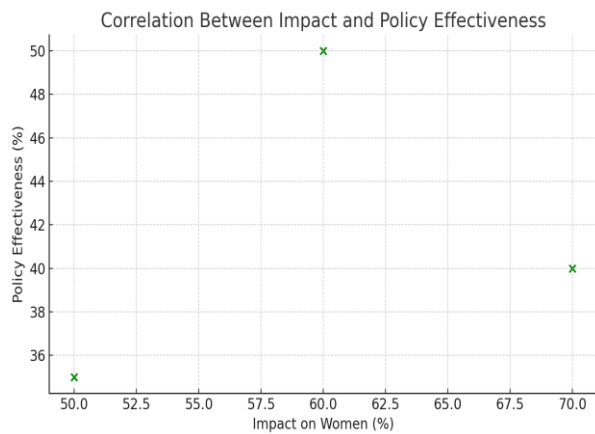


Figure 3: This plot shows the relationship between the impact of challenges and the effectiveness of policies, indicating that higher-impact areas, like education, have relatively lower policy effectiveness

Advocacy for Inclusive Approaches:

- **Promote Community Engagement:** Support community-led initiatives and grassroots organizations that enhance women's roles in environmental governance.
- **Foster Partnerships with Civil Society:** Encourage collaborations that promote gender inclusivity, involving government agencies, NGOs, and community organizations.
- **Raise Awareness and Change Social Norms:** Launch campaigns to change societal attitudes towards women's roles in governance and highlight the benefits of gender inclusivity.
- **Support Intersectional Approaches:** Address the intersectionality of gender with other social factors, ensuring equitable access to opportunities for all

women.

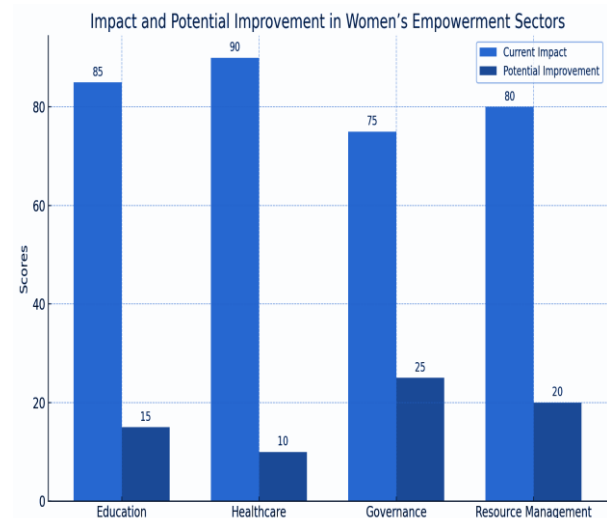


Figure 4: The graph illustrates the effectiveness of existing interventions in Education, Healthcare, Governance, and Resource Management, along with the scope for further improvement in each area in Melghat.

Conclusion:

The research on socio-economic challenges faced by women in Melghat, India, underlines the interconnectedness of gender equality, environmental sustainability, and community welfare. The study highlights three pivotal areas—education, healthcare, and governance—where women in Melghat face significant barriers that restrict their contributions to environmental management and social development.

Education emerges as a critical lever for empowering women. The data suggests that enhancing educational opportunities for women directly correlates with improved sustainability practices and economic independence. However, cultural norms and structural impediments continue to limit access to education for women in Melghat. Initiatives aimed at reducing

gender disparities in education are crucial for enabling women to participate fully in the community and environmental governance.

Healthcare is identified as another essential factor influencing women's societal participation. The lack of adequate healthcare facilities, especially concerning maternal and reproductive health, severely impacts women's quality of life and work capacity. Strengthening healthcare services and ensuring that women have full access to these facilities is vital for their empowerment and the health of the wider community.

Governance, particularly women's participation in decision-making processes, stands out as a significant area needing attention. Despite some legislative efforts to promote gender equality, women's actual involvement in governance remains minimal. Enhancing women's representation in local governance through targeted training and support would not only empower them but also bring about more gender-sensitive environmental policies.

Addressing these socio-economic challenges through a multifaceted approach that includes policy reform, community engagement, and empowerment programs can lead to substantial improvements in the lives of women and, by extension, the broader community. The empowerment of women is not just a goal in itself but a crucial component of a sustainable future.

By adopting gender-inclusive policies and focusing on capacity building and resource allocation, Melghat can model sustainable development that integrates the needs and potentials of all community

members, thereby enhancing resilience and sustainability for future generations.

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Ergonomic Innovations in Libraries: Improving Staff Efficiency and Patron Comfort

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Abstract:

Libraries play a pivotal role in fostering knowledge and community engagement, yet the physical and mental well-being of both staff and patrons is often overlooked in their design and operation. This study explores ergonomic innovations in libraries, focusing on strategies to improve staff efficiency and enhance patron comfort. By integrating ergonomic principles into library furniture, workspace layouts, and technology interfaces, libraries can create environments that support productivity and accessibility.

The research employs a mixed-methods approach, including surveys, observational studies, and ergonomic assessments across diverse library settings. Key findings highlight the importance of adjustable workstations, user-friendly catalog interfaces, and inclusive seating arrangements to address the needs of diverse populations. Recommendations include adopting flexible furniture, implementing staff training on ergonomic practices, and designing spaces that accommodate varying physical and cognitive abilities.

This study underscores the critical role of ergonomics in shaping libraries as functional, comfortable, and inclusive spaces, ultimately fostering a more effective and enjoyable library experience for all stakeholders.

Keyword: Ergonomic Challenges, Innovations in Library, Recommendations

Introduction:

In today's rapidly evolving world, libraries serve as vital community hubs for learning, research, and social interaction. However, the physical design and layout of these spaces are often not optimized to meet the diverse needs of both library staff and patrons. As libraries continue to embrace digital advancements and expand their roles within communities, addressing the ergonomic needs of their users becomes increasingly important. Ergonomics—the science of designing workspaces and tools to fit the needs of the user—plays a crucial role in enhancing comfort, productivity, and

overall well-being in the library environment.

For library staff, long hours spent at desks, behind counters, and in other workstations can lead to physical strain and inefficiencies, impacting job satisfaction and performance. Similarly, patrons who utilize library resources may encounter discomfort due to poorly designed seating, inadequate lighting, or inaccessible spaces. These challenges not only hinder the potential of libraries as effective public service institutions but also create barriers for diverse populations, including those with physical disabilities or mobility challenges.

This research explores the integration of ergonomic innovations in library spaces, with a dual focus on improving staff efficiency and enhancing patron comfort. By examining contemporary ergonomic design solutions, this study seeks to identify best practices for designing ergonomic workspaces, furnishings, and technology interfaces in libraries. The goal is to propose practical solutions that address the physical needs of staff and patrons alike, ultimately fostering a more comfortable, efficient, and inclusive library environment.

As libraries continue to serve as cornerstones of public education and community engagement, optimizing these spaces through ergonomic principles can significantly contribute to their mission. This research aims to bridge the gap between theory and practical application of ergonomics in libraries, promoting healthier and more productive environments for all.

Literature Review:

The concept of ergonomics has been extensively explored in various workplace and public environments, with research consistently demonstrating its importance in enhancing productivity, comfort, and overall well-being. However, its application in libraries has emerged as a specialized area of interest only in recent years. This review examines key studies and findings related to ergonomic innovations in library environments, focusing on their impact on staff efficiency and patron comfort.

Abouelela, A., 2022 stated that, interior design is an important way to bring about the required change in transforming academic libraries from a repository of books into places for research and

communication. While interior design plays a major role in providing an innovative functional design in academic libraries within universities, the problem of the study lies in the importance of academic libraries and their main role in university education institutions in encouraging and supporting scientific research among students and faculty members. Gokhan Usma and Ozge Gursoy, 2022 stated that, libraries provide learning, study, and research environments for their users. For libraries, the issue of suitability for the physical, anatomical, and psychosocial needs of users is crucial. Through on-site investigations and surveys, we investigated library units at two universities in the context of ergonomics to see to what extent they are suitable for the user's physical and psycho-social needs. Obiamalu, A. R. and Echedom, A. U., 2021 were assessed the University Libraries in Southeast Nigeria based on Librarians' Registration Council of Nigeria Standards: A focus on buildings, furniture and equipment. Rajan, Pillai C. V., and K.T., Jayalatha, 2016 were attempted to analyze the health problems among library professionals working with computers in the Kariavattom Campus of University of Kerala. The survey reveals that many of them are suffering from health problems like Cumulative Trauma Disorders and musculoskeletal disorders, loss of concentration, irritability and dizziness due to emotional fatigue, muscle pain, etc due to prolonged use of computers and unfavorable working environment. Ikonne, Chinyere N. and Yacob, Haliso., 2014 were examined the influence of spatial comfort and environmental workplace ergonomics on the

job satisfaction of librarians in the Federal and State University libraries in Southern Nigeria.

Gaps in Research- While there is growing recognition of ergonomics in libraries, existing studies often focus on isolated aspects of design or technology without considering their holistic impact. Additionally, there is limited research on the long-term effects of ergonomic interventions in library settings, particularly in small or underfunded libraries.

Ergonomic Challenges Faced By Library Staff and Patrons:

Libraries, as dynamic spaces for learning and information access, present unique ergonomic challenges for both staff and patrons. These challenges often stem from the design of furniture, equipment, and workflows that do not align with the physical and cognitive needs of their users. Below are the key ergonomic challenges faced in various library environments:

1. Challenges Faced by Library Staff:

- **Prolonged Standing and Walking:** Staff frequently walk long distances and stand for extended periods while shelving books, assisting patrons, or conducting inventory. This can lead to fatigue, foot pain, and joint discomfort.
- **Repetitive Motion and Overexertion:** Repetitive tasks such as reaching for high or low shelves, bending to pick up items, or processing materials can result in musculoskeletal disorders (MSDs), including back pain, shoulder strain, and carpal tunnel syndrome.

- **Inadequate Workstation Design:** Poorly designed desks, computer stations, and checkout counters may lack adjustability, forcing staff into awkward postures that contribute to discomfort and decreased efficiency.
- **Insufficient Lighting and Glare:** Inadequate or overly harsh lighting in work areas can lead to eye strain, headaches, and reduced focus, especially when performing detailed tasks like cataloging or data entry.
- **Stress and Cognitive Load:** The fast-paced nature of library services, coupled with multitasking demands, can increase cognitive strain, leading to mental fatigue and burnout.

2. Challenges Faced by Library Patrons:

- **Uncomfortable Seating and Furniture:** Non-adjustable or poorly cushioned chairs and desks often fail to accommodate diverse body types and seating preferences, leading to discomfort during extended study or reading sessions.
- **Poor Layout and Accessibility:** Crowded aisles, inadequate signage, and lack of accessibility features (e.g., wheelchair-friendly pathways or height-adjustable desks) can create difficulties for patrons with mobility or visual impairments.
- **Inadequate Lighting and Noise Levels:** Insufficient natural or artificial lighting can strain patrons' eyes, while uncontrolled noise levels may disrupt focus, particularly in study areas.
- **Inconvenient Technology Interfaces:** Computer stations, self-checkout kiosks, and other digital

tools often lack ergonomic considerations, such as adjustable monitor heights or user-friendly software, leading to frustration and reduced usability.

- **Limited Inclusivity for Special Populations:** Libraries may lack adaptive equipment, such as large-print keyboards, screen readers, or ergonomic seating for patrons with disabilities, limiting their ability to fully utilize resources.

3. General Challenges Shared by Staff and Patrons:

- **Lack of Temperature Regulation:** Poorly regulated indoor temperatures can create discomfort, impacting both productivity for staff and satisfaction for patrons.
- **Static Postures:** Both groups often remain in static positions for extended periods, whether at a computer, service desk, or study area, which can contribute to stiffness and circulatory issues.
- **Crowded or Inflexible Spaces:** Limited space in smaller libraries or inflexible layouts can restrict movement and force users into cramped or unnatural positions.

Addressing these ergonomic challenges requires a proactive approach that incorporates user-centered design principles and ergonomic interventions. Solutions such as adjustable furniture, optimized workflows, and inclusive technology can significantly improve the physical and cognitive well-being of library staff and patrons, transforming libraries into healthier and more productive environments.

Ergonomic Innovations in Libraries:

Ergonomic innovations in libraries are designed to enhance comfort, productivity, and accessibility for both staff and patrons. These innovations address the physical and cognitive challenges that users face in library environments, from improving workspace design for staff to creating more comfortable and inclusive spaces for library patrons. Below are some key ergonomic innovations that are being integrated into modern library spaces:

1. Ergonomic Furniture and Workstations:

- **Adjustable Desks and Workstations:** Adjustable-height desks and workstations allow library staff to switch between sitting and standing, promoting better posture and reducing the risks of musculoskeletal disorders (MSDs) caused by prolonged sitting. These desks can be tailored to individual needs, supporting both ergonomic working conditions and staff efficiency.
- **Ergonomic Chairs:** Ergonomically designed chairs with lumbar support, adjustable armrests, and seat heights help to minimize strain and discomfort for library staff during long hours of desk work. For patrons, chairs that support a variety of sitting postures and body types enhance comfort during reading or studying sessions.
- **Modular and Flexible Furniture:** Modular seating and workstations allow libraries to adapt their spaces based on patron needs or specific activities. Flexible arrangements

help to accommodate group work, individual study, and collaborative sessions without compromising comfort.

2. Optimized Lighting and Acoustic Design:

- **Task-Specific Lighting:** Adjustable, task-oriented lighting ensures that both staff and patrons have the appropriate lighting for their activities. For example, desk lamps with customizable brightness levels can reduce eye strain and improve visibility for reading, writing, or working with digital devices.
- **Acoustic Panels and Sound Management:** Acoustic innovations such as sound-absorbing materials and noise-canceling technologies help manage noise levels in libraries. Quiet zones, soundproof study areas, and noise-reducing furniture create more comfortable environments for concentration, while open spaces are designed to minimize disruptive noise.

3. Ergonomic Technology Integration:

- **Adjustable Computer Stations:** Computer workstations equipped with adjustable monitors, keyboards, and mouse positions allow library staff to work in neutral, comfortable postures. For patrons, these stations can be optimized for accessibility by incorporating adjustable heights and providing alternative input devices, such as touchscreens or trackballs.
- **Self-Checkout Kiosks:** Self-service kiosks designed with ergonomic principles allow patrons to check out books and materials with ease. These

kiosks are often designed with adjustable screens, user-friendly interfaces, and height adjustability to accommodate people with varying physical abilities.

- **Accessible Digital Interfaces:** Libraries are increasingly implementing accessible technology, including screen readers, large-print keyboards, and adaptive software for patrons with disabilities. These innovations ensure that everyone can use library resources effectively and comfortably.

4. Inclusive Design for All Patrons:

- **Accessible Layouts and Pathways:** Libraries are designed to accommodate individuals with mobility challenges. Wider aisles, ramps, and wheelchair-accessible seating areas make it easier for patrons with disabilities to navigate library spaces. Automated doors and signage with tactile or audio elements further improve accessibility.
- **Height-Adjustable Desks and Shelving:** Height-adjustable tables and shelves enable patrons with different physical abilities to interact with library resources more easily. These innovations support users who may need to remain seated or use a wheelchair while accessing materials.
- **Comfortable Study Spaces:** Libraries are incorporating quiet, comfortable study areas equipped with ergonomic chairs, adjustable desks, and flexible lighting. These spaces are designed for patrons to sit

or stand comfortably during long study sessions, reducing physical strain.

5. Ergonomic Training and Awareness:

- **Staff Ergonomics Training:** Libraries are providing staff with training on ergonomic best practices, such as proper lifting techniques, posture maintenance, and workstation setup. This training helps prevent injuries and promotes long-term health and productivity.
- **User Education on Ergonomics:** Some libraries offer workshops or informational materials to educate patrons about the importance of good ergonomics while studying, reading, or using library technology. These initiatives promote awareness of posture, movement, and workspace design for users of all ages.

6. Automated Systems and Robotics:

- **Automated Shelving Systems:** Robotic shelving systems, such as automated material handling systems (AMHS), reduce the physical strain on library staff. These systems help transport and shelve materials more efficiently, reducing the need for staff to perform repetitive, physically demanding tasks.
- **Smart Book Return Systems:** Self-return kiosks and book sorting systems help streamline operations by allowing patrons to return items without requiring staff intervention. These systems improve operational efficiency while reducing physical labor and exposure to repetitive motion risks.

Ergonomic innovations in libraries are transforming traditional spaces into environments that prioritize the well-being of both staff and patrons. By incorporating adjustable furniture, optimizing lighting, integrating accessible technology, and fostering inclusive design, libraries can enhance user comfort, reduce physical strain, and improve overall productivity. These innovations not only create healthier and more efficient library environments but also ensure that libraries remain welcoming and accessible to all users.

Recommendations:

The following recommendations are proposed to improve staff efficiency and patron comfort:

1. Implement Ergonomic Furniture and Workspaces:

- i. Equip libraries with height-adjustable desks, ergonomic chairs, and modular workstations to support diverse user needs and preferences.
- ii. Provide anti-fatigue mats and ergonomic tools for staff involved in standing or repetitive tasks.

2. Optimize Layout and Space Design:

- i. Redesign library layouts to create clear pathways and ensure accessibility for all users, including those with disabilities.
- ii. Incorporate flexible and multi-functional zones that accommodate individual study, group collaboration, and casual reading.

3. Enhance Lighting and Acoustics:

- i. Install task-specific and adjustable lighting to reduce eye strain and improve visibility for reading and work areas.

- ii. Use acoustic panels and designated quiet zones to manage noise levels and enhance focus.

4. Introduce Technology for Ergonomic Support:

- i. Implement user-friendly digital interfaces, such as height-adjustable computer stations and touch-free self-checkout systems.
- ii. Provide assistive technologies like screen readers, large-print keyboards, and braille-enabled devices to enhance inclusivity.

5. Train Staff and Educate Patrons:

- i. Conduct regular training sessions for library staff on ergonomic practices, including proper posture, lifting techniques, and workstation setup.
- ii. Offer workshops or resources to educate patrons on maintaining ergonomic habits during prolonged study or computer use.

6. Focus on Accessibility and Inclusivity:

- i. Adhere to universal design principles, ensuring all library spaces and resources are accessible to users with varying physical and cognitive abilities.
- ii. Include adjustable furniture and wheelchair-friendly facilities, as well as sensory-friendly zones for individuals with specific needs.

7. Adopt Automation and Innovative Tools:

- i. Use automated book handling systems, such as conveyors or robotic shelves, to reduce the physical demands on staff during shelving and sorting tasks.
- ii. Introduce smart shelving and inventory systems to minimize repetitive actions and improve efficiency.

8. Regularly Evaluate Ergonomic Effectiveness:

- i. Conduct periodic ergonomic audits to assess the effectiveness of interventions and identify areas for improvement.
- ii. Gather feedback from staff and patrons to ensure that changes align with their needs and enhance their overall experience.

9. Promote Health and Wellness:

- i. Designate relaxation areas equipped with ergonomic furniture and calming aesthetics to promote mental well-being for both staff and patrons.
- ii. Introduce wellness programs, such as yoga or stretching sessions, to encourage healthy habits.

10. Secure Funding and Partnerships:

- i. Seek funding from government bodies, private organizations, or grants to support ergonomic upgrades and technological advancements.
- ii. Partner with design and ergonomics experts to ensure best practices in library renovations and innovations.

Conclusion:

By implementing these recommendations, libraries can become exemplary spaces that prioritize the well-being, productivity, and satisfaction of their users. These improvements will not only enhance the overall library experience but also position libraries as forward-thinking, inclusive, and sustainable environments in the digital age.

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Environmental Sustainability In Indian Libraries

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Abstract:

Environmental sustainability is an increasingly important issue globally, and libraries, as public service institutions, are uniquely positioned to lead by example in adopting sustainable practices. In India, where environmental challenges are growing, libraries have begun integrating sustainability into their operations to reduce their ecological footprint and promote green initiatives. This paper explores the concept of environmental sustainability in Indian libraries, focusing on current practices, challenges, and opportunities. The research examines how libraries are incorporating green building designs, energy conservation methods, digital transformation, and waste reduction strategies. Additionally, it highlights the role of libraries in educating communities about sustainability through outreach programs. Despite challenges such as financial constraints, outdated infrastructure, and resistance to change, libraries in India are increasingly recognizing the value of sustainability, and this paper suggests actionable recommendations to further enhance their environmental impact. By embracing sustainability, Indian libraries not only contribute to environmental conservation but also set an example for communities to follow in addressing pressing environmental issues.

Keywords: *Environmental Sustainability, Green Libraries, Sustainable Practices, Digital Transformation, Energy Efficiency*

Introduction:

Environmental sustainability has emerged as a critical global concern, and institutions across various sectors are now recognizing the need to reduce their ecological footprint and promote sustainable practices. Libraries, as repositories of knowledge and community centers, have a unique opportunity to contribute to this global effort. In India, where rapid urbanization, climate change, and resource depletion pose significant challenges, libraries can play a pivotal role in advancing environmental sustainability.

The concept of environmental sustainability in libraries encompasses a

wide range of practices, including energy-efficient building designs, waste reduction, water conservation, and the promotion of digital resources to reduce paper consumption. Indian libraries, traditionally seen as bastions of learning and knowledge, are now increasingly embracing green initiatives to align with national and global sustainability goals. Libraries in India, especially in urban centers, have started integrating eco-friendly infrastructure and digitization efforts to reduce their reliance on paper-based resources, manage energy consumption, and minimize waste generation.

However, despite the growing awareness of environmental issues, Indian libraries face several challenges in implementing sustainable practices. These challenges include financial constraints, limited resources for retrofitting older buildings, lack of awareness among staff and users, and resistance to change. Many libraries also struggle to secure the necessary funding to incorporate green technologies, such as renewable energy systems, energy-efficient lighting, or water-saving mechanisms.

This paper aims to explore the current state of environmental sustainability in Indian libraries, focusing on the strategies and practices being implemented, the challenges faced, and the opportunities for further integration of sustainable initiatives. The research also examines the role of libraries in educating and raising awareness about environmental issues, and how they can serve as models of sustainability for the communities they serve. By analyzing these elements, this paper provides insights into how Indian libraries can enhance their environmental sustainability efforts and contribute to a greener, more sustainable future.

Objective of Research:

1. To explore and evaluate the integration of environmental sustainability in Indian libraries.
2. To investigate the various sustainable practices being adopted by Indian libraries, including green building designs, energy-efficient technologies, waste management, water conservation, and digital resource management.

3. To identify the key challenges and barriers Indian libraries face in implementing environmental sustainability practices, such as financial constraints, infrastructure limitations, lack of awareness, and resistance to change.
4. To analyze how libraries in India are promoting environmental awareness and sustainability through programs, community outreach, and educational initiatives.
5. To assess how the digitization of library resources, such as e-books, online databases, and digital archives, contributes to reducing paper consumption and minimizing the environmental footprint of libraries.

Literature Review:

Environmental sustainability in libraries has gained significant traction in India over recent years, as highlighted by various studies between 2018 and 2022. Sundaram (2018) initiated discussions on sustainable library architecture, emphasizing energy-efficient designs in metropolitan cities. Sharma (2019) and Kaur (2019) extended this narrative, exploring green initiatives like solar panels, efficient lighting, and resource management, while pointing out challenges in rural libraries. The transition to digital resources was a focus for Kumar and Verma (2020), who showcased the environmental benefits of reducing paper reliance. Similarly, Vasudevan (2020) and Singh and Agarwal (2020) explored the role of libraries in environmental education and capacity building. Despite these advancements, Patel

and Chakraborty (2021) highlighted persistent barriers, including financial and infrastructural limitations. Government initiatives, as documented in a 2021 ministry report, and emerging technologies discussed by Bhatia and Rajput (2022), offer a promising path for sustainable library practices. Together, these works underscore the importance of innovation, community engagement, and policy support in fostering environmentally sustainable libraries across India.

Research Methodology:

This study explores sustainable practices in Indian libraries using a mixed-method approach, involving nearly 100 libraries across India. Data has been collected through literature review, surveys, interviews, and case studies.

Environmental Sustainability in Indian Libraries:

Environmental sustainability is a critical area of focus in today's world, as institutions and communities strive to reduce their ecological footprint and contribute to a greener planet. In India, libraries have begun to embrace the idea of environmental sustainability by integrating green practices and sustainable resource management strategies into their operations. This paper explores the concept of environmental sustainability in Indian libraries, identifying current initiatives, challenges, and opportunities, and examining the role of libraries in promoting environmental consciousness within the community.

Environmental sustainability in libraries refers to the adoption of practices that reduce environmental harm and

contribute to the well-being of future generations. These practices range from energy-efficient building designs to reducing paper usage and incorporating digital technologies that minimize the ecological impact. Sustainable practices in libraries also include waste management, water conservation, the use of renewable energy sources, and creating green spaces within library buildings. Libraries, as publicly accessible institutions, have the potential to set an example for sustainable practices and can play an important role in advancing environmental education.

Key areas of focus for environmental sustainability in Indian libraries include energy efficiency and green building design, digital transformation, waste reduction and recycling, water conservation, and green spaces and sustainable landscaping. Many libraries in India, especially in urban areas, are increasingly adopting energy-efficient practices, such as solar panels, energy-efficient lighting, and air-conditioning systems. Digital transformation includes the creation of digital archives and the use of cloud-based storage to reduce reliance on physical infrastructure and paper resources. Waste management is another critical component of sustainability in libraries, with some libraries implementing recycling programs for paper, plastic, and electronic waste, and others adopting paperless policies for internal documentation. Water conservation techniques, such as installing low-flow faucets and using rainwater harvesting systems, are increasingly being incorporated into library designs.

Green spaces and sustainable landscaping are also being introduced to reduce the urban heat island effect, improve

air quality, and provide tranquil environments for users. However, Indian libraries face numerous challenges in fully implementing environmental sustainability. Financial constraints, lack of awareness and training, resistance to change, and outdated infrastructure are some of the significant barriers to implementing sustainable practices in Indian libraries.

Opportunities for improving environmental sustainability in Indian libraries include government initiatives and funding, partnerships with environmental NGOs, training and capacity building, and community outreach and education. By adopting green building practices, digital transformation, waste management, and community outreach programs, libraries can significantly reduce their ecological footprint and serve as models for sustainable living. However, to fully realize these benefits, libraries must overcome challenges such as financial constraints, lack of awareness, and resistance to change. Through strategic partnerships, government support, and continued innovation, Indian libraries can contribute to a greener, more sustainable future while also fostering environmental consciousness among their users.

Concept of Environmental Sustainability in Libraries:

Environmental sustainability in libraries is a crucial concept that aims to minimize the environmental footprint of library operations while promoting efficient and responsible use of resources. Libraries, as community-focused institutions, have the opportunity to lead by example in integrating sustainable practices. Key

components of environmental sustainability in libraries include green building design, energy conservation, resource management, community outreach, and digital transformation.

Green building design focuses on creating energy-efficient, eco-friendly, and sustainable library spaces. This can involve features such as natural lighting, passive heating and cooling systems, and thermally efficient materials that reduce the need for artificial energy sources. Eco-friendly materials contribute to a healthier indoor environment, and sustainable construction practices ensure that the overall environmental impact during the library's construction phase is minimized.

Energy conservation is another key aspect of making libraries more sustainable. Libraries can adopt renewable energy sources, such as solar panels, wind energy, and other renewable energy sources, to reduce reliance on non-renewable energy and lower their carbon footprint. Energy-efficient lighting and equipment can also help reduce a library's overall energy consumption.

Resource management is essential for libraries to minimize waste and ensure sustainable operations. They can implement paper reduction policies, water conservation, electricity usage, and waste management programs. Community outreach plays a vital role in fostering environmental awareness within the community. Educational programs, green events, and sustainable collections can educate the public on sustainable practices. Libraries can also build sustainable collections around environmental topics, offering books, journals, and online resources that inform

and inspire communities about environmental issues and sustainable living.

Digital transformation plays a critical role in reducing the environmental impact of library operations. Digitization of resources helps preserve materials while reducing the need for physical storage, transportation, and paper consumption. Offering digital versions of books and creating online catalogs can reduce the number of physical copies needed, saving resources and space. Cloud-based systems can significantly lower energy usage and minimize electronic waste, supporting environmental sustainability.

Environmental sustainability in libraries is an essential consideration for modern institutions, especially in a rapidly urbanizing and resource-constrained world. By adopting green building practices, conserving energy, managing resources efficiently, and embracing digital transformation, libraries can reduce their environmental footprint while promoting sustainability within their communities.

Current Practices in Indian Libraries:

In recent years, Indian libraries have been making significant strides towards adopting sustainable practices. These practices are part of the green building movement and align with national government initiatives promoting environmental sustainability. Key practices include green building certifications, solar power use, digital transformation, waste reduction, recycling programs, water conservation, and green landscaping.

Green building certifications, such as LEED and GRIHA, are being adopted by many Indian libraries to ensure their

physical infrastructure is energy-efficient, environmentally responsible, and sustainable. The Indian Institute of Technology (IIT) Bombay Library has implemented energy-efficient lighting systems and solar panels as part of its green initiatives. The Green Rating for Integrated Habitat Assessment (GRIHA) is another green building certification system used in India, which incorporates sustainability features such as optimized energy use, water conservation, and waste management systems to reduce their environmental footprint.

Solar power is also being used to reduce dependence on non-renewable energy sources, with libraries like the National Library of India in Kolkata installing solar panels to meet a portion of their energy needs. This not only helps in reducing electricity consumption but also contributes to the national push for renewable energy, aiding in the transition to a more sustainable energy future.

Digital transformation is playing a pivotal role in reducing the environmental impact of libraries by minimizing paper usage and reducing the need for physical resources. The National Digital Library of India (NDLI) is a comprehensive digital repository of educational materials, allowing students and researchers to access digital resources, including e-books, e-journals, and online databases. Many libraries are transitioning to digital catalogs and offering e-books to patrons, further decreasing resource consumption and waste.

Waste reduction is also becoming increasingly evident in Indian libraries, particularly regarding paper and plastic consumption. Recycling programs, paperless

operations, and reducing plastic use are some of the initiatives that contribute to reducing landfill waste and promoting a circular economy. Water conservation practices are being integrated into the design and operation of libraries to ensure responsible use of this precious resource.

Green landscaping practices are also being adopted by Indian libraries, creating gardens and green spaces using drought-resistant plants, native species, and sustainable landscaping practices. These green spaces help improve air quality, reduce the urban heat island effect, and provide patrons with serene environments to relax and study. As libraries continue to expand their sustainable practices, the future looks promising for the environmental sustainability movement in India.

Challenges in Promoting Environmental Sustainability in Indian Libraries:

The adoption of sustainable practices in Indian libraries is growing, but several challenges hinder its widespread implementation. These include financial constraints, lack of awareness, infrastructure limitations, resistance to change, and limited support from government bodies. Financial constraints include high initial costs for green initiatives like solar panels, energy-efficient lighting, and water conservation systems, which can be difficult to secure due to tight budgets. Additionally, ongoing maintenance costs for maintaining and upgrading sustainable infrastructure can be a significant barrier for libraries.

Another challenge is the general lack of awareness among library staff, users, and decision-makers about the importance and benefits of environmental sustainability.

Staff training is often lacking, making it difficult to develop expertise in areas like energy management, waste reduction, and eco-friendly practices. Library users may also be unaware of the environmental initiatives being undertaken by libraries, leading to a lack of collective action or support for environmental initiatives.

Infrastructure limitations are another issue faced by many older libraries in India. Retrofitting older buildings to meet green building standards or install energy-efficient technologies can be both expensive and technically challenging. Legacy systems in older libraries, such as inefficient lighting and HVAC systems, require significant upgrades to improve energy efficiency. The cost and complexity of these upgrades can be a deterrent for libraries with limited resources.

Resistance to change is another challenge, particularly in institutions with long-standing traditions. Some library staff and administrators may resist adopting green practices due to familiarity with traditional methods or skepticism about the effectiveness of new technologies. Stakeholders, including local government bodies and funding agencies, may be hesitant to support sustainability initiatives if they perceive them as costly or unnecessary, further slowing down progress.

Limited support and policy guidance from governmental bodies and library associations pose another significant challenge. In India, there is a lack of comprehensive and standardized policy guidance on sustainability for libraries, leading to inconsistent practices that may not align with broader environmental goals. Inconsistent funding and support also

contribute to uneven distribution of sustainability efforts across the country.

Addressing these challenges through targeted training programs, government incentives, clear policy frameworks, and greater community engagement can help Indian libraries become leaders in environmental stewardship, demonstrating the importance of sustainable practices in the public sector and inspiring future generations.

Conclusion:

Indian libraries are embracing environmental sustainability to reduce their environmental footprint and promote sustainable practices within communities. Despite challenges such as financial constraints, lack of staff awareness, outdated infrastructure, resistance to change, and insufficient policy guidance, Indian libraries are adopting green initiatives such as energy-efficient building designs, renewable energy use, digital transformation, waste management, and water conservation. They are also raising awareness about environmental issues, educating the public, and fostering a culture of sustainability through outreach programs and community engagement. The continued adoption of sustainability practices in libraries requires collaboration from library professionals, government bodies, educational institutions, and communities. Financial and policy support is essential, and libraries must be equipped with the necessary infrastructure to embrace sustainability. Integrating environmental sustainability into Indian libraries is not only an ethical imperative but also a practical one, ensuring relevance and resilience in a rapidly changing world and

contributing to broader environmental preservation efforts. By overcoming challenges and leveraging opportunities, Indian libraries can become significant drivers of sustainability, inspiring future generations to embrace environmental responsibility.

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The Role of Libraries in National Education Policy (NEP) 2020

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Abstract:

Libraries play a crucial vital role in facilitating access to online programmes for teaching, research and extension activities. The National Education Policy (NEP) 2020 emphasizes the role of libraries in integrating educational information and technology guiding users to access accurate information and adopting to changing the user needs.

This article deals with the role of libraries in the National Education policy 2020, which recognizes the need to incorporate technology in to library services, such as providing access to e-books, e-journals and other digital resources.

Keywords: *National Education Policy (NEP), Information Literacy, Information Technology, Digital repositories, National Digital Libraries (NDLI), GOI Government of India, Information and Communication Technology (ICT) etc.*

Introduction:

Establishment of digital collection, online reference services, digital repositories, online catalogues and information literacy initiatives are some of the library efforts to further education in the age of Information and Communication Technology (ICT). Reference and Information services help users to access library resources, encourage the use of library materials and meet their information needs.

The National Education Policy (NEP) 2020 stands as a transformative network aimed at redefining India's educational landscape. The National Education Policy (NEP), which has replaced the previous policy from 1986, is India's new educational system. The primary goal of National Education Policy (NEP) is to

transform the educational system for the better, starting in 2021. The role of libraries emerges as a cornerstone for fostering knowledge, intellectual growth and equitable access to information. Libraries, traditionally regarded as repositories of books, have evolved into dynamic hubs that only facilitate learning but also contribute significantly to the multifaceted goals outlined in National Education Policy (NEP).

Role of National Digital Library of India (NDLI) in NEP:

NDLI is a Government – funded initiative, primarily implemented by IIT Kharagpur and was started in 2015 by the Ministry of Education. The main aim of these digital libraries is to distribute digital learning resources nationwide. While the

National Education Policy (NEP). 2020 emphasises enabling the education sector and utilizing the potential of digital, accomplishing those goals still present a challenge.

Role of INFLIBNET in NEP:

- To promote and implement computerization of operations and services in libraries and information centers of the country, following a uniform standard.
- To evolve standards and uniform guidelines in techniques, methods, procedures, computers hardware and software, services and promote their adoption in actual practice by all libraries, in order to facilitate pooling, sharing and exchange of information towards optimal uses of resources and facilities.
- To provide reliable access to the document of libraries by creating an on-line union catalogue of serials, theses/ dissertations, books, monographs, and non-book materials in various libraries in India.
- To provide access to bibliographic information sources with citations, abstracts etc., through indigenously created databases of the Sectoral Information Centers of NISSAT, UGC Information centre, city networks and such others and by establishing gateways for on-line accessing of national and international databases held by national and international information networks and centers, respectively.
- To optimize information resource utilization through shared cataloguing,

inter-library loan service, catalogue production, collection development and thus avoiding duplication in acquisition to the extent possible.

- To enable users dispersed all over the country, irrespective of location and distance, to have to information regarding serials, theses/ dissertations, books monographic and non-book materials.
- To create databases of projects, institutions, specialists etc. for providing on-line information service.
- To encourage co-operation among libraries, documentation centers and information centers in the country. So that the resources can be pooled for the benefit for helping the weaker resource centers by stronger ones.
- To train and develop human resources in the field of computerized library operations and networking to establish, manage and sustain INFLIBNET.

Role of Libraries in National Education Policy:

“Books are the Quietest and Most Constant Friends, They are the Most Accessible and Widest of Counselors and the Most Patient of Teachers.”- Charles W. Eliot

Today’s libraries have assumed a new role in modern society, whereby they integrate educational information and communication technology and new media. The role of academic libraries/ librarians in the information age to promote access to appropriate and accurate information to meet the needs of users. Internet is a wonderful thing but it is not a substitute for library premises. Librarians guide and teach

students and other users how to find the best sources of information, whether in print or online. A few years back libraries were book centric institutions. They were print just card catalogue. Libraries were known as the storehouse of knowledge/ information, but now a days concept of libraries has been changed. They collect books and non book materials and provide effective library services to their customers. All types of primary, secondary and tertiary sources of information are available in the college libraries. Some college libraries also have online search facilities and to provide Web 2.0 facilities. Web 2.0 (Library2.0) is a user centered virtual community. It is socially rich, often egalitarian electronic space. It is a modern form of library services that reflects a transition in the way services are provided to users within the library world.

National Policy on Library and Information System:

The department of culture, Ministry of Human Resource Development, Government of India appointed a committee of senior library scientists and other experts in October 1985, which included Prof. Dr. D. P. Chattopadhyay as a chairman to prepare a draft document on National Policy on Library and Information System. Its report is titled National Policy on Library and Information System (NAPLIS). The committee completed its work and submitted a draft document to the Government on 31st May 1986. The main objectives of the library and information policy are recommended as follows.

- To promote and maintain the organization, availability and speed of

information in all areas of national activity.

- To take steps for modernization and upgradation of existing library and information systems and services and to introduce new programmes relevant to our national needs.
- To encourage programmers and initiate at the earliest possible pace the training of library and information personnel.
- To establish and adequate monitoring mechanism to ensure rapid development of library and information facilities and services to meet the information needs of all sectors.

Conclusion:

Libraries are the service institution; the basic concept of library is related to the service provided as per the need of the users. Libraries plan their programs based on the guidelines of the five laws of library science. Libraries have shifted from micro documents to macro documents. The function of libraries is not only to collect books and non-book materials and to provide effective library services but also to make the collection and dissemination more widely and rapidly through the variety of information services to its customers. With the changing nature of users' needs the libraries are also changing in the current environment. These are getting updated according to the needs of the users. Nowadays the concept of libraries has been changed. They have advanced a lot. Libraries themselves are shifting from traditional libraries to digital or virtual libraries.

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Integrating Sustainable Practices in Higher Education under India's National Education Policy 2020

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Abstract:

The National Education Policy (NEP) 2020 marks a transformative era for higher education in India, emphasizing holistic and multidisciplinary approaches to learning. This paper explores the integration of sustainable practices into higher education institutions (HEIs) within the NEP 2020 framework. By aligning sustainability principles with the NEP's focus on critical thinking, community engagement, and environmental responsibility, this study proposes a roadmap for fostering sustainable development. It highlights innovative strategies, case studies, and actionable recommendations for embedding sustainability across curriculum, campus operations, and outreach initiatives.

Introduction:

The National Education Policy (NEP) 2020 offers a unique opportunity to reimagine higher education in India. Rooted in the principles of access, equity, quality, affordability, and accountability, the NEP underscores the importance of integrating sustainability into education to prepare students for global challenges. This paper examines how the NEP 2020 provides a foundation for embedding sustainable practices in HEIs, enabling them to lead change for a better tomorrow.

The Need for Sustainability in Higher Education:

India faces pressing environmental, social, and economic challenges, from climate change to resource depletion and

social inequalities. The NEP 2020 emphasizes the role of education in addressing these challenges by:

- Promoting environmental consciousness and responsibility among students.
- Encouraging research and innovation in sustainable technologies.
- Building institutional capacities for sustainable development.

Sustainability in the NEP 2020 Framework:

- 1. Multidisciplinary and Holistic Education:** The NEP 2020 advocates for multidisciplinary education, which provides an ideal platform to integrate sustainability across diverse

disciplines, from engineering and science to arts and humanities.

- 2. Critical Thinking and Ethical Values:** The policy emphasizes critical thinking and ethical values, aligning with the principles of sustainability. Incorporating sustainability-focused case studies and projects can foster analytical and ethical decision-making skills.
- 3. Experiential Learning:** The NEP's focus on experiential learning enables students to engage in hands-on activities, such as community-driven sustainability projects and fieldwork, bridging the gap between theory and practice.

Integrating Sustainability into Curriculum and Research:

- 1. Curriculum Design:** HEIs can design courses that address sustainability challenges, such as climate action, renewable energy, and waste management. The inclusion of sustainability modules across disciplines ensures that all students gain essential knowledge and skills.
- 2. Research and Innovation:** The NEP's emphasis on research provides opportunities to advance innovations in sustainable agriculture, green energy, and environmental conservation. Interdisciplinary research centers can foster collaboration on sustainability initiatives.

Sustainable Campus Operations:

- 1. Green Infrastructure:** Institutions can adopt green building practices,

such as energy-efficient designs, rainwater harvesting, and solar energy systems, to create eco-friendly campuses.

- 2. Waste Management:** Promoting zero-waste practices, including recycling, composting, and reducing single-use plastics, aligns with the NEP's environmental objectives.
- 3. Digital Transformation:** Leveraging digital tools for administrative and academic purposes reduces paper consumption and enhances operational efficiency.

Community Engagement and Outreach:

- 1. Local Partnerships:** Collaborating with local communities, industries, and government bodies enables HEIs to address region-specific sustainability challenges while fostering mutual learning and development.
- 2. Awareness Programs:** Organizing sustainability-themed workshops, webinars, and campaigns raises awareness among students, staff, and the wider community.
- 3. Service Learning:** Integrating service-learning programs focused on environmental conservation and social equity helps students develop a sense of responsibility and civic engagement.

Case Studies of Success in India:

- 1. TERI School of Advanced Studies, New Delhi:** TERI SAS integrates sustainability into its curriculum and research while practicing green

campus initiatives, serving as a model for HEIs.

2. IIT Bombay's Green Campus Initiative: IIT Bombay has implemented various sustainability measures, including energy-efficient buildings, waste management systems, and renewable energy projects.

3. Amrita Vishwa Vidyapeetham's Live-in-Labs Program: This unique program allows students to work on real-world sustainability challenges in rural communities, fostering experiential learning and innovation.

Recommendations for HEIs under NEP 2020:

- 1. Policy Integration:** Align institutional policies with the NEP's vision for sustainability.
- 2. Capacity Building:** Train faculty and staff to incorporate sustainability into teaching and operations.
- 3. Interdisciplinary Collaboration:** Establish centers for sustainability research that engage multiple disciplines.
- 4. Student Leadership:** Empower students to lead sustainability initiatives and participate in decision-making processes.

Conclusion:

The National Education Policy 2020 provides a robust framework for integrating sustainable practices in higher education. By aligning sustainability initiatives with the NEP's goals, HEIs can prepare students to address global and local challenges, fostering a culture of environmental and social responsibility. This paper underscores the importance of adopting a holistic approach to sustainability, offering actionable insights for institutions committed to leading change for a sustainable future.

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NEP in the Perspective of Sustainable Development

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Introduction

Since the Independence, we have undergone various reforms in the education system. Because of the education reforms, we observed gradual changes in the mentality of our people. Previously majority of the whole population was denied education. Indian society had been divided into four Varnas and thousands of castes; every caste did its traditional work. The followers of Varnas and the caste system said that this system was given the God and no one has the right to change it. From Jyotiba Phule to Dr. B.R. Ambedkar there is a big struggle to get the right of education for all people. An education is a tool that can bring change in all walks of life. All developed countries pay too much attention to education than other things and provide a sufficient budget for it. In India education does not get due importance and it is always dominated by the upper caste community, hence we must be very careful about the education policy.

We are now implementing NEP in higher education, and it has been thought

that this move will lead to sustainable development. Before talking about NEP, we shall understand what sustainable development means. “Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” This definition is given in the Brundtland report in 1987. Sustainable requires a balance between socio-Economic and environmental considerations to ensure a livable and thriving world for all. Then we shall see what is the aim of NEP. It aims to transform the country into a vibrant knowledge society. Let us see whether NEP provides sufficient scope for the sustainable development of students in the acquisition of language skills.

Objective:

The objective of this research paper is to study the ground reality of Indian society from the perspective of sustainable development and observe the NEP as a role model.

Method:

The analytical method will be used in the present research paper.

Sustainable Development:

Sustainable development means the comprehensive development of anyone who is involved in it. We shall see some key features of the sustainable development such as: Economic sustainability, Social and Environmental sustainability, etc.

Economic Sustainability:

We should have economic growth and prosperity but must minimize waste and pollution. If we do not minimize waste and pollution our all efforts will meet no end.

Social Sustainability:

It ensures that all people of the country have access to basic needs like food, water, education, health and education.

Environmental Sustainability:

The environment is the backbone of all living beings, and if it is polluted, we will destroy this earth and ourselves. We must keep the environment in its natural tune.

NEP:

The New Education Policy introduces a revised school structure, multidisciplinary education, language policy, assessment reforms, skill courses, and other changes. Policymakers have advocated for its advantages and challenges, too. Now we shall study it minutely in light of reality and aware common people. We try to find out

answers to a few questions that are very important and these answers will justify it in a real sense. These questions are: Does this policy follow the law of the constitution? Is it suitable for our education system? Will it be applicable in a large classroom? What is the place of student and teacher in it? Does it impose a dominating class ideology on a majority of people?

The constitution of our country ensures free, compulsory, and quality education for all children irrespective to their caste, race, clan, religion, etc. Govt of India passed the Right to Education Act in 2010 which also ensures the same thing given in the constitution. According to NEP low enrolment schools and colleges will be merged into big schools and colleges, all schools and colleges will be autonomous after five years and they will be free to charge fees from students as they like, they also appoint teachers on a contract basis, etc. The constitution adopted a reservation policy to provide adequate representation to all communities in all institutions. In NEP, education is a business and students is a customer. Then how we observe adequate representation in it.

These rules are just shocking and against the spirit of the Constitution. Will autonomous schools and colleges provide education to poor students? Will a teacher feel safe on a contract job and do justice to students? Answers to all questions are negative. After all who will monitor all

autonomous schools and colleges, only high caste and capitalists will run it. Then what happens to downtrodden people? Most of the downtrodden students will leave schools and work on daily wages to run their livelihood.

The model of NEP is taken from a developed country and directly introduced without thinking over the mentality of our students. Indian students are not mature enough to accept such a policy. Our classrooms are large, our attendance ratio is low and there is a great lack of infrastructure, Majority of people are not economically capable to offer higher education without the support from Gov., etc. In such conditions, we are not spoiling this generation. NEP can throw them out of the mainstream of education.

Language acquisition skills are important in this age of the communication revolution. NEP introduces the mother tongue in primary education but in higher education it is not compulsory. Students are free to choose any one language. A teacher will be provided after sufficient enrolment to a subject. It means there will be no qualified teacher then how can students learn a second language? English is a window to look at the world and is a language of communication and commerce, so why do we remove it from the compulsory basket of subjects? Do we have language lab and experts as per student ratio? No, it is the answer. A child acquires the skills of mother's tongue from family members. A child does not have any

problem talking while communicating in his language. His brain is set up to generate the language he uses, but the challenge is to speak in a second language. Instead of focusing on English, Hindi and Sanskrit language given the upper hand. How can we compete with the world by having such attitudes towards education and language.

NEP has introduced a new subject that is found in the syllabus of every class from bottom to top. Indian Knowledge Tradition, this subject is compulsory for all students. No doubt that our children should learn the knowledge tradition of our country. But only Hindu philosophy and literature are prescribed in the syllabus. Is there no knowledge tradition in Buddhism, Islam, Shikh, Christianity, Jain, etc? Is this policy going to impose the Vaidik philosophy? Scholars and educated people are doubtful on introducing one religion in the syllabus.

Conclusion:

Now there is a need to review the New Education Policy and make it suitable to our socio-economic condition. The policymakers must ensure that will follow the principles of the Constitution while framing any policy. Education must be free, compulsory, and qualitative. No one should miss education because of money, caste, class, religion, language, etc. If we provide quality education in return we will get quality basic generation that can make our country developed in the world.

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The Pillars in the New Education Policy 2020: College Libraries and Librarians

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Abstract:

India's New Education Policy (NEP) 2020 envisions a transformational change in the higher education sector, with an emphasis on interdisciplinary learning, critical thinking, research and digital literacy. This paper argues that college libraries and librarians are not just service providers but actually play a vital role in achieving the ambitious goals of the NEP. This paper highlights the important roles played by librarians in creating a student-centric, accessible and dynamic educational ecosystem. These roles include curriculum development, information literacy instruction, digital resource management, research support, community engagement and lifelong learning facilitation.

Introduction:

The New Education Policy (NEP) 2020 is a landmark document that proposes a paradigm shift in India's educational framework. Its focus on holistic development, interdisciplinary education, research and integration of technology presents both opportunities and challenges for higher education institutions. In this changing context, the traditionally understood roles of college libraries and librarians have undergone significant evolution. Libraries are no longer just repositories of books; they are dynamic learning centres and librarians are not just custodians of information but active partners in the educational journey. Many scientists have expressed their views on National Education Policy 2020, and some of them have been studied in this study. **Lamani, Manjunath G. And Rathod Girish M.**

S.(2021) their paper emphasized major highlights of the NEP-2020 & fundamental principles of the libraries in pre-primary education to higher education & research, & making availability of public libraries. This paper briefly discussed Continuous Professional Development of teacher-librarian according to NEP. **Asif, M. and Singh, K. K. (2022)** their article highlights Libraries and their importance in our education system. The New Education Policy 2020 advocates school, college and higher education equally. This article mainly focuses on the key highlights of NEP 2020 including Library features. National Educational Policy 2020 (NEP) intended to focus on Library as essential service in the context of the Schools/Colleges/ University systems in India. The services provided by the Libraries presents a set of advantages to play most significant role in study, research,

education and skill development Libraries. **Jayamma, K. V., Mahesh, G. T., And Kotur, M. (2023)** their study examines the intricate and significant part that libraries play in the effective execution of the NEP, specifically within the context of NEP 2020. It discusses how libraries can promote access to diverse knowledge resources, encourage research, and foster critical thinking skills among students. By utilizing the potential of libraries as centers of learning, higher education institutions can establish a more inclusive and just learning environment according to the NEP's vision. The primary focus of this study is to comprehensively elaborate on the multi-faceted involvement of libraries, including the active promotion of digital literacy, cultivation of research efforts and innovative initiatives, and facilitation of an all-encompassing and impartial approach to acquiring information for all segments of society. That is why the author has decided to explore the various roles of college libraries and librarians in facilitating the successful implementation of NEP 2020 and contributing to creating a vibrant and student-centered higher education ecosystem.

NEP 2020: Key Principles and Their Implications for Libraries:

The NEP 2020 lays emphasis on several key principles that directly impact the functioning and role of college libraries:

- **Holistic and Multidisciplinary Education:** The NEP promotes interdisciplinary and multidisciplinary curricula allowing students to explore diverse subjects. Libraries need to play a vital role in

curating resources that span across disciplines, and librarians must act as facilitators in helping students navigate the expansive information landscape.

- **Research and Innovation:** The policy encourages research and innovation across all disciplines. College libraries, therefore, must become hubs for research, providing access to a wide range of scholarly resources, data repositories, and research tools. Librarians must also provide training in effective research methodologies and data management techniques.
- **Technology Integration:** The NEP emphasizes the use of technology in teaching and learning. Libraries must embrace digital technologies to provide access to e-books, e-journals, online databases, and other digital resources. Librarians must also be trained to support the use of new technologies in resource discovery and information access.
- **Accessibility and Equity:** The policy stresses the importance of equitable access to quality education for all. Libraries need to be accessible and inclusive, catering to the diverse needs of all students. Librarians must strive to create a welcoming environment and provide specialized resources to cater to various learning styles.
- **Life-long Learning:** The NEP emphasizes continuous learning beyond formal education. Libraries must serve as hubs for lifelong learning by providing access to

resources and fostering a culture of inquiry and intellectual exploration for all.

Evolving Roles of College Librarians in the NEP 2020 Landscape:

In the context of NEP 2020, college librarians must evolve from traditional gatekeepers of information to active partners in the learning process. Key roles include:

1. Curriculum and Resource Development Partner: Librarians should collaborate with faculty to identify relevant resources and contribute to curriculum design. This means actively participating in selecting reading materials, creating learning modules, and creating digital learning systems.

2. Information Literacy Trainer: The ability to find, evaluate, and use information effectively is of paramount importance in the digital age. Librarians should take the lead in providing information literacy training, supporting students to navigate the complex information landscape ethically and responsibly.

3. Digital Resource Manager: With the increasing availability of digital resources, librarians must manage online databases, e-journals, and other digital assets. They should develop streamlined access systems and train users in the use of these resources.

4. Research Support Specialist: Librarians should play a key role in supporting research, including providing scholarly databases, research tools, and bibliographic guidance. They should guide researchers on literature searches, data management, and citation practices.

5. Community Connector: Libraries are uniquely positioned to connect students, faculty, and the broader community. Librarians should organize workshops, seminars, and exhibitions to promote intellectual engagement and community development.

6. Lifelong Learning Facilitator: Librarians should play a key role in fostering a culture of lifelong learning by providing resources and guidance for self-directed learning, skill development, and intellectual exploration beyond the confines of formal education.

7. Supporters of Open Access and Scholarly Communication: Librarians should promote open access to research and scholarship to make knowledge more accessible. They should also educate researchers about scholarly communication practices and ethical publishing.

Conclusion:

The successful implementation of the NEP 2020 requires a paradigm shift in the way libraries and librarians are viewed within educational institutions. College librarians are not just custodians of books; they are essential partners in the teaching, learning, and research ecosystem. By embracing new technologies, developing innovative services, and continuously upgrading their skill sets, librarians can play a pivotal role in achieving the ambitious goals set by the NEP 2020. Only with the active collaboration of all stakeholders, can we unlock the true potential of college libraries and ensure that they become the dynamic and indispensable centers of

learning envisioned by the New Education Policy.

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Future Trends in Sustainable Education Practices: Shaping a Resilient Tomorrow: A Review

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Abstract:

Sustainability in education is essential for advancing environmentally conscious individuals and shaping a spirited tomorrow. This paper explores the future trends in sustainable education practices, emphasizing their potential to transform educational institutions into hubs of sustainability and innovation. Key areas of focus include the integration of green technologies, curriculum development for sustainability, and the role of digital transformation in reducing carbon footprints. The study also highlights the importance of community engagement, sustainable resource management, and ensuring equity and inclusion in implementing sustainable practices. Challenges such as funding constraints, policy gaps, and resistance to change are discussed alongside global case studies that provide replicable models for success. By examining these critical aspects, this research offers insights and recommendations for policymakers, educators, and institutions to adopt and advance sustainable practices in education. The paper underscores the imperative of aligning educational frameworks with global sustainability goals to empower future generations for a better tomorrow.

Keywords: *Sustainable Education, Green Technologies, Digital Transformation for sustainability.*

Introduction:

The advent of sustainable education practices marks a pivotal shift in reshaping global education systems to address evolving challenges. As societies contend with crises such as climate change, pandemics, and socio-economic disparities, the resilience and adaptability of educational frameworks have become paramount. Stress adaptation and resilience in higher education, for instance, underscore the importance of cultivating robust academic environments to withstand systemic disruptions [1]. Similarly, fostering

ecological resilience within early education ensures foundational strength in younger learners [2].

The integration of self-efficacy and resilience in online education demonstrates significant impacts on academic motivation, particularly during crises like the COVID-19 pandemic [3]. Moreover, education's vulnerability to climate-induced hazards highlights the need for strategies to fortify resilience in school systems [4].

Entrepreneurship education's role in cultivating resilience further demonstrates how innovative learning approaches can

drive forward societal progress [5]. Evidence from large-scale trials across multiple countries reiterates the effectiveness of resilient educational systems [6].

Addressing crises through technological integration has emerged as a cost-effective solution, particularly in mobile-based tutoring systems, as demonstrated in the Philippines and other nations [7]. Lastly, adaptive strategies that blend virtual and physical learning formats have proven essential for maintaining educational continuity during emergencies [8].

These studies collectively reflect the transformative trajectory of sustainable education practices, emphasizing resilience, innovation, and inclusivity as pillars for shaping a resilient tomorrow.

Literature Review:

The integration of interactive technologies in sustainable education has emerged as a transformative trend in the post-pandemic era. In [9], the author explored how distance learning tools have revolutionized higher education, enabling a shift towards more resilient and accessible education systems. This study highlights the positive impact of remote learning technologies in overcoming barriers to education while promoting sustainability through virtual learning communities.

Similarly, [10] introduced the concept of "digital degrowth," advocating for minimalistic and community-based approaches in educational technologies to align with sustainable and equitable educational goals. By emphasizing the principles of autonomy and resource minimalization, the study proposes

innovative frameworks for future educational technologies.

In [11], it investigates the learning preferences of computing students in the UK after the pandemic, with a focus on workshops. Through a case study, the authors find that students appreciate the flexibility of online learning but prefer in-person workshops for better engagement and hands-on experience. The study highlights the need for a balanced approach, combining online and in-person teaching methods, to accommodate diverse student preferences and improve learning outcomes in computing education.

In [12], the authors explored how teachers adapted to post-pandemic teaching of English. It highlights the use of digital tools like Zoom, Google Classroom, and other online platforms to support learning. Teachers integrated blended learning, leveraging technology for interactive lessons, assessments, and collaboration. These innovations helped maintain student engagement and ensured a smoother transition from online to in-person learning, enhancing overall teaching effectiveness.

In [13], the authors examined the rapid transition to online and distance learning during the COVID-19 pandemic. It highlights challenges, strategies, and innovations, emphasizing equity, student well-being, teacher development, and technology integration. Insights gathered shape a resilient educational framework, promoting inclusive, engaging practices for post-pandemic education. Key themes include adaptability, accessibility, effective assessment, professional development, and leveraging technology for dynamic learning experiences.

In [14], the author discusses the transformative approaches employed in education post-pandemic. It highlights the adoption of technologies like Learning Management Systems (LMS), video conferencing tools, and digital collaborative platforms. These innovations facilitated continuity in education, enabling flexibility and inclusivity while addressing challenges of engagement and accessibility. The study emphasizes technology's pivotal role in reshaping teaching and learning strategies for the evolving global educational landscape.

Future Trends in Sustainable Education Practices:

A. Integration of Green Technologies:

The integration of green technologies is essential for fostering sustainable development across various sectors. In educational institutions, particularly Technical and Vocational Education and Training (TVET) institutes, green technology adoption faces barriers such as financial limitations and lack of qualified personnel. However, successful integration can be achieved through enhanced policy support, collaboration with industry partners, and the inclusion of sustainability goals within curricula. Such efforts are crucial to prepare students with the necessary skills to work in green industries and promote environmentally responsible practices [15]. Moreover, in small and medium-sized enterprises (SMEs), the integration of green technologies has been shown to positively impact both financial and environmental performance. By adopting green entrepreneurial orientation (GEO) and fostering knowledge

transfer, SMEs can leverage the dynamism of green technologies to improve their competitive edge while also contributing to environmental sustainability [16].

B. Curriculum Development for Sustainability:

Curriculum development for sustainability is crucial for equipping students with the skills to address environmental challenges. Integrating sustainability across various disciplines, not just in specialized courses, ensures students understand its relevance in different fields. Curricula are increasingly designed to foster critical thinking and problem-solving, empowering students to apply sustainable practices in their future careers. Additionally, experiential learning methods, such as project-based learning, help bridge the gap between theory and real-world application.

C. Digital Transformation and E-Learning:

Digital transformation has significantly reshaped the landscape of education, with e-learning emerging as a central element in this transformation. The adoption of digital tools has enabled flexible, accessible learning environments, especially in higher education, where students can engage with content asynchronously. According to a study in [17], the integration of digital technologies in education fosters personalized learning experiences, while also challenging traditional teaching methods. The authors highlight the growing need for educators to adapt to these changes by incorporating new technologies into their teaching strategies. Additionally, research by [18] emphasizes the role of e-learning platforms in bridging

the digital divide, particularly in developing countries, by providing access to quality education in remote areas. These studies suggest that digital transformation, when effectively implemented, enhances both the reach and quality of education, enabling lifelong learning opportunities.

D. Community Engagement and Collaboration:

Community engagement and collaboration are essential for fostering sustainable development, particularly in the context of local initiatives and environmental sustainability. Recent studies emphasize the role of collaborative partnerships between educational institutions, local communities, and stakeholders to address pressing environmental challenges. According to a study by [19], engaging local communities in sustainability projects helps to build trust, increase awareness, and empower individuals to adopt eco-friendly practices. These collaborations also promote the sharing of resources and knowledge, which leads to more effective and inclusive solutions. Additionally, the authors in [20], highlight that cross-sector partnerships, including those involving government organizations, non-profits, and businesses, are crucial for scaling up community-driven sustainability efforts and ensuring long-term impact.

E. Sustainable Resource Management:

Sustainable resource management is a critical strategy for balancing the needs of development with environmental preservation. According to research done in [21], effective resource management involves optimizing the use of natural resources while minimizing waste and

environmental degradation. This can be achieved through the implementation of circular economy principles, which focus on resource efficiency and the recycling of materials to reduce consumption. Additionally, research done in [22], emphasizes the importance of policy frameworks that encourage sustainable practices across sectors such as agriculture, energy, and manufacturing. These frameworks must be adaptive to local contexts and promote collaboration between government bodies, businesses, and communities. By aligning economic incentives with environmental goals, sustainable resource management can ensure long-term ecological stability while supporting economic growth.

F. Equity and Inclusion in Sustainability:

Equity and inclusion are fundamental components of sustainability, ensuring that all communities, regardless of socioeconomic status or background, benefit from sustainable practices. Recent studies highlight the importance of integrating equity into sustainability efforts to address disparities in access to resources, opportunities, and decision-making. According to a study done in [23], sustainability policies must incorporate social justice principles to ensure that marginalized communities are not left behind in the transition to a green economy. They argue that inclusivity in environmental decision-making processes leads to more effective and equitable outcomes. Additionally, research by [24] emphasizes that fostering an inclusive approach in sustainability education is crucial for raising awareness and creating diverse leadership in

sustainability sectors. By prioritizing equity and inclusion, educational curricula and sustainability policies can promote social cohesion and create more resilient communities, thus ensuring that sustainability efforts benefit everyone.

Conclusion:

The future of sustainable education practices is pivotal in shaping a resilient and environmentally responsible society. As highlighted in this review, integrating sustainability into educational frameworks—across disciplines and levels of education—ensures that future generations are equipped with the knowledge, skills, and values necessary to tackle global challenges. The trends identified, such as the incorporation of experiential learning, interdisciplinary approaches, and the promotion of equity and inclusion, suggest a shift towards more holistic and inclusive educational models. Moreover, the growing emphasis on digital technologies and global collaboration offers immense potential to scale sustainable education worldwide. However, challenges remain, particularly in terms of policy implementation, resource allocation, and overcoming resistance to change. Addressing these obstacles requires concerted efforts from educational institutions, governments, and industry stakeholders. Ultimately, fostering sustainable education practices today will pave the way for a more resilient tomorrow, where individuals are empowered to lead and innovate for a sustainable future.

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Performance Appraisal for Professional Development

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Abstract:

Professional development is not something that can be forced, but teachers need to understand the need to take responsibility for their own professional development and to keep up to date with research and development in the subject they teach in this paper author has described performance appraisal for professional development.

Introduction:

In this century the need of hour is to faster teaching excellence in education and create a new cadre of well qualified and competent teachers who understand the global dimensions of their subjects as the student population become more diverse and demanding teachers need to become better at helping their student. In any given teaching learning situation the teachers is considered to be the main factor first teacher has to be motivated in order to motivate his student. The quality of an educational system depends to a great extent on well educated well equipped and well contented teacher.

Teacher has to develop personally and professionally in order to become an effective teacher. Professional development is not something that can be forced but teachers need to understand the need to take responsibility for their own professional development and to keep upto date with research and development in the subject they teach.

Professional development serves a number of purposes.

- To improve the job performance skill of an individual teacher.
- To extend the experience of an individual teacher for carrier development or promotion purpose
- To enhance the general education of an individual
- To promote job satisfaction.
- To enable teacher to visualize and prepare for the change.
- To improve student's learning.

Today some of the teacher are not in tune with the changing need of education, some of them lack motivation and initiative to raise their level of performance to meet the changing need. In recent years efforts have been made to use appraisals for motivation for effective communication for better relationship for goal setting and for inspiring total performance of the institution as well as individuals.

A consistent performance appraisal system supports teacher in their professional

development and promotes effective teaching to enhance student learning and achievement.

Purpose of Appraisal:

There are number of purpose of performance appraisal including reviewing performance assessing training need and making future plans. The goal and purpose of performance appraisal may be summarized in two categories: evaluative and developmental.

The main aim of the evaluation is to identify the gap. This gap occurs when performance does not meet the standards set by the institution as acceptable and the development purpose include research, feedback, career development human resources planning performance improvement and communication. An effective developmental tool is required to highlight areas for improvement, strength to build on, and identification of training needs. One of the purpose of the performance appraisal system is to promote professional growth.

‘Craft’ Identifies:

Many dimension in the relationship between teachers performance appraisal and their professional development as follows.

1. Appraisal provides opportunities for reflection, introspection and for feedback from others.
2. Appraisal is a way of identifying professional development need.
3. Appraisal can be used to evaluate the effectiveness of professional development at the review meetings.

4. Appraisal suggests areas for professional development on regular basis.

Why Appraise Performance?

One of the main duties of the principal is to appraise the teachers and identify their training need and then conduct the necessary training programmes through the means of workshop, seminars or other in service training programmes. It is important to examine whether proper appraisal is undertaken and the obtained result is used to design the professional development programme for teachers.

An established performance appraisal system identified the successes and weakness of the teachers and provides accurate information on their current performance. The process of performance appraisal provides a way of moving from identifying needs for the professional development to setting up a series of action.

Cyril and Poster:

Claim that the well prepared appraisal system will benefit both the individual staff and the institution they identified the benefits performance appraisal as:

1. Enhancing self-esteem and self-confidence.
2. Providing the opportunity to initiative problem solving and counseling interview.
3. Providing the means where by the individual can influence the organization.
4. Facilitating the identification of talent.

5. Integrating the individual and the organization.
6. Encouraging self-development and personal initiative

Conclusion:

Appraisal which has been designed and implemented with the main purpose of professional development, so that it can only have a positive result for teacher performance appraisal system has an important role to play in any institution.

The success of an institution of country depends on the quality of the people human resourced is the most valuable asset of any institution it is more valuable than capital or equipment people can be our biggest asset or our biggest liability hence performance appraisal system must be used as an important tool for the development of teachers and for quality education.

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Empowering Women through Libraries: A Catalyst for Social Change

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Abstract:

This paper explores the pivotal role libraries play in empowering women by fostering knowledge dissemination, offering educational resources, and facilitating social engagement. Through a combination of qualitative and quantitative analyses, the research highlights how libraries act as catalysts for social change by promoting gender equality and providing a safe space for women to access information, skills development, and community support. The paper also examines case studies where libraries have successfully contributed to women's empowerment in various social, economic, and cultural contexts.

Keywords: *Women Empowerment, Libraries, Social Change, Gender Equality, Education, Community Engagement*

Introduction:

Women's empowerment has become a central focus in efforts to achieve social equity and sustainable development globally. Access to information, education, and community resources are critical components of empowering women and fostering gender equality. Libraries, as information hubs and community centers, provide essential services that help women gain knowledge, develop skills, and participate more fully in society. This paper examines the transformative role that libraries play in the empowerment of women and their potential to drive meaningful social change.

- Definition of Women Empowerment
- Importance of Libraries in Society
- Objective of the Research

Libraries as Catalysts of Women Empowerment:

Libraries have evolved into community-driven spaces that provide more than just access to books. They have become places where women can access educational resources, professional development opportunities, and social programs. This section explores how libraries contribute to different dimensions of women's empowerment.

1. Educational Empowerment:

- **Literacy and Learning:** Libraries promote lifelong learning through literacy programs, vocational training, and language learning courses specifically tailored to women.
- **Digital Literacy:** Providing women with the skills to navigate digital platforms, libraries enable them to

access online resources, employment opportunities, and entrepreneurial information.

2. Economic Empowerment:

- **Access to Job Market Information:** Many libraries offer workshops on resume building, job searching, and interview techniques, which help women become more employable.
- **Entrepreneurship Programs:** Libraries also provide resources for women entrepreneurs, including access to business databases, market research, and networking opportunities.

3. Social and Cultural Empowerment:

- **Creating Safe Spaces:** Libraries act as safe havens where women can freely express themselves, engage in community dialogues, and access information about their rights.
- **Community Engagement:** Libraries often host community events, discussions, and advocacy programs that encourage women to participate in civic life and decision-making processes.

Case Studies: Libraries Driving Women Empowerment:

This section presents case studies from around the world that demonstrate how libraries have successfully empowered women.

1. India: Public Libraries and Digital Literacy for Rural Women:

- Example: Initiatives in Indian rural libraries where women learn digital skills to access government services,

health information, and educational content.

2. United States: Public Libraries Supporting Single Mothers:

- Example: Programs like free child care services during library-sponsored educational workshops, helping single mothers pursue professional qualifications.

3. Kenya: Libraries Supporting Women Entrepreneurs:

- Example: Kenyan libraries offering financial literacy programs and microloan assistance, empowering women to start small businesses.

Challenges Faced by Libraries in Empowering Women:

While libraries have a significant role in women empowerment, they also face challenges that limit their effectiveness. This section discusses some of these challenges and how they can be addressed.

1. Lack of Resources:

- Limited funding for programs targeted at women.

2. Gender Disparities in Library Access:

- In some regions, cultural and social barriers prevent women from accessing libraries.

3. Digital Divide:

- Although libraries offer digital literacy programs, many women in underprivileged areas do not have access to the necessary technology.

The Future of Libraries in Women Empowerment:

Libraries have the potential to further strengthen their role in empowering women by embracing technological

advancements and expanding their community outreach efforts. This section outlines future strategies.

1. Integration of Emerging Technologies:

- Libraries adopting AI-driven tools to provide personalized learning experiences for women.

2. Expanding Collaboration:

- Partnerships with NGOs, educational institutions, and local governments to offer specialized programs for women.

3. Focus on Inclusivity:

- Libraries becoming more inclusive by addressing barriers faced by marginalized women, including those from minority or rural communities.

Indian Libraries and Women's Empowerment Initiatives:

Libraries in India, particularly public libraries and community libraries, play a crucial role in addressing the educational and informational needs of women, especially in rural and marginalized communities. Some key areas where libraries are making an impact include:

1. Digital Literacy and Education:

- National Digital Literacy Mission (NDLM): Libraries, particularly in rural areas, have been centers for digital literacy programs. Under NDLM, libraries help women acquire basic digital skills, enabling them to access online resources, e-services, and employment opportunities.
- Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA): Public libraries participate in this

scheme, providing digital literacy training to women, particularly those in rural areas, to bridge the gender divide in digital access.

2. Educational Resources:

- Libraries serve as centers for lifelong learning, offering free access to educational materials for women preparing for competitive exams, pursuing distance education, or engaging in skill development programs.
- Examples: Government-run libraries in Kerala and Tamil Nadu often organize workshops specifically targeting women's education and employability.

3. Vocational Training Programs:

- Several libraries in India, particularly in collaboration with local NGOs, offer vocational training for women. Programs include tailoring, handicrafts, computer skills, and financial literacy, which empower women to start small businesses or secure employment.
- Case Study: The India Development Gateway (InDG) initiative in partnership with public libraries has empowered rural women by providing entrepreneurship training and resources to start local businesses.

Case Studies of Libraries Empowering Women in India:

1. Tata Trust's Parag Initiative:

- Parag aims to build libraries in schools and communities, focusing on children and women. These

libraries create an enabling environment where women can access learning materials, participate in reading circles, and benefit from knowledge-sharing platforms.

- Example: In Rajasthan, Parag libraries have empowered women to become librarians and educators in their local communities, serving as role models and educators for other women.

2. Nehru Yuva Kendras (NYKs) and Women Empowerment:

- The Nehru Yuva Kendras collaborate with public libraries to engage women in leadership and community development programs. They provide platforms for women to access health, legal, and employment-related information.

3. Aarohi Community Libraries, Uttarakhand:

- Aarohi's libraries, situated in remote villages of Uttarakhand, focus on education and health information for women. These libraries act as knowledge hubs for women to access maternal health information, child-rearing practices, and educational materials.

Government Policies Supporting Library-Based Empowerment in India:

1. National Mission on Libraries (NML):

- The NML, an initiative under the Ministry of Culture, has a goal to modernize public libraries across the country, making them more inclusive, especially for marginalized women. It supports the creation of digital access points in

libraries that allow women to access educational resources, financial aid information, and government services.

2. Rural Library Development in India:

- The government has placed emphasis on developing rural libraries that specifically cater to women. These libraries often collaborate with local self-help groups (SHGs) to disseminate information on microcredit, entrepreneurship, and health services.

Public Libraries and Gender Sensitization Programs:

- Public libraries in several states, like Karnataka, Tamil Nadu, and Maharashtra, have partnered with NGOs to conduct workshops on gender sensitization, women's rights, and legal literacy for women.
- Example: The Government Library Network in Maharashtra has hosted several women-centric programs, educating women on topics like reproductive health, gender rights, and financial independence.

Challenges in Indian Public Libraries' Role in Women Empowerment:

While libraries have played a significant role in empowering women, they face challenges:

- **Inadequate Funding:** Public libraries in rural areas often suffer from a lack of resources, which restricts their ability to run women-specific programs.

- **Limited Access for Women:** Cultural barriers in certain regions prevent women from visiting libraries freely. Gender disparities still exist in rural and conservative communities where women may not have equal access to educational resources.
- **Digital Divide:** While initiatives like PMGDISHA are bridging the gap, many rural women still face barriers to accessing digital resources due to lack of infrastructure or socio-economic constraints.

Conclusion:

Libraries serve as transformative institutions that empower women by providing access to information, educational resources, and community engagement opportunities. As catalysts for social change, they not only foster gender equality but also contribute to the overall development of societies. To maximize their impact, libraries must continue to innovate and adapt to the changing needs of women in diverse social and cultural contexts. Libraries in India have the potential to be powerful agents for women's empowerment, especially when supported by targeted programs, adequate funding, and community outreach. By providing women with access to education, vocational skills, and digital resources, libraries can contribute to reducing gender inequalities and fostering greater social and economic inclusion.

Recommendations for Enhancing Women Empowerment through Libraries:

- **Increase Funding and Resources:** Government and private sector collaboration is needed to enhance

the infrastructure of libraries, particularly in rural areas, to cater to women's educational needs.

- **Women Librarians and Mentors:** Hiring and training more female librarians in rural and semi-urban areas can inspire other women to engage with the library system.
- **Tailored Programs:** Libraries should offer more programs specifically focused on women's empowerment, such as health literacy, legal education, and vocational training.
- **Mobile Libraries:** In areas where women face difficulty accessing libraries due to geographical or cultural barriers, mobile libraries can help bring resources directly to communities.

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The Use of Artificial Intelligence (AI) Applications in Academic Libraries

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Abstract:

The integration of Artificial Intelligence (AI) into academic libraries is transforming the way information is managed, accessed, and utilized. AI technologies offer enhanced solutions for improving operational efficiency, resource discovery, personalized services, and user engagement. This paper explores the diverse applications of AI in academic libraries, its potential benefits, challenges, and implications for the future of academic librarianship.

Introduction:

Academic libraries are vital components of educational institutions, supporting research, teaching, and learning. In recent years, rapid advancements in AI have enabled libraries to innovative approaches to resource management and service delivery. AI's ability to process large datasets, automate repetitive tasks, and provide personalized user experiences has made it a transformative technology for libraries

Applications of AI in Academic Libraries:

I. Automated Cataloguing and Metadata Generation:

AI-powered tools, such as machine learning algorithms, assist in cataloguing resources and generating metadata. They analyze large volumes of data to create accurate and standardized metadata for books, journals, and digital content.

Example: OCLC's WorldCat uses AI to enhance resource discovery.

II. Chatbots and Virtual Assistants:

AI chatbots like "Ask a Librarian" provide 24/7 assistance to users by answering queries, guiding them through databases, and helping them locate resources.

Example: Carnegie Mellon University Library's chatbot system.

III. Enhanced Search and Discovery:

AI-driven search engines use natural language processing (NLP) to improve resource discovery by understanding user intent and providing relevant results. Personalized recommendations, similar to those used by Amazon or Netflix, are implemented in academic databases to suggest relevant materials.

IV. Digital Preservation:

AI is used to analyze, restore, and preserve historical documents and manuscripts. Machine learning algorithms detect patterns in deteriorated materials to enhance their readability and longevity.

Example: Google's AI-based digital preservation projects.

V. Library Analytics:

AI tools analyze user behaviour to optimize library services. By studying borrowing patterns, resource usage, and feedback, libraries can better meet user needs.

AI also aids in predicting trends in resource demand.

VI. Plagiarism Detection:

Academic libraries incorporate AI-based plagiarism detection tools like Turnitin and Grammar to support academic integrity and ensure proper citations.

VII. Personalized Learning Support:

AI-driven platforms create customized learning experiences by recommending relevant resources based on individual research needs.

Adaptive learning systems provide personalized tutorials to users.

VIII. Robotics in Libraries:

Robotic systems are used to automate material handling, book sorting, and inventory management.

Example: The Hong Kong University of Science and Technology library uses robots for storage and retrieval of books.

Benefits of AI in Academic Libraries:

I. Increased Efficiency:

Automation of repetitive tasks allows librarians to focus on higher-value activities like research consultation and user engagement.

Enhanced User Experience: AI provides tailored recommendations and

24/7 support, ensuring users have seamless access to resources.

II. Cost Savings: By automating labour intensive processes, libraries can reduce operational costs.

III. Improved Access to Resources: AI enables better organization and discovery of resources, enhancing accessibility for students and researchers.

Challenges and Concerns:

I. Data Privacy and Security: The collection and analysis of user data by AI systems raise privacy concerns. Libraries must ensure compliance with data protection regulations.

II. Bias in AI Algorithms: AI systems may perpetuate biases present in training data, leading to skewed search results or recommendations.

III. Ethical Considerations: The use of AI in decision-making processes, such as resource allocation, must align with ethical standards.

IV. Financial and Technical Barriers: Implementing AI systems requires significant investment and technical expertise, which may not be feasible for all institutions.

V. Impact on Librarian Roles: The increasing reliance on AI may lead to concerns about job displacement, although it also opens opportunities for skill development and new roles.

Future Directions:

I. Integration of AI with Open Access Resources: Leveraging AI to make open-access content more discoverable and usable.

II. AI for Knowledge Management:

Using AI to link disparate knowledge systems and enhance interdisciplinary research.

III. Collaborative AI Initiatives:

Partnerships between academic libraries and technology companies to develop customized AI solutions.

IV. Continued Research on Ethical:

AI: Addressing issues of bias, transparency, and accountability in AI systems.

Conclusion:

AI applications are revolutionizing academic libraries by enhancing operational efficiency, user engagement, and resource accessibility. However, challenges related to ethics, privacy, and costs must be addressed to ensure sustainable implementation. As AI

continues to evolve, academic libraries have the opportunity to reimaging their role as dynamic centres of knowledge and innovation in the digital age.

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A Comparative Analysis of Literature Management Tool Usage Among Faculty and Scholars in Maharashtra Universities

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Abstract:

Mendeley, EndNote, Zotero, and RefWorks, Literature management tools (LMTs) have transformed academic research by facilitating citation management, reference trailing, and the organization of scholarly data. Instead of their clear-cut benefits, the endorsement and application of these machinery vary across academic landscapes. This research study evaluates the application patterns and methods of literature management application among faculty members and research scholars at universities in Maharashtra, India. Through a side-by-side analysis of awareness, accessibility, and preferences, the research paper classify and identifies the elements influencing the adoption of these tools, highlights confrontations and challenges, discusses and explains the potential benefits for academic productivity.

Keywords: *Literature management tools (LMTs), Mendeley, EndNote, Zotero, Citation management, Academic research, Faculty members, Research scholars, Institutional support, Tool preferences.*

Introduction:

Effective management of academic references are heart and soul research works., particularly in controlling and maintaining the accuracy and consistency of citations. Literature management tools and applications (LMTs) have emerged as crucial and deceive resources for organizing citations, managing huge numbers of datasets of research materials and research collections, and streamline the collaborative and shared writing process. In the age of science and advance technology tools like Mendeley, Zotero, and EndNote have gained prominence and eminence for their capacity to generate citations in numerous styles, store bibliographies, accommodate and assimilate with word-processing tools.

Maharashtra, a major educational centre in India, is abode to many worlds acclaimed universities, where faculty and scholars are busy in large-scale research works. However, the magnitude of literature management software's acceptance and usage remains a great concern for the Maharashtrian universities and across the academic institutions. This research study desire to explore how virtual tools are used by faculty members and scholars in Maharashtra, comparing their choices, challenges, and stages of awareness. By comprehending these elements, the research paper aims to interpret the following pivotal question: How do faculty members and research scholars engage themselves and which sorts of problems they encounter

while handling these technological tools in their research works.

Literature Review:

1. Usefulness of Literature Management Tools in Academia:

Literature management tools play a vital lead role in streamlining the research works, particularly in the handling of citations activities and averting plagiarism. According to Singh and Singh (2019) these tools contribute to better research organization and collaboration, activating researchers to pin-point more on content analysis rather than manual citation chores. LMTs ease the storage of all-encompassing reference libraries, making it effortless to retrieve related literature when required, which is particularly beneficial for academic faculty members and research scholars who handle voluminous amounts of data.

2. Usage Patterns of Literature Management Tools:

The usefulness of the literature management tools is varied in many ways. The usages of LMTs varies by academic discipline, region, and institutional infrastructure and technological wisdom of the research scholars. Patel and Reddy (2020) recorded that research scholars in the sciences and engineering streams, where citation-heavy research is common, are more used to with LMTs like Mendeley and EndNote. In contrast to these, humanities researchers are not familiar with with these tools because they use it less frequently, they are depending on manual citation methods due to lower citation volume. Regional factors, including access to technology and institutional support, further influence LMT adoption rates.

3. Application of Literature Management Tools: Faculty vs. Scholar:

Many research papers and research studies have shown there is a disparity in the usage patterns of LMTs between faculty and research scholars in the Maharashtrian universities. Singh, R., & Singh, P. (2019). *“The Role of Reference Management Software in Academic Writing”* noted that younger scholars tend to prefer open-source tools with collaborative features such as Mendeley and Zotero. Faculty members, however, often incline toward institutionally assisted tools such as EndNote, which are proved as more superior, professional and trustable. From this one point is clearly visible that there is a difference between application of faculty members and research scholars as far as usage of LMTs is concern.

Research Methodology:

1. Research Design:

This research paper engages a mixed-methods perspective that combines quantifiable surveys with qualitative interactions and interviews. The survey collected materials from the awareness, density and regularity of use, and inclination for LMTs among faculty members and research scholars, while interviews dogged deeper insights about their experiences, challenges, and assumed benefits of literature management tools.

2. Sample Population:

As far as the target population is concern, they are the faculty members and research scholars from three world famous universities in Maharashtra: University of Mumbai, Savitribai Phule Pune University, and Shivaji University. In these universities we found a large numbers of research

activities. These universities are power house of a wide range of academic works since their inception, these universities offer an extensive and comprehensive feedback of LMT usage in the region.

3. Data Analysis:

The survey data were analysed using statistical methods to pinpoint trends and differences in Literature management tool's usage between the faculty members and the research scholars of Maharashtra universities. The data which one is collected from the interviews also highlights difference between usages of the faculty members and the research scholars. Interviews were based on the thematic themes yet difference is visible among the two groups.

Results and Discussion:

1. Awareness and Usage of Literature Management Tools:

The survey results bring out there is a momentous difference in the perception, awareness and usage of literature management tools among the faculty members and research scholars of the Maharashtra universities. While 85% of the research scholars were well-known with minimum one literature management tool, only 60% of the faculty members narrated the same aspect. Among scholars, Mendeley (45%) and Zotero (30%) were the most popular tools, among the faculty members while EndNote (50%) was liked by faculty members. These outcomes suggest that younger research scholars are more desired to modern collaborative tools, while elder faculty members prone to institutionally endorsed and professional applications.

2. Factors responsible for Tool Preferences:

A large list of reasons is behind tool preferences varied significantly between the two groups. Research scholar's preferred tools are like Mendeley and Zotero due to simplified and ease of use, collaborative aspects, and free availability. One scholar mentioned, *"Mendeley helps me share references with peers, which is important for group research."* contrarily, faculty members valued the trustability and collaborative tools like EndNote. One faculty member remarked, *"I've used EndNote for years because our university recommends it, and it integrates well with academic journals."*

3. Difficulties in Using Literature Management Tools:

Both faculty members and research scholars stated challenges in using literature management tools, though the nature of these challenges varied and differed from each other. Research scholars often faced technical issues particularly with modern tools such as EndNote. A PhD scholar narrated that, *"EndNote is too complicated, and there aren't enough resources to help me learn it."* On the other hand, Faculty members, in contrast liked the old manual methods to collect data from the already used tools of technologies. One senior professor remarked, *"I've always managed references manually, and it seems time-consuming to switch to a tool."*

4. Role of Institutional Assistance:

Institutional assistance was found to play a significant role in moulding the application patterns of literature management tools. The Universities which provided training sessions and access to paid

software saw higher adoption rates among faculty members and the research scholars. On the other hand, research scholars largely to bank on free, open-source tools such as Mendeley and Zotero, regardless of institutional support and assistance. Research Scholars from Shivaji University reported limited institutional assistance, while faculty members and research scholars those from Savitribai Phule Pune University had unlimited prepaid access to regular training workshops about literature management tools.

5. Effect and Impact on Academic Productivity:

Both faculty and scholars agreed that LMTs had a positive impact on their academic productivity. Faculty members who used EndNote mentioned that it saved time and improved the accuracy of citation formatting. Scholars appreciated the ability to organize large volumes of research material and collaborate with peers more effectively. A PhD scholar remarked, *“Without Mendeley, managing all the papers I need to cite would be difficult. It’s made my research more organized.”*

Conclusion:

This research study desires to give an extensive and comprehensive explanation of the usage of Literature management among faculty members and scholars in Maharashtrian universities. It discloses that scholars, due to their familiarity with day today technology and collaborative tools, are more likely to fully utilise open-source tools like Mendeley and Zotero. Faculty members, on the other hand, prefer institutionally assisted tools like EndNote. Training and workshop should be arranged to refresh and reorient faculty members and research scholars. Another most important factor institutional support for the faculty members and research scholars, paid applications and licenses should be provided to the faculty members and research scholars. The research study discloses the usefulness of institutional support in advocating literature management tools adoption and its usage.

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Challenges and Issues in Modern Higher Education

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Introduction:

Education in India is seen as one of the ways to upward social mobility. Good education is seen as a stepping stone to a high flying career. India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavors. Indian higher education system has undergone massive expansion in post-independent India with a national resolve to establish several universities, technical institutes, research institutions and professional / non-professional colleges all over the country to generate and disseminate knowledge. The rapid growth in the sector, both in terms of enrolment and number of institutions has thrown up new challenges of maintaining quality of higher education. Various new initiatives are being taken by state and central government to increase the gross enrolment ratio (GER) in higher education. India educates approximately 20 per cent of its young people between the age group of 17 -23 enrolled in higher education as compared to 30 percent in China and 91 percent to South Korea. At present, the world-class institutions are mainly limited to the Indian Institutes of Technology (IITs), the Indian Institutes of Management (IIMs)

and perhaps a few others such as the All India Institute of Medical Sciences and the Tata Institute of Fundamental Research. There are a small number of high quality institutions, departments, and centres that can form the basis of quality sector in higher education. None of its universities occupies a solid position at the top. A few of the best universities have some excellent departments and centres, and these colleges are countable. These institutions have only one percent enrolment of the student population.

Current Status of Higher Education in India:

Indian higher education is managed by the University Grants Commission (UGC) and the various councils. The UGC, set up under UGC Act 1956, has been empowered to promote and coordinate university education in India and also approve grants to them. The UGC is responsible for coordination, determination, and maintenance of standards and release of grants to universities and research organizations. Various professional councils are responsible for recognition of courses, promotion of professional institutions and provision of grants to undergraduate programmes. In the last six decades, the

higher education sector in India has witnessed exponential growth, both in terms of the number of institutions and the rate of enrolment. While talking about the growth in student enrolment, the recent UGC report states that in 1950-51, when there were only 3, 97,000 students enrolled in all disciplines in 750 colleges affiliated to 30 universities. Now, the growth of higher education in India has been phenomenal. As of 6 September 2016, India had 784 universities (47 central universities, 353 state universities, 123 deemed universities, 246 private universities etc.), around 100 institutes of national importance, over 45,000 colleges and about 13,000 standalone institutions. The state with the most universities is Rajasthan with 73 universities and it has the most private universities India has one of the largest higher education systems in the world comprising numerous stand-alone technical/professional institutions with annual enrolment in excess of 25 million students. Education System in India currently represents a great contradiction. On the one hand we have IIMs & IITs that rank among the best institutes in the world and on the other hand there are number of schools & colleges in the country that do not even have the basic infrastructure. Even more than 66 years after independence we are far away from the goal of universal literacy. But on a positive note, Indian professionals are considered among the best in the world are in great demand. With about 50% of the Indian population below the age of 25 years, and an estimated 150 million people in the age group of 18-23 years. The structure of degree-granting institutions is cumbersome primarily due to affiliation and funding

sources. More than 85% of students are enrolled in bachelor's degree programs with majority enrolling in three-year B.A., B.Com. or B.Sc. degrees. One-sixth of all Indian students are enrolled in Engineering/Technology degrees. The world has fast shrunk to a common platform of education and learning. Today, Indian higher education institutes offer a wide array of courses in various streams and some of the courses have gained global recognition. The IITs and IIMs are recognized among the world's best institutes. India has also gained a footing in the field of research. It is then heartening to know that some Indian universities like Indian Institute of Technology (IIT), Indian Institute of Management (IIM) and Jawaharlal Nehru University (JNU) have been listed in the world's top two hundred universities. In the field of finance, Indian School of Business, Hyderabad has been ranked number 12 in the global MBA ranking by Financial Times, London. The Gross Enrolment Ratio (GER) in higher education in India is still about 20%. The National Knowledge Commission, a high-level advisory body to the Prime Minister, has projected a requirement of 1500 universities and 45000 colleges to achieve this target. Higher education has given ample proof of its viability over the centuries and of its ability to change and to induce change and progress in society. Despite the recent growth, we have not yet touched upon the idea of dismal global impact of our institutions pertaining to research and enrolments from across the globe. The Times Higher Education (THE) Magazine, UK, world reputation rankings list shows the world's top 100 universities based purely on their academic

prestige. According to the London Times Higher Education World University Rankings powered by Thomson Reuters (2015-16), no Indian university features among the first 100. But universities in East Asia have been included in the first hundred. Hong Kong has three, ranked at 45, 71 and 80; Singapore two ranked at 26 and 86 and South Korea two ranked at 45 and 90th position. According to The India Reputation Rankings, Indian Institute of Science (IISc), Bangalore, is in the first position, followed by IIT Bombay, All India Institute of Medical Sciences (AIIMS), IIT Kanpur and IIT Delhi respectively. The University of Delhi takes the sixth place — the first full-fledged university on the list.

Problems and Challenges in Higher Education in India:

The aim of higher education is to prepare a person to play his part well, as an enlightened member of society. Rabindranath Tagore rightly said, “The higher education is that which does not merely give us information, but makes life in harmony with all existence”. India has a large higher education sector — the third largest in the world in student numbers, after China and the United States. This in itself is a remarkable achievement. It has significant advantages in the 21st century knowledge race. But the severity of challenges that the system faces is exceedingly high, daunting, and at times looks insurmountable. The challenges confronting the Indian higher education system are also challenging, complex and have different hues. One the fundamental weaknesses of the system are lack of transparency and recommendations has been made to mandate high standards of

data disclosures by institutions on performance. About 62% of universities and 90% of colleges were average or below average in 2010, on the basis of their NAAC accreditation. In this scenario, a conflicting picture arises with Prime Minister Manmohan Singh’s words (2007), “Our university system is, in many parts, in a state of disrepair. In almost half the districts higher education enrollment are abysmally low. Almost two third of our universities and 90% of colleges are rated below average in quality parameters...”. Unattractive compensation packages, lengthy recruitment procedure, and working environment not conducive to retention are some other problems faced by higher educational institutes. As a result, a substantial proportion of high-ranking students who could fill up such assignments prefer to work elsewhere or go abroad. Most institutions offer outdated programmes with inflexible structures and content. The GER and quality education are always related to increase in nation’s wealth, GDP and The GER and quality education are always related to increase in nation’s wealth, GDP and prosperity. At present, India has a gross enrolment ratio of close to 20%, which is much below the world average of 27%. There is also a big challenge before Indian government to increase the gross enrolment ratio, or GER, in higher education to 30% by 2020 from the current level of around 20% and this would require an additional capacity of about 10 million to be created over rate that is common in developed countries. With the explosive growth of knowledge in the past century and with the development of handy tools of information and communication technologies as well as of

other scientific innovations, competition has become a hallmark of growth all over the World. India's main competitors especially and South Korea are investing in large and differentiated higher education systems. They are providing access to large numbers of students at the bottom of the academic system while at the same time building some research-based universities that are able to compete with the world's best institutions. Infrastructure facilities range from inadequate to dismal. Classrooms are often unattractive and laboratories inadequately stocked, leading to poor teaching. It is estimated that barely 20 per cent of the institutions have the basic minimum laboratory equipment. Steady electric power supply is not available in many universities and computerization, where it exists is generally dependent on poor communication lines. Unfortunately, we are lacking hugely in terms of quality output from our higher education institutes. This can be confirmed from the fact that barring exception of few institutes mentioned above very little world class research gets published from other institutes, very few new innovations comes from Indian soil. In India, number of research parks is in single digit and patent application from Indian researchers received very little in comparison to China and Japan in 2013. There is 40% and 35% shortage of faculty in state and central universities, respectively. India's relative citation impact is half the world average. Many private colleges levy charges midway through the course of study by when the student has no choice but to pay up; they advertise achievements of the college which are false; they promise to offer courses without any intention to

actually do so. This need to be severely punished has also a big challenge in higher education.

Suggestions for Improving the System of Higher Education:

1. Gap between the Supply and demand: In higher education, India has a low rate of enrolment i.e. gross enrolment ratio (GER), at only 19%. If we compared to china and brazil GER is 26% and 36% respectively.
2. Lack of Quality Research work: There is no shortage of funding for the top Indian Institutions such as IITs, IIMs and other institutes of national importance. However, budget for the Research is not under spent due to the insufficient good quality research work. Due to the limited focus on Research and Internationalization, very few Indian higher educational institutes are globally recognized.
3. Number of Research papers published in India has increased continuously for the past few decades but reflected in low citation impact if compared with other countries like Germany, United States, France and China.
4. Indian higher education is facing with the problem of poor quality of curriculum. In most of the higher educational institutes curriculum is out-dated and irrelevant.
5. Shortage of Faculty and High Student-Faculty Ratio: In most of the state and central universities more than 30% of faculty positions

are lying vacant. While the student enrolment in higher education is growing with faster rate in the last few years.

6. Inadequate Infrastructure and Facilities: Apart from the highly recognized higher educational institutes in India most of the colleges and universities lack in the basic and high-end research facilities. Many institutes are running without proper infrastructure and basic facilities like library, hostels, transport, sports facility etc. which is desirable to rank the quality institution.
7. Presently there is a very less collaboration of higher educational institutes with industries.
8. Low employability of graduates is one of the major problem in India. Only a small proportion of Indian graduates are considered employable. Placement outcome also drop significantly as we move away from the top institutes. Initiatives taken by the government in the area of human resource development:
9. A project has been taken up to made a national digital library of eBooks on various subjects and topics and another set up through which highly qualified faculty of centrally sponsored institutions like IITs, IIMs and central universities would offer online courses free of cost.
10. Another special scheme called “Udaan” for girl students has launched by the Central government. Under this scheme mentoring and scholarship will be provided to enable meritorious girl students to transit from schools to technical education without any difficulty and also to promote teaching and learning of mathematics and science at senior secondary school level by providing free resources.
11. The focus of the project is to overcome the low enrolment ratio of girl students in prestigious technical institutions and enable them to receive special incentives and support so that they can join these institutions and go on to take leadership roles in the future.
12. Another interesting step is the launching of a mission named after freedom fighter and educationist Pandit Madan Mohan Malviya to build a strong professional cadre of teachers by addressing all the issues related to teachers, teaching, teacher preparation, professional development, curriculum design, design and development of more effective pedagogy and better assessment and evaluation methodologies.
13. The Central Government has also launched a scheme called Unnat Bharat Abhiyan for the promotion of technologies from the laboratory to the ground. Under the scheme, higher educational institutes would connect with villages in their neighborhood and address the various problems faced by them. The scheme would particularly

looking for the solutions for water management, organic farming, renewable energy, infrastructure and livelihood. IIT, Delhi is the coordinating institute of this scheme. About 130 villages have so far been adopted by IITs, NITs across the country under the scheme..

14. Rashtriya Avishkar Abhiyan has launched to revive interest in the technology among youth through support for innovative learning based on observations and experimentation. The focus would be on learning outside the classroom through direct interaction with the environment around the educational institutions.
15. Under the Global Initiative of Academic Networks (GIAN) programme, India's ministry of human resource development and department of science and technology will "create a channel for US professors in science, technology, engineering, and mathematics to teach in Indian academic and research institutions on short-term exchanges", as per the website of the US Department of State. Suggestions for Improving the System of Higher Education:
16. There is a need to implement innovative and transformational approach from primary to higher education level to make Indian educational system globally more relevant and competitive.
17. In higher educational institutes Industrial co-operation must be their

for the development of curriculum, organizing expert lectures, internships, live projects, career counseling and placements. Higher educational institutes need to improve quality, reputation and establish credibility through student exchange, faculty exchange programs, and other collaborations with high- quality national and international higher educational institutes.

18. Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research laboratories and research centers of top institutions for better quality and collaborative research.
19. There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education.

Conclusion:

Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century. It is widely recognized that the existing data base on higher education is inadequate, out-of-date. Higher education can play an instrumental role in the achievement of these outcomes through the creation of knowledge networks, research and innovation centers, corporate-

backed institutions, and support for faculty development. Society as a whole must support education at all levels, including higher education, given its role in promoting sustainable economic, social and cultural development. UPA-II wanted to change the face of higher education through a slew of legislations but all fell through in Parliament. The BJP manifesto has promised a revamp of regulator UGC, which BJP-led government should be able to implement them. Research and extension activities so as to balance both the need and the demand. Creative solutions- like online courses and foreign university partnerships put India in a position to grow its higher education sector dramatically in the coming years. In conclusion, it may be said, the Higher Education System in India while critical for the development of the economy is afflicted with some serious concerns. It is a long way from a transformational change which is envisaged by various committees. Finally, this is the time to consider steps to make India into the world's major hub for higher education in the 21st century.

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Creating Accessible Library Environments: Academic Libraries and Special Needs Support

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Abstract:

Libraries serve as vital community hubs, offering access to information, resources, and services for all individuals. However, users with special needs often face barriers that can hinder their ability to fully utilize these services. This paper explores the role of academic libraries in creating accessible environments that support individuals with special needs. It examines current challenges, highlights best practices, and provides recommendations for enhancing accessibility and inclusivity in library services.

Keyword: *Current Challenges, Best Practices, Recommendations*

Introduction:

Academic libraries have long been dedicated to providing equitable access to information and resources for all community members. With the growing recognition of the diverse needs of individuals with disabilities, libraries are increasingly focusing on creating accessible environments. This paper aims to investigate the various strategies employed by academic libraries to support individuals with special needs and to propose best practices for enhancing accessibility and inclusivity.

- Physical Disabilities: Mobility impairments, dexterity issues, and chronic illnesses.
- Sensory Disabilities: Visual and hearing impairments.
- Cognitive Disabilities: Learning disabilities, intellectual disabilities, and autism spectrum disorders.

Each type of disability presents unique challenges that libraries must address to ensure equitable access for all patrons.

Understanding Special Needs:

Special needs encompass a wide range of physical, cognitive, and sensory disabilities that can affect an individual's ability to access and utilize library services. These include:

Current Challenges:

1. Physical Accessibility:

Many libraries still face challenges in ensuring their facilities are fully accessible to individuals with physical disabilities. Common issues include inadequate wheelchair access, lack of elevators, and insufficient seating

arrangements for individuals with mobility aids.

2. Digital Accessibility:

With the increasing reliance on digital resources, ensuring that online catalogs, e-books, and other digital services are accessible to individuals with visual or cognitive impairments is crucial. This includes providing screen reader compatibility, alternative text for images, and simplified navigation.

3. Sensory-Friendly Environments:

Libraries can be overwhelming for individuals with sensory processing disorders, such as those on the autism spectrum. Bright lights, loud noises, and crowded spaces can create significant barriers to access.

4. Staff Training:

Library staff may lack the training and knowledge required to effectively assist individuals with special needs. This can result in unintentional barriers and a lack of appropriate support for these patrons.

Best Practices for Enhancing Accessibility:

1. Facility Modifications: Libraries can undertake various modifications to improve physical accessibility:

- Ramps and Elevators: Ensuring that all areas of the library are accessible via ramps and elevators.
- Accessible Restrooms: Providing restrooms that are equipped with grab bars and other necessary modifications.
- Adaptive Furniture: Offering seating and workstations that accommodate wheelchairs and other mobility aids.

2. Digital Inclusivity: Enhancing the accessibility of digital resources involves,

- Accessible Websites: Designing library websites to be compatible with screen readers and other assistive technologies.
- Alternative Formats: Providing digital content in multiple formats, such as large print, audio, and braille.
- User-Friendly Interfaces: Simplifying online catalog navigation and search functions to cater to individuals with cognitive disabilities.

3. Sensory-Friendly Spaces: Creating sensory-friendly environments can help individuals with sensory processing disorders feel more comfortable in the library:

- Quiet Zones: Designating areas of the library as quiet zones with minimal sensory stimulation.
- Lighting and Noise Control: Using soft lighting and soundproofing materials to reduce sensory overload.
- Sensory Kits: Providing sensory kits that include items like noise-canceling headphones, fidget toys, and weighted blankets.

4. Staff Training and Development: Investing in staff training is essential for providing inclusive services:

- Disability Awareness Training: Conducting regular training sessions on disability awareness and sensitivity.
- Assistive Technology Training: Teaching staff how to use and

support patrons with assistive technologies.

- Customer Service Skills: Enhancing customer service skills to better assist individuals with special needs.

Recommendations:

1. Comprehensive Accessibility Audits:

Libraries should conduct comprehensive accessibility audits to identify and address barriers within their facilities and services. This includes evaluating physical spaces, digital platforms, and staff training programs.

2. Community Collaboration:

Collaborating with local disability organizations can help libraries better understand the needs of individuals with disabilities and develop more effective services. These partnerships can also facilitate outreach and engagement efforts.

3. Ongoing Staff Training:

Regular, ongoing training for library staff is crucial for maintaining a high standard of accessibility. Libraries should invest in professional development opportunities that focus on disability awareness and assistive technology.

4. Inclusive Policy Development:

Developing and implementing inclusive policies can ensure that accessibility remains a priority. Libraries should establish policies that mandate regular accessibility reviews and the integration of accessibility considerations into all aspects of library planning and service delivery.

Conclusion:

Creating accessible library environments is essential for ensuring that public libraries serve all members of the community, including those with special needs. By addressing physical, digital, and sensory accessibility challenges, and by investing in staff training and community collaboration, libraries can enhance their inclusivity and support for individuals with special needs. Implementing these best practices will enable public libraries to continue their mission of providing equitable access to information and resources for everyone.

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Emerging Trends & Technologies in Library & Information Services

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Abstract:

Libraries are one of the foremost critical social institutions. No society is complete without a library storing information from the world over. Information and Communication Technology (ICT) have extensively impacted libraries and their services.

Earlier, libraries offered manual information resources and services to their users, but now, libraries are opening up to digitalization, primarily in the form of online libraries, e-Libraries, or digital libraries.

The employment of numerous modern technologies is possible in libraries. Emerging technology are technologies that has attained the highest level of acceptance. Technologies that support user services, instructions, library management, and technical services are included in emerging technology. These new technologies have given libraries all over the world fantastic potential to improve user access to library and information services. Libraries in developed countries have been using emerging technologies like Robotics, Cloud Computing, RFID, Big Data, Institutional Repositories, Virtual and Augmented Reality, Book Delivery Drones, and Web2.0 to provide library and information services. Libraries. This paper describes emerging technology, emerging technology in and for libraries through a survey of the literature that is currently available. There have been several benefits stated for integrating emerging technology in libraries, including an increase in patronage, cost and time savings, and brand loyalty. Also mentioned were the difficulties preventing the widespread application of developing technologies in libraries.

Keywords: *Emerging Technologies, Libraries, Issues, Impacts, Opportunities*

Current Trends in Library and Information Services:

1. Electronic Resource Management:

Electronic resources refer to e-journals, e-books, online databases, and other materials in digital formats, which are accessible electronically. e-Resource Management Software can be employed by libraries to trace the collection, access, authorization, maintenance, usage, evaluation, reservation, and selection of a library's electronic information resources.

2. RFID Implementation:

Radio-Frequency Identification (RFID) uses electromagnetic fields to select and track tags attached to library items automatically. The RFID-based library management system is the newest technology used to track inventory and strengthen library theft detection systems. This technology enhances the security of libraries and increases their efficiency by streamlining the processes and reducing human dependence. For the users, RFID

accelerates the borrowing and return procedures. Hence, RFID saves time and reduces library costs.

3. Cloud Computing:

Libraries across the world are adopting cloud computing to make library services more streamlined and cost-efficient. This library management system plays a significant role in building digital libraries or repositories. Cloud computing also ensures optimal use of library resources, infrastructure, human resources, etc. Moreover, the technology is also used for library automation and quick data search. Additionally, in a **digital library**, cloud computing ensures that third-party services can manage servers, carry out upgrades, and create data backups.

4. Internet of Things:

The best-integrated **library software** and **LMS software** have started using the Internet of Things (IoT) to transfer data without human intervention. Libraries use IoT to control inventory, prevent theft, and identify users. It also helps in improving the quality and speed of circulation desk activities. Moreover, IoT expedites reservation of books, fire detection in the library and its prevention, and streamline **eLibrary** services.

5. Big Data and Data Visualization:

Big Data and Data Visualization is the method of displaying a large volume of data through charts, graphs, maps, and other visual forms. This makes the info more natural for the human mind to grasp and makes it easier to spot trends, patterns, and outliers within large data sets. This technology is helping digital libraries become more globalized while accessing a vast amount of data. It makes the libraries

more easily accessible to readers who can find a plethora of information at their fingertips.

6. Artificial Intelligence:

Artificial intelligence (AI) uses the power of a robot or a computer that tries to do tasks that humans usually do. The most common application of AI in a library is the chat bots that receive directional questions from users and resolve them. They can alert the user about their book submission due date, direct a user to the relevant library segment, and automatically schedule appointments.

7. Mobile-Based Library Services:

The three main objectives of a library are to promote literacy, disseminate useful daily information to the people and encourage lifelong learning through its reading materials and resources. Mobile libraries bring resources outside of the library's fixed location to users who otherwise might not get an opportunity to profit from them.

With the help of mobile services like SMS and WhatsApp, libraries can produce new services and provide faster access to their collection. It also includes a learning management system (LMS), a software application that provides the framework that handles all aspects of the learning process and tracks your training content.

An example of the **best LMS software** is Moodle. The OPAC mobile application is a classic example of mobile-based library services. The platform is operated by SLIM Softwares and aims at converting conventional libraries to digital libraries.

8. Intelligent Library Search & Federated Search:

Federated search and Intelligent Library Search are techniques to retrieve information from many different content locations with only one query and one search interface with federated search. The technology complements main libraries in retrieving information quickly and makes indexing seamless. Libraries also use this technology for descriptive cataloging, subject indexing, database searching, and collection development.

9. Academic Integrity and Plagiarism:

Any discussion about **current trends in library systems** will be incomplete without mentioning academic integrity and plagiarism. Plagiarism is using another's ideas, words, theories, illustrations or graphics, opinions, or facts without giving credit. For students, copying others' work damages the intellectual integrity of their academic experience. Therefore, avoiding plagiarism has become the need of the hour.

Conclusion and Recommendation:

New technologies have established itself in libraries as a transformation in the deliveries of information services; there is rapid transition from hard to soft and print to digital as the case may be. The need for library users is also changing literally mimicking the changing global environmental climate just to buttress the point that this change is almost uncontrolled by evident factors like management system of libraries. The study carefully look into emerging technologies and emerging technologies for libraries, which include Robotic, Artificial Intelligence, Radio Frequency Identification(RFID), Internet of

Things (IoT), and many more, the used emerging technologies for service delivery in libraries, opportunities of using emerging technologies in libraries; to include, it has an impact on librarians' and the library's creativity, problem-solving skills, and self-image, it helps to process innovations and bring value to existing products and services, it strengthened library knowledge and opportunities for the future, and the challenges limiting the use of these technologies were as well discussed.

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Role of AI and New Technologies in College Libraries

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Abstract:

College libraries are only one of the many industries that have been transformed by artificial intelligence (AI) and new technology. Libraries have evolved into vibrant centers of knowledge and research assistance, not just warehouses of books. AI is essential for improving library services' efficacy and efficiency, expediting information retrieval, customizing user experiences, and assisting with scholarly research. In the meantime, new technologies like blockchain, augmented reality, and the Internet of Things (IoT) work in tandem with AI to redefine the way libraries operate. This study examines the various ways that artificial intelligence (AI) and emerging technologies are being used in college libraries, with an emphasis on how they may automate administrative duties, enhance cataloguing and metadata management, and facilitate sophisticated search functions.

It covers AI-driven technologies like chatbots, recommendation engines, and predictive analytics in addition to incorporating AR for immersive learning and IoT for intelligent resource management. The integration of these technologies has also raised ethical problems, including the digital divide, data security, and privacy, in order to ensure equitable access to resources. Through an examination of case studies and current applications, this paper highlights the transformative potential of AI and upcoming technologies while addressing their limitations. The conclusion emphasizes the need for a balanced approach that optimizes the benefits of these advancements while reducing their risks in order to guarantee that college libraries remain inclusive and state-of-the-art centers for research and education.

Introduction:

College libraries, which offer access to extensive knowledge collections, have long been at the forefront of assisting academic endeavours. In order to accommodate the changing needs of researchers, faculty, and students, libraries have experienced substantial transformation since the introduction of digital technologies. AI and other cutting-edge technology have become important forces behind this change, allowing libraries to

provide more individualized, effective, and creative services.

In order to modernize college libraries, this essay examines the applications, benefits, and challenges of artificial intelligence (AI) and upcoming technologies. It aims to provide a comprehensive overview of how contemporary technologies are altering library operations and user interactions in order to guarantee that libraries remain relevant in the digital age. AI and New

Technology Applications in College Libraries.

1. Automation of Administrative Tasks:

AI and IoT have streamlined various administrative processes, reducing manual effort and increasing efficiency. Examples include:

- Automated check-in and check-out systems using AI-powered kiosks.
- IoT-enabled inventory management systems to track and manage resources in real-time.
- Smart shelving systems that optimize space utilization and organization using sensors and AI.

2. Advanced Cataloguing and Metadata Management:

AI technologies have significantly improved the cataloguing process by:

- Automating metadata generation for books, journals, and digital resources.
- Enabling semantic tagging and linking to enhance discoverability.
- Integrating natural language processing (NLP) to improve classification accuracy.

3. Enhanced Search and Retrieval:

AI-driven search engines and tools, complemented by AR, provide:

- Context-aware and intuitive search functionalities.
- Visual and audio-based search capabilities.
- Recommendation systems that suggest relevant resources based on user behaviour and preferences.

4. AI-Powered User Assistance:

Virtual assistants and chatbots powered by AI have become integral to library services, offering:

- 24/7 support for answering queries and guiding users.
- Assistance in locating resources and navigating digital databases.
- Multilingual support to cater to diverse user demographics.

5. Immersive Learning with Augmented Reality (AR):

AR enhances learning experiences by:

- Creating interactive and immersive environments for exploring historical archives and scientific models.
- Supporting virtual tours of library facilities and resources.

6. IoT for Smart Resource Management:

IoT devices facilitate:

- Real-time tracking of library assets.
- Automated climate control for preserving delicate materials.
- Smart lighting systems that enhance energy efficiency.

7. Support for Academic Research:

AI facilitates academic research by:

- Analyzing large datasets to identify trends and patterns.
- Assisting in literature reviews by summarizing and categorizing scholarly articles.
- Providing predictive analytics for research trends and funding opportunities.

Benefits of AI and Emerging Technologies Integration in Libraries:

1. Personalized User Experience:

AI enables libraries to tailor their services based on individual preferences, such as:

- Curated reading lists and resource recommendations.

- Personalized alerts for new arrivals or relevant publications.

2. Improved Accessibility:

AI tools enhance accessibility for users with disabilities by:

- Offering text-to-speech and speech-to-text functionalities.
- Providing adaptive interfaces for users with visual or motor impairments.

3. Operational Efficiency:

AI and IoT reduce the workload on library staff, allowing them to focus on more strategic tasks, such as:

- Developing specialized collections.
- Hosting academic workshops and events.

4. Enhanced Collaboration:

Technologies foster collaboration between libraries and academic institutions by:

- Creating shared digital repositories.
- Enabling real-time resource sharing and interlibrary loans.

Challenges and Ethical Considerations:

1. Privacy and Data Security:

The use of AI and IoT requires the collection and analysis of user data, raising concerns about:

- Data breaches and unauthorized access.
- Compliance with privacy regulations such as GDPR.

2. Bias and Fairness:

AI algorithms may inadvertently perpetuate biases, impacting:

- Resource recommendations.
- Accessibility for underrepresented groups.

3. Digital Divide:

The integration of emerging technologies may exacerbate inequalities, as institutions with limited resources struggle to adopt these innovations.

4. Sustainability and Cost:

Implementing and maintaining advanced systems can be expensive, posing challenges for budget-constrained libraries.

Case Studies:

1. University of Michigan Library:

The library has implemented AI-driven tools for advanced search and resource recommendation, significantly enhancing user satisfaction.

2. Singapore Management University Library:

This library uses chatbots and AR tools to provide 24/7 support and immersive learning experiences, streamlining user interactions and reducing response times.

3. Stanford University Libraries:

Stanford employs predictive analytics and IoT devices to optimize collection development, resource management, and anticipate user needs.

Future Prospects:

The future of AI and emerging technologies in college libraries is promising, with potential advancements including:

- Further integration of AR for more sophisticated immersive learning experiences.
- Development of AI-powered research assistants to support complex academic projects.

- Expansion of open-source AI tools and IoT solutions to ensure affordability and inclusivity.

Conclusion:

College libraries are now more dynamic, effective, and user-focused thanks to AI and new technology that have completely changed their operations and offerings. Even if these developments have many advantages, it is crucial to address the associated issues to guarantee fair access and moral use. College libraries can maintain their success as essential hubs for innovation and knowledge in the digital age by taking a balanced approach.

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Social Work Education for Sustainable Development

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Introduction:

Social work claims to have imparted education about the essence of environmental problems to the people after the onset of sustainable development targets. Yet it has not achieved much of its target due to set backs in coordination by the social workers because they stick to focus mainly on social environment and according to them sustainable development is conceived as environmental management. Social work must pay heed on ecological dimensions and non- scientific discipline as well.

This article addresses the need for the social work to keep importance of sustainable development and how it might be addressed, never the less it is arguably challenging topic of concentration for the social work professionals but an attempt will make more fruitful in social and ecological justice. Sustainability is related to its primary societal goal and other scholars are examining how social work practice and sustainable development are related. When establishing this link, it was assumed that a suitable interpretation of sustainable development for social work would need to satisfy two key requirements:

A social work is a profession in which works and tasks are performed by utilising available resources from social environment namely social networks and

support system that enhances humans to thrive and excel their lives. However, in the current trends there are some drawbacks in the manner of work such as very limited engagement of social organisation that focuses on environmental aspects and sustainable ecology. As a consequence, social work has to develop theoretical framework to incorporate ecological environment because man and environment are crucial and mutual dependence components. In the existing ecological hardship, climate change is a matter of concern as it regulates the land fertility and biodiversity to achieve sustainable food productions, cycle of energy and water resources. The ill effects of climate change are unbearable by all, for instances people of Flanders in Belgium with enormous wealth had to face challenges in shrinking free land to spaces, environment pollutions and many health issues. And as mentioned by the United Nations Development Programme these crises are mostly affected by the poor people which sets a wide gap between the rich and the poor in both the ecological and economic crises. All of these present major challenges to the social work despite of keeping social justice as central core of frame work.

Growth of Eco-Social Work:

As defined by the subject experts' social work is a context-based profession that studies how people are supported by the social networks and support systems that allow them to live fulfilling lives. The "urban environment was Jane Addams primary focus, while Mary Richmond (1922-1971) emphasized the value of social networks and social interaction for social casework, establishing the dominant focus on the social environment (Addams, 1910 in Staub- Bernasconi, 1989, p. 296). The constructed environment, which includes things like housing conditions and pollution, as well as local services like sanitation and hygiene, are all components of the living environment in addition to the social environment.

Social work was significantly impacted by systems theory in the 1970s. After Pincus and Minahan (1973) in the United States, other scholars quickly produced contrasting interpretations of how systems thinking may be applied to social work (Germain, 1991; Germain & Gitterman, 1980; Meyer, 1983, 1995; Wendt, 1982-1990). While the natural environment was taken into account in this developing "systems approach," classical person-in-environment thinking concentrated on the interaction between people and their social surroundings, with nature serving as a supporting element: Given that the diagrammed models of practice continuously omit the physical environment, it should come as no surprise that the assessment instruments included in mainstream practice textbooks focus mostly on social roles, social networks, and social functioning.

Understanding the connection between the environmental disaster and social work was not possible with such an approach. However, conversations on environmental issues arose as a result of the 1960s' growing environmental consciousness and the 1970s' early social acceptance of it. The ecological or "green" movement had a crucial influence on social science research concerning ecology or the physical environment.

During the 1980s, a select few academics in the field of social work started to pay close attention to sustainability and environmental issues. It appears that Jane Addams' method of environmental thinking in social work is compatible with this ecological style of thinking. The eco-critical method was named by Närhi and Matthies (2001) due to its focus on environmental criticism throughout the modernization process.

There has been a growing convergence between the ecocritical and ecosystems approaches to ecology in social work, according to Närhi and Matthies (2001). On the other hand, the latter started to consider sustainability issues in relation to ecological questions and the element of nature. Writers from North America and Europe attempted to reframe ecosystems as a method for bringing about change and elevating consciousness (Payne, 2005). The "person-in- environment" was reimagined by Hoff and McNutt (1994) for "ecological social work" that goes beyond the social.

Following Coates (2003), the critical orientation that emerged focused on a fundamental critique of contemporary Western culture and urged a paradigm shift toward a "holistic" understanding of the

relationship between humans and nature, with a particular emphasis on spirituality as a crucial component. This approach was highlighted in two special issues of *Critical Social Work* (2003, 2010).

The Challenge of Sustainable Development:

The relationship between the ecological crisis and social problems—referred to as a "social-ecological crisis"—has come under scrutiny in light of the concerning facts on the ecological devastation of Planet Earth and the worldwide social and economic crises (Peeters, 2009). Sustainable practices are called into question by human consumption because natural resources are limited and sometimes irreversibly damaged. As to the Living Planet Report (World Wide Fund for Nature, 2010), the global ecological footprint in 2007 surpassed the amount that the planet Earth could offer by fifty percent. The Belgian philosopher Vermeersch (1988) described this issue as a deadlock in our international social structure more than 20 years ago: There is no other option than to navigate as long as the current global system is in place. The ecosystem is more vulnerable the more prosperous a portion of the global population is; conversely, the more protected the ecology, the more synonymous it is with perpetual suffering.

Sustainable Development and Social Work a Common Agenda:

Based on the facts, the preceding study of the current socio-ecological crisis shows that social work has a direct stake in concerns of sustainable development. The query of "what role can social work play in

sustainable development" is closely related to normative observation. The definition of sustainable development included in the 1987 of World Commission on Environment and Development (WCED) report, *Our Common Future*, is a useful place to start when attempting to connect the goals of social work and sustainable development. As the most significant source of information for social policies that are environmentally friendly, it is widely acknowledged (Baker, 2006). It asserts: Development that is sustainable is one which satisfies current needs without jeopardizing the capacity of future generations to satisfy their own. The concept of "needs," in particular the basic needs of the world's poor, to which priority should be given, and the idea that the environment's capacity to meet present and future needs is limited by the state of technology and social organization are the two central ideas it contains.

Intense discussion about how sustainable development is interpreted differently in different places well as fundamentally divergent philosophical, ideological, and political viewpoints regarding ecological boundaries, equity and distribution, and approaches to resolving the "social-ecological crisis" resulted from *Our Common Future*. To put it succinctly, there are multiple interest-driven perspectives that define sustainable development.

Thus, it might be understood as a contentious domain of social discourse about the direction of society, or as a "political concept." This article offers an interpretation of sustainable development that is appropriate for social work as part of the continuing conversation.

For the preservation and repair of natural capital, all available facts thus point to "strong" sustainable development. Fair access to ecological resources is a fundamental principle of ecological justice. In worldwide obligation, but given the historical and contemporary environmental effects, not all countries bear the same amount of duty. It is therefore necessary to distinguish national initiatives towards the rehabilitation of natural capital. In 2011, the Global Commons Institute created the concept of a "contraction and convergence" mechanism for the negotiations on carbon emission reductions.

Conclusion:

The current social-ecological crisis suggests that there is a standstill in the global social structure. Significant changes are occurring in society that will affect many facets of our existence. In order for sustainable development to occur, society must be heavily involved in this enormous shift. Social work ought not to set aside; in addition, there are chances to participate in this revolutionary process as long as it takes an eco-social stance grounded in social-ecological systems theory and positioned inside a broad critical, political-ethical agenda. A complex web of social relationships and action at multiple levels are required due to the intricacy of a social shift. Social work can help by developing

people's capacities and social capital to guarantee resilience for social change.

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Use of Social Media Networking in Libraries

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Abstract:

This paper examines how Libraries can leverage on social networking and Social Media skills to provide dynamic library services in the face of dwindling economic problems in India. The unprecedented technological advancement of the 21st century, no doubt has impacted on library services globally and in India in particular. The Social Media hype has gradually crept into the library profession with social sites such as Facebook, MySpace, Flickr, YouTube, Library Thing, it has become evident that our services will need to change to meet the growing needs of our end users. Libraries in India have been challenged like never before to render more proactive and more value added services to meet the ever changing needs of our patrons. This paper is therefore, an attempt to examine the present scenario in library services delivery with these new and emerging technologies. Challenges faced by Indian libraries in the use of these Social Media are investigated and possible solutions proffered.

Keywords: *Social Networking, Libraries, Library Services, Face Book, Twitter, Library, Social Networking, Reference Service, Youtube, Flickr, Blog.*

Introduction:

The recent growth and development of social media and the technology that goes along with it has made life simpler for librarians and other library professionals. Social media is the most efficient communication in today's society, where everyone can contact one another with a click. To use in their libraries, library professionals are also becoming familiar with social media and the tools that go along with it. Social media is being implemented by library staff to build a virtual platform for user interaction, and it is also being used to reach out to specific audiences and clients. Librarians use social media to connect with library customers and to sell their sources and services. Several reasons influence the

adoption of social media in libraries because library professionals believe that social media is the greatest way to bring library users closer together. Aside from these facts, library professionals face many obstacles and issues when using social media in their various libraries. These obstacles and concerns must be overcome to use social media more effectively and consistently in libraries. Library personnel use social media to communicate with potential consumers. Academic libraries are increasingly adopting social media platforms to connect users, facilitate services, promote resources, reach out to new audiences, and increase exposure.

Application of Social Media in Libraries:**Social Networking:**

MySpace: Here library users can use html to customize their profile and they can add new graphics and videos on it.

Facebook: With the help of Face book, library users can be informed with different upcoming events and share the information about their new arrivals and editions of books. Face book mainly helps in marketing of services and products. Photo can be tagged through the use of it.

Ask-A: Librarian service can be exploited by using it.

Twitter: Twitter is a free social networking used to send and read messages known as tweets. At present librarians share all kinds of news regarding library through the use of twitter. Librarians can highlight new materials, new groups, meetings and more with some of these suggestions through twitter.

LinkedIn: It is a professional networking site. It can be used by the librarians to create professional connections and to market library services among other library professionals spread all over the world and can also share their ideas and professional experiences.

WEB 2.0: The term was coined by Darcy DiNuccie in 1999 and the term was popularized by Tim O'Reilly⁴. The term includes weblogs, wikis and syndications. It is nearly synonymous with social media.

Blog: Libraries can use Blogs to keep their users aware with the latest developments in the field of library related matter. Blogs can be subscribed through RSS feeds. Blogger and Word Press are the examples of blog. In addition to this blog can be used as follows—

- Notice Board
- Latest arrival
- Current Awareness Service
- User Orientation Programme can be uploaded

Wikis: The most recognized wiki is Wikipedia. A few other wiki services are wikia, wiki how, wiki dot, Wikimedia, wiki news, PB works. Wikis can be used for---

- Collaborative work
- Publication of historical photos and information
- Building relation between librarian and user

Ajax: Ajax, part of web 2.0, is one tool of choice for creating interactive pages with easily changeable components. In libraries web pages can update frequently with new messages with help of Ajax without reloading the entire browser page.

Mashups: It is hybrid of different social media. The users are allowed to edit OPAC data and metadata and create a user driven catalogue.

IM (Instant Messaging): Users can chat with the librarian through IM, an online communication service which is used for reference service and voice chat. Here co-browsing, file sharing, screen capturing and data sharing; etc. are also possible. It is generally communicated through SMS via mobile phone.

YOUTUBE: Libraries can also advocate their different programs, conferences, workshops, seminars, Virtual conferences by uploading their videos on the YouTube.

FLICKR: It is an online image sharing service. Sharing and uploading picture of library events and services are possible for libraries by using Flickr.

RSS: RSS, a collection of web feed formats for publishing frequently updated works, became popular as web users need not to browse frequently the new entry in their preferred website. Feed reader or feed aggregator is needed to read RSS feed. The popular feed readers are blog lines, Google reader, feed demon, etc. In the domain of LIS, RSS may be used for—

- Marketing the library services among distance learner.
- Dissemination of updated news to the web user
- Selective Dissemination of Information
- Sending News to the users according to their area of interest
- Library news, events, orientation, etc.

Social Bookmarking and Tagging:

Social bookmarking is a method for the users of internet to store, organize, search the bookmarks of the web pages on the net with the help of user-driven metadata popularly known as tagging.

Libraries can use social bookmarking web sites to tag and develop online catalog of library resources. Delicious is an online social bookmarking service which store and share the large number of web bookmarks. Other notable bookmarking services are CiteUlike, Diigo, Google Reader, folkd, etc

Librarian 2.0:

In September 2005, Michale Carey used the term “Library 2.06” in his personal blog Library Crunch .When “Web 2.0” is combined with library services, it is renamed as “Lib 2.0” where web users can create the

content and services they view within the library's web-presence, OPAC, etc.

Advantage of use of Social Media:

- Social media is integral to market library
- Social media capture potential users of the library
- Social media offers more than just traditional ways of marketing library services
- Social media helps students to use library
- Social media allows user to create, connect, converse, to contribute, vote and share information
- It helps libraries to get closer to the users
- It helps libraries in building collaborative network with the users

Disadvantage or Problems use of Social Media:

- Too many social media tools to learn
- Lack of time to use social media
- Lack of privacy and identity theft
- Confidentiality of information
- Lack of knowledge how to use it
- Inadequate funding for libraries
- Inadequate library staff
- Low interest of librarians in learning and utilizing social media
- Inadequate training opportunities for library staff
- Electricity failure
- Slow speed of Internet

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Concept of Digital Transformation of Library Services: Opportunities, Challenges, and the Future of Library Services

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Abstract:

There has been an explosion of information, and significant changes have occurred in the way library users search for and utilize information. With new technological innovations emerging every day, libraries too have had to adapt, making change a necessity. It became essential to alter the operational methods of libraries. The transformation of traditional service methods into digital services has become crucial. As libraries transition from traditional to digital services, it is important to analyze the current trends, challenges, and opportunities that arise during this shift. This paper attempts to examine the impact of digital transformation on library operations, access to information, and user experience by exploring technological innovations, digital tools, and the evolving role of libraries in the digital age. The research paper aims to shed light on these aspects.

Keyword: *Libraries Digital Age, Library Services, Challenges, Opportunities and Benefits, Artificial Intelligence and Automation*

Introduction:

Libraries function as social institutions that strive to meet the reading needs of readers and the research needs of researchers by providing reading materials and essential resources. The primary role of libraries is to store, process, and make information available to readers according to their needs. Over the past two decades, the digital landscape has brought about a significant change in how libraries provide services to their users and manage their resources. Digital transformation in libraries refers to the integration of digital technologies to improve and evolve traditional library operations, creating new ways to interact with users, organize content,

and collaborate with other institutions. This shift not only impacts technological infrastructure but also brings changes to the mission of libraries and user expectations

The Objective of the Paper:

The main purpose of this research paper is to study the impact of digital transformation on libraries, examining how technology affects library services, the challenges libraries face during this transformation, and what potential future implications it may have for libraries and their users

Evolution of Libraries in the Digital Age Digital Technology in Libraries:

Libraries were traditionally operated in a way where users could access books, magazines, and other informational resources. However, the digital revolution has brought significant changes to the way libraries function. Some key technologies that have transformed libraries are as follows.

1. Digital Cataloging Systems: The shift from manual card catalogs to advanced digital systems has made resource searching, retrieval, and management faster and more efficient.

2. E-books and Online Resources: Digital libraries and e-books provide users with remote access to reading materials, offering convenience for readers and eliminating space issues.

3. Cloud-based Storage: Cloud computing has provided libraries with scalable storage solutions to manage large digital collections, making it easier to handle and retrieve data.

4. Open Access Repositories: These new methods have allowed libraries to increasingly support the open access movement, digitizing content and offering it freely to global users, making information more easily accessible and accurate for users.

Changes in Library Services:

Libraries are evolving beyond traditional roles of collecting, preserving, and exchanging books to becoming centers for digital literacy, educational tools, and community engagement

1. Digital Reference Services: Libraries are providing virtual reference services, which include chatbots, video calls, and emails.

2. Online Learning Platforms: Many libraries now offer e-learning resources, including courses, webinars, and other educational materials.

3. Virtual Library Programs: During times of social distancing, libraries have shifted to online programs, including virtual storytimes, book clubs, and workshops.

Challenges in Digital Transformation of Library Services:

While digital transformation brings many benefits, it is not without challenges. Libraries face the following issues during this transition:

Digital Divide:

The most significant challenge during the digital transformation of libraries is the digital divide, which affects both library users and libraries themselves. Some library users do not have access to the necessary technology (such as high-speed internet or devices), and some libraries, particularly those in under-served areas, lack the infrastructure to implement and manage digital services. Additionally, financial constraints are a major barrier

Staff Training and Adaption:

As libraries transition to digital technologies, staff need to acquire new skills and knowledge. Training staff to manage digital resources, deliver virtual services, and operate new technologies can be time-consuming and expensive.

Budget Constraints:

Many libraries face financial limitations that hinder the adoption of digital technologies. The costs of purchasing hardware, software, and licenses, along with ongoing expenses for maintenance and training, can put pressure on library budgets.

Cuts in public funding and competition for resources make it difficult to sustain digital transformation.

Data Security and Privacy Concerns:

As libraries increasingly move services online, data security becomes critical. Libraries must ensure the protection of users' personal data, especially when offering e-books, online courses, and other services that collect user information

Opportunities and Benefits of Digital Transformation in Library Services:

While digital transformation of library services presents challenges, it also provides an opportunity for libraries to enhance and improve their standards. It introduces various new technologies and helps attract readers to the library.

Improved Access to Resources:

Digital libraries can provide remote access to a wide range of materials, including rare or out-of-print books, academic articles, and multimedia resources. Users no longer need to be physically present to obtain information, improving convenience and access. This saves readers' time and allows them to access high-quality reading materials for research, making the research process easier and more convenient.

Enhanced User Experience:

By introducing search engines, online catalogs, and personalized services, libraries can offer a more convenient and user-friendly experience. Additionally, mobile apps and library websites give users more control over the resources available

Global Collaboration and Knowledge Sharing:

Digital transformation enables libraries to collaborate more easily with other institutions, such as universities, museums, and research organizations. Open-access platforms, shared digital repositories, and interlibrary loan systems promote global knowledge exchange and collaboration.

Promotion of Digital Literacy:

Libraries can play a crucial role in promoting digital literacy. By offering classes, tutorials, and resources on how to use digital tools and navigate the online world, libraries help reduce the digital literacy gap and empower users to succeed in the digital society

The Future of Libraries in the Digital World:

The digital transformation of libraries will continue due to the changing demands of readers and the explosion of information, leading to further development in the future of libraries. The trends and predictions below highlight the potential directions for libraries:

Artificial Intelligence and Automation:

Libraries may use artificial intelligence (AI) and machine learning to improve user experiences, provide personalized recommendations, virtual assistants, and predictive searches. Automation can streamline administrative tasks, such as cataloguing and list management.

Virtual and Augmented Reality:

Incorporating virtual reality (VR) and augmented reality (AR) technologies, libraries can create new experiences in the educational field, offering virtual exhibits and interactive educational programs.

Block chain Technology for Digital Preservation:

Block chain technology can provide secure, decentralized digital preservation solutions, ensuring that rare and valuable content remains accessible without alteration or loss.

Community Cantered Libraries:

While digital transformation improves access to library services, physical libraries will continue to play a crucial role as community-cantered institutions. In the future, they will offer spaces for collaboration, creativity, and cultural exchange, blending the best of both the physical and digital worlds.

Conclusion:

Although the digital creation process may continue to evolve, libraries, librarians, and staff will need to be trained to face the future in line with changing demands and new information resources. Digital transformation has already significantly altered libraries, and they will continue to innovate in the ways they serve their communities. The inclusion of new technologies provides numerous opportunities to improve access to information, enhance the user experience, and promote global collaboration. However, libraries must also address challenges such

as the digital divide, financial constraints, and privacy and data security concerns. While embracing technological advancements, libraries must uphold their core mission of providing equal access to knowledge for all users. With the evolution of the digital realm, libraries will continue to play a vital role in promoting digital literacy, lifelong learning, and acting as community-cantered institutions in an increasingly connected global world.

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Digital Technology in Indian Higher Education: Challenges and Opportunities

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Abstract:

The integration of digital technology in Indian higher education is a transformative journey, reshaping teaching, learning, and administrative processes. This paper explores the opportunities offered by digital technology, such as increased accessibility, personalized learning, and administrative efficiency. Simultaneously, it examines challenges including digital infrastructure deficits, equity concerns, and resistance to change. A comprehensive understanding of these dynamics can guide policies and practices for leveraging technology to enhance the quality and inclusivity of higher education in India.

Keyword: Digital Technology, Higher Education, Accessibility, Inclusivity, National Education Policy (NEP) 2020, Artificial Intelligence (AI), Employability, Digital Divide, Infrastructure, Quality Assurance

Introduction:

India's higher education system, one of the largest in the world, faces the dual challenge of maintaining quality and ensuring inclusivity for its diverse population. Digital technology presents a pathway to address these issues, offering innovative solutions to long-standing problems such as resource limitations and regional disparities. The National Education Policy (NEP) 2020 emphasizes the adoption of technology to democratize education, enhance quality, and build a globally competitive workforce. This paper explores the transformative potential of digital technology in higher education and examines the challenges and opportunities inherent in this transition.

Objective of the Research:

The primary objective of this research is to explore the transformative potential of digital technology in Indian higher education, identifying the opportunities it presents for enhancing accessibility, quality, and efficiency, while also examining the challenges that hinder its effective integration. The research aims to provide insights that can inform policy interventions and best practices for creating a more inclusive and effective higher education system in India.

Hypothesis:

The integration of digital technology in India's higher education system significantly enhances accessibility and educational quality while addressing existing disparities, but its effectiveness is contingent

upon overcoming infrastructural, training, and engagement challenges.

Opportunities of Digital Technology in Higher Education in India:

The integration of digital technology into India's higher education sector has ushered in a transformative era, presenting numerous opportunities to enhance accessibility, quality, and efficiency. This article explores these opportunities, supported by current statistical data and analyses.

Enhanced Accessibility and Reach:

Digital platforms have significantly broadened the reach of higher education in India, enabling institutions to transcend geographical barriers and cater to a diverse student population. The advent of online courses and degree programs has democratized education, making it accessible to students in remote and underserved areas. The Indian government's initiatives, such as the National Digital University (NDU), aim to further this reach. The NDU, expected to launch in 2023, plans to offer a range of programs audited and certified by academics to ensure quality and relevance. This initiative is designed to provide inclusive learning experiences, leveraging technology to deliver education across the nation.

Personalized and Adaptive Learning:

The incorporation of Artificial Intelligence (AI) and data analytics in education has paved the way for personalized and adaptive learning experiences. These technologies analyze individual learning patterns and preferences, allowing for customized content delivery that enhances student engagement and

comprehension. A study investigating the significance of AI-enabled learning tools in India's higher education system highlights their role in addressing challenges in a volatile, uncertain, complex, and ambiguous (VUCA) world. The study emphasizes that such tools contribute to more effective learning outcomes by adapting to the specific needs of students.

Expansion of Educational Offerings:

Digital technology enables universities to offer a wider variety of courses to a larger student base. This expansion includes the introduction of niche subjects and interdisciplinary programs that were previously limited due to resource constraints. According to a report by Times Higher Education, digital platforms allow institutions to circumvent traditional challenges, such as a shortage of teachers and rigid curricula, by providing flexible and diverse educational offerings. This flexibility caters to the evolving demands of the job market and student interests.

Improved Administrative Efficiency:

The digitization of administrative processes in higher education institutions has led to increased efficiency and transparency. Online management platforms streamline tasks such as admissions, examinations, and student record management, reducing manual errors and processing times. The UNESCO Global Education Monitoring Report 2023 notes that higher education is the subsector with the highest rate of digital technology adoption, with online management platforms replacing traditional campus operations. The use of data analytics has also grown in education management, contributing to more informed decision-making processes.

Bridging the Employability Gap:

Digital technology plays a crucial role in enhancing the employability of graduates by aligning educational outcomes with industry requirements. Online platforms facilitate collaborations between academia and industry, offering students access to real-world projects, internships, and skill development programs. Despite these advancements, challenges remain. India's overall employability stood at 50.8% in 2023, indicating a vast scope for improvement. To address this, higher education institutions are increasingly integrating digital tools to provide students with industry-relevant skills and experiences, thereby improving their job readiness.

Economic Growth and Global Competitiveness:

The digital transformation of higher education contributes to India's economic growth by creating a tech-savvy workforce capable of driving innovation and productivity. The Indian EdTech market size is expected to reach US\$30 billion by 2031, up from US\$700-800 million in 2021, reflecting the rapid adoption of digital learning solutions.

Furthermore, India's emergence as a global services hub is supported by its large pool of STEM graduates. This positions the country as a favorable destination for multinational companies seeking skilled talent, thereby enhancing its global competitiveness.

The integration of digital technology in India's higher education sector presents substantial opportunities to enhance accessibility, personalize learning, expand educational offerings, improve administrative efficiency, bridge the

employability gap, and contribute to economic growth. While challenges persist, the ongoing digital transformation holds the promise of a more inclusive, efficient, and globally competitive higher education system in India.

Challenges in Digital Technology Integration in Higher Education in India:

The integration of digital technology into higher education in India holds significant promise for enhancing accessibility, quality, and efficiency. However, this transition is fraught with challenges that impede its seamless implementation. This article delves into the primary obstacles hindering digital technology integration in Indian higher education, supported by current statistical data, and offers an analysis of each issue.

Digital Divide:

A significant barrier to digital integration is the digital divide—the gap between those with easy access to digital technologies and those without. In India, this divide is pronounced, particularly between urban and rural areas. A 2021 study by the Azim Premji Foundation revealed that nearly 60% of school children could not access online learning opportunities, underscoring the widespread lack of digital access. The lack of access to reliable internet and digital devices in rural and economically disadvantaged regions hampers the equitable distribution of educational resources. This disparity not only affects students but also limits educators' ability to deliver digital content effectively.

Inadequate Infrastructure:

The successful integration of digital technology necessitates robust infrastructure,

including high-speed internet, adequate hardware, and reliable power supply. Many educational institutions, especially in rural areas, lack these essentials. A 2019 article highlighted that poor internet connectivity remains a significant challenge for digital education in both rural and some urban areas. Without the necessary infrastructure, initiatives to digitize education are likely to falter. Institutions must invest in upgrading their technological infrastructure to support digital learning platforms effectively.

Faculty Resistance and Lack of Training:

The transition to digital education requires faculty members to adapt to new teaching methodologies and tools. However, resistance to change and a lack of adequate training pose significant challenges. A 2023 study noted that incorporating computer technology in higher education presents challenges, including the necessity for faculty training. Faculty members may resist adopting digital tools due to unfamiliarity or skepticism about their efficacy. Comprehensive training programs and continuous professional development are essential to equip educators with the skills needed for effective digital instruction.

Quality Assurance and Content Relevance:

Ensuring the quality and relevance of digital educational content is crucial. The rapid proliferation of online courses raises concerns about maintaining academic standards. A 2023 article emphasized the need for audits and certifications to assess the communicability, content structure, and relevance of courses to ensure their reliability.

Without standardized guidelines and regular assessments, the quality of digital

education can vary widely, potentially diminishing its credibility. Establishing robust quality assurance mechanisms is imperative to maintain educational standards.

Cybersecurity and Data Privacy Concerns:

The shift to digital platforms exposes educational institutions to cybersecurity threats and data privacy issues. Protecting sensitive information is paramount to maintaining trust and compliance with legal standards. A 2023 study highlighted concerns about privacy and data security as challenges in incorporating technology in higher education. Institutions must implement stringent cybersecurity measures and educate stakeholders about data privacy to safeguard against breaches and build confidence in digital systems.

Financial Constraints:

Implementing digital technologies requires substantial financial investment, which can be a significant hurdle for many institutions. Limited budgets may impede the acquisition of necessary infrastructure and resources. A 2023 article discussed the challenges faced by higher education institutions in India, including financial constraints, as they adopt digital technologies. Securing funding and allocating resources efficiently are critical to overcoming financial barriers. Exploring public-private partnerships and government grants can provide alternative funding avenues.

Student Engagement and Motivation:

Maintaining student engagement in a digital learning environment can be challenging. The lack of face-to-face interaction may lead to decreased motivation

and participation. A 2023 study noted that the digital gap poses challenges in higher education, potentially affecting student engagement. Developing interactive and engaging digital content, along with fostering a supportive online community, is essential to keep students motivated and involved in their learning process. While the integration of digital technology in Indian higher education presents numerous opportunities, addressing these challenges is crucial for its success. A concerted effort involving infrastructure development, faculty training, quality assurance, cybersecurity measures, financial investment, and strategies to enhance student engagement is essential. By tackling these obstacles, India can harness the full potential of digital education to create a more inclusive and effective higher education system.

Policy Interventions for Inclusive Higher Education in India:

The integration of digital technology in India's higher education sector has been transformative, offering avenues for enhanced accessibility, quality, and inclusivity. However, this transition presents challenges that necessitate strategic policy interventions and the adoption of best practices. This article examines the current landscape of digital technology in Indian higher education, analyzes policy measures, and highlights best practices aimed at fostering an inclusive educational environment.

Current Landscape of Digital Technology in Higher Education:

India's higher education system is one of the largest globally, comprising over

900 universities and 40,000 colleges. The National Education Policy (NEP) 2020 envisions a substantial increase in Gross Enrollment Ratio (GER) from 26.3% (2018) to 50% by 2035, necessitating the addition of approximately 26 million enrollments. Achieving this ambitious target requires significant investments in infrastructure, faculty, and technology. The COVID-19 pandemic accelerated the adoption of digital platforms, revealing both the potential and the disparities within the system. A study by the Azim Premji Foundation in 2021 indicated that nearly 60% of school children lacked access to online learning opportunities, highlighting a significant digital divide that extends into higher education. NEP 2020 emphasizes the integration of technology at all educational levels, advocating for the development of digital infrastructure, digital content, and capacity building. It proposes the establishment of a National Educational Technology Forum (NETF) to facilitate decision-making on the induction, deployment, and use of technology.

Digital India Campaign:

Launched in 2015, this initiative aims to enhance digital infrastructure and literacy across the country. While it has made strides in improving internet connectivity, challenges remain in rural and remote areas. **National Digital Educational Architecture (NDEAR)** aims to create a unified digital infrastructure to support the education ecosystem, promoting interoperability and inclusive access to educational resources.

Best Practices for Inclusive Digital Education:**Public-Private Partnerships (PPPs):**

Collaborations between government bodies and private sector companies can facilitate the development of digital infrastructure and the creation of high-quality educational content. Such partnerships can also drive innovation and investment in the education sector.

Capacity Building:

Regular training programs for faculty and administrative staff are essential to enhance digital literacy and pedagogical skills. Institutions can organize workshops, seminars, and certification courses to keep educators updated with the latest technological advancements.

Localized Content Development:

Creating educational content in regional languages can bridge language barriers and make learning more accessible. This approach caters to the linguistic diversity of India and ensures that students from different regions can engage with the material effectively.

Student-Centric Approaches:

Implementing adaptive learning technologies that cater to individual student needs can enhance engagement and learning outcomes. Personalized learning paths can address diverse learning styles and paces, making education more inclusive.

Robust Assessment Mechanisms:

Developing reliable online assessment tools that ensure academic integrity and provide timely feedback is crucial. These tools should be designed to accommodate various types of assessments, including formative and summative evaluations.

Support Systems for Students with Disabilities:

Implementing assistive technologies and ensuring that digital platforms are accessible to students with disabilities is vital for inclusivity. Institutions should adhere to universal design principles to make learning environments accessible to all students.

Conclusion:

Digital technology has immense potential to revolutionize Indian higher education, addressing longstanding challenges and creating new opportunities. However, the success of this transformation hinges on addressing critical barriers such as the digital divide, quality assurance, and resistance to change. A collaborative effort involving policymakers, educators, and industry stakeholders is essential to build a resilient and inclusive education system. By leveraging technology strategically, India can position itself as a global leader in higher education.

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Education for Sustainable Development

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Abstract:

Education is a crucial tool for achieving global sustainability. It enables people to learn about, support, and benefit from sustainable development, which is a combination of economic, social, and environmental circumstances. Education for Sustainable Development (ESD) aims to balance cultural traditions, environmental respect, and personal and economic well-being. It includes instruction in citizenship education, peace culture, gender equality, human rights, health education, population education, natural resource management, and sustainable utilization.

ESD promote the development the respect for human needs compatible with sustainable use of natural resources, promotes global unity, and develops concepts for permanent learning through trans disciplinary educational systems. It teaches students how to make decisions that affect the economy, environment, and social welfare of all communities in the long run, offering a means of preserving the balance between nature and humanity. Therefore, education must be transformed to become a useful instrument for raising global consciousness among students and society.

Keyword: Education, Sustainable Development (ESD), Society, Environment, Generation,

Introduction:

The global debate on sustainable development is motivated by differing ideas about what sustainable societies will look like and function. This lack of consensus has hindered efforts to promote sustainable development (ESD) in education. Education has been recognized for its role in improving global livelihoods and public awareness. However, emerging issues such as consumerism, excessive private vehicle use, wasteful energy use, pollution, human rights violations, and water conservation are also significant challenges. Public awareness, education, and training are considered key components for societal progress towards sustainability.

Sustainable development aims to stabilize economic, environmental, and social demands, ensuring prosperity for current and future generations. It is based on a long-standing process of building strong communities, tackling social, environmental, and economic problems, and preventing overuse of natural resources. Technical fixes and political oversight are necessary, along with high-quality instruction and learning that promotes sustainable development from all societal viewpoints and stages.

The concept of sustainable development is a significant turning point in environmental, emphasizing the need for society to be structured rather than just acknowledging and achieving specific

environmental security requirements. It is widely agreed upon by academics, policy advocates, and business executives, determining the necessary social and economic change.

Sustainable development aims to create a balance between economic, social, and environmental environments. A healthy ecosystem is essential for improved society and economic growth. The environmental dimension serves as the final boundary for sustainable growth, while the social dimension ensures the basic needs of the population. The economic dimension identifies environmentally and socially responsible objectives. Education for sustainable development aims to inform everyone about the importance of sustainable development in the modern world, but it cannot be considered as a connection to the evolution of social and economic aspects.

The integration of sustainable development issues into education, such as climate change, biodiversity, disaster risk reduction, poverty alleviation, and sustainable food and water use, requires participatory teaching methods that encourage students to change their behavior and take action, fostering critical thinking, scenario planning, and collaborative decision making.

Objective of the Study:

- To analyze the integration of sustainability concepts in global education systems.
- To identify need of sustainable development education.
- To identify role of education in sustainable development

Research Methods:

Conduct a systematic review of existing literature on ESD programs. Use case studies to explore successful ESD initiatives in schools and communities. Analyze survey data to assess stakeholders' perspectives on ESD outcomes.

Discussion:

Meaning and Definition: The panel discusses the global shift in educational philosophy and practice towards sustainable development, highlighting the diverse and varied definitions emerging in recent years. The panel will use specific definitions for its work, indicating its scope and highlighting the importance of education in achieving sustainable development goals.

Sustainable Development Education Panel (SDEP) 1998 stating: “Education for sustainable development is about the learning needed to maintain and improve our quality of life and the quality of life of generations to come. It is about equipping individuals, communities, groups, businesses and government to live and act sustainably; as well as giving them an understanding of the environmental, social and economic issues involved. It is about preparing for the world in which we will live in the next century and making sure that we are not found wanting”.

According to UNESCO “Education for Sustainable Development empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations, while respecting cultural diversity”.

World Commission on Environment and Development defined sustainable

development in 1987 as “Humanity has the ability to make development sustainable to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs”.

Sustainable development has been defined in different ways, but the most frequently quoted definition is from the Brundtland Report: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts: the concept of “needs” in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet both present and future needs”.

Education for sustainable development empowers the public to acquire knowledge, values, and abilities to make informed decisions about living a quality life today while preserving the planet for future generations, improving the quality of life for all.

Need of Sustainable Development in Education:

The Earth, once considered a stable, self-correcting mechanism, is now being exploited by modern technology, industry, and agriculture. Pollution, increased carbon dioxide emissions, soil degradation, and water poisoning are all contributing to environmental degradation. Industrial vehicles emit smoke and gases, while mining and industrial wastewater deteriorate soil and water sources. Excessive fertilizer dosages and pesticide residues in soil and

soil contaminate lakes and water bodies. Developmental activities like agriculture accelerate desertification and genetic diversity decline. The health of ecosystems and populations is closely linked to air and water pollution. Coastal regions and inland water bodies are historically considered trash disposal sites, impacting marine and aquatic life. Environmental degradation refers to the deterioration of local ecosystems or the biosphere as a whole, potentially leading to unsustainable human populations in the long run.

New organizational structures and educational establishments are needed to support the adoption of new goals and innovative pedagogical approaches in sustainable development. These structures should be adaptable, collaborative, innovative, and future-focused, considering all aspects of life from an individual and group perspective. Regional and international collaboration is crucial in sustainable development. Education for sustainability aims to produce informed citizens with creative problem-solving abilities, scientific, technical, and social literacy, and a commitment to responsible actions for an environmentally sound, socially just, and economically prosperous future.

The current educational system needs a thorough evaluation, focusing on achieving Environmentally Sustainable Development (ESD) to raise awareness of information, skills, critical thinking, and value issues for sustainable development. This assessment should be comprehensive, from preschool to higher education, using appropriate teaching methods. The study aims to investigate ESD's role in creating a

sustainable environment for citizens, considering earlier research on environmental awareness and attitudes in a world focused on sustainable development.

Role of Education in Sustainable Development:

“Education is a fundamental right and the basis for progress in every country. Parents need information about health and nutrition if they are to give their children the start in life they deserve. Prosperous countries depend on skilled and educated workers. The challenges of conquering poverty, combating climate change and achieving truly sustainable development in the coming decades compel us to work together. With partnership, leadership and wise investments in education, we can transform individual lives, national economies and our world”. — Ban Ki-Moon, United Nations Secretary-General.

Education significantly impacts society's social, spiritual, and cultural development, enhancing living standards and subsistence. High-quality education instills individuals with diverse beliefs and abilities, enabling responsible decision-making and active participation in social, political, and economic situations. It also facilitates the transmission of culture from one generation to the next.

ESD aims to promote critical thinking and decision-making at local, national, and international levels by highlighting the interconnectedness of environmental, socioeconomic, and political systems. It encourages citizens to actively participate in sustainable development, honing problem-solving and interactive abilities, and fostering environmental

awareness. ESD strengthens civic capacity by developing the workforce, social tolerance, environmental stewardship, and community-based decision-making through formal, non-formal, and informal education. It is crucial to have an attitude of concern for the quality of the environment to inspire people to make the necessary choices and actions to address environmental issues.

ESD aims to develop values, abilities, and awareness in children to responsibly assume their place in society for sustainable development. It is crucial to design an educational environment that makes children aware of their environment and experiences. The goal is to strike a balance between cultural traditions, environmental respect, and human and economic security, focusing on aspects of education that support sustainability development.

Objectives of Sustainable Development:

Gro Harlem Brundtland's 1987 report, "Our Common Future," introduced the concept of sustainable development, which was approved by the UN General Assembly. The report suggests prioritizing population growth and efficient resource utilization due to the current economic climate and depleting natural resources. As the Brundtland Report shows, sustainable development can be defined as having three categories of objectives:

Objectives of the Economic System:

The technological sector is aiming to increase the production of commodities and services, optimize biological, energy, and information flows, and utilize adaptive technologies, mineral resources, and reprocessed products.

Objectives of the Social System:

The social contract requires equitable distribution of products and services, socioeconomic development training, reliable institutional management systems, evolution of correlation systems in social, economic, and environmental spheres, and maintaining cultural diversity for quicker adaptation of change.

Objectives of the Ecological System:

Preserving biodiversity is crucial for adapting the plan to changing geo-biological conditions, self-regulation compliance mechanisms, and the natural cycle times of the biosphere.

Sustainable development ensures a better understanding of the natural environment's role in humans and society, improving quality of life through a supportive environment, relaxation spots, and activities that replace radio, television, and movies.

The Brundtland Report significantly influenced the introduction of sustainable development during the 1992 Rio de Janeiro Earth Summit, also known as the United Nations World Conference on Environment and Development (WCED). It highlighted the need for changing attitudes and behaviors to ensure a sustainable future for humanity. The report recommended focusing on environmental and development education, public awareness, and training to achieve this goal.

In 2002, a second conference in Johannesburg aimed to revive the sustainable development agenda and address new issues. Despite no new agreements, a fresh implementation plan was created, setting the stage for the 2005-2014 UN Decade for Education for Sustainable

Development (UNDESD). UNESCO is now responsible for creating an implementation strategy and organizing the decade. The worldwide vision of ESD is to provide quality education and teach values, behaviors, and lifestyles for a sustainable future and positive societal transformation.

UNESCO's Decade for Education for Sustainable Development (DESD) aims to integrate sustainable development methods, values, and principles into all aspects of education and learning, encouraging behavioral shifts towards a sustainable future. The Decade must involve various stakeholders from governments, non-governmental organizations, the commercial sector, civil society, and the general public.

Environmental education initiatives have been influenced by conferences, with many instructors achieving better outcomes by having a clear goal statement and related objectives. It's crucial to consider environmental education's features to establish a shared purpose and set of objectives. UNESCO evaluated its initiatives to advance environmental education within the International Implementation Scheme, which includes the United Nations Literacy Decade, Education for All, and the Millennium Development Goals.

Four Major Thrusts of ESD:

1. Expanding access to and retention in high-quality basic education;
2. Reorienting current curricula to include sustainability;
3. Raising public knowledge and comprehension of sustainability
4. Offering instruction to promote sustainability in all fields

Seven Strategies for ESD:

1. Advocacy and vision-building
2. Ownership and consultation
3. Collaboration and networks
4. Training and capacity building
5. Innovation and research
6. Information and communication technology (ICT) use
7. Observation and assessment

Conclusion:

Education for Sustainable Development (ESD) is a dynamic approach to education that empowers individuals of all ages to create and enjoy a sustainable future. ESD is a crucial component of high-quality education and a major facilitator of sustainable development. Environmental education focuses on sustainable development, conservation, and protection. ESD is a significant road for countries, and countries should exercise caution. By balancing the economy and environment, ESD can provide a sustainable environment for current populations and future generations, enabling them to fulfill their needs and ambitions. Failure to follow ESD could have catastrophic consequences. As the Indian Economist and Scholar, Amartya Sen points out, "a fouled environment in which future generations are denied the presence of fresh air will remain foul even if future generations are so very rich".

ESD aims to promote social and environmental change through an action-oriented, participatory approach, emphasizing the need for improved education to guide the world towards a more sustainable way of living.

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Education for Sustainable Development through Undergraduate Students

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Abstract:

Education for sustainable development is a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the Earth's natural resources. It emphasizes aspects of learning that enhance the transition towards sustainability including future education; citizenship education; education for a culture of peace; gender equality and respect for human rights; health education; population education; education for protecting and managing natural resources; and education for sustainable consumption. Education for sustainable development has come to be seen as a process of learning how to make decisions that consider the long term future of the economy, ecology and social well-being of all communities. Building the capacity for such futures-oriented thinking is a key task of education. This paper deals with education for sustainable development must explore the economic, political and social implications of sustainability by encouraging under graduate learners to reflect critically on their own areas of the world, to identify non-viable elements in their own lives and to explore the tensions among conflicting aims.

Keyword: Environment, Sustainable Development, Ecology, Social Wellbeing.

Introduction:

Education plays a crucial role for achieving sustainability around the world. It is the only medium that enables people to understand work for and benefit from sustainable development. Sustainable development is a development that addresses the needs of the present without compromising the abilities of forthcoming generations to meet their specific needs. The basic principle behind sustainable development is a combination of economic, social and environmental conditions that are shared by all of us. Education for sustainability utilizes the entire education system to provide students with what they

need to do to transform our societies to achieve a sustainable future.

Objective:

To explore the role of education in sustainable development.

Methodology:

One of the major crises in this century is the environmental crisis. Humans as one of the creatures that inhabit the earth need to begin to realize the environmental issues around them. The readers as the next generation must be educated well in order to raise their awareness about the present state of the environment. This study aims to emphasize how green literature could help to

encourage the readers to get closer to their environment. The qualitative research methodology is employed in this study based on the interpretative philosophy.

Literature Review:

When we go through the research already done in this area it shows sustainable development should include an acknowledgment and respect for the positive heritage and legacy of past generations. *Education for Sustainable Development* is a dynamic concept that includes a new vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the earth's natural resources. It emphasizes the importance of learning in the build-up to the transition towards sustainability with additional education in citizenship education, education for a culture of peace, gender-equal opportunity, respect for human rights, health education, population education, education for protecting and managing natural resources and education for sustainable utilization.

Education for Sustainable Development:

It is the need of the hour that education needs to be transformed into a constructive tool for creating awareness among students and citizens of the world. Education for sustainable development uses multidisciplinary educational systems to develop ideas for permanent learning, nurtures respect for human needs that are compatible with sustainable utilization of natural resources and encourages an awareness of global harmony. Education for sustainable development has come to be seen as a practice of learning how to make

decisions that determine the long-term future of the economy, ecology and social welfare of all communities. Thus education for sustainable development provides a way to maintain equilibrium between humans and nature. The protruding Maharashtra has been lavishly granted with four seasons round the year. The nature has given the region lush greenery, beautiful dessert, Mountain ranges with its arms stretched; coastal area with bays and delta region; and innumerable water bodies. A region with rich resources of flora and fauna still striving with the quest: do people know about their environment? How should people behave responsibly towards the environment? The fear is alarming as the modernization which the human beings are enjoying, at the cost of environmental degradation, has resulted in various environmental problems not only for the creatures on the earth but also for the humans themselves. Human impact is the main source of environmental problems, while humans are also the answer to solving these problems.

Needless to mention, environmental issues are best handled with the participation of all concerned citizens, at every strata of the society and education. At national level, each individual shall have appropriate access to information concerning the environment that is held by public authorities, including information on hazardous materials and activities in their communities, and the opportunity to participate in decision-making processes (United Nations Environment Programme, 1993).

Thus, the research on environmental education finds it suitable through under graduate students who are pursuing their degree and very soon they will become the

responsible citizens of their cultured society. The reasons may be many, but most importantly, teacher not only teach students, but also shape their knowledge, attitude and behaviour by exerting a great influence through his/her own personality. They also write textbooks, help in curriculum development, and also guide locally in various issues. Thus, if they have the knowledge of environmental education, teachers may help their students to acquire environmental literacy as well as be environmental responsible citizens through inculcating attitude, interests, feelings, motivations, responsibilities and concern for the environment.

Generally, within the curriculum of Bachelor's degree, the Eco-feminism has found its place in the course Environmental & Population Education. The term Ecofeminism may be coined by the French writer, Françoise d'Eaubonne, in 1974, but it has special relevance in Indian diaspora. The environmental protection for sustainable development has found that women in India have a momentous role in running legendary movements at society and environmental-friendly practices at household. The role of women was very important in the success of movements such as *Chipko Andolan*, *Save the Bhagirathi*, *Save the Narmada Movement (Narmada Bachao Andolan)* etc.

Introducing environmental education studies in under graduate education curriculum is among one of those momentous initiatives. If a future well educated citizen is aware, he/she will be able to inculcate responsible behaviour among the others. As part of its efforts to create greater environmental awareness and inculcate responsible behaviour, India has

kept up with global trends ushering numerous policy reforms that call for environmental education and education for sustainable development have been framed to keep the environmental concepts and issues in the curriculum. As gender plays the social construct in Indian society, it is felt necessary to recognize the contributions of women folks in different movements to stop environmental degradation. Moreover, the daily chores, beliefs and practices in society should not be left isolated. The practicum and activity based curriculum designed for undergraduate student's education programmes help to identify and promote the pro-environmental behaviour. However, environmental education for sustainable development, designed for different levels of degree students, has long way to go.

Conclusion:

Our new education policy tries to inculcate valuable insights for sustainable development in education thought system. The curriculum emphasis on holistic well-being, environmental respect, and community values, offer a blueprint for integrating sustainability into education field. As the world strives to meet the expected outcome it will be helpful to incorporate the wisdom of good practices which can help foster a more sustainable, inclusive, and healthy society.

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Embracing Digital Transformation in Academic Libraries: Benefits and Barriers

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Abstract:

The digital transformation of libraries is an ongoing and essential process driven by the rapid advancements in technology. This research paper examines the challenges libraries face in adapting to these changes and explores strategies within Information and Library Science (ILS) to address them effectively. The paper highlights the impact of digital transformation on library services, user experiences, and the evolving roles of librarians, explained in straightforward terms. Furthermore, it discusses innovative approaches and best practices that libraries can adopt to harness the opportunities offered by digital technologies.

Introduction:

The digital age has transformed the scholarly information environment, profoundly changing the way faculty and students engaged with libraries. With a diverse range of information needs, library users now require more dynamic and accessible services. In response, libraries worldwide are reshaping their facilities, services and collections to meet the evolving demands of the digital age. Numerous external factors are pushing libraries toward transformative change, such as evolving scholarly communication practices and the changing ways in which research is published and disseminated. Technological advancements now enable users to access information directly,

bypassing intermediaries. Moreover, there is growing demand for new types of scholarly content, including data sets and multimedia resources, driven by the fast-paced globalization of information. As user demands for library space and services evolve, there is a notable decline in the reliance on print collections. While faculty and students recognize their dependence on online access to information, determining the future of collections continues to be a complex issue. This shift provides an opportunity to transform library spaces to better accommodate the changing needs of students, staff and faculty in today's digital information age.

Understanding Digital Transformation in Libraries:

The digital transformation plays a very crucial role in shaping the current library landscape, changing the ways in which information is accessed, stored and distributed. As technology continues to evolve, libraries are required to make significant adjustments to meet the changing demands of users and maintain their relevance in a technology driven society. Digital transformation in libraries involves incorporating digital technologies to improve traditional functions and services. This transformation covers a wide range of initiatives, from digitizing archival collections to adopting advanced technologies in library operations. Libraries are evolving from being solely physical book repositories to becoming dynamic, technology-driven centres for information and knowledge dissemination. Libraries are embracing digital technologies to extend their reach and ensure equitable access to information. The implementation of digital platforms, online databases and virtual services is crucial for libraries as they aim to bridge the divide between traditional and modern information systems. Moving towards a digital-centric approach is not simply a convenience but a necessity for libraries to maintain their relevance and survive in a world where digital formats dominate information consumption.

Necessity of Digital Transformation in Academic Libraries:

The academic library is vital in cultivating a sense of community and facilitating connections that enrich learning and discovery across various fields. By encouraging both formal and informal collaboration, the library plays a key role in helping learners, educators, researchers, and scholars achieve their academic and research aspirations. Following are the main objectives.

1. To address the varied information and programming needs of library users, libraries are adopting flexible multifunctional spaces that can adapt to a range of purposes and activities.
2. Develop inclusive and accessible spaces to accommodate the diverse need of all library users.
3. Ensure access to user-friendly technology and IT resources, coupled with support for personal devices, enabling effortless access to digital information and virtual library services.
4. Create dynamic and inspiring spaces paired with innovative services to nurture creativity and drive inventiveness.
5. Design variety of spaces including private areas (me space), collaborative zones for small group learning (we space), and large communal spaces for group activities and events (us space).

6. Established dedicated areas that facilitate hands-on learning experiences and advance innovative research efforts.
7. Provide safe, welcoming and comfortable spaces with user centred furniture, equipment and thoughtful design.

Benefits:

By reimagining the role of libraries, academic institution can significantly enhance the value of renovations. Many libraries are now offering crucial student services, such as writing centres, counselling and advising, tutoring, disability support, high-tech labs and device lending (including tablets, smartphones and laptops). Furthermore, libraries are creating dedicated spaces for practice presentations, group and individual study and providing expanded access to digital production facilities for video, audio, music, photography and distance learning. As one of the first places prospective students and their families visit, libraries hold the potential to make a lasting positive impression, supporting the institutions mission and academic culture while addressing the needs of today's learners.

1. Promoting Open Access: Open access is becoming a mainstream approach driven by major initiatives from organizations such as the National Science Foundation. This approach

ensures that research and scholarly outputs are freely available to public, promoting transparency, innovation and global accessibility to knowledge.

2. Online Learning: Online learning has become a main element of higher education and libraries are taking on an increasingly important role in this domain. Libraries support faculty by offering guidance on utilizing digital resources and contribute by creating their own online materials, enriching education in the evolving digital landscape.
3. Preservation and Dissemination of Information: Digitization is essential in libraries for preserving historical documents and rare manuscripts, ensuring their longevity and enabling easy access and retrieval for future generations worldwide.
4. Democratization of Information: Digital transformation empowers libraries to distribute information worldwide. With the help of online platforms, libraries can connect with a diverse audience, overcoming geographical limitations and ensuring access to knowledge for individuals who are distant from physical library locations.
5. Handling Research Data: The growth of electronic publishing has sparked a keen interest among users to explore how content links and evolves over

time creating a need for effective management of research data.

6. **Mobile Content Delivery:** Libraries are responding to user expectations by optimizing content for mobile-friendly websites, apps, e-books, ensuring easy and accessible access on mobile devices.
7. **Transforming Data Access with the Semantic Web:** A rapidly emerging field in computer science, the semantic web focuses on creating intelligent connections between online information. By leveraging this technology, library catalogue and databases could provide more accurate and relevant search results, improving user access to valuable resources.

Barriers:

The transformation of academic libraries in the digital age presents several hurdles. While specific barriers may differ across universities and colleges, many are common to institutions regardless of their unique circumstances.

1. **Evolving Roles and Staff Engagement:** Without a clear understanding of their shifting roles from traditional archivists to multifaceted student resource facilitators library staff may struggle to embrace the transformation. Gaining staff buy in is essential, as successful change begins

with collective engagement and alignment from the outset.

2. **Absence of a Unified Vision:** The lack of a clear and overarching vision hinders the effective transformation of academic libraries, making it difficult to align goals, resources and strategies for digital advancements.
3. **Enduring Design Over Trends:** In library transformations, prioritizing a timeless design approach is more effective than adopting trendy styles that risk becoming quickly outdated. This ensures longevity and sustained relevance in evolving academic environments.
4. **Challenge of Balancing Strategy and Execution:** While the vision for transformation may be clear, the lack of a well-defined implementation process can hinder progress, making it difficult to balance strategic goals with tactical actions.
5. **Technological Obsolescence:** Libraries face the challenge of updating technology infrastructure while managing emerging technologies within budget constraints.

Conclusion:

Technology has significantly transformed the services traditionally offered by libraries, with online reading lists being one prominent example. These lists allow academic libraries to create, edit, personalize

and integrate reading materials into online learning resources, providing students seamless access to course materials. Additionally, academic library staffs are better equipped to meet the needs of faculty, from book orders to providing training on managing reading lists.

However, these advances create new challenges. Information skills instruction now requires a deeper understanding of students everyday information practices and these affect their approach to academic resources. This also positions academic libraries to play a more active role in promoting information literacy and working collaboratively with faculty to incorporate it into course learning objectives.

As a result, libraries must stay current with research on information literacy and build stronger, more integrated relationship with academic staff to ensure their evolving role in the academic community.

Academic libraries have adapted to serve a larger, more diverse student body supporting distance and blended learning while offering user driven services for 24/7 access. They play a crucial role in open access initiatives, managing institutional

repositories and data and helping researchers broaden the reach of their work.

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Energy Efficiency in Libraries: Implementing Energy-Efficient Technologies in Library Buildings

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Abstract:

This research paper explores the adoption of energy-efficient technologies in library buildings, focusing on strategies, benefits, and challenges. Libraries, as community hubs, can serve as exemplary models for sustainable practices by incorporating energy-efficient solutions. The study discusses key areas of energy consumption, solutions for optimization, and case studies of successful implementations, offering a framework for energy efficiency in libraries worldwide.

Keyword: Energy Efficiency technologies HVAC systems

Introduction

Libraries play a critical role in promoting knowledge, culture, and community engagement. However, they are also resource-intensive institutions, requiring substantial energy to operate. From extensive lighting and HVAC systems to the use of electronic devices, libraries often face high energy demands. As global attention shifts toward environmental sustainability, libraries have a unique opportunity to lead by example in adopting energy-efficient practices.

Implementing energy-efficient technologies in libraries not only helps reduce their carbon footprint but also leads to significant cost savings, which can be redirected toward enhancing library services. Moreover, energy-efficient

libraries create comfortable environments for users and staff, improving overall satisfaction and productivity. This paper highlights the importance of energy

efficiency in libraries, delves into key areas of energy consumption, and proposes practical strategies for adopting sustainable solutions.

The transition to energy efficiency is not without challenges, including high upfront costs, the complexity of retrofitting older buildings, and knowledge gaps among library administrators. Despite these hurdles, successful case studies from around the world demonstrate the feasibility and benefits of energy-efficient libraries. By adopting a structured approach, libraries can become leaders in sustainability, fostering awareness and action within their communities.

The increasing emphasis on sustainability has prompted libraries to adopt energy-efficient technologies to reduce their environmental impact. Libraries, with their large operational spaces and extensive use of lighting and HVAC systems, present significant opportunities for energy conservation. This paper investigates the

importance of energy efficiency in libraries and outlines effective strategies for implementation.

Importance of Energy Efficiency in Libraries:

1. **Cost Savings:** Reducing energy consumption lowers operational costs, enabling libraries to allocate funds to resources and community programs.
2. **Environmental Sustainability:** Energy-efficient libraries contribute to reducing carbon footprints and mitigating climate change.
3. **Enhanced User Experience:** Energy-efficient buildings provide better lighting, air quality, and thermal comfort for users and staff.

3. Key Areas of Energy Consumption in Libraries:

- **Lighting:** Extensive lighting requirements often lead to significant energy use.
- **HVAC Systems:** Libraries require controlled environments for user comfort and preservation of collections.
- **Equipment and Electronics:** Computers, printers, and other devices contribute to electricity consumption.

4. Energy-Efficient Strategies:

1. Lighting Systems:

- Transition to **LED lighting** to reduce energy usage.
- Install **motion sensors** to regulate lighting in low-traffic areas.

- Maximize **daylighting** through large windows, skylights, and reflective surfaces.

2.HVAC (Heating, Ventilation, and Air Conditioning):

- Upgrade to **energy-efficient HVAC systems** with programmable thermostats.
- Implement **zoning systems** to control temperatures in specific areas.
- Utilize **natural ventilation** and **green roofs** for improved thermal regulation.

3. Insulation and Building Envelope:

- Enhance insulation with **double-glazed windows** and insulated walls.
- Apply **solar-reflective coatings** or install **cool roofs** to minimize heat absorption.

4. Renewable Energy Sources:

- Install **solar panels** on rooftops or parking areas for renewable energy generation.
- Incorporate **geothermal systems** for heating and cooling.

5. Energy Monitoring Systems:

- Use **Building Energy Management Systems (BEMS)** to monitor and optimize energy consumption.
- Deploy **smart plugs** to reduce phantom energy loads from electronics.

5. Challenges in Implementing Energy Efficiency:

- **High Initial Costs:** Many libraries lack the funds for advanced technologies.

- **Historic Buildings:** Retrofitting heritage library buildings poses unique challenges.
- **Knowledge Gaps:** Administrators and staff may be unaware of energy-saving technologies.
- **Limited Funding:** Budget constraints often prioritize immediate needs over sustainability.

3. **Phase-Wise Implementation:** Spread investments over time to manage costs.
4. **Monitor and Evaluate:** Use IT-based energy monitoring systems to ensure continuous improvement.
5. **Community Engagement:** Involve stakeholders to support funding and create awareness.

6. Case Studies:

Case Study 1: Anna Centenary Library, Chennai:

- Solar panels supply renewable energy.
- Energy-efficient lighting and centralized cooling system optimize energy usage.

Case Study 2: Vancouver Public Library, Canada:

- Incorporates natural lighting and a green roof.
- Energy-efficient HVAC systems maintain user comfort while reducing energy consumption.

Case Study 3: Reading Central Library, UK:

- Retrofitted with LED lighting and solar panels.
- Achieved a significant reduction in energy bills and carbon emissions.

7. Proposed Framework for Energy Efficiency in Libraries:

1. **Conduct Energy Audits:** Identify inefficiencies and prioritize improvements.
2. **Low-Cost Solutions First:** Begin with cost-effective changes such as LED lighting and smart thermostats.

Conclusion:

Libraries have the potential to become flag bearers of sustainability by implementing energy-efficient technologies. This study underscores the importance of such measures not only in reducing operational costs and carbon footprints but also in enhancing the overall experience for users and staff. Through strategies such as improved lighting systems, advanced HVAC technologies, renewable energy adoption, and enhanced building insulation, libraries can significantly optimize energy usage.

While the challenges of high initial costs, retrofitting heritage buildings, and funding constraints are substantial, they are not insurmountable. Case studies from libraries around the world demonstrate the feasibility of adopting energy-efficient solutions and achieving long-term benefits.

Moving forward, a structured and phased approach, complemented by strong community involvement, is essential for successful implementation. Libraries can serve as powerful examples for other public and private institutions, fostering a culture of sustainability and responsibility within their communities. By prioritizing energy efficiency today, libraries can secure a sustainable and cost-effective future for generations to come.

Adopting energy-efficient technologies in library buildings is essential for cost reduction, sustainability, and improved user experiences. By implementing targeted strategies, libraries can serve as leaders in energy conservation, inspiring communities to adopt similar practices. While challenges exist, phased implementation and collaborative efforts can help overcome these barriers, paving the way for a sustainable future.

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Librarians As Knowledge Facilitators: Adapting To The New Education Policy Mandates

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Abstract:

The New Education Policy (NEP) 2020 has redefined the educational landscape in India, emphasizing holistic, multidisciplinary, and inclusive learning. Libraries and librarians have emerged as pivotal agents in this transformation, moving beyond traditional roles to become knowledge facilitators and educators. This paper examines the evolving responsibilities of librarians in the NEP era, highlighting their role in fostering digital literacy, promoting inclusivity, and supporting lifelong learning. It also explores the challenges they face and presents actionable recommendations to enhance their contributions to education. Through case studies and a thorough analysis of the NEP's mandates, this research underscores the indispensable role of librarians in realizing the policy's vision.

Keyword: *Librarians, Knowledge Facilitators, New Education Policy, Digital Literacy, Lifelong Learning, Inclusive Education, Libraries*

Introduction:

Libraries have long been recognized as repositories of knowledge and catalysts for intellectual growth. Historically, they have supported educational systems by providing resources and fostering independent learning. With the advent of the New Education Policy (NEP) 2020, libraries are poised to play an even more significant role. The NEP's focus on critical thinking, creativity, and inclusive education demands that librarians transcend traditional boundaries and adapt as educators, digital curators, and community leaders.

This paper explores how librarians can align with the NEP's objectives to foster a knowledge-driven society. By delving into

their roles as knowledge facilitators, this study underscores the importance of libraries in bridging educational gaps, empowering underserved communities, and supporting holistic development.

Librarians in the NEP Era: A Shift in Roles:

1. Knowledge Facilitators:

Librarians are increasingly becoming facilitators who guide learners in accessing and evaluating information. With the NEP's emphasis on research-based learning, librarians play a crucial role in nurturing inquiry skills. For instance, they can organize workshops on information literacy, helping

students distinguish credible sources from misinformation. Case studies of such workshops in urban and rural settings highlight their impact on student learning.

2. Promoters of Digital Literacy:

The digital transformation accelerated by the NEP necessitates that librarians become proficient in digital tools and technologies. They are now tasked with teaching students and faculty to navigate e-resources, databases, and online learning platforms. Digital literacy initiatives, such as coding bootcamps, webinars, and virtual technology showcases, can further this mission. For example, libraries in Kerala have introduced digital literacy programs targeting women and senior citizens, significantly enhancing their ability to engage with online services.

3. Champions of Inclusive Education:

NEP's call for equitable education underscores the need for inclusive library services. Librarians must ensure that their collections and services cater to diverse needs, including resources for differently-abled learners, regional language materials, and outreach programs for marginalized communities. Mobile libraries and digital access points are examples of inclusive initiatives. For instance, a mobile library project in Rajasthan brought educational resources to tribal communities, fostering a love for learning among children.

4. Advocates of Lifelong Learning:

Librarians are uniquely positioned to support lifelong learning, a cornerstone of the NEP. By hosting community programs, professional development courses, and

collaborative projects, they foster a culture of continuous education. Libraries can also partner with industries to offer skill development programs tailored to local needs. A case in point is a public library in Bangalore that collaborated with tech companies to offer coding and entrepreneurship workshops for youth.

Libraries as Hubs of Holistic Development:

1. Multidisciplinary Resource Centers:

NEP's multidisciplinary approach calls for libraries to curate diverse resources spanning arts, sciences, and vocational subjects. Libraries must embrace multimedia content, including e-books, podcasts, and interactive tools, to support this vision. For example, a library could host interdisciplinary events, such as STEM and arts integration workshops, fostering creativity and critical thinking.

2. Collaborative Learning Spaces:

Modern libraries serve as collaborative hubs where students, educators, and researchers converge. Creating maker spaces, innovation labs, and discussion zones aligns libraries with the NEP's focus on experiential learning. These spaces enable hands-on projects, peer-to-peer learning, and creativity. For instance, a library in Mumbai transformed its reading room into a collaborative workspace, attracting students from diverse fields to work on joint projects.

3. Research and Innovation Support:

NEP's emphasis on fostering a research-driven environment highlights the importance of libraries in providing access to

academic journals, research databases, and analytical tools. Librarians can organize research symposiums and provide guidance on publication ethics and methodologies, thus promoting a culture of inquiry. Libraries in Delhi have introduced research mentoring programs, significantly enhancing the quality of student and faculty research output.

Challenges in Adapting to NEP Mandates:

1. Resource Constraints:

Many libraries face limitations in funding, infrastructure, and staffing, hindering their ability to modernize and expand services. These constraints are particularly acute in rural and underserved areas. For instance, libraries in remote regions often lack access to high-speed internet and modern technology.

2. Digital Divide:

Despite the NEP's push for digital education, disparities in access to technology persist. Libraries must address this gap by providing high-speed internet, digital devices, and training programs for both users and librarians. Innovative solutions, such as solar-powered digital kiosks in rural libraries, have shown promise in bridging this divide.

3. Skill Gaps among Librarians:

Adapting to new roles requires librarians to acquire skills in digital literacy, instructional design, and data analytics. However, many lack access to professional development opportunities. Surveys indicate that over 60% of librarians in India feel inadequately prepared to meet the demands of the NEP.

4. Resistance to Change:

The transition to new roles and responsibilities may encounter resistance from stakeholders accustomed to traditional library models. Effective change management strategies, including stakeholder engagement and phased implementation, are essential to overcome this challenge.

Strategies for Empowering Librarians:

1. Professional Development:

Investing in training programs is crucial to equip librarians with the skills needed for their evolving roles. Workshops, online courses, and certifications in areas such as digital resource management, pedagogy, and technology integration can bridge skill gaps. Partnerships with international library associations can also provide access to global best practices.

2. Infrastructure Modernization:

Upgrading library facilities to include digital tools, ergonomic workspaces, and assistive technologies is essential for aligning with NEP mandates. Governments and institutions should allocate dedicated funding for these improvements, prioritizing rural and underserved areas.

3. Community Engagement:

Libraries must actively engage with their communities to understand and address local educational needs. Initiatives such as reading clubs, career counseling sessions, and cultural events can enhance their relevance and impact. For example, a library in Punjab initiated a career guidance program, benefiting over 500 students annually.

4. Policy Advocacy:

Librarians and library associations should advocate for the inclusion of library development in educational policies. Establishing national standards for library services can ensure consistent quality and accessibility across the country.

Case Studies: Libraries in Action:

1. Digital Literacy Initiatives:

A public library in Kerala introduced a digital literacy program targeting women and senior citizens. By teaching basic computer skills and internet navigation, the library empowered participants to access online services and opportunities, significantly enhancing their digital inclusion.

2. Inclusive Outreach:

In Rajasthan, a mobile library project reached tribal communities with limited access to education. The initiative provided books, learning kits, and storytelling sessions, fostering a love for learning among children. Feedback from participants highlighted the transformative impact on literacy rates and school enrollment.

3. Maker Spaces in Urban Libraries:

An urban library in Bangalore established a maker space equipped with 3D printers, robotics kits, and art supplies. This initiative encouraged students to explore STEAM (Science, Technology, Engineering, Arts, and Mathematics) disciplines through hands-on activities. The program's success led to partnerships with local schools and tech companies.

Recommendations:

1. Capacity Building:

Governments and institutions should prioritize training librarians in digital literacy, inclusive practices, and research facilitation. Partnerships with international organizations can provide access to advanced training and resources.

2. Strengthening Infrastructure:

Dedicated funding for library modernization, particularly in rural and underserved areas, is essential. Equipping libraries with cutting-edge technology, accessible resources, and collaborative spaces should be a priority.

3. Promoting Collaboration:

Encouraging partnerships between libraries, educational institutions, and industries can enhance resource sharing and program development. Collaborative projects, such as hackathons and community research initiatives, can drive innovation.

4. Continuous Evaluation:

Regular assessments of library services and programs can identify areas for improvement and ensure alignment with NEP goals. Feedback from users and stakeholders should inform future strategies.

Conclusion:

The New Education Policy has ushered in a transformative era for education, positioning librarians as key players in fostering knowledge and innovation. By embracing their roles as knowledge facilitators, librarians can bridge educational gaps, empower learners, and support holistic

development. Strategic investments in professional development, infrastructure, and community engagement are crucial to realizing this vision. As libraries evolve to meet the demands of the NEP, they hold the potential to become dynamic hubs of learning and collaboration, shaping the future of education in India.

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Recent Trends in Library and Information Science

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Abstract:

The field of library and information science (LIS) is constantly evolving with new trends and innovations. One of the latest trends in LIS is the adoption of digital technologies to manage library collections and services, including the use of online reference services and digital archives. Additionally, libraries are increasingly promoting diversity, equity, and inclusion in their collections and services, as well as in their hiring and staffing practices. Another important trend in LIS is the growing focus on data management, with libraries providing services such as data curation and analysis. User-centered services and personalized experiences are also becoming more prevalent in library services, and libraries are expanding their outreach efforts to engage with underserved communities through social media and other platforms. These latest trends in LIS demonstrate the field's continued evolution in response to changing user needs and technological advancements. The paper discusses various latest technological tools and their uses in Library and Information science.

Keyword: *Collection Management, Electronic resource management (ERM), Augmented Reality, Digital Displays etc.*

Introduction:

Libraries have been an important part of societies for centuries, serving as repositories of knowledge and providing access to information and resources. With the advent of Information and Communication Technology (ICT), libraries have undergone significant changes in the way they operate and provide services. One of the most significant impacts of ICT on libraries is the digitization of information. With the widespread use of the internet and digital technologies, libraries have been able to digitize their collections and make them available online. This has increased access

to information and resources, allowing users to access materials from anywhere in the world at any time. In addition, digital collections can be easily searched and organized, making it easier for users to find the information they need. ICT has also transformed the way libraries provide services to their users. Libraries now offer a range of online services, such as online catalogues, e-book lending, and online reference services. These services provide users with greater flexibility and convenience, allowing them to access library resources from their homes or workplaces. Furthermore, ICT has enabled libraries to better manage their collections and resources. Libraries can now use

sophisticated library management systems to track and organize their collections, making it easier to manage and retrieve information. In addition, libraries can use data analytics to understand how their resources are being used and to make informed decisions about resource allocation and collection development. Hence we can say that libraries are adopting changes with the transformation in the outer world and try to reach and satisfy its users in all possible ways. The paper discusses the latest trends in Library and Information services by using latest digital technologies.

Electronic resource management (ERM) in Libraries:

Electronic resource management (ERM) is the practices and software systems used by libraries to keep track of important information about electronic information resources, especially internet-based resources such as electronic journals, databases, and electronic books. The development of ERM became necessary in the early 2000s as it became clear that traditional library catalogs and integrated library systems were not designed to handle metadata for resources as mutable as many online products are. *Electronic Resource Management in Libraries: Research and Practice* provides comprehensive coverage of the issues, methods, theories, and challenges connected with the provision of electronic resources in libraries, with emphasis on strategic planning, operational guidelines, and practices. This paper primarily focuses on management practices of the life-cycle of commercially acquired electronic resources from selection and

ordering to cataloging, Web presentation, user support, usage evaluation, and more.

Role of Librarian in E-Resource Management:

Role and responsibilities of Librarian for E-Resource Management, as listed out by Peggy Johnson [undefined], in her book entitled "Fundamentals of collection development and management. Some of them are listed below as:

- Coordinating the overall activities of Electronic Resources Management
- Negotiating with publishers for subscription and the terms and conditions of its licenses
- Administering new and existing licenses for electronic products and maintain their records
- To apply knowledge of copyright and intellectual property principles to ensure that library users' rights are protected
- Working closely with library staff to identify, select, and acquire new e-resources, assess needs of the user community, and adjust resources to fit these needs, and ensure that e-resources are catalog as appropriate
- Monitoring vendor services and performing vendor evaluations
- Compiling and analyzing electronic resource usage statistics and keep track of URL updates

Cloud Computing in Libraries:

Cloud computing is the use of remote servers on the internet to store, manage, and process data instead of relying on a local server or personal computer. Cloud computing has become increasingly

popular in libraries as it offers numerous benefits, including cost savings, flexibility, scalability, and accessibility. The following are some of the ways libraries can use cloud computing:

Need of Cloud Computing in Libraries In modern libraries cloud computing is being popularized. These days there are so many libraries, which are automated. Computer technology is required for running the libraries. Different software's are being used by libraries for automation. All these software's are being run by a license, which libraries need to purchase from a vendor. It is very costly and no organization can purchase it separately for so many computers. To solve this problem cloud computing helps a lot. There are so many incidents when hardware fails of a computer system. All the data lose from the computer which is very harmful. It becomes very tedious to solve this problem. All the software's are stored in a remotely located server and other computers are connected to that. Cloud computing services such as acquisitions, cataloguing, process system, digital contents and provision for inclusion of cutting edge technologies used in libraries and also supports various standards such as MARC21, XML, Z39.50, Unicode and so on which directly related to library and information science area.

Federated Search (FS):

Federated search (FS) is a search technology that enables users to search multiple databases and resources simultaneously through a single search interface. FS allows users to search multiple resources from different publishers, vendors, and platforms at the same time, without the

need to navigate each resource's interface separately. FS is becoming increasingly popular in libraries as it provides users with a more efficient and effective way to search for information. Federated search is a powerful search technology that allows users to search multiple resources simultaneously through a single search interface. Federated search systems rely on metadata harvesting, search interfaces, authentication, search queries and results, customization and integration, and maintenance and updates.

Internet-of-Things (IoT):

The Internet of Things (IoT) refers to a network of devices, sensors, and machines that are connected to the internet and can communicate with each other. IoT enables the collection and exchange of data between devices, which can be used to automate processes, improve efficiency, and enhance user experiences. IoT has many applications in various industries, including healthcare, agriculture, transportation, and manufacturing. In libraries, IoT technology can be used to improve the user experience, enhance collections management, and streamline operations. Some examples of how IoT technology can be used in libraries include:

- **Smart Lighting and Climate Control:** IoT sensors can be used to monitor and adjust the lighting and climate control systems in libraries, optimizing energy use and enhancing the user experience.
- **Asset Tracking:** IoT sensors can be used to track library assets, such as books, journals, and other materials. This enables librarians to manage

collections more efficiently and improve user access to materials

- **Environmental Monitoring:** IoT sensors can be used to monitor environmental conditions, such as temperature and humidity, in library storage areas. This helps to ensure the preservation of collections and reduce the risk of damage from environmental factors.
- **User Tracking:** IoT sensors can be used to track user behavior in libraries, providing librarians with insights into user needs and preferences. This information can be used to improve library services and tailor collections to better meet user needs.
- **Automated Check-In and Check-Out:** IoT technology can be used to automate check-in and check-out processes in libraries, making it faster and more convenient for users to borrow and return materials.
- **Interactive Displays:** IoT technology can be used to create interactive displays and exhibits in libraries, enhancing the user experience and promoting engagement with library materials and services.

Digital Displays:

Digital displays refer to electronic screens that can display images, videos, and other digital content. In libraries, digital displays are used to communicate information to users, promote library services and events, and provide access to digital collections. Here are some common uses of digital displays in libraries:

- **Announcements:** Digital displays can be used to announce upcoming events,

workshops, and other library programs.

- **Promotions:** Digital displays can be used to promote library services, resources, and collections.
- **Book Displays:** Digital displays can be used to showcase new books, staff picks, and other featured collections.
- **Informational Displays:** Digital displays can be used to provide information on library policies, procedures, and services.
- **Interactive Displays:** Digital displays can be used to create interactive exhibits, quizzes, and other engaging activities to promote library materials and services.
- **Virtual Exhibits:** Digital displays can be used to create virtual exhibits showcasing special collections and archives.

Using Mobile Technology and Provide Library Services: Based on Android Application

Library services can now be easily accessed through mobile apps. You can use mobile apps to search for books, place holds, renew items access digital resources and even attend virtual library events. Some apps also offer features like scanning ISBN barcodes to quickly add books to your reading list. Mobile friendly library services make it more convenient to engage with library resource on the go.

Use of Social Media:

Various social networks like Orkut, Google, Twitter, Facebook, LinkedIn, etc. This became an effective medium to share the knowledge and skills of the users and library professionals Social Networking sites

are one of the new technologies offering libraries the opportunity to reach out to its clients.

MySpace: MySpace are extremely popular social networking sites which primarily have a social Function allowing people to make friends, talk online and share resources.

Facebook: Another social media site frequented by students, Facebook is librarian friendly.

Group communication among patrons can be possible in web 2.0.

Ning: Librarian can use this tool to get connected with students, library associations, and more.

You can also use it to share information with many people at a time.

Blog: By creating a blog, you'll be able to disseminate information to lots of people at one time.

Whether you're updating students on new collections, or just conversing with library staff, blogs are a powerful tool, especially when combined with RSS.

Meebo: Network and assist students on Meebo, no matter what IM client they use. Online chatting or virtual reference service in library can impacted by professionals to clients.

LinkedIn: This social networking site for professionals is a great way to get library patrons connected with the people that can help them find information. Whether that's you, faculty, authors, historians, or other sources, they can find them in your LinkedIn network.

Twitter: Use Twitter, a micro blogging application, to keep staff and patrons updated on daily activities, like frequently updated collections, new arrival, current content services of library

Ask-a-Librarian: This service makes adjustments based on user feedback and changing needs of users. This service is designed to provide users with expert help in locating information, conducting research accessing resources and navigating library resources effectively. Through the website, social media and other relevant platforms users know how to access assistance.

Conclusion:

Libraries are increasingly adopting a user-centered approach to service delivery, which emphasizes the importance of understanding and meeting the needs of library users. This approach involves actively engaging with patrons, soliciting feedback, and tailoring services to meet specific user needs. Libraries use latest technologies for effective services such as Effective collection management ensures that the library's resources are relevant, up-to-date, and meet the needs of its users. ERM ensures that electronic resources are accessible, discoverable, and meet the library's mission and objectives. Libraries can use cloud computing for storage, library management systems, digital preservation, virtual reference and collaboration tools, data analysis and visualization, and other functions. Federated search is a powerful search technology that allows users to search multiple resources simultaneously through a single search interface. IoT technology helps libraries improve the user experience, enhance collections management, and streamline operations. Digital displays are a versatile tool that can be used to promote library services, communicate information to users.

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Role of Library in New Education Policy 2020

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Abstract:

The New Education Policy 2020 (NEP2020) the first education policy of the 21st century to replace the 34 years old National Policy on Education (NPE), 1986. The NEP 2020 is based on the foundational pillars Access, Affordability, Equity, Quality, and Accountability. This article discusses the importance of Libraries in teaching and learning and highlights the role of libraries for all levels of education. Now a day the Libraries support 24x7 hours access to its resources for the growth of knowledge and skills of the users. The Library resources are for use by the readers and hence are as important as food for human life.

In rapidly transforming our education system, the library resources and users have undergone drastic changes. Today's Libraries store knowledge and information in digital form for all age group people like the students, teacher, and scientist.

Keyword: NEP, College, School Library

Introduction:

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting National development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world.

The National Education Policy 2020 (NEP 2020) was launched by Ministry of Education in India on 29 July 2020. The

new policy replaces the previous National Policy on Education, 1986. The policy is providing proper guidance document for elementary education to higher education including vocational training in Indian subcontinent. The policy aims at transformation of India's education system. The nature of NEP 2020 is kind of advisory and it is up to the states, institutions, and schools to decide its implementation. The National Education Policy 2020 outlines the vision of India's new education system as under:

“National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.”^{1, 2, 3}

This article discusses the importance of Libraries in teaching and learning and highlights the role of libraries for all levels of education. Now a day the Libraries support 24x7 hours access to its resources for the growth of knowledge and skills of the users. The Library resources are for use by the readers and hence are as important as food for human life.

In rapidly transforming our education system, the library resources and users have undergone drastic changes. Today's Libraries store knowledge and information in digital form for all age group people like the students, teacher, scientist,

Vision of National Education Policy:

The National Education Policy 2020 has a vision of creating an India-centric education system that directly contributes to transforming our nation into an equitable and vibrant knowledge society sustainably. The policy aims to achieve this by providing high-quality education to all individuals. A primary objective of the policy is to increase state expenditure on education from around 4% to 6% of the GDP.

The role of Libraries as per New Education Policy of India will increase many folds.

“A library is more important than university because library can function without a university whereas university cannot do without library”. Dr. Shankar Dayal Sharma

The Objectives of the Study are as Follows:

1. To increase awareness about the New Education Policy 2020;
2. To highlight importance of library in education system;

3. To discuss changing landscape of learning and education;
4. To develop adequate Library resources and reading habits.

Special Features of National Education Policy 2020:

1. Universal Access at All Levels of schooling from pre-primary school to Grade 12;
2. Quality early childhood care and education for all children between 3-6 years;
3. New Curricular and Pedagogical Structure (5+3+3+4);
4. Establishing National Mission on Foundational Literacy and Numeracy;
5. Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional Language.
6. Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis Of Knowledge for Holistic Development);
7. Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
8. Robust and transparent processes for recruitment of teachers and merit based performance;
9. Ensuring availability of all resources through school complexes and clusters;
10. Exposure of vocational education in school and higher education system;

11. Increasing GER in higher education to 50%;
12. Holistic Multidisciplinary Education with multiple entry/exit options;
13. NTA to offer Common Entrance Exam for Admission to HEIs;
14. Establishment

Provision in NEP 2020 for Libraries:

The NEP 2020 has emphasized on the importance of libraries and books by highlighting on various aspects including development of enjoyable and inspirational books in Indian languages, availability and accessibility of books in school/public libraries, strengthening of libraries and building a culture of reading across the country.

The policy also highlights that steps will be taken to ensure the accessibility of books to disable and differently-abled persons. The government, with the help of both public and private sector institutions, will devise strategies to improve the quality and attractiveness of books.

NEP Para Provisions Regarding Libraries and Books:

- Enjoyable and inspirational books for students at all levels will be developed, including through High-quality translation (technology assisted as needed) in all local and Indian languages, and will be made available extensively in both school and local public libraries.
- Public and school libraries will be significantly expanded to build a culture of reading across the Country.
- Digital libraries will also be established.
- School libraries will be set up - particularly in villages - to serve the community during non-school Hours, and book clubs may meet in public/school libraries to further facilitate and promote Widespread reading.
- A National Book Promotion Policy will be formulated, and extensive initiatives will be Undertaken to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres.
- The first requirement in this direction will be to ensure decent and pleasant service conditions at Schools. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools.
- Sanction of library rooms may be proposed in schools not having library rooms in the annual Work plan and budget proposal of the States/UT for consideration. The proposal may include the Cost for civil work, furniture, Almira, racks, fixing and fittings
- Alternative forms of schools, will be encouraged to preserve their traditions or alternative Pedagogical styles.

- Libraries and laboratories will be strengthened and adequate reading materials like books, Journals, etc., and other teaching-learning materials will be made available.
- A key initiative in this direction will be to use schools/ school complexes after school hours and On weekends and public library spaces for adult education courses which will be ICT equipped when possible and for other community engagement and enrichment activities.
- Improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions.
- This Policy recommends that all communities and educational institutions - schools, colleges, Universities and public libraries - will be strengthened and modernized to ensure an adequate Supply of books that cater to the needs and interests of all students, including persons with Disabilities and other differently-abled persons.
- The Central and State governments will take steps to ensure that books are made accessible and Affordable to all across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas.
- Both public and private sector agencies/institutions will devise strategies to improve the quality and attractiveness of books published in all Indian languages.
- Steps will be taken to enhance online accessibility of library books and further broad basing of digital libraries.
- Other steps will include:
 - Strengthening all existing libraries,
 - setting up rural libraries and reading rooms in disadvantaged regions, making widely available reading material in Indian languages, opening children's libraries and mobile libraries, o establishing social book clubs across India and across subjects, and fostering greater collaborations between education institutions and libraries.

Conclusion:

This article discusses the importance of Libraries in teaching and learning and highlights the role of libraries for all levels of education. Now a day the Libraries support 24x7 hours access to its resources for the growth of knowledge and skills of the users. The Library resources are for use by the readers and hence are as important as food for human life.

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Status of Job Opportunities in Librarianship: A Comparative Study of Four Indian States

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Abstract:

The present study aims to identify and assess the job opportunities for the professionally qualified LIS professionals in the area of Library and Information Science. The data required to carry out the study have been collected from 'Employment News', 'University News' and 'LIS Link'. The data collected have been represented through tables and figures. The data collected have been analysed to reflect the different aspects of LIS Profession in different states of India such as Maharashtra, Madhya Pradesh, Karnataka and Gujrat. The preliminary data was collected from this source during the year 2012 to 2017. The study puts forwarded some suggestions to ensure employability of LIS Professionals in India showing state wise job opportunities and employment. However, the same research work can be carried out on a large scale to have a generalised conclusion highlighting the scenario of job opportunity and output of LIS professionals in the Indian context.

Keyword: LIS Education, LIS Jobs, University News, Employment News, LIS Links.

Introduction:

Library and Information Science discipline is a multidisciplinary study area that deals with the in-depth study of information selection, acquisition, organization, dissemination and storage. Sinha and Pandey (2014) are of the view that librarianship is a growing field which has by now attained the status of a separate discipline in the universe of knowledge. Ameen and Wraich (2011) noted that LIS education is to develop competent and skilled human resources to meet the changing needs of digital environment. Changes at work place in a digital/virtual environment have compelled library and information professionals to reorient

themselves and compete in the global market as well.

Library & Information Science (LIS) courses have lot of potential to develop the knowledge and skills required to sustain and survive in the present-day knowledge society. Globalization and liberalization have opened up multiple career options to the LIS professionals. The traditional roles of LIS have changed with the advances in Information and Communication Technologies. LIS professionals are expected to be academics of higher order with competence to work in a hypertext, networked, digital environment. Hence, the LIS education should impart the learners, the necessary skills to gain employment upon

graduation and to develop the vision and understanding to help them cope better with the rapidly changing world.

Now days, a number of career prospects are available in Library and Information Science. The qualified and trained professionals are employed in various libraries and information Centres. LIS professionals can select the type of library as per their own interest. Thus, there is a very bright future prospect for LIS professional. And only the trained personnel in LIS can have employment opportunities in the various sectors.

Employability according to Knight and Yorke (2004) refers to capability of getting and keeping satisfactory work, getting work from somebody for pay or state of being employed. It can be defined as “a set of achievements skills, understandings and personal attributes that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.” In the same vein Robinson (2000) opines that employability are those basic skills necessary for getting, keeping, and doing well on a job. The skills are teachable skills which are in three categories: basic academic skills, higher-order thinking skills and personal qualities.

It is therefore imperative that employment aspirants have to meet the employers' expectations to get an opportunity to work in a particular environment. In

addition to this, knowledge, techniques, skills, abilities, values, aspirations, wants, needs, dreams and personal style of a candidate seeking employment also enhance the candidate's employability. (Tadasad, 2015)

Objectives of the study

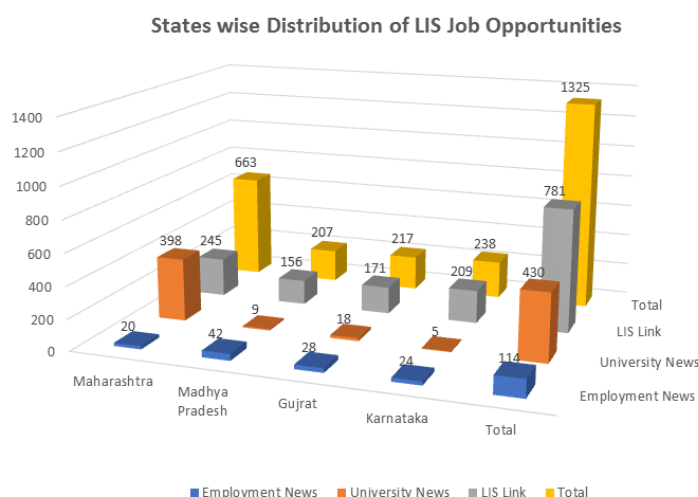
- To find out the job advertisement trends in library and information science in four Indian states.
- To study the LIS job advertisements State Wise.
- To assess comparative study of advertisement published in four Indian states.
- To present the current status of job opportunities in Library and Information Science Profession.

Research Methodology

The main objective of this study is to analyse the library job advertisements in Four states of India to understand the nature and conditions of the job requirements. Data for this study was used from Job Advertisements published from Employments news, university news and LIS links from year 2012 to 2017.

Most of advertisements are downloaded from these sources or their reference were noted down. The data entry is done in MS Access and further the data has been tabulated and graphs have been prepared using MS-Excel and these data has been analysed to come upon generalised findings and a meaningful conclusion is drawn.

Name of State	Employment News	University News	LIS Link	Total	% Percentage
Maharashtra	20	398	245	663	50.03%
Madhya Pradesh	42	09	156	207	15.62%
Gujrat	28	18	171	217	16.37%
Karnataka	24	05	209	238	17.96%
Total	114	430	781	1325	100%

Table 1.1: States wise Distribution of LIS Job Opportunities**Figure 1.1: States wise Distribution of LIS Job Opportunities**

The state-wise distribution of the LIS job opportunities given in table 1.1 shows that Maharashtra produces the highest i.e. 50.03% (663) LIS job opportunities followed by Karnataka 17.96% (238). Gujrat produces 16.37% (217) job opportunities while Madhya Pradesh produces 15.62% (207) job opportunities. From this four Indian states Maharashtra produces maximum LIS jobs opportunities generated during the period from 2012 to 2017.

Maharashtra is imperative state for the point of view of LIS jobs where most of the LIS jobs create in academic libraries of various educational institutions. Karnataka also among the major states that accommodate LIS professionals. The analysis in table 1.1 and figure 1.1 indicate that in almost every state has LIS job opportunities, this confirms a wide scope in the LIS field for the future job aspirants. It may also be a piece of good news for the LIS job aspirants who are not aware of where to look for better job searches. The analysis can also be utilized to set or revised the career objectives of the LIS job aspirants.

Conclusion:

This comparative study examined the status of job opportunities in librarianship across four Indian states: Maharashtra, Karnataka, Gujarat, and Madhya Pradesh duration from 2012 to 2017. The findings reveal significant variations in the availability of job opportunities across these states.

Maharashtra indicates highest job opportunities of the total job opportunities in librarianship, indicating a strong demand for librarians in this state. Karnataka is the second highest from these four states for LIS job opportunities. Gujarat is followed by Karnataka for LIS job opportunities. Madhya Pradesh indicates very less job opportunities as compared to all four states respectively.

These findings suggest that librarianship job market is skewed in Favor of Maharashtra, with limited opportunities available in the other three states. The study's findings have implications for library administrators, and librarians to address the disparities in job opportunities, may need to develop targeted initiatives to promote

librarianship in Karnataka, Gujarat, and Madhya Pradesh. Library administrators can focus on developing strategies to attract and retain librarians in these states. Librarians, on the other hand, may need to consider acquiring specialized skills or certifications to enhance their employability in a competitive job market. The future of LIS professionals is bright and library profession sector would give more job avenues to the fresh library science graduates, post-graduates, and certificate, diploma degree holders in the coming years to come. There would be also more job avenues in the higher educational institutions like colleges, technical institutions, colleges and universities for higher as well as lower-level posts.

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Subject Gateway: A Useful Tool For Enhancing Library Services

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Abstract:

Since in this age of Internet and AI there is rapid growth of digital information. But in this huge digital information production relevant information is scattered and very hard to find required information and get access for it. To overcome this problem subject gateway may be the very useful tools for providing specific required information to end user in minimum times. Subject gateways allow libraries to explore the usefulness of their subject expertise in this digital age. The summary of this research paper focuses on significance of subject gateway as tools to enhance library services. It also highlights on their features and their impact on information access and management.

Keyword: Subject Gateways, Library Services, Information Discovery, User Experience, Digital Libraries

Introduction:

As information technology makes many advances in the field of library and information science, it also have problem of ‘too much information’ available on digital platform. In this era of information overload it presents both challenges and opportunities’ for libraries. An internet contain huge amount of scholarly information and made it easier, faster to analyze collect, search and information. But the information may be scattered not only in several different format but also on completely different systems, some of which users may not be able to access. Since the internet offers a vast sea of information, navigating it effectively can be difficult for users. To overcome this problem the concept of ‘Subject Gateways’ emerged. Subject Gateways address this challenge by acting as specialized search engines and guides,

providing focused access to relevant and reliable within a particular subject domain.

Objectives:

The primary objective of the research is to explore, analyze and demonstrate how subject gateways can serve as effective tools in improving the accessibility.

Understanding the Subject Gateway:

- Assesing User Needs.
- Evaluating Benefits.
- Exploring Implementation.
- Promoting User Engagement.
- Improving Library Services.
- Identifying Challenges.

Subject Gateways:

Subject gateways are web-based platforms that offer access to a wide range of

online resources related to a specific subject. It is an internet based service. It provides access to electronics resources. Subject gateways include searchable databases which allow users to search across multiple resources simultaneously. It also provide subject guide to provide organized lists of relevant websites, article and other resources. Subject gateways provides links to library resources to integrate with the library's own collections such as e-databases. It also provides expert-curated content and user friendly interface which make it easy for users to navigate and find the information they need.

Generally resources are catalogued in a database, using some standards such as MARC and different cataloguing rules for electronics documents. There is field available in the record that contain a hyperlink to the full text on the internet. Resources are not harvested but selected using strict quality criteria like originality and others. The subject gateways not only points to the sources, it recommends them which is the main difference between a gateway and an internet searching machine.

Definition:

“ A process of identification, filtering, description, classification and infexing before they are added to databases which is freely available via a www.”
..... **Maffat.**

“Subject gateway are internet based services designed to help users locate high quality information that is available on the Internet.
.....**Emma Place. ILRT, University of Bristol.**

So we can say that gateways are the internet search tools to help prole to find

resources on the internet such as e-books,e-journals, e-databases, articals, papers,reports, bibliographical databases and many more. Subject gateways is nothing but the facility that allows easier access to networked-based resources in a particular subject area. In other words subject gateways are the set of webpages containing lists of link to resources. It have emerged as powerful tools for improving user experience and promoting effectives information discovery. Hence subject gateways help to transform library service in the digital age.

Characteristics:

- Subject gateways selective, pointing only to internet resources that meet with selection criteria.
- They are limited to specific subject.
- Subject gateways policy declaring what subjects they are indexing.
- They are built by subject and information specialists.
- It has rich resources description containing relevant information.
- It has distributed cataloguing that is scattered group of subject specialists contributed databases.

Benefits of Subject Gateways for Libraries:

- Enhanced User Experience:
- Improved information discovery: Subject gateways help users find relevant information quickly and efficiently.
- Improved user satisfaction: By providing a curated and organized experience, subject gateways can

enhance user satisfaction with library services.

- Reduced information overload: Subject gateways help users navigate the vast amount of information available online, reducing the risk of information overload.
- Improved Library Services:
- Enhanced information literacy: Subject gateways can help users develop critical information literacy skills by teaching them how to evaluate and use online resources effectively.
- Increased visibility of library resources: By integrating with library collections, subject gateways can increase the visibility and use of library resources.
- Improved library image: Subject gateways can showcase the library as a valuable resource for information and research.
- Cost-effectiveness:
- Reduced duplication of effort: Subject gateways can help libraries avoid duplicating efforts in creating and maintaining subject-specific resources.
- Increased efficiency: By streamlining the information discovery process, subject gateways can increase the efficiency of library services.

Content on Subject Gateways:

For Creation of subject gateways, we can use the following information in specific subject and create an effective subject gateway:

- E- books,

- E- Journals.
- Thesis and Dissertations databases (ETDs).
- Bibliographies.
- Conference proceeding.
- Encyclopedias and Dictionaries.
- Weblogs and listservs.
- Fellowships and Grants.
- Research Centers and Laboratories.
- Professional Association and Societies.
- Patent and IPR...and etc.

Criteria for quality assessment of Subject Gateways:

Following criteria can decide quality of subject gateways.

- Authority and reputation of the source-Who provided the information.
- Accuracy-is the Information is accurate.
- Validity- Do the resource fulfills the stated purpose.
- Comprehensiveness- to what level of details does the resource go.
- Uniqueness- Is the information on the site unique.
- Composition- Is the Information well composed.
- Ease of Navigation- Is it to navigate the resource.
- Use of recognized standards.
- Appropriate Format.
- Provision of user support.
- Up to date Information.
- Technical performance of the resource acceptable.

Free websites for creation of subject gateways:

- **Google Sites:**

A User-friendly platform to create websites with customizable templates. We can organize subject specific links, resources and documents. This facility is free to use with google account.

- **WordPress.com:**

A free platform for creating blogs or websites. It is suitable for creating a subject gateway with posts or pages categorized by subject.

- **WEEBLY:**

Easy to use platform for creating a free websites or portal. It provides options for categorizing and linking resources effectively.

- **Padlet:**

A Collaborative tool that allow you to create a visual board for resource sharing. We can create public page for our subject gateway and share the link.

- **Notion:**

A powerful tool for organizing and sharing resources in a structured way. We can create public page for our subject gateway and share the link. It is free with google account.

Popular Subject gateways available on web:

- AGRIGATE (Agriculture, Forestry, Environment, Food Science, Horticulture).
- BIOGATE (Biological science).
- BIOME (Health and Life Science).
- CHEMDEX (Chemistry).

- OMNI (Biomedical Sciences).
- EEVL (Engineering).
- PSIGATE (Physical Science).
- ADAM (Art, Design, Architecture and Media).
- AHDS (Arts and Humanities).
- RDN (Reference Source).
- SOSIG (Social Sciences).
- EDNA ONLINE (Educational Network).

Google Scholar: A popular academic search engine that provides access to scholarly literature across many disciplines.

PubMed: A biomedical literature database that provides access to millions of citations from biomedical literature.

JSTOR: A digital library that provides access to academic journals, books, and primary sources.

Conclusion:

Subject gateways are valuable tools for enhancing library services in the digital age. Subject gateways provide opportunities to librarians for update their subject. By providing curated access to high-quality resources, subject gateways can improve user experience, enhance information literacy, and increase the visibility of library collections. The subject gateways may be extended to individual departments of an organization which allow the users of specific group to access their specific resources. As the volume of digital information continues to grow, subject gateways will play an increasingly important role in helping libraries fulfill their mission of providing access to information and supporting research and learning.

Further Research:

1. Explore the impact of subject gateways on user information-seeking behavior.
2. Investigate the challenges and best practices for developing and maintaining subject gateways.
3. Analyze the role of subject gateways in supporting interdisciplinary research.

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The Impact of ICT In Library Automation

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Abstract:

The automation technology improvement in the society, Library automation refers to the use of the computer to automate the typical procedures of libraries such as cataloging & circulation in the process of library automation, a library makes the use of computers & other technologies to support its systems & services.

Automation is a process of using machinery for easily working & saving human power & time. The main purpose of library automation is to free the librarians & library staff. Recent trends in library automation include the growing importance of digital content letter integration with the web environment for academic library.

Keyword: Automation, Barcode Reader, ICT, Institution Library.

Introduction:

Information has been always resources for creating material welfare in the human society. The computer and information technology has helped the library professionals to preserve these print & non print materials in a systematic & logical order.

The half of twentieth century with the advent of Information Technology, which was the converging technology of computers, communication, media & a host of other technologies?

Libraries are known for using information & communication Technology (ICT) both for automation of its routine activities as well as providing search services to the users computers are not only used as a data processing tool, but also for information storage, access & retrieval. Integrated library automation packages were introduced in libraries in 1970s. Minicomputers were used in

1970 s. in the libraries to computerize operations like circulation, acquisition, cataloging, serials & library OPAC. Computers are being used increasingly to automate various activities in libraries using a suitable off the shelf general or specific purpose software package now available in a wide range for library automation. This module covers definition, history, need & purpose of library automation planning for library automation i.e. Cataloging, OPAC, Circulation, Acquisition, Serials control etc. Barcode Technology & RFID is also covered in the module.

Information - What is Automation?

Information is the main source of development of the society, society cannot progress without the proper information centers. Preserve & give information to the new generations for research & development.

The term automation is introduced used first D.S. Harder in 1936. He defined it as, “The automation is handling of parts between progressive production processes. Since then the term has been applied to a wide variety of automatic Machinery and automatic systems. And is action for human efforts of intelligence.

Need for Library Automation:

It is also mandatory for any college for undergoing NAAC accreditation / re accreditation following are some points will clear that the need of library computerization. There are several reasons for automation a considerable saving in efforts. Time & resources involved in manual processing can be achieved the other reasons are

1. To use services of the existing staff effectively.
2. To improve control over collection.
3. To avoid duplicate of work.
4. To have an entries control over the entire operation.
5. To introduce new services as well as improve the existing services.
6. Save time of the users & Library Staff.
7. Give modern IT bases services to the users like OPAC and use of barcode technology.

Objectives of the Study:

1. Importance Staff Library Automation.
2. Advantages & Disadvantages of Library Automation.

Library Automation is Necessary because:

1. Bibliographic record is of variable length.
2. Updating of files is done almost every day.
3. To record the date accurately.

4. E-journals & e-Books easily available for students.
5. Easly Accessing in library software

Advantages of Library Automation

1. Easily searching of information.
2. Time saving.
3. Speedily communication.
4. Easily working with the help of Automation.
5. It motivate to library staff.
6. Helpful in stock verification.
7. Increased computer awareness among users.
8. Improved control covers library collection.
9. Increased computer awareness among users.
10. Excellent control over circulation.
11. Improved control covers library collection.
 - Some library Software
 - SOUL
 - e-granthalay
 - LIBSYS etc.

Library Automation & Networking

The library management software (LMS) Provide cataloguing, automated printing of catalogue cards & and also maintain the membership record.

The library provides online search service to its users. The online services are

- OPAC
- Online Journal
- N.List (Books & Journals)
- Internet Service
- CD- ROM Search

Disadvantages of Library Automation:

- It is long term & time-consuming process.
- Security Problems.
- It is totally depended on the electricity.
- Financial Expenses.
- Continuous staff training are required for it

Conclusion:

An Automated library can provide better library services to their users and can maintain the library more properly. The record keeping activity & various report generation becomes very easy in an automated library system.

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Academic Libraries As Catalysts For Sustainable Development: Aligning With NEP 2020

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Abstract:

Academic libraries play a crucial role in fostering sustainable development, especially within the context of India's National Education Policy (NEP) 2020. This paper explores how academic libraries contribute to sustainability through resource optimization, digital equity, multidisciplinary education, and lifelong learning. By aligning their services and operations with NEP objectives, libraries foster an environment conducive to holistic education and inclusive growth. The study highlights case studies, best practices, and strategies that position libraries as key agents in achieving sustainable development goals (SDGs) and fulfilling NEP's vision for transformative education.

Keywords: *Academic Libraries, Sustainable Development, National Education Policy (NEP), Digital Equity, Lifelong Learning, Resource Optimization*

Introduction:

Sustainable development is a pressing global imperative, emphasizing the integration of environmental, social, and economic objectives. As hubs of knowledge and learning, academic libraries are uniquely positioned to drive sustainable practices within higher education institutions (HEIs). With the implementation of India's National Education Policy (NEP) 2020, libraries have gained a renewed mandate to support multidisciplinary learning, promote digital inclusivity, and contribute to the broader goals of sustainable development.

This paper examines the multifaceted role of academic libraries in promoting sustainable development within the NEP framework. It explores how libraries can align their resources, services,

and infrastructure with the principles of sustainability, contributing to the holistic development of students, faculty, and society at large.

Understanding Sustainable Development in the Context of NEP 2020:

1. Defining Sustainable Development:

Sustainable development, as outlined in the Brundtland Report, is the process of fulfilling present needs without jeopardizing the ability of future generations to meet their own. Within the educational context, it involves embedding sustainability into curricula, operations, and community engagement initiatives.

2. National Education Policy 2020 and Its Vision:

The NEP 2020 aims to transform India's education system by promoting multidisciplinary education, inclusivity, and sustainability. Key goals include:

- Establishing a holistic and flexible curriculum.
- Bridging the digital divide through technological integration.
- Encouraging environmental awareness and action among students.
- Enhancing access to quality education for all sections of society.

Academic libraries are integral to achieving these objectives by serving as repositories of knowledge, facilitators of learning, and catalysts for change.

The Contribution of Academic Libraries to Sustainable Development:

1. Libraries as Knowledge Hubs:

Academic libraries provide access to a wealth of resources that foster critical thinking and innovation. By curating collections on sustainability, libraries empower students and researchers to address global challenges such as climate change, resource depletion, and social inequality.

2. Promoting Digital Equity:

Digital equity is a cornerstone of the NEP's vision. Libraries play a critical role in bridging the digital divide by:

- Offering free internet access and digital tools.
- Providing access to online databases, e-books, and open educational resources (OERs).
- Supporting marginalized communities through outreach programs and digital literacy initiatives.

3. Supporting Multidisciplinary Education:

The NEP emphasizes interdisciplinary learning, encouraging students to explore diverse fields. Libraries facilitate this by:

- Housing resources across varied disciplines.
- Promoting collaborative research through interdisciplinary workshops and seminars.
- Providing platforms for knowledge sharing among students and faculty from different domains.

4. Advancing Lifelong Learning:

Libraries are lifelong learning hubs, offering resources and programs for skill development, personal growth, and professional advancement. Initiatives such as certification courses, career counseling sessions, and workshops on emerging technologies align with NEP's focus on continuous learning.

Sustainable Practices in Academic Libraries:

1. Green Library Initiatives:

Green libraries adopt sustainable practices to minimize their ecological footprint. Key initiatives include:

- Energy Efficiency: Utilizing energy-saving technologies, such as LED lighting and solar panels.
- Sustainable Infrastructure: Incorporating eco-friendly materials and designs in library construction.
- Waste Management: Implementing recycling programs and reducing paper use through digitization.

2. Resource Optimization:

Libraries optimize resources by:

- Encouraging the use of digital resources over physical materials.
- Promoting interlibrary loans to minimize resource duplication.
- Hosting virtual events and webinars to reduce travel-related carbon emissions.

3. Digital Transformation:

Digital transformation enables libraries to offer efficient and sustainable services. Examples include:

- Transitioning to e-resources and online catalog systems.
- Providing virtual reference services and remote access to resources.
- Hosting digital archives and repositories for long-term knowledge preservation.

Case Studies of Academic Libraries Driving Sustainability:

1. Delhi University Library System (DULS):

DULS has implemented a digital library system to reduce paper usage and enhance accessibility. It offers online databases, e-journals, and digitized archives, supporting NEP's vision for digital equity.

2. University of Hyderabad Library:

The University of Hyderabad Library exemplifies green practices, including solar energy utilization and waste reduction programs. It actively promotes interdisciplinary research and community engagement.

3. National Library of Singapore:

The National Library of Singapore integrates sustainability into its infrastructure, featuring energy-efficient designs and community-focused

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environmental programs. Its digital literacy initiatives serve as a model for promoting digital equity.

4. University of California, Berkeley Library:

Berkeley's library system supports sustainability through its green building certifications, zero-waste policies, and extensive digital collections. Its initiatives align with global best practices in sustainable library management.

Challenges and Opportunities:

1. Challenges:

- Financial Constraints: Implementing sustainable initiatives requires significant investment.
- Resistance to Change: Transitioning to new practices and technologies can face resistance from staff and users.
- Technological Gaps: Limited access to advanced infrastructure hinders the adoption of digital services.

2. Opportunities:

- Policy Alignment: NEP provides a strong framework for integrating sustainability into library operations.
- Global Collaborations: Partnerships with international organizations can provide resources and expertise.
- Technological Innovations: Advances in AI, IoT, and renewable energy offer new avenues for sustainable library practices.

Strategies for Enhancing Library Contributions to Sustainability:

1. Capacity Building:

Regular training programs for library staff on sustainability practices and digital tools can enhance service quality and efficiency.

2. Stakeholder Engagement:

Collaboration among students, faculty, and community members ensures that library initiatives address diverse needs and priorities.

3. Monitoring and Evaluation:

Establishing metrics to assess the impact of sustainability initiatives helps libraries align their efforts with institutional goals and SDGs.

4. Advocacy and Awareness:

Libraries can organize events, exhibitions, and campaigns to promote sustainability awareness among users.

Conclusion:

Academic libraries are central to promoting sustainable development within the NEP framework. By aligning their services with NEP objectives, libraries contribute to multidisciplinary education, digital inclusivity, and lifelong learning. Their sustainable practices, both operational and educational, position them as key agents of change in higher education. As India moves toward a more sustainable and inclusive future, the transformative potential of academic libraries must be fully leveraged to achieve holistic development and global sustainability goals.

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CSR & Agricultural Empowerment - A Selected Case Study for Agriculture Development

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Abstract:

Corporate Social Responsibility (CSR) has evolved as a crucial strategy for companies to contribute to sustainable development by addressing social, environmental, and economic challenges. In the context of agricultural empowerment, CSR initiatives have the potential to play a transformative role in rural economies, particularly in developing nations where agriculture remains a primary livelihood. Agricultural empowerment refers to enhancing the capabilities of farmers by improving access to resources, technology, education, and markets, thereby boosting productivity, income, and sustainability. Many corporations, recognizing the interdependence between their businesses and the agricultural sector, have integrated agriculture-focused CSR initiatives. These include supporting sustainable farming practices, promoting the adoption of modern technology, offering financial services such as microloans, and facilitating market linkages. By investing in capacity-building programs, training, and infrastructure development, CSR efforts have empowered farmers to improve crop yields, reduce post-harvest losses, and adopt environmentally friendly practices.

Moreover, CSR in agriculture contributes to achieving broader social goals, such as poverty reduction, food security, and environmental sustainability. The collaboration between the private sector, local governments, and non-governmental organizations (NGOs) creates a comprehensive approach to addressing the multifaceted challenges faced by the agricultural community. These initiatives not only uplift rural economies but also foster long-term business benefits, such as securing supply chains and creating inclusive growth. CSR plays a pivotal role in agricultural empowerment by providing the necessary support for farmers to thrive in a competitive and increasingly unpredictable global market, thus contributing to sustainable rural development. Here we discuss the some case study of CSR initiatives taken by some corporate to address the challenges face bay farmer.

Keywords: *Corporate Social Responsibility, Agriculture Empowerment.*

Objectives:

1. To Study the impact of CSR on agriculture sector.
2. To study the role of CSR for Agriculture Empowerment

Introduction:

Agriculture sector face many challenges in present scenario in India. Some corporate take initiative to address the challenge face by farmer by using their CSR fund in Rural Development or agriculture development in various way. Some corporate Like Tata, Bajaj , Mahindra , JBL , ITC take

initiative to transform an agriculture sector in broader way.

1. Supporting Farmer Education and Training:

Provide training programs and workshops to smallholder farmers on modern agricultural techniques, sustainable farming practices, and effective crop management. This can help improve productivity, reduce environmental impact, and enhance farmers' livelihoods.

2. Promoting Soil Health and Conservation:

Implement programs to promote soil health and conservation practices, such as soil testing services, organic farming training, and distribution of compost or organic fertilizers. Supporting soil conservation efforts helps maintain soil fertility, prevent erosion, and protect water quality.

3. Water Management Initiatives:

Invest in water management initiatives to improve water efficiency and conservation in agriculture. This could include promoting drip irrigation systems, rainwater harvesting techniques, and water-saving practices among farmers to minimize water usage and mitigate water scarcity issues.

4. Biodiversity Conservation:

Implement projects to conserve biodiversity within agricultural landscapes, such as establishing wildlife habitats, planting native vegetation, and creating buffer zones around sensitive ecosystems. Protecting biodiversity enhances ecosystem resilience, supports pollination services, and promotes natural pest control. Promote Organic Farming.

5. Empowering Women Farmers:

Develop programs specifically designed to empower women farmers by providing access to training, resources, and support networks. Supporting women's participation in agriculture can lead to improved household food security, increased incomes, and greater gender equality in rural communities. There are some selected case studies of corporate in agriculture sector as follows :

Case Study - I Ambadas Bhikan Khose (Naygaon):

Project Name: Consult India Foundation (CIF) & Marathwada Rural Development Organization

Objectives of the Project The primary goals of this project include:

1. Promoting sustainable water management and conservation.
2. Evaluating water resources, implementing conservation measures, and encouraging watershed management.
3. Promoting community participation and adoption of modern irrigation methods for responsible water usage.

Background:

I am a resident of Naygaon village in Vajapur taluka. My primary occupation is farming. My family consists of 10 members, and agriculture has been our ancestral business. We mainly cultivate crops such as cotton, maize, and onions.

Earlier, we practiced traditional farming methods using conventional tools and techniques. However, these methods yielded limited production. Changing climatic conditions brought several challenges to the agricultural sector, including:

- Frequent crop failures, irregular rainfall, and reliance on traditional farming practices.
- Low market prices for produce, leading to widespread dissatisfaction among farmers.

Initially, our family owned a significant portion of agricultural land, but land division among family members reduced the size of individual holdings. This limited our ability to purchase modern tools and technology. Moreover, we lacked information about advanced farming techniques.

Although advanced technologies could address agricultural challenges, they were not accessible to ordinary farmers. Government agricultural schemes existed, but the benefits were inadequate. Economic support and training were necessary to adopt measures that could enhance agricultural output. Without these, empowering the agricultural sector and farmers seemed unattainable.

Project Initiation:

While seeking solutions to agricultural problems, I learned about initiatives supported under the Corporate Social Responsibility (CSR) framework. These included programs by the Consult India Foundation (CIF) and Marathwada Rural Development Organization.

These organizations conducted various guidance programs in our village, focusing on:

- Modern crop cultivation methods.
- Organic farming and setting up vermicomposting projects.
- Water conservation techniques and efficient utilization of limited water resources.

- Providing training and subsidies for modern irrigation systems.

Impact of the Project:

The implementation of this project has increased my income by nearly 20%. This intervention has enhanced my capacity to adopt modern irrigation techniques and technologies in farming. With advanced agricultural training, I have successfully increased crop production.

Broader Impact of the Project:

The project has significantly impacted 24 villages across Sambhajinagar district, including Paithan, Gangapur, Vaijapur, Kannad, and Sambhajinagar talukas in the Marathwada region.

Key outcomes include:

1. Noticeable improvements in water management and irrigation techniques.
2. Development of a sustainable model of agricultural growth with community support, experts, NGOs, and CSR backing.
3. A focus on increasing farmers' income.

With the help of subject-matter experts and a scientific approach, the project expanded initiatives in organic farming and community farming.

Achievements:

- Development of 559 model farmers through this initiative.
- 100% adoption of improved farming methods by the farmers who underwent training.
- Increased agricultural productivity through the use of advanced technologies.

This project has proven to be a successful example of sustainable agricultural development, benefiting

numerous farming families and creating a replicable model for rural agricultural growth.

Case Study: II Ramdas Arjun Gaikwad

Project Name: Basic Needs Development Program

Partner Organization: RCF

Benefit Provided: Irrigation Facilities

Project Objective:

- To fulfil basic needs of the community, including:
- Providing drinking water and irrigation facilities.
- Offering technical assistance to small and marginal farmers.
- Organizing medical and veterinary camps.

Background:

In Sambhajinagar taluka, agriculture is predominantly dependent on monsoon rainfall. With below-average rainfall in the Marathwada region, farming was limited to rainfed crops.

Agriculture, the primary occupation, yielded insufficient income to meet basic family needs, such as education, healthcare, and marriage expenses. This often led to borrowing loans.

Farmers with small landholdings lacked resources to adopt modern farming methods, relying instead on traditional practices. Rainfed farming restricted crop options, and limited fodder availability reduced dairy production.

Intervention:

Under the RCF's Basic Needs Development Program, significant changes were introduced:

- Farmers were grouped into three categories: extremely poor, medium,

and poor, to design targeted initiatives.

- Subsidies were provided for wells and borewells to facilitate irrigation.
- Farmers received equipment and support for drip and sprinkler irrigation systems, with ₹35,000 worth of sprinkler irrigation equipment provided at a 10% farmer contribution. Modern farm equipment like rotavators and cultivators were made available, easing field preparation.

Impact:

- **Irrigation Access:** Availability of water enabled the cultivation of vegetables and fodder, creating additional income sources.
- **Increased Income:** Enhanced farming practices and diversified activities like cash crops and dairy farming improved earnings.
- **Agricultural Development:** Farmers could now utilize modern techniques and equipment for better productivity.

Today, the village has witnessed significant growth in agricultural activities, including cash crop cultivation and dairy farming. The credit for this transformation goes to RCF's initiatives, which have empowered farmers to improve their livelihoods.

Case Study: III Sunil Harichandra Pathade (Rohila)

Project Name: Sudha

Benefit Provided: Soil Testing Facilities

Partner Organization: RCF

Background:

To empower India's agricultural sector, various initiatives are undertaken by the government and social organizations.

Farmers face numerous challenges in agriculture, one of the most critical being soil health and quality. Soil quality is a vital factor that impacts agricultural productivity. Farmers must plan their crops based on their soil's health and composition. Soil testing and diagnosis are essential to implement appropriate measures for better yields.

Recognizing this need, RCF established static soil testing centers in the Marathwada region in 2016. These centers provide farmers with soil health reports (Soil Health Cards) after analysis, enabling them to make informed decisions about crop selection, soil management, and fertilizer application.

Implementation:

Initially, the project received a lukewarm response. However, after 1,800 farmers submitted soil samples and benefited from scientific recommendations, they realized the advantages of proper soil testing. Farmers could manage fertilizers effectively, ensuring optimal crop growth and balanced fertilizer usage.

Workshops on soil conservation and management were also organized in villages to raise awareness about soil health.

Impact:

- **Cost Reduction:** Soil testing helped reduce unnecessary fertilizer usage and overall farming expenses.
- **Better Crop Management:** Farmers could plan crops and fertilizers more effectively, leading to improved yields.
- **Wide Reach:** RCF analyzed approximately 10,000 to 20,000 soil samples, significantly benefiting farmers in the region.

Farmers in the village now select appropriate crops and use fertilizers

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optimally, resulting in increased productivity and reduced costs. The **Sudha** project has played a pivotal role in transforming agricultural practices and improving farmers' livelihoods.

Case Study – IV Sandeep Ashok Shewale (Nipani)

Project Name: Bajaj Water Conservation Project

Benefit Provided: Water Usage Group Training

The Bajaj Water Conservation Project was inaugurated by Mr. C.P. Tripathi and is implemented through the CSR funds of Bajaj Auto Company. Initiatives under this project are carried out at the grassroots level by the Jankidevi Bajaj Foundation. This project is currently operational in 110 villages of Gangapur Taluka and 8 villages in Vaijapur Taluka, including Rohila Khurd, Nipani, Khamgaon, Manosalgaon, Kangav, and Rupwadi, covering nearly 4,500 hectares of land.

Approximately 2,300 families and a population of 5,000 to 10,000 have benefited from the project. The initiative aims to provide farmers with training on water conservation techniques. Workshops on farming with minimal water and efficient water management were conducted under the project in the villages.

The project identifies local needs using PRA (Participatory Rural Appraisal) and holds group discussions to spread awareness about efficient water use. As part of the project, farmers were provided with farm ponds worth ₹27,500, enabling them to develop skills for using water more efficiently. However, during implementation, it was observed that some farm ponds constructed by private contractors did not meet the desired standards of height and

quality. Farmers suggested that subsidies should be directly deposited into their accounts, allowing them to construct more robust farm ponds with better specifications.

Through this project, it is envisioned that agricultural processing industries and storage facilities like warehouses can be introduced in the future, enabling better storage of farm produce. The project has significantly improved the water availability in villages, raised groundwater levels, and enhanced farmers' skills in using water efficiently for farming. The Bajaj Water Conservation Project has transformed the community into a model of sustainable water management. Special thanks are extended to all the stakeholders of the Bajaj Water Conservation Project, especially Appasaheb Ugale, Secretary of the Marathwada Rural Development Organization, for their invaluable support.

Case Study V Suresh Vitthoba Pawar (Solgaon)

Project Name: Jal Sahara

Objective: Sustainable Water Management and Conservation in Maharashtra

The Sambhajinagar district and Marathwada region are known for frequent droughts and crop failures. Irregular rainfall and low precipitation severely affected the agricultural economy. Despite having fertile soil, the villagers could not achieve sufficient crop yields.

In the 21st century, issues like pollution and global warming have further intensified challenges in agriculture. Globalization has increased market competition, with developed nations using advanced technology to produce goods at lower costs. Comparatively, traditional farming methods incur higher production costs, making Indian agricultural produce

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less competitive. The geographic conditions of the Marathwada region are not conducive to optimal farming. Farmers face numerous challenges, including water scarcity, which was a major issue in the village before the project's implementation. Water was supplied through tankers, and crop cultivation was limited to rain-fed crops like cotton, onions, and maize. However, water availability typically lasted only until January, leading to reduced yields. Low income and high production costs compelled farmers to take loans from national and cooperative banks. Over time, loan amounts increased, creating a debt cycle. This led some farmers to sell their land, though they were aware it wasn't a sustainable solution. Low crop support prices further worsened their plight. Recognizing the need for water management, the **Jal Sahara Project** was introduced. Meetings were conducted with local farmers, and they were guided on village development planning. Considering the community's water needs, sustainable water management initiatives were undertaken. These included deepening local streams to raise groundwater levels in wells and borewells. Farmers were required to contribute 10% of the project cost through community funding, while the remaining 90% was financed by the company. Desilting village ponds was also initiated, and the nutrient-rich soil extracted was sold to farmers at a nominal fee for use on their farms. This initiative increased community contributions as well. Gradually, the villagers began participating actively in the project, although collecting the 10% contribution remained challenging for some farmers. The company's involvement required crores of rupees, and farmers were tasked with raising substantial funds locally.

Farmers supported the project financially and through labour, ensuring its success. As a result, cultivated land increased, and farmers started growing fruit crops. Nearly 75% of improved soil moisture retention was recorded, leading to increased crop yields.

This project transformed the agricultural landscape of the village, providing sustainable solutions for water management and improving the livelihoods of farmers.

Conclusion:

- CSR Essential for promoting sustainable Agriculture
- CSR holds immense potential to transform India's agricultural landscape
- CSR Activities can significantly boost Agricultural productivity.
- Enhance farmer income.
- Ensure food security for a growing nation.
- To uplift the rural economy CSR fund is require for addressing a challenges face by farmer.

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Digital Technology in Indian Higher Education: Challenges and Opportunities

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Abstract:

The integration of digital technology in Indian higher education is a transformative journey, reshaping teaching, learning, and administrative processes. This paper explores the opportunities offered by digital technology, such as increased accessibility, personalized learning, and administrative efficiency. Simultaneously, it examines challenges including digital infrastructure deficits, equity concerns, and resistance to change. A comprehensive understanding of these dynamics can guide policies and practices for leveraging technology to enhance the quality and inclusivity of higher education in India.

Keywords: *Digital Technology, Higher Education, Accessibility, Inclusivity, National Education Policy (NEP) 2020, Artificial Intelligence (AI), Employability, Digital Divide, Infrastructure, Quality Assurance.*

Introduction:

India's higher education system, one of the largest in the world, faces the dual challenge of maintaining quality and ensuring inclusivity for its diverse population. Digital technology presents a pathway to address these issues, offering innovative solutions to long-standing problems such as resource limitations and regional disparities. The National Education Policy (NEP) 2020 emphasizes the adoption of technology to democratize education, enhance quality, and build a globally competitive workforce. This paper explores the transformative potential of digital technology in higher education and examines the challenges and opportunities inherent in this transition.

Objective of the Research:

The primary objective of this research is to explore the transformative potential of digital technology in Indian higher education, identifying the opportunities it presents for enhancing accessibility, quality, and efficiency, while also examining the challenges that hinder its effective integration. The research aims to provide insights that can inform policy interventions and best practices for creating a more inclusive and effective higher education system in India.

Hypothesis:

The integration of digital technology in India's higher education system significantly enhances accessibility and educational quality while addressing existing

disparities, but its effectiveness is contingent upon overcoming infrastructural, training, and engagement challenges.

Opportunities of Digital Technology in Higher Education in India:

The integration of digital technology into India's higher education sector has ushered in a transformative era, presenting numerous opportunities to enhance accessibility, quality, and efficiency. This article explores these opportunities, supported by current statistical data and analyses.

Enhanced Accessibility and Reach:

Digital platforms have significantly broadened the reach of higher education in India, enabling institutions to transcend geographical barriers and cater to a diverse student population. The advent of online courses and degree programs has democratized education, making it accessible to students in remote and underserved areas. The Indian government's initiatives, such as the National Digital University (NDU), aim to further this reach. The NDU, expected to launch in 2023, plans to offer a range of programs audited and certified by academics to ensure quality and relevance. This initiative is designed to provide inclusive learning experiences, leveraging technology to deliver education across the nation.

Personalized and Adaptive Learning:

The incorporation of Artificial Intelligence (AI) and data analytics in education has paved the way for personalized and adaptive learning experiences. These technologies analyze individual learning patterns and preferences, allowing for customized content delivery that enhances student engagement and

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comprehension. A study investigating the significance of AI-enabled learning tools in India's higher education system highlights their role in addressing challenges in a volatile, uncertain, complex, and ambiguous (VUCA) world. The study emphasizes that such tools contribute to more effective learning outcomes by adapting to the specific needs of students.

Expansion of Educational Offerings:

Digital technology enables universities to offer a wider variety of courses to a larger student base. This expansion includes the introduction of niche subjects and interdisciplinary programs that were previously limited due to resource constraints. According to a report by Times Higher Education, digital platforms allow institutions to circumvent traditional challenges, such as a shortage of teachers and rigid curricula, by providing flexible and diverse educational offerings. This flexibility caters to the evolving demands of the job market and student interests.

Improved Administrative Efficiency:

The digitization of administrative processes in higher education institutions has led to increased efficiency and transparency. Online management platforms streamline tasks such as admissions, examinations, and student record management, reducing manual errors and processing times. The UNESCO Global Education Monitoring Report 2023 notes that higher education is the subsector with the highest rate of digital technology adoption, with online management platforms replacing traditional campus operations. The use of data analytics has also grown in education management, contributing to more informed decision-making processes.

Bridging the Employability Gap:

Digital technology plays a crucial role in enhancing the employability of graduates by aligning educational outcomes with industry requirements. Online platforms facilitate collaborations between academia and industry, offering students access to real-world projects, internships, and skill development programs. Despite these advancements, challenges remain. India's overall employability stood at 50.8% in 2023, indicating a vast scope for improvement. To address this, higher education institutions are increasingly integrating digital tools to provide students with industry-relevant skills and experiences, thereby improving their job readiness.

Economic Growth and Global Competitiveness:

The digital transformation of higher education contributes to India's economic growth by creating a tech-savvy workforce capable of driving innovation and productivity. The Indian EdTech market size is expected to reach US\$30 billion by 2031, up from US\$700-800 million in 2021, reflecting the rapid adoption of digital learning solutions.

Furthermore, India's emergence as a global services hub is supported by its large pool of STEM graduates. This positions the country as a favorable destination for multinational companies seeking skilled talent, thereby enhancing its global competitiveness.

The integration of digital technology in India's higher education sector presents substantial opportunities to enhance accessibility, personalize learning, expand educational offerings, improve administrative efficiency, bridge the

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employability gap, and contribute to economic growth. While challenges persist, the ongoing digital transformation holds the promise of a more inclusive, efficient, and globally competitive higher education system in India.

Challenges in Digital Technology Integration in Higher Education in India:

The integration of digital technology into higher education in India holds significant promise for enhancing accessibility, quality, and efficiency. However, this transition is fraught with challenges that impede its seamless implementation. This article delves into the primary obstacles hindering digital technology integration in Indian higher education, supported by current statistical data, and offers an analysis of each issue.

Digital Divide:

A significant barrier to digital integration is the digital divide—the gap between those with easy access to digital technologies and those without. In India, this divide is pronounced, particularly between urban and rural areas. A 2021 study by the Azim Premji Foundation revealed that nearly 60% of school children could not access online learning opportunities, underscoring the widespread lack of digital access. The lack of access to reliable internet and digital devices in rural and economically disadvantaged regions hampers the equitable distribution of educational resources. This disparity not only affects students but also limits educators' ability to deliver digital content effectively.

Inadequate Infrastructure:

The successful integration of digital technology necessitates robust infrastructure,

including high-speed internet, adequate hardware, and reliable power supply. Many educational institutions, especially in rural areas, lack these essentials. A 2019 article highlighted that poor internet connectivity remains a significant challenge for digital education in both rural and some urban areas. Without the necessary infrastructure, initiatives to digitize education are likely to falter. Institutions must invest in upgrading their technological infrastructure to support digital learning platforms effectively.

Faculty Resistance and Lack of Training:

The transition to digital education requires faculty members to adapt to new teaching methodologies and tools. However, resistance to change and a lack of adequate training pose significant challenges. A 2023 study noted that incorporating computer technology in higher education presents challenges, including the necessity for faculty training. Faculty members may resist adopting digital tools due to unfamiliarity or skepticism about their efficacy. Comprehensive training programs and continuous professional development are essential to equip educators with the skills needed for effective digital instruction.

Quality Assurance and Content Relevance:

Ensuring the quality and relevance of digital educational content is crucial. The rapid proliferation of online courses raises concerns about maintaining academic standards. A 2023 article emphasized the need for audits and certifications to assess the communicability, content structure, and relevance of courses to ensure their reliability.

Without standardized guidelines and regular assessments, the quality of digital education

can vary widely, potentially diminishing its credibility. Establishing robust quality assurance mechanisms is imperative to maintain educational standards.

Cyber Security and Data Privacy Concerns:

The shift to digital platforms exposes educational institutions to cybersecurity threats and data privacy issues. Protecting sensitive information is paramount to maintaining trust and compliance with legal standards. A 2023 study highlighted concerns about privacy and data security as challenges in incorporating technology in higher education. Institutions must implement stringent cybersecurity measures and educate stakeholders about data privacy to safeguard against breaches and build confidence in digital systems.

Financial Constraints:

Implementing digital technologies requires substantial financial investment, which can be a significant hurdle for many institutions. Limited budgets may impede the acquisition of necessary infrastructure and resources. A 2023 article discussed the challenges faced by higher education institutions in India, including financial constraints, as they adopt digital technologies. Securing funding and allocating resources efficiently are critical to overcoming financial barriers. Exploring public-private partnerships and government grants can provide alternative funding avenues.

Student Engagement and Motivation:

Maintaining student engagement in a digital learning environment can be challenging. The lack of face-to-face interaction may lead to decreased motivation and participation. A 2023 study noted that

the digital gap poses challenges in higher education, potentially affecting student engagement. Developing interactive and engaging digital content, along with fostering a supportive online community, is essential to keep students motivated and involved in their learning process. While the integration of digital technology in Indian higher education presents numerous opportunities, addressing these challenges is crucial for its success. A concerted effort involving infrastructure development, faculty training, quality assurance, cybersecurity measures, financial investment, and strategies to enhance student engagement is essential. By tackling these obstacles, India can harness the full potential of digital education to create a more inclusive and effective higher education system.

Policy Interventions for Inclusive Higher Education in India:

The integration of digital technology in India's higher education sector has been transformative, offering avenues for enhanced accessibility, quality, and inclusivity. However, this transition presents challenges that necessitate strategic policy interventions and the adoption of best practices. This article examines the current landscape of digital technology in Indian higher education, analyzes policy measures, and highlights best practices aimed at fostering an inclusive educational environment.

Current Landscape of Digital Technology in Higher Education:

India's higher education system is one of the largest globally, comprising over 900 universities and 40,000 colleges. The National Education Policy (NEP) 2020

envisions a substantial increase in Gross Enrollment Ratio (GER) from 26.3% (2018) to 50% by 2035, necessitating the addition of approximately 26 million enrollments. Achieving this ambitious target requires significant investments in infrastructure, faculty, and technology. The COVID-19 pandemic accelerated the adoption of digital platforms, revealing both the potential and the disparities within the system. A study by the Azim Premji Foundation in 2021 indicated that nearly 60% of school children lacked access to online learning opportunities, highlighting a significant digital divide that extends into higher education. NEP 2020 emphasizes the integration of technology at all educational levels, advocating for the development of digital infrastructure, digital content, and capacity building. It proposes the establishment of a National Educational Technology Forum (NETF) to facilitate decision-making on the induction, deployment, and use of technology. **Digital India Campaign:** Launched in 2015, this initiative aims to enhance digital infrastructure and literacy across the country. While it has made strides in improving internet connectivity, challenges remain in rural and remote areas. **National Digital Educational Architecture (NDEAR)** aims to create a unified digital infrastructure to support the education ecosystem, promoting interoperability and inclusive access to educational resources.

Best Practices for Inclusive Digital Education:

Public-Private Partnerships (PPPs):

Collaborations between government bodies and private sector companies can

facilitate the development of digital infrastructure and the creation of high-quality educational content. Such partnerships can also drive innovation and investment in the education sector.

Capacity Building:

Regular training programs for faculty and administrative staff are essential to enhance digital literacy and pedagogical skills. Institutions can organize workshops, seminars, and certification courses to keep educators updated with the latest technological advancements.

Localized Content Development:

Creating educational content in regional languages can bridge language barriers and make learning more accessible. This approach caters to the linguistic diversity of India and ensures that students from different regions can engage with the material effectively.

Student-Centric Approaches:

Implementing adaptive learning technologies that cater to individual student needs can enhance engagement and learning outcomes. Personalized learning paths can address diverse learning styles and paces, making education more inclusive.

Robust Assessment Mechanisms:

Developing reliable online assessment tools that ensure academic integrity and provide timely feedback is crucial. These tools should be designed to accommodate various types of assessments, including formative and summative evaluations.

Support Systems for Students with Disabilities:

Implementing assistive technologies and ensuring that digital platforms are accessible to students with disabilities is vital for inclusivity. Institutions should

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adhere to universal design principles to make learning environments accessible to all students.

Conclusion:

Digital technology has immense potential to revolutionize Indian higher education, addressing longstanding challenges and creating new opportunities. However, the success of this transformation hinges on addressing critical barriers such as the digital divide, quality assurance, and resistance to change. A collaborative effort involving policymakers, educators, and industry stakeholders is essential to build a resilient and inclusive education system. By leveraging technology strategically, India can position itself as a global leader in higher education.

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Digital Transformation In Indian Libraries: Challenges And Opportunities

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Abstract:

Digital transformation has emerged as a pivotal force reshaping the operational paradigms of libraries worldwide. In the Indian context, this transformation is particularly significant as it intersects with diverse cultural, linguistic, and technological landscapes. This paper explores the trajectory of digital transformation in Indian libraries, focusing on its impact on resource management, service delivery, and user engagement. The research examines the adoption of digital tools such as cloud-based platforms, integrated library management systems, and digital archives to enhance accessibility and inclusivity. It also investigates the challenges faced by Indian libraries, including budget constraints, infrastructure gaps, and the need for digital literacy among staff and users. By analyzing case studies and policy frameworks, the study highlights best practices and strategies for fostering innovation while preserving the rich heritage of Indian libraries. The findings underscore the importance of a collaborative approach involving government bodies, educational institutions, and technology providers to ensure a sustainable and equitable digital future for libraries in India.

Keywords: Digital Transformation, Indian Libraries, Library Management Systems, Digital Archives, Information Technology, User Engagement

Introduction:

Libraries have long been regarded as gateways to knowledge, serving as repositories of information, culture, and history. In the 21st century, the advent of digital technology has transformed libraries from physical spaces into dynamic hubs of digital information and services. This transformation has been particularly significant in India, a country marked by its diversity in language, culture, and literacy levels. With the rapid growth of the internet, increasing penetration of smartphones, and widespread digital initiatives like "Digital India," libraries in the country are

experiencing a paradigm shift in their operations and services.

Digital transformation in Indian libraries encompasses the integration of technology into library management, the digitization of resources, and the adoption of innovative services to meet the changing needs of users. From academic and public libraries to specialized institutional collections, the focus has shifted to creating accessible, user-friendly, and resource-efficient environments. Technologies such as integrated library management systems (ILMS), cloud-based platforms, digital archives, and e-learning tools are redefining

the way libraries collect, organize, and disseminate information.

However, this transformation is not without its challenges. Libraries in India face issues such as insufficient funding, lack of digital infrastructure, resistance to change among staff, and limited digital literacy among users. Despite these barriers, there is significant progress, driven by initiatives at both government and institutional levels. Programs like the National Digital Library of India (NDLI) and various state-sponsored library digitization projects highlight the potential for technology to bridge information gaps and promote inclusivity.

This paper aims to explore the multifaceted impact of digital transformation on Indian libraries, examining the opportunities, challenges, and strategies shaping this evolution. By understanding the current landscape, identifying best practices, and addressing existing gaps, the research seeks to contribute to a sustainable framework for enhancing library services in the digital era.

Objective of the Research:

- 1) To explore and analyze the impact, challenges, and opportunities associated with the digital transformation of libraries in India.
- 2) To assess the extent to which digital technologies have been adopted in Indian libraries, including public, academic, and specialized libraries.
- 3) To examine the factors driving digital transformation and the challenges hindering its implementation, such as infrastructure gaps, funding constraints, and digital literacy issues.
- 4) To investigate how digital transformation has influenced library operations,

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resource management, accessibility, and user engagement.

- 5) To highlight case studies of libraries in India that have successfully embraced digital transformation to improve their services and reach.

Literature Review:

The literature on the digital transformation of Indian libraries reveals a progressive exploration of technological advancements, user expectations, and institutional challenges. Singh and Kumar (2015) discussed the role of integrated library management systems (ILMS) in streamlining library operations while highlighting challenges like staff training and funding. Gupta (2017) examined the adoption of digital technologies in public libraries, emphasizing user-centric tools under the National Mission on Libraries. Rana and Agrawal (2018) highlighted the growing significance of e-resources in academic libraries, stressing licensing and resource-sharing agreements. Bansal (2019) focused on the National Digital Library of India (NDLI) and its potential to enhance digital literacy and accessibility. Kumar and Joshi (2020) explored artificial intelligence and machine learning applications in libraries, such as chatbots and recommendation systems. Sharma (2021) emphasized digitizing rare manuscripts and cultural preservation projects like the Digital Library of India. Verma and Sinha (2022) identified infrastructure and internet connectivity as key barriers to digital transformation in rural libraries, recommending mobile-based solutions. Chakraborty (2023) analyzed evolving user expectations, highlighting demands for personalized services and multimedia

resources. In the same year, Desai and Patel (2023) assessed the impact of government policies, such as Digital India, in providing a framework for funding and resource development. Finally, Nair and Thomas (2024) underscored the importance of collaborative networks among libraries for resource sharing and digital innovation, advocating for consortia and interlibrary loan systems. Collectively, these studies provide valuable insights into the strategies shaping the future of Indian libraries.

Research Methodology:

This study uses a mixed-methods approach to explore digital transformation in Indian libraries. It collects quantitative and qualitative data from various sources, including surveys, interviews, policy documents, and literature reviews. The research aims to identify trends, challenges, and best practices in digital transformation. The study ensures validity, reliability, and ethical considerations, ensuring informed consent and data confidentiality.

Digital Transformation in Indian Libraries:

Libraries have evolved significantly through the adoption of digital technologies, becoming dynamic centers of knowledge. Key elements of this transformation include online catalogs and digital archives, e-books and online resources, automation and smart technologies, personalized library services, and security and data management.

In India, libraries form an extensive network across the country catering to diverse groups including students, researchers, professionals, and the general public. The digital transformation of Indian

libraries faces unique challenges and opportunities.

India has a large and varied population with significant differences in digital literacy, internet connectivity, and access to technology. While urban areas have better access to digital resources, rural areas still face challenges in terms of internet infrastructure and digital skills.

The National Digital Library of India (NDLI) aims to provide a digital platform for educational resources and research materials, acting as a hub for academic content. The Digital India Initiative is launched by the Indian government to bridge the digital divide by promoting digital literacy, enhancing connectivity, and increasing access to digital services.

India has established various library networks, such as the Information and Library Network (INFLIBNET), which allow libraries to share resources and collaborate. These networks are essential in creating a more connected and resourceful library ecosystem. Limited technological infrastructure, limited access to high-speed internet, and insufficient funding for digital tools.

Public-private partnerships between government bodies, private tech companies, and non-profits could help overcome infrastructure and financial challenges, facilitating the digital transformation of libraries.

Empowering library staff and users through training in digital tools and resources is critical for ensuring successful digital transformation. Programs to build digital literacy among users can foster more effective engagement with digital resources.

While libraries worldwide are leveraging cutting-edge tools like AI, ML,

and blockchain to enhance library services, India is making substantial progress towards digitizing its libraries. Addressing challenges such as infrastructure gaps, digital literacy, and funding, while exploring opportunities for public-private collaborations and capacity-building initiatives, is crucial for India's digital library transformation.

Challenges in Digital Transformation of Libraries:

Digital transformation in libraries presents numerous challenges, particularly in countries like India where the infrastructure and resources available to libraries differ significantly between urban and rural areas. These challenges include technological infrastructure gaps, digital literacy, funding constraints, copyright and licensing issues, resistance to change, and stakeholder resistance.

Rural and semi-urban regions often lack the essential digital infrastructure needed to implement modern technologies, such as high-speed internet, modern computing devices, and network systems. Upgrading legacy systems is also a challenge, as many libraries still operate using outdated systems or manual processes. This lack of infrastructure hinders the implementation of Integrated Library Management Systems (ILMS) and other essential digital tools.

Digital literacy is another challenge, with many library professionals lacking training in digital tools, technologies, and platforms. User readiness is also a concern, as users may have limited knowledge of how to navigate digital resources. Raising awareness about the benefits and availability of digital tools is crucial to overcoming this barrier.

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Funding constraints are also significant, with public and academic libraries often operating under tight budgets, leaving limited resources for digital initiatives. Continuous funding is essential for the long-term sustainability of digital transformations, but the initial costs of implementing digital systems can be prohibitive for many libraries.

Copyright and licensing issues are also significant, with digital resources often subject to strict copyright regulations and licensing agreements. Libraries may struggle to navigate the legal complexities of acquiring and sharing digital content, and balancing copyright laws with the goal of providing free and equal access to information is a delicate issue.

International licensing challenges may also limit the variety and availability of global resources. Cultural and institutional resistance, stakeholder reluctance, and inertia in academic and research libraries also contribute to resistance to digital transformation.

To overcome challenges in digital transformation, libraries need government support, public-private partnerships, and ongoing capacity building. Government investment in infrastructure, training programs, and financial incentives is crucial. Public-private partnerships between government, tech companies, and non-profit organizations can provide necessary tools and funding. Training programs for staff and users, focusing on digital literacy, are essential for effective digital service. Simplifying copyright and licensing processes and negotiating better deals for libraries can ensure access to digital content while staying within legal frameworks. By addressing these challenges, libraries can

fully realize the potential of digital transformation and enhance global access to information and resources.

Opportunities in Digital Transformation of Libraries:

Digital transformation in libraries offers numerous opportunities to improve accessibility, foster collaboration, and make data-driven decisions. These opportunities include 24/7 availability of resources, global reach, diverse formats, shared digital repositories, resource pooling, and global knowledge sharing.

Digital platforms enable round-the-clock access to library resources, breaking down barriers of time and location. This is particularly beneficial for students, researchers, and professionals who may need to access materials outside of traditional library hours. Libraries can expand their global reach, providing access to their collections to users from different geographic locations. Digital platforms can offer various formats, catering to users with different preferences or disabilities.

Collaboration and networking are also key benefits of digital transformation. Libraries can collaborate and share resources through centralized digital platforms or consortia, reducing redundancy and optimizing the use of library collections. Participating in library networks like INFLIBNET in India allows libraries to pool resources, leading to efficient use of funds and improved resource availability.

User engagement is another significant benefit of digital transformation. Mobile apps, interactive websites, and digital catalogs can enhance user experience by providing personalized recommendations, push notifications about new content, and

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events. Virtual Reality (VR) and Augmented Reality (AR) technologies can create immersive learning experiences, while gamification can motivate younger audiences to engage with library resources.

Data-driven decisions are also possible through user behavior analytics, which helps libraries make informed decisions about acquisitions, resource management, and content curation. Personalized services based on data insights lead to higher user satisfaction and engagement. Efficient resource allocation can be achieved by identifying underutilized resources and making strategic decisions on what materials to invest in, what services to prioritize, and where to allocate funding.

Preservation of cultural heritage is another significant benefit of digital transformation. Libraries can digitize rare and fragile materials, making them accessible to a global audience. Digital archives ensure long-term preservation of cultural heritage, with backup systems and cloud storage preventing the loss of valuable materials due to natural disasters, theft, or decay.

Digital transformation presents libraries with vast opportunities to enhance their role in society. However, overcoming challenges such as technological infrastructure gaps, digital literacy, and funding constraints is crucial to fully realize the potential of digital libraries.

Conclusion:

India's digital transformation of libraries is a significant step towards modernizing information management, improving user experiences, and expanding access to resources. Key initiatives like the National Digital Library of India (NDLI)

and the Digital India program aim to bridge the digital divide, providing access to educational resources, research materials, and cultural heritage content. However, challenges such as limited technological infrastructure, digital literacy gaps, financial constraints, and copyright issues must be addressed. Despite these obstacles, the benefits of digital transformation are vast, including enhanced accessibility, collaboration across institutions, interactive technologies, and data-driven decision-making. Digital preservation of rare cultural and academic resources ensures India's rich heritage and knowledge base is preserved for future generations. With continued investment, strategic partnerships, and overcoming existing barriers, India's libraries can become powerful hubs of digital knowledge, supporting the country's educational, research, and cultural aspirations in the 21st century.

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Education for Sustainable Development

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Introduction:

Education for Sustainable Development is a process of learning that aims to empower individuals and communities to make informed decisions and take responsible actions for environmental, social, and economic sustainability. It is a holistic approach that considers the interconnections between economic, social, and environmental factors, and recognizes that sustainable development requires the integration of these three pillars.

Education for sustainable development aims to equip individuals with the knowledge, skills, and values needed to address the challenges of sustainable development. This includes understanding the interconnectedness of the natural world, recognizing the impact of human activities on the environment, and developing strategies to mitigate negative impacts and promote positive change.

To achieve environmental sustainability, education is an essential tool. Without education, there cannot be sustainable development at any level. The lack of vision for a sustainable future is evident in the growing economic trends and consumption patterns of man. And to tackle this challenge a positive change in awareness, knowledge, attitude and behavior is needed and this can be done by using

education as a tool. The Sustainable Development Goals were announced by the United Nations in 2015, with countries around the world participating and signing up to the global goals. Since then, this is the question on everyone's mind regarding these very ambitious global goals. People are questioning, doubting and debating whether these goals are achievable and realistic.

The Relationship between Education and Sustainability:

Education and sustainability are closely interconnected, and a sustainable future depends on the quality and extent of education that promotes sustainable development. Education plays a critical role in creating a more sustainable world by raising awareness, fostering critical thinking and problem-solving skills, and encouraging responsible and ethical behavior.

Here are some of the ways education and sustainability are linked:

1. Education Promotes Sustainability

Literacy: Education provides learners with the knowledge, skills, and attitudes necessary to understand the interconnectedness of social, economic, and environmental systems. It helps individuals understand the complex challenges facing our world and equips them with the tools to address these challenges sustainably.

2. Education Fosters Sustainable

Behavior: Education can shape individuals' values and attitudes, influencing their behavior towards sustainable lifestyles. It helps individuals to understand the impacts of their actions on the environment, society, and economy, and empowers them to make informed choices that support sustainability.

3. Education Supports Sustainable

Development: Sustainable development requires a multi-disciplinary approach, and education plays a critical role in creating a workforce capable of solving complex problems sustainably. Education can equip individuals with skills and knowledge in areas such as renewable energy, green technology, and sustainable agriculture, which are essential for sustainable development.

4. Education Promotes Environmental

Stewardship: Education can promote environmental stewardship by increasing awareness of environmental issues, teaching responsible use of natural resources, and promoting conservation practices. Education can empower individuals to take responsibility for protecting the environment and creating a more sustainable world.

In summary, education is critical to achieving sustainability as it promotes sustainability literacy, fosters sustainable behavior, supports sustainable development, and promotes environmental stewardship.

National Education Policy 2020 and Sustainable Development in Education:

The National Education Policy (NEP) 2020 in India emphasizes the importance of education for sustainable development and recognizes the need to integrate sustainability principles across all levels of education. The NEP identifies

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sustainable development as a crucial priority area for education and includes several provisions to promote sustainable development in education.

Here are some of the ways that NEP 2020 promotes sustainable development in education:

1. Integration of Environmental

Education: The NEP emphasizes the need to integrate environmental education across all levels of education, from primary to higher education. This includes creating awareness about environmental issues, promoting sustainable behavior, and developing skills necessary for sustainable development.

2. Inclusion of Sustainability in Teacher

Training: The NEP recognizes that teachers play a crucial role in promoting sustainable development in education and emphasizes the need to include sustainability in teacher training programs.

3. Promotion of Experiential Learning:

The NEP promotes experiential learning, which involves hands-on and practical learning experiences, to develop skills and attitudes necessary for sustainable development.

4. Focus on Vocational Education:

The NEP encourages vocational education and skill development programs that are relevant to the local context and promote sustainable livelihoods.

5. Use of Technology for Sustainability:

The NEP recognizes the potential of technology in promoting sustainable development and encourages the use of technology in education to create awareness and promote sustainable behavior.

Conclusion:

In conclusion, Education for Sustainable Development (ESD) is critical for creating a sustainable future in India. The National Education Policy 2020 recognizes the importance of ESD and has made provisions for its integration into the education system. However, there are still several barriers to promoting ESD in India, including a lack of awareness, inadequate infrastructure, insufficient funding, limited teacher training, socio-economic disparities, a focus on traditional education, and resistance to change. To overcome these challenges and promote effective implementation of ESD, there needs to be a multi-pronged approach involving government support, education reform, community engagement, and public awareness campaigns. The promotion of ESD in India requires the collaboration and involvement of all stakeholders, including the government, educators, parents, and the general public. By promoting ESD, India can create a future that is sustainable, equitable, and inclusive. ESD can help to create a more environmentally conscious and socially responsible society that is better equipped to meet the challenges of the future. Therefore, it is essential to prioritize ESD in the education system to ensure a sustainable and prosperous future for all in India.

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Bridging The Gap: Enhancing Library Services For Marginalized Communities

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Abstract:

Libraries are pivotal in fostering equitable access to knowledge and resources. However, marginalized communities often face barriers to fully utilizing these services. This paper explores strategies to enhance library services for marginalized communities, including innovations in accessibility, outreach programs, cultural sensitivity, and partnerships. It highlights study and proposes a framework for inclusive library practices.

Introduction:

Libraries have long been regarded as bastions of knowledge and inclusion, yet systemic inequities persist, limiting their accessibility to marginalized groups such as economically disadvantaged individuals, ethnic minorities, persons with disabilities, and LGBTQ+ populations. This paper examines the root causes of these barriers and suggests actionable solutions to bridge this gap.

Understanding Marginalized Communities: Libraries often face challenges in addressing the needs of marginalized communities, which can include groups that experience social, economic, or cultural exclusion. Here's an expanded overview of marginalized communities in libraries:

Definition of Marginalized Communities: Marginalized communities in the context of libraries include groups that face systemic barriers to accessing library resources,

programs, and services. These groups often lack representation or are underserved due to social, cultural, economic, or institutional biases.

Examples of Marginalized Communities:

Economically Disadvantaged Individuals:

People with limited financial resources may lack transportation, digital access, or the means to afford library fines and fees.

Ethnic and Racial Minorities:

Communities underrepresented in mainstream library collections and services, particularly those whose languages, histories, and cultural practices are not reflected.

People with Disabilities: Individuals with physical, sensory, or cognitive disabilities often face challenges with library infrastructure, technologies, and resources that are not designed inclusively.

LGBTQ+ Populations: People in these groups may struggle to find materials that

affirm their identities or fear discrimination in public spaces.

Immigrants and Non-Native Speakers:

Barriers such as language proficiency, legal status concerns, and unfamiliarity with library systems can hinder access for immigrant populations.

Rural and Remote Populations: Those living in geographically isolated areas often lack access to library facilities and resources due to infrastructure challenges.

Marginalized communities face unique challenges that often intersect, compounding their exclusion from mainstream services. For libraries to serve these communities effectively, it is essential to understand their needs, which may include:

- Access to culturally relevant materials.
- Resources for individuals with disabilities, such as adaptive technologies.
- Safe spaces for minority groups, including LGBTQ+ individuals.
- Programs tailored to non-native speakers or those with limited literacy skills.

Barriers to Library Access:

Physical Barriers: Inadequate infrastructure can make library spaces inaccessible to certain groups, particularly individuals with disabilities and those in rural areas.

Examples:

- **Accessibility Challenges:** Lack of wheelchair ramps, elevators, and accessible restrooms.
- **Remote Locations:** Limited or no library facilities in rural or underserved areas.

- **Transportation Issues:** High costs or unavailability of transportation options to reach libraries.

Economic Barriers: Financial limitations can prevent individuals from fully utilizing library services.

Examples:

- **Fines and Fees:** Overdue book fees or membership costs that some cannot afford.
- **Digital Divide:** Lack of access to computers, internet, or devices required for digital resources.
- **Transportation Costs:** Expenses related to traveling to the library.

Linguistic and Cultural Barriers:

Libraries may fail to reflect the languages, cultural practices, and traditions of diverse communities.

Examples:

- **Limited Multilingual Resources:** Insufficient books, programs, and materials in languages other than the dominant one.
- **Cultural Disconnect:** Services and materials that do not align with the cultural norms or interests of certain communities.
- **Fear of Discrimination:** Marginalized groups may avoid libraries due to concerns about bias or unwelcoming staff.

Technological Barriers: The increasing reliance on digital technologies in libraries can alienate those without the necessary skills or access to equipment.

Examples:

- **Digital Literacy Gap:** Limited knowledge of using computers or navigating online resources.
- **Insufficient Accessibility Tools:** Lack of screen readers, Braille

displays, or other assistive technologies.

- **Inconsistent Internet Access:** Unreliable or unavailable broadband services in low-income or rural areas.

Perceptual and Psychological Barriers:

Prejudices, stereotypes, or past negative experiences can deter marginalized groups from viewing libraries as safe or welcoming spaces.

Examples:

- **Fear of Judgment:** Concerns about being treated unfairly based on socioeconomic status, ethnicity, or identity.
- **Past Discrimination:** Negative experiences that diminish trust in public institutions.
- **Lack of Representation:** Few library staff members from diverse backgrounds, reinforcing feelings of alienation.

Educational and Informational Barriers:

Limited awareness of library services and lack of targeted outreach prevent marginalized groups from utilizing available resources.

Examples:

- **Uninformed Populations:** Many may not know about free library services, especially in immigrant or non-English-speaking communities.
- **Literacy Challenges:** Difficulty accessing print or digital materials due to low literacy skills.

Strategies for Enhancing Library Services:

Improving Accessibility: Implement universal design principles to ensure physical spaces and online resources are
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accessible to all. And Offer assistive technologies such as screen readers, hearing loops, and Braille materials.

Developing Inclusive Collections: Curate diverse materials that reflect the histories, cultures, and languages of marginalized groups. And Collaborate with community members to identify gaps in the collection.

Building Trust Through Outreach: Partner with local organizations to co-create programs tailored to community needs. And Train library staff in cultural competency and trauma-informed practices.

Leveraging Technology: Establish digital literacy programs to bridge the digital divide. And Create mobile library services to reach underserved areas.

Proposed Framework for Inclusive Library Practices

An effective framework for creating inclusive library practices must focus on understanding community needs, designing equitable services, and fostering an environment that promotes access, representation, and empowerment. Below is a structured framework:

Community Assessment: Understand the unique needs, challenges, and aspirations of marginalized communities. Engage directly with community members to identify gaps in services. Partner with cultural, religious, and social organizations to gain insights. Use demographic and socioeconomic data to inform library priorities.

Inclusive Service Design: Create services and programs tailored to the needs of marginalized groups. Implement universal design principles (e.g., ramps, elevators, tactile signage). Ensure spaces accommodate people with disabilities. Curate books, media, and resources in multiple languages

and reflecting diverse cultural narratives. Include materials addressing the histories and contributions of marginalized communities. Provide assistive technologies such as screen readers, Braille printers, and hearing aids. Offer free Wi-Fi, computers, and device lending programs.

Staff Training and Capacity Building: Equip library staff with skills and knowledge to serve diverse populations effectively. Regularly train staff to understand and respect cultural, linguistic, and identity-based differences. Educate staff on how to interact compassionately with individuals who have experienced discrimination or hardship. Strive to hire staff from diverse backgrounds to reflect the communities being served.

Outreach and Engagement: Build trust and awareness among marginalized communities. Collaborate with local nonprofits, schools, and advocacy groups to co-develop programs and reach underserved populations. Bring library resources to remote or underserved areas. Host events like cultural celebrations, literacy workshops, and job fairs. Create safe spaces and discussion groups for LGBTQ+ individuals, ethnic minorities, or other underrepresented groups.

Digital Inclusion: Bridge the digital divide and improve technological access for marginalized communities. Offer free workshops to teach basic computer skills, internet navigation, and software use. Provide laptops, tablets, and other devices for community use. Ensure websites and e-resources meet accessibility standards (e.g., WCAG compliance).

Policy Reform and Advocacy: Advocate for policies that promote equity and inclusion within libraries and beyond.

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Eliminate overdue fees to ensure financial constraints do not hinder access. Ensure user data is secure, especially for vulnerable populations like undocumented immigrants. Regularly review policies to identify and address systemic inequities.

Evaluation and Feedback: Continuously assess the effectiveness of inclusive practices and adapt accordingly. Create anonymous surveys, suggestion boxes, and town hall meetings to gather input. Track metrics such as attendance at programs, borrowing rates, and community satisfaction. Use evaluation data to refine and enhance services over time.

Implementation Roadmap:

To ensure the framework success, libraries should follow these implementation steps:

1. **Establish Inclusion Goals:** Define clear objectives aligned with the library mission.
2. **Secure Funding:** Advocate for grants and partnerships to support inclusive initiatives.
3. **Pilot Programs:** Test new services with small groups and scale successful initiatives.
4. **Monitor Progress:** Regularly review progress against goals and adjust strategies as needed.

Conclusion:

Enhancing library services for marginalized communities is not only a matter of equity but also a means to empower individuals and strengthen societies. By addressing barriers, fostering inclusion, and building partnerships, libraries can fulfill their mission as equitable

access points for knowledge and opportunity.

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Role Of Digital Technology In Promoting Sustainability

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Abstract:

We explore how digital technologies are helping address grand challenges to tackle climate change and promote sustainable development. With digital technologies, entrepreneurial organizations have adopted innovative approaches to tackle seemingly intractable societal challenges. We refer to these broadly as digital sustainability activities. We believe that digital sustainability can spur empirical advances in entrepreneurship, innovation, and strategies with potential for positive impact on society. Digital technologies are transforming the world around us. From the way we communicate and work to the way we produce and consume goods, digital technologies are having a profound impact on our lives.

Introduction:

Sustainable digitization involves encouraging the development and use of technologies with sustainability considerations in mind, i.e. sustainability by design. This ensures that technological advancements prioritize ethical considerations and environmental sustainability throughout their lifecycle. Digitalization is revolutionizing how we interact with the environment, from monitoring ecosystems to conserving resources to influencing markets and consumer behaviours.

Sustainable Development Goals (SDG):

The SDGs are integrated, meaning that they recognize that action in one area will affect outcomes in others. For example, addressing poverty is impossible without addressing hunger, health, education, and gender equality. Similarly, protecting the

environment is impossible without sustainable economic growth and responsible consumption and production. The SDGs are ambitious, but they are achievable. By working together, we can create a better future for all.

Here are some examples of how the SDGs are being implemented around the world:

In India, the government is using digital technologies to provide access to financial services to people in low-income communities. This is helping to reduce poverty and promote economic growth.

In Kenya, the government is using solar energy to power schools and hospitals in rural areas. This is improving access to education and healthcare, and it is also helping to reduce greenhouse gas emissions.

In Costa Rica, the government has protected 25% of its land area and

marine territory. This is helping to protect biodiversity and to create sustainable jobs in the tourism and ecotourism sectors.

Here are some of the key reasons why achieving the SDGs is so important for global development:

Poverty Reduction: The SDGs are designed to end extreme poverty and reduce all forms of poverty everywhere. By achieving the SDGs, we can create a world where everyone has the opportunity to live a decent life.

Reduced Inequality: The SDGs aim to reduce inequality within and between countries. By achieving the SDGs, we can create a more just and equitable world.

Climate Action: The SDGs aim to take urgent action to combat climate change and its impacts. By achieving the SDGs, we can protect our planet and prevent the worst effects of climate change.

Environmental Protection: The SDGs aim to protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss. By achieving the SDGs, we can safeguard our planet for future generations.

Peace and Justice: The SDGs aim to promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. By achieving the SDGs, we can create a more peaceful and just world for all. Here are some specific examples of how the SDGs are contributing to global development

No Poverty: The World Bank estimates that the number of people living in extreme
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poverty has declined by more than half since 1990. This progress is due in part to the implementation of policies and programs that promote economic growth, reduce inequality, and invest in education and healthcare.

Zero Hunger: The global hunger rate has fallen by more than 20% since 1990. This progress is due in part to the development of new agricultural technologies, increased investment in rural development, and the expansion of social safety net

Good Health and Well-being: The global child mortality rate has fallen by more than 60% since 1990. This progress is due in part to the expansion of immunized programs, improved access to clean water and sanitation, and better maternal and child health care.

Quality Education Gender Equality: The gender gap in primary and secondary education has closed in most countries. This progress is due in part to targeted policies and programs that promote gender equality in education.

Digital technologies can contribute to achieving the Sustainable Development Goals (SDGs) in a number of ways:

Reducing poverty and inequality, Promoting education and lifelong learning, protecting the environment and combating climate change, Building peaceful and inclusive societies

Let's explore on the roles of digital technologies in the Sustainable Development Goals (SDGs):

Digital Technologies for Poverty Reduction and Economic Growth:

Mobile Money and E-Commerce:

Mobile money is providing financial services to millions of people who were

previously unbanked. This is helping to reduce poverty and inequality, and is also boosting economic growth.

Digital Financial Services:

Digital financial services (DFS) are financial services that are delivered through digital channels, such as mobile phones, computers, and the internet. DFS include a wide range of services, such as mobile money, online banking, and digital lending.

- In Kenya, mobile money has helped to reduce poverty by 2% and increase economic growth by 1.7%.
- In China, DFS have helped to reduce the gender gap in financial inclusion from 10% in 2014 to 2% in 2023.
- **Education:** Technology-enabled education platforms are creating new jobs for teachers, tutors, and other education professionals.
- **Healthcare:** Digital health technologies are creating new jobs for nurses, doctors, and other healthcare professionals.
- **Agriculture:** Smart agriculture technologies are creating new jobs for farmers, agronomists, and other agricultural professionals.
- **Customer service:** AI-powered customer service tools are creating new jobs for customer service representatives, technical support specialists, and other customer-facing roles. Digital entrepreneurship and job creation are two of the most important ways in which digital technologies can contribute to poverty reduction and economic growth. By creating new businesses, developing new products and services, and boosting the productivity of existing businesses,

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digital entrepreneurs are helping to create a more prosperous and inclusive world. **Here are some policies that governments can implement to support digital entrepreneurship and job creation:**

- Invest in digital infrastructure, such as broadband internet and mobile networks.
- Provide tax breaks and other financial incentives to digital start-ups.
- Offer training programs and other resources to help people develop the skills they need to succeed in the digital economy.
- Create a regulatory environment that is conducive to digital innovation.

Digital Technologies for Education and Healthcare:

E-Learning and Telemedicine:

E-learning and telemedicine are two of the most important ways in which digital technologies can improve access to education and healthcare around the world.

E-learning is the delivery of education through digital technologies, such as computers and mobile devices. E-learning can take many forms, including online courses, webinars, and video tutorials. E-learning offers a number of benefits, including:

- **Flexibility:** E-learners can learn at their own pace and on their own schedule.
- **Affordability:** E-learning is often more affordable than traditional education.
- **Accessibility:** Telemedicine can be accessed from anywhere in the world

with an internet connection. All these apply to Telemedicine too.

- In the United States is using telemedicine to provide healthcare services to veterans in rural areas and to veterans who live far from a VHA facility.
- In Brazil, the government's Saudi Digital program is using telemedicine to provide access to healthcare services to people in remote areas and to people who live in underserved communities.

Here are some of the key benefits of e-learning and telemedicine for individuals and society as a whole:

- **Reduced healthcare costs:** Telemedicine can help to reduce healthcare costs by reducing the need for expensive hospital visits and by improving the efficiency of healthcare delivery.
- **Improved educational outcomes:** E-learning can help to improve educational outcomes by providing students with access to high-quality educational resources and by allowing them to learn at their own pace.
- **Increased economic productivity:** E-learning and telemedicine can help to increase economic productivity by making it easier for people to learn and work from anywhere in the world.
- **Improved social equity:** E-learning and telemedicine can help to improve social equity by providing access to education and healthcare services to people who are marginalized or disadvantaged.

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Digital Literacy and Online Safety:

Digital literacy and online safety are essential for people to participate fully in the digital economy and to reap the benefits of digital technologies.

Here are some specific examples of the impact of digital literacy and online safety on education and healthcare:

Education:

- Digital literacy is essential for patients to access and use digital health services, such as electronic health records and telemedicine.
- Online safety is essential for patients to protect their privacy and security when sharing their health information online.

Digital Tools for Teaching and Learning:

Reducing poverty, Improving education, Improving healthcare, protecting the environment, creating more inclusive societies

Opportunities:

Governments across the globe are promoting the growth of a sustainable society [6] and advising businesses to reduce waste and energy use. Businesses are interested in digital technologies because they are thought to be an efficient way to accomplish SDGs and can be implemented into goods, services, processes, and business models. In addition, these technologies encompass capacities like experience-based learning, autonomous knowledge of the environment, decision-making, and communication with

Challenges:

The lack of a review study on technology adoption and sustainable development has generated discrepancies in managerial practices concerning the best

practices in this research area. Over the past few years, Bibliometric analyses have become more prominent in various fields of study. Bibliometric analysis is an effective tool for capturing the research gaps in a specific research area. Therefore, we have employed the Bibliometric analysis tool to identify the challenges.

Conclusion:

Technological advancements might have positive or negative impacts on sustainability. It's essential to understand the adoption of these technologies to achieve better sustainability. In this study, we identified and discussed the main opportunities and challenges of technology adoption in sustainable development. In addition, a Bibliometric analysis is used to identify and explore research gaps. These research gaps were the foundation for recommending future research questions.

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Sustainable Practices in Higher Education: A Case Study on Library Science

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Abstract:

Sustainability has emerged as a critical component in higher education, influencing various facets, including curriculum development, campus operations, and resource management. This paper explores sustainable practices within the domain of Library Science in higher education institutions. It examines how libraries can contribute to sustainable development goals (SDGs) by promoting eco-friendly policies, sustainable resource use, digitalization, and community engagement. The research focuses on key areas such as energy efficiency, waste reduction, digital resource management, and promoting environmental literacy among students and faculty. The study also presents a comparative analysis of existing sustainable initiatives in libraries across different universities, highlighting best practices and identifying challenges faced in implementing sustainability measures.

Keywords: *Sustainable Practices, Higher Education, Library Science, Eco-friendly Policies, Digital Resource Management, Waste Reduction, Environmental Literacy*

Introduction:

The concept of sustainability in higher education has gained significant momentum as institutions strive to align themselves with global sustainability goals. Libraries, as essential information hubs in academia, play a vital role in promoting sustainable practices that extend beyond their physical operations. This paper aims to explore sustainable practices within the realm of Library Science, analyzing how libraries contribute to the broader sustainability agenda while supporting learning, research, and community engagement. Sustainability in higher education has become an essential aspect of modern academia, as institutions seek to

reduce their environmental impact while promoting responsible resource use. Libraries, serving as vital centers for learning, research, and information sharing, are increasingly adopting sustainable practices to align with global sustainability goals. From energy conservation and waste reduction to digital resource management and green building designs, libraries play a key role in fostering eco-friendly environments within educational institutions. This case study explores the various sustainable practices being implemented in higher education libraries, focusing on their impact, challenges, and contributions to creating more sustainable campus communities.

Objective:

The objective of this study is to examine the sustainable practices being implemented in higher education libraries, specifically in Nagpur, and to assess their impact on resource management, energy conservation, waste reduction, and community engagement. The study aims to understand how these initiatives contribute to the overall sustainability goals of higher education institutions, as well as identify the challenges and best practices associated with their adoption.

Hypothesis:

Higher education libraries in Nagpur that adopt sustainable practices, such as energy conservation, waste management, and digital resource use, significantly contribute to reducing environmental impact and promoting eco-consciousness among students and staff.

Methodology:

This case study will adopt a mixed-methods approach, combining both qualitative and quantitative research techniques.

Data Collection:

Document Analysis of reports, policies, and records related to sustainable practices in library operations.

Case Study Selection: Libraries from multiple higher education institutions in Nagpur, such as RTMNU, VNIT, and G.H. Raisoni College of Engineering, will be selected to ensure a comprehensive understanding of diverse practices.

Case Study (Nagpur):

In Nagpur, higher education libraries have increasingly adopted sustainable practices to align with global environmental goals. Institutions like Rashtrasant Tukadoji Maharaj Nagpur University (RTMNU) and Visvesvaraya National Institute of Technology (VNIT) have implemented energy-efficient systems, digital resource management, waste reduction initiatives, and green building designs. These efforts aim to minimize resource consumption, reduce carbon footprints, and engage the community in sustainability education. Despite facing challenges such as financial constraints and resistance to change, these libraries continue to serve as vital hubs for promoting eco-consciousness, fostering sustainable behaviors among students and faculty, and contributing to the broader environmental agenda.

Sustainable Practices in Library Science:

Library Science encompasses a variety of practices that can be tailored toward sustainability:

- **Energy Efficiency:** Libraries have the potential to reduce their carbon footprint through energy-efficient lighting, climate control, and by adopting renewable energy sources.
- **Resource Management:** Sustainable libraries emphasize the reduction of physical resource consumption by promoting digital access, sharing resources, and encouraging recycling.
- **Waste Management:** Implementing waste segregation, recycling programs, and minimizing paper and plastic usage are essential steps toward creating zero-waste libraries.

- **Sustainable Building Design:** Many libraries are designed with eco-friendly materials and green architecture that reduce energy usage and water consumption.
- **Community Engagement:** Libraries can engage communities by hosting sustainable workshops, eco-awareness drives, and encouraging volunteer activities focused on sustainability.

The Role of Libraries in Promoting Sustainability:

Libraries, as centers of knowledge and resource sharing, are uniquely positioned to lead sustainability efforts on campuses. By integrating sustainability into their operations, libraries can serve as role models, advocating for sustainable development through:

- **Access to Sustainable Knowledge:** Libraries provide access to resources on sustainability, including books, journals, and digital databases that help students and faculty learn about eco-friendly practices.
- **Sustainability Education:** Libraries offer workshops, lectures, and training sessions aimed at educating students and the community on sustainable living and environmental conservation.
- **Collaboration with Stakeholders:** Libraries collaborate with various departments, organizations, and community groups to implement sustainable initiatives and promote sustainability literacy across different demographics.

Challenges in Implementing Sustainability Practices:

Despite the numerous benefits, libraries often face challenges in implementing sustainable practices, including:

- **Financial Constraints:** Budget limitations can hinder the adoption of sustainable technologies and materials.
- **Resistance to Change:** Faculty and students may resist changes that disrupt traditional practices and require extra effort.
- **Awareness and Training:** Lack of awareness and insufficient training on sustainable practices pose obstacles to effective implementation.

Best Practices and Recommendations:

To overcome these challenges, libraries can adopt the following best practices:

- **Developing Strategic Sustainability Plans:** Crafting comprehensive sustainability strategies that align with institutional goals and provide clear guidelines.
- **Promoting Cross-Department Collaboration:** Encouraging collaboration between library staff, faculty, students, and sustainability departments to ensure comprehensive approaches.
- **Investing in Sustainable Technologies:** Allocating resources toward energy-efficient systems, digital infrastructure, and eco-friendly construction.
- **Increasing Awareness through Outreach:** Conducting awareness

campaigns and workshops to educate the community about sustainability and its relevance.

Conclusion:

Libraries in higher education are pivotal in advancing sustainability efforts by integrating eco-friendly practices into their operations, resources, and community engagement. Through strategic planning, collaboration, and commitment, libraries can significantly contribute to sustainability goals, fostering an environmentally responsible academic environment. As higher education continues to play a key role in shaping sustainable futures, libraries stand at the forefront, acting as catalysts for sustainable development in educational institutions. In conclusion, higher education libraries in Nagpur have made significant strides in integrating sustainable practices into their operations, including energy conservation, digital resource management, waste reduction, and eco-friendly building designs. These initiatives not only contribute to reducing the environmental impact of library activities but also play a crucial role in fostering eco-awareness among students, faculty, and the broader campus community. While challenges such as financial constraints and resistance to change remain, the successful implementation of these practices highlights the potential for libraries to serve as catalysts for sustainability in higher education. Moving forward, it is essential for libraries to continue exploring innovative solutions, collaborating across departments, and engaging the community to further embed sustainability into their core functions, ultimately creating more sustainable and resilient academic environments.

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The Impact of the "One Nation, One Subscription" Initiative on Academic Libraries in India

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Abstract:

The "One Nation, One Subscription" (ONOS) initiative, launched by the Government of India, is designed to streamline digital content access by offering a unified subscription model for various digital services. This initiative has far-reaching implications for the academic library system in India. Academic libraries play a crucial role in facilitating access to scholarly information, but they often face challenges in managing subscription costs and providing access to a wide range of academic resources. This paper examines the potential effects of the ONOS initiative on academic libraries in India, focusing on issues such as resource accessibility, financial sustainability, user engagement, and the future role of academic libraries in supporting research and learning. By exploring both the opportunities and challenges posed by ONOS, this paper aims to provide insights into how academic libraries can adapt and thrive in the evolving digital landscape.

Introduction:

Academic libraries in India have traditionally been at the heart of university education, serving as repositories of knowledge and facilitators of academic research. With the rise of digital content, including e-books, journals, databases, and online educational resources, the role of academic libraries has expanded, allowing for greater access to information than ever before. However, academic libraries often struggle with the high costs associated with subscribing to various digital platforms and content providers.

The "One Nation, One Subscription" (ONOS) initiative, introduced by the Government of India, aims to address this challenge by offering a unified subscription

model that provides citizens, including educational institutions, with access to a wide range of digital services and resources under a single payment system. This initiative has the potential to reshape the landscape of academic libraries, making it easier for them to provide students, faculty, and researchers with affordable and equitable access to scholarly resources. This research paper explores the potential impact of the ONOS initiative on academic libraries in India, identifying both the opportunities and challenges presented by this model.

Background of the "One Nation, One Subscription" Initiative:

The ONOS initiative is a government driven policy aimed at

simplifying digital content access across India by offering a single subscription that includes services from both public and private sectors. This initiative is aligned with the government's vision of a "Digital India," promoting digital inclusion and ensuring access to essential services such as government information, educational content, healthcare, and entertainment.

For academic libraries, the ONOS initiative represents a potential solution to the financial burden of subscribing to individual academic databases, journal repositories, and e learning platforms. Under ONOS, academic institutions would have the opportunity to access a wide range of educational and scholarly materials, including textbooks, research papers, journals, and government backed digital resources, through a single subscription model.

Objectives of the Research:

The main objectives of this research paper are:

1. To analyse the impact of the ONOS initiative on the accessibility of academic resources for students and researchers in Indian academic institutions.
2. To evaluate the potential cost savings for academic libraries by adopting the ONOS subscription model.
3. To explore the effect of ONOS on academic libraries' budgets, resource management, and service delivery.
4. To identify the challenges academic libraries may face in implementing the ONOS initiative and recommend strategies to overcome them.

Impact on Resource Accessibility:

The ONOS initiative could significantly enhance the accessibility of academic resources for libraries in India:

1. Increased Access to Digital Content:

ONOS offers the potential for academic libraries to provide seamless access to a broad spectrum of digital resources, including ejournals, academic papers, ebooks, and government publications. This unified platform could make it easier for students and faculty to access high-quality, up to date content.

2. Equitable Resource Distribution:

By consolidating subscriptions into a single, standardized model, ONOS could reduce the digital divide between well-funded institutions and those with limited budgets. Smaller or underfunded universities and colleges, especially those in rural areas, could gain access to resources that were previously out of reach due to financial constraints.

3. Wide Access to Open Access Resources:

Academic libraries could benefit from improved access to open access research and government sponsored digital platforms, promoting a culture of knowledge sharing and academic collaboration across institutions.

However, some academic resources, particularly proprietary databases and journals, may not be included in the ONOS framework, depending on the specific agreements made with content providers. This could limit the full potential of the initiative for research institutions that rely heavily on niche academic resources.

Financial Sustainability and Budget Management:

One of the most pressing challenges for academic libraries is managing subscription costs for digital resources. The ONOS initiative has the potential to alleviate financial pressures on libraries in the following ways:

1. Cost-effectiveness:

By consolidating subscriptions, academic libraries may save substantial amounts of money, as they would no longer need to pay for individual subscriptions to various content providers. This could result in significant cost savings for universities, particularly for smaller institutions or those with limited budgets.

2. Predictable Budgeting:

With a single subscription fee, libraries would be able to better forecast and manage their budgets, as the financial outlay would be uniform and predictable. This would simplify the administrative burden associated with renewing multiple subscriptions and negotiating contracts.

3. Reduced Reliance on External Funding:

Many academic libraries rely on external funding or grants to subscribe to digital resources. By participating in the ONOS initiative, libraries may be able to reduce their dependence on fluctuating funding sources, making it easier to provide consistent services to their users.

While ONOS could offer cost savings, there may be concerns over the pricing model and the potential for monopolistic behaviour by certain content providers. Careful negotiations will be required to ensure fair pricing that benefits all stakeholders.

Enhancement of User Engagement and Experience:

The ONOS initiative could also enhance the user experience within academic libraries by providing:

1. Simplified Access:

With a unified subscription, students, researchers, and faculty will benefit from easier access to a wide range of educational and research materials. A single login system could streamline the user experience, reducing the need for users to navigate multiple platforms.

2. Improved Research Support:

Libraries could offer better research support by providing users with access to government backed educational content, scholarly databases, and e learning platforms. This could improve the quality of academic research and support the development of critical thinking and problem-solving skills among students.

3. Digital Literacy:

As part of the ONOS initiative, academic libraries could play a central role in promoting digital literacy among students and faculty. Libraries could offer training sessions on how to access, evaluate, and use digital resources effectively, thus enhancing the research capabilities of their communities.

In addition to these benefits, libraries will need to ensure that their staff is well-trained in managing digital resources and assisting users in navigating the ONOS platform.

Challenges to Implementation:

While the ONOS initiative presents significant opportunities, it also poses several challenges for academic libraries:

1. Technological Infrastructure:

Academic institutions in India, particularly those in rural or remote areas, may face challenges in implementing ONOS due to inadequate technological infrastructure, including poor internet connectivity, outdated hardware, and limited digital literacy among users.

2. Integration with Existing Systems:

Many academic libraries already use established library management systems (LMS) and content management platforms. Integrating the ONOS framework with these existing systems may require additional investment in technological upgrades and staff training.

3. Content Coverage and Licensing Issues:

Some content providers may not agree to participate in the ONOS initiative or may offer limited access to certain materials. The effectiveness of the initiative will depend on the breadth and depth of content available under the subscription model.

4. Sustainability and Funding:

While ONOS could reduce costs for libraries, there will still be challenges related to funding for library infrastructure, staff, and other non-subscription-based services. Ensuring the long-term sustainability of the initiative will require continuous government support and collaboration with private sector partners.

Conclusion:

The "One Nation, One Subscription" initiative holds great potential to revolutionize academic libraries in India. By offering a unified subscription model, ONOS could significantly enhance the accessibility of digital resources, reduce financial pressures, and improve user engagement within academic libraries. However, to fully realize its potential, challenges such as technological infrastructure, integration with existing systems, and content licensing must be addressed. If successfully implemented, ONOS could become a cornerstone of the Indian academic library system, fostering a more inclusive, cost-effective, and accessible academic environment for all.

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The Unspoken Struggle: College Girls in Maharashtra Face Inadequate Toilet Facilities

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Introduction:

Access to safe and hygienic toilet facilities is a fundamental human right. However, in rural district, Maharashtra, many colleges lack access to proper toilet facilities, leading to significant health, environmental, and social concerns. Access to safe, hygienic, and well-maintained toilet facilities is essential for the health, dignity, and education of girls in colleges. However, many colleges in India lack adequate toilet facilities, disproportionately affecting girls.

An inadequate toilet facility for girls in colleges in Maharashtra is a pressing concern that affects their health, education, and overall well-being. According to a policy note by CLRA India, 23% of girls in Maharashtra drop out of school when they reach puberty due to lack of or unhygienic toilet facilities. The lack of access to clean, safe, and private toilet facilities can lead to various physical and psychological issues, including urinary tract infections, menstrual disorders, and anxiety. Inadequate sanitation can also result in increased absenteeism, particularly among girls, who may avoid using facilities due to privacy concerns and menstrual hygiene management.

A study by Water Aid found that the proportion of schools with usable girls' toilets increased from 32.9% in 2010 to

61.9% in 2016. However, there is still a long way to go to ensure that all girls in colleges in Maharashtra have access to adequate toilet facilities.

As the world celebrates milestones in women's empowerment, a fundamental issue continues to plague college girls in Maharashtra: inadequate toilet facilities. This unspoken struggle affects thousands of girls, compromising their health, education, and dignity.

Keywords: Inadequate toilet facilities, College girls, Maharashtra, Sanitation, Hygiene

Objective:

1. To study the correlation between inadequate toilet facilities and health of girl's in higher education.
2. To explore the impact of inadequate toilet facilities on the education of girls in higher education
3. To find out the relationship between inadequate toilet facilities and the educational, health, and well-being outcomes of college girls in Maharashtra, with a focus on the intersection with SDGs.

Hypothesis:

There is a significant relationship between inadequate toilet facilities and the educational, health, and well-being outcomes of college girls in Maharashtra. Specifically:

1. Inadequate toilet facilities are associated with decreased attendance, participation, and academic performance among college girls.
2. Inadequate toilet facilities are associated with increased health problems, including urinary tract infections, menstrual disorders, and water-borne diseases, among college girls.
3. Inadequate toilet facilities perpetuate gender-based discrimination and inequality, affecting the overall well-being and empowerment of college girls.
4. Non availability of toilet facilities in colleges for girls pursuing higher education is hindering the fulfillment of SDGs (Sustainable Development Goals)

Methodology:

This study employs a secondary data collection methodology, utilizing existing literature and data sources to examine the relationship between inadequate toilet facilities and the educational, health, and well-being outcomes of college girls in Maharashtra. Relevant data sources include academic journals, government reports, and non-governmental organization (NGO) publications.

The Alarming Reality:

A staggering 50.2% of schools in Maharashtra lack adequate sanitation facilities, according to a report by the Ministry of Human Resource Development. This statistic translates to a significant number of colleges, where girls are forced to endure substandard toilet facilities.

Key Statistics:

- 23% of girls in Maharashtra drop out of school due to lack of or unhygienic toilet facilities.
- 50.2% of schools in Maharashtra lack adequate sanitation facilities.
- 61.9% of schools in Maharashtra had usable girls' toilets in 2016.

Health Risks and Hygiene Concerns:

Inadequate toilet facilities expose girls to a range of health risks, including:

1. Urinary Tract Infections (UTIs): Insanitary conditions and lack of proper hygiene facilities increase the risk of UTIs.
2. Menstrual Disorders: Inadequate facilities for menstrual hygiene management can lead to menstrual disorders, discomfort, and anxiety.
3. Water-Borne Diseases: Contaminated water sources and poor sanitation can spread water-borne diseases, such as diarrhea, cholera, and typhoid fever.

The lack of proper toilet facilities for girls in colleges results in:

1. Health Risks: Inadequate sanitation and hygiene facilities increase the risk of urinary tract infections, menstrual disorders, and other health problems.

2. Discomfort and anxiety: Girls often experience discomfort, anxiety, and embarrassment due to the lack of private and clean toilet facilities.

3. Impact on education: The absence of proper toilet facilities can lead to absenteeism, reduced participation in classes, and decreased academic performance among girls.

4. Inequity and discrimination: The lack of toilet facilities for girls perpetuates gender-based discrimination and reinforces existing social inequalities.

Educational Implications:

The lack of adequate toilet facilities can have far-reaching consequences on girls' education:

1. Absenteeism: Girls may avoid attending classes due to the lack of clean and safe toilet facilities, leading to decreased attendance and academic performance.
2. Decreased Participation: Inadequate toilet facilities can discourage girls from participating in extracurricular activities, sports, and other opportunities that foster personal growth and development.
3. Dropout Rates: In extreme cases, the lack of adequate toilet facilities can contribute to girls dropping out of college, perpetuating the cycle of poverty and inequality.

The issue of inadequate toilet facilities for college girls in Maharashtra is closely linked to several Sustainable Development Goals (SDGs). Here's a detailed analysis of the relationships:

SDG 4: Quality Education:

1. Inadequate toilet facilities can lead to decreased attendance, participation, and academic performance among college girls.
2. Poor sanitation can cause health problems, such as urinary tract infections, which can further affect girls' ability to attend classes and participate in educational activities.
3. Lack of menstrual hygiene management facilities can lead to girls missing classes during their menstrual periods, affecting their educational outcomes.

SDG 5: Gender Equality:

1. Inadequate toilet facilities disproportionately affect college girls, perpetuating gender-based discrimination and inequality.
2. Limited access to sanitation facilities can reinforce harmful gender stereotypes and social norms, restricting girls' autonomy and mobility.
3. Menstrual stigma and shame can be exacerbated by inadequate toilet facilities, further marginalizing girls and women.

SDG 6: Clean Water and Sanitation:

1. Inadequate toilet facilities can lead to the contamination of water sources, posing health risks to college girls and the broader community.
2. Poor sanitation infrastructure can contribute to the spread of water-borne diseases, affecting girls' health and well-being.

3. Lack of hygiene facilities can hinder girls' ability to maintain personal hygiene, particularly during menstruation.

SDG 3: Good Health and Well-being:

1. Inadequate toilet facilities can lead to a range of health problems, including urinary tract infections, menstrual disorders, and water-borne diseases.
2. Poor sanitation and hygiene can exacerbate existing health conditions, such as diarrhea, cholera, and typhoid fever.
3. Menstrual health and hygiene are critical aspects of girls' overall health and well-being, which can be compromised by inadequate toilet facilities.

SDG 8: Decent Work and Economic Growth:

1. Inadequate toilet facilities can affect girls' ability to participate in economic activities, such as education and employment.
2. Poor sanitation infrastructure can hinder economic growth and development, particularly in rural and disadvantaged areas.
3. Investing in sanitation infrastructure can generate economic benefits, such as increased productivity, improved health, and reduced absenteeism.

Addressing the issue of inadequate toilet facilities for college girls in Maharashtra requires a multi-faceted approach that incorporates the principles of SDGs 4, 5, 6, 3, and 8. By prioritizing the construction and maintenance of adequate toilet facilities, we can promote girls'

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education, health, and well-being, while also contributing to the achievement of these critical SDGs.

"Right to Pee" Movement:

The issue of inadequate toilet facilities in colleges is closely linked to the "Right to Pee" movement. The movement, which originated in Mumbai, advocates for women's right to access clean, safe, and free public toilets. Inadequate toilet facilities in colleges perpetuate the same issues that the "Right to Pee" movement seeks to address, including: Limited access to sanitation facilities, Poor maintenance and hygiene, Lack of privacy and safety, Stigma and shame associated with menstruation.

The "Right to Pee" movement emphasizes the need for inclusive and equitable sanitation facilities that cater to the needs of women and girls. By highlighting the struggles faced by college students, the movement underscores the urgency of addressing inadequate toilet facilities in educational institutions.

Breaking the Silence:

It's time to break the silence surrounding this critical issue. College girls in Maharashtra deserve better. They deserve access to clean, safe, and private toilet facilities that promote their health, education, and dignity.

Call to Action:

We urge policymakers, educators, and stakeholders to prioritize the construction and maintenance of adequate toilet facilities in colleges across Maharashtra. Together, we can create a safer, healthier, and more empowering

environment for college girls in Maharashtra.

Strategies Measures:

- Conduct needs assessment: Assess the existing toilet facilities and identify gaps in infrastructure, maintenance, and hygiene practices.
- Collaborate with stakeholders: Engage with college administrators, faculty members, students, and local authorities to promote awareness, build partnerships, and leverage resources.
- Design and construct toilet facilities: Construct new or renovate existing toilet facilities, incorporating features such as separate cubicles, proper ventilation, and adequate lighting.
- Promote hygiene and sanitation practices: Organize workshops, training sessions, and awareness campaigns to promote proper hygiene and sanitation practices among girls and college staff.
- Improve access to toilet facilities: Construct and renovate toilet facilities in colleges, ensuring equitable access for girls.
- Promote hygiene and sanitation practices: Educate girls and college staff on proper hygiene and sanitation practices, including menstrual health management.
- Empower girls: Foster a supportive environment that encourages girls to voice their concerns, participate in decision-making processes, and advocate for their rights.

Recommendations:

1. Conduct a State-Wide Assessment: Evaluate the current state of toilet facilities in colleges across Maharashtra to identify areas of improvement.
2. Allocate Funds: Assign sufficient funds for the construction and maintenance of adequate toilet facilities in colleges.
3. Establish Maintenance Protocols: Develop and implement regular maintenance protocols to ensure toilet facilities remain clean, safe, and functional.
4. Promote Menstrual Hygiene Management: Educate girls about menstrual hygiene management and provide access to sanitary products and facilities.
5. Encourage Community Engagement: Foster community engagement and participation in promoting the importance of adequate toilet facilities for college girls.

Conclusion:

By working together, we can address this critical issue and create a brighter, more empowering future for college girls in Maharashtra.

- Improved access to toilet facilities: At least 80% of girls in the targeted colleges will have access to improved toilet facilities.
- Enhanced hygiene and sanitation practices: Girls and college staff will demonstrate improved knowledge and practices related to hygiene and sanitation.

- Empowered girls: Girls will report increased confidence, participation, and leadership in college activities, decision-making processes, and advocacy efforts.

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A Study of Application of NLP, CBT, and DBT as Social Work Intervention Tools to Improve Emotional Maturity and Minimize Aggression in Students Residing in Tribal Hostels in Amravati City

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Abstract:

While working in tribal student dormitories in Amravati City, the emotional and behavioral issues noticed in students compel the use of innovative and effective social work intervention strategies. In order to aid these adolescents in becoming emotionally more mature individuals and less aggressive, this study explores the impact of dialectical behaviour therapy (DBT), cognitive behavioural therapy (CBT) and neurolinguistic programming (NLP) techniques. The study specifically explores the methods for implementing these treatment modalities in combination for the enhancement of emotional control, improvement of interpersonal relationships and decrease of violent behaviours.

The anticipated results are meant to give social workers an integrated approach that would work to address the unique psychosocial needs of the tribal students, thereby guaranteeing their growth and well-being.

Keywords: *Aggression, Emotional Maturity, Neuro-Linguistic Programming (NLP), Cognitive Behavioral Therapy (CBT), and Dialectical Behavior Therapy (DBT)*

Introduction:

The tribal population of India has a unique social, economic and cultural background making them an important part of the populations diversity. Tribal students that reside in hostels face certain challenges such as, being displaced from their everyday environment, experiencing a cultural shock and being alienated from the emotional support networks. Considering the aspect of these factors themselves, they can lead to underdeveloped emotional skills and either aggressive behavior or a combination of

both, which can affect balance of social relations and academic performance. The finding suggests that the issues are required to be addressed using evidence based and culturally competent interventions.

NLP, CBT, and DBT as social work intervention techniques suited to tribal students' needs were determined within the present study. It is little known how such therapeutic approaches have been integrated into social work practices for tribal teenagers, even though they have been applied in many different settings. The

present research aims at eliminating this gap by evaluating their effectiveness in enhancing emotional maturity and curbing violence in the specific context of tribal hostels in Amravati.

Objectives of the Study:

1. To assess the level of emotional maturity and aggression among students residing in tribal hostels in Amravati City.
2. To evaluate the effectiveness of NLP, CBT, and DBT in enhancing emotional maturity and reducing aggression.
3. To provide recommendations for implementing these interventions within the social work practice framework.

Literature Review:

Emotional Maturity and Aggression:

Emotional maturity is the ability to regulate one's emotions appropriately, make ethical decisions, and maintain healthy relationships. Aggression, that is, hostile action that could disrupt social cohesion, is often an undesirable response to emotional dysregulation.

According to the research, problems like these among indigenous youth are increased by factors including peer pressure, cultural change, and socio-economic disadvantage. Programs to bring about self-awareness, control over emotional response, and positive behavioral patterns will have to be used in an attempt to eliminate these issues.

NLP, CBT, and DBT in Social Work:

Neuro-Linguistic Programming (NLP):

In NLP, the key stress is laid upon understanding and transformation of language as well as cognition and actions aimed at individualistic development. Student can develop both anchoring techniques and reframing techniques in positive emotional responses.

CBT refers to cognitive behavioral therapy: the most widely implemented evidence-based treatment for abnormal thought and behavioral patterns. In this cognitive behavioral therapy, the individual replaces the cognitive distortion with rational concepts, which further enables students to cope up with their feelings and reduce aggressiveness.

Dialectical Behaviour Therapy (DBT):

DBT is concerned with emotional regulation, mindfulness, interpersonal effectiveness, and distress tolerance. It was originally developed to treat borderline personality disorder. Its skills-based approach can be adapted to the specific demands of tribal pupils. Methodology

Research Design:

This study uses a mixed-methods research methodology, integrating qualitative and quantitative techniques to offer a thorough examination of the effects of the interventions.

Sample:

A sample of 120 students, ages 18 to 22, who live in Amravati City's tribal hostels are the subject of the study. To guarantee representation across genders, age groups, and hostel locations, participants are chosen by stratified random sampling.

Data Collection:1. **Quantitative Tools:**

- Emotional Maturity Scale (EMS)
- IIP Aggression Scale (AS)

2. **Qualitative Tools:**

- Focus Group Discussions (FGDs)
- Semi-structured interviews

Framework for Intervention :

1. **NLP Module:** Weekly seminars emphasising goal-setting, positive reframing, and self-awareness.
2. **CBT Module:** Biweekly sessions that promote problem-solving abilities and remove cognitive distortions.
3. **DBT Module:** Consisting of monthly group therapy sessions, this module teaches emotional regulation, distress tolerance, and mindfulness.

Assessments are conducted before and after the Three-month intervention to track improvements in emotional maturity and aggressiveness levels.

Results and Discussion:**Quantitative Findings:**

According to preliminary study, participants' emotional maturity scores significantly improved and their levels of hostility decreased after the intervention. Combining NLP, CBT, and DBT seems to work in concert to address behavioural and emotional issues in a thorough manner.

Qualitative Insights:

According to FGDs and interviews, students felt empowered and able to relate to the interventions. Many reported better

coping mechanisms for stress and frustration, enhanced connections with peers, and increased self-awareness.

Implications for Social Work:

The results highlight how crucial culturally aware and flexible intervention strategies are to social work practice. Social professionals can successfully address the psychological needs of indigenous youth and enhance their general well-being by implementing evidence-based therapy.

Conclusion:

The research details the use of NLP, CBT and DBT techniques in fostering emotional maturity and aggressiveness control within tribal students in Amravati City. Additionally, these workshops aid formulate comprehensive principles for emotional control, resilience and even social skill sets. Effects that span over a longer duration and are quantifiably effective to a set of varying conditions should be put for future analyses.

The media coverage of violence is used to explore the mass media impact and campaigns against school-related violence.

Recommendations:

1. **Counseling Services:** it is recommended to assist students in coping with emotional immaturity and academic strain, Hostel Administration ought to provide counselling services.
2. **Parental Involvement:** Parents must be more involved in their children's intellectual and emotional growth
3. **Anti-Aggression Programs:** Schools need to run programs for anti-aggression initiatives that

emphasize peer mediation, emotional intelligence, and conflict resolution.

4. **Teacher Training:** Teachers must receive training on how to recognize the early warning signs of aggression and know when to step in.

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Approach of New Education Policy 2020 in Sustainable Higher Education

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Abstract:

The New Education Policy (NEP) 2020, introduced by the Government of India, brings major changes to the country's education system, focusing on making higher education more sustainable. This article looks at how the NEP promotes sustainability in education, aiming to tackle issues like climate change, resource loss, and social inequality. The policy encourages learning across different subjects, adds environmental education, and promotes research and innovation in sustainable development. Universities and colleges play an important role in promoting sustainability on their campuses and in their local areas. The NEP also wants to use digital technology and focus on ethics to help students develop the skills needed to address global challenges. However, successful implementation will require overcoming problems like a lack of resources, resistance to change, and not having enough experts. The article concludes that the NEP has great potential to promote sustainability in India's higher education, making universities key players in creating a more sustainable and fair future.

Key Words: *Environmental Education, Higher Education, Interdisciplinary Learning, New Education Policy (NEP) 2020, Sustainability.*

Introduction:

The Government of India introduced the new education policy in 2020, which has been considered a transformative framework for the Indian education system. While it outlines many objectives, the policy also emphasizes sustainability. In higher education, it focuses on two key dimensions: institutional and environmental sustainability. There are several challenges, such as a lack of resources, climate change, and social inequality. Recognizing these challenges, the new education policy acts as a catalyst for sustainable development.

By acknowledging the interconnected challenges of climate change, resource depletion, and social inequality, the policy envisions a future where higher education institutions play a pivotal role in driving sustainable development. This article explores the NEP's approach to promoting sustainability in higher education, examining its core principles, potential effects, and the challenges involved in its implementation.

Sustainability is a key part of the NEP's main ideas, which focus on the overall development of individuals and society. The policy recognizes the important role of education in achieving the United

Nations' Sustainable Development Goals, especially fourth goal, which focuses on providing quality education that is fair and inclusive. By promoting sustainability, the NEP aims to prepare students to be not just skilled professionals but also responsible global citizens who can help with environmental protection and social fairness. In this article the researcher has tried to find out the NEPs approach of sustainability in the contemporary curriculum of Higher Education Institution. For this article the researcher has used the secondary data collection method. The researcher has reviewed the draft of NEP and some related articles.

Key Features of NEP 2020 Related to Sustainable Higher Education:

1. Comprehensive and Interdisciplinary Learning:

The NEP focuses on the importance of teaching students in a way that combines different subjects. It encourages the creation of big universities and colleges where students can learn from different fields instead of just sticking to one area of study. This is important for tackling challenges like climate change, resource use, and social fairness.

For example, mixing environmental science with economics or combining engineering with social studies helps students understand problems from multiple angles. This approach leads to better, more creative solutions that work well both scientifically and socially. It will help students think broadly and solve real-world problems related to sustainability.

2. Incorporating Environmental Education:

The NEP requires environmental education to be included in all higher education programs. It focuses on teaching students to care for the environment. This includes:

Offering courses on topics like climate change, renewable energy, biodiversity, and sustainable development.

Encouraging research on restoring ecosystems, creating green technologies, and using sustainable methods.

Supporting hands-on learning activities such as tree planting, managing waste, and saving water on campuses.

By making environmental knowledge a key part of the education system, the NEP ensures that students gain the skills and understanding needed to address global environmental problems. This also encourages them to think critically and come up with new ideas for sustainability.

3. Encouraging Research and Innovation:

Research plays a key role in promoting sustainability, and the NEP highlights the importance of improving research in higher education institutions (HEIs). The creation of the National Research Foundation (NRF) is an important step to support high-quality research in important areas, such as sustainability. The NEP encourages partnerships between universities, businesses, and the government to tackle major problems like climate change, clean energy, and sustainable farming.

The focus on research isn't just about academic knowledge; it also involves developing practical technologies and methods that can be used in the real world.

This way, research outcomes can lead to real benefits for both society and the environment.

4. Incorporation of Digital Technology and Innovation:

The NEP supports using technology to improve education and encourage sustainability. Digital tools can reduce the need for physical buildings, helping reduce the environmental impact of education. Can create virtual labs and simulations for subjects that use a lot of resources. Can share knowledge about sustainable practices through online classes and webinars.

Also, digital platforms can bring together students and teachers from different places, allowing them to work on sustainability projects together. Technology makes education available to everyone, even in remote or poor areas.

5. Focus on Teaching Ethics and Core Values:

The NEP highlights the need for teaching ethics and values in education. By encouraging empathy, responsibility, and respect for nature, the policy wants to help students grow into people who care about sustainability in their personal and work lives. Education based on values can help change behaviors for the better, supporting long-term environmental and social health.

Including ethics in the curriculum helps students make smart choices and feel responsible for the environment and society. This approach makes sure sustainability becomes an important part of everyday life.

Role of Higher Education Institutions in Sustainability

The NEP sees higher education institutions as centers for sustainable

development, encouraging them to set an example through their actions and practices. Their main responsibilities include:

1. Sustainable Campus Practices:

Higher education institutions are encouraged to use eco-friendly practices, such as:

- Energy-saving buildings with solar panels and systems to collect rainwater.
- Programs for sorting and recycling waste.
- Eco-friendly transportation options like bicycles and electric cars.
- Green campuses help reduce environmental impact and act as real-life examples of sustainable practices.
- Students and staff can take part in these activities, gaining hands-on experience and promoting an environmentally aware culture.

2. Involvement with the Community:

Universities are encouraged to work closely with local communities to solve sustainability problems. This can include:

- Organized workshops and awareness campaigns about sustainable living.
- Work collaboratively with the NGOs and local governance on various environmental projects to make communities more environment friendly.
- Provide advice and expertise to communities for sustainability initiatives.
- By reaching out beyond their campuses, universities can help make local communities' examples of sustainable living. This involvement also strengthens the

connection between education and society, making learning more meaningful.

3. Improvements in teaching methods and curriculum:

Sustainability should be a key part of the curriculum and teaching methods. Courses that cover different subjects, hands-on projects, and internships focused on real-world sustainability problems can help students understand and care more about the issue.

Creative teaching methods, like problem-solving learning and design thinking, can make the learning experience even better. These approaches encourage students to come up with new ideas to solve sustainability problems, preparing them for important roles in many fields.

Potential Impacts of NEP 2020 on Sustainable Higher Education:

1. Promote Sustainable Practices in Workforce:

By including sustainability in education, the NEP wants to create graduates who are not just skilled but also aware of environmental and social issues. These graduates can promote sustainable practices in different industries, helping create a greener economy.

Graduates with a focus on sustainability are more likely to make ethical choices and come up with creative solutions in their jobs. This change can affect company cultures and policies, making education's impact on sustainability even stronger.

2. Promoting Research and Innovation:

Increased focus on research related to sustainability can lead to new discoveries in areas like renewable energy, waste

management, and climate change. These innovations can have a huge impact on global efforts to solve environmental problems.

Working together on research projects can also bring in international funding and partnerships, improving the global reputation of Indian universities. This recognition can encourage these institutions to do even better in sustainability research.

3. Connecting world for expansion of Knowledge:

The NEP's focus on sustainability can make Indian universities leaders in this area, encouraging partnerships with universities and organizations from around the world. This can increase the global visibility and impact of Indian research and education.

Global partnerships offer chances to share knowledge, work on joint research, and learn about different cultures. These collaborations can help speed up progress toward common sustainability goals.

4. Reaching Sustainable Ecological and Social Objectives:

By promoting sustainable practices within campuses and communities, the NEP can contribute to broader ecological and social objectives, such as reducing carbon emissions, preserving biodiversity, and promoting social equity.

HEIs that adopt sustainability as a core value can inspire other institutions and organizations to follow suit. This ripple effect can significantly amplify the impact of the NEP's initiatives.

By encouraging sustainable practices on campuses and in communities, the NEP can help achieve larger environmental and social goals, like reducing carbon emissions,

protecting wildlife, and promoting fairness in society.

Universities that make sustainability a key focus can inspire other schools and organizations to do the same. These small efforts can affect broadly increase the impact of the NEP initiatives.

Challenges in Implementing Sustainable Practices:

The NEP has a progressive vision but its success in promoting sustainable higher education depends on overcoming several challenges:

1. Limited Resources:

For creation of eco-friendly infrastructure and running sustainability programs requires a lot of money. Most of the universities might not have enough funds for this.

2. Oppose to Change:

Transitioning to a multidisciplinary, sustainability-oriented education system involves a cultural shift among educators, administrators, and students. Oppose to change can hinder progress.

3. Skills Shortage:

To successfully include sustainability in education, it's important to have qualified faculty and staff who can create and teach relevant courses. It's important to filled this gap.

4. Policy and Regulatory Barriers:

Aligning university practices with sustainability goals can encounter regulatory challenges, like delays in getting approvals for eco-friendly projects or funding for research.

Conclusion:

The New Education Policy 2020 offers a great chance to make India's higher education system a key part of promoting sustainability. By focusing on learning across different subjects, environmental education, research, and ethics, the policy creates a strong foundation for sustainable development. However, its success depends on how well it is put into action, which will need the cooperation of policymakers, teachers, industry leaders, and students. As universities take on their role in driving change, they can play a vital role in building a fairer, stronger, and more sustainable future for everyone.

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NEP 2020 & SWOC Analysis of Library in College of Education

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Abstract:

In This Paper highlight SWOT Analysis of college of Education Library for Quality Improvement. Adopting new techniques & principles of Management are the important factors, which contributes to the success of any organization. As we know Library is one type of Organization in which a lots of sources and services available. We also focus on NCTE norms of 2014 in which appendix 4 are most studied. In that we study present scenario of college of Teacher education specially his library division for improving its overall attribute.

Keywords: College of Education, NCTE, SWOC Analysis, Strengths, Weakness, Opportunities, challenges, NEP 2020

Introduction:

Libraries are major information providers and facilitators. The explosion of information and the popularity of the internet, librarians & user's facing new challenges to look new ways to meet the user's new demands & expectations. For that purpose libraries start to provide different types of services & facilities to users. And those service & facilities SWOC analysis is very important on the basis of finding out users opinion about services & if it is not fulfill users requirement they can plan to achieve those objective.

In that study we use SWOC method only for libraries of college of education. We studied library overall point of view like it strengths, weakness, opportunities, and challenges.

College of Teacher Education:

In the Indian system of teacher education, a variety of curricula resulting in a number of degree/ diploma e.g. D.Ed., B.Ed., M.Ed., are prevailing. Beyond these taught courses, research degree course lead one to specialization in some branch of educational process and its further development. The college in Maharashtra which offers course in the branch of education at various level such as B.Ed., M.Ed., and Doctoral programme & follows norms of NCTE.

Among various types of colleges, the colleges of education train the future teachers to teach at school level. Such College of education cannot accomplish their objective without libraries & libraries have no meaning if these cannot support

education. A library is not a building stacked with books- it is a repository & source of information and ideas. Library is said to be the heart of an institution. It plays an important role in the teaching & learning process for both faculty & students.

In changing pattern of today's education, library is considered to be the most powerful media to promote self-education, to acquire information & to provide research facilities.

National Council for Teacher Education (NCTE):

NCTE, as a statutory body of government of India, came into existence in pursuance of the National Council for Teacher Education Act, 1993 on 17th August, 1995 with the mandate to achieve planned and coordinated development of teacher education throughout the country and to govern the regulation and proper maintenance of norms and standards for teacher education. The gamut of functions performed by NCTE is very broad covering all the teacher education programmes. It includes research & training of student-teachers for equipping them to teach at foundational, preparatory, middle & secondary level of the new school system in alignment with NEP 2020.

NCTE describes the qualification criteria for Teaching staff as well as Non-Teaching staff. As per the regulation 2014 they describe all over Library norms in appendix 4. They told that minimum 1000 titles & 3000 books including text & reference books relevant to course of study. Also minimum five refereed journals on education and five others in related

disciplines. Also annually added minimum 200 books.

Meaning of SWOC Analysis:

SWOC is an acronym, which stand for Strengths, Weaknesses, Opportunities & Threats. The SWOC tool can automatically lead to useful changes in the structure or functioning of an organization. Many authors belied that the SWOC matrix was developed by Mr. Albert Humphery in 1960's, however he himself has never claimed the same. SWOC Analysis is a process that involves four areas into two dimensions. It has four components: Strengths, Weaknesses, Opportunities, threats. Strengths & weaknesses are internal factors & attributes of the organization, opportunities & challenges are external factors & attributes of the environment.

The present study will be helpful for college of Education libraries to identify their Strengths, Weaknesses, and Opportunities & Challenges. SWOC Analysis will assist college of education libraries services & programs on areas where libraries are strong & where the greatest opportunities lie.

SWOC Analysis in the context of Libraries:

SWOC Analysis is an effective tool for libraries to compare their Strengths & Weaknesses with the opportunities & Challenges. SWOC's can be identified as follows:

- I. Strengths of the Library: Attributes of the library those are helpful to achieving the objective of the library. Strengths of the library can

be identified by answering the questions like:

Is the professional staff adequate?

Do the professional staffs have leadership quality?

II. Weaknesses of the Library: Attributes of the library those are harmful to achieving the objective of the library. Weaknesses of the library can be identified by answering the questions like :

Is there a separate building for the library?

Is the space of the library is under proper security?

III. Opportunities for the Library: External conditions those are helpful to achieving the objective of the library. Opportunities before the libraries can be identified by answering the questions like:

What are the chances of improvement in the area of library services?

How information technology can be used in the various operations of the library?

IV. Challenges of the Library: External conditions those are harmful to achieving the objective of the library. To know challenges of the library, Librarian has to ask different question like:

What are the obstacles on the way to success?

Are the products performing badly in their places of choice?

Quality Improvement:

We know that, Library is organization or system. In which a lots of

attributes like working staff, products, services, users etc. They define as follow :

Working Staff:- In that Librarian, Assistant Librarian, Library Assistant, Attendant etc. we are consider in it

Products:- In that different types of Books, Electronic equipments like computers, Books Catalogue etc . we are consider in it

Services:- Circulation Service, Photocopying Service, Online reservation of books, OPAC, Inter Library Loan Service etc. we are consider in it

User's:- College Students, Research Scholar, faculty, Non-Teaching Staff etc. we are consider in it.

.Present Scenario of College of Teacher Education Library:

In this study, while studying teacher education colleges in Amravati division, it was found that out of 40 teacher education colleges selected in which 3 colleges are government 1 aided and 36 un-aided colleges. Also it was found that a lots of colleges the post of librarian is not filled on permanent or contract basis and those college fill librarian post, such librarian have not acquired higher qualification in such sector like SET, NET or PhD.

While during the study, a lots of college not have a separate library building. Some colleges have separate library building but its size so small as compared to NCTE norms. As per the NCTE norms a reading room with seating capacity for at least fifty percent of student equipped.

NEP 2020:

The National Education Policy (NEP) 2020 is a comprehensive framework introduced by the Government of India to

reform the education system. It replaces the earlier National Policy on Education (1986) and aims to make education more holistic, flexible, multidisciplinary, aligned with the needs of the 21st century, and geared toward bringing out the unique potential of every individual.

Key Provisions for Colleges of Education under NEP 2020:

1. Integrated Teacher Education Programs (ITEP):

- ❖ Four-Year Integrated B.Ed.:
- ❖ By 2030, a four-year integrated B.Ed. program will become the minimum qualification for teaching in schools.
- ❖ This program will combine content knowledge, pedagogy, and practical training.
- ❖ It will be multidisciplinary in nature, allowing students to specialize in their subject areas along with pedagogical skills.

2. Multidisciplinary Teacher Education Institutions:

- ❖ Integration with Universities:
- ❖ Standalone Teacher Education Institutions (TEIs) will be phased out over time.
- ❖ All colleges offering teacher education must become part of multidisciplinary universities or institutions.
- ❖ Focus on Collaboration
- ❖ Colleges of Education will work with arts, sciences, and vocational institutions to create a multidisciplinary approach to teacher training.

3. Quality Assurance:

- ❖ Accreditation and Standards
- ❖ Teacher education institutions will be subject to strict accreditation standards.
- ❖ The National Council for Teacher Education (NCTE) will oversee these processes in collaboration with the proposed Higher Education Commission of India (HECI).
- ❖ Closure of Substandard Institutions
- ❖ Substandard TEIs, which have proliferated over the years, will be closed to ensure that only quality institutions remain operational.

4. Curriculum and Pedagogy Reforms:

- ❖ Multidisciplinary and Experiential Learning:
- ❖ The curriculum for teacher education will include courses in foundational literacy, numeracy, inclusive education, and the integration of ICT.
- ❖ Emphasis will be placed on practical and experiential learning.
- ❖ Focus on Indian Values and Multilingualism
- ❖ Teacher education programs will include knowledge of Indian culture, history, and languages to align with the vision of NEP 2020.

5. Continuous Professional Development (CPD):

- ❖ Colleges of Education will play a pivotal role in offering CPD programs for in-service teachers.
- ❖ These programs will help teachers update their knowledge and skills regularly.

6. Research and Innovation in Education:

- ❖ Establishment of research centers in teacher education colleges to foster innovation in pedagogy and assessment practices.
- ❖ Collaboration with the National Research Foundation (NRF) to support research on teaching methodologies and educational technologies.

7. Digital and Technological Integration:

- ❖ Teacher training programs will integrate modern teaching tools such as digital platforms, artificial intelligence, and virtual labs.
- ❖ Colleges will collaborate with the National Educational Technology Forum (NETF) to develop tech-savvy educators.

Vision for Colleges of Education:

NEP 2020 envisions colleges of education as:

- ❖ Centers of excellence in teacher training.
- ❖ Multidisciplinary hubs producing reflective practitioners equipped with modern pedagogical skills.
- ❖ Institutions that uphold the highest standards of professionalism and ethics in education.

Challenges:

- ❖ Transitioning standalone teacher education institutions into multidisciplinary setups.
- ❖ Ensuring all existing colleges meet stringent quality standards.
- ❖ Adequate funding and faculty recruitment to align with new norms.

Conclusion:

SWOT analysis is proved to be of immense useful in relation to library. Library is service providing institute, the weaknesses and defective elements are well known to library manager by use of this method as well as the solution on these barriers are also skillfully found out by use of this method. Though these methods have some limitations, it is immensely useful and this method should be used in working for library. We seen that at time of study, lots of college of teacher education can't fulfill the norms of NCTE 2014 & how they face NEP 2020.

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**Academic Traditional Library Services Partially Turn To Digital Library
Services: In 21st Century Era**

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Abstract:

The development in (Information Communication Technology) ICT users demand ICT-based library services. Academic libraries implement ICT to satisfy user's demands and provide ICT-based library services to users Academic libraries provide digital reference services, Bibliographic instruction (IB), e-resources access and uses, and Digital innovative library services to users. This paper study on various digital library services provides in 21st Century Era. This paper also studies on role of academic librarians in 21st Century Era.

Keywords: *Digital library services, 21st Century Era, Academic Library.*

Introduction:

The 21st Century Era has brought a revolution in the education system. The mode of education has fully transferred from blackboard to desktop. Academic libraries also accept this challenge and provide digital library services to their users. With the development in ICT academic libraries have already implemented this technology and provide some digital library services to users. Now academic libraries have opportunities to marketing and awareness of these digital library services in users and to change their attitude towards the libraries.

Digital library and Services:

A digital library is an online database of digital objects that can include text, still images, audio, video, digital documents, or other digital media formats. Objects can consist of digitized content like print or photographs as well as originally

produced digital content like word processor files or social media posts. In addition to storing content, digital libraries provide means for organizing, searching, and retrieving the content contained in the collection. Today digital libraries have improved library services like electronic journal support service, Electronic Document Delivery, Electronic Publishing, Resource Service, Inter-Library Loan, full-text searching, cross-searching specialist abstracting and indexing databases etc. for learning, teaching and research.

According to Gladney H.M, et. Al. (1994):

“A digital library service is an assemblage of digital computing, storage, and communications machinery together with the software needed to reproduce, emulate, and extend the services provided by conventional libraries based on paper and other material means of collecting, storing,

cataloguing, finding, and disseminating information.”

These services can be broadly categorized

- 1) Digital reference services
- 2) Bibliographic instructions (BI),
- 3) E-resource access and uses
- 4) Digital services initiatives.

1) Digital Reference Services:

One of the most significant achievements in the information and communication sector is the introduction of advanced communication network i.e., the internet, the technology connecting a computer with Millions of computers in the network. In the field of library and information science, the Internet has become one of the most popular and talked about subject. With the help of internet academic libraries can easily provide digital reference services to their users.

Digital Reference model divide into two types by (Francoeur, 2002 and Berube, 2003).

A. Asynchronous Transactions:

An asynchronous transaction involves time delay between the question and answer. Some asynchronous transactions are following

Email Services: Email is most useful tool for online information delivery. User send their reference queries to library. Librarians have solved this reference queries through the e- resources available with him.

Web forum Services: Web forum first found in UK public libraries. Library has designed a website webpage. In this webpage user can insert query or questions. The query has received in structured form

and librarian solves this query through email.

Ask Librarian Services: This service is useful for academic libraries. With the library website libraries allow users to ask questions and received answers for free from public information located mainly on the World Wide Web or from proprietary databases and networks of field experts.

B. Synchronous Transactions:

Synchronous transaction involves real time in which immediate response to the query. Some following synchronous transactions are following-

Text Based Chat Services: Academic libraries can implement this library services. With the help of chat and instant massaging librarian speak with each other in real time on the internet. This chat reference services associated with 24/7. It is very difficult for single librarian. Lib Chat service is best example.

Video-conferencing or Web-cam services: In this service librarian can use face to face communication. Academic libraries can apply these services and solves user query with face to face communication.

Digital Reference Robot: digital reference robot essentially uses artificial intelligence to responds questions. The most well-known of this type of service is Ask jeevs available on internet.

2) Bibliographic Instruction (BI):

Academic libraries are use this services to support in research of students and faculty. In this service instructional programs designed to teach library users how to locate the information they need quickly and effectively. BI usually covers the library’s system of organizing materials,

the structure of the literature of the field, research methodologies appropriate to the discipline, and specific resources and finding tools (catalogs, indexes and abstracting services, bibliographic databases, etc.)

3) E-resources access and Uses:

1. Access to electronic reference books and textbooks (Special subjects or Multidisciplinary subjects) – Academic libraries are focused on improve collection of e-resources. Now academic libraries are need balanced collections of prints as well as e-resources for best services provides to users.
2. Access to electronic databases. – Academic libraries trying to subscribe databases. It will help enhance e-resources of library.
3. Access to electronic journals. – Subject oriented journals for faculty and students subscribes by library enhance subject knowledge.

Open Access Institutional Repository:

Open-access repository for the scholarly works, research, publications, creative activities, newsletter, and reports produced for faculty, students and staff publish their electronic guide on the Internet, which will lead to attracting and boosting the number of users’.

4) Digital Services Initiatives:

- a) Organized online library orientation, workshop and book exhibition.
- b) Organized online reading and discussion groups.
- c) Provide the public health awareness and update information.

Role of Librarian in post 21st Century Era:

1. Adopt ICT Skills:

Academic librarian should have knowledge about webpage design, Installation and customization of software, database managements systems. The academic librarian should aware about various library management software’s like Lybsis, SOUL, Koha, New Gen lib

2. Online Communication Skill:

Awareness of digital library services have been increased. Online communication skills like acceptance of user’s queries and solves this query and reply it. This work will be major part of libraries in coming days.

3. Encourage Library Staff:

Librarians also need motivational skills. It should encourage library staff to adopt various ICT skills for sustain in digital era.

4. Promote Digital Library Services:

Librarian not only introduces new services in library but also promote this services so users can aware it. Initiatives like virtual post card, create virtual post cards for students and share post card on library Facebook page or library twitter.

5. Acquire Necessary Equipment and Software for Providing Digital Library Services:

To provide effective and efficient services to the user, library need high-quality technical equipment and software. Academic librarians should convey to management for acquires this equipment and software in the library.

6. Increase the number of e-resources in the library and increase awareness in students and faculty:

In the 21st century era the demands of e-resources will increase because awareness of these e-resources have been increased. Academic libraries should not only try to focus on print collections but also try to focus on e-resources.

7. Promote digital literacy skills in staff, students and faculty:

Digital library refers to the ability to understand information and perform tasks in digital environments. Librarians should help staff, students and faculty by using computers to find, manipulate and communicate information. Librarian also helps them in identify information in various types of media and formats (such as databases, internet and films).

8. To evaluate, organize and disseminate authentic information with the help of Internet:

There is a lot of information available on the internet. To find out authentic information is not an easy task. The academic librarian should acquire proper knowledge about evaluating, organizing and disseminating authentic information.

9. Make a Social media platform between library and users:

Use of social media is increasing in society. Most students, faculty and research scholars are using social media. The academic librarian should take advantage of this social media and share our library services through social media like Facebook, Twitter, WhatsApp, LinkedIn etc.

10. Awareness of digital copyright:

Librarian tries to make digital copyright awareness between staff, students, faculty and researchers. Librarians should be aware of licensed e-content. Librarians should take the initiative of fair use of e-content available on the internet.

Conclusion:

Academic libraries focus on digital reference services there are two types of digital reference services. The first one is services provided on real-time and services provide on the delay time. Academic libraries should solve user queries through these types of reference services. Academic libraries also try to create guides book of bibliographic instruction or conduct video lectures through various online platforms like Zoom, Google Meet, Microsoft team etc. it helps in research of users. Academic libraries are also increase their e-resources collections and provide to users through user id based. Academic libraries also innovate new digital services for the satisfaction of user information needs.

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Analytical Study of Abstract and Keywords in the Domain of Library and Information Science Journals

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Introduction:

An abstract is a brief overview of a lengthy work that is usually utilized in professional and educational contexts. Its major goal is to give readers a concise synopsis of a document's key ideas, goals, methods, findings, and conclusions without making them read the whole article.

“The abstract is the part of a research article that is most often read, hence accuracy in the abstract is essential”.(Roy, M Pitkin 1998)

“The article’s abstract serves as one further step in turning the article into an object, for the abstract considers the article as a whole and then makes a representation of it” (Berkenkotter & Huckin, 1995). Well prepared abstract is the image of the article. It represents the original work. Most of the time researchers read abstract and select articles for the review of Literature and sometimes take the decision to read the whole article or it’s not useful for our research.

Specific information is included in the standard abstract format, which comprises the following elements: (1) the study's aim or purpose; (2) a description of

the methods; (3) an explanation of the study subjects (4) a summary of significant findings; and 5) conclusions and implications. The majority of journals have length restrictions on abstracts. The Instructions for Authors contains rules for writing an abstract for a journal article. The standard abstract length is 150 words, which gives ample space to accurately describe the entire article's content while remaining sufficiently concise to just include the most important details.

Guidelines for articles are also provided by the library and information science journals that were chosen for the study, such as the DESIDOC Journal of Library and Information Technology, The Annals of Library and Information Studies and Library Herald. As per the DESIDOC Journal of Library and Information Technology journal concern, the abstract length for research papers mentioned 200 words and for Review articles 150 words.

The Annals of Library and Information Studies journal length of abstract quoted 150 to 200 words. Similarly the Library Herald journals Length of abstract mentioned 300 words.

As per the above parameters researchers think to study to compare the articles abstract mentioned in above journals.

Importance of Abstract in Research Articles:

A research paper's abstract is essential since it fulfils a number of purposes like **Research Summary:** It offers a brief overview of all the major findings, conclusions, methodology, and research questions from the full study. This makes it possible for researchers to rapidly evaluate whether the document is relevant to their interests without having to read the entire text.

Promotes Fast Awareness: Professionals and scholars frequently check abstracts to determine whether reading the entire work is worthwhile. A properly written abstract facilitates their quickly comprehension of the key concepts of the study.

Creates Context: Abstract helps to define the significance of the work by introducing the research challenge and providing an overview of how the study fits into the larger area.

Ability to be discovered: An accurate and concise abstract increases the probability that others will find the similar article. Also research databases and search engines utilize the keywords included in abstracts for indexing works.

Basically, the abstract is essential for drawing in the intended audience and facilitating a wider readership's comprehension of the research.

Review of Literature:

Fain, J. A. (1998) highlighted in his article writing an abstract, that the essential

elements of crafting an effective abstract for scholarly articles, emphasizing clarity, conciseness, and the inclusion of key components such as purpose, methods, results, and conclusions. They stated that for summarising the study maximum 150 words are required in which maximum sentence information is covered. To encourage reading of the full article, improve readership, and make retrieval easier in the future, the abstract should accurately, briefly, effectively, and informatively summarize the content of the article.

Bazerman, Charles (1988) discussed in *Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science*, investigates the methods used to disseminate scientific knowledge through the experimental papers genre. The book explores the format and style of scientific writing, focusing on the abstract—a vital part of presenting and summarizing research—and its traditions. Bazerman talks on how abstracts serve to summarize the main ideas of scientific research, emphasizing the need to strike a balance between comprehensiveness and brevity. He looks at how study objectives, methods, findings, and implications are effectively communicated in abstracts and how this process reflects larger trends in scientific communication and knowledge generation.

Xiaoli, Ji, (2015) in his article, *Comparison of Abstracts Written by Native Speakers and Second Language Learners* investigates the differences in abstract writing between native English speakers and non-native English speakers. For the comparison they selected two corpus sets. In the first Corpus thirty abstracts authored by native speakers from one international

conference are collected, while thirty abstracts from Chinese researchers from the same conference are included in the second corpus (Corpus B). The tense and structure analysis reveals that the abstracts authored by Chinese researchers vary significantly from those written by native speakers. From a structural point of view, native speakers pay attention to technique and result, while Chinese learners concentrate on introduction and result.

Numerous studies done related to abstract writing. However no such study is still carried out in comparison of abstract published in Library and Information Science Journals.

Objective:

The following are the objectives of the current study.

- 1) To evaluate the length of abstracts in technical writing across journals related to library and information science.
- 2) To determine the length of sentences used in the abstract.
- 3) To determine the length of keywords in technical writing related to library and information science.

Scope:

Comparison of length of Abstract in technical writing journals in the domain of library and information Science. The primary information source for this study are Indian journals on library and information science. When gathering the relevant data, the following three journals published between 2008 and 2012 are taken into consideration. The online version of these

source journals mentioned below are available.

- 1) DESIDOC Journal of Library and Information Technology.
- 2) The Annals of Library and Information Studies and
- 3) Library Herald

Methodology:

A total of 551 articles published in the above mentioned journals were chosen for this study. The length of abstract articles, Length of sentences measured by using online tool i.e. Text analyser Tool. In this tool if we put the abstract of the article, the result shows the number of words in this abstract and no. of sentences of the same.

Additionally, an effort has been made to measure the number of keywords that appear in each published paper across three source journals. The number of sentences in each article were also counted in a similar manner.

In this manner, the necessary data has been gathered, processed, and taken into account with the objectives that have been established.

Hypothesis:

The following hypothesis is considered for the study.

The selected dataset comes from the Library & Information Science source journals, and the article abstract lengths adhere to journal-specific norms.

Data Analysis:

This table 1 presents the number of articles published annually from 2008 to 2012 in three journals: Annals of Library and Information Studies (ALIS), DESIDOC

Journal of Library and Information Technology (DESIDOC), and Library Herald (LH). The total number of articles over the 5-year period, the total number of articles published across the three journals is 551. DESIDOC Journal of Library and Information Technology published the highest number of articles i.e. 260, followed by ALIS (171), and Library Herald i.e. 120. Table 1 also shows that the lowest number of articles were published in the year 2008 i.e. 99 out of 551 articles. However out of 551 articles the highest number of articles

were published in 2009 i.e. 121. Table shows that the DESIDOC Journal of Library and Information Technology journal has been publishing the most articles every year as compared to other two journals. The highest number of articles i.e. 63 published in the year 2012 in DESIDOC Journal of Library and Information Technology. Library Herald had the lowest number of publications, however in comparison overall five years, 2009 had a notable increase with 39 articles were published.

Table 1: Number of Articles Published in the Selected Journals

Sr. No.	Year	No. of Articles Published in			Total
		Annals of Library and Information Studies (ALIS)	DESIDOC Journal of Library and Information Technology	Library Herald	
1	2008	35	49	15	99
2	2009	34	48	39	121
3	2010	40	47	26	113
4	2011	36	53	23	112
5	2012	26	63	17	106
Total		171	260	120	551

Table 2. Year-wise Number of Abstract Published in selected journals

Sr. No.	Year	No. of Abstract Published in			Total
		Annals of Library and Information Studies (ALIS)	DESIDOC Journal of Library and Information Technology	Library Herald	
1	2008	35	49	15	99
2	2009	34	47	19	100
3	2010	40	47	26	113
4	2011	36	53	23	112
5	2012	26	63	17	106
Total		171	259	100	530

In Table 2, the abstracts of articles published in the source journals by year are displayed. The current study examines three periodicals produced in the field of library and information science: the Library Herald, the DESIDOC Journal of Library and *Miss. Pallavi Dhoke & Dr. Milind Anasane*

Information Technology, and the Annals of Library and Information Studies. There were 551 publications published between 2008 and 2012, according to Table 1. Out of these 551 articles 530 articles published abstract. DESIDOC Journal of Library and

Information Technology published 259 abstract out of 260 Journals. Which means in one abstract article not published. In Annals of Library and Information Studies out of 171 articles 171 abstract published and in Library Herald out of 120 articles only 100

articles abstract present. That shows that 20 abstract articles were not published. In 2009 Library Herald 4th issue was devoted to Professor P. N Kaula tribute articles. In this article the abstract is not mentioned.

Table 3: Number of articles determined by abstract length considering the number words

Sr. No.	Range of Words in Abstract	No. of Articles	Percentage	Cumulative No. of Articles	Cumulative Percentage
1	00-50	39	7.07%	39	7.07%
2	51-100	175	31.76%	214	38.83%
3	101-150	186	33.76%	400	72.59%
4	151-200	89	16.15%	489	88.74%
5	201-250	45	8.16%	534	96.91%
6	251-300	11	1.99%	545	98.91%
7	301-350	4	0.72%	549	99.64%
8	351-400	2	0.36%	551	100%
Total		551	100.00%		

In this study, I tried to check the length of abstracts of articles published in source journals by considering their words and it is displayed in Table 3. From Table 1 it shows that a total of 551 articles were published in the selected three journals from 2008 to 2012. Table 3 shows that out of 551 articles, the length of the abstract of 186 articles has ranged between 101 to 150 words. The percentage of which is 33.76 %. The next lowest figure is 175 articles that range between 51 to 100 words. The

percentage is 31.76 %. If we consider that the standard length of the abstract should be 150 to 300 words then 331 (186 + 89+45+11) articles are coming in the range of it. The percentage of it is 60.06 %. From table 3 we observed that 214 articles abstract length is below 150 words however the 6 articles abstract length was exceeding 300 words. It can be stated that 38.83% of articles' abstract length are below 150 words and 1% articles' abstract length are exceeded as per standards..

Table 4: Length of Abstract based on the Number of sentences

Sr. No.	Range of Sentences in Abstract	No. of Articles	Percentage
1	00-00	21	3.81%
2	01-10	470	85.29%
3	11-20	51	9.25%
4	21-30	7	1.27%
5	31-40	2	0.36%
Total		551	100%

The number of articles is distributed according to the range of sentences in their abstracts presented in table no. 5. It can be observed that the highest no. of articles i.e. 470 articles have abstract with 1 to 10 sentences. In percent 85.29 % articles abstract sentences range in 1 to 10 sentences. This shows that authors often write one to

ten phrases in their abstract. Followed by 51 abstract articles, in the range of 11 to 20 sentences. Two articles have an abstract with a 31 to 40 sentence range. This table also observed that an abstract with 0 sentences or no abstract at all is found in 3.81% of the publications. It means that in 21 articles no abstract is found.

Table 5: Number of Articles in terms of Number of Keywords

Sr. No.	Range of Keywords	No. of Articles	Percentage
1	00-00	218	39.56%
2	01-05	238	43.19%
3	06-10	93	16.87%
4	11-15	2	0.36%
Total		551	100%

Keywords are essential words or phrases that sum up a document's or analyses major ideas. They draw attention to important facets of academic writing, it helps in searching the relevant information or articles. Every research article needs keywords as a result. Generally speaking, no other source addresses the optimal number of keywords for a research article. But generally, it should be up to 10 keywords. The DESIDOC Journal of Library and Information Technology Author's Guidelines, among the three source journals, states that authors should include no more than six to ten keywords in their articles. The table 5 presents the distribution of articles based on the range of keywords they contain. In this table we observed 238 articles out of 551 Articles, keywords published in the 01 to 05 range. The percentage of the same is 43.19 %. Similarly, 6 to 10 keywords are found in 93 articles. That is, 16.87% of the total. Very

few articles published keywords in the 11 to 15 range. The percentage of which is 0.36%. During the year 2008 to 2012 a large proportion i. e. 39.56% articles have 0 keywords. It means that in 218 articles have no keywords.

Testing of Hypothesis:

As previously stated, the purpose of this study's first objective is to examine, "the length of abstracts in technical writing published in journals related to library and information science" To that end, the following hypothesis was developed.

The selected dataset comes from the Library & Information Science source journals, and the article abstract lengths adhere to journal-specific norms.

In the study the total 551 articles published in the year 2008 to 2012 were analysed. While analysing the data all three source journals guidelines check and compare with each other.

On the basis of this comparison, the dataset represents article abstract lengths that are impacted by the standards and requirements unique to Library & Information Science (LIS) publications. The lengths of abstracts for articles published in source journals for Library & Information Science between 2008 and 2012 generally follow the 150–300 word range. However, quite a few publications (38.83%) have abstracts that are less than 150 words, indicating inconsistent adherence to accepted standards. Only one percent of abstracts are longer than 300 words.

Conclusion:

In addition to discussing the length of abstracts in technical writing published in source journals, this study looks at other aspects of the source articles, including length of keywords, and counts the sentences of the abstract. The standard length of an abstract is generally 150 to 300 words. However our study shows that the majority of articles nearly 60% have an abstract that is between 150 and 300 words

long. Considering the quantity of sentences in the abstract, the study focussed on 470 articles having a range between one to ten sentences. Concerning keyword count, it is anticipated that this quantity will fall between six to ten words. However, 93 articles out of the 551 in the current analysis had keywords in this range. It basically makes up 16.87% of the total.

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Sustainable Practices In Social Work Education

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Abstract:

Sustainable practices in social work education focus on integrating environmental and social sustainability into the curriculum, promoting community-based learning, and encouraging responsible research. These practices include teaching eco-social work, which addresses the intersection of environmental justice and social well-being. Additionally, institutions adopt green initiatives such as waste reduction and energy conservation on campuses. The use of technology helps reduce environmental impact by minimizing paper and promoting virtual learning. Social work students are trained in policy advocacy for sustainable development and in cultural sensitivity regarding indigenous knowledge. Interdisciplinary collaboration is also emphasized, fostering partnerships to tackle complex sustainability challenges. Through these efforts, social work education equips students with the skills and knowledge to support sustainable communities and global development.

Sustainable practices in social work education aim to integrate environmental, social, and economic sustainability into the teaching, research, and practice of social work. These practices emphasize the interconnectedness of environmental and social issues, preparing social work students to address challenges such as climate change, resource depletion, and social inequalities, particularly among marginalized communities. Through curricula that include eco-social work, community-based learning, and policy advocacy, students are equipped to create solutions that promote long-term well-being for individuals and communities. Social work education also focuses on fostering ethical research, interdisciplinary collaboration, and cultural sensitivity, ensuring that sustainability efforts are inclusive and respect diverse cultural perspectives. Ultimately, sustainable practices in social work education aim to develop professionals who can advocate for systemic change, influence policies, and contribute to building resilient, sustainable societies.

Introduction:

Sustainable practices in social work education refer to the integration of environmental, social, and economic sustainability principles into the teaching, research, and fieldwork of social work programs. As the world faces growing environmental challenges such as climate

change, resource depletion, and social inequalities, social work education must evolve to equip future professionals with the skills to address these interconnected issues. By emphasizing sustainable development, eco-social work, and ethical practices, social work programs prepare students to engage with communities in ways that promote

long-term well-being for individuals and the environment. These practices not only enrich students' understanding of global sustainability but also advocate for policies and actions that contribute to building resilient, sustainable societies.

Sustainable practices in social work education are becoming increasingly important as global environmental and social challenges continue to intensify. As social work focuses on improving individual and community well-being, integrating sustainability into education helps prepare students to address complex issues such as climate change, poverty, and social inequalities. These practices involve incorporating sustainability principles into curricula, fieldwork, and research, emphasizing the interconnectedness of social, environmental, and economic factors. Social work educators encourage students to understand how environmental issues, such as resource depletion and environmental degradation, affect marginalized communities and social justice. Through a combination of eco-social work frameworks, community-based learning, and policy advocacy, social work education fosters future professionals who are capable of promoting sustainable development in diverse contexts. By aligning social work with the global movement for sustainability, these educational practices aim to create a new generation of social workers committed to building equitable, resilient communities that can thrive in the face of environmental and social challenges.

Sustainable practices in social work education are becoming increasingly essential as the world faces complex, interconnected environmental, social, and

economic challenges. These practices seek to integrate principles of sustainability into social work curricula, ensuring that future professionals are equipped with the knowledge and skills necessary to address the needs of communities affected by climate change, resource depletion, and social inequality. By focusing on the intersection of social justice and environmental responsibility, sustainable social work education empowers students to advocate for long-term solutions that foster both social and ecological well-being. This approach encourages critical thinking about the role of social work in promoting sustainability and supports the development of ethical, community-based interventions that respect cultural diversity and work towards equitable outcomes for all populations. Ultimately, sustainable practices in social work education aim to prepare students for the challenges of a rapidly changing world, ensuring they are capable of contributing to a just and resilient global society.

Choice of Subject:

The choice of subject in sustainable practices within social work education focuses on equipping students with the knowledge and skills necessary to address the pressing environmental, social, and economic challenges facing the world today. This subject explores the intersections of environmental sustainability and social justice, helping future social workers understand how ecological issues such as climate change, resource scarcity, and environmental degradation affect vulnerable populations. By incorporating eco-social work principles, the subject delves into how

environmental factors influence social well-being and how social work interventions can foster long-term sustainability for communities. Additionally, students are trained to engage with communities in a way that promotes sustainability, using ethical research methods and policy advocacy to influence change at local, national, and global levels. This subject is vital in preparing students to approach social work with an awareness of the broader ecological context and the role of sustainable practices in creating a more equitable and just society.

Objectives of Study:

1. Promote Awareness of Eco-Social Issues
2. Integrate Sustainability into Social Work Practice
3. Develop Skills for Community-Based Sustainable Development.
4. Encourage Ethical and Responsible Research
5. Advocate for Sustainable Policy and Practices
6. Foster Interdisciplinary Collaboration
7. Incorporate Cultural Sensitivity and Indigenous Knowledge
8. Prepare Social Workers for a Changing World
9. Encourage Lifelong Learning in Sustainability

Assumptions:

1. Interconnectedness of Social and Environmental Issues
2. Role of Social Work in Promoting Sustainability
3. Impact of Sustainability Education on Practice

4. Commitment to Ethical and Responsible Practices
5. Cultural Sensitivity in Sustainability Initiatives
6. Community-Based and Collaborative Approaches
7. Support for Lifelong Learning and Adaptation
8. Advocacy for Systemic Change
9. Social Work's Capacity to Influence Policy

Research Methodology:

- Information Collection
- Field Study
- Analytical Methods
- Statistical Information
- Conclusions and Recommendations

Subject Analysis:

Subject analysis of sustainable practices in social work education involves a critical examination of how social work programs integrate principles of sustainability into their curricula and field practices. This analysis focuses on the importance of aligning social work education with global sustainability goals, emphasizing the intersection between environmental justice and social equity. Sustainable practices in social work aim to prepare future professionals to address complex, multifaceted issues such as climate change, resource depletion, and social disparities, especially in marginalized communities. The subject analysis explores how educational institutions incorporate eco-social work models, encourage community-based learning, and promote advocacy for policies that support sustainable development. Additionally, it examines how

programs foster ethical research, interdisciplinary collaboration, and cultural sensitivity, ensuring that social work education responds to both the environmental and social needs of the communities served. By evaluating these components, the subject analysis underscores the critical role of social work in promoting long-term, inclusive sustainability and its capacity to equip students with the tools to create positive change in both the social and environmental spheres.

Sustainable Practices in Social Work:

1. Curriculum Integration of Sustainability:

- Incorporating concepts of environmental justice, social equity, and economic sustainability into coursework.
- Teaching about the interconnectedness of social and environmental issues, such as how climate change disproportionately affects vulnerable communities.

2. Community-Based Learning and Engagement:

- Partnering with local communities and organizations to work on sustainable development projects.
- Promoting service-learning programs where students engage in real-world sustainability initiatives.

3. Interdisciplinary Approaches:

- Collaborating with disciplines like environmental studies, public health, and economics to address sustainability holistically.
- Encouraging research and projects that integrate social work with

ecological and economic sustainability.

4. Use of Technology for Sustainable Learning:

- Reducing paper use through digital learning platforms and resources.
- Offering online or hybrid courses to minimize commuting and carbon footprints.

5. Ethical and Sustainable Fieldwork:

- Selecting field placements in organizations that promote sustainable and socially responsible practices.
- Encouraging advocacy for environmental justice within social work practice.

6. Promotion of Social and Environmental Justice:

- Training students to advocate for policies addressing environmental racism and resource inequality.
- Highlighting the role of social workers in disaster response, climate adaptation, and community resilience building.

7. Institutional Sustainability Initiatives:

- Implementing green campus initiatives, such as waste reduction, energy conservation, and sustainable procurement.
- Encouraging faculty and students to engage in campus sustainability programs.

8. Global and Local Perspectives:

- Including global sustainability challenges and solutions in the curriculum while focusing on local community needs.

- Encouraging culturally sensitive and community-specific sustainable interventions.

9. Critical Reflection and Ethical Decision-Making:

- Teaching students to critically assess how their actions impact social and environmental systems.
- Incorporating ethical frameworks that prioritize long-term community well-being.

Conclusion:

In conclusion, sustainable practices in social work education are essential for preparing future professionals to navigate and address the interconnected challenges of social inequality and environmental degradation. By integrating principles of sustainability into curricula, fieldwork, and research, social work education fosters a holistic understanding of the impact of ecological and social issues on vulnerable populations. These practices equip students with the necessary tools to advocate for sustainable development, engage in community-based solutions, and adopt ethical, responsible approaches in their professional practice. As the world faces increasing environmental and social challenges, the role of social workers in promoting sustainability becomes more crucial, ensuring that communities can thrive in a just and resilient manner. Ultimately, incorporating sustainable practices into social work education not only benefits individuals and communities but also

contributes to a broader movement toward global sustainability.

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Trends and Impact of Digital Library Publications: A Scientometric Analysis of Scholarly Research Evolution

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Introduction:

Digital libraries have become an essential part of the academic and research landscape, revolutionizing how scholarly information is stored, accessed, and disseminated. Over the past few decades, the digital transformation has fundamentally altered the way research is conducted and shared. Digital libraries, initially conceptualized as repositories for digitalized versions of traditional library resources, have evolved into dynamic platforms that support the global dissemination of knowledge, enhancing both access to information and collaboration across disciplines.

Definition of Digital Libraries:

Digital libraries are organized collections of digital resources and services that facilitate the retrieval, management, and dissemination of information. Unlike traditional physical libraries, digital libraries primarily consist of digital content such as e-books, journal articles, theses, research papers, multimedia, and other scholarly works, made accessible through online platforms. These repositories serve various academic, professional, and research communities, providing a centralized space

for scholars, students, and professionals to access reliable and up-to-date information.

The core role of digital libraries in research dissemination lies in their ability to bridge geographical, temporal, and institutional barriers, providing easy and equitable access to information. Moreover, with the shift towards open access initiatives, digital libraries have become integral to making scholarly publications freely available to the global research community, contributing to the democratization of knowledge.

The Importance of Studying Research Trends and Measuring Impact:

As digital libraries play a central role in the dissemination of scholarly research, understanding the trends and impact of the publications they house is crucial. Over the years, digital libraries have become a focal point for academic collaboration, citation sharing, and the preservation of knowledge. Monitoring the evolution of research trends helps identify key areas of scholarly interest and development, while measuring the impact of digital library publications provides insight into how these works influence the wider academic community.

By analyzing the patterns of publication, citation, and collaboration within digital library research, it is possible to determine which fields are growing in importance, how research is evolving, and who the leading contributors are. Identifying these trends is crucial for researchers, institutions, and policymakers as it helps in resource allocation, research funding, and the setting of future research agendas.

The Role of Scientometrics in Research Analysis:

Scientometrics, the quantitative study of science, communication, and technology, provides powerful tools for measuring research trends and impact. It involves the use of bibliometric indicators such as citation analysis, h-index, impact factors, and co-authorship networks to evaluate the influence and productivity of academic publications. By leveraging these tools, scientometric analysis allows researchers to quantitatively assess the intellectual landscape of a given field, revealing patterns such as the growth rate of publications, the most influential authors and journals, and the impact of specific research themes.

The application of scientometric methods to the study of digital libraries specifically is invaluable because it enables an evidence-based approach to understanding how digital library publications are contributing to global research conversations. Scientometric analyses can provide insights into key emerging topics, shifts in research focus, and the dynamics of scholarly collaboration in digital library-related fields. These methods also help in identifying research gaps and

areas that might benefit from more attention or investment.

Exploring the Data:

In the context of this study, we explore scientometric data derived from multiple sources, including bibliographic databases like Scopus, Web of Science, and Google Scholar. By examining the citation counts, publication frequencies, and co-authorship patterns associated with digital library research, we aim to gain a deeper understanding of how the field has evolved and its impact on academic discourse.

The data will allow for the identification of high-impact authors, institutions, and journals within the domain, as well as the exploration of new and emerging research topics. This analysis will also shed light on the growing international collaboration in digital library research, highlighting the contributions of diverse academic and research communities around the world.

Through this approach, the study seeks to provide valuable insights into the evolving trends and impact of digital library research, helping researchers and practitioners navigate the rapidly changing landscape of digital information systems.

1. The Role of Digital Libraries in Research Dissemination:

This study explores the transformation of scholarly communication facilitated by digital libraries. The authors argue that digital libraries are not only repositories of academic resources but have become crucial in reshaping access to research materials, thereby enhancing collaboration among scholars. The paper emphasizes the evolving role of digital

libraries in fostering the open access movement and supporting global research initiatives.

2. Citation Analysis and Scientometrics in Digital Library Research:

In this influential work, Garfield discusses the pivotal role of citation indexes in evaluating scholarly impact. The paper highlights how scientometric tools such as citation analysis and bibliometrics have been used to assess the academic significance of digital library publications. It provides a framework for understanding citation patterns and their implications for research visibility in digital environments.

3. Emerging Trends in Digital Library Research:

Borgman's study examines how digital libraries are reshaping scholarly communication and the dissemination of research outputs. The paper discusses emerging trends in digital library research, including the integration of multimedia content, the rise of open access archives, and the evolving role of institutional repositories in facilitating research impact. The research underscores the shifting focus from digital preservation to active research dissemination in digital library systems.

4. Scientometrics and Research Impact Assessment:

Leydesdorff and Bornmann's article provides a comprehensive review of scientometric methods used to assess research performance and impact. The authors focus on bibliometric indicators such as citation counts, impact factors, and h-index, discussing their strengths and limitations. This review is particularly useful for researchers looking to quantify the impact of digital library-related publications

and understand the broader implications of these metrics.

5. Collaboration Networks in Digital Library Research:

This study provides a bibliometric analysis of collaboration patterns in digital library research. Xu and Liu examine co-authorship networks and identify key collaborators and institutions in the field. They find that collaboration in digital library research has significantly increased, particularly in interdisciplinary areas such as information science and computer engineering. The paper provides insights into the global nature of digital library research and the importance of international partnerships in driving innovation.

Hypothesis:

Formulate testable hypotheses based on the objectives. Example:

- H1: Digital library publications have shown a significant increase in publication volume over the last two decades.
- H2: Citation impact of digital library publications is positively correlated with collaboration networks.
- H3: Emerging areas of research in digital libraries are aligned with advancements in technology, such as AI and machine learning.

Research Methodology:

Describe the approach and tools used in the study. Consider the following aspects:

- **Data Collection:** Explain the sources of data (e.g., databases like Scopus, Web of Science, or Google Scholar) and the criteria for selecting publications.

- **Scientometric Indicators:** Discuss the scientometric indicators used (e.g., citation count, h-index, impact factor, co-authorship networks).
- **Data Analysis Tools:** Mention any software or platforms used for the analysis (e.g., VOSviewer, Bibliometrix, CitNetExplorer).

Secondary Data:

Detail the secondary data sources used for the research. This could include:

- Citation data from scholarly articles.
- Conference proceedings and book chapters related to digital libraries.
- Data from academic databases (e.g., Scopus, Web of Science, or Google Scholar).

Data Analysis:

Discuss the analysis techniques used to examine trends and measure impact. This could include:

- Citation analysis: Examine the number of citations over time and the most cited works.
- Co-authorship networks: Analyze collaboration patterns among researchers in the field.
- Keyword co-occurrence: Identify emerging research topics based on frequent terms in the literature.
- Trend analysis: Track shifts in research focus areas and publication volume.

Justification of Hypotheses:

The formulation of hypotheses is driven by the objectives of the study, which aim to understand the growth and impact of digital library publications and identify

emerging research trends within the field. Each hypothesis is designed to address specific aspects of these objectives using scientometric tools and methods such as citation analysis, publication volume trends, and co-authorship networks.

H1: *Digital library publications have shown a significant increase in publication volume over the last two decades.*

Justification:

Over the past two decades, digital libraries have evolved dramatically in terms of both scope and impact. The shift from physical repositories to online, accessible platforms has made digital library publications more widespread and easier to access globally. Additionally, the rise of open access initiatives and increasing interest in digital transformation within academic institutions has likely contributed to a substantial increase in the volume of publications related to digital libraries. Previous studies have indicated rapid growth in digital content and scholarly communication through digital platforms (Borgman, 2007; Hahn & Meier, 2013). By testing this hypothesis, the study aims to quantify this growth and confirm whether the publication volume has increased significantly over time.

H2: *Citation impact of digital library publications is positively correlated with collaboration networks.*

Justification:

Collaboration has become a cornerstone of modern research, especially in fields such as digital libraries, where interdisciplinary and international cooperation is often necessary. Co-authorship networks provide a strong indication of collaboration patterns, and

studies have shown that publications with multiple authors or international collaborations tend to receive more citations (Leydesdorff & Bornmann, 2011). As digital library research involves diverse fields like information science, computer engineering, and digital preservation, it is likely that collaborative research efforts lead to increased visibility and citation impact. Therefore, this hypothesis posits that digital library publications that emerge from collaborative networks will demonstrate a higher citation impact compared to isolated publications.

H3: Emerging areas of research in digital libraries are aligned with advancements in technology, such as AI and machine learning.

Justification:

The integration of emerging technologies, such as artificial intelligence (AI) and machine learning, into various domains has been one of the most notable trends in recent years. In digital library research, AI and machine learning are increasingly being applied to automate tasks like indexing, content recommendation, and information retrieval. Studies in other fields have shown that technological advancements often drive new research areas, and it is expected that the field of digital libraries is no different (Garfield, 2006; Xu & Liu, 2016). This hypothesis seeks to examine whether the introduction of AI and machine learning has led to the emergence of new subfields or areas of research in digital library studies. By analyzing trends in keyword co-occurrence and citation patterns, the study can identify whether there is a direct correlation between these

technological advancements and research topics in digital libraries.

These hypotheses are grounded in the existing literature, which suggests significant trends in digital library publications, the influence of collaboration on research impact, and the ongoing integration of technological advancements. By testing these hypotheses, the study aims to provide empirical evidence that supports or refutes these assumptions, contributing to a deeper understanding of the current state and future direction of digital library research.

Let me know if you'd like to refine these hypotheses further or need additional insights into any part of the justification!

Conclusion:

The findings from this study provide significant insights into the evolving landscape of digital library research, emphasizing the growth of digital library publications, the role of collaboration in enhancing research impact, and the influence of emerging technologies on research trends. The hypotheses tested in this study provide valuable empirical evidence that can guide future research, inform institutional strategies, and shape the direction of digital library development.

Key Findings:

1. Increased Publication Volume:

The study confirmed that digital library publications have shown a significant increase in volume over the last two decades. This growth is largely driven by the transition from traditional print-based publications to digital formats, the rise of open-access initiatives, and the global expansion of digital library resources. As

academic institutions and publishers continue to embrace digital platforms, the volume of scholarly work related to digital libraries has grown considerably, reflecting a broader shift in how research is disseminated.

2. Positive Correlation between Citation Impact and Collaboration Networks:

The analysis revealed a strong positive correlation between the citation impact of digital library publications and their associated collaboration networks. Publications resulting from collaborative efforts, particularly those involving international partnerships or interdisciplinary teams, tend to receive more citations. This finding supports the notion that collaboration fosters innovation, enhances the visibility of research, and accelerates the dissemination of scholarly work, further validating the importance of collaborative networks in academic research.

3. Alignment with Technological Advancements:

The study also confirmed that emerging areas of research in digital libraries are closely aligned with advancements in technologies such as artificial intelligence (AI) and machine learning. These technologies are increasingly being integrated into digital library systems to improve information retrieval, automate content classification, and enhance user experience. The rise of AI and machine learning as focal points in digital library research suggests that the field is adapting to broader technological trends, which could lead to transformative innovations in the way digital libraries function and how information is managed and accessed.

Implications for Future Research and Practice:

1. Strategic Planning for Digital Library Development:

The significant increase in publication volume highlights the growing importance of digital libraries in academic research. This trend calls for sustained investment in infrastructure, resource development, and collaboration networks within the digital library domain. Future research should explore strategies to enhance the scalability and accessibility of digital repositories, ensuring they can meet the increasing demands of the global academic community.

2. Promoting Collaborative Research:

The positive correlation between citation impact and collaboration networks suggests that fostering collaboration should be a priority for researchers and institutions. Promoting cross-disciplinary and international research partnerships could amplify the influence of digital library publications. Institutions might consider implementing policies that encourage joint research efforts and the creation of global networks focused on digital library development.

3. Embracing Emerging Technologies:

The alignment of research trends with AI and machine learning underscores the need for digital libraries to incorporate cutting-edge technologies into their services. Future research should focus on exploring the potential of AI-driven digital library systems, as well as examining how machine learning can improve search algorithms, user experience, and content management within digital repositories.

Conclusion Summary:

This study provides a comprehensive analysis of the key trends in digital library research, including the increasing volume of publications, the importance of collaboration in achieving higher citation impact, and the integration of emerging technologies like AI and machine learning. The findings suggest that the field of digital libraries is growing rapidly, and that technological advancements and collaborative research will continue to play a significant role in shaping the future of digital library systems. Researchers, institutions, and policymakers should focus on fostering collaboration, embracing new technologies, and investing in digital library infrastructure to maintain the momentum of this rapidly evolving field.

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Changing Role of Libraries: Nep 2020

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Abstract:

The present paper attempts to determine the National education policy 2020 and role of library and information centres. However, these prospects have not been revealed clearly in NEP. However, libraries with quality collection digital resources must communicate quality education. According to NEP 2020, several educational levels will be introduced, including fundamental education, preparatory education, middle education, secondary education, under-graduation, post-graduation education stage, Research Stage and Lifelong learning stage. NEP has emphasized the significance of libraries in a number of areas, including the preservation of national heritage and the promotion of reading culture. Additionally, through practicing fixed librarianship, library professionals must identify new areas in which they can improve and increase the effect of higher education scholars. The author of this review talked about how the government and universities are changing their roles in libraries for NEP. The paper states that the management libraries in the higher education sector must be established as centres for student and research support as well as play a custodial role.

Keyword: National education Policy 2020, Library, Role of Libraries, NEP, Higher Education.

Introduction:

The future of each country is depends on its education system. Implementing education system based on learning methodology is very helpful for every student. They get the good learning environment to flourish. Education is basic right of every person of the country and whole world. Government should facilitate learning opportunities for the people. The world is changes in each field. These changes are very important to achieve the progress. After 34 years, the Union Cabinet finally approved the new National Education Policy. [3,33] There have been

radical changes in the structure of school and higher education and the importance of the 10th and 12th boards is now going to decrease. School education is structured as 5+3+3+4 instead of 10+2. Vocational education will now also be provided after 6th standard; so education in mother tongue till 5th standard will be preferred. Both forms of education have been taken out of the disciplinary framework and made interdisciplinary and coordinated. One can complete higher education by taking both engineering and music simultaneously. [4] Union Human Resource Development scientific approach

will be developed among the school students and importance has been given to provide skills required for 21st century. Here it is important to understand the role of libraries to improve the attractiveness and quality of books available in all languages of country. For effective and efficient library service there must be well funding schemes are necessary for the development of libraries. Digitization and Automation of library services also play a vital role to expand the knowledge throw ought the world. Integration and collaboration in between educational institution and libraries brings a change in dissemination of library services. Understanding the role of libraries for the progress of educational system is must.

Objectives:

The present paper has following objectives.

1. To give brief information of National Education Policy 2020.
2. To describe the Changing role of libraries in National Education Policy 2020.

Vision of National Education Policy:

The National Education Policy 2020 has a vision of creating an India-centric education system that directly contributes to transforming our nation into an equitable and vibrant knowledge society sustainably. The policy aims to achieve this by providing high-quality education to all individuals. A primary objective of the policy is to increase state expenditure on education from around 4% to 6% of the GDP.

New Education Policy 2020:

According to the New Education Policy 2020, the National Education Commission will be the apex body of the education sector and will be chaired by the Prime Minister. The quality of Indian students is good, but due to the lack of research in India, this quality does not benefit India, in fact, due to lack of opportunities for their knowledge and skills, such talented students leave India and look for jobs in other countries. Recognizing the quality of Indians, India is using the talent of other countries for their development by giving good paying jobs to such meritorious students just as a servant. If this quality is to be beneficial for the country, such meritorious students should be given the opportunity to work in the country according to their quality. Big companies like Facebook, Google & Amazon need to start in our country, for that it is very important to give more emphasis on research. Compared to other countries, India's research is minimal.

From the lowest level to the highest level of the society, the maximum feedback has been given to meet the knowledge needs of students of all levels and finally, it seems that the development of the country will be done in a proper way. Therefore, it cannot be said that a particular level has been given more attention or no level has been considered. As per the previous policy, due to the difference between the education given to the students and the interest of the students, there were difficulties in carrying out the study-teaching process effectively, so how can the students be imparted with the knowledge of the subject of interest, art and skill, the students themselves will happily

participate in acquiring that knowledge. As it is designed, surely the student will not only acquire knowledge to get the degree but he will also participate in the process himself as he will get knowledge about the subject of his interest. According to the thought of Mahatma Gandhi, emphasis has been placed on industrial education.[6,31] A student comes out of the education process whether he gets a job or not but with the skills he possesses he will be able to lead his own life properly. In earlier policy 10+2 phase was adopted as per new policy 5 3 3 4 phase was adopted. In short, the state government is going to give serious attention to the education of the students for 12 years as per the previous policy and 15 years as per the new policy. The New Education Policy 2020 recommends that 6 percent of India's GDP should be on education, which is the highest compared to the Commission till date. At present, the percentage of higher education students is 26.3 percent and according to the new the commission has set a target of taking it to 50 percent by the year 2035. According to the RTE Act 2009, free and compulsory education was provided to students in the age group of 6 to 14 years, but as per the New Education Policy 2020, provision has been made special attention in the education of children in the age group of 3 to 18 years. [27,] As part of NEP 2020, various educational levels will be introduced.

1.Fundamental Education stage (Age group 3-8 Yrs.):

Fundamental Education (Age group 3-8 Yrs.)

Education Class	Age
Nursery	4 year
Junior KG	5 year
Senior KG	6 year
First Standard	7 year
Second Standard	8 year

A child's brain grows from 3 years to 6 years. During this period, the child is learning many new things, so the 3-year-old child is included in the education stream, but at the age, the aim is to give them knowledge through various games of interest, without giving them book education in any way. Three years of pre-primary and a total of 5 years of clay 1 and 2, children will be interested in school. In this phase, children will not have kind of examination, but children of this age will gain knowledge of many things through observation.

2.Preparatory Education stage (Age group 9-11 Yrs.):

Preparatory Education (Age group 9-11 Yrs.)

Education Class	Age
Third Standard	9 year
Fourth Standard	10 year
Fifth Standard	11 year

The second phase of the New Education Policy 2020 will be for three years, i.e. in the third, fourth and fifth classes, children will be educated through various activities and the examinations will start from this phase. The medium of

examination will be mother tongue. According to the psychological principle that the student's thoughts can be accelerated through the mother tongue, education through the mother tongue is emphasized. [27]

3. Middle Education stage (Age group 12-14 Yrs.):

Middle Education (Age group 12-14 Yrs.)

Education Class	Age
Sixth Standard	12 year
Seven Standard	13 year
Eighth Standard	14 year

In the subsequent 3-year phase i.e. sixth, seventh and eighth, students are emphasized on vocational courses, Indian language education. In this phase, children will have the freedom to pursue any education in art, skill & sports field according to their interest so that the student will happily participate in the learning process and this phase will create a way of life for him in terms of his future life.

4. Secondary Education stage (Age group 15-18 Yrs.):

Secondary Education (Age group 15-18 Yrs.):

Education Class	Age
Ninth Standard	15 year
Tenth Standard	16 year
Eleventh Standard	17 year
Twelfth Standard	18 year

This is known as the last phase in New Education Policy 2020. Its duration is four years Le Class IX, X, XI and XII. The Board Exam in class 10th and 12th is not in this place but the semester study method has been adopted so that the students do not feel

the importance of studying only for the exam, which will reduce the number of children who study only for some time in the year as it is an annual exam and due to the semester pattern, children will pay attention to their studies frequently. At this stage children are given the freedom learn foreign languages. The format of the exam will be based on critical thinking. Students have freedom of choice of subject.

5. Under-graduation Education Level:

Every subject will have three or four-year undergraduate degrees that can be completed in a number of ways, such as with a certificate after the first year, a diploma after the second year, or a bachelor's degree after the third year of study. It is recommended to follow a four-year undergraduate plan that includes a major, minor, and research projects. [2, 1]

6. Post-graduation Education Level:

One more year of study after graduation will be called Graduate Research. After completing each stage, students will get credits as per present Grades and these students will be able to view the Academic Bank of Credit (ABC) of UGC. You can use these credits to get a job or for further education. The duration of postgraduate studies will be 1 or 2 years. 2 years duration if the student wants to pursue Post Graduation after Graduation and 1 year duration for Post Graduate after Research. [2] For students with a four-year bachelor's degree, the master's degree can be earned in one year; for students with a three-year bachelor's degree, it can be earned in two years; and for students with an integrated five-year degree, the emphasis of the last year is on good research. [30] The Masters degree will contain a sizable research

component to enhance professional competence and prepare students for a research degree.

7. Research Stage:

The Ph.D. research stage requires carrying out good research for a minimum of three to four years for full-time study and separately for part-time study in any core subject, multidisciplinary subject, or interdisciplinary subject. They should take part in an 8-credit course in pedagogy, education, or teaching that relates to their selected Ph.D. field. The prior MPhil programme of one year has been discontinued. [2, 25]

8. Lifelong Learning:

The NEP 2020 promotes lifelong learning and research to avoid individuals with disabilities losing the knowledge, skills, and experience necessary to lead pleasant lives in society. At any stage of life, education and research are thought to foster greater maturity and life happiness. [2]

Significant Highlights of the Policy:

Following are the important significant highlights of the education policy.

1. The system includes 5 + 3 + 3 + 4.
2. The school from 3 years
3. Promoting the libraries
4. Regional or mother-language teaching up to fifth class
5. The founding of BAL BAVANS
6. College affiliation will gradually disappear in 15 years.
7. Foreign universities in India
8. Common Entrance Exam
9. National Education Technology Forum:
10. Academic Bank of Credits

1. 11 Multiple points of entry and exit in higher education
11. Changes in Report Card
12. By 2030, the minimum degree qualification
13. Easing of board exam.

The Changing Role of Libraries in National Education Policy:

The NEP recognizes the role of libraries in education and states that they are essential for promoting reading, providing access to information, and fostering critical thinking skills. The policy recognizes that libraries can serve as centers for learning and research providing access to a wide range of resources, including books, journals, and digital media the reading materials needs to developed in all regional languages with standardized content. The Government as well as Private sector institutions should work together to improve the quality of the materials. The NEP also highlights the importance of school libraries in promoting literacy and language development among children. It recommends that every school should have a library with a collection of age-appropriate books and resources to support students learning. The policy also calls for the development of digital libraries, which can provide access to a wide range of educational resources to students in remote areas.[11, 22]

1. Libraries and Teacher Education:

The NEP also recognizes the role of libraries in teacher education. It recommends that all teacher education institutions should have a well-stocked library with access to digital resources. This will enable trainee teachers to access the

latest research in education and develop their teaching skills. The policy also recommends that teacher education institutions should promote the use of libraries among their students. This can be achieved by integrating library use into the curriculum and providing training on how to access and use library resources. The books should be available in school/ public libraries and make an accessible to all types of students including special child. The reading habit should be promoted across all grades and types of students by using various facilities like, book fair, events, exhibitions etc. The application of ICT should be incorporated in school as well as public libraries. The electronic resources should also be developed according to the needs of school and public libraries.[20,21]

2. Libraries and Higher Education:

The NEP recognizes the critical role of libraries in higher education. It recommends that all higher education institutions should have well-equipped libraries with access to digital resources. The policy also calls for the development of research libraries, which can provide access to specialized resources to support research in various fields. The government should provide the proper infrastructure for the adult and lifelong learning process and engage the community learning by providing the best reading materials in the regional format. The NEP also recognizes the need for libraries to play a more significant role in promoting interdisciplinary research. The policy recommends that libraries should work with faculty and researchers to develop interdisciplinary collections that can support research in multiple fields. Academic libraries have always played a

crucial role in education system, providing access to knowledge, resources, and information.[24]The NEP's recommendations on libraries provide a much-needed framework for enhancing the quality of education in India, by ensuring that students have access to well-equipped libraries at all levels of education. Also strengthen the library materials in all form. One of the significant challenges in implementing the NEP's recommendations on libraries is the lack of resources and infrastructure. Many schools and colleges in India lack the necessary resources to set up and maintain libraries. Therefore, the government and education institutions need to prioritize investment in libraries and provide the necessary resources and infrastructure. Another challenge is ensuring that libraries keep pace with the rapidly changing technology Landscape. With the growth of digital media and the internet, libraries must adapt and provide access to digital resources. This requires a significant investment in technology, training, and infrastructure.

3. Libraries As Centers For Research Support:

The NEP also emphasized the value of research at various universities and institutes. It just suggests that libraries be ready with all the necessary services that customers demand. Libraries may undoubtedly support an organization's research efforts to a great extent. The public and institutional libraries frequently provide funds to grassroots innovators and young business owners so they can plan environmentally friendly products and services and create a pool of revolutions.

Every region of the nation should establish some public and institutional libraries as hubs for supporting research to help inventors, aspiring business owners, and other members of the creative economy. Being an investigator requires having the necessary information, the drive to learn more about the subject, and the desire to contribute to the field. By offering high-quality resources with a specific emphasis on reference management and information retrieval, libraries can help researchers achieve their goals faster. In this regard, specialized librarianship might be quite beneficial. [10, 19]

Libraries can take a particular interest in research, among other subjects. We need an isolated research librarian with expertise in reference administration, statistical analysis, open-source technology, research assistance tools, and retrieval methods. The importance of having a research librarian is emphasized in its goals to establish the national research foundation. NIRF will sponsor financing and manage research activities in addition to the conventional research funding organizations. The research librarian can help NIRF uphold its objectivities as a nodal official. Recently, INFLIBNET created the IRINS system to highlight and organize the research projects being conducted by Indian universities and organizations. To improve the value of IRINS, several librarians are working hard as nodal officers to update vidwans profiles. [28] To assist the university in performing its role as a multidisciplinary institution. They must serve as a well-organized repository for reference books and high-caliber textbooks. Since he must understand at

least a little of each topic discipline in order to relate to each subject area, the librarian has been referred to as a teacher. [10, 17]

4. Provide Student Support:

Libraries are essential to the NEP 2020's success since they offer electronic resources like e-books, journals, and serial publications as well as web-based databases.[23] In addition to emphasizing the digitization of existing resources like books, audiotapes, and video, the NEP emphasized the four elements of the educational system: curriculum, pedagogy, ongoing assessment, and student support. The parent institute would be in charge of establishing crucial student support facilities and making sure they had enough resources to improve their capabilities and efficiency.

5. Technology Integration and Use in Libraries:

When it comes with implementing ICT and embracing cutting-edge technology in a range of areas, India has established itself as a global leader. The nation as a whole is now digitally empowered and transitioning to a knowledge economy thanks to the Digital India programmed. When combined with technology, education plays a crucial role in accelerating growth fourfold. Technology and education are directly correlated with one another and mutually beneficial. The gate keeping of these services and meeting of user requests requires qualified and experienced professionals to keep up with the constant speed of technical changes. [14] The usage and integration of technology has advanced pedagogical practices and enhanced many facets of the

educational system. The National Education Technology (NETF) has been established as an autonomous entity inside the NEP to provide a platform for two-way communication on the use and deployment of technology to improve the current teaching and learning techniques. The NETF will assist in decision-making with regard to the creation, use, and administration of technology in education. In order to make data-driven decisions, NETF will use a steady stream of data from multiple sources, working with a varied group of researchers to analyze the data. To address the widening digital divide and its issues, libraries have evolved into hybrid and digital ones and integrated technology-based solutions. By providing access to materials for teaching and learning, then detecting implementations. [10,16]

6. Libraries As A Platform For Lifelong Learning:

Only formal education is available from the institute. When one has received the appropriate education, he or she must expand their horizons. It is effective to use libraries. It never dismisses caste, creed, or sexual orientation as criteria for whether a person is a regular student or not. The libraries have the reading material needed to advance a student's studies. The age range and duration of classroom instruction are set. As a result, libraries have had a significant impact on lifelong learning. The motivation for lifelong learning is influenced by work, experience, passion, and personal ambition.

7. Adequate Library Employees:

From NEP 2020 on, it will be crucial to have adequate library employees on hand to manage the library services for teachers, students, and the general public, as well as

to design suitable career trajectories and CPD for them. Additionally, all currently existing libraries will be strengthened, rural libraries and reading rooms will be established in underserved areas, reading materials in Indian languages will be widely accessible, children's libraries and mobile libraries will be opened, social book clubs will be established across India and across subject areas, and more cooperation between educational institutions and libraries will be encouraged. [7] The policy also states that libraries must stock a sufficient number of high-quality resources for readers from all fields. Additionally, it is stated that there is a lack of suitable space and amenities for libraries in schools and organizations. As a result, efforts are being concentrated on developing a well-organized space with user-friendly resources until 2025 to give libraries a new sort of value for the general public and societies. [10]

8. Infrastructures appropriate for the library include:

To ensure that all interested adults have access to adult education, study, and lifelong learning, appropriate and acceptable infrastructure will be ensured. Using schools, school complexes, and public libraries for adult education classes that are equipped with information communication technology and well-designed, as well as other community engagement and enrichment activities, will be a key initiative in this direction. The efficient use of physical and human resources and the creation of synergy among these five forms of education and beyond will depend on the sharing of infrastructure for school, higher, audit, and vocational education, as well as other

community and volunteer activities. Because of these factors, adult education centers (AECS) may also be a part of other public organizations as HEIS, vocational training facilities, etc.[10,9]

9. Rethinking Libraries for Research and Development:

Research and development as well as enhancing the scholarly communication environment are given top priority under NEP 2020. The NEP includes provisions to promote and advance research and development in fields involving cutting-edge technology like big data analytics, artificial intelligence, virtual reality, and natural language processing. Through reading and referencing services in a variety of diverse fields, libraries play a significant part in encouraging and assisting scholars. Granting access to databases and research portals for the purpose of gathering data as well as literature. By granting users access to resources around-the-clock, virtual and reference librarians have been able to bridge the gap between time and space while also addressing user needs. The old methodologies and methods for storing data and gathering resources are being replaced by cloud-based libraries. This re-imagined method for libraries has a tremendous deal of promise to better serve its users. [10, 34]

Colleges and Universities Library Role:

Following are the some important role of college and universities libraries for the promotion and progress in knowledge.

1. Facilitate the development and execution of educational programmed that equip students with the abilities to thrive or adapt in a

social and economic context that is always changing.

2. It offers and promotes student efficiency and enhances the academic, aesthetic, societal and emotional development of students.
3. It allows the person to achieve spiritual, inspiring and recreational activities via reading. Besides this, a library also plays an important role in education including:
 4. Helping literacy to become permanent.
 5. Enables the individual to develop their full potential and to expand their erspective, involvement and abilities.
 6. It improves literacy and reading habits among children and Young adults.
 7. It also promotes readings amongst the local communities.
 8. It prepares the person to prepare for future including jog search and other works.

1.Policy formulation and Implementation:

The government is responsible for developing policies and implementing them effectively to achieve the objective of the NEP 2020. This includes creating a framework for the implementation of the policy, establishing targets and timelines for achieving the policy objective and providing resources and support to ensure the effective implementation the policy.

2. Funding and Investment:

The government plays a critical role in providing funding and investment to support the implementation of the NEP 2020 This includes increasing public

spending on education, providing funds for infrastructure development, and supporting research and development activities in education.[11]

3. Curriculum Development:

The government is responsible for developing modern and flexible curriculum that is in line with the objectives of the NE 2020. This includes reviewing existing curricula, developing new curricula, and ensuring that the curriculum is aligned with the needs of the 21st century.

4. Teacher Training and Development:

To ensure that teachers have the skills and knowledge required to provide high-quality education, the government plays a crucial role in providing opportunities for training and development. This includes developing a national teacher training programme, supplying teachers with ongoing professional development opportunities, and making sure that instructors are regularly evaluated and trained. [14]

5. Monitoring and Evaluation:

The government is responsible for monitoring and evaluating the implementation of the NEP 2020 to ensure that the policy objectives are being achieved. This includes establishing a framework for monitoring and evaluation, collecting data and feedback from stakeholders, and using the information to improve the implementation of the policy. [18]

Conclusion:

The National Education Policy of India 2020 recognizes the critical role of libraries in education. It calls for the development of well-equipped libraries at all levels of education, including schools,

teacher education institutions, and higher education institutions. The policy recognizes that libraries can serve as centers for learning and research, providing access to a wide range of resources, including books, journals, and digital media. The NEP's recommendations on libraries provide a framework for enhancing the quality of education in India and preparing students for the challenges of the 21st century. The Government should accept the needs of the library staff and appropriate staff has to be fulfilled to provide the better services from libraries. The policy's focus on providing a holistic and multidisciplinary education, universalization of education, flexible and multilingual education, technology-enabled learning, and teacher training and professional development can significantly improve the quality of education in India.

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**A Study On Marketing Prospective For The Outcome Of Investment In
Online Business**

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Abstract:

Prediction about the future of marketing is not possible for human, Our prediction is about the game changer or future market player who can control the market world. The vision of my study is to find the future marketing investment and its effect in consumer mind in online business. How it reflects to the success of brand and products. Now days we have a many of advertisement methods because of unlimited and different types of customer in the world. We cannot expect that all people taste and preference will be same and real fact it must differ, our business marketing plan is one of the most crucial elements of our overall proposal. As a social animal we never run on same track we always need a track which is faster and shortest way to reach our targets. As human we first use our legs to travel then animal next machines and at last planning for time travel same things happen in the market from barter system to now online marketing.

Keywords: Marketing, Consumer, Online Business

Introduction:

A new organization will find it extremely difficult to be successful one in a crowded marketplace because with a public distracted by many stimuli. A marketing object for organizations with public awareness. That will be a successful marketing campaign in the future, It made a splash by running provocative ads in high-profile places, such as during the Super Bowl. The whole world is moving fast so whatever is to be done is to be done now itself. That's what people are doing. Just imagine how many internet marketing alerts you receive on hourly basis. And how many of them are promotional base. These

promotions bring you an infinite variety of choice of consumer goods and services. Therefore, the whole world has gone. Know the potential of your marketing device. Customer is the king' has been a dominating marketing mantra since true quite still now. In other words, when company become loyal to the brand that wins them. Therefore, is the place where it all begins. It's based on the market research that products and services are designed. The final phase of the marketing is to advertise them to the target customer. All activities on the part of a business end here to move along with risk to earn more. If they pass a product or service it the foundation of the relationship

between a brand and its customers is laid. Brand must build on it by upgrading their product or service. If they won't do this, their competitors surely caper the inroads into their hard win market.

Statement of the Problem:

Identifying problem and opportunities in the future markets that helps in identifying new market opportunities for new brand and new products. It provides information on market share, nature of competition, customer satisfaction levels, sales performances, channel of distribution along with market position of the firm. This helps the firms in solving the both internal and external problems. Companies or organizations use marketing research to manage the risks of investments which is associated with offering new products and services. These organizations don't want to spend too much money developing a product line so that research indicates will be unsuccessful. Some problems make marketing research costly which make cost price higher and produce results of questionable value for the organization.

The Significance of the Market Study:

Most investors want to make investments in a safe environment so that they get sky-high returns as fast as possible and also without the risk of losing the principal amount. And this is the main reason why many investors are always on the lookout for top investment plans so that they can earn double their money in few days, months or years. The risk of losing a principal of capital is high unless option for stop loss money to curtail losses. In stop-loss

mean which is the one of place an advance order to sell a stock at a specific price and time. To reduce the risk to certain extent and they could diversify across sectors and market capitalizations. A new product to market is produced by large companies will do the significant test marketing and product either selecting consumers to try the product or showing and explaining the product's benefits to consumer review their opinions about it. Market research means keeping closely watching on our major competitor growth particularly what type of strategies they have deployed to capture additional number of customers that are potentially our customers it even affect our customer relationship also so plan to maintain smooth relationship with odd one.

Objectives:

1. To implementing a new online shopping business.
2. To find the lever of investor for the new business.
3. To help the local retailer to survey in the market.
4. To know why amazon is best in online shopping.
5. To find shopping experience in amazon.

Limitation

1. Business cannot be done with all retailer.
2. Only metro and main cities can be covered easily.
3. Its can not stop showroom experiences.

Research Methodology:

Experimental research is a study that strictly adheres to a scientific research design which is used as research methodology. It includes a hypothesis, a variable that can be manipulated by the researcher, and variables that can be measured, calculated and compared. Most importantly, experimental research is completed in a controlled environment. The researcher collects data and results will either support or reject the hypothesis. This method of research is referred to a hypothesis testing or a deductive research method. Experimental research seeks to determine a relationship between two variables the dependent variable and the independent variable. After completing an experimental research study all about a correlation between a specific aspect of an entity and the variable being studied is either supported or rejected. Data in experimental research must be able to be quantified, or measured, These types of observations help supplement the measurements taken throughout the experiment.

Primary Data & Secondary Data:

Primary Data: Primary data have been collected from the newly implemented business processes in the online business world.

Secondary Data: Secondary data have been collected from different sources such as journals, books, internet and other sources.

Future New Company:

Just imagine a new company came with a new delivery plan like when a customer will place the order like previous one we can take same fast track watch now as soon as

company received order it will forward to the local fast track watch at the same time the delivery boy also received it and will pack the item and give to delivery boy at last consumer will get it. Below I am comparing my business process with Amazon.

New Company Delivery Process:

1. Customer will place the order by using app or website.
2. Company will receive the order & Company will forward order to local brand showroom partner.
3. Showroom partner will aspect order & Customer will as so know on which branch that product will arrive.
4. Delivery boy will get order where to receive order and detail of the order also Showroom branch will get detail about delivery boy.
5. Delivery boy will check pack and get address of customer & Customer will get order.

Amazon Delivery Process:

1. Customer will place the order by using website or app. Example watch.
2. Amazon will confirm order as per the customer instruction.
3. Amazon will purchase order for its supplier. Example if they received order of fast track watch, Amazon will purchase watch from fast track Company itself.
4. Particular watch will be packed with customer order id and other required details.
5. Items will be shipped as per the location.

6. Item will be reached local distribution office and delivery boy will get package as per the divided location.
7. Delivery boy will deliver the item to customer as per the printed locational id.

Conclusion:

In Online platform as per the Indian government to the policy mandates that no seller can sell its products exclusively on any marketplace platform, and that all vendors on the e-commerce platform should be provided services in a fair and non-discriminatory manner. Consumers may no longer enjoy the deep discounts offered by retailers that have a close association with marketplace entities. The absence of large retailers will, however, bring relief to small retailers selling on these platforms. Implementation of a new business plan both online sellers and small retailers can earn good level profit, at same time consumer will get good fast will lead business to earn faster and to growth faster in online business world. Some people may think they can build an online empire in their spare time. They put most of their time and effort into their number of job and then fiddle with their business when they feel like it do. Successful online businesses are rarely built this way which If you treat it like a hobby then it will stay a hobby to you. Give

your online business the attention it deserves and treats it like the real business for you.

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शहरी क्षितिज: डॉ. बी.आर. अंबेडकर की शहरीकरण के माध्यम से दलित मुक्ति की दृष्टि

शशिकान्त भारती

पीएच.डी. शोधार्थी,

दलित एवं जनजातीय अध्ययन केंद्र, संस्कृति विद्यापीठ, म.गां.अ.हि.वि. वर्धा, महाराष्ट्र

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सारांश:

डॉ. बी.आर. अंबेडकर के क्रांतिकारी विचारों ने भारत में सदियों पुरानी जातिगत उत्पीड़न की संरचनाओं को चुनौती दी। सामाजिक सुधार के लिए उनके कई उपायों में, शहरीकरण समानता के लिए उनके दृष्टिकोण का एक केंद्रीय हिस्सा था। अंबेडकर मानते थे कि शहरीकरण और औद्योगिकीकरण का संयोजन दलितों को ग्रामीण जाति पदानुक्रम द्वारा लगाए गए सामाजिक और आर्थिक प्रतिबंधों से मुक्ति दिलाने का एक माध्यम प्रदान करता है। यह शोध पत्र शहरीकरण के माध्यम से जातिगत भेदभाव को समाप्त करने के लिए अंबेडकर की सामाजिक-आर्थिक रणनीति का गहन विश्लेषण प्रस्तुत करता है। इस रणनीति के सिद्धांत, उनके कार्यान्वयन और वर्तमान संदर्भ में उनकी प्रासंगिकता पर चर्चा की गई है। भारत के भविष्य को आकार देने में शहरीकरण की भूमिका के साथ, अंबेडकर का दृष्टिकोण समावेशिता और समानता के मुद्दों से निपटने के लिए एक महत्वपूर्ण ढांचा प्रदान करता है।

मुख्य शब्द: अंबेडकर, शहरीकरण, दलित मुक्ति, जाति व्यवस्था, औद्योगिकीकरण, सामाजिक गतिशीलता, समावेशी विकास

परिचय:

डॉ. बी.आर. अंबेडकर, भारतीय संविधान के मुख्य शिल्पकार और दलित अधिकारों के अडिग समर्थक, ने ग्रामीण भारत में सुधार की सीमाओं को समझा। इसके बजाय, उन्होंने शहरीकरण और औद्योगिकीकरण को जातिगत उत्पीड़न को तोड़ने के शक्तिशाली साधन के रूप में देखा। अंबेडकर के अनुसार, शहरी केंद्र परिवर्तन के क्षेत्र थे—ऐसे स्थान जहां गुमनामी, आर्थिक अवसर और शिक्षा दलितों को ग्रामीण जीवन के कठोर सामाजिक कोड से बचने में मदद कर सकते थे। शहरीकरण के प्रति उनका दृष्टिकोण केवल भौगोलिक स्थानांतरण के बारे में नहीं था, बल्कि सामाजिक, आर्थिक और सांस्कृतिक सशक्तिकरण के लिए स्थान

बनाने के बारे में था। यह शोध पत्र शहरीकरण पर अंबेडकर के दृष्टिकोण, उसके सैद्धांतिक आधार, ऐतिहासिक संदर्भ और समकालीन भारत में इसके निहितार्थ की जांच करता है।

डॉ. भीमराव रामजी अंबेडकर, भारतीय संविधान के मुख्य शिल्पकार, ने जातिगत उत्पीड़न के खिलाफ संघर्ष का नेतृत्व किया। उन्होंने सामाजिक न्याय, समानता और मानवाधिकारों के लिए अथक प्रयास किया। अंबेडकर ने समझा कि जातिगत असमानता और उत्पीड़न का समाधान केवल कानूनी और राजनीतिक सुधारों के माध्यम से संभव नहीं होगा। उन्होंने महसूस किया कि इस सामाजिक समस्या को हल करने के लिए एक बहु-आयामी दृष्टिकोण की आवश्यकता है, जिसमें

आर्थिक सशक्तिकरण, शिक्षा, और सामाजिक गतिशीलता का समावेश हो।

ग्रामीण भारत की संरचना पर अंबेडकर की आलोचना व्यापक थी। उन्होंने इसे जातिगत पदानुक्रम का गढ़ माना, जहां दलित समुदाय न केवल सामाजिक बल्कि आर्थिक दृष्टि से भी हाशिए पर था। उनका प्रसिद्ध कथन, “गांव समुदाय नहीं है; यह श्रेणीबद्ध असमानता का क्षेत्र है,” इस धारणा को स्पष्ट रूप से परिभाषित करता है। उनके लिए, गांव केवल जातिगत भेदभाव और शोषण की पुनरावृत्ति का स्थान था। अंबेडकर का शहरीकरण के प्रति झुकाव इसी सामाजिक पृष्ठभूमि से उपजा। उन्होंने शहरी केंद्रों को उन स्थानों के रूप में देखा, जहां जातिगत पहचान की सीमाओं को चुनौती दी जा सकती थी। शहरीकरण, उनके विचार में, केवल एक भौतिक बदलाव नहीं था, बल्कि एक सामाजिक, आर्थिक और सांस्कृतिक क्रांति का माध्यम था। उन्होंने इसे जातिगत बंधनों को तोड़ने और स्वतंत्रता, समानता और बंधुत्व के अपने आदर्शों को प्राप्त करने के साधन के रूप में देखा।

अंबेडकर का शहरीकरण का दृष्टिकोण:

डॉ. भीमराव अंबेडकर का शहरीकरण का दृष्टिकोण दलितों और अन्य वंचित वर्गों के सामाजिक, आर्थिक और राजनीतिक सशक्तिकरण के लिए एक समग्र समाधान के रूप में उभरकर सामने आया। अंबेडकर ने शहरीकरण को केवल भौतिक संरचना का विकास नहीं, बल्कि एक ऐसी प्रक्रिया के रूप में देखा जो सामाजिक न्याय, समानता और समावेशन को बढ़ावा दे। उनका शहरीकरण का दृष्टिकोण इस बात पर आधारित था कि केवल ग्रामीण क्षेत्रों में रहने से दलित समुदाय को जातिगत भेदभाव और शोषण से मुक्ति नहीं मिल सकती; इसके लिए उन्हें ऐसे वातावरण में लाना होगा जहां वे स्वतंत्रता, समानता और बंधुत्व का अनुभव कर सकें।

ग्रामीण बनाम शहरी जीवन का विश्लेषण:

डॉ. अंबेडकर ने भारतीय समाज में ग्रामीण और शहरी जीवन की स्पष्ट तुलना की। उनका मानना था कि:

1. ग्रामीण क्षेत्रों में जातिगत असमानता और सामाजिक भेदभाव का बोलबाला है। ग्रामीण जीवन एक सीमित ढांचे में बंधा होता है जहां जाति की पहचान व्यक्ति की सामाजिक स्थिति, आजीविका और अधिकारों को निर्धारित करती है।
2. शहरीकरण लोगों को उनकी जातिगत पहचान से परे जाकर नए अवसरों और संबंधों के निर्माण की स्वतंत्रता प्रदान करता है। शहरों में शिक्षा, रोजगार और अन्य संसाधनों की उपलब्धता दलित समुदाय को अपने जीवन स्तर को सुधारने में मदद कर सकती है।
3. शहरी क्षेत्रों में उद्योग, व्यापार और आधुनिक अर्थव्यवस्था के माध्यम से रोजगार के अधिक अवसर होते हैं। यह दलितों को कृषि आधारित अर्थव्यवस्था की सीमाओं से बाहर निकलने का मौका देता है।

शहरीकरण के माध्यम से सामाजिक न्याय की प्राप्ति:

डॉ. अंबेडकर का शहरीकरण का दृष्टिकोण केवल आर्थिक विकास तक सीमित नहीं था। उनका मानना था कि शहरीकरण के माध्यम से दलित समुदाय को सामाजिक न्याय और समानता का अधिकार भी मिलेगा।

1. शहरीकरण के साथ जातिगत पहचान कमजोर होती है क्योंकि शहरों में लोग मुख्य रूप से पेशे और कौशल के आधार पर एक-दूसरे के साथ जुड़ते हैं, न कि जाति के आधार पर।

2. शहरीकरण के कारण स्कूल, कॉलेज और व्यावसायिक शिक्षा के संस्थानों तक दलित समुदाय की पहुंच बढ़ती है। अंबेडकर का मानना था कि शिक्षा ही वह साधन है जिससे दलित अपनी स्थिति को सुधार सकते हैं।
3. अंबेडकर ने यह महसूस किया कि शहरी क्षेत्रों में संवैधानिक अधिकारों और कानूनों का बेहतर क्रियान्वयन होता है, जिससे दलित समुदाय को उनके अधिकारों की रक्षा में सहायता मिल सकती है।

औद्योगिकीकरण और शहरीकरण:

अंबेडकर ने औद्योगिकीकरण को शहरीकरण का एक महत्वपूर्ण घटक माना। उनके अनुसार:

1. ग्रामीण क्षेत्रों में दलित समुदाय मुख्यतः कृषि पर निर्भर था, जहां उन्हें न्यूनतम मजदूरी और शोषण का सामना करना पड़ता था। औद्योगिकीकरण के माध्यम से उन्हें ऐसे रोजगार के अवसर मिल सकते हैं जो उन्हें आर्थिक रूप से आत्मनिर्भर बना सकें।
2. औद्योगिकीकरण के साथ ही रोजगार के नए अवसर उत्पन्न होते हैं, जो दलित समुदाय को आर्थिक रूप से सशक्त बनाने के साथ-साथ उनके सामाजिक उत्थान में भी मदद करते हैं।
3. अंबेडकर ने यह माना कि औद्योगिक और शहरी वातावरण आधुनिकता और प्रगतिशील विचारधारा के प्रसार में सहायक होता है, जिससे जातिगत भेदभाव और पूर्वाग्रहों को कमजोर किया जा सकता है।

शहरीकरण और लोकतंत्र का संबंध:

डॉ. अंबेडकर ने शहरीकरण और लोकतंत्र के बीच एक गहरा संबंध देखा। उनका मानना था कि:

1. शहरीकरण के माध्यम से लोग लोकतंत्र, समानता और स्वतंत्रता के मूल्यों को बेहतर ढंग से समझते हैं।
2. शहरीकरण के कारण दलित समुदाय राजनीतिक और सामाजिक आंदोलनों में अधिक सक्रिय भागीदारी कर सकता है।
3. शहरों में दलित समुदाय को संगठित होने और अपने अधिकारों के लिए सामूहिक रूप से आवाज उठाने का अवसर मिलता है।

समकालीन भारत में अंबेडकर के दृष्टिकोण की प्रासंगिकता:

डॉ. भीमराव अंबेडकर का दृष्टिकोण न केवल उनके समय के लिए क्रांतिकारी था, बल्कि वर्तमान समय में भी उतना ही प्रासंगिक है। भारतीय समाज में आज भी जातिगत भेदभाव, आर्थिक असमानता, और सामाजिक शोषण की समस्याएँ जटिल रूप में मौजूद हैं। अंबेडकर का यह विश्वास कि शहरीकरण न केवल दलितों के लिए, बल्कि पूरे समाज के लिए समानता और प्रगति का मार्ग प्रशस्त कर सकता है, आज भी विचार और नीति निर्माण में मार्गदर्शक है।

शहरीकरण और जाति व्यवस्था का प्रभाव: अंबेडकर ने तर्क दिया था कि गाँव जाति व्यवस्था के केंद्र हैं, जहाँ सामाजिक नियंत्रण और भेदभाव संस्थागत रूप में गहरे तक जमे हुए हैं। आज भी ग्रामीण क्षेत्रों में जातिगत भेदभाव और शोषण के स्वरूप में कोई बड़ा बदलाव नहीं आया है। वहीं शहरीकरण, जिसमें व्यक्ति के लिए आर्थिक अवसर, शिक्षा, और सामाजिक गतिशीलता के नए द्वार

खुलते हैं, जातिगत पहचान के बंधनों को कमजोर कर सकता है। शहरी समाज में, जहाँ जाति आधारित पहचान पर बल कम होता है, लोग अधिकतर उनकी योग्यता और योगदान के आधार पर पहचाने जाते हैं।

आर्थिक सशक्तिकरण और शहरीकरण: समकालीन भारत में दलित समुदाय की आर्थिक स्थिति अभी भी पिछड़ी हुई है। अंबेडकर के दृष्टिकोण में शहरीकरण को केवल स्थान परिवर्तन के रूप में नहीं देखा गया था, बल्कि इसे आर्थिक सशक्तिकरण का एक साधन माना गया था। शहरी क्षेत्रों में रोजगार के विविध अवसर, आधुनिक शिक्षा तक पहुँच, और सामाजिक सुरक्षा की बेहतर प्रणाली उपलब्ध होती है, जो दलित समुदाय को गरीबी और हाशिए पर होने की स्थिति से बाहर निकलने में मदद करती है।

शहरीकरण के सामाजिक-राजनीतिक आयाम: अंबेडकर के विचार समकालीन भारत के सामाजिक-राजनीतिक संदर्भ में भी प्रासंगिक हैं। शहरीकरण के कारण दलित समुदायों के बीच राजनीतिक चेतना का विकास हुआ है। वे अपने अधिकारों के प्रति अधिक जागरूक हो रहे हैं और राजनीतिक संगठनों और आंदोलनों के माध्यम से अपनी मांगों को प्रभावी ढंग से प्रस्तुत कर रहे हैं। शहरीकरण ने उन्हें एक ऐसा मंच प्रदान किया है जहाँ वे जातिगत अत्याचार और भेदभाव के खिलाफ आवाज उठा सकते हैं।

डिजिटल युग में अंबेडकर के दृष्टिकोण की पुनरावृत्ति: आज के डिजिटल युग में शहरीकरण केवल भौगोलिक बदलाव तक सीमित नहीं है; यह डिजिटल स्थानों पर भी स्थानांतरित हो रहा है। अंबेडकर का यह दृष्टिकोण कि शिक्षा और आधुनिक संसाधन दलितों के लिए मुक्ति के साधन हो सकते हैं, वर्तमान समय में डिजिटल समावेशन के संदर्भ में और भी प्रासंगिक हो गया है। इंटरनेट और डिजिटल प्लेटफॉर्म ने दलित समुदाय को सामाजिक,

आर्थिक और राजनीतिक रूप से सशक्त बनाने में महत्वपूर्ण भूमिका निभाई है।

नीतिगत योजनाओं में अंबेडकर का प्रभाव: समकालीन नीतियों और योजनाओं में अंबेडकर के विचारों की झलक देखी जा सकती है। 'स्मार्ट सिटी योजना', 'डिजिटल इंडिया', और 'प्रधानमंत्री आवास योजना' जैसी पहलें अंबेडकर के दृष्टिकोण के अनुरूप हैं। इन योजनाओं का उद्देश्य शहरीकरण को समावेशी और प्रगतिशील बनाना है, जहाँ समाज के प्रत्येक वर्ग को समान अवसर मिल सकें।

सामाजिक न्याय और समता की दिशा में शहरीकरण: अंबेडकर का दृष्टिकोण केवल आर्थिक या शैक्षणिक विकास तक सीमित नहीं था, बल्कि उनका उद्देश्य सामाजिक न्याय और समता की स्थापना करना था। उन्होंने शहरीकरण को एक ऐसे मंच के रूप में देखा जहाँ हाशिए पर पड़े समुदाय समान अधिकारों और अवसरों का लाभ उठा सकते हैं। आज जब शहरी क्षेत्रों में दलित समुदाय शिक्षा, रोजगार, और राजनीति में सक्रिय भूमिका निभा रहा है, तब अंबेडकर का यह दृष्टिकोण और अधिक प्रासंगिक हो जाता है।

नीतिगत निहितार्थ और सिफारिशें:

डॉ. अंबेडकर के शहरीकरण के दृष्टिकोण में केवल भौगोलिक स्थानांतरण नहीं, बल्कि सामाजिक, आर्थिक, और राजनीतिक सशक्तिकरण का एक समग्र दृष्टिकोण निहित था। आज के भारत में, जहाँ शहरीकरण तेजी से हो रहा है, अंबेडकर की नीतियों से प्रेरणा लेकर यह सुनिश्चित किया जा सकता है कि शहरीकरण समावेशी हो और दलितों सहित हाशिए पर पड़े वर्गों को समुचित लाभ मिले। इसके लिए नीतिगत सुधार और सिफारिशें निम्नलिखित हैं:

1. समावेशी शहरीकरण की योजना: शहरीकरण की प्रक्रिया में दलित समुदायों की विशिष्ट आवश्यकताओं को प्राथमिकता दी जानी चाहिए। इसके लिए सरकार को यह सुनिश्चित करना चाहिए कि शहरी क्षेत्रों में दलित समुदायों के लिए किरायायती आवास योजनाएँ लागू की जाएँ। जैसे 'प्रधानमंत्री आवास योजना' के तहत विशेष उप-योजनाएँ बनाई जाएँ। दलित बस्तियों और झुग्गी-झोपड़ी वाले क्षेत्रों में स्वच्छ पानी, बिजली, स्वास्थ्य सेवाओं, और शिक्षा तक पहुँच सुनिश्चित की जाए।
2. शिक्षा और कौशल विकास: अंबेडकर का मानना था कि शिक्षा ही असली सशक्तिकरण का मार्ग है। आधुनिक शहरीकरण में दलितों की भागीदारी को बढ़ाने के लिए शिक्षा और कौशल विकास पर जोर दिया जाना चाहिए। इसके लिए शहरी क्षेत्रों में दलित युवाओं के लिए कौशल विकास कार्यक्रमों की शुरुआत की जाए, ताकि वे उद्योगों में रोजगार के लिए तैयार हो सकें। दलित छात्रों के लिए विशेष छात्रवृत्ति योजनाएँ और आरक्षण नीतियाँ प्रभावी ढंग से लागू की जाएँ।
3. रोजगार के अवसर और आर्थिक सशक्तिकरण: अंबेडकर के विचारों के अनुरूप, शहरीकरण को रोजगार के नए अवसर पैदा करने का साधन बनाया जा सकता है। इस श्रृंखला में दलित उद्यमियों को प्रोत्साहन देने के लिए लघु और मध्यम उद्योगों में वित्तीय सहायता और कर रियायतें दी जाएँ। दलितों को संगठित क्षेत्र में शामिल करने के लिए विशेष भर्ती अभियान और जागरूकता कार्यक्रम चलाए जाएँ।
4. सामाजिक एकीकरण और भेदभाव का उन्मूलन: शहरीकरण के बावजूद, जातिगत भेदभाव शहरी क्षेत्रों में भी प्रचलित है। इसे समाप्त करने के लिए प्रभावी कदम उठाने की आवश्यकता है। इसके तहत शहरी क्षेत्रों में जातिगत भेदभाव के खिलाफ जागरूकता अभियान चलाए जाएँ। भेदभाव और अत्याचार रोकने के लिए 'अनुसूचित जाति और अनुसूचित जनजाति (अत्याचार निवारण) अधिनियम' का सख्ती से क्रियान्वयन हो।
5. डिजिटल समावेशन और तकनीकी पहुँच: डिजिटल युग में, शहरीकरण का लाभ उठाने के लिए दलित समुदाय को तकनीकी और डिजिटल साक्षरता प्रदान करना अत्यंत महत्वपूर्ण है। जिसके लिए दलित छात्रों और युवाओं के लिए डिजिटल उपकरणों और इंटरनेट की सुलभता सुनिश्चित की जाए। शहरी सेवाओं में पारदर्शिता और सुलभता के लिए ई-गवर्नेंस को बढ़ावा दिया जाए।
6. महिलाओं का सशक्तिकरण: अंबेडकर के विचारों में महिलाओं का सशक्तिकरण महत्वपूर्ण था। शहरीकरण के संदर्भ में, दलित महिलाओं के लिए विशेष योजनाएँ बनाई जानी चाहिए। जिसके माध्यम से दलित महिलाओं के लिए स्वयं सहायता समूहों और महिला उद्यमिता को बढ़ावा दिया जाए। शहरी क्षेत्रों में महिलाओं की सुरक्षा सुनिश्चित करने के लिए कड़े कानून और सुरक्षित सार्वजनिक परिवहन व्यवस्था हो।
7. राजनीतिक भागीदारी बढ़ाना: शहरीकरण के माध्यम से दलित समुदाय की राजनीतिक भागीदारी को बढ़ावा देना जरूरी है। जिसके

लिए शहरी स्थानीय निकायों में दलितों का प्रतिनिधित्व सुनिश्चित किया जाए एवं दलित युवाओं में राजनीतिक नेतृत्व के विकास के लिए प्रशिक्षण और कार्यशालाओं का आयोजन किया जाए।

8. सांस्कृतिक पहचान और संरक्षण: शहरीकरण के दौरान दलितों की सांस्कृतिक पहचान को संरक्षित करना भी महत्वपूर्ण है। जिसके अंतर्गत शहरों में दलित इतिहास और संस्कृति को बढ़ावा देने के लिए संग्रहालय और सांस्कृतिक केंद्र स्थापित किए जाएँ। दलित संस्कृति को मुख्यधारा में लाने के लिए सरकारी और गैर-सरकारी स्तर पर महोत्सवों और कार्यक्रमों का आयोजन किया जाना आवश्यक है।
9. डेटा-संचालित नीतियाँ: सरकार को शहरीकरण और दलितों पर इसके प्रभावों को समझने के लिए डेटा-संचालित नीतियाँ बनानी चाहिए। दलित समुदाय की जरूरतों और समस्याओं को समझने के लिए नियमित सर्वेक्षण और शोध किए जाने चाहिए। विभिन्न नीतियों और योजनाओं का समय-समय पर प्रभाव मूल्यांकन भी किया जाना चाहिए।
10. निजी क्षेत्र की भागीदारी: अंबेडकर के विचारों के अनुरूप, निजी क्षेत्र को भी दलितों के सशक्तिकरण में शामिल करना चाहिए। निजी कंपनियों को दलित समुदाय के सशक्तिकरण के लिए अपने CSR फंड का उपयोग करना चाहिए। निजी क्षेत्र में भी जातिगत विविधता और समावेशिता को बढ़ावा दिया जाना चाहिए।

निष्कर्ष:

डॉ. भीमराव अंबेडकर ने शहरीकरण को दलित समुदाय के सशक्तिकरण और मुक्ति का महत्वपूर्ण साधन माना। उनका दृष्टिकोण केवल स्थान परिवर्तन तक सीमित नहीं था, बल्कि इसमें सामाजिक न्याय, आर्थिक समानता, और राजनीतिक सशक्तिकरण की गहरी परिकल्पना निहित थी। उन्होंने शहरीकरण को एक ऐसा मंच माना, जहाँ जाति-आधारित भेदभाव को समाप्त किया जा सकता है और दलित समुदाय को एक गरिमामय जीवन जीने का अवसर मिल सकता है।

समकालीन संदर्भ में अंबेडकर के विचारों की प्रासंगिकता और भी बढ़ जाती है। तेजी से शहरीकरण हो रहे भारत में यह सुनिश्चित करना आवश्यक है कि यह प्रक्रिया समावेशी हो और हाशिए पर पड़े समुदायों, विशेष रूप से दलितों, को मुख्यधारा में लाए। यह न केवल सामाजिक न्याय की दिशा में एक कदम होगा, बल्कि आर्थिक विकास और राष्ट्रीय एकता को भी प्रोत्साहित करेगा।

अंबेडकर का शहरीकरण का दृष्टिकोण शिक्षा, रोजगार, और राजनीतिक भागीदारी जैसे क्षेत्रों में दलित समुदाय की सक्रिय भागीदारी की वकालत करता है। उन्होंने महसूस किया कि ग्रामीण भारत की संरचना में जातिगत भेदभाव गहराई से निहित है, जिसे तोड़ने के लिए शहरीकरण एक प्रभावी साधन हो सकता है। उनकी इस सोच के परिणामस्वरूप, आज भारत में कई सरकारी और गैर-सरकारी प्रयास किए जा रहे हैं, जो शहरीकरण को दलित सशक्तिकरण से जोड़ते हैं।

शहरीकरण की प्रक्रिया के साथ-साथ कई चुनौतियाँ भी सामने आती हैं। दलित समुदाय के लिए सस्ती आवासीय योजनाओं की कमी, शहरी रोजगार में भेदभाव, और सांस्कृतिक अस्मिता का संरक्षण जैसी समस्याएँ आज भी प्रासंगिक हैं। इन चुनौतियों से निपटने के लिए सरकार,

निजी क्षेत्र, और समाज को मिलकर प्रयास करने की आवश्यकता है।

डॉ. अंबेडकर के दृष्टिकोण का विस्तारित अध्ययन यह दर्शाता है कि शहरीकरण केवल एक भौतिक बदलाव नहीं, बल्कि एक मानसिक और सामाजिक बदलाव का भी प्रतीक है। यह दलितों के लिए आत्मनिर्भरता, स्वाभिमान, और सम्मानजनक जीवन की दिशा में एक महत्वपूर्ण कदम हो सकता है। आज के भारत में, जब वैश्वीकरण और डिजिटल क्रांति जैसे नए बदलाव हो रहे हैं, तो अंबेडकर का दृष्टिकोण और भी व्यापक और प्रासंगिक हो जाता है।

आगे की दिशा:

डॉ. अंबेडकर के विचारों के प्रभावी क्रियान्वयन के लिए:

1. नीतियों और योजनाओं को इस तरह डिजाइन किया जाए कि वे शहरीकरण के लाभ दलित समुदाय तक प्रभावी रूप से पहुँचा सकें।
2. जातिगत भेदभाव और असमानताओं के उन्मूलन के लिए शिक्षा और जागरूकता अभियान चलाए जाएँ।
3. दलितों की सांस्कृतिक अस्मिता और परंपराओं को संरक्षित करते हुए उन्हें आधुनिकता का हिस्सा बनाया जाए।

डॉ. अंबेडकर का दृष्टिकोण न केवल दलितों के लिए, बल्कि पूरे समाज के लिए प्रेरणा का स्रोत है। उनके विचारों को लागू करके हम एक ऐसा भारत बना सकते हैं, जो वास्तव में समावेशी, न्यायपूर्ण, और समानता पर आधारित हो। अंबेडकर के आदर्श और उनकी सोच आज भी एक प्रकाशस्तंभ के रूप में खड़ी हैं, जो समाज को सही दिशा में मार्गदर्शन प्रदान करती हैं।

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पर्यावरण शिक्षण धोरण आणि शाश्वत विकास

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प्रस्तावना:

मानवी कृत्यांमुळेच पर्यावरणाची, वातावरणाची घटलेली गुणवत्ता वाढविणे व पर्यावरणाची स्थिति सुधारणे या ध्येयासाठी जाणीवपूर्वक केलेली कृती पर्यावरणाच्या अवनतीमुळे सर्व सजीवांच्या अस्तीतत्वाला धोका निर्माण झालेला आहे. भारतीय राज्य घटनेतील 'कलम 21' नुसार सर्वांना जगण्याचा समान अधिकार मिळालेला आहे. सर्वोच्च न्यायालयाने गेल्या 25 वर्षांत निसर्ग व पर्यावरण ऱ्हासासंबंधी खटल्यांमध्ये व कलमांचा अर्थ अधिक सखोल, आणि रुंद बनविलेला आहे. त्यात स्वच्छ पानी, स्वच्छ हवा, प्रदुषण विरहीत परिसर, समृद्ध निसर्ग यांचा अंतर्भाव केलेला आहे. केवळ जगणेच पुरेसे न मानता आरोग्यपूर्ण व आनंदी स्वच्छंदी जगणे अभिप्रेत आहे. 'कलम -51 अ (ग)' जोडले गेल्यानंतर या कलमानुसार प्रत्येक नागरिकाने पर्यावरण रक्षणासंबंधी कर्तव्य पार पाडले पाहिजे. असा आग्रह करण्यात आला. मूलभूत कर्तव्य सांगणारे कलम तयार करण्यात आले. शाश्वत विकास किंवा टिकाऊ विकास पर्यावरण आणि विकास जागतिक आयोगाच्या अनुषंगाने शाश्वत धरणी किंवा टिकाऊ विकास ज्याच्या अंतर्गत पिढीच्या गरजा भागविल्या जाणाऱ्या गरजा त्या ध्येयापैकी एक पर्यावरण शिक्षण जैविक, भौतिक, रासायनिक, सामाजिक, आर्थिक, राजकीय आणि सांस्कृतिक आणि घटकांच्या परस्पर

संवादाचा परिणाम म्हणजे नैसर्गिक वातावरणाची गुंतागुंत आणि मानवाने स्वतःच्या स्वार्थापोटी निर्माण केलेली गुंतागुंत व्यक्ति, समुदाय समाज यांनी समजून घेतली पाहिजे.

शाश्वत विकास म्हणजे काय?

शाश्वत विकास म्हणजे भविष्यातील पिढ्यांच्या स्वतःच्या गरजा पूर्ण करण्याच्या क्षमतेशी तडजोड न करता सध्याच्या गरजा पूर्ण करणारा विकास किंवा पर्यावरणाची हानी न करता किंवा प्रभावित न करता विकास करणे. उदा. 2000 सालापासून चारचाकी वाहनांच्या खरेदीत वाढ होत आली आहे. आपण सर्वसामान्य मध्यमवर्गीय ज्यांच्याकडे फक्त दुचाकी असायची त्यांची प्रगती झाली, 'विकास झाला.' परंतु या वाढीचा परिणाम पर्यावरणावर विपरीत स्वरूपात झाला. जागतिक तापमानात वाढ, प्रदुषणात वाढ झाली. मग याला खऱ्या अर्थाने विकास म्हणत येईल काय ? शाश्वत विकास म्हणजे असा विकास, ज्याद्वारे भावी पिढीच्या गरजा पूर्ण करण्याच्या क्षमतेला धक्का न पोहोचता आजच्या पिढीच्या गरजा पूर्ण करता येतील. शाश्वत म्हणजे चिरंतन, चिरकाल टिकणारी गोष्ट. वातावरणाशी बोलताना आपण दैनंदिन व्यवहारात काही शब्द सहज वापरतो. जसे ग्लोबल वॉर्मिंग, ऑरग्यानीक फार्मिंग अँड इट्स इम्पॉर्टेन्स, क्लायमेट चेंज, अर्थ समिट, ग्रीन

अॅग्रिकल्चर , यातुन असे म्हणता येईल की , शाश्वत विकास म्हणजे असा विकास जो पर्यावरणाला अनुकूल आहे.

शाश्वत विकास तत्वे:

1. आर्थिक कामगिरी
2. सामाजिक जबाबदारी
3. पर्यावरण संतुलन
4. पर्यावरणीय टिकारूपण
5. एकीकरण
6. प्रदुषण
7. खबरदारी
8. इक्विटी
9. मानवी हक्कांचे
10. लोकसहभागाचा
11. पर्यावरण शिक्षण आणि शाश्वत विकास यांचा संबंध – पर्यावरण शिक्षण एक विकास टिकारूपण म्हणजे समस्या सोडविण्यासाठी आणि जटील सांस्कृतिक, सामाजिक आणि तांत्रिक निर्णयाद्वारे लादलेल्या मागण्यांसाठी सर्जनशिलता आणि तर्कशुद्धतेमध्ये योगदान देणे .

शाश्वत विकास ध्येय (S.D.G.):

हा भविष्यकालीन आंतरराष्ट्रीय विकास संबंधित ध्येयाचा संच आहे. ही ध्येय युनायटेड नेशननी बनविली असून ही ध्येय 2015 पासून 2030 पर्यंत लागू पडतील. 2015 च्या ऑगस्ट मध्ये 193 देशांनी या ध्येयांना मान्यता दिली.

1. दारिद्र्य निर्मूलन
2. चांगले आरोग्य
3. दर्जेदार शिक्षण

4. लैंगिक समानता
5. शुद्ध पाणी आणि आरोग्यदायक स्वच्छता
6. नुतनीकरण करण्याजोगी आणि स्वस्त ऊर्जा
7. चांगल्या नोकऱ्या आणि अर्थशास्त्र
8. नवीन उपक्रम आणि पायाभूत सुविधा
9. असमानता कमी करणे
10. शाश्वत शहरे आणि समाज
11. उपलब्ध साधनांचा जबाबदारीपूर्वक वापर
12. हवामानाचा परीणाम
13. शाश्वत महासागर
14. जमीनीचा शाश्वत उपयोग
15. शांतता आणि न्याय
16. शाश्वत विकासासाठी वैश्विक भागीदार

मुलभूत हक्क:

मुलभूत हक्क हा अधिकारांचा एक समुह आहे. ज्यांना अतिक्रमणापासून उच्च दर्जाच्या संरक्षणाने मान्यता दिली आहे. ही अधिकार विशेषतः घटनेत ओळखले गेले आहेत, किंवा कायद्याच्या योग्य प्रक्रियेत दिले आहेत. 2015 मध्ये स्थापन झालेल्या संयुक्त राष्ट्रांचे शाश्वत विकास लक्ष्य 16 हे मानवी हक्काना प्रोत्साहन देणे आणि शाश्वत शांतता यांच्यातील दुवा अधोरेखित करते.

शाश्वत विकास उद्दीष्टे :

1. पर्यावरणीय समस्या कमी करणाऱ्या विकासाचा प्रचार करणे .
2. भावी पिढ्यांसाठी पर्यावरणाच्या गुणवत्तेशी तडजोड न करता सध्याच्या पिढीच्या गरजा पूर्ण करणे .
3. शाश्वत विकास साधणे

4. खालील मुददयांचे पालन केल्यास शाश्वत विकास साधता येईल .
5. मानवी क्रियाकलपांवर मर्यादा घालणे .
6. तंत्रज्ञानाचा विकास
7. उपभोगाचा दर मोक्षाच्या दरापेक्षा जास्त नसावा .
8. नुतनीकरणीय संसाधनासाठी वापराचा दर नुतनीकरणक्षम पर्यायांच्या उत्पादनाच्या दरापेक्षा जास्त नसावा .
9. सर्व प्रकारचे प्रदुषण कमी केले पाहिजे .
10. नैसर्गिक साधन संपत्तीचा समंजस वापर करून हे साध्य करता येते .

शाश्वत विकासाची उदाहरणे :

1. पवनऊर्जा
2. सौरऊर्जा
3. पिक रोटेशन
4. शाश्वत बांधकाम
5. कार्यक्षम पाणी फिकर
6. हिरवीगार जागा
7. शाश्वत वनीकरण

पर्यावरणीय संकट म्हणजे काय ?

पर्यावरणीय संकट म्हणजे अशा परिस्थितीचा संदर्भ असतो जेव्हा पर्यावरण जीवन निर्वाहाचे महत्वपूर्ण कार्य करण्यात अपयशी ठरते. पुढील गोष्टी होताच वातावरण योग्य बनते.

1. संसाधन उत्खनन संसाधन निर्मितीच्या दरापेक्षा कमी राहते .
2. कचऱ्याची निर्मिती पर्यावरणाच्या शोषण क्षमतेच्या आत राहते .

पर्यावरणीय संकटाची कारणे:

1. शहरीकरण
2. लोकसंख्या वाढ
3. जलद औद्योगिकीकरण
4. आर्थिक क्रियाकलपांमध्ये वाढ कचरा निर्माण करते, वस्तु व सेवांचा अतीवापर होतो .
5. जंगलतोड
6. किटकनाशके, रासायनिक खतांचा वाढता वापर .

शाश्वत विकासापुढील आव्हाने:

1. लोकसंख्या वाढ
2. नैसर्गिक संसाधनाचे शोषण
3. गरीबी
4. नैसर्गिक संसाधनाचे असमान वितरण
5. उपभोक्तावाद
6. अशिक्षितपणा
7. बेरोजगारी
8. जागरूकता
9. शासकीय धोरण

शाश्वत विकास हा भारतीय विकास रणनीती मधील गाभा, त्यासाठी शाश्वत आर्थिक उत्तेजन आणि व्यापक आर्थिक सुधारणा .

सारांश:

शाश्वत विकास म्हणजे असा विकास ज्याद्वारे भावी पिढीच्या गरजा पूर्ण करण्याच्या क्षमतेला धक्का न पोहोचवता आजच्या पिढीच्या गरजा पूर्ण करता येतील. शाश्वत विकास हा आर्थिक विकासापेक्षा मोठा आहे. कमी कालावधीत झालेला विकास हा जास्त काळ टिकू शकत नाही. माणसाच्या पायाभुत गरजा पूर्ण होणे आवश्यक आहे. पण याचबरोबर शाश्वत विकासामध्ये

भविष्यातील पिढीने आपल्या गरजा नैसर्गिक संसाधनाचा
व्हास न करता पुर्ण करणे हे ही तेवढेच महत्त्वाचे आहे.
आज आपली क्रयशक्ती वाढली आहे, साहजिकच स्टँडर्ड
ऑफ लिविंग (Standard of living) च्या
कल्पना बदलल्या आणि उपभोगवादी वृत्तीकडे वाटचाल
सुरू झाली. पण हे आपल्या भविष्यासाठी अतिशय
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शाश्वत विकासाच्या दृष्टिकोनातून उच्च शिक्षणात नवीन राष्ट्रीय शैक्षणिक धोरणामुळे पदवीधर
विद्यार्थ्यांकरिता निर्माण होणाऱ्या संधी आणि आव्हाने

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गोष्टावारा:

सादर शोध निबंध शाश्वत विकासाची शैक्षणिक उद्दिष्टे आणि नवीन राष्ट्रीय शैक्षणिक धोरण यांच्यातील गतिशील संबंध शोधतो. ज्यामध्ये विद्यार्थ्यांच्या विविध पैलूंना महत्व दिलेले आहे. जसे की, विद्यार्थी केंद्रित संकल्पनेच्या माध्यमातून कौशल्य, मूल्य तसेच तांत्रिक शिक्षणावर आधारित अभ्यासक्रम तयार करून विद्यार्थ्यांच्या आवडी-निवडींना प्रोत्साहन देण्यात आले आहेत. सन २०२० मध्ये सादर करण्यात आलेले भारताचे नवीन शिक्षण विषयक धोरण या शैक्षणिक व्यवस्थेत क्रांती घडवून आणण्याचा प्रयत्न करते. हा शोधनिबंध पदवीधर विद्यार्थ्यांना केंद्रस्थानी ठेऊन राष्ट्रीय शैक्षणिक धोरणात शाश्वत विकासाच्या दृष्टीने अभ्यासक्रमात झालेले बदल व त्यामुळे विद्यार्थी विकासाला मिळालेली गती ही महत्वपूर्ण माहिती अधोरेखित करते. याबरोबरच प्रस्तुत संशोधनात प्रामुख्याने शाश्वत विकासाच्या दृष्टिकोनातून विद्यार्थ्यांकरिता या शैक्षणिक प्रणालीद्वारे निर्माण झालेल्या संधी व आव्हाने या संबंधित विश्लेषित माहितीचा आढावा घेण्यात आला.

महत्वाचे शब्द : नवीन राष्ट्रीय शैक्षणिक धोरण, शाश्वत विकास, उच्च शिक्षण, पदवीधर विद्यार्थी, अभ्यासक्रम, संधी आणि आव्हाने.

प्रस्तावना:

नवीन राष्ट्रीय शैक्षणिक धोरण - २०२० हे विद्यार्थ्यांच्या आवडी-निवडींना प्रोत्साहन देण्याचे महत्त्वाचे व्यासपीठ म्हणून ओळखले जाते. विद्यार्थ्यांच्या कला-गुणांना वाव देऊन त्यांच्यामध्ये असणारी कौशल्य विकसित करणे आणि त्यांना रोजगाराभिमुख दृष्टिकोन निर्माण करून देण्यामध्ये राष्ट्रीय शैक्षणिक धोरणाची महत्त्वाची भूमिका आहे. संयुक्त राष्ट्रसंघाच्या शाश्वत विकास आराखड्यामधील विद्यार्थी केंद्रित संकल्पनेवर नवीन शैक्षणिक धोरण अवलंबून असल्याचे सांगितले जाते. हे अत्यंत महत्त्वाचे धोरण असून यामुळे

समाजातील मूल्य अधिक दृढ होण्यासाठी मदत होणार आहे याबरोबरच पदवीधर विद्यार्थी विकासाला गती आणखी जलद होण्यास मदत होईल. पदवीधर विद्यार्थ्यांना केवळ पारंपारिक शिक्षण न देता शाश्वत विकासाच्या दृष्टिकोनातून त्यांना स्वः रोजगाराची दिशा निर्माण करून देणे ही काळाची गरज झाली आहे. देशाच्या शाश्वत विकासात कौशल्यपूर्ण शिक्षणाला महत्त्व देऊन बेरोजगारीचे प्रमाण व आत्मनिर्भर भारत बनविण्यामध्ये राष्ट्रीय शैक्षणिक धोरण ही संकल्पना महत्त्वाची मानली जाते. शैक्षणिक संस्थांमधील प्रशासकीय यंत्रणेची पुनर्रचनेचाही समावेश या धोरणात

केला आहे. गेल्या वीस ते तीस वर्षात देशाच्या शिक्षण क्षेत्रात अनेक बदल झाले आहेत त्यामध्ये तंत्रज्ञानाचा वाढता वापर, विद्यार्थ्यांचा सहभाग, बहुविद्याशाखीय शिक्षण यासारख्या बदलांमुळे शाश्वत विकासाला गती मिळालेली दिसून येते. संयुक्त राष्ट्रांच्या २०१२ मध्ये ब्राझीलमध्ये रिओ द जानेरो येथे झालेल्या परिषदेमध्ये १७ उद्दिष्टे ठरविण्यात आली. सप्टेंबर २०२५ मध्ये झालेल्या शिखर परिषदेमध्ये ती अधिकृतित्या स्वीकारण्यात सुद्धा आली. या उद्दिष्टांच्या पूर्ततेसाठी २०१६ ते २०३० हे कालमर्यादा देखील घातली गेली आहे. यातील चौथ्या क्रमांकाचे उद्दिष्ट म्हणजे विद्यार्थ्यांना गुणवत्तापूर्ण शिक्षण देणे, सर्वांसाठी सर्वसमावेशक आणि गुणवत्ता पूर्ण शिक्षण सुनिश्चित करणे आणि आजीवन शिक्षणाला प्रोत्साहन देणे या शाश्वत विकासाच्या उद्दिष्टांवर राष्ट्रीय शैक्षणिक धोरणाची वाटचाल ही विद्यार्थी केंद्रित असल्यासारखी दिसून येते. संयुक्त राष्ट्रसंघाच्या २०१९ च्या माहितीप्रमाणे भारताची कार्यक्षम लोकसंख्या २०३५ पर्यंत ६४ टक्क्यांपर्यंत वाढू शकेल असा अंदाज आहे. याचाच अर्थ असा की, रोजगारक्षम युवकांची संख्या पुढील किमान १२ वर्षे तरी वाढेल. या परिस्थितीमध्ये शिक्षण व्यवस्थेने जर रोजगार क्षमता वाढविणारे शिक्षण दिले नाही तर बेरोजगारी प्रचंड प्रमाणात वाढवून युवाशक्ती निराश आणि कदाचित विध्वंसक सुद्धा होऊ शकेल आणि त्यातून देशात अराजकता उद्भवू शकेल. यामुळे शाश्वत विकासाच्या आधारारवर राष्ट्रीय शैक्षणिक धोरण २०२० नुसार पदवीधर विद्यार्थ्यांकरिता कुठल्याही प्रकारची बंधने व नियमांचे पायमल्ली करून त्यांच्या आवडी-निवडीनुसार कौशल्यपूर्ण अभ्यासक्रमांची संरचना तयार करण्यात आली आहे. कोणत्याही शाखेचा विद्यार्थी हा त्याच्या आवडीच्या अभ्यासक्रमाला प्रवेशित होऊ शकतो त्यामुळे हे नवीन धोरण शाश्वत विकासाचे ज्वलंत उदाहरण आहे. संयुक्त राष्ट्रांनी शाश्वत विकास उद्दिष्टे गाठण्यासाठी ठरविलेली २०३० ची कालमर्यादा आणि भारताला २०३५-२०४० सालापर्यंत मिळू शकणारा

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लोकसंख्येचा लाभांश या दोन्ही घटकांचा विचार या धोरणात झालेला दिसतो. म्हणूनच हे धोरण राष्ट्रीय स्तरावर अंमलबजावणीसाठी २०३० ची कालमर्यादा घालते. उच्च शिक्षणामध्ये विद्यार्थी आपल्या गुणवत्तेला प्राधान्य देत आपला विकास साध्य करत असतो. त्यामुळे आता हे नवीन शैक्षणिक धोरण हे सर्व विद्यार्थ्यांसाठी वरदान ठरले असल्याचे दिसते. यामुळे विद्यार्थ्यांना अभ्यासक्रमासंबंधित असलेल्या संधी याबरोबरच आव्हाने सुद्धा असलेले दिसून येतात.

पूर्व साहित्याचा आढावा :

हरिप्रिया वर्धराज (२०२३) यांनी आपल्या शोध निबंधात शैक्षणिक विकासाची गुणवत्ता तपासून शाश्वत विकासाचे ध्येय कशाप्रकारे साध्य करता येईल याकडे हि विशेष बाब लक्षात घेऊन पदवी व पदव्युत्तर पदवी अभ्यासक्रमात विद्यार्थ्यांच्या हिताची व दूरदृष्टी असलेल्या विषयाचा समावेश व्हावा जेणेकरून प्रत्येक विद्यार्थी हा आपल्या शैक्षणिक विकासाची उद्दिष्टे साध्य करण्यास सक्षम होईल.

अमृत कौर (२०२३)यांनी आपल्या लेखातून विद्यार्थी विकासाच्या दृष्टीने राष्ट्रीय शैक्षणिक धोरणाची अंमलबजावणी ही अतिशय पारदर्शक व शाश्वत विकासाच्या अनुषंगाने करणे हे देशहिताच्या दृष्टीने महत्त्वाची बाब आहे. दिवसेंदिवस उच्चशिक्षित असलेल्या बेरोजगार युवकांची संख्याही झपाट्याने वाढत असल्यामुळे या ज्वलंत समस्येला हात घालण्यासाठी विविध राष्ट्रीय समितीने नव्या शैक्षणिक धोरणाची अंमलबजावणी करून शाळा महाविद्यालय व विविध विद्यापीठांमध्ये कौशल्यपूर्ण व रोजगाराभिमुख शिक्षणाला वाव देऊन शाश्वत विकासाचे ध्येय साध्य करणे सोयीस्कर जाईल असे मत व्यक्त केले.

नर्लेकर डॉ. श्रीराम (१९ मार्च २०२३) महाराष्ट्र टाइम्स या वृत्तपत्रामध्ये त्यांनी असे सांगितले की पार्श्वभूमीवर नवीन शैक्षणिक धोरणाकडे बघितल्यास त्यात संयुक्त राष्ट्रांच्या गुणवत्तापूर्ण शिक्षण या उद्दिष्टाशी ते

सुसंगत आहे,असे स्पष्ट दिसते. तसेच भारत एक देश म्हणून शाश्वत विकासामध्ये आपली जबाबदारी पार पाडण्याच्या दिशेने आखणी आणि वाटचाल करतो आहे,असे हे धोरण दर्शविते. असे त्यांनी लेखातून व्यक्त केले.

शोध निबंधाचे उद्देश :

- १) शाश्वत विकासाशी संबंधित नव्या राष्ट्रीय शैक्षणिक धोरणामुळे पदवीधर विद्यार्थ्यांच्या अभ्यासक्रमात झालेल्या बदलांचा अभ्यास करणे.
- २) शाश्वत विकासाच्या दृष्टिकोनातून उच्च शिक्षणात नवीन राष्ट्रीय शैक्षणिक धोरणामुळे पदवीधर विद्यार्थ्यांकरिता निर्माण होणाऱ्या संधी आणि आव्हानांचा शोध घेणे.
- ३) शाश्वत विकास आणि नवीन राष्ट्रीय शैक्षणिक धोरण यातील सहसंबंध जाणून घेणे.

अध्ययन पद्धती :

प्रस्तुत शोध निबंधासाठी वर्णनात्मक व विश्लेषणात्मक संशोधन पद्धती वापरण्यात आली आहे. सदर शोध निबंध पूर्णतः दुय्यम तथ्यांवर आधारित असून या शोध निबंधासाठी क्रमिक पुस्तके, संदर्भ ग्रंथ, वर्तमानपत्रे, मासिके, त्रैमासिके, प्रकाशित व अप्रकाशित अहवाल, आंतरजाल इत्यादी साधनांचा वापर करण्यात आला आहे.

शोध निबंधाचे महत्व :

उच्च शिक्षणाच्या संबंधित नव्या राष्ट्रीय शैक्षणिक धोरणामुळे पदवीधर विद्यार्थ्यांच्या शैक्षणिक विकासाला चालना मिळण्याबरोबरच या प्रणालीमध्ये झालेले विद्यार्थी केंद्रित बदल हे शाश्वत विकासाच्या दृष्टिकोनातून महत्त्वाचे आहे. याबरोबरच पदवीधर विद्यार्थ्यांच्या भविष्याचा वेध घेऊन कौशल्यपूर्ण व रोजगाराभिमुख शिक्षणाबरोबरच शाश्वततेच्या मार्गाचा अवलंब करण्यास सुद्धा या शोध निबंधाचे महत्व राहिल.

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यामध्ये प्रामुख्याने शाश्वत विकासाच्या दृष्टिकोनातून NEP या संकल्पनेतून विद्यार्थ्यांना निर्माण होणाऱ्या संधी आणि आव्हाने याचा सुद्धा अभ्यास करून यथायोग्य निष्कर्ष समाजासमोर आणता येईल. एकंदरीतच विद्यार्थी, समाज तसेच राष्ट्रीय विकासाच्या दृष्टिकोनातून शाश्वत विकासाला पूरक नव्या शैक्षणिक धोरणाविषयी विस्तृत माहिती मांडता येईल.

उच्च शिक्षणात शाश्वत विकासाच्या दृष्टिकोनातून नव्या राष्ट्रीय शैक्षणिक धोरणामुळे पदवीधर विद्यार्थ्यांच्या अभ्यासक्रमात झालेले बदल:

१) कौशल्य विकासावर आधारित अभ्यासक्रम:

आजच्या स्पर्धात्मक काळात विद्यार्थ्यांना आत्मनिर्भर व स्व : सक्षम करण्याच्या दृष्टीने उच्च शिक्षणामध्ये शाश्वत विकासाच्या उद्दिष्टांची पूर्तता करण्यासाठी नवीन राष्ट्रीय शैक्षणिक धोरण २०२० अंमलात आले. या शैक्षणिक धोरणाद्वारे विद्यार्थ्यांचा सर्वांगीण विकास साध्य करायचा असेल तर कौशल्यपूर्ण शिक्षणाला वाव देणे महत्त्वाचे आहे. यामुळे प्रत्येक अभ्यासक्रमात कौशल्य विकासावर आधारित विषय समाविष्ट केलेले आहेत जेणेकरून विद्यार्थ्यांना रोजगाराभिमुख विकास साध्य करता येईल.

२) संशोधन कार्यावर भर:

विद्यार्थ्यांच्या कला,कल्पकता आणि अभिरुचींना वाव देण्यासाठी राष्ट्रीय शैक्षणिक धोरणामध्ये संशोधन विषयाला अनन्यसाधारण महत्व प्राप्त झाले आहे. यामुळे पदवी आणि पदव्युत्तर पदवी शिक्षणासाठी प्रत्येक शाखेच्या अभ्यासक्रमात संशोधन हा विषय अनिवार्य करून विद्यार्थ्यांच्या संशोधन कार्याला प्रोत्साहन मिळाले आहे.

३) श्रेयांक पद्धतीचा अवलंब:

विद्यार्थ्यांच्या गुणपत्रिकेबाबत पूर्वरत असलेल्या पद्धतीमध्ये पूर्णतः बदल करून राष्ट्रीय शैक्षणिक धोरणानुसार श्रेयांक पद्धतीचा (Credit System)

अवलंब करतात आला आहे. विद्यार्थ्यांच्या प्रत्येक ऍक्टिव्हिटीज चे क्रेडिट हे त्यांच्या स्वतंत्र अकॅडमी बँक क्रेडिट मध्ये जमा होणार आहे व त्यानुसार त्याची गुणवत्ता तपासल्या जाईल.

४) मल्टिपल एन्ट्री व मल्टिपल एक्झिट या संकल्पनेला महत्त्व:

शाश्वत विकासाला आधारभूत उच्च शिक्षणामध्ये झालेला सर्वात महत्वाचा बदल म्हणजे विद्यार्थ्यांची ' मल्टिपल एन्ट्री व मल्टिपल एक्झिट ' होय. या संकल्पनेच्या माध्यमातून विद्यार्थ्यांना त्यांच्या कम्फर्ट झोन नुसार शिक्षण घेता येते. म्हणजेच एखाद्या पदवीचे शिक्षण घेत असलेल्या विद्यार्थ्यांला असे वाटले की, द्वितीय वर्षापर्यंत शिक्षण घ्यावं तर त्याला डिप्लोमा घेऊन बाहेर पळता येते व काही वर्षांनंतर सुद्धा त्या विषयाची डिग्री पुढे चालू करता येते. त्यामुळे एन्ट्री आणि एक्झिट ऑप्शन हे विद्यार्थ्यांसाठी वरदान ठरले आहे.

५) तंत्रशिक्षणाला वाव:

आधुनिक काळात विद्यार्थ्यांच्या तंत्र शिक्षणाला वाव मिळावा यासाठी राष्ट्रीय शैक्षणिक धोरणात महत्वाच्या तरदुती केलेल्या आहेत. वाढलेली स्पर्धा बघता विद्यार्थ्यांनी तांत्रिक कौशल्य विकसित करावे व स्व: रोजगार निर्माण करावा हा महत्वाचा हेतू आहे.

६) गुणवत्तापूर्ण शिक्षण पद्धती:

शाश्वत विकासाच्या दृष्टिकोनातून उच्च शिक्षणामध्ये राष्ट्रीय शैक्षणिक धोरणाच्या अनुषंगाने प्रत्येक विद्यार्थ्यांना गुणवत्तापूर्ण शिक्षण मिळावे यासाठी प्रत्येक शाखेच्या अभ्यासक्रमामध्ये नाविन्यपूर्णतः व विद्यार्थी केंद्रीय संकल्पना ही बाब महत्त्वाची असलेली दिसून येते.

७) बहुविद्याशाखीय अभ्यासक्रमास विद्यार्थ्यांना प्रवेश घेण्याची मुभा:

शाश्वत विकासाची उद्दिष्टे समोर ठेऊन आता पदवी शिक्षण घेत असलेल्या विद्यार्थ्यांना आपल्या मूळ अभ्यासक्रमाबरोबरच इतर आवड असणाऱ्या अभ्यासक्रमाला सुद्धा मायनर सब्जेक्ट घेऊन प्रवेश

मिळवता येते. पूर्वीच्या प्रवेश पद्धतीमध्ये महत्त्वपूर्ण बदल करून विद्यार्थ्यांना असलेले नियम, बंधने, पूर्णतः काढून टाकली आहेत. उदा, वैद्यकीय शिक्षण घेत असलेला विद्यार्थी मायनर सब्जेक्ट म्हणून संगीत हा विषय शिकायला शकतो.

शाश्वत विकासाच्या दृष्टिकोनातून उच्च शिक्षणात राष्ट्रीय शैक्षणिक धोरणामुळे विद्यार्थ्यांना निर्माण होणाऱ्या संधी:

१) स्व:क्षमतेप्रमाणे प्रमाणपत्र, पदविका, पदवी, सन्मान पदवी (Honors Degree) आणि पदव्युत्तर पदवी प्राप्त करण्याची संधी:

शाश्वत विकासाच्या दृष्टिकोनातून राष्ट्रीय शैक्षणिक धोरणामुळे विद्यार्थ्यांना परवडणारे तसेच त्यांच्या सोयीनुसार त्यांना कधीही शिक्षण घेण्याची मुभा आहे. त्यामुळे त्यांना सहज कोणत्याही ठिकाणी ,कोणत्याही वेळेस आपले शिक्षण पूर्ण करता येते त्यामुळे त्यांच्या सक्षमतेप्रमाणे ते विद्यार्थी पदवी,पदविका आणि प्रमाणपत्र घेऊ शकतात. यामुळे विद्यार्थ्यांवर कोणत्याही विद्यापीठांची किंवा महाविद्यालयांची बंधने किंवा नियमावली नसून आपल्या अकॅडमीक बँक क्रेडिट द्वारे तो संबंधित विद्यार्थी आपले स्वतःचे क्रेडिट मिळवू शकतो.

२) मातृभाषेतून शिक्षण घेण्याची संधी:

उच्च शिक्षणाच्या राष्ट्रीय शैक्षणिक धोरणामध्ये शाश्वतेवर आधारित विद्यार्थ्यांना आपल्या मातृभाषेतून शिक्षण घेण्यासाठी कोणत्याही प्रकारची बंधने राहिली नाहीत हा फार सकारात्मक परिणाम विद्यार्थी हिताच्या दृष्टीने या शैक्षणिक प्रणालीमध्ये करण्यात आला आहे. यामुळे आता कोणताही पदवीधर विद्यार्थी आपल्या गुणवत्तेला प्राधान्य देण्याचा प्रयत्न करतो. त्याचप्रमाणे शिकवण्याच्या पद्धतीमध्ये विद्यार्थी मोठा बदल करू शकतो आणि विद्यार्थ्यांची सर्जनशीलता तसेच अमूर्त विचार करण्याची क्षमतांवर भर देण्यास मदत होते.

३) केवळ स्वतःच्या महाविद्यालयातूनच नव्हे तर प्रत्यक्ष तसेच आभासी पद्धतीने कुठूनही शिक्षण प्राप्त करता येते:

शैक्षणिक गुणवत्ता हे शाश्वत विकासाचे महत्वाचे उद्दिष्ट आहे. त्यानुसारच विद्यार्थी विकासाला गती मिळाल्यामुळे राष्ट्रीय शैक्षणिक धोरणात विद्यार्थी हिताचे अनेक निर्णय घेण्यात आले. त्यापैकी आता विद्यार्थीना केवळ स्वतःच्या महाविद्यालयातूनच नव्हे तर प्रत्यक्ष तसेच आभासी पद्धतीने कुठूनही शिक्षण प्राप्त करता येते हा सर्वात मोठा बदल या शैक्षणिक प्रणालीनुसार करण्यात आला आहे यामुळे विद्यार्थ्यांचा आर्थिक खर्च वाचेल व त्याला सहज शिक्षण घेता येईल.

४) तंत्रज्ञान आणि कौशल्य विकासाच्या माध्यमातून रोजगार क्षमता वृद्धिंगत करण्यावर भर:

आजच्या स्पर्धात्मक व धकाधकीच्या काळात आपले अस्तित्व किंवा रोजगार निर्माण करायचा असेल तर विद्यार्थ्यांचा कौशल्य विकास होणे फार महत्वाचे झाले आहे. या अनुषंगाने उच्च शिक्षणातील राष्ट्रीय शैक्षणिक धोरणामध्ये कौशल्य विकासावर आधारित अभ्यासक्रम व त्यातून झालेल्या विद्यार्थ्यांचा विकास या महत्वाच्या उद्दिष्टांची पूर्तता होते. या धोरणामध्ये प्रामुख्याने विद्यार्थ्यांना तंत्र आणि कौशल्य विकासाच्या माध्यमातून रोजगार क्षमता वृद्धिंगत करण्यासाठी वेगवेगळ्या नाविन्यपूर्ण उपक्रम किंवा अभ्यासक्रमांचा समावेश करण्यात आला आहे. यामुळे विद्यार्थी आपल्या स्वतःच अस्तित्व स्वतः निर्माण करू शकेल हा मोठा सकारात्मक परिणाम झालेला दिसून येतो.

५) आवड - निवड जोपासण्याची संधी:

राष्ट्रीय शैक्षणिक धोरणात विद्यार्थ्यांच्या हिताची जोपासना करण्यात आली आहे. यामध्ये राष्ट्रीय शाश्वत विकासाला गती द्यायची असेल तर विद्यार्थ्यांच्या हिताचे निर्णय आणि त्यांना पूरक असे अभ्यासक्रम तयार करणे आवश्यक आहे. तरुणांना दर्जेदार आणि सुलभ शिक्षण तसेच इतर शिक्षणाच्या संधी उपलब्ध करून देणे हे आहे. सार्वभौम साक्षरता आणि संख्यात्मकता प्राप्त करणे हे त्याचे एक लक्ष्य आहे. शिकण्याच्या वातावरणात ज्ञान

आणि मौल्यवान कौशल्ये प्राप्त करण्यात एक प्रमुख घटक. म्हणूनच, सर्वांसाठी सुरक्षित, सर्वसमावेशक आणि प्रभावी शिक्षण वातावरण प्रदान करण्यासाठी अधिक शैक्षणिक सुविधा निर्माण करण्याची आणि सध्याच्या सुविधांमध्ये सुधारणा करण्याची तातडीची गरज आहे

नव्या शैक्षणिक प्रणालीतून विद्यार्थीना निर्माण होणारी आव्हाने :

१) विद्यार्थींसाठी धोरण अंमलबजावणीतील आव्हाने:

शाश्वत विकासावर आधारित NEP 2020 ची महत्वाकांक्षी उद्दिष्टे असूनही, त्याच्या अंमलबजावणीच्या मार्गात अनेक अडथळे आहेत, विशेषतः भारताच्या विषम सामाजिक-आर्थिक वातावरणाच्या प्रकाशात.

विविध पायाभूत सुविधा आणि संसाधन स्तरांसह राज्यांमध्ये सातत्याने धोरण लागू करणे आव्हानात्मक आहे. ग्रामीण शाळांना NEP च्या तंत्रज्ञानाच्या प्रयत्नांची अंमलबजावणी करणे कठीण होऊ शकते, ज्यामुळे प्रत्येकाला समान आणि उच्च दर्जाचे शिक्षण मिळेल याची हमी देणे कठीण होते.

२) भाषा आणि शिक्षणाचे माध्यम NEP द्वारे ग्रेड ५ द्वारे मातृभाषेतील शिक्षणास दिले जाणारे प्रोत्साहन विवादास्पद आहे:

ज्या विद्यार्थ्यांना इंग्रजी प्राथमिक भाषा आहे अशा राज्यांमध्ये किंवा परदेशात त्यांचे शिक्षण सुरू ठेवण्याची योजना आखली आहे त्यांना धोरण समस्यावत वाटू शकते, जरी त्याचे उद्दिष्ट शिक्षण अधिक सुलभ करणे हा आहे. शिवाय, या नियमाची अंमलबजावणी करण्यासाठी शिक्षक प्रशिक्षणामध्ये महत्त्वपूर्ण गुंतवणूकीची आवश्यकता असेल कारण अनेक शिक्षकांना प्रादेशिक भाषांमध्ये शिकवण्यासाठी आवश्यक कौशल्ये नसतील. त्यामुळे ही संकल्पना संकीर्ण व द्विधा अवस्थेत असलेली दिसून येते.

३) शिक्षकांची कमतरता आणि गुणवत्ता नियंत्रण:

जर भारताला यश मिळवायचे असेल, तर अद्ययावत NEP अभ्यासक्रम आणि तंत्रांचे प्रशिक्षण

घेतलेले मजबूत शिक्षक कर्मचारी हवे आहेत. तथापि, सध्याची शिक्षकांची कमतरता आणि शिक्षकांना मिळणारा अपुरा पगार पाहता, NEP चे महत्वाकांक्षी उद्दिष्टे साध्य करणे आव्हानात्मक असेल. जर पुरेसे प्रशिक्षण आणि प्रोत्साहन दिले गेले नाही, विशेषतः वंचित भागात, सर्व विद्यार्थी अपेक्षित स्तरावर शिक्षण घेऊ शकत नाहीत. विद्यार्थ्यांना ह्या शैक्षणिक धोरणाबाबत जर योग्य माहिती मिळाली नाही तर त्यांच्या शैक्षणिक प्रवासामध्ये अनेक अडचणी किंवा आव्हाने निर्माण होईल पर्यायाने ते चुकीचे निर्णय घेतील.

४) विद्यार्थ्यांना निर्माण होणाऱ्या आर्थिक अडचणी:

NEP अंमलबजावणीसाठी भरीव निधीची आवश्यकता असेल, विशेषतः डिजिटल साहित्य, पायाभूत सुविधा सुधारणा आणि शिक्षक प्रशिक्षणासाठी. अपुऱ्या निधीमुळे NEP च्या दृष्टीकोनाची केवळ आंशिक अंमलबजावणी होऊ शकते. धोरण यशस्वी होण्यासाठी, अधिक सरकारी वित्तपुरवठा आणि संसाधनांचे वाटप आवश्यक आहे कारण ग्रामीण तसेच शहरी भागातील विद्यार्थ्यांना ऑनलाईन पद्धतीने शिक्षण घ्यायचे असेल तर त्यांना तांत्रिक साधन विकत घ्यावं लागेल त्यामुळे त्या ठिकाणी आर्थिकतेचे प्रश्न निर्माण होतात.

५) शिक्षक व विद्यार्थ्यांमध्ये निर्माण झालेला दुरावा:

राष्ट्रीय शैक्षणिक धोरणात अध्ययन व अध्यापन प्रक्रियेत विविध प्रकारचे बदल झालेले दिसून येतात. या शैक्षणिक प्रणालीच्या माध्यमातून विद्यार्थी आता स्वयम् किंवा इतर ऑनलाईन प्लॅटफॉर्म वरून आपले शिक्षण पूर्ण करू शकतो. तसेच तांत्रिक कौशल्य पद्धतीमुळे अनेक विद्यार्थी आपल्या सोयीप्रमाणे शिक्षण घेत आहे यामुळे त्यांच्यावर असलेलं लक्ष, त्यांची नियमितता तसेच त्यांना असलेली शिस्त या सर्व गोष्टी मागे पडल्या आहेत. आणि अश्यामुळेच शिक्षक आणि विद्यार्थी यांच्यामध्ये दुरावा निर्माण झालेला दिसून येतो.

६) विद्यार्थ्यांची शिक्षणामध्ये निर्माण झालेली द्विधा मनस्थिती:

शाश्वत विकासाला चालना द्यायची असेल तर उच्च शिक्षणाच्या राष्ट्रीय शैक्षणिक धोरणाची विद्यार्थी विकासाकरीता महत्वाचे योगदान असलेले दिसून येते. परंतु या शैक्षणिक प्रणाली अमलात आणताना बऱ्याच अडचणी निर्माण झाल्या त्यामध्ये प्रामुख्याने विद्यापीठ किंवा महाविद्यालयीन स्तरावर या शैक्षणिक प्रणाली विषयी विद्यार्थी किंवा शिक्षकांमध्ये द्विधावस्था असलेली दिसून येते. कारण त्यामधील असलेले बदल, श्रेयांक पद्धती, लर्निंग हवर्स, मल्टिपल एन्ट्री मल्टिपल एक्झीट अश्या बऱ्याच संकल्पनेविषयी विद्यार्थी आणि शिक्षक आजही संदिग्ध अवस्थेत आहेत. त्यामुळे हे शैक्षणिक धोरण जरी विद्यार्थी किंवा राष्ट्रीय हिताचे असेल तरी याविषयी समाजातील प्रत्येक घटक अतिशय पारदर्शक असला पाहिजे यासाठी प्रयत्न करणे आवश्यक आहे.

निष्कर्ष :

- १) शाश्वत विकासाच्या दृष्टिकोनातून उच्च शिक्षणातील नवीन राष्ट्रीय शैक्षणिक धोरण-२०२० हे विद्यार्थी विकासाला पूरक असलेले दिसून येते.
- २) या नवीन शैक्षणिक धोरणातून विद्यार्थ्यांसाठी नवनवीन संधी निर्माण झाल्या त्यामुळे त्यांच्या आवडी-निवडींना प्रोत्साहन मिळालेले दिसते.
- ३) विद्यार्थी विकासाच्या दृष्टिने कौशल्य व तंत्रज्ञान पद्धतीवर भर दिलेला दिसून येतो.
- ४) संयुक्त राष्ट्रसंघाला अपेक्षित असलेल्या शाश्वत विकासाची संकल्पना या शैक्षणिक धोरणातून साध्य झालेली दिसून येते.
- ५) या शैक्षणिक प्रणालीतून विद्यार्थ्यांना विविध प्रकारचे आव्हाने सुद्धा निर्माण झालेली दिसून येतात. या धोरणामध्ये असलेल्या डिजिटल एज्युकेशन बाबत संकल्पना खरोखरच ग्रामीण

भागातील विद्यार्थ्यांपर्यंत पोहचलेली दिसून येत नाही.

- ६) शाश्वत विकासाचे सन २०३० पर्यंत गुणवत्ता पूर्ण शिक्षणाचे उद्दिष्ट या धोरणातून साध्य करता येईल असे दिसून येते.

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समाजकार्य शिक्षण आणि शाश्वत विकासाची उद्दीष्ट्ये

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सारांश:

आपण करित असलेला विकास व गरजा भागविण्याच्या पद्धतीमुळे, त्याच्या परिणामांमुळे त्याची खूप मोठी किंमत पुढील पिढीला भोगावी लागू नये. विकास करित असताना पर्याप्त घटकांचा योग्य प्रमाणात वापर करून जतन व संवर्धन करणे म्हणजे शाश्वत विकास होय. परंतु अलीकडे प्रगतीचे विविध मापदंड आपण गाठत असताना पुढील पिढीचा विचार होताना दिसत नाही. शिक्षण हे भविष्यातील जग, समाज आणि व्यक्ती यांना ज्ञान, कौशल्ये, मुल्ये, आणि शाश्वत विकासाच्या दृष्टीकोनातून काम करण्यास प्रवृत्त करणारे प्रवृत्त करणारे महत्वपूर्ण माध्यम आहे. त्यातही समाजकार्य शिक्षण हे सामाजिक समस्यांवर शास्त्रीय दृष्टीकोनातून उपाय शोधणारा अभ्यासक्रम असल्याने हा विषय अभ्यासाच्या / संशोधनाच्या दृष्टीने महत्वाचा ठरतो.

बिजशब्द: समाजकार्य, शाश्वत विकास, शाश्वत विकासाचे उद्दीष्ट्ये, समाजकार्य पद्धती, समाजकार्य क्षेत्र, समाजकार्याची व्याप्ती व क्षेत्रे

प्रस्तावना:

‘शाश्वत विकास’ हा शब्दप्रयोग विश्व पर्यावरण विकास आयोग म्हणजेच ‘बर्टलँड’ आयोगाने १९८७ मध्ये पहिल्यांदा ‘शाश्वत विकास’ हा शब्दप्रयोग वापरला आहे. त्यांच्या मते, सध्याच्या पिढीने गरजांची पूर्तता पुढील पिढीच्या गरजा भागविण्यासाठीच्या क्षमता अबाधित राखून करणे म्हणजे, शाश्वत विकास होय. मात्र शाश्वत विकासाची संकल्पना प्रथमतः संयुक्त राष्ट्रांच्या ‘पर्यावरण व विकास’ या १९९२ च्या विश्व पर्यावरण विकास आयोगाने रीओ दे जानेरो येथील वसुंधरा परिषदेत मांडली. ज्यामध्ये शाश्वत विकास म्हणजे, ‘असा विकास की, ज्यात वर्तमान काळातील विकासासाठीच्या

गरजा भागविताना भावी पिढीच्या विकासाच्या क्षमतांशी तडजोड न करणे होय.’ २०१२ मध्ये संयुक्त राष्ट्रांच्या रीओ दे जानेरो येथे पार पडलेल्या परिषदेमध्ये शाश्वत विकासाची सुमारे १७ उद्दिष्ट्ये ठरविण्यात आली, ती सप्टेंबर २०१५ च्या संयुक्त राष्ट्रांच्या शिखर परिषदेत अधिकृतपणे मान्य करण्यात आली व त्यांच्या पूर्ततेसाठी २०१६ ते २०३० असा १५ वर्षांचा कालावधी निश्चित करण्यात आला. शाश्वत विकासाचे सर्वात महत्वाचे उद्दिष्ट्ये म्हणजे आर्थिक, पर्यावरणीय आणि सामाजिक गरजा संतुलित करणे होय.

समाजकार्य अभ्यासक्रम सुद्धा संतुलनाला महत्व देते. त्यानुसार व्यक्तीच्या जीवनात व्यक्तिगत,

कौटुंबिक, सामाजिक, आर्थिक, मानसिक, पर्यावरणीय, व्यावसायिक आणि इतर दृष्टीने संतुलन महत्वाचे आहे, त्यासाठी व्यक्ती व सामाजिक समस्यांचे समाधान शास्त्रीय पद्धतीने शोधण्याचे काम समाजकार्य अभ्यासक्रमात होते. समाजकार्य हि कल्याणकारी क्रिया असून ती मानवी तत्वज्ञान, समाजकार्याचे शास्त्रशुद्ध व वैज्ञानिक ज्ञान, तंत्र आणि कौशल्यावर आधारित आहे. समाजकार्याचा उद्देश व्यक्ती आणि सामाजिक वातावरण यात समायोजन निर्माण करणे करिता मदत करणे असा आहे.

सध्याच्या युगात वातावरणाशी जुळवून घेणे कठीण होऊन बसले आहे. धावपळीच्या युगात व्यक्तीला अनेक समस्यांचा सामना करावा लागतो; प्राप्त परिस्थिती सोबत जुळवून घेणे कठीण होऊन बसले आहे. त्याच्या समोर गरिबी, शिक्षण, पर्यावरण, रोजगार, आजार, स्वच्छता अशा अनेक समस्या उभ्या आहेत. चिंता, नैराश्य इ. चे प्रमाण व्यक्तीमध्ये वाढत आहे; व्यसन व गुन्हेगारीचे प्रमाण सुद्धा वाढत आहेत. बदलत्या सामाजिक, आर्थिक, मानसिक, सांस्कृतिक परिस्थितीमुळे व्यक्तीचे जीवन स्व केंद्रित होऊ लागले आहे. व्यक्तीमधील इतर व्यक्ती व समाजाच्या प्रतीच्या संवेदना दिवसेंदिवस कमी होताना दिसत आहे. त्यामुळे व्यक्तीच्या जीवनातील गुंतागुंत दिवसेंदिवस वाढताना दिसत आहे. त्यामुळेच आत्महत्या, व्यसन, महिला अत्याचार, बालकांच्या, वृद्धांच्या, समस्या वाढताना दिसत आहे. व्यक्ती मध्ये मानवीय दृष्टीकोन विकसित होऊन, व्यक्तीच्या मनात इतर व्यक्ती, समाज, भौगोलिक – पर्यावरणीय वातावरण याबद्दल संवेदना निर्माण होऊन त्याच्या संवर्धनासाठी काम होणे आवश्यक आहे. तसेच

व्यक्तीला प्राप्त परिस्थितीशी जुळवून घेत संतुलित आयुष्य जगता आले पाहिजे. यासाठी समाजकार्य अभ्यासक्रम महत्वाचा ठरतो.

समाजकार्य अभ्यासक्रम हा सर्व सामाजिक समस्यांचा शास्त्रशुद्ध पद्धतीने अभ्यास करून उपाययोजना करण्यावर भर देणारा अभ्यासक्रम असल्याने समाजकार्य शिक्षण आणि शाश्वत विकासाची उद्दीष्ट्ये हा अभ्यास विषय संशोधनाच्या दृष्टीने महत्वाचा ठरतो.

व्याख्या:

- १) **ब्रुंडलँड यांच्या 'आमचे सामान्य भविष्य' या अहवालानुसार,** शाश्वत विकास म्हणजे भविष्यातील पिढ्यांच्या त्यांच्या समाधानाच्या क्षमतेशी तडजोड न करता वर्तमान गरजा पूर्ण करणारा विकास.
- २) **हेलन च्या मते –** सामाजिक कार्य हा एक व्यावसायिक सेवेचा एक प्रकार आहे ज्यामध्ये ज्ञान आणि कौशल्य यांचा समावेश होतो. ज्याचा एक भाग सामान समाज कार्यसाठी विशिष्ट आहे. आणि दुसरे काहीही, नसल्यास ते दुसऱ्या व्यक्तींच्या सामाजिक वातावरणातील समस्यांचे समाधान करण्यास मदत करते. आणि दुसरीकडे, शक्य तितक्या त्यांच्या अधिकारानुसार जास्तीत जास्त समाधानांचा मार्ग लोकांसमोर मांडून व्यवस्था दूर करण्याचा प्रयत्न आहे.
- ३) **युनो (१९५९) :** समाजकार्याचा उद्देश व्यक्ती व तिचे सामाजिक वातावरण यात समायोजन

निर्माण करण्यासाठी मदत करणे आहे. ही एक संघटीत रीतीने पद्धतशीर पणे केली जाणारी कृती आहे. व्यक्ती, गट किंवा समुदायांना, बदलत्या समाजाशी समायोजन करण्यात येणाऱ्या अडचणी दूर करण्यासाठी असणाऱ्या गरजा पूर्ण करण्यासाठी तयार केलेल्या किंवा योजलेल्या तंत्राचा व पद्धतीचा वापर केला जातो. व्यक्ती, गट व समुदायांना बदलत्या सामाजिक स्थानांशी समायोजन करता यावे म्हणून सहकार्यात्मक कृतीद्वारे आर्थिक व सामाजिक परिस्थितीत सुधारणा घडवून आणली जाते. अशा कृतींना समाजकार्य म्हटले जाते.

- ४) **अँडरसन** :समाजकार्य ही लोकांना, समाजाला दिली जाणारी व्यावसायिक सेवा आहे जिचा उद्देश व्यक्ती किंवा गटाला ला तिच्या इच्छा व क्षमतेप्रमाणे समाजमान्य चौकटीत राहून समाधानकारक संबंध निर्माण करण्यास मदत करणे, जीवनमान उंचावण्यास – जीवनस्तरात वृद्धी घडवण्यास मदत करणे असतो.
- ५) **समाजकार्य शिक्षण परिषद** : व्यक्तीच्या सामाजिक सहसंबंधांचे महत्व अनन्य साधारण असते. या सहसंबंधाना केंद्र स्थानी ठेऊन काही कृती / कामे केली जातात. सहसंबंधात व्यक्ती व तिच्या वातावरणात होणाऱ्या आंतर क्रियेचा समावेश होतो. या विविध कामांमुळे व्यक्तीच्या सामाजिक कार्यात्मकतेत विकास घडविणे हे समाजकार्याचे काम असते. व्यक्तींचे इतरांशी

सहसंबंध विकसित होतील. व्यक्ती योग्य सहसंबंध निर्माण करून आपल्या भूमिका वठविल अशी कामे समाजकार्य करते.

- ६) **स्ट्रुप च्या मते** – समाजकार्य म्हणजे लोकांना स्वतःला मदत करण्यासाठी वैज्ञानिक पद्धत वापरून व्यक्ती, गट आणि समुदायांच्या गरजा प्रभावित करण्यासाठी विविध संसाधने एकत्रित करण्याची कला आहे.
- ७) **नॅशनल असोशिएशन ऑफ सोशल वर्क्स युनाटेड स्टेट्सच्या मते**, 'समाजकार्य ही व्यक्ती, गट आणि समुदाय यांची क्षमता वृद्धिंगत करणारी किंवा त्यांच्या सामर्थ्याचे पुनर्निर्माण करून त्यांना मदत करणारी व्यावसायिक कृती आहे. ज्याद्वारे इच्छित ध्येयप्राप्तीसाठी सामाजिक कृतिशीलता आणि सामाजिक परिस्थितीची निर्मिती केली जाते'

वरील व्याख्यांवरून स्पष्ट होते कि, समाजकार्य हे व्यक्ती आणि समाज यांच्या समस्यांवर काम करते. समस्येवर उपाययोजना व गरजा पूर्ण करण्यावर भर देते. तर शाश्वत विकास म्हणजे भविष्यातील पिढ्यांचा, त्यांच्या समाधानाच्या क्षमतेशी तडजोड न करता वर्तमान गरजा पूर्ण करणारा विकास होय.

शाश्वत विकासाचे उद्दीष्ट्ये:

- गरिबी दूर करणे, जगभरातील गरिबी हटविणे.
- भूकमुक्त जग निर्माण करणे, कुपोषणामुळे होणारे रोग व मृत्यू थांबविणे.

- चांगले आरोग्य आणि कल्याण, हे उद्दिष्ट कार्यक्षम आरोग्य सेवा, निरोगी जीवनशैली, प्रत्येकासाठी प्रतिबंधात्मक उपाय यावर भर देते.
- प्रत्येकाला दर्जेदार शिक्षण मिळावे.
- लैंगिक समानता, स्त्रियांना प्रत्येक क्षेत्रात समान व सन्मानाची वागणूक मिळावी. समान संधी मिळावी.
- प्रत्येकाला स्वच्छ पाणी व स्वच्छता.
- परवडणारी आणि स्वच्छ उर्जा
- व्यक्तीला योग्य काम आणि आर्थिक वाढ
- उद्योग, नवकल्पना आणि पायाभूत सुविधा यांना वाव.
- असमानता कमी करणे.
- शाश्वत शहरे आणि समुदायाचे नियोजन करणे.
- शाश्वत उपभोग आणि उत्पादनावर भर.
- हवामान बदलावर काम करणे.
- पाण्याखालील व जमिनीवरील जीवनाची काळजी घेणे.
- शांतता, न्याय आणि मजबूत संस्था: संघर्ष, कमकुवत संस्था आणि मर्यादित प्रवेशामुळे शाश्वत विकासाला धोका निर्माण होतो. त्यामुळे शांतता प्रस्थापित करणे आणि सर्वसमावेशक समाजाची सोय करणे महत्त्वाचे आहे.
- उद्दिष्टांसाठी भागीदारी: शाश्वत विकासाचे प्रत्येक उद्दिष्ट साध्य करण्यासाठी सरकार, समाज, खाजगी क्षेत्रे, UN आणि नागरी समाज

यांनी जागतिक भागीदार म्हणून काम केले पाहिजे.

वरील प्रमाणे समाजकार्य अभ्यासक्रम आणि शाश्वत विकास यांच्या उद्देशांचा विचार केल्यास समाजकार्य अभ्यासक्रमाच्या माध्यमातून शाश्वत विकास साधण्यास चांगली मदत होऊ शकते असे आपल्या लक्षात येईल

शाश्वत विकासाचे उद्दिष्टां पुढील आव्हाने:

- लोकसहभाग - लोकसहभाग मिळविणे हे खूप मोठे आव्हान आहे. कुठलीही सामाजिक उद्दिष्ट्ये पूर्ण करायची असल्यास किंवा समस्येवर काम करावयाचे असल्यास लोकसहभाग महत्त्वाचा ठरतो. शाश्वत विकास साधण्यासाठी तो मिळणे आवश्यक ठरते.
- संशोधन - सामाजिक समस्यांच्या अंगाने चांगले संशोधन होणे आवश्यक आहे. जेणे करून कारणांचा शोध घेऊन योग्य उपाय योजना करणे शक्य होईल.
- शासकीय धोरण व अंमलबजावणी – कुठल्याही समस्येवर काम करण्यासाठी शासन संवेदनशील व कृतीशील असणे आवश्यक ठरते. निव्वळ कागदोपत्री कार्यक्रम न होता. कार्यक्रम तळागाळात जाणे अपेक्षित आहे. त्यासाठी तज्ञ व्यक्तींचा सुद्धा यात सहभाग असणे आवश्यक आहे. योग्य धोरणे आखणे व त्याची योग्य अंमलबजावणी आवश्यक ठरते.

- सामाजिक कृती कार्यक्रम - शासनाच्या माध्यमातून धोरण व नियोजन तयार होणे गरजेचे असले तरी. त्यात लोकांनी सहभागी होऊन सामाजिक कृती कार्यक्रम तयार होणे आवश्यक ठरते.
- परिणामांचे मोजमाप – कुठलाही कृती कार्यक्रम राबविल्यानंतर त्याचे मोजमाप होणे व पुनर्नियोजन करणे आवश्यक ठरते.

समाजकार्य शिक्षणाचे उद्देश:

- मानसिक सामाजिक म्हणजे एकाच समाजातील प्रत्येकाच्या समस्येवर उपाय शोधणे/ योजने.
- मानवी गरजा पूर्ण करणे.
- व्यक्ती व इतर व्यक्ती आणि समाज यांच्यात चांगले व सौहार्दपूर्ण संबंध प्रस्थापित / बनविण्यास मदत करणे.
- व्यक्तीमध्ये लोकशाही मुल्ये विकसित करणे, हक्क व अधिकार प्राप्त करून देण्यास मदत करणे, सामाजिक प्रगती व विकासाच्या संधी उपलब्ध करून देणे.
- सामाजिक वाईट गोष्टींबद्दल लोकांमध्ये जागृती करणे.
- स्वच्छ पर्यावरण निर्माण करणे व विकासास अनुकूल बनविण्यास मदत करणे.

- सामाजिक विकासासाठी सामाजिक व्यवस्थेत बदल घडवून आणण्यासाठी हातभार लावणे.
- लोकांमध्ये समस्या निराकरणासाठी क्षमता विकसित करणे.
- लोकांना मानसिक समस्या सोडविण्यासाठी मदत करणे.
- लोकांना त्यांच्या जीवनात आनंद आणि शांती मिळावी यासाठी प्रयत्न करणे.
- लोकांच्या कल्याणासाठी सामाजिक संसाधनांची जुळवाजुळव करणे.

समाजकार्य पद्धती व तंत्रे – कौशल्य:

समाजकार्याच्या पद्धतीचा अभ्यास केल्यास व्यक्ती सहाय्य कार्य, गटकार्य, समुदाय संगठन, सामाजिक क्रिया, सामाजिक संशोधन, सामाजिक कल्याण प्रशासन या शास्त्रीय पद्धतींचा वापर केला जातो. तसेच यामध्ये तंत्रे व कौशल्यांचा वापर केला जातो जसे कि, निरीक्षण, संवाद, लेखन, मुलाखत, प्रश्नावली इ. ज्यामुळे समस्यांच्या मुळाशी जाऊन समस्येचा शोध घेता येतो आणि त्यावर उपाययोजना करता येते.

समाजकार्याची क्षेत्र व व्याप्ती:

समाजकार्याच्या क्षेत्रांचा विचार केल्यास त्यामध्ये आपल्याला कुटुंब कल्याण व बालकल्याण सेवा क्षेत्र, वैद्यकीय चिकित्सा व मानसोपचार सेवा क्षेत्र, कामगार कल्याण सेवा क्षेत्र, अपराध व सुधारात्मक सेवा क्षेत्र, समुदाय विकास, या क्षेत्रांचा समावेश होते.

समाजकार्यांच्या व्याप्तीचा विचार केल्यास ती व्यापक असल्याचे दिसून येते. गरिबी, भूक, आरोग्य, शिक्षण, रोजगार, लिंग समभाव, पाणी व स्वच्छता, रोजगार, आर्थिक व सामाजिक सुधारणा, पर्यावरण, गुन्हेगार, अपंग, वृद्ध - बालक- महिला - तरुण यांच्या समस्या मानवी सहसंबंध, मानवी वर्तन इ. अनेक गोष्टींचा अभ्यास या मध्ये होत असतो. प्रत्येक समस्येचा सामाजिक – मानसिक – सांस्कृतिक- आर्थिक अशा वेगवेगळ्या अंगाने अभ्यास केला जातो.

समाजकार्य आणि शाश्वत विकास:

वरील मुद्दे लक्षात घेता आपल्या लक्षात येईल कि, जागतिक समस्यांचा विचार करून संयुक्त राष्ट्र संघाने शाश्वत विकासाची उद्दिष्टे ठरविलेली आहेत. आणि समाजकार्य अभ्यासक्रमाचे माध्यमातून सामाजिक समस्यांवर काम करणारा कार्यकर्ता तयार होतो. हा कार्यकर्ता ज्ञान – कौशल्य- तंत्र यांचा वापर करून सामाजिक कल्याणासाठी काम करतो. त्याच्याकडे असणारे विविध विषयातील ज्ञान / तज्ञता त्याला समस्या निराकरणासाठी मदत करते. सद्य स्थितीत सामाजिक पातळीवर अनेक बदल घडताना दिसत आहेत. परिस्थिती अत्यंत गतिमान, आव्हानात्मक व स्पर्धात्मक आहे. अनेक समस्या आपल्या समोर उभ्या आहेत.

समाजातील नितीमुल्ये सुध्दा वेगाने बदलताना दिसत आहेत. शाश्वत मुल्ये डळमळीत झाल्यासारखी भासतात. समाज रचना व परिस्थिती बदलताना दिसते. अपेक्षा या लोकशाही विरोधी रूप घेताना दिसत आहेत. योग्य - अयोग्य, चांगले वाईट या मधील अंतर व

संकल्पना बदलत आहेत. सामाजिक नियंत्रण प्रभावहीन ठरताना दिसत आहे. समाज परिवर्तनाचा वेग जीवधेणा ठरतो आहे. समाजाला आपले अस्तित्व व मानव समाज म्हणून आपले स्वरूप व त्यातील मानव संस्कृती टिकविणे कठीण होत आहेत; तसे प्रयत्न करित असताना अनेक ताण - तणावांना तोंड द्यावे लागत आहे. भौतिक वादाचा अतिरेक व वाढते महत्व यामुळे समाजात अशाश्वत वातावरण, अशांतता, अनिश्चितता निर्माण होत आहे. युद्ध, शीतयुद्ध, अर्थ व्यवस्थेतील बदल, राजकीय अस्थिरता याचा सरळ प्रभाव व्यक्तीच्या जीवनावर पडत आहे.

माणूस निसर्गापासून खूप लांब जात आहे, त्यामुळे अनेक समस्यांना तोंड द्यावे लागत आहे. व्यक्ती स्वातंत्र्याची कल्पना टोक गाठत आहे. राष्ट्र व समाज यांचा विचार न करता स्वार्थ बळावत आहे. हिंसा, अत्याचार, दारिद्र्य, बेकारी अशा अनेक समस्या उभ्या राहत आहेत. अशा परिस्थितीत शाश्वत विकासाचे उद्दिष्टे पूर्ण करणे कठीण होऊन बसले आहे. लोकसहभाग आणि शासनाचा ताकतीचा सहभाग याशिवाय ते शक्य होणार नाही. जागतिक प्रश्नांबद्दल लोकांमध्ये जागृकता आणि संवेदना निर्माण करणे गरजेचे आहे. समस्यांच्या मुळाशी जाऊन त्यांच्या कारणांचा शोध घेऊन उपाययोजना करणे आवश्यक आहे. यासाठी समाजकार्याचा चांगला उपयोग होऊ शकतो, शाश्वत विकासाची उद्दिष्टे गाठण्यासाठी मदत होऊ शकते. सामाजिक संशोधन, सामाजिक कल्याण प्रशासन, सामाजिक कृती, व्यक्ती सहाय्य कार्य, गटकार्य, समुदाय संगठन या पद्धतींचा प्रभावी पणे वापर करून जागतिक समस्यांवर मात करता येऊ शकते.

निष्कर्ष :

- शाश्वत विकासाची उद्दिष्ट्ये हि जागतिक समस्यांवर आधारित आहे व समाजकार्य हे सामाजिक समस्यांवर शास्त्रीय पद्धतीने काम करणारे शास्त्र आहे. त्यामुळे शाश्वत विकासाची उद्दिष्ट्ये गाठण्यासाठी समाजकार्यातील पद्धती, तंत्र, कौशल्य यांचा वापर / मदत होऊ शकते.
- कुठल्याही सामाजिक समस्येचे मूळ व्यक्तीचे वर्तन, कौटुंबिक, सामाजिक, शैक्षणिक, सांस्कृतिक, मानसिक, भौगोलिक, आर्थिक इ. परिस्थितीशी संबंधित कारणांमध्ये असते. त्यामुळे लोकांचा सहभाग घेतल्या शिवाय / त्यांच्या वर्तन व विचारांमध्ये बदल आणल्याशिवाय समस्या निवारण करणे शक्य होत नाही. त्यामुळे लोकांमध्ये जागृती निर्माण करणे, समस्येचे गांभीर्य लक्षात आणून देणे, त्याच्या परिणामांची माहिती देणे, समस्या निराकरण करण्यासाठी लोकसहभाग मिळविणे यासाठी समाजकार्य प्रभावीपणे काम करू शकते.
- जागतिक समस्यांच्या मूळ कारणांशी जाण्यासाठी सामाजिक संशोधन प्रभावी माध्यम ठरू शकते.

- व्यावसायिक समाज कार्यकर्ते हे विविध विषयात तज्ञ, अभ्यासू, अनुभवी, शास्त्रीय ज्ञान घेतलेले असल्याने ते चांगले योगदान देऊ शकतात.
- समाजकार्य शिक्षण घेतलेले तज्ञ व्यक्ती शाश्वत विकासाची उद्दिष्ट्ये पूर्ण करण्यासाठी तयार केली जाणारी धोरणे व त्यांची अंमलबजावणी, व मूल्यमापन यात महत्वाचे योगदान देऊ शकतात.

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उच्च शिक्षणामधील शास्वत्तेसाठी AI आणि मशीन लर्निंग ऍप्लिकेशन्स चे महत्व

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सारांश :

कृत्रिम बुद्धिमत्ता (AI) आणि मशीन लर्निंग (ML) या आधुनिक तंत्रज्ञानाने विविध क्षेत्रांमध्ये क्रांती घडवली आहे. उच्च शिक्षण क्षेत्रात देखील या तंत्रज्ञानांचा प्रभावी उपयोग टिकाऊ शिक्षण पद्धती विकसित करण्यासाठी केला जात आहे. या लेखामध्ये, उच्च शिक्षणातील टिकाऊपणासाठी AI आणि ML च्या उपयोगांचे विश्लेषण केले जाईल, त्याच्या लाभांचे आणि मर्यादांचे परीक्षण केले जाईल, तसेच भविष्यातील संधींवर चर्चा केली जाईल.

टिकाऊपणाचे महत्व उच्च शिक्षणात:

टिकाऊपणा म्हणजे सध्याच्या आणि भविष्यातील पिढ्यांसाठी शैक्षणिक संसाधनांचा शाश्वत उपयोग सुनिश्चित करणे. उच्च शिक्षण संस्थांसाठी टिकाऊपणा हा त्यांच्या धोरणांचा केंद्रबिंदू ठरत आहे, जसे की:

- शिक्षण प्रक्रियेत नवकल्पना आणणे.
- आर्थिक, सामाजिक आणि पर्यावरणीय जबाबदारी पार पाडणे.
- शिक्षणात समावेशकता आणि गुणवत्तेचा समतोल राखणे.

AI आणि ML या क्षेत्रांमुळे टिकाऊपणा वाढवण्यासाठी अधिक सुस्पष्ट उपाय मिळत आहेत.

उच्च शिक्षणातील AI आणि ML च्या प्रमुख ऍप्लिकेशन्स:

A) वैयक्तिकृत शिक्षण (Personalized Learning):

AI-आधारित ऍप्लिकेशन्स विद्यार्थ्यांच्या शिक्षण पद्धतींनुसार त्यांना वैयक्तिकृत शैक्षणिक योजना पुरवतात. उदाहरणार्थ:

- विद्यार्थ्यांच्या प्रगतीवर आधारित अभ्यासक्रम सल्ला.
- वैयक्तिक परफॉर्मन्स ट्रॅकिंग सिस्टीम.

B) प्रशासकीय कार्याची सुधारणा (Administrative Efficiency):

AI चा उपयोग संस्थात्मक व्यवस्थापन अधिक कार्यक्षम करण्यासाठी होतो:

- विद्यार्थ्यांच्या प्रवेश प्रक्रियांचे ऑटोमेशन.
- शैक्षणिक सत्रांचे वेळापत्रक तयार करणे.
- डेटा विश्लेषणाद्वारे निर्णयप्रक्रिया सुलभ करणे.

C. संसाधनांचे प्रभावी व्यवस्थापन:

AI-आधारित इमारत व्यवस्थापन प्रणाली ऊर्जेचा वापर कमी करण्यास मदत करतात. उदाहरणार्थ: स्मार्ट क्लासरूम, प्रकाशयोजना व वातानुकूलन प्रणाली.

D. शैक्षणिक संशोधनात मदत:

ML मॉडेल्स संशोधन डेटा अधिक जलद व अचूकपणे प्रक्रिया करण्यास मदत करतात. यामुळे उच्च गुणवत्तेचे संशोधन होऊ शकते.

AI आणि ML मुळे मिळणारे फायदे:

1. उच्च गुणवत्ताशैक्षणिक सेवा सुधारित :
.आधारित निर्णयक्षमता-करण्यासाठी डेटा
2. समावेशकताअपंगत्व असलेल्या :
.विद्यार्थ्यांसाठी तंत्रज्ञानाच्या सहाय्याने सुलभता
3. खर्च बचतप्रशासकीय प्रक्रिया ऑटोमेट :
.केल्याने लागणारा वेळ आणि खर्च कमी होतो

उच्च शिक्षणातील AI आणि ML च्या मर्यादा:

1. डेटा गोपनीयतेचे प्रश्नमोठ्या प्रमाणावर गोळा :
केलेल्या डेटाचा योग्य उपयोग आणि त्याचे
.संरक्षण करणे
2. तांत्रिक ज्ञानाची कमतरताशिक्षक आणि :
कर्मचारी यांना या तंत्रज्ञानाचा योग्य उपयोग
.करण्यासाठी प्रशिक्षणाची गरज

3. आर्थिक अडचणी :AI आणि ML तंत्रज्ञानाची
अंमलबजावणी करण्यासाठी लागणारा मोठा
खर्च.

भविष्यातील संधी:

1. AI चा वापर विविध भाषांमध्ये शिक्षण सुलभ
करण्यासाठी होऊ शकतो.
2. सिंथेटिक डेटाचा वापर करून संशोधन कार्य
अधिक सुलभ होईल.
3. VR आणि AR च्या मदतीने शिक्षणात नवीन
अनुभवांची भर पडेल.

निष्कर्ष:

उच्च शिक्षणात AI आणि ML च्या वापरामुळे शैक्षणिक टिकाऊपणा सुनिश्चित करण्यासाठी नवीन मार्ग तयार होत आहेत. तंत्रज्ञानाचा योग्य वापर करून, आपण अधिक समतोल, समावेशक आणि परिणामकारक शिक्षण प्रणाली उभारू शकतो. यासाठी संस्थांनी AI च्या नैतिक उपयोगाचे धोरण आखणे गरजेचे आहे.

संदर्भ:

1. विविध शैक्षणिक संस्थांचे AI उपक्रम.
2. शाश्वत विकास उद्दिष्टे (SDGs) संबंधित संशोधन.



सामाजिक शास्त्रे आणि कृत्रिम बुद्धिमत्ता (A.I.)

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सारांश:

कृत्रिम बुद्धिमत्ता (AI) ही यंत्रांद्वारे प्रदर्शित केलेली बुद्धिमत्ता आहे जी मानवी चेतनेसह समान कार्य करू शकते. हे अशा प्रणालींचा संदर्भ देते जे कार्य करू शकतात ज्यांना पूर्वी मानवी बुद्धिमत्तेची आवश्यकता होती. एआय आता मानवी क्रियाकलापांच्या वाढत्या श्रेणीमध्ये वापरला जात आहे. एआय तंत्रज्ञानाचा प्रसार अधिक कार्यक्षम पुरवठा साखळी व्यवस्थापनापासून ते अधिक विश्वासार्ह वैद्यकीय निदानापर्यंतचे भरीव सामाजिक फायदे देत आहे. हा पेपर सामाजिक शास्त्रात AI च्या वापरावर आधारित आहे.

प्रस्तावना:

आम्ही एका नवीन युगाच्या पहाटे उभे आहोत. तांत्रिक क्रांती आपल्या जीवनात बदल घडवत आहे. बिग डेटा, क्लाउड कॉम्प्युटिंग, नॅनोटेक्नॉलॉजी, बायोटेक्नॉलॉजी, ड्रोन, रोबोटिक्स किंवा आर्टिफिशियल इंटेलिजन्स यासारख्या उदयोन्मुख तंत्रज्ञानामुळे आपला समाज झपाट्याने बदलत आहे. कृत्रिम बुद्धिमत्ता (AI) ही मानवतेची नवीन सीमा आहे. जी मानवी सभ्यतेच्या नवीन स्वरूपाकडे नेईल. AI वेगाने वाढत आहे आणि सुरक्षा, पर्यावरण, संशोधन आणि शिक्षण, आरोग्य सेवा, संस्कृती आणि व्यापार यासारख्या विविध क्षेत्रांमध्ये नवीन अनुप्रयोग शोधत आहे.

कृत्रिम बुद्धिमत्ता हे संगणक विज्ञानातील एक क्षेत्र आहे ज्यात सध्या मानवी बुद्धिमत्तेची आवश्यकता असलेल्या मानवी क्रियाकलापांची प्रतिकृती तयार करण्याच्या उद्देशाने बहु-विषय कौशल्य आवश्यक आहे. अनेक AI-शक्तीवर चालणारे तंत्रज्ञान आता आपल्या

वैयक्तिक जीवनात, सार्वजनिक क्षेत्रामध्ये, कायद्याची अंमलबजावणी, बँकिंग आणि वैद्यकीय सेवांमध्ये समाकलित झाले आहे. संगणक शास्त्रज्ञ तसेच डेटा अभियंते AI मध्ये नवकल्पनांना चालना देत आहेत जे लवकरच मानवी निर्णय घेण्याच्या क्षमतेला मागे टाकतील.

सामाजिक विज्ञानांमध्ये सामान्यतः अर्थशास्त्र, राज्यशास्त्र, समाजशास्त्र, सांस्कृतिक किंवा सामाजिक मानववंशशास्त्र, सामाजिक मानसशास्त्र आणि सामाजिक भूगोल यांचा समावेश होतो. जसजसा समाज बदलतो तसतसे सामाजिक शास्त्रांना गती ठेवणे कठीण जाते. AI मधील वेगवान प्रगतीमुळे सामाजिक शास्त्रांचे विद्वान संपर्क गमावत आहेत.

आर्टिफिशियल इंटेलिजन्सचे सिंहावलोकन:

"कृत्रिम बुद्धिमत्ता" (AI) हा शब्द प्रथम 1956 मध्ये डार्टमाउथ कॉलेजच्या परिषदेत वापरला गेला. AI

आता 21 व्या शतकातील सर्वात महत्त्वाच्या जागतिक समस्यांपैकी एक आहे. AI ही संगणक शास्त्राची शाखा आहे जी मानवी बुद्धिमत्तेची नक्कल करणाऱ्या बुद्धिमान संगणक प्रणालीच्या डिझाइनशी संबंधित आहे, उदा. व्हिज्युअल समज, उच्चार ओळखणे, निर्णय घेणे आणि भाषा भाषांतर. नैसर्गिक भाषेवर प्रक्रिया करण्याची, शिकण्याची, योजना करण्याची मशीनची क्षमता बुद्धिमान प्रणालींद्वारे नवीन कार्ये करणे शक्य करते. AI चा मुख्य उद्देश म्हणजे मानवाच्या संज्ञानात्मक कार्याची नक्कल करणे आणि अशा क्रियाकलाप करणे ज्या सामान्यतः मानवाकडून केल्या जातात. मानवाकडून शिकवल्याशिवाय, मशीन समस्या सोडवण्यासाठी स्वतःचा अनुभव वापरतात.

AI ही एक स्वतंत्र इलेक्ट्रॉनिक संस्था आहे जी मानवी तज्ञाप्रमाणे कार्य करते. आज, AI आपल्या दैनंदिन जीवनात वैयक्तिक सहाय्यक, स्वयंचलित मास ट्रान्स्पोर्टेशन, एव्हिएशन, कॉम्प्युटर गेमिंग, पासपोर्ट कंट्रोलवर चेहऱ्याची ओळख, व्हर्च्युअल असिस्टंट्सवर आवाज ओळखणे, ड्रायव्हरलेस कार, सहचर रोबोट्स इ. यांसारख्या अनेक प्रकारांमध्ये समाकलित झाले आहे.

सामाजिक शास्त्रातील AI चे कार्य:

सामाजिक विज्ञानामध्ये सुद्धा AI आले आहे ज्यासाठी पारंपारिक गणितीय माध्यमांद्वारे जागतिक वर्तणूक मॉडेल करणे कठीण आहे. सामाजिक शास्त्रज्ञांना सामाजिक प्रणालींसाठी जागतिक समीकरणे शोधणे कठीण झाले आहे, जे सामान्यतः जटिल आहेत. सामाजिक विज्ञानातील AI च्या सामान्य अनुप्रयोगांमध्ये खालील गोष्टींचा समावेश आहे:

स्पष्टीकरणीय AI:

हे एक उदयोन्मुख क्षेत्र आहे जिथे संशोधक आणि अभ्यासक त्यांचे अल्गोरिदम अधिक समजण्यायोग्य बनवण्याचा प्रयत्न करतात. वापरकर्ते सामान्यतः सिस्टमवर विश्वास ठेवत नाहीत की ते कसे कार्य करतात हे त्यांना समजत नाही. लोकांमध्ये इनपुटची कमतरता आहे आणि AI टूल्स कसे कार्य करतात याबद्दलचे संदर्भ शिकत नाहीत. ते स्वातंत्र्य, गोपनीयता आणि निवडीवरील शक्तीचा त्याग करतात. मानवतेच्या हितासाठी डिजिटल सहकार्याला सर्वोच्च प्राधान्य दिले पाहिजे. स्पष्टीकरण करण्यास सक्षम बुद्धिमान एजंट तयार करणे हे एक कठीण काम आहे. स्पष्टीकरण करण्यायोग्य कृत्रिम बुद्धिमत्तेतील बहुतेक कार्ये केवळ "चांगले" स्पष्टीकरण काय आहे याबद्दल संशोधकांच्या अंतर्ज्ञानाचा वापर करतात. लोक स्पष्टीकरण कसे परिभाषित करतात, जनरेट करतात, निवडतात, सादर करतात आणि मूल्यांकन कसे करतात याच्या विद्यमान मॉडेलसचा स्पष्टीकरण करण्यायोग्य AI (XAI) ला फायदा होऊ शकतो. आकृती 3 स्पष्टीकरण करण्यायोग्य कृत्रिम बुद्धिमत्तेची व्याप्ती दर्शवते. अल-असिस्टेड पीअर रिव्ह्यू: पीअर-रिव्ह्यू जर्नल्समध्ये सबमिशनच्या वाढत्या प्रमाणामुळे वैज्ञानिक साहित्य पीअर रिव्ह्यू वर्कफ्लो तणावाखाली आहे. समीक्षक आणि त्यांच्या वेळेची मागणी वाढत आहे. अनेक प्लॅटफॉर्मने स्वयंचलित स्क्रिनिंग साधने वापरण्यास सुरुवात केली आहे, साहित्यिक चोरी रोखण्यासाठी आणि फॉरमॅट आवश्यकतांचा आदर करण्यात अयशस्वी. AI साधन प्रशिक्षित केले जाऊ शकते आणि गुणवत्ता आश्वासन आणि समवयस्क-पुनरावलोकन प्रक्रियेत मानवी निर्णय बदलण्यासाठी किंवा मदत करण्यासाठी वापरले जाऊ शकते. अशी साधने निर्णय प्रक्रिया आणि इतर गुणवत्ता प्रॉक्सी उपाय यांच्यातील परस्परसंबंध प्रकट करू

शकतात, पुनरावलोकन प्रक्रियेतील संभाव्य पूर्वाग्रह उघड करू शकतात. तथापि, अशा दृष्टिकोनातून काही नैतिक समस्या उद्भवतात, विशेषतः पूर्वाग्रहाशी संबंधित आणि एआय प्रणाली ज्या प्रमाणात पूर्वाग्रहाची प्रतिकृती बनवू शकतात.

मानवी वर्तन:

मानवी वर्तन समजून घेण्यासाठी AI चा वापर केला जाऊ शकतो. हे आम्हाला सामाजिक परस्परसंवाद अधिक चांगल्या प्रकारे समजून घेण्यास मदत करू शकते. याने व्हर्च्युअल समवयस्कांशी संबंधाच्या भावनेच्या रूपात सकारात्मक सामाजिक संवाद आणला आहे. AI चा वापर मुलाचे वर्तन समजून घेण्यासाठी, विश्लेषण करण्यासाठी आणि मॉडेल करण्यासाठी देखील केला जाऊ शकतो.

मानवी श्रम:

AI मधील वेगवान प्रगती कामगार बाजारपेठेत लक्षणीयरीत्या व्यत्यय आणू शकते. एआय आणि ऑटोमेशन काही कामगारांची उत्पादकता वाढवू शकतात, ते कामगारांची जागा घेऊ शकतात. वाढत्या ऑटोमेशनमुळे मोठ्या प्रमाणावर तांत्रिक बेरोजगारीची भीती निर्माण होत आहे. संशोधक आणि धोरण निर्माते जगभरातील प्रगत आणि विकसनशील दोन्ही अर्थव्यवस्थांमध्ये कामाच्या भविष्याबद्दल चिंतित आहेत. एआयच्या कामाचे स्वरूप बदलण्याची क्षमता असल्याने, धोरणकर्ते पुढील पिढीला रोजगाराच्या संधी कशा उपलब्ध करून देऊ शकतात?

फायदे आणि आव्हाने:

AI आपल्या आरोग्यासाठी, सुरक्षिततेसाठी आणि सामान्य कल्याणासाठी विविध फायदे आणू

शकते. AI मानवी कलाकारापेक्षा अधिक अत्याधुनिक आणि अचूक ज्ञान देऊ शकते. AI तंत्रज्ञानाची माहिती मानवांपेक्षा जलद गतीने प्रक्रिया करण्याची क्षमता अधिक किफायतशीर संसाधन वाटप करते.

रोबोट अशा ठिकाणी प्रशिक्षण देऊ शकतात जिथे वैयक्तिक धडे अन्यथा खूप महाग असतील आणि योग्य मानवी शिक्षक सहज उपलब्ध नसतील. काही भागात मोठ्या प्रमाणावर प्रशिक्षण देण्यासाठी पुरेसे लोक नाहीत. AI सह, हे प्रशिक्षण कुठेही आणि सर्वत्र देणे सोपे होईल. इतर सामाजिक समस्यांवर संशोधन चालू आहे जिथे AI महत्वाची भूमिका बजावू शकते.

तथापि, AI टूल्स काय करू शकतात याबद्दल व्यापक समज आणि गैरसमज आहेत. जर काळजीपूर्वक हाताळले नाही तर, AI तंत्रज्ञान काही लोकसंख्येच्या गटांवर विपरित परिणाम करू शकतात. सामाजिक विज्ञानातील AI चे काही अनुप्रयोग अनेक जटिल नवीन सामाजिक आणि नैतिक समस्या निर्माण करत आहेत. AI मधील अलीकडील प्रगतीमुळे सामाजिक विज्ञानातील वैचारिक प्रगती होऊ शकते का? AI वापरणाऱ्या सामाजिक शास्त्रज्ञांनी लोक, अर्थव्यवस्था आणि समाजाबद्दल वेगळा विचार कसा करावा? AI अल्गोरिदम लिहिणाऱ्या संगणक शास्त्रज्ञांनी त्यांच्या तंत्रज्ञानातील नैतिक समस्या कशा हाताळल्या पाहिजेत? स्वायत्त वाहनांना तोंड द्यावे लागणारे कठीण निर्णय जगभरातील लाखो लोक कसे घेतील? जर डेटा सेटच पक्षपाती असेल तर एआय-आधारित प्रणाली पूर्वाग्रह कायम ठेवू शकते. समाजशास्त्रज्ञ आणि नीतिशास्त्रज्ञांनी मशीन पूर्वाग्रह, त्रुटी आणि मूर्खपणाचे निराकरण करणे आणि त्यावर उपाय विकसित करणे आवश्यक आहे. AI आणि सामाजिक विज्ञानांमधील अंतर वाढत आहे, ज्यामुळे सामाजिक आणि नैतिक समस्यांना तोंड देणे कठीण होत आहे.

निष्कर्ष:

कृत्रिम बुद्धिमत्ता (AI) आपल्या जीवनात आधीपासूनच अस्तित्वात आहे, हळूहळू अधिकाधिक डोमेनवर प्रभाव टाकत आहे. स्मार्ट AI-आधारित तंत्रज्ञान लोकांद्वारे, लोकांप्रमाणे कार्य करण्यासाठी, लोकांसाठी तयार केले जाते आणि त्यामुळे मानवी घटक अत्यंत महत्त्वाचे आहेत. एआय आणि मानवांच्या सहअस्तित्वाचा विचार करताना नैतिक समस्या देखील उद्भवतात. ज्याप्रमाणे AI ला सामाजिक विज्ञानाकडे अधिक लक्ष देणे आवश्यक आहे, त्याचप्रमाणे सामाजिक शास्त्रज्ञांना AI तंत्रज्ञानाकडे अधिक लक्ष देणे आवश्यक आहे. एआय संशोधकांनी विविध विषयांमध्ये सहकार्य करण्याची गरज आहे. त्यांनी मानसशास्त्र, तत्त्वज्ञान, अर्थशास्त्र आणि राज्यशास्त्र यांसारख्या विषयांमध्ये गुंतले पाहिजे जे त्यांना अपरिहार्य नैतिक आणि सामाजिक समस्यांचे निराकरण करण्यात मदत करू शकतात.

सामाजिक विज्ञानातील AI बदल अधिक माहिती पुस्तकांमध्ये आणि संबंधित जर्नल्समध्ये आढळू शकते: कृत्रिम बुद्धिमत्ता आणि कला आणि सामाजिक विज्ञान.

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ग्रंथपालांच्या कार्यात 'SWAYAM' आणि 'MOOC' अभ्यासक्रमांचे महत्त्व

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सारांश :

आजच्या डिजिटल युगात शिक्षण प्रणालीत, अध्ययन-अध्यापन प्रक्रियेत मोठ्या प्रमाणावर बदल झाले आहेत. 'स्वयम' आणि 'MOOC' यासारख्या ऑनलाइन व्यासपीठांनी शिक्षण प्रक्रियेत आमुलाग्र बदल घडवून आणला आहे. ज्यामुळे शिक्षण प्रक्रिया अधिक सुलभ, सुगम आणि व्यापक झाली आहे. हे मंच केवळ शिक्षक, विद्यार्थींच नाही तर ग्रंथपालांसाठी देखील महत्वाचे ठरत आहे. या तंत्रज्ञानाचा प्रभावी वापर करून ग्रंथपालांना माहिती व्यवस्थापन व ज्ञान निर्मिती प्रक्रियेत अधिक योगदान देता येते.

मुख्य शब्द : स्वयम, MOOC, डिजिटल युग, डिजिटल ग्रंथालय, ग्रंथपाल, ऑनलाइन शिक्षण.

प्रस्तावना :

ग्रंथपाल हे केवळ पुस्तकांचे व्यवस्थापक नसून, माहिती व्यवस्थापनाचे प्रमुख केंद्रबिंदू आहेत. डिजिटल युगात, तंत्रज्ञानाच्या प्रगतीमुळे ग्रंथालये केवळ शारीरिक जागा न राहता, ज्ञान संपादनासाठी डिजिटल साधनांमध्ये रूपांतरित झाली आहेत. अशा परिस्थितीत, 'स्वयम' (SWAYAM) आणि 'MOOC' (Massive Open Online Courses) सारख्या ऑनलाइन शिक्षण मंचांनी ग्रंथपालांच्या भूमिकेला नवीन परिमाण दिले आहेत.

अध्ययनाचे उद्देश :

१. ग्रंथपालांच्या व्यावसायिक विकासात 'स्वयम' आणि 'MOOC' चे योगदान अभ्यासणे.
२. डिजिटल तंत्रज्ञानाच्या साहाय्याने ग्रंथालयाचे कार्य व प्रणाली सुधारण्यासाठी या प्लॅटफॉर्मचा उपयोग शोधणे.

३. प्राध्यापक, विद्यार्थी व संशोधक यांना माहिती व ज्ञानाच्या साधनांपर्यंत, स्रोतांपर्यंत पोहोचवण्यासाठी ग्रंथपालांच्या भूमिकेचे विश्लेषण करणे.
४. 'स्वयम' व 'MOOC' च्या अंमलबजावणीतील अडचणी व त्यावर उपाययोजना सुचवणे.

विषय विश्लेषण :

SWAYAM व MOOC चा परिचय :

१. **SWAYAM:** उच्च दर्जाचे व गुणवत्तापूर्ण शिक्षण सर्वांसाठी उपलब्ध करून देण्यासाठी भारत शासनाने २०१७ मध्ये SWAYAM हे पोर्टल सुरु केले आहे. ज्यात विविध शैक्षणिक संस्थांकडून विविध अभ्यासक्रम तयार करून चालविले जातात. यामध्ये माध्यमिक ते पदव्युत्तर पदवी स्तरापर्यंतचे अभ्यासक्रम समाविष्ट आहेत.

विविध विषयांवरील अभ्यासक्रम मोफत उपलब्ध आहेत. तसेच या अभ्यासक्रमांचे प्रमाणपत्र मिळवण्यासाठी नाममात्र शुल्क आकारले जाते.

२. **MOOC:** MOOC अर्थात Massive Open Online Course. या माध्यमातून जगभरातील कोणताही विद्यार्थी ऑनलाइन शिक्षण घेऊ शकतो. Stanford University च्या २०११ च्या “Introduction to Artificial Intelligence” अभ्यासक्रमापासून MOOC संकल्पनेला मोठी प्रसिद्धी मिळाली. सद्यस्थितीत Coursera, edX, Udemy यांच्यामार्फत विविध MOOC उपलब्ध आहेत.

ग्रंथपालांच्या कार्याची व्याप्ती:

ग्रंथपाल हे शैक्षणिक संस्थांचे माहिती व ग्रंथाचे व्यवस्थापक असतात. त्यांची प्रमुख कार्ये पुढीलप्रमाणे...

१. वाचनालयाचे व्यवस्थापन पाहणे.
२. ग्रंथ, पुस्तकांचे वर्गीकरण करणे.
३. प्राध्यापक, विद्यार्थी व संशोधकांना माहितीचा शोध घेण्यास मदत करणे.
४. डिजिटल स्रोत, संसाधने यांचे व्यवस्थापन करणे.

ग्रंथपालांची भूमिका :

आजच्या युगात ग्रंथपालांचे कार्य केवळ पुस्तके देणे किंवा ग्रंथालयाचे व्यवस्थापन करणे इतके मर्यादित नाही. तर शिक्षकांसाठी व विद्यार्थ्यांसाठी माहिती उपलब्ध करण्याचे कार्यही करत असतात. त्यासाठी ग्रंथपाल, सहाय्यक ग्रंथपाल यांना आधुनिक तंत्रज्ञानाची, ऑनलाइन संसाधनांची सखोल माहिती असणे आवश्यक आहे.

ग्रंथपालांच्या कार्यात SWAYAM आणि MOOC चे महत्त्व :

१. **ज्ञान साधनांचा विस्तार :** SWAYAM व MOOCs मुळे ग्रंथपाल विविध ऑनलाइन अभ्यासक्रमांमध्ये सहभाग घेऊन नविन ज्ञान, तंत्रज्ञान आणि माहिती व्यवस्थापन कौशल्ये प्राप्त करू शकतात. पारंपारिक ग्रंथालये प्रामुख्याने पुस्तके व छापील सामग्रीपर्यंत मर्यादित होती. मात्र SWAYAM व MOOCs मुळे डिजिटल स्वरूपातील अभ्यासक्रम व शैक्षणिक साहित्य सहज उपलब्ध झाली आहेत. त्यामुळे ग्रंथपालांना त्यांच्या शैक्षणिक संस्थेतील प्राध्यापक व विद्यार्थ्यांना अधिक व्यापक व अद्ययावत ज्ञानस्रोत पुरवता येतात.
२. **डिजिटल कौशल्यांचा विकास :** आजच्या काळात ग्रंथपालांना डिजिटल साधनांचा वापर करणे अपरिहार्य झाले आहे. SWAYAM व MOOCs द्वारे ग्रंथपाल स्वतःचे कौशल्य वाढवू शकतात. जसे की माहिती व्यवस्थापन, ई-शिक्षण साधनांचा वापर इत्यादी.
३. **सतत शिक्षण :** MOOCs व स्वयम मुळे ग्रंथपालांना सतत शिकण्याची संधी मिळते. ते त्यांची कौशल्ये अद्ययावत ठेवू शकतात. तसेच नवीन तंत्रज्ञान शिकू शकतात.
४. **विद्यार्थी व शिक्षकांना सहाय्यक :** आज ग्रंथालय हे केवळ ग्रंथ, पुस्तकांचे संग्रहालय राहिले नसून संशोधनासाठी आधारस्तंभ बनले आहेत. SWAYAM व MOOCs च्या माध्यमातून ग्रंथपाल विद्यार्थ्यांना त्यांच्यासाठी योग्य अभ्यासक्रम निवडण्यात मदत करू शकतात, तसेच शिक्षकांना नवीन अध्ययन-अध्यापन प्रणालीबद्दल माहिती देऊ शकतात.

५. **संशोधनासाठी साधने, संदर्भ उपलब्ध करणे :** संशोधन करणाऱ्या संशोधक विद्यार्थ्यांसाठी व प्राध्यापकांसाठी अद्ययावत माहितीची आवश्यकता असते. SWAYAM व MOOCs वर अनेक संशोधनाशी संबंधित अभ्यासक्रम उपलब्ध असल्यामुळे ही माहिती शोधण्यास मदत होते.
६. **व्यावसायिक विकास :** विविध प्रकारचे ऑनलाईन अभ्यासक्रम ग्रंथपालांच्या व्यावसायिक कौशल्ये व क्षमतांच्या विकासासाठी उपयुक्त ठरतात.
७. **वेळ व श्रमाची बचत :** पारंपारिक ग्रंथालय व्यवस्थापनात लागणारा वेळ व श्रम यांची बचत ऑनलाईन प्लॅटफॉर्ममुळे होते. डिजिटल साधनांचा वापर केल्यामुळे माहितीचा शोध अधिक जलद आणि अचूकपणे घेता येतो.
८. **जागतिक स्तरावरील ज्ञानाची देवाणघेवाण :** MOOCs मुळे जगभरातील अनेक विद्यापीठांशी संपर्क साधता येतो. तसेच जगभरात सुरु असलेल्या विविध संशोधनाबद्दल माहिती मिळते, ज्याचा फायदा ग्रंथालयाच्या सेवा देतांना होतो.

SWAYAM व MOOCs च्या अंमलबजावणीतील अडचणी :

१. **तांत्रिक कौशल्यांची कमतरता :** अनेक ग्रंथपालांकडे डिजिटल व तांत्रिक कौशल्ये नसतात. त्यामुळे हे ऑनलाईन तंत्रज्ञान ते विद्यार्थ्यांसाठी उपलब्ध करून देऊ शकत नाही. यासाठी त्यांना विशेष प्रशिक्षण देण्याची गरज आहे.
२. **भाषेची समस्या :** आज बहुतांश MOOCs अभ्यासक्रम इंग्रजी भाषेत उपलब्ध असल्यामुळे

हिंदी, मराठी आणि इतर प्रादेशिक भाषांतील विद्यार्थ्यांसाठी भाषेची अडचणी निर्माण होते. त्यामुळे असे विद्यार्थी या MOOCs पासून वंचित राहतात.

३. **अभ्यासाचे सातत्य टिकविण्याची समस्या :** SWAYAM व MOOCs च्या स्व-अध्ययनाच्या प्रणालीमुळे काही वेळा विद्यार्थी प्रवेश घेतलेला अभ्यासक्रम पूर्ण करण्यास अपयशी ठरतात.
४. **तांत्रिक समस्या व अडचणी :** आजही काही ग्रामीण भागात इंटरनेट व इतर तांत्रिक साधने उपलब्ध नाहीत, त्यामुळे ऑनलाईन शिक्षण घेण्यासंदर्भात मर्यादा आहेत.

समापन :

आज ग्रंथालयांकडे केवळ ज्ञान संग्रहाची जागा म्हणून न पाहता, त्यांच्याकडे ज्ञान निर्मितीची केंद्रे म्हणून पाहिले जात आहे. भविष्यातील गरजा लक्षात घेऊन SWAYAM व MOOCs सारख्या उपक्रमांचा प्रभावी उपयोग केला गेला पाहिजे. प्रत्येक ग्रंथपालांनी नवीन तंत्रज्ञानाच्या बाबतीत स्वतःला सतत अद्ययावत ठेवले पाहिजे. तसेच प्रत्येक शैक्षणिक संस्थांमध्ये इंटरनेट सुविधा व डिजिटल संसाधने अधिक व्यापक केली पाहिजेत. 'स्वयम' आणि 'MOOC' या ऑनलाईन व्यासपीठांच्या सहाय्याने ग्रंथपाल स्वतः ला अधिक कार्यक्षम आणि अद्ययावत बनवू शकतात. यामुळे त्यांचे व्यावसायिक जीवन अधिक समृद्ध होऊ शकते, त्यांची कार्यक्षमतेत वाढ होवू शकते.

सूचना / उपाययोजना :

१. ग्रंथपालांसाठी डिजिटल साक्षरता प्रशिक्षण कार्यक्रमांचे आयोजन केले पाहिजे.

२. शैक्षणिक संस्थांमध्ये विविध ऑनलाईन प्लॅटफॉर्म, SWAYAM, MOOCs याबाबत तंत्रिक सहाय्य उपलब्ध करणे.
३. वाचनालयांमध्ये इंटरनेट व Wi-fi ची सुविधांची उपलब्ध करून देणे.

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नवीन शैक्षणिक प्रणालीतील बदल एक अभ्यास

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सारांश:

नवीन राष्ट्रीय शैक्षणिक धोरण 2020 ची अंमलबजावणी 2022-23 या शैक्षणिक सत्रापासून सुरू झाली आहे. या नवीन राष्ट्रीय शैक्षणिक धोरणानुसार शाळा आणि उच्च शिक्षणाच्या रचनेत आमूलाग्र बदल करण्यात आला आहे. विविध विषयांच्या चौकटीतून बाहेर काढून शिक्षणक्रम आंतरविद्याशाखीय आणि समन्वित केले आहेत. शिक्षणाचे उद्दिष्ट एक चांगला, गोलाकार आणि सर्जनशील व्यक्ती तयार करणे आहे. नवीन शैक्षणिक धोरणानुसार शालेय विद्यार्थ्यांमध्ये वैज्ञानिक वृत्ती विकसित होणार असून २१व्या शतकासाठी आवश्यक कौशल्ये देण्यास महत्त्व देण्यात आले आहे. वाचन संस्कृतीला चालना देण्यासाठी देशभरात ग्रंथालयांचा विस्तार करण्यात येणार असून डिजिटल ग्रंथालयांची स्थापना करण्यात येणार आहे. उच्च शिक्षणात महत्त्वपूर्ण बदल घडवून आणण्यासाठी आणि संशोधनाला चालना देण्यासाठी 'नॅशनल रिसर्च फाउंडेशन'ची स्थापना करण्यात आली आहे. तसेच, नवीन शैक्षणिक धोरणात प्रभावी अभ्यासक्रम, बहुभाषिक शिक्षण, शिक्षक गुणवत्ता, ऑनलाइन शिक्षण आदींकडे लक्ष देण्यात आले आहे. याशिवाय मूल्य शिक्षणालाही या धोरणात महत्त्व देण्यात आले आहे. प्रत्येकाला शिक्षण मिळावे या उद्देशाने देशात 'शैक्षणिक बँक ऑफ क्रेडिट' योजना राबविण्यात येणार आहे. या योजनेमुळे विद्यार्थ्यांना त्यांच्या गरजेनुसार आणि उपलब्ध वेळेनुसार अभ्यास करण्याची संधी मिळणार आहे.

प्रस्तावना:

भारताने 1986 नंतर प्रथमच आपल्या शैक्षणिक धोरणात 34 वर्षांच्या बदलांनंतर 'नवीन राष्ट्रीय शैक्षणिक धोरण 2020' जाहीर केले. इसोचे माजी प्रमुख के. कस्तुरीरंगन यांच्या अध्यक्षतेखालील समितीने धोरणाचा मसुदा तयार केला. भारतीय शिक्षण व्यवस्थेत अनेक पैलू आणण्याच्या उद्देशाने वर्तमान मंत्रिमंडळाने 29 जुलै 2020 रोजी नवीन राष्ट्रीय शैक्षणिक धोरणाला मंजुरी दिली. या नवीन शैक्षणिक धोरणात प्राथमिक शिक्षणापासून ते उच्च शिक्षणापर्यंत अनेक सुधारणा आणि आमूलाग्र बदल करण्यात आले आहेत. हा लेख

प्रथम नवीन राष्ट्रीय शैक्षणिक धोरण दोन भागांमध्ये सादर करतो, शालेय शिक्षण आणि उच्च शिक्षण. याशिवाय या शैक्षणिक धोरणात मूल्यशिक्षणाचाही थोडक्यात आढावा घेण्यात आला आहे.

नवीन राष्ट्रीय शैक्षणिक धोरण 2020:

नवीन राष्ट्रीय शैक्षणिक धोरण 2020 अंतर्गत, शाळा आणि उच्च शिक्षणाच्या रचनेत आमूलाग्र बदल करण्यात आले आहेत. विविध विषयांच्या चौकटीतून बाहेर काढून शिक्षणक्रम आंतरविद्याशाखीय आणि समन्वित केले आहेत. म्हणजे अभियांत्रिकी आणि संगीत

हे दोन्ही विषय एकत्र घेऊन उच्च शिक्षण पूर्ण करता येते. नवीन शैक्षणिक धोरणानुसार शालेय विद्यार्थ्यांमध्ये वैज्ञानिक वृत्ती विकसित होणार असून २१ व्या शतकासाठी आवश्यक कौशल्ये देण्यास महत्त्व देण्यात आले आहे. या धोरणातील तरतुदीनुसार ३ ते १४ वयोगटातील विद्यार्थी शिक्षण हक्क कायद्याच्या कक्षेत आले आहेत. पूर्वी हा वयोगट ६ ते १४ वर्षे होता. वयाच्या ४ व्या वर्षी मूल नर्सरीचा अभ्यास सुरू करेल आणि वयाच्या ७ व्या वर्षी तो प्रथम श्रेणीत असेल.

शालेय शिक्षण:

शालेय शिक्षणाची रचना:

शालेय शिक्षणाच्या विद्यमान १०+२ संरचनेच्या जागी ३ ते १८ वयोगटाचा समावेश करून ५+३+३+४ ची नवीन अध्यापनशास्त्र आणि अभ्यासक्रम रचना तयार करण्यात आली आहे. नवीन शैक्षणिक धोरणानुसार शालेय शिक्षण : नवीन शैक्षणिक धोरणानुसार शालेय शिक्षणाची रचना पुढीलप्रमाणे...

५ वर्षे मूलभूत:

१. नर्सरी @ ४ वर्षे
२. कनिष्ठ केजी @ ५ वर्षे
३. वरिष्ठ KG @ ६ वर्षे
४. वर्ग I @ ७ वर्षे
५. वर्ग II @ ८ वर्षे

प्रीपरेटरी स्कूलची ३ वर्षे:

६. वर्ग III @ ९ वर्षे
७. IV वर्ग @ १० वर्षे
८. इयत्ता पाचवी @ ११ वर्षे

माध्यमिक शाळेची ३ वर्षे (मध्यम):

९. इयत्ता VI @ १२ वर्षे
१०. वर्ग सात @ १३ वर्षे
११. आठवी वर्ग @ १४ वर्षे

माध्यमिक शाळेची ४ वर्षे:

१२. इयत्ता IX @ १५ वर्षे
१३. १०वी वर्ग @ १६ वर्षे
१४. आर्थिक वर्ष JC @ १७ वर्षे
१५. S.Y.J.C. @ १८ वर्षे

शिक्षणाच्या वरील नवीन सूत्रानुसार ३ ते ८ वयोगटातील शिक्षण हे मूलभूत शिक्षण मानले जाईल. त्यासाठी बालस्नेही शिक्षण आणि अभ्यासक्रम विकसित करण्यात येणार आहे. मुलांच्या एकूण मेंदूच्या विकासापैकी ८५% पेक्षा जास्त विकास वयाच्या सहाव्या वर्षी होतो. यासाठी मुलांना प्रामुख्याने लवचिक, बहुस्तरीय, खेळावर आधारित, क्रियाकलापावर आधारित आणि कुतूहलावर आधारित शिक्षण दिले जाईल. अंगणवाडी शाळा पूर्व प्राथमिक वर्गाशी जोडल्या जातील. जिथे शक्य असेल तिथे पूर्व प्राथमिक शाळा प्राथमिक शाळांशी जोडण्याचा प्रयत्न केला जाईल.

शालेय शिक्षण देण्याची पद्धत:

३ ते ८ वर्षे वयोगटातील मुलांसाठी क्रियाकलाप, खेळ आणि लवचिकता याद्वारे शिकणे. पूर्व-प्राथमिक शिक्षण पूर्ण होईपर्यंत मुलांनी मूलभूत साक्षरता आणि संख्याशास्त्र आत्मसात करावे यासाठी प्रयत्न केले जातील. सामान्यतः प्राथमिक आणि पूर्व-माध्यमिक शाळेच्या सुरुवातीपासून, अभ्यासक्रमात लेखन, वाचन, बोलणे, मोजणी, अंकगणित आणि गणितीय विचारांवर अधिक भर दिला जाईल. तसेच, विद्यार्थ्यांमध्ये उत्साह व आवड निर्माण करण्यासाठी विविध उपक्रम आणि नियमित कार्यक्रमांचे आयोजन केले जाईल. त्यासाठी दिवसाचे ठराविक तास राखीव असतील. आपल्याला माहित आहे की, मुलांना त्यांच्या मातृभाषेतून जटिल संकल्पना अधिक जलद समजतात. त्यामुळे किमान पाचवीपर्यंत विद्यार्थ्यांना मातृभाषेतूनच

शिकवले पाहिजे. यानंतर जिथे शक्य असेल तिथे त्याला स्थानिक भाषा आणि राष्ट्रभाषा शिकवली जाईल. तो इंग्रजी माध्यमात शिकणार असला तरी बाकीचे विषय एकच विषय म्हणून शिकवले जातील. इयत्ता सहावीनंतर तीन भाषा शिक्षण पद्धती सुरू होणार आहे. ज्यामध्ये स्थानिक भाषेला प्राधान्य दिले जाईल. ज्या भागात हिंदी बोलली जात नाही तेथे हिंदी भाषेतील शिक्षणास प्राधान्य दिले जाईल आणि हिंदी भाषिक भागात इतर कोणत्याही मान्यताप्राप्त भारतीय भाषेला प्राधान्य दिले जाईल. शालेय शिक्षणात व्यावसायिक शिक्षणाचा समावेश करावा लागेल. शाळांमधील हुशार मुलांना आवश्यक शिक्षण मिळावे यासाठी, "राष्ट्रीय शिक्षण कार्यक्रम" अंतर्गत दर आठवड्याला अतिरिक्त पाच तासांचे शिक्षण दिले जाईल. तसेच, जे विद्यार्थी अपेक्षित क्षमतेपेक्षा मागे आहेत, त्यांच्यासाठी उपचारात्मक शिक्षण दिले जाईल.

प्रत्येक विद्यार्थ्याकडे योग्य लक्ष देण्याची खात्री करण्यासाठी विद्यार्थी-शिक्षक गुणोत्तर 30:1 असेल. यासाठी शिक्षकांची रिक्त पदे लवकरात लवकर भरण्यात येतील. मूलभूत साक्षरता आणि संख्याशास्त्र शिकवण्यासाठी शिक्षकांना सतत व्यावसायिक विकासासाठी प्रशिक्षित आणि समर्थन दिले जाईल. कुपोषित किंवा आजारी असल्यास मुले नीट शिकू शकत नाहीत. त्यामुळे शालेय प्रणालीमध्ये पौष्टिक आहार आणि प्रशिक्षित सामाजिक कार्यकर्ते आणि समुपदेशकांचा समावेश करून मुलांच्या पोषण आणि आरोग्याच्या समस्या सोडविल्या जातील. अपेक्षित उद्दिष्टे साध्य करण्यासाठी शाळांना आवश्यक पायाभूत सुविधा पुरविल्या जातील. इत्यादींचा नव्या शैक्षणिक धोरणात समावेश केला जाईल.

शालेय अभ्यासक्रम आणि अध्यापनशास्त्र:

शिक्षणाचे उद्दिष्ट केवळ संज्ञानात्मक विकास नसून एक चांगले व्यक्तिमत्व विकसित करणे आणि एक अष्टपैलू व्यक्ती तयार करणे देखील आहे. अभ्यासक्रमाची सामग्री प्रत्येक विषयाच्या आवश्यक घटकांपुरती मर्यादित असेल. जेणेकरून डॉक्टरांचे विचार, प्रश्नावर आधारित, संवादावर आधारित आणि विश्लेषणावर आधारित शिक्षणाला अधिक महत्त्व दिले जाईल. सर्व स्तरांवर अनुभवात्मक शिक्षणाचा अवलंब केला जाईल. ज्यामध्ये हाताने शिकणे, कला आणि खेळाशी संबंधित शिक्षण, कथाकथनावर आधारित शिक्षण इत्यादींचा समावेश असेल. अभ्यासक्रम निवडीत लवचिकता देऊन विद्यार्थ्यांना सक्षम करण्याचा प्रयत्न केला जाईल.

बोर्ड परीक्षांचे महत्त्व कमी करून आंतरविद्याशाखीय शिक्षणाला प्राधान्य देणे :

नव्या धोरणानुसार बोर्डांच्या परीक्षांचे महत्त्व कमी करण्यात आले आहे. आता तुम्हाला बारावीलाच बोर्डाची परीक्षा द्यावी लागेल. यापूर्वी दहावी बोर्डाची परीक्षा देणे बंधनकारक होते, आता ती रद्द करण्यात आली आहे. इयत्ता 9वी ते 12वीपर्यंतच्या सत्रीय परीक्षा होतील. 9वी ते 12वीचा एकत्रित चार वर्षांचा अभ्यासक्रम करण्याचाही प्रस्ताव आहे, ज्यामध्ये कला, वाणिज्य आणि विज्ञान शाखानिहाय भेद रद्द करण्यात आला असून हा अभ्यासक्रम एकूण 8 सेमिस्टरचा असेल. ज्यामध्ये भाषा, गणित आणि विज्ञान हे अनिवार्य विषय आहेत आणि तुमच्या आवडीनुसार इतर कोणताही विषय निवडता येईल. विशेषतः माध्यमिक शाळेत शारीरिक शिक्षण, कला, हस्तकला आणि व्यावसायिक कौशल्ये यांचाही समावेश असेल. त्यामुळे विद्यार्थी स्वतःचा अभ्यास आणि जीवन योजना ठरवू शकतील.

परीक्षा उत्तरे लक्षात ठेवणे आणि लिहिण्यापेक्षा दैनंदिन उपयुक्त ज्ञानावर आधारित असेल.

शैक्षणिक बँक ऑफ क्रेडिट:

माननीय. नवीन शैक्षणिक धोरणाला एक वर्ष पूर्ण झाल्यानिमित्त पंतप्रधान नरेंद्र मोदी यांनी विविध नाविन्यपूर्ण योजनांची घोषणा केली. यापैकी एक योजना म्हणजे "शैक्षणिक बँक ऑफ क्रेडिट". प्रत्येकाला शिक्षण मिळावे या उद्देशाने देशात "शैक्षणिक बँक ऑफ क्रेडिट" योजना राबविण्यात येणार आहे. या योजनेमुळे विद्यार्थ्यांना त्यांच्या गरजेनुसार आणि उपलब्ध वेळेनुसार अभ्यास करण्याची संधी मिळणार आहे. ही योजना काय आहे ते थोडक्यात समजून घेऊ.

'अकॅडमिक बँक ऑफ क्रेडिट' हे शैक्षणिक क्रेडिट्सचे आभासी भांडार आहे. ज्यामध्ये प्रत्येक विद्यार्थ्यांचा शैक्षणिक डेटा संग्रहित केला जाईल. या उपक्रमात सहभागी होण्यासाठी शैक्षणिक संस्था, महाविद्यालये आणि विद्यापीठे यांना शैक्षणिक बँक ऑफ क्रेडिट योजनेमध्ये स्वतःची नोंदणी करावी लागेल. त्यानंतरच संबंधित महाविद्यालयात शिकणाऱ्या विद्यार्थ्यांची माहिती येथे साठवली जाईल. या योजनेनुसार विद्यार्थ्यांना नोकरी किंवा व्यवसाय करून शिक्षण घेता येणार आहे. ज्यांना काही कारणास्तव अभ्यासक्रम अर्धवट सोडावा लागला आहे त्यांना याचा खूप फायदा होईल. कारण या योजनेमुळे त्या विद्यार्थ्यांचे वर्ष वाया जाणार नाही. यासोबतच शैक्षणिक बँक ऑफ क्रेडिटमध्ये विद्यार्थ्यांचे प्रत्येक रेकॉर्ड सुरक्षित असेल. त्याने पूर्ण केलेल्या अभ्यासक्रमांचे श्रेय दिले जाऊ शकते. त्यांना पुन्हा अभ्यासक्रम पूर्ण करण्याची संधी मिळेल. विद्यार्थ्यांनी किती प्रमाणात अभ्यासक्रम पूर्ण केला आहे यावर अवलंबून, त्याला किंवा तिला प्रमाणपत्र, डिप्लोमा किंवा पदवी दिली जाईल. महाविद्यालयीन शिक्षणाचे पहिले वर्ष उत्तीर्ण झाल्यास प्रमाणपत्र, द्वितीय वर्ष उत्तीर्ण

झाल्यास डिप्लोमा आणि तीन वर्षे किंवा त्याहून अधिक अभ्यासक्रम पूर्ण केल्यावर पदवी दिली जाईल. हे व्यावसायिक बँकेप्रमाणे काम करेल आणि त्याचे विद्यार्थी ग्राहक असतील.

नवीन राष्ट्रीय शैक्षणिक धोरणातील मूल्य शिक्षण:

नवीन शैक्षणिक धोरण 2020चा भक्कम पाया भारतीय तत्त्वज्ञान, संस्कृती आणि त्या संदर्भातील ज्ञानाशी / जीवन-अनुभवांशी निगडित आहे. हे शैक्षणिक धोरण गतकाळातल्या शैक्षणिक धोरणांमधील काही महत्त्वाचे विचार सामावून घेणारे नक्की आहे. त्या नवीन शैक्षणिक धोरणाचे वैशिष्ट्य म्हणजे ते भारतीय शिक्षणाचे महत्त्व प्रस्थापित करणारे आहे. म्हणजेच ते केवळ भंपक राष्ट्रीय प्रेमाला वाव देणारे नाही. तर भारतीय शिक्षणाचे नेमके शास्त्रीय तत्त्वज्ञानाशी निगडित भाषेशी संबंधित, शरीरमनाच्या उन्नतीला महत्त्व देणारे, व्यक्ती आणि समाजाच्या जडणघडणीत वैचारिक दृष्टिकोन निर्माण करणारे, प्रेम, शांती, दया, आस्था, न्याय, समता इ. जीवनमूल्यांचे महत्त्व प्रस्थापित करणारे आहे. भारतातील वेगवेगळ्या प्रदेशातील निसर्गसौंदर्य आणि पर्यावरण-संवर्धनाचे महत्त्व पोचवणारे शिक्षण म्हणजेच भारतीय शिक्षण.. कला, कौशल्य आणि सामाजिक बांधिलकी वाढविण्यासाठी योग्य मार्ग दाखविणारे हे धोरण आहे.

महान व्यक्तींच्या शिक्षणविषयक विचारांचा समावेश भारतातील शिक्षणव्यवस्थेत कुठेही अधोरेखित झालेला दिसत नाही. शिक्षण आयोगातील काही महत्त्वाचे विचारांचा समावेशदेखील फार प्रमाणात दिसत नाही. परंतु या सगळ्या परिस्थितीत शिक्षणविषयक विचारप्रवाह आणि प्रयोग एका वेगळ्या प्रकारे विकसित झाले आहे. या शाळांमध्ये शिक्षण सुरू होते आणि आहे. नवीन शैक्षणिक धोरण 2020 मध्ये भारतीय विचारवंतांच्या विचारांचा समावेश आहे.

हे प्रयोजन नवीन शैक्षणिक धोरणातून सुस्पष्ट होताना दिसते. जागतिकीकरणाचा विचार, वैविध्याला भिन्नतेला सामावून घेणाऱ्या विचारांचे संस्कार त्यात दिसतात. प्राचीन भारतातील विचारवैभव, वर्तमान भारतातील काही विशेष पैलू उत्तम भविष्य घडविण्यासाठी कसे महत्त्वपूर्ण ठरू शकेल हेही या शैक्षणिक धोरणात प्रत्यक्ष आणि अप्रत्यक्षपणे नमूद झाले आहे. भौतिक जीवनाचे कुतूहल उत्तम संशोधनाने कमी करता येईल आणि भौतिक सुखाकडे वाढलेला कल योगाभ्यासामुळे नियंत्रणात ठेवता येऊ शकतो. विज्ञानाची प्रगती महत्त्वाची आहेच. त्याहून विशेष आहे माणसाच्या सकारात्मक विचारांची प्रगती. व्यक्तिस्वातंत्र्य, स्वविषयी जागरूकता, संवाद, साधना, सेवा याचे महत्त्वदेखील भारतीय शिक्षणाद्वारे विद्यार्थ्यांपर्यंत पोहोचू शकते. यामुळेच व्यक्तिमत्त्व प्रभावशाली करण्यास यश नक्की मिळेल. राष्ट्राच्या बांधणीतदेखील याचा उत्तम उपयोग होऊ शकेल. हल्ली राष्ट्रप्रेमात समाविष्ट भंपकपणा दूर होईल. विशेष म्हणजे राष्ट्रप्रेम म्हणजे देशाविषयी आपली कर्तव्ये योग्यप्रकारे पार पाडणे. भ्रष्टाचारमुक्त आणि अंधश्रद्धामुक्त भारत - आपण निश्चित घडवू शकू. विद्यार्थ्यांमधील षड्रिपूंवर विजय मिळवण्यासाठी भविष्यात भारतीय शिक्षणाची मदत होऊ शकते.

भारतातील नवीन शैक्षणिक धोरण महत्त्वाचे आहे. या शोधनिबंधात या शैक्षणिक धोरणाच्या काही महत्त्वाच्या मुद्द्यांवर चर्चा केली आहे. ही चर्चा भारतीय तत्त्वज्ञानाच्या काही महत्त्वाच्या पैलूंवर आधारित आहे. ही चर्चा भारतीय तत्त्वज्ञान आणि भारतीय शिक्षण यांचा परस्परसंबंध किती महत्त्वाचा आहे हेही त्यातून व्यक्त करण्याचा हा प्रयत्न आहे. भारतात भारतीय शिक्षणाची परंपरा जपण्याचा प्रयत्न गेली अनेक शतके सुरूच आहे. यामुळेच वेगवेगळ्या शतकात भारतीय तत्त्वज्ञान, संस्कृती

आणि विचारांवर आधारित शिक्षणविचार थोड्याफार प्रमाणात समृद्ध झाले आहे.

भारताच्या 75 वर्षांच्या स्वातंत्र्योत्तर काळात भारतीय शिक्षणावर विचार आणि त्या संदर्भातील अनेक प्रयोग, उपक्रमही याच काळात प्रगल्भ झाले. एक वेगळा विचार मांडण्याची शक्ती काही तत्त्वज्ञ / विचारवंत / स्वातंत्र्यसैनिकांच्या विचारांतून आपल्याला दिसते. म्हणजेच भारतीय शिक्षण समृद्ध करण्याचे कार्य गेली अनेक शतके सुरू आहे. याचे वेगळेपणे हे की, राष्ट्रीय शैक्षणिक प्रगतीच्या प्रवाहावर जास्त टीका न करता त्या विशिष्ट व्यक्तींच्या शिक्षणविषयक दृष्टिकोनावर विचारमंथन आणि प्रयोग सुरू झाले. हे देखील भारतीय विचार आणि संस्कृतीशी निगडित आहे.

राष्ट्रीय शैक्षणिक धोरण 2020 हा भारताच्या तत्त्वज्ञानाच्या दृष्टिकोनातून येणा या अनेक शतकांसाठी महत्त्वाचा दस्तावेज असेल. स्वामी विवेकानंद, रवींद्रनाथ टागोर, योगी अरविंद, जे. कृष्णमूर्ती, महात्मा गांधी या तत्त्वज्ञांनी शिक्षणविषयक विचार आणि प्रयोग खूप प्रेमाने आणि आस्थेने व्यक्त केले आहेत.

नवीन शिक्षण प्रणाली २०२० : अंमलबजावणीत तत्त्वज्ञानातील शिक्षकांचे अपेक्षित योगदान:

राष्ट्रीय शिक्षण धोरण 2020 मधील विचार खूप महत्त्वपूर्ण आहे. देशाला आणि जगाला दिशा देणारे आहे. राष्ट्रीय शिक्षण धोरणाची 2020ची अंमलबजावणी सर्वात महत्त्वाची आहे. शिक्षकांचे योगदान या प्रक्रियेत महत्त्वाचे आहे. तत्त्वज्ञानाच्या शिक्षकांचे योगदानदेखील महत्त्वपूर्ण ठरू शकेल. या संदर्भात तीन महत्त्वाचे मुद्दे यांनी दिल्याप्रमाणे आहेत.

1. परिवर्तनशील जीवन - महत्त्व:

शालेय आणि इतर शिक्षकांना राष्ट्रीय शिक्षण धोरण 2020, त्याचे महत्त्वाचे पैलू आणि त्याचे

स्पष्टीकरण आवश्यक आहे. या धोरणाची अंमलबजावणी करणे म्हणजेच विद्यार्थ्यांवर किंवा शिक्षकांवर, पालकांवर काही लादण्याचा प्रयत्न नाही. परिवर्तन म्हणजे नेमके काय? याचे योग्य मार्गदर्शन देणे आवश्यक आहे. हे परिवर्तन शरीर, मन, बुद्धी आणि सर्वांगीण विकासाशी निगडित आहे. ते कसे? याचे महत्त्व भारतीय तत्त्वज्ञानाच्या अनुषंगाने अधोरेखित करणे ही तत्त्वज्ञानाच्या शिक्षकांची जबाबदारी आहे.

2. अध्ययन, अध्यापन आणि मूल्यांकन यांची सांगड:

भारतीय तत्त्वज्ञान हा गाभा ठेवून अध्ययन, अध्यापन आणि मूल्यांकन यांची सांगड घालता येऊ शकते. नवीन शैक्षणिक धोरण प्रभावशाली आणि प्रगतिशील होण्यासाठी उपयुक्त ठरू शकते. तत्त्वज्ञानाचे शिक्षक हे इतर शिक्षकांना योग्यप्रकारे यावर मार्गदर्शन करू शकतील.

3. मूल्याधारित शैक्षणिक धोरण आणि व्यक्ती आणि राष्ट्राचा विकास:

तत्त्वज्ञानाचे शिक्षक इतर शिक्षकांना व्यक्ती आणि राष्ट्राविषयीच्या कर्तव्याची जाणीव करून देऊ शकतील यामुळे शिक्षकांवर आणि विद्यार्थ्यांवर सकारात्मक परिणाम होईल हे निश्चित.

‘In Aurobindo’s philosophy, Becoming is equally real as Being however, he goes on to add: The creation adds nothing to the Infinite, it remains after creation What it was.’

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नवीन शैक्षणिक धोरणामध्ये ज्ञान संसाधन केंद्राची भूमिका

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सारांश:

भारत सरकारने शिक्षण व्यवस्था लवचिक, बहुवैविध्य, बहुभाषिक, बहुआयामी आणि रोजगारभिमुख करण्याच्या उद्देशाने आवश्यक नवीन शैक्षणिक धोरण लागू केले. आज हे धोरण भारतातील सर्वच विद्यापीठामध्ये लागू झाले आहे. या धोरणाचा मुख्य उद्देश विद्यार्थ्यांना बहुमुखी करणे आहे. शिवाय या धोरणात प्रत्येक विद्यार्थ्याला आपल्या आवडीनुसार अभ्यासक्रम निवडण्याची संधी उपलब्ध करून देण्यात आली आहे. यामुळे विद्यार्थ्यांना आपले कौशल्य विकसित करण्याची पुरेपूर संधी मिळणार आहे. एकाच कॉलेजमध्ये असणाऱ्या आणि एकाच वर्गात असणाऱ्या मुलांना विविध विषयांचा अभ्यास करण्याची संधी या शैक्षणिक धोरणाने विद्यार्थ्यांना मिळवून दिली आहे. नवीन शैक्षणिक धोरणामध्ये अभ्यासक्रमाच्या बाबतीत विविधता निर्माण करण्यात आल्यामुळे या अभ्यासक्रमाकरिता आवश्यक अशा अभ्यास साहित्याची आणि संदर्भ ग्रंथांची मोठ्या प्रमाणात आवश्यकता आहे. त्यांनी निवडलेल्या विषयांची विविध माहिती मिळविण्याकरिता परंपरागिरित्या स्थापित करण्यात आलेल्या ग्रंथालयावर मर्यादा पडणार असून अशा आवश्यक असलेल्या माहिती ज्ञान संसाधन केंद्रे स्थापन करणे काळाची गरज भासणार आहे. आगामी काळात ग्रंथालयाची जबाबदारी मोठ्या प्रमाणात वाढणार असून ग्रंथालयास आधुनिक होणे गरजेचे ठरणार आहे. याकरिता येत्या काळात ज्ञान केंद्र म्हणून डिजिटल ग्रंथालये, डिजिटल पुस्तके, ऑनलाईन शिक्षणप्रणाली, मल्टीमीडिया विकसित होणार आहे. हेच डिजिटल लायब्ररी येत्या काही वर्षात ज्ञान संसाधन केंद्रे म्हणून उदयास येणार आहे. इतकेच नव्हेतर. येत्या काही वर्षात प्रात्यक्षिक परीक्षा सुध्द संगणाकाच्या सहाय्याने होतील. त्यामुळे सध्या अस्तित्वात असलेल्या प्रयोगशाळा सुध्दा डिजिटलच्या माध्यमातून ऑनलाईन कार्यरत झाल्याशिवाय राहणार नाही. यामुळे नवीन शैक्षणिक धोरण प्रत्यक्षात अंमलात आणण्यामध्ये ज्ञान संसाधन केंद्राची भूमिका महत्त्वपूर्ण ठरणार आहे.

बिजशब्द: ग्रंथालये, ज्ञान केंद्रे, कौशल्यआधारित शिक्षणप्रणाली, संगणकप्रणाली, जागतिकीकरण

प्रस्तावना :

प्राचीन काळी शिक्षणाचा उद्देश मानवाच्या जिवनाचा सर्वांगीण करणे असा होता. परंतु ब्रिटिशांनी आणलेल्या आधुनिक शिक्षण प्रणालीने मात्र नोकरी करणाऱ्यांची फौज निर्माण केली आहे आणि शिक्षणाचा मूळ उद्देश बाजूला राहिला आहे. नवीन शैक्षणिक धोरणाच्या माध्यमातून हा उद्देश पुन्हा स्थापित करण्याचा

शासनाचा उद्देश आहे. प्रत्येकाने केवळ नोकरी मिळविण्याकरिता शिक्षण न घेता. आपल्यातील क्षमता विकसित करून त्याआधारे स्वतःतील कौशल्य विकसित करणे हा नवीन शैक्षणिक धोरणाचा उद्देश आहे. परंपरागत शिक्षणामध्ये शिकविण्यात येणारे विषय मोजके आणि त्या विषयांच्या अनुसंगाने आवश्यक असलेली माहिती सुध्दा मर्यादित होती. शिक्षकांनी शिकविलेला

अभ्यास प्रामाणिकपणे पूर्ण केला तरी त्याला परिक्षेमध्ये चांगल्या प्रकारे मार्क मिळत असे. चांगले मार्क मिळाले की, चांगली नोकरी मिळणार हे हमखास ठरलेले असायचे. काळाच्या ओघात मानवाच्या जिवनात माहिती तंत्रज्ञानाने प्रवेश केला आणि इंटरनेटच्या सहाय्याने संपूर्ण जग हातामध्ये असलेल्या मोबाईलमध्ये आले आहे आणि प्रत्येकाला नवीननवीन ज्ञान ग्रहण करण्याची ओढ लागली आहे. या मुद्यावर आधारित नवीन शैक्षणिक धोरणाची रचना करण्यात आली आहे. इच्छेनुसार शिक्षण घेण्याची संधी आणि विषयाचे विशेषीकरण झाल्यामुळे पारंपारिक शिक्षक आणि ग्रंथालये त्या विषयाच्या अनुसंगाने माहिती पुरविण्यास असमर्थ ठरत असल्यामुळे विद्यार्थ्यांना आजचा गुगलबाबा जवळचा शिक्षक वाटत आहे. यामुळे विद्यार्थ्यांच्या जिवनात ज्ञान संसाधन केंद्राचे महत्व वाढत चालले आहे आणि ज्ञान संसाधन केंद्र ही आजच्या काळाची गरज आहे.

अभ्यासाची उद्दीष्टे:

1. नवीन शैक्षणिक धोरणामध्ये ज्ञान संसाधन केंद्राच्या भूमिकेचा अभ्यास करणे,
2. ज्ञान संसाधन केंद्रामुळे होणारे फायदे अभ्यासणे
3. ज्ञान संसाधन केंद्रामुळे होणारे तोटे अभ्यासणे.

नवीन शैक्षणिक धोरणाचे ज्ञान संसाधन केंद्राचे महत्व :

चारित्र्यसंपन्न आणि जीवनाच्या प्रत्येक संकटाला तोड देण्यास सक्षम असा नागरिक घडविणे हे शिक्षणाचे महत्वाचे कार्य आहे. आजची शिक्षणप्रणाली हा उद्देश पूर्ण करण्यास असमर्थ ठरत आहे. अन्यथा शिकलेल्या इंजिनीअरने रोजगार नाही म्हणून आत्महत्या केलीच नसती. शिक्षणाचे महत्व केवळ नोकरीपुरते

मर्यादित न राहता तरुणातील क्षमता विचारात घेवून त्यांच्यातील कौशल्य विकसित करण्याच्या उद्देशाने नवीन शैक्षणिक धोरण तयार करण्यात आले. शिक्षण केवळ चार भिंतीच्या आत एकांगी न राहता, ते बहुआयामी व्हावे, असा नवीन शैक्षणिक धोरणाचा उद्देश आहे. आजच्या शैक्षणिक यंत्रणेमध्ये विद्यार्थ्यांचे पहिली पदवीपर्यंत पंधरा वर्षे शिक्षणामध्ये जातात परंतु कोणत्याही विद्यार्थ्याला त्याचा व्यवहारिक उपयोग मात्र शुन्य ठरतो. घोकंपट्टी, कॉपी, पाठांतर या गोष्टी शिक्षणातून हद्दपार करणे आणि त्याची आकलनशक्ती वाढविणे आवश्यक आहे. आजच्या शिक्षणप्रणाली मध्ये विषयांची विविधता निर्माण झाली आहे. सध्याच्या काळात नॅनो टेक्नॉलॉजी, हॉटेल मॅनेजमेंट, फॉरेन्सिक अकाउंटिंग अशा विविध क्षेत्रात खूपच संधी निर्माण झाल्या आहेत. आज भारतातील नॅनो टेक्नॉलॉजी आणि अमेरिकेतील नॅनो टेक्नॉलॉजीच्या अभ्यासक्रमात जमीन आसमानचा फरक आहे. या विषयांची सखोल आणि अद्यायावत माहिती पुरविणारा शिक्षकानंतरचा स्रोत म्हणजे ग्रंथालय होय. आजचे शैक्षणिक जिवन इतक्या वेगाने बदलत आहे की, ग्रंथालयात आलेले नवीन पुस्तक कपाटात जागा मिळवेपर्यंत त्या विषयात कितीतरी सुधारणा झालेल्या असतात आणि त्या सुधारणा पुस्तकात समाविष्ट करून नवीन आवृत्ती येईपर्यंत या विद्यार्थ्यांचे सत्र पूर्ण झाले असते. अशावेळी त्याला आवश्यक असलेली माहिती मिळविण्याकरिता गुगलबाबा सारखे ज्ञान केंद्र मदत करते. यामुळे नवीन शैक्षणिक धोरणामध्ये ग्रंथालयांसोबत ऑनलाईन ज्ञान केंद्राचे महत्व वाढत आहे. विद्यार्थ्यांना मार्गदर्शन करणाकरिता शिक्षक काही तासच उपलब्ध असतो. ग्रंथालयाच्या माध्यमातून संदर्भसाहित्य मिळविण्याकरिता मर्यादा येतात. कारण त्याला आवश्यक असलेले पुस्तक ग्रंथालयामध्ये उपलब्ध असेलच याची शाश्वती नसते.

ज्याला वाचनाची व ज्ञान ग्रहण करण्याची तळमळ आहे अशा विद्यार्थ्यांकरिता ऑनलाईन असलेली जगातील निरनिराळ्या विद्यापीठाची ज्ञानकेंद्रे उपयुक्त ठरतात. त्यांची ज्ञान संपादन करण्याची इच्छा आहे आणि ती इच्छा पूर्ण करण्यासाठी पैसा नाही अशा लोकांसाठी ही ज्ञानकेंद्रे ग्रंथालये वरदान ठरतात. नवीन शैक्षणिक धोरणामध्ये ज्या विषयांचा समावेश करण्यात आला आहे. त्यानुसार असे लक्षात येते की, आगामी काळात ग्रंथालयाची जबाबदारी ही मर्यादित ठरणार असून ई-वर्ग, ई-लायब्ररी यांची महत्वाची भूमिका ठरणार आहे. काळाच्या ओघामध्ये चार भिंतीच्या आतील शिक्षण व्यवस्थेबरोबरच ऑनलाईन शिक्षणव्यवस्था उदयास येत आहे. अशावेळी ऑनलाईन शिक्षणप्रणालीमध्ये ज्ञान संसाधन केंद्राची भूमिका महत्वपूर्ण ठरणार आहे.

ज्ञान संसाधन केंद्रामुळे होणारे फायदे:

नवीन शैक्षणिक धोरणाचा ऑनलाईन अभ्यासक्रम हा एक महत्वपूर्ण उपक्रम आहे. आता पुढील काळात चार भिंतीच्या आत असलेली शिक्षणाबरोबर आले ज्ञान वाढविण्याकरिता आनलाईन अभ्यासक्रमात मोठ्या प्रमाणात वाढ होणार आहे. यानंतरच्या काळात दूर ग्रामीण भागात असलेल्या विद्यार्थ्यांला अमेरिकेतील विद्यापीठामध्ये आपला अभ्यासक्रम पूर्ण करता येणार आणि पदवी किंवा पदविका सहज प्राप्त करता येणार. एकप्रकारे शिक्षणाचे जागतिकीकरण करण्याची प्रक्रिया सुरु झाली आहे. अशावेळी त्याला आवश्यक असलेली माहिती किंवा पुस्तके ग्रंथालयामध्ये उपलब्ध असतीलच असे सांगता येणार नाही. अशावेळी त्याची ही ज्ञानाची गरज भागविण्याकरिता ज्ञान संसाधन केंद्रे मदतगार ठरणार आहे. त्यामुळे परंपरागत ग्रंथालयाना आपली धोरणे बदलवून त्याचे रूपांतर 'ग्लोबल नॉलेज सेंटर्स'मध्ये करणे

आवश्यक आहे. याचा सर्वात मोठा फायदा म्हणजे नागपूरच्या कॉलेजमध्ये इंजिनिअरींग करणाऱ्या विद्यार्थ्यांला मुंबईच्या आयआयटीच्या माध्यमातून त्याला आवश्यक असलेली माहिती मिळविणे शक्य होणार आहे. त्याचवेळी हा विद्यार्थी जागतिक स्तरावर स्पर्धा करण्यास सक्षम ठरणार आहे.

माहिती तंत्रज्ञानाच्या शोधामुळे शिक्षण क्षेत्र वेगवान झाले आहे. जर तुम्हाला नोकरी, व्यवसाय आणि उद्योगधंद्याच्या स्पर्धेत टिकायचे असेल तर, जगातील बदलत्या गतिशीलतेशी आपणास जुळवून घेणे आवश्यक आहे. त्यामुळे नवीनवीन माहिती आणि कौशल्य आत्मसात करणे आवश्यक आहे. स्पर्धेत टिकाणारे प्रभावी ज्ञान प्राप्त करण्याच्या प्रक्रियेत ज्ञान संसाधन केंद्रांसारखी ठिकाणे महत्वाची भूमिका बजावत आहे. नॉलेज सेंटर्स हे केंद्रीकृत प्लॅटफॉर्म असून ही ठिकाणे शिकण्याची संसाधने, अभ्यासक्रम आणि ज्ञान-संमृद्धीकरिता मदतगार ठरत आहे. या ठिकाणी विविध क्षेत्रातील कौशल्य आणि माहिती देणारे तज्ञ लोक सहजतेने उपलब्ध होत असल्यामुळे ज्याला आपले कौशल्य विकसित करावयाची आहे त्याचेकरिता फायदेशीर ठरत आहे.

सध्या ग्रंथालयाची जबाबदारी केवळ विद्यार्थ्यांना पदवी किंवा पदविका मिळविण्याकरिता पुस्तके पुरविण्यापुरतीच मर्यादीत आहे. काळाच्या ओघात त्या विद्यार्थ्यांना त्यांचा व्यवसाय किंवा उद्योगाच्या विकासाकरिता नवनवीन अद्यायवात माहिती पुरविण्याची जबाबदारी येणार आहे. यामुळे आपल्या परंपरागत ग्रंथालयाचे ज्ञान संसाधन केंद्रामध्ये रूपांतर करणे आवश्यक ठरणार आहे. यामुळे ग्रंथालयांना आपल्याकडील पुस्तके, माहिती आणि संशोधन ऑनलाईन करणे गरजेचे असून हीच ग्रंथालये भविष्यामध्ये ज्ञान संसाधन केंद्रे म्हणून प्रसिध्दीस येणार.

यामुळे कोणत्याही कॉलेजच्या विद्यार्थ्यांना कोणत्याही कॉलेजच्या ज्ञान केंद्रामध्ये जावून कोणतीही माहिती मिळविता येणार. एकप्रकारे शिक्षणाबरोबर ग्रंथालयाचे सुध्दा जगतिकीकरण होईल आणि ज्ञानाची दारे सर्वाकरिता खऱ्या प्रकारे खुली होईल. यामुळे ग्रंथालये केवळ पुस्तके वाचण्याचे ठिकाण न राहता त्यांचे रूपांतर 'ग्लोबल नॉलेज सेंटर्स'मध्ये होईल आणि ज्ञान संपादन करण्याकरिता परदेशामध्ये जाण्याची आपणास कोणतीही गरज भासणार नाही.

ज्ञान संसाधन केंद्रामुळे होणारे तोटे:

कोणतीही संकल्पना जेव्हा कार्य करू लागते तेव्हा त्या संकल्पनेच्या माध्यमातून मानवला जेवढे फायदे होतात तेवढेच किंवा त्यापेक्षा अधिक तोटे सुध्दा होतात. संगणक भारतात आले त्यामुळे मानवाला आपले काम करणे सोपे झाले. जे काम करावयास कित्येक दिवस लागत असे ते काम आता तासामध्ये होवू लागले. परंतु, त्यामुळे कित्येक लोकांचे रोजगार गेले आहे. हीच स्थिती ज्ञान संसाधन केंद्राबाबत येवू शकते. जेव्हा एखाद्या विद्यार्थ्याला एखादी समस्या जाणवते तेव्हा, त्याचेकरिता माहिती देणारा जवळचा स्रोत म्हणजे शिक्षक. त्यां विषयावर तो शिक्षकाशी चर्चा करतो आपली मते मांडतो, शिक्षकांचे विचार तो जाणून घेतो. या वैचारिक देवाणघेवाणीमधून शिक्षक आणि विद्यार्थ्यांमध्ये भावनिक नाते निर्माण होते. ही सुविधा ज्ञान संसाधन केंद्राच्यामार्फत उपलब्ध होत नाही. त्यामुळे शिक्षक आणि विद्यार्थ्यांमधील हे नाते काळाच्या ओघामध्ये संपुष्टात येईल.

विद्यार्थ्यांना माहिती देणारा दुसरा स्रोत म्हणजे ग्रंथालय होय. जेव्हा एखादा व्यक्ती ग्रंथ घेण्याकरिता ग्रंथालयात जातो तेव्हा त्या ठिकाणी त्यास अनेक मित्र मिळतात त्या ठिकाणी मित्रांमध्ये त्या विषयावर गटचर्चा

होते. गटचर्चांमध्ये समाविष्ट असलेले सर्वच जण आपआपल्या पध्दतीने त्यावर विचार करतात. ही जी विचाराचे देवाणघेवाण करण्याची पध्दत आहे ती काळाच्या ओघात संपुष्टात येईल. ज्ञान संसाधन केंद्र समस्यावर उपाययोजना सुचविण्यासाठी माहिती देईल पण, मानवी मनाचा ओलावा कशाप्रकारे त्यामध्ये येईल. यामुळे ज्ञान संसाधन केंद्राच्या माध्यमातून मानव समाजकेंद्रीत होण्याऐवजी आत्मकेंद्रीय होईल. हा सर्वात मोठा तोटा ज्ञान संसाधन केंद्राच्या माध्यमातून होण्याची शक्यता आहे.

निष्कर्ष:

नवीन शैक्षणिक धोरणामध्ये के. कस्तुरीरंगन समितीने प्राथमिक ते विश्वविद्यालयीन शिक्षणात आमुलाग्र बदल सुचवले आहेत. या शैक्षणिक धोरणामध्ये शिक्षण घेणाऱ्या प्रत्येक तरुणाची बौद्धिक, भावनिक, सामाजिक प्रगती होण्याच्या दृष्टीने बहुशाखीय शिक्षणप्रणाली त्यांनी प्रस्तावित केली आहे. या शैक्षणिक धोरणामध्ये कला, वाणिज्य व विज्ञान या शाखांमध्ये परस्परांत असणाऱ्या भिंती नष्ट करून, विद्यार्थ्यांना आपली आवड आणि उपजत असलेल्या गुणांचे आधारे अभ्यासक्रम निवडणे आणि करिअर निवडण्याची संधी उपलब्ध करून देण्याचा प्रयत्न केला आहे. या शैक्षणिक धोरणामध्ये विद्यार्थ्यांना शिक्षणाचा अफाट संधी उपलब्ध करून देण्यात आल्या असल्या तरी, शाळा आणि महाविद्यालये त्यांच्या ज्ञानाची भूक भागविण्याकरिता मर्यादित ठरणार आहे. त्यांच्या ज्ञानाची भूक भागविण्याकरिता त्यास ज्ञान संसाधन केंद्राची मदत घेणे आवश्यक ठरणार आहे. यामुळे आगामी काळामध्ये विद्यार्थ्यांच्या शैक्षणिक जिवनामध्ये ज्ञान संसाधन केंद्राची भूमिका महत्वपूर्ण ठरणार आहे. ज्ञान संसाधानाच्या

विस्तारामुळे विद्यार्थ्यांना जगाच्या कानाकोपऱ्यातून आपली ज्ञानाची भूक भागविणे शक्य होणार आहे.

नवे शैक्षणिक धोरण हे संशोधन व नवकल्पनावर भर देणारे असून त्यांकरिता आवश्यक असणारे संदर्भ साहित्य उपलब्ध करून देण्याची जबाबदारी ग्रंथालयावर येणार आहे आणि भविष्यामध्ये ग्रंथालयाचे रूपांतर ज्ञान संसाधन केंद्रामध्ये होण्याची शक्यता टाळता येत नाही. त्यामुळे आगामी काळात ग्रंथालयाला आधुनिक, तंत्रज्ञानावर आधारित आपली क्षमता वाढविणे अत्यंत गरजेचे ठरणार आहे. यामुळे अमेरिकेमध्ये असलेल्या मराठी माणसाला मराठी भाषेत नागपूर विद्यापीठातून शिक्षण घेणे सहज शक्य होणार आहे आणि ग्रामीण भागातील विद्यार्थ्यांला अमेरिकेच्या कोलंबिया विद्यापीठातून पदवी घेणे शक्य होणार आहे. यामध्ये नव्याने संकल्पित असलेल्या ज्ञान संसाधन केंद्राची भूमिका महत्वपूर्ण ठरणार आहे.

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सृष्टीतील जिवंतपणा टिकून ठेवण्याची महत्त्वपूर्ण भूमिका ही जल व भूमीची आहे. प्रत्येक मानव व मानवेत्तर प्राण्यांचे पशुपक्षी यांचे अस्तित्वही या दोन्ही घटकावर अवलंबून आहे. त्यामुळे त्यांचे संवर्धन व संगोपन होणे ही काळाची गरज निर्माण झाली आहे. पृथ्वीतलावर जवळपास ७१ टक्के पाणी असून २९ टक्के भूभाग असल्याचे निष्पन्न झाले आहे. त्यामुळे जमीन व पाणी या दोन्हीचे योग्य संवर्धन झाले पाहिजे. परंतु आजच्या आधुनिक म्हटल्या जाणाऱ्या युगात औद्योगीकरण नागरिकरणाने यामधील नैसर्गिकता पूर्ण लोप होवू पाहत आहे मानवाचा अतिरिक्त हव्यास व सुख-लोलुपता या नैसर्गिक जल व भूमी संवर्धनात खोडा निर्माण करित आहे अनेक अवास्तव अपेक्षा असल्यामुळे लोकांनी यावर आक्रमण केल्याचे अनेक उदाहरणारून स्पष्ट होताना दिसत आहे. आज अनेक नामांकित महानगरांमधील हवा वायूचे प्रदूषण होऊन मानव व मानवेत्तर प्राण्यांना प्राणवायू मिळणे अशक्यप्राय होऊ पाहत आहे. नैसर्गिकरित्या मिळणारा प्राणवायू विकृत घेण्याची वेळ आली आहे केवळ जलच नाही तर जमिनीवर सुद्धा अतिरिक्त आक्रमण, गगनचुंबी इमारती, कमालीचे वायु जल भूमी प्रदूषण होत असल्यामुळे कोणतीही नैसर्गिकता राहिली नसून त्याचा परिणाम म्हणून सृष्टी वरील जीवसृष्टी नाहीशी होते की काय असा प्रश्न निर्माण झाल्याशिवाय राहत नाही.

पाणी ही पृथ्वीवरील मानव व मानवेत्तर प्राण्यांसह वनस्पतीनांही जगण्यासाठी आवश्यक असणारे महत्त्वपूर्ण संसाधन आहे आधुनिक सुखसोई व अन्य संसाधनाच्या उत्पत्तीसाठी सुद्धा पाण्याची आवश्यकता नाकारता येत नाही. पृथ्वीवर पाण्याचे प्रमाण ७१ टक्के असले तरी केवळ २.८ टक्के पाणी हे पिण्यास योग्य आहे. यापैकीही ७५ टक्के पाणी हे गोठवलेल्या स्वरूपात असून उर्वरित २५% पाणी भूगर्भात, नदी, सरोवर मध्ये असून भूगर्भातील एकूण पाण्यापैकी केवळ ०.२५ एवढेच पाणी काढले जाऊ शकते यावरून असे स्पष्ट होते की गोड व पिण्यास योग्य पाणी हे अमूल्य असून तेही दुर्मिळ होऊ पाहत आहे. अशा प्रकारे केवळ २.८ टक्के एवढेच पाणी मानवी उपयोगासाठी योग्य असल्याने त्याचे जपून संवर्धन करणे अत्यंत आवश्यक आहे. या मिळणाऱ्या पाण्याचे संवर्धन करता यावे यासाठी त्यामध्ये प्रदूषण होऊ नये याकरिता १९८६ मध्ये भारतीय पर्यावरण कायदा पारित करण्यात आला असला तरीही अनेक कारणांनी जलप्रदूषण होताना दिसते. ज्याची दोन प्रमुख कारणे आहेत. ज्याला आपण मानवनिर्मित व निसर्गनिर्मित असे म्हणू शकतो. औद्योगीकरण खऱ्या अर्थाने जलप्रदूषणास मोठ्या प्रमाणात कारणीभूत ठरत आहे. कारखाने कंपन्यांमधून वाहणारे दूषित पाणी, टाकाऊ पदार्थ, घनद्रव्य, रसायन मिश्रित पाणी इत्यादी नैसर्गिक जलस्रोत प्रदूषित करण्याचे काम करित आहेत.

रसायन निर्मितीत उद्योग, खत कारखाने, कीटकनाशके, प्लास्टिक, कागद, औषधे इत्यादी मधून आम्ल, शिसे, जस्त, सायनाईड, अमोनिया यासारखे विषारी द्रव्य इत्यादी मुळे जलस्रोत विषारी होण्याची शक्यता अधिक असते. असे हे वाहणारे पाणी काही प्रमाणात जमिनीत मूरते परिणामतः भूजल दूषित होते या सोबतच शेतीमधील उत्पादकता वाढविण्यासाठी विविध रासायनिक खते व कीटकनाशके वापरले जातात ज्याच्या वापरामुळे उत्पादनात वाढ जरी होत असली तरी त्यामुळे जमिनीवर त्याचे दुष्परिणाम होऊन जमिनीची सुपीकता कमी होत जाते. पिकांवर फवारली जाणारी कीटकनाशके जास्त वेळ टिकून राहत असल्यामुळे ती बऱ्याच अंशी जमिनीत पाण्यात व भाजीपाला यामध्ये साठवली जातात हे पदार्थ मानव व मानवेतर प्राणी यांनी सेवन केल्यास त्याचा विपरीत परिणाम त्यांच्या आरोग्यावर झाल्याशिवाय राहत नाही. या सोबतच गाव वस्ती खेड्यामधून वापरल्या जाणाऱ्या पाण्याचे पुनर्भरण व्यवस्थित केल्या जात नाही. ते नदी नाले गटार यामध्ये सोडल्या जाते त्यामुळे मोठ्या प्रमाणात जल प्रदूषण घडून येण्याची शक्यता असते.

जल किंवा पाण्याप्रमाणेच जमीन अथवा भूमी ही सुद्धा अत्यंत महत्त्वाची नैसर्गिक संपदा असून ती पृथ्वीवरील एकूण क्षेत्राच्या केवळ एकवीस टक्के आहे यामधील ही काहीच भाग कृषी योग्य शेती करण्यास योग्य आहे. तो जवळ जवळ संपूर्ण पृथ्वीच्या केवळ दोन टक्केच आहे मानव व मानवेतर प्राण्यांसाठी लागणाऱ्या खाद्यपदार्थांपैकी ७१% खाद्यपदार्थ हे जमिनीतून उत्पादित केले जातात अशा या अत्यल्प असणाऱ्या भूमीचे महत्त्व लक्षात घेणे आवश्यक आहे. भूमी क्षेत्राच्या मर्यादिततेचा तिका गैरवापर किंवा अपव्यय केल्यास फार मोठ्या समस्यांना सामोरे जावे लागणार हे नक्की आहे. सतत वाढणारी लोकसंख्या, औद्योगीकरण, नागरिकरण,

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उत्पादन वाढीसाठी वापरले जाणारी रासायनिक खते, कीटकनाशकांचा अतिरिक्त वापर यामुळे जमिनीची सुपीकता नाहीशी होऊन सुपीक जमीन खंडर होऊ पाहत आहे पाणी यासह मोठ्या प्रमाणात भूकबळीची समस्या निर्माण झाल्याशिवाय राहणार नाही. अश्या या भूमी किंवा मृदा प्रदूषण होण्यासाठी कारणीभूत ठरणाऱ्या काही कारणांचा विचार करावा लागेल ज्यामध्ये प्रामुख्याने कचरा त्याचे व्यवस्थापन कारणीभूत असल्याचे स्पष्ट होत आहे. मग तो कचरा घरगुती वापरातील, नागरी भागातील, औद्योगिक किंवा कारखाने किंवा कंपन्या मधून निघणारा कचरा असेल शेतीमधून निर्माण होणारा टाकाऊ कचरा खाणी किंवा कारखान्यामधून निघणारे किरणोत्सार पदार्थ जे बाहेर फेकले जाऊन जमिनीत मिसळले जातात जमीन प्रदूषित करण्यास कारणीभूत ठरतात यासह वेगवेगळ्या रासायनिक कारखान्यांमधून बाहेर पडणारे सांडपाणी ज्या मधून घातक विषारी द्रव्य जमिनीत मिसळून जमीन प्रदूषित करतात जमिनीच्या अशा प्रकारच्या प्रदूषणामुळे अनेक परिणामांना सामोरे जाण्याची शक्यता निर्माण होते ज्यामध्ये जमिनीची उत्पादनक्षमता कमी होते, जमिनीची सतत होणारी झीज ज्यामुळे जमीन ओसाळ पडते. अन्य अन्नद्रव्य घटकांमधील विषारी द्रव्य घटकांचे वाढते प्रमाण जमिनीची सुपीकता कमी करण्यास कारणीभूत ठरते. एकंदरीत या सर्व बाबींचा मानव व मानवेतर प्राण्यांच्या उपजीविकेवर निश्चित परिणाम होणार आहे.

जल आणि भूमी ही दोन्ही संसाधने सृष्टीसाठी व तिच्या संवर्धनासाठी महत्त्वाची असून त्याचा विनाश टाळणे आवश्यक आहे. मृदा व जल यांचा शाश्वत विकास व्हावा असे वाटत असेल तर त्यासाठी काही उपाययोजना करणे जरूरी आहे. ज्यामध्ये प्रामुख्याने दूषित पाणी नदी नाले जलाशयात न सोडता त्यावर प्रक्रिया करून त्यातील दूषित घटक वेगळे करूनच शुद्ध पाणी

जलाशयात सोडावे किंवा त्याचा वापर शेतीसाठी करावा. घनकचऱ्याची विल्हेवाट शास्त्रीय दृष्ट्या करण्यात यावी. औद्योगिक क्षेत्रातील सांडपाणी व त्यामधील हानीकारक पदार्थ, विषारी द्रव्य वेगळी करून सांडपाण्याचे शुद्धीकरण करून त्या पाण्याचा कारखान्यात पुनर्वापर करण्यावर भर देण्यात यावा शेतीमधील उत्पादकता वाढविण्यासाठी रासायनिक खताचा वापर न करता नैसर्गिक खताचा वापर करण्यावर भर देण्यात यावा. जल प्रदूषण नियंत्रण कायद्याची काटेकोरपणे अंमलबजावणी करण्यात यावी. पाण्याचे महत्त्व सर्वाना कळावे त्यासाठी जनजागृती करण्यात यावी. जल हेच जीवन आहे हा मंत्र सर्वसामान्यांमध्ये रुजविण्यात यावा. जमिनीची सुपीकता टिकविण्यासाठी तणनाशक कीटकनाशकांचा वापर कमी करून त्याऐवजी जैविक खतांचा वापर करण्यावर भर देण्यात यावा. कृषीजन्य कचऱ्यापासून कंपोस्ट खताची निर्मिती करण्यात यावी. टाकाऊ कचऱ्यावर प्रक्रिया करून त्यामधून लोखंड, रबर, कागद इत्यादींची निर्मिती करण्यात यावी. जमिनीची झीज थांबावी यासाठी मोठ्या प्रमाणात वृक्ष लागवड वृक्ष संवर्धनाला महत्त्व देण्यात

यावे, एवढेच नव्हे तर प्रदूषण प्रतिरोध वनस्पतीची व वृक्षांची लागवड करण्यात यावी. ज्या वनस्पती उपयुक्त ठरतात ज्यांना सूचक वनस्पती असे म्हटले जाते. अशाप्रकारे सर्व सामान्यांपासून सर्वोच्च व्यक्तीपर्यंत जल व मृदाच्या बाबतीत जनजागृती करून त्याची योग्य अंमलबजावणी झाल्यास जल व मातीची उपयुक्तता टिकून राहील.

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उच्च शिक्षणातील शाश्वत पद्धतींसाठी धोरणे आणि प्रोत्साहन

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सारांश:

उच्च शिक्षण संस्थांनी शाश्वत विकासाला प्रोत्साहन देण्यासाठी अनेक पद्धतींचा अवलंब केला. त्यामध्ये शिक्षण संशोधन समुदाय भागीदारी इत्यादींचा समावेश आहे. शाश्वत विकासासाठी शिक्षण या संकल्पने नुसार प्रत्येक व्यक्तीला शाश्वत भविष्यासाठी आवश्यक ज्ञान कौशल्ये, दृष्टीकोन आणि मुल्ये मिळावीत यासाठी शिक्षण महत्वाचे कसे आहे. शिक्षणासाठी काही धोरणे आणि प्रोत्साहन देण्याच्या पद्धती इत्यादींचा समावेश या मध्ये केला.

प्रस्तावना :

शाश्वत विकासासाठी उच्च शिक्षणात शाश्वत पद्धतींना प्रोत्साहन देण्यासाठी खालील गोष्टी कराव्यात: शाश्वतता ऑडीटद्वारे संस्थांना त्यांच्या पद्धतींचे पुनरावलोकन करण्यासाठी प्रोत्साहित करावे, शाश्वत विकासाला प्रोत्साहन देणारी धोरणे आणि कार्यक्रम विकसित करावेत, प्रकल्प पद्धतीद्वारे उच्च शिक्षण अभ्यासक्रमात शाश्वतता संकलीत करावी. आंतरविद्याशाखीय शिक्षणावर भर द्यावा, शाश्वतता संशोधनात विद्यापीठांची भूमिका वाढवावी. शाश्वत विकासासाठी शिक्षण नियोजन करणे, शाश्वत पद्धतींना चालना देण्यासाठी धोरण आणि सराव यांच्यातील अंतर कमी करणे, सामाजिक समावेश आणि समानतेला प्रोत्साहन देणे, विद्यापीठामध्ये शाश्वत पद्धतीची अंमलबजावणी करणे. भविष्यातील पिढ्यांसाठी शिक्षण देणे, संशोधनाच्या प्रयत्नांना समर्थन देणे, बाह्य गटांशी सहकार्य करणे, पर्यावरणीय जागरूकता वाढवण्याची तंत्रे विकसित करणे, समस्या-केंद्रित शिकण्याची कौशल्ये विकसित करणे.

शाश्वत विकास हा विकास आणि मानवी विकासाचा एक दृष्टीकोन आहे. या दृष्टिकोनाचा उद्देश भविष्यातील पिढ्यांच्या गरजा पूर्ण करण्यासाठी वर्तमान गरजा पूर्ण करणे हा आहे. शाश्वत विकासासाठी शिक्षण महत्वाचे आहे कारण ते लोकांना पर्यावरणीय, सामाजिक आणि आर्थिक प्रणाली मध्ये सूक्ष्म सहभाग समजून घेण्यास मदत करते.

उच्च शिक्षणात शाश्वत पद्धतींसाठी काही धोरणे खालील प्रमाणे आहेत:

- प्रकल्प देणारे शिक्षण
- सिम्युलेशन गेम
- समस्या आधारित शिक्षण
- सेवा शिक्षण
- केस स्टडी

शाश्वत विकासासाठी शिक्षण (Education for Sustainable Development) या धोरणाचे उद्दिष्टे सर्वांसाठी गुणवत्तापूर्ण शिक्षण सुनिश्चितकरणे आणि आजीवन शिक्षणाला प्रोत्साहन देणे हे आहे. या

धोरणातून लोकांना पर्यावरण, अर्थव्यवस्था आणि समाजासाठी, चांगले जगण्यासाठी सक्षम बनवण्याचा प्रयत्न केला जातो. यासाठी विद्यार्थ्यांना गंभीर आणि सर्जनशील विचार कौशल्ये जोपासण्यास मदत केली जाते. शाश्वत विकासासाठी शिक्षणातून लोकांना स्मार्ट आणि जबाबदार निवडी करण्यासाठी प्रोत्साहन केले जाते. यासाठी विद्यार्थ्यांची भूमिका महत्वाची असून ते जटील पर्यावरणीय आणि सामाजिक आव्हानांना संबोधित करतात. विद्यापिठामधून केले जाणारे संशोधन नाविन्यपूर्ण विकासात योगदान देते.

शाश्वतेमध्ये शिक्षणाचे महत्व शाश्वत विकासाला चालना देण्यासाठी शिक्षण हे एक शक्तिशाली साधन आहे. ते वृत्ती वर्तन आणि धारणांना आकार देऊ शकते जे टीकौपनाला समर्थन देतात. शैक्षणिक विकासामध्ये शाश्वतता संकलित करून शाळा, विद्यापीठे आणि इतर शैक्षणिक संस्था, व्यक्तींना माहितीपूर्ण निर्णय घेण्यासाठी आणि पर्यावरणीय अखंडता, आर्थिक व्यवहार्यता आणि न्याय समाजासाठी जबाबदार कृती करण्यास प्रेरित आणि सक्षम करू शकतात.

शाश्वत विकासासाठी उच्च शिक्षणात धारणे आणि प्रोत्साहन देण्यासाठी खालील उपाय केले जाऊ शकतात:

- **शिक्षण पद्धती** => शाश्वतता शिक्षण(SE) ला प्रोत्साहन देण्यासाठी एकात्मिक शिक्षण पद्धतीचा वापर करावा.
- **संशोधन** =>
 - विद्यापीठांनी जटील पर्यावरणीय आणि सामाजिक आव्हानांना संबोधित करून टीकौपणा संशोधनात आघाडीवर राहणे आवश्यक आहे.
 - शाश्वतता तत्वांच्या अंमलबजावणीसाठी उच्च शिक्षण संस्था महत्वाच्या आहेत.

- शाश्वतता आधारित अभ्यासक्रम आणि संस्कृती बदल हि मानसिकता परिवर्तनाची गुरुकिल्ली आहे.
- आंतरविद्याशाखीय अभ्यास हा शाश्वतेच्या दिशेने परिवर्तनाचा आधार आहे.
- राजकीय वातावरण आणि भागधारकांचे स्वास्थ्य टीकौपणा अंमलबजावणीवर परिणाम करते.

शाश्वत विकास (Sustainable Development) हि पृथ्वीवरील मानवांसह सर्व सजीवांच्या अस्तित्वासाठी अत्यावश्यक बाब झाली आहे. हे कोणीच नाकारू शकणार नाही. त्यातूनच शाश्वत विकासाची चळवळ उभी राहिली या विचारांचे संख्यात्मक स्वरूप म्हणजेच संयुक्त राष्ट्राने आखलेली शाश्वत विकास उद्दिष्टे. संयुक्त राष्ट्रांच्या २०१२ मध्ये ब्राझीलमध्ये रीओडे जानेरो येथे झालेल्या परिषदेमध्ये हि १७ उद्दिष्टे ठरवण्यात आली. सप्टेंबर २०१५ मध्ये झालेल्या संयुक्त राष्ट्रांच्या शिखर परिषदेमध्ये ती अधिकृत रित्या स्वीकारण्यात आली. या उद्दिष्टांच्या पूर्ततेसाठी २०१६ ते २०३० हि कालमर्यादा देखील घातली गेली आहे. यातील चौथ्या क्रमांकाचे उद्दिष्टे म्हणजे गुणवत्तापूर्ण शिक्षण सर्वांसाठी समावेशक आणि गुणवत्तापूर्ण शिक्षण सुनिश्चित करणे आणि आजीवन शिक्षणाला प्रोत्साहन देणे असे हे नेमके उद्दिष्टे आहे. या उद्दिष्ट्यांच्या अंतर्गत दहा वेगवेगळी लक्ष्ये ठरविण्यात आली आहेत यातील काही लक्ष्ये हि शालेय शिक्षणाशी आणि काही उच्च शिक्षणाशी संबंधित आहेत. प्रत्येक लक्षासाठी सुचके (indicators) सुद्धा ठरविण्यात आली आहेत. संयुक्त राष्ट्रांच्या आर्थिक आणि सामाजिक व्यवहार विभागाने दिलेली पुढील उद्दिष्टे उच्च शिक्षणाशी संबंधित आहेत. सर्व स्त्री पुरुषांना परवडणारे आणि गुणवत्तापूर्ण असे तंत्र, व्यावसायिक आणि विद्यापीठ स्तरावरील शिक्षण

सुनिश्चित करणे या पार्श्वभूमीवर नवीन शैक्षणिक धोरणाकडे बघिल्ल्यास त्यात संयुक्त राष्ट्रांच्या गुणवत्तापूर्ण शिक्षण या उद्दिष्टाशी ते सुसंगत आहे. असे स्पष्ट दिसते तसेच भारत एक देश म्हणून शाश्वत विकासामध्ये आपली जबाबदारी पारपाडण्याच्या दिशेने आखणी आणि वाटचाल करतो आहे, असे हे धोरण दर्शविते इथे एक बाब नक्कीच विचारात घेतली पाहिजे मातृभाषेतून शिक्षण घेणे, बहुशाखीय शिक्षण घेणे, केवळ स्वतःच्या महाविद्यालयातून नव्हे तर प्रत्यक्ष तसेच आभासी पद्धतीने कुठूनही शिक्षण प्राप्त करणे स्वक्षमतेप्रमाणे प्रमाणपत्र, पदविका, पदवी, पदवी घेणे तंत्र आणि कौशल्यविकासाच्या माध्यमातून रोजगार क्षमता वृद्धिंगत करणे. शिक्षण हा केंद्र तसेच राज्यस्तरावरील विषय असल्याने विविध राज्यांनी धोरणांची अंमलबजावणी करणे त्यासाठी राज्यस्तरावर काटेकोर मानके indicators निर्धारित करणे अत्यावश्यक वाटते. त्याप्रमाणे राजकीय अभिनिवेश दूर ठेवून शिक्षण संस्थेमध्ये बदल करावा लागेल.

शिक्षकांनी स्वतः पुढाकार घेऊन स्वतःबद्दल घडवणे त्यासाठी शिक्षण सहकाऱ्यांना सातत्याने नवीन ज्ञान आणि कौशल्ये आत्मसात करावी लागतील त्याचप्रमाणे शिकविण्याच्या पद्धतींमध्ये मोठा बदल करावा लागेल आणि विद्यार्थ्यांची सर्जनशीलता आणि विचार करण्याची क्षमतांवर भर द्यावा लागेल. उद्योगजगताने शिक्षणक्षेत्राकडे समान भागीदारी या दृष्टीकोनातून पाहणे. विद्यार्थी आणि त्यांच्या पालकांसोबत सतत संवादाच्या माध्यमातून जागरूकता निर्माण करणे विद्यार्थी आणि पालकांच्या मतांचा दबाव वाढत गेल्याने शिक्षणसंस्था आणि शिक्षकांना बदल स्वीकारावेच लागतील.

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पश्चिम विदर्भातील बंजारा समाजाच्या शैक्षणिक संस्थेचे विस्तार आणि विकासातील योगदान

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प्रस्तावना :

पश्चिम विदर्भ भारताच्या हृदयस्थानी व महाराष्ट्राच्या पूर्व दिशेला सातपुडा पर्वताच्या कुशीतील दख्खनच्या पठारावर वसलेला अमरावती प्रशासकिय विभाग म्हणून ओळखला जातो. पश्चिम विदर्भातील पाचही जिल्ह्यांमध्ये बहुजन लोकसमुदाय वास्तव्याला असून ग्रामीण भागापेक्षा शहरातील लोकसंख्या आणि साक्षरतेचे प्रमाण जास्त आहे. स्वातंत्र्योत्तर कालीन पश्चिम विदर्भामध्ये सामाजिक चळवळीच्या जडणघडणीला व शैक्षणिक विकासाच्या प्रक्रियेला प्रारंभ झाला. एकोणविसाव्या शतकापर्यंत अशिक्षित असलेला बंजारा समाजाला विसाव्या शतकाच्या प्रारंभी आधुनिक काळातील जागतीकीकरणाशी निकटचा संबंध आल्यामुळे समाजाच्या सर्वांगीण विकासासाठी शिक्षण हे वाघीणीचे दुध असल्याचे समजले. म्हणून बंजारा समाजातील नैतृत्वकर्त्यांनी बंजारा समाजाला तसेच बहुजन लोकसमुदायाला शैक्षणिक दृष्ट्या सक्षम करण्यासाठी शिक्षणाचा प्रचार व प्रसाराचा पुढाकार घेवून शैक्षणिक संस्था स्थापन केले. पश्चिम विदर्भातील बंजारा लोकनेत्यांनी आपल्या परिसरामध्ये शैक्षणिक संस्था स्थापन करून या प्रक्रियेला अधिक गती दिल्यामुळे पुढील काळात पश्चिम विदर्भातील पाचही जिल्ह्यांमध्ये बंजारा समाजाच्या शैक्षणिक संस्थेचा व्यापक विस्तार झाला.

बंजारा समाजातील लोकनेत्यांनी शैक्षणिक संस्थेचे विस्तारच केले असे नाही तर बंजारा समाजाच्या व बहुजन लोकसमुदायाच्या विविधांगी विकासामध्ये शैक्षणिक संस्थेचा वाटा निश्चित करण्यासाठी भविष्यातील आधुनिक समाजाच्या जडणघडणी करीता शाश्वत विकास कसे करता येतील याचे विचार करू लागले. त्या अनुषंगाने समाजातील विषमता दूर करून एकतापूर्वक सामाजिक परिवर्तनाची भूमिका पार पाडणे, उच्च शिक्षित मनुष्यबळ व रोजगार निर्मिती करून व्यवसायातून कुटुंबाचे चौफेर आर्थिक उत्पन्न वाढविणे, उच्च विद्याविभूषित नविन पिढीची निर्मिती करून प्रशासनाच्या विविध स्तरावर कुशल नेतृत्वाची उभारणी करणे, सांस्कृतिक जागृती व धार्मिक घटकांतर्गत जातीय भेदाभेद नाहीसे करून एका ठिकाणी गुण्यागोविंदाने वास्तव्य करण्यास प्रोत्साहन देणे इत्यादी विस्तृत कार्य करत असतांना पश्चिम विदर्भातील बंजारा शैक्षणिक संस्थेच्या माध्यमातून एकविसाव्या शतकामध्ये शैक्षणिक गुणवत्ता वाढल्यामुळे बहुजन समाजातील लोकांच्या विकासाची दिशा बदलल्यामुळे हा समुदाय भविष्यातील शाश्वत जगाचा अंदाज बांधू लागला.

प्रस्तुत शोध निबंधामध्ये बंजारा समाजाच्या शैक्षणिक संस्थेचे विस्तार आणि विकासासंबंधी विस्तृत योगदानाचे अध्ययन करता येतो.

कल्याणासाठी आधुनिकीकरणाला महत्वपूर्ण हेतुने चालना दिली जाते.

संशोधनाचे उद्दिष्ट्ये:

- 1) मानव्यविज्ञान शाखेच्या मुल्यधारित शैक्षणिक संस्थेचे सर्वोत्तम आधुनिकीकरणासाठी विकास व विस्तार करणे.
- 2) पश्चिम विदर्भातील बंजारा शैक्षणिक संस्थेच्या कार्यात्मक वाटचालीतून सामाजिक, आर्थिक व राजकिय विकास घडवून आणणे.
- 3) राष्ट्र निर्मितीसाठी बहुजन विद्यार्थ्यांना सक्षम व दर्जेदार शिक्षण देवून विविध स्तरावर नेतृत्वकर्त्याची उभारणी करणे.
- 4) तंत्रविज्ञान व अध्यापन प्रशिक्षण तसेच संशोधन प्रक्रियेतून कौशल्याचे संवर्धन करून आत्मनिर्भरता वाढविण्यासाठी महिला शिक्षणास व वसतीगृह विकासाला चालना देणे.
- 5) विद्यापिठीय प्रशासन व पदवीत्तर बहुआयामी अभ्यासक्रमाची दिशा भविष्यातील कल्याणकारी समाजाच्या निर्मितीसाठी कसे उपयोजित असेल यांचे मुल्यांकन करणे.

संशोधनाचे गृहीतके:

- 1) पश्चिम विदर्भातील बंजारा शैक्षणिक संस्थेव्दारे बहुजन समुदायाला दर्जेदार व प्रभावी मुल्याधारित शिक्षण देवून त्यांचा सर्वांगीण संवर्धन व विकास केला जातो.
- 2) विद्यापिठीय सिमाक्षेत्रातील विद्यापीठ व महाविद्यालयाचे प्रशासन, अभ्यासक्रम, विविध योजना व कार्यक्रम राबवितांना बंजारा शैक्षणिक संस्थेने सुध्दा योगदान दिलेला असतो.
- 3) बंजारा शैक्षणिक संस्थेव्दारे राष्ट्र उभारणीसाठी तंत्रविज्ञान संशोधनात्मक कार्य व मानवी

Sustainable Education is Powerful weapon which you can use to change the world – Nelson Mandela.

पश्चिम विदर्भातील बंजारा समाजाच्या प्रमुख शैक्षणिक संस्थेचे विस्तार:

विसाव्या शतकाच्या प्रारंभी समाजसुधारणा चळवळीच्या जडणघडणी प्रक्रियेतील बंजारा समाजाला समाज सुधारणेच्या मुख्य प्रवाहात आणण्यासाठी तसेच शैक्षणिक प्रचार आणि प्रसारासाठी बंजारा समाजाची पहिली सामाजिक परिषद 26 मार्च 1926 रोजी म्हैसूर स्टेट मधील हिरापूर येथे एस.व्ही.श्रीव्यंकटरंगम् यांच्या अध्यक्षतेखाली भरविली आणि येथूनच ख.या अर्थाने बंजारा समाजाच्या शैक्षणिक सुधारणेला प्रारंभ होवून त्यांचे सामाजिक व शैक्षणिक विकास झाला. पुढील काळात निजाम स्टेट म्हणजे पश्चिम विदर्भातील राजकियदृष्ट्या जागरुक असलेल्या बंजारा समाजातील काही राजकिय लोकनेता मंडळींनी बहुजन लोक समुदायाच्या शैक्षणिक सुधारणेसाठी शैक्षणिक संस्था स्थापन केले. त्यामध्ये प्रामुख्याने बळीराम पाटील, फुलसिंग नाईक, रामसिंगजी भानावत, प्रतापसिंग आडे, गोविंदसिंह राठोड व मधुकर पवार यांनी पश्चिम विदर्भामध्ये दर्जेदार व अत्याधुनिक उच्च शैक्षणिक संस्था स्थापन करून बहुजन लोक समुदायासाठी संस्थेचे विस्तार व विकास केले.

1) जनता शिक्षण प्रसारक मंडळ:

पश्चिम विदर्भातील बंजारा समाजाची पहिली शैक्षणिक संस्था म्हणून जनता शिक्षण प्रसारक मंडळाची स्थापना 1961 साली यवतमाळ जिल्ह्यातील पुसद येथे करण्यात आले. जनता शिक्षण प्रसारक मंडळाची स्थापना माजी मुख्यमंत्री वसंतरावजी नाईकांनी केले. त्याचप्रमाणे

सुधाकरराव नाईकांनी या संस्थेला स्थैर्य देण्याचे कार्य केले व संस्थेला स्थानापन्न देण्याचे कार्य मा.मनोहरराव नाईकांनी केले. या संस्थेमुळेच बंजारा समाजाची आर्थिक व सामाजिक परिस्थितीत परिवर्तन झाल्याचे दिसतात. जनता शिक्षण प्रसारक मंडळाने 1961 ते 1992 पर्यंत उच्च शैक्षणिक दर्जेदार विद्या संपादन करण्यासाठी तेरा महाविद्यालयांसह, सात वसतीगृहाची स्थापन केले. या संस्थेच्या अंतर्गत सहा शैक्षणिक महाविद्यालयापैकी, दोन तंत्रशिक्षण महाविद्यालय, एक औषधी निर्माण महाविद्यालय, एक शारीरिक शिक्षण महाविद्यालय, एक महिला महाविद्यालय, एक कनिष्ठ व वरिष्ठ शैक्षणिक महाविद्यालय, सहा प्राथमिक व माध्यमिक विद्यालय, तसेच प्रत्येक महाविद्यालयाच्या परिसरात एक एक वसतीगृह असून या संस्थेच्या वतीने कला, वाणिज्य व विज्ञान तसेच शारीरिक शिक्षण, अभियांत्रिकी आणि औषधी निर्माण संबंधी उच्च शैक्षणिक प्रक्रियेतून अध्ययन व अध्यापन केला जातो. या संस्थेच्या शाखा पुसद, महागाव व उमरखेड तालुक्यात असून साधारणतः पाच हजार विद्यार्थ्यांच्या शैक्षणिक कार्यासाठी सोयीसुविधा उपलब्ध आहेत. बंजारा समाजाची शैक्षणिक पंढरी म्हणून याच संस्थेला ओळखले जाते.

2) वसंत शिक्षण संस्था:

सामाजिक व आर्थिक परिस्थिती उंचावण्यासाठी बंजारा समाजातील व बहुजन समाजातील लोकांना प्राथमिक व माध्यमिक स्तरावरील शिक्षण घेता यावे म्हणून 1964 मध्ये दारव्हा येथे सुशिक्षित बंजारा नवयुवकांनी वसंत शिक्षण संस्था स्थापन केले. या संस्थेच्या अंतर्गत बारा शैक्षणिक शाखा असून, दोन कनिष्ठ महाविद्यालय, तीन प्राथमिक व माध्यमिक विद्यालय व सात प्राथमिक विद्यालय आहेत. या संस्थेच्या शाखा दारव्हा, दिग्रस, मानोरा, महागाव, कारंजा व किनवट येथे असून सध्या सचिन प्रतापसिंह

आडे या संस्थेचे व्यवस्थापन कार्यकारिणीचे प्रमुख म्हणून कार्य करित आहे.

वरील पैकी दोन्ही शैक्षणिक संस्था प्रारंभीच्या काळात सामुहिक प्रयत्नातून स्थापन झाल्या असून या संस्थेपासून प्रेरणा घेवून बंजारा समाजातील इतर लोकनेत्यांनी पश्चिम विदर्भामध्ये ठिकठिकाणी शैक्षणिक संस्था स्थापन केले म्हणून बंजारा समाजाच्या सामाजिक व आर्थिक परिस्थितीमध्ये परिवर्तन झाल्याचे दिसतात.

3) श्री गोविंदसिंह राठोड शिक्षण संस्था:

ही संस्था स्थानिक तसेच ग्रामीण क्षेत्रातील व्याप्तीच्या असून अकोला जिल्ह्यातील मुर्तिजापूर तालुक्यामध्ये दहातोंडा या गावी स्थापन केलेले आहेत. या संस्थे अंतर्गत एकूण पाच शाखा असून पहिल्या तीन प्राथमिक व माध्यमिक तसेच नंतरच्या काळातील दोन पोस्ट बेसिक आश्रमशाळा आहेत. या संस्थेच्या माध्यमातून अकोला व मुर्तिजापूर परिसरातील विद्यार्थ्यांच्या शैक्षणिक व आर्थिक परिस्थिती उंचावण्यासाठी चालना दिल्या जातो. त्यासाठी महाविद्यालयीन स्तरावर योजना व उपक्रम राबवितात.

4) प्रतिभा शिक्षण प्रसारक मंडळ:

प्रतिभा शिक्षण प्रसारक मंडळाची स्थापना अकोला जिल्ह्यातील बार्शिटाकळी तालुक्यामध्ये जनुना या ग्रामीण खेडेगावी झालेली आहेत. या संस्थेच्या अंतर्गत आठ शाखा असून, दोन कला व वाणिज्य महाविद्यालय, तीन आश्रमशाळा, एक प्राथमिक शाळा, एक माध्यमिक विद्यालय आणि एक अंगणवाडी असून खाजगीरित्या शिक्षण विद्यार्जनाचे कार्याबरोबरच व्यवसायिक शिक्षणही दिल्या जातो. म्हणून येथील विद्यार्थी विविध कारखान्यात विशेष रोजगार करित असल्याचे दिसतात.

5) बंजारा समाजाच्या इतर शैक्षणिक संस्था:

- अ) सेवादास महाराज शिक्षण संस्था, कासारखेड, ता. बारिश्टाकळी, जि. अकोला या संस्थे अंतर्गत व्यावसायिक व पर्यटक विद्यार्जन म्हणून तिन प्राथमिक व माध्यमिक विद्यालयाचे व्यवस्थापन केला जातो. या शैक्षणिक संस्थेची एक शाखा अमरावती जिल्ह्यातील चांदूर रेल्वे तालुक्यातील लालखेड येथे प्राथमिक व माध्यमिक आश्रमशाळा आहेत.
- ब) स्वामी विवेकानंद शिक्षण संस्था, झरंडी, ता. पातूर, जि. अकोला या संस्थेच्या अंतर्गत सहा शाखा असून संस्थेत प्रवेशित असलेल्या विद्यार्थ्यांच्या आर्थिक परिस्थितीचा विचार करून समस्या निवारण करण्याचे विविध उपाययोजना सुचविले जातात.
- क) सामकी माता शिक्षण व क्रीडा प्रसारक मंडळ, उमरी (बु.) व जय जनता एज्युकेशन सोसायटी (फुलउमरी) या दोन्ही शैक्षणिक संस्थेच्या एकाच व्यवस्थापन समितीच्या देखरेखीच्या नियंत्रणात असून त्यांचा सात शैक्षणिक शाख मंगरुळनाथ व मानोरा या तालुक्याच्या परिसरातील विद्यार्थ्यांना या शिक्षण संस्थेव्दारे शिक्षण दिले जाते.

पश्चिम विदर्भातील बंजारा समाजाच्या शैक्षणिक संस्थेचा विस्तार ग्रामीण तसेच शहरी विभागातील प्रमुख ठिकाणी शैक्षणिक ईमारती उभारल्यामुळे बंजारा शैक्षणिक संस्थेमध्ये बहुजन विद्यार्थ्यांची संख्या पाच हजाराच्यावरती आहे. त्यांना उच्च व व्यावसायिक शिक्षण दिल्यामुळे त्यांचे आर्थिक परिस्थितीमध्ये परिवर्तन झाल्याचे दिसते. म्हणून या संस्थेचा विस्तार संपूर्ण पश्चिम विदर्भामध्ये झालेला दिसून येतो.

पश्चिम विदर्भातील बंजारा समाजाच्या शैक्षणिक संस्थेचे विकासातील योगदान:

भारतीय स्वातंत्र्याच्या अमृतमहोत्सवी पंचाहत्तर वर्षापर्यंत पश्चिम विदर्भातील बंजारा शैक्षणिक संस्थेच्या बहुआयामी विकासकार्याच्या धोरणामुळे सामाजिक, आर्थिक, राजकिय व सांस्कृतिक घटकांतर्गत विविध परिवर्तन घडून आले. बंजारा समाजाच्या शैक्षणिक संस्था शाश्वत व बहुआयामी मानव्यविज्ञान शाखेच्या दर्जेदार संस्थेचे आधुनिकिकरणामुळे येथील समाजामध्ये मुल्यधारीत परिवर्तन होवून ते वैज्ञानिक दृष्टीकोणातून भविष्यातील जगाचे अंदाज बांधू लागले. शाश्वत शिक्षणामुळेच समाजाचे नेतृत्व व सामाजिक सेवा करता येते. याची जाणीव झाल्यावर समाजातील अंधश्रद्धा, जुन्या परंपरा व पोषाखातील अपेक्षीत परिवर्तन होवून व्यवसाय व रोजगारासाठी ग्रामीण भागातून शहराच्या ठिकाणी लोकसमुदायाचे स्थलांतरण होतांना दिसते. बंजारा शैक्षणिक संस्था विद्यापीठाच्या अनेक कल्याणकारी योजना, अभ्यासक्रम, प्रशासन आणि महाविद्यालयाच्या मुल्यांकनास आपला सक्रिय सहभाग नोंदवितात. समाजातील विषमतेला आळा घालन समाज परिवर्तनाला चालना देतात.

बंजारा शैक्षणिक संस्थेच्या विकासवादी भूमिकेतून पश्चिम विदर्भातील युवकांच्या रोजगाराची संधी वाढल्यामुळे आर्थिक व्यवसायाची विविध दालने खुले झाले. अभियांत्रिकी व वैद्यकिय शिक्षणाचा विस्तार केल्यामुळे रोजगाराची संधी वाढून बहुजन समाजाच्या कौटुंबिक उत्पन्नात वाढ झाल्याचे दिसते. आधुनिक व व्यवसायिक शिक्षणाला चालना दिल्यामुळे पश्चिम विदर्भातील पायाभुत विकास, ग्रामोद्योग, कारखाने, संरक्षण खाते, वीज निर्मिती केंद्र, महाकाय जलप्रकल्पाची बांधणी, माहिती व जनसंपर्क, पंचायतराज विकास विभाग इत्यादी विभागामध्ये युवकांना आपल्या

कौशल्यानुसार पदावरील सेवा बहुजन वर्गाला देता आले. त्याचप्रमाणे राजमहामार्ग रेल्वे, हवाई वाहतुक व देशाच्या अवकाश संशोधन केंद्र इन्फो मध्ये सुध्दा पश्चिम विदर्भाला सुवर्ण सेवा करण्याची संधी मिळाली. म्हणून बंजारा शैक्षणिक संस्थेचे योगदान खरोखर अतुलनीय आहेत.

बंजारा शैक्षणिक संस्थेने भारताच्या व महाराष्ट्राच्या नेतृत्व करणारी राजकिय लोकनेत्याची पिढी निर्माण केले. बंजारा शैक्षणिक संस्थेने महाराष्ट्राला दोन मुख्यमंत्री आणि दरवर्षी डझनवारीने आमदार व खासदार पश्चिम विदर्भाच्या राजकिय नेतृत्वासाठी नव्याने उदयाला येतात. या संस्थेतील शिक्षित महिला पंचायतराज प्रशासन व्यवस्थेचे नेतृत्व करतात. पश्चिम विदर्भातील प्रत्येक जिल्ह्यामध्ये स्थानिक पातळीवर विविध जातीसमुहाचे लोक राजकिय नेतृत्व करतांना दिसून येतात. बंजारा शैक्षणिक संस्थेने शिक्षणाचा प्रसार व प्रचार केल्यामुळे राष्ट्राचे तसेच राज्याचे आणि पंचायतराज प्रशासन व्यवस्थेचे प्रभावी व दर्जेदार नेतृत्व उभे केल्याचे दिसून येतात.

निष्कर्ष:

पश्चिम विदर्भ हा अमरावती विद्यापीठाच्या सिमाक्षेत्रात येत असून विद्यापीठा अंतर्गत अनेक महाविद्यालय आहेत. महाविद्यालयाचे शैक्षणिक सत्र, अभ्यासक्रम, प्रशासन व मुल्यांकन हे विद्यापीठाच्या निर्देशानुसार चालतात. पश्चिम विदर्भातील बंजारा शैक्षणिक संस्था याच निर्देशाचे अवलंब करून महाविद्यालयातील विविध उपक्रम, योजना, आणि शैक्षणिक परिषदेचा आयोजन करतात. बंजारा शैक्षणिक संस्थेचे विस्तार आणि विकासामुळे पश्चिम विदर्भातील संपूर्ण समाजघटकांचा विविध अंगाने सामाजिक, आर्थिक, घटकांतर्गत अपेक्षित परिवर्तन झाल्यामुळे हा

आधुनिक समाजघटक भविष्यातील जगाचे अंदाज आपल्यापरीने बांधु लागला आहे.

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भारतीय दृष्टिकोनातून शाश्वत विकासामध्ये उच्च शिक्षणाची भूमिका

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गोष्टवारा:

उच्च शैक्षणिक संस्थांनी राष्ट्रांच्या आणि जागतिक समाजाच्या कल्याणावर परिणाम करणाऱ्या समस्या ओळखण्यात आणि त्यांचे निराकरण करण्यासाठी भूमिका बजावली पाहिजे. यासाठी जनजागृती आणि अर्थव्यवस्थेतील खाजगी क्षेत्राचा सहभाग आवश्यक आहे. सार्वजनिक आणि खाजगी अशा दोन्ही शैक्षणिक संस्थांना त्यांची ध्येये आणि उद्दिष्टे पुन्हा परिभाषित करावी लागतील आणि शाश्वत समाजाच्या गरजेनुसार प्राधान्यक्रम स्थापित करावे लागतील. शाश्वत विकासाची उद्दिष्टे साध्य करायची असतील, तर उच्च शिक्षणाशी संबंधित सर्व भागधारकांचा विशेषतः आणि सर्वसाधारणपणे सर्व स्तरांवरील शिक्षणाचा आपल्या सध्याच्या जीवनशैली आणि पर्यावरणावर होणारा परिणाम यांच्याबाबतचा दृष्टिकोन बदलणे आवश्यक आहे. परिसंवाद, परिषदा, कार्यशाळा इत्यादी उत्तम आणि महत्त्वाच्या आहेत पण त्यांचा परिणाम काही ठोस कृती आणि कृतींमध्ये होणे अत्यावश्यक आहे. शिक्षण हा मानवी हक्क, लोकशाही, शांतता आणि शाश्वत विकासाचा मूलभूत आधारस्तंभ आहे. शाश्वत व्यक्ती आणि त्यानंतर शाश्वत समुदायांचा विकास हे राष्ट्रीय आणि जागतिक स्तरावर उच्च शिक्षण प्रणालीचे प्रमुख उद्दिष्ट असले पाहिजे.

कीवर्ड: शिक्षण, मानवी हक्क, समाज, संस्था, शाश्वत विकास.

परिचय:

समाजाला अधिक शाश्वत मार्गावर नेण्यासाठी उच्च शिक्षण हे सर्वात प्रमुख स्थान असले पाहिजे यात शंका नाही. शाश्वत विकासाकडे जाणाऱ्या सर्वोत्तम मार्गाशी संबंधित सैद्धांतिक वादविवाद आणि व्यावहारिक प्रयोगांमध्ये भूतकाळात शिक्षणतज्ञांनी महत्त्वपूर्ण भूमिका बजावली आहे. उच्च शिक्षण हे सत्य ओळखणे, ज्ञान, कौशल्ये आणि मूल्ये प्रदान करणे आणि शाश्वत जगासाठी योगदान देणारे जबाबदार नागरिक आणि सक्षम कामगार तयार करणे या ध्येयाने समाजाद्वारे निहित आहे. त्यांच्या शिकण्याच्या अनुभवांद्वारे, भविष्यातील पदवीधर शाश्वतता समस्यांचे निराकरण

करण्यासाठी अंतःविषय धोरणे आणि प्रणाली विचार करण्याच्या दृष्टिकोनाचा स्वीकार करतील. विविध आव्हानांना न जुमानता भारतीय उच्च शिक्षण प्रणाली खूप वेगाने वाढत आहे परंतु या आव्हानांवर मात करता येत नाही असे कोणतेही कारण नाही. नवीन युगातील शिक्षण साधनांच्या मदतीने, भारतासारख्या देशासाठी या समस्यांवर मात करणे आणि देशाच्या उच्च शिक्षण क्षेत्रात आदर्श बदल घडवून आणणे सोपे आहे. अशा मोठ्या लोकसंख्येचा देश योग्यरित्या शिक्षित असल्याने, शक्यता अनंत आहेत. प्रगत डिजिटल अध्यापन आणि शिक्षण साधनांचा वापर करून ज्ञान दिले गेले आणि आपण सध्या कुठे मागे आहोत याची समाजाला जाणीव

करून दिल्ली तर आपला देश जगातील सर्वात विकसित राष्ट्रांपैकी एक म्हणून सहज उदयास येऊ शकतो.

भारतीय उच्च शिक्षण एका क्रॉसरोडवर आहे आणि जर त्याला सार्वजनिक हिताच्या समर्थनासाठी अधिक प्रभावीपणे योगदान द्यायचे असेल तर ते बदलले पाहिजे आणि असे केल्याने समाजातील अनेक असमानता दूर करण्यास मदत होते. शाश्वत विकासासाठी उच्च शिक्षणाच्या भूमिकेचे पुनर्दृष्टी करण्यामध्ये ज्ञान निर्मितीची साधने आणि प्रक्रिया आणि विद्यार्थ्यांना प्रशिक्षित करण्याच्या पद्धती बदलणे, विद्यार्थ्यांना अधिक सामाजिकदृष्ट्या जबाबदार, गंभीर आणि आयुष्यभर टिकणाऱ्या समस्यांबाबत संवेदनशील बनवणे समाविष्ट आहे. शिक्षण हा मानवी हक्क, लोकशाही, शांतता आणि शाश्वत विकासाचा मूलभूत स्तंभ आहे. उच्च शैक्षणिक संस्थांनी राष्ट्रांच्या आणि जागतिक समाजाच्या कल्याणावर परिणाम करणाऱ्या समस्या ओळखण्यात आणि त्यांचे निराकरण करण्यासाठी भूमिका बजावली पाहिजे. या उद्देशासाठी जनजागृती आणि अर्थव्यवस्थेच्या खाजगी क्षेत्राचा सहभाग आवश्यक आहे. शैक्षणिक संस्था, सार्वजनिक आणि खाजगी दोन्हीना त्यांचे ध्येय आणि उद्दिष्टे पुन्हा परिभाषित करावी लागतील आणि शाश्वत समाजाच्या गरजेनुसार प्राधान्यक्रम स्थापित करावे लागतील. शाश्वत विकासाची उद्दिष्टे साध्य करायची असतील, तर उच्च शिक्षणाशी संबंधित सर्व भागधारकांचा विशेषतः आणि सर्वसाधारणपणे सर्व स्तरांवरील शिक्षणाचा आपल्या सध्याच्या जीवनशैली आणि पर्यावरणावर होणारा परिणाम यांच्याबाबतचा दृष्टिकोन बदलणे आवश्यक आहे.

परिसंवाद, परिषदा, कार्यशाळा इत्यादी उत्तम आणि महत्त्वाच्या आहेत पण त्यांचा परिणाम काही ठोस कृती आणि कृतींमध्ये होणे अत्यावश्यक आहे. शाश्वत व्यक्ती आणि त्यानंतर शाश्वत समुदायांचा विकास हे

राष्ट्रीय आणि जागतिक स्तरावर उच्च शिक्षण प्रणालीचे प्रमुख उद्दिष्ट असले पाहिजे. शाश्वत विकास ही एक प्रक्रिया आहे ज्यामध्ये मानवी बुद्धिमत्ता, निर्णय घेण्याची क्षमता, नियोजन आणि व्यवस्थापन कौशल्ये, कल्पनाशक्ती, उद्योजकता, पर्यावरणीय सुरक्षिततेसह विकास आणि उत्पादन इत्यादींचा समावेश असतो.

विकास हा मानवी विषय आहे. शाश्वत विकासाशी निगडित असलेल्या समस्येकडे कोणत्याही समाजाच्या मूलभूत गोष्टींपैकी एक म्हणून पाहिले जाऊ शकते. म्हणून, आतापर्यंत त्याचे प्रमुख क्षेत्र पर्यावरणासाठी आहे, परंतु जवळजवळ प्रत्येक मानवी प्रयत्नांना गुंडाळण्यासाठी त्याची लागूक्षमता वाढविण्यात आली आहे. शाश्वत विकासासाठी शिक्षणामध्ये चर्चा हा एक प्रमुख घटक आहे. पर्यावरण शिक्षण हे शाश्वत विकासाचा अभ्यास करण्याचे मूलभूत शिक्षण आहे. दुसऱ्या शब्दांत पर्यावरणीय शिक्षण हे शाश्वत विकासासाठी शिक्षणाचा मार्ग तयार करण्यास सक्षम होऊ शकते. शाश्वत विकासासाठी शिक्षणासाठी काम करणारा कोणताही संशोधक शाश्वत विकासाच्या मूल्यावर आधारित व्याख्येद्वारे स्पष्ट केलेल्या जीवन पद्धतीचे समर्थन करू शकतो. गेल्या दशकात, शाश्वत विकासासाठी शिक्षण हे मुख्य धोरण म्हणून स्वीकारले गेले आहे जे प्रत्येक राज्य किंवा देशासाठी आजच्या काळाची अत्यंत गरज आहे. शिवाय, शाश्वत विकासाकडे केवळ संशोधक किंवा पर्यावरणवाद्यांनीच नव्हे तर अनेक देशांच्या प्रमुखांनीही आंतरराष्ट्रीय मंचावर लक्ष वेधले आहे.

उच्च शिक्षण आणि शाश्वत विकास:

हे एक ऐतिहासिक सत्य आहे की देशाच्या आर्थिक, सामाजिक आणि राजकीय विकासामध्ये शिक्षण आवश्यक आणि निर्णायक भूमिका बजावते

आणि प्रत्येक क्षेत्रावर लक्षणीय प्रमाणात प्रभाव टाकते. विकासाच्या बाबतीत, शाश्वत विकासामध्ये शिक्षणाची भूमिका महत्त्वाची असते कारण बुद्धिमान आणि तांत्रिक विकास आणि शिक्षणाद्वारे वर्तणुकीतील बदल हे शाश्वत विकासासाठी आवश्यक माध्यम आणि मार्ग म्हणून ओळखले जातात. शिक्षण हा शाश्वत विकासाचा एक महत्त्वाचा घटक आहे आणि उच्च शिक्षण हे शाश्वत विकास साधण्याचे महत्त्वाचे साधन आहे. तथापि, शाश्वत विकासासाठी आवश्यक असे बदल घडवून आणणाऱ्या शिक्षणाच्या प्रकारावर आणि शाश्वतता शिकवण्यासाठी अजेंडा आणि माध्यमांवरही प्रश्नचिन्ह निर्माण करावे लागेल. तथापि, आपले शिक्षण अधिकाधिक शाश्वत विकासाकडे नेण्यासाठी, आम्हाला दर्जेदार शिक्षण दिले पाहिजे जे टिकाऊपणाची मूल्ये आणि कौशल्ये यांच्या दिशेने असेल.

ग्लोबल वार्मिंग आणि हवामान बदलाच्या चिंतेमुळे शाश्वत विकास हा राजकीय अजेंड्यावर उच्च स्थान बनत आहे. या शतकातील पर्यावरणीय आणि सामाजिक आव्हानांना तोंड द्यायचे असेल, तर जगभरात शाश्वतता जागरूकता वाढवली पाहिजे. शाश्वत विकासाला चालना देण्याचा सर्वात प्रभावी मार्ग म्हणजे शिक्षणाद्वारे सर्व भागधारकांची क्षमता विकसित करणे. या आवश्यकतेनुसार, विद्यापीठे आणि महाविद्यालये शाश्वत विकासावर नेतृत्वाची भूमिका घेण्यास अद्वितीय स्थितीत असल्याचे दिसते. नेते म्हणून, ते जागतिक आणि यशस्वी निराकरणासाठी कल्पना आणि धोरण आखू शकतात; शिक्षणाची केंद्रे म्हणून, ते विद्यार्थ्यांना हवामान बदल, ऊर्जा कार्यक्षमता, तसेच त्यांच्या व्यापक व्याख्येनुसार टिकाऊपणाशी संबंधित समस्यांचे निराकरण करण्यासाठी शिक्षित आणि सक्षम करू शकतात. प्रत्येक क्षेत्रात तंत्रज्ञानाच्या विकासासह उच्च शिक्षण ही जबाबदारी सहजतेने स्वीकारू शकते आणि त्याद्वारे समाजाच्या

गरजा आणि गरजांशी त्याची प्रासंगिकता सिद्ध करू शकते. म्हणूनच, उच्च शिक्षणाने आपली सर्व संसाधने आणि स्वातंत्र्याचा आत्मा मानवतेला आणि समाजाला आवश्यक असलेल्या सेवेत ठेऊन मूलभूत भूमिका बजावली पाहिजे.

या धारणा आणि अभिमुखतेच्या आधारे, उच्च शिक्षणाच्या सद्यस्थितीचा आढावा घेतला पाहिजे आणि शाश्वत विकास उद्दिष्टे पूर्ण करण्यासाठी आपली विद्यापीठे कितपत जबाबदार आहेत आणि प्रतिसाद देत आहेत आणि उच्च शिक्षणामध्ये सुधारणा आणि नवनिर्मिती कशी केली जाऊ शकते यावर प्रश्नचिन्ह उपस्थित केले पाहिजे. शाश्वत विकासासाठी गरजा. शाश्वतता म्हणजे आपला समाज आणि तिथल्या लोकांना टिकवणे. म्हणूनच हे लक्षात घेणे तर्कसंगत आहे की शाश्वततेचे आव्हान हे सर्व मानवांसमोर आहे. आर्थिकदृष्ट्या उपेक्षित गट किंवा राष्ट्रांमध्ये सकारात्मक आणि सतत शाश्वत बदल घडवून आणण्यासाठी, विकास हा सहभागात्मक, स्थानिक पातळीवर चालणारा दृष्टीकोन असावा, अशी एक वाढती मान्यता आहे.

शाश्वत विकासासाठी शिक्षण:

शाश्वत विकास साधण्यासाठी शिक्षण हा प्रमुख घटक आणि मुख्य साधन आहे आणि अशा प्रकारे गेल्या दोन दशकांमध्ये शाश्वत विकासासाठी शिक्षणाचे महत्त्व वैश्विकीकृत करण्यासाठी आणि वाढविण्यासाठी अनेक आंतरराष्ट्रीय परिषदा, कार्यशाळा, चर्चासत्रे आणि परिसंवाद आयोजित केले गेले आहेत. SDG (Sustainable Development Goals)च्या महत्त्वाबद्दल जागरूकता वाढवण्याच्या प्रयत्नात प्रचंड प्रयत्न आणि संसाधने करण्यात आली. SDGs केवळ आर्थिक दृष्टीकोनातून पाहिले गेले नाहीत, ते 5P's (People, Planet, Prosperity, Peace, and

Partnerships.) लोक, ग्रह, समृद्धी, शांतता आणि भागीदारी यावर लक्ष केंद्रित करते. हे देखील ओळखले गेले की धोरण तयार करण्याचे प्रयत्न आणि तांत्रिक नवकल्पनांद्वारे बरेच काही करण्याचा प्रयत्न केला गेला आहे, परंतु सकारात्मक दृष्टीकोन विकसित करणे, वर्तणुकीतील बदल आणणे आणि शाश्वत विकासाबद्दल आणि त्याबद्दल व्यापक जागरूकता आणणे हे अत्यंत महत्वाचे आहे. परिणामी, प्रशिक्षण आणि क्षमता वाढवणे, संप्रेषण, जनजागृती, वैज्ञानिक आणि उपयोजित संशोधन, माहितीची देवाणघेवाण आणि प्रवेश, नेटवर्किंग आणि सहयोग यासारख्या शिक्षण आणि त्याचे पोहोच उपक्रम SDGs साध्य करण्यात महत्त्वाची भूमिका बजावतात.

निष्कर्ष:

सध्याच्या अभ्यासातून असे आढळून आले आहे की भारतीय उच्च शिक्षण एका क्रॉसरोडवर आहे आणि जर त्याला सार्वजनिक हितासाठी अधिक प्रभावीपणे योगदान करायचे असेल तर ते बदलले पाहिजे आणि असे केल्याने समाजातील अनेक असमानता दूर होण्यास मदत होते. शाश्वत विकासासाठी उच्च शिक्षणाच्या भूमिकेचे पुनरावृत्ती करण्यामध्ये ज्ञान निर्मितीची साधने आणि प्रक्रिया आणि विद्यार्थ्यांना प्रशिक्षित करण्याची पद्धत बदलणे, विद्यार्थ्यांना अधिक सामाजिकदृष्ट्या जबाबदार, गंभीर आणि आयुष्यभर टिकणाऱ्या समस्यांबाबत संवेदनशील बनवणे समाविष्ट

आहे. उच्च शिक्षण हा अलीकडच्या काळात 'उदारीकरण, खाजगीकरण आणि जागतिकीकरण' प्रक्रियेत झपाट्याने वाढणारा सेवा उद्योग आहे. विद्यार्थ्यांना आकर्षित करण्यासाठी आणि त्यांच्या गरजा पूर्ण करण्यासाठी उच्च शिक्षण प्रदात्यांनी प्रणालीतील गुणवत्तेबद्दल विद्यार्थ्यांच्या अपेक्षा आणि त्यांची धारणा समजून घेण्याच्या प्रक्रियेत सक्रिय सहभाग घेतला आहे. इतर कोणत्याही व्यावसायिक क्षेत्राप्रमाणेच त्यांनी इनपुट आणि शिक्षणाच्या प्रक्रियेची गुणवत्ता मोजण्याचे तंत्र अवलंबावे अशी अपेक्षा आहे. सेवांच्या गुणवत्तेचे मोजमाप करणे हे गुणवत्तेच्या परिमाणांवर अभिप्राय प्रदान करणे हे एक महत्त्वाचे कार्य आहे ज्याची भविष्यात काळजी घेणे आवश्यक आहे.

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शाश्वत विकास एक समाजशास्त्रीय अध्ययन

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प्रस्तावना:

शाश्वत विकास हा लोकांच्या गरजा पूर्ण करण्याचा एक मार्ग आहे. आपल्याकडील अनेक नैसर्गिक संसाधने संपुष्टात येत असल्याने त्यांचा सुज्ञपणे वापर करणे ही आपली सामाजिक जबाबदारी आहे नैसर्गिक संसाधनाचा उपयोग करताना आपल्या येणाऱ्या भावी पिढ्यांसाठी त्या शिल्लक राहिला पाहिजे हा विचार करणे सुद्धा आवश्यक आहे. तसेच निसर्गाचा समतोल बिघडणार नाही अशा प्रकारे संसाधनांचा वापर करणे आहे. सामाजिक समानता: शाश्वत विकासाचा आणखी एक महत्त्वाचा पैलू म्हणजे आर्थिक लाभ समाजात अधिकता समान रीतीने वितरित करण्याची आवश्यकता आहे. सध्याच्या युगात, अपारंपरिक संसाधने जलद गतीने वापरली जात आहेत ज्यामुळे ही संसाधने धोक्यात येतात कारण ती पुन्हा निर्माण करता येत नाहीत. लोकसंख्या वेगाने वाढत असल्याने संसाधनांमध्ये घट झाली आहे जी शाश्वत विकासाचे महत्त्व अधोरेखित करते शाश्वत विकासाचे मुख्य महत्त्व म्हणजे दीर्घकाळ टिकणारे, कमी प्रदूषण करणारे आणि पर्यावरणास अनुकूल असे पर्याय शोधणे. शाश्वत विकासात अधिक संतुलन साधण्यासाठी अशा परिसंस्था निर्माण करणे ज्यामुळे मानव तसेच इतर सजीव

एकत्रितपणे आपला विकास करू करतील.शाश्वत विकासाच्या वाढलेल्या महत्त्वामागील एक मोठे कारण म्हणजे आपली लोकसंख्या कशी बदलते. हे बदल शाश्वत विकासावर मोठ्या प्रमाणात परिणाम करू शकतात, असे संयुक्त राष्ट्रांच्या अहवालात म्हटले आहे. जर आपण या बदलांचा विचार केला नाही, तर शाश्वत विकासाला समर्थन देण्याचे आमचे प्रयत्न सफल ठरणार नाहीत. युटलँडच्या अहवालानुसार शाश्वत विकास म्हणजे असा विकास की जो भविष्यकालीन पिढ्यांच्या त्यांच्या स्वतःच्या गरजा पूर्ण करण्याच्या क्षमतेशी कोणतीही तडजोड न करता सध्याच्या गरजा पूर्ण करणे होय.

उद्दिष्टे:

1. शाश्वत विकास संकल्पना स्पष्ट करणे .
2. शाश्वत विकास समाजशास्त्रीय दृष्टीने समजावून घेणे .

गृहीतके:

1. शाश्वत विकास ही व्यापक स्वरूपाची संकल्पना आहे

2. शाश्वत विकास निसर्ग, पर्यावरण व अर्थव्यवस्था यात संतुलन साधने आवश्यक आहे.

संशोधन व तथ्य संकलन पद्धती:

प्रस्तुत शोधनिबंधासाठी द्वितीय तथ्य संकलन पद्धतीचा अवलंब करण्यात येत आहे त्यामुळे दुर्मिळ संदर्भ ग्रंथ, पुस्तके, मासिके, वर्तमानपत्रे, इंटरनेटवरील माहिती इत्यादीचा समावेश करण्यात येत आहे या माहितीच्या आधारे सदर शोध निबंधाचे वर्णनात्मक विश्लेषण करण्यात येत आहे.

शाश्वत विकासाचे महत्त्व:

शाश्वत विकास हे सुनिश्चित करतो की आम्ही संसाधने सुज्ञपणे वापरतो, जेणेकरून ते भावी पिढ्यांसाठी टिकून राहतील निसर्गनिर्मित स्वच्छ हवा पाणी आणि राहण्यासाठी योग्य वातावरण व सजीव प्राण्यांना त्यांच्या संरक्षणाची हमी देतो शाश्वत विकास आम्हाला नैसर्गिक आपत्ती, आर्थिक समस्या आरोग्य संकटांसारख्या आव्हानांसाठी तयार राहण्यास मदत करतो आणि लोकांमध्ये शाश्वत विकास म्हणजे आपल्या मुलांचे आणि नातवंडांचेही चांगले आयुष्य असावे याची खात्री देतो, प्रत्येकाचे जीवन सुखमय आनंदी व्हावे त्यांना रोजगार उपलब्ध व्हावा चांगला नोकरी मिळाव्यात न्याय वागणूक मिळावी या दृष्टिकोनातून प्रयत्नशील असतो

शाश्वत विकासाची प्रमुख उद्दिष्टे:

- (१) पर्यावरण: मानवी वस्ती ही नैसर्गिक, पर्यावरण अविभाज्य भाग आहे. यात आरोग्य, हवा, पाणी, अन्न आणि निवारा या मानवाच्या मूलभूत गरजांची पूर्ततेसाठी पूर्ततेसाठी पर्यावरणावर अवलंबून राहावे लागते
- (२) अर्थव्यवस्था: आर्थिक विकास आणि पर्यावरण ह्या एकमेकांशी पूरक बाबी आहेत. संपूर्ण पर्यावरणात

पृथ्वीवरील हवा, पाणी, भूमी यांसह मानवी आंतरक्रिया, निसर्ग व मानवनिर्मित परिसर यांचाही समावेश होतो. पर्यावरणाची प्रदूषण पातळी न वाढता आर्थिक वृद्धी होणे आवश्यक असते.

ऊर्जा : ही अत्यंत महत्त्वाचा आर्थिक घटक असून स्वच्छ व दीर्घकाळ वापरता येणारी ऊर्जा ही शाश्वत ऊर्जा असते. जल, सौर, पवन अशा ऊर्जास्रोतांमुळे प्रदूषण कमी होते. तेल, दगडी कोळसा ही ऊर्जा संसाधने संपुष्टात येऊ शकतात. आजच्या गतीने दगडी कोळशाचा वापर होत राहिल्यास पुढील सु. १५० वर्षात कोळशाचे साठे संपुष्टात येऊ शकतात.

तंत्रज्ञान : शाश्वत विकासात तंत्रज्ञान ही एक मध्यवर्ती संकल्पना मानली जाते. उचित ठिकाणी योग्य तंत्रज्ञानाचा वापर करणे गरजेचे असते.

(३) राजकीय स्थिती: शाश्वत विकासासाठी राजकीय धोरण उपयुक्त ठरते. राजकीय संघटना उपयुक्त ठरतात ह्या धोरण निर्मितीवर प्रभाव टाकून अपेक्षित उद्दिष्ट साध्य करण्यास मदत करतात

(४) संस्कृती: शाश्वत विकासात सांस्कृतिक विविधता विचारात घेऊन नव्या धोरणाची आखणी करावी लागते. प्रत्येक राष्ट्रात, प्रदेशात समाजामध्ये सांस्कृतिक भिन्नता असते. प्रत्येक समाज आपल्या संस्कृतीचे जतन करून जीवन जगतो. जगातील काही देश प्रगत, काही विकसनशील, तर अनेक अप्रगत आहेत. त्यानुसार लोकांचे सांस्कृतिक जीवनदेखील भिन्न असते. अप्रगत देशांना प्रगतीसाठी संघर्ष करावा लागतो. सांस्कृतिक भिन्नतेचा परिणाम शाश्वत विकासावर होतो.

राष्ट्राला गतिमान करण्यासाठी शिक्षण उपयोगी ठरते. शिक्षण हे शाश्वत विकासाची गतिज ऊर्जा मानली जाते. शाश्वत विकास हा सामाजिक, राजकीय व आर्थिक विचारप्रणालीशी निगडित असतो. सामाजिक अस्तित्वाची जाणीव ठेवून राजकीय विचारप्रणालीची

तत्त्वे समाज व निसर्ग कल्याणासाठी ठेवून मानवाच्या उन्नतीसाठी शाश्वत आर्थिक विकास साधणे शक्य आहे. शाश्वत विकासात लोकसहभाग असणे गरजेचे आहे. नैसर्गिक पर्यावरण व नैसर्गिक संसाधने यांच्या संधारणासाठी लोकांनी सक्रिय होऊन निरनिराळे प्रकल्प वैयक्तिक व सामूहिक पातळीवर राबविणे आवश्यक आहे. तथापि, ही उद्दिष्टे साध्य करणे वाटते तितके सोपे नाही. तर, शाश्वत विकास साधणे इतके कठीण कशामुळे होते? बरं, हे अनेक घटकांचे मिश्रण आहे. यामध्ये हवामान बदल, पर्यावरणाचा ऱ्हास, मर्यादित संसाधने, आर्थिक विषमता, सामाजिक बहिष्कार इत्यादींचा समावेश होतो.

शाश्वत विकासासाठी करण्यात आलेले प्रयत्न:

१९८७ मध्ये ब्रुटलँड अहवालातून शाश्वत विकासाची आधुनिक संकल्पना मांडण्यात आली. ही संकल्पना आर्थिक विकास, सामाजिक विकास आणि भावी पिढ्यांसाठी पर्यावरणाचे संरक्षण या अंगांनी विकसित करण्यात आली आहे. २००८ मध्ये युनायटेड नेशन्स इन्व्हायरन्मेन्ट प्रोग्रॅममध्ये हरित अर्थव्यवस्था ही संकल्पना स्वीकारली. पर्यावरणाला हानी न पोहोचवता नैसर्गिक संसाधनांचे संरक्षण करून त्यांचा कार्यक्षमपणे वापर करणे म्हणजे 'हरित अर्थव्यवस्था' होय. पृथ्वी परिषद-२०१२ मध्ये हरित अर्थव्यवस्था आणि शाश्वत विकास यासंबंधी चर्चा करण्यात आली असून परिषदेत दारिद्र्य निर्मूलन, सर्वकष आर्थिक विकास, महिलांचा सर्वांगीण विकास, लिंग असमानता दूर करणे इत्यादींवर भर दिलेला आहे. संयुक्त राष्ट्रांनी २०१५ साली शाश्वत विकासाची पुढील उद्दिष्टे मांडली आहेत : दारिद्र्य निर्मूलन करणे, कुपोषण टाळणे, अन्न सुरक्षा, पोषक आहार उपलब्ध करून देणे, शाश्वत शेतीला प्राधान्य देणे, आरोग्यदायी जीवन निर्माण करणे आणि नागरिकांचे

कल्याण साधणे, सर्वसमावेशक व गुणवत्तापूर्ण शिक्षण देणे, स्त्री-पुरुष समानता व महिला-मुली यांना सक्षम करणे, पाणी व स्वच्छता यांच्या संसाधनांची उपलब्धता निश्चित करणे, अल्पखर्चिक, शाश्वत व आधुनिक ऊर्जा साधने उपलब्ध करून देणे, इत्यादी विकास स्रोतासाठी प्रयत्न करण्यात आले.

शाश्वत विकासासमोरील प्रमुख अडथळे:

आर्थिक आणि सामाजिक अडथळे:

शाश्वत विकास साधण्यात प्रमुख अडथळे आहेत, ज्यामध्ये गरिबी, सामाजिक-आर्थिक असमानता, मर्यादित शिक्षण, आरोग्यसेवा आणि तंत्रज्ञानाचा प्रवेश विकासाच्या उपक्रमांमध्ये अडथळा आणू शकतो. ही परिस्थिती असमानतेमुळे वाढली आहे, ज्यामुळे बहुधा काही लोकांच्या हातात संपत्ती आणि संधींचे केंद्रीकरण होते आणि बहुसंख्यांना शाश्वत विकासासाठी उपलब्ध साधने नसतात त्यामुळे विषमता हे घटक वैयक्तिक आणि सामुदायिक वाढीवर परिणाम करतात पर्यावरणाचा ऱ्हास आणि हवामान बदल ही कदाचित शाश्वत विकासासमोरील सर्वात गंभीर आव्हाने आहेत. नैसर्गिक साधनसंपत्तीच्या अथक शोषणामुळे जैवविविधता नष्ट होते, पाण्याची टंचाई निर्माण होते आणि इतर समस्यांसह कृषी उत्पादकता कमी होते. हवामानातील बदल हवामानाच्या पद्धतींमध्ये बदल करून, नैसर्गिक आपत्तीं ह्या प्रमुख ह्या समस्या आहेत. कायदेशीररित्या, पर्यावरण संरक्षण, कामगार हक्क हे कॉर्पोरेट गव्हर्नन्स नियंत्रित करतात, ज्यामुळे शाश्वत पद्धतींच्या अंमलबजावणीवर परिणाम होऊ शकतो.

शाश्वत विकासावर उपाययोजना:

(1) वाढत्या लोकसंख्येवर नियंत्रण ठेवणे: वाढत्या लोकसंख्या वाढीचा विपरीत परिणाम पर्यावरणावर

होतो. यामुळे पर्यावरणीय संसाधनांची मागणी वाढते, परंतु त्यांचा पुरवठा मर्यादित आहे. यामुळे संसाधनांचा अतिवापर आणि गैरवापर होतो. हे सर्व टाळण्यासाठी लोकसंख्येवर नियंत्रण ठेवणे व लोकसंख्या आटोक्यात आणणे हे आवश्यक आहे.

(२) आर्थिक क्रियाकलापांमध्ये वाढ: आर्थिक वाढीचा परिणाम वस्तू आणि सेवांच्या उत्पादनावर होतो. टिकाऊ स्वरूपाच्या वस्तू कमी खर्चांमध्ये निर्माण करणे व उत्पादन खर्चावरील खर्चात कपात करणे आवश्यक आहे.

(३) जलद औद्योगिकीकरण: जलद औद्योगिकीकरणामुळे जंगलतोड आणि नैसर्गिक संसाधनांचा न्हास होत आहे. पाण्याच्या साठ्यांमध्ये विषारी पदार्थ आणि औद्योगिक कचरा यांचे वाढते प्रमाण यामुळे पाणी दूषित होते ह्या बाबींचा विपरीत परिणाम शाश्वत विकास वाढीवर होतो.

(४) शहरीकरण: ग्रामीण भागातून शहरी भागाकडे लोकसंख्येचे मोठ्या प्रमाणावर स्थलांतर झाल्यामुळे झोपडपट्टी भागांची वाढ झपाट्याने होते. ह्या वाढीमुळे तेथील नागरिकांच्या प्राथमिक गरजा व त्यांना सुविधा पुरविणे शक्य होत नाही. त्यामुळे विद्यमान पायाभूत सुविधांवर अतिरिक्त भार शहरावर पडतो त्या दृष्टिकोनातून शहराकडे होणारे स्थलांतर थांबविणे आवश्यक आहे

(५) जंगलतोड: जंगलतोड म्हणजे झाडे तोडणे, जंगल साफ करणे इत्यादींचा विपरीत परिणाम पर्यावरणावर होतो हे थांबविण्यासाठी जंगलतोड थांबवणे आवश्यक आहे.

(६) कीटकनाशके व रासायनिक खतांचा वाढलेला वापर: विषारी कीटकनाशके, आणि रासायनिक खतांच्या वाढत्या वापरामुळे शेतकरी आणि कामगारांना आरोग्याच्या समस्या भेडसावत आहेत. तयार होणाऱ्या पिकातही रासायनिक घटक असतात. त्याचा विपरीत परिणाम मानवी जीवनावर होत आहे. त्यामुळे कीटकनाशके व रासायनिक खते यांचा कमीत कमी उपयोग करणे काळाची गरज आहे.

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प्रस्तावना:

एकविसावे शतक हे ज्ञानाधिष्ठित समाजाचे युग आहे. ज्ञान हीच शक्ती, संपत्ती आणि ऊर्जा बनणार आहे. जगाचे अर्थकारणही ज्ञानाधिष्ठित असेल आणि अध्ययन करण्याची संघटना राष्ट्र आणि जगाची शासक असणार आहे. ज्ञानप्राप्ती किंवा ज्ञानसंग्रह, ज्ञानविश्लेषण, ज्ञान व्यवस्थापन आणि जीवनाच्या व जगाच्या विविध क्षेत्रांत संपादित ज्ञानाचा उपयोग करणे, अशी कौशल्ये शिक्षणातून व्यक्तीला मिळाली पाहिजे. केवळ बौद्धिक व पुस्तकी शिक्षणाने या सर्व गोष्टी मिळणार नाहीत, तर तंत्रविज्ञानातील नेत्रदीपक प्रगती आणि त्यातून निर्माण होणाऱ्या गरजा सदैव शोधत राहण्याची वृत्ती शिकणाऱ्याच्या मनात निर्माण करता आली पाहिजे. शिक्षणातून व्यक्तीच्या जीवनात निरंतर गतिमानता आली पाहिजे. उपजत कार्यक्षमता, सर्वोत्तम विकास, सृजनशीलतेचे संगोपन आणि नव्या संकल्पना प्रसवण्याचे सामर्थ्य शिक्षणातून व्यक्तीच्या ठायी निर्माण करता आले पाहिजे. शिक्षणातून विमर्शी चिंतक निर्माण झाले पाहिजे. म्हणूनच विकासासाठीचे शिक्षण हे सहजीवनासाठी शिक्षण; ज्ञानसाधनेसाठी शिक्षण; कार्यसंस्कृती शिक्षण आणि आत्मशोधनासाठी शिक्षण या चार स्तंभावर उभे असेल. या स्तंभांमुळे शिक्षण हे जीवनशिक्षण होऊ शकेल.

शाश्वत अर्थात चिरंतर विकास असा संयुक्त राष्ट्रसंघाने मत मांडले. शिक्षण हे केवळ समाज

परिवर्तनाचेच साधन नव्हे, तर मानवी जीवनात क्रांतिकारक परिवर्तन घडविण्याचे मूलभूत आणि प्रभावी साधन आहे, हे लक्षात घेऊन संयुक्त राष्ट्रसंघाने एकविसाव्या शतकातील शिक्षण कसे असावे, याचा अभ्यास करण्यासाठी १९९८ मध्ये एका आयोगाची स्थापना केली. फ्रान्सचे अर्थमंत्री जॅक डेलॉर यांच्या अध्यक्षतेखाली १४ सदस्यांच्या आयोगामध्ये भारतीय शिक्षणतज्ञ करणसिंग हे एक सदस्य होते.

शाश्वत विकास' हा शब्दप्रयोग विश्व पर्यावरण विकास आयोग म्हणजेच 'बर्टलँड' आयोगाने १९८७ मध्ये पहिल्यांदा वापरला आहे. या आयोगाच्या मते, सध्याच्या पिढीला गरजांची पूर्तता पुढील पिढीच्या गरजा भागविण्यासाठीच्या क्षमता अबाधित राखून करणे म्हणजे, शाश्वत विकास होय. काहींनी 'धारणाक्षम विकास' किंवा 'प्रतिपालनिय विकास' असाही शाश्वत विकासाचा अर्थ लावलेला आहे; मात्र शाश्वत विकासाची संकल्पना ही प्रथम संयुक्त राष्ट्रांच्या 'पर्यावरण व विकास' या १९९२ च्या विश्व पर्यावरण विकास आयोगाने रीओ दे जानेरो येथील वसुंधरा परिषदेत मांडली. ज्यामध्ये शाश्वत विकास म्हणजे, 'असा विकास की, ज्यात वर्तमान काळातील विकासासाठीच्या गरजा भागविताना भावी पिढीच्या विकासाच्या क्षमतांशी तडजोड न करणे होय.' थोडक्यात, आपल्या विकासाच्या परिणामाची फार मोठी किंमत पुढील पिढीला मोजावी लागू नये, विकास करीत असताना लागणारे घटक योग्य

प्रमाणात वापरून जतन करून संवर्धन करणे म्हणजे शाश्वत विकास होय. विकास या शब्दाचा अर्थ व अन्वयार्थ जीवनशैलीची उत्तरोत्तर प्रगती होणे असा आहे. शिक्षण, आरोग्य, निसर्ग या घटकांचा यात मोठा हातभार असतो. शिक्षण हे भविष्यातील जगाला तसेच व्यक्ती व समाजाला ज्ञान, कौशल्ये, मूल्ये आणि शाश्वत विकासाच्या दृष्टीने काम करण्यास प्रवृत्त करणारे एक महत्त्वाचे माध्यम आहे. या दृष्टीने १९९२ च्या रीओ दे जानेरो येथील परिषदेत शाश्वत विकासासाठी शिक्षणाचा चार अंगानी विचार करण्यात आला. एक, मूलभूत शिक्षणाचे उन्नयन व सुधारणा; दोन, शाश्वत विकासासाठी सर्व स्तरावरील शिक्षणाची पुनर्रचना; तीन, शाश्वत विकासाबाबत जनसामान्यामध्ये जाणीव जागृती व सामंजस्याचा विकास आणि चार, प्रशिक्षण. असमानता दूर करून समाजातील प्रत्येक असुरक्षित व्यक्तीला सर्व प्रकारचे शिक्षण व व्यावसायिक प्रशिक्षणात समान प्रवेश-संधी सुनिश्चित करणे या गुणवत्तापूर्ण शिक्षणाचा समावेश होतो.

- शाश्वत विकासासाठी शिक्षण घेत असताना अभ्यासक्रमात पुढील घटक असावेत : (१) स्वातंत्र्य, समता, न्याय, बंधुता ही लोकशाही मूल्ये असावेत. (२) प्राथमिक ते उच्च शिक्षणातील अभ्यासक्रमांमध्ये पर्यावरण शिक्षण सक्तिचे असावे. (३) अभ्यासक्रमात प्रत्येक नागरिकाचे हक्क, कर्तव्य व जबाबदारी असणारे घटक असावे. (४) त्यात व्यावसायिक शिक्षणाचा समावेश असावा. (५) भाषा, विज्ञान, भूगोल, नागरिकशास्त्र इत्यादी विषयांचा शाश्वत विकासामध्ये मोलाचे स्थान असल्याबाबत अभ्यासक्रमात नमुद असावे. (६) संपूर्ण जगाच्या नैसर्गिक साधनसंपत्तीबाबत सद्यस्थितीची माहिती अभ्यासक्रमात असावी.

(७) समानता व बंधुता यांबाबत माहिती असावी.

- विद्यार्थ्यांच्या वर्तनात सुयोग्य बदल घडून येण्यासाठी शाश्वत विकासाच्या शिक्षणात जास्तीत जास्त विद्यार्थीकेंद्रित अध्यापनाची आवश्यकता आहे. त्यामुळे अध्यापकाने अध्यापन करताना बुद्धीमंथन, प्रश्नोत्तर पद्धती, प्रकल्प पद्धती, संशोधन पद्धती, गटचर्चा पद्धती, क्षेत्रभेटी इत्यादी पद्धतींचा वापर करावा. तसेच विद्यार्थ्यांना स्वयंअध्ययनासाठी प्रेरित करावे, त्यांच्यात स्वतंत्र विचारशक्ती व दूरदृष्टीचा विकास होण्यासाठी प्रयत्न करावे, विद्यार्थ्यांमध्ये सामाजिक व व्यावसायिक कौशल्ये विकसित होण्यास प्रयत्न करावे.

सामाजिक क्रिया किंवा समाज सेवा ही एक शैक्षणिक शाखा आणि सराव-आधारित व्यवसाय आहे ज्याचा संबंध व्यक्ती, कुटुंब, गट, समुदाय आणि संपूर्ण समाजाच्या मूलभूत गरजा पूर्ण करण्यासाठी त्यांच्या वैयक्तिक आणि सामूहिक कल्याणासाठी आहे. सामाजिक कार्यांच्या अंतिम उद्दिष्टांमध्ये लोकांचे जीवन सुधारणे, चिंता दूर करणे, व्यक्ती आणि समुदायांचे सक्षमीकरण आणि सामाजिक न्याय साध्य करणे हे समाविष्ट आहे.

समाजकार्य ही कल्याणकारी कृती आहे. समाजकार्य हे मानवतावाद, शास्त्रीय ज्ञान व तांत्रिक कौशल्ये ह्यांवर आधारित आहे. व्यक्ती, गट किंवा समुदायाचे आयुष्य अधिक परिपूर्ण करण्याचा त्यात प्रयत्न आहे. ह्या सर्व व्याख्यांचा साकल्याने विचार केल्यास त्यांतील काही प्रमुख उद्देशांची तसेच कार्यपद्धतीची कल्पना येते.

(१) समाजकार्य ही एक संघटित व्यावसायिक सेवा आहे. त्याकरिता प्रशिक्षित स्वयंसेवक तयार केले जातात. असे प्रशिक्षण देणाऱ्या विविध शैक्षणिक संस्था आहेत.

(२) मानवी वर्तनातून व सामाजिक परिस्थितीतून जे प्रश्न निर्माण होतात, त्या संदर्भात काम करण्यासाठी विशिष्ट ज्ञान व कौशल्ये लागतात.

(३) मानवी वर्तणुकीचे व सामाजिक परिस्थितीचे विश्लेषण करणे, हे महत्त्वाचे असते.

(४) वैयक्तिक किंवा सामाजिक प्रश्नांची सोडवणूक करण्यासाठी विशिष्ट तंत्र व पद्धती वापरल्या जातात.

(५) सामाजिक समायोजनावर अधिक भर दिला जातो.

(६) फक्त प्रश्न सोडविण्यावर भर नसून असे प्रश्न पुनःपुन्हा निर्माण होऊ नयेत, म्हणूनही प्रयत्न केले जातात.

(७) समाजाच्या विकासासाठी सर्व साधनांचा उपयोग करण्याचा प्रयत्न असतो.

समाजकार्याचे मुख्य ध्येय, सामाजिक कार्यक्षमता वाढविणे हे होय. समाजकार्याची तत्त्वप्रणाली ही लोकशाही तत्त्वांवर आधारित असून सामाजिक न्याय, समता, समानता व विकास ही तत्त्वे महत्त्वाची मानली आहेत. समाजकार्य तीन घटकांनी बनले आहे.

(१) मानवी वर्तणुकीचे ज्ञान हा पाया आहे. समाजरचना, समाजजीवन, सामाजिक प्रथा, रूढी-परंपरा, समस्या का निर्माण होतात, ह्याचे ज्ञान अभिप्रेत आहे. त्याचप्रमाणे ह्या समस्या सोडविण्यासाठी उपयोगी पडणाऱ्या सर्व साधनांची माहिती असणे महत्त्वाचे आहे.

(२) कौशल्ये-समाजातील सर्व स्तरांतील लोकांबरोबर समस्या निरा-करणाचे काम करताना संवाद साधण्याचे कौशल्य सर्वात महत्त्वाचे आहे. लोकसंपर्क व लोकांचा विश्वास संपादन करण्याची क्षमता महत्त्वाची आहे.

(३) तत्त्वप्रणाली-व्यक्तींवर विश्वास, प्रत्येक व्यक्तीच्या क्षमतेवर विश्वास, व्यक्तीचा माणूस म्हणून आदर. कुठल्याही बाबीवर भेदाभेद अमान्य असून प्रत्येक व्यक्तींमध्ये अनेक क्षमता असतात व योग्य संधी

मिळाल्यास, त्या विकसित होऊन व्यक्ती संपूर्ण स्वावलंबी बनू शकते ह्यावर दृढविश्वास.

सामाजिक विकास दृष्टिकोन, ज्याला विकासात्मक सामाजिक कार्य देखील म्हणतात, मूलभूत गरजांच्या समस्यांचे निराकरण करून व्यक्ती, गट आणि समुदायांमध्ये मूलभूत क्षमता निर्माण करण्यावर लक्ष केंद्रित केले आहे.

मानवी विकासाच्या दृष्टिकोनाचा दुसरा घटक म्हणजे मानवी हक्कांचे संरक्षण. पर्यावरणीय स्थिरता सामाजिक आणि आर्थिक स्थिरतेपासून अविभाज्य मानली जाते. याव्यतिरिक्त, सामाजिक असमानता कमी करणे व्यक्तिस्वातंत्र्याकडे शाश्वत क्रियाकलापांच्या अमलात आणणे - मानवी हक्कांसाठी समर्थन यासारख्या सामाजिक कार्ये पद्धतींचा वापर करून सामाजिक असमानता आणि गरिबी कमी करणे शक्य आहे. या पद्धती समुदायांना स्वतःला संघटित करण्यास आणि समुदायांमध्ये आणि सर्व समुदायांमध्ये भागीदारी तयार करण्यास सक्षम करतात, अशा प्रकारे सामाजिक निवडी वाढवतात. सामाजिक विकास आणि सामाजिक निवडींमध्ये सुधारणा, आंतर संबंधांना प्रोत्साहन देते आणि समानतेमध्ये योगदान देते. समाजकार्यात लाभार्थ्यांच्या उच्चतम विकासाला प्राधान्यता देण्याचे काम करतात.

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गोषवारा:

पर्यावरणीय, सामाजिक आणि आर्थिक आव्हानांना तोंड देण्यासाठी नाविन्यपूर्ण उपाय ऑफर करून, शाश्वत विकासाला चालना देण्यासाठी डिजिटल अर्थव्यवस्था एक शक्तिशाली शक्ती म्हणून उदयास आली आहे. हा गोषवारा शाश्वत विकास उद्दिष्टे (SDGs) साध्य करण्यासाठी आणि टिकाऊपणाला प्रोत्साहन देण्यासाठी डिजिटल अर्थव्यवस्थेच्या भूमिकेचे विहंगावलोकन प्रदान करतो. डिजिटल इकॉनॉमीमध्ये उद्योगांचे परिवर्तन आणि आर्थिक वाढ सुलभ करण्यासाठी डिजिटल तंत्रज्ञान, कनेक्टिव्हिटी आणि डेटा-चालित नवकल्पना यांचा समावेश आहे. यामध्ये विविध मार्गांद्वारे शाश्वत विकासाला चालना देण्याची क्षमता आहे. सर्वप्रथम, डिजिटल अर्थव्यवस्था संसाधन कार्यक्षमता आणि पर्यावरण संवर्धन सक्षम करते. इंटरनेट ऑफ थिंग्ज आणि आर्टिफिशियल इंटेलिजन्स यासारख्या तंत्रज्ञानामुळे संसाधनांचा वापर ऑप्टिमाइझ होऊ शकतो, कचरा निर्मिती कमी होऊ शकते आणि स्मार्ट ऊर्जा व्यवस्थापन सक्षम होऊ शकते. प्रक्रियांचे डिजिटायझेशन करून आणि डेटा-चालित समाधाने लागू करून, व्यवसाय त्यांच्या ऑपरेशन्समध्ये अधिक टिकाऊपणा प्राप्त करू शकतात.

दुसरे म्हणजे, डिजिटल अर्थव्यवस्था सर्वसमावेशकता आणि सामाजिक समानतेला प्रोत्साहन देते. डिजिटल तंत्रज्ञानाचा प्रवेश आणि कनेक्टिव्हिटी व्यक्ती आणि समुदायांना सक्षम बनवते, डिजिटल विभाजन कमी करते आणि सामाजिक समावेश वाढवते. डिजिटल प्लॅटफॉर्म आणि ई-सेवांद्वारे, सेवा नसलेल्या लोकसंख्येला आरोग्यसेवा, शिक्षण आणि आर्थिक सेवा यासारख्या आवश्यक सेवांमध्ये प्रवेश मिळतो. डिजिटल साक्षरता कार्यक्रम आणि क्षमता निर्माण उपक्रम हे सुनिश्चित करण्यासाठी महत्त्वपूर्ण भूमिका बजावतात की प्रत्येकजण डिजिटल अर्थव्यवस्थेमध्ये सहभागी होऊ शकतो आणि त्याचा फायदा घेऊ शकतो. तिसरे म्हणजे, डिजिटल अर्थव्यवस्था आर्थिक वाढ आणि रोजगार निर्मितीला मदत करते. डिजिटल उद्योजकता, ऑनलाइन मार्केटप्लेस आणि ईकॉमर्स प्लॅटफॉर्म लहान आणि मध्यम आकाराच्या उद्योगांना (SMEs) जागतिक बाजारपेठेत भरभराटीच्या संधी देतात. यामुळे सर्वसमावेशक आर्थिक वाढ आणि चांगल्या कामाच्या संधी निर्माण होऊ शकतात. तथापि, डिजिटल अर्थव्यवस्थेचे फायदे समान रीतीने सामायिक केले जातील याची खात्री करण्यासाठी नोकरीच्या विस्थापनाशी संबंधित संभाव्य आव्हाने आणि डिजिटल कौशल्यांमधील अंतर दूर करणे आवश्यक आहे.

कीवर्ड: डिजिटल अर्थव्यवस्था, शाश्वत विकास, डिजिटलायझेशन, पर्यावरणीय परिमाणे

परिचय:

पर्यावरणीय आणि सामाजिक आव्हानांना तोंड देण्यासाठी अभिनव उपाय ऑफर करून, शाश्वत

विकासाला चालना देण्यात डिजिटल अर्थव्यवस्था महत्त्वपूर्ण भूमिका बजावत आहे. तंत्रज्ञान जसजसे पुढे जात आहे, तसतसे ते उद्योगांना पुन्हा आकार देण्याच्या,

कार्यक्षमतेला चालना देण्यासाठी आणि आर्थिक क्रियाकलापांचा पर्यावरणीय प्रभाव कमी करण्याच्या संधी प्रदान करते. शाश्वत विकासासाठी डिजिटल अर्थव्यवस्थेच्या मुख्य योगदानांपैकी एक म्हणजे संसाधनांच्या वापरातून आर्थिक वाढ दुप्पट करण्याच्या क्षमतेमध्ये आहे. डिजिटल तंत्रज्ञान आत्मसात करून, व्यवसाय त्यांच्या प्रक्रिया ऑप्टिमाइझ करू शकतात, संसाधन कार्यक्षमता सुधारू शकतात आणि कचरा निर्मिती कमी करू शकतात. उदाहरणार्थ, क्लाउड कंप्युटिंग डेटा केंद्रांचे एकीकरण सक्षम करते, ज्यामुळे ऊर्जा बचत होते आणि कार्बन उत्सर्जन कमी होते. स्मार्ट ग्रिड्स आणि ऊर्जा व्यवस्थापन प्रणाली उर्जेच्या वापराचे चांगले निरीक्षण आणि नियंत्रण, ऊर्जा कार्यक्षमतेला प्रोत्साहन आणि अक्षय ऊर्जा स्रोतांचे एकीकरण करण्यास अनुमती देतात. शिवाय, डिजिटल इकॉनॉमीने शेअरिंग आणि सहयोगाभोवती केंद्रित नवीन व्यवसाय मॉडेल्सच्या उदयास सुलभ केले आहे. पीअर-टू-पीअर प्लॅटफॉर्म, जसे की राइड-शेअरिंग किंवा निवास-सामायिकरण सेवा, विद्यमान संसाधनांचा अधिक कार्यक्षम वापर सक्षम करतात, अतिरिक्त उत्पादन आणि वापराची आवश्यकता कमी करतात. हे शेअरिंग इकॉनॉमी मॉडेल संसाधन संवर्धनास प्रोत्साहन देते आणि वाहने किंवा इमारतीसारख्या मालमत्तेच्या अधिक टिकाऊ वापरासाठी योगदान देऊ शकते. माहिती आणि संप्रेषण तंत्रज्ञान (ICTs) ने देखील शिक्षण, आरोग्य सेवा आणि इतर अत्यावश्यक सेवांमध्ये प्रवेश वाढवण्यात परिवर्तनकारी भूमिका बजावली आहे. ई-लर्निंग प्लॅटफॉर्म, टेलिमेडिसिन आणि मोबाइल बँकिंग सेवा ही डिजिटल तंत्रज्ञाने महत्त्वाच्या सेवांमध्ये, विशेषतः दुर्गम किंवा कमी सेवा नसलेल्या भागात कशा प्रकारे अंतर भरू शकतात याची काही उदाहरणे आहेत. ICT चा लाभ घेऊन, दर्जेदार शिक्षण आणि परवडणारी आरोग्यसेवा यासारखी शाश्वत विकासाची उद्दिष्टे अधिक सहजतेने

साध्य करता येतात, ज्यामुळे अधिक समावेशक आणि न्याय्य समाज निर्माण होतात.

शिवाय, डिजिटल इकॉनॉमी ऑफरमधून प्राप्त केलेला डेटा आणि विश्लेषणे पुराव्यावर आधारित निर्णय घेण्यासाठी मौल्यवान अंतर्दृष्टी. मुबलक प्रमाणात डेटा उपलब्ध असल्याने, धोरणकर्ते आणि संस्था जटिल आव्हाने अधिक चांगल्या प्रकारे समजून घेऊ शकतात आणि त्यांचे निराकरण करण्यासाठी लक्षित धोरणे विकसित करू शकतात. उदाहरणार्थ, डेटा-आधारित शहरी नियोजन वाहतूक व्यवस्था अनुकूल करू शकते, गर्दी कमी करू शकते आणि हवेची गुणवत्ता सुधारू शकते. डेटाच्या सामर्थ्याचा उपयोग करून, शाश्वत विकास उपक्रमांची रचना, अंमलबजावणी आणि परीक्षण अधिक प्रभावीपणे केले जाऊ शकते. तथापि, हे लक्षात घेणे महत्त्वाचे आहे की डिजिटल अर्थव्यवस्था शाश्वत विकासासाठी आव्हाने आणि जोखीम देखील सादर करते. डिजिटल अर्थव्यवस्थेचे फायदे समान रीतीने वाटून घेतले जातील आणि त्याचे नकारात्मक परिणाम कमी केले जातील याची खात्री करण्यासाठी ई-कचरा, डिजिटल डिव्हाइड, गोपनीयता चिंता आणि सायबर सुरक्षा धोके या समस्यांकडे लक्ष देणे आवश्यक आहे. शेवटी, डिजिटल अर्थव्यवस्था शाश्वत विकासाला चालना देण्यासाठी अपार क्षमता प्रदान करते. रिसोर्स ऑप्टिमायझेशन, शेअरिंग इकॉनॉमी मॉडेल्स, सेवांमध्ये सुधारित प्रवेश आणि डेटा-आधारित निर्णय घेण्याद्वारे, ते पर्यावरण संरक्षण, सामाजिक समावेशकता आणि आर्थिक वाढीसाठी योगदान देऊ शकते. डिजिटल अर्थव्यवस्थेने त्याच्याशी संबंधित आव्हानांना तोंड देताना सादर केलेल्या संधींचा स्वीकार करून, आम्ही अधिक शाश्वत आणि समृद्ध भविष्य निर्माण करण्यासाठी तिच्या परिवर्तनीय शक्तीचा उपयोग करू शकतो.

शाश्वत विकास साधण्यासाठी डिजिटल अर्थव्यवस्थेच्या भूमिकेतील आव्हाने:

डिजिटल अर्थव्यवस्था शाश्वत विकासासाठी प्रचंड क्षमता प्रदान करते, परंतु ती अनेक आव्हाने देखील सादर करते ज्यांना तोंड देणे आवश्यक आहे. या आव्हानांमध्ये पुढील गोष्टींचा समावेश आहे: डिजिटल डिव्हाइड: डिजिटल डिव्हाइड म्हणजे ज्यांना डिजिटल तंत्रज्ञान आणि इंटरनेटचा वापर आहे आणि ज्यांना नाही त्यांच्यामधील अंतर आहे. जगाच्या अनेक भागांमध्ये, विशेषत: कमी उत्पन्न असलेल्या प्रदेशांमध्ये आणि उपेक्षित समुदायांमध्ये, डिजिटल पायाभूत सुविधा आणि इंटरनेट कनेक्टिव्हिटीमध्ये प्रवेश मर्यादित किंवा अस्तित्वात नाही. हे विभाजन डिजिटल अर्थव्यवस्थेतील समान सहभागाला बाधा आणते, विद्यमान असमानता वाढवते आणि माहिती, शिक्षण आणि आर्थिक संधींवर प्रवेश प्रतिबंधित करते. पर्यावरणीय प्रभाव: डिजिटल अर्थव्यवस्थेचा स्वतःचा पर्यावरणीय प्रभाव आहे. डिजिटल उपकरणे, डेटा सेंटर्स आणि क्लाउड कॉम्प्युटिंग पायाभूत सुविधांची वाढती मागणी ऊर्जा वापर आणि इलेक्ट्रॉनिक कचरा निर्मितीकडे नेत आहे. इलेक्ट्रॉनिक उपकरणांचे उत्पादन, वापर आणि विल्हेवाट लावणे हे संसाधन कमी होणे, कार्बन उत्सर्जन आणि घातक कचरा यामध्ये योगदान देते. शाश्वत विकास सुनिश्चित करण्यासाठी डिजिटल अर्थव्यवस्थेच्या फायद्यांचा त्याच्या पर्यावरणीय प्रभावासह समतोल राखणे महत्त्वाचे आहे.

शाश्वत विकास साधण्यात डिजिटल अर्थव्यवस्थेच्या भूमिकेतील अडथळे:

शाश्वत विकास साधण्यात डिजिटल अर्थव्यवस्थेच्या भूमिकेसमोर अनेक अडथळे आहेत, ज्यात पुढील गोष्टींचा समावेश आहे: खराब पायाभूत सुविधा: काही प्रदेश आणि देश खराब दळणवळण आणि आयटी पायाभूत सुविधांमुळे त्रस्त होऊ शकतात.

प्रा. डॉ. गणेश श्यामराव बोरकर

इंटरनेटची मंद गती आणि नेटवर्क कव्हेरेजचा अभाव डिजिटल अर्थव्यवस्थेला चालना देण्यासाठी आणि शाश्वत विकास साधण्यात महत्त्वाचा अडथळा असू शकतो. डिजिटल कौशल्यांचा अभाव: अनेक व्यक्ती आणि संस्थांना डिजिटल अर्थव्यवस्थेत सहभागी होण्यासाठी आवश्यक असलेली डिजिटल कौशल्ये आत्मसात करण्यात अडचण येऊ शकते. डिजिटल कौशल्ये वाढवण्यासाठी आणि लोकांना डिजिटल तंत्रज्ञानाचा पुरेपूर लाभ घेण्यासाठी सक्षम करण्यासाठी प्रशिक्षण आणि सतत शिक्षणाच्या संधी उपलब्ध करून दिल्या पाहिजेत. कायदे आणि धोरणे: विद्यमान कायदे आणि धोरणे शाश्वत डिजिटल अर्थव्यवस्थेच्या विकासासाठी अडथळा ठरू शकतात. डिजिटल क्षेत्रातील नवोपक्रम आणि गुंतवणुकीच्या वाढीसाठी कायदेशीर किंवा नियामक मर्यादा असू शकतात. तंत्रज्ञानाच्या विकासाला प्रोत्साहन देणारी आणि डिजिटल अर्थव्यवस्थेत लवचिकता आणि नवकल्पना वाढवणारी धोरणे आणि कायदे विकसित केले जावेत.

सांस्कृतिक आणि सामाजिक आव्हाने:

डिजिटल अर्थव्यवस्थांना काही संस्कृती आणि समुदायांमध्ये सांस्कृतिक आणि सामाजिक आव्हानांचा सामना करावा लागू शकतो. डिजिटल तंत्रज्ञानाचा अवलंब करण्यास विरोध होऊ शकतो किंवा डिजिटल प्रणालींवर विश्वासाचा अभाव असू शकतो. डिजिटल अर्थव्यवस्थेच्या फायद्यांबद्दल जागरूकता आणि शिक्षणाचा प्रचार करा आणि ज्या समुदायांमध्ये त्याची स्वीकृती आणि वापर वाढवा. नवकल्पना आणि उद्योजकतेला प्रोत्साहन द्या आणि शाश्वत विकास साधण्यात डिजिटल अर्थव्यवस्थेची भूमिका साकारण्यासाठी अभ्यासक्रम. शाश्वत विकासामध्ये डिजिटल अर्थव्यवस्थेची भूमिका साध्य करण्यासाठी नवकल्पना आणि उद्योजकतेला प्रोत्साहन देणे ही महत्त्वपूर्ण भूमिका बजावते. या भूमिकेचे काही महत्त्वाचे पैलू येथे आहेत.

रोजगार आणि कौशल्यांवर परिणाम:

डिजिटल अर्थव्यवस्थेचा रोजगार पद्धती आणि कौशल्य विकासावर होणारा प्रभाव हा एक आवडीचा विषय आहे. अभ्यासांनी रोजगार निर्मितीची क्षमता, श्रमिक बाजारपेठेवर ऑटोमेशनचा प्रभाव आणि डिजिटल अर्थव्यवस्थेच्या बदलत्या मागण्यांशी जुळवून घेण्यासाठी डिजिटल कौशल्ये विकसित करण्याचे महत्त्व यांचे मूल्यांकन केले आहे. या क्षेत्रातील संशोधन हे सुनिश्चित करण्यासाठी धोरणे शोधते की डिजिटल परिवर्तन सर्वसमावेशक आहे आणि सभ्य काम आणि आर्थिक वाढीसाठी संधी प्रदान करते. शाश्वत विकास साधण्यासाठी डिजिटल अर्थव्यवस्थेच्या भूमिकेची सर्वात अद्ययावत आणि सर्वसमावेशक समज मिळविण्यासाठी सर्वात अलीकडील अभ्यास आणि साहित्याचा सल्ला घेणे महत्त्वाचे आहे. शैक्षणिक डेटाबेस, संशोधन जर्नल्स आणि संयुक्त राष्ट्र आणि जागतिक बँक सारख्या आंतरराष्ट्रीय संस्थांचे अहवाल या क्षेत्रातील नवीनतम संशोधनात प्रवेश करण्यासाठी मौल्यवान स्रोत म्हणून काम करू शकतात.

शाश्वत विकास साधण्यात डिजिटल अर्थव्यवस्थेच्या भूमिकेबद्दलच्या निष्कर्षांमध्ये पुढील गोष्टींचा समावेश आहे: डिजिटल अर्थव्यवस्था शाश्वत विकासासाठी महत्त्वपूर्ण संधी दर्शवते: डिजिटल अर्थव्यवस्था नाविन्यपूर्णता, कार्यक्षमता आणि माहितीपर्यंत पोहोचण्यास प्रोत्साहन देते, SDGs च्या जलद आणि अधिक प्रभावी कामगिरीमध्ये योगदान देते. डिजिटल अर्थव्यवस्था शाश्वत विकासाच्या सामाजिक, आर्थिक आणि पर्यावरणीय आयामांमध्ये योगदान देऊ शकते: रोजगाराच्या संधी उपलब्ध करून, आर्थिक समावेशनाला प्रोत्साहन देऊन आणि नैसर्गिक संसाधन व्यवस्थापन सुधारून, डिजिटल अर्थव्यवस्था सामाजिक न्यायाला चालना देण्यासाठी आणि पर्यावरणीय स्थिरता सुधारण्यात योगदान देऊ शकते.

निष्कर्ष:

डिजिटल अर्थव्यवस्था शाश्वत साध्य करण्यासाठी महत्त्वपूर्ण भूमिका बजावते. विकास डिजिटल तंत्रज्ञानात प्रवेश वाढवून, शिक्षण आणि प्रशिक्षणाला प्रोत्साहन देऊन आणि नवकल्पना आणि उद्योजकतेला प्रोत्साहन देऊन, शाश्वत आर्थिक विकासाला चालना दिली जाऊ शकते आणि विकासाचे सामाजिक आणि पर्यावरणीय परिमाण मजबूत केले जाऊ शकतात. तथापि, डिजिटल अर्थव्यवस्थेकडे वळताना डिजिटल अंतर, सायबर सुरक्षा आणि डेटा संरक्षण यासारख्या आव्हानांचा सामना करावा लागतो. सरकार, खाजगी क्षेत्र आणि शैक्षणिक संस्थांनी या आव्हानांना तोंड देण्यासाठी आणि डिजिटल तंत्रज्ञानाचा वापर जबाबदार आणि शाश्वत मार्गांनी केला जाईल याची खात्री करण्यासाठी प्रभावी कृती करणे आवश्यक आहे. शाश्वत विकासामध्ये डिजिटल अर्थव्यवस्थेच्या भूमिकेत यशस्वी होण्यासाठी भागधारकांमधील सहयोग आणि भागीदारी महत्त्वपूर्ण आहेत. SDGs साध्य करण्यासाठी आंतरराष्ट्रीय सहकार्य आणि ज्ञान आणि कौशल्याची देवाणघेवाण जागतिक स्तरावर केली जाणे आवश्यक आहे. अर्थव्यवस्थांमध्ये विविधता आणून, संसाधन व्यवस्थापन सुधारून, आर्थिक समावेशनाला चालना देऊन आणि जीवनाचा दर्जा सुधारून, डिजिटल अर्थव्यवस्था अधिक प्रभावीपणे आणि सर्वसमावेशकपणे शाश्वत विकास साधण्याचा एक मार्ग असू शकते.

म्हणून, आपण डिजिटल अर्थव्यवस्थेच्या संभाव्यतेमध्ये गुंतवणूक केली पाहिजे आणि अधिक शाश्वत आणि समृद्ध भविष्याकडे वळले पाहिजे. कृती करून आणि योग्य धोरणांचा अवलंब करून आपण आर्थिक, सामाजिक आणि पर्यावरणीय विकास साधू शकतो.



शिक्षण आणि शास्वतता

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शास्वत भविष्यासाठी अनेकदा शास्वत विकासासाठी शिक्षण (ESD) असे संबोधले जाते, ज्याची व्याख्या खालीलप्रमाणे आहे.

शास्वत विकासासाठी शिक्षण प्रत्येक मनुष्याला शास्वत भविष्यासाठी आवश्यक ज्ञान, कौशल्ये, दृष्टीकोन आणि मूल्ये आत्मसात करण्यास अनुमती देते. शाश्वत विकासासाठी शिक्षण म्हणजे अध्यापन आणि शिक्षणामध्ये मुख्यत शास्वत विकास समस्यांचा समावेश होतो; उदाहरणार्थ, हवामान बदल, आपत्ती जोखीम कमी करणे, जैव विविधता, दारिद्र्य कमी करणे आणि शास्वत उपभोग यासाठी देखील शिक्षण आणि शिक्षण आवश्यक आहे. शास्वत विकासासाठी कृती करण्यास प्रवृत्त आणि सक्षम करण्याच्या पद्धती परिणामी गंभीर विचार करणे, भविष्यातील परिस्थितीची कल्पना करणे आणि शास्वत विकासासाठी सहकार्याने निर्णय घेणे यासारख्या क्षमतांना प्रोत्साहन देते. आज ज्या प्रकारे शिक्षणाचा सराव केला जातो.

युरोपियन उनियन परिषद २०१०:

“ईएसडी शास्वत समाजाच्या प्राप्तीसाठी आवश्यक आहे आणि म्हणूनच औपचारिक शिक्षण आणि प्रशिक्षणाच्या सर्व स्तरांवर तसेच अनौपचारिक आणि औपचारिक शिक्षणामध्ये इष्ट आहे.”

शास्वत विकास शिक्षण प्यानेल अहवाल १९९८:

“ESD हे आपल्या जीवनाचा दर्जा आणि पुढील पिढ्यांच्या जीवनाचा दर्जा राखण्यासाठी आणि सुधारण्यासाठी आवश्यक असलेल्या शिक्षणाविषयी आहे. ESD लोकांना आपण वैयक्तिकरीत्या आणि ज्या प्रकारे गोष्टी करतो त्याबद्दल निर्णयामध्ये सहभागी होण्यासाठी ज्ञान व कौशल्ये विकसित करण्यास सक्षम करते. एकत्रितपणे, स्थानिक आणि जागतिक स्तरावर, जे भविष्यासाठी ग्रहाचे नुकसान न करता आता जिवनाची गुणवत्ता सुधारेल.

अभ्यासक्रमातील शाश्वतता:

प्लायमाउथमध्ये, आम्ही असा दृष्टीकोन घेतो कि, शाश्वतता किंवा शास्वत विकासाला संबोधित करणाऱ्या अभ्यासक्रमात समाविष्ट केलेली कोणतीही निश्चित ज्ञान सामग्री नाही. त्याऐवजी, Tibury & Wortman (2004) चे अनुसरण करून, आम्ही सूचक अभ्यासक्रमाच्या थीम्सकडे निर्देश करतो जे प्रत्येक अनुशासनात्मक क्षेत्रासाठी कमी-अधिक प्रमाणात संबंधित असू शकतात आणि ज्याचा वापर आणि टिकाऊपणा शिक्षणाचा विकास करण्यासाठी प्रवेश करण्यात आला आहे.

ESD मध्ये शैक्षणिक दृष्टीकोनः

शास्वत शिक्षणासाठी कोणतेही 'योग्य' अध्यापनशास्त्र नाही, परंतु त्यासाठी सक्रीय, सहभागी आणि अनुभवात्मक शिक्षण पद्धतीकडे वळणे आवश्यक आहे. जे शिकणाऱ्याला गुंतवून ठेवतात आणि त्यांच्या समाज, विचार आणि कार्य करण्याच्या क्षमतेमध्ये वास्तविक फरक करतात यावर व्यापक एकमत आहे.

आम्ही पाच अध्यापनशास्त्रीय घटक ओळखले आहेत. ज्यात अनेक अध्यापनशास्त्रीय दृष्टीकोन किंवा पद्धतींचा समावेश आहे. ज्याचा उपयोग प्लायमाउथमधील कर्मचारी हे घटक शिकण्याच्या वातावरणात आणण्यासाठी करू शकतात.

१. गंभीर प्रतिबिंबः अधिक पारंपारिक व्याख्यानासह, परंतु रीफ्लेक्झीव्ह अकाउंट्स, लर्निंग जर्नल्स आणि चर्चा गट यासारख्या नवीन पद्धती देखील.

२. पद्धतशीर विचार आणि विश्लेषणः वास्तविक जगातील केस स्टडीज आणि गंभीर घटनांचा वापर, प्रकल्प-आधारित शिक्षण, उत्तेजक क्रियाकलाप आणि शिक्षण संसाधन म्हणून क्याम्पसचा वापर.

३. सहभागी शिक्षणः गट किंवा समवयस्क शिक्षण, संवाद विकसित करणे, अनुभवात्मक शिक्षण, कृती संशोधन/कृती शिकणे, आणि स्थानिक समुदाय गट आणि व्यवसायासह केस स्टडीज विकसित करणे यावर जोर देऊन.

४. भविष्यातील परिस्थितीसाठी सर्जिशिलपणे विचार करणेः भूमिका बजावणे, वास्तविक जगाची चौकशी, भविष्यातील दृष्टी, समस्या-आधारित शिक्षण आणि उदयास जागा प्रदान करणे.

५. सहयोगी शिक्षणः अतिथी स्पीकर्सचे योगदान, कार्य-आधारित शिक्षण, आंतर विषय/बहुविद्याशाखीय कार्य, आणि सहयोगी शिक्षण आणि सह-चौकशी यांचा समावेश आहे.

संयुक्त राष्ट्र संघाच्या शैक्षणिक, वैज्ञानिक व सांस्कृतिक संघटनेची शैक्षणिक विकासार्थ एक महत्त्वपूर्ण योजना. मानव होण्यासाठी अध्ययनाची आवश्यकता असून शिक्षणाचा मुख्य उद्देश शाश्वत अर्थात चिरंतर विकास असा संयुक्त राष्ट्रसंघाने मत मांडले. शिक्षण हे केवळ समाज परिवर्तनाचे साधन नव्हे, तर मानवी जीवनात क्रांतिकारक परिवर्तन घडविण्याचे मूलभूत आणि प्रभावी साधन आहे, हे लक्षात घेऊन संयुक्त राष्ट्रसंघाने एकविसाव्या शतकातील शिक्षण कसे असावे, याचा अभ्यास करण्यासाठी १९९८ मध्ये एका आयोगाची स्थापना केली. फ्रान्सचे अर्थमंत्री जॅक डेलॉर यांच्या अध्यक्षतेखाली १४ सदस्यांच्या आयोगामध्ये भारतीय शिक्षणतज्ज्ञ करणसिंग हे एक सदस्य होते.

'शाश्वत विकास' हा शब्दप्रयोग विश्व पर्यावरण विकास आयोग म्हणजेच 'बर्टलँड' आयोगाने १९८७ मध्ये पहिल्यांदा वापरला आहे. या आयोगाच्या मते, सध्याच्या पिढीला गरजांची पूर्तता पुढील पिढीच्या गरजा भागविण्यासाठीच्या क्षमता अबाधित राखून करणे म्हणजे, शाश्वत विकास होय. काहींनी 'धारणाक्षम विकास' किंवा 'प्रतिपालनिय विकास' असाही शाश्वत विकासाचा अर्थ लावलेला आहे; मात्र शाश्वत विकासाची संकल्पना ही प्रथम संयुक्त राष्ट्रांच्या 'पर्यावरण व विकास' या १९९२ च्या विश्व पर्यावरण विकास आयोगाने रीओ दे जानेरो येथील वसुंधरा परिषदेत मांडली. ज्यामध्ये शाश्वत विकास म्हणजे, 'असा विकास की, ज्यात वर्तमान काळातील विकासासाठीच्या गरजा भागविताना भावी पिढीच्या विकासाच्या क्षमतांशी तडजोड न करणे होय.' थोडक्यात, आपल्या विकासाच्या परिणामाची फार मोठी किंमत पुढील पिढीला मोजावी लागू नये, विकास करीत असताना लागणारे घटक योग्य प्रमाणात वापरून जतन करून संवर्धन करणे म्हणजे शाश्वत विकास होय. विकास या शब्दाचा अर्थ व

अन्वयार्थ जीवनशैलीची उत्तरोत्तर प्रगती होणे असा आहे. शिक्षण, आरोग्य, निसर्ग या घटकांचा यात मोठा हातभार असतो. शिक्षण हे भविष्यातील जगाला तसेच व्यक्ती व समाजाला ज्ञान, कौशल्ये, मूल्ये आणि शाश्वत विकासाच्या दृष्टीने काम करण्यास प्रवृत्त करणारे एक महत्त्वाचे माध्यम आहे. या दृष्टीने १९९२ च्या रीओ दे जानेरो येथील परिषदेत शाश्वत विकासासाठी शिक्षणाचा चार अंगानी विचार करण्यात आला. एक, मूलभूत शिक्षणाचे उन्नयन व सुधारणा; दोन, शाश्वत विकासासाठी सर्व स्तरावरील शिक्षणाची पुनर्रचना; तीन, शाश्वत विकासाबाबत जनसामान्यांमध्ये जाणीव जागृती व सामंजस्याचा विकास आणि चार, प्रशिक्षण.

संयुक्त राष्ट्रांच्या २०१२ मधील रीओ दे जानेरो येथे पार पडलेल्या परिषदेमध्ये शाश्वत विकासाची सुमारे १७ उद्दिष्टे ठरविण्यात आली आणि ती सप्टेंबर २०१५ मध्ये पार पडलेल्या संयुक्त राष्ट्रांच्या शिखर परिषदेत अधिकृतपणे मान्य करण्यात आली. या उद्दिष्टांच्या पूर्ततेसाठी २०१६ ते २०३० असा १५ वर्षांचा कालावधी निश्चित करण्यात आला. यामध्ये सर्वासाठी समावेशक आणि गुणवत्तापूर्ण शिक्षण सुनिश्चित करणे आणि आजीवन शिक्षणाला प्रोत्साहन देणे, हे शैक्षणिक उद्दिष्ट महत्त्वाचे असून या उद्दिष्टांतर्गत एकूण दहा विविध लक्ष्ये ठरविण्यात आली. त्यामध्ये २०३० पर्यंत सर्व स्त्री-पुरुषांना परवडणारे व गुणवत्तापूर्ण असे तंत्र, व्यावसायिक आणि विद्यापीठ स्तरावरील शिक्षण सुनिश्चित करणे; रोजगार व उद्योजकतेसाठी आवश्यक तांत्रिक व व्यावसायिक कौशल्य असलेले तरुण आणि प्रौढांच्या संख्येत लक्षणीय वाढ करणे; लिंग असमानता दूर करून समाजातील प्रत्येक असुरक्षित व्यक्तीला सर्व प्रकारचे शिक्षण व व्यावसायिक प्रशिक्षणात समान प्रवेश-संधी सुनिश्चित करणे या गुणवत्तापूर्ण शिक्षणाचा समावेश होतो.

शाश्वत विकासाचे महत्त्व लक्षात घेता एकविसाव्या शतकातील शिक्षण काय आणि कसे असावे, या प्रश्नाचा सखोल अभ्यास करून संयुक्त राष्ट्रसंघाला सादर केलेल्या अहवालाला 'जॅक डेलॉर रिपोर्ट' संबोधले जात असले, तरी आयोगाने अहवालाला 'शिक्षण एक अनमोल आंतरिक ठेवा' असे अतिशय समर्पक नाव दिले आहे. यामध्ये भूतकाळाच्या प्रकाशात वर्तमानकालीन कृती करायच्या असतात आणि भविष्यातील स्वप्ने रंगवायची असतात, यालाच ऐतिहासिक दृष्टी म्हणतात. यापूर्वीच्या अहवालात तेच केले होते आणि मागील पिढीच्या समस्या आणि उद्भवलेले संघर्ष यांचा धांडोळा घेतला होता (१९७२). याच जोडीला शतकातील लोकसंख्या, ज्ञान आणि आकांक्षा यांमध्ये झालेल्या प्रचंड स्फोटाची गंभीरपणे दखल घेतलेली होती. त्यामुळे शिक्षणाची केवळ लांबी-रुंदीच वाढली असे नाही, तर शिक्षणाची खोलीही वेगाने विस्तारत असून काळ घटनांची चौथी मितीसुद्धा शिक्षणाला लागू होत असल्याचे म्हटले जाते.

विद्यार्थ्यांच्या वर्तनात सुयोग्य बदल घडून येण्यासाठी शाश्वत विकासाच्या शिक्षणात जास्तीत जास्त विद्यार्थीकेंद्रित अध्यापनाची आवश्यकता आहे. त्यामुळे अध्यापकाने अध्यापन करताना बुद्धीमंथन, प्रश्नोत्तर पद्धती, प्रकल्प पद्धती, संशोधन पद्धती, गटचर्चा पद्धती, क्षेत्रभेटी इत्यादी पद्धतींचा वापर करावा. तसेच विद्यार्थ्यांना स्वयंअध्ययनासाठी प्रेरित करावे, त्यांच्यात स्वतंत्र विचारशक्ती व दूरदृष्टीचा विकास होण्यासाठी प्रयत्न करावे, विद्यार्थ्यांमध्ये सामाजिक व व्यावसायिक कौशल्ये विकसित होण्यास प्रयत्न करावे.

शाश्वत विकासासाठी शिक्षण घेत असताना अभ्यासक्रमात पुढील घटक असावेत : (१) स्वातंत्र्य, समता, न्याय, बंधुता ही लोकशाही मूल्ये असावित. (२) प्राथमिक ते उच्च शिक्षणातील अभ्यासक्रमांमध्ये

पर्यावरण शिक्षण सक्तिचे असावे. (३) अभ्यासक्रमात प्रत्येक नागरिकाचे हक्क, कर्तव्य व जबाबदारी असणारे घटक असावे. (४) त्यात व्यावसायिक शिक्षणाचा समावेश असावा. (५) भाषा, विज्ञान, भूगोल, नागरिकशास्त्र इत्यादी विषयांचा शाश्वत विकासामध्ये मोलाचे स्थान असल्याबाबत अभ्यासक्रमात नमुद असावे. (६) संपूर्ण जगाच्या नैसर्गिक साधनसंपत्तीबाबत सद्यस्थितीची माहिती अभ्यासक्रमात असावी. (७) समानता व बंधुता यांबाबत माहिती असावी.

एकविसावे शतक हे ज्ञानाधिष्ठित समाजाचे युग आहे. ज्ञान हीच शक्ती, संपत्ती आणि ऊर्जा बनणार आहे. जगाचे अर्थकारणही ज्ञानाधिष्ठित असेल आणि अध्ययन करण्याची संघटना राष्ट्र आणि जगाची शासक असणार आहे. ज्ञानप्राप्ती किंवा ज्ञानसंग्रह, ज्ञानविश्लेषण, ज्ञानव्यवस्थापन आणि जीवनाच्या व जगाच्या विविध क्षेत्रांत संपादित ज्ञानाचा उपयोग करणे, अशी कौशल्ये शिक्षणातून व्यक्तीला मिळाली पाहिजे. केवळ बौद्धिक व पुस्तकी शिक्षणाने या सर्व गोष्टी मिळणार नाहीत, तर तंत्रविज्ञानातील नेत्रदीपक प्रगती आणि त्यातून निर्माण

होणाऱ्या गरजा सदैव शोधत राहण्याची वृत्ती शिक्षणाऱ्याच्या मनात निर्माण करता आली पाहिजे. शिक्षणातून व्यक्तीच्या जीवनात निरंतर गतिमानता आली पाहिजे. उपजत कार्यक्षमता, सर्वोत्तम विकास, सृजनशीलतेचे संगोपन आणि नव्या संकल्पना प्रसवण्याचे सामर्थ्य शिक्षणातून व्यक्तीच्या ठायी निर्माण करता आले पाहिजे. शिक्षणातून विमर्शी चिंतक निर्माण झाले पाहिजे. म्हणूनच विकासासाठीचे शिक्षण हे सहजीवनासाठी शिक्षण; ज्ञानसाधनेसाठी शिक्षण; कार्यसंस्कृती शिक्षण आणि आत्मशोधनासाठी शिक्षण या चार स्तंभावर उभे असेल. या स्तंभामुळे शिक्षण हे जीवनशिक्षण होऊ शकेल.

संदर्भ :

- १) Unik Academy उच्च शिक्षणातील धोरणे आणि शिक्षा
- २) उमा सिंग, New Education Policy of India



शाश्वत उद्योगांसाठी विद्यार्थ्यांना तयार करणे : भविष्याचा पाया

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प्रस्तावना :

बदलत्या काळाबरोबर बदललेल्या सामाजिक, आर्थिक व पर्यावरणीय संकल्पना व त्या अनुशांगिक लोकांचा बदललेला दृष्टीकोन लक्षात घेता मानव होण्यासाठी अध्ययनाची नितांत आवश्यकता असून शिक्षणाचा मुख्य उद्देश हा शाश्वत विकास आहे असे संयुक्त राष्ट्र संघाने स्पष्ट केले. संयुक्त राष्ट्र संघाने १९९८ मध्ये एकविसाव्या शतकातील शिक्षण पद्धती कशी असावी यासाठी एका आयोगाची स्थापना केली ज्याचे अध्यक्ष फ्रान्सचे अर्थमंत्री जक डेलार होते व त्यांच्या सोबतीला इतर १४ सदस्य ज्यामध्ये भारतीय वंशाचे शिक्षणतज्ञ करणसिंह यांचा देखील समावेश होता. या आयोगाने औद्योगिक क्रांतीनंतर झालेल्या पर्यावरणीय, सामाजिक आणि आर्थिक परिणामांचा अभ्यास केला. आयोगाने शिक्षणाचे उद्दिष्ट व्यापक आणि समावेशक करण्यावर भर दिला, ज्यामध्ये व्यक्तीच्या सर्वांगीण विकासावर भर देणे, शाश्वत विकासासाठी कौशल्ये विकसित करणे, आणि जागतिक नागरिकत्वाची भावना रुजवणे यावर भर देण्यात आला.

‘शाश्वत विकास’ या शब्दाचा सर्वप्रथम वापर १९८७ मध्ये पहिल्यांदा संयुक्त राष्ट्र संघा द्वारा नियुक्त विश्व पर्यावरण आयोग (‘बर्टलर्ट’ आयोग) ने केला. या आयोगाच्या मते सध्याच्या पिढीला गरजांची पूर्तता

पुढच्या पिढीच्या गरजा भागविण्यासाठीच्या क्षमता अबाधित राखून करणे म्हणजे शाश्वत विकास होय. तर विकिपीडिया नुसार शाश्वत विकास हा विकास आणि मानवी विकासाचा एक दृष्टीकोन आहे ज्याचा उद्देश भविष्यातील पिढ्यांच्या त्यांच्या स्वतः च्या गरजा पूर्ण करण्याच्या क्षमतेची तडजोड न करता वर्तमान गरजा पूर्ण करणे आहे. सोप्या भाषेत सांगायचे झाल्यास शाश्वत विकास म्हणजे सध्याच्या गरजा पूर्ण करताना भविष्यातील गरजांची पूर्तता करण्याची क्षमता न गमावणे म्हणजे शाश्वत विकास.

शाश्वत विकास हा केवळ पर्यावरणीय मुद्द्यांवर आधारित नसून तो एक सर्वसमावेशक दृष्टीकोन आहे. जो पर्यावरण, समाज आणि अर्थव्यवस्थेमधील संतुलन साधतो. दीर्घकालीन प्रगतीसाठी शाश्वत विकासाची अंमलबजावणी ही काळाची गरज ठरली आहे. त्यामुळे केवळ सध्याच्याच पिढ्यांचे नव्हे तर भविष्यातील पिढ्यांचे जीवनमान सुधारेल. विकासाचे वैयक्तिक व सामाजिक असे दोन प्रकार पडतात हे दोन्ही प्रकार एकमेकांना परस्पर पूरक असे प्रकार आहेत. त्यामुळे शाश्वत विकास ही संकल्पना आधुनिक जगात पर्यावरणीय, सामाजिक आणि आर्थिक समस्यांवर उपाय शोधण्यासाठी महत्वाची ठरली आहे ती भविष्यातील गरजा भागविण्याच्या दृष्टीने गरजेची आहे.

संशोधन पद्धती:

कोणत्याही विषयाचे संशोधन पूर्वग्रह दुषित न राहता वस्तुनिष्ठ व्हावे या करीता संशोधन पद्धतीचा अवलंब करून संशोधन केले जाते. प्रस्तुत संशोधननिबंधासाठी “शाश्वत उद्योगांसाठी विद्यार्थ्यांना तयार करणे : भविष्याचा पाया” या विषयाची निवड केलेली आहे.

उद्देश:

- १) शिक्षण आणि शाश्वत विकास यातील संबंध स्पष्ट करणे.
- २) शाश्वत विकासाची संकल्पना आणि तिचे व्यापक परिणाम समजावणे.
- ३) शिक्षण पद्धतीच्या पुनर्रचनेची गरज अधोरेखित करणे.
- ४) भविष्यातील पिढ्यांसाठी शाश्वत विकासाचे महत्व अधोरेखित करणे.
- ५) शाश्वत विकासासाठी जागतिक नागरिकत्वाची भावना निर्माण करणे.

संशोधन आराखडा:

प्रस्तुत संशोधन निबंधात अंशतः वर्णनात्मक व अंशतः निदानात्मक संशोधन आराखड्याचा वापर करण्यात आलेला आहे.

तथ्य संकलन :

संशोधननिबंधाच्या यशस्वितेकरिता तथ्य संकलन अत्यंत महत्वाचे ठरते प्रस्तुत संशोधननिबंधात दुय्यम तथ्य संकलन पद्धतीचा अवलंब करण्यात आलेला आहे. ज्यामध्ये विविध पुस्तके , लेख, आंतरराष्ट्रीय अहवाल, इंटरनेट यांचा वापर करण्यात आलेला आहे.

उच्च शिक्षणातील शाश्वत पद्धती:

बदलती परिस्थिती लक्षात घेता शाश्वत विकासाची संकल्पना नवयुवकांमध्ये रुजवणे अत्यंत महत्वाचे ठरते. ज्यासाठी ‘शाश्वत विकास’ या संकल्पनेच समावेश व त्या अनुषंगिक इतर प्रात्यक्षिकांचा समावेश शिक्षण प्रणालीमध्ये करणे गरजेचे ठरते. ज्यामुळे विद्यार्थ्यांना फक्त पुस्तकी ज्ञानच नव्हे तर प्रात्यक्षिक ज्ञानाचा देखील अनुभव मिळेल.

उच्च शिक्षणामध्ये शाश्वत शिक्षण पद्धतीचा हस्तक्षेप पुढील प्रमाणे करता येईल:

१) अभ्यासक्रमातील बदल :

उच्च शिक्षण संस्थांनी शाश्वत विकासा संबंधित नाविन्यपूर्ण अभ्यासक्रम तयार करणे गरजेचे आहे. ज्यामार्फत पर्यावरणीय विज्ञान, हरित तंत्रज्ञान आणि उर्जा व्यवस्थापन यांसारख्या विषयांचा अभ्यास व शाश्वततेच्या मुल्यांची माहिती प्राप्त होईल. ज्यामुळे विद्यार्थ्यांना सखोल ज्ञान मिळेल.

२) कॅम्पस उपक्रम :

शाश्वत कॅम्पस ही संकल्पना पर्यावरणीय संवेदनशिलाता व जागरूकता वाढवण्यासाठी प्रभावी ठरते. उदा.कचऱ्याचे पुनर्वापर प्रकल्प , सौर उर्जा उपक्रम आणि पाणी संवर्धनाच्या पद्धती यांचा अवलंब केला जाऊ शकतो.

३) संशोधन आणि नवकल्पना :

शाश्वत उद्योगांसाठी नवीन तंत्रज्ञान विकसित करण्यासाठी विविध संशोधन प्रकल्पांना प्रोत्साहन देणे गरजेचे आहे. तसेच पर्यावरणीय समस्यांवर उपाय शोधण्यासाठी विद्यार्थ्यांना संशोधनाच्या विविध संधी उपलब्ध करून देणे महत्वाचे ठरते.

शाश्वत उद्योगांसाठी विद्यार्थ्यांना तयार करणे :

जागतिक स्तरावर शाश्वत विकास हा आधुनिक काळातील महत्वाचा उद्देश बनला आहे. वाढत्या पर्यावरणातील समस्या, नैसर्गिक साधन संपत्तीचा ऱ्हास आणि जागतिक उष्णता यामुळे उद्योग आणि शिक्षण क्षेत्राला शाश्वततेच्या दिशेने ठोस पाउले उचलणे अत्यावश्यक ठरले आहे. या उद्दिष्टाच्या पूर्ततेसाठी विद्यार्थ्यांना शाश्वत उद्योगासाठी तयार करणे ही काळाची गरज बनलेली आहे.

१) कौशल्य विकास :

शाश्वत उद्योगांसाठी विद्यार्थ्यांना तांत्रिक कौशल्ये, समस्या सोडवण्याची क्षमता आणि हरित तंत्रज्ञानाचे ज्ञान असणे अत्यंत आवश्यक आहे. उदा. अक्षय उर्जा प्रकल्पांमध्ये काम करण्यासाठी सखोल ज्ञान व सर्जनशीलता महत्वाची आहे.

२) उद्योगांसोबत भागीदारी :

शाश्वत उद्योगांसोबत उच्च शिक्षण संस्थांनी भागीदारी केल्यास विद्यार्थ्यांना इंटरशिप आणि रोजगाराच्या संधी उपलब्ध करून देणे गरजेचे आहे. ज्यामुळे विद्यार्थ्यांना प्रत्यक्ष उद्योगातील अनुभव मिळेल व ते अधिक सक्षम बनतील.

३) शाश्वततेच्या मुल्यांची जाणीव :

विद्यार्थ्यांमध्ये नैतिकता, सामाजिक जबाबदारी, आणि पर्यावरणीय संवेदनशीलता निर्माण करणे गरजेचे आहे. हे मूल्य विद्यार्थ्यांना त्यांच्या वैयक्तिक आणि व्यावसायिक जीवनात उपयोगी ठरतात.

शाश्वत शिक्षणातील आव्हाने:**अ) आर्थिक मर्यादा:**

बदलेल्या काळातील शिक्षणावरील सरासरी व्यय लक्षात घेता शाश्वत शिक्षणाचे धडे घेत असताना

व त्या अनुषंगिक इतर प्रात्यक्षिके करत असताना विद्यार्थ्यांना आर्थिक मर्यादा उद्भवू शकते .

ब) जागरूकतेचा अभाव :

शाश्वत विकास या संकल्पनेचा उदय जरी प्रथम १९७२ मध्ये मानवी पर्यावरणावर झालेल्या संयुक्त राष्ट्र संघाच्या संमेलनामध्ये झाला तरी विश्व पर्यावरण आयोगाच्या झालेल्या १९८७ च्या बैठकीमध्ये त्याला पर्याप्त स्वरूप पारपत झाले. तरीसुद्धा आजतयागत 'शाश्वत विकास' संकल्पनेबाबत जागरूकतेचा अभाव आहे.

क) पारंपारिक शिक्षण पद्धतीचा प्रभाव :

शाश्वत संकल्पना ही एकोणविसाव्या शतकाच्या अखेरीस उदयास आली. परंतु पारंपारिक शिक्षण पद्धतीने मुख्यत्वे ज्ञानसंपादन व पारंपारिक मुल्यांवर भर दिला. परंतु या दृष्टिकोनामुळे शाश्वत संकल्पनेचा प्रचार व प्रसार मर्यादित राहिला. या शिक्षण पद्धतीचा प्रभाव शाश्वत विचारांना रुजवण्यास व फुलाविण्यास कमी पडला.

शाश्वत शिक्षणातील उपाय :**अ) सरकार आणि खाजगी क्षेत्राचा पाठींबा :**

शाश्वत विकास संकल्पनेशी निगडित शैक्षणिक अभ्यासक्रमाला प्रोत्साहन देण्याचे कार्य शासन व खाजगी क्षेत्राने करणे गरजेचे आहे. शाश्वत विकास संकल्पनेशी निगडित शैक्षणिक आहर्ता धारक विद्यार्थ्यांसाठी नवीन पदे निर्माण करावीत जेणे करून विद्यार्थ्यांना शासकीय तसेच खाजगी क्षेत्रात रोजगाराच्या विविध संधी उपलब्ध होतील.

ब) जागतिक स्तरावर सहकार्य :

शाश्वत शिक्षणाच्या उद्दिष्टांसाठी जागतिक स्तरावर सहकार्य महत्त्वाचे ठरते. विविध देशांतील उच्च शिक्षण संस्था, संशोधन केंद्रे, आणि आंतरराष्ट्रीय संघटना

यांनी एकत्र येऊन शाश्वत विकासासाठी सामायिक धोरणे आणि प्रकल्प राबवावेत. आंतरराष्ट्रीय सहकार्यामुळे ज्ञान, तंत्रज्ञान, आणि संसाधनांचा आदानप्रदान सुलभ होतो. जागतिक पातळीवर शाश्वत शिक्षणाशी संबंधित परिषद, कार्यशाळा, आणि संशोधन उपक्रम आयोजित करून विविध देशांच्या अनुभवांमधून शिकण्याची संधी मिळते. तसेच, आंतरराष्ट्रीय निधी, अनुदाने, आणि तांत्रिक मदतीच्या माध्यमातून शाश्वत शिक्षणाच्या प्रकल्पांना चालना देता येते. या सहकार्यामुळे जागतिक पातळीवर शाश्वत विकासाचे उद्दिष्ट साध्य करण्यासाठी शिक्षण संस्थांना अधिक प्रभावी योगदान देता येईल.

क) शिक्षकांसाठी विशेष प्रशिक्षण कार्यक्रम :

शाश्वत विकास संकल्पना अधिक प्रभावी पद्धतीने विद्यार्थ्यांमध्ये व पर्यायाने या समाजामध्ये रुजावी या करीता शिक्षकांसाठी विशेष प्रशिक्षण कार्यक्रमांच्या आयोजनाची आवश्यकता आहे.

शिफारसी :

- १) उच्च शिक्षण संस्थांनी शाश्वत शिक्षण धोरणे तयार करावीत.
- २) विद्यार्थ्यांना शाश्वत उद्योगांसाठी आवश्यक कौशल्ये आणि ज्ञान प्रदान करावे.
- ३) कॅम्पस स्तरावर शाश्वततेचे प्रकल्प राबवून विद्यार्थ्यांना प्रत्यक्ष अनुभव देणे गरजेचे आहे.
- ४) शाश्वत विकासासाठी सरकार, खाजगी क्षेत्र, आणि शिक्षण संस्था यांनी एकत्रितपणे कार्य करणे आवश्यक आहे.

निष्कर्ष :

शाश्वत विकास ही एक व्यापक आणि सर्वसमावेशक संकल्पना असून ती पर्यावरणीय संवर्धन, सामाजिक समता, आणि आर्थिक स्थैर्य यांचा समतोल

राखण्यावर भर देते. उच्च शिक्षण संस्थांनी शाश्वत विकासासाठी महत्त्वाची भूमिका बजावताना विद्यार्थ्यांना केवळ ज्ञानसंपादनाची संधी देणे पुरेसे नाही, तर त्यांना शाश्वततेच्या मूल्यांशी जोडणे आवश्यक आहे. अभ्यासक्रमांमध्ये पर्यावरणीय विज्ञान, हरित तंत्रज्ञान, आणि ऊर्जा व्यवस्थापन यांसारख्या विषयांचा समावेश करून विद्यार्थ्यांना सखोल ज्ञान आणि कौशल्ये प्रदान करणे गरजेचे आहे.

शाश्वत कॅम्पस उपक्रम, संशोधन प्रकल्प, आणि उद्योगांशी भागीदारी यांद्वारे विद्यार्थ्यांना प्रात्यक्षिक ज्ञान व प्रत्यक्ष अनुभव मिळतो, ज्यामुळे ते शाश्वत उद्योगांसाठी सक्षम होतात. जागतिक स्तरावर सहकार्य, आंतरराष्ट्रीय निधी, आणि तांत्रिक सहाय्य यामुळे शाश्वत शिक्षणाला गती मिळू शकते. तसेच, शिक्षकांसाठी विशेष प्रशिक्षण कार्यक्रम आयोजित करून शाश्वत शिक्षण अधिक प्रभावीपणे विद्यार्थ्यांपर्यंत पोहोचवता येते.

शाश्वत शिक्षणामुळे विद्यार्थ्यांमध्ये नैतिकता, सामाजिक जबाबदारी, आणि पर्यावरणीय संवेदनशीलता निर्माण होते, ज्यामुळे ते जागतिक नागरिकत्वाची भावना अंगीकारतात. उच्च शिक्षण संस्थांनी सरकार, खाजगी क्षेत्र, आणि आंतरराष्ट्रीय संस्थांशी सहकार्य करून शाश्वत विकासाचे उद्दिष्ट साध्य करण्यासाठी पुढाकार घ्यावा. या प्रयत्नांमुळे सध्याच्या आणि भविष्यातील पिढ्यांसाठी टिकाऊ, संतुलित, आणि उज्ज्वल भविष्य निर्माण होईल. शाश्वत शिक्षण ही केवळ विद्यार्थ्यांच्या वैयक्तिक प्रगतीची गुरुकिल्ली नाही, तर सामाजिक परिवर्तनाचे प्रभावी साधन देखील आहे.

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उच्च शिक्षणातील शाश्वत कृषीचे महत्व

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सारांश :

शाश्वत कृषी ही नागरिकांचे आरोग्य, जागतिक अन्नसुरक्षा सुनिश्चित करण्यासाठी आणि पर्यावरण संवर्धनाच्या दृष्टीने अत्यावश्यक आहे. आधुनिक काळात बदलत्या हवामान परिस्थिती, नैसर्गिक साधनसंपत्तीचे दुर्बल होत चाललेले आरोग्य आणि वाढत्या लोकसंख्येमुळे अन्नसुरक्षेच्या प्रश्नांना सामोरे जाण्यासाठी शाश्वत कृषी महत्त्वपूर्ण ठरत आहे. या संदर्भात, उच्च शिक्षणामध्ये शाश्वत कृषीचा समावेश करण्याचा विचार अधिक प्रबळ होतो आहे.

या अभ्यासप्रबंधात शाश्वत कृषीच्या पर्यावरणीय संवर्धन, आर्थिक स्थैर्य आणि ग्रामीण विकासावर होणाऱ्या परिणामांची सखोल तपासणी करण्यात आली आहे. शाश्वत कृषीची मूलभूत संकल्पना, तिची वैशिष्ट्ये आणि आधुनिक कृषी समस्यांवरील उपाययोजना यांचा सखोल आढावा घेतला आहे. उच्च शिक्षणात शाश्वत कृषीचा समावेश करण्यासाठी उपाययोजना सुचवण्यात आल्या असून, विद्यार्थ्यांना शाश्वत शेती, पाणी व्यवस्थापन, नैसर्गिक संसाधनांचा सुयोग्य वापर आणि पर्यावरणपूरक शेतीतंत्रज्ञान यांसारख्या कौशल्यांचे प्रशिक्षण दिले जाऊ शकते.

शाश्वत कृषीच्या प्रक्रियेने रासायनिक खतांचा आणि कीटकनाशकांचा अनावश्यक वापर कमी होतो, मातीचा पोत सुधारतो, पाण्याचा संतुलित वापर होतो आणि शेतीतून पर्यावरणपूरक उत्पादनांना चालना मिळते. यामुळे पर्यावरणाचा ऱ्हास थांबवण्याबरोबरच शाश्वत अर्थव्यवस्थेला चालना मिळते, ज्यामुळे ग्रामीण अर्थव्यवस्थेत नवीन बाजारपेठा निर्माण होतात.

शाश्वत कृषी उच्च शिक्षणाच्या अभ्यासक्रमात प्रभावीपणे समाविष्ट करण्यासाठी विविध उपाय सुचवले गेले आहेत, जसे की:

- अभ्यासक्रम विकास: शाश्वत कृषीच्या तत्वांवर आधारित सैद्धांतिक आणि प्रायोगिक शिक्षण.
- प्रायोगिक प्रशिक्षण: विद्यार्थ्यांना प्रत्यक्ष शेतीत काम करण्याची संधी.
- संशोधन संधी: शाश्वत शेतीतील नावीन्यपूर्ण तंत्रज्ञानासाठी संशोधनाची प्रोत्साहने.
- क्षमता निर्माण कार्यक्रम: कृषी तज्ञांची नवी पिढी घडवण्यासाठी विशेष प्रशिक्षण कार्यशाळा.

शाश्वत कृषी अभ्यासक्रमाचा प्रसार केल्याने फक्त पर्यावरण आणि अन्नसुरक्षेची समस्या सोडवता येत नाही, तर ग्रामीण भागातील आर्थिक, सामाजिक आणि सांस्कृतिक विकासालाही चालना मिळते. शाश्वत कृषीवर आधारित शिक्षण प्रणालीमुळे विद्यार्थ्यांमध्ये कृषी तंत्रज्ञान, नैतिक शेती, आणि संसाधनांचे संवर्धन याबाबतची सखोल समज वाढेल.

उच्च शिक्षणातील शाश्वत कृषीचा प्रभावी विस्तार जागतिक अन्नसुरक्षा, पर्यावरणीय संवर्धन, आणि ग्रामीण विकासासाठी एक दीर्घकालीन उपाय ठरेल. यामुळे आधुनिक काळातील कृषीविषयक आव्हानांना तोंड देण्यास सक्षम कृषी तज्ञांची पिढी तयार होईल आणि पर्यावरणपूरक शेतीचे उद्दिष्ट साध्य होईल.

प्रस्तावना :

कृषी आणि पशुपालन हे माणसाचे अगदी पुरातन काळापासून अस्तित्वात असलेले व्यवसाय आहेत. शेतीसंबंधीची निरीक्षणे आणि प्रयोग माणूस प्राचीन काळापासून करीत आला आहे. भारतातही वैदिक कालखंडापासून अनेक ऋषीमुनींनी शेती विषयक विविध विषयांना गवसणी घालणारी ग्रंथरचना केली आहे. ऋग्वेद, यजुर्वेद, अथर्ववेद, ब्राह्मिहिर संहिता, कृषी पराशर, वृक्षायुर्वेद, उपवन विनोद अशा अनेक बहुमोल ग्रंथांमध्ये शेती विषयक तंत्र आणि त्यातील विज्ञान यांचे पदोपदी उल्लेख मिळतात^१. भारतात तर कृषी विषयक चिंतन आणि कृषी व्यवस्था अत्यंत प्रगत असल्याचे दिसून येते.

श्रक्षैर्मा दीव्यः। कृषिम् इत् कृषस्व। वित्ते रमस्व बहुमन्यमानः।

(अर्थ: जुआ मत खेलो.कृषीही करो. इससे प्राप्त होने वाले धन से बहुत सन्मानपूर्वक जीओ^२.) ऋग्वेदातील अक्षनदेव सुक्तातील या श्लोकात वेदकालीन कृषी अवस्थेचे महत्त्व दिसून येते.

महाभारतात नारद मुनी युधिष्ठिराला विचारतात-
कच्चित्तुष्टाः कृषीबलाः॥७७॥
कच्चिद् राष्ट्रं तटाकाणि, पूर्णानि च बृहन्ति च ।
भागशो विनिविष्टानि न कृषिर्देवमातृका ॥७८॥
कच्चिन भक्तबीजं च कर्षकस्यावसीदति। प्रत्येक च शतं वृद्ध्या ददास्यृणमनुग्रहम्॥७९॥

कच्चित् स्वनुष्ठिता तात वार्ता ते साधुभिर्जनैः।
वार्तायो संश्रितस्तात लोकोऽयं सुखमेधते॥८०॥
(अर्थ : क्या तुम्हारे राज्य मे कृषक संतुष्ट है? क्या तुम्हारे संपूर्ण राज्यक्षेत्र में समुचित दूरी पर जल से भरे बडे बडे तालाब बने हुए है? जिसे कृषी मात्र वर्षापर निर्भर न रहे? कृषको का अन्न और बीज नष्ट होने से बचाया

जाता है और क्या तुम एक प्रतिशत व्याज पर अनुग्रह ऋण देते हो?

हे तात! क्या तुम्हारे राज्य में कृषी, पशुपालन और वाणिज्य कार्य सज्जन व्यक्तियोंद्वारा सुसंपन्न होते है? क्योंकि क्योंकि, हे तात !इन तीन वृत्तियों पर ही जनता का सुख निर्भर है

महाभारत सभापर्व अध्याय आठ श्लोक ७७से ८०)^३ ...

महाभारतातील या श्लोकावरून राजाची लोककल्याणकारी कर्तव्ये प्रतिपादित करताना प्रगत कृषीकरीता आवश्यक सुविधांचे वर्णन केलेले आहे. अनादी काळापासून शेती आणि पशुपालन हे व्यवसाय अस्तित्वात आहेत. त्यामुळे शेतीसंबंधी निरीक्षणे व प्रयोग हे त्यावेळी अग्रस्थानी असावेत. कारण पराशर ऋषी ऋषीपराशर ह्या ग्रंथात म्हणतात-

अन्नं प्राणा बलं चान्नमन्नं सर्वार्थं साधनम् ।

देवासुरमनुषाश्च सर्वेचान्नोपजीवितः॥

अन्नं हि धान्यसंजातं धान्यं कृष्या विना न च ।

तस्मात् सर्वं परित्यज्य कृषी यत्ने कारयेत्॥

(अर्थात: अन्नच माणसासाठी प्राणरूप व शक्तीरूप आहे. मानवच काय पण देव आणि दानव सुद्धा अन्नाशिवाय जगू शकत नाही. अन्न कशापासून तयार होते तर धान्यांपासून आणि शेती केल्यामुळेच आपल्याला धान्य प्राप्त होते. त्यामुळे शेती प्रयत्नपूर्वकच केली पाहिजे^४.)

मध्ययुगीन व स्वातंत्रपूर्व कृषी :

परंतु मध्ययुगीन परकीय आक्रमणे आणि त्यानंतरची दीर्घकाळ गुलामगिरी याचा परिणाम इतर क्षेत्रांप्रमाणेच कृषी क्षेत्रावरही झाला. महात्मा फुले यांच्या 'शेतकऱ्यांचा आसूड' या ग्रंथामध्ये शेती आणि शेतकऱ्यांच्या विदारक स्थितीचे वर्णन पदोपदी वाचवयास मिळते.

“असो, जगांतील एकंदर सर्व देशांचे इतिहास एकमेकांशी ताडून पहातां, हिंदूस्थानातील अज्ञानी व देवभोळ्या शूद्र शेतकऱ्यांची स्थिती मात्र इतर देशांतील शेतकऱ्यांपेक्षा निकृष्ट अवस्थेस पात्र होऊन केवळ पशूपलीकडचे मजलशीस जाऊन पोंहचली, असें दिसून येईल.”^{१९}

स्वातंत्रोत्तर भारतातील कृषीव्यवस्था :

स्वातंत्र्यप्राप्तीनंतर वाढती लोकसंख्या, त्याबरोबरच अन्नधान्याची वाढती गरज, त्यासोबतच सततचा पडणारा दुष्काळ, परिणामी मोठ्या प्रमाणावर पडलेली अन्नधान्याची टंचाई याचा विचार शासन व्यवस्था आणि धोरणकर्ते यांना करावा लागला. परिणामी त्या विचारातूनच हरितक्रांतीचा जन्म झाला.

हरितक्रांतीमध्ये संकरित बियाणे, जलद परिणाम देणारी रासायनिक खते, कीटकनाशके यांचा वापर करण्यात आला. त्यासोबतच मोठमोठ्या धरणांचा माध्यमातून शेतीसहित मुबलक पाणी उपलब्ध झाले. यांत्रिकीकरणामुळे मोठ्या प्रमाणावर पडीक जमिनींचे शेत जमिनीत रूपांतर करण्यात आले. या सर्वांचा एकत्रित परिणाम म्हणजे देशातील अन्नधान्याची कोठारे तुडुंब भरून वाहू लागली. अन्नधान्याच्या बाबतीत देश स्वयंपूर्ण झाला.

परंतु भारतातील कृषी व्यवसायाची सद्यस्थिती 'समृद्ध शेती पण गरीब शेतकरी' अशी झाली. एका बाजूला छोट्या शेतकऱ्यांनी भारताला अन्नधान्याच्या बाबतीत स्वयंपूर्ण बनविले पण विसाव्या शतकाच्या अखेरीस शेतकरी गरीब झाला आहे. भारताच्या अर्थव्यवस्थेतील ही बाब चिंताजनक आहे. कारण भारताची ७२ टक्के लोकसंख्या जर घटत्या उत्पन्नाच्या गंभीर समस्येला समोर जात असेल तर कुठलीही प्रगती ही नावालाही खरी ठरणार नाही.

पण हे का झाले? कसे झाले? हळूहळू रासायनिक खते कीटकनाशके यांचा अंदाधुंद वापर सुरू झाला. लोकसंख्या वाढीमुळे शेतकऱ्यांच्या शेतीचा आकार कमी झाला. परिणामी उत्पन्न वाढीसाठी शेतकऱ्यांनी जलद परिणाम देणारी रासायनिक निविष्टा, संकरित बियाणे, बीटी बियाणे यांचा असमंजस वापर सुरू केला. त्यामुळे उत्पादन खर्च प्रमाणाबाहेर वाढला. उत्पन्न आणि उत्पादन घटत गेले.

परिणामी शेतकरी आर्थिक विवंचनेत सापडला. त्यामुळे नैराश्य येऊन तो गळफास लावून घेऊ लागला. १९ मार्च १९८६ ला महागाव तालुक्यातील चिलगव्हाण येथे पहिली शेतकरी आत्महत्या झाली. साहेबराव करपे यांनी आपले कुटुंबासह जीवन संपविले आणि आजवर साडेतीन लाखाहून अधिक शेतकऱ्यांनी आपली जीवन यात्रा संपविली असल्याचे दिसून येते.^१

सेंद्रिय शेतीची चळवळ :

कृषी क्षेत्राची आणि कृषकांची इतकी भयावह अवस्था होत असताना काही कृषीतज्ञ शेतकरी, अरासायनिक सेंद्रिय शेतीला वैज्ञानिक रूप देण्याचा प्रयत्न करीत होते. त्यातून सेंद्रिय शेतीच्या चळवळीने वेग घेतला पद्मश्री सुभाष पाळेकर त्याला नैसर्गिक शेती असे म्हणतात. सेंद्रिय शेती ही तशी प्राचीन संकल्पनाच आहे, परंतु आजच्या कृषी तज्ञांनी त्याला अभ्यासपूर्वक विविध प्रयोग करून आधुनिक रूप दिले. त्याला काही ध्येयनिष्ठ शेतकऱ्यांनी, सामाजिक प्रश्नांची जाण असणाऱ्या समाज कार्यकर्त्यांनी आणि कृषी क्षेत्रातील नैराश्याची, अक्राळविक्राळ रूप धारण केलेल्या समस्येची जाण असणाऱ्या कृषी तज्ञांनी जुन्या शाश्वत पारंपारिक कृषीला नव्या रूपात शेतकऱ्यांसमोर ठेवले. यासंदर्भात सुभाष शर्मा, वंदना शिवा, अदृश्य काडसिद्धेश्वर स्वामी,

पद्मश्री सुभाष पाळेकर यांचा प्रामुख्याने उल्लेख करता येईल.

शासकीय स्तरावर देखील सेंद्रिय शेतीला प्रोत्साहन देणाऱ्या योजना सुरू झाल्यात. राष्ट्रीय शाश्वत शेती मिशन अभियान, परंपरागत कृषी विकास योजना शासनाने कार्यान्वित केल्यात. कृषी विद्यापीठ स्तरावर देखील सेंद्रिय शेतीवर संशोधन, अभ्यासक्रम सुरू झालेत. डॉक्टर पंजाबराव देशमुख कृषी विद्यापीठ अकोला येथे तत्कालीन कुलगुरू डॉक्टर व्ही.एम. भाले यांनी याबाबत विशेष पुढाकार घेतला. मराठवाडा कृषि विद्यापीठ परभणी यांनीही सेंद्रिय नैसर्गिक शेतीला प्रोत्साहन देणारे अभ्यासक्रम सुरू केलेत. सेंद्रिय शेतीसाठी बियाणांचे सरळवाण तयार केले. असे सर्वच स्तरावर प्रयत्न सुरू असताना असताना शेतकरी मात्र भ्रमात आणि गोंधळलेल्या अवस्थेत असल्याचे दिसून येते. सर्व प्रयत्नानंतरही राष्ट्रीय स्तराचा विचार करता भारतात एकूण सेंद्रिय शेतीचे क्षेत्र कमीच असल्याचे दिसून येते. एकीकडे प्रस्थापित रासायनिक तंत्र आणि पिचून गेलेला शेतकरी दिसून येतो. या तंत्राने त्याला गळफास लावलेला दिसून येतो तर दुसरीकडे पर्यायी सेंद्रिय, नैसर्गिक शेतीचे

संशोधन साहित्य आढावा :

प्रस्तुत संशोधकाने इंटरनेटवर उपलब्ध संशोधन साहित्याचा अभ्यास करून प्रस्तुत संशोधन समस्या समजावून घेतली आहे. तसेच अनेक कृषितज्ञ आणि संशोधन तज्ञ यांच्याशी देखील विस्तृत आणि सखोल चर्चा करण्यात आली आहे. आढावा घेतलेले संशोधन साहित्याची सूची पुढे दिली आहे –

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तंत्र देखील त्याला आश्वासक वाटत नसल्याचेच आकडेवारीवरून दिसून येते^{१०}.

असे का व्हावे? सेंद्रिय शेती करण्यासाठी त्याच्या प्रेरणा कुठे कमी पडतात? सेंद्रिय शेती करणाऱ्या शेतकऱ्यांची आर्थिक आणि सामाजिक स्थिती कशी आहे? याबाबत अभ्यास करणे संयुक्तिक ठरेल.

अनेक सामाजिक संस्था मात्र याही परिस्थितीत सेंद्रिय शेती तंत्राचा प्रचार प्रसार नेटाने करताना दिसून येतात. त्यातून अनेक शेतकऱ्यांना लाभ होत असल्याचा दावाही त्या करतात. या तंत्राने शेती केल्यास तो निश्चितपणे नैराश्यातून बाहेर येईल. त्याचे उत्पन्न आणि उत्पादन वाढत असल्याचेही त्यांचे म्हणणे आहे. या उलट सरसकट सेंद्रिय शेती करण्यास काही तज्ञांचा विरोध असल्याचे दिसून येते. सरसकट सेंद्रिय शेती करणे सुरू झाल्यास उत्पादन कमी होऊन लोकसंख्येपुढे उपासमारीचे संकट उभे राहू शकते. आपली स्थिती देखील श्रीलंकेसारखी होऊ शकते. अशी भीती ते व्यक्त करतात^{११}.

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तज्ञांशी चर्चा :

प्रस्तुत संशोधकाने कृषि विषयातील तज्ञ आणि संशोधन विषयातील तज्ञ यांच्याशी देखील विस्तृत चर्चा केलेली आहे. त्यांची नावे पुढीलप्रमाणे -

- डॉ. व्ही.एम. भाले, माजी कुलगुरू, डॉ. पंजाबराव देशमुख कृषी विद्यापीठ अकोला.
- काडसिद्धेश्वर स्वामी, कन्हेरी मठ, कोल्हापूर .
- सुभाष शर्मा, नैसर्गिक शेती तज्ञ आणि शेतकरी, यवतमाळ.
- अमृतराव देशमुख, अमृत पॅटर्न चे जनक, महागाव.
- आनंदराव सुभेदार, शाश्वत शेतीचे पुरस्कर्ते, शेतकरी, यवतमाळ.
- राधेश्याम मंत्री, महाराष्ट्र शासन 'कृषी भूषण पुरस्कार' प्राप्त शेतकरी, वाशीम.
- प्रभाकर ठाकरे, महाराष्ट्र शासन 'कृषी भूषण पुरस्कार' प्राप्त शेतकरी, शिवणी, ता. यवतमाळ
- प्रा. डॉ. गणेश गाडेकर, संशोधन मार्गदर्शक.
- प्रा. डॉ. ओमप्रकाश चांडक, संशोधन मार्गदर्शक.

संशोधन विषयाचे महत्व :

1) **सामाजिक शास्त्राच्या दृष्टीने** : शाश्वत शेती हा संशोधकांसाठी तुलनेने नवीन आणि गहन विषय असून या विषयांमध्ये सखोल विस्तृत आणि व्यापक संशोधन झालेले नाही. प्रस्तुत संशोधन कार्याच्या निमित्ताने विद्यार्थ्यांमध्ये शाश्वत कृषी बाबत जाणीव – जागृती निर्माण होईल.

2) **कृषी क्षेत्राच्या दृष्टीने** : कृषी आज फार मोठ्या संक्रमण अवस्थेतून जात आहे. शेतकऱ्यांचे प्रस्थापित तंत्राविषयी नैराश्य आणि नव्या तंत्राविषयी सावधगिरीचा भाव दिसून येतो. प्रस्तुत संशोधनाच्या माध्यमातून कृषी क्षेत्रामध्ये शाश्वत शेती आणि शाश्वत शेती करणाऱ्या शेतकऱ्यांनाही उपयुक्त होईल.

3) **समाजाच्या दृष्टीने** : रसायनमुक्त, विषमुक्त अन्नाची समाजालाही गरज असून शाश्वत शेतीचे तंत्र समाजाकरिता देखील वरदान ठरणार आहे. त्या दृष्टीने सदर संशोधन महत्वपूर्ण ठरणार आहे.

4) **प्रस्तुत संशोधकाच्या दृष्टीने** : शेती हा प्रस्तुत संशोधकाच्या दृष्टीने अधिक जिवाळ्याचा विषय असून सदर संशोधनाच्या या तथ्यांच्या माध्यमातून निघणारे निष्कर्ष प्रस्तुत संशोधकाचे कार्य क्षेत्रच कृषी क्षेत्र असल्याने त्यात उपयोगाचे ठरेल.

5) **शासनाच्या दृष्टीने** : शासनास विविध योजना आणि धोरण ठरवताना प्रस्तुत संशोधनाचा लाभ होईल. कृषी क्षेत्रातील योजना व धोरण ठरविताना सदर संशोधनातील निष्कर्षांचा उपयोग करता येईल.

अध्यायनाचे उद्देश :

- 1) उच्च शिक्षणात शाश्वत कृषीचे महत्व प्रतिपादित करणे.
- 2) उच्च शिक्षणात शाश्वत कृषी हा विषय अंतर्भूत करणेबाबत शासनास शिफारस करणे.

- 3) नवीन पिढीमध्ये शाश्वत कृषीबाबत जाणीव – जागृती निर्माण करणे.

औपचारिक व्याख्या:

अध्ययन : अध्ययन म्हणजे एखाद्या विषयाचा सखोल अभ्यास, निरीक्षण, विश्लेषण, किंवा माहिती संकलन करण्याची प्रक्रिया. ज्ञान प्राप्त करण्यासाठी विशिष्ट उद्दिष्टाने आणि योजनाबद्ध पद्धतीने केलेल्या प्रयत्नांना अध्ययन असे म्हणतात. (संदर्भ - ऑक्सफर्ड डिक्शनरी)

शाश्वत शेती : शाश्वत शेती (Sustainable Agriculture) ही एक अशी कृषी पद्धती आहे जी नैसर्गिक संसाधनांचा ताळमेळ साधत, पर्यावरणीय संतुलन राखत आणि भविष्यातील पिढ्यांसाठी शेती योग्य प्रकारे विकसित ठेवण्यावर भर देते. या शेतीत केवळ अल्पकालीन उत्पादन नव्हे, तर दीर्घकालीन फायदे मिळवण्यावर भर असतो. (संदर्भ:

<https://www.un.org/sustainabledevelopment>

रासायनिक शेती : रासायनिक शेती म्हणजे उत्पादनवाढीच्या उद्देशाने शेतात रासायनिक खते, कीटकनाशके, व खतांच्या मिश्रणांचा अधिक प्रमाणात वापर करून शेती करणे. या पद्धतीत मातीचा पोत, नैसर्गिक घटक, व जैवविविधता यांना जपण्यापेक्षा, उत्पादकतेवर भर दिला जातो. (संदर्भ - राष्ट्रीय कृषी संशोधन परिषदेचा अहवाल - ICAR)

निविष्टा : निविष्टा (Input) हा शब्द शेती, उत्पादन, व व्यवस्थापन क्षेत्रात वापरला जातो. निविष्टा म्हणजे उत्पादन प्रक्रियेसाठी किंवा कृषी कार्यासाठी आवश्यक असलेले साधन, साहित्य, किंवा संसाधन. (संदर्भ - "Agricultural Economics" - R. N. Soni)

उदाहरणार्थ, शेतीसाठी बियाणे, खते, कीटकनाशके, पाणी, यंत्रसामग्री, व मनुष्यबळ यांचा समावेश निविष्टांमध्ये होतो.

शेतकरी : "शेतकरी म्हणजे अशी व्यक्ती जी स्वतःच्या किंवा भाड्याने घेतलेल्या जमिनीवर शेती व्यवसाय करते, ज्यामध्ये पिके उत्पादन करणे, फळे-पालेभाज्या उगवणे, किंवा पशुपालन यांचा समावेश होतो." (संदर्भ - भारतीय कृषी विधेयक (Indian Agriculture Act))

शाश्वत कृषीचे तत्त्वज्ञान

शाश्वत कृषी म्हणजे केवळ नैसर्गिक संसाधनांचे संरक्षण नव्हे, तर ती पर्यावरण, समाज आणि अर्थव्यवस्था यांचा समतोल राखणारी एक सर्वसमावेशक संकल्पना आहे. ती खालील प्रमुख तत्त्वांवर आधारित आहे:

1. **नैसर्गिक संसाधनांचे संवर्धन:** माती, पाणी, जैवविविधता आणि हवामान यांसारख्या नैसर्गिक संसाधनांचे योग्य व्यवस्थापन.
2. **संवेदनशील उत्पादन प्रणाली:** जैविक शेती, परंपरागत व आधुनिक तंत्रज्ञानाचा मेळ, कमी रसायनांचा वापर, आणि नैसर्गिक खतांचा अधिक वापर.
3. **सामाजिक आणि आर्थिक समता:** शेतकऱ्यांचे उत्पन्न वाढवून, त्यांच्या कुटुंबांसाठी स्थिरता निर्माण करणे आणि लहान व सीमांत शेतकऱ्यांना सक्षम करणे.

उच्च शिक्षणात शाश्वत कृषीचे महत्त्व:

1. **शाश्वत कृषीचे शास्त्रीय ज्ञान:** उच्च शिक्षणात शाश्वत कृषीवर आधारित अभ्यासक्रम विद्यार्थ्यांना शेतकीच्या नव्या तंत्रज्ञानांचा, नवे प्रयोग आणि पर्यावरणपूरक पद्धतींचा समज देतात. यामुळे शेतकरी तंत्रज्ञानाशी जास्त सुसंगत होतात आणि विविध पर्यावरणीय

संकटांचा सामना करणारी अधिक परिणामकारक पद्धती शिकतात. कृषी विज्ञान, पर्यावरण शास्त्र आणि जीवनशास्त्र या विषयांमध्ये शाश्वत कृषीला एक मोठे स्थान आहे.

2. **पर्यावरणीय दृष्टिकोनातून शाश्वत कृषी:** शाश्वत कृषी पर्यावरणाला फायदेशीर ठरते. उच्च शिक्षण क्षेत्राने शाश्वत कृषीवर अधिक संशोधन आणि अभ्यास केला पाहिजे, ज्यामुळे मातीची उर्वरकता, जलस्रोतांचे संरक्षण आणि जैवविविधतेचे संरक्षण होईल. शाश्वत कृषीचा वापर केल्याने मातीची धूप होणे कमी होते, पाण्याचा वापर कार्यक्षम होतो आणि पर्यावरणीय असंतुलन टाळले जाते.
3. **खाद्य सुरक्षा आणि उत्पादन क्षमता:** शाश्वत कृषी पद्धतींचा वापर अधिक प्रभावीपणे केला जातो, ज्यामुळे उत्पादन क्षमता आणि खाद्य सुरक्षा वाढवता येते. उच्च शिक्षण क्षेत्रात शाश्वत कृषीच्या बाबतीत अधिक संशोधन आणि विकास केल्यास उत्पादन पद्धती अधिक सुरक्षित आणि टिकाऊ होतात. यामुळे शेतकऱ्यांना स्थिर उत्पन्न मिळवता येते आणि त्यांच्या कुटुंबांना अन्नधान्याची पुरवठा योग्य प्रकारे होऊ शकतो.
4. **जागतिक गरजा आणि विकास:** सध्याच्या काळात जागतिक पातळीवर शाश्वत कृषीची आवश्यकता अधिक आहे. भूमंडलीकरण, जलवायु बदल आणि संसाधनांचा कमी होणारा वापर यामुळे शाश्वत कृषीचा वापर प्रचलित होणे आवश्यक आहे. उच्च शिक्षण क्षेत्रातील विद्यार्थ्यांना याबाबत जागरूक करणे आवश्यक

आहे, ज्यामुळे ते भविष्यात या क्षेत्रात सक्षम बदल घडवू शकतात.

5. **शेती व शिक्षणाचे संबंध:** शाश्वत कृषी विद्यार्थ्यांना केवळ शेतकीतल्या तंत्रज्ञानासंबंधी ज्ञान देत नाही, तर ते पर्यावरणीय आणि सामाजिक बाबींबद्दल देखील विचार करण्यास प्रवृत्त करतात. विद्यार्थ्यांना शाश्वत कृषी शिकवताना त्यांना शिक्षण प्रणालीतील मुख्य उद्दीष्ट हे आहे की ते तंत्रज्ञान, पर्यावरण आणि समाज यांमध्ये योग्य समतोल साधू शकतात.
6. **नवीन पिढीच्या आव्हानांना तोंड देणे:** उच्च शिक्षण क्षेत्राच्या माध्यमातून शाश्वत कृषीचे महत्त्व विद्यार्थ्यांना समजावून सांगणे अत्यंत महत्त्वाचे आहे. भविष्यातील पिढीला आधुनिक शेतकी पद्धती आणि पर्यावरणीय समस्यांवर काम करण्याची आवश्यकता आहे. शाश्वत कृषी शिकून, त्यात नवे तंत्रज्ञान आणि उपाय शोधून त्या समस्यांचा सामना करणे शक्य होईल.

उच्च शिक्षणातील शाश्वत कृषीचे स्थान

उच्च शिक्षण हे केवळ ज्ञानप्राप्तीचे साधन नसून, समाजाला टिकवण्यासाठी एक सक्षम माध्यम आहे. कृषीविज्ञान, पर्यावरणशास्त्र, आणि संसाधन व्यवस्थापन यांसारख्या अभ्यासक्रमांमध्ये शाश्वत कृषीचा समावेश करणे अत्यंत महत्त्वाचे आहे. याचे कारण खालीलप्रमाणे आहे:

1. संशोधन आणि नवोन्मेष:

उच्च शिक्षण संस्था संशोधनासाठी उत्तम मंच देतात. शाश्वत कृषीच्या क्षेत्रात नवीन तंत्रज्ञानाचा विकास, पिकांचे प्रकार, जैविक खतांचे फायदे, नैसर्गिक कीटकनाशकांचा वापर आणि हवामानानुसार उत्पादन प्रणाली यांवर संशोधन होणे आवश्यक आहे.

2. कृषी व्यवस्थापन कौशल्ये:

विद्यार्थ्यांना शाश्वत कृषीतील विविध पद्धती शिकवल्या जातात, जसे की:

- **जैविक शेती:** रासायनिक पदार्थांशिवाय शेतीचे व्यवस्थापन.
- **अभियांत्रिकी आणि तंत्रज्ञान:** सौर ऊर्जा चालित पाणीपंप, मातीची विश्लेषणे आणि उपग्रह आधारित माहितीचा उपयोग.
- **वाढीव उत्पादनासाठी पर्यावरणपूरक तंत्रज्ञान:** ड्रिप सिंचन, मल्लिचंग, कंपोस्टिंग यासारख्या पद्धती.

3. सर्वसमावेशक शिक्षण:

उच्च शिक्षणातील शाश्वत कृषीचा अभ्यास विद्यार्थ्यांना केवळ शेतकऱ्यांसाठीच नव्हे, तर उद्योजकतेसाठीही प्रेरित करतो. उदाहरणार्थ, जैविक उत्पादनांची प्रक्रिया करून त्यांचे ब्रँडिंग आणि विक्रीसाठी व्यावसायिक कौशल्य विकसित करता येते.

4. ग्लोबल वॉर्मिंग आणि हवामान बदल:

ग्लोबल वॉर्मिंगचा शेतीवर प्रचंड परिणाम होत आहे. उच्च शिक्षणाने हवामान बदलाशी जुळवून घेणाऱ्या कृषी तंत्रज्ञानाची माहिती आणि प्रशिक्षण उपलब्ध करून दिले पाहिजे.

शाश्वत कृषीचे फायदे

1. पर्यावरण पूरकता:

शाश्वत कृषी मातीची उर्वरता, पाण्याचे संवर्धन, आणि जैवविविधतेचे रक्षण करते. उच्च शिक्षणातून हे ज्ञान पसरवले जाते की, रासायनिक खतांचा अतिरेकी वापर कमी करून, नैसर्गिक प्रक्रिया कशा वापरायच्या.

2. उत्पादन क्षमता वाढवणे:

नवीन तंत्रज्ञान आणि नैसर्गिक संसाधनांचा संतुलित वापर करून शाश्वत कृषी उत्पादन शक्ती टिकवते.

3. खाद्यसुरक्षा आणि पोषण:

शाश्वत कृषी पोषक अन्नधान्य आणि भाज्यांची निर्मिती करते. उच्च शिक्षणामुळे याबद्दल जागरूकता निर्माण होते आणि समाजाला अधिक पोषणमूल्य असलेल्या आहाराचा लाभ होतो.

4. शेतकऱ्यांचे सक्षमीकरण:

शाश्वत कृषीमुळे शेतकऱ्यांचे उत्पादन खर्च कमी होतो. उच्च शिक्षणातून शेतकऱ्यांना वित्तीय नियोजन, बाजारपेठेचे ज्ञान आणि नवनवीन पद्धती शिकवल्या जातात.

उच्च शिक्षणातून शाश्वत कृषीचा प्रचार :

1. शैक्षणिक अभ्यासक्रमाचा पुनरावलोकन:

कृषीविज्ञान महाविद्यालयांमध्ये शाश्वत कृषी, पर्यावरण संरक्षण, आणि जैवविविधतेसाठी स्वतंत्र अभ्यासक्रमांचा समावेश करणे गरजेचे आहे.

2. इंटरडिसिप्लिनरी शिक्षण:

कृषी, पर्यावरण, तंत्रज्ञान, आणि व्यवस्थापन यांचा एकत्रित अभ्यास विद्यार्थ्यांना अधिक सक्षम बनवतो.

3. प्रात्यक्षिक शिक्षण:

उच्च शिक्षण संस्थांमध्ये प्रयोगशाळा, प्रात्यक्षिक फील्ड प्रकल्प, आणि संशोधन केंद्रांचा विकास होणे गरजेचे आहे.

4. राष्ट्रीय आणि आंतरराष्ट्रीय स्तरावरील सहयोग:

विद्यार्थ्यांना जागतिक स्तरावरील शाश्वत कृषी उपक्रमांबद्दल माहिती दिली पाहिजे, ज्यामुळे नवीन पद्धतींचा स्वीकार होतो.

5. समुदायावर परिणामकारक प्रभाव:

उच्च शिक्षणातून मिळालेले ज्ञान स्थानिक पातळीवर शेती सुधारण्यासाठी वापरले जाऊ शकते. शेतकऱ्यांसाठी प्रशिक्षण कार्यक्रम, चर्चासत्रे, आणि कार्यशाळा आयोजित केल्या जाव्यात.

शाश्वत कृषीचे आदर्श उदाहरण :

कृषी विज्ञान महाविद्यालयांमध्ये शाश्वत कृषीच्या अनेक पद्धती शिकविल्या जातात. जैविक शेती, मल्लिचंग, जलस्रोत व्यवस्थापन, वाऱ्याचा आणि सौर उर्जेचा वापर इत्यादी पद्धती विद्यार्थ्यांना शिकविल्या जातात. यामुळे विद्यार्थ्यांना शाश्वत पद्धतींचा वापर करत आपल्या क्षेत्रातील आव्हानांवर मात करण्याची क्षमता प्राप्त होते.

1) सिक्कीम राज्याचे जैविक क्रांतीचे उदाहरण:

सिक्कीम भारतातील पहिले जैविक राज्य ठरले आहे. तेथे पूर्णतः जैविक शेती केली जाते, जी पर्यावरणपूरक आणि शाश्वत आहे. उच्च शिक्षणाने अशा मॉडेलसचा अभ्यास करून त्यांचा विस्तार अन्य ठिकाणी करता येईल.

2) दीनदयाल प्रबोधिनी :

दीनदयाल सेवा प्रतिष्ठानचा यवतमाळ, महाराष्ट्र येथील दीनदयाल प्रबोधिनी हा प्रकल्प संपूर्णपणे शाश्वत कृषीविषयक संशोधन, प्रशिक्षण, प्रबोधन आणि प्रात्यक्षिके यांना समर्पित आहे.

3) पुदुचेरीतील 'आणि बाम' प्रकल्प (Integrated Farming System -IFS)

पुदुचेरीतील "आणि बाम" शाश्वत कृषी प्रकल्पाने शाश्वत शेतीचे एक उत्कृष्ट उदाहरण सादर केले आहे. या प्रकल्पात सेंद्रिय शेतीला प्रोत्साहन दिले गेले असून, पाणी आणि जमिनीसाठी सर्वसाधारण दृष्टिकोनाने संरक्षण करण्यात आले आहे. यामध्ये पिकांच्या विविध प्रकारांची उत्पादन पद्धत, कुक्कुटपालन, दुग्ध उत्पादन, आणि जैविक शेती यांचा समावेश केला आहे.

4) राजस्थानातील 'अन्नपूर्णा वॉटरशेड प्रकल्प'

राजस्थानातील अन्नपूर्णा वॉटरशेड प्रकल्प हा शाश्वत कृषीचे एक उदाहरण आहे. या प्रकल्पाच्या माध्यमातून शेतकऱ्यांना जलसंधारण, मातीच्या आरोग्याची काळजी घेणे, आणि पाणी व्यवस्थापनावर प्रशिक्षण दिले जाते.

तसेच, सेंद्रिय खतांचा वापर करून पिकांची उत्पादकता वाढवली आहे.

5) केरळमधील 'पलक्कड इकोलॉजिकल शेती प्रकल्प' केरळमधील पलक्कड येथे शाश्वत कृषीचे एक आदर्श उदाहरण पाहायला मिळते. येथे शेतकऱ्यांना सेंद्रिय पद्धतीने भात, फळे, आणि भाज्या पिकवण्यासाठी मार्गदर्शन दिले जाते. या प्रकल्पात वनस्पतींशी जास्त संबंध ठेवला जातो, तसेच विविध पिकांच्या साथीने मल्लिचंग आणि नैतिक कृषी पद्धतींना महत्त्व दिले जाते.

6) महाराष्ट्रातील 'गव्हाण' गाव महाराष्ट्रातील गव्हाण गाव एक शाश्वत कृषीचे आदर्श उदाहरण आहे. येथे शेतकऱ्यांनी सेंद्रिय शेतीला प्रोत्साहन दिले असून, त्यांनी जैविक खत, जलसंवर्धन, आणि स्थानिक बीजांचा वापर करून उत्पादन सुधारले आहे. गावातील शेतकरी परंपरागत पद्धतींना जपून, शाश्वत शेतीची दिशा अनुसरण करतात.

शाश्वत कृषीविषयक सुरू असलेले अभ्यासक्रम :

- उच्च शिक्षणात शाश्वत कृषीचे महत्त्व जाणून डॉ. पंजाबराव देशमुख कृषी विद्यापीठ, अकोला यांनी शाश्वत कृषी या विषयावर प्रमाणपत्र अभ्यासक्रम सुरू केलेला आहे.
- तेलंगणातील कृषी विज्ञान केंद्र, मेडक हे शाश्वत कृषीचे अनेक अभ्यासक्रम चालवीत आहेत.
- तेलंगणातीलच एकलव्य फाउंडेशन या सेवाभावी संस्थेने देखील शाश्वत कृषी या विषयाचा पदविका अभ्यासक्रम सुरू केला आहे.

निष्कर्ष:

उच्च शिक्षणात शाश्वत कृषीला प्राधान्य देणे हे केवळ पर्यावरणपूरकता नव्हे, तर देशाच्या अन्नसुरक्षा,

श्री. गजानन मुरलीधर परसोडकर

आर्थिक स्थैर्य, आणि ग्रामीण विकासासाठी आवश्यक आहे. शिक्षण क्षेत्राने शाश्वत शेतीचा प्रचार आणि प्रसार करण्यासाठी पुढाकार घेतल्यास, शेतीक्षेत्राला नवसंजीवनी मिळेल आणि शाश्वतता साध्य होईल. उच्च शिक्षणामध्ये शाश्वत कृषीचा समावेश ही काळाची गरज आहे. शाश्वत कृषी फक्त शेतकऱ्यांसाठीच नव्हे, तर पर्यावरण, समाज, आणि अर्थव्यवस्थेसाठीही अत्यंत उपयुक्त आहे. उच्च शिक्षणातून या क्षेत्राला प्रोत्साहन देऊन नव्या पिढीला शाश्वत तंत्रज्ञानाच्या दिशेने प्रवृत्त करणे गरजेचे आहे. शाश्वत कृषी हा विकासाचा पाया आहे, आणि तो मजबूत करण्यासाठी उच्च शिक्षणाचा सक्रिय सहभाग आवश्यक आहे.

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भारतातील उच्च शिक्षणात डिजिटल तंत्रज्ञानाची भूमिका

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प्रस्तावना:

डिजिटल तंत्रज्ञानाच्या आगमनाने भारतात उच्च शिक्षणाच्या क्षेत्रात क्रांती घडवली आहे, ज्यामुळे विद्यार्थ्यांच्या शिकण्याच्या, परस्पर संवाद साधण्याच्या आणि शैक्षणिक संसाधनांपर्यंत पोहोचण्याच्या पद्धतींमध्ये बदल झाला आहे. स्मार्टफोन, संगणक आणि इंटरनेटचा वाढता वापर भारतीय उच्च शिक्षणात डिजिटल तंत्रज्ञानाच्या व्यापक स्वीकारास कारणीभूत ठरला आहे, ज्यामुळे पारंपरिक शिक्षण पद्धतींपासून अधिक नावीन्यपूर्ण आणि विद्यार्थी-केंद्रित दृष्टिकोनाकडे जाणारे महत्त्वपूर्ण बदल झाले आहे. हा लेख भारतात उच्च शिक्षणामध्ये डिजिटल तंत्रज्ञानाची भूमिका, त्याचे फायदे, आव्हाने, आणि भविष्याच्या दिशांवर प्रकाश टाकण्याचा प्रयत्न करतो.

पार्श्वभूमी:

भारताचा उच्च शिक्षण प्रणाली जगातील सर्वात मोठ्या प्रणालींपैकी एक आहे, ज्यामध्ये ४० मिलियनहून अधिक विद्यार्थी विश्वविद्यालयांमध्ये आणि महाविद्यालयांमध्ये नोंदणीकृत आहेत. तथापि, ह्या प्रणालीला काही आव्हानांचा सामना करावा लागत आहे, ज्यामध्ये पात्र शिक्षकांची कमतरता, अपुरी पायाभूत

सुविधा आणि गुणवत्तापूर्ण शिक्षण संसाधनांपर्यंत प्रवेशाचा अभाव यांचा समावेश आहे. डिजिटल तंत्रज्ञानाने या आव्हानांवर मात करण्यासाठी एक महत्त्वपूर्ण साधन म्हणून कार्य केले आहे, ज्यामुळे शैक्षणिक संस्थांना एक विस्तृत प्रेक्षकांपर्यंत पोहोचणे, विद्यार्थ्यांची सहभागिता वाढवणे आणि एकूण शिक्षणाच्या अनुभवाला सुधारण्यासाठी मदत झाली आहे.

प्रस्तुत संशोधन पेपर चा मुख्य उद्देश हा भारतातील उच्च शिक्षणात डिजिटल तंत्रज्ञानाची व्यापक भूमिका आणि महत्त्व कश्या स्वरूपाचे आहे हे जाणून घेणे आहे. ह्या संशोधन निबंधामध्ये संशोधन पद्धतीत विशिष्ट विषयावर व्यवस्थित पुनरावलोकन पद्धत लागू करून असलेल्या संशोधनाचे विश्लेषण आणि संश्लेषण (synthesizing) करून, ज्यामुळे साहित्याचे व्यापक पुनरावलोकन तयार होते जे संशोधन पुरावे ओळखणे, मूल्यांकन करणे आणि संश्लेषण करण्यासाठी रितसर पद्धतीचे अनुसरण करते.

डिजिटल तंत्रज्ञानाचा अर्थ आणि व्याप्ती:

डिजिटल तंत्रज्ञान हा एक असा शब्दसमूह आहे जो आपल्या दैनंदिन जीवनात महत्वाचा मानल्या आहे. पण

नेमकं डिजिटल तंत्रज्ञान म्हणजे काय? त्याची व्याप्ती किती मोठी आहे? या प्रश्नांची उत्तरे शोधण्यासाठी आपण थोडे खोलवर जाऊया.

डिजिटल तंत्रज्ञान म्हणजे काय?

डिजिटल तंत्रज्ञान म्हणजे माहितीला 0 आणि 1 या संख्यांच्या स्वरूपात साठवणे, प्रक्रिया करणे आणि संक्रमित करणे. या संख्यांना बिट्स म्हणतात. ही बिट्स एकत्र येऊन डेटा तयार करतात आणि हा डेटा आपल्याला माहितीच्या रूपात दिसतो.

- **उदाहरण:** आपण संगणकाला एक पत्र टाईप करतो. ते पत्र आपल्या कीबोर्डवरील दाबलेल्या बटणांच्या आधारे 0 आणि 1 या संख्यांच्या स्वरूपात संगणकात साठवले जाते. जेव्हा आपण ते पत्र पुन्हा स्क्रीनवर पाहतो तेव्हा संगणक त्या 0 आणि 1 च्या संख्यांना पुन्हा मूळ पत्रात रूपांतरित करतो.

डिजिटल तंत्रज्ञानाची व्याप्ती:

डिजिटल तंत्रज्ञानाची व्याप्ती खूप मोठी आहे. आपल्या दैनंदिन जीवनातील प्रत्येक गोष्टीमध्ये डिजिटल तंत्रज्ञानाचा वापर होत आहे.

- **संगणक:** सर्वात मूलभूत डिजिटल उपकरण.
- **स्मार्टफोन:** आपल्या हातात बसणारा संगणक.
- **इंटरनेट:** जगाला जोडणारे एक विशाल जाळे.
- **सोशल मीडिया:** लोकांना एकमेकांशी जोडणारे प्लॅटफॉर्म.
- **ऑटोमोबाइल्स:** स्वायत्त वाहने
- **स्मार्ट होम:** घराला अधिक स्मार्ट बनवणारी उपकरणे
- **आरोग्य:** वैद्यकीय उपकरणे, दूरचिकित्सा
- **बँकिंग:** ऑनलाइन बँकिंग, मोबाईल बँकिंग
- **शिक्षण:** ऑनलाइन शिक्षण, ई-लर्निंग

- **मनोरंजन:** स्ट्रीमिंग सेवा, व्हिडिओ गेम्स

भारतातील उच्च शिक्षण क्षेत्राची सध्याची स्थिती:

भारत एक तरुण देश आहे आणि येथील युवकवर्गाला उच्च शिक्षण मिळावे यासाठी भारतात विद्यापीठे, महाविद्यालये आणि इतर शैक्षणिक संस्थांची संख्या वाढत आहे. उच्च शिक्षणासाठी विद्यार्थ्यांचा प्रवेश दर वाढत आहे. कोविड-19 महामारीनंतर ऑनलाइन शिक्षणाचा प्रसार झाला आहे. खासगी क्षेत्र उच्च शिक्षणात मोठ्या प्रमाणात गुंतवणूक करत आहे तसेच दिवसेंदिवस संशोधन क्षेत्रात वाढ होत आहे.

डिजिटल तंत्रज्ञान आणि उच्च शिक्षण: आजच्या युगात डिजिटल तंत्रज्ञानाने आपल्या जीवनाच्या प्रत्येक पैलूवर प्रभाव टाकला आहे. उच्च शिक्षण क्षेत्रही यापासून अलिप्त नाही. डिजिटल तंत्रज्ञान आणि उच्च शिक्षण यांचे नाते अत्यंत घनिष्ठ झाले आहे. या लेखात आपण या नातेसंबंधाचे महत्त्व आणि त्याचे विविध पैलू जाणून घेऊ.

- **शिक्षणाची उपलब्धता:** डिजिटल तंत्रज्ञानामुळे शिक्षण सर्वसमावेशक बनले आहे. आता कोणत्याही ठिकाणी, कोणत्याही वेळी, कोणीही शिक्षण घेऊ शकते. ऑनलाइन कोर्सेस, MOOCs, आणि इतर डिजिटल प्लॅटफॉर्ममुळे शिक्षण अधिक प्रवेशयोग्य झाले आहे.
- **शिक्षणाची गुणवत्ता:** डिजिटल साधने शिक्षण प्रक्रियेला अधिक प्रभावी बनवतात. विद्यार्थ्यांना विविध शैक्षणिक साहित्य, व्हिडिओ, सिमुलेशन इत्यादींचा वापर करून अधिक चांगल्या प्रकारे समजून घेता येते.
- **वैयक्तिकृत शिक्षण:** डिजिटल तंत्रज्ञानाच्या मदतीने प्रत्येक विद्यार्थ्यांच्या शिकण्याच्या पद्धतीनुसार शिकवण देणे शक्य होते.

- **सहयोग आणि संवाद:** डिजिटल प्लॅटफॉर्ममुळे विद्यार्थी आणि शिक्षक एकमेकांशी अधिक प्रभावीपणे संवाद साधू शकतात.
- **शिक्षण संसाधने:** डिजिटल लायब्रेरी, डेटाबेस आणि इतर ऑनलाइन संसाधने विद्यार्थ्यांना अमर्याद माहिती उपलब्ध करून देतात.
- **नवीन कौशल्य विकास:** डिजिटल तंत्रज्ञानाचा वापर करून विद्यार्थ्यांना 21 व्या शतकातील आवश्यक असलेली कौशल्ये जसे की, क्रिटिकल थिंकिंग, प्रॉब्लेम सॉल्विंग, क्रिएटिव्हिटी इत्यादी विकसित करण्यास मदत होते.

उच्च शिक्षणात डिजिटल तंत्रज्ञानाचे फायदे:

उच्च शिक्षणात डिजिटल तंत्रज्ञानाच्या स्वीकारामुळे अनेक फायदे निर्माण झाले आहेत, ज्यामध्ये समाविष्ट आहे:

1. **अधिक प्रवेश:** डिजिटल तंत्रज्ञानामुळे दूरदराज आणि उपेक्षित क्षेत्रातील विद्यार्थ्यांसाठी शिक्षणाचा प्रवेश वाढला आहे.
2. **सुधारित सहभागिता:** संवादात्मक डिजिटल साधने विद्यार्थ्यांच्या सहभागिता आणि शिकण्यात सहभाग सुधारण्यात मदत करतात.
3. **व्यक्तिगत शिकणे:** डिजिटल तंत्रज्ञानामुळे विद्यार्थ्यांच्या वैयक्तिक गरजांसाठी अनुकूलित शिकण्याचे अनुभव मिळतात.
4. **खर्चाची प्रभावीता:** डिजिटल तंत्रज्ञान पारंपरिक शिक्षण पद्धतींमधील पाठ्यपुस्तके आणि परिवहन सारख्या खर्च कमी करतात.
5. **सुधारित लवचिकता:** डिजिटल तंत्रज्ञान लवचिक वेळापत्रक आणि शिकण्याच्या

पर्यायांची ऑफर करतात, ज्यामुळे विद्यार्थी त्यांच्या स्वतःच्या गतीने शिकू शकतात.

डिजिटल तंत्रज्ञानाचा वापर करून विद्यार्थ्यांना कसे प्रभावीपणे शिकवता येईल?

डिजिटल युगात शिक्षण पद्धतींमध्ये मोठा बदल झाला आहे. डिजिटल तंत्रज्ञान शिक्षकांना विद्यार्थ्यांना अधिक प्रभावीपणे शिकवण्यासाठी अनेक नवीन मार्ग प्रदान करते. येथे काही प्रभावी पद्धतींचा उल्लेख केला आहे:

1. ऑनलाइन शिकवण्याच्या पद्धती:

- **व्हिडिओ लेक्चर्स:** जटिल संकल्पना स्पष्ट करण्यासाठी व्हिडिओ लेक्चर्स खूप उपयुक्त ठरतात.
- **इंटरॅक्टिव्ह क्विझ आणि गेम्स:** विद्यार्थ्यांना शिकण्याची प्रक्रिया अधिक मनोरंजक बनवण्यासाठी इंटरॅक्टिव्ह क्विझ आणि गेम्सचा वापर करता येतो.
- **ऑनलाइन फोरम:** विद्यार्थी आणि शिक्षक एकमेकांशी संवाद साधण्यासाठी ऑनलाइन फोरमचा वापर करू शकतात.
- **वर्च्युअल क्लासरूम:** विद्यार्थी आणि शिक्षक एकत्र येऊन लाइव्ह क्लासेस घेऊ शकतात.

2. मोबाइल लर्निंग:

- **एड्युकेशनल ॲप्स:** विद्यार्थी आपल्या स्मार्टफोन किंवा टॅब्लेट्सवर शैक्षणिक ॲप्सचा वापर करून कुठेही, कधीही शिकू शकतात.
- **मोबाइल वेबसाइट्स:** मोबाइल वेबसाइट्सच्या मदतीने विद्यार्थ्यांना शैक्षणिक सामग्री, व्हिडिओ आणि इतर संसाधने उपलब्ध करून देता येतात.

3. डेटा विश्लेषण:

- **विद्यार्थ्यांच्या शिकण्याच्या पद्धतींचे विश्लेषण:** डेटा विश्लेषणाच्या मदतीने शिक्षक प्रत्येक विद्यार्थ्यांच्या शिकण्याच्या पद्धतीचे विश्लेषण करू शकतात आणि त्यानुसार त्यांना वैयक्तिकृत शिकवण देऊ शकतात.

4. वर्च्युअल आणि ऑगमेंटेड रिअॅलिटी:

- **3D मॉडेल:** आंतर विद्याशाखिय विषयांमध्ये 3D मॉडेलचा वापर करून विद्यार्थ्यांना जटिल संकल्पना अधिक सहजपणे समजून घेता येते.
- **वर्च्युअल लॅब:** विद्यार्थी प्रयोगशाळेतील प्रयोग वर्च्युअल वातावरणात करू शकतात.

5. आर्टिफिशियल इंटेलिजेंस:

- **चॅटबॉट्स:** चॅटबॉट्स विद्यार्थ्यांच्या प्रश्नांची उत्तर देऊ शकतात आणि त्यांना शिकण्यात मदत करू शकतात.
- **अडॉप्टिव्ह लर्निंग:** कृत्रिम बुद्धिमत्तेच्या मदतीने विद्यार्थ्यांच्या गरजेनुसार शिकवण्याची सामग्री स्वयंचलितपणे बदलली जाऊ शकते.

डिजिटल तंत्रज्ञानामुळे निर्माण होणारे काही प्रमुख करिअर पर्याय:

- **सॉफ्टवेअर इंजिनियर:** सॉफ्टवेअर इंजिनियर नवीन सॉफ्टवेअर, ॲप्स आणि वेबसाइट्स विकसित करतात.
- **डेटा सायंटिस्ट:** डेटा सायंटिस्ट मोठ्या प्रमाणात डेटाचे विश्लेषण करतात आणि त्याचा उपयोग नवीन माहिती आणि अंतर्दृष्टी मिळवण्यासाठी करतात.

- **डिजिटल मार्केटर:** डिजिटल मार्केटर ऑनलाइन प्लॅटफॉर्मवर उत्पादने आणि सेवांची जाहिरात करतात.
- **यूजर इंटरफेस डिझायनर:** यूजर इंटरफेस डिझायनर वापरकर्ते-अनुकूल असे वेबसाइट्स आणि ॲप्स डिझाइन करतात.
- **साइबरसुरक्षा विशेषज्ञ:** सायबरसुरक्षा विशेषज्ञ डिजिटल सिस्टम आणि डेटाची सुरक्षा करतात.
- **क्लाउड कंप्यूटिंग विशेषज्ञ:** क्लाउड कंप्यूटिंग विशेषज्ञ डेटा स्टोरेज आणि कम्प्युटिंगसाठी क्लाउड प्लॅटफॉर्मस व्यवस्थापित करतात.
- **कृत्रिम बुद्धिमत्ता (AI) विशेषज्ञ:** AI विशेषज्ञ कृत्रिम बुद्धिमत्ता प्रणाली विकसित करतात.
- **वर्च्युअल आणि ऑगमेंटेड रिअॅलिटी डेव्हलपर:** VR आणि AR डेव्हलपर वर्च्युअल आणि ऑगमेंटेड रिअॅलिटी अनुभव तयार करतात.
- **ब्लॉकचेन डेव्हलपर:** ब्लॉकचेन डेव्हलपर ब्लॉकचेन तंत्रज्ञानावर आधारित अनुप्रयोग विकसित करतात.
- **इंटरनेट ऑफ थिंग्स (IoT) डेव्हलपर:** IoT डेव्हलपर इंटरनेट ऑफ थिंग्स उपकरणे आणि सिस्टम विकसित करतात.

डिजिटल तंत्रज्ञानाचे उच्च शिक्षणावर होणारे परिणाम:

- **शिक्षण पद्धतीत बदल:** पारंपरिक शिक्षण पद्धतींमध्ये बदल होत आहे. आता विद्यार्थी स्वतः शोध घेतात, विश्लेषण करतात आणि नवीन ज्ञान निर्माण करतात.
- **शिक्षकांची भूमिका:** शिक्षक आता मार्गदर्शक आणि सुविधा प्रदात्याची भूमिका बजावतात.

- **शिक्षण संस्थांची रूपरेषा:** शिक्षण संस्थांना डिजिटल युगास अनुकूल बनवण्यासाठी त्यांच्या पाठ्यक्रमात आणि पायाभूत सुविधांमध्ये बदल करावे लागत आहे.
- **शिक्षण खर्च कमी:** ऑनलाइन शिक्षणामुळे शिक्षण खर्च कमी होऊ शकतो.

आव्हाने आणि अडचणी:

डिजिटल तंत्रज्ञानाने भारतातील उच्च शिक्षणाचे रूपांतर केले असले तरी, अजूनही अनेक आव्हाने आणि अडचणी आहेत:

1. **पायाभूत सुविधा आव्हाने:** मर्यादित इंटरनेट कनेक्टिव्हिटी आणि उपकरणांपर्यंत प्रवेश डिजिटल तंत्रज्ञानाच्या स्वीकारामध्ये अडथळा आणतात.
2. **डिजिटल विषमता:** शहरी आणि ग्रामीण क्षेत्रांमधील डिजिटल विषमता एक महत्त्वपूर्ण आव्हान आहे.
3. **शिक्षक प्रशिक्षण:** शिक्षकांना डिजिटल तंत्रज्ञान प्रभावीपणे त्यांच्या शिक्षण पद्धतींमध्ये समाविष्ट करण्यासाठी प्रशिक्षणाची आवश्यकता आहे.
4. **सामग्रीची गुणवत्ता:** ऑनलाइन सामग्रीची गुणवत्ता लक्षणीयपणे भिन्न असते, ज्यामुळे शिक्षणावर परिणाम होतो.
5. **सुरक्षा चिंता:** सायबरसुरक्षा धोके आणि डेटा भंग हे डिजिटल शिक्षण वातावरणामध्ये चिंतेचे कारण आहेत.

भविष्याचा दिशानिर्देश:

जसे डिजिटल तंत्रज्ञान भारतातील उच्च शिक्षणावर प्रभाव टाकत राहिल, काही भविष्याच्या दिशांचा अभ्यास करणे आवश्यक आहे:

प्रा.डॉ. कमलदास राठोड

1. **कृत्रिम बुद्धिमत्ता (AI):** AI वैयक्तिकृत शिक्षणाच्या अनुभवांचा फड प्रदर्शित करेल आणि प्रशासकीय कार्ये स्वयंचलित करेल.
2. **इंटरनेट ऑफ थिंग्ज (IoT):** IoT भौतिक उपकरणे आणि डिजिटल तंत्रज्ञानाचे एकसूत्रीकरण सक्षम करेल.
3. **क्लाउड संगणन:** क्लाउड संगणन डिजिटल शिक्षण वातावरणांमध्ये स्केलेबिलिटी, लवचिकता आणि खर्चाची प्रभावीता वाढवेल.
4. **आभासी वास्तव (VR) आणि अर्धवास्तव (AR):** VR आणि AR विद्यार्थ्यांच्या सहभागाला वाढवणारे समर्पक शिक्षण अनुभव प्रदान करेल.

या बाबीं सोबतच शिक्षणाची गुणवत्ता सुधारण्यासाठी नवीन पद्धती आणि तंत्रज्ञानाचा वापर करणे, सर्व संस्थांमध्ये पायाभूत सुविधा उपलब्ध करून देणे, शिक्षकांना प्रशिक्षण देऊन त्यांची क्षमता वाढवणे, शिक्षणापासून उद्योगांपर्यंतचे अंतर कमी करणे अर्थात रोजगार क्षमता वाढवणे याकडे लक्ष देणे गरजेचे आहे.

निष्कर्ष:

डिजिटल तंत्रज्ञान आणि उच्च शिक्षण हे एकमेकांना पूरक आहेत. डिजिटल तंत्रज्ञान हा एक शक्तिशाली साधन आहे. याचा वापर आपण कसा करतो यावर आपले भविष्य अवलंबून आहे. डिजिटल तंत्रज्ञानाने भारतातील उच्च शिक्षणाचे रूपांतर केले आहे, जे अनेक फायदे आणि वाढीसाठी संधी देत आहे. जरी आव्हाने आणि अडचणी शिल्लक असल्या तरी उच्च शिक्षणाचे भविष्य आशादायक आहे. भविष्यात डिजिटल तंत्रज्ञान आणि उच्च शिक्षण यांचे नाते अधिकच गहन होणार आहे. AI, IoT, क्लाउड संगणन, VR, आणि AR यांच्या सहाय्याने शिक्षणाच्या अनुभवाला आणखी

वाढवता येईल. भारत डिजिटल तंत्रज्ञानाचा स्वीकार करीत असताना, पायाभूत सुविधा आव्हानांवर मात करणे, शिक्षकांच्या प्रशिक्षणाची हमी देणे आणि सायबरसुरक्षा उपाययोजनांना प्राधान्य देणे महत्त्वाचे आहे, जेणेकरून सर्व विद्यार्थ्यांना गुणवत्तापूर्ण शिक्षणामध्ये समान प्रवेश मिळेल. सरकार, खासगी क्षेत्र, शिक्षण संस्था आणि विद्यार्थी या सर्वांनी मिळून प्रयत्न केल्यास भारतातील उच्च शिक्षण क्षेत्रात सुधारणा होऊ शकते.

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शाश्वत विकास आणि युवकांचे योगदान

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सारांश :

भारतासारख्या विकासशील देशात युवकांच्या शाश्वत विकास प्रक्रियेत सहभागाच्या संभावनांची तपासणी करणे, त्याचे परिणाम आणि शैक्षणिक पद्धतीचे महत्त्व याचा अभ्यास करणे आवश्यक आहे. शाश्वत विकासाचे तीन मुख्य घटक - पर्यावरणीय स्थिरता, सामाजिक समावेश, आणि आर्थिक विकास, हे युवकांना एकत्रितपणे मार्गदर्शन करतात. भारतीय युवकांना या तिन्ही क्षेत्रांमध्ये आपला प्रभाव कसा वाढवता येईल, याचा अभ्यास केला आहे. शैक्षणिक पद्धतींमध्ये शाश्वत विकासांमध्ये तत्त्वज्ञानाच्या समावेशाने युवकांची भूमिका वाढवू शकते, म्हणून युवकांना शाश्वत विकासाचे शिक्षण देणे आवश्यक आहे. भारतीय युवकांनी शाश्वत विकासाच्या प्रक्रियेत एक सक्रिय भूमिका घ्यावी, यासाठी शैक्षणिक संस्थांना मार्गदर्शन व संसाधन प्रदान करणे महत्त्वाचे आहे.

बिजशब्द: शाश्वत विकास, युवकांचे योगदान, शैक्षणिक दृष्टिकोन, पर्यावरणीय संरक्षण, शाश्वत शिक्षण

प्रस्तावना :

शाश्वत विकास (Sustainable Development) हि एक महत्त्वाची संकल्पना आहे, जी पर्यावरणीय, सामाजिक आणि आर्थिक घटकांचा समतोल साधण्यावर आधारित आहे. भारतात, शाश्वत विकासाचे उद्दीष्टे UNDP (United Nations Development Programme) च्या स्थिरता कार्यक्रमाच्या मार्गदर्शनाखाली असतात. या उद्दीष्टांमध्ये पर्यावरणीय संरक्षण, सामाजिक समावेश, आणि आर्थिक विकास हे प्रमुख मुद्दे आहेत. भारतीय युवकांचा या संदर्भात महत्त्वपूर्ण सहभाग असावा, यावर अधिक प्रकाश टाकणे आवश्यक आहे. विशेषतः

शैक्षणिक दृष्टिकोनातून, युवकांना शाश्वत विकास विषयक ज्ञान आणि कार्यक्षमता देणे महत्त्वाचे आहे.

भारतासारख्या विकासशील देशात युवकांच्या शाश्वत विकास प्रक्रियेत सहभागाच्या संभावनांची तपासणी करणे, त्याचे परिणाम आणि शैक्षणिक पद्धतीचे महत्त्व याचा अभ्यास करणे आवश्यक आहे. प्रस्तुत संशोधनामध्ये भारतातील विविध संशोधन पेपर, विविध शासकीय अहवाल व त्यामधून मिळणारी आकडेवारी यांचा उपयोग करण्यात आला आहे. शाश्वत विकासाच्या संदर्भातील युवा योगदानावर विचार करण्यात आला आहे. आजच्या युगात, शाश्वत विकास हे एक अत्यंत महत्त्वाचे आणि जटिल विषय आहे, जो पृथ्वीवरील सर्व जीवजंतूंच्या भवितव्यासाठी

अनिवार्य ठरला आहे. शाश्वत विकास म्हणजे, आपल्या वर्तमानातील गरजा पूर्ण करत असताना, भविष्यातील पिढ्यांच्या गरजा देखील कशा पूर्ण होईल याची काळजी घेतली जाते. हे पर्यावरणीय, सामाजिक आणि आर्थिक बाबींच्या संतुलनावर आधारित आहे. शाश्वत विकास साध्य करण्यासाठी युवकांची भूमिका अत्यंत महत्त्वाची आहे, कारण तेच भविष्यातील नेतृत्व करणारे आहेत.

शाश्वत विकासाच्या उद्दीष्टांमध्ये युवकांचा सक्रिय सहभाग अनिवार्य आहे. शाळा, महाविद्यालये, आणि विविध शैक्षणिक संस्था या संदर्भात एक महत्त्वपूर्ण भूमिका बजावतात. शिक्षणाच्या माध्यमातून युवकांना पर्यावरणीय आणि सामाजिक मुद्द्यांवर जागरूक करण्यासाठी आणि त्यांना या प्रक्रियेत सक्रिय करणं आवश्यक आहे. यामध्ये शैक्षणिक दृष्टिकोनांचा मोठा प्रभाव आहे.

प्रस्तुत संशोधन पेपरचा मुख्य उद्देश म्हणजे शाश्वत विकासाच्या संदर्भात युवकांचे योगदान समजून घेणे, आणि एक तुलनात्मक अभ्यास करून शैक्षणिक दृष्टिकोनाची भूमिका आणि त्याचा प्रभाव स्पष्ट करणे.

शाश्वत विकासाची संकल्पना आणि युवकांची भूमिका:

शाश्वत विकासाच्या उद्दीष्टांमध्ये विविध आंतरराष्ट्रीय मान्यता प्राप्त तत्त्वे आहेत, ज्या 1987 मध्ये "Our Common Future" (Brundtland Commission) या अहवालात स्पष्ट करण्यात आल्या. त्यानंतर 2015 मध्ये युनायटेड नेशन्सने शाश्वत विकासाच्या 17 उद्दीष्टांची स्थापना केली आहे.

युवकांचे योगदान हे शाश्वत विकासाच्या बाबतीत अत्यंत महत्त्वाचे आहे. ते आपल्या भावी पिढ्यांसाठी सामाजिक, पर्यावरणीय, आणि आर्थिक क्षेत्रांमध्ये सशक्त बदल घडवून आणू शकतात.

प्रा. उद्धव शी. जमधाडे

युवकांच्या कल्पकतेचा, जोशाचा आणि शैक्षणिक शास्त्राचा योग्य उपयोग करून शाश्वत विकास कार्यात योगदान घेतले जाऊ शकते.

युवकांची भूमिका अनेक पद्धतींनी समजून घेतली जाऊ शकते:

1. **पर्यावरणीय जागरूकता:** युवकांना पर्यावरणीय तत्त्वज्ञान समजून देणे आणि त्यांना सामाजिक, पर्यावरणीय चांगुलपणाच्या प्रकल्पांमध्ये सक्रियपणे सहभागी होण्यास प्रेरित करणे.
2. **सामाजिक समावेश:** युवकांना शाश्वत विकासाच्या सामाजिक समावेश तत्त्वांबद्दल समजून देणे, यामध्ये महिलांच्या अधिकारांचा, लहान आणि आदिवासी समुदायांच्या हक्कांचे संरक्षण करणे हे घटक समाविष्ट आहेत.
3. **आर्थिक सहभाग:** युवकांना आर्थिक विकासाच्या तत्त्वज्ञानांबद्दल जागरूक करणे आणि त्यांना समाजात सकारात्मक बदल घडवण्याची प्रेरणा देणे.

शाश्वत विकासामध्ये शैक्षणिक दृष्टिकोनाचे महत्त्व:

शाश्वत विकासासाठी शैक्षणिक दृष्टिकोन अत्यंत महत्त्वपूर्ण आहे. विद्यार्थ्यांमध्ये शाश्वत विकासाच्या तत्त्वज्ञानाची जागरूकता निर्माण करणे, त्यांना पर्यावरणीय आणि सामाजिक जबाबदारीची जाणीव करून देणे हे शैक्षणिक संस्थांचे कार्य आहे. शाश्वत विकास शिक्षण (Sustainable Development Education) म्हणजे विद्यार्थ्यांना नैतिक, सामाजिक, आणि पर्यावरणीय निर्णय घेण्यासाठी सज्ज करणे.

शैक्षणिक संस्थांमध्ये शाश्वत विकासाच्या मुद्द्यांवर आधारित कार्यशाळा, प्रकल्प, आणि अभ्यासक्रम राबवून विद्यार्थ्यांमध्ये जागरूकता निर्माण करणे आवश्यक आहे. भारतातील विविध शैक्षणिक संस्थांमध्ये शाश्वत विकास शिकविण्याचे प्रमाण आज कमी आहे, तरीही काही शाळा आणि महाविद्यालये शाश्वत विकासाच्या उद्दीष्टांचे महत्त्व विद्यार्थ्यांना समजावून सांगत आहेत.

उद्दिष्ट्ये:

1. भारतातील शाश्वत विकास आणि युवकांचे योगदान यावर शैक्षणिक दृष्टिकोनाचा अभ्यास करणे.
2. युवकांच्या शाश्वत विकास प्रक्रियेत महत्त्वपूर्ण भूमिका आणि योगदान याचे विश्लेषण.
3. भारतातील शाश्वत विकासाशी संबंधित शैक्षणिक धोरणांवर चर्चा करणे.
4. शाश्वत विकास शिक्षणाच्या प्रभावी पद्धती, आणि त्यातील युवकांचा सहभाग व त्याच्या परिणामांचा अभ्यास.
5. शाश्वत विकास शिक्षणासाठी उपयुक्त पद्धती व उपायांचा अभ्यास करणे.

गृहीतके:

1. शाश्वत विकासाचा अभ्यास करणाऱ्या युवकांचा शाश्वत विकास प्रक्रियेत सहभाग वाढतो.
2. शाश्वत विकास शिक्षणाच्या अभावामुळे भारतीय युवकांमध्ये पर्यावरणीय जागरूकतेची कमी आहे.

3. शाश्वत विकास आणि तंत्रज्ञानाचा समावेश भारतीय युवकांसाठी एक महत्त्वपूर्ण साधन बनू शकतो.
4. युवकांची शाश्वत विकास प्रक्रियेत सक्रियता आणि योगदान पर्यावरणीय, सामाजिक व आर्थिक कार्यांमध्ये प्रभावी ठरू शकतात.
5. भारतात शाश्वत विकास संबंधित शिक्षणाच्या पद्धती अद्याप पुरेश्या नाहीत.

संशोधन पद्धती:

प्रस्तुत संशोधनासाठी प्राथमिक डेटा संकलन आणि द्वितीयक डेटा संकलन पद्धती वापरण्यात आली आहे. यामध्ये भारतातील विविध शैक्षणिक संस्थांमध्ये सर्वेक्षण अहवाल, कार्यशाळा व शासनाचे विविध अहवाल यांचे अवलोकन करण्यात आले आहे. तसेच, तसेच डेटा विश्लेषण वापरून परिणामांच्या अभ्यासाचे विश्लेषण करण्यात आले.

विश्लेषण व चर्चा:

भारतीय युवकांचा शाश्वत विकास प्रक्रियेत सहभाग व भारतीय युवकांमध्ये जागरूकता स्तर खालील टेबल मध्ये दर्शविला आहे. भारतीय युवकांचे शाश्वत विकास प्रक्रियेत योगदान दर्शविणारे आकडेवारी व दृश्यात्मक माहितीचे विश्लेषण दिली आहे. या मध्ये भारतातील राज्यांमध्ये विविध शाश्वत विकास कार्यांत सहभाग व जागरूकतेचा स्तर यामध्ये भाग घेणाऱ्या युवकांची टक्केवारी आणि (0 ते 100) चा (प्राप्तांक) गुणांक दर्शविली आहे.

भारतातील विविध राज्यांमध्ये युवकांचा शाश्वत विकास प्रक्रियेत सहभाग व जागरूकतेचा स्तर

राज्य	युवकांचा शाश्वत विकासात सहभाग (%)	जागरूकतेचा स्तर (0 ते 100 चा स्कोर)
उत्तर प्रदेश	62%	55
महाराष्ट्र	75%	80
कर्नाटका	68%	70
गुजरात	71%	75
मध्यप्रदेश	58%	60
बिहार	54%	45
तेलंगणा	80%	55

वरील टेबल मध्ये शाश्वत विकास शिक्षणाची भारतीय युवकांमध्ये असलेली जागरूकता यामध्ये युवकांचा शाश्वत विकासात सहभाग आणि जागरूकतेचा स्तर दर्शविण्यात आला आहे यामध्ये प्रथम रकान्यात राज्य, टक्केवारी आणि जागरूकतेच अप्रसंक नोंदविण्यात आला आहे. यामध्ये प्रत्येक राज्यात शाश्वत विकासाच्या शैक्षणिक कार्यक्रमांची अस्तित्वात असलेली पातळी दाखवली आहे.

यामध्ये भारतातील विविध राज्यामधील प्रामुख्याने युवकांचा शाश्वत विकासात सहभाग सहभाग हा सर्वात जास्त तेलंगाना राज्यात आहे, जवळपास ८०% आहे. सर्वात कमी ६२% बिहार राज्यात आहे. परंतु जागरूकतेच स्तर हा महाराष्ट्र राज्यात सर्वात जास्त आहे आणि सर्वात कमी तेलंगाना राज्यात आहे.

सहसंबंध विश्लेषण:

प्रस्तुत संशोधनात, t-test आणि सहसंबंध विश्लेषणाची मदत घेतली गेली आहे. t-test वापरून दोन गटांची तुलना केली गेली: एक गट ज्यांनी शाश्वत

विकास विषयक शिक्षण घेतले आणि दुसरा गट ज्यांनी घेतले नाही. परिणामांनुसार, शिक्षण घेतलेल्या गटाची शाश्वत विकास प्रक्रियेत सहभागाची टक्केवारी दुसऱ्या गटाच्या तुलनेत 20% जास्त आहे. सहसंबंध विश्लेषण मध्ये शाश्वत विकास शिक्षण आणि युवकांच्या कार्यक्षमता यामध्ये सकारात्मक सहसंबंध आहे, जो 0.75 (r) आहे.

संशोधनातून मिळालेल्या आकडेवारीच्या विश्लेषणाने असे दर्शवले की, शाश्वत विकासाच्या शिक्षणाचा युवा सहभागावर चांगला प्रभाव आहे. सांख्यिकीय विश्लेषणावरून हे निष्कर्ष काढले गेले की, शाश्वत विकास शिक्षण क्षेत्रातील सुधारणा होईल तर युवकांचे सहभागाचे प्रमाण 20% वाढू शकते.

निष्कर्ष :

भारतामध्ये शाश्वत विकास प्रक्रियेत युवकांचा महत्त्वपूर्ण सहभाग असावा, यासाठी शैक्षणिक संस्थांनी सक्रिय भूमिका घेणे आवश्यक आहे. शाश्वत विकासाच्या शिक्षणाच्या पद्धती अधिक प्रभावी बनवून युवकांमध्ये जागरूकता निर्माण केली जाऊ शकते. यामध्ये तंत्रज्ञानाचा वापर, पर्यावरणीय प्रकल्प, आणि जागतिक उद्दिष्टांची पूर्तता यांचा समावेश महत्त्वाचा ठरतो.

तुलनात्मक सांख्यिकीय विश्लेषणाच्या परिणामांनुसार, महिला विद्यार्थ्यांमध्ये शाश्वत विकासावर जागरूकता अधिक आहे. याचा अर्थ, शाश्वत विकासाच्या तत्त्वज्ञानाचे शिक्षण आणि प्रकल्पांमध्ये महिलांचा सहभाग पुरुषांच्या तुलनेत अधिक प्रभावी आहे. पुरुष विद्यार्थ्यांमध्ये शाश्वत विकासावरील जागरूकता कमी असू शकते, ज्यामुळे

शाश्वत विकास शिक्षणाच्या पद्धतींमध्ये सुधारणा आवश्यक आहे.

शाश्वत विकासाच्या शिक्षणाच्या संदर्भात शैक्षणिक संस्थांनी महिला आणि पुरुष विद्यार्थ्यांसाठी समान संधी आणि संसाधनांची उपलब्धता सुनिश्चित करणे आवश्यक आहे, ज्यामुळे दोन्ही गटांमध्ये जागरूकतेचा स्तर वाढवता येईल.

शाश्वत विकासाच्या शिक्षणाच्या प्रभावी पद्धती विकसित करून, युवकांना या प्रक्रियेत सक्रियपणे सामील होण्यासाठी प्रेरित केले जाऊ शकते. विविध सामाजिक आणि पर्यावरणीय कार्यांमध्ये महिलांना अधिक सक्रिय व नेतृत्वात्मक भूमिका देणे आवश्यक आहे, जेणेकरून शाश्वत विकासाच्या उद्दीष्टांसाठी त्यांचे योगदान वाढवता येईल.

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प्रस्तावना :

समाजासाठी महत्त्वपूर्ण असूनही आणि सामाजिक, आर्थिक आणि पर्यावरणीय उद्दिष्टांमध्ये योगदान देण्याच्या त्यांच्या मोठ्या क्षमतेची व्यापक पावती असूनही वारसा मुख्य प्रवाहातील शाश्वत विकास चर्चेपासून लांब होता. राष्ट्रीय आणि स्थानिक भागधारकांच्या जोरदार आव्हानांच्या आधारावर यु. एन. जनरल असेंब्लीने दत्त घेतलेल्या 2030 अजेंडा शाश्वत विकास उद्दिष्टांमध्ये शाश्वत विकासासाठी उक सक्षमकर्ता म्हणून सांस्कृतिक वारसा आणि सर्जनशिलतेद्वारे संस्कृतीची भूमिका प्रथमच एकत्रित करतो. जागतिक वारसात शाश्वत विकासासाठी वारसाची प्रासंगिकता दर्शविणारे नविन दृष्टीकोन विकसित करण्यासाठी आणि चाचणी करण्यासाठी एक व्यासपीठ तयार करू शकतो.

19 नोव्हेंबर 2015 रोजी जागतिक वारसा अधिवेशनातील राज्यपक्षाच्या 20 व्या आमसभेने जागतिक वारसा अधिवेशनाच्या प्रक्रियेमध्ये शाश्वत विकासाच्या दृष्टीकोनाच्या एकत्रिकरणावर धोरण स्विकारले आहे. धोरणाचे एकंदर उद्दिष्टे हे आहे की, राज्यपक्ष, अभ्यासक, संस्था, समुदाय आणि नेटवर्क यांना योग्य मार्गदर्शनाद्वारे मदत करणे. जागतिक वारसा गुणधर्म

आणि वारसाच्या संभाव्यतेची उपयोग करणे शाश्वत विकासासाठी योगदान देणे आणि त्यामुळे परिणामकारकता आणि प्रासंगिकता वाढविणे. जागतिक वारसा गुणधर्माच्या उत्कृष्ट सार्वत्रिक मुल्यांचे संरक्षण करण्याच्या त्यांच्या प्राथमिक उद्देशांचा आदर करताना अधिवेशन त्यांचा अवलंब अधिवेशनाच्या अंमलबजावणीमध्ये एक महत्त्वपूर्ण बदल आणि त्यांच्या इतिहासातील एक महत्त्वाचा टप्पा आहे.

शाश्वत विकास हे आंतरराष्ट्रीय समुदायाचे सर्वात तातडीचे प्राधान्य आहे आणि शाश्वत विकासासाठी 2030 विकास कार्यक्रमाचे मुख्य उद्दिष्ट आहे. Ecosoc शाश्वत विकासाच्या तिनही स्तंभावर संयुक्त राष्ट्र प्रणालीच्या कार्यक्रमाच्या केंद्रस्थानी कार्यरत आहे. आर्थिक, सामाजिक आणि पर्यावरणीय हे एकीकरण शाश्वत विकासावर कृती आणि पाठपुरावा आणि पुनरावलोकनासाठी एकत्रित व्यासपीठ आहे.

1) उच्चस्तरीय विभाग : वार्षिक आधारावर आयोजित Ecosoc च्या वार्षिक कार्यचक्राचा कळस दर्शवितो आणि सरकार, खाजगी क्षेत्र, नागरी समाज आणि शैक्षणिक क्षेत्रातील उच्चस्तरीय प्रतिनिधीच्या विविध गटाला बोलावितो.

2) **समन्वय विभाग** : Ecosoc ला आर्थिक, सामाजिक, आरोग्य, पर्यावरणीय आणि संबंधीत क्षेत्रामध्ये यु.

एन. प्रणाली आणि तिच्या सहाय्यक संस्थामध्ये समन्वय साधण्यासाठी त्यांच्या चार्टर भूमिका अधिक चांगल्या प्रकारे पार पाडण्याची परवानगी देतो.

3) **मानवता विभाग** : यु. एन. मानवतावादी प्रयत्नाचे समन्वय मजबूत करतो.

4) **व्यवस्थापन विभाग** : Ecosoc उपकंपनी आणि तज्ञ संस्थानच्या अहवालाचे पुनरावलोकन करते.

विकासाच्या मुद्यावर यु. एन. प्रणाली समन्वयाला प्रोत्साहन देते. आणि विशेष देश किंवा प्रादेशिक समस्यांचा विचार करते.

5) **राजकीय मंच** : शाश्वत विकासासाठी राजकीय नेतृत्व, मार्गदर्शन आणि शिफारसी प्रदान करतो. आणि शाश्वत विकास वचनबद्धतेच्या अंमलबजावणीतील प्रगतीचा आढावा घेतो.

6) **विज्ञान, तंत्रज्ञान आणि नवकल्पना** : शाश्वत विकास उद्दिष्टांच्या अंमलबजावणीसाठी विज्ञान, तंत्रज्ञान आणि नाविन्यपूर्ण सहकार्याविषयी चर्चा करतो. सर्व संबंधीत भागधारकांना त्यांच्या कौशल्यांच्या क्षेत्रामध्ये सक्रियपणे योगदान देण्यासाठी एकत्रित करते.

7) **भागीदारी मंच** : सरकार, व्यवसाय आणि प्रतिष्ठा, गैरसरकारी संस्था, शैक्षणिक संस्था आणि संसद सदस्य यांच्यातील सहकार्यास प्रोत्साहन देते.

नागरीकरणाच्या वाढत्या अवकाशास विकास आणि पर्यावरण यांच्यातील परस्पर विरोधी वाद आता नवे राहिलेले नाहीत. शाश्वत विकासाच्या दिशेने प्रगती करत असतांना निःपक्षपातीपणा, क्षमता आणि शाश्वतता

असा विविध घटकातील समतोल राखणे गरजेचे आहे. यामध्ये विकासा संदर्भातील 1) आर्थिक प्रगती, कार्यक्षमता व स्थैर्य, 2) पर्यावरणीय समस्या, संसाधने आणि कचरा, 3) सामाजिक सबलीकरण, संघटन आणि समावेशकता या तीन घटकातील परस्पर संबंधाचे निराकरण केले पाहिजे. शाश्वतीची व्याप्ती व तिला आधारभूत असलेल्या सामाजिक घटकातील विस्कळीतपणा यावर मोठ्या प्रमाणात वाद, चर्चा होत असल्या तरीही यामध्ये आर्थिक आणि पर्यावरणीय बाबी दुर्लक्षिल्या जातात.

विकासाला शाश्वत स्वरूप प्राप्त देण्यासाठी आवश्यक अशा पुर्वसूचना 2030 च्या शाश्वत विकासाच्या आराखड्याच्या SDG अंतर्भूत करण्यात आल्या आहेत. यामध्ये शाश्वत विकासाची 17 व्यापक उद्दिष्टे निश्चित करण्यात आली आहेत. या दस्तवेजामध्ये शाश्वत विकास साधण्याच्या उद्दिष्टापेक्षाही समावेशकतेवर जास्त भर देण्यात आला आहे. शाश्वत विकास आणि समावेशक विकास यांच्यातील एकमेका संबंधाबद्दल यामध्ये महत्त्वाची भूमिका मांडली गेली आहे. त्यानुसार वस्तु समावेशक विकास हा शाश्वत विकासाचाच एक उपघटक मानण्यात आलेला असून पर्यावरणीय आणि सामाजिक क्षेत्र यांच्यातील फरक यातून स्पष्ट होतो. मात्र वास्तवात निःपक्षपातीपणे सर्व सहभाग आणि सामाजिक एकोपा या घटकांना सामावून घेणारी परस्परावलंबी सामाजिक जाणीव खूपच मर्यादीत आहे.

भारतातील शासन संस्थेच्या कार्यपध्दतीमुळे हे होते सहभागात्मक व्यवस्थेऐवजी प्रक्रिया पध्दतीच्या कर्मकांडावर अतिरीक्त भर असलेली निवडणूक प्रधान

व्यवस्था हे तिचे वैशिष्ट्य आहे. या वैशिष्ट्यामुळे शाश्वत विकासाच्या प्रक्रियेमध्ये सामाजिक समावेशकतेचा अंतर्भाव होवू शकत नाही. विशेष गरीब वर्गापर्यंत याचे फायदे पोहोचत नसल्याने विकास एकांगी होवू लागतो. हा एकांगीपणा कमी करण्यासाठी नियोजन आणि कारभारात समावेशक दृष्टीकोन स्वीकारणे आवश्यक आहे. बेंगलूरू येथील तलावाच्या पुर्नजिवन मोहीमेचे उदाहरण अभ्यासल्यास तर आपल्याला अशाप्रकारचा सर्व समावेशक सहभाग व ऐक्य दिसून येईल. एकेकाळी हा तलाव गोड्या पाण्याने भरलेला आणि सभोवताली झाडे आणि पशुपक्ष्यांनी वेढलेला असायचा. 2000 मध्ये या तलावाला टप्याटप्याने अवकळा आली. चुकीच्या पध्दतीने केलेली बांधकामे, मलमुत्र विसर्जन व कचऱ्यामुळे तलावातील पाण्याचे झरे बंद झाले आहेत. 2007 पर्यंत तळ्याची अवस्था एखाद्या घाण आणि दलदलीच्या डबक्यासारखी झाली. स्थानिक लोकांच्या एकत्र येण्याने दूरदृष्टीतून आखलेला प्रकल्प आराखडा रद्द करून तलावाचे यशस्वीरित्या पुर्नजिवन करण्यात आले. यामुळे तलावाला त्याची पूर्वीची समृद्धी परत मिळाली.

शाश्वत विकास म्हणजे वर्तमानातील गरजा पूर्ण करणे आणि भविष्यातील पिढ्या त्यांच्या स्वतःच्या गरजा पूर्ण करू शकतील याची खात्री करणे. आर्थिक, पर्यावरणीय आणि सामाजिक असे तीन स्तंभ आहे. शाश्वत विकास साधण्यासाठी या तिनही क्षेत्रातील धोरणांना एकत्रितपणे काम करावे लागेल आणि एकमेकांना पाठींबा द्यावा लागेल. विकसीत देश अंतिम टप्यावर आणि पर्यावरणीय कल्याण सुनिश्चित करण्यासाठी त्यांच्या धोरणावर पुर्नविचार करणे

आवश्यक आहे. नकारात्मक गोष्टी लोकांच्या जीवनावरील संभाव्य निर्बंध आणि अशा कोणत्याही बदलाच्या एकूण अडचणीवर या प्रकारच्या चर्चेचा कलही आहे.

स्वास्थ्याच्या कल्पनाकडे वाढत्या लक्षाने तसेच उत्पादक वर्तुळ काळ अर्थव्यवस्था निर्माण करण्याच्या दिशेने वाटचाल केल्याने शाश्वत विकास अधिक आशावादीपणे पाहील्या जावू शकतो. संयुक्त राष्ट्रांचे माजी सरचिटणीस कोफी अन्नान यांनी म्हटल्याप्रमाणे “ओझे होण्यापासून दूर शाश्वत विकास ही एक अपवादात्मक संधी आहे. आर्थिकदृष्ट्या बाजारपेठ निर्माण करणे आणि रोजगार निर्माण करणे, सामाजिकदृष्ट्या लोकांना मार्जीनमधून आणण्यासाठी आणि राजकीयदृष्ट्या त्यांच्या स्वतःच्या भविष्यांचा निर्णय घेण्यासाठी एक पर्याय देण्यासाठी शाश्वत विकासाचा परिणाम राजकीय सीमा ओलांडून होतो. त्यासाठी सहकार्याची आवश्यकता असते. अंमलबजावणीसाठी स्थानिक आणि वैयक्तिक कृती सुध्दा आवश्यक आहे. या सर्व गोष्टीमुळे ही गुंतागुंतीची आणि आंतर संबंधीत उद्दिष्टे चांगल्या प्रकारे साकार करण्यासाठी बहुस्तरीय कृती अशी व्यवस्थित करावी या आव्हानाला जन्म देतो.”

विकासास सहसा केवळ तुलनेने उत्पन्न गरीब देशाच्या संबंधात वापरल्या जातो. याचा अर्थ असा की, शाश्वत विकास सर्वत्र संबंधीत नाही. दुसरीकडे काही विकसित देश अंतिम टप्यावर पोहोचलेले आहेत. शाश्वत विकासाची संकल्पना कशी उत्तमप्रकारे मांडली जाते आणि प्रत्यक्षात आणली जाते याबद्दल विचार करण्याचे

वेगवेगळे मार्ग आहेत. आमची समज बदलत राहते, विशेष पर्यावरणीय प्रभावा विषयी वाढत्या वैज्ञानिक ज्ञानासह तसेच सहभागी प्रक्रियेद्वारे जे प्राधान्यक्रम आणि इच्छित उद्दिष्टे निश्चित करण्यास मदत करतात. भावी पिढ्यांच्या स्वतःच्या गरजा पूर्ण करण्याच्या क्षमतेची तडजोड न करता सध्याची गरज पूर्ण करणारा विकास आशी व्याख्या आजही आर्थिक आणि सामाजिक गरजा जतन आणि वाढीसह संतुलीत करण्यावर आधारीत वर्तमान विचार आणि सर्वांसाठी व्यापक आधार प्रदान करते.

निष्कर्ष :

शाश्वत विकास साध्य करणे आणि कल्याणासाठी स्वयं अहवाल दिलेले उपाय यांच्यात मजबूत संबंध आहेत. शिवाय विश्लेषणे सूचित करतात की, आरोग्याच्या दृष्टीने शाश्वत विकासासाठी किरकोळ परतावा मिळत नाही. लोकसंख्येच्या कल्याणाचा त्यांच्या देशाच्या विकासाच्या दृष्टीकोनावर किती प्रमाणात प्रभाव पडू शकतो याविषयी चर्चा केलेली नाही. कल्याण मधील बदलीचे आर्थिक, सामाजिक, आणि आरोग्य परिणामावर व्यापक परिणाम होण्यासाठी दस्त ऐवजीकरण करण्यात आले आहे. व्यक्तिनिष्ठ कल्याणाच्या या वस्तूनिष्ठ भागामध्ये सामाजिक वर्तनाचा समावेश होतो. यामुळे लोक आणि ग्रह या दोघांसाठी कार्य करणारे उपाय तयार करण्यासाठी आणि शाश्वत विकासाला गती देण्यासाठी SDG आणि SWB संशोधन आणि धोरण अजेंडा एकत्र करण्याची तातडीची गरज आहे.

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सरकारी संगठन की भूमिका : उमेद (विशेष सन्दर्भ-महाराष्ट्र)

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प्रस्तावना:

भारत एक कृषि प्रधान देश है जहां पर 75 प्रतिशत लोग कृषि में सलग्न रहते हैं। भारतीय अर्थ व्यवस्था भी कृषि पर आधारित है। दलित समुदाय(अनुसूचित जाति/अनुसूचित जनजाति) ज्यादातर ग्रामीण भागों में ही रहता है और भारतीय ग्रामीण जीवन में कृषि का महत्व अत्यंत ज्यादा होता है। इसलिए भारत में कृषि जमीन और कृषि से सम्बन्धित साहित्य या जानवर आदि से व्यक्ति की सामाजिक प्रतिष्ठा निश्चित होती है। इस संदर्भ में दलितों का कृषि जमीन पर अधिकार महत्वपूर्ण है।

कहा जाता है की कोई भी परिवार तब तक पूरा नहीं हो सकता जब तक की उस परिवार की महिला सदस्य न हो। इस पितृसत्तात्मक समाज में महिलाओं को केवल परिवार की चार दीवारों के अंदर रहकर ही आपने बच्चों का लालन पालन और पति की सेवा करने का अधिकार है उन्हें घर सेबाहर नहीं निकलने देते है। इस कारण से किसी भी समाज की महिलाओं की आर्थिक स्थिति अच्छी नहीं है। दलित महिलाओं के मुद्दे अन्य भारतीय महिलाओं से अलग हैं। उन्हें सभी प्रकार के मानवाधिकारों, शिक्षा, आय, मान-सम्मान, सामाजिक प्रतिष्ठा, धार्मिक अधिकारों आदि से वंचित किया गया है,

उन्हें आर्थिक अभाव से जरूरी दुनिया से बाहर का सामना करना पड़ता है, और आजीविका के लिए कमाने की तत्काल आवश्यकता होती है।

भारत सरकार के योजना आयोग द्वारा गरीबी के जो अनुमान तैयार किए गए हैं, उनसे पता चलता है कि समाज के अन्य वर्गों की तुलना में अनुसूचित जातियों के लोगों में गरीबी अधिक व्यापक रूप से फैली हुई है।

अनुसूचित जाति/अनुसूचित जनजाति की आर्थिक स्थिति:

अनुसूचित जाति/अनुसूचित जनजाति की आर्थिक स्थिति अन्य सामान्य वर्गों की तुलना में बहुत ही निम्न है। भारतीय हिंदू समाज व्यवस्था में इस समुदाय को अस्पृश्य माना गया है। और इनसे आर्थिक, राजनैतिक, सामाजिक तथा शैक्षिक सभी अधिकारों को छीन कर इन्हें वंचित कर दिया। इन्हें वर्ण व्यवस्था में सबसे निम्न कार्य सौंपे गए जो पारंपरिक थे उन्हें छोड़ कर कोई समुदाय या जाति दूसरा कार्य या व्यवसाय नहीं कर सकता था। जो जिस वर्ण का है और जिसका जो भी पारंपरिक कार्य वही करेगा। जैसे दलितों के लिए पारम्परिक व्यवसायों में मुख्य व्यवसाय चमड़ा एवं घृणित कार्य, शवो को उठाना, मैला ढोना, ढोल बजाना, गाना-बजाना आदि हैं।

वही अनुसूचित जनजाति के लिए जंगलों में रहना, वनोपजो को इकठा कर उसी पर आजीविका करना, महुआ फूल इकठा कर उससे शराब बनाकर बेचना, शाद, तेंदू पत्ता, लकड़ी, वन सब्जी, फल फूल, मायू पंख, आदि साहित्य जमा कर के श्री व्यापारी को कम कीमत में बेचना आदि काम करने पड़ते हैं।

अनुसूचित जातियों के व्यवसायों के विश्लेषणों से पता चलता है कि कुछ व्यवसाय जैसे चमड़े के काम, मैला उठाने का काम, आदि को सदा गिरा हुआ काम समझा जाता था।

अनुसूचित जातियों व्यावसायिक वर्गीकरण पर विचार करने के लिए हम जनगणना के आंकड़ों को देख सकते हैं। यह देखा जा सकता है कि वर्ष 2001 में अनुसूचित जातियों के 65.6 प्रतिशत लोग कृषि पर निर्भर हैं, जिनमें से 20.0 प्रतिशत खेतीहर थे और 45.6 प्रतिशत कृषि मजदूर थे। कृषि पर उनकी निर्भरता में वर्ष 2011 तक थोड़ी गिरावट आई है। अनुसूचित जातियों के 60.7 प्रतिशत लोग अपनी आजीविका के लिए कृषि पर निर्भर हैं, जिनमें से 14.8 प्रतिशत खेतीहर और 45.9 प्रतिशत कृषि मजदूर हैं। इस प्रकार अनुसूचित जातियों के लोगों की बहुत अधिक संख्या अर्थात् लगभग 50 प्रतिशत कृषि मजदूरों के रूप में काम करती हैं। चूंकि कृषि कार्यों का स्वरूप केवल मौसमी होती है, इसलिए मुख्य रूप से भूमिहीन मजदूरों के रूप में काम करने वाले कर्मकार वर्ष के अधिकांश भाग में अल्प रोजगार प्राप्त करते हैं। इनमें से मजदूरी की बहुत बड़ी संख्या को निर्धारित न्यूनतम मजदूरी से, जो पहले ही काफी कम है, कम मजदूरी मिलती है।

यह देखा गया था कि ग्रामीण क्षेत्रों में अनुसूचित जातियों में गरीबी का अनुपात लगभग 50 प्रतिशत है। छद्म बेरोजगारी, गरीबी और मजदूरों की कम मजदूरी के कारण उनके बच्चों और महिलाओं को इससे भी कम मजदूरी पर और शोषणकारी स्थितियों में काम करने पर

मजबूर होना पड़ता है। इस प्रकार के लोग, बहुत बड़ी संख्या में, फसल कटाई और बुवाई के मौसम में रोजगार की तलाश में दूर-दराज के इलाकों में चले जाते हैं। यह दुर्भाग्य की बात है।

इसी प्रकार 2004-2005 में शहरी क्षेत्रों में भी अनुसूचित जातियों के 40.0 प्रतिशत लोग गरीब थे। जबकि गैर दलित श्रेणियों के 15.8 प्रतिशत गरीब थे। वर्ष 2009-2010 में अनुसूचित जाति के ग्रामीण भाग में 43.5 प्रतिशत लोग गरीबी रेखा के नीचे रहते थे, जबकि यही प्रमाण गैर दलितों में 21.1 प्रतिशत था। इसी प्रकार 2009-2010 में शहरी क्षेत्रों में भी अनुसूचित जातियों के 33.0 प्रतिशत लोग गरीब थे। जबकि गैर दलित श्रेणियों के 11.9 प्रतिशत गरीब थे।

सांख्यिकी विभाग द्वारा प्रति व्यक्ति व्यय के जो अनुमान तैयार किए गए हैं उनसे पता चलता है कि अनुसूचित जातियों के लोग देश के गरीबों में सबसे अधिक गरीब हैं।

आंकड़ों से पता चलता है कि ग्रामीण क्षेत्रों में अनुसूचित जनजातियों का प्रति व्यक्ति व्यय सबसे कम है, जिसके बाद अनुसूचित जातियों और समाज के अन्य वर्गों का स्थान है। वर्ष 1993-94 में शहरी इलाकों में अनुसूचित जातियों का औसत प्रति व्यक्ति व्यय सभी सामाजिक समूहों में सबसे कम था।

अनुसूचित जाति/जनजातियों की दुर्दशा का सबसे अधिक कष्टदायक पहलू है, अस्पृश्यता का कलंक जो वे शताब्दियों से झेल रहे हैं। यह उल्लेखनीय है कि अनुसूचित जातियों की पहचान उनके अत्यंत शैक्षिक और आर्थिक पिछड़ेपन के आधार पर की गई है, जो अस्पृश्यता की पारम्परिक प्रथा से हुआ है। जैसा कि भली भ्रांति ज्ञात है, अनुसूचित जातियों के बहुत से समुदाय पारम्परिक रूप से किसी न किसी व्यवसाय से जुड़े हुए हैं। लेकिन अपने पेशों में वे जो काम करते हैं उससे उन्हें बहुत कम प्राप्ति होती है। हालांकि उनकी सेवाएं समाज के लिए

नितांत आवश्यक थीं, लेकिन वे घटिया और अस्वच्छ मानी जाती थीं और उनमें कड़ी मेहनत की जरूरत होती थी, लेकिन उनसे बहुत कम आय होती थी। अनुसूचित जाति के समुदायों ने पारम्परिक व्यवसायों की अधिकारों की रक्षा करने, उन्हें न्यूनतम मजदूरी की अदायगी सुनिश्चित करने और उनके शोषण को रोकने के लिए कोई कानून नहीं हैं।

इस प्रकार जब दलितों की आर्थिक स्थिति ही इतनी खराब हो तो महिलाओं की आर्थिक स्थिति क्या होगी आप अनुमान लगा सकते हैं। दलित महिलाओं को भी वही गंदे कार्य दिए जाते थे जो पुरुषों को दिए जाते थे। और वेतन पुरुषों से बहुत ही कम होता था।

अनुसूचित जाति/अनुसूचित जनजाति के लिए आर्थिक अधिनियम:

भारत में जाति व्यवस्था न केवल अवसरों की असमान संरचना ही नहीं है बल्कि अनेक परस्पर संबंधि संस्थाओं द्वारा जातिव्यवस्था को अनेक सदियों से टिकाए रखा। डॉ. आंबेडकर का मत था कि सभी नागरिकों को समान अवसर देने की आवश्यकता है अन्यथा मुलभूत अधिकारों का कोई महत्व नहीं रहेगा।

दलित समुदाय में सकारात्मक परिणाम मुख्यतः आरक्षण नीति के कारण आये। आरक्षण नीति के अनुसार केन्द्रीय एवं राज्य सेवाओं में, सार्वजनिक क्षेत्र के उद्योगों में, सरकारी एवं अर्ध-सरकारी संस्थाओं में और शैक्षणिक संस्थानों में दलितों के लिए आरक्षित स्थान निश्चित किए गए। दलितों को आरक्षण देने के पिछे का उद्देश यह था कि दलितों को सामाजिक एवं आर्थिक विकास की प्रक्रिया में भागीदार बनाया जाए। लेकिन उदारीकरण की नीति के कारण आरक्षण का लाभ दलित समुदाय को नहीं मिल रहा।

अनुसूचित जाति के आर्थिक विकास के लिए भारतीय संविधान में प्रावधान प्रदान किए गए हैं। जो इस समुदाय को आर्थिक रूप से सशक्त बनाते हैं। संविधान के अनुच्छेद 15(4)में शैक्षिक संस्थानों में प्रवेश और अन्य क्षेत्रों में आरक्षण दिया गया। अनुच्छेद 16(4) में सरकारी नौकरियों में आरक्षण की व्यवस्था है। भारतीय संविधान में अनुसूचित जाति (दलितों) के लिए 15% आरक्षण दिया गया है। अनुच्छेद 46 अनुसूचित जाति को शैक्षिक और आर्थिक सुरक्षा प्रदान करता है।

01 जनवरी, 1995 को केन्द्र सरकार की ग्रुप ए नौकरियों में दलित जातियों का प्रतिनिधित्व केवल 10.15 प्रतिशत था। वही 'ग्रुप बी की नौकरियों में यह प्रमाण 12.67 प्रतिशत, 'ग्रुप सी' की नौकरियों में 16.15 प्रतिशत, और 'ग्रुप डी' की नौकरियों में 21.26 प्रतिशत था।

सार्वजनिक क्षेत्र के उद्योगों में भी दलित जातियों का प्रतिनिधित्व बहुत ही कम है। जनवरी 1995 को प्रथम श्रेणी की नौकरियों में दलित जातियों का प्रमाण 8.41 प्रतिशत था। वही 'द्वितीय श्रेणी की नौकरियों में 9.68 प्रतिशत था। 'तृतीय श्रेणी' नौकरियों में यह प्रमाण 19.14 प्रतिशत था तो 'चतुर्थ श्रेणी' की नौकरियों में 22.41 प्रतिशत इतना था।

इस प्रकार कृषि जमीन एवं अच्छे रोजगार के अभाव में ज्यादातर दलित जातियां आज भी दरिद्रता का जीवन जी रही हैं। शिक्षा एवं सरकारी नौकरियों में आरक्षण की वजह से लाभ मिले, एक अलसंख्यक दलित तबके को छोड़कर बाकि दलित समुदाय निम्नस्तर के काम करने के लिए मजबूर हैं। और वर्तमान में पूँजीवादी अर्थव्यवस्था ने दलितों की आर्थिक उन्नति के सबसे मजबूत साधन को ही निष्प्रभावित करने का काम किया है।

एस.सी./एस.टी महिलाओं की आर्थिक स्थिति:

एस.सी./एस.टी.महिलाओं की आर्थिक स्थिति को सुधारने के लिए भारत सरकार के द्वारा अनेक प्रयास किए जा रहे हैं। इनके आर्थिक सुरक्षा की देख भाल के लिए अनुच्छेद 338 के अंतर्गत अनुसूचित जाति आयोग का निर्माण किया गया है। वर्तमान समय में आरक्षण के कारण शिक्षित दलित महिलाएं सरकारी नौकरी कर रही हैं। और कुछ प्राइवेट कंपनियों में काम कर रही है।

यद्यपि एस.सी./एस.टी. महिलाओं के बेहतर की लिए कुछ विशेष योजनाएं बनाई गईं। सर्वप्रथम ग्रामीण क्षेत्रों में महिला तथा बाल विकास कार्यक्रम (डी.डब्लू.सी. आर.ए.) समन्वित ग्रामीण विकास कार्यक्रम (आई.आर.डी.पी.) की एक उपयोजना के रूप में सितम्बर 1982 में प्रारंभ किया गया। इस कार्यक्रम का उद्देश्य गरीबी रेखा से नीचे बसर कर रहे ग्रामीण परिवारों की महिलाओं की ऋण संबंधी आवश्यकताओं को पूरा करने के लिए 1992-93 में एक राष्ट्रीय महिला कोष की स्थापना की गई। इसके साथ ही ग्रामीण महिलाओं को आर्थिक सुरक्षा प्रदान करने व उनमें बचत की प्रवृत्ति को प्रोजेक्ट देने के लिए महिला समृद्धि योजना की शुरुआत 2 अक्टूबर 1993 से की गई।

महाराष्ट्र सरकार ने उमेद महाराष्ट्र राज्य ग्रामीण आजीविका मिशन(एमएसआरएलएम)को राज्य में एनआरएलएम को लागू करने के लिए सोसायटी पंजीकरण अधिनियम,1860 द्वारापंजीकृत एक स्वतंत्र सोसायटी के रूप में जुलाई 2011में लाया गया था।

महाराष्ट्र राज्य ग्रामीण आजीविका मिशन का उद्देश्य ग्रामीण गरीबों के लिए कुशल और प्रभावी संस्थागत मंच तैयार करना है जिससे वे स्थायी आजीविका संवर्धन और वित्तीय एव सार्वजनिक सेवाओं तक बेहतर पहुँच के माध्यम से घरेलू आय बढ़ा सके।

इसके अंतर्गत ग्रामीण महिलाओं के स्वयं सहायता बचत समूह का निर्माण किया जाता है ,जिसमें कम से कम सात और ज्यादा से ज्यादा बारह महिलाओं का समावेश किया जाता है।इन महिलाओं को त्रिस्तरीय संरचना में कार्य करना होता है –स्वयं सहायता समूह,ग्राम संघ,प्रभाग संघ।प्रभाग संघ एव ग्राम संघ के माध्यम से विविध लघु उद्योग एवं गृह उद्योगों के बारे में जानकारी प्रदान कर बांको के माध्यम से 1%या 2% ब्याज दर से कर्जा मुहय्या कराया जाता है ,एस कर्जे से स्वयं सहायता समूह या फिर समूह की कोई महिला स्वयं कोई भी उद्योग कर सकती है ,इसमें कुछ समूह किराये से खेती ,पशुपालन,अत चक्की,शेवायी,आचार पापड़ इत्यादी या जुनका भाकर केंद्र आदि भी चलाती है जिससे इन महिलाओं के स्थिति में पूर्णता तो नहीं लेकिन कुछ हद तक सहायता होती दिखाई देती है।हट में पैसा आने के कारन उनके जीवनमान में सुधार दिखाई देता है।

निष्कर्ष:

पितृसत्तात्मक समाज व्यवस्था में जब भारतीय नारी की ही आर्थिक स्थिति की दुर्दशा है। तो फिर इसमें दलित महिलाओं की क्या स्थिति होगी हम इसकी कल्पना कर सकते हैं। भारतीय दलित समाज - अनुसूचित जाति/अनुसूचित जनजाति की आर्थिक स्थिति अन्य सवर्ण हिंदू समाज की तुलना में अच्छी नहीं है। इस समाज को हिंदू वर्ण व्यवस्था में धन संरक्षण का अधिकार न होने के कारण इनके पास कोई भी पुस्तैनी संपत्ति नहीं है। यह समुदाय केवल मजदूरी पर ही निर्भर है।

आज के आधुनिक उद्योगिक समाज व्यवस्था में भी दलित महिलाओं को आर्थिक तंगी का सामना करना पड़ रहा है। उनको रहने के लिए अच्छे घर, पहने के लिए कपड़े और खाने के लिए भोजन उपलब्ध नहीं हो पा रहा है।

वे मजबूरन आपने पति के ऊपर ही निर्भर हैं। जिसके कारण उनके साथ शोषण होता रहता है। वे चंद रूप्यों के लिए कुछ भी काम करने के लिए तैयार रहती हैं। अध्ययन से यह पाया गया की दलित महिलाओं को कार्य स्थल पर अनेकों समस्याओं का सामना करना पड़ता है जैसे की जातिगत भेदभाव, अस्पृश्यता आदि इस कारण से वह कार्य करने घर से नहीं निकल पाती हैं।

सरकार इन महिलाओं की स्थिति में सुधार के प्रयासों में उमेद जैसे संगठन काम कर रहे है। पर जितना सोचा जाता है उतना सुधार इन योजनाओ से होते दिखाई नहीं देता है। संगठन भले ही बढ़ रहे है सरकारी धन भी खर्च हो रहा है पर अनुसूचित जाति/अनुसूचित जनजाति की ग्रामीण महिलाओं की विश्वसमजिक, आर्थिक स्थिति में विशेष सुधार नहीं दिखाई देता है।

सुझाव :

सरकार के इतने प्रयासों के बावजूद भी दलित महिलाओं का आर्थिक विकास बहुत ही खराब है। इसका कारण उनमें जागरूकता की कमी और जातिगत भेदभाव है। जो योजनाएं इनके लिए है वह इन तक सही से पहुंच नहीं पाती हैं। इसीलिए कुछ सुझाव दिए जा रहे है ताकि अनुसूचित जाति जनजाति की ग्रामीण महिलाओ की सामाजिक आर्थिक स्थिति में सुधार हो:-

- महिलाओ में सरकारी योजनाओं के प्रति जागरूकता कार्यक्रमों का आयोजन करना चाहिए
- जातिगत भेदभाव को खत्म करने के लिए sensitization प्रोग्राम चलने चाहिए
- इन समुदायों के लिए विशेष समूह बनाने चाहिए

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उच्च शिक्षण क्षेत्रातील प्रयोगशीलता: सावित्री ज्योतिराव समाजकार्य महाविद्यालयाचे व्यष्टी

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सारांश:

विद्यार्थी सर्वांगाने घडावा, जीवनात आपल्या पायावर उभा रहावा यात उच्च शिक्षणाचे महत्त्व मोठे आहे. नियमित अभ्यासक्रम शिकवत असताना चार भिंतीच्या पलीकडचे शिक्षण आपण विविध बाह्य उपक्रमातून, प्रयोगातून त्याला दिले तर त्याच्यामध्ये नेमका काय फरक पडू शकतो याचा एक छोटासा अभ्यास सावित्री जोतीराव समाजकार्य महाविद्यालयाची केस स्टडी म्हणून आपल्यापुढे या लेखाच्या निमित्ताने ठेवतो आहे.

प्रस्तावना:

शिक्षण प्रयोगशीलच असायला हवे असा संकेत नव्हे तर शिरस्ता आहे. ते साचेबद्ध, चौकटबद्ध आणि गतीचा अभाव असलेले झाले की त्यातील नैसर्गिकता संपते आणि कृत्रिमता वाढीस लागते असे निरीक्षण आहे. आचार्य विनोबा भावे यांचे प्रसिद्ध विधान आहे की 'दोनच ठिकाणी मनुष्य आपल्या मनाने जात नाही त्यातील एक म्हणजे तुरुंग आणि दुसरे म्हणजे शाळा.' दोन्ही ठिकाणी त्याला कोणीतरी जरबेने नेते हे खरेच आहे. मुलाची पहिली शिक्षक आई मानली जाते. समाजशास्त्रामध्ये सामाजिकरणाचे पहिले धडे देण्याचे ठिकाण म्हणून कुटुंबाचे महत्त्व सांगितले गेले आहे. कुटुंब, शेजार समूह, आप्त संबंध व्यवस्था, समवयस्कांचा समूह या प्रकारच्या प्राथमिक समूहातून मुलाचे सामाजिकीकरण होत जाते. शाळा औपचारिक शिक्षण व्यवस्थेचे प्रारूप आहे, त्यामुळे तिथे नाव नोंदणी करून शिकायला म्हणून जायला लागते. ती जागा त्याला आवडेलच असे सांगता येत नाही परंतु त्याला ती

आवडून घ्यावी लागते. तिथे सोबत अनेक समवयस्क असल्यामुळे अनेक मुले तिथे काही दिवसांनी रुळतात सुद्धा... परंतु प्रामाणिकपणे विचार केला तर आपल्या लक्षात येईल की शाळा नको चा पर्याय दिल्यास बहुतांश विद्यार्थी तोच पर्याय निवडतील. याचे आजचे कारण शाळा गतानुगतीक झालेल्या आहेत. त्या नाविन्याने, सर्जनशीलतेने ओसंडून वाहत नाहीत, उलट त्याच्या अभावामुळे कोरड्या पडलेल्या आहेत. त्यामुळे तिथे येणारी ओली माती नीट आकार घेऊ शकत नाही. महात्मा गांधी यांनी प्रतिपादलेली बुनियादी शिक्षण पद्धत, सर्वपल्ली राधाकृष्णन यांनी सांगितलेली आनंदाची शाळा, रवींद्रनाथ टागोरांची आनंदनिकेतन शिक्षण पद्धती किंवा अनेक थोर शिक्षण तज्ञांनी एकूण शाळांच्या बाबतीत केलेले भाष्य विद्यार्थ्यांना मुक्तपणे जगू द्या, वाढू द्या, बहरू द्या या तऱ्हेचे होते. तोतोचान ची कथा सांगत शालेय शिक्षणातील वैगुण्याला अधोरेखित करणारे जपानी पुस्तक विद्यार्थी केंद्री शिक्षण कसे असावे याबद्दलचे आपले तत्वज्ञान मांडते.

आजच्या शिक्षणाच्या बाजारात शालेय शिक्षणाची झालेली वाताहात आपल्याला अस्वस्थ करणारी आहे. शालेय शिक्षणाच्या या पार्श्वभूमीवर उच्च शिक्षणाची काय स्थिती असेल याची आपण सहजच कल्पना करू शकतो. भारतातील उच्च शिक्षणाचे क्षेत्रात प्रयोगशीलता अभावानेच आढळते. विद्यापीठाने किंवा स्वायत्त महाविद्यालयाने तयार केलेला अभ्यासक्रम विद्यार्थ्यांना शिकवणे हे अध्यापकांचे तर त्यांची परीक्षा घेणे, निकाल लावणे, गुणवत्ता यादी घोषित करणे आणि पदवी प्रमाणपत्र देणे हेच जणू काय विद्यापीठाचे काम. या पलीकडे कोणी सजगपणे या व्यवस्थेकडे पाहतो असे दिसत नाही. बारावीनंतर विद्यार्थी वरिष्ठ महाविद्यालयामध्ये येतो तेव्हा त्याला नेमलेला अभ्यासक्रम त्याने वाचून यावा, समजून घ्यावा असे अपेक्षित केले जाते. वरिष्ठ महाविद्यालयामध्ये शिक्षकाने फॅसिलिटरची भूमिका बजावावी अशी आदर्शात्मक कल्पना आहे. अभ्यासक्रम शिक्षकांनी शिकवावाच परंतु त्यासाठीची पूर्वतयारी विद्यार्थ्यांनी स्वतःहून करावी हेही अपेक्षित आहे. अभ्यासक्रमाला पूरक अशा संदर्भ गोष्टींची जाणीव शिक्षकाने विद्यार्थ्यांला नीट करून द्यावी. त्यासाठी आवश्यक असलेली पुस्तके, मनुष्य संसाधने आदी बाबी बदल शिक्षकाने विद्यार्थ्यांना सांगणे अगत्याचे मानले जाते. विद्यार्थी स्वयं अध्ययनाकडे दिवसेंदिवस जावा हा यामागील मुख्य हेतू आहे. पण उच्च शिक्षण क्षेत्रातील आजची स्थिती जर आपण पाहिली तर केवळ अभ्यासक्रम शिकवण्याकडे शिक्षकांचा कल दिसतो. त्याला पूरक असे वातावरण निर्माण करण्याचे जे कौशल्य शिक्षकांजवळ पाहिजे असते किंवा त्याने ते आत्मसात करायला हवे असते त्याचा काहीसा अभाव आपल्याला उच्च शिक्षण क्षेत्रात दिसतो. त्यामुळे सर्व प्रकारच्या उच्च शिक्षण क्षेत्रातून प्रयोगशीलता हाताच्या बोटावर मोजता येण्या एवढी

शिल्लक असलेली दिसेल. विद्यार्थ्यांचा शिक्षण मधील रस वाढेल, विद्यार्थ्यांचा स्वयं अध्ययन आणि सम वयस्कांकडून शिकायला मिळणाऱ्या गोष्टी मधील रस वाढेल, त्याची महाविद्यालयातील उपस्थिती वाढेल या अनुषंगाने आपल्या सभोवतालची सामाजिक, सांस्कृतिक, आर्थिक परिस्थिती लक्षात घेऊन महाविद्यालयाने पूरक उपक्रम, प्रयोग करणे अपेक्षित आहे. मात्र ते फारसे होताना दिसत नाही हे प्रांजळपणे मान्य करावे लागेल. आम्ही आमच्या विद्यार्थी केंद्री दृष्टिकोनातून आमच्याकडे येणाऱ्या विद्यार्थ्यांच्या समग्र पार्श्वभूमीचे नीट आकलन करून घेऊन महाविद्यालयाच्या स्थापने पासूनच विद्यार्थी विकसनाचा एक वेगळा दृष्टिकोन म्हणून विविध प्रयोग उपक्रम महाविद्यालयात सुरू केले. त्यातील अनेक उपक्रमांचे, प्रयोगाचे स्वरूप बदलले. काळानुसार आणखी काही नव्या गोष्टी आल्यात परंतु प्रयोगशीलता कायम राहिली. या सगळ्या गोष्टींचा नेमका काय परिणाम विद्यार्थ्यांच्या वर होतो ते आम्हाला दिसत होते. मात्र या लेखाच्या निमित्ताने विद्यार्थ्यांकडून ते समजून घेण्याचा प्रयत्न केलेला आहे.

अभ्यास पद्धती:

या अभ्यासासाठी निरीक्षण आणि गुगल सर्वेक्षण पद्धतीचा वापर केला असून गुगल सर्वेक्षणासाठी छोटी प्रश्नावली तयार करून विद्यार्थ्यांकडून गुगल फॉर्मचे माध्यमातून ते भरून घेतले गेले आणि त्याचे विश्लेषण या ठिकाणी करण्यात आलेले आहे.

सावित्री ज्योतिराव समाजकार्य महाविद्यालय पदवी पातळीवरील बॅचलर ऑफ सोशल वर्क शिक्षण देणारे महाविद्यालय आहे.

महाविद्यालयात प्रवेश घेणारे विद्यार्थी प्रामुख्याने यवतमाळ जिल्ह्यातील असले तरी सुरुवातीपासून जिल्हा बाहेरच्या विद्यार्थ्यांचे काही प्रमाण

महाविद्यालयात राहिलेले आहे. गेल्या दहा वर्षांत जिल्हा बाहेरच्या विद्यार्थ्यांची संख्या २० टक्क्यावर गेलेली आहे. आरंभापासूनच महाविद्यालयामध्ये ग्रामीण पार्श्वभूमी असणाऱ्या विद्यार्थ्यांचे प्रमाण ८०% च्या वर राहिले. सोबतच यवतमाळ जिल्हा हा आदिवासी आणि भटक्या विमुक्तांची लक्षणीय लोकसंख्या असणारा जिल्हा असल्यामुळे या दोन्ही जाती-जमातींचे मोठे प्रमाण आमचे विद्यार्थ्यां मध्ये आहे. सोबतच इतर मागासवर्गीय विद्यार्थ्यांची संख्या सुद्धा लक्षणीय आहे. आमच्याकडे शिकणारे ८० टक्के च्या वर विद्यार्थी आर्थिक दृष्ट्या दुर्बल घटकातून येत असून पहिल्या पिढीच्या पदवीधरांचे प्रमाण ९५ टक्क्यांच्या वर आहे. हे सगळे सामाजिक, आर्थिक आणि सांस्कृतिक संदर्भ लक्षात घेऊन देत असलेल्या शिक्षणाला वेगळ्या दिशेने नेण्याचा प्रयत्न महाविद्यालयाने आरंभापासूनच जाणीव पूर्वक केला. त्यासाठी महाविद्यालयाचे संस्थापक मंडळ अध्यक्ष प्रा. डॉ. रमाकांत कोलते दिवंगत प्राचार्य डॉ. अविनाश शिर्के आणि त्यांचे आम्ही सर्व सहकारी यांच्यातील एकात्मता महत्त्वाची ठरली. वरील वर्गातून येणारे विद्यार्थी महाविद्यालयामध्ये टिकवून ठेवणे, त्यांची उपस्थिती वाढवणे, त्यांचा शैक्षणिक रस उत्तरोत्तर वाढता ठेवणे यासाठी अगदी पहिल्या वर्षापासून जेव्हा कुठेच कौशल्य शिक्षणाचा उच्च शिक्षण क्षेत्रामध्ये मागमुसही नव्हता त्यावेळी प्रथम वर्षाला प्रवेश घेणाऱ्या विद्यार्थ्यांना सुरुवातीचे पंधरा दिवस आम्ही औपचारिक शिक्षणापासून दूर ठेवून त्यांच्या विविध कौशल्यांचा विकास कसा करता येईल यादृष्टीने स्किल लॅब सेशनस चे नियोजन करायचो जे आम्ही आजही करतो आहोत. पुढे वर्षभर प्रथम वर्षाच्या वर्गाचा शनिवार दिवस स्किल लॅब सेशनसाठी राखीव असतो. ही सत्रे घेण्यासाठी आम्ही महाविद्यालयातील अध्यापक वर्ग तर असतोच याखेरीज शहरात असणारे विविध कौशल्य युक्त शिक्षक,

सामाजिक कार्यकर्ते, उद्योजक इत्यादींना आम्ही विद्यार्थ्यांशी संवाद साधायला बोलावतो. खेरीज विद्यार्थ्यांनी गटचर्चा, स्किल गेम्स, गाणी, गप्पा, समूह नाट्ये आदींच्या माध्यमातून अनौपचारिकपणे वेग वेगळ्या गोष्टी शिकाव्या असा आमचा प्रयत्न असतो. अभ्यासक्रमाला बुजणारा विद्यार्थी हळूहळू महाविद्यालयीन वातावरणाला सरावत जातो.

शेती आणि शेतकऱ्यांच्या मध्ये विशेष आवड असणाऱ्या, शेतकऱ्यांचे उत्पन्न वाढले पाहिजे यासाठी जाणीवपूर्वक प्रयत्न करणाऱ्या दिवंगत प्राचार्य डॉ.अविनाश शिर्के यांच्या अभिनव कल्पनेतून उन्हाळी शिबिरांच्या मधून विद्यार्थ्यांना पाणलोट क्षेत्र विकासाचे प्रशिक्षण देऊन त्याच दिवसात शेतकऱ्यांच्या प्रत्यक्ष शेतावर अल्पखर्ची माती बांध बांधण्याचे प्रयोग महाविद्यालयाने जवळपास सहा वर्षे नियमितपणे केले. या काळात विदर्भातील विविध संस्थांच्या सहयोगातून जवळपास २००० हेक्टर वर अल्प खर्ची पाणलोट क्षेत्र विकासाचे उपचार केले गेले. त्यातून २००० चे वर शेतकऱ्यांचे उत्पन्नामध्ये भरीव वाढ झालीच परंतु विद्यार्थ्यांना जे जीवन शिक्षण मिळाले ते इतरत्र दुसरीकडे कुठे मिळू शकले नसते. यातून विविध सेवाभावी संस्थांची ओळख झालेले विद्यार्थी त्या त्या संस्थांच्या मधून नोकरीस सुद्धा लागले.

पुढे प्रगती बंधू गटाची स्थापना करून या अल्पखर्ची पाणलोट क्षेत्र विकास कार्यक्रमाचा विस्तार करण्यात आला. नवे उपचार सुद्धा त्यात समाविष्ट केल्या गेले. आज महाविद्यालय कंपनी सीएसआर चा वापर करून कोट्याप प्रकल्पाचे माध्यमातून गेल्या तीन वर्षापासून विदर्भातील दोन जिल्ह्यात पाणलोट क्षेत्र विकासाचे काम करते आहे.

आपत्ती व्यवस्थापन कार्यातील महाविद्यालयाचा सहभाग:

आपत्ती व्यवस्थापन कार्य महाविद्यालयाचे एक अत्यंत महत्त्वाचे विस्तार कार्य असून आजवर ६ राष्ट्रीय आपत्तीमध्ये महाविद्यालयाने आपल्या विद्यार्थ्यांच्या पथकासह अत्यंत दखलपात्र काम केलेले आहे. जवळपास ४२६ विद्यार्थ्यांनी या आपत्ती व्यवस्थापन कार्यात आपला वाटा उचलला असून एकूण ७२ दिवस हे काम चाललेले होते.

गुजरात भूकंप २००१, सुनामी २००३, बिहार पूर २००८, केरळ पूर २०१७, आणि सांगली कोल्हापूर पूर २०१८ आणि कोरोना २०१९ या ६ राष्ट्रीय आपत्तीसह यवतमाळ शहर आणि ग्रामीण भागात २०२३ ला जुलै महिन्यात आलेल्या अतिवृष्टीमुळे निर्माण झालेल्या पूरस्थितीत सुध्दा महाविद्यालयाने केलेले मदत कार्य एकूणच आपत्ती व्यवस्थापन कार्य सर्वांच्या प्रशंसेस पात्र ठरले आहे. एक हात मायेचा, एक हात मदतीचा, एक शब्द समुपदेशनाचा म्हणत विद्यार्थी वर्ग आपत्तीग्रस्त भागात प्रत्यक्ष कार्यरत असतो तेव्हा त्याला जे जीवनानुभव मिळतात ते अन्यत्र कुठेही मिळत नाही. तो संपूर्णपणे असुरक्षित क्षेत्रात, अनोळखी भागात, संपूर्णपणे नव्या परिस्थितीत वेगळ्या लोकांसोबत काम करित असताना त्याची जी अंगभूत कौशल्ये विकसित होत जातात ती आणखी दुसऱ्या क्षेत्रात होऊ शकत नाही. हे सांगितले पाहिजे की आमच्या आपत्ती व्यवस्थापन पथकासोबत पालक, संस्थाचालक, प्राचार्य सातत्याने आमचे पाठबळ वाढवणारे होते. या सर्व आपत्ती व्यवस्थापन पथकामध्ये मुलींचा सहभाग ३२ टक्के आहे. पथकासोबत सहकारी महिला प्राध्यापक नसतानाही एवढ्या मोठ्या संख्येने विद्यार्थिनींचा पथकातील सक्रिय सहभाग अत्यंत अपवादात्मक मानावा लागेल.

कोरोना काळामध्ये सर्व प्रकारची भीती भोवताल व्याप्त असताना जिल्हा प्रशासना सोबत कोरोना वॉर रूम मध्ये तसेच प्रत्यक्ष समुदायां मध्ये मदत कार्य करायला महाविद्यालयाचे आजी-माजी विद्यार्थी माझ्या सोबत पूर्ण वेळ होते. कोरोना मदत कार्यात स्वयंसेवी - सेवाभावी संस्थांचे चांगले नेटवर्क यवतमाळ मध्ये उभे होण्यासाठी महाविद्यालयाने प्रशासना सोबत घेतलेली समन्वय आणि संवादाची भूमिका महत्त्वाची ठरली. समुपदेशनासाठी ऑनलाईन मंच उपलब्ध करून देणे, त्यासाठी प्रशिक्षित माजी विद्यार्थ्यांची चमू तयार करणे, विद्यार्थ्यांना व्यक्त होण्यासाठी स्वतंत्र मंच तयार करणे. त्याचप्रमाणे कोरोना संसर्ग टाळण्यासाठी ऑनलाईन व्यापक जागृती मोहीम चालवणे या गोष्टी विद्यार्थ्यांनी उत्स्फूर्तपणे केल्या. नंतरच्या काळात आमच्या अनेक स्थानिक विद्यार्थ्यांनी आपापल्या परीने काही संस्था स्थापन करून यवतमाळ शहर आणि जिल्ह्यात आपले काम उभे करायला सुरुवात केली. त्यांना गवसलेली ही वाट आपत्ती इष्टापत्ती ठरते हे विधान सार्थ ठरवणारी आहे.

*द्वितीय वर्षाला दिलेल्या सकारात्मक शिक्षेचा भाग म्हणून १९९७ साली आम्ही पहिली सायकल यात्रा काढली. या सायकल यात्रेमध्ये ७ मुली, २१ मुले आणि मी होतो. पाच दिवसात १८० किलोमीटरचा प्रवास करित आणि रोज पाच गावांमधून महिला पुरुषांच्या स्वतंत्र बैठका, युवकांशी वेगळी चर्चा, पथनाट्य आदी करित यात्रेचे मार्गक्रमण चाले. यात्रेतील भोजन, निवास व्यवस्था त्या त्या गावची मंडळी करित. यात्रेला कुठलाही खर्च आम्ही करित नाही. पाच दिवस सायकल चालवणे आणि सर्व यात्रेचे संयोजन - व्यवस्थापन करून गावांमध्ये बैठक घेणे पथनाट्य करणे या पूर्ण वेळ कार्यक्रमातून विद्यार्थी वर्ग इतका मजबूत तयार होतो की ज्याचे नाव ते... महाविद्यालयाने आजवर बारा सायकल रॅलीज

काढल्या आहेत. या १२ सायकल रॅलीतून चारशेवर विद्यार्थ्यांनी सहभाग घेतला असून जिल्ह्यातील उमरखेड, पुसद आणि वणी तालुका वगळता उर्वरित जिल्हा आम्ही सायकल यात्रेने पिंजून काढला आहे. जिल्ह्याचे प्रश्न, लोकांचे प्रश्न, सामुदायिक मनामध्ये असलेली खदखद या सर्व बाबींची प्रत्यक्ष कष्टपूर्वक घेतलेली अनुभूती हा या सायकल यात्रेचा खरा खुरा लाभ. सायकल यात्रेचे अनुभव कथन करताना संपूर्ण दिवस सुद्धा अपुरा पडायचा. एवढे मोठे ते लर्निंग होते.

सरत्या वर्षाला निरोप आणि नववर्ष स्वागत उपक्रम:

कोरोना काळाचा अपवाद वगळता गेल्या 13 वर्षांपासून सातत्याने सुरू असणारा उपक्रम म्हणजे सरत्या वर्षाला निरोप आणि नववर्ष स्वागत उपक्रम होय.

नव्या वर्षाचे स्वागत करताना तरुणाई मौज मस्ती, दारू पिणे, गाड्या उडवणे यामध्ये गुंतून जाऊ नये म्हणून विधायक पर्याय देण्यासाठी हा उपक्रम महाविद्यालयाने सुरू केला. इतर उपक्रमा प्रमाणेच याही उपक्रमाला विद्यार्थ्यांनी आजवर उत्स्फूर्तपणे प्रतिसाद दिला आहे. दरवर्षी स्वयंस्फूर्तीने ६० ते ७० विद्यार्थी आठ ते दहा गावांमध्ये ३१ डिसेंबरला दुपारी जातात. गावातील शाळेत विद्यार्थ्यांशी खेळ, गाणी, गप्पा करून सायंकाळी गावकरी, महिला, युवकांच्या बैठका घेतात. गाव, गाव जीवन, गावाचे प्रश्न समजून घेतात. आपल्या परीने काही सांगण्याचा प्रयत्न करतात. सकाळी सर्व गाव रस्त्यावर उतरून गाणी गात, ग्राम स्वच्छता करतात. विद्यार्थी सामाजिक प्रबोधन पर पथनाट्य सादर करतात. १ जानेवारीला जेवण करून पोरं परत येतात. पोरंंच्या जेवणाची, राहण्याची व्यवस्था गावकरी स्वतःहून करतात. गेल्या बारा वर्षांपासून ८०० चे वर विद्यार्थ्यांनी या उपक्रमात सहभाग घेतला आहे. असून त्यानिमित्ताने गाव बैठका संचलित करणे, पथनाट्या मध्ये काम करणे,

चळवळीतली गाणी शिकून घेणे, ती सादर करणे, एकूणच कार्यक्रमाचे व्यवस्थापन करणे विद्यार्थी शिकतात.

नवीन विद्यार्थ्यांचे स्वागत आणि अंतिम वर्षाच्या विद्यार्थ्यांना निरोप:

प्रत्येकच महाविद्यालयात हा उपक्रम होतो. परंतु सावित्री ज्योतिराव समाजकार्य महाविद्यालयांमध्ये हे दोन्ही उपक्रम महाविद्यालयाच्या बाहेर निसर्गरम्य वातावरणामध्ये साजरे केले जातात. या दोन्ही उपक्रमाचे नियोजन, व्यवस्थापन द्वितीय वर्षाचे विद्यार्थी करीत असतात. कुठे जायचे? कसे जायचे? हे निश्चित करणे आणि तेथील व्यवस्थेचे संयोजन करणे हे त्या विद्यार्थ्यांचे काम असते. स्वागत सहलीला प्रामुख्याने जंगल भ्रमणाचे स्वरूप दिले जाऊन पोरंंना नदी किंवा तलावा काठावर नेले जाते. संरक्षित करून पाण्यात ओले होण्याचा आनंद घेऊ दिला जातो. जाणीवपूर्वक डोंगरावर चढवले आणि उतरवले जाते. विश्रांतीच्या ठिकाणी सगळ्यांचे जेवणाचे डबे एकत्रित करून सर्वांना जेवण वाढले जाते. संपूर्णपणे निसर्गाच्या सानिध्यात होणारी ही अनौपचारिक सहल सर्व नवीन प्रवेशित विद्यार्थ्यांच्या आयुष्यभर लक्षात राहते.

अंतिम वर्षाचा निरोप समारंभ हा एक हळवा करणारा क्षण असतो. हाही क्षण संस्मरणीय व्हावा यासाठी कुठेतरी शेतात, निसर्गरम्य ठिकाणी विद्यार्थी स्वतः स्वयंपाक करून सर्वांना जेवू घालतात. याचेही आयोजन नियोजन द्वितीय वर्षाच्या विद्यार्थ्यांनी आणि त्यांच्या देखरेखी खाली प्रथम वर्षाच्या विद्यार्थ्यांनी केलेले असते. जाणाऱ्या विद्यार्थ्यांनी आपले अनुभव कथन करावे, नवीन विद्यार्थ्यांना काहीतरी सांगावे, शिक्षकांनी जाणाऱ्या विद्यार्थ्यांना काही एक मार्गदर्शन करावे या नेहमीच्या गोष्टी तर आहेतच पण त्याशिवाय सर्व विद्यार्थ्यांना एकमेकाविषयी वाटणाऱ्या जिवाळ्याने

ओतप्रोत भरलेला क्षण म्हणजे निरोपाचा क्षण असतो. सर्व विद्यार्थी हळवे होतात, त्यांचे डोळे पाणावतात, आयुष्यभर एकमेकांशी जोडून राहण्याच्या गोष्टी बोलल्या जातात. हे घडते केवळ अनौपचारिक रित्या त्यांनी एकमेकांसोबत घालवलेल्या क्षणामुळे आणि ते क्षण त्यांनी स्वतः एकमेकांसाठी निर्माण केल्यामुळे आणि तशा प्रकारचा अवकाश महाविद्यालयाने त्यांना उपलब्ध करून दिल्यामुळे.... होते तेव्हा आपोआपच मनाच्या तारा जुळतात. प्रयोग म्हणून निर्माण होणारे आणि पुढे परंपरेमध्ये स्थापित होत जाणारे उपक्रम हे महाविद्यालयाचे संचित झालेले आहे.

*अभ्यासक्रमाचा भाग असलेल्या शैक्षणिक सहली सगळीकडेच घेतल्या जातात किंवा त्या घ्याव्याच लागतात. मात्र त्याखेरीज वेगळ्या सहली सुद्धा आमच्या महाविद्यालयात काढल्या जातात आणि त्यासाठी पुढाकार घेतात ते विद्यार्थी... विद्यार्थ्यांना असे वाटणे हेच मला वाटते त्यांच्यामधील बदलाचे मोठे प्रतीक आहे. या अनौपचारिक सहलीची कल्पना, संयोजन, नियोजन सगळ्या गोष्टी विद्यार्थी करतात. खरे म्हणजे या सहलीसाठी बऱ्यापैकी खर्च येत असतो आणि त्या दृष्टीने आमच्याकडचा विद्यार्थी तसा आर्थिक दृष्ट्या दुबळाच असतो मात्र त्यांची इच्छाशक्ती तीव्र असल्यामुळे ते स्वतः सुट्टीत काम करून सहली साठीचा खर्च गोळा करतात. कमीत कमी खर्चात सहल व्हावी या दृष्टीने आम्ही प्रयत्न करतो आणि ती खरोखर तशी होतेही. आजवर अशा फार सहली गेल्या नसतील तरी चारदा आम्ही राज्यभर पाच ते सात दिवसांच्या सहलीसाठी गेलो आहोत. एक आणि दोन दिवसांच्या तर बऱ्याच सहली झालेल्या आहेत आणि त्याही अत्यंत वैशिष्ट्यपूर्ण म्हणजे पौर्णिमेच्या रात्री जंगलात मुक्काम, तिथेच स्वयंपाक तयार करून जेवण करणे, दिवसभर जंगलातून हुंदडणे इत्यादी... अशा गोष्टी एक-दोन दिवसांच्या सहलीत तर पाच सहा

दिवसांच्या सहलीत कमीत कमी खर्चातील ट्रेन ची सवलत मिळवून आणि मधल्या भागात मेटाडोर मधील प्रवास, एस टी महामंडळाची सात दिवसाची प्रवास सवलत पास काढून फिरणे असे सगळे प्रयोग आमचे करून झाले आहेत. विद्यार्थ्यांमधील धैर्य आणि संयोजन कौशल्य वाढीसाठी अशा प्रकारचे उपक्रम फारच महत्त्वाचे ठरतात.

*विविध कार्यशाळा मधून विद्यार्थ्यांना सहभागी होण्यासाठी प्रवृत्त करण्याचे काम हा सुद्धा एक वेगळाच प्रयोग आहे. बाहेरचे जग, बाहेरच्या संस्था सुद्धा विद्यार्थी कार्यकर्ते तयार करण्याचे काम आपापल्या परीने करत असतात. त्या त्या संस्थेची एक विचार पद्धती असते .काम करण्याचे क्षेत्र असते त्यांचे त्यांचे संपर्क असतात आणि त्यातून तयार झालेली त्यांची जमीन सुद्धा असते. त्या संस्थेने आपल्या बळावर मिळवलेल्या या गोष्टी त्यांनी आयोजित केलेल्या शिबिरामधून विद्यार्थ्यांना सहजपणे प्राप्त होतात. संस्थांनी आयोजित केलेल्या शिबिरा मधून विद्यार्थ्यांनी जावे यासाठी आम्ही महाविद्यालयाच्या स्थापनेपासूनच आग्रही आहोत. महाविद्यालयातून पदवी पूर्ण करणारा प्रत्येक विद्यार्थी कुठल्या ना कुठल्या चार-पाच दिवसीय शिबिरातून निश्चितच सहभागी झालेला आहे.

शिबिर केलेल्या विद्यार्थ्यांची राज्यभर स्वतःची ओळख होते. त्यांचे स्वतंत्र नेटवर्क तयार होते. समवयस्कांच्या अशा एका गटाशी तो जोडला जातो की जो गट त्याच्या फॅकल्टी च्या पलीकडे विविध विद्या शाखा मधून येणाऱ्या आणि वेगवेगळी सामाजिक, सांस्कृतिक, आर्थिक पार्श्वभूमी असणाऱ्या मुला मुलींचा असते.

फ्रायडे फॉर फ्युचर चळवळ:

पर्यावरण शास्त्राचा विषय विद्यापीठाच्या अभ्यासक्रमामध्ये द्वितीय वर्षाला आहे. केवळ त्याचमुळे

विद्यार्थ्यांच्या मध्ये पर्यावरण प्रेम रुजते असे नव्हे पण एखादी बॅच आपले वेगळेपण घेऊन येते तसंच 2019 मध्ये द्वितीय वर्षाला असणाऱ्या विद्यार्थ्यांसोबत ग्रेटा थनबर्गच्या आंदोलनाची चर्चा करत असताना या विद्यार्थी वर्गाने तिने सुरू केलेली फ्रायडे फॉर फ्युचर ची चळवळ आपण यवतमाळला सुरू करू शकत नाही का? अशी विचारणा केली आणि त्याप्रमाणे प्रत्यक्ष कृती सुद्धा.... दर शुक्रवारी यवतमाळच्या बस स्थानक चौकात बाबासाहेब आंबेडकरांचे पुतळ्याजवळ विद्यार्थी उत्स्फूर्तपणे चार ते सहा बसायचे. पर्यावरण विषयक चर्चा करायचे, फलक हाती धरून घोषणा द्यायचे, पर्यावरण विषयक प्रत्यक्ष कृती करायचे, मग रस्त्याच्या दुतर्फा लावलेल्या झाडांचे संरक्षण असेल, त्याला आळे करून पाणी घालणे असेल इत्यादी... त्या झाडांची तोड होत असेल तर संबंधित यंत्रणेला निवेदन देणे असेल अशी वेगवेगळ्या प्रकारची प्रत्यक्ष कामे विद्यार्थ्यांनी सलग चार वर्षे केली. पुढे या चळवळीचे स्वरूप बदलले. यवतमाळ मध्ये उभ्या राहिलेल्या प्रयास वन प्रकल्पामध्ये विद्यार्थी जातात, तिथे श्रमदान करतात, तेथील उपक्रमांमध्ये सहभागी होतात. प्रयास ने पर्यावरण विषयक जागृती करण्यासाठी शालेय विद्यार्थ्यांची मोठी परीक्षा घेतली त्या परीक्षेसाठी अभ्यासाचा भाग म्हणून नेमलेली पुस्तिका लिहून काढण्यात, संपादित करण्यात विद्यार्थी वर्गाचा आणि महाविद्यालयाचा मोठा वाटा होता.

*शहर आणि जिल्ह्यातील विविध सामाजिक, सांस्कृतिक, शैक्षणिक उपक्रमांमध्ये विद्यार्थ्यांना सहभागाची संधी उपलब्ध करून देणे हा शैक्षणिक प्रयोगाचाच एक भाग आम्हाला सातत्याने वाटला. यानिमित्ताने महाविद्यालय आणि विद्यार्थी संबंधित संस्था, व्यक्ती आणि उपक्रमाशी जोडला जातो. या जोडलेपणातून महाविद्यालयाची आणि विद्यार्थ्यांची स्वतंत्र ओळख तयार होते. पाणी फाउंडेशन सारखी

एखादी लोक चळवळ की जिचे माध्यमातून अनेक गावांना स्पर्धात्मक उपक्रमांमध्ये सहभागी व्हायला लावून पाणीटंचाईतून मुक्त होण्याचा मार्ग दाखवला गेला. या उपक्रमाच्या प्रत्येक वर्षी विविध गावांच्या मधून विद्यार्थ्यांनी आपला सहभाग परीक्षेनंतरच्या कडक उन्हाच्या काळामध्ये अत्यंत सक्रियपणे निभावला. यातील काही गावांना तालुका आणि जिल्हा पातळीवरची बक्षिसे सुद्धा मिळाली. अखिल भारतीय मराठी साहित्य संमेलना सारख्या प्रचंड आणि अवाढव्य आयोजनामध्ये महाविद्यालयातील सर्व विद्यार्थ्यांचा स्वयंसेवक म्हणून अत्यंत उत्तम सहभाग राहिला. अशाच प्रकारे अनेक सांस्कृतिक, क्रीडा विषयक आयोजनामध्ये तसेच अनेक प्रकारच्या सर्वेक्षणामध्ये (असर, पॅन इंडिया राजकीय सर्वेक्षण) महाविद्यालयातील विद्यार्थ्यांनी स्वयंसेवक, आयोजक, व्यवस्थापक, सर्वेक्षक म्हणून चांगल्या भूमिका बजावल्या आहेत. मग ती अंध अपंगांसाठी ची राज्यस्तरीय क्रीडा स्पर्धा असो किंवा त्यांच्यासाठीचे स्वतंत्र प्रशिक्षण असो किंवा जिल्हा - राज्य स्तरावरची विविध सांस्कृतिक किंवा क्रीडा प्रकारातील आयोजने असो.... अशा उपक्रमांमधून विद्यार्थी सहभागी होत असताना त्यांना शिस्तप्रियता, गटकार्य, संघकार्य सहजपणे काम करता करताच शिकायला मिळते. या सगळ्या बाबींसाठी शिक्षक वर्गाला अध्यापना व्यतिरिक्त बराच वेळ द्यावा लागतो, संपर्क ठेवावा लागतो. नियोजन - संयोजनामध्ये गरज असेल त्या ठिकाणी फॅसिलिटरची भूमिका बजावावी लागते. त्यांच्या पाठी आपण उभे आहोत अशा प्रकारचा आश्वासक आधार विद्यार्थ्यांना द्यावा लागतो. अशा सर्व गोष्टीत शिक्षक वर्गाचा मोठा कस लागतो. महाविद्यालयाचे व्यवस्थापन, प्राचार्य आणि इतर सहकारी शिक्षक आणि शिक्षकेतर कर्मचारी या सर्वांचे

अद्वैत असल्याशिवाय अशा प्रकारची प्रयोगशीलता महाविद्यालयाचा भाग होऊ शकत नाही.

निष्कर्ष:

महाविद्यालयाच्या प्रयोगशीलते बद्दल महाविद्यालयात शिक्षणाच्या आणि शिकून बाहेर पडलेल्या विद्यार्थ्यांना नेमके काय वाटते हे समजून घेण्यासाठी प्रस्तुत लेखकाने गूगल फॉर्मच्या माध्यमातून विद्यार्थ्यांना काही प्रश्न विचारले होते. या प्रश्नांची उत्तरे आणि त्यांचे विश्लेषण लक्षात घेतल्यास प्रयोगशीलतेमुळे विद्यार्थ्यांमध्ये काय बदल झाले? त्यांच्या जीवनावर, करियर वर त्याचा नेमका काय परिणाम झाला? याची सविस्तर माहिती आपल्याला होते. १८४ उत्तरदात्यांनी या प्रक्रियेत भाग घेतला असून त्यात १०७ पुरुष तर ७७ महिला आहेत.

- १) व्यक्तिमत्व विकास आणि कौशल्य क्षमतांच्या वृद्धीमुळे विद्यार्थी विविध नामवंत फेलोशिप साठी निवडले गेले.
- २) नोकरी साठी आवश्यक कौशल्य अवगत केल्यामुळे विद्यार्थी अधिक मोठ्या प्रमाणावर नोकरी मिळू शकले.
- ३) उपक्रमातील सहभाग आरंभी त्रासदायक वाटायचा मात्र आज त्याची फळे मिळाल्यानंतर ते किती आवश्यक होते हे समजले. असे सर्वच विद्यार्थ्यांनी नोंदवले आहे.
- ४) उपक्रमातील सहभागामुळे आमची अभ्यासातील रुची वाढली शिक्षणामधील रस वाढला आणि त्याचा स्वाभाविक परिणाम वर्गातील उपस्थिती वाढण्यात झाला असे सर्वच विद्यार्थ्यांनी मत व्यक्त केले आहे.
- ५) उपक्रमातील सहभागामुळे विविध प्रकारच्या कौशल्यांची विकसन झाले आणि स्वाभाविकच आत्मविश्वासात भर पडली.

६) करिअरच्या वाटा प्रशस्त झाल्या, विविध कौशल्य विकसित झाली, जीवनात खंबीरपणे उभे राहायला शिकलो.

७) महाविद्यालयाच्या प्रयोगशीलतेमुळे या अभ्यासक्रमाचे वेगळेपण उठावदारपणे समोर येते, प्रयोगशीलता हा शिक्षणाचा आत्मा आहे यामुळेच महाविद्यालयाची वेगळी ओळख निर्माण झाली आदी मते विद्यार्थ्यांनी व्यक्त केली.

८) महाविद्यालयाच्या प्रयोगशीलते बद्दल आपण सविस्तर काही सांगू इच्छिता का? या प्रश्नाचे उत्तर बहुतांश विद्यार्थ्यांनी दिलेले असून याबाबतची सर्वांची मते जवळपास सारख्याच वळणाची आहेत. त्याचा थोडक्यात गोषवारा पुढीलप्रमाणे....

असे उपक्रम इतर महाविद्यालयामध्ये बघायला मिळत नाहीत... आमचे महाविद्यालय म्हणजे विद्यार्थी घडवणारे महाविद्यालय आहे... येथे पंखांना बळ आणि उभारी देणारे शिक्षण देण्यात येते... आम्ही स्वावलंबी झालो, आत्मविश्वास वाढला, स्वतः काही करू शकतो याची जाण आली, नवीन जीवनशैली शिकायला मिळाली.... असे नोंदवताना विद्यार्थी म्हणतात की समाजाभिमुख विवेकी विद्यार्थी घडवण्याचे महत्वाचे केंद्र म्हणजे आमचे महाविद्यालय आहे. ते आम्हाला एक उत्तम व्यक्ती म्हणून जगायला शिकवते. केवळ स्वप्न पाहायला शिकवत नाही तर त्या स्वप्नांना आकार द्यायला आणि त्यासाठी संपूर्ण आयुष्य पणाला लावायला सुद्धा प्रेरित करते. अभ्यास, अभ्यास आणि अभ्यास या पलीकडे जाऊन जीवनाभिमुख दृष्टिकोन अवलंबून अनुभवजन्य शिक्षण हीच आमच्या महाविद्यालयाची खरी ओळख होय.... येथे दिल्या गेलेल्या धड्यामुळे आम्ही जीवनात पराभूत होणार नाही असा विश्वास आम्हाला आला असेही विद्यार्थ्यांनी नोंदवले आहे. विद्यार्थ्यांना बदलत्या काळानुरूप विविध प्रकारच्या

विस्तार दृष्टी देणाऱ्या बाबींचा परिचय करून द्यावा. भावी काळातली आव्हाने काय आहेत हेही त्यांच्या समोर येऊ द्यावे... त्या प्रकारची काळ सुसंगत अशी नवीन प्रयोगशीलता महाविद्यालयाने आत्मसात करावी, स्पोकन इंग्लिश, प्रपोजल आणि रिपोर्ट रायटिंग हे विद्यार्थ्यांना शिकवायला हवे असेही विद्यार्थ्यांनी नोंदवले आहे. महाविद्यालयाने बरंच काही दिलेले आहे. परंतु आपण विद्यार्थी म्हणून अधिक सक्रिय व्हायला हवे असाही एका विद्यार्थ्याचा अभिप्राय आहे.

वरील मांडणीतून गुगल फॉर्मच्या निष्कर्षातून ज्या अनेक गोष्टी आपल्यासमोर आल्या त्या हे स्पष्ट करतात की साचेबद्ध शिक्षणाला प्रयोगशील शिक्षणाचा पर्याय उभा केल्याशिवाय उच्च शिक्षण हे काळ सुसंगत आणि जॉब मिळवण्यासाठी आवश्यक कौशल्य प्राप्त

करून देणारे असणार नाही. तसे झाले नाही तर विद्यार्थ्यांमधील नैराश्य वाढत जाईल. आज उच्च शिक्षणा नंतर विद्यार्थ्यांना येणाऱ्या नैराश्याचे प्रमाण वाढते आहे. त्या पार्श्वभूमीवरील सावित्री ज्योतिराव चे प्रयोग अनुकरणीय आहेत.

आपल्या स्तरावर, आपल्या परिप्रेक्ष्यात आणि आपले सामाजिक, सांस्कृतिक, शैक्षणिक पर्यावरण लक्षात घेऊन आपल्याला कुठले कुठले प्रयोग करणे शक्य आहे याचा अदमास घेऊन कुठलेही महाविद्यालय आपल्या स्तरावर प्रयोगशीलतेचा अवलंब करून विद्यार्थ्यांना उभे करू शकते. त्यासाठी शिक्षकाला थोड्या गोष्टी करावयाच्या आहेत. बाकी बहुतांश गोष्टी प्रेरित झालेले विद्यार्थी निश्चितपणे करतात.



गोसावी समाजातील उच्च शिक्षणाचे वास्तव

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प्रस्तावना :

शिक्षण ही मनुष्याची मुलभूत गरज आहे. मनुष्याला जीवन जगतांना प्रत्येकक्षणी शिक्षणाची आवश्यकता भासते. त्यामुळे माणसाच्या उत्क्रांती बरोबरच शिक्षणाची व्याप्ती व आशंका यात ही उत्क्रांती घडून आलेली दिसते. भारतात शैक्षणिक धोरणानुसार प्राथमिक, माध्यमिक, उच्च माध्यमिक व उच्च शिक्षण असे स्तर दिसून येतात. स्वामी विवेकानंदांनी म्हटल्याप्रमाणे 'शिक्षणाशिवाय मनुष्याला पूर्णत्व येत नाही, याचा अर्थ शिक्षण हे व्यक्तीचा व पर्यायाने देशाचा विकास घडवून आणते.

भारतात उच्च शिक्षणाची सुरुवात १८५७ साली स्थापन झालेल्या कलकत्ता, मुंबई, मद्रास विद्यापीठांपासून झाली. १८६० च्या कायद्यान्वये या विद्यापीठांना पदवी व पदविका देण्याची परवानगी मिळाली. १९०२ मध्ये भारतीय विद्यापीठ आयोग नेमण्यात येवून १९०४ मध्ये भारतीय विद्यापीठ अधिनियम परीक्षा झाल्या व ब्रिटीशांच्या धोरणानुसार भारतात उच्चशिक्षण देण्यात येवू लागले. भारताला स्वातंत्र्य मिळाल्यानंतर विद्यापीठांच्या कामकाजात सुसूत्रता यावी यासाठी १९४८ मध्ये 'विद्यापीठ अनुदान मंडळा' ची स्थापना केली गेली. नंतर भारतात उच्च शिक्षणात सुधारणा आणि विस्तार व्हावा यासाठी डॉ. सर्वपल्ली राधाकृष्णन यांच्या अध्यक्षतेखाली एक उच्च

शिक्षण आयोगाची स्थापना झाली. या आयोगाने भारतीय जनतेच्या शैक्षणिक गरजांचा विचार करून आपला अहवाल सादर केला, त्यात औद्योगिक प्रगतीसाठी तांत्रिक व विज्ञानाची महाविद्यालये मोठ्या संख्येने सुरू करावीत, पदवी परीक्षेचा अभ्यासक्रम ३ वर्षांचा करावा. अशा विविध शिफारशी केल्या. त्यानुसार भारतात १९५६ मध्ये विद्यापीठ अनुदान आयोगाची (युजीसी) स्थापना करण्यात आली. तदंतर १९६४-६५ साली कोठारी आयोगाने उच्चशिक्षणाच्या विविध शिफारशी केल्या.

शिक्षणाचा अर्थ :

संपूर्ण जगाचा विचार केल्यास एक गोष्ट लक्षात येते की, मानव ही देवाची सर्वोत्कृष्ट निर्मिती आहे. देवाने अनेक सजिवांची व निर्जीवांची निर्मिती केली. सजिवामध्ये काही मानवेत्तर प्राण्यांचा समावेश होतो. त्यात काही चपळ व हुशार तर काही बलवान तर काही लबाड व धूर्त असल्याचे दिसते. परंतु या सर्व प्राण्यांनी आपली सर्वा शक्ती व बुद्धी केवळ भाष्य शोधण्यातच खर्च केली व आहार, भय, निद्रा आणि मैथून या चौकडीतच फिरत राहिले. परंतु मानवाने आपल्या बुद्धीच्या जोरावर स्वतःची प्रगती करून प्रतीसृष्टी गाठण्यापर्यंत मजल मारली.

प्राचिन विचारवंतांच्या दृष्टीने शिक्षणाचा अर्थ:

प्लेटो :- मानवाचे शरीर व आत्मा यांच्यामधील उत्कृष्टतेचा पूर्णत्वाप्रत विकास म्हणजे शिक्षण.

रूसो :- शिक्षण म्हणजे सवय, कोणत्याही कृत्रीम सवयीच्या आहारी न जाणे, निसर्गानुसार वागणे होय.

भारतीय विचारवंतांच्या मते -

शंकराचार्य :- शिक्षण म्हणजे आत्मसाक्षात्कार

स्वामी विवेकानंद :- मानवातील उपजत दैवी गुणांची अभिव्यक्ती म्हणजे शिक्षण होय.

महात्मा गांधी :- मानवाच्या शारिरीक, मानसिक व आध्यात्मिक अंगातील उत्कृष्टतेचा विकास व अभिव्यक्ती म्हणजे शिक्षण होय.

प्रस्तुत अशा नवीन परिप्रेक्षात जेव्हा आपण भारताच्या उच्चशिक्षणाबाबत चर्चा करतो तेव्हा आपल्याला कमालीची विसंगती पहायला मिळते. एक तर आजही जगाच्या गुणवत्ता शिक्षणात भारत आपणांस कुठेच दिसत नाही. एकीकडे आजही जगातील बुध्दीवंतात भारतीयांची संख्या आहेच आहे. भारत ही जगातील सर्वात मोठी अशी मध्यमवर्गीयांची बाजारपेठ आहे. आणि महत्त्वाचे म्हणजे आपल्या शेजारील आणि आशिया खंडास ज्याच्या साम्राज्यवादाच्या प्रखर झळ पोहोचतात त्याच चिनमध्ये मुलगामी प्रकारचे शिक्षण आणि संशोधन होत आहे. त्यांना या बाबतीत जागतिक दर्जाच्या मानांकनात दोनदा त्यांचा क्रम येतो आणि भारताची पहिल्या २५० विद्यापीठातही नाव येत नाही. जिथं भारताचीच अशी अवस्था असेल तिचे शिक्षणाबाबत वंचित आणि बहुजनांची काय स्थिती असेल? या बाबतीत सदरील शोधनिबंधात प्रकाश टाकला जाईल. सर्वप्रथम उच्चशिक्षणाबाबतचा आपण अर्थ स्पष्ट करू की, उच्चशिक्षण म्हणजे १२ वी पासून पदव्युत्तर ते संशोधन या शिक्षणाला ढोबळमनाने उच्च

शिक्षण म्हणतात. यामध्ये प्रामुख्याने विद्यापीठीय शिक्षणाचा सर्वाधिक अंतर्भाव होतो.

या भारतात शिक्षण हिच बाब सर्वात कळीची आहे. स्वातंत्र्यानंतर आजही शिक्षणाबाबत कोणतीही शैक्षणिक क्रांती अवतरली नाही. आपल्या या शिक्षण व्यवस्थेमध्येच असा दोष आहे. की वयाच्या ५ वर्षापर्यंत आपले सामाजिक करण होते आणि याच त्याच्या अत्यंत नाजूक काळात त्याला जातीची आणि मागासलेपणाची, कमाजीची जाणिव हिच शिक्षण व्यवस्था करून देते.

सद्यस्थितीत आपल्या या शिक्षणाबाबतीत आणखी एक कमालीचा विरोधाभास असाही दिसतो की एकीकडे शाळा, महाविद्यालयात विद्यार्थ्यांची उपस्थिती ही शोचनीय अशीच आहे आणि दुसरीकडे मात्र खाजगी शिकवणीत मात्र प्रचंड गर्दीच गर्दी याबाबतीत ही एकूणच शिक्षण व्यवस्थेची प्रचंड मोठा आजारच आहे. अशी समिक्ष गेल आंमवटे यांनी केली आहे.

गोसावी समाज :

एका कालखंडात जगातील प्राचीन धर्माचा एक स्तंभ म्हणून इतिहासात नोंद झालेला गोसावी समूह कालांतराने विखुरला गेला. जटा आणि भस्मादी धारण केलेला कुणाही सामान्य साधूसारखा त्याचा परिवेश, एका हाती चमचमणारा कमंडलू अन् दुसऱ्या हाती धारण केलेला दंड खांद्यावर घेवून यजमानाच्या दारी मिळालेली शिधा (भिक्षा) झोळीत घालून अज्ञात वाटेच्या दिशेने चालता व्हायचा अत्यंत मित्भाषी, यजमानाच्या दारात पाऊल ठेवल्यानंतर ठरावित वेळेत दान पदरात, आलाचं तरी ठीक अन्यथा पुढल्या घरी ने बोलता निघून जाण्यासारखे त्याचे अनाकलनीय, नियम यामुळे या यतीच्या गुढ परंपरेविषयी नेहमीच उत्सुकता वाटायची. कुणी याला यती म्हणायचं, कुणी 'गोसावी' कुणी 'गोस्वामी' तर कुणी त्यायला 'गुसाई'. कुणीतरी एक पीठ

मागणारा साधू दारांशी हजेरी लावून गेला; इतकाच काय तो बोध जायचा. पण गोसाव्याबाबत वाटणाऱ्या उत्सुकतेचं बोट धरून या शब्दाचा मार्ग काढायला घेतला तर हा शब्द थेट आद्य शंकराचार्यांच्या काळापर्यंत घेऊन गेला आणि एका परंपरेचं व्यापक दर्शन घडवून गेला.

भटक्या-विमुक्त जमातीची वैशिष्ट्ये:

१) समाजप्रवाहापासून वंचित :

मागासलेल्या जाती जमातीपेक्षा भटक्या, विमुक्त जमातीचे जग वेगळं आहे. उपजीविकेसाठी पिढ्यानपिढ्य भटकंती चालू असल्यामुळे स्थिर, जीवनाच्या लाभापासून ही समाज अनेक वर्षे वंचित राहिलेला आहे.

२) श्रेष्ठ कनिष्ठत्वाची भावना :

या जमातींना आपल्या भूतकाळविषयी प्रचंड अभिमान आहे. त्यापैकी काही जण स्वतःला रजपूत, क्षत्रिय वंशाचे मानतात. तर काही जण अस्पृश्यांकडून भीक घेत नसल्याचे सांगतात. बहुतेक भटक्या जमातीतील आपल्या वाट्याला आलेले भटके जीवन हे केवळ दैवी संकेताने मिळालेले आहे. असे सांगतात आणि इतर भटक्या जमातीपेक्षा खखा आपली जमात कशी श्रेष्ठ व वेगळी आहे पटवून देण्याचा प्रयत्न करतात.

३) सामूहिक हत्याकांडाचे प्रकार :

महाराष्ट्रात गावगुंडानी भटक्या विमुक्तांची कित्येक कुटुंब नेस्तनाबूत केल्याचा घटना घडलेल्या आहेत.

४) भाषेला लिपी नाही :

कष्टकरी, वैदू, कब्काडी, गारोडी, वडार, कोल्हारी, पारधी इत्यादी बहुतेक भटक्या जमातींची भाषा मराठी नाही. ते आजही त्यांची मूळ भाषा आणि रूढीपरंपरा सांभाळून आहेत. त्यांच्या भाषेला लिपी नाही.

५) देश तसा देश :

महाराष्ट्रातील विविध जातीधर्मांच्या समाजात वावरावे लागत असल्यामुळे 'देश तसा देश' धारण करण्याची वेळ त्यांच्यावर आली. गावोगावच्या सांस्कृतिक आकृतिबंधनामुळे त्या-त्या व्यक्तीस स्थानिकांचे अनुकरण करावे लागते.

६) विविध संस्कारांचे ओझे :

कोणत्याही समाज घटकावर विविध संस्काराचे ओझे लादलेले असते. प्रत्येक जमातीचे संस्कार वेगळे असलेले दिसून येतात.

महाराष्ट्रामध्ये भटक्या जमाती प्रत्येक जिल्ह्यात कमी अधिक प्रमाणात आहेत. संक्षिप्त अर्थ घेतला तर असा बोध होतो की जे पूर्वीपासून नियमित भटकंती करत आहे व काहीशी वस्त करून राहत आहेत, त्यांचा समावेश भटक्या जमातीमध्ये केला आहे. त्यांना भटक्या जमाती असे म्हणतात. याच भटक्या जमातीतील एक जमात म्हणजे गोसावी होय. भारतात सर्वत्र गोसाईं, गुसाईं, गसोस्वामी अशाही नावांनी हा वर्ग ओळखला जातो. 'गोकवाविम' या संस्कार शब्दापासून आली आहेत. आर्थिक, सांस्कृतिक, शैक्षणिक, आरोग्यविषयक दृष्टीने ही जमात मागासलेली आहे.

भटक्या जमातीचे प्रश्न:

निश्चितपणाने आपल्या सर्व भारतीय बांधवांना आपल्या संविधानाने शिक्षणाचा मुलभूत असा अधिकार दिला आहे. परंतु हा अधिकार आणि प्रत्यक्ष भटक्या समाज आणि आदिवासी यांच्याकडे पाहिलेले असता आपणांस असे दिसून येते की अद्यापही या वर्गांना त्यांच्या प्रकाराचे दर्जाचे शिक्षण मिळत नाही. एक तर या वर्गाचे एकुणच शिक्षणाचे प्रमाण हे अत्यल्प असे आहे आणि त्यातही कोणत्याही प्रकारची व्यवस्थाही यासोबत नाही.

शोधनिबंधात जरी उच्चशिक्षणाची चर्चा केली असली तरी प्राथमिक शिक्षणाचे एक चित्र सर्वत्र दिसते की, आता सर्वत्र इंग्लीश स्कुलचे अत्यंत जोरदार असे पीक पिकते आहे. व हा नवसुस्थित असा नोकरदार मध्यमवर्ग अकारण प्राथमीक ते १० वी पर्यंतच्या या शिक्षणापायी सर्वाधिक खर्च व्याजाने केल्यासारखा करतो. परंतु त्यात भटक्या समाज आणि मध्यम वर्गीयांच्या मुलांचे १० नंतर काय होते हाही अत्यंत गंभीर प्रश्न आहे. त्या सर्वच इंग्रजी शाळा व्यवसाय करतात हेच मुळात पालक वर्गास कळत नाही. उलट तो मोठे परिवर्तन माणून त्यात आपला पाल्य अकारण पुढे-पुढे ढकलत राहतो. परंतु हे खरे भटक्या समाजाला परवडणारे आहे काय असा गंभीर प्रश्न शिल्लक राहतो. (इपीडब्ल्यु, २०१३, विशेषांक)

प्राथमिक उपाययोजना :

आजच्या शिक्षण प्रणालित प्राथमिक ते उच्च शिक्षणाच्या बाबतीत मोठ्या प्रमाणात समस्या निर्माण झालेल्या आहे. यावर खालील प्रमाणे उपाय योजना सुचविता येतात.

- १) आजच्या शिक्षणप्रणालीला बळकट व मजबुत करण्यासाठी शासनाने शिक्षण क्षेत्र स्वतःकडेच ठेवावे.
- २) शिक्षणाच्या खाजगीकरणाचा वेग नियंत्रित करावा.
- ३) मोफत व सक्तीचे शिक्षण कायद्याची सुयोग्य अंमलबजावणी करावी
- ४) प्राथमिक स्तरावरील शिक्षण मातृभाषेमधूनच व्हावे.
- ५) कौशल्यपूर्ण व रोजगाराभिमुख अभ्यासक्रमाची निर्मिती करावी.

- ६) शिक्षकांसाठी शिक्षण प्रशिक्षण विकास व क्षमता बांधणी कार्यक्रम सातत्याने राबवावे.
- ७) विद्यापीठ स्तरीय शिक्षणाचा दर्जा व गुणवत्ता सुधारण्यासाठी प्रामाणिकपणे प्रयत्न करावा.
- ८) पदविधरांसाठी कौशल्य प्रशिक्षण केंद्राची स्थापना करावी.

इत्यादी प्रकारच्या उपाययोजना अवलंबिल्यास शिक्षण क्षेत्रात बदल घडण्यास सुरवात होईल.

उच्च शिक्षणाच्या अध्यापन प्रक्रियेत ICT साधनांचा वापर केल्यानेहोणारे फायदे पुढील प्रमाणे:

१. **विविध माहितीची उपलब्धता** - शिक्षक व विद्यार्थी दोघानांही विविध विषयाबाबतची माहिती सहज व क्षणार्धात उपलब्ध होते. इंटरनेट वरील विविध विश्वकोश, व्हिडीओ, माहितीवर आधारित लेख, जर्नल्स, विविध वेबसाईट हजारोंच्या संख्येने उपलब्ध होतात म्हणून माहिती उपलब्धतेच्या दृष्टीनेही साधने फायदेशीर आहेत.
२. **माहितीचे प्रभावीपणे सादरीकरण** - शिक्षक विद्यार्थ्यांना विविध विषय स्क्रिन प्रेझेंटेशनच्या माध्यमातून सहज पटवून देऊ शकतात. जे पारंपारीक शिक्षण पध्दतीत शक्य नव्हते आज विविध सादरीकरण साधनांच्या वापरामुळे ज्ञानदानाचे काम प्रभावीपणे करणे सहज शक्य होते.
३. **विद्यार्थ्यांमध्ये शिक्षणाविषयी आवड-** पारंपारीक शिक्षणाच्या जोडीला संगणकाचा वापर करण्यात आल्यास शिक्षणाच्या गुणवत्तेत वाढ होऊ शकते. संगणकाच्या वापरामुळे विद्यार्थ्यांमध्ये शिक्षणाविषयी आवड निर्माण

होते. त्यांची अध्ययनक्षमता विकसीत होण्यास मदत होते.

४. **गुणवत्ता व पारदर्शकतेत वाढ** - माहिती व दळणवळणाच्या साधनांमुळे विद्यार्थ्यांच्या गुणवत्तेत सुधारणा होत असल्याचे निदर्शनास आले आहे. पारंपारिक शिक्षणाच्या जोडीला संगणकाचा वापर करण्यात आल्यास शिक्षणाच्या गुणवत्तेत वाढ होऊ शकते. उच्चशिक्षण क्षेत्रात माहिती व तंत्रज्ञानाच्या साधनांद्वारे परिक्षांचे आयोजन, फीडबॅक, स्कॉलरशिप फॉर्म भरणे इ. होते परिणामी व्यक्तीसापेक्षता न येता गुणवत्ता वाढून पारदर्शकता वाढणे शक्य होते.
५. **शिक्षार्थी केंद्रीत शिक्षणपध्दती** - आतापर्यंत शिक्षक विद्यार्थ्यांना ज्ञान देत मात्र आता विद्यार्थीही स्वतः इंटरनेट वापरून माहिती मिळवू शकतात व ती वर्गात वाटू शकतात. म्हणजेच शिक्षणपध्दती हळुहळु शिक्षार्थी केंद्रीत होत आहे.
६. **सक्रिय सहभाग** - माहिती व दळणवळणाच्या साधनांमुळे परिक्षापध्दती माहितीचे विश्लेषण करण्याच्या पध्दती यांत अनेक बदल घडून आल्यामुळे विद्यार्थ्यांना माहिती मिळविण्यासाठी, तिचा अभ्यास करण्यासाठी नवीन मार्ग उपलब्ध झाला आहे. आता विद्यार्थी त्यांच्या सवडीप्रमाणे माहिती मिळवू शकतात, अभ्यास करू शकतात. त्यामुळे त्यांचा शिक्षणातील रस वाढण्यास मदत होते.
७. **दुहेरी शिक्षण** - माहिती व दळणवळणाच्या साधनांमुळे विद्यार्थी, शिक्षक, तज्ञ यांच्यात संवाद व सहकार्याची भूमिका निर्माण होण्यास मदत होते. तसेच वेगवेगळ्या संस्कृतीतील

व्यक्तीशी, त्यांच्या संस्कृतीशी ओळख होते. व आपल्या ज्ञानाच्या कक्षा रुंदावण्यास मदत होते.

८. संगणकीय तंत्रज्ञानाच्या वापर करून शिक्षण उत्पादकता तसेच शिक्षकांची परिणामकारकता वाढवता येते.

शिक्षण पध्दतीत तंत्रज्ञान क्षेत्रातील पुढील गोष्टींचा वापर करता येईल.

१. सूचनात्मकसाधने.
२. ऑडीयो, व्हिडीयो, व डिजिटल उपकरणे (श्राव्य, दृश्य व डिजिटल)
३. सॉफ्टवेअर व कन्टेन्टवेअर.
४. संपर्काचीसाधने.
५. माध्यम (मिडीया)
६. शैक्षणिक वेबसाईट्स. इ.

निष्कर्ष :

स्वातंत्र्यानंतर 75 वर्ष जरी झाली असली तरी जगात भारत हा दिमाखदार, लोकशाहीवादी राष्ट्र म्हणून पुढे आले असले तरी आजही शिक्षणाबात भटक्या समाजाचे अनन्यसाधारण असे प्रश्न व समस्या आहे. त्यांना शिक्षणाच्या सर्वच क्षेत्रात समान संधी मिळाली पाहिजे. तरच ती सर्वकष लोकशाही ठरेल नाहीतर सुदृढ लोकशाहीचा आत्माच शिक्षण व वर्तमानपत्रावर आहेच. त्यामुळे ती कोलमडायला वेळ लागणार नाही याची आपण काळजीपूर्वक या निमित्ताने दखल घ्यायला हवी.

१. उच्चशिक्षण सर्वकष असावे.
२. भटक्या समाजाचे सर्वच प्रकारचे शिक्षण सहजतेने मिळावे.
३. शिक्षण दरी शासनाने कमी कराव्यात.
४. लोकशाही भारताची खरी ओळख आहे आणि ती या शिक्षणावरच अवलंबून राहणार आहे.

संदर्भ ग्रंथसूची :

- १) भटक्या विमुक्तांचे अंतरंग - रामनाथ चव्हाण, सुगावा प्रकाशन, पुणे.
- २) जाती व जमाती, रामनाथ चव्हाण, मेहता पब्लिशिंग हाऊस, पुणे.
- ३) गोस्वामी पृथ्वीगीर हरिगीर गोसावी व त्यांचा संप्रदाय, यवतमाळ
- ४) विमुक्तायन लक्ष्मण माने, यशवंतराव चव्हाण, प्रतिष्ठान, मुंबई
- ५) भटक्या विमुक्तांची जातपंचायत रामनाथ चव्हाण, देशमुख आणि कंपनी,
- ६) स्मरणिका सनातन दशनामी गोसावी समाजसंघ
- ७) कदम दिलीप, आधुनिक भारत (१७५७-१८५७), अध प्रकाशन, जळगाव.
- ८) फुले जोतीबा २०००, महात्मा फुलेंचे समग्र बाड्मय, म. शा. मुंबई.
- ९) इपीडब्ल्यु २०१३, शिक्षण विशेषांक दिल्ली.
- १०) इंटरनेट



ग्रामीण विकास आणि मनरेगा : शाश्वततेकडे वाटचाल

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गोष्टवरा (Abstract):

मनरेगा (महात्मा गांधी राष्ट्रीय ग्रामीण रोजगार हमी योजना) ही ग्रामीण भारतातील रोजगाराच्या संधी निर्माण करण्यासाठी भारत सरकारची प्रमुख योजना आहे. या योजनेचा उद्देश केवळ रोजगारनिर्मितीपुरता मर्यादित नाही तर शाश्वत विकासाच्या दिशेने ग्रामीण भागाचा समग्र विकास साधणे आहे. या संशोधनात मनरेगाच्या माध्यमातून ग्रामीण भागातील जीवनमान उंचावण्यासाठी घेतलेले प्रयत्न, पर्यावरणीय टिकाव, सामाजिक-आर्थिक बदल आणि त्याचा शाश्वत विकासावर होणारा परिणाम यांचा अभ्यास केला आहे.

महात्मा गांधी राष्ट्रीय ग्रामीण रोजगार हमी योजना (मनरेगा) केवळ ग्रामीण रोजगारनिर्मितीपुरती मर्यादित नाही, तर पर्यावरणीय विकासातही महत्त्वपूर्ण योगदान देते. ही योजना ग्रामीण भागातील नैसर्गिक संसाधनांचे संवर्धन, पुनर्वसन, आणि शाश्वत वापर सुनिश्चित करण्यासाठी उपयोगी ठरली आहे.

मुख्य शब्द (Keywords): मनरेगा, ग्रामीण विकास, शाश्वत विकास, रोजगार हमी, पर्यावरणीय टिकाव, सामाजिक-आर्थिक परिवर्तन.

प्रस्तावना (Introduction) :

मनरेगा म्हणजे महात्मा गांधी राष्ट्रीय ग्रामीण रोजगार हमी योजना (Mahatma Gandhi National Rural Employment Guarantee Act) ही 2005 साली भारत सरकारने सुरू केलेली योजना आहे. या योजनेचे प्रमुख उद्दिष्ट ग्रामीण भागातील बेरोजगारी कमी करणे आणि गरीब लोकसंख्येस 100 दिवसांचा रोजगार हमी पुरवणे आहे. स्थानिक पातळीवर रोजगार निर्माण करण्यासाठी विविध प्रकारचे कामे, जसे की मृदासंवर्धन, जलसंधारण, वनीकरण, जलव्यवस्थापन, रस्ते उभारणी इत्यादी, या योजनेद्वारे केली जातात.

व्याख्या (Definition) :

आधिकारिक व्याख्या: "महात्मा गांधी राष्ट्रीय ग्रामीण रोजगार हमी योजना ही एक कायदेशीर योजना आहे जी भारतातील ग्रामीण क्षेत्रात मजुरांना 100 दिवसांचा हमी रोजगार उपलब्ध करून देण्यासाठी लागू करण्यात आली आहे."

सरल व्याख्या: "मनरेगा म्हणजे अशा ग्रामीण विकासासाठी राबवली जाणारी योजना, जिच्या माध्यमातून गरजू व्यक्तींना हमीने काम मिळते आणि त्यांना आर्थिक स्थैर्य व सामाजिक सशक्तीकरणाचा आधार मिळतो."

संशोधनदृष्टिकोनातून व्याख्या: "मनरेगा ही ग्रामीण भागातील गरिबी निर्मूलन, पर्यावरणीय टिकाव, आणि

रोजगारनिर्मिती साधण्यासाठी तयार केलेली बहुउद्देशीय योजना आहे."

भारत हा कृषिप्रधान देश असून, लोकसंख्येचा मोठा भाग ग्रामीण भागात राहतो. ग्रामीण भागात रोजगाराच्या अपुऱ्या संधी, शेतीवर अवलंबित्व, आणि हंगामी कामांमुळे मोठ्या प्रमाणात आर्थिक असुरक्षितता आढळते. या पार्श्वभूमीवर, भारत सरकारने 2005 मध्ये मनरेगा योजना लागू केली.

मनरेगाचे उद्दिष्ट केवळ रोजगारनिर्मितीपुरते मर्यादित नाही तर ग्रामीण भागाचा समग्र विकास आणि शाश्वतता साधणे आहे. या योजनेने ग्रामीण भागात आर्थिक स्थैर्य निर्माण करण्याबरोबरच महिलांना, समाजातील दुर्बल घटकांना, आणि भूमिहीन लोकांना सशक्त करण्याचे कार्य केले आहे. या योजनेद्वारे ग्रामीण भागातील लोकसंख्येला हक्काने काम मिळते आणि गरिबी दूर करण्यासाठी निश्चित आर्थिक सहाय्य पुरवले जाते. मनरेगाचा प्रभाव स्थानिक पातळीवर पायाभूत सुविधा उभारणे, पर्यावरणीय टिकाव साधणे आणि रोजगाराच्या माध्यमातून शाश्वत विकास घडवण्यात मोठ्या प्रमाणात दिसून येतो

आर्थिक असमानता, बेरोजगारी आणि संसाधनांची कमतरता ही ग्रामीण भागातील प्रमुख समस्या आहेत. 2005 साली सुरू करण्यात आलेली मनरेगा योजना ग्रामीण भागातील या समस्यांना उत्तर देण्यासाठी महत्त्वाची ठरली आहे. मनरेगाच्या अंतर्गत स्थानिक पातळीवर रोजगाराच्या संधी निर्माण केल्या जातात तसेच पायाभूत सुविधांचा विकास व पर्यावरणपूरक प्रकल्प राबवले जातात. या संशोधनाचा उद्देश मनरेगाच्या ग्रामीण विकासातील योगदानाचे सखोल विश्लेषण करणे हा आहे.

उद्दिष्ट्ये (Objectives):

1. मनरेगाच्या ग्रामीण भागातील आर्थिक विकासावर होणाऱ्या परिणामांचा अभ्यास करणे.
2. रोजगारनिर्मिती आणि पायाभूत सुविधा उभारणीतील मनरेगाची भूमिका समजून घेणे.
3. मनरेगाच्या माध्यमातून पर्यावरणीय टिकाव साधण्यात आलेल्या यशाचा आढावा घेणे.
4. सामाजिक-आर्थिक असमानतेत घट करण्यासाठी मनरेगाचा प्रभाव तपासणे.
5. शाश्वत ग्रामीण विकासासाठी मनरेगाच्या धोरणांची उपयुक्तता मांडणे.

गृहितके (Hypotheses):

1. मनरेगा ग्रामीण भागातील रोजगारनिर्मितीमध्ये महत्त्वपूर्ण भूमिका बजावते.
2. मनरेगामुळे ग्रामीण पायाभूत सुविधा उभारणीस गती मिळाली आहे.
3. पर्यावरणीय प्रकल्पांद्वारे मनरेगा शाश्वत विकासाला चालना देते.
4. सामाजिक व आर्थिक विषमता कमी करण्यात मनरेगा प्रभावी ठरली आहे.

संशोधन पद्धती:

संशोधनासाठी खालील पद्धतींचा वापर करण्यात आला आहे:

मिश्र पद्धत (Mixed Method Approach): गुणात्मक (Qualitative) आणि सांख्यिकीय (Quantitative) डेटा गोळा करून त्यावर सखोल विश्लेषण करण्यात आले आहे.

माहिती गोळा करण्याची पद्धत (Data Collection Tools):

प्राथमिक डेटा (Primary Data): ग्रामीण भागातील मनरेगामध्ये सहभागी मजुरांशी प्रत्यक्ष मुलाखती घेऊन व त्यांचे अनुभव जाणून घेऊन माहिती संकलित केली आहे. ग्रामपंचायतीच्या अधिकाऱ्यांशी संवाद साधून स्थानिक पातळीवरील अंमलबजावणी प्रक्रियेची माहिती घेतली.

दुय्यम डेटा (Secondary Data): ग्रामीण विकास मंत्रालयाच्या अधिकृत अहवालांचा अभ्यास. संशोधन पेपर, शासकीय आकडेवारी व अहवाल, आणि एनजीओंच्या सर्वेक्षणांचा संदर्भ.

नमुना आकार व क्षेत्र (Sample Size and Area):

नमुना आकार (Sample Size): 100 लाभार्थी (मनरेगा मजूर), 10-15 स्थानिक अधिकारी, व 5-7 सामाजिक कार्यकर्ते.

क्षेत्र (Area): वाशीम जिल्ह्यातील ग्रामीण भागातील विविध 7 गावांची निवड करण्यात आली आहे.

संशोधन प्रकार: वर्णनात्मक (Descriptive): मनरेगाचे उद्दिष्ट व त्याची कार्यप्रणाली समजावणे.

विश्लेषणात्मक (Analytical): मनरेगाचा ग्रामीण विकासावर झालेल्या प्रभावाचे विश्लेषण करणे.

डेटा विश्लेषण आणि चर्चा (Data Analysis & Discussion):

संकलित माहितीवर सांख्यिकीय तंत्रांचा वापर करून विश्लेषण करण्यात आले आहे. मनरेगा ही योजना केवळ रोजगारपुरती मर्यादित नसून ग्रामीण भारताच्या सर्वांगीण विकासासाठी एक महत्त्वपूर्ण पाऊल आहे. ग्रामीण बेरोजगारी कमी करणे, स्थानिक पातळीवर विकासाची गती वाढवणे, पर्यावरणीय प्रकल्पांना चालना देणे, महिलांना रोजगाराद्वारे सशक्त करणे, स्थलांतर रोखणे

आणि आर्थिक समतोल साधणे. या कार्नासातहो मनरेगा आवश्यक आहे.

मनरेगाचे ग्रामीण विकासात महत्त्व: महात्मा गांधी राष्ट्रीय ग्रामीण रोजगार हमी योजना (मनरेगा) ही भारतातील ग्रामीण विकासाच्या दिशेने महत्त्वाचे योगदान देणारी योजना आहे. रोजगारनिर्मितीपासून पायाभूत सुविधा, पर्यावरणीय टिकाव, आणि सामाजिक सशक्तीकरणपर्यंत मनरेगाचा ग्रामीण भागातील प्रगतीवर सकारात्मक परिणाम झाला आहे.

ग्रामीण रोजगारनिर्मिती: मनरेगाच्या अंतर्गत प्रत्येक कुटुंबाला दरवर्षी 100 दिवसांचा रोजगार हमी दिला जातो. यामुळे मजुरांना कामासाठी शहरांमध्ये स्थलांतर करण्याची गरज कमी झाली आहे. या योजनेने ग्रामीण बेरोजगारी कमी करून ग्रामीण अर्थव्यवस्थेला चालना दिली आहे. मनरेगाच्या अंतर्गत लोकांना 100 दिवसांचा हमी रोजगार दिल्यामुळे मजुरांना आर्थिक स्थैर्य मिळाले आहे. महिलांच्या सहभागाचे प्रमाणही मोठ्या प्रमाणावर वाढले आहे, ज्यामुळे कुटुंबांचे एकूण उत्पन्न सुधारले आहे.

मनरेगामुळे लाखो मजुरांना रोजगाराची हमी मिळाली आहे. यामुळे कुटुंबांचे आर्थिक स्थैर्य वाढले असून स्थलांतर रोखण्यास मदत झाली आहे. उदा. 2022-23 च्या आकडेवारीनुसार, 9 कोटीपेक्षा जास्त कुटुंबांनी मनरेगामध्ये काम मिळवले.

पायाभूत सुविधा उभारणी : मनरेगाच्या निधीतून ग्रामीण भागात रस्ते, पाणी साठवण प्रकल्प, जलसंधारण, जलव्यवस्थापन, वनीकरण, इत्यादी पायाभूत सुविधा तयार केल्या जातात. यामुळे ग्रामीण जीवनमान सुधारले आहे आणि यामुळे शेतीच्या उत्पादनक्षमतेत वाढ होऊन कृषी क्षेत्रालाही फायदा होतो.

कृषी विकास: जलसंधारण, मृदा संवर्धन, आणि जलव्यवस्थापन प्रकल्पांमुळे शेतीसाठी पाणीपुरवठा सुधारला आहे.

मातीची गुणवत्ता टिकवून ठेवण्यात मदत झाली आहे, ज्यामुळे शेतकऱ्यांच्या उत्पन्नात वाढ झाली आहे.

महिलांचे सशक्तीकरण: मनरेगामध्ये महिलांचा सहभाग मोठ्या प्रमाणावर आहे. या योजनेद्वारे महिलांना आर्थिक स्वावलंबन आणि कुटुंबात निर्णय घेण्याची क्षमता मिळाली आहे.

मनरेगामध्ये 50% पेक्षा जास्त महिलांचा सहभाग आहे. यामुळे महिलांना आर्थिक सक्षमता आणि आत्मनिर्भरता प्राप्त झाली आहे. महिलांना एकाच कामासाठी समान वेतन मिळत असल्याने कुटुंबातील महिलांचा सहभाग वाढला आहे.

सामाजिक आणि आर्थिक विषमता कमी करणे: मनरेगाच्या अंतर्गत कामगारांना किमान वेतन सुनिश्चित केल्यामुळे गरिबी रेषेखालील कुटुंबांना आर्थिक आधार मिळाला आहे. यामुळे आर्थिक विषमता कमी होण्यास मदत झाली आहे. मनरेगामुळे ग्रामीण भागातील लोकांची जीवनशैली सुधारली आहे. मजुरांचे स्थलांतर कमी झाले आहे. महिलांना रोजगारामुळे सशक्तीकरण मिळाले आहे.

मनरेगाने गरीब व दुर्बल घटकांना आर्थिक आधार मिळवून दिला आहे. सामाजिक विषमता कमी होण्यास हातभार लागला आहे.

पर्यावरणीय टिकाव: मनरेगाच्या अंतर्गत वनीकरण, जलसंधारण, मृदा संवर्धन, आणि पर्यावरणीय प्रकल्प राबवले जातात. या प्रकल्पांमुळे पर्यावरणीय संतुलन राखण्यात मदत झाली आहे यामुळे पर्यावरणीय संतुलन राखले जात असल्यामुळे शाश्वत विकासाला चालना मिळते.

मनरेगाच्या निधीतून विविध कामे करण्यात आली आहेत, ज्यामुळे ग्रामीण भागाच्या विकासाला

गती मिळाली आहे. उदा. महाराष्ट्रातील जलसंधारण प्रकल्पामुळे 1,000 हेक्टरपेक्षा जास्त शेतीसाठी पाणी उपलब्ध झाले.

स्थलांतर थांबविणे: ग्रामीण भागात रोजगाराच्या संधी निर्माण झाल्याने मोठ्या प्रमाणावर होणारे शहरांकडे स्थलांतर कमी झाले आहे. यामुळे कौटुंबिक स्थैर्य राखले गेले आहे.

ग्रामीण जीवनमान उंचावणे: मनरेगाच्या माध्यमातून रोजगार मिळाल्यामुळे ग्रामीण कुटुंबांना जीवनावश्यक गरजांची पूर्तता करता येते. त्यामुळे जीवनमान सुधारले आहे.

ग्रामीण अर्थव्यवस्थेला चालना: मनरेगाने ग्रामीण भागातील मजुरांचे क्रयशक्ती (purchasing power) वाढवले आहे, ज्यामुळे स्थानिक अर्थव्यवस्थेला चालना मिळाली आहे.

योजनांची अंमलबजावणी: तांत्रिक समस्या, निधी वितरणातील विलंब, आणि भ्रष्टाचारामुळे योजनांच्या कार्यक्षमतेवर काही ठिकाणी परिणाम झाला आहे.

सामाजिक सशक्तीकरण: मनरेगाने ग्रामीण भागात सामाजिक बांधिलकी वाढवली आहे. लोकसहभागामुळे राबवलेल्या प्रकल्पांमुळे एकात्मता आणि स्थानिक पातळीवर जबाबदारीची जाणीव निर्माण झाली आहे.

शाश्वत विकासाची दिशा: मनरेगाने शाश्वत विकासाला चालना दिली असली तरी काही अडचणी कायम आहेत, जसे की निधीच्या वितरणातील विलंब, प्रकल्प राबवण्यातील अकार्यक्षमता, आणि स्थानिक प्रशासनातील भ्रष्टाचार.

मनरेगाच्या प्रकल्पांनी पर्यावरणीय, आर्थिक, आणि सामाजिक शाश्वततेकडे वाटचाल साधली आहे. पर्यावरणीय परिणाम: जलसंधारण व वनीकरणाच्या प्रकल्पांमुळे जमिनीची गुणवत्ता सुधारली आहे. आर्थिक

परिणाम: मजुरांचे खरेदी सामर्थ्य वाढल्याने स्थानिक बाजारपेठेला चालना मिळाली आहे.

मनरेगाच्या पर्यावरणीय विकासातील मुख्य भूमिका:

जलसंधारण आणि जलव्यवस्थापन: मनरेगाच्या माध्यमातून जलसंधारण प्रकल्प राबवले जातात. यामध्ये तलाव खोदणे, नाले पुनरुज्जीवन, पाणी अडवणारे बांधकाम, आणि जलकुंड तयार करणे यांसारखी कामे केली जातात. यामुळे पाण्याची पातळी सुधारते आणि शेतीसाठी पुरेसा पाणीसाठा उपलब्ध होतो. जलस्रोतांचे पुनरुज्जीवन झाल्यामुळे दुष्काळग्रस्त भागांना दिलासा मिळतो.

मृदासंवर्धन (Soil Conservation): मनरेगाच्या अंतर्गत झाडे लावणे, जमीन समतल करणे, मातीची धूप थांबवणे आणि गवत लावणे यासारखी कामे केली जातात. यामुळे जमिनीची सुपीकता टिकून राहते आणि उत्पादनक्षमता वाढते.

वनीकरण: वनक्षेत्र वाढवण्यासाठी मनरेगाच्या निधीतून झाडे लावण्याचे कार्यक्रम राबवले जातात. यामुळे कार्बन शोषणात वाढ होते, स्थानिक जैवविविधतेचे संरक्षण होते, आणि हवामान बदलावर नियंत्रण ठेवण्यास मदत होते.

शाश्वत शेतीला पाठिंबा : जलसंधारण आणि मृदासंवर्धनामुळे शेतकऱ्यांना शेतीसाठी योग्य संसाधने उपलब्ध होतात. शाश्वत शेतीच्या तत्वांवर आधारित पद्धती वाढल्या आहेत, जसे की जैविक शेती आणि पाण्याचा काटकसरीने वापर.

ग्रामीण हरित रोजगार: मनरेगामध्ये वनीकरण, जलसंधारण, आणि पर्यावरणीय प्रकल्पांसाठी कामगारांना रोजगार दिला जातो. यामुळे "हरित रोजगार" संकल्पना ग्रामीण भागात रूजत आहे.

जैवविविधता संवर्धन: मनरेगाच्या माध्यमातून निसर्ग संवर्धन प्रकल्प राबवले जातात, जसे की वन्यजीवांसाठी

नैसर्गिक अधिवास निर्माण करणे, गवताळ प्रदेश सुधारणा, इत्यादी. जैवविविधतेचे संवर्धन आणि संवर्धित परिसंस्था टिकवून ठेवण्यास मदत होते.

हवामान बदलाचा मुकाबला: मनरेगामध्ये पर्यावरणीय टिकावाचे प्रकल्प, जसे की जलस्रोत व्यवस्थापन, हरित पट्ट्यांचे निर्माण, आणि मृदासंवर्धन, यांचा समावेश आहे. यामुळे हवामान बदलाचे परिणाम कमी करण्यास मदत होते.

नैसर्गिक आपत्ती व्यवस्थापन: मनरेगाच्या प्रकल्पांमुळे दुष्काळ, पूर, आणि मातीच्या धूप यांसारख्या नैसर्गिक आपत्तींचा प्रभाव कमी होतो. स्थानिक पातळीवर संसाधन व्यवस्थापनामुळे नैसर्गिक आपत्तींचा सामना करण्यासाठी तयार राहता येते.

उदा. राजस्थान मध्ये जलसंधारण प्रकल्पांमुळे पाण्याची पातळी वाढली आणि दुष्काळप्रवण भागातील शेतीत सुधारणा झाली. महाराष्ट्रराज्यात वनीकरण आणि मृदासंवर्धन प्रकल्पांमुळे शेतजमिनीच्या उत्पादनक्षमतेत वाढ झाली. तर झारखंड राज्यात वनीकरणाच्या उपक्रमांमुळे जैवविविधता वाढली आणि लोकांना हरित रोजगार उपलब्ध झाला

निष्कर्ष (Conclusion):

मनरेगा योजना ग्रामीण भागातील शाश्वत विकासासाठी एक प्रभावी साधन ठरली आहे. रोजगारनिर्मितीपासून पर्यावरणीय टिकाव आणि सामाजिक-आर्थिक बदलांपर्यंत, या योजनेचा प्रभाव दूरगामी आहे. मात्र, योजनांच्या अंमलबजावणीत सुधारणा करून आणि प्रकल्प राबवण्याच्या प्रक्रियेत पारदर्शकता आणून मनरेगाचा प्रभाव अधिक व्यापक केला जाऊ शकतो. शाश्वत विकास साधण्यासाठी या योजनेच्या धोरणांमध्ये सातत्याने सुधारणा करण्याची आवश्यकता आहे.

मनरेगा ही योजना ग्रामीण भारताचा आर्थिक, सामाजिक, आणि पर्यावरणीय विकास घडवून आणण्यात महत्त्वपूर्ण ठरली आहे. ही योजना केवळ रोजगारनिर्मितीपुरती मर्यादित नसून, ग्रामीण भागाच्या सर्वांगीण विकासासाठी चालना देणारी एक प्रभावी योजना आहे. शाश्वत ग्रामीण विकासासाठी मनरेगाला सातत्याने सुधारित स्वरूपात राबवणे गरजेचे आहे.

मनरेगा ग्रामीण विकासासाठी एक महत्त्वाची योजना आहे. रोजगारनिर्मितीपासून पर्यावरणीय टिकाव आणि पायाभूत सुविधांच्या विकासापर्यंत या योजनेने शाश्वत विकासासाठी गती दिली आहे. अंमलबजावणीत सुधारणा केल्यास मनरेगा अधिक प्रभावी ठरू शकेल.

महात्मा गांधी राष्ट्रीय ग्रामीण रोजगार हमी योजना (मनरेगा) केवळ ग्रामीण रोजगारनिर्मितीपुरती मर्यादित नाही, तर पर्यावरणीय विकासातही महत्त्वपूर्ण योगदान देते. ही योजना ग्रामीण भागातील नैसर्गिक

संसाधनांचे संवर्धन, पुनर्वसन, आणि शाश्वत वापर सुनिश्चित करण्यासाठी उपयोगी ठरली आहे.

मनरेगाच्या माध्यमातून पर्यावरणीय विकासासाठी शाश्वत उपाययोजना राबवल्या जातात. या योजनेने पाणी, जमीन, आणि जंगल यांचे संरक्षण करून पर्यावरणीय टिकाव साधण्यात मोठी भूमिका बजावली आहे. ग्रामीण भागातील नैसर्गिक संसाधनांच्या पुनरुज्जीवनाद्वारे मनरेगा पर्यावरण संवर्धनाचे एक उत्तम साधन ठरली आहे.

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ग्रामीण समुदायाच्या शाश्वत विकासात संघटन प्रक्रिया एक प्रभावी माध्यम: समाजकार्याच्या

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प्रस्तावना:

समुदायाच्या शाश्वत विकासात समाजकार्याच्या पद्धतीतील 'समुदाय संघटन' या प्रत्यक्ष पद्धतीची भूमिका प्रभावी असल्याचे सुप्रसिद्ध अभ्यासक एम. जी. रॉस यांनी सांगितले आहे. समुदाय स्तरावरील विविध प्रश्नांची ओळख करून घेणे. समुदायातील संसाधनांना संकलित करणे वा गतिमान करणे. समुदायातील नेतृत्वांचा शोध घेऊन त्याचा समोर संघटन विकासाच्या प्रक्रियेत उपयोग करून घेणे. तसेच लोकसहभागास प्रोत्साहन देणे आणि समुदाय संघटन घडून आणून त्याद्वारे समुदायाची गरजांची ओळख व त्यानुसार कृती करणे. याबाबी समुदायाला उन्नतीकडे, विकासाकडे गतिमान करण्यास पूरक ठरतात.

मुळात 'समुदाय संघटन' ही एक प्रक्रिया आहे. प्रथमतः समाजकार्यकर्त्यास समुदायातील क्षेत्र निश्चित करणे हे देखील तितकेच आवश्यक असते. विविध अभ्यासातून स्पष्ट झालेल्या बाबी व त्यावरील सूचनांना लक्षात घेऊन, शासनाची ध्येयधोरणे वा योजनांची अंमलबजावणी करण्यासाठी, प्रभावीपणे समुदायाचा विकास शाश्वततेकडे गतिमान करण्यासाठी 'एकीचे बळ' या उक्तीला समोर ठेवून त्यास प्रत्यक्षात उतरवण्यासाठी व त्याची परिणामकारकता व्यापक स्वरूपात पुढे येण्यासाठी समुदाय विकसन हे अत्यंत महत्वाचे ठरू शकते.

याच बाबीला अनुषंगून ग्रामीण भागातील समुदाय संघटन ही प्रक्रिया कशा पद्धतीने अस्तित्वात आणता येईल? तसेच समुदायाच्या शाश्वत विकासात संघटन प्रक्रियेला कसे गतिमान करता येईल व त्याची उपयोगिता प्रत्यक्ष ग्रामस्थ, शासकीय यंत्रणा, स्वयंसेवीसंस्था यांना लक्षात येण्याच्या दृष्टीने प्रस्तुत विवेचन करण्यात आलेले आहे. समुदायाच्या शाश्वत विकासामध्ये संघटनाची भूमिका प्रभावीपणे कशी ठरू शकते. याबाबतचे विचारमंथन यानिमित्ताने करण्यात येत आहे.

उद्देश:

- ❖ ग्रामीण समुदायाच्या चिरंतन विकासात संघटन प्रक्रियेची प्रभावशीलता विश्लेषित करणे.

समुदाय संघटन एक प्रक्रिया:

समुदाय संघटनाची प्रक्रिया घडवून आणताना खालील बाबींकडे विशेषत्वाने लक्ष द्यावे लागते.

सर्वप्रथम समुदायाची निवड, भौगोलिक क्षेत्र निश्चित करून समुदायाची पार्श्वभूमी अथवा इतिहास लक्षात घ्यावा लागतो. कारण जिथे आपणास विकासात्मक काम करायचे आहे अथवा त्याची उभारणी

करायची आहे. तेथील सामाजिकता, भौगोलिक क्षेत्राचा सर्वांगीण दृष्ट्या अभ्यास असणे व माहिती असणे अधिक गरजेचे असते. अन्यथा 'संघटन बांधणी' करताना नेमकेपणाने पुढे जाणे कठीणही होते. आणि भविष्यात अडथळेही निर्माण होऊ शकतात. स्वभाव वैशिष्ट्यानुसार लोकांना हाताळणे हे देखील जिकरीचे बनते.

समुदायाचे भौगोलिक क्षेत्र व त्याचे क्षेत्रफळ याबाबत याची स्वरूपही स्पष्ट असणे गरजेचे आहे.

समुदायाचे लोकसंख्यात्मक स्वरूप स्पष्ट असणे गरजेचे आहे. त्या अंतर्गत स्त्री, पुरुष, तरुण, तरुणी, बालके याबाबतचा संख्यात्मक माहिती (Data) अभ्यासकापुढे अथवा कार्यकर्त्यांजवळ उपलब्ध असणे गरजेचे आहे. तसेच त्यांची आर्थिक स्थिती जाणून घेण्याकरिता कुटुंबाची संख्या व घराची स्थिती समजून घेणे माहिती असणे गरजेचे आहे. यासोबतच विकासात्मक आराखडा आखतांना कुटुंबांची संख्या देखील माहिती असणे आवश्यक आहे. वय आणि लिंगाच्या दृष्टिकोनातून संख्यात्मक चित्र अभ्यासकाला स्पष्ट असावे. जात. वर्ग. शिक्षण आणि व्यवसाय या घटकांच्या माध्यमातून समुदायाची प्राथमिक तोंड ओळख अभ्यासका समोर असणे अधिक उपयुक्त ठरू शकते.

एकूणच सर्वांगीण दृष्ट्या समुदायाचे दृष्टिक्षेप (At a Glance) समोर असावा. म्हणून तेथील कमावत्या व्यक्तीची, आश्रित असलेल्या व्यक्तीची संख्यात्मक स्थिती स्पष्ट असणे गरजेचे आहे.

समुदायातील समस्या, विकासात्मक चर्चा करण्यासाठी, लोकांना एकत्र येण्यासाठी, सर्वांना निवांत चर्चा विचार विनिमय करण्यासाठी त्याप्रकारची सुलभ जागा असणे गरजेचे असते. अशी जागा एखाद्या मंदिराचे सभागृह, चावडी, मोकळी जागा असू शकते. ज्या ठिकाणी वयोवृद्ध व्यक्ती, पुरुष, स्त्रिया, युवक-युवती,

लहान बालके हे सुरक्षित रित्या वावरू शकतील. थांबू शकतील. येऊ शकतील. अशी जागा सर्वांच्या दृष्टीने पूरक ठरेल, सोयीची असेल. त्याचा शोध घेणे व ती एकत्रित येण्याची जागा म्हणून घोषित करणे गरजेचे असते.

कोणत्याही समुदायाचे सामाजिक, आर्थिक, धार्मिक, जातीय, राजकीय अशा स्वरूपाचे एक सांस्कृतिक जीवन असते. त्याबाबतची पूर्वकल्पना अभ्यासक वा कार्यकर्त्यांना असणे गरजेचे आहे. जेणेकरून समुदाय हाताळताना या पार्श्वभूमीच्या आकलनाचा उपयोग कार्यकर्त्याला होऊ शकतो.

समुदाया अंतर्गत परिवर्तन घडवून आणणे ही मोठी आव्हानात्मक बाब असते. तेव्हा प्राथमिक टप्पा म्हणून त्यांच्या लोकसंस्कृतीची माहिती करून घेणे. लोकांचा विश्वास संपादन करणे आणि विवेकशील मार्गाने व क्रमवार संपर्क वाढवत हळुवार बदलाची प्रक्रिया घडवून आणण्यास गती देणे गरजेचे असते. समुदायाला अनिष्ट प्रथा, परंपरा, अंधविश्वास याबाबतची जाणीव करून देण्याकरिता पथनाट्य, चित्रपट, गटचर्चा, Focus Group Discussion, PRA पद्धती आदी बाबींचा अवलंब करून जाणीव करून देणे व त्यांच्या निराकरणासाठी आवाहन करणे उपयुक्त व प्रभावशील ठरू शकते.

समुदायातील सामाजिक प्रश्न व समस्या याबाबतची कारणमीमांसा करून त्यावरील योग्य उपाययोजना करण्याच्या दृष्टीने शासन यंत्रणा, स्वयंसेवी संस्था व प्रत्यक्ष लोकसहभाग याचा सहयोग उपयुक्त ठरू शकतो. यासोबतच समुदायाच्या सामाजिक आवश्यकतांची माहिती मिळवणे, यादी करणे व त्यातील प्राधान्यक्रम ठरवून त्याची प्राथमिकता निश्चित करणे गरजेचे असते. जेणेकरून अधिक उपयुक्त असे काम प्राधान्याने हाती घेता येईल व त्याची उपयोगिता लोकांना

लक्षात आणून देता येईल. जेणेकरून लोकसहभाग मिळवणे. समुदायाला प्रक्रियेत गतिमान करणे शक्य होईल.

पुढे समुदायाच्या आवश्यकतांच्या प्राधान्य क्रमानुसार त्यास हाती घेऊन त्यांच्या पूर्ततेसाठीची कार्यप्रणाली आखणे व त्यानुसार कृतिशील उपायांची माहिती मिळवणे व प्रत्यक्ष कार्याला चालना देणे गरजेचे असते.

समुदाय विकसनाला अधिक गतिमान करण्यासाठी संबंधित विकास प्रक्रियेत Stake holder म्हणून भूमिका पार पाडू शकणारे शासकीय यंत्रणा, कायदेविषयक यंत्रणा, आर्थिक पाठबळ व संसाधनांची माहिती मिळवणे व त्याचा उपयोग करून घेण्याकरिताची कौशल्य अवलंबणे गरजेचे असते.

समुदाय विकसनामध्ये जी आव्हाने किंवा अनिष्ट रूढी, प्रथा, परंपरा आहेत. त्याचे निरसन करण्याच्या अंगाने प्रारूप ठरवून त्यावर कार्यकर्त्यांनी कृतिशील भूमिका पार पाडावी. जेणेकरून विकास प्रक्रिया पुढे जाण्यास मदत होईल.

समुदाय संघटन व विकासाचे काम करताना संबंधित संस्था, स्वयंसेवी संस्था, यांच्याशी समन्वय साधून त्यांचाही सहभाग या प्रक्रियेत कसा मिळवता येईल या दृष्टीने विचार होणे गरजेचे असते.

Recourse mobilization: संसाधनांचा संकलन किंवा गतिशील करण्याच्या अनुषंगाने कार्यकर्त्यांनी वेगवेगळ्या कौशल्यांचा अवलंब करून संघटन प्रक्रिया मजबूत करावी व त्याद्वारे संसाधनानबाबत जागरूकता आणावी. तसेच समुदायाच्या गरजा लक्षात आणून द्याव्यात त्याच्या पूर्तीसाठी सक्रिय सहभाग मिळवणे व उपलब्ध साधनांचा उपयोग करून घेणे ही दृष्टी समुदायाला देण्याची गरज असते व त्याला कृतीची जोडही आवश्यक असते.

समुदाय संघटन प्रक्रियेला टिकून ठेवण्यासाठी खर्चाच्या अंदाजपत्रकाचे निर्धारण करणे गरजेचे असते. जेणेकरून त्याबाबतची आर्थिक तजवीज व पारदर्शकता आणि कामाचा आवाका तसेच त्यासाठी लागणारा आर्थिक भाग याचा मेळ घालणे सोयीचे होऊ शकते.

शेवटच्या टप्प्यात ज्या ज्या गरजांना प्राधान्यक्रमात ठेवून त्या दृष्टीने केलेली कार्यपूर्ती व साधनांचा उपयोग या बाबींना लक्षात घेऊन कामाचे सातत्याने मूल्यांकन करणे गरजेचे असते. ज्या ठिकाणी कार्यकर्ता, समुदाय कमकुवत ठरत असेल त्या बाबी भरून कशा काढता येतील व त्याला प्रभावी प्रॅक्टिस कशी बनवता येईल. या दृष्टीने विचार व कृती करणे गरजेचे असते. सोबतच ज्या सेवा किंवा ज्याबाबी अधिक उपयुक्त ठरलेल्या आहेत. त्यांचे पुन्हा अनुसरण करून समुदाय विकसनाला शाश्वतेकडे नेणे गरजेचे असते.

ही प्रक्रिया पार पाडताना समुदाय संघटनाची जी मूल्य घालून दिलेली आहेत. त्यांना समोर ठेवून त्या दृष्टीने समुदायातील, समुदायिकसनाच्या प्रक्रियेतील संबंधित घटकांची मूल्यात्मक बांधणी होणे. मूल्यांचे जतन व पालन होणे गरजेचे आहे. याबाबी संबंधित घटकांमध्ये कशा रुजतील व कृतिशील ठरतील याकडे कटाक्षाने लक्ष देणे गरजेचे असते.

समुदायाला विकासाची आवश्यकता लक्षात येणे, अथवा समुदायातील आव्हाने अडीअडचणी, अनिष्ट प्रथा, यांच्या विपरीततेची जाणीव होणे व त्याचे निरसन करून बदलाच्या प्रक्रियेकडे वाटचाल करण्याची जाणीव समुदायाला करून देण्याची अधिक गरज असते. तेव्हाच मुलगामी बदल प्रक्रिया रुजू शकते. अन्यथा समुदायातील लोकसहभाग व परिवर्तनाची स्वीकृतता या बाबी साध्य करणे अशक्यप्राय बनतात.

ग्रामीण विकासात समुदाय संघटनाचा विविधांगी उपयोग:

कृषी क्षेत्र :

ग्रामीण समुदायाच्या उदरनिर्वाह प्रामुख्याने कृषी आधारित आहे. जवळपास 65 टक्के पेक्षा अधिक भाग ग्रामीण समुदायाने व्यापलेला आहे. पूर्वी पर्यावरणाचे संतुलन राखले जात होते. त्यामुळे शेतीची सुपीकता व शेती खर्च आणि मर्यादित किंवा ग्रामीण जीवनशैली यामुळे शेती व्यवसाय नफ्यात असे. शेती, शेतीची मालकी ही बाब प्रतिष्ठेची मानली जात असे. याकाळात 'प्रथम शेती, नंतर व्यापार आणि शेवटी नोकरी' अशी श्रेणीरचना आढळत होती. परंतु आजच्या जागतिकीकरणाच्या काळात हा क्रम 'प्रथम नोकरी नंतर व्यापार आणि शेवटी शेती' असा झाला आहे. म्हणून समाजकार्याच्या शिक्षणातील संघटन कौशल्याचा उपयोग केल्यास सामूहिक शेती पद्धती किंवा शेती व्यवसायाला लागणारे संसाधने गतिमान (mobilize) करणे गरजेचे आहे.

पाणी नियोजन, पीक संरक्षण, लघु व कुटीर उद्योग अशा पूरक बाबींच्या माध्यमातून ग्राम विकासाला चालना मिळवून देणे हेही गरजेचे असते.

कृषीमाल खरेदी विक्री संघ चालवणे जसे: ग्रामहित संस्था, वरुड जि. यवतमाळ लोकउपयुक्त काम करतात. शेतकर्यांना दिलासा, आठीक आधार मिळतो. अशा संस्था विस्तारित होणं गरजेच्या आहेत.

शिक्षण: शिक्षण हे परिवर्तनाचे प्रभावी साधन आहे. शिक्षणाच्या सहाय्याने मुलगामी बदल घडवून आणणे शक्य होते. म्हणून ग्रामीण पिढ्या शिक्षणाच्या प्रवाहात येणे. शाळा गळती थांबवणे. पुढील शिक्षणाची वाटचाल गतिमान करणे गरजेचे असते. याकरिता पालक म्हणून एकजूट व जागरूक राहण्याची गरज आहे. शाळा व्यवस्थापन समितीचे सदस्य असलेल्या पालकांनी प्रभावी भूमिका पार पाडणे गरजेचे आहे.

अरुण विठ्ठलराव शेठे

आरोग्य क्षेत्र:

ग्रामीण भागात अनेकदा आरोग्य विषयक अज्ञानता आढळते. कमकुवत आर्थिक परिस्थिती, पायाभूत सुविधांचा अभाव यामुळे ग्रामीणव्यक्ती आरोग्याच्या समस्यांबाबत चालढकल करतो. कित्येकदा अंधश्रद्धेचा पगडा ही आरोग्य विषयक प्रश्नांना वाढवण्यास कारणीभूत ठरतो. तेव्हा आरोग्य विषयक सजगता निर्माण करणे. पोषक, संतुलित आहार घेण्याबाबत मार्गदर्शन करणे. परसबाग-फळबाग-फुलबाग बनवण्यास सीडबॉल वाटप करणे, रोपटे वाटणे, रोपण करणे गरजेचे असते. घर परतवे फळ-फुल-भाज्या अशी परसबाग संकल्पना रुजवली तर नक्कीच आरोग्य सुदृढतेला बळ मिळेल.

ग्रामस्थांच्या आरोग्य जतनासाठी शासकीय आरोग्य यंत्रणा कार्यतत्पर राहण्यासाठी ग्रामस्थांनी त्यांच्याशी समन्वय साधणे. गावकऱ्यांच्या कार्यक्रमात त्यांना सहभागी करून घेणे. सौहार्दपूर्ण संबंध प्रस्थापित करणे. तसेच आरोग्य यंत्रणेच्या कार्यतत्पर नसतील तर ग्रामस्थांनी सामूहिक विचारणा करणे गरजेचे असते. यामुळे शासकीय कर्मचाऱ्यांवर एक प्रकारचे प्रभाव/दडपण राहते. आणि कार्यतत्परतेची नियतता टिकून राहते.

सांस्कृतिक जीवन प्रत्येक जातसमूह, प्रदेश, वर्ग यानुसार 'स्वतंत्र सांस्कृतिक जीवन प्रणाली' असते. त्याचे जतन करणे, त्यास सामूहिक प्रतिष्ठा प्राप्त करून देणे. सामाजिक-मानसिक एकात्मता घडून येण्याच्या दृष्टीने त्यास प्रोत्साहन देणे व सांस्कृतिक कलांना राष्ट्रीय स्तरावर लोककलेचा दर्जा प्राप्त करून देणे. अधिक उपयुक्त ठरू शकते. अशा सण, उत्सवाच्या माध्यमातून गावपाड्यातील अंतर्गत उणे-दुणे, मरगळ बाजूला सरून एक चैतन्याचे वातावरण निर्माण होते. सामूहिकता निर्माण होते. जी त्या गावाच्या विकासाला, गावतटे दूर करण्याला

उपयुक्त ठरू शकते. ज्या ठिकाणी अंतर्गत टोकाचे वाद-विवाद आहेत. तिथे निवारणात्मक यंत्रणा कार्यरत करणे. समुपदेशन, मध्यस्थी करणे उपयुक्त ठरते. म्हणून ग्रामसंघटनाला चालना देण्यासाठी, सांस्कृतिक जीवन हे फार महत्त्वाचे क्षेत्र आहे.

कोलाम या आदिम जमाती मधील 'गावबांधणी' ही देखील सामूहिक एकात्मतेला, संघटनात्मकतेचा आदर्श घालून देणारा मापदंडच होय.

यासोबतच वन संरक्षण, संवर्धन, सामाजिक वनीकरण, वनउपज संकलन व विक्री प्रक्रिया केंद्र, निर्मिती व वितरण प्रक्रिया यास प्राधान्य देणे गरजेचे आहे. वनौषधी उद्बोधन करणे. त्यास विक्री केंद्र उपलब्ध करून देणे.

माती व पाणी बचाव मोहीम राबविणे. लोक सहभागातून जगाला आदर्श घालून देणाऱ्या चळवळी उभारल्या जातात. कोट्यावधीचा वेळ, श्रम, पैसा बचत होऊ शकतो. लोकजागृती व संघटन सहभागातून आदर्शवत लोकउपयुक्त कामे उभारली जातात. जसे: पाणी फाउंडेशन या संस्थेने एक नवा आदर्श समाजापुढे घालून दिला आहे. डॉ. अविनाश पोळ, सातारा यासारखी नेतृत्व संघटनाचा नवा पायंडा घालून देत आहेत. जो समाजाला दिशादर्शक आहे.

महिला संघटन व सक्षमीकरण: समाजाचा पुरुषांइतकाच महत्त्वाचा घटक म्हणजे स्त्रिया होत. पण ग्रामीण समुदायात स्त्रियांचा दर्जा दुय्यम स्वरूपाचा आहे, त्यामुळे विकास प्रक्रियेत त्या केंद्र स्थानी नसतात. एका दृष्टीने यामुळे समाजाचे नुकसानच होते. कारण देशाच्या निम्म्या मनुष्य बळाचा प्राधान्याने उत्पादन प्रक्रियेत सहभाग पूर्ण क्षमतेने होत नाही. असे विवेचन The Republic या ग्रंथात प्रसिद्ध तत्वज्ञ प्लेटो यांनी केले आहे. म्हणूनच स्त्री हा समाजाचा महत्वपूर्ण घटक मानून स्त्रियांच्या गरम विकासाच्या शाश्वततेत सहभाग घेणे, त्यांची क्षमता

बांधणी करणे गरजेचे आहे. त्यांनाही उत्पादनाच्या साधनांची मालकी देणे, स्वयं सहाय्यता बचत गात मोहीम राबवून त्याचे चळवळीत प्रभावीपणे रूपांतरण करणे. लघु-कुटीर उद्योग, महिला उद्याजीका तयार करणे व विकासाची समान संधी देणे, महिलांना प्रोत्साहन व अर्थसहाय्य देणे, प्रशिक्षित करणे. त्यांच्या क्षमतांचा समुदाय, समाज विकसनात उपयोग करून घेणे गरजेचे आहे.

यासोबतच आर्थिक संघटन, आपत्ती व्यवस्थापन, कायदेविषयक साक्षरता याही बाबींच्या अनुषंगाने समुदाय स्तरावरील संघटन हे गरजेचे आहे. 'एकीचे बळ हे मौलिक तत्व' लोकांच्या जीवनाला चिरंतन विकसनाच्या मार्गाने नेण्यासाठी उपयुक्त ठरू शकते. हे मात्र निश्चित.

तात्पर्य:

कोणत्याही समुदायाला विकासाच्या दिशेने गतिमान करण्यासाठी व त्यास शाश्वत दिशा देण्यासाठी 'संघटन' पध्दतीचा उपयोग प्रभावीपणे होऊ शकतो. त्याकरिता संघटन प्रक्रियेची पूर्व बांधणी करणे व क्रमवार पद्धतीने विकसनाचे ध्येय गाठणे याकरिता ध्येय-धोरणांची निश्चिती व त्यानुसार कृतिशीलता अत्यंतिक उपयुक्त ठरू शकते. वरील विश्लेषणास केंद्रित ठेऊन त्यास कार्यप्रवण केल्यास ग्रामीण विकासाला गतिशीलता प्राप्त होऊन ग्रामीण समुदायाची शाश्वततेकडे वाटचाल होऊ शकते.

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प्रस्तावना:

घटस्फोट म्हणजे पति-पत्नीचे निर्माण झालेले वैध वैवाहिक संबंध कायदेशीर रीत्या तोडणे. मूलतः विवाह रद्द करणे व घटस्फोट घेणे यात फरक करावयास पाहिजे. मूळ विवाह रद्द करण्यात विवाहच मुळी वैध झालेला नसतो. असा विवाह रद्द करण्याकरिता पक्षकाराने न्यायालयाकडेच दाद मागावयास पाहिजे, असे नाही. त्याचप्रमाणे न्यायिक पृथक्ता व घटस्फोट यांमधील फरक घटस्फोटाची कायदेशीर व्याप्ती समजून घेण्याच्या दृष्टीने आवश्यक आहे. न्यायिक पृथक्ता हे घटस्फोटाकरिता एक कारण होऊ शकते. न्यायिक पृथक्तेच्या हुकूमनाम्याने वैवाहिक वैध संबंध फक्त निलंबित होतात; कायमचे संपुष्टात येत नाहीत.

न्यायालयाचा हुकूमनामा घेऊन ते पूर्ववत करता येतात किंवा कायमचे तोडता येतात. घटस्फोटाचा हुकूमनामा वैवाहिक संबंध कायमचे संपुष्टात आणणारा असतो. घटस्फोटाने जसे वैवाहिक संबंध पूर्णपणे व कायमचे तोडता येतात, तसे न्यायिक पृथक्तेने होत नाही. मूलतः विवाह रद्द करणे, न्यायिक पृथक्ता व घटस्फोट या तिन्हीची कायद्यात नमूद केलेली कारणेही भिन्न भिन्न आहेत. बहुकेत जुन्या पाश्चिमात्य समाजात विवाह हा सामाजिक करार समजण्यात येई. शासनाचा त्याच्याशी संबंध नसे. ज्यूंचे धार्मिक सरकार मात्र विवाहासकट सर्व सामाजिक गोष्टींवर नियंत्रण ठेवीत असे. प्राचीन ग्रीक

समाजात पती स्त्रीधन परत करून पत्नीला तिच्या बापाकडे पाठवून घटस्फोट घेऊ शकत असे. व्यभिचाराच्या कारणावरून पत्नीला घटस्फोट घेता येत असे; पण पत्नीला मात्र याच कारणावरून घटस्फोट घेता येत नसे. अथेनियन कायद्याप्रमाणे पति-पत्नी दोघेही घटस्फोट घेऊ शकत असले, तरी पती घटस्फोट घेण्यास अधिक स्वतंत्र होता. दोघांच्या संमतीने घटस्फोट मिळण्याची सोय ही आधुनिकता ध्वनित करणारी त्या काळातील वैशिष्ट्यपूर्ण तरतूद होती.

प्राचीन रोमन लोकांतही घटस्फोट मान्य होता. स्त्री-पुरुष दोघांनाही घटस्फोट घेण्यास कायद्याने मुभा होती. विवाह बंधनातून मुक्त केल्याचे साध्या पत्राने पतीने किंवा पत्नीने कळविणे पुरेसे होते. याचा अधिक फायदा श्रीमंत पुरुषांना मिळू लागला. त्यामुळे घटस्फोटाचे प्रमाण वाढू लागले व त्याचा फायदा विशिष्ट वर्गालाच मिळू लागला. परिणामतः ऑगस्टस सीझरने स्वतःच्या कारकीर्दीत (इ. स. पू. ३० ते इ. स. १४) घटस्फोटावर मर्यादा घालणारे कायदे संमत केले, त्यांपैकी ज्यूलियन लॉज हे महत्त्वाचे समजण्यात येतात. रोमच्या इतिहासात विवाह व घटस्फोट हे पहिल्यांदाच शासनाच्या कक्षेत आणण्यात आले. ख्रिस्ती धर्माच्या उदयानंतर स्त्रीच्या स्वातंत्र्यावर आणखीनच मर्यादा पडल्या. त्यामुळे घटस्फोटाच्या स्त्रीच्या हक्कावरही बंधन आले. सोळाव्या शतकात प्रॉटेस्टंट पंथ उदयाला आल्यानंतर नवऱ्याची

क्रूरता आदी काही कारणांकरिता स्त्रीस घटस्फोट घेता येऊ लागला. १६८७ साली नॉर्वे, १७३४ साली स्वीडनमध्ये व प्रशियात आणि १७९२ साली फ्रान्समध्ये व बेल्जियममध्ये घटस्फोटास मान्यता मिळाली. फ्रान्सने १८१६ साली पुन्हा घटस्फोटावर बंदी घातली; परंतु १८८४ साली पुन्हा घटस्फोटाचा कायदा लागू केला.

धर्मसुधारणावादी चळवळीनंतर पुष्कळशा प्रॉटेस्टंट देशांनी घटस्फोटास मान्यता दिली. नेदर्लंड्स, डेन्मार्क व स्कॉटलंड या देशांत हा बदल एकाच वेळी घडून आला. हे देश १५६० पासून व्यभिचार वा परित्याग या कारणांकरिता घटस्फोट देत असत. इंग्लंडमध्ये १८५७ च्या मॅट्रिमोनियल कॉजेस ॲक्टने घटस्फोटास चालना मिळाली. हिंदू धर्मशास्त्रात विवाह हा एक महत्त्वाचा धार्मिक संस्कार मानण्यात आला आहे. या संस्काराने निर्माण झालेले बंधन अखंड असते, जन्मोजन्मी ते टिकते, अशी सर्वसाधारण समजूत आहे. धर्मग्रंथही सामान्यतः असेच प्रतिपादन करतात; पण पुरुषांनी विवाहाची बंधने अनेक वेळा झुगारून दिलेली आहेत. स्त्रीने पतीचा त्याग करणे किंवा पुनर्विवाह करणे हे मात्र महापाप समजण्यात येई. इसवी सनाच्या चौथ्या-पाचव्या शतकात व नंतरच्या काळातही घटस्फोटाचा विरोधच दिसून येतो. त्या काळातील धर्मग्रंथांतही त्याचे प्रतिबिंब दिसते. इसवी सनापूर्वी एक दोन शतके किंवा त्या सुमारास काही विशिष्ट प्रसंगी विवाहविच्छेद मान्य असावा, असे दिसते. प्राचीन वेदादी ग्रंथांत घटस्फोटाचा उल्लेख सापडत नाही; पण बौद्ध वाङ्मयात मात्र थोड्याबहुत प्रमाणात तो आढळतो. मनु, पाराशर इत्यादींची काही वचने विशिष्ट परिस्थितीत विवाहविच्छेदन योग्य असल्याचे दर्शवितात. पति-पत्नीचे काही कारणाने एकत्र राहणे कठीण झाले, तर घटस्फोट घ्यावा असे कौटिल्य सांगतो; पण ही मुभा विशिष्ट विवाहप्रकारापुरतीच (आसुर, गांधर्व, पैशाच) मर्यादित आहे. खालच्या जातीत जरी हे विवाहप्रकार

असले, तरी ब्राह्मण किंवा इतर वरिष्ठ जाती त्यांपासून अलिप्त होत्याच असे नाही. यावरून कमीअधिक प्रमाणात सर्व थरांत विशिष्ट परिस्थितीत घटस्फोट रूढ होता, असे अनुमान काढण्यास वाव आहे; पण त्याचा फायदा बव्हंशी पुरुषांना मिळत असे. शिकारी व पशूंचे कळप घेऊन हिंडणाऱ्या समाजात घटस्फोटाचे प्रमाण वाढते होते; पण जसजसा समाज शेतीप्रधान होत गेला व कुटुंबावर पित्याची सत्ता जसजशी प्रस्थापित होऊन पितृसत्ताक कुटुंबाची कल्पना रूढ होत गेली, तसतसे घटस्फोटाचे प्रमाण कमी होत गेलेले दिसते. विशेषतः जमीन अखंड ठेवण्याच्या गरजेमुळे आणि स्त्रीला शेतकामात महत्त्व प्राप्त होत गेल्यामुळे स्त्रियांना घटस्फोट मिळणे कठीण होऊ लागले.

हिंदू, ग्रीक, रोमन, ज्यू, चिनी यांसारख्या सर्व प्राचीन समाजांत ही गोष्ट दिसून येते. या संस्कृतींचा आर्थिक पाया शेतीचा होता व कुटुंबरचना पितृप्रधान होती. साहजिक या दोहोंचे प्रतिबिंब या समाजांतील घटस्फोटांच्या नियमांत पडलेले दिसून येते. पुरुषाचा घटस्फोटाचा हक्क अबाधित होता. त्याच्या स्त्रीवरील अनियंत्रित अधिकाराचे ते प्रतीकच होते. असे असले, तरी पुरुषांचे नपुंसकत्व, व्यंग, दुर्धर रोग, पत्नीचा दीर्घ काळ त्याग, दीर्घ काळ घरातील अनुपस्थिती किंवा उपेक्षा अशा अपवादात्मक परिस्थितीत स्त्रियांना घटस्फोटाची मुभा बहुतेक सर्व प्राचीन समाजांत होती. प्राचीन संस्कृतीत वर्गीय भेद महत्त्वाचे असल्यामुळे घटस्फोटाचे वरील चित्र मुख्यतः धनिक आणि वरच्या वर्गाचे आहे. खालच्या वर्गात घटस्फोटाबाबतची बंधने सापेक्षतः सैल होती. कनिष्ठ जमातीत त्याचप्रमाणे विभिन्न प्रांतांत रूढीच्या नावाखाली घटस्फोट घेतला जाऊ शके. आजही ही प्रथा बंद झालेली नाही. पाश्चिमात्यांत व्यक्तिस्वातंत्र्याच्या कल्पनेमुळे घटस्फोटासंबंधीचे कायदे भारतापेक्षा लवकर अस्तित्वात आले.

पारशी मरैज अँड डायव्होर्स ॲक्ट १८६५ साली अस्तित्वात आला. त्याच्या नंतर ख्रिश्चनांकरिता इंडियन डायव्होर्स ॲक्ट १८६९ अस्तित्वात आला. द डिस्सोल्यूशन ऑफ मुस्लिम मरैज ॲक्ट १९३९ साली संमत झाला. १९४७ साली त्या वेळच्या मुंबई प्रांतात सरकारने घटस्फोटाचा कायदा संमत केला. असे असले, तरी सर्व प्रांतांना व सर्व थरांतील हिंदू लोकांना व जमातींना लागू होणारा एक कायदा १९५४ पर्यंत अस्तित्वात नव्हता. १९५४ साली अशा प्रकारचा स्पेशल मरैज ॲक्ट अस्तित्वात आला व तो देशभर लागू करण्यात आला. त्यानुसार धर्म, जाती, पंथ इ. बाबींचा विवाहाच्या बाबतीत अडसर राहिला नाही. या अधिनियमाच्या अंतर्गत विवाह करणाऱ्यांकरिता जरूर पडल्यास घटस्फोटाचीही तरतूद या अधिनियमाने केली. हिंदूंच्याकरिता घटस्फोटासंबंधी कायद्यातील तरतुदी हिंदू विवाह अधिनियमाच्या (१९५५) तेराव्या कलमात सांगितल्या आहेत. पतिपत्नीला या कलमात सांगितलेल्या कोणत्याही कारणाकरिता परस्परपासून घटस्फोट मागता येतो. व्यभिचारी असणे, धर्मांतर करून हिंदू धर्म सोडणे, अर्जाच्या लगत पूर्वी कमीत कमी तीन वर्षेपर्यंत दुरुस्त न होणारे वेड असणे किंवा गुप्तरोग व बरा न होणारा महारोग असणे किंवा संसर्गजन्य गुप्तरोग असणे, संन्यास घेणे, कमीत कमी सात वर्षांपर्यंत बेपत्ता असणे, न्यायिक पृथक्पणानंतर दोन वर्षे किंवा अधिक दांपत्यभावाने सहवास न करणे, दांपत्य अधिकारांच्या प्रत्यास्थापनाचा हुकूमनामा झाल्यानंतर दोन किंवा अधिक वर्षे तशी प्रत्यास्थापना न करणे यांपैकी कोणतेही कारण घटस्फोट मिळविण्यास पुरेसे आहे. याव्यतिरिक्त स्त्री आणखी दोन कारणांकरिता घटस्फोट घेऊ शकते :

(१) हा अधिनियम अंमलात येण्यापूर्वी किंवा नंतर पतीने दुसरे लग्न केलेले असणे व ती पत्नी जिवंत असणे. (२)

पती जवरी संभोग, अनैसर्गिक संबंध किंवा पशुसंबंध यांबद्दल दोषी असणे.

अपवादात्मक हालअपेष्टा किंवा अपवादात्मक दुराचरण सोडल्यास घटस्फोटाचा अर्ज लग्नास एक वर्ष पूर्ण झाल्यानंतरच न्यायालयाने स्वीकारावा, असे बंधन या अधिनियमाच्या चौदाव्या कलमानुसार न्यायालयावर घातले आहे. अशी तरतूद करण्यामागे नव-विवाहित दांपत्यास परस्परांना समजून घेण्यास व परस्परांना जुळवून घेण्यास अवधी मिळावा, हा हेतू आहे. भावनेच्या आहारी जाऊन वैवाहिक बंधन तुटता कामा नये. याकरिता न्यायालयानेही पतिपत्नीत समझोता करण्याचा प्रयत्न करावा, म्हणून या कलमात तरतूदही आहे. त्याचप्रमाणे घटस्फोटाचा हुकूमनामा देण्यापूर्वी या वैवाहिक संबंधापासून झालेल्या मुलाच्या हितसंबंधाकडे लक्ष देणेही न्यायालयाला आवश्यक केले आहे. अपवादात्मक हालअपेष्टा किंवा दुराचरण ठरविणे हे परिस्थितीवर व न्यायालयाच्या स्वेच्छाधीन अधिकारावर अवलंबून आहे. कारण या अधिनियमात त्यांचे स्पष्टीकरण करण्यात आलेले नाही. घटस्फोटित व्यक्तींना प्रारंभिक न्यायालयाच्या घटस्फोटाच्या हुकूमनाम्यापासून एक वर्ष संपेपर्यंत पुनर्विवाह करण्यास या अधिनियमाने मनाई केलेली आहे. अर्थात तोपर्यंत अपील किंवा अपिलाचा अधिकार संपुष्टात आला असला पाहिजे. घटस्फोटास व घाईगर्दीच्या पुनर्विवाहास प्रोत्साहन मिळू नये, हाच या कलमाचा उद्देश दिसतो. घटस्फोट मान्य असला, तरी त्याकडे अपरिहार्य परिस्थितीत अवलंबण्याची उपयोजना म्हणून पाहण्यात यावे, असाच दृष्टीकोन या अधिनियमात सर्वत्र बाळगलेला आहे.

भारतीय ख्रिश्चनांकरिता त्याचप्रमाणे पारशी लोकांकरिता असलेल्या अधिनियमातही घटस्फोटाची कारणे बहुतांशी हिंदू विवाह अधिनियमाप्रमाणेच आहेत. परंतु मुसलमानी कायद्याप्रमाणे पुरुष 'तलाक' हा शब्द

त्रिवार उच्चारून बायकोस केव्हाही सोडू शकतो. त्याकरिता काही कारणे सांगण्याचे त्याच्यावर बंधन नाही. 'तलाक' तो तोंडी व लेखीही घेऊ शकतो. तो पत्नीच्या उपस्थितीत तसेच अनुपस्थितीत घेऊ शकतो. 'इला', 'झिहार', 'लिअन', 'खुला' किंवा 'मुबारत' असे घटस्फोटाचे आणखी चार प्रकार मुसलमानी कायद्याने सांगितले आहेत. 'खुला' किंवा 'मुबारत' दोघांच्या संमतीने घेण्यात येतो. पत्नीकडून घटस्फोटाकरिता पुढाकार घेण्यात आला, तर त्यास खुला म्हणतात. 'मुबारत' मध्ये दोघेही परस्परांना विटून घटस्फोट घेण्यास सहमत होतात. मुसलमानी कायद्याचे वैशिष्ट्य म्हणजे घटस्फोटाकरिता न्यायालयाच्या हुकूमनाम्याची आवश्यकता लागत नाही. दुसरे वैशिष्ट्य म्हणजे घटस्फोट घेण्याचा अधिकार मुसलमानी कायद्यान्वये दुसऱ्यास दिला जाऊ शकतो.

मुसलमानी कायद्यातील घटस्फोटासंबंधीच्या वरील तरतुदी मुसलमानी कायद्याप्रमाणे विवाह करणाऱ्या एडन, ब्रूनार्ड, श्रीलंका, केन्या, पाकिस्तान, सिंगापूर, टांझानिया, इराक, इराण व भारत या देशांतील लोकांना लागू आहेत. या कायद्यान्वये मुसलमान पतीस साक्षीदारासमोर तलाक शब्द उच्चारला, की घटस्फोट मिळतो; पण मुसलमान स्त्री मात्र तसे करू शकत नाही. मुस्लिम स्त्रीला घटस्फोटाचा अधिकार जवळजवळ नाकारण्यातच आला आहे. इतकेच नव्हे, तर तलाकविरुद्ध दाद मागण्याची तरतूदही मुस्लिम कायद्यात नाही. भारतात मात्र १९३९ साली मुस्लिम घटस्फोट अधिनियम संमत करून मुसलमान स्त्रीलाही न्यायालयामर्फत घटस्फोट घेण्याचा अधिकार दिला आहे. घटस्फोटाची कारणे बहुतेक हिंदू विवाह अधिनियमाप्रमाणेच आहेत. १९६० साली ईजिप्तमध्ये घटस्फोटाच्या कायद्यात सुधारणा करण्यात आली. या सुधारणांनी पत्नीला काही विशिष्ट कारणांकरिता घटस्फोट

वा पृथक्ता मागण्याचा अधिकार आहे. त्याचप्रमाणे पत्नीपासून घटस्फोट का घेऊ इच्छित आहे, याची कारणे न्यायालयात जाऊन सांगणे पुरुषाला आवश्यक केले आहे. कुराणात सांगितल्याप्रमाणे पुरुषाला चार बायका करण्याची मुभा ठेवली असली, तरी पहिल्या बायकोला अशा परिस्थितीत घटस्फोटाचा अधिकार देण्यात आला आहे. रशियामध्ये १९१७ पर्यंत विवाह धार्मिक बाब समजण्यात येत असल्यामुळे घटस्फोटाची अधिकारिता फक्त धार्मिक न्यायालयासच असे. ही न्यायालये व्यभिचारासारख्या जुन्या कारणांचाच घटस्फोट देताना विचार करीत. शिवाय घटस्फोटाची कार्यवाही खर्चिक आणि दीर्घकालीन असे.

१९१७ च्या क्रांतीनंतरच्या आरंभीच्या काळात विवाह आणि घटस्फोट या दोन्ही बाबी खाजगी समजण्यात येऊ लागल्या. साधारणतः १९४४ नंतर मात्र विवाह ही शासनाची बाब समजण्यात येऊ लागल्यामुळे तो शासनाच्या अधिकाऱ्यासमोर पार पाडावा लागतो. त्याचप्रमाणे घटस्फोटाकरिता न्यायालयाकडे दाद मागावी लागते. रशियातील कायद्यात घटस्फोटाची विशिष्ट कारणे देण्यात आलेली नाहीत. प्रायः प्रत्येक प्रकरण स्वतंत्रपणे विचारात घेऊन निकालात काढण्यात येते. हंगेरी, पोलंड व रूमनिया हे देशही या बाबतीत रशियाच्या पावलावर पाऊल टाकणारे आहेत. एकूण परिस्थिती विचारात घेऊन वैवाहिक संबंध पुन्हा प्रस्थापित होऊ शकत नसल्याचे जर न्यायालयाचे मत झाले, तर घटस्फोट देण्यात येतो. फ्रान्समध्ये १९४५ नंतर घटस्फोटावर नियंत्रण ठेवण्याच्या दृष्टीने कार्यवाहीची गती मंद करण्यात येऊन कायदेशीर कारणेही कमी करण्यात आली. यावरून असे दिसते, की पश्चिम यूरोपीय देशांतील घटस्फोटाचे कायदे रशिया व पूर्व यूरोपातील देशांपेक्षा साधारणतः कमी उदार आहेत. सामान्यतः विशिष्ट कायदेशीर गुन्हा सिद्ध होणे घटस्फोटास आवश्यक आहे.

इंग्लंड-फ्रान्सपेक्षा स्कॅडिनेव्हियन कायद्यात घटस्फोट अधिक उदार कारणांकरिता देण्याची तरतूद आहे. इंग्लंडमध्ये संपूर्ण घटस्फोटाची आताही कायद्याने तरतूद केलेली नाही. स्वीडनमध्ये पति-पत्नीचे परस्परंशी न जमणे आणि विवाहाची अयशस्विता ही घटस्फोटाकरिता पुरेशी कारणे आहेत, तर नॉर्वेमध्ये अपमानास्पद किंवा अनीतीकारक वागणूक, तसेच मुलांशी चांगले न वागणे ही घटस्फोटास पुरेशी कारणे समजण्यात येतात. सौदी अरेबिया व येमेन यांसारख्या मुस्लिम देशांत मुस्लिम कायद्याचे तत्त्व तंतोतंत पाळण्यात येते. त्यामुळे कायद्याच्या स्पष्टीकरणास तेथे वाव नाही. पूर्वी फ्रेंचांचा अंमल असणाऱ्या आफ्रिकी प्रदेशात (चॅड, गाबाँ, काँगो, मध्य आफ्रिका प्रजासत्ताक) विवाहाचा उद्देश संततिजनन असल्यामुळे जननक्षमता नसणे हे घटस्फोटाचे प्रमुख कारण समजण्यात येते. गंभीर आजार किंवा इतर दुर्बलता, सासरच्या माणसांचा अपमान, विवाहाने पतीवर व पत्नीवर पडणारी जबाबदारी टाळणे (उदा., पतीवर असलेली घर आणि मुले सांभाळण्याची जबाबदारी त्याने टाळणे वा पत्नीने नवऱ्याशी प्रामाणिक राहण्याची त्याचप्रमाणे स्वयंपाक वगैरे करण्याची जबाबदारी टाळणे), या कारणांकरिताही घटस्फोट देण्यात येतो. व्यभिचाराबाबत बव्हंशी तडजोड होते. काही पश्चिम आफ्रिकी देशांतील लोकांचा पतीला व पत्नीला सारखे अधिकार मिळावेत आणि पश्चिमात्यांच्या धर्तीवर घटस्फोटाचा कायदा व्हावा, असा प्रयत्न आहे. चीन-जपानमध्ये पति-पत्नीच्या संमतीने आणि व्यभिचाराच्या कारणांकरिता घटस्फोट मिळण्याची तरतूद आहे.

आधुनिक काळात तर घटस्फोटाचे प्रमाण दिवसेंदिवस वाढत आहे. या वाढत्या घटस्फोटाचे एकच कारण सांगणे कठीण आहे. शहरी जीवनपद्धत, घटस्फोटाला अनुकूल वा प्रतिकूल असे धर्मनियम, घटस्फोटाला उत्तेजन देणारे सुलभ कायदे, नीतिविषयक

भिन्न कल्पना, श्रीमंती वा गरिबी, औद्योगिकीकरण, मूल नसणे इ. अनेक कारणे घटस्फोटाची म्हणून दिली जातात; पण त्यांपैकी प्रत्येकाला महत्त्वाचे अपवाद आहेत. उदा., कॅथलिक धर्माचा घटस्फोटाला विरोध असतो; पण म्हणून कॅथलिक समाजात कमी घटस्फोट होतात असे नाही. त्याचप्रमाणे इंग्लिश समाज प्राधान्याने प्रॉटेस्टंट असूनही तेथील घटस्फोटाचे प्रमाण तुलनेने कमी आहे. जपान शहरीकरण आणि औद्योगिकीकरण यांत आघाडीवर असूनही घटस्फोटाचे त्या देशातील प्रमाण कमी आहे. असेच अपवाद इतर कारणांनाही आहेत. तथापि बऱ्याचशा समाजशास्त्रज्ञांनी पुढील कारणे महत्त्वाची व निर्णायक मानली आहेत : (१) शेतीप्रधान समाजाच्या मानाने आजचा उद्योगप्रधान समाज जास्त अस्थिर व विघटित असणे आणि स्थिर विवाहसंबंधांना प्रतिकूल अशी सामाजिक चलनशीलता मोठ्या प्रमाणात असणे. (२) धर्म व आपसंबंधांची विवाहावर असलेली पूर्वीची बंधने शिथिल होत जाणे. (३) विवाह हा करार मानून नवरा-बायकोचे वैयक्तिक सुख हेच विवाहाचे अंतिम उद्दिष्ट मानण्याच्या प्रवृत्तीमुळे केवळ वैयक्तिक हक्कांवरच भर देणे व सामाजिक कर्तव्य व जबाबदारी यांची जाणीव न ठेवणे.



महाराष्ट्रातील आरोहन या बिगर शासकीय संस्थेचे पालघरच्या शाश्वत विकासातील योगदानः

विशेष संदर्भ शिक्षण, आरोग्य व पर्यावरण

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गोषवारा:

शाश्वत विकासाच्या ध्येयांना मूर्त रूप देणाऱ्या व सामाजिक बांधिलकीच्या मुल्याप्रती जाणीवा व उत्तरदायीत्व याची जाणीव स्थानिक नागरिकांमध्ये निर्माण करणाऱ्या बिगरशासकीय स्वयंसेवी संस्था विविध क्षेत्रात सक्रियपणे काम करतात. त्यांचे उद्दिष्ट समुदाय संबंधित प्रश्न सोडवताना स्थानिक पातळीवर शाश्वत विकासाची ध्येये यांचे पालन करणे हे असते. अशीच एक बिगरशासकीय स्वयंसेवी संस्था म्हणजे आरोहन होय. सदर संशोधन निबंधामध्ये आरोहनचे शैक्षणिक, आरोग्य व पर्यावरण क्षेत्रातील योगदान अभ्यासले आहे. त्याबरोबरच आरोहनपुढे येणाऱ्या आव्हानांची चर्चा केली आहे. आरोहनची स्थापना वर्ष २००६ मध्ये झाली असून आदिवासी बहुल भागात शिक्षण, आरोग्य आणि पोषण, उपजीविका आणि शासन यासंबंधित गंभीर समस्या सोडवण्यासाठी या संस्थेची स्थापना झाली. या सर्व तालुक्यांतील १५० हून अधिक ग्रामपंचायतींमध्ये आरोहन सक्रिय आहे. ही संस्था सुमारे ६ ते ७ लाख लोकसंख्येपर्यंत पोहोचली आहे. आरोहनचे शिक्षणसंदर्भातील ध्येयवाक्य आहेत ती म्हणजे 'शिक्षण हे जग बदलण्यासाठी वापरले जाणारे सर्वात शक्तिशाली शस्त्र आहे'. संस्थेने बाल हक्क मोहीम राबवणे, बाल मेळावे भरवणे, नेचर ट्रेल्स मार्ग आणि हर्बेरियम पुस्तकांची निर्मिती, जीवन कौशल्य शिक्षण, बालपंचायतींची स्थापना, मजेशीर शाळा इत्यादीसारखे उपक्रम राबवले. आरोहनने आरोग्यसेवा व पोषणातील योगदान अभ्यासताना ग्राम आरोग्य, स्वच्छता, आणि पोषण समित्याची स्थापना, बालविवाह प्रतिबंध कार्यक्रम, कुपोषण, सामुदायिक आरोग्य प्रदान करणाऱ्या पद्धती सुधारणे, स्त्रिया, माता आणि किशोरवयीन मुलींपर्यंत आरोग्य शिक्षण आणि आरोग्य आधार पोचवणे यादृष्टीने कार्य करत आहे. त्याबरोबरच आरोहनचे पर्यावरण संदर्भातील योगदान भरीव आहे. धरणे, सिमेंटचे नालाबांध, विहिरी बांधणे पृष्ठभागाची पाणी साठवण क्षमता पुनर्स्थापित करून पाणी संवर्धन करणे, वृक्षारोपण मोहीम, आधुनिक कीटकनाशकांऐवजी सापळ्याची पिके घेऊन कीटक व्यवस्थापन करणे यासारख्या शाश्वत शेती, पाणी तसेच पर्यावरण संवर्धन पद्धतींचा वापर करून संस्थेने त्यांच्या कार्यक्षेत्राच्या विकासात भरीव योगदान दिले. अशारितीने संयुक्त राष्ट्र विकास कार्यक्रमाचे ध्येय क्रमांक २, ४, ६ आणि १२ सुनिश्चित करण्यासाठी अनेक अडचणींचा सामना करून प्रयत्न केला आहे.

महत्वपूर्ण संज्ञा: बिगरशासकीय संस्था, शिक्षण, आरोग्य, पर्यावरण, शाश्वत विकासाची ध्येय

प्रस्तावना:

शाश्वत विकास या संकल्पनेचे मुख्य उद्दिष्ट म्हणजे पर्यावरण, समाज आणि अर्थव्यवस्था यांच्या

विकासाचा समतोल साधत उपलब्ध नैसर्गिक, मानवी व वित्तीय संसाधनांचा इष्टतम वापर कसा होईल या दृष्टीने त्यांचे नियोजन व व्यवस्थापन करणे. यात भविष्यातील

पिढ्यांसाठी पर्यावरण आणि उपलब्ध संसाधनांचे शोषण न करता विकास घडवणे, निसर्गाचे संरक्षण, जलवायु बदलाची आव्हाने समजून घेणे, सामाजिक न्याय आणि आर्थिक समावेशनावर लक्ष केंद्रित करणे अभिप्रेत आहे. शाश्वत विकासाची संकल्पना ही 'आजच्या विकासाच्या गतीत आर्थिक आणि सामाजिक बदलातून येणाऱ्या परिणामाकडे दुर्लक्ष केले तर त्याचे दुष्परिणाम भविष्यात भोगावे लागतील, त्यामुळे समतोल विकास साधताना तो पर्यावरणाच्या संरक्षणासह समाजातील सर्व स्तरावर न्याय आणि समृद्धी आणेल अशारीतीने करणे आवश्यक आहे' या विचाराभोवती फिरते. या शाश्वत विकासाच्या ध्येयाला अनुसरून बिगर शासकीय स्वयंसेवी संस्था (NGOs) ह्या समाजातील विविध समस्यांवर कार्य करतात. या संस्थांचा मुख्य उद्देश समाजातील गरीब, वंचित आणि अन्यायग्रस्त गटांना सहाय्य देणे, समाजातील समस्यांबद्दल लोकजागरूकता निर्माण करणे, त्यांच्या हक्कांचे रक्षण करणे आणि त्यांना सशक्त बनवणे हा आहे. या संस्था विविध सामाजिक, शैक्षणिक, व पर्यावरण आणि अन्य क्षेत्रांमध्ये काम करतात व सरकारकडून मिळणाऱ्या निधीवर अवलंबून नसतात. मात्र निधीसाठी त्या दानशूर व्यक्ती, विविध खाजगी संस्था यावर अवलंबून असतात. त्या समाजातील वास्तविक समस्या, त्या समस्यांसंबंधित संशोधन, समस्यांवरील उपाय म्हणून प्रशिक्षण उपक्रम, शैक्षणिक समन्वयात्मक धोरण / उपक्रम इत्यादीद्वारे शासन व समाज यातील दुवा म्हणून कार्य करतात.

सदर शोधनिबंधात त्यांच्या कार्यक्षेत्राचा शाश्वत विकास हे महत्वाकांक्षी उद्दिष्ट समोर ठेऊन काम करणाऱ्या आरोग्य या स्वयंसेवी संस्थांचा आरोग्य, शिक्षण व पर्यावरण या शाश्वत विकास ध्येयाच्या संदर्भात अभ्यास केला आहे. त्याबरोबरच या स्वयंसेवी संस्थेच्या स्थापनेची उद्दिष्टे, त्यांचे कार्यक्षेत्र इत्यादीचा थोडक्यात

परामर्श घेतला आहे. आदिवासी भागात शाश्वत विकासाच्या दृष्टीकोनातून या क्षेत्रांचा विकास साधताना आरोग्य सारख्या बिगरशासकीय स्वयंसेवी संस्थाना कोणत्या आव्हानाना सामोरे जावे लागते याचा विचार या शोधनिबंधात आहे. अधिक सुस्पष्टपणे या विषयाचा अभ्यास करण्यासाठी खालील उद्दिष्टांची बांधणी केली आहे, ती संशोधनाची उद्दिष्टे खालीलप्रमाणे आहेत:

१) आरोग्य या बिगरशासकीय स्वयंसेवी संस्थेचा आरोग्य, शिक्षण व पर्यावरण या शाश्वत विकास ध्येयाच्या संदर्भात त्यांच्या कार्यक्षेत्रातील योगदानाचा अभ्यास करणे.

२) आरोग्य या बिगरशासकीय स्वयंसेवी संस्थापुढील आव्हानांची चर्चा करणे.

वरील उद्दिष्टे समोर ठेऊन अभ्यास करताना या शोधनिबंधासाठी दुय्यम स्रोतांचा वापर केला आहे. ज्यात या बिगर शासकीय संस्थेच्या विविध वर्षांच्या अहवालाचा, त्यांच्या संकेत स्थळांवरील माहितीचा वापर केला आहे.

आरोग्यची स्थापना व उद्दिष्टे:

आरोग्य ही स्वयंसेवी संस्था महाराष्ट्र राज्यातील पालघर जिल्ह्यातील मोखाडा, जव्हार, पालघर आणि डहाणू भागातील आदिवासी भागात सेवा देण्यासाठी वर्ष २००६ मध्ये स्थापन करण्यात आली आहे. मुलतः हा कॉलेज ऑफ सोशल वर्क निर्मला निकेतनचा प्रकल्प असून वर्ष २००६ मध्ये मोखाडा, जव्हार आणि २०१६ मध्ये पालघर आणि डहाणू येथे आदिवासी समुदायांच्या गरजा पूर्ण करण्यासाठी सुरू केला गेला. आदिवासी बहुल भागात शिक्षण, आरोग्य आणि पोषण, उपजीविका आणि शासन यासंबंधित गंभीर समस्या सोडवण्यासाठी या संस्थेची स्थापना झाली. या सर्व तालुक्यांतील १५० हून अधिक ग्रामपंचायतींमध्ये

आरोहन सक्रिय आहे. ही संस्था सुमारे ६ ते ७ लाख लोकसंख्येपर्यंत पोहोचली आहे, जी पालघर जिल्ह्याच्या एकूण लोकसंख्येच्या सुमारे एक-पंचमांश आहे. यात प्रशिक्षित सामाजिक कार्यकर्ते आणि ग्रामीण विकास, कृषी आणि इतर सामाजिक शाखांचे प्रशिक्षण घेतलेले पदवीधर व सर्व आरोहनच्या कार्यक्षेत्रात येणाऱ्या भागाच्या विविध आदिवासी जमातीतील स्थानिक तरुण आहेत. आदिवासी समुदाय आणि ग्रामीण गरिबांच्या जीवनात शाश्वत बदल घडवून आणणे, त्यांच्या रहिवासाच्या गावात व पाड्यांमध्ये उपलब्ध संसाधनांचा इष्टतम वापर करून सामाजिक न्याय आणि मानवी प्रतिष्ठा प्राप्त करून देणे व त्यायोगे त्यांना सक्षम करणे हे आरोहनचे उद्दिष्ट आहे. त्याबरोबरच आदिवासी आणि ग्रामीण युवकांचे एक सशक्त केंद्र तयार करणे जे त्यांच्या समुदायांमध्ये बदलाचे प्रयत्न सुरू करतील, तो बदल टिकवून ठेवतील आणि त्याबरोबरच वैयक्तिक सचोटी, सहिष्णुता आणि न्यायाची मूल्ये सुद्धा जपतील हे आरोहनच्या दूरदृष्टीतील उद्दिष्ट आहे.

आरोहनचे शैक्षणिक क्षेत्रातील योगदान:

आरोहनचे शिक्षणासंदर्भातील दोन ध्येयवाक्य आहेत ती म्हणजे 'शिक्षण हे जग बदलण्यासाठी वापरले जाणारे सर्वात शक्तिशाली शस्त्र आहे' आणि 'मुलांना कसे विचार करावे हे शिकवले पाहिजे आणि काय विचार करावे हे शिकवले पाहिजे' हे आहे. त्याच्या कार्यक्षेत्रातील विविध उपक्रमांद्वारे शिक्षणाचा दर्जा, चांगल्या शालेय पायाभूत सुविधा आणि दर्जेदार शिक्षणासाठी ही संस्था कटिबद्ध आहे. ही संस्था आदिवासी बहुल भागातील विद्यार्थ्यांना सक्षम करते आणि सर्वांगीण विकासाला चालना देते. येथे आदिवासींच्या मुलांसाठी निवासी आश्रमशाळा आहेत. ज्यात गळती रोखण्यासाठी संस्थेने शिक्षक आणि

पालकांना आश्रमशाळांमध्ये बालस्नेही प्रथांना प्रोत्साहन देण्यासाठी प्रशिक्षित केले आहे. 'बाल हक्क मोहीम' किंवा मुलांच्या हक्कांबद्दल जागरूकता मोहीम हा त्यांचा एक उपक्रम आहे, ज्यामुळे मुलांना सुरक्षिततेची जाणीव होते. याव्यतिरिक्त, आरोहनने शालेय व्यवस्थापन समितीमध्ये तरुणांना सहभागी करून बालविवाह सारख्या प्रथांच्या समस्यांचे निराकरण केले आहे. सार्वजनिक शिक्षण प्रणाली मजबूत करण्यासाठी केलेल्या शैक्षणिक प्रयत्नांना राज्य आणि राष्ट्रीय धोरणांसोबत समायोजित करण्याला संस्थेने नेहमीच प्राधान्य दिले आहे. १०० टक्के हजेरी आणि शाळागळती असणाऱ्या मुलांना परत शाळेत घेणे यासारख्या प्रयोगाद्वारे 'एकही मुल शाळेबाहेर राहणार नाही' याची खबरदारी घेतली. २०१६-१७ मध्ये तालुका पातळीवर बाल मेळावा घेऊन ६ आश्रम शाळेतील १८० विद्यार्थ्यांचे कौशल्य दाखवण्याचा प्रयत्न संस्थेने केला. तर २०२२-२३ मध्ये आरोहनने ७ बाल मेळावे घेतले ज्यात २१ गावे व एकूण ८७३ विद्यार्थी सहभागी होते. त्याबरोबरच आणखी ३ बाल मेळावे आडोशी, असे व मोखेडा तालुक्यात घेतले गेले.

शेलामपाडा येथे २०२२ मध्ये आरोहनने ओरीएनटेशन कार्यक्रम घेऊन जिल्हा परिषद शाळांमधील शाळा व्यवस्थापन समितींना त्यांच्या जबाबदाऱ्या, हक्क आणि कर्तव्य याबाबत जाणीव करून दिली. 'शाळेबाहेर एकही विद्यार्थी राहू नये' हे आरोहनचे लक्ष्य आहे. ही संस्था आशावादी आहे की मुलांना सहभागी करून अभ्यासेतर आणि व्यावहारिक गोष्टी आणि शाळा प्रशासन व पालकांमध्ये जागरूकता वाढवून शाळा गळती व १०० टक्के हजेरीचे उद्दिष्ट गाठता येईल. जनवाचन उत्सव, शाळांचे डिजिटलायझेशन, आश्रम शाळांमधील बाल पंचायत नावाची मॉक पंचायत यासाठी आरोहन नेहमीच कार्यरत राहिली व यशस्वी झाली. जीवन-कौशल्य, लिंगभाव आणि पर्यावरण यावरील सत्रांद्वारे

विद्यार्थ्यांना प्रशिक्षण देण्याच्या उद्देशाने विविध कार्यक्रमांद्वारे प्रत्येक मुलाच्या शिक्षणात गुणवत्ता सुनिश्चित करण्यावर आरोहने आपले लक्ष केंद्रित केले आहे. त्यासाठी गरीब आदिवासी भागातील माध्यान्ह भोजन आणि विद्यार्थ्यांना शाळांकडे आकर्षित करण्यासाठी विशेष आहार कार्यक्रमांद्वारे गरजा पूर्ण करून आरोहने हा प्रयत्न केला. भारतीय शिक्षणाचा प्रभाव वाढवण्यासाठी आणि टिकवून ठेवण्यासाठी तरुणांसोबत मिसळणे अत्यावश्यक होते. त्याबरोबरच एक उच्च दर्जाचे शिक्षण प्रदान सहभागी शिक्षण वितरीत करणारी गुणवत्तापूर्ण प्रणाली स्थापित करणे आवश्यक होते, जे राष्ट्रीय शैक्षणिक धोरणाचा महत्वाचा भाग आहे व आरोहने त्यासाठी अनेक यशस्वी प्रयोग केले आहेत, शाळेत जाणाऱ्या मुलांसाठी सर्वांगीण शिक्षणाच्या दिशेने काम करण्यासाठी काळजीपूर्वक धोरणे तयार केली आहेत.

संस्थेच्या २०२०-२०२५ च्या धोरणात्मक योजनेत शाळा पुन्हा सुरू होण्यापूर्वी नावनोंदणी शिबिरे आयोजित करणे, स्थापना करणे, विविध लाभधारकांशी संवादाचे व्यासपीठ खुले करणे, शाळेची सुविधा व्यवस्थापन समिती स्थापन करणे, बाल हक्क आणि बालआरोग्याचे समर्थन करणे, त्यांच्यासाठी संरक्षण धोरणे यांची विकली करणे, आवश्यकतेनुसार उपचारात्मक शिक्षण प्रदान करणे याचा समावेश होतो. आरोहने शिक्षण हक्क कायदा, २००९ अंतर्गत स्थापन केलेल्या शाळा व्यवस्थापन समित्या बळकट करून प्रशासन सुलभ केले आहे. अधिकाधिक मुलांना शैक्षणिक प्रवेश उपलब्ध करून देण्यासाठी, नवीन शाळा आणि अंगणवाड्या बांधणे आणि गुणवत्ता सुधारण्यासाठी पात्र शिक्षक आणि अंगणवाडी सेविकांची नियुक्ती करणे आहे हे त्यांचे यश आहे. पर्यावरणीय शिक्षण कार्यक्रम जसे नेचर ट्रेल्स मार्ग आणि हर्बेरियम

पुस्तकांची निर्मिती, जीवन कौशल्य शिक्षण या सारख्या उपक्रमांद्वारे आरोहने रीमेडियल टीचिंग करत आहे. या संस्थेच्या गटाने गाव आणि आश्रम शाळा दोन्ही स्तरावर शालेय विद्यार्थ्यांच्या स्तरावर प्रशिक्षणासाठी २० सत्रे आयोजित केली होती ज्यात मूल्य शिक्षण आणि जीवन कौशल्ये यावर जास्तीत जास्त भर दिला गेला. २४ गावातील एकूण ४३६ गावस्तरीय व १,१९४ आश्रम शाळेतील विद्यार्थी यात सक्रिय सहभागी झाले. आदिवासी विद्यार्थींच्याकडे अद्वितीय प्रतिभा आणि कौशल्ये आहेत मात्र त्यांच्या वाढीसाठी आणि विकासासाठी त्यांच्याकडे मर्यादित संसाधने आहेत. याबाबतीत त्यांच्यात जनजागृती करणे, त्यांची अप्रयुक्त क्षमता आणि त्यांना संधी मिळवून त्यांचे स्वतःचे मार्ग तयार करण्यास सक्षम करणे हे या प्रशिक्षणाचे प्राथमिक उद्दिष्ट होते. आरोहने २०२२-२३ मध्ये सामाजिक कृतीकेंद्राशी संगनमत करून १० बालपंचायतींची स्थापना केली आहे. लोकशाही तत्वे लहान मुलांमध्ये रुजवण्यासाठी प्रत्यक्षपणे बालपंचायतीच्या निवडणुका आरोहनेच्या शैक्षणिक गटाने राबवल्या. आरोहने कोविड-१९ साथीच्या काळात विद्यार्थी गळतीचा प्रश्न समजून घेण्यासाठी एक सर्वेक्षण केले आणि गळतीची कारणे शोधली. त्यात घरापासून शाळेचे अंतर, जन्म प्रमाणपत्रासारख्या कागदपत्रांची उपलब्धता नसणे, शैक्षणिक वर्षात स्थलांतर, वसतिगृह किंवा बोर्डिंग सुविधांचा अभाव, लहान भावंडांची काळजी घेण्याची जबाबदारी, किशोरावस्थेत मुलींना भेडसावणाऱ्या समस्या आणि शाळांमधील वातावरण मुलांसाठी अनुकूल नसणे आदींचा समावेश होता. या समस्यांचे निराकरण करण्यासाठी, आरोहने आदिवासी वस्त्यांमध्ये 'मजेशीर शाळा' नावाची अनौपचारिक शिक्षण केंद्रे सुरू केली. अशारितीने अनेक यशस्वी प्रयोगांद्वारे आरोहाने

पालघर व कार्यक्षेत्रातील शैक्षणिक धोरणे, विद्यार्थांचे शालेय जीवन, शिक्षणाची गुणवत्ता यावर प्रभाव पडला.

आरोहनाचे आरोग्यसेवा व पोषणातील योगदान:

आरोहनाचे स्थापनेच्या सुरुवातीपासूनच आरोग्य क्षेत्र हे प्राधान्याचे क्षेत्र म्हणून पहिले आहे. संस्था शिक्षणासह आरोग्याशी संबंधित अनेक उपक्रम राबवत आहे. संस्था हे पौगंडावस्थेतील तरुण, गर्भवती आणि माता व अर्भक इत्यादींच्या संदर्भातील आवश्यक काळजी आणि कुपोषणाच्या प्रश्नाचा मागोवा घेण्यासाठी तसेच ग्राम आरोग्य, स्वच्छता, आणि सक्षमीकरण यासाठी प्रयत्नरत आहे. ग्राम आरोग्य, स्वच्छता, आणि पोषण समित्या (VHNSC) यांच्याद्वारे समुदाय आरोग्यबाबतीत जागरूकता वाढवण्यासाठी आणि गावकऱ्यांमध्ये आरोग्यास प्रोत्साहन देण्यासाठी तसेच किशोरवयीन गर्भधारणा आणि बालविवाह प्रतिबंधित करण्यासाठी गावकऱ्याबरोबरच ग्रामसभांना त्यांच्या जबाबदारीबद्दल शिक्षित करण्याचा प्रयत्न संस्थेने केला आहे.

आरोहनाची स्थापना मोगाडा तालुका कुपोषणमुक्त करणे या दृष्टीकोनातून झाली. स्थापनेच्या सुरुवातीपासूनच, संस्थेने कुपोषण ही बहुआयामी व एक प्राधान्यक्रमाची समस्या मानली आणि सर्वांगीण दृष्टीकोनातून त्याचे निराकरण करण्याचे उद्दिष्ट समोर ठेवले. चांगले आरोग्य आणि कल्याण ही शाश्वत विकासाची गुरुकिल्ली आहे हे लक्षात घेऊन संस्थेने लक्षित कार्यक्रमांद्वारे २०१४ ते २०२३ पर्यंत सामुदायिक आरोग्यामध्ये लक्षणीय प्रगती केली आहे. संस्थेने प्रशिक्षण समर्थन गट आणि समित्या, आरोग्य आणि स्वच्छता कार्यक्रम सुरू केले आणि आरोग्य धोरणांचा विस्तार करण्यावर लक्ष केंद्रित केले आहे. या संस्थेच्या कार्यक्रमाच्या मुख्य गोष्टींमध्ये जीवन कौशल्य प्रशिक्षण,

सुधारित स्वच्छता पद्धती, कुपोषण आणि बाल गर्भधारणा यावर उपाय शोधणे यांचा समावेश आहे. संस्थेने बालविवाह रोखण्यासाठी, कुपोषित मुलांसाठी काळजी प्रदान करण्यासाठी आणि आरोग्य केंद्रांचे नूतनीकरण करण्यासाठी अनेक प्रयत्न केले आहेत. सर्वसमावेशक, समुदाय-आधारित दृष्टीकोनातून दीर्घकालीन सकारात्मक आरोग्य बदलांना चालना देण्यासाठी आरोहनाची वचनबद्धता ही सामुदायिक आरोग्य कर्मचाऱ्यांशी सतत संलग्नता आणि सक्रिय आरोग्य आधार यातून स्पष्ट होते. संस्थेने समवयस्क शिक्षकांना प्रशिक्षित करून, सामुदायिक आरोग्य प्रदान करणाऱ्या पद्धती सुधारणे, गरोदर स्त्रिया, स्तनदा माता आणि किशोरवयीन मुलींपर्यंत आरोग्य शिक्षण आणि आरोग्य आधार पोचवणे यादृष्टीने आरोग्य आणि लोककल्याण वाढवण्यावर लक्ष केंद्रित केले आहे. त्यांनी अंगणवाडी सेविका आणि आरोग्य कर्मचाऱ्यांसाठीही विविध कार्यक्रम सुरू केले.

२०२०-२१ ते २०२२-२३ मध्ये, त्यांचे लक्ष स्थानिक आरोग्य प्रशासन मजबूत करणे, कुपोषण दूर करणे आणि स्वच्छता आणि आरोग्य शिक्षणाला प्रोत्साहन देणे यावर केंद्रित झाले. त्यांनी सहयोगी प्रयत्नांद्वारे माता आणि बाल संगोपन सुधारणे, कुपोषणमुळे होणारे मृत्यू कमी करणे आणि पौगंडावस्थेतील जीवन कौशल्ये सक्षम करणे यासंबंधीचे महत्त्वपूर्ण टप्पे गाठले आहेत. आरोहनाचे माता समित्या किंवा मदर सपोर्ट ग्रुप्स सारख्या समुदाय-आधारित संस्थांसोबत देखील काम केले. महिला आणि मुलांसाठी आहार आणि पौष्टिक गरजा आणि ग्राम आरोग्य, पोषण आणि स्वच्छता समित्या (VHNSC) या संबंधी चर्चा केली. माता समित्या अंगणवाडी सेविकांना गर्भवती महिलांची नोंदणी करण्यासाठी, प्रसूतीपूर्व काळजी भेटी देण्यासाठी आणि सुधारित आरोग्य आणि पोषण पद्धतींना

प्रोत्साहन देण्यासाठी मदत करतात. अॅनिमिया आणि उच्च रक्तदाब, कुपोषण आणि संबंधित आव्हाने यांसारख्या जोखीम ओळखण्यासाठी प्रशिक्षित मान्यताप्राप्त सामाजिक आरोग्य कार्यकर्ते किंवा आशा कामगार आरोहन सोबत काम करतात. संस्थेने ११६१ माता बैठक, २६५ प्रसूती आणि ५९ घरपोच प्रसूती केल्या आहेत, ज्यात जन्मतावेळी वजन सुधारणे आणि बालमृत्यू कमी करणे यावर लक्ष केंद्रित केले आहे. उल्लेखनीय उपक्रमांमध्ये २,१६ आरोग्य दिन साजरे करणे, ९४ VHNSC बैठका आणि ०-३ वयोगटातील ३,५४५ मुलांपर्यंत गृहभेटी आणि शैक्षणिक सत्रांद्वारे पोहोचणे यांचा समावेश आहे. याव्यतिरिक्त, आरोहनने सामुदायिक आरोग्य आणि कल्याण यांना आणखी समर्थन देण्यासाठी ३५५ किशोर बैठका आयोजित केल्या आहेत. ग्रामपंचायत अंतर्गत समित्या सहभागात्मक ग्राम आरोग्य नियोजनाच्या उद्देशाने स्थापन केल्या आहेत. आरोहनने ग्रामसभांना बालविवाह, किशोरवयीन गर्भधारणा, माता आणि बाल आरोग्य इत्यादींबाबत त्यांच्या जबाबदारीची जाणीव करून देण्याचा प्रयत्न केला आहे. आरोग्य सुविधा आणि उपकरणे, डिजिटलायझेशन यांच्या सुधारणांद्वारे माता आणि नवजात आरोग्य सुधारण्यासाठी तंत्रज्ञानाचा वापर करण्यासाठी आरोहनने प्रयत्न केले आहेत. आरोग्य नोंदी, पोषण, स्वच्छता आणि स्वच्छतेविषयी जागरूकता आणि पायाभूत सुविधा, प्राथमिक आरोग्य सेवेची सुलभता केंद्रे हे संस्थेच्या आरोग्यधोरणाचा भाग आहेत. त्याचप्रमाणे आरोहनने विविध सत्रांद्वारे बाल लैंगिक शोषणाबद्दल जागरूकता आणि संवेदनशीलता निर्माण करण्याचा प्रयत्न केला त्याबरोबरच विद्यार्थ्यांमध्ये POCSO कायद्याविषयी जागरूकता निर्माण करण्याचा प्रयत्न संस्थेने केला. आरोहनच्या प्रशिक्षण सत्रांद्वारे किशोरावस्थेत हार्मोनल, शारीरिक, संज्ञानात्मक आणि

सामाजिक बदलांबद्दल शिकतात. विद्यार्थ्यांना “माझ्या शरीरावर माझा हक्क आहे” हा मजबूत संदेश व्यक्त करण्यासाठी प्रोत्साहित केले जाते. बाल लैंगिक अत्याचारासारख्या नाजूक समस्यांबाबत तसेच इतर अनेक विषयासंबंधी सत्रे या क्षेत्रात काम करणाऱ्या ‘अर्पण’ या संस्थेच्या सहकार्यांनी आरोहनने राबवली.

आरोहनचे पर्यावरण संदर्भातील योगदान:

पाणी संवर्धन हा पर्यावरण पूरक कृती म्हणून ओळखला जाणारा विषय आहे. पाणी जिरवणे, आडवणे व काटकसरीने वापरणे यासाठी लोकजागृती करणे व प्रत्यक्ष प्रयोग करणे यासाठी आरोहन सज्ज आहे. पाणी प्रश्न हा या भागातील आरोग्य उपक्रमांशी जोडलेला प्रश्न आहे, विशेषतः गंभीर पाणी समस्या असणाऱ्या मोखाडा भागात. भारताच्या बहुतांश भागात प्रतिकूल हवामान, अपुरा पाऊस आणि वाढत्या तापमानाचा परिणाम शेतकऱ्यांवर होत आहे.. मोखाडा आणि जव्हारमध्ये भरपूर पाऊस पडत असूनही या डोंगराळ भागातील खडबडीत भूभागामुळे भूजल संसाधने पुन्हा भरून काढणे आव्हानात्मक आहे. असे असले तरी गेल्या दशकभरात संस्थेच्या प्रयत्नांमुळे गावांमध्ये पाणी पातळी यशस्वीरित्या पुन्हा भरून काढली गेली आणि लहान आणि मध्यम आकाराच्या धरणांच्या बांधकामाद्वारे पृष्ठभागाची पाणी साठवण क्षमता पुनर्स्थापित केली गेली. त्याबरोबरच विहिरींचे नुतनीकरण करणे यासारख्या प्रयत्नांमुळे पाणीटंचाईची तीव्रता लक्षणीयरीत्या कमी झाली व महिलांचे कष्ट कमी झाले. पाटीलपाडा, ठाकूरवाडी, मोहपाडा, राजकोरपाडा, सप्रेवाडी आणि वाशिंद या सहा ठिकाणी सिमेंटचे नालाबांध, ६ नव्या विहिरी, इत्यादी संस्थेच्या प्रयत्नांमुळे शक्य झाले.

पाण्याच्या उपलब्धतेमुळे रब्बी पिकांची लागवड, नवीन पिकांचे वाण आणि त्यासंदर्भातील प्रयोग, उपजीविकेसाठी शेती यामुळे शेतीची स्थिती मजबूत झाली. पुरेसा पाणीसाठी उपलब्ध आहे हे जाणून आरोहनेने शेतकऱ्यांना सिंचन सहाय्य प्रणाली, चांदीपाडा व डोल्हारा येथे सौरऊर्जेवर चालणारी पाणी उचलण्याची यंत्र व ते वापराचे प्रशिक्षण उपलब्ध करून दिले. तर स्वच्छ पाणी उपलब्ध व्हावे यासाठी मोहपाडा, डोल्हारा, मोरखडक, राजकोरपाडा येथील नागरिकांना २ फिल्टर प्रणाली उपलब्ध करून दिल्या. १०.३४ KWp हरित उर्जा निर्मिती करून दिली. राऊतपाडा आणि करोली या गावांतील ५ एचपी सोलर पीव्ही पाण्याचे पंप सिंचनासाठी सुसज्ज करण्यात आले. करोली येथील चौदा शेतकरी तर राऊतपाड्यातील बारा शेतकऱ्यांना या प्रणालींचा फायदा झाला आहे. पूर्वी या भागातील शेतकरी केवळ मोसमी पावसावर अवलंबून असत. आता, दोन्ही गावांतील सव्वीस शेतकऱ्यांच्या जमिनी ओलिताखाली आल्या आहेत. एकूण जमिनीखालील भाजीपाला लागवड ७ एकरांवर होती व त्यातून १८ शेतकऱ्यांचे मिळणारे उत्पन्न रु. २,९६,३६०/- होते. हे आरोहनेच्या हस्तक्षेपामुळे शक्य झाले आहे. अशारितीने आरोहनेने शेतीसाठी शाश्वत संसाधने म्हणजे सौर उर्जेचा वापर केला. त्याबरोबरच पाण्याचे संवर्धन व साठवणूक यावर भर दिला.

पृथ्वी ग्रह वाचवण्यासाठी एका वेळी एक झाड लावणे हे उद्दिष्ट पूर्ण करण्यासाठी जागतिक पर्यावरण सप्ताहादरम्यान वृक्षारोपण मोहीमेद्वारे वर्ष २०२२-२३ मध्ये मोखाड्यातील १६ गावांमध्ये १०० झाडे लावली गेली. ग्रामस्थांशी संवाद साधताना आरोहनेने निरोगी शेती पद्धतींबद्दलचे ज्ञान देखील सामायिक केले. या मोहिमेमध्ये १५२ प्रौढ आणि ९६ मुले असे मिळून एकूण ३०० जणांचा समावेश होता. आरोहनेच्या

स्वयंसेवकांसोबत पर्यावरण संरक्षण आणि वृक्ष लागवडीला प्रोत्साहन दिले गेले व उत्साहाने इतरांना रॅलीत सामील होण्याची प्रेरणा दिली गेली.

शेतीसाठी आधुनिक पर्यावरण नाशक तंत्राचा वापर करण्याऐवजी शेतकऱ्यांना खत व्यवस्थापन आणि भाजीपाला पिकवण्याचे प्रशिक्षण आरोहने द्वारे दिले गेले. त्यात एकात्मिक कीडरोग व्यवस्थापनाच्या मूल्यावर भर दिला गेला आणि त्याचे प्रशिक्षण शेतकऱ्यांना दिले गेले. आधुनिक कीटकनाशकाऐवजी सापळ्याची पिके कशी लावायची याच्या सूचना दिल्या गेल्या. मोहरी आणि तीळ यांसारखी शोषक पिके कीटकांचा धोका दूर करतात म्हणून ती सापळ्याची पिके होत. प्रभावी पाणी व्यवस्थापन आणि तण नियंत्रण सुनिश्चित करण्यासाठी टिबक सिंचन पद्धतीचा अवलंब करण्यास प्रोत्साहन दिले गेले. या पद्धतीने केवळ तणांना आळा घातला नाही तर शेतकऱ्यांच्या मजुरीचा खर्चही कमी झाला व जमिनीची सुपीकता वाढली. या गावातील अनेक प्रमुख सुधारणांपैकी एक म्हणजे सौर उर्जेवर चालण्यासाठी मोटर्स अपग्रेड केल्या गेल्या. सप्टेंबर २०२२ मध्ये करोली, स्वामीनगर, पाथर्डी व भवानीवाडी येथील उपजीविका केंद्रे येथे प्रत्येकी ६.७ kW सौर उर्जेवर चालणारी प्रणाली कार्यान्वित करण्यात संस्था यशस्वी झाली. भविष्यात अधिकाधिक आजीविका केंद्रांचे रूपांतर सौर ऊर्जा समर्थित प्रक्रिया सुविधांमध्ये करण्याचा आरोहनेचा मानस आहे.

याव्यतिरिक्त, आरोहनेने पर्यावरणीय शिक्षणावर भर दिला आणि STEM (विज्ञान, तंत्रज्ञान, अभियांत्रिकी आणि गणित) याचे शिक्षण आणि मोबाईल लायब्ररी सारखे नाविन्यपूर्ण कार्यक्रम राबवले. संस्थेने प्रायोगिक शिक्षणावर लक्ष केंद्रित केले आणि STEM विषयांमध्ये रुची वाढवण्यासाठी 'जिग्यासा प्रकल्प' सुरू केला. डिजिटल लॅब, विज्ञान दिन सेलब्रेशन, शालेय स्तरावरील

विज्ञान प्रदर्शने, ब्लॉक स्तरावरील विज्ञान प्रदर्शने इ. विज्ञान शिक्षणात तसेच बालस्नेही अध्यापनशास्त्रात ही आवड निर्माण करण्यासाठी शिक्षक प्रशिक्षण कार्यक्रम आयोजित केले. पर्यावरण संरक्षण, जलसंधारण, लिंग समानता, आरोग्य हक्क, स्वच्छतेबाबत जनजागृती, पेसा कायदा, वन हक्क आणि इतर अनेक विषयांसाठी रॅली काढण्यात आल्या, जेणेकरून पर्यावरण जतन व संवर्धनाचे महत्व सर्वांना लक्षात यावे.

अशारितीने संयुक्त राष्ट्र विकास कार्यक्रमाचे ध्येय क्रमांक २, ४, ६ आणि १२ म्हणजे सर्वसमावेशक आणि न्याय्य दर्जाचे शिक्षण सुनिश्चित करणे आणि सर्वांसाठी आजीवन शिकण्याच्या संधींचा प्रचार करणे, उत्तम आरोग्यासाठी सुधारित पोषण मिळवणे, शाश्वत शेतीला प्रोत्साहन देणे, शाश्वत उपभोग आणि उत्पादन पद्धती सुनिश्चित करणे तसेच सर्वांसाठी पाणी आणि स्वच्छता यांचे शाश्वत व्यवस्थापन करणे यादृष्टीने आरोग्य त्याच्या कार्यक्षेत्रात प्रभावी कामगिरी बजावत आहे. असे असले तरी संस्थेसमोर काही आव्हाने आहेत ज्याची थोडक्यात चर्चा खाली केली आहे.

आरोग्य समोरील आव्हाने:

आरोग्यच्या कार्यक्षेत्रातील ग्रामसभांची अनियमितता सातत्यपूर्ण प्रशासन आणि निर्णय प्रक्रियेत अडथळा आणते. ग्रामसभेत वारंवार होणारे अंतर्गत संघर्ष आणि विरोध यामुळे संस्थेची कार्यक्षमता आणि परिणामकारकता बाधित होऊ शकते. प्रशासकीय लाल फिती आणि नोकरशाहीची अकार्यक्षमता आदिवासी समुदायांना सरकारी लाभ आणि सेवा मिळण्यात अडथळे निर्माण करतात. कागदपत्रे आणि पुराव्याअभावी आदिवासींना विविध सरकारी योजनांतर्गत मिळणाऱ्या लाभांपासून वंचित राहावे लागते. अनेक पाड्यांना (वाड्या) अधिकृतपणे गाव म्हणून मान्यता नाही, त्यामुळे

त्यांच्याकडे ग्राम कोष समिती (ग्राम निधी समिती) सारख्या औपचारिक संस्थांचा अभाव आहे. त्यामुळे गाव विकासासाठी प्रतिबंधित निधी अनेकदा या गैर-मान्यताप्राप्त पाड्यांना उपलब्ध होत नाही, ज्यामुळे स्थानिक विकासाचे प्रयत्न खुंटतात व आरोग्यसारख्या संस्थाना कार्य करण्यास अडचणी येतात. गरिबी आणि निरक्षरतेची उच्च पातळी आदिवासी समुदायांच्या आर्थिक असुरक्षिततेमध्ये योगदान देते. चांगल्या संधींच्या शोधात आदिवासींचे शहरांकडे सतत स्थलांतर केल्याने त्यांच्या वडिलोपार्जित जमिनी आणि पारंपारिक पद्धतींपासून विभक्त व्हावे लागते. त्यामुळे अविकासाची समस्या आणखी वाढते. तसेच भांडवलशाही हस्तक्षेपाचा उदय सर्व स्तरावर झाल्याने कल्याण-केंद्रित राज्यापासून लक्षित राज्याकडे विकासाचा प्रवाह वळतो, व निवडक लाभार्थ्यांवर लक्ष केंद्रित करतो. या बदलामुळे अनेकदा असमान संसाधन वाटप होते आणि असमानता वाढते. त्यामुळे आदिवासी समुदायांच्या सर्वांगीण कल्याणावर परिणाम होतो. वरील आव्हाने ही जरी आरोग्य संस्थेच्या कार्यक्षेत्रातील भागांमध्ये निदर्शनास येत असल्या तरी ज्यामुळे सारख्या संस्थाना पूर्ण क्षमतेने काम करण्यास अडथळा निर्माण होऊ शकतो. त्यामुळे कार्यक्षेत्रात येणारी गावे किंवा पाड्यांच्या विकासात अडचणी येतात. असे असूनही आरोग्य या अडचणींवर मात करून यशस्वीपणे कार्य करत आहे.

संदर्भ:

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- ३) Annual Report of AROHEAN 2022-23: <https://aroehan.org/wp-content/uploads/2024/02/AROEHAN-Annual-Report-2022-23.pdf>
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महाराष्ट्रातील लोकबिरादरी प्रकल्प या बिगर शासकीय संस्थांचे शाश्वत विकासातील योगदान:

विशेष संदर्भ, शिक्षण, आरोग्य व पर्यावरण

कल्पना राजेश कनके

सहाय्यक प्राध्यापक, राज्यशास्त्र विभाग,

फर्ग्युसन महाविद्यालय (स्वायत्त) पुणे.

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गोषवारा:

“शिक्षण हे वाघिणीचे दूध आहे ते जो कोणी पिईल तो गुरगरल्याशिवाय राहणार नाही.” ‘शिक्षण’ हे कौशल्ये व क्षमता बांधणी करणारे, सामाजिक बांधिलकीच्या मुल्यात्मक जाणीवा व उत्तरदायी नागरिक निर्माण करणारे, शाश्वत विकासाच्या ध्येयांना मूर्त रूप देणारे, शिक्षणातून येणारे आत्मभान व समाजभान हीच तर शाश्वत विकासाची पूर्वअट आहे! शाश्वत विकासाच्या ध्येयपूर्ती साठी विविध यंत्रणा ज्या शासकीय आणि बिगर शासकीय असून त्या विकासाच्या विविध क्षेत्रात (शिक्षण, आरोग्य, पर्यावरण इ.) सक्रियपणे काम करतात. व्यापक अर्थाने समाजातील शाश्वत विकासाची प्रक्रिया समजून घेताना या यंत्रणानी घेतलेल्या भूमिकांचा सकारात्मक परिणामांबरोबरच निर्माण होणाऱ्या समस्या जसे की विकासाचा असमतोल, विषमता, अनारोग्य, असुरक्षितता, पर्यावरणाचा ऱ्हास इ. दिसतात. सदर शोधनिबंधात महाराष्ट्रातील लोकबिरादरी प्रकल्प या बिगर शासकीय स्वयंसेवी संस्थेचे शाश्वत विकासातील योगदानाचा व त्यापुढील आव्हानांचा आढावा घेतला आहे.

संज्ञा: शिक्षण, आरोग्य, शाश्वत विकास, गैरशासकीय संस्था, पर्यावरण, नवे राष्ट्रीय शैक्षणिक धोरण इत्यादी.

शोधनिबंधाची उद्दिष्टे:

1. लोकबिरादरी प्रकल्प या बिगरशासकीय स्वयंसेवी संस्थांचा आरोग्य, शिक्षण व पर्यावरण या शाश्वत विकास ध्येयाच्या संदर्भात त्यांच्या कार्यक्षेत्रातील योगदानाचा अभ्यास करणे.
2. लोकबिरादरी प्रकल्प या बिगरशासकीय स्वयंसेवी संस्थापुढील आव्हानांची चर्चा करणे.

संशोधन पद्धती:

शोधनिबंधासाठी दुय्यम स्रोतांचा वापर केला आहे. निवडक बिगर शासकीय संस्थांच्या संकेत स्थळांचा वापर केला आहे.

प्रस्तावना :

शाश्वत विकास : ‘शाश्वत विकास’ ह्या संकल्पनेचा मुख्य उद्दिष्ट आहे, पर्यावरण, समाज आणि अर्थव्यवस्था यांचा समतोल साधत, संसाधनांचा वापर कसा होईल हे ठरवणे. म्हणजेच, भविष्यातील पिढ्यांसाठी पर्यावरण आणि संसाधनांचा शोषण न करता विकास घडवणे. यामध्ये निसर्गाचे संरक्षण, जलवायु बदलाची आव्हाने समजून घेत, सामाजिक न्याय आणि आर्थिक समावेशनावर लक्ष केंद्रित करणे यांचा समावेश होतो. शाश्वत विकासाचा मुख्य विचार हा आहे की, जर आपण आजच्या विकासाच्या गतीत पर्यावरण आणि सामाजिक बदलातातून येणाऱ्या मागण्यांकडे दुर्लक्ष केले, तर त्याचे

दुष्परिणाम येतील. त्यामुळे शाश्वत विकास म्हणजे समतोल विकास, जो पर्यावरणाच्या संरक्षणासह समाजातील सर्व स्तरावर न्याय आणि समृद्धी आणेल.

स्वयंसेवी संस्था (NGOs) :

स्वयंसेवी संस्था (NGOs) ह्या संस्था समाजातील विविध समस्यांवर कार्य करतात. या संस्थांचा उद्देश समाजातील गरीब, वंचित आणि अन्यायग्रस्त गटांना सहाय्य देणे, त्यांच्या हक्कांचे रक्षण करणे आणि त्यांना सशक्त बनवणे आहे. स्वयंसेवी संस्थांद्वारे विविध सामाजिक, शैक्षणिक, आरोग्य, पर्यावरण आणि अन्य क्षेत्रांमध्ये कामे केली जातात. या संस्थां सरकारकडून मिळणाऱ्या निधीवर सर्वस्वी अवलंबून नसतात, त्यांना काही दानशूर व्यक्ती, संस्थांद्वारे निधी किंवा इतर स्वरूपात सहकार्ये केले जाते. शाश्वत विकासाच्या ध्येयाकडे जाण्यासाठी या बिगर शासकीय संस्था तळागळातील समाजाच्या वास्तविक समस्या बदलची संशोधने, जागरूकता, प्रशिक्षणे, शैक्षणिक समन्वयात्मक धोरण / उपक्रमे इत्यादीद्वारे शासन व समाज यातील दुवा म्हणून कार्ये करतात.

लोकबिरादरी प्रकल्पाची स्थापना:

"काम निर्माण करते, दान उद्धवस्त करते", हे ब्रीद वाक्य लक्षात घेऊन लोकबिरादरी प्रकल्प (एलबीपी) हे महाराष्ट्र सेवा समिती, वरोरा जि. चंद्रपूर द्वारे अनेक उपक्रम राबवित आहे. २३ डिसेंबर १९७३ रोजी महाराष्ट्रातल्या गडचिरोली जिल्ह्यातील भामरागड तालुका, जो राज्यातील अत्यंत मागास, अतिदुर्गम तसेच माओवाद्यांच्या प्रभावाखाली होता. सामाजिक कार्यकर्ते बाबा आमटे यांनी हेमलकसा या गावातील माडिया गोंड या स्थानिक आदिवासी जमातीच्या विकासासाठी सेवा देण्याचा निर्धार करून हा प्रकल्पसुरू केला. त्यावेळी

भामरागडमध्ये रस्ते, वीज आणि आरोग्याच्या कोणत्याही सोयी नव्हत्या. या प्रकल्पा अंतर्गत आरोग्याच्या सोयी असणारे रुग्णालय, सिंचनाची सोय, शाळा व पशु अनाथालय चालविल्या जाते. वरील ब्रीद घेऊन भामरागड तालुका आणि त्याच्या आसपासचे रहिवासी, माडिया, गोंड इ. समुदायांना आत्मनिर्भर, अधिकारांची जाण असणारे जबाबदार नागरिक यांचा समग्र विकास करण्यासाठी आमटे कुटुंबीय कार्ये करीत आहेत. आज लोक बिरादरी प्रकल्प चार प्राथमिक कार्यक्रमां चालवते:

- ✓ आदिवासी आणि गावातील मुलांसाठी शाळा
- ✓ आदिवासी आणि ग्रामस्थांसाठी रुग्णालय
- ✓ अॅनिमल आर्क - एक प्राणी अनाथालय
- ✓ एक व्यावसायिक आणि उपजीविका कौशल्य प्रशिक्षण

शिक्षण क्षेत्रातील लोक बिरादरी प्रकल्पाचे योगदान: (आश्रमशाळा आणि साधना विद्यालय):

“विद्येविना मती गेली।

मतिविना नीती गेली।

नीतिविना गती गेली।

गतिविना वित्त गेलो

वित्ताविना शूद्र खचलो

इतके अनर्थ एका अविद्येने केले।।” - महात्मा

ज्योतिबा फुले

शिक्षणातून विकास साध्य करण्यातील विविध समाज घटकांची तसेच व्यक्तिघटकांची भूमिका पूर्वापासूनच महत्त्वाची आहे. महाराष्ट्राचा इतिहास याची साक्ष देतो. आदिवासी मुलांसाठी 1976 मध्ये एक आश्रमशाळा किंवा निवासी शाळा सुरू करण्यात आली, आज येथे सुमारे 650 विद्यार्थ्यांना 12 वी पर्यंत मोफत शिक्षण दिले जात आहे. परंतु, पहिली मोठी अडचण होती-आदिवासी लोकांना शिक्षणाचे

महत्त्व पटवून देणे. अशा परिस्थितीत, लोक बिरादरीचे स्वयंसेवक घरोघरी जाऊन पालकांना शिक्षणाचे फायदे समजावू लागले. दुसरी अडचण म्हणजे **भाषेची माडिया गोंड** जमातीचे मूलभूत भाषा मराठी किंवा हिंदी नाही, त्यामुळे **शिक्षण साहित्य नव्याने माडिया भाषेत तयार करणे** आवश्यक होते. औपचारिक शिक्षणाव्यतिरिक्त, त्यांना व्यावसायिक प्रशिक्षण आणि मार्गदर्शन दिले जाते, जे त्यांच्या दैनंदिन जीवनात उपयुक्त ठरेल, उदा. शेती, बियाणे उत्पादन, दुग्धव्यवसाय, बांबू हस्तकला, सिरॅमिक कला, ग्रीटिंग कार्ड, टेलरिंग, आरोग्य यांचे व्यावहारिक प्रशिक्षण, शिक्षण इ. या कार्यक्रमांचे उद्दिष्ट आदिवासींचे अस्तित्व टिकवून ठेवण्यासाठी सतत संवाद साधला जातो. हेमलकसा आणि त्याच्या आसपासचा प्रदेश नैसर्गिक साधनसंपत्तीने समृद्ध असला, तरी माडिया गोंड जमातींना अनेक सामाजिक आणि शैक्षणिक अडचणींचा सामना करावा लागला. शेती, आरोग्य, शिक्षण याबद्दल त्यांना पूर्णपणे अनभिज्ञता होती. समाजसेवी बाबा आमटे यांनी या आदिवासींच्या स्थितीचा अभ्यास करून शालेय शिक्षण सुरू करण्याचा निर्णय घेतला, कारण त्यांना विश्वास होता की **शिक्षण हेच त्यांचे जीवन सुधारण्यासाठीचे एकमेव साधन आहे.** आज महाराष्ट्र राज्य माध्यमिक आणि उच्च माध्यमिक शिक्षण मंडळाने घेतलेल्या प्रमाणपत्र परीक्षेत येथील शाळेतील विद्यार्थ्यांच्या उत्तीर्णतेची टक्केवारी सातत्यपूर्ण पद्धतीने वाढतांना दिसते.

शाश्वत विकासासाठीचे शैक्षणिक उपक्रम:

लोक बिरादरी आश्रमशाळा फक्त शालेय शिक्षणापुरतीच मर्यादित नाही, तर विद्यार्थ्यांच्या सर्वांगीण व **शाश्वत विकासासाठी** विविध उपक्रम राबवते. जसे की, वृक्षदिंडीमध्ये शाळेचे विद्यार्थी जंगलाचे संरक्षण करण्यासाठी लोकांना आवाहन करतात. गंमत-जत्रेत

विद्यार्थ्यांनी विविध सांस्कृतिक आणि शैक्षणिक प्रदर्शने, दही-हंडी, मिनी मार्केट आणि अन्वेषण सहली याद्वारे येथील समाज ज्ञानवर्धन करतो. शाळेतील **विद्यार्थ्यांना व्यावसायिक प्रशिक्षणाचा अवलंब करून आत्मनिर्भरतेकडे** जाण्यासाठी प्रोत्साहन दिले जाते. उदाहरणार्थ, विद्यार्थी बांबू हस्तकला आणि टेलरिंगचे प्रशिक्षण घेतात. आर्थिक स्वावलंबन साधण्यासाठी विद्यार्थ्यांनी तयार केलेल्या हस्तकला वस्तू विविध प्रदर्शनांमध्ये प्रदर्शित केल्या जातात आणि त्यांना विक्रीचा लाभ मिळतो. विद्यार्थ्यांना **समाजसेवा आणि पर्यावरणीय दृष्टीकोन समजावून 'स्क्रॅप बँक'** ही जिथे विद्यार्थी **भंगार वस्तूंचा उपयोग सर्जनशीलपणे करत असतात.** **मिनी मार्केटमध्ये** विद्यार्थ्यांना **आर्थिक व्यवस्थापन आणि शहरी जीवनाच्या अनुभवाने समृद्ध** केले जाते. या उपक्रमांचे मुख्य उद्दिष्ट म्हणजे विद्यार्थ्यांना सामाजिक आणि आर्थिक समज विकसित करणे आणि त्यांना आदिवासी समाजाच्या समग्र विकासात सहभागी करणे हे उद्दिष्ट आहे.

सर्वात संवेदनशील नक्षलवादी प्रदेशांपैकी एक असलेल्या या भागात ही शाळा सुरू करण्याचे स्वप्न पाहणाऱ्या प्रत्येकाच्या प्रामाणिक प्रयत्नांना ३ ऑगस्ट २०१५ रोजी फळ मिळाले. देशाच्या दुर्गम भागात सर्वोत्तम शिक्षण देण्याच्या स्वप्नासह, आमच्या नवीन शाळेने 'साधना विद्यालय'ने आपला आव्हानात्मक प्रवास सुरू केला आहे. सर्व आदिवासी लोकांचे प्रेम, आत्मविश्वास आणि स्वप्ने आमच्यासोबत आहेत. **साधना विद्यालय** आणि लोक बिरादरी शिक्षण संकुल सामाजिक, शैक्षणिक आणि सांस्कृतिक दृष्टिकोनातून एक आदर्श शिक्षण मॉडेल आहे. इंग्रजी माध्यमात चालणाऱ्या या शाळेची सुरुवात ही ५५ विद्यार्थ्यांनी केली होती आणि सध्या विद्यार्थ्यांची संख्या १३१ वर पोहोचली आहे. जिथे **समुदाय आधारित शिक्षणावर भर** दिला

जातो. विद्यार्थ्यांना त्यांच्या आवडी आणि क्षमतांनुसार उद्दिष्टे ठरवण्यास मदत करते. शाळेचे मुख्य उद्दिष्ट स्थानिक संसाधनांचा वापर करून व्यावसायिक प्रशिक्षण देऊन त्यांना उपजीविकेचे साधन मिळवून देणे आणि विद्यार्थ्यांच्या सामाजिक, सांस्कृतिक व व्यावसायिक विकासावर लक्ष केंद्रित करणे आहे. शाळेने विविध शैक्षणिक विषयांसोबतच कलेच्या प्रकारांमध्ये रेखाटन, शिलाई आणि हस्तकला यासारख्या कार्यक्रमांचा समावेश केला आहे. तसेच, स्थानिक समुदायांच्या गरजा ओळखून अन्न प्रक्रिया, मधुमक्षिकापालन, संगणक प्रशिक्षण यासारख्या व्यावसायिक प्रशिक्षण कार्यक्रम सुरू केले आहेत. पालक-शाळा संबंध सुधारण्यासाठी नियमित पालकसभा आयोजित केली जातात आणि विद्यार्थ्यांना स्वयंपाक तसेच रोजगारासाठी कौशल्ये शिकवली जातात. शाळेचे उद्दिष्ट व विचारधारेमध्ये शैक्षणिक ज्ञानाच्या पलीकडे जाऊन, स्थानिक ज्ञान, पारंपरिक कला आणि संस्कृतीला तसेच ज्ञान आणि तंत्रज्ञानाचा योग्य वापर करत स्वयंशिक्षणाची संस्कृती तयार करणे ज्याद्वारे विद्यार्थ्यांना आत्मनिर्भर बनवणे आणि त्यांना आदर्श नागरिक बनवणे हा आहे.

शिक्षणाचा हाच समग्र दृष्टिकोन शाळेच्या 'निर्मिती' या विषयामध्ये प्रत्यक्ष लागू केला जातो. शाळेचे नेटवर्क सशक्त करण्यासाठी, विविध संस्थांचा आणि व्यक्तींचे सहकार्य घेणे आवश्यक आहे. स्थानिक संसाधनांचा योग्य वापर करत आणि स्थानिक समुदायाशी सहकार्य साधत, शाळेने एक आदर्श शैक्षणिक प्रारूप तयार करण्याचा प्रयत्न केला आहे. परिणामी स्थानिकांच्या जीवनात गुणात्मक व परिमाणात्मक बदल जसे की, स्थानिक समुदायातील युवा उद्योजकांची निर्मिती मुलांसाठी समग्र शिक्षणाची प्रक्रिया, कला आणि हस्तकला यांचे संवर्धन आणि प्रसार, सामाजिक जागरूकतेत वाढ झाल्याचे दिसते. **अमर्त्य सेन** यांच्या

म्हणण्यानुसार, "मानवी विकास म्हणजे मानवी जीवनाची समृद्धता वाढवणे." याचा अर्थ, केवळ आर्थिक समृद्धता नव्हे, तर व्यक्ती आणि समाजाच्या समग्र समृद्धीचा विचार करणे आवश्यक आहे. सारांश, लोक बिरादरी आश्रमशाळा हेमलकसा आणि साधना विद्यालय येथील आदिवासी विद्यार्थ्यांच्या जीवनात महत्त्वपूर्ण बदल घडवते. शाळेच्या विविध उपक्रम आणि पायाभूत सुविधा विद्यार्थ्यांच्या शैक्षणिक, सामाजिक आणि सांस्कृतिक विकासात योगदान देतात. त्यांची शिक्षणाची धारणा केवळ शाळेच्या भिंतीत बंदिस्त नाही, तर विद्यार्थ्यांना वर्गाबाहेर विविध कार्यात सहभागी होण्यासाठी प्रेरित करते. ज्यामुळे त्यांचा सर्वांगीण विकास होतो. आदिवासी समाजाच्या समग्र विकासासाठी शाळेने आत्मनिर्भरतेकडे प्रोत्साहन देऊन विद्यार्थ्यांना शहरी जीवनाच्या अनुभवाने समृद्ध केले आहे आणि शाळेच्या विविध सुविधांमुळे त्यांचा सर्वांगीण विकास होत आहे.

सामुदायिक आरोग्य कार्यक्रम : लोक बिरादरी हॉस्पिटल , हेमालकसा :

लोक बिरादरी हॉस्पिटल, हेमलकसा, 1973 पासून तीन राज्यांमधून (महाराष्ट्र, छत्तीसगड, तेलंगणा) दरवर्षी 40,000 हून अधिक रुग्णांना सेवा दिली जात आहे. रस्त्यांची दुरुवस्था, स्थानिक वाहतूक व्यवस्था नसणे आणि वारंवार होणारी अतिवृष्टी यामुळे रुग्णांचे रुग्णालयात पोहोचणे कठीण होते. अनेक गावे रुग्णालयापासून खूप दूर आहेत, त्यातही पावसाळ्यात संपर्क तुटतो. या समस्येवर उपाय म्हणून, 2015 मध्ये डॉ. दिगंत आणि डॉ. अनघा आमटे यांनी 'सामुदायिक आरोग्य कार्यक्रम' सुरू केला. ज्यामुळे रुग्णांना त्यांच्या घरीच मोफत प्राथमिक आरोग्य सेवा मिळतात. या कार्यक्रमांतर्गत 6 आरोग्य केंद्रे स्थापन केली गेली असून 26 गावांतील 6,500 लोकांना बीपी उपकरणे, सौर

वजनाचे यंत्र, स्टेथोस्कोप, डिजिटल थर्मामीटर आणि मलेरिया जलद निदान किटसारखी मूलभूत आरोग्य उपकरणे वापरून सेवा दिल्या जातात. प्रत्येक केंद्रात "सामुदायिक आरोग्य कर्मचारी" (Community Health Worker) कार्यरत आहेत जो स्थानिक गावकऱ्यांद्वारे निवडला जातो. ज्यांना नियमितपणे लोक बिरादरी हॉस्पिटलमध्ये मासिक प्रशिक्षण दिले जाते. विविध आरोग्य विषयांवर त्यांच्यासाठीची "एक्सपोजर" सत्रे आयोजित केली जातात, ज्याद्वारे त्यांना नवीन तंत्रज्ञान आणि औषधोपचार पद्धतींची माहिती मिळते. 2017 मध्ये CHW नी बिलासपूर येथील जन स्वास्थ्य सहयोग (JSS) च्या समुदाय आरोग्य प्रकल्पाला भेट दिली.

या केंद्रांमध्ये **संसर्गजन्य व असंसर्गजन्य आजारांवरील जागरूकता सत्रांचे आयोजन**, आरोग्य उपकरणे आणि तंत्रज्ञानाचा वापर करून मलेरिया, सिकलसेल ॲनिमिया, पाणीजन्य रोग, उच्च रक्तदाब, यांसारख्या समस्यांवर उपचार केले जातात तसेच सर्पदंशासाठी "स्नेक आयडेंटिफिकेशन किट" विकसित केले गेले आहे. ज्यामुळे विषारी सापांचा योग्य ओळख करून योग्य उपचार केले जाऊ शकतात. डेटा व्यवस्थापनासाठी "आरोग्यदूत" ॲप वापरण्यात येते, ज्यामुळे रुग्णांच्या वैयक्तिक माहितीचे रेकॉर्ड अद्ययावत ठेवली जाते. हा डेटा महिन्याच्या शेवटी लोक बिरादरी हॉस्पिटलच्या केंद्रीय डेटाबेससह संक्रमित केला जातो. भविष्यात, मोबाईल क्लिनिक, ANC (Ante Natal Care) आणि MCH (मदर आणि चाइल्ड हेल्थ) ॲप सुरू करण्याची योजना आहे. या कार्यक्रमांमुळे आदिवासी समुदायाच्या आरोग्यविषयक आव्हानांवर मात करण्यात मदत झाली आहे, तरीही रस्त्यांची दुरुवस्था आणि इतर अडचणींमुळे सेवा प्रदान करताना काही आव्हाने आहेत. या प्रकारच्या प्रशिक्षण, जागरूकता

आणि तंत्रज्ञानाचा वापर यामुळे रुग्णांना त्वरित आणि प्रभावी उपचार मिळत आहेत.

स्वयंरोजगार निर्मिती:

लोक बिरादरी प्रकल्पाने स्वयंरोजगार निर्मितीसाठी विविध व्यावसायिक आणि उपजीविका कौशल्य प्रशिक्षणाची कार्ये सुरू केली आहेत. आदिवासी बांबू हस्तकला कौशल्यावर आधारित कार्यशाळा आयोजित केली असून, त्यामध्ये कलाकृती तयार करण्याचे प्रशिक्षण दिले जाते. याशिवाय, डेअरी आणि पोल्ट्री प्रकल्पांतर्गत गाई, म्हशी आणि कोंबड्या पालन केले जातात, ज्यामुळे स्थानिक लोकांना रोजगार मिळतो. महुआ फुलांपासून खाद्यपदार्थ तयार करण्याचे युनिटही सुरू करण्यात आले असून, यामध्ये आदिवासी महिलांना व्यावसायिक संधी मिळतात. तसेच, मत्स्यपालनाचे औपचारिक प्रशिक्षण देऊन आदिवासी समुदायाला अतिरिक्त उत्पन्नाचे स्रोत उपलब्ध करून दिले आहेत.

ॲनिमल आर्क - एक प्राणी अनाथालय पर्यावरणातील समतोलासाठीच एक खास बंध:

ॲनिमल आर्कचा इतिहास हा मानव आणि निसर्ग यांच्यातील एका खास बंधनाची आणखी एक कहाणी आहे. आर्क हे लहान वन्य प्राण्यांसाठी एक अनाथाश्रम आहे, ज्यांच्या पालकांना आदिवासी लोकांनी केवळ अन्नासाठी मारले आहे, मजा किंवा मनोरंजनासाठी नाही. त्याची सुरुवात एका लहान माकडापासून झाली, ज्याच्या आईला जेवणासाठी मारण्यात आले होते. जेव्हा डॉ. प्रकाश आमटे यांनी माकडाच्या बाळाला त्याच्या मृत आईला दूध पिताना पाहिले तेव्हा ते भावूक झाले आणि अन्नधान्य आणि कपड्यांच्या बदल्यात माकडाला दत्तक घेतले. येथून पुढे, संस्थेने जंगलात सोडून दिलेल्या अनेक लहान प्राण्यांचे जीव वाचवण्याचे काम केले आहे. ॲनिमल आर्कमध्ये आज विविध प्रकारचे प्राणी आहेत - बिबटे, आळशी

अस्वल, साप, पक्षी, हरीण, घुबड, मगरी, तरस आणि माकडे इत्यादी पहायला मिळतात. डॉ. आमटे यांचे अनाथाश्रम हे छंद किंवा आनंदासाठी वैयक्तिक संग्रह नाही, तर ते प्राण्यांचे जतन करून पर्यावरणातील समतोल राखण्याचा एक भगीरथ प्रयत्न आहे. डॉ. आमटे यांचे प्राण्यांशी असलेले जवळीक आणि मैत्रीमुळे आदिवासींमध्ये ही जाणीव निर्माण झाली आहे की जंगलातील प्रत्येक प्राणी त्यांचा नैसर्गिक शिकार किंवा नैसर्गिक शत्रू नाही. डॉ. आमटे यांच्या प्राण्यांबद्दल असलेल्या संवेदनशीलतेमुळे अनेक प्राण्यांचे जीवन वाचवले गेले असून, अॅनिमल आर्क आज विविध वन्य प्राण्यांचे आश्रयस्थान बनले आहे. 'लोक बिरादरी' मध्ये जंगलातील प्राण्यांचे आणि मानवांचे अद्वितीय प्रेमकथांचे असामान्य उदाहरण आहे. डॉ. प्रकाश आमटे यांच्या नेतृत्वाखाली एलबीपीमध्ये अनेक प्राण्यांशी घट्ट नाती जडली आहेत, जसे की राणी अस्वल, नेगल बिबट्या, मुन्ना बिबट्या आणि इतर प्राणी. या नात्यांमध्ये प्राण्यांची माणुसकीशी असलेली जिव्हाळ्याची भावना स्पष्टपणे दिसते. ते प्राणी कधीही पिंजऱ्यात बंद केले जात नाहीत, आणि त्यांना कुटुंबाच्या सदस्यासारखे वागवले जाते. हे बंधन केवळ प्रेम आणि माणुसकीचेच नाही, तर जंगलातील जीवनाशी सुसंगततेचे प्रतीक आहे. आमटे यांच्या अॅनिमल आर्कमध्ये सुमारे ११५ अनाथ प्राणी राहत असून, माडिया-गोंड जमातीच्या लोकांनी या प्रकल्पास मदत केली आहे. लोक बिरादरी प्रकल्पाने एक बचाव केंद्र सुरू केले, जेथे शिकार केलेल्या प्राण्यांचे संरक्षण करण्यात येते. डॉ. प्रकाश आमटे यांच्या नेतृत्वाखाली प्राण्यांना विशेष काळजी दिली जाते, ज्यात लसीकरण, तापमान नियंत्रण आणि पिंजऱ्यांमध्ये आवश्यक सुविधा यांचा समावेश आहे. संस्थेने प्राण्यांच्या नैसर्गिक समृद्धीचे लक्ष ठेवून कुंपणांची वाढ केली आहे. ८ स्वयंसेवक आणि पूर्णवेळ पशुवैद्यकीय

डॉक्टर प्राण्यांच्या काळजीसाठी कार्यरत आहेत. जल-जंगल-जमीन संवर्धन व्यवस्थापन आणि पर्यावरणीय जागरूकता यामार्फत आणि सशक्तीकरणासाठी प्रयत्न करणारी स्वयंसेवी संस्था आहे.

ग्राम विकास कार्यक्रमाव पर्यावरण संवर्धन:

हेमलकसा आणि आजूबाजूची गावे घनदाट जंगले आणि नैसर्गिक सौंदर्यासाठी ओळखली जातात. या परिसरतील जलसंधारण ही मोठी समस्या आहे. हेमलकसा आणि आसपासच्या गावांच्या मातीत पाणी साठते. दरवर्षी मुसळधार पाऊस पडत असला तरी, गावकऱ्यांना पिण्याच्या पाण्यासाठी आणि सिंचनाच्या पाण्यासाठी संघर्ष करावा लागतो. सर्व गावे नदी किंवा कालव्यासारख्या नैसर्गिक पाण्याच्या स्रोतांवर अवलंबून आहेत. लोक बिरादरी प्रकल्पाचे संचालक श्री. अनिकेत आमटे यांनी एक अनोखी कल्पना मांडली आणि गावकऱ्यांना विचारले, "आपण मोठ्या तलावासारखे इतर जलस्रोत करू शकतो का? जर आपण गावाच्या लोकसंख्येनुसार एक मोठा तलाव खोदला तर आपल्यापैकी प्रत्येकाला सिंचन आणि पिण्यासाठी पुरेसे पाणी मिळेल. त्यामुळे भूगर्भातील पाण्याची पातळी वाढण्यास देखील मदत होईल. आपण प्रत्येकजण दरवर्षी एकापेक्षा जास्त पिके घेऊ शकतो." यासाठी गावकऱ्यांना उत्खनन कामाच्या एकूण मूल्याच्या १०% योगदान द्यावे लागेल, जेणेकरून प्रत्येकजण तलावाचा मालक असेल आणि प्रत्येकजण त्याची काळजी घेईल. तसेच दारू आणि तंबाखूविरुद्ध कडक नियम लागू करण्यात आले. ग्रामसभेच्या अध्यक्षांनी एक बैठक घेतली त्यात त्यांनी नियमांचे पालन करण्यासाठी ग्रामस्थांच्या ७०% सहमतीने उत्खननाचे काम ६ जानेवारी २०१७ सुरू केले. जेव्हा हेमलकसा येथील लोक बिरादरी प्रकल्पापासून अल्लापल्लीकडे सुमारे ३ किमी अंतरावर असलेल्या "बेजूर" गावात उत्खननाचे काम सुरू केले. या

श्रमदानानातून व लोकसहभागातून तयार झालेल्या तलावाचा आकार १०० x ५० मीटर आहे आणि त्याची खोली ३ मीटर आहे. उत्खननाचे काम १५-२० दिवसांत पूर्ण झाले. उत्खननाच्या कामाचा एकूण खर्च सुमारे १० लाख रुपये होता. २०१९ मध्ये लोक बिरादरी प्रकल्पाने जलसंधारणासाठी महत्त्वपूर्ण कार्य केले आहे. गेल्या ४ वर्षांत १८ गावांमध्ये २० तलाव खोदण्यात आले आहेत, ज्यामुळे गावांमध्ये पाणी साठवण्याचे आणि सिंचनाचे महत्त्वपूर्ण संकट दूर झाले आहे. तलावांमुळे मासेमारी उत्पादनात मोठा सुधार झाला असून, जिंजगाव, कुमारगुडा आणि हलवर सारख्या गावांनी मासेमारीतून प्रत्येक वर्षी किमान १ लाख रुपयांचा नफा मिळवला आहे. पावसाच्या कमतरतेमुळे शेतीवर परिणाम झाला असला तरी, विस्तीर्ण तलाव असलेल्या गावांमध्ये सिंचनासाठी पाणी वापरून नुकसान टाळण्यात आले आहे.

आव्हाने:

रुग्णांना सेवा देताना, खराब रस्त्यांची दुरुवस्था, पावसाळ्यात होणारी अडचण आणि विद्युत व दूरसंचार नेटवर्कची अनुपस्थिती यांसारखी काही मोठी आव्हाने आहेत. शाश्वत विकासाचा व्यापक पातळीवर विचार व कार्यान्वयन करणाऱ्यासाठी आर्थिक जे बळ लागते त्यासाठीच्या अडचणी यांना लोक बिरादरी प्रकल्पाला देखील सामोरे जावे लागते. कधी शासन तर कधी खाजगी व्यक्ती किंवा संस्था द्वारे मिळणारा अनियमित व अपुरा निधी, विविध स्थानिक विकास प्रकल्पासाठीच्या मान्यतेचे प्रश्न, राजकीय हस्तक्षेप व दबवात्मक भूमिकांचे प्रश्न, प्रशिक्षित मनुष्यबळाचा अभाव, कार्यक्षेत्रातील लोकांवर अंधश्रद्धेचा असलेला प्रभाव, लोकांतील अशिक्षितपणा खाजगी कंत्राटदारांकडून होणारी जंगल तोड त्यामुळे होणारे विस्थापन व वाढती बेरोजगारी तसेच

विविध प्रजातीच्या प्राण्यांचे होणारे पतन, जमिनीची होणारी धूप, वाढता दुष्काळ इत्यादी आव्हानांना लोक बिरादरी प्रकल्पाला सामोरे जावे लागते. लोकशाही पद्धतीने शाश्वत विकासाची कार्ये करणाऱ्या या स्वयंसेवी संस्थांना जर मोठ्या प्रमाणावर समाजातील सर्व घटकांनी सहकार्ये केले तर यातून नक्कीच उद्याचे भविष्य उज्ज्वल असेल याबद्दल दुमत नसेल.

उपाय:

नव्या राष्ट्रीय शैक्षणिक धोरणाला अनुसरून शाश्वत विकासाच्या ध्येय पूर्तीसाठी शासकीय आणि बिगर शासकीय व्यवस्थातील सहकार्यशील व असहकार्यशील भूमिका महत्त्वाच्या ठरतात. उच्च शिक्षणातून भावी पिढीला त्यांच्या जबाबदाऱ्या व कर्तव्याची जाणीव करून देणे आवश्यक ठरते. या धोरणा नुसार उच्च शिक्षणातील अभ्यासक्रम हे अधिकाधिक कौशल्ये व क्षमता बांधणी करणारे, सामाजिक बांधिलकीच्या मुल्यात्मक जाणीवा व उत्तरदायी नागरिक निर्माण करणारे, शाश्वत विकासाच्या ध्येयांना मूर्त रूप देणारे, शिक्षणातून येणारे आत्मभान व समाजभान निर्माण करणारे असावेत. यासाठी केवळ महविद्यालये, विद्यापीठे, शैक्षणिक संस्था, उच्च शिक्षण विभाग इ. घटकांचा सहभाग हा महत्त्वाचा आहेच त्याचबरोबर स्वयंसेवी संस्थांद्वारे समाजाच्या सर्व स्तरातील कार्यान्वित उपक्रमांची भूमिका देखील महत्त्वपूर्ण ठरते. काही प्रातिनिधिक संस्था त्यांच्या विशेष दृष्टिकोनातून आणि उपक्रमांद्वारे त्यांच्या कार्यक्षेत्रातील समुदायांच्या सशक्तीकरण प्रक्रियेत महत्त्वाची भूमिका बजावतात.

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राष्ट्रीय शैक्षणिक धोरण (NEP- 2020) आणि ग्रंथालयांची भूमिका

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गोषवारा:

केंद्रीय मंत्रिमंडळाने 29 जुलै 2020 रोजी राष्ट्रीय शैक्षणिक धोरण 2020 (NEP 2020) ला मान्यता दिली. 2040 पर्यंत भारताच्या शिक्षण पद्धतीत परिवर्तन घडवून आणण्याचे उद्दिष्ट आहे. या शैक्षणिक धोरणाचा मुख्य उद्देश भारताला संपूर्ण जगात जागतिक ज्ञान महासत्ता बनवणे हा आहे. या संशोधन लेखात संशोधक शैक्षणिक धोरणाच्या अंमलबजावणीनंतर ग्रंथालयांमध्ये होणारे बदल आणि भूमिका दाखवतात.

कीवर्ड: राष्ट्रीय शैक्षणिक धोरण (NEP), ग्रंथालये, उच्च शिक्षण, भारत सरकार.

प्रस्तावना :

मोदी सरकारने 2020 च्या नवीन शैक्षणिक धोरणाला मान्यता दिली. सध्याच्या शैक्षणिक कार्यक्रमात, 10 + 2 स्वरूप पूर्णपणे रद्द करण्यात आले आहे. आतापर्यंत, आपल्या देशाचा शालेय अभ्यासक्रम 10+2 चालत होता, पण आता तो 5+3+3+4 होणार आहे. याचा अर्थ एक भाग मुख्य ते दुसरा, नंतर दुसरा भाग तिसरा ते पाचवा, तिसरा भाग सहाव्या ते आठव्या आणि शेवटचा भाग नवव्या ते बारावा. नवीन धोरणाने मागील राष्ट्रीय शैक्षणिक धोरण, 1986 ची जागा घेतली. हे धोरण भारतीय उपखंडातील उच्च शिक्षण प्रशिक्षणासाठी औपचारिक मूलभूत शिक्षणावर मार्गदर्शन प्रदान करते. या धोरणाचा उद्देश भारताच्या शिक्षण व्यवस्थेत परिवर्तन घडवून आणण्याचा आहे. NEP 2020 चे स्वरूप सल्लागार आहे आणि राज्ये, एजन्सी आणि शाळांनी त्याच्या अंमलबजावणीवर निर्णय घेणे आवश्यक आहे. राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये

भारताच्या नवीन शिक्षण प्रणालीसाठी दृष्टीकोन मांडला आहे.:

भारताच्या राष्ट्रीय शैक्षणिक धोरणाची उत्क्रांती:

- 1968: इंदिरा गांधी सरकारने 1968 मध्ये पहिले राष्ट्रीय शिक्षण धोरण जाहीर केले. शिक्षण आयोगाच्या (1964-1966) शिफारशींवर आधारित.
- 1986: राजीव गांधी सरकारने प्रौढ शिक्षण आणि अल्पसंख्याकांच्या सक्षमीकरणावर लक्ष केंद्रित करणारे नवीन शैक्षणिक धोरण सुरू केले.
- 1992: पीव्ही नरसिंह राव यांच्या नेतृत्वाखाली 1986 च्या राष्ट्रीय शैक्षणिक धोरणात बदल करून सरकार व्यावसायिक आणि तांत्रिक कार्यक्रमांसाठी सामायिक प्रवेश परीक्षा जोडत आहे.

- 2005: मनमोहन सिंग सरकारने “सामान्य किमान कार्यक्रम” हे नवीन शैक्षणिक धोरण सादर केले.
- 2016: नरेंद्र मोदी सरकारचे नवीन शैक्षणिक धोरण संबोधित लैंगिक भेदभाव, शैक्षणिक न्यायाधिकरणांची निर्मिती आणि एक सामान्य विज्ञान, गणित आणि इंग्रजीसाठी अभ्यासक्रम.
- 2017: नरेंद्र मोदी सरकारच्या काळात मोठ्या बदलांसह नवीन शैक्षणिक योजना लागू झाली आहे.

NEP 2020 चे स्तंभ:

1. प्रवेश
 2. निःपक्षपात
 3. गुणवत्ता
 4. परवडणारी
 5. जबाबदारी
- शिक्षण हक्क (RTE) साठी वयोगट 14 वरून 18 वर्षे झाले.
 - 10+2 शाळा प्रणालीची जागा 5+3+3+4 प्रणालीने घेतली जाईल.
 - पायाभरणीची पाच वर्षे:
 - (i) वयोगट: 3 ते 8 वर्षे
 - (ii) वर्ग: अंगणवाडी किंवा प्री-स्कूल, वर्ग 1 आणि 2
 - (iii) फोकस: खेळ आणि क्रियाकलाप-आधारित शिकण्याची पद्धत, भाषा कौशल्यांचा विकास
 - तीन वर्षे तयारीचा टप्पा:
 - (i) वय 8 ते 11 वर्षे
 - (ii) वर्ग: 3 ते 5

(iii) फोकस: भाषा आणि अंक कौशल्य, खेळ आणि क्रियाकलाप-आधारित शिक्षण पद्धती विकसित करा; वर्गातील संवाद, वाचन, लेखन यांचा समावेश होतो. बोलणे, शारीरिक शिक्षण, कला इ.

● मधल्या टप्प्याची तीन वर्षे:

- (i) वयोमर्यादा: 11 ते 14 वर्षे
- (ii) वर्ग: 6 ते 8
- (iii) फोकस: गंभीर शिक्षण उद्दिष्टे, विज्ञान, गणित, कला, सामाजिक विज्ञान, मानविकी इ. मध्ये प्रायोगिक शिक्षण.

● मधल्या टप्प्याची चार वर्षे:

- (i) वय: 14 ते 18 वर्षे
- (ii) वर्ग: 9 ते 12
- (iii) फोकस: बहुविद्याशाखीय शिक्षण, गंभीर विचार विकसित करणे, लवचिकता आणि विषयांची निवड करणे.

● शैक्षणिक बँक ऑफ क्रेडिट (ABC) ची स्थापना विविध HEI (उच्च शिक्षण संस्था) कडील शैक्षणिक क्रेडिट डिजिटल स्वरूपात संग्रहित करण्यासाठी करण्यात आली आहे.

● प्राचीन भारतातील शिक्षण, शिक्षण पद्धतींचे अनुकरण करण्यासाठी बहु-विषय शिक्षण आणि संशोधन विद्यापीठ (MERU) स्थापन केले जाईल.

● उच्च शिक्षण:

- लवचिक पदवीपूर्व कार्यक्रम (सर्जनशील सराव)

- क्रेडिट-आधारित प्रणाली.
- व्यावसायिक शिक्षण आणि इंटरनॅशनल यांचा अभ्यासक्रमात समावेश करावा.
- २१ व्या शतकातील कौशल्ये:
 - विश्लेषणात्मक आणि गंभीर विचार
 - प्रायोगिक शिक्षण
 - सर्जनशीलता
- कमी केलेला अभ्यासक्रम

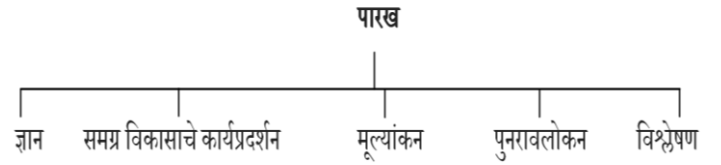
शिक्षक प्रशिक्षण आणि व्यावसायिक विकास
- NEP 2020 ने सतत व्यावसायिक विकासासाठी एक मजबूत फ्रेमवर्क तयार करण्याचा प्रस्ताव दिला आहे, ज्यामुळे शिक्षक प्रभावी आणि शिकाऊ-केंद्रित शिक्षण देण्यासाठी आवश्यक कौशल्ये आणि ज्ञानाने सुसज्ज आहेत.
- शिक्षणात तंत्रज्ञानाचा वापर :
 - डिजिटल सामग्रीची तयारी.
 - डिजिटल पायाभूत सुविधांची स्थापना करा.
 - शिक्षण आणि मूल्यांकनासाठी ऑनलाइन प्लॅटफॉर्मचा वापर
- अर्ली चाइल्डहुड केअर अँड एज्युकेशन (ECCE)
 - 3-6 वर्षे वयोगटासाठी
 - खेळ-आधारित आणि क्रियाकलाप-आधारित शिक्षण

- मुलांच्या संज्ञानात्मक, सामाजिक आणि भावनिक विकासासाठी मजबूत पाया

● NEP 2020 यावर जोर देते :

- 1) सर्जनशीलता
- 2) गंभीर विचार
- 3) समस्या सोडवणे
- 4) मूलभूत कौशल्ये
- 5) जीवन कौशल्य

● नॅशनल असेसमेंट प्लॅटफॉर्म:



NEP शिफारस:

- वाचन आणि लेखन-फोनिक जागरूकता आणि ध्वन्यात्मक कौशल्ये
- भाषा बहुभाषिकता-मातृभाषा
- उपचारात्मक शिक्षण मूलभूत साक्षरता आणि संख्याशास्त्र

LIS शिक्षणासह NEP-2020 चे ठळक मुद्दे खालीलप्रमाणे आहेत:

- पूर्व-प्राथमिक शाळा ते इयत्ता 12 पर्यंत शालेय शिक्षणाच्या सर्व स्तरांवर सार्वत्रिक प्रवेश सुनिश्चित करते.
- 3-6 मधील सर्व वयोगटातील मुलांसाठी अनिवार्य शिक्षण.

- अभ्यासक्रम विकास आणि नवीन शिकवण्याचे मॉडेल (5+3+3+4),
- मूलभूत साक्षरता आणि संख्याशास्त्रासाठी राष्ट्रीय आदेशांची स्थापना करणे.
- इयत्ता 8 वी आणि त्यापुढील शिक्षणाची भाषा मातृभाषा/स्थानिक भाषा/प्रादेशिक भाषा असेल.
- वार्षिक मूल्यमापन- बोर्डाच्या परीक्षा वर्षातून दोनदा घेतल्या जातात, एक मुख्य आणि एक विकासासाठी, आवश्यक असल्यास.
- बॅरिक असेसमेंटसाठी नवीन नॅशनल सेंटर (परफॉर्मन्स असेसमेंट, रिन्व्यू आणि नॉलेज ॲनालिसिस फॉर ओवरआल डेवलपमेंट) स्थापन करणे.
- न्याय आणि सर्वसमावेशक शिक्षण विशेष आणि आर्थिक दृष्ट्या, सामाजिकदृष्ट्या वंचित गट (SEDG) वर जोर द्यावा.
- वंचित क्षेत्र आणि गटांसाठी स्वतंत्र लिंग नोंदणी निधी आणि विशेष शिक्षण क्षेत्र.
- प्राध्यापक भरती आणि गुणवत्तेवर आधारित सादरीकरणासाठी एक मजबूत आणि पारदर्शक प्रक्रिया.
- सर्व संसाधने सामायिक करण्यासाठी शाळेचे कॅम्पस आणि क्लस्टर तयार करावे.
- राज्य शालेय मानक प्राधिकरण (SSSA) ची स्थापना, शाळांमध्ये व्यावसायिक आणि उच्च शिक्षण प्रणालींचे प्रदर्शन.
- एकाधिक प्रवेश/निर्गमन पर्यायांसह एक पूर्णपणे बहु-विषय शिक्षण प्रणाली.
- NTA ने HEIS साठी सामायिक प्रवेश परीक्षा देण्याची ऑफर दिली.

- शैक्षणिक बँकेची स्थापना.
- बहुविद्याशाखीय शिक्षण आणि संशोधन विद्यापीठ (MERUS) ची स्थापना.
- नॅशनल रिसर्च फाउंडेशन (NRF) संशोधन आणि विकास.
- हायर एज्युकेशन कौन्सिल ऑफ इंडिया (HECI) या स्वतंत्र संस्थेची निर्मिती, ज्यात मानक संस्था सार्वजनिक शिक्षण आयोग, उच्च शिक्षण अनुदान आयोग (HEGC), मान्यता राष्ट्रीय मान्यता परिषद (NAC), आणि नियम-राष्ट्रीय उच्च शिक्षण नियमितता आयोग (NHERC).
- मुक्त आणि दूरस्थ शिक्षण केंद्रांचा विस्तार.

NEP 2020 ची प्रमुख वैशिष्ट्ये:

राष्ट्रीय शैक्षणिक धोरण (NEP 2020) हे एक सर्वसमावेशक आणि परिवर्तनकारी धोरण आहे. ज्याचा उद्देश भारतातील शिक्षण व्यवस्थेत फेरबदल करणे आहे. NEP 2020 ची काही प्रमुख वैशिष्ट्ये अशी आहेत:

- विविधता आणि स्थानिक संदर्भांचा आदर
- समानता आणि समावेश
- समुदायाचा सहभाग आणि प्रोत्साहन
- तंत्रज्ञानाच्या अंमलबजावणीचा वापर
- वैचारिक आकलनावर जोर देणे
- अद्वितीय क्षमता वाढवणे
- गंभीर विचार आणि सर्जनशीलता
- सतत पुनरावलोकन आणि मूल्यमापन

NEP 2020 नुसार ग्रंथालयांची प्रमुख तत्त्वे:

ग्रंथालय संसाधनांचा जास्तीत जास्त वापर करण्यासाठी भारत सरकार देशातील लोकांमध्ये

वाचनाची सवय वाढवण्यास इच्छुक आहे. आता एक दिवस लायब्ररी त्याच्या वापरकर्त्यांना 24x7 तास प्रवेश करण्यास समर्थन देते. आजची लायब्ररी सर्व वापरकर्त्यांसाठी माहिती आणि ज्ञान डिजिटल स्वरूपात संग्रहित करते. भारताच्या राष्ट्रीय शैक्षणिक धोरण 2020 नुसार अनेक पट वाढवा अशी ग्रंथालयांची भूमिका असेल.

- सर्व समुदायांसाठी पुस्तकांची उपलब्धता आणि प्रवेशयोग्यता.
- ग्रामीण व दुर्गम भागात सुलभ आणि परवडणारे.
- समुदायांच्या आत वाचनाची सवय समाविष्ट करणे.
- ग्रंथालयांचे बळकटीकरण आणि आधुनिकीकरण
- सर्व स्थानिक आणि भारतीय भाषेत प्रकाशित पुस्तके
- ऑनलाइन प्रवेशयोग्यता आणि डिजिटल लायब्ररी
- पुरेसा कर्मचारी वर्ग आणि CPD
- मुलांची मोबाइल लायब्ररी आणि सामाजिक पुस्तकांचा दंडुका.
- शैक्षणिक संस्था आणि ग्रंथालये दरम्यान सहयोग

निष्कर्ष :

भारताचे राष्ट्रीय शैक्षणिक धोरण 2020 शिक्षणातील ग्रंथालयांची महत्त्वपूर्ण भूमिका ओळखते. त्यात शाळा, शिक्षक शिक्षण संस्था आणि उच्च शिक्षण संस्थांसह शिक्षणाच्या सर्व स्तरांवर सुसज्ज ग्रंथालयांचा विकास करणे आवश्यक आहे. हे धोरण हे ओळखते की

ग्रंथालये शिक्षण आणि संशोधनाची केंद्रे म्हणून काम करू शकतात, ज्यामध्ये पुस्तके, जर्नल्स डिजिटल मीडिया. यासह अनेक संसाधनांमध्ये प्रवेश मिळू शकतो. ग्रंथालयांवरील NEP च्या शिफारशी भारतातील शिक्षणाची गुणवत्ता वाढविण्यासाठी आणि 21 व्या शतकातील आव्हानांसाठी विद्यार्थ्यांना तयार करण्यासाठी एक फ्रेमवर्क प्रदान करतात. ग्रंथालयातील कर्मचाऱ्यांच्या गरजा सरकारने स्वीकारल्या पाहिजेत आणि ग्रंथालयांमधून उत्तम सेवा देण्यासाठी योग्य कर्मचाऱ्यांची पूर्तता करणे आवश्यक आहे.

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वन हक्क लाभाथ्यांच्या समस्या आणि शाश्वत विकास

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आदिवासींसाठी सरकारने कायदे केले पण त्यांची सगळी प्रक्रियाच इतकी किचकट आहे की जंगलाचा राजा गांगरून गेला आहे. कायद्यांच्या लोकाभिमुख अंमलबजावणीची खऱ्या अर्थाने गरज आहे. आपल्या देशात ब्रिटिश काळामध्ये ज्या जमिनी संपादित केल्या व संपादित करून जाहीर केल्या त्या सर्व जमिनी म्हणजेच वनजमिनी होत. या जमिनींच्या ८/१२ उतान्यामध्ये भोगवटदार या सदरी वनखात्याचा स्पष्ट उल्लेख आढळतो. थोडक्यात महत्त्वाचे म्हणजे आपल्या देशात वनखात्याची स्थापना इंग्रजांनी केली. आपली सत्ता अबाधित ठेवण्यासाठी भारतीय वन कायदा, १९२७ यासारख्या आदिवासी व जंगलवासियांना जाचक व जुलमी कायद्यात बदल झालेच नाही किंबहुना वनवासीयांना जंगलावर पोट भरण्यास बंधने घालणारी धोरणे शासनाकडून रेटण्यात आली. वन संरक्षण कायदा १९८० मध्ये करून वनजमीन कायदा अधिक जुलमी व भडक करण्यात आला. या विरोधात गेल्या अनेक वर्षांपासून भारतात व महाराष्ट्रात वनहक्कासाठी वनवासींचे लढे व संघर्ष झाले आहे.

आदिवासी व इतर वनवासींवर आजपर्यंत जो ऐतिहासिक अन्याय झाला आहे, त्याचे परिमार्जन करणे हा या कायद्यामागचा मुख्य हेतू आहे. सर्वानाच हे माहित आहे की, अनुसूचित जमाती व इतर पारंपरिक वननिवासी कित्येक पिढ्या शतकानुशतके वनांमध्ये कायमस्वरूपी

वास्तव्य करून राहत आहेत. साहजिकच वनवासींचे जैविक संसाधनाशी त्यांचे परंपरागत स्थानिक संबंध राहिलेले आहेत. वनातील वन्यजीवांसह वनामध्ये सदासर्वकाळ अस्तित्वात असलेल्या परिस्थितीशी, स्वयंपोषणाशी त्यांचे घनदाट संबंध राहिलेले आहेत. वास्तविक वस्तुस्थिती अशी आहे की, वनातील वन्य जीवांसहित असलेल्या परिस्थितीतून व अनुसूचित जमाती व इतर पारंपरिक वनवासी लोकांना वेगळे करताच येणार नाही आणि जर त्यांना अलग केले तर ते जगूच शकणार नाहीत इतके ते वनांशी एकरूप झालेले आहेत. वनोत्पादनाकरिता वनांमध्ये राहत असणाऱ्या परंतु ज्यांचे वनहक्क मान्य करता येऊ शकत नाही अशा वनात राहणाऱ्या अनुसूचित जनजातीच्या व इतर पारंपरिक बनधारकांच्या वनजमिनीमधील वनहक्कांना मान्यता देण्याकरिता आणि ते हक्क त्यांना विहित करण्याकरिता, अशाप्रकारे निहित करण्यात आलेल्या वनहक्कांच्या अभिलेखात

आदिवासींना जंगलाचे हक्क व वन उपजिविकेची मुभा देणारा हा कायदा आहे. ज्या अर्थी वनात राहणाऱ्या वनवासी वनधारकांच्या चरितार्थाची व अन्य सुरक्षेची खात्री करण्याबरोबरच वनांचा शाश्वत वापर करणे, जैव विविधतेचे संवर्धन करणे व पर्यावरण समतोल राखणे आणि त्याद्वारे वनांचे संवर्धन करण्याचे काम सक्षमपणे करणे या संबंधीच्या जबाबदाऱ्या व प्राधिकार

यासह वनात राहणाऱ्या अनुसूचित जनजातींच्या व इतर पारंपरिक वनधारकांच्या हक्कांना मान्यता देण्यात आली आहे. ज्या अर्थी ब्रिटिश वसाहतीच्या राजवटीमध्ये तसेच स्वतंत्र भारतामध्ये राज्य वनांचे एकत्रीकरण करतांना, वडिलोपार्जित जमिनीवरील व त्यांच्या वसाहतींच्या स्थानावरील वनहक्कांना पर्याप्तपणे मान्यता न दिल्यामुळे वन्य जीवांच्या अस्तित्वाचा व त्यांच्या शाश्वततेचा अविभाज्य भाग बनलेल्या वनात राहणाऱ्या अनुसूचित जनजातींच्या व इतर परंपरागत वनधारकांच्या बाबतीत इतिहास काळापासून अन्याय झाला आहे. आणि ज्या अर्थी शासनाच्या कामामुळे ज्यांना आपली वस्तीस्थाने बदलणे भाग पडले होते, अशा व्यक्तींसह वनांमध्ये राहत असलेल्या अनुसूचित जनजातींच्या व इतर पारंपरिक वनधारकांच्या भूधारणेचा व प्रवेश करण्याच्या हक्कांची असुरक्षा दूर करणे आवश्यक होते.

संशोधनाविषयीची उद्दिष्टे:

- १) वन हक्क लाभार्थ्यांच्या समस्या अभ्यासणे.
- २) वन हक्क लाभार्थ्यांच्या जबाबदाऱ्या अभ्यासणे.

संशोधनाविषयीचे गृहीतके:

- १) वनहक्क जमीन दूर भागात मिळत असल्याने लाभार्थी विकासप्रक्रियेपासून दूर आहे.
- २) वन हक्क लाभार्थ्यांना उपजिवीकेची शाश्वती आलेली नाही.

उपाययोजना:

- राज्य सरकारची भूमिका महत्त्वाची असते
- १) कायदा लोकाभिमुख होण्यासाठी कायद्याची जनजागृती करणे. कायदे लोकांना सोप्या भाषेत समजतील यावर भर देणे.

- २) कायद्यात असणारे महत्त्वाचे अडथळे व अडचणी बाबतीत पुनर्विचार करणे.
- ३) कायद्याच्या प्रभावी अंमलबजावणीसाठी प्रशासनास विशेष अधिकार प्राप्त करून देणे.
- ४) प्रशासनाला अडथळे येत असल्यास प्रशासकीय कर्मचाऱ्यांची मते वेळोवेळी जाणून घेणे व ती माहिती राज्य शासनाला देऊन तिचा पाठपुरावा करणे.
- ५) वनहक्क विभागातील खटल्याचे वेळेवर निवारण करण्यासाठी मनुष्यबळ संख्येत वाढ करून घेणे.
- ६) कायदा दुरुस्तीसाठी राज्य शासनाने विधीमंडळास शिफारस करणे

शासकीय स्तरावरील

- १) दाव्यांची दखल लवकरात लवकर घेण्यासाठी विशेष कृती तयार करून धोरण ठरविणे.
- २) कायद्याच्या प्रभावी अंमलबजावणीसाठी प्रशासनाला वेळोवेळी आदेश देणे.
- ३) कायद्यातील तरतुदीमध्ये समाजभिमुख जुन्या जाचक तरतुदी वगळून नवीन समाजाभिमुख तरतुदीचा समावेश करून घ्यावा.
- ४) बिगर आदिवासी समूहाकडे लक्ष देऊन किंवा त्यांची जातप्रमाणपत्राची काटेकोरपणे पडताळणी करून त्यांच्यावर कठोर कारवाई करावी.
- ५) वनजमिनीवर अतिक्रमण होऊ नये यासाठी कायद्याची अंमलबजावणी सक्त करावी. प्रशासनाने लाभार्थीसाठी उदरनिर्वाहाचे साधन म्हणून विकासात्मक प्रकल्प राबविण्याचे आदेश द्यावे जेणेकरून दारिद्र्य निर्माण होणार नाही.

संघटनात्मक स्तरावरील:

- १) वन हक्क लाभार्थीनी कायद्यातील सखोल माहिती जाणून घेणे महत्त्वाचे आहे.
- २) वनहक्क कायद्यासोबतच शाश्वत जबाबदाऱ्याची जाणीव ठेवणे, त्यासाठी संघटनेतर्फे तज्ज्ञांचे व्याख्यान आयोजित करणे.
- ३) जागृतीसाठी समुदायात साक्षरतेचे प्रमाण वाढवावे, जेणे करून ते कायदा जाणून घेतील.
- ४) प्रलंबित दाव्यांचे निवारण करण्यासाठी, ग्रामसभेने संघटनेतर्फे शासनास आपले अधिकार वेळोवेळी निदर्शनास आणून द्यावेत.

वन हक्क लाभार्थी:

- १) संघटित होऊन गौण उत्पादनापासून लघुउद्योग स्थापन करावे.
- २) उद्योगापासून तयार केलेले उत्पादन थेट ग्राहकांपर्यंत पाठवावे.
- ३) पावसाच्या पाण्यावर अवलंबून न राहता सामुदायिकपणे पाण्याचे दुय्यम स्रोत निर्माण करावे. यात कालवे, तलाव, कुपनलिका, विहीर, छोटे बंधारे, बांध तयार करावेत.
- ४) शिधापत्रिकेच्या (रेशन कार्ड) साहाय्याने लाभासाठी शासनाकडे शेतीसाठीच्या योजनेचा लाभ घ्यावा.

- ५) उदरनिर्वाही स्वरूपातील शेती न करता प्रगत भागातील शेतीचे अनुकरण करून आधुनिक पद्धतीतून व्यापारी शेती करावी. उदा. मत्स्यपालन, फुले.
- ६) वनहक्क कायद्याची माहिती कायदेतज्ज्ञ (Legal Advisor) याकडून सखोलरित्या जाणून घ्यावी.
- ७) सावकाराकडून कर्ज न घेता संघटनेच्या जाणकार व्यक्तिकडून बँकिंग व्यवहार समजून घेऊन राष्ट्रीयकृत बँकेकडून कर्ज घ्यावे. जेणेकरून अडचणींना सामारे जावे लागणार नाही.
- ८) बिगर आदिवासी समूह शासनाच्या निदर्शनास आणून द्यावेत.
- ९) संघटनेमार्फत स्थानिक भाषेत पोस्टर्स व इतर सोप्या साहित्यासह विविध प्रसारमाध्यमांद्वारे जागृती केली पाहिजे.

संदर्भ:

- १) आर.सी. वर्मा, भारतीय जमाती काल, आज आणि उद्या.
- २) लोकसत्ता, नागपूर, १८ मार्च २०२२.
- ३) लोकसत्ता, नागपूर, ११ जून २०२२
- ४) लोकसत्ता, नागपूर, ०३ ऑगस्ट २०२२
- ५) लोकसत्ता, नागपूर, ०६ ऑगस्ट २०२२



व्यावसायीक समाजकार्यामध्ये शाश्वत दृष्टीकोन: एक अभ्यास

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सारांश: (Abstract):

प्रामुख्याने व्यावसायीक समाजकार्याची विचारधारा मानवीयतेवर आधारलेली आहे व माणसाला आत्मनिर्भर करण्याचे काम समाजकार्याच्या माध्यमातून केले जाते. व्यक्ती, समाज वा समुदायाचा विकास हा तात्पुरता न होता, शाश्वत विकास झाला पाहिजे. या तत्वप्रणालीवर व्यावसायीक समाजकार्य विशेष भर देते. शाश्वत विकास हे समाजकार्याचे अंतीम ध्येय आहे. समाजकार्यामध्ये हा शाश्वत दृष्टीकोन समाजकार्याच्या कोणत्या पध्दती व क्षेत्रामध्ये असू शकतो हे शोधण्याचा प्रयत्न या शोध निबंधातून केला आहे.

बीजसंज्ञा:- (Keywords): शाश्वत दृष्टीकोन. व्यावसायीक समाजकार्य. व्यावसायीक समाजकार्याची विचारधारा

प्रस्तावना:- (Introduction):

समाजकार्य हे व्यक्ती, समूह व समाजाला सक्षम करण्याचे एक शास्त्र आहे. समाजकार्याच्या विविध पध्दती व क्षेत्र आहेत. या विविध पध्दती व क्षेत्राद्वारा समाजाच्या सर्व क्षेत्राला समाजकार्य स्पर्श करते. मानवी जीवनाचा अभ्यास करावयाचा झाल्यास समाजातील प्रत्येक व्यक्ती कमीजास्त प्रमाणात अडचणीत असते. काहीना अडचणींवर सहज मात करता येते. तर काही व्यक्ती मात्र आपल्याला आलेल्या अडचणींवर मात करू शकत नाही. अशावेळी व्यावसायीक समाजकार्याच्या द्वारा त्याला अडचणीतून बाहेर काढण्याचा प्रयत्न केला जातो.

व्यक्ती समूह व समुदायाला स्वतःची मदत स्वतः करण्यासाठी व्यावसायीक समाजकार्याद्वारा मदत केली जाते व मानवाला शाश्वत विकासाची दिशा दाखविली जाते. मानवाच्या समस्यांची पूर्ती होत असताना त्या समस्या पुन्हा निर्माण होणार नाही, असे नाही. परंतु त्या समस्या देखील व्यक्ती स्वतःच्या प्रयत्नातून नियंत्रीत करू शकेल, असा प्रयत्न कार्यकर्त्यांकडून केला जातो व मानवाला जगण्याचा एक शाश्वत दृष्टीकोन दिला जातो.

शाश्वत विकास ध्येय:

संयुक्त राष्ट्र एजेंडा (U.N.O.) 2030 मैलाचा दगड समजला जातो. इतिहासात यापूर्वी 193 देश मिळून किमान समान कार्यक्रम तयार केला नाही व यावर सहमती पण दर्शविली नाही. शाश्वत विकासामध्ये तीन स्तंभ सामील आहेत. सामाजिक, आर्थिक आणि परिस्थितीसापेक्ष आव्हाने. 17 उद्दिष्टे व 169 निर्देशांक परिवर्तन घडवून आणू शकतात. सर्वच उद्दिष्टे व निर्देशांक समान पातळीवरील व परस्परसंबंधीत आहे. परंतु त्यांचा संबंध विभिन्न देश व त्यामधील विभिन्न प्रदेशाशी आहे. आंतसंबंध हयाचा अर्थ प्रत्येकातील बदल आणि विकास असा आहे.

प्रमुखतया: शाश्वत विकास ध्येय (SDG) हे सरकार, बहुपक्षीय संघटना, स्वयंसेवी संस्था आणि व्यापारी क्षेत्राच्या दरम्यान वैश्विक भाषेचा भाग बनले आहे. जगभरातील सामाजिक कार्यकर्ते पूर्वीपासूनच सक्रीय पध्दतीने भाग घेत आहे. समुदायासोबत मिळून परिवर्तन घडवून आणण्यासाठी काम करित आहे. जसे की, आईएफएसडब्ल्यू (IFSW) द्वारे ग्लोबल एजेंडा रिपोर्ट्स अन्य सामाजिक कार्यकर्ता प्रकाशनामध्ये प्रकाशित केला आहे.

शाश्वत विकास लक्ष (Sustainable Development Goals) महत्वाकांक्षी आहे. 2019 च्या ग्लोबल सिव्हील सोसायटी स्पॉटलाईट रिपोर्ट ने प्रदर्शित केले की, संयुक्त राष्ट्र शाश्वत विकासाची परिवर्तनकारी शक्ती वाढविण्यासाठी पाच वर्षांनंतर अधिकांश देश आपले निर्धारित लक्ष प्राप्त करण्याच्या दृष्टीने प्रयत्न करतील.

आंतरराष्ट्रीय कार्यकर्ता महासंघ (IFSW) हे जाणते की, सामाजिक कार्य व्यवसाय हा एक मजबूत व मान्यताप्राप्त भागीदार होऊ शकतो आणि व्हायला पण हवा. याबरोबरच वर उल्लेखित 17 ध्येय (Goals) च्या संदर्भाने संरचानात्मक परिवर्तन आवश्यक आहे.

आंतरराष्ट्रीय कार्यकर्ता महासंघ संयुक्त राष्ट्रांच्या सामाजिक विकास ध्येयाचे रामर्थन करते. याबरोबरच वैश्विक स्तरावर सामाजिक, आर्थिक आणि परिस्थितीमध्ये (Ecological) परिवर्तन घडवून आणण्यासाठी त्याची गती वाढविण्यासंदर्भात त्याला मान्यता देते.

आंतरराष्ट्रीय सामाजिक कार्यकर्ता महासंघ (IFSW) च्या वैश्विक अजेंडानुसार सामाजिक कार्यकर्त्यांजवळ आपले स्वतःचे लक्ष असते आणि ते साध्य करण्याचा त्यांचा स्वतःचा प्रयत्न असतो. सामाजिक कार्याची वैश्विक परिभाषा नैतिकता आणि गरजा ह्यांना समजणारी आहे.

व्यावसायिक समाजकार्यामध्ये शाश्वत सराव:

समाजकार्य हा व्यवसाय आहे व समाजकार्याच्या प्रत्यक्ष, अप्रत्यक्ष पध्दतीबरोबरच, क्षेत्र देखील आहे. मग या पध्दती व क्षेत्रासोबत काम करित असतांना, यामध्ये शाश्वत कशी राहिल, ह्याचे देखील चिंतन करणे गरजेचे आहे. समाजकार्याच्या खालील पध्दतीमध्ये शाश्वत सरावाची कशी अंमलबजावणी करता येईल त्याचे विश्लेषण विचारात घेईल.

व्यक्ती सहयोग कार्य: (Case Work)

व्यक्तीसहयोगकार्य समाजकार्याची प्रत्यक्ष पध्दती. जी व्यक्ती कोणत्या ना कोणत्या कारणाने अडचणीत असते, त्या व्यक्तीला ह्या प्रत्यक्ष पध्दतीच्या माध्यमातून मदत केली. व्यक्तीला जीवन जगत असताना असंख्य अडचणींना सामोरे जावे लागते. मग अशावेळी ती आपल्या दैनंदिन जगण्याशी समायोजन साधू शकत नाही. अशा अडचणीत सापडलेल्या व्यक्तीला बाहेर काढण्याचे काम व्यक्तीसहयोगकार्यकर्ता करतो. व्यक्तीसहयोग कार्यामध्ये जी समस्याग्रस्त व्यक्ती असते, जिला आपण अशिल म्हणतो, त्या अशिलाला कार्यकर्ता स्वतःची मदत स्वतः करण्यासाठी मदत करतो. कार्यकर्ता जरी त्या अशिलाला मदत करित असला तरी ती व्यक्ती स्वतःच्या समस्या स्वतः सोडविण्यासाठी समर्थ आहे, ह्याची देखील अनुभूती कार्यकर्ता समस्याग्रस्त व्यक्तीला देतो. परंतु हे सर्व करित असताना शाश्वत मूल्यांची देखील कास अशिलास धरण्यास सांगत असतो. व व्यक्तीच्या समस्येचे समूळ उच्चाटन होईल, या दिशेने कार्यकर्ता प्रयत्न करतो व समस्येचे उच्चाटन लगेच होईल असे नाही, तर समाजकार्य ही दिर्घकालीन व निरंतर प्रक्रिया आहे. समस्येचे समाधान झालं तरी ती समस्या पुन्हा देखील निर्माण होऊ शकते. अशावेळी कार्यकर्ता तेथे थांबेल असे नाही. तर व्यक्तीसहयोग कार्याची एक पायरी आहे. व ती पायरी म्हणजे

आढावा, कार्यकर्ता अशा प्रकारे आढावा (follow up) घेऊन पुनः कार्यकर्ता ती समस्या सोडविण्यासाठी मदत करतो. व अशिलाला शाश्वततेची अनुभूती देतो. व्यक्तिसहयोगकार्याच्या माध्यमातून कार्यकर्ता जो सराव करतो. तो देखील व्यक्तीची समस्या सोडविण्याच्या दृष्टीने शाश्वत आहे, असे म्हणायला हरकत नाही. उदाहरणादाखल असे म्हणता येईल की, गोंधळलेल्या स्थितीतील अशिलाचे समुपदेशन जर कार्यकर्ता करित असेल तर डॉक्टर जसे औषधीच्या रूपाने बाह्य उपचार करतात. तशा प्रकारे समुपदेशन म्हणजे अशिलाची अंतःशक्ती (inner) जागे करणे; म्हणजेच समस्येचे समूळ उच्चाटन करणे ह्याचा अर्थ शाश्वतता.

अशिलाची समस्या सोडविण्याच्या दृष्टीने अशिल वा कार्यकर्ता आपल्या आसपास जी संसाधने शोधत असतो. व अशी आसपासची संसाधने जी गतीमान करित असतो, हा व्यक्तिसहयोग कार्यपध्दतीमधील शाश्वत सराव आहे.

व्यक्तिसहयोग कार्यामध्ये व्यष्टीअध्ययन (Case Study) केली जाते. वर उल्लेख केल्याप्रमाणे की, व्यक्तिसहयोगकार्य ही दिर्घकालीन प्रक्रिया आहे. जी प्रक्रिया हळूवार व दिर्घकालीन असते, ती शाश्वत असते. परिणामतः व्यक्तिसहयोगकार्याच्या माध्यमातून जे परिणाम प्राप्त होतात, ते शाश्वत स्वरूपाचे असतात, असा त्याचा अर्थ आहे.

गटकार्य: (Group Work)

गटकार्य समाजकार्याची अशी पध्दती आहे, जी व्यक्तीची सामाजिक कार्यक्षमता विकसीत करण्यामध्ये मदत करते.

गटकार्य एक मनोसामाजिक प्रक्रिया असून तिचा उद्देश नेतृत्वाची योग्यता व सहकार्यतेचा विकास करणे हा असून सामुहीक आवडीस प्रोत्साहन देणे हा आहे. (हेमिल्टन)

समान आवडीनिवडी, समान वय, समान लिंग, समान उद्देश, समान गरजा या आधारावर गटाची निर्मिती होत असते. गटामध्ये जे सदस्य असतात. ते सदस्य परस्पर सहाकार्याने गटाला पुढे नेतात. गटाच्या माध्यमातून गटाचा सर्वांगीण विकास होत असतो. एखादी सदस्य अडचणीत असेल तर त्याला त्या अडचणीतून बाहेर काढण्यासाठी सहकार्य देखील करतो. गट हा सर्जनाची निर्मिती देखील करतो. गटातील कोणत्याही सदस्याच्या व्यक्तीगत समस्या असू देत. समूह सदस्य त्याची ती व्यक्तीगत समस्या सोडविण्यासाठी प्रत्यक्ष, अप्रत्यक्षरित्या मदत करतात. उदाहरणादाखल असे म्हणता येईल की, किशोरवयीन गटातील एखादी मुलगाा अबोल किंवा एकलकोंडा असेल तर गटातील सदस्य गाणे, खेळ किंवा इतर कुठल्याही माध्यमांद्वारा त्याचे एकाकीपण दूर करण्याचा प्रयत्न करू शकतात. म्हणूनच गटकार्याला मनोसामाजिक प्रक्रिया असे म्हटले आहे. म्हणजेच गटाच्या माध्यमातून सदस्यांमध्ये काही मानसीक स्वरूपाने सकारात्मक बदल देखील दिसून येतात.

या सोबतच समूह कार्याचा भाग म्हणून मुलांना मातीमध्ये खेळविले जाते, मातीपासून विविध वस्तु तयार करणे, कागदांपासून विमान वा विविध कलाकृती करणे, अशा प्रकारच्या क्रियांपासून मुलांना आनंद मिळत असतो. व अशा प्रकारच्या उपक्रमातून छोट्या मुलांच्या सर्जनशिलतेला चालना देखील मिळत असते. अशा प्रकारच्या ह्या क्रिया शाश्वत आहे. अशा प्रकारच्या शाश्वत क्रिया व्यक्तीमत्वाला चालना व वळण देण्याचं काम करित असतात. ‘टाकाऊ पासून टिकाऊ वस्तु तयार करणे’ यामुळे निसर्गसंपदेला कुठल्याही प्रकारची हानी पोहोचत नाही व कुठल्याही प्रकारचा पैसा खर्च होत नाही. गट जेव्हा अशा प्रकारच्या उपक्रमांमध्ये सहभागी होत असतो, तेव्हा गटसदस्य आपल्या कल्पना एकमेकांना सांगत असतात. हा प्रसंग देखील मुलांना वा गटसदस्यांना शाश्वततेकडे नेणारा असतो.

रूग्णालयातून जेव्हा गटकार्य होत असते, तेव्हा हया गटाला सामाजिक कार्यकर्ता मदत करीत असतो. वेगवेगळ्या रूग्णांच्या वेगवेगळ्या आजारांच्या टप्प्यातून कार्यकर्ता रूग्णांना मदत, मार्गदर्शन व समुपदेशन करीत असतो. रूग्णांचे निदान व उपचाराच्या बाबतीत जशी डॉक्टरची भूमिका महत्वाची असते. तसेच कार्यकर्त्याची भूमिका देखील तेवढीच महत्वाची असते. कारण खरेतर रूग्णांना मानसीक आधार देण्याचे काम कार्यकर्ता करीत असतो. रूग्णांना कार्यकर्त्यांचा मिळालेला मानसीक आधार हा त्याच मनोधैर्य वाढविणारा व रूग्णांच्या उपचाराला प्रतिसाद देणारा ठरतो. म्हणजेच समुपदेशन हे रूग्णांची हिंमत वाढविणारी असते.

गटकार्याच्या माध्यमातून कार्यकर्ता गटाला वेगवेगळे टास्क देतो व हे टास्क पूर्ण करण्याचा गटसदस्य प्रयत्न करतात. सामुहीकरित्या पुस्तक वाचनाच्या माध्यमातून देखील रूग्णांचे मनोरंजन होते. त्यामुळे देखील त्यांचे आजारपण कमी होते. म्हणजेच प्रत्यक्ष क्षेत्रकार्याच्या माध्यमातून हा जो सराव केला जातो, तो रूग्णांना शाश्वत समाधान देणारा व रूग्णांच्या उपचाराला प्रतिसाद देणारा ठरतो. म्हणून गटकार्याच्या माध्यमातून देखील शाश्वत सराव केल्या जाऊ शकते.

समुदाय संघटन:

नॅशनल रूरल कम्युनिटी ऑर्गनायझिंग कॉन्फरन्स, फिलीपीन्स, 1994 समुदाय संघटनाची व्याख्या करण्याचा आणखी एक मार्ग म्हणजे लोकांच्या समस्या आणि समस्यांचे निराकरण करण्यासाठी लोकांच्या क्षमता आणि संसाधने वाढवून त्यांच्या संघटना बांधण्याची ही एक सहभागी, पध्दतशीर आणि शाश्वत प्रक्रिया आहे. (नॅशनल रूरल कम्युनिटी ऑर्गनायझिंग कॉन्फरन्स फिलीपीन्स, 1994)

एम. जी. रॉस (1955):

“सामुदायीक संघटन अशी एक प्रक्रिया आहे की, ज्याद्वारे समाजकार्यकर्ता आपली अंतःदृष्टी व कौशल्याचा प्रयोग करून समुदायाला आपल्या समस्यांचा शोध घेण्यासाठी आणि समस्या सोडविण्यासाठी मदत करतो.”

समुदाय संघटन ही समाजकार्याची पध्दती असून या पध्दतीच्याद्वारे समुदाय गरजांचे संशोधन करून त्या गरजांना प्राधान्यक्रम देऊन त्या गरजा सोडविल्या जातात.

ज्या कोणत्या समुदायाला समस्या असतात, त्या समस्यांनुसार संसाधनाची जुळवाजुळव करून समस्या सोडवाव्या लागतात. संसाधने ही अंतर्गत व बहिर्गत अशी दोन्ही प्रकारची असतात. समुदाय संघटन पध्दती ही प्रामुख्याने उपलब्ध संसाधनांचा वापर करून समस्या सोडविण्याचा प्रयत्न करीत असते. उदा. ग्रामीण समुदाय असेल तर ग्रामीण समुदायामध्ये गरजांचा प्राधान्यक्रम जसा ठरला, त्यानुसार संसाधनाची समस्येशी सांगड घातली जाते. ज्या गावात आपण काम करतोय, त्या गावात बेरोजगारी असेल व बेरोजगारी कमी करण्याच्या दृष्टीने जर त्या गावात मोठ्या प्रमाणात ग्रामपंचायतीच्या मालकीची पडीत जमीन असेल तर, ती पडीत जमीन ही त्या बेरोजगारांचे उपजीविका साधन असेल, त्यामुळे अशा संसाधनांना कार्यान्वीत करून गावाचा शाश्वत विकास साधता येईल.

समुदाय संघटन पध्दतीच्या माध्यमातून प्रामुख्याने शाश्वत विकासावर भर दिला जातो. गडचिरोली जिल्ह्यातील लेखा (मेढा) या गावामध्ये शाश्वत विकासाच्या दृष्टीने अनेक प्रयोग राबविण्यात आले. या गावाच्या विकास प्रक्रियेमध्ये लोकतांत्रिक निर्णय प्रक्रिया राबविली जाते. “माटे गांव, माटे सरकार” ही त्या गावकऱ्यांची घोषणा असून प्रामुख्याने सुदृढ लोकशाहीचे हे उत्तम उदाहरण आहे. त्या गावामध्ये ग्रामसभा होत असते व गावाच्या मतदान यादीमध्ये जे स्त्री-पुरुष आहेत.

त्यांची ग्रामसभा घेतली जाते. पुरुषांबरोबरच स्त्रिया देखील ग्रामसभेमध्ये असतात. हे या ग्रामसभेचे महत्वाचे वैशिष्ट्ये आहे. स्त्री पुरुषांना आपले मत व्यक्त करण्याचे समान अधिकार आहेत. गावविकासाच्या दृष्टीने निर्णय घेण्यासाठी ग्रामसभा व गावाचा अभ्यास करण्यासाठी अध्ययन समिती अशा दोन स्वतंत्र संरचना आहे. अध्ययन समिती ही गावाच्या जल, जंगल, जमीन ह्या सर्व दृष्टीने अभ्यास करते. प्रामुख्याने जैवविविधतेबाबत हे गांव संवेदनशील असून जैवविविधतेचे संरक्षण ही प्रत्येक गावकऱ्यांची जबाबदारी आहे. व त्यादृष्टीने सर्व नागरीक प्रयत्न करतात. या गावामध्ये वृक्षसंवर्धन होत असून कुणीही नागरीक वृक्षतोड करीत नाही. एखादया व्यक्तीने जर वृक्षतोड केली तर त्या व्यक्तीवर दंडात्मक कारवाई केली जाते. व ही कारवाई गावकरीच करतात. स्वयंशासनाचे उत्तम उदाहरण देणारे गांव म्हणजे लेखा (मेंढा). शाश्वत विकासाचे गांव घडविण्यामध्ये या गावाचे माजी सरपंच देवाजी तोफा यांचे महत्वाचे योगदान आहे. व्यावसायिक समाजकार्याचे प्रशिक्षण घेणारे अनेक निद्यार्थी या गावाला भेट देतात व शाश्वत गावविकासाचा अभ्यास करतात. ह्या संपूर्ण गावाचा व गावविकासाचा अभ्यास केला तर प्रत्यक्ष व्यावसायिक समाजकार्यकर्त्यांने ह्या गावाचा विकास केला नसला तरी ज्या देवाजी तोफांनी या गावाचा शाश्वत विकास केला, त्या देवाजी तोफांची दृष्टी एका व्यावसायिक सामाजिक कार्यकर्त्यांची आहे. असे म्हणायला हरकत नाही. समुदाय संघटन पध्दतीमधील विचारमूल्ये तत्वप्रणाली व शाश्वत विकासाची संपूर्ण विचारधारा या गावामध्ये देवाजी तोफांनी राबविल्याचे दिसते. कुठल्याही प्रकारचे व्यावसायिक समाजकार्याचे शिक्षण घेतलेले नसतांना देखील व्यावसायिक समाजकार्याच्या विचारसरणीनुसार गावाची जडणघडण झाल्याची दिसते.

निष्कर्ष:

1. व्यावसायिक समाजकार्याच्या माध्यमातून शाश्वत विकास साधल्या जातो.
2. व्यावसायिक समाजकार्याच्या माध्यमातून विद्यार्थ्यांमध्ये शाश्वततेचे मूल्य रूजविल्या जातात.
3. गरजू व्यक्ती, गट व समुदायामध्ये शाश्वत दृष्टीकोन रूजविल्या जातो.

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शिक्षण क्षेत्राचे खाजगीकरण : सार्वत्रिक शिक्षणापुढील आव्हान

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प्रस्तावना:

शिक्षण मानवी उत्कर्षाचे साधन आहे. शिक्षणाने माणूस उन्नतीच्या व प्रगल्भतेच्या दिशेने प्रवास करतो. शिक्षण व्यक्तीला शोषण आणि हिंसाचाराचा सामना करण्यास सक्षम बनविते. शिक्षणाचे महत्व सांगताना महात्मा फुले यांनी मानवी समाजाच्या सर्व समस्यांचे मुळ शिक्षणाचा अभाव म्हणजेच 'अविद्या' आहे, हे स्पष्ट करून दिले. सावित्रीबाई फुले या आपल्या काव्यफुले कविता संग्रहामध्ये शिक्षणाला मानवतेशी जोडतात, ज्याला शिक्षण नाही त्या व्यक्तीला मानव तरी कसे म्हणावे? असा प्रश्न त्या उपस्थित करतात. डॉ. बाबासाहेब आंबेडकर यांनी आपल्या एकंदरीत जीवनातून शिक्षणाला अग्रक्रम दिल्याचे आपणास दिसून येते. डॉ. आंबेडकर यांनी दिलेला 'शिका, संघटीत व्हा आणि आपल्या हक्कांसाठी संघर्ष करा' हा संदेश शिक्षणाची महती सांगणारा आहे. भारतीय समाज जात, वर्ग आणि पितृसत्ता या विषम व्यवस्थांनी व्यापलेला आहे. संविधानपूर्व काळात एका मोठ्या जनसमुदायाला शिक्षणापासून वंचित करणारी सामाजिक व्यवस्था आपल्याकडे अस्तित्वात होती. या व्यवस्थेने कनिष्ठ जातीय आणि विशेषतः स्त्रिया यांच्यावर शिक्षण बंदी लादली. स्वातंत्र्योत्तर काळात भारतीय संविधानाच्या अनुच्छेद २१ (अ) अन्वये शिक्षणाला मुलभूत हक्क म्हणून मान्यता देण्यात आली. सर्वांसाठी शिक्षण हे मूल्य स्वीकारले गेले. ज्याद्वारे समाजातील सर्वहारा समूहांना

शिक्षणाची कवाडे खुली झाली. या काळात दिल्या जाणारे शिक्षण 'सार्वत्रिक शिक्षण' आहे का ? ते सर्वांपर्यंत समान स्वरूपात पोहचले आहे का? याची चिकित्सा होत असतांनाच या क्षेत्रात भांडवलदारी हस्तक्षेपामुळे सर्वहारा समूहापुढे शिक्षण बंदीचा ऐतिहासिक प्रश्न नव्याने उभा झालेला आहे. भारताचा शिक्षण बंदीचा प्रश्न जेवढा प्राचीन आहे, तितकाच तो बहुपदरी आहे. शिक्षण बंदीविरोधात शिक्षणाच्या सार्वत्रिकीकरणाचा संघर्ष सातत्याने होत असला, तरी तो अजून सुटलेला नाही. उलट खासगीकरणाचे धोरण स्वीकारून शिक्षण बंदी घट्ट केली जात आहे. राष्ट्रीय शिक्षण धोरणाने ही शिक्षण बंदी अधिक गडद केली आहे. (बिजेकर, २०२३) शिक्षण क्षेत्रातील खाजगीकरण शिक्षण या 'सार्वजनिक वस्तूचे' क्रयवस्तूकरण करून त्याला नफा कमविण्याचे साधन बनवीत आहे. शिक्षण क्षेत्राचे संपूर्ण खाजगीकरण झाल्यास ज्याच्या हाती पैसा त्याला शिक्षण हे सूत्र लागू होईल. असे होणे म्हणजे सामाजिक न्याय आणि संविधानिक अधिकारांची पायमल्ली ठरेल.

संशोधन उद्देश:

- 1) खाजगीकरणामुळे शिक्षण क्षेत्रात निर्माण झालेल्या प्रश्नाचा आढावा घेणे.
- 2) सार्वत्रिक शिक्षणाच्या उद्दिष्टपुर्तीसाठी धोरणात्मक उपाय योजना सुचविणे.

संशोधन पद्धती:

या संशोधन निबंधासाठी वर्णनात्मक संशोधन आराखडा वापरण्यात आला असून दुय्यम स्रोतांच्या आधारे माहितीचे संकलन करण्यात आलेले आहे. ज्यामध्ये पुस्तके, संशोधन लेख, शासकीय व अशासकीय संस्थांचे अहवाल, धोरणात्मक दस्तऐवज, आणि वृत्त पत्रातील विश्लेषणात्मक लेख यांसारख्या स्रोतांचा समावेश आहे.

खाजगीकरण आणि शिक्षण व्यवस्था:

खाजगीकरण म्हणजे सार्वजनिक किंवा सरकारी मालकीची साधने आणि उद्योग खासगी क्षेत्राला हस्तांतरित करणे होय. खाजगीकरणात गुणवत्तापूर्ण सेवा, कार्यक्षम व्यवस्थापनाची हमी दिली जाते. बाजारातील स्पर्धा वाढवण्यासाठी आणि ग्राहकांना अधिकाधिक दर्जेदार सेवा देता याव्यात यासाठी खाजगीकरणाला प्रोत्साहन देणे गरजेचे आहे असा भ्रम निर्माण केला जातो. प्रत्यक्षात मात्र सार्वजनिक संपत्तीचे अधिकार काही निवडक भांडवलदारांच्या किंवा कंपन्यांच्या हातात देणे आणि त्यांचे हित जोपासणे या प्रक्रियेला खाजगीकरण म्हणतात. मुळात खाजगीकरणामुळे सार्वजनिक हिताला बाधा पोहचते. समाजात आर्थिक असमानता वाढते आणि सार्वजनिक वस्तू आणि सेवांचे क्रयवस्तूकरण होते. खाजगी संस्थांचा मुख्य उद्देश नफा मिळवणे असतो, ज्यामुळे दरवाढ, नोकरी कपात आणि सामाजिक जबाबदारीकडे दुर्लक्ष होते. याचा विपरीत परिणाम म्हणजे सामाजिक न्यायाचे मूल्य लयास जाऊन नफा हे मूल्य मध्यवर्ती बनते.

शिक्षण क्षेत्रातील खाजगीकरणाच्या हस्तक्षेपामुळे शिक्षण सेवांचे नियंत्रण, व्यवस्थापन, किंवा मालकी सार्वजनिक क्षेत्रातून खाजगी क्षेत्राकडे हस्तांतरित होत आहे. यामध्ये खाजगी शाळा, महाविद्यालये, स्वयं:

अर्थसहाय्यीत, नफा कमवणारी शैक्षणिक संस्थांची स्थापना होत असून शैक्षणिक व्यवस्था चालवण्यासाठी खाजगी कंपन्यांचा सहभाग घेण्याला मोठ्या प्रमाणात प्रोत्साहन दिले जात आहे. उच्च शिक्षणाच्या खाजगीकरणात सरकारी गुंतवणूक आणि नियंत्रण कमीत कमी होत जाऊन खाजगी गुंतवणूक वाढण्याबरोबरच निर्णयप्रक्रियेचे केंद्रीकरण, कमी होणारी अकादमीक निकषांची मान्यता, प्राध्यापकांच्या स्वायत्ततेवर मर्यादा आणि खाजगी निधी स्रोत विकसित करण्यावर भर दिला जात आहे. परंतु यामुळे सार्वत्रिक शिक्षणाच्या उद्दीष्टाला मोठे आव्हान निर्माण झाले आहे.

शिक्षण क्षेत्राच्या खाजगीकरणामुळे निर्माण झालेली आव्हाने आणि परिमाण:**१. शिक्षणातील क्षेत्रातील असमानता:**

शिक्षण क्षेत्रातील खाजगीकरणामुळे असमानता वाढीस लागते. खाजगी शाळा आणि महाविद्यालयांचा उद्देश शिक्षण देणे नसून नफा कमविणे बनतो, अधिकाधिक शुल्क आकारून अशी शाळा व महाविद्यालये सुविधा देण्याची हमी देतात मात्र यामुळे आर्थिक असक्षम कुटुंबातील मुले पैशाअभावी शिक्षण घेऊ शकत नाहीत. त्यांच्यासाठी या शैक्षणिक संस्था उपलब्ध नसतात. शिकवणी वर्ग देखील याचा व्यवस्थेचा एक घटक आहेत. यामुळे एक दोन-स्तरीय शिक्षण प्रणाली निर्माण होते, ज्यामध्ये श्रीमंत कुटुंबांचे मुलं उच्च दर्जाचे शिक्षण घेतात, तर गरीब कुटुंबातील मुलं अल्पसुविधा असलेल्या सार्वजनिक शाळा व महाविद्यालयांमध्ये किंवा मोठ्या प्रमाणात शाळाबाह्य होतात. नोकऱ्या किंवा उच्च शिक्षण संस्थांमध्ये जागा मिळविण्यासाठी जी स्पर्धा तयार केली जाते त्यातून आर्थिक असक्षम कुटुंबातील मुले बाहेर फेकली जातात. परिणामी समाजात सामाजिक-आर्थिक-शैक्षणिक

असमानता वाढीस लागते. महाराष्ट्र आर्थिक पाहणी अहवाल २०२३-२४ नुसार राज्यातील दारिद्र्य रेषेखालील आणि दारिद्र्य रेषेच्या आसपास असणारी लोकसंख्या बघितल्यास त्याचे प्रमाण ६० टक्केच्या आसपास जाते. २०२२ मध्ये दारिद्र्य रेषेखालील ग्रामीण कुटुंबधारकांचे सरासरी वार्षिक उत्पन्न ४४०००/- आणि शहरी कुटुंबधारकांचे सरासरी वार्षिक उत्पन्न ५९०००/- रुपये एवढे होते. २०२३-२४ च्या आर्थिक पाहणी अहवालाने हीच स्थिती पुन्हा अधोरेखित केली आहे. यातून स्पष्ट होते की, गरिबी, बेरोजगारीचे प्रश्न दिवसेंदिवस वाढत गेले आहेत. (बिजेकर, २०२५) या ६० टक्के लोकसंख्येमध्ये ग्रामीण भागातील शेतकरी, शेतमजूर, पारंपारिक व्यवसाय करणारे कुटुंब इत्यादींचा समावेश आहे. या समूहाचे रोजगाराचे, आरोग्याचे प्रश्न आधीच तीव्र बनले असून शिक्षणाचे क्रयवस्तूकरण त्यांना शिक्षणापासून वंचित करेल.

२. गुणवत्तेचे भ्रमः

खाजगी शाळा किंवा महाविद्यालये ही उच्च गुणवत्ता असलेले शिक्षण देतात, हा भ्रम आहे. मुळात आपण गुणवत्ता कशाला म्हणतो यावर गुणवत्तेचे निकष अवलंबून असतात. अंकगणित आणि पाठांतर येणे म्हणजे गुणवत्ता का? की, मानवी मूल्य आत्मसात करणे, आपल्या सभोवतालच्या परिस्थितीचा अन्वयार्थ लावण्याची आणि चिकित्सा करण्याची क्षमता विकसित होणे याला गुणवत्ता म्हणायचे हे आपण ठरविले पाहिजे. शिक्षणाचा उद्देश स्वतंत्र विचाराचा, नवनिर्मिती करणारा, सामाजिकदृष्ट्या संवेदनशील, श्रम प्रतिष्ठा मानणारा, मानवी मूल्ये जपणारा नागरिक घडविणे आहे. मात्र भांडवली व्यवस्थेत स्वतंत्र विचार न करणारा, प्रश्न न विचारणारा, आत्मकेंद्रित व चंगळवादाच्या मागे धावणारा कुशल मजूर व्यवस्थेला हवा असतो. (जावडेकर, २०२०) अश्या मजूर निर्मितीसाठी नफा हे

मूल्य केंद्रस्थानी ठेऊन दिल्या गेलेले शिक्षण समाजातील असमानतेला पूरक ठरते, अश्या शिक्षण प्रक्रियेत घडलेला व्यक्ती हा भांडवली जगताचे हित जोपासण्यासाठी कार्यरत राहतो. दुसरीकडे खाजगी संस्थांमध्ये अल्प वेतन, रोजगाराची असुरक्षितता, कल्याणकारी योजनांचा अभाव या स्थितीत तेथील कर्मचारी काम करतो याकडे दुर्लक्ष केले जाते. नफा कि गुणवत्ता असे विरोधाभासी चित्र आपल्याला बघावयास मिळते.

३. शिक्षण व्यवस्थेतील स्तरीकरणः

खाजगीकरणामुळे शिक्षण व्यवस्थेत स्तरीकरण निर्माण होते. ज्यामुळे सार्वत्रिक आणि समान शालेय व महाविद्यालयीन अभ्यासक्रम किंवा शिक्षणाचे समान मानके राखणे शक्य होत नाही. खाजगी शाळा राष्ट्रीय मानकांपेक्षा वेगळे अभ्यासक्रम देऊ शकतात किंवा त्यांच्याकडे विशिष्ट प्रकारच्या शिक्षणावर अधिक भर असू शकतो, ज्यामुळे अभ्यासक्रमाच्या व्यापक चौकटीशी साम्य साधले जात नाही. यामुळे सार्वजनिक संस्थांमधून शिक्षण घेणारे विद्यार्थी बाजारपेठेतील आवश्यक कौशल्ये आणि ज्ञान यापासून अलिप्त राहतात. किंबहुना त्यांच्या रोजगाराच्या संधी त्यांच्यापासून हिरावल्या जातात. आपल्या शिक्षण व्यवस्थेमध्ये या आधीच शाळा, अभ्यासक्रम आणि मिळणाऱ्या सुविधा यात स्तरीकरण दिसून येते. उदा. नवोदय शाळेतील अभ्यासक्रम, मिळणाऱ्या सुविधा, नियुक्त शिक्षक या शासनाच्या इतर शाळांच्या तुलनेत अनेक पटींनी चांगल्या आहेत. आता त्यात खाजगी शाळा, स्वयंः अर्थसहाय्यीत शाळा यांची भर पडली आहे. आपल्या देशातील शाळा-महाविद्यालयांची ही बहुस्तरीय रचना आणि त्यातून निर्माण होणारी विषमता खाजगीकरणामुळे कमालीची वाढणार आहे.

४. सार्वजनिक शिक्षणासाठी निधी कमी करणे:

भारतात २९ जून १९६६ रोजी सादर करण्यात आलेला 'कोठारी आयोग अहवाल' भारतीय शिक्षण व्यवस्थेवर दीर्घकालीन प्रभाव टाकणारा ठरला आहे. या अहवालात शिक्षणावर जीडीपीच्या सहा टक्के खर्च करण्याची आणि त्यापैकी निम्मा खर्च शालेय शिक्षणावर करण्याची महत्त्वाची शिफारस करण्यात आली होती. तथापि, आजवर कोणत्याही सरकारने या शिफारशींना पूर्णपणे अमलात आणलेले नाही. विशेषतः गेल्या दहा वर्षांपासून शिक्षणावरची आर्थिक तरतूद उत्पन्न कर आणि सेवा करावरील उपकराद्वारे भागवली जात आहे. खाजगीकरणाचे एक सूत्र आहे, ज्या सार्वजनिक संस्थांचे खाजगीकरण करावयाचे असते त्या सार्वजनिक संस्थाना आधी अपुरा निधी दिला जातो, शासन या संस्थांमधून आपला हस्तक्षेप कमी करते, परिणामी त्या सार्वजनिक संस्थांचा दर्जा घसरत जातो आणि शेवटी त्या संस्थांच्या बचावाकरिता खाजगीकरणाचा एकमेव पर्याय शिल्लक आहे असे दाखविले जाते. भारतातील दूरसंचार, विज, बँक, आरोग्य या क्षेत्राबरोबरच शिक्षण क्षेत्रही याला आता अपवाद राहिलेले नाही. जेव्हा शासनच खाजगीकरणाला प्राधान्य देते, तेव्हा सार्वजनिक शिक्षण व्यवस्थेला बळकटी देण्यासाठी आवश्यक असलेला सार्वजनिक निधी इतर ठिकाणी वळवला जातो. भारतात १९८६ पासून भारतात शिक्षणात खाजगीकरणाचे धोरण स्वीकारले गेले, ज्याचा परिणाम सरकारी शिक्षण प्रणालीवर झाला. या धोरणानुसार, सरकारने शिक्षण क्षेत्रातून हळूहळू माघार घेण्यास सुरुवात केली आणि सरकारी शाळांवर होणारा खर्च कमी केला. यामुळे अनेक सरकारी शाळा संकटात सापडल्या. २०२४-२५ च्या अंदाजपत्रकानुसार, शिक्षणावर केवळ २.६१ टक्के खर्चाची तरतूद करण्यात आली आहे. (बिजेकर, २०२५) तथापि, शिक्षण हा खर्च न होता, एक महत्त्वाची गुंतवणूक

आहे, हे अर्थशास्त्रज्ञ व विकसित देशांना मान्य आहे. आपल्या देशात मात्र शिक्षणाच्या बाबतीत राजकीय उदासीनता आणि संकुचित दृष्टिकोन स्पष्टपणे दिसून येतो. शिक्षणावर खर्च हा खर्च मानला जातो, आणि त्यामुळे त्यात कपात करण्याची मानसिकता राजकीय पक्षांमध्ये दिसते. परिणामी सार्वजनिक शिक्षण क्षेत्राचा दर्जा घसरतो.

५. शिक्षक आणि शैक्षणिक कर्मचारी यांवर होणारा परिणाम:

खाजगीकरणामुळे कंत्राटीकरण वाढीस लागते ज्यामुळे शिक्षक व कर्मचारी यांच्या नोकरीच्या अटींमध्ये बदल होतात. खाजगी शाळा आणि महाविद्यालयांमध्ये सामान्यतः सार्वजनिक आणि अनुदानित शाळा व महाविद्यालयांपेक्षा अल्प पगार आणि कमी फायदे दिले जातात. त्यांच्याकडून अल्प पगारात अधिकचे काम करून घेतले जाते. यामुळे एकाच कामासाठी एकीकडे चांगला पगार आणि सामाजिक सुरक्षा तर दुसरीकडे अल्प पगार आणि सुरक्षेचा अभाव हे श्रम शोषण करणारे धोरण राबविल्या जाते. याचा परिणाम नकळतपणे विद्यार्थ्यांच्या गुणवत्तेवर होतो.

६. शिक्षणाचे क्रयवस्तूकरण:

जन्मतः सर्व माणसे समान आहेत; पण सामाजिक परिस्थितीमुळे, वर्गरचनेमुळे ती असमान बनली आहेत. जर समानता प्रस्थापित करायची असेल तर खाजगी मालमत्ता व उत्पादन साधनांच्या मालकीवर शासनाचे नियंत्रण असणे आवश्यक आहे. मात्र असे न होता. खाजगी कंपनी ज्ञानावर मत्तेदारी दाखवत आहेत आणि शासन शिक्षणाचे क्रयवस्तूकरण करून त्याच्या व्यापारीकरणाला प्रोत्साहन देत आहे. शिक्षण हे विक्रिय वस्तु आहे, अशी सार्वत्रिक मानसिकता तयार करण्यात भांडवलदार यशस्वी झाला आहे. भारतामध्ये आर्थिक दृष्ट्या गरीब, सामाजिक दृष्ट्या खालावलेला, शैक्षणिक

दृष्ट्या मागास असलेल्या एक मोठा जन समूह आहे. सर्वांना समान दर्जाचे शिक्षण आणि मोफत शिक्षण हा त्यांचा हक्क आहे. शिक्षण बाजार व्यवस्थेला जोडले गेल्यास त्यांच्या विकासाची दारे बंद होतील आणि समानता नष्ट होईल. उच्च जात-वर्गीय समुहाना सर्वाधिक आणि उत्कृष्ट वाटा तर निम्न जात-वर्गीय समुहाना अत्यल्प व निकृष्ट वाटा मिळेल. किंवा ज्याच्याकडे शिक्षण विकत घेण्याची क्षमता तो शिक्षण विकत घेईल आणि जो क्षमताहीन आहे शिक्षण प्रवाहातून बाहेर फेकल्या जाईल. असे होणे हे भारतीय संविधानिक मूल्यांची आणि अविरत संघर्षातून मिळालेल्या अधिकारांची पायमल्ली ठरत आहे.

उपाय आणि शिफारशी:

१. सार्वजनिक शिक्षणासाठी गुंतवणूक:

राष्ट्रीय उत्पन्नाच्या सहा टक्के खर्च मोफत शिक्षणासह या क्षेत्रावर खर्च व्हावा. परिसरात शाळा स्थापन करण्यासाठी प्रयत्न व्हावेत. उच्च शिक्षणातील गुंतवणूक सरकारने वाढवावी आणि त्याचे व्यावसायिकीकरण थांबवावे. जेणेकरून सर्व मुलांना गुणवत्तापूर्ण शिक्षण मिळवता येईल. वाढवलेली गुंतवणूक पायाभूत सुविधांचा विकास, शिक्षक प्रशिक्षण आणि विद्यार्थ्यांची गुणवत्ता केंद्रस्थानी ठेऊन खर्च करावी.

२. खाजगी शिक्षण संस्थांचे नियमन:

ज्या ठिकाणी शासनाची शाळा वा महाविद्यालय अस्तित्वात आहे त्या ठिकाणी शासनाने खाजगी शिक्षण संस्थाना शाळा व महाविद्यालय स्थापना करण्यास परवानगी देऊ नये. शिक्षण हि नफा कमविण्याची वस्तू नसून तो हक्क आहे हे ठरवून खाजगी शिक्षण संस्थामधील फी वाढ आणि तत्सम बाबींचे नियम करावे.

३. समावेशक शिक्षण धोरण:

शासनाने तयार केलेले धोरण हे समावेशक असावे असे किमान अपेक्षित असते, मात्र राष्ट्रीय शिक्षण धोरण-२०२० याला अपवाद आहे. शिक्षण क्षेत्रात खाजगी हस्तक्षेपाला अधिकृतता देणारे हे धोरण आहे. हे धोरण बनवितांना सार्वजनिक हिताऐवजी भांडवलदारांचे हित जोपासले जाणार आहे. उदा. घायचे झाल्यास शाळा चालविणे परवडत नाही म्हणून राष्ट्रीय शैक्षणिक धोरणानुसार २० पटसंख्या असणाऱ्या १४७०० जिल्हा परिषद शाळा महाराष्ट्र शासन बंद करू पाहत आहे. त्याऐवजी काही मोजक्या ठिकाणी शाळा संकुल उभारले जाणार आहेत. त्याचा पद्धतीने उच्च शिक्षणात परदेशी विद्यापीठांचे स्वागत केल्या जात आहे. त्यामुळे शिक्षण धोरण हे सर्वसमावेशक असावे ज्यामुळे सर्व सामाजिक-आर्थिक पार्श्वभूमी येणारे तसेच अपंग व उपेक्षित समुदायांतील मुलांना गुणवत्तापूर्ण शिक्षण मिळू शकेल.

४. सार्वजनिक-खाजगी भागीदारी:

काही संदर्भामध्ये सार्वजनिक-खाजगी भागीदारी वापरून शिक्षण प्रणाली सुधारता येऊ शकते. शिक्षण क्षेत्राचे खाजगीकरण न करता भांडवलदार आणि कंपन्या यांना त्यांचे सामाजिक दायित्व म्हणून शिक्षण क्षेत्रात गुंतवणूक करण्यास बाध्य केले पाहिजे. त्यातून पायाभूत सुविधा निर्माण करणे, संसाधन पुरवणे आणि शिक्षकांचे प्रशिक्षण ही उद्दिष्टे पूर्ण केली पाहिजेत. मात्र हे करत असतांना आपण देणगी द्या आम्ही शाळा वा महाविद्यालयाला आपले नाव देतो किंवा शाळेचे वा महाविद्यालयाचे प्रशासन आपल्या हाती देतो अश्या स्वरूपाचे निर्णय घातक ठरू शकतात. शासनाने शिक्षण क्षेत्राचे हस्तांतरण न करता त्याचे प्रशासन आपल्या हाती ठेवावे.

जनतेचा शिक्षण विषयक जाहीरनामा:

आदिवासी, भटके विमुक्त, स्थलांतरित कामगारांची मुले व मुली, अल्पसंख्यांक, दिव्यांग व मतीमंद, समलैंगिक समुदाय या सर्वांचे शिक्षणाचे प्रश्न वेगवेगळे आहेत. प्रत्येक घटकाच्या विशेष गरजा लक्षात घेऊन शैक्षणिक धोरण तयार झाले पाहिजे व त्यांच्या प्रगतीसाठी आवश्यक सर्व निधी शासनाकडूनच उपलब्ध झाला पाहिजे. खाजगीकरण झाल्यास अशा प्रकारच्या उपेक्षित समुदायांचा शिक्षण हक्क डावलल्या जातो. सार्वत्रिक शिक्षणाची उद्दिष्टे पूर्ण व्हावी, सर्वांना समान, गुणवत्तापूर्ण आणि मोफत शिक्षण मिळावे यासाठी अखिल भारतीय समाजवादी शिक्षण हक्क सभा आणि शिक्षण बचाव समन्वय समिती, महाराष्ट्र राज्य सातत्याने कार्यरत आहे. शिक्षणाच्या खाजगीकरणाला विरोध करण्यासाठी आणि शिक्षण हक्कांचे संरक्षण करण्यासाठी या संघटनांनी जनतेच्या शिक्षणाचा जाहीरनामा प्रसिद्ध केला आहे. या जाहीरनाम्यातील अत्यंत महत्वाच्या मागण्या पुढील प्रमाणे आहेत;

- 1) शिक्षण ही सार्वजनिक वस्तू आहे, खासगी वस्तू नाही. तिचे क्रयवस्तूकरण थांबविण्यात यावे.
- 2) देशाच्या स्थूल उत्पन्नाच्या तुलनेत किमान ८ टक्के खर्च शिक्षणावर झालाच पाहिजे.
- 3) शिक्षण धोरणाचा गाभा हा 'समता व समान संधी' हाच असला पाहिजे.
- 4) शिक्षणाचा झिरपण्याचा सिद्धांत नाकारून शिक्षण प्रसाराची प्रक्रिया खालून वर आली पाहिजे.
- 5) शिक्षणातील सर्व प्रकारचे खासगीकरण, कंपनीकरण त्वरित थांबले पाहिजे.
- 6) शिक्षणातून संविधानिक मूल्य संक्रमित झाली पाहिजेत. शिक्षणाचे धार्मिकीकरण होता कामा नये.

प्रा. मंगेश भुताडे

- 7) शिक्षणाच्या सार्वत्रिकीकरणासाठी सार्वजनिक शिक्षण व्यवस्था बळकट केली गेली पाहिजे. (जावडेकर, २०२०)

निष्कर्ष:

प्रसिद्ध अर्थशास्त्रज्ञ कार्ल पोलिदानी यांनी १९४४ साली बाजारकेंद्री व्यवस्थेविषयी एक इशारा दिला आहे, त्याच्या मते "बाजार मुलतत्त्ववादाला मानवाच्या भवितव्याचा व त्याच्या नैसर्गिक पर्यावरणाचा एकमेव संचालक नेमणे याचे परिणाम समाज उद्ध्वस्त होण्यात होतील" (बर्धन, २००८) त्याच पद्धतीने शिक्षण क्षेत्रातील आर्थिक विषमता, वाढत्या खाजगी व स्वयः अर्थसहाय्यीत शाळा, अनुदानातील सातत्याने होत असलेली कपात, कंपन्यांना शाळा-महाविद्यालयांचे हस्तांतरण आणि भांडवलधार्जिणे नवीन शैक्षणिक धोरण इत्यादींमुळे मागास जात-वर्गीय समुहाना तसेच स्त्रियांना मोठी किंमत मोजावी लागणार आहे. असे होऊ द्यायचे नसेल तर शिक्षणाचे खाजगीकरण, क्रयवस्तूकरण आणि व्यापारीकरणाला थांबवावे लागेल. शोषणमुक्त, समताधिष्ठीत समाजनिर्मितीच्या दिशेने जाण्यासाठी सर्वांना समान, गुणवत्तापूर्ण आणि मोफत शिक्षण मिळणे आवश्यक आहे. त्यासाठी शिक्षणाच्या सार्वत्रिकीकरणाचा आणि राष्ट्रीयकरणाचा आग्रह धरावा लागणार आहे.

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समाजकार्य आणि शाश्वत विकास : आव्हाने आणि संधी

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गोष्टवारा :

शाश्वत विकास आणि समाजकार्य हे परस्परावलंबी घटक आहेत. शाश्वत विकासाच्या उद्दिष्टांच्या पूर्ततेसाठी समाजकार्य महत्त्वपूर्ण भूमिका बजावते. या संशोधन पेपरमध्ये समाजकार्य आणि शाश्वत विकास यांच्यातील संबंध, समाजकार्याची भूमिका, आव्हाने आणि संधी यांचे विश्लेषण करण्यात आले आहे. संशोधन पद्धती, गृहितके, आणि निष्कर्षांच्या आधारे, शाश्वत विकास साधण्यासाठी समाजकार्याच्या उपयोजनांची चर्चा केली आहे.

मुख्य शब्द :- समाजकार्य, शाश्वत विकास, आव्हाने, संधी, भूमिका, संशोधन पद्धती, निष्कर्ष.

प्रस्तावना :

शाश्वत विकास म्हणजे वर्तमान आणि भावी पिढ्यांच्या गरजा पूर्ण करण्यासाठी पर्यावरणीय, सामाजिक आणि आर्थिक घटकांचा संतुलित विकास होय. समाजकार्य हे सामाजिक न्याय, समानता, आणि मानवाधिकारांच्या प्रोत्साहनासाठी कार्य करते. या दोन्ही संकल्पनांचा एकत्रित अभ्यास, समाजातील समस्यांचे समाधान शोधण्यासाठी उपयुक्त ठरतो.

व्याख्या :

- **समाजकार्य :-** सामाजिक बदल, विकास, आणि सक्षमीकरणासाठी व्यावसायिक क्रियाकलापांची मालिका, ज्याद्वारे व्यक्ती, समूह, आणि समुदायांना त्यांच्या जीवनमान सुधारण्यासाठी मदत केली जाते.
- **शाश्वत विकास :-** असा विकास जो पर्यावरणीय संतुलन राखून, सामाजिक आणि आर्थिक

गरजा पूर्ण करतो, ज्यामुळे भविष्यकालीन पिढ्यांच्या गरजा धोक्यात येत नाहीत.

उद्दिष्ट्ये :

- समाजकार्य आणि शाश्वत विकास यांच्यातील संबंधांचा अभ्यास करणे.
- शाश्वत विकास साधण्यासाठी समाजकार्याच्या भूमिकेचे विश्लेषण करणे.
- समाजकार्याच्या माध्यमातून शाश्वत विकासातील आव्हाने आणि संधी ओळखणे.

गृहितके :

- समाजकार्य शाश्वत विकासाच्या उद्दिष्टांच्या पूर्ततेसाठी आवश्यक आहे.
- समाजकार्यकर्त्यांना शाश्वत विकासाच्या संकल्पनांची पूर्ण जाणीव आहे.
- समाजकार्याच्या उपयोजनांद्वारे शाश्वत विकासातील आव्हानांचा सामना करता येतो.

संशोधन पद्धती :

या संशोधनासाठी गुणात्मक आणि मात्रात्मक पद्धतींचा वापर करण्यात आला. समाजकार्यकर्त्यांच्या मुलाखती, प्रश्नावली, आणि संबंधित साहित्याचा अभ्यास करून माहिती संकलित केली. संकलित माहितीचे विश्लेषण करून निष्कर्ष काढण्यात आले.

चर्चा व विश्लेषण :

समाजकार्य आणि शाश्वत विकास यांच्यातील संबंध दृढ आहेत. समाजकार्यकर्ते विविध स्तरांवर शाश्वत विकास साधण्यासाठी कार्यरत आहेत. तथापि, काही आव्हाने देखील आहेत.

शाश्वत विकास आणि समाजकार्य यांच्यातील संबंध अधिक सखोलपणे समजून घेण्यासाठी खालील मुद्दे विचारात घेता येतील.

शाश्वत विकास ध्येये (SDGs) : संयुक्त राष्ट्रांनी २०१५ साली १७ शाश्वत विकास ध्येये निश्चित केली आहेत, ज्यात गरीबी निर्मूलन, भूक संपवणे, आरोग्य, शिक्षण, लिंग समानता, स्वच्छ पाणी, स्वच्छता, ऊर्जा, आणि पर्यावरण संरक्षण यांचा समावेश आहे.

शाश्वत विकासात समाजकार्याची भूमिका :

समाजकार्यकर्ते शाश्वत विकासाच्या उद्दिष्टांच्या पूर्ततेसाठी विविध स्तरांवर कार्य करतात.

- **सामाजिक न्याय :** वंचित आणि उपेक्षित समुदायांना मुख्य प्रवाहात आणण्यासाठी प्रयत्न.
- **पर्यावरणीय जागरूकता :** समुदायांमध्ये पर्यावरण संरक्षणाबाबत जनजागृती आणि शाश्वत जीवनशैलीचा प्रसार.

- **आर्थिक सक्षमीकरण :** स्वयंरोजगार, कौशल्य विकास, आणि उद्योजकतेद्वारे आर्थिक स्वावलंबनाची प्रोत्साहन.
- **शैक्षणिक विकास :** शिक्षणाच्या संधी वाढवून, साक्षरता आणि ज्ञानाचा प्रसार.
- **पर्यावरणीय न्याय :** समाजकार्यकर्ते पर्यावरणीय समस्यांमुळे प्रभावित समुदायांना मदत करतात आणि पर्यावरणीय न्यायासाठी प्रयत्नशील असतात. ते पर्यावरणीय धोरणांच्या अंमलबजावणीत समुदायांचा सहभाग सुनिश्चित करतात.
- **स्थानिक उपक्रम :** स्थानिक पातळीवर शाश्वत विकास साधण्यासाठी समाजकार्यकर्ते जलसंवर्धन, जैविक शेती, आणि स्वच्छ ऊर्जा उपक्रम राबवतात. उदाहरणार्थ, राळेगणसिद्धी आणि हिवरे बाजार या गावांमध्ये राबविलेल्या पाणलोट विकास योजनांद्वारे शाश्वत विकास साधला गेला आहे.
- **सामाजिक समावेशन :** समाजकार्यकर्ते वंचित समुदायांना मुख्य प्रवाहात आणण्यासाठी प्रयत्नशील असतात, ज्यामुळे सामाजिक समता आणि न्याय प्रस्थापित होतो. उदाहरणार्थ, महिलांच्या सक्षमीकरणासाठी शिक्षण आणि रोजगाराच्या संधी उपलब्ध करून देणे, ज्यामुळे त्यांचा शाश्वत विकासात सहभाग वाढतो.
- **शिक्षण आणि जनजागृती :** समाजकार्यकर्ते शिक्षणाच्या माध्यमातून लोकांमध्ये शाश्वत विकासाबद्दल जागरूकता निर्माण करतात, ज्यामुळे पर्यावरणीय संवर्धन, आरोग्य, स्वच्छता इत्यादी क्षेत्रांत सकारात्मक बदल घडतात.

- **नीतीमूल्ये आणि नेतृत्व** : समाजकार्यकर्ते व्यावसायिक नीतीमूल्ये अंगिकारून समाजाच्या तळाशी जाऊन सद्यस्थिती समजून घेतात आणि नावीन्यपूर्ण उपाययोजना करण्यासाठी प्रयत्न करतात.

समाजकार्य आणि शाश्वत विकास हे परस्परावलंबी घटक आहेत, ज्यांच्या एकत्रित प्रयत्नांमुळे समाजाच्या सर्वांगीण प्रगतीस हातभार लागतो. समाजकार्य हे समाजातील वंचित, उपेक्षित आणि दुर्बल घटकांच्या सक्षमीकरणासाठी कार्य करते, ज्यामुळे शाश्वत विकासाच्या उद्दिष्टांची पूर्तता सुलभ होते.

आव्हाने :

- **सामाजिक आणि सांस्कृतिक अडथळे** : काही प्रस्थापित सामाजिक आणि सांस्कृतिक मूल्ये शाश्वत विकासाच्या प्रक्रियेत अडथळा निर्माण करतात, ज्यामुळे समाजकार्यकर्त्यांना आव्हानांचा सामना करावा लागतो.
- **पुरेसे संसाधनांचे अभाव** : काही वेळा समाजकार्य उपक्रमांसाठी आवश्यक निधी, मनुष्यबळ आणि तांत्रिक सहाय्याची कमतरता भासते, ज्यामुळे उपक्रमांची प्रभावी अंमलबजावणी कठीण होते.
- **संसाधनांची कमतरता** : पुरेशा संसाधनांच्या अभावामुळे उपयोजनांची अंमलबजावणी कठीण होते.
- **प्रशिक्षणाची आवश्यकता** : समाजकार्यकर्त्यांना शाश्वत विकासाच्या संकल्पनां बाबत अधिक प्रशिक्षणाची गरज आहे.
- **सामाजिक समावेशन** : शाश्वत विकास साधण्यासाठी समाजातील सर्व घटकांचा समावेश आवश्यक आहे. वंचित आणि

उपेक्षित समुदायांना मुख्य प्रवाहात आणण्यासाठी समाजकार्यकर्ते महत्त्वपूर्ण भूमिका बजावतात.

- **सहकार्याची कमतरता** : विविध संस्थांमधील समन्वयाचा अभाव उपयोजनांच्या प्रभावीतेवर परिणाम करतो.
- **नीतीगत मर्यादा** : काही धोरणात्मक मर्यादांमुळे समाजकार्यकर्त्यांना त्यांच्या कार्यात अडचणी येऊ शकतात, ज्यामुळे शाश्वत विकासाच्या उद्दिष्टांची पूर्तता विलंबित होते.
- **स्थानिक स्वराज्य संस्थांची संस्थात्मक क्षमता** : स्थानिक स्वराज्य संस्थांची क्षमता वाढवण्याची गरज आहे, ज्यामुळे शाश्वत विकासाच्या उद्दिष्टांची अंमलबजावणी प्रभावीपणे होऊ शकेल.
- **प्रशिक्षणाचा अभाव** : योग्य प्रशिक्षकांचा अभाव आणि लोकप्रतिनिधींचा प्रशिक्षणास प्रतिसाद नसणे यामुळे शाश्वत विकासाच्या उपक्रमांची अंमलबजावणी कठीण होते.

संधी :

समाजकार्य आणि शाश्वत विकास या क्षेत्रांमध्ये विविध संधी उपलब्ध आहेत, ज्यांचा उपयोग करून समाजाच्या सर्वांगीण प्रगतीस हातभार लावता येऊ शकतो.

खाली काही महत्त्वाच्या संधींचा उल्लेख केला आहे.

- **निसर्गाचे संवर्धन** : निसर्गाचे संवर्धन करणे आपल्या हातात आहे हे जनतेला सांगणे लागेल, ज्यामुळे जलसंधारण आणि पर्यावरणीय शाश्वतता साधता येईल.

- **युवकांचा सहभाग** : युवकांचा कार्यशक्तीच्या रूपात विकास करून त्यांना देशाच्या शाश्वत विकासाचे साधन बनविण्याचे लक्ष्य निर्धारित करण्यात आले आहे. राज्याच्या युवा धोरणानुसार, युवकांना सामाजिक कार्यात सहभागी करून त्यांच्या नेतृत्वगुणांचा विकास करता येतो. यामुळे समाजात सकारात्मक बदल घडवून आणण्यास मदत होते.
- **पाणलोट विकास** : शाश्वत विकासात पाणलोट विकासाची भूमिका महत्त्वाची आहे, ज्यामुळे जलसंधारण आणि पर्यावरणीय शाश्वतता साधता येईल.
- **शाश्वत ग्रामीण विकास** : सामाजिक, आर्थिक, आणि पर्यावरणीय घटकांच्या समन्वयातून ग्रामीण भागात शाश्वत विकास साधता येतो. यामुळे रोजगाराच्या नवीन संधी निर्माण होतात आणि ग्रामीण अर्थव्यवस्था बळकट होते.
- **व्यवसायांची सामाजिक जबाबदारी (CSR)** : कंपन्यांच्या सामाजिक जबाबदारी उपक्रमांतर्गत समाजकार्याच्या प्रकल्पांना आर्थिक आणि तांत्रिक सहाय्य मिळू शकते, ज्यामुळे शाश्वत विकासाच्या उद्दिष्टांची पूर्तता सुलभ होते.
- **शाश्वत विकास ध्येये (SDGs)** : संयुक्त राष्ट्रांच्या शाश्वत विकास ध्येयांच्या अनुषंगाने विविध सामाजिक उपक्रम राबवून समाजाच्या विविध स्तरांवर विकास साधता येतो.
- **सामाजिक गती (Social Mobility)** : समाजातील खालच्या आर्थिक स्तरावरील लोकांच्या विकासासाठी धोरणे आखून त्यांची सामाजिक प्रगती साधता येते, ज्यामुळे गरिबी कमी होण्यास मदत होते.
- **पर्यावरण शिक्षण** : पर्यावरण शिक्षणाद्वारे शाश्वत विकासाबद्दल जनजागृती निर्माण करून पर्यावरण संवर्धन आणि शाश्वत जीवनशैलीला प्रोत्साहन देता येते.
- **सामाजिक सेवा** : समाजातील दुर्बल घटकांच्या सक्षमीकरणासाठी विविध सामाजिक सेवा उपक्रम राबवून त्यांच्या जीवनमानात सुधारणा करता येते.
- **शाश्वत विकासाची उद्दिष्टे** : शाश्वत विकासाच्या उद्दिष्टांच्या पूर्ततेसाठी विविध क्षेत्रांत उपक्रम राबवून समाजाच्या सर्वांगीण विकासाला चालना देता येते.

गृहितक पडताळणी :

1. समाजकार्य शाश्वत विकासासाठी आवश्यक आहे हे गृहितक सत्य ठरते, कारण समाजकार्यकर्ते विविध उपक्रमांद्वारे शाश्वत विकास साधण्यासाठी कार्यरत आहेत.
2. समाजकार्यकर्त्यांना शाश्वत विकासाच्या संकल्पनांची जाणीव आहे, परंतु अधिक प्रशिक्षणाची आवश्यकता आहे, हे स्पष्ट होते.
3. समाजकार्याच्या उपयोजनांद्वारे शाश्वत विकासातील आव्हानांचा सामना करता येतो, परंतु संसाधनांची कमतरता आणि समन्वयाच्या अभावामुळे काही अडचणी येतात.

निष्कर्ष :

समाजकार्य आणि शाश्वत विकास हे परस्परवलंबी आहेत. समाजकार्यकर्त्यांनी शाश्वत विकास साधण्यासाठी महत्त्वपूर्ण भूमिका बजावली आहे. तथापि, उपयोजनांच्या प्रभावी अंमलबजावणीसाठी संसाधनांची उपलब्धता, प्रशिक्षण, आणि संस्थांमधील समन्वय

वाढविणे आवश्यक आहे. यामुळे समाजकार्याच्या माध्यमातून शाश्वत विकासातील आव्हाने पार करता येतील आणि संधींचा लाभ घेता येईल.

समाजकार्य आणि शाश्वत विकास हे एकमेकांना पूरक आहेत. समाजकार्यकर्त्यांच्या प्रयत्नांमुळे शाश्वत विकासाच्या उद्दिष्टांची पूर्तता सुलभ होते, तर शाश्वत विकासाच्या माध्यमातून समाजातील वंचित घटकांचे जीवनमान उंचावते. या दोन्हींच्या समन्वयातूनच समाजाची सर्वांगीण प्रगती साधता येईल.

संदर्भ सूची :

1. शाश्वत विकास - मराठी विश्वकोश: शाश्वत विकासाची संकल्पना आणि तिची उद्दिष्टे याबद्दल माहिती.
2. शाश्वत विकास ध्येये - विकिपीडिया: संयुक्त राष्ट्रांच्या शाश्वत विकास ध्येयांची माहिती.
3. शाश्वत विकासासाठी सामाजिक समावेशन - ORF मराठी: शाश्वत विकासात सामाजिक समावेशनाचे महत्त्व.
4. संशोधन पद्धती परिचय – Research Gate: संशोधन पद्धतींबद्दल माहिती.
5. व्यावसायिक समाजकार्य – डॉ.प्राजक्ता टांकसाळे, नागपूर
6. शाश्वत विकास - विकिपीडिया: शाश्वत विकासाची विस्तृत माहिती.
7. स्वयंसेवी संस्था: सद्य:स्थिती आणि आव्हाने - आजचा सुधारक: स्वयंसेवी संस्थांच्या कार्याबद्दल माहिती.
8. सामाजिक विकासवेध - विकिस्रोत: सामाजिक विकासाबद्दल माहिती.
9. शाश्वत विकासासाठी मूल्यमापनासोबतच हवे सामाजिक उत्तरदायित्व - अॅग्रोवन: शाश्वत विकासात सामाजिक उत्तरदायित्वाचे महत्त्व.

ग्रामीण समुदायाच्या विकासांमध्ये महात्मा गांधीजींच्या विचारांचे योगदान

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सारांश:

महात्मा गांधींच्या मते, पंचायत राज व्यवस्थेच्या विकासासाठी स्थानिक संसाधनांचा वापर अत्यंत मूलभूत आहे. ग्रामसभांसह पंचायती अशा प्रकारे संघटित असाव्यात की कृषी आणि औद्योगिक क्षेत्रातील विकासासाठी स्थानिक पातळीवर उपलब्ध संसाधने ओळखता येतील. किमान विहित पात्रता असलेल्या प्रौढ ग्रामस्थांनी दरवर्षी निवडलेल्या ग्रामपंचायती, स्त्री-पुरुष, गावचे शासन चालवतील. आदर्श गाव घडविण्याचे काम भारताला एक आदर्श देश बनविण्या इतकेच कठीण आहे परंतु जर एखाद्याला एक आदर्श गाव निर्माण करता आले तर त्याने केवळ एक नमुनाच दिला असेल. संपूर्ण देश पण कदाचित संपूर्ण जगासाठी. याहून अधिक साधकाची इच्छा असू शकत नाही.

गांधीजींनी स्पष्ट केले की आर्थिक किंवा राजकीय सत्तेचे केंद्रीकरण सहभागी लोकशाहीच्या सर्व आवश्यक तत्वांचे आणि त्याद्वारे स्वराज्याचे उल्लंघन करेल. विकेंद्रीकरणाला चालना देण्यासाठी गांधीजींनी ग्रामीण प्रजासत्ताकांची संस्था समांतर राजकारणाची संस्था आणि आर्थिक स्वायत्ततेची एकक म्हणून सुचवली. गाव हे विकेंद्रीकृत व्यवस्थेचे सर्वात खालचे एकक असल्याने, प्रत्येकाला निर्णय प्रक्रियेत थेट सहभागी होण्याची परवानगी देण्यासाठी राजकीयदृष्ट्या गाव इतके लहान असले पाहिजे. ही सहभागी लोकशाहीची मूलभूत संस्था आहे. पंचायत राज ही सुशासनाची व्यवस्था आणि प्रक्रिया आहे.

कि वर्ड्स : ग्रामीण विकास, ग्रामीण नेतृत्व, पंचायत राज व्यवस्था

प्रस्तावना :

भारतातील ७० टक्के जनता ही खेड्यात वास्तव्य करते. महात्मा गांधींनी म्हटले आहे की, भारताचा विकास करायचा असेल तर खेड्यांचा विकास होणे अत्यंत आवश्यक आहे. भारत आपल्या खेड्यांमध्ये राहतो, आणि चांगल्या मानवी विकासासाठी आहे आणि नसलेले यातील अंतर कमी करायचे असेल तर गावांचा विकास महत्त्वाचा ठरेल. मानव विकास अहवाल २०१४ मध्ये, संपूर्ण मानव विकास निर्देशांक आणि लिंग विकास निर्देशांक या दोन्हीसाठी भारत १३५ व्या स्थानावर आहे, जो संयुक्त राष्ट्रांनी 'मध्यम मानव विकास' म्हणून वर्गीकृत केला आहे.

ग्रामीण लोकसंख्येमध्ये आरोग्य आणि विकासाच्या प्रगतीच्या बाबतीत लक्षणीय असमानता

आहे. ज्या राज्यांमध्ये चांगली कामगिरी होत आहे, त्यात असे काही पॉकेट्स राहिले आहेत जिथे स्वातंत्र्यानंतर फारसा बदल झालेला नाही. ही विषमता प्रत्येक उत्तीर्ण वर्षात आणखीनच बिघडत जाते, आरोग्य हा विषमतेचा एक प्रमुख निर्धारक आहे. भारतात, आरोग्यसेवेसाठी पैसे देणे हे गरीब आणि अगदी मध्यमवर्गीयांसाठी गरीबीचे प्रमुख स्रोत बनले आहे.

२०११ च्या जनगणनेनुसार, केवळ ३२.७ टक्के ग्रामीण कुटुंबांना शौचालये उपलब्ध आहेत. उघड्यावर शौचास जाणाऱ्या लोकांची संख्या जगात सर्वाधिक आहे. लोकसंख्येच्या मानवी विकासावर परिणाम करणाऱ्या विविध सामाजिक निर्धारकांना संबोधित करून, प्रतिमान बदल घडवून आणण्यासाठी धोरण आणि प्रक्रिया विकसित करणे हे एक आव्हान राहिले

आहे. ग्रामीण भारतीय लोकसंख्येच्या सुधारणेसाठी आणि एक आदर्श गावाचे गांधीवादी स्वप्न साकार करण्यासाठी या दोन्ही मोहिमा व्यावहारिकरित्या एकत्रित केल्या जाऊ शकतात.

ग्रामविकासाची गांधीवादी संकल्पना :

स्वराज हा शब्द एक पवित्र शब्द आहे, एक वैदिक शब्द आहे, ज्याचा अर्थ स्व-शासन आणि आत्मसंयम आहे, आणि सर्व संयमांपासून स्वातंत्र्य नाही ज्याचा अर्थ ष्वातंत्र्य असा होतो. खरे स्वराज्य काही मोजक्या लोकांनी अधिकार संपादन केल्याने नाही तर अधिकाराचा गैरवापर झाल्यावर प्रतिकार करण्याची क्षमता सर्वांनी संपादन केल्याने येईल. दुसऱ्या शब्दांत, स्वराज्य हे जनतेला त्यांच्या अधिकाराचे नियमन आणि नियंत्रण करण्याच्या क्षमतेची जाणीव करून देऊन प्राप्त करायचे आहे. आदर्श गाव किंवा ग्रामस्वराज्याची गांधीवादी दृष्टी म्हणजे ते एक पूर्ण प्रजासत्ताक आहे, स्वतःच्या इच्छेसाठी शेजारांपासून स्वतंत्र आहे आणि तरीही इतर अनेकांसाठी परस्परवलंबी आहे ज्यात अवलंबित्व आवश्यक आहे.

गांधीजींच्या मते आदर्श गाव :

एक आदर्श भारतीय गाव तयार केले जाईल जेणेकरून स्वतःला परिपूर्ण स्वच्छता प्रदान करता येईल. त्यात पुरेसा प्रकाश आणि वायुवीजन असलेल्या काँटेज असतील ज्यामध्ये पाच मैलांच्या त्रिज्येमध्ये मिळू शकणाऱ्या साहित्याचा वापर केला जाईल. गावातील गल्ल्या आणि गल्ल्या सर्व टाळता येण्याजोग्या धुळीपासून मुक्त असतील. त्यात गरजेनुसार विहिरी असतील आणि सर्वांना प्रवेश मिळेल. त्यात सर्वांसाठी प्रार्थनास्थळे असतील, एक सामायिक बैठकीचे ठिकाण, गुरे चरण्यासाठी एक गाव, सहकारी दुग्धशाळा, प्राथमिक आणि माध्यमिक शाळा ज्यात औद्योगिक शिक्षण केंद्रस्थानी असेल आणि स्थायिक करण्यासाठी पंचायती असतील. ते स्वतःचे धान्य, भाजीपाला आणि फळे आणि स्वतःची खादी तयार करेल. ही साधारणपणे एक

आदर्श गावाची माझी कल्पना आहे. मला खात्री आहे की गावकरी, सुजाण मार्गदर्शनाखाली, वैयक्तिक उत्पन्नापेक्षा वेगळे करून गावाचे उत्पन्न दुप्पट करू शकतात. आमच्या खेड्यांमध्ये अशी अखर्चित संसाधने आहेत जी प्रत्येक बाबतीत व्यावसायिक कारणांसाठी नसून जवळपास प्रत्येक बाबतीत स्थानिक हेतूसाठी नक्कीच आहेत. माझ्या आदर्श गावात बुद्धिमान माणसे असतील. ते प्राणी म्हणून घाणीत आणि अंधारात राहणार नाहीत. पुरुष आणि स्त्रिया मुक्त असतील आणि जगातील कोणाच्याही विरुद्ध स्वतःला धरून ठेवण्यास सक्षम असतील.

ग्रामपंचायतीची भूमिका :

गांधीजींनी स्पष्ट केले की आर्थिक किंवा राजकीय सत्तेचे केंद्रीकरण सहभागी लोकशाहीच्या सर्व आवश्यक तत्वांचे आणि त्याद्वारे स्वराज्याचे उल्लंघन करेल. विकेंद्रीकरणाला चालना देण्यासाठी गांधीजींनी ग्रामीण प्रजासत्ताकांची संस्था समांतर राजकारणाची संस्था आणि आर्थिक स्वायत्ततेची एकक म्हणून सुचवली. गाव हे विकेंद्रीकृत व्यवस्थेचे सर्वात खालचे एकक असल्याने, प्रत्येकाला निर्णय प्रक्रियेत थेट सहभागी होण्याची परवानगी देण्यासाठी राजकीयदृष्ट्या गाव इतके लहान असले पाहिजे. ही सहभागी लोकशाहीची मूलभूत संस्था आहे.

पंचायत राज ही सुशासनाची व्यवस्था आणि प्रक्रिया आहे. पंचायती राज मंत्रालयाने पारदर्शक मागिने गावांच्या नियोजित आर्थिक आणि सामाजिक विकासाला चालना देण्यासाठी ग्रामसभाना एक दोलायमान मंच बनवण्यासाठी विशिष्ट मार्गदर्शक तत्वे जारी केली आहेत. हे गरीब, महिला आणि उपेक्षितांसह सर्व नागरिकांना ग्रामपंचायतीच्या प्रस्तावांवर चर्चा आणि टीका, मंजूर किंवा नाकारण्याची आणि त्यांच्या कामगिरीचे मूल्यांकन करण्यासाठी समान संधी देते.

महात्मा गांधींच्या मते, पंचायत राज व्यवस्थेच्या विकासासाठी स्थानिक संसाधनांचा वापर अत्यंत मूलभूत आहे. ग्रामसभांसह पंचायती अशा प्रकारे संघटित

असाव्यात की कृषी आणि औद्योगिक क्षेत्रातील विकासासाठी स्थानिक पातळीवर उपलब्ध संसाधने ओळखता येतील. किमान विहित पात्रता असलेल्या प्रौढ ग्रामस्थांनी दरवर्षी निवडलेल्या ग्रामपंचायती, स्त्री-पुरुष, गावचे शासन चालवतील.

गांधीजींनी गावातील कामगारांच्या मार्गदर्शनासाठी खालील नियम मांडले

१. प्रथमतः पंचायतीची निवड ढोल-ताशांच्या तालावर जाहीर सभेने केली पाहिजे
२. तहसील समितीने त्याची शिफारस करावी
३. अशा पंचायतीला गुन्हेगारी अधिकार क्षेत्र नसावे
४. पक्षकारांनी त्यांचे विवाद पंचायतीकडे पाठविल्यास ते दिवाणी खटले चालवू शकतात
५. कोणतीही बाब पंचायतीकडे पाठवण्याची कोणावरही सक्ती करू नये
६. नागरी आदेशामागील एकमेव मंजूरी म्हणजे तिचा नैतिक अधिकार, कठोर निःपक्षपातीपणा आणि संबंधित पक्षांची स्वेच्छेने आज्ञाधारकता.
७. तूर्तास कोणताही सामाजिक किंवा इतर बहिष्कार नसावाय
८. प्रत्येक पंचायतीने गावातील मुला-मुलींचे शिक्षण, स्वच्छता, वैद्यकीय गरजा, गावातील विहिरींची देखभाल आणि लोकांच्या दैनंदिन गरजा पूर्ण करण्यासाठी उपस्थित राहणे अपेक्षित.

ग्राम स्वराज आणि पंचायत राज व्यवस्थेचे गांधीवादी विचार निर्णय घेण्याच्या प्रक्रियेत आणि सार्वजनिक धोरण तयार करण्याच्या प्रक्रियेत सर्व भागधारकांचा समावेश करून अत्यंत आवश्यक असलेल्या सामाजिक आणि राजकीय बदलाची सुरुवात करण्याचे साधन बनू शकतात. गांधींनी म्हटल्याप्रमाणे, 'पंचायत राज हे खरे लोकशाहीचे प्रतिनिधित्व करते. आम्ही सर्वात नम्र आणि सर्वात खालच्या भारतीयाला भूमीतील सर्वात उंच असलेले भारताचे शासक मानू.'

प्रा. संतोष एस. आडे

म्हणून ज्यांच्यासाठी ग्रामस्वराज्य हे लोकांच्या सक्षमीकरणासाठी आणि सहभागी लोकशाहीसाठी एक स्वप्न राहिले आहे त्यांच्याकडून एकत्रित, पद्धतशीर आणि सातत्यपूर्ण प्रयत्नांची गरज आहे.

आदर्श ग्रामसाठी प्रतिकृती:

सामुदायिक विकासाच्या संदर्भात, मुख्य तत्त्व हे होते की आरोग्य समस्यांना समुदाय विकासापासून पूर्णपणे वेगळे करता येत नाही. अशाप्रकारे, क्षमता वाढीवर लक्ष केंद्रित केले गेले ज्यामध्ये व्यावसायिक प्रशिक्षण, उत्पन्न निर्मिती क्रियाकलापांसाठी प्रशिक्षण आणि स्थानिक पातळीवर उपलब्ध संसाधनांचा वापर यांचा समावेश होता. बचत गटांच्या निर्मितीवर देखील लक्ष केंद्रित केले गेले जे बँकांशी जोडले गेले आणि उत्पन्न निर्मिती क्रियाकलाप सुरू करण्यास प्रोत्साहित केले. हस्तक्षेपानंतर, बालमृत्यू दर आणि माता मृत्यूमध्ये घट झाली,

ग्राम विकासात ग्राम आरोग्य पोषण आणि स्वच्छता समितीची भूमिका:

समुदायीकरणासाठी राष्ट्रीय ग्रामीण आरोग्य अभियानाच्या दृष्टिकोनापैकी एक म्हणजे रचना. समितीने गावपातळीवर आरोग्य आणि सामाजिक निर्धारकांशी संबंधित समस्यांवर एकत्रितपणे काम करणे अपेक्षित आहे. विकेंद्रित आरोग्य नियोजनाच्या प्रक्रियेस समर्थन देण्यासाठी समितीने आरोग्य जागरूकता सुधारण्यासाठी आणि आरोग्य सेवांमध्ये प्रवेश, विशिष्ट स्थानिक गरजा पूर्ण करण्यासाठी आणि समुदाय आधारित नियोजन आणि देखरेखीसाठी एक यंत्रणा म्हणून काम करण्यासाठी व्यासपीठ प्रदान करण्यासाठी नेतृत्वाची भूमिका बजावण्याची कल्पना केली आहे. समिती ग्रामपंचायतीच्या सर्वांगीण देखरेखीखाली काम करते.

समिती प्रत्येक महसुली गावपातळीवर स्थापन केली जाते आणि पंचायतीचे निवडून आलेले सदस्य, सहाय्यक परिचारिका मिडवाइफ, अंगणवाडी सेविका, शिक्षक, सामुदायिक आरोग्य स्वयंसेविका आणि

मान्यताप्राप्त सामाजिक आरोग्य कार्यकर्ते यांच्या प्रतिनिधींसह किमान १५ सदस्य असावेत.

राष्ट्रीय ग्रामीण आरोग्य अभियानची उद्दिष्टे :

- आरोग्य कार्यक्रम आणि सरकारी उपक्रमांची माहिती समाजाला मिळण्यासाठी आणि या कार्यक्रमांच्या नियोजन आणि अंमलबजावणीमध्ये सहभागी होण्यासाठी संस्थात्मक यंत्रणा उपलब्ध करून देणे, ज्यामुळे चांगले परिणाम मिळतील.
- सामाजिक निर्धारक आणि आरोग्याशी प्रत्यक्ष किंवा अप्रत्यक्षपणे संबंधित सर्व सार्वजनिक सेवांवर एकत्रित कारवाईसाठी व्यासपीठ प्रदान करणे.
- आरोग्याच्या गरजा, अनुभव आणि आरोग्य सेवांच्या प्रवेशाबाबत समस्या मांडण्यासाठी समाजासाठी संस्थात्मक यंत्रणा प्रदान करणे, जेणेकरून स्थानिक सरकार आणि सार्वजनिक आरोग्य सेवा प्रदात्यांच्या संस्था दखल घेऊ शकतील आणि योग्य प्रतिसाद देऊ शकतील.
- पंचायतींना आरोग्य आणि इतर सार्वजनिक सेवांच्या प्रशासनामध्ये त्यांची भूमिका बजावण्यासाठी आवश्यक असलेल्या समज आणि यंत्रणांसह सक्षम करणे आणि त्यांच्या नेतृत्वाद्वारे समुदायांना गावातील आरोग्याची स्थिती चांगली होण्यासाठी सामूहिक कृती करण्यास सक्षम करणे.
- सामुदायिक आरोग्य कर्मचार्यांना समर्थन आणि सुविधा प्रदान करण्यासाठी — आशा आणि इतर आघाडीवर आरोग्य सेवा प्रदाते ज्यांना समुदायाशी संवाद साधावा लागेल आणि सेवा प्रदान कराव्या लागतील.

एकात्मिक दृष्टीकोन काळाची गरज:

समाज, सरकारी आणि इतर विकास संस्थांद्वारे प्रभावी संबंधांद्वारे गावकर्यांच्या सामाजिक आर्थिक आणि आरोग्याची स्थिती सुधारून त्यांच्या जीवनात सर्वांगीण **प्रा. संतोष एस. आडे**

बदल घडवून आणणे ही काळाची गरज आहे. ग्राम विकास समितीने स्थानिक संस्थाध्वजन्सीच्या तांत्रिक मार्गदर्शनासह एकात्मिक ग्राम विकास आराखडा तयार करावा.

गावांचा सर्वांगीण विकास घडवून आणण्यासाठी समाजावर आधारित संघटना महत्त्वाची ठरेल. सर्वात महत्त्वाचे म्हणजे, समुदायांनी प्रक्रियेवर नियंत्रण ठेवणे आवश्यक आहे. शाश्वत आणि न्याय्य विकासासाठी योग्य पर्यायांच्या श्रेणीतून माहितीपूर्ण निवडी करण्यासाठी समुदायांमध्ये आत्मविश्वास आणि सक्षमता असणे हे अंतिम ध्येय आहे.

शाश्वत विकास सुनिश्चित करायचा असेल आणि ग्रामस्वराज्याचे गांधीवादी स्वप्न साकार करायचे असेल तर समाजाची आणि कुटुंबाची क्षमता निर्माण करणे महत्त्वाचे ठरेल. भारतातील पंचायती राज व्यवस्थेची तीन विभागांमध्ये विभागणी करण्यात आली आहे ज्यात गाव पातळीवर ग्रामपंचायत, मध्यवर्ती स्तरावर ब्लॉक पंचायत किंवा पंचायत समिती आणि जिल्हा स्तरावर जिल्हा पंचायत यांचा समावेश आहे.

भारताच्या राजकीय व्यवस्थेचा पाया म्हणून महात्मा गांधींनी पंचायती राज, एक विकेंद्रित शासन पद्धतीचा पुरस्कार केला, जिथे प्रत्येक गाव स्वतःच्या कारभारासाठी जबाबदार आहे. अशा दृष्टीकोनाचा शब्द ग्रामस्वराज ("ग्रामस्वराज्य") होता. २४ एप्रिल २०१० रोजी राष्ट्रीय पंचायती राज दिवस लागू झाला. ७३व्या दुरुस्ती कायदा १९९२ नुसार, तळागाळातील सत्तेचे विकेंद्रीकरण झाले आणि पंचायती राज म्हणून ओळखल्या जाणाऱ्या संस्थेचा पाया रचला गेला. त्यामुळे पंचायती राज मंत्रालय हा राष्ट्रीय पंचायती राज दिवस मानतो.

७३ वी घटना दुरुस्ती:

नाईक समितीच्या शिफारशीनुसार १९६१ च्या महाराष्ट्र जिल्हा परिषद व पंचायत समिती कायद्याप्रमाणे महाराष्ट्रात १ मे १९६२ पासून पंचायत राज सुरू झाले. त्यानंतर जिल्हा परिषदा व पंचायत समिती आणि

ग्रामपंचायतीचे मूल्यांकन करण्यासाठी १९७० मध्ये श्री बोंगीरवार यांच्या अध्यक्षतेखाली मूल्यमापन समिती नेमण्यात आली.

बोंगीरवार समितीने केलेल्या शिफारशीनुसार १९७२ मध्ये प्रत्येक जिल्ह्यात जिल्हा नियोजन व विकास मंडळ स्थापन करण्यात आले. त्यानंतर १९८४ मध्ये प्रा. पी.बी.पाटील यांच्या अध्यक्षतेखाली महाराष्ट्र राज्य शासनाने पंचायत राज मूल्यमापन समिती नियुक्त केली. या समितीने काही शिफारशी सुचविल्या.

भारतीय घटनेतील ४०व्या कलमात देशाच्या विकासात गावच्या विकासाला फार मोठे महत्त्व आहे. गावाचा विकास करण्यासाठी ग्रामपंचायती स्थापन कराव्या असे सुचविले आहे. ग्रामपंचायत स्वायत्त संस्था म्हणून काम करू शकतील इतक्या बळकट असाव्या असेही घटनेत नमूद केले आहे.

संशोधनाचे उद्देश :

- १) ग्रामपंचायत सदस्यांच्या ग्रामीण विकासात महात्मा गांधीजींच्या योगदानाविषयी मतांचा अभ्यास करणे
- २) प्रशासनामध्ये त्यांची भूमिका बजावण्यासाठी आवश्यक नेतृत्वाद्वारे समुदायांना गावातील आरोग्याची स्थिती चांगली होण्यासाठी सामूहिक कृती याविषयी ग्रामपंचायत सदस्यांचे मत अभ्यासणे

संशोधन आराखडा व नमुना निवड पध्दती :

प्रस्तुत संशोधन करतांना वर्णणात्मक संशोधन आराखडयाचा वापर करण्यात आलेला असून नमुना आकार निवडतांना गैरसंभाव्यता नमुना निवड पध्दतीमधील सहेतूक नमुना या पध्दतीचा वापर करून जिवती तालुक्यातील ७० ग्रामपंचायत सदस्यांचे मत अभ्यासण्यात आलेले आहे.

निष्कर्ष :

बहुतांश उत्तरदात्यांच्या मते, गावात उच्च दर्जाची स्वच्छता असावी — उघड्यावर शौच करू नये,

प्रा. संतोष एस. आडे

सर्व घरांमध्ये स्वच्छतागृहे असावीत आणि त्यांचा वापर करावा. नाले तुंबू नयेत आणि कचऱ्याची कार्यक्षम विल्हेवाट लावण्याची व्यवस्था असावी. गावाने निर्मल ग्राम पुरस्कार मानदंड पूर्ण केले पाहिजेत. बहुतांश उत्तरदात्यांच्या मते, झाडे लावून पर्यावरणाची काळजी घेतली पाहिजे, पाण्याची साठवण केली पाहिजे आणि पाण्याच्या साठ्याची देखभाल केली पाहिजे, एलपीजी किंवा धुरविरहित चुलींचा वापर केला पाहिजे, कचरा विल्हेवाटीवर लक्ष केंद्रित केले पाहिजे. बहुतांश उत्तरदात्यांच्या मते, अंगणवाडी केंद्र आणि योग्य स्तराच्या शाळा असाव्यात. बहुतांश उत्तरदात्यांच्या मते, गावात अंगणवाडी, शाळा, आरोग्य केंद्र, पंचायत आणि कम्युनिटी हॉलसाठी इमारत असावी.

बहुतांश उत्तरदात्यांच्या मते, गावात खेळ आणि इतर शारीरिक हालचालींसाठी पुरेशी सुविधा असावी. ०—६ वयोगटातील सर्व मुलांची नोंदणी झाली पाहिजे आणि अंगणवाडीत नियमितपणे हजर राहावे याची खात्री करा. त्याचप्रमाणे, ६—१४ वर्षे वयोगटातील सर्व मुलांनी नोंदणी केली पाहिजे आणि नियमितपणे शाळेत जावे. बहुतांश उत्तरदात्यांच्या मते, सर्व प्रौढ किमान कार्यक्षमपणे साक्षर असले पाहिजेत आणि त्यांना सतत शिक्षणासाठी सुविधा मिळायला हव्यात. बहुतांश उत्तरदात्यांच्या मते, प्राथमिक आरोग्य सेवा आणि पुनरुत्पादक बाल आरोग्य (ल्भ) सुविधांमध्ये सर्वांसाठी प्रवेश (मातांसाठी योग्य प्रसूतीपूर्व आणि प्रसवोत्तर काळजीमुलांचे संपूर्ण लसीकरण आणि लहान कुटुंबाच्या नियमांचे पालन करणे आवश्यक आहे. बहुतांश उत्तरदात्यांच्या मते, बहुतांश उत्तरदात्यांच्या मते, स्त्रिया, मुले, ज्येष्ठ नागरिक आणि अपंग व्यक्तींची समाजातील नातेसंबंध मजबूत करून त्यांची विशेष काळजी घेतली जाते.

उपाययोजना:

१. सर्व रहिवाशांना पुरेशी घरे असावीत आणि एकही बेघर कुटुंब नसावे.

२. गावाचा जवळच्या प्रमुख रस्त्याशी सर्व—हवामान रस्त्याने चांगला संपर्क आहे याची खात्री करा.
३. सर्व घरांचे विद्युतीकरण करावे.
४. गावात स्वच्छ अंतर्गत रस्ते, पुरेशा पथदिव्याची व्यवस्था असावी.
५. गावात दळणवळणाच्या पुरेशा सुविधा, जसे की पोस्ट ऑफिस, दूरध्वनी असावेते
६. वाजवी किमतीचे दुकान आणि कम्युनिटी फार्मसी ठेवा.
७. गावातील सभांसाठी कम्युनिटी हॉलची तरतूद असलेले पंचायत घर किंवा पंचायत कार्यालय असावे.
८. पक्के रस्ते पक्के झाकलेले नाले तयार करावेत.

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समुदाय प्रतिबद्धता आणि सामुदायिक संलग्नता

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सारांश :

भारत हा खेड्यांचा देश आहे त्यामध्ये अनेक धर्म-पंथ समुदाय आहेत. त्यांच्या समस्या व गरजा सुद्धा आपआपल्या पद्धतीने भरपूर आहेत. त्यांचा विकास हा प्रगतीची मूलभूत गरज असल्याने त्यांच्यापर्यंत पोहोचणे प्राथमिक विकासाची पायरी आहे. समाजातील तळागाळातील लोकांपर्यंत पोहोचणे आणि त्यांच्या समस्या जाणून घेणे, त्यांचा अभ्यास करणे व त्यांचा विकासात्मक विचार करून विकासात्मक आराखडा तयार करणे, यालाच समुदाय प्रतिबद्धता म्हणता येईल. समुदायाच्या सर्वात मूलभूत स्तरावर सामुदायिक सहभागीता राजकीय आणि गैर राजकीय अशा दोन्ही मार्गांनी समुदायातील जीवनाचा दर्जा सुधारण्यासाठी प्रयत्नशील आहे. सामुदायिक सहभागाला सामान्यता नागरी प्रतिबद्धता किंवा सार्वजनिक सहभाग म्हणून संबोधले जाते. एखाद्या समुदायांमध्ये सकारात्मक बदल घडवून आणण्याच्या संदर्भात ज्ञान, कौशल्य, मूल्य, आणि प्रेरणा एकत्र करून कृतीतून प्रकट केला जातात आणि सर्व सहभागाने कार्याला सुरुवात करतात.

पेपर परिचय :

“सामुदायिक प्रतिबंधता म्हणजे काय ?” याचे उत्तर सक्रियता, स्वयंसेवक कार्य, समुदाय बागकाम, शिकवणी, रक्तदान, पर्यावरणवाद आणि इतर पुनर्वसनात्मक सामुदायिक सहभागाचे अमर्याद प्रकार आहेत. त्यातील काही खालील प्रमाणे

- ❖ शाळेच्या मंडळामधील बैठकीला उपस्थित राहणे.
- ❖ समुदायामध्ये समर्थन गट तयार करणे.
- ❖ टाऊन हॉल व सिटी कौन्सिलच्या सभामध्ये सहभागी होणे.
- ❖ वंचित घटकांना सहकार्य करणे.
- ❖ सामुदायिक उद्यानाची देखभाल करणे.
- ❖ स्थानिक लोकांमध्ये सहभाग व सहकार्य करणे.
- ❖ स्थानिक शेतकरी बाजार उभारण्यास मदत करणे.
- ❖ मागास व गरजू लोकांना आवश्यक स्थितित मदत करणे.

- ❖ गरजू लोकांकरिता विधिवत सल्ला मार्गदर्शन करणे.
- ❖ स्थानिक स्तरावर फुड बँक, पाणी निवारा किंवा बेघर-निवारा येथे स्वयंसेवा करणे. इत्यादी सहभागाच्या माध्यमातून समुदाय संलग्नतेतून सहकार्य करता येऊ शकते.

संशोधनाची उद्दिष्टे :

- १) समुदाय प्रतिबद्धता व संलग्नता समजून घेणे.
- २) समुदायातील जीवनमान व दर्जा सुधारण्यास मदत करणे.
- ३) राजकीय व गैर राजकीय तसेच संस्थात्मक दृष्टिकोनातून समुदायाचा विकास मूलभूत स्तरावर करण्याचा प्रयत्न करणे.

संशोधनाचे गृहितके:

- १) समुदाय संलग्नता व प्रतिबद्धता समुदाय सहभागावर अवलंबून आहे.
- २) समुदायाचे जीवनमान व दर्जा सुधारण्यास संलग्नता व सहभाग यांचा जवळचा संबंध आहे.
- ३) संस्थात्मक, राजकीय व गैर राजकीय जबाबदारी व कर्तव्य समुदाय संलग्नतेतून सकारात्मक बदल घडवून आणू शकतात.

अन्वेषणात्मक किंवा परिचयात्मक संशोधन आराखडा:

प्रस्तुत आराखडा समुदाय प्रतिबद्धता व संलग्नता या संशोधन विषयाला वापरण्याचे कारण म्हणजे समुदायाच्या मूलभूत स्तरावर सामुदायिक सहभागीता ही संस्थात्मक व राजकीय आणि गैर राजकीय अशा मार्गांनी समुदायातील जीवनमान सुधारण्यासाठी प्रयत्नशील असतो. एखाद्या समुदायांमध्ये सकारात्मक बदल घडवून आणण्याच्या इच्छेचा ज्ञान, कौशल्य, मूल्य आणि प्रेरणा यांचा एकत्रितून व कृतीतून अपेक्षित असते. जेव्हा समुदाय सहभाग व प्रतिबद्धता आणि संलग्नता या विषयावर चर्चा केली जाते, तेव्हा निश्चितच बदल हा त्यामागचा मोठा उद्देश असतो. अन्वेषणात्मक आराखड्याचा वापर हा समुदाय विकास व परिवर्तन कसे करावे, सुधारणा कशा कराव्यात, त्याकरिता कोणकोणत्या प्रक्रियेमधून जावे लागेल, कोणकोणत्या सकारात्मक बदलचा वापर करावा लागेल, शासकीय व राजकीय आणि गैर राजकीय यांचे सहकार्य कसे घेता येईल, याचा कौशल्य व ज्ञानाच्या दृष्टिकोनातून परिचय होतो.

एकंदरीत समुदाय संलग्नता व समुदाय प्रतिबद्धता हा समुदाय विकास या क्षेत्राशी संबंधित असून लोकसहभाग सुद्धा तितकाच महत्त्वाचा आहे. म्हणून समुदायातील विकासाच्या घटकांचा परिचय व्हावा म्हणून अन्वेषणात्मक आराखडा प्रस्तुत संशोधन पेपर मध्ये वापरण्यात आलेला आहे

तथ्य संकलन:

प्रस्तुत संशोधन पेपर करिता संकलन तथ्ये करण्याकरिता संशोधन पेपर, पुस्तके व वेबसाईट व शासकीय दस्तावेजांचा वापर करण्यात आलेला आहे

समुदाय प्रतिबद्धतेचे महत्त्व:

समुदाय प्रतिबद्धता विकासाच्या दृष्टिकोनातून का महत्त्वाची आहे. हे समजून घेणे देखील आवश्यक आहे. किंबहुना उच्च दर्जाचे जीवनमान असलेले समुदाय हे अधोरेखांकित करतात की सामुदायिक प्रतिबंधता कशामुळे महत्त्वाची आहे.

समुदाय संलग्नता आणि प्रतिबद्धता या रहिवासी प्रतिबंधितेद्वारे एकसंघ समुदाय तयार आणि टिकवून ठेवू शकतात आणि स्थानिक शासनाला त्याच्या गरजा माहीत असल्याने त्या पूर्ण करण्यास मदत करतात. त्या व्यक्तीरिक्त समुदायातील सहभागामुळे समाजातील वंचित किंवा कमी सेवा असलेल्या सदस्यासाठी सुधारित परिणाम होऊ शकतात आणि हे सामाजिक परिवर्तनातील एक प्रेरक घटक असल्याने समुदाय प्रतिबद्धता महत्त्वाची असते. स्थानिक शासन आणि सामुदायिक संलग्नता मूलभूत आहे. कारण त्यामुळे रहिवाशांच्या जीवनाची गुणवत्ता वाढविणारे आणि एकूणच प्रशासकीय सहकार्य आणि सुधारणा यांचे एका समुदायाला असंख्य फायदे आहे. ते खालील प्रमाणे

लोकशाहीचे बळकटीकरण करण्यात:

सक्रिय सामुदायिक सहभाग हे सुनिश्चित करते की निर्णय प्रक्रियेत रहिवाशांचा आवाज आणि समस्या ऐकल्या जातात. त्यामुळे लोकशाही शासन बळकट होते व त्यामध्ये लोकांचे सहकार्य आणि विश्वास हा महत्त्वाचा असल्याने निर्णय घेण्यास अडचणी येत नाही.

सेवा वितरणात वाढ करणे :

समुदायाप्रती स्नेहभावना व आपलेपणा असल्याने सेवाभावी दृष्टिकोनातून मौल्यवान कार्य शासन संस्था आणि गैरसरकारी संस्था करतात सेवेमार्फत स्थानिक शासन जनतेला समुदायाला मदत करतात रहिवाशांच्या विशिष्ट गरजा आणि प्राधान्य समजून घेणे

अधिक लक्षित आणि प्रभावी असतात त्या लोकांना सेवाकाळात अनुभूती देतात व ज्यामुळे उच्च आणि चांगल्या प्रतीचे परिणाम होतात.



स्रोत : ऑस्ट्रेलिया सरकार के स्थायित्व आ पर्यावरण विभाग



सामाजिक सामंज्यस्य वाढविणे:

समुदाय प्रतिबद्धता उपक्रम मजबूत, एकसंघ समुदाय तयार करण्यास मदत करतात. इथे रहिवासी एकमेकांना जोडलेले आणि समर्पित वाटतात. समुदायाची ही भावना सामाजिक व भावनिक सहकार्य वाढवू शकते आणि परस्पर मदत व समूह जबाबदारीची भावना वाढविण्यास मदत होते.

शाश्वत विकासाला चालना देणे:

जेव्हा रहिवासी नियोजन आणि विकास प्रक्रियेत गुंतलेले असतात तेव्हा स्थानिक शासन अधिक शाश्वत आणि सर्वसमावेशक धोरण तयार करू शकतात. पर्यावरण संवर्धन आणि विकास आणि सामाजिक कल्याण या प्रोत्साहन देणाऱ्या उपक्रमामध्ये गुंतलेले

समुदाय समर्थन आणि सहभागी होण्याची अधिक शक्यता असते.

लवचिकता निर्माण करणे:

समुदायासोबत सक्रिय कार्य करताना संकटे आणि आव्हाने हाताळण्यासाठी लवचिकता असणे गरजेचे आहे. नैसर्गिक आपत्ती, आर्थिक मंदी किंवा सार्वजनिक आरोग्य आणिबाणीला प्रतिसाद देत असले तरी लोकांसोबत संयम भाव प्रेमळपणाने कार्य करण्याने लवचिकता निर्माण होते त्यामध्ये समुदायातील लोकांना एकत्र करून प्रभावीपणे कार्यकर्ता येऊ शकते.

रहिवाशांचे सक्षमीकरण:

समुदायात प्रतिबद्धता ही रहिवाशांना स्थानिक प्रशासनात भाग देऊन त्यांना सक्षम बनवते. या सशक्तीकरणामुळे अधिक नागरी अभिमान, उच्च स्तरातील स्वयंसेवा या वृत्तीने उत्साही आणि सक्रिय नागरिक बनतात व त्यांचे सक्षमीकरण साधल्या जाते.

सामुदायिक सलंगनता आणि प्रतिबद्धतेकरिता लोकसहभाग:

स्थानिक स्तरात लोकसहभाग अत्यंत महत्त्वाचा असल्याने रहिवाशांकरिता निर्माण केलेले नियोजन धोरण आणि उपक्रम चालविणे त्याकरिता समुदाय सहभाग महत्त्वाची भूमिका बजावतात मजबूत आणि अधिक लवचिक समुदाय तयार करण्यासाठी स्थानिक शासन सुद्धा तेवढेच महत्त्वाचे असते.

विश्वास निर्माण करणाऱ्या आधुनिक सेवा प्रदान करणे:

समुदायातील लोकांमध्ये विश्वास निर्माण करणाऱ्या आधुनिक सेवा प्रदान करणे ही समुदायाच्या सहभागाची एक महत्त्वाची बाब आहे. त्या सहभागामध्ये संवादाची पारदर्शकता सुनिश्चित करून स्थानिक सरकारे सेवा वितरण वाढवू शकतात परस्पर संवाद अधिक कार्यक्षम आणि विश्वासाहर् बनवू शकतात ज्यामुळे समुदायातील रहिवास्यामध्ये अधिक विश्वास आणि सहभाग वाढवितो

सामुदायिक कार्यक्रम आणि बैठका आयोजित करणे:

नियोजन आणि धोरण याच्या प्रसार आणि प्रचाराकरिता नियमितपणे एखाद्या ठिकाणी मीटिंग समुदाय कार्यशाळा आणि सार्वजनिक बदल तसेच रहिवाशांना त्यांची मत मांडण्याची प्रश्न विचारण्याची आणि स्थानिक समस्या बदल माहिती देण्याची संधी देतात सरकारी अधिकारी आणि समुदायातील लोक त्यांच्यातील पारदर्शक संवादासाठी बैठका आणि कार्यक्रम आवश्यक आहेत.

शैक्षणिक मोहीम आणि जागरूकता कार्यक्रम:

स्थानिक शासनाच्या माध्यमातून समुदायातील लोकांकरिता शैक्षणिक मोहिमेच्या आणि प्रचार करणाऱ्या केल्या जातो त्यामुळे मतदार नोंदणी स्थानिक आरोग्य सुविधा हीच सहकारी सुविधा यामध्ये लोकांना सामुदायिक प्रकल्प मध्ये सहभागी होण्याची मार्ग इत्यादी विषयांचा समावेश केला जाऊ शकतात या अशा जागरूकता काळात लोक सहभाग विभितपणे प्रोत्साहन देण्यासाठी विविध पुरस्काराची वितरण केले जाते. स्थानिक शासनाकरिता समुदायांमध्ये विश्वास निर्माण करणे सेवा, वितरण, सुधारणे, सामाजिक एकसंघता वाढविणे, लवचिकता निर्माण करणे आणि रहिवाशांना सक्षम करणे या विविध घटकांकरिता सामुदाय सहभाग आवश्यक आहे.

समुदाय प्रतिबद्धता आणि संलग्नतेचे मूल्यांकन:

- समुदाय संलग्नता सहभाग म्हणजे भौगोलिक समीपता विशेष स्वारस्य आणि तत्सम परिस्थितीशी संबंधित गटासोबत आणि त्यांच्या मार्फत सहकार्यानि काम करण्याची प्रक्रिया आणि लोकांच्या कल्याणावर परिणाम करणाऱ्या समस्यांचे निराकरण करण्यासाठी पर्यावरणीय शिक्षण, व्यवसाय, रोजगार, आरोग्य व लोकांच्या परिस्थिती स्थितीनुसार परिवर्तन आणि वर्तनात्मक बदल घडविण्यासाठी हे एक शक्तीशाली साधन आहे.

- समुदायाचे आणि त्यांच्या समस्यांमध्ये बदल आणि सुधारणा याच्या शासन यांचा सहभाग असतो त्यामध्ये युतीचा समावेश सुद्धा असतो जे समुद्रामध्ये संसाधने एकत्रित करण्याकरिता काम करतात तसेच वेगवेगळ्या प्रणालीच्या माध्यमातून समुदायातील लोकांवर चांगला प्रभाव टाकण्यात मदत करतात.
- समुदाय संलग्नता आणि प्रतिबद्धता यांच्या भागीदारी मधील संबंध बदलण्यास मदत करतात.
- समुदायाकरिता धोरण, कार्यक्रम निती आणि पद्धती बदलण्यासाठी उत्प्रेरक म्हणून काम करतात.
- समुदाय प्रतिबद्धता ही लोकांच्या ओळखीच्या गटासोबत काम करण्याच्या विशिष्ट उद्देशाने धोरणात्मक प्रक्रियेच्या माध्यमातून भौगोलिक स्थान विशेष स्वारस्य किंवा त्याच्या कल्याणावर परिणाम करणाऱ्या समस्या ओळखण्यासाठी आणि त्यांचे निराकरण करण्यासाठी समुदायासोबत जोडलेले असतात.
- समुदाय या घटकासाठी कार्य करतांना संलग्नतेशी संबंध जोडणे, व्याप्ती विस्तृत करणे आणि व्यक्तीकडून सामुहिकतेकडे लक्ष केंद्रित करते.
- समुदायाच्या सर्वसमावेशकतेसाठी संबंधित परिणामासह कोणत्याही समुदायांमध्ये अस्तित्वात असलेल्या विविधतेचा विचार केला जातो.
- विशिष्ट प्रतिबद्धतेच्या प्रयत्नांच्या उद्देशाने अनुकूल अशा प्रकारे विज्ञान लागू करण्यासाठी आणि रूपांतर करण्यासाठी वापरली जाणाऱ्या कौशल्य आणि संवेदनशीलतून येते.

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सारांश:

पर्यावरण प्रश्नांची तीव्रता जसजशी जाणवू लागली तसेतसे जगातील सर्व विचारवंत एकत्र येऊन या प्रश्नांवर विचारविनिमय करू लागले. इ.स. १९७१ साली स्टॉकहोम येथे पहिली जागतिक परिषद झाली व १९९२ ला रिझो—द— जिनेरो येथे दुसरी वसुधरा परिषद झाली. जोहान्सबर्ग या ठिकाणी २००२ साली जागतिक शाश्वत विकास परिषद झाली या परिषदेत आर्थिक विकास, सामाजिक समता आणि पर्यावरण संवर्धन अशी त्रिसूत्री निश्चित करण्यात आली. प्रस्तुत शोधनिबंधात पर्यावरणीय शाश्वत विकासाबाबत मांडणी केलेली आहे.

आज विज्ञान व तंत्रज्ञानाच्या युगात प्रचंड युगात प्रगती मानवाने केलेली आहे. पण त्याचे प्रत्यक्ष व अप्रत्यक्ष परिणाम निसर्गावर हो आहे. पर्यावरण बदलामुळे आज अनेक समस्या निर्माण झाल्या आहेत. त्या म्हणजे वाढती लोकसंख्या, उर्जा समस्या, वाळवंटीकरण, धूप, दुष्काळ, पूर, भूकंप, शहरीकरण, क्षारपट जमीन, साधन संपदांचा नाश इ होत. या समस्येमुळेच आज शाश्वत विकासाला धोका निर्माण होत आहे.

शोधनिबंधाची उद्दिष्टे:

१) पर्यावरणीय शाश्वत विकासाचा अभ्यास करणे

२) शाश्वत जलसंवर्धनाच्या योजना व घटकांचा अभ्यास करणे
३) शाश्वत विकासासाठी होत असलेल्या प्रयत्नांचा आढावा घेणे.
४) जागतिक हवामान बदलाच्या समस्येचा आढावा घेणे

शोधनिबंधाची गृहितके:

१) जलयुक्त शिवार योजनेतून शाश्वत जलसंवर्धन होत आहे
२) जागतिक हवामान बदलाच्या समस्येवर विचारमंथन व परिषदेतून प्रयत्नास सुरुवात झाली आहे.
३) कार्बन उत्सर्जन रोखण्यासाठी विकसित राष्ट्रांनी पुढाकार घेण्यास प्रारंभ केला आहे.
४) जागतिक हवामान बदलाबाबत समाजात जनजागृती केल्याने शाश्वत विकासाला चालना मिळत आहे.

संशोधन पद्धती:

प्रस्तुत शोधनिबंधात द्वितीयक स्रोताचा वापर केलेला आहे त्यात संदर्भ ग्रंथ वर्तमान पत्रे साप्ताहिक मासिक याचा आवश्यकतेनुसार वापर करण्यात आलेला आहे.

व्याख्या:

१) शाश्वत विकास पर्यावरणाच्या धारणक्षमतेच्या मर्यादित राहून मानवी जीवनमानाचा दर्जा उंचावणे म्हणजे धारण क्षम विकास होय

२) शाश्वत विकास म्हणजे आर्थिक विकासाच्या प्रक्रियेतून अखिल मानव जातीचे कल्याण साधण्यासाठी नैसर्गिक संपदांचा योग्य पद्धतीने वापर करणे होय.

शाश्वत विकासाचे घटक:**१) जलसंवर्धन:**

शाश्वत विकासाच्या दृष्टीने जलसंवर्धन महत्वपूर्ण आहे शासकीय स्तरावरून आज विविध योजना आखल्या जात आहेत त्यातील जलयुक्त शिवार योजनेचा आढावा पुढीलप्रमाणे घेतलेला आहे.

जलयुक्त शिवार योजना:

स्वातंत्र्य प्राप्तीनंतर लोकसहभागातून साकारलेली सर्वात मोठी लोकचळवळ म्हणजे जलयुक्त शिवार योजना होय. पर्यावरणीय विकास हा नैसर्गिक रचनेवर अवलंबून असतो नैसर्गिक रचनासमतोल असेल प्रदेशातील टेकड्या, डोंगर, खोलगट भाग पठारे, मैदाने, इ भूरचनेतून वृक्ष व पाऊस यांचा एकत्रित परिणाम म्हणून नैसर्गिक प्रवाह तयार होत असतो नद्या, ओढे, नाले व छोटे प्रवाह याचे संवर्धन कसे केले आहे यावरच त्या प्रदेशातील पाणी, वृक्ष व एकदरीतच पर्यावरणीय विकास अवलंबून असतो.

नैसर्गिक स्रोताना पुर्नजीवीत करण्याचे मोठे काम जलयुक्त शिवार योजनेच्या माध्यमातून होत आहे गावालगत असणाऱ्या छोट्या नद्याकडे दुर्लक्ष न करता त्यांचे प्रवाह तुंबलेले आहेत का? पात्रात कुठे झाडे झुडपे वाढली आहेत का? पात्रे उथळ झाली

आहेत का? इत्यादीकडे जाणीवपूर्वक लक्ष देऊन पाण्याविषयी व नैसर्गिक स्रोताविषयी जागरूकता महत्वाची आहे.

जलयुक्त शिवार अभियानातून झालेली कामे:

- १) नदी, नाले, ओढे यांचे खोलीकरण रूंदीकरण
- २) साखळी सिमेंट नाला बांध.
- ३) जून्या लघुपाटबंधा—यांची दुरूस्ती.
- ४) ओढे, नाले जोड प्रकल्प.
- ५) मध्यम व मोठ्या प्रकल्पांच्या क्षमतेचा अधिकाधिक वापर करण्याच्या दृष्टीने विचार.

६) पाणी वाटप संस्थांचे बळकटीकरण,

२) पावसाच्या पाण्याचे संवर्धन (Rain Water Harvesting):

पाणी प्रश्नाने आज सर्वांचे लक्ष वेधले आहे. पावसाचे पडलेले पाणी अडवून, जिरवून त्याचा उपयोग करून घेण्याकडे लक्ष केंद्रित केले जात आहे पावसाचे पडलेले पाणी अडविण्यासाठी अनेक उपाययोजना केल्या जात आहेत. पावसाचे पडलेले पाणी अडविण्याची कल्पना आज जगासमोर येत आहे.

विदर्भातील जिल्ह्यातील दुष्काळी गावामध्ये १९९५ च्या दरम्यान पावसाच्या पाण्याचे यशस्वीरित्या संवर्धन करून त्याचा फायदा दुष्काळी भागाला करून देवून एक आदर्श निर्माण केला डोंगरवरून वाहून जाणारे पाणी योग्य नियोजनाने बांध—बंधारे घालून ते पाणी अडविले गावतळे, साठवण तलाव, शेततळे, धरणे किंवा जमेल तिथे पाणी अडविले आणि अहमदनगरसारख्या कायम दुष्काळी भागात हिरवाई बहरून आली ते केवळ पाण्याच्या संवर्धनाने. म्हणून आज अण्णा हजारेंनी राळेगणसिद्धी येथे केलेला प्रयोग व पोपट पवारांनी हिवरे बाजार येथे

केलेल्या पाण्याचे संवर्धनातून गावाचा विकास होऊन शाश्वत विकासाच्या दृष्टीने तो सर्व ठिकाणी आदर्श ठरत आहे.

चेन्नईमध्ये वार्षिक सरासरी १२०० मि.मि. पाऊस पडतो या पाण्याचे संवर्धन केले तर पाण्याचे दुर्भिक्ष होणार नाही म्हणून चेन्नईत प्रत्येक घर बांधणाऱ्याच्या घरावर पडणाऱ्या पावसाच्या पाण्याचे पुनर्भरण करणे बंधनकारक केले आहे.

पाण्याच्या पुनर्भरणाची हीच प्रक्रिया घर बांधणाऱ्या प्रत्येक व्यक्तीला सक्तीची केल्यावर पाण्याचा अपव्यय न होता काही प्रमाणात का होईना पाणी व्यवस्थापन होईल व त्याचा फायदा त्या व्यक्तीला गावाला, समाजाला होणार आहे म्हणून पुनर्भरणाच्या दृष्टीने समाजात जागृती करणे गरजेची आहे.

पाणी साठवण, वाहून जाणारे पाणी अडविणे व त्याचं नियोजन करणे हे केल्याने पाण्याचे जलस्रोत संवर्धित होतील शाश्वत पाण्याचे नियोजन करण्यासाठी धरणे, कालवे, बंधारे, नद्या त्यात कोणतेही अडथळा निर्माण होऊ न देणे.

धरणातील गाळ काढणे, त्यांचे रूंदीकरण करणे, पाण्यात असलेल्या वृक्षवेली पाण्याला प्रदुषित करू नये म्हणून उपाययोजना करणे इत्यादीबाबत राष्ट्रीय स्तरावरून गाव पातळीपर्यंत विकेंद्रित स्तरावर योजना राबवणे व त्यांच्या अंमलबजावणीत दक्ष राहणे गरजेचे आहे तरच पाण्याचा दुर्भिक्षापासून दूर राहता येईल.

शाश्वत विकासाला अडथळा निर्माण करणारे घटक:

१) तापमान वाढ:

मानवी कार्यकलापांनी होणाऱ्या घातक वायूच्या उत्सर्जनावर कठोर मर्यादा

घालण्यासाठी पॅरीस येथे ३० नोव्हेंबर २०१५ येथे परिषद झाली. जागतिक हवामान बदल ही समस्या गभीर असून विकसित देशांनी त्यांची प्रगती साधताना जीवाश्म इंधनाचा अतिवापर व औद्योगीकरण यामुळेही समस्या उद्भवली आहे. प्रत्येक देशाकडून होणाऱ्या कार्बन वायू उत्सर्जनाच्या प्रमाणानुसार जबाबदारी वाटून घेतली पाहिजे तापमान वाढ ही जागतिक समस्या असून त्यावर सर्वकष, समन्यायी आणि शाश्वत तोडगा काढण्यासाठी कृती महत्वपूर्ण आहे.

कार्बन वायूची सहती १९०० मध्ये १०० पी.पी.एम. इतकी होती. ती १९९२ ला ३०० पी.पी.एम. इतकी झाली आणि सध्या ती ४०० पी.पी.एम. पर्यंत गेली आहे. भविष्यामध्ये त्यात वाढ होऊन २०५० ला ती ५५० पी.पी.एम. इतकी होऊ शकते. यासाठी या परिषदेत १९६ देशांनी जागतिक तापमान सध्याकडून दोन अंश सेल्यियसपेक्षा जास्त वाढू न देण्याचे उद्दिष्ट ठेवण्यात आले असून विकसनशिल देशांना यासाठी विकसित देशांनी मदत करण्याच्या वचनबद्धतेसह हा करार मंजूर करण्यात आला यातूनच शाश्वत विकासासाठी योग्य दिशा मिळेल.

२) ग्रीन हाऊस इफेक्ट:

सूर्यकिरण पृथ्वीवरून परावर्तित होऊन इन्फोरेड रेडिएशनच्या रूपाने बाहेर फेकली जातात. परंतु कार्बन डायऑक्साईड ओझोन, मिथेन आणि नायट्रोजन ऑक्साईडसारख्या ग्रीनहाऊस गॅसेसचा आवरण पृथ्वीची उष्णता काही प्रमाणात टिकवून ठेवते त्यामुळे पृथ्वीतलावरील जीवसृष्टीला अनुकूल ठरेल एवढे तापमान तिथे राहतात थोडक्यात पृथ्वी भोवतीच हे आवरण म्हणजे तिच्यावरील जीवसृष्टीसाठी जीवरक्षक आहे. ग्रीनहाऊस गॅसेसच्या या आवरणामुळे पृथ्वी जीवसृष्टीच्या

विकासासाठी योग्य बनली पण गेल्या काही वर्षांत मानवाने अमाप कोळसा आणि खनिज तेल जाळून कार्बनडाय ऑक्साईड आणि इतर वायू हवेत सोडून ती प्रदूषित केली आहे आता या वायूंच आवरण इतके मजबूत आणि घट्ट झाले आहे. की सुर्याची उष्णता बाहेर जाऊ शकत नाही. यामुळे पृथ्वी धगधगू लागली आहे यालाच ग्रीनहाऊस इफेक्ट म्हणतात.

ग्रीनहाऊस इफेक्ट नियंत्रित करण्यासाठी खालील मार्गांचा अवलंब करणे गरजेचे आहे:

- १) पेट्रोल, डिझेल यांचा वापर कमी करणे.
- २) स्वयंचलित वाहनांचा मर्यादित वापर करणे
- ३) सौर उर्जेचा वापर जास्तीत जास्त करणे,
- ४) औद्योगिक कारखान्यातून निघणाऱ्या कार्बनडाय ऑक्साईड वायूवर प्रक्रिया करणे
- ५) इंधन म्हणून वापरणाऱ्या क्लोरोफ्लुरो कार्बनचे प्रमाण कमी करण्यासाठीचा साधनांचा वापर कमी करणे
- ६) रेफ्रिजरेटर एअर कंडिशनर यामधून निघणाऱ्या क्लोरोफ्लुरो कार्बनचे प्रमाण कमी करण्यासाठी या साधनांचा वापर कमी करणे
- ७) वृक्ष लागवड, वृक्ष संवर्धनावर भर देणे

कृत्रीम पाऊस:

दुष्काळजन्य परिस्थितीत एक पर्याय म्हणून कृत्रीम पाऊस पाडून पाण्याचे नियोजन करून कृषी क्षेत्राला दिलासा देण्याचा प्रयत्न केला जातो वातावरणामध्ये बाष्पाच्या रूपात जे पाणी असते त्याला वातावरण जल

म्हणतात हे बाष्प विशिष्ट तापमानावर जल बिंदूत रूपांतरित होते. या साठी सापेक्ष आर्द्रता १०० टक्के व्हावी लागते वातावरणीय जलाचा उपयोग कृत्रीम पाऊस पाडून करून घेता येतो परंतु यासाठी शास्त्रीय व तांत्रिक ज्ञानाचा विकास मोठ्या प्रमाणात होणे आवश्यक आहे परंतु यासाठी येणारा खर्च जास्त आहे व त्यामुळे एकंदरीत निसर्गातील घटकांवर व मानवावरही विपरीत परिणाम होते यातून शाश्वत विकासाचा धोका निर्माण होतो

महासागर व अंतर्गत जलाशयांना अनेक नद्या देऊन मिळत असल्याने यांच्यामध्ये प्रचंड क्षार व गाळ साचतो त्यामुळे अशा क्षारयुक्त पाण्याचा वापर कृषीला करता येत नाही परंतु हे पाणी क्षारविरहित करून कृषीला पुरविता येते. परंतु यासाठी येणारा खर्च जास्त आहे. एकंदरितच हे सर्व उपाय शाश्वत कृषी विकासासाठी अपूरे आहेत.

निष्कर्ष:

१) जलयुक्त शिवार योजनेने लोकसहभागातून लोकचळवळीचे स्वरूप धारण करून जलसंवर्धनाचे काम यशस्वीपणे केले आहे.

२) जागतिक हवामान बदलाच्या समस्येवर जागतिक विचार मंथनाला सुरुवात झाली आहे.

३) रेन वॉटर हार्वेस्टिंगमुळे पावसाच्या पाण्याचे पुर्नभरण होऊन कूपनलिका, विहीरी, तळे यांच्या पाण्याची पातळी वाढत आहे.

४) पाण्याचे दुर्भिक्ष टाळण्यासाठी अण्णा हजारे व पोपट पवारांनी केलेले

प्रयोग यशस्वी होऊन त्यांचा सर्वत्र वापर होत आहे

५) ग्रीनहाऊस इफेक्ट कमी करण्यासाठी कार्बनडाय ऑक्साईडचे हवेतील प्रमाण कमी करण्यासाठी समाज जागृती महत्वपूर्ण ठरत आहे.

संदर्भ सुची:

- १) बाबरे मोहन 'पर्यावरणशास्त्र', मंजूषा पब्लिकेशन्स सिंधुदुर्ग (२००५)
- २) फुले सुरेश 'कृषी भूगोल' विद्याभारती प्रकाशन, लातूर, (२०१२)

३) महाराव ज्ञानेश, 'चित्रलेखा' साप्ताहिक, अंधेरी इंडस्ट्रीयल इस्टेट वीरा देसाई रोड, अंधेरी पश्चिम मुंबई (२०१५)

४) पवार श्रीराम जयसिंग, 'सकाळ साप्ताहिक' सकाळ पेपर्स प्रा. लि. प्रकाशन, पुणे, (२०१५)

५) ओक चंद्रशेखर 'लोकराज्य' महासंचालक, माहिती व जनसंपर्क महासंचालनालय मंत्रालय, मुंबई (२०१५)



दिव्यांगाच्या शारिरीक व मानसिक स्थितीचे अध्ययन

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सारांश :

दिव्यांग व्यक्तींना शारिरीक समस्यांचा सामना करावा लागतो. पूर्वीच्या परिस्थितीमध्ये जी शारिरीक हालचाल व्हायची ती हालचाल दिव्यांगनंतरच्या परिस्थितीमध्ये शक्य नसते. शारिरीकदृष्ट्या दिव्यांग असलेल्या व्यक्तींना सातत्याने दुसऱ्याची मदत ही घ्यावीच लागते. दिव्यांग व्यक्तींना अनेक मानसिक समस्यांचा सामना करावा लागतो. पूर्वीच्या मानसिक स्थितीमध्ये व नंतरच्या मानसिक स्थितीमध्ये बदल दिसून येतो. कारण की, ज्या प्रसन्न व आनंदी मनाने व्यक्तीचा व्यवहार हा व्हायचा तो अपघातानंतरच्या व्यक्तीच्या मानसिक स्थितीमध्ये नकारात्मक बदल झालेला दिसून येतो. ज्यामध्ये नैराश्य, न्युनगंडाची भावना, वैफल्यग्रस्त अशा अनेक मानसिक स्थितीचा सामना अपंग व्यक्तीला करावा लागतो. शारिरीकदृष्ट्या अपंगत्व आलेल्या व्यक्तींची मानसिक स्थिती समजून घेण्यासाठी समाज, कुटुंबिय, व इतर लोकांचे सहकार्य हे अपेक्षित असते.

कि वईस : दिव्यांग, प्रकार, शारिरीक स्थिती, मानसिक स्थिती.

प्रस्तावना:

दिव्यांग म्हणजे ठरावीक एक प्रकार नसून यात अनेक प्रकारच्या शारीरिक, मानसिक अपंगत्वांचा समावेश आहे. ज्याला सशक्त, संपूर्ण, परिपूर्ण, निर्व्यंग शरीर म्हटले जाते त्या शरीरातला एखादा अवयव नसणे, बुद्ध्यांक कमी असणे, स्नायूंचा—अस्थींचा असहकार, मेंदूच्या पेशींचे मृत/दुर्बल असणे, बहुविध अवयवांच्या अनियंत्रित हालचाली असणे, असे एक ना अनेक प्रकार आढळतात. विकलांगत्व कुठलेही असो, त्यामुळे बाधित व्यक्ती व त्यांचे कुटुंबीय सर्वांनाच त्याचे परिणाम आयुष्यभर ग्रासतात. यातही काही दिव्यांग श्रेणी जसे, मूक—बधीर, कर्णबधिर, मतिमंद—गतिमंद, स्वमग्न, मंगोल, अस्थिव्यंग, अंध—पंगू, यांचे आयुष्य निदान चालणे—बोलणे—खाणे—पिणे, या बाबतीत बहुतांश स्वावलंबी असते. परंतु बहुविकलांग अर्थात सेरेब्रल पाल्सी व तत्सम विकलांग हे पूर्णतः परावलंबी असतात.

दिव्यांगाचे प्रकार:

अंधत्व: दृष्टीचा पूर्णपणे अभाव म्हणजेच पूर्ण दृष्टीहीन असणे, डोळे जन्मतः बंद असणे, अपघाती अंधत्व.

अंशतःअंध:

- दूरचे/जवळचे कमी दिसणे
- भिंगाच्या चष्म्याचा वापर
- दोन्ही डोळ्यात अथवा एका डोळ्यात दोष असेल तर दिसण्यामध्ये अडथळा येतो.
- जवळचे अथवा दूरचे कमी दिसते किंवा कधी—कधी दिसत नाही.
- डोळ्यात तिरळेपणा असतो.

कर्णबधिरत्व:

ज्या व्यक्तीचा चांगल्या कानाचा श्रवणरहास ६० डेसिबल किंवा त्यापेक्षा अधिक असेल अशा व्यक्तींना 'कर्णबधिर व्यक्ती म्हणतात. ऐकण्याची क्षमता अजिबात

नसणे, ऐकू कमी येणे, कानातून पाणी येणे, कानाचा पडदा फाटणे

वाचादोषः

अडखळत बोलणे, अस्पष्ट बोलणे, शब्दांची तोडफोड करणे, बोलतांना शब्द मागे-पुढे करणे त्यात तारतम्य नसणे यालाच 'वाचादोष' असे म्हणतात.

अस्थिव्यंगः

चलनचलन विषयक विकलांगत्व म्हणजेच अस्थिव्यंगत्व. अस्थिव्यंग मुले म्हणजे अशी मुले की, ज्यांची हाडे, सांधे व स्नायु हे योग्यप्रकारे कार्य करत नाहीत. अशा मुलांना 'अस्थिव्यंग मुले' असे म्हणतात.

मानसिक आजारः

असामान्य किंवा अस्वाभाविक वर्तन, मतिमंदत्वाखेरीज मेंदूमध्ये अन्य कोणत्याही कारणाने आलेला आजार व त्यामुळे सकारात्मक वा नकारात्मक 'मानसिक आजार' असणारी व्यक्ती होय. असामान्य किंवा अस्वाभाविक वर्तन, स्वतःशी बोलणे, अभिव्यक्त भीती वाटणे, नेहमी गुमसुम राहणे.

अध्ययन अक्षमः

लेखन वाचन गणितीय क्रिया अडचण, अभ्यासात मागे राहणे, समजण्यात अडचणी असणे, आकलन करण्यास अवघड

विशिष्ट अध्यायातील अडचणी

मेंदूचा पक्षाघातः

मेंदूचा पक्षाघात म्हणजे मेंदूवर झालेला आघात वा अपघातामुळे मेंदूच्या विकास प्रक्रियेवर परिणाम होऊन शरीराच्या एका किंवा अनेक भागाचे नियंत्रण कमी झाल्याने बहुविध प्रकारची विविधांगी विकलांगता असलेली व्यक्ती होय.

स्वमग्नताः

स्वमग्नता ही एक अशी मानसिक गुंतागुंतीची अवस्था किंवा विकासात्मक विकृती आहे. भाषिक कौशल्य विकसित होत नाही. स्वतःच्याच भाव-स्वप्न विश्वात रमून गेलेले असतात. म्हणून या अवस्थेस 'स्वमग्नता' असे म्हणतात.

हरीचंद्र चकोले, डॉ. कल्पना जामगडे

बहुविकलांगः

एका पेक्षा जास्त अपंगत्व असते. उदा. सेरेब्रल पाल्सी, पूजी मतिमंदत्व, कर्णबधीर, अंधत्व इ.

कुष्ठरोगः

कुष्ठरोग्याच्या आघातामुळे हातापायात विकृती दिसते. त्वचेवर चट्टे, खवले, डाग असतात.

हात, पाय, बोटे सुन्न पडतात.

बुटकपणाः

शारीरिक गुणसुत्रामुळे शरीराची वाढ व विकास इतर मुलांपेक्षा कमी असणे.

बौद्धिक अक्षमताः

या व्यक्तीच्या बुद्धीचा विकास खुंटल्यामुळे शिकण्यात समस्या सोडवण्यात कठीण जाते.

दैनंदिन कार्य, सामाजिक कार्य, दैनंदिन व्यवहार करण्यास कठीण जाते. अध्ययन करण्यास समस्या येतात. वर्तुणूक समस्या दिसून येतात.

अविकसित मांसपेशीः

हा आजार स्नायुंशी संबंधित आहे. या आजाराने ग्रस्त असणाऱ्या व्यक्तींच्या शरीरातील, ठराविक भागातील, अवयवांतील स्नायुंचे तंतु कमजोर होऊ लागतात. किंबहुना नष्ट होऊ लागतात. यास 'मस्क्युलर डिस्ट्रोफी' असे म्हणतात. स्नायू अविकसित झालेले असतात. दैनंदिन क्रिया करण्यात असमर्थ असणे.

मज्जासंस्थेचे तीव्र आजारः

- फिट्स येणे
- तीव्र स्वरूपात ताप येणे
- मेंदूज्वर
- ब्रेन ट्यूमर
- तीव्र डोकेदुखी
- चेतासंस्थेमध्ये क्षती निर्माण होणे.
- हायड्रोसिफलीक
- संतुलन बिघाड होणे

मल्टीपल स्कलेरोसीसः

हा विकार मेंदूतील चेता संस्थेतील (सेंट्रल नर्व्हस सिस्टम) संदेशवाहक चेतातंतूवरील संरक्षक आवरण मायलिनला धक्का पोहोचल्यामुळे होतो. मायलिनला धक्का पोहोचल्याचा परिणाम मेंदूकडून शरीराच्या अन्य भागांकडे पोहोचणाऱ्या संदेशांवर होतो.

त्याचा परिणाम म्हणून खालील लक्षणे तयार होतात. हातापायातील स्नायू मधील ताठरपणा किंवा कमजोरी संवेदनांमध्ये परिवर्तन, संवेदना कमी होण्याचे प्रमाण पाया कडून वरील दिशेने बदल करत चालते. स्नायूमधील शिथिलता येते व स्थानू काम करणे कमी करतात. मलव्दार व मुत्राशयावरील नियंत्रण कमी होते व कार्य कमी होते.

थेलेसेमिया:

रक्ताची (हिमोग्लोबिन) कमतरता असते. वारंवार रक्त पुरवावे लागते. हा अनुवांशिक रोग आहे. बालकांची वाढ खुंटणे, चेहरा सुखावलेला, वजन वाढत नाही. श्वास घेण्यास त्रास होतो. वारंवार आजारी पडणे.

हिमोफेलीया:

हा आनुवंशिक रक्तविकार आहे., रक्तवाहिन्यातील बिघाडामुळे हा रोग होतो. यामध्ये रक्तस्राव होणे. जखमा झाल्यास अधिक रक्तस्राव होतो.

स्किल सेल डिजीज:

रक्ताचे प्रमाण कमी असणे. रक्ताच्या कमतरतेमुळे शरीराचे अवयव/अंग खराब होणे.

शरीरातील पेशींचा आकार व जलचम होतो.

हल्लाग्रस्त पिडीत:

शरीराच्या ज्या भागावर ॲसिड हल्ला झाला असेल ती जागा भाजल्यासारखी विद्रूप दिसते. चेहरा, हात, पाय, डोळे यावर काळ्या रंगाची भाजल्यासारखी त्वचा आढळते.

कंपवात रोग:

कंपवात म्हणजेच पार्किन्सन्स डिजीज हा मेंदूतील सबस्टान्शिया नायग्रा नावाच्या भागातील पेशींची संख्या आणि कार्य कमी झाल्याने होणारा आजार आहे. माणसाच्या हालचालीतील सुबकता, डौल, आणि सफाई या रेणूमुळे प्राप्त होते. या रेणूच्या अभावामुळे शरीराला कंप सुटतो, हालचाली संथावतात, स्नायू ताठर होतात. कंपवात झालेल्या रुग्णाचे वजन कमी होते.

महाराष्ट्र राज्य अपंग वित्त आणि विकास महामंडळ:

महाराष्ट्रात जवळजवळ ६० लाख अपंग असून त्यांचे पुनर्वसन करण्यासाठी शासनाने या महामंडळाची स्थापना केली आहे. हे महामंडळ अपंगांना रोजगार, स्वयंरोजगार व व्यवसायासाठी कर्ज मंजूर करते.

छोट्या उद्योगास कर्ज:

व्यापार व खरेदी विक्रीविषयक व्यवसायासाठी एक लाख तर सेवाविषयक योजनेसाठी ३ लाख रुपयांपर्यंत कर्ज उपलब्ध करून दिले जाते. ज्यासाठी कर्ज घेतले आहे, त्याच उद्देशासाठी त्याचा विनीयोग करणे आवश्यक आहे. तसेच संबंधित व्यवसाय हा अपंग व्यक्तीने चालवायला हवा. व्यवसायाच्या वाढीसाठी व व्यवसायासाठी नोकरीची सेवा आवश्यक भासल्यास १५ टक्के नोकर हे अपंग असायला हवेत.

कृषी उद्योगासाठी कर्ज:

या अंतर्गत शेती उत्पादन, सिंचन योजना, फळबाग, रेशीम उत्पादन, शेतीसाठीची यंत्रसामग्री अवजारे खरेदी, विहीर खोदणे, बी-बियाणे, दुकान, दुग्ध व्यवसाय, कुक्कुटपालन, डुक्करपालन, शेती-मेंढी पालन, पशुखाद्य दुकान, शेतीमालासाठी बाजारपेठ मिळविण्यासाठी ५ लाखापर्यंत कर्ज मिळू शकते.

वाहतुक व्यवसायासाठी वाहनखरेदी:

या योजनेअंतर्गत ५ लाख रुपयांपर्यंत कर्ज मिळू शकते. ऑटोरिक्षासहित इतर वाहने या योजनेअंतर्गत खरेदी करता येऊ शकतात.

दिव्यांगासाठी योजना:

तांत्रिक शिक्षण व प्रशिक्षण: आवश्यकतेनुसार कर्ज दिले जाते. कर्ज मंजूर करताना स्टेट बँक ऑफ इंडियाने ठरवून दिलेली मार्गदर्शक तत्त्वे अवलंबिली जातात.

लघुउद्योग : लघुउद्योगासाठी ३ लाखापर्यंत कर्ज मिळते. उद्योगातून साधननिर्मिती, फॅब्रिकेशन आणि उत्पादन करणे आवश्यक असून त्यासाठी अर्जदार अपंग व्यक्ती ही त्या उद्योगाची मालक अथवा मुख्य कार्यकारी अधिकारी असणे आवश्यक आहे. या लघुउद्योगात किमान १५ टक्के विकलांग व्यक्तींना रोजगार देणे गरजेचे आहे.

अपंगांमधील प्राविण्यता /कौशल्य तथा उद्योजकता विकसित करण्यासाठी कर्जयोजना

अपंगांमधील प्राविण्य/ कौशल्य तथा उद्योजकता विकसित करण्यासाठी विकास कार्यक्रमांतर्गत प्रशिक्षण देण्याची योजना प्राधिकृत वाहिन्यांद्वारे राबविण्यात येते.

जिल्हा अपंग पुनर्वसन केंद्र: जिल्हा अपंग पुनर्वसन केंद्रात खालील सेवा—सुविधा पुरविल्या जातात. अपंगत्वाची तपासणी दाखला, सहाय्यक उपकरणे पुरविणे, अस्थिव्यंगासाठी तीन चाकी सायकल, व्हीलचेअर, कृत्रिम पाय, कॉलिपर, कृत्रिम हात, कुबड्या, काठी, बूट इ.

दिव्यांग व्यक्तींची शारिरीक स्थिती:

दिव्यांग व्यक्तींना शारिरीक समस्यांचा सामना करावा लागतो. पूर्वीच्या परिस्थितीमध्ये जी शारिरीक हालचाल व्हायची ती हालचाल दिव्यांगनंतरच्या परिस्थितीमध्ये शक्य नसते. शारिरीकदृष्ट्या दिव्यांग असलेल्या व्यक्तींना सातत्याने दुसऱ्याची मदत ही घ्यावीच लागते.

दिव्यांग व्यक्तींची मानसिक स्थिती:

दिव्यांग व्यक्तींना अनेक मानसिक समस्यांचा सामना करावा लागतो. पूर्वीच्या मानसिक स्थितीमध्ये व नंतरच्या मानसिक स्थितीमध्ये बदल दिसून येतो. कारण की, ज्या प्रसन्न व आनंदी मनाने व्यक्तीचा व्यवहार हा व्हायचा तो अपघातानंतरच्या व्यक्तीच्या मानसिक स्थितीमध्ये नकारात्मक बदल झालेला दिसून येतो. ज्यामध्ये नैराश्य, न्युनगंडाची भावना, वैफल्यग्रस्त अशा अनेक मानसिक स्थितीचा सामना अपंग व्यक्तीला करावा लागतो. शारिरीकदृष्ट्या अपंगत्व आलेल्या व्यक्तींची मानसिक स्थिती समजून घेण्यासाठी समाज, कुटुंबिय, व इतर लोकांचे सहकार्य हे अपेक्षित असते.

संशोधन आराखडा व नमुना निवड पध्दती :

प्रस्तुत संशोधन करतांना वर्णनात्मक संशोधन आराखड्याचा वापर करण्यात आलेला असून नमुना आकार निवडतांना गैरसंभाव्यता नमुना निवड

पध्दतीमधील सहेतूक नमुना या पध्दतीचा वापर करून शासकीय वैद्यकीय महाविद्यालय व रूग्णालय नागपूर येथील ७० दिव्यांग व्यक्तींचे मत अभ्यासण्यात आलेले आहे.

संशोधनाचे उद्देश :

- १) दिव्यांगांची वैयक्तिक व दिव्यांगांच्या प्रकाराचा अभ्यास करणे.
- २) दिव्यंगत्वामुळे उत्तरदात्यांच्या शारिरीक स्थितीचे अध्ययन करणे.
- ३) दिव्यंगत्वामुळे उत्तरदात्यांच्या मानसिक स्थितीचे अध्ययन करणे.

निष्कर्ष :

बहुतांश उत्तरदात्यांच्या मते अभ्यासक्रमात दिव्यांग समाजाचा एक भाग म्हणून त्यांच्या विशेष माहितीचे तपशीलवार धडे समाविष्ट करावे.

बहुतांश उत्तरदात्यांच्या मते दिव्यांग घरातून बाहेर पडण्यास असमर्थ आहेत, शिक्षणापासून वंचित आहेत, मुख्यत्वे जे 'मनाने सक्षम पण शरीराने अक्षम' आहेत त्यांच्याकरता "विशेष प्रयत्न व सुविधा" योजना असावी. या शाळेपासून वंचित असलेल्या, घरातच बंदिस्त असलेल्या दिव्यांगांची, जणगणनेत नोंद व्हावी.

बहुतांश उत्तरदात्यांच्या मते समाजकल्याण विभागांतर्गत प्रत्यक्ष दिव्यांग व्यक्ती व त्याचे पालक यांच्याशी समन्वय व संपर्क असावा. जसे परदेशात दिव्यांग व पालकांची समाजकल्याण अधिकारी स्वतः दर तीन महिन्यांनी भेट घेतात. काही अडचणी असल्यास त्या निराकरणास मदत करतात

बहुतांश उत्तरदात्यांच्या मते स्नायूविकार, मेंदूविकार, यांचे निदान होताच सर्वसमावेशक उपचारांचे अत्याधुनिक प्रशिक्षित तज्ज्ञ असलेले पूर्ण वेळचे सेंटर असावे. जेथे फिजिओथेरपी, स्पीच थेरपी, संगीत, जलतरण, आदि सर्व थेरपीसह इतर सर्व उपचार एकत्रित मिळतील. 'एका छताखाली सर्व उपचार' या

योजनेअंतर्गत बहुविकलांग बरेच सक्षम व स्वावलंबी होऊ शकते. हा माझा अभ्यास व स्वानुभव आहे.

बहुतांश उत्तरदात्यांच्या मते घर-संसार, नोकरी, इतर सर्व जबाबदारी सांभाळत कुटुंबातील कोणालाही संपूर्ण वेळ दिव्यांगांकरता देणे शक्य होत नाही. तसेच घरी सर्व अत्याधुनिक व गरजेची साधने उपलब्ध नसतात. त्यामुळे इच्छा, वेळ, आणि इतर सर्व गोष्टींचा समन्वय साधणे अशक्य असते. परंतु सर्व उपचार एकाच ठिकाणी तज्ज्ञांच्या अधिपत्याखाली मिळाले तर ती दिव्यांग स्वावलंबनाची गुरुकिल्ली असेल.

बहुतांश उत्तरदात्यांच्या मते सर्व ठिकाणी दिव्यांगांना उपयुक्त व गरजेची साधने सहज व सवलतीत मिळावीत.

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समाजशास्त्रीय अभ्यास आणि शाश्वत विकास

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प्रस्तावना:

शाश्वत विकास म्हणजे प्रत्येकासाठी असणारा विकास हा कायमचाच असतो आणि तो साध्य करण्याच्या प्रक्रियेदरम्यान पर्यावरणाचे कोणतेही अवनती होत नाही. आर्थिक आणि सामाजिक न्याय, म्हणजेच, समाजातील प्रत्येक घटकाचा वाटा आणि आर्थिक वृद्धीमध्ये संसाधनांचे समान वितरण हे शाश्वत विकासाचे महत्त्वपूर्ण साधन आहे. आत्तापर्यंत आम्ही विकासाच्या रूपात आर्थिक वाढीचा आग्रह धरतो, पण यात बहुजन समाजाचा सहभाग नसेल तर अशा आर्थिक वाढीचा काय फायदा? जेव्हा समाजातील प्रत्येक घटकाचा त्यात सहभाग असतो आणि समाजातील कोणताही घटक स्वतःला उपेक्षित किंवा वंचित मानत नाही तेव्हाच त्या आर्थिक वृद्धीस प्रभावी मानले जाते. विकासाच्या शर्यतीत अखेरच्या टप्प्यावर उभे असलेल्या व्यक्तीला असेही वाटले पाहिजे की त्याचेही समाजात अस्तित्व आहे, तेही व्यवस्थेमध्ये सामील आहेत आणि देशही त्याच्याबद्दल चिंतित आहे ही भावना त्यांच्यात निर्माण होणे गरजेचे आहे.

कोणत्याही अर्थव्यवस्थेची प्रचंड वाढ होत असताना त्या व्यवस्थेतील समाज, निसर्ग व आर्थिक विकास यांची योग्य ती सांगड घातली गेली नाही, तर त्या अर्थव्यवस्थेचा पूर्ण नाश होतो. विकासाबरोबर आजूबाजूचा निसर्ग,

वातावरण व समाजाचे सशक्तीकरण करण्याकडे दुर्लक्ष झाले, तर मानवाचे मोठे नुकसान होते. मोहोजोदडो—हडप्पासारख्या अतिशय विकसित व्यवस्था काळाच्या पडद्याआड कशा गेल्या ते समजत नाही. पिरॅमिडसारखी आजही जागतिक आश्चर्य असणारी बांधकाम करणारी इजिप्तची व्यवस्था, दक्षिण अमेरिकेत चिलीच्या जवळ असणारा रापानुई नावाचा बेटांचा समूह, २०० टनांचे ७० फुटांचे दगडी चेहर्यांचे पुतळे तेथे आजही बघायला मिळतात. एवढे सुरेख बांधकाम करणाऱ्या अर्थव्यवस्था विज्ञान—तंत्रज्ञानात प्रगत असणार व पूर्ण विकसित असणार यात शंका नाही, पण सिंधू संस्कृती, इजिप्त किंवा दक्षिण अमेरिकेतील या अर्थव्यवस्था कशा व कधी व का नष्ट झाल्या हे आजही ठामपणे सांगता येत नाही.

जगाची लोकसंख्या इ.स.वी. सन २०४० मध्ये ९०० कोटीपर्यंत जाईल. या सर्व लोकसंख्येच्या भल्यासाठी जो विकास आवश्यक आहे, तो जर अनियंत्रित किंवा अविचारी राहिला तर त्याच्या फायद्यांऐवजी समाजाला मोठी किंमत चुकवावी लागेल व कदाचित संपूर्ण मानवजातीच्या व्हासालाच हा विकास कारणीभूत ठरेल की काय, अशी भीती व्यक्त होत आहे. यादृष्टीने १९९२ सालापासून जागतिक पातळीवर संयुक्त राष्ट्रांच्या वतीने एक परिषद घेतली व त्यानुसार यापुढे होणारा

विकास हा नुसता विकास न राहता तो शाश्वत विकास व्हावा व त्याची समाज, निसर्गाला कमीत कमी किंमत मोजायला लागावी, असा विचार प्रकषिने मांडण्यात आला. अर्थात विकसनशील देशांनी आजही त्याविरुद्ध ओरड चालवली आहे. विकसित देशांनी गेल्या घडू वर्षात स्वतःचा आर्थिक औद्योगिक विकास करताना नैसर्गिक संपत्तीची भरमसाट वाट लावली आणि आता आमच्या विकासाचे दिवस आल्यावर हेच लोक आम्हाला हवामान, वातावरण, नैसर्गिक संपत्ती इत्यादी गोष्टींचा बागुलबुवा करत विकासात विघ्न आणत आहेत, असा युक्तिवाद मांडत आहेत. दोघांचेही म्हणणे बरोबर आहे व म्हणूनच शाश्वत विकासाचा अर्थ, त्याकरिता समाज व निसर्गाला मोजायला लागणारी किंमत याची जाण सर्वच देशांना लवकरात लवकर येणे जरूरीचे आहे.

उद्देश :

- १) शाश्वत विकासाची संकल्पना जाणून घेणे.
- २) शाश्वत विकासात समाजशास्त्रीय अभ्याससंचे महत्व समजून घेणे.

शाश्वत विकास संकल्पनेचा अर्थ:

विकास ही संकल्पना सर्वप्रथम इसवी सन घशुक्त मध्ये कोकोयो घोषणेच्या रूपात सादर केली गेली इसवी सन घशुक्त मध्ये “आमचे मिळतेजुळते भविष्य” नावाच्या एका आयोगाची स्थापना सतत विकासाच्या दृष्टीने उपाय योजना सुचविण्यासाठी करण्यात आली. या आयोगाची अध्यक्ष नावे ची तत्कालीन प्रधानमंत्री ब्रुटलँड होती. त्यामुळे या आयोगास ब्रुटलँड कमिशन असेही म्हटले जाते. ब्रुटलँडच्या मते “शाश्वत विकास म्हणजे असा विकास की येणार्या भावी पिढ्यांना त्यांच्या

गरजा किंवा आवश्यकता पूर्ण करण्याच्या क्षमतेला तडजोड न करता वर्तमान पिढीच्या गरजा किंवा आवश्यकता पूर्ण करणे होय” याचा अर्थ असा की वर्तमान काळातील पिढीबरोबरच भविष्यकाळातील पिढीच्या आवश्यकता किंवा गरजा पूर्ण करण्याबरोबरच पर्यावरणाचे संरक्षण ही झाले पाहिजे, यातून होणारा विकास म्हणजेच शाश्वत विकास होय. थोडक्यात पर्यावरण संतुलना बरोबरच असा विकास जो सर्वांसाठी व सदैव असेल.

समाजशास्त्र शाश्वत विकासासाठी कसे योगदान देऊ शकते?

शाश्वत विकासाची संकल्पना १९८० च्या उत्तरार्धात एक विचारधारा म्हणून उदयास आली जी पर्यावरणाला हानी न पोहोचवता आर्थिक प्रगतीसाठी प्रयत्नशील होती. जरी अर्थव्यवस्था आणि पर्यावरण ही शाश्वत विकासाची मध्यवर्ती वैशिष्ट्ये असली तरी, ते स्वतंत्र घटक नाहीत जे समाजाच्या इतर वैशिष्ट्यांपासून वेगळे आहेत. शाश्वत विकासामध्ये एक आंतरविद्याशाखीय दृष्टीकोन त्याच्या जटिल स्वरूपांमुळे सामान्य आहे जो एका शिस्तीच्या पद्धतीद्वारे पुरेसा व्यक्त केला जाऊ शकत नाही. शाश्वत विकासाचे आंतरविद्याशाखीय संशोधन आयोजित करताना शिक्षणतज्ञांकडून वारंवार दुर्लक्ष केले जाणारे क्षेत्र म्हणजे समाजशास्त्र हा विषय आहे. दोन क्षेत्रांमधील परस्परसंबंध दर्शविणाऱ्या काही प्रमुख समस्यांमध्ये जीवनाचा दर्जा, गरिबी आणि पर्यावरणविषयक चिंता यांचा समावेश होतो. हे सामान्य मुद्दे दोन क्षेत्रांमधील आंतरविषय सहकार्याची संधी प्रस्थापित करतात.

१७ शाश्वत विकास उद्दिष्टे (SDGs) संयुक्त राष्ट्रांनी निर्धारित केल्यानुसार, विकसित आणि विकसनशील दोन्ही देशांसाठी सुसंगतता

असलेल्या सर्वसमावेशक दृष्टिकोनाचे प्रतिनिधित्व करतात. त्यांच्या घोषणेपूर्वी, SDGs राजकीय वाटाघाटींच्या अधीन होते ज्या दरम्यान १५० पेक्षा जास्त निर्देशकांच्या मूल्यमापन निकषांवर चर्चा झाली. तथापि, काही संशोधकांच्या मते, SDGs फ्रेमवर्कमध्ये परिवर्तन आणि उत्क्रांतीच्या सिद्धांताचे संपूर्ण एकत्रीकरण वगळले जाते. या सिद्धांतांचा समावेश करण्यापासून परावृत्त केल्याने, जागतिक शाश्वतता उपक्रमांमध्ये SDGs संदर्भित करण्याच्या क्षमतेस अडथळा आणतो, तसेच जागतिक प्रणालींच्या परिवर्तनास कमजोर करते. हे एक अंतर निर्माण करते ज्याला समाजशास्त्रीय सिद्धांत आणि पद्धती मदत करू शकतात. समाजशास्त्रीय संशोधन सामाजिक नवकल्पनाद्वारे सामाजिक परिवर्तन कसे साध्य करायचे याविषयी मार्गदर्शनासह टिकाऊ उपक्रम पुरवू शकते.

ब्रुंडलँड कमिशनच्या "आमचे सामाईक भविष्य" अहवालाने समाजशास्त्रीय दृष्टिकोन विचारात घेण्याचे महत्त्व अधोरेखित केले आहे, कारण सामाजिक संस्थेच्या नमुन्यांमध्ये योगदान देणारे प्रमुख कलाकार म्हणून मानवांवर लक्ष केंद्रित केले आहे. या नमुन्यांची उत्क्रांती समजून घेणे टिकाऊपणाच्या समस्यांवर उपाय विकसित करण्यासाठी महत्त्वपूर्ण आहे. समाजशास्त्र SDGs साठी त्या सामाजिक पॅटर्नच्या परिणामांबद्दल अंतर्दृष्टी प्रदान करते. सर्वात लक्षणीय म्हणजे, हे नमुने विविध स्वारस्य गटांद्वारे नावीन्यपूर्णतेवर दिलेल्या भरावर परिणाम करतात, जे शाश्वत उपाय विकसित करण्यासाठी आवश्यक आहे:

शाश्वततेसाठी समाजशास्त्रीय दृष्टिकोन:

समाजशास्त्र हे अनपेक्षित दृष्टिकोनातून टिकाऊपणाचे वर्णन करून आणि संशोधकांना

डॉ. राहुल गोंडणे

विचारात घेण्यासाठी उपयुक्त असलेल्या नवीन दृष्टिकोन, संकल्पना आणि विश्लेषणे प्रदान करून शाश्वत विकासाची समज वाढवू शकते. यामध्ये विविध मानवी संबंध, सामाजिक कृती, प्रेरणा, संस्कृती आणि सामाजिक संस्थेच्या जटिल संरचनांचे परीक्षण समाविष्ट आहे.

सामाजिक कृतीचा परिणाम म्हणून टिकाव (किंवा त्याचा अभाव):

सामाजिक कृतींच्या समन्वयाचे विश्लेषण करण्याच्या समाजशास्त्रीय पद्धती, समाज किंवा समुदाय हानिकारक आणि शाश्वत विकासास अडथळा आणू शकतील अशा वर्तनांमध्ये का गुंतू शकतात हे निर्धारित करण्यासाठी टिकाऊपणा संशोधनासाठी एक नवीन दृष्टिकोन प्रदान करते. व्यावहारिक दृष्टिकोनातून, निर्णय घेणारे आणि टिकाऊपणा कार्यक्रमांचे नियोजक समाजशास्त्राद्वारे प्रदान केलेल्या विविध सामाजिक व्यवस्थापन साधनांबद्दल जागरूकता किंवा समज नसू शकतात. या यंत्रणा समूह क्रियांमध्ये सामंजस्य आणण्यास आणि सामाजिक गतिशीलतेला पाठिंबा देण्यास मदत करू शकतात, तसेच सामाजिक एकसंधता वाढवण्यास मदत करू शकतात.

समाधानापेक्षा समस्या म्हणून टिकाऊपणा काही समाजशास्त्रज्ञ त्यांच्या गुंतागुंतीच्या आणि वैविध्यपूर्ण अर्थामुळे समस्या सोडवण्याऐवजी टिकाऊपणाकडे पाहतात. ते आजच्या समाजासमोरील एक आव्हान म्हणून पाहतात, ज्याने टिकाऊपणासाठी उपाय ओळखण्यासाठी कार्य केले पाहिजे. म्हणून, एक समाजशास्त्रीय दृष्टिकोन टिकाऊपणाशी संबंधित विविध विरोधाभास, संदिग्धता आणि विरोधाभास लक्षात घेऊन, प्रतिक्षेपी आणि समस्या—केंद्रित दृष्टिकोनातून टिकाऊपणाच्या विषयाला संबोधित

करतो. दुसरीकडे, एक गैर-समाजशास्त्रीय दृष्टीकोन टिकाऊपणाला सामाजिक परिस्थितींद्वारे विश्लेषित केले जाऊ शकते असे काहीतरी म्हणून संबोधित करेल आणि ज्याची दिशानिर्देश आणि तत्वांद्वारे संबोधित केले जाऊ शकते जे इष्ट स्थिती प्राप्त करण्यासाठी डिझाइन केलेले आहे. दृष्टीकोनातील हे फरक सामाजिक-आर्थिक परिवर्तन, सामाजिक असमानता आणि पदानुक्रम, उदयोन्मुख संघर्ष आणि सामाजिक व्यवस्थेला न्याय देणाऱ्या पद्धतींचे निरीक्षण करण्यावर समाजशास्त्रीय लक्ष केंद्रित करण्यापासून उद्भवतात.

शाश्वततेवर सामाजिक संबंधांचा प्रभाव:

समाजशास्त्रीय निरीक्षणे अंतर्दृष्टी व्युत्पन्न करतात जे समकालीन समाजात, तसेच संस्था आणि सांस्कृतिक नमुन्यांमध्ये टिकाऊपणा कसे एकत्रित केले जात आहे हे स्पष्ट करते. सर्वात महत्त्वाचे म्हणजे, समाजशास्त्रीय संशोधन हे स्पष्ट करू शकते की शक्तीचे सामाजिक संबंध टिकाऊपणासह कसे एकमेकांशी जोडलेले आहेत. समाजशास्त्र या वस्तुस्थितीचा विचार करते की टिकाऊपणाची व्याख्या आणि त्यासंदर्भात जे निर्णय घेतले जातात ते सामाजिक पदानुक्रमांद्वारे तसेच नमुन्यांद्वारे निर्धारित केले जातात.

विकासाचे वास्तव:

आज आपण विकासावर खूप चर्चा करतो पण तो विकास वास्तविक विकास नाही. कारण जगातील बहुतांश लोक समाज आजही ही भूक गरीबी दुष्काळ शुद्ध पाण्याच्या पिण्याचा अभाव इत्यादी समस्या संघर्ष करत आहे त्याचे वास्तव स्वरूप पुढीलप्रमाणे सांगता येईल.

१. संसाधनाचे असमान वितरण:

आपल्याकडे संशोधनाचे असमान वितरण प्रचंड प्रमाणात झाले आहे. *उ टक्के संसाधनावर ह्यउ टक्के लोकांचा अधिकार आहे. ह्यउ टक्के संसाधनावर *उ टक्के लोकांना आपल्या गरजा पूर्ण कराव्या लागतात. परिणामी विकासाच्या प्रवाहामधून अनेक लोकांना वंचित राहावे लागते. म्हणून असा विकास एकांगी स्वरूपाचा असतो.

२. भयंकर गरिबी व दारिद्र्य:

शासकीय आकडेवारीनुसार भारताची ह्य टक्के लोकसंख्या गरिबी व दारिद्र्यरेषेखालील जीवन जगत आहे. स्वातंत्र्याच्या ऋउ वर्षांनंतरही जवळपास ह्य कोटी लोकसंख्येला उपाशीपोटी झोपावे लागत आहे. तरीदेखील आपणा त्यास विकास समाजतो असेल तर ती अत्यंत लाजिरवाणी गोष्ट आहे.

३. अन्नसुरक्षेचा अभाव:

भारताच्या मोठ्य मोठ्य लोकसंख्येचा भाग आजही कुपोषणाने ग्रस्त आहे भारतात अशा व्यक्तीला कुपोषणग्रस्त म्हटले जाते ज्याच्या जेवणात प्रोटीन कार्बोहायड्रेट विटामिन आणि पोषक खनिजांचा पर्याप्त प्रमाणाचा अभाव होय. शहरात शू टक्के तर ग्रामीण भागात शू टक्के लोक दररोज दोन वेळचे भोजन प्राप्त करण्यास सक्षम आहेत. शहरापेक्षा ग्रामीण भागात कुपोषणाचे स्वरूप खूपच गंभीर आहे. भारतात ुउ टक्के महिला कुपोषणामुळे कमी वजनाच्या मुलांना जन्म देतात. गर्भवती स्त्रिया व पाच वर्षाखालील मुले कुपोषणाचे सर्वाधिक शिकार असल्याचे दिसून येते यातून वास्तविक विकास कसा आहे हे स्पष्ट होते.

४. दुष्काळ:

जर एखाद्या क्षेत्रात अधिकांश लोकांना पोटभर अन्न व शुद्ध पाणी उपबोध होत नसेल तर त्या क्षेत्रास दुष्काळी क्षेत्र म्हणून ओळखले

जाते. संयुक्त राष्ट्र संघाच्या मते लोकसंख्येच्या मोठ्या समूहाला भूक व उपासमारीला बळी पडावे लागत असेल तर त्यास दुष्काळ असे म्हटले जाते. आज भारतात विविध ठिकाणी दुष्काळी परिस्थिती निर्माण झाली आहे हीच आजच्या विकासाची वास्तवता समोर आणते.

५. उत्पन्नातील विषमता:

भारतात प्रचंड प्रमाणात आर्थिक विषमता आहे आर्थिक विषमतेमुळे बंगाली मुली संपूर्ण देशातील कोठ्यवर वेश्याव्यवसाय करत असताना दिसत आहेत. आश्चर्याची गोष्ट म्हणजे जगातील सर्वात गरीब व उपाशी लोक भारतात आहेत एकीकडे भारतीय व्यवस्थापन तंत्रज्ञान संस्थेमधील पदवीधरांना देशात व परदेशात दोन लाखापर्यंत मासिक वेतन प्राप्त होते तर दुसरीकडे एक चतुर्थांश लोकसंख्या दिवस-रात्र कठोर मेहनत करून देखील आपले व आपल्या कुटुंबाचे पोट भरू शकत नाही. इतकी आर्थिक विषमता व त्याचे वास्तव्य स्वरूप भारतात पाहण्यास मिळते.

६. घराची टंचाई व गलिच्छ वस्त्या:

एकीकडे गगनचुंबी इमारती राहणारे लोक दिसतात तर दुसरीकडे करोडो लोक असेही आहेत की ज्यांच्या नशिबी फक्त गरज नाही भारतात जवळपास २२ टक्के नागरी लोकसंख्या गलिच्छ वस्त्यांमध्ये जीवन जगत आहे योजना आयोगाच्या अहवालानुसार भारतात चार महानगरातील जवळपास ३५ टक्के लोक गलिच्छ वस्त्यांमध्ये राहतात. मुंबईत जवळपास ४४ टक्के लोक झोपडपट्टी व गलिच्छ वस्त्यांमध्ये जिवण जगतात तर ४० टक्के लोक कलकत्ता व ३९ टक्के लोक चेन्नई मधील गलिच्छ वस्त्यांमध्ये हे जीवन जगत आहेत.

७. पर्यावरणाची अवनती:

पर्यावरण म्हणजे सर्व सजीवांच्या जीवनावर परिणाम करणारी भोवतालची

परिस्थिती. पृथ्वीवर सर्वात बुद्धिवान असलेल्या मानवाने आपल्या बुद्धिमत्तेचा वापर करून पर्यावरणाकडून जे पाहिजे ते अक्षरशः ओरबाडून घेऊन आपला विकास साधून घेतला. थोडासा विचार केला तर लक्षात येईल की निसर्गात अस्तित्वात असलेल्या घटकांचा वापर आपण व इतर सजीव आपल्या स्वतःच्या पालन पोषणाकरिता करत आले आहेत. पण आपले जीवन समृद्ध करण्यासाठीचा हव्यास आणि स्वार्थ यासाठी मानवाने उपधि नैसर्गिक साधनांचा वापर करत पर्यावरणात अनेक बदल केले व तसे विनाशकारी बदल करण्याच्या पातळीपर्यंत माणूस पोहोचला आहे.

शाश्वत विकास आणि अपेक्षा:

शाश्वत विकास म्हणजे समाजाच्या आजच्या गरजा पूर्ण करित असताना भविष्यातील पिढ्यांना त्याची किंमत मोजायला लागणार नाही, असा विकास आज जगातील सर्वच राज्यकर्ते हे त्या त्या देशातील आर्थिक विकास आणि सामाजिक व नैसर्गिक साधनसंपत्तीची मागणी यामध्ये सुवर्णमध्य कसा गाठायचा या विवंचनेत आहेत. शाश्वत विकासाची सामाजिक किंमत ही कमीत कमी नुकसानीत करायची असेल, तर माझ्या मते कोणत्याही अर्थव्यवस्थेने तीन स्तंभांची काळजी घेतली पाहिजे. म्हणजे त्यावर उभा असणारा हा शाश्वतताचा डोलारा सांभाळता येईल. हे तीन स्तंभ म्हणजेच निसर्ग, समाज आणि अर्थव्यवस्था.

निष्कर्ष :

शाश्वत विकास म्हणजे प्रत्येकासाठी असणारा विकास हा कायमचाच असतो आणि तो साध्य करण्याच्या प्रक्रियेदरम्यान पर्यावरणाचे कोणतेही अवनती होत नाही. आर्थिक आणि

सामाजिक न्याय, म्हणजेच, समाजातील प्रत्येक घटकाचा वाटा आणि आर्थिक वृद्धीमध्ये संसाधनांचे समान वितरण हे शाश्वत विकासाचे महत्त्वपूर्ण साधन आहे. आत्तापर्यंत आम्ही विकासाच्या रूपात आर्थिक वाढीचा आग्रह धरतो, पण यात बहुजन समाजाचा सहभाग नसेल तर अशा आर्थिक वाढीचा काय फायदा? जेव्हा समाजातील प्रत्येक घटकाचा त्यात सहभाग असतो आणि समाजातील कोणताही घटक स्वतःला उपेक्षित किंवा वंचित मानत नाही तेव्हाच त्या आर्थिक वृद्धीस प्रभावी मानले जाते. विकासाच्या शर्यतीत अखेरच्या टप्प्यावर उभे असलेल्या व्यक्तीला असेही वाटले पाहिजे की त्याचेही समाजात अस्तित्व आहे, तेही व्यवस्थेमध्ये सामील आहेत आणि देशही त्याच्याबद्दल चिंतित आहे ही भावना त्यांच्यात निर्माण होणे गरजेचे आहे.

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