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Spirit of Multiculturalism in the Poetry of Mahatma Jotirao Phule

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Introduction:

The term multiculturalism has a range of meanings within the contexts of sociology, political philosophy, and colloquial use. In sociology and in everyday usage, it is a synonym for "ethnic pluralism", with the two terms often used interchangeably, and for cultural pluralism[1] in which various ethnic groups collaborate and enter into a dialogue with one another without having to sacrifice their particular identities. It can describe a mixed ethnic community area where multiple cultural traditions exist.

In sociology, multiculturalism describes the manner in which a given society deals with cultural diversity. Based on the underlying assumption that members of often very different cultures can coexist peacefully, multiculturalism expresses the view that society is enriched by preserving, respecting, and even encouraging cultural diversity. In the area of political philosophy, multiculturalism refers to the ways in which societies choose to formulate and implement official policies dealing with the equitable treatment of different cultures.

According to the 1961 Census of India, there are 1652 indigenous languages in the country. The culture of India has been shaped by its long history, unique geography and diverse demography. India's languages, religions, dance, music, architecture and customs differ from place to place within the country, but nevertheless possess a commonality. The culture of India is an amalgamation of these diverse sub-cultures spread all over the Indian subcontinent and traditions that are several millennia old.[197] The previously prevalent Indian caste system describes the social stratification and social restrictions in the Indian subcontinent, in which social classes are defined by thousands of endogamous hereditary groups, often termed *jātis* or castes.[198]

Religiously, Hindus form the majority, followed by Muslims. The statistics are: Hindu (79.8%), Muslim (14.2%), Christian (2.3 %), Sikh (1.7%), Buddhist (0.7%), Jain (0.4%), Unaffiliated (0.23%), Bahá'ís, Jews, Zoroastrians and others (0.65%). Linguistically, the two main language families in India are Indo-Aryan (a branch of Indo-European) and Dravidian. In India's northeast, people speaking Sino-Tibetan group of languages such as Meitei (Meitei-lon) recognized by the Indian constitution and Austroasiatic languages are commonly found. India (officially) follows a three-language policy. Hindi (spoken in the form of Hindustani) is the official federal language, English has the federal status of associate/subsidiary official language and each state has its own state official language (in the Hindi *sprachraum*, this reduces to bilingualism).

Further, India does not have any national language. The Republic of India's state boundaries are largely drawn based on linguistic groups; this decision led to the preservation and continuation of local ethno-linguistic sub-cultures, except for the Hindi *sprachraum* which is itself divided into many states. Thus, most states differ from one another in language, culture, cuisine, clothing, literary style, architecture, music and festivities.

Jyotirao Govindrao Phule (1827–1890), also known as Mahatma Jyotiba Phule was an Indian social reformer and thinker. His work extended to many fields including eradication of untouchability and the caste system, and women's emancipation. On 24 September 1873, Phule, along with his followers, formed the Satya Shodhak Samaj (Society of Seekers of Truth) to attain equal rights for people from lower castes. People from all religions and castes could become a part of this association which worked for the uplift of the oppressed classes. Phule is regarded as an important figure of the social reform movement in Maharashtra. He and his wife, Savitribai Phule, were pioneers of women education in India. He is most known for his efforts to educate women and lower caste people. The couple was among the first native Indians to open a school for girls of India. Jyotiba Phule was a staunch supporter of liberty and equality.

Mahatma Jyotirao Phule composed a number of poems called *Akhandas*, in which he preaches right conduct, reason, justice, toleration. Who is a truthful man? While giving answer to this question he replies that one who is pious, blame-less

and purely rational and practices truth in his life. He gives light like the sun, and peace like the moon. He does not strut about as terrestrial God, like the Brahmins, nor does he inflict pain on human beings, like a serpent. Such a human being should be called a gentle man. And his greatness should be sung. Phule's *Akhandas* were influenced by the *Abhangas* of Marathi Varkari saint <u>Tukaram</u>. Tukaram's *Abhangas* are very popular in rural Maharashtra. Even the illiterate people sing his poetic compositions. The lyrical structure and simple language attracted the minds of people for centuries. Jyotirao Phule wanted to reach to the common illiterate masses. His target group was not urban elite class but the oppressed backward classes and women. Therefore, he chose the pattern of *Abhangas* with modern sensibility. Though Phule was not an atheist, he was not a religious person either. He called the God creator and rejected any mediator between him and the God. He repeatedly uses the term *Nirmik* (creator) in his poetry, which proves his trust in the existence of the God. However, he strongly opposes to the established image of the God.

The image of True Woman created by Phule in nineteenth century is equally relevant in twenty first century. Such women are rare to be found even today. In the tenth quatrain, Phule condemns the ban on widow marriages as an injustice. He criticizes the corrupt life of Brahmins full of double standards. The exploitation of women by Brahmin community is the root cause of India's miserable condition. Phule concludes that the Islamic and Christian empires could rule India only because of the lack of bravery and courage in Indian society which was the result of inhuman treatment given to women by the males and which was justified by the scriptures.

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NEP 2020: Opportunity and Challenges in Higher Education of India

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Introduction:

Manpower is the most important resource to meet the challenges faced by the nation. This means that if the citizens of the nation are capable, then the nation can transform its challenges into opportunities. Therefore, it is very necessary to empower the citizens of the nation. Education is the only tool to empower citizens. For this purpose, every nation decides its national education policy.

Unemployment, education, drinking water, corruption, inflation, energy, environment etc. are faced by our nation. We see that the root of all these problems is rooted somewhere in education and that is why the new National Education Policy 2020 has been laid. The first National Education Policy in India was implemented in 1968. Then the second National Education Policy was implemented in 1986. The same policy was amended in 1992 and is still in force today.

For the last 34 years, there has been no radical change in the education policy of the nation. On the contrary, the social, economic and educational needs of the country and its citizens are changing in a revolutionary manner. It is because of this that many challenges and opportunities are being created in front of the nation. It is imperative to skill the citizens of the nation to face these future challenges and take advantage of the upcoming opportunities. Keeping this aspect in mind, the foundation of the new National Education Policy 2020 has been laid.

Objective of the Study:
1. To study the features of NEP 2020 To study the Merits of NEP 2020
2. To study the Opportunity of NEP 2020 To study the Challenges of NEP 2020

New Education Policy 2020

In January 2015, a board of trustees under previous Cabinet Secretary T. S. R. Subramanian began the interview cycle for the New Education Policy. In light of the board report, in June 2017, the draft NEP was submitted in 2019 by a board drove by previous Indian Space Exploration Association (ISRO) boss Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was subsequently delivered by Service of Human Asset Development, trailed by various public discussions. The Draft NEP had 484 pages. The Service embraced a through interview process in planning the draft policy: "More than two lakh ideas from 2.5 lakh gram panchayats, 6,600 squares, 6,000 Metropolitan Neighbourhood Bodies (ULBs), 676 locales were gotten." The vision of the National Education Policy is:

"National Education Policy 2020 imagines an India-driven education system that contributes straight forwardly in changing our country reasonably into a fair and dynamic information society by giving excellent education to all."

The features of the NEP 2020 for Higher Education has been given below:

Interdisciplinary education: The NEP 2020 proposes the breaking down of rigid boundaries between different academic disciplines and faculties. It encourages universities to offer multi- disciplinary courses that allow students to explore various subjects and fields of study.

Flexible curriculum and credit transfer: The NEP 2020 recommends a flexible curriculum that allows students to choose from a range of courses and subjects to meet their individual interests and career goals. The policy also proposes a credit-transfer system that enables students to shift between institutions without losing academic credit, thereby boosting mobility and promoting academic excellence.

Research and innovation: The NEP 2020 aims to make India a global hub for innovation and research by encouraging universities to prioritize research and increasing investment in science and technology. The policy also recommends the establishment of a National Research Foundation to support and fund research activities across all disciplines.

Vocational education and skill development: The NEP 2020 recognises the importance of vocational education and skill development in preparing students for the job market. It proposes the integration of vocational education into mainstream education, offering apprenticeships, and work-integrated learning programmes to help students

acquire relevant skills.

Online education: The NEP 2020 acknowledges the importance of technology in education and proposes the development of a comprehensive digital infrastructure for education. It encourages universities to offer online courses and blended learning models to reach a broader student population and promote access to education.

Inclusivity and Equity: The NEP 2020 places significant emphasis on promoting inclusivity and equity in education by addressing the needs of disadvantaged groups such as girls, low- income families, and students with disabilities. It also seeks to provide equal opportunities to students from all socio-economic backgrounds.

Internationalization: The NEP 2020 aims to promote internationalization by encouraging collaborations with foreign universities, attracting international students, and facilitating student and faculty exchanges. The policy also recommends the establishment of a National Education Exchange Programme (NEEP) to promote educational exchanges between states.

Autonomy and accountability: The NEP 2020 proposes greater institutional autonomy and decentralization of decision-making to improve the quality and effectiveness of higher education. The policy also emphasizes the importance of accountability, transparency, and regulatory mechanisms to ensure that institutions adhere to quality standards.

Merits of National Education Policy 2020 for higher education

Flexibility: The new policy offers a flexible, multi-disciplinary and student-centric approach to higher education, allowing students to choose their courses, the pace of their learning and the mode of delivery.

Multiple Entry and Exit Points: The system allows students to enter or exit their courses at various points, giving them the freedom to opt for different courses at different times during their education.

Investments in research has been urged: The policy aims to establish a robust research and innovation ecosystem by investing in research and development, funding, and encouraging collaborations between academia and industry.

Job oriented Training: The policy includes vocational training as an integral component of higher education, aiming to equip students with practical skills to enter the job market.

Teacher Development: The NEP 2020 focuses on providing comprehensive teacher training and development programs that will help build an effective and competent teaching force. It also seeks to promote a culture of continuous professional development among teachers.

Enhanced ways: The policy aims to leverage technology to enhance teaching and learning

experiences, including the creation of online courses, open educational resources, and e- learning platforms.

Opportunities of NEP 2020:

Vocational Education: Vocational education means the education, which prepares the skills which is required in the market as art as artisan, trade as trade person and work as technician. This kind of education not only gives us employability and job opportunities but also individual development of the person gainful skills which helps us to start self-employment and gives employment opportunity to others.

Flexibility and Multidisciplinary: This education policy focuses on flexibility and multidisciplinary in the education. NEP provides the equal opportunity to all area of the nation. Flexibility allows to the students to choose subject according their interests and capacity of the students. Multidisciplinary allows to the students to choose the subject from any course.

Research and Innovation: NEP 2020 gives an opportunity for the promotion of the research and innovation.it is emphasizes on multidisciplinary approach, flexible atmosphere and sufficient funding for the research and innovation. NEP encourages to establish strong research centres.

Holistic Education: NEP 2020 emphasizes on overall development of the person as intellectually, emotionally, physically and spiritually. Traditional education focuses on theoretical learning. NEP 2020 not only focus on theoretical but also practical development of the students. New education policy focuses individual development of the student, who solves various challenges in the life rather than focusing on the academic content only For Instance.

Technology involvement: In Ancient education we could not use technology because there was not proper development of the technology. Everyone used to use textbooks and reference books only. Now a days Technology involvement is an opportunity to the all students because NEP 2020 allows to use technology in the education. It means students can understand everything about academic and general content as well as get free and easy access of the online content anywhere.

Critical Thinking: In the 21st century we have needed to think critical because so many complex problems we have been facing such as Environment, Social, Economic and Disease (medical) issues. NEP 2020 emphasises on critical thinking and problem solving abilities among students. Critical thinking involves analysing, evaluating and synthesizing information to take decision. NEP 2020 gives opportunity to the students to think critical and implement in the life.

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Challenges of National Education Policy 2020 for higher education

Implementation: Implementation is the main challenge of the NEP 2020.traditional educational policy focuses on theoretical approach but NEP 2020 focuses on experimental and holistic learning. So it is quite difficult to be theoretical to experimental and holistic. Those teachers followed the traditional teaching methods, they are facing difficulties to change new teaching methods in NEP 2020.

Overhauling of higher education system: The National Education Policy 2020 proposes a major overhaul of India's higher education system. While this could potentially create a more streamlined and effective system, some stakeholders are concerned about the challenges that could arise during the transition.

Funding: Funding is essential to implementation of the NEP 2020 effectively, which requires the updated and sufficient infrastructure, improving teachers training and digital learning tool to all level in education. The policy proposes several new initiatives such as setting up of new universities, restructuring of the education system, and promoting online education. Implementing these will require significant funding, and the government needs to find ways to finance them without putting an additional burden on the taxpayers.

Infrastructure and Resources: Now day's private schools and colleges are opened in India. Everyone wants quality education. if we want quality education then institute provides us adequate infrastructure, sufficient resources, qualified and trained teachers. It is challenging task in the rural or village or remote and economically poor area.

Bridging the Digital Divide: The policy envisions promoting online education and making it accessible to all, including those living in remote areas. However, this will require bridging the digital divide, which remains a challenge in a country where many people still lack access to basic internet connectivity.

Faculty Development: The policy places a strong emphasis on faculty development and training, but there is a shortage of qualified faculty in many areas of higher education, and it may take time for institutions to build the necessary capacity.

Equity: While the National Education Policy 2020 seeks to promote equity and inclusion in higher education, there are concerns that some of the proposed measures, such as the four-year undergraduate program, may disadvantage students from marginalized communities or those with disabilities. recruitment and qualification, addition of technology in the education process, etc.

Conclusion

Higher education is a significant viewpoint in choosing the economy, social status, innovation reception, and sound human conduct in each country. The education department of each country has the responsibility to give higher education to each citizen; as the Gross Enrolment Ratio (GER)will increase. So, the National Education Policy 2020 came to improve the quality of education. This policy encouraged the merit-based admissions and have scholarships and free-ships to economically deprived students. The performers of a faculty members will be merit and research based and the leaders of regulating bodies will be merit based proven. By 2030, the NEP 2020 is a wait to fulfil its all objectives.

Even though there are some drawbacks in the new education policy, the merits are significantly overpowering. With the introduction of NEP 2020, many changes have been made and it is believed by many that by implementing these changes, the Indian academic system will be taken a step higher. In short, NEP provides integral elements for a leap in the future. It remains to be seen how this will be achieved. We look forward to its implementation for fulfilling the promise of a 'New India.'

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Quality Enhancement and Challenges of New Education Policy 2020 in Higher Education

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Abstract:
The policy is concerned with attention on skill development along with the study curriculum. The main aim is to reduce classroom load From students and make them more interdisciplinary and multi- ligual. It aims at all round development of the student. Moving towards a higher educational system consisting of large multidisciplinary universities and colleges. The NEP focuses on enhancing practical education instead of laying stress on books for learning. The student will have the freedom to select the course they desire to learn along with the course subjects, thus promoting skill development. Moving towards a higher educational system consisting of large multidisciplinary universities and colleges. To move towards multidisciplinary Universities and college More towards faculty and institutional auto nomy.

Keywords: Curriculum, Multidisciplinary, Enhancement, Challenges, Infrastructure Learning, Privatisation, Drought, interdisciplinary

Introduction:

The current policy replaces the National Education Policy 1986. The New Education Policy then came into existence on 29 July 2020. It is focusing in the self-capabilities of child and concept-based learning, instead of rote learning procedure. Degree will be of standards and quality equivalent to the highest quality programmes run by the HEIs on their campuses. The policy is concerned with attention on skill development along with the study curriculum. 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 global education development agenda reflected in the goal.

The discussion regarding the New Education Policy was started in January 2015 by the committee under the leadership of cabinet secretary TSR Subramanian and a report was submitted by the committee in 2017. A Draft of National Education Policy, Made on the basis of the report of 2017, was submitted by the new team led by former ISRO (Indian Space Research Organization) chief Krishnaswamy Kasturirangan in 2019. The drafted New Education Policy was announced, by the Ministry of Human Resource Development, after consulting with the public and stakeholder. The New Education Policy then came into existence on 29 July 2020. The main aim is to reduce classroom load from students and make them more interdisciplinary and multi-lingual. It aims at all-round development of the students.

Need for the study:

The current policy replaces the National Education Policy 1986. The New Education Policy then came into existence on 29 July 2020. The Union cabinet of India is responsible for approving the Education Policy. The new education policy focuses on the student overall development. The new education policy focuses on enhancing practical education instead of laying stress on books for learning. It aims at all round development of the student. Enhancement And Challenges Of New Education Policy 2020 In Higher Education.

Objectives of the study:
1. To study of New Education Policy 2020.
2. To Study of Enhancement And Challenges Of Higher Education.

Hypothesis:
1. The new education policy focuses on books for learning. Due to privatization of higher education system.
2. It aims at all round development of the student. It will increase the cost of Education.
3. The Autonomous status of HEI will create the problem of quality.

Methodology of the study:
For the present research paper study secondary data. The secondary data was collected from published in journals, articles, books and related materials.

Enhancement of New Education Policy 2020
1. Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System.
2. Institutional Re-structuring and Consolidation

3. Optimal Leaning Environment and Support for Students.
4. Equity and Inclusion in Higher Education.
5. Promoting high quality research: National Research Foundation.
6. Effective Governance and Leadership for Higher Education Institutions.
7. Transforming the Regulatory System of higher Education.

The Bachelor's programme would be a 4-year programme with a flexible exit. Obtaining a year course will provide with certification, 2-year with a diploma degree, 3-year with a bachelor's degree, and 4-year will be integrated with the research work. Higher Education Grants Council (HEGC) for providing funds and finances to universities and colleges. This will replace AICTE and UGC.

The responsibility of the national testing agency to hold common entrance for universities and colleges along with conducting NEET and JEE. Master of Philosophy courses to discontinue, as it was an intermediate course between Masters and Ph.D. National Research Foundation (NRA) to be developed to foster research and innovations. The Foreign universities to set their campuses in our country and vice versa. The 4-year integrated B.Ed. programme made it essential for teaching.

The Main aim is to reduce Classroom Load form students and make them more interdisciplinary and multi – lingual. This policy envisions a complete overhaul and re- energising of the higher education system to overcome these challenges and thereby deliver high – quality higher education. Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges. Moving to words a more multidisciplinary undergraduate education moving to words faculty and institutional auto nomy.

Revamping curriculum, pedagogy, assessment and student support for enhanced student experiences. Establishment of a National Research foundation (NRF) to Fund outstanding peer reviewed research and to actively seal research in universities and colleges. Governance to HEIS by high qualified independent boards having academic and administrative autonomy. Increased access, equity and inclusion through a range of measures, including greater opportunities for outstanding public education, scholarships by private, philanthropic universities for disadvantaged and underprivileged students. Online education and open distance Learning (ODL) and all infrastructure and learning materials accessible and available to learners with disabilities.

The overall higher education sector will be integrated into one higher education system – including professional and vocational education. This Policy and its approach will be equally applicable to all HEIs across all current streams, which would eventually merge into one coherent ecosystem of higher education. Students are the prime stakeholders in the education system. Vibrant campus life is essential for high quality teaching-learning processes. In every education institution there shall be counselling systems for handling stress and emotional adjustment. Furthermore, a systematized arrangement shall be created to provide the requisite support to students from rural background.

The context of higher education, NEP-2020 has brought tremendous changes in governance and intuitional reforms aiming at establishment of multi disciplinary colleges, universities and clusters of higher education institutions by linking with forthcoming industrial revolution for skilled job creation and ugmenting employment avenues. The policy aims that the Indian higher education system Skill consolidate into a smaller number of institutions across the three types of HEIs. Multidisciplinary capacity, multiple entry maintaining academic bank of credits and quality higher education in terms of teaching research and service, subsequently, NEP-2020 also stresses upon establishing a national educational technology rum for proper use of technology in the domains of teaching learning, assessment administration and management systems and also focuses on maintaining virtual labs at various institutional and university Level.

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. The multiple exit option in bachelors courses will proved an opportunity for the students to benefit from the experience and attain skills by working somewhere in meantime and then continue later. The new education policy focuses on the practical aspect of learning any subject as it is considered a better way of understanding the concept. The multiple exit option in bachelors courses will proved an opportunity for the students to benefit from the experience and attain skills by working somewhere in meantime and then continue later. The new education policy focuses on the practical aspect of learning any subject as it is considered a better way of understanding the concept.

The new regulatory system envisioned by this Policy will overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of 'affiliated colleges' over a period of fifteen years. The existing affiliating university will be responsible for mentoring its affiliating colleges so that they can develop their

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capabilities and achieve minimum benchmark in academic, curricular teaching.

Challenges of New Education Policy - 2020

1. Lack of college infrastructure in rural colleges.
2. Stud less Enrolment
3. Problems of time table adjustment
4. Quality Higher Education for all
5. One of the primary concern is the need for major infrastructural changes in colleges.
6. There is also a need for adequate funding and resources to be made available for proper implementation.
7. Lack of a robust implementation strategy
8. Teachers will require training in high quality content as well as pedagogy.
9. Unequal access to education.
10. Lack of faculty members
11. On job mou problem from rural and drought

Conclusion:

The policy is concerned with attention on skill development along with the study curriculum. 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. More towards faculty and institutional auto nomy. The   NEP focuses on enhancing practical education instead of laying stress on books for learning. The policy is concerned with attention on skill development along with the study curriculum. The main aim is to reduce classroom load From students and make them more interdisciplinary and multi-ligual. The Main aim is to reduce Classroom Load form students and make them more interdisciplinary and multi – lingual. Students are the prime stakeholders in the education system. Vibrant campus life is essential for high quality teaching-learning processes.

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To study of Educational policy and Women Empowerment

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Abstract:

Empowerment is considered to be a means for creating social environment in which vital decisions may be taken and choice could be taken to bring social transformation. It strengthens the innate ability through acquiring knowledge, power and experience. The empowerment of women has become one of important issues of current period. It is considered that women should stand equal to men in terms of education, livelihood, health and all other parameters. The education of women plays an important role in the advancement of society. In the words of Pt. Jawaharlal Nehru, "If you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Women empowered means mother India empowered" (Bhat, 2015; Tamilselvi, 2018). Education is a milestone of women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their life. It assists in bringing equality and works as a means to improve their status within family, society and politico-economic system. This Paper seeks to highlight various dimensions of empowerment of women through education

Key words: Women empowerment, education.

Introduction:

The concept of women's empowerment has evolved over time, with different definitions and perspectives. Generally, women's empowerment refers to the process of enabling women to take control of their lives, make decisions, and participate fully in all spheres of society. Empowerment of women includes their economic, social, and political empowerment. Economic empowerment refers to women's ability to access resources and participate in the economic decision-making process. Social empowerment refers to women's ability to participate in cultural, social, and community activities. Political empowerment refers to women's ability to participate in the political process and decision-making. Historical Evolution of Women Empowerment: The concept of women empowerment has a long history, dating back to the early feminist movements in the 19th century. The first wave of feminism focused on women's political rights, such as the right to vote. The second wave of feminism in the 1960s and 1970s focused on women's social and economic rights, such as equal pay for equal work and access to education. The third wave of feminism in the 1990s focused on the diversity of women's experiences and the intersectionality of gender, race, and class. There have been numerous studies conducted on women empowerment over the past few decades. These studies have looked at various aspects of women empowerment, including political, social, economic, and cultural dimensions. Women empowerment is a multifaceted concept that encompasses a wide range of issues related to gender equality, women's rights, and social justice. In recent years, there has been a growing interest in the academic literature on women's empowerment, and numerous studies have been conducted to explore different aspects of this phenomenon. One important aspect of women's empowerment is economic empowerment. Women's participation in the labor force is widely recognized as a key factor in promoting economic growth and reducing poverty.

Review of Literature:

According to a study by Kabeer and Mahmud (2004), women's economic empowerment can lead to increased income, improved nutrition and health, and greater decision-making power within the household. In addition, women's economic empowerment can also have a positive impact on the broader community, by promoting gender equality and reducing gender-based discrimination.

Objective of this study:

1) To study the contribution of women in higher education sector

2) To analyse the problem occurs in women empowerment

Methodology:

The study is based on descriptive research design. The data has been collected through secondary sources like journals, books, government reports, newspapers and various working papers. The secondary data has been analyzed through content analysis method. Meta analyses, systematic reviews, literature reviews, books and documents

that were not based on authenticated data, were excluded from the study.

Analysis:

　　　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 (Hashemi Schuler and Riley, 1996). 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.

　　　Various educational policies for the development of women's education in India - The education policy needs to be more inclusive to ensure girls right to education and their right to be free from discrimination within educational institutions. Also, education policy should target young men and boys to positively change their attitudes towards girls and women.The efforts made in the development of women education and making them an integral part in the mainstream of the country are briefly as follows: The University Education Commission (1948-49), in its report, said, "To increase educational opportunities for half women; generally do not give uniform education to men and women; and instead of imitating sudden men, give such¬ education which is found Women can become a good woman. Secondary Education Commission (1952-53) was mainly indifferent to women's education but the Commission suggested¬ providing special facilities for home science education to girls and opening of separate schools for girls on demand.

　　　The Durgabai Deshmukh Committee (1957), constituted by the Government of India, suggested to fill the gap between¬ male and female education in the shortest period.

　　　The Bhaktavatsalam committee, constituted to find out the reasons for the lack of public support towards women's¬ education, in its report in 1963, in addition to other suggestions, stated that one primary school on every 300 population, one junior high school every 3 miles. And a secondary school should be provided at a distance of 5 miles. The Hansa Mehta Committee (1964) in its report opposed the curriculum on the basis of gender and suggested to arrange¬ uniform courses for boys and girls at primary level and different courses at monthly level.

　　　The Kothari Commission (1964-66), in its report, supported all the recommendations made for the development of women¬ education so far and said that the state and central governments should be guided to the path of women's education by arranging special schemes, motivators and adequate values. There should be a definite effort to remove all obstacles. In order to accelerate the pace of social reconstruction in the first education policy of the country (1968), the importance¬ and importance of education of girls was emphasized by equal educational opportunities for boys and girls.

　　　The Fulrenu Guha Committee (1971-74), constituted to know the condition of women, emphasized "co-education" at all¬ levels of education. In the National Policy on Education (1986), the importance of 'education' for 'equality of women' was accepted. This¬ policy talked about removing all obstacles in the path of female literacy and increasing the participation of women in various technical and professional courses.

　　The Review Committee for National Education Policy (Acharya Ramamurthy Committee) in its report in 1990 spoke of¬ taking several steps for "education and women equality". In its suggestions, the committee asked for the appointment of women teachers in at least 50 percent of the posts in schools of secondary level. In the present ten-year-old

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program called 'Sarva Shiksha Abhiyan'; through the mass educational program 2001-2010, by¬ the end of the year 2010, the target of completing the education of all children up to the age of 14 years of the country up to the eighth level has gone. The 86th constitution amendment in the year 2002 has included education in fundamental rights.

Main problem of women's education in India The problems affecting women's education is due to conservative mindset of society and the level measured of women is always lower in comparison to the men. After the Vedic period, aryasamaj was against women empowerment and totally denied the authority to study vedas. The major fundamental rights were underestimated due to the lack of basic materials and specified benefits. The importance of women matters to building economic development of the country and social reformation for the society as well as for the country.

However, global education has faced various difficulties during covid - 19 situations, the women education is no different to that. In addition to that, Indian women are facing many issues regarding women education such as lack of transport, lack of encouragement and not giving effort by the official incharge of education. The obstacles come due to the lack of coordination between home and the outside life environment. The process of integrating should be safe between the social and economic environment and the method of education. A woman can balance the roles of wife, a mother also by working as a woman can serve the country. Women have the equal rights as men have, women also have the qualities of mental statement, physical and potential strength to do work in each field. Women education is the only way through that a woman can achieve the goals and support the society to make improvement in the country.

Conclusion:

Empowerment of women is a very vital component of development discourse. It is very much explicit that empowerment of women is very much required for positive change and transformation of unequal society. The given anecdotes point out that only by improving coordination, convergence, and linkage between various multi-sectoral programs i.e. improved collaboration between the departments of education, Women and Child Development, Backward Classes and Minorities, Social Welfare and Rural Development and Panchayati Raj will streamline the educational processes for better synchronisation and allow for pooling and better utilisation of resources for improved impact for Girl Child Education. Education brings about knowledge and a reduction in gender bias which functions as a means of improving the status of women within the family

and the community. Education is thus the foundation of women empowerment.

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The Portrayal of Patriarchy in Githa Hariharan's *The Ghosts of Vasu Master*

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Abstract:

Githa Hariharan is one of the significant women writers in Indian novelists. Her first novel, *The Thousand Faces of Night* won the Commonwealth Writers' Prize for the best first novel in 1993. Her other works include the short story collection *The Art of Dying (1993),* the novels *The Ghosts of Vasu Master (1994), When Dreams Travel (1999), In Times of Siege (2003), Fugitive Stories (2009),* and *I Have Become the Tide (2019),* and a collection of essays entitled *Almost Home: Cities and Other Places (2014).*

Githa Hariharan is a major postmodern feminist voice in Indian English Fiction. Using postmodern techniques, she pinpoints the contemporary issues in a very controlled language. She has used the devices like animal fables, mythological stories and the free flow of thoughts technique in her novels. *The Ghosts of Vasu Master* is a postmodern fiction in the form of a narrative which portrays the life of a retired high school teacher. He writes his experiences of forty years of teaching with anecdotes from his childhood, family life and social life.

The research paper focuses on the patriarchal system portrayed in the novel. She brings out the essence of Indian Family structure, the world of women victimised by the patriarchy.

Key Words: Postmodernism, Patriarchy, Indian Family structure, Indian Mythology, Animal Fables.

Introduction:

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Githa Hariharan is a major postmodern feminist voice in Indian English Fiction. Using postmodern techniques, she pinpoints the contemporary issues in a very controlled language. She has used the devices like animal fables, mythological stories and the free flow of thoughts technique in her novels. Hariharan is known for her book, *The Thousand Faces of Night* which won the Commonwealth Writers' Prize. She wrote this novel when she was on maternity leave. As Meenakshi Bharat points out

"The book questions the confining code of
patriarchy and brings to light the
strategies of three generations of women. She makes
concerted use of myth
and folktale to enlarge the space of the lives of the
'real' people, especially women." (2023 Pp. 111-114)

Her books are a historical document of the family culture in India. She minutely portrays the delicate relationships and the deep roots of patriarchy in them. Like *The Thousand Faces of Night,* her other novel *The Ghosts of Vasu Master* also pinpoints the united family structure, the patriarchal constraints on the lives of women. *The Ghosts of Vasu Master* is a postmodern fiction in the form of a narrative which portrays the life of a retired high school teacher. He writes his experiences of forty years of teaching interconnected with the anecdotes from his childhood, family life and social life. In this novel, she portrays the Indian society at different levels. His childhood, his married life, the world of mythologies and the society in which he lives.

He has lost his mother in his childhood. Vasu's mother Lakshmi is the most marginalised female character in the novel. Her parents neglect her existence. She is not even baptised. After many years, the girl is given the name Lakshmi by the sweeper-woman of the family. Lakshmi's life is very short in the house of Vasu's father. After giving birth to Vasu, she dies dutifully as if the purpose of her life has been served. He has a strong influence of his father, his Gandhian ideology, his philosophy, his treatment of various patients in Ayurveda and his influence in the family. He tells how he treated a girl patient, Shakuntala, who was their close relative. She was married at very early age and is not able to cope with the family responsibilities, hard work and the duties of a wife. She is treated and counselled by his father and sent back to her in-laws. Still, her death reported to after

some days. His grandmother is another influential character in his life but her area is limited to kitchen only. She teaches him some of the important recipes to cure the illnesses which he successfully tries on his mentally retarded student, Mani. He doesn't remember his mother much as her role is very limited. The grandmother and his mother are marginalised characters who do not have free voices. They stand for perseverance and hard work.

The other characters are Mangala and Jameela. They are school friends. Mangala has died before twenty years. She has given birth to two sons. Vasu master confesses that she does not remember her. Though he has seen the death of his father, has seen his body burning, he does not feel his father to be dead. His memory is very strong in his mind. While he has very faint memories of his wife. His father, being the head of the family, had robust character than his wife who is much marginalised. Jameela visits the house of Vasu master after the death of her friend, Mangala. She completes the embroidery work and craft left undone. She meets him when her husband dies. She is unable to stay in the city without any male support. She stays for few minutes and leaves for her village. There is a story of three silk-worms- Ammukutty, Nanikutty and Ummikutty who live on a tree. Ammukutty teaches her younger sisters the skill of weaving a cocoon which is made of colourful silk. She tells them how to weave it while singing. They have to convict themselves into it and then they can come out as beautiful butterflies. The same time, three travelling brothers are attracted towards them. They catch them to get their silk. The eldest brother, catches Ammukutty and throws her in boiling water. She screams for help but is dead. He picks up the rich silk happily. The second brother succeeds in catching Nanikutty. She requests him to save her life. He agrees but her wings are still moist and are stuck to her sides. To help her, he gives her a new home in a paper bag. Nanikutty tries to learn to live in the paper bag which is against the Nature. She cannot fly because her wings have not developed fully. She lays eggs and dies soon after the birth of her young ones. Ummikutty comes out of her cocoon at the right time because her cocoon is colourless. Her wings have developed fully. Seeing that the third brother is coming towards her, she flies away.

Bhardwaj Neelam has rightly commented on the patriarchal approach towards the story-'Begum Three-in-One'-

"Begum Three-In-One" is a feminist fable of the three friends Eliamma,
Mangala and Jameela. Through euphemism and allegory, Vasu comments on
the poor lot of the female sex. Like Ammukutty, she could be exploited even

before coming of age; like Nanikutty, she could be uprooted from her home by
a man who marries her. A few, like Ummikutty, escape because of their luck,
yet their psyches are scarred forever. The three brothers represent the
oppressive patriarchal forces. Only Jameela, the survivor, is left to relate the
crimes done on her friends' bodies and psyches.'
(The Criterion: Vol. 5, Issue-II, 2014)

Another story is of Eliamma under the title- 'Eliamma Goes Fishing'. This story is told by Mangala to her sons-Vishnu and Venu. It is the story of an ambitious woman who wants to go fishing on the boats like men which is not allowed in the patriarchal system. She is a young woman with dreams and desires. She meets a ghost that expresses willingness to help to fulfil her dream. She wishes to be invisible as men will not allow her. The ghost consents to take care of her visible body for a month. Happily, she sets to fulfil her dream. For months, she lives her dream but later, she's tired of her invisible existence. She returns to the shore and does not find the ghost to return her body. Ultimately, she has to pay a very hard price of her dreams. In the patriarchal society, any woman with ambitions is not allowed. She has to either to leave her dreams unfulfilled or to lose her identity permanently. The character of Jameela represents the Muslim society. She wears Burqa when she visits Vasu Master's house. The question arises here is- are Muslim women free ?

Githa Hariharan keeps the female characters very much marginalised in this novel unlike *The Thousand Faces of Night*. In that way, she makes the novel near life. In case of Mani, who is a boy, the patriarchal society neglects him. He is mentally retarded. He is not robust and powerful like other men. The characteristics of manhood are defined by the society in which ambitious womanlike Eliamma or the delicate, specially-abled boy, Mani are discarded. Mani's brother, Gopu, is very practical and selfish. He is accepted by the society. Even the character of Vasu Master is soft-spoken. He is not considered to be a successful teacher. He thinks himself not to be able to handle boys in the harder ways. In the modern educational philosophy, the teacher who can understand the emotional world of the teen-agers is a successful teacher, however, the patriarchy doesn't allow men to be soft and kind. The Headmaster Veera Naidu thinks of Vasu Master as a weak person. At the end of the novel, Vasu Master succeeds in teaching Mani the language. He is able to do it only when he accepts the role of his mother.

In the animal fables used in the novel, there are characters like Crow, Snake, etc. who make the Grey Mouse aware of the strict rules of the

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patriarchal society to fit in. He is much burdened to be a teacher who has to learn to be a Preacher, a Doctor and a Judge. These roles are mostly performed by men. So, he has to undergo the training of patriarchy. Still, the profession of a teacher is close to the lives of young boys and girls who need to be understood by heart. Thus, this profession requires a soft heart of a mother. And Vasu Master succeeds only when he becomes a mother to Mani.

Githa Hariharan has very minutely picturised a patriarchal society in the novel, *The Ghosts of Vasu Master.*

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Impact of National Education Policy-2020 on Library services

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Abstract:
Library is core part of any education system. Without library user community cannot fulfill their academic needs and hence library plays a important role in entire education system. Now, the nature and feature of libraries has been changed due to different type of technology arrival. National Education Policy again focused on both type of education like online as well as offline. To fulfill the both type of needs, there is need to change the library services in keeping view of NEP. The present paper highlights some features of NEP as well as the role of library services in this environment.

Keywords: National Education Policy, ICT, Library Services, learner community etc.

Introduction:

Indian Education System has a long history. In primitive era, there was a way Education as Guru- Shisha system. After the Independent of India, Government has drastically changed in the entire Education system from primary to higher Education level. Many Education policies arrived and implemented for growth and development to Education area. Dr. Radhkrishanan Education Commission focused first time the importance of library in the Education system and said that Library is the heart of any type of Education and it should work as a laboratory function to human and social science discipline including science also. Since then, library and Information science has been playing the important role in providing the library services to their user community.

National Education Policy-2020 has been introduced on 29th July, 2020. NEP-2020 policy is nothing but the new aspect of Education mode in current digitized world. There are many features of this policy which focus to entire Education system from primary to higher level Education system including library and Information Science services. The present paper will focus with keeping view of objectives which will be highlight the major role of library services in this environment.

Objectives:

There are some objectives set by researcher as per following.
1. To introduce the brief highlight of NEP-2020.
2. To know the library services function under this policy.
3. To show the importance of NEP-2020 among entire Education system.

Major features of NEP-2020:

1. NEP will provide universal access to all level Education.
2. New Pedagogy pattern introduced like 5+3+3+4.
3. The medium of instruction up to Grade 8 and beyond, will be the home language/mother tongue/local language/regional language;
4. Assessment system has revised and focused towards yearly assessment system. One exam should be main and another should be for improvement process.
5. Setting up the new National Assessment Center for quality enhancement which is introduced like PARAKH. It means (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)
6. Holistic Multidisciplinary Education system with multiple entry/exit options.
7. Establishment of Academic Bank of Credit;
8. Internationalization of Education
9. Focused on skill based education for acquiring the job opportunities.

Library services in the shed of NEP environment:

Library is considered a main component of any type education system. Since long ago, library has contributed its work in invention and innovation ideas. In this way, many commission and committees have focused its importance in growth and development in learner community. The new education policy has come and expected to change the entire traditional picture cope with current need of world level job opportunities. Actually, library community have taken already initiatives towards world level needs and concentrated on application of Information and Communication Technologies in the day to day routine work of library services. Still this changing picture could not found at ground level libraries with full use of ICT enabled tools for dissemination the knowledge towards patrons community.

National Education Policy-2020 has specially focused on both type of education such as online as well as offline classroom based. In keeping view of this policies vision, library and Information science services to need extends its area towards the ICT enabled teaching learning resources. As per the nature of users need, there is need to purchase the online teaching learning environment based study material in the library area. Resources Management Scheme will be active in such a environment. There is need to apply the Digital Libraries Platform for accessing the 24*7 based. If such type of platforms will be working with fully mode capability then automatically entire educational needs and expectations will be fulfilled and their academic growth will be realized.

Today, many study and public opinion raised the questions that lack of reading habits among the learner community. NEP also focused this point and library has to be active in this weak area. There are much scope will be available to library professional for enhancement in reading habits. Need to organize many activities like inspirational speaker invitation, arrangement of book club, motivate to readers by giving user awards, review of books competition and so on.

Apart from these initiatives, there is need to development the rich collection of variety subject discipline across the limited stream collection. Interdisciplinary approach has arrived and in this situation, there will be learners from different subject category. To fulfill the interdisciplinary subject's needs of learner community, library should have a rich collection with variety of subjects. Skillful and Technology enabled library professional availability is the basic need of such environment. With skilled manpower, not possible to fulfill the techno savvy academic needs of learner community. Hence, Government, University as well as Institute have taken initiatives already in this regards.

Application of ICT enabled tools need to be used in day to day library services functions. Many studies shows that library services are being provided by this way but still need to continuous development in this regards.

Conclusion:

National Education Policy-2020 is nothing but gift to entire education system for fulfillment of Nation as well as learners expectations in such information age environment. In keeping view of vision and mission of NEP, library and information services has to increase and apply the essential infrastructure for fulfillment of user needs. Digital based services need to be increased. There are many benefits founds in such digital environment education. Most of the libraries have taken initiatives in application of digitalization technology based resources like E-books, E-Journals, Audio and Video based resources. In short, NEP 2020 is

becoming boon to entire education system for growth and development with all aspects.

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Indian Knowledge System in NEP 2020

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Abstract:
        The NEP 2020 recognizes India's rich and eternal knowledge history, which includes Jnan, Vignan, and Jeevan Darshan as its guiding principles, with evolution based on experience and experiments. The Indian Knowledge Systems (IKS) is recommended to be scientifically integrated, including tribal knowledge and indigenous & traditional modes of learning. It intends to encompass topics such as mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, and so on. Other key areas of focus include tribal ethno-medical practices, forest management, natural farming etc.

Key words: NEP 2020, IKS, tribal knowledge, Bharatiya Parampara (traditions), knowledge, HEI (Higher Education Institute) etc.

Introduction:
        There is a Bhāratiya way that is both sustainable and strives for the welfare of all. If we want to become the Knowledge Leader in this century and be the 'Viśvaguru', it is imperative that we regain a comprehensive knowledge of our heritage and demonstrate the 'Indian way' of doing things to the entire world. Therefore, there is a need to rejuvenate and mainstream Indian knowledge systems for the contemporary world. 'Indian Knowledge System' is one of the fundamental objectives is to discuss the strategies for integrating the Indian Knowledge System into all levels of educational curriculum and to discuss ways to bring out the 'Indian way' before the world.

        The NEP 2020 recognizes India's rich and eternal knowledge history, which includes Jnan, Vignan, and Jeevan Darshan as its guiding principles, with evolution based on experience and experiments. The Indian Knowledge Systems (IKS) is recommended to be scientifically integrated, including tribal knowledge and indigenous & traditional modes of learning. It intends to encompass topics such as mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, and so on. Other key areas of focus include tribal ethno-medical practices, forest management, natural farming etc.

Objectives:
1. Indian knowledge systems have been existing since ages but have been overshadowed by western ways of thinking. There is a need to bring a change in the existing public mindset and create public awareness regarding IKS.
2. Rejuvenation of the ancient body of knowledge faces challenges like maintaining the genuineness, quality of material, and relevance of the knowledge in modern times.
3. Adequate availability of funds for promoting IKS initiatives so as to address modern challenges and promote pride in cultural heritage, intellectual growth, and self-confidence among students and interested persons.
4. Incorporating IKS based curriculum in schools and Higher Education Institutions.

        The fundamentals of Indian Knowledge Systems and its primary focus areas which are Knowledge (gyan) transmission, Knowledge tradition (gyan parampara) and Practical utility with the vision of intelligence, innovation and emphasis on Indian languages through societal initiatives like outreach activities and so on. There is a need to encourage the gathering to participate in the initiatives of IKS and stress on how we can rejuvenate the education system. IKS can be viewed as a process of decolonization which is not just economic and political rather it is socio-cultural. Indian systems have been existing since ages but were predominant by the western thoughts, therefore there is a need to bring in a binding force which can change the existing mindset. The Indian Knowledge System is not just based on scientific principles, but also deals with ethics and the necessity to collectively build a national narrative on discourse of Indian Knowledge Systems.

        In IKS, we cannot neglect Bharatiya Gyan Parampara (Indian tradition). Bhartiya Gyan Parampara exists in Indian languages and not in languages like English. There are several ways in which knowledge exists in India i.e., textual, oral (maukhik), kulachar paddhati (learning through everyday activity) since ancient times. There are gaps in translation from Indian languages to

English. For example, there is no word for 'punya', 'prasad', and 'teertha' etc in English depicting the quintessential need of Indian language understanding.

IKS as a living body, which cannot exist lifelessly. We should stress upon developing parameters of the system (vyavastha) from an Indian drishtikon. The ashram vyavastha and how everyone can incorporate dharma and vyavastha in their lives with an essence of experience and experimentation. The basic premise of IKS laid down on the practices that can be incorporated into the current learning system.

Incorporating IKS into higher education institutes means to nurture enthusiastic scholars with enriched knowledge and critical thinking rooted in Indian culture and heritage. HEIs can contribute to nurturing a generation of scholars deeply engaged in Indian knowledge, capable of innovative research and problem-solving. The IKS can be incorporated into HEIs firstly through initial guidelines and basic courses, so that they become familiar with its concepts and principles. Once IKS is well-established in school education, the next phase of 'Vyavastha,' which involves integrating IKS into core elective courses in specific disciplines can be worked upon. This will require dedicated efforts to develop high-quality textbooks and teacher-centric resources. It is crucial to train teachers in the principles and practices of IKS. Collaboration with the University Grants Commission (UGC) can be beneficial in providing frameworks for deep conversations with students and involving them in experiential learning.Development of specialized IT courses that incorporate IKS principles will ensure that modern technology is infused with traditional knowledge.

The Government should take initiatives for encouraging fundamental and interdisciplinary research in IKS by offering research funding and initiatives. The internships and experiential learning opportunities in the IKS division will provide practical exposure and inspire undergraduate students to become research enthusiasts and diverse modalities to cultivate confident and well-rounded citizens of Bharat. The IKS is potentially relevant to address future challenges.

The Indian Knowledge System aims to integrate the ancient traditional knowledge of India with the contemporary knowledge system. It also seeks to promote opportunities for scholars and educational institutes for interdisciplinary research in the area. The framework for IKS studies and research methodologies in contemporary knowledge for global acceptance and to attract Indians and abroad which eventually shall serve the goal of internationalization at home.

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Advancements and Challenges in Open and Distance Learning and Online Education

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Abstract

Online education and open and distance learning (ODL) have become essential elements of modern educational paradigms. The development, innovations, and difficulties in these fields are examined in this review study. It goes over the technical advancements, pedagogical strategies, historical background, and effects of online learning and ODL on teachers and students. It also looks at the advantages and disadvantages of different teaching methods and makes recommendations for possible directions for further study and advancement.

Geographical and temporal barriers to education have been broken down by online and open-distance learning (ODL) programs. This essay examines developments in these areas, emphasizing how they might broaden educational options and accommodate different learning preferences. Technological innovations like virtual reality and integrated learning strategies have the potential to enhance education even further. But issues like the digital divide and the requirement for highly developed abilities in self-directed learning continue to exist. The study highlights how crucial it is to deal with these issues and promote global cooperation in order to guarantee certification and high standards for online programs. Online learning and ODL may empower students and create a more inclusive and accessible educational future by embracing technological breakthroughs and overcoming current obstacles.

Key-words: E-Learning, Internet, Open and Distance Education, Technologies, Students etc.

Introduction:

The ways that individuals study and access educational resources have been revolutionized by online education and open and distance learning (ODL), which have become influential influences in contemporary education. Due to the widespread use of digital technology and the internet, students today have unheard-of access to learning activities, independent of their schedules or location. An overview of the developments and difficulties in Online Education and Open Learning is given in this introduction, emphasizing the importance of these fields in meeting educational demands and promoting lifelong learning **(Bates, 2015)**.

Rapid technology advancements and shifting pedagogical paradigms have been the driving forces behind advancements in online learning and ODL. The field of distant learning has changed dramatically over time, from the early days of letter courses to the present day of interactive online platforms and Massive Open Online Courses (MOOCs). Multimedia materials, learning management systems (LMS), and mobile learning apps are examples of technologies that have increased the opportunities for providing diverse learners with high-quality education **(Garrison and Vaughan, 2013)**.

In addition, educational approaches have changed to meet the special requirements and inclinations of virtual students. Blended learning strategies have become more and more common in both traditional and virtual learning environments. They mix in-person instruction with virtual activities. Adaptive technology and data analytics have made it possible for educators to create personalized learning experiences that allow them to customize lessons to each student's requirements and preferences **(Siemens, 2012)**.

But even with these improvements, ODL and online education still confront a lot of difficulties. In virtual learning settings, maintaining academic integrity, adhering to accreditation criteria, and ensuring quality assurance continue to be critical challenges. Promoting inclusion and reaching underrepresented groups requires ensuring fair access to technology and closing the digital literacy gaps **(Tait, 2018)**.

Furthermore, the move to online instruction has brought attention to how crucial it is to promote genuine involvement and communication between students and teachers. In order to sustain motivation and encourage active involvement in virtual classrooms, creative teaching methods and encouraging learning environments are needed **(Hodges et al., 2020)**.

By utilizing best practices and recent research, this review article attempts to investigate the dynamic interaction between developments and difficulties in Online Education and Open and Distance Learning. We can better grasp the advantages and disadvantages of different educational modalities and devise plans for advancing fair access, improving learning outcomes, and encouraging lifelong learning by looking at the rapidly changing virtual learning environment landscape.

Open and Distance Learning (ODL) and Online Education: Expanding Educational Horizons:

The dissemination and acquisition of information have undergone a radical transformation because to online education and open and distant learning (ODL). The main characteristics of online and distance learning are examined in this review article, along with their benefits, drawbacks, and changing environment for both educators and students.

ODL: Breaking Geographical and Time Barriers:

ODL is older than the internet and uses a wider variety of delivery channels, such as correspondence learning, audio and video lectures, printed materials, and occasionally in-person meetings. UNESCO highlights that Open and Distance Learning (ODL) may eliminate obstacles to education, enabling anybody to access it regardless of geography, financial status, age, or prior credentials **(UNESCO, 2012).** Because of this flexibility, students are able to balance employment, family responsibilities, and geographic constraints with their pursuit of education **(Rai, 2020).** Open and remote learning (ODL), which breaks down geographical and temporal barriers, has completely changed access to education. ODL provides a method to learning that is flexible and not dependent on location, in contrast to typical classroom settings. How to do it is as follows:

Location Independence: Travel time no longer matters. ODL materials can be sent, accessed online, or even aired on radio to provide high-quality education to those living in distant places, war zones, or nations with inadequate educational infrastructure.

Time Flexibility: Online Distance Learning (ODL) enables students to study at their own leisure and speed. Individuals with impairments, working professionals, and parents with hectic schedules can customize their education to fit around their current obligations.

The flexibility provided by ODL breaks down the barriers of traditional education, making it possible for a larger and more varied group of people to seek the advancement of their knowledge and abilities.

The Rise of Online Education: Interaction and Engagement:

A subset of Open and Distance Learning (ODL) is online education, which uses the internet to offer learning resources and promote engagement. When compared to more conventional ODL techniques, it provides a more dynamic experience. Online courses may consist of e-learning modules, discussion boards, live lectures, and group projects **(Simonson, 2011).** Because of this involvement, learners feel more engaged and like they belong, which is something that traditional ODL techniques might occasionally lack. Although accessibility has significantly improved with open and remote learning (ODL), online education has become a more dynamic and engaging subset of ODL. In contrast to conventional ODL techniques, this section examines how online education promotes a deeper learning experience.

Beyond Static Content: Interactive Learning Environments:

Rather than just offering static material, online education makes use of the internet's capacity to develop dynamic learning environments. The following essential elements encourage communication and involvement:

Real-Time engagement: Real-time engagement between instructors and students is made possible by the incorporation of live lectures, webinars, and video conferencing sessions into online courses. In contrast to the asynchronous communication techniques employed in conventional ODL, this promotes a more dynamic learning environment.

Discussion Boards & Collaborative Activities: Online platforms offer specific areas for peer-to-peer contact, group projects, and discussion boards. Students may collaborate on projects, have debates, and exchange ideas, all of which promote active learning and a sense of community.

Interactive E-Learning Modules: Interactive e-learning modules, which include games, simulations, and quizzes, are frequently used in online courses. These interactive elements encourage a deeper comprehension of ideas and increase student engagement with the course content.

Building a Community: Overcoming the Isolation of Traditional ODL:

Learners may feel alone when using traditional ODL approaches, which is one of its possible disadvantages. However, there are a number of benefits to online learning that help to build a feeling of connection and community:

Virtual Classrooms: Using online tools, educators may simulate some of the social components of learning in a traditional classroom by setting up virtual classrooms where students and teachers can communicate in real time.

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Collaborative Learning: Through group conversations and projects, students may interact with one another, exchange viewpoints, and gain knowledge from one another. A sense of belonging and community is fostered by this collaborative learning.

Global Reach: Students from different areas and backgrounds are connected by online education platforms. This worldwide reach facilitates contact and exchange across cultural boundaries, enhancing the educational process.

When compared to traditional ODL techniques, online education delivers a more engaging and richer learning environment by adding these interactive features and establishing a feeling of community (**Moore and Kearsley, 2011**).

Advantages of ODL and Online Education:

Online education and open and distant learning (ODL) have democratized access to information and empowered students all over the world. With so many benefits over traditional classroom-based learning, they are becoming a more and more popular option for students of all ages and backgrounds. Here is a summary of some important advantages:

Flexibility: Perhaps the biggest benefit of both online learning and ODL is flexibility. Students can adjust their coursework to suit their schedules and interests (**Esfijani, 2018**). Parents may schedule their studies around childcare duties, working professionals can pursue education on the weekends or in the evenings, and those with impairments can study without being constrained by a physical place.

Accessibility: A larger audience may take advantage of educational possibilities due to the removal of geographical boundaries provided by ODL and online education. Through online platforms or delivered materials, students in rural places, underdeveloped nations, or even conflict zones can access high-quality education (**UNESCO, 2012**). This openness to diversity promotes a more varied classroom.

Affordability: Because there are less overhead expenses for actual classrooms and infrastructure, online and distance learning programs can be more affordable than traditional schooling (**Olcott, 2021**). Reduced travel and lodging expenditures, as well as perhaps lower tuition for online programs, are some examples of the cost reductions.

Scalability: By utilizing online and distance learning, educational establishments may expand their student base without regard to location. This makes it possible to disseminate information and skills more widely, which might benefit more students worldwide.

Content Variety: In comparison to typical classroom settings, online and distance learning programs can provide a greater range of learning resources. Text, video, audio lectures, interactive modules, and e-learning tools are just a few of the ways in which students can access course material (**Aydemir et al., 2015**). This allows students to interact with the information in a way that best suits them by accommodating a variety of learning styles and preferences (**Garrison and Vaughan, 2013**).

Limitations and Challenges:

Online learning and ODL have many benefits, but there are drawbacks as well that must be taken into consideration. Let's examine these obstacles in more detail and discuss some ways to overcome them:

Self-Discipline and Time Management:

Challenge: Students enrolled in online and distance learning programs frequently need to possess strong self-discipline and time management abilities. To handle deadlines, complete assignments on time, and actively interact with the content in an asynchronous setting, learners must possess self-motivation (**Dziuban et al., 2016**).

Mitigation: Educational institutions can provide students with tools and services to assist them in learning time management and independent study techniques. It is possible to incorporate tools that encourage goal-setting and organizing into online learning systems.

Limited Interaction and Socialization:

Challenge: Compared to typical classroom settings, the virtual aspect of online learning and ODL can occasionally result in feelings of isolation and a lack of social connection (**National University, Challenges of Distance Learning for Students**).

Mitigation: To encourage engagement, instructors might use synchronous components like live sessions and online forums. Online discussion boards and group projects can promote peer-to-peer education and foster a feeling of community.

Technological Challenges:

Challenge: Certain learners, especially those residing in underdeveloped countries, may face obstacles due to unequal access to technology and dependable internet connectivity.

Mitigation: For students with spotty internet connection, educational institutions can provide offline access choices or substitute course materials. It is possible to create lending programs or scholarships to assist students in purchasing the equipment they require.

Lack of Standardization:

Challenge: There might be wide variations in the accreditation requirements and program quality of online learning. This makes assessing the legitimacy and efficacy of various programs difficult for prospective students.

Mitigation: Educational organizations can create standardized accrediting procedures for online courses. Before enrolling, students should thoroughly investigate and contrast programs (**Anderson and Dron, 2011**).

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The Future of ODL and Online Education: Blended Learning and Emerging Technologies:

It is probable that in the future of education, traditional classroom instruction will be combined with online and ODL components. By utilizing the advantages of each format, this "blended learning" strategy may produce a more thorough and interesting learning environment. Furthermore, by developing immersive and dynamic learning environments, developments in virtual reality (VR) and augmented reality (AR) have the potential to further transform online education.

Conclusion:

ODL and online learning have made information more accessible to everybody, enabling people to take advantage of chances for lifelong learning. Online learning and Open and Distance Learning (ODL) will surely become more significant in determining the direction of education in the future as learning methods and technology advance. The landscape of education has undergone a major transformation because to online learning and open and remote learning (ODL). They have made information more accessible to a larger audience by eliminating obstacles related to time and location, which has encouraged chances for lifelong learning. Technology is always improving online learning, and virtual and augmented reality have the potential to create even more immersive and dynamic learning environments.

Ongoing issues must be resolved, nevertheless, if ODL and online learning are to succeed. It is still essential to close the digital gap and develop strong self-directed learning abilities. Creating top-notch online courses with strong pedagogical frameworks and efficient student support systems should be a top priority for educational institutions (**Dziuban** *et al.***, 2016**). Promoting quality standards and certification across online programs may be greatly aided by international partnerships and legislative frameworks (**UNESCO 2012**). To sum up, online learning and ODL constitute a vibrant and developing discipline. By embracing technological innovations and tackling current issues, educators may fully utilize these techniques to empower students and create a more inclusive and accessible education in the future.

Interests in Conflict:

There are no conflicts of interest declared by the authors.

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The Holistic Development Approach in NEP 2020

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Introduction:

Holistic education is an approach that aims to nurture the entire individual, encompassing emotional, physical, social, cognitive and soiritual aspects of learner's life. Instead self awareness, values and emotional well-being. Education with a holistic perspective is concerned with the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials. It seeks to engage students in the teaching/learning process and encourages personal and collective responsibility.

What is Multidisciplinary and Holistic Learning?

A multidisciplinary and holistic learning is an integral education model that will relax the discipline boundaries for learning and make the system flexible enough for students to learn sciences, mathematics with humanities, languages, social sciences, professional skills, soft skills, ethics, morality, human values etc. in combination according to their needs and interests with the aim towards integrated competencies development including intellectual, aesthetic, social, physical, emotional, and moral. With such approach a student is no longer required to be confused on: Whether he can learn Mathematics and Psychology together**.** Now the answer lies in his interest only. If he wants to learn, he can not only learn but can choose an appropriate career option for him as well.

Gist of NEP 2020, towards multidisciplinary and holistic education:

1. A multidisciplinary education will focus on the integrated development of individual including - social, phycological, emotional, social and moral.
2. All the disciplines including professional, vocational or technical of undergraduate programme will experience the methodical execution of such comprehensive learning.
3. There will be no rigid boundaries between the learning of science, arts and humanities. All institutions will accommodate professional and soft-skills courses.
4. The all-inclusive approach in curriculum will ensure the flexibility in courses and academic pathways thus would promote Multiple Entry Exit System.
5. All Higher Education Institutes (HEIs) will encourage the foundation of all departments including Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc.
6. Students will be their own degree maker as NEP offers certificate after completing one year of professional or discipline course, diploma if one completes two years, a Bachelor's degree after the completion of three years and the undergraduate degree with research if one completes the preferred duration of four years.
7. Students will be their credits holder too with the initiative of Academic Bank of Credit (ABC) to create a digital account of their earned credit from various programs or institutes which can be considered to award the degree
8. Exclusive Multidisciplinary Education and Research Universities (MERU), aiming to the best quality education at par with global standards will be established for holistic and multidisciplinary education.
9. More incubation centres will be set up in Higher Education Institutes to enhance the interdisciplinary research culture including humanities and social sciences research and more efforts will be put for bridging industry-academic gaps for innovation and technology advancements.

During a national webinar on multidisciplinary and holistic education organised by the University Grants Commission (UGC), Union Minister of State for Education Subhas Sarkar stated that: the concept of Multidisciplinary and Holistic Education is not new. He mentioned that "The tradition of holistic and multidisciplinary learning has been followed in India from the times of Taxila and Nalanda where attention was given to overall personality development."

He also emphasized that it is imperative for Higher Education Institutes to inculcate 21st century skills in the learners that comprises active learning, out-of-box thinking, critical thinking, effective communication, collaboration, technological skills

and life skills in various fields, and a comprehensive education system is the path of the skills development.

In Today's world of technology and globalization, skills play more important role in real-life than mere knowledge. Multidisciplinary and Holistic Approach in Higher Education aims to develop following skills and over-all personality building in the youth:

Critical ability: With multiple discipline knowledge, a student will become able to think beyond the horizon of single discipline and can think about the logical connections between different ideas.

Self-governance: With the choice of their own subjects, students will become able to set their priorities and knowledge landscape for a disciplined learning.

Problem Solving: Quick and Effective solution to a problem, is the skill that the employers searching in the current time. The knowledge of different subjects in multidisciplinary approach will develop the logical and analysis skills in students to handle difficult situations.

Communication: Knowledge is the confidence and an effective communication is the result of wide knowledge. With multidisciplinary and holistic learning students will be able to share ideas, express their feelings and contribute to national progress.

Recently, UGC has asked Higher Education Institutes to take appropriate action for implementation of Multidisciplinary and Holistic Education in their Institutes and share the initiatives taken in this regard on the University Activity Monitoring Portal (UAMP).

Model of Holistic Education:

The building blocks of Holistic Education thrive to fulfill the aim of education through the Discovery of Self and Professional Excellence which are considered to be the main pillars of Higher Education System. The educators today are responsible for the intellectual, mental, emotional, and spiritual development of students which calls for a multidimensional and multifaceted approach in the system of education. The author has decomposed the implications of NEP–2020 into various pathways and conceptualized the ten key building blocks that underpin the model of holistic education system in the country:

1. Purpose Driven
2. Full Brain Engagement
3. Full Sensory Engagement
4. Multi-mode Learning
5. Focus on Capability
6. Full Focus Learning.
7. Balanced Learning
8. Continuous Learning
9. Ancient Vs Modern Learning
10. 'Full Being' Learning

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Objectives:
1. To study the challenges before NEP 2020
2. To evaluate the Holistic Development Approach in NEP 2020

Research Methadology:

The present research paper initial NEP 2020: Holistic Development approach is based on the secondary type data related to New Education Policy 2020. The secondary data has been collected from various reference books, NEP 2020 policy documents, research articles, websites, opinion of education experts, News papers etc. In this research paper tries to analyse the holistic development approach in New education policy 2020.

Holistic development approach in NEP 2020:

On July 29, 2023, India celebrated the third anniversary of National Education Policy 2020. NEP 2020 plans to make students well-rounded individuals possessing key 21st-Century skills like critical thinking, complex problem solving, creativity, adaptability, and people management skills. NEP 2020 intends to move education from 'Rote to Right learning' with emphasis on holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning leading to holistic development of students. Thanks to the digital revolution, and changing macro environmental factors, the working world of the future is undergoing a transformation. The working world of the future requires new competencies of knowing, doing and being. NEP 2020 aims at holistic development of students to groom new age professionals with management competencies for the future: **KNOWING; DOING; and BEING.**

Holistic development is the social, emotional, physical, mental, and intellectual growth of a person. A holistic approach to education focuses on all aspects of a student's growth. Holistic development encompasses biological, cognitive, and social-emotional processes. The three processes influence and impact each other. The existing model of holistic education that seeks to engage the learner's mind, body, and spirit was proposed by Rudolph Steiner, John Dewey, and Maria Montessori.

The Four-year multidisciplinary undergraduate programme with multiple entry and exit options intends to accomplish holistic development of students. The programme is designed to enable learners to be rational, compassionate, caring, and ethical while acquiring skills for gainful employment.

Salient features of the proposed programme structure of a 3- or 4-years undergraduate programme are as follows: • A student will study major and minor courses in the discipline of his/her interest, open electives from a different discipline, co-curricular courses such as health and wellness, yoga education, sports and fitness, cultural

activities, applied arts, visual arts or performing arts.
• Dedicated modules/courses for skill enhancement, ability enhancement, and Modern Indian languages.
• Immersive and transformative modules like on job training, field project, rural project, and community engagement project corresponding to the major (core) subject. • Value education course such as understanding India, environment science, and digital and technological solutions.

Holistic learning and development are at the core of NEP 2020. The broad-based curriculum of NEP 2020 demands the adoption of a more experiential, integrated, and holistic pedagogy. NEP 2020 calls for a more interactive teaching & learning, with a higher focus on achieving learning outcomes by shifting classroom teaching towards competency-based education rather than completion of syllabus. Assessment tools also need to be aligned with the learning outcomes and capabilities to be achieved in each course.

Some important points of idea about holistic approach:
1. To increase the student's knowledge of the speechreading process.
2. To enhance the student's ability to generate strategies to facilitate more successful communication.
3. To increase the student's confidence in the efficacy of high probability success.
4. To increase the student's tolerance for communicative situations that has a higher degree of frustration.
5. To enhance the student's ability to generate personal goal for improving speechreading.
6. To increase child's motivation to improve speechreading abilities.

Progress in one area affects the progress in others. Similarly, when something goes wrong in any one of those areas, it has an impact on all other areas. Holistic Approach helps the child to over come from learning difficulties. As it helps the child's over all development.

Conclusion:
The Holistic approach to learning looks at how different disciplines can interact and overlap with each other to create a comprehensive understanding of a subject. A Holistic approach in education is often seen as the ideal way to tackle complex problems and will be essential for India's continued success in the global economy. With the NEP 2020, India is well positioned to build on its current educational system and move towards a more multidisciplinary and Holistic approach. Teaching helps schools envision a future where their students are equipped with 21st-century skills. With our advanced learning management system, you can improve the teaching-learning experience..

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Aspects of New Education Policy 2020: A Review

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Introduction:

Education is an important pillar of any society, fundamental to achieving full human potential and developing an equitable and just society for promoting national development. The new National Education Policy-2020 (NEP-2020) envisions bringing about significant reforms in higher education, to cater to the changing landscape of knowledge and create global standards of education. This requires a deep dive and thorough understanding of the provisions and the approach for effective implementation of the same. The recent education policy by the Government of India is the first in 34 years replacing the National Policy of Education of 1986. The new policy introduced many reforms in the Indian education system beginning with reformation at central level and renaming the Ministry of Human Resource and Development to Ministry of Education. The NEP proposes revision and revamping of education structure, including its regulation and governance, to create a new system aligning with the aspirational goals of 21st century education. The NEP proposes sweeping changes including opening up of Indian higher education to foreign universities, dismantling of the University Grants Commission and the All-India Council for Technical Education. The policy, while focusing on various facets of education, also tries to bridge the gap between education and technology.

Objective of the study:
1. To overview the New Education Policy 2020.
2. To evaluate the aspects of New Education Policy 2020.

Research Methodology:

`The present research paper has been depending upon the secondary data. The secondary data has been collected from various reference books, published government report, unpublished research reports, project report, unpublished research thesis, websites, annual reports etc.

Key Aspects of National Education Policy:

1) Focus on Vocational Studies – Vocational studies from 6th onwards will increase long-term self-employment opportunities. Internship will be given to the children from class VI onwards so that they get practical knowledge. The educational policy also provides for the inclusion of coding and technical knowledge. Currently the number of students learning vocational skills is very less. The new education policy has set a target of 50% of students pursuing vocational education by 2025.

2) Flexibility – NEP aims to be more student-centered, so that students can pursue their interests along with their skills. Between class 9th to 12th, children can include subjects of their interest in the curriculum. Flexibility has been introduced in the combination of subjects and it has been made multi-disciplinary. That is, many combinations of Math-Science, Math-Bio, Commerce, and Arts subjects can be taken. The weightage of the board exams has been reduced, so the stress of the children will be reduced. The board exam will be conducted in two parts. If a child is unable to complete his higher education or complete a 3-year course, he can get a certificate, diploma (it will not be damaged).

3) Teacher Training – Better training means better teachers and better results. Early Childhood Career and Education (ECCE) will train Anganwadi workers and teachers as per curriculum developed by NCERT to prepare the initial cadre of teachers. They will be given a 6-month certificate course and a one-year diploma. The Ministry of Education will be responsible for the ECCE curriculum and teaching methodology. Ministry of Women and Child Development, Health and Tribal Affairs will cooperate. Teacher training will improve the educational level of students from childhood and make them more employable.

4) Foreign doors opened for Indian universities – High-performing Indian universities will be encouraged to set up campuses in other countries. Similarly, the world's top universities will be allowed to operate in India. A legal framework will be created for that. Credits obtained in foreign universities are considered for certification in the country.

5) Expenditure on education will be increased - Today India spends less than 3% of GDP on education, which is to be increased to 6%. If the center and states invest more on education, the resources will increase. This will have a direct impact on the quality of education and subsequently on employability.

6) Fee Regulation in Higher Education - Provision is made to develop a transparent mechanism for fixing the upper limit of fees for institutions based on their certificate. To clearly mention all fees fixed by private higher educational institutions and prevent arbitrary increase in fees.

7) IITs to be made multi-disciplinary–Engineering institutes like IITs will also have to offer courses for humanities students.

8) National Research Foundation – Culture of research will be promoted through National Research Foundation. Researchers in India will be encouraged, which will help solve the problem of employability.

Conclusion:

In recent times the need for flexibility, practical knowledge, innovation and adaptability has increased among employees. From hiring to performance reviews, these skills are always prioritized. It is expected that the new education policy will fill the gap in the current education system of not being able to develop these qualities in students. The role of states will be important in this. The policy emphasizes the need for formative assessment and encouraging peer review system of assessment by creating National Assessment Centre and developing a system such as Performance Assessment Review and Analysis of Knowledge for Holistic Development for monitoring the achievement of learning outcomes and guides the boards of education to make learning more contemporary and suited to future needs.

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A Study on Education System and NEP: 2020 in In India: Teaching and Learning

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Abstract:

Education is the ever-increasing sense of knowledge. Education is the acquisition of skills. Innovation is. Innovation requires prior knowledge. Comprehension of relevant elements of knowledge completes innovation. Replication and experimentation are instrumental components of knowledge acquisition in education. Stating that the state government should declare a clear stance on the education of minorities, education of underprivileged students from SC, ST category while implementing the new education policy 20, the transfer of primary and secondary aided schools to the hands of NGOs, of course, means complete privatization of education. When education is a constitutional responsibility of the central and state governments, handing over the responsibility of education to philanthropists is a massive conspiracy to create labor and to take over the government's physical assets, land, buildings and equipment. Schools can become knowledge centers and all kinds of hospitals if everyone in the entire country is aware that schools should not be the temple of any god or religion. For him, a teacher beyond religion, a teacher beyond caste, a secular teacher is the call of India. It is the need for the implementation of tomorrow's new education policy.

Key words: NEP: 2020, Education, Development, government, responsibility, knowledge, Innovation, ability, student etc.

Introduction:

Education is a useful alternative to the Indian religious system. In the post-independence period of India, the educated class accepted the meaning of education in the sense of future high positions and material wealth. The Indian contemporary is a complex thing. Understanding this and dealing with the contemporary should be a journey of the Indian mind. Inequality is increasing in India even in the post-independence period. The structure of Indian inequality is largely at the level of caste, religion, language, and gender and material wealth. Eradication of this inequality is impossible without education. Education is a useful alternative to the Indian religious system. Hon'ble reformers have contributed a lot in the spread of Indian education, but in accordance with their goals, the central and state governments do not have the will to use education as a responsibility and a tool for fundamental nation-building. Empowerment is constantly being talked about in this direction. However, the internalization of Indian education is the empowerment of the religious system to maintain the dominance of the elite and to directly and indirectly exclude the opportunities of the deprived classes from the stream of education. At the same time, the pre-independence aristocracy had joined hands with the capitalist system and set the goals of how the capitalist system could cheapen labor and labor on a large scale, and they have been achieved. Thus, Indian education has been linked to industrialization in a fair and proper sense. The inequality gap has widened.

Problems of the Study:

Educated class in the post-independence period trampled all the high positions and associated education with the meaning of achievement and the same ideal was taken by other tribes to achieve only one goal education is to acquire material wealth. There is a competition in Indian education sector. Education is National Integration Education is a developed approach to cultural equality. Education uplifts human values Education motivates the individual to create innovation Education is more than making a person financially literate. It is his ideal that is firmly rooted in the majority of the masses, he has put it forward, therefore, Indian education has not yet received the developed form of the usefulness of education, the enlightenment of human life.

Objectives of the Study:

The main objective of the research is to study the educational practices and new educational policy in India and some of the specific objectives are given below.
1. To Study the Education system in India.
2. To Study the New Education Policy and educational strategies.
3. To study the factors of new education policy affecting the educational system.

Significance of the Study:

Even though education is a source of pride and a source of creative happiness achieved without value literacy, the perception that education is important to the majority society has made Indian education backward in many ways in the global knowledge arena. This criticism of Indian education as literacy will not be accepted by many people but due to the widespread acceptance of this meaning by every sector in the education sector, education has become a tool of exploitation. The reason why Indian people's social formation is not comparable among all the branches of knowledge in the world is because education means only a means of livelihood so limited that Indian education will face a great crisis.

Scope of the Study:

Indian education and religious revivalists have joined hands and are now making education as a tool for propagating religion as an old education tool to turn a superstitious society into an exploitation-loving society, has become a weapon of the field. Online education is a game of inequality Multi-entry multi-exit system is a defense force to create labor and workers Indian imperialists want the corporate sector to succeed in their new education privatization policy. Rulings are selling off the education sector, schools, colleges are being allowed to run groups of schools under the name of group universities to be run by corporates, so education, a modern weapon of defeat for a long time, is going to be massively successful in an era that is going to be imposed in an alarming way.

Limitation of the Study:

Privatization of education is a broad plan by imperialist corporatists and indigenous nationalist racists around the world to stop the values of freedom, equality and fraternity in Indian society which are developed through education and practiced through constitution. If Indian education should not be consciously linked with freedom, equality, redistribution of resources, caste eradication, and religious discrimination, then the Indian mass society is not to become a post-independence society, characterized by inequality, poverty, violence, and genocide. Creation Education that establishes the highest respect for human co-existence has to be created.

Period of the Study:

While studying the new education policy affecting the old and traditional education policy in India, the researcher has conducted this research on the basis of information from 2023-24.

Research Methodology:

Researchers have used various types of secondary research while studying the quality of the old and traditional education system and the current changes in the new education policy. Research Papers, Articles, Journals, Newspapers, Audio, Videos, Reference Books, Serial Books, Annual Reports have been used.

Research Method:

The government has decided to change the old and traditional education system and implement a new education policy. While studying the new educational policies and the old educational methods in detail, the researchers have done the research using descriptive analysis method.

Results and Discussion:

Although the objective of all education commissions and policies so far is to spread literacy, to bring education to the masses and to link education with industry, to link education with economy, to provide special opportunities for education to the underprivileged, but the efforts of elites are currently going on in the Indian education sector. Indian education is a stumbling system with confusion crisis and stalemate Learn by choice sometime don't forget education has to do with money Throw money online Learn online 40% class will learn this way Students will learn by distance learning The broad motive is to gradually deny education and avoid the responsibility of education. Recognizing that education is the fundamental right of Indians and this is a ploy to destroy this right, saving education is a constant effort to eradicate poverty and equality.

Education System:

The general public should never forget that Indian education is a dynamic that meets the ongoing challenges of a broad nation-building, a movement constantly engaged in the creation of knowledge. Freedom gave education and ended freedom. If it is not done that the various cultures and heritages of different castes and different religions should be enriched and organized through education, then Indian education will be an insidious policy that will trap the majority in religious frenzy to achieve a state of zero slavery.

Education and Social Change:

The crisis is seen that education has increased faith and violence. It was clear from today's progress that a united society is an incomplete thing. Religion and caste will disintegrate, won't it? This society is headed towards human destruction in post-modern technological explosion while on the other hand robotic world is coming, from the capitalist power of artificial intelligence.

Experiment will be flattened. By rejecting the fact that innovation and difference are new visions of knowledge, horizons of understanding are different, Indian education will be transformed into a subjugation of abstract beliefs and fear and salvation. Doubt is a pre-condition for problems and knowledge, so the fearful meaning of education is mentioned.

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Teaching and learning System:

Teachers need to be trained in secular values before approval. Teachers do not belong to one religion. They don't belong to one God. Therefore, a teacher should have a proper role. His religion, his caste, his history are his personal private questions. There is an urgent need for teachers to realize that we are sowing the poison of hysteria in the minds of today's children if the teachers do not take care that countless children in schools should not be victims of caste, religion and God. Education is cooperation. Education is symbiosis.

Education and Equality:

Education is brotherhood. Education is a process of justice. Education is sensitivity. Education is Equality Education is equality and generosity towards all to realize it. This is something to create and this value education is not being paid attention to by schools and teacher education departments today. Today, not all schools have interfaith prayers. On the contrary, the chanting of one religion, one God is going on, and the students of different castes and different religions are haunted by inferiority complex. Now there is an urgent need to do it strictly. The school respects all religions the school does not teach hatred of caste by one religion. Education is collaboration. Education is symbiosis. Education is equality. Education is brotherhood. Education is a process of justice. Education is sensitivity. Education is Equality Education is equality and

generosity towards all to realize it. This is something to create and this value education is not being paid attention to by schools and teacher education departments today.

Knowledge and Student Ability:

Today, not all schools have interfaith prayers. On the contrary, the chanting of one religion, one God is going on, and the students of different castes and different religions are haunted by inferiority complex. The school respects all religions. The school does not teach to hate caste with one religion. When will everyone be so careful that these topics are not in the discussion and narration of the teachers, otherwise this country belongs to the majority caste and religion brothers and sisters? Education Department should pay attention to this increase to that extent and the universal constitutional goal of integrated society will never be achieved. Education gives lessons for sensitive living of integrated society. Instead of creating, one has to think only narrowly narrowed self-caste self-religion

Education and Society:

Children will believe that school is not about religion School is not about caste School is about learning to think about concepts of knowledge A child is a biological thing that receives thought A child is a thing that observes. A child creates self-opinion and self-restraint, so it is necessary for teachers, schools and education departments to decide whether to inculcate the love or hatred of the society in the minds of children.

Chart No. 1 National Education Policy (NEP): 2020
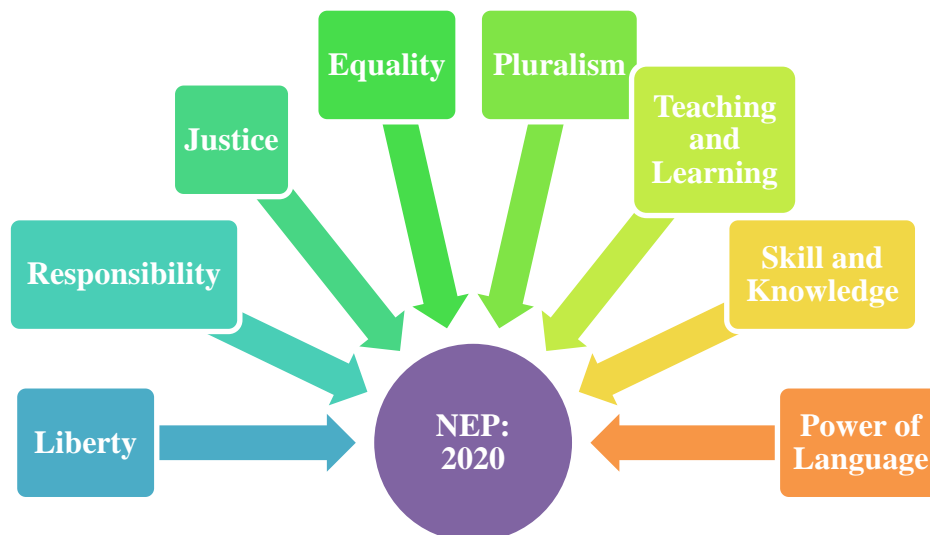
Technology and Skill:

Schools that drum up technology, language skills, personality development, how much effort they put into creating children with fluid sensibilities and nurturing emotions. For this to be important, generosity should be in the heart of the teacher. The heart of the teacher should transcend caste and religion. The teacher should become a

thinker of problems. The teacher of today should come out of the narrative.

Teacher and Classroom:

Today's teacher should not be constantly thinking about the problems, he is the hero who solves the suffering of the society. Today's teacher is the craftsman of nation building. Without ever forgetting this, the nation needs teachers who are

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obsessed with numerous subjects and numerous knowledge. Expertise in other subjects is not enough to be a subject of constant knowledge and reflection of teachers.

Information and Knowledge:

Teachers should be able to tell the difference between information and knowledge. The teacher should have the understanding that knowledge can be created through the structure, the reasoning process develops through the instruction. The teacher should also be aware of this. Otherwise the egoistic teacher who understands everything descriptive analytical teaching perpetuates the narrowness of the student and destroys generations must stop. School is not Ram. School is not a temple. School is knowledge. School is science. School is concept. School is logic. School is Speculation School is experiment of integrated society. School is the training of truth and Non-violence. School is the development of Faith. School is the opportunity for skill development. School gives stability to unstable mind School gives confidence.

Responsibility and School:

School gives fearlessness. School creates transparency of mind. School creates sense of responsibility. School gives speed. School creates progress. School creates the mentality of parents and students that a developed approach should be called education. School is not passivity. School is not hatred. School is not anger. School is not revenge. School is self-expression. The day the schools will understand that from mind mandir to knowledge clinic all charitable behavior will be from the personality of the students and that is what India needs more than ever. Today, the country needs teachers who understand that school is not a dumping ground for parents' wishes and aspirations.

Conclusion:

Schools create spaces of equality, experiences of equality, appreciation of equality, acceptance of equality. Schools are not stones, walls, glass, and fruits. Schools are sensitive ever-changing minds Schools are society Schools are not disorders. School is a community, so in order to inculcate all these values; there is an urgent need to create values-based, knowledge-based and science-based attitudes of teachers in schools. School is a center of innovation. School is the study of different languages, speaking, writing, and examination. Secular education is the aim of schools. This is the main function of schools, because the school has moved away from this function, the majority has started to grow in the society. All kinds of malpractices in the education department and the society are responsible for this. It is the responsibility of all of us to create a united India, an India of brotherhood, and an India of equal support for all religions.

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Today, we need teachers who realize that we all have a responsibility to eliminate discrimination. This will decide whether these teachers will make the country a laboratory or a hospice. Competition Enhancing this kind of competition is not a factor in the functioning of schools.

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Impact of National Education Policy 2020 on Higher Education

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Introduction:

The NEP aims at developing an education system that will contribute the country's transformation by providing quality education to all. It will help to lead citizens to see developed India in future. The National Education Policy 2020 has preferred the use of local language. The Policy also recommends that each student will learn three languages in their school and minimum of two of the three languages should be native to country.

Reviews of National Education Policy: India has seen a series of reforms through, education policies, acts, plans of action, and curriculum frameworks. (a) First national education policy on education (1968) The Govt. led by, Smt. Indira Nehru Gandhi introduced the primary national education policy and supported the recommendations from the Kothari Commission. The policy had subsequent highlights. (b) National education policy 1986: This policy was introduced by Government led by Shri. Rajiv Gandhi and its highlights were, civil rights were the main focus, especially for girls, Scheduled Castes (SC), Scheduled Tribes (ST), a Child-centered approach in primary education, (c) National education policy 1992: This was the modified version of the policy in 1986 - it absolutely was led by the government of P. V. Narasimha Rao, a number of the numerous highlights were, the target of universal enrolment and retention of kids, Reducing Rural-urban disparities, and Common entrance examination for admission to technical and professional courses across the country.

Holistic development of learners: The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. (NEP 2020, P.12)

Reduce curriculum content to enhance essential learning and critical thinking: Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysisbased learning. In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. (P.12)

Empower students through flexibility in course choices 4.9. Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among 'curricular', 'extracurricular ', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams. Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age. 4.10. Each of the four stages of school education, in accordance with what may be possible in different regions, may consider moving towards a semester or any other system that allows the inclusion of shorter modules, or courses that are taught on alternate days, in order to allow an exposure to more subjects and enable greater flexibility. States may look into innovative methods to achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects, including across the arts, sciences, humanities, languages, sports, and vocational subjects. Multilingualism and the power of language:It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother tongue. Home language is usually the same language as the mother tongue or that which is spoken by local communities. However, at times in multi-lingual families, there can be a home language spoken by other family members which may sometimes be different from

mother tongue or local language. Wherever possible, 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. There after, the home/local language shall continue to be taught as a language wherever possible. Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning. National Education Policy 2020 (P.13)

Conclusion:

Number of changes are made with the introduction of NEP 2020. In what extent the policy works, that will be seen in the forthcoming year. It will be a shift from traditional education system to new policy and expectations. All the stakeholders will experience the impact of this policy in future days. One shuld welcome the policy with positive attitude and it will be a new step of government in the Indian education system.

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New Education Policy 2020: A Study

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Introduction:

Nearly, a century ago, in 1913, the British rulers had brought out "Indian Educational Policy 1913" (Superintendent, Govt. Printing, India, 1913). Lack of unanimity among intellectuals about religious education in government schools issue raised in that document is also an issue today. After 18 years of having a constitution, the nation had its first education policy in 1968 (Ministry of Education, 1968). Although this document stated that the policy would be reviewed after five years, it took 11 years to bring out a Draft Policy document (Ministry of Education, 1979), Finally, after 17 years of 1968 policy, a discussion document of 119 pages was brought out (Ministry of Education, 1985). In 1986, the policy came out. This was modified in 1992 considering the recommendations of two committees Acharya Ramamurti (1990) Report and Janardan Reddy (1992) Report.

According to the United Nations, "We must take bold steps now, to create inclusive, resilient, quality education systems fit for the future." So on…

In alignment with these statements, the New Education Policy aims to provide the nation with better students, professionals, and human beings.

The National Education Policy of India also known as New Education Policy, released by the Ministry of Education (MoE), outlines the vision of the new education system in India. It is the first education policy of the 21st century, replacing not only OES but also the 34 years old national education policy that was launched way back in 1986 and revised in 1992 and 1998.

The NEP education system, provides a comprehensive framework for education at all levels, from preschool to higher education, and fosters vocational training and skilling both in urban and rural India. This policy is allied with the 2030 agenda, which aims to transform India's education system and make the country a "global knowledge superpower." To meet the 21st-century students' educational needs, the New Education Policy is based on following Key Indictors:

New Institutional Architecture:

A new vision and architecture for higher education has been envisaged with large, well-resourced, vibrant multidisciplinary institutions. The current 800 universities and 40,000 colleges will be consolidated into about 15,000 excellent institutions.

a. This new higher education architecture shall create large, well-resourced, vibrant and autonomous multidisciplinary institutions for teaching and research, significantly expanding reach and capacity while building strong educational communities. All higher education institutions will become multidisciplinary institutions, with teaching programmes across disciplines and fields.

b. There will be three types of institutions based on a difference in focus all will be of high quality

- Type 1 which focus on world-class research and high quality teaching across all disciplines

- Type 2 which focus on high quality teaching across disciplines with significant contribution to research

- Type 3 which focus on high quality teaching across disciplines focused on undergraduate education.

c. This re-structuring will be done systematically and thoughtfully, by consolidating and restructuring existing institutions and building new ones. Mission Nalanda and Mission Takshashila will be launched for catalyzing this new institutional architecture. A few pace-setting institutions, the Indian Institutes of Liberal Arts/ Multidisciplinary Education and Research Universities, may be set up as part of these Missions.

d. All institutions will be either universities or degree- granting autonomous colleges.

Focus on High Quality Liberal Education;

All undergraduate programmes will be characterized by a liberal education approach as the foundation for holistic development through imaginative g and flexible curricular structures, creative combinations of disciplines of study, and multiple exit and entry points within integrated programmes, offering rigorous specialization in chosen disciplines and fields.

a. Liberal education with broad multi-disciplinary exposure, intended to develop Constitutional values, will be the basis of higher education.

This will develop important life capacities, rigorous disciplinary understanding and an ethic of social- moral engagement. This will be the approach at the undergraduate level across all disciplines. programmes and fields, including professional and vocational fields.

b. The Centre will set up ten Indian Institutes of Liberal Arts/ Multidisciplinary Education and Research Universities on the model and standards of the Indian Institutes of Technology.

c. Imaginative and flexible curricular structures will enable creative combinations of disciplines of study. and offer multiple useful exit and entry points for students, thus demolishing currently prevalent rigid boundaries and creating possibilities for life-long learning. Graduate (masters and doctoral) level education will provide rigorous research-based specialization.

d. The undergraduate degree may be of 3 or 4 years duration. Institutions may offer multiple exit options within this period, with appropriate certification, an advanced diploma in a discipline or field (including vocational and professional areas) after completing 2 years of study or a certificate after completing 1 year.

e. The 4-year programme will provide students the opportunity to experience the full range of liberal education. This will be called the Bachelor of Liberal Arts in the chosen major and minors. The 3-year programme will lead to a Bachelors degree. Both programmes may lead to a degree 'with honours,' if the students does research work.

f. Certain professional streams (e.g. teacher education, engineering, medicine, law) may only have a 4-year duration (or more) for the undergraduate degree.

g. Institutions will have the flexibility to offer different designs of Master's programmes, e.g., there may be 2-year programme with the second year devoted entirely to research, for those who have completed the 3-year undergraduate programme, there may be an integrated 5-year Master's programme and for students completing a 4-year undergraduate degree with honours, there could be a 1-year Master's programme

h. Undertaking a PhD shall require either a Master's degree or a 4-year undergraduate degree with honors. The M. Phil, programme shall be discontinued

Energized, Engaged and Capable Faculty:

The most important factor for the success of higher education institutions is the quality and engagement of its faculty. This Policy puts faculty back into the heart of higher education.

a. Every institution will have adequate faculty, ensuring that all programme, subject and field needs are met, a desirable student-teacher ratio (not more than 30:1) is maintained and diversity is ensured.

b. The prevalent approach of ad hoc, contractual appointments will be immediately stopped.

c. Faculty recruitment will be based on academic expertise, teaching capacities and dispositions for public service.

d. An appropriately designed permanent employment (tenure) track system for faculty will be introduced - this will be fully functional in all institutions, including private institutions, by 2030.

e. All institutions will develop a continuous professional development plan for faculty and determine the process for its implementation. The pian should include capacity development in the field/discipline, pedagogical capacities, research and contribution to practice.

f. Faculty recruitment and development, career progression, compensation management to be part of the Institutional Development Plan of every institution.

Empowered governance and autonomy:

High quality education and research requires intellectual ferment in a nurturing culture the governance of higher education institutions determines this culture.

a. Higher education institutions will be governed by Independent Boards, with complete academic and administrative autonomy. The formation and appointment of the Board, the Chair and the Vice Chancellor/Director (Chief Executive) will ensure elimination of external interference, including from the government, and will enable the engagement of high-capacity people with commitment to the institution.

b. All higher education institutions will become autonomous self-governing entities and the practice of 'affiliation' will be stopped. "Affiliated college will be supported to develop into autonomous degree granting colleges and 'affiliating universities' will develop into vibrant multidisciplinary institution

c. Private and public institutions will be treated at pe by the regulatory regime. Commercialization of education will be stopped, and philanthropic effoma encouraged.

d. Autonomy will be ingrained in the system-ite culture, structure and mechanisms. Faculty will have academic freedom and curricular empowerment including on pedagogical approaches, student assessment and research. Institutions will have administrative and academic autonomy. This will include the freedom to start and run programmes decide curricula, decide student capacity, decide resource requirements and develop their internal systems, including governance and people management systems. Higher education

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institutions will be developed truly into autonomous, independent and self-governing entities.

Teacher Education:

Teaching is an ethically and intellectually demanding profession. New teachers need rigorous preparation and practicing teachers need continuous professional development and academic and professional support.
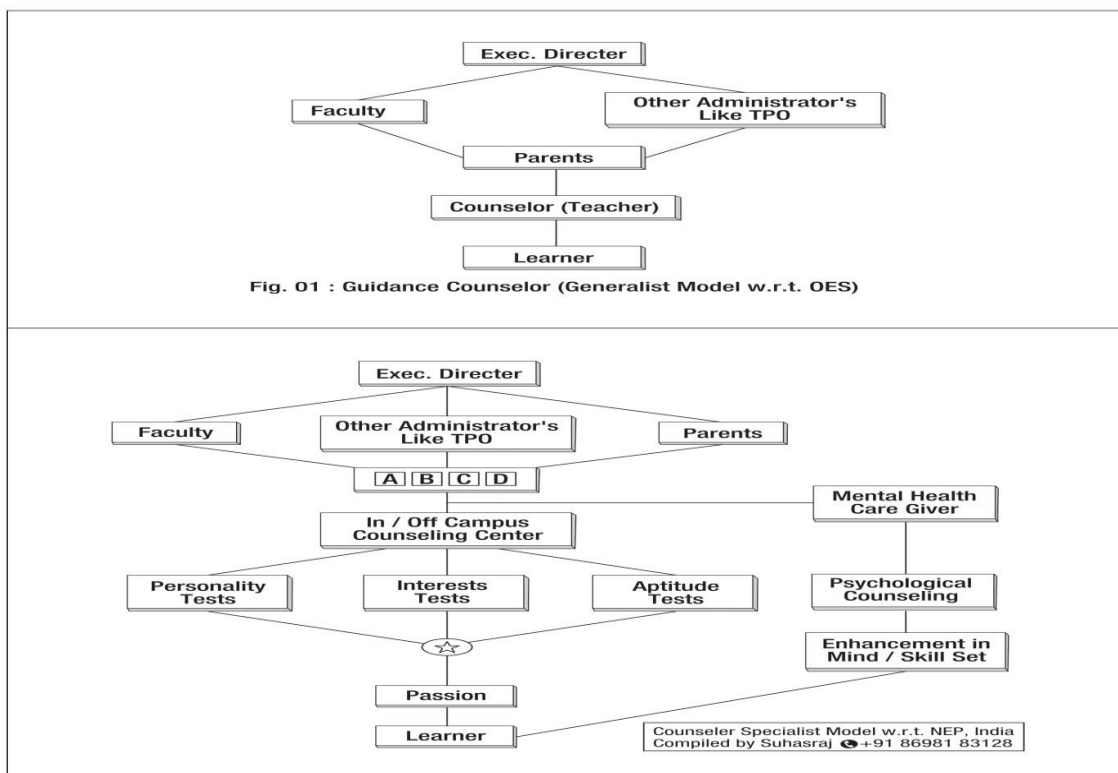
a. The 4-year integrated Bachelor of Education programme for teacher preparation will be offered at multi-disciplinary institutions as an undergraduate programme of study, including both disciplinary and teacher preparation courses. This will be a stage- specific, subject-specific programme that will prepare teachers from pre-school to the secondary stage (Class 12) for all subjects including the arts and sports and those with a vocational education or a special education focus.

b. The 4-year B.Ed. degree will be on par with other undergraduate degrees and students with a 4-year B.Ed. will be eligible to take up a Master's degree programme.

c. The current two-year B.Ed. programme will continue till 2030. After 2030, only those institutions which offer a 4-year teacher education programme will run the 2-year programme as well. These programmes will be offered to those with a graduate degree.

d. Teacher education will be offered by multi-disciplinary institutions only. Good pre-service teacher preparation needs expertise across disciplines for rigorous theoretical understanding of educational perspectives, subject and pedagogy along with a strong theory-practice connect this demands the availability of a range of experts in core areas of education and all other school subjects along with a network of schools.

Difference between OES and NEP:

OES	NEP
Emphasis on recitation.	Emphasis on innovation/creative thinking and implementing ideas.
Skills were observed directly at the time of interview / employment	Skills will be observed and developed while learning
AI Based Tools were not available.	Free or Paid AI Tools are used Free
Interest, Personality and/or Aptitude were not separately tested	IPA are tested independently, then eclectic methods are used for finding passion / interests.
Most of the times only likings were observed.	Clear difference between liking and passion.

Two Models Generalized (OES) and specific (NEP)

Fig. 01 : Guidance Counselor (Generalist Model w.r.t. OES)

Counseler Specialist Model w.r.t. NEP, India
Compiled by Suhasraj ☎+91 86981 83128

Note: A, B, C, D is categories of learner/counselee based on age/class etc.

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e.g. A: 9-10th class   B: 11-12th class C: Above 12th class D : Non coordination between skill set and career choice / behavior. E: Anyone who is in needs Counselling in general Fig. 01 and Fig. 02 highlights difference between the role of counsellor in OES and NEP, It is easily understood by observing both of the models above. Specific and proper counseling helps to develop wellbeing of learner. Relevancy is the key to the success or failure of any activity or service. Important role of counselor in NEP is to help to form relevancy in the skill set, career choice and/or mental wellbeing of the learner.

Some Tools Based on AI:

No doubt counselor's knowledge and experience has vital role in guidance as well as in mental health caring. Existing and well reputed psychological scales as well as by using modern and effective tools which are based on Artificial intelligence (AI) and the eclectcism skills by counsellor will give invaluable outcomes for building career as well as for enhancing skill sets of the learner. Some of the tools, techniques, services are mentioned herewith.

Seeking guidance from National Career Services (NCS), Counselor Council of India (CCI). Also one can undergo extensive tests by paid services like Career Naksha.

In case of requirement of Mental Health Services a proper counselling sessions or psychological tests under the guidance of proper counselor are always useful. In short many of the future consequences may be avoided if in time help of the Counselor is taken without hesitating.

Conclusion:

The New Education Policy provides a comprehensive framework for education at all levels, from preschool to higher education. Focus of NEP is on utilizing the power of modern technology to make education accessible to everyone. The NEP is Inclusion of essential subjects and skills to prepare students for the modern world. It promotes multilingualism and knowledge of India. Complete overhaul of the teaching profession through recruitment and training. The effectiveness in role of counselor established in NEP always useful for bridging gap between skill set, career choice as well as mental health of the learner.

Future Work:

Awareness of impact of NEP as whole, on wellbeing of nation should be taken into consideration at all possible levels. More emphasis on highlighting role of counselor for bridging gaps is also required. It is to be noted and followed openly that taking help of good counsellor will be useful for the individual as well as to society. Highlighting importance of counsellor through all possible means is challenging.

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Importance of Digital and Online Education in NEP 2020

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Abstract
The new policy prioritizes accessibility, fairness, quality, affordability, and accountability as its core values. Holistic Development, Flexibility and Interdisciplinarity, Skill Development and Vocational Education, Research and Innovation, Technology Integration, As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning in HEIs. Laying down standards: As research on digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for digital teaching-learning. Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, will be extensively used for telecast and broadcasts. A special focus on content in all Indian languages will be emphasized and required digital content will need to reach the teachers and students. National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. All above included in NEP 2020.

Introduction
India is a global leader in information and communication technology. While education will play a critical role in digital transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bidirectional. Given the explosive pace of technological development allied with the sheer creativity of techsavvy teachers and entrepreneurs including student entrepreneurs, it is certain that technology will impact education in multiple ways, New technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn, and thus these areas and beyond will require extensive research both on the technological as well as educational fronts.

Use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. The aim of the NETF will be to facilitate decision making on the induction, deployment, and use of technology, by providing to the leadership of education institutions, State and Central governments, and other stakeholders, the latest knowledge and research as well as the opportunity to consult and share best practices.

The NETF will have the following functions: National Education Policy 2020 provide independent evidence-based advice to Central and State Government agencies on technology-based interventions; build intellectual and institutional capacities in educational technology; envision strategic thrust areas in this domain; and articulate new directions for research and innovation.

Objective of the study:
1. To analyse the concept of New Education Policy 2020.
2. To review the Importance of Digital and Online Education in NEP 2020.

Research Methodology:
The present research paper has been depending upon the secondary data. The secondary data has been collected from various reference books, published government report, unpublished research reports, project report, unpublished research thesis, websites, annual reports etc.

Online and Digital Education
To remain relevant in the fast-changing field of educational technology, the NETF will maintain a regular inflow of authentic data from multiple sources including educational technology innovators and practitioners and will engage with a diverse set of researchers to analyze the data. To

support the development of a vibrant body of knowledge and practice, the NETF will organize multiple regional and national conferences, workshops, etc. to solicit inputs from national and international educational technology researchers, entrepreneurs, and practitioners. The thrust of technological interventions will be for the purposes of improving teachinglearning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.

Educational Software

A rich variety of educational software, for all the above purposes, will be developed and made available for students and teachers at all levels. All such software will be available in all major Indian languages and will be accessible to a wide range of users including students in remote areas and Divyang students. Teaching-learning e-content will continue to be developed by all States in all regional languages, as well as by the NCERT, CIET, CBSE, NIOS, and other bodies/institutions, and will be uploaded onto the DIKSHA platform.

This platform may also be utilized for Teacher's Professional Development through e-content. CIET will be strengthened to promote and expand DIKSHA as well as other education technology initiatives. Suitable equipment will be made available to teachers at schools so that teachers can suitably integrate e-contents into teaching-learning practices. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education, and will include ratings/reviews by users, so as to enable content developers create user friendly and qualitative content.

Disruptive Technologies

Particular attention will need to be paid to emerging disruptive technologies that will necessarily transform the education system. When the 1986/1992 National Policy on Education was formulated, it was difficult to predict the disruptive effect that the internet would have brought. Our present education system's inability to cope with these rapid and disruptive changes places us individually and nationally at a perilous disadvantage in an increasingly competitive world. For example, while computers have largely surpassed humans in leveraging factual and procedural knowledge, our education at all levels excessively burdens students with such knowledge at the expense of developing their higher-order competencies.

This policy has been formulated at a time when an unquestionably disruptive technology - Artificial Intelligence (AI) 3D/7D Virtual Reality -

has emerged. As the cost of AI-based prediction falls, AI will be able to match or outperform and, therefore, be a valuable aid to even skilled professionals such as doctors in certain predictive tasks. AI's disruptive potential in the workplace is clear, and the education system must be poised to respond quickly. One of the permanent tasks of the NETF will be to categorize emergent technologies based on their potential and estimated timeframe for disruption, and to periodically present this analysis to MHRD. Based on these inputs, MHRD will formally identify those technologies whose emergence demands responses from the education system. In response to MHRD's formal recognition of a new disruptive technology, the National Research Foundation will initiate or expand research efforts in the technology.

In the context of AI, NRF may consider a three-pronged approach: advancing core AI research, developing and deploying application-based research, and advancing international research efforts to address global challenges in areas such as healthcare, agriculture, and climate change using AI. National Education Policy 2020 HEIs will play an active role not only in conducting research on disruptive technologies but also in creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education. Once the technology has attained a level of maturity, HEIs with thousands of students will be ideally placed to scale these teaching and skilling efforts, which will include targeted training for job readiness. Disruptive technologies will make certain jobs redundant, and hence approaches to skilling and deskilling that are both efficient and ensure quality will be of increasing importance to create and sustain employment. Institutions will have autonomy to approve institutional and non-institutional partners to deliver such training, which will be integrated with skills and higher education frameworks.

The awareness is necessary to have informed public consent on matters related to the technologies used in education. In school, the study of current affairs and ethical issues will include a discussion on disruptive technologies such as those identified by NETF/MHRD. Appropriate instructional and discussion materials will also be prepared for continuing education. Data is a key fuel for AI-based technologies, and it is critical to raise awareness on issues of privacy, laws, and standards associated with data handling and data protection, etc. It is also necessary to highlight ethical issues surrounding the development and deployment of AI-based technologies. Education will play a key role in these awareness raising efforts. Other disruptive technologies that are expected to change the way we live, and, therefore, change the way we educate

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students, include those relating to clean and renewable energy, water conservation, sustainable farming, environmental preservation, and other green initiatives; these will also receive prioritized attention in education. Online and Digital Education: Ensuring Equitable Use of Technology New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible.

ICT-based Educational

In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all. However, the benefits of online and digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts, such as the Digital India campaign and the availability of affordable computing devices. It is important that the use of technology for online and digital education adequately addresses concerns of equity. Teachers require suitable training and development to be effective online educators.

It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom. Aside from changes required in pedagogy, online assessments also require a National Education Policy 2020 different approach. There are numerous challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions, and preventing unethical practices. Certain types of courses/subjects, such as performing arts and science practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures. Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.

The emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives: Pilot studies for online education: Appropriate agencies, such as the NETF,

CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement. Digital infrastructure: There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration.

This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology. Online teaching platform and tools: Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and twoway-audio interface for holding online classes are a real necessity as the present pandemic has shown. Content creation, digital repository, and dissemination: A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality.

For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created. A reliable backup mechanism for disseminating e-content to students will be provided. Addressing the digital divide: Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available in different languages to cater to the varying needs of the student population.

E-learning

A special focus on content in all Indian languages will be emphasized and required; digital content will need to reach the teachers and students in their medium of instruction as far as possible. Virtual Labs: Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRABHA will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. The possibility of providing adequate access to Socio-Economically Disadvantaged Groups (SEDG) students and teachers through suitable digital devices, such as tablets with pre-

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loaded content, will be considered and developed. Training and incentives for teachers: Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.

Online Assessment and Examinations

National Education Policy 2020 Online assessment and examinations: Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.

Blended models of learning

While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects. Laying down standards: As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

Conclusion:-

The new policy 2020 its core values as Holistic Development, Flexibility and Interdisciplinarity, Skill Development and Vocational Education, Research and Innovation, Technology Integration, as research on online/ digital education emerges, NETF and other appropriate bodies should set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning in HEIs.

Blended models of learning while promoting digital learning and education, the importance of face-to-face learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects. As research on digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for digital teaching-learning. A special focus on content in all Indian languages will be emphasized and required digital content will need to reach the teachers and students.

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Women Empowerment in India and its Importance

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Abstract

This article highlight on the women's Past and present condition in India. The condition of women in villages are different from urban areas. Women are attracted to the urban culture and atmosphere. The women who are living in urban area should have care rural women and their real condition. We should know their needs and actual problems faced by rural women. Now we see rural women use mobile phone while they work in the field. They know the handling mobile but the real condition is that some women neglect their child's health and education. We speak against superstitions in the various lectures but we keep and follow the superstitions at family level. We give importance to the kundalini in Marriage fixation in this digital age. We have to protect our culture but not bad customs and rules. This is in the hands of Indian people and not only in the hands of women. Criteria of crime is changed. Alertness is important otherwise there is destruction.

We can change this situation by women empowerment via education & other essential rights. Our target rotates around the empowerment of every single girl children so that when they join the level of evolving as an adult, they should be competent souls. We have to produce healthful and uninfected food; pure drinking water to the Indian people Children will have to get the rich nutrition for living a healthy life.

Key Words: Women empowerment, Past and present condition in India, superstitions, child's health and education

Introduction:

This article highlights the women's Past and Present condition in India. The condition of women in villages is different from urban areas. Women are attracted to the urban culture and atmosphere. The women who are living in urban area should have care rural women and their real condition. The word women empowerment is about authority, power and indistinguishable rights. This term refers to the liberation of women from socio-economic obstacles. 50% of the country's population comprise with women, Women stays economically dependent on each other without employment. In the age of feminism, a small section of women in India are free. They can employ their free will. They are permitted to carve out their lives the way they want. But there is a considerable division of the women in this nation who require optimistic support. In most Indian villages and semi-urban cities, women are still denied fundamental education. They are never authorized to continue higher education despite amassing the understanding required.

Women are known for delivering many roles effortlessly per day. They are considered the backbone of every society. Women play a wide range of roles, such as caring mothers, loving daughters, and capable colleagues in the patriarchy. The best part is that they manage the bill perfectly in every role. They've also stood a neglected bunch of society in different parts of the world. It has resulted in women surviving the financial trustworthiness, oppression, and distinct social evils. Some Women have been residing under the shackles of enslavement for centuries. That impedes them from attaining professional as well as personal highs. Being an NGO for women empowerment in India, Hind rise Foundation has designed our dynamic and transformation-oriented programs in such a manner that the grooming of impoverished young girls will uplift the condition of the nation.

Women empowerment in India is the most effective tool for development. Women across the world are actively working as a leader and surpassing others in all the spheres of life. As the entire world were clapped and prayed every single day for an incredible escape from the COVID-19 Pandemic, Women governors and nations steered by these amazing figures who are taking over the responsibility and marching ahead in the battle alone wherever required.

Women empowerment in India is dependent up to a great extent on numerous different variables. That encompass geographical setting (urban/rural), social status (caste and class), educational status, and age factor. Actions on the women empowerment exist at the state, local (panchayat), and national levels. But women encounter differentiation in most sectors like education, economic opportunities, health and medical assistance, and political participation. It demonstrates that there are substantial gaps between

strategy advancements and real exercise at the community level.. The women empowerment in India is limited to granting balanced rights to women. It is also about assuring that they are rightful partners in the workforce. Our NGO for Women Empowerment in India is working as a Miracle in Disguise.

Women's Empowerment in India: Remedies

I. 1. Gender Discrimination must be Checked-
 The problem of gender discrimination has affected the pace of women empowerment in India. Gender discrimination in all realms of action must be checked. Women must be furnished with a resort to take an active part in decision making at every level and direction procedures to attain the motive of empowering women. They need to get due admiration and prominence,

2. Educational Factor- Education is the most important factor of advancement and growth. It is significant tool for women empowerment in India & human resource development. It gives light to the possibilities for access to employment and making a livelihood, In order to join the community of developed countries, people should understand the value and importance of women's education. Education is the initial line of defence for women. It motivates a sense of supervision over personal fortune. It unlocks the door to preferences that are not confined by tradition. Education will go an extended way in making women familiar with their legal and personal rights and make them battle for their privileges

3. **Mass Media Effect: -** The mass media is responsible for playing a significant about women empowerment in India. The numerous programmes are arranged for women's prestige and revealed the mass media enable her husband to behave toward her wife with honour and respect. The mass media performs an important role to change attitude and way of husband and other family members towards women.

4. Implementation of Women Development Programme – Various types of program must be organized to make women self-reliant and self-employed. It's important to check cases related to female feticide & infanticide by prohibiting the sex determination of child that is yet to take birth via the Regulation & Prevention of Misuse Act 1994 as well as PNT ACT (Pre-natal Diagnostic Techniques Act) other rulings correlating to marriage, succession, divorce, adoption, dowry and moral safety or protection against sexual harassment needs to be implemented for serving the goal of women empowerment in India.

5. Changes in Women's Attitude- Empowerment must come from within the soul. Women need to empower themselves by bringing a major change in their attitude. Women must know that opportunities will not reach their laps. They would have to

determine ways to create them. They should fight back to rebuild their prominent position in Indian communities and societies. They need to work vigorously for the entire eradication of poverty, dowry-ills, and illiteracy, Women's empowerment is valuable for the development and advancement of the family, community as well as the nation.

6. Programmes for Women Empowerment-
There are various programs for the development of women: State and National level commissions for women, Non-Governmental Organisations, ICDS Programmes, must undertake e- awareness, the Taskforce for women & children Development DWACRA (Concerning Development of Women & Child in Rural Areas), women's rights, human rights, a campaign about legal rights, education about saving schemes, population education, environmental education, rehabilitation programmes with all integrity and solemnity.

II. Steps for Women Empowerment
Women's empowerment has become the necessity of the time. They should possess liberty, faith, and self-worth to opt for their needs and demands. Discrimination based on gender is useless Women are paid less and are treated as a cook and slave in families, and their real potential fails to get highlighted. Women empowerment in India is required to overcome situations of such types and to provide them with their independent role in Indian society. Women empowerment in India is one of the principal terms for society's overall development. Now women are playing numerous roles in all fields of life.

A. Know their Intelligence Level:
    Women must possess self-worth, confidence, and freedom to choose their needs.. Classifying the people based on gender is unreasonable empowering women is the fundamental right of women. They can have equal rights to participate in education, society, economics, and politics. They are allowed to have higher education and treated in the way like men.

B. Able to solve unemployment
    Unemployment is one of the common problems that can be seen in the developing society. The research says that half of the population consists of women. The unemployment of women and unequal opportunities in the workplace can be eradicated with the help of women empowerment in India. Whenever women are facing unemployment, their true potential is left without any use. To make use of the strength and potential of the women, they must be provided with equal opportunities. You can motivate them by providing any special gifts. The best time to honour women is women's day. You can honour them with women's day with gifts.

C. Solve the Issues of Unemployment in women
    Unemployment is one of the widespread problems. It can be glimpsed in societies in the

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developing stage. Around half of the population comprises women. The unemployment of women & unbalanced opportunities in the working place can be eliminated with the assistance of women empowerment in India.. To make use of the courage and capacity of the women, they should be empowered with an equal number of opportunities.

Conclusion

To sum up, this article highlights the women's Past and present condition in India. The condition of women in villages is different from urban areas. Women are attracted to the urban culture and atmosphere. The women who are living in urban area should have care rural women and their real condition. We should know their needs and actual problems faced by rural women. We have to give honour to the widow women in the religious programs and this is in the hands of women. Women should change their attitude towards widow's condition now we see rural women use mobile phone while they work in the field. This is great change but the real condition is that some women neglect their children's health and education. We speak against superstitions in the various lectures but we keep and follow the superstitions at family level. We give importance to the kundali in Marriage fixation in this digital age. Change this attitude and follow the technology. We have to protect our culture but not bad customs and rules. This is in the hands of Indian people and not only in the hands of women. Criteria of crime are changed. Alertness is important otherwise there is destruction. .

We can change this situation by women empowerment via education & other essential rights. Our target rotates around the empowerment of every single girl children so that when they join the level of evolving as an adult, they should be competent souls. We have to produce healthful and uninfected food; pure drinking water to the Indian people Children will have to get the rich nutrition for living a healthy life.

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Impact of National Education Policy 2020 on Higher Education

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Abstract

This article is not sufficient to clear the explanation of the National Education Policy 2020. It highlights only the basic features of the National Education Policy 2020 and the problems faced by HEI about NEP 2020. National Education Policy 2020 gives the New Education system in the future. It focusses on multidisciplinary learning flexibility and technology. It will reform teacher empowerment, assessment reforms, and skill based Knowledge of the students. It will create pool of educational system and trained human resources .It addresses the challenges and opportunities for future educational policy. Its objectives are to ensure equal educational opportunity for all. Through this policy every Indian will receive a high quality and equitable higher education

Introduction

This paper highlights impact of National Education Policy 2020 on Higher Education. It is founded with the five of Access, Equity, Quality, Affordability and Accountability. Our youth can face national and global challenges of the present and the future by implementation of NEP 2020. Former ISRO chief K Kasturirangan, discussed the difficulties and adjustments that need to be made in the Indian education system. It included Policy from school to college. The proposals were sent and sanctioned by Central Government.

Objective of the study:

1. To analyse the concept of New Education Policy.
2. To explain the impact of New Education Policy.

Research Methodology:

The present research paper has been depending upon the secondary data. The secondary data has been collected from various reference books, published government report, unpublished research reports, project report, unpublished research thesis, websites, annual reports etc.

Condition of Higher Education in NEP 2020

1. A certificate after completing 1 year of study
   a. A diploma after completing 2 years of study
   b. Bachelor's degree after completion of a 3-year programme
   c. A 4-year multidisciplinary Bachelor's Degree (the preferred option)
2. MPhil (Masters of Philosophy) course is to be discontinued
3. A Higher Education Commission of India (HECI) will be set up to regulate higher education. The council's goal will be to increase gross enrolment ratio.
4. National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission are for funding and financing of Colleges and Universities.
5. The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB).
6. Other PSSBs will include professional councils such as Veterinary Council of India, Council of Architecture, Indian Council of Agricultural Research and National Council for Vocational Education and Training.[28]
7. The National Testing Agency will now be given the additional responsibility of conducting entrance examinations for admissions to universities across the country, in addition to the JEE Main and NEET.[31]
8. The policy proposes that higher education institutes like the IITs make changes with regard to the diversity of learning.[19]
9. Foreign universities can now set up campuses in India. The fees of both private and public universities will be fixed.[
10. To become a teacher, a 4-year Bachelor of Education will be the minimum requirement needed by 2030.[The teacher recruitment process will also be strengthened and made transparent. The National Council for Teacher Education will frame a National Curriculum Framework for Teacher Education by 2021 and a National Professional Standards for Teachers by 2022.
11. Under NEP 2020, Ed Tech companies and start-ups are provided with necessary guidelines and impetus to develop learning management systems,
12. The NEP emphasises the importance of India's native knowledge traditions and inspiring Endianness in people.
13. Under NEP 2020, many new educational institutes, bodies and concepts have been given

legislative permission to be formed. National Education Commission, headed by the Prime Minister of India

Features of National Education Policy 2020 of HIGHER EDUCATION

1. **BASIC PRINCIPLES OF THE POLICY:**

Teachers and parents will promote each student's development in both academic and non-academic fields. Students have the ability to choose their own paths in life according to their talents and interests. There will emphasis on conceptual understanding and creativity. The ethics of human & Constitutional values keep promoting the power of language in teaching and learning; There will be focus on life skills such as communication, cooperation and teamwork, There is focus on regular formative assessment for learning It encourages today's 'coaching culture.

There will be extra use of technology in teaching and learning, removing language barriers, There will be respect for the local context in all curriculum, pedagogy, and policy,. . All students are able to thrive in the education system; there will be coherence in all levels of education from childhood to higher education. .Teachers will be heart of the learning process and positive working environment. There will be transparency in the educational system through audit. .There will be continuous review of progress based on sustained research and regular assessment. Quality education must be considered a basic right of every child.

2. **THE VISION OF THIS POLICY**:

An education system is rooted in India. It contributes directly to transforming India and providing high-quality education to all. The curriculum of our institutions must develop a deep respect towards the fundamental duties and Constitutional values, bonding with one's country. Higher education must aim to develop thoughtful and creative individuals. It must enable to study specialized areas of interest at a deep level; it will develop character, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities. Higher education must enable personal productive contribution to the society. It must prepare students for more meaningful and satisfying lives.

Major problems currently faced in the higher education system in India:

1. severely fragmented higher educational ecosystem; less emphasis on the development of cognitive skills and learning outcomes; limited teacher and institutional autonomy;
2. inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
3. Lesser emphasis on research at most universities and colleges and lack of competitive peer-reviewed research funding across disciplines.
4. an ineffective regulatory system
5. Large affiliating universities resulting in low standards of undergraduate education.
6. Impact of Corona 19 on the student's attendance in the colleges.

3. Impact of NEP in the current system:

1. Moving towards multidisciplinary universities and colleges, with more HEIs across India which offer medium of instruction in local /Indian languages
2. Moving towards a more multidisciplinary undergraduate education
3. Moving towards faculty and institutional autonomy
4. Reconstructing curriculum, assessment and student support
5. Renovation integrity of faculty and institutional leadership positions
6. Establishment of a National Research Foundation
7. Governance of HEIs by independent boards having academic and administrative autonomy;

4. RECONSTRUCTION OF INSTITUTION

All higher education institutions (HEIs) shall aim to become multidisciplinary institutions in 2040. Each will aim to have 3,000 or more students. There shall be at least one large multidisciplinary HEI in or near every district.by 2030. The purpose will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. There will be will be growth in public and private institutions, A university will become a multidisciplinary institution of higher learning. It offers undergraduate and graduate programmes, with high quality teaching, research..

Autonomous degree-granting College will refer to a large multidisciplinary, It is focused on undergraduate teaching .There will be stage-wise mechanism for granting graded autonomy to colleges, These types of institutions are not in any natural way a rigid. .HEIs will support other HEIs in their development. Institutions will have the option to run Open Distance Learning (ODL) and online programmes, The system of 'affiliated colleges' will be gradually phased out over a period of fifteen years through a system of graded autonomy. The higher education sector will aim to be an integrated higher education system, The present HEIs in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced simply by 'university' on fulfilling the criteria as per norms.

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5. MULTIDISCIPLINARY EDUCATION AND SUPPORT FOR STUDENTS

A multidisciplinary education would aim to develop all capacities of human beings. A holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines. Institutions and faculty will have the autonomy to innovate on matters of curriculum and assessment within a broad framework of higher education qualifications.. All assessment systems shall also be decided by the HEI. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. Student support will aim to achieve global standards of quality. Larger numbers of international students studying in India and greater mobility to students in India visit, study at, transfer credits to, or carry out research at institutions abroad. India will be promoted as a global study destination. An International Students Office at each HEI hosting foreign students. It will be set up to coordinate all matters relating welcoming and supporting students arriving from abroad..

6. MOTIVATION AND FINANCIAL SUPPORT FOR STUDENTS

Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other categories. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students. All HEIs will be equipped with the basic infrastructure and facilities. Every classroom shall be fulfilled with the latest educational technology. Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework..

7. EQUITY IN HIGHER EDUCATION

Various Steps to be taken by Governments for equity in Higher education (a) Suitable Government funds for the education of SEDGs (b) Set clear targets for higher GER for SEDGs (c) Enhance gender balance in admissions to HEIs (d) Develop and support high-quality HEIs that teach in local/Indian languages or bilingually (e) Provide more financial assistance and scholarships to SEDGs in both public and private HEIs (f) Conduct outreach programs on higher education opportunities and scholarships among SEDGs (g) Develop and support technology tools for better participation and learning outcomes.

There are various Steps to be taken by all HEIs (a) Mitigate opportunity costs and fees for pursuing higher education (b) Provide more financial assistance and scholarships (c) Conduct outreach on higher education opportunities and scholarships (d) Make admissions processes more inclusive (for action on increasing participation from SEDGs.

8. VOCATIONAL EDUCATION

Vocational education will be integrated into all school and higher education institutions. By 2025, at least 50% of learners through the school and higher education system shall have get vocational education, Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs. B.Voc degree introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes.

9. SCOPE TO INDIAN LANGUAGES, ARTS, AND CULTURE

The scope to Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression the major competencies are considered important for the development of children, Indian arts must be offered to students at all levels of education, Teaching and learning of Indian languages need to be integrated with school and higher education at every level. Languages must have updates to their vocabularies and dictionaries, the most current issues and concepts can be effectively discussed in these languages.

Critical Reviews to the Draft NEP of 2019

A social media campaign protested over the inclusion of Hindi in schools in the south Indian states.

The Student's Federation of India stated that it threatened the federal character of the educational structure, commercialized education and undermined independent research activity.

Madhu Prasad of *Frontline* pointed out how the draft's merit-based college admissions criteria did not take into account reservations and the caste-based discrimination and oppression faced by many in the country.

DP Sharma appreciated the current initiative of end to end transformation of Indian education system but expressed his concerns about the implementation with care and honesty and, connected the self-reliant India mission with education transformation.

CONCLUSION:

To sum up, this article is not sufficient to clear the explanation of the National Education Policy 2020. It highlights only the basic features of the National Education Policy 2020. National Education Policy 2020 gives the New Education system. It is focusing on multidisciplinary learning flexibility, technology. It will reform teacher empowerment and assessment reforms. It will creates pool of educational system and trained human resources. It addresses the challenges and opportunities of for future educational policy. Its objectives are to ensure equal educational

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opportunity for all. Through this policy every Indian will have   receive a high quality and equitable higher education

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महिला सबलीकरण: वस्तुस्थिती व उपाययोजना

प्रा. संगीता गुलाबराव बर्गे

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प्रस्तावना:

सबलीकरण म्हणजे व्यक्तीची किंवा समूहाची प्रामुख्याने धार्मिक, राजकीय, सामाजिक तसेच आर्थिक उन्नती होणे असा सोपा अर्थ घेतला जातो. सबलीकरणांमध्ये व्यक्तीच्या वैयक्तिक क्षमतेनुसार तिचा आत्मविश्वास वाढणे, निर्णय घेणे ,सकारात्मक विचार करणे, कौशल्य विकसित होणे, व्यक्तिमत्त्वाचा विकास होणे इत्यादी बाबींचा समावेश होतो. महिलांच्या बाबतीत या सर्व गोष्टी घडून आल्यास त्यास महिला सबलीकरण असे म्हणता येईल.

'स्त्री सबलीकरण' ही संज्ञा उच्चारायला, ऐकायला, वाचायला चांगली वाटते. त्या संदर्भात बरेच कायदे करण्यात आले व ते राबविण्याचा प्रयत्न चालू आहे. स्त्रियांच्या सक्षमीकरणाच्या संकल्पनेबाबत स्वागतशील भूमिका घेऊन गप्प बसता येणार नाही कारण खोलवर विचार केला तर आपणा सर्वांच्या लक्षात येईल की आपल्या स्त्रिया सामाजिक, आर्थिक, राजकीय पातळीवर सक्षम झालेल्याच नाहीत. 130 कोटींच्या आपल्या देशात जवळजवळ 50 कोटी स्त्रिया धरल्या तर त्यांची सध्याची अवस्था कशी आहे?

उद्दिष्टे:

१) स्त्रीचे कुटुंबातील समाजातील स्थान काय आहे याचा अभ्यास करणे.

२) शासकीय योजना धोरणे याचा स्त्रियांना कितपत फायदा होतो याचा अभ्यास करणे.

३) स्त्री सबलीकरणासाठी कौटुंबिक, सामाजिक व शासकीय पातळीवर कोणत्या उपाययोजना करायला हव्यात याची चर्चा करणे.

संशोधन पद्धती:

प्रस्तुत शोधनिबंध हा दुय्यम साधनसामग्रीवर आधारित आहे. सदरची माहिती विविध अहवाल, पुस्तके, मासिके, इंटरनेट इत्यादींचा आधार घेऊन मिळविली आहे.

विवेचन:

आई वडील दोघेही अर्थार्जन करणारे असले तर मुलांमध्ये मूल्यांचे रोपण, रुजवणूक करणे कठीण होत चालले. कुटुंब संस्था लयाला गेली. घराचे लॉजिंग बोर्डिंग झाले. पालकांचे मुलांशी मैत्रीचे, सामंजस्याचे, मार्गदर्शनाचे नाते कमी होत गेले. क्वचित त्यात तणावही निर्माण झाले. माध्यमांचे अतिक्रमण, प्रचलित सामाजिक परिस्थिती, राजकीय राजक इ. मुळे मुलींच्या निकोपवाडीत अडथळे झाले. अशावेळी मुलांच्या जोपासणेसाठी प्रत्येकानेच कटिबद्ध व्हायला हवे.

त्यासाठीच फक्त पालक शिक्षक हेच घटक एकत्र न येता समविचारी स्त्री-पुरुषांनी एका व्यासपीठावर यायला हवे चर्चेतून तोडगा काढायला हवा संस्था, संघटना अशा स्वरूपात समुपदेशन, मार्गदर्शन देण्याची सोय करायला हवी. अशा काही संस्था संघटना सध्या सक्रिय आहेत. असे

असूनही सध्याचे चित्र फारसे आशादायक आहे असे वाटत नाही.

शिक्षण:

प्रचलित शिक्षण व्यवस्थेतून आपण स्त्रियांचे सक्षमीकरण, सबलीकरण करू ही आशा फोल आहे. स्वयंपूर्णता, आत्मनिर्भरता, आत्मसन्मान, स्वयंनिर्णयवृत्ति अशा सबलीकरणाच्या वृत्ती शिक्षणाने आपल्याला कितपत दिल्या? त्यामुळेच औपचारिक शिक्षणाबरोबरच मुलांना व्यवहारिक, व्यावसायिक शिक्षण द्यायला हवे. महात्मा गांधींनी शिक्षणाची व्याख्या करताना म्हटले होते की 'जे शिक्षण तुमचे शारीरिक, मानसिक, नैतिक बल जोपासिल तेच शिक्षण होय'. शिक्षणाची ही व्यापक व अर्थपूर्ण व्याख्या लक्षात ठेवूनच ही पिढी घडवायला हवी. स्त्रियांना जीवनात पुरुषांच्या बरोबरीने सहभागी होता येईल असे शिक्षण द्यावे लागेल. त्यासाठी समाजातील सर्व स्तरांमधून उत्स्फूर्तपणे प्रयत्न व्हायला हवेत. या प्रयत्नांनाही शिस्त हवी.

अभ्यासक्रम :

सर्व प्रकारच्या अभ्यासक्रमातून मूल्य शिक्षण, वैज्ञानिक दृष्टिकोन, समता, स्वातंत्र्य, बंधुता, स्त्री-पुरुष समानता यासारख्या गोष्टींचा अंतर्भाव करून ते केवळ कागदावरच न राहता त्याची प्रत्यक्ष अंमलबजावणी होते की नाही हे पाहणे अत्यंत आवश्यक आहे. महात्मा गांधी म्हणतात स्त्री-पुरुष निसर्गतः एकमेकांचे पूरक आहेत त्यांच्या शरीर रचनेतील भेदामुळे सहजच त्यांच्या विभिन्न क्षेत्रांची रूपरेषा आणि मर्यादा ठरते. घराबाहेरची कामे पुरुषांची आहेत घरातील कामात स्त्री प्रमुख आहे म्हणून घराची व्यवस्था, शिशु संगोपन, त्यांचे शिक्षण इत्यादींचे स्त्रियांना

विशेष ज्ञान असावे. यामागे एखाद्याला एखादा ज्ञानमार्ग बंद ठेवावा असा हेतू नाही पण वरील गोष्टींचा विचार न करता शिक्षणक्रम ठरवला गेला तर स्त्री-पुरुष दोघांनाही आपापल्या क्षेत्रात पूर्णत्वाची प्राप्ती करता येणार नाही. हुंड्याची चाल नष्ट व्हावयास हवी. हुंड्या बद्दल आग्रह धरणारा तरुण स्वतःच्या शिक्षणाला बट्टा लावतो. तो देशालाही कलंकित करून स्त्री जातीचा अपमान करतो. हुंड्याच्या या अधकपतनकारी प्रथेविरुद्ध जोरदार लोकमत तयार करण्याची गरज आहे. जे तरुण या पापमय पैशाचा स्वीकार करतील त्यांच्यावर समाजाने बहिष्कार टाकावा.

स्त्रियांच्या सुरक्षिततेचा हक्क:

आज स्त्रियांच्या बाबतीतल्या गुन्ह्यांच्या संख्येत वाढ झालेली आपल्याला दिसते. हुंडाबळी, आत्महत्या, बलात्कार, छेडछाड, विनयभंग, मारहाण, कौटुंबिक हिंसाचार यांचे वाढते प्रमाणही चिंताजनक आहे. आज स्त्रिया शिक्षणासाठी, रोजगारासाठी, अर्थार्जनासाठी घराबाहेर पडू लागले आहेत मात्र त्या घरात सुरक्षित नाहीत, घराबाहेरही सुरक्षित नाहीत, इतकेच काय तर त्या आईच्या गर्भातही सुरक्षित नाहीत.

जातीयवाद धर्मवाद धर्मांधतेचे आव्हान:

जेव्हा धर्मांधता आणि जातीयता वाढते तेव्हा स्त्रीवरील बंधने अधिक घट्ट होतात जुन्या समजूती रुढी पुन्हा जिवंत केल्या जातात त्यातून खाप पंचायती सारख्या जातपंचायती ऑनर किलिंग च्या नावाने मुलींना जीवे मारण्याचा हुकूम देतात मुस्लिम समाजातील स्त्रियांना विविध हक्क नाकारणारे फतवे निघतात त्यातून स्त्रीचे स्थान अधिकच खालावतो आज गर्भातच मारल्या जाणाऱ्या मुलींची संख्या पाहता या असंतुलनाचे मानव समाजावर होणारे परिणाम घातक असल्याचे दिसते आहे आणि त्यासंबंधी चिंता व्यक्त केली जात आहे या प्रश्नाच्या संदर्भात डॉक्टर अमर्त्य सेन यांनी मांडलेल्या स्त्रियांच्या विकासाबाबतची मते लक्षात घ्यावी अशी आहेत ते म्हणतात स्त्रिया या समाजाचा अर्धा हिस्सा आहेत आणि स्त्री विकास हा समाजाच्या विकासाचा मुख्य मार्ग आहे स्त्रियांचे स्थान उंचावण्याचा प्रमुख मार्ग म्हणजे स्त्री शिक्षणावर भर आणि स्त्रियांना अर्थार्जनाचं साधन प्राप्त होणे आणि निर्णय प्रक्रियेत त्यांचे स्थान असणे हे महत्त्वाचे आहे आणि यात केवळ आर्थिक प्रगती किंवा भौतिक विकास यापेक्षाही सामाजिक आणि सांस्कृतिक पैलूंचा विचार करणे अधिक गरजेचे आहे'.

याबाबत गांधीजींनी असं आग्रहाने प्रतिपादन केलं होतं की धर्म जर स्त्रियांना हीनलेखत असेल तर धर्माचा तो भाग आपण मान्य करता कामा नये दुसरी गोष्ट त्यांनी ही सांगितली होती की घरात काम करून स्त्री ही अर्थार्जण करत असते त्यामुळे घराच्या पतीच्या संपत्तीत तिला हक्क आहे तिसरी गोष्ट त्यांनीही सांगितली होती की कायद्यामध्ये स्त्री पुरुष विषमता असता कामा नये या सर्वच गोष्टी आज महिलांच्या हक्कासाठी लढणाऱ्या भारतातील तसेच जागतिक पातळीवरील संघटनाही बोलत आहेत.

सारांश जोपर्यंत स्त्रियांना खऱ्या अर्थाने सन्मान आणि समानता मिळत नाही तोपर्यंत त्यांच्या गर्भातल्या हत्या

प्रा. संगीता गुलाबराव बर्गे

थांबणार नाहीत आपण देश आणि मानव समाज म्हणून ही बाब लक्षात घेतली पाहिजे.

मुलगी का नको याबद्दलची मानसिकता:

भारतात मुलगी नकोशी आहे त्याचे प्रमुख कारण म्हणजे पुरुष प्रधानता. मुलगा असण्याला मोठे स्थान आहे. 'तो वंशाचा दिवा म्हातारपणाची काठी आहे ' असा सार्वत्रिक समज आहे. त्यामुळे 'मुलगा हवाच' ही सर्व समाजाची मानसिकता आहे. स्त्रीची प्रतिष्ठा तिला पती असण्यावर जोखली जाते अविवाहित, विवाहित, परित्यक्ता, घटस्फोटीता, विधवा या सर्व स्त्री गटांमध्ये विवाहित स्त्री 'सौभाग्यवती' आहे. तिला नवरा सांभाळीत नसला तरी किंवा तो तिचा कितीही छळ करीत असला तरी ती भाग्यवतीच असते. तो तिचा मालक समजला जातो त्याच्या पुढची पायरी म्हणजे स्त्रीला मुले असणे, नुसत्या मुली असणारी माता, मुलगी असणाऱ्या मातांच्या तुलनेत दुय्यम ही भावना जनमानसात रुजली आहे. सण समारंभात मुलगी असणाऱ्या सुवासिनी मातांना मान असतो. अपत्यहीन स्त्रिया विधवा परित्यक्ता यांचे स्थान कुटुंब व्यवस्थेत दुय्यम आहे.

हुंडा पद्धतीमुळे मुलगी तिच्या जन्माबरोबरच आई बापांची काळजी होऊन बसते. मुलगी म्हणजे परक्याचे धन आपण ते सांभाळावयाचे व मोठी झाल्यावर जाग्याच्या जागी पोचवायचे ही भावना. विवाह झाल्यावर तिचे पाळण्यातील नाव बदलले जाते, तिचे राहण्याचे ठिकाण बदलते, पतीचे घर मात्र तिचे घर असत नाही. पती-पत्नीच्या घरी राहात असेल तर त्याच्या घरचे नातेवाईक त्याच्याकडे निराळ्या दृष्टीने पाहतात. वृद्धापकाळी आई-वडिलांची काळजी मुलाने घ्यावयाची या सर्वांना पारंपारिक रूढीचे पाठबळ आहे. आता कायद्याने मुलींना संपत्तीत वाटा मिळाला असला तरी किती से बाप आपल्या मुलींना वाटा देतात? अजूनही कुटुंबात मालमत्तेची वाटणी करताना मुलींना आईला पत्नीला काहीही दिले जात नाही. स्व कष्टार्जित संपत्तीची व्यवस्था करताना अनेक बाप आपली संपत्ती मुलांना मिळावी असे इच्छापत्र करतात.

मुलीला जे काय द्यायचे ते विवाहात. ही मानसिकता बदललेली नाही. ऋण काढून सण साजरा करण्याचा प्रकार विवाहप्रसंगी सर्रास केला जातो, पण मुलींना आपल्या संपत्तीत वाटा देणारे आईबाप विरळात. म्हातारपणी मुलीवर अवलंबून राहणे अजूनही पटत नाही. मुलीचे घर ते जावयाचे घर ही भावना. त्यामुळे मुली कमावते असल्या तरी वृद्ध आईबापांची जबाबदारी आपलीही आहे असे समजत नाहीत. त्यासाठी त्यांना भावाचा आधार लागतो. स्त्रियांना शिक्षण मिळाले तरी तिच्या ठिकाणी आत्मविश्वास येण्यासाठी काळ लागतोच. तू गप्प बस तुला काय कळते? अशी तिला सातत्याने टोचणी बोलणी ऐकावी लागतात. आर्थिक व्यवहार करताना स्थावर मालमत्ता विकत घेताना स्त्रियांना विचारले जाते का? मुलींची बौद्धिक पात्रता चांगली असूनही तिच्या लग्नाची घाई केली जाते व अनेक स्त्रिया पसंत असो वा नसो अशा वराशी मुकाट्याने लग्न करतात. स्त्रियांनी नट्टापट्टा दाग दागिने, कपडे ह्यात गुंतून न पडता आपले स्वतंत्र अस्तित्व

निर्माण करावे हा विचार युरोपियन विचारवंतांनी 19 व्या शतकापासून मांडला आहे. महाराष्ट्रातही गोपाळ गणेश आगरकरांनी असे विचार सातत्याने मांडले आहेत. 'मुलगी नको' हा विचार रूढी, परंपरा, कायदा, धार्मिक संस्कार व सामाजिक मानसिकता यामुळे पुन्हा पुन्हा रोड केला जातो.

स्त्रिया आणि राजकारण :

ज्या भारतात स्त्रिया पंतप्रधान, राष्ट्रपती पदावर विराजमान झाल्या त्याच भारतात भ्रूणहत्येच्या समस्येला मोठ्या प्रमाणावर तोंड द्यावे लागत . आरक्षणामुळे राजकारणातील महिलांचा सहभाग जरी वाढला असला तरी पंचायतराज व्यवस्थेसारख्या ठिकाणी नेतृत्व करीत असलेल्या किती महिला स्वतःचे निर्णय स्वतः घेतात हा विचार करण्यासारखा प्रश्न आहे. आज भारतीय संसदेत महिलांचे प्रमाण फक्त दहा टक्के आहे हेच प्रमाण स्वीडनमध्ये 45% अर्जेंटिना 37% ब्रिटन 22 टक्के तर अमेरिकेत 17 टक्के असल्याचे दिसून येते महिलांवर होणाऱ्या अत्याचाराच्या बातम्या दैनंदिन झालेले आहेत त्यामुळे भारतात देखील महिला सबलीकरणाचा फक्त बोलबाला झालेला आहे असेच म्हणावे लागते.

आरोग्य:

स्त्रियांच्या आरोग्याच्या दृष्टीने पोषण/ कुपोषण, प्रजनन दर, मृत्युदर आणि लिंगभेद हे चार मुद्दे फार महत्त्वाचे आहेत. खाण्यापिण्याची आभाळ व काबाडकष्ट यामुळे असंख्य स्त्रिया कुपोषित आहेत. असंघटित, कष्टकरी क्षेत्रात काम करणाऱ्या, शहरी व ग्रामीण स्त्रियांमध्ये कुपोषणाचे प्रमाण फार आहे. मुलगी जन्माला आली तर तिची खाण्यापिण्यापासून आभाळ केली जाते. मुलींना दूध, पोषक आहार देण्यास टाळाटाळ केली जाते. इतकंच काय त्यांच्या वाट्याला पुरेसं येत नाही त्यामुळे शाळेतील मुलींपासून ते प्रौढ स्त्रियांपर्यंत रक्ताशयाचे प्रमाण मोठे असल्याचे दिसून येते.

मुली कुटुंबाला ओझं वाटत असल्यामुळे त्यांची लग्न लवकर केली जातात. राष्ट्रीय कुटुंब आरोग्य सेवा संस्थेच्या पाहणीनुसार 54% स्त्रियांचे विवाह सतराव्या वर्षी किंवा त्याहून लहान असताना होतात आणि 20 टक्के महिला 13 ते 19 वर्षांच्या वयापर्यंत माता होतात. आरोग्य दर्जासाठी जे दंडक वापरले जातात त्यातही महाराष्ट्राच्या क्रमांक बराच खाली आहे. राज्याच्या आर्थिक अंदाजपत्रकात पहिल्या आयोगापासूनच आरोग्य आणि संबंधित योजना विभागावर केला जाणारा खर्च सातत्याने कमी केला जातो आहे. त्यामुळे त्याचा परिणाम आधीच समाजाच्या तळाशी असलेल्या स्त्री वर्गावर आरोग्यसेवा उपलब्ध न होण्यात होतो.

शासनाच्या शासनाच्या विविध योजना आणि वस्तुस्थिती

१) उज्वला योजनेचा सात कोटी लोकांना फायदा : या योजनेतील लाभधारक दरवर्षी फक्त 3.66 गॅस सिलेंडर घेतात म्हणजे त्यांच्याकडे वर्षातील आठ-दहा महिने चुलीवरच स्वयंपाक होतो .

२) जल जीवन मिशन योजनेतून 2024 पर्यंत सर्वांना नळातून सुरक्षित पिण्याचे पाणी मिळेल : प्रत्यक्षात आजही 61.5% ग्रामीण भाग हा यापासून वंचित आहे.

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३) प्रधानमंत्री आवास योजनेत 2022 पर्यंत सर्वांना पक्की घरे देणार: फक्त 28.4% कुटुंब स्वतंत्र स्वयंपाक खोली व संडास बाथरूम असणाऱ्या फरशीयुक्त पक्क्या घरात रहात होती, म्हणजे बहात्तर टक्के लोकांना पक्की घरे नाहीत.

४) कोविड काळापासून 81 कोटींना दिलेले मोफत राशन पुढील पाच वर्षे चालू ठेवणार: याचा खरा अर्थ राशन घ्यायलाही न परवडणारे 81 कोटी आहेत आणि जगाच्या भूक निर्देशांकात 125 देशांमध्ये भारताचा 111 वा नंबर लागतो.

५) नारीशक्ती सन्माननी, सन्मानाने जगण्यासाठी समान हक्क इत्यादी घोषणा : प्रत्यक्षात महिला ना कुटुंबातही सुरक्षित आहेत ना रस्त्यावर सुरक्षित आहेत, जन्मापासून ते उतारवयापर्यंत विशेषतः ग्रामीण गरीब व आदिवासी दलित अल्पसंख्यांक भटक्या विमुक्त मुली महिला सतत अवलंबित्वाच्या छायेत आणि असुरक्षिततेच्या भयाने ग्रस्त जीवन कंठत आहेत. भारतात 2015 मध्ये माता मृत्यू 45 हजार होत्या 2020 मध्ये दीड लाख आत्महत्यांपैकी महिलांच्या आत्महत्यांचे प्रमाण 50% इतके जास्त आहे त्यातील गृहिणींच्या आत्महत्येची संख्या 22, 372 आहे. दर 25 मिनिटांमध्ये एक बाई आपला जीव का देते.

उपाय योजना:

१) आर्थिक व सामाजिक दृष्ट्या मागास विद्यार्थिनींच्या शैक्षणिक खर्चाची जबाबदारी शासनाने घ्यावी.

२) शासनाने सर्व खाजगी शैक्षणिक संस्थांमध्ये आरक्षण ठेवण्याबाबत शासन निर्णय जारी करावा.

३) मोठमोठ्या उद्योगपतींच्या शिफारशींच्या आधारावर उच्च शिक्षणाचे धोरण ठरवू नये त्या ऐवजी देशातील नामवंत शिक्षण तज्ञ वैज्ञानिक शैक्षणिक प्रशासनातील अनुभवी अशा आठ ते दहा तज्ञांची समिती किंवा आयोग नेमून त्याद्वारे उच्च शिक्षणाचे धोरण ठरविले जावे.

४) कुटुंबामध्ये पालकांनी विवेकी पालकत्व स्वीकारावे. कुटुंबामध्ये मुलगा मुलगी असा भेद न करता मुलींच्या विकासाला प्राधान्य दिले पाहिजे.

५) शाळा महाविद्यालय व इतर सार्वजनिक ठिकाणी स्त्री-पुरुष समानता हे धोरण अवलंबिले जावे यासाठी शासनाने सर्वतोपरी प्रयत्न करावेत.

६) शासनाने इतर स्वयंसेवी संघटनांना, सामाजिक संघटनांना सोबत घेऊन प्रबोधनाची मोहीम राबवावी.

७) महिलांच्या सर्वत्र असणाऱ्या कामाच्या ठिकाणी अंतर्गत तक्रार निवारण समितीची स्थापना करून त्याचं कार्य वास्तवात चालते की नाही याची पडताळणी शासनाने घ्यावी.

निष्कर्ष:

स्त्रियांचे वाढते यश व प्रगती पाहून नव्याने मनुस्मृतीला संजीवनी देण्याचा प्रयत्न समाजातील काही मंडळींकडून जाणीवपूर्वक चालला आहे हा प्रयत्न हाणून पाडणे हे तुमच्या आमच्या समोरील नवे आव्हान आहे या आव्हानाला तोंड देण्यासाठी स्त्री पुरुष समानतेचे विचार समाजात रुजविले पाहिजे स्त्री स्वातंत्र्य म्हणजे पुरुषांविरुद्धचा लढा नसून पुरुषांच्या बरोबरीने जगण्याचा तिला अधिकार आहे तो मिळवून दिला पाहिजे. स्त्रीला एक स्वतंत्र माणूस म्हणून प्रतिष्ठा मिळवून दिली पाहिजे त्या दृष्टीने समाजाची मानसिकता निर्माण केली पाहिजे.

संदर्भ:

१) एस एफ आय महाराष्ट्र राज्य समिती द्वारा नियुक्त :उच्च शिक्षणाचे बाजारीकरण व समान संधी तज्ञ समितीचे अहवाल.

२) मिळून साऱ्याजणी मे 2024.

३) प्रबोधन ज्योती प्रकाशन ऑक्टोबर नोव्हेंबर 2003.

४) प्रबोधन ज्योती प्रकाशन ऑक्टोबर नोव्हेंबर 2012.

५) स्त्रीभ्रूणहत्या: गांधी नॅशनल मेमोरियल सोसायटी

६) माझ्या स्वप्नांचा भारत : गांधीजी

प्रा. संगीता गुलाबराव बर्गे

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गोषवारा :

महिला सक्षमीकरण ही व्यापक स्वरूपाची संकल्पना व एक प्रक्रिया आहे. या प्रक्रियेत सामाजिक, सांस्कृतिक, आर्थिक, राजकीय अशा क्षेत्रात व्यापक बदल घडवून ती पूर्ण होते. समाजाच्या सखोल चिकित्सेतून महिला सक्षमीकरणाची स्थिती अभ्यासता येते. भारतामधील महिला व त्यांचा सर्वांगीण विकास होण्यासाठी महत्वपूर्ण ठरलेली तत्कालीन व ऐतिहासिक परिस्थिती जाणून घेणे आवश्यक आहे. तसेच, महिला सक्षमीकरणासाठी भारताच्या वर्तमान स्थिती बरोबरच भूतकाळाचाही अभ्यास आवश्यक आहे. भारतामध्ये सामाजिक परिवर्तनाची गती पाश्चात्य देशांच्या तुलनेत मंद आहे. भारतीयांवर असणाऱ्या रूढी व परंपरांचा पगडा या विरोधात अनेक समाज सुधारकांनी महिलांच्या सक्षमीकरणाच्या अनुषंगाने संघर्ष केला.

प्रस्तावना :

आज २१ व्या शतकामध्ये महिला सर्वच क्षेत्रांमध्ये आघाडीवर दिसून येतात. कष्ट घेण्याची वृत्ती, सहनशीलता, प्रामाणिकपणा, सामंजस्य असे गुण महिलांमध्ये उपजतच आढळून येतात. कुटुंबाचा पाठिंबा आणि प्रेरणा मिळाल्यास त्यांना यशाच्या शिखरावरती पोहोचण्यापासून कोणीही रोखू शकत नाही. शैक्षणिक क्षेत्र, कला कौशल्य, नाहीनोकरी, व्यवसाय तसेच राजकीय सहभाग अशा सर्वच क्षेत्रात आज महिला प्रगती करताना दिसून येतात. महिला सक्षमीकरण ही स्त्रियांना पुरुषांच्या बरोबरीने विकासाची समान संधी उपलब्ध करून देणारी, स्त्रियांच्या अधिकाराचा पुरस्कार करणारी तसेच स्त्री-पुरुष समानतेवर आधारित नवीन व्यवस्था निर्मितीची उद्दिष्ट ठेवणारी एक प्रक्रिया आहे. सक्षमीकरणाच्या या प्रक्रियेमध्ये स्त्रियांना शारीरिक, मानसिक व बौद्धिक विकास साधून, त्यांच्या जीवनाचा सामाजिक, आर्थिक, सांस्कृतिक, राजकीय क्षेत्रामध्ये पुरुषांच्या बरोबरीचा समान हक्क मिळवून देण्याचा प्रयत्न केला जातो. भारतीय समाजामध्ये स्त्री सक्षमीकरणाचे प्रयत्न विविध समाज सुधारकांच्या माध्यमातून करण्यात आले आहेत. महात्मा ज्योतिबा फुले, सावित्रीबाई फुले, राजा राममोहन रॉय, डॉ. बाबासाहेब आंबेडकर आदी समाज सुधारक, विचारवंतांनी स्त्री स्वातंत्र्य व त्यांचा सर्वांगीण विकास यासाठी प्रयत्न केले. भारताच्या स्वातंत्र्यलढ्याबरोबरच स्त्री प्रश्नांविरोधात लढा दिल्याने स्त्रियांवरील बंधने, अन्याय, अत्याचार दूर होण्यास मदत झाली.

डॉ. बाबासाहेब आंबेडकर स्त्रियांच्या प्रगतीला, विकासाला महत्त्वाचे स्थान देताना 'एखाद्या समाजाची प्रगती मोजायची असेल तर त्या समाजातील महिलांची प्रगती किती झाली आहे हे मी मोजतो' असे म्हणत. नागपूरच्या ऑल इंडिया डिफरेंस क्लासेस कॉन्फरन्स मध्ये केलेल्या भाषणात बाबासाहेब म्हणतात 'ज्या समाजात स्त्रिया पुढे तो समाज पुढे, ज्या देशात महिलांची प्रगती होते तोच देश प्रगतशील असतो.' देशाच्या प्रगतीमध्ये स्त्रियांचा वाटा डॉ. आंबेडकर महत्वपूर्ण मानतात. भारतीय समाजातील स्त्रीचे असणारी स्थिती, स्त्रीवर्गाच्या मानवी अधिकारासाठी त्यांना गुलामगिरी, दास्यातून, वाईट चालीरीती, परंपरा, रूढी, पद्धती व्यवस्थेतून मुक्त करण्यासाठी बाबासाहेबांचे योगदान बहुमोल आहे. यातून स्त्रियांचे आर्थिक, शैक्षणिक, राजकीय, सामाजिक, सांस्कृतिक क्षेत्रात सक्षमीकरण घडून आलेले आहे.

महिला सक्षमीकरण:

महिला सक्षमीकरण ही स्त्रियांना पुरुषांच्या बरोबरीने विकासाची समान संधी उपलब्ध करून देणारी, स्त्रियांच्या अधिकारांची पुरस्कार करणारी तसेच स्त्री-पुरुष समानतेवर आधारित नवीन व्यवस्था निर्माण करण्याचे उद्दिष्ट ठेवणारी एक प्रक्रिया करणारी. सक्षमीकरणाच्या या प्रक्रियेमध्ये स्त्रियांचा शारीरिक, मानसिक व बौद्धिक विकास

साधून त्यांच्या जीवनाचा सामाजिक, आर्थिक, राजकीय, सांस्कृतिक क्षेत्रामध्ये पुरुषांच्या बरोबरीचा समान हक्क मिळवून देण्याचा प्रयत्न केला जातो. भारतीय समाजामध्ये स्त्री सक्षमीकरणाचे विविध प्रयत्न झालेले आहेत.

हिंदू कोड बिल:

डॉ. बाबासाहेब आंबेडकर भारताचे कायदामंत्री असताना ९ एप्रिल १९४८ रोजी वीस सदस्यांची सिलेक्ट कमिटी नेमण्यात आली होती. डॉ. आंबेडकरांचे नेतृत्वाखालच्या या समितीने हिंदू कोड बिलाचा मसुदा तयार करून संसदेसमोर मांडला. यात ३३९ कलमे व एक परिशिष्ट होते. हिंदू कोड बिलामुळे स्त्रियांना दत्तक विधान, विवाह विच्छेद, घटस्फोटाचा अधिकार, वारसा अधिकार व पोटगीचा अधिकार प्राप्त झाला. परंपरागत सामाजिक असामान्य भेदभाव, क्रूर चालीरीती, विषम सामाजिक नियम याचे उच्चाटन करणे हा या बिलाचा मुख्य उद्देश होता. दत्तक घेण्याच्या बाबतीत या बिलात स्त्रियांना दत्तक घेण्याचे अधिकार देण्यात आले. तसेच पालकाच्या संपत्तीत स्त्रीला अधिकार बहाल करण्यात आला.

संविधानातील स्त्रियांकरिता संरक्षणात्मक तरतुदी:

भारतीय संविधानात कलम १४, १५, १५(३),१६, ३९ (अ), ३९ (ब), ३९ (क) आणि ४२ मध्ये स्त्रियांकरिता महत्त्वपूर्ण तरतुदी करण्यात आल्या. यामध्ये कायद्यासमोर समानता, धर्म, वंश, जात, लिंग, जन्मस्थान या कारणांवरून भेदभावास मनाई, सर्वांना समान संधी, भाषण स्वातंत्र्य, माणसांचा अपव्यापार तसेच वेठ यांना मनाई, लोककल्याणसंवर्धनपर समाज व्यवस्थेची स्थापना, राज्याने अनुसरावयाच्या धोरणाची तत्वे, सामान्य व विधिविषयक मोफत सहाय्य, न्याय परिस्थिती आणि प्रसूती सहाय्य यांची तरतूद अशा प्रभावी आणि सक्षम तरतुदींचा समावेश होता.

स्त्रीविषयक परिषदा आणि बाबासाहेबांची भूमिका:

स्त्रियांमध्ये जागृती करण्यासाठी डॉ. आंबेडकरांनी वेळोवेळी आपली भूमिका प्रभावीपणे मांडली आहे. स्त्री मुक्ती करिता वेगवेगळ्या राजकीय परिषदांचे आयोजन केले. दलित महिला फेडरेशनच्या माध्यमातून सातत्याने त्यांनी कार्य चालू ठेवले. १९४२ च्या दलित महिला फेडरेशनच्या अधिवेशनात डॉ. आंबेडकर आपले विचार मांडताना असे म्हणतात की, 'स्त्री वर्गात जागृती झाली तर समाजाची फार मोठ्या प्रमाणात प्रगती घडून येईल. स्त्रीसमाजाने किती प्रगती केली आहे, यावरून समाजाची प्रगती मोजता येईल. स्त्रियांच्या स्वतंत्र व संघटीत संस्था

असल्या पाहिजेत, स्त्रियांनी स्वतःला कमी लेखू नये. त्यांनी पुरुषांच्या बरोबरीने राहिले पाहिजे. अन्यायाला बळी पडणाऱ्या मानवी आणि घटनात्मक हक्कांपासून वंचित राहणाऱ्या महिलांना न्याय मिळवून देण्याची गरज सबंध समाजाची आहे'. डॉ. आंबेडकरांनी समाजातील सर्वच जाती धर्मांच्या महिलांकडे माणूस म्हणून पाहिले व त्यांच्या सर्व प्रकारच्या हक्कांचा आग्रह धरला. केवळ स्त्री म्हणून शोषणास कारणीभूत ठरणारे सर्व कालबाह्य नियम, कायदे, प्रथा, परंपरा यांना मूठमाती देण्याचे बळ महिलांच्या अंगी येण्यासाठी जे करता येईल ते करण्याचे प्रयत्न त्यांनी केले. भारतीय समाजात स्त्री चे स्थान अतिशय तळाशी होते. शूद्र अतिशूद्र अशी तिची अवस्था होती. ती शोषणास कारणीभूत ठरली होती. तिच्या श्रमाला, कामाला मूल्य नव्हते. कामाच्या ठिकाणीही शोषण केले जात असे. या सर्वच क्षेत्रात बाबासाहेबांनी महिलांना न्याय मिळवून दिला.

डॉ. आंबेडकरांनी स्त्रियांच्या दास्याचे, अवनीतीचे मूळ शोधून काढले. जातीची जडणघडण आणि स्त्रियांचे शोषण हे एकमेकांशी पूरक असल्याची सैद्धांतिक मांडणी त्यांनी केली. विवाहाचा हक्क महिलांना असावा, स्वतःचा जोडीदार निवडण्याचा, घटस्फोटाचा अधिकार असावा, विवाह नंतरही आई-वडिलांच्या मिळकतीत स्त्रियांना समान हक्क असावा, स्त्रियांना पोटगी, दत्तक विधान, अज्ञानत्व आणि पालकत्व यांचे अधिकार असावेत, यासाठी हिंदू कोडबिलामध्ये तरतुदी केल्या. या तरतुदीसह नंतर हे हिंदू कोड बिल टप्प्याटप्प्याने भारत सरकारने मंजूर केले. त्यामुळे स्त्रियांच्या हक्कांना कायद्याचे संरक्षण मिळाले.

डॉ. आंबेडकरांनी स्त्रियांकडे आर्थिक स्वायत्तता, क्षमता, परिपूर्ण असेल तर ती स्वावलंबी होऊ शकते. त्यांचा आत्मविश्वास वाढतो. आत्मबल वृद्धिंगत होते. त्यातून प्रगतीची दालन स्त्रिया पादांक्रात करू शकतात. आर्थिक, शैक्षणिक प्रगतीमुळे स्त्रियांना स्वतःचा शोध घेता येईल, त्यातून त्या स्वतःच्या विकासाबरोबरच कुटुंबाचा आणि देशाच्या विकासात भर घालतील. या सर्व परावलंबित्वापासून त्या स्वतःची सुटका करून घेऊन त्यांचा आत्मविश्वास आणि आत्मबल वाढेल असाही बाबासाहेबांचा मानस होता. त्यामुळेच देशातील पन्नास टक्के स्त्रियांना सर्वदृष्ट्या सक्षम करण्याचे काम डॉ. आंबेडकरांनी केले आहे.

सारांश:

महिला सक्षमीकरण, महिला विकासाला प्राधान्य देण्याची गरज समाजामध्ये आजही भासते. कारण आज पर्यंत सर्वच समाजात स्त्रियांना दुय्यम स्थान दिले आहे.

प्रा. डॉ. संजय क्षीरसागर

परिणामी त्यांच्या सर्वांगीण विकासाच्या मार्गात अनेक अडथळे निर्माण झाले. डॉ. आंबेडकरांनी स्वातंत्र्य, समता, बंधुता यांवरती आधारित समाज निर्मितीसाठी स्त्रियांच्या हक्कांचे संरक्षण केले. पुरुषांच्या बरोबरीच्या स्त्रियांच्या अधिकारांचा आग्रह धरला. स्त्रीच्या आत्मसन्मानासाठी शिक्षणाची आवश्यकता आहे हे ओळखून शिक्षित स्त्री प्राथमिक पातळीवर आपल्या कुटुंबाचे आणि नंतर समाजाच्या मुक्तीचे भान ठेवेल असा त्यांना विश्वास होता.

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महिला सक्षमीकरण : सामाजिक, मानसिक आणि आर्थिक सद्यस्थिती

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प्रस्तावना:

मनमंदीर हे ज्ञानाचे, वात्सल्याचे, शक्तीचे

हिला नसे भय कोणाचे, समाजास सामर्थ्य दाखविण्यास भाग पडे

लाज सांभाळून आपल्या स्त्रीत्वाची, हजारो शिखरे पार करे.

विवेचन, स्पष्टीकरण:

महिला या शब्दामध्येच तिच्या सबलीकरणाचा अर्थ सामावलेला आहे. महिला सक्षमीकरणाची गरज का आहे तर अजूनही ग्रामीण भागातील मुलींना शाळेत पाठविले जात नाही कारण मुलीच्या शिक्षणावर खर्च करणे ही एक अयशस्वी गुंतवणुक मानली जाते. महिला शिकली पाहिजे म्हणजे तिने फक्त शिक्षणच घेतले पाहिजे का ? तर नाही. महिलांचे शैक्षणिक, सामाजिक, राजकीय व महत्वाचे म्हणजे आर्थिक सबलीकरण झाले पाहिजे. महिलांचे आर्थिक सक्षमीकरण म्हणजे महिलांना त्यांची कौशल्ये विकसित करून त्यांना रोजगारक्षम बनवून आर्थिकदृष्ट्या स्वतंत्र करणे होय. नवीन राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये अशा प्रकारची कौशल्य विकसित करण्यावर भर दिला आहे. महिलांमध्ये अशी कौशल्य विकसित झाली तर त्यांना रोजगार मिळू शकेल किंवा त्या स्वतःचा व्यवसाय करु शकतील, व यातूनच स्त्रिया स्वतःचा आणि कुटुंबाचा उदरनिर्वाह करण्यात स्वतंत्र होतील. जेव्हा महिला उदरनिर्वाहासारख्या पायाभूत गरजा स्वतंत्रपणे पूर्ण करू शकतील तेव्हाच त्या पुढील सक्षमीकरणाच्या टप्प्यासाठी तयार होतील, म्हणजे महिलांमध्ये त्याहूनही ग्रामीण भागातील महिलांमध्ये असे कौशल्याधारित शिक्षण देणे हि काळाची गरज आहे व याची सुरुवात शालेय स्तरावरुनच झाली पाहिजे. म्हणजे शिक्षण व कौशल्य विकसन हे एकाच टप्प्यावर पूर्ण करता येईल.

सर्व क्षेत्रांमध्ये महिलांचे सक्षमीकरण झाले पाहिजे असा एकच नारा सतत आपल्याला समाजाच्या सर्व स्तरातून ऐकायला मिळतो व प्रत्येक क्षेत्रामध्ये आम्ही महिलांचे किती सक्षमीकरण केले याचाच दिखावा केला जातो. खरेच प्रत्येक क्षेत्रामध्ये पुरुषांच्या प्रमाणात स्त्रीयांचे सक्षमीकरण झाले आहे का? मग ते शैक्षणिक क्षेत्र असो, सामाजिक, आर्थिक, किंवा राजकीय क्षेत्र असो.

ग्लोबल जेंडर गॅप रिपोर्ट नुसार स्त्री - पुरुषांचे सर्व क्षेत्रातील मिळून एकूण प्रमाण समान होण्यासाठी आणखी ९९ वर्षे लागतील असा निष्कर्ष काढण्यात आला आहे. यामध्ये शिक्षण, आरोग्य, अर्थकारण व राजकारण ही चार क्षेत्रे प्रामुख्याने विचारात घेतली गेली आहेत. यापैकी शिक्षणाच्या क्षेत्रात स्त्रीपुरुषांची संख्या सारखी होण्याचा टप्पा पुढील १२ वर्षात गाठला जाणार आहे असा प्राथमिक निष्कर्ष काढण्यात आला आहे. परंतु राजकारण व अर्थकारण या क्षेत्रात मात्र ही समानता यायला अनेक वर्षांचा कालावधी लागेल. अर्थकारणाचा विचार करायचा म्हटले तर आजही जगात असे अनेक म्हणजे जवळपास ७२ देश असे आहेत जिथे स्त्रियांना बँकेत खाते उघडता येत नाही. एका चाकोरीबद्द कामात स्त्रियांना गुंतवले जाते. महिलांच्या या चाकोरीबद्द कामात घरातील कामाचाही समावेश होतो जसे स्वयंपाक करणे, भांडी घासणे, धुणे, मुलांचा अभ्यास घेणे, वयस्कर व्यक्तींची सेवा करणे पण या कामाची गणती अर्थकारणाच्या क्षेत्रात केली जात नाही. ती करण्यात आली पाहिजे कारण नोकरी करणारी एखादी स्त्री जेव्हा या कामासाठी एखादी व्यक्ती नेमते तेव्हा त्या व्यक्तीचा पगार हा द्यावाच लागतो. म्हणजे महिलेने केलेल्या या कामाचे मूल्य लक्षात येऊन त्याचे अर्थकारणात रूपांतर करता येईल. तरीही अर्थकारण या क्षेत्रात स्त्री-पुरुष समानतेसाठी साधारण २५० ते ३०० वर्षाचा कालावधी लागेल. भारतामध्ये याचे प्रमाण एकादशांश असे आहे.

अर्थकारणापेक्षा राजकारणामध्ये ही परिस्थिती बरी आहे. राजकारणामध्ये ही समानता येण्यासाठी आणखी ९० ते ९५ वर्षाचा कालावधी लागेल असा निष्कर्ष काढण्यात आला आहे. हा निष्कर्ष सद्यस्थितीवरून काढण्यात आला आहे. जगभरातील एकूण राष्ट्रांचा विचार करता विधिमंडळ व संसदेत स्त्रियांचे प्रमाण २५ टक्के आहे व मंत्रीपदांचा विचार केला तर ते प्रमाण २१ टक्के आहे.

राजकारणामध्ये समानतेचे प्रमाण बऱ्यापैकी असले तरी राजकीय क्षेत्रातील सर्वोच्च पदांवरील प्रतिनिधित्व करण्यात स्त्रियांचा सहभाग अतिशय कमी आहे व याचा परिणाम शिक्षण, आरोग्य व अर्थकारण या तीनही क्षेत्रावर होत असतो. राजकारणातील स्त्री-पुरुष समानेमध्ये भारताचा क्रमांक ११२ वा आहे. ही आकडेवारीतील दरी भरून काढण्यासाठी राजकीय व अर्थकारण क्षेत्रात स्त्रियांचे प्रमाण जाणीवपूर्वक वाढविले पाहिजे. त्यासाठी कायद्यांमध्ये आवश्यक ते बदल सरकारने केले पाहिजेत. स्त्रियांना शिक्षणाच्या संधी बरोबरच खाजगी क्षेत्रात काम करण्यासाठी महिलांना अधिक संधी द्यायला पाहिजेत. खाजगी क्षेत्रातही उच्च पदावर काम करण्यासाठी महिलांना अधिकाधिक संधी दिली पाहिजे, यासाठी सद्यस्थितीत असलेले कायदे सुधारून किंवा नवीन कायदे तयार केले पाहिजेत. तसेच फक्त कायद्यांमध्ये बदल न करता सामाजिक-सांस्कृतिक दृष्टिकोनात बदल करण्यासाठी प्रयत्नशील राहिले पाहिजे. फक्त समानतेचा नारा न ओढता बदलाची सुरुवात ही प्रत्येकाच्या घरापासून झाली पाहिजे. त्यासाठी प्रत्येक क्षेत्रातील लहान-मोठ्या संघटना, संस्था यांनी पुढाकार घेऊन समाजाला स्त्री-पुरुष समानतेसाठी योग्य मार्ग दाखविला पाहिजे. प्रत्येक क्षेत्रात स्त्रीला प्रतिनिधित्व करण्याची संधी दिली पाहिजे.

निष्कर्ष:

महिलांचे मानसिक सक्षमीकरण हा एक संवेदनशील विषय आहे. त्यासाठी त्या महिलेला विचारले असता नोकरी करणारी महिला सांगते घरसंसार व नोकरी दोन्ही संभाळणे तारेवरची कसरत होते तर गृहिणीच्या मनामध्ये आपण फक्त गृहिणीच आहोत, ही नकारात्मक भावना असते. स्त्रियांच्या मानसिक क्षमता सक्षमीकरणासाठी तिच्या स्त्रीत्वाच्या मोठेपणाची जाणीव तिला करून दिली पाहिजे. शारीरिक, भावनिक, मानसिक क्षमता स्त्रीमध्ये पुरुषांपेक्षा वेगळ्या आहेत याची जाणीव ठेवून सर्वांनी त्या क्षमतांचा आदर केला पाहिजे. नोकरी करणारी स्त्री खूप काहीतरी ग्रेट करते आणि गृहिणी घरीच असते हा एक खूप मोठा गैरसमज महिलांमध्येच मोठ्या प्रमाणात दिसतो. हा गैरसमज दूर करण्यासाठी वेगवेगळे व्याख्याने, ऍक्टिव्हिटीज गृहिणींसाठी झाल्या पाहिजेत म्हणजे त्यांच्यामध्ये आत्मविश्वास निर्माण होऊन त्यांचे मानसिक सक्षमीकरण होईल. महिलांचे सामाजिक, मानसिक, राजकीय व अर्थकारण सक्षमीकरणासाठी स्त्रियांबरोबर पुरुषांचेही योगदान तितकेच मोलचे आहे.

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प्रास्ताविक:

२१ व्या शतकाकडे वाटचाल करीत असतांना राजकारणात आणि समाजकारणात स्त्री सबलीकरणाचा प्रश्न उभा राहतो व त्यासाठी वेगवेगळ्या योजना, कार्यक्रम, सोयी-सुविधा, विविध कायदे करुन स्त्री सबलीकरणासाठी प्रयत्न केले जातात. सर्व देशांच्या राजकीय प्रक्रियेत स्त्री सबलीकरण हा परवलीचा शब्दप्रयोग ठरला आहे.त्या प्रमाणे त्याचे विवेचन पुढील करता येईल.

व्याख्या:

'स्त्री सबलीकरण' म्हणजे स्त्रीला बलवान करणे.

उद्देश:

प्रस्तुत संशोधन निबंधाचे खालील उद्देश आहेत.

1. महिलांचे आर्थिक सबलीकरण म्हणजे काय समजावून घेणे.
2. महिलांचे यावर उपाय योजना करणे.

गृहीतके :

प्रस्तुत संशोधन निबंधाचे संशोधकाने पुढील गृहीत्तकेगृहीत धरली आहेत.

1. स्त्रीयांचे आर्थिक सबलीकरण घडवून आणता येते.
2. स्त्रीयांचे आर्थिक सबलीकरण घडवून आण्यासाठी राजकीय ईच्छा शक्ती आवश्यक असते.
1. भारता मध्ये महिलांचे आर्थिक सबलीकरण घडवून आण्यासाठी पहिले गेंडर बजेट सर्वप्रथम 2005-06 साली मांडण्यात आले.
2. जगात औस्ट्रोलिया देशात मध्ये महिलांचे आर्थिक सबलीकरण घडवून आण्यासाठी पहिले गेंडर बजेट सर्वप्रथम 1984 साली मांडण्यात आले.
3. भारतात स्वातंत्र्य पूर्वी देखील महिला सबलीकरण साठी प्रयत्न झाले, त्या मध्ये क्रांति ज्योति सावित्रीबाई फुले यांचा मोलाचा वाटा होता. त्यांनी 1848 साली पुण्यांत भिडे वाडा येथे पहिली मुलींची शाळा काढली व खऱ्या अर्थाने स्त्री सबलीकरचा पाया त्यांनी रचला असे म्हंटले तरी वावगे ठरणार नाही.
4. भारतात स्वातंत्र्य पूर्वी स्त्री वर्गावर खुप बंधने होती , अश्या वेळी पुरुषप्रधान संस्कृती विरुद्ध पहिला लढा दिला तो ताराबाई शिंदे यांनी, "स्त्रियांमध्ये जसे दुर्गुण असतात तसेच पुरुषांमध्ये ते कसे काठोकाठ भरले आहेत, हे एकोणवीसव्या शतकात मांडण्याचे धैर्य दाखविणारी आणि त्या संबंधीचा जाब समाजाला विचारणारी धडाडीची स्त्री ताराबाई शिंदे होत्या.

5. स्त्री सबलीकरणाचा विचार करताना पंडित रमाबाई हे नाव विसरून चालणार नाही, पुरुषप्रधान संस्कृतीच्या गराड्यात सापडलेल्या समाजत दुर्बल, अनाथ स्त्रियांसाठी आधारवड म्हणून लाभले व्यक्तिमत्त्व म्हणजे पंडित रमाबाई होय. त्यांनी पुण्यात त्यांनी 1889 साली घरातून हाकलून दिलेल्या स्त्रियांसाठी 'मुक्ति सदन' ची स्थापना केली. तसेच अंध विधवा, निराधार स्त्री वर्गासाठी 'शारदा सदन' ची स्थापना केली.

6. स्त्री सबलीकरणचा विचार करत असताना रमाबाई रानडे विसरणे अशक्य आहे, किंवा त्यांच्या नावाशिवाय स्त्री सबलीकरणचा विचार करणे कदापि शक्य नाही. मातृत्व व सेवा हे महिलांचे प्रमुख अधिकार आहेत, असा त्यांचा विचार होता. स्त्री सबलीकरणचे काम भरीव असे करण्याचा त्यांनी विचारच केला नव्हे तर, त्यांनी खऱ्या अर्थाने चळवळ उभी केली. पुण्यात 1909 साली रमाबाई यांनी 'सेवा सदन' संस्थेची स्थापना करून विधवा स्त्रियांना शिक्षक व नर्सिंगचे प्रशिक्षण देण्यास सुरुवात केली. विधवांना कुटुंबात अतिशय दुय्यम स्थान होते, अश्या वेळी त्यांना स्वत: च्या पायावर उभे केले. आज रोजी देखील त्यांच्या सेवा सदनाचे कार्य संपूर्ण महाराष्ट्रभर चालू आहे.

7. भारत सरकार महिलांचे आर्थिक सबलीकरण घडवून आण्यासाठी नेहमी प्रयत्न शील असते. त्यासाठी सरकारने स्त्रियांना व्यवसाय करण्यासाठी अनुदान देते. त्यासाठी विविध योजना लागू केल्या आहेत .

असे असताना देखील स्त्रीयांचे म्हणावे असे आर्थिक सबलीकरण घडून आले नाही, कारण सरकार कडून जाहीर होणाऱ्या योजना, सवलती लोकसंखेच्या प्रमाणात खुप कमी असतात, तसेच मागास भागात योजना पोहचल्या जात नाहीत. काही भागात काही निवडक लोकच या योजनेचा लाभ घेत असतात. तर काही ठिकाणी योजनेचे लाभार्थी राजकीय वरद हस्ताने निवडले जातात त्यामुळे खरा लाभार्थी योजेने पासून दूर राहतो. खरी सत्ता राजकीय लोकांकडे असते. त्यांनी महिलांचे आर्थिक सबलीकरण करण्यासाठी लाभार्थी संख्या वाढवणे आवश्यक आहे तसेच मिळणारे शासकीय लाभ स्त्रियांच्या पर्यंत पोहचविण्यासाठी आवश्यक ते उपाय योजना करावी, तसेच महिलांना आर्थिक सबल होण्यासाठी विविध कार्यशाला घ्याव्यात, तसेच त्यांचे परराज्य, देश पातळीवर अभ्यास दौरे आयोजित करावेत. म्हणजे महिलांना जागतिक बाजार पेठचे ज्ञान आत्मसात होईल, त्यानुसार त्या निर्णय घेऊन आपल्या व्यवसायत बदल करून आपल्या घराचे व पर्यायाने देशाचे आर्थिक सबलीकरण घडवून आणतील.

8. महिलांना भारतीय संस्कृती मध्ये लक्ष्मी म्हंटले जाते , त्या प्रमाणे खऱ्या अर्थाने महिलांचे आर्थिक सबळीकरण घडवून आण्यासाठी सरकारने प्रयत्न अजून व्यापक दृष्टीने करणे आवश्यक आहे.

9. वरील सामाजिक आर्थिक बाबतीत महिलांच्या विचार केला असता त्या मध्ये ज्या ठिकाणी शिक्षण पोहचले आहे. त्या ठिकाणी महिलांचे सबलीकरण च्या दिशेने आपण थोडिफार प्रगती केली आहे, जसे की महिला भारतीय सैन्य दलात भरती होत आहेत, पायलट बनत आहेत, इसरो मध्ये देखील भारतच्या अति महत्त्वपूर्ण उपक्रमात महिलांचे योगदान आहे, अलीकडे संसदे मध्ये महिला सदस्य संख्येत वाढ झाली आहे, तसेच देशातील युपीएसिएससी सारख्या परीक्षेत मुलीच प्रथम क्रमांक वर येतात हे पाहून आपल्याला भारतात महिला सबलीकरण झाले असे वाटू लागते, आपली छाती गर्वाने भरून येते. पण प्रत्यक्षात परस्थिती खुप वेगळी आहे. आपण भारत महासत्ता होण्याचे स्वप्न पाहत आहोत. पण दरडोई महिलांचे उत्पन्न पुरुष उत्पन्ना पेक्षा

खुप कमी आहे. कारण भारतातील 60% महिला ह्या घरगुती कामात गुंतलेल्या आहेत. तसेच असंघटित क्षेत्रात जवळपास 33% महिला ह्या पुरुषांपेक्षा कमी पगारवर काम करतात. शहरी भागात महिलांचे सेवा क्षेत्रात प्रमाण बरे आहे परंतु ग्रामीण भागात महिलांना सेवा क्षेत्रात योग्य प्रमाणात संधी उपलब्ध नाहीत. निवडणुकीत राजकीय पक्ष स्त्री सबलीकरणचा नारा देतात पण प्रत्यक्षात त्यांची पूर्तता किती होते हे पाहणे आवश्यक आहे?

तसेच एकीकडे आयटी सेक्टर मध्ये काम करताना महिला पाहतो. पण मागास भागात 2-3 हंडे पाण्यासाठी दिवसभर भटकंती करावी लागते हे चित्र खूप विरोधाभास करणारे आहे याची जाणीव होते. म्हणून महिला सबलीकरसाठी आपण पुढील उपाय योजना पाहू.

10. स्त्रीयांना आर्थिक दृष्ट्या सक्षम करण्यासाठी महिला बचत गट शासकीय पातळीवर केले जातात त्या माधमातून स्त्रिया विविध लघु उद्योग स्थापन करतात. उदा. बटाटा वेफर्स, डिंक व शेंगदाणे लाडू तयार करणे, आलेपाक वडी, चिक्की तयार करणे, आवळा पावडर, आइसक्रीम तयार करणे, गुलकंद तयार करणे, हळदी पाऊडर तयार करणे, लोणची तयार करणे, टोमॅटो सॉस तयार करणे, मध तयार करणे, कुकुटपालन, पाणीपुरी तयार करणे, पापड तयार करणे ई.

11. ग्रामीण भागात शेळी मेंढी पालन, गाई-म्हैस पालन, रेशीम उद्योग, लाख उद्योग, वनातील पाने फुले यावर प्रक्रिया करणाऱ्या उद्योगाना कर्ज उपलब्ध करून दिले जाते.

12. तसेच स्त्रियांना उद्योग सुरू करण्यासाठी सामाजिक संस्था देखील कार्यरत आहेत जसे की, सातारा जिल्ह्यात माण तालुक्यातील माणदेशी ही संस्था स्त्रियांना कमी दरात कर्ज उपलब्ध करून देते, तसेच स्त्रियांना व्यवसायिक प्रशिक्षण देते.

गृहीतकाची पडताळणी:

1. स्त्रीयांचे आर्थिक सबलीकरण घडवून आणता येते.

जर महिलांना योग्य त्या सवलती, आर्थिक अनुदान, मानसिक आधार दिला तर त्यांचे नक्कीच आर्थिक सबलीकरण होते. त्यामुळे हे गृहीत्तक या ठिकाणी सिध्द होते.

2. स्त्रीयांचे आर्थिक सबळीकरण घडवून आण्यासाठी राजकीय इच्छाशक्ती आवश्यक असते.

प्रा. एल. के. पवार

जगातील कोणत्याही राजकीय सत्तेने एखादी गोष्ट मनावर घेतली तर कोणतीच गोष्ट अशक्य नसते. उदा. मध्य आशियाई देशात अलीकडेच महिलांना टॅक्सी चालवायचा परवाना दिला आहे. तसेच भारत सरकारने महिलांना आर्थिक दृष्ट्या सक्षम करण्यासाठी शक्ति केंद्राची सुरुवात केली आहे. तर महाराष्ट्र सरकारने महिला प्रवास करण्यासाठी 50% सवलत दिली आहे. भारत सरकारने अलीकडेच महिलांना सैन्य भरती मध्ये संधी उपलब्ध करुण दिली आहे .तसेच चालू वर्षा पासून मुलींना उच्च शिक्षण मोफत देण्याचा निर्णय घेतला आहे. त्यामुळे हे गृहीत्तक या ठिकाणी सिध्द होते.

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महिलांच्या आर्थिक सक्षमीकरणासाठी पर्याय म्हणजे उद्योजकता...

प्रा. प्रदीप व्ही गायकवाड

रयत शिक्षण संस्था, कला व वाणिज्य महाविद्यालय पुसेगाव

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सारांश:

मानवसमूहात स्त्रीजातीचा जवळपास निम्मा हिस्सा आहे. स्त्रियांना हतोत्साहित करणारे वर्तन करून, त्यांचा जीवनस्तर उंचावण्याकडे दुर्लक्ष करण्यापासून ते त्यांचा छळ आणि अत्याचार करण्यापर्यंत अनेक प्रकारे हीनत्वाची वागणूक स्त्रीजातीला मिळत राहिली आहे. हा भेदभाव दूर करून स्त्रियांच्या प्रगतीस पोषक वातावरणाची निर्मिती आणि त्याचे सुचालन करणे आणि लैंगिक समतेद्वारे (जेंडर इक्वॅलिटी) समाजाचे संतुलन साधणे यासाठी पुरोगामी आणि विवेकी समाजाने बाळगलेला दृष्टिकोन केलेली कृती यांचा समुच्चय म्हणजे स्त्री सक्षमीकरण, असे थोडक्यात म्हणता येईल. महिलांनी फक्त 'चूल आणि मूल' याकडेच लक्ष दिले पाहिजे असे अनेक जणांना वाटते, पण आता महिलांनी चुल आणि मुलासोबतच 'देश आणि विदेश' यांकडेसुद्धा लक्ष देण्याची गरज आहे.

महत्वाचे शब्द: सक्षमीकरण, उद्योजकता, नवनिर्मिती, धोका पत्करणे, उद्यमशीलता, आर्थिक मध्यस्थ.

प्रास्ताविक:

मानवी हक्कांविषयी अनेक आंतरराष्ट्रीय करारांत मान्यता मिळूनही, स्त्रिया निर्धन आणि निरक्षर राहण्याचे प्रमाण मोठे आहे. वैद्यकीय सुविधा, मालमत्तेची मालकी, पतपुरवठा, प्रशिक्षण आणि रोजगारात पुरुषांच्या तुलनेत स्त्रियांना कमी संधी मिळते. त्या पुरुषांच्या तुलनेत राजकीयदृष्ट्या सक्रिय असण्याची शक्यता फारच कमी आहे, आणि त्या घरगुती हिंसाचाराचा बळी होण्याची शक्यता खूपच मोठी आहे. स्त्रियांची मानसिकता बदलणे हे अतिशय महत्त्वाचे आहे. ग्रामीण भागात स्त्रिया अजूनही स्वतः निर्णय घेऊ शकत नाहीत. तेथे त्या पुरुषांच्या निर्णयावर अवलंबून राहतात. त्यांची निर्णय क्षमता वाढणे गरजेचे आहे. घटनेने अनेक अधिकार दिलेले आहेत, याची माहिती त्यांच्यापर्यंत पोहचली पाहिजे, प्रबोधन झाले पाहिजे. स्त्री अजूनही १००% सक्षम आहे हे आपण मान्य करू शकत नाही.

म्हणून महिला सक्षमीकरणासाठी महाराष्ट्र शासनाने १९९४ मध्ये पहिले महिला धोरण जाहीर केले. त्यात कालसुसंगत बदल करत २००१ मध्ये दुसरे तर २०१४ मध्ये तिसरे महिला धोरण निश्चित केले गेले. या सर्व धोरणांमध्ये प्रामुख्याने स्त्रियांवरील अत्याचार, हिंसा, स्त्रीविषयक कायदे, त्यांच्या आर्थिक दर्जात सुधारणा, प्रसारमाध्यमांची भूमिका, स्वंयसेवी संस्थांचा सहभाग, स्त्रियांना केंद्रस्थानी मानून योजनांची निश्चिती,

स्वंयसाहाय्यता बचतगटांचा विकास, मुद्रा योजना यांचा प्रामुख्याने विचार केला जातो. शासकीय-निमशासकीय यंत्रणांमध्ये स्त्रियांना नोकरीत ३० टक्के आणि स्थानिक स्वराज्य संस्थात ५० टक्के आरक्षण मिळते. महिला आर्थिक विकास महामंडळाच्या माध्यमातून, महाराष्ट्र राज्य ग्रामीण जीवनोन्नती अभियानाच्या माध्यमातून स्त्रियांना शिक्षण-प्रशिक्षणाच्या संधी उपलब्ध होतात.

सदर संशोधन लेखात महिला सक्षमीकरणासाठी व्यवसाय / उद्योग हा महत्वाचा आहे कारण महिला स्वतःच्या पायावर उभी राहिली कि तिचे अनेक घटकापासून संरक्षण होतेच पण त्याचबरोबर आर्थिक स्वातंत्र्य मिळते आणि ती आर्थिक निर्णय घेऊ शकते. म्हणून संशोधक महाराष्ट्र शासनाच्या महिला सक्षमीकरणासाठी कोणकोणत्या उद्योजकीय योजना आहे याचा अभ्यास करणार आहे. याचबरोबर महिला उद्योजकता या संदर्भात विवेचन करणार आहे. या अभ्यासाठी प्राथमिक व दुय्यम माहितीचा आधार घेण्यात आला आहे.

संशोधन उद्देश :

1. उद्योजक आणि उद्योजकता संकल्पनेचा अभ्यास करणे.
2. महिला उद्योजकता संकल्पनेचा अभ्यास करणे.
3. भारतातील यशस्वी महिला उद्योजकांचा अभ्यास करणे.
4. महिला उद्योजकांच्या विकासाला सहाय्यभूत करणाऱ्या घटकांचा अभ्यास करणे.
5. महिला उद्योजकासाठी भारत सरकारच्या विविध योजनाचा अभ्यास करणे.

उद्योजक आणि उद्योजकता संकल्पना :

उद्योजक:

उद्योजक या शब्दाचा उगम १६व्या शतकाच्या सुरुवातीस झाला आहे. उद्योजक या बाबत प्रमुख देशात विविध संकल्पना वापरण्यात आल्या. उदा.फ्रान्स मध्ये लष्करी नेता म्हणजे उद्योजक, नंतरच्या काळात व्यवसायामध्ये धाडस दाखवणारा व्यक्ती म्हणजे उद्योजक, अठराव्या शतकात शेती मध्ये जोखीम स्वीकारणारा शेतकरी म्हणजे उद्योजक. अलीकडच्या काळात जोखीम स्वीकारण्याबरोबरच नवीन संधी शोधणे, नवनिर्मिती करणे, व्यवस्थापनामध्ये नवीन कल्पना, पद्धती वापरणे , उत्पादनाचे घट एकत्रित करून त्यांना कार्यक्षम बनविणे, नेतृत्व करणे, प्रेरणा देणे इत्यादी अनेक प्रकारची कार्य करणारी व्यक्ती म्हणजे उद्योजक.

उद्योजकता :

उद्योजकता हा शब्द Entrepreneurship या इंग्रजी शब्दाला समानार्थी म्हणून वापरला जातो. याचा अर्थ अंगीकार करणे, हाती घेणे, व्यावसायिक संधीचा पाठपुरावा करणे, नावीन्यपूर्ण बदल करून लोकांच्या गरजा पूर्ण करणे, असा होतो.

महिला उद्योजकता :-

आधुनिक समाजव्यवस्थेमध्ये महिलांची भूमिका गतिमान झाल्यामुळे 'महिला उद्योजक' हि संकल्पना पुढे आली.व्यवसायाच्या वेगवेगळ्या क्षेत्रामध्ये महिलांची संख्या वाढली असून त्याचा स्वतंत्र अभ्यास करण्याची आवश्यकता वेवेगळ्या व्यासपीठावरून मांडण्यात आली. जसे कि जागतिक स्तरावर १९८० मध्ये कोपनहेगन (डेन्मार्क) येथे संयुक्त राष्ट्र संघामार्फत 'महिलासाठी संयुक्त राष्ट्राचे दशक'जागतिक परिषद घेण्यात आली. त्यामध्ये महिलांच्या स्वयंरोजगाराच्या संधी, जबाबदाऱ्या, अपारंपरिक उद्योग क्षेत्रामध्ये महिलांना संधी व्यवस्थापकीय पातळीवर महिलांची भूमिका इत्यादी विषयांवर चर्चा होऊन एक कृती कार्यक्रम आखण्यात आला. तसेच भारतामध्ये १९८१ मध्ये नवी दिल्ली येथे महिला उद्योजकांसाठी पहिले राष्ट्रीय संमेलन आयोजित करण्यात आले. सदर संमेलानामध्ये महिला उद्योजकांना व्यवसायासाठी जमीन, वीजपुरवठा व औद्योगिक परवाना याबाबत अग्रक्रम देण्याबाबत शिफारशी करण्यात आल्या.

महिला उद्योजक व्याख्या :

केंद्र सरकारने महिला उद्योगांना सवलती देण्यासाठी खालील व्याख्या केली आहे .

"ज्या व्यवसायात महिलांची मालकी व नियंत्रण असेल, त्याचबरोबर त्या व्यवसायामध्ये महिलांचे कमीत कमी ५१% भांडवल असेल आणि त्या व्यवसायाने कमीत कमी ५१ टक्के रोजगार महिलांना दिला पाहिजे. वरील अटीची पूर्तता करून महिलेने व्यवसाय क्रिया सुरु केल्यास ती महिला म्हणजे महिला उद्योजक होय."

महिला उद्योजकाची वैशिष्ट्ये :

1. भारतातील महिला उद्योजकांना पुरुषाचा आधार लाभलेला आहे.
2. भारतातील बहुसंख्य महिला उद्योजकाची पार्श्वभूमी व्यापारी अथवा व्यावसायिक कुटुंब अशीच आढळते.
3. आज उद्योग क्षेत्रात दिसणाऱ्या महिला उद्योजक पहिल्या पिढीतील व उद्योजक म्हणून त्या पहिल्याच आहेत.
4. महिला उद्योजक ह्या पहिल्या पिढीच्या असल्याने त्यांच्या उद्योजकतेवर व्यावसायिक घटकांपेक्षा कौटुंबिक घटकांचा प्रभाव अधिक पडलेला दिसून येतो.
5. पुरुष उद्योजकांच्या तुलनेत महिलांच्या प्रेरणा भिन्न स्वरूपाच्या आहेत, जसे कि आर्थिक स्वातंत्र्य मिळविणे, पुरुषांच्या बरोबरीने काम करणे, स्वतःचे कर्तृत्व दाखविणे, स्वतःला कामात व्यस्त ठेवणे, प्रतिष्ठा मिळविणे इत्यादी.
6. महिला उद्योजकांचा विकास होण्याचे श्रेय शासकीय सवलतींना दिले जाते.
7. उद्योग क्षेत्रातील पुरुषांची मक्तेदारी कमी करून महिला उद्योजकांनी आपले स्वतःचे स्थान निर्माण केले आहे.
8. भारतातील महिला उद्योजकांचा विकास हा लघुक्षेत्रात प्रामुख्याने जास्त झालेला दिसून येतो.
9. महिला उद्योजक म्हणून विभिन्न उद्योग क्षेत्रांमध्ये त्या यशस्वीपाने वावरत असल्या, तरी महिला म्हणून त्यांना काही नैसर्गिक मर्यादा पडतात.

भारतातील यशस्वी महिला उद्योजक :-

वेगवेगळ्या उद्योग क्षेत्रांमध्ये महिला उद्योजक आढळतात. त्यात प्रामुख्याने तयार कपडे, खाद्यवस्तू, साबण, केनिंग, विणकाम, कापड, खेळणी, शोभेच्या वस्तू, जाहिरात, हॉटेल, इत्यादी.

भारतातील यशस्वी महिला उद्योजक उदाहरणे :-

1. सौ. प्रभा कुलकर्णी – व्यवसाय फौंड्री- टेल्को कंपनीस सुट्टे भाग पुरविणे.
2. लीला पूनावाला – अल्फा लाव्हल जग प्रसिद्ध कंपनी
3. श्रीमती प्रेरंग ठाकोर – जयंत ब्रिटामिन्स ली.
4. श्रीमती नर्गिस वाडिया -इंटर पब्लिसिटी.
5. श्रीमती नीना मल्होत्रा – निर्यात
6. श्रीमती रजनी अगरवाल – अभियांत्रिकी
7. श्रीमती वहिदा रहेमान - फूड कंपनी
8. श्रीमती प्रभा ठक्कर - निर्यात

तसेच बायोकोन कंपनीच्या किरण मुजुमदार शो, बिर्ला ग्रुपच्या नंदिनी बिर्ला, निकोलस पिरामल कंपनीच्या स्वाती पिरामल, गोएंका समूहाच्या दिपाली गोएंका, गोदरेज समूहाच्या श्रीमती गोदरेज या यशस्वी महिला उद्योजक म्हणून मानल्या जातात.

महिला उद्योजकांच्या विकासाला साहाय्यभूत करणारे घटक:-

भारतामध्ये केंद्र सरकार व राज्य सरकार, चेंबर ऑफ कॉमर्स, राष्ट्रीय उत्पादकता मंडळे, फिकी, सी.आय.आय.,

प्रा. प्रदीप व्ही गायकवाड

विभिन्न वित्त महामंडळे इत्यादींनी महिला उद्योजकाच्या विकासाल हातभार लावला आहे. अर्थात, महिला उद्योजकांच्या विकासाला अनेक घटक साहाय्यभूत ठरले आहे. हे सर्व घटक खालीलप्रमाणे

1. बदलती सामाजिक परिस्थिती.
2. महिलांचे वाढते शिक्षण.
3. महिलांची चळवळ.
4. महिलांमधील उद्योजकीय चळवळ.
5. महिला उद्योजकांसाठी शासनाच्या विविध सवलती व योजना.
6. महिला उद्योजक संघटना.
7. महिलांची वाढती महत्वाकांक्षा.
8. जागतिकीकरण, उदारीकरण व खाजगीकरण विविध प्रकारच्या संधी.
9. सामाजिक मान्यता व सन्मान.

महिला उद्योजकासाठी भारत सरकारच्या विविध योजनाचा:-

१. अन्नपूर्णा योजना:

या योजनेअंतर्गत अन्न आणि कॅटरिंग उद्योगातील महिला उद्योजकांना लघु उद्योग स्थापन करण्यासाठी हे कर्ज दिले जाते. उपकरणे व भांडी खरेदी करणे, ट्रक उभारणे इत्यादी साठी भांडवलाची आवश्यकता म्हणून याचा लाभ घेता येतो. या योजनेअंतर्गत स्त्रिया पॅक खाद्य पदार्थ आणि स्नॅक्सची विक्री करू शकतात कर्जाची मर्यादा रु. या योजनेअंतर्गत 50,000 रु.

२. मुद्रा योजना:

भारत सरकारचा हा उपक्रम आहे ज्याचा उद्देश व्यवसायिक कर्जे देऊन देशातील महिलांची स्थिती सुधारणे आणि त्यांचे समर्थन करणे जेणेकरून त्या आर्थिकदृष्ट्या स्वतंत्र आणि स्वावलंबी राहू शकतील. कर्जाची मंजूरी घेतल्यानांतर त्यांना मुद्रा कार्डे दिली जातील जी कर्जाच्या १०% रक्कम काढण्याच्या मर्यादेसह क्रेडिट कार्ड प्रमाणे काम करतात. या योजनेमध्ये व्यवसायाच्या प्रकार, विस्ताराची पातळी आणि कर्जाच्या उद्दिष्टांनुसार विविध प्रकारच्या योजना आहेत. शासनाने या योजनेंतर्गत कर्जाची मर्यादा रु. १० लाख रुपये ठेवली आहे.

३. प्रधान मंत्री रोजगार युवा योजना :

पीएमआरवाय (PMRY) म्हणूनही ओळखली जाणारी ही योजना महिला उद्योजकांसाठी सामाजिक आणि आर्थिक दोन्ही दृष्टीने एक उत्तम योजना आहे. या योजनेचे उद्दिष्ट महिला उद्योजकांच्या माध्यमातून कौशल्य-आधारित, स्वयंरोजगार निर्माण करणे आणि आर्थिक स्वातंत्र्यासाठी वापरल्या जाणार्‍या स्मार्ट माइंड्सवर लक्ष केंद्रित करून त्यांना स्वावलंबी करणे हे आहे. या योजनेत शहरी आणि ग्रामीण दोन्ही भागांचा समावेश आहे आणि खर्च, पात्रता आणि अनुदान मर्यादित अनेक दुरुस्ती करून विकसित केले

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गेले. कर्ज अनुदानाची रक्कम प्रकल्पाच्या खर्चाच्या १%% पर्यंत आहे, प्रतिबंध म्हणून प्रत्येक कर्जदारास रु.१२,५०० रुपये. ही योजना उद्योग, व्यापार आणि सेवा क्षेत्रातील सर्व प्रकारच्या उपक्रमांना लागू आहे. वयोमर्यादा 35 वर्षे आणि व्यवसायासाठी कर्जाची मर्यादा रु. २ लाख तर सेवा आणि उद्योगासाठी रु. 5 लाख.

४. उदयोगिनी योजना:

हा कार्यक्रम महिलांना आर्थिकदृष्ट्या सक्षम बनवून स्वावलंबी होण्यास प्रोत्साहित करतो आणि असे करण्यास सक्षम होण्यासाठी त्यांना आत्म-विकास करण्यात मदत करतो. ही योजना नवोदित महिला उद्योजकांना कर्ज देण्याचे आणि खासगी क्षेत्राच्या दराच्या तुलनेत चांगले व्याज दराद्वारे तसेच हे कर्ज देणाऱ्या विश्वासार्ह स्तोत्राद्वारे प्रोत्साहित करते. ज्यांचे कौटुंबिक उत्पन्न प्रतिवर्ष रुपये ४०,००० पेक्षा कमी आहे केवळ त्यांच्यासाठी ही योजना हे वैध आहे विशेषत: व्यापार आणि सेवा क्षेत्रातील कर्जास प्रोत्साहित करतात आणि त्यासाठीच्या कॅपची रक्कम रु. १ लाख रुपये आहे.

५. पंतप्रधानांचा रोजगार निर्मिती कार्यक्रम (पीएमईजीपी)

खादी व ग्रामोद्योग आयोग (केव्हीआयसी) ही राष्ट्रीय स्तरावरील नोडल एजन्सी म्हणून कार्यरत आहे. राज्य स्तरावर ही योजना राज्य केव्हीआयसी संचालनालय, राज्य खादी व ग्रामोद्योग मंडळे (केव्हीआयबी), जिल्हा उद्योग केंद्र (डीआयसी) आणि बँकांच्या माध्यमातून राबविली जाते. अशा परिस्थितीत केव्हीआयसी लाभार्थी / उद्योजकांना थेट त्यांच्या बँक खात्यात वितरणासाठी नियुक्त केलेल्या बँकांच्या माध्यमातून सरकारी अनुदान पाठवते.साहाय्याचे स्वरूप उत्पादन क्षेत्रातील मान्यताप्राप्त प्रकल्प / युनिटची कमाल किंमत ₹ 25 लाख आणि व्यवसाय/ सेवा क्षेत्रात ती ₹ 10 लाख आहे. पीएमईजीपी अंतर्गत लाभार्थीच्या अनुदानाच्या श्रेणी (प्रकल्प खर्च) महिलांसाठी शहरी क्षेत्रांमध्ये २५ % व ग्रामीण क्षेत्रांमध्ये ३५% अनुदान मिळते. एकूण प्रकल्प खर्चाची उर्वरित रक्कम बँकांकडून मुदत कर्ज आणि कार्यरत भांडवलाच्या स्वरूपात पुरविली जाते. १८ वर्षांपिक्षा जास्त वयाची आठवी पास असलेली कोणतीही व्यक्ती अर्ज करू शक . उत्पादन क्षेत्रात १० लाख रुपयांपेक्षा जास्त आणि व्यवसाय / सेवा क्षेत्रात ५ रु. लाख पेक्षा जास्त किंमतीच्या प्रकल्पांसाठी अनुदान मिळू शकते. पीएमईजीपी अंतर्गत केवळ नवीन प्रकल्प मंजुरीसाठी विचारात घेतले जातात. बचत गट (बीपीएलच्या सदस्यांसह ज्यांनी त्यांचा इतर कोणत्याही योजनेंतर्गत लाभ घेतला

नसेल तर), संस्था नोंदणी अधिनियम १८६० अंतर्गत नोंदणीकृत संस्था; उत्पादन सहकारी संस्था आणि धर्मादाय विश्वस्त संस्था देखील पात्र आहेत.विद्यमान युनिट्स (पीएमआरवाय अंतर्गत, आरईजीपी किंवा भारत सरकार किंवा राज्य सरकारच्या कोणत्याही इतर योजना अंतर्गत) आणि ज्या युनिट्सने आधीपासून भारत सरकार किंवा राज्य सरकारच्या कोणत्याही इतर योजनेंतर्गत शासकीय अनुदानाचा लाभ घेतला आहे ते पात्र नाहीत.

६. मायक्रो आणि स्मॉल एंटरप्राइजेस (सीजीटी एसएमई) संबंधित स्कीम क्रेडिट गॅरंटी ट्रस्ट फंड

सूक्ष्म, लघु आणि मध्यम उद्योग आणि लघु उद्योग विकास बँक (एसआयडीबीआय) मंत्रालयाने संयुक्तपणे मायक्रो आणि स्मॉल एंटरप्राइजेजसाठी क्रेडिट गॅरंटी योजना लागू करण्यासाठी क्रेडिट गॅरंटी फंड ट्रस्ट फॉर मायक्रो आणि स्मॉल एंटरप्राइजेज (सीजीटीएमएसई) नावाने एक ट्रस्ट स्थापन केला आहे. सीजीटीएमएसईच्या कॉर्पसचे योगदान भारत सरकार आणि सिडबीने दिले आहे. बँकेला असलेल्या कर्जाच्या 75% रकमेची हमी ट्रस्ट फंडद्वारे दिली जाते. एमएसई द्वारे बँकेला गॅरंटी फी भरण्यासाठी वैयक्तिक एमएसईसाठी रु १०० लाखांच्या मर्यादेपर्यंतचे संपार्श्विक मुक्त कर्ज उपलब्ध आहे. विद्यमान व नवीन उद्योग या योजनेत पात्र आहेत.

७. व्याज अनुदान पात्रता प्रमाणपत्र (आयएसईसी) (ISCE)

खादी संस्थांनी हाती घेतलेल्या खादी कार्यक्रमासाठी व्याज अनुदान पात्रता प्रमाणपत्र (आयएसईसी) योजना ही एक महत्त्वाची यंत्रणा आहे. अर्थसंकल्पीय स्रोतांकडून निधीची वास्तविक आवश्यकता आणि निधी उपलब्धता यांच्यातील अंतर भरून काढण्यासाठी बँकिंग संस्थांकडून निधी गोळा करण्यासाठी याची सुरूवात केली गेली. सहाय्याचे स्वरूप आयएसईसी योजनेंतर्गत, कार्यशील भांडवलासाठी वर्षाकाठी 4% सवलतीच्या दराने पत संस्थांच्या आवश्यकतेनुसार उपलब्ध करुन दिले जाते. वास्तविक कर्ज दर आणि रेट ऑफ इंटरेस्ट यातील फरक केंद्रीय सरकारकडून कर्ज देणा-या बँकांना केव्हीआयसी मार्फत दिला जातो. खादी संस्थांकडे वैध खादी प्रमाणपत्र व मंजूर खादी कार्यक्रम आहेत. केव्हीसी / राज्य खादी व ग्रामोद्योग मंडळे (केव्हीआयबी) मध्ये नोंदणीकृत संस्था आयएसईसी योजनेंतर्गत अर्थसहाय्य मिळवू शकतात, ही योजना केवळ खादी व पॉलिव्हस्ट्रा क्षेत्रालाच सहाय्य करते.खादी संस्था केव्हीआयसीने जारी केलेल्या आयएसईसी प्रमाणपत्रासह कार्यकारी भांडवलासाठी फायनान्स बँकेत

प्रा. प्रदीप व्ही गायकवाड

अर्ज करतील. मंजूर कार्यरत भांडवलाच्या आधारे, फायनान्सिंग बँक नोडल शाखेकडे Interest% आणि त्याहून अधिक अंतर व्याजदरासाठी परतफेड दावा वाढवेल.

निष्कर्ष :

महिलांच्या आर्थिक सक्षमीकरणासाठी व महिला उद्योजकांचा विकास करण्यासाठी खालील उपाययोजना केल्या पाहिजेत.

1. महिलांचे सामाजिक प्रबोधन ,पुरुषांचे सहकार्य व प्रोत्साहन, पुरुष आणि महिला यांच्या मध्ये जबाबदारीचे फेर वाटप, मालमत्तेबाबत समान हक्काच्या नोंदी, समाजामार्फत प्रोत्साहन, व्यवस्थापकीय कौशल्याचे प्रशिक्षण, महिला विकासाचे कार्यक्रम

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महिला सक्षमीकरणाचे प्रमुख मार्ग

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गोषवारा:

समाजामध्ये स्त्रियांना पुरुषांच्या बरोबरीने सहभागी होऊन त्यांच्या हक्कांचे संरक्षण आणि संवर्धन होईल अशी स्थिती निर्माण करणे हे महिला सक्षमीकरणाचे प्रमुख ध्येय आहे. मानवी समूहाचा घटक या नात्याने स्वतःच्या जीवनावरती नियंत्रण ठेवणे, आपल्या निवडी आणि स्वयंनिर्णय घेण्यास स्त्रीला सक्षम करणे, त्यासाठी प्रमुख संसाधने व पुरुषांच्या बरोबरची समान संधी उपलब्ध असणे, हे सक्षमीकरणाच्या दृष्टीने आवश्यक आहे.

महिला सक्षमीकरणाच्या संकल्पनेत अशा समाजाच्या निर्मितीची अपेक्षा आहे की जिथे स्त्रियांना लिंगावर ती आधारित भेदभावास अथवा मर्यादांमुळे भेदभाव विरहित जीवन जगण्याचे स्वातंत्र्य असेल. महिला सक्षमीकरणाचे अनेक मार्ग असू शकतात. त्यामध्ये प्रामुख्याने शैक्षणिक सक्षमीकरण, आर्थिक सक्षमीकरण, राजकीय सक्षमीकरण, सामाजिक सक्षमीकरण, मानसिक सक्षमीकरण, आरोग्य सक्षमीकरण या मार्गांचा अवलंब केला जातो.

मुख्य/ सूचनाक शब्द: महिला सक्षमीकरण, लिंग विषमता, भेदभाव, महिला सक्षमीकरणाचे मार्ग

प्रस्तावना:

महिला सक्षमीकरण हे स्त्री अधिकाराचा पुरस्कार करणारी संकल्पना आहे. स्त्रियांच्या विकासासंबंधी जाणीव असणे हे स्त्रीच्या सक्षमीकरणाचे मूलतत्त्व समजले जाते. त्यांना पुरुषांच्या बरोबरीने विकासाची व प्रगतीची समान संधी उपलब्ध करून देऊन हे सक्षमीकरणातून शक्य आहे. समाजातील लिंगभेदावर आधारित विषमता नष्ट करून, समतेच्या तत्त्वावर आधारित व्यवस्था या प्रक्रियेमध्ये अपेक्षित असते.

महिलांना पुरुषांच्या बरोबरीने सामाजिक, आर्थिक, राजकीय हक्क मिळवून देणे म्हणजे सक्षमीकरण होय. समाजात महिलांना उपेक्षित ठेवणाऱ्या, विकास प्रक्रियेपासून लांब ठेवू पाहणारे अडथळे दूर करून ही प्रक्रिया अपेक्षित आहे. महिला सक्षमीकरण म्हणजे समाजाची अर्धी लोकसंख्या असणाऱ्या महिलांना राष्ट्र विकासाच्या प्रक्रियेत पुरुषांच्या बरोबरीने सहभागी करून घेणे. प्रस्तुत शोध निबंधाच्या माध्यमातून महिला सक्षमीकरणाचे असणारे प्रभावी मार्ग अधोरेखित करण्याचा प्रयत्न केला आहे.

शोधनिबंधाचा उद्देश:

1. महिला सक्षमीकरण संकल्पना अभ्यासणे.
2. महिला सक्षमीकरणाच्या विविध मार्गांचे अध्ययन करणे.

संशोधन पद्धती:

प्रस्तुत शोधनिबंधाकरिता वर्णनात्मक संशोधन पद्धती अवलंबली आहे. तथ्य संकलनाकरिता संदर्भ ग्रंथ, वृत्तपत्रीय लेख, इंटरनेट या दुय्यम स्त्रोतांचा वापर केला आहे.

शोधनिबंधाचे गृहीतक:

1. महिलांच्या सर्वांगीण विकासाकरिता महिला सक्षमीकरण हा अत्यंत प्रभावी मार्ग आहे.
2. महिला सक्षमीकरणासाठी सक्षमीकरणाचे विविध मार्ग उपलब्ध आहेत.

महिला सक्षमीकरणाचा अर्थ

महिला सक्षमीकरणाच्या संकल्पनेत महिलांना सामाजिक, आर्थिक, राजकीय न्याय, विचार स्वातंत्र्य, श्रद्धा, धर्म आणि उपासना, संधीची समानता प्रदान करणे हा अर्थ अभिप्रेत आहे. महिलांची सामाजिक आणि आर्थिक स्थिती सुधारणे, त्यांना रोजगार, शिक्षण, आर्थिक प्रगतीच्या समान संधी उपलब्ध होणे ज्याद्वारे त्यांना सामाजिक स्वातंत्र्य आणि प्रगती साधता येईल. पुरुषांप्रमाणे त्यांना आपली प्रत्येक आकांक्षा पूर्ण करता येईल. सक्षमीकरणाच्या माध्यमातून स्त्रीला स्वतःच्या जीवनाशी संबंधित प्रत्येक

निर्णय स्वतः घेण्याचा, कुटुंब आणि समाजात जीवन जगण्याचा खरा अधिकार मिळवून देणे होय.

महिला सक्षमीकरणाचे मार्ग

राष्ट्राच्या विकासात महिलांचे महत्त्व आणि अधिकार याबद्दल समाजात जागरूकता निर्माण होण्यासाठी महिला सक्षमीकरणावर भर देण्याची गरज आहे.

आर्थिक सक्षमीकरण:

आर्थिक सक्षमीकरणाकडे महिला सक्षमीकरणाचा एक प्रभावी मार्ग म्हणून पाहिले जाते. आपल्या सर्वांगीण विकासाकरिता स्त्रीचे आर्थिक परावलंबित्व दूर करणे, तसेच त्याकरता स्त्रियांसमोर असणारे अडथळे दूर करण्याचे प्रयत्न याद्वारे करता येतात. अनेक विचारवंतांनी पुरुषप्रधान समाज व्यवस्थेतील स्त्रियांबाबत असणाऱ्या पारंपारिक भूमिकांना विरोध करून त्यांना आर्थिक दृष्ट्या सक्षम करण्याच्या मार्गाचा आग्रह धरत त्याचे महत्त्व मान्य केले आहे. महिलेला तिच्या क्षमतेप्रमाणे रोजगार आणि उद्योजकतेची संधी, वाजवी वेतन, समान वेतन इत्यादी बाबत पुरुषांच्या बरोबरीने आर्थिक सहभागीत्व त्यांच्या सक्षमीकरणासाठी आवश्यक आहे..

सामाजिक सक्षमीकरण:

महिलांच्या सामाजिक सक्षमीकरणाच्या मार्गामध्ये सामाजिक भेदभावातून निर्माण झालेली स्त्रीची स्थिती सुधारण्याचा प्रयत्न केला जातो. यामध्ये सर्वच मानवी समाजातील स्त्रीचे दुय्यम स्थान अथवा सामाजिक फरक दूर करणे आवश्यक मानले आहे. या सामाजिक फरकास कोणताच धर्म अथवा जातीव्यवस्था अपवाद नाही. आधुनिक काळात मानवी समाजाने बरीच प्रगती केली असली तरी आजही लिंगावरती आधारित विषमता अन्यायास कारणीभूत ठरते. भेदभाव, हिंसाचारापासून मुक्ती, सामाजिक जीवनात पूर्णपणे सहभागाचे स्वातंत्र्य यातून सामाजिक सक्षमीकरण साधता येते.

राजकीय सक्षमीकरण:

महिला सक्षमीकरणाच्या संकल्पनेत राजकीय सक्षमीकरण हा एक प्रभावी मार्ग आहे. कारण राजकारण हा समाजात परिवर्तन घडविण्याचा अत्यंत प्रभावी मार्ग आहे. त्यानुसार महिलांना समाजात पुरुषांच्या बरोबरीने राजकीय सहभागाची संधी अथवा वातावरण उपलब्ध करून देणे आवश्यक आहे. राजकीय जीवनामध्ये स्त्रियांना पुरुषांच्या बरोबरीने निर्णय घेण्याचा अधिकार असला पाहिजे. त्यामध्ये मतदान अधिकार, सार्वजनिक पदप्राप्ती, नेतृत्व, धोरण निर्मिती प्रक्रियेत सहभाग समाविष्ट आहे.

शैक्षणिक सक्षमीकरण:

पुरुषसत्ताक समाज रचनेमध्ये महिलांना शिक्षणाचा अधिकार नाकारलेला होता. अगदी ऐतिहासिक

प्रा. सुधीर रामचंद्र धोंगडे

काळापासून स्त्रियांना समान सामाजिक आर्थिक दर्जा प्राप्त होण्यासाठी शिक्षण हा प्रभावी मार्ग ठरला आहे. भारतामध्ये महात्मा फुले आणि सावित्रीबाई फुले यांनी स्त्री शिक्षणाचा पाया घातला. भारतातील महिला साक्षरतेचे प्रमाण इतर देशांच्या तुलनेत कमी आहे. महिलांना शिक्षण मिळावे, त्यांचा सर्वांगीण विकास, उदरनिर्वाह, आर्थिक परावलंबित्व दूर होण्यासाठी शिक्षणाची संधी देणे आवश्यक आहे. समाजातील आपले हक्क व कर्तव्याची जाणीव स्त्रियांना शिक्षणातून करून देता येते, त्याकरिता त्यांना मोफत व सक्तीचे शिक्षण याची संधी देणे आवश्यक आहे.

मानसशास्त्रीय सक्षमीकरण:

मानसशास्त्रीय सक्षमीकरण म्हणजे स्त्रियांचा आत्मविश्वास वृद्धिंगत करणे. पुरुषसत्ताक प्रभावी समाज व्यवस्थेत राज्याची, समाजाची अर्धी लोकसंख्या ही स्त्रिया असून देखील, स्त्रिया समाजात असुरक्षिततेच्या भावनेत जगत आहेत. हा स्त्रियांच्या विकासातील, सक्षमीकरणातील प्रमुख अडथळा आहे. लैंगिक छळ, शोषण, ऑनर किलिंग, बलात्कार अशा गुन्ह्यांबाबत ही असुरक्षितता भयानक आहे.

तेव्हा समृद्धपणे आपल्या जीवन जगण्यातील धोका व त्याचे मानसिक गंभीर परिणाम त्यांच्या आत्मविश्वासावर व आरोग्यावर परिणाम करतात. मानसिक दृष्ट्या सक्षमीकरण महिलांना निर्भयपणे जीवन जगण्याची परवानगी देते. त्यांना भीतीने नियंत्रित न करता त्यांच्या सुरक्षिततेची, कल्याणाची हमी व स्वातंत्र्य राहते.

सारांश:

लिंग विषमता विरहित आणि प्रगतशील समाज निर्मितीसाठी महिला सक्षमीकरण हा एक अत्यंत शक्तिशाली मार्ग आहे. पुरुषसत्ताक समाज व्यवस्थेत स्त्री नेहमीच दुय्यम राहिली आहे. तिचे वर्णन देखील अबला, नाजूक, परावलंबी असेच केले गेले. त्यातून तिच्या वाट्याला आलेले विषम जीवन तिच्या गंभीर शोषणास कारणीभूत ठरले. छळ, अत्याचार, मानसिक शोषण, बलात्कार, कामाच्या ठिकाणी भेदभाव इत्यादी सामना तिला करावा लागतो.

तेव्हा सामाजिक, आर्थिक, शैक्षणिक, राजकीय, मानसिक अशा विविध प्रकारच्या सक्षमीकरणाच्या मार्गांद्वारे महिलांना या दुय्यम वागणुकीविरुद्ध व अन्यायाविरुद्ध स्वतःचा बचाव करणे शक्य आहे. कोणत्याही राज्याच्या लोकसंख्येत स्त्रियांचा वाटा हा निम्मा अर्धा आहे, तेव्हा समाजात महिलांना सन्मानपूर्वक आणि परिपूर्ण जीवन जगण्याचे स्वातंत्र्य व संधी देणे ही प्रत्येकाची जबाबदारी आहे.

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प्रस्तावना:

भारतीय राज्यघटनेने महिलांना समानतेचा मूलभूत अधिकार आणि धर्म, जात आणि लिंगाच्या आधारावर भेदभाव न करण्याचा अधिकार दिला आहे. त्यांच्यावरील अन्याय पूर्ववत करण्यासाठी, संविधानाने विशेष तरतुदींचा समावेश केला आहे, ज्यामध्ये राज्यांना कायदे/तरतुदी लागू करून महिलांच्या बाजूने सकारात्मक भेदभाव करण्याची परवानगी दिली आहे जेणेकरून त्यांची सामाजिक, आर्थिक आणि राजकीय स्थिती सुधारली जाईल. महिला सक्षमीकरण आणि समानतेतील अनेक अडथळे हे सांस्कृतिक नियमांचे परिणाम आहेत. जमीन, भांडवल, आर्थिक संसाधने आणि तंत्रज्ञानाचा अभाव, तसेच लिंग-आधारित हिंसा, सांस्कृतिक मानसिकता आणि रूढीवादीपणामुळे खाजगी आणि सार्वजनिक अशा दोन्ही क्षेत्रात, अनेक अडथळ्यांचा सामना करावा लागतो. महिलांना आनंदी आणि समाधानी जीवन जगण्यासाठी मानसिक आरोग्य आणि सक्षमीकरण या दोन आवश्यक गोष्टी आहेत.

उद्देश :

1. महिला सबलीकरण मधील अडथळे अभ्यासणे,
2. प्रमुख अडथळा - मानसिक सक्षमता व आरोग्य हा अभ्यासणे आणि निष्कर्ष काढणे.
3. मानसिक अनाआरोग्याचे दुष्परिणाम वाचकाच्या समोर मांडणे.

संशोधन पद्धती:

प्रस्तुत शोधनिबंध हा दुय्यम साधनसामग्रीवर आधारित आहे. सदरची माहिती विविध अहवाल, इंटरनेट, पुस्तके, मासिके इत्यादीचा आधार घेऊन मिळविली आहे.

विवेचन, स्पष्टीकरण:

अलीकडच्या काळात देशात महिलांच्या मानसिक आरोग्याबाबत जागृती निर्माण झाली आहे. अलीकडच्या काळात महिलांवरील हिंसाचारावर संशोधन ठळकपणे समोर आले आहे. महिलांच्या मानसिक आरोग्यावर संशोधन करण्याच्या मार्गात काही अडथळे आले आहेत. महिलांचे मानसिक आरोग्य हे केवळ महिलांचेच क्षेत्र मानण्याची प्रवृत्ती आहे कारण ती अजूनही मोठ्या प्रमाणावर पुनरुत्पादक म्हणून समजली जाते. पुढील वर्षांमध्ये, बदलत्या लिंग भूमिका, तांत्रिक प्रगती, समृद्धी आणि जागतिकीकरण, पुरुष आणि महिला दोघांसाठी आणखी अनेक आव्हाने उभी राहण्याची शक्यता आहे. हे समजून घेतले पाहिजे की महिलांचे मानसिक आरोग्य आणि पुरुषांचे मानसिक आरोग्य एकमेकांवर अवलंबून आहे. संतुलित दृष्टीकोन आवश्यक आहे. दोन्ही लिंगांच्या मानसिक आरोग्य व्यावसायिकांनी आव्हान पेलण्यासाठी काम केले पाहिजे.

मानसिक, जैविक, सामाजिक ताण, भावनिक किंवा स्वत:ची ओळख, अशी अनेक आव्हाने घेऊन स्त्रिया त्यांचा प्रवास सुरू करतात. महिलांना आनंदी आणि समाधानी जीवन जगण्यासाठी मानसिक आरोग्य आणि सक्षमीकरण या दोन आवश्यक गोष्टी आहेत. स्त्रिया विशिष्ट मानसिक आजारांना बळी पडतात परंतु मदत घेणे त्यांच्यासाठी खूप दुरापास्त, अशक्य होते. पुराव्यांवरून असे सूचित होते की स्त्रियांना नैराश्य, चिंता आणि जीवनाच्या वेगवेगळ्या टप्प्यांमध्ये मानसिक आरोग्याच्या समस्या जसे की पुरुषांपेक्षा जवळजवळ दोन पटीने अधिक त्रासदायक ताण विकारांचा सामना करावा लागतो.

जेव्हा एखादी मुलगी तारुण्यापर्यंत पोहोचते तेव्हा अनेक हार्मोनल बदल होतात ज्यामुळे चिडचिड, चिंता, नैराश्य, खाण्यापिण्याच्या विकारांसारख्या मानसिक आरोग्याच्या समस्या उद्भवू शकतात. तरुण प्रौढ म्हणून, स्त्रियांनी लग्न करून त्यांच्या आयुष्यात स्थिरावण्याची अपेक्षा केली जाते. यासाठी करिअर, सामाजिक जीवन, वैयक्तिक जीवन या बाबतीत स्वत:शी आणि ध्येयांशी खूप तडजोड करावी लागते. एक परिपूर्ण सून, एक परिपूर्ण आई, परिपूर्ण पत्नी, आदर्श गृहनिर्माण, स्वतंत्र होण्याचे दबाव स्त्रियांच्या शारीरिक आणि मानसिक आरोग्यावर परिणाम

करू शकतात. त्यांची तुलना समाजातील इतर स्त्रियांशी केली जाते ज्यामुळे त्यांच्या मनोबलावर परिणाम होतो. बऱ्याच वेळा त्यांच्याकडे अशी व्यक्ती नसते जिच्याशी ती तिच्या सर्व चिंता बाबत बोलू शकते. ती "सामाजिक नियमांनुसार" समाजासाठी आदर्श बनण्याचा प्रयत्न करते. पुढे आयुष्यात, ती सतत तिच्या मुलाची, त्यांच्या शिक्षणाची, आरोग्याची, वाढीची आणि सामाजिक स्थितीबद्दल काळजी करत असते. आपल्या समाजात अनेक स्त्रिया आपल्या कुटुंबासाठी स्वतःच्या स्वप्नांचा, त्यांच्या आरोग्याचा, त्याग करतात.

महिलांमधील सामान्य मानसिक आरोग्याच्या समस्या :

1. **नैराश्य-** नैराश्य ही स्त्रियांमध्ये सर्वात सामान्य मानसिक आरोग्याची चिंता आहे. पाचपैकी एक महिला त्यांच्या आयुष्यात नैराश्यात जाते. नैराश्य ही दुःखाची सततची भावना आहे जी दूर होत नाही. हे अनेक कारणांमुळे असू शकते, जैव-तार्किक कारणे जसे की रजोनिवृत्ती, किशोरवयीन, व्हिटॅमिन डीची कमतरता, प्रसवपूर्व आणि प्रसवोत्तर अवस्था, सामाजिक कारणे जसे की कामाच्या ठिकाणी किंवा कुटुंबात भेदभाव, प्रियजन गमावणे, गुंतागुंत. नातेसंबंध, संकट.

2. **चिंता-** महिलांमध्ये दुसरी सर्वात सामान्य मानसिक आरोग्य चिंता म्हणजे चिंता. पुरुषांच्या तुलनेत स्त्रियांना चिंताग्रस्त विकारांचे प्रमाण जास्त असते. हे फोबियास किंवा पॅनीक डिसऑर्डर, सामान्यीकृत चिंता विकार, सामाजिक चिंता विकार, इत्यादी असू शकते. चिंता विकार समजलेल्या धोक्याला प्रतिसाद म्हणून भीती म्हणून परिभाषित केले जात आहे. यौवनात प्रवेश केल्यावर किंवा प्रसवपूर्व किंवा प्रसवोत्तर अवस्थेत आणि रजोनिवृत्तीमुळे हार्मोनल बदलांमुळे चिंताग्रस्त विकारांचे प्रमाण जास्त होते.

3. **पोस्ट-ट्रॉमॅटिक स्ट्रेस डिसऑर्डर-** स्त्रियांमध्ये आणखी एक सामान्य मानसिक आरोग्य चिंता आहे पोस्ट-ट्रॉमॅटिक स्ट्रेस डिसऑर्डर, (PTSD). स्त्रियांना पीटीएसडीचा अनुभव येतो जेव्हा तिला एखाद्या क्लेशकारक घटनेचा सामना करावा लागतो किंवा तिने ती पाहिली आहे. PTSD ची लक्षणे म्हणजे दुःस्वप्न, फ्लॅशबॅक, आणि घडलेल्या घटनेबद्दल न थांबणारे विचार. आघाताचा परिणाम म्हणून सर्व वेळ असहाय्य वाटत राहते. चिंतेची पातळी वाढते आणि योग्य झोप घेण्यात समस्या येऊ शकतात. याला शेल शॉक सिंड्रोम देखील म्हणतात, पोस्ट-ट्रॉमॅटिक स्ट्रेस डिसऑर्डरच्या लक्षणांकडे दुर्लक्ष करू नये कारण यामुळे सामान्य जीवन आणि दिनचर्या प्रभावित होऊ शकते.

एखादी स्त्री मानसिक आरोग्याच्या समस्येतून जात आहे की नाही हे कसे ओळखावे?

अशी विविध लक्षणे आहेत जी आपल्याला सांगू शकतात की एखादी व्यक्ती मानसिक आरोग्याच्या चिंतेतून जात आहे.

1. दोन आठवड्यांपेक्षा जास्त काळ दैनंदिन जीवनात व्यत्यय आणणारे थोडा काळ किंवा सतत दुःख वाटणे, ही मानसिक आरोग्याची चिंता असू शकते

2. जर एखाद्या महिलेला दुःख, राग यासारख्या तीव्र मूड स्विंग होत असतील, तर उत्साही मनःस्थिती ज्यामुळे वागणूक आणि उर्जेमध्ये खूप मोठा बदल होतो तो लाल झेंडा असू शकतो.

3. जास्त काळजी आणि चिंता ज्यामुळे तुमच्या सामान्य कार्यावर परिणाम होऊ शकतो.

4. दैनंदिन क्रिया करताना एकाग्रता आणि स्मरणशक्ती कमी होणे, क्रियामधील आनंद गमावणे.

5. स्वत: ला आराम करण्यास सतत समस्या, रेसिंग विचार, अस्पष्ट वेदना आणि तीव्र वेदना, निद्रानाश आणि सवयींमध्ये तीव्र बदल.

6. स्वतः माघार घेणे किंवा इतरांपासून आणि सामाजिक परिस्थितींपासून वेगळे करणे

7. सामान्य जीवन परिस्थिती हाताळण्यात मोठी अडचण येत आहे. एखाद्याला काहीच योग्य वाटत नाही. सगळंच जबरदस्त वाटतंय. दोन आठवडे ते दोन महिने असेच चालू राहिल्यास ते चिंता किंवा नैराश्याचे लक्षण असू शकते

8. ड्रग्स, अल्कोहोल, धूम्रपान, इतर इनहेलेंट्स इत्यादीसारख्या पदार्थांचा गैरवापर करणे

9. घरातील गैरवर्तन किंवा दुर्लक्ष, मोठे नुकसान, आघात किंवा आपत्ती यासारख्या अनेक कारणांमुळे स्वत: ची हानी आणि आत्महत्येचे विचार जे तुम्ही नियंत्रित करू शकत नाही किंवा टाळू शकत नाही.

10. काही व्यक्तींना डोकेदुखी, किंवा तोंड येणे वा पोटाची समस्या यासारखी शारीरिक लक्षणे देखील जाणवू शकतात.

याच भावनेतून हजारो महिला जात आहेत.

योग्य मानसिक आरोग्य सराव करण्यासाठी:

1. स्वत: ची कदर करणे आणि स्वत: ला आदर आणि दयाळूपणाने वागवणे.

2. तुमची भूक आणि झोप यावर लक्ष द्या.

3. नियमितपणे सामाजिक कृतींमध्ये भाग घ्या, समाजामध्ये मिसळा.

4. स्वतः बद्दल दयाळू व्हा.

5. तणावाचा सामना करण्यासाठी विविध रणनीती जाणून घ्या.

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6. व्यायाम, योग, ध्यान.

7. स्वतःसाठी वास्तववादी ध्येये सेट करा आणि ती कशी साध्य कराल याची योजना करा.

8. एकसुरीपणा मोडून काढा आणि तुमच्या दैनंदिन वेळापत्रकात छंद जोडा.

9. स्वतःचे औषधोपचार नियमितपणे करा.

योग्य वेळी व्यावसायिक मार्गदर्शन, समर्थन मिळणे हे आवश्यक आहे जे लवकरच बरे होण्यास मदत करेल आणि स्त्रिया सामान्य जीवनात परत येऊ शकतील. देशात बरेच पुरुष मानसोपचारतज्ञ आहेत. भारतातील मानसोपचार - तज्ञांपैकी केवळ 15% महिला मानसोपचार तज्ञ आहेत, ज्यापैकी फक्त 10% वरिष्ठ स्तरावर आहेत. मानसोपचारात सामील होणाऱ्या स्त्रियांची वाढती संख्या ही आशादायक बाब आहे.

निष्कर्ष:

जगात महिलांच्या भूमिका आणि जबाबदाऱ्या सतत विकसित होत आहेत, म्हणून आरोग्य आणि कल्याण यांना प्राधान्य देणे आवश्यक आहे. महिलांच्या आरोग्यावर लक्ष केंद्रित करणे म्हणजे महिलांना त्यांच्या आयुष्यभर तोंड द्यावे लागणारी अनोखी आव्हाने, विचार आणि संधी समजून घेणे. यौवनापासून ते गर्भधारणेपर्यंत, रजोनिवृत्ती पर्यंत, आणि पुढेसुद्धा, ज्ञान हे एक शक्तिशाली साधन आहे जे स्त्रियांना त्यांच्या आरोग्याविषयी माहितीपूर्ण निर्णय घेण्यास सक्षम करते. स्त्रियांचे आरोग्य शारीरिक क्षेत्राच्या पलीकडे विस्तारते, मानसिक आणि भावनिक कल्याण समाविष्ट करते. चिंता, नैराश्य आणि शरीराच्या प्रतिमेची चिंता यासारख्या मानसिक आरोग्याच्या आव्हानांना संबोधित करणे महत्वाचे आहे. उपलब्ध संसाधने, थेरपी पर्याय आणि स्वतः ची काळजी घेण्याच्या पद्धतींबद्दल जागरूकता निर्माण केल्याने महिलांना त्यांच्या मानसिक आरोग्याला प्राधान्य देण्यास सक्षम बनवते.

ऑनलाइन प्लॅटफॉर्म, प्रतिष्ठित आरोग्य वेबसाइट आणि शैक्षणिक सेमिनार महिलांना त्यांच्या आरोग्याच्या प्रवासात सक्षम करण्यासाठी भरपूर माहिती देतात. . शिक्षण स्वीकारून, आधार शोधून आणि त्यांच्या आरोग्याच्या गरजा पूर्ण करून, स्त्रिया त्यांच्या शारीरिक, मानसिक आणि भावनिक आरोग्याला प्राधान्य देणारे परिपूर्ण जीवन जगू शकतात शासनस्तरावर महिलांच्या सर्वांगीण विकासासाठी विविध क्षेत्रात योजना कार्यान्वित आहेत; मात्र तळागाळातील महिलांपर्यंत त्या योजना पोहोचणे गरजेचे आहे. महिलांचे आर्थिकदृष्ट्या सबलीकरण तर व्हावेच, मात्र भावनिक, मानसिक, वैचारिक व निर्णय क्षमतेच्या स्तरावर देखील त्या सक्षम व्हाव्यात. तेव्हाच स्त्रियांचे प्रश्न सुटतील. संपूर्ण देशाच्या सर्वांगीण विकासाचा

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विचार करता महिलांचे आरोग्य या घटकाला त्यामध्ये अनन्य साधारण महत्त्व आहे. हे नाकारून चालणार नाही. या देशातील महिलांचे आरोग्य चांगले राहिले तर त्याचा परिणाम निश्चितपणे देशाच्या सर्वांगीण विकासासाठी होऊ शकेल.

संदर्भ:

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भारतातील सामाजिक स्तरावरील आधुनिक स्त्रीचे स्थान

सुनिता सूर्यकांत कदम

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प्रस्तावना:

एक विशाल, बलवान, सतत बदलत व परिवर्तन होत राहणारी एक व्यापक संस्था म्हणजे समाज. समाज ही एक संगठनात्मक व्यवस्था आहे. ज्यामध्ये लोक सांस्कृतिक, आर्थिक, सामाजिक नियम आणि मूल्यांच्या आधारे एकत्र येऊन जीवन जगतात. या समाजात विविध प्रकारच्या सामाजिक संस्था आणि संघटना असतात, जसे की कुटुंब, शिक्षण संस्था, राजकीय संघटना, सामाजिक, सांस्कृतिक, आर्थिक काम करणाऱ्या स्वयंसेवी संघटना इत्यादी. समाज म्हणजे व्यक्ती आणि विविध गटांचे एक संगठन असते. असा हा समाज हा मानवी संवाद, सहकार्य, आणि अनेकविध गतिविधींचा आधार यांच्यासह वाढत असतो. त्यामुळे लोकांमध्ये सामाजिक बांधिलकी आणि सामाजिक संरचना तयार होत असतात. परंतु यामध्ये विविध गट आले की विविध विचारप्रवाह येतात. मतमतांतरे होतात. आणि मग त्यातूनच एकमेकांचा फायदा गैरफायदा घेणे अनैतिक पद्धतीने वापर करणे आणि एकमेकांचे शोषण करणे ही प्रवृत्ती वाढीस लागते.

विवेचन, स्पष्टीकरण:

शोषण म्हणजे एका व्यक्ती किंवा गटाद्वारे दुसऱ्या व्यक्ती किंवा गटाचा फायदा घेणे, त्या व्यक्तीचं,त्यांच्या कामाचं, संसाधनांचं, किंवा श्रमाचं अन्यायपूर्ण किंवा अनैतिक पद्धतीने उपयोग करणे. समाजामध्ये शोषणाची विविध स्वरूपे आढळून येतात, जसे की आर्थिक शोषण, लैंगिक शोषण, जातीय शोषण, आणि मानसिक शोषण. हे सर्व शोषणाचे प्रकार अन्यायाचे वातावरण निर्माण करतात आणि व्यक्तीच्या किंवा गटाच्या समाजातील स्थानावर प्रभाव टाकतात.

या सर्व सामाजिक प्रक्रियेमध्ये स्त्री जीवन हा अत्यंत महत्त्वाचा भाग असतो. लैंगिक दृष्टीने समाजाचे जे दोन महत्त्वाचे भाग ते म्हणजे पुरुष आणि स्त्री. आणि मग पुढे आली पितृसत्ताक संस्था आणि मातृसंस्था. या दोघांत समाजाची शोषक व शोषित अशी वर्गीय विभागणी झाली. काही प्रभावी विचारांच्या लोकांमुळे स्त्रियांना स्वतःचे अस्तित्व, स्वातंत्र्य आणि माणूस म्हणूनच स्थान दिले गेले नाही. सत्ता, संपत्ती ,मालकी अशा कारणांमुळे अधिकाधिक शोषणाला सुरुवात झाली. मन, बुद्धी, विचार व वर्तन यामध्ये स्त्री पुरुषपेक्षा वेगळी नाही हे सिद्ध करण्यासाठी अनेक समाजसुधारकांनी प्रयत्न केले आणि अनेक

चळवळींचा उदय झाला. त्यासाठी प्रथम प्रामुख्याने पुरूषच पुढे आले हे ही महत्त्वाची आहे.

महात्मा फुले गोपाळ गणेश आगरकर यांनी स्त्री प्रश्नांच्या उभारणीला सुरुवात केली. स्त्रीला मानवाचा दर्जा मिळवून देण्यासाठी भूमिका घेतली. शिक्षण आणि प्रामुख्याने सहशिक्षण ,विधवा विवाह, बालहत्या विरोध अशा चळवळींचा उदय झाला आणि परिवर्तनाची पहाट झाली आणि हळूहळू या विचारांचे युग सुरू झाले.

* परिवर्तनाची दिशा लाभलेले युग *

'स्त्रीबुद्धी प्रलयंकर'

'न स्त्री स्वातंत्र्यमर्हती'

अशा शास्त्रवचनांनी एकेकाळी स्त्रीला पशुपेक्षा हीन आणि निर्बुद्ध ठरवणाऱ्या समाजातील स्त्री आज 'स्त्रीची सामाजिक स्तरावरील स्थिती' तथा 'आधुनिक स्त्रीचे समाजातील स्थान' या विषयावर बोलू शकते, लिहू शकते, विचार व्यक्त करू शकते आहे त्यावरून समाजात स्त्री स्वतंत्र आहे.तिच्या परिवर्तनाची दिशा प्रगतीपथावर आहे हे सहजपणे लक्षात येत आहे.

एकेकाळी स्त्रीला 'ब्र' शब्द उच्चाराची परवानगी नसलेल्या समाजामध्ये ब्र ,भिन्न, सारखं साहित्य लिहिणाऱ्या आणि त्यावर चर्चा करणाऱ्या स्त्रिया आज समाजामध्ये

आहेत . समाजातील विविध स्तरांवरून स्त्रियांवर होणाऱ्या अन्यायाविरुद्ध उघडपणे भाषण व लेखन अशा विविध माध्यमांतून प्रगट होत आहेत.

केवळ चुलमूल या व्यासामधून बाहेर पडून मुक्तपणे स्वतःचा परिघ वाढवत अबला ते सबला या प्रगतीपथावर स्त्रीचा प्रवास चालू आहे. आज राष्ट्रीय पातळीवर विविध परिषदा, चर्चासत्रे ,परिसंवाद घडवून स्त्रियांच्या प्रश्नांना समोर आणण्याचा प्रयत्न केला जात आहे . नवनव्या जाणीव जागृती निर्माण करून परिवर्तनाचा झेंडा फडकवण्याचे प्रयत्न चालू आहेत.

मातृत्व आणि पितृत्व, शिक्षक ते डॉक्टर, बस चालक ते वैमानिक, बचतगट ते व्यावसायिक, पोलिस ते कमांडर असा धरती ते गगन सर्वत्र अभिमानाने आणि धाडसाने प्रवास सुरू आहे. आजची स्त्रीचा आपली स्वतःची जबाबदारी उचलून इतरांच्याही मदतीला पुढे जाण्यासाठी सज्ज झालेली आहे. स्त्री आपला परिघ वाढवते आहे यातून आधुनिक समाजातील स्त्रीचे स्थान बदलले आहे याची खात्री होते. स्त्री जात म्हणजे तरी काय तर 'मानवी जगा'मध्ये सांख्यिकदृष्ट्या मोजायला गेले तर कमी असेल परंतु जिच्यामुळेच जग आहे अशी व्यक्ती म्हणजे स्त्री. शारीरिक दृष्ट्या वेगळे देह वैशिष्ट्य प्राप्त झालेली व्यक्ती म्हणजे स्त्री. या शारीरिक वेगळेपणाशिवाय स्त्री आणि पुरुष यांच्या आचार विचारांच्या बाबतीत स्त्री ही पुरुषाची समानधर्मीच असते.' स्त्री ही स्त्री म्हणून जन्माला येत नाही तर ती संस्कारामुळे स्त्री बनते, स्त्री ही पुरुषापेक्षा कधीही कनिष्ठ नसते' एका फ्रेंच विचारवंतांनी एकेकाळी मांडलेला हा विचार आजही लक्षात घेण्यासारखा आहे. समाजामध्ये स्वतःचे अस्तित्व मिळवण्यासाठी आणि ते टिकवण्यासाठी स्त्रीला पुरुषांनी बनवलेल्या जातक रूढी आणि विचारांना लढा द्यावा लागला होता. जी स्त्री हा लढा देऊ शकली नाही किंवा देऊ शकत नाही ती स्त्री ही अबला बनते आणि जी लढा देऊ शकते ती सबला ठरते. हे मात्र अजूनही सत्य आहे. 19 वे शतक हे महाराष्ट्राच्याच नव्हे तर भारताच्या इतिहासामधील प्रबोधनाचे शतक म्हणून ओळखले जाते. परकीय सत्तेच्या सावलीखाली असताना सुद्धा आधुनिकतेच्या चळवळी साकारू लागल्या होत्या. अस्पृश्यता निर्मूलनाचे सारख्या अनेक चळवळील बरोबर स्त्री समस्यांशी निगडित अशा स्त्री शिक्षण बालविवाह जरठ कुमारी विवाह भ्रूणहत्या सती केशवपन विधवा विवाह देवदासी हुंडा पद्धती अशा अनेक समस्या भोवती सुधारणावादी चळवळी ना या काळात प्रारंभ झाला. परंपरेचा पगडा, पुरुष सत्ताक समाज समाज आणि जोडीला अज्ञान या मुळे या स्त्रीवादी समस्यांना अधिक बळकटी

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मिळत होती त्यातून बाहेर पडण्यासाठी 19 व्या शतकामध्ये हळूहळू प्रारंभ झाला.

महात्मा फुले गोपाळ गणेश आगरकर अशांनी समता ,विवेक आणि मानवतावाद यावर स्त्री प्रश्नांच्या वर आवाज उठवायला सुरुवात केली स्त्रीने शिकून समोरून घराची चौकट पार करून सार्वजनिक क्षेत्रांमध्ये ताठ मानेने उभा राहिले पाहिजे यासाठी प्रयत्न सुरू झाले. 19 व्या शतकातल्या या प्रयत्नांचा पुढे केवळ स्त्रियांच्याच नव्हे तर समाज जीवनातील शिक्षण आरोग्य राजकारण समाजकारण साहित्य संस्कृती अशा विविध क्षेत्रांवर मोठा बदल होऊ लागला आणि या 19 व्या शतकात लावलेल्या वृक्ष बहरला आणि त्याची रूचकर फळे दिसू लागली.

महात्मा गांधी, पंडित नेहरू, डॉ. बाबासाहेब आंबेडकर यांच्या नेतृत्वाने स्त्री प्रश्नांची मांडणी अधिकाधिक तळमळीने मांडली गेली आणि स्त्रियांच्या भविष्यासाठी प्रेरक ठरू लागली आणि स्त्रियांचा सामाजिक क्षेत्रातील सहभाग लक्षणिय ठरू लागला. परंतु कितीही बहरलेला वृक्ष आणि लागलेली फळे दिसली तरी ही काही अंशी वेदनेची आणि अडचणींची कीड ही अजूनही शिल्लक आहे. अजूनही काही अंशी महिलांना हा लढा लढल्याशिवाय अस्तित्व लाभत नाही. हा लढा विविध पातळ्यांवर आणि विविध अशा वातावरणामध्ये लढावा लागत आहे. म्हणून महिलांच्या सामाजिक स्थानाची तुलना करताना आपल्याला विविध पैलूंचा विचार आवर्जून करावा लागतो. शिक्षण, आरोग्य, राजकीय सहभाग, आर्थिक सहभाग, लिंगभेद, नवनवीन तंत्रज्ञान, नवीन वातावरण, शारीरिक व मानसिक संकटे इत्यादी सर्व पैलूंवर विचार करून भारतातील महिलांची सामाजिक स्थिती कशी आहे, यावर प्रकाश टाकावा लागेल.

१) शिक्षण:

शिक्षण हा स्त्रीच्याच काय सर्व समाजाच्या दृष्टीने सुधारणेच्या दृष्टीने पहिली पायरी असते आणि ती महत्त्वपूर्ण असते स्त्रीच्या बाबतीत तर हा टप्पा पार करणे हीच मोठी परीक्षा असते. शिक्षणामुळे स्त्रीला तिच्या सामाजिक जाणीवा लक्षात येतात. स्त्रीला लावणारे कायदेशीर अधिकार व हक्क याबद्दल जागृती निर्माण होते. शिक्षणामुळे आत्मविश्वास प्राप्त होतो. वैज्ञानिक जाणीवा दृढ होतात अंधश्रद्धेच्या विळख्यातून बाहेर येतात. भारतीय स्त्रीची शैक्षणिक प्रगतीमध्ये गेल्या काही दशकांत मोठी वाढ झाली आहे. शिक्षणाच्या प्रत्येक स्तरावर महिलांच्या उपस्थितीमध्ये सुधारणा झाली आहे, ज्यामध्ये प्राथमिक शाळा पासून उच्च शिक्षणापर्यंतचा समावेश आहे. सरकारी आणि निजी संस्थांच्या प्रयत्नांमुळे, शिक्षणाच्या क्षेत्रातील

लिंगभेद कमी होत आहे. उदाहरणार्थ, 'बेटी बचाओ, बेटी पढाओ' यासारख्या सरकारी उपक्रमांमुळे शिक्षणाच्या क्षेत्रात स्त्रीयांना प्रोत्साहन मिळाले आहे. त्याचबरोबर, अनेक शैक्षणिक संस्थांनी शुल्कात सवलत, छात्रवृत्ती आणि इतर आर्थिक मदतीची सुविधा महिला विद्यार्थिनींसाठी उपलब्ध केली आहे.

शैक्षणिक प्रगतीच्या बाबतीत उल्लेखनीय मुद्दा म्हणजे, स्त्रियांचा प्रतिनिधित्व विज्ञान, तंत्रज्ञान, अभियांत्रिकी आणि गणित (STEM) या क्षेत्रांमध्ये देखील वाढत आहे, जे अधिकाधिक समतोल आणि समावेशकता निर्माण करत आहे. मात्र, अजूनही ग्रामीण भागात विशेषतः शिक्षणापर्यंत पोहोचण्याच्या संधीमध्ये आणि शैक्षणिक संसाधनांच्या उपलब्धतेमध्ये मोठी असमानता आढळते. शैक्षणिक संस्थांपर्यंत पोहोच, आर्थिक अडचणी, सामाजिक-सांस्कृतिक बाध्यता आणि लिंगभेद यासारख्या आव्हानांमुळे अजूनही बरेच स्त्रियांना शैक्षणिक प्रगतीमध्ये सामील होण्यास अडचणी येत आहेत. अशा परिस्थितीत, शिक्षणाच्या क्षेत्रात लिंगभेद कमी करणे आणि सर्वांसाठी समान शैक्षणिक संधी निर्माण करणे हे अजूनही एक महत्त्वाचे उद्दिष्ट आहे आणि सर्वात महत्त्वाचे म्हणजे एकीकडे उत्तुंग भरारी मारणारी स्त्री दिसत असली तरी सुद्धा कधीकधी सुशिक्षित आणि कमावती स्त्री सुद्धा सामाजातील काही पाशवी शक्तीची गुलाम ठरताना दिसते आहे. तंत्रज्ञानाने आधुनिक आणि विचारांनी पुढारलेल्या म्हणतो अशा या जगात अशी कितीतरी उदाहरणे पुढं येतात आणि दिसतात परंतु न दिसलेली आणि दबलेली आवाजाची कितीतरी उदाहरणे चार भिंतीच्या आड अजूनही असतात. या परिस्थितीला कारण कमी आत्मविश्वास आणि संस्काराने आलेले व लादले गेलेले स्त्रीत्व हे दिसून येते.

भारतातील वेगवेगळ्या राज्यात स्त्री शिक्षणाची स्थिती अतिशय विविधतापूर्ण आहे. शिक्षणाच्या प्रसारासाठी आणि शिक्षणाच्या दर्जासाठी केलेल्या प्रयत्नांचा परिणाम म्हणून, काही राज्यांमध्ये महिलांची शिक्षणातील सहभाग उत्तम पातळीवर आहे, तर काही ठिकाणी हे प्रमाण अजूनही चिंताजनक आहे.

केरळ: केरळ हे राज्य भारतात स्त्री शिक्षणाच्या बाबतीत अग्रगण्य आहे. येथे साक्षरता दर उच्च आहे आणि महिला व शिक्षणाची प्रतिष्ठा उच्च पातळीवर आहे.

तामिळनाडू: तामिळनाडूमध्ये सुद्धा स्त्री शिक्षणाचा उच्च दर आणि गुणवत्ता दिसून येते. येथील महिलांची उच्च शिक्षणाकडे ओढ दिसून येते.

राजस्थान आणि बिहार: या राज्यांमध्ये, विशेषतः ग्रामीण भागात, स्त्री शिक्षणाची स्थिती चिंताजनक आहे. सामाजिक-

आर्थिक अडचणी, लैंगिक भेदभाव आणि परंपरागत दृष्टिकोनामुळे महिलांची शिक्षणातील सहभाग कमी आहे.

पश्चिम बंगाल आणि उत्तर प्रदेश: या राज्यांमध्ये स्त्री शिक्षणाच्या दर्जात भरपूर वाढ झाली आहे, पण अजूनही काही ग्रामीण भागात शिक्षणाच्या प्रवेशात आणि गुणवत्तेत आव्हाने आहेत.

हरियाणा आणि पंजाब: या राज्यांमध्ये महिला आणि पुरुषांमध्ये शिक्षणाच्या साक्षरता दरात मोठा फरक आहे. मात्र, येथील सरकार आणि विविध संघटना स्त्री शिक्षणाच्या प्रसारासाठी प्रयत्नशील आहेत.

भारतातील सरकार आणि विविध गैरसरकारी संस्था स्त्री शिक्षणाच्या प्रसारासाठी अनेक उपक्रम राबवत आहेत. शिक्षणाच्या सुलभतेसाठी छात्रवृत्ती कार्यक्रम, मुलींसाठी विशेष शाळा आणि महिला महाविद्यालये इत्यादी. या प्रयत्नांमुळे स्त्री शिक्षणाच्या प्रसारात नक्कीच सुधारणा होत आहे, पण अजूनही अनेक आव्हाने आहेत ज्यांचा सामना करणे गरजेचे आहे.

२) आरोग्य

'चांगले आरोग्य हाच खरा दागिना' हा एक उत्तम विचार आपण वाचतो आणि ऐकतो. महिलांना समाजात सदृढतेने वावरण्यासाठी आणि राहण्यासाठी हा विचार महत्वपूर्ण ठरतो. समाजामध्ये स्त्री आज विविध पातळ्यांवर लढताना वावरताना दिसू देते दिसते आहे हे वावरणे आरोग्य चांगले असेल तर हे वावरणे तिला सहज शक्य होत असते कारण स्त्री म्हणून तिच्यावर येणाऱ्या विविध जबाबदाऱ्या शारीरिक दृष्ट्या स्त्री म्हणून असणारे एक जे वेगळेपण असते ते तिला नाकारता येतच नाही आणि त्यामुळे उत्तम आरोग्य असेल तर ती सर्व पातळीवर सहजतेने लढू शकते.

स्त्रियांच्या बाबतीत चांगल्या आरोग्याचे महत्त्व आणि फायदे खूपच आहेत. चांगले आरोग्य हे फक्त शारीरिक स्वास्थ्यापुरतेच मर्यादित नसून, मानसिक, भावनिक, आणि सामाजिक स्वास्थ्याशीही संबंधित आहे.

उत्तम शारीरिक स्वास्थ्य चांगले आरोग्यामुळे स्त्रियांना गर्भावस्था आणि प्रसूतीसंबंधीत समस्या, स्तन कॅन्सर, अंडाशयाचे कॅन्स इतर आजारांपासून संरक्षण मिळते. मानसिक आणि भावनिक स्थिरता नियमित व्यायाम, योग्य आहार आणि पुरेशी झोप या माध्यमातून चांगले आरोग्य साध्य होते, जे मानसिक तणाव, नैराश्य आणि चिंता यासारख्या समस्या कमी करण्यास मदत करते.

सुनिता सूर्यकांत कदम

उत्पादकता वाढ :- चांगल्या आरोग्याची स्थिती असलेल्या स्त्रिया कामात अधिक उत्पादक असतात, ज्यामुळे त्यांच्या व्यावसायिक आणि वैयक्तिक जीवनात सुधारणा होते.

दीर्घायुष्य:- चांगले आरोग्य आणि स्वस्थ जीवनशैली दीर्घायुष्याला प्रोत्साहन देते. या मुळे, स्त्रिया आणखी काही वर्षे आनंदी आणि सक्रिय जीवन जगू शकतात.

सामाजिक संबंध:- चांगले आरोग्य असणाऱ्या स्त्रिया सामाजिक क्रियाकलापात अधिक सक्रिय असतात, ज्यामुळे त्यांचे सामाजिक संबंध मजबूत होतात आणि त्यांना समाजात अधिक सहभागी होण्याची संधी मिळते.

या सर्व फायद्यांचा अर्थ असा आहे की, स्त्रियांनी आपल्या आरोग्याची काळजी घेणे फक्त वैयक्तिक लाभासाठीच नव्हे तर समाजाच्या समृद्धीसाठीही महत्वाचे आहे. गेल्या काही वर्षात महिलांच्या आरोग्याची स्थिती भारतात सुधारत आहे, परंतु हे चित्र खूप चांगले आहे असं म्हणता येणार नाही. कुपोषण, अनारोग्य, आणि मातृत्व संबंधित मृत्युदर अजूनही उच्च आहेत. शिक्षणाप्रमाणेच भारतीय स्त्रियांची आरोग्या संदर्भातील स्थिती ही सुद्धा सर्वत्र समान आणि समाधानकारक नाही. त्यात काही अंशी प्रगती होत आहे, पण अजूनही बरीच आव्हाने पेलण्याची गरज आहे. सामाजिक दृष्ट्या पाहता भारतामध्ये स्त्रियांची मानसिक आरोग्याची स्थिती अनेक कारणांमुळे आव्हानात्मक आहे. जातीयता, लिंगभेद, आर्थिक स्थिती, शैक्षणिक पातळी, आणि कामाच्या ठिकाणी भेदभाव यासारख्या घटकांमुळे स्त्रियांना विविध प्रकारच्या मानसिक आरोग्य समस्या जसे की नैराश्य, चिंता, स्ट्रेस आणि इतर मानसिक आरोग्याच्या समस्या अनुभवाव्या लागतात. विशेषत: ग्रामीण भागात आणि कमी आर्थिक पातळीवरील महिलांमध्ये, मानसिक आरोग्य सेवा मिळवण्यासाठीच्या संधी मर्यादित असल्याने समस्या अधिक गंभीर असतात. याव्यतिरिक्त, मानसिक आरोग्य संबंधीच्या समस्यांबद्दलची कलंक आणि त्याबद्दलची अज्ञानता अनेक स्त्रियांना योग्य उपचार घेण्यापासून रोखते. मानसिक आरोग्यावर सामाजिक जागरूकता निर्माण करणे, कलंक कमी करणे, आणि मानसिक आरोग्य सेवांचा विस्तार करणे अशा क्षेत्रांमध्ये अजूनही खूप काम करण्याची गरज आहे.

सकारात्मक बाजू :-

शिक्षण आणि जागरूकता शिक्षणाच्या दरात वाढ झाल्याने आरोग्य सेवांबाबत जागरूकता वाढली आहे. स्त्रिया आता आरोग्य संबंधित माहिती आणि सेवा घेण्यासाठी अधिक सक्रिय आहेत.

सुनिता सूर्यकांत कदम

सरकारी उपक्रम:-

भारत सरकारने गर्भवती महिला आणि बालिकांसाठी विविध आरोग्य योजना आणि कार्यक्रम बवले हेत, जसे की पोषण अभियान, जननी सुरक्षा योजना इत्यादी.

आव्हाने :-

ग्रामीण विरुद्ध शहरी विभाजन ग्रामीण भागातील स्त्रियांना अजूनही योग्य आरोग्य सेवांचा अभाव आहे. त्यांच्या पर्यंत पोहचण्यात अनेक अडचणी आहेत, जसे की वाहतूक, आर्थिक बंधने, आणि सामाजिक मान्यता.

मानसिक आरोग्य:-

मानसिक आरोग्य हे अजूनही एक दुर्लक्षित क्षेत्र आहे. सामाजिक कलंक आणि जागरूकतेच्या कमतरतेमुळे बरेचदा मानसिक आरोग्याच्या समस्या दडपल्या जातात.

पोषणाचा अभाव:-

अनेक स्त्रिया आणि मुली अजूनही कुपोषण आणि अन्नाच्या अभावाशी संघर्ष करीत आहेत. हे गर्भवती महिला आणि बालिकांच्या आरोग्यावर गंभीर परिणाम करू शकते.

काय करता येईल ? :-

1. आरोग्य सेवा आणि शिक्षणाचा प्रसार वाढवून आरोग्य सेवांपर्यंत पोहोच वाढवणे आवश्यक आहे.
2. मानसिक आरोग्य संबंधित कलंक कमी करणे आणि यासंबंधित जागरूकता वाढवणे.
3. पोषण आणि स्वास्थ्य सेवांमध्ये गुणवत्ता आणि समानता यावर अधिक लक्ष केंद्रित करणे.

स्त्रियांच्या आरोग्याच्या स्थितीमध्ये सुधारणा करण्यासाठी समाजाच्या प्रत्येक स्तरावरील अजूनही खूप प्रमाणात प्रयत्न आवश्यक आहेत. तरच स्त्रियांचे समाजातील स्थान मजबूत होईल आणि सहभाग अधिकाधिक प्रमाणात होईल.

३) राजकीय सहभाग:

राजकीय सहभागात महिलांची प्रतिनिधित्व मोठ्या प्रमाणात वाढले आहे. विशेषतः स्थानिक सरकारी पातळीवर आणि जेथे स्थानिक स्वराज संस्थांमध्ये महिलांसाठी आरक्षणाची व्यवस्था झाली आहे अशा ठिकाणी महिलांचा सहभाग वाढला आहे हे नक्कीच. तरीही भारतीय महिलांचे राजकीय क्षेत्रातील स्थान आणि त्यांच्यासमोरील अडचणी हे विविध पैलूंवर अवलंबून आहे. सध्या, भारतीय महिलांनी राजकीय क्षेत्रात अनेक महत्त्वपूर्ण पदे सांभाळली आहेत आणि महत्त्वाच्या निर्णय घेण्याच्या प्रक्रियेत सहभागी झाल्या आहेत. परंतु, त्यांच्यासमोर अनेक अडचणी उभ्या राहिल्या आहेत.

सध्याचे स्थान :- प्रतिनिधित्व

भारतीय महिलांनी लोकसभा, राज्यसभा, विविध राज्यांच्या विधानसभांमध्ये आणि स्थानिक स्वराज्य संस्थांमध्ये प्रतिनिधित्वाची भूमिका निभावली आहे. त्यांनी काही महत्त्वपूर्ण आणि प्रभावी पदे देखील सांभाळली आहेत, जसे की राष्ट्रपती, पंतप्रधान, राज्यपाल, मुख्यमंत्री, आदी.

कायदेमंडळ आणि निर्णय प्रक्रिया महिला नेत्यांनी निर्णय प्रक्रियेत आणि कायदे बनविण्याच्या प्रक्रियेत सक्रिय सहभाग घेतला आहे, विशेषतः ज्यामध्ये महिलांच्या हितांचा संबंध आहे अशा ठिकाणी त्या सक्रिय आहेत.

अडचणी :- लैंगिक असमानता

राजकारणात महिलांचे प्रतिनिधित्व अजूनही पुरुषांच्या तुलनेत कमी आहे. लैंगिक असमानता, पूर्वग्रह आणि स्टिरिओटाईप्स विचार यांचा परिणाम महिलांच्या राजकीय सहभागावर होतो.

प्रचार आणि निधी:-

महिला उमेदवारांना निवडणुकीच्या वेळी तिकिट मिळवणे आणि प्रचारासाठी आवश्यक निधी मिळविण्यासाठी अधिक संघर्ष करावा लागतो. यामुळे त्यांच्या राजकीय मोहिमांना अडचणी येतात.

सुरक्षा आणि छळ:-

राजकीय क्षेत्रातील महिलांना कधीकधी लैंगिक आधारित हिंसा, छळ आणि धमक्यांचा सामना करावा लागतो, ज्यामुळे त्यांच्या सुरक्षिततेची चिंता वाढते.

समाजातील रूढी आणि सांस्कृतिक आव्हाने :-

समाजातील रूढीवादी दृष्टिकोन , परंपरागत विचार, कौटुंबिक आणि सांस्कृतिक आव्हाने महिलांना राजकीय क्षेत्रात आपले स्थान निर्माण करण्यासाठी अडथळा आणतात.

निर्णय स्वातंत्र्यावर गदा:-

निवडणुकीमध्ये निवडून आलेल्या स्त्रीला स्वतः निर्णय घेण्याची क्षमता असताना सुद्धा संधी दिली जात नाही. केवळ खुर्चीच्या शोभेसाठी बसवून पती किंवा इतर व्यक्तींकडून काम करण्याची कृती या अडचणींवर मात करण्यासाठी आणि राजकीय प्रतिनिधित्वात सहभागी होण्यासाठी महिलांना केवळ ठराविक आरक्षण उपयोगी पडणार नाही तर समाजामध्ये स्त्रीचे नेतृत्व मान्य करण्याची मनापासूनची तळमळ असणे गरजेचे आहे. आणि स्त्रीने स्वतः सुद्धा अडथळ्याच्या ठिकाणी मुसंडी मारून स्वतःचे व्यक्तिमत्व अंतर्बाह्य खोलवण्यासाठी प्रयत्न करण्याची गरज आहे.

सुनिता सूर्यकांत कदम

४) आर्थिक सहभाग

भारतात महिलांची सामाजिक स्तरावर आर्थिक सहभागिता अत्यंत महत्वपूर्ण आहे. त्याचे मोजमापाच्या भूमिकेतून पाहिले तर ते पुरुषांच्या तुलनेत थोडीफार कमी असण्याची शक्यता आहे परंतु जे योगदान आहे ते मौलिक असे योगदान आहे.या बाबतीत ही कामाच्या ठिकाणी लिंगभेद, कमी पगार, आणि उच्च स्तरावरील पदांवर महिलांचे कमी प्रतिनिधित्व या प्रमुख समस्या आहेतच.भारतीय स्त्रियांची आर्थिक सक्षमता ही विविध घटकांवर अवलंबून आहे, जसे की शिक्षण, कौशल्य विकास, रोजगाराच्या संधी, सामाजिक-आर्थिक स्थिती, आणि लैंगिक समानता. भारतीय समाजात स्त्रियांची आर्थिक भागीदारी वाढत असली तरी, अद्यापही अनेक आव्हाने आहेत.

रोजगाराच्या संधी:-

भारतातील अनेक स्त्रिया कृषि क्षेत्रासह लघु उद्योग, सेवा क्षेत्र, आणि घरगुती उद्योगात काम करतात. परंतु, उच्च पदांवरील आणि तंत्रज्ञानाशी संबंधित नोकऱ्यांमध्ये स्त्रियांचे प्रतिनिधित्व कमी आहे.

शिक्षण आणि प्रशिक्षण :-

भारतात शिक्षणाच्या संधी सुधारल्या असल्या तरी, अनेक स्त्रियांना उच्च शिक्षण आणि व्यावसायिक प्रशिक्षणाचा अभाव आहे, जो त्यांच्या रोजगार संधीवर परिणाम करतो.

सामाजिक आणि कौटुंबिक बंधने:-

सामाजिक आणि कौटुंबिक बंधनांमुळे अनेकदा स्त्रियांना कामाच्या ठिकाणी जाणे कठीण होते, किंवा त्यांना विशिष्ट प्रकारच्या नोकऱ्या करण्यापासून रोखले जाते.

लैंगिक असमानता:- वेतनातील भेदभाव, करिअरमध्ये प्रगतीच्या संधीवर लिंगाच्या आधारावर भेदभाव, आणि कामाच्या ठिकाणी लैंगिक उत्पीडन हे स्त्रियांसमोरील प्रमुख आव्हाने आहेत.

उद्यमशीलता:-

सकारात्मक बाजू म्हणून, अनेक भारतीय स्त्रिया उद्यमशीलता आणि स्वयंरोजगाराच्या क्षेत्रात सक्रिय आहेत. त्यांच्या उद्यमांमुळे ते आर्थिकदृष्ट्या स्वावलंबी बनत आहेत आणि समाजात त्यांचे स्थान सुदृढ करत आहेत.

सामाजिक योगदानामध्ये स्त्रियांच्या आर्थिक सहयोगाबाबत एक महत्वाची परंतु दुर्लक्षित बाजू अशी की स्त्रियांचे योगदान पारंपारिक रोजगार, घरगुती व्यवसाय, कृषि कार्य, शिक्षण, आरोग्य सेवा, आणि अनधिकृत

क्षेत्रामध्ये दिसून येते. भारतीय समाजामध्ये बहुतेक स्त्रिया घरगुती कामे, बालकांचे संगोपन, आणि ज्येष्ठांची काळजी अशा कामांमध्ये गुंतलेल्या असतात, ज्याची आर्थिक मूल्यमापन करणे कठीण असते आणि केलेच जात नाही. म्हणून आर्थिक सर्वेक्षणानुसार, भारतात महिलांचे रोजगाराचे प्रमाण कमी असेल पण जे आहे ते कौतुकास्पद आणि अनमोल आहेच. विविध सामाजिक संस्थांमार्फत महिलांच्या आर्थिक सक्षमीकरणासाठी विविध उपाययोजना करणे गरजेचे आहे. शिक्षण आणि व्यावसायिक प्रशिक्षणाच्या माध्यमातून महिलांना सक्षम करणे, महिला उद्योजिकांना आर्थिक सहाय्य आणि प्रोत्साहन देणे. समाजातील सर्व घटकांनी लैंगिक भेदभाव,रूढीवादी मानसिकता दूर करणे गरजेचे आहे. महिलांना या क्षेत्रात अजूनही अनेक आव्हाने आहेत आणि त्यांना सामोरे जाण्यासाठी समाजाच्या प्रत्येक स्तरावरील प्रयत्नांची गरज आहे.

५) लिंगभेद

भारतीय समाजामध्ये अजूनही लिंगभेदी प्रथा आणि दृष्टिकोन अत्यंत वाईट पद्धतीने दृढ आहेत. बाई आणि पुरुष ही दोन्हीही सजीव व्यक्ती आहेत. माणूस म्हणून जगण्याचा अधिकार आहे. फक्त काही शारीरिक बदल सोडले तर या दोन्ही जीवांमध्ये काही ही फरक नाही . दोन्ही जीवांना समान अर्थाने समाजामध्ये जगण्याच्या हक्क आहे. परंतु अजूनही बहुतांशाने स्त्री ही दुय्यम मानून तिच्या विकासात अडथळे आणण्याचे काम होत असते अन्याय आणि अत्याचारामुळे तिच्यावर एक वस्तू म्हणून अधिकार गाजवून वापरण्याची प्रवृत्ती दिसून येते.या अशा प्रवृत्तीमुळे महिलांना विविध सामाजिक आणि आर्थिक आव्हानांचा सामना करावा लागतो आणि त्याचा त्यांच्या जीवनावर विविध प्रकारे परिणाम होतो. यात शैक्षणिक, व्यावसायिक, सामाजिक आणि घरगुती स्तरावरील असमानता समाविष्ट आहे.शैक्षणिक क्षेत्रात भारतात शैक्षणिक प्रवेश आणि साक्षरता दरामध्ये सुधारणा झाली असली तरी, ग्रामीण भागांत विशेषत: मुलींना उच्च शिक्षणापर्यंत पोहोचण्यासाठी अनेक अडचणी येतात.

काही खेळांमध्ये मुलगी म्हणून सहजतेने प्रवेश मिळत नाही. क्रिकेट सारख्या लोकप्रिय खेळांमध्ये सुद्धा पुरुष आणि स्त्री खेळाडूंमध्ये जमीन आसमानाचा फरक केलेला दिसून येतो. मानधनामध्ये सुद्धा स्त्री खेळाडू म्हणून फरक केला जातो.व्यावसायिक क्षेत्रात महिलांना रोजगाराच्या संधीत समानता मिळत नाही. उच्च पदांवर काम करणाऱ्या महिलांची संख्या कमी आहे. व्यावसायिक क्षेत्रात स्त्रियांच्या शारीरिक क्षमतेवर बोट ठेवून दूर ठेवले

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जाते. सामाजिक क्षेत्रात समाजात महिलांवर अनेक पूर्वग्रह आणि सामाजिक नियम लादले जातात जे त्यांच्या स्वातंत्र्यावर आणि विकासावर परिणाम करतात. सामाजिक क्षेत्रामध्ये स्त्री ही कितीही सक्षमतेने काम करत असली तरीही स्त्री म्हणून होणारे अत्याचार आणि अपमान, अन्याय या गोष्टी अधिक दिसून येतात.घरगुती हिंसा आणि लैंगिक हिंसाभारतातील महिला घरगुती हिंसा आणि लैंगिक हिंसाच्या विविध स्वरूपांना सामोऱ्या जात असतात. स्त्री कितीही शिकली आणि सक्षम असली तरी कुटुंब सांभाळण्याची जबाबदारी ही प्रामुख्याने स्त्रीवरच येते आणि म्हणून स्त्री बाहेर पडण्याचा प्रयत्न करते तेव्हा प्रथम घरातूनच हिंसा आणि लैंगिक छळाला सामोरे जावे लागते निर्णय घेण्याच्या प्रक्रियेत सहभाग अनेकदा महिलांना महत्त्वाच्या निर्णय घेण्याच्या प्रक्रियेत सहभागी होण्यापासून वंचित ठेवले जाते. मोठमोठ्या कंपन्यांमध्ये सुद्धा महत्त्वाचे निर्णय घ्यायची वेळ येते तेव्हा पदाचा आणि ज्ञानाचा विचार न करता निर्णय प्रक्रियेपासून डावलले जाते.स्त्रीला कुटुंबात सुद्धा या बाबतीत तोंड द्यावे लागते. मुला- मुलींचे शिक्षण, घरातील वस्तू खरेदी आणि कुटुंबासंबंधीचे महत्त्वाचे निर्णय घेताना स्त्रीला दुय्यम स्थान दिले जाते. या अशा संकट आणि अडथळ्यांना सामना करण्यासाठी केवळ स्त्रियांच्यामध्येच शिक्षण आणि जागरूकता वाढवणे गरजेचे नाही तर प्रामुख्याने पुरुषांमध्ये या विचारांची जागृती निर्माण झाली पाहिजे. सामाजाकडून अनेक बाबतीत कायदेशीर सुधारणा होणे गरजेचे आहे. समाजातील पूर्वग्रह बदलण्यासाठी प्रयत्न करणे आवश्यक आहे. भारतातील अनेक संघटना आणि सामाजिक कार्यकर्ते या दिशेने काम करत आहेत.

निष्कर्ष:

भारतीय समाजामध्ये आज स्त्री हे सक्षमतेने वावरताना दिसत आहे विविध क्षेत्रांमध्ये उच्च पातळीवर किंवा उच्च स्तरांवर ती कार्यरत आहे. सामाजिक क्षेत्रातील विविध योगदानांमध्ये तिचे अस्तित्व दिसून येत आहे आज महिला वुमन ऑन टॉप म्हणावं अशा टॉपला पोहोचताना दिसत आहेत परंतु ही दिसणारी एक चांगली बाजू आहे ही बाजू हळूहळू सुधारतही आहे परंतु तरीसुद्धा चिंता वाटावी असे वातावरण व प्रसंग डोके वर काढतात आणि पुन्हा एकदा पुरुष समाजाशी समाजाची पुरुषसत्ताक समाजाची नव्याने घडण व्हायला हवी का असे वाटत राहते परंपरेला प्रश्न विचारावे वाटतात विचारले तरी उत्तर मिळेल याचीही खात्री नसते. प्रश्न विचारणाऱ्या अनेक गार्गी या समाजामध्ये दिसून येत आहेत. परंतु त्यांचा हा निश्चय अधिक दृढ आणि टिकून राहण्यासाठी पुरुष समाजाने त्यांना एक वस्तू न मानता दुय्यम न मानता आपल्या बरोबरीने पुढे नेण्याची ताकद समाजाने दाखवली पाहिजे. सिंगल पालकत्व, एकेरी

दत्तक पालकत्व अशा पध्दतीने स्त्री जगण्याची हिंमत दाखवते आहेच पण हे करत असतानाच उंच भरारी ही घेत आहे. वैयक्तिक पातळीवर स्त्रीच्या समाजातील अस्तित्वाचा मौलिक सहभाग वाढवण्यासाठी सामाजिक उणिवा व अन्याय नाहीसे करण्याची तळमळ सर्व समाजाच्या प्रामुख्याने पुरुष वर्गाच्या मनात असणे गरजेचे आहे आणि त्यासाठी संघटित प्रयत्नांची आवश्यकता आहे. तर भारतातील हे चित्र आणखीन आशावादी आणि आनंदी दिसेल. सुधारणावादाचे बीज हे सर्वत्र एकसारखे उगवलेले सण्यासाठी अजून बराच कालावधी जाईल हे मात्र निश्चित.

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सुनिता सूर्यकांत कदम

National Education Policy 2020, Merits and Demerits of the Reformed Education System

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Abstrct:

Every country is choosing the different education policy by considering the tradition and culture of the country. In India, the National Education Policy (NEP 2020) was announced by the Government of India. This NEP will be impacting school education and higher education equally. This paper mainly focuses on NEP 2020 and its merits and demerits for higher education.

Keywords: National Education Policy 2020, higher education, merits and detriments.

Prologue:

The education system in India has been criticized for being exam-oriented and lacking in innovation. The objective of National Education Policy is to address these issues and transform the primary and higher education systems to make them more relevant and effective. But it is a challenge to develop the learning regime by taking into account the culture and geographical diversity of the country. As well as the different learning pace of each student.

Objectives of the study:

In this study, the objectives are as follows:

1. To study the merits of NEP 2020.
2. To study the demerits of NEP 2020.

Methodology

The methodology of this study is a simple discussion of our new National Education Policy 2020. This study highlights some merits and demerits of the NEP 2020 on higher education.

Merits of NEP 2020.

1. The main objective of the NEP 2020 is to provide quality education to all students as well as increase the Gross Enrolment Ratio (GER) at the higher education level in the country.
2. In NEP 2020, all higher education institutions have the liberty to do any kind of innovation concerning courses, curriculum, examinations, and evaluation systems. It helps to improve the quality of institutions as well as be helpful for faculty and students.
3. The National Education Policy provides multidisciplinary education for students And also provide multiple entries and multiple exit points as well as facilitates the "credit transfer" at each step.
4. The objective of higher education institutions is to develop knowledge and innovation, which solved the problems of society. The objective of NEP 2020 is to transform the higher education structure from information-centric to research- and innovation-centric.
5. The objective of National Education Policy 2020 is to provide practical knowledge for learners. It helps to develop the scientific thinking abilities of the learners.

Demerits of NEP 2020.

1. The NEP 2020 has ambitious policy and goals, but there are some problems in achieving these goals. The major barrier is the availability of infrastructure facilities, resources, and capacity at various levels.
2. The National Education Policy focused on digital education and e-learning platforms. But socio-economic and geographical differences may pose big challenges in achieving this goal. This imbalance may further marginalize students from socially and economically disadvantaged backgrounds and increase educational inequalities.
3. The implementation of the National Education Policy may require a large increase in financial support, But in our country, it is difficult to do so in a short finance support for education.

Conclusion:

Higher education is important to increase social status, new technology adoption, healthy human behavior, and economic growth in every country. On that basis, NEP 2020 is an advanced learning method that will provide quality education and develop scientific thinking abilities. But before the implementation of NEP 2020, we must understand some challenges like socio-economic and geographical differences, low learning outcomes, a lack of critical thinking ability, a lack of problem-solving skills. However, the role of

government, educational institutions, and stakeholders is very important for the success of NEP 2020. With the NEP 2020 effectively implemented, India can transform its education system and prepare its youth for the new challenges of the 21st century.

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