



Tararani Vidyapeeth's

KAMALA COLLEGE, KOLHAPUR

(MAHARASHTRA) INDIA

(NAAC Re-accredited 'A' Grade [3.12 CGPA])

College With Potential for Excellence

ORGANIZES

One Day Multi-Disciplinary

NATIONAL SEMINAR

ON

**SIGNIFICANCE OF COCURRICULER, EXTRA CURRICULAR
AND EXTENSION ACTIVITIES IN HIGHER EDUCATION**

Date : 21st Dec. 2019

I/C PRINCIPAL

Dr. Smt. T. B. Muderkar

Kamala College, Kolhapur

CONVENER

Major Smt. Varsha Sathe

CO-CONVENER

Mr. Anil S. Ghaste

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Dr. Krantikumar R.Patil,
Executive President,
Tararani Vidyapeeth,
Kolhapur



MESSAGE

I am delighted to extend my warm regards to Kamala College fraternity on the occasion of National Seminar on Significance of Co-curricular, Extracurricular and Extension Activities in Higher Education.

The contribution of the NCC, NSS, Sports and other Extension Activities in moulding the students of the nation into mature and responsible citizen is highly significant.

My best wishes for the success of National seminar.

Date :- 21 December 2019

Place :- Kolhapur

From The Principal's Desk



It is matter of great pleasure and pride to publish research papers which have been presented in the multidisciplinary national seminar on **‘Significance of co-curricular, extracurricular and extension activities in Higher Education’** Organized by our college, in a form of research Journal. Acquisition of Knowledge is not limited to what are in books and other sources of literature. Rather Knowledge is based on what one learns through the experience of one’s real life so there is a responsibility of educational institutions to create the atmosphere and organize such co-curricular, Extra Curricular and Extension activities where the students develop their overall personality. These activities also help the students being in the expression and active manifestation of their noble tendencies. In view of this sincere efforts are made to focus on role and importance of these activities in allround development of students to transform them into competent citizens of the nation.

Kamala College is one of the branches of Tararani Vidyapeeth. Our college is established in 1984, with the noble vision of ‘ Women Empowerment.’ The college is honored with **‘College with Potential for Excellence’** , by UGC in 2016 and reaccredited third cycle by **NAAC with Grade A (3.12 CGPA)** Status in 2017. Our college has organized three International, six National and two state level seminars very successfully. The Executive president Hon. Dr. Krantikumar Patil, who has kept the educational pace of the institution abreast of time with his guidance the institution, is going ahead in the direction of excellence. Hon. Shri Prajkt Patil, the secretary of the institution is our strong supporter. Due to their inspiration the seminar proved fruitful for the all delegates. It is my great pleasure to appreciate the efforts taken by Major Varsha Sathe, Convener and Mr. Anil Ghaste, Co-Ordinator, Teaching and non-Teaching Staff for making the seminar successful. I express my best wishes to the editors of this research Journal.

Prof.Dr. Tejaswini B. Mudekar
I/c Principal, Kamala College, Kolhapur

Editor's Desk



For Holistic development of student Co-curricular, Extra-curricular and Extension activities are indispensable. Co-curricular activities give the students an opportunity to develop particular skills and exhibit their other academic abilities. To develop various facets of personality. Extra curricular activities are an integral part of educational environment, Curricula, supplemented with extra curricular activities, help in intellectual, emotional and moral development of students. Hidden potential of students can be harnessed through extra curricular activities. Extension activities are the third dimension of education. It primarily aims at establishing links with the community to identify their needs and problems. Extension activities play a vital role for bringing about a social transformation. Participation in these activities helps students in the process of holistic development. They seek aesthetic pleasure that boots their potentialities. For character building, spiritual and physical growth, inculcation of moral values and to boost creativity these activities are must. Considering the invaluable role of these activities in higher education, NAAC gives considerable weightage to these activities in assessment and accreditation process for quality enhancement of higher education.

The aim behind this seminar is to address wide ranging issues in theoretical and empirical perspectives it also highlights significant changes in problems and prospects in concerned issues.

The seminar will serve as a forum for discarding the role and importance of the activities in the complete development of student. Outcome of the seminar after deliberations on various aspects will be great contribution in the form of policy options for policy makers, academicians and the society as a whole.

I am very much thankful to Hon. Prin. Dr. KrantikumarPatil (Executive President), Mr. Prjakta K. Patil (Secretary) of TararaniVidyapeeth Kolhapur, for their guidance an warm support. My I/C Principal Dr. Mrs. TejswiniMudekar maid this event fruitful, Knowledge and memorable with his energetic efforts and full trust in me. My special gratitude goes to Coordinator Mr. Anil Ghaste forhis valuable support.The organizing committee member also contributed a lot for the success of this seminar. At last but not list my thanks goes to our teaching and non teaching staff for their admittance and tireless efforts.

I hope this seminar will be memorable and productive for participant and looking forward their future research.

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Major Varsha Sathe

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A Study: Effect Of National Cadet Core (NCC) Training On Girl Cadets

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Abstract:

NCC was formed in India in year 1948 with an intention of promoting leadership qualities amongst youngsters. A New wing in NCC was started for girls in the subsequent year 1949.

The universities and colleges who aspire to produce global citizens must take initiatives to promote their girl students to join NCC.

To pick up leadership skill, and endure physical activities should be on the bucket list of every girl. After all, the sky so high and one needs to explore it to the fullest.

NCC activities can be divided into four distinct categories. Namely, Institutional Training, Community Development programme cum social service, Adventure Training and youth exchange programme.

Three years continuous training is mandatory for every enrolled girl Cadet. So, the effect of the training shows on the overall personality of the cadet.

Introduction:

NCC stands for the National Cadets Corps which is the Indian military cadet corps. It is headquartered in New Delhi and very frequently invites students from schools and colleges in order to develop them for Indian security in the future. The Corps select them on a voluntary basis and provides extensive training and knowledge in all fields. It helps the youth of India to develop and prepare themselves in all three forces that is the Indian Army, Indian Navy and Indian Airforce. Students often join the National Cadets Corps during their graduation from all over India where they are given basic education to high level military training, which helps them in finding out whether they are suitable to pursue nation's security as their career in the future. The NCC strength is being expanded as part of a five-phase programme, which seeks to achieve strength of 15 lakh by 2019-2020.

Former Defence Minister Nirmala Sitharaman said, girls were "more keen" to join the corps than boys. "Among the girls, the enthusiasm is a lot more (than boys). They see fighter pilots (in the IAF), well-trained officials in the armed forces, and as a result there is a great expectation among them to sooner join the corps and the armed forces."

Aspects of NCC:

Though NCC is focused on all three forces however it still emphasis more on Military training and is established as a second line of defence.

- Many moral values such as selfless service, honesty and hard work and its importance is touched upon, which helps in making a person not only physically strong but also mentally stable.
- Directional training along with geographical location training. NCC cadets are also taught to understand and read the maps so that they are able to locate themselves when need arises.
- Field crafts and use of techniques and tactics is an essential part of training which acts as a guide map in case of cadets want to pursue armed forces as a career option.
- Basic medical knowledge which consist of anatomy and Physiology of human body. First aid and medical endurance is also taught during the training. This not only comes handy at all times but is a big plus in case of need.
- Basic wellbeing which consist of hygiene and sanitation, which helps in sustaining in inhabitable.
- Civil defence and self-defence is taught together in order to safeguard the society in case of need arises along with securing ones safety as well.

Without a doubt there is a lot to learn while in the NCC camp as state above, however you would be surprised to know other than the knowledge and experience gained there is a lot of other advantages which come with the NCC especially during graduation.

Advantages of Joining NCC

- NCC is a highly reputed body which is also a second line of defence. In India, many youngsters are trained in line with defence in case the need arises. If young students want to make it their career option, then being a NCC cadet holds a lot of weight.
- Other than just military training the cadets also learn several other valuable things such as selflessness, honesty, discipline, hard work and ways to build confidence and gain leadership qualities.

- Since NCC camps are held all over India therefore there is training in a various parts of the country, hence students get an opportunity of visit new places and learn the art of independence. They are required to use their social skills and their senses to get to know new places and adapt to the varying environment. Other than just social skills they also get to learn about the history and art of the new place.
- NCC cadets learn to take pride in themselves and the training also strengthens the spirit of being an Indian. This helps them gear towards joining the forces and providing their 100% when the country is in need of them.
- Other than military activities, the cadets are taught other skills such as parachuting, paragliding and basic aviation courses because of which they have an edge over others when appearing for the armed forces. Other than that, they also have a special quota which is very useful in case of final selection to join the armed forces.
- Under the regime of exchange programme, there are a few selected students who get an opportunity to visit other countries and learn various things which are practised in other nations and exchange experiences with cadets who happen to come to India from foreign lands.
- There are a total of 32 seats which are set aside for cadets who hold NCC certificate provided they have scored 50% in graduation with at least a B grade in C level examination. If all this suffices, then they are eligible for SSC without even qualifying for a CDS written exam. All they have to do is clear the SSB interview.
- Other than SSB they also get a preference over other in the CRF and BSF
- Other than just armed forces there are several central and state Government organisations who give special preference to NCC cadets.

In addition to all aforementioned benefits, NCC experience is one different from all others!

Objective of Study:

To study the effect of the training in enhancing leadership qualities and development of personality on girls cadets.

Methodology

- This research study was base on interview and questionnaire technique.
- The sample size was 25 cadets enrolled NCC, and appearing 'C' certificate examination.
- The questionnaire form gave to enrolled NCC third year cadets after collecting the form it was analyzed on the basis of scores.
- Each enrolled cadet was interviewed by asking some questions personally.

Result and Discussions

NCC 3rd year enrolled cadets should attend two camps. It was mandatory for appearing 'C' certificate examination. The selected sample cadets were gone through three years mandatory institutional training and attended two camps, for training. So, they are very much trained in all aspects of NCC Training.

1. The Socio-economic background of the sample cadets are lower middle income group. So, they are not used to the standard Etiquette and manners of NCC before training.
2. 100% cadets learn discipline, problem solving, decision making through NCC training and become confident about their strength and learn to face the weakness.
3. 75% cadets learn communication skill effectively.
4. 65% cadets acquired the improvement in their leadership quality in the camp training.
5. 85% cadets improve their confidence, posture related walking, physical fitness and mental stability.
6. 100% cadets improve their knowledge about social problems in society and participated in 'Beti Bachavo Beti Padhavo', Anti Corruption Rally, Cyber security, Road Safety, Aids awareness campaign and Swaccha Bharat Abhiyan.
7. 100% cadet accepts that, institutional training improves their cognitive skills and Adventures skills.
8. 75% cadets improve their awareness about National Integration.

Conclusion

NCC cadets find drastic change in their personality due to NCC training. NCC training gives positive effect in enhancing leadership qualities and overall development of the girl cadets.

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Influence of NCC on Sportsman Personality of College Students**Prof. Anil Ghaste**Associate. Professor and Head of the Department of Psychology,
Kamala College, Kolhapur**Abstract**

The present study is an endeavor to explore the role of NCC and sex in developing sportsman personality. The sample of college going students was taken for the present study from various colleges from Kolhapur city (NCC = 60 & Non-NCC = 60; male = 60 & female = 60). Purposive sampling method was used for collecting data. The data was assessed using Sportsman personality test Indian adaptation based on C.D. Spielberger devised by L.N. Dubey. Descriptive statistics used for assessing the Mean and Standard Deviation and inferential statistics ('t' test) were used for analyze the data obtained. The results revealed that, NCC plays significant role in developing sportsman personality. NCC students have more developed sportsman personality than Non-NCC students. There was no such difference found regarding Sex (male & female) in respect to sportsman personality.

Keywords: Sportsman Personality and NCC.

Introduction

National Cadet Corps (NCC) is a Tri service Organization comprising the Army, Navy and Air force, engaged in grooming the youth in to disciplined and nationalistic citizens. Under the Ministry of Defense The National Cadet Corps came in to existence on 16th July 1948 under the NCC Act XXXI of 1948. A cadet can continue in NCC for two years as a junior cadet and three years as a senior cadet. Each year of training consists of for junior cadets 150 periods and for senior cadets 120 periods. Institutional training includes of service subjects, social subjects and subjects related to adventure activities and subjects promoting national integration. Cadets get opportunity to attend various types of NCC camps during training phase. The cadets can appear for the certificate examinations at the end of two years training.

NCC plays a very dominant role in inculcating social culture in the youth of the country. It commences various social service activities like aid to the administration in times of disasters, conservation of environment and ecology, blood donation campaigns, literacy programs and building and hygiene drives. NCC trains the cadets to become responsible person, aware to the needs of the society. This active partaking teaches dignity of labor and activates the creative intuition that lies latent in the youth. The scientifically planned NCC curriculum makes it easy to this. It aspires at developing a new work of ethos characterized by hard slog, genuineness of purpose and the ideals of unselfish service with a worldly outlook.

To become successful in life, it required to take calculated risk even at great discomfort. NCC develops these qualities in cadet by putting them throughout rigorous training including adventure activities i.e. mountaineering and trekking expeditions, rock climbing, Para training and jumping camps, gliding, slithering, micro light flying, sailing, surfing, scuba diving, boat pulling etc. It develops sportsman spirits, mutual admiration, and adaptableness, self-regulation, cross cultural learning, self-confidence and above all, affection for country. A major need of NCC is to develop character, comradeship, discipline, leadership, spirit of adventure, ideals of selfless service and secular outlook amongst the youth of the country. NCC endeavors at growth of the whole person. The individual can realize his potentials by performing in NCC.

Personality has received major attention by researches in recent times. Personality is a term commonly used by people concerned with almost every aspect of human interaction. Personality provides better understanding of an athlete's behaviour tendencies. Cattell stated that personality is that which tells what a man will do when placed in a given situation. Alderman suggests that personality is twofold, one side what an individual thinks and feels and the other how he acts and behaves. Hence, personality is vital in sports and personality.

Sports performance linked to personality is that of coping behaviour and strategies. This relates to the ability or techniques used by an athlete to deal with psychological stressors such as anxiety. Athletes have to learn to live up to our expectations. They are required to be cooperative and competitive to accept victory and defeat in a sporting manner, to demonstrate sense of fair play and to be socially outgoing.

Personality itself can influence many aspects of sport performance and behaviour, some of which may well be out of the athlete's cognitive control. It is important to understand personality if dealing with athletes to promote the best coping strategies and goals to assist in improving their performance.

Present study endeavor at discover the role of NCC in cherishing sportsman personality in students.

Literature Review

Najru Nisha and Dr. Usha Lohan(2016a) examined the relationship between personality and family climatic conditions of female wrestling players of Haryana. Sportsman personality test (Indian adaptation based

on C.D. Spielberger) developed by L.N. Dubey and family climate scale developed by Dr. Beena Shah were used to collect the data. The research concluded that there exists a significant relationship between personality and family climatic conditions of female wrestling players.

Najru Nisha (2016b) conducted study to examine the relationship between personality and family climatic conditions of female judo, wrestling and boxing players of Haryana. Sportsman personality test Indian adaptation based on C.D. Spielberger Personality test devised by L.N. Dubey and family climate scale developed by Dr. Beena Shah were used for collecting data. It was concluded that there exists a significant relationship between personality and family climatic conditions of female judo, wrestling and boxing players of Haryana.

Adel Mirzaei, Reza Nikbakhsh and Farideh Sharififar (2013) studied the relationship between personality traits and sport performance. Personality was assessed using the NEO-PI Five Factor Inventory and athlete's performance was assessed by coach's rating. The results indicated that conscientiousness was the sole predictor of sport performance.

Urska Dobersek and Carl Bartling (2008) undertook a research to find out if there was any relationship between personality type and sport preference. Eysenck Personality Inventory, Global 5 and Sensation Seeking 24 Scale from the Zuckerman-Kuhlman Personality Questionnaire were used. Results showed that athletes in team sports are more neurotic than athletes who participate in an individual sport and who tend to be more stable.

Beniyam Teshome, Dr. Sisay Mengistu and Gemechu Beker (2015) conducted a research to study the Relationship between Personality Trait and Sport Performance. NEO- Five Factor Inventory was used for data collection. The multiple regression analysis indicated that among various personality traits only Conscientiousness have positive significant correlation with sport performance.

Sukhbir Singh and Baljinder Singh Bal (2012) arranged the study to analyze the psychological parameters between sports women and non- sports women collegiate students of India. Psychological parameters of the sports women and non-sports women students were measured using emotional maturity scale constructed and standardized by Singh and Bhargava and Eysenck's personality test. The research concluded that women students who are participating in competitive sports have an outstanding emotional maturity level.

Objectives:

- To assess the level of sportsman personality of NCC and Non-NCC students.
- To compare sportsman personality of male and female students.

Hypothesis:

H1: NCC students are significantly superior in developing sportsman personality than Non-NCC students.

H2: The male students are significantly superior to female students regarding sportsman personality.

Delimits: The present study is delimited to:

1. A sample of 120 only.
2. Sample taken from Kolhapur city only.

Suggestion for further study:

1. A larger set of samples from Maharashtra maybe taken considering some more set of variables.
2. The sample of the present study was taken from the various colleges from the Kolhapur city; same study can be undertaken from other cities too.

Methodology:

Aim: Present study endeavor at discover the role of NCC in cherishing sportsman personality in students.

Sample

Total 120 Ss was consisted for the present study (NCC students, 60; Non-NCC students, 60). Male and female ratio was 1:1. In order to collect the data Ss were selected from the various colleges from Kolhapur city by using purposive sampling method. The age range of Ss was 19 to 21 years.

Tool:

Sportsman personality test (Indian adaptation based on C.D. Spielberger) devised by L.N. Dubey. It contains 60 items. Its reliability by test-retest is 0.76 and by Kuder-Richardson is 0.69 and its validity is 0.67 and 0.58. It has been designed to use for the age range of 16-26 years.

Variables under study:

1. Independent Variables:

- A. NCC, Non-NCC
- B. Sex: Male & Female

2. Dependent Variables:

- A. Sportsman personality

Design for study: For the present study, two independent group design was adopted.

Statistical Treatment of the data:

Descriptive statistics used for assessing the Mean and Standard Deviation and inferential statistics ('t' test) were used for analyze the data obtained. However, before conducting the actual analysis, data were screened for outliers and skewness.

Procedure

Initially, permission to conduct the study was taken from the Principals' of respected colleges. After a brief introduction about the study, a sportsman personality scale was administered to subjects. Before filling the tests proper instruction about how to responding scale was given as per manual and assured them about confidential of their responses.

Results:

Table No. 1: Shows Descriptive statistic and 't' value of Sportsman Personality of NCC and Non-NCC students.

Variable	N	Mean	SD	LOG10 Values		df	t	Sign.
				Mean	SD			
Non-NCC	60	18.37	11.354	1.1821	.27361	118	3.01**	0.01
NCC	60	24.12	10.49	1.3273	.24957			

Note-** significant at 0.01 level, NS – Not Significant

Table No. 1: Shows Descriptive statistic and 't' value of Sportsman Personality of Male and Female students.

Variable	N	Mean	SD	LOG10 Values		df	t	Sign.
				Mean	SD			
Female	60	19.95	11.26	1.22	.27	118	1.16	NS
Male	60	22.44	11.24	1.28	.27			

Note-** significant at 0.01 level, NS – Not Significant

Discussion and Interpretation:

Table No.1 The table value shows comparison of the scores of Sportsman Personality between NCC and Non-NCC students. The mean score for NCC students is 24.12 with 10.49 SD (log10 values Mean 1.33 with 0.25 SD) and for Non-NCC students is 18.37 with 11.35 SD (log10 values Mean 1.18 with 0.27 SD). The 't' value for the difference between the two groups is 3.01** with 118 df . This 't' value is beyond the needed significant value (2.58 for 0.01 level of significance). This means that these two groups are significantly differ from each other respected to sportsman personality. In other words, NCC students are superior to Non-NCC students regarding sportsman personality. Thus, H1 is accepted.

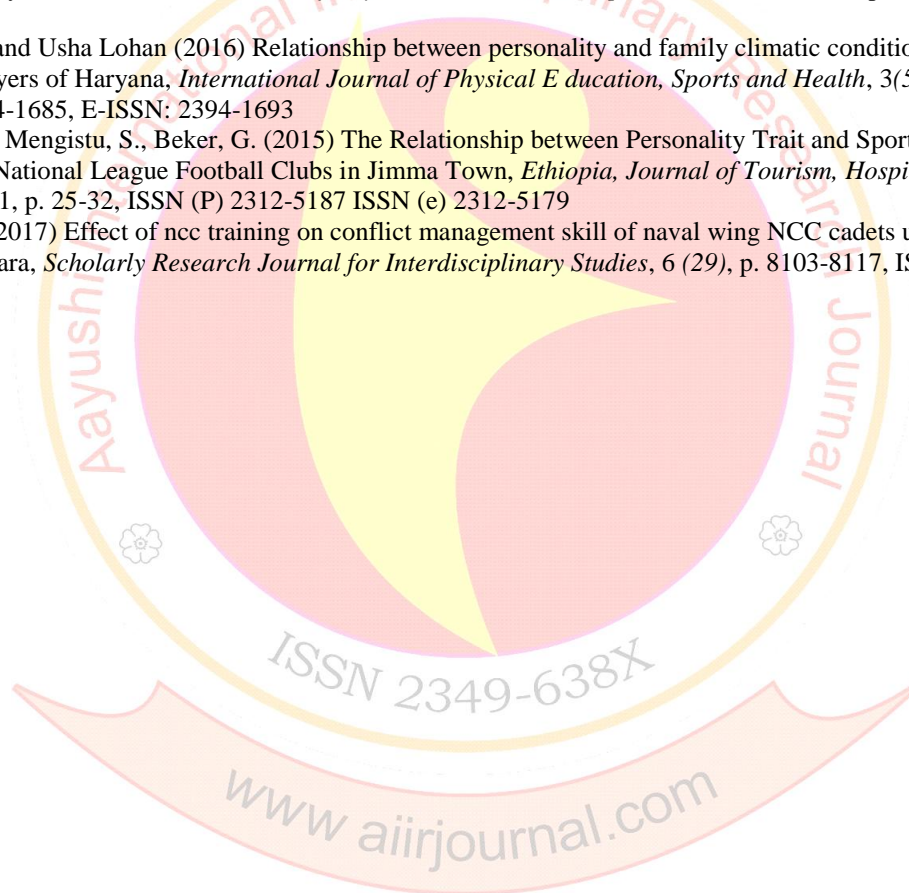
Next table no 2 Shows Descriptive statistic and 't' value of Sportsman Personality of Male and Female students. The mean score of Sportsman Personality of female students is 19.95 with 11.26 SD (log10 values mean 1.22 with 0.27 SD) and the Mean score of the students living in urban area is 22.44 with 11.24 SD (log10 value mean 1.28 with 0.27 SD). The 't' value for the difference between these two group is 1.16 with 118 df, this 't' value is less than minimum needed value for significance (1.96) having no significance. In other words, there is no significant difference between female and male in respect to sportsman personality. Thus, H2 is rejected.

Conclusions:

1. NCC students are significantly superior to Non-NCC students regarding sportsman personality.
2. There was no significant difference found regarding sex (male and female) in respect to sportsman personality.

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Skill Development and Extra and Co-curricular Activities : A Way Towards 'Learning Outside the Classroom'

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Abstract

This paper aims to examine how the co curricular and extra-curricular activities affect the skills of students. Skills to be implemented here are communication skills and students; self-confidence. Student participation in co-curricular activities helps to promote students' social skills in order to enter any field for the future prospect to produce skilled human capital in terms of academics and character. Mastering social skills is vital as it gives a good impact in generating positive relationships of a particular student. Active student participation in extra-curricular activities outside the classroom environment allows the students to interact with teachers and friends and to some extent act as a catalyst for social skills development of a student. In addition, through extra-curricular activities, the production of excellent human capital from the physical, emotional, spiritual and intellectual aspect can be developed. The world now clearly emphasises the importance of human capital development. Involvement in leisure activities also leads to the interaction of students with environment, social and learning inside or outside of the classroom in order to produce excellent human capital development. It will also encourage the development of talent, creativity and students potential to the maximum level. Therefore, the direction of this concept paper seeks to unravel the relationship between extra-curricular activities and their impact on social skills because it could act as a catalyst for the development of students social skills.

I. Introduction :

Co curricular activity is also a form of education that being taught outside of the classroom. Through extra-curricular activities, the students will be educated in the form of spiritual, leadership, teamwork as well as self-confidence. Participation in these activities will provide the essential skills provided in these activities as well as fostering a healthy lifestyle. Extracurricular activities can strengthen the interaction between the students and at the same time promoting integration between the races as well as nurturing decencies, independencies, hard work, disciplined and obedient to the law which develops the students into becoming a useful citizen (Wee Eng Hoe, 1994). Therefore, co-curricular activities are capable to improve social skill among students which will also help them in the future career prospects.

II. Review of Literature :

Previous research related to co-curriculum and social skills, extra-curricular activities are closely linked with the balance development of mental and spiritual, physical and as well as socials among students. Extra-curricular activities are an education that is not taught in the classroom and infuse education in term of spiritual, leadership, teamwork and self-confidence. It is also capable in building social skills such as communication, leadership, thinking, interpersonal, cooperation as well as Information and Technology management. With the implementation of extra-curricular activities, individuals who are highly skilled can be produced and can become a holistic human capital and competitive at the international level. The development of quality human capital is the key to the economic development of a country. This coincides with the research findings on educational as education is the country's investment for for a long term. Among of the research stated here is the research by Rohanida Abdul Manaf and Mohd Sofian Omar Fauzee (2002), and Mohd Hamidi Abdul Hamid (2002) which investigation on the role of co-curricular activities in developing individual leadership skills. The results showed that extra-curricular activities are capable to nurture, develop and give an early exposure on the aspect of leadership, integrities, and community among students. Zainudin et.al. (2005) and Quek (2005), states that the formation of human resources that will one day step into the world of employment has to be developed from the school stage to ensure that they are capable to be multi-skill and flexible as well as not limited into a single ability alone. Abdul Rahman (2010) stated that the main cause of

failure in the work of an individual is because they failed to create a positive interaction with their environment. This situation shows that communication skills are very important in any field enrolled in the future.

Research by Rozita (2009) stated that the effect of interpersonal support from parents, peers, school and the physical environment to the involvement of teenagers in social activities aimed to identify students' perceptions towards social support given by parents, peers, school, physical facilities and its relationship with involvement in physical activities during leisure time. The study found that only 20% of respondents actively involved in physical activities during their leisure time where the male teenagers are more active as compared to the females and self-efficacy among male teenagers is better than the females. Education is a good investment and related to the human capital concept as well as emphasising on the skill development as one of the important factors in production activity. It created a better citizen and helps to increase the life quality. The implementation of good values in every activity conducted in school can create a generation that is capable to make a reasonable decision as well as responsible towards their actions and attitudes. Economic theory sees the school system as a basic aspect in creating human capital. It coincides with the economist opinions and views which stated the importance of human resources as the production factor and human capital. Hence, there is a need to develop human capital from time to time to increase the competency, skill and productivity. In the post-modernisation world today, creativity and innovation are considered as the skill are and important profession to shape the quality of human capital. Creative and innovative human capital is an important asset towards the success of an organisation cooperation. School leadership must mobilise all energy for the development of creative human capital in the schooling system to enhance the progress and success in education. The issue is to determine the most effective way to use the least resources to create human capital through human development strategy. Human capital must be trained, educated, and developed within the organization system in order to improve organizational productivity through the expertise of the workforce. In addition, Becker (1994), shows that education is the best contributing factor to the differences in people's income under certain situations. Extracurricular activities are considered to be very effective in fostering a balance between mental, spiritual, physical and social development of students.

III.Skill Development through extra and co curricular activities

Social Skills : Social skills help the personality development which is not only the responsibility of parents and teachers as guidance but also the responsibility of the students themselves to be willing to accept advices and criticism which at the same time embedded within them selves. Among the main social skills are:
Building Relationship : Efficiency in building relationship means capabilities to create social network or constructing and maintaining the wide informal network, building beneficial relationship as well as constructing personal friendship through mutual respect and tolerance (Noriah, 2006). Unhealthy symptoms are caused by the weakness in building positive relationships in social environment such as relationships with parents, teachers and peers. The choosing of peers also give a deep impact towards personal development. Relationship building skills are also important so that they are more confident and have a sense of respect.

Collaboration : Collaboration is the efficiency in working with others to achieve common goals based on the mission and vision of the organization or group. (Noriah, 2006). They must be willing to collaborate with each other and need to create a conducive atmosphere in achieving the same goal. When they can familiarize themselves with cooperation, depending on each other to gain knowledge hence, they can be categorized as a collaborative student.

Teamwork : Individuals who have these competencies will model teamwork qualities such as respect, cooperation and helpful as well as trust other's abilities. They can also bring all team members to actively participate in building a group identity, team spirit and highly committed. With this skill, an individual will always prepare in protecting the group reputation as well as sharing the received appreciation together (Noriah, 2006). An excellent individual have to implement cooperative behaviour in every assigned task. Apart from that, they also need to have a sense of confidence for their friends, especially during tasks division either related to the education as well as co-curriculum activities.

Able to make a change : Students who are capable to catalyse changes will spark a change in an organization. Those who are efficient in developing changes will know the requirement to change, reducing obstacles as well as challenging the situation that could restrict the changes. In the context of school students, they need to have the strength to make a change towards a particular thing that need the changes especially when there is misconduct among their friends. They need to have the courage to point out their friend's mistake politely as well as dare total the risk to be criticised by various parties especially their friends. They also need to be brave in speaking out their mind in giving out their rationale for discussion. In this case, the problems among two parties can be solved using the aspect of deep understanding. The ability to influence others involve the usage of effective tactics to persuade. Individual with this ability is skilled in influencing others via subtly presenting ideas to attract the listeners' attention.

Communication : Students who have the communication skill will openly listen and convey a message in a convincing manner. They can tolerate and convey the emotions according to the message. The honest communication as well as mutual understanding when dealing with difficult issues will make them ready in sharing information completely. Those who have these skills encourage open communication, which states the norms explicitly, expectations and as well as politely reprove other individual's improper action. This individual is also willing to accept any good or bad news calmly.

Conflict management : Students who are competence to manage conflict are able to negotiate and resolve disputes. The skills in managing conflict enable them to handle others as well as managing intense situation brightly. In addition, they are also able to detect potential conflicts in an atmosphere, handle disagreements openly and help in easing it. Their attitudes which are encourage debate and open discussion leads to problems adjustment in win-win situation. The efficiency in conflict management can develop one's personality. They not only become a peacemaker in a conflict but also able to detect potential conflicts among his colleagues as a result of an issue or problem. In this way any conflict can be avoided and keep the harmonious relationship among students.

Leadership : The leader has a role in inspiring and guide individuals and groups. A good leader will promote and raise enthusiasm among the members to achieve the mission and vision which are formulated together. An individual with a high emotional intelligence will step forward to lead when in need regardless of the position and guide other's performances. Hence, a competent leader is a leader which can direct someone or the whole group towards the set goal. A good leader also has superior characteristics which make them respected by other organisation members. Any instruction and decision by a leader will be followed by the subordinates without any objection or doubt. In addition, a competent leader is also an educated leader which has a high understanding towards the aim, goal, approach and the requirement of its subordinates. A leader has to make a decision in accordance with the aim and set goal. They also must be able to communicate well with other individuals.

IV.Human Capital

Human capital is the characteristics possessed by a human being which make them more productive. This modal can not be transferred to an individual but have to be developed and nurtured from the school stage. Education plays a vital role in developing human capital which equipped with strong moral integrities, competent, good value, knowledgeable and highly skilled to fulfil the country's requirement for this 21st century. The education system has its own curriculum design that is not only focusing on knowledge and skills but also focusing on building human integrities and moralities. The development of education in this country happened since long ago. It keeps changing according to the new challenges as the time changes. Therefore, co-curricular activities are closely related with the development of social skills to develop human capital that are able to enhance the future of a country. Hence, each activity conducted has to be suitable with their level of thinking to ensure they are more matured and responsible toward their future endeavours. This is because, in order to produce a responsible and mature individual, not only formal education that need to be equipped but also out-of-classroom learning via beneficial activities so that the students will not easily bored, The usage of leisure time can develop the skill, creative, innovative, ethics as well as high moral integrities to face the real world challenge after completing their school education.

V.Students' Skills

According to Lange and Technicon (2000), skills mastering such as communication skills, problem solving, decision making, leadership qualities, teamwork and other soft skills are fundamental in employer's considerations to choose an employee or an important criterion used by registries to accept students' applications to boarding school, cluster schools or even to a higher level. However, a lot of school leavers do not have the necessary skills and hence failed to meet the required criteria. According to Mohd Safarin et. al, (2005) the factors identified which caused the school graduates failed to lead themselves towards a better life path is the inability to have the required multi-skills and soft skills. According to Kamsah (2004), not all students today are weak in technical aspects or science understanding, mathematics and physics, but they are weak in the soft skills which lead to the inefficient mastery of the technical aspects. Meanwhile, Nurahimah Mohd Yusoff and Rosmawati Mamat (2002) stated that vocational training institutions failed to provide the necessary skills such as interpersonal skills, writing and communication skills. School student is the root for the future generations.

VI.Co-Curriculum And Its Influence Towards Social Skills

Co-curriculum comprises some important aspects that provide opportunities for students to train themselves in strengthening the interaction between students as well as building students communication skills. It was agreed by Azmi and Hamsiah (2000) which stated that the actual function of the co-curriculum is to enhance and strengthen interaction and communication among students. Extra-curricular learning environment outside of the classroom play an important role in influencing a person's behavior and also one of the important elements in the formation of students social skills. This statement was also supported in Bronfenbrenner Ecological Theory (1979, 1989) which states that extra-curricular activities played a major role in influencing the development of students' social skills. According to him, the children development is a result of the interaction between the natural environments with the children. Children development is the environmental impact on the children as well as the children's characteristics towards the environment. A social skill is one aspect of emotional intelligence which will define the excellence of students in any situation. Intellectual intelligence alone is not enough for a person to be excellent. Co-curricular activities can help a person to build social skills in everyday life by interacting individually or collectively. It will also help them to be brave in accepting the challenge as well as easily exposing their hidden talents. They need social skills competencies to help them interact and connect with the surroundings. Extra-curricular activities are important because it serves as a key benchmark in fulfilling the national education policy which is unity among students of various races. In line with the opinion of Che Aziz and Aminuddin, (2002) which stated that extra-curricular activities are capable to promote the spirit to serve, cooperation and helping each other which are vital aspects in establishing a harmonious society. Each student must a uniformed body, sports and one of the clubs or societies in school. Students who are active in extra-curricular activities tend to have better grades and attendance record and are not easily involved with disciplinary problems as compared to the less active students in extra-curricular activities. This is reinforced by the findings of Mahoney (2000), which examines the relationship between student participation in extra-curricular activities at school from social view. His research found that students who are actively involved in several extra-curricular activities for a long time is capable to reduce students' involvement in crimes and dropout problems. Students who are involved in this extra-curricular activity are able to improve their personality such as self-confidence, social collaboration and leadership skills. According to Ruhaiza (2007), the government's effort in promoting the implementation and student s'participation in co-curricular activities is a positive step as the younger generation today should have the consist balance both in their academic and co-curriculum as well as personality skills. Most employers today prefer the workers who have the ability to interact, competent, have high moral integrities and can work as a team. Extra-curricular activities are complementary to the needs and requirements of the curriculum which is providing opportunities for the students to add, measure and practice the skills, knowledge and values that were being integrated in the classroom (Mohd Arif & Amla, 2008).

VII.Challenges And Obstacles

Every coin has two sides. Students can experience irregular time management due to spending too much time with extra-curricular activities and to some extent ignoring the time to learn. They also can not focus on the lessons being taught in the classroom because of the tiredness as well as having a difficult time in understanding the lesson. There are also students who deceive their parents by telling them that they need to attend extra-curricular activities at school however took the opportunity to hang out, play video games in a cyber café or travel elsewhere without the teacher's consent. They will abuse the extra-curricular activities for their own interests. This is one of the techniques commonly practiced by the students. In addition, some of the students prioritised extra-curricular activities as compared to the school curriculum. It causes them to become default and does not concentrate on formal learning in school. This will result in the weak academic achievement and lack of interest towards learning. Parents also play an important role in the extra-curricular activities involvement. This is because there are few that do not encourage their children to participate in any extra-curricular activities because they think that it is unimportant and might cause obsession Mustafa Kamal (2000). The weakness in teachers which is lacking the skills to conduct extra-curricular activities led to a lack of interest among students to participate in these activities. Other issue such as the lack of facilities and equipment also a contributing factors. These factors that causing the students and the community not interested with co-curricular activities is incorrect views. This is because the extra-curricular activities are non-academic and these activities are not rated or graded like academic-based curriculum and emphasising on cognitive traits. Therefore, most parents are reluctant to encourage their children to involve with co-curricular activities and instead use the time for their children to attend extra classes, music and homework. It was agreed by LimYen Yen (1991), in his study which revealed that extracurricular activities are less important for the parents and they are more focused merely on academics. They assume that academic success will ensure better future for their children as compared to the participating in extra-curricular activities in schools. From another perspective, there are also some weaknesses of certain parties in the implementation of these co-curricular activities. They are not concerned with extra-curricular activities in teaching and learning process. The involvement of the teachers in implementing extra-curricular activities is still at an unsatisfactory level due to the lack of skills. This might happen because they do not understand the guidelines that can be a basis for a clear planning of activities apart from the lack of skills in social services.

VIII.Suggestions:

The school had to change the negative perception of school communities towards extra-curricular activities. The teacher's role is to raise awareness and convince all the school community (students, teachers, parents and local communities) about the government's real policy of co-curricular activities. The misunderstanding about the role of extra-curriculum activities as unnecessary activities that do not have to be given more focus has to be eliminated. The school should be able to change the perception and mindset of the school community that this activity is an important activity, planned and systematic which is able to develop humanity as a whole, including the development of 'intellectual diversity' and 'intellectual emotion'. At the same time these activities can lay the foundations for the students future career and more importantly to be to the country's assets in generating quality human resources. Creating a lively co-curricular activities atmosphere which means there is involvement of all school communities in extra-curricular activities or programs organised by school. Diversify the club or societies according to the students' interest to encourage the participation in extra-curricular activities. In conclusion, extra-curricular activities are very good for developing the social skills of students. However, extra-curricular activities will cause harm if it is used wrongly. This problem will not arise if all parties cooperate and work together to address this issue.

IX.Summary

Overall, students that have good social skills are those that are actively involved in school activities. Extracurricular activities are capable to form personal character of a student. Among the expected individual development through extra-curricular activities are cultivating leadership qualities, building and shaping a healthy personality and ultimately form a disciplined generation. Extra-curricular activities are also

capable of forming a positive personality and develop a sense of responsibility. Involvement in societies, clubs and other activities will develop social skills, mingle and friendly relation as well as able to create public relations that can be utilized in the future society. Participation in extracurricular activities is also an exercise in preparation for the world of employment, therefore, participation in these activities affect the amount of income received by the employee. A lot of conducted research are more focused on education and thus skills training should also be given the highlight as it affect the employment as well as the income that will be obtained in the future.

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Role Of ICT, AI And Machine Learning For Development Of Student Of Higher Education

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Abstract

This paper is concerned with Role of ICT, AI and Machine learning for development of student of higher education. The criteria used for analysis are Proper meaning of ICT, AI and role of ICT, AI and use of machine learning for development of student of higher education. Main objective of this study is to identify what is ICT, AI, what is machine learning, role of ICT, AI and role of machine learning for development of student of higher education. Basically for that purpose researcher have use books and related websites with convenient sampling technique. Gradually, it is found that ICT, AI and machine learning plays big role in development of higher education student.

Keywords: ICT, IT, Machine learning, AI

1. Introduction:

What is ICT?

ICT Stands for "Information and Communication Technologies." ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums.

In the past few decades, information and communication technologies have provided society with a vast array of new communication capabilities. For example, people can communicate in real-time with others in different countries using technologies such as instant messaging, voice over IP (VoIP), and video-conferencing. Social networking websites like Face book allow users from all over the world to remain in contact and communicate on a regular basis.

Modern information and communication technologies have created a "global village," in which people can communicate with others across the world as if they were living next door. For this reason, ICT is often studied in the context of how modern communication technologies affect society.

Information and communications technology (ICT) is an extensional term for information technology (IT) that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals) and computers, as well as necessary enterprise software, middleware, storage, and audio-visual systems, that enable users to access, store, transmit, and manipulate information.

The term ICT is also used to refer to the convergence of audio-visual and telephone networks with computer networks through a single cabling or link system. There are large economic incentives (huge cost savings due to the elimination of the telephone network) to merge the telephone network with the computer network system using a single unified system of cabling, signal distribution, and management.

ICT is a broad subject and the concepts are evolving. It covers any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form (e.g., personal computers, digital television, email, or robots).

What is Artificial Intelligence [AI]?

According to the father of Artificial Intelligence John McCarthy, it is "The science and engineering of making intelligent machines, especially intelligent computer programs". Artificial Intelligence is a way of making a computer, a computer-controlled robot, or a software think intelligently, in the similar manner the intelligent humans think. AI is accomplished by studying how human brain thinks, and how humans learn, decide, and work while trying to solve a problem, and then using the outcomes of this study as a basis of developing intelligent software and systems.

- Artificial Intelligence is the development of computer systems that are able to perform tasks that would require human intelligence.

- Examples of these tasks are visual perception, speech recognition, decision-making, and translation between languages.

- Artificial intelligence can significantly impact the future of our education. There are various technology providers that are introducing AI products to enhance new-age learning. Evolving our educational structure typically starts from the private sector, but new innovations are seeping into key school districts within states as well.

- Though it is still too soon to start seeing robotics in classrooms, AI is already becoming an effective teaching tool because of its ability to adapt and offer customised curricula. AI-enabled tools help assess an individual's current level of understanding, identify gaps and offer tailored suggestions, just like a teacher would.

As artificial intelligence becomes an increasing part of our daily lives, it's no wonder that educational institutions are racing to catch up with the need to develop more talent to keep the engine of AI development running. However, not only is education being transformed as far as science, technology, engineering, and math curricula, but the education industry as a whole is being transformed by AI. Increasingly, educational institutions from elementary to higher education as well as adult and professional learning are being transformed by intelligent systems that are helping humans learn better and achieve their learning objectives.

One of the greatest challenges with regards to education is that people learn differently and at different rates. Students go through the education system with differing levels of learning ability and aptitude. Some are more adept at "left brain" thinking with skills for analytical thought, while others are more skilled at "right brain" thinking with creative, literary, and communicative ability. Others are challenged in different ways with physical and mental disabilities, or skill sets that differ from one region of the world to another, facing challenges in re-learning new languages and alphabets.

What is Machine Learning?

Machine learning is a field of study that applies the principles of computer science and statistics to create statistical models, which are used for future predictions (based on past data or Big Data) and identifying patterns in data. Machine learning is itself a type of artificial intelligence that allows software applications to become more accurate in predicting outcomes without being explicitly programmed.

The basic objective of machine learning is to build algorithms that can receive input data and use statistics for prediction of an output value within an acceptable range. It provides the ability to automatically obtain deep insights, recognize unknown patterns, and create high performing predictive models from data, all without requiring explicit programming. Machine learning can be applied to detect fraudulent credit card transactions or to predict the pricing.

Machine learning algorithms can be categorized as being supervised, semi-supervised or unsupervised. Supervised algorithms require humans to provide feedback about the accuracy of predictions along with input and desired output. Unsupervised algorithms do not need any training or human involvement.

Types of Machine Learning: Machine learning is classified into basic four types-

1. Supervised Learning
2. Unsupervised Learning
3. Semi-supervised Learning
4. Reinforcement Learning

Supervised Learning

Supervised learning is commonly used in real world applications, such as face and speech recognition, products or movie recommendations, and sales forecasting. Supervised learning can be further classified into two types - Regression and Classification.

Regression trains on and predicts a continuous-valued response, for example predicting real estate prices.

Classification attempts to find the appropriate class label, such as analysing positive/negative sentiment, male and female persons, benign and malignant tumours, secure and unsecure loans etc.

In supervised learning, learning data comes with description, labels, targets or desired outputs and the objective is to find a general rule that maps inputs to outputs. This kind of learning data is called labelled data. The learned rule is then used to label new data with unknown outputs.

Supervised learning involves building a machine learning model that is based on labelled samples. For example, if we build a system to estimate the price of a plot of land or a house based on various features, such as size, location, and so on, we first need to create a database and label it. We need to teach the algorithm what features correspond to what prices. Based on this data, the algorithm will learn how to calculate the price of real estate using the values of the input features.

There are many supervised learning algorithms such as Logistic Regression, Neural networks, Support Vector Machines (SVMs), and Naive Bays classifiers.

Common examples of supervised learning include classifying e-mails into spam and not-spam categories, labelling Webpages based on their content, and voice recognition.

Unsupervised Learning

Unsupervised learning is used to detect anomalies, outliers, such as fraud or defective equipment, or to group customers with similar behaviours for a sales campaign. It is the opposite of supervised learning. There is no labelled data here.

When learning data contains only some indications without any description or labels, it is up to the coder or to the algorithm to find the structure of the underlying data, to discover hidden patterns, or to determine how to describe the data. This kind of learning data is called unlabelled data.

Suppose that we have a number of data points, and we want to classify them into several groups. We may not exactly know what the criteria of classification would be. So, an unsupervised learning algorithm tries to classify the given dataset into a certain number of groups in an optimum way.

Unsupervised learning algorithms are extremely powerful tools for analysing data and for identifying patterns and trends. They are most commonly used for clustering similar input into logical groups. Unsupervised learning algorithms include Kmeans, Random Forests, Hierarchical clustering and so on.

Semi-supervised Learning

If some learning samples are labelled, but some other are not labelled, then it is semi-supervised learning. It makes use of a large amount of unlabelled data for training and a small amount of labelled data for testing. Semi-supervised learning is applied in cases where it is expensive to acquire a fully labelled dataset while more practical to label a small subset. For example, it often requires skilled experts to label certain remote sensing images, and lots of field experiments to locate oil at a particular location, while acquiring unlabelled data is relatively easy.

Reinforcement Learning

Here learning data gives feedback so that the system adjusts to dynamic conditions in order to achieve a certain objective. The system evaluates its performance based on the feedback responses and reacts accordingly. The best known instances include self-driving cars and chess master algorithm Alpha Go.

2. Statement Of The Problem:

1. What is AI?
2. What is Machine learning?
3. What is the role of ICT, AI and machine learning for development of student of higher education?

3. Objectives Of The Study:

The main aim of this research is to find out the meaning of ICT, understanding concept of AI and machine learning and role of ICT ,AI and machine learning for development of student of higher education, yet so the objectives of study are set out as follows,

1. To study the main concept of ICT, AI and machine learning.
2. To study the role of ICT, AI and machine learning for development of student of higher education.

4. Methodology:

4.1 Sample Design: In this study researcher have use convenient method for sampling.

4.2 Technique of Analysis: Use secondary data for comparison like

1. Internet

2. ICT for Education by Paperback, Kanvaria Vinod Kumar

3. Information & Communication Technology (ICT) In Education by M. Dr. Vanaja (Author), Dr. S. Rajasekar (Author)

4. Machine Learning by Hein smith

5. Introduction to Artificial Intelligence: By Philip C. Jackson

4.3 Methods of Data Collection:

a. Secondary Data:

Present researcher has been collected data from websites, books, and internet.

5. Significance Of The Study:

1. This research is significant for understanding concept of what is exactly the ICT, AI and machine learning for development of student of higher education.

2. This research gives information about how ICT, AI and machine learning is useful for higher student's development.

3. This research gives information about the role of ICT, AI and machine learning for higher education student development.

4. This study is also important to researchers who want to do further research in this area.

6. Limitations Of The Study:

1. All the points related to ICT, AI and machine learning have been not covered in this study.

2. This study is limited only for the ICT, AI and machine learning for higher education student's development.

7. Results And Discussion:

What is ICT?

Information and Communications Technology or (ICT), is often used as an extended synonym for information technology (IT), but is a more specific term that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information. The term ICT is now also used to refer to the convergence of audio-visual and telephone networks with computer networks through a single cabling or link system. There are large economic incentives to merge the audio-visual, building management and telephone network with the computer network system using a single unified system of cabling, signal distribution and management.

Impact of ICT on Civilization

There are both positive and negative impacts of ICT in this modern society. Some these impact are discussed below:

Positive Impacts:

i. Faster Communication Speed: In the past, it took a long time for any news or messages to be sent. Now with the Internet, news or messages are sent via e-mail to friends, business partners or to anyone efficiently. With the capability of bandwidth, broadband and connection speed on the Internet, any information can travel fast and at an instant. It saves time and is inexpensive.

ii. Lower Communication Cost: Using the Internet is cost effective than the other modes of communication such as telephone, mailing or courier service. It allows people to have access to large amounts of data at a very low cost. With the Internet we do not have to pay for any basic services provided by the Internet. Furthermore, the cost of connection to the Internet is relatively cheap.

Negative Effects:

i. Individualistic and reclusive: Nowadays, people tend to choose online communication rather than having real time conversations. People tend to become more individualistic and introvert.

ii. Health Problems: A computer may harm users if they use it for long hours frequently. Computer users are also exposed to bad posture, eyestrain, physical and mental stress. In order to solve the health problems, an ergonomic environment can be introduced.

Role of AI In higher Education Student Development:

Artificial intelligence (AI) is becoming more attainable in every sector of the economy, and higher education is no exception. AI opens up the possibility for higher education services to become scalable at an unprecedented rate, both inside and outside the classroom.

- Learning and instruction: AI can help instructors grade and supply struggling students with the resources they need to succeed. In the future, this could free up faculty members to oversee large classes while still engaging with students on a deeper level.

- Student affairs: AI can deliver personalized degree planning and intervene with struggling students. In the future, AI could anticipate students' academic needs based on predictive data and past performance, and then proactively supply appropriate resources, such as additional tutoring or advising.

- Institutional efficiency: AI can pull together information from multiple campus systems and use the data to guide administrative decisions such as course offerings. In the future, AI could help institutions understand local employers' hiring needs and create curricula that prepares students to fill them.

- Adaptive Courseware: At its most direct, AI can be integrated into courseware as a direct instructional tool, either to help students practice or guide them through learning activities or to help students walk through more realistic simulations and applications.

- Assessment Tools: One time-consuming aspect of teaching is assessing student work and providing feedback. A wide range of tools in this area are in development for faculty and institutions.

- Presence Magnifiers: Faculty who teach large classes, either online or on-ground, often face the challenge of delivering a personalized community for their students. Traditionally, this has been handled by either shrinking class sizes or dividing classes into sections and assigning TAs to monitor routine aspects of the course.

Role of ICT In higher Education Student Development:

- Emotional development is also depend in the part of higher education student. Emotional development involves learning what feelings and emotions are, understanding how and why they happen, recognising one's own feelings and those of others, and developing effective ways of managing them. As student grow and are exposed to different situations their emotional lives also become more complex.

To showing academic inspirational videos on LCD projector, teacher can do emotional development of student.

To communicate with student who are not emotionally strong, understanding her/his problem, her/his fear, by showing online movie related to her/his problem, teacher can do emotional development of student. Projector, online movies are the part of information system.

- Another part of higher education student is interpersonal relationship. With the help of telecommunication, email, what's app, face book student can improve their interpersonal communication. English language is most important thing for interpersonal communication. ICT helps facilitate the transaction between producers and users by keeping the students updated and enhancing teacher's capacity and ability fostering a live contact between the teacher and the student through E-mail, chat session etc.

The email, face book, what's app are the parts of ICT. That's why ICT plays a very big role in interpersonal communication.

- Next point for student development is understanding of classroom lectures. The new ICT enables self-paced learning through various tools such as assignments, computer etc. as a result of this the teaching learning enterprise has become more productive and meaningful. This promotes active learning, sharing of ideas, discussion and also provides immediate feedback. This activates paced learning and allows effective mapping of learning path ways. This requires high quality meaningful digital content to be made available to teacher and student. Teachers particularly should possess updated knowledge and skills to use the new digital tools and

resources to help students achieve high academic standards. We definitely need a vision to equip our students to meet the emerging trends. The present high tech and competitive society will sustain only through the knowledge of ICT. ICT has the capacity to store, retrieve and process e-content both fast as well as accurate. ICT represents one of the current applications of technology towards teaching- learning processes.

ICT implementation in schools embraces the successful principal as a transformational leader who can set goals, organize and monitor others and build relationships. This is a shared vision that encourages people's aspirations, creates excitement, provides a purpose for the community and enables people to work together. The ability to create and communicate this in the form of a meaningful vision is an important leadership characteristic.

Role of Machine Learning In higher Education Student Development:

- **Student retention**

One area of higher education that can benefit from machine learning is student retention.

The number of students who remove themselves from university differs drastically according to country and institution.

Students chose to leave university for a variety of reasons including financial issues, dealing with family matters, and a dissatisfaction with their academic performance or course content.

When it comes to the latter, early detection of students who are struggling within their studies means early intervention from the university, ultimately decreasing the chance of them dropping out later.

Machine learning can tap into the mass amounts of data that the university has at its disposal to accurately predict at-risk students.

It can then provide personalized solutions to keep these students academically engaged.

- **Optimized learning**

There are a variety of ways machine learning can help improve the academic experience of a student.

By identifying specific areas within the curriculum that students are struggling with or showing disinterest towards, teachers can re-think their approach to these topics.

Whether this means spending more time on the subject matter, exploring it at a different point in the course, or using a new teaching method, machine learning can determine the best approach.

More specifically, machine learning can reveal when the optimal time is to give academic material within each semester.

For example, the best time to have live online lectures, office hours, or synchronous group discussions.

Although machine learning can seem complex, universities often have faculty or students with the expertise to assist.

Whatever the approach, universities that learn to utilize and invest in machine learning will be left with courses that are continuously adapting to suit the needs of their students.

- Virtual assistance plays a crucial role in education and is a good forum for machine learning use. A virtual assistant can interact in a conversation with students. This interaction involves conversational agents who assist students by using an application or website. The process works is quite simple with the student needing to input text. On the other hand, the agents execute the task and determine the appropriate response to the input before providing an easy response that the student can easily understand.

- Both machine learning and virtual assistants are used to interpret patterns and human interaction which supports deeper learning and provides users with fast and accurate data. This chapter proposes a new education framework that is powered by virtual assistance. It provides customized research for students. The suggested framework allows teachers to monitor their students' progress through their learning activities at any time. This is the best approach to training students to enhance their experience. The framework also helps teachers save time that is normally spent in preparing lectures, creating exams, document review, document creation, and light specific research. The proposed framework facilitates the leveraging of the most powerful technologies in improving the quality of education for both student and teacher. Another advantage associated with this framework of machine learning and virtual assistants is that it is less prone to the errors that usually encumber human operations. If an error occurs, the framework allows it to easily troubleshoot the problem and craft the appropriate resolution of the error.

8. Findings:

1. Because of increased growth in technology there are many advantages to human being that is researcher focus on role of ICT, AI and machine learning indevelopment of higher education student
2. ICT, AI and machine learning is useful for development of student of higher education
3. With the help of ICT, AI and machine learning an attractive and understandable lectures for students can conducted.
4. Today's one of the best topic for research is role of ICT, AI and machine learning for development of student of higher education

9. Suggesions:

1. In higher education syllabus, there is the ICT subjectbut syllabus contains only basic part of ICT. That's why they should add the advanced concept in syllabus also.
2. In higher education syllabus there should be include the basic concepts of AI and machine learning.
3. Every higher education institute should organize the workshop to explain the concept of ICT, AI and machine learning in detail.
4. Higher education institute should add the ICT, AI and machine learning workshop for faculty for how to make attractive and understandable lectures for student.

10. Conclusion:

So, according to researchers view ICT, AI and machine learning is essential thing in studentas well as teacher Profession. Because with the help of ICT, AI and machine learning we should improve development ratio of student. By using ICT, AI and machine learning we should help student to make more advanced in education.

So, ICT, AI and machine learning plays avaluable role in higher education student development.

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The Student Police Cadet (SPC) Project In Kerala- A Successful Story

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Abstract

The Student Police Cadet (SPC) Project was an idea developed by the Kerala Police which focused mainly on the school students. It was organized on the similar lines of the existing NCC and NSS. The paper is an attempt to understand the working of this project and also to popularize this concept in other parts of the country.

Introduction

The Student Police Cadet (SPC) Project was a brainchild of the Kerala Police which mainly focused on the school-based youth development initiative. The primary objective of this project was to develop high school students as future leaders of a democratic society by inculcating discipline, respect for law and resistance to social evils. This would help the youth in developing their innate capabilities which would in turn resist the growth of negative tendencies such as social intolerance, anti-establishment violence and deviant behavior. Along with these positive effects, its advantages would spill-over to the society in the form of increased commitment of the youth towards their family, community and the environment.

This paper is an attempt at understanding this novel concept of the SPC Project which can help in popularizing or even implementing this scheme in other parts of the country.

Origin and Genesis of the Project

In 2006, the Kochi City Police launched a community-level initiative called 'Janakeeyam' which involved citizens and residential associations into policing and crime prevention. This involved getting people involved in community policing and also vice versa which was getting police involved with citizens. During such an event, about 400 students from 30 local schools interacted with the police officers on wide-ranging issues as well as were taken on visits to police stations. One of the major points which came out of these discussions was that the students put forward a suggestion of a more permanent arrangement for continuing this interaction with the police. Subsequent to this a pilot Student Police project was launched on an experimental basis in a few selected schools.

But, it was in January 2010 when the government and the state police understood the effectiveness of this project. The Kerala School Youth Festival is touted as one of Asia's largest youth-oriented cultural competition involving more than 10,000 participants from across the state. The state police put on duty a squad of specially trained high school students with the responsibility of crowd management. This was done successfully by the students and also the success stories from various schools where this project was implemented led to the State government constituting a high level committee under the then Additional Chief Secretary Shri K Jayakumar, IAS and then DGP of Kerala Shri Jacob Punnoose IPS to submit a detailed proposal for a statewide school based training programme to the Government of Kerala. The State Cabinet also swiftly approved this proposal in May 2010 and the then Chief Minister of Kerala Shri V.S. Achuthanandan announced setting up of the Student Police Cadet Scheme in schools from the coming academic year. The scheme was modeled on the lines of the National Service Scheme (NSS) and the National Cadet Corps (NCC). A state-level Advisory Committee was constituted with Sri. Jacob Punnoose IPS (DGP-Kerala) as Chairman, senior Government officials as members, and Sri P Vijayan IPS as State Nodal Officer for the SPC Project. An initial decision was taken to implement the project in 100 selected schools across Kerala, to commence in the month of August 2010. Subsequently, the number of SPC schools and cadets undergoing training has increased year-on-year, driven by increasing demand from communities and stakeholders across the state.

The SPC Project now has been implemented in 645 schools with almost 52000 students becoming part of this in the last 8 years. The training pool of this project consists of 1300 trained teachers and 1500 police officers. About 3000 schools are in the waiting list for starting this programme which itself is a testimony to the popularity of the scheme.

Objectives and Mission of the SPC Project

The stated objectives of the SPC Project involve the following:

- It is an association between the educational and security framework of a state that trains and encourages youth to develop respect for law and practice abiding by law as a way of life.
- It uses existing network, infrastructure and leadership qualities of police to supplement physical, mental and educational development of youth.

- c) It enables school communities to create safe environments and confident youth willing to react against social evils and find solutions to community problems.
- d) Stimulating parents and community leaders to work with police in creating safer communities.

The significance of SPC Project lies in the following ways in which it can impact the society:

- a) Democracy and respect for law: In a democratic society, people are part of the law making process through elections. Hence, kids in such a society should grow up not in the fear of law but in an understanding that these laws exist for safety and security of the society.
- b) Challenges to democratic policing: Normally, the police respond to issues such as violence, terror and social disharmony. But, along with that the role of police in a democratic country shifts from 'enforcement' to 'facilitation' of law.
- c) Issues facing youth: Use of drugs and other intoxicants, criminal activities, mental issues, lack of personal goals etc can be addressed in this project.
- d) Impact of information and communication technology: The expansion of information and communication technology also has brought with it challenges to the young generation such as misuse of social media, cyber crime etc.
- e) Demographic dividend: The youth in India (15-24 years) constitute about 19.1 percent of our population and by 2020 it is expected to be 34.33 percent. If India needs to benefit from this demographic profile, our youth should be skilled and capable of leadership in all kinds of activities.
- f) Civic sense, social responsibility and inclusiveness: Some of the pressing problems faced by the communities are environmental degradation, lack of proper waste management, disregard for rules and lack of respect for other citizen's rights. The youth of our country needs to empathize and find solutions to the problems which will make them grow as a socially responsible citizen.

Organisational Structure and Administration of the SPC Project

The project's nature is such that it involves co-ordination with various stakeholders starting from police, Education department, school, district level representatives, parents and most importantly students. Hence, a hierarchy of advisory bodies and executive officials has been constituted with clear roles and responsibilities for implementation.

State Level Advisory Committee: The apex body for the SPC Project is the State-level Advisory Committee with the Director General of Police as the Chairman, the Education Secretary as Convener as well as Director of Public Instructions, Department heads of Higher Secondary and Vocational Higher Secondary, Forest, Excise, Transport and Local Self-Government as members. The state government at its discretion can include other members from other departments such as Youth Affairs, Sports Council etc. The Secretary of this State Advisory Committee would be a police officer of rank Inspector-General (IG). This project is implemented through the State Nodal Officer (SNO) a designated police official with statewide authority. This committee meets regularly to monitor the progress and status of the project and submits annual report to the government.

The officially laid down functions of the State Level Advisory Committee are:

- a) Advising government in the development of SPC programme.
- b) Helping Government departments plan and implement SPC programmes
- c) Making arrangements for preparation of training modules for key persons and CPOs
- d) Making arrangements for the periodic evaluation of SPC Programmes.
- e) Encouraging research and publication works in connection with SPC.
- f) Overseeing the maintenance of state, district, school level records for the implementation of the programme
- g) Supervising the functioning of SPC at various levels.
- h) Recommending the government to increase the strength of cadets in the state.
- i) Mobilizing funds from various sources including government for the Implementation of the SPC programmes.

District Level Advisory Committee: This consists of the District Collector as Patron, the District Police Chief as Chairman and members like the District Panchayath Standing Committee on Education, district heads of education, forest, excise, transport other departments as members formed in each Police district. The District head of education is the committee's convener and secretary is the District Nodal Officer. The following are the functions of the district level advisory committee

- a) Providing necessary support and guidance for SPC programmes in schools
- b) Preparing priority list of schools where SPC project would be Implemented.
- c) Co-ordinating various departments for the smooth functioning of SPC programme.
- d) Making arrangements for the periodic evaluation of SPC Programmes.
- e) Monitoring school-level SPC activities throughout the District

- f) Proposing district-level programmes and activities for facilitating development and ensuring ongoing effectiveness of SPC scheme

School-Level Advisory Committee: This is the committee which works at the grassroots level and includes the school principal as Chairman, Inspector with jurisdiction as Convenor, President of the Parent-Teacher Association, local representatives from Education, Excise, Forest and Transport departments as well as sitting member of local self-government body and staff secretary. The Sub-Inspector of Police is the committee secretary which oversees and supports the implementation of the project in the school. The functions of the school-level advisory committee includes

- Providing necessary support and guidance for SPC programmes in the school.
- Supporting the SPC unit in the effective conduct of programmes.
- Mobilizing funds and infrastructure for SPC unit
- Co-ordinating with the PTA for various SPC programmes
- School advisory committee can change the programmes according to the specific circumstances of the
- school (Sports meet, Science, Maths, Work Experience, IT Fairs etc).

In each **SPC** school, two dedicated and service-minded teachers will be selected as Community Police Officer (**CPO**)/Additional Community Police Officer (**ACPO**), with responsibility for implementing the **SPC** programme in the school. One of them will be a lady teacher. Teachers from any discipline may be appointed as CPOs. The CPO in a SPC school would draw a school-specific activity calendar which should adhere to the guidelines and instructions in the Annual State SPC Activity Calendar. This Annual State SPC Activity Calendar is a timetable of activities SPC units statewide are expected to follow.

The progress of the SPC Project is monitored in each school through a structured reporting process at various levels.

- Monthly Performance Report:** Every month the CPO/ACPO submit to the respective DNO a report in a pre-designed format. This is forwarded to the SNO with specific remarks from the Principal, Police Student Liaison Officer (inspector), DNO and District SP.
- Quarterly Assessment Report:** This is prepared by the District SP with the assistance of a team constituted for the purpose.
- Overall Evaluation Report:** This is done by an independent team constituted by the State Advisory Committee and is prepared district-wise.

Implementation of the Project

The District-level Advisory Committee will draw up a priority list of schools, who have expressed an interest to commence SPC units. These schools must satisfy the set of criteria laid down for inclusion in the programme, and be willing to support SPC project implementation. DNOs will verify the availability of training facilities in such schools. Final priority list of schools from each District will be submitted to State Advisory Committee, for final screening and approval.

The following are the steps to be taken to initiate SPC program in a school

- Constitution and convening of School-Level Advisory Committee
- Identification of Community Police Officers & Drill Instructors
- Identifying space for SPC school learning centre (which will also act as SPC Office)
- Convening of PTA meeting to present what, why, how of SPC
- Workshop for entire teaching/non-teaching staff to explain the what, why and how of SPC
- Identifying financial resources
- Selection of cadets
- Formation of Guardian SPC (SPC-PTA)
- School level launching

The selection criteria for SPC schools are as follows:

- Must be either Government or Government-aided school, with minimum student strength of 500
- Must have an active and supportive Parent Teacher Association
- Must have two willing teachers to serve as Community Police Officers, with at least one must be a lady teacher
- Must have access to a ground and facilities adequate for providing physical training for cadets
- Must be a special office for the SPC project, with separate changing rooms for boy cadets and girl cadets.
- Must provide school facilities for CPOs and ACPOs to organize and participate in SPC-related programmes.

Even the students for the programme have to satisfy a set of criteria which are:

- Should have secured a minimum of 50% marks or C+ grade in the previous annual examination.
- Possess prescribed level of physical and medical fitness.
- Produce conduct certificate from the Headmaster or Principal
- Provide consent letter from parent or guardian.

Identity of the SPC Programme

The motto of the SPC is “We learn to serve”. The logo consists of the letters “SPC” are engraved in gold within a circle on blue background signifying discipline. The Asoka Chakra positioned just above it stands for the sovereignty and integrity of the nation. Below it is inscribed the Indian motto “SatyamevaJayathe”, which means “Truth always prevails”. The flag is designed with the emblem of SPC engraved on blue background. The flag represents national integrity based on discipline and creativity.

Constitution of a Platoon

The first year cadets are called Junior Cadets and the second year cadets are called Senior Cadets. The strength of each batch will be 44 with two platoons consisting of 22 cadets each. In case of co-educational schools, one platoon must be of girls only. This would help in ensuring the full performance of girl students who are traditionally away from such activities. In high school, the SPC units will have students from 8th standard onwards and the higher secondary wing from 11th standard onwards.

Training Modules

The SPC scheme envisages a two-year training programme for the student cadets. The designated drill instructors visit SPC schools and conduct physical training for cadets including drill, cross-country march, yoga etc as per the annual calendar. Along with the outdoor training, lectures are also conducted in Police-related topics such as law, Constitution, community policing, National movements, personality development etc which would help them the students in their evolution as confident citizens. Also, field visits are conducted to establishments of historical, scientific and national importance after which the student cadets have to prepare study reports. There are three kinds of SPC camps

- Mini Camps: Both the Junior and Senior cadets must participate in 3-day camps during vacation which is usually arranged in the respective schools. This could be residential or otherwise as per the facilities available in the school.
- Annual District-Level Summer Camp: This is a compulsory 7-day residential camp which the Junior Cadets attend at the end of the academic year. Normally, the venue of this camp would be a central location in the District such as District Armed Reserve Camps, Police Training College etc.
- Annual State-Level Summer Camp: This is again a 7-day residential camp normally held at the State Police Academy with cadets from all across the state. The activities include life-skills, interaction with renowned personalities, senior government officials, political leaders and personality development components.

Also, various community level programmes like arranging awareness classes or campaigns for fellow students and community like drug abuse, road safety, environmental issues, policing etc are also undertaken by the SPCs. The cadets are also put on various duties during events such as school festivals, sports meet, traffic control etc.

Drishyapaadam Learning Experience

One of the successful training methods developed by the SPC is called Drishyapaadam or the ‘visual text’ programme. The team selects suitable video materials appropriate to the objectives of SPC, with help of domain experts and institutions such as ‘Chalachithra Academy’ in Kerala to pool videos on and in a wide range of languages and regions. A short description, both vocal and written and a set of 10 to 12 questions are prepared for each video. The description and questions are distributed among cadets by dividing the class to 6 groups. After the screening of the video, each group has to present their deliberations, findings, observations and learning based on randomly allotted questions before the entire class.

This method has lots of advantages such as it promotes active listening and observation, public speaking, encourages working with group, improves critical analysis etc. The learning experience involving visuals have a long term impact and are also cost-effective.

Discussion

This initiative which targets the children and even the young adults is indeed a commendable work. Such initiative help the children identify the challenges facing the society and themselves. The students get the opportunity to personally interact with authorities and personnel of a wide range of government departments. This would help them in understanding the seriousness of their role as well as the civic responsibilities of a citizen. It would be too early to study the impact of the SPC Project on the society as the first batches of cadets are still in their studies. But, a firsthand experience in policing at an early age could help the students and youth to identify the challenges and take steps to address it. For example, an SPC cadet who has been part of road safety campaigns would definitely know the dangers of not following traffic rules and would even go to the extent of creating awareness among the fellow road users.

One of the biggest causality in the recent years, especially after the advent of information technology is the lack of social interaction. The youth these days are mostly isolated from their immediate community and

spends most of the time on social media and internet. The importance given to group activities and interaction in the SPC Project would go a long way in addressing this issue.

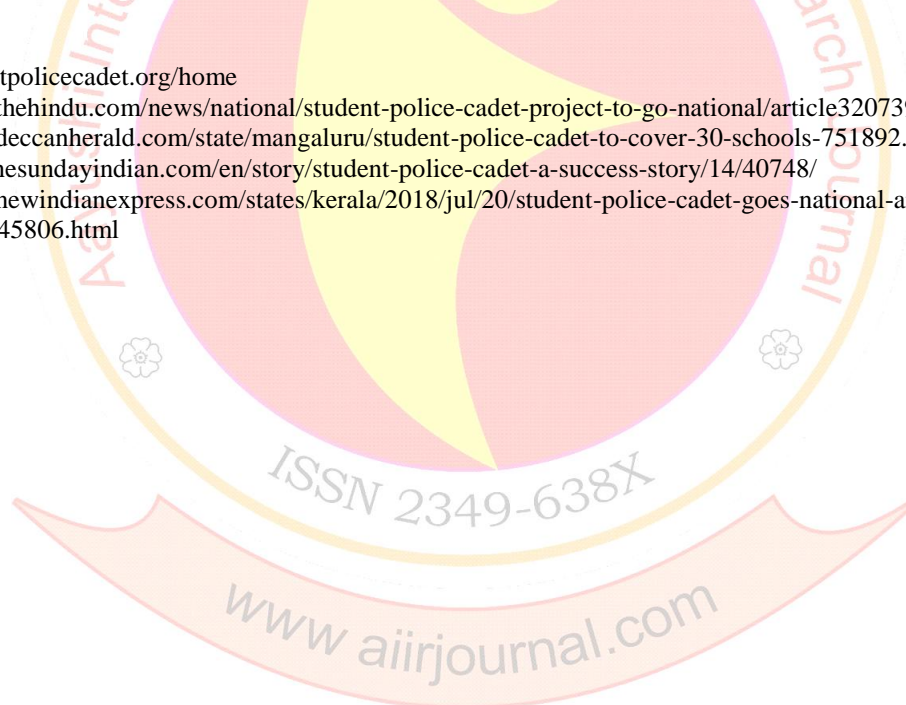
The awareness about legal framework, policing and principles of the Constitution would help the cadets to become well-informed and model citizens in a democratic society. There is an urgent need for its implementation in other states of our country. The 41st All India Police Science Congress organized at Dehradun in 2011 has recommended setting up of the SPC in all states of India. The Kerala State Road Safety Authority has selected the SPC to carry out a statewide road safety awareness project in the state. The Kerala State Legal Services Authority (KELSA) which is a statutory body of the Kerala High Court has designated the SPCs as community-level ambassadors to promote legal awareness among the community. The public sector oil company, Bharat Petroleum Corporation Ltd has partnered with the SPC to promote energy conservation within communities. The achievement for the SPC Project was in July 21, 2018 when the Union Home Minister Rajnath Singh rolled out the SPC programme under which the high school students across the country can enroll themselves.

Conclusion

This project need not be seen as a competitor to the already existing National Service Scheme (NSS) or the National Cadet Corps (NCC). In fact, these schemes have limited intake of students and a vast majority of the students are left out of their ambit. The SPC Project tries to fill a part of this vacuum. The advantage of this programme is that it doesn't entail additional expenditure because the police force is providing trained personnel and the schools are having resources for training. Any change in society to happen, one needs to educate the youth and this is exactly what the SPC Project tries to do. Once all the states implement these schemes, more joint activities such as inter-state camps, police cadets exchange programme with different states etc can be organized. This would be a learning experience for the police force in today's globalised world. Also, there is an urgent need to extent this to the college level.

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Studies on Importance of Co-curricular and Extra-curricular activities for Improvement of students development in Undergraduate Colleges

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Abstract:

The core mission of higher education is to educate, train and to undertake research and provide services to the community. Education is a social process. Higher education imparts in depth knowledge and it borders the intellectual power of the individual and also gives him / her wider prospective of the world. Higher educational institute contribute to the growth of a nation providing specialized knowledge and skilled man power

Higher education in India has witnessed a phenomenal development in terms of both quality and quantity. Therefore, it has been felt that it is the need of an hour to assess the state of Indian higher education through an autonomous body like NAAC. NAAC grade reflects the quality of that institute. The present paper describes the prime roles played by number of co-curricular activities in the colleges and its necessity to improve and to sustain quality of the higher educational institutes. The different co-curricular activities in rural institutes are essential for students overall personality.

Introduction:

Indian higher education system is one of the largest education systems in the world. Knowledge is always key factor in the economic development of any country. The education plays important role as a tool to create dynamic and responsible citizens. The ability to create economic value through a creative application of knowledge for society is innovation. Higher education or university education had played a major role for improving environment, preserving natural resources and making an economic as well as social impact.

Education is continuous social systematic process, which undergoes rapid changes in true with the change in the society. University and colleges have several functions. Two of them are considered most important and essential, namely knowledge dissemination and research knowledge generation. The form and content of an age and society is a product of society – education dialectics. Higher education starts after +12 level and imparts in depth knowledge. It broadens the intellectual power and also gives him/her a wider perspective of the world around (Benjamin, 2011)

Knowledge is the driving; force in the rapidly changing globalized economy and society. Emergence of knowledge as a driving factor results in both challenges and opportunities. The growth of the global economy has incurred opportunities for countries with good level of education.

Higher Education in India:

India was the pioneer nation in introducing higher learning. In ancient India many students came to our universities for learning from other countries. India is the third largest higher education system after China and USA in terms of students enrollment. In the post independent era education in India was taken care of seriously regarding the higher education policies. The National Policy of Higher Education (1986) is based on vision of Radhakrishnan and Kothari Commissions in five principles of goals for higher education which includes Greater Access, Equity, Quality, Excellence and Relevance and Promotion of Social Values.

University Grants Commission (UGC) established in 1956 looks after the quality, accessibility and equity of higher education. New education Policy National Knowledge Commission and RUSA (Rashtriya Uchchar Shiksha Abhiyan) by MHRD Government of India gave importance of higher education in the country.

According to Barnett (1992) there are four predominant concept of higher education, firstly higher education as the production of qualified human resources, secondly; training for research career, thirdly as efficient management of teaching provision and fourth higher education as the matter of extending life chances. All these four concepts are integrated and give overall picture of “higher” in the higher education.

Education is the most important tool to create dynamic, enterprising and responsible citizens of any country. The development of a nation mostly depends upon the growth of education in the society. Higher educational institutes contribute to the growth of a nation by providing specialized knowledge and skilled man power.

Higher education mainly imparts in depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different works of life. Higher education is powerful tool to build modern,

value based, knowledge based, cultural based peaceful society which can lead the country towards belonging super-power in the world. It is also considered as one of the important and strong tools for the development of any country.

Access to the higher education varies widely in rural and urban areas as well as men and women. After the independence, the education is spread over the rural masses. It is because of awareness about the higher education and its impact on the service sector. As education has become an essential tool for achieving substantiality and personality development (Ugra, 2010).

Higher education or university education has played a major role for the improving environment, preserving natural resources and making an economic as well as social impact. The core mission of higher education is to educate, train, undertake research and provide services to community.

NAAC - A Quality Regulator in Higher Education

The National Policy on Education of 1986 that recommended the Plan of Action. NAAC was established as an autonomous body by the University Grants Commission after many years of national consultations. Today NAAC is an autonomous body assigned to assess the quality of education in various universities and colleges in India. This institution lays down certain norms of quality and standards for assessing the performance of citadel of higher learning. Soni *et. al* (2011) has identified the main objectives of NAAC as..

- * The grade institutions of higher learning and their programmes.
- * To stimulate the academic enrolment and quality of teaching and research.
- * To help the institutions to realize their academic objectives.
- * To promote necessary changes - innovations and reforms.
- * To encourage self-evaluation and accountability in higher learning.

Today quality in higher learning has become the very important factor in the world. All higher educational institutions in India are to be assessed by NAAC periodically. An effort is made to make Indian Educational Institutions world class. In recent years NAAC has developed guidelines to help the institutions in establishing IQACs (NAAC, 2006). IQAC has now become an integral part of the every institute to enhance the quality of education. The prime task of IQAC is to develop a structural mechanism for perpetual in the education. IQAC prepares road map of the institute and implements them successively. The functional IQAC activates and recharges main two components of the education viz the students and teachers. The year round activities of IQAC are not only necessary but essential to achieve the target goal of the institute. The curricular and co-curricular activities on and off campus are framed by IQAC of the college.

Co-curricular And Extra-curricular Activities

In every higher educational institutions a number of co-curricular and extra- curricular activities are arranged for the development of the both boys and girls students. The individual students can participate activity as per his/her wish. In recent years due to NAAC process the emphasis is given to the students participation in the co-curricular and extra-curricular activities. The performance in such activities has impact on the NAAC grading of the college. Hence the role of the co-curricular and extra-curricular activities must be cared of.

Co-curricular and Extracurricular activities are activities take place outside the classroom. These activities are always supplement classroom curriculum. They are ungraded and do not offer any form of academic credit. They do not provide instruction or experience to supplement the academic curriculum.. They do provide complementary learning of some form e.g. NCC, NSS, National Honor Society, student council, Debate clubs, sports teams, adventure trials, nature clubs, dance and drama productions and many more. The students become happy, joyful and with healthy minds by involving in such deliberations.

Advantages

Co-curricular and extracurricular activities can provide students with a lot of interesting and important experiences outside the traditional classroom. The following are the advantages of such activities:

1. They allow the students to explore strengths and talents outside of academics
They help the students to develop stronger time-management and organizational skills
2. They teaches the importance of commitments
3. Giving students the opportunity to build friendships participative and leadership role in group activities.
4. Helping to build confidence and self-esteem and channeling their energies in positive directions rather than toward drug abuse or crime
5. They helps to build important skills that are not necessarily taught in the classroom.

The following activities helps to the students for personality development as well as opens the doors for service sector organizations..They will help you mould every element of your personality and increase your knowledge too

National Cadet Corps

This extra-curricular activity is sponsored by the Directorate of National Cadet Corps under Defense Ministry. NCC (Senior-division) is an important extracurricular activity for every college female and male student. As NCC cadet you will learn discipline, survival techniques, camping, self and public hygiene, giving first-aid, crowd management and many other vital skills. This type of co curricular activity is undoubtedly helpful in developing the essential life skills everyone should have in their life. In recent years the college NCC cadet's students with C Certificate has special reserve quota in Armed Forces as well as Paramilitary services including Police services. Hence this activity is much preferred by students.

National Service Scheme

This extra-curricular activity is sponsored by the Ministry of Youth Affairs and Sports This extracurricular activity will be available from college. NSS is all about volunteering for various exciting and educating activities. It will help your personality development by participating in projects that benefit the community. This activity will provide a base for leadership, participation in community oriented useful programmes viz Swachha Bharat Campaign, Water Conservation, Community Hygiene, Save Girl child, Tree Plantations and many others. The student Volunteers of NSS will become social, committed citizens of India.

Yoga and Meditation

Yoga and meditation are the gift of ancient India to the western world for spiritual minds. Yoga and meditation are very beneficial for overall mental and physical wellness. The students participating yoga and meditation will become strong youth. The yoga helps to improve productivity. After the United Nations declared June 21 as International Yoga Day, a lot of educational institutions are holding classes to teach yoga and meditation to their students. Due to yoga specific exercise improves the mind concentration of students.

Science Clubs / Nature Clubs

The colleges will have a science club. The science students can participate such clubs. The students will learn or observe scientific experiments or conduct experiments and participate in group projects. They will experience co-operation, leadership and develop scientific temper among themselves. They will study biodiversity, pollution aspects, writing about scientific articles etc.

Conclusion

IQAC has to play a functional role in maintenance and improvement of the quality in education through organizing suitable need based co-curricular and extra-curricular activities in every respect. These activities in every college will set a path for better and effective functioning of educational process to improve the quality of education. The participative role of student's, parents and other stakeholders also improves education quality and grading of the colleges. This can be achieved by enhancing co-curricular and extracurricular activities. In the colleges. Such activities shall improve the students career.

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Role of Extension Activities in Curbing the Menace of Ragging in Higher Educational Institutions

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Abstract

The quality of human resources plays a significant role in the national development. The quality of human resources depends upon the culture and education system in the nation. Most particularly higher education develops the skill and quality of human resources. So the Role of Higher Education is significant. One of the major menace is of Ragging. So the government has taken hard measures to curb menace of Ragging. Present research paper is an role of extension activities in curbing the menace of ragging. Extension activities will help in curbing menace of ragging. On 08-05-2009 Hon. Supreme Court has given judgment. As per order of Hon. Supreme Court, Maharashtra Government, UGC and University Act every higher education institution should take strong measures to curb ragging. The role of anti-ragging committee is very significant. This committee has to keep strict vigilance to avoid ragging. It is clear that Hon. Supreme Court, UGC, Maharashtra Government and Universities are taking strong steps to curb ragging in higher education. The educational institutions should follow strictly the guidelines and orders coming from the higher authorities. It is better to avoid ragging of students. The extension activities are significant. The anti-ragging committee has to organize various extension activities. These extension activities are significant and can curb ragging in higher education.

Introduction :

The quality of human resources plays a significant role in the national development. The quality of human resources depends upon the culture and education system in the nation. So educational systems are significant for every nation. Most particularly higher education develops the skill and quality of human resources. So the Role of Higher Education is significant. One of the major menace is of Ragging. So the government has taken hard measures to curb menace of Ragging with this reference the focus of the present research paper is an role of extension activities in curbing the menace of ragging.

This paper is based on the secondary data and personal experience.

Objectives :

1. To understand the concept of ragging.
2. To know role of Anti-Ragging Committee in higher education.
3. To explain role of extension activities in curbing the menace of ragging.

Hypothesis :

1. Extension activities will help in curbing menace of ragging.

Anti-Ragging Measures :

On 08-05-2009 Hon. Supreme Court has given judgment. As per order of Hon. Supreme Court, Maharashtra Government, UGC and University Act every higher education institution should take strong measures to curb ragging. For this it is necessary to form Anti-Ragging Cell, Anti-Ragging Committee, Squad Panel in every institution of higher education. The Anti-Ragging Committee should be constituted in given format consisting Principal as Chairperson, one Nodal Officer, two Student Representatives, two Faculty Representatives, one Psychologist, a representative from Public Administration, Police Department, Parent Representative and Office Superintendent and Hostel Warden, The proceeding, photos, video shoots are to be maintained of Anti-Ragging Committee meeting. Anti-Ragging cell should be displayed on college website and prospectus.

The anti-ragging cell should constituted with Head of Institution, Nodal Officer and one faculty member.

The anti-ragging squad panel should be appointed with the members. Record of regular and surprise raid of squad panel visits are to be kept. To avoid ragging mentoring cell of students consisting of old and fresh students should be formed.

The role of anti-ragging committee is very significant. This committee has to keep strict vigilance to avoid ragging. The following extension activities can be arranged as per anti-ragging law and UGC regulations.

Extension Activities :

To curb menace of ragging, the following major extension activities can be organized by anti-ragging committee in higher education institutions.

1) Notification and Display of Anti-Ragging Committee and Banners of Stop Ragging : It is mandatory to display the anti-ragging law, anti-ragging committee along with contact numbers on the notice board. The pamphlets and boards of stop ragging are to be kept in important places like entry, library, study room, canteen and in hostel. The purpose behind is to create awareness among all the stakeholders about anti-ragging. The undertakings are compulsory for all the teaching, non-teaching staff. Affidavits are compulsory to be taken from students and parents. CC TV cameras are to be set up.

2)Anti-Ragging Oath :

In the parent meeting and in induction programme anti-ragging oath should be taken by parents and students. The purpose is to create consciousness about the menace of ragging.

3)Welcome, Orientation and Counseling :

Every year at the opening of Ist term anti-ragging committee should organize welcome, orientation and counseling programme. In this programme the brief introduction of anti-ragging committee member, students introduction should be given. Welcome, orientation and counseling of old and new students will help in curbing ragging. The fresher's will understand to whom they should contact in case they are ragged. The senior students will be warned and they will know what type of punishment is there for ragging. So this programme is to develop harmony, co-operation among old and fresh students. Videos can be shown to students.

4)Mentoring Cell :

The mentoring cells of old and fresh students should be formed. So that they will come in contact with each other and can organize and participate in college / hostel functions. It will help to develop leadership quality.

5)Complaint Register :

In every higher education institute the complaint box and registers should be kept. The students can register their complaints of ragging. On the basis of the complaints, it will easier to higher authorities to take actions against ragging.

6)Workshops :

Anti-ragging committee can organize workshops on legal literacy, financial literacy and self confidence. Legal literacy workshops can guide the students in understanding anti-ragging, judgments, procedure of complaining and resolving the ragging cases. The financial literacy will create financial investments and saving awareness. The self-confidence can be developed through workshops on self confidence.

7)Seminars :

Seminars for the students can be organized on adolescent health problems, personality development, positive attitude and career guidance. These seminars will divert the youth energy in productive lines instead of consumerism and ragging.

8)Psychological counselling:

Anti-ragging committee can take extension activities on promoting psychological fitness and mental peace. Workshops on yoga, personality development, happiness programme, meditation programme can help to attain mental peace which in turn will curb the ragging.

9)Literary Skill :

The programme promoting literary skills like essay writing, poem recital, wall paper publication can be organized. The students will get knowledge, information and develop presentation skill.

10)Competitions and Entertainment :

Anti-ragging committee can organize various competition like debating, handwriting, cooking, salad decorations, rangoli, painting, acting, dancing, laughter and one minute shows. This will increase unity and competitive skill among students. Hostel days can be organized to promote acting, singing, fancy dress, one act play, dance competition can be organized. So these programmes can bring the students together and will help to stop ragging.

11)Celebration of International Days and Birth and Death Anniversaries of Great Leaders :

Anti-ragging committee can celebrate world population day, world literary day, women's day, yoga day so that the students can understand the significance of these days. Their morals can improved. Birth and death anniversaries of great leaders will encourage the students to follow the philosophy of great thinkers like Chh. Shivaji Maharaj, Mahatma Gandhi, Abdul-Kalam. Definitely life values will be enhanced which will help to curb the ragging.

12) Provision of Library, Sports, Study Room and Medical Assistance :Particularly for hostel students, library, study room, medical assistance should be provided to the students within the hostel campus. Recreation facilities will also generate positivity among the youths. Indoor games and outdoor games can be arranged.

Conclusion :

From the above discussion it is clear that Hon. Supreme Court, UGC, Maharashtra Government and Universities are taking strong steps to curb ragging in higher education. The educational institutions should follow strictly the guidelines and orders coming from the higher authorities. It is better to avoid ragging of students. The extension activities are significant. The anti-ragging committee has to organize above mentioned extension activities. These extension activities are significant and can curb ragging in higher education. At present out of 5372 ragging complaints received 5235 cases have been closed. So government has attained success in closing the ragging cases to greater extent.

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Field Action Project as an Extension Activities in Higher Education : A tool of Personality Development

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Abstract:

Education is indispensable to individual and society, for without it their would be loss of all the accumulated knowledge of the ages and all the standard of conduct. The students must learn the culture of the society or the accepted ways of doing things. He must be socialized into the prevailing culture and must learn the rules of conduct and expectations about future behavior. "Extension education is an applied behavioural science dealing with desirable changes in the behavioural complex of human beings, through various strategies and programmes, by applying the latest scientific and technological innovations." hence it is essential to have extension activities in higher education..

The educational institute need to provide an opportunities to the students to explore their skills and strength areas. This journey surely helps students to develop their personality and to contribute in nation building . Present paper is based on experiences received by the students through extension activities implemented by the Tirpude College of Social Work and highlights the significance of extension activities in personality development of the students in higher education .

Key Words: Education, Extension Activites, Field Action Project.

Introduction :

Extensional activities are clearly given in the UGC guidelines which aim to facilitate students to generate new knowledge. Institution has wide scope for implementing extension activities. Quality Education believes in learners' centered curriculum and promotion of extension activities as per the need of the neighbourhood of the institute, like adult literacy, women empowerment, human rights awareness, legal rights awareness, protection of environment, rainwater harvesting, health awareness, hygiene and sanitation, prevention of diseases, prohibition of alcohol consumption, power and energy saving strategy, first aid, women and child care, train for time management, financial planning, waste management, Disaster management, soft skills and revival of culture and heritage etc. Man is a social animal and the education is for the social discipline and the social efficiency. Education Institution is an important social agency whose responsibility for the development of the students is inevitable and most required.

Extension education through extension Activities:

While defining the structure , nature and importance of extension activities, Bhagat (2010) described that defines educational institutional social responsibility as the voluntary efforts of the educational institutes, of course, inspired by the ethical excellence toward social development through various activities. Community development through activities like enhancement of educational standard of underprivileged groups, adult education activities, environmental awareness, ecological conservation, health awareness, healthcare and sanitation, adoption of village for holistic development addition to the academic commitment of the institution

Extension education is the process of preparing the individual to find out one's inherent potentialities and develop the same to the maximum extent in order to derive utility for himself and contribute to the society. Educational institution is the important social agency whose contribution to the development of the society is most expected. Community oriented education and its extensional activities are the modern ideologies of education. Educational Philosophy lays great stress on the development of the society through the educational process. Swami Vivekananda, a great educational thinker assumed that service should be the guiding principles of Education.

Higher Education has different objectives such as reestablishment of human principles, character building, promotion of abilities, cultivation of self-respect to foster moral values, spiritual thoughts, creating the feeling of universal brotherhood, developing scientific attitude, etc.

All these objectives cannot be achieve only through class room curriculum. For achieving above objectives of higher education , the educational institute shall take moral responsibility and shall plan and execute extension activities in a such way that students will get first hand knowledge about the present situation, challenges and their role as citizen

Personality Development:

About the Tirpude College of Social Work: Tirpude College of Social Work , Nagpur imparting education, training and research in the field of social work was established in 1966. The college is one of the pioneer

institutes in central India with a vision of inclusive and sustainable development through qualitative educational empowerment. The college has been awarded A+ grade by National Accreditation and Assessment Council constituted by University Grant Commission in the 3rd cycle of its reaccreditation in 2017. College has been implemented field Action Projects such Child Guidance and students counseling Cell (1977), Women Development Cell(1996) and Programme for Extension Activity through Collective Efforts(PEACE) project . These Field Action Projects provides an opportunities to the students to develop their knowledge in regard to the current situation, challenges and required remedies about the issues and also develop required Skills for dealing with the issues. This whole process of learning through active participation helps students to develop their personality.

PEACE Project established with the purpose to improve quality of life of the community people. The concern areas of this project are education, Health, Protection of Civil Rights and legal awareness. Project organizes awareness programmes, Health Camps, Research Studies on issues through the students of UG and PG (final year) .

Following are some out comes of the PEACE Project

Apptitude Development : Educational Institutions in general and Higher Education in particular can contribute for the social rejuvenation in various ways. One cannot delink the institution from the society and it is the part and partial of the society. Mere policies and programs introduced by the government and the active work of NGO will not be sufficient to achieve the expected ends unless the student community takes virtual interest to restructure the society in order to arrive at social renaissance. Tirpude College has organises Community orientation programme for UG and PG students through PEACE Project to facilitate them to understand community characteristics and issues in general and develop favourable attitude among students and inculcate social and national values in particular. The outcome of this found that the students are able to response to the current issues through various way and their aptitude towards work with society could develop.

Personality Development : It is essential that Educational institutions should make active and conscious interest in the implementation of mission and vision, references to citizenship, task of preparing moral human beings, prepare students for larger purpose of life with ethical, moral and spiritual aspect, and encourage students to learn, to find information, work collaboratively to acquire knowledge and skills and not mere job skills but also life lessons, nurturing whole students, prepare students to be the contributors to the society, guaranteeing atmosphere for excellence in academic, research, leadership and character, prepare students to be desirable asset to the society and humanity and so on. The volunteer of the PEACE Project organizes programme for community people and also for themselves through which they learn life skills and develop their capacity and ability through organizing the programme.

Development Of Capacity And Ability : Education can better be understood when it takes effort to transcend the learner in desirable direction through prepare them to make identification of values, to make introspection, to choose right habit and reinforce them to continue until it turns into his Character and absorbed into his personality. PEACE project organises Interface meeting with eminent personalities in social field and lectures on Autobiography of the person through which Students find their value heritage which has been transferred from their forefathers and enrich the same to leave it their next generation, and gets motivation from the person who contributed for the humanity and helps to open their eyes and give awareness about the social responsibility with creative social sense. This also encourage students for the collection of studies of the personalities who work for the betterment for the society.

Development Of Institution Bonding With Society Through Students ; This field Action Project helps to the college to develop bonding with the society through students. The growth and development of the institution remains greatly on its interest towards the empowerment of the society through its extensional welfare programmes for the society . If every educational institution takes responsibility of the society surrounds it, the great dream of empowerment can better be achieved. It can take philanthropic, ethical, legal and economic approach to improve the quality of life, avert harm, obedience to code of rules and regulations and profitable economic activity. Adoption of any village which yet to be developed in social, economical, educational, health and hygienic spheres, which can be understood in various means such as by providing mass literacy, mass awareness about governments welfare schemes and projects and how to approach to get benefits, create awareness on productive use of time, money and energy resources, child care, women welfare, availabilities of schemes for the Challenged people, health and hygienic habits, legal rights and understanding responsibility and rights of citizen facilitate social empowerment. Currency literacy, simple electrical and electronic maintenance which highlights various methods of improving power factor, voltage supply, energy auditing, energy conservation schemes, adopting safety in operation and maintenance of electrical accessories and equipment will be useful to the society. Quality Health services can be rendered at affordable cast will be good, the cultural

heritage and the tradition of the place should be preserved and enriched. The PEACE project has adopted Village near by Nagpur and PEACE project Volunteer place in that village for field work. These students organizes Awareness programme and training programme for the villagers through which the village people gets benefit and improve their condition . this activities inculcate value of social responsibility among the students.

Development Of Ethical Personality :

The Prevention of alcohol consumption, smoking, pan chewing and providing rehabilitation for the victims and facilitates the society to live the life happy, peaceful and meaningful with desirable ideals, standard and values among youth were the major concern area of the PEACE project activities. Supporting NGOs and governmental agencies work with the PEACE Project and the empowerment of the society through required and expected participation and help is achieved through the ethical approach for the betterment of the society.

Development Of Legal Awareness: Students organizes legal awareness programme for community people as well as students community through PEACE Project. Need of legal awareness activity to develop obedience to the law, rules and regulation is the condition for the society and it is the society codification of right and wrong, where the institution take due interest in creating awareness among mass, the importance of obedience to the law and encourage the public to cooperate by remitting taxes in time genuinely, voting in the election, respecting democratic principles and to assure peaceful co-existence among each other will enable ideal society. The above ideals can be implemented through counseling, awareness programmes, and research projects by students.

Economic Development: Students organizes the awareness programme on profitable and safety saving habits, security aspect, insurance policies, medical support systems and orientation of people to right economic choice will make desirable difference in the society. Conservation of natural environment, natural resources and energy resources, promotion quality of product from agriculture, industry, entrepreneurship and make use of abundance non depleting resources in and around the village.

It makes the profitable foundation, upon which all the students as well village people rest and harvest more benefits. The empowerment of the society especially among women, socially backward and downtrodden achieved through these activity .

Conclusion:

Understanding the social responsibility, development of soft skills , development as a citizen , gratification of institutional social responsibility through extension activities is possible through field Action Project. This helps the institution from anonymity to eminence on the part of educational institution in general and the society where it located in particular. The dream for powerful and prosperous India is to be significantly possible when every students participate in extension activity. The implementation of Field action Project (PEACE) gives us enriching experience of development of the students through extension activity.

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Alumni as Knowledge Partners

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Abstract:

The role of alumni is very crucial in the advancement of Alma Mater with their knowledge, the rich on-field experience can contribute to the advancement of Alma Mater as well as in the career guidance of the current students. They can become knowledge partners in various ways such type of bond must be developed between Alma Mater and their alumni. The constant touch and positive relationship with respective alumni can bring a huge change in the area of research, training, career guidance, etc. The proper rapport should be developed between alumni and Alma Mater as it is needed to create alumni as knowledge partners. They must be convinced through this they can give back to their Alma Mater and it is a moment of pride for both. It is really prestigious to have talented, eminent alumni of an Alma Mater. Alumni as knowledge partners can provide a very good platform for both alumni and Alma Mater to develop society and national with the help of each other.

Key Words:Alumni, Alma Mater, Partner, Knowledge, Experience, Current students, Progress.

Introduction:

The word alumni is a plural of Alumnusmen and women who have [completed their studies](#), especially at a [college](#) or university. In the present day, the role of alumni is very crucial in developing college or university. Alumni can become a vital part of the advancement of college or university or receptive Alma Mater. To strengthen the tie between alumni and Alma Mater 'Alumni Association' is established. There is no doubt alumni are the most valuable and loyal supporter of their respective Alma Mater. Through word of mouth, they can support or advertise about Alma Mater. So for this purpose, there should be very strong bonding between alumni and that of Alma Mater. Alumni like with their huge experience, on-field knowledge, technical knowledge research experience skill of marketing and business and other practical work, administrative knowledge, banking, and finance can become guiding stars to the present student which can pave the way for the success of the present students. So alumni can connect the existing students to the world of professionals or corporates or administrative which is highly impossible only through education within Alma Mater. Alumni can provide first-hand knowledge for the present students. So it is absolutely correct that alumni as knowledge partners. It is not only related to education or academics but also those who have achieved an excellent career in sports, in defense can also share and guide the current student through their valuable experience.

The Alumni can be the brand ambassadors of the respective Alma Mater as through the social network sites alumni can guide, advocate their Alma Mater. Through their strong social, political, corporate sector contact or actual involvement can contribute to the development of particular Alma Mater. Regarding the overall advancement of students, Alumni Associations can play a major role in the overall development of the present students. Through Alumni Alma Mater can connect to the society also. It is very essential to encourage or motivate the alumni about to inspire and their valuable experience, expertise, valuable suggestions to the existing students. So it is very important to convince alumni regarding give their valuable time for their respective Alma Mater that type of strong tie between these two. Alumni must that much be enthusiastic to help and contribute to the advancement of Alma Mater. Alumni through their rich experience can provide the exact information of a particular field. They can reduce the gap between the information or knowledge available in the book and the actual one. They are very vital to clear the doubt, misconception, and ignorance of the existing students.

Alma Mater can arrange guest lectures, workshops, STTPs, with the help of alumni to the existing to utilize their knowledge for the improvement or progress of the Alma Mater. Through the help of alumni, Alma Mater can organize social and welfare programme to provide the platform to the existing students. With the help of alumni, existing students can upgrade their technical skills also. Alma Mater can also provide lab. and library to their respective Alumni to do research or increase their knowledge which will also be fruitful to the existing students. Alma Mater can also help Alumni to pursue higher studies. Alumni can become the career mentor to the existing students can guide the right path by interacting and counseling them. The notable alumni are the pride of that Alma Mater.

So it is very vital to connect socially, academically and professionally, Alma Mater must take the help of their respective alumni. Those who are financially strong can provide the scholarship to the deserving students. There should be a strong Alumni network through contiguous interaction and with a positive environment. The attachment of the alumni is the major part of 'Alumni as a Knowledge partner' then they will support the Alma Mater wholeheartedly. A strong Alumni Association is the emblem of success of that

particular Alma Mater. Alma Mater should engage and keep a strong network of their respective alumni to gain an advantage from them on a regular interval. It is very important to use the talent of alumni for the existing students through their wealth of knowledge and experience. The current students their role is also crucial in partnership with the knowledge, they should free and frank in asking their doubt, required knowledge then only this partnership will flourish as interaction should in two ways. Current students must aware of the importance of alumni in their overall development. Alma Mater must take proper efforts to develop the rapport between current students and the Alumni to increase the sharing of knowledge and experience and in such manner, alumni can become effective knowledge to Alma Mater. Depending on interests, skills and life experience alumni should be provided an interface to current students.

This is a great opportunity for alumni also to give back something to their respective Alma Mater, in such manner they must be convinced. It is the role of Alma Mater how they manage their alumni as not only a money pot to provide donations and funds only but they must think alumni are excellent knowledge partners in achieving success in all sectors and to enhance the career of the current students. In the strength and reputation of Alma Mater, the role of alumni is extremely important. Notable alumni can be role models and kind of inspiration to the current students. The right approach is necessary to realize this great idea of alumni as a knowledge partner. As partners mean engaged together in the same activity, so they should be involved in such a manner that they can become a real partner in the overall development of Alma Mater with the help of their experience and produce knowledge and skill.

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Importance & Scope of Co-curricular Activities In Higher Education

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Introduction :

Extra curricular activities teach students how to work for a common goal and this ultimately develops a sense of responsibility in them. It increases the level of confidence and also teaches them how to co-operate and work with people in different conditions. In the words of Ken Robinson - "Creativity is as important now in Education as literacy and we should treat it with the same status".

Education is a very broad concept that surpasses the four walls of a classroom. The core aim of Education is to foster all round development essentially means intellectual, physical, moral, sensible & social development. All round development can be achieved only through Education. So education plays a fundamental role in the making of a man and his development as a culturally well developed social animal. To fulfill these objectives there is a prime need of striking a balance between syllabus, curriculum, books and also co-curricular activities beyond that co-curricular activities are those which are undertaken side by side with the curricular activities.

Objectives:

The objectives of the co-curricular activities are -

- To develop determination & dedication towards students goal.
- To give better fitness and inculcate a sense of sportsmanship.
- To enhance competitive spirit, team spirit, leadership, co-operation & meticulousness.
- To develop self-confidence and to learn to trust the team.

The privilege of participating in co-curricular activities is extended to all students providing that they are willing to assume the identified responsibilities and adhere to the code of conduct & academic requirements. These activities have wide horizon to cater to the cultural, social, aesthetic development of the student.

Types Of Co-Curricular Activities:

Co-curricular activities are activities that take place outside the classroom but are still tied to the classroom curriculum in some way. These activities are meant to bring social skills, intellectual skills, moral values, personality progress & character appeal in students. It includes athletics, cultural events, library activities, science lab activities, class room activities, creative arts & meditation.

Types:

- Student Government, 2. Academic Teams and Clubs, 3. Arts, 4. Culture Clubs, 5. Community Service, 6. The student News paper, 7. Athletics etc.

- 1. Students Government:** colleges are impressed by students with leadership skills. Holding a position in college Government.
- 2. Academic Clubs:** Joining an academic club shows that students are passionate about learning & gaining a competitive advantage.
- 3. The Arts:** Creativity is always an additional asset when it comes to college applications. Students active in creative arts like - music, drama & visual arts tend to be open minded eccentric & think outside the box.
- 4. Culture Clubs:** Participation in such activities reveals that students have compassion for others & the strength of character to speak up for what they believe in.
- 5. Community Service:** There are so many things to extend help to the community around us. Voluntarily helping others gives peace as well as teaches the skill of adjustment.
- 6. The student Newspaper :** Writing skill enables the students to participate in students news paper. It also enhances the creativity of the student.
- 7. Athletics:** Participating in sports exhibits the students team work, leadership skill & physical fitness as well as application of mind & balance.

Role Of Co-Curricular Activities In Students Life :

The theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. While aesthetic development, characters building, spiritual growth, physical growth etc. are supported by co-curricular activities. Frankness & clarity in languages & personality is supported by these activities. It helps to develop co-ordination, adjustment, extempore expressions etc. among student at college levels.

The teacher must be a good planner so that the different activities could be carried out systematically throughout the year. He should act as innovator by introducing same innovative programmes. He should be director, evaluator, manager, advisor, motivator, communicator. So that the student could gain maximum of finer aspects of co-curricular activities. In short these activities play vital role in shaping the life of a person. These activities are compulsory activities which are important for every student to participate. Co-curricular activities are designed and balanced with academic curriculum so that every student gets to learn beyond subjects. Since, co-curricular activities are merged with academics therefore, it ensures that students get to learn effectively. Science or computer lab practical, experiments and projects are part of co-curricular activities. Students get to learn by cultural events including national events & traditional events from different faiths including Gandhi Jayanti, Independence Day, Republic Day, Diwali, Eid etc. many other cultural events.

Disadvantages Of Co-Curricular Activities :

Sometime the practice or compulsion of those activities many frustrate the students. They need time to study, relax with peers & join family time. If children put too much focus on a few, specific, abilities, they might not develop into well-rounded people. Balancing between co-curricular activities and activities & academic syllabus can be stressful for some students, especially when an abundance of activities takes up valuable time they need to study or complete home work. Some parents may find these activities very expensive. As well as if there are four or five children in a family. How much money do the parents have to fork out? Sometimes these activities may be burden for the financial backward families. At the sometime, they are time consuming and energy consuming. There is conscious or unconscious denial of priorities.

Conclusion:

Every co-curricular activity plays significant role in development of students. They enhance the learning process. They are designed & balanced with academic curriculum so that every student gets to learn beyond subjects. The students may learn different skills such as leadership, team integrity & co-ordination skills. They also learn ethical values about different cultures, religions, events of national & international importance as well as discipline. They learn to understand different religions, values, social ethics, patience, contentment etc. Therefore co-curricular activities along with academics are essential for every student.

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A Comparative Study Of Resilience Among The Sportsman And Non-Sportsman Students

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Abstract

Resilience is a key factor that makes a person to deal with disruptive, stressful, or challenging life events and get success in their life despite adversity. The present study intended to examine the influence of sex and sportsmanship on the resilience of the subjects. The sample comprised of 100 students sportsman (n=50) and Non-sportsman (n=50) from different schools from Kolhapur city. The male-female ratio is kept at 1:1. The age of the sample group ranges from 18 to 22 years. Purposive sampling technique was used for the present study. 2 x 2 factorial design was adopted and Descriptive statistics namely Mean and Standard Deviation and inferential statistics i.e. t-test were used to analyze the obtained data. Results revealed that there is a significant sex difference in the level of resilience; male students were found significantly greater in resilience level than those of their counterparts. Further, sportsman students were found significantly superior to non-sportsman students in term of resilience.

Keywords: Resilience, sex, Sportsman, Non-sportsman

Sport psychologists have also interest in how sportspersons psychological and characteristics influence their performance. From that approach, it is clear that psychological characteristics differ between more or less effective sportsperson and teams. However, the ability to psychologically prepare is considered a key element of such differences. In psychology, the term personality gets so much importance as a predictor for behavior performance. Recent studies reported that the personality has significant influence on sports. When sportsperson partakes in competitive sport, their underlying personality characteristics inexorably contribute to how they perform. Personality has been defined as 'psychological qualities that contribute to an individual's enduring and distinctive patterns of feeling, thinking and behaving'.

Sportsperson are always getting confronted to difficult situations. Sometimes they go through the 'bad patch' of their sport life. Many athletes or sportspersons cannot recover from that. Unfortunately sometimes they have to leave their sports career. But not always happen like that. Some of them are getting out from that bad patch very fast and perform well on the field. We have the famous example of that; M.S.Dhoni, Sachin Tendulkar, Yuvaraj Sing, and so on. Researcher has interest to explore what are those factors that person has so they can recover very fast? Here the roll of Resilience is important.

Resilience is the capacity to face the challenges and to become somewhat more capable despite adverse experiences. Resilience is a key factor in children's ability to cope with and survive adversity. Donnon, et. al (2003) stated that resilience is not only related to internal characteristics but also to external supports in the environment. Resilience can be thought of as a 'process' or 'fit' between an individual's capacity to cope, the risks he or she faces, and the context in which adaption takes place. Ungar, (2004 and with the International Resilience Project team, 2006) incorporates these ideas in his comprehensive definition of resilience:

Resilience is both an individual's capacity to navigate to health-promoting resources and a condition of the individual's family, community, and culture to provide those resources in meaningful ways. (Ungar, 2008).

Studies have shown that children could benefit socially and psychologically more if they have exposure to difficult circumstances (Garmezy, 1983; Dawes, 1992; Boyden, & Mann, 2005). Further, Maguire & Hagan, (2007) stated that Resilience- as recovery perspective measures is defined as the time taken to recover from a disturbance or stressor. According to Johnson, (2011) People who display resilient adaptation may become stronger by learning new skills, developing creative ways of coping and overcoming life changes.

Resilience is so much important for sportsperson. Without resilience they are unable to fight back. Because resilience is factor which help person to fight back or to confront any kind of situation. And because of that they can perform better in their future life. For getting sportsperson their form back is very important and resilience help them to get their form back.

Review of Literature:

Wild et. al. (2011) examine the correlation between resilience and family, peer, and community factors in orphaned adolescents. One hundred and fifty-nine economically deprived subjects with an age range of 10 to 19 have participated. Ss were administered Self-report questionnaires like depression, anxiety, and self-esteem

verbally. To analyze the obtained data Pearson product-moment correlation and regression analysis was adopted. The results revealed that Emotional resilience was significantly correlated with family regulation and respect for individuality, peer connection, and community connection and regulation. Further, it revealed that increased risk of internalizing symptoms was associated with cumulative stress exposure, losing a parent to a cause other than HIV and AIDS, and being cared for by a non-relative.

Chukwuorji and Ajaero (2014) studied resilience among subjects associated with the Nenwe community located in Aninri Local Government Area of Enugu state, Nigeria. The data comprised 329 participants in which one hundred and fifty-nine were males and one hundred and seventy were females. ANOVA was adopted to analyze the data on account of age, gender and education level. Results revealed that young adults and adolescents differ significantly in relation to resilience; adolescents have lower resilience level than young adults. Higher in education levels have higher resilience scores than those of their counterparts. Further, an interaction effect of age, gender and education found significant. But no gender difference has been found in resilience.

Katyal, Sudha (2015) examined resilience among the orphan and non-orphan children. Sample of fifty orphans and fifty non-orphan children, between age ranges of 12 to 18 were selected from 2 orphanages and 2 schools run by Gov. of Tricity- Chandigarh, Panchkula, and Ajitgarh (Mohali) in India. A standardized resilience scale devised by Wagnild and Young (1987) was used to assess the resilience of Ss. This seven-point Likert scale with 25 items has the alpha coefficient ranged from .85 to .94 and overall the alpha coefficient is .80. According to the author, this scale has two major factors i.e. Personal competence and acceptance of life. t-test was adopted to analyze the obtained data. Results revealed that orphan children have higher resilience than those of non-orphan children.

Kaur, Sukhminder and Chandni, Rani (2015) conducted a comparative study to search stress-resiliency, coping strategies and self-concept of orphan and intact families' adolescents. A sample of 60 adolescents was selected from various orphanages and schools of Mohali and Panchkula for the present study of which 50 percent were orphans and the remaining fifty percent were from intact families. To assess the stress-resilience, coping and self-concept of adolescents following psychological tools were used Stress-Resiliency Profile developed by Thomas and Tymon, Jr, (1992) its reliability is 0.87, 0.74, and 0.85, Adolescents' Coping Scale by Frydenberg & Lewis, (1993) its reliability by The test-retest method ranges from 0.65 to 0.70 and Self-Concept Questionnaire developed by Mittal (1995) this test has the split-half and test-retest reliability is .94 and .86 respectively and The validity ranges from .49 to .68. The obtained data were analyzed by employing a t-test. Results revealed that adolescents from orphanages were found higher on stress resilience, productive coping and self-concept than the adolescents living with their families'.

Yendork, & Somhlaba, (2015) while exploring the effect of demographic variables i.e. age and sex and positive psychological variables i.e. perceived social support, self-efficacy and resilience on the overall quality of life found that older orphans had higher levels of resilience and self-efficacy and lower perceptions of support from friends, family than younger orphans. Furthermore, females had higher self-efficacy than those of their counterparts. In this study one hundred orphaned children, between 7 to 17 years of age from Accra, Ghana has participated. To assess the level of the variable under study Ss were administered quality of life, self-efficacy, resilience, perceived social support and a demographic questionnaire.

Aim of the study:

The main aim of the study is examine the influence of sex on the resilience level of the sportsman and non-sportsman subjects and find out the difference of resilience level between sportsman and non-sportsman students.

Objectives of the study:

Following objectives were framed for the present study:

1. To assess the level of resilience among male and female students
2. To examine the effect of sex on the resilience
3. To measure the resilience level in Sportsman and Non-sportsman students.
4. To search the difference of Resilience level between Sportsman and Non-sportsman students.

Hypotheses:

To serve the objective of the study, following hypotheses were framed and tested.

1. Male students cherish significantly more resilience than the female students.
2. Non-orphan students cherish significantly more resilience than the orphan students.

Methodology

Sample

The total sample consisted of 100 Ss, of which fifty percent were Sportsman and the remaining fifty percent were Non-sportsman students. By using a purposive sampling technique subjects were selected from different colleges from Kolhapur city. The male-female ratio was 1:1. Their age range was 18 to 22 years.

Tool:

1. **Resilience Scale:** This scale is developed by Gardland. It contains 88 items with five alternatives i.e. totally disagree, disagree, indifferent, agree and totally agree. This scale contains five factors namely individual, family, peer, school and social. The factor wise reliability is as follows 0.80, 0.81, 0.81, 0.88 and 0.88 respectively. High scores on the resilience scale suggest a high level of resilience and vice versa.

Variables under study:

1. Independent Variables:

- A. Sportsman and Non-sportsman Students
- B. Sex: Male & Female

2. Dependent Variables:

- A. Resilience

Design for study:

Two independent group design.

Statistical Treatment of the data:

Initially data was screened for outliers and skewness applying KS-SW test. Further, Descriptive statistics namely Mean and Standard Deviation, and inferential statistics i.e. independent 't' test were used to analyze the obtained data.

Procedure

Initially, permission to conduct the study was taken from the principals' of respected institutes. After a brief introduction about the study, a resilience scale was administered to subjects. Before filling the tests researcher established rapport with them and assure them that the identification and responses given by them were kept confidential and this information would not disinter anywhere, so they can give their responses comfortably and honestly. After that instructions were given to them according to the manual.

Results

Table 1. Showing Mean, SD and 't' values of Resilience measure between Female and Male.

Variable	Sex	N	Mean	SD	df	t	Sig. level
Resilience	Male	50	316.42	23.76	98	2.62	0.01**
	Female	50	302.74	28.34			

Table No.1 shows descriptive statistics and 't' value of Resilience measure of male and female students. More score on Resilience Scale indicate greater Resilience level while fewer score indicates a low level of Resilience. From the above table we see that the highest mean was obtained by Male students (Mean = 316.42, SD= 23.76) indicating superior Resilience level. The lower mean value was obtained by female students (Mean = 302.74, SD= 28.34) denoting relatively inferior Resilience level. The 't' value for the difference between these two groups is $t(98) = 2.62$, $p < 0.01$. That means these two groups differ significantly to each other. Males are superior to females in respect to resilience. Thus, our H1 is accepted.

Table 2. Showing Mean, SD and 't' values of Resilience measure between Sportsman and Non- Sportsman students.

Variable	Student Type	N	Mean	SD	df	t	Sig. level
Resilience	Sportsman	50	316.52	23.52	98	2.66	0.01**
	Non-Sportsman	50	302.64	28.44			

Table No.2 contains the means and SD value of dependent variable (Resilience) of two groups namely Sportsman students and non-sportsman students. It also shows the 't' value of Resilience measure of Sportsman and Non-sportsman students. The table value indicates that sportsman students has greater mean value (Mean = 316.52, SD= 23.52) than those of non-sportsman students (Mean = 302.64, SD= 28.44). The 't' value for the difference between these two groups is $t(98) = 2.66, p < 0.01$. That means these two groups differ significantly to each other. Sportsman students are significantly greater than non-sportsman students in Resilience. Thus, our H₂ is accepted.

Discussion

The findings of the present study showed that male students are significantly superior to female students in the resilience level. This study corroborated prior research that documented gender differences in resilience. Abukari (2010) in his bivariate analysis revealed gender differences in academic resilience in favor of males. This is also in tandem with the findings of Sarwar et al. (2010) indicated that female and male students at the secondary level differ significantly in their resilience, male students are superior to female students in respect to resilience. Further, Khalaf (2014) found a statistically significant difference among males and females in academic resilience, in favor of males.

These findings, however, are inconsistent with those of Sun and Stewart (2005) in their cross-sectional study they found that Female students have higher resilience scores than those of their counterparts. Thornton et al (2006) in a study of the resiliency of American Indian High School students were observed that the female students were significantly superior to male students on all measures of resilience. The findings of the current study also differed with those of Lees NF (2009) has arranged a study to determine the relationship between resilience and the academic achievement of at-risk students in the Upward Bound Program in Georgia he found that the resilience is positively and significantly associated with the sex of the respondents, further he observed that the females in the study were more resilient than the males. This was further similar to the findings of Rationan and Phlainoi (2014) they found that females were significantly higher in the level of resilience than those of males. This is also in tandem with the findings of Kyuper (2014) which indicated that females tend to more resilient than their male counterparts. Further, Mwangi C.N. & Ileri A.M. (2017) revealed in their study that academic resilience has gender differences; girls are superior to boys with respect to academic resilience.

On the contrary, some research indicates that there is no gender difference regarding resilience. Gross (2011) observed that gender was not associated with academic resilience and achievement. This was further similar to the findings of Connor and Davidson (2003) found that there was no significant difference in the resilience scores of males and females.

Sportsperson are always getting confronted to difficult situations. Sometimes they go through the 'bad patch' of their sport life. Many athletes or sportspersons cannot recover from that. Unfortunately sometimes they have to leave their sports career. But not always happen like that. Some of them are getting out from that bad patch very fast and perform well on the field. We have the famous example of that; M.S.Dhoni, Sachin Tendulkar, Yuvaraj Sing, and so on. Researcher has interest to explore what are those factors that person has so they can recover very fast? Here the roll of Resilience is important. Resilience is so much important for sportsperson. Without resilience they are unable to fight back. Because resilience is factor which help person to fight back or to confront any kind of situation. And because of that they can perform better in their future life. For getting sportsperson their form back is very important and resilience help them to get their form back. Present study support this thought.

Conclusions

1. Male students have significantly greater resilience than female students.
2. Sportsman students are significantly superior to Non-sports students in terms of resilience.
3. The interaction of Sex and rearing environment does not affect on resilience, in other words in combination these two variables do not influence resilience level.

Limitations:

1. The geographical area of study was restricted for Kolhapur.
2. There are many variables that influence resilience but in the present study following variables sex and sportsmanship were taken into account only.
3. A sample of 100 only taken for the present study.

Suggestions for further study:

There are wide ranges of variables that can predict resilience such as Age, sex, rearing environment, education, socio-economic status; and area of residence, etc., taken into account such variables further research can be conducted.

A large set of a sample from various cities may be taken.

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Significance of Extra-Curricular Activities in Education

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Introduction

Extracurricular activities are the sources that have been an integral part of the education system; students participate in these kinds of activities and they do not fall into the sphere of normal curriculum and instructional methods. Students at all levels participate in these activities, of all age groups and standards. The areas that come under extra-curricular activities include sports, games, art, music, drama, poetry, student newspaper, clubs and governance. Participation in all these activities or just one of them of student's own interest has been connected to social and academic success; on the other hand, over-participation may be quite demanding and may consume much of their free time and thus interrupt with their academic curriculum as well (Annu, 2013).

There are different outlooks of what is considered an extra-curricular activity. A few examples of activities outside the school may include activities such as dances, team sports, and performing arts, while inside the school involvement activities may include intramurals, and academic clubs. Different levels of activity involvement and participation may positively impact future success for those who participate; individuals who render their wholehearted contribution towards the performance of extracurricular activities do achieve success and sometimes even opt for that activity as their career or profession. The main purpose behind writing this research paper is to understand how extra-curricular activities can influence development in academics, social skills and in imbuing a talent or a skill within oneself (Annu, 2013).

• Participation in Extra Curricular Activities

Apart from educational institutions, there are certain organizations that conduct extra-curricular activities for the students and other members of the society as well; such organizations may include clubs, athletic opportunities, dance line or cheer teams, Scouts, drama or theater, youth groups, student council and club sports. These organizations conduct activities such as sports, drama, dance and music, artworks for the members. This has been an area of interest for the parents, for the students themselves as well as for the educators; that students should get engaged in some kind of extracurricular activity as well besides studies and academics in order to influence their development. When some students start attending preschools at the age of three, sometimes even at this age, their parents make them learn certain activities such as dance, playing of certain musical instruments such as piano or guitar and so forth so that they become professional when they grow up. Participation in extracurricular activities has been directly associated with ones social and academic success, yet over-participation may be burdensome as it may interfere with their academic performance; hence there are pros and cons of participation in the activities (Wilson, 2009).

Theory and research that has been conducted by the researchers in this area reveal that constructive youth development emphasizes the evolution of human development, and suggest that enlightening positive, supportive relationships with people and social institutions encourages healthy development. Participation in extracurricular activities enables people to establish social ties and communication links. Considering this perspective, organized activities, such as extra-curricular activities, can lead to strong development because of the support and opportunities that are present compared to less positive after school options especially for teenagers. Students who participate in these kinds of activities are more likely to respect diversity, become more disciplined, and give or donate as a member of a team whether it is sports, scouting or clubs (Wilson, 2009).

• Types of Extracurricular Activities

There are different kinds of extracurricular activities that students participate in while they are in school. These activities may be outside the school or part of the school curriculum. These have been classified as follows: (Cadwallader, 2002).

1. Poetry
2. Dance and Music
3. Sports and Games
4. Dramatics and Theater
5. Artwork and Craft activities

6. Religion
7. Computer Skills
8. Volunteer Work
9. Foreign Language
10. Governance Activities

- **Benefits of Participation in Extracurricular Activities**

There have been several advantages of participation in extracurricular activities which have been stated as follows: (Brown, n.d.).

1. Students tend to perform better in their studies and score good grades, as their mindset gets stimulated by the participation in activities; their exam results, educational attainment gets improved.
2. Students are willing to attend school more regularly and there is a decline in the rate of absenteeism; self-concepts of the students become more enriched and deep.
3. Through the participation in extracurricular activities, there is a reduction in school dropout rate as these activities do attract students; a large number of students find these activities more influencing than the academics.
4. Students become more disciplined and obedient, they tend to stay more focused and are less likely to misbehave or get engaged in delinquent acts.
5. Through these activities students become more practiced, competent and skillful; sometimes if they are good at making a painting, they may choose a career as an artist or if they are good at a dance performance they may become a professional dancer.
6. Students who participate in these activities get more influenced positively; in the sense that they learn more skills in life such as teamwork and leadership skills; they learn how to communicate with the other people outside of their family members.
7. Through participation in these activities, factors such as anger, frustration, loneliness, avoiding studies, laziness gets reduced and students are more likely to become hardworking, attentive, conscientious and diligent.
8. Individuals who develop positive viewpoints regarding all kinds of extracurricular activities that they are engaged in are more likely to enjoy them and they prove to be fun activities rather than being dull and boring. Hence extracurricular activities can be a source of enjoyment.

- **The Downside of Extracurricular Activities**

Extracurricular activities have a downside mainly in case of two aspects; when they become overwhelming and when they divert the student's academic focus; but researchers have found that these two aspects are infrequent. The downside factors can also occur, for example students who participate in sports teams get engaged in drinking alcohol then those who participate in arts, music or drama. Underage drinking leads to risky behaviors and these kinds of behaviors always have negative consequences upon one's life (Johnston, n.d.). Students who are more likely to give the first priority to these activities of their interest are likely to ignore their studies as a result they achieve low grade points, they tend to complete their studies to a lower level or simply drop out from school. Hence attainment of low academic levels tends to impose some negative consequences upon one's life such as obtaining employment. Finally, there is another downside of extracurricular activities that is they can be very expensive, especially low income families cannot afford to provide any of these activities to their children if they are too expensive. At times it happens that in schools these activities are available to a limited extent and students would like them to be available to them at a much advanced level because they would like to learn more and if they are available at a distance or at a much higher cost then it becomes difficult for them to achieve and this proves to be a disadvantage.

- **Case Study of a Positive Influence of Extracurricular Activities**

An example has been stated by a researcher of a case study that how extracurricular activities lead to a positive influence upon the lives of students. Stephanie was a 14-year-old girl studying in class eight. Throughout her early school years, she was a good student and her teachers appreciated her. During fourth class, Stephanie's parents separated and she observed a lot of conflicting situations at home. Stephanie's marks and grades began to decline and her teacher stated that Stephanie was being overwhelmed with the occurrences in her home life. In sixth class her grades continued to drop. In seventh class, her brother suggested that she should get involved in sports. Stephanie enjoyed playing basketball, and she became the captain of the seventh-class basketball team. When she undertook sports activities, her grades began to improve. When she was

enquired what made all the difference in her grades and performance in academics, she stated that getting involved in playing basketball and being the captain of the team lead to this difference (Massoni, 2011).

In this way playing basketball led to a positive influence in her life and provided her with an opening to discharge some negative energy that she was experiencing in her home life; as a result of her aspiration to get engaged in this sport, she made every effort to do well in her studies and not let family life interfere in her schoolwork (Massoni, 2011).

- **Does Participation in Extracurricular Activities Reduce Engagement in Risky Behaviors?**

Participation in extracurricular activities significantly reduces engagement in risky behaviors amongst the teenagers. However, the consequences vary by activity type, gender and to some extent by socio-economic status. Participation in activities other than sports and arts reduces both weekly drinking and marijuana use for both males as well as females. Participation in artworks reduces weekly drinking amongst males and marijuana use amongst females, whereas participation in non-organized sports reduces regular smoking and marijuana use amongst males only. Even though weekly drinking is certainly associated with participation in organized sports among males, the association is likely to reflect unobserved differences between participants in organized sports and non-participants. There is some verification that extracurricular activity participation lowers engagement in risky behaviors for low-socio-economic status females more than it does for high-socio-economic status females, yet among males the socio-economic status ascent is nearly non-accessible (Trinh Le, 2013).

- **How extracurricular activities can affect your personality and development**

1. **A strong and focused mind**

Academic rigors like, complex problem-solving and deep reading can only go so far as to strengthen the mind. On the other hand, extracurricular activities help in taking this mind strengthening a step further. For instance, high-endurance sports really help to train students in maintaining resilience and patience in the face of intense difficulty.

2. **Helps students in gaining a wider social circle**

Extracurricular activities are not solely about supplementing education or strengthening the mind. These programs can be extremely fun and relaxing for students. It provides them with the opportunity to spend more time with others who share similar interests. Students are able to meet and connect with students from varied social groups by being a part of sports team, debate or students government body.

3. **Assists students in imbibing professional skills**

There are certain skills and experiences that cannot be taught in the classroom. A classroom will never be able to foster professional skills alone. For that, students have to take part in extracurricular. Skills that students can learn while debating or playing football are leadership and team-building skills. These skills are of great importance when students step out to fulfill their career goals and ambitions.

4. **Time-management skills are inculcated**

It is ironical, but students adding more commitments to their packed schedules are able to improve their time-management skills. They are able to multitask better and do more in 24 hours. Students who have coursework to complete and are also part of various extracurricular activities are able to successfully balance both. In fact, surprisingly, these students are also able to finish their homework with a refreshed mind.

5. **Opportunity to explore their interests**

Academics are definitely important in one's life, but education does not solely come from sitting inside a classroom and reading books. Education truly comes from being out on the field, up on the stage or in the middle of a debate. By being engaged with extracurricular activities, students will also be able to explore their interests. They will get an opportunity to find out about their passion. And who said that passion and academics cannot be followed side by side?

- **Conclusion**

Besides education, it is essential for all the students of all the classes and age groups to get involved in some kind of extracurricular activities as well. Extracurricular activities can be of various kinds such as sports, games, drama, theater, music, dance, art and craft and so forth. These activities have proved to be beneficial to the students in many ways such as stimulating their mindset, developing a skill within themselves, empowering them, they are able to concentrate upon their studies in a much better way, they become more positive as persons and factors such as anger, frustration, laziness and loneliness gets reduced. On the other hand, a few negativities have also been identified regarding the extracurricular activities such as individuals get accustomed to drinking alcohol, they tend to ignore their studies through the influence of these activities, sometimes getting involved in these activities becomes unaffordable due to financial problems and individuals may get involved in delinquent acts. Finally, it can be stated that extracurricular activities are a must

to be developed for an individual of all age groups; an individual should get himself engaged in at least one activity if not all; the negativities that occur as a result of these activities are quite uncommon.

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National Service Scheme and Youth in India**Vinod Magadam**Research Scholar,
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Department of Economics,
Rani Channamma University,
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Bijapur**Abstract**

Today India enjoys a place of pride in the international arena not only as a fast emerging economy but also as a vast pool of dynamic human resources. The NSS ideology inspired by Mahatma Gandhiji and due recommendations of experts and academicians. as on 31st march 2019, NSS has about 39.96 lakh volunteers enrolled in 43,174 NSS units spread over 494 Universities and +2 Councils/Directorates, 17,894 Colleges/Technical Institutions and 12,072 Senior Secondary Schools. Since its inception, over 7 crore students have benefitted from NSS. This paper reflects the review, objectives, achievements, discussion and offer suggestions followed by methodology, references.

Key Words: Service Learning, National Service, Youth empowerment

Introduction

Today India enjoys a place of pride in the international arena not only as a fast emerging economy but also as a vast pool of dynamic human resources. While most of the developed world is moving towards a nation of ageing population, India is poised to be the youngest country in the World by 2022. 40 per cent of young force is active and dynamic which can be converted into job creators and not job seekers. The national level youth programmes and schemes are attempting towards making youth skilled and to be fit for job and community service. The National Service Scheme is one among other programmes, which seeks to empower youth through youth participation in various community service activities and developing leadership qualities and promoting towards self employment approach along with discipline. The National Service Scheme (NSS) was launched in 1969 in 37 Universities involving about 40,000 Volunteers with the primary objective of developing the personality and character of the students youth through voluntary community service. 'Education through Service' is the purpose of NSS. The ideology inspired by Mahatma Gandhiji and due recommendations of experts and academicians. as on 31st march 2019, NSS has about 39.96 lakh volunteers enrolled in 43,174 NSS units spread over 494 Universities and +2 Councils/Directorates, 17,894 Colleges/Technical Institutions and 12,072 Senior Secondary Schools. Since its inception, over 7 crore students have benefitted from NSS. It's Motto is "NOT ME, BUT YOU". NSS attempts to establish meaningful linkages between 'Campus and Community', 'College and Village' and 'Knowledge and Action'.

Review of Literature

Suresh Lal B (2015) in an article titled 'Personality development of the students through social service learning: A study on NSS' found that National Service Scheme work in adopted villages, colleges, Schools campuses and in urban slums for serving the cause of society such as environmental protection, health, literacy etc. Young people have opportunities to participate in civic life through volunteerism, community service and service learning.

Deekshita (2016) in an article 'Role of national service scheme (NSS) In creating social responsibility higher education' emphasised that at a survey of the evolution of educational thought in India clearly indicates its bias towards social commitment.

Alok Deshwal (2017) in his article titled 'NSS: An Opportunity for Youth to Contribute in Nation Building' analysed about how youth can be transferred in to nation building through engaging youth variety of government activities.

Statement of the Problem

Various studies have been carried out on NSS objectives, activities and youth concerns which were not recent and need is felt to study on recent developments in National Service Scheme with youth development point of view in India.

Methodology**Objectives of the Study**

1. To study the Structure and Objectives of NSS
2. To analyse the recent achievements/developments of NSS
3. To discuss and offer suggestions for youth development

Data Source and Limitation

The research paper is based on secondary sources taken from reports (2013-14, 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19) of ministry of youth affairs and sports, articles, magazines, books and journals. This study is limited to the achievements/developments of NSS during the period 2013-14 to 2018-19.

- **Objectives and Structure of NSS**

Objectives of NSS: NSS aims at developing the following qualities among the volunteers.

- To understand the community in which the NSS volunteers work and understand themselves in relation to their community
- To identify the needs and problems of the community and involve themselves in problem-solving exercise
- To develop among themselves a sense of social and civic responsibility
- To utilize their knowledge in finding practical solutions to individual and community problems
- To gain skills in mobilizing community participation
- To acquire leadership qualities and democratic values
- To develop capacity to meet emergencies and natural disasters
- To practice national integration and social harmony

- **Structure/Basic Design of NSS**

NSS is being implemented in Senior Secondary Schools, Colleges and Universities. The design of the NSS envisages that each educational institution covered under the Scheme has at least one NSS unit comprising of 100 student volunteers (lesser strength in some cases), led by a teacher designated as Programme Officer (PO). Each NSS unit adopts a village or slum for taking up its activities. A NSS volunteer is required to undertake the following work/ activities.

a) Regular NSS Activity: Each NSS volunteer is required to put in minimum 120 hours of service per year for two years, i.e., total 240 hours. This work is undertaken in villages/ slums adopted by NSS unit or in school/ college campuses, usually after study hours or during weekends/ vacations.

During the first year, 20 hours (out of total 120 hours) are earmarked for Orientation of NSS Volunteers, to get them acquainted about the basics of NSS through lectures, discussions, field visits, audio-visuals, etc.

b) Special Camping Programme: Each NSS unit organises a Special Camp of 7 days' duration in adopted villages/urban slums during vacations, with some specific projects, by involving the local communities. Each volunteer is required to participate in the Special Camp once during the 2-year period. Thus, about 50% of the NSS volunteers in a Unit participate in a particular Special Camp.

Nature of Activities taken up under NSS

The activities being undertaken under NSS can be broadly classified in two categories viz. Core Activities- Education, Health, Family Welfare and Nutrition, Environment Conservation, Social Service Programmes, Programmes for improving Status of Women, Production-oriented Programmes, Disaster Relief and Rehabilitation and Other Activities such as Participation in Republic Day Parade Camp, Participation in Adventure Activities, Organisation of NSS Mega Camps and North East NSS Festivals, Organisation of 'Suvichar' and 'Youth Convention' events during the National Youth Festival, Self-Defence Training for NSS Volunteers, NSS Awards and National Integration Camps.

Administrative Structure

Each NSS unit in an institution is led by a teacher designated as 'Programme Officer (PO)', who plays a pivotal role as an educator, organiser, coordinator, supervisor, administrator and public relations person for the NSS unit under him. At University Level, there is an NSS Cell and a designated Programme Coordinator (PC) to coordinate the NSS activities in respect of all NSS units in the University and its affiliated colleges. Similarly, in respect of Senior Secondary Schools, NSS Cell is located in the Directorate of Senior Secondary Education. At State level, there is a State NSS Cell headed by a State NSS Officer (SNO), located in one of the Departments of the State government. At the National Level, there is a Directorate of NSS, which functions through 15 Regional Directorates. The total sanctioned staff strength of NSS Organisation is 199, against which the actual strength was 104 as on 31.03.2019. There are Advisory Committees at National, State, University and Institution level, comprising of official and non-official members, to provide necessary guidance to the NSS functionaries.

Financing Mechanism

Currently, funding is provided for running of core NSS activities @Rs.250 per volunteer per annum for regular NSS activities and @Rs.450 per volunteer (once in two years) for special camping activities. Thus, the

total cost of running NSS Programme works out to Rs.475 per volunteer per annum (since special camping is only for 50% of volunteers in a particular year). All the funds are used for running NSS activities and no cash payment is made to any volunteer. Out of the total provision, the establishment costs in the educational institutions connected with NSS are also required to be met, including out of- pocket allowance to Programme Coordinators (@Rs.800 per month) and Programme Officers (@Rs.400 per month). NSS was implemented as a Centrally Sponsored Scheme upto 2015-16. However, from 01.04.2016, it is being implemented as a Central Sector Scheme.

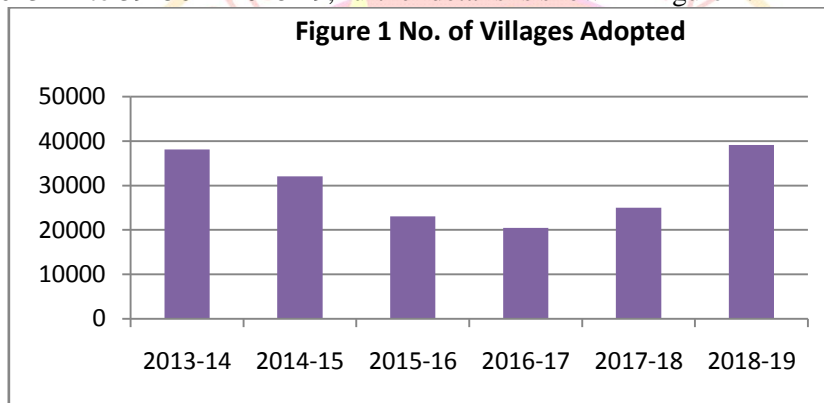
Self-Financing Units (SFUs): The Department has introduced a Mechanism for setting up of Self-financing Units of NSS so that the expansion of NSS is not constrained by lack of adequate Government funding. So far, 4462 Self Financing Units of NSS have been set up, involving 3,95,516 volunteers.

Training/ Capacity Building

Currently, 7-day Training is being imparted to the Programme Officers under NSS to enable them to discharge their duties effectively. The training is imparted through 26 Empaneled Training Institutions (ETIs) located in colleges/universities in various parts of the Country. During 2018-19, total 1193 Programme Officers were trained through these ETIs.

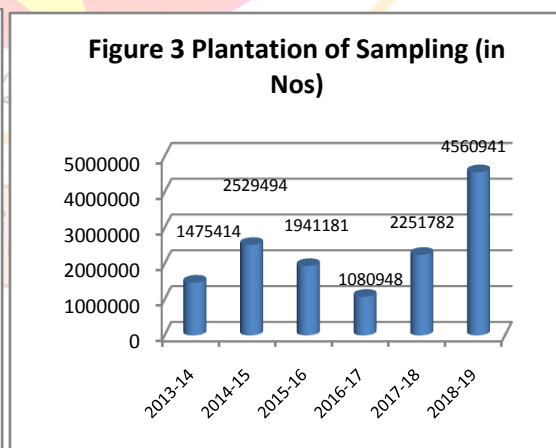
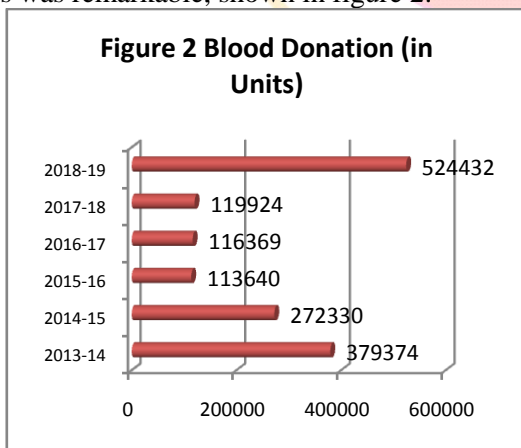
• **Achievements/Developments of NSS**

The achievements of NSS is tremendous in last few years in regard to adoption of villages/slums, organisation of Special camps, Blood Donation, Pulse Polio Immunisation programme, plantation of sapling and participation in awareness programmes. The total number of villages/slums adopted to serve the community has been 38097 in 2013-14 to 39156 in 2018-19, further details is shown in figure 1.



Source: Ministry of Youth Affairs and Sports Reports

The total number of special camps organised is under the variation, 21613 camps in 2013-14, 9972 in 2014-15, 9450 in 2015-16, 4739 in 2016-17 and 11310 in 2017-18. The total units of blood donation made by volunteers was remarkable, shown in figure 2.



Source: Ministry of Youth Affairs and Sports Reports

Plantation of sapling by volunteers was remarkable. It is shown in figure 3. The NSS volunteers have put greater efforts to assist local administration throughout country in administering the pulse polio drops to the children. During 2018-19 5,76,602 volunteers were involved in mobilising the children for administering pulse polio immunisation and 17,69,479 children were benefited through this programme. The children beneficiaries

were 4,88,735 in 2017-18 (1,55,752 in 2016-17, 1.14 lakh in 2015-16, 1.74 lakh in 2014-15 and 3.8 lakh in 2013-14).



Besides above indicators, the NSS made progress through involving volunteers whole-heartedly in health/eye/immunisation camps e.g. the total number of volunteers participants were 14,99,429 in 2018-19, 6,48,0266 in 2017-18, 3.04 lakh in 2016-17 and the number of camps were organised were 29,107 in 2018-19, 11,988 in 2017-18, 4,189 in 2016-17. Around 200 NSS volunteers (100 males & 100 females) actively participated in Republic Parade Day at New Delhi in 2019. Swahhta Pakhwara was celebrated from 1st August 2018 to 15th August 2018 in a befitting manner by NSS. Swachhta Shapath oath was administered to 798491 male and 582613 female NSS volunteers by Vice Chancellors and Coordinators and NSS Pos of 381 universities, 15708 institutions and 192 schools/+2 councils. North East NSS Festival and National Youth Festival remarkably progressing in uplifting moral and leadership development of youth. NSS volunteers participating in International Yoga Day, National Unity Day, Constitution Day, National Integration Camps, Adventure Camps etc.

• **Discuss and Offer Suggestions**

The youth development and NSS possess a close relationship due provided platform to students that they actively participate and develop commitment towards community service in turn reap maximum advantage such as leadership quality, problem solving attitude, etc.

- It is found that thousands together villages/slum areas adopted to render diverse services, in turn NSS contributing towards clean village concepts fulfilling needs of villagers. It needed to provide more requisites and active participation of village administrators along with villagers at Gram Panchayat level so maximum cordial cooperation reap highest benefits to society.
- As the Sustainable Development Goals 2030 targeting to protect environment, the NSS providing platform to volunteers for plantation of saplings leads to conserve forestry and balance eco-system. It is required to look after the planted saplings to get grow by the villagers and NSS volunteers together. It seems better to follow mechanisation of approaching villagers to guard the saplings.
- The contribution made by NSS volunteers in regard to blood donation is remarkable and notable. Hence, it seems to finance more fund to the NSS programmes that volunteers to overcome their deficiencies if any and feel pleasure to be an active donor.
- The pulse polio programmes organised by NSS volunteers along with medical and administrative personals benefited children that build healthy India ahead. It is needed to conduct more such programmes with association of NSS.
- Awareness programmes conducted by volunteers immensely insist and alert the society about health, hygiene, environment, rights and duties etc for smooth economy. It is suggested to make compulsory voter id for eligible volunteer and create more dramatist events before the rural society during the election tempo.
- The participation youth in National Youth Festivals, North East NSS Festivals making the volunteers energetic and enthusiasm. It seems better to conduct such events zone-wise so maximum volunteers can participate and get benefitted.
- Swahha Bharat Mission, Swachhta Pakhwara etc became revolution among the NSS volunteers. Hence, it is suggested to provide them alternative opportunities such as gram sevak so that they can earn while learn.
- Unemployment is rising day by day, the deserve NSS volunteers should be provided certain skills such as yoga, so that they could learn and start earn after their education. It seems better to engage the poor volunteers to join NGOs so that they earn for family.
- Poverty from villages can be removed with the help of proper awareness about the government schemes and programmes. In this connection, NSS volunteers can perform better at the ground level. They must have provide such opportunities.
- NSS volunteers can fight against the corruption, that they must have provided the RTI information manuals and make them to practice and rise the local corruption issues before the society, government concern officials.
- NSS should be made mandatory for all public and private funded universities, colleges and institutions and should be integrated as part of the curriculum.
- Awarding to NSS PO/PC and volunteers encourage a lot to place their life for society welfare. Involving volunteers in making villagers digitally literates and go through cashless economy.

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Role of Sports in Personality Development

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Abstract :-

Playing sports help much more than in the physical aspects. Participating in sports & builds character, teaches strategic thinking, analytical thinking, leadership skills, goal setting and risk taking to name a few and these are just the non physical aspects. Sports play important role in personality development Participating in Sports, Physical activity develops the five components of fitness which are strength, speed, skill, stamina and flexibility.

Keywords :- Sports, Personality development, Health.

Introduction :-

Every nation in this world is deeply concerned about the fitness of their men, women and children recognizing that physical fitness is the fundamental and contributed to happy living. Sports and games play an important role in the development of human personality. All sports and games certainly benefit both the mind and body and create discipline, team building, confidence and physical fitness. Sports deal with punctuality and discipline which is good for our physical, mental and social health. Just as philosophy and the arts help develop the intellectual, spiritual and emotional aspects of our selves, sports help us develop the physical. We need balance of mind body and spirit to feel and function at our best. When we are under stress from personal problems work pressures and anxiety apart from the fitness benefits exercise through playing sports helps release pressure and tension in a healthy and controlled way.

Concept of Personality :-

The term Personality development is a broad term which includes the various psychological and biological aspects of an individual. It includes various habits, styles, ways of communication and Presentation including how one speaks, thinks, works and influences others. Mr. G.W.Allport Say, " Personality is dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment." A well developed personality has become the need of an individual to survive and progress in this competitive fast changing world. A balanced personality is a product of sound body and a well developed mind. As most of elements of physical education can play a vital role in shaping the personality of a child – Games and Sports promote growth and development ? Growth involves structural quantitative change where as development is a process of a quantitative transformation which brings about progressive changes towards maturity.

Personality reflects the distinctive nature of a person and how he thinks about other and about himself. Personality is a set of physical and mental characteristics that reflect how a person looks, thinks, acts and feels. Actually a personality is a way of life a person and his tendency to behave with relation to the environment and surrounding and his outlet of emotion.

Role of Sports :-

1) Sports improve Physical Fitness :-

The main benefit of the physical activity is to enhance the physical fitness level. Fitness is defined as performing daily routine activities with full enthusiasm and reduces the risk of various health related problems . Physical fitness are equally important and required to be fit individuals. We know that majority of games required to perform movements. So when ever we take part in games it put Pressure on physiological system of our body which improve their productivity and efficiency. Regular exercise is must in this regard. Various health problems like obesity, diabetes and high blood pressure occurs among the inactive adults. These warning sign leads to dangerous chronic disease. So stress on Physical activity should be given from primary stage that will provide an important milestone. Physical activities and Sports play an important role in the development of personality.

2) Physical Appearance :-

One of the primary aspects of one's personality is his physical appearance. Both boys and girls are much concerned about how they look. Physical activities are conducive to the growth and development of

physique work out in gym are becoming a must for all the youngsters of today. This develops their outer personality which creates a good impression.

3) Improved Social Skills :-

Playing a team sports help players bond with each other. It requires co-operating with others , learning to play fair and having fun with others while working towards a common goal. Players develop a healthy sense competition with teammates. Physical activities and sports provide opportunities of interaction between athletes coming from different regions, speaking different languages, having different castes and religions. This helps individual to develop multi dimensional personality. Moral values through sports is responsible for development of sound and ideal character.

4) Leadership abilities :-

Even as simple as getting to training on time and with the correct equipments is a start to leadership skills. Playing sports teaches players to take on leadership roles such as handling conflict developing game strategies and encouraging team members.

5) Disciplined and assertive :-

In sports one learns to make sincere efforts, which reflect positively in the development on an individual's personality. Code of discipline is fundamental in learning if any Physical activity and effective participation in sports.

6) Analytical thinking :-

This mental exercise enhances the intellectual abilities of the participants and broaden their mental horizon. It is well said that physique is of no use if not governed by analytical thinking analyzing and interpreting new situations.

7) Values :-

Sports is human life in microcosm. Apart from benefiting their physical health, sports also play an important role in psychological development and the social well being of a child. Playing sports will improve values like discipline, responsibility, self confidence, sacrifice and accountability.

8) Well balanced individual :-

Physical activities also provide recreation which go a long way in producing a perfectly happy. Satisfied and balanced individual having a pleasing and energetic personality, zest for life experiences. Physical activities and sports are the basic needs of human beings which help in the development of al well balanced personality.

Conclusion :-

As per the study of literature that sports lay significant role in personality development process. The above areas are just some of the personality traits that can be improved through sports. These coupled with the physical improvement can ensure the development of your child and adult player at all levels. Personality development is a lifelong process but age between childhood to adult age is very crucial in this regard various hormonal changes takes places during this age. Sports are a key component in this process sports provide platform for young generation to out let their emotions which are needed to let them mentally and emotionally stable. The team events like football, volleyball, hockey and basket all promote strong collective efforts towards common objective that help children to inculcate in them the noble qualities of discipline , leadership had help them to shape their character.

Apart from these sports give immerse pleasure of creation joy of fulfillment and they are the wonderful sources of recreation so people around the world enjoy swimming in summer and watching and playing different games like cricket, foot ball etc. So games help everyone to develop their personality and by this way national development takes place.

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Significance of Nutritional Health Awareness Activities

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Abstract:

Nutritional Health is the most important aspect of students' health and all-round development of students. Consumption of Nutritious food in adequate quantity is better for academic performance and healthy future. Student must know the consequences of unhealthy eating habits and poor nutritional status. Hence, it is necessary to provide and percolate the knowledge of nutrition and health through Nutritional Health Awareness Activities in colleges.

Key Words: Nutrition, Health, Nutritional Health, College Students, Eating habits, Food Behavior.

Introduction:

Student phase is a combination of two stages of life cycle. For undergraduate students, it is the period of transition from adolescent to adulthood which is characterized by accelerated physical growth, biochemical changes, emotional development and maturity. This stage is also known as a period of final growth phase and beginning of maturity. Changing physical structure, hormonal changes, changes in life style and pressure of academic activities and performance demands extra nutrients during this stage. Nutritionally adequate diet is the prime need of this period for the maintenance of health and providing nutrients to cope up with the physiological and physical activities. So, nutrition is the most important aspect of student health and all-round development. Student's eating habits, selection of food pattern and physical activities changes during this period. This is a crucial period to establish good eating habits and food consumption pattern because these habits are likely to be continue throughout the adulthood and difficult to alter the same in future.

Food Behavior of students:

It is unfortunate that most of the students do not think and concentrate on food selection, food consumption, nutrient requirement and balanced diet, until something goes wrong with the health. Research shows that college students consume fast food frequently. They select and consume food on the basis of taste, time, price, money available, peer pressure and convenience. Food available through vending machine or on counter is quickly and largely selected by students. Preference to fast and ready to eat food is a common practice rather than nutritive value of food. Apart from the above all, it is observed that likes and dislikes of food, misconceptions about specific food, and self established correlation of some food with health and physical appearance, influence the food consumption behavior of students. Common unhealthy food consumption practices found in students can be listed as- avoiding full meal, replacing full meal with one recipe meal, skipping breakfast or any one or more meal, consumption of soft drinks, alcoholic and nonalcoholic beverages, eating fast food and ready to eat food, inclination towards processed food and bakery-confectionary products, non acceptance of homemade food, etc.

Components of Nutritional Health Awareness Activities:

Institutional Nutritional Health Awareness Activity is an integrated set of planned, sequential, strategies, activities and services designed to promote the nutritional health, overall health and development, and academic development of students. Such activities should be based on principles of extension programme planning. Activity should be based on felt needs of students and their family, teaching and non-teaching staff of the college, and community. It should be multidisciplinary in nature for its effectiveness and quality standards. On the basis of Models of school health programme, researcher develops **The Five Component Model for Nutritional Health Awareness Activities**. It provides guidelines for organizing such activities. According to researcher, College Nutritional Health Awareness activities consist of following components.

- **Nutrition Education:**

Nutrition Education accomplished through designing and offering courses on nutrition, short term courses or adding nutrition information in curriculum of principle subjects which focuses on students understanding about basic knowledge of Nutrition, Balance diet, Nutritional Health and changing food consumption pattern and behavior.

- **Nutrition Services:**

These services focuses on identification of nutrition related problems, food related problems, food behavioral problems, solutions and prevention of these problems faced by students, parents ,faculty and staff. Nutrition services provide nutritional health assessments, nutrition education and related activities

to improve health status of stake- holders. These services establish and promote linkages between institution and nutrition related community services, nutritionist, dietitian, GO's and NGO's.

- **Conducive environment:**

Conducive nutritional environment includes food safety and security, food quality control, availability of nutritious food services, healthy atmosphere in relation with food and meal consumption, and safe drinking water facilities etc.

- **Nutritional Counseling:**

Professional Dietitian or Nutritionist provides these services. Qualified faculty of food science and nutrition department of college or nearby colleges can help in diet counseling. It helps to change the food behavior and eating habits of students, meal planning and inculcate values of nutrition and health.

- **Parent/Community Involvement:**

Colleges should actively engage parents and community resources for successful organization of activities and implementation of nutritional health policy/strategy of the college. Parents, college and community involvement in nutritional health awareness activities of the college is an integrated approach for improving Nutritional status of students in particular and stakeholders.

Proposed Nutritional Health Awareness Activities:

Nutritional Health Awareness Activities can be classified as follows-

Type	Description
Special lectures	<ul style="list-style-type: none"> • Expertise guest Lectures • Faculty Exchange programme, etc
Interactive Sessions	<ul style="list-style-type: none"> • Workshops, Seminars, Panel Discussions • Role Play, Group Discussions, Micro training programmes • Sharing of experience by stakeholders/beneficiary, etc.
Advice From Experts	<ul style="list-style-type: none"> • Guidance and Counseling sessions • Health check up camp, etc.
Co curricular activity	<ul style="list-style-type: none"> • Short Term courses, Bridge courses • Faculty Development Programme, etc.
Competitions	<ul style="list-style-type: none"> • Nutritious Recipe competition, Healthy food competition, Essay writing, Elocution, Debate, Poster, Poster painting, etc.
Innovative programme	<ul style="list-style-type: none"> • Innovative food Festival, Traditional food Festival, Fusion Recipe Development, • Food Album Preparation Competition, etc.
Presentation and display	<ul style="list-style-type: none"> • Food Group Display, Poster Presentation Competition, Wall Paper Display, Food Information Display Corner, etc. • Book Exhibition of Food Science, Nutrition and Dietetics, etc.
Research and Development	<ul style="list-style-type: none"> • Project on fortified food recipe, Nutritional problems and remedies, Locally available nutritious food, Nutrient Dense Food, etc.
Entrepreneurship Development	<ul style="list-style-type: none"> • Organization of Food Shoppe, Retailing of Healthy Homemade Food, Fortified Food, etc.
Celebrations	<ul style="list-style-type: none"> • Celebration of National Nutrition Week and Month, World Breast Feeding Week, World Food Day, etc. • Celebration of Indian Traditional Festivals, National Festivals, College Events and Special Days, Annual Social Gathering, etc
Institutional Social Responsibility	<ul style="list-style-type: none"> • Outreach Programme- Nutritional Health Check Up Camp, Counseling, Exhibitions, Distribution of Nutritious Food, Expertise Lectures, Workshops, etc. • Collaborative programmes with GO's and NGO's for community, etc.

Benefits of Nutritional Health Awareness Activities:

Nutritious food plays an important role in overall development of each and every individual. Nutritious food provides energy needed for mental and physical activities, proteins for development and maintenance of body, and vitamins - minerals to protect body. Hence it is necessary to create awareness about nutrition and healthy food.

Following are some of the benefits of Nutritional Health Awareness Activities:

Students: Improves physical and mental health, academic achievements, participation in sports and other activities. Activities proved to be beneficial in promoting healthy eating behavior and improved food consumption pattern and enhancing knowledge level about food, nutrition, diet, and deficiencies and excess of nutrients.

Parents: Stakeholders develop interest in consuming healthy food at home; also gain knowledge about selection of healthy food.

College: It is observed that the Nutritional Health Awareness Activities improve student's academic performance, participation in college activities, Sports, NSS and NCC. Strengthen linkages with GO's, NGO's, experts and society for organization of such programmes and sharing of resources.

Government: Minimizes cost of programmes and policies on health related issues like malnutrition, prophylaxis programmes of nutrient deficiencies, prevention of non communicable diseases, etc.

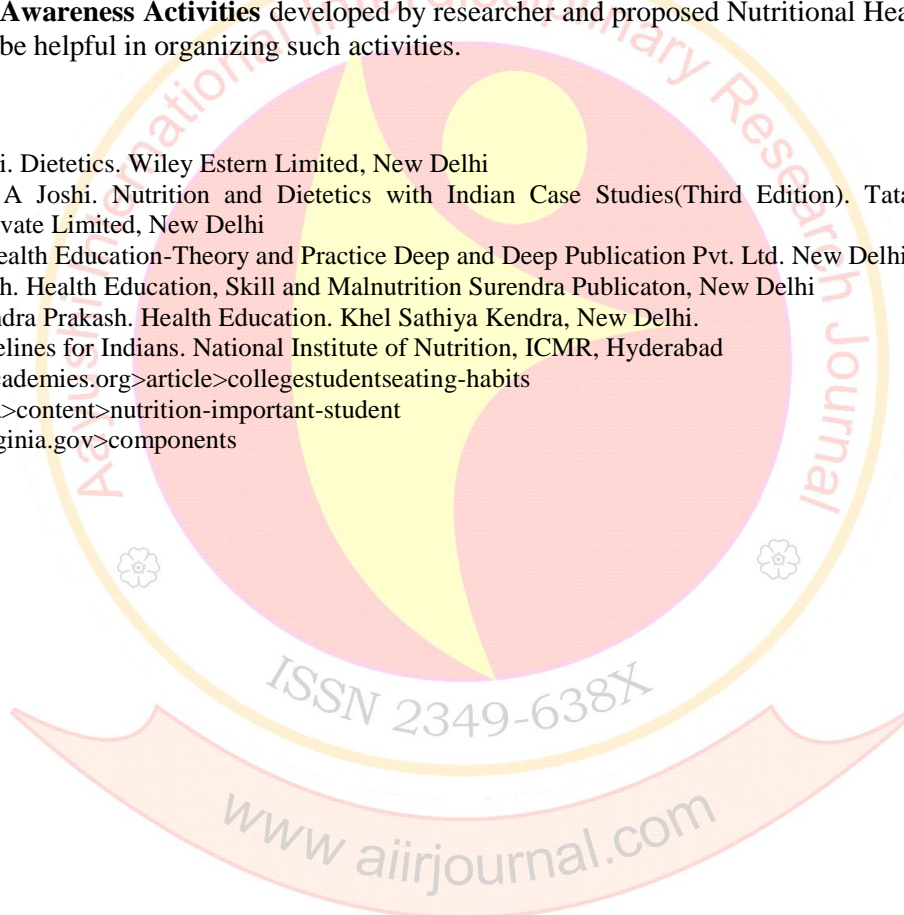
Community: Improves awareness about food and nutrition, increases active participation in community based nutrition education programme as a beneficiaries or source of human and nonhuman resources for organizing such programmes. Help to improve nutritional status of community.

Conclusion:

From the above discussion it can be concluded that organization of Nutritional Health Awareness Activities in colleges proved to be beneficial to stakeholders in various ways. **The Five Component Model for Nutritional Health Awareness Activities** developed by researcher and proposed Nutritional Health Awareness Activities proved to be helpful in organizing such activities.

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Participation of College Students in Co-curricular Activities and Its Impact on Academic Performance

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Abstract

Co-curricular activities are essential part of college life and helps in enhancing learning process of students. Co-curricular activities are valuable media for developing proper attitudes, habits, interests, ideals among students. Those activities prepare students practically for the future. By participating in the co-curricular activities, students are able to learn to live together, contribute to academic development, expand their interests and skills and provide the opportunity to enrich their lives by experiencing activities.

The aim of education is to develop student's personality, his innate and latent capacity. The academic curriculum is not enough for holistic development of students. Higher education institute provides manpower to society keeping in view of its needs and demands. Society needs mentally and physically healthy persons having qualities like creativity, hard work and honesty. Such qualities need training and practice. Textbook alone cannot develop such qualities. These qualities can be acquired through co-curricular activities organized in the college.

Participation of students in co-curricular activities has its impact on academic performance of the students. Many studies have been carried out and revealed that particular co-curricular activity certainly affects academic achievements of students positively and this impact depends upon the activities in which students are keenly involved. The higher education institutes, therefore, needs much care and forethought.

Co-curricular Activity plays important role in shaping the life of a person, especially the students. Co-curricular activities help in the development of mind and personality. For the all-round development of the personality; intellectual, emotional, social, moral and aesthetic growths are utmost important. These growths succeed if curricula are supplemented with [co-curricular activities](#). Therefore, co-curricular activities have become the part and parcel of education system.

The all round development of students is only possible through balanced development of academic as well as non-academic aspects in formal, informal and non-formal educational setting in the society. In modern era as individual has to pass through phases of undue anxiety and over stress, it may lead to various types of depression and even loss of life. In such cases, individual's involvement in the curricular activities become more significant as it works as a stress buster. Burdens of 'Stunts of education' i.e. marks grades, divisions etc. are becoming fatal for growth and life of individuals. Co-curricular and extra-curricular activities help the students to overcome stress of stunts and allow holistic development of individual. Higher education aims at all round and harmonious development of students and for that college provides opportunities for experiences.

Modern education system focuses on the need of co-curricular and extra-curricular activities because it has been identified as a source of enrichment and visualization of college curriculum. Educational experiences provided in the college may contribute to long, happy and normal life of student. These includes curricular, co-curricular and extra-curricular experience which are provided inside or outside the classroom.

Meaning of Co-curricular activities:

- Co-curricular activities are non-academic activities that students participate in. Co-curricular activities are held outside of curriculum hours.
- A curricular activity is defined as a programme or out-of-class activity, supervised or financed by college which provides curriculum related learning and character building experiences.
- Co-curricular activities means those activities which are conducted inside or outside of college premises by forming subject clubs, associations, hobby clubs, organization of students etc.
- They are great means of enhancing healthy and social interaction, leadership, self discipline and self confidence.
- Co-curricular activities are voluntary, are not part of regular or college curriculum, are not graded and do not earn credits.
- Co-curricular activities act as a catalyst for college to create a sense of community and it provides opportunities to students to experience both independence and inter dependence.
- Participation in co-curricular activities reduces dropout rate and help students feel more connected to their college and community.

Objectives of the Study:

Based on secondary data and literature review, the objectives of the study are as following:

1. To understand need and importance and role of Co-curricular activities in student's life.
2. To study impact of Co-curricular activities on academic performance of students.

Need and Importance of Co-curricular activities:

Co-curricular activities help students to promote social skills and career. Co-curricular activities offer an opportunity beyond the daily classroom experience to develop, practice and demonstrate new attitudes and skills.

Active participation of students in co-curricular activities allows students to interact with teachers and friends and to some extent act as a catalyst for social skill development.

Through co-curricular activities, excellent capital from the physical, emotional, spiritual and intellectual aspect can be developed. It encourages the development of talent, creativity and potential of students to the maximum level.

Curricular activities help to complement the academic curriculum through live experience activities as well as instilling talents in order to enhance personality development.

Co-curricular activities can be a path for students to develop their interests and talents within their scope of studies. Organisation of various activities or projects expose students to the real world, work culture and genuine challenges. These experiences will help to build positive personality and develop soft skills.

Co-curricular activities planned and implemented by students are able to develop soft skills. Students have to take a lot of efforts for acquiring these skills. There are hurdles and obstacles in their bid to grow and develop themselves to face the challenging world. Students should possess qualities such as dedication, perseverance, courage, commitment to master soft skills.

Co-curricular activities in higher education may even translate into academic points. Creativity, Enthusiasm, and Energetic, Positive thinking are some of the facets of personality development and the outcomes of co-curricular Activities.

The Co-curriculum plays a vital role in providing a variety of options within the college environment so that all students can find educational pathways that match their individual preferences and abilities. By participating in the co-curricular activities, students shall be able to learn to live together and contribute to academic development and expand their interests, and skills beyond the norm, giving them the course work opportunity to enrich their lives by experiencing activities which otherwise might have passed them by. There are certain protocol and principles laid down by educational institutions i.e. school and college for co-curricular and extracurricular activities.

Co-Curricular Activities are those activities which are undertaken to strengthen the classroom learning as well as other activities both inside and outside the classroom to develop the personality of the child. In addition, Dworkin et al. (2003) found co-curricular activities improve social and emotional skills of students such as teamwork, co-operation and be open-minded (Pfeifer & Corneliben 2010; Trudeau & Shephard 2008). A healthy, fit physical body and mind will also help to increase students' concentration and energy level in class for better learning experience (Coe et al. 2006; Pfeifer & Corneliben 2010). Co-curricular activities can assist in the development of "various domains of personality and mind such as intellectual development, emotional development, social development and aesthetic development" (Khan & Iqbal 2014). Co-curricular activities have great influence on the academic performance of students. To date, the positive impact of co-curricular activities on the academic performance of high school students and undergraduates in universities were widely reported (Balyer. 2012). Thus the study is undertaken to investigate the impact of co-curricular activities on the academic performance of students at University level.

Co-curricular activities are widely thought to play a key role in students' academic success (Huang & Chang, 2004; Hunt, 2005; Camp, 1990; Stephens & Schaben, 2002), and contribute to bachelor's degree attainment (Tan & Pope, 2007). Students also realize the importance of developing overall competences, by joining co-curricular activities and working collaboratively with their student peers on academic work in order to gain hands-on experience (Fung, Lee, & Chow, 2007). In most cases, positions held in co-curricular activities help to give learners specific self-concepts and/or higher self-esteem. "Self-concept plays important role in the development of personality. Self-esteem has to do with social competency and person's feelings are influenced by social competence, since it influences how person thinks, learns how he or she actualizes him or herself" (Clark, et al. 2002).

Participation in sports also improve the academic performance of students. Educators argue that sport participation improves students performance, grades, keeps them in school, raises their educational aspirations,

increases students overall interest and commitment to schooling as well as their engagement in student-teacher contact, more positive attitudes about schooling, and more parent-school contact. Several research studies maintain that absorption and better academic outcomes are usually proportional to time spent in sports activities (Shephard, 1997; Sallis, et al, 1999; Miller, et al 2005). Sports activities ameliorate the working capacity of crucial body systems and improve the degree of alertness among participants. Sports activities not only leave a positive impact on mood, but also increase mental alertness (Hills, 1998) and it is quite apparent that physically and mentally alert students always perform better, achieve more and like to remain present in their classes (Taras, 2005).

Role of Co-curricular activities in student's life

Co-curricular activities are practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by Classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. Frankness and clarity in language and personality is supported by these activities. It helps to develop co-ordination, adjustment, speech fluency, extempore expressions, etc. among student both at the school as well as college levels.

Classification of Co-curricular activities: Co-Curricular Activities includes Indoor Co-Curricular Activities and Outdoor Co-Curricular Activities. These can be classified as under :

- 1. Physical Activities:** These activities are organised for physical development and for channelizing the surplus energy of students. Sports, Athletics, Games, Physical Exercises, Yogasanas, Gardening, etc. are the examples of physical activities.
- 2. Literary Activities:** Literary and academic activities are organized for the development of linguistic skills. Debates, Essay Writing, Seminars, News Paper Reading, Discussions, Symposia, College Magazine, Story Writing, and Library work are some of the literary and academic activities.
- 3. Social Activities:** These are also known as community activities. Students learn to negotiate, communicate. Manage conflict and lead others through this social activities. These activities promote the spirit of social welfare. These are Tree plantation, Swachhata Abhiyan, help to needy person, visit to hospital and special schools, Red Cross, Scouting, National Service Scheme, Community Cooking and Service etc.
- 4. Aesthetic & Cultural Activities:** These activities develop aesthetic sense and provide opportunity for better understanding of culture. Food Festival, Drawing, Painting, Organisation of Exhibitions, Variety Shows, Folk-Dance, Folk Songs, Celebration of Festivals, Classroom and college Decoration etc. are the examples. The activities connected with music and fine arts develop the aesthetic side of student's personality.
- 5. Craft Activities:** These activities are also termed as creative or productive activities. The craft activities are Embroidery Work, Toy making, Jewellery making, Soap-Making, Book Binding, Knitting, Leather Work, Wood Work, Kitchen Gardening etc.
- 6. Leisure Activities:** Collection of Coins, Stamps, Rare Stones, Pictures, Photographs, Paintings Singing, Writing Poems, Album Making, Cartooning, Picnics, Excursions, Visit to Monuments, Museums are included in these activities.
- 7. Civic Development Activities:** These activities provide rich experience of the civil life to the learner. These activities are Mock Polling Station, Mock Parliament, Mock Court, Mock road traffic, Student's Cooperative Store and Visiting Civil Institutions like Panchayat, Post Office, Police Stations, Legislative Assembly and Celebrating of Festivals etc.
- 8. Moral Development Activities:** These activities promote moral development of students. These activities include Morning Assembly, Mass Prayer, Celebrations of Birthdays of Great Personality, Social Service Activities etc.
- 9. Patriotic Activities :** These activities are meant for promoting the feeling of emotional & national integration among the students. These are celebration of National Days (i.e. Independence day and Republic day), Student Exchange Programme, Bharat Darshan Tours, National Integration Camps and Cross Cultural Programmes etc. For holistic development or non academic development various in house or inter school or inter collegiate competitions are conducted by colleges, which develops various personality traits in students such as adaptation, self confidence, honesty, sympathetic attitude, social obligation, sense of responsibility, time management, team work and leadership qualities.

Advantages of Co-curricular Activities

There are many advantages that students can reap by taking part in co-curricular Activities.

1. Students learn to socialize and interact through the activities when they take part in any co-curricular activities (CCA). They make friends, learn to give and take and also learn to respect their teachers and friends.
2. They learn to be leaders and assume responsibilities which accelerate not only attitude but also aptitude that will determine student's altitude.
Therefore the importance of co-curricular activities is for shaping the attitudes of our future generation.
3. The students fill up their time constructively by joining a CCA. They learn to be involved in healthy activities that will build up their self confidence and self esteem.

4. Co-curricular activities stimulate playing, acting, singing, recitation, speaking and narrating in students.
5. Activities like participation in game debates, music, drama, etc., help in achieving overall functioning of education.
6. It enables the students to express themselves freely through debates.
7. Games and Sports help to be fit and energetic to the student.
8. Helps to develop the spirit of healthy competition.
9. These activities guide students how to organize and present an activity, how to develop skills, how to co-operate and co-ordinate in different situations-all these helps in leadership qualities.
10. It provides the avenues of socialization, self-identification and self-assessment when the students come in contact with organizers, fellow participants, teachers, and people outside the school during cultural activity.
11. Inculcate the values to respects other's view and feeling.
12. It makes you perfect in decision making.
13. It develops a sense of belongingness.
14. CCA provide motivation for learning.
15. CCA develop the values like physical, psychological, ethical, academic, civic, social, aesthetic, cultural recreational and disciplinary values.

Impact of Co-curricular activities on Academic Performance

Participation of students in co-curricular activities has its impact on academic performance of the students. Many studies have been carried out and revealed that particular co-curricular activity certainly affects academic achievements of students positively and this impact depends upon those activities in which students are keenly involved.

Today's world is a competitive which is full of undue anxiety and overstress. The parents and other members in the informal institutions are influenced by marks and divisions leading to achievement of social status in the society. The teachers in the formal institutions are also inclined by the false indicators of student's achievement i.e. the raw scores in the examinations.

The present system of education in India aims to develop all potentials of students in a balanced manner. As emphasis being given to the marks, percentage, grades etc. it is not able to harness the more vital potential of individuals. But, recently it has been universally realized that the achievement in form of marks, grades, percentage etc. are in reality 'stunts of education'.

Scholastic and non – scholastic development are equally important for all round development of student. Therefore, it has been visualized and conceived that the all round development of an individual should include development of scholastic or academic as well as non – scholastic or non academic aspects. Such development includes academic, physical, intellectual, social, moral, spiritual which is called "holistic development" of students. The sole goal of education should be to ensure the holistic development of students. Therefore curriculum must include all these aspects in educational transaction. It can be ensured through a proper implementation of co-curricular activities in schools and colleges as well.

A research conducted by the education department of United States of America found that students who actively participate in co-curricular activities are more likely to have a Grade Point Average (GPA) of 3.0 or more as compared to those who are not involved in co-curricular activities (Stephans and Schaben, 2002). Another study also revealed that regardless of the fact that students who belong to different areas, their achievements in past, the home participation, the participation in positive activities etc. positively improve their GPA in the examination. (Simon, 2001)

A study conducted in University of North Texas by Bringing Up Girls in Science which is for girls and their parents observed that the upbringing and the environment of home are the most important factors which influence the academic achievements of students. There is a association between the activities chosen by students and their academic achievements. One of the main controversies that exist nowadays is the effect of television watching and mobile chatting on academic achievements of the students. Studies have proven that rampant use of social networking, texting and chatting on mobile phones result in lower grades and poor academic performance of students and results in low participation in co-curricular activities. The impact of mobile phone on young people's peer groups has been extensive. Adolescence is a time of change and increasing influence of peer group and thus communication amongst the peer group members is central to the identity of the individual. The impact of mobile phone on peer relationships has transformed the peer group into a truly networked society.

Conclusion:

The aim of education is to develop student's personality, his innate and latent capacity. The academic curriculum is not enough for holistic development of students. Higher education institute provides manpower to society keeping in view of its needs and demands. Society needs mentally and physically healthy persons

having qualities like creativity, hard work and honesty. Such qualities need training and practice. Textbook alone cannot develop such qualities. These qualities can be acquired through co-curricular activities organized in the college.

Co-curricular activities are valuable media for developing proper attitudes, habits, interests, ideals among people. Those activities prepare students practically for the future. The organization, therefore, needs much care and forethought. A great variety of education experience is to be provided in the School and College programme which may contribute to a long, happy and normal life. Only well-adjusted citizens will be able to ensure national development in all its parameters.

Participation of students in co-curricular activities has its impact on academic performance of the students. Many studies have been carried out and revealed that particular co-curricular activity certainly affects academic achievements of students positively and this impact depends upon the activities in which students are keenly involved. The higher education institutes, therefore, needs much care and forethought.

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Impact of Extra-curricular Activities on the Academic Performance of college Students

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Abstract :

Extracurricular activities are those activities which fall outside the regular academic curriculum. These activities exist at all levels of education from pre-primary to higher education. These activities are compulsory in some institutions while in others these are taken as voluntary. These are held outside standard curriculum hours and hence had less status in education than the main curriculum. But now-a-days these activities are gaining importance than ever before. Many higher educational institutions have different units or committees for conducting these activities. Extracurricular activities are a great source of developing students' interest in studies, classroom and college routine. NAAC has also given weightage in assessment and accreditation for such activities. The present study is an attempt to explore the impact of extracurricular activities on academic achievement of the students.

Keywords – extracurricular, self-esteem, life skills, canvas

1.0 Introduction and Review of Literature

A regular curriculum usually consists of academic theories and is taught within the boundaries of a classroom. Students lack in practical application of the knowledge. Extra curricular activities boost students' abilities of understanding and grasping things as a whole and putting knowledge in the context of daily lives. These activities help them to analyze, criticize the situation and how to solve the issues/ problems practically with confidence. These activities build students' self-esteem, self-confidence, sportsmanship, leadership skills and promote the culture of teamwork and sharing in students and prepare them for the future challenges.

Extracurricular activities are a great source of developing students' interest in studies, classroom and college routine. Students can choose these activities according to their interest and understanding in a less-disciplined and comfortable environment. Hence they learn very quickly. Without these activities students would be mere book-worms.

These kinds of activities provide multiple and flexible ways of learning, teaching and presentation. These activities enrich the students with information, knowledge and broaden their canvas of imagination.

Review of Literature

- “A study by the U. S. Department of Education revealed that students who participate in co-curricular activities are three times more likely to have a grade point average of 3.0 or better” than students who do not participate in co-curricular activities (Stephens & Schaben, 2002, para. 4).
- In addition to co-curricular or extracurricular activities, “analyses revealed that regardless of students' background and prior achievement, various parenting, volunteering, and home learning activities positively influenced student grades” (Simon, 2001, para. 1).
- According to BUGS (Bringing Up Girls in Science), a program for young girls and their parents at the University of North Texas, “the home environment is among the most important influences on academic performance” (Bringing Up Girls in Science, 2003, para. 2).
- A correlation appears to exist between the activities that students choose outside of the classroom and their academic performance. One of the main controversies is the effect that television viewing of students has on their academic achievement. “The relationship between cognitive development and television viewing has been the one most widely studied. Investigators disagree about the effects of this relationship” (Shin, 2004, para. 2).
- Total extracurricular activity participation (TEAP), or participation in extracurricular activities in general, is associated with an improved grade point average, higher educational aspirations, increased college attendance, and reduced absenteeism” (Broh, 2002, para. 8).
- Guest and Schneider (2003), in looking at the previous research on this subject said, “Researchers have found positive associations between extracurricular participation and academic achievement” (para. 2).
- Study conducted by the National Educational Longitudinal Study, found that “participation in some activities improves achievement, while participation in others diminishes achievement” (Broh, 2002, para. 1).
- Many extracurricular activities have proven to be beneficial in building and strengthening academic achievement, even if the activities are not obviously related to academic subjects (Marsh & Kleitman, 2002, para. 9).
- “A number of studies revealed that students participating in extracurricular activities did better academically than students who did not participate” (Marsh & Kleitman, 2002, para. 7).
- One study found that “adolescents who participated in extracurricular activities reported higher grades, more positive attitudes toward school, and higher academic aspirations” (Darling, Caldwell, & Smith, 2005, para. 1).

- Darling, Caldwell, and Smith (2005) conducted a longitudinal study concerning extracurricular activities and their effect on various aspects of development, including academic performance.
- Guest and Schneider (2003) concluded that there are three factors which influence this relationship. These factors are the “what,” the “where,” and the “when” (Para. 7). The “what” suggests that “the type of participation or activity undertaken influences developmental outcomes” (Guest & Schneider, 2003, para. 8). The “where” suggests “that the school and community context in which extracurricular activity takes place matters” (Guest & Schneider, 2003, para. 9). Finally, the “when” suggests “that the developmental and historical context in which extracurricular participation takes place influences both how it is valued and its effects on subsequent development” (Guest & Schneider, 2003, para. 10). All three of these factors work together to influence the relationship between participation in extracurricular activities and academic performance.

1.1 Methodology of the study

1.1.1 Objectives of the study

- To understand the importance and scope of extracurricular activities
- To analyse the impact of extracurricular activities on academic performance of college students
- To offer conclusions and suggestions

1.1.2 Data Collection and analysis

The study is based on primary data collected through questionnaire consisting 5 questions based on a four point Likert-scale, with 1 means “I agree;” 2 means, “I agree somewhat;” 3 means, “I disagree somewhat;” and 4 means, “I disagree.”

The sample size was 50 students enrolled in 5 different colleges in Kolhapur city. .01 level of significance was used to test the results of the study. Data were presented in percentages, charts, and figures. The survey indicated that 60% of the students were in final year; 30% were in 2nd year, while 10% were in first year. Table No. 1 shows the responses.

1.1.3 Limitations of the Study

The study limits its scope to the sample selected only of college students enrolled at 5 colleges in Kolhapur city in academic year 2019-20. As all students are from the same geographic location, responses are probably similar.

1.2 Importance of extra curricular Activities

- **Improved academic performance** :These activities have great "educational" potential. All classroom teaching is theoretical. Practical knowledge can be imparted through extracurricular activities eg. Excursions and tours provide first hand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc. Debates and recitations improve languages. Organizational capacities and leadership qualities in students are developed through celebration of various functions.
- **Psychological development** – Extracurricular activities meets psychological needs of the students. Creative thinking is developed among the students. Their overall emotional health is developed. They become emotionally balanced.
- **Development of hidden potential**: Through a number of extracurricular activities, students express their hidden potential e.g. writing, public speaking, dramatics, painting, different games and sports, organization of functions etc. Which act as a determining factor for the choice of future vocation.
- **Development of Social Value** :By 'participating in extracurricular activities, students learn good manners and develop a sense of cooperation. Membership in a club, student council, drama or an athletic team requires cooperation. Students learn cooperation through team activities. A sense of group spirit, 'we' - feeling, belongingness, unity is developed among them.
- **Development of self discipline** :Participation in extracurricular activities inculcates the sense of shouldering responsibilities among the students. It develops self-discipline, a spirit of tolerance of others' views, healthy exchange of ideas, fellow feeling and accepting victory and defeat with grace, initiative and leadership. Through sports leadership qualities like initiative, decision-making, judgment, tolerance etc. are developed.
- **Physical Development** :Activities like games, sports and athletics directly contribute to physical development of students. Other extra curricular activities indirectly provide a useful channel for the growth and development of the body.
- **Leisure time**:Participation in extracurricular activities keeps the students away from undesirable activities e.g. watching Movies, and serials on TV, mobile games, idle talk etc.
- **Social networking** :These activities groom the students in the art of living and working together, in a team. It provides them an opportunity to expand his social network
- **Personality development**:Extracurricular activities help the students to enhance the all-round personality of the students and enable them to strongly face the challenges of life. Life skills can be properly learned through the experiences from an extensive range of co-curricular activities.

- **Cultural importance** : extracurricular activities provide the students better understanding of our cultural heritage and traditions, for example, activities like dramatics, folk songs, dance, folk music, exhibitions and celebration of various religious and social festivals etc.
- **History and Scope of Extracurricular activities :**
- The development of extracurricular activities was slow in the beginning, with many seeing it simply as a fad that would pass and quickly fade out of style (Millard, 1930, p. xi).
- One of the early philosophies behind extracurricular activities was that they should, wherever at all possible, “grow out of curricular activities and return to curricular activities to enrich them” (Millard, 1930, p. 12).
- In fact, before 1900, educators were skeptical of participation in extracurricular activities, believing that “school should focus solely on narrowly defined academic outcomes. Non-academic activities were viewed as being primarily recreational and therefore were detrimental to academic achievement, and consequently were discouraged” (Marsh & Kleitman, 2002, para. 5).
- Deam and Bear, early experts on extracurricular activities, said, “Extracurricular activities supplement and extend those contacts and experiences found in the more formal part of the program of the school day” (Millard, 1930, p. 16).
- It was not until recently that “educational practitioners and researchers have taken a more positive perspective, arguing that extracurricular activities may have positive effects on life skills and may also benefit academic accomplishments” (Marsh & Kleitman, 2002, para. 5).
- It is obvious that extracurricular activities have an impact on academic performance and education ever since their inception.

Extracurricular activities cover the activities such as Debate and discussion, magazine, Art circle, nature club, Library work Sports and Games Indoor and outdoor athletics, Fancy dress, Folk Dance Folk Songs, Celebration of Religious National and Social Festivals, retail shoppee, food festivals, annual social, Cultural programmes, Poetry recitation, field visits, study tours, poster presentations, street plays, Paintings, exhibitions, Photography, swachhataabhiyan, adult literacy, outreach programmes etc.

1.3 Impact of extracurricular activities on academic achievement of college students.

Table 1

Responses to the questions regarding impact of extracurricular activities on academic achievement

Question	Scale					Total No. of responses	Computed chi-square value	Table value of chi square
	1	2	3	4	No Response			
1	11	19	10	9	1	50	15.3243	13.231
2	8	12	13	15	2	50	10.8325	10.187
3	7	22	11	10	0	50	12.1309	10.234
4	1	12	11	26	0	50	21.213	10.687
5	6	16	12	15	1	50	14.237	12.126

The Chi-square value for question 1 is greater than the tabled Chi-square value at the .01 level of significance, it can be concluded that participation in extracurricular activities improves academic performance.

The analysis of calculated values for questions 3, 4, and 5 are also greater at the .01 significance level, and shows that students feel that participation in sports, debate and other such activities and outreach programmes each improve academic achievement.

The results of the analysis for question 2 revealed that the calculated value is greater the .01 significance level and shows that participation in cultural activities has positive impact on academic performance.

1.4 Conclusions and Suggestions

1. Extracurricular activities have a positive impact on academic achievement among the sampled college students.
2. Participation in sports, outreach programmes, cultural activities and debate activities improve academic performance of college students.

Generally, college students participating in extracurricular activities show improvement in their academic performance. All the stakeholders of higher education i.e. Students, administrators and professors and parents should be made aware of the impact. They should find out whether any specific activities have more favourable impact and work for the same rigorously. At the same time students should not be compelled for

these activities only for academic achievement but for developing social skills, life skills etc. Students should be motivated to participate in such activities as per their attitudes, opinions, likes, dislikes, and interests at the same time should keep proper control over them.

Scope for Further Study

1. A study should be conducted to determine the effects of stakeholders support in extracurricular activities on academic achievement.
2. The individual effect of each extracurricular activity should be studied separately.
3. Comparative study of college student and high school students should be made.
4. Study should be made to identify the subjects on which there is more favourable impact of extracurricular activities.

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Importance of Co-Curricular Activities in Teaching English

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English is a global language, which is spoken by many people in different countries. Around 400 million people across the world speak English and it is the official language of 53 countries. We can not think the world today without English. In the era of globalization acquisition of English language skills is indispensable if one wants to explore different avenues of career. It is the language of science and technology, of aviation industry, diplomacy as well as travel and tourism. For international communication there is no better option than English language. It is also a language of business and commerce. Many companies need employees who have command over English language. Internet users need the language frequently as much of the information is in English. In spite of its importance many students find it difficult to learn and understand English. It is a challenging task for the teachers of English to attract the students to the English class and to generate as well as sustain their interest in learning the language.

In this scenario co-curricular activities play a pivotal role. Co-curricular activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are the very important part and parcel of educational institutes to develop the students' personality as well as strengthen the classroom learning. These are the practical experiences. If accompanied with the theoretical knowledge, co-curricular activities can help the students in strengthening their competency in English.

A Chinese proverb very aptly states, "Teach me, and I will learn. Show me, and I might remember. Involve me, and I will never forget." Considering the significance of it English teacher should involve students in various curricular related activities. N- Number of activities like acting, poetry singing, poetry recitation, English speaking, debate, picture composition based on the text, word building, description in English, movie screening, spelling contest, role play, play reading, story writing etc. can be practiced in the English classrooms.

Motivation to participate in these activities is the factor which helps in making learning environment enjoyable. To inspire them in participating the co-curricular activities, easy and attainable tasks help a lot. Watching cartoon movies is very enjoyable at any age, watching such movies is very effective as the language used in such movies is very simple, easy to understand. Without much acrobatics of words it is made funny and entertaining. This definitely appeals the learners. Simple tasks like watching the cartoon movies and narrating there after is a unique way of acquainting students to vocabulary, accent, pronunciation, expression, etc. To prompt them watch animated stories, poems or plays is enjoyable as well as effective method of understanding the prescribed text. For advanced learners screening of classics help them understand the text as they get audio-visual aid. Instead of imagining something oddly they get real situations through which they can see various expressions of the language, facial expressions and the overall impact is ever lasting. No doubt it is an effective teaching aid. The follow-up tasks like discussion, narration, role play, summarization etc. give them confidence to speak.

Games are very effective tools used in language Classrooms. Games promote fun which is useful for students to overcome fear and boredom of learning grammar and language technicalities. Now a days various language learning game apps, on-line language learning is the most happening technique which can be introduced among students. Today, students are more techno savvy. Rather than teaching English in the traditional manner such innovative and enjoyable tasks can be introduced to students. This experience can be great addition in co-curricular activity based learning. There are video based language learning programmes which can be accessed on our mobile hand set. Students can use these programmes off the class at their convenience. There are lyrics training apps available. It is a fun way to practice English language. Some language apps have daily lesson games and practice conversational tools. Speaking language app gives the students an opportunity to talk with other language users through which the students can learn the language and its usage in day today life. Conversational skills can be developed by using such apps. These lessons introduce real life situations thus students can apply their language skills in an effective and confident manner. Several vocabulary and memory games, chatbots allow users to practice communication. Some apps use gamification in which students learn speaking, listening and translating. Some competitive games involve them to converse with other people, like in game playing, they can earn points which is quite interesting and inspirational activity. Some mobile apps are very innovative which cover different language learning tools. To promote students to use various language game apps level up their language skills.

Open- access resources, online resources, virtual classrooms are enhancing interest of students in English language skill acquisition. Some social network based activities add colours in the English classrooms. These resources give learners access to various avenues of communication as they are highly informative network. Such innovative co- curricular activities in teaching English prove that learning experiences create holistic effect in student's development. It is very obvious that students are responsive to different learning styles. Innovative curricular activities reduce anxiety among students and they get motivated. Technology plays a pivotal role in making English teaching more effective and enjoyable.

Multimedia, softwares, internet, power point presentation, online reading and listening activities, email, blogging etc. are some other effective activities. Students should enjoy autonomy in learning. Student-concerned, self guided, learning classrooms like computer labs add flavour in learning English. Now a days YouTube is very popular among young people. Various videos, animations, lectures, discussions on various topics are presented in an effective manner. It is the greatest source to build background knowledge to the text. Sometimes picturization of poetry is so effectively done that students enjoy watching videos on YouTube. There are educational YouTube channels which help the students in getting ideas and they become smarter everyday. Some of the programmes on various channels are found on YouTube. The programmes on National Geographic, History, Nat Geo, Science are full of information exploration and adventure which inspire students in a great way. These programmes help them in many ways. Creating programmes for YouTube is an innovative and inspirational idea. Students can be motivated to create videos with their own ideas. There are certain YouTube channels where students question and get answers to their queries. As students can generate their own YouTube teachers, too, can create their own YouTube channels. It is the most effective curricular activity in language and literature learning.

Today, YouTube has thousands of educational channels. Through YouTube the students learn at their own pace. Teachers as well as professionals create various educational videos by introducing educational videos into the classroom. Increased engagement of students can be witnessed and the ultimate result of it is higher passing rate. Students' anxiety in English classrooms, thus can be converted into happiness and enthusiasm. Along with these activities, project writing, seminars, writing papers on a particular theme, outreach and extension activities, social programmes, developing linkages with reputed institutions and organizations, visit to libraries, various communities, social groups, poster making, poster presentation, wall paper display, slogan and advertisement competitions, spelling contest, ppt presentation, model making, group discussion, quiz are the effective co- curricular activities which will make English classroom throbbing and lively. The aim of teaching English language and literature is to unleash various qualities and capabilities of students which will lead them towards competent, confident and dynamic persons who will make their mark in the world remarkably. No doubt, co-curricular activities make teaching-learning process more enjoyable and effective.

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Skill Development Through Extra-Curricular Activities With Special Reference To Legal Education

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The more we give importance to skill development, the more competent will be our youth.

-Narendra Modi

Skill development ensures overall development of a person. Career is almost impossible without skills whether there are technical skills or soft skills or life skills. Personally developing skills will not only increase the opportunities but also will empower an individual. Skills like networking and communication go in a long way in aiding the development of a person. These all skills are very important as far as legal education is taken into consideration.

Legal education includes knowledge of law. It is a field which provides information of formation of laws, the base on which a law can be formed, implementation of different laws in the society or any specific sect of the society and effect of proper and improper implementation of formation of laws on the society. If we consider the three organs of the government we can notify that judiciary is such an organ which checks the formation and implementation of different laws on the society. Hence understanding the law along with its effects on the society is very important for a good approach in the legal field.

Legal field includes various law students, lawyers, judges, law officers and law professors. They have to understand the main aim and purpose of law. Acquiring various skills will develop such an understanding among a person hence skill development is very important as far as legal field is considered.

The skill of common parlance which a law student needs to develop is adoptive thinking. In digital age things are changing at exponential rates. By the time the students learn new software or programme, a better version is coming about. Future student will need to continuously adopt to changing conditions as well as be aware to learn new things quickly and efficiently. Law is such a dynamic concept; it always changes according to the changing requirements of the society. It has to change otherwise out dated law will be out casted from the society. Students need to cope up with this developing strategy of the students.

Today it is the need of the day that students develop communication skills which includes the ability to communicate. Due to online social media, there can be easy communication. In the legal field, lawyers and clients can have easy access to each other through video-conferencing for collection of evidence; online social media helps to secure easy and quick information. Access to various Supreme Court and high court judgments become very easy. Hence advance means for communication and their application in legal field is highly recommended.

Another skill which the legal field should develop is the collaborations skills. It is always recommended that for case discussion and law interpretation, if there are group discussions or if the students work in collaboration with each other, that give a good result. Because if one person works on it, he may think in one way but if many people work on the same issue, we may come out with multiple choices and options. Today firm culture is entering in the legal field. When a client comes to solicitor firm, giving him justices along with maximum number of benefits is the intention of the firm. And this is possible if the firm has collaboration with lawyers, practising and working in different fields.

The most important skill which a student should develop in legal field is critical thinking over a particular issue and problem solving tendency. Working in a legal field will be highly impossible if a person lacks critical thinking. A person should be able to imagine various paragraphs of a particular fact. He should be able to understand, which interpretation of particular facts can be made properly applicable to a particular situation. A lawyer can be successful in giving justices to the clients if he makes various remedies available to the client and this is possible only if there is problem solving tendency of the lawyer should study and come out with various solution to the problems.

A lawyer should also have various enquiry skills within him. This will help him for the examination of different witness in a case procedure. Solving case becomes very easy if the lawyer has good enquiry skills. By using this skill, he can collect the required information in a very efficient manner.

Legal field can touch new horizons if there is creativity and innovations in their work. It is mostly applicable to judges. Judges while deciding cases can go away a long and give judgements which will give

maximum benefit to all along with proper justice. This will be possible only if they show creativity and innovation in their work. This needs a good study in their own field and the present position of that law in the society. Hence students should be trained to inculcate these skills in them.

In order to do any kind of work or progress personal management, of a person is very essential. It includes creating or organising and executing an independent plan. A person can achieve great things only if he carries out his work in disciplined manner.

The various skills which are elaborated above can be inculcated in the minds of the students through various extra-curricular activities that can be taken by different law colleges. Extra –curricular activities play a very important role as they expand the network of students which is beneficial for finding different opportunities. Students who participate in co-curricular activities have marked improvement in the grades. Extracurricular activities help to develop a sense of commitment to whatever they are involved in. It also fosters a sense of accountability and responsibility in them.

The aim of education today is to develop an all rounded student in all aspects. This includes the students' intellectual, spiritual social, physical and moral capabilities. This is possible through various extracurricular activities which can be provided to them. Hence educational institutions need to strike a balance between academics and extra-curricular activities.

Considering the legal field, various activities can be introduced are moot courts, mock trials , negotiation workshops. Mooting is very important for the students of law.it helps them to improve their practical knowledge. It helps them to be aware of the court proceedings and all the rules and regulations related.. generally moot court means a mock court at which law students argue imaginary cases for practice. It is a stimulated court proceeding , which usually involves drafting briefs and memorials and participating in oral arguments. Hence we can say that moot court is a pedagogical tool to introduce law students to judicial process.the purpose of introducing this exercise is that mooting is successful in creating a cadre of competent and creative lawyers in the bar. It is the best opportunity to gain experience of actual practising in court.

Another important extra-curricular activity is the mock trial. A mock trial is an act or imitation trial. It is similar to a moot court, but mock trials stimulate, the main object is not to identify the winner of the case but rather teach better advocacy skills. In a mock trial students play a role of attorneys and witnesses as they prepare.in a mock trial due to role assignments, it can be used to introduce students to the principles of critical thinking. Thus a mock trial improves the way of thinking.

Today much importance is given to negotiation workshops in different law colleges. Negotiation skills are important in both informal day-to-day transactions and formal interactions such as negotiating conditions of sale, lease and service delivery and other legal contracts. Good negotiations contribute significantly to help build better relations . negotiation is a mode by which people resolve their differences. It is a method by which adjustment or compromise is reached while avoiding quarrel or conflicts. Negotiation is a process of settlement of difference through a mutual give and take medium in both realms of business and personal life. Negotiation is simply a mode of settling disagreements by avoiding conflicts and reaching a common conclusion. In the field of law and specially in the court, we see disputed parties. If a lawyer is skilled in negotiation he can bring an amicable settlement between the parties.

Now-a-days a world is changing very fast. The transaction of law from lawyer centric, provisional, labour intensive guild to a customer focused, global, digitized industry requires new skill sets and training. Clients now-a-days demand efficient, predictive, cost effective, accessible, scalable and agile delivery of legal services. Today knowledge of the law alone is insufficient for all. Delivery of legal services requires new skills like project management, data analysis and collaboration. Hence skill development at initial stage of legal studies is in the need of the time.

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Importance and Statistical Analysis of Impact on Personality Traits of Co-curricular Activities

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Abstract:

Co-Curricular Activities is a very important and essential part of educational system. These are the activities through which a learner explores ones abilities, develops the strengths and eradicates the shortcoming through informal guidance, observation and self-assessment. The activities undertaken to strengthen the classroom learning as well as other activities both inside and outside the classroom to develop the personality of the student.

More emphasis has generally been given to the co-curricular Activities resulting from the student's inability to link the excellence in performance academically to the active participation in co-curricular Activities. In this paper we will discuss the need and importance of co-curricular activities in higher education.

Keywords - Co-curricular, Extracurricular, Student Development.

1. Introduction:

Co-curricular activities are those activities which fall outside the regular academic curriculum. They are also known as 'Extra-curricular' activities. Extra-curricular activities exist at all levels of education from pre-elementary to university stage of education. These activities are compulsory in some institutions while in others these are taken as voluntary. Co-curricular activities form the core of students' life. Participation in co-curricular activities is essential to develop people with a strong sense of identity and a passion for learning who will become self-confident.

The all-round development of an individual is only possible through balanced development of academic as well as non-academic aspects in the formal, in-formal and non-formal educational setting in the society. Particularly, in the modern era where individual have to pass through phases of undue anxiety and over-stress and sometimes it leads to various types of depression. In such cases individual's involvement in the co-curricular activities become more significant because these activities stop stress of an individual. Today the burdens of marks, grades, division etc. are also becoming fatal for growth and life of students across all the sections of education. The co-curricular or extracurricular activities help the student to overcome the stress and allow the holistic development of individual.

The modern education system recognizes that student come to educational institution for all round development. It aims at the development of the total personality of the student and for that college provides opportunities for experiences. In fact the quality of the college depends on and is evaluated upon the education experiences which are provided in the college study programmes, which may contribute to a long, happy and normal life to the student. This comprises curricular, extracurricular as well as co-curricular education which provides inside as well as outside the classroom. Modern education gives special emphasis on the need of co-curricular and extracurricular activities, because it has been recognized as a source of enrichment of the college curriculum. Psychologically these activities are considered essential to provide outlets for the flow of excess energies of the students.

2. Meaning Of Co-Curricular Activities:

Co-curricular Activities are non - academic activities that students participate in. They are a great means of enhancing social interaction, healthy recreation, leadership, self - discipline and self - confidence. A few examples of common educational opportunities that may be considered as Co-curricular which includes musical performances, debate competitions, indoor and outdoor sports, camps, visits etc. Co-curricular activities are known with different names or terms such as extracurricular activities, informal activities, semi-curricular activities, non-curricular activities. Co-curricular and extracurricular activities act as valuable catalysts for college to create the sense of community. They provide students opportunities to experience both i.e. independence and interdependence. Participation in co-curricular activities or extracurricular activities will reduce the dropout rates of students.

3. Need Of Co Curricular Activities:

Co-curricular Activities develops skills for Life and Career of students. Co-curricular and Extracurricular Activities offer a forum beyond the daily classroom experience for students to develop, practice

and demonstrate new attitudes and skills and to work at becoming both independent and interdependent in a variety of different contexts. These activities are needed to develop

1. Self-discipline, respect for the value of effort of individual.
2. Critical thinking, reasoning and problem-solving skills.
3. Excitement about life and ability to set goals for the future.
4. Ability of speaking, listening and to be part of a team.
5. Responsibility and the ability to apply ethical principles.
6. Adaptability and flexibility.
7. Honesty, integrity and ability to take responsibility for one's actions.

4. Role And Importance Of Co-Curricular Activities:

1. Co-curricular activities can be used as a tool for development of:

i) Leadership ii) Creativity iii) Communication iv) Decision-making v) Co-operation

2. **Proper Education:** Since, co-curricular activities are merged with academics therefore, it ensures that students get to learn effectively.

3. **Personality Development:** Students perform co-curricular activities in college, which help them sharpen their communication skills, expression skills, public speaking, participation and sense of belongingness.

4. **Develop time management skills:** Juggling co-curricular activities with academic commitments forces student to manage their time more effectively. In fact, often student who have a number of co-curricular activities do better than their counterparts with more 'free time', as it forces them to be disciplined and to study effectively in the limited time they have.

5. **Provides stress relief and relaxation:** Many times co-curricular activities provide a welcome break from academic studies, allowing them to exercise the brain, helping students to remain focused and relieve stress and pressure.

6. **Cultural Values** - Students get to learn by cultural events including national events and traditional events including Gandhi Jayanti, Independence Day, Republic Day, as well as Diwali, Eid, Raksha Bandhan and many other cultural events.

7. **Develop social skills:** Starting a new co-curricular activity could support the development of social skills and friendship groups.

8. **Discover new talents:** Trying new things opens the opportunity for self-discovery. The broad range of co-curricular activities offers plenty of opportunities for student to discover new interests or talents across many different fields of learning.

9. **Encourages commitment:** Consistent participation in a co-curricular activity builds an understanding of commitment and provides developmental and educational benefits for the students, allowing them to develop skills in areas they may not have previously considered.

10. **Develop self-esteem:** New-found skills and friendships can result in the growth of student's self-esteem. Having positive self-esteem and self-confidence encourages students to try new things.

11. **Future opportunities:** Students pursuing co-curricular activities at college are often given preference over those who are not involved in activities outside of the core curriculum when applying for courses or jobs.

12. **Good platforms to secure the future:** Students pursuing co-curricular activities at college have good platforms to secure the future both professionally and socially and promote leadership quality.

13. **Physical and Mental Health** – Co-curricular activities require students to stay active at college by participation since, students have no option to skip these activities as it's a part of their curriculum. Students have to be a part of co-curricular activities like athletics, gymnastics, yoga, indoor games, and meditation etc. These activities are beneficial for students' physical fitness as well as mental health and they are relieved from academic stress.

14. **Team Leadership Skills** – Co-curricular activities at school are designed in groups so that students can participate along with their classmates. This helps students develop leadership skills, team integrity and coordination skills.

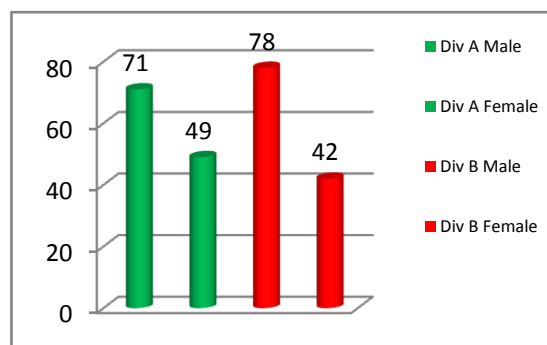
5. Data Analysis:

For this study the data has been collected from B. Sc. I students of G. K. G. College, Kolhapur. Total 240 students of two divisions are considered for the survey. It shows that Co-curricular activities improves the students qualities like Self confidence, Adaptability, Social awareness, Honesty, Leadership Time management etc.

The statistical hypothesis like 1) The Co-curricular activities and Leadership quality are independent, 2) The Co-curricular activities and Time management are independent, 3) The Co-curricular activities and Self confidence are independent etc. against they are dependent are tested and following results were obtained. In all the personality traits the null hypothesis is rejected, which means that there is association between all the traits and co-curricular activities. That is Co-curricular activities help the students to improve their personality.

The following table shows the total student strengths of two divisions:

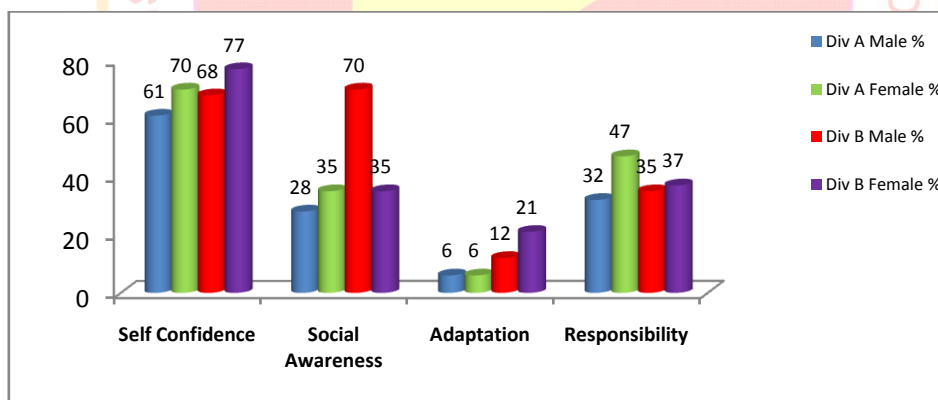
Sex-Wise Student Strength						
Div A		Div B		Total		Total
Male	Female	Male	Female	Male	Female	
71	49	78	42	149	91	240



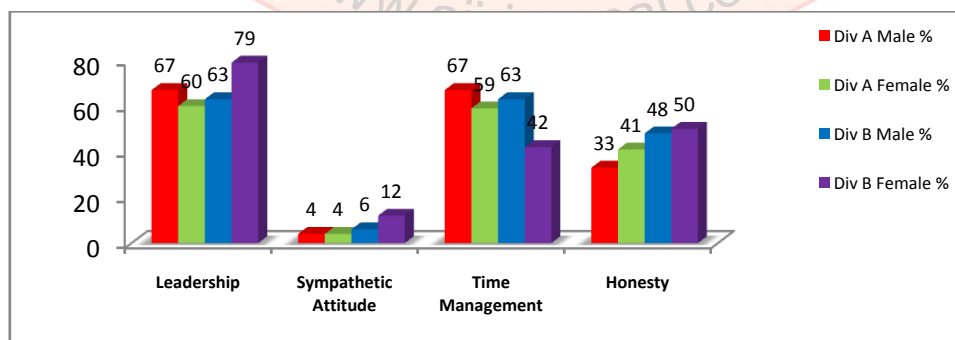
Diag. 1: Sex-wise student strengths of two divisions.

The following table shows the Personality Traits developed by Co-curricular Activities:

Variable	Personality Traits developed by CCAs							
	Div A				Div B			
	Male	%	Female	%	Male	%	Female	%
Self Confidence	44	61	34	70	53	68	32	77
Social Awareness	20	28	17	35	55	70	15	35
Adaptation	4	6	3	6	9	12	9	21
Responsibility	23	32	23	47	27	35	16	37
Leadership	48	67	29	60	49	63	33	79
Sympathetic Attitude	3	4	2	4	5	6	5	12
Time Management	48	67	29	59	49	63	27	42
Honesty	24	33	20	41	37	48	21	50



Diag. 2: Percentage of gender wise personality traits developed in the students of two divisions due to co-curricular activities.



Diag. 3: Percentage of gender wise personality traits developed in the students of two divisions due to co-curricular activities.

6. Conclusion:

The seeds of personality development starts blooming since this age. So, experiencing extra-curricular activities at this point of time is very much important for the individual. As many psychological and sociological changes take place during this period, therefore proper care should be taken both by parents as well as teachers. The activities as the name suggests meet the psychological needs of the students, mainly withreference to social demands of the student. They help in expressing personal behavior and provide avehicle for creative thinking. Social cooperation is recognized as one of the important demands of citizenship. It is difficult to teach through college subjects like Languages, Mathematics or Social Sciences but by participating in group activities, students learn good manners and develop a sense of cooperation. They also learn to appreciate the relationship of an individual to the social group.

Qualities like initiative and leadership are not always developed in a classroom. On the playground, students get opportunities to develop leadership qualities like initiative, decision- making, judgment, tolerance etc. These qualities are required for a democratic society. No doubt, classroom teaching is utmost important, yet for aesthetic development, character enrichment, spiritual and physical growth, extracurricular activities are equally important. Therefore, Co-Curricular activities along with academics are essential for every student in higher education.

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Personality Development and Sports

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Abstract

Sports are one of the important elements of Child's Personality Development, Sports helps an individual much more than in the physical aspects alone. It builds character, teaches and develops strategic thinking, analytical thinking, leadership skill, goal setting and risk taking, just to name a few. It is a medium that provides the child an opportunity for fullest self expression freedom and pleasure. It is also creative activities.

Personality development is the development at the organized pattern of behaviors and attitudes that makes person distinctive. It is helpful in developing habit of sharing co-operation maxing up with others, being assertive and leadership quality.

Introduction

Human bodies are made for motion modern sports has its roots deeply embedded in the history of western society. In classical Greek society the body developed though vigorous and graceful physical movement was the epitome of beauty the importance of physical excellence is readily evident in the culture of the period the more beautiful the body the better the man or women in Pantheistic terms. The from 'personality' is derived from the Latin word 'Persona' which was the name given to the mask's the actor's and character's the portrayed.

Sports Development Sporting attitude spirit, positive attitude towards life and its straggles, shaping one's personality and character.

We are all well aware at the fact that participating in sports, physical activity develops the five component of fitness, namely : strength, speed, skill, stamina and flexibility.

Effect of Sports in Personality Development

- 1) Sports is exercise physical activity with fan.
- 2) Sports is exercise physical activity with an objective and definite aim.
- 3) Sports is exercise physical activity with a purpose to over come adversities and win.
- 4) Playing sports helps release pressure and tension in a healthy and controlled way.
- 5) Sports improved sleep pattern and levels at anxiety.
- 6) Sports develop motor skills and mind body connection.
- 7) Sports staves off depression.
- 8) Sports reduce the risk of many physical diseases.

Sports Develop following Components in Personality.

Sports help students study Better improve concentration, problem slaving memory, sports teaches one to develop the following.

- 1) **Team Sprite** : Working towards a common goal as a member of a team selflessly, personal interests notwithstanding.
- 2) **Leadership Skills** - Lead different people from all walks of life towards a common goal objective, A good leader is one who lead other on the leadership.
- 3) **Fair Play** - Though winning is important, losing is not disgrace. Being generous and graceful in victory as well as defeat. Have respect for the vanquished.
- 4) **Never give up** - Sports teachers to never give up 'success is just round the hand' being persistent, nothing is impossible you never know how close you are to success when you give up.
- 5) **Great Laveller** - Sports is a great laveller you lose 1 day only to bounce back the neat No loss is permanent. Even a loss teaches you how not to do something, or how it could be done better. No set back is permanent, never should one lose hope.
- 6) **Focus** - Sports teaches you focus on the present. Past is irrelevant and future, who knows.
- 7) **Strength and abilities** - Sports teaches you to focus on your strengths and abilities, not on your opponents strengths and capabilities.
- 8) **Process and Result** - Sports teaches you that the process is more important than the result it. If the process is right, success will soon ensure.

- 9) **Planning** - Sports teaches you to plan ahead see through the consequences at your act you need to quickly assess the situation adjust, adopt and act accordingly. Being flexible and not carry a fixed mindset.
- 10) **Observation & Analyses** - Sports important your observatory power and analytical skill.

Conclusion –

- 1) Educational Institutes must provide opportunities for practicing right living and learning all the sports skill and habits necessary in way at life.
- 2) Sports teaches should be competent in guiding at every sports held which is oriented for developing personality of the students.
- 3) Sports teachers should motivate in different ways so that the students grow and improve their personality.
- 4) Sports are helping to build communities and are contributing to a positive personality development. Sports are able to increase physical efficiency, mental alertness and the development of certain qualities like perseverance, team spirit, leadership, obedience to rules, moderation in victory and balance in defeat. All these qualities are helpful for developing personality at sportsmen.

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Role of National Service Scheme (N.S.S.) in National Integration

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Abstract

National integration is an important factor to build togetherness in a nation. It means though we belong to different castes, religions, and regions and speak different languages, we recognize this fact that we all are one.

India is a land of widespread diversities in terms of religion, language, caste, tribe, race, region and so on. Hence, the achievement of national integration becomes very essential for all around development and prosperity of the country.

Present research paper is based on the study of National Service Scheme and its role in building National Integration. NSS activities, mostly includes youth, and youths are the strength and base of strong nation. These activities includes empowerment programmes that encourage the youths towards National Integration.

The paper focuses on Introduction to National Integration, N.S.S – Objectives and goals and their role in building our nation.

Introduction to National Integration

The first National Integration Council of India in 1961, while declaring its objectives has expressed the scope of National Integration as a psychological and educational process involving the development of a feeling of unity, solidarity and cohesion in the hearts of the people and also a sense of common citizenship and a feeling of loyalty to the Nation.

According to Myron Weiner, “National integration implies avoidance of divisive movements that would balkanise the nation and presence of attitudes throughout the society that give presence to national and public interest as distinct parochial interests.”

According to Dr. S. Radhakrishna, “National integration is not a house which could be built by mortar and bricks. It is not an industrial plan too, which could be discussed and implemented by experts. Integration, on the contrary, is a thought which must go into the heads of the people. It is the consciousness which must awaken the people at large.”

National Integration in India

National integration is highly important in a country like India due to her multi-religious, multi-lingual, multi-caste and multi regional set up. Integration cannot be possible through absorption and assimilation; rather attempts should be made to promote unity in diversity. A harmonious and willing integration of the people is desirable through which the evils of communalism, casteism, racialism, linguism and tribalism can be subordinated to the over-all interest of the nation as a whole.

For India's plural socio-political order and multi-culturalism, some authors like John Strachery pointed out that India has never been a country in any European standard. But this was contested by a group of eminent Indian scholars like Shri Aurobindo, Vivekananda etc. The fact has been analysed by Vincent Smith in a compromising tone that India maintains “unity in diversity”. The British Government helped in making India as a nation with territorial unification, common administration with uniform civil and criminal laws and introduction of modern means of communication.

The makers of the Indian constitution were well aware of India's cultural diversities and were shocked with the communal tensions of the immediate past of independent India. They have put emphasis on “Unity and Integrity of the Nation” and highlighted this principle in the preamble of the constitution. But India has been victimized of communal violence, intra-regional conflict, religious fanaticism, militant organisations and linguistic hysteria.

Introduction to National Service Scheme (NSS)

The **National Service Scheme (NSS)** is an Indian government-sponsored public service program conducted by the Ministry of Youth Affairs and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's Centenary year in 1969. Aimed at developing student's personality through community service, NSS is a voluntary association of young people in Colleges, Universities and at +2 level working for a campus-community (esp. Villages) linkage.

National Service Scheme (NSS) was introduced in 1969 with the primary objective of developing the personality and character of the student youth through voluntary community service. 'Education through Service' is the purpose of the NSS. The ideological orientation of the NSS is inspired by the ideals of Mahatma Gandhi. Very appropriately, the motto of NSS is "NOT ME, BUT YOU". An NSS volunteer places the 'community' before 'self'.

Aims and objectives of NSS

1. To understand the community in which they work;
2. To understand themselves in relation to their community;
3. To identify the needs and problems of the community and involve them in problem solving process.
4. To develop among themselves a sense of social and civic responsibility;
5. To utilise their knowledge in finding practical solution to individual and community problems;
6. To develop competence required for group-living and sharing of responsibilities;
7. To gain skills in mobilising community participation;
8. To acquire leadership qualities and democratic attitude;
9. To develop capacity to meet emergencies and natural disasters; and
10. To practice national integration and social harmony

Role of NSS in Nation Building and current activities

NSS is a Central government programme, yet the Central government, the States/UTs and the Educational Institutions are the 3 pillars of this Programme. It would have been impossible to effectively run a programme directly from the Union Ministry of Youth Affairs and Sports, dealing with over 29,000 educational institutions across the country. The implementation of the programme has been possible due to effective collaboration/ partnership between the Centre and the States on the one hand and the States and Educational Institutions on the other.

NSS units can take up any activity that has relevant to the community. The activities continue to evolve in response to the needs of the community. The core activities could be in the field of education and literacy, health, family welfare and nutrition, sanitation and cleanliness, environment conservation, social service programmes, programmes for improving status of women, production-oriented programmes, disaster relief and rehabilitation, campaigning against social evils, creating awareness about Flagship Programmes of the Government like Digital India, Skill India, Promotion of Yoga etc.

As mentioned earlier, NSS was introduced with the primary objective of developing the personality and character of the student youth through *voluntary community service*. 'Education through Service' is the purpose of the NSS. The ideological orientation of the NSS is inspired by the ideals of Mahatma Gandhi. Very appropriately, the motto of NSS is "NOT ME, BUT YOU". An NSS volunteer places the 'community' before 'self'. This is part of the *third dimension of education*, namely, *value education*, which is becoming increasingly important.

NSS volunteers have been making very valuable contribution to the Society, besides developing their own personality. During the previous year, NSS units organised 12,628 special camps in adopted villages/slums across the country. NSS volunteers undertook 91 lakh volunteer-hours of Shramadaan, donated 1.98 lakh units of blood and planted over 13.27 lakh saplings. The volunteers were instrumental in organising about 7,051 Health, Eye and Immunization camps and also 30,011 awareness programmes through rallies and campaigns on various important government programmes and social issues. NSS volunteers facilitated pulse polio immunization of about 6 lakh children. The volunteers have been playing key role in Swachh Bharat Mission, spreading digital literacy and in popularization of Yoga. On the occasion of International Day of Yoga last year, about 11.19 lakh NSS volunteers participated in yoga programmes across the country.

Ministry of Youth Affairs and Sports is committed to expand NSS in a big way. So far, the NSS covers less than 10% of the students eligible to join it. Efforts are being made to increase funding support for NSS and meanwhile, setting up of Self-Financing Units of NSS has also been permitted. To encourage students to take up NSS, UGC has issued an Advisory to all Universities to introduce NSS as an Elective subject with credits. The Ministry has been rewarding good work done by NSS volunteers by conferring Annual NSS Awards at national level, by providing opportunities to NSS volunteers to participate in Republic Day Parade, International Youth Delegations, Adventure Camps, etc.

While a lot of good work is being done under NSS, there is potential to do much more. The students and NSS volunteers are young Indians and they represent the most dynamic and vibrant section of the Society. These are exciting times in India. The Government of India, under the dynamic leadership of Prime

Minister, Shri Narendra Modi has embarked on the mission of building a united, strong and modern India – “*Ek Bharat, Shreshtha Bharat*”, following the principle of “*SabkaSaath, SabkaVikas*”. A number of path-breaking initiatives have been taken. ‘Make in India’ campaign has been launched to develop India as a global manufacturing hub. ‘Digital India’ initiative seeks to transform India into a digitally empowered society and knowledge economy. A nation-wide campaign to promote Digital Payments is underway. ‘Skill India’ has been launched to impart necessary skills to prepare Indians for the opportunities in Indian economy as also the opportunities abroad.

Conclusion

National integration is very significant for a country because it is seen many times in the history of mankind that the integrity of a nation fell in danger. It had confronted major challenges from within and also became a victim of foreign assaults. Hence national integration plays a significant role in making of a nation. It keeping it alive in history with sustained development. National Service Scheme promotes and encourages the national integration with help of various social activities and also empowers the various factors of nation with feeling of togetherness

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Co- Curricular Activity In Higher Education

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Introduction

Participate in Co-curricular programmer is widely recognized and promoted as an integral part of the student life experience. The term Co-curricular refers to “Activities, Programs and learning experiences that complement, in some way. What students are learning in school i.e. experiences than are connected to or mirror the academic curriculum common life enriching learning objective focus on enhancing students holistic, well-being and their knowledge and skill acquisition in areas such as adaptability decision making, problem-solving, teamwork, intra personal development, interpersonal competence, practical competence, leadership, cognitive complexity, ethics. Humanitarianism and civic virtue. This learning is mostly. Voluntary in nature and is facilitated through the programming of student affairs offices/ departments. Primarily as its viewed as transcending the various academic discipline and career trajectories some examples of Co-curricular learning opportunities include participation in clubs, originations, associations, student government, recreation, athletics, arts, community service, committee membership, career exploration/mentorship programmer and student life workshops.

Benefits of Co-curricular participation include self-efficiency. Satisfaction feelings of support and institutional challenges, retention, academic achievement and intellectual engagement, enhanced understanding of others depended sense of spirituality, and practical skill acquisition such as interview skills and networking abilities.

Complementing student’s academic achievements college and university graduates are expected to be able to transition in to and navigate modern careers. Successfully and enhance society through service citizenship respect for diversity outcomes such as identity formation, reasoning, wellness, professionalism, leadership and career awareness and planning, reflect the breadth of expectations places undergraduate education and expose the importance of lessons that may be learnt outside the classroom.

Meaning And Definition Of Co-Curricular Activities

Meaning Co-curricular activities (CCAs) earlier known as extracurricular activities (ECA) are the component of non academic curriculum which helps to develop various. Facts of the personality development of the child and students. For all round development of the child there is need of emotional physical, spiritual and moral development that is complemented and supplemented by co-curricular activities.

Definition

Co-curricular activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are the very important part and parcel of educational institutions to develop the classroom learning.

These activities are organized after the school hours, so knows as extra-curricular activities Co-curricular activities have wide horizon to cater to the cultural, social, aesthetic development of the child.

Objectives Of Co-Curricular Activities

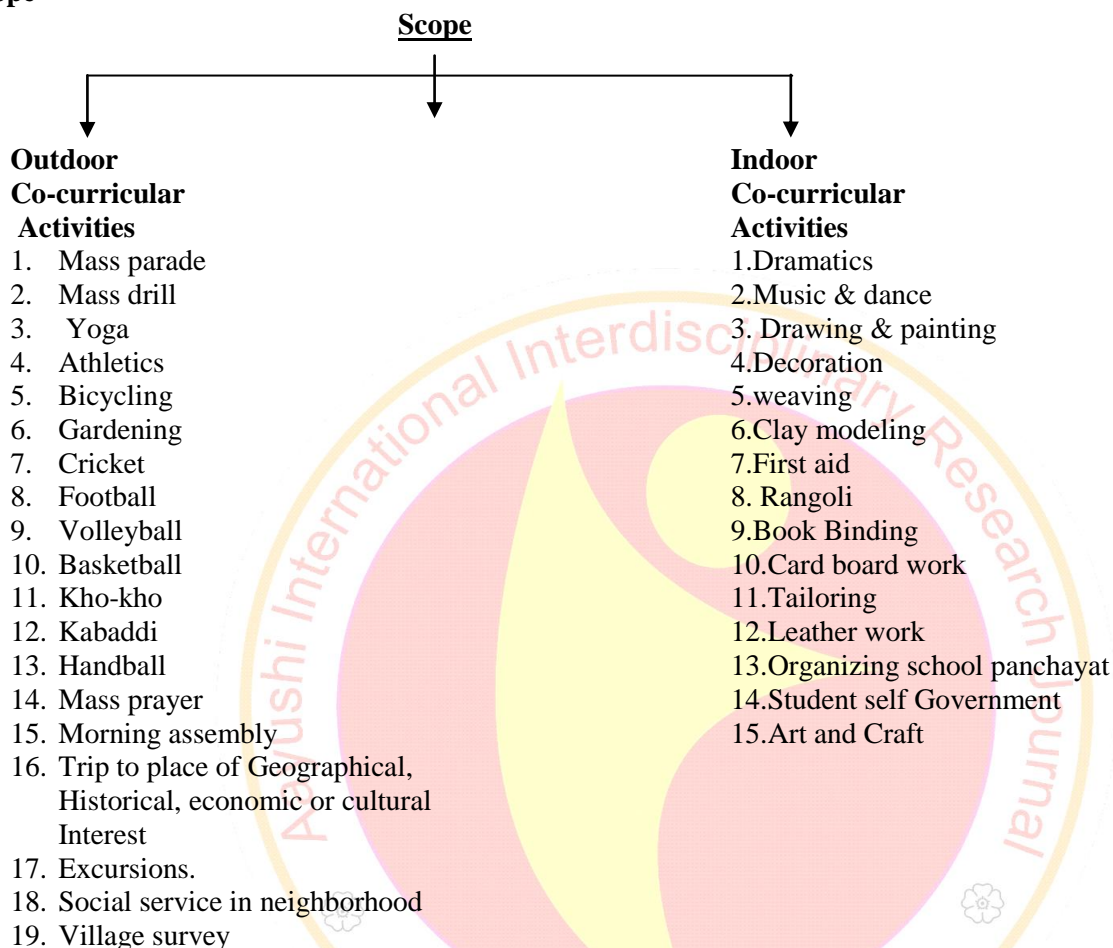
1. To help the students to develop emotional and social development.
2. To encourage the invention of the latest qualities of the students.
3. To maintain the students aesthetic vision and sense of humor.
4. To maintain the attitude of the citizen in the student.
5. To enhance national sentiment among students.
6. To creating a scientific perspective in student.

Importance And Benefits Of Co-Curricular Activities

1. Co-curricular activities stimulate playing, acting, singing, recitation. Speaking and narrating in students.
2. Activities like participation in game debates; music, drama, etc. help in achieving overall functioning of education.
3. It enables the students to express themselves freely through debates.
4. Games and sports help to befit and energetic to the child.

5. Help to develop the spirit of healthy competition.
6. These activities guide students how to organize and present an activity how to develop skills how to co-operate and co-ordinate in different situation all these helps in leadership qualities.
7. It provides the avenues of socialization self identification and self assessment when the child come in contact with organizers fellow participants, teachers, people outside the school during cultural activity.
8. In calculate the values to respects other view and feeling.

Scope



Role Of Co-Curricular Activities In Student Life

Co-curricular activities are the true and practical experience received by student to a greater extent the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the contest taught in the classroom intellectual aspects of personality are solely accomplished by classroom. While aesthetic development character building, spiritual growth, physical growth, moral values, and creativity etc. are supported by co-curricular activities Frankness and clarity in language and personality is supported by these activity. It helps to develop co-ordination adjustment, speech, fluency, extempore, expansion etc, among student both at the school as well as college levels.

Role Of A Teacher In Organizing Curricular Activities

1. The teacher must be a good planner so that the different activities could be carried out systematically throughout the year.
2. It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities.
3. The teacher should act as innovator by introducing some innovative programmes.
4. The teacher must be a good organizer so that the students experienced maximum of it.
5. He should too act like as director, recorder, evaluator manager, decision maker, advisor, motivator, communicator, co-coordinator, so that the students and child could gained maximum of finer aspects of co-curricular activities.

Conclusion

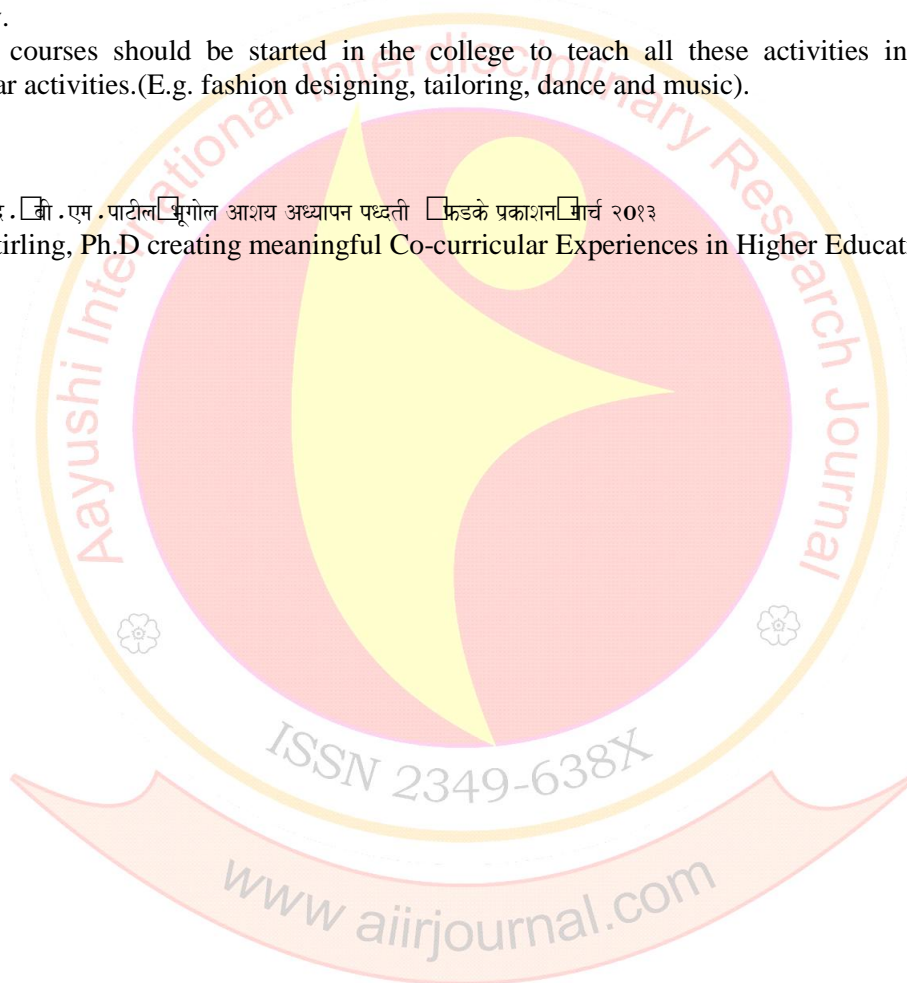
1. The co-curricular education program increases student's confidence.
2. Co-curricular program provides a platform to address student's dominant skills.
3. The Co-school program is creates a meeting of thought.
4. The co-curricular program raises awareness of all religions, national, solidarity gender equality, scientific attitudes, environmental conservation and protection.
5. Innovative capacity is being created among students.
6. Student's sentiment is being created among students.
7. This gives information about different regions.

Suggestion:

- Marks should be given to the syllabus as well as curriculum at the college level.
- Activity competitions in co-educational activities should be organized.
- Students who have attained proficiency in co-curricular programs should be praised for their encouragement.
- A committee should be set up in the college for the syllabus program so that it can be implemented properly.
- Various courses should be started in the college to teach all these activities involved in co-curricular activities.(E.g. fashion designing, tailoring, dance and music).

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Social Maturity Of National Service Scheme (NSS) Volunteers In Relation To Gender**Shri. Anil Balaso Balugade**

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Abstract:

Social maturity of National Service Scheme (NSS) volunteers in relation to gender was evaluated in the present study. The present study was conducted on NSS volunteers from various colleges of Kolhapur city. A total sample consisted of 80 NSS volunteers (40 male and 40 female) who were existing students of selected colleges. The purposive sampling technique was adopted for the selection of sample for this study. A Comprehensive Scale for Social Maturity developed by Dr. Roma Pal (Agra) was administered on selected sample and obtained data was analyzed by the using of standardized statistical tools of mean, SD and t value. The result reveals that there is no significant difference between male NSS volunteers and female NSS volunteers in relation to their social maturity. The hypothesis of the present study is absolutely accepted. It state that NSS enhances the social maturity among both male and female volunteers.

Keyword: Social maturity, NSS male volunteers and NSS female volunteers

Introduction:

National Service Scheme, in short NSS was started during 1969 on the occasion of birth centenary year of Mahatma Gandhi (Bapuji) in various 37 universities. There are approximately 40000 students involving in this scheme. The main objective of this scheme is enlarge the higher education system and aware to youth towards community service. This is useful scheme for present modern life which introduced and implemented by the Ministry of Youth Affairs and Sports, Government of India. At first, Former Prime Minister, Pandit Jawaharlal Nehru introduced this scheme and advised to academicians to apply the social programmes to involve youth student in social services.

The National Service Scheme was started to establish a meaningful coordination between education and institutions and the community. Mahatma Gandhi, the father of our nation represented that "Janseva Hich Khari Ishwarseva." It means that service to man is service to God. The former president of our nation Dr. A. P. J. Abdul Kalam suggested that today's youth are our national wealth and youth are backbone of our nation. They have power to become our nation as superpower. Kothari Education Commission (1964-66) introduced the importance of social service. So, this commission recommended that all type of education should be associated with form of social service. This recommendation accepted by the state education ministers in April, 1967 and applied at the university stage.

India is village nation. According to Nehru most of population lives in the villages and the progress of our nation is utmost depends upon the development of villages. There are big physical, psychological and social problems facing by villagers such as poverty, illiteracy, social backwardness, dirtiness, etc. There is no awareness about these problems. A lot of schemes created by government for the implementation of these problems, but the fact are so different. These schemes, efforts are recorded on paper only, actual work haven't seen. These problems should be controlled and reduced by the help of NSS.

Review of Literature:

1. Deekshitha K (2016) conducted a study on the role of National Service Scheme (NSS) in creating social responsibility at higher education. This study introduces role and importance of NSS in higher education. This study also highlights the obstacles faced by the NSS students and also suggested the importance of NSS in future for students.

2. Dr. Kiran B. Khandare & Dr. Preeti Desai (2016) investigated effect of NSS in developing communication skill and leadership in undergraduate students of Ayurveda. A total sample was consisted of 40 undergraduate students who were studying in final year of BAMS. The sample was distributed in Group A (20 students) and Group B (20 students) two major groups. The result found that there is positive impact of NSS training to able communication skill in undergraduate students. The researcher stated that NSS activities can enhance the qualities of communication, attitude, behavioral aspects and leadership qualities.

3. B Suresh Lal (2015) promoted a study of personality development of the students through service training: A study on national Service Scheme (NSS). This study focuses the theoretical foundations of the NSS. This study conducted on the volunteers of NSS of Kakatiya University. The results of the study indicate as follows.

- i) 98% volunteers got awareness on social issues
- ii) 98% of colleges adopted the campaign programme
- iii) 68% volunteers participated in various social activities such as tree plantation programme
- iv) increase in self-confidence and self-esteem
- v) increase in social and community awareness.

The Motto of National Service Scheme:

The motto or logo of the national service scheme is “NOT ME BUT YOU”. The motto of NSS expresses the need of democratic living and upholds the need for selfless service and appreciation of the other man’s point of view as well as consideration to fellow human beings.

Need and Importance of the Study:

NSS makes youth to develop a positive attitude towards the society and community work. This scheme also creates social consciousness, sense of responsibility, self-confidence and personality development. This scheme also helps to youth to increase national integration stability and mostly psychological variables such as reduce anxiety, increase mental health and self-esteem as well as mostly social maturity. NSS develops in youth social ethics such as honesty, discipline, integrity, cooperation, self-motivation, equality, understanding people, making and maintaining friendship, aware social problems, social interactions and leadership.

Social maturity is one of the important psychological factors for success in life as well as in world competition. There is various type of maturity such as physical, mental, emotional, spiritual and social maturity. The development of social maturity is mostly depends upon development stage. According to Stanley Hall, adolescence is storm period. When children enters in stage of adolescence a lot of physical, mental, emotional and social development happens in this period. Social maturity is mostly important factor related with adolescents. Social maturity can creates in various ways in adolescents. An adolescent studying in college and he involves in NSS. The NSS is best medium to enhance the social awareness and social maturity in adolescents. NSS teaches how to live life? How to face our problems? How to build up self in any situation? So, it is an attempt to understand and enhance the social maturity of NSS volunteers.

Statement of the Problem:

To study the social maturity of National Service Scheme (NSS) Volunteers in Relation to Gender.

Objectives of the study:

The following objectives were present research study.

1. To study the level of social maturity of the male NSS volunteers.
2. To study the level of social maturity of the female NSS volunteers.
3. To study the significance difference between male NSS and female NSS volunteers in relation their social maturity.

Hypothesis:

The following hypothesis was framed for this study.

1. There is no significant difference between social maturity of male NSS and female NSS volunteers.

Methodology:**1. Sample:**

The sample of this study was collected from NSS departments of various colleges located in Kolhapur city. The total sample comprised of 80 volunteers (40 male and 40 female) who were existing students of selected colleges. The purposive sampling technique was used for the selection of sample for this study.

2. Variables:

Independent Variable: Male and female NSS volunteers

Dependent Variable: Level of social maturity

3. Tools:

The following standardized scale used to collect the data.

I) A Comprehensive Scale for Social Maturity:

This scale is developed by Dr. Roma Pal (Agra). This scale consisted of 50 statements. Each statement has four alternatives such as strongly agree, agree, disagree and strongly disagree. The correlation coefficient was 0.831 and it is significant at 0.01 level.

4. Statistical Analysis:

The statistical tools of Mean, SD and ‘t’ value were used for the analysis of the data of present study.

5. Result and Discussion:

Table No. 1
Showing Mean, SD and 't' value of male and female NSS volunteers

NSS Volunteers	N	Mean	SD	df	't' value
Male	40	166.2	14.41	78	0.059***
Female	40	160.4	12.73		

* significant at 0.01 level, ** significant at 0.05 level, *** not significant

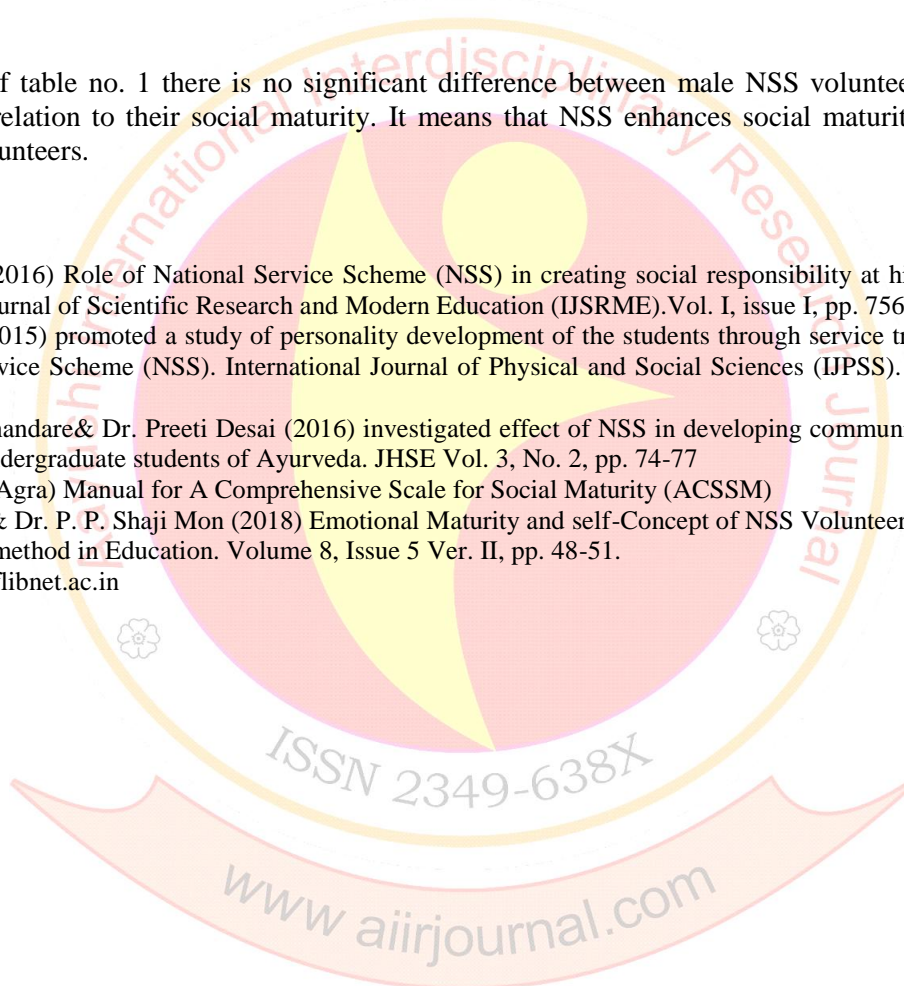
The table no. 1 shows that the mean score of male NSS volunteers 166.2(SD= 14.41) which is more than mean score of female NSS volunteers 160.4 (SD= 12.73). The obtained t value is 0.059 which is statistically not significant at 0.05 level. So, it is clear that there is no significant difference between in the level of social maturity of male NSS volunteers and female NSS volunteers.

Conclusion:

Reference of table no. 1 there is no significant difference between male NSS volunteers and female NSS volunteers in relation to their social maturity. It means that NSS enhances social maturity among both male and female volunteers.

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NCC: An Extracurricular Activity Serving The Best Opportunities In Future

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Abstract

The youth in our country, as all over the world, are a great resource of the nation for development, innovation and social change. Thus, there is a need to harness youth power for nation building by making them good citizens who are committed to society and nationhood. This can best be done by inculcating patriotism, providing good education, empowerment and employment.

In this article students will get to know the benefits of joining NCC as an extra curricular activity. NCC works towards the empowerment of country's youth engaging them into the constructive activities that keep them away from any negative forces. Know the eligibility, training period and all here. Today, it has become very important for every student to get indulged into the extra curricular activities which help him to experience the world they're supposed to live in after completing their education. Hence, it imparts practical knowledge of the outside world to the students through the means of various competitions, making a student confident, practical and self-sufficient. These activities not only work as a stress buster but also help the students expand their mental horizons. NCC is one such activity which school students can pursue to add to their learnings and aptitude.

1.Introduction:

NCC works towards the empowerment of country's youth engaging them into the constructive activities that keep them away from any negative forces. Know the eligibility, training period and all here. Today, it has become very important for every student to get indulged into the extra curricular activities which help him to experience the world they're supposed to live in after completing their education. Hence, it imparts practical knowledge of the outside world to the students through the means of various competitions, making a student confident, practical and self-sufficient. These activities not only work as a stress buster but also help the students expand their mental horizons. NCC is one such activity which school students can pursue to add to their learning and aptitude.

The NCC inculcates among the youth a sense of nationalism and secular outlook that would contribute towards the building of a stronger nation and apart from that also provides a common platform for individual up-lift of masses through the process of channelizing the energy of youth Indians in constructive purposes. The National Cadet Corps help the youth to realize the relationship between man and the Community, between community and nature and their inter dependability.

Though after the completion of NCC training volunteers' are not liable to join military, still the candidates with their valid NCC certificates are given preference over normal candidates during selection based on the achievements in the crops. There is no compulsion that activity in the NCC to Pursue with a career in the defence field.

2 - What is NCC?

The National Cadet Corps (NCC) is the Indian military cadet corps which works to inculcate the qualities of discipline and patriotism among youth of the nation. It is open to school and college students on voluntary basis. The Cadets are given basic military training in small arms and parades.

3 - What is the Aim of NCC?

Youth is the major factor that determines the overall success rate of a nation. NCC works towards the empowerment of country's youth engaging them into the constructive activities that keep them away from any negative forces which may drive the youth towards some acts like drug addiction, terrorism or robberies. NCC works for the overall betterment of the youth picked from schools and colleges so that their energy can be harnessed towards something useful for them as well as the society.

4 - Some of the Main Criteria's NCC Works Over to Carve the Nation Builders, are Stated below:

- 1 - Developing the character, discipline, leadership, courage, secular outlook and the spirit of adventure amongst the youth of the country.
- 2 - Training the young cadets to adopt leadership in every sphere of life so that they are always ready to serve their nation effectively and passionately.

- 3 - Providing a motivational environment to the youth to take up a career in the defence forces.
- 4 - Training the youth in social service activities like aid to the administration in times of calamities, preservation of environment and ecology, blood donation campaigns, literacy programs and construction and cleanliness drives.
- 5 - Campaigning against the social evils like dowry system, female foeticide, child marriage, child labour, drugs, etc, in the form of different Rallies
- 6 - Training the youth for disaster management and relief at the time of war and epidemics

5 - What is the Benefit of Joining NCC for Students?

The contribution of this organization for the development of the youth is recognized all over the country. Many former cadets of the NCC are today holding senior positions in all fields including the civil services and the corporate world. The nation recognizes that the cadets need to be rewarded in earnest for the time spent in the NCC, so that the nation too can benefit from them. Consequently, a number of incentives are given to outstanding cadets by the Central and State Governments. These include concessions in employment, in the academic field, scholarships, cash awards and prizes, medals and trophies.

NCC not only benefits the candidates in improving their overall personality and but also puts the candidates on the priority list while being selected for a job in future.

Some prominent benefits of joining the NCC for students are listed below:

1. Candidates are given preference while admission to the top colleges and universities all across the country.
2. It will give a reflective preference in Army.
3. Candidates get a reservation in state government jobs.
4. Candidates are even preferred by many private industries for different types of jobs.
5. NCC develops all round confidence and responsibility among the cadets.

6 - What Training is Provided to NCC Cadets?

- 1 - Candidates are trained in drill, shooting, physical fitness, First aid, map reading, sailing and camp training.
- 2 - Out of the entire training period, every cadet of the Senior and Junior Division has to undergo service training for a minimum period of 75% of total hours during the annual college and school session, which is compulsory for every cadet except in the case of some medical case
- 3 - Every cadet during the training year to attend an annual training camp of 14 days duration in the case of Senior Division and of 10 days duration in the case of a Junior Division.

7. Advantages of Joining NCC:

- 1 - NCC is a highly reputed body which is also a second line of defence. In India, many youngsters are trained in line with defence in case the need arises. If young students want to make it their career option, then being a NCC cadet holds a lot of weight. As they are directly associated with the ministry of defence. Not only also are entitled to receive Rs 700
- 2 - They get to learn many valuable things but other than just military training the cadets also learn several other valuable things such as selflessness, honesty, discipline, hard work and ways to build confidence and gain leadership qualities.
- 3 - Since NCC camps are held all over India therefore there is training in a various parts of the country, hence students get an opportunity of visit new places and learn the art of independence. They are required to use their social skills and their senses to get to know new places and adapt to the varying environment. Other than just social skills they also get to learn about the history and art of the new place.
- 4 - NCC cadets learn to take pride in them and the training also strengthens the spirit of being an Indian. This helps them gear towards joining the forces and providing their 100% when the country is in need of them
- 5 - Other than military activities, the cadets are taught other skills such as parachuting, paragliding and basic aviation courses because of which they have an edge over others when appearing for the armed forces. Other than that, they also have a special quota which is very useful in case of final selection to join the armed forces.

- 6 - Under the regime of exchange programme, there are a few selected students who get an opportunity to visit other countries and learn various things which are practised in other nations and exchange experiences with cadets who happen to come to India from foreign lands.
- 7 - There are a total of 32 seats which are set aside for cadets who hold NCC certificate provided they have scored 50% in graduation with at least a B grade in C level examination. If all this suffices, then they are eligible for SSC without even qualifying for a CDS written exam. All they have to do is clear the SSB interview.
- 8 - Other than SSB they also get a preference over other in the CRF and BSF
- 9 - Other than just armed forces there are several central and state Government organisations who give special preference to NCC cadets.

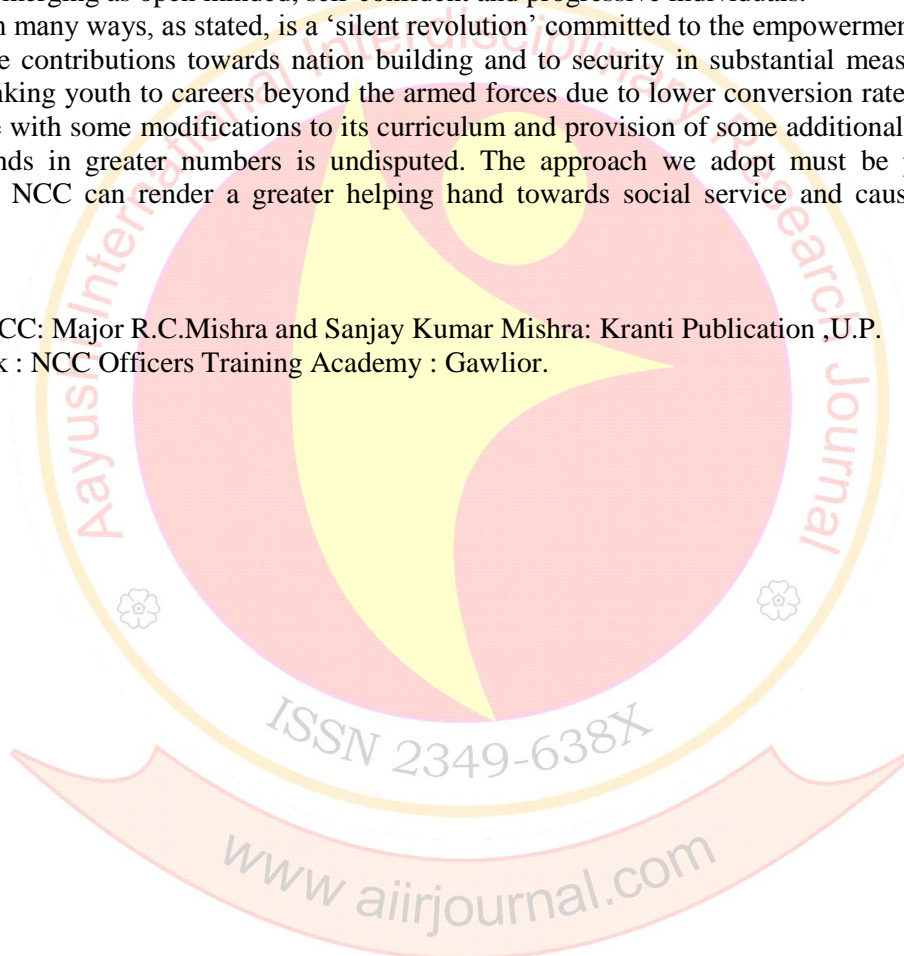
8 - Conclusion:

NCC is a vital organization and apart from being a youth movement, it plays a crucial role as an interface organization between the educated youth of the country. Youth is the major factor that determine overall success rate of a nation. An educated and empowered youth power may drive a nation the programmes of the NCC, are so fully integrated with the educational requirements that those who are lucky to take part hold greater potential of emerging as open minded, self-confident and progressive individuals.

The NCC, in many ways, as stated, is a 'silent revolution' committed to the empowerment of youth and is making invaluable contributions towards nation building and to security in substantial measure. However, there is scope for linking youth to careers beyond the armed forces due to lower conversion rates. Therein, the NCC can play a role with some modifications to its curriculum and provision of some additional ties. The need to touch young minds in greater numbers is undisputed. The approach we adopt must be pragmatic and implementable. The NCC can render a greater helping hand towards social service and causes of national importance.

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Role of NSS in Imparting Education through Community service

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Abstract

The Concept of National service scheme was started in the year 1969 to build sense social responsibility through teacher and student involvement in constructive service with

“The motto of not me but you” NSS volunteers work in Rural area, adopted villages and school to the serving the cause of society through survey, education and health awareness programme. The present study is based on secondary data. An attempt has been made to know the role of NSS in community service.

Introduction

The NSS is an Indian Government Sponsored public service programme sponsored by the ministry of youth affairs and sports of the government of India popularly known as NSS. The Scheme was launched on 24th September 1969. Educational institutions are the portals of civilization and culture. Universities and college which is the seats of higher education provides the best and useful skilled manpower that is required for the creation of basic social and economic infrastructure. The students passing out from such institution are fully developed and better equipped to face different types of adversities in life. In this way educational institutions are instrumental in bringing about a total development of students personality. A vibrant and fully developed personality of the youth is the real asset of a nation. Thus the aim of higher educational institutions must be producing youth with such personalities. University Grants Commission while is the main player in the system of higher education in our country insists of that universities and colleges give equally important to extension activities so that our university system would be transformed in to an instrument for social change. Universities and colleges have a reservoir of knowledge, expertise and facilities. The community requires all these.

Objectives

The following are the objectives of the present study

- To understand the aims and objectives of NSS
- To discuss the role of education
- To study the role of NSS

Methodology

The present study is based only on secondary data. The data were collected from books, journals and websites.

Aims and Objectives of NSS

The overall objective of NSS is personality development of the youth. Besides this the programme aims to instill the idea of social welfare in students and to provide without bias. NSS volunteers work to ensure that every one who is needy gets help to enhance their standard of living and lead a life of dignity in doing so volunteers learn from people in village how to lead a good life despite a scarcity of resources. It also provides help in natural and manmade disasters by providing food, clothing and first aid to the disaster victims.

Role of Education

Education is national investment as it results in societal transformation. In 1976 that UNESCO had underlined the importance of higher education as a means of social change. According to it university should function as mere repositories of knowledge, but should play an active role in the process of national

reconstruction and development. University should forge strong and long lasting bonds of relationship with society. All students and teachers should be equally involved in the program of national service.

Education owes a special responsibility towards the society and so it cannot act independently from the problems that burden these societies most. On one hand it is an important think tank for policy makers and academics, on the other hand, educational institutions play an important role in building a society of knowledge including well educated skilled workforce for the benefit of the country. The educational institution must be aware of changing circumstances if they are to play this role well especially in the context of globalization. Thus according to the university grants commission acceptance of extension in the third dimension of education has been made in the context of growing realization that education institution possess the resources of knowledge and man power which can be utilized in the task of national development.

Roll of NSS

National service scheme has been performing many important task and bringing good results from them our national leaders in their great wisdom felt that the students of India must a part of their educational experience give time for social and labor service. They also felt that a national service scheme could be a powerful entrustment for national integration. The Government of India worked on this idea. A number of committees and experts were entrusted with the task of designing an appropriate student programme. The Kothari Commission was formulated to develop a road map of the progress of the nation with the help of educational system in which the student would be involved. The commission which was appointed in 1964 headed by Dr. D.S. Kothari recommended that students at all stages should be associated with some form of social service. As a result the national service scheme which is popularly known as NSS is a major youth activity was introduced to engage the students of colleges and Universities in community service on voluntary basis. It was launched on 24th September 1969 on the birth centenary of the father of our nation in 37 universities involving 40,000 students with a primary focus on the development of personality of students through community service.

Conclusion

NSS is playing an important role in the development of the country and the students associated with it. NSS provides the students with a platform for serving their Nation and their personality development also. NSS has been designed to promote the social goals of Higher Education.

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Roll Of NCC In Social And National Building India

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Absattract

In today's developing and fast paced environment, NCC has a pivotal role to play as an organization. In order to groom the youths to be leaders of tomorrow, NCC strives to meet all its objectives by bringing together the vibrant youth of entire country. NCC instills qualities like nationalism, patriotism, discipline, team spirit, espritde-corps, leadership and self confidence and promotes overall personality development. NCC gives a tremendous opportunity to one and all for betterment, irrespective of caste, creed, religion or economic status. With an aim for raising a second line of defence and to create a large pool of trained youth available for armed forces during the first world war , university corps was conceptualized by the british government. In indiancc was raised with an aim of grooming both the boys and the girls, nurture them and direct their energy towards nation building by making them responsible citizens. this reserch paper focusing on the roll of NCC in social and national building.

Keywords:- organization, leaders, NCC, caste, religion, etc

Introduction:-

After independence, the present day ncc formally came into existence on 15 July 1948 through XXXI Act of parliament. The girls Division of the ncc was raised in July 1949. On 01 April 1950, Air wing was raised, with one Air Squadron each at Bombay and Kolkata. The Naval wing of the ncc was raised in July 1952, thus representing all three services in the Corps.

Today the ncc has an enrolled strength of more than 14 lakhs cadets and consists of two divisions of all the three services i.e., the senior Division / senior wing for boys/girls from colleges and the junior Division / Junior Wing for boys/girls from schools. The Motto of NCC is 'Unity and Discipline'. The National Cadet Corps is a vibrant organization with a pool of well-motivated and distinguished boys and girls. It plays a dominant role in nation building and imbuing selfless services, discipline and leadership among youth. NCC Cadets can join Defence services. It instils in the cadets a sense of commitment to the values of National Integration, Nationalism and secularism. These qualities would not only make the youth as responsible citizens, but also help in achieving the vision of developed India. It plays a commendable role in grooming the cadets both physically and mentally. The well-designed curriculum of National Cadet Corps, consisting of myriad training, adventure, cultural and social activities is of immense value to the young generation, enabling them to take on the challenges of the modern world.

Aims Of NCC :

- ❖ To develop character, comradeship, Discipline, leadership, secular outlook, Spirit of adventure and the ideals of selfless service amongst the youth of the country.
- ❖ To create a human resource of organized, trained and motivated youth, to provide leadership in all walks of life and always available for the service of the nation.
- ❖ To provide a suitable environment to motivate the youth to take up a career in the Armed Forces

Objectives Of NCC :

1. Reach out to the maximum youth through various institutions.
2. Make NCC as an important part of the society.
3. Teach positive thinking and attitude to the youth.
4. Become a main source of National Integration by making NCC as one of the greatest and strong united forces of our nation irrespective of any caste, creed, religion or region.
5. Mould the youth of the entire country into a united, secular and disciplined citizen to the nation.
6. Provide an ideal platform for the youth to showcase their ability in nation building.
7. Instill the spirit of secularism and united India by organizing National Integration Camps all over the country.
8. Reach out to the youth of friendly foreign countries through youth exchange programmes.

Methodology :-

The present study is carried out with secondary sources of data, like book, journals , magazine , internet etc.

Training Activities:

1. Institutional Training (48%) : Military Training, Parades Campus and Certificate Examinations A/B/C
2. Community Development/Social Service (19%) :- Blood Donation, Tree Plantation, Awareness campaign, Awareness Campaign, Cancer Awareness Programme, Fire Fighting, Visit
3. Adventure Training and Sports (21%) :- Para Sailing/Jumping, Micro Light Flying, Hang Gliding, Slithering, Wind Surfing, Scuba Diving, Ocean Sailing, Canoeing, Kayaking, Water Skiing, Yachting, Cycle/Motor Cycle Expedition, Trekking, Mountaineering, Rock Climbing, Riding, etc.,
4. Youth Exchange Programme (8%) :- Visit to Russia, Nepal/Bhutan, Singapore, United Kingdom, Bangladesh, Yangon, Sri Lanka, Vietnam, Foreign Naval Cruise, Foreign Coast Guard, and Cruise.
5. Career Counselling (8%)

Role Of Ncc In National And Social Building:

The nation is proud of national cadets corps and its activities in facilitating and moulding the character of the youth and contribution towards nation building. NCC has nurtured millions of young boys and girls as responsible, disciplined and motivated citizens of our country. NCC is an image of secularism and national integration and also espouses the ethos of nationalism thus strengthening the fibre of a strong india. NCC moulds the youth of today into worthy future citizens of the country. It has excellent credentials in transforming our youth, in building their character and inculcating in them a sense of duty, discipline and service to the nation.

Role Of Cadets In Social Activites :

Every NCC Cadet as an individual can contribute substantially in the process of nation building by adopting the followings measures:

a) Contributing to adult education:

The cadets are trained on various subjects of national importance. This exposure helps the nation to have a trained pool of resources in imparting adult education in a country where illiteracy is widespread.

b) **Social service activities :-**

One of the major of NCC is to provide social service towards the citizens of the country. NCC has adopted community development activities. One of the major aims of the national cadet corps (NCC) is to provide some effective social service towards the citizens of the country. NCC has adopted community development activities with the aim of absorbing amongst cadets selfless service toward the society, importance of self help need to protect the environment and to assist weaker sections of the society towards their upliftment. This is done through various program aimed at helping out society and in the mean time building a zeal among the candidates toward helping out their society, community and country. The activities of the NCC towards social service may include:

- i) Tree plantation drives to ensure climate balance
- ii) Blood donation camps aimed at collecting blood to help out those in urgent need.
- iii) Campaigning against the Dowry in the form of different Raillies.
- iv) Pledge against Anti Female infanticide.
- v) Anti Leprosy Drive to educate people about the diasease and also giving information about cure.
- vi) AIDS Awareness Rally to spread information about this disease and also giving information about some prevention tips.
- vii) Visits to Old Age Homes and spending some qualities time there with senior citizens providing help in slum clearance.
- viii) Disaster Management &Relif at the time war and epidemics.

C) **Promoting he national language.**

As per the diarective principles of Indian constitution Hindi as a national language must be promoted throughout country without affecting other language. It is effectively possible through the NCC Cadets because they are trained by Armed Forces personnel coming from different parts of the country.

D) Treating All Human Beings As Equal.

The motto of NCC is unity and Discipline the main part of its training focuses on building a better character for the individual. It will help the cadets to treat all human beings as equals irrespective of their cast, creed or colour.

E) Respecting All Religious Institutes.

India is a multi-religious country. It respects every religion. To keep the secularism moving, consistent effort is needed from the side of the youth. It is effectively done by NCC cadets.

CHALLENGES OF NCC :

'The youth are the backbone of a nation'. On their delicate shoulders rest the responsibility to lead the nation towards prosperity and progress. So what is expected of a young student is not only to be well educated and highly qualified in the academic field but also to possess sound moral character and loyalty to one's nation. Only the bookish knowledge is not sufficient. What is needed is to gain practical knowledge through experience and specially through participation in NCC which plays a pivotal role in forming a sound character and loyalty to one's nation. The basic concept of NCC does not aim to militarise the youth. Through its multidimensional and value oriented activities in various fields, NCC not only influences defence consciousness, it aims at moulding the character of youth and at grooming them to achieve all round personality. It tries to develop in them the best of mental, moral and physical fitness and imparts all the qualities of an ideal citizen in an organized and well planned manner, keeping in view, its motto 'Unity and Discipline'. The cadets acquire knowledge of the worth of youth, and its

responsibility towards humanity and duties towards the nation. The leading thoughts of NCC 'Youth is Power' and 'Youth generates national development' inspire the NCC cadets and influence them to develop their personality. Through NCC the cadets learn that they should give more importance to their own work and action. The main task of NCC is to build a strong youth force that aims at 'Nation Building'. While imparting social service, NCC inculcates in the cadets social awareness, it cultivates, the ideal of service towards the society. It educates the youth against the social evils. During the adventure activities like rock climbing, trekking, sailing, mountaineering, boat pulling, diving, gliding, flying and riding. Cadets acquire the spirit of adventure, sense of achievement, develop courage, and strong determination. Though the material gain is negligible, NCC helps to overcome the obstacles with an iron will and courage. It teaches the virtues of sacrifice and spirit of leadership. Hence, the researcher has attempted to study the empowerment of women through NCC in Tirunelveli.

Conclusion :

Youth is that spark which needs ignition an NCC is an ideal platform for its blossoming. Ever since its inception, the NCC has made immense contributions towards nation-building and promotion of social harmony in our country. NCC as an organization has unified the youth, not only of our country, but has made significant efforts to interact with youth of other country through YEPs. Nation will be ever grateful to its youth and NCC for their immense contribution towards nation building.

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Role of NCC and Its Importance

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Abstract

NCC stands for National Cadet Corps. NCC is the Indian Military Cadet Corps wing of the Indian armed forces. The main aim of NCC is to grow the youth of the country into disciplined, responsible and patriotic citizens. The National Cadet Corps in India is a voluntary organization which recruits cadets from highschools, colleges and universities all over India and gives those volunteer's training. It is Tri-services organizations and engaged in grooming the youth in India to become patriotic citizens. NCC has made immense contribution towards nation building and the promotion of social harmony in the country. NCC contributes the nation building through various training programmes, cultural and social activities. NCC plays the role of National integration, NCC is one of the premier youth organization in our country, contributed in propagating national unity and integrity amongst youth. The contribution of the NCC in the process commendable and worthy of the nations full support and encouragement.

Keywords : National Cadet Corps, disciplined, contribution, nation building, national integration.

Introduction :

NCC stands for National Cadet Corps, is the Indian military cadet corps with its Headquarters at New Delhi. It is open to school and college students on voluntary basis. The NCC was created as university corps under the Indian Defence Act, 1917 with the objective to train students for the army. In 1920, when the Indian Territorial Act was passed, the 'University corps' was replaced by the 'University Training Corp (UTC). In 1942, the UTC was renamed as the 'University Officers Training Corps (UOTC). In September 1946, under Kunzsu committee was set up for establishment of a nation-wide youth organization. The 'National Cadet Corps' (NCC) came into existence on 15th July 1948 under National Cadets Corps Act enacted by the parliament. The Army NCC unit in Girls Division was introduced in 1949. Air force and Naval NCC units followed soon 1950 and 1952 respectively. The NCC Head quarter is located at New Delhi, control and co-ordination are exercised through 17 state directorates, NCC officers Training Academics are located at Kamptee for male officers and Gwalier for women officers.

The NCC is one of the premier youth organization in our country. The National Cadet Corps makes the nation justly proud. The NCC has made immense contributions towards nation building and the promotion of social harmony in our country. NCC has brought together people from diverse backgrounds, religions, cultures and languages and inculcated in them the common values of humanism, patriotism and selfless services. It thus symbolizes the unity in diversity, which forms the foundation of our nationhood.

The NCC contributed in propagating national unity and integrity amongst youth. Its role in instilling in them the values of character, discipline and hard work and in shaping them into dynamic and responsible citizens of the country had been well recognized. It is one of the foremost organizations which grooms the youth, the students to be worthy citizens and future leaders of our nation and further it instill in students discipline, courage and patriotism. The contribution of the national cadet corps in the process of nation building and national integration has been commendable and worthy of the nation's full support and encouragement.

Objective of the Study :

- 1) To study the aims and objectives of NCC.
- 2) To study the NCC training activities.
- 3) To study the role of NCC in nation building.

Aims of the NCC :

- 1) To develop qualities of character comradeship, discipline, secular outlook, spirit of adventure, sportsmanship, ideals of selfless services among the youth of the country.
- 2) To create human resources of organized, trained and motivated youth to provide leadership in all walks of life and always be available for the service of the nation.
- 3) To provide a suitable environment to motivate the youth to take up a carrier in the armed forces.

Objectives of NCC :

- 1) To train volunteer youth to become confident, committed and competent leaders in all walks of life.
- 2) To enhance the awareness level of cadets for being responsible citizens of the country.

- 3) Provide opportunities and encourage cadets to enhance their knowledge / awareness level on life / soft / communication skills, character building / personality development.
- 4) Conduct activities to provide value based contribution towards society in terms of social and community development.
- 5) Undertake adventure activities for development of leadership qualities and risk taking abilities.
- 6) Provide a platform to launch 'good-will ambassadors' cadets to project the image of the country overseas.
- 7) Provide an environment to motivate cadets to take up a carrier in the armed forces.

Importance of NCC Training :

Good and structured training is an essential part of any organization like NCC and hence it is given due importance. A tremendous amount has been achieved by the corps through its well regulated system of intensive training which includes Basic, Advance and Specialized training, with major stress being laid on training camps.

Training Activities : Training activities of NCC can be broadly classified as under.

- a) **Institutional Training :** Training organized in schools and colleges as parades on a weekly/monthly basis.
- b) **Camp Training :** Formal training organized as camps of 10-12 days duration.
- c) **Attachment Training :** Formal training organized by attachment with army/ naval/ air force units or with officer training academies like IMA and OTA.
- d) **Naval Wing Activities :** seamanship, Navigation, Communication, Naval Warfare are taught to cadets. Swimming, Scuba Diving and Wind Surfing are other interesting activities.
- e) **Air Wing Activities :** Airmanship, Aero modeling, Navigation, Air Frames, Aero Engines and Microlite Flying are taught to cadets.
- f) **Remount and Veterinary Activities :** The activity is primarily meant for horsemanship and riding.

Role of NCC in Nation Building :

Empowerment of youth making valuable contribution towards nation building. NCC organization gives the training of Indian armed forces but apart from this they are also building the leadership qualities, confidence, social adaptability, sense of honour, knowledge regarding armed forces, communication skills and the most vital is discipline and after completing the three years NCC training, a cadet come out with all this qualities now that is not only a boy he will be the gentlemen cadet which can lead anywhere and get succeed in the ultimately NCC is leading to the nation building. The National Cadet Corps makes the nation justly proud. The NCC cadets played a important role during the relief operations through disaster management and also very active in the area of social awareness like Aids awareness programme, tree plantation, blood donation, sanitation, environmental protection, traffic awareness, save the baby girl campaign etc.

NCC motto is 'Unity and Discipline'. The NCC movement has thus been truly representing unity in diversity of our nation. The NCC has excellent credentials and inculcating in them a sense of duty, discipline and service to the nation. Ever since, its inception, the NCC has been instrumental in imparting quality training to boys and girls and developing the personality of our youth, many of whom have marched ahead in life and excelled in their chosen fields thereby, contributing immensely towards nation building and national integrity.

NCC India's premier youth organization, represents the young, disciplined, dynamic face of India. This organization is the only one of its kind and plays a unique role in moulding and shaping our youth into responsible citizens. NCC has tremendous potentials to bring about transformation, NCC training works wonders with youth, bringing about the total transformation in behavior, attitude and outlook, increasing concentration power, enhancing confidence level etc.

National integration plays the role of the togetherness of people of country irrespective of the differences of religion, race, region, caste and culture. National integration is bond and togetherness between people regardless of their caste, creed, religion or gender. It is the feeling of oneness, brotherhood and social unity under communities and society in a country. National integration helps to keep the country unified and strong from within despite the diversities. NCC creates awareness amongst youth about the diverse heritage of our country and fosters national integration despite linguistic, cultural, religious and geographical barriers. National integration is a positive concept to inculcate feeling of togetherness amongst diverse sections of the society. Hence, NCC contribute the nation building through various training programmes, cultural and social activities.

Conclusion :

The National Cadet Corps (NCC) is the Indian military cadet corps which works to inculcate the qualities of discipline and patriotism among youth of the nation. The main aim of National Cadet Corps is to groom the youth of the country into disciplined, responsible and patriotic citizens. The contribution of the NCC in the process of nation building and national integration has been commendable and worthy of the nations full support and encouragement. NCC provides military training to cadets and they learn several valuable things such as selflessness, honesty, discipline, hard work and ways to build confidence and gain leadership qualities etc. These activities are very important to nation building; social activities and creating awareness about social evils in society are done by the cadets. This helps in making them social and helpful. NCC provides a multidimensional platform for many activities and it is useful to better nation building.

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'Role of NSS towards Student in Higher Education'- **Shri. Dhale Ravindra Namdev**

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• Introduction

21st century is an age of technology. The progress of science and technology has resulted in an outburst of knowledge. Within seconds, news or information of any type can reach any corner of the earth. This has become possible through science and technology. Boundaries of knowledge are ever widening. New openings are being made. It is inevitable that this technology should affect higher education. India has the largest educational system in the world. In the pre – independence period between 1947 and 1950 India had 25 Universities, 200 colleges 1500 teachers and one lakh students. About one per cent persons were taking higher education. Today we have 296 Universities, 13,000 colleges and more than 88 lakh students out of which 83% students, are studying science, commerce and social science and in the changing scenario these students must be able to support themselves; in spite of the tremendous increase in the number of students undergoing higher education. The entire youth is unable to get education. In the age group of 17 to 24 years only seven per cent youngsters are pursuing higher education.

The maxim, “Higher education for a limited few”, has been replaced by Dr Punjabrao Deshmukh movement “Mass education for all homes”. According to Pandit Jawaharlal Nehru, “The universities should work to impart lofty thoughts to a person and thereby help in building the nation. The universities are symbols of humanitarian, tolerant, logical, progressive and courageous thoughts and search for the truth. Universities should strive uphold the higher goals of the human race”.

• History of NSS

In the pre-independence period it was a dream of Mahatma Gandhi that students should utilize the leisure time available to them during education for service to the nation.

Dr. Radhakrishnan, Chairman of University Grants Commission established after independence also expressed his view that in educational institution students should voluntarily do national service. In January 1950, the central advisory committee for education recommended that the students should voluntarily devote some time for physical labour and the teachers should also cooperate in the activity. The central government in 1952 in its first five year plan suggested that the students should devote one year for social work and physical labour.

The then Prime Minister Pt. Jawaharlal Nehru in 1958 instructed the Education Ministry to prepare a useful plan to start National Service in the educational institutions and accordingly on 28th August 1959 under the chairmanship of Dr C D Deshmukh National Service Committee was constituted. The committee suggested that the college students will have to render compulsorily their services to the nation for one year. In 1960 on the instructions of the Central Government Service Scheme of a few countries submitted a report title, “National Services for the Youth”. Chairman of the committee Dr. Daulatsingh Kothari (1964-66) recommended that students at all levels should be included in the social service programme. In 1967 in its National educational policy of the Government of India it was decided that work experience and National Service should be made a part of education.

In May 1969 in the joint meeting of the Ministry of Education and UGC it was accepted that National Service could be an effective medium for national integration. Accordingly in the 4th five year plan NSS was accepted as a pilot scheme and was started in a few chosen institutes and universities. On 24th September 1969, the Central Minister for education Dr. VK Rao inaugurated the NSS which was started in 37 universities in India with 40,000 volunteers by coincidence the scheme was started on the birth centenary of Mahatma Gandhi.

• Objectives: The broad objectives of NSS are to:

- Understand the community in which the volunteers work
- Understand themselves in relation to their community
- Identify the needs and problems of the community and involve them in problem solving processes
- Develop in them a sense of social and civic responsibility
- Utilize their knowledge in finding practical solution to individual and community problems
- Develop competence required for group-living and sharing of responsibilities

- Gain skills in mobilizing community participation
- Acquire leadership qualities and democratic attitude
- Develop capacity to meet emergencies and natural disasters and
- Practice national integration and social harmony.

- **The Motto:**

The motto or watchword of the National Service Scheme is 'NOT ME BUT YOU'. This reflects the essence of democratic living and upholds the need for selfless service and appreciation of the other person's point of view, and also to show consideration for fellow human beings. It underlines the fact that the welfare of an individual is ultimately dependent on the welfare of society as the whole. Therefore, it should be the aim of the NSS to demonstrate this motto in its day-to-day activities.

- **Importance of NSS**

In addition the knowledge received by the college students, in order to develop their personality through physical labour, service, character and renouncement and to give them an experience of practical life, this programme has distinct role in college and social field. The realisation that my knowledge, my labour, my energy is not for me alone but it is important for you and the entire society, the feeling of "Not me but you" is developed and instead of craving for money, power and selfish motives the young generation is to give lessons of renouncement and service by this programme and hence it is important NSS has a special plan which enables the student to receive information of all components of the society and creates awareness towards his social obligations. The true picture of poverty and leadership of the village life can be seen and experienced by the youth who participate in this activity. This makes their personality more carrying, creative and progressive. Hence I consider this activity entirely valuable.

NSS is an activity through which the university makes a welcome effort to reach the society. We believe that the university should not restrict its work to education and research only, but should also make continual efforts for the progress of the common masses. With this thought the university is implementing numerous activities and NSS is one such important activity. NSS is not an extra-curricular activity in the true sense. It is an activity to study people and life through active participation in addition it is helpful in the vivid and clear study of various fields of sciences. It is an organised with this view in mind, the college education will receive a new dimension and through the communications and dialogue between the university and the common man, social transformation would be boosted.

NSS has been helpful in making the students aware of the state of the society in our country. It is responsible to a large extent in moulding the character of the youth and also in cultivating the values of love, compassion and courage in them. The dedication with which the NSS volunteers render service during national calamities is truly commendable. NSS is an activity of the university which is full of enthusiasm. The university should make it a source of creative future Social reforms. NSS is an auspicious beginning of education in the human religion.

- **Aims of NSS Activities:**

- **Awareness on Environmental Protection:**

In present scenario environmental damages is causing loss to the national economy in billions in the form of deforestation and soil erosion only. On the other hand water air and noise pollution are causing havoc to the health of the nationals. In spite of govt. policies and number of laws, nothing concrete has been done at the individual level to fight the environmental pollution. The role of N.S.S. becomes very important in this context as constitution of India also envisages that it is fundamental duty of every citizen to protect and improve the natural environment [Art. 51A (g)]. NSS activities will create awareness on protection of environment.

- **Health Awareness Programme:**

Progress and development of a nation depends upon the health of its nationals. Every year thousands of mothers and infants die due to lack of post natal care facilities. Even during pregnancy women are not provided with healthy and nutritious food. Overall general health of Indian nationals is very-very poor as they cannot afford even the minimum calorie intake required. The aim of NSS is to provide necessary basic information and awareness on health related concepts.

- **Literacy Programme:**

The constitutions of India provides for the right to education (Article 21), the right to free and compulsory education to all children upto 14 years is also now guaranteed as a fundamental right under Art. 21 A of the constitution (constitution 86th Amendment Act, 2001). But without making right to

education a reality the fundamental rights guaranteed under the constitution shall remain beyond the reach of large majority which is illiterate. N.S.S. volunteers are required to take up number of activities for the eradication of illiteracy such as adult education, non formal education, and women literacy programmes etc.

▪ **Community Development:**

Other intervention areas for the N.S.S. activities are sustainable development, rural reconstruction, watershed management and wasteland development. N.S.S. volunteers are required to take steps to develop community assets infrastructure and preserve natural resources of the country.

▪ **Student Development:**

The motto of NSS is to develop the community by educating the society along with that student personal development. One of the objectives of NSS is uphold personal growth of students through involvement in community development.

Conclusion:

A survey of the evolution of educational thought in India clearly indicates its bias towards social commitment. And a review of the planning process which preceded the formulation of National Service Scheme reveals that NSS has been designed to promote the social goals of higher education. NSS has its own identity; it can be used for betterment of the society by proper implementation at higher education to create social responsibility of the students.

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The Role of Sports in Extracurricular activities

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Abstract

Extracurricular activities are vital and essential for the better development of the students. Extracurricular activities include sports, singing, music, debate, dance, drama, social services, etc. There is one extracurricular activity which is most organized by colleges and Universities and most preferred by students is sports. A sport not only helps them learn to organize but also teaches them team spirit, leadership skills, etc.

Having sports in college gives students the opportunity to enhance the college applications. Playing a sport teaches students many valuable life skills including leadership, the value of teamwork and cooperation. Team practice and competitions provide socializing options that are healthier and more active compared with regular sessions of other more sedentary activities. Playing sports can help teach honesty, teamwork and fair play. Learning to follow rules and respecting teammates and opponents can also be useful.

Sports education not only teaches the students to maintain the physical stamina, but also the habit of obedience, discipline, the determination to win, willpower, etc. Therefore, sports education along with the academics result in the all-round development of the students. Thus, the role of sports in extra-curricular activities is significant. Now-a-days the system of education makes the students stress more on their mental development and completely rejects the physical activities. The overall outcome of this is that the developing groups of graduates and professionals have weak bodies and poor physique. The curriculum should include sports, games and physical health education for the all-round development of the students.

Key Words:- Extracurricular activities, sports, team spirit, life skills, discipline.

1. Introduction

Extracurricular activities are the activities which are include in college curriculum helps in developing the skills and abilities of students. An extracurricular activity is that activity which is indirectly helps to the students for the professional life based on degrees. These extra activities are more beneficial for the student in their future life. Enrollment in extracurricular activities means that the students will have a certain group that shares similar talent as them. As a result, student will find someone to speak in confidence and talk. Extracurricular activities also play an important role in improving the social behavior of students. They learn appropriate and inappropriate behaviors, which helps them to act according to the social norm. Indirectly it builds the personality of the students. It is safe to say that colleges prefer candidates who are capable of doing more rather than the usual bookwork. There are not all students can equally score great in academic work, some student are week in academic work but they have some special talent except than academic work; Due to extracurricular activity help they are capable of doing something. There are innumerable benefits of participating in extracurricular activities.

There are innumerable activities for students organize by colleges and Universities for developing student's career. These activities play an important role in shaping and directing the passion and interest of the students, apart from the degree courses. Extracurricular activities include sports, singing, music, debate, dance, drama, social services, etc. There is one extracurricular activity which is most organized by colleges and Universities and most preferred by students is sports. A sport not only helps them learn to organize but also teaches them team spirit, leadership skills, etc.

2. Qualities of Sports Activities in College Curriculum

2.1 College stature

Higher-education institutions want more from prospective students than academics -- they look for well-rounded students to fill up their classes. Having sports in college gives students the opportunity to enhance the college applications. They also can serve as a motivation for talented athletes to work hard in the classroom.

2.2 Qualities Development

It offers students the opportunity to build confidence and leadership skills, and can encourage students to spend time with other students they don't otherwise associate with. College sports can also be more affordable than those run by outside organizations, giving more students an opportunity to participate.

2.3 Maintain Weight

Playing a sport helps students maintain a healthier weight and boosts their cardiovascular system, lowers their blood pressure, improves their mood and helps them make healthier choices in life.

2.4 Physical Awareness

Students to perform well in the college develop a positive self-image and reduce their risk of developing an eating disorder. Because of sport activity students have greater physical awareness.

2.5 Development of Life Skills

Playing a sport teaches students many valuable life skills including leadership, the value of teamwork and cooperation. Athletics also learn how to handle stress and pressure, set goals and work hard to reach a goal. Playing a sport allows students to build relationships with their coaches and peers. All of these experiences will help students learn how to work with others as well as become easy to work with later in life, whether it's at home, at college or on the job.

2.6 Physical Fitness

A prime benefit of college sports is that they promote exercise and physical activity. With the main focus of provide an outlet that encourages students to make fitness a priority. It keeps extremely fit. It helps to burn calories and keeps the blood flowing. It stretches the limits of body little by little thus helping us become stronger.

Playing sports can make you stronger and healthier, contributing to lower obesity rates, Athletes tend to have lower body mass indexes, but non-athlete participants will still benefit from developing muscles and burning calories. Active people tend to have lower rates of diabetes and high blood pressure. Exercising regularly through sports programs could contribute to better heart and lung function.

2.7 Develops Behavior Skill

Sports allow participants to develop skills that go beyond the physical activity that the individual sport requires. An emphasis on teamwork and working in groups can complement similar activities that occur in the classroom. Students may form connections through sports teams that wouldn't otherwise occur. Sportsmanship lessons likewise can translate into the classroom experience by emphasizing the importance of appropriate behavior.

2.8 Improve Cognitive Function

Children and adolescents who pursue sports activities have been shown to exhibit more active brain function, better concentration levels and classroom behavior and higher self-esteem than their less-active counterparts. Understandably, all of these factors seem to support better academic performance. Students who met three or more physical fitness standards experienced the greatest academic gains.

2.9 Importance of Healthy Socializing

Students who play sports have the opportunity to develop friendships centered on an active lifestyle. Team practice and competitions provide socializing options that are healthier and more active compared with regular sessions of other more sedentary activities.

2.10 Contributing to Academic Success

Student athletes earn higher grades and earn higher test scores on standardized tests. They also have lower dropout rates and a better chance of getting to job.

2.11 Building Character Values

Sports also play the important role of imparting character values. Playing sports can help teach honesty, teamwork and fair play. Learning to follow rules and respecting teammates and opponents can also be useful. Experiencing the role of a graceful winner and loser teaches people about being humble, and competition in general can teach individuals about self-respect, confidence and managing stress.

3. Disadvantage of Sport Activities

Some time sports become traumatic too. Many a times the disadvantages outnumber the advantages. Proper precautions and training can help us enjoy the sports to the fullest.

3.1 Competition and Risk

Along with the benefits of participating on a sports team can come pressure to win. Because word of a poor performance for a college team can spread around the classrooms quickly, the stakes may seem higher for athletes, and the possibility of failure more troubling. This pressure can have negative impacts both on and off the field. In addition, youth sports carry an injury risk, so college can find themselves contributing to the ill health of their students. College with coaches that aren't trained in the proper techniques or who support unsafe practices can increase that risk -- for example, a soccer coach who urges his players to head the ball without properly showing his team how to do so increases the risk of concussions for his players.

3.2 Time Management

Many student athletes expressed concern over having insufficient time to study for exams and write term papers. Team travel was also cited as a stress factor because of missed classes and assignments. Some student athletes, however, seem to thrive on the pressure caused by tight schedules.

4. Conclusion

Extracurricular activities are vital and essential for the better development of the students. Moreover, even studies have proved that the role of extracurricular activities in education creates a positive change in the students. Extracurricular activities include bands, sports, student newspaper, literary, acting & drama, music, cultural activities etc.

At university and colleges, the sports and social activities are just as important as the classes and libraries. Sports education not only teaches the students to maintain the physical stamina, but also the habit of obedience, discipline, the determination to win, willpower, etc. The power of reasoning, mental development, vocational specialization comes from the academic education of the students. Therefore, sports education along with the academics result in the all-round development of the students. Thus, the role of sports in extra-curricular activities is significant.

Now-a-days the system of education makes the students stress more on their mental development and completely rejects the physical activities. The overall outcome of this is that the developing groups of graduates and professionals have weak bodies and poor physique. The curriculum should include sports, games and physical health education for the all-round development of the students.

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Sports and Personality Development

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Abstract

What are sports? Sports include all types of competitive physical activity or games which through casual or organized participation, aim to use, maintain or improve physical ability and skills while providing enjoyment to participants and in some cases, entertainment for spectators. What is Personality Development? Personality Development is the relatively enduring pattern of the thoughts, feelings and behaviors that distinguish individuals from one another. Obviously there is co-relationship between sports and personality development. Sports play a great role to develop the all sided personality. Sports are deeply connected with the physical, psychological, mental, intellectual health and development of the person. Sports play great role in improving and maintaining the health and fitness, improving mental skills and concentration level as well as social and communication skills. Playing sports on regular basis prevents person from the many diseases and disorders of the body organs especially overweight, obese and heart problems. Thus sports are very useful for growth and development of the individual as well as the country.

Key words: Sports, Personality development, health, fitness.

Introduction

Sports are most easy and convenient ways for the good physical and mental exercise. It is very useful for growth and development of the individual as well as the country. Sports provide a person the feeling of well being and encourage living a healthy life. It keeps person always fit and healthy as well as away from problems of drug addiction, crime and disorders. Sports develop qualities like leadership, sportsmanship and team-spirit in person. These are qualities needed all through one's life to lead happy and healthy life.

Nowadays, the education system makes the students more stressful in their school and college. It affects their mental development as they stay away from the physical activities completely. The overall outcome of this type of education is that the upcoming groups of graduates and professionals are having weak bodies and weak physique. In this context, Sumit Tomar writes: "The lifestyle followed by children these days makes them inactive and they spent most of their time in watching television, computer and playing video games. Schools should include sports in their curriculum with academics as it helps to built one's character and personality. Playing sports create strong friendship by bringing students from different schools, communities and backgrounds together. If sports education is carried out as guide with the academic curriculum, then the personality of students themselves is increased. Playing sports along with the studies comes in the all round development of the student."(Tomar: 2017)

Sports reduce obesity which is one of the issues in today's world. Playing sports improve the chances to live longer life. The risk of chronic diseases is lower among physically active people. Strength, skills and stamina increase though playing sports, which improves self-image as well. Playing sports give the people the experience of joy, confidence, entertainment and excitement.

How Sports develop the personality:

- **Physical Fitness**

Sports and games play a major role in keeping a person fit and fine. Furthermore, it increases the blood flow in the entire body. So this helps in keeping the heart in the best condition and healthy one. Moreover, the immunity of the body increases by playing outdoor sports. It also helps in keeping our body fat percentage low. This makes the appearance of the body better and makes a person good-looking. Even sports make the person's bones stronger and increase energy which helps him to achieve goal faster.

- **Increase Mental Health**

Games like chess, card games increase the mental health of a person. As they develop spontaneity and the response time of a person. As a result, a person's mind can make a decision under pressure. Thus this helps in increasing the IQ of a person and the presence of mind.

- **Increase Stamina**

Outdoor sports like football, cricket, basketball, swimming build the stamina of a person. As all these sports require a lot of running, the stamina of a person automatically increases. Therefore a person can work for a longer period of time without getting tired.

- **Build a sense of teamwork**

Some sports need individual participation, while some require teamwork. Thus sports enlist teamwork in a person which is essential in every fieldwork. A company can only run by working together and not individually. So it is important for a person to know how to work together in a team, only then one can achieve the desired goal. Students learn how to get along with their peers and interact positively with their coaches and elders through sports. It builds team spirit and sportsmanship whether they win or lose. Simple things like shaking hands, patting on their shoulders are gestures of appreciation for both teams.

- **Develop Leadership Abilities**

Sports develop leadership abilities in the person. Even as simple as getting to training on time and with the correct equipment is a start to leadership skills. Playing sports teach players to take on leadership roles such as handling conflict, developing game strategies and encouraging team members. Hence there is captainship and vice-captainship in each team sports.

- **Relieve stress.**

Sports can bring a change to our daily routine. Moreover they can relieve us from stress as our body will experience a new change. They give our mind a boost of enthusiasm and happiness. As a result, they will fill us with energy throughout the day. Thus sports are the best stress buster. They help to improve our mood and they are the best way to fight depression.

- **Sports improve sleep habits.**

Sports and some other forms of regular physical activities improve the quality of sleep. Sleeping better can improve our mental outlook for the next day as well as improve our mood. Because a relaxed mind is a rejuvenated one.

- **Inculcate values.**

“Sports are human life in microcosm” said a sports broadcaster, Howard Cosell. Apart from benefitting their physical health, sports also play an important role in psychological development and social well-being of a child. Playing sports inculcate values like discipline, responsibility, self-esteem, self-confidence, sacrifice, accountability and person can take any challenge in his life.

- **Improve Concentration.**

Sports make our mind alert and active by improving concentration. They help to sharpen our focus and elevate self confidence which are very useful in our academic career and studies.

- **Get Contentment and Satisfaction.**

Keith Zullig and Rebecca White from West Virginia University, USA conducted a research which deals that middle-school teenagers who are physically active and play sports are more contented with their lives and feel healthier than those who do not participate in sports and physical activities.

- **Sports develop socialization among students.**

Students who play sports get more chance of meeting and interacting with people of similar interests and make new friends. This boosts their confidence. Students playing together as a team, share and celebrate together. This has positive effect on a child's psychology and behavior. Students then are less likely to become selfish when they grow up; they are caring, readily to work as a team and get along better with others. Thus sports develop socialization among students.

- **Sports provide job opportunities**

Now-a-days, sports have become most efficient way to establish a better career for whole life as they provide equal and good job opportunities to all. For example: In the department of Police, Railway etc.

- **Sports develop the feeling of patriotism.**

Sports are the medium which enhance the economy of host country organizing the sports activities. Sports make a country to feel proud if its citizen win the match and bring encouragement and develop the feeling of patriotism among people. Sports are the way to reduce international level tension among many countries. To sum up, Sports help in improving the physical and mental strength of the person as well as the economic and social strength of the country.

- **Sports make the person healthy and develop his personality by all sides.**

A weak person may not lead a happy comfortable life even if he is a very rich person. Though he can afford very rich nutritious food, the doctor will not allow him to eat many of the food items. He will not be able to digest them. A healthy person has no such problems and sports make the person healthy.

In fact, sports develop the healthy person's personality by all sides. A healthy person is most likely to have a sound mind. He is mentally fit to solve all problems. A healthy person usually considerate. He is co-operative. He is open and broad-minded. He is mentally alert. He can enjoy all the gifts of nature. He can be a

true citizen of his motherland. Thus by doing exercise daily and playing sports like indoor and outdoor games have many benefits for us.

- **Sports spread communal harmony during global sports events.**

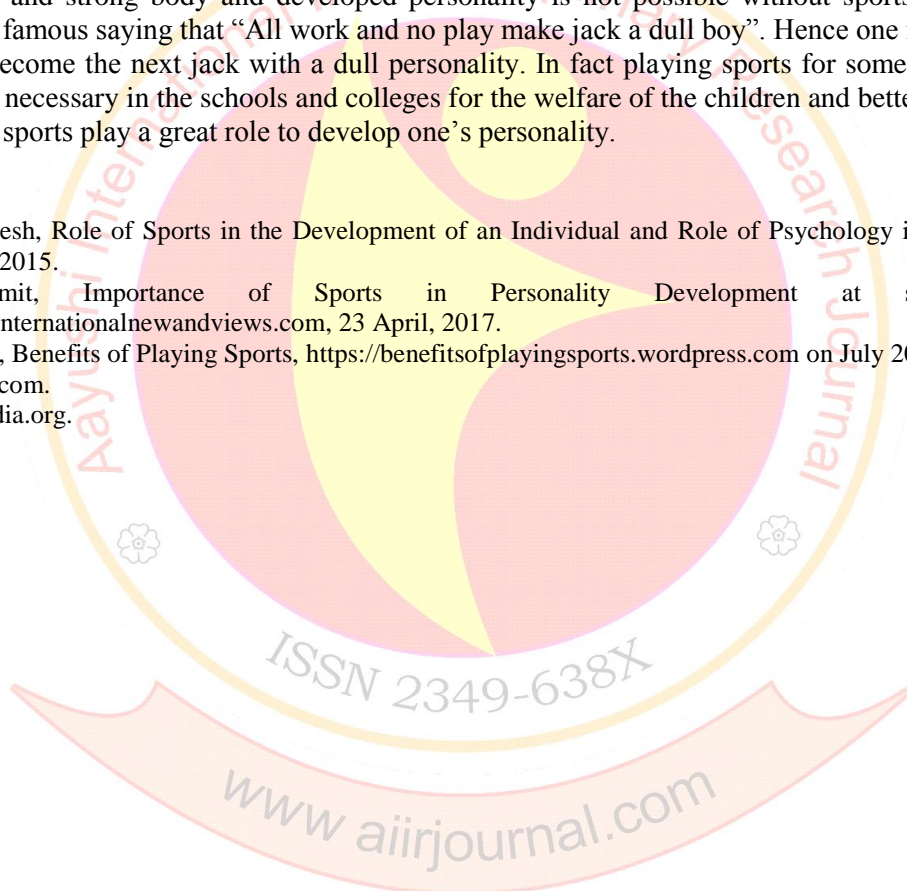
Sports also help to spread communal harmony on a larger platform during various global sports events like Olympic, Commonwealth Games, Asian Games etc. Various teams across the world take part in these global events and compete with each other to emerge as a winner. Not only being part of a sport is a wonderful thing but even watching our favourite sports and cheering for our team is also a great experience. According to Psychiatrist Rakesh Ghidiyal, "Sports helps an individual much more than in the physical aspects alone. It builds character, teaches and develops strategic thinking, analytical thinking, leadership skills, goal setting and risk taking." (Ghidiyal: 2015)

Conclusion

Thus in sports one can learn how to deal with competition and how to cope-up with both winning and losing. This kind of balanced learning process highlights the impact of physical education on one's social, mental and moral development in addition to physical skills. Sports train us to face defeat with a smile and maintain the difference even in victory. Sports also make our mind healthy by justifying the statement, "A sound mind resides only in a sound body". Sports scholarships can be offered to children with poorer background to give them motivation and self confidence. Sports should be introduced in schools with complete sincerity. A healthy and strong body and developed personality is not possible without sports and physical activities. There is a famous saying that "All work and no play make jack a dull boy". Hence one make sure that our children don't become the next jack with a dull personality. In fact playing sports for some hour on daily basis has been made necessary in the schools and colleges for the welfare of the children and better future of the country. To sum up, sports play a great role to develop one's personality.

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Contemplation Of Influential Co-Curricular Activities With Its Significance In Hospitality Management Higher Education Studies.

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Abstract:

This paper is focused on major co-curricular activities with significance in hotel management and hospitality management institute. Higher education plays key role in boosting students for academic progress with practically skill development. Hotel and hospitality management courses are practically oriented where extra co-curricular activities carries student enrichment progress. The planning of co-curricular activities are important for avoiding distraction of academic progress.

Key words: Hospitality, significance, management, practical.

Introduction:

Hospitality is making a guest feel like they are at home. Hospitality is friendly, welcoming behaviour towards guest or client in terms of stay, travel and other privileges with politely relationship. Hospitality management includes regular or daily operations

Of commercial and non-commercial establishment like hotel, restaurants, pubs, canteens, casino, tours and travel companies etc.

Hospitality is fastest growing industry and most dynamic field of employment according world travel and tourism council (WTTC). This industry is promising more growth and powerful economic influence in the next decade over and above 260 million job worldwide already created by industry. World's top hospitality groups are rooted in India like Taj, Oberoi, Marriott, Thomas and Cook.

Under the ministry of tourism government of India-National council of Hotel Management and catering Technology (NCHMCT) works with the objectives like To advise the government on coordinated development of hotel management and catering education which help to boost the co-curricular activities in hospitality management higher education studies. University grand commission (UGC) and All India Council of Technology education (AICTE) integrating and developing academic programme with student development co-curricular activities.

The 60% of academic engagement in hospitality management studies are practical based so extra and co-curricular activities help for personality development, planning, maintaining and increasing industry relationship to know actual process of work. Basically co-curricular activities are non-academic activities which explained as the activities or certain task with or not relevant of syllabus or nature of educational institute to development of student without harm of class hours or credits.

Review of Literature:

Influential co-curricular activities with its significance

1. Student Support refresher Programme and Orientation Programme-

Student Support refresher Programme and Orientation Programme are designed with student, teaching, non-teaching staff introduction with anti Ragging session and Internal complaint committee session for interaction and becoming familiar with institution. Orientation programme create lasting impression on student and parents. Student support refresher programme helps to interact the student with each other it might be include entertainment as well. The aim of this programme are introducing college life becoming familiar with environment of institutional interaction among with each other.

2. Food Festival/Theme Lunch/Theme Dinner-

Hospitality and hotel management courses are practically oriented courses where in hand experience in food production, food and beverage service and event management are plays an crucial role in its endeavor to train students in all aspects of hospitality operations. Food festivals and theme lunches help to sharpening skills of student in marketing as well as food and beverage operational skills. The aim of food festivals and theme dinners are to train students in the art of sales and marketing in addition to practical operational skills with introducing guest to culture and cuisine of region.

3. Observance of International Days:

Various international days offers great opportunity to students and faculty to showcase the talent and skills with activity. International days are proposed by united nation agencies like UNESCO, UNEP, WHO

etc. The international observance also include week, year or decade also. The main objective is unite the group of people for remembrance, plan the activities for future guide. In the observance of international days in hospitality schools are done with there various themes, seminars and workshops which help student to learn new objectives and help to gain knowledge. There are many days are many hospitality higher education studies related days some are:

- a. International Bread day-16th October
- b. International Hospitality Day-24th April
- c. International Tourism Day-27th September
- d. International food Day-16th October
- e. International Chef day-20th October
- f. World Environment Day-5th June
- g. International Day of Yoga-21st June

4. Industrial Visit/Field Visits:

Industrial visits has own importance in professional degree. Industrial visit provides students practical work orientation, internal relationship of sub-departments with infrastructure qualities. Industry exposure help to provide practical knowledge about work functions. Students get practical knowledge through the interaction, working method and employment practices. Industrial visits fill gap between theory based training in classroom and practical learning in Industry.

5. Hospitality Competitions:

Hospitality is the field who have more innovation's and upcoming technologies on demand of guest expectations and change in hospitality programme infrastructure. Various competitions helps student to showcase skills, improve personality, gain knowledge and building up better relationship. some competitions are as follow-

- | | |
|------------------------------------|---------------------------|
| a. Master Chef-Cooking competition | e. Hospitality Based Quiz |
| b. Towel art | f. Elocution |
| c. Flower arrangement | g. Fine Art |
| d. Cocktail/Mocktail making | h. Food Photography. |

6. Alumni Meet:

Alumni is the concept which describes for pass out students. The meeting of all pass out student from institutes gather with respective day, time and location. Most probably is organized in college premises only. Students have plenty of choice when choosing the best and most promising one with everyone offering best of syllabus, faculty and infrastructure. They are image creator of organization in respective field. They link past presentation with future. Alumni meet helps for support getting expertise and guidance for employ ability.

7. Workshops for Specialized student:

Workshops are arrange on basis of specialized or on the field of area of interest. It helps to study about deep knowledge about choose topic or subject experience and specialist Hospitality studies classifies specialized areas with there some workshops as follow-

- a. Food Production/Culinary- specializes cuisine, Food-fruit Carving, Garnisheeing.
- b. Food and Beverage Service-Cocktail/Mocktail Making, Wine Tasting
- c. Front office-Personality Development, Scope of Foreign language
- d. Housekeeping-Towel art, Flower Arrangement/Ikebana.

Conclusion:

In hospitality management higher education studies various co-curricular activities are planned to boost student personal development. Some major important activities gives large impact on student progress in non-academic progress. To improve the quality of students skills some influential co-curricular activities gives a best result and impact.

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The Role of Yoga and Meditation in Physical and Mental Well Being

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Abstract

In the modern age, everybody rightly says that health is wealth. In the age of Science, Technology and throat-cut competition physical and mental health become the major concern of the society. Tremendous pressure of the works, increasing responsibility, struggle to achieve the aim and objective in the life which are seriously affecting the physical and mental health of the person. These factors considerably increase the problems and issues of the health such as stress, tension, anxiety, depression, insomnia, negative thinking, mental disorder etc. Yoga and Meditation play vital role to overcome such problems of health.

There is need of regular practice of Yoga and Meditation in the life in order to seek physical and mental health satisfaction. The present research paper is an honest attempt to explore the importance and benefits of Yoga and Meditation in the life.

Key words- stress, tension, anxiety, depression, insomnia, mental disorder

Introduction -

Now-a-days health whether physical or mental undoubtedly become one of the major concerns of the person. In the hectic and busy schedule of the life, people are suffering from different health problems such as hyper tension, stress, tension, anxiety, depression, insomnia, negative thinking, and mental disorder etc. To overcome such problems and to balance physical or mental health of the people, Yoga and Meditation significantly play very vital role.

Let's see the meaning and concept of Yoga and Meditation as follows:

Yoga is defined as '*the effort of mind to remain in its unmodified condition of purity*'.

- Sanskrit Dictionary.Com

In ancient time, Maharshi Patanjali who advocated the importance and benefits of Yoga and its regular practice to relieve the tension stress and depression in the life of people.

He explained Yoga as the effective mechanism for controlling and keeping the mind and body stable at position. **Source: Prayogik Yog by Sunil Kumar Sharma Page. No.03**

Many Indian Yoga gurus had made Yoga very famous across the Western world. By this way the practice of Yoga proved to be fruitful for individual for relieving the stress and tension. Now a-days everyone is celebrating 21st June as International Yoga Day in the world.

Meditation has also been remained very important practice of some religious traditions and beliefs across the world.

Meditation can be defined as *a practice where an individual uses a technique, such as focusing their mind on a particular object, thought or activity, to achieve a mentally clear and emotionally calm state.*

Source: Wikipedia

There are undoubtedly benefits of yoga and meditation they are as follows:

The Physical and Mental benefits of Yoga and Meditation:

Yoga and Meditation are proved to be very useful for the human beings for keeping body and mind stable and calm. The Physical and Mental benefits of Yoga and Meditation are as follows:

Breathing Awareness:

The regular practice of Yoga and Meditation teaches breath awareness called *Pranayama* along with a variety of breathing techniques to help us maintain energy, strength, and relieve stress.

Relieve Stress, tension, Depression, Fatigue, Anxiety, and Anxiety Disorders:

Yoga and Meditation which help to relieve the Stress, tension, Depression, Fatigue, Anxiety, and Anxiety Disorders that are created by the tremendous pressure of the work, increasing responsibility, struggle to achieve the success in the life. When the person is in the frustration, disappointed and upset with the work and life, he needs the regular practice of Yoga and Meditation. This helps him for relieving all such problems.

Physical Fitness:

The body becomes more active by the regular practice of Yoga and meditation. The physical strength and capacity is increased by Yoga. That also boosts the confidence of the level people.

Blood Pressure and Hypertension:

Yoga and Meditation help to reduce the certain level of Blood Pressure and Hypertension of the upset person. Meditation is the systematic practice which needs the focused attention and calm atmosphere.

Yoga is an exercise for health and self-healing. It's designed to create strength, awareness and harmony within both the body and the mind, and it accomplishes this through a combination of breathing exercises, meditation, and posture and stretching work.

Yoga helps many people stay healthy by promoting many of the body's self-healing methods that are already naturally present. It can lower chronic pain and arthritis, as well as headaches.

Better sleep:

Yoga and Meditation help the people for the better and calm sleep as it reduces the stress and tension of the people. Meditation can help people fall asleep faster and stay asleep longer.

Lowered memory loss:

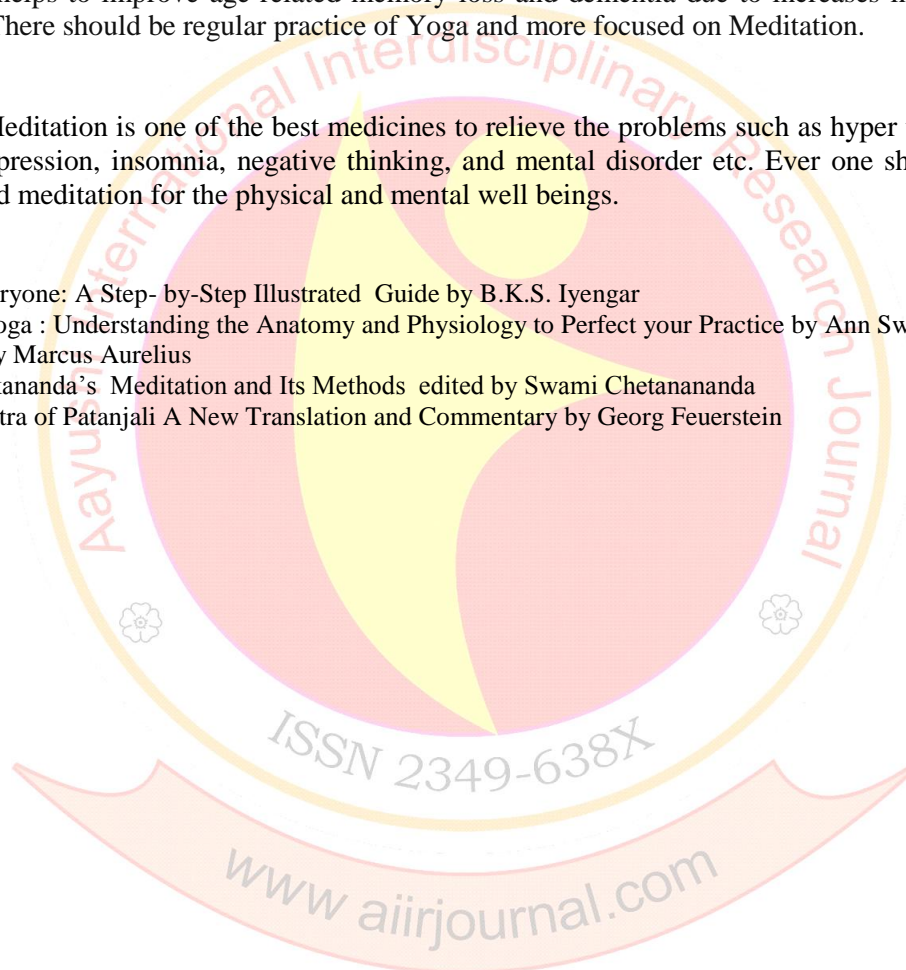
Meditation helps to improve age-related memory loss and dementia due to increases in attention and clarity of thinking. There should be regular practice of Yoga and more focused on Meditation.

Conclusion:

Yoga and Meditation is one of the best medicines to relieve the problems such as hyper tension, stress, tension, anxiety, depression, insomnia, negative thinking, and mental disorder etc. Ever one should regularly practice the yoga and meditation for the physical and mental well beings.

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राष्ट्रीय सेवा योजनेचे उच्च शिक्षणातील स्थान

१. श्रीमती एम.एच. पाटील

अर्थशास्त्र विभाग प्रमुख

श्रीपतराव चौगुले आर्ट्स अँड सायन्स कॉलेज माळवाडी कोतली

२. डॉ. तेजस्विनी मुडेकर

प्र. प्राचार्याव अर्थशास्त्र विभाग प्रमुख

कमला कॉलेज कोल्हापूर

गोशवारा

राष्ट्रीय शिक्षण आयोग कोठारी समितीने राष्ट्रपिता महात्मा गांधी यांच्या जयंती दिवशी म्हणजे २ ऑक्टोबर १९६९ रोजी देशातील ३९ विद्यापीठमध्ये उच्च शिक्षणात राष्ट्रीय सेवा योजना अमलात आणावी अशी शिफारस केली व देशातील विद्यार्थ्यांसाठी एन् एस् एस् योजना लागू झाली. देशाच्या उभारणीतील युवकांचा सहभाग हा विविधांगी असला तरी राष्ट्रीय सेवा योजनेतून सहभागी झालेला युवक हा विधायक, क्रियाशील, दूरदृष्टीकोन ठेवून काम करणारा असल्याने राष्ट्राच्या गतिमान विकासासाठी त्यांचे योगदान महत्त्वपूर्ण ठरणारे आहे.

समाजातील विविध घटकंप्रती विद्यार्थ्यांमध्ये समाजिक बांधीलकी निर्माण करणे. कठोर परिश्रम त्याग आणि श्रमाचे महत्त्व विद्यार्थ्यांच्या अंगी बानवणे. स्वयंशिस्त, धर्मनिरपेक्षता व लोक शाही बळकटीसाठी युवकांमध्ये जागृती निर्माण करणे. युवकांच्या सर्वांगीण विकासासाठी अनौपचारिक शिक्षण देणे. समाजातील प्रश्नांची जाणिव विद्यार्थ्यांमध्ये निर्माण करणे. व ते दूर करण्यामध्ये विद्यार्थ्यांचा सहभाग वाढविणे. विषमता, जातियता, भ्रष्टाचार, निर्मुलन, अंधश्रद्धा निर्मुलन करून बंधूभाव, आपुलकी, प्रेमभावना, सहजिवन युवकांमध्ये निर्माण करणे.

राष्ट्रीय सेवा योजना ही महाविद्यालयीन व विद्यापीठीय शिक्षण घेता घेता विद्यार्थ्यांसाठी राबविली जाणारी योजना आहे ही योजना २ वर्षांसाठी असते विद्यार्थ्यांनी या योजनेत प्रवेश घेतल्यानंतर त्यांना सलग २ वर्षे सहभागी घेता येते. वर्षभर राबविल्या जाणाऱ्या कार्यक्रमाबरोबरच विद्यार्थ्यांसाठी १० दिवसांचे निवासी शिबीर ही घेण्यात येते. विद्यार्थ्यांना कार्यक्रमांच्या नियोजनापासून त्यांच्या यशस्वितेसाठी ज्या ज्या बाबी कराव्या लागतात त्या सर्व बाबी स्वयंनिर्णयातून कराव्या लागतात.

राष्ट्रीय सेवा योजना व श्रमसंस्कारपर्यावरण, कृषी योजनांची माहिती, वृक्षारोपण, प्रौढसाक्षरता, सांस्कृतिक कार्यक्रमांमधे, झोपडपट्टी सुधारणा, अंधश्रद्धा निर्मुलन, ग्राम स्वच्छता, विकासासाठी युवक, लोक संख्या शिक्षण, स्वयंसेवक व समाजसेवा, ग्रामीण व्यवसायासाठी मार्गदर्शन, युवक व नेतृत्व, आपत्कालीन घटना आणि स्वयंसेवक, राष्ट्रीय सेवा योजना व जमीन सुधारणा, ग्रामसुधारणा, महिला संक्षमीकरण विद्यार्थ्यांमध्ये स्वयंशिस्त व सामुहिकशिस्त रुजविणे आणि सर्वांमध्ये एकात्मतेची जाणिव निर्माण करणे शक्य झाले आहे.

प्रस्तावना

शिक्षण हे समाज परिवर्तनचे प्रभावी साधन आहे असे म्हटले जात असले तरी महात्मा जोतिबा फुले यांच्या मते, समाज गतिमान होण्यासाठी, आर्थिक दृष्ट्या स्वावलंबी होण्यासाठी, आणि समाजातील आर्थिक दृष्ट्या दुर्बलांच्या सर्वांगीण आर्थिक उन्नतीसाठी शिक्षणाशिवाय दुसरा पर्याय नाही हे समाजातील सर्वच घटकांनी ध्यानात घेतले पाहिजे. मात्र यासाठी आपण कोणते शिक्षण घेतो या पेक्षा ते कसे घेतो व त्यांचा अंगीकार आपल्या जीवनात कसा करतो व स्वपरिवर्तन कसे घडवून आणतो हे महत्त्वाचे आहे. त्यादृष्टीने औपचारिक शिक्षणाबरोबर अनौपचारिक शिक्षणावरही भर देण्यात यावा असे अनेक शिक्षण तज्ज्ञांनी स्पष्ट केले आहे.

शिक्षणातील अत्यंत महत्त्वाचा घटक म्हणजे विद्यार्थी होय. विद्यार्थ्यांमध्ये स्वयंशिस्त, जिज्ञासा, समाजप्रतीनिष्ठा, राष्ट्रप्रेम, समाजातील विविध घटकंप्रती असावी लागणारी जाणिव, तळमळ त्यांचे प्रश्न ते सोडविण्यासाठी करावे लागणारे उपाय, सामाजिक सलोखा, धर्मनिरपेक्षता, त्यागीवृत्ती, कष्टाळूपणा, राष्ट्रउभारणीतील योगदान या सर्वांमध्ये सहभागी होण्यासाठी कर्तव्याची जाणिव निर्माण होणे आवश्यक आहे. असे विविध शिक्षण आयोगाने सुचविलेले होते.

राष्ट्रीय शिक्षण आयोग कोठारी समितीने या सर्व बाबी जाणिवपूर्वक मांडून राष्ट्रपिता महात्मा गांधी यांच्या जयंती दिवशी म्हणजे २ ऑक्टोबर १९६९ रोजी देशातील ३९ विद्यापीठमध्ये उच्च शिक्षणात राष्ट्रीय सेवा योजना अमलात आणावी अशी शिफारस केली व देशातील विद्यार्थ्यांसाठी एन् एस् एस् योजना लागू झाली. देशाच्या उभारणीतील युवकांचा सहभाग हा विविधांगी असला तरी राष्ट्रीय सेवा योजनेतून सहभागी झालेला युवक हा विधायक, क्रियाशील, दूरदृष्टीकोन ठेवून काम करणारा असल्याने राष्ट्राच्या गतिमान विकासासाठी त्यांचे योगदान महत्त्वपूर्ण ठरणारे आहे.

संशोधन पेपरचे उद्दिष्ट्ये

- १) राष्ट्रीय सेवा योजनेचे स्वस्व व उद्देश अभ्यासणे.
- २) राष्ट्रीय सेवा योजनेच्या उच्च शिक्षणातील स्थानाचे विश्लेषण करणे.
- ३) राष्ट्रीय सेवा योजनेच्या फलितांचा अभ्यास करणे.

संशोधन पध्दती

प्रस्तुत शोध निबंधासाठी दुय्यम साधनासामग्रीचा आधार घेण्यात आला आहे. राष्ट्रीय सेवा योजनेच्या अभ्यासण्यासाठी विविध संदर्भ ग्रंथ, वर्तमान पत्रातून आलेले तज्ञांचे लेख, इंटरनेट यांचा वापर करून सदर शोध निबंध लिहाला आहे.

संशोधन पेपरची व्याप्ती

सदर संशोधन पेपर हा महाविद्यालयातील कनिष्ठ व वरिष्ठ पातळीवर तसेच विद्यापीठीय स्तरावर राबविल्या जात असलेल्या राष्ट्रीय सेवा योजनेशी संबंधित असल्याने, त्या मर्यादेतच हा पेपर तयार करण्यात आला आहे.

राष्ट्रीय सेवा योजनेचे स्वस्व

राष्ट्रीय सेवा योजना ही महाविद्यालयीन व विद्यापीठीय शिक्षण घेता घेता विद्यार्थ्यांसाठी राबविली जाणारी योजना आहे. ही योजना २ वर्षासाठी असते. विद्यार्थ्यांनी या योजनेत प्रवेश घेतल्यानंतर त्यांना सलग २ वर्षे सहभागी होता येते. वर्षभर राबविल्या जाणाऱ्या कार्यक्रमावरच विद्यार्थ्यांसाठी १० दिवसांचे निवासी शिबीर ही घेण्यात येते. शिबीराचा हा कालावधी अलिकडे ७ दिवसांचा करण्यात आला आहे. या शिबीरास विशेष श्रमसंस्कार शिबीर असे म्हणतात. विद्यार्थ्यांना कार्यक्रमांच्या नियोजनापासून त्यांच्या यशस्वितेसाठी ज्या ज्या बाबी क राव्या लागतात त्या सर्व बाबी स्वयंनिर्णयातून क राव्या लागतात. विशेष श्रमसंस्कार शिबीरामध्ये विद्यार्थ्यांच्या अंगी स्वावलंबनाची भावना जागृत करणे, श्रमप्रतिष्ठा व श्रमदानाची ओळख करून देणे, त्यांच्यात स्वयंशिस्त व सामुहिक शिस्त रुजविणे आणि सर्वांमध्ये एकात्मतेची जाणिव निर्माण करणे. अशी उद्दीष्टे राष्ट्रीय सेवा योजनेच्या शिबीरासाठी निश्चित करून विद्यार्थ्यांमध्ये रुजविण्याचा प्रयत्न केला जातो. विशेष श्रमसंस्कार शिबीर हे दत्तक गावात घेण्यात येते.

राष्ट्रीय सेवा योजनेची उद्दिष्ट्ये

- १) समाजातील विविध घटकांप्रती विद्यार्थ्यांमध्ये समाजिक बांधीलकी निर्माण करणे.
- २) कठोर परिश्रम त्याग आणि श्रमाचे महत्त्व विद्यार्थ्यांच्या अंगी बानवणे.
- ३) स्वयंशिस्त, धर्मनिरपेक्षता व लोकशाही बळकटीसाठी युवकामध्ये जागृती निर्माण करणे.
- ४) युवकांच्या सर्वांगीण विकासासाठी अनौपचारिक शिक्षण देणे.
- ५) समाजातील प्रश्नांची जाणिव विद्यार्थ्यांमध्ये निर्माण करणे. व ते दूर करण्यामध्ये विद्यार्थ्यांचा सहभाग वाढविणे .
- ६) विषमता, जातियता, भ्रष्टाचार, निर्मुलन, अंधश्रद्धा निर्मुलन करून बंधूभाव, आपुलकी, प्रेमभावना, सहजिवन युवकामध्ये निर्माण करणे.

राष्ट्रीय योजना बोध वाक्य

ही योजना राष्ट्र सेवेसाठी असल्याने युवकांमध्ये त्याची जाणिव होणे आवश्यक आहे. म्हणून या योजनेचे बोध वाक्य आहे 'NOT ME BUT YOU' म्हणजे मी माझ्यासाठी नाही, आपल्यासाठी हे वाक्य म्हणजे लोक शाही जीवन शैलीचा गाभा आहे आणि निस्वार्थी सेवेचे वृत्त व्यक्त करते. तसेच आपण इतरांच्या विचारांचा, मतांचा आदर शिकवण देते. या बोध वाक्याची प्रचिती सेवा योजनेच्या दैनंदिन कार्यक्रमांमधून यावी, व युवकांच्या वर्तवणुकीत ती रुजावी असे व्यक्त केले जाते.

बोध चिन्ह

राष्ट्रीय सेवा योजनेचे बोध चिन्ह हे कोणाकरिता सूर्यमंदिराच्या रथचक्रावरून तयार केले आहे. या रथाला २४ चाके आहेत ते २४ तासांचे प्रतिनिधीत्व करतात. तर प्रत्येक चाकाला ८ आरे आहेत. ते दिवसातील ८ प्रहर दर्शवितात. हे बोध चिन्ह दिवसातील २४ तास किंवा ८ प्रहर स्वयंसेवक राष्ट्र सेवेसाठी तयार आहेत हे स्पष्ट होते. सूर्यमंदिराची ही चाके सृजनशिलता, संवर्धन व मुक्तीचे प्रतिकात्मक रुपाने चित्रण करतात. वेळ व काळ या संदर्भात जीवनाची गतिमानता दर्शवितात सातत्य आणि बदल याचे हे प्रतिक असून समाज परिवर्तन व उद्धारसाठी राष्ट्रीय सेवा योजना प्रयत्नशील आहे हे यातून स्पष्ट होते.

राष्ट्रीय सेवा योजनेचे उच्च शिक्षणातील स्थान :

१)राष्ट्रीय सेवा योजना व श्रमसंस्कार

विद्यार्थ्यांना अलिकडे श्रमप्रतिष्ठा 1 व श्रमाचे महत्त्व पटवून देण्याची गरज निर्माण झाली आहे. त्यांनी पुस्तकी किंवा न बनता त्यांच्यात शारिरीक व बौद्धिक कष्टाची जाणिव त्यांच्यात निर्माण करणे. राष्ट्र उभारणीच्या दृष्टीने अत्यंत महत्वाचे आहे.

‘कष्टाविना फल न मिळणे’, दे हरी पलंगावरी ही वृत्ती सोडून श्रम करण्याची उर्मी त्यांच्या अंगी बानविली पाहिजे. म्हणून राष्ट्रीय सेवा योजनेच्या शिबीरामधून विद्यार्थ्यांना श्रम करण्यास भाग पाडले जाते व स्वकष्टाचे फल किती गोड असते हे समजते. स्वतःच्या घरात श्रम करणारी मुले शिबीरात सहभागी होऊन कष्ट करतात पाणंद, रस्ता करण्याचा किंवा विहीरीतून गाळ काढण्याचा, बंधारा बांधण्याचा पाणवठा दुरुस्त करण्याचा भाग असेल तर श्रमाशिवाय पर्याय नाही म्हणून गांधीजी म्हणत की, विद्यार्थ्यांना श्रमाचे महत्त्व समजावून देवून त्यांना त्यात सहभागी करून घेतले पाहिजे. राष्ट्रीय सेवा योजना ही विद्यार्थ्यांमध्ये श्रम संस्कार करणारी योजना आहे.

२) राष्ट्रीय सेवा योजना व पर्यावरण

पर्यावरण संरक्षण व संवर्धन ही आजच्या काळाची गरज आहे मानव जातीच्या अस्तित्वासाठी पर्यावरणाचा समतोल राखणे अत्यंत आवश्यक आहे. पर्यावरणाचा न्हास झाल्याने जगाला अनेक समस्यांना सामोरे जावे लागत आहे राष्ट्रीय सेवा योजनेतून विद्यार्थ्यांमध्ये पर्यावरण रक्षणाची जाणिव निर्माण करण्यात येते. आणि पुढे स्वयंसेवक म्हणून समाजातील सर्व घटक पर्यंत पर्यावरणाच्या समतोलसाठी जागृती करण्याची जबाबदारी स्विकारतो. यासाठी ‘झाडे लावा झाडे जगवा’, वृक्षारोपण, प्लास्टिक निर्मुलन, गौरी गणपतीच्या मुर्ती दान करणे, निर्माल्य नदीत न टाकणे, यासारख्या गोष्टींमध्ये राष्ट्रीय सेवा योजनेचे स्वयंसेवक सहभागी होतात.

३) राष्ट्रीय सेवा योजना व कृषी योजनांची माहिती

राष्ट्रीय सेवा योजनेच्या माध्यमातून विशेष श्रमसंस्कार शिबीरामध्ये, दत्तक गावात शेतकऱ्यासाठी शेतीच्या विकासासाठी विशेष तज्ञांची व्याख्याने आयोजित केली जातात. यामध्ये विविध पिकांची माहिती, ती घेण्याची पद्धत, आंतरपिके, पिकांना पाणी देण्याची पद्धत, खतांचा वापर कसा करावा, शेती अवजारे, शेती उत्पादनासाठी बाजारपेठांची माहिती, पिकांची निगा, औषधे फवारणी, काढणी मळणी, सरकारी सवलत योजना फल लागवड, मशागत पद्धती, पिककर्जे, याबाबतची माहिती देण्यात येते त्यामुळे शेतकऱ्यांना त्या योजनांचा लाभ घेता येतो.

४) राष्ट्रीय सेवा योजना व वृक्षारोपण

वृक्षारोपण ही आजच्या काळाची गरज आहे. आणि पर्यावरणाच्या रक्षणासाठी, वृक्षारोपणाची आवश्यकता आहे. स्वयंसेवकांना वृक्षारोपणाचे महत्त्व पटवून देल्याने त्यांच्यामार्फत दत्तक गावातील पडिक गायरानात किंवा तेथील रस्त्यांच्या बाजूना मोठ्याप्रमाणात वृक्षारोपण करून त्यांचे संगोपन करून जगविलेली झाडे गावाच्या देखरेखीखाली सोपविलेली दिसून येतात.

५) राष्ट्रीय सेवा योजना व प्रौढसाक्षरता

देशात पूर्वी प्रौढसाक्षरतेचा कार्यक्रम हाती घेण्यात आला होता. कारण निरक्षरतेचे प्रमाण खेड्यांमध्ये जास्त होते. राष्ट्रीय सेवा योजनेच्या माध्यमातून युवकांना दत्तक खेड्यांमध्ये किंवा शहरांतील झोपडपट्ट्यांमध्ये पाठवून, प्रत्येक स्वयंसेवकाकडे १ ते ५ व्यक्तींना साक्षर करण्याची जबाबदारी देण्यात आली होती. त्यामुळे साक्षरता वाढीसाठी या योजनेचा फायदा झालेला दिसून येतो.

६) राष्ट्रीय सेवा योजना व सांस्कृतिक कार्यक्रम

सहभागी स्वयंसेवक युवकांना प्रोत्साहित करून त्यांच्यातील कलेच्या सुप्त गुणांना एक मोकळे व्यासपीठ उपलब्ध करून देण्यात येते. कधीही कार्यक्रमात सहभागी न झालेले विद्यार्थी अशा कार्यक्रमात थोड्या संकेच्याने का होईना सहभाग घेतात आणि त्यांच्यातील कलेची ऊर्जा कार्यक्रमातून सादर करतात. गीत, अभंग, पोवाडा, शाहिरीकला, विनोद, चुटके, सोंगीकला, नृत्य, नाटीकला, एकपात्री प्रयोग, रांगोळी स्पर्धा, मेहंदी स्पर्धा, उखाणे, अशा कला सादर करतात त्यातून त्यांच्या कला गुणांच्या विकासास वाव मिळतो.

७) राष्ट्रीय सेवा योजना व झोपडपट्टी सुधारणा

शहरांत वाढणाऱ्या झोपडपट्ट्या ही वाढत्या शहरीकरणातील एक समस्या बनली आहे. अशा झोपडपट्ट्यांमध्ये स्वयंसेवकांना काम करण्याची संधी दिली जाते. तेथे स्वच्छता व आरोग्याचे जे प्रश्न तयार झालेले असतात त्याबाबत लोकांना जागृत करण्याचे कार्य युवकांकडून केले जाते. तसेच त्यांच्यात बंधूभाव व सलोखा राखण्यासाठी जाणिव निर्माण करण्यात येतात.

८) राष्ट्रीय सेवा योजना व अंधश्रद्धा निर्मुलन

भारतीय समाजात अंधश्रद्धेचे खुळ वर्षानुवर्षे इतके साचलेली आहे की, ती झटकून एक विज्ञानाची कास धरणारा समाज निर्माण होणे आवश्यक आहे. रोजच्या जीवनात लोक जीवन अनेक खुळचट व वेड्या कल्पनांनी भरलेले आहे की, त्यामुळे समाजाची प्रगती खुंटते. यासाठी राष्ट्रीय सेवा योजनेतून विज्ञानवादी तरुण तयार करून त्यांच्यामार्फत समाजातील आंधळ्या व घातक कल्पनांचा विनाश करणे आवश्यक आहे. उदा. मांजर आडवे जाणे, अंगात येणे, घुबडाचे तोंड न पाहणे, किंवा पुरोगामी महाराष्ट्रात समुद्र गोड झाला अशा अफवा उठणे. अशा गोष्टींना मूठमाती देण्यासाठी अंधश्रद्धा निर्मुलनाचे कार्यक्रम राष्ट्रीय सेवा योजनेमधून गावोगावी आयोजित केले जातात व्याख्याने, प्रात्यक्षिके पदयात्रा, पथनाट्य, पोस्टर्सद्वारे याबाबत लोक जागृती करण्यात येते.

९) राष्ट्रीय सेवा योजना व ग्राम स्वच्छता

राष्ट्रीय सेवा योजनेच्या कार्यक्रमातून दत्तक खेड्यात तसेच शहरातील किंवा महाविद्यालयाच्या परिसरात स्वच्छता मोहिम राबविण्यात येते. गावातील गटारी स्वच्छ करणे, सांडपाणी निसरा व्यवस्था करणे, गल्ल्यांची स्वच्छता, तसेच गावातील सार्वजनिक परिसर उदा. मंदिर स्वच्छता, ग्रामपंचायत परिसर स्वच्छता, शाळा महाविद्यालय परिसर स्वच्छता, आणि पाणवठा स्वच्छता आपले गाव व परिसर अधिक अधिक कसा स्वच्छ राहिल याकडे लक्ष वेधण्यात येते. महाराष्ट्रात ग्राम स्वच्छतेची मोहिम सुरु आहे त्यात स्वयंसेवकांचा सहभाग वाढता असल्याचे दिसून येते.

१०) राष्ट्रीय सेवा योजना व विकासासाठी युवक

राष्ट्रीय सेवा योजनेमध्ये सहभागी होणारे युवक/स्वयंसेवक हे 'विकासासाठी युवक' या संकल्पनेतून सहभागी होताता व त्यांच्यासाठी खास शिबिरे आयोजित केली जातात. शेती, पर्यावरण, वनविकास, वृक्षारोपण अनौपचारिक शिक्षण आणि ग्रामीण व शहरी भागातील भौगोलिक व आर्थिक सुधारणा यासर्वांमध्ये युवकांना सहभागी करून घेतले जाते व युवकांना सर्वांगीण विकासाला संधी दिली जाते.

११) राष्ट्रीय सेवा योजना व लोकसंख्या शिक्षण

भारताच्या अनेक समस्यांपैकी वेगाने वाढणारी लोकसंख्या त्यामुळे निर्माण झालेले अनेक प्रश्न आवासाने आपल्यासमोर उभे आहेत. आजच्या तरुण पिढीस लोकसंख्या शिक्षण देणे आवश्यक आहे. राष्ट्रीय सेवा योजनेतून युवकाबरोबरच समाजातील सर्व घटकपर्यंत लोकसंख्येबाबत जागृती निर्माण करून प्रचंड वाढणाऱ्या लोकसंख्येस आळा घातला पाहिजे. त्या दृष्टिने लोकसंख्या दिन साजरा करणे लोकसंख्या शिक्षण देणे समाजात जागृती निर्माण करण्यासाठी प्रभात फेऱ्या काढणे निबंध स्पर्धा घेणे, लोकसंख्या विषयक व्याख्याने आयोजित करणे, पोस्टर्स स्पर्धा घेणे, स्वयंसेवकांना दत्तक गावातील लोकसंख्या सर्व्हे करवयास लावणे असे कार्यक्रम राबविले जातात. 'छोटे कुटूंब सुखी कुटूंब' याचे महत्त्व पटवून दिले जाते.

१२) स्वयंसेवक व समाजसेवा

राष्ट्रीय सेवा योजनेत सहभागी झालेला युवक हा स्वयंसेवक असतो तो स्वतःची कामे स्वतः करतोच परंतु त्याने सामाजिक बांधिलकी स्विकारलेली असल्याने तो समाजाच्या दृष्टिने समाजसेवक असतो. बाल कल्याण, अंगण, मतिमंद, अनाथालय, वृद्धाश्रम, रुग्णालय, महिला कल्याण, अंध अशासाठी युवक स्वतःचे कर्तव्य म्हणून काम करित असतो.

१३) ग्रामीण व्यवसायासाठी मार्गदर्शन

महात्मा गांधीजी असे म्हणत असत की, खरा भारत हा खेड्यामध्ये आहे. त्याच्या विकासासाठी सर्वांनी अधिक लक्ष देण्याची गरज आहे. त्यासाठी ग्रामीण भागात विविध व्यवसाय उभारले पाहिजेत. दुग्धव्यवसाय, कुक्कुटपालन, पशुपालन, सहकारी संस्थांची उभारणी, बचत गटाची स्थापना महिलांसाठी छोटे व्यवसाय सुरु करण्यासाठी मार्गदर्शन करणे, सहाय्य करणे, आणि आवश्यक तेव्हा सल्ला देणे आवश्यक आहे. विशेष श्रमसंस्कार शिबिरांमध्ये तज्ञांची व्याख्याने आयोजित केली जातात त्याचा फायदा स्वयंसेवकाबरोबरच, ग्रामस्थ, महिला वर्ग याना होतो.

१४) युवक व नेतृत्व

राष्ट्रीय सेवा योजनेत सहभागी होणारा युवक हा नियमित कार्यक्रम व विशेष शिबिरे यामध्ये भाग घेत असते. नियमितपणे घेतले जाणारे कार्यक्रम व शिबिरे यांच्या पुर्वनियोजनापासून ते पार पडेपर्यंत कराव्या लागणाऱ्या कार्याची रूपरेषा ठरविणे, नियोजन संघटन करणे, समन्वय साधणे आवश्यक ते निर्णय वेळीच घेणे आणि आपआपल्या संघावर नियंत्रण ठेवणे ही कार्ये संघ प्रमुखाला करावी लागतात प्रकल्प अधिकार्याच्या मदतीने व सुचनानुसार व्याख्यानांची तयारी करणे, त्यासाठी आवश्यक साधनांची जुळणी करणे, ही कामे युवक स्वतःपुढाकार घेवून करित असतात. त्यामुळे त्यांच्या संघटन कौशल्य, पुढाकार वृत्ती, निर्णयक्षमता विकसित होणे, नियंत्रण क्षमता विकसित होणे यासारख्या नेतृत्व गुणांचा विकास होतो.

१५) आपत्कालीन घटना आणि स्वयंसेवक

भारतात महापूर, भूकंप, दुष्काळ, त्सुनामी, अतिवृष्टी अशा स्वस्वाच्या नैसर्गिक घटना वर्षानुवर्षे घडत असल्याचे दिसून येते अशा संकटकालीन परिस्थितीत राष्ट्रीय सेवा योजनेतील युवक स्वयंप्रेरणाने आपतग्रस्थानात मदत कार्य पोहचविण्यासाठी हिरिरिने भाग घेतात. महाराष्ट्रात जुलै २०१९ ते ऑगस्ट या काळात आलेल्या महापूराच्या भिषण कालखंडात व तदनंतर स्वयंसेवकांनी महत्त्वाची भूमिका बजावलेली दिसून येते. स्थानिक अधिकार्याबरोबर, स्वच्छता करणे, गाळ काढणे, आपतग्रस्थानात अन्न पडे, औषधे पुरविणे, लसीकरण करणे, तसेच बचाव कार्य व प्रत्यक्ष मदत कार्यामध्ये अधिकार्यांना सहकार्य करणे व त्यांच्यासोबत काम करावे व पडे जमा करणे शिधा जमविणे व पैशाच्या स्वस्वात मदत गोळा करणे करणे अशी सर्व मदत जिल्हाधिकारी यांच्याकडे पोहचविणे यामध्ये स्वयंसेवक आघाडीवरच असतात. याचे उत्तम उदाहरण म्हणजे महापूराने कोल्हापूर जिल्हा परिस्थिती निर्माण झाली होती ती सुधारण्यासाठी शिवाजी विद्यापीठ कार्यक्षेत्रातील स्वयंसेवकांची भूमिका महत्त्वाची ठरली होती.

१६) राष्ट्रीय सेवा योजना व जमीन सुधारणा

जमीनीची उत्पादन क्षमता वाढविण्यासाठी जमीनीमध्ये विविध सुधारणांची गरज आहे. उदा.मातीची तपासणी करणे, मातीचे आरोग्य व निगा कशी ठेवावी याची माहिती देणे. जमीनीची धूप थांबविणे व मृदासंधारनेचे कार्य करणे जमीनीचा पोत कायम राखण्यासाठी अतिरिक्त पाण्याचा वापर न करणे खारपट जमिन झाली असल्यास तिची प्रत सुधारण्यासाठी उपाययोजना करणे, तण नियंत्रण अशा विविध सुधारणांची माहिती राष्ट्रीय सेवा योजनेमध्ये ग्रामस्थांना देण्यात येते.

१७) ग्रामसुधारणा

ग्रामसुधारणांच्या शासकीय योजनांची माहिती ग्रामस्थांना देणे. गावातील रस्तांची बांधणी, खडीकरण, गटार बांधणी चौक सुधारणा, स्मारकांचे संवर्धन, संडास व मुताऱ्या बांधणे स्वच्छ पाणी पुरवठा करण्याच्या हेतुने गाव तळी व विहीरी स्वच्छ करणे वृक्षतोड होऊ नये म्हणून गोबर गॅस प्लॅटचा प्रचार करणे बांधणी करणे गावातील कचरा गोळा करणे त्याची विल्हेवाट लावणे किंवा खत निर्मातीसाठी वापरणे .

१८) महिला संक्षमीकरण

भारताच्या सर्वांगिन विकासाठी महिला संक्षमीकरणक्रियाची अत्यंत गरज आहे. महिलांना आजही समाजात दुय्यम स्थान दिले जाते पुरुष प्रधान संस्कृतीत महिलांचे समाजातील स्थान अत्यंत खालच्या दर्जाचे आहे. त्यामुळे त्यांच्या आरोग्याचे प्रश्न निर्माण होतात कुटूंबात घेतल्या जाणाऱ्या कोणत्याही निर्णयात महिलांना सहभागी करून घेतले जात नाही. व्यक्ती स्वतंत्र नसते शिक्षण नसते. केवळ चुल व मुल अशी वृत्ती असणाऱ्या आपल्या समाजात महिलांना पुरुषांच्या बरोबरीचे स्थान दिले पाहिजे. महिलांना शिक्षण दिले पाहिजे. कायदेशीर हक्काची जाणिव करून दिले पाहिजे. महिलांचाही आर्थिक व सामाजिक विकास अधिक वाटा असतो हे जाणवून दिले पाहिजे. तसेच अनेक लहान मोठे व्यवसाय महिलाही कौशल्याने उभारू शकतात व वाढवू शकतात हे राष्ट्रीय सेवा योजनेच्या माध्यमातून त्यांच्या पर्यंत पाहोचविण्याची भूमिका पार पाडले जाते.

निष्कर्ष

- १) १९६९ साली गांधी जयंती दिवशी सुरू झालेल्या राष्ट्रीय सेवा योजनेस २०१९मध्ये ५० वर्षे झाली म्हणजे ही योजना राष्ट्रत किती गरजेची आहे हे यावरून स्पष्ट होते
- २) महाविद्यालयीन युवकांमध्ये श्रमाचे महत्त्व पटवून देणारी योजना म्हणजे राष्ट्रीय सेवा योजना आहे हे स्पष्ट होते
- ३) देशातील पर्यावरणाच्या संरक्षण व संवर्धनात युवक व समाजात जाणिव जागृती निर्माण करण्यामध्ये या योजनेचे महत्त्व अधिक आहे
- ४) विशेष श्रमसंस्कार शिबिरातून दत्तक खेड्यात कृषी विकासबाबत माहिती देण्यासाठी आयोजित केलेल्या तज्ञांच्या व्याख्यानांमधून शेतकऱ्यांना उपयुक्त अशी सरकारी योजनांची व पीक पध्दतीची माहिती उपलब्ध होते.
- ५) सरकारच्या वृक्षारोपण कार्यक्रमात स्वयंसेवकांचा उपयोग वृक्षदूत म्हणूनच झालेला दिसून येतो. कारण अनेक गावातून पडिक जमिनीत ग्रामस्थांना मदतीने वृक्षारोपण झालेले आहे.
- ६) ग्रामीण भागात शिक्षणापासून दुर गेलेल्या निरक्षरांना शिक्षणाची दारे राष्ट्रीय सेवा योजनेतून उघडली गेल्याचे दिसून येते.
- ७) दैनंदिन व विशेष शिबिरांमधून युवक सांस्कृतिक कार्यक्रमां सादर करतात. त्यामुळे त्यांच्या कलागुण विकासास वाव मिळतो.
- ८) शहरांतील झोपडपट्टी सुधारणा स्वयंसेवक स्वच्छता व आरोग्य विषयक जागृती करण्यात सहभाग महत्त्वाचा ठरतो.
- ९) समाजातील अंधश्रद्धा निर्मलनात ही योजना महत्त्वाची भूमिका बजावते.
- १०) स्वच्छ खेडी व परिसर ठेवण्याबाबत जागृती करण्यात या योजनेस यश आले आहे.
- ११) व्यापक अर्थाने विकासासाठी युवक ही संकल्पना खऱ्या अर्थाने युवकांमध्ये रुजविण्यात राष्ट्रीय सेवा योजना यशस्वी झाली आहे.
- १२) भारतातील लोकसंख्या समस्येबाबत समस्येबाबत युवकांमध्ये जागृती करण्यात ही योजना यशस्वी झाली आहे असे म्हणता येईल.
- १३) एक क्रियाशील, स्वयंशिस्त राखणारा, भ्रष्टाचारास रोखणारा, जातीयता, विषमता दुर करून समतेचा पुरस्कार व आपुलकी, बंधूभाव व प्रेम देणारा युवक या योजनेतून निर्माण होण्यास मदत होते.

सारांश

राष्ट्रीय सेवा योजना ही वरिष्ठ शिक्षण क्षेत्रातील विद्यार्थ्यांना श्रमाचे महत्त्व पटवून देणारी योजना आहे. देशाच्या एकतात्मतेस बांधिल असा युवक तयार करून, विविध समस्यांच्या निराकरणेसाठी कर्तव्यदक्ष, त्यागी, कष्टाळू, व सामाजिक बांधिलकी जपणारा आणि लोकशाही बळकट करून सामाजिक प्रश्नांची सोडवूक करण्याठी राष्ट्रीय सेवा योजना महत्त्वाची भूमिका पार पाडते.

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प्रा. डॉ. प्रतिभा सदाशिव देसाई

सहाय्यक प्राध्यापक

आचार्य जावडेकर शिक्षणशास्त्र महाविद्यालय, गारगोटी

ता. भुदरगड जि. कोल्हापूर, महाराष्ट्र

सारांश -

NCTE 2014 रेग्युलेशन नुसार दोन वर्षांचा बी. एड अभ्यासक्रम सन २०१५-१६ पासून सुरू आहे सदर अभ्यासक्रमामध्ये EFC – I, II, III, IV प्रात्याक्षिक , शाळा व नाविण्यपूर्ण अध्ययन अध्यापन केंद्राना भेटी, शालेय आंतरवासिता अशा विविध प्रात्याक्षिकांमधून विविध कौशल्ये विकसनासाठी प्रयत्न करणे अभिप्रेत आहे. बी. एड , अभ्यासक्रमातून अध्यापन कौशल्य अभ्यासपूरक व अभ्यासेतर कार्यक्रम आयोजन, नियोजन कौशल्य, निरीक्षण कौशल्य, EPCI व II मधून स्वयंअध्ययन कौशल्य, चिकित्सक विचार कौशल्य, वाचन कौशल्य, सामाजिक समस्या जागृती कौशल्य , नाटिका, कला (रांगोळी, मेहंदी, वारली प्रिंट , चित्रकला, पेटींग, विणकाम) सादरीकरण कौशल्य, EPC III, IV मधून ICT कौशल्य विकसनाची संधी आहे. दोन वर्षांच्या कालावधीत बीएड छात्राध्यापकांच्यामध्ये अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांच्या माध्यमातून विविध कौशल्यांचा विकास व्हावा व प्रत्योभरणाच्या माध्यमातून छात्राध्यापकांना प्रोत्साहन मिळावे व ज्या छात्राध्यापकांना कौशल्ये विकासात अडचणी येतात त्यांनाही मार्गदर्शन करण्यासाठी चिकित्सकपणे कृती करण्याच्या हेतूने संशोधिकेने प्रस्तुत संशोधन हाती घेतले आहे.

Keywords – अभ्यासांतर्गत व अभ्यासेतर कार्यक्रम, कौशल्यविकास

प्रस्तावना –

दोन वर्षांच्या बी. एड. अभ्यासक्रमातून कौशल्याधिष्ठित व गुणवत्तापूर्ण शिक्षक तयार होण्यासाठी NCTE 2014 रेग्युलेशननुसार अभ्यासक्रमाची निर्मिती केली आहे. कला, वाणिज्य, शास्त्र शाखांमधून आलेले छात्राध्यापक भिन्न बौद्धिक स्तरातील असतात. त्यांच्यातील कौशल्यविकासाला चालना देण्यासाठी अध्यापनाबरोबरच, अभ्यासांतर्गत व अभ्यासेतर उपक्रम राबविले जातात. या उपक्रमांच्या माध्यमातून त्यांचे अध्यापन कौशल्य, निरीक्षण कौशल्य, सादरीकरण कौशल्य, स्वयंअध्ययन कौशल्य , वाचन कौशल्य, सामाजिक समस्या जागृती कौशल्य, नाटिका, भूमिका अभिनय, पथनाटय कौशल्य, संगणक कौशल्य (ICT), वाढीसाठी प्रयत्न केले जातात. यासाठी बी.एड. अभ्यासक्रमात शाळा व नाविण्य पूर्ण अध्ययन अध्यापन केंद्रांना भेटी, पाठनिरीक्षण , व्यावसायिक क्षमता वृद्धी (EPC) , सामाजिक वृद्धी प्रकल्प, शालेय आंतरवासिता अशा विविध प्रात्याक्षिकांचा समावेश केला आहे. या प्रात्याक्षिकांची पूर्तता करण्यासाठी अभ्यासांतर्गत व अभ्यासेतर उपक्रम राबविणे आवश्यक आहे. या उपक्रमांमुळे बीएड छात्राध्यापकांमधील विविध कौशल्यविकासाला चालना देणे शक्य आहे.

अभ्यासांतर्गत कार्यक्रम–

अभ्यासातील उणीवा नाहीशा करून औपचारिकरीत्या व विशेषत : विद्यार्थ्यांच्या पुढाकाराने करावयाचे शाळेतील कार्यक्रम म्हणजे अभ्यासांतर्गत कार्यक्रम, उत्स्फूर्तीने विद्यार्थ्यांनी (CEPC) करावयाचे कार्यक्रम असे याचे स्वरूप असते. त्यामुळे विद्यार्थ्यांच्या सुप्त गुणाला वाव मिळतो व शिक्षण विकास हा वेगळ्या पध्दतीने पण परिणामकारक रीतीने होतो. म्हणून अशा कार्यक्रमांना आता अभ्यासक्रमात निश्चित स्थान प्राप्त झाले आहे. म्हणून त्यांना अभ्यासाला पोषक असेही म्हणतात.

अभ्यासेतर कार्यक्रम –

अभ्यासक्रमाखेरीज इतर काही विषय व छंद यांना शाळेच्या परिसरात वाव देण्याची आधुनिक पध्दत आहे. आज अभ्यासेतर चळवळीचे स्थान, व्याप्ती व महत्व ही वाढत आहे. व अभ्यासाइतकेच शैक्षणिक सामर्थ्य त्यामध्ये आहे.

प्रस्तुत संशोधनामध्ये पुढील कार्यक्रमांची निवड केली आहे.

अभ्यासांतर्गत कार्यक्रमांमध्ये–

१) लिंगभाव समानता जनजागृतीसाठी पथनाटय, नाटिका

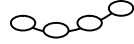
२) तज्ज्ञ : व्याख्यान सप्ताह

३) रांगोळी : धान्याची , फळे , फुले, भाजी यांची रांगोळी

४) साप्ताहिक परिपाठ

अभ्यासेतर कार्यक्रमांमध्ये

१) माझी वैयक्तिक कौशल्ये नेकलेस



२) माझी सामाजिक कौशल्ये नेकलेस



३) व्यसनाधिनता प्रतिबंधक , बेटी वाचवा – पथनाटय, भूमिका अभिनय, नाटिका

४) स्वाईन प्लू, एड्स, डेंग्यू इत्यादी आजारांबाबत प्रतिबंधक जनजागृती रॅली

प्रस्तुत संशोधनात सदर कार्यक्रमांचा समावेश करण्यात आला आहे.

कौशल्ये –

शिक्षणाच्या उद्दिष्टातील ज्ञान व कौशल्य यांचा घनिष्ठ संबंध आहे. आपल्या जीवनात अनेक प्रकारची कौशल्ये आपणास संपादन करावी लागतात. व त्याचप्रमाणात आपल्या मनोरचनेतही बदल होत असतो. कौशल्यामध्ये पुढील वैशिष्ट्ये नेहमी आढळून येतात.

१) विशिष्ट क्रियेकडे कमी अवधान

२) संकेत ज्ञान

३) प्रतिक्रियेची झटकन देवघेव होऊन हालचालीत दुरुस्ती

४) अधिक गती व समन्वय

५) बाह्य परिस्थिती निरपेक्ष कौशल्यातील स्थिरता .

कौशल्य अध्ययनातील पाय-या -

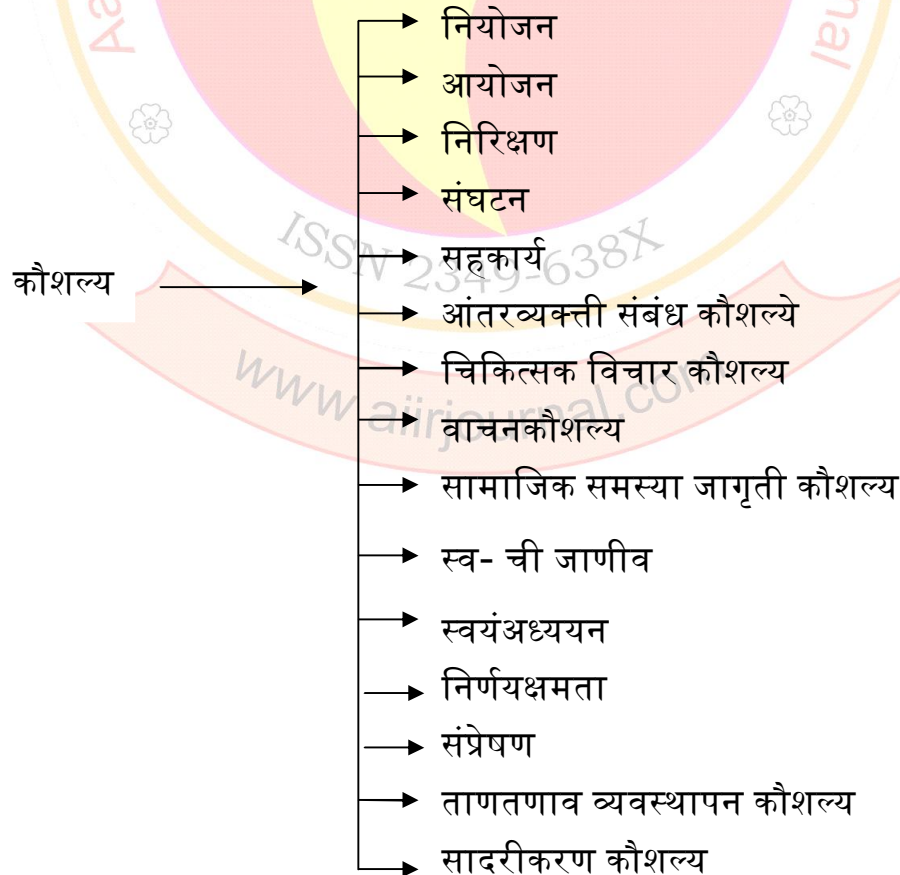
१) आकलन किंवा बोध

२) सरावाने कौशल्य संरचना

३) कालांतराने परिपक्वता

प्रस्तुत संशोधनासाठी पुढील कौशल्यांवर भर दिला आहे

प्रस्तुत संशोधनासाठी पुढील कौशल्यांवर भर दिला आहे



संशोधनाची उद्दिष्टे –

- 1) बी. एड. छात्राध्यापकांच्या कौशल्याच्या सद्यस्थितीचा अभ्यास करणे.
- 2) बी. एड. छात्राध्यापकांच्या कौशल्याविकासासाठी अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांची निवड करणे.
- 3) बी.एड. छात्राध्यापकांच्या कौशल्यविकासासाठी अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमानुसार कौशल्यांची निवड करणे.
- 4) बी.एड. छात्राध्यापकांमध्ये कौशल्य विकासासाठी अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांची अंमलबजावणी करणे.
- 5) बी.एड. छात्राध्यापकांमध्ये अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांच्या माध्यमातून होणा-या कौशल्य विकासाचा चिकित्सक अभ्यास करणे.

संशोधनाचे महत्त्व –

- 1) बी.एड. व डी.टी.एड. छात्राध्यापकांना अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांची माहिती होण्यासाठी प्रस्तुत संशोधन महत्त्वाचे आहे.
- 2) बी.एड. व डी.टी.एड. छात्राध्यापकांना छात्राध्यापकांचे कोणत्या कौशल्य विकासासाठी कोणते कार्यक्रम उपयुक्त ठरतात याचे ज्ञान होते.
- 3) शिक्षकप्रशिक्षक व छात्राध्यापक सहभाग यातून छात्राध्यापक कौशल्य विकास होतो याची जाणीव बी.एड., डी.टी.एड. छात्राध्यापक व शिक्षक प्रशिकांनाही होते.
- 4) शालेय विद्यार्थ्यांमधील कौशल्य विकासासाठी छात्राध्यापक प्रशिक्षित होतात. त्यामुळे शाळेच्या प्रगतीसाठी प्रस्तुत संशोधन उपयुक्त आहे.

संशोधनाची व्याप्ती व परिमर्यादा

1) संशोधनाची व्याप्ती –

प्रस्तुत संशोधन बी.एड., अभ्यासक्रमातील प्रात्यक्षिकाशी संबंधित आहे.

2) संशोधनाची परिमर्यादा –

- 1) प्रस्तुत संशोधन बी.एड. अभ्यासक्रमातील शालेय आंतरवासिता, EPC, सामाजिक बृद्धी कार्यक्रम, शाळा व नाविन्यपूर्ण अध्ययन अध्यापन केंद्राना भेटी या प्रात्याक्षिकांपुरते मर्यादित आहे.
- 2) प्रस्तुत संशोधन बी.एड. अभ्यासक्रमातील अभ्यासांतर्गत व अभ्यासेतर उपक्रमांपुरते मर्यादित आहे.

अभ्यासांतर्गत उपक्रम –

- 1) लिंगभाव समानता जनजागृती कार्यक्रम
- 2) व्याख्यान सप्ताह
- 3) धान्य , फळेफुले , भाजी – रांगोळी
- 4) सैनिक हो तुमच्यासाठी !

अभ्यासेतर उपक्रम –

- 1) माझी वैयक्तिक कौशल्ये नेकलेस
- 2) माझी सामाजिक कौशल्ये नेकलेस
- 3) व्यसनाधिनता प्रतिबंधक – बेटी बचाव - पथनाटय, भूमिका अभिनय, नाटिका
- 4) स्वाईन प्लू, एडस्, डेंग्यू इत्यादी आजारांबाबत प्रतिबंधक जनजागृती रॅली

प्रस्तुत संशोधन अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमानुसार पुढील कौशल्यांपुरते मर्यादित आहे.

१) नियोजन, आयोजन, सादरीकरण, निरीक्षण, संघटन, सहकार्य, चिकित्सक विचार, वाचन कौशल्य, सामाजिक समस्या जागृती कौशल्य, आंतरव्यक्ती संबंध कौशल्य, स्व-ची जाणीव, स्वयं अध्ययन, निर्णयक्षमता, संप्रेषण, ताणतणाव व्यवस्थापन कौशल्यांपुरते मर्यादित आहे.

2) प्रस्तुत संशोधन आचार्य जावडेकर शिक्षणशास्त्र महाविद्यालयातील सन २०१७ -२०१९ या वर्षातील छात्राध्यापकांपुरते मर्यादित आहे.

गृहीतक -

आचार्य जावडेकर शिक्षणशास्त्र महाविद्यालयातील प्रथम वर्ष बी.एड. छात्राध्यापकांमध्ये विविध कौशल्यांचे प्रमाण अल्प आहे.

संशोधन परिकल्पना -

बी.एड छात्राध्यापकांमध्ये अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांच्या माध्यमातून कौशल्य विकास होतो.

शून्य परिकल्पना -

बीएड छात्राध्यापकांच्या कौशल्य विकासावर अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमाचा कोणताही परिणाम होत नाही.

संशोधन पध्दती -

प्रस्तुत संशोधनासाठी संशोधिकेने सर्व्हेक्षण व प्रायोगिक संशोधन पध्दतीचा वापर केला आहे.

प्रायोगिक अभिकल्प - प्रस्तुत संशोधनासाठी संशोधिकेने एकल गट अभिकल्पाचा वापर केला आहे. तो पुढीलप्रमाणे -

—→ बीएड छात्राध्यापकांचे पडताळासूची व पदनिश्चयन श्रेणी वापरून विविध कार्यक्रमांद्वारे कौशल्य चाचणी अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांची अंमलबजावणी —→ बीएड छात्राध्यापकांमध्ये अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांच्या माध्यमातून झालेल्या कौशल्य विकासाचा अभ्यास —→ निष्कर्ष

संशोधन कार्य पध्दती -

बी. एड. प्रवेशित छात्राध्यापकांची प्रथम सत्रामधील विविध कार्यक्रम नियोजन, आयोजन, सादरीकरणावरून कौशल्यांच्या नोंदी पदनिश्चयन श्रेणी व पडताळा सूचीचा वापर करून गुणासहित केल्या प्रत्येक कौशल्याला स्वतंत्र गुण व प्रत्येक कार्यक्रमाला एकत्रित २५ गुण या प्रमाणे ४ कार्यक्रमांच्या १०० पैकी गुणांच्या नोंदी केल्या. मिळालेल्या माहितीचे संख्याशास्त्रीय विश्लेषण केले. या साधनांद्वारे छात्राध्यापकांमधील प्रत्येक कौशल्य गुणावरून कौशल्य प्रमाणांची नोंद केली.

संशोधिकेने पडताळासूची व पदनिश्चयन श्रेणीचा वापर अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमाच्या स्वरूपानुसार केला आहे.

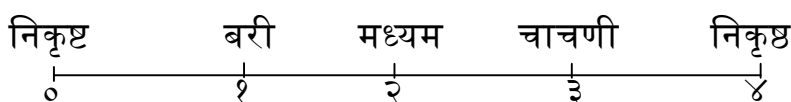
लिंगभाव समानता कार्यक्रम - पथनाट्य / नाटक

पडताळासूची

पडताळा पाहावयाचे घटक	गुण	छात्राध्यापक		
		अ	ब	क -----

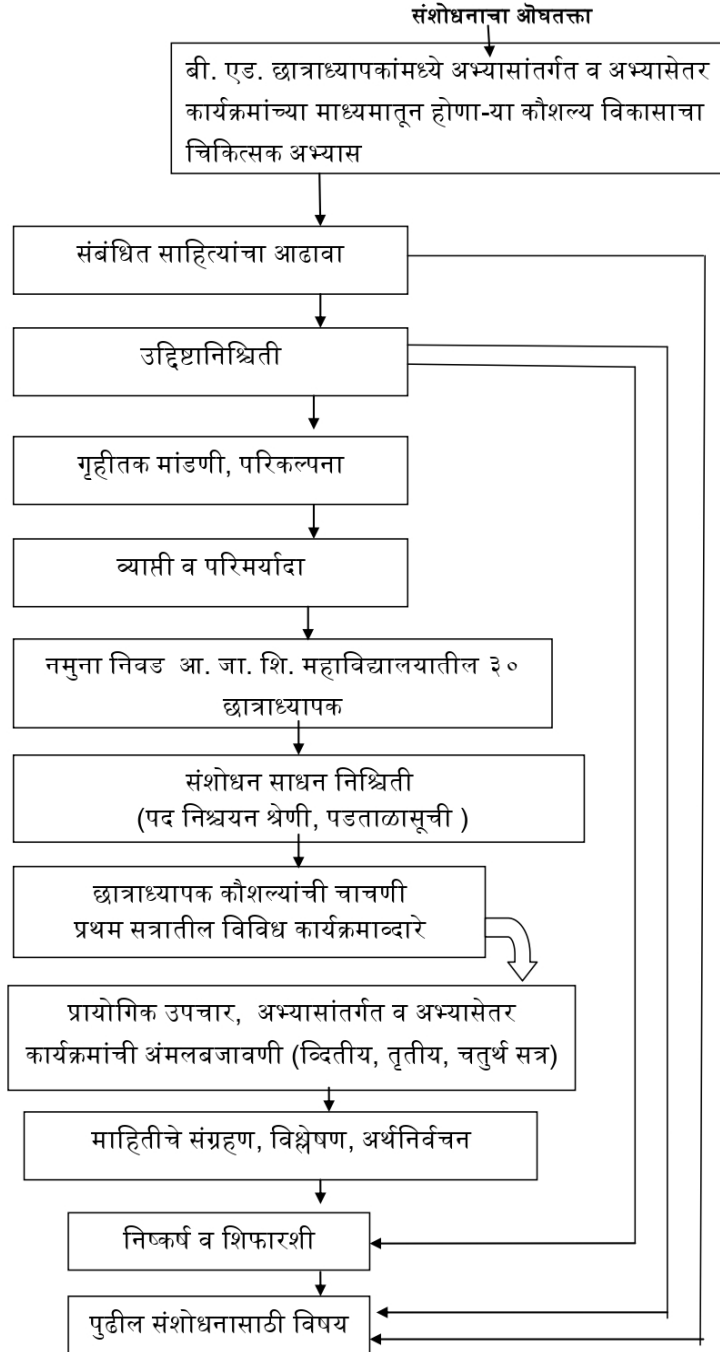
पदनिश्चयन श्रेणी - व्यसनाधिनता प्रतिबंधक कार्यक्रम (अभिनय / नाटक/ पथनाट्य)

विधान - छात्राध्यापकांची विविध पात्रानुरूप देहबोली आहे.



अशा प्रकारे पडताळासूची व पदनिश्चयन श्रेणीचा वापर करून छात्राध्यापकांच्या अभ्यासांतर्गत व अभ्यासेतर कार्यक्रम सहभागानुसार गुण दिले. एका कार्यक्रमाला २५ गुण याप्रमाणे अभ्यासांतर्गत कार्यक्रमाला १०० गुण व अभ्यासेतर कार्यक्रमाला १०० गुण दिले. २०० गुणांचे रुपांतर १०० गुणांमध्ये करून त्यावरून मध्यमान प्रमाणविचलन व 't' चाचणी मूल्य काढले. संकलित माहितीचे विश्लेषण व अर्थनिर्वचनानुसार निष्कर्ष मांडले.

संशोधिकेने प्रस्तुत संशोधन कार्यपद्धती संशोधनाच्या ओघतक्याद्वारे दर्शविली आहे.



संशोधन नमुना निवड –

प्रस्तुत संशोधनासाठी संशोधिकेने सहेतुक नमुना निवड पद्धतीचा वापर केला आहे. आचार्य जावडेकर शिक्षणशास्त्र महाविद्यालय, गारगोटी येथील व्दिवार्षिक बी. एड. च्या ३०(१००%) छात्राध्यापकाची निवड केली आहे.

संशोधनाची साधने –

प्रस्तुत संशोधनासाठी संशोधिकेने पुढील साधनांचा वापर केला आहे.

१) पदनिश्चयन श्रेणी - संशोधिका निर्मित

२) पडताळा सूची - संशोधिका निर्मित

संख्याशास्त्रीय साधने

मध्यमान, प्रमाणविचलन , 't' चाचणी

निष्कर्ष

उद्दिष्टानुसार निष्कर्ष पुढीलप्रमाणे-

उद्दिष्ट क्र. १

१) बी एड छात्राध्यापकांच्या कौशल्याच्या सद्यस्थितीचा अभ्यास करणे.

निष्कर्ष –

बी.एड. छात्राध्यापकांमध्ये

- १) कार्यक्रम नियोजन कौशल्याचे प्रमाण २५% आहे.
- २) कार्यक्रम आयोजन व संघटन कौशल्याचे प्रमाण २८% आहे.
- ३) कार्यक्रम निरीक्षणचे कौशल्य प्रमाण ३०% आहे.
- ४) कार्यक्रमांमध्ये सहकार्य करण्याचे कौशल्य १०% आहे.
- ५) आंतरव्यक्ती संबंध कौशल्य १०% आहे.
- ६) छात्राध्यापकांमध्ये संप्रेषण कौशल्य १४% आहे.
- ७) छात्राध्यापकांमध्ये निर्णयक्षमता १२% आहे.
- ८) छात्राध्यापकांमध्ये ताणतणाव व्यवस्थापन कौशल्य १०% आहे.
- ९) छात्राध्यापकांमध्ये सादरीकरण कौशल्य १५% आहे.
- १०) छात्राध्यापकांमध्ये चिकित्सक विचार कौशल्य २४% आहे.

उद्दिष्ट क्र. २ नुसार

बीएड छात्राध्यापकांच्या कौशल्य विकासासाठी अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांची निवड करणे.

निष्कर्ष –

बी.एड. छात्राध्यापकांच्या कौशल्याविकासासाठी अभ्यासांतर्गत व अभ्यासेतर कार्यक्रम निवड पुढील प्रमाणे केली.

अभ्यासांतर्गत उपक्रम –

- १) लिंगभाव समानता जनजागृती कार्यक्रम
- २) व्याख्यान सप्ताह
- ३) धान्य , फळेफुले , भाजी – रांगोळी
- ४) सैनिक हो तुमच्यासाठी !

अभ्यासेतर उपक्रम –

- १) माझी वैयक्तिक कौशल्ये नेकलेस
- २) माझी सामाजिक कौशल्ये नेकलेस
- ३) व्यसनाधिनता प्रतिबंधक – बेटी बचाव - पथनाटय, भूमिका अभिनय, नाटिका
- ४) स्वार्इन प्लू, एडस्, डेंग्यू इत्यादी आजारांबाबत प्रतिबंधक जनजागृती रॅली

उद्दिष्ट क्र. ३ नुसार

बीएड छात्राध्यापकांच्या कौशल्य विकासासाठी अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांनुसार कौशल्यांची निवड करणे.

निष्कर्ष-

बी.एड. छात्राध्यापकांच्या कौशल्य विकासासाठी अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांनुसार पुढील कौशल्यांची निवड केली.

नियोजन , आयोजन, निरीक्षण, संघटन, सहकार्य, आंतरव्यक्ती संबंध कौशल्ये , चिकित्सक विचार कौशल्य , वाचनकौशल्य, सामाजिक समस्या जागृती कौशल्य, स्व- ची जाणीव, स्वयंअध्ययन , निर्णयक्षमता , संप्रेषण , ताणतणाव व्यवस्थापन कौशल्य, सादरीकरण कौशल्य.

उद्दिष्ट क्र. ४ व ५ नुसार

उद्दिष्ट क्र. ४

बी. एड. छात्राध्यापकांमध्ये कौशल्य विकासासाठी अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांची अंमलबजावणी करणे.

उद्दिष्ट क्र. ५

बी.एड. छात्राध्यापकांमध्ये कौशल्य विकासासाठी अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांच्या मध्यमातून होणा-या कौशल्य विकासांचा चिकित्सक अभ्यास करणे.

निष्कर्ष

बी.एड. छात्राध्यापकांमध्ये अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांच्या अंमलबजावणी नंतर छात्राध्यापकातील कौशल्यांचे प्रमाण पुढील प्रमाणे

बी.एड. छात्राध्यापकांमध्ये -

- १) कार्यक्रम नियोजन कौशल्याचे प्रमाण ६९% आहे.
- २) कार्यक्रम आयोजन व संघटन कौशल्याचे प्रमाण ७०% आहे.
- ३) कार्यक्रम निरीक्षणचे कौशल्य प्रमाण ७८% आहे.
- ४) कार्यक्रमांमध्ये सहकार्य करण्याचे कौशल्य ८० % आहे.
- ५) आंतरव्यक्ती संबंध कौशल्य ८४% आहे.
- ६) छात्राध्यापकांमध्ये संप्रेषण कौशल्य ८०% आहे.
- ७) छात्राध्यापकांमध्ये निर्णयक्षमता ६२ % आहे.
- ८) छात्राध्यापकांमध्ये ताणतणाव व्यवस्थापन कौशल्य ७०% आहे.
- ९) छात्राध्यापकांमध्ये सादरीकरण कौशल्य ८४ % आहे.
- १०) छात्राध्यापकांमध्ये चिकित्सक विचार कौशल्य ८१ % आहे.

बी.एड. छात्राध्यापकांमध्ये प्रथम सत्रातील विविध कार्यक्रमाद्वारे कौशल्य सद्यस्थिती नुसार मिळालेले गुण व कौशल्य विकासासाठी अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांच्या अंमलबजावणी नंतर मिळालेल्या गुणांनुसार सदर कार्यक्रमांच्या माध्यमातून होणा-या कौशल्य विकासावर धनात्मक परिणाम दिसून येतो.

छात्राध्यापकांच्या प्रथम सत्रातील विविध कार्यक्रम अंतर्गत कौशल्य चाचणीतील गुणानुसार (विविध कार्यक्रमाद्वारे) व छात्राध्यापकांच्या अभ्यासांतर्गत व अभ्यासेतर कार्यक्रम अंमलबजावणी नंतर कौशल्य विकासाच्या कार्यक्रमातील एकत्रित गुणांनुसार संख्याशास्त्रीय विश्लेषण पुढीलप्रमाणे -

	छात्राध्यापकांच्या प्रथम सत्रातील कौशल्य चाचणीतील गुणानुसार (विविध कार्यक्रमाद्वारे)	छात्राध्यापकांच्या अभ्यासांतर्गत व अभ्यासेतरकार्यक्रम अंमलबजावणी नंतरचा कौशल्य विकासानंतरच्या गुणानुसार
मध्यमान	२९.०३	६७.०२
प्रमाण विचलन	०६.२५	१०.४३
t चाचणी	प्राप्त t = १७.१८	, पत्रक t = २.०४३

प्राप्त t (१७.१८) > पत्रक t (२.०४३)

∴ शून्य परिकल्पनेचा त्याग करावा लागेल.

निष्कर्ष

बी. एड. छात्राध्यापकांच्या कौशल्य विकासावर अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांचा धनात्मक परिणाम दिसून आला.

संशोधनासाठी शिफारशी

- १) बी.एड. छात्राध्यापकांसाठी महाविद्यालयात अभ्यासांतर्गत व अभ्यासेतर विविध कार्यक्रमांचे आयोजन करून त्यांच्या कौशल्या विकासासाठी संधी प्राप्त करून द्यावी
- २) छात्राध्यापकांना सदर कार्यक्रमांच्या मूल्यमापन घटकांची माहिती देऊन त्यांना कार्यक्रम राबविण्याची संधी द्यावी.
- ३) सदर कार्यक्रमातून कौशल्यवृद्धी झालेल्या छात्राध्यापकांना बक्षिस देऊन प्रोत्साहित करावे.

पुढील संशोधनासाठी विषय-

- १) डी.टी.एड. छात्राध्यापकांच्या विविध कौशल्य विकासासाठी अभ्यासेतर कार्यक्रमांची परिणामकारकतेचा अभ्यास
- २) डी.टी.एड. छात्राध्यापकांच्या मूल्य विकासासाठी अभ्यासपूरक कार्यक्रमांच्या परिणाम कारकतेचा अभ्यास
- ३) डी.टी.एड. छात्राध्यापकांमधील जीवनकौशल्ये, मूल्यांच्या सद्यस्थितीचा चिकित्सक अभ्यास

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उच्च शिक्षणातील अभ्यासपूरक कार्यक्रमाचे महत्त्व

डॉ.सौ. वर्षा यशोधन पाटील

(होमसायन्स विभाग प्रमुख)

मालती वसंतदादा पाटील कन्या महाविद्यालय, इस्लामपूर
ता.वाळवा जि.सांगली

गोषवारा

सुसंस्कारित जीवन जगण्यासाठी समाजात कुशलतेने आणि यशस्वीपणाने वावरण्यासाठी प्रयत्नपूर्वक दिलेल्या शिक्षणाची आवश्यकता आहे. दैनंदिन व्यवहार, जीवन व्यतित करण्यासाठी व्यवसाय, सामाजिक, सांस्कृतिक व नैतिक परंपराचा स्वीकार केला जाण्यासाठी शिक्षण संस्थांच्या मार्फत नवीन पिढीला शिक्षण देण्यासाठी व्यवस्था हवी असते. त्या दृष्टीने महाविद्यालयातील अभ्यासपूरक उपक्रमांची उपयुक्तता वाटते.

महाविद्यालयीन जीवनात अभ्यासपूरक उपक्रमांना महत्त्वाचे स्थान आहे. विद्यार्थ्यांच्या मनावरील ताण कमी करून त्यांचे व्यक्तिमत्त्वास आकार देण्यासाठी अशा उपक्रमांची गरज असते. या उपक्रमात बौद्धिक आणि सांस्कृतिक कार्यक्रमाचा अंतर्भाव होतो. विद्यार्थ्यांमधील सूक्ष्म गुणांचा विचार करून त्यांचा सर्वांगीण विकास घडवून आणण्यासाठी प्रत्येक शिक्षणसंस्था सतत प्रयत्नशील असणे आवश्यक आहे. पुस्तुत शोधनिबंधात या अभ्यासपूरक उपक्रमाचे विद्यार्थ्यांच्या विकासातील महत्त्व, उद्दिष्टे, प्रकार स्पष्ट केले आहेत. शोध संज्ञा शिक्षण, अभ्यासपूरक उपक्रम, शारीरिक, मानसिक, नैतिक, सामाजिक, सृजनात्मक, सांस्कृतिक विकास, फावलावेळ.

प्रस्तावना

शिक्षणाविषयी आज सर्वत्र आस्था वाढत आहे. जीवन-समृद्धीसाठी शिक्षणाची गरज सर्वांना आहे. शिक्षणाची गजर प्राचीन काळातही समाजाला व राष्ट्रांना होती व ते देण्याच्या वेगळ्या पध्दती होत्याच, मुख्यतः समाजसुधारेणसाठी व समाज परंपरा अखंड टिकविण्यासाठी एक महत्त्वाचे साधन म्हणून शिक्षणाकडे पाहिले जात होते. संस्कृतिसंक्रमणाचे कार्य शिक्षणाद्वारा होत असते. समाज जीवनाप्रमाणेच शिक्षण ही व्यक्ति जीवनाचीही गजर आहेच शिक्षण संस्कारामुळे व्यक्तिचा विकास होतो; व्यक्ती समाजाचा घटक बनते व आपल्या जीवनाचे सार्थक करू पाहते. व्यापक अर्थाने शिक्षणाचे कार्य घरी-दारी सर्वत्र चालू असते. प्राचीन काळात व अविकसित समाजात शिक्षणाचे कार्य अनौपचारिक पध्दतीने चाले. त्यातूनच केवळ शिक्षणाचे, ज्ञानदानाचे व व्यक्तित्व विकासाचे कार्य स्वतंत्रपणे करणा-या यंत्रणेची गरज निर्माण झाली आणि शाळा ही एक सामाजिक संस्था निर्माण झाली. शिक्षणाच्या कार्यात शिष्य, शिक्षक, अभ्यासक्रम व परिसर असे चार प्रमुख घटक बनले.

शिक्षणाची व्याख्या -

- प्लेटो यांच्या मते, “प्रत्येक माणसात विशिष्ट प्रमाणात जन्मजात अशा शक्ती असतात त्यांना जागृत करून पूर्णत्वाप्रत नेणे म्हणजे शिक्षण.”
- महात्मा गांधीजींच्या मते, “माणसाच्या शारीरिक मानसिक व आध्यात्मिक अंगामधील उत्कृष्टतेचा विकास आणि अभिव्यक्ती म्हणजे शिक्षण.” प्रचलित अशी शिक्षणाची सुटसुटीत व्याख्या म्हणजे - “व्यक्तिमत्त्वाचा सर्वांगीण विकास म्हणजे शिक्षण.”

शिक्षणाची व्यापक उद्दिष्टे म्हणजे माणसाला ‘माणूस’ बनविणे, चारिष्यसंवर्धन करणे, जीवनविषयक दृष्टी निर्माण करणे, ही होय. या उद्दिष्टांचा व विद्यार्थ्यांच्या मानसशास्त्राचा जसजसा विचार होऊ लागला तसतसे नागरिकत्वाचे शिक्षण, चारिष्यसंवर्धन, व्यक्तिमत्त्वाचा विकास फावल्या वेळेच्या सधुपयोगासाठी शिक्षण या संकल्पना पुढे आल्या. बौद्धिक विकासाबरोबरच भावनिक विकास, सामाजिक विकास, सौंदर्याभिरुचीची जोपासना व रसिकतेचे संवर्धन या गोष्टींचे महत्त्व लक्षात येऊ लागले व त्याकडे लक्ष पुरविण्यास आरंभ झाला. तसेच मुदलीयार आयोगाने (1952-53) आपल्या अहवालात चारिष्यसंवर्धनाच्या शिक्षणासाठी जे विविध कार्यक्रम सुचवले त्यात अभ्यासपूरक उपक्रमांना महत्त्वाचे स्थान दिले आहे. यानुसार ठेवण्यात येवू

आजपर्यंत महाविद्यालयात अभ्यासपूरक उपक्रम राबविले जात नव्हते असे नाही. सांस्कृतिक कार्यक्रम, स्पर्धा, हस्तलिखिते, सहली, स्नेहसंमेलन आदी कार्यक्रम महाविद्यालयात दरवर्षी साजरे होतच असत. परंतु अशा कार्यक्रमाचे वर्णन 'अभ्यासेत्तर कार्यक्रम' (Extra Curricular Activities) या शब्दात केले जाई. हे सर्व कार्यक्रम 'Extra' आहेत. अभ्यासाच्या दृष्टीने त्यांना विशेष महत्त्व नाही हीच सर्वांची भावना होती. एवढेच नव्हे तर अशा कार्यक्रमांचे प्रमाण वाढले तर या कार्यक्रमांमुळे विद्यार्थ्यांचा अभ्यास बुडतो, त्यात विद्यार्थी व शिक्षक या दोघांचाही वेळ वाया जातो. त्यामुळे अभ्यासक्रम पूर्ण होत नाही इत्यादी तक्रारी शिक्षक व पालक यांच्याकडून अनेकदा केल्या जात. अर्थात पाठ्यपुस्तकांचा अभ्यास हेच एकमेव उद्दिष्ट व त्या दृष्टीने परीक्षेची तयारी हेच अध्यापन हा दृष्टीकोन विचारात घेतल्यास या तक्रारी ख-याच होत्या. पुढे विद्यार्थ्यांच्या अनेकविध प्रवृत्तींच्या, निवडीच्या, कला कौशल्यांच्या विकासासाठी अशा कार्यक्रमांची शाळामधून आवश्यकता आहे असे शिक्षण शास्त्रज्ञांकडून वेळोवेळी सांगण्यात आल्यामुळे या उपक्रमाचे प्रमाण वाढू लागले. तरी देखील अभ्यासाच्या दृष्टीने, विषयांच्या अभ्यासक्रमांच्या दृष्टीने त्यांना महत्त्व नसल्यामुळे शिक्षकही तिकडे फारसे लक्ष देत नसत हे उपक्रम केवळ उपचार म्हणून साजरे होत. परंतु आज परिस्थिती बदलती आहे.

अभ्यासपूरक उपक्रम म्हणजे दुसरे तिसरे काही नसून पाठयेतर, पुस्तकेतर किंवा वर्गबाह्य अध्ययनानुभाव! मात्र हे उपक्रम आता 'अभ्यासेत्तर' तर राहिले नाहीतच परंतु 'अभ्यासपूरक' देखील म्हणणे बरोबर होणार नाही. ते अभ्यासात्मक किंवा अभ्यासांतर्गत आले आहेत. अभ्यासक्रमाचा व अध्यापनाचा अविभाज्य व अभिन्न घटक बनले आहेत.

अभ्यासपूरक उपक्रम

आजच्या शिक्षणाचा उद्देश फक्त मानसिक, बौद्धिक, नैतिक, सामाजिक, सृजनात्मक विकास आहे. म्हणूनच अभ्यासक्रम व पाठ्यपुस्तकासोबत अभ्यासपूरक कार्यक्रमाची आवश्यकता आहे.

माध्यमिक शिक्षण आयोगाने पुढील प्रमाणे व्याख्या केली आहे.

“शाळा हे केवळ औपचारिक शिक्षण देणारे केंद्रच नाही तर अशाप्रकारे मूर्त बदल होण्यासाठी प्रशिक्षित करून विद्यार्थ्यांना सन्मानपूर्ण राहण्याचे शिक्षण देईल.”

हर्बर्ट स्पेन्सर यांच्या मते,

“अभ्यासपूरक कार्यक्रम यह बालक की शक्ति साभिप्राय है और प्रकृती प्रदत्त है। इस शक्ति को उचित प्रणालियों में टालना ही उचित है यही कारण है की, आजकल समवर्ती गतिविधियों का विभेद एवं अन्तर मिटता जा रहा है।”

वरील व्याख्या लक्षात घेता असे म्हणता येईल की, 'ज्या क्रिया, कृती केल्यामुळे विद्यार्थ्यांत शारीरिक, मानसिक, नैतिक, भावनिक विकास म्हणजेच सर्वांगीण विकास म्हणजेच सर्वांगीण विकास साधण्याचा हेतू पूर्ण होतो त्याला अभ्यासपूरक कार्यक्रम असे म्हणतात.”

अभ्यासपूरक उपक्रमाची उद्दिष्टे-

1. अभ्यासपूरक उपक्रमांतून विद्यार्थ्यांचा शारीरिक क्षमतांचा विकास करणे.
2. नागरिकत्वाचे शिक्षण देणे.
3. विद्यार्थ्यांमध्ये सहाकर्याने काम करण्याची वृत्ती निर्माण करावे.
4. विद्यार्थ्यांच्या चारिष्याचा विकास करणे.
5. विद्यार्थ्यांचे मानसिक स्वास्थ्य चांगले ठेवणे.
6. विद्यार्थ्यांमध्ये आत्मविश्वास निर्माण करणे.
7. विद्यार्थ्यांच्या सामाजिकरणास चालना देणे.
8. सौंदर्यात्मक दृष्टीचा विकास करणे.
9. सांस्कृतिक विकास करणे.
10. शिस्त निर्माण करणे.
11. विचारशक्तीचा विकास करणे.
12. फावल्या वेळेचा सदोपयोग करणे.

अभ्यासपूरक उपक्रमांचे महत्त्व व आवश्यकता- अभ्यासपूरक उपक्रमांचे महत्त्व विचारात घेता खालील गोष्टी लक्षात येतात.

1. शारीरिक महत्त्व

विद्यार्थ्यांच्या शारीरिक शक्तीचा विकास याद्वारा होतो. याचे फलस्वरूप शरीराचा संतुलित विकास होतो. प्रत्येक प्रकारच्या भौतिक व शारीरिक क्रिया उदा. खेळ, क्रीडा इ. स्वरूप शरीरासाठी आवश्यक असते. त्यातच शक्ती, सहनशीलता, योग्य स्वभाव भावना जागृत होतात की, ज्या द्वारा व्यक्तिगत व व्यावसायिक जीवनात प्रसन्नता निर्माण होते. उदा. विविध मैदानी खेळ.

2. मनोवैज्ञानिक महत्त्व

या कार्यक्रमाद्वारा अन्तः प्रेरणेची अभिव्यक्ती होते जर योग्य वाट या प्रेरणांना मिळाली नाही तर कोणत्याही उपद्रवाचे कारण बनते. युवावस्थेतील शक्तीच्या विकासासाठी या क्रिया आवश्यक आहे. प्रत्येक विद्यार्थी त्याच अभिरूचीनुसार कार्यक्रम निवडू शकतो. अभ्यासक्रमासोबतच कार्यक्रम पार पाडल्याने मानसिक संतुलनचांगले राहते. उदा. विविध कलागुण, प्रदर्शने, कार्यक्रम, स्नेहसंमेलन.

3. नैतिक महत्त्व

या कार्यक्रमांमुळे विद्यार्थ्यांला समुहाप्रती आज्ञापालनाची सवय असते. सत्य, प्रेम, अहिंसा आणि न्यायाची भावना याद्वारा निर्माण होते. खेळाच्या मैदानावर खेळाडूचे गुण प्रदर्शित होते. नैतिक चारित्र्य व अनुभवाची पूर्ती करण्यासाठी हे कार्यक्रम उपयोगी आहेत. खेळाचा प्रबंध करणे, महोत्सव करणे, सभेमध्ये पद भूषविणे, स्वयंशासन चालविणे यामुळे आत्मविश्वास, नेतृत्वाचे गुण विद्यार्थ्यांत निर्माण होतात. उदा. NSS, NCC,, Sports, परिसंवाद, कार्यशाळा

4. साहित्यिक महत्त्व

साहित्यिक महत्त्व दोन प्रकारचे आहे. 1. मौखिक 2. महात्मक प्रत्येक विषयाची पूर्तता प्रयोगात्मक कार्याद्वारा करण्याची आवश्यकता आहे. भूगोल, विज्ञानाचे मौखिक कार्य, पुस्तक निरीक्षण, निसर्ग अध्यायन इ. संबंधी प्रयोगात्मक याद्वारा पूर्ण केले जाते. विज्ञानासंबंधित कार्यांने वैज्ञानिक दृष्टिकोन परिपुष्ट होऊ शकतो. उदा. निबंधस्पर्धा, काव्यवाचन, भित्तिपत्रिका, शब्दतरंग

5. नागरिक महत्त्व

स्वयंशासन, स्कूलपंचायत, संगठन, महोत्सव इत्यादीमुळे नागरिक शिक्षणाचे अनुभव देऊन लोकतंत्रात्मक महत्त्व समजले जाते. मानव व समाज यांचा पारंपारिक संबंध काय आहे याची माहिती होऊ शकते. ते आपले अधिकार समजून घेऊ शकतात. वास्तविक शाळा हे एक समाजाचे छोटे रूप आहे त्यामुळेच येथील प्रत्येक कार्य, कार्यक्रम समाजाशी संबंधित होऊ शकले पाहिजे. उदा. NSS, NCC, पथनाट्य, कार्यशाळा, परिसंवाद

6. सामाजिक महत्त्व

या कार्यक्रमाद्वारा समाजासंबंधित अनेक गोष्टींचा परिचय करून दिला जातो. सामूहिक रूपात आदानप्रदान करतांना यथार्थ सहकारिता भावना शिकली जाते. दुसऱ्याला मदत करणे, शुध्द आचरण करणे, समुहाप्रती कर्तव्यशीलतेच्या भावनेनी ओत-प्रोत होऊन शाळा आणि राष्ट्रासंबंधी सर्व कर्तव्याला जाणून घेतले जाते. राष्ट्रीयत्वाची भावना वाढीस लावली जाते. या प्रकारच्या प्रशिक्षणाद्वारा या कार्यक्रमापासून - फर्स्ट एड, रेडक्रॉस, श्रमदान, ग्रामोदयान, सामूहिक रूपात अन्न शिजविणे, खाणे-पिणे इ. संबंधी गोष्टी शिकविल्या जातात. उदा. राष्ट्रीय सेवा योजना विविध, राष्ट्रीय सण, प्रबोधनात्मक रॅली

7. सौंदर्यात्मक अथवा रसात्मक महत्त्व

‘किट्स’ म्हणतात “सौंदर्यपूर्ण वस्तू नेहमी सुखदायी असते.” या भावनात्मक बोधाशिवाय विद्यार्थी मंद व मूर्ख राहू शकतो. चित्रकला, मुर्तिकला, मातीचे खेळणे बनविणे. कार्डबोर्ड बनविणे इ. अनेक प्रकारचे मॉडेल रसात्मक अनुभूतीनिर्माण करतात. संगीत, नृत्य, ललित कला, संबंधित कार्यक्रम विद्यार्थ्यांचे व्यक्तिमत्व उभारून रसात्मक अनुभूतीविकसित करते. उदा. सांस्कृतिक कार्यक्रम, विविध करिअर ऑरिएन्टेड कोर्सेस

8. सांस्कृतिक महत्त्व

या क्रियाद्वारा सांस्कृतिक परंपरा समजण्यास मदत होते. नाटक, दृष्यविधान, लोकनृत्य, लोकसंगीत, वैविध्य प्रदर्शनी, धार्मिक व सामाजिक उत्सव इ. कार्यक्रम पार पाडल्याने विशेष सुविधा प्राप्त होते. सांस्कृतिक अभिरूची, सांस्कृतिक महत्त्व निर्माण होते. उदा. युवा महोत्सव

9. मनोरंजनपूरकमहत्त्व

कार्यक्रम पार पाडल्याने शाळेतील फुरसतीच्या वेळेचा उपयोग होतो. बौद्धिक व नैतिक स्वास्थ्य संबंधित मनोरंजनाचा उपयोग होऊ शकतो हे शिकविण्याची आवश्यकता आहे. यात विद्यार्थी अधिक अभिरूची घेतात. मुहियुद्दिन म्हणतात, शिल्प व प्रिय खेळाद्वारा शाळेत स्वच्छंद व रचात्मक कार्यक्रमाचे प्रवर्तन केले जाते. या कार्यक्रमाचे महत्वपूर्ण कार्य म्हणजे परिपुष्ट, प्रसन्न जीवन बनविणे इत्यादी.” उदा. अभ्यास भेटी, सहली.

10. अनुशासनात्मक महत्त्व

या कार्यक्रमाद्वारा विद्यार्थी अनुशासन शिकतो. कार्यक्रमाशी संबंधित नियमांचे पालन केल्यामुळे तो स्वतः वर नियंत्रण ठेवायला शिकतो.

कार्यक्रमाविरहीत शाळा नेहमी सैतानी क्रियांना जन्म देते असे म्हटले जाते. कार्यक्रमाची शिफारस करित असतांना माध्यमिक शिक्षण आयोगानी म्हटले आहे की कार्यक्रमाचा विधिपूर्वक उपयोग केल्यामुळे प्रेरणा मिळते शाळेतील प्रत्येक फुरसतीच्या वेळेच्या सदुपयोग होऊ शकतो.

सारांश

थोडक्यात विद्यार्थ्यांचा सर्वांगीण विकास साधणे हे शिक्षणाचे सर्वमान्य ध्येय आहे. सर्वांगीण विकासामध्ये शरीर, मन बुद्धी व आत्मा यांचा विकास अपेक्षित आहे. शरीर, मन, बुद्धी व आत्मा हे सर्व विद्यार्थ्यांच्या व्यक्तिमत्त्वाचे घटक आहेत. परंतु प्रत्येक विद्यार्थी शरीर, मन, बुद्धी व आत्मा यांच्या बाबतीत भिन्न असतो. त्याच्या विकासाची सदयःस्थिती व विकसनक्षमता ही प्रत्येकाच्या बाबतीत भिन्न असते. त्यामुळे एका विशिष्ट बाबतीत किंवा एका विशिष्ट पध्दतीने सर्वांचा सारखा विकास साधणे शक्य होत नाही. त्यामुळे विद्यार्थ्यांत असलेल्या विविध शारीरिक, मानसिक, बौद्धिक व आत्मिक क्षमतांच्या प्रकटीकरणाकरिता व विकासाकरिता संधी व मार्गदर्शन उपलब्ध करून देणे हे आवश्यक ठरते. याकरिताच विविध अभ्यासपूरक कार्यक्रम आखावे लागतात व ते क्रियान्वित करावे लागतात.

महाविद्यालयात प्रत्येक विषयात जे शिकविण्यात येते त्याची अभिवृद्धी ज्या कार्यक्रमांतून होते व ज्या कार्यक्रमांतून या अभिवृद्धीचे प्रकटीकरण होते अशा सर्व कार्यक्रमांना अभ्यासपूरक कार्यक्रम म्हणता येईल. उदाहरणार्थ, शाळेत मातृभाषा शिकविण्यात येते. त्यात गद्यपाठातून अनेक उतारे, गोष्टी व पद्यपाठातून काही पद्यांशांचा अभ्यास केला जातो. हा झाला अभ्यास परंतु विद्यार्थी हे उतारे ज्या लेखातून वा पुस्तकातून घेतले आहेत. पद्यांश ज्या कवितांतून घेतले आहेत त्याचे वाचन करतो व आपल्या भाषाविषयक ज्ञानाची वृद्धी करतो. हा झाला पूरक कार्यक्रमाचा भाग. असे वाचन त्याने करावे म्हणून अशी पुस्तके ग्रंथालयातून उपलब्ध करून देणे, त्या वाचनासंबंधी लेखनासंबंधी या काव्यगायनासंबंधी स्पर्धा ठेवणे, इत्यादी गोष्टी या अभ्यासपूरक कार्यक्रमाचा भाग ठरतील. हीच गोष्ट अन्य विषयांच्या बाबतीतही आहे.

अभ्यासपूरक कार्यक्रमांच्या बाबतीत एक गोष्ट लक्षात ठेवावयास हवी की, हे कार्यक्रम सर्व विद्यार्थ्यांकरिता सक्तीचे असू नयेत. ज्या विद्यार्थ्यांना या विषयात अधिक रूची असते अशा विद्यार्थ्यांकरिताच हे अभ्यासपूरक कार्यक्रम उपयुक्त असतात व त्यांचा विकास व अभिवृद्धी साधणारे असतात. तेवढ्या अपेक्षेनेच या कार्यक्रमांकडे पहावे. विद्यार्थ्यांना ज्या कार्यक्रमात रस असेल ते विद्यालयात उपलब्ध होतील हे प्राचार्यांनी पाहावे.

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उच्च शिक्षणाचे बदलते स्वरूप व नॅकची भूमिका

सौ उर्मिला राजेंद्र कदम
ग्रंथपाल,
कमला कॉलेज, कोल्हापूर

प्रास्ताविक –

आज जागतिक पातळीवर निरनिराळी विद्यापीठे, महाविद्यालये व व्यवसायिक शिक्षण देणाऱ्या अनेक संस्था कार्यरत आहेत. या संस्थांमध्ये विविध विषयांवर अनेक संशोधने होत आहेत आणि या संशोधनाचा वापर मानवी जीवन सुखकर व सुलभ होण्यासाठी करता येईल याचेसाठी विविध स्तरावर प्रयत्न चालू आहेत. मानवी जीवन समृद्ध करणे हा एकमेव उद्देश या मागे आहे. त्यासाठी सर्व प्रकारची माहिती कोणालाही चटकन उपलब्ध होणे आवश्यक आहे व त्यादृष्टीने जगातील शैक्षणिक संस्था त्यांची गुणवत्ता, उपयुक्तता, चालू असलेले कार्य या सर्वांचे शास्त्रीय मुल्यांकन होऊन माहिती त्वरीत देण्यासाठी जागतिक स्तरावर निश्चित यंत्रणा निर्माण होत आहे यामध्ये भारताला सहभागी व्हावेच लागेल व स्वतःची गुणवत्ता सिद्ध करवी लागेल याची जाणीव डॉ. होमी भाभा, डॉ. अब्दुल कलाम, डॉ. कस्तुरी रंगनाथान डॉ. जयंत नारळीकर, डॉ. गोवारीकर, डॉ. माशेलकर अशा जागतिक किर्ती प्राप्त केलेल्या शास्त्रज्ञाना, वैज्ञानिकांना, संशोधकांना, विचारवंताना झालेली आहे त्यामुळे नव्या जागतिक संदर्भातील सर्वप्रकारच्या आव्हानांना, बदलांना सामोरे जाऊन आपली गुणवत्ता सिद्ध करून आपला देश जागतिक महासत्ता म्हणून ओळखला जावा यासाठीचे राष्ट्रीय पातळीवर प्रयत्न सुरूच आहेत. विविध क्षेत्रातील आपली गुणवत्ता सिद्ध करून सातत्याने आपले वैभवशाली स्थान जामच्या नकाशावर निर्माण करून टिकवावे लागणार आहे. या सगळ्यांमध्ये महत्त्वाचे प्रयत्न म्हणजे आपल्या शैक्षणिक क्षेत्रातील प्रचलित, पारंपारिक, कालबाह्य भाग वजा करून नवीन आशयसंपन्न, जबाबदारी निश्चित करणारा, अपेक्षित परिणाम मिळवून देणारा जागतिक स्तरावर गुणवत्तेत अग्रेसर राखणारा भाग आपल्याला आणावा लागणार आहे या गरजेतूनच राष्ट्रीय मुल्यमापन व आधीस्वीकृती परिषद, बंगलोर (National Assessment & Accreditation Council , Bangalore, NAAC) या संस्थेची स्थापना झाली.

उच्च शिक्षणाचे बदलते स्वरूप

आजच्या बदलत्या जीवनशैलीमुळे सर्वच क्षेत्रात सातत्याने व वेगाने बदल घडत आहेत. विविध घटकांचा उच्च शिक्षणावर परिणाम होत आहे आणि व्यवस्थापनातील अंतविरोधामुळे उच्च शिक्षण संस्थापुढे आर्थिक धोरणात्मक आणि प्रशासकीय आशी देशांतर्गत आव्हाने उभी असतानाच परदेशी विद्यापीठाची गुणवत्ता आणि व्यापारी क्षेत्रातील उलाढाल ही मोठी असून त्यात वाढ अपेक्षित आहे आणि म्हणूनच “शिक्षण सेवा” ही जागतिक स्तरावर मोठी “ उद्योग संधी” म्हणून ओळखली जाते. बाहेरच्या देशातून शिक्षण घेण्यासाठी विद्यार्थी येणाऱ्या यादीमध्ये पहिल्या २० देशांमध्ये सुद्धा आपल्या देशाचे नाव नाही म्हणूनच परदेशी विद्यार्थी बाजारपेठ आपल्याला मिळवता येत नाही तसेच आपल्या देशातील विद्यार्थी बाहेर परदेशात शिकण्यासाठी जाण्याची संख्या मोठी आहे. म्हणजेच परदेशी विद्यार्थी आपल्या देशात येण्याबरोबरच आपले विद्यार्थी टिकवून ठेवण्याची मोठी जबाबदारी आपल्यावर आहे.

उच्च शिक्षणावर परिणाम करणारे विविध घटक

१. माहिती तंत्रज्ञानाची वाढ
२. ज्ञानशाखांमध्ये सतत होणारी वाढ व स्पर्धात्मक संशोधन
३. जागतिकीकरण, उदारीकरण, खाजगीकरण आणि व्यापारीकरण प्रक्रिया
४. कमी होणारे आर्थिक अनुदान
५. जागतिक स्पर्धा आणि विद्यार्थी, पालक आणि उद्योग व्यवसाय यांच्या उच्च शिक्षणाकडून असणाऱ्या मागण्या
६. नॅक कडून होणारे उच्च शिक्षणाचे मुल्यांकन
७. उच्च शिक्षण संस्थांचा सामाजिक विकासासाठी या पुढील करण्यात येणारा वाढता वापर

उच्च शिक्षण मुल्यांकनाचे जागतिक संदर्भ

उच्च शिक्षणाचे व्यापारीकरण होऊ घातले आहे त्यामुळे उच्च शिक्षणाची गुणवत्ता हा वादाचा विषय होत असून गुणवत्तेची सर्वसामान्य व्याख्या करणे कठीण झाले आहे. बाहेरच्या देशांमध्ये खूप पूर्वीपासूनच शिक्षण संस्थानी खाजगी स्तरावर व नंतर

शासकीय स्तरावर उच्च शिक्षणाच्या मूल्यांकनाची प्रक्रिया सुरु केली आहे. बदलत्या समाजाला ज्या ज्ञानाची आणि कौशल्याची गरज आहे ते ज्ञान आणि कौशल्ये विद्यार्थ्यांनी आत्मसात केलेली आहेत का आणि त्याचा प्रत्यक्ष किती वापर होतो यावरून त्या शैक्षणिक संस्थेचे मूल्यमापन करणे गरजेचे आहे सभोवतालच्या समाजाच्या प्रगतीचा विचार करून शिक्षण संस्थांनी सुविधा (Infrastructure) आणि साधने (Learning Resource) उपलब्ध करून दिली आहेत काय ? अभ्यासक्रम हा बदलत्या काळाशी आणि उद्दिष्टांशी सुसंगत आहे का विद्यार्थ्यांच्या सर्वांगीण विकासावर भर दिला जात आहे का या सर्वांचे मूल्यमापन होणे गरजेचे आहे भारतामध्ये १९५६ साली University Grants Commission ची कायदाने स्थापना करण्यात आली कै चिंतामणराव देशमुख हे त्या आयोगाचे पहिले अध्यक्ष होते विविध देशांतील मुल्यांकन करणाऱ्या विविध संस्थांच्या कार्यपद्धतीत एकवाक्यता आणून जागतिक स्तरावर सर्वमान्य आशी मुल्यांकन पद्धती ठरविण्यासाठी प्रयत्न झाले

आपापल्या देशांमध्ये शैक्षणिक गुणवत्ता वृद्धी व्हावी म्हणून शैक्षणिक गुणवत्तेचे मूल्यमापन सुरु केले १९७५-८० पासून या गोष्टीकडे सर्वांचे लक्ष लागून शैक्षणिक गुणवत्ता ठरविण्यासाठी नव- नव्या कसोट्या, मूल्यमापना साठी खाजगी संस्था सुरु झाल्या आशा संस्थांनाच EQAA (External Quality Assessment Agencies म्हणतात. आज जागतिक स्तरावर शैक्षणिक गुणवत्तेच्या मूल्यमापनाच्या संदर्भात व्यवस्थापन करणारी INQAAHE (International Network For Quality Assurance Agencies in Higher Education) ही आंतरराष्ट्रीय क्षेत्रातील मान्यताप्राप्त संस्था असून विशेष म्हणजे NAAC ही आपली संस्था या INQAAHE संस्थेच्या संस्थापक सदस्यांपैकी एक आहे शैक्षणिक क्षेत्रातील प्रचलीत, पारंपारिक, कालबाह्य भाग काढून, नव्या संदर्भातील आशयसंपन्न, जबाबदारी निश्चित करणारा, प्रत्यक्ष अपेक्षित परिणाम मिळवून देणारा, आर्थिकदृष्ट्या किफायतशीर होणारा व जागतिक स्तरावर सतत गुणवत्तेत अग्रेसर राखणारा भाग आणावा लागणार या गरजेतूनच NAAC या संस्थेची निर्मिती झाली. नॅक या संस्थेची १६ सप्टेंबर १९९४ रोजी कर्नाटक राज्याच्या कायदानुसार स्थापना झाली. तसेच विद्यापीठ अनुदान मंडळाच्या १९५६ च्या कायद्यातील विभाग ३ च्या कलम 12ccc प्रमाणे करण्यात आली आहे.

NAAC – National Assessment and Accreditation Council

सरकारी किंवा यु.जी.सी.चे अनुदान, शिक्षण संस्थाना मिळणाऱ्या देणग्या, विद्यार्थी पालक व जनसामान्यांतील शिक्षण संस्थेची प्रतिमा इ. अनेक महत्त्वाच्या गोष्टी नॅक कडून होणाऱ्या मुल्यांकनावर अवलंबून असतात पूर्वी नॅकने मूल्यमापनाच्या १० कसोट्या निश्चित केल्या होत्या आज त्या ७ आहेत. पूर्वी स्टार ची पद्धत होती आता ग्रेड सिस्टिम रूढ करण्यात आली. पहिल्या मूल्यमापनाला ५ वर्षे पूर्ण झाले कि शिक्षण संस्था दुसऱ्या मूल्यमापनास येतात या साठी २००५ मध्ये नॅक ने काही सुधारणा केल्या आहेत. गुणवत्ता सल्लागार समिती (Quality Advisory Committee), अंतर्गत गुणवत्ता हमी विभाग (International Quality Assurance Cell) आणि पूर्ण मुल्यांकन अहवाल (Reaccreditation Report – RAR) ही त्याची काही ठळक उदाहरणे आहेत. प्रत्येक संस्थेने आपला स्वयंमूल्यांकनाचा अहवाल (Self Study Report – SSR) नव्या पद्धतीने Reaccreditation Report – RAR) तयार करणे त्याचे स्वतःच SWOT Analysis करणे ते स्वतःच मूल्यमापन करणे ते कितपत खरे आहे. हे नॅक ने आधिस्वीकृती म्हणजे दर्जा प्रदान करणे अशी ही एकूण पारदर्शक व्यवस्था आहे.

नॅक च्या मूल्यमापनाच्या सात कसोट्या व त्यांची नवी गुणविभागणी

संस्थेची गुणवत्ता ठरविण्यासाठी नॅकने सात कसोट्या ठरविल्या आहेत. त्या सात कसोट्या म्हणजे

- १) अभ्यासक्रमांचे स्वरूप
- २) अध्ययन, अध्यापन आणि मूल्यमापन
- ३) संशोधन, सल्लासेवा व विस्तार कार्य (सामाजिक उपक्रमांतील सहभाग)
- ४) निकोप कार्यपद्धती/ संवादपूर्ण कार्यशैली चांगल्या प्रथा
- ५) विद्यार्थ्यांची प्रगती, विद्यार्थी कल्याण त्यासाठीचे उपक्रम
- ६) संस्थेचे संघटन आणि व्यवस्थापन
- ७) पायाभूत सुविधा व अध्ययन साधने

या सात कसोट्यांचे एकूण १००० गुण दिले जातात. प्रत्येक कसोटीची गुणविभागणी मूल्यमापनाचे युनिट विद्यापीठ महाविद्यालय, स्वायत्त महाविद्यालय यांच्या साठी वेगवेगळे ठरवले आहेत.

नॅक संस्थेची गुणवत्ता ठरवण्यासाठी पुढील सूत्राचा वापर करते

कसोटीचे गुण x कसोटीचा भार

शैक्षणिक संस्थेचे गुण= $\frac{\text{या प्रमाणे सातही कसोट्यांची बेरीज}}{\text{सात ही कसोट्याची भाराची बेरीज}}$

नॅकने प्रत्येक कसोटीमध्ये गुणवत्तादर्शक प्रमाणके आणि विधाने दिलेली आहेत. त्यातून ही गुणवत्ता कशास म्हणावयाचे कि त्या कसोटीत नेमकेपणाने काय आपेक्षित आहे याचे मापदंड किंवा त्यातील गुणवत्तादर्शक बाबी सखोल विचारांती निश्चि केल्या आहेत.

नॅकच्या पारंपारिक पद्धतीमध्ये बदल करून नवीन प्रणालीनुसार मुल्यांकन होणार आहे यापद्धती नुसार ६५% संगणक आणि गणित, ५% विद्यार्थ्यांकडून मिळालेल्या माहितीनुसार आणि ३०% पीअर टीमचे म्हणजे ६५%+३०%+५% = १००% आशी गुणदान पद्धती असणार आहे. आता विद्यार्थी प्रत्यक्ष व परस्पर समितीशी संपर्क करू शकतील. यापुढील मुल्यांकन ईमेल ने होणार आहे.

निष्कर्ष –

नॅकही परीक्षा नव्हे, शैक्षणिक प्रक्रिया आहे. नॅकमुळे शैक्षणिक जागृती अपेक्षित आहे बदललेले संदर्भ लक्षात घेऊन शिक्षण प्रणाली बदलायला हवी. भविष्याचे नियोजन करण्याची महाविद्यालयांना शैक्षणिक शिस्त लागेल. स्पर्धेमुळे स्पर्धेत टिकण्याची धडपड सुरु होईल. महाविद्यालयांना मिळणारा दर्जा ही त्यांची ऊर्जा ठरेल नॅकमुळे जास्तीत जास्त अनुदान मिळण्यास सुरुवात होईल. नवीन बदललेल्या प्रणालीमुळे मुल्यांकन अधिक पारदर्शक होण्यास मदत होणार आहे नॅकमुळे गुणवत्तावाढीसाठी जरी मदत होत असली तरीही ग्रामीण भागातील महाविद्यालयांची गुणवत्ता आपोआप वृद्धीगत होईल असे नाही. त्यासाठी महाविद्यालयांना स्वतः प्रयत्न करावे लागतील या गुणवत्ता वाढीसाठी अनेक अडचणी आहेत त्यामध्ये संस्थाचालक, प्राचार्य आणि शिक्षकवर्ग यांची मानसिकता, गुणवत्तावाढीसाठीची बौद्धिक क्षमता आणि आर्थिक पाठबळ हे घटक महत्वाचे आहेत.

उच्च शिक्षणातील आजच्या बऱ्याच समस्यांवर उपाय म्हणून स्वायत्त महाविद्यालयांची संकल्पना पुढे आली आहे उच्च शिक्षणाचे अनुदान बंद करण्याचे धोरण सरकारने यापूर्वीच जाहीर केले आहे आणि त्याची अंमलबजावणी ही सुरु आहे महाविद्यालये केवळ 'स्वायत्त' होऊन चालणार नाहीत तर ती आर्थिक दृष्ट्या स्वावलंबी असावयास हवीत आशी युजी.सी. आणि नॅक ची अपेक्षा आहे. गुणवत्ता, विश्वास, सहकार्यांचे वातावरण आणि योग्य अर्थपुरवठा यावरच स्वायत्त महाविद्यालये भरभराटीला येतात, परंतु नॅक कडून मुल्यांकन होणे ही 'स्वायत्त' होण्यासाठीची पहिली अट आहे. यापुढील काळ हा स्वायत्त महाविद्यालयांचा असणार आहे हे निश्चित. त्यासाठी उच्च शिक्षणाची गुणवत्ता आणि कठोर मुल्यांकन आवश्यक नव्हे तर अपरिहार्य आहे

अनौपचारिक शिक्षा :राष्ट्रीयसेवा योजना की भूमिका एवं चुनौतियाँ

डॉ. शोभा माणिक पवार
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प्रस्तावना:

राष्ट्रीयसेवा योजना युवा मामले एवं खेल मंत्रालय द्वारा संचालित एक केंद्रीय सरकारीयोजना है। जिसमें सामुदायिक सेवा गतिविधियों तथा कार्यक्रम द्वारा समाज में परिवर्तन की संभावना को बनाये रखना है। इस योजना की प्रमुख गतिविधियाँ इस प्रकार हैं।

- 1.राष्ट्रीय एकता शिबिर लेना .
- 2 साहसिक कार्यक्रम को करना .
- 3 गणतंत्र दिवस परेड शिबिर का नियोजन .तथा
- 4 राष्ट्रीय युवा महोत्सव।

एन.एस.एस.की भूमिका इस प्रकार है :---

1. जिस समुदाय में काम कर रहे हैं, उसे ठीक से जान लेना .
2. वहाँ के लोगों की समस्या को जानकर उसे सुलझाने के लिये उन्हें शामिल करना .
3. नागरिकों में कर्तव्य और जिम्मेदारी की भावना का विकास करना .
4. संकटकाल और प्राकृतिक आपदाओं से निपटने हेतु उनकी मानसिकता एवं क्षमता का विकास करना .
5. नेतृत्व गुणों का विकास करना .
6. स्वयं रोजगार हेतु विविध कौशल का निर्माण करना

यह सच है कि राष्ट्र हो या चरित्र उसके निर्माण में राष्ट्रीय सेवा योजना तथा राष्ट्रीय छात्र सेना का महत्व और योगदान उल्लेखनीय माना गया है। अतः राष्ट्र की चुनौतियों को समझने के पहले छात्र को खुद की चुनौतियाँ समझनी होंगी। भारत सरकार के उत्तर शिक्षा विभाग के अंतर्गत ये सारी योजनाएँ आती हैं। यह विभाग सालाना आर्थिक फंड के माध्यम से लगभग सभी महाविद्यालयों तथा विश्वविद्यालयों में यह योजना क्रियान्वित करती है। कालेज में राष्ट्रीय सेवा योजना के अधिकारी छात्रों का रजिस्ट्रेशन करते हैं। दो साल की अवधि में कुल 240 घंटे की सेवा उन्हें देनी होती है। **NOT ME BUT YOU** का ध्येय वाक्य लेकर स्वयंसेवक इसमें अपनी सहभागिता दर्शाता है। राष्ट्र के विकास के लिए प्रत्येक शिक्षण संस्थान की यह जिम्मेदारी बनती है कि वे अपने प्रत्येक छात्र को इस गतिविधि से जुड़ने के लिये प्रवृत्त करें। हम जनते हैं कि राष्ट्रीय सेवा योजना का मुख्य उद्देश्य ही एकता, अनुशासन एवं श्रमदान है। इसमें कई प्रकार की चुनौतियों को लेकर काम करना पड़ता है। शहरी भागों में संभवतः झोपडपट्टियों में यह विकास काम ध्यानपूर्वक करना होता है। वहाँ की चुनौतियाँ भिन्न प्रकार की होती हैं जैसे—सफाई को लेकर, आरोग्य को लेकर, स्त्री भ्रूण की हत्या को लेकर आदि।

ग्रामीण क्षेत्र में ऐसी कई चुनौतियाँ हैं। जिसके लिए राष्ट्रीय सेवा योजना के शिबीर बढीया उदाहरण साबित होते हैं। नई पिढी के युवकों को शिक्षा के प्रति रुचि, आरोग्य और रोजगार जैसे मुद्दों को लेकर ग्रामिणों से उनका रूबरू करवाकर चर्चा किया जाता है। घर-घर जाकर ग्रामवासियों से उनकी समस्या पर संवाद करके उपाय और काम करने का तरीका निकाला जाता है। फिर सरकारी स्तर पर इसका समाधान खोजा जाता है।

यह सच है कि शिबीर के मध्यम से चुने हुए गावों में जो अडचने सामने आती हैं उसे दूर करने के लिए विकल्प खोजने के प्रयास किए जाते हैं। इसके लिए शिबीर में नेतृत्व करनेवाले छात्रों का चयन किया जाता है फिर उन्हें विशेष पुरस्कार से सम्मानित भी किया जाता है ताकि काम के प्रति रुची बनी रहे साथ ही उन्हें प्रोत्साहन भी मिले।

कहना न होगा कि भारत सरकार की यह एक ऐसी योजना है जिसके अंतर्गत छात्र समाज की अनेक चुनौतियों का सामना करना सीख जाता है। एक उज्ज्वल भारत के निर्माण में अनौपचारिक शिक्षा का यह माध्यम अधिक प्रभावी सिद्ध होता है। जिसके कारण भविष्य में भी छात्र जीवन की अनेक चुनौतियों का सामना करना सीख लेता है। महाविद्यालयीन स्तर पर ऐसी कई चुनौतियों पर हमें काम करना पड़ता है जो इस प्रकार हैं ---

1. बढ़ती आबादी के कारण उपजी चुनौती .
2. शिक्षा संबंधी चुनौती
3. भोजन तथा स्वास्थ्य संबंधी चुनौती
4. पर्यावरण को प्रदूषण से बचाने की चुनौती.
5. समाजिक चुनौतिया जैसे -गंदगी मुक्त, नशा मुक्त समाज ,साक्षर समाज का निर्माण .
6. महिला सबलीकरण
7. जल प्रबंधन ,वृक्ष संवर्धन संबंधी बड़ी चुनौती
8. स्वच्छता अभियान .
9. बेटी बचाओ बेटी पढ़ाओ अभियान .

ये ऐसी कई चुनौतिया है जिसपर शिबीर के माध्यम से मार्ग निकाला जाता है .कैम्प में व्याख्यान द्वारा ,रेलियो से ,पोस्टर प्रदर्शन द्वारा ,स्लोगन लिखकर तथा घर –घर जाकर इस प्रकार की जागरूकता निर्माण की जाती है | इन सात दिनों में यह उपक्रम प्रभावशाली रूप से काम करता है.युवाओ का यह सामुहिक प्रयास निश्चित रूप से सफल होता है| कहना न होगा कि चुने हुए गाव में हर साल जाकर इस बात को समझाया जाय तो जरूर सफलता मिलती है. लोगो की मानसिकता में परिवर्तन आ जाता है | फलस्वरूप उपरोक्त चुनौतियो का सामना करना हम सीख जाते है.एक उदाहरण अपने कॉलेज का देना चाहूंगी | मैने अपने महाविद्यालय में लगभग सात साल तक राष्ट्रीय सेवा अधिकारी के रूप में काम किया है .और हमने दो अलग अलग झोपडपट्टी एरिया को लगभग पाच साल के लिये चुना था | वहा की महिलाओ को लेकर मुझे काम करना था| जैसे, शिक्षा के प्रति उनका दृष्टिकोण,बेटा-बेटी में भेदभाव,परिवार नियोजन के बारे में उनकी जानकारी ,परिसर स्वच्छता के प्रति उनकी जागरूकता आदि बातों को लेकर हमने सर्वे किया | यह पता चला कि उनमें इन बातों को लेकर काफी उदासिनता है | उनकी बेटियों से बातें की तो पता चला कि वे पढ़ना चाहती है पर घर के लोग काम पर जाते है | मा बर्तन माजने जाती है ,छोटे भाई की उन्हे देखभाल करनी पडती है इसलिये पढलिख नहीं पाती है |

कुल मिलाकर देखे तो लगता है कि घर की गरिबी ,घरेलु जिम्मेदारीया तथा शिक्षा का महत्व ना होने के कारण लडकिया पढ नहीं पाती है | हम वहा के लोगो से सात दिन तक मिलते रहे | उनकी तथा उनकी बेटियों की मानसिकता को बदलने का प्रयास किया परिणामस्वरूप अगले साल हमने देखा कि वहा की कई लडकियो ने स्कूल मे दाखिला लिया हुआ था |

अर्थात यह सच है कि बदलाव होता है केवल हमे थोडा प्रयतन करने की जरूरत होती है | फिलहाल मै ZONAL CO-ORDINATORके रूप में तीन सालो से कुल चार कॉलेज का काम देख रही हू .एक महाविद्यालय का रिपोर्ट यह था कि वृक्ष संवर्धन के लिए उन्होंने पेडो को कपडो से राखी की तरह बांधकर संदेश दिया कि उनका जतन करे| मतलब यह कि वे भी हमारे परिवार के सदस्य है | परिणाम सामने था लोगो ने पेडो को तोडना बंद कर दिया था | कई शहरी भागो में छोटे छोटे कुटिर उद्योग जैसे सिलाई बुनाई करना ,मधुबनी चित्रकारी बनाना ,कागज का थैला ,पैकेट आदि बनाने का तरीका सिखाया गया | पन्हाळा की तराईयो में,वहा के देहातो में वृक्ष संवर्धनवाला तरीका काफी कारगर सिद्ध हुआ है |

कैम्प के अलावा रेगुलर अँकटीविटीज के अंतर्गत दत्तक गाव के साथ साथ जिलाधिकारी कार्यालय से जितने भी परिपत्र आते है उनपर भी स्वयंसेवको को काम करना पडता है | स्वास्थ्यसंबंधी ,मतदानसंबंधी ,सफाईको लेकर रैली अथवा जनजागृती प्रभात फेरी निकालनी पडती है | साथ ही प्रोड शिक्षा कार्यक्रम ,रक्तदान शिबीर,सरकारी अस्पतालो में जाकर मरीजो की सेवा करना , अनाथालायो तथा वृद्धा आश्रम में जाकर उनकी मदद करना ,शारीरिक दिव्यागनो की सेवा करना , टीकाकरण अभियान में सहयोग देना ,एड्स जैसी गंभीरबिमारी के बारे में जागरूकता फैलाना आदि कई ऐसे कार्य है जो सालभर करने होते है |

एक और उदाहरण देना चाहूंगी .सांगली में अगस्त २०१९ में जब बाढ आकर चला गया था तब हमारी स्वयंसेवको ने पूरे कॉलेज की सफाई की साथ ही परिसर में जाकर गंदगी हटाई ,जबकि पूरा वातावरण बहू से भरा हुआ था | उनके साथ हम सभी शिक्षक भी थे | अर्थात यह अभियान कोई छोटा नहीं था किंतु छात्राओ के सहयोग से यह संभव हो सका | कहना न होगा कि इस तरह के अभियान निश्चित रूप से समाज परिवर्तन का कारण बनता है | चुकि नई शिक्षा नीति में राष्ट्रीय सेवा योजना की भूमिका आवश्यक रूप से स्वीकार की गई है और इसकी सराहना भी हुई है | इसी कारण राज्य सरकार से यह अनुरोध किया गया कि इस योजना के अंतर्गत छात्रो की संख्या में बढ़ोतरी की जाय |

निष्कर्ष :

अंत में कह सकते हैं कि वर्तमान राष्ट्रीय शिक्षा नीति में सेवा योजना को उल्लेखनीय महत्व दिया गया है। प्रत्येक छात्र से यह अपेक्षा की जाती है कि वह इसमें मन से भाग ले। जिन भूभागों में उसके व्यक्तित्वके विकास और अन्य कार्याकालापो के लिए अवसर कम है वहां यह योजना अधिक उपयोगी और प्रभावशाली सिद्ध होगी। वैसे भी राष्ट्रीय सेवा योजना का चिन्ह कोणार्क मंदिर के सूर्यरथ का पाहिया है जो जीवन के प्रगतीशील चक्र का द्योतक माना जाता है और यह निरंतरता और परिवर्तन का प्रतीक भी है जिसके कारण छात्र और भी अधिक प्रवृत्त होता है। इसके लिए हमारा भी इमानदार और निरंतर प्रयास आवश्यक हो जाता है। वर्ष 1969 में राष्ट्रपिता के जन्म शताब्दी में शुरू हुआ यह राष्ट्रीय सेवा योजना अभियान अपना स्वर्ण जयंती वर्ष पूरा कर चुका है अतः हमें भी इसके लिए उतना ही सजग और सक्रिय रहना होगा। व्यक्तिगत रूप से मैं जीवन में एन एस एस की भूमिका को महत्व देती हूँ और अपनी छात्राओं को भी प्रेरित करती हूँ। इतना ध्यान रखें कि केवल खानापूर्ती के लिए नहीं बल्कि जिस समुदाय को हमने चुना है उनकी आवश्यकता को पहचान कर, सांविधिक कल्याण एजेंसियाँ {NGO} की मदद से उनकी जरूरतों को पूरा करें। इस प्रकार राष्ट्रीय सेवा योजना की भूमिका से यह स्पष्ट हो जाता है कि इसके कारण छात्रों में अनुशासन की भावना पैदा होने, चरित्र निर्माण करने, संस्कृति का विकास करने, तथा शारीरिक स्वास्थ्य का संवर्धन करने के साथ राष्ट्र के विकास में योगदान देने आदि बातें संभव हो जाती हैं। केवल “अपने लिए नहीं बल्कि दूसरों के लिए” वाला यह ध्येय जीवन में अमल में करें।

संदर्भ -

1. www.webdunia.com



खेळ आणि व्यक्तिमत्व विकास

प्रा. लक्ष्मी नरहरी पवार
शिक्षण महर्षी डॉ. बापूजी साळुंखे महा. मिरज.

खेळ ही माणसाच्या आयुष्यातील अत्यंत आनंददायी गोष्ट आहे. बालपणापासून ते वृद्धावस्थेपर्यंत माणूस अनेक प्रकारचे खेळ खेळत असतो. 'खेळ' या प्रकाराकडे वेळेचा अपव्यय म्हणून पाहणे चुकीचे ठरते. खेळ खेळल्यामुळेच माणसाला अनेक प्रकारचे लाभ झाले आहेत. खेळामुळेच निरोगी, निरामय, दीर्घायुष्य माणसाला लाभले आहे. शिवाय जीवनाकडे सकारात्मक दृष्टीने पाहण्याचा मानस निर्माण झाला आहे. त्यामुळे मानवी जीवनात खेळाला अत्यंत महत्त्वाचे स्थान आहे.

खेळाचा इतिहास-

पुरातन कालखंडापासून तत्कालीन संस्कृतीत विविध खेळांचा उल्लेख सापडतो. अर्थात याला काही ठिकाणी क्रीडा, लीला असे संबोधले आहे. मानवाच्या आदिम अवस्थेत- उडया मारणे, पोहणे, धावणे, शिकारीसाठी नेमबाजी करणे इ. अनेक प्राथमिक खेळांची अवस्था होती. याचे स्वरूप नंतर धनुर्विद्या, मल्लखांब, जलक्रीडा, गदायुद्ध, तलवारबाजी, भालाफेक, नेमबाजी अशा अनेक खेळांमध्ये नामरूपांतरित झाले. श्रीकृष्णाच्या लीला यासंबंधी संतवाडःमयात उल्लेख सापडतात.

प्राचीन काळापासून चीन, पर्शिया, इजिप्त, रोम, भारत इ. देश खेळांचे अग्रगण्य देश ठरले आहेत. 'ग्रीस' या देशाला शारीरिक शिक्षणाची सुवर्णभूमी म्हंटले आहे. यंत्रयुगामध्ये मानवाच्या शारीरिक हालचाली कमी झाल्या व त्याला व्यायामाची आवश्यकता भासू लागली या दृष्टीने विविध खेळ खेळले जाऊ लागले.

खेळांचे प्रकार- माणसाला खेळ अत्यंत प्रिय आहे. बालपणापासून ते वृद्धांपर्यंत खेळल्या जाणाऱ्या खेळांचे प्रकार पुढीलप्रमाणे आहेत.

१) मर्दानी खेळ-

हे खेळ साधारणतः मैदानावरच खेळले जातात. पूर्वीच्या कालखंडात स्त्रिया व पुरुष दोघेही हा खेळ खेळत असत. नंतर काळाच्या ओघात केवळ पुरुषांनाच संधी दिली गेली. या खेळामुळे शारीरिक व मानसिक संपन्नता प्राप्त होऊन ते पराक्रमाचे द्योतकही मानले गेले. उदा. अश्वारोहण, तलवारबाजी, धनुर्विद्या, नेमबाजी, दांडपट्टा चालवणे, क्रिकेट, बॅडमिंटन, टेनिस, व्हॉलीबॉल, बास्केट बॉल, यांसारखे अनेक खेळ आहेत.

यातील काही आधुनिक खेळ बालक व महिला खेळतात. याशिवाय स्त्रियांचे खेळ म्हणून झिम्मा फुगडी, खो-खो, लगेरी, पोहणे, दोरी-ऊडी, लंगडी यांसारखे अनेक खेळ खेळले जातात.

२) बैठे खेळ-

हे खेळ केवळ चार भिंतीच्या आतच खेळले जातात. या खेळांत कॅरम, बुद्धिबळ, पत्ते खेळणे, द्युत खेळणे यासारख्या खेळांचा समावेश होतो. हे खेळ स्त्रिया व बालकही खेळतात.

३) शाब्दिक खेळ-

या प्रकारच्या खेळात बुद्धिमत्तेला चालना देणारे काही शाब्दिक खेळ खेळले जातात. कोडी, ऊखाणे, समानार्थी व विरुद्धार्थी शब्द सांगणे, तालबद्ध व यमकबद्ध शब्द सांगणे, विशिष्ट अक्षरांवरून गाणी म्हणणे असे अनेक प्रकारचे खेळ खेळले जातात. अशाप्रकारचे खेळांत स्त्रिया-पुरुष व बालक सहभागी होतात.

खेळांचे वरील प्रकार लक्षात घेता संबंधित खेळ शारीरिक, मानसिक, बौद्धिक, सामाजिक विकासाच्या दृष्टीने महत्त्वपूर्ण ठरतात. शिवाय मनोरंजन होऊन उत्साह निर्माण होतो. या खेळांमुळे हे मानवी जीवन आनंदी बनले आहे. या 'खेळ' प्रकाराचा मानवाच्या व्यक्तिमत्त्वावर प्रभाव पडतो. मानवाचे व्यक्तिमत्व घडविण्यात 'खेळ' या प्रकाराचा मोलाचा वाटा आहे.

व्यक्तिमत्व म्हणजे काय?-

माणसाचे व्यक्तिमत्व हे आंतर व बाह्य या दोन्ही अंगांनी विकसित होणे आवश्यक असते. आंतर विकासात भाषिक, नैतिक, बौद्धिक, मानसिक गोष्टींचा समावेश होतो. तर बाह्य विकासात सुदृढ शरीर, विशिष्ट शारीरिक हालचाली, शरीराची ठेवण यांचा समावेश होतो. हा आंतर-बाह्य विकास होण्यासाठी 'खेळ' या प्रकाराचा महत्त्वपूर्ण वाटा आहे. यानिमित्ताने व्यक्तिमत्व विकासाची व्याख्या पुढीलप्रमाणे-

१) **नॉर्मल एलमन-** "व्यक्तिमत्व म्हणजे शरीररचना, वर्तनविशेष, अभिरूची, कृतिकक्षमता या सर्वांची एकात्म व वैशिष्ट्यपूर्ण गुंफण होय".

२) **जी.डब्ल्यू.आलपोर्ट-** "व्यक्तिमत्व म्हणजे स्वतःच्या परिसराशी, व्यक्तीचे जे वैशिष्ट्यपूर्ण समायोजन होत असते, त्याला कारणीभूत असणारी व वर्तनाला चालना देणारी शारीरिक व मानसिक यंत्रणांची गतिशील संघटना होय".

वरील व्याख्यांवरून व्यक्तिमत्त्व म्हणजे त्या व्यक्तीच्या आंतरिक व बाह्य गुणांचा समुच्चय होय. म्हणजेच व्यक्तीच्या दृष्ट्य प्रतिमा-शारीरिक ठेवण, शरीर सौष्ठवासाठी जाणीवपूर्वक घेतलेले परिश्रम, निरोगी शरीर, पोशाख, रचना इ. आणि स्वप्रतिमा-वर्तन, बौद्धिक क्षमता, मानसिक अवस्था, प्रतिसाद, गुणदोष या सर्वांची गोळाबेरीज म्हणजे व्यक्तीचे व्यक्तिमत्त्व होय.

व्यक्तिमत्त्व विकासात खेळाचे महत्त्व-

विविध प्रकारचे खेळ खेळल्यामुळे मानवाचा आंतरिक व बाह्य विकास साधला जातो. खेळामुळे मानवाचे व्यक्तिमत्त्व घडते. व्यक्तिमत्त्वाच्या जडणघडणीत खेळाचे महत्त्व अनन्य साधारण असून मानवाचा खालील प्रकारचा विकास साधला जातो.

१) शारीरिक विकास-

खेळामुळे विविध प्रकारच्या शारीरिक हालचाली होऊन शरीर लवचिक बनते. शारीरिक सक्षमता निर्माण होऊन शरीर बळकट बनते. तेजोमयी व प्रसन्न मुद्रा धारण होते. स्नायूंच्या कौशल्यपूर्ण हालचालींमुळे रक्तप्रवाह सुरळीत होतो. शरीरातील अशुद्धता घामावाटे बाहेर फेकली जाते व शुद्ध रक्त निर्माण होते. यामुळे रोगप्रतिकारक शक्ती निर्माण होऊन दीर्घायुष्याचा लाभ होतो.

२) मानसिक व भावनिक विकास-

ताणतणाव नष्ट होतात. 'सुदृढ शरीर तर सुदृढ मन' या वचनानुसार सुदृढ शरीरात सुदृढ मन वसलेले असते. कोणताही पराभव पचवण्याची ताकद निर्माण होऊन इतरांना आनंदात सामील करून घेण्याची प्रवृत्ती वाढीस लागते. भावनांचे व विचारांचे यथायोग्य प्रकटीकरण करता येते. शरीराचा योग्य विकास साधल्यामुळे जीवनातील कोणत्याही आव्हानांचा शक्ती व युक्तीच्या साहयाने सामना करण्याची प्रवृत्ती निर्माण होते.

३) बौद्धिक विकास-

विशिष्ट शाब्दिक खेळामुळे तसेच सक्षम शरीरामुळे विचारप्रक्रिया सक्षम होते. कठीनातील कठीण समस्येवर उपाय शोधणे, जीवनातील कोणतीही समस्या विचारपूर्वक, धैर्याने व सामंजस्याने सोडवणे, नकारात्मक विचारांना थारा न देता सकारात्मक दृष्टीकोण बाळगणे, सारासार विचार करण्याची पात्रता अंगी तयार होणे, योग्य तीच पारख करून योग्य निर्णयक्षमता तयार होणे, नियोजन बद्धतेने कार्यकुशलता संपन्न होणे असा विविध बौद्धिक विकास साधला जातो. कल्पकता अंगी निर्माण होते.

४) नैतिक विकास-

योग्य विचारक्षमता निर्माण होऊन जीवनाकडे सकारात्मक दृष्टीने पाहणे, योग्य व अयोग्य यांची जाण होऊन समाजविकासास पोषक वर्तन करणे, विनम्रपणे राहणे, सुसंवाद साधणे, इतरांना सहकार्य करणे, सर्वसमावेशक भावना बाळगणे, विशिष्ट नियमांचे पालन करणे, नियोजन बद्धता व शिस्तबद्धता निर्माण होणे असा नैतिक विकास साधला जातो. स्वच्छ चारित्र्य निर्माण होते. आदर्श नागरिक निर्माण होऊन देशविकास साधला जातो.

५) सामाजिक विकास-

धैर्य आणि नेतृत्व गुणांमुळे समाजाचे नेतृत्व करण्यास सक्षम होणे. योग्य निर्णयक्षमतेद्वारे समाजाला दिशा देणे. समाजाला सहकार्य करणे. सर्वसमावेशक वृत्तीमुळे समाजप्रिय राहणे असा समाजविकास साधला जातो.

६) आर्थिक विकास-

खेळांच्या माध्यमातून विशिष्ट प्रकारच्या खेळाडूंना मानधन मिळत राहते. विजयी वृत्तीमुळे समाजात प्रतिष्ठा उंचावते. शिवाय खेळाच्या माध्यमातून विशिष्ट खेळाचे कोच म्हणून काम करण्याची संधी लाभते व मानधनही मिळते. राज्य व देशपातळीवर विविध खेळात अव्वल ठरलेल्या खेळाडूंना मानधन प्राप्त होते आणि बक्षीसही मिळते तर कधी बक्षीसरूपात रक्कम प्राप्त होते. असा आर्थिक विकास साधला जातो.

वरील विवेचनाच्या आधारे खेळामुळे व्यक्तिमत्त्व विकास साधला जात असल्याचे निष्पन्न होते. म्हणून 'खेळ' हा खेळलाच पाहिजे की ज्यायोगे देशासाठी सुजाण व आदर्श नागरिक निर्माण केला जातो. तसेच खेळाचे अव्वल फायदे व्यक्तीच्या जीवनात परिवर्तन घडवून आणतात म्हणून खेळाचे महत्त्व अनन्यसाधारण आहे.

वरील विवेचनाच्या आधारे काही निष्कर्ष पुढीलप्रमाणे-

- १) समाजाप्रती निकोप दृष्टीकोन तयार होऊन समाजप्रिय व आदर्श व्यक्तिमत्त्व घडते.
- २) बौद्धिक चालना मिळून अनेक आव्हानांचा व समस्यांचा सामना करण्याची प्रवृत्ती निर्माण होते.
- ३) मानसिक ताणतणाव नष्ट होऊन विचारांचे व भावनांचे योग्य प्रकटीकरण होते.
- ४) शारीरिक लवचिकतेमुळे सुदृढ शरीर प्राप्त होते व निरोगी तसेच दीर्घायुष्य प्राप्त होते.
- ५) स्वच्छ चारित्र्य, सुसंवाद, भाषिक कौशल्ये, शिस्त, नियोजनबद्धता अंगी बाणते.
- ६) धैर्य व साहस निर्माण होऊन लढाऊ वृत्ती निर्माण होते.
- ७) वैचारिक पात्रता अंगी येऊन योग्य निर्णयक्षमता प्राप्त होते.
- ८) विशिष्ट कार्यकुशलता प्राप्त होऊन यश प्राप्ती होते.
- ९) जीवनाकडे सकारात्मक दृष्टीने पाहण्याची वृत्ती निर्माण होते.
- १०) व्यक्तीचा आर्थिक, सामाजिक, नैतिक, शारीरिक, मानसिक व भावनिक असा विविधांगी विकास साधला जातो.

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कौशल्य प्रशिक्षण काळाजी गरज

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कौशल्य विकास उद्योजकता राष्ट्रीय धोरण 2015 नुसार भारतात 4.69, युनायटेड किंग्डममध्ये 68, जर्मनीमध्ये 75, जपानमध्ये 80, दक्षिण कोरियामध्ये 95 टक्के कौशल्याधिष्ठित लोकसंख्या आहे. 2022 पर्यंत भारत हा जगातील सर्वात तरुण देशांपैकी एक असेल. जास्तीतजास्त उत्पादन क्षमता असलेले मनुष्यबळ भारताकडे असेल पण ते प्रशिक्षित आणि कुशल मनुष्यबळ असणे अत्यंत आवश्यक आहे.

याकरिता पारंपारिक शिक्षणाबरोबर कौशल्यपूर्ण शिक्षण मिळणे आवश्यक आहे. यासाठी देश व राज्य पातळीवर वेगवेगळ्या योजनांद्वारे कौशल्य प्रशिक्षण देण्याचे प्रयत्न सुरू आहेत त्याचाच एक भाग म्हणून महाविद्यालयीन पातळीवर वेगवेगळ्या अभ्यासेतर उपक्रमामधून विद्यार्थ्यांची आवड, कल, क्षमता लक्षात घेऊन त्यांच्या ज्ञानाची व अनुभवांची चाचणी घेऊन हसत-खेळत ऑडिटरच्या रूपात कौशल्य प्रशिक्षण मिळाल्यास त्यांच्या स्वावलंबनाबरोबरच त्यांची उत्पादन क्षमता वाढेल आणि देशाचा विकासदर वाढण्यास मदत होईल.

प्रस्तावना

सन 2022 पर्यंत भारत जगातील सर्वात तरुण देशांपैकी एक असेल व 15 ते 59 या कार्यप्रवण (Working Age Group) वयोगटातील असेल त्यामुळे उत्पादनक्षमता असलेले बहुसंख्य मनुष्यबळ भारताकडे असेल वाढती बाजारपेठ कमी किंमतीत उत्पादनाचे ठिकाण आणि कुशल मनुष्यबळाचे स्रोत असलेल्या भारतात विदेशी गुंतवणूक मोठ्या प्रमाणात वाढत आहे परिणामी स्थानिक, राष्ट्रीय, जागतिक पातळीवर विविध क्षेत्रात मोठ्या प्रमाणात रोजगाराच्या संधी निर्माण होत आहेत. या संधीच्या माध्यमातून आपल्या अर्थव्यवस्थेत शाश्वत वृद्धी व विकास होण्यासाठी प्रशिक्षित आणि कुशल मनुष्यबळ असणे अत्यंत आवश्यक आहे. या पार्श्वभूमीवर विविध उद्योग व इतर क्षेत्रातील संधीचा फायदा घेण्यासाठी भारतातील तरुण वयोगटातील उमेदवारांना विविध क्षेत्रांमध्ये बदलत्या आधुनिक तंत्रज्ञानरूप कौशल्य प्रशिक्षणाद्वारे उत्पादनक्षम बनविण्याच्या दृष्टीने “कौशल्यविकास” या कार्यक्रमास राष्ट्रीय प्राधान्यामध्ये राष्ट्रीय कौशल्य विकास कार्यक्रम सुरू करण्यात आला. या कार्यक्रमांतर्गत महाराष्ट्र शासनाच्या कौशल्य विकास योजनेनुसार 2022 पर्यंत 4.5 कोटी कुशल मनुष्यबळाची निर्मिती करण्याचे उद्दीष्ट ठरविण्यात आले आहे आणि त्या दृष्टीने प्रयत्नही सुरू आहेत.

ज्या देशांमध्ये उच्च आणि उच्चतम कौशल्य आहेत ते जागतिकीकरणाची आव्हाने आणि संधीशी प्रभावीपणे जुळवून घेऊ शकतात. भारत हा जगातील वेगाने वाढणाऱ्या अर्थव्यवस्थेपैकी एक असून भारताकडे जगभरास विविध अर्थव्यवस्थांना कुशल मनुष्यबळ पुरविण्याची क्षमता आहे पण कुशलतेची आकडेवारी पाहता भारताला जनतेमध्ये कौशल्यासंदर्भात जागृती करण्यासाठी धोरणात्मक नीतीची गरज आहे. कौशल्य विकास उद्योजकता राष्ट्रीय धोरण 2015 नुसार भारतात 4.69, युनायटेड किंग्डममध्ये 68, जर्मनीमध्ये 75, जपानमध्ये 80, दक्षिण कोरियामध्ये 95 टक्के कौशल्याधिष्ठित लोकसंख्या आहे. यासाठी नवनवीन क्षेत्रे व रोजगाराची संधी यांचा शोध घेऊन अद्यावत माहितीच्या आधारे मनुष्यबळ मागणी व पुरवठ्याचे नियोजन करण्याकरिता कुशल मनुष्यबळ निर्माण करणे आणि प्रतिवर्षी प्रशिक्षण देणाऱ्या क्षमतेचा आढावा घेणे गरजेचे आहे.

शिक्षण पद्धतीतील बदल

आपली प्राचीन शिक्षण पद्धती पाहता ती संस्कार संकल्पनेवर आधारित होती वैदिक व प्राचीन काळी आश्रम, विहार, मठ तसेच तक्षशिला, नालंदा, काशीयांसारख्या विद्या केंद्रातून वेद वेदांगे, उपनिषदे, रूढ धार्मिक आचार, बौद्ध धर्मानुसार व्रते, तत्वज्ञान यांचे काळानुरूप असे धार्मिक शिक्षण दिले जात असे शिवाय व्यावहारिक शिक्षण म्हणून धनुर्विद्या, युद्धविद्या, राज्यशास्त्र, अर्थशास्त्र, याबरोबरच वेगवेगळ्या कला व व्यवसाय यांचे शिक्षण आश्रम व विद्याकेंद्रातून दिले जात असे व्यावसायिक शिक्षण घराघरातून अनुकरणातून मिळत असे राजगृहासारख्या ठिकाणी राजधर्मानुसार विष्णू व कला शिकविल्या जात. सामान्यतः वर्णानुसार विद्या शिकविण्याची योजना होती.

पुढे मध्ययुगात शाळा, पाठशाळा व घर यातून ब्राम्हणांना धार्मिक व्यवसायानुकूल विद्यांचे शिक्षण तर अन्य वर्णांना घराघरात विशिष्ट व्यावसायिक विद्या शिकविल्या जात. एकोणिसाव्या शतकापासून पाश्चात्यांचा संपर्क व इंग्रजांचे वर्चस्व यामुळे जुन्या संस्था व विषय नाहीसे होत गेले आणि नव्या संस्थातून इंग्रजी भाषावाङ्मय, गणित, भारताचा इतिहास इंग्लंडचा इतिहास असे विषय आले. पहिल्या व विशेषतः दुसऱ्या महायुद्धानंतर विज्ञान व तांत्रिकव्यवसायउद्योग यांच्या शिक्षणाकडे ओघ वाढू लागला. याच काळात शिक्षणाच्या राष्ट्रीय दृष्टीकोन आणि महत्वाची जाणीव होऊन राष्ट्रीय दृष्टीने अभ्यास योजना होऊ लागली (राष्ट्रीय शिक्षण) स्वातंत्र्योत्तर काळात तर हे दोन्ही प्रवाह एकत्र आले व नवप्रवाह जास्त खोल व प्रभावी झाला. माध्यमिक शिक्षण, विश्वविद्यालयीन शिक्षण अशांचे परीक्षण उच्च आयोग नेमून होऊ लागले

विद्यापीठ अनुदान आयोग आला जो शिक्षण प्रक्रियेमध्ये सुधारणा करण्याच्या दृष्टीने उपाययोजना करणे व उच्च शिक्षणाला दिशा देण्याचे कार्य विद्यापीठ अनुदान आयोग करत आहे. शैक्षणिक क्षेत्रातील खालील गोष्टींमध्ये गुणवत्ता राखणे हे विद्यापीठ अनुदान आयोगाचे उद्दीष्ट आहे.

1) उच्च शिक्षणाचा दर्जा, 2) अभ्यासक्रम, 3) संशोधन, 4) प्राध्यापकांची पात्रता, 5) विद्यार्थ्यांचा विकास, 6) शैक्षणिक संस्थांचे मूल्यमापन इ. ही उद्दिष्टे पार पाडताना ते i) सल्लागारी स्वरूपाचे, ii) व्यवस्थापन स्वरूपाचे (उच्च शिक्षणाच्या दर्जा निश्चितीचे) कार्य करते. सल्लागारी स्वरूपाचे कार्य हे विद्यापीठांना त्यांच्या शिक्षण सुधारणांसाठी सल्ला देणे आणि व्यवस्थापन स्वरूपाचे कार्य विविध योजना राबवणे, आयोगाकडे उपलब्ध निधी विद्यापीठांना योग्य प्रकारे योग्य निकषांवर वाटप करणे. उच्च शिक्षणाचे अध्यापन, संशोधन व परीक्षा पद्धती यांच्या दर्जा निश्चितीबाबत व्यवस्थापन करणे हे करते

कौशल्य विकासाकरिता राबविण्यात आलेल्या योजना आणि काही मॉडेल

केंद्र सरकारने 2009 मध्ये राष्ट्रीय कौशल्य विकास धोरणाची मुहूर्तमेढ रोवली. या धोरणानुसार देशांतर्गत युवा वर्गाला अधिकाधिक रोजगारक्षम व कौशल्यपूर्ण बनविण्याच्या दृष्टीने केंद्र सरकार, राज्य सरकार, राष्ट्रीय कौशल्य विकास परिषद, राष्ट्रीय कौशल्य समन्वय परिषद, उद्योजक आणि त्यांच्या संयुक्त विद्यमाने प्रयत्न करण्यात येत आहेत.

प्रधानमंत्री कौशल्य विकास कार्यक्रम आणि प्रमोद महाजन कौशल्य विकासयोजना युवकांमधील कौशल्याचा विकास करून तसेच स्त्रीयांनाही रोजगाराचे साधन मिळवून देण्याकरिता आणि अधिकाधिक मुली तसेच स्त्रीयांपर्यंतही योजना पोहचविण्याकरिता विविध मॉडेल्स राबविण्यात आले. यामध्ये मॉडेल 1 म्हणजे 9 ते 10 वी च्या विद्यार्थिनींकरिताचे "बृहन्मुंबईकरियरदिशा" ज्याद्वारे 163 शाळांमधून 29,000 विद्यार्थ्यांचे समुपदेशन केले गेले. त्यामध्ये 11,400 मुली व 150 समुपदेशक होते आणि मॉडेल 2 म्हणजे एस.एन.डी.टी. महिला विद्यापीठ व यू.एन.डी.पी. ने सामंजस्य करार करत एका वर्षात 15,000 मुलींना रोजगार मिळेल. या दृष्टीने प्रशिक्षण देण्याचे उद्दीष्ट निश्चित केले आणि त्यानुसार कार्यक्रम राबविण्यात आला. मॉडेल 3 म्हणजे यू.एन.डी.पी. चे स्त्री सक्षमीकरणाचे "स्किल सखी" याद्वारे नागपूर, औरंगाबाद येथे करिअर गायडन्ससेंटरच्या माध्यमातून काम सुरू आहे एका औरंगाबादमध्ये 1700 स्किल सखी (कौशल्यप्राप्त) तयार करण्यात आल्या. यामध्ये "स्टॅण्डर्ड ऑपरेटिंग प्रोसीजर" द्वारे 18 अभ्यासक्रमांची माहिती दिली जाते आणि या अभ्यासक्रमाचे प्रशिक्षण कुठे मिळेल, कसे घ्यायचे याचे प्राथमिक समुपदेशन यामध्ये केले जाते. अशा प्रकारच्या विविध योजनांद्वारे देशभरात कौशल्य विकास योजना राबविणे सुरू आहे.

कौशल्याधिष्ठित शिक्षणाकरिता

शिक्षणातून नोकरी व उद्योजकता वाढीस लागणे हे शिक्षणाचे खरे यश असते. बदलत्या काळात फक्त पारंपारिक शिक्षण हे विद्यार्थ्यांचा सर्वांगीण विकास व त्यांचे भावी जीवन सुखद करण्यात उपयोगी पडत नाही त्यामुळे कौशल्यावर आधारित शिक्षणाला अनन्यसाधारण महत्व प्राप्त झाले आहे. नियमित अभ्यासक्रमा बरोबर विद्यार्थ्यांनी वेगवेगळी कौशल्ये आत्मसात केली तर त्याचा निश्चित फायदा होतो. कौशल्य निर्माण हे उत्पादन क्षमता व अर्थव्यवस्थेचा विकासदर वाढविण्यासाठीचा महत्वपूर्ण घटक आहे उदाहरण घ्यायचे झाल्यास कोल्हापूर जिल्ह्यात शिवाजी विद्यापीठ, भारती विद्यापीठ, छ. शाहू महाराज वैद्यकीय महाविद्यालय, डॉ. डी. वाय. पाटील अभिमत विद्यापीठ इ. संस्थांमधून कला वाणिज्य, शास्त्र, वैद्यकीय, अभियांत्रिकी व संगणक शाखेत केवळ याच राज्यातील नव्हे तर देशातील तसेच परदेशातील विद्यार्थीही शिक्षण घेत आहेत. जिल्ह्यात 12 वी एम.सी.व्ही.सी., बी.ए., बी.एस.सी., बी.कॉम. चे शिक्षण देणाऱ्या 197 संस्था असून त्यांची प्रवेश क्षमता 89,745 आहे. युवक व युवतींचे कौशल्य विकासाद्वारे सक्षमीकरण करून त्यांना अधिक मागणी असलेल्या उद्योगसेवा व तत्सम क्षेत्रात रोजगार/स्वयंरोजगाराच्या संधी उपलब्ध करून देऊ शकतो. याकरिता सध्याच्या शैक्षणिक धोरणात बदलाची गरज असून उच्च शिक्षणामध्ये जास्तीतजास्त स्वायत्तता आणायला हवी.

तसेच उच्च शिक्षण घेताना कौशल्य प्रशिक्षणासाठी स्वतंत्र केंद्र तसेच सहाय्यक केंद्रे असायला हवीत. विद्यार्थ्यांमध्ये नाविन्यपूर्ण विचार आणि ते प्रत्यक्षात आणण्याची धडपड विकसित करण्यासाठी उपक्रम आणि अनुभवावर आधारित शिकण्याला महत्व देणारे धोरण हवे. (शिक्षणाचे सार्वत्रिकरण गरजेचे आहे)

गरजांवर आधारित प्रशिक्षण देणे ही काळाची गरज ओळखून महाविद्यालयातून पारंपारिक शिक्षणाबरोबर कौशल्य शिक्षण देणे गरजेचे आहे. हे शिक्षण देताना विद्यार्थ्यांची क्षमता, गुण, आवड, वातावरण या गोष्टींचा विचार करून त्यांना कौशल्य शिक्षण निवडण्याची मुभा द्यावी. ज्याद्वारे ते आपल्या आवडीच्या क्षेत्रामध्ये कौशल्य संपादन करतील आणि त्याचा उपयोग त्यांच्या स्वावलंबनाकरिता होईल. त्यांची उत्पादन क्षमता वाढेल,विकासदर वाढण्यासही मदत होईल. यामध्ये प्रामुख्याने विद्यार्थ्यांना 1) उत्पादन,2) प्रक्रिया, 3) सेवा अशा क्षेत्रातील कौशल्यांमध्ये प्रशिक्षण देणे गरजेचे आहे ज्यामध्येहेल्थ अॅण्ड ब्युटी केअर, फळे आणि भाजी प्रक्रिया, बेकरी प्रशिक्षण, केटरिंग, भरतकाम, जेम्स अॅण्ड ज्वेलरी प्रशिक्षण, संगणक प्रशिक्षण,डार्ई ग अॅण्ड प्रिंटिंगमेहंदी रेखाटन, चर्म उद्योग, संभाषण कौशल्य, मोबाईल आणि टी.व्ही. दुरूस्ती, इलेक्ट्रिक फिटिंग व दुरूस्ती, अॅटोमोबाईलचे प्रशिक्षण, प्लॅम्बिंग मशिन ऑपरेटर, फौंड्री उद्योग, कपडानिर्मिती व प्रक्रिया, मॅनेजमेंट अशा प्रकारचे कौशल्य प्रशिक्षण निवडण्याची संधी विद्यार्थ्यांना देण्यात यावी. याचा समावेश अभ्यासेत्तर उपक्रमात करण्यात यावा. उच्च शिक्षणात नॅकच्या मानांकनातही Outcome Base Education पद्धत अंमलात आणली आहे. विद्यार्थ्यांना दिले जाणारे शिक्षण हे विद्यार्थ्यांला फक्त पुस्तकी ज्ञानापुरते मर्यादित न राहता विद्यार्थ्यांने कौशल्य संपादन करून त्याला स्वावलंबी बनविण्यात सहाय्यभूत ठरेल याकरिता क्रेडिट बेस, क्रेडिट ट्रान्सफर अंमलात येऊ घातली आहे. तसेच अभ्यासक्रमाची स्वायत्तता देण्यासही UGC/विद्यापीठाने सुरुवात केली आहे. ज्या माध्यमातून आपण विद्यार्थ्यांला कौशल्यपूर्ण अभ्यासक्रम देणे शक्य होत आहे.बऱ्याच महाविद्यालयांमधून कौशल्याभिमुख अभ्यासक्रमाचा समावेश होत आहे. पण त्याचबरोबर विद्यार्थ्यांना असणारे परीक्षेचे दडपण कमी करण्याकरिता यातील बराचसा भाग हा हसतखेळत ऑडिटरच्या रूपात आला पाहिजे.

याकरिता शिक्षण हे सहज शिक्षण व्हायला हवे. शिक्षण पद्धती ही विद्यार्थ्यांच्या ज्ञानाऐवजी त्यांच्या स्मरणशक्तीची परीक्षा पाहणारी आहे. ती ज्ञानाची व कौशल्याची चाचणी घेणारी असावी. नोकरीच्या शोधात भटकावे लागणारी असू नये. स्वयंरोजगार निर्माण करणारी असावी.आधुनिक जगात यशस्वीपणे स्वतःची उन्नती करण्याकरिता देश घडविण्याच्या कामात आपले योगदान देण्याकरिता सज्ज व्हायचे असेल तर उत्तम शिक्षणाला पर्यायच असू शकत नाही. हे उत्तम शिक्षण म्हणजे टक्केवारी देणारे नव्हे तर, उत्तम कौशल्य प्राप्त करून देणारे हवे.याकरिता नियोजनबद्ध कार्यक्रम राबविला तर भविष्य निश्चितच अतिशय उज्ज्वल असेल.

सारांश

2022 पर्यंत भारत हा जगातील सर्वात तरुण देशांपैकी एक असेल. जास्तीतजास्त उत्पादन क्षमता असलेले मनुष्यबळ भारताकडे असेल. शाश्वत वृद्धी व विकास होण्यासाठी प्रशिक्षित आणि कुशल मनुष्यबळ असणे अत्यंत आवश्यक आहे विविध उद्योग व इतर क्षेत्रातील संधीचा फायदा घेण्यासाठी भारतातील तरुणवयोगटाला विविध क्षेत्रातील आधुनिक तंत्रज्ञानानुरूप कौशल्य प्रशिक्षण मिळणे आवश्यक आहे. याकरिता महाविद्यालयातून विद्यार्थ्यांची क्षमता, गुण, आवड, वातावरण या गोष्टींचा विचार करून त्यांना त्यांच्या आवडीच्या क्षेत्रामधील कौशल्य सहज शिक्षणाद्वारे अभ्यासेत्तर उपक्रमामधून संपादन करण्याची संधी दिल्यास त्याचा उपयोग त्यांच्या स्वावलंबनाकरिता होईल त्यांची उत्पादन क्षमता वाढेल पर्यायाने कुटुंबाचा समाजाचा, देशाचा विकास होऊन आपल्या देशाचा विकासदर वाढण्यास मदत होईल.

संदर्भ

- 1) <http://mr.vikaspedia.in/social>
- 2) National Skill Development Corporation (NSDC) 2012.
- 3) District wise skill gap study for the State of Maharashtra (2012-2017)
- 4) कोल्हापूर जिल्हा कौशल्य विकास आराखडा 2018-2019

उच्च शिक्षणातील युवा महोत्सवाचे महत्त्व

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मराठी, विभागप्रमुख
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प्रस्तावना

शिक्षण हे समाजपरिवर्तनाचे महत्त्वाचे साधन आहे. व्यक्तीचा विकास झाला की पर्यायाने समाजाचा ही विकास होतो. याच्या मूळाशी प्रामुख्याने स्वामी विवेकानंदाचा विचार रूजला असलेला दिसतो. तो म्हणजे, “शिक्षणातून माणूस निर्माण करणे होय.” अर्थात हा ‘माणूस’ निर्माण होत असताना त्याच्या भौतिक विकासाबरोबरच मानसिक विकासही होणे अत्यंत महत्त्वाचे ठरते. विद्यार्थ्यांचा सर्वांगीण विकास व्हावा यासाठी विशिष्ट राष्ट्रीय शैक्षणिक धोरणाची आखणी होते. शिक्षणाच्या आकृतीबंधासह, अभ्यासक्रम ही निश्चित केला जातो. त्याआधारित पाठ्यपुस्तकांची शैक्षणिक सुविधांची निर्मिती केली जाते. अर्थात या सर्व गोष्टी ब-याच प्रमाणात विद्यार्थ्यांच्या बौद्धिक विकासाशी निगडित आहेत. परंतु विद्यार्थ्यांचा सर्वांगीण विकास होण्यासाठी शाळा महाविद्यालयातून राबविल्या जाणा-या अभ्यासतर्गत अभ्यासेत्तर व विस्तार कार्यक्रमाचे महत्त्व अनन्यसाधारण असे आहे.

उच्च शिक्षण व विविध उपक्रम -

साधारणपणे इयत्ता बारावी नंतर सुरू होणारे शिक्षण हे उच्चशिक्षण म्हणून मानले जाते. “माणसाची शारीरिक, मानसिक, बौद्धिक व आत्मीक उन्नती म्हणजे शिक्षण” या म. गांधीजींनी केलेल्या व्याख्येनुसार विद्यार्थ्यांच्या सर्वांगीण विकासामध्ये विविध कौशल्ये, सृजनशीलता, शास्त्रीय दृष्टीकोन, मानवतावाद... अशा अनेक गोष्टींच्या विकासामध्ये अभ्यासेत्तर व अभ्यासपूरक उपक्रमांचा वाटा महत्त्वाचा असतो. विविध क्रिडास्पर्धा, राष्ट्रीय सेवा योजना, राष्ट्रीय छात्र सेना, विवेक वाहिनी, वाडमय मंडळे, सामाजिक मंडळे, विद्यार्थी परिषद युवा महोत्सव इ. माध्यमातून वेगवेगळे उपक्रम विविध स्तरावर राबविले जातात. या सर्व उपक्रमांपैकी युवामहोत्सवांचे उच्च शिक्षणातील महत्त्व प्रस्तूत शोधनिबंधात अभ्यासण्याचा प्रयत्न केला आहे. अर्थात हा अभ्यास करत असताना युवा महोत्सवाच्या माध्यमातून विविध कौशल्यांचा विकास होतो हे गृहित धरले आहे.

उच्च शिक्षणातील युवा महोत्सवाचे महत्त्व

महाविद्यालयीन विद्यार्थ्यांच्या विविध कला गुणांना प्रोत्साहन देण्याच्या हेतुने जिल्हास्तरीय, मध्यवर्ती, विभागीय, राज्यस्तरीय, राष्ट्रीय, आंतरराष्ट्रीय स्तरावरती युवामहोत्सवांचे आयोजन करण्यात येते. त्यामध्ये सांघिक आणि वैयक्तिक अशा वेगवेगळ्या उत्सवांचे आयोजन करण्यात येते. यामध्ये एकांकिका लघुनाटीका, मूकनाटय पथनाटय, लोकनृत्य, वाद्यवृंद, समूहगीत, वादविवाद, प्रश्नमंजूषा.. या सांघिक स्पर्धाबरोबरच सुगमगायन, वक्तृत्व, नकला... अशा वैयक्तिक स्पर्धांचेही आयोजन करण्यात येते. युवा महोत्सवाचे महत्त्व अधोरेखित करणारे महत्त्वाचे फायदे पुढीलप्रमाणे

1.अभ्यासअनुभव वाढतो-

विद्यार्थ्यांनी युवामहोत्सवातील सांघिक वैयक्तिक स्पर्धाप्रकारांमध्ये सहभाग घेतल्याने त्याला पाठ्यपुस्तकातील ज्ञानाचा प्रत्यक्ष अनुभव घेता येतो. त्यामुळे त्यांचा अभ्यासअनुभव दृढ होण्यास मदत होते. उदा. भाषेचा विद्यार्थी नाटयवाङ्मयचा अभ्यास करत असताना त्याला एकांकिका, लघुनाटीका.. या सारख्या कलाप्रकारांच्या माध्यमातून त्यातील प्रयोगशीलतेचा अनुभव येतो.

2.विविध कौशल्यांचा विकास-

युवा महोत्सवामुळे विद्यार्थ्यांच्या अंगचे सुप्त गुण ओळखून त्यांच्या विविध कौशल्यांचा विकास साधता येतो. उदा. वक्तृत्व स्पर्धा, वादविवाद स्पर्धा, एकांकिका, पथनाटय, मूकनाटय, लोकनृत्य, गीतगायन, नकला यासारख्या कलाप्रकारांच्या माध्यमातून विद्यार्थ्यांच्या भाषण, अभिनय, लेखन, सादरीकरण, नृत्य, गायन... यासारख्या कौशल्यांचा विकास होतो.

3.स्वओळख-

उच्चमाध्यमिक स्तरापर्यंत विद्यार्थी कुणाचा तरी मुलगा, भाऊ, बहिण म्हणून त्यांची ओळख असते. पण महाविद्यालयीन स्तरावरील विद्यार्थ्यांना स्वतःची ओळख निर्माण करावयाची असते. त्यासाठी त्यांची काळात धडपड सुरू होते. या धडपडीला

योग्य दिशा मिळण्याचे काम युवा महोत्सवाच्या माध्यमातून होते. विद्यार्थी विविध स्पर्धाप्रकारांच्या माध्यमातून युवामहोत्सवाद्वारे पुढे आल्यास त्यांना स्वतःला आपल्यातील सुप्त क्षमतांची ओळख होते. युवा महोत्सवातील विविध स्पर्धांच्या निमित्ताने त्या क्षमतांचा विकास करण्यासाठी एक प्लॅटफॉर्म मिळतो. तसेच विद्यार्थ्यांना आपल्या आवडीच्या क्षेत्रात काम करण्याची संधी मिळाल्याने ते ती क्षमता विकसित करण्यासाठी उत्साहाने प्रयत्न करतात.

4. निरोगी स्पर्धा-

युवा महोत्सवामुळे विद्यार्थ्यांच्यामध्ये स्पर्धा निर्माण होत असली तरी ती निरोगी, निकोप स्पर्धा निर्माण होते. उलट युवा महोत्सवाच्या निमित्ताने अनेक राज्यातील देशातील महाविद्यालयांचे विद्यार्थी एकत्र येतात. चार सहा दिवस सांस्कृतिक स्पर्धांचा आनंद उत्साहाने घेतात आणि देतात. त्यातून त्यांच्यामध्ये मैत्रीची भावना वाढीस लागते. स्पर्धेतील निरोगी स्पर्धेचे मूल्य त्यांच्यामध्ये रूजण्यास युवा महोत्सव उपयोगी पडतात.

5. नेतृत्व विकास

युवा महोत्सवामुळे विद्यार्थ्यांमध्ये नेतृत्वाचा विकास होण्यास मदत होते. सांघिक कलाप्रकाराच्या निमित्ताने विद्यार्थ्यांना स्पर्धेसाठी तयारी करत असताना आपल्या सर्व मित्रांना आपलेपणाच्या भावनेने पुढे घेवून जाणारा सर्व ताकदीनिशी जिंकण्यासाठी प्रयत्न करण्यास उपयुक्त करणारा एखादे विद्यार्थीनेतृत्व यासाठी हवे असते आणि ते युवामहोत्सवाच्या काळात विद्यार्थ्यांमधून उदयास येते. एकमेकांच्या अडीअडचणी समजून घेवून संकटसमयी एकमेकांच्या मदतीला धावून जाण्याची भावना निर्माण होते.

6. समायोजन व व्यवस्थापन कौशल्य

युवा महोत्सवाच्या माध्यमातून विद्यार्थ्यांमध्ये समायोजन व व्यवस्थापन कौशल्याचाही विकास होतो. राष्ट्रीय, आंतरराष्ट्रीय --- स्पर्धांच्या निमित्ताने विद्यार्थी आपले घर, प्रदेश, नातलग---सोडून बाहेर राहतात. अशावेळी विशिष्ट परिस्थितीशी जुळवून घेण्याची त्यांना सवय लागते. उपलब्ध साधनांनिशी परिस्थितीला सामोरे जाण्याचा ते प्रयत्न करतात. तसेच अनेक विद्यार्थी स्वतःच्या महाविद्यालयाकडे युवामहोत्सवाचे संयोजन असल्यास विद्यार्थ्यांना विविध कामाची विभागणी करून त्याचे व्यवस्थापन करावे लागते. यामुळेही विद्यार्थ्यांमध्ये व्यवस्थापन कौशल्याचा विकास होतो.

7. संवेदनशीलता व सुक्ष्मनिरीक्षण

युवा महोत्सवाद्वारे विद्यार्थी संवेदनशील बनतात. महोत्सवातील विविध स्पर्धांच्या अवलोकनाने त्यांना भिन्न भिन्न संस्कृतीची ओळख होते. लोकनृत्य, लोककला, वाद्यवृंद --- यासारख्या कलाप्रकारांच्या माध्यमातून आणि इतरही पथनाटय, एकांकीका, व्यंगचित्र, पोस्टरप्रदर्शन--- यासारख्या कलाप्रकारांतून हाताळलेले सामाजिक, सांस्कृतिक विषयांचा ते आस्वाद घेत असताना, ते सादर करत असताना त्यांच्यामध्ये या गुणांचा विकास होतो.

8. नैतिक व भावनिक विकास

युवा महोत्सवातील विविध कलाप्रकारांच्या आकलनाने, सहभाग, सादरीकरणाने विद्यार्थ्यांचा नैतिक व भावनिक विकास होण्यास मदत होते. उदा. युवा महोत्सवातील विविध कलाप्रकारांचे विषय हे राष्ट्रीय एकात्मता, सामाजिक समस्या, भारतीय संस्कृतीचे दर्शन घडविणारे असतात. अगदी कलाप्रकारांच्या नियमावलीत तशी सूचनाच दिलेली असते. त्यामुळे सहभागी विद्यार्थ्यांच्यामध्ये राष्ट्रनिष्ठा, राष्ट्रप्रेम, त्याग, सत्य, कला, सहिष्णूता, प्रेम, दया ... यासारखी मूल्ये रूजवण्यास मदत होते. युवा महोत्सवातील कलाप्रकार, स्पर्धाप्रकार विद्यार्थ्यांच्या बुद्धीबरोबर, हृदयाला, मनाला भावनेला आव्हान करतात. त्यातून त्यांच्या भावना उन्नत होण्यास मदत होते.

9. सांघिक भावना व खिलाडू वृत्ती

युवा महोत्सवामुळे विद्यार्थ्यांमध्ये सांघिक भावना वाढीस लागते. विविध स्पर्धांमध्ये वेगवेगळ्या स्तरावरती सहभागी होताना वैयक्तिक प्रयत्नापेक्षा सांघिक प्रयत्न यशदायी ठरतात हे त्यांना अनुभवातून पटते. ते नैराश्यावरती मात करून प्रचंड उत्साहाने विविध स्पर्धांमध्ये सहभागी होतात. त्यामुळे त्यांच्यातील खिलाडूवृत्ती वाढीस लागते, स्पर्धेला, स्पर्धेतील अपयशालाही ते खिलाडूवृत्तीने स्विकारायला शिकतात. नव्या उमेदीन पुन्हा करतात, "हे जिंकण्याबद्दल नाही तर सहभागाविषयी आहे. हा विजय नव्हे तर संघर्ष आहे" हे तत्त्व त्यांना पटायला लागते.

10. उर्जेला सकारात्मक वळण

महाविद्यालयीन वय हे तारूण्याने, प्रचंड उत्साहाने बहरलेले असते. या चैतन्यशील तरूण विद्यार्थ्यांमध्ये प्रचंड ऊर्जा असते. तिला या काळात सकारात्मक वळण देणे आवश्यक असते युवा महोत्सवातील सांस्कृतिक कार्यक्रमांच्या निमित्ताने

विद्यार्थ्यांमधील ही जादा ऊर्जा वापरली जाऊ शकते. तसेच वर्गातील व्याख्याने, अभ्यास, परीक्षा --- या विद्यार्थ्यांना कंटाळवाण्या वाटणा-या गोष्टीतून काही वेळ बाहेर पडून मनोरंजन करण्यास युवा महोत्सवामुळे वाव मिळतो.

11. वैज्ञानिक दृष्टीकोन व सर्जनशीलता

युवा महोत्सवातील सर्वच कलाप्रकारातून हे गुण विद्यार्थ्यांमध्ये विकसित होण्यास मदत होते. तरीही मातीकाम, चित्रकला, पोस्टरप्रदर्शन, रांगोळी, मेहंदी, फोटोग्राफी व्यंगचित्र, कोलाज यासारख्या कलाप्रकारातून सर्जनशीलता, प्रत्यक्षपणे विकसित होते, तर पथनाटय, मूकनाटय, एकांकिका, लघूनटिका..... यासारख्या कलाप्रकारातून वैज्ञानिक दृष्टीकोन विकसित होण्यास मदत होते.

12. नोकरीच्या संधी

युवा महोत्सवाच्या निमित्ताने विद्यार्थ्यांनी आपल्यातील गुण, कौशल्यांना अभिव्यक्त करण्यास संधी मिळते. अर्थात अशा युवा महोत्सवातून विद्यार्थ्यांना नोकरीच्याही संधी मिळण्यास मदत होते. महोत्सवाच्या ठिकाणी वेगवेगळ्या क्षेत्रातील, व्यवसायातील तज्ज्ञ, दिग्गज व्यक्ती, कलाकार येतात आणि विद्यार्थ्यांचे गुण, प्रतिभा ओळखून त्यांना नोकरीची संधी देण्यास उत्सुक बनतात.

13. प्राधान्यक्रम व वेळेचे नियोजन

युवा महोत्सवाच्या निमित्ताने विद्यार्थी अभ्यास, वर्गातील व्याख्याने परीक्षा, छंद, युवा महोत्सवांचे सराव, स्पर्धा या सगळ्यांमध्ये प्राधान्यक्रम ठरवून निवड करायला शिकतात. तसेच त्यानुसार उपलब्ध वेळेचे नियोजन करायला शिकतात.

एकूणच युवा महोत्सवाच्या माध्यमातून विद्यार्थ्यांच्या विविध कौशल्यांचा विकास साधता येत असला तरीही आज काही आव्हाने, शासन, विद्यापीठ, महाविद्यालय पातळीवर असलेली दिसतात. त्यामध्ये युवा महोत्सव खर्च, पुरेसा वेळ, नियोजन--- आणखी अशाच काही गोष्टींच्याबाबतीत विचार करण्याची गरज आहे.

समारोप

एकूणच विद्यार्थ्यांच्या अंगच्या सुप्त गुणांना ओळखून त्यांचा विकास करण्यासाठी युवा महोत्सवाची मदत होते. विद्यार्थ्यांच्या सर्वांगीण विकासामध्ये त्यांच्या बौद्धिक, शारीरिक विकासापेक्षाही विद्यार्थ्यांचा नैतिक, भावनिक, विकास साधण्यासाठी युवामहोत्सव अधिक उपयुक्त ठरतात. विद्यार्थ्यांच्यामध्ये कलात्मक जाणीव निर्माण करतात.

संदर्भ

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राष्ट्रीय सेवा योजनेतून विद्यार्थ्यांचा सामाजिक विकास

डॉ. सुप्रिया चंद्रशेखर खोले
सहयोगी प्राध्यापक, इतिहास विभाग
चंद्रबाई - शांताप्पा शेंडुरे कॉलेज, हुपरी
ता. हातकणंगले, जि. कोल्हापूर
शिवाजी विद्यापीठ संलग्नीत

सारांश

आधुनिक काळात शिक्षण क्षेत्रात अभ्यासक्रमाबरोबरच अभ्यासेतर किंवा अभ्यासपूरक कार्यक्रमांनाही महत्व दिले जाते आहे. विद्यार्थ्यांच्या व्यक्तिमत्व विकासासाठी केवळ पुस्तकी ज्ञान नाही तर परिसर, पर्यावरण आणि सामाजिक भान असणे गरजेचे आहे ही संकल्पना आज मान्य केली गेली आहे. महाविद्यालयीन स्तरावर असे अनेक कार्यक्रम राबविले जातात. यापैकी भारत सरकारद्वारे राबविला जाणारा राष्ट्रीय सेवा योजना (एन.एस.एस.) हा एक उपक्रम आहे. १९६९ पासून या उपक्रमाची अंमलबजावणी होऊ लागली. विद्यार्थी समाजाशी एकरूप व्हावा, त्याला सामाजिक परिस्थितीची जाणीव व्हावी. विशेषतः ग्रामीण भागातील परिस्थिती – समस्या याची त्याला माहिती असावी. या दृष्टीने हा उपक्रम महत्वाचा ठरतो. विद्यार्थ्यांच्यातील सुप्त गुणांना वाव देताना त्यांच्यातील माणुसकीची भावना वाढीस कशी लागेल यासाठी हा उपक्रम उपयुक्त ठरतो. NOT ME BUT YOU हे ब्रीद वाक्य असणारी ही योजना विद्यार्थ्यांना समाजसेवेसाठी प्रेरित करते. या काळात श्रमाचे होणारे संस्कार त्या विद्यार्थ्यांला चांगल्या दिशेला नेऊ शकतात. राष्ट्रीय एकात्मता, बंधुभाव, सहिष्णुता, सामाजिक बांधिलकी ही मूल्ये आजच्या काळाची गरज आहे आणि राष्ट्रीय सेवा योजना यासाठीचे एक महत्वाचे माध्यम आहे. स्वातंत्र्य लढ्यातील मूल्यांना प्रत्यक्षात आणण्याचे कार्य ही योजना करत आहे

प्रस्तावना –

शिक्षण हे समाज परिवर्तनाचे महत्वाचे साधन आहे. बौद्धिकदृष्ट्या सक्षम करण्याबरोबरच मानवाला हक्क आणि कर्तव्याची जाणीव शिक्षणातून होते. सामाजिक अधिकारांबाबत तो अधिक सजग होतो आणि यामुळेच सर्वच समाजसुधारकांनी सामान्य लोकांना शिक्षित करण्याचे प्रयत्न केले. स्वातंत्र्योत्तर काळात शिक्षण प्रसार व्हावा यासाठी बरेच प्रयत्न केले गेले. शिक्षण हे व्यक्तिमत्व विकासाचे साधन असते. व्यक्तींचा विकास हा पर्यायाने राष्ट्राचाही विकास असतो. मात्र या प्रक्रियेत विद्यार्थी केवळ परिक्षार्थी बनला, समाज जीवनापासून दूर गेला तर शिक्षण प्रक्रियेस अर्थ उरणार नाही विद्यार्थ्यांच्या सामाजिक जाणीवा विकसित व्हाव्यात आणि जबाबदारीचे भान त्याला यावे, त्याचे व्यक्तिमत्व विकसित व्हावे यासाठीच अभ्यासक्रमाबरोबर अनेक अभ्यासपूरक आणि अभ्यासेतर उपक्रम राबविले जातात. यापैकी महाविद्यालयीन स्तरावर राबविला जाणारा एक उपक्रम म्हणजे राष्ट्रीय सेवा योजना (National Service Scheme). गेली पन्नास वर्षे संपूर्ण भारतातील उच्च शिक्षण संस्थातून राबविला जाणारा हा उपक्रम विद्यार्थ्यांच्या सामाजिक विकासात महत्वाची भूमिका बजावत आहे.

थोडक्यात इतिहास –

१९५० साली स्थापन झालेल्या पहिल्या शिक्षण आयोगाने विद्यार्थ्यांच्यात राष्ट्रीय सेवेबाबत जागरूकता निर्माण करण्यासाठी एखाद्या स्वयंसेवी संस्थेच्या स्थापनेची शिफारस केली होती पंतप्रधान पं. जवाहरलाल नेहरू यांच्या काळात डॉ. सी. डी. देशमुख यांच्या अध्यक्षतेखाली समिती नेमून सक्तीच्या राष्ट्रीय सेवेसंबंधी योजना तयार करायला सांगितली कोठारी आयोगानेही अशा प्रकारच्या संघटनेची शिफारस केली. एप्रिल १९६७ मध्ये विविध राज्यांच्या शिक्षण मंत्र्यांच्या परिषदेने विद्यापीठीय स्तरावरील विद्यार्थ्यांसाठी राष्ट्रीय छात्र सेना (एन.सी. सी.) याला पर्याय म्हणून राष्ट्रीय सेवा योजना (एन.एस.एस.) हा नवीन कार्यक्रम द्यावा अशी शिफारस केली. १९६७ मध्ये झालेल्या कुलगुरूंच्या परिषदेमध्ये या शिफारसीचे स्वागत करून या योजनेचा सविस्तर विचार करण्यासाठी कुलगुरूंची विशेष समिती नेमण्यात आली. सरकारने या योजनेखाली पाच कोटी रुपयांचे अनुदान मंजूर केले केंद्रीय शिक्षण मंत्रालयाने २४ सप्टेंबर १९६९ पासून (शैक्षणिक वर्ष १९६९-७० पासून) निवडक महाविद्यालयातून हा प्रकल्प राबवायला सुरुवात केली. हे वर्ष महात्मा गांधींचे जन्मशताब्दी वर्ष होते. सुरुवातीच्या टप्प्यात चाळीस हजार विद्यार्थ्यांना यामध्ये सामील करून

घेतले. याला मिळणारा प्रतिसाद वाढत गेला. अल्पावधीतच राष्ट्रीय सेवा योजनेचा प्रसार सर्व राज्यांमधील विद्यापीठामध्ये झाला. मार्च २०१८ पर्यंत देशभरात सुमारे ३.८ दशलक्ष विद्यार्थी या योजनेचे स्वयंसेवक म्हणून कार्यरत आहेत
राष्ट्रीय सेवा योजनेची प्रतिके –

या योजनेचे बोधवाक्य आहे 'NOT ME BUT YOU' म्हणजेच 'माझ्यासाठी नव्हे तर आपणासाठी' थोडक्यात या छोट्या बोधवाक्यातून स्वयंसेवकाची सामाजिक बांधिलकी यातून प्रतित होते इतरांच्या भावनांची कदर करण्याची वृत्ती यातून दिसते. स्वयंसेवकाने स्वस्वार्थ विसरून समाजसेवा करावी हे यामध्ये अभिप्रेत आहे 'लोकसेवेतून शिक्षण आणि शिक्षणातून लोकसेवा' या ध्येयाने राष्ट्रीय सेवा योजना योजना कार्यरत असते. राष्ट्रीय सेवा योजनेचे बोधचिन्ह म्हणून कोणार्क येथील सूर्यमंदिराच्या रथचक्राप्रमाणे गोल चक्र स्वीकारण्यात आले जेगती, शिस्त, सृजनशीलता आणि संवर्धनाचे प्रतिक आहे
महाविद्यालयीन पातळीवरील राष्ट्रीय सेवा योजनेची कार्यपद्धती -

विद्यापीठाने दिलेल्या मार्गदर्शक सुचनांनुसार महाविद्यालयात राष्ट्रीय स्ना योजना ही कार्यरत असते. शिवाजी विद्यापीठाच्या कार्यक्षेत्रांतर्गत असलेल्या महाविद्यालयात शंभर विद्यार्थ्यांचे एक युनिट असते एकापेक्षा जास्त युनिट असू शकतात युनिटची संख्या त्या महाविद्यालयाच्या विद्यार्थी संख्येवर अवलंबून असते प्रत्येक युनिटची जबाबदारी कार्यक्रम अधिकाऱ्यावर असते. या योजनेचा कालावधी दोन वर्षांचा असतो. या योजनेसाठी निवड केलेल्या विद्यार्थ्यांना प्रत्येक वर्षी किमान एकशे वीस तास म्हणजेच दोन वर्षांचे मिळून किमान दोनशे चाळीस तास काम करावे लागते. यामध्ये वर्षभराच्या नियमित कार्यक्रमाबरोबरच सात दिवसांच्या विशेष श्रमसंस्कार शिबिराच्या कालावधीचा समावेश असतो. प्रत्येक विद्यार्थ्याला दोन वर्षांच्या कालावधीत कोणत्याही एका वर्षी (प्रथम वर्ष एन.एस.एस. किंवा द्वितीय वर्ष एन.एस.एस.) विशेष श्रमसंस्कार शिबिर करणे आवश्यक असते. या विद्यार्थ्यांचा उल्लेख स्वयंसेवक असा केला जातो. यातूनच कर्तव्याची जाणीव होते. विद्यार्थ्याला आपल्या एन.एस.एस. च्या प्रक्रियेत इतर विद्यार्थ्यांबरोबरच शिक्षक, समाज हे घटकही महत्वाचे असतात. स्वयंसेवकाच्या सामाजिक विकासात हे दोन्ही घटक मार्गदर्शन करतात. महाविद्यालयातील निवडक विद्यार्थी राज्य स्तरावरील आणि राष्ट्रीय स्तरावरील शिबिरात सहभागी होतात.

वर्षभर राष्ट्रीय सेवा योजनेचे उपक्रम चालतात. यामध्ये रक्तदान शिबिराचे आयोजन, सामाजिक प्रश्नांबाबत जागृती निर्माण करण्यासाठी रॅली, पथनाट्ये, दत्तक घेतलेल्या गावाची सफाई, आपल्या महाविद्यालयाची सफाई, नैसर्गिक आपत्तीच्यावेळी प्रत्यक्ष मदत, त्याचप्रमाणे कपडे – धान्य- गरजेच्या वस्तु गोळा करून आपत्तीग्रस्तांना मदत करणे इ या अशा उपक्रमात विद्यार्थी – विद्यार्थिनी प्रत्यक्ष सहभागी होतात. समाज किती गंभीर समस्यांना तोंड देत असतो याची जाणीव त्यांना होते. केवळ पुस्तकी ज्ञान नव्हे तर यामध्ये कृतीही करून घेतली जाते. उदा. हुपरी कॉलेजने केरळ पूरग्रस्तांसाठी भरीव मदत गोळा केली यामध्ये महाविद्यालयातील शिक्षकांबरोबरच राष्ट्रीय सेवा योजनेच्या स्वयंसेवकांनी उत्स्फूर्त सहभाग घेतला होता या कृतीतून विद्यार्थ्यांवर आपणही समाजाचं काही तरी देणे लागतो झालेला हा संस्कार तेवढाच उपयुक्त होता

विशेष श्रमसंस्कार शिबिर-

विद्यार्थ्यांची समाजाशी नाळ जोडणाऱ्या राष्ट्रीय सेवा योजनेच्या कार्यक्रमात एक अत्यंत महत्वाचा भाग म्हणजे विशेष श्रमसंस्कार शिबिर. सात दिवस चालणारे हे शिबिर निवासी शिबिर असते. कॉलेजने दत्तक घेतलेल्या गावात अथवा कॉलेजच्या पंचक्रोशीतील छोट्या गावात या शिबिराचे आयोजन केले जाते ज्या कॉलेजमध्ये एन.एस.एस.चे एक युनिट आहे त्यातील निम्मे विद्यार्थी साधारणपणे चाळीस ते पन्नास विद्यार्थी या शिबिरात सहभागी होतात. या सात दिवसात पर्यावरणविषयक, आरोग्य, कुटुंब कल्याण- आहार विषयक, गावातील महिलांसाठी विशेष कार्यक्रम, सामाजिक वनीकरण इ. कार्यक्रमांचे आयोजन करण्यात येते. याबरोबरच स्थानिक गरजा काय आहेत हे लक्षात घेऊन या शिबिरा दरम्यान विद्यार्थी – विद्यार्थिनी त्या गावातील अनेक कार्यक्रमात प्रत्यक्ष सहभागी होतात. उदा. आरोग्य शिबिर, ग्रामसफाई, गावातील तळे सफाई, रस्ता दुरूस्ती, गाजरगवत निर्मूलन, ड्रेनेज सफाई, गावाचे आर्थिक – सामाजिक सर्वेक्षण, प्रबोधन इ. अनेक कार्यक्रमांचे आयोजन केले जाते दररोज दुपारी आयोजित केली जाणारी विविध विषयांवरील प्रबोधनपर व्याख्याने हा या शिबिराचा महत्वाचा भाग असतो. विद्यार्थ्यांमार्फत याचे पूर्ण नियोजन केले जाते शिबिरा दरम्यान बनविला जाणारा नाश्ता, जेवण, भांडी आणि रूमची साफ- सफाई यामध्ये विद्यार्थी गटानुसार सहभागी होतात. फुरसतीच्या वेळेत गाणी – विनोद – भाषण असे सादरीकरण विद्यार्थी – विद्यार्थिनी करतात.

यातून साध्य होणाऱ्या गोष्टी पुढीलप्रमाणे

- १) जात – पंथ – लिंग – गरीब – श्रीमंत असा भेदभाव विसरून एकत्र काम करण्याचे संस्कार
- २) एखादी जबाबदारी घेऊन ती पार पाडणे
- ३) नेतृत्व करणे
- ४) समाजाच्या समस्यांमध्ये सहभागी होणे
- ५) विविध कार्यक्रमांचे, सांस्कृतिक कार्यक्रमांचे संयोजन-संचलन करणे, सभाधीटपणा शिकणे
- ६) सहकारी मित्राबरोबर सामंजस्याने राहायला शिकणे.
- ७) ठामपणे आपले मुद्दे मांडायला शिकणे
- ८) परिस्थितीशी जुळवून घेणे
- ९) शिस्तीचे पालन करणे

समारोप -

योग्यवेळी झालेले सुसंस्कार पुढे व्यक्तीला योग्य दिशेने नेतात तरुणाईला योग्य दिशा दाखविण्याचे कार्य राष्ट्रीय सेवा योजनेच्या माध्यमातून होते. यामुळे अभ्यासेत्तर कार्यक्रमापैकी एक महत्वाचा कार्यक्रम म्हणून राष्ट्रीय सेवा योजनेचे नाव घ्यावे लागते. शिक्षणातून तरुणाचे मन – मनगट – मेंदू हे बळकट व्हावे अशी अपेक्षा आहे यासाठीचे माध्यम म्हणून या योजनेकडे बघावे लागेल. सामाजिक जाणवा विकसित होण्याचे, समाजाशी जोडले जाण्याचे हे चांगले माध्यम आहे. आधुनिक काळात बुद्ध्यांक पातळी (Intelligence quotient) बरोबरच विद्यार्थ्यांचा भावनांक (Emotional quotient) यालाही महत्व मिळत चालले आहे. भावनांक सुधारण्याचे – व्यक्तिमत्व विकसित करण्याचे कार्य राष्ट्रीय सेवा योजना चांगल्या प्रकारे करत आहे. अनौपचारिक शिक्षणाचे त्याचप्रमाणे विद्यार्थ्यांच्या सामाजिकीकरणाचे हे महत्वाचे माध्यम आहे असे म्हणता येईल.

संदर्भ-

- १) कार्य दैनंदिनी, शिवाजी विद्यापीठाद्वारे प्रकाशित स्वयंसेवकासाठीची पुस्तिका
- २) रसाळ पी. व्ही., अहिरे रविंद्र अशोक, राष्ट्रीय सेवा योजना : एक चळवळ (लेख), दैनिक महाराष्ट्र टाईम्स, दि. २४-९-२०१७
- ३) हिवरे ह.रा., राष्ट्रीय सेवा योजना आणि व्यक्तिमत्व विकास (लेख), दैनिक दिव्य मराठी दि. १९-९-२०१३
- ४) एन.एस.एस. वार्षिक अहवाल, कर्मरजत वार्षिक नियतकालिक, चंद्राबाई शांताप्पा शेंडुरे कॉलेज, हुपरी, वर्ष २०१७-१८, २०१८-१९
- ५) मुलाखत – गोसावी विशाल, माजी एन.एस.एस. स्वयंसेवक, ३-१२-२०१९
- ६) वेबसाईट- <https://nss.gov.in>

सामाजिक विकासामध्ये राष्ट्रीय सेवा योजनेचे योगदान

प्रा. संदीप चौरे

समाजशास्त्र विभाग,

श्री शहाजी छत्रपती महाविद्यालय, कोल्हापूर

प्रस्तावना :

“माझ्यासाठी नव्हे, तर तुमच्यासाठी” (Not Me But You) या राष्ट्रीय सेवा योजनेच्या तत्त्वानुसार देशाच्या युवाशक्तीला नवचेतना आणि सामाजिक, आर्थिक, सांस्कृतिक व शैक्षणिक विकास घडवण्याचे महत्त्वपूर्ण कार्य गेल्या 50 वर्षांपासून निरंतर होत आहे.

डॉ. सर्वपल्ली राधाकृष्णन यांच्या अध्यक्षतेखाली विश्वविद्यालय आयोगाने विश्वविद्यालयीन अभ्यासक्रमाला राष्ट्रसेवेची जोड देऊन राष्ट्राचा उद्धार कसा साधता येईल या दृष्टीने तत्कालीन प्रधानमंत्री पंडित जवाहरलाल नेहरू, केंद्रीय मंत्री डॉ. सी. डी. देशमुख, प्रो. के. सी. सैय्यद्दीन, शिक्षण समितीचे अध्यक्ष डॉ. दौलतसिंग कोठारी, शिक्षण मंत्री डॉ. के. आर. व्ही. राव, भारतातील विद्यापीठातील कुलगुरू, विद्यार्थी प्रतिनिधी यांच्यात विचारविनिमय झाला आणि महात्मा गांधींच्या जन्मशताब्दी निमित्ताने 24 सप्टेंबर 1969 रोजी भारतातील सर्व राज्यांतून 37 विद्यापीठांत पदवीपूर्व महाविद्यालयीन विद्यार्थ्यांसाठी दोन वर्षांकरिता राष्ट्रीय सेवा योजना सुरू करण्यात आली.

माझ्यासाठी नव्हे, तर तुमच्यासाठी हे ब्रिदवाक्य लक्षात ठेवून राष्ट्रीय सेवा योजनेचा स्वयंसेवक सामाजिक भान ठेवून नेहमी समाजसेवेसाठी तत्पर असतो. राष्ट्रीय सेवा योजनेचे महत्त्व, भूमिका आणि धोरणे यांचा विचार केला तर आज राष्ट्रीय सेवा योजनेच्या मार्गदर्शक तत्त्वानुसार नियमित कार्यक्रम व विशेष हिवाळी श्रमसंस्कार शिबिर या दोन उपक्रमांद्वारे समाजप्रबोधना सोबत महाविद्यालयाने जवळचे खेडे दत्तक घेऊन त्याचा विकास साधण्यासाठी गावाच्या आवश्यकतेनुसार विद्यार्थी कार्य करित असतात. दत्तक गावात विविध कार्यक्रमांच्या माध्यमातून विद्यार्थी राष्ट्रीय एकात्मतेचे महत्त्व पटवून सांगतात. शिबिर कालावधीमध्ये सहजीवन, सहशिक्षण व सहभोजन या प्रक्रियांच्या माध्यमातून सर्वधर्म समभावनेचा विकास होतो. या शिबिरात विद्यार्थ्यांना दत्तक गावात विविध प्रकारचे सर्वेक्षण करावे लागते. नवनविन योजनांची माहिती घ्यावी लागते. त्यावेळी लोकांशी संवाद साधवा लागतो. त्यामुळे संवादकौशल्य निर्माण होते. विद्यार्थ्यांना शिबिरात सभा संचालन, प्रास्ताविक भाषण, मनोगत, आभार प्रदर्शन करावे लागते. त्यामुळे वक्तृत्वकला विकसीत होते.

अध्ययनाचे उद्देश :

- 1) राष्ट्रीय सेवा योजनेची पार्श्वभूमी जाणून घेणे.
- 2) राष्ट्रीय सेवा योजनेची उद्दिष्ट्ये समजून घेणे.
- 3) राष्ट्रीय सेवा योजनेची कार्यपद्धती समजून घेणे.
- 4) राष्ट्रीय सेवा योजनेचे महत्त्व स्पष्ट करणे.

गृहितकृत्ये :

- 1) राष्ट्रीय सेवा योजनेच्या माध्यमातून विद्यार्थ्यांचे गुणकौशल्य आणि व्यक्तीमत्व विकास होण्यास मदत होते.
- 2) राष्ट्रीय सेवा योजनेच्या माध्यमातून राष्ट्रीय एकात्मता निर्माण होते.

संशोधन पद्धती :

1) तथ्य संकलन पद्धती :

प्रस्तुत संशोधन निबंधाच्या अध्ययनासाठी दुय्यमतथ्यांचा वापर केला गेला आहे. यात प्रकाशित वर्तमानपत्र, प्रकाशित व अप्रकाशित लेख, संदर्भग्रंथ अहवाल, संकेतस्थळे इ. दुय्यमसाहित्याचा वापर केला आहे.

राष्ट्रीय सेवा योजनेचे ध्येयवाक्य (त्रिदवाक्य) :

राष्ट्रीय सेवा योजनेचे ध्येय वाक्य आहे. “माझ्यासाठी नव्हे, तर तुमच्यासाठी” (Not Me But You) निस्वार्थ सेवाभाव त्यामागे आहे.

राष्ट्रीय सेवा योजनेचे चिन्ह :

राष्ट्रीय सेवा योजनेचे चिन्ह ओरिसा राज्यातील कोणार्क सुर्यमंदिराच्या रथाच्या चक्रावर आधारित आहे. हे चक्र जिवनाचा प्रगतीशील चक्राचा द्योतक असून निरंतरता, परिवर्तनाचे प्रतीक आहे. जो निरंतर समाजिक कार्य करत राहण्याची प्रेरणा देते.

राष्ट्रीय सेवा योजनेच्या कार्यक्रमाचे स्वरूप : राष्ट्रीय सेवा योजनेअंतर्गत दोन प्रकारे कार्यक्रम घेतली जातात.

1) सामान्य कार्यक्रम :

या कार्यक्रमाअंतर्गत राष्ट्रीय सेवा योजनेमध्ये प्रवेशित विद्यार्थ्यांना स्वयंसेवक म्हणून कमीत कमी 120 तास समाजसेवेचे कार्य करावे लागते. म्हणजेच दोन वर्षांच्या कालावधीत 240 तास सेवा पूर्ण करणाऱ्या विद्यार्थ्यांला विश्वविद्यालय किंवा महाविद्यालयातर्फे प्रमाणपत्र दिले जाते.

2) विशेष शिबिर कार्यक्रम :

राष्ट्रीय सेवा योजना अंतर्गत प्रत्येक वर्षी सात दिवसीय विशेष हिवाळी शिबिराचे आयोजन केले जाते. महाविद्यालयाच्या जवळचे गाव किंवा गलिच्छ वस्ती मध्ये शिबिर आयोजित केले जाते.

राष्ट्रीय सेवा योजने अंतर्गत घेण्यात येणारी कार्यक्रमांची सूची :

1) पर्यावरण संरक्षण :

वृक्षारोपण, बगीचे, पार्क, वनाचे पुर्ननिर्माण, गावातील रस्ते, नाले इत्यादीची सफाई, शौचालय निर्माण, तलाव, विहीर यांची सफाई, कचरा व्यवस्थापन, मृदा संरक्षणासाठी कार्य, वॉटरशेड विकास इ.

2) आरोग्य, कुटुंबकल्याण आणि पोषण कार्यक्रम :

लसिकरण कार्यक्रम, स्वच्छ पाण्याची व्यवस्था, बालविकास कार्यक्रम, प्राथमिक आरोग्य शिक्षण, एड्स जागरूकता, कुटुंबकल्याण कार्यक्रम.

3) महिलांची स्थिती सुधारणा व जागरूकता विषयक कार्यक्रम :

महिला अधिकार, संविधानिक हक्कविषयक जाणिवजागृती करणे, स्त्रियांसाठी विविध कला कौशल्य प्रशिक्षण देणे, आर्थिक व सामाजिक बाबतीत महिला सबलीकरण.

4) सामाजिक सेवा कार्यक्रम :

अनाथआश्रम, वृद्धाश्रमांमध्ये काम करणे, दवाखान्यात रोगीपिडीतांची सेवा करणे, रक्तदान, नेत्रदान, सामाजिक शिक्षण, शारीरिक व मानसिक रोग्यांची सेवा.

5) उत्पादन विषयक कार्यक्रम :

मृदा परिक्षण, लोकांसमवेत शेती करून कामे समजून घेणे, सहकारी संस्था स्थापन करणे, कुक्कुटपालन, पशुपालन मार्गदर्शन व मदत करणे, बँक कर्ज घेण्यास मदत करणे.

6) नैसर्गिक आपत्तीच्या वेळेस बचावकार्य :

अन्न, कपडे, औषधे इ. वाटप करून मदत करणे, लसिकरण, औषधे इ. साठी वैद्यकीय कर्मचाऱ्यांना मदत करणे, झोपडी पुर्ननिर्माण, विहीर, तलाव सफाई करणे, बचावकार्यासाठी मदत, कपडे व इतर वस्तुंचे संग्रह करून आपत्तीग्रस्त क्षेत्रात पोहचवणे.

7) शिक्षण व मनोरंजन :

प्रौढशिक्षण, शाळाबाह्य मुलांसाठी शिक्षण कार्य, कनिष्ठ वर्गातील विद्यार्थ्यांसाठी कोर्चींग, सांस्कृतिक व मनोरंजनात्मक कार्यक्रमांत सहभाग, नेहरू तरुण केंद्राच्या मदतीने विविध खेळांचे आयोजन, ग्रामीण भागातील तरुणांना औपचारिक शिक्षण आणि कायद्याचे ज्ञान करून देणे.

सामाजिक विकासामध्ये राष्ट्रीय सेवा योजनेचे योगदान :

राष्ट्रीय सेवा योजनेची सुरुवात 1969 मध्ये झाली. ही योजना देशातील सर्व राज्ये आणि विश्वविद्यालयांमध्ये लागू करण्यात आली. सुरुवातीला या योजनेत 40,000 विद्यार्थी सहभागी झाले. त्यात दरवर्षी भर पडत आहे.

राष्ट्रीय सेवा योजनेचे सामाजिक विकासाच्या दृष्टीने विचार केला तर अनेक कार्यक्रमांच्या माध्यमातून महत्त्वपूर्ण अशी कामे केलेली आहेत. जसे विकास कार्यासाठी गाव किंवा गलिच्छ वस्तींना दत्तक घेणे, सामाजिक सर्वेक्षण करणे, उपचार केंद्रे स्थापन करणे, साफसफाई अभियान राबवणे, रक्तदान करणे, समाजातील कनिष्ठ वर्ग आणि प्रौढ शिक्षा कार्यक्रम, दवाखान्यात पिडीतांची सेवा करणे, अनाथआश्रमांमध्ये अनाथ आणि दिव्यांग व्यक्तींची सेवा करणे इ. सेवा. तसेच राष्ट्रीय सेवा योजनेचे स्वयंसेवक संपूर्ण देशात वेळोवेळी नैसर्गिक आपत्ती उदा. चक्रवात, महापुर, दुष्काळ, भुकंप इ. ठिकाणी अपातकालीन स्थितीमध्ये प्रशासकीय कार्य केले आहे. तसेच राष्ट्रीय सेवा योजनेच्या माध्यमातून समाजातील वाईट गोष्टींचे उच्चाटन करणे, राष्ट्रीय एकात्मता निर्माण करणे, लोकशाही, धर्मनिरपेक्षता, सामाजिक सद्भावना, वैज्ञानिक दृष्टीकोन इ. अनेक कार्ये राष्ट्रीय स्तरावर विविध कार्यक्रमांच्या माध्यमातून सामाजिक विकासामध्ये राष्ट्रीय सेवा योजनेचे योगदान दिसून येते.

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राष्ट्रीय सेवा योजना : महत्व व भूमिका

प्रा.डॉ विलास घोडे

(सहयोगी प्राध्यापक)

भैय्याजी पांढरीपांडे

नॅशनल इन्स्टिट्यूट ऑफ सोशल वर्क,

हनुमान नगर, नागपूर

प्रस्तावना :

भारतात राष्ट्रीय सेवा योजनेची संकल्पना राष्ट्रपिता महात्मा गांधी आणि पंडित जवाहरलाल नेहरू यांच्या विचारातून उदयास आली. स्वातंत्र्यप्राप्तीनंतर भारतातील लोकसंख्या मोठ्या प्रमाणात ग्रामीण भागात वास्तव्य करित होती. ग्रामीण भागात साक्षरतेचे प्रमाण कमी असल्यामुळे ग्रामीण भागात अनेक समस्या होत्या. ग्रामीण भागातील लोकांचे स्वातंत्र्यप्राप्ती महत्व आणि देशप्रती जागरुकता निर्माण करण्यासाठी लोकांमध्ये जनजागृती करणे आणि ग्रामीण भागात रचनात्मक कार्य करणे आवश्यक होते. 1950 मध्ये पहिल्या पंचवार्षिक योजनेत समाजसेवा आणि शारीरिक श्रम यावर अधिक भर देणारी विद्यार्थ्यांची शिबीरे आयोजित करण्याची योजना आखण्यात आली होती. 1958 मध्ये नेहरूनी महाविद्यालयीन आणि विद्यापीठीय पातळीवर विद्यार्थ्यांनी पदवीचे शिक्षण पूर्ण करताना 9 ते 12 महिन्यांपर्यंत समाजसेवेचे ग्रामीण भागात कार्य करावे अशा प्रकारची योजना सुरु करण्याचे सुचविण्यात आले होते. 1959 मध्ये शिक्षण मंत्र्यांच्या बैठकीत या योजनेसाठी डॉ. सी.डी.देशमुख यांच्या अध्यक्षतेखाली समिती स्थापन करण्यात आली. 1960 मध्ये प्रा. के. जी.सय्यदीन यांनी विविध देशांचा अभ्यास करून नॅशनल सर्विस फॉर द युथ यांच्याकडे अहवाल सुपूर्द केला. सन 1964 मध्ये शिक्षण सुधारणा आयोगाचे अध्यक्ष डॉ. दौलतसिंह कोठारी यांनी दिलेल्या अहवालामध्ये महाविद्यालयीन व विद्यापीठमधील विद्यार्थ्यांच्या समाजसेवा कार्यासंबंधी शिफारस करण्यात आली. मे 1969 मध्ये कुलगुरुंच्या उपसमितीच्या बैठकीमध्ये राष्ट्रीय सेवा योजनेचा मसुदा तयार करण्यात आला. शिक्षणमंत्री डॉ. व्ही.के.आर.व्ही. राव यांनी 24 सप्टेंबर 1969 रोजी राष्ट्रीय सेवा योजना सुरु करण्याची घोषणा केली.

शोध निबंधाचा उद्देश:

1. भारतातील राष्ट्रीय सेवा योजनेच्या परिस्थितीच्या अभ्यास करणे.
2. राष्ट्रीय सेवा योजनेच्या विविध योजनांचे अध्ययन करणे.
3. राष्ट्रीय सेवा योजनेचे महत्व व भूमिकेचे विश्लेषण करणे.

अध्ययन पध्दती:

प्रस्तुत शोधनिबंधाच्या अध्ययनासाठी दुय्यम स्रोतांचा वापर करण्यात आलेला आहे. यामध्ये पुस्तके, मासिके, वृत्तपत्रातील लेख आणि इंटरनेटवरील माहिती यांचा उपयोग शोध निबंधासाठी करण्यात आलेला आहे.

महात्मा गांधीच्या जन्मशताब्दी वर्षाच्या निमित्त्याने 24 सप्टेंबर 1969 पासून राष्ट्रीय सेवा योजना भारत सरकारच्या युवा कल्याण व क्रिडा मंत्रालयातर्गत राबविण्यात येत आहे. महाविद्यालय स्तरावरील नवीन शिक्षणपध्दतीमध्ये स्वावलंबन, चारित्र्यवर्धन व सामाजिक बांधिलकी या मुल्यांचा समन्वय साधण्यासाठी राष्ट्रिय सेवा योजना सुरु करण्यात आली. त्याचप्रमाणे महाविद्यालयीन विद्यार्थ्यांच्या मनात सामाजिक बांधिलकी निर्माण करून त्याद्वारे विद्यार्थ्यांचा सर्वांगीण व्यक्तिमत्व विकास करण्याच्या हेतुने राष्ट्रिय सेवा योजनेद्वारे कार्य करण्यात येत आहे.

सन 1969 मध्ये देशामधील 37 विद्यापीठातील 40 हजार विद्यार्थ्यांकरिता पायलट स्वरूपात ही योजना सुरु करण्यात आली होती. सध्या भारतातील 391 विद्यापीठातील 16,278 महाविद्यालयातून जवळपास 36.5 लाख रासेयो स्वयंसेवकांची नोंदणी केलेली आहे. आजपर्यंत जवळपास 4.78 करोड विद्यार्थ्यांनी राष्ट्रीय सेवा योजनामध्ये सहभाग नोंदविलेला आहे. राष्ट्रीय सेवा योजनेचे कार्य करण्यासाठी विशिष्ट उद्देश तयार करण्यात आलेले आहे. तसेच रासेयो विद्यार्थ्यांची ओळख होण्यासाठी रासेयोचा

बिल्ला तयार करण्यात येऊ आला. या बिल्ल्यातून विशिष्ट जाणीव निर्माण करून विद्यार्थ्यांमध्ये मानव कल्याणाची प्रेरणा जागृत होते. त्याचप्रमाणे राष्ट्रीय सेवा योजनेच्या 'माझ्यासाठी नव्हे तर तुमच्यासाठी' या बोधवाक्यातून दुसऱ्या व्यक्तीचा दृष्टीकोण विचारात घेण्याची आणि निःस्वार्थ कार्य करण्याची प्रेरणा विद्यार्थ्यांना मिळत असते.

राष्ट्रीय सेवा योजनाचे कार्यक्रम :

नियमित कार्यक्रम : राष्ट्रीय सेवा योजनामधील नियमित कार्यक्रमांतर्गत श्रमदान, पर्यावरण संरक्षण, राष्ट्रीय एकात्मता, स्वच्छता अभियान, जल संवर्धन, वृक्षारोपण, ग्रामसफाई, रक्तदान शिबीर, आरोग्य तपासणी शिबीर, रोगप्रतिबंधक लसीकरण, दिनविशेष कार्यक्रम, थोर महामानवींची जयंती आणि पुण्यतिथी कार्यक्रम, व्यसनमुक्ती जनजागृती कार्यक्रम, मतदार जनजागृती कार्यक्रम, नेतृत्व गुण विकास शिबीर, जीवन कौशल्य विकास कार्यशाळा, आपत्ती व्यवस्थापन कार्यशाळा, रस्ता सुरक्षा अभियान, योग प्रशिक्षण, महिला सक्षमीकरण, स्वयंरोजगार प्रशिक्षण, स्पर्धा परिक्षा, सकस आहार जनजागृती अभियान, एड्स/एच.आय.व्ही जनजागृती इत्यादी कार्यक्रम नियमित कार्यक्रमांतर्गत महाविद्यालयात आणि दत्तक गावामध्ये रासेयो स्वयंसेवकांकडून आयोजित केल्या जात असते.

विशेष ग्रामीण शिबीर: राष्ट्रीय सेवा योजनामधील विशेष ग्रामीण शिबीर कार्यक्रमांतर्गत गावाच्या सर्वेक्षणातून आर्थिक, सामाजिक आणि सांस्कृतिक परिस्थितीची ओळख, सामाजिक समस्यावर आधारित समस्यासंबंधी पथनाटय व नाटकाद्वारे जनजागृती कार्यक्रम, स्त्री समक्षीकरण, स्वयंरोजगारासंबंधी प्रशिक्षण, कायदेविषयक मार्गदर्शन, आरोग्य तपासणी शिबीर, राष्ट्रीय एकात्मतावर आधारित कार्यक्रम, जलसंवर्धन, ग्रामोन्नती अभियान कार्यक्रम इत्यादी कार्यक्रम ग्रामीण शिबीरामध्ये आयोजित करून समाजसेवेचे व ग्रामीण विकासाचे कार्य रासेयो स्वयंसेवकांकडून आयोजित केल्या जाते.

राष्ट्रीय सेवा योजनेचे महत्त्व : महाविद्यालय स्तरावर विद्यार्थ्यांमध्ये राष्ट्रीय सेवा योजना स्वावलंबन, चारित्र्यवर्धन, सामाजिक बांधिलकी आणि व्यक्तिमत्त्व विकासामध्ये महत्त्वाचे योगदान देत आहे. विद्यार्थ्यांच्या सर्वांगीण विकासासाठी रासेयो द्वारा विविध कार्यक्रम आयोजित करून प्रत्यक्ष कार्य करण्याची संधी विद्यार्थ्यांना मिळत असते. महाविद्यालयात विविध जाती, धर्म आणि पंथातील विद्यार्थी एकत्र येवून शिक्षण घेत असतांना रासेयोच्या विविध उपक्रमातून समाजसेवा, राष्ट्रसेवा, राष्ट्रीय एकात्मता, सामाजिक बांधिलकी, सामाजिक परिवर्तनाचे संस्कार दिल्या जात असते. सोबत समाजातील लोकांमध्ये मिळून-मिसळून, लोकांच्या समस्या समजून आणि समाज जीवनाचे विविध पैलुचे ज्ञान व अनुभव मिळत असते. रासेयोच्या संस्करातून विद्यार्थ्यांमध्ये दुसऱ्याप्रती विचार करण्याच्या भावनेचा विकास होतो.

रासेयोच्या विविध माध्यमातून महाविद्यालय सुध्दा आपली सामाजिक बांधिलकी निभावित असते. महाविद्यालयातील ज्ञानदानासोबत सामाजिक बांधिलकीचे विविध उपक्रम राबविणे समाज हिताच्या दृष्टिने आज आवश्यक झालेले आहे. या सामाजिक उपक्रमातून महाविद्यालयाचे नाव लौकिक होत असते. महाविद्यालयातील विद्यार्थ्यांना रासेयोच्या विविध उपक्रमाच्या माध्यमातून समाज पर्यंत पोहचण्याची संधी मिळत असते. आपल्या समाजाप्रती मिळालेल्या अनुभवातून प्रत्येक विद्यार्थ्यांच्या मनात समाज ऋणाची भावना निर्माण होत असते. प्रत्यक्ष कार्याच्या अनुभवातून विद्यार्थ्यांच्या सुप्त गुणांच्या विकासाला संधी प्राप्त होऊ विद्यार्थींची समाजभिमुख जडणघडण होत आहे.

राष्ट्रीय सेवा योजनेची भूमिका:

व्यक्तिमत्त्व विकासामध्ये भूमिका: रासेयोच्या विविध उपक्रमातून विद्यार्थ्यांच्या सर्वांगीण विकासाची भूमिका महत्त्वाची आहे. महाविद्यालयातील ज्ञानासोबत व्यक्तीच्या इतर पैलूंचाही विकास होणे महत्त्वाचे असते. यामध्ये सामाजिक दायित्व, समायोजन, जबाबदारी, शिस्त, वक्तव्यशिरपणा, संवाद कौशल्य, सकारात्मक विचार, संघटन कौशल्य, प्रामाणिकपणा, संयम, संवेदनशिलता, नम्रता अशा अनेक गुणांचा विकास रासेयोच्या विविध उपक्रमातून विद्यार्थ्यांचा होत असतो. त्यामुळे विद्यार्थ्यांचा व्यक्तिमत्वामध्ये बदल घडवून येतो.

नेतृत्वाचा विकासामध्ये भूमिका: रासेयोच्या उपक्रमातून समाजाच्या विकासासाठी विविध उपक्रम राबविल्या जात असते. विद्यापीठातील निर्देशानुसार महाविद्यालयातील प्राचार्य आणि कार्यक्रम अधिकारी यांच्या पुढाकाराने महाविद्यालयात विविध कार्यक्रम आयोजित केल्या जाते. रासेयो द्वारे वक्तृत्व स्पर्धा, वादविवाद स्पर्धा, समूह चर्चा, पोस्टर स्पर्धा, पथनाटय अशा कार्यक्रमातून विद्यार्थ्यांना कार्य करण्याची संधी मिळत

असल्यामुळे विद्यार्थ्यांमध्ये नेतृत्व गुणांचा विकास होत असतो. तसेच विद्यार्थ्यांच्या मनात आत्मविश्वास निर्माण होऊ त्यांच्या नेतृत्व गुणांना संधी मिळत असते.

सामुदायिक विकासामध्ये भूमिका: महाविद्यालयातील रासेयो पथकाच्या द्वारे सामुदायिक विकासामध्ये महत्वाची भूमिका निभवता येते. रासेयो अंतर्गत दत्तक घेतलेल्या गावासंबंधी संपूर्ण नियोजन करून स्वच्छता अभियान, शाळा दत्तक योजना, व्यसनमुक्ती अभियान, आरोग्य तपासणी शिबीर, राष्ट्रीय एकात्मता कार्यक्रम, स्वयंरोजगार प्रशिक्षण, महिला सक्षमीकरण, अंधश्रद्धा निर्मूलन इत्यादी कार्यक्रमांतर्गत सामुदायिक विकास साध्य केल्या जाऊ शकते. तसेच विशेष ग्रामीण शिबीरांतर्गत ग्रामीण विकासाचे विविध कार्यक्रम आयोजित केल्या जाऊ शकते. यामध्ये अंधश्रद्धा निर्मूलन, हुंडाविरोधी कार्यक्रम, हगणदारी मुक्त गाव, पर्यावरण संवर्धन, वृक्षरोपण, जलसंवर्धन, बंधारे बांधणी, स्वयंरोजगार प्रशिक्षण, कायदेविषयक सल्ला असे अनेक उपक्रम ग्रामीण शिबीरांतर्गत आयोजित करून सामुदायिक विकास साध्य करता येते.

राष्ट्रीय एकात्मतामध्ये भूमिका: रासेयोच्या विविध उपक्रमातून राष्ट्रीय एकात्मता समाजामध्ये निर्माण करण्याची महत्त्वपूर्ण भूमिका निभवित आहे. भारतीय समाजामध्ये मोठया प्रमाणात जाती, धर्म, वेशभूषा, बोलीभाषा, राहणीमान अशा अनेक प्रकारची विविधता समाजात दिसून येते. रासेयो च्या उपक्रमातून विद्यार्थ्यांवर सामाजिक सौहार्द, सहिष्णुता आणि बंधुभावा चे धडे आणि संस्कार दिल्या जाते. त्यामुळे समाजात सर्वधर्म समभाव चे विचार विद्यार्थ्यांमध्ये निर्माण होते. रासेयोच्या उपक्रमातून सामाजिक सलोख्याचे संस्कार विद्यार्थ्यांना दिल्या जाते. त्यामुळे विद्यार्थ्यांमध्ये राष्ट्रीय एकात्मताची भावना प्रेरित होते.

सामाजिक जनजागृतीमध्ये भूमिका: रासेयोच्या विविध उपक्रमातून तसेच समाजाला आवश्यक असणाऱ्या समस्यासंबंधी किंवा घटनासंबंधी रासेयोच्या स्वयंसेवकाकडून समाजात मोठया प्रमाणात जनजागृतीची भूमिका पार पाडल्या जाते.

शासकीय उपक्रमामध्ये भूमिका : रासेयो स्वयंसेवक अनेक शासकीय उपक्रमामध्ये सहभागी होत असते. मतदान जनजागृती कार्यक्रम, लसीकरण कार्यक्रम, स्वच्छ भारत अभियान, पथसंचालन अशा अनेक कार्यक्रमांमध्ये रासेयो स्वयंसेवक आज भूमिका निभवित आहे.

आपत्ती व्यवस्थापनामध्ये भूमिका: रासेयो स्वयंसेवक आपत्ती व्यवस्थापनामध्ये महत्वाची भूमिका करित आहे. रासेयोद्वारे 'आव्हान' सारखे राज्य स्तरीय शिबीरे आयोजित करून त्याद्वारे आपत्ती व्यवस्थापनाचे प्रशिक्षण स्वयंसेवकांना दिल्या जाते. या प्रशिक्षणातून विद्यार्थ्यांमध्ये आपत्तीमध्ये कार्य करण्याचे धैर्य, कौशल्ये आणि प्रेरणा मिळत असते. पुरगस्त, भूकंपग्रस्त, वादळग्रस्त, अपघात अशा संकटामधून समाजाला उभा करण्यासाठी रासेयोचे स्वयंसेवक महत्वाचे कार्य करित आहे.

युवा विकासामध्ये भूमिका: महाविद्यालयातील युवकांची रासेयोच्या स्वयंसेवकासाठी निवड केली जात असते. आजचे युवक उद्याचे नागरिक असतात. त्यामुळे सर्वांतोपरी युवकांच्या कल, भावना आणि मानसिकता लक्षात घेणे महत्वाचे आहे. रासेयोच्या माध्यमातून युवकांच्या कौशल्य विकासावर भर दिल्या जातो. आंतरराज्य सांस्कृतिक आदान-प्रदान शिबीर, स्पर्धा परिक्षा कार्यशाळा, जीवन कौशल्य विकास शिबीर, नेतृत्व कौशल्य शिबीर, आव्हान शिबीर या सारखे उपक्रम राबवून युवाशक्तीला नवचेतना देण्याचे कार्य केल्या जात आहे.

राष्ट्रीय सेवा योजना मधील स्वः अनुभव: मागील पंधरावर्षापासून कार्यक्रम अधिकारी म्हणून कार्यरत आहे. कार्यक्रम अधिकारी ते शहर समन्वयक पदापर्यंत कार्य करण्याची संधी मिळाली. रासेयो माध्यमातून अनेक राष्ट्रीय आणि राज्य स्तरीय शिबीरामध्ये टिम प्रमुख म्हणून विद्यापीठाकडून जाण्याची संधी मिळाली. माझा जीवनातील अप्रतिम प्रवास आणि अभ्यास दौरा तो म्हणजे मेघालय राज्यातील होय. नागपूर आणि पुणे विद्यापीठातील विद्यार्थ्यांना मेघालय राज्यामध्ये घेऊन जाण्याची संधी मला मिळाली होती. यामध्ये मेघालय राज्यातील खासी, गारो, आणि विजातियता या आदिवासी समुदायातील लोकांची संस्कृती, सामाजिक जीवन, परंपरा, मातृसत्ताक पध्दती, व्यवसाय आणि नैसर्गिक वातावरण व साधनसंपत्ती इत्यादी अनेक मुद्याचा अभ्यास या भेटीमधून करण्यात आला. तेथील कार्यक्रम अधिकाऱ्यानी केलेले सहकार्य अतुलनीय होते. मी अनेक विद्यार्थ्यांना शिबीरामध्ये जाण्यासाठी प्रोत्साहन करित असतो. त्यातून एका विद्यार्थीनीची राजपथ दिल्ली येथील 26 जानेवारीच्या परेड करिता आणि श्रीलंका येथे आयोजित सार्क परिषदेमध्ये जाण्याची संधी तिला मिळाली. रासेयोच्या माध्यमातून विद्यार्थ्यांना गाव ते विदेश जाण्याची संधी मिळत असते. महाविद्यालयात अनेक गरिब कुटुंबातील विद्यार्थ्यां शििक्षण घेत असतात त्यांना रासेयोच्या

माध्यमातून प्रोत्साहन, मार्गदर्शन, संधी मिळल्यास त्यांचा सर्वांगीण विकास होण्यास फार मोठी मदत होते आणि त्यांच्या विचारांमध्ये परिवर्तन घडून येते.

सारांश :

नेक मुल्यांकन प्रकियामध्ये महाविद्यालयातील ज्ञान कार्यासोबतच विस्तार कार्यकमाला महत्व दिलेले आहे. महाविद्यालयाची समाजाप्रती जबाबदारी या विस्तार कार्यकमातून दिसून येते. राष्ट्रीय सेवेच्या योजनेच्या माध्यमातून महाविद्यालयांना विस्तार कार्यक्रम करण्याची संधी मिळत असते. त्याचप्रमाणे सामाजिक बांधिलकी जोपासण्याची आणि सामाजिक ऋण पूर्ण करण्याची संधी रासेयोच्या माध्यमातून मिळत असते. रासेयोच्या माध्यमातून विद्यार्थ्यांना सोबत घेऊन सामाजिक बांधिलकी आणि समाजसेवा करण्याची बीजे विद्यार्थ्यांच्या मनात रुजविली जाते. रासेयो विद्यार्थ्यांच्या सर्वांगीण विकासाचे फार मोठे व्यासपीठ व नवसंजीवनी आहे. यामधून विद्यार्थ्यांला महाविद्यालय ते परदेशापर्यंत जाण्याची आणि कार्य करण्याची संधी मिळत असते. शैक्षणिक ज्ञानासोबत सामाजिक जीवनातील अनेक बाबींचा अनुभव रासेयोतून विद्यार्थ्यांना मिळत असते. म्हणूनच रासेयोचे कार्य आज एका वटवृक्षाप्रमाणे संपूर्ण भारतात विस्तारलेले आहे. अशाप्रकारे आज देशाचा शैक्षणिक, सामाजिक व सांस्कृतिक विकास घडविण्यामध्ये रासेयोचे उपक्रम महत्वाची भूमिका निभावित आहे.



महात्मा गांधी प्रणित ग्रामस्वराज्य भारतीय स्वातंत्र्याचा,
राष्ट्रीय एकात्मतेचा लोकशाही आधार

प्रा.प्रविण प्रकाश डांगे

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प्रस्तावना

2011 च्या जनगणनेनुसार भारतात 6,40,867 इतकी खेडी असून तेथे 83.03 कोटी लोकसंख्या रहाते? हे प्रमाण टक्केवारीत 68.84 इतके आहे. त्यामुळे भारताचे आजही स्वरूप ग्रामीण भारत - खेड्यांचा भारत असेच आहे.

भारत हा खेड्यांचा देश असून ग्रामीण व शेतीप्रधान देशाचा विकास करावयाचा असेल तर खेड्याकडे लक्ष देणे अनिवार्य आहे. म्हणूनच गांधीजी म्हणतात, खरा भारत खेड्यात राहतो. खेड्यांचा विकास झाला तरच भारताचा विकास होणार आहे. म्हणूनच गांधीजींचा नारा होता 'खेड्यांकडे चला'.

भारतामध्ये नियोजन व विकास योजना बनविताना व राबविताना त्यात भारतीय अर्थव्यवस्थेच्या दृष्टीकोनातून बदल करणे आवश्यक आहे. पाश्चात्यांच्या भांडवलशाहीचा स्विकार गोरगरीब व ग्रामीण भागाला लाभ देऊ शकत नाही. म्हणून ग्रामीण जनतेला विकासाच्या प्रक्रियेत नियोजनाची अंमलबजावणी करताना ग्रामीण विकासासाठी गांधीजी अभिप्रेत ग्रामस्वराज्य व ग्रामविकास संकल्पनांचा अंतर्भाव केला पाहिजे. तरच राष्ट्रीय एकात्मता साध्य होण्यास मदत होईल.

अन्यथा विकास तसाच राहिल. फक्त योजना फुगलेली असेल. सरकारे बदलतील. योजनांची नावे बदलतील पण ग्रामीण भारत तसाच राहिल. यासाठी स्वातंत्र्यप्राप्तीनंतर गांधीजींना अभिप्रेत भारताच्या विकासासाठी ग्रामस्वराज्य व ग्रामविकास या संकल्पनेचा विचार करणे राष्ट्रीय एकात्मतेसाठी आवश्यक आहे. म्हणूनच भारतभर 19 नोव्हेंबर ते 25 नोव्हेंबर राष्ट्रीय एकात्मता सप्ताह म्हणून साजरा केला जातो.

म.गांधीजींच्या मते प्रत्येक खेडे प्रजासत्ताक व स्वयंपूर्ण असावे. त्यातील काही दोष दुर केल्यास ते शक्य आहे असा त्यांचा विश्वास होता.

सूचक भाष्य : ग्रामस्वराज्य, राष्ट्रीय एकात्मता, ग्रामविकास

नॅशनल सेमिनार इन कमला कॉलेज दि.29 डिसेंबर 2019 करिता शोधनिबंध.

उद्दिष्ट

1. ग्रामस्वराज्यातून राष्ट्रीय एकात्मता साध्य करणे.

1. ग्रामस्वराज्य

महात्मा गांधींना खालीलप्रमाणे रामराज्य निर्माण करावयाचे होते.

'बयरु न कर काहू सम कोई । राम प्रताप विशमता खोई।

सब नर करहि परस्पर प्रीती। चलही स्वधर्म निरत श्रुतिमिनी

नहि दरिद कोऊ दु खीन दिना नहीं कोऊ अशुधन लच्छन हीना।

महात्मा गांधींनी पंचायतराज व्यवस्थेचा पुरस्कार केला. त्यासाठी त्यांनी प्रजासत्ताक ग्रामांची कल्पना मांडली. त्यांच्या मते लोकांच्या क्रियाशील सहभागावरच राष्ट्रीय लोकशाहीचे यश अवलंबून आहे. त्यामुळे ग्रामीण लोकशाही केंद्रे हाच भारतीय लोकशाहीचा आधार होऊ शकतो. हिच रचनात्मक ग्रामस्वराज्याची धारणा होती. म्हणून गांधीजींनी स्वतंत्र आंदोलनाचे नेतृत्व करताना भविष्यकाळामध्ये मिळणारे स्वातंत्र्य हे प्रत्येक खेडेगावाला उपभोगता आले पाहिजे. यासाठी राज्यसत्तेचे आणि अर्थसत्तेचे विकेंद्रीकरण यावर त्यांनी भर दिला. यासाठी त्यांनी ग्रामस्वराज्य ही संकल्पना आवश्यक मानली.

विकास योजनांची आखणी व अंमलबजावणी करताना चढत्या क्रमाने व्हायला हवी म्हणजे स्थानिक विकासाकडून राष्ट्रीय विकासाकडे वाटचाल झाली पाहिजे. कारण आज झिरपता सिद्धांत कुचकामी ठरला आहे.

गांधीजींच्या मते ग्रामीण भागातील अंधश्रद्धा अप्रगतीशीलता, भुखमारी या सर्व समस्यांतुन ग्रामीण समाजाची मुक्तता करणे हा ग्रामीण स्वराज्याचा अर्थ आहे. ग्रामीण भागात राहणारी अफाट लोकसंख्या, विशाल नैसर्गिक वातावरण, शुद्ध हवा ही ग्रामीण भागाला मिळालेली विरासत आहे. खेड्यांची सेवा करणे त्यांच्या विकासासाठी प्रामाणिक प्रयत्न करणे, त्यांना त्यांचे हक्क मिळवून देणे म्हणजे खरे स्वराज्य होय.

एक स्वतंत्र सुदृढ व निर्मल समाज निर्माण करणे हा ग्रामस्वराज्यामागचा गांधीजींचा उद्देश होता. गांधीजींनी ग्रामस्वराज्यासाठी 18 कलमी रचनात्मक कार्यक्रम दिला तो पुढीलप्रमाणे-

1) राष्ट्रीय एकात्मता 2) अस्पृश्यता निवारण 3) दारुबंदी 4) खादी 5) ग्रामोद्योग 6) ग्रामसफाई 7) मुलोद्योग 8) शिक्षण 9) प्रांतीय भाषा 10) राष्ट्रभाषा 11) आर्थिक समता 12) शेतकरी 13) मजुर 14) आदिवासी 15) महारोगी सेवा 16) महिला 17) विद्यार्थी 18) निसर्गोपचार

महात्मा गांधींना अभिप्रेत ग्रामस्वराज्याचे स्वप्न सत्यात उतरविण्याचा प्रयत्न ज्येष्ठ समाजसेवक अण्णा हजारे त्यांनी त्यांच्या राळेगणसिद्धी या गावात केला आहे. हे विकासाचे प्रारूप भारतभर पसरलेले तो दिन सुदिन असेल.

ग्रामविकास

नियोजन मंडळाच्या मते, "ज्या प्रक्रियेमुळे ग्रामीण जनतेच्या आर्थिक व सामाजिक जीवनात प्रगती घडवून आणली जाते, त्या प्रक्रियेस ग्रामीण विकास म्हणतात." खरंतर ग्रामीण विकासाच्या संकल्पनेत ग्रामीण कल्याण, ग्रामीण पुर्नबांधणी ग्रामीण समुदाय विकास आणि शाश्वत विकास या घटकांचा समावेश होतो.

आज देशाला स्वातंत्र्य मिळून 73 वर्षांनंतरही ग्रामीण भागात कृषी, सिंचन, रोजगार, शिक्षण, आरोग्य, रस्ते, वाहतुक, दळणवळण सोयी, बेरोजगारी, दारिद्र्य, उपासमारी, शेतकरी आत्महत्या, मागासलेपणा या समस्या तशाच आढळतील.

गुणाल मिरडालचे 'एशियन ड्रामा' या पुस्तकातील भारत हा श्रीमंतांचा देश असून तेथे गरीब लोक राहतात. याउलट भारत गरीबांचा देश असून तेथे श्रीमंत लोक राहतात हे वाक्य आजही लागू पडते.

ग्रामीण विकासासाठी रोजगार आधारित ग्रामीण अर्थनितीसंबंधी म.गांधीजींनी अर्थतज्ञांना आवाहन करताना असे म्हटले होते की, आपले पुर्वग्रह सोडून द्या, पश्चिमेकडील आर्थिक विकास विसरून जा, खेड्यात जाऊन तेथील परिस्थितीचे अवलोकन करा, लोकांसोबत लोकजीवनाच्या गुणदोषांची चर्चा करा. त्यानंतर ठोस व मुलभूत माहितीवर आधारित स्वतंत्र व लाभदायक अर्थशास्त्राची रचना करा. जे भारताच्या परिस्थितीला अनुकूल असेल आणि देशातील सामान्य लोकांचा उद्धार करेल असे हिंदी अर्थशास्त्र निर्माण करा. ज्यामुळे राष्ट्रीय एकात्मता निर्माण होईल.

उद्योग व सेवा क्षेत्रावर आधारित अर्थव्यवस्थेऐवजी कृषकेंद्रीत व ग्रामविकास प्रेरित अर्थव्यवस्थेवर भर द्यायला हवा. गांधीजींनी त्यांना अभिप्रेत आदर्श ग्रामसंकल्पनेची वैशिष्ट्ये खाली सांगितली आहेत.

1) प्रत्येक खेडे स्वयंपूर्ण असावे. 2) फुलझाडे, फळझाडे असावीत. 3) धर्मशाळा व लहान दवाखाना असावा. 4) सांडपाण्याचा योग्य निचरा व्हावा. 5) मुलभूत शिक्षण सक्तीचे असावे. 6) प्रत्येक खेड्यात पुरेसा स्वच्छ पाणीपुरवठा असावा. 7) ग्रामीण भागातील आर्थिक व्यवहार सहकारी तत्त्वावर केले जावेत. 8) खेड्यातील रस्ते व गल्ल्या स्वच्छ असाव्यात. 9) प्रत्येक खेडे हिंस्र पशुपासून सुरक्षित असावे. 10) खेळासाठी मैदान व गुरांसाठी गोठा असावा. 11) पंचायतीला कायदे करण्याचे व अंमलबजावणीचे अधिकार असावेत. 12) जातीव्यवस्था नसावी.

समारोप

21 व्या भातकात भारताच्या महासत्तेचे स्वप्न पहात असताना महात्मा गांधीजींनी खऱ्या स्वातंत्र्याचा अर्थ ग्रामस्वराज्यातून व ग्रामविकासातून जो सांगितला आहे, त्याकडे दुर्लक्ष करून चालणार नाही.

भारताच्या राष्ट्रीय एकात्मतेसाठी महात्मा गांधी, विवेकानंद, भगतसिंग अशा लोकांनी आयुष्य खर्ची घातले आहे. त्यांचा वारसा भारताच्या उज्वल भविष्यासाठी पुढे चालवायचा आहे. 'भारताच्या विकासाच्या महारथा सारे मिळवू ओढूया' यातच राष्ट्रीय एकात्मतेचे सार आहे.

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संभाषणकौशल्य : स्वरूप व प्रकार

डॉ. पल्लवी कोडक,
कोल्हापूर

व्यक्तिच्या जीवनात संभाषणाला महत्त्व आहे. व्यवसायाची विविध क्षेत्रे विस्तारल्याने संभाषण कौशल्याची गरज वाढू लागली. फोनवर बोलण्यासाठी, कार्यालयातल्या सहकाऱ्यांशी चर्चा करण्यासाठी, वरिष्ठांशी विचार-विनिमय करण्यासाठी, ग्राहकांशी व्यवहार करण्यासाठी संभाषण कला आत्मसात करता आली पाहिजे. संभाषणातील पहिली अट प्रसन्न चेहऱ्याने सामोरे जाणे ही होय. समोरच्याचे बोलणे नीट समजून घेणे त्यानंतर आपले विचार, भावना, मते पटतील अशा पध्दतीने समजावून सांगणे याला संभाषण कलेत महत्त्व असते. समोरच्या व्यक्तीला आपल्याशी बोलण्यात किती रस आहे तसेच त्या व्यक्तिच्या आवडीच्या विषयाकडे आपल्या बोलण्याचा ओघ वळविणे यात संभाषणाचे कौशल्य असते. संभाषणकौशल्य ही मानवी जीवनातील महत्त्वाची कला आहे. या स्पर्धात्मक जगामध्ये परिश्रम जेवढे आवश्यक, तेवढेच तुमचे चांगले बोलण्याचे कौशल्यही आवश्यक ठरते. एखाद्याकडे आकर्षक व्यक्तिमत्व नसेल तर त्याची उणीव रसाळ वाणीने, मुद्देसूद व आकर्षक संभाषण शैलीने भरून काढता येईल जीवनाच्या कोणत्याही क्षेत्रात यशस्वी व्हायचे असेल तर चांगल्या संभाषणकौशल्याची आवश्यकता असते व्यक्तिच्या हुशारीबरोबरच संभाषणकौशल्य साधण्याची कला आवश्यक आहे.

संभाषण :

संभाषणासाठी किमान दोन व्यक्ती किंवा त्याच्यापेक्षाही जास्त असू शकतात संभाषण हे दुतर्फा असते सगळ्यांनी आपापसात-विचारांची, माहितीची, कल्पनांची देवघेव करायची असते. एका व्यक्तीकडून अनेक व्यक्तीकडे देवघेव चालते. त्यामुळे विचारांचे आदानप्रदान होते. हे संभाषण सरळमार्गी चालते. आपल्याला जे सांगायचे ते उदाहरणे देऊन कसे योग्य आहे हे पटवून सांगणे होय. संभाषण नोकरी, व्यवसाय, कार्यालयीन कामकाज, उत्पादित वस्तू किंवा आपल्या योजना नवीन उपक्रम याची माहिती देणे अशा अनेक वेळा घडत असते. संभाषणाने माणसे जोडता येतात. एकत्र बांधता येतात. काही तरी चांगले विधायक घडवावे हा त्यामागील हेतू असतो. संभाषण (सं+भाषण) या शब्दातील 'सं' चा अर्थच मुळी एकत्र येऊन एकत्र येण्यासाठी (Toether With) असा आहे. म्हणून संवादासाठी आपली मानसिकता संस्कारित केली पाहिजे. कारण तिचा परिणाम मुखातून बाहेर पडणाऱ्या शब्दावर होत असतो. (नसिराबादकर, ल. रा. : 2008 : 25) यानुसार संभाषण हा शब्द (सं+भाषण) या दोन शब्दावरून तयार झाला आहे. संभाषणाचा हेतूच मूळात एकत्र येणे असा आहे संभाषणासाठी मानसिकता विकसित केली पाहिजे. तरच चांगल्या पध्दतीने संभाषण होऊ शकते. यात वादविवाद, आग्रही मते नसतात.

संभाषणाचे स्वरूप :

विचार, मत, भावना व्यक्त करण्यासाठी संवाद साधण्याची गरज असते. भाषण एका व्यक्तीचे असते तर संभाषण हा शब्द मात्र दोन किंवा अधिक व्यक्तिमधील बोलण्यासाठी वापरला जातो. शब्दांची देवघेव संभाषणातून होते आपण संवाद साधल्याने शारीरिक दृष्टीने दुसऱ्याव्यक्तिपासून कितीही लांब असलो तरी मनाने जवळ पोहोचतो संभाषणकौशल्य अवगत असेल तर आपले हेतू साध्य होतात. संभाषण ही कला बोलणे व ऐकणे या दोन कौशल्यावर आधारलेली असते. त्यानुसार आपल्या भाषेवर प्रभुत्व हवे महत्त्वाची गोष्ट म्हणजे मुद्देसूद बोला. बोलण्यामध्ये पाल्हाळीक वाक्ये नकोत. मुद्याचे पुरेसे स्पष्टीकरण हवे त्यासाठी आवश्यक उदाहरण द्यावे. दुसरे महत्त्वाचे संभाषणात नकारात्मक बोलणे नको कार्यालयात वरिष्ठांशी बोलताना सकारात्मकतेने बोला. एखाद्या कामाची जबाबदारी तुमच्याकडे असेल तर न टाळता आनंदाने स्वीकारून काम चांगले कसे करता येईल सांगा या सकारात्मक भूमिकेने संभाषण चांगले होऊन तुमच्या व्यक्तिमत्त्वाचाही प्रभाव पाडण्यास मदत होईल

संभाषणात बोलण्याबरोबर महत्त्वाची क्रिया ऐकणे देखील आहे. समोरची व्यक्ती बोलत असेल तर शांतपणे ऐकून घ्या, मध्येच बोलू नका. दुसऱ्याचे लक्षपूर्वक ऐकले तर आपल्याला प्रतिक्रिया देता येईल. दुसऱ्याचे विचार, भावना, मते शांतपणे व एकाग्रतेने समजून घेणे यांना भाषेच्या व्यवहारात फार महत्त्व असते त्या श्रवणानुसार आपले उत्तर, विचार, मते, भावना प्रभावीपणे मांडता येतात. योग्य व समर्पक प्रतिसाद देता येतो. (नसिराबादकर, ल. रा. : 2008 : 24) दुसऱ्यालाही काही म्हणायचे असते. सांगायचे असते हे समजावून घेतल्याने नेमकी प्रतिक्रिया देता येते. म्हणून संभाषणकलेत चांगले श्रवणकौशल्य आत्मसात करणे गरजेचे असते.

संभाषणामध्ये आपले विचार स्पष्टपणे मांडावेत उच्चारात स्पष्टता हवी. कधी अस्पष्ट, तर कधी चुकीचे उच्चार संभाषणात अडचण निर्माण करू शकतात. समोरच्या व्यक्तिला नीट ऐकू जाईल व बरोबर समजेल असे बोलणे असावे. संभाषण हे विचारांची देवाण घेवाण असते तशी ती भावनांचीही देवाणघेवाण असते. कळत-नकळत आपल्या नजरेतून ती प्रकट होत असते. संभाषणातून आपण एकमेकांच्या भावनामध्येही सहभागी होत असतो. हे लक्षात घेऊन संवादाला भावदर्शनाची जोड द्यावी. (नसिराबादकर, ल. रा. : 2008 : 26) समोरच्या व्यक्तीशी संभाषण करताना सौजन्य, नम्रता, जिवाळा इत्यादी गोष्टी असाव्यात. संभाषणातील विषयानुसार, चर्चेनुसार आवाजातील चढ-उतार, चेहऱ्यावर एकमेकांविषयीची आपुलकी डोळ्यात एकमेकांना समजून घेण्याची ओढ असेल तर संभाषण औपचारिक न राहता आंतरिक बनते

संभाषण कौशल्य असण्यासाठी काही वैशिष्ट्ये आत्मसात करावी लागतात किंवा चांगल्या संभाषण कौशल्यासाठी या वैशिष्ट्यांची माहिती असायला हवी. ही वैशिष्ट्ये श्रुती वडगवाळकर यांनी पुढीलप्रमाणे सांगितली

- 1) माहिती पूर्ण जाणून घेणे- म्हणजे आपल्याला पूर्ण माहिती असेल तरच आपण समोरच्या लोकांच्या शंकाचे निरस करू शकतो.
- 2) ऐकण्याची पूर्व तयारी- आपली सहनशीलता, संयम सुटून न देता पूर्ण ऐकण्याची तयारी करायला हवी अर्धवट ऐकल्याने गैरसमज वाढतात. संभाषणाला वेगळे वळण लागण्याची शक्यता असते.
- 3) विविध मतांचा स्विकार करणे व त्यांचा आदर करणे गरजेचे असते हा संभाषण कौशल्याचा महत्त्वाचा गुण आहे.
- 4) प्रतिक्रिया देणे - संभाषणात समोरच्या व्यक्तीच्या बोलण्याला प्रतिक्रिया देणे आवश्यक असते. मान हालवणे, स्मित हास्य करणे, चेहऱ्यावर भाव दाखवणे किंवा एखादा उद्गार काढणे अशा स्वरूपाच्या प्रतिक्रिया देणे आवश्यक आहे. त्यामुळे संभाषण अधिक प्रभावी होते.
- 5) मन मोठे करणे - संकुचित मने दुसऱ्याशी संभाषण करताना आपल्या मताचा दु राग्रह करतात. म्हणून संभाषणात मन मोठे असावे लागते. विशाल मनात इतरांचे विचार सामावून घेता येतात
- 6) विविधता ज्ञात असणे - विविधता माहित असणे प्रगल्भ मनाच लक्षण असते. संभाषण करताना समोरची व्यक्ती ज्या भागातील, प्रांतातील आहे त्या भागाचे वैशिष्ट्य माहित असेल तर संभाषण चांगले होते
- 7) मूल्यमापन-संभाषण कौशल्याचे हे वैशिष्ट्य आहे की पूर्ण माहिती नसताना मूल्यमापन न करणे
- 8) भावनात्मकता- स्वतःच्या भावना, नेमक्या शब्दात व्यक्त करता आल्या पाहिजेत. तसेच दुसऱ्याच्या भावना समजून घेता आल्या पाहिजेत. समोरच्या व्यक्तीच्या भावना न दुखावता संभाषण करता आले पाहिजे
- 9) आशावादी असणे - संभाषण कौशल्यात ही सर्वात महत्त्वाची गोष्ट आहे. नकारात्मकता, निराशा जर आपल्या संभाषणात असेल तर ते कोणालाच एकावेसे वाटणार नाही. माणसाने नेहमी आशावादी असावे. इत्यादी संभाषणकौशल्याची वैशिष्ट्ये सांगितली आहेत

संभाषणाचे प्रकार

संभाषणकौशल्य जोपासण्यासाठी संभाषणाचे प्रकार कोणते आहेत हे माहित असणे गरजेचे आहे. संभाषणाचे एकूण पुढीलप्रमाणे चार प्रकार सांगता येतील

1) प्रत्यक्ष संभाषण : दोन व्यक्तीनी समोरसमोर येऊन केलेले संभाषण म्हणजे प्रत्यक्ष संभाषण होय यामध्ये शिक्षक आणि विद्यार्थी, डॉक्टर-रुग्ण, वकिल आणि अशील, विक्रेता आणि ग्राहक या स्वरूपाची अनेक उदाहरणे प्रत्यक्ष संभाषणात येतात.

2) अप्रत्यक्ष संभाषण :

जेव्हा दोन व्यक्ती समोरसमोर संभाषण करीत नाहीत. दूर कुठूनतरी त्यांचं संभाषण चालू असतयामध्ये फोन, रेडिओ, दूरचित्रवाणी पत्र, ई-मेल, सीडी, कॅसेट यासारख्या माध्यमातून एकमेकांशी संवाद साधता येतो

3) औपचारिक संभाषण :

औपचारिक संभाषणाविषयी डॉ. शांताराम चौधरी म्हणतात दोन अपरिचित व्यक्ती जेव्हा पहिल्याच वेळेस एकमेकांना भेटतात व संभाषण करतात त्याला औपचारिक संभाषण म्हणतात (चौधरी,(डॉ.) शांताराम : 2013 : 115) यामध्ये व्यवसाय, व्यवहार कार्यालयीन काम याप्रसंगी समोरच्या व्यक्तीशी आपणाला औपचारिकपणे संभाषण करावे लागते व्यवसायात एखाद्या व्यक्तीशी नव्याने ओळख होते. त्या व्यक्तीशी औपचारिक संभाषण केले जाते. तसेच चर्चासत्र, सभा, सेमिनार, कार्यशाळा या प्रसंगी

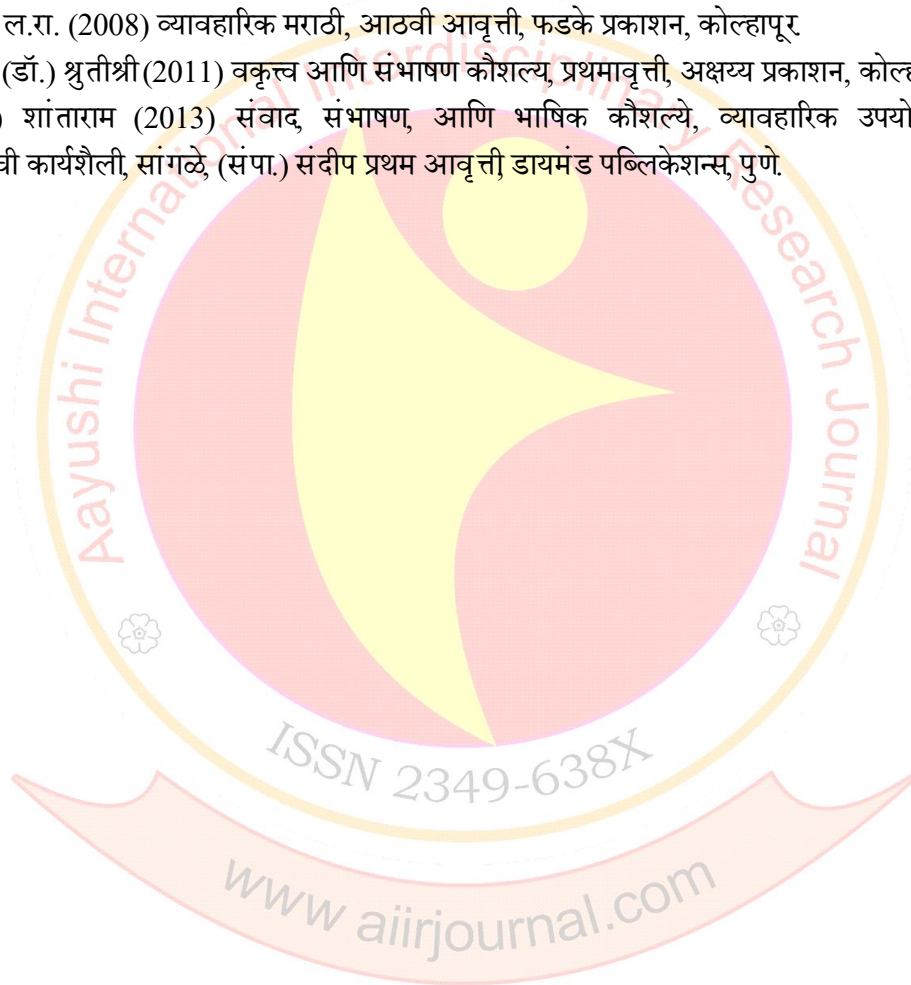
वक्ते परस्परांशी आपापसात संभाषण करतात ते औपचारिक स्वरूपाचे असते. टपालखाते, बँका, विमा, मार्केटिंग, कार्यालये या ठिकाणी औपचारिक संभाषण बघावयास मिळते.

4) अनौपचारिक संभाषण :

संभाषणात कुठलीही मर्यादा नसते. अगदी सहज मनमोकळेपणाने बोलणे असते. संभाषणाची भाषा जेव्हा घरेलू असते तेव्हा त्याला अनौपचारिक संभाषण म्हणतात. (चौधरी,(डॉ.) शांताराम : 2013 : 115) आई-मुलगी, प्रियकर-प्रियसी, मित्र-मैत्रिण, पती-पत्नी या नात्यामध्ये वेगवेगळ्या विषयावर मनमोकळ्या गप्पा होत असतात. मनातील विचार, कल्पना, भावना मुक्तपणे व्यक्त होतात. या संभाषणात एकमेकांचे ऐकून घेतले जाते आपल्यावरील अन्याय, अपेक्षा, इच्छापूर्ती बोलून दाखविल्या जातात याला अनौपचारिक संभाषण म्हणतात. यामधील संभाषणाला कुठलीही औपचारिकता नसते. संभाषणाची सुरुवात कशी करावी हा नेहमीच सर्वांना पडणारा प्रश्न आहे. औपचारिकपणे संभाषण केल्याने संभाषण रंगत नाही प्रथम संभाषण करताना उत्साही, आनंदी, अत्यंत टापटीत स्वच्छ व प्रसन्न असायला हवे. चेहऱ्यावर स्मित हास्य असावे. यामुळे संभाषणात कंटाळवाणेपणा येत नाही

संदर्भग्रंथ:

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- 2) वडगबाळकर, (डॉ.) श्रुतीश्री (2011) वकृत्व आणि संभाषण कौशल्य, प्रथमावृत्ती, अक्षय्य प्रकाशन, कोल्हापूर
- 3) चौधरी, (डॉ.) शांताराम (2013) संवाद, संभाषण, आणि भाषिक कौशल्ये, व्यावहारिक उपयोजित मराठी व प्रसारमाध्यमांची कार्यशैली, सांगळे, (सं.पा.) संदीप प्रथम आवृत्ती डायमंड पब्लिकेशन्स, पुणे.



एन.सी.सी. तील विविध उपक्रम : महत्त्व, भूमिका, धोरणे व आव्हाने

सौ.वर्षा मस्के

उषाराजे हायस्कूल,
कोल्हापूर

डॉ.सूर्यकांत मस्के

श्री.विजयसिंह यादव आर्ट्स अँड सायन्स कॉलेज,
पेठागांव

एन.सी.सी. म्हणजेच राष्ट्रीय छात्र संघटना, देशातील युवा पिढीमध्ये शिस्त, एकता, देशप्रेम, नेतृत्व, संघ भावना तसेच जबाबदार नागरिक निर्माण करण्याचे ध्येय घेवून कार्य करते. प.हृदयनाथ कुंजरूंनी पुढाकार घेतल्यानंतर एप्रिल 1948 साली भारतात एन.सी.सी. ची सुरवात झाली. एन.सी.सी. चे मुख्यालय हे नवी दिल्ली येथे असून त्यांचे प्रमुख डायरेक्टर जनरल लेफ्टनंट जनरल राजीव चोप्रा (ए.व्ही.एस.एम) हे आहेत. एन.सी.सी.तील विविध उपक्रम हे विद्यार्थ्यांपर्यंत पोहचविणे, एन.सी.सी. अभ्यासक्रम पूर्ण करणे, एन.सी.सी.चे उपक्रम शाळा, महाविद्यालयात राबविण्यासाठी एन.सी.सी. सहयोगी अधिकाऱ्यांची नेमणूक एन.सी.सी. युनिट कडून केली जाते. एन.सी.सी. अभ्यासक्रमा व्यतिरिक्त विविध शिबिरांमधून कॅडेटच्या सर्वांगीण विकासावर भर दिला जातो विविध उपक्रमांचे आयोजन केले जाते. एन.सी.सी. कॅडेटना विविध क्षेत्रात विविध संधी एन.सी.सी. मुळे प्राप्त होतात. असे असताना काही आव्हाने ही एन.सी.सी. कॅडेट व एन.सी.सी. उपक्रम राबविताना येतात. त्यांनाही खिळाडूवृत्तीने सहज मात देण्याची क्षमता एन.सी.सी. विद्यार्थ्यांना निर्माण करताना दिसून येते.

प्रस्तावना -

देशातील युवक-युवतींमध्ये शिस्त, एकता, देशप्रेम व जबाबदार नागरिक निर्माण करण्याच्या हेतूने राष्ट्रीय छात्र संघटना म्हणजेच एन.सी.सी.ची स्थापना करण्यात आली. पं.हृदयनाथ कुंजरू यांनी पुढाकार घेवून एप्रिल 1948 साली एन.सी.सी.ची स्थापना केली. सध्या भारतातील 13000 शाळा कॉलेजमधील 14 लाख विद्यार्थी हे राष्ट्रीय छात्र संघटनेचे छात्र आहेत. शाळेतील युवतींसाठी ज्युनिअर विंग तर युवकांसाठी ज्युनिअर डिविजन असे संबोधले जाते.कॉलेजमधील युवती व युवकांसाठी सिनिअर विंग व सिनिअर डिविजन असे अनुक्रमे संबोधतात

एन.सी.सी. अभ्यासक्रम शाळेच्या एन.सी.सी. कॅडेटसाठी दोन वर्षांचा तर कॉलेजच्या कॅडेटसाठी तीन वर्षांचा असतो. तसेच एकूण प्रतिवर्षाचे ट्रेनिंग पिरीअड 240 व 300 अनुक्रमे घेतले जातात

’एकता और अनुशासन’ (Unity and Discipline) हे एन.सी.सी. चे ध्येय वाक्य आहे. तर ’हम सब भारतीय है ’ हे एन.सी.सी. गान कॅडेटना प्रेरणा देते.

राष्ट्रीय छात्र संघटना (छ.उ.उ.) ची उद्देश -

- 1) देशातील युवकांमध्ये चारित्र्य संघटन, अनुशासन, नेतृत्व, धर्मनिरपेक्षता, रोमांच तसेच निस्वार्थ सेवा भाव निर्माण करणे
- 2) संघटीत, प्रशिक्षित व प्रेरित युवकांमध्ये नेतृत्व गुणाद्वारे देश सेवेसाठी तत्पर ठेवणे
- 3) सशस्त्र सेनेमध्ये करिअर बनविण्यासाठी युवकांना प्रेरित करण्यासाठीचे वातावरण निर्माण करणे

एन.सी.सी. तील विविध प्रशिक्षण -

- 1) शाळा/महाविद्यालयातील प्रशिक्षण - शाळा व महाविद्यालयात एन.सी.सी. सहयोगी अधिकारी (ANO)यांची नेमणूक एन.सी.सी. युनिटकडून होत असते. ए.एन.ओ. व एन.सी.सी. युनिट कडील प्रशिक्षणासाठी कायम स्वरूपाचा स्टाफ यांच्याद्वारे एन.सी.सी. अभ्यासक्रम हा शाळा-महाविद्यालयात पूर्ण करून घेतला जातो
- 2) वार्षिक प्रशिक्षण शिबिर (ATC) प्रात्यक्षिकातून प्रशिक्षण देण्यासाठी हे दहा दिवसांचे शिबिर 2 च्या व 3 च्या वर्षांच्या कॅडेटसाठी असते. याचे आयोजन प्रत्येक युनिट कडून केले जाते. यादरम्यान योगा, व्यायाम, खेळ याबरोबर शस्त्र प्रशिक्षण, मॅपरिडींग, युद्धातील वीर यांची माहिती दिली जाते तसेच व्यक्तिमत्त्व विकास, तणाव मुक्ततेसाठीचे व्याख्यान आयोजित केली जातात.

- 3) केंद्रीय प्रशिक्षण शिबिर (COC) ही शिबिरे पूर्ण भारतातील कॅडेटसाठी असतात. राष्ट्रीय स्तरावर याचे आयोजन केले जाते. यामध्ये प्रजासत्ताक दिन शिबिर (RDC), थल सैनिक शिबिर (TSC), नौसैनिक शिबिर (NSC), वायू सैनिक शिबिर (VSC), अॅडव्हान्स लिडरशिप कॅम्प (ALC), बेसिक लिडरशिप कॅम्प (BLC) इ. चा समावेश होतो. यामध्ये फायरिंग, मॅपरिडींग, ऑबस्टॅकल, फिल्ड क्राफ्ट, बॅटल क्राफ्ट, टॅन्ट पिं चींग यासारख्या गोष्टींचे प्रशिक्षण दिले जाते.
- 4) साहसी प्रशिक्षण साहस व संघकार्य निर्माण होण्याच्या दृष्टीने एन.सी.सी. छात्रांसाठी या प्रशिक्षणाचे आयोजन केले जाते. यामध्ये पॅराजम्प, पॅरासिलिंग, ट्रेकिंग, माऊंटनरींग, सी/रिव्हर सेलिंग एक्स्पेडिशन इ.
- 5) डिफेन्स फोर्स अॅटॅचमेंट कॅम्प सशस्त्र सेनेतील भूसेवा, वायू सेना व नौसेना बरोबर तेथील वातावरण यांची माहिती छात्रांना होण्याच्या हेतूने या शिबिरांचे आयोजन होते.
- 6) युथ एक्सचेंज प्रोग्रॅम (YEP) एन.सी.सी. छात्रांना भारताबाहेर जावून युवा महोत्सवातून आपल्या संस्कृतीचे दर्शन घडविण्यासाठी या शिबिरांचे आयोजन होते.
- 7) समाजसेवा उपक्रम एन.सी.सी. छात्रांसाठी एन.सी.सी. सहयोगी अधिकारी यांच्यामार्फत विविध सामाजिक कार्यक्रमांचे आयोजन केले जाते. यातून छात्रांमध्ये समस्येची जाणीव जागृती होतेच त्याबरोबर समाजातील प्रत्येक घटकांपर्यंत समस्येवर उपाय सुचविण्यासाठी विविध रॅली, पथनाट्य, आयोजन होते. त्यासोबत पल्स पोलिओ, कॅशलेस व्यवहार, रोड सेफ्टी यासाठी प्रत्यक्ष सहभागी होऊन शासनाला मदतही केली जाते.

* एन.सी.सी. तून घडतो व्यक्तिमत्व विकास

एन.सी.सी. तून विविध घटकांचा विकास युवक व युवतींमध्ये होण्यास मदत होते

चारित्र्य, कर्तव्यनिष्ठता, अनुशासन, आणि राष्ट्रप्रेम यासोबतच शिस्तबद्ध, प्रशिक्षित युवक-युवती हे निर्माण करण्याचे कार्य एन.सी.सी. कडून होते. इतकेच नव्हे तर देशातील आणीबाणीच्या स्थितीमध्ये कर्तव्य बजावण्यासाठी प्रशिक्षित पिढी ही निर्माण करण्याचे काम एन.सी.सी. कडून होते. भोवतालच्या परिस्थितीनुरूप राहण्याची शिकवण ही एन.सी.सी. देते. राष्ट्रीय छात्र सेना ज्यामध्ये युवक व युवती दोन्ही छात्र असतात. त्यामुळे स्त्री-पुरुष समानता हे मूल्य रूजते त्यामुळे भविष्यातील जागरूक नागरिक बनविण्याचे कार्य होते.

नेतृत्व, वक्तशिरपणा, शिस्त, ऐक्य, साहस, आत्मविश्वास, शारीरिक व मानसिक तसेच सामाजिक विकास साधण्यासाठी प्रयत्न राष्ट्रीय छात्र संघटन द्वारा केले जातात.

एन.सी.सी. तील प्रशिक्षण हे सशस्त्र दलात दिल्या जाणाऱ्या प्रशिक्षणासारखेच असते. त्यामुळे खडतर परिश्रम करण्याची वृत्ती, आत्मविश्वास, प्रामाणिकपणा, वक्तशिरपणा, जिद्द, मनापासून काम करण्याची वृत्ती कर्तव्यदक्षता, खिलाडूवृत्ती यासारख्या अनेक कौशल्याचे विकसन हे राष्ट्रीय छात्र संघटनेद्वारा कॅडेटमध्ये केले जाते.

* राष्ट्रीय छात्र संघटनेच्या प्रशिक्षणाचे छात्रांना होणारे लाभ-

- 1) एन.सी.सी. प्रशिक्षणातून कॅडेटमध्ये समाजसेवा संघटीत होवून कार्य करण्याची भावना, नेतृत्व, अनुशासन तसेच आत्मविश्वास यांचा विकास होतो.
- 2) एन.सी.सी. शिबिरे ही विविध ठिकाणी होत असल्याने कॅडेट्सना त्या ठिकाणाची ऐतिहासिक, औद्योगिक तसेच सामाजिक माहिती मिळण्याची संधी मिळते. त्यातून त्यांच्या ज्ञानात वाढ होते.
- 3) एन.सी.सी. कडून नागरिक सुरक्षा तसेच स्वसुरक्षा यांचे प्रशिक्षण दिले जाते यातूनच छात्रांमध्ये राष्ट्रसेवेची भावना जागृत होते.
- 4) एन.सी.सी. कॅडेट्सना दरवर्षी वार्षिक शिबिरांमधून फौजी सारखी वागणूक दिली जाते त्यातून फौजीच्या जीवनाशी परिचय मिळतो.
- 5) एन.सी.सी. छात्रांना पर्वतारोहण, पॅराशूट जम्प, पॅरासिलिंग, ट्रेकिंग, सी/रिव्हर सेलिंग यासारख्या प्रशिक्षणातून साहसी कार्य करण्याची क्षमता विकसित होते.
- 6) युथ एक्सचेंज प्रोग्रॅम मधून भारताबाहेर विदेश यात्रा करण्याची संधी एन.सी.सी. कॅडेट्सना मिळते.
- 7) एन.सी.सी.च्या 'सी' प्रमाणपत्र धारक छात्रांना सैन्य दलात थेट भरती प्रक्रियेतून घेतले जाते यासाठी ठराविक जागा या राखून ठेवल्या जातात.
- 8) भारतीय सेनेच्या सर्वच शाखांमधील भरती प्रक्रियेत एन.सी.सी. कॅडेट्सना प्राधान्य दिले जाते.
- 9) केंद्रिय तसेच राज्य सरकार सेवेमधील भरती प्रक्रियेतही एन.सी.सी. छात्रांना प्राधान्य दिले जाते.
- 10) महाविद्यालयातील प्रवेश प्रक्रियेत एन.सी.सी. कॅडेट्सना प्राधान्याने प्रवेश दिला जातो.

- 11) सेंट्रल रिजर्व फोर्स, सीमा सुरक्षा बल इ. संघटनांमध्ये एन.सी.सी. कॅडेट्सना प्राधान्य दिले जाते.
- 12) एन.सी.सी. कॅडेट्सना प्रत्येक परेड साठी विशेष भत्ता दिला जातो.
- 13) एन.सी.सी. तील गरीब व होतकरू छात्रांसाठी कॅडेट वेलफेअर सोसायटी कडून प्रत्येक कॅडेटला 6000/- रूपये शिष्यवृत्ती प्रदान केली जाते. असे एकूण 250 कॅडेटना दरवर्षी ही शिष्यवृत्ती दिली जाते.
- 14) बेस्ट कॅडेट ॲवॉर्ड - कॅडेट कडून दिल्या जाणाऱ्या बेस्ट परफॉर्मन्स वरून बेस्ट कॅडेट दरवर्षी ग्रुप हेड क्वार्टरकडून दोन कॅडेटना 3500 रु. व 2500 रु या प्रमाणे पारितोषिक देण्यात येते.
- 15) एन.सी.सी.तील उपक्रमांदरम्यान जर एखाद्या कॅडेटचा मृत्यु झाल्यास किंवा अपंगत्व आल्यास कॅडेट वेलफेअर सोसायटी तर्फे 5 लाख व 4.5 लाख रूपयांची मदत क्रमशः केली जाते.
- 16) 'सी' प्रमाणपत्र प्राप्त एन.सी.सी. छात्रांना (किमान 'बी' ग्रेड) एकूण 32 जागा ह्या एस.एस.सी (Short Service Commission) साठी राखीव असून उऊड (उशपी.ी.ंरश्र ऊशषशपीश डशी.ी.ंळलश)साठी ते पात्र ठरतात. त्यासाठी मुलाखतीत निवड होणे आवश्यक आहे.

* एन. सी. सी. तील आव्हाने

- 1) विविधता व फरक :- राष्ट्रीय छात्र संघटना कॅडेटची निवड विविधप्रकारे करित असते. त्यातून निवड झालेले विद्यार्थी हे विविध स्तरातून आलेले असतात. त्यामुळे ग्रामीण व शहरी अशा प्रकारे विविधता व फरक दिसून येतो
- 2) अपेक्षा :- समाजातील सर्वच घटकांचा एन.सी.सी. कॅडेटकडे बघण्याचा दृष्टीकोन हा अभिमानास्पदच असतो. त्यामुळे त्यांच्या कडून विविध अपेक्षा या समाजाकडून होत असतात.
- 3) धारणा:- राष्ट्रीय छात्र संघटनेचा छात्र म्हणजे शिस्त व एकजुटीने नेतृत्व करणारा अशी धारणा सर्व सामान्यपणे असल्याने एन.सी.सी. करून तसाच कॅडेट निर्माण होतो ही धारणा लोकांमध्ये दिसून येते
- 4) समज :- एन.सी.सी. युनिट कडून बऱ्याचवेळा कॅडेट साठी विविध उपक्रमांचे आयोजन होते त्यामुळे एन.सी.सी. कॅडेट हा त्यामध्ये दिसलाच पाहिजे असा समज झालेला दिसतो.
- 5) अपूर्ण गरजा :- एन.सी.सी. विभागाकडून पूर्वी एन.सी.सी. कॅडेटसाठी संपूर्ण युनिफॉर्म दिला जायचा पण सध्या मात्र जुने युनिफॉर्मविद्यार्थ्यांना पुरवावे लागतात किंवा विद्यार्थी स्वखर्चाने घेतात.
- 6) सर्वांना समान संधीची उणीव :- एन.सी.सी. युनिट शाळा, कॉलेजातील सर्वच विद्यार्थ्यांना सर्व प्रकारच्या अनुभूती देण्यात कमी पडताना दिसते.
- 7) दिखावूपणा :- बरेच विद्यार्थी एन.सी.सी. फक्त दिखावू पणा करण्यासाठी घेतात पण एन.सी.सी.तील उपक्रमांमध्ये सहभागी होताना इच्छुक नसलेले दिसून येतात.
- 8) परिक्षांना प्राधान्य :- सध्या शाळा, महाविद्यालयात सत्र पद्धती सुरू असल्याने एन.सी.सी. कॅडेट एन.सी.सी. उपक्रमात सहभाग घेण्याऐवजी परिक्षांना प्राधान्य देताना दिसतात. त्यामुळे एन.सी.सी. विभागाकडून त्यासाठी उपाययोजना राबविणे आवश्यक आहे.

राष्ट्रीय छात्र संघटना ही केंद्रीय स्तरावर काम करणारी संघटना असली तरी प्रत्येक छात्र हा त्याचा घटक आहे युवकांमध्ये नेतृत्व, शिस्त, साहस, संघभावना ही निर्माण करण्याचे काम एन.सी.सी. करते.

एन.सी.सी. कॅडेट, एन.सी.सी. ए.एन्.ओ यांच्याकडे बऱ्याच समस्या आहेत ज्या फक्त एन.सी.सी. विभागाकडूनच पूर्ण होऊ शकतात.

संदर्भ

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जागतिकीकरणाचा भारतीय ग्रामीण समाजावर पडलेला प्रभाव

प्रा.दत्तात्रय कुंडलिक पाटील

कर्मवीर हिरे कला, शास्त्र, वाणिज्य व शिक्षणशास्त्र
महविद्यालय गारगोटी ता.भुदरगड, जि. कोल्हापूर

१) प्रस्तावना :- जागतिकीकरण म्हणजे स्थानिक वस्तूंची किंवा घडामोडींची जागतिक स्तरावर स्थानांतरणाची प्रक्रिया बायलिस आणि स्मिथ यांच्या मते "जगाच्या विविध भौगोलिक क्षेत्रात राहणा-या लोकांमध्ये वाढते सामाजिक, आर्थिक, औद्योगिक, व्यापारी, सांस्कृतिक संबंध दर्शविणारी व्यापक प्रक्रिया म्हणजे जागतिकीकरण होय" भारतीय ग्रामीण समाजावर जागतिकीकरणाचा पडलेला प्रभाव पहाताना जागतिकीकरणाची प्रक्रिया सुरु होऊन सुमारे सत्तावीस वर्षे आज होत आहेत या प्रक्रियेचे कारण म्हणजे 1991 मध्ये आर्थिक संकटातून बाहेर काढण्यासाठी भारताने आंतरराष्ट्रीय नाणेनिधी व जागतिक बँक यांच्याकडून कर्ज घेतले य मोबदल्यात या संस्थांनी भारतावर जागतिकीकरण उदारीकरण व खाजगीकरण हे धोरण राबवण्याची अट घातली या अटीनुसार त्यावेळेचे पंतप्रधान पी व्ही नरसिंहराव यांनी जून 1991 मध्ये नवीन आर्थिक धोरण जाहीर करून या तीन प्रक्रियांचा स्वीकार करून जागतिक अर्थव्यवस्थेशी नाळ जोडली यामुळे भारतामध्ये जागतिकीकरणाची प्रक्रिया सुरु झाली जागतिकीकरणाच्या प्रक्रियेमुळे भारतीय समाजाच्या सर्व क्षेत्रांमध्ये मोठा प्रभाव पडला आहे या प्रभावा मध्ये आपण ग्रामीण समाजावर पडलेला प्रभाव अभ्यासणार आहोत. भारत हा शेती प्रधान देश असल्यामुळे सुमारे ६५% लोक आजही ही ग्रामीण समाजात राहतात अशा भारतीय ग्रामीण समाजावर जागतिकीकरणामुळे कोणते इष्ट व कोणते अनिष्ट परिणाम झालेले आहेत ते आपण पाहणार आहोत.

२) अभ्यासाची उद्दिष्टे :-

- १) जागतिकीकरण ही संकल्पना अभ्यासणे.
- २) जागतिकीकरणामुळे ग्रामीण समाजात झालेला इष्ट वा सकारात्मक बदलाचा अभ्यास करणे.
- ३) जागतिकीकरणामुळे ग्रामीण समाजात झालेल्या अनिष्ट वा नकारात्मक परिणामांचा अभ्यास करणे.

३) गृहितके :- जागतिकीकरणामुळे ग्रामीण समाजावर झालेल्या सकारात्मक व नकारात्मक परिणाम अभ्यासणे व त्याचे विश्लेषण करणे.

४) अभ्यास पद्धती :- प्रस्तुत शोधनिबंध साठी दुय्यम साधनसामुग्रीचा वापर केला यात मार्किट, परिपत्रके, पुस्तके यांचा वापर केला.

महात्मा गांधींच्या म्हणण्याप्रमाणे भारतीय समाज हा बहुसंख्य खेड्यामध्ये म्हणजे ग्रामीण समाजामध्ये वसलेला आहे ग्रामीण समाज हा शहरी समाजापेक्षा लोकसंख्येच्या दृष्टीने अत्यंत विशाल समाज आहे भारतात सुमारे ६५% इतकी लोकसंख्या खेड्यामध्ये राहत आहे तसेच भारतात सुमारे साडेसहा लाखापेक्षा अधिक लोक खेड्यामध्ये राहतात त्यामुळे भारतातील महत्त्वाचा समज म्हणून ग्रामीण समाजाकडे पाहावे लागते या ग्रामीण समाजावर जागतिकीकरणाचा काय परिणाम झाला आहे याचे आपण इष्ट व अनिष्ट अशा दोन भागांमध्ये विश्लेषण केले आहे.

५) इष्ट प्रभाव :-

१) ग्रामीण समाजाचा बाह्य जगाशी घनिष्ठ संबंध आला:- ब्रिटिश राजवटीच्या आधीपासून भारतीय ग्रामीण समाज हा बाह्य जगापासून अलिप्त होता पण ब्रिटिश राजवटीत नंतर मात्र त्यांच्या औद्योगिकीकरण नागरीकरण, भांडवलशाही अर्थव्यवस्था, व प्रगत दळणवळणाची साधने इत्यादींच्या प्रक्रियेमुळे भारतीय ग्रामीण समाजाची अलिप्तता कमी होण्यास प्रारंभ झाला स्वातंत्र्यानंतर मग ग्रामीण समाजाचा बाह्य जगाशी संपर्क वाढण्यास सुरुवात झाली जागतिकीकरणामुळे ग्रामीण समाजामध्ये अनेक घटकावर प्रभाव पडला यामुळे ग्रामीण समाजावर जगामधील नवीन विज्ञान, नवीन विचार, नव्या संकल्पना, नवी मते, मतांतरे यांचे हस्तांतर शहराकडून ग्रामीण समाजाकडे हळूहळू याचे लोन पसरू लागले यामुळे ग्रामीण समाजात परिवर्तन घडून आले जागतिकीकरणामुळे ग्रामीण समाजाचा बाह्य जगाशी घनिष्ठ संबंध आला

२) **इंग्रजी शिक्षणास गती मिळाली:-** ग्रामीण समाज हा परंपरागत समाज म्हणून ओळखला जातो बहुसंख्य ग्रामीण समाज हा निरक्षर, अडाणी, दैववादी, अंधश्रद्धाळू म्हणून त्याची ओळख आहे पण ब्रिटिशांनी भारतात साक्षरता प्रसार करण्यासाठी शाळा सुरू केल्या काही ठिकाणी इंग्रजी शाळा सुरू केल्या व स्वातंत्र्यानंतर ग्रामीण भागात सरकारने शिक्षणासाठी पुढाकार घेतला यामुळे स्वातंत्र्यानंतर गावांमध्ये शाळा हायस्कूल काढल्या. तालुक्याच्या ठिकाणी महाविद्यालय निर्माण झाली यामुळे ग्रामीण भागात शिक्षणाचा प्रसार होऊ लागला पण जागतिक प्रक्रियेमुळे इंग्रजी माध्यमांच्या शाळांना व शिक्षणाला महत्त्व प्राप्त झाले यामध्ये संगणक, व्यवस्थापन, माहिती तंत्रज्ञान, स्पर्धा परीक्षा व कौशल्यावर आधारित शिक्षण मिळण्यासाठी इंग्रजी भाषेचे ज्ञान लोकांना गरजेचे वाटू लागले, यामुळे ग्रामीण जनता देखील इंग्रजी माध्यमांच्या शिक्षणाविषयी जागृत होऊ लागली त्यामुळे ग्रामीण भागातील पालक आपल्या पाल्यांना इंग्रजी शिक्षणासाठी जवळच्या शहरात पाठवू लागले आता तर जागतिकीकरणामुळे शहरांमध्ये असणाऱ्या इंग्रजी व सेमी इंग्रजी शाळा आज ग्रामीण भागामध्ये निर्माण होत आहेत यामुळे ग्रामीण समाजातील मुलांचा सरकारी शाळेमध्ये शिकण्याचा ओढा कमी होऊन इंग्रजी शाळेमध्ये इंग्रजी माध्यमातून शिक्षण घेण्याचा कल वाढताना दिसत आहे याचे प्रमाण आज वाढत चाललेले आहे.

३) **रोजगारांच्या संधी उपलब्ध झाल्या:-** जागतिकीकरणाच्या प्रक्रियेमुळे भारतात औद्योगिक, सेवा, कृषी या तीनही क्षेत्रात रोजगाराच्या संधी उपलब्ध झाल्या. या संधी ग्रामीण स्तरावर निर्माण होऊ लागल्या यामुळे नवीन रोजगार ग्रामीण भागातही निर्माण झाले याचबरोबर ग्रामीण भागातील बुद्धिमान, कर्तृत्ववान, कौशल्य असणाऱ्या तरुण व तरुणींना रोजगाराच्या नवीन संधी उपलब्ध झालेल्या आहेत या रोजगारासाठीचे शिक्षण घेऊन यांनी तालुका ठिकाणी, जिल्हा ठिकाणी रोजगार निर्माण झाले हा बदल जागतिकीकरणामुळे मोठ्या प्रमाणात दिसून येतो

४) **बँकिंग क्षेत्रामध्ये सोयीसुविधेत वाढ :-** जागतिकीकरणाच्या प्रक्रियेमुळे परदेशी बँकांना भारतामध्ये शाखा उघडण्याची परवानगी मिळाली या बँकांनी भारतामध्ये मोठ्या शहरात तसेच आज निमशहरात, तालुका ठिकाणी व चार-पाच गावाच्या मध्ये मोठ्या गावी बँका निर्माण करून त्यांच्या शाखा उघडल्या आहेत यामुळे आज ग्रामीण भागामध्ये बँका, एटीएम कार्ड वापरणे व त्याचबरोबर आर्थिक उलाढाल करणे समजू लागले आहे ग्रामीण लोकांना याचे सविस्तर ज्ञान मिळू लागले यातून बँकेमध्ये देवघेव करणे ग्रामीण समाजामध्ये आज दिसताना होत आहे

५) **जनसंज्ञापन सोयीसुविधेत वाढ:-** जागतिकरण या प्रक्रियेमुळे जनसंज्ञापन क्षेत्रात मोठी व भरीव क्रांती घडून आलीयामध्ये इंटरनेट, मोबाईल, दूरध्वनी, ई-मेल, मोटार, विमान, टू व्हीलर, एसटीडी, टेलिफोन इत्यादी सोयीसुविधा ग्रामीण भागात पोहोचल्या यामुळे ग्रामीण लोकांना बाहेरील कोणत्याही व्यक्तीशी संपर्क करता येऊ लागला आज मोबाईल कंपन्यांच्या सुविधांमुळे ग्रामीण भागातील शेतकरी, शेतमजूर, महिला, पालक व विद्यार्थी या सर्वांच्या हातात अँड्रॉइड मोबाईल दिसू लागला आहे यामुळे आज त्यांचे संप्रेषण बाहेरील जगाशी वाढलेले पाहण्यास मिळत आहे आणि यामुळे जागतिकीकरण यामुळे जनसंज्ञापन माध्यमामुळे ग्रामीण समाजाचे बाह्य जगाशी आज संपर्क वाढताना दिसत आहे.

६) **चैनीच्या व उपभोग्य वस्तूंचा पुरवठा वाढला:-** जागतिकीकरणामुळे भारतीय बाजारपेठांमध्ये परकीय कंपनांच्या उपभोग्य व चैनीच्या वस्तू म्हणजे मोटरसायकल, फ्रिज, वॉशिंग मशीन, टीव्ही, मोबाईल, लॅपटॉप, पंखे, टू व्हीलर, चारचाकी गाड्या, कम्प्युटर इत्यादी वस्तू कमी दरात ग्रामीण लोकांना वापरण्यास मिळाल्या पूर्वी फक्त ग्रामीण समाजातील श्रीमंत वर्ग या वस्तू वापरत पण आज या वस्तू वाजवी दरात मिळाल्यामुळे ग्रामीण मधील सर्वसामान्य लोकही या वस्तू वापरताना दिसत आहेत यामध्ये काही चैनीच्या तर काही उपयोगी वस्तू घेताना दिसत आहेत यामुळे उपभोग्य वस्तूंचा पुरवठा वाढविण्यासाठी जागतिकीकरणाचा संबंध आहे

६) अनिष्ट परिणाम

१) **जागतिकीकरणामुळे ग्रामीण कुटिरोद्योगांचा न्हास होऊ लागला आहे:-** जागतिकीकरणाच्या प्रक्रियेमुळे अनेक परकीय उद्योग भारतामध्ये सुरू झाले यामुळे या उद्योगांमध्ये मोठे भांडवल, आधुनिक तंत्रज्ञान कुशल कामगार असल्यामुळे ग्रामीण समाजातील अनेक लघु कुटिरोद्योग बंद पडू लागले तसेच कारखान्यांमधील मालाचा दर्जा व सुबकता नेहमी उच्च असते त्यामुळे या वस्तूंच्या किंमती ग्रामीण वस्तूपेक्षा स्वस्त असतात त्यामुळे ग्रामीण कुटिरोद्योगातून तयार झालेल्या उत्पादित झालेल्या वस्तूंची किंमत जास्त असल्यामुळे बाजारपेठेमध्ये त्यांना ग्राहक मिळू शकला नाही यामुळे असे कुटिरोद्योग आज न्हास पावत असलेले दिसत आहेत आणि ह्या जागतिकीकरणाचा ग्रामीण समाजातील नकारात्मक व अनिष्ट परिणाम झालेला पाहायला मिळतो.

२) **विषमतेची वाढू लागली :-** जागतिकीकरणामुळे व्यापार, उद्योग, माहिती तंत्रज्ञान, व्यवस्थापन शिक्षण, राजकारण इत्यादी क्षेत्रातील संधी ह्या शहरी समाजाप्रमाणे ग्रामीण समाजातील लोकांनाही उपलब्ध झाल्या परंतु या संधीचा लाभ उठवण्यासाठीची पात्रता, क्षमता, गुणवत्ता इत्यादी गोष्टी ग्रामीण लोकांकडे उपलब्ध नाहीत त्यामुळे आज शहरांमध्ये मोठे उद्योग धंदे, मोठ्या इमारती, मोठमोठे मॉल कंपन्या यांचे प्रमाण फक्त शहरात पाहण्यास मिळते पण या उलट ग्रामीण समाजात मात्र आजही दलित, अल्पभूधारक, शेतमजूर यांना त्यांच्या साधारण जीवनाच्यावर आजही जागतिकीकरणाचा फायदा झालेला दिसून येत नाही आणि शहर व ग्रामीण या समाजामध्ये यामुळे विषमता पाहायला मिळते. त्यामुळे विषमतेची एक मोठी दरी ग्रामीण समाजात पाहण्यास मिळते.

३) **बेरोजगारीत भर:-** जागतिकीकरणाच्या प्रक्रियेमुळे नवीन उद्योग भारतामध्ये निर्माण होऊ लागले यामध्ये आधुनिक तंत्रज्ञान व तंत्राच्या वापरामुळे कुशल कामगारांना काम मिळू लागले पण ग्रामीण भागातील लोकांना अशा उद्योगामध्ये काम मिळणे कौशल्याच्या अभावी मुश्कील झाले त्यामुळे ग्रामीण कामगारांवर बेकारीची पाळी आली आज प्रत्येक उद्योगांमध्ये ऑफिस मध्ये, नोकरीच्या ठिकाणी ज्ञान व तंत्रज्ञान अवगत असलेल्या माणसाला काम मिळते यामुळे मुळात अशिक्षित अडाणी असलेल्या अकुशल ग्रामीण कामगारांना शहरांमध्ये काम मिळू शकत नाही त्यामुळे त्यांच्या बेकारीचे प्रमाण आज वाढू लागले व हंगामी बेकारीचे प्रमाणसुद्धा वाढत आहे यामुळे जागतिकीकरणामुळे ग्रामीण समाजात बेरोजगारी वाढली आणि हा नकारात्मक परिणाम जागतिकीकरणामुळे पाहण्यास मिळतो.

४) **पर्यावरणावर झालेला प्रभाव:-** जागतिकीकरण प्रक्रियेमध्ये भारतीय व परदेशी उद्योगधंदे मोठा नफा मिळण्यासाठी पर्यावरणाच्या असणाऱ्या साधनसंपत्तीचा बेसुमार वापर करत आहेत या संपत्तीवर डल्ला मारून अनेक ठिकाणी जंगलतोड व जमिनीचे न्हास होत असताना पाहायला मिळतो आणि यामुळे जंगल नष्ट झाल्याने अनेक वन्य व जंगली प्राणी शेतामधील पिकावर हल्ला करू लागले. यामुळे जंगलांचा न्हास झाल्यामुळे आज पर्यावरणाचे प्रदूषण वाढलेले पहाण्यास मिळते आणि यामुळे आज हवाप्रदूषण, पाणीप्रदूषण, मृदाप्रदूषण हा तोटा ग्रामीण भागातील लोकांना सोसावा लागत आहे आणि म्हणून आज अनाठाई पाऊस, अवकाळी पाऊस, ओला दुष्काळ, कोरडा दुष्काळ होऊन पर्यावरणाचा न्हास हा जागतिकीकरणाचा एक परिणाम आपल्याला अनिष्ट परिणाम म्हणून झालेला पाहायला मिळतो.

५) **सामाजिक सामुदायिक जीवनावर परिणाम:-** जागतिकीकरणामुळे आज ग्रामीण समाजातील मुल्येही बदलत आहेत. यामध्ये अनिर्बंध स्वातंत्र्य, चंगळवाद, व्यक्तिवाद, अहंपणा, मीपणा यामुळे सामूहिक जीवनाचे दृष्टिकोन ग्रामीण समूहातून कुटुंबातून संस्थांतून कमी होत असलेला पाहायला मिळतो यामुळे पूर्वी संयुक्त कुटुंब पद्धती असणारा ग्रामीण समाज आज विभक्त कुटुंब पद्धतीकडे वाळलेला आहे यामुळे सामूहिक जीवनावर ग्रामीण समाजात जागतिकीकरणामुळे प्रभाव पडलेला आहे आणि सामूहिक वृत्ती असणारा आपलेपणा अम्हीची भावना असणारा ग्रामीण समाज मोडकळीस येऊन व्यक्तिवादी, चंगळवादी अशा दृष्टीचा समाज बनत चाललेला पाहायला मिळते आणि हा तोटा जागतिकीकरणामुळे ग्रामीण समाजात झालेला पाहायला मिळतो.

६) **जागतिकीकरणाचा ग्रामीण संस्कृतीवर झालेला परिणाम:-** जागतिकीकरणामुळे ग्रामीण लोकांची वेशभूषा, केशभूषा, भाषा, खानपानाच्या सवयी, नमस्काराचे प्रकार इत्यादी सांस्कृतिक बाबतीत सुद्धा जागतिकीकरणाचा प्रभाव पडलेला पाहण्यास मिळतो. यामुळे आज शहरासारखे व प्रगत राष्ट्र सारखे ग्रामीण खेड्यांमधील युवक वर्ग वागू लागले आहेत शहरी लोकांची कपडे, कोल्ड्रिक्स, मध्यपान व धूम्रपान या गोष्टी ग्रामीण तरुणांना आकर्षित करू लागलेल्या आहेत तसेच आजगर्मीन तरुण बरमोडा, जीन्स, टी-शर्ट, कोट या वापरू लागलेल्या दिसतात. ग्रामीण तरुण वर्ग बोलताना मातृभाषे पेक्षा इंग्रजी भाषेचा वापर करण्याचा प्रभाव वाढत चाललेला आहे आणि यामुळे ग्रामीण जीवनातील युवक वर्गामध्ये सुद्धा जुनी परंपरा प्रथा यासारखे न वागता पाश्चिमात्य जीवनप्रणाली सारखे वागण्याची विचारधारा रुजू लागलेली दिसत आहे.

७) निष्कर्ष :-

जागतिकीकरणामुळे ग्रामीण समाजावर झालेला सकारात्मक व नकारात्मक परिणाम अभ्यास केल्यानंतर ही प्रक्रिया थांबविणे आपल्या हाती नसून या प्रक्रियेतून ग्रामीण जीवन ढवळून निघाले आहे परंपरागत ग्रामीण समाज म्हणून ओळख असलेला प्रथा, परंपरा, मुल्ये, चालीरीती, संकेत यांचे हजारो वर्षे पालन करणारा समाज म्हणून ओळख असलेला ग्रामीण समाज आज मात्र जागतिकीकरणाच्या व परकीय कंपन्यांच्या प्रभावामुळे हळूहळू बदलत असताना पाहण्यास मिळत आहे प्रत्येक बदलाचे काही तोटे

तर काही फायदे असतात आपण ते नाकारू शकत नाही पण ग्रामीण समाजाची वैशिष्ट्ये थोडी ऱ्हास पावत आहेत तर काही काळाच्या गरजेनुसार असणाऱ्या गोष्टी ग्रामीण समाजात बदलताना पहावयास मिळतात आणि हा बदल अनेक काळानंतर चांगला की वाईट हे कळून येईल पण जगामध्ये ग्रामीण समाज स्थिर राहण्यासाठी जागतिकीकरणाला सध्यातरी पर्याय नाही.

८) संदर्भ:-

- १) पंडित नलिनी (२००९) जागतिकीकरण आणि भारत –लोकवाड:मय
- २) सी.प.खेर .जागतिकीकरण समस्या आशय आणि अनुभव,दिलीपराज प्रकाशन, पुणे
- ३) गजानन खातू जागतिकीकरण –परिणाम आणि पर्याय, अक्षर प्रकाशन



राष्ट्रीय सेवा योजना

डॉ रशीद नज़रुद्दीन तहसीलदार (हिंदी विभाग)

राष्ट्रीय सेवा योजना (समन्वयक)
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राष्ट्रीय सेवा योजना की अवधारणा वर्ष 1969 में शुरू की गई थी. शिक्षक और छात्रों के माध्यम से सामाजिक जिम्मेदारी रचनात्मक सेवा में भागीदारी "नॉट मी बट यू" का आदर्श वाक्य है। एनएसएस स्वयंसेवक ग्रामीण क्षेत्रों, गोद लिए गए गांवों और में काम करते हैं सर्वेक्षण, शिक्षा और स्वास्थ्य जागरूकता के माध्यम से समाज के हित में कार्य करने वाला विद्यालय कार्यक्रम। इस अध्ययन में एनएसएस के महत्व, उद्देश्य और उद्देश्यों की पहचान करना शामिल है उच्च शिक्षा में जो छात्रों के बीच सामाजिक जिम्मेदारी पैदा करते हैं। यह कागज भी एनएसएस और छात्रों द्वारा प्रणाली में और भी सामना करना पड़ा बाधाओं पर प्रकाश डाला गया भविष्य की पीढ़ी को सकारात्मक दिशा में उपयोग करने के लिए दूर करने के लिए उपाय सुझाता है। सूचकांक की श्रेणी: सामाजिक जिम्मेदारी, जागरूकता, उद्देश्य, अड़चनें और सृजन परिचय: राष्ट्रीय सेवा योजना का समग्र उद्देश्य, जिसकी परिकल्पना पहले की गई है, उच्च शिक्षा प्रणाली को विस्तार आयाम और छात्र युवाओं को उन्मुख करना सामुदायिक सेवा जबकि वे शिक्षण संस्थानों में पढ़ रहे हैं। कारण इस उद्देश्य का सूत्रीकरण सामान्य बोध है जो छात्रोंको +2 में होता है स्तर और ऊपर गांव/ झुग्गी जनता से अलग होने की प्रवृत्ति है देश की अधिकांश आबादी का गठन। पढ़ेलिखे युवा जो हैं भविष्य में प्रशासन की बागडोर लेने की उम्मीद से अनजान पाए जाते हैं समुदाय की समस्याएं और कुछ मामलों में उनकी जरूरतों के प्रति उदासीन हैं समस्या का। इसलिए छात्रों के सामाजिक विवेक को जगाना आवश्यक है, और उन्हें गांवों और मलिन बस्तियों में लोगों के साथ काम करने का अवसर प्रदान करना। यह है लगा कि आम ग्रामीणों और झुग्गीझोपड़ियों के लोगों के साथ उनकी बातचीत उजागर होगी उन्हें जीवन की वास्तविकताओं के लिए और उनकी सामाजिक धारणा में बदलाव लाने के लिए।

राष्ट्रीय सेवा योजना का विकास:

राष्ट्रीय सेवा को विश्वविद्यालय की शिक्षा का हिस्सा बनाने की अवधारणा के बारे में एक योजना के एक विचार की स्थिति से विकसित होने में 20 साल। इसके शुरुआती बीज डॉ. एस। राधाकृष्णन ने अपनी रिपोर्ट (1948) में बोया था। केंद्रीय सलाहकार बोर्ड शिक्षा ने विचार पर चर्चा की और 1950 में कुछ सिफारिशें कीं। पहली बार में पंचवर्षीय योजना दस्तावेज (1951) में सामाजिक सेवा शिविरों की आवश्यकता का उल्लेख मिला। अगले कुछ वर्षों के दौरान कुछ संस्थानों ने पहले से ही इस तरह के शिविरों का आयोजन शुरू कर दिया है। फिर 1958 में, पंडित नेहरू, प्रधान मंत्री, ने मुख्यमंत्रियों को सामाजिक सुझाव दिया स्नातक स्तर की पढ़ाई के लिए शर्त के रूप में सेवा। 1959 में एक रूपरेखा प्रस्ताव आया पूरे भारत के शिक्षा मंत्रियों की बैठक में चर्चा। अवधारणा थी स्वीकृत, और देशमुख समिति का गठन ठोस सुझावों का प्रस्ताव करने के लिए किया गया था (1959)। 1960 में प्रो केजी से आगे के सुझाव आए। सैय्यदैन और ये हैं योजना के लिए जिम्मेदार, कम या ज्यादा, जैसा कि अभी हमारे पास है। लेकिन कार्यान्वयन था आगे देरी हुई। फिर वर्ष 1966 में डॉ. कोठारी की मजबूत सिफारिशें आईं। अगले वर्ष के दौरान कुलपतियों की बैठक हुई और 1969 में एक सम्मेलन हुआ छात्र नेताओं ने इस योजना का स्वागत किया। उस समय तक चौथी पंचवर्षीय योजना तैयार हो चुकी थी आरंभोना है। इसने एनएसएस के लिए पांच करोड़ रुपये का परिव्यय किया। 24 सितंबर को, 1969, तत्कालीन केंद्रीय शिक्षा मंत्री डॉ. वी.के.आर.वी. राव, ने एनएसएस कार्यक्रम का शुभारंभ किया सभी राज्यों को कवर करने वाले 37 विश्वविद्यालयों में और साथ ही मुख्यमंत्रियों से अनुरोध किया उनके सहयोग और मदद के लिए राज्यों की यह उचित था कि कार्यक्रम था गांधी शताब्दी वर्ष के दौरान इसकी शुरुआत गांधी से हुई जिसने भारतीय को प्रेरित किया भारतीय स्वतंत्रता के आंदोलन और सामाजिक उत्थान क्लिए युवाओं ने भाग लिया।

एनएसएस गतिविधियों के उद्देश्य:

पर्यावरण संरक्षण पर जागरूकता :

वर्तमान परिदृश्य में पर्यावरण के रूप में अरबों की राष्ट्रीय अर्थव्यवस्था को नुकसान हो रहा है वनों की कटाई और मिट्टी का क्षरण। दूसरी ओर पानी हवा और शोर प्रदूषण से देशवासियों के स्वास्थ्य पर बुरा असर पड़ रहा है। सरकार के बावजूद नीतियों और

कानूनों की संख्या व्यक्तिगत स्तर पर कुछ भी ठोस नहीं किया गया है पर्यावरण प्रदूषण से लड़ें। एनएस.एस. की भूमिका में बहुत महत्वपूर्ण हो जाता है भारत के संविधान के रूप में इस संदर्भ में यह भी कहा गया है कि यह मौलिक कर्तव्य है प्रत्येक नागरिक प्राकृतिक पर्यावरण की रक्षा और सुधार करने के लिए। एनएसएस गतिविधियाँ पर्यावरण संरक्षण पर जागरूकता पैदा करेंगी।

स्वास्थ्य जागरूकता कार्यक्रम:

किसी राष्ट्र की प्रगति और विकास निर्भर करता है अपने नागरिकों के स्वास्थ्य पर। हर साल हजारों माताओं और शिशुओं की मृत्यु होती है प्रसवोत्तर देखभाल सुविधाओं की कमी के कारण। गर्भावस्था के दौरान भी महिलाएं नहीं हैं स्वस्थ और पौष्टिक भोजन प्रदान किया जाता है। कुल मिलाकर भारतीय स्वास्थ्य सामान्य है देशवासी बहुत गरीब हैं क्योंकि वे न्यूनतम कैलोरी भी नहीं ले सकते हैं सेवन की आवश्यकता एनएसएस का उद्देश्य आवश्यक बुनियादी जानकारी प्रदान करना है और स्वास्थ्य संबंधी अवधारणाओं पर जागरूकता।

साक्षरता कार्यक्रम:

भारत के गठन का अधिकार प्रदान करता है शिक्षा, सभी बच्चों को मुफ्त और अनिवार्य शिक्षा का अधिकार 14 साल तक अब कला के तहत एक मौलिक अधिकार के रूप में भी गारंटी दी जाती है। के 21 ए संविधान (संविधान 86 वां संशोधन अधिनियम 2001)। लेकिन बिना बनाए शिक्षा का अधिकार एक वास्तविकता के तहत मौलिक अधिकारों की गारंटी है संविधान बड़े बहुमत की पहुंच से परे रहेगा जो निरक्षर है। N.S.S. उन्मूलन के लिए स्वयंसेवकों को कई गतिविधियाँ करनी होती हैं अशिक्षा जैसे वयस्क शिक्षा, गैर औपचारिक शिक्षा और महिला साक्षरता कार्यक्रम आदि

सामुदायिक विकास:

अन्य हस्तक्षेप क्षेत्रों के लिए एन.एस.एस. गतिविधियाँ हैं सतत विकास, ग्रामीण पुनर्निर्माण, वाटरशेड प्रबंधन और बंजर भूमि का विकास। N.S.S. स्वयंसेवकों को विकसित करने के लिए कदम उठाने की आवश्यकता होती है सामुदायिक संपत्ति की संरचना और देश के प्राकृतिक संसाधनों को संरक्षित करना।

छात्र विकास:

NSS का उद्देश्य समुदाय को विकसित करना है उस छात्र के व्यक्तिगत विकास के साथ-साथ समाज को शिक्षित करना। में से एक एनएसएस के उद्देश्यों में शामिल होने के माध्यम से छात्रों की व्यक्तिगत वृद्धि को बनाए रखना है।

एनएसएस के व्यापक उद्देश्य निम्नलिखित हैं

- समुदाय को समझें जिसमें स्वयंसेवक काम करते हैं
- अपने समुदाय के संबंध में खुद को समझें
- समुदाय की जरूरतों और समस्याओं को पहचानें और उन्हें समस्या में शामिल करें
- प्रक्रियाओं को हल करना
- सामाजिक और नागरिक जिम्मेदारी की भावना विकसित करें
- व्यक्तिगत और समुदाय के लिए व्यावहारिक समाधान खोजने में उनके ज्ञान का उपयोग
- समस्या का-ग्रुप-लिविंग और जिम्मेदारियों को साझा करने के लिए आवश्यक क्षमता विकसित करना
- सामुदायिक भागीदारी को बढ़ाने में कौशल हासिल करना
- नेतृत्व के गुणों और लोकतांत्रिक रवैये को हासिल करें
- आपात स्थिति और प्राकृतिक आपदाओं को पूरा करने की क्षमता विकसित करना
- राष्ट्रीय एकता और सामाजिक समरसता का अभ्यास करें।

आदर्श :

राष्ट्रीय सेवा योजना का आदर्श वाक्य या पहरेदार 'नॉट मी बट यू' है। यह लोकतांत्रिक जीवन के सार को दर्शाता है और निस्वार्थ सेवा की आवश्यकता को बढ़ाता है और दूसरे व्यक्ति के दृष्टिकोण की सराहना और इसके लिए विचार दिखाने के लिए भी साथी इंसान। यह इस तथ्य को रेखांकित करता है कि किसी व्यक्ति का कल्याण अंततः होता है समग्र रूप से समाज के कल्याण पर निर्भर है। इसलिए, इसका उद्देश्य होना चाहिए अपनी दैनिक गतिविधियों में इस आदर्श वाक्य को प्रदर्शित करने के लिए एन.एस.एस.

एनएसएस में बाधाएं:

एन.एस.एस. एक सरकारी प्रायोजित योजना है, यह नौकरशाही से ग्रस्त है और वित्तीय संकट छात्रों के लिए खराब प्रोत्साहन के कारण कम भागीदारी और शिक्षक इसके सफल कार्यान्वयन में बाधा डालते हैं। अपर्याप्त के अलावा किए गए कार्य के गुणात्मक दस्तावेजीकरण ने योजना की स्थिति को प्रभावित किया है।

स्वयंसेवकों और अधिकारियों द्वारा खाते पर किए गए कार्यों को रोकना लगातार बदलते कार्यक्रम अधिकारियों और काम के स्थानों को पराजित करता है टिकाऊ सामुदायिक संपत्ति के निर्माण का उद्देश्य। यह सामाजिक धर्मान्तरित करता है स्वयंसेवकों का एक तदर्थ संबंध में अनुभव और इसके लिए कोई गुंजाइश नहीं है अवधारणा अत्यधिक प्रतिस्पर्धी शैक्षिक वातावरण में छात्र शायद ही खर्च कर सकें सामाजिक कार्यों में समय, या सामाजिक वास्तविकता को बदलने के बारे में भी सोचें भारत में 80 प्रतिशत नौकरियां छोटे से उत्पन्न होती हैं व्यवसाय और व्यवसायों के बीच, सामाजिक कार्य कम से कम संख्या द्वारा चुना जाता है युवाओं की (पापा, 1998)। स्थिति गंभीर हो गई है क्योंकि कैरियर चेतना आदर्शवाद और सेवा अभिविन्यास से आगे निकल रही है। भारतीय युवा आदर्श भूमिका मॉडल (सिन्हा, 1997) की कमी के साथ सामना कर रहे हैं। प्रेरक भूमिका मॉडल की अनुपस्थिति युवाओं को एक में दाखिला लेने के लिए प्रोत्साहित नहीं कर सकती है कार्यक्रम जैसे N.S.S. कि मजा और उत्साह और श्रमसाध्य सामुदायिक मुद्दों को संबोधित करता है।

सुझाव:

आज भारतीय छात्र समुदाय दिशा और विचारधारा के बिना है (Altbach, 1971; चौधरी, 1989) और विश्वसनीय युवा आंदोलन की आवश्यकता है। N.S.S. एक उपयोगी है व्यायाम जो छात्र युवाओं को एक सामाजिक प्रशिक्षण प्रदान करता है। इसे भी पूरा करता है कुलकर्णी का मानदंड (1988) कि शिक्षा और प्रशिक्षण युवा विकास की कुंजी है। एनएसएस. कैम्पस में और बाहर कैम्पस की एक मात्र सूची को कम कर दिया गया है गतिविधियों। एनएसएस का दार्शनिक आधार बुद्धिमान न होने के कारण कम हो गया है नेतृत्व। इस योजना को सक्षम और प्रतिबद्ध व्यक्तियों के हाथों में दिया जाना चाहिए छात्रों को संवेदक के रूप में प्रशिक्षित करें। योजना की बेहतर अवधारणा के लिए स्थायी और समर्पित कार्यक्रम अधिकारी (PO) नियुक्त किए जाने चाहिए। चूंकि पीओ मानव इंजीनियरिंग और किशोर मनोविज्ञान का जटिल कार्य करना है (सैय्यदेन, 1961), भारत सरकार को प्रशिक्षण और अभिविन्यास स्थापित करना चाहिए केंद्रों की योजना, पर्यवेक्षण और मूल्यांकन करने के लिए N.S.S. गतिविधियों और प्रशिक्षण और PO में उन्मुख करने के लिए योजना का दर्शना यह देखा गया है कि सामाजिक कार्य शिक्षकों और शिक्षकों को पसंद किया जाता है विश्वविद्यालय स्तर पर और कॉलेज स्तर पर पीओ के रूप में कार्यक्रम समन्वयक। यह योजना और विषय के बीच पारंपरिक संबंध को तोड़ा जाना चाहिए और योजना को अन्य विषयों के साथ भी समन्वित किया जाना चाहिए। शिक्षण में उनका अनुभव, सामुदायिक कार्य और कार्यवाही अनुसंधान में छात्रों को प्रशिक्षण दिया जाना चाहिए कार्यक्रम समन्वयक, प्रशिक्षण समन्वयक के रूप में उनकी नियुक्तियों के दौरान खाता, व्याख्याता सह समुदाय आयोजकों और पीओ। अंतर अनुशासनिक दृष्टिकोण से मदद मिलेगी फ्रुम्किन और लॉयड (1995) द्वारा वकालत किए गए लक्ष्य को साकार करने में अभ्यास के बीच सामाजिक कार्य और समुदाय को सामाजिक को बढ़ावा देने के लिए फिर से जागृत किया जाना चाहिए परिवर्तना मानव संसाधन विकास को प्रोत्साहित करने के लिए enablers की आवश्यकता है (नानावथी, 1993)। अधिक से अधिक छात्रों को N.S.S लेने के लिए प्रेरित किया जाना चाहिए। यह रूप विकास को तेज करने के लिए कर्तव्यनिष्ठ समर्थकों में छात्रों को ढाल सकते हैं प्रक्रिया और समाज के कामकाज को सक्रिय करना। मुख्य चिंता का विषय एन.एस.एस. होना चाहिए अपनी स्थिति को फिर से परिभाषित करने और स्थानांतरित करने के लिए युवाओं को एक सामाजिक निर्माण के रूप में पहचानना समाज में। संबंधित अधिकारियों को N.S.S को लोकप्रिय बनाने के लिए मिलकर काम करना चाहिए। कार्यक्रम ताकि युवाओं की ऊर्जा और शक्ति का उपयोग निर्माण के लिए किया जा सके मजबूत और स्वस्थ राष्ट्र।

मैं स्वयं (साल 2010 से 2019) आज तक 9 साल राष्ट्रीय सेवा योजना का समन्वयक हूँ। मेरे ही स्वयं अनुभव से मुझे ऐसा लगता है कि निष्कर्ष रूप में छात्रों का सर्वांगीण उन्नति यहां पर होती है। युवा छात्रों नॉट मी बट यू " के अनुसार योजना काम करनेकी वति पनपती है। मेरे महाविद्यालय में राष्ट्रीय सेवा योजना विभाग 30 साल से कार्यरत है। बहुत से गुरुजनों का मुझे मार्गदर्शन मिला है। जिला समन्वयक के रूप में आज मैं कार्य कर रहा हूँ। हर साल हम नयाग्राम देहाती गोद लेते हैं। उस ग्राम में जो भी निजी कार्य है वह करते हैं। जैसा कि, स्वच्छता, गन्दगी, सड़क ग्राम योजना, बेटी पढ़ाओ बेटी बचाओ, साक्षरता सर्वे, अंधश्रद्धा निर्मूलन ऐसे कार्यों में सेवा योजना के छात्र और हमारा योगदान रहा है। दैनंदिन छात्रों की या स्वयंसेवक स्वयं सेवकों की सुझ से लेकर रात तक क्या कार्य करना है इसका एक नियोजन करते हैं जैसा कि सुबह उठना योगा करना ग्राम में सड़कों पर रंगोली निकालना समाज

प्रबोधन आत्मक व्याख्यान का आयोजन करना महिलाओं के लिए हल्दी कुंकू जैसे सामाजिक कार्यों का आयोजन करना इसमें हमारा सहयोग रहता है। इसके लिए हमें शिवाजी विश्वविद्यालय से नियमित और विशेष कार्यक्रम के लिए अनुदान भी मिलता है। मेरे संस्था में संचालक प्रधानाचार्य, अध्यापक और छात्रों का बहुमूल्य योगदान मुझे मिलता है। इसलिए मेरा निजी अनुभव 9 साल का संयोजन संतोषजनक रहा है।

निष्कर्ष:

भारत में शैक्षिक विचारों के विकास का एक सर्वेक्षण इसके पूर्वाग्रह को स्पष्ट रूप से इंगित करता है सामाजिक प्रतिबद्धता के प्रति। और योजना प्रक्रिया की समीक्षा जो पहले हुई थी राष्ट्रीय सेवा योजना के गठन से पता चलता है कि एनएसएस को बढ़ावा देने के लिए डिजाइन किया गया है उच्च शिक्षा के सामाजिक लक्ष्य। एनएसएस की अपनी पहचान है; यह के लिए इस्तेमाल किया जा सकता है सामाजिक बनाने के लिए उच्च शिक्षा पर उचित कार्यान्वयन द्वारा समाज की बेहतरी छात्रों की जिम्मेदारी।

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उच्च शिक्षणातील अभ्यासांतर्गत उपक्रमाचे महत्त्व

प्रा. रीना कांबळे

समाजशास्त्र विभाग

कमला कॉलेज,कोल्हापूर

गोषवारा :-

शैक्षणिक समाजरचनेत मेडिकल,इंजनिअरिंग म्हणजे उत्तम करियर, हे क्षेत्र नाही जमले तर दहावीच्या गुणावर सायन्स विभागाला प्रवेश हेही शक्य नसेल तर कॉमर्सला प्रवेश आणि सरते शेवटी बाकी काही जमत नाही म्हणून आर्टसला अशी करियर उतरंड उभी आहे. कला, नाटक, गायन, खेळ, समाजकार्य, शेती, संगीतही सर्व क्षेत्र ही बुद्धिमत्तेची आणि अर्थपूर्ण कारीयरची क्षेत्र आहेत याचे काहीनाभान नाही तर ज्यांना भान आहे त्यांना समाजव्यवस्था व अर्थव्यवस्था मागे खेचण्याचा प्रयत्न करीत आहे. शैक्षणिक गुणवत्ता, अर्थ, समाजव्यवस्था या कारणाने मागे पडलेल्या पण उच्च शिक्षणघेणा-या युवा विद्यार्थ्यांना आजच्या स्पर्धेच्या युगात स्वतःच्या पायावर उभे राहण्याचे सामर्थ्य निर्माण करण्यासाठी २०२२ सालच्या नव्या राष्ट्रीय धोरणानुसार सखोल चिंतन रचनात्मक वाव वैज्ञानिक दृष्टीकोन विकसित करणे, संवाद बहुभाषित्व मूल्यविकास डीजिटल लिटरसी सामाजिक उत्तरदायित्वाची भावना, एकत्रित काम करणे याचा पाठपुरावा उच्च शिक्षणात अभ्यासाक्रम व अभ्यासांतर्गत उपक्रमातुन होणे गरजेचे आहे यासाठी अभ्यासांतर्गत उपक्रमाला उच्च शिक्षणात विशेष महत्त्व प्राप्त झाले आहे. याचाच पाठपुरावा प्रस्तुत शोध निबंधामधून घेतला आहे

शिर्षशब्द:- राष्ट्रीय शैक्षणिक धोरण, बहुभाषित्व, मुल्याविकास, अभ्यासांतर्गत उपक्रम

प्रस्तावना:-

“शिक्षण हे जीवनाच्या सर्व क्षेत्राला एक भक्कम

अधिष्ठान देणारे, उर्जा पुरविणार एक शक्तिकेंद्र आहे.” डॉ. बाबा नंदन पवार

भारतीय शिक्षण पद्धतीवर अजूनही ब्रिटीश कालीन मेकॉले साहेबांच्या शैक्षणिक धोरणांची छाप आहे या खंडप्राय देशावर राज्यकरणेसोयीचे व्हावे याकरिता लागणारानोकर वर्ग तयारकरणे हा त्यांच्या शिक्षण व्यवस्थेचा प्रमुख उद्देश होता. त्यामुळे नोकरी करिता शिक्षण हि संकल्पना भारतीयांच्या मनात पक्की रुजली त्याचा परिणाम म्हणजे आपले शिक्षण मुळ उद्दिष्टापासून दूर गेले स्वतंत्रतः काळात भारताचे शैक्षणिक धोरण ठरविणारे वेगवेगळे आयोग नेमले गेले. त्यात डॉ. राधाकृष्णन, डॉ. कोठारी आयोगाचा विशेष उल्लेख करावा लागेल. १९८६ मध्ये नव्या राष्ट्रीय शैक्षणिक धोरणाची अंमलबजावणी करण्यात आली. पुढे त्यातही काही काळपरतवे बदल होत गेले. आणि आणखी हि बदल होत राहतील. एवढे सगळे होत असताना ही शिक्षण शेतातील समस्या, आव्हाने संपलेली नाहीत हा देखील चिंतनाचा विषय बनला आहे

शिक्षणामुळे माणसाला जीवनसंग्रामाला समर्थपणे तोंड देता आले पाहिजे. त्यांच्यात साहस निर्माण करून स्वतःच्या पायावर खंभीरपणे उभारता आले पाहिजे. केवळ शब्दावरचे प्रभुत्व किंवा शब्दांचे बुडबुडे म्हणजे शिक्षण नव्हे निरनिराळ्या विचारांची माहिती गोळा करणे आणि आयुष्यभर विषयाचे ओझे वाहने म्हणजे शिक्षण नव्हे तर शिक्षणाने माणसातील आत्मविश्वासाचे जागरण केले पाहिजे. शिक्षण केवळ पुस्तकी असता कामा नये. तर विद्यार्थ्यांना हात, पाय, डोळे व कान यांचा योग्य वापर करायला शिकवून त्यांना स्वावलंबी बनविले पाहिजे उत्तम माणूस घडविण्यासाठी चांगल्या आयुष्याची उभारणी करण्यासाठी व चारित्र्य संपन्न व्यक्तिमत्त्वाच्या संकल्पना हे शिक्षण महत्त्वाचे आहे

२१व्या शतकात विज्ञान तंत्रज्ञान फार झपाट्याने वाढत आहे विज्ञान तंत्रज्ञानाच्या प्रत्येक क्षेत्रात उपलब्ध ज्ञान विज्ञान तंत्रज्ञान त्याच गतीने ग्रहण करण्याची गुरुकिल्ली विद्यार्थ्यांना हातात देणारी शिक्षण पध्दती व्हावी म्हणजे नवे शिक्षण विद्यार्थ्यांना स्वयंरोजगारी बनविणारे हवे. जसे मांजराला कसे ही फेकातेछान चार पायावर उभे राहते. तसे नवे शिक्षण घेतलेला माणूस असला पाहिजे यासाठी उच्च शिक्षणातील कौशल्य विकास उपक्रम अभ्यासांतर्गत घेणे गरजेचे आहे

१. अभ्यासांची उद्दीष्टे:-

- १.१ नवशैक्षणिक धोरण व अभ्यासांतर्गत उपक्रम ही संकल्पना अभ्यासणे
- १.२ अभ्यासांतर्गत उपक्रमांच्या प्रकाराचा आढावा घेणे.
- १.३ उच्च शिक्षणातील अभ्यासांतर्गत उपक्रमाचे महत्त्व अभ्यासणे.

२. गृहीतक :-

रोजगार निर्मितीक्षम विद्यार्थी घडविण्यासाठी उच्च शिक्षणात अभ्यासांतर्गत उपक्रमांना विशेष महत्त्व आहे

३. संशोधन पध्दती :-

३.१ संशोधन आराखडा :- प्रस्तुत शोध निबंधासाठी वर्णनात्मक संशोधन आराखडाचा वापर करण्यात आला आहे.

३.२ तथ्य संकलन :- प्रस्तुत शोध निबंधासाठी दुय्यमतथ्य संकलन पद्धतीचा वापर करण्यात आला असून यात पुस्तके, मासिके, नियतकालिका संशोधनात्मक लेख नेट, इंटरनेट या साधनांचा आधार घेऊन तथ्यसंकलित करण्यात आले आहे

४. नवे शैक्षणिक धोरण व अभ्यासांतर्गत कार्यक्रम:-

शिक्षणाची सार्वकालीत शाश्वत अशी व्याख्या म्हणजे शिक्षण म्हणजे स्व ची ओळख होय. शिक्षण म्हणजे गमभन किंवा abcd नाही, शिक्षण म्हणजे गणित नाही, शिक्षण म्हणजे परीक्षा, मार्क, घोकंपट्टी नाही किंवा केवळ अर्थाजनासाठी व्यक्तिला तयार करणे म्हणजे शिक्षण नाही तसेच साधन आणि साध्य म्हणजे ही शिक्षण नाही तर मानवाच्या मनात स्व:ता विषयी जिज्ञासा निर्माण होणे म्हणजे शिक्षण, मी कोण? माझी भूमिका काय ? ही जिज्ञासा आणि त्याचे उत्तर म्हणजे शिक्षण होय. भारतीय शिक्षण पद्धतीला अनेक गुंतागुंतीच्या परस्परविरुद्ध अपेक्षाना सामोरे जायचं आहे. शिक्षणाची संख्या आणि गुणवत्तेचा तोल सांभाळता साक्षरता, संगणकीकरण, कुशल मनुष्यबळ, अध्यात्म आणि विज्ञान, राष्ट्रीय एकात्मता सामाजिक समता उत्तम शील, चारित्र्याची जोपासना कार्यक्षमता, कर्तुत्व व्यावसायिकता निर्माण करणे, परंपरा आणि आधुनिकता याचा विवेकशीलमेळ, संस्कृती सातत्य अशी अनेक आव्हाने शिक्षणापुढे आहेत ही आव्हाने पेलवण्यासाठी कार्यकर्ते म्हणून शिक्षकाने स्व:ता पासून सुरुवात करत समान शासन प्रशासनालाही सहभागी करून घेण्यासाठी नवनवीन शैक्षणिक धोरणे राबवली जात आहे.

आपल्याकडे शैक्षणिक धोरणांची व आयोगाची रेलचेल आहे. त्यात आणखी एका राष्ट्रीय नव्या शिक्षा आयोगाची शिफारस करण्यात आली आहे. या नव्या शिक्षण धोरणात प्राथमिक शिक्षणात १००% मुलांनी प्रवेश घ्यावा आणि उच्च शिक्षणात ५०% प्रवेश व्हावेत यावर भर दिला आहे. तसेच या नव्या २०२२ च्या नव्या राष्ट्रीय शैक्षणिक धोरणात मूल्य विकास, सामाजिक उत्तरदायित्वाची भावना बहुभाषित्व, डीजिटल लिटरसी, वैज्ञानिक दृष्टीकोन, संशोधन या गोष्टींना अग्रक्रम दिला आहे. नव्या शैक्षणिक धोरणाची योग्य अंमलबजावणी होण्यासाठी अभ्यासांतर्गत कार्यक्रमांला उच्च शिक्षणात प्राधान्य दिले पाहिजे.

४.१ अभ्यासांतर्गत कार्यक्रम म्हणजे काय ?

नव्या पिढीने प्रत्येकाने स्व:ताला ओळखून कार्यक्षेत्र निवडणेत्यात उत्तम आणि प्रतिभासंपन्नता मिळविण्यासाठी अभ्यासांतर्गत उपक्रमांना विशेष आहे अभ्यासांतर्गत उपक्रमांना इंग्रजीत “Co-Curricular activities” असे म्हटले जाते. तर सह अभ्यासक्रम असे मराठीत म्हटले जाते.

शैक्षणिक अभ्यासक्रमातून विद्यार्थ्यांच्या व्यक्तिमत्त्वाच्या विकासाचे विविध पैलू विकसित करण्यास मदत करण्या-या, विद्यार्थ्यांच्या सर्वांगीण विकासासाठी अभ्यासक्रम पूरक जे उपक्रम राबवले जातात त्यांना अभ्यासांतर्गत उपक्रम असे म्हटले जाते.

व्यक्तिमत्व विकास सर्जनशीलता, सकारात्मक विचारसरणी विकसित करण्या-या अभ्यासक्रम पूरक उपक्रमांना सह अभ्यासक्रम किंवा अभ्यासांतर्गत उपक्रम असे म्हणतात

५. अभ्यासांतर्गत उपक्रमांचे प्रकार:

अभ्यासांतर्गत उपक्रम म्हणजे काय हे सविस्तर विचारात घेत्यानंतर या कार्यक्रमाचे उद्दीष्टे साध्य करण्यासाठी खालील उपक्रमांला उच्च शिक्षणात प्राधान्य देणे गरजेचे आहेत उपक्रम म्हणजे

१. वादविवाद स्पर्धा
२. निबंध स्पर्धा
३. पठन स्पर्धा
४. घोषणा स्पर्धा
५. कथा लेखन स्पर्धा, नाटक

६. संगीत आणि नृत्य
७. छायाचित्रण स्पर्धा
८. मॉडेल्स तयार करणे
९. संस्था मध्ये उत्सव साजरे करणे
१०. शालेय / वर्ग सजावट
११. कॉलेज मासिकांसाठी लेखन
१२. प्रदर्शन
१३. लोकनृत्य आणि गाणी
१४. युवा महोत्सव
१५. शैक्षणिक सहल
१६. गटचर्चा
१७. कार्यशाळा
१८. पाककला व रांगोळी स्पर्धा

६.अभ्यासांतर्गत उपक्रमाचे महत्त्व :-

अभ्यासांतर्गत उपक्रमांच्या विविध प्रकारचा सखोल विचार करता आजच्या प्रत्येक शिक्षणस्तरावर अशा विविध उपक्रमांचा सहभाग वाढला पाहिजे हे सत्य पुढे येते या उपक्रमांच्या प्रकारा बरोबर या उपक्रमांचे महत्त्व ही पहावी लागणार आहेत.

६.१ व्यक्तिमत्त्व विकास:-

या विविध अभ्यासांतर्गत उपक्रमांमुळे विद्यार्थ्यांचा व्यक्तिमत्त्व विकास होतो मानसिक, भावनिक दृष्ट्या मुले विकसित होतात. आत्मविश्वास, आत्मनिर्भरता वाढीस लागते.

६.२ योग्य सामाजीकरण:-

या उपक्रमाचे आयोजन करत असताना सहकारी मित्र, शिक्षक, महाविद्यालया बाहेरील लोक यांच्याशी संपर्क येतो तेव्हा स्वःताचे मुल्यांकन स्वताची ओळख करण्याचे मार्ग पुढे येतात. त्यातून योग्य सामाजीकरण होत राहते. हे विशेष महत्त्व या उपक्रमांचे आहे.

६.३ उद्योजकता :-

येणारा पुढचा काळ नोकरदारांचा नाही तर उद्योजकांचा आहे हे लक्षात येऊन उद्योजकतेचे प्रशिक्षण हवे. उद्योजकता म्हणजे कारखानासुरुकरण किंवा कुठे तरी दुकान टाकणे नाही तर निवडलेल्या कार्य क्षेत्रात मूल्य वृद्धी करणे आणि उद्योगांच्या संधी निर्माण करणे. या अर्थानी पाहता पत्रकार, वकील, प्रशासकीय अधिकारी, कलाकार, लेखक, अभिनेता, गायक हे शिक्षण देखील उद्योजक आहे. उद्योजकता ही वृत्ती आणि कोशल्य आहे. या दोन्हीची जोपासना आणि प्रशिक्षण या अभ्यासांतर्गत कार्यक्रमांतून होत आहे किंवा व्हायला हवं.

६.४ कर्तृत्वव वैश्विक भान याचा विकास :-

वैश्विक एकात्मतेची भावना ही भारतीयांची मुलभूतलक्षण आहे साम्यवादानंतर जागतिकीकरण, उदारीकरण, माहिती तंत्रज्ञान, जैव तंत्रज्ञान यागोष्टी बरोबर प्रदूषण, गुन्हेगारी, व्यसन, स्त्री शोषण, चलन फुगवटा या गोष्टी स्थानीय किंवा प्रादेशिक न राहता. वैश्विक झाल्या आहेत. या सर्व गोष्टीची जाणीव उच्च शिक्षणातील अभ्यासांतर्गत उपक्रमांतून होत आहे. तसेच आजच्या युवा पिढीला आपली स्पर्धा मित्र-मैत्रिणीशी, व्यवसाय बंधू भगिनीशी नाही तर शाश्वत स्वरूपाची स्वताची स्पर्धा वबाह्य जगाशी स्पर्धा आहे. याची जाणीव असणे आवश्यक आहे ही जाणीव हे विविध उपक्रम करून घेत आहेत.

६.५ योग्य करीयरची निवड :-

आजची शिक्षण पद्धती जास्त पुस्तकी झाली आहे. विद्यार्थी हा परीक्षार्थी झाला आहे. मेडिकल इंजिनियरिंग उत्तम करियरचे मार्ग हे क्षेत्र जमलं नाही तर सायन्सला प्रवेश त्यानंतर कॉमर्स हा पर्याय शोधला जातोसायन्स व कॉमर्स क्षेत्र दहावीच्या गुणांवर अवलंबून असते हे गुण कमी असेल तर आर्ट्स विभागात करीयरची चुकीची उतरंड समाजात जनमानसात इतकी रुजली आहे की कला, नृत्य, नाटक, गायक, समाजकार्य या क्षेत्रांना स्थानच दिले जात नाही ही शैक्षणिक समाज रचना मोडून विद्यार्थीमध्ये

सद्गुणदुर्गुणोपेते आहेत याचे आत्मभान, आत्मज्ञान विद्यार्थीना शिक्षणातून होणे गरजेचे आहे. स्व:ची शक्ति स्थाने ओळख होऊन योग्य करियरची निवड या अभ्यासांतर्गत उपक्रमांतून होणे आवश्यक आहे

६.६ उत्तमता आणि प्रतिभा :-

‘सुवर्ण युगाचे स्वप्न साधणारी शिक्षण पध्दती’ या लेखात अविनाश धर्माधिकारी यांनी शिक्षणाची नऊसूत्रे सांगताना उत्तमता आणि प्रतिभा या सूत्राचा उल्लेख केला आहे. उत्तमता व प्रतिभा यांचा विचार करता उत्तमता म्हणजे आपल्या क्षेत्राच्या आजपर्यंत ठरलेल्या चोकटीत चांगल, अचूक, काम करता येणे आणि प्रतिभा म्हणजे आपल्या क्षेत्रात ठरलेली चोकट मोडून नवीनक्षेत्र, स्थान सुचविणे होय. हेच सूत्र आजच्या उच्चशिक्षणाचे उद्दीष्टे बनलेले दिसते. याचे प्रबोधन करणे हे आवश्यक बनत आहे.

६.७ वित्त विकास :-

विद्यार्थींचा अभ्यास विषय, ज्ञानशाखा, करियर क्षेत्र कोणतेही असो वित्त प्राप्तीचे समाज मान्य मार्गवित्त विकास होणे हे आजच्या उच्च शिक्षणातील अभ्यासांतर्गत उपक्रमांचे उद्दीष्टे आहे. पैसा निर्माण कसा होतो, पैशानं पैसा कसा वाढतो किंवा कसा वाढवायचा हे प्रत्येकाला समजणे आवश्यक आहे. आणि असे प्रशिक्षण आजच्या प्रत्येक विद्यार्थींला मिळणे गरजेचे आहे म्हणून वित्त विकास साधण्याचे प्रशिक्षण उच्च शिक्षणात हवे.

६.८ माहिती तंत्रज्ञानाचे प्रशिक्षण :-

संगणक माहिती विज्ञान, जैव तंत्रज्ञान इत्यादी विषयी जो अनभिज्ञ राहिल तो जीवनात लंगडा आंधळा पडणार आहे. त्यामुळे शैक्षणिक पातळीवर युवा विद्यार्थी माहिती तंत्रज्ञानात किमान समज असणं अनिवार्य आहे कारण शिके शिके पर्यंत माहिती तंत्रज्ञानात क्रांतिकारक तंत्रज्ञान पुढे येऊ शकते त्याला सामोरे जाणारी युवा पिढी घडविण्यासाठी तंत्रज्ञानाचे प्रशिक्षण देणे हे उच्च शिक्षणातील अभ्यासांतर्गत उपक्रमांचे प्रमुख उद्दीष्टे बनत आहे

७. निष्कर्ष:-

- ७.१ उच्च शिक्षणातील अभ्यासांतर्गत उपक्रमांची उद्दीष्टे ही विद्यार्थी केंद्रित आहे. एक उत्तम सुजान नागरिक बनविणे हे या उपक्रमाचे ध्येय आहे. पण हे ध्येय साध्य करताना पालक, विद्यार्थी, शिक्षक, शिक्षण संस्था यांना अत्यंत अडचनीनातोंड द्यावे लागत आहे किंवा द्यावे लागणार आहे. पण अडचणीना न घाबरता यावर योग्य मार्ग काढून पालक, विद्यार्थी, शिक्षक, शिक्षण संस्था यांनी एकत्र आले पाहिजे सुसंवाद साधून योग्य पर्याय शोधून आजची युवा पिढी घडवली पाहिजे आणि यासाठी उच्च शिक्षणात अभ्यासांतर्गत उपक्रमांना विशेष महत्त्व दिले पाहिजे
- ७.२ हे जरी खरे असले तरी अभ्यासक्रमाला प्रथमप्राधान्य दिले पाहिजे. वेळ, पैसा, श्रम, विद्यार्थींची आवड, शिक्षकांचा वेळ, गरज या गोष्टींचा सारासार विचार करून अभ्यासांतर्गत उपक्रम प्रभावीपणे राबवले पाहिजे.
- ७.३ शैक्षणिक संस्थेची गुणवत्ता वाढविण्यासाठी भरमसाट उपक्रम न राबवता युवा विद्यार्थींना दृष्टी समोर ठेऊन त्यांच्या कल्याणासाठी विकासासाठी अभ्यासांतर्गत उपक्रम हाती घेतले पाहिजे
- ७.४ विभागांना विद्यार्थी ना सक्ती न करता आवड निर्माण करून विद्यार्थींचे निर्णायक मूल्यमापन होण्यासाठी हे उपक्रम राबवले गेले पाहिजे.
- ७.५ आजच्या सुपरडीजिटल युगात जागतिकीकरणाच्या स्पर्धेत स्व:ताची प्रतिभा उमटविण्यासाठी उत्तम कार्यक्षेत्र निवडीचे भान निर्माण होण्यासाठी या उपक्रमांना प्राधान्य दिले पाहिजे.
- ७.६ समस्या आव्हाने अडचणी प्रत्येक नवी कार्यात असताना त्यांचा बाऊ न करता शिक्षक, विद्यार्थी, पालक, शैक्षणिक संस्था यांनी युवा विद्यार्थी केंद्रस्थानी ठेऊन हे उपक्रम राबवले पाहिजे.

समारोप:-

सर्व देशांमध्ये तरुणांचा देश म्हणून भारताची ओळख आहे भारत देशाला जागतिक महासत्ताक देश बनविण्याचे स्वप्न सर्व भारतवासींचे आहे. यासाठी मानवी संपत्ती समृद्ध केली पाहिजे ही संपत्ती शिक्षणानेच समृद्ध होणार असल्याने शिक्षण, शिक्षकाक्रम, शिक्षण उपक्रम यांच्याकडे लक्ष पुरविले पाहिजे युवाशक्ती ही राष्ट्राची खरी शक्ति असते. योग्य वेळी योग्य वळण दिले तर युवक संस्कृतीचे, राष्ट्रीय स्वाभिमानाचे राखणदार ठरतील. म्हणून युवा पिढीला सुयोग्य शिक्षण देणे गरजेचे आहे. यासाठी उच्च शिक्षण, अभ्यासक्रम, अभ्यासांतर्गत उपक्रमांना राष्ट्रीय शैक्षणिक धोरणात विशेष स्थान दिले आहे

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Significance Of Co-Curricular Extra Curricular And Extension Activities In Higher Education

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Abstract

The Extra Curricular activities are going to add to the personality development of the students in higher educational Institutes . The Institutes should also give substantial time to extracurricular activities in the Colleges and they can not only concentrate on teaching and learning practice. The colleges are now concern about admission and quality of the education. Good practical experience to conduct activities in the Institutes of higher learning is going to create need to train students of the Institutes. The basic activities which are not in curriculum of the University but are very important for the students are to be planned properly and implemented throughout the year. The purpose of this framework is to study the significance of co-curricular extra curricular and extension activities in higher education. The extracurricular activities make the students alert and concentration level is increased in studies. The extracurricular activities play very important role in making very sound personality of the Students. The author has given more to mark out extracurricular activities conducted in the higher educational Institutes and their impact on students personality.

Keywords: Experiential Learning, Academic Co-Curricular Activities, Student Engagement, Student Learning.

Introduction

Participation in co-curricular programmes is widely recognized and promoted as an integral part of the student life experience [1]. The term co-curricular refers to “activities, programs, and learning experiences that complement, in some way, what students are learning in school i.e., experiences that are connected to or mirror the academic curriculum” [2]. Common “life-enriching” learning objectives focus on enhancing students’ holistic well-being and their knowledge and skill acquisition in areas such as adaptability, decision making, problem-solving, teamwork, intrapersonal development, interpersonal competence, practical competence, leadership, cognitive complexity, ethics, humanitarianism and civic virtue [1]. This learning is mostly voluntary in nature and is facilitated through the programming of student affairs departments primarily, as it is viewed as transcending the various academic disciplines and career trajectories. Some examples of co-curricular learning opportunities include participation in clubs, organizations, associations, student government, recreation, athletics, arts, community service, committee membership, career exploration/mentorship programmes, and student life workshops. Benefits of co-curricular participation include self-efficacy, satisfaction, feelings of support and institutional challenge, retention, academic achievement and intellectual engagement, enhanced understanding of others, deepened sense of spirituality, and practical skill acquisition such as interview skills and networking abilities.

The Higher education is the effective sector to get best employees for the companies and best citizens for the country. The quality of education is always a issue of concern in this age. The various activities of higher education like teaching , learning process , research component of the syllabus and extracurricular activities for the students all-round development. If all these activities are planned properly and implemented with maximum professionalism the result would be very remarkable and it can be seen in the personalities of the students. The extracurricular activities make the students alert and concentration level is increased in studies. The extracurricular activities play very important role in making very sound personality of the Students . Complementing students’ academic achievements, college and university graduates are expected to be able to transition into and navigate modern careers successfully, and enhance society through service, citizenship and respect for diversity [3]. Outcomes such as identity formation, reasoning, wellness, professionalism, leadership and career awareness and planning, reflect the breadth of expectations placed on undergraduate education and expose the importance of lessons that may be learnt outside the classroom.

Co-Curricular or Extra Curricular Activities

Education is a conscious process of adjustment where the principal concern is to develop the total personality. This total personality includes physical, mental, social, spiritual, emotional, ethical aspects where the individual has to acquire mastery. The Institutes is endowed by the society with the responsibility of training and bringing up the youths so that they may acquire mastery over their powers and capacities and take active part in varied pursuits of practical life. In order to realize such a comprehensive objective and prepare students for effective participation in the community and academic life, the Institutes must be enriched by some additional activities besides the curricular subjects.

The subjects taught in the class room cannot develop all the personality and characteristics for such a life. The formal teaching of the Institutes must be add-on by some extra class activities like games and sports, debates, excursions, dramatic performances, social functions and social service etc. Such activities are known as co-curricular or extra-curricular activity. Curriculum includes several important activities which are for group or individual in both inside or outside. Some of the activities are internal, while others are external. Internal activities are performed within the classroom while external activities are performed outside the classroom and premise, where students represent the Institutes. By performing different activities students learn many things like tolerance, manner, group spirit, adjustment, leadership etc. which are considered very necessary for a good social life[4].

Curricular Learning/Professional Practice

Although this form focuses on co-curricular learning, the headings of curricular learning and professional practice are included to emphasize the interrelation between curricular and co-curricular experiential learning as a part of holistic student development. In a higher education setting it is fair to assume that students' co-curricular experiences will occur alongside curricular activities such as academic courses and curricular experiential activities (e.g., internships, practicums, field trips, study tour, etc.). Students may also enter the higher education setting with previous professional practice, or may engage in professional practice throughout their education. These previous/concurrent experiences (curricular learning and professional practice) will influence the students' subsequent experiences in co-curricular activities and their respective perceptions and reflections on such experiences. Furthermore, the learning acquired through students' co-curricular experiences will relate back to and influence the students' curricular experience and professional practice. The process of applying co-curricular learning to curricular learning and professional practice reflects the active experimentation stage of Kolb's experiential learning cycle, as well as the concrete experience stage as the learning cycle continues and the student engages in new learning experiences. Arrows are used to highlight the interrelationships between curricular learning and professional practice [5].

In any developing country the importance of education cannot be overlooked by any government. As India is having vast human resources, its resources should be trained properly to meet the requirements of the present and future society. Education is confined not only to the activity within the four walls but also to the activities outside the classroom. In other sense, there is a need to give curricular, co-curricular and extra-curricular activities wherein the all-round development is the chief aim of these indoor and outdoor activities. The extra-curricular activities have been assessed in terms of nature of activity offered, participation of students in such activities, perception of parents and students about the nature of extra-curricular activities in Institutes and the problems faced by students in participation of such activities and also the problems faced by the parents in making their children to participate in the extracurricular activities. As pointed out earlier, the extra-curricular activities have been assessed from the perception of each stake holders involved in that activity in terms of its availability and utilization of extra-curricular activities[6].

According to the National Education Policy (1986 and 1990) it is pointed out that the quality of education has to be enhanced. So it is very important to improve the curricular and extra-curricular activities of the students, which make learning interesting and arrest dropouts arising out of wastage and stagnation. Much importance is given for curricular activities than extra-curricular activities in our country. Curricular activity should be planned and instruction should be designed to respond to the unique characteristics of students who have special talents hidden in themselves. Students have needs which cannot be met with the ordinary curriculum. An academically poor student can be an achiever in the extra-curricular- activity. [7].

Professional Development Workshops

Professional development workshops focused on integrating theory and practice would occur following the commencement of the students' co-curricular participation. The objective of these workshops would be to enhance students' theoretical knowledge on specific learning outcomes (i.e., managing conflict, interpersonal communication, leadership, etc.) and facilitate deep reflection integrating the theoretical knowledge and students' perspectives on their co-curricular experience. There are many potential mediums for this reflection to occur. A few examples include group discussions, poems, journal entries, paintings, photographs, games, and video recordings. Students should create a tangible summary of their deep reflection from each professional development workshop. This summary piece could be created as a part of the workshop or as a take-home assignment. Ideally students' co-curricular participation and participation in the professional development workshop would occur simultaneously so that the students have an opportunity to reflect on their co-curricular experience relative to a broader theoretical understanding of the specific learning outcomes prescribed, and then have the opportunity to apply these reflections back to the same co-curricular activity[8].

This timing will not always be feasible, but it is recommended that a student has at least started participation in a co-curricular activity with a potential learning outcome matching the topic of the workshop so that the student has relevant co-curricular experience to reflect on. Similar to the surface reflection conducted as a part of the cocurricular activity, deep reflection occurring in the professional development workshops should challenge students to describe, examine, and articulate learning - in this case relative to the theory presented on the specific learning outcome. By offering professional development workshops to facilitate students' integration of theory and practice, it removes the responsibility from each individual activity facilitator to teach the theoretical content associated with the learning outcomes and spend the time facilitating this level of deep reflection[9].

Conclusion

Education is a basic human right. Education is one of the fundamental factors for the success of democratic system of government. Education gives a person human dignity who develops himself as well as contributes to the development of the country. The primary objective of Adventist education is to prepare better citizens on this earth. In well designed co-curricular activities students have privileges to build stronger relationship with society and develop interrelationships with the people for serving the needs of the society. These prepare students for careers, workmanship, responsibilities, honesty, trustworthiness, tolerance, friendship, compassion, love and develop qualities of leadership, dignity of labor and physical development. These need to be implemented by "Administrators and teachers, with the involvement of matured students, have designed a rich program of activities that are congruent with and supportive of the Adventist philosophy of education.

The curriculums have to be so designed as to pay attention on the overall improvement of students. It need to be emphasized to purpose at extensive range of dreams that could include the development of sporting spirit and sense of music, as well as promotion of courtesy, civic awareness and national delight with academic interests. But in present time, maximum of curriculums given more emphasis on academic section which do no longer fulfill the overall improvement of the students. Students take personal tuitions to finish their syllabus and cut back the general improvement of them as in the evening they spend their time in research rather they must play with their friends and participate in extracurricular activities or spend time with their families.

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Importance Of Personality Development

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Abstract:

Personality is an important thing in the life of a person that determines not only his professional success but also his overall behaviour and attitude in life. Personality as a whole means a combination of characteristics and appearance of an individual that includes the pattern of thought, feelings, attitude, his behaviour, communication ability and physical features. It has been believed that a child inherits a lot of personality traits from its parents. Every individual is different from the other and possesses a personality of his own that is unique from the others in every form. You must have noticed that there are people who have a lot of friends in a school, college or office and there are also people in the same place who don't socialize much and have very few friends, this is difference is mainly due to the difference in thinking, characteristics and most importantly the difference in the personality of the people. Therefore present study analyzes the importance of personality development.

Keywords : Personality, Communication Skills, Attitude.

Introduction:

Personality development has become an important tool today for developing overall skills within a person that help him to develop professionally as well as personally. A great personality includes knowing how to dress well, social graces, grooming, speech and interpersonal skills. Whatever your career, these are vital skills that will promote your objectives and also helps you in your day to day life. Everyone likes to interact with a person having an attractive personality. A lot of people have a misconception that these personality skills are inborn and cannot be developed, no matter how hard an individual may try to, which is totally baseless. With the help of good training a child or an adult can learn communication skills, different subjects, driving, improve vocabulary, pronunciation or computer operating that plays an important part in personality development. Similarly, a proper training in personality development enhances the general as well as unique traits or characteristics of a person. These days basic personality features like confidence, spoken skills as well as language skills are very important for making a mark professionally. A teacher of personality development helps a person to get a positive thought pattern, gain confidence, improve behaviour, learn better communication and develop a healthy physique.

Definition of personality differs from a person to person;

There are also lots of people who still think that personality is related to the physical appearance of a person and has got nothing to do with other skills. Everyone has their own viewpoints. If a person is well-built and wearing a good dress it is said that he/she has a good personality. But this is not a rational approach. Personality is not all about looks and beauty. In case the inner personality of a person is weak he/she will lose impact as soon as he/she speaks or acts, such a person fails to create a lasting impression on others, and rising in their career becomes a difficult task for them. Also, a good overall personality is very important in our social life too, it is a fact that everyone likes talking to a person with good communication skills and knowledge. Therefore, both the inner and the outer personality of a person should be strengthened.

Objective:

- 1) To study of concept of personality development.
- 2) To study of Importance of Personality Development.

Methodology and Data Sources:

The study is based on the secondary data. The data were collected from various secondary sources such as Books, Articles and various websites.

Importance of Personality Development:

A great overall personality is very important in the life of an individual. Everyone is influenced by an attractive personality. Whether it is an interview for a job or having a conversation within your friend circle, there are certain traits and characteristics that you must possess to make your mark and have an impressive conversation. Without influencing others you can't get success in today's competitive world. It is difficult to achieve a job without influencing the interviewers with your personal as well as professional skills, also if you are business you need to influence your clients and make them believe in you. Therefore the importance of

personality development has risen very much. These days every good public school is careful about the personality development of its students.

A few years ago the concept of personality development was not very common and parents rarely gave any importance to the personality development of their children. In fact, personality was just confined to having a good look and wearing good clothes. Emphasis was given only on physical appearance and expertise in work-related skills. Earlier no one paid much attention to develop interpersonal skills. The interview also at those time were concentrated much towards the work efficiency of the person and not much importance was given to the personality. But now the time has changed. It is an age of competition and economic revolution. Although opportunities for progress are everywhere yet a student has to work very hard to climb the stairs of a brilliant career. The person having a good personality can move through the difficulties with more confidence. However,

the importance of personality development includes:

1) Gives Confidence: A great personality tends to give a boost to your confidence. When you know you are appropriately attired and groomed, this makes you less anxious when meeting a person. Knowing the right things to say and how to conduct yourself will increase your confidence. If you are in full confidence and well in command of the situation then it becomes really easy for you to give out your best performance. Confidence out of your personality gives you a boost that leads to a situation of easiness for you and you are able to control all your anxiety and fears and perform fearlessly. Also, your confidence enables you to have a hassle free conversation or if you are going to give a speech it is very important for you to be confident to engage your listeners.

2) Improves Communication Skills: A lot of emphases is given to improving communication skills during personality development. Possessing good communication skills is very important both for personal and professional life. People are more receptive to what you say if they are impressed with your personality. Verbal communication skills are also part of personality development; improving your speech will strengthen the impact of your message. Also along with your speaking and language skills, a lot of emphases is laid on improving pronunciation and vocabulary. At the same time, effective communication also includes being a good listener.

3) Helps to develop Positive Attitude: Positive attitude is really important for one to progress in life. A person with a positive attitude always looks at the brighter side and is always on a developmental path. An individual with a negative attitude finds a problem in every situation. Rather than cribbing and criticizing people around, analyze the whole situation and try to find an appropriate solution for the same. Remember, if there is a problem, there has to be a solution as well. Never lose your cool. It would make the situation worse. Developing a positive attitude even in a hopeless situation is the part of personality developmental program.

4) Makes you Credible: It is very important to have a proper dressing sense and picking up right dress for you. Despite the saying that you don't judge a book by its cover, people do tend to judge people by their clothing and how it is worn. Also, your dress plays a great deal of role in your overall looks and your confidence as well. This does not mean buying expensive clothes will do the whole job. You need to be very careful while picking up clothes for yourself. We all know people who look shabby in expensive clothes. There are also people who look great even if their attire is inexpensive. Because of this, you must know what to wear and you must be aware of other aspects of enhancing your physical features.

5) Improving Personality: Competition is increasing day by day and there is no less of talented individuals possessing high academic results and willing to work hard to achieve their goals. You cannot win by talent and hard work alone these days apart from these two there is a strong need of good personality too. Personality development is a crucial ingredient for success that you must obtain to be successful in your life. Most of the people you see as models of great personality have taken a lot of effort in developing their natural features. Personality development helps you develop an impressive personality and makes you stand apart from the rest. As discussed earlier personality development also plays an essential role in improving one's communication skills and focus to be a good listener as well. Individuals ought to master the art of expressing their thoughts and feelings in the most desired way through personality development. Personality development makes you a confident individual who is appreciated and respected wherever he goes.

However few tips to improve personality include:

A) Gain Knowledge: As the saying goes, knowledge is power. It is very true that knowledge is power, and is very important in today's competitive world. Nobody is impressed with a person who doesn't have the knowledge about his work as well as surroundings and doesn't even know what is happening around the world. These days if you are not informed, then you are considered to be a fool whom no wise man or woman would like to befriend or follow. Therefore, it becomes necessary for an individual to enrich their general knowledge, and to master the field in which they are working. It is very important to keep yourself updated with the knowledge of events around the world, you can enhance your knowledge by reading a newspaper, watch informative programmes on television, news-channels, reading books and magazines and being part of active conversations within your friend circles.

B) Healthy Body: An important part of personality is your appearance and your physical health. It is very important to maintain a good physical health for a good personality as well as for a healthy life. A body burdened with a disease may get pity for others but it is very difficult for that person to maintain an attractive personality. It is very important to work out regularly and maintain a healthy physique. A healthy and smart look is absolutely essential to create an impact. And if you work on it you can easily attain it. Take exercise regularly, play games or go for a morning walk whatever suits your body and psychology. Eat a balanced diet with fresh fruits and vegetables.

- C) Dress Smartly:** As told earlier, physical appearance plays an important role in your personality. A smartly dressed person is admired everywhere. It is not always that only expensive clothes are the best. You should pay a great deal of attention while choosing the right clothing for you ones that suits your physique and you are comfortable in wearing also. By observing successful people in any field, you will come to the conclusion that most of the successful people in almost every field have a keen taste for good dresses. At the same time it is also important that you should not try to copy someone else, instead, make a style statement of your own and choose the clothing that you feel comfortable with. Good dresses also prove a stimulus for the wearer, the person feels more confident and relaxed.
- D) Speaking Style:** To have an engaging conversation, it is very important that you maintain a good speaking style and expressions as well. Most of the successful persons maintain a unique style of speaking. They speak clearly and forcefully. Be careful that you have a good command of the language you speak. Don't make grammatical mistakes else you may become a laughing stock. If necessary take training from a good teacher. Give extra care to your pronunciation. Speaking power is an essential trait of any good person. Give others also a chance to speak.
- E) Be as positive as a proton:** A proton can never lose its positivity as so can't you! It just gets covered by stress which saps your energy. Staying positive will help you overcome the toughest of challenges while attracting more **positivity** and **opportunities**.
- F) Be more passionate:** The best way to get any work done is by being passionate about it. Let your passion drive your efforts and you'll be able to achieve excellence in life.
- G) Handle your emotions...with care :** If life is a roller-coaster ride, then make sure you are enjoying it to the max. Don't let your emotions take control of situations but learn to get a grip on them. This will help you stay centered and calm during challenging situations.
- H) Share a little, care a little:** Learn to be more compassionate! The next time you or somebody else commits an error, let them off the hook without holding a grudge. Broaden your perspective that we all are evolving continuously and that no one's perfect. This outlook will help you accept yourself and others better.
- I) Praise the one in front of you:** When we praise someone's qualities out of the feeling of completeness, then it elevates our consciousness and brings enthusiasm and energy. It helps the same qualities blossom in us too and we become better individuals.
- J) Communicate effectively:** We communicate either through our presence or by expressing our feelings. Bring clarity in your communication and you'll see people respond to you better, and more than often favorably.
- K) Be a lion in the face of danger:** In the face of an adversity, standing up to the challenge will make your chances of survival higher. Don't give into pressure and face every challenge confidently. Either you will overcome the adversity or learn something invaluable.
- L) Possess the quality of patience:** Patience is the secret ingredient for becoming a winner. Feverishness and prompt reactions will do more harm than good. Remember to stay calm and patient to remain stress-free and for making wise and swift decisions.
- M) Learn the Art of Breathing Right:** Last but not the least, breathe properly. Often largely ignored, breathing holds the key to a stress-free and positive life. Harness the true power of breath by learning Sudarshan Kriya – a simple yet highly effective breathing technique that clears stress at physical, mental and emotional levels of our being.

Conclusion:

After all, personality development is nothing but a tool that helps you realize your capabilities and your strengths making you a stronger, a happier and a cheerful person. Continuous personal development is fundamental to career growth, professional satisfaction, and having a broader impact in the world. With the help of simple methods anybody can develop a winning personality and change his or her future. Begin your personal development journey now and become a better you.

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Role Of NSS Volunteers In Society Development

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1) Introduction:

After independence the University Grants commission, headed by S. Radhakrishnan, recommended the introduction of voluntary national service in academic institution. This idea was again considered by the Central Advisory Board of Education at its meeting in January, 1950; after examining the idea and the experiences of other countries in this field, the board recommended that students and teachers should devote time to voluntary manual work. In the draft First Five Year Plan adopted by the government in 1952, the need for social and labour service by Indian students for one year was stressed. In 1958 Jawaharlal Nehru, in a letter to the chief ministers, considered the idea of social service as a prerequisite for graduation. He directed the ministry of education to formulate a suitable scheme for the introduction of national service into academic institutions.

In May 1969, a conference of student representatives of universities and institutions of higher education and the University Grants Commissions also unanimously agreed that a national integration. The details were soon worked out and orientation camp was organized at Raigat. This camp was concluded on 7 June 1969. K.K.Gupta from DU was declared first volunteer. The planning commission sanctioned an outlay of rs.5 cores for the NSS during the Fourth Five Year Plan, stipulating that the NSS be a pilot project in selected institutions and universities. On 24 September 1969, the then Union Education Minister V.K.R.V. Rao launched the NSS at 37 universities all states. The scheme has been extended to all states and universities in the country.

The National Service Scheme (NSS) is an Indian government sponsored public service program conducted by the Department of Youth Affairs and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's Centenary year, 1969. Aimed at developing student's personality through community service, NSS is a voluntary association of young students in colleges, Universities working for a campus- community linkage. Students and teachers through their combined participation in community service, get a sense of involvement in the tasks of nation building.

The main purpose of the research was to highlight and discuss the role of NSS volunteers in the context of social development issues.. In this research paper the research has focussed on role of NSS volunteers in society development of Karveer tahasil in Kolhapur district.

2) Review Of Literature:

The purpose of a review is to analyze critically a segment of published body of knowledge through summary, classification and comparison of prior research studies, reviews of literature and theoretical articles. The review of literature is helpful to the researcher to critically analyze the issues pertaining to research paper.

Kulkarni,P.D.,In his book,Youth and Social Development,he has focussed on the importance of youth in social development.

Damle,Y.B; In his book, Role of Youth in our Transtional Society, he has dicussed about what are the roles of youth in changing transtional society to the purpose of development.

3) The Theoretical Perspective:

The researcher has adopted the social change and development theoretical perspectives of the Alvin Y. Social development theory attempts to explain qualitative changes in the structure and framework of society that help the society to better realize aims and objectives. This approach assumed that all societies must find ways for older people's authority to give way to younger people. A society thus encourages its elderly to disengage from their pervious roles and to take on roles more appropriate to their physical and mental decline. This theory is applied to present research work because social change and development theory assumes that society development through the NSS volunteers.

4) Methodology:

The present study made an attempt to identify with the opinion of the NSS volunteers in Kolhapur district for any research venture. This gives an accurate framework to carry out research systematically. The research study focused on Karveer tahashil in Kolhapur district of Maharashtra state in India.

Importance of the study:

The importance of the study is the role of NSS volunteers in society development will be useful for the government of India and state government of Maharashtra to formulate an effective plan and policies of NSS.

Scope of the study:

The scope of study is only limited to understand the various role of all NSS volunteers of Karveer tahashil in Kolhapur district.

Objectives of study:

The specific objectives of the present research paper were as under.

- i. To find out the role of NSS volunteers in society development.
- ii. To understand relation in themselves to their society.
- iii. To identify the needs and problems of the society Development.

Hypotheses of Study:

The specific hypotheses have been formulated for the present research paper as per the following.

- i. The role of NSS volunteers is the most important factor in society development.
- ii. The main problem is unparticipation of local peoples in society development.

Research design:

The present study is based on descriptive research design. The research was carried out among NSS volunteers; it has attempted to describe the role and problems faced by NSS volunteers in society development of Karveer tahasil in Kolhapur district.

Universe of the study:

The geographical universe of the study comprises of NSS volunteers; the universe of the study is NSS volunteers of Karveer tahasil in Kolhapur district.

Sampling of the study:

The present study was conducted in randomly selected ten colleges in Karveer tahasil of Kolhapur district of the Maharashtra region [M.S] with specific objective to indentify the roles of NSS volunteers in Karveer tahasil. The ten colleges in Karveer tahasil and seven NSS volunteers of each college were selected. In this way total ten colleges in Karveer tahasil were selected to compare total seventy respondents by method of sampling techniques for the present investigation.

Tools of data collection:

In order to fulfil the objective of study, the tools were developed to gather primary data from various respondents with regard to NSS volunteers. Questionnaire covered role of the NSS volunteers and also problems in society development of Karveer tahasil in Kolhapur district.

Methods of data collection: The researcher has used two types of data collection such as following.

I] Primary data: The researcher has collected primary data through questionnaire.

II] Secondary data: The researcher also gathered data from secondary sources with regard to role of NSS volunteers of Karveer tahasil in Kolhapur district. The secondary data collected from reports, national international journals, books, newspapers, articles and from the internet web pages

5) Role Of Nss Volunteers:

A NSS volunteer is a student in the college who was enrolled his name in the National Service scheme. The role of the NSS volunteers are very important according to the National Service Scheme because they are main beneficiary of the programme. The NSS volunteers are must be activity participate in the NSS activities. The volunteers are making the coordination between the Programme Officer and the students in the college. They are helps the advisory commitee of the college for proper executing the NSS activities.

The NSS volunteers are performing the role of mediator between the education system and the community which is helpful for the nation building. They are developing their qualities of leadership, skills to become an organizer and an administrator and to attain the multi-faceted development of his personality as a whole.

NSS volunteers work in rural areas, adopted villages and school to the serving the cause of society through survey, education and health awareness programme. This study involves in identifying the importance, roles, aims and objectives of NSS in society development which in turn create social responsibility among the NSS volunteers.

The programme aims to instill the idea of social welfare in students, and to provide service to society without bias. NSS volunteers work to ensure that everyone who is needy gets help to enhance their standard of living and lead of life of dignity.

6) Major Findings:

The researcher has found out major findings in the present research work which are given as below.

- I. Majority of respondents were belongs to male and small number were female.
- II. Majority of the respondents belonged to the faculty of Arts.
- III. Only 05 respondents were accepted it as just one more responsibility showing no reaction.
- IV. Majority of Respondents were felt happy on getting appointed as programme officers.
- V. Majority of respondents were satisfied in role of NSS in social development.

7) Suggestions:

For the research work the suggestions has been given as per the following.

- I. Training programmes should be organized at University level in their environment.
- II. The local peoples should be participated in NSS camp for society development.
- III. Women programme officer should be appointed in each college having girl student volunteers.
- IV. The society peoples should change their attitude about NSS volunteers.
- V. The new research should be conducted on needs and interests of the NSS volunteers in the changing national and global, socio-economic development.

Conclusion:

In conclusion it may be considered that the National Service Scheme reveals that NSS has been designed to promote the social goals of society development. NSS has its own identity, it can be used for betterment of the society by proper implementation in society development. The NSS plays a vital role in social development and the national reconstruction by arranging the student youth in direct service to society. The personality of the NSS volunteers is also developed during three NSS activities therefore the present study gives the importance of NSS volunteers in society development.

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Skill Development Through Co-Curricular Activities

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Introduction :

The real and practical experiences received by the people with help of games, sports, arts, literary, culture, etc are known as co-curricular activities earlier known as Extra-curricular Activities. To a greater extent, the theoretical knowledge gets strengthened and supplemented with relevant co-curricular activities related to the content taught in the classroom. Academic aspects of personality are solely accomplished by classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. The execution of academic contents like frankness and clarity in language, creativity and innovation, and overall personality development is supported by co-curricular activities. It helps to develop co-ordination, adjustment, speech fluency, extempore expressions, etc. among students both at the college as well as in the society.

Co-curricular activities facilitate in the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development. Creativity, Enthusiasm, and Energetic, Positive thinking are some of the facets of personality development and the outcomes of extra curricular activities.

• Meaning of Co-curricular Activities

Co-curricular activities (CCAs) earlier known as Extracurricular Activities (ECA) are the components of non-academic curriculum helps to develop various facets of the personality development of the child and students. For all-round development of the child, there is a need of emotional, physical, spiritual and moral development that is complemented and supplemented by Co-curricular Activities.

• Definition of Co-curricular Activities

Co-curricular Activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are the very important part and parcel of educational institutions to develop the students' personality as well as to strengthen the classroom learning.

These activities are organized after the school hours, so known as extra-curricular activities. Co-curricular Activities have wide horizon to cater to the cultural, social, aesthetic development of the child.

Examples and Types of Co-curricular Activities

- Sports
- Musical activities
- Debate
- Model
- Art
- Music
- Drama
- Debate and discussion
- Declamation contest
- Story writing competition
- Essay writing competition
- Art craft
- Recitation competition
- Wall magazine decoration
- Writes ups for school magazine

- Folk songs
- Folk dance
- Flower show
- School decoration
- Sculpture making
- Fancy dress competition
- Preparation of chart & models
- Album making
- Photography
- Clay modeling
- Toy making
- Soap making
- Basket making
- Organization exhibitions.
- Celebration of festival

List of Outdoor Co-curricular Activities

1. Mass parade
2. Mass drill
3. Yoga
4. Athletics
5. Bicycling
6. Gardening
7. Cricket
8. Football
9. Basketball
10. Volleyball
11. Kabaddi
12. Kho-kho
13. Hand ball
14. Trips to place of geographical, historical, economic or cultural interest
15. Mass prayer

16.Morning assembly 17.Excursions 18.Social service in neighbourhood 19.Village Survey

List of Indoor Co-curricular Activities

- | | | |
|------------------------|--------------------------------|-------------------|
| 1.Dramatics | 8.Tailoring | |
| 2.Music and dance | 9.Rangoli | |
| 3.Drawing and painting | 10.Book binding | |
| 4.Decoration | 11.Card board work | |
| 5.Weaving | 12.Leaner work | |
| 6.Clay modeling | 13.Organizing school panchayat | |
| 7.First Aid | 14.Student self government | 15. Art and craft |

Role of Co-curricular activities in student's life

Co-curricular activities are the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by Classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. Frankness and clarity in language and personality is supported by these activities. It helps to develop co-ordination, adjustment, speech fluency, extempore expressions, etc. among student both at the school as well as college levels.

Importance and Benefits of Co-curricular Activities

1. Co-curricular activities stimulate playing, acting, singing, recitation, speaking and narrating in students.
2. Activities like participation in game debates, music, drama, etc., help in achieving overall functioning of education.
3. It enables the students to express themselves freely through debates.
4. Games and Sports help to be fit and energetic to the child.
5. Helps to develop the spirit of healthy competition.
6. These activities guide students how to organize and present an activity, how to develop skills, how to co-operate and co-ordinate in different situations-all these helps in leadership qualities.
7. It provides the avenues of socialization, self-identification and self-assessment when the child come in contact with organizers, fellow participants, teachers, people outside the school during cultural activity.
8. Inculcate the values to respects other's view and feeling.
9. It makes you perfect in decision making.
10. It develops a sense of belongingness.
11. CCA provide motivation for learning.
12. CCA develop the values like physical, psychological, Ethical, academic, civic, social, aesthetic, cultural recreational and disciplinary values

Role of a Teacher in Organising curricular Activities

- The teacher must be a good planner so that the different activities could be carried out systematically throughout the year.
- It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities.
- The Teacher should act as Innovator by introducing some innovative programmes.
- The teacher must be a good organiser so that the students experienced maximum of it.
- He should too act like as director, recorder, evaluator, manager, decision maker, advisor, motivator, communicator, coordinator, so that the student and child could gained maximum of finer aspects of Co-curricular activities.

Ten ways co-curricular activities can enhance education:

- Co-curricular activities aid in the development of: Leadership, Communication, Performance, Creativity, Decision-making, Co-operation, and Service.
- Better time management and organisational skills: Juggling co-curricular activities with academic commitments forces students to manage their time more effectively. In fact, often students who have a number of co-curricular activities do better than their counterparts with more 'free time', as it forces them to be disciplined, to learn essential time management skills, and to study effectively in the limited time they have.
- Provides stress relief and relaxation: Many find co-curricular activities provide a welcome break

from academic studies, allowing them to exercise the left side of the brain more than the right, helping students to remain focused and relieve stress and pressure.

1. Improved learning: Skills learned through co-curricular activities can often be applied to academic studies, and vice versa. Co-curricular activities can provide the clarity required for an academic concept to make sense, and improve learning capabilities.
2. Develop social skills: Some struggle more than others in social situations. Starting a new co-curricular activity could introduce your child to like-minded peers and support the development of their social skills and friendship groups.
3. Discover new talents: Trying new things opens the opportunity for self-discovery. The broad range of co-curricular activities available at Esperance Anglican Community School offers plenty of opportunities for your child to discover new interests or talents across many different fields of learning.
4. Encourages commitment: Consistent participation in a co-curricular activity builds an understanding of commitment and provides developmental and educational benefits for your child, allowing them to develop skills in areas they may not have previously considered which benefits them long term.
5. Develop self-esteem: New-found skills and friendships can result in the growth of your child's self esteem. Having positive self-esteem and self-confidence encourages students to try new things and helps the process of self-discovery.
6. Overall personality: Co-curricular activity helps to enhance the all-round personality of students. Learning through co-curricular experiences can also assist during internships or other programs and careers in the future.
7. Future opportunities: Students pursuing co-curricular activities at school are often given preference over those who are not involved in activities outside of the core curriculum when applying for courses or jobs, which can make a huge difference if there are high numbers applying.

Conclusion

Different types of co-curricular activities have different kinds of benefits. Studies have shown that artistic activities help children to develop creative expression and problem-solving skills. While musical activities focus on developing patience, sports activities generally help to improve coordination. But in general, it is found that those who take part in co-curricular activities also have a higher rate of academic success. Thousands of cases are found where co-curricular activities have increased students' motivation along with their attendance.

Needless to say, extracurricular activities play a crucial role in the lives of students. They should never be deprived of this. A classroom, teacher and a book can only teach a student so much. Extracurricular take a student beyond the walls of the classroom and makes him or her ready for the real world.

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Youth Festival: Role, Importance and Skill Development

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Abstract :

The National Youth Festival began in 1995 as a major activity under the programme of National Integration Camp (NIC). In collaboration with one of the States and institutions like Nehru Yuva Kendra Sangathan (NYKS) and the National Service Scheme (NSS), the Government of India conducts this programme every year. Like the National Youth Festival, States are also encouraged to hold state level, district level and block level youth festivals in the same format as that of the National Youth Festival. The centre of the festival focuses on cultural aspects and a number of other programmes covering a wide variety of activities, which not only reflect the spirit of friendship but also peace and development. Besides all this, this festival provides a nationwide exposure to the youth for the expression and fulfillment of their cultural talents and aspirations. In this paper Role, Importance and Skill development are explained.

Introduction :

Swami Vivekananda's birthday on January 12 is always celebrated as National Youth Day and the week commencing from that day is known as the National Youth Week. As part of National Youth Week celebrations, the Government of India holds the National Youth Festival every year. This is an event of the Ministry of Youth Affairs and Sports, Government of India and is celebrated annually in one of the States in a joint venture. The youth festival aims to propagate the concept of national integration, spirit of communal harmony, brotherhood, courage and adventure amongst the youth by exhibiting their cultural prowess in a common platform.[2] This is done by organizing gatherings of youth across the country and encouraging them to take part in different activities.

Crucial components of the National Youth Festival are the competitive events. To compete at the national level, the young talents perform their level best to get themselves medals and awards. To conduct these competitions, eighteen in all disciplines, a team of officers was deployed who managed the competitions, helped in creating logistical arrangements for smooth conduct of competitions, collected and collated the results. The activities held during the festival include competitive and non-competitive cultural events, martial arts, exhibitions, intellectual discourses, young artists camps, seminars and adventure programmes. The presentation of National Youth Awards also takes place.

Role and Importance of Youth Festival:

Youth festivals are the cradles of the students' artistic and cultural development. They have become the forum where young artistic talents are discovered. Today they are conducted from school and college level to district and state levels and have gained much importance in academic routine. A youth festival typically is a themed event that has a wide variety of activities for young people. Many youth festivals are hosted annually by schools, arts programs and religious organizations in local, national and international locations.

Skill development on Students :

Provide Educational Benefits –

Employers prefer to hire candidates who are equipped with knowledge and expertise in their field and know how to communicate and interact with clients. Your resume speaks for your talent if you have been an active participant in college fests, cultural activities, sports tournaments or anything outside of the classroom. If you are involved in multiple activities, it reflects your talent and potential.

Promote Social Interaction –

College fests and activities provide opportunities to interact with your peers and form new connections. While organizing any event, students stumble upon new people and build their network. These healthy

interactions not only enhance interpersonal and communication skills of students but also prepare them for the real world.

Develop Soft Skills –

Employers seek candidates who can think out of the box and possess effective communication skills. Besides that, students also develop four essential skills from organizing fests – planning, teamwork, leadership, and multi-tasking. They also learn how to balance personal and professional life which helps in differentiating between doers and dreamers.

Technology Skills:

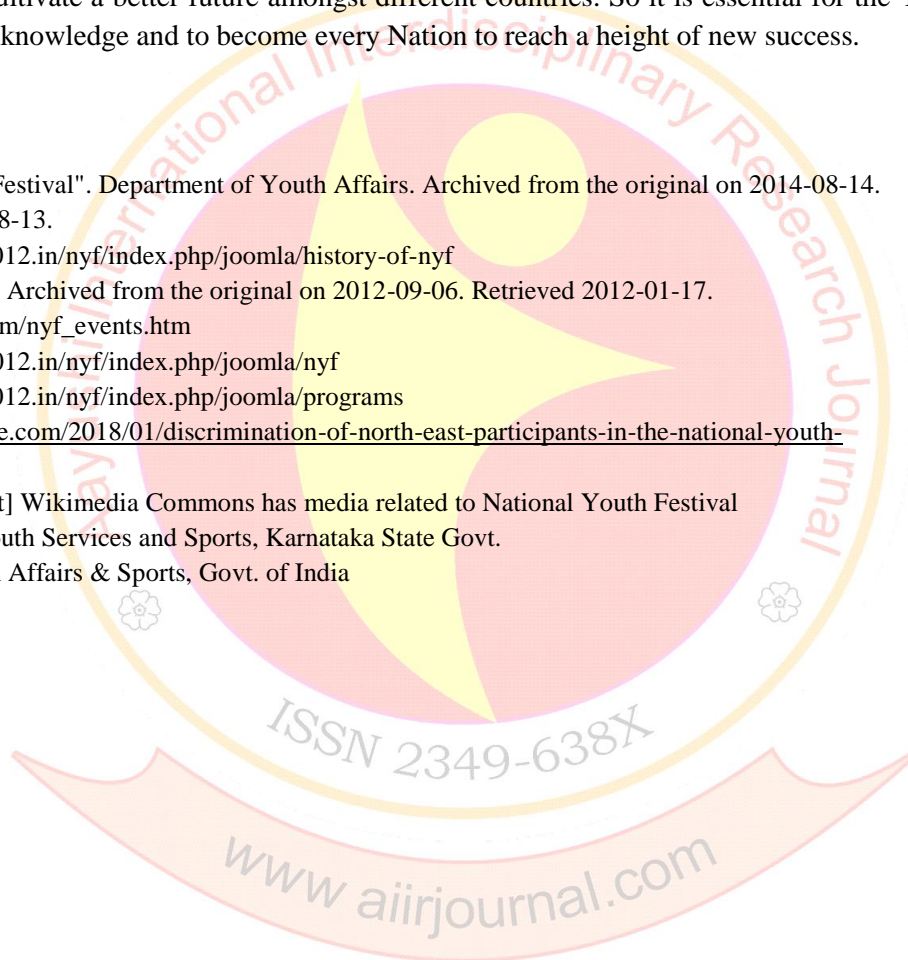
Almost every business that I talked to said that employers will need to be skilled at using technology. In the digital age, technology is everywhere. Schools, however, have been slow to adapt to this change. Rarely are students required or taught to learn technology efficiently. This needs to be emphasized.

Conclusion :

Youth Day is used to provide the Nation to cooperate with each other to generate a better world for the people who require much of the education from their Parents and Teachers. It is quite important to focus on the goals and ideas to cultivate a better future amongst different countries. So it is essential for the Youth of every Nation to gain good knowledge and to become every Nation to reach a height of new success.

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NSS Activities: Development of the Personality of Students

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Abstract:

In India, the idea of involving students in task of National Service dates back to the time of Mahatma Gandhi. The central theme which he tried to impress time and again, was that education should not be confined to class room only but it should be a forceful medium for inculcating social and moral values and that students should go beyond the campus, live with the community, offer social service, understand them their practices and to find means to solve them in the best possible way.

The Extra Curricular activities in higher educational Institutes are going to add to the personality development of the students passing out from these Institutes. The Institutes can not only trace on teaching and learning process in the Colleges but they should also give considerable time to extracurricular activities. The colleges are now concern about admission and quality of the education. The author has done decent contribution in this important sector. Good practical experience to conduct these activities in the Institutes of higher learning is going to create need to train the teachers and staff of the Institutes. The basic activities which are not in curriculum of the University but are very important for the students are to be planned properly and implemented throughout the year.

Keywords – Higher Education, Quality, NSS, Participants, Stakeholders, Quiz, Personality.

• Introduction

The National Service Scheme popularly known as NSS in the country is a scheme for the student in the +2 level institutions, Colleges of general as well as professional and Technical institutions and Universities. The NSS was launched on 24th September, 1969 by the then Union Education Minister, Dr. V.K.R.V. Rao in 37 Universities with strength of 40,000 Volunteers during the Birth Centenary of Mahatma Gandhi, Father of the Nation. Today, the strength of NSS Volunteers is increasing to more than 2.5 million and is spread all over the Country covering almost all the Universities.

• NSS in India:

In India, the idea of involving students in task of National Service dates back to the time of Mahatma Gandhi. The central theme which he tried to impress time and again, was that education should not be confined to class room only but it should be a forceful medium for inculcating social and moral values and that students should go beyond the campus, live with the community, offer social service, understand them their practices and to find means to solve them in the best possible way. The National Service Scheme was started to establish a meaningful linkage between the campus and the community. Mahatma Gandhi had recognised that the country could not progress in desired direction unless the student youths were motivated to work for uplifting the community/village. For Gandhiji, the villages, where majority of the population lived, represent the country. Therefore, student youths, teachers and the community are considered the three basic components of the National Service Scheme.

• Objective of the Scheme, Motto & Symbol:

The main objective of NSS was primarily to give an extension to the higher education system and to orient the student youths to community service while studying in educational institutions. But now the objective has been expanded and is aimed at arousing social consciousness among students and to provide them with the opportunity to work with the people around educational campuses creatively and constructively and to put the conceptual education they receive, for the concrete social use. It has been felt that the primary aim of the scheme is to enable the students to upgrade their personality and experience through community and that it is a means through which such improvement is sought to be achieved. Therefore, the objective of the scheme is “Development of the Personality of Students through Community Service”. The Motto of NSS is “Not Me but

You” This expresses the essence of democratic living and upholds the need for selfless service and appreciation of others’ point of view and consideration for fellow human beings. The Symbol of NSS is based on the “RATH”, Wheel of Konark’s Sun Temple of Orissa. The giant wheel signifies the movement in life across time and space and also portrays the cycle of creation, preservation and release. It stands for community and as well as change and implies on the part of the NSS for continuous striving forward for social transformation and progress.

• **The Programmes of the NSS :** There are two programmes,

- (i) Regular programme and
- (ii) Special Camping programme.

Students selected as NSS Volunteers must work for two consecutive years along with their studies putting in 120 hrs of service in Regular Programme Activities each year and participating in one Special Camping Programme of 10 days duration in the adopted village which should be fully residential. It is mandatory for an NSS Volunteer to attend 15 activities under Regular Programme Activities each year comprising 120 hrs. i.e., 120 hrs x 2 yrs = 240 hrs and another 240 hrs i.e., (10 days x 24 hrs = 240 hrs) for Special Camping Programme. The NSS Programme is flexible. Any useful programme in the light of the need of the community and the occasion can be taken up in consultation with the College, University and the State NSS Cell on the above two fold manners i.e., Regular Programme and Special Camping Programme.

• **Activities of NSS:**

Various aspects of community service rendered by colleges, universities and +2 level students are Social Service Programmes in the campus/adopted villages, Parks, Tree Plantation Programme, Health and related awareness programme, Promotion of National Integration and Social Harmony, Sanitation drives, Adult Education Programmes, Blood Donation, etc. Besides these, NSS volunteers do commendable relieve work during natural calamities like cyclones, floods, famine, earthquake, etc. from time to time all over the country. The NSS students have also done useful work in organising campaign for eradication of social evil like casteism, dowry system etc.

• **Incentives for NSS :**

The NSS volunteers who participated in various NSS programmes are awarded with participation certificate in general and special appreciation and achievement certificates were also given to those who had participated in the National Integration camps (NIC) or Inter-state camps. The best student volunteer as judged by the competent authority has been given to visit foreign states as good-will visit or in youth exchange programmes. To encourage and keep afresh the voluntary spirit of the NSS volunteers and also to recognize the valuable work done by the Universities, Colleges, Programme Officers, the Government of India has introduced the “Indira Gandhi NSS National Award” since 1993-94 in different categories i.e., University, Programme Officers, NSS unit and NSS volunteers.

• **Problems faced :**

The objective, motto and the activities of NSS mentioned as per the NSS guidelines are clear-cut and seems positive but implementation in the actual field is very difficult. Some of the difficulties faced are insufficient fund for the programme implementation due to existing price hike, lack of awareness among the students as well as the community, irregular release of programme fund. Implementation of special camping programme for 10 days in the adopted village is also a main obstacle due to non-availability of buildings for accommodation for boys and girls volunteers and moreover its lengthy duration of stay restricts the programme implementation itself as well as participation of volunteers as the semester system has been introduced in the universities and degree colleges and that the semester examinations are also held frequently.

• **Types of NSS activities :**

NSS carries following types of social activities through out year. Annual Activities and Special Winter Camp of 7 days in any village total 220 hours of activities are conducted mainly involve.

1. Cleanliness Awareness at the College level
2. Blood Donation Camps at village and at Urban location

3. Health Check Up Camp at Institute level and at village level
4. Women Empowerment Activities which make women powerful.
5. Child Labor Issue and eradication .
6. Dowry Problem and solution to it.
7. Issue of Global Warming
8. Pollution Problem and effect on society.
9. Road safety Awareness programmes
10. Social Issues like castism and other problems in village .
11. Water Conservation etc.

All above activities are conducted in the Institutes of higher learning .

• **Extracurricular Activity Benefits and Advantages:**

1. Students become Sensitive towards social issue.
2. Maturity at College level is seen in Students
3. Stage Daring is improved
4. Bold and to the ground reality about the issues of the society.
5. Time Management is done properly
6. Resources Management is done properly
7. Planning is improved in these students .
8. Financial management is improved in the participants of these activities .

• **Conclusion :**

The Extracurricular activities are very important for students all-round development and making them best out of College life . The author has done decent efforts to make awareness about extracurricular activities its types advantages and benefits to the students,. The scientific way to conduct these activities will directly improve the quality of higher educational institutes. The Author in future has plan to study these activities in detail. The role of NSS in these activities is very important and the students taking NSS at the College level are found to be more employable than only academically sound students as per our research findings. The Government and college authorities should motivate the students to join NSS and also allow them to participate and organize various extracurricular activities as suggested above by the author.

In the earlier decades, the Education system aimed at grasping the concepts of higher intellectual level only. With the introduction of the NSS, this concept has been changed into a multi-dimensional approach which aims at all-round development of an individual student besides his normal class room activities. Individual excellence cannot be the sole aim of the education in a free country pledged to democracy, socialism and secularism. Education should develop a sense of social responsibility and commitment to the country. NSS tries to inculcate this in the students.

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Role Of NCC Training In Developing Soft Skills Among NCC Cadets In India

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Introduction.

Students come across with so many different people having different attitude and behaviour. Dealing with them without hurting them is big challenge for students. Soft skills are a basic necessity for them to survive as a good human being especially in all the spheres of professional career. These skills help us to build healthy relationship among different kinds of people. Due to lack of adequate education and training facilities some students shows lack of soft skills like communication, teamwork, job focus and responsiveness. Because of poor softs they may not get selected in rigid selection policy of various organizations despite of having a good physical attributes and possession of hard skills. In every field not only the magnitude of team work is required but completing the given task in stipulated time in an enhanced way also required. Therefore it will be difficult for students to survive in harsh and varied competitive working environment.

Soft Skills

Soft skills are “The interpersonal human, personal or behavioural skills that needs to apply technical skills and knowledge in the workplace.” They are intangible personality specific skills which helps an individual to become conflict mediator. Soft skills are the traits and abilities of attitude, approach and behaviour rather than of knowledge or technical aptitude. Soft skill constitutes the basic building blocks towards development of an individual’s personality for professional success in any area. As soft skills are not specific to any one industry or job experience but rather constituted the basic building blocks for professional success in any sector.

About NCC

The youth of the country is a national asset and their development is a task of great significance and importance. The NCC has the expertise and built-in infrastructure to fulfil this mandate. Over the years NCC has contributed towards achieving this goal in an effective and meaningful manner. The National Cadet Corps (NCC) holds a golden key for all-round growth and transformation of our youth.

National Cadet Corps (NCC) in India is a voluntary organization which recruits cadets from high schools and colleges all over India. NCC is a Tri service Organization comprising the Army, Navy and Air force, engaged in grooming the youth in to disciplined and patriotic citizens. The National Cadet Corps came in to existence on 16th July 1948 under the NCC Act XXXI of 1948 under the Ministry of Defence. Today NCC is projected as the largest disciplined, uniformed youth organization in the world with nearly 14 lakh cadets, both boys and girls, from over 13000 colleges and schools inclusive of those in remote and far flung areas. The NCC is one of the greatest cohesive forces of the nation, bringing together the youth hailing from different parts of the country and moulding them into united, secular and disciplined citizens of the nation.

Ncc Training Curriculum

The training curriculum of the NCC is primarily focussed towards character building, inculcating leadership qualities and skill enhancement through structured academic syllabi, practical training and opportunity of exposure/interaction beyond a cadet’s immediate environment and thereby enabling them for a brighter and progressive future. NCC includes following Subject as a part of curriculum

1. The NCC: This area helps in acquainting cadets with the aims and objectives of NCC.
2. National Integration and Awareness:- Objective of this area is to inculcate sense of patriotism, secular values and motivate cadets to contribute towards nation building through national unity and social cohesion and to build cultural values.

3. Drill:-It has three sub types- Foot Drill,Drill with Arms and Ceremonial Drill. This aims to inculcate a sense of discipline, improve bearing, smartness, word on command, turnout and to develop the quality of immediate and implicit obedience of orders. It helps to make the cadet focused.
4. Weapon Training:- It gives elementary level of Rifle knowledge
5. Personality Development & Leadership:-To develop an all-round dynamic personality with adequate leadership traits to deal / contribute effectively in all walks of life. It improves self-awareness of a student and helps in building up interpersonal relationship, positive attitude, improves communication skills, Time management, Leadership skills, Realization of importance of teamwork.
6. Disaster Management:-This area focuses on how to help others in natural calamities, to assist civil administration in performance of selective duties during disasters and how to apply presence of mind in better way in managing and handling the larger group.
7. Social Awareness & Community Development:- It basically sensitizes the person towards society. To teach cadets the values and skills involved in providing voluntary Social Service. Scope Understanding of social service and its needs, knowledge about the weaker sections of our society and their requirements, about NGOs and contribution of youth towards social welfare.
8. Health & Hygiene:-It aims to respect and responsibility towards personal health and hygiene. It makes aware about basic information of the human body, maintenance of health, hygiene, sanitation, dis- eases and an elementary knowledge of First-Aid and Nursing. It helps in improving physical as well as mental health by doing Yoga.
9. Adventure Activities:-It helps to inculcate sense of adventure and develop confidence, courage and determination to expose cadets to various Adventure activities.
10. Environment and Conservation Awareness:-It sensitizes cadets on natural resource, conservation and protection of environment, basic understanding of environment conservation in general and waste management, energy conservation, and pollution control and wildlife conservation in particular.
11. Obstacle Training:-To make cadets capable of crossing a standard obstacle course so as to inculcate team spirit and self-confidence.

Conduct Of Ncc Training Curriculum

A cadet can continue in NCC for two years as a junior cadet and three years as a senior cadet. Each year of training consists of 150 periods and 120 periods for junior and senior division cadets respectively. The NCC training curriculum is conducted as under:

- (a) Institutional Training:-It is conducted in respective schools/ colleges by Associate NCC Officers (ANO) and Permanent Instructional (PI) staff from regular armed forces personnel. Institutional training consists of service subjects, social subjects and subjects related to adventure activities and subjects promoting national integration.
- (b) Annual Training Camps (ATC):-To provide practical outdoor training, each NCC cadet attends a 10 days camp in the second and third year of his/her training. These camps are conducted by respective NCC units.
- (c) Centrally Organized Camps (COC):- These camps are conducted at All India level, as National level Camps, attended by cadets from all states.e.g. Republic Day Camp (RDC), ThalSainik Camp (TSC), NauSainik Camp (NSC), VayuSainik Camp (VSC), Advanced Leadership Camp (ALC). Basic Leadership Camp (BLC) etc.
- (d) Adventure Training:- To inculcate a spirit of adventure and team work, NCC cadets undergo various adventure activities such as Para jumps, Para Sailing, Trekking, Mountaineering, Sea / River Sailing expeditions etc.
- (e) Defence Force Attachment Camps:-To give the cadets exposure to interact with regular Army, Navy and Air Force units, attachment camps are conducted, where cadets are attached with these regular Armed forces units. To motivate cadets to join the Armed Forces attachment of cadets with Indian Military Academy, Naval Ships and Air force Stations are also conducted.

- (f) Youth Exchange Programme (YEP):-Selected cadets also get an opportunity to visit various foreign countries as part of YEP. In a year approximately 150 to 200 cadets are selected at All India level and visit 10 to 12 countries.
- (g) Social Service Activities:- The cadets also undertake various social service activities, by conduct of rallies to bring awareness and participate in various social awareness programmes / activities as per the guidelines issued by Government of India.

Conclusion

The aim of the training is to nurture core values, enhance awareness and give exposure to basic military skills and knowledge. Emphasis will be on practical training. Examples from India's freedom struggle and wars fought by India, post-independence, should supplement relevant subjects to generate secular and patriotic fervour.

NCC plays a very dominant role in inculcating social ethics in the youth of the country. It undertakes various social service activities like aid to the administration in times of calamities, preservation of environment and ecology, blood donation campaigns, literacy programs and construction and cleanliness drives. NCC trains the cadets to become responsive individuals, sensitive to the needs of the community. This active participation teaches dignity of labour and ignites the creative instinct that lies latent in the youth. This is achieved through the scientifically planned NCC curriculum. It aims at developing a new work of ethos characterized by hard work, sincerity of purpose and the ideals of selfless service with a secular outlook.

Out of 50 world-wide soft-skills, 25 soft-skills are identified as necessary soft-skills to build students to face real challenges which come across when they enter in real world after receiving graduation degree. These are Communication Skills , Group Discussion , Etiquette and Manners ,Cooperation and team skills , Adaptability , Flexibility , Responsibility, Reliability, Integrity, Work ethics, Punctuality, Interpersonal skills, Motivational skills, Creative thinking skills, Problem solving ability, Public Relation, Willingness to learn, Time Management , Listening skills, Initiative, Leadership skills, Decision Making , Personal Hygiene, Intellectual Ability, Ability to meet deadlines.

NCC trains the cadets to become responsive individuals, sensitive to the needs of the community. It develops mutual respect, adaptability, self- discipline, cross cultural learning, self – confidence and above all, love for one's country. A major need of NCC is to develop character, comradeship, discipline, leadership, secular outlook, spirit of adventure and ideals of selfless service amongst the youth of the country. NCC aims at development of the whole man. Performance in NCC should help the individual to realize his potentials.

The NCC training helped to- day's youth to become confident, committed and competent leaders in all walks of life. The training enhances the awareness level of cadets for being responsible human beings. The training provides opportunities and motivates cadets to enhance their knowledge, awareness levels on life and soft communication skills, character building & personality development. The adventure activities develop leadership qualities and risk taking abilities. Over the years, the NCC has emerged as one of India's premier institutions for imparting systematic training to youth. The training covers a wide spectrum ranging from soft skills to military activities. It also necessitates an innovative and dynamic approach to training.

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Enriching Student's Personality Through Soft Skills

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Abstract-

Co-curricular activities facilitate in the development of various domains of mind and personality. For decades, the main focus of the business world was on what is called hard skills. The emphasis was on job performance but with today's global economy, however, a sea-change has occurred in the realm of industries. The reason is that the industry ambience is undergoing a rapid transformation. This has brought to the foreground a wide cluster of skills to cater to the changing demand. Personality traits and soft skills are increasingly playing a central role in a person's career in this changing scenario. This paper attempts to focus on how soft skills will help the students to develop their personality to make themselves ready for the job.

Keywords- Co-Curricular activities, soft skills, student's personality, SWOT Analysis.

Co-curricular activities are defined as the activities that enable to supplement and complement the curricular activities. Co-curricular activities are an essential part of college life which helps in enhancing learning process of students at college. They are designed and balanced with academic curriculum so that every student gets to learn beyond subjects. Co-curricular activities are meant to bring social skills, intellectual skills, moral values, personality progress and character appeal in students. It includes Athletics, Cultural Events, Library Activities, Science Lab Activities, Classroom Activities, Sports, Creative Arts and Meditation etc. Students are individuals with as many similarities from one person to the next as differences. To communicate effectively they require their own individual preference style, their language, body gestures, their pace and intonation. For this educational process, soft skills are important part that produces top-notch professionals. The foundations of soft skills lie in a strong attitude. Understanding and reading people is a valuable skill to develop and practice. It is one we can use in all areas of our lives to build better relationships and improve the sense of well-being. In today's fast moving world, communication is a vital tool to connect people and thereby winning their trust, faith and loyalty. Having good people skills simply means that you are good at working with people. A lot of jobs require good people skills.

Importance of Co-curricular activities-

Since co-curricular activities are merged with academics they ensure that students get to learn effectively. Students have to learn by cultural events like Gandhi Jayanti, Independence Day, Republic Day, Youth Festivals, Elocution, Debating etc. Curricular activities help them to sharpen their communication skills, expression skills and public speaking. Such activities in college are designed in groups so that students can participate along with their classmates. This helps students to develop leadership skills, team integrity and co-ordination skills.

Some examples and types of co-curricular activities-

- Sports • Musical activities • Debate • Model • Art • Music • Drama • Art Craft • Story writing competition • Essay writing competition • Wallpaper • Recitation competition • Folk songs • Folk dance • Preparation of charts and models • Organization exhibitions • Soft skills.

What are Soft Skills?-

Soft skills are essentially people skills- the non-technical, intangible, personality specific skills that determine one's strengths as a leader, listener, negotiator and conflict mediator. 'Hard skills' on the contrary are more along the lines of what might appear on one's resume- your education, experience and level of expertise.

The Collins English Dictionary defines the term 'Soft skills' as desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with

people and a positive flexible attitude. They are a combination of people skills, social skills, communication skills, personality traits, attitudes, career attribution, social and emotions intelligence, quotients, among others, that enable people to navigate their environment, work well with others, perform well and achieve their goals with complementing hard skills.

Antiquity of Soft Skills-

As discussed above, soft skills are clearly growing in importance today. But it is also important to internalize that soft skills have existed for years in various forms. The Book of proverbs in the Old testament of the Holy Bible has groups of wise saying, composed from the 10th to the 4th century B.C. The sayings, mostly admonition to behave in a particular way, abound with sharp statements. The essence of many of these in modern parlance may be called what we refer to as soft skills today. For example-

Proverb 29:20 Do you see a man who speaks in haste? There is more hope for a fool than for him.

(This refers to effective communication skills in modern day terminology. The basic premise here is that one must speak with high clarity so that it is intelligible to others, otherwise it has no value to others.)

Another book that discusses many concepts that have several linings of soft skills of today is by Dale Carnegie (How to win Friends and Influence People) which was published as far back as 1936.

Influencing people through good communication-Communication effectively is the single most important soft skill students must possess today. The main intent is to convey messages to other people clearly and unambiguously. Communication is also about receiving information that other people send. As communication is a two-way process, it establishes a link between the sender of a message and the receiver of that message. This process is completed only when the sender and the receiver of the message are certain that the actual message conveyed by the sender has reached its destination, the receiver.

Students have to learn speaking skills. Practice of speaking in English is significant. Don't allow initial difficulties deter you. Don't give up- practice. Listen to English as much as possible. While watching the movie (in a theatre or on TV), carefully mark the lip movements of the speakers. Then imitate them as much as possible. Speak clearly and slowly.

Importance of knowing yourself-

'Know thyself' is a term coined by the great Greek philosopher Socrates meaning "Know yourself". If you know yourself, you will be able to know your strength and weakness. Subsequently you will be able to remove your weak portion. You must know yourself in order to be useful to yourself and others. Knowing yourself guards yourself against your responses triggered by your emotions. Everything you do is based on your emotions only and often emotions lead to miscalculations. Knowing yourself helps you to take control of your emotions and helps in decisions and choices when you are in an emotional state. When you know who you are and clearly understand what you want, you have a better chance of discovering how to reach your goals, personal fulfilment and happiness. Knowing yourself ensures success in business, friendship, love, sports and enables you to discover and attain your goals and then when you reach your goals you turn out to be a happy person.

Need of SWOT analysis-

SWOT stands for Strengths, Weaknesses, Opportunities and Threats. A SWOT analysis is a framework for analyzing your strengths and weaknesses, and the opportunities and threats you face. This helps you to focus on your strengths, minimize weaknesses and take the greatest possible advantage of opportunities available. It can help you uncover opportunities that you can take advantage of. And by understanding your weaknesses, you can manage and eliminate threats that would otherwise put you in difficulties. When using SWOT analysis, be realistic about the strengths and weaknesses of you. Distinguish between where you are today, and where you could be in the future. Also remember to be specific by avoiding grey areas and always analyze in relation to the actual situation. Use it as a guide and not a prescription.

Students should cultivate the mind of an Achiever-

Achievers are like any other ordinary individuals but they have a specific set of traits, acquire skills and achieve greatness. They work hard, smart and wise to achieve their goals and hence they stand out. Above all, it is not tough to excel as an achiever, if you pursue your passion, follow the road less traveled and are willing to wait for results. There is need to think about the possibilities in your life. Have an open mind and look for opportunities around you. Often the opportunities come in the form of threats and if you can identify and exploit them, you can excel as an achiever. Never blame the circumstances. Be an optimist and work with what you have, and be resourceful. Visualize yourself as an achiever. Visualization is a powerful tool to motivate yourself. It is rightly said that a battle is won twice, first in mind and then in reality. Think in your mind that you are successful. Think that everything is possible in the world. When you think that way, your mind persuades your body and your actions will start in the direction to achieve success. The journey of thousand miles starts with a first single step, goes the proverb. When you take the first step you gain momentum for further journey and you can successfully reach your goals. Follow the road less travelled as the great American poet Robert Frost said in his poem 'The Road Not Taken', two roads diverged in a wood and I-I took the one less traveled and that made the difference. If you enter into the crowded areas, you get into rat race and remain like any other ordinary individual. Hence, choose the areas that have the least competition and move in that direction to stand out.

Top soft skills-

The following soft skills every employer seeks in the employees. They are applicable to any field of work and are the most important while selecting employees for jobs.

- Honesty ● Reliability ● Flexibility ● Team skills ● Cooperation ● Adaptability ● Follow rules ● Good attitude ● Writing skills ● Good attendance ● Personal energy ● Work experience ● Ability to measure ● Personal integrity ● Good work history ● Positive work ethic ● Interpersonal skills ● Motivational skills ● Willingness to learn ● Common sense ● Critical Thinking skills ● Good personal appearance ● Basic spelling and grammar ● Reading and comprehension ● Willingness to be accountable ● Ability to read and follow instructions ● Staying on the job until it is finished ● Caring about seeing the institution succeed ● Willingness to take responsibility ● Communication skills ● Problem solving skills ● Work Ethics ● Interpersonal skills.

Acquire soft skills through co-curricular activities-

In today's competitive and in the word of technology, soft skills are essential. People rise in the institutions due to hard skills but fail due to lack of soft skills. Senior executives need more of soft skills rather than hard skills. Soft skills are a combination of competencies that contribute to a person's ability to manage himself and relate to other people. With increased globalization and rapidly changing business expectations, employers are looking for different skills today.

Students while taking education in the college they need to acquire some soft skills by taking part in the different co-curricular activities. The criticality of personality and soft skills in career growth starts at the very outset when writing the resume, going through stages such as group discussions and job interviews.

● Resume :-

Students must know that person's resume provides the employer the first glimpse of a candidate's personality. A candidate has to bring out the attributes while writing the curriculum vitae. Looking at the contents, the style and the focus of the resume, the employer creates a first impression of the personality of the candidate- even before the interview. Hence, students while taking education should develop the skill of writing resume.

● Group Discussion :-

It is the best co-curricular activity for the students to develop their personality. A group setting, coupled with a carefully chosen topic, bring out the real personality and multiple soft skills of the participants. Not just during a job interview, but also while in a job, the role played by individuals in group meetings is observed by management to take a note of their personality. Group discussion brings out people who have a mindset of building consensus or those who possess the critical soft skill of lateral thinking.

● **Interview :-**

Arranging a mock-interview as a co-curricular activity for the students in the college is the most important opportunity to exhibit one's personality traits and soft skills. From the moment a candidate walks in for an interview, a candidate's personality is under observation by the employer. The selection of a candidate depends to a great degree not just on the hard domain skills but increasingly on soft qualities exhibited during the interview.

● **Enhancing Writing Skills through Essay Competitions-**

Communication is the window to one's personality. When we speak or write, our personality is in full view of the audience. People who excel in communication present a positive personality. Student whose written communication is convincing, crisp, correct and most importantly clear always gets success. Poor communicators on the contrary, create an instant negative image of their personality. In the college students should develop their writing skill through taking part in the essay competitions. A sentence should contain no unnecessary words and a paragraph no unnecessary sentences. Use of correct English indicates good English education. Short simple sentences reflect clarity in one's thought process. Simple words in the text show a self-assured personality.

Conclusion-

Co-curricular activities at college are part of academics and makes teaching and learning experience exciting for both students and teachers. They help to develop various facets of the personality development of the students. Though very significant the personality traits and soft skills are, these are unfortunately not the focus of most universities and other educational institutes. Our education system and Institutes are single mindedly focused on building the hard skills, while neglecting this very important facet that is a determinant of the future success of any individual. No surprise then that one finds' academically brilliant students falter in corporate roles that look for all rounded personalities and some vital soft skills which people may not have been exposed to. For these students the personality traits being looked for are a difficult skill to bridge.

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Extracurricular Activities And Employability

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Introduction:

Higher education has a responsibility to contribute to society by educating graduates to be creative, well-rounded, and community-oriented. To achieve this goal, universities should provide students with an ample educational environment, the most important of which is the experience of both curriculum and extracurricular activities. Extracurricular activities can help students succeed in much more than just their academic endeavors. Extracurricular activities can empower students to make their own decisions and help them gain vital experience and skills to lead them on the path to their future. Studies have shown that students who participate in extra-curricular activities have a marked improvement in the grades. This can be attributed to skills they learn such as better time management to accommodate their hobbies and class activities, better organizational skills and a boost in their self-esteem. It is necessary that higher institutions should maintain extracurricular activities in their budget. Management of higher institutions needs to communicate and promote the value of extracurricular activities.

Employability

Defined as the capability to gain meaningful employment, sustain employment and to get new employment if needed. There is a mismatch exists between the teaching in higher institutions and labor market needs and emphasized that students must be given life-skills because employers want a curriculum designed to promote conceptual and creative thinking, self-awareness, sense of career direction, and emotional intelligence. A set of achievements, skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy. (Professor Mantz Yorke (2004)) In simple terms, **Employability is about being capable of getting and keeping fulfilling work.** “Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful. Dacre Pool & Sewell 2007. It was noticed that apart from suitable qualifications, graduates need other qualities such as effective communication skills, good personal and social skills, technical and managerial skills, analytical skills and so on, as emphasized by employers.

An extracurricular activity

(ECA) is an activity, performed by students, that falls outside the realm of the normal curriculum of the school, college or university education. Extracurricular activities include participation in sports, entrepreneurship and mentoring schemes, leadership development programs, charity, community engagement projects, English conversation groups, student ambassador groups, and student representation programs. There is really something for everyone no matter your interest or skill.

Some students think that engagement in extracurricular activities as a waste of time. Therefore, they doubt whether extracurricular activities can enhance their future employability. Extracurricular activities grant a range of benefits to participants. It enables to groom the students for future leadership. Studies have shown that students who participate in extra-curricular activities have a marked improvement in the grades. Students have to learn how to balance their academic life with their hobbies. Employability depends on knowledge, attitude, and skills. We have to understand the important things for employability that- career ownership, continuous learning and also ability to obtain and maintain employment. Students should improve the skills which help them for employability such as- Personal Development, Communication, Creativity and Innovation, Teamwork, Organizational skills, Problem-solving/analyzing, Ability to use new technologies, Commercial Awareness, etc. if students want to develop these skills they have to engage themselves in extracurricular activities. In upcoming future, it is very essential to include extracurricular activities on a resume that are relevant to their professions.

Extracurricular activities help in a career. Let's have look at what are the extracurricular activities that help students.

Employability Skills:

1. Leadership:

there are lots of activities while graduating which provides students leadership skills- camping, social work, captain of cricket/soccer/basketball team, NCC, NSS leader these activities provide a platform to develop and display leadership skills.

2. Service for Community and Volunteering:

Community Service and Volunteering shows that you care for the community. It is important that students must mention the completed volunteering work whether it was volunteering at an orphanage, old age home, charity schools, cleaning at public places, monuments, disaster situations, donating blood, etc. these kinds of activities also valuable to add a resume.

3. Foreign Languages:

it is very important to have knowledge of the multi-language. Proficiency in other languages will be beneficial at the workplace. If students are fluent or have basic conversational skills in another language, they have to mention it on their resume.

4. Creativity and Innovation:

In the 21st century, the student must be creative and innovative with the help of their knowledge in respective subjects. Employers always want to know how the students will come up with interesting suggestions for the betterment of the organization.

5. Teamwork:

co-operative work is also essential. It is ability to get along with the other people and lead the team to success. The employers want teamwork for the success of organization.

6. Problem solving/analyzing:

often we observe that things are not going according to the plan; sometimes we should face the problem regarding work. So the student should know how to analyze and find the effective solution for the upcoming problem.

7. Use of New Technologies:

This is the most important skill if the students want to survive at the workplace. Today technology captures all the sectors and fields. All kinds of work including- keeping the information, record of work, data collection, etc. students must acquire the knowledge of technology.

8. Research/Project skills:

The research and project activities can make students to think precisely and learn how to do collaborative activities which help them in work.

To improve these skills the college should provide training, and skill development programs. If student also want employment after higher education, they must follow the path of employability. There are some activities that college should conduct in its schedule –

Extracurricular Activities:

1) Job interview assessment activity: through this activity students can learn-

- a) How write a job application and CV.
- b) Students prepare for a 10 minute video recorded interview.
- c) Students receive individual feedback from the interviewee.
- d) Students complete a piece of reflective writing on assessment for their course work.

This assessment can be extended by the student delivering a 5 minute presentation in the context of an interview.

2) Mini conference activity: In this kind of activity-

- a) Students write a 500 word abstract for a conference.
- b) Students deliver a 10/15 minute paper and participate in a Q&A session.

- c) Students complete a piece of reflective writing on assessment for their course work.
- d) Employers can be invited to observe/assess the presentations/research papers.

3) Group Discussion: In this activity-

- a) Students share their views and ideas on particular topic.
- b) It helps student to think precisely about the topic.
- c) Students improve skills such as- **Listening skill, Leadership quality, Body language, Group behavior, etc.**

4) Debate: Through this activity-

- a) **Students** improved critical thinking skills
- b) Enhance teamwork skills and collaboration.
- c) Help students better structure their thoughts.
- d) Improved listening note-taking skills and increased self-confidence.

5) Poster Presentation- through this activity –

- a) Students should learn the how to collect apt information and present it precisely.
- b) It also helps to develop the artistic view of the students.
- c) They should acquire the knowledge of particular topics.
- d) They get familiar with the effective use of graphics, brevity of the words, writing style, etc.

6) Power Point Presentation: This is very innovative idea and also essential for employability. With the help of this activity –

- a) Students get familiar with the technology.
- b) Students become more creative.
- c) Students learn how to work with other people in a collaborative manner

Conclusion:

A degree is no longer enough to guarantee a graduate a satisfying future career. This is all the truth in the light of the current economic climate. Employers are demanding skills from graduates which are outside the subject area of study in Higher Education. Indeed, some employers have placed less importance on graduates' actual degree discipline in favor of the more generic skills which they have acquired. In 21st century it is necessary to have innovative learning, teaching and assessment methods which promote students' understanding and help them to engage in deep learning which enhances their employability.

'To be employed is to be at risk, to be employable is to be secure' -Peter Hawkins (1999)

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Add- On courses As Co-Curricular Activities In Non-Conventional Education System

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Abstract

Present curriculum needs frequent change in order to meet the recruiter's requirement in terms of employability. Employer's requirement changes from time to time. In such cases it is very difficult to meet such a dynamic requirement from the present pool of Add- On courses available with university. To add new courses may be difficult and time consuming in the existing pool of papers of university. After understanding the stake holder's requirement, at college level Add- On courses in functional areas and as ability enhancement ranging from two to six credits were designed and few courses were added in collaboration with IIT Mumbai through distance learning for MOOC. The intended output is quality enhancement for employability and of entrepreneurship.

Introduction:

India is one of the largest education systems in the world. As of February 2017, there are 789 universities, 37,204 colleges and 11,443 stand-alone institutions in India, as per the latest statistics from the UGC website (2017). In spite of so many universities not a single university is appearing in first top 100 world university list.

The current population of India is 1,372,159,001 as of Tuesday, December 3, 2019, based on Worldometers elaboration of the latest United Nations data. India 2019 population is estimated at 1,366,417,754 people at midyear according to UN data. India population is equivalent to 17.71% of the total world population. The population density of India in 2011 was 382 per sq km and gone upto 416 people per square kilometer during 2019. The country has doubled in size in just 40 years, and is expected to unseat China as the world's most populated country in the next couple of decades. India's current yearly growth rate is 1.02%, worldpopulationreview.com (2019).

With increasing population, there is exponential growth of related problems. One of the major problems is providing education to everyone, as much of the population is in the category of Young. By and large about 70 % is rural population and 30% is urban population. During last two decades there is large scale denudation of rural population and adding to urban population in search of better jobs and education. Though, education is fundamental right of every citizen, there is a large number of drop outs from school education system to Higher education system.

As per All India Survey on Higher Education (AISHE) 2017-18, the Gross Enrolment Ratio (GER) in higher education has increased from 24.5% in 2015-16 to 25.8% in 2017-18.

Tamil Nadu has highest GER in India at 46.9%. Even if India succeeds in its target of 30% GER by 2020, 100 million qualified students will still not have places at university. Since last seven decades higher education dwindling between Accessibility, Quality and Equity.

Objectives :

To study the acceptability of students in terms of for capacity building through -

- Add- On Courses in functional area of non conventional courses
- MOOC through distance mode
- To meet one of the NAAC requirement of in terms of Curricular Planning and Implementation

Study area : College of Non Conventional Vocational Courses (CNCVCW), Kolhapur

About College : In keeping with Government policy, Chh. Shahu Institute of Business Education and Research Trust has started College of Non-Conventional Vocational Courses for Women (CNCVCW) in 1994 for strengthening women empowerment by imparting Non-Conventional quality education at affordable cost. The vision of Dr. A. D. Shinde was to develop the intellectual capability of individuals to understand and appreciate

their local and external environments. Acquire both physical and intellectual skills, which will enable individuals to be self-reliant and useful members of the society. Following is the list of unique non-conventional vocational courses offered by CNCVW for the first time under Shivaji University, Kolhapur.

Sr. No.	Program	Eligibility	Duration	Intake capacity
1	B.Sc. (Food Technology & Management)	12 th Pass Science or MCVC or Equivalent	Three years full time	60
2	B.I.D.(Bachelor of Interior Design)	12 th Pass Arts / Commerce / Science [Any Faculty] ITI / MCVC or Equivalent	Four years full time	60
3	B.A.(Dress Making & Fashion Coordination)	12 th Pass Arts / Commerce / Science [Any Faculty] ITI / MCVC or Equivalent	Three years full time	60
4	P.G.D.N.D.(Post Graduate Diploma in Nutrition & Dietetics)	B.Sc. Home Science (Food Nutrition/General),B.F.T.M., B.Voc.(FoodProcessing & Mgt.) B.Sc. (FTM, FSQC, Biochem, Chem, Micro, Biotech, Biomedical Science) with 12 th Science, B.A. (Home Sci.)	One Year Full time	30
5	B.A.(Multimedia)	12 th Pass Arts / Commerce / Science [Any Faculty] ITI / MCVC or Equivalent	Three years full time	60
6	B.Sc.(Environment Science – Entire- (2019-20)	12 th Pass Science	Three years full time	60
7	B.Com.(Bank Management – Entire (2019-20)	12 th Pass Commerce / Science	Three years full time	60
8	B. Com.(Business Management – Entire) (2019-20)	12 th Pass Commerce / Science	Three years full time	60

Total dropout of students from First year to third year is less than 10%. The University examination result of various programmes varied between 85% to 98%. Students progression is monitored Year on Year Basis. Well defined academic plan at the beginning of the year with detailed teaching plan has helped students in the performance. For example, average marks of B.Sc (FTM) at entry level i.e 12th standard was 59.56% and average marks of B.Sc. (FTM) of semester I to VI was 70.07% with an increase of + 10.51%. By and large it was found that overall percentage of passing in the range of 90% to 98%. For other programmes, there was an increase of + 5% to + 9% increase in their graduation marks as compared to their entry level marks of 12th standard.

Details of marks obtained are given in following table no. 1.

Table 1 :General Students Progression

HSC Marks	I Sem	II Sem	III Sem	IV Sem	V Sem	VI Sem	Average of Sem I to VI
59.56	56.80	81.64	67.22	67.85	73.43	73.46	70.07

Graphical representation students progression data is shown in Figure no. 1.

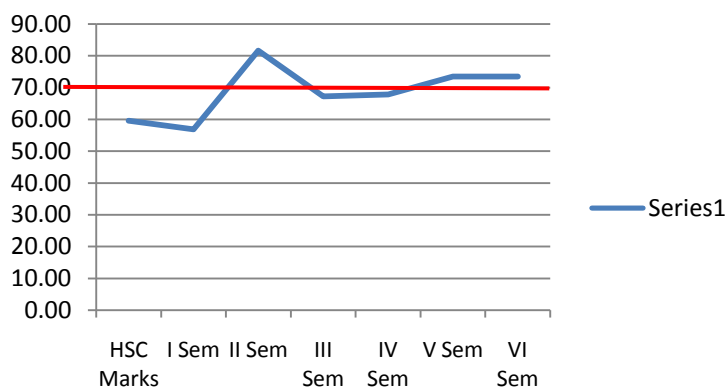


Figure no. 1: Students progression in terms of marks

Methodology :

Total number of students enrolled for various programme during the year 2018-19 and 2019- 20 from first year to third year was 650 girl students. Feedback from the recruiters and demand from the parents and positive response from the students was the base for the introduction of new Add- On courses as a co-curricular activity. Massive awareness lectures followed by one to one student counseling the method was adopted for identifying the choice of the students.

Discussion :

Earlier most of the students used go for job soon after completion of their graduation. Since, 2005, the trend has changed i.e majority of the students are now opting for higher education in their domain areas in many of universities as post graduate programmes are now easily available. General trend of the student’s progression towards higher education and other profession is given in table no. 2.

Table no. 2 : Students progression for higher education

Category	Percentage
Self Employed	5 to 10 %
Employed at Industries	10 to 15 %
Higher Education (Post graduate degree & diploma)	65 to 70 %
Unemployed / Education discontinued due to marriage	5 to 20%

College has a full-fledged placement cell. Placement cell prepares placement brochures and are posted to various industries to conduct in campus placement drive. The feedback is taken from the recruiters to understand and analyze the strength and weakness of the programmes. Most of the recruiters were of the opinion that the present curriculum is rigid, redundant and out dated. Students passing out with such curriculum are not able to meet their expectations in terms of core competency in their domain areas, communication and personality aspects. Hence, there is a big gap between the existing capability of students and expectation from service market. This issue was discussed in parents meet, alumni meet and with current batch students. It was unanimously decided to bridge this gap by means of giving value added additional courses which students can do simultaneously along with their regular curriculum.

Study of Foreign Languages such as French, Japanese and German was highly appreciated by students.

Foreign Languages as Ability enhancement Course :

Multilinguism is a necessity of India (as of much of the developed world), and must be considered a boon and an opportunity for learning and expanding one’s horizons rather than a burden. Children learn languages extremely quickly when immersed early, and multilingual children in studies around the world have also been found to learn faster and be placed better later in life than those who are unilingual (Hillage& Pollard, 1998).

Scope of French Language :

Since globalization of economy and emerging digital technology, the geographical boundaries have become less relevant and world is open for trade, business, exchange of knowledge and cultures. And languages remain the prime medium of this communication. French, a widely spoken language after English is known for its international dominance gained center stage in global affairs. French language is spoken across five continents and is the second most widely taught language in the world after English. France, the global leader in art, culture, architecture, literature, media & entertainment, fashion, travel, tourism and hospitality provides ample career opportunities across the industries for French speaking people.

As France, is known as world’s leading tourism destination, French language offers wide range of career scope in Travel and Tourism Industry. Business tourism is also a crucial sector for France, as trade and industry in

various sectors form part of the global enterprise. The corporate global giants like Airbus, Axa, BNP Paribas, Orange, Cap Gemini, Renault, Alstom, Alcatel, Louis Vuitton, L'Oréal, Christian Dior, Chanel, Carrefour, Peugeot, Michelin and many more present opportunities for career and professional growth across the sectors. The world's best interior designers are hailed from France and they are the most prestigious global iconic brands and pride of this artistic country. The best quality of education in the field of design, media, and technology makes France, the most desired destination for students of Interior Designing, Product Designing, Fashion Designing, Media and Entertainment and Food Technology.

The linguistic skills acquired in French Language will surely make students more competent and provide an edge in the job market and growth in their respective careers. French Level 1 Ubungs- und Tesybuch (2018) can be completed within 6 credits.

German language :

Many large German corporations and Indian companies with global footprints have positions requiring a second language, including German. In a country like India, someone who knows both German and English will have better employment prospects.

In India, the demand for German language experts is on the rise. The German companies in India pay German-speaking employee's premium salaries. It is because of how vital language has become. Globalization has left a real toll on the Indian economy, and the demand for German language learners has become inevitable in the following areas of career and Job opportunities:

1. German Language Trainer
2. Translator and Interpreter
3. Engineering Jobs in India and Germany
4. Hospitality and Tourism
5. Aeroflight sector
6. Research Analyst
7. Media Industry
8. Journalism
9. Public Relations
10. Advertising manager
11. Information technology

Recommended book for level of German language (Stefanie Dengler et al., 2015)

Japanese Language :

It has 5 levels N5 (NihongoShouhou – Part I,), N4, N3, N2& N1. N5 is the lowest level and N1 is the topmost level. The certificate of this exam is valid worldwide.

Benefits of these levels are as follows:

- 1) These levels are helpful for getting jobs in Japanese companies, in MNC companies, working in Japan/in India/rest of the world.
- 2) These levels are helpful for getting jobs in the domain like multimedia, food industry, fashion industry, Interior design firms, engineering, commerce, nursing, management etc.
- 3) These levels are helpful for getting internships in Japan.
- 4) These levels are helpful to get scholarships to study in Japanese universities after 12th, after graduation, post graduation or for PhD programs.
- 5) After passing these levels, one can get a job as an interpreter or translator in MNC and Japanese companies.
- 6) These levels are helpful for students who are appearing for UPSC exam especially in Indian Foreign Services.
- 7) These levels are helpful for getting Genesis Scholarships i.e. students Exchange programs.

Massive Open Online Courses (MOOC):

College has successfully introduced Massive Open Online Courses with assistance and collaboration of IIT Mumbai. The Philosophy behind MOOC is of reflection of Llich (1971) vision for a education system. As

Downes (2012) puts it ; it's about actually Empowering people to develop and create their own learning, their own education . It is about reducing and eventually eliminating the learners' dependence on the expert and the elite. It is about wide spread and equitable access and expertise.

Details of Add- On courses offered to students are given in Table no. 3. On successful completion of the course students are awarded certificates by the college / competent examining authority.

Table no. 3 Add - On courses introduced from the academic year 2019-20.

Sr. No.	Course	Credit	Department	Number of students Enrolled
1	Level 1 of French Language	6	Students of All programmes	104
2	Level 1 of Japanese Language	6	Students of All programmes	45
3	Level 1 of German Language	6	Students of All programmes	123
4	Level 2 of Japanese	3	Students of All programmes	6
5	Aari Work	3	Fashion Design	60
6	Jewellery Designing	3	Fashion Design	60
7	Hand Embroidery	3	Fashion Design	60
8	Photoshop	3	Interior Design	60
9	Bamboo Handicraft	3	Interior Design	60
10	Business Planning & Project Management	3	Interior Design	60
11	Obesity & Weight Management	3	Food Technology	60
12	Catering Technology	3	Food Technology	60
13	Basic Software skills and office Automation IIT – Mumbai MOOC	2	Students of all programmes	240
14	Multi Media / Drawing - IIT – Mumbai MOOC	2	Fashion Design / Interior Design / Multimedia	180
15	Learning Management System - IIT – Mumbai MOOC	2	Teaching Staff	30
16	Entrepreneurship Development & Personality Development in collaboration with YIN – Sakal	2	Students of all programmes	100
17	LibreOffice (MS-Office), Jmol Application, Biopython and LaTeX – MOOC IIT Mumbai	2	B.Sc. Food Technology and Management	30
18	Blender(Maya 3D), Q-CAD(AutoCAD), Inkscape(Adobe Illustrator), GIMP(Photoshop) IIT – Mumbai MOOC	2	B.A. (Multimedia)	30
19	GIMP(Photoshop) and Q-CAD(AutoCAD) IIT – Mumbai MOOC	2	Fashion Design / Interior Design	30
20	LibreOffice – Writer, Calc, Impress (Equivalent to Microsoft Office Word, Excel, PowerPoint), Linux, Ubuntu, Firefox, Introduction to Computers, IIT – Mumbai MOOC	2	B.Com.(Bank Management)	4
				1402

It is mandatory to give information under Criteria I on Curricular Planning and Implementation in terms of number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during last five years.

Formula: Percentage per Year (2019-20) =
$$\frac{\text{No. of students enrolled in Add- On courses} \times 100}{\text{Total no. students enrolled across all programs}}$$

=
$$\frac{1402 \times 100}{650} = 215 \%$$

/

Conclusion:

Most of the study students positively responded to the concept of Add- On course as part of their curricular activity. It was also found that each student has enrolled at least two Add- On courses i.e 215%. Certification for MOOC from IIT, Mumbai was attraction of the students. Even the faculty members also enrolled voluntarily enrolled for learning managing Management System of MOOC. For faculty members it will be treated as one Faculty Development programme (FDP). Most of the Add- On courses are either free or cost or nominal cost. It is necessary to monitor and measure the effective output of these courses in terms of their employability and progression to higher education considering progression report of 2018-19 as base. Students voluntarily accepted to work extra time one hour per day throughout the week.

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Gender Differences In Resilience Among Sportsperson And Non- Sportsperson Students

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Abstract

The present study aimed to explore the gender differences in Resilience among Sportsperson and Non-sportsperson Students. Sample consisted of sixty student sportsperson (n= 30) and non-sportsperson (n= 30) from different school from Jath Tahasil. Male female ratio is kept 1:1. The age of sample ranges from 17 to 19 years with mean age 18 years. Purposive sampling technique was used for the present study. Two independent group design was adopted and Descriptive statistics namely Mean and Standard Deviation and 't' test were used for analyze the obtained data. Result revealed that, non-sportsperson do not differ from sportsperson in respect to Resilience as well as there was no significant difference found between male and female students regarding resilience level.

Keywords: Resilience, Sportsperson, Non-sportsperson, Gender

Introduction

The concept of 'Resilience' in positive psychology is developed recently but not complete new. The area of psychological resilience has attracted the attention of a large number of psychologists including the clinical, health and positive psychologists. Resilience is one of the core attributes of human life. It is the ability that human beings develop for.

The capacity of a dynamic system to with stand or recover from significant challenges that threaten stability, viability or development.(Masten, 2011). Resilience as a measure of stress-coping ability (Connor and Davidson, 2003). Resilience is maintenance recovery or improvement in mental or physical health following challenges (Ryff and Singer, 2003). Resilience is defined as the attainment of positive developmental outcomes in the face of adversity (Masten).

The term 'resilience' stemmed from Latin word 'resiliens' and originally used to refer to the plant or elastic quality of the substance (Joseph, 1994). Resilience is defined as 'the ability to bounce or spring back after stretched or constrained or recovering strength or spirit' (Webster's New Twentieth Century Dictionary of English Language, 1958). It is conceptualized as 'the ability to recover quickly from illness, change, or misfortune' (American Heritage Dictionary, 1969).

In addition to dealing with past and present negative events, resilience also suggests a characteristic resistance to future negative events. Flexibility refers to the ability of individuals with stress and the ability to manifest psychological conditions. Resilience is the ability to recover from a crisis and adapt successfully. It is a universal ability that allows one to prevent, reduce, or counteract the harmful effects of a person, group, or community. Resilient behavior can be a resistance to the normal conditions of adverse conditions or adverse conditions, or to current levels of functioning beyond the development of the promoter.

Players who participate in the game at high levels for extended periods of time experience numerous stressors, adversities, and failures (Mellalieu, Neil, Hanton, & Fletcher, 2009; Poczwadowski & Conroy, 2002; Tamminen, Holt, & Neely, 2013). For example, top baseball and softball players have failed to hit more than half their chances. The best teams in professional sports can lose 40% of their games. Other rare obstacles such as injury (Podlog and Eklund, 2006), strained relationships (Mellalieu, Shearer, & Shearer, 2013), organizational demands (Fletcher & Hanton, 2003), and even those rare athletes that experience minimal performance failures exist. (Stirling & Kerr, 2008) and mental health concerns (Papathomas & Lavallee, 2012). Thus, the question is not whether adversity can occur in a sport, but instead how do they react when adverse conditions arise? For those who are able to successfully replenish their bags unfortunately, their resilience is often appreciated.

Review of Literature:

Elisabetta, S. et. al (2016) designed that to find out relationships among psychological resilience and self-efficacy in adolescents. One hundred and fifty five adolescents in which sixty eight were male and eighty seven were female who participated from two State Junior Schools in Catania, Sicily (Italy) with age range of 11 to 13 were selected for the present study. Empathic Self-efficacy Scale, Problem solving

Self-efficacy Scale, Scholastic Self-efficacy Scale, and Resiliency Attitudes and Skills Profile, were used for the conducting data. Further, for the analysis of data Pearson's linear correlations, linear regressions, and t-tests were used. Results revealed that early adolescents showed high engagement, intermediate competence, sense of humor, and control, and low adaptability

Tran, X. (2012), conducted study to explore a model of the relationships between the state-level five personality factors and the state-level football scores investigate the role of resilience in recovery and stress among athletes. The sample size 619,397 (55% female) in with age 24 years were selected for the present study. Further, for the analysis of data Multiple regression analyses were adopted. Results revealed that in order to increase high ranks in football practice, selection for athletics would focus on persons with high conscientiousness and neuroticism.

Alghamdi, N. G. et. al (2017), conducted to find personality traits as the predictor of emotional intelligence (EI) among the university teachers working as student advisors. One hundred student advisors in which fifty were man and fifty were woman who with age range of 21 to 40 were selected for the present study. Schutte Emotional Intelligence Scale (SEIS) and Big Five Inventory (BFI) were used for the conducting data. Further, for the analysis of data t-test and regression analysis were adopted. Results revealed that three of the personality traits, extraversion, agreeableness, and openness to experience, emerged as significant predictors of emotional intelligence.

Nikbakhsh, R. et. al (2013), conducted correlation study to investigate personality traits with sport performance. Two hundred and twenty nine non elite football and futsal players were selected for the present study. NEO- Five Factor Inventory (NEO-FFI; Costa & McCrae, 1992) and athlete's performance were used for the conducting data. Further, for the analysis of data Descriptive statistics were adopted. Results revealed that indicates that identifying personality traits of players is very important

Teshome, B. (2015), conducted correlation study personality trait and sport performance on Jimm town national league male football players. Fifty one male football players were selected for the present study. Self-report questionnaires, Background Questionnaires, NEO personality inventory (NEO-PI-R), and Coach's ratings were used for the conducting data. Further, for the analysis of data assessing the Mean, frequency & SD, a Pearson Product-Moment for correlation analysis and multiple regressions were adopted. Results revealed that the personality factors are significant predictor of sport performance.

Methodology

Sample

A sample of present study consists 60 students Sportsperson (n=30) and non-sportsperson (n=30) taken from different school from Jath Tahasil. Male female ratio is 1:1. The age of the sample group ranges from 17 to 19 years with mean age of 18 years. Purposive sampling technique was used for the present study.

Design for study:

Two independent group design was adopted for the present study.

Statistical Treatment of the data

Descriptive statistics namely Mean and Standard Deviation and 't' test were used for analyze the obtained data. However, before conducting the actual analysis, data was screened for outliers and skewness.

Objectives of the study:

Following main objectives were framed for the present study:

1. To assess the level of resilience among male and female students.
2. To compare the level of resilience between male and female students.
3. To measure the level of resilience among sportspersons and non-sportspersons.
4. To find out the difference between sportspersons and non-sportspersons.

Hypotheses:

To serve the objective of the study, following several hypotheses are framed and tested.

1. Female Students would be significantly greater in resilience than male students.
2. There would be significantly difference between sportspersons and non-sportspersons in respect to resilience.

Instruments

Resilience Scale: developed by Gardland this scale is five point rating scale contains 88 items. This scale contains five factors namely individual, family, peer, school and social. The factor wise reliability is as follows 0.80, 0.81, 0.81, 0.88 and 0.88 respectively. There are positive and negative items scoring 5,4,3,2,1 and 1,2,3,4 and 5 respectively.

Variables under study

Independent Variables:

- A. Sex: Male and female
- B. Sportspersons and non-sportspersons

Dependent variables:

Resilience

Procedure

At very first researchers took permission of respected principals or chairman of respected institutes. After getting permission subjects were called and gave them instructions as per manual. Before start to filling their responses they were assured about confidentiality of their responses. After finishing their task tests were collected and scored.

Results

Table No.1 Shows Descriptive Statistics and t value of Resilience of Male and Female student

Variable	SEX	N	Mean	SD	df	t	Significant
Resilience	Female	30	334.40	25.978	58	.285	NS
	Male	30	332.40	28.267			

Table No.2 Shows Descriptive Statistics and t value of Resilience of Sportsperson and Non-sportspersons Students

Variable	Student Type	N	Mean	SD	df	t	Significant level
Resilience	Non-sportspersons	30	336.77	29.739	58	.968	NS
	Sportsperson	30	330.03	23.835			

Discussion

Table no 1 show the descriptive statistics and t value of resilience of male and female students. As per the result obtained in the table, it observes that female students have the mean score of 334.40 with 25.978 SD and male students have the Mean score of 332.40 with 28.267 SD. From the above table one finds that the female and male students have the Mean difference was 2.00 and this Mean change score is not significantly greater. Among these group female and male student have score and t-value indicates not significant difference between these two group i.e. $t(58) = .285, p > 0.05$. This indicates that Female and Male student not different in Resilience level. Thus, first hypothesis Female Students would be significantly greater in resilience than male students was rejected.

Table no 2 shows the Mean, SD and t-value of Resilience of Sportspersons and Non-sportspersons students. When we look into the mean score of resilience by non-sportspersons is 336.77 with 29.739 SD. The mean score of resilience by sportspersons is 330.03 with SD of 23.835. When we compare the mean of non-sportsperson and sportsperson student have no significant difference in resilience level. t-value indicate the not significant difference between these two group mean i.e. $t(58) = .968, p > 0.05$, that means non-sportsperson and sportsperson are no significant difference in resilience. Thus, second hypothesis there would be no significant difference between non-sportsperson and sportsperson student in respect to resilience is rejected.

Conclusions

1. There in no gender difference in resilience of student.
2. Non-sportsperson and sportsperson students is not different in resilience level

Limitation:

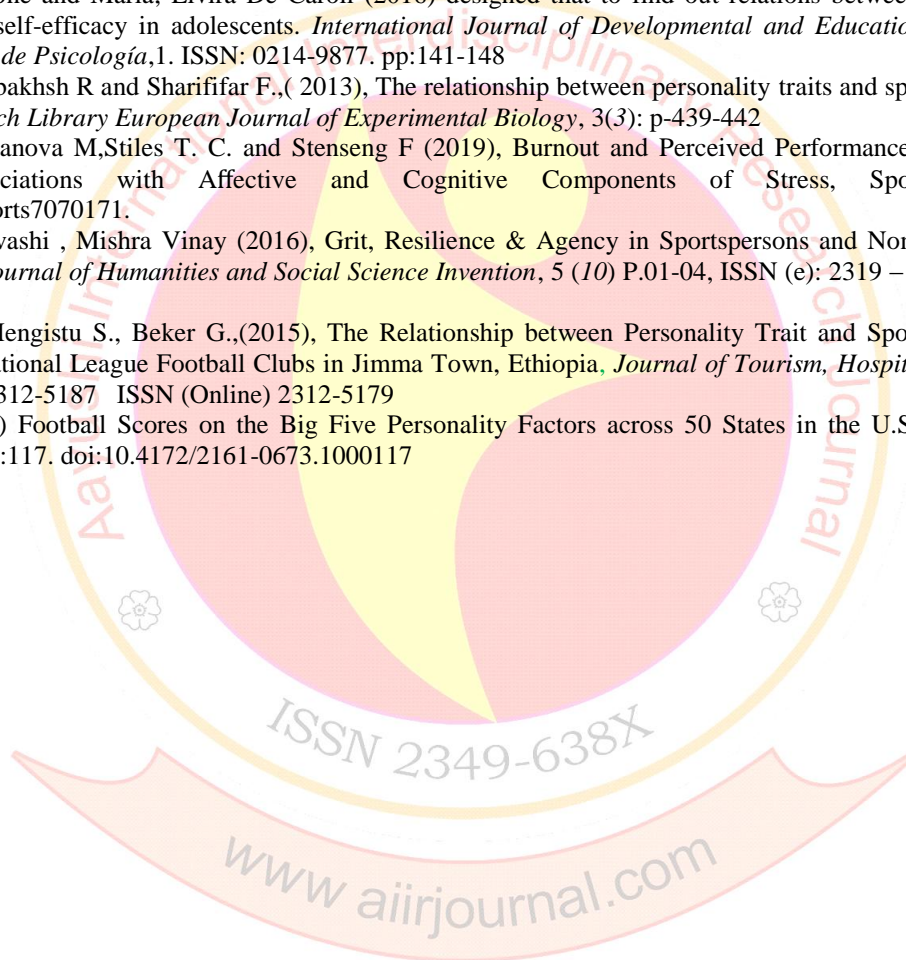
1. The data was taken from Jath Tahasil.
2. For the present study only sex and sportsperson are taken as IV into account.
3. Sample of 60 only taken for the present study.

Suggestion for further study:

1. Data should be taken from all over Maharashtra and also from other state of India.
2. There are wide ranges of variables which can predict resilience. Instead of current variables other variables should be taken into account for further study
3. Large set of sample from various cities may be taken.

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Studies On Participative Role Of Girl Students In Co-Curricular And Extra-Curricular Activities For Self Reliance

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Abstract:

The core mission of higher education is to educate, train and to undertake research and provide services to the community. Education is a social process. Higher education imparts in depth knowledge and it borders the intellectual power of the individual and also gives him / her wider prospective of the world. Higher educational institute contribute to the growth of a nation providing specialized knowledge and skilled man power

Higher education in India has witnessed a phenomenal development in terms of both quality and quantity. Therefore, it has been felt that it is the need of an hour to assess the state of Indian higher education through an autonomous body like NAAC. NAAC grade reflects the quality of that institute. During the present paper the prime roles played by number of co-curricular activities in the colleges in relation to girls students participation has been discussed. The different co-curricular activities in rural institutes are essential for students overall personality. Similarly such activities also help to the college girls to become self dependent by setting a small business in rural parts of the state. These activities are necessity to improve and to sustain quality of the higher educational by involving girls.

Introduction:

Indian higher education system is one of the largest education systems in the world. Knowledge is always key factor in the economic development of any country. The ability to create economic value through a creative application of knowledge for society is innovation. Higher education or university education had played a major role for improving environment, preserving natural resources and making an economic as well as social impact.

The form and content of an age and society is a product of society – education dialectics. Higher education starts after +12 level and imparts in depth knowledge. It broadens the intellectual power and also gives him/her a wider perspective of the world around (Benjamin, 2011)

Knowledge is the driving; force in the rapidly changing globalized economy and society. Emergence of knowledge as a driving factor results in both challenges and opportunities. The growth of the global economy has incurred opportunities for countries with good level of education.

Education is continuous social systematic process, which undergoes rapid changes in true with the change in the society. University and colleges have several functions. Two of them are considered most important and essential, namely knowledge dissemination and research knowledge generation.

Higher Education in India:

India was the pioneer nation in introducing higher learning .India is the third largest higher education system in the world in terms of students enrollment. In the post independent era education in India was taken care of seriously regarding the higher education policies. The National Policy of Higher Education (1986) is based on vision of Radhakrishnan and Kothari Commissions in five principles of goals for higher education which includes Greater Access, Equity, Quality, Excellence and Relevance and Promotion of Social Values.

Educational facilities or the economic benefits in India have not reached up to the mark to all sectors of the society .The weaker sections of our population are not aware of the number of things like deforestation, loss of soil fertility, environmental pollution and so on (Sungoh, 2005).

According to Barnett (1992) there are four predominant concept of higher education, firstly higher education as the production of qualified human resources, secondly; training for research career, thirdly as efficient management of teaching provision and fourth higher education as the matter of extending life chances. All these four concepts are integrated and give overall picture of “higher” in the higher education.

Education is the most important tool to create dynamic, enterprising and responsible citizens of any country. The development of a nation mostly depends upon the growth of education in the society. Higher educational institutes contribute to the growth of a nation by providing specialized knowledge and skilled man power.

Higher education mainly imparts in depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different works of life. Higher education is powerful tool to build modern, value

based, knowledge based, cultural based peaceful society which can lead the country towards belonging super-power in the world. It is also considered as one of the important and strong tools for the development of any country.

Access to the higher education varies widely in rural and urban areas as well as men and women. After the independence, the education is spread over the rural masses. It is because of awareness about the higher education and its impact on the service sector. As education has become an essential tool for achieving substantiality and personality development (Ugra, 2010).

The core mission of higher education is to educate, train, undertake research and provide services to community. Higher education or university education has played a major role for the improving environment, preserving natural resources and making an economic as well as social impact.

NAAC - A Quality Regulator in Higher Education

NAAC was established as an autonomous body by the University Grants Commission after many years of national consultations. Today NAAC is an autonomous body assigned to assess the quality of education in various universities and colleges in India. This institution lays down certain norms of quality and standards for assessing the performance of citadel of higher learning.

The NAAC has identified seven criteria to serve as the basis for its assessment procedure viz., i) Curriculum Aspects. ii) Teaching-Learning and Evaluation. iii) Research, Consultancy and Extension. iv) Infrastructure and Learning Resources. v) Student Support and Progression. vi) Governance and Leadership. And vii) Innovative Practices.

All higher educational institutions in India are to be assessed by NAAC periodically. An effort is made to make Indian Educational Institutions world class. NAAC has developed guidelines to help the institutions in establishing IQAC (NAAC, 2006). IQAC has now become an integral part of the every institute to enhance the quality of education which prepares road map of the institute and implements them successively. The curricular and co-curricular activities on and off campus are framed by IQAC of the college. IQAC motivates the teachers and their students to involve such activities for betterment as well as for overall personality development.

Co-curricular And Extra-curricular Activities

In every higher educational institutions a number of co-curricular and extra-curricular activities are arranged for the development of the both boys and girls students. The individual students can participate activity as per his/her wish. These activities are activities take place outside the classroom. These activities are always supplement classroom curriculum

In recent years due to NAAC process the emphasis is given to the students participation in the co-curricular and extra-curricular activities (Criterion V) The performance in such activities has impact on the NAAC grading of the college. Hence the role of the co-curricular and extra-curricular activities must be cared of.

They do provide complementary learning of some form e.g. NCC, NSS, National Honor Society, student council, Debate clubs, sports teams, adventure trials, nature clubs, dance and drama productions and many more. The students become happy, joyful and with healthy minds by involving in such deliberations.

Co-curricular and extracurricular activities can provide students with a lot of interesting and important experiences outside the traditional classroom. They have a lot of benefits or advantages. The girls students can participate a good number of activities by judging her own capabilities and interests as mentioned in earlier text. These activities helps to the girls students for personality development as well as opens the doors for service sector organizations.

Participative role of Girls

Education is one of the most important means of empowering women with the knowledge, skills and self confidence necessary to participate fully in the development process. Education is important for everyone and it is most significant for girls and women's. Investment with girl's education will be a long term asset for our nation. Women empowerment is a process of social change which enables women to maintain stronger functioning position. Stromquist(1995) has identified four clear components of empowerment. They are cognitive, psychological, economic and political

The participation of girls/ women students in co-curricular activities of the college make them empowered. Empowerment is the manifestation of redistribution of power that challenges patriarchal ideology and the male dominance. In recent years, empowerment of women has become the key solution to many social

problems. The college authorities should offer training course and similar programmes especially for girls. The faculty members can motivate their students to participate programmes on co-curricular and extracurricular activities or small scale industry development. The girls participating in such programmes will become self confident. They can start a small business work at their own villages. The following activities in the colleges can become very helpful to our rural based students. Girls students can disseminate the message to their families in particular and their own villages in general

The following are some of the activities where the girls students can participate. Due to such participation the girls will be benefited. Similarly some active and confident students can start their own business and can earn a good amount of money for their families or self development.

A) Herbal Plant products

In India the references to the curative properties of some herbs in Rig Veda, seems to be the earliest records of use of plants in medicines. The following are most common plants used in modern medicines as well as cosmetics. It includes *Aloe barbadensis*, *Ocimum sanctum*, *Asparagus racemosus*, *Emblca officinalis*, *Zingiber officinale*, *Curcuma longa*, *Rosa,indica*, *Cymbopogon nardus*, *Citronella species*, *Viteverria zizanoides*, *Pogostemon species*. They can be used on local basis also. The basic cultivation practices for above mentioned plants have been given by (Jadhav 2004). Thus our rural women's can start a small scale industry of medicinal plants or can start production of certain herbal products. Similarly, by using this oil the rural women's can also produce incense sticks as well as commercial *Attar*. Thus these women's will be empowered and become self sufficient in their families.

B) Nursery Development

This is another area where our girls can be involved by providing required knowledge, training as well as finance. They can be trained for techniques like potting, repotting, budding and grafting essential for nursery management. The college women students can earn amount of money via selling of plant saplings, flowering shrubs, herbs, bonsai etc.

C) Solid –Waste Management

The waste from kitchens, rural houses and animal farms is an important source of solid waste pollution in Maharashtra. In recent years this waste is converted into best organic manure by vermiculture. This is another area where our girls can be involved by providing required knowledge, training as well as finance for the production of manure.. They can be trained for techniques vermicomposting. This technology is always beneficial for our girls to reduce solid waste pollution. The production of quality vermicompost and vermivash is essential for horticultural crops viz grapes, mango, pomegranate, guava. The women's can produce quality fruits in a small area if trained properly via solid waste management practices.

Conclusion

Higher education is powerful tool to build modern, value based, knowledge based, cultural based peaceful society which can lead the country towards belonging super-power in the world. The college IQAC has to play a functional role in maintenance and improvement of the quality in education through organizing suitable co-curricular and extracurricular activities in every respect. These activities in colleges will set a path for the benefit of girls to become self reliance. The participative role of stakeholders in co-curricular and extracurricular activities improves education quality and gradation of the colleges.

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Importance And Scope Of Co-Curricular Activities In Higher Education

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Introduction

Co-curricular activities facilitate in the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development. Creativity, Enthusiasm, and Energetic, Positive thinking are some of the facets of personality development and the outcomes of **Extracurricular activities**.

Meaning of Co-curricular Activities. Co-curricular activities (CCAs) earlier known as Extracurricular Activities (ECA) are the components of non-academic curriculum helps to develop various facets of the personality development of the child and students. For all-round development of the child, there is a need of emotional, physical, spiritual and moral development that is complemented and supplemented by Co-curricular Activities.

Objectives:

1. To study the scope of co-curricular activities
2. To Study the importance of co-curricular activities
3. To study the role of teacher in curricular activities.
4. To study the roles of curricular activities in student's life

Research Methodology:

The present study is based on secondary data. The secondary data have been collected through various reference books, journals newspapers, articles and related websites related to career co-curricular activities.

Definition of Co-curricular Activities

Co-curricular Activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are the very important part and parcel of educational institutions to develop the students' personality as well as to strengthen the classroom learning. These activities are organized after the school hours, so known as extra-curricular activities. Co-curricular Activities have wide horizon to cater to the cultural, social, aesthetic development of the child.

Co-curricular activities are the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by Classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. Frankness and clarity in language and personality is supported by these activities.

Scope of CCAs

The scope of CCAs is wide due to a nearly inexhaustible list of interests. Some of the major groups include Computer Club, Art Club, Dance Club, Swimming, Basketball and Photography Club. Uniformed groups include the St. John Ambulance Brigade (SJAB), Red Cross, Military Band, The Singapore Scout Association, Girl Guides Singapore, National Police Cadet Corps (NPCC) and National Cadet Corps (NCC). Performing arts groups are also included, with Chinese Orchestra, choirs, bands and Dance Clubs among such CCAs.

In the first year, the students are required to pick one or more interest group to join. While the choices available to students differ from school to school, there are national requirements for the different levels of education. In some primary schools, students may choose not to join a CCA. In primary school, Brownies are likened to junior Girl Guides. There is a wide choice of CCAs in schools, for which students can sign up based on their interest and ability.

In secondary schools, CCAs are treated more seriously. Belonging to a Core CCA is compulsory, and the students may choose a second CCA if they wish. At the end of the fourth/fifth year, 1 to 2 'O' Level points are removed from the examination aggregate (a lower aggregate indicates better marks). Although the marks are few, it is believed by many that they may make a difference when the students are considered for the most popular tertiary school courses. For example, to enter RIJC via the 'O' Levels requires a perfect score as well as removal of points. In addition, as the students are in their early teens, they are given some responsibilities. Red Cross and SJAB members, for example, are often required to render first aid at public events. CCA groups are mostly groups catering to specific interests. Such groups would elect from among themselves a Chairman, Secretary and Treasurer, among other positions. The National Police Cadet Corps has started a few Open Units in the tertiary institutions, recruiting members to serve as student leaders in the secondary school units. Many former students return to their *alma mater* after graduation to help impart what they have learned to their juniors. Some do so within a formal framework, such as those in the uniformed groups (where ex-cadets are appointed as cadet officers), or the Voluntary Adult Leader scheme (for those above age 20). Others do so on a casual basis. Competitions may also be organized to create a competitive environment and provide such CCA groups with an objective to work towards.

Importance of Co-Curricular Activities

Looking at the list of various types of activities, the question will arise in your mind is how do these activities help us in achieving the objectives of education. Also what is the need and importance of these activities? Let us first discuss the advantages. Curricular activities have a number of values.

1. Educational Value

These activities have great "educational" potential. All classroom teaching is theoretical. Practical knowledge can be imparted through co-curricular activities. Excursions and tours provide first-hand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc. Language and expression improves through debates and recitations. Teaching of History gets vitalized by dramatization. Practical lessons in civics can be given through student self-government.

2. Psychological Value

These activities as the name suggests meet the psychological needs of the students, mainly with reference to social demands of the pupils. They help in expressing personal behavior and provide a vehicle for creative thinking.

a) These Activities act as Agent for Sublimation of the Instincts

Co-curricular activities are a means of channelizing students' instincts into healthy and fruitful channels e.g. instinct of curiosity can be fruitfully channelized by library, stamp and coin collection etc. The instinct of gregariousness can be directed through self-government, social service and other group work.

b) Emotional 'Health

A student is a bundle of innate urges or drives. It is natural for him/her to be curious, to show off, to master, to be loyal and to be sympathetic. Co-curricular activities provide valuable opportunities in which these drives may be capitalized for educational benefit. But fortunately or unfortunately, they may not come up to the required expectation e.g. some students who are backward in studies develop inferiority complex and find school life disgusting and can get emotionally unbalanced. Such activities provide a means of emotional adjustment for students.

C) To' Increase the Interest of Students

A student who gives his time and effort to his school is, therefore, more interested in it, because of his contributions e.g. the athlete talks about school spirit.

d) Recognition of Individual Differences Co-curricular Activities

By providing a number of co-curricular activities, we can ensure the expression of potential capacities of each individual e.g. writing, public speaking, dramatics, painting, different games and sports, organization of functions etc. which provide training in different aspects of personality of students. These activities, thus, cater to aptitude, interests and abilities of students and sometimes act as a determining factor for the choice of future vocation.

3. Development of Social Value

Social cooperation is recognized as one of the important demands of citizenship. It is difficult to teach through school subjects like Languages, Mathematics or Social Sciences. By participating in group activities, students learn good manners and develop a sense of cooperation. Membership in a club, student council, dramatic cast or an athletic team requires co-operation. Students learn to appreciate the relationship of an individual to the social group.

4. Development of Civic Value

In group activities students learn the value of doing one's duty. For example, students' self-government in schools provides an excellent training in exercising one's franchise and shouldering responsibilities. These activities train the students for good citizenship. Co-curricular activities offer many opportunities for the development of self-discipline e.g. NCC and ACC. They develop in students a spirit of toleration of others' views, healthy exchange of ideas, fellow feeling and accepting victory and defeat with grace. Secondly, the school is a miniature society and the activities of the school should have direct relations with the activities of the society.

Qualities like initiative and leadership are not always developed in a classroom. On the playground, students get opportunities to develop leadership qualities like initiative, decision-making, judgment, tolerance etc. These qualities are required for a democratic society.

5. Physical Development Value

While games, sports and athletics directly contribute to physical development of students, other co-curricular activities also indirectly contribute to it. These activities provide a useful channel for the growth and development of the body.

6. Recreational Value

Lack of ability and training in proper utilization of one's leisure time is one of the major defects in our present system of education. By providing and organizing various activities, we provide wholesome opportunities to our students, rather than to spend their spare time in undesirable activities e.g. Movies, TV, idle talk etc. Hobbies developed at the secondary school stage become lifelong habits.

7. Cultural Virtue

Some co-curricular activities are of tremendous value, as they help in providing opportunities for better understanding of our cultural heritage and traditions, for example, activities like dramatics, folk songs, dance, folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of our culture, foster cultural tastes and awaken cultural interests among students.

Role of a Teacher in Organising curricular Activities

1. The teacher must be a good planner so that the different activities could be carried out systematically throughout the year.
2. It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities.
3. The Teacher should act as Innovator by introducing some innovative programmes.
4. The teacher must be a good organiser so that the students experienced maximum of it.
5. He should too act like as director, recorder, evaluator, manager, decision maker, advisor, motivator, communicator, coordinator.

Role of Co-Curricular Activities in a Student's Life

- It helps to develop the all-round personality of the students to face the undaunted task and turbulent world of future. Experience and accolades gained through many of these activities help during internships and other school sponsored work programs.
- The aim of curricular activities is to make the students fit for the future time and to develop a sense of competitive spirit, co-operation, leadership, diligence, punctuality, and team-spirit as well as to provide a backdrop for the development of their creative talents.
- Extra activities for school students are a means to enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence. Competitions may also be organized to create a competitive environment and groups with an objective to work towards a better society and the world as well.
- In today's competitive world, percentage makes a lot of difference during admission into various courses. Such students are given preference as compared to non participants. These may make a difference when the students are considered for the most popular courses.
- When the students in their early teens are given some responsibilities like giving first aid they acquire a sense of responsibility.

- Some tasks require precision, management and organizational and such activities provide training to prepare students for the outside world.

Summary

Co-curricular refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum. Co-curricular activities are typically, but not always, defined by their separation from academic courses. For example, they are ungraded, they do not allow students to earn academic credit, they may take place outside of school or after regular school hours, and they may be operated by outside organizations. That said, these traditional distinctions between academic and co-curricular programs are being eroded in some schools—see learning pathways for a more detailed discussion. A few examples of common educational opportunities that may be considered co-curricular include student newspapers, musical performances, art shows, mock trials, debate competitions, and mathematics, robotics, and engineering teams and contests. But given the differing interpretations of the term, as well as its many potential applications, it's best to determine precisely how co-curricular is being used in a particular educational context.

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Nonformal Education System In Higher Education

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Introduction

Non-formal learning includes various structured learning situations which do not either have the level of curriculum, syllabus, accreditation and certification associated with 'formal learning', but have more structure than that associated with 'informal learning', which typically take place naturally and spontaneously as part of other activities. These form the three styles of learning recognised and supported by the OECD.

Examples of non-formal learning include swimming sessions for toddlers, community-based sports programs, and programs developed by organisations such as the Boy Scouts, the Girl Guides, community or non-credit adult education courses, sports or fitness programs, professional conference style seminars, and continuing professional development. The learner's objectives may be to increase skills and knowledge, as well as to experience the emotional rewards associated with increased love for a subject or increased passion for learning.

Traditionally formal learning takes place in a school or university and has a greater value placed upon it than informal learning, such as learning within the workplace. This concept of formal learning being the socio-cultural accepted norm for learning was first challenged by Scribner and Cole in 1973, who claimed most things in life are better learnt through informal processes, citing language learning as an example. Moreover, anthropologists noted that complex learning still takes place within indigenous communities that had no formal educational institutions.

It's the acquisition of this knowledge or learning which occurs in everyday life that has not been fully valued or understood. This led to the declaration by the OECD educational ministers of the "life-long learning for all" strategy in 1996. This includes 23 countries from five continents, who have sought to clarify and validate all forms of learning including formal, non-formal and informal. This has been in conjunction with the European Union which has also developed policies for life-long learning which focus strongly on the need to identify, assess and certify non-formal and informal learning, particularly in the workplace.

Objective of the study:

1. To study the nature of non-formal education
2. To study the scope of non-formal education
3. To study the meaning and purpose of non-formal education
4. To study the advantages of non-formal education

Research Methodology:

The present study is based on secondary data. The secondary data have been collected through various reference books, journals newspapers, articles and related websites related to non-formal education system in higher education

Definitions of Non-formal Education

Non-formal Education is imparted in a free atmosphere without rigidity of rules and regulations governing the formal schools and colleges.

UNESCO (1997:41) "Any organized and sustained educational activities that do not correspond exactly to the definition of formal education. Non-formal Education may therefore take place both within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, life-skills, work skills, and general culture. Non-formal Education programmes do not necessarily follow the 'ladder' (A series of stages by which programme can be made) system, and may have different durations, and may or may not confer (Have discussions) certification of the learning achieved".

Nature Of Non-Formal Education

- NFE in its ideal form differs both from formal and informal education. It is flexible and open ended.
- NFE is universal for all sections of people.
- NFE is planned and systematically implemented.
- NFE is a long-standing and a continuous process.
- NFE is regarded as a complementary system to formal education.
- NFE is closely connected with improving people's quality of life and with social as well as national development. Since, NFE promotes literacy literacy has positive correlation with development.

Scope Of Non-Formal Education In India

When we discuss the scope of non-formal education, the question which arises is whether non-formal education is an alternative to formal education. NFE is need based, flexible, functional and cost effective. Although the Central and State Governments are major agencies to implement the programmes of NFE the role played by voluntary agencies cannot be ignored. But, some argue that it cannot be accepted as a complementary system to formal to formal education. However, today NFE is today accepted as complementary to formal education in many advanced countries. Government of India has adopted NFE as a typical approach to meet the present Indian conditions. Its views are:

- NFE is flexible and so it would prevent the rate of dropouts.
- Being not expensive it would meet the needs of rural areas and even lightly populated areas.
- Being linked with general development, it helps its students to learn various skills besides numeracy and literacy.

Meaning And Purpose Of Non-Formal Education

We are all familiar with formal education. Do you know that there are alternatives to this also? Different alternatives to formal education are informal education or incidental (Occurring as a resulting something else) education, Non-Formal Education, Distance education etc. Doubts do arise as to whether all these types of education are one and the same or they are different from each other. It is, therefore, necessary to know their precise meaning.

Education is a Lifelong process. Learning progresses along with the growth of an individual. The individual learns various things from parents and family members. After joining the school or even without schooling, an individual learns many things through peer groups, friends, television, films, radio etc. This learning takes place by observation and imitation (copy of something) in an informal way.

Formal education is institutionalized, structured and graded. There is a chronology (Arrangement of events in order of occurrence) to learning starting from pre-primary or nursery classes right up to the university level. There is a specified syllabus to be covered in each class. There are set types of examinations, working hours and days. Distance Education or Distance Learning is a mode of delivering education and instruction often on an individual basis to students who are not physically present in a traditional setting such as a classroom. Distance learning provides "access to learning when the source of information and the learners are separated by time and distance, or both."

From the given meaning of Informal, Formal and Distance Education it was said that in a democracy, education should be made available to all citizens. It is therefore necessary that an alternative system like Non-formal Education should fill the gap. "Non-formal Education is the educational activity organized outside the formal system of education. It is simple and flexible and can be delivered at any place convenient to the learners. Children out-of-schools, working children and girls who cannot attend school for the whole day can join this programme.

Characteristics Of Non-Formal Education

- Non-formal Education is not only for children but for adult men and women.
- It is for rich as well as for poor as it adopts a democratic approach, wherein each and every citizen has a right to participate.
- It has no fixed curriculum, working days or working hours.
- (Example: In formal education there is a fixed curriculum, duration and evaluation system. Whereas, in NFE, there is no fixed format for admission, evaluation or even a fixed curriculum to follow)
- It is flexible and adopts itself to suit the needs and skills of learner's abilities.

- (Example: If the learner has interest agriculture, then the learner is provided Non-formal Education related to agriculture.)
- It is employment-oriented and work based.
- (Example: NFE gives education which prepare it's learners for skill based jobs. A maid servant gets training of a home governess through NFE then it will give her good job and salary)
- Movement from work to learning and learning to work is possible.
- (Example: A farmer wants to learn new skills and techniques of farming. By joining NFE classes both learning and work can take place simultaneously)
- It is not expensive and therefore everyone can afford it.

Advantages Of Non-Formal Education

Chandra and Shah (1987) in their book mentioned about objectives of Non-Formal Education given by the Government of India: They are as follows

- 1) To motivate which are dropouts or such children who have not gone to primary school and enter them into the fold of Non-formal Education,
- 2) To develop in children various linguistic (Study of language) skills and enable them to listen, speak, read and write properly,
- 3) To promote expertise in children with regard to work experience and the occupations in which they are engaged in their community, so that their productivity can be enhanced to make self sufficient,
- 4) To make children understand and appreciate the scientific phenomena (a fact or situation observed to exist or happen) in everyday life,
- 5) To develop in children skills, habits, attitudes necessary for healthy living,
- 6) To make children understand and appreciate culture heritage, and tradition of the country,
- 6) To develop in children functional numeracy.

Need For Non-Formal Education In India

The rigid formal education system does not reach sections of a society and all categories of men and women. Only the privileged groups, by and large, avail themselves of educational facilities through schools, college, universities and technological institutions. The NFE, which is flexible and relevant to the lives of illiterates and the poor, needs to be encouraged in our country on account of the following:

To Universalize Elementary Education:

Providing universal access to elementary education is the foremost objective under Sarva Shiksha Abhiyan (SSA). Unnerved areas are provided with primary and elementary schools under DPEP (District Primary Education Programme) and SSA to achieve this objective. Still, there remain remote habitation and scattered within country which are not accessible to the facility of elementary schooling.

To Cope with Limited Resources:

Increasing population on the one hand and limited resources on the other hand posed problems for the educational planners of the country. Particularly, it is not possible to set up a primary school in every remote (Backward/Far away in space or home) village or habitation which is very expensive.

To Serve the Scattered and Scarcely Populated Areas:

To provide primary education through formal system in the scattered hilly or forest regions and sparsely (thinly scattered) populated areas is very uneconomical. Non-formal education with comparatively less amount of expenditure can easily serve these areas.

To Meet the Inadequacies of Formal Education:

Formal education is found inadequate to satisfy the individual as well as societal needs for education. It is not adequate to meet the changing needs of the individual and emerging vocations and other life activities that time is gone when formal education was considered a one-for-ever and one-for-whole-life enterprise.

To Enable the Pupils to Learn While they Earn:

Many of the children are economically deprived and cost of the living as well as learning is rising very fast. Hence, a large number of them are engaged in some job or occupation they like to learn while they earn. Non-formal education can help such children to receive elementary education initially and secondary or higher education subsequently.

To Meet the Needs of Late-Bloomers:

Some children are not interested in the learning process and leave schools before completing the course whether primary or secondary. But in late years they are motivated and have desire to learn. They cannot be admitted to formal schools due to their age or psychological alienation (Lose the support or sympathy of), but they can have their education through non-formal modes.

To Provide Education to Economically Deprived Classes of the Society:

Education in general and elementary education in particular is needed for socially and economically deprived classes of the society to improve their vocational competence and quality of life. But the straight formal system of education fails to achieve this objective. Hence, flexible and functional non-formal education can very well serve these neglected sectors of the society.

Summary:

- Non-Formal Education (NFE) is regarded by many as complementary to the formal system of education.
- Non-Formal Education is imparted in a free atmosphere without rigidity of rules and regulations governing the formal school and colleges.
- Non-Formal Education is comprehensive in its coverage and draws every man, women and child into its fold. It's closely connected with improving people's quality of life and with social as well as national development.
- The various kinds of clientele deriving the benefits of Non-Formal Education would clearly indicate its scope which is children outside school, the unemployed youth, Dalits, people with disabilities and women and girls.
- The rigid formal education does not reach all sections of the society. Therefore, there is a need for Non-Formal Education to utilize elementary education, to make the constraints of resources, to meet the inadequacy of formal education etc.

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NAAC Accreditation Criteria And Extension Activities

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Abstract

This article deals with the NAAC accreditation criterias, how the education system gets refined so as to deliver a quality education. Moreover, each criterion has some key indicators for evaluation of performance. Particularly, Criteria III is discussed in detail, which speaks about extension activities, what are those and how they assist in achieving the objective of NAAC. Various activities have been listed and impact of those is determined. Even globalization demands for a knowledgeable, skilled manpower. Hence, accreditation has now become vital for all HEIs, otherwise, these institutions have no legal entity to call HEIs and award 'degrees. All this is achieved by combination of self and external quality evaluations, endorsements and sustenance initiatives.

Key Words: Accreditation, NAAC, Extension activity, Sustainable

Introduction:

Knight and de Wit (1997) define globalization in context to higher education, as "flow of technology, economy, knowledge, people, values, ideas...across the borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities."

To be in tune with this change i.e. globalization, the education system has to undergo an outcome based transition. To overcome the difficulties and face the challenge, reorientation of educational organization, modus operandi and widening the scope of its application has become integral part of it. This entire process of reforms to match the demands of globalization is called as Internationalization. It is observed that in the current scenario of knowledge based industrial development, the employer moves to skilled, talented, qualified worker or such a deserving candidate goes to a potential employer. In turn this migration depends upon the quality, standards, skills developed and value education imparted by the higher education institutes. In this context, it's of prime importance that, largely quality and standards of higher education in the nation needs to be in confirmation with some predetermined evaluation parameters so as to become acceptable internationally. Many suitable approaches have been adopted to achieve the objective such as reframing of curriculum, faculty and student exchange initiatives, collaborative research etc. to enhance quality as a whole. Similarly, to achieve a wholistic upliftment of students, importance to improvement in knowledge, newer skills, positive attitudes and moral values has to be given.¹

In the country, several higher educational institutes have developed state of the art infrastructure facilities, highly qualified and experienced staff, resources and teaching learning, research initiatives to train the youth and make him competent. On the contrary, this is not true with many institutes, wherein there is a huge gap. In addition to must and foreseeable quantitative growth of higher education institutes, it's of prime importance to improve the quality of education, therefore quality parameters becomes inevitable aspects.²

In this context, bringing in and setting up of accreditation council (NAAC) created the awareness and helps in realizing the imperative need to upgrade higher education institutes. The necessity of identifying and developing ideas, finding ways and approaches so as to accelerate the process of assessment and accreditation by NAAC has become the prime concern.

Vision of NAAC³

'To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives'

The framework of accreditation is based of

1. Contribution to National Development
2. Fostering Global Competencies among Students
3. Inculcating a Value System among Students
4. Promoting the Use of Technology
5. Quest for Excellence

NAAC has identified seven criteria / parameters as mentioned below, which serve as quality indicators on the basis of which HEI's are evaluated.⁴

Sr. No.	Criteria	University	Autonomous College	Affiliated / Constituent College
I	Curricular Aspects	150	150	100
II	Teaching-Learning and Evaluation	200	300	350
III	Research, Innovations and Extension	250	150	120
IV	Infrastructure and Learning Resources	100	100	100
V	Student Support and Progression	100	100	130
VI	Governance, Leadership and Management	100	100	130
VII	Institutional Values and Best Practices	100	100	130
	Total	1000	1000	1000

NAAC - seven criterions

Criteria I: Concerned with an institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Also focuses on career orientation, multi-skill development and feedback system.

- 1.1 Curriculum design and development
- 1.2 Curriculum Planning and Implementation
- 1.3 Academic Flexibility
- 1.4 Curriculum Enrichment
- 1.5 Feedback System

Criteria II: pertains to the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order 'thinking' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship. Also, it is concerned about continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this Criterion.

- 2.1 Student Enrolment and Profile
- 2.2 Catering to Student Diversity
- 2.3 Teaching-Learning Process
- 2.4 Teacher Profile and Quality
- 2.5 Evaluation Process and Reforms
- 2.6 Student Performance and Learning Outcomes
- 2.7 Student Satisfaction Survey

Criteria III: Seeks information on policies, practices and outcomes of the institution, with reference to research, innovations and extension. It deals with the facilities provided and efforts made by the institution to promote a 'research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this Criterion.

- 3.1 Promotion of Research and Facilities
- 3.2 Resource Mobilization for Research
- 3.3 Innovation Ecosystem
- 3.4 Research Publications and Awards
- 3.5 Consultancy
- 3.6 Extension Activities
- 3.7 Collaboration

Criteria IV: The adequacy and optimal use of the facilities available in an institution are essential to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the institution - students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns.

- 4.1 Physical Facilities
- 4.2 Library as a Learning Resource
- 4.3 IT Infrastructure
- 4.4 Maintenance of Campus Infrastructure

Criteria V: The highlights of this Criterion V are the efforts of an institution to provide necessary assistance to students, to enable them to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment.

- 5.1 Student Support
- 5.2 Student Progression
- 5.3 Student Participation and Activities
- 5.4 Alumni Engagement

Criteria VI: Effective functioning of an institution can be gauged by the policies and practices it has evolved in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership.

- 6.1 Institutional Vision and Leadership
- 6.2 Strategy Development and Deployment
- 6.3 Faculty Empowerment Strategies
- 6.4 Financial Management and Resource Mobilization
- 6.5 Internal Quality Assurance System (IQAS)

Criteria VII: It has a social responsibility to be proactive in the efforts towards development in the larger contexts. This role of the institution is reflected in terms of the kinds of programmes, activities and preferences (values) that it incorporates within its regular functioning. Every institution has a mandate to be responsive to issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics, but the way it addresses these and evolves practices will always be unique. Some meaningful practices are evolved within the institution and these help smooth functioning and also lead to enhanced impact. Such practices which are evolved internally by the institution leading to improvements in any one aspect of its functioning – academic, administrative or organizational, - are recognized as a “best practices”.

- 7.1 Institutional Values and Social Responsibilities
- 7.2 Best Practices
- 7.3 Institutional Distinctiveness

Criterion III: - Research, Innovations and Extension

This Criterion III attempt in finding the detailed information about the research outcome, policies of HEI's, practices, innovation as well as extension outcomes or results. It is concerned with the infrastructure, resources and facilities made available by institutes, and focus of institute on research promotion. Institute has to facilitate the faculty to take up research activities which will contribute significantly for societal benefit. As a social commitment and responsibility, identifying and performing various extension activities to serve the community has to be demonstrated by institutions, which is a significant quality indicator of Criterion-III.

Key Indicators

- a. Promotion of Research and Facilities
- b. Resource Mobilization for Research
- c. Innovation Ecosystem
- d. Research Publications and Awards
- e. Consultancy
- f. Extension Activities
- g. Collaboration

Extension Activities

The university extension activities are a form of interaction that must happen between the university and the community in which it is inserted, acting as a permanent bridge between the higher education institute and the society.

In this perspective, it is essential to develop actions in the community, in order to build new and different knowledge based on the fusion of popular and scientific knowledge ensuring the exchange of experiences, involvement with social issues and the development of health promotion actions from an holistic perspective where the different world points of view can be respected.⁵

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize students to the social issues and contexts. Sustainable practices of the institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community. Extension also is the aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural India.³

An extension activity is an activity that extends the learning of the lesson. Extension activities can be done in small groups or by a single student. These extension activities are leveled to fit the student. For gifted students these are challenging. For struggling students these activities can be a reinforcing skill activities. Students don't choose their extension activity like the enrichment project.

The reason regular education teachers must have enrichment and extension activities in their classrooms and part of their instruction is because students need to take what they know or what they learned and apply it to the next level. Generally, extension activities are at the upper Blooms Taxonomy levels.

Examples of various Extension activities⁶:

1. Awareness Program
2. Field Visits
3. Participation in Seminar/ workshops/guest lectures etc
4. Blood Donation Camps
5. Health and Career guidance programs for rural areas
6. Science and Technology day: Providing information of re-usage of papers, threads and other materials
7. Observation of "No Tobacco Day" Pamphlet Distribution
8. Importance of Nutrition on occasion of "National Nutritional Week"
9. Awareness on home remedy medicines
10. Vanamahostav
11. Adult literacy,
12. women empowerment, human rights awareness,
13. legal rights awareness,
14. protection of environment,
15. rainwater harvesting,
16. hygiene and sanitation, prevention of diseases,
17. Prohibition of alcohol consumption,
18. Power and energy saving strategy

Impact on students and society⁷:

Extension activities,

- Challenges gifted students without giving extra work when they are finished with classroom work
- Allows students to apply new knowledge to the next level
- Allow gifted students to not do work that are repetitive.
- Allow students to have their own educational experiences.
- Associated with a wide range of positive outcomes - including better health and wellbeing, higher social trust, greater political interest, lower political cynicism, and less hostile attitudes towards immigrants (Siqueira).

Conclusion:

From the numerous example of extension activities mentioned earlier, it can be convincingly concluded that, every act supports the seven criteria's which can be evaluated by using the key indicators. This in-turn

leads to proper understanding of the education, course they are taking and increase in social responsibility. The students learn to correlate the academic knowledge with popular knowledge in the community through sharing experience. In many places the extension activities promote sustainability linked with health concerns. Generates employment, increases income and most important is the vulnerable communities gets benefited. Hence, extension activities helps in achieving the objective of each criteria, where an assured quality education is expected which ultimately leads to wholistic development of students, institute, society and country as a whole.

Acknowledgments:

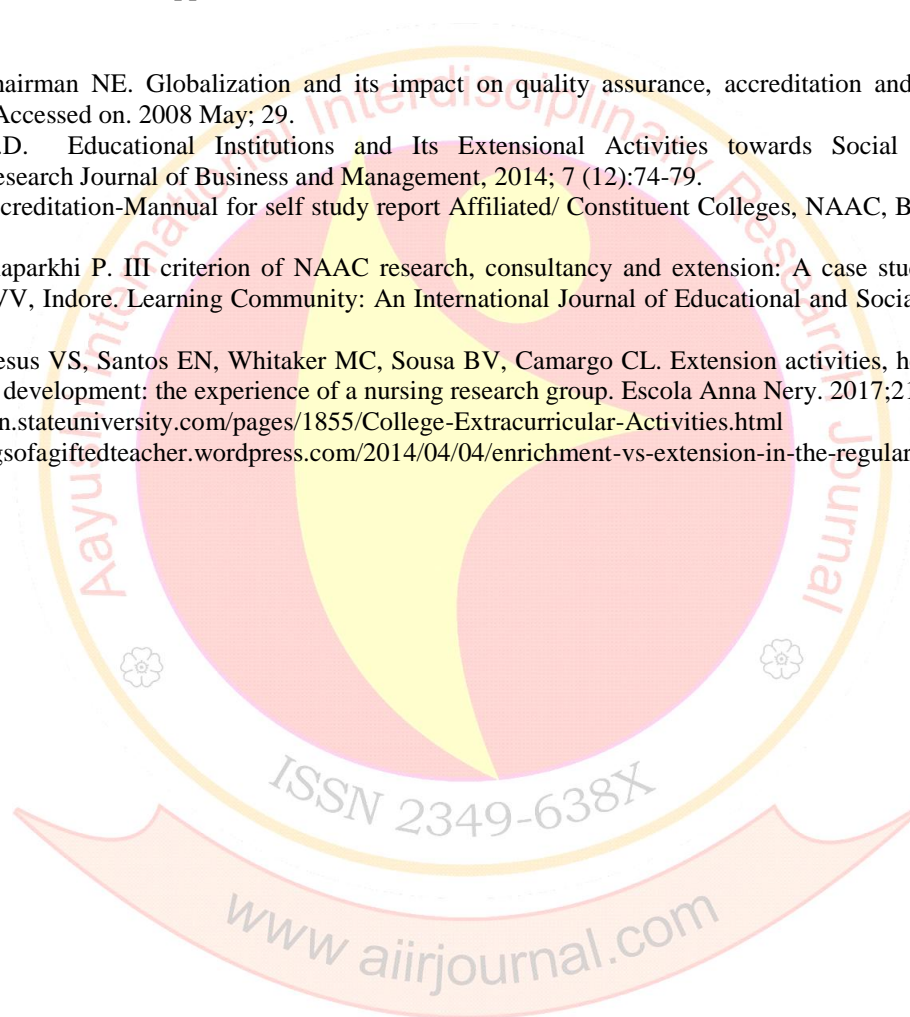
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Conflicts of interest:

I wish to confirm that there are no known conflicts of interest associated with this publication and there has been no significant financial support for this work that could have influenced its outcome.

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Skill Development Through Co-curricular Activities and Extra-curricular Activities

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Abstract :

The history of higher education in India recognised the holistic aspect of all human knowledge and enquiry as fundamentally connected. The holistic nature of knowledge as imparted through a broad and interwoven education is an important factor for the preparation of students for life, work and to be an effective member of society. Ensure a joyful, rigorous, and responsive curriculum, engaging and effective pedagogy, and caring support to optimise learning and the overall development of students. Effective learning requires a comprehensive Ensure a joyful, rigorous, and responsive curriculum, engaging and effective pedagogy, and caring support to optimise learning and the overall development of students. In this paper, the new education policy and the effect of Co-curricular and Extra-curricular activities on students is explained

Introduction :

A Co-Curricular Activity is defined as a program or out-of-class activity, supervised and / or financed by the school or college, which provides curriculum-related learning and character building experiences. Co-curricular Activities are voluntary, are not part of the regular school or college curriculum, are not graded and do not earn credits. In other words, "Co-curricular activities" means those activities which are conducted inside or outside of the school or college premises by way of establishing different subject clubs, associations, and organizations of pupils which are sponsored by the Board of Education. "Co-Curricular Activities" also includes the pupil clubs, sports associations, and cultural activities organizations which conducts those activities. Co-Curricular Activities are typically, but not always, defined by their separation from academic courses. For example, they are ungraded ; they do not allow students to earn academic credit, they may take place. A Co-Curricular Activity is defined as a program or out-of-class activity, supervised and / or financed by the school or college, which provides curriculum-related learning and character building experiences. Co-curricular Activities are voluntary, are not part of the regular school or college curriculum, are not graded and do not earn credits. In other words, "Co-curricular activities" means those activities which are conducted inside or outside of the school or college premises by way of establishing different subject clubs, associations, and organizations of pupils which are sponsored by the Board of Education. "Co-Curricular Activities" also includes the pupil clubs, sports associations, and cultural activities organizations which conducts those activities. Co-Curricular Activities are typically, but not always, defined by their separation from academic courses. For example, they are ungraded ; they do not allow students to earn academic credit, they may take place

Co-curricular activities are an extension of classroom instruction in which participation is by the entire class or a significant portion thereof. They relate directly to, and enhance student learning of, essential elements through participation, demonstration, illustration, and observation.

At the beginning of the twenty-first century, many colleges and universities have a broad educational mission: to develop the "whole student." On college campuses, extracurricular involvement is a key tool in this personal development. For the majority of college and university students, involvement in extracurricular activities plays an integral role in the collegiate experience. Students become involved in extracurricular activities not only for entertainment, social, and enjoyment purposes, but most important, to gain and improve skills. A wide and diversified range of extracurricular activities exists on U.S. campuses, meeting a variety of student interests.

Impact on Students :

Students also develop skills specific to their career path and imperative for future job success. Students have opportunities to improve their leadership and interpersonal skills while also increasing their self-confidence. Extracurricular involvement allows students to link academic knowledge with practical experience, thereby leading to a better understanding of their own abilities, talents, and career goals. Future employers seek individuals with these increased skill levels, making these involved students more viable in the job market. Specifically, participation in extracurricular activities and leadership roles in these activities are positively linked to attainment of one's first job and to managerial potential.

Types of Extracurricular Activities :

Athletics. Almost every college and university in the United States offers some type of intercollegiate and intramural athletics. Student athletes may "try out" for intercollegiate sports teams such as volleyball, basketball, or lacrosse. Being a varsity athlete requires a great commitment of time and energy for practicing, conditioning, and competing. Intramural sports provide an opportunity for all nonvarsity student athletes to play a sport they enjoy, while competing against their peers.

Volunteer and Service-Related Activities. Volunteer and service-related activities exist to help improve the local and worldwide community, an important goal of extracurricular activities. In the Alternative Spring Break program, students engage in community service projects, such as rebuilding homes, planting trees, or tutoring students during their college spring break.

Multicultural Activities. Multicultural activities focus on increasing awareness and understanding of various cultures and ethnic and racial backgrounds.

The Arts. Students interested in fine arts have a plethora of extracurricular opportunities in which they can actively participate.

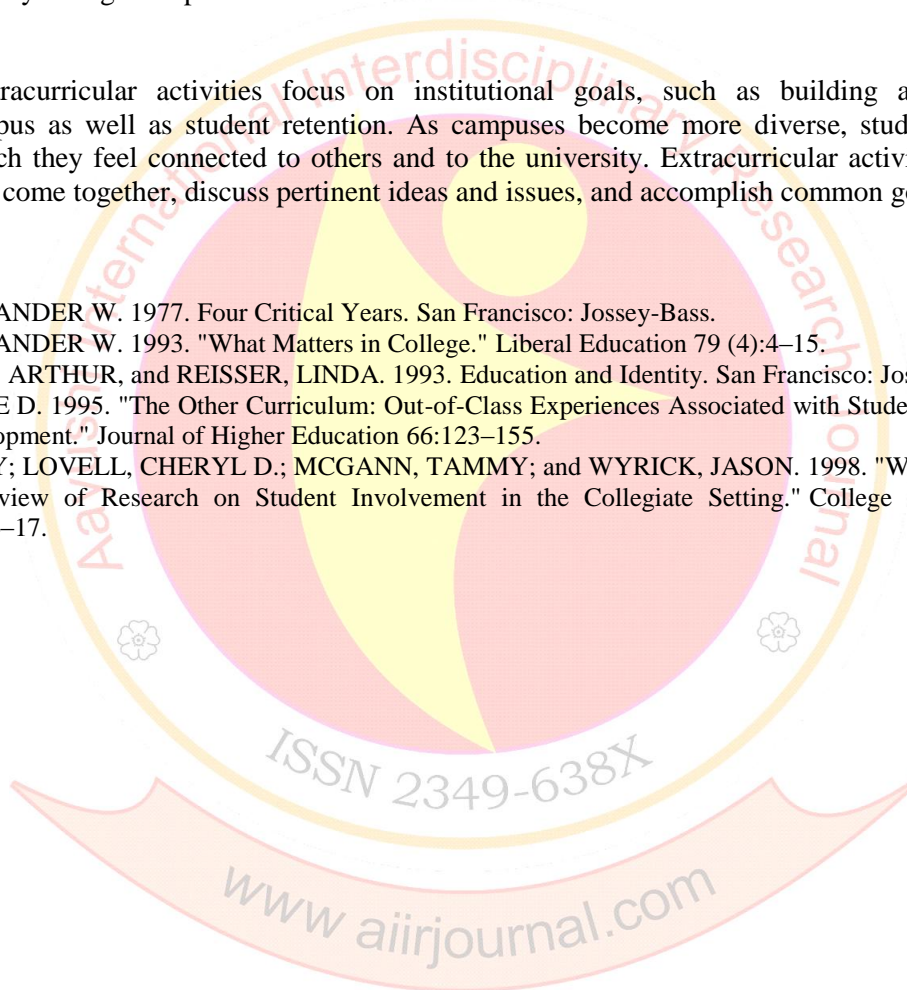
Other Activities. In addition to the specific extracurricular activities previously mentioned, other activities exist on many college campuses.

Conclusion :

Finally, extracurricular activities focus on institutional goals, such as building and sustaining community on campus as well as student retention. As campuses become more diverse, students desire an environment in which they feel connected to others and to the university. Extracurricular activities provide a place for students to come together, discuss pertinent ideas and issues, and accomplish common goals.

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Skill based Opportunities in History Subject

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History is the analysis and interpretation of the human past, it enables us to study continuity as well as changes. The changes take place over time. History deals with act of Investigation and imagination, it also seek explain changes occurs in people overtime. History as major branch of study interprets the past which allows us to see the present differently and imagine future. So it is also deals with study of subject like philosophy, e politics, economics even art and religion. So it is considered as indispensable subject in the complete education of man.

History and use all forms of evidence are facts to examine interpret read the repeat the past aims at reconcile facts.aur education system and techniques of different subjects aims at personality development of student at every stage of learning i:e secondary, higher secondary, graduation, post -graduation.

After completion of degree in History subject there is lot of career option available to students. Mostly are the skill based opportunities to student. Throughout The research paper researcher make an attempt to deal with career opportunities for graduate student in History subject. All the career opportunities based upon skills of collection.

● **Scope and Limitation** : Present study is limited with only opportunities in History subject.

● **Hypothesis of study**

- 1) To interpret to analysis to collect these are the skills of historian study.
- 2) Scope of history is Indispensible co- relate with past, present and future.

There are many professional undergraduate degrees and diplomas lead to provide job opportunities directly related to particular such as engineering. Likewise history major can be choosing from many different jobs, majorly in industries. To perform Research write educate or consult everyone has many options depends on one interest.

Following is the list of Careers with specialization in History subject.

- 1) Park Ranger
- 2) Museum archivist or curator
- 3) Librarian
- 4) Writer or Editor
- 5) Business Consultant
- 6) lawyer
- 7) Researcher or Market Analyst
- 8) Historian
- 9) Reporter or Journalist
- 10) History Teacher¹

1) Park Ranger

Park Ranger works at Historical Sites who shares information with patrons. It is Opportunity for one might Oversee the visitor centre for a Historical site places leads them with ones guided tours, throughout these places rather one can pre materials for visitors to consume their time.

Park Rangers are knowledgeable neutralist as well as outdoor guides, they have background the history National average salary is 14.33 per hour. There are state and national Parks. where position of Park Rangers are available on lot of Government officials private, public organizations provides this post availability to individual.

2) Museum Archivist

One Who you have interest in art artifact and historical documents it is best opportunity for them choose option of museum archivist museums art gallery are specialized in to display this types of things. Museum archivist pursued with intention of apprise and Research artifact it is archivists responsibility to store and prepare search artifact archivist could use database and classification system helps him to track important hack Facts and records museum archivist either individual or within group of could design exhibition for public also write and attempt research about historical topics.

A bachelor student with specialization in history availability of Masters Courses in history on Museum studies may help him to get job of offering salary 52,389 per year²

3) Librarian

Librarian needs of finding information and analysis sources librarian help to information seeker in form of content resources, research book, publications etc. As a librarian one can build his own data basis on curtain topics. It is opportunity for him to teach how to use tools and researches.

Librarian can hire entry level history jobs as well as advanced position with the requirement of a master's degree in library science.

4) Writer editor

Job in writing and editing with skills provides a perfect opportunity to degree holders in history subjects like conducting research communicating facts and sharing historical information with more reliability gives fame as a renewed writer i.e. author specialization in select of historical figures event or locations One can past as source and for fictional stories biographies etc. Even speeches cancelled detail fact are content of writing of historian majorly magazines and digital Publication provide paper, channel for those who have skill of perfect conceptualization of written data An editor is a perfect option to these skilled person .

5) Business consultant

Specialization in history provides an opportunity to person could advice museum, institution or historical sites as a business consultant. He can serve as an expert on specific topic to advise the archives and preservation fields.

Consultant have high Earning potential would lend their expertise and roles in historical projects

6) Lawyer

One having specialization with history can Excel at Regal research gathering and analysis evidence and drafting legal documents most of the professional have bachelor degree gifts and opportunity to work as a park legal and legal assistant in law office or are attorneys also.

One as lawyer may advice Clients, Represents legal presidents in court and agree have with Degrees of B.A. in history also need J.D. degree from a accredited law School .³

7) Researcher

History major offers two of the most popular entry level job as a professional researcher and market analysis. One will work with a team to uncover particular information and to gather data on perfect topic. Analytical and Critical thinking skills are accepted by such person to draw observation and conclusion.

The market analysis also serve as expert on certain target Markets and competitions having a background in history one can be helpful to interpret data and find particular.

8) Historian

Skills like researching analyzing to write and Present data analyst historical matters offers profession of history in most of professional historian. Study the information from texts and artifact one he can advise on reservation method preparation of reports and book and selected topics.

Historian Work for private as well as government agencies or for individual employees either bachelor degree or master's degree offers individual entry level position.

9) Reporter

With B.A. Degree in history one can complete courses available for journalist reporting most professional in this field skill of creating investigation of content for online and print newspaper degree and relevant experience with writing reporting provides substitution job opportunity

10) History professor

Teaching interest Off on provide a best career option as professor, teacher to individual one could work as a high school teacher in a public or private school are as a history professor with teaching University professor often pursue history relative Research and publish their research

11) Geography

A lot of history student study both human and Physical Geography it helps to understand the relationship between cultures economy as well as physical landscapes of earth by standing past from history and geographical prospective it helps shape the future bachelor degree in both history and geography offers.⁴

12) Research analyst

Degree holder in history having skill of Compile data from it should close the career option of research analyst one could perform great role in market research.

13) Anthropologist

Archaeology, biological physical anthropology, culture social anthropology in and linguistic Anthropology these are the complementary branches of study to the field of history one will consider graduate degree program in Anthropology particular finding of anthropologist help to educate the public or it is used to help shape culture public and social policy.

14) Curator

Curator are the people who work to create visual disciplines places like museum and Heritage site it needs skill of acquire store and display a collection of historical significant.

15) Administrative assistant or office manager

There are many difference of historical organization that handle their administrative activities there is Good career option to persons killed with ability to pay attention regarding smallest details 1 could be handled details regarding management of these office at it typical entry level of post-secondary diploma associate degree or bachelor degree in history one can start his own assistant for administrative work of these officers

16) Public relation specialist

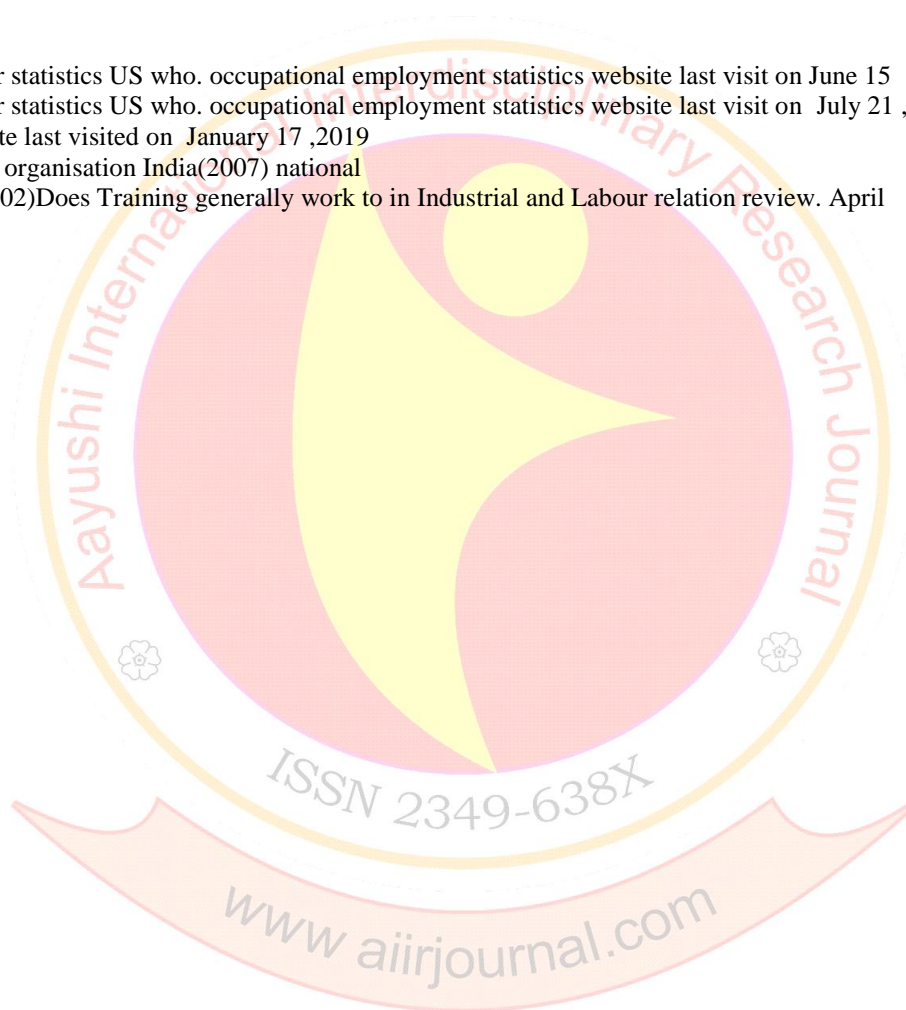
One's ability to uncover works in the past and currently speaks to the masses can offer them best option of career as public relation specialist this major provide career with specialization in conducting research for public sector.⁵

Conclusion

Skill Orientation and recognition provide proper channel to the prospect of student thus a branch of History enable them to promote sales understanding skill could be Trainer in the method of discovering and evaluating sources this would mad provision of to understand past to present De it also help learner to understand problems both at the national and international level accurately and objectively.

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Mindfulness Activity - For Healthy Mind and Healthy life

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Abstract –

College is a time of great transition. For most students, it's when they are first expected to start acting like adults: living independently, deciding how to manage their unstructured time and dealing with the distractions and stresses of negotiating a hectic and often high-pressured academic environment. As per above situations they perform a lot of activities like studying, sports, music, dancing, and other activities. Parents expectations from their children are never ending. Keeping feet at a time on every stone is very difficult task for students. In this situation focus is must important. Mindfulness helps to focus mind. It's a pretty straightforward word. It suggests that the mind is fully attending to what's happening, to what you're doing, to the space you're moving through. That might seem trivial, except for the annoying fact that we so often veer from the matter at hand. The goal of mindfulness is to wake up to the inner workings of our mental, emotional, and physical processes. In such situation **Meditating helps us to control our mind and thoughts and turn off our mind when we do not need it anymore.** Mindfulness can support and sustain you, by helping you manage the stress of today's world. Mindfulness has been shown to have a positive impact on stress, attention, and even relationships. In this paper i am discussing about mindfulness, its meaning, methods of mindfulness and its benefits to students and teachers. Mindfulness and meditation are both great ways for students to improve their health. And the benefits of these practices can also trickle into their academic lives.

Keywords - Students, Stress, Extra curricula activities, Mindfulness Activities, Meditation, Concentration, College life.

Introduction –

Has it ever happened to us Where our mind has taken over and, therefore, we are not able to take some thoughts out of our head and we feel without energy and even too tired to sleep. in this situation the only one thing works that is Mindfulness.

Every day, students are bombarded with distractions that can keep them from concentrating on the work they need to do. Mindfulness is a remedy for these distractions that promotes living in the present and focusing on what's going on right now. In addition to increasing awareness, mindfulness helps people avoid being overwhelmed and overly reactive to what they're experiencing from one moment to the next.

Mindfulness does much more than just create a positive classroom culture. Some of the purported benefits of mindfulness include decreasing stress and anxiety, improving self-esteem and self-regulation, and increasing calm. Teachers across the country have been bringing mindfulness into their classrooms, hoping that their students see some of these benefits. Mindfulness and meditation are both great ways for students to improve their health. And the benefits of these practices can also trickle into their academic lives.

Benefits of mindfulness –

Mindfulness and meditation are both great ways for students to improve their health. And the benefits of these practices can also trickle into their academic lives. Here are some ways students benefit from meditation and mindfulness.

Lowers stress-

Mindfulness lowers the physiological markers of stress and improves the brain's ability to manage stress. Mindfulness does this by increasing the connectivity in the area of the brain that is important to attention and executive control (dorsolateral prefrontal cortex).

Restores emotional balance-

Emotional situations can knock any of us off balance. The damage comes in the intensity or the duration of this. Mindfulness can help to improve recovery from emotional situations by keeping the emotional brain in check.

Increases resilience-

Practising mindfulness for as little as 25 minutes, for three consecutive days, has been shown to increase resilience to psychological stress.

Reduces anxiety-

Mindfulness has been shown to significantly reduce anxiety in adolescents, and in adults by up to 38%. It does this by increasing activity in the part of the brain that processes cognitive and emotional information, and the part of the brain that controls worrying.

Slows aging-

Mindfulness can slow the progression of age-related cognitive disorders such as Alzheimer's and other dementia. It has been shown to increase the connections in the parts of the brain that are activated when people remember the past or think about the future.

(The greater the connectivity, the stronger that part of the brain and the better it will work.) Two hours of mindfulness a week can slow down atrophy in the hippocampus (the part of the brain that is responsible for emotions, learning and memory).

Reduces physical pain-

Mindfulness has been shown to significantly reduce pain without activating the body's opioid system, reducing the potential for addictive side effects. This is important for anyone who experiences ongoing physical pain, particularly people who have built up a tolerance to opiate based drugs.

Reduces depression-

Mindfulness can reduce the symptoms of depression and the recurrence of depression.

Strengthens adolescent mental health-

Protects against the development of stress, anxiety or the later development of depression in adolescents.

Uncovers our own blind spots-

Mindfulness can help to expand our awareness of our own internal world by uncovering our own blind spots in terms of patterns of thinking, feeling and behaviour. This increased self-awareness can improve decision-making, academic achievement, life satisfaction, and help to reduce emotional and interpersonal problems.

Improve sleep quality, reduce fatigue-

A regular mindfulness practice can improve sleep quality, and reduce insomnia and fatigue.

Improves concentration-

Mindfulness can improve executive attention, increasing the ability to concentrate and ignore distractions.

How to Incorporate Mindfulness into College Life

- **Take deep breaths**
Taking deep breaths helps to slow down the mind and heart rate, which can go a long way toward alleviating stress. When students are feeling anxious about an upcoming paper or test, taking deep breaths will help them calm down so they can focus on the task at hand.
- **Maintain a gratitude journal**
When students are stressed out about school, they may focus on these negative feelings, which can eventually lead to depression and anxiety. Keeping a gratitude journal can cut through the negativity and remind students of the good things that are going on in their lives, despite the stress. By just taking a few minutes each day to write down what they're grateful for, students can break through the negative chatter in their mind and pull themselves back into the present moment.
- **Pay attention to nature**
Nature is everywhere, but often people ignore it as they rush through their busy days. When students walk to class, they're likely thinking about their work and not appreciating things like the trees, grass and sun on campus. By paying attention to these things and appreciating them, students can enjoy the moment they're in, rather than worrying about what they need to do next.
- **Do one thing at a time**
It's not uncommon for students to multitask in order to get things done. However, that practice can overload the mind and increase stress. This ultimately leads students to be less efficient and effective in their work. Instead, students can be mindful of their work by prioritizing tasks and putting their full attention on one thing at a time.
- **Visualize**
Athletes, actors and executives use visualization to see themselves being successful, which helps them overcome feelings of self-doubt and fear. Students can also incorporate this mindfulness exercise into

their day by seeing themselves acing a test, getting a good grade on a paper or raising their GPA. This will help them increase their confidence.

Mindfulness exercises

If mindfulness meditation appeals to you, going to a class or listening to a meditation tape can be a good way to start. In the meantime, here are two mindfulness exercises you can try on your own.

Basic mindfulness meditation

This exercise teaches basic mindfulness meditation.

- Sit on a straight-backed chair or cross-legged on the floor.
- Focus on an aspect of your breathing, such as the sensations of air flowing into your nostrils and out of your mouth, or your belly rising and falling as you inhale and exhale.
- Once you've narrowed your concentration in this way, begin to widen your focus. Become aware of sounds, sensations, and your ideas.
- Embrace and consider each thought or sensation without judging it good or bad. If your mind starts to race, return your focus to your breathing. Then expand your awareness again.

Learning to stay in the present

A less formal approach to mindfulness can also help you to stay in the present and fully participate in your life. You can choose any task or moment to practice informal mindfulness, whether you are eating, showering, walking, touching a partner, or playing with a child or grandchild. Attending to these points will help:

- Start by bringing your attention to the sensations in your body
- Breathe in through your nose, allowing the air downward into your lower belly. Let your abdomen expand fully.
- Now breathe out through your mouth
- Notice the sensations of each inhalation and exhalation
- Proceed with the task at hand slowly and with full deliberation
- Engage your senses fully. Notice each sight, touch, and sound so that you savor every sensation.
- When you notice that your mind has wandered from the task at hand, gently bring your attention back to the sensations of the moment.

Conclusion -

It's so easy to fall into habitual ways of thinking, feeling and doing. Mindfulness slows the process down, and brings a sense of meaningfulness to even the most mundane, everyday tasks. It allows us to engage the whole of our senses and experience moments of our day with a full aliveness and presence, without the distractions that might tend to dilute our experiences.

- The opportunities for mindfulness are in our hands every day – many times a day. Engaging with the things we do regularly – showering, washing the dishes, being, noticing – but being with them fully, with every sense switched on, and without drifting into the future or the past, might be easier said than done, but it's a powerful way to strengthen our mind, body and spirit.
- If you are new to mindfulness, it's important to be patient and kind with yourself. If your mind is full and a seasoned wanderer, it might push hard at first against any attempt to slow it down or bring it to the present. Start where you are, and with consistency and regular practice, you'll finish where you want to be.

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Role of Skill Development in Higher Education

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Introduction

India is the third largest higher education system and second largest population country in the world. Half of the population in India is below aged 25 thereby skill training has Important role to focus on youth for nation development. AICTE and UGC are the higher authorities in Higher education for technical and non-technical education and also funding and agencies. They are categorized as central universities, State Universities, Deemed-to-be Universities and University-level institutions/colleges. There are split into different branches such as science, technology, agriculture and social sciences with research institutions which are providing opportunities for learning, advanced learning and leading in research up to post doctoral.

In science and technology, CSIR and ICAR are the main reorganization institutions, 25 institutions come under the functioning of CSIR similarly 60 are coming under ICAR. Besides, the Department of Atomic Energy (DAE) and various research laboratories with ministries supporting which are making in research skills. Similarly Indian Institute of Technology (IIT), The National Institute of Technology (NIT), Indian Institutes of Information Technology (IIIT) are the most prestigious institutions. Further, IISER's (Indian Institute of Science and Education and Research) are the important research institutions in the area of science education and research. Similarly there are thousands of private, aided and Government University affiliated colleges providing UG and PG while some are providing Ph.D. degrees for research skills.

The facilities with which young people are induced to acquire knowledge, without study or labour, is not education. It occupies but does not enrich the mind. It imparts a stimulus for the time and produce a sort of intellectual keenness and cleverness, but without an implanted purpose and a higher object than mere pleasure, it will bring with it no solid advantage. In such cases knowledge produces but a passing impression, a sensation, but no more; it is in fact the merest epicures of intelligence – sensuous, but certainly not intellectual. Thus best qualities of many minds, those which are evoked by vigorous effort and independent action, sleep a deep sleep, and are often never called to life, except by the rough awakening of sudden calamity or suffering, which in such cases, comes as a blessing, if it serves to rouse up a courageous spirit that, but for it would have slept on. The experience gathered from books, is but a nature of learning; whereas the experience gained from actual life is of the nature of wisdom; and a small store of the latter is worthy vastly more than any stock of the former.

• The Goal of Education

The chief object of education is not to fill the mind with other men's thoughts, and of passive recipient of their impressions of things, but to enlarge our individual intelligence, and to render us more useful and efficient worker in the sphere of life to which we may be called. Many of the most energetic and useful workers have been but sparing readers. It is not, then, how much one may know that is of importance, but the end purpose for which one knows it. The object of knowledge should be to mature wisdom and improve character, to render individuals better, happier and more useful; more benevolent, more energetic, and more efficient in the pursuit of very high purpose in life. Students must be taught to help themselves be and do, and not rest satisfied merely with reading and meditating over what other men have been and done. Their best light be made life, and best thought action by providing a proper environment of growth both physical and intellectual within the confines of the institutional campus.

• Skill Transmission

The perspective is somewhat different as far as skills are concerned, because a skill which is not transmitted to a new generation will simply disappear, this is what makes education so different from the traditional transmission of knowledge. The knowledge of specific principles which have developed in a certain period can easily be forgotten for a while and then be recalled at a later time. Skills, however, cannot be stored in the same way. They cannot be easily abandoned and recalled; they have to be transmitted in order to survive and this is why training is so important. Skills must be transmitted from teacher to pupil, from master to apprentice, from one generation to the other. In understanding how academic institutions have been created, one understands better how skills have been transmitted, and how skills have been affected by this very transmission through the centuries.

• **Why Skills development is required**

Quality manpower forms the backbone of a developed economy. Excellence in manpower development and utilization of superior skills shapes the future which contributes silently in world development. The educational diet being handed out at our educational institutions is not a lean diet, by any standards. It is rich in content, but appears somewhat imbalanced in emphasis. Like the diet of the ignorant affluent, it is often more decorative than functional, catering rather to the palate than to the needs of the body growth. Before analysing the shortcomings in the existing system, it is necessary to be clear about the objectives. Technology does not accumulate like scientific knowledge through history. Science has developed through the accumulation of knowledge over centuries and mankind has reached new understanding and new insights into the nature of reality by adding one discovery to another. This is in fact one of the characteristic features of our civilization. Nobody can argue that the world has not changed dramatically in the recent years, and continues to change with amazing speed. Yet, we have not changed the basic approach to educating our children for the past 200 years. Will our current approach to education be adequate to equip these children to face the emerging world? Can we continue with our assembly-line approach to teaching our children, rather than acknowledging and nurturing the unique gifts and talents that each one of them represents? Should education be restricted primarily, to the first 20-25 years of our lives? Or should the focus shift to a life-long learning?

• **Limits of human intelligence**

There are no physical limitations to inner vision The psychic faculties of man know no barriers of space or time. A world of marvellous phenomena awaits to be at the command of the human mind are dormant power that can bring about a transformation in the world and improve the quality of life. When the goal of education is coincided with the goal to develop socially useful developed human minds, it would boost the productivity of the educational institutions, which in turn would help nurture individual minds in their own way, as it would give a chance to the individuals to explore their own selves. If education helps the individuals to determine their purpose, functions and powers as human being.

Coinciding the goal of education to developing socially useful developed human minds, by breaking the boundary walls of the enforced curriculums and allowing the inflow of various ideas from individual minds, would boost the performance of the educational institutions. The function of the institutions would then be to guide the individuals to determine their purpose, functions and powers as a human being. History has the examples of individuals who with their will power reached undreamt heights in their lives. What becomes of all the “remarkably clever children?” where are all the dukes and prize boys? Trace them through life, and it will frequently be found that the dull boys, who were beaten at school, have shot ahead of them. The clever boys are rewarded, but the prizes which they gain by their greater quickness and facility do not always prove of use to them. What ought rather to be rewarded is the endeavour, the struggle, and the obedience; for it is the youth who does his best, though endowed with an inferiority of natural powers, that ought above all others to be encouraged.

• **Places where skills are developed**

Everywhere, and under almost all circumstances, however externally adverse – in moorland shillings, in cottage helmets, in the close alleys of great towns – the true man may grow. The commonest workshop may thus be a school of industry, science, and good morals, on the one hand; or of idleness, folly, and depravity, on the other. “The best part of every man’s education”, said Sir Walter Scott “is that which he gives himself”. The education received at school or college is but a beginning, and is valuable mainly in as much as it trains the mind and habituates it to continuous application and study. That which is put into us by others is always far less our than that which we acquire knowledge by the active exercise than upon telling, and sought to make their pupils themselves active parties to the work in which they were engaged, thus making teaching something far higher the mere passive reception of the scraps and details of knowledge.

• **Higher Education and Skills Development**

Quality of Higher education brings skill development and provides sustainable livelihood. The concerned apex organization called National Skill Development Corporation is introducing several issues of skills by identifying for creating opportunities and forcible development by performing skill centers. The attractable skills issues in 12th planning was identified nearly 20 such as IT & ITES, entertainment and media, healthcare, security, retail tourism, automotive, construction etc. are highlighted which are fit for current needs and evergreen with needing solutions to solve demand. In India both government and private sectors have great opportunity to utilize man power especially when focus on immense of youth which are below aged 25. For over all development, quality of higher education, delivering quality education are key role. Similarly for enhancing global economy and developing socio-economic conditions, higher education, skill trainings,

vocational training etc. are key role by nation's competitions. As India has 50% of population below aged 25, the said parameters brings sustainable lively hood according to population ratio and fulfill employment demand.

i. Reforms in Higher Education for Skill Development

The theme included in 12th year plan deals with skill development and focus on demographic dividend. Young population in India is asset but between 18 and 24 age groups is only coming to 12% to 15% in higher education thereby making reforms necessary for skill development for current demand. Presently skill development scenario of the country facing some inherent short comes due to improper relation between industrial needs and skills teaching are unrecognized industry training courses in skill training institutes. Similarly general education also faces lacks of quality of teachers, study material, education facilities in interior areas, school dropout rate etc. The problems were maximum at rural, interior villages because of these are getting least priority with insufficient facilities. The government is being put effort to reform in higher education as identifying the major difficulties and its strength . In order to reforms the said parameters, it is identified the premier role of ICT in education and delivering the expected results. At present days ICT based education made compulsory and expanding to all institutes in both secondary and higher education as well as in all subjects.

ii. Governance and Regulatory Reforms in Higher education for skill Development

The Government is undertake to the major changes that establishing universities, large universities are divided into local manage centers, well infrastructured reputed universities changed into universities or cluster universities, colleges can unite as multidisciplinary education bring changes for effective autonym and governance to the education institutions presently. Further there will be lot of demand for impart training infrastructure on vocational institutions. Academic leader ship also need as university level should be reform.

Further, the council made conditions for skills in planes of higher education, sharing of resources between universities, reforms between governance and academic lead as per the institution level, performing evaluated and research studies, using available data sources etc. shows more autonomy .Putting inputs on higher education should be more and attractive then skills will be developed. The universities should be divided on the basis of required opportunities such as research based, skilled based ,language based, teaching and education based etc. and also that should be managed as regulations, funding and governance. Skill development funding is morely restricted to public providing trainings and that paid to financing as encourage good quality in training. The students providing fee directly to treasuries thereby trainings to be weak at the same time financial incentive make efficiency and encourage dependence .Therefore, we have to search innovative mechanism to create funding in skill development in this regard.

Taking all of these into consideration, there is a requirement for the construction of a gyroscopic and intelligent educational system where the sensors of the system automatically warn the management to place it in the right direction. The students are to be trained in such a way that they can choose own way of learning aligning to their own lifestyle. In an era where one day the technology is innovated, the day after it is outdated; it is very difficult to find the requirement of the future generation. In the race to fight against this technological aggression, speed and flexibility is vital. Thus designing for flexibility, reliability, quality and relevance in Higher Education is a must to survive and let the society survive. In the manufacturing industries quality failure meant life and death. It brought to mind the proverb from Poor Richard's Almanac: "A neglect may breed great mischief. For want of a nail.....the rider was lost". Thus for the want of a proper training and skill development once a bright student would be reduced to a pauper.

• Conclusions

India is one of the largest higher education systems divided as central universities, state universities, private universities, deemed-to-be universities, autonomous bodies, university-level institutions and their affiliated college are sources for imparting skill training in technical and non-technical methods. India still lacks internationally far behind universities such as Oxford, Cambridge, and Harvard. The National Skill Development Corporation is introducing the issue of skills going through creating capacity, opportunity and out put come driven work force by skill councils. Indian higher education is overcoming inherent deficiencies and going to new reforms. Certain parameters are Identified in Higher education such as education quality, delivering lecture, employability etc. are still need at present days. Our country 50% population occupies below aged 25is asset so as it is significant to focus on the youth of the country and provide sustainable lively hood through skills to majority population. Problems are faced by Higher education which are lack of industry recognition to the skill training courses at the Government training institutes which are ICT tools in education, learning materials etc. which should be reformed. The farmed Council responsible for coordinating among

universities planning development in universities, education at various sectors, colleges are transformed into universities or college-cluster universities, some large affiliating universities are bifurcated to local managed bodies, colleges can be formed as multidisciplinary education institutes, Affiliating universities with CPDC etc. make effectively to autonomy and governance to the college will hone the skills.

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NCC's Role in Life

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Abstract

NCC plays very crucial role in holistic development of student. It gives the students an opportunity to develop particular skills and exhibit their other academic abilities. It helps in development of various facets of personality like intellectual, emotional, moral etc. NCC helps in character building, physical and spiritual growth. It create a human resource of organized, trained and motivated youth, in order to provide leadership in all walks of life and be always available for the service of the nation. There are the various opportunities for NCC cadets, in Armed forces and also in private sector. The NCC is a responsive, learning and continuously evolving organization. Its activity is guided by certain core values that we endeavor to instill among all ranks of the NCC. Even if we don't get chance to NCC' use in getting job; it develops qualities of character, courage, comradeship, secular outlook, spirit of adventure and sportsmanship, besides the ideals of selfless service among the youth to make them useful citizens help us in our life.

NCC plays very crucial role in holistic development of student. It gives the students an opportunity to develop particular skills and exhibit their other academic abilities. It helps in development of various facets of personality like intellectual, emotional, moral etc. NCC helps in character building, physical and spiritual growth.

The National cadet corps was constituted under the NCC act in 1948. It strives to provide the youth of the country opportunities for all round development with a sense of commitment, dedication, self-discipline and moral values. So that they become useful citizens. The motto of NCC is 'UNITY and DISCIPLINE'. Directorate general of National cadet corps, located at New Delhi, controls and oversees various activities of the National cadet corps through the 17 directorates spread across the country.

The National cadet corps is headed by a directorate general, an Army Officer of the rank of Lieutenant General, who is responsible for the functioning of the National cadet corps in the country and the central advisory committee headed by ministry of defense generally advises the Government on the Constitution and administration of National cadet corps. NCC has three wings namely, Army wing, naval wing and air wing. It also has three divisions. This includes Senior division (18-26 years), Junior division (13-18 years) and Girls division.

Aims of National Cadet Corps

- To bring together the youth hailing from different parts of country.
- To develop qualities of character, courage, comradeship, secular outlook, spirit of adventure and sportsmanship, besides the ideals of selfless service among the youth to make them useful citizens.
- To create a human resource of organized, trained and motivated youth, in order to provide leadership in all walks of life and be always available for the service of the nation.
- To provide suitable environment to motivate the youth to take up career in armed forces.

With these aims NCC helps to build a character of students, which help them in their Career and Life.

Career opportunities after NCC

There are the various opportunities for NCC cadets, in Armed forces and also in private sector.

1. With army wing certificate, you are entitled 20-25 reserved vacancies each course of IMA irrespective of your position in merit list. Similar for IAF and INA too.
2. Under the NCC special entry, you will not be required to write CDS exam and will directly be called for the SSB interview for all three forces depending upon the wing of NCC you were trained in that is Army Navy or Air force wing. (Should have obtained minimum B grade in NCC C certificate exam of NCC. Also such students will need to secure overall aggregate of minimum 50% marks in degree course if selected in interview.)
3. Written exam for Soldier GD is waived off
4. Bonus marks for Soldier Technical, Nursing (bonus marks will be based on total marks obtained in written examination.)
5. 10-15 bonus marks in paramilitary forces recruitment that is BSF (Border Security Force), CISF (Central Industrial Security Force), CRPF, SSB etc.
6. Bonus marks in state police recruitments.

7. Private and Public Sectors give preference to the holders of 'A', 'B', 'C' certificates in National Cadet Crops. Many reputed companies like Reliance Group, Ambuja Group, Tata, Birla, Infosys and other MNC prefer NCC cadets for different jobs. Reserved vacancies in private sector industries such as Reliance Industries for the post of Security Officer.
8. Preference in CAPF and CPO interviews.
9. When mentioned in your resume, it will hint about your personality.

NCC's impact on life

The NCC is a responsive, learning and continuously evolving organization. Its activity is guided by certain core values that we endeavor to instill among all ranks of the NCC. These include the following:

- A sense of patriotic commitment to encourage cadets to contribute to national development.
- Respect for diversities in religion, language, culture, ethnicity, life style and habitat to instill a sense of National unity and social cohesion.
- Abiding commitment to learn and adhere to the norms and values enshrined in the Indian Constitution.
- Understanding the value of a just and impartial exercise of authority.
- Ability to participate in community development and other social programme.
- A healthy life style free of substance abuse and other unhealthy practices.
- Sensitivity to the needs of poor and socially disadvantaged fellow citizens.
- Inculcating habits of restraint and self-awareness.
- Understanding the values of honesty, truthfulness, self-sacrifice, perseverance and hard work.
- Respect for knowledge, wisdom and the power of ideas.

The 'Aims' of the NCC laid out in 1988 have stood the test of time and continue to meet the requirements expected of it in the current socio-economic scenario of the country. In NCC Training along With Armed Forces Information, Drill, Weapon Training, Map Reading, Field

Engineering, Field Craft, Battle Craft, Obstacle Training, Military History Cadets get knowledge about India's History, Geography, Religious Background, Human Resource Development, Disaster Management, Ecology Or Nature Awareness, Anatomy And Physiology Of Human Body, Hygiene And Sanitation, First Aid, Home Nursing, Physical Posture Training, Self Defense, Yogan and get chance to participate in Social Service and adventures activities. NCC arranges camps like Annual Training Camp (ATC), Centrally Organized Camps (COC), Leadership Camps, Vayu Sainik Camp, Nau Sainik Camp, Rock Climbing Camps, National Integration Camps (NIC), Thal Sainik Camps(TSC), Republic Day Camp (RDC) and Activities in NCC are categorized as under institutional Training, Camp Training, Attachment Training (Service Unit), Air wing Training, Naval wing Training, Social Service and Community Development Activities(celebration of International and National days, Weeks etc), Youth Exchange Program, Conduct of Republic Day Camp, Career Counseling and Personality Development, Remount & Veterinary Unit Training.

Conduct of Certificate Examinations, Conduct of Adventure Activities, 'Tree Plantations', and Blood Donation camps, Anti Dowry campaigning, Anti Drug Trafficking awareness program etc., which help to develop personality of cadets. Sometimes NCC units have connection with other voluntary organizations in implementing Community Development and Social service activities. NCC cadets exposed to work in Natural disasters & calamities, with permission of parents of cadets. Also while working in NCC cadets get chance to meet some eminent personalities/ celebrities.

In this way, Army, Air Force and Navy training with various activities given to an NCC cadet with the purpose, which exposes cadets to a regimented way of life which is essential for inculcating the values of discipline, dutifulness, punctuality, orderliness, smartness, respect for rightful authority, good and correct work ethos and self-confidence. In NCC, cadets get chance to develop Organizing Ability, Power of Expression, Social Adaptability, Cooperation, Sense of Responsibility, Timely Decision Taking Ability, Motivational Ability, Determination, Courage and Stamina Building. NCC's training helps us in many ways in our life. Since NCC camps are held all over India therefore there is training in various parts of the country, hence students get an opportunity of visit new places and learn the art of independence. They are required to use their social skills and their senses to get to know new places and adapt to varying environment. Other than social skills they also get to learn about the history and art of the new places. Cadets can make new friends. NCC cadets are adequately trained to protect our country in case of any disaster, mishap or whenever our country needs them.

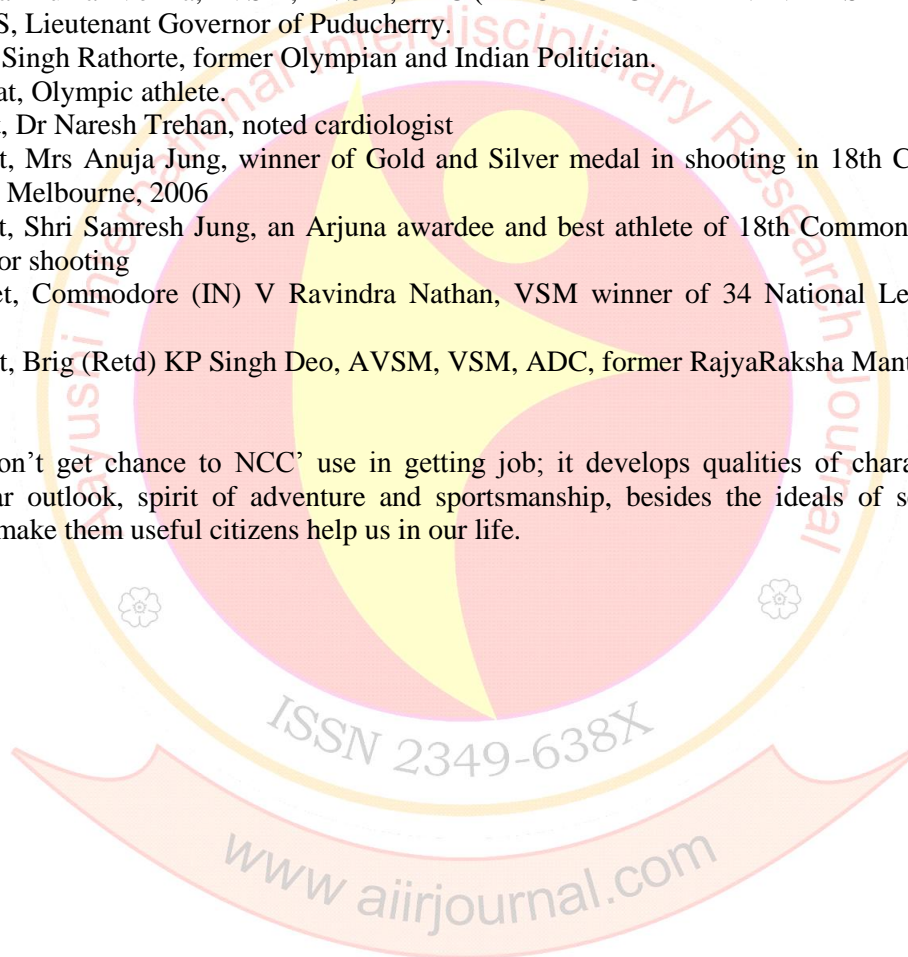
Some famous NCC cadets

Here are some cadets' names about whom we are proud of as NCC's EX Cadets who are successful in Army, Politics, and Sports etc.

- Sri Narendra Modi honorable Prime Minister of India.
- Lt Air Marshal Subroto Mukherjee, former Chief of Air Staff was a cadet of UTC (forebear of NCC) - 1926
- Gen TN Raina, former Chief of Army Staff was a member of UTC (forebear of NCC)
- Air Marshal (Retd) DD Dhayani, PVSM, AVSM, VSM as a NCC cadet best cadet award from Prime Minister Pandit Jawaharlal Nehru during PM's Rally
- Cadet Ms Jaya Bachhan (best cadets of RD Camp – 1966), later a film actress
- Ex NCC cadet (L), Shri YS Rajashekhara Reddy, Chief Minister of Andhra Pradesh
- Ex NCC cadet, Ghulam Nabi Azad, Chief Minister of Jammu& Kashmir
- Ex NCC cadet, Shri Tarun Gogoi, Chief Minister of Assam
- Netaji Subhash Chandra Bose
- Gen Vijey Kumar Singh,PVSM, AVSM, SM, VSM, ADC(EX-CHIEF OF THE ARMY STAFF)
- Air Chief Marshal P. V. Naik, PVSM, VSM, ADC(EX-CHIEF OF THE AIR STAFF)
- Admiral Nirmal Kumar Verma, PVSM, AVSM, ADC (EX-CHIEF OF THE NAVAL STAFF)
- Kiran Bedi IPS, Lieutenant Governor of Puducherry.
- Rjayavardhan Singh Rathorte, former Olympian and Indian Politician.
- Anjali Bhagwat, Olympic athlete.
- Ex NCC cadet, Dr Naresh Trehan, noted cardiologist
- Ex NCC cadet, Mrs Anuja Jung, winner of Gold and Silver medal in shooting in 18th Commonwealth Games held at Melbourne, 2006
- Ex NCC cadet, Shri Samresh Jung, an Arjuna awardee and best athlete of 18th Commonwealth Games (Melbourne) for shooting
- Ex NCC cadet, Commodore (IN) V Ravindra Nathan, VSM winner of 34 National Level Medals in shooting
- Ex NCC Cadet, Brig (Retd) KP Singh Deo, AVSM, VSM, ADC, former RajyaRaksha Mantri

Conclusion

Even if we don't get chance to NCC' use in getting job; it develops qualities of character, courage, comradeship, secular outlook, spirit of adventure and sportsmanship, besides the ideals of selfless service among the youth to make them useful citizens help us in our life.



NCC As A Path : W To M

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" Dressed in uniform strong in heart and mind..... dedicated to follow up a disciplined life.... they are not just students..... we call them NCC Cadets."

Abstract :-

The youth of a nation are the backbone and most powerful force within the nation. They are the hope of the future and can shape the destiny of a country. History shows that countries subjected to alien rule have without exception sought the help of youth in times of crisis. They have always been in the forefront in the building of political social and economic orders of a society. They play a positive role for the cause of a nation and national integration. The youth are the pulse and strength of nation and with their alertness and their balanced approach can help in bringing stability the nation.

India has already started National Cadet Corps (NCC), National Social Service (NSS), National Service Volunteer Scheme (NSVS) and other similar organization, which are an asset of our nation. Youth to train themselves effectively both in institutional and adventure activities as such activities imbibe self-confidence, harmony and patriotism NCC one of the biggest youth organization in India. It is well organized youth force which is not only maintains the self discipline but also create the space for youth in Arm Forces. NCC was found in 1948 with the laudable aim of providing an opportunity to youth of the country to build character and develop leadership qualities. Students of our institute have tremendous potential. We must provide them the best training so that they can excel as NCC cadets. An ANO forms a critical link between the NCC as an organization and the cadets. Institutionalized NCC training lays down a strong foundation for a cadet and accordingly, should be given almost importance.

The nature of NCC now a days changing very drastically. This organization is now become society oriented workforce. It also tried provides the accountable youth force to nation. The NCC training schedule invariably gets diluted by increasing competition academic load on students inevitable disruption in academics and NCC training curriculum ANO's must plan the yearly training schedule in a manner that disruption are overcome, with flexibility so that cadets derive maximum benefits of training. The last Sunday of November is celebrated as the NCC day the major object of this day is to motivate the youth towards the NCC.

The present study research paper 'NCC as a path: willingness to meaningful career' examines the role of NCC in personality development.

Keywords- NCC, Willingness, Motivation, Youth.

Introduction :-

This is the era of development. It is seen that in practice development means material advancement. All the great thoughts about developing the finger aspects of human beings do not get translated into reality. They remain in the books. Even if it was intended, no one would know has to go about it. Therefore a particular situation prevails, while human beings can boast of tremendous material development, the same can not be said about their own quality. They remain same while they are expected to help in establishing a just order. For the same reason the matter of establishing a just order can not be left to culture or tradition, as the context has considerably changed. Both traditional thought and modern expense will have to be focused on human development. The national cadet corps (NCC) that grooms youngsters into disciplined and patriotic citizens has now decided to introduce personality development- lesson for its cadets. The NCC has chalked out syllabus that has already been approved by its centered advisory committee. The main course will focus an impressive personality of the cadets.

Objectives Of Paper

- 1) To understand the conceptual background.
- 2) To understand aims and objectives of NCC
- 3) How NCC uplifts student's willingness towards their meaningful career.

Research Methodology

This paper is based on secondary and primary data. The secondary data has collected for this purpose. Various books, journals have been used as it is a conceptual paper. And it is also based on observations and work experience of researcher working as ANO of NCC.

Concepts

Ability to work and willingness to work is peculiarity of human being. Ability get by training and education and willingness by motivation and high morale.

- Willingness – The quality of state of being prepared to do something; readiness, cheerfully agreeing or enthusiastic about doing something.
- Personality – It has various dimensions it includes style of interacting with environment.
- Motivation- Concern the conditions responsible for variation in intensity, quality and direction of ongoing behavior.
- Development- It refers to growth, stage of inducement or progress. This progress or growth is gradual and has sequential phases. Always there is increasing differentiation. It also refers to the overall movement towards greater efficiency.

Educational Value Of NCC

Education is basically a sort of training that imparts knowledge and skills by which one stands on his or her own feet. It is a light that shows mankind the right direction to move. The purpose of education is to integrate. People in the society through their fold functions of teaching, preparing and quantifying them for valuing the morale of the society. There are two types of activities co-curricular activities and extra-curricular activities.

- Co-Curricular Activities: Refers to those activities which complement learning experience of the students in the college. These activities are connected with academic and are organized or designed to help the students have a better understanding to his course e.g. Research, Essay Competition, and Seminars.
- Extra-Curricular Activities: Refers to those activities which are to maintain their physical balance. Extra-curricular activities are ones that happen outside of colleges, however necessary they may be. e.g. singing, all sports activities, swimming

The normal education given in our schools and colleges seeks to transform those young men and women, bubbling with life and gaiety into mere inactive receivers of information. It provides no scope for their initiative, creativity and ingenuity. The result is the disaffecting and frustration so often reflected in student strikes and other disturbing activities. NCC seeks to fulfill this great demand of the youth by organization various activities which provides ample opportunities for initiative and leadership.

I) Organisational Structure Of NCC

The NCC functions under the overall supervision of the Central Advisory Committee Raksha Rajya Mantri is the chairman. The committee meets once in the two years. The organization of the committee is as follows.

- RRM (Raksha Rajya Mantri) – Chairman
- Defense Secretary- Ex Officio – member
- Secretary of education – Ex officio- member
- Three Service Chiefs – Ex officio – member
- Two MPS of Lok Sabha
- One MP of Rajya Sabha
- Five non official members nominated by the central Govt.
- Motto of NCC (UNITY AND DISCIPLINE)
- NCC has 17 directorates under the three wings and three divisions as under Army Wing.
- Air Wing – raised in 1950
- Naval Wing – raised in 1952

Divisions: - There are three divisions

- a) Senior Division- Recruitment to which shall be from amongst the student of the male sex of any university, age group is 19-26 years.
- b) Junior Division- Recruitment to which shall be from amongst the student of the male sex of any school, age group is 13-18 years.

- c) Girls Division- Recruitment to which shall be from amongst the student of the female sex of ones university or school.
- NCC Day- NCC day is celebrated on 4 th Sunday of November every year.
- VISION- Empower volunteer youth to became potential leaders and responsible citizens of the country.
- MISSION- To develop leadership and character qualities would discipline and nurture social integration and cohesion through multi-faceted programme conducting in a Military Environment.

AIMS: - 1) Develop character, commandship (brotherhood), discipline and secularism (respect of every religion), spirit of adventure.

2) Create a human resource of organized turned and motivated youth to provide leadership in all works of life.

3) Provide suitable environment to motivate youth to take up a career in the Armed Force.

VII) How To Create Willingness

The NCC Training of aims at channelizing the vast potentiality of the youth of the country into constructive channels. The students are vast reservoirs of energy which requires to be exploited into healthy disciplined and gainful activities. It starts with the selection students of willingful orientation of students. At the time of new admission we organize the exhibition of ships models, showing adventure documentary films display of flex in the college campus. Notices regarding NCC admission.

- 1) ANO's and senior cadets visits the classes to give information regarding NCC activities.
- 2) Organizing principal as well as commanding officer's address for the first year students.
- 3) As year the criteria given by NCC we arrange various test. E.g. Physical, Interview, Swimming.

Enrollment:

- a) A student desirous to being enrolled in the senior division or senior wing shall apply to the officer commanding the unit.
- b) The officer to whom an application under sub rule. (1) Has been made shall cause the applicant to fill up and sign in his presence a statement in form I.
- c) The Head of institution to whom an application under sub- rule. (2) Has been made should cause the applicant to fill up and sign in his presence a statement in form II.

If the commanding officer or the Head of institution is satisfied that the applicant, he shall sign a certificate to that effect on the said form and the applicant shall thereupon be deemed to have been enrolled.

VIII) Importance Of Ncc Activities

A) Institutional Activities

To empower voluntary youth to become potent leaders is the ultimate dream of NCC. The dream will be in reality when we depends character quantities in our cadets like :

Quality
Self-Awareness SOWT analysis of each cadet
 (For development of positive attitude)
 Visit to moticational hall
 Principal and co address to cadets.

Knowledge of Language
 (To deals with presence)
 Compulsion to speak into national language
 at the time of parade.
 Submission of any activity will be in Hindi
 or English.

Spirit a Adventure
 Stamina building
 Knowledge of teamspirit
 Time management

Skill Development
 (Team spirit, endurance)
 Organization of guest lectures

Activities
 Yoga Practice
 Arrangement of spoken English classes. Study
 Study material in simple English language.

Organization of expeditions
 Show adventure Movies.
 Organization of trekking.
 Interaction with Ex cadets.

Communication skills
 Soft skills

Practice during vacations
 Vocational training

With prior permission of authorities parents
 e.g.best putting, ship modeling, firing

Sense of patriotism

Organization of various camps

(To create awareness regarding one's nature)

Integration sessions with NCC dignitaries.

B) Training Activities

The training activities of NCC nurture core values enhance awareness skills and give exposure to basic military skills, The training activities of NCC can be classified as under.

1) **CAMP TRAINING:**

India.
NCC camps motivate every youngster to do something good for the nation – Prime minister of

Every cadet in the NCC is expected to attend at least two camps during one's tenure to complete the training syllabus.

- Annual Training Camp (ATC) - These are held within the state under respective NCC directorates.
- Centrally Organized Camps (COC) -These are of an all India nature and planned by H.Q DG NCC in consultation with the directorates, selected cadets are per vacancy allotted to each directorate.

Filling types of camps

- Leadership camps.
- Thal Sainik Camp (TSC) for Army Cadets.
- Vayu Sainik Camp (VSC) for Air Force Cadets.
- Nau Sainik Camp (NSC) for Naval Cadet.
- National Integration Camp (NIC)

The camps are conducted on an all over India basis and help bridge the cultural gap among various states.

- Republic Day Camp (RDC) - It is a prestigious camp inaugurated by Vice President of India and visited by the Raksha Mantri. The camp culminates in the Prime Minister Rally on 27 January every year which showcases all the activities of NCC.
 - Attachment Training: NCC Army Wing Cadets are given an opportunity to live and work in regular service units in the form of attachment training. Every year selected SD/SW cadets are given attachment training with IMA and OTA respectively.
 - Navel Wing Activities: Navel Wing syllabus is common for SD and SW. During sea training Navel subjects like Seamanship, Navigation, Communication, Gunnery, Damage Control and Ship Safety are taught to cadets. Swimming, Scuba Diving and Wind surfing are other activities.
 - Air Wing Activities: Gliding, Microlite, Flying and attachment training with Air Force stations are main activities.
- 2) **Social Service And Community Development:** NCC has adopted community development activities with the aim, of NCC cadets imbibing selfless service to the community dignity of labour, importance of self help, need to protect environment and to assist weaker sections of society to in their upliftment. E.g. Tree plantation, Blood donation, Adult education, Community work, Disaster relief, AIDS awareness etc.
 - 3) **Youth Exchange Programme (YEP) :** The aim of YEP is a country to country exchange of cadets belonging to NCC or govt. organizations of friendly countries and participation in NCC activities of the host country to create an increased awareness among participants and appreciation of each others cultural realities.
 - 4) **Adventure Activities:** Adventure training forms an integrate part of NCC training, it is not only breaks the monotony of training but also provides an opportunity for cadets to develop leadership qualities.

IX) Incentives For Ncc Cadets :

a) Concession in Employment :

- 1) Vacancies reserved for commission in Defense Force for NCC 'C' certificate.
- 2) Para Military Forces- 2 to 10 % bonus marks awarded for recruitment.
- 3) Department of the Tele-communication – Bonus marks awarded for recruitment.
- 4) National Cadet Corps - Civilian Gliding Instructor, Girls Cadet Instructor, ANO's.
- 5) Industry – some industries give preference to NCC 'c' certificate holders for various jobs.

b) Financial Benefits :

The fee incurred in training borne by the government. A cadet does not have to pay for uniform, casuals, parade, adventure, sports, transportation.

c) Financial Agrinld :

The society is growing financial assistance and relief to cadets who sustain injury or death during NCC related activity.

NCC related Activities	Death cases	Permanent Disability	Temporary Disability
Itigh rjdc	Rs. 2,00,000/-	upto 2,00,000/-	upto 1,00,000
Other activites	Rs. 1,50,000/-	upto 1,50,000/-	upto 1,00,000/-

d) Scholarships : A scholarship scheme was introduced in 1991, where 250 scholarship of Rs. 25,000/- each were awarded to academically brilliant NCC cadets.

X) Motivation To Join Armed Forces :

Defense service offers one of the most challenging and yet a meaningful career. A soilder is a respected citizen of any country became he lives for the virtues of sacrifice commitment and selfless devotion.

a) Indian Army :

50 vacancies in every regular forces of IMA are reserved for NCC 'B' Grade holders of 'C' certificate with a minimum of two academic years in the senior division of NCC. Who have passed UPSC exam and have also been declared successfully by the Service Selection Board.

1) Short Service Commission (Non-Technical) OTA Chennai – graduates with 50 % marks NCC 'C' certificate with 'B' grade and serving for 2 years from the receipt of application can appear directly for SSB interview. For SSB at OTS, Chennai on selection cadets undergo and monthly training at OTA after which they are granted commission the rank of LT.

b) Indian Navy :

In the 21st century, the Indian Navy has played a vital role in maintaining peace for India on the maritime front, inspite of the state of terment in its neighborhood. 6 vacancies for per course for grant of commission in the Navy are reserved for selection of NCC cadets as special Entry cadets, provided they are in possession of 'C' certificate of Navel Wing and are declared fit by the Navel Selection Board. Such cadets are exempted from appearing in the UPSC exam.

c) Air Force :

The Indian Air Force is divided into five operational and two functional commands each command is headed by an Air of officer commanding. In chief with the rank of Air Marshal. 10 vacancies per course are reserved for NCC Air wing cadets holding NCC 'C' certificate of Air Wing. Two courses are held every year. The cadets for pre-flying course do not have to under go UPSC exam.

XI) Conclusion :

The purpose of NCC training is to bring about systematic change in the knowledge, skills and attitude. As a number of young boys and girls potential in such activities individuals with various potentials and talents come to prominence and take lead. Such number excel all others in endurance and automatically twice the place of leaden to contribute to the improvement of the quality of the life of the community a person has to work in harmony and develops human understanding and tolerance. A cadet will have to develop the qualities which enable him to play a useful role in the society and a meaningful career.

As per the aims we encourage them to serve our golden sparrow. The journey is long the road is hard. Yet it is rightly said by Swami Vivekananda. **"Stand up be hold, be strong take the whole responsibility on your shoulders and know that you are the creator of your own destiny."**

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Designing Outcome Based Internship for the Post Graduate Teacher Education Programme

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Abstract

Outcome-Based Education (OBE) is a student - centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels.

Internship in Teacher Education programme is of great significance because it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession.

In the present paper the researcher had made an attempt to design Outcome Based Education teacher education programme based on need analysis. A descriptive survey and interview was conducted to study of student teacher educators and their perceived developed skills in the Internship Programme of Post Graduate Programme.

It was found that majority of the students perceived that the skills student teacher educator perceived that they have developed personal skills like Stage Daring, Critical Thinking, Creative Thinking, Patience ability, Leadership Skills are Good enough and for skills like Self Confidence, Collaboration are Sufficiently developed and professional skills like Communication Skill, Writing Skill, Listening Skill, Observation Skill, Team Work Skill, Question Framing Skill, Innovative Lesson Plan Skill, Classroom Management Skill, Explanation Skills good enough and skills like Presentation Skill, Management Skill, Organization Skill, Interpersonal Skill, Evaluation Skill, Interpersonal Skills, Discipline Skill, Student Engagement Skill are sufficient.

Key words: Design, Outcome Based Education, Internship, Post Graduate, Teacher Education Programme

Introduction

Teacher Education programme is in transition stage and emerging as per the need of hour. The global challenges and dynamic changes are shaping the service sector. Teaching profession has become versatile and multidimensional. The need of learner has change and will change in the future. The teaching as profession has to have effective internship programme to develop effective and excellence to teacher to excel in the Contemporary need and challenges. As per the gazette of the NCTE the aim of two year M.Ed. course internship programme is i) to engage the student with field based situation and work elementary and other levels of education ii) to provide an opportunity for reflections and writing on same.

Internship is an important component it play vital role in teacher education programme. It provides field experience to the teacher educators. Internship teacher education programme gives opportunity not only practice teaching as well as to participate conduct an activities in the school and college level.

Review of Related Literature

Stephens,G.(2011) Concluded in the paper entitled 'Teacher Internships as Professional Development in Career & Technical Education' It supports teacher internships and the creation of teaching teams for work-based placements. Teacher internships are an interesting and cost effective way to provide current and useful real world of work experiences. This information may be used to help meet the need to align content with relevant industry expectations. If the information acquired is applied, then teacher participants will be better able to provide students with realistic illustrations of how the content is actually used in practice.

Saleha,P.(2012) Concluded in the paper entitled 'Internship Program in Education: Effectiveness, Problems and Prospects' Internship program give them an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers teaching styles and improved them in the light of feedback given by supervisors. Through this program they understand the role and responsibilities of professional teachers. Internship program also give them opportunity to understand different aspects of school program and improve their skills and abilities in teaching profession. An effective and improved internship program is required in developing student-teachers personalities as true professionals in field of education.

Panda,S.,Nayak,R.(2014) in the paper entitled 'Problems Of Student Teacher During Internship Programme: Issues and Concerns' concluded that necessary steps must be taken to solve concerned problem related to internship programme. Relevant strategies must be prepared and student teacher must be

educated to cope up with these problems. Such problems can be solved by adopting strategies such as counselling, remedial instruction design, simulation class organization. www.academia.edu

Chowdhury, C., Mete, M. (2017) in the paper entitled **In- service Teacher Training are Getting Importance In 21st Century- A Quantitative Study** highlighted the importance of updated curriculum in teaching learning process and need to enhance it. The strength of course is accepted and it was being leveraged by all the Universities and colleges.

Friesen, D., Couros, A. (2008) concluded in the paper entitled 'The Digital Internship project 2.0: Implementing Digital Learning in the teacher education Internship' it has been made clear throughout the project that various implementation issues at the Faculty of Education, in school divisions, and in the classroom can impede the educational benefits of carefully planned technology integration. Fortunately, most of the identified issues can be improved or eliminated through fostering improved communication and collaborative policy development among government agencies, teacher education programs, and school divisions.

Need of the study

The present study researcher check present status of internship programme outcomes and suggestions are made.

Research Question

What is the outcome of M.Ed. Internship teacher education programme?

Statement of the study

Designing Outcome Based Internship for the Post Graduate Teacher Education Programme

Objectives of the study

1. To analysis the M.Ed. programme with reference to internship as per the guidelines of The Gazette of India: Extraordinary.
2. To study the perception of student teacher educators with reference to the internship programme.
3. Design the outcome based internship programme for at Master of Education Programme.

Scope of the study

The present paper will be helpful to know about the two year internship programme activities outcomes perceived by the Student teacher educators during post graduate internship programme.

Delimitation of the study

The present study was delimited to the perception of M.Ed. Student teacher educators studying in Department of Education, Shivaji University, Kolhapur of the academic year 2017-19.

Research Design

To achieve the objectives of the study following research design was planned and adopted.

1. Document analysis was done of The Gazette of India: Extraordinary
2. Descriptive survey of student teacher educators to study the perceived internship programme and measure level of skill development.
3. Designed the template for outcome based internship programme based on the survey.

Sample of the study

The sample of the study was student teacher educators perceiving Master of Education internship programme from Department of Education, Shivaji University, Kolhapur.

Researcher made Tool and Techniques

For the present study researchers had prepared.

1. Structured open ended questionnaire for student teacher educator
2. Rating scale of skills perceived to be developed during internship programme.

Data Collection

The data was collected by student teacher educators perceiving M.Ed. Batch 2017-19 from Department of Education, Shivaji University, Kolhapur.

Analysis and Interpretation of the Data

The data was collected and analyzed with the help of statistical analysis i.e. percentage. Qualitative analysis was done using coding of the data.

Observation and Interpretation

Table No – 1 Personal Skills Development

Sr. No	Personal skills	Good Enough	sufficient	Adequate	Inadequate
1	Stage Daring	66.33%	33.33%	--	--
2	Self Confidence	33.33%	66.33%	--	10%
3	Critical Thinking	66.33%	33.33%	--	--
4	Creative Thinking	66.33%	33.33%	--	--
5	Collaboration	33.33%	66.33%	--	--
6	Patience Skills	55.55%	33.33%	11.11%	--
7	Leadership Skills	55.55%	44.44%	--	--

Observation

From the above table No. 1 It is observed student teacher educators perceived responses for the skill they develop during Internship Programme were Stage Daring (66.33) , Critical Thinking(66.33), Creative Thinking(66.33), Patience(55.55), Leadership Skills (55.55).

Wherein for Self Confidence (66.33) and Collaboration (66.33) had been responded by the student teacher educator.

Interpretation – Based on the observations it is interpreted that the student teacher educator perceived that they have developed personal skills like Stage Daring, Critical Thinking, Creative Thinking, Patience ability, Leadership Skills are Good enough and for skills like Self Confidence, Collaboration are Sufficiently developed.

**Table No - 2
Professional Skill Development**

2)	Professional Skills	Good Enough	sufficient	Adequate
1	Communication Skill	66.33%	33.33%	--
2	Writing Skill	55.55%	44.44%	--
3	Presentation Skill	22.22%	77.77%	--
4	Listening Skill	55.55%	33.33%	11.11%
5	Observation Skill	66.33%	33.33%	--
6	Management Skill	44.44%	55.55%	--
7	Organization Skill	33.33%	55.55%	--
8	ICT Skills	33.33%	55.55%	--
9	Interpersonal Skills	44.44%	66.33%	--
10	Team Work Skill	66.33%	33.33%	--
11	Question Framing Skill	66.33%	44.44%	--
12	Innovative Lesson Plan Skill	66.33%	33.33%	--
13	Evaluation Skill	33.33%	55.55%	11.11%
14	Classroom Management Skill	55.55%	44.44%	--
15	Explanation Skills	55.55%	44.44%	--
16	Discipline Skills	44.44%	55.55%	--
17	Student Engagement Skill	33.33%	66.66%	--
18	ICT Skills	44.44%	44.44%	11.11%

Observation

From the above table No 2 It is observed that student teacher educator had responded that skills they develop during Internship Programme were Communication Skill(66.33), Writing Skill(55.55), Listening Skill(55.55), Observation Skill(66.33), ICT Skills(55.55), Team Work Skill(66.33), Question Framing Skill(66.33), Innovative Lesson Plan Skill(66.33), Classroom Management Skill(55.55), Explanation Skills(55.55)

Wherein Presentation Skill (77.77), Management Skill(55.55), Organization Skill(55.55), Interpersonal Skills(66.33), Evaluation Skill(55.55), Interpersonal Skills(66.33), Discipline Skill(55.5), Student Engagement Skill(66.66).

Interpretation – Based on the observations it is interpreted that the student teacher educator perceived that they have developed professional skills like Communication Skill, Writing Skill, Listening Skill, Observation Skill, Team Work Skill, Question Framing Skill, Innovative Lesson Plan Skill, Classroom Management Skill, Explanation Skills are good enough and skills like Presentation Skill, Management Skill, Organization Skill, Interpersonal Skill, Evaluation Skill, Interpersonal Skills, Discipline Skill, Student Engagement Skill are sufficient.

Qualitative Analysis

1. The Student teacher educator responded that duration school experience need to increase, essential skills for personality development and to increase knowledge is the purpose of internship programme.
2. The Student teacher educator responded that Stage Daring, Communication Skill, Leadership Skills, Writing Skill, Management Skill, Listening Skill, Critical Thinking Ability, Team Work Skill, ICT Skills, Evaluation Skill, Evaluation Skill, Presentation Skill, Organization Skill these skills were developed during Internship programme.
3. The Student teacher educator responded that field visits, student seminar, teaching aid workshop should be included in internship programme.

M.Ed. Internship Programme affiliated to Shivaji University

Semester & Duration	Component of the Internship in M.Ed. Curriculum
Semester II & III 68 hours (Two weeks in whole Semester)	Internship - Teacher Education
	1) Conducting Lecture in D.El.Ed. and B.Ed. Colleges
	2) Observation of Lecture of Student- Teacher / Teacher Educator
	3) Participation In the Activities conducted in the D.El.Ed. And B.Ed. Colleges.
	4) Guidance, Observation and Feedback for practice Teaching
	5) Administration, Scoring and interpretation of Psychological Test
	6) Organization of any one activity in D. El .Ed. /B.Ed. College
	7) Visit to In-service Training Centre/ SCERT / Text Book Bureau
	8) Observation of In-service Teacher Education Programme
Semester III & IV 34 hours (One week)	Internship- Specialization Elementary / Secondary & Senior Secondary Education
	I) Internship will be in the respective School for observation of school practices, conducting the interviews of Head Masters and Experienced Teachers
102 hours (Three weeks)	II) 1) Observation of all types of school records.
	2) Conducting one Lesson using Innovative Teaching Technique
	3) Preparation and Administration of any two innovative evaluation techniques at school level.
	4) Participation in any Art Education / Physical Education / Work experience programme at school level.
	5) Conducting one constructivist Lesson at school level.
	6) Preparation & use of curricular material resources for development of values attitude / higher level thinking.
	7) Preparation of remedial programme for low scorers.

Outcome Based Post Graduate Teacher Education Internship Programme

Objective	Outcome	Planning of Course Delivery	Assessment
To able the students demonstrate pedagogical and teaching skills	Student will able to demonstrate pedagogical and teaching skills	Conduct of Lecture in D.El.Ed. and B.Ed. Colleges i) Selection of content, Planning of lesson, Selection of teaching aid, Selection of teaching method	Rubrics, checklist Observation and reflections
To develop Observation skill for Lecture among Student-Teacher / Teacher Educator	Student teacher educator will develops observation skills for lessons	Observation skill for Lecture of Student- Teacher / Teacher Educator	checklist Observation and reflections

To able the students to participate in various activities	Student teacher educator will be familiar in various activities.	Participation In the Activities conducted in the D.El.Ed. And B.Ed. Colleges. i)Planning of activities for pupil teachers. Student teachers in the activity.	Reflection Report Writing, Observation point -Planning, Organization, Management of activity
To able the students to give guidance based on observation	Student teacher educator will able to give guidance based on observation.	Observation analysis and Feedback. -Give guidance for innovative teaching techniques for lesson and for teaching aids. -Observation of lesson -Give feedback of lesson to pupil teachers.	Rating scale and Reflections
To equip the students to administrate and analysis of psychological test	Student teacher educator will able to administrate and analysis psychological testing	Administration procedure , Scoring keys and interpretation of Psychological Test -Selection of standardized psychology test -Administered of psychology test -Scoring and interpretation of psychology test.	Reflection Report Writing,
To develop ability to organize activity in teacher education institution.	Student teacher educator will able to organize activity in teacher education institution.	Organization of activity i Planning of activity ii organization and management of activity iii Analysis of activity by experts.	Report Writing, Rating scale And Expert analysis
To develop report writing skill	Student teacher educator will develop report writing skill	Visit to In-service Training Centre/ SCERT / Text Book Bureau Report Writing skill i. Title, Date, place ii objectives of visit iii description of work and visit iv Summary of main findings	Report Writing, Rubric
To able the students to design lessons using innovative teaching techniques	Student teacher educator will able to design innovative teaching techniques	Innovative Teaching Technique i. Critical exploration ii. Brain based learning iii. Creative teaching	Rating scale
To able the students to prepare and administered innovation evaluation techniques	Student teacher educator will able to prepare and administered innovation evaluation techniques	Preparation and Administration of any two innovative evaluation techniques at school level.	Rating scale
To develop ability to design constructivists lesson plan.	Student teacher educator will able to design constructivists lesson plan	Conducting one constructivist Lesson at school level. Constructivist lesson plan. i.Use of previous knowledge ii.Acivity based learnig iii. Teaching aid	Constructivist feedback
To develop ability to prepare and use curricular material and resources	Student teacher educator will able to prepare and use curricular material and resources	Preparation & use of curricular material resources for development of values attitude / higher level thinking. i. Reference books ii. News iii.Innovative Teaching aid	Rating scale

To develop ability of designing remedial programme	Student teacher educator will able to prepare remedial programme based on diagnosis testing.	related to content Preparation of remedial programme for low scorers. Diagnostic test ii. Teaching aid iii. Activity based learning iv Innovative teaching methods will be used for lessons.	Rubrics, Impact evaluation
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Importance Of Co-Curricular And Extracurricular Activities For Entrepreneurship Development – A Review.

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Abstract:

Co-curricular and extracurricular activities plays an important role in the development of human being. These activities help the participants to be a well-rounded person. on the other hand If we consider the term entrepreneurship, which is starting a new business for profit, require a person who can lead the business with the help of his skills. The study mainly focus on how the skills improved by of co-curricular and extracurricular activities play vital role in creating new entrepreneurs in any country. Entrepreneurship said to be the key for the development of any country, entrepreneurship is an activity based on the ability of an entrepreneur. Participation in co-curricular and extracurricular activities help to improve the basic skills required for being an entrepreneur.

Keywords: Co-curricular activities, extracurricular activities, entrepreneur, entrepreneurship.

Introduction:

Every person participate in co-curricular or extracurricular activities in his or her school life. These activities are helpful in building confidence, discipline and leadership skills. These qualities assist the person to be on a straight track, which is crucial for every human being.

Entrepreneurship considered to be essential for the development of any country. Entrepreneurs are the people who make the economy move. He adds to the economic social wellbeing of the countrymen and provides a significant contribution in raising their living standards. The basic skills required for being an entrepreneur can be developed by these activities. This paper try to pay attention on how these abilities improved due to co-curricular and extracurricular activities can be used for entrepreneurship development. The paper analyses qualities generated through to co-curricular and extracurricular activities, then it try to find out the skills required for being an entrepreneur and how entrepreneurship can be developed with the help of skills and abilities acquired with co-curricular and extracurricular activities

Co-curricular activities:

Co-curricular activities (CCAs) are the components of non-academic curriculum helps to develop various facets of the personality development of the child and students. For all-round development of the child, there is a need of emotional, physical, spiritual and moral development that is complemented and supplemented by Co-curricular Activities.

Importance and Benefits of Co-curricular Activities

1. Co-curricular activities stimulate playing, acting, singing, recitation, speaking and narrating in students.
2. Activities like participation in game debates, music, drama, etc., help in achieving overall functioning of education.
3. It enables the students to express themselves freely through debates.
4. Games and Sports helps to be fit and energetic to the child.
5. Helps to develop the spirit of healthy competition.
6. These activities guide students how to organize and present an activity, how to develop skills, how to co-operate and co-ordinate in different situations-all these helps in leadership qualities.
7. It provides the avenues of socialization, self-identification and self-assessment when the child come in contact with organizers, fellow participants, teachers, people outside the school during cultural activity.
8. Inculcate the values to respects other's view and feeling.
9. It makes you perfect in decision making.
10. It develop a sense of belongingness.
11. CCA provide motivation for learning.
12. CCA develop the values like physical, psychological, Ethical, academic, civic, social, aesthetic, cultural recreational and disciplinary values

an extracurricular activity is simply something you do outside of class or a paying job. Extracurricular activities are generally voluntary as opposed to mandatory, non-paying, social, philanthropic as opposed to scholastic, and often involve others of the same age. Students often organize and direct these activities under teacher sponsorship.

Activities that often involve some time commitment outside of the regular school day, such as sports and band, are also considered extracurricular activities.

Importance and Benefits of extracurricular Activities

There are following importance of extracurricular activities:

1. The classroom teaching-learning environment get strengthens by extracurricular activities.
2. No doubt, classroom teaching is utmost important, yet for aesthetic development, character enrichment, spiritual and physical growth, extracurricular activities are equally relevant.
3. The features and traits like extempore expression, speech fluency, co-ordination & communication, adjustments, etc, get empowered with co-curricular activities.
4. Extracurricular activities enable the students to express themselves freely. Inculcate the values of co-operation.
5. It is a means of developing skills and competence. Different extracurricular activities have their own significance i.e. Debate helps to generate ideas and giving reasons and counter-reasons.
6. Sometimes, learning-teaching become monotonous; this can be changed into pleasant atmosphere by participating in extra-curricular activities.
7. Co-curricular activities helps to prepare you for your future challenge.
8. Extracurricular activities enable to groom the students for future leadership.
9. Entrepreneurship

The meaning of entrepreneurship involves an entrepreneur who takes action to make a change in the world. Whether startup entrepreneurs solve a problem that many struggle with each day, bring people together in a way no one has before, or build something revolutionary that advances society, they all have one thing in common action.

Entrepreneurs are a diverse set of people -- with a range of personalities and a range of temperaments. In fact, they are difficult to pigeonhole. Entrepreneurs tend to need a well rounded portfolio of skills since they frequently only have themselves to depend on and do not have the luxury of others making up for any deficiency they might have. Entrepreneurs are not risk-focused, but opportunity-focused. Many of the traits found in successful entrepreneurs are found among successful leaders and managers in all types of organizations, not just entrepreneurial businesses.

Leadership and motivation, communication skills, personal relations, problem solving, goal setting, decision making, taking initiative, risk tolerance, optimism these are some basic skills require for being an entrepreneur and most of these can be initiated through participating in Co-curricular activities and extracurricular activities Thus it can be said that Co-curricular activities and extracurricular activities are helpful to improve the person to become an entrepreneur.

Entrepreneurship development

Importance of entrepreneurship development is to enable the individuals grow into a dynamic entrepreneur who is able to initiate and sustain the economic growth of the country. Their ventures not only initiates wealth but also becomes inspiration for others. Here are some benefits of entrepreneurship development in any country-

Increases national income, creates social change creation of job opportunities increases innovation opportunities promotion of research and development promotes economic growth enhances standard of living

Conclusion

Entrepreneurship require special qualities between a person, co-curricular and extracurricular activities develop some qualities between a person, these qualities are basic requirements of entrepreneurship. If a country focus on Entrepreneurship development it must consider this fact that entrepreneurs can be made by proper training and developing basic skills like leadership proper communication and taking initiative. Encouraging co-curricular and extracurricular activities may help in the development of entrepreneurs and entrepreneurship.

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Necessity Of Co –Curricular Activities In Higher Education For Value Development

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Abstract-

In this paper researcher discuss about the co curricular activities ,its definition ,features and importance the co curricular activities and their use in education for development of values among today's youth is essential . youth must have value education otherwise he cannot contribute for nation and successful in his life. Paper focuses on the types of activities and their use in education system to inculcate the values.

The paper discusses about individual growth of personality as well as national empowerment by higher education. Co-curricular activities are important in this situation of higher education because value inculcation is not possible only through classroom activities. Reflection about value inculcation through co-curricular activities is discussed

Each country needs a good citizen from education system .From Education society expects a good citizen having developed personality .Each pupil or student requires to develop in three dimensions that is cognitive domain psychomotor domain and affective domain.Todays education system emphasis on cognitive domain only and not on affective and psychomotor domain. These are ignored by not only school and teachers but by the parents and society, as they expect from school. But in curriculum there is very less weightage to these three .The need of other two domains is completed by the school by arranging the co-curricular and extra-curricular activities .So co-curricular activities are important. They are important for students emotional ,physical ,spiritual and moral development.

co-curricular activities are defined as ,

“the activities unable to supplement and complement the curricular or main syllabus activities”

Co-curricular activities may be defined as, “the activities undertaken to strengthen the classroom learning as well as other activities both inside and outside the classroom to develop the personality of the child .” Bhatia.1996

Definition of co curricular activity,

“activities is these activities which are undertaken side by side with the curricular activities. Supplement curricular activities and prepare the students in art of living and working together”

There are so many types of co curricular activities and they are different types of co-curricular activities,

- 1] Academic development activity
- 2] Aesthetic development activity third
- 3] Cultural development activity
- 4] Emotional development activity
- 5] Leisure development activity
- 6] Literacy development activity
- 7] Spiritual development activity
- 8] Personality development activity
- 9] Leadership development

These are basically divided into **indoor activities** and **outdoor co curricular activities** it improves or boost the personality development of child and all three documents we should be developed by education. They help to improve cultural, social, aesthetic development of the pupil.Co-curricular activities developed by the teachers in the classroom are basically of two types outdoor co-curricular activities, second indoor co-curricular activities

Outdoor co-curricular activities –examples are

- 1] Mass drill,
- 2] Mass parade
- 3] Yoga
- 4] Athletic

- 5] Bicycling
- 6] Gardening
- 7] games –volleyball, kabaddi ,kho-kho, handball etc.

Also there are places which are geographical, historical, economic- al, cultural ,mass prayers, morning assembly , village survey, help to needy, social services to neighborhood, disaster management services and all the activities which are done out of the class.

List of indoor activities are –

- 1] Drama 2] Music 3] Dance 4] Decoration 5] Weaving
- 6] Tailoring 7] Clay modeling 8] Rangoli 9] Book binding 10] Cardboard box
- 11] Letter words 12] Organizing school Panchayat 13] Painting 14] Fancy dress
- 15] Students UP government 16] Students parliament 17] Assembly 18] Art and craft

Actually there are co-curricular activities which are very important in the sense that the developed the students overall personality and they also develop their effect to the man or emotional intelligence here **Gandhi** said that we have to develop students head, heart and hand meaning we should develop the **head** that is cognitive domain and it is very important for the pupil ,second **hand** what is physical development and there ,it is called as psychomotor domain. it is very important that the physical should be good for the strong Nations. Third domain is emotional development to which Gandhi said **heart** development of heart is very important in the sense that we should have sympathy about poor the other peoples also we have empathy about others. We should go to the to them understand their problem, to solve their problems. There are so many types of issues in the society and when we should try to find out them, try to solve them, give the solution about them. Here there are so many peoples who are not caring about others and that is the failure of education. With the help of co-curricular activities there are so many activities we should developed the effective demand ,while the field visits connecting with the poor and tribe caste ,they learn about their problems ,they also learn by different rituals, different traditions, customs in different religions .Because India is multicultural country .In India like country it is very important to do co-curricular activities to understand more and more the people's, that is the variety of people ,their customs and traditions .Culture education and so many so many things

Characteristics of co-curricular activities

- ❖ It helps students directly or indirectly to classroom teaching learning process
- ❖ It increases efficiency of classroom teaching learning process by supplementing and complimenting entire teaching learning process
- ❖ It emphasizing aesthetic as well as spiritual development
- ❖ It develops speech fluency ,extreme manners and so on
- ❖ Co-curricular activities improves social awareness self-actualization identity building in society
- ❖ It improves co-operative learning in the classrooms and helps for their cognitive development also
- ❖ It gives student preparation for his future needs and develop a good citizenship for country
- ❖ It creates interest in regular studies of the students
- ❖ It also helps student to build an ability in corporation ,co-ordination, organising and leads towards leadership

Importance of co-curricular activities in higher education

- to achieve the aims and objectives of individuals life
- for socialization ,self identification ,self assessment and actualization for his own existence and improve success ratio in his life
- developing balance personality of his or her for good citizenship for becoming a good person like the four pillars of education learning to know, learning to do, learning to be and learning to live together .t
- to acquaint with the different cultures customs and activities of other places in India there are so many cultures, so many customs and so many religions mixed in the society for identification of them he or she should know the problems issues in the society .So that it is very important to acquaint with different cultures ,different customs and activities and the same should be full filled with the help of field visits, participating in the rituals, doing the team works ,music dance competitions also national services to the poor to the needy peoples
- to develop community senses for and capacity to adjust sense of belongingness unity and togetherness co-curricular activities are very helpful for the students

Value development with the help of co curricular activities in higher education

In the higher education system many of the teaching is as per theory classes and lack of practical knowledge about values we teach them theoretically. The values as per text ,with the help of we try to teach but like the proverb “**when I hear I forget, when I see I remember and when I do I understand**”

Co curricular activities are very important for value development and inculcation of them in students in higher education .Basically there are seven types of values which should be developed in the students for pupils of higher Education

1. Educational value development
2. Psychological value development
3. Social value development
4. Civic value development
5. Cultural value development
6. Physical value development
7. Recreation value development

We are going to discuss about the need of co curricular activities to develop the value systems in higher education we are lacking nowadays. It is very important to inculcate the value system among the pupils so that we can build a powerful and a good nation which having good citizens in future.

1. Education value development-

Nowadays there is emphasis on theory in the present classrooms. We teach them the values with the help of lectures question papers and so on but to understand deeply the value development of education one should need to be practical in his life with the help of co curricular activities we arrange so many things which are dance music painting also participating in the society . With the help of co curricular activities the skill development of like soft skills ,life skills also development of leadership qualities, management skills, adjustments in life is possible .T he personality of student will be developed as **Gandhi** said education is development of hand head and heart

2.Social value development-

Social value theory can be teach in the classroom but we cannot inculcate social values among the students of higher Education. Social values like individual respect, group norms, ethics, participation in groups, etiquettes and manners, presentation of our opinion, opposition in democratic way should be taught with the help of co curricular activities. Co-curricular activities give the chance to students to participate and to understand actually issues the problems the strengths of his own or the society he can or she can find out the solutions for the society for himself or herself. Sociology says man is a social animal and he should not leave alone so he must know about the societyHe learn the interactions of the society, the conflicts in the society and obviously it is only possible with the help of co curricular activities

3.Psychological value development

In this value we may consider about the psychological needs of the students in social demands of student. Co-curricular activities help in expression of personal behavior of the individual and provide platform for the creative thinking. Psychological values do developed with the help of co curricular activities and also bridging the gap between theory and practical. Psychological value systems should be developed by designing the appropriate co –curricular activities in which there is a chance to develop the SWOC analysis [strength, weaknesses, opportunities and challenges] also many more psychological things theories and practical's in life

4.Civic value development

Civilization of the student in the society is very important for good civilization .We need to educate the students with different programs and activities .It can be educate of civic value .Students play on playground they learn about unity, opinion building, decision making, judgments, tolerance, equity of gender, norms and rules of the society, leadership qualities etc.. These can be developed on the playground in many programs field visits, eleventh hour management in different programs, mob psychology can be developed by the co-curricular activities you learn how to react for the issues problems of People , they have in democracy . In brief students are the citizens of future and so that in higher education we must shape their personality

5.Physical value development

Classroom situations in India cannot provide good opportunity for the physical development of students activities is the only source for them it will help the student to grow balance and adjust themselves physically in challenging situations. So the students should participate in co curricular activities. Now a days youths were careless about their health and education do the awareness programmes for them . It is said that ‘**if you lose wealth nothing is loss, but if you lose your health something is loss.....**’ Health is important aspect of life so for the individual as well as nation good health is necessary

6.Cultural value development

Without culture there is no society and there is no human being without society. All the skills are related to culture and there are so many types of co-curricular activities like drama ,music, exhibitions ,celebrations of various religious rituals in different society. The living style of the society create the culture .The values of society are very important so from local to global view and multicultural country like India should be difficult to understand. Students must participate in different types of programs activities projects and they should know and develop their cultural values so that they become a good citizen and help their own development as well as country development

7.Recreation value development

There are so many types of co curricular activities. We must study and design activities for it. Recreation is important part of one's life and classroom activities is not sufficient for this. Co-curricular activities can be developed the recreation value by making students creative with the help of different opportunities. Students must be creative with the help of opportunities,to spend their time to be creative in many fields of life. Students must be creative and applied their knowledge in different types of situations in real life. Otherwise the knowledge is not fruitful.

In brief we say that co-curricular activities are helpful for the development of the person and they are supplementary to the traditional classrooms in higher education .Co- curricular activities are very important for the sake of value development of the students. We design such appropriate co-curricular activities inside the classroom and outside the classroom for the overall development of the students. As s/he is a citizen of India. Also he or she must know about democratic values so that the largest democratic country like India will be survived in the world.



Role of Sports in Personality Development

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Abstract:

The present study is an endeavor to explore the relationship between personality development and sport. Sport improves our skills like self-confident, accountability, sacrifice, and discipline. Physical fitness, stamina, flexibility, speed, Leadership which requires for our daily life. As we know sound mind and sound body are internally linked to each other which develop personality in higher level. The attempt has been made to highlight the role of sports in personality development which increase the level of adaptability and constructive cooperation for better socialization and social development also.

(Key Words: Personality, Development, Accountability, socialization, adaptability.)

Introduction:

In this paper, attempt has been made to highlight association between sports activity and personality change. Sport develops us physically, just as art and philosophy develop the spiritual, emotional and intellectual. For our best, we must need the balance of body, mind, and spirit to accelerate the work undertaken. All these things are definitely fulfilled by sports activity. All above thing are directly related to personality. Frequently we have observed that a physically inactive, depression lifestyle, leads to weaken personality .and lead to non-desirable personality.

There are so many things which are obstacles of personality development, out of which is stress. Under stress, sometimes we cannot give our full concentration towards our goal, but sport is only thing which can escape us from these types of routine problems. As we know Aristotle told us, physically fit body creates the harmony in body.

As Edmin, (2011) explained sport as well organized and institutionalized physical activities with structured programmes governed with rules and regulations. As rightly said by sports broadcaster, Howard Cosell "Sports is human life in microcosm," Apart from benefiting their physical health, sports also play an important role in psychological development and social well-being. Playing sports inculcate values like values like discipline, responsibility, self confidence, sacrifice, and accountability. All these precious quality requires and also builds the personality.

Personality concept:

Philip S. Holzman explained the personality concept in interesting way .he explored personality means a characteristic way of thinking, feeling, and behaving. Personality embraces moods, attitudes, and opinions and is most clearly expressed in interactions with other people. It includes behavioral characteristics, both inherent and acquired, that distinguish one person from another and that can be observed in people's relations to the environment and to the social group.

The earliest evidence supporting the 5-factor model was published in 1949 by Fiske. During period of 1980s and 90s large amount of researchers were contributed to support the 5-factor model. The five super traits are generated as follows, as developed by Costa and McCrae in 1985 along with test tool.

- Openness to Experience (Closed to Experiences)
- Conscientiousness (Lack of Conscientiousness)
- Extraversion (Introversion)
- Agreeableness (Disagreeableness)
- Neuroticism (Emotional Stability)

It seems that for all above factors sports can play vital role. The sport is now playing an important role in modern society. Through this complex process, the topics of publishing are central to various medical, pedagogical, psychological, sociological, philosophical and economic studies. Nationally, the outcome of the sport is recognized in our society and top politicians are involved in the inauguration of the grand sports event. In the present case, it is very important for modern sportsmen to have a character role model representing a variety of humanitarian considerations and global moral values.

Sport builds personality:

Sports are not meant all about for gaining scores; it is about learning, expressing respect, encouragement, and experience, which reflects personality of sportsman. In sport, Playing for unity and ethical values can significantly change everyone's life and personality. Every sports event can contribute for spiritual aspects of the life and gives contribution for betterment of strong personality. By help of the sports, it is possible to encourage youth to become much stronger, develop such important qualities as cooperation, mutual understanding and respect. When we understand that the game is a means of self-development, but if we lose a game that does not lead to depression, then we can strengthen our confidence back in life. This is the big advantage of sport in human life.

Conclusion:

By studying the various literature concerns with sport, it indicates that sport plays important role in personality development. To keep control over all emotions and feeling of human being, sport can be very useful tool in current situation, which is reflection of personality. In recent times, the idea of sports is essential to understand the value of life, and to build a strong personality. We can create multidimensional perspectives within ourselves through proper planning of the game, which can be beneficial for personality development.

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National service Scheme : as an extension Activity

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Abstract

Now a days National Service Scheme is major component for extension service in colleges. The origin of this from gurukul society. Students can shape their personalities through NSS. University Grants Commission, Government of India is also giving importance to NSS for extension services. Extension services and activities are beneficial to students as well as the community. All these factors are discussed in detail in the paper.

Key Words: National Service Scheme extension Activity

The UGC accepted the NSS as an extension component of higher education in 2006. Origin of extension education is from ancient gurukul system. NSS is a 'campus to community' programme under the ministry of youth affairs and sports government of India. It also tribute to Mahatma Gandhi, who inspired students to live with community and learn from. The national service scheme is a student centered programme complementary to education. It is a link between the campus and community, college and village, knowledge and action. The overall aim of NSS is the personality development of students through community service. It extends the fruits of higher education from the campus to the wider community. NSS is a part of extension education focusing mainly on versatility of student using education for the betterment of society. NSS enables students to receive information of all social components of society.

Extension education as a discipline started in India in early 1950. It was introduced as part of undergraduate teaching programme in agriculture. The systematic approach in development of discipline can be traced from the first M. Sc. (Ag.) programme started in Bihar agriculture college, Sabour 1958 a landmark in history of extension education in India.

Almost a century ago (1873) HT TERM 'Extension education' was used by Cambridge university to connote the off campus educational role of the institutions. The word "extension" was allied to co-operative extension service in US apparently following the practices of British university of having education away from the university.

Objectives of extension Education:-

Extension is generally conceived at two levels. Extension education and extension services. These are interrelated. Objectives of extension---

- To assist people to discover and analyze their problems.
- To develop leadership among people.
- To disseminate research information of practical importance.

UGC concept of Extension:-

University extension represents attempts to extend educational opportunities to those who were unable to attend higher learning institutions. The extension services envisaged by the UGC include development of relationship of mutual services of the local communities. In effect, the NSS activities with the local people contribute substantially for the cited extension services.

Cultural programme -

The NSS conducted cultural programmes as a part of its special camping programmes projecting various social problems and evils. Facilitate in shedding the ignorance among the masses. Deterioration, alcoholism, drug addiction, unemployment, family planning, childcare and nutrition, health and hygiene, HIV/AIDS awareness programmes and blood group camps and blood donation camp were the main themes of cultural programme. The cultural programmes conducted during the NSS camps are local cultural events. Non-student youth were also participated. A good deal of ideas was exchanged between the student and non-student youth for healthy relationship.

Extension services to the community:-

The UGC envisages that all universities and colleges should develop close relationship of mutual services and support with local communities. All students must be involved in such programmes as part of their education. NSS programme should be expanded to cover all students. NSS programme officer are obliged to give extension lectures to interpret recent trends to the community to create scientific awareness, participate in adult education programmes. University can also help in the preparation of developmental projects for the rural community around them.

Extension is a two way process benefiting learners as well as those involved. Extension, on the other hand, is divergent education leading to an understanding of the common people. Through extension especially of the NSS, the universities move out of the ivory towers. By reaching out to the people and trying out new models, extension promotes, flexibility diversification, newer techniques and a wider horizon. Extension is a platform where education continuously interacts with society. In short extension is knowledge application and research addressing the needs of the society.

The college has to become a catalyst in the future learning society, a centre of education and development of the students and community through both formal and non formal means. The students would use the community as a social laboratory for their practical, moral and attitudinal education and learn by working in and serving the community. Extending education beyond the campus to fulfill the needs of the cited eight segments of development problems of the community.

In other words extension is learning process, a process in which knowledge with the teachers and students, and the community are exchanged for mutual benefit. The socio-cultural milieu of the community, their needs and problems are studied by the teachers to work towards generating knowledge required by community. Similarly, the knowledge generated and gained through, learning and research in the higher educational institutions are experimented and tested for utility.

Extension education is largely the process of teaching rural people how to live better by learning ways to improve their farm, home and community institutions. It is 'helping people to help themselves' changing their behavior, knowledge attitude and skills. Hence an extension educator must simultaneously wear multiple hats- that of a teacher, guide, friend and philosopher. To be a successful extension educator, one must not only have a sound knowledge and understanding of the subject, but also an interest and ability to work for and with villagers.

The challenging profession can also be very satisfying. The extension components of higher education implemented over years through Nss activities are highly beneficial to the NSS volunteers and the community.

Benefits to the students:-

- Dignity of labour.
- Awareness of village life.
- Living together for seven days make them learn more about human relationship.
- Opportunity to know the needs, problems and way of life of the people during camp days.-

Conclusion:-

The NSS is aimed at providing opportunities to the students to gain valuable practical experience in community service. The NSS has been contributing significantly in making higher education at the doorsteps of the common people. Thus NSS is actively engaged in the process of national development facilitating citizens of the country. NSS is discharging yeoman service to fill the wide gap of education. Thus, NSS can be considered as a gap filling mechanism of higher education intending the integrated development of the country. Therefore the NSS is to be promoted by the government and the people.

Importance of Extra Co- Curricular Activities in Higher Education

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Abstract

The all-round development or holistic development of an individual is only possible through balanced development of scholastic or academic as well as non-scholastic or non-academic aspects in the formal, informal and non-formal educational setting in the society. Particularly, in the modern era where individuals have to pass through phases of undue anxiety and over-stress, one finds that sometimes it leads to various types of depression and even loss of life. In such cases individual's involvement in the co-curricular activities become more significant because these activities stop various types of anxieties and stress to come near the individual. Today, the burdens of "stunts in education" i.e. marks, grades, division etc. are also becoming fatal for growth and life of individuals across all societies in the world. The co-curricular or extracurricular activities help the student to overcome the stress of stunts and allow the holistic development of individual.

MEANING OF CO CURRICULAR ACTIVITIES:

Co-Curricular Activities are non-academic activities that students participate in. They are a great means of enhancing social interaction, healthy recreation, leadership, self-discipline and self-confidence. Co-Curricular Activities are held outside of curriculum hours and the activities undertaken depend on the nature of the activity. Co-Curricular refers to Activities, programs and learning experiences that complement.

Examples Of Co Curricular Activities:

1. PHYSICAL ACTIVITIES : These activities are essential for physical development and for channelizing the superfluous energy of pupils. Games, Sports, Athletics, Mass Drill, Physical Exercises, Yogic Asana, NCC, NSS, Gardening, Scouting, Girl Guiding etc. are the example of physical activities.

2. LITERARY ACTIVITIES: Literary and academic, activities are organized for the development of Linguistic skills & mental faculties. Debates, Discussions, Symposia, School Magazine, Declamation Contest, Story Writing, Essay Writing, Seminars, News Paper Reading, and Library work are some of the literary and academic activities.

3. SOCIAL ACTIVITIES : These are also known as community activities. These activities promote the spirit of social welfare. These are Red Cross, Scouting, National Service Scheme, Labour Squads, Girl Guiding, Community Cooking and Service etc.

4. AESTHETIC & CULTURAL ACTIVITIES : These activities develop aesthetic sensibility and provide opportunity for better understanding of culture. Drawing, Painting, Organizing Exhibitions, Variety Shows, Folk-Dance, Folk Songs, Celebration of Festivals, School Decoration etc. are the examples. The activities connected with music and fine arts develop the aesthetic side of pupil's personality.

5. CRAFT ACTIVITIES :

These activities are also termed as productive activities. The craft activities are Spinning, Weaving, Soap-Making, Book Binding, Toy Making, Knitting, Embroidery Work, Leather Work, Wood Work, Kitchen Gardening etc.

6. LEISURE ACTIVITIES :

Under this heading hobbies & leisure time activities are included. Collection of Coins, Stamps, Rare Stones, Pictures, Photographs, Paintings Singing, Writing Poems, Album Making, Cartooning, Picnics, Excursions, Visit to Monuments, Museums are included in these activities.

7. CIVIC DEVELOPMENT ACTIVITIES :

These activities provide rich experience of the civil life to the learner. These activities are Mock Polling Station, Mock Parliament, Mock Court, Student's Cooperative Store and Visiting Civil Institutions like Panchayat, Post Office, Police Stations, Legislative Assembly and Celebrating of Festivals etc.

8. MORAL DEVELOPMENT ACTIVITIES :

These activities promote moral development of pupils. These activities include Morning Assembly, Mass Prayer, Celebrations of Birthdays of Great Men, Quiz on the teaching of Great men, Social Service Activities etc.

9. PATRIOTIC ACTIVITIES :

These activities are meant for promoting the feeling of emotional & national integration among the students. These are celebration of National Days (i.e. Independence day and Republic day), Student Exchange Programme, Bharat Dashing Tours, National Integration Camps and Cross Cultural

Literature Review :

According to Mahatma Gandhi, "By education, I mean an all-round drawing out of the best in child and man - body, mind and spirit." All roundness is the theme of modern education which recognizes that when the child comes to the school, he comes for mental, physical, social, spiritual and vocational education and as such he must be educated and nourished in all of them. Programmes etc

Data Source For Research Work :

Sample Design and Type : Simple Random Sampling. Universe : college students KAMALA COLLEGE KOP. Sample Size : Sample for Questionnaire was 50 College Students out of which 41 College Students data was valid and reliable for the Study. Sample Unit : Sampling unit was Individual Student.

Instrument Used For Research Work :

Primary data collected through Random Sample Survey from the selected element in Kamala College KOP. For this purpose data collected through direct communication with respondents. The tool used is simple structured Questionnaire to collect quantitative data and comments by respondents on the open ended questions. The questionnaire provided a rich layer of information which could not be gathered through a highly structured questionnaire. In the questionnaire respondents were asked about their personal details such as their name, gender, age, qualification etc. The respondents were also asked questions based on their regularity and liking or disliking in co-curricular activities as well as their participation in college Co-Curricular Activities. Additionally, Students were asked in relation to various traits such as Self Confidence, Honesty, Sympathetic attitude, Social Obligation, Sense of Responsibility, Time Management and Leadership Qualities.

Need And Importance Of Co Curricular Activities

1. SOFT SKILLS AND SENSE OF RESPONSIBILITIES:

- * Display responsible behaviours towards self and others
- * Sensitive towards to the environment.
- * Sensitive and responsible towards social situations like unity, poverty, unemployment, inequality etc.

2. COMMUNICATION SKILLS:

- * Display effective non-verbal skills such as body language, tone of voice, gestures, expressions etc.
- * Deliver ideas effectively verbal and in writing.
- * Able to interact effectively.
- * Able to interact using the international language.

3. INFORMATION MANAGEMENT AND LIFE LONG LEARNING:

- * Plan strategically to obtain knowledge and skills.
- * Explore and solve issues or problems that need solving on their own.
- * Self gather and manage information.

4. VALUES, ATTITUDES, ETHICS AND PROFESSIONALISM:

- * Show professional behaviours appropriate to work ethics.
- * Carry out responsibilities with integrity and sincerity.
- * Display voluntarism attitudes.

5. CRITICAL THINKING, PROBLEM SOLVING AND SCIENTIFIC APPROACH:

- * Identify visible and hidden problems.
- * Identify and synthesize problems accurately.
- * Evaluate different alternatives and make decisions based on accurate information.

6. LEADERSHIP AND TEAMWORK:

- * Lead or follow in acceptable situations,
- * Build teamwork to achieve consensus goal.
- * Help other members proactively.

7. MANAGEMENT SKILLS:

- * Generate or suggest or plan ideas after evaluating choices.
- * Determine future goals in - lined with planned activities.
- * Able to plan, implement, control and evaluate activities systematically.
- * Delegate, empower and be responsible to others.

8. CREATIVE AND INNOVATIVE SKILLS:

- * Always explore new ideas.
- * Generate creative ideas and be innovative as added values.
- * Always able to face obstacles and crave for opportunities.

Co-curricular and extra-curricular activities are an integral part of the curriculum which provide educational activities to the students and thereby help in broadening their experiences. Co-curricular activities can be d6.4

Recommendations:

1. There should be Curriculum Policy requirement that Colleges make it compulsory to students for participation in atleast one co-curricular activity or extracurricular activity.
2. The Curriculum Policy should explicitly make College be aware that co-curricular activities or extracurricular activities are important elements of the curriculum and should not be treated as extra activities but treated as non academic improvement activities.
3. Resources should be made available so that students participation in co curricular activities or extracurricular activities are made more meaningful.
4. college should offer a variety of co curricular activities or extracurricular activities as per students choice, interest or liking related with their career plan or future plan.
5. Students who excel in CCAs should be given the same recognition as those who excel in other college activities particularly academics.
6. CCAs should be structured in a way to develop communication skills, leadership qualities , general citizenship and art of living with others requires broader "out of class" mechanisms .
7. CCAs should be structured in such a way to provide services related to counselling, financial aid, academic support, health care, career advisement and placement.
8. CCAs should encourage sense of community within the college campus.
9. CCAs should improve good physical and mental health of students.
10. CCAs provides a framework within which students can better understand themselves and others and thus be better prepared to assume their roles as members of a world community in the twenty first century

Conclusion :

Education is not just graduation. It's all round holistic development of individual ensuring student's physical, intellectual, emotional, spiritual, social and moral development. This goal of holistic development or non academic development can be achieved only when Co Curricular activities are effectively implemented in the educational institutions on the mentioned principles to achieve the above mentioned objectives. It should be evident in the life skills of students also, then only the mission of education will be accomplished in real terms. Let Parents, Teachers and Administrators should accept this reality and implement it effectively in all types of educational setting through all related agencies of education.

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Role Of Co-Curricular Activities In Student Development

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Abstract:

Co-curricular activities are the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by Classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. Frankness and clarity in language and personality is supported by these activities. It helps to develop co-ordination, adjustment, speech fluency, extempore expressions, etc. among student both at the school as well as college levels. This paper is based on the secondary data that studies role, objectives and importance of co-curricular activities in student overall development and growth.

Introduction:

The all round development or holistic development of an individual is only possible through balanced development of scholastic or academic as well as non-scholastic or non-academic aspects in the formal, informal and non-formal educational setting in the society. Particularly, in the modern era where individual have to pass through phases of undue anxiety and over-stress, one finds that sometimes it leads to various types of depression and even loss of life. In such cases individual's involvement in the co-curricular activities become more significance because these activities stop various types of anxieties and stress to come near the individual. Today, the burdens of "stunts in education" i.e. marks, grades, division etc. are also becoming fatal for growth and life of individuals across all societies in the world. The co-curricular or extracurricular activities help the student to overcome the stress of stunts and allow the holistic development of individual. These activities form a vital link in the pattern of educational experiences necessary for all boys and girls. Besides, these activities provide opportunities of self-expression and participation which include various important traits in learner. Psychologically these activities are considered essential because they provide outlets for the flow of the surplus energies of the students. Co-Curricular Activities form the core of students' life. Many schools and colleges have different units like clubs or houses in which all the students have been divided into four houses. Each club or house has a club in charge or house Master and staff of the school or college to guide the students for various internal competitions. These competitions improve the physical as well as mental abilities and skills of participant students.

Meaning of Co Curricular Activities:

Co Curricular Activities are non-academic activities that students participate in. They are a great means of enhancing social interaction, healthy recreation, leadership, self-discipline and self-confidence. Co Curricular Activities are held outside of curriculum hours and the activities undertaken depend on the nature of the activity. Co Curricular refers to Activities, programs and learning experiences that complement. In some way, what students are learning in school or college i.e. experiences that are connected to or mirror the academic curriculum.

Definition of Co Curricular Activities:

A Co-Curricular Activity is defined as a program or out-of-class activity, supervised and / or financed by the school or college, which provides curriculum-related learning and character building experiences. Co-curricular Activities are voluntary, are not part of the regular school or college curriculum, are not graded and do not earn credits. In other words, "Co-curricular activities" means those activities which are conducted inside or outside of the school or college premises by way of establishing different subject clubs, associations, and organizations of pupils which are sponsored by the Board of Education. "Co-Curricular Activities" also includes the pupil clubs, sports associations, and cultural activities organizations which conduct those activities. Co Curricular Activities are typically, but not always, defined by their separation from academic courses. For example, they are ungraded; they do not allow students to earn academic credit, they may take place outside of school or college or after regular school or college hours and they may be operated by outside organizations. Co

Curricular Activities seem to complement the academic curriculum through live experience activities as well as instilling talents in order to enhance self - development. Co curricular activities, planned and implemented by students, are able to cultivate soft skills. In the process of acquiring these skills, students have a lot to undergo. Organizing various activities or projects, indirectly, expose students to the real world, work culture and genuine challenges. These experiences will help build positive personality and develop soft skills at the same time. Co-Curricular Activities may often believe extra activities for college students are a means to enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence. At higher levels of education, co curricular participation may even translate into academic points (Ahmad). Although several studies have been conducted to assess the impact of co-curricular activities for all round development of students.

Objectives of Co Curricular Activities :

To capitalize important fundamental drives for educational profit (to be curious, to show off, to be loyal, to imitate, to be sympathetic etc.).

- To prepare for active life in a democracy.
- To make self - directive
- To teach social co operation
- To increase interest in the school or college.
- To develop group morale.
- To understand power of unity or team work .
- To foster sentiments of law and order (fear free discipline, self defense or self control)
- To develop special qualities like initiative and leadership, honesty, fair play and good sportsmanship, spirit of co operation and mutual respect etc.

Role of Co Curricular Activity In Student's Life :

To realize the all-round development of student, curriculum should be amalgamated with Co-Curricular Activities or Extra-Curricular Activities. Co-Curricular Activities help in realization of aims and objectives of education. In the practical life, the students are able to express their ideas freely due to active participation in debate and extempore. Discussion also helps in generating ideas and inculcating values. Games and Sports make them mentally and physically fit and sound. Games make them learn how to perform while losing or winning an event. Sometimes, classroom teaching becomes monotonous and routine. Here, co-curricular activities can bring pleasant and joyous experiences. Thus, co-curricular activity has many advantages in student's life of school, college and university. Co Curricular Activities are intended to compliment the academic curriculum in order to create and produce holistic graduates, in terms of physical, emotional, spiritual and intellectual, through living experiences in many different talent generating contexts. Upon completion of the co curricular activities, students will have acquired different learning outcomes of the following rubrics :

1. SOFT SKILLS AND SENSE OF RESPONSIBILITIES :

- * Display responsible behaviors towards self and others
- * Sensitive towards to the environment.
- * Sensitive and responsible towards social situations like unity, poverty, unemployment, inequality etc.

2. COMMUNICATION SKILLS :

- * Display effective non verbal skills such as body language, tone of voice, gestures, expressions etc.
- * Deliver ideas effectively verbal and in writing.
- * Able to interact effectively.
- * Able to interact using the international language.

3. INFORMATION MANAGEMENT AND LIFE LONG LEARNING :

- * Plan strategically to obtain knowledge and skills.
- * Explore and solve issues or problems that need solving on their own.
- * Self gather and manage information.

4. VALUES, ATTITUDES, ETHICS AND PROFESSIONALISM :

- * Show professional behaviors appropriate to work ethics. Carry out responsibilities with integrity and sincerity.
- * Display voluntarism attitudes.

5. CRITICAL THINKING, PROBLEM SOLVING AND SCIENTIFIC APPROACH :

- * Identify visible and hidden problems.
- * Identify and synthesize problems accurately.
- * Evaluate different alternatives and make decisions based on accurate information.

6. LEADERSHIP AND TEAMWORK :

- * Lead or follow in acceptable situations,
- * Build teamwork to achieve consensus goal.
- * Help other members proactively.

7. MANAGEMENT SKILLS :

- * Generate or suggest or plan ideas after evaluating choices.
- * Determine future goals in - lined with planned activities.
- * Able to plan, implement, control and evaluate activities systematically.
- * Delegate, empower and be responsible to others.

8. CREATIVE AND INNOVATIVE SKILLS :

- * Always explore new ideas.
- * Generate creative ideas and be innovative as an added value.
- * Always able to face obstacles and crave for opportunities.

Last Thoughts:

Making learning that happens outside the classroom more intentional doesn't really require great changes in the way we teach. It requires only a change in the way we think about teaching and learning and about who is responsible for it. An active partnership between the faculty and the student affairs office to help students use the resources available in their lives outside the classroom is the first step toward a more enriching and encompassing education. Co-Curricular Activities are also referred as 'Extra-curricular' activities. Grammatically speaking there is a difference between the two. Extracurricular is self explanatory, i.e. Activity which is extra or additional to curricular but is more leisure oriented than learning oriented. Extra-curricular activities are mostly conducted after school or college hours. They generally don't complement academic studies. However, some of the activities overlap each other; some extra-curricular activities can also be co-curricular and vice versa. Depending upon the institutes certain activities are considered co-curricular while for some it is extra-curricular. Therefore, in academic sphere there isn't any clear consensus as to which is what? Thus, the gap between the two is negligible in academic sense.

Conclusion:

Education is not just graduation. It's all round holistic development of individual ensuring student's physical, intellectual, emotional, spiritual, social and moral development. This goal of holistic development or non-academic development can be achieved only when Co-Curricular activities are effectively implemented in the educational institutions on the mentioned principles to achieve the above mentioned objectives. It should be evident in the life skills of students also, then only the mission of education will be accomplished in real terms. Let Parents, Teachers and Administrators should accept this reality and implement it effectively in all types of educational setting through all related agencies of education. The activities like Games, Sports, Athletics, Painting, Singing, Dancing, Hobbies etc. provide opportunities for self expression and ensure wholesome development of personality.

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Role Of NSS In Development Of Students' Personality: A Comparative Study

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Abstract:

Present study endeavors at to explore the role of NSS in cherishing personality of students. Sample of 100 Ss from the various colleges from Kolhapur city was comprised for the present study (NSS students, 50; Non-NSS students, 50). Male and female ratio was kept 1:1. The data was collected using purposive sampling method. The age range of Ss was 19 to 21 years. NEO Five factor Inventory (NEO-FFI) by McCrae and Costa was used for collecting the data. This inventory measures five factors of personality viz. Neuroticism, Extraversion, Agreeableness, Conscientiousness and Openness to experience. This inventory consists 60 items and each item is provided five alternatives. The Mean, SD and t-test were used for analyzing the obtained data. Results revealed that NSS plays significant role in the development of students' personality. Non-NSS students are significantly greater in Neuroticism than those of NSS students. NSS students are significantly superior to Non-NSS students in Extraversion and Agreeableness.

Key Words: NSS, Non-NSS, Personality, Neuroticism, Extroversion and Agreeableness.

Introduction:

National Service Scheme (NSS) is an important activity run by college through the norms of Ministry of Youth Affairs & Sports, Govt. of India. NSS was launched in Mahatma Gandhi's birth centenary year 1969. The scheme was launched in 37 universities, involving 40,000 students. Primary focus of NSS is the overall development of students' personality through community service. Today, NSS has more than 3.2 million student volunteers on its roll spread across 298 universities. It is a voluntary association for young students in colleges and universities.

NSS has some basic assumptions those are follows:

1. Students should know the society in which they live.
2. Students should recognize themselves in relation to the society.
3. Students should spot the basic needs and problems of the community and engage them in problem solving process, with their acquaintance and skill.
4. Students should increase soft skills.
5. Students should cherish sense of national integration and social synchronization.

Each NSS unit runs two types of activities—regular activities and special winter camp under Ministry of Youth Affairs & Sports, Govt. of India. Some important activities are:

1. Environment enrichment and conservation programs.
2. Health, family welfare and nutrition.
3. Programs for creating awareness for improvement of the status of women.
4. Social service programs (hospital work).
5. Production oriented work viz. weed control, soil testing etc.
6. Education related work viz. adult education, preschool education program.

These all activities of each NSS unit are important at the college and university level. These activities are so much important for developing students overall personality. Experience of NSS camp has significant role in development of students' personality traits like extroversion, agreeableness, openness to other etc. They may become more sensitive towards society. Students may develop more helping nature. In short, their overall personality may develop because of NSS.

Personality:

Personality refers to the unique and relatively stable pattern of behavior shown by individuals, just how stable are various aspects of personality or individual differences (Greenberg and Baron, 2008). There are various methods of assessing personality. OCEAN is one of the most commonly used tool for personality assessment.

OCEAN is based on McCrae & Costa's theory of personality which is well known as big 5. The big five theory is used to assess the personality of an individual. It aims to correlate and analyze factors that reveal basic traits of personality. The big five are extraversion, neuroticism, conscientiousness, openness to experience and agreeableness. Psychologists find the big 5 theory extremely useful in personality research and use its applications in occupational, educational and chemical areas. The psychologists here argue that this model represents a significant contribution to the understanding of work behavior. According to Allport & Odbert (1936) there are 17,953 personality traits in English dictionary, even after combining the words with synonyms meanings, it still contained 171 distinct personality traits. There may be one hundred and seventy traits, but the most important five are in the Big 5 theory (McCrae & Costa, 1999).

The "big five" can be described as follows;

1. Neuroticism; Refers to emotional instability or stability people who are excessive worriers overanxious and moody would score high on this dimensions who are more even tempered and clam would score low.
2. Extraversion: Is a term first used by (1933) he believed that all people could be divided into personality types; Extraverts and introverts Extraverts are sociable out going and enthusiastic. Extraverts are more solitary and dislike being the center of attention.
3. Openness to experience is a dimension can best be described as a person's willingness to try new things and be open to new experiences. People who try to maintain the status would score high like to changes would score low on openness.
4. Conscientiousness: This dimension ranging from well organized, careful self disciplined, responsible and precise at one end they score high in this dimension. Someone scoring low on this dimension is disorganized impulsive, careless and dependable.
5. Agreeableness: This dimension ranging from good nature. Cooperative with others trusting and helpful at one end to irritable, suspicious and non cooperative at the other.

Literature Review:

Adel Mirzaei, Reza Nikbakhsh and Farideh Sharififar(2013) studied the relationship between personality traits and sport performance. Personality was assessed using the NEO-PI Five Factor Inventory and athlete's performance was assessed by coach's rating. The results indicated that conscientiousness was the sole predictor of sport performance.

Beniyam Teshome, Dr. Sisay Mengistu and Gemechu Beker (2015) conducted a research to study the Relationship between Personality Trait and Sport Performance. NEO- Five Factor Inventory was used for data collection. The multiple regression analysis indicated that among various personality traits only Conscientiousness have positive significant correlation with sport performance.

Khamari, Tiwari and Sahu (2015), conducted a study to investigate personality factor on the basis of aspiration, gender and locality. A sample consisted of Five hundred higher secondary school students of Bargarh district of Odisha state. t test and F ratio were used to analyze data. Results revealed that there was no significant difference in personality factors on basis of gender, aspiration and locality.

Sharma (2015) conducted a study to find the influence of personality factors, emotional intelligence and locality on classroom performance of senior secondary school teachers. Four hundred and twenty five school teachers from various parts of Haryana State were employed for this study by multistage random sampling method. Self-Evaluation Teacher Performance Scale (SETPS) by S.Pandya, Teachers' Emotional Intelligence Inventory (tEQi) by S. Mangal and Introversion- Extroversion Inventory by Dr. P. F. Aziz and Dr. Rekha Gupta were used to collect data. The data was analyzed by three way ANOVA and t test. Findings revealed that locality, emotional intelligence and personality have the significant individual effect on classroom performance. Urban teachers having extrovert personality are superior in performance to rural teachers having introvert personality. Teachers having high Emotional Intelligence and extrovert personality are superior in classroom performance than the teachers with low Emotional Intelligence introvert personality.

Gupta (1987) arranged a study to find out relationship between locus of control, anxiety, personality traits, level of aspiration and academic achievement of secondary school students. 670 students of average intelligence drawn from a population of 3780 students of class XI of Hindi medium school of Allahabad city were selected for this study. he found that locus of control, anxiety, level of aspiration had significant negative correlation with academic achievement; socio economic status was positively associated with academic achievement; boys were superior in achievement, more internally controlled and inferior in anxiousness to girls.

Objectives:

- To assess the type of personality of NSS and Non-NSS students.
- To compare the level of neurotism, extroversion and agreeableness between NSS and Non-NSS students.

Hypothesis:

- H1: Non-NSS students are significantly greater in Neurotism than those of NSS students.
- H2: NSS students are significantly superior in Extraversion than Non-NSS students.
- H3: NSS students are significantly greater than Non-NSS students in respect to Agreeableness.

Delimits:

The present study is delimited to:

1. A sample of 100 only.
2. Sample taken from Kolhapur city only

Suggestion for further study:

1. A larger set of samples from Maharashtra maybe taken considering some more set of variables.
2. The sample of the present study was taken from the various colleges from the Kolhapur city; same study can be undertaken from other cities too.

Methodology:

Aim: Present study endeavor at to explore the role of NSS in cherishing personality of students.

Sample: Total 100 Ss was consisted for the present study (NSS students, 50; Non-NSS students, 50). Male and female ratio was kept 1:1. In order to collect the data purposive sampling method was used. Ss were selected from the various colleges from Kolhapur city. The age range of Ss was 19 to 21 years.

Tool:

NEO Five factor Inventory (NEO-FFI): This inventory was constructed and standardized by McCrae and Costa. It is used for measuring five factors of personality viz. Neuroticism, Extraversion, Agreeableness, Conscientiousness and Openness to experience. This inventory consists 60 items and each item is provided five alternatives namely, strongly agree, agree, neutral, disagree and strongly disagree. Subject has to read each item and write the response in separate answer sheet.

Variables under study:

1. Independent Variables:

A. NSS, Non-NSS

2. Dependent Variables:

- A. Neurotism,
- B. Extroversion
- C. Agreeableness

Design for study:

For the present study, two independent group design was adopted.

Statistical Treatment of the data:

To analyze the data obtained Mean, Standard Deviation and inferential statistics ('t' test) were used. However, before conducting the actual analysis, data were screened for outliers and skewness.

Procedure:

Initially, permission to conduct the study was taken from the Principals' of respected colleges. After a brief introduction about the study, a sportsman personality scale was administered to subjects. Before filling the tests proper instruction about how to responding scale was given as per manual and assured them about confidential of their responses.

Results:

Table No. 1: Shows Descriptive statistic and ‘t’ value of Neurotism of NSS and Non-NSS students.

Variable	Students	N	Mean	SD	Df	t	Significance level
NEUROTISM	Non-NSS Students	50	24.64	4.54	98	5.58	.01
	NSS Students	50	17.32	8.10			

Note-** significant at 0.01 level, NS – Not Significant

Table No. 2: Shows Descriptive statistic and ‘t’ value of Extroversion of NSS and Non-NSS students.

Variable	Students	N	Mean	SD	df	t	Significance level
EXTRAVERSION	Non-NSS Students	50	20.24	5.32	98	11.07	.01
	NSS Students	50	33.48	6.58			

Note-** significant at 0.01 level, NS – Not Significant

Table No. 3: Shows Descriptive statistic and ‘t’ value of Agreeableness of NSS and Non-NSS students.

Variable	Students	N	Mean	SD	df	t	Significance level
AGREEABLENESS	Non-NSS Students	50	22.36	6.93	98	9.17	.01
	NSS Students	50	33.18	4.66			

Note-** significant at 0.01 level, NS – Not Significant

Discussion and Interpretation:

Table No.1 The table value shows comparison of the scores of Neurotism between NSS and Non-NSS students. The mean score for NSS students is 17.32 with 8.10 SD and for Non-NSS students is 24.64 with 4.54 SD. The ‘t’ value for the difference between the two groups is 5.58** with 98 df. This ‘t’ value is beyond the needed significant value (2.58). This means these two groups are significantly differ from each other in respect to Neurotism. In other words, Non-NSS students were found superior than NSS students in respect to Neurotism. Thus, H1 is accepted.

Next table no 2 Shows Descriptive statistic and ‘t’ value of Extroversion of NSS and Non-NSS students. The mean score of Extroversion of NSS students is 33.48 with 6.58 SD and the Mean score of the Non-NSS students is 20.24 with 5.32 SD. The ‘t’ value for the difference between these two group is 11.07** and df is 98, this ‘t’ value is also beyond needed value for significance (2.58). In another words, NSS students found significantly greater than Non-NSS students in respect to Extroversion. Thus, H2 is accepted.

Table no 3 Shows Descriptive statistic and ‘t’ value of Agreeableness of NSS and Non-NSS students. The Mean and SD scores of Agreeableness of NSS students is 33.48 and 6.58 respectively and the Mean and SD scores of the Non-NSS students is 20.24 and 5.32 respectively. The ‘t’ value for the difference between these two group is 9.17** with 98 df, this ‘t’ value is also beyond needed value for significance (2.58). Hence, NSS students found significantly greater than Non-NSS students in respect to Agreeableness. Thus, H3 is accepted.

Conclusions:

From the result and discussion we can conclude that NSS plays significant role in the development of students’ personality.

1. Non-NSS students are significantly greater in Neurotism than those of NSS students.
2. NSS students are significantly superior to Non-NSS students in Extraversion.
3. NSS students are significantly greater than Non-NSS students in respect to Agreeableness.

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NAAC Accreditation Criteria and Extension Activities

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Abstract

India has one of the largest and diverse education systems in the world. Accessibility, quality and equality are the main concerns in HEIs. Consequently, the NAAC was established in 1994 with a Vision, Mission statement for transferring vision into action plan and a core values. Since its inception based on the stakeholders feedback to bring transference in A and A process to bring all the HEI under accreditation process and accredited above 2.50 CGPA by 2022. According to NRF 2017 Online submission, key indicators, quantitative and qualitative metrics, DVV, SSS, allocation of weightage etc are some of the drastic changes have been made in seven criteria to serve for quality assessment of HEIS. NAAC RFW has given the highest weightage 350 to criterion II TLE. It is followed by 130 third criterion student support and progression, 120 weightage to V criterion Research, innovation and extension, 100 weightage to curricular aspects, infrastructure and learning research, government leadership and management, institutional values and best practices respectively. Within third criterion of 120 weightage 50 % i.e 60 weightage allocated to the extension activities in affiliated colleges because research and innovations KI are poor. Consequently, these institutions have an opportunity to involve in extension activities. Hence, this paper is an attempt to analysis the extension activities in NAAC criterion III in quality assessment in affiliated colleges. The objectives of the paper are: 1. To know the NAAC Vision, Mission statement and core values in quality assessment in HEI. 2. To know the quality indicator framework in terms of KI, METRICS in seven criteria. 3. Institutional mechanism and plan of action to fulfill the data required for EA in criterion III. The analyses is based on the secondary data

Key words: NAAC manual, Criterion III, Extension activities

Introduction

NAAC Vision, Mission statement: NAAC was established as an independent council in Karnataka state with the following vision, mission statement and core values.

Vision and Mission: The vision of NAAC is to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

The mission statements of the NAAC aim at translating the NAAC's vision into action plans and define NAAC's engagement and endeavor are: 1. To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects; 2. To stimulate the academic environment for promotion of quality in teaching-learning and research in higher education institutions; 3. To encourage self-evaluation, accountability, autonomy and innovations in higher education; 4. To undertake quality-related research studies, consultancy and training programmes, and 5. To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Core Values: Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. The accreditation framework of NAAC is thus based on five core values suitable and appropriate to the National context. The five core values as outlined below form the foundation for assessment of institutions that volunteer for accreditation by NAAC. 1. Contributing to National Development. 2. Fostering Global Competencies among Students. 3. Inculcating a Value System among Students. 4. Promoting the Use of Technology. 5. Quest for Excellence

Composition of SSR

Self study report is composed with 3 major parts viz 1. Executive summary. It includes criterion wise summary, vision, mission, SWOC analyses. 2. Profile includes basic information of the institutions like status, types Academic, teaching faculty part time and full time etc. 3. Extended profile has programmes, students, teacher in the institution in current year. Last part has Quality Indication Framework with seven criteria. They are listed below

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension
4. Infrastructure and Learning Resources

5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Criteria I Curricular Aspects has 4 KI and 100 weightage, criteria II Teaching and learning evaluation has KI and 350 points, criteria III research, innovations and extension has KI and 120 weightage, criteria IV infrastructure and learning resources having KI with 100 weightage, criteria V student support and progression constitutes with 4 KI and 130 weightage, criterion VI Governance, leadership and management has 5 KI and 100 weightage. Criteria VII innovation and best practices has 3 KI and 100 weightage. In total there are 32 KI and 121 assessment indicators of these 41 are QIm and 80 Qnm are applied to affiliated colleges. Further each metric in respective criteria has different weightage/points

Extension Activities in criterion III

Benefits of EA

1. It develops the sensitivities towards community issues, gender disparities, social inequality etc. and inculcating values and commitment to society.
2. Affiliation and interaction with groups or individuals who have interest in the activities of the institution and the ability to influence the action, decision, policies, practice or goals of the organization leads to mutual benefits to both the parties.
3. The processes and strategies inherent in such activities relevantly sensitize student to the social issues and contexts.
4. Sustainable practices of the institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community.
5. Extension also is the aspects of education which emphasizes community services. These are often integrated with curricula as extension interface has an educational value, especially in rural India.
6. Students have an opportunity to improve their leadership, interpersonal skills in their self confidence
7. Students linked to academic knowledge with practical expression.
8. Better understanding of their own abilities talent and career goals.
9. Encourages the organizational ability of the students.
10. The primary goals of 'EA' focus out the individual student level, the institutional level and the broader community level

Institutional mechanism for Extension Activities

Under the guidance of IQAC each institution may have its own mechanism for extension activities based on the location of college, existing social, political, economic and environment aspects. The institution should have the Extension Activity Community (EAC). It composed with 8-10 members principal is a chairman. NSS or NCC officer is a secretary IQAC coordinator, NCC, NSS, YRC, eco- club, women's cell are the other members of EAC

Operational System of EAC

The EAC should have the following functional activities

1. Prepare a calendar of events pertaining to 'EA'
2. Design and place the 'EA'
3. Conduct two meetings in the academic year.
4. Need based meeting to be conducted for existing environment calamities, needs of society such as during floods, voters registration and awareness, gender issues etc.
5. Preparation of report as per the NAAC- SSR requirements and submit to be concerned criteria head

Organizers of 'EA'

NSS, NCC, YRC, Eco club, women clubs, departments are to be involved in the 'EA' in collaboration with industry, community, NGO and government, Health department, Gram Panchayath, central and state government agencies etc.

List of 'EA'

The extension activities of the institution carrying out every year can be listed as physical extension activities and awareness lectures etc. Any EA can conduct by the institution beyond these.

A. Physical extension activities

- i. Tree plantation
- ii. Swachh Barath Abhyan : Sanitation, plastic free village, towns and in public places, toilets construction
- iii. Road constructions
- iv. Health checkup camp
- v. Blood donation camp

B. Awareness/ Rally, extension activities

- i. Environment and ecological, Eco- friendship, health awareness
- ii. Importance of yoga for better health
- iii. Swachh bharth and swastha bharath
- iv. HIV AIDS awareness
- v. Organic and inorganic farming
- vi. Self employment for youths
- vii. Awareness on state, national mission like swachh bharat mission. Skill development (EDP), start up India etc
- viii. Gender sensitivity , women empowerment

Effectively Implementation of ‘EA’

The institution may have the following aspects for effective implementation of EA

- i. Institution should form a EAC for monitoring EA regularly
- ii. Students should be motivated to participate in EA in orientation programme in the beginning of the academic year
- iii. Institution should have MOU with NGO public agencies and donors for conducting ‘EA’
- iv. Mobilize sufficient fund.
- v. Awards, rewards and recognition by the Govt. to best performing institutions
- vi. Awards and rewards to the students at state national and university and institutional level.

NAAC A and A criteria and EA

EA in the A and A framework is given in the criteria III and specifically in key indicators 3.4. It is having 60 weightage 50% to the total criteria weightage 120. There are four metrics, of which one (3.4.1) is Qlm and others three are Qnm. Metrics 3.4.1 has highest weightage with 20 followed by 3.4.4 with 20 weightage and 15 weightage to the 3.4.3. and metric has least 5 points given to the metrics 3.4.2. (Table 2)

Table 2. Matricwise weightage to Extension Activities

Matrices no	Qlm/ Qnm	Weightage	Aspect
3.4.1	Qlm	20	EA impact and sensitizing students to social issues and holistic development during last 5 years
3.4.2	Qnm	5	Awards recognitions received from government, recognizes bodies from last 5 years.
3.4.3	Qnm	15	EA and out rich programs conducted in collaboration with industries, community and NGO through NCC NSS YRS etc during last 5 years
3.4.4	Qnm	20	Average percentage of student participating in EA in government , NGO and program such as swachh bharath abhiyana ,gender issues ,HIV AIDS etc
Total weightage: 60			

3.4.1 EA impact and sensitizing students to social issues and holistic development during the important for years (500 words)

It is description metrics includes the following aspects

1. EA^s mechanism: plan design and implement
2. Impact on students: students are learned personal values
 - a. Social values
 - b. Knowledge beyond the
 - c. General awareness
 - d. Leadership quality events

- e. Event organizer
 - f. Social service
 - g. State, national, international awareness and recognition
- Jobs and entrepreneurship during 5 years

- a) Sensitising students: EA enables students to sensitise about the social issues such as gender equality HIV AIDS etc effect of climate and ecology
 - a. Health issues
 - b. Constitutional values
 - c. Legal awareness
 - d. The level of analytical skill of the primary school students
 - e. Ways of creating societal awareness

3.4.2. Number of awards and recognition received for extension activities from government/ recognized bodies during the last five years.

3.4.2.1. Total number of awards and recognition received for extension activities from government/recognition bodies' year wise during the last five years.

3.4.3. Number of extension and outreached programmes conducted in collaboration with industry, community and non government.

Q_nM organizational through NSS/NCC/Red Cross/YRC etc., during the last five years .

3.4.4. Average percentage of students participating in extension activities with government organization, Non-Government organization.

Q_nM Programmes such as Swachh Bharat, AIDS awareness, gender issue etc, during last five years with Government organizations and Programmes such as Swachh Bharat, AIDS awareness, gender issue etc year wise during last five years

Conclusion

Extension Activities are encourage and enchased the students personality, social values, democratic values and contribution of students to social values and holistic development. The extension activities an having wider scope and not limits to a particular activity

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कौशल्याची जोड असणारा वाणिज्य अभ्यासक्रम- काळाची गरज

श्रीमती प्राची सुशांत खाडे

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Abstract

वाणिज्य हा भारतातील करिअरमधील एक लोकप्रिय पर्याय मानला जातो. वाणिज्य शिक्षण हा देशाच्या व्यवसाय आणि अनुक्रमे विकासाचा आधार आहे. हे शिक्षण लोकांच्या विकासात आणि उपलब्ध स्रोतांचा प्रभावी वापर करण्यावर भर देते. वाणिज्य शिक्षण हे शिक्षणाचे क्षेत्र आहे जे व्यापार, वाणिज्य आणि उद्योग हाताळण्यासाठी आवश्यक ज्ञान, कौशल्य आणि दृष्टीकोन विकसित करते. व्यवसाय संस्थेच्या वाढत्या गरजा भागविण्यासाठी वाणिज्य शिक्षणाच्या चांगल्या विकासाची जास्त मागणी आहे. या क्षणी बदलत्या परिस्थितीत वाणिज्य शिक्षणाची नव्याने व्याख्या करण्याची आणि त्यास आणखी बळकटी देण्याची गरज आहे. जागतिकीकरण आणि तंत्रज्ञानाच्या प्रवृत्तीमुळे संस्थांना स्पर्धात्मक जगात टिकणे कठीण झाले आहे. परिणामी वाणिज्य शिक्षणाचे महत्त्व अनेक पट वाढविले आहे. गतिशील व्यवसाय जगाच्या आव्हानांना सामोरे जाण्यासाठी वाणिज्य कौशल्याच्या उदयोन्मुख ट्रेंडसह भविष्यातील चैतन्यपूर्ण व्यवस्थापकांना सुसज्ज करण्यासाठी पारंपरिक अभ्यासक्रमात मोठा बदल करणे गरजेचे आहे. नवीन सहस्राब्दी शिक्षण जागतिक केंद्रित आहे जेथे आयसीटी आणि ज्ञान जगावर राज्य करीत आहेत. भारतात वाणिज्य शिक्षण क्रॉस रोडवर आहे. जागतिकीकरणामुळे जगभरात मोठ्या प्रमाणावर नोकरीच्या संधी उपलब्ध झाल्या आहेत आणि त्याचबरोबर आव्हाने आणि धोके देखील आहेत. या पेरमध्ये आम्ही कॉमर्स ग्रॅज्युएट समोरील आव्हानांना उजाळा देण्याचा प्रयत्न केला आहे आणि वाणिज्य शिक्षण अधिक प्रभावी करण्यासाठी या आव्हानांचा सामना करण्यासाठी काही उपाय सुचविले आहेत. भारतात वाणिज्य शिक्षणास जागतिक पातळीवरील व्यवसाय आणि व्यवस्थापन संस्थांचा अभाव, अपुऱ्या शैक्षणिक पायाभूत सुविधांची कमतरता, कौशल्य शिक्षणाची कमतरता यासारख्या अनेक आव्हानांचा सामना करावा लागत आहे. वाणिज्य संस्था अजूनही “खडू आणि चर्चा” शिकवण्याच्या पद्धतींचा वापर करतात जे अत्यंत पारंपरिक आहेत आणि या पद्धती नोकरीसाठी व्यवस्थापनाची कौशल्ये देतात आणि उद्योजकीय व्यवस्थापन कौशल्ये देण्यात अपयशी ठरतात.

कीवर्ड: वाणिज्य शिक्षण, व्यावसायिक प्रशिक्षण, जागतिक बाजारपेठ, नवीन संकल्पना, आव्हाने व संधी

प्रस्तावना

शिक्षण अधिक महत्वाचे आहे परंतु कौशल्य शिक्षण सर्वात महत्वाचे आहे !!

हे खरे आहे की तरुण पिढी रोजगार मिळविण्यासाठी कुशल असणे आवश्यक आहे. कौशल्य मिळवणे खूप महत्वाचे आहे आणि तरुण आपण एखाद्या देशाच्या उज्ज्वल भविष्याचा विचार करू शकतो. आजकाल आपल्याला सहसा या समस्यांचा सामना करावा लागतो की एखादी व्यक्ती ज्ञानी आहे परंतु विशिष्ट कार्य करण्यासाठी पुरेसे कुशल नाही. एक हुशार विद्यार्थी जो केवळ पुस्तके वाचण्यात सोयीस्कर आहे, व्यावहारिकदृष्ट्या अभ्यास करू शकतो परंतु जो विद्यार्थी व्यावहारिकदृष्ट्या अधिक चांगला शिकतो, केवळ वाचनाने तो योग्यरित्या अभ्यास करू शकत नाही. तर, शिक्षण हे ज्ञान आधारित नसण्याऐवजी कौशल्य आधारित असले पाहिजे जेणेकरून सर्व विद्यार्थ्यांना जलद अभ्यास करणे आणि अधिक चांगले समजणे सोपे होईल.

वाणिज्य क्षेत्रात वाढत्या गरजा भागविण्यासाठी वाणिज्य शिक्षण विकसित झाले. वाणिज्य हा भारतातील करिअरमधील एक लोकप्रिय पर्याय मानला जातो. वाणिज्य शिक्षण हा देशाच्या व्यवसाय आणि अनुक्रमे विकासाचा आधार आहे. जागतिकीकरणाच्या नव्या युगात पारंपरिक वाणिज्य शिक्षण अप्रासंगिक झाले आहे. वाढत्या आंतरराष्ट्रीय व्यवसायाच्या संदर्भात नाविन्यपूर्ण परिमाण गृहित धरून व्यापार आणि वाणिज्य सह, वाणिज्य विद्याशाखेसाठी अभ्यासक्रम तयार करून भविष्याची पूर्तता करण्यासाठी नव्याने रचना केली पाहिजे. आर्थिक, उत्पादन आणि सेवा क्षेत्रातील आव्हाने लक्षात घेऊन पारंपरिक अभ्यासक्रमात मोठा बदल करणे गरजेचे आहे. आज माहिती आणि ज्ञान जगावर राज्य करीत आहेत. या परिस्थितीत वाणिज्य शिक्षणास शिक्षण, जिवंत ज्ञान, कौशल्य आणि वृत्ती विकसित करते जी शिक्षण, व्यापार आणि उद्योगाच्या यशस्वी हाताळणीसाठी आवश्यक असते. जागतिक बँक, आयएमएफ आणि डब्ल्यूटीओच्या नियमांनुसार भारतातील वाणिज्य शिक्षणावर सकारात्मक आणि नकारात्मक प्रभाव पडतो. आर्थिक एकीकरणासह कॉर्पोरेट व्यवसाय संस्था त्यांचे व्यवसाय जगभर वाढवित आहेत. सध्याचा व्यवसाय जगभरात मोठ्या प्रमाणात नोकरीच्या संधी उपलब्ध करून देत आहे आणि त्याचबरोबर आव्हाने आणि धोके देखील दर्शवितो.

कॉर्पोरेट घटकांना कुशल प्रतिभावान व्यवस्थापकांच्याद्वारे नियंत्रित करावे लागेल आणि जागतिक नोकरी बाजारपेठेत एकल कुशल लोकांपेक्षा बहुगुणित कौशल्ये असणाऱ्या लोकांची अपेक्षा आहे. भारत हा एक तरुण देश आहे जो जागतिकीकरण परिस्थितीत जागतिक दर्जाचे पदवीधर बनविण्यास सक्षम आहे. वाणिज्य शिक्षण संस्थांना जबाबदाऱ्या यशस्वीरीत्या पार पाडण्यासाठी आणि त्यांचे परदेशी संस्थांचा व्यवसायात सहभाग वाढविण्यासाठी जागतिक दर्जाचे पदवीधर तयार करावे लागतील. नोकरीच्या बाजारपेठेच्या अपेक्षांची पूर्तता करण्याची जबाबदारी वाणिज्य शैक्षणिक संस्थांची आहे. भारतात वाणिज्य शिक्षणामध्ये सर्जनशीलता आणि नाविन्यपूर्ण कौशल्ये, माहिती तंत्रज्ञान कौशल्ये, गतिशील वातावरणात निर्णय घेण्याची क्षमता, मानव संसाधन विकास कौशल्ये, सेवा व्यवस्थापन कौशल्ये, उद्योजकीय कौशल्ये, ताण व्यवस्थापन, यासारख्या बहुआयामी कौशल्यांसह विद्यार्थ्यांची निर्मिती करण्याचे आव्हानात्मक कार्य आहे.

अभ्यासाचे उद्दिष्टे

- वाणिज्य शिक्षणाच्या सद्य स्थितीचा अभ्यास करणे
- वाणिज्य शिक्षणाच्या संभाव्यतेचे विश्लेषण करणे
- वाणिज्य शिक्षणाच्या समस्यांचे विश्लेषण करणे
- वाणिज्य शिक्षणाला अधिक व्यावहारिक व सुसज्ज करण्यासाठी उपाय सुचविणे

केंद्र आणि राज्य सरकार समोरील आव्हाने

भारतातील वाणिज्य व जागतिक पातळीवरील व्यवसाय व व्यवस्थापन संस्था, अपुरी शैक्षणिक पायाभूत सुविधा, शैक्षणिक संसाधनांचा अभाव, अपुरी विद्याशाखा, यासारख्या अनेक आव्हानांना भारताच्या वाणिज्य शाखेत सामोरे जावे लागले आहे. केंद्र आणि राज्य-एआयसीटीई, आयआयएम, आयसीएआय, वाणिज्य व व्यवस्थापन संघटना, विद्यापीठे आणि उद्योग या दोन्ही सरकारांना या आव्हानांचा सामना करण्यासाठी अधिक कठोर उपाययोजना करावी लागतील आणि आपल्या वर्गातील तरुणांना चांगल्या वर्ग खोल्यांसारख्या पायाभूत सुविधा पुरवून जागतिक स्तरावरील उद्योजक बनण्यास सुसज्ज करावे लागेल. संगणक नेटवर्क, ओव्हरहेड प्रोजेक्टर, इंटरनेट सुविधा, व्यवसाय प्रयोगशाळा, सुसज्ज लायब्ररी, डिजिटल लायब्ररी इ. बरोबर आसन व्यवस्था, प्रकाशयोजना आणि वेंटिलेशन सुविधांसह उद्योग संस्था-विद्यापीठ संबंध सुधारणे आवश्यक आहे, वाणिज्य व व्यवस्थापन अध्यापनशास्त्र, अभ्यासक्रम नियमितपणे सुधारित आणि अद्ययावत करावे लागतील आणि अभ्यासक्रम अधिक वास्तविक आणि व्यावहारिक बनविण्यासाठी सुधारित करावे लागतील, पात्र प्राध्यापकांची नेमणूक करून, वाणिज्य शाखा अद्ययावत करण्यासाठी नियमितपणे योग्य वाणिज्य शाखा विकास कार्यक्रम तयार करावे लागतील. प्राध्यापकांना आयआयएम प्राध्यापक आणि जागतिक दर्जाच्या व्यवसाय शाळेतील प्राध्यापकांनी प्रशिक्षण दिले पाहिजे आणि व्यावसायिक शिक्षणाच्या क्षेत्रात वाणिज्य शिक्षणाचा समावेश करावा. चांगले शिक्षक वाणिज्य शैक्षणिक संस्थांचे मुख्याध्यापक आणि संचालक म्हणून नियुक्त केले जावेत.

पारंपरिक अभ्यासक्रम

वाणिज्य शिक्षणामध्ये लेखा, विपणन, वित्त, उद्योजकता विकास, व्यावसायिक आणि व्यवसाय कायदे, पर्यावरण लेखा, कॉर्पोरेट गव्हर्नन्स आणि कॉर्पोरेट उत्तरदायित्व यासारख्या व्यवसायातील विविध क्षेत्रांचा समावेश आहे. वाणिज्य शिक्षणामध्ये असा बदल झाला पाहिजे की त्यामुळे ज्ञान, कौशल्य आणि दृष्टीकोन विकसित होईल जे व्यापार, वाणिज्य आणि उद्योगाच्या यशस्वी हाताळणीसाठी आवश्यक आहे. भारतातील वाणिज्य शिक्षणाची सद्यस्थिती आयआयएम व्यतिरिक्त काही केंद्रीय विद्यापीठे आणि भारतातील काही व्यवसाय शाळा ही जागतिक दर्जाची शैक्षणिक संस्था नाहीत. वाणिज्य व व्यवस्थापन संस्था अजूनही खडू आणि चर्चा शिकवण्याच्या पद्धतीवर आहेत जे अत्यंत पारंपारिक आहेत आणि या पद्धती नोकरशाही व्यवस्थापनाची कौशल्ये देतात आणि उद्योजकीय व्यवस्थापन कौशल्ये देण्यात अपयशी ठरतात. पुन्हा अभ्यासक्रम आणि अध्यापन ही परीक्षा देणारं आहे. आयआयएम आणि काही व्यवसाय शाळा वगळता भारतात वाणिज्य व व्यवस्थापन संस्था केवळ शैक्षणिक अभ्यासक्रम उपलब्ध करतात. संस्थांमधील अभ्यासक्रम जगातील सध्याच्या ट्रेंडनुसार नाही. उद्योग आणि संस्था यांचा संबंध नाही. एकविसाव्या शतकात भारतातील वाणिज्य शिक्षणासाठी अभूतपूर्व मागणी आहे व वाणिज्य नोकरीच्या बाजारात चांगल्या संधी आहेत. परंतू कौशल्याधिष्ठित शिक्षणाच्या अभावामुळे मानव संसाधन असूनही बेरोजगारांची संख्या जास्त आहे. विविध विषयांतर्गत प्रात्यक्षिकांचा समावेश केला पाहिजे त्याच्या वापर विद्यार्थी प्रत्यक्ष नोकरी किंवा व्यवसाय करण्यासाठी करू शकेल. जागतिक

स्तरावर कॉर्पोरेट संस्था विविध सांस्कृतिक, सामाजिक, राजकीय आणि आर्थिक पार्श्वभूमी असलेल्या विविध देशांमध्ये कार्यरत आहेत आणि बहु-कौशल्य असलेल्या लोकांना आवश्यक आहे. कॉर्पोरेट घटकांना सर्जनशीलता आणि नाविन्यपूर्ण, माहिती तंत्रज्ञान, गतिशील वातावरणात निर्णय घेण्याची क्षमता, मानव संसाधन विकास, सेवा व्यवस्थापन, उद्योजकीय कौशल्ये, ताणतणाव व्यवस्थापन, सामरिक कौशल्ये यासह समृद्ध कौशल्य असलेले विद्यार्थी हवे आहेत. कॉर्पोरेट जगात आत्मसात होऊ शकणा या विद्यार्थ्यांना तयार करण्यासाठी वाणिज्य व व्यवस्थापन शिक्षणाचे नूतनीकरण केले पाहिजे.

सिद्धांतभिमुख अभ्यासक्रम अभाव - यूजी घेतलेला अभ्यासक्रम अधिक सैद्धांतिक आहे आणि व्यावहारिक दृष्टिकोनाचा अभाव आहे. पुन्हा अभ्यासक्रम कालबाह्य झाली असून जागतिक स्तरावरील उद्योगांच्या गरजेनुसार वाणिज्य शिक्षणामधील नवीन घडामोडींचा समावेश करण्यासाठी त्या सुधारित नाहीत.

वाणिज्य शिक्षणाचे व्यावसायीकरण - बाजारपेठेत तरुण व्यवसाय व्यवस्थापन विद्यार्थ्यांची वाढती मागणी वाढत असताना काही खासगी संस्था कमकुवत पायाभूत सुविधा आणि शिक्षण संसाधनांसह मोठ्या प्रमाणात देण्या गोळा करीत आहेत, कमी पगाराच्या कामावर जास्त भार असलेल्या चांगल्या शैक्षणिक कामगिरी नसलेल्या नवीन पदवीधरांची नेमणूक करीत आहेत.

आर्थिक आधार - बहुतेक वाणिज्य शिक्षण संस्था सरकारी अनुदानांवर अवलंबून असतात आणि विद्यार्थ्यांना जागतिक स्तरीय ज्ञान देण्यासाठी आवश्यक अनुदान व शिक्षण संसाधने पुरविण्यासाठी सरकारी अनुदान अपुरे पडते.

समन्वयाचा अभाव- अध्यापन, संशोधन आणि सल्लामसलत यापैकी- विशेषतः यूजी स्तरावरील वाणिज्य व व्यवस्थापन संस्था अपयशी ठरतात त्यांचा उद्योग आणि संशोधन संस्थांशी संपर्क नसतो. केवळ वाणिज्य विभागातील उद्योग व संशोधन संस्थांशी संबंध नसल्यामुळे, हे सांगणे किती निराशाजनक आहे की उच्च शिक्षण संस्थांमधील शिक्षक त्यांचे ज्ञान व कौशल्ये अद्ययावत नाही.

वाणिज्य व व्यवस्थापन शिक्षणाचे नूतनीकरण केले पाहिजे जे कॉर्पोरेट जगात आत्मसात होऊ शकतात अशा विद्यार्थ्यांना तयार करण्यासाठी. वाणिज्य शिक्षण अधिक व्यावहारिक आणि नोकरीभिमुख करण्यासाठी पुढील उपाय सुचवू इच्छितो.

- 1) **पायाभूत सुविधा व शिक्षण संसाधने** - जागतिक नेटवर्कमध्ये संगणक नेटवर्क, ओव्हरहेड प्रोजेक्टर, इंटरनेट सुविधा, व्यवसाय सुविधा, सुसज्ज लायब्ररी, डिजिटल लायब्ररी इत्यादी आधुनिक संप्रेषण साधनांसह सुसज्ज वर्ग खोल्या यासारख्या आव्हानांची पूर्तता करण्यासाठी वाणिज्य शिक्षण अभ्यासक्रम अद्ययावत बनविणे, बसण्याची योग्य व्यवस्था, प्रकाश व्यवस्था आणि वायुवीजन सुविधा उपलब्ध केल्या पाहिजेत.. आदर्श विद्यार्थी-शिक्षक गुणोत्तर निश्चित केले जावे आणि विद्यार्थ्यांसह वर्ग खोल्यांमध्ये जास्त गर्दी कमी केली पाहिजे.
- 2) **कौशल्याधिष्ठित प्रत्यक्षिकाची जोड**- वाणिज्य शिक्षणाला अधिक प्रभावी आणि व्यावहारिक बनविण्यासाठी वाणिज्य शास्त्रीय जुने आणि अकार्यक्षम अध्यापन पद्धती बदलून शिक्षण केंद्र, केस पद्धत, प्रोजेक्ट पद्धत आणि सिम्युलेशनला महत्त्व देणे, वाणिज्य शिक्षणातील भूमिका बजावण्याच्या पद्धती या व्यावहारिक बाबींचा समावेश झाला पाहिजे.. हा अभ्यासक्रम चार्टर्ड अकाउंटंट (सीए), कंपनी सेक्रेटरी (सीएस), सर्टिफाइड पब्लिक अकाउंटिंग (सीपीए) सर्टिफाइड मॅनेजमेंट अकाउंटंट (सीएमए) बिझिनेस अकाउंटिंग अँड टॅक्सेशन (बीएटी) सारख्या व्यावसायिक अभ्यासक्रमाशी समांतर असणे आवश्यक आहे आणि अभ्यासक्रम अधिक वास्तविक बनवणे आवश्यक आहे. आणि व्यावहारिक बनविण्यासाठी वाणिज्य अभ्यासक्रमात अहवाल तयार करणे, मिनिट लिहिणे, केस स्टडी करणे, गट चर्चा करणे, प्रकल्प काम करणे, शेतातील व प्रत्यक्ष व्यवसायातील सर्वेक्षण करणे या व्यावहारिक बाबींचा समावेश झाला पाहिजे.
- 3) **औद्योगिक भेटी व उद्योग -विद्यापीठ जोड**- जागतिकीकरणाच्या आव्हानांचा सामना करण्यासाठी आणि विद्यार्थ्यांना कॉर्पोरेट क्षेत्राच्या अपेक्षांची पूर्तता करण्यासाठी शैक्षणिक संस्थांना उद्योगाशी जोडणे ही काळाची गरज आहे. जेणेकरून विद्यार्थ्यांना उद्योगांची आवश्यकता समजेल जेणेकरून त्यांना आवश्यक प्रशिक्षण मिळेल. उद्योग आणि इतर संस्थांच्या आवश्यकता पूर्ण करण्यासाठी वाणिज्य अभ्यासक्रम अद्ययावत केला पाहिजे. विद्यार्थ्यांमध्ये व्यावहारिक ज्ञान देण्यासाठी सर्व महाविद्यालयांमध्ये व्यवसाय प्रयोगशाळा उपलब्ध केल्या पाहिजेत. वाणिज्य शिक्षणामध्ये पात्रता असलेल्या आणि व्यावसायिक प्रशिक्षण किंवा अनुभव घेतलेल्या पूर्णवेळ व कायम प्राध्यापकांची नेमणूक केली पाहिजे.
- 4) **वाणिज्य शाखा विकास कार्यक्रम** - वाणिज्य शाखेचा विकास कार्यक्रम तयार करताना विद्यार्थ्यांना प्रत्यक्ष व्यवसाय करणाऱ्या तज्ञ व अनुभवी व्यक्तींचे मार्गदर्शन मिळणे अत्यंत गरजेचे आहे. प्रत्येक शिक्षण संस्थेने अशा तज्ञ व्यक्तींचे

मार्गदर्शन मिळण्यासाठी प्रयत्न केला पाहिजे. यासाठी अशा व्यक्तींची निवड करून त्यांना त्यांची भेटीसाठी चे व्याख्याते म्हणून नेमणूक करावी व त्यांच्या विषयांमधिल त्यांचे व्याख्यान अनिवार्य करून विद्यार्थ्यांना मार्गदर्शन घेण्यासाठी प्रोत्साहन द्यावे. यामुळे प्रत्यक्ष काम करताना येणाऱ्या अडचणी कश्या सोडवाव्या, त्यातून मार्ग कसा काढावा अश्या अनेक प्रश्नांची विद्यार्थ्यांना उत्तरे मिळतील. व पदवी घेऊन बाहेर पडल्यावर विद्यार्थी निराश न होता आत्मविश्वासाने काम करेल.

- 5) **अनिवार्य इंटर्नशिप** - वाणिज्य क्षेत्रात शिक्षण घेताना विविध विषयामध्ये विशेषज्ञता मिळवता येते परंतु जेव्हा विद्यार्थी प्रत्यक्ष काम करण्यास जातो त्यावेळी त्या क्षेत्रातील कोणताही अनुभव नसल्यामुळे तो कोणतेही काम करू शकत नाही व असे बरेच तरुण पदवी असून देखील बेरोजगार राहतात. वाणिज्य पदवी मिळवताना शेवटच्या वर्षात शिकत असताना ज्या विषयामध्ये विशेषज्ञता मिळवायची आहे त्या विषयातील किमान ६ महिने विशिष्ट क्षेत्रात इंटर्नशिप प्रत्येकाला अनिवार्य केली पाहिजे. याचा उपयोग त्या विद्यार्थ्याला नोकरी शोधताना व प्रत्यक्ष काम करताना होईल. असा विद्यार्थी थोडा अनुभव घेऊन स्वतंत्र व्यवसाय देखील करू शकेल व बेरोजगार राहणार नाही. यासाठी मोठे उद्योग व शिक्षण संस्था यांच्यामध्ये व्यावसायिक संबंध प्रस्थापित होण्यासाठी काही योजना आखल्या पाहिजेत. जेणे करून या संस्था अश्या विद्यार्थ्यांना इंटर्नशिप करण्यास परवानगी देतील.

औद्योगिकीकरणाच्या पार्श्वभूमीवर वाणिज्य शिक्षण हा सर्वात संभाव्य उद्योग म्हणून उदयास आला आहे आणि तरुण लोकांचा धोरणात्मक फायदा भारतामध्ये आहे. जागतिकीकरणाने पदवीधर आणि पदव्युत्तर पदवीधरांच्या अधीन असलेल्या वाणिज्य व्यवसायांना बयापैकी संधी उपलब्ध करून दिल्या आहेत आणि जागतिक स्तरावर जागतिक नोकरीच्या बाजारातील अपेक्षा पूर्ण करण्यासाठी विद्यार्थ्यांना एकाधिक कौशल्यांनी सुसज्ज करण्याच्या वाणिज्य शिक्षणास आव्हान आहे. भारत सरकार आणि एआयसीटीई, यूजीसी आणि आयसीएआय, आयसीडब्ल्यूए, आणि आयसीएस यासारख्या इतर व्यावसायिक संस्था आणि भारत आणि विद्यापीठांच्या सहकार्याने भारत सरकार विविध कार्यक्रमांद्वारे या आव्हानांचा सामना करण्यासाठी त्वरित प्रयत्न करत आहे. पारंपारिक सिद्धांत आधारित, वाणिज्य शिक्षणाचे परीक्षाभिमुख अभ्यासक्रम व्यावहारिक आणि नोकरीभिमुख विद्यार्थी केंद्रित अभ्यासक्रम बदलले जाईल. वाणिज्य विद्यार्थ्यांना व्यावहारिक प्रदर्शनासाठी उद्योग आणि संस्था जोड यांना प्रोत्साहित केले पाहिजे.

संदर्भ

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राष्ट्रीय एकात्मता वाढीचे सशक्त साधन: राष्ट्रीय सेवा योजना

डॉ. वसंत मोरे

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1. प्रस्तावना-

भारत हा जगातील सर्वात मोठा लोकशाही असणारा देश आहे. आपला देश विविध जाती, धर्म, भाषा, वंश पंथ यांनी नटलेला आहे. भारतामध्ये एवढ्या मोठ्या प्रमाणात विविधता आढळून येते की जणू भारत म्हणजे जगाची एक छोटी प्रतिकृतीच आहे असे म्हटले तर वावगे ठरणार नाही. परंतू या विविधतेतही सर्व घटकांमध्ये एक प्रकारची एकता निर्माण झालेली दिसून येते. या वैविध्याला बांधून ठेवणारा एक धागा म्हणजे आम्ही भारतीय हा होय. विविधता हे भारतीय समाजाचे वैशिष्ट्य आहे आणि जगामध्ये आपण या वैशिष्ट्याने ओळखले जातो. परंतू बदलत्या काळामध्ये जसजसे आपण प्रगतीच्या दिशेने वाटचाल करत आहोत तसतसे भाषा, प्रांत, धर्म, जात यांच्या माध्यमातून वेगवेगळे वाद निर्माण होताना दिसून येत आहेत. स्वार्थी लोकांच्याकडून आपला स्वार्थ पूर्ण करण्यासाठी तरुणांना भडकवले जाते आणि दंगली घडवून आणल्या जातात. एकूणच अशा प्रकारामुळे भारतातील राष्ट्रीय एकात्मतेच्या अस्तित्वाला धोका निर्माण झालेला आहे. आज भारतामध्ये राष्ट्रीय एकात्मता अबाधित ठेवण्यासाठी शासकीय आणि संस्था पातळीवर विविध उपक्रम राबविले जातात. या पैकीच एक उपक्रम म्हणजे राष्ट्रीय सेवा योजना होय. प्रस्तुत लघु शोध निबंधामध्ये राष्ट्रीय एकात्मतेच्या वाढीसाठी राष्ट्रीय सेवा योजनेच्या वतीने राबविल्या जाणा-या उपक्रमांचा आढावा घेण्यात आलेला आहे.

२. संशोधनाचा उद्देश

१. राष्ट्रीय सेवा योजनेच्या स्थापने पाठीमागील उद्देश जाणून घेणे.
२. राष्ट्रीय सेवा योजनेचे राष्ट्रीय एकात्मतेच्या वाढीसाठीचे कार्य जाणून घेणे.

३. राष्ट्रीय सेवा योजनेची स्थापना

भारत हा खेड्यांचा देश आहे. खेड्यातील जनतेलाही स्वातंत्र्याची फळे उपभोगता आली पाहिजेत. त्यासाठी तरुणांनी विशेषतः महाविद्यालयीन आणि विद्यापीठीय युवकांनी लोकसेवेसाठी रचनात्मक कार्य केले पाहिजे. महात्मा गांधीजींचे आदर्श शिक्षण क्षेत्रात राबविण्याच्या दृष्टीने १९५२ मध्ये पहिल्या पंचवार्षिक योजनेत समाजसेवा आणि शारीरिक श्रमावर भर देणारी शिबीर विद्यार्थ्यांसाठी आयोजित करण्याची योजना आखली. पंडीत जवाहरलाल नेहरू यांनी पदवीचे शिक्षण घेणा-या विद्यार्थ्यांसाठी नऊ ते बारा महिन्यांपर्यंत ग्रामीण भागात समाजसेवेचे कार्य करण्याविषयी योजना आखण्याचे सुचविले. याविषयी १९५९ मध्ये दिल्ली येथे शिक्षणमंत्र्यांच्या बैठकीत डॉ. सी. डी. देशमुख यांच्या अध्यक्षतेखाली एक समिती स्थापन केली. या समितीने अत्यंत महत्वपूर्ण शिफारशी केल्या. १९६० मध्ये प्रा. के. जी. सैयुद्दीन यांनी अनेक देशांचा दौरा करून 'नॅशनल सर्व्हिस फॉर द युथ' हा अहवाल सादर केला. १९६४ मध्ये कोठारी आयोगानेही विद्यार्थ्यांच्या समाजसेवेविषयी विविध योजनांबाबत शिफारशी केल्या. १९६९ मध्ये कुलगुरुंच्या उपसमितीची बैठक होवून राष्ट्रीय सेवा योजनेचा मसुदा तयार करण्यात आला आणि तत्कालीन शिक्षण मंत्री डॉ. व्ही. के. आर. व्ही. राव यांनी २४ सप्टेंबर १९६९ रोजी राष्ट्रीय सेवा योजनेची घोषणा केली. १९६९ मध्ये देशातील ३७ विद्यापीठे आणि ४० हजार विद्यार्थ्यांसाठी प्रायोगिक स्वरूपात सुरू करण्यात आलेली ही योजना आज देशातील ३०० हून अधिक विद्यापीठांमध्ये कार्यरत असून ६ हजार महाविद्यालयातील ३५ लाखांहून अधिक विद्यार्थी या योजनेत सक्रियपणे सहभागी आहेत.

४. राष्ट्रीय सेवा योजनेचे उद्देश

१. आपण ज्या ठिकाणी काम करतो, त्या समाजाला समजून घेणे. स्वतःला त्या समाजात समजून घेण्यासाठी पात्र बनविणे.
२. समाजाच्या गरजा, अडी— अडचणी समजून घेवून त्या दूरकरणे.
३. आपल्यामध्ये सामाजिक बांधिलकीची जाणीव निर्माण करून तिचा विकास करणे.
४. आपल्या शिक्षणाचा उपयोग व्यक्तिगत व सामाजिक अडचणी दूर करण्याच्या दृष्टीने व्यावहारिक उपाय शोधण्यासाठी करणे.
५. समाजात मिसळण्यासाठी आवश्यक कौशल्यांचा विकास करणे.

६. नेतृत्व गुण धारण करून लोकशाही प्रवृत्तीचा विकास करणे.
७. साक्षर व निरक्षर यांच्यातील दरी कमी करून गरीब वर्गाची सेवा करण्याची इच्छा मनात जागृत करणे.
८. संकटकाळी व नैसर्गिक आपत्तीला तोंड देण्याची पात्रता आपल्या अंगी निर्माण करणे.
९. राष्ट्रीय एकात्मतेचा प्रसार व विकास करणे.

५. राष्ट्रीय सेवा योजनेचे कार्य

राष्ट्रीय सेवा योजना हा दोन वर्षांचा उपक्रम आहे. या दोन वर्षांमध्ये प्रतिवर्षी १२० तास या प्रमाणे २४० तास दिलेले उपक्रम आणि ७ दिवसीय एक विशेष शिबीर पूर्ण करावयाचे असते. या १२० तासामध्ये २० तास स्वयंसेवकांचे प्रबोधन, ३० तास महाविद्यालय परिसरातील उपक्रम आणि ७० तास दत्तक खेड्यास भेट देवून सामाजिक आणि उपयुक्त उपक्रम राबविले जातात. महाविद्यालय परिसर आणि दत्तक खेडे येथे राष्ट्रीय सेवा योजनेच्या माध्यमातून विविध उपक्रम राबविले जातात. त्यामध्ये पर्यावरण संरक्षण व संवर्धन, आरोग्य, आहार व कुटूंब कल्याण, महिला सबलीकरण व सक्षमीकरण, समाजसेवेचे कार्यक्रम, कृषी घटक, शिक्षण व सांस्कृतिक आणि काही राष्ट्रीय प्रकल्प राबविले जातात. या व्यतिरिक्त राष्ट्रीय सेवा योजनेची विशेष श्रमसंस्कार शिबीरे विशेष उपक्रमाच्या माध्यमातून राबविली जात आहेत.

६. राष्ट्रीय सेवा योजनेचे राष्ट्रीय एकात्मता वाढीसाठीचे कार्य

राष्ट्रीय एकात्मता म्हणजे विविध सामाजिक घटकांना एका मुख्य राष्ट्रीय प्रवाहात सामील करून घेण्याची प्रक्रिया होय. राष्ट्रीय सेवा योजना हा राष्ट्रीय एकात्मता वाढीच्या दृष्टीने एक महत्वपूर्ण असा उपक्रम असून तो आज भारतातील सर्व विद्यापीठांतून आणि महाविद्यालयांतून राबविला जातो. शिक्षित जनशक्तीच्या गुणवत्तेमध्ये सुधारणा करून उत्तम राष्ट्रभक्त नागरिक घडविण्याची प्रक्रिया राष्ट्रीय सेवा योजनेच्या माध्यमातून आज पार पाडली जात आहे. यासाठी राष्ट्रीय सेवा योजनेच्या माध्यमातून विविध उपक्रम राबविले जात आहेत.

६.१ राष्ट्रीय एकात्मता शिबीर

भारत हा सामाजिक, धार्मिक, भौगोलिक, सांस्कृतिक, भाषिक, वांशिक विविधतेने नटलेला देश आहे. अशा बहुविध विविधतेतून निर्माण झालेल्या सांस्कृतिक वारशाची ओळख व्हावी व त्याचे जतन व्हावे या उद्देशाने राष्ट्रीय सेवा योजनेकडून अशी शिबीरे राज्य आणि राष्ट्रीय पातळीवर आयोजित केली जातात. राष्ट्रीय सेवा योजनेच्या स्वयंसेवकांना विविध कला, साहित्य, संस्कृती, राष्ट्रीय सण, समारंभ, उत्सव, राष्ट्रीय प्रतिके यांची ओळख करून देणे हाच उद्देश या शिबीरांच्या आयोजना पाठीमागे असतो. वेगवेगळ्या सामाजिक, धार्मिक, सांस्कृतिक, आर्थिक, राजकीय, आणि शैक्षणिक परिस्थितीतून आलेले आपण कोणत्याही विरोधाशिवाय आनंदाने आणि शांततेने एकत्र राहू शकतो. हा आत्मविश्वास तरुणांच्यात निर्माण करणे आणि आपला देश एक समृद्ध राष्ट्र म्हणून निर्माण करण्यासाठी अशी शिबीरे आयोजित केली जातात. ७ दिवसांची अशी शिबीरे दरवर्षी देशाच्या वेगवेगळ्या भागात आयोजित केली जातात. या शिबीरात देशाच्या विविध राज्यातून स्वयंसेवक सहभागी होतात.

६.२ साहसी शिबीर

राष्ट्रीय सेवा योजनेच्या स्वयंसेवकांना साहसी उपक्रमांची प्रेरणा मिळावी, भारतातील विविध भौगोलिक विभागांबाबत आपुलकीची भावना निर्माण व्हावी, नेतृत्व गुण, बंधुभाव, संघभावना आणि जोखिम पत्करण्याची क्षमता वाढविणे, शारीरिक, भावनिक आणि मानसिक क्षमता सुधारणे या उद्देशाने ही शिबीरे राज्य आणि राष्ट्रीय पातळीवर आयोजित केली जातात. ही साहसी शिबीरे हिमालयीन पर्वतराजी आणि अरुणाचल प्रदेशातील पर्वतीय भागात आयोजित केली जातात. तरुणांच्या सर्वांगीण विकासासाठी या शिबीरामध्ये साहसी उपक्रमांचा समावेश केलेला असतो. त्यामध्ये प्रामुख्याने ट्रेकिंग, आरोग्य, रिव्हर क्रॉसिंग, बोट सेलिंग, नेमबाजी, धनुर्विद्या या सारख्या साहसी उपक्रम आणि क्रीडा प्रकारांचे प्रशिक्षण दिले जाते. देशभरातून सर्वसाधारणपणे १५०० स्वयंसेवक दरवर्षी या शिबीरात सहभागी होतात. यामध्ये ५० टक्के मुलींची संख्या असते.

६.३ प्रजासत्ताक दिन संचलन शिबीर

राष्ट्रीय सेवा योजनेच्या स्वयंसेवकांना राजपथ, दिल्ली येथे प्रजासत्ताक दिन संचलनात सहभागी होता यावे यासाठी १९८८ पासून अशा शिबीरांची सुरुवात करण्यात आली. भारताच्या विविध भागातून आलेल्या मित्रांशी संवाद साधण्यास स्वयंसेवकांना समर्थ बनविणे, भारतातील विविध राज्यांच्या प्रथा, परंपरा, भाषा आणि संस्कृती याची ओळख करून घेणे, स्वयंसेवकांना व्यक्तिमत्त्व

विकासाची संधी उपलब्ध करून देणे आणि आपापसात राष्ट्रप्रेम, राष्ट्रीय एकात्मता, बंधुत्व आणि सामाजिक ऐक्य यांचे बंध निर्माण करणे या उद्देशाने या शिबिरांचे आयोजन केले जाते. देशाच्या विविध राज्यातील २०० स्वयंसेवक दरवर्षी या शिबिरात सहभागी होतात आणि शिबिर यशस्वीरित्या पूर्ण करतात. अशा शिबिरातून स्वयंसेवकांमध्ये देशप्रेम, शिस्त अशा मुल्यांची रुजवण होण्यास मदत होते.

६.४ आव्हान: राज्यस्तरीय आपत्ती व्यवस्थापन शिबिर

राष्ट्रीय सेवा योजनेचे स्वयंसेवक नेहमीच सेवा करत असतात. परंतु एखादी नैसर्गिक आपत्ती निर्माण झाल्यास त्यावर कसे नियंत्रण मिळवावे यासाठी स्वयंसेवकांना प्रशिक्षण देण्याच्या उद्देशाने या शिबिराचे आयोजन दरवर्षी महाराष्ट्रातील एका विद्यापीठात केले जाते. या शिबिराचा कालावधी १० दिवसांचा असतो. या १० दिवसात राष्ट्रीय आपत्ती व्यवस्थापन दल (ग्रेडक) या राष्ट्रीय पातळीवरील संस्थेकडून आपत्ती व्यवस्थापनाचे प्रशिक्षण दिले जाते. अशा प्रशिक्षणाची किती नितांत गरज आहे हे काही महिन्यापूर्वी कोल्हापूर, सांगली आणि सातारा जिल्ह्यांमध्ये आलेल्या पुरामध्ये दिसून आलेले आहे. या पुर परिस्थितीमध्ये राष्ट्रीय सेवा योजनेच्या स्वयंसेवकांनी स्वयंस्फूर्तीने केलेले मदत कार्य महत्वपूर्ण आहे. एकोप्याने आणि समन्वयाने स्वयंसेवकांनी केलेल्या कामामुळेच पुरग्रस्ताना फार मोठा दिलासा मिळाला आहे.

७. समारोप

राष्ट्रीय सेवा योजना ही मानवी जीवनाच्या विविध क्षेत्राबरोबरच राष्ट्र विकासाच्या कार्यामध्ये सातत्याने कार्यरत आहे. विविध उपक्रमांच्या माध्यमातून महाविद्यालयीन युवकांच्यामध्ये देशभक्ती, राष्ट्रप्रेम, राष्ट्रीय मुल्ये, सामाजिक ऐक्य, बंधुभाव, सामाजिक सहिष्णुता रुजविण्याचा प्रयत्न सातत्याने केला जात आहे. त्या बरोबरच वृक्षारोपण, जलसंधारण, ग्रामस्वच्छता, विविध शासकीय योजना ग्रामस्थांपर्यंत पोहचविणे, पर्यावरण विषयक जाणिवजागृती आणि आपत्ती व्यवस्थापन सारख्या उपक्रमांमध्ये राष्ट्रीय सेवा योजनेने झोकून देवून काम केलेले आहे. त्यामुळे भारतामध्ये राष्ट्रीय सेवा योजनेच्या माध्यमातून समाज विकासाची ही चळवळ गेली ५० वर्षे सक्रीयपणे कार्यरत आहे.

८. संदर्भसूची

१. प्रा. डॉ. संजय चाकणे व प्रा. डॉ. प्रमोद पाब्रेकर— राष्ट्रीय सेवा योजना संकल्पना, डायमंड पब्लिकेशन, पुणे—२०१०
२. प्रा. डॉ. चांगदेव बंडगर व प्रा. प्रविण साळुंखे- राष्ट्रीय सेवा योजना- संकल्पना व युवक विकास, ज्ञानज्योत प्रकाशन, कुरुल- सोलापूर- २०१८.
३. www.nss.gov.in

सहपाठ्यचर्या संबंधी गतिविधियों के माध्यम से कौशल विकास (पठन कौशल विकास परिप्रेक्ष्य में)

प्रा. डॉ. छाया शंकरमाळी
कमला कॉलेज, कोल्हापुर

प्रस्तावना :-

पाठ्यक्रम यह एक अत्यंत जटिल और जीवन की आवश्यकताओं के अनुसार निरंतर परिवर्तित होनेवाली प्रक्रिया है। आज के स्पर्धात्मक युग में महाविद्यालयीन पाठ्यक्रम में परे परागत सहपाठ्यक्रम के साथ-साथ नये पाठ्यक्रम याने व्यावसायिकमुख प्रशिक्षण देनेवाले अतिरिक्त गतिविधियों को छात्राओं में सृजित करने हेतु उनमें नये कौशल विकास का निर्माण हो। रस प्रयोजन से पाठ्यक्रम के साथ-साथ अन्य गतिविधियाँ विकसित हो रही है। आज छात्र हर क्षेत्र अपना नाम कमाना चाहता है, तो इसकी शुरुवात महाविद्यालयीन जीवन से ही हो यह महत्वपूर्ण बात इसमें आती है। इसमें खेल, राष्ट्रीय सेवा योजना, शैक्षिक सहल, विविध प्रतियोगिताएँ, विकास होता है, उनका शारीरिक तथा मानसिक विकास होकर भविष्यकालीन योजनाओं में वह सफलता प्राप्त कर सकते है। अतिरिक्त पाठ्यक्रम गतिविधियों के माध्यम से उनके मानसिक विकास में वृद्धि होने लगती है, बस आवश्यकता है छात्राओं को इस ओर प्रेरित करने की।

अभिव्यक्ति कौशल आज एक महत्वपूर्ण कौशल विकास के अंतर्गत आता है इसके लिए जरूरी पठन कौशल और इसका साधन है भाषा। समाज में घटित विविध घटनाओं को हम हररोज देखते है महसूस करते है, अच्छे बुरे की पहचान हम करते है। अनेक टिका-टिप्पणियाँ भी हम करते रहते है। यह आधारित होता है हमारी अभिव्यक्ति कौशल पर की जो बोलना है या लिखना है उसे संक्षेप में परंतु सही अर्थ संदेशवहन उसका होना जरूरी है। और इसका प्रमुख आधार है पठन कौशल। अगर हम आज की आपाधापी जिंदगी से थोड़ा समय निकालकर पठन कौशल के प्रति छात्राओं को प्रेरित करते है तो समाज में घटित प्रासंगिक विषयों को वह भलीभाँति परिभाषित कर सकते है, परंतु आज पठन संस्कार से दूर जा रही पठन का अभाव दिखाई दे रहा है।

पठन :- संपूर्ण विकास:-

“ आधुनिक काल में स्वयंविकास का महत्वपूर्ण साधन याने पठन (औपचारिक पाठ्यक्रम के माध्यम से शैक्षिक गुणवत्ता तथा व्यावसायिकमुख जीवन का स्तर उंचा करने के लिए पठन कौशल बहुत ही आवश्यक है। सामाजिक विषय के प्रति अपने विचार व्यक्त करना तथा उसका चिंतन और मनन करना आवश्यक होता है। किताबें, पत्रपत्रिकाएँ, अखबार इनका निज्य पठन जरूरी है जो छात्राओं को प्रासंगिक रहने के लिए करना होता है। महाविद्यालय के अंतर्गत पाठ्यक्रम के अतिरिक्त अन्य गतिविधियों का आयोजन किया जाता है जिसमें वक्तृत्व प्रतियोगिता, निबंध प्रतियोगिता, भाषण प्रतियोगिता, काव्य पठन आदि अन्य गतिविधियों में छात्राओं का प्रतिभाग होना अनिवार्य होता है जिसके अंतर्गत उन्हें विविध विषयों पर गहराई से चिंतन करना पड़ता है। जो राज्यस्तरीय, राष्ट्रीय स्तर पर, अंतरराष्ट्रीय स्तर इनका आयोजन किया जाता है।

वक्तृत्व प्रतियोगिता :-

वक्तृत्व प्रतियोगिता में छात्राओं को अभिव्यक्ति कौशल देखा जाता है। जिसमें विषय का प्रस्तुतिकरण भाषाशैली अभिव्यक्त करने की शैली महत्वपूर्ण होती है। जो विषय छात्राने चयन किया है उसका गहराई से चिंतन कितना है यही देखा जाता है।

और इसका महत्वपूर्ण जाता है पठन को की इस विषय पर उसने कितना ज्ञान अर्जित किया है इसपर उसकी पठन कौशल का पता चल जाता है।

निबंध प्रतियोगिता :-

आ. रामचंद्र शुक्लजी ने निबंध को गद्य की कसौटी माना है। अर्थात निबंध लेखन गहराई में उतरकर किया गया विचार विमरी है। जिसके लिए आवश्यक होता है विचारों की सक्षमता पठन करने से ही हमारे विचार सशक्त और दृढ़ होते हैं। परिपक्व बन जाते हैं। निबंध की विशेषता है कि अपने विषय से गहन हटकर उस विषय को सही न्याय दे और सही ढंग से व्याख्यायित करें। यहाँ भी अनिवार्य होता है पठन संस्कार क्योंकि पठन करने से ही विचारों की प्रगल्भता और बोलने में धाडस बढ़ जाता है। निबंध लेखन सीमित शब्दों में लिखा वह वैचारिक दस्तऐवज होता है जो अपना ज्ञान प्रदर्शित करता है।

भाषण प्रतियोगिता :-

ग्रंथ हमारे पथप्रदर्शक होते हैं यह मानते हैं परंतु आज पठन का अभाव होने के कारण ग्रंथकृताबे पढ़ना छात्राओं को कठिन लगता है। सोशल मीडिया का बोलबाला इतना है कि किसी भी प्रतियोगिता की तैयारी अगर करनी है तो गूगल, यूट्यूब जैसे माध्यमों का प्रयोग किया जाता है परंतु यहाँ परिपूर्ण ज्ञान नहीं मिलता। इसलिए आवश्यक होता है ग्रंथों का पठन। इसके सिवा हम आगे जा ही नहीं सकते पठन कौशल्य यह इतना परिसकृत कौशल है कि अगर यह आत्मसात करें तो कहीं भी किसी भी विषय पर हम विचार प्रकट कर सकते। इसीलिए पठन कौशल बहुत ही महत्वपूर्ण है।

निष्कर्ष :-

पठन कौशल्य से वैचारिक क्षमता कि वृद्धि होती है। साथ ही विविध विषयों पर चिंतन तथा मनन करने की क्षमता विकसित होती है। आज कि युवा पीढ़ी कि यह आवश्यकता बन गई है क्योंकि सोशल मीडिया के चलते आज युवा पठन संस्कार से दूर हो रहे हैं। पठन कि आवश्यकता इसलिए होती है कि जो जानकारी चाहिए वह जब चाहे उपलब्ध सीधी और सरलता से मिलती है। यह साधन अखबार, पत्र-पत्रिकाएँ और किताबें होती हैं जो जीवनभर हमारे पथ- प्रदर्शक तथा साथी के रूप में रहने हैं। अतः पठन कौशल्य या पठन संस्कार से हमारा विकास ही होता है।

संदर्भ :-

- 1) वाचन कौशल्य, कृती, गती आणि प्रगती, मेघमाला राजगुरु
- 2) उच्चशिक्षण अभ्यासक्रम आणि समग्र : प्रा. डॉ. शकुंतला लाटकर
- 3) शैक्षणिक संदर्भ, अंक-36 वर्ष 2014 संपा. राजेश खिंदरी

खेळ आणि वैज्ञानिक दृष्टिकोन

अजितकुमार भिमराव पाटील.

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संशोधकाचेनाव: राजर्षीशाहूविद्यामंदिरनं ११कसबाबावडा, कोल्हापूर

घोषवारा :

विसाव्या शतकापासून खेळामुळे सामाजिक आणि सांस्कृतिक बदलही झाले आहेत. साम्राज्यवाद, राष्ट्रवाद, हिंसा, कौशल्य, विभाजन, बुद्धिप्रामाण्यवाद, वसाहतवाद, स्थलांतर या सर्व घटकांवर खेळाचा पगडा जाणवत होता. या सर्व बदलांमध्ये खेळ आणि समाज यांच्यात एकाच वेळी अनेक बदल झालेले पहायला मिळतात. त्यामुळे दक्षिण आशियाई भागातील खेळ, संस्कृती, राजकारण आणि प्रादेशिक सहकार्य यांच्यातील क्लिष्ट संबंध येथे अधोरेखित करण्यात आले आहेत. ब्रिटिशांच्या अमलाखालील भारतात राष्ट्रवाद, कम्युनिझम, प्रादेशिकतावाद, संस्कृती, आदींवर क्रिकेट आणि फुटबॉल या खेळांचे प्रतिबिंब जाणवते. 'खेळ म्हणजे हाजीत' हे खरे असले तरी खेळाच्या समाजकारणात जीत अधिक महत्त्वाची ठरते मग ती प्रत्यक्ष खेळातील असोकी खेळाच्या राजकारणातील ! लंगोरी, विटी, दांडू, आट्यापाट्या असे अनेक खेळ खेळत आपण लहानाचे मोठे झालो. या खेळाची नुसती नावं ऐकली तरी अनेक जण बालपणीच्या आठवणीत रममाण झाली असतील. पण आजच्या टेक्नोसॅव्ही काळात रमलेली पिढी मात्र हे गेम फक्त ऐकून असेल. आजच्या पिढीला या खेळांची माहिती नसल्यानं ती गंमत ही त्यांनी अनुभवली नसणार. फुटबॉल आणि मोबाईल गेमच्या जमान्यात जुन्या खेळांचा विसरच पडला आहे. आपली जीवनसरणी बदलली आणि आपण हे खेळ खेळायचे थांबले. फारसे काही साहित्य न लागणाऱ्या अशा या खेळांमधून उत्तम व्यायाम तर होतोच पण आपल्यातले उपजत कला-कौशल्य पणाला लागते. सध्याच्या मोबाइल आणि कॉम्प्युटर 'गेम्स' च्या युगात लोकांनी एकत्र येऊन खेळायला अनन्यसाधारण महत्व आहे. तंत्रज्ञानाच्या प्रगतीची दुसरी बाजू ही की लोकांमधील तुटत चालेला संवाद या खेळांमुळे रोजच्या कामांमधून वेळ काढून लोक एकत्र येतात, खेळतात, करमणूक होते. संवाद वाढतो आणि मन प्रसन्न राहते. आपल्या संस्कृतीची आठवण म्हणून आपण येत्या पिढीला हे खेळ शिकवायला हवे. म्हणून या शोधनिबंधामध्ये खेळ व वैज्ञानिक दृष्टिकोन का महत्त्वाचा आहे याची मांडणी केली आहे.

प्रस्तावना :

शिक्षण हे परिवर्तनाचे माध्यम मानले गेले आहे. मनुष्याच्या शरीर, मन व बुद्धीचा विकास करणारी व आत्मविश्वास निर्माण करणारी शिक्षण – प्रणाली विकसित करण्याची गरज अनेक मनीषींनी, विद्वानांनी व्यक्त केली आहे. शिक्षण असे हवे ज्यामुळे व्यक्तीचा सर्वांगीण विकास झाला पाहिजे. विद्यार्थ्यांमध्ये राष्ट्रभक्तीच्या संस्कारांबरोबरच श्रमप्रतिष्ठा निर्माण झाली पाहिजे. शिक्षणामुळे विद्यार्थ्यांत आत्मविश्वास व आत्मगौरव निर्माण होणे आवश्यक आहे. प्राथमिक शिक्षणाने संस्कार, साक्षरता, भावनांनी अभिव्यक्ती व परिसर दृ निरीक्षण हे उद्दिष्ट असले पाहिजे. तर माध्यमिक शिक्षणाद्वारे जीवनाला उपयोगी पडणाऱ्या विषयांचे शिक्षण, विचारांना चालना मिळाली पाहिजे. विद्यार्थ्यांमध्ये वैज्ञानिक दृष्टिकोन निर्माण करण्याची जशी ही अवस्था आहे. त्याप्रमाणे मुख्यशिक्षणाद्वारे सामाजिक कर्तव्यांची त्याला जाणीव करून देण्याचेही हेच योग्य वय आहे. त्यापुढील उच्च माध्यमिक शिक्षण हे व्यवसायाभिमुख असावे, विद्यार्थ्यांमध्ये नेतृत्वगुणविकसित करणे व सामाजिक समस्यांसंबंधी स्वतःचे चिंतन निर्माण करण्यास, या शिक्षणाने विद्यार्थ्यांस सक्षम बनवावे. तर त्यानंतरच्या महाविद्यालयीन शिक्षणाद्वारे संशोधन नवनिर्मिती यांवर विद्यार्थ्यांचे लक्ष केंद्रित व्हावे. अशा प्रकारे योग, उद्योग, प्रयोग व सहयोग अशा चार सुत्रांमधून शिक्षणाची चढती कमान योजली पाहिजे. हे शिक्षण प्राथमिक व माध्यमिक शाळांमधून देणे गरजेचे आहे.

आरोग्यासाठी खेळ व व्यायाम

भारतीय समाजामध्ये व्यायामाची आवड कमी होत असलेले दिसून येत आहे. सुशिक्षित सुखवस्तू समाजात तर व्यायामाची आवड अगदीच कमी आहे. भारतातल्या जातिव्यवस्थेमुळे कष्टकरी वर्गाला अन्न कमी तर खाणाऱ्यांना श्रमच नाही अशी परिस्थिती आहे. एकुण शारीरिक क्षमता, सहनशक्ती कमी होते. अपेक्षित आयुष्य कमी राहते. हृदय लवकर जीर्ण, दुबळे होणे. सांधे आखडणे आणि स्नायू दुबळे होणे. या आरोग्य समस्या लवकर उत्पन्न होणे. रक्तातली साखर वाढून मधुमेह होणे. शरीरात चरबी साठणे, पोट सुटणे, शुद्ध रक्तवाहिन्यांत चरबीचे थर साठणे, त्यामुळे रक्तवाहिन्यांत अडथळे होणे. भूक व पचनशक्ती मंद होणे. जे लोक व्यायाम करीत नाहीत त्यांना आज ना उद्या आरोग्यसमस्या जाणवणार आहेत.

व्यायामाची उद्दीष्टे

१. व्यायाम म्हणजे एखाद्या अवयवाला/स्नायुगटाला विशिष्ट काम जास्त काळ देत राहणे.
२. व्यायाम प्रकारांत शरीराच्या थोड्या भागाला व्यायाम करणे.
३. सर्वांगीण व्यायामाची गरज असते.
४. हृदय आणि फुफ्फुसे यांची क्षमता वाढवणे.
५. व्यायामामध्ये सातत्य टिकवणे.
६. शरीरातील लवचिकता राखणे.
७. पोटातील अवयवांसाठी विशेष व्यायाम करणे.
८. आदर्श योगासनांचा वापर करणे.
९. स्नायुंना बळकटी आणण्याचा व्यायाम करणे.

आरोग्य धनसंपदा :

“आरोग्य धनसंपदा” या प्रमाणे ज्या समाजातील व्यक्तीचे आरोग्य उत्कृष्ट तो समाज गर्भश्रीमंत समजला जाईल. कारण समाजाचा विकास एका-दुसऱ्या व्यक्तीमुळे, कुटुंबामुळे समाजामुळे न होता संपूर्ण समाजाचा विकासावर राष्ट्राचा विकास अवलंबून आहे. म्हणून आपल्या भारतीय राज्यघटनेच्या मुलभूत अधिकारांमधील कलम २१ मध्ये जगण्याचा हक्क हा भारतीय नागरिकांचा मुलभूत अधिकार आहे. आणि दर्जेदार चांगले निरोगी जीवन जगण्यासाठी अन्न, वस्त्र, पाणी, निवारा याबरोबरच आरोग्यदायी वातावरण, पुरेशा व नियमित आरोग्यसेवा यांची आवश्यकता असते. म्हणून आरोग्याचा हक्क हा साहजिकच मुलभूत हक्क मानला गेला पाहिजे. हवा, अन्न, वस्त्र, निवारा, रोजगार, पर्यावरण, सांस्कृतिक वातावरण, आरोग्यसेवा इत्यादी मुलभूत गोष्टींवर आरोग्य अवलंबून असते त्या प्रत्येकाला आरोग्य लाभेलच असे नाही. केवळ आजारी नसेणे म्हणजे आरोग्य असा समज चुकीचा आहे. थोडक्यात आरोग्याची व्याख्या करताना व्यापक व सर्वांगीण विचार करणे गरजेचे आहे. आरोग्य हे रोजगार, पाणी, निवारा, अन्न, शिक्षक, आरोग्यसेवा, पर्यावरण या वेगवेगळ्या घटकांवर अवलंबून असते. आरोग्य प्राप्तीकरिता या सर्व घटकांचे योगदान महत्त्वाचे असते.

सामाजिक आरोग्य व खेळ

भारतीय समाजातील मुल्यव्यवस्था, धर्म रूढी, परंपरेने रितीरिवाजाचा अतिरिक्त प्राबल्य असल्यामुळे, हिंदू धर्मातील व्रतवैकल्य, उपवास याच्या अतिरिक्तेमुळे शारीरिक अशक्त निर्माण होऊन आरोग्याचा दृष्टीने हानिकारक ठरते. तसेच आदिवासी समाजातील काही प्रथा या त्यांचे आरोग्य धोक्यात आणतात. आदिवासी लोक हे दैवीवृत्तीचे असल्यामुळे एखादा व्यक्ती आजारी पडणे म्हणजे आदिवासींच्या दृष्टीने तो दैवी कोप झाला अशी भावना निर्माण होते. तसेच अशिक्षितपणा, अज्ञान, निरक्षरतेचे प्रमाण अधिक यामुळे त्या रोगास डॉक्टरांकडे न नेता भगत किंवा देवऋषी यांचेकडे घेऊन जातात. याचा परिणाम रोग्याची प्रकृती अधिक-अधिक गंभीर होण्यास सुरुवात होते. प्रसंगी त्या व्यक्तीस मृत्यूला सामोरे जावे लागते. त्याचप्रमाणे आदिवासी समुदायात आनंदाच्या

प्रसंगी किंवा दुःखाच्या प्रसंगी मद्यपानाने अतिसेवन केले जाते. त्याचा आदिवासी लोकांच्या आरोग्यावर विपरित परिणाम होत असतो. लोकांच्या एकूण आरोग्याच्या रक्षणाची जबाबदारी समाजव्यवस्थेवर असते. त्यावरच सामाजिक आरोग्य, स्वास्थ्य अवलंबून असते.

आरोग्य व जीवन

दैनंदिन व्यवहारामध्ये, ज्या व्यक्तीचे जीवन आरोग्यदायी आहे, त्या व्यक्तीकडे जीवन जगण्यासाठी सर्व काही आहे व दुर्दैवाने ज्या व्यक्तीकडे आरोग्यदायी जीवन नाही त्या व्यक्तीच्या जीवनात काहीतरी कमतरता आहे हे निश्चित. मनुष्य हा सतत आशेवर जीवन जगत असतो व अशा जीवनाला प्रेरणा देणारा, प्रोत्साहन देणारा आरोग्य हा महत्त्वाचा घटक आहे.

‘आरोग्य हा शब्द इंग्रजीतील ‘हेल्थ’ (Health) या शब्दाचे रूपांतर होय. इंग्रजीतील ‘हेल्थ’ (Health) हा शब्द ‘हाईल्थ’

(Health) या अँग्लो सॅक्सन शब्दापासून बनला आहे व ज्याचा अर्थ इंग्रजीत ‘Condition of being safe or sound’ असा होतो. मराठीत या संकल्पनेचा अर्थ सुरक्षित व निरोगी स्थिती असा होतो. दुसऱ्या शब्दांत असेही म्हणता येईल की, “रोगापासून मुक्त असणे किंवा कोणताही रोग नसणे म्हणजे आरोग्य होय.” आरोग्य या संकल्पनेचा हा वरील अर्थ सर्वसामान्य माणसे घेतात. आरोग्य या संकल्पनेत शरीराच्या, मनाच्या आणि सामाजिक स्वरूपाच्या स्वास्थ्याचा समावेश होतो.

क्रिडा प्रकारातून खेळाचे संवर्धन

महाराष्ट्रातले पारंपारिक खेळ अनेक आहेत. ते रंजक तर आहेतच, त्यांतून आपल्या संस्कृतीचे दर्शनही घडते. आज डिजिटल गॅमिंगच्या जमान्यात अशा पारंपारिक खेळांचे एक वेगळेपणा आहे. खेळाकडे पर्यटकांना आकर्षित करून आपण आपले खेळही टिकवू आणि आपल्या संस्कृतीची आठवणही ठेवू सूर पारंब्या, आटय-पाटय, सागरगोटय, लंगोरी, मंगळागौरीचे खेळ, झब्बू, बदाम सात, कबड्डी, खो-खो, विटी-दांडू गलोल, भातुकली दृ एक एक आठवायला बसलं की असे कितीतरी खेळ आठवतात. काही खेळ साधे, रंजन करणारे, तर काही स्पर्धात्मक, चढा-ओढीचे, जिंकण्याची इर्षा निर्माण करणारे. या प्रत्येक खेळाबरोबर महाराष्ट्राचा, मराठी माणसाच्या संस्कृतीचा एक धागा जोडलेला आहे. हे खेळ जिथे खेळले जायचे तिथल्या समाजाचा, परिसराचा इतिहास त्या त्या खेळात आपण पाहू शकतो. हे खेळ त्या त्या गावच्या संस्कृतीचे आणि तिथल्या रूढी-परंपरांचे प्रतिक आहेत. सूर पारंब्या जिथे वडाची झाडे तिथे खेळला जात होता, गोटय तर मुले घरोघरी खेळत होती. अखल्या महाराष्ट्रात मंगळागौरीचे खेळ बायका श्रावण महिन्यात खेळत असत. पूर्वीच्या काळी जेव्हा बायकांना घरातून बाहेर पडण्याची परवानगी नसे तेव्हा हे खेळ खेळणं बायकांनी एकत्र येण्यामागचं निमित्त होतं. अखली रात्र खेळ खेळण्यात जागवली जायची. काही खेळ तर प्राण्यांशी संबंधित आहेत. जसे सांगली जिल्ह्यातील समडोली गावात कबूतर पालन हा एक पारंपारिक खेळ आहे. भातुकलीचा खेळ तर प्रत्येक लहान मुलांना येण्याचा प्रौढ वयातल्या जबाबदाऱ्यांचा तयारीच करून घेत असेच. असे अनेक खेळ महाराष्ट्रातल्या छोटय गावात प्रचलित असतील पण आपल्याला त्याबद्दल काहीच माहिती नाही.

खेळ व वैज्ञानिक दृष्टीकोन

खेळ हा मुलांच्या आयुष्यातील महत्त्वाचा भाग आहे. केवळ मनोरंजनासाठी नव्हे तर मानसिक आणि शारिरिक विकास करण्यासाठीही खेळ अत्यंत आवश्यक आहे. बदलत्या काळातील जीवनशैली पाहता मैदानी खेळांचे महत्व अधिक प्रकर्षान जाणवत आहे. एडेलमॅन इंटेलिजन्स ही एक आंतरराष्ट्रीय संशोधन संस्था आहे. या संस्थेने १० देशांतील १२ हजार ७१० पालकांसमवेत केलेल्या संशोधनामध्ये ५६ टक्के पालकांनी सांगितले की, त्यांचे मूल दर दिवशी एक तासाहूनही कमी वेळ घराबाहेर खेळते. १० पैकी १ मुलगा कधीही मैदानी खेळ किंवा बाहेर खुल्या हवेत खेळला नाही. त्यापैकी दोन तृतीयांश पालकांनी असेही सांगितले की ते त्यांच्या लहानपणी जितके बाहेर खेळत त्यांची मुले त्याहीपेक्षा कमी खेळतात. मुलांना शालेय शिक्षण मिळालेच पाहिजे यात काहीच दुमत असायचे कारण नाही. बहुतांश वेळा आपण अभ्यासापुढे खेळाला महत्व देत नाही. खेळामधून मुले

दुसऱ्यांबरोबरकसे वागायचे, बोलायचे या गोष्टी शिकत असतात हेच विसरून जातो. मुले जग पहायला, ओळखायला शिकतात आणि नव्या कल्पनांना जन्म देतात. कॉम्प्युटर करू शकणार नाही अशा या गोष्टी आहेत त्या कळण्यामध्ये खेळाची मुख्य भूमिका असते. मैदानी खेळाचा विकासाचा प्रभाव-शारीरिक विकास क्रिकेट, फुटबॉल, बास्केट बॉल, खो-खो आणि कबड्डी सारखे खेळ मैदानी खेळ आहेत. या खेळांमुळे मुलांचा शारीरिक विकास होतो. त्याशिवाय बाहेर मैदानी खेळ खेळल्याने मुलांमध्ये सकारात्मक ऊर्जेचा विकास होतो. मुलांच्या शरीरात वाढीची काही संप्रेरके स्रवतात. या संप्रेरकांमुळे शारीरिक कार्यशीलता वाढते. त्याशिवाय प्रथिने, कार्बोहायड्रेट आणि मुलां ब्रूआवडीचे जंक फुड जे ते खातात ते पचवण्याची ताकदही शरीरात असते. मैदानी खेळ मुलांच्या मानसिक विकासात मदत करतात. मुलांचे खेळ आणि विकास याविषयी काम करणाऱ्या संस्थेतील अभ्यासकांच्या मते मुलांमध्ये खेळण्याची सवय विकसित केल्यास त्यांचा सामाजिक विकासही चांगला होतो. ऑस्ट्रेलियात शाळेत जाणाऱ्या १२ वर्षांच्या ४ हजार मुलांवर झालेल्या संशोधनातून एक अहवाल सादर करण्यात आला. त्यानुसार जी मुले कॉम्प्युटर, मोबाईल, गॅजेट यांचाच सातत्याने वापर करतात आणि घराबाहेर पडत नाहीत त्यांच्याच दृष्टीवर परिणाम होतो. त्यांची जवळचे आणि लांबचे पाहण्याच्या क्षमतेवर वाईट परिणाम होतो.

खेळ व जीवनसत्त्व

ड जीवनसत्त्व हे एकाच नैसर्गिक गोष्टीतून मिळू शकते ते म्हणजे सूर्यप्रकाश. मुळातच आपल्याकडे मुलांच्याशाळा सकाळी असतात. त्यामुळे सकाळचा वेळ अभ्यासात जातो. तसेच सकाळी उठून आई-वडिलांबरोबर फिरायला जाणेही दुःखासतच हल्ली मैदानी खेळाची जागा इनडोर गेम्सने घेतली आहे. त्यामुळे मुले घराबाहेर पडणे जवळपास बंदच झाले आहे. परिणामी, डी जीवनसत्त्वाची कमतरता असणाऱ्या मुला-मुलींची संख्या झपाट्याने वाढत आहे. यासाठी वेगवेगळी औषधे घेण्यापेक्षा सकाळच्या कोवळ्या सूर्यप्रकाशात मुलांनी मैदानी खेळ खेळणे कधीही लाभदायक असते. मैदानी खेळात पालकही मुलांबरोबर खेळू शकतात. असे केल्याने हा खेळ मुलांसाठी महत्वाचा आहे आणि पालकांनाही हा खेळ आवडतो आहे आणि पालक मुलांना आपला वेळही देत आहेत ही भावना मुलांमध्ये दृढ होते. याचा सकारात्मक परिणाम मुलांच्या आरोग्यावर होतो.

सारांश

देशातील प्रत्येक घटकांची राज्यांनी आपले प्राचीन खेळ व समाज यांचा ऐतिहासिक वारसा जसा आवश्यक आहे. संगणकीय खेळ (व्हिडिओ गेम्स) - व्यक्ती आणि समाज यांचा नाश करणारे गोड विष आहे असं म्हटले तर वावगे ठरणार नाही. त्यामुळे युवकांनी आपली देशी खेळ खेळले व जोपासले पाहिजेत, जेणेकरून भारतीय सांस्कृतिक खेळ व वारसा जोपासली जाईल.

व्यक्ती ज्या समुच्चयाचा, समुदायाचा वा समाजाचा एक भाग आहे. तो ज्या समाजात राहतो. त्या समाजाची सामाजिक, सांस्कृतिक, आर्थिक परिस्थिती व व्यक्तीची सुस्थिती किंवा आरोग्य यांचा सामाजिक संदर्भात नेहमी विचार केला जातो. व्यक्ती ज्या समाजात वावरते त्या समाजात असलेली परिस्थिती, त्यांची इतरांशी (व्यक्ती व संस्था) याच्यात होणारी आंतरक्रिया आंतरसंबंध हे नेहमी परस्परांशी वेळ साधणारे असतील असे नाही. त्यांचा प्रत्यक्ष-अप्रत्यक्ष परिणाम हा व्यक्तीच्या आरोग्यावर निश्चित होतो. व्यक्ती-व्यक्तींनी मिळून समाजाची निर्मिती होते. व्यक्तींचे चांगले असणे म्हणजे थोडक्यात सामाजिक आरोग्य चांगले असणे होय.

समारोप

क्रीडांगणावर, मैदानावर नियमितपणे खेळ, व्यायाम इत्यादी उपक्रमांत सर्व विद्यार्थ्यांना सामावून घ्यावे. आठवड्यातील किमान दोन तास याकरिता वेळापत्रकात राखून ठेवावेत. शारीरिक कष्टांची कामे केल्यानंतर शक्यतो बौद्धिकदृष्ट्य अड विषयांचे तास न ठेवता हस्तकाम, हस्तकला, बैट-खेळ (बुद्धिबळ, इतर पारंपारिक खेळ) यांचे तास असावेत. आठवड्यातून किमान एकदा

अनाथालये, वृद्धाश्रम, हॉस्पिटले इत्यादी ठिकाणी भेटी देऊन रुग्ण व अपंगांच्या व गरीबांच्या सेवेची वृत्ती विद्यार्थ्यांमध्ये उत्पन्न करावी. शाळेतील सभागृहात मोकळ्या मैदानावर योगासने, श्लोक, प्रार्थना इत्यादींच्या माध्यमातून विद्यार्थ्यांवर आध्यात्मिक संस्कार करावेत.

शैक्षणिक संस्थांच्या इमारतीचा आजकाल केवळ पाच-सहा तासच उपयोग होताना दिसतो. खरे म्हटल्यास संपूर्ण वास्तूचा उपयोग गावाकरिता वृ समाजिक उपक्रम राबवून शालेय तासानंतर सायंकाळी व रात्रीही होऊ शकतो. यासाठी पालक-शिक्षक संघ व गावातील इतर संस्थांच्या मदतीने गावातील युवक वृ महिला व इतर वर्गासाठी शिवणवर्ग, हस्तकला, संस्कारवर्ग, व्याख्यानमाला, मैदानी खेळ, वाटिका-निर्माण वस्तुसंग्रहालयनिर्माण इत्यादी अनेक प्रकारे करता येईल. त्यामुळे शाळा व समाज यातील दुरी कमी होऊन आत्मीयता वाढेल व गावातील सृजनतेलाही वाव मिळेल. एकुणच विचार केला असता खेळ व आरोग्य यामधुन वैज्ञानिक दृष्टीकोन महत्वाचा आहे. कारण खेळामुळेच आपले आरोग्य चांगले राहणार आहे. समर्थ बलशाली भारतासाठी संस्काराची गरज आहे. ती गरज खेळाच्या माध्यमातूनच निकोप व चांगली राहणार आहे.

● संदर्भ

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नेक मुल्यांकन व विस्तार कार्य

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प्रस्तावना -

कोणत्याही देशाच्या विकासात शिक्षणाची भूमिका महत्वाची असते. त्यामध्ये उच्च शिक्षणाचे महत्व अधिक आहे. कारण देशाच्या विकासाला गती देण्यासाठी सर्वस्वी उच्च शिक्षण असलेला गुणवत्तावान शिक्षित समाज व त्याच्या योगदानावरच अवलंबून असते. २० व्या शतकात विज्ञान आणि तंत्रज्ञान यांचेमध्ये प्रचंड प्रगती झाली आहे. विज्ञान तंत्रज्ञानाच्या माध्यमातून देशाच्या विकासाची तंत्र आपण आत्मसात केले त्यामुळे ज्या देशाकडे विज्ञान व तंत्रज्ञानाचा पाया भक्कम होता त्यांचेकडे आधुनिक तंत्रज्ञानाची मक्तेदारी आली. त्याच जोरावर या देशानी आपली प्रगती वेगाने केली व जगाच्या अर्थकारणाच्या नाड्या आपल्या हातात ठेवल्या. परिणामी जगाची प्रगत आणि अप्रगत देशात विभागणी झाली. आज जगातील मोजके प्रगत देश सर्व जगावर आर्थिक आदि सत्ता गाजवीत आहे. याचाच अर्थ असा की, देशाच्या प्रगतीसाठी उच्च शिक्षणाची गुणवत्ता वाढविणेचा प्रयत्न सातत्याने होणे आवश्यक आहे. आज जगभर आर्थिक सुधारणा सुरू आहेत त्यामध्ये जागतिकीकरणावर भर दिला आहे. व्यापारी क्षेत्राबरोबरच शिक्षण क्षेत्रही मुक्त होत आहे. कारण शिक्षण हे सुभतेकडे जाणारे वाहन आहे. या बाबत कोणाचेही दुमत नाही. आज जगात असंख्य विद्यापीठे,महाविद्यालय आणि इतर प्रकारच्या शैक्षणिक संस्था कार्यरत आहेत त्यात सातत्याने भरच पडते. त्यामध्ये अनेक प्रकारचे संशोधन होते. या संशोधनाचे लाभ प्रत्यक्ष,अप्रत्यक्ष व्यवहारीक स्तरावर मिळविणेसाठी प्रयत्न होत आहेत. हे कार्य सुलभतेने आणि वेगाने व्हावे यासाठी सर्व संस्थामध्ये परस्पर सहकार्य सातत्याने होत आहे. एकूणच मानवी जीवन सुखकर आणि समृद्ध करणे हाच याचा उद्देश आहे. जागतिक स्तरावरील माहिती कोणालाही चटकन उपलब्ध होणे आवश्यक आहे. त्यासाठी सर्व जगातील शैक्षणिक संस्था व त्यांची गुणवत्ता, उपयुक्तता व तेथे चालू असलेले कार्य या सर्वांचे शास्त्रीय मूल्यमापन होऊन ती माहिती जागतिक स्तरावर उपलब्ध होत आहे. यामध्ये भारतालाही सहभागी व्हावेच लागेल व भारतीय गुणवत्ता जगामध्ये सिद्ध करून दाखवावी लागेल याची जाणीव भारतातील अनेक शास्त्रज्ञ व जाणकारांना झाली होती. त्यामुळे नव्या जागतीक संदर्भात सर्व प्रकारच्या आवाहनाना व बदलाना सामोरे जाऊन आपली गुणवत्ता सिद्ध करून आपला देश वैभवशाली व महासत्ता म्हणून ओळखला जावा यासाठी आपले प्रयत्न सुरू आहेत.

शैक्षणिक गुणवत्तेचा आग्रह आणि त्यासाठी सातत्याने होणारे प्रयत्न ही गोष्ट नवीन नाही. फार पूर्वीपासून शैक्षणिक गुणवत्ता वृद्धिगंत व्हावी म्हणून प्रयत्न केले जात आहेत परंतु हे पारंपरिक प्रयत्न आणि आज जागतिक स्तरावर शैक्षणिक संस्थामध्ये होत असलेले मूल्यमापन यामध्ये खुप फरक आहे. १९०० व्या शतकातील ऑक्सफर्ड आणि केंब्रिज विद्यापीठे यातील शिक्षण आणि आज आपल्या विद्यापीठात व महाविद्यालयात दिले जाणारे शिक्षण या दोन्ही गोष्टी अगदी वेगळ्या आहेत. भारताने राजीव गांधी पंतप्रधान असताना १९८६ साली नवे राष्ट्रीय शैक्षणिक धोरण ठरविले आणि त्यानुसार एक कृती आराखडा तयार केला त्यावेळी उच्च शिक्षणाच्या संदर्भात जागतिक स्तरावर काय स्थिती आहे व शैक्षणिक गुणवत्तेची मूल्यमापन करणेसाठी जगात कोणते प्रयत्न चालू आहेत याची भारताला माहिती मिळाली व भारतातही आपल्या विद्यापीठाची आणि महाविद्यालयाची गुणवत्ता वृद्धीगंत व्हावी व तिचे योग्य असे शास्त्रीय मूल्यमापन केले जावे असा विचार सुरू झाला कारण स्वातंत्र्यानंतर भारतात प्राथमिक,माध्यमिक आणि उच्च शिक्षणाचा विस्तार व

प्रसार झपाट्याने झाला मात्र तो संख्यात्मक राहिला दर्जाच्या बाबतीत प्रश्न चिन्ह आहे. या परिस्थितीतून मार्ग काढताना नवीन शैक्षणिक धोरणानुसार केंद्रीय मनुष्यबळ विकास मंत्रालय आणि विद्यापीठ अनुदान मंडळ नवी दिल्ली यांच्या संयुक्त पुढाकाराने एक उच्चस्तरीय समिती नेमली गेली या समितीने सर्व प्रकारच्या उच्च शिक्षण संस्थांचे मुल्यमापन करण्यासाठी एक आराखडा तयार केला त्यावर भारतात विविध नऊ ठिकाणी तंत्र लोकांना घेऊन चर्चासत्रे घेणेत आली. सखोल चर्चा अंती १६ सप्टेंबर १९९४ रोजी नॅक National Assessment and Accreditation Council, Bangalore: NAAC ची स्थापना बेंगलोर येथे केली गेली. उच्च शिक्षण संस्थांचे नॅक कडून मुल्यमापन करून त्यानुसार त्या शिक्षण संस्थेचा दर्जा ठरविला जातो. अलिकडच्या काळात उच्च शिक्षण संस्थांच्या गुणवत्तेचा जागतिक स्तरावर आग्रह वाढत आहे. त्यामुळे आपल्या देशात उच्च शिक्षण देणा-या संस्थाकडून असणाऱ्या आजच्या अपेक्षा विद्यार्थी व समाज यांच्या गरजा लक्षात घेवून नॅक या संस्थेने काही प्रमुख उद्दिष्टे डोळ्यासमोर ठेऊन मुल्यमापनाचे सुत्र विकसित केले ती उद्दिष्टे पुढील प्रमाणे सांगता येतील.

१. देशातील एकूणच उच्च शिक्षणाचा दर्जा सुधारावा व त्यात सातत्याने वाढ होत जावी.
२. जागतिक स्तरावर आपल्या उच्च शिक्षणाचा दर्जा व गुणवत्ता सिद्ध व्हावी.
३. आपल्या देशाच्या विकासात उच्च शिक्षण संस्थांचा प्रत्यक्ष सहभाग असावा.
४. देशाच्या विकासातील असा सहभाग हा आशेय संपन्न व्हावा.
५. उच्च शिक्षणावर होणारा खर्च देशाच्या सर्वांगीण प्रगतीसाठी उपयोगी ठरावा.
६. उच्च शिक्षणातील असमतोल दूर व्हावा.
७. उच्च शिक्षणाच्या माध्यमातून विद्यार्थ्यांबरोबरच समाजासाठी या ज्ञानाचा उपयोग व्हावा.

या उद्दिष्टांशिवाय नॅकच्या कार्यपध्दती मधून काही उद्दिष्टे स्पष्ट करण्याचा प्रयत्न या संस्थेने केला आहे. तो पुढीलप्रमाणे

१. उच्च शिक्षण देणाऱ्या संस्थांना स्वयं मुल्यमापनाचा सवय लावणे.
२. स्वयं मुल्यमापनाचे महत्त्व व त्याची कार्य पध्दती सर्व संस्थांना पटवून देणे.
३. शिक्षण संस्थांना येणाऱ्या अडचणी त्यांनीच सोडवाव्यात यासाठी त्यांना सक्षम करणे.
४. शिक्षण संस्था कार्य प्रवण करणे व त्यांची गती वाढविणे.
५. त्यांच्या वरील जबाबदारीची आणि उच्च शिक्षणाच्या बदलत्या जागतिक संदर्भाची त्यांना संपूर्ण जाणीव करून देणे.
६. शिक्षण संस्थांना स्वावलंबनाचे वेगवेगळे मार्ग शोधण्यासाठी प्रेरित करणे.
७. विद्यार्थी पालक व एकूण समाजाचा उच्च शिक्षणावरील विश्वास वृद्धीगंत करणे.

या सारखी विविध उद्दिष्टे डोळ्यासमोर ठेवून नॅक स्थापना केली गेली त्यामधून आपल्याला अपेक्षित असलेल्या समाज परिवर्तनाच्या कार्यामधील आपल्या उच्च शिक्षणाचे नेमके योगदान कसे असावे हे निश्चित होते म्हणजे एकूणच शैक्षणिक कार्य सर्वकष गुणवत्ता वृद्धीसाठी व्हावे म्हणून एक प्रकारचे कार्य संस्कृती निर्माण करणेचा प्रयत्न केला गेला. आज भारतात सन २०१६ च्या आकडेवारी नुसार ४९ केंद्रीय विद्यापीठे आहेत. ४०२ राज्य पातळीवरील विद्यापीठे आहेत. १२४ डिम्ड विद्यापीठे तर ३३४ खाजगी विद्यापीठे आहेत तरी या विद्यापीठा अंतर्गत ३९.०७९ इतकी महाविद्यालये येतात. अशी भारतातील उच्च शिक्षणाचा व्याप्ती आहे.

नॅक मुल्यांकानाच्या ७ कसोटया

- १) अभ्यासक्रमाचे स्वरूप
- २) अध्यापन,अध्यन आणि मुल्यमापन
- ३) संशोधन,सल्ला सेवा व विस्तार कार्य (सामाजिक उपक्रमातील सहभाग)
- ४) पायाभूत सुविधा,स्थावर मालमत्ता आणि साधन सामुग्री
- ५) विद्यार्थ्यांची प्रगती,त्यासाठीचे मुल्यमापन,त्यांचा सहभाग आणि संपर्क
- ६) संस्थेचे संघटन,नेतृत्व आणि व्यवस्थापन
- ७) सदृढ, आरोग्यपूर्ण वातावरण व कार्य शैली चांगले उपक्रम

या सात कसोटयाचे गुण एकत्र करून मुल्यांकन केले जाते. नॅक कडून उच्च शिक्षण संस्थेच्या मुल्यमापनासाठी निर्धारित केलेल्या ७ ही कसोटया अत्यंत महत्वाच्या आहेत. स्वयं अध्ययन अहवालामधील या सातही कसोटयाच्या संदर्भात महाविद्यालयाने,संस्थेने दिलेली माहिती हीच अधिस्विकृतीचा दर्जा ठरविण्यास निर्णायक ठरते म्हणून या कसोटया अंतर्गत नॅक कडून विचारले जाणारे प्रश्न महत्वाचे आहेत. सध्या नॅकच्या तिसऱ्या सायकलमध्ये अनेक महत्त्वपूर्ण व व्यवहारीक बदल करून नॅकने आपल्या मुल्यमापनात पारदर्शकता आणली आहे त्यामध्ये ७० टक्के मुल्यांकन हे महाविद्यालयाकडून पाठविलेल्या अचूक माहिती मधून होते व ३० टक्के प्रत्यक्ष टीम महाविद्यालया भेट देऊन पाहणी करून मुल्यांकन करते. शिवाय या कसोटयित विद्यार्थ्यांना नॅक कडून जी प्रश्नावली पाठविली जाते त्यांच्याकडून येणारे उत्तरे आजी माजी विद्यार्थी संघ,पालक यांच्या प्रतिक्रिया या सर्वांना अधिक महत्व आले आहे.

आज आपण या शोध निबंधात तिसऱ्या कसोटीमधील संशोधन,सल्ला,सेवा व विस्तार कार्य या भागातील विस्तार कार्यावर भर देणार आहोत. तसे पाहिले तर या तिसऱ्या कसोटीमध्ये विस्तार कार्यालया ३७ गुण आहेत. एकूण ११३ गुणांची ही कसोटी आहे. मात्र नॅकच्या टिमवर कामाचा प्रभाव निर्माण करण्यात विस्तार कार्य विभाग हा उपयुक्त ठरतो विस्तार कार्याची स्वतंत्र समिती स्थापन करून तिचे कार्य केले जावे सर्वसामान्यपणे समाज विकास,सामाजिक कार्य,आरोग्य सेवा,वैद्यकिय शिबीरे,पौढ शिक्षण,रक्तदान शिबीरे,एडस जाणीव व जागृती, पर्यावरण जागृती, एन.सी.सी., एन.एस.एस. लोकसंख्या शिक्षण,पौढ शिक्षण,राष्ट्रीय साक्षरता अभियान, व शासकीय आणि अशासकीय संस्थांच्या मदतीने विस्तार कार्य करण्यासाठी महाविद्यालयाचे केलेले प्रयत्न याला अधिक महत्व आहे. आपल्या महाविद्यालयातील विद्यार्थी,विद्यार्थ्यांनी योग्य माहिती देवून समाजातील इतर जागरूक लोकांच्या सहकार्याने जर वरील महाविद्यालयातील उपक्रमाशिवाय इतर काही उपक्रम राबविले तर ते अधिक प्रभावी ठरतील. उदा.

- १) **ज्येष्ठ नागरिकांसाठी कार्य** - सध्या ज्येष्ठ नागरिकांची संख्या वाढत असून विभक्त कुटूंब पध्दतीने वेगाने पसरत आहे. त्यामुळे ज्येष्ठ नागरिकांची समस्या दिवसेंदिवस गंभीर होत आहे. अशा वेळी त्यांच्या आरोग्याचा प्रश्न,कुटुंबात त्यांना सन्मान नसणे,व वाढत चाललेली वृद्धाश्रमे संख्या व वृद्धांच्या मनात कुटुंबात अपराधीपणाची वाढतील भावना यामुळे ज्येष्ठ नागरिकांना चांगले जगता यावे म्हणून त्यांचेसाठी आरोग्य शिबीर भरविणे महिन्यातील विशिष्ट दिवशी त्यांना एकत्र करून त्यांच्यात संवाद घडवून आणणे वेगवेगळ्या रूतूमध्ये आहार व्यायाम यांचे महत्व सांगणे व त्यांची जगण्याची जिद्द वाढविणे,वृद्धापकाळात त्यांच्या जवळच्या पैशाचे नियोजन याबाबत त्यांना मार्गदर्शन करणे

- २) **फटाके मुक्त दिवाळी-** सध्या समाजातील प्रत्येक समारंभात फटाक्यांची आतषबाजी करणे ही फॅशन झाली आहे त्यातून हवेचे प्रदुर्षण होते अल्पावधीत लोकांचा प्रचंड पैसा वाया जातो शिवाय फटाक्यामुळे भाजणे, लहान मुलांना इजा होणे हा भाग येतो यावर मात करण्यासाठी महाविद्यालयाच्या परिसरात असणाऱ्या प्राथमिक शाळा, माध्यमिक शाळा यामधील महाविद्यालयातील विद्यार्थ्यांनी फटाक्याचे दुष्परिणाम मुलांना सांगून त्यांच्या जागृती करावी व प्रत्येक वर्षी दसरा व दिवाळीच्या सणात मी किती रूपयाचे फटाके वाचवू शकतो त्याबाबत विद्यार्थी व पालक यांच्या सहीचा फॉर्म भरून घ्यावा म्हणजे नैतिक बंधन आल्यामुळे फटाक्याला पायबंद बसू शकतो. याचा परिणाम समाजात खोलवर होतो.
- ३) **गणपती मुर्ती व निर्माल्य दान करणे-** प्रतीवर्षी गणेशचतुर्थीच्या काळात मोठा उत्सव व घराघरात गणपती प्रतिष्ठापना केली जाते त्यासाठी निर्माल्यही आणले जाते विसर्जनाच्यावेळी मुर्ती व निर्माल्य नदी, नाला, ओढा, तलाव यामध्ये विसर्जित केले जाते. यामुळे पाण्याचे वेगाने प्रदुर्षण होते. मुर्तीला दिलेले विविध रासायनिक प्रकारचे रंग व निर्माल्य कुजल्यानंतर पाणी दुषीत होते व लोकांच्या पिण्यामध्ये तेच दुषीत पाणी पुन्हा जाते त्यामुळे लोकांच्या आरोग्याचा प्रश्न गंभीर होतो हे टाळण्यासाठी महाविद्यालयाने ग्रामपंचायत व गांवातील सामाजिक संस्था यांच्या मदतीने पाण्यात टाकल्या जाणाऱ्या मुर्तीचे निर्माल्याचे एकत्रितकरण करून ते एखाद्या पडक्या विहीरीत अथवा त्यांच्यासाठी खड्डा काढून त्यात गाढून टाकवे जेणे करून पाणी प्रदुर्षण वाचेल व पर्यावरणाची हानी होणार नाही सध्या महाराष्ट्र हा उपक्रम चर्चेत आहे.
- ४) **पाणी अडविणे -** महाराष्ट्रात सन २००६ साली महापूर आला होता. त्यानंतर २०१९ ला महापूर आला. मधल्या काळात सतत दुष्काळी परिस्थिती यामुळे शासनाची पाणी अडवा व पाणी जिरवा ही मोहीम राबविणे अत्यंत चांगले कार्य आहे. महाविद्यालयातील विद्यार्थी मदतीला घेवून छोटे म्झेठे ओढे नाले यावर बांध घातले तर पाऊसाचे पाणी साचून राहते व जवळच्या विहिरीला, बोअरला, शेतीला हे पाणी उपयुक्त होते. सामाजिक बांधिलकी म्हणून हा उपक्रम अत्यंत चांगला आहे.
- ५) **विद्यार्थ्यांची आरोग्य तपासणी -** महाविद्यालयाच्या परिसरात प्राथमिक आरोग्य केंद्र असतात. तेथील डॉक्टरांच्या मदतीने विद्यार्थ्यांसाठी आरोग्य तपासणी शिबिराचे जर आयोजन केले तर त्याचा चांगला परिणाम होतो. खास करून ग्रामिण भागातील महिला व मुली यांच्यामध्ये हिमोग्लोबीनचे प्रमाण फारच कमी असते त्यातून अनेक रोग उदभवतात हे टाळण्यासाठी त्यांची हिमोग्लोबीन तपासणी, ब्लडग्रुप तपासणी अथवा इतर तपासण्या शासनाचेवतीने मोफत केल्या जातात. हा एक समाजासाठी चांगला उपक्रम होवू शकतो.
- ६) **आपत्तीग्रस्तांना मदत-** आपल्या सभोवताली विविध प्रकारच्या नैसर्गिक व मानवनिर्मित आपत्ती होत असतात. छोटे मोठे अपघात, अचानक मजुरांच्या झोपड्यांना आग लागणे किंवा विजेच्या शॉर्टसर्किटमुळे घर, शेतीतील पिक येथे आग लागणे, भूकंप महापूर यासारख्या आपत्ती केव्हाही उदभवतात. अशावेळी आपत्तीग्रस्तांच्या मदतीसाठी स्ततहा धावून जाणे व विद्यार्थ्यांना बरोबर घेवून त्यांच्यासाठी काम केले तर समाजातील अनेक लोक व संस्थाही आपल्याबरोबर मदतीला येतात व आपत्तीग्रस्तांना आधार देणे, त्यांची परिस्थिती पुर्वपदावर आणणेसाठी यासारखे अनेक उपक्रम राबविता येतात.
- ७) **ऊस तोडणी मजुरांच्यासाठी कार्य -** महाराष्ट्रात साखर उद्योग मोठ्या प्रमाणात विस्तारला आहे. आपल्या महाविद्यालयाच्या परिसरात साखर कारखाने असतात या कारखान्याच्या ऊस तोडणी मजुरांचे जीवन अत्यंत गरीबीचे व हलाखीचे असते.

अशावेळी त्यांना मदतीचा हात देणे आवश्यक असते. उदाणार्थ दिवाळीच्या काळात समाजात शिल्लक असणारा फराळ एकत्र जमा करून तो ऊस तोडणी मजूरांना देता येतो. शिवाय थंडीच्या काळात स्वेटरसारखे गरम कपडे लोकांना दान करणेचे आव्हान केले तर जमा होणारे कपडे गरजू ऊस तोडणी मजूरांना देता येतात. याशिवाय डॉक्टरांच्या मदतीने मजूरांची आरोग्य तपासणी विसनमुक्तीसाठी कार्यक्रम असे उपक्रम राबविता येतात.

८) **ऊस तोडणी मजूर मुलांचेसाठी शाळा** - बहुतेक ऊस तोडणी मजूर पहाटे ऊस तोडण्यासाठी जातात व दुपारी ४ वाजेपर्यंत परत येतात. अशावेळी त्यांचे घराची राखण त्यांची मुले करीत असतात किंवा शेतात त्यांचे मदतीसाठी मुले काम करतात. त्यामुळे हे मजूर वर्षातील ६ महिने स्तंलातर करतात. मुलांचे शिक्षण थांबते हे टाळणेसाठी इयत्ता १ ते ४ पर्यंतच्या मुलांचा सर्व्हे करून जर ऊस तोडणी मजूरांच्या मुलांची शाळा सुरु करता आली तर भविष्यात अशिक्षित राहणारी मुले आज शिक्षणाच्या प्रवाहात येतात त्यांना विद्यार्थ्यांची जुनी पुस्तके देण्याचे आव्हान करून वेगवेगळे विषय शिकविणेसाठी विद्यार्थी विद्यार्थिनीची साखर शाळा तयार करून चालविता येते.

९) **महिलांसाठी विविध कार्यक्रम** गावातील महिलांसाठी आरोग्य तपासणी, प्रबोधन विषयक कार्यक्रम शिवाय विविध सण असतात तेव्हा महाविद्यालयात महिलांचे हळदी-कुंकू व सांस्कृतिक कार्यक्रम जर आयोजित केला तर सगळ्या लोकांचा महिलांचाही प्रतिसाद महाविद्यालयाला लाभतो.

१०) **ग्रामपंचायत सदस्यासाठी प्रशिक्षण** - दर ५ वर्षांनी ग्रामपंचायतीच्या निवडणुका संपन्न होत असतात. नवीन निवडणूक आलेले सरपंच, उपसरपंच व सदस्य यांना गावातील ग्रामपंचायत कामकाज कसे चालवावयाचे याबाबतचे प्रशिक्षण जिल्हा परिषदेमधील तज्ञ अधिका-यांकडून देता येते किंवा शासनाचेवतीने खास संस्था असे प्रशिक्षण देतात त्यांचेशी संपर्क साधून महाविद्यालयाच्या परिसरातील ग्रामपंचायतीतील लोकांना असे प्रशिक्षण देता येते. शिवाय प्रतीवर्षी ग्राम स्वच्छता अभियान राबविले जाते. सर्व ग्रामपंचायतींनी त्यात सहभाग घेणेसाठी त्यांना प्रशिक्षण देणे हे शासनाचे मदतीने करता येते व त्याचा फायदा समाजाला मोठ्या प्रमाणात होतो.

वरील प्रमाणे नॅकचे मुल्यांकन व विस्तार कार्य विभागाचे कामकाज याची थोडक्यात चर्चा केली आहे. प्रत्यक्षात थोडे गुण कमी असले तरी कॉलेजचे विस्तारकार्य अधिक चांगले असेल तर समाजाकडून कॉलेजबद्दल चांगली भावना निर्माण होते व विविध उपक्रम लोकपयोगी राबविता येतात.

संदर्भ :-

- १) **नॅक शैक्षणिक गुणवत्तेचे मुल्यापन - ले.प्रा.डॉ.एच.व्ही.देशपांडे NAAC News**
- 2) -NAAC, Bangalore: Oct.,2001 and Jan.2002 (Vol. II, Issue 1 and 3)
- 3) Institutional Accreditation Format for Self-Study Afiliated Constituent colleges.- NAAC 2002.
- 4) Daily Loksatta News. – Aug.,2018

बी.एड्. प्रशिक्षणार्थीच्या अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांच्या माध्यमातून कौशल्य विकासासाठी
सी.ए.आय. तंत्राचा वापर करून त्यांच्या अध्ययनावर होणारी परिणामकारकता अभ्यासणे.

डॉ.सर्जेराव पांडुरंग चव्हाण

श्री महाराणी ताराबाई शासकीय अध्यापक
महाविद्यालय, शाहुपूरी, कोल्हापूर

प्रस्तावना

संशोधन समस्येची पार्श्वभूमी

भारत देशामध्ये सर्वच क्षेत्रात मोठ्या प्रमाणावर मनुष्यबळाची कमतरता भरून काढण्यासाठी कौशल्यातून विकास होण्याची नितांत आवश्यकता आहे. कौशल्या विकासांतर्गत विविध प्रकारचे प्रशिक्षण देण्याचा कार्यक्रम सरकारने तयार केला. केंद्र व राज्य शासनामार्फत विविध अभ्यासक्रमामध्ये राबविण्यात येणा-या अभ्यासांतर्गत व अभ्यासपूरक कार्यक्रमांमध्ये येणा-या अभ्यासांतर्गत व अभ्यासपूरक कार्यक्रमांमध्ये येणा-या कौशल्य विकास उपक्रमांचा आढावा घेतला असून कौशल्य विकास उपक्रम अधिक क्रियाशील होणे आवश्यक आहे. शिक्षणाचे मुख्य उद्दिष्ट प्रत्येकाच्या जीवनातील विविध क्षेत्रात अधिक उपयोगी व कार्यकुशल युवक तयार करण्यासाठी फक्त ज्ञान प्राप्त करून चालणार नाही. त्यासाठी कौशल्यात्मक शिक्षण देण्याची आवश्यकता आहे. बदलत्या परिस्थितीमध्ये शिक्षकांचे कार्य केवळ ज्ञान ज्ञानाचे नसून ज्ञानासोबत मूल्यसंस्कार, जीवन कौशल्ये, अभ्यासांतर्गत व अभ्यासपूरक कौशल्य, काही मूलभूत कौशल्ये विद्यार्थ्यांच्या अंगी आत्मसात करावे लागतात. वर्गातील विद्यार्थ्यांच्या सर्वांगीक विकास करण्यासाठी ज्ञानाची निर्मिती संवर्धन, संरक्षण, संक्रमण करण्याची भूमिका करावी लागणार आहे. विद्यार्थ्यांना स्वयंपूर्ण बनवायचे असेल तर क्षमताधिष्ठीत कौशल्य विकास आत्मसात करण्याशिवाय पर्याय नाही. शिक्षकांना अध्यापन कौशल्यासोबत व्यक्तिमत्व विकासासाठी शारिरीक, मानसिक, बौद्धिक इ. गुणांची अभिव्यक्ती होण्यासाठी नेतृत्वगुण, संवाद कौशल्य, गटकार्य, समस्या निराकरण, भावनिक बुद्धिमत्ता, सामाजिक कौशल्य संयम, आत्मविश्वास, संभाषण, वेळेचे व्यवस्थापन चिकित्सक विचारप्रक्रिया मूलभूत कौशल्ये इ. विकसित होण्यासाठी शिक्षक शिक्षणामधून जाणीवपूर्वक प्रयत्न करणे आवश्यक आहे.

शिक्षक प्रशिक्षण महाविद्यालयामधून अध्यापन कौशल्य समृद्धी, ज्ञान रचनावाद, कृति संशोधन, ICT कार्यक्रम, भाषा कौशल्ये इत्यादी अभ्यासांतर्गत कार्यक्रम तसेच अभ्यासेतर कार्यक्रमांच्या माध्यमातून सांस्कृतिक कार्यक्रम विविध खेळ, विविध क्रीडा व बौद्धिक स्पर्धा, व्यवहारिक व व्यावसायिक कौशल्य, मानसिक कौशल्य, संवाद व अभिनय कौशल्य, सर्जनशील लेखन व मुलाखात कौशल्य, सूमसंचालन कौशल्ये, सारांशलेखन कौशल्य, संपादन कौशल्य, उपयोजित ज्ञान कौशल्य समारंभ नियोजन कौशल्य इत्यादी विविध कौशल्यांचा विचार करण्यात आला आहे.

संशोधन समस्या विधान –

बी.एड्. प्रशिक्षणार्थीच्या अभ्यासांतर्गत व अभ्यासेतर कार्यक्रमांच्या माध्यमातून कौशल्य विकासासाठी सी.ए.आय. तंत्राचा वापर करून त्यांच्या अध्ययनावर होणारी परिणामकारकता अभ्यासणे.

संशोधनाची गरज व महत्त्व

प्रत्येक व्यक्तिला व्यक्तिमत्त्वाच्या सर्वांगीण विकासासाठी शारिरीक, मानसिक, बौद्धिक, नैतिक इ. गुणांची सर्वोत्कृष्ट अभिव्यक्ती होण्यासाठी संधी उपलब्ध करून देणे आवश्यक आहे. ती शिक्षक शिक्षणामधील अभ्यासांतर्गत व अभ्यासपूरक कार्यक्रमांतर्गत देता येते. शिक्षकी पेशास आवश्यक असणारे अध्यापन कौशल्याबरोबर इतर मुलभूत कौशल्ये बी.एड्. प्रशिक्षणार्थींना आत्मसात होणे गरजेचे आहे.

शिक्षक प्रशिक्षण महाविद्यालयामध्ये प्रात्यक्षकांतर्गत अभ्यासांतर्गत व अभ्यासेतर संवादन कौशल्य अध्यापन कौशल्य समृद्धी, ज्ञानरचनावाद, आय.सी.टी. भाषा कौशल्ये, नेतृत्वगुण, समस्या निराकरण, भावनिक व सामाजिक बुद्धिमत्ता सांस्कृतिक

संवेदनक्षमता, सामाजिक कौशल्ये, आत्मविश्वास, संयम, वेळेचे नियोजन चिकित्सक विचारप्रक्रिया, आंतरव्यक्ती संबंध अभिरूची गटकार्य इत्यादी कौशल्यांचे बी.एड्. प्रशिक्षणार्थीमध्ये विकसन होण्यासाठी सदर संशोधन होणे महत्वाचे ठरणार आहे.

संशोधनाची उद्दिष्टे

- १) शिक्षक शिक्षण कार्यक्रमांमध्ये अभ्यासांतर्गत व अभ्यासपूरक कौशल्यांचे सैद्धांतिक बाबींचा अभ्यास करणे.
- २) शिक्षक शिक्षण कार्यक्रमांमध्ये अभ्यासतर्गत व अभ्यासपूरक कौशल्य विषयक उपक्रमांची अंमलबजावणी करणे.
- ३) शिक्षक शिक्षण कार्यक्रमांमध्ये अभ्यासांतर्गत अभ्यासपूरक कौशल्यविषयक सी.ए.आय. तंत्राचा वापर करून उपक्रमांची वापर करून त्यांच्या अध्ययनावर होणारी परिणामकारकता अभ्यासणे.

संशोधनाची गृहितके

- १) सी.ए.आय. तंत्राचा वापर करून शिक्षक शिक्षण कार्यक्रमातील अभ्यासांतर्गत व अभ्यासपूरक उपक्रम राबवून विविध कौशल्ये विकसीत करता येतात.
- २) शिक्षक शिक्षण कार्यक्रमातील अभ्यासांतर्गत व अभ्यासपूरक उपक्रम राबवून विविध कौशल्ये विकसीत करताना सी.ए.आय. साधनांचा वापर प्रभावी ठरतो.
- ३) शिक्षकांना अध्यापन करण्यासाठी आवश्यक असलेली अध्यापन कौशल्ये व मूलभूत कौशल्ये यांचा परस्पर संबंध आहे.

संशोधनाची परिकल्पना

शिक्षक शिक्षण कार्यक्रमांतर्गत प्रभावी शिक्षक तयार करण्यासाठी सी.ए.आय. या तंत्राचा वापर केल्यामुळे अभ्यासांतर्गत व अभ्यासेत्तर उपक्रमांमध्ये कौशल्य विकसनाचा सार्थ फरक दिसून येत नाही.

संशोधनाची व्याप्ती व मर्यादा

- १) सदर संशोधनात बी.एड्. प्रशिक्षणार्थींना अभ्यासांतर्गत व अभ्यासेत्तर कार्यक्रमांतील विविध कौशल्यात्मक उपक्रमांचा विचार केला आहे.
- २) सदर संशोधन शिक्षक शिक्षण कार्यक्रमांशी संबंधित आहे.
- ३) प्रस्तुत संशोधन हे श्री.महाराणी ताराबाई शासकीय अध्यापक महाविद्यालय, शाहुपूरी, कोल्हापूर येथील बी.एड्. द्वितीय वर्षातील प्रशिक्षणार्थींचा समावेश आहे.
- ४) प्रस्तुत संशोधन हे शैक्षणिक वर्ष २०१९-२० मधील बी.एड्. द्वितीय वर्षातील प्रशिक्षणार्थींपुरते मर्यादीत आहे.
- ५) प्रत्यक्ष अध्यापनामध्ये सी.ए.आय. या तंत्राचा वापर करण्यात आला आहे.

संशोधन पध्दती

सदर संशोधनामध्ये प्रत्यक्ष प्रयोग राबवून त्याची परिणामकारकता तपासून पहावयाची असल्याने प्रस्तुत संशोधनासाठी प्रायोगिक संशोधन पध्दतीचा वापर करण्यात आला आहे.

संशोधनाची साधने

प्रस्तुत संशोधनासाठी संशोधकाने चाचणीद्वारे माहितीचे संकलन केले. बी.एड्. प्रशिक्षणार्थींची कौशल्यात्मक संपादनूक पाहण्यासाठी पूर्वचाचणी व उत्तर चाचणीचा वापर करून माहितीचे संकलन करण्यात आले.

नमुना निवड

प्रस्तुत संशोधनासाठी असंभाव्यता आधारित नमुना निवड पध्दतीमधील सहेतूक निवड पध्दतीने शिक्षक शिक्षण कार्यक्रमांतर्गत येणा-या श्री.महाराणी ताराबाई शासकीय अध्यापक महाविद्यालय, कोल्हापूर येथील बी.एड्. द्वितीय वर्षातील ३६ प्रशिक्षणार्थींची निवड करण्यात आली. त्यामध्ये प्रायोगिक गटासाठी १८ व नियंत्रित गटासाठी १८ बी.एड्. प्रशिक्षणार्थी निश्चित करण्यात आले.

संशोधन कार्यवाही

शिक्षक शिक्षण कार्यक्रमांमध्ये अभ्यासांतर्गत व अभ्यासेत्तर उपक्रमांची कौशल्यविषयक सैद्धांतिक बाबींचा अभ्यास करणे, प्रशिक्षणार्थींची निवड, त्यामध्ये सर्व बाबींना समान राहतील यांचा विचार करून प्रायोगिक गट व नियंत्रित गट या दोन गटामध्ये विभागणी करून पूर्वचाचणीतून माहितीचे संकलन करण्यात आले. शिक्षक शिक्षण कार्यक्रमांतर्गत कौशल्यविषयक

उपक्रमांची निवड व विकसन करण्यात आले. संशोधन कार्यवाहीच्या टप्प्यामध्ये प्रायोगिक गटाला सी.ए.आय. या तंत्राद्वारे अध्यापन करून शिक्षक शिक्षण कार्यक्रमातील अभ्यासांतर्गत व अभ्यासेत्तर कौशल्य विषयक उपक्रमांची मात्रा व नियंत्रित गटाला पारंपारीक पध्दतीची मात्रा देण्यात आली. तदनंतर विविध कौशल्य विषयक उपक्रमांची परिणामकारकता अभ्यासण्यासाठी नियंत्रित गट व प्रायोगिक गटाला उत्तर चाचणी देण्यात आली.

संकलित माहितीचे विश्लेषण व अर्थनिर्वचन

सदर संशोधनासाठी राबविण्यात आलेल्या प्रायोगिक गट व नियंत्रित गटाच्या पूर्वचाचणी व उत्तर चाचणीतून प्राप्त झालेल्या माहितीचे विश्लेषण करण्यात आले. प्राप्त झालेल्या माहितीचे मध्यमान, प्रमाण विचलन, टी-टेस्ट या सांख्यिकी तंत्राचा वापर करून विश्लेषण करण्यात आले व अर्थनिर्वचन करून निष्कर्ष मांडण्यात आले आहेत.

चाचणीमध्ये प्रायोगिक गट व नियंत्रित गटातील प्रशिक्षणार्थीना मिळालेल्या गुणांच्या मध्यमानातील सार्थकता स्तरावरील फरक दर्शविणारी सारणी.

गट	मध्यमान (M)	प्रमाण विचलन (S.D.)	विद्यार्थी N	प्राप्त t मूल्य	कोष्टक t मूल्य	शून्य परिकल्पनेचा त्याग/ स्विकार
नियंत्रित गट (पारंपारीक पध्दती)	१२.२४	५.७६	१८	३.७२	१.९८	शून्य परिकल्पनेचा त्याग
प्रायोगिक गट (सी.आय.ए तंत्राचा वापर)	१८.४२	९.५३	१८			

अर्थनिर्वचन- ०.०१ सार्थकता स्तरावर सार्थ आहे. बी.एड्. प्रशिक्षणार्थीच्या अभ्यासांतर्गत व अभ्यासेत्तर कार्यक्रमांच्या माध्यमातून आत्मसात झालेली कौशल्यांचे एकत्रित प्राप्त टी- मूल्य ३.७२ असून ते कोष्टक टी-मूल्यांपेक्षा जास्त आहे. म्हणजेच बी.एड्. प्रशिक्षणार्थीच्या प्रत्यक्ष कौशल्यांच्या वापरचा फरक सार्थक आहे. म्हणून येथे शून्य परिकल्पनेचा त्याग करावा लागतो. त्यामुळे प्रायोगिक गटामध्ये अभ्यासांतर्गत व अभ्यासेत्तर उपक्रमामध्ये विविध कौशल्य विषयक विकसनाची परिणामकारकता अधिक दिसून आली.

निष्कर्ष

- १) शिक्षक शिक्षण कार्यक्रमांतील अभ्यासांतर्गत व अभ्यासेत्तर उपक्रमांची प्रायोगिक गटाला सी.ए.आय. पध्दतीने अध्यापन केल्यामुळे विविध कौशल्य अधिक विकसीत झाल्याचे दिसून आले.
- २) नेहमीपेक्षा वेगळ्या पध्दतीने अध्यापन केल्यामुळे बी.एड्. प्रशिक्षणार्थीचा लक्षपूर्वक कौशल्ये व आशयज्ञान आत्मसात केले.
- ३) संगणकावरील चित्रे, तक्ते, आलेख इत्यामुळे प्रशिक्षणार्थीच्या अध्ययन अधिकाधिक मदत घेऊन कौशल्यामध्ये अभिरूची निर्माण झाली.
- ४) शिक्षक शिक्षण कार्यक्रमांमधील अभ्यासांतर्गत व अभ्यासेत्तर उपक्रमामध्ये पारंपारीक अध्यापनापेक्षा सी.ए.आय. चा वापर केल्याने कौशल्य विकसन कार्यक्रम अधिक परिणामकारक ठरतो.

शिफारशी :-

- १) अभ्यासांतर्गत व अभ्यासेत्तर कार्यक्रमांच्या माध्यमातून कौशल्य विकासासाठी शिक्षक प्रशिक्षकांनी जाणीवपूर्वक प्रयत्न करणे.
- २) शिक्षक शिक्षण कार्यक्रमांतर्गत विविध कौशल्य आत्मसात करण्यासाठी प्रेरणा देणे, सुविधा उपलब्ध करून देणे व मार्गदर्शन करणे आवश्यक आहे.
- ३) बी.एड्. प्रशिक्षणार्थीना स्वतःच्या गतीने कुवतीप्रमाणे अध्ययन करण्याची संधी उपलब्ध करून द्यावी.

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२. भिताडे विरा. (१९९९) : शैक्षणिक संशोधन पध्दती, नूतन प्रकाशन, पूणे.
३. चव्हाण किशोर (२००८) : माहिती संप्रेषण व तंत्रज्ञान, इनसाईट प्रकाशन, नाशिक
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५. पंडित बन्सी बिहारी (२००५) : शैक्षणिक संख्याशास्त्र, नित्यनूतन प्रकाशन, पुणे
६. जीवन कौशल्य शिक्षण : महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे
७. शिक्षक मार्गदर्शिका



विद्यार्थ्यांच्या सर्वांगीण विकासाचे माध्यमराष्ट्रीय सेवा योजना (N.S.S)

प्रा. श्रीम.शारदा शामराव पाटील

कर्मवीर हिरे महाविद्यालय, गारगोटी

शिक्षणशास्त्र विभाग

प्रस्तावना -

राष्ट्रीय सेवा योजना (N.S.S) हा महाविद्यालयामधून राबवला जाणारा महत्वाचा उपक्रम असून याचीस्थापना सन १९६९ ला झाली १९६९ हे महात्मा गांधी यांचे जन्म शताब्दी वर्ष होते. गांधीजींनी राष्ट्राची सेवा हाच आपला धर्म मानला होता. म्हणून त्याच वर्षी राष्ट्रीय सेवा योजना सुरु करण्यात आली भारताला स्वातंत्र्य मिळाल्यापासून विद्यार्थ्यांना राष्ट्रीय सेवेबाबत जागृत करण्याचा प्रयत्न केला जात आहे. भारताचे पंतप्रधान पंडीत जवाहरलाल नेहरु यांच्या सूचनेनुसार डॉ. सी. डी. देशमुख यांच्या अध्यक्षतेखाली समिती नेमण्यात आली. या समितीने विद्यार्थ्यांसाठी पदवीपूर्व सक्तीच्या राष्ट्रीय सेवेसंबंधी योजनातयार करण्यात यावी असे सुचविले प्रा. के. पी. सैइद्दीन यांनी अनेक देशातील युवकांच्या राष्ट्रीय सेवेसंबंधी अभ्यास करून स्वयंसेवी पध्दतीने राष्ट्रीय सेवा योजना सुरु करावी अशी शिफारस केली. केंद्रिय शिक्षण मंत्रालयाने १९६७ - ७० या कालावधीमध्ये राष्ट्रीय सेवा योजना सुरु केली. १९६९ पासून महाविद्यालयीन स्तरावर राष्ट्रीय सेवा योजना सुरु करण्यात आली.

संशोधन पध्दती - प्रस्तूत शोधनिबंधासाठी दुय्यम सामुग्रीचा वापर करण्यात आला आहे. त्यामध्ये पुस्तके, वर्तमानपत्र, मासिके व इंटरनेटवरील वेबसाईट इ. चा. उपयोग करण्यात आला आहे.

राष्ट्रीय सेवा योजनेचे बोधवाक्य - NOT ME, BUT YOU म्हणजे ' माझ्यासाठी नव्हे, आपणांसाठी ' असे आहेहे वाक्य निःस्वार्थी सेवेची गरज व्यक्त करते. त्याचप्रमाणे आपण इतरांच्या मताचा आदर करावा असेसांगते लोकांच्या एकजुटीने विचार करण्यास भाग पाडते.



राष्ट्रीय सेवा योजना दिन २४ सप्टेंबर रोजीसाजरा केला जातो. त्यावेळी तयार करण्यात आलेले राष्ट्रीय सेवा योजनेचे चिन्हहे कोणार्क येथील रथचक्राच्या आधारावर तयार करण्यात आले आहे. या रथाला २४ चाके असूनते दिवसातील २४ तासांचे प्रतिनिधित्व करतात. प्रत्येक चाकास ८ आरे आहेत. ते दिवसातील ८ प्रहरदर्शवितात जी व्यक्ती हा बिल्ला लावेल त्या व्यक्तिस हा बिल्ला अशी जाणीव करून देतो कीती व्यक्ती दिवसातील २४ तास ८ प्रहर राष्ट्रीय सेवेसाठी तत्पर आहे. त्याचबरोबर ही चाकेसृजनशीलता, संवर्धनाचे प्रतिकात्मक चित्रण करतात. तसेच वेळ आणि काळ या संदर्भात जीवनाची गती दर्शवितात. तसेच राष्ट्रीय सेवा योजना समाज परिवर्तन व प्रगतीसाठी प्रयत्नशील राहण्याचेसूचित करतात. त्यातील लाल रंग स्वयंसेवकामधील ज्वलंतपणा, क्रियाशीलता व उत्साहाचे प्रतीक आहे. निळा रंग आकाशासारखा विशाल दृष्टीकोणसांगतोतर पांढरा रंग शांतीचे प्रतीक मानला जातो.

स्वरूप :-

केंद्रिय युवक कल्याण व क्रीडा मंत्रालय पुरस्कृतपदवी, पदव्युत्तर व कनिष्ठ महाविद्यालय स्तरावरील विद्यार्थ्यांसाठी समाजसेवेची ही योजना आहे. विद्यार्थी विद्यार्थीनिनी आपल्या नियमित शिक्षणक्रमाबरोबरच सलग सलग २ वर्ष दरवर्षी १२० तास याप्रमाणे उपक्रमामध्ये भाग घेणे व एका विशेष शिबिरामध्ये सहभागी व्हावे लागते. वर्षभरात साहस शिबिर, प्रजासत्ताक दिन, पूर्व संचलन निवड शिबिर, संस्कार शिबिर, उत्कर्ष, आक्कान, राष्ट्रीय एकात्मता शिबिर, दिंडी, विशेष श्रमसंस्कार शिबिर अशी अनेक शिबिरे वर्षभरात आयोजित केली जातात या शिबिरामध्ये विद्यार्थ्यांमध्ये स्वालंबनाची भावना जागवणे, श्रमाची ओखळ करून देणे, शिस्त

रुजवणे, एकात्मतेची जाणीव करुन देणे अशी बहुमूल्य उद्दिष्टे असतात. विशेष श्रम संस्कार शिबिरास योगाभ्यास, विविध तज्ञांचीविविध विषयावर व्याख्याने, नेतृत्व, सांस्कृतिक कार्यक्रम अशा अनेक माध्यमांतून स्वयंसेवकावर चांगलेसंस्कार केले जातात. सांस्कृतिक कार्यक्रमात चर्चासत्रे आयोजित केली जातात. त्यामुळे प्रामुख्याने जातीयता, भ्रष्टाचार, व्यसनाधीनता, बेटी बचाव, स्वच्छ भारत, साक्षरता, निसर्गाचे रक्षण, संवर्धन हे विषय घेतले जातात. जेणेकरुन समाजामध्ये जास्तीत जास्त प्रबोधन होईल.



प्रमुख घटक - विद्यार्थी, शिक्षक, सामाज आणि कार्यक्रम उद्दिष्टे -

- १) विद्यार्थ्यांना ग्रामीण परिस्थितीतील वास्तवास सामोरे जाण्यास सक्षम बनविणे.
- २) विद्यार्थी व प्रौढांना बरोबर एकत्र येऊन काम करण्यास प्रोत्साहन देणे.
- ३) विद्यार्थ्यांमध्येसुप्त गुणांचा विकास करणे.
- ४) विद्यार्थ्यांमध्ये नेतृत्व गुणांचा विकास करणे.
- ५) युवकांना राष्ट्रविकासाच्या प्रक्रियेमध्ये सहभागी होण्यास प्रवृत्त करणे.
- ६) राष्ट्रीय एकात्मता वाढविण्यासाठी सहजीवन व सहकारी कृतीतून विद्यार्थ्यांना प्रोत्साहित करणे.
- ७) विद्यार्थ्यांमध्ये देशासाठीत्यागाची व बलिदानाची भावना निर्माण करणे.
- ८) विद्यार्थ्यांमध्ये सामाजिक सेवेची जाणीव निर्माण करणे.

- ९) विद्यार्थ्यांमध्ये बौद्धिक विकासाबरोबरच शारिरीक व भावनिक विकास घडवून आणणे.
- १०) विद्यार्थ्यांमध्येसामाजिक बांधिलकीची भावना विकसित करणे.
- ११) विद्यार्थ्यांमध्येजबाबदार, सुसंस्कृत नागरीक निर्माण करण्यासाठी प्रयत्न करणे.
- १२) विद्यार्थ्यांना नैतिकता व आदर्शांचे धडे देऊनसुसंस्कृत करणे.
- १३) विद्यार्थ्यांमध्येराष्ट्रीय साधनसंपत्तीबद्दल आत्मियता निर्माण करणे.
- १४) विद्यार्थ्यांमध्येसमाजनिष्ठा व श्रमप्रतिष्ठा यांची जोपासना करणे.
- १५) सार्वजनिक जीवनातील शिस्त व शिष्टाचार यांचे पालन विद्यार्थी स्वच्छेने करतील याची दक्षता घेणे.
- १६) विद्यार्थ्यांना समाजजीवनातील उणिवांचे गरजांचे ज्ञान करून देणे.

निष्कर्ष-

- १) विद्यार्थ्यांमध्ये / स्वयंसेवकामध्ये राष्ट्रीय भावना निर्माण होते.
- २) विद्यार्थ्यांमध्ये सामाजिक जाणीव, जागृती व बांधिलकी निर्माण होते.
- ३) विद्यार्थ्यांमध्ये श्रमाला प्रतिष्ठा देण्याची भावना निर्माण होते.
- ४) विद्यार्थ्यांमध्ये सहकार्यवृत्ती, संघभावना तयारहोते.
- ५) विद्यार्थ्यांमध्येआत्मविश्वास, आत्मनिर्भरता निर्माण होते.
- ६) कमी साधन - सुविधेत जगता येतेहे विद्यार्थ्यांना अनुभवता येते.
- ७) विद्यार्थ्यांमध्ये नेतृत्वगुण, सांस्कृतिक कौशल्य विकास होतो.
- ८) विद्यार्थ्यांना ग्रामीण भागातील अडचणी समजतात समस्या, दारिद्र्य, अज्ञान, अंधःश्रद्धा याची जाणीव होते.
- ९) परिस्थितीशीसमायोजना करण्याची क्षमता विद्यार्थ्यांमध्येनिर्माण होते.
- १०) ग्रामपंचायतीमार्फत राबवल्या जाणाऱ्या विविध योजनांची माहिती विद्यार्थ्यांना होते.
- ११) शिबिर भरलेल्या गावातील लोकांना विविध विषयावरील व्याख्याने ऐकायला मिळतात.
- १२) गावाची स्वच्छता होते.
- १३) शिबिरार्थी विद्यार्थ्यांबरोबर गावातील लोकांच्या मनात बंधुभावाची, आपुलकीची भावना निर्माण होते.

सुचना :-

१. ७ दिवसांच्या शिबिराऐवजी पूर्वीप्रमाणे १० दिवसांचे शिबिर आयोजित केले जावे.
२. दुर्गम भागात शिबिरे आयोजित करावीत.
३. ग्रामपंचायतीने आर्थिकसहकार्य करावे.
४. विद्यापीठामार्फत राष्ट्रीय सेवा योजनेचे उत्कृष्ट काम करणाऱ्या महाविद्यालयास पारितोषिक द्यावे.

संदर्भ -

- १) डॉ. एम. एल. जाधव, प्रा. सौ. ए. व्ही. भोसले, प्रा. श्रीमती पी. ए सरपोतदार' माध्यमिक शिक्षण ' फडके प्रकाशन, कोल्हापूर जून २०१०.
- २) पूनम विष्णू पाटील' दै. सकाळ' तरुणाईची दिशा राष्ट्रीय सेवा योजना बुधवार - २० नोव्हेंबर - २०१९
- ३) Internate वेबसाईट

राष्ट्रविकासातील एन. सी. सी. चे योगदान

प्रा. डॉ. अस्मिता प्रधान

अर्थशास्त्र विभागप्रमुख

कर्मवरी हिरे महाविद्यालय, गारगोटी

प्रस्तावना -

भारतात एन. सी. सी. या उपक्रमाची सुरवात १९४८ मध्ये झाली भारतीय संरक्षण व्यवस्थेला सहाय्य करणारी यंत्रणा म्हणून एन. सी. ला ओळखले जातेहीच यंत्रणा माध्यमिक स्तरावर एन. सी. सी. (associated cadet corps) या स्वरूपात राबविली जाते एन. सी. सी. चे एकूण १६ निर्देशालय असून एक केंद्रीय सल्लागार समिती आहे. दिल्ली या ठिकाणी डायरेक्टर जनरलचे ऑफिस आहे. या संघटनेचा प्रमुख लेफ्टनंट जनरल या दर्जाचा असतो प्रत्येक विभागाचा प्रमुख ब्रिगेडीयरच्या समकक्ष अधिकारी असतोदेशाच्या संरक्षण विकासामध्ये एन. सी. सी. चे योगदान मोठे आहे.

लष्करासारखा कडक युनिफॉर्म, कडक शिस्त, अन्यायाच्या विरोधात उभे ठाकण्याची धाडसी वृत्ती, युध्दप्रसंगी रणमैदानातही उतरण्याचीसंधी विद्यार्थ्यांना NC.C. मधून मिळते NC.C. अर्थात राष्ट्रीय छात्रसेनाही भारतातील देशांतर्गत असुरक्षित प्रसंगी नागरीसंरक्षण व नागरी सेवकांसाठी मोलाचे कार्य करणारी छात्र सेवा संघटना आहे २६ नोव्हें. १९४८ ला विरोध कायदा मंजूर करून एन. सी. सी. ची स्थापना करण्यात आली. देशातील सर्व शाळा व महाविद्यालयामधून ही योजना राबवली जाते भारत पाक युद्धात NC.C. छात्रांचे योगदान १९६५ आणि १९७१ मध्ये भारत. पाकीस्तान युध्द घडले. त्याप्रसंगी NC.C. छात्रांनी प्रत्यक्ष युध्दात सहभाग घेतला. सैनिकांनाहत्या आणि गोळीबार पुरविणे, शस्त्रात्र निर्मितीमध्ये मदत करणे, शत्रूच्या पॅराशूटवर कब्जा करणे, तसेच शहरात गस्त घालण्याचे योग्य काम NC.C. छात्रांनी केले आहे. उद्देश एन. सी. सी. अंतर्गत विद्यार्थ्यांमध्ये सैन्याविषयी आवड निर्माण करणे. देशाप्रती आदर, निष्ठा, प्रेम, असलेलेसाहसी युवक तयार करणेहाच या संघटनेचा मुख्य उद्देश आहे. एन. सी. सी. शाळा व महाविद्यालयामध्येहा विषय वैकल्पिक आहे NC.C. मध्ये प्रवेश घेण्यासाठी विद्यार्थ्यांना सक्ती केली जात नाही ज्याला सैन्याबद्दल आवड आहे त्या विद्यार्थ्यांला यामध्ये प्रवेश मिळतो युजीसी, अखिल भारतीय तंत्रशिक्षण परिषद, आणि CBSE बोर्डांशी संलग्नीत सर्वच शाळा, महाविद्यालयामध्ये NC.C. आहे. त्याची प्रभावीपणे अंमलबजावणी सुध्दाहोत असते.

एन. सी. सी. चा इतिहास-

भारताला स्वातंत्र्य मिळण्यापूर्वी इंग्रजांनी भारतातील विद्यार्थ्यांना सैन्यांचे प्रशिक्षण देण्याचा प्रयत्न केला. यासाठी University Officers Training (courses) U.T.G. चीस्थापना केलीहोती. मात्र त्यामध्ये जास्त कमी प्रमाणात विद्यार्थ्यांनी सहभाग घेतलाहोता.

दुसऱ्या महायुद्धाच्यावेळी भारत सरकारने १९४६ मध्ये पंडीतहृदयनाथ कुजल यांच्या अध्यक्षतेखाली राष्ट्रीय कॅडेट कोर समितीची स्थापना केली. या समितीने १९४८ आपला अहवाल सादर केला. सरकारने अहवालातील शिफारशी विचारात घेऊन एक बिल तयार केले. हे बिल १९४८ मध्येसंसदेत मान्य झाले आणि राष्ट्रीय कॅडेट कोर अधिनियम अस्तित्वात आला. या कायद्याच्या अंतर्गत प्रत्येक कॉलेजमध्ये राष्ट्रीय कॅडेट कोरची स्थापना झाली.त्यानंतर १९५४ मध्ये ब्रिगेडिअर, १९६१ मध्ये मेजर जनरल १९६२ मध्ये महानिर्देशक राष्ट्रीय कॅडेट कोर, १९८२ मध्ये महानिर्देशक लेफ्टनंट जनरल अशी नावे बदलली आहेत.

कॅडेट कोर संबंधित नितीतयार करण्यासाठी केंद्रीयसरकारला सल्ला देण्यासाठी केंद्रीय सल्लागार समितीची स्थापना करण्यात आली. याच्या धर्तीवर प्रत्येक राज्यात एन. सी. सी. संदर्भात सल्ला देण्यासाठी समित्या तयार करण्यात आल्या. १९४९ मध्ये विद्यार्थ्यांनी विभाग तर १९५० मध्ये वायू स्कंध विभागाची स्थापना करण्यात आली. त्यानंतर १९६३ पासून महाविद्यालयीन विद्यार्थ्यांना एन. सी. सी. चे प्रशिक्षण देण्यास सुरवात केली. १९९७ पासून पाठ्यक्रमामध्ये खेळाचा समावेश करण्यात आला. ६ ऑगस्टते १५ ऑगस्ट या

आठवड्यात एन. सी. सी. च्या वतीने दिल्ली येथे स्वतंत्रता दिवस कॅम्प आयोजित केले जाते. प्रत्येक वर्षाच्या नोव्हेंबर महिन्यातील चौथा रविवार एन. सी. सी. दिवस म्हणून साजरा केला जातो.

एन. सी. सी. स्थापना - १९४८

एन. सी. सी. चे ध्येयवाक्य - एकता और अनुशासन

एन. सी. सी. डिव्हिजन - १) सिनिअर डिव्हिजन २) ज्युनिअर डिव्हिजन ३) गर्ल्स डिव्हिजन

एन. सी. सी. प्रशिक्षण विभाग -१) ग्रुपहेडकॉटर्स २) आर्मी विंग युनिट्स ६४८ ३) नोबेल विंग ४) एअर स्वाइन- ५८

एन. सी. सी. कॅडेटसाठीशपथ -

मी प्रतिज्ञा करतो की, मी सत्य आणि निष्ठेच्या साह्याने आपल्या देशाची सेवा करेन एन. सी. सी. चे नियम तसेच कायद्याचे पालन करीन. तसे आजच्या कमांडिंग ऑफिसच्या आदेशानुसार प्रत्येक परेडमध्ये व कॅम्पमध्ये पूर्ण शक्तीनिशी सहभागीहोईन.

एन. सी. सी. प्रशिक्षणाचे स्वरूप -

एन. सी. सी. चे प्रशिक्षण हे संरक्षणाविषयक असते त्यामध्ये पर्वतारोहन, ट्रेकिंग, नाव चालविणे, रक्तदान, वृक्षारोपन, कृष्णरोग निवारण कार्ये, झोपड्यांची सफाई, महापुराच्या परिस्थितीत धैर्य दाखवणे, इत्यादी कामाचा समावेश होतो. तसे विविध ठिकाणी शिबिराचे आयोजन केले जाते. प्राविण्य प्राप्त केलेल्या विद्यार्थ्यांना दिल्ली येथे प्रजासत्ताक दिनाच्या कार्यक्रमात भाग घेण्याची संधी मिळते तसेच परदेशातील शिबिरामध्येही भाग घेण्याची मान्यता मिळते.

एन. सी. सी. उद्दिष्टे :-

१. विद्यार्थ्यांमध्ये नेतृत्व गुणांचा विकास करणे
२. विद्यार्थ्यांमध्ये चारित्र्य, साहस, मैत्री या गुणांचा विकास करणे.
३. विद्यार्थ्यांमध्ये जबाबदारीची जाणीव निर्माण करणे
४. मातृभूमी विषयी प्रेम निर्माण करणे
५. सेवाप्राप्ती व त्यागप्रवृत्ती निर्माण करणे.
६. देशाचे हितजपणारे होणारे देशभक्त निर्माण करणे
७. तरुणांमध्ये संघटीत कृती आणि प्रेरित जनशक्ती निर्माण करणे.
८. विद्यार्थ्यांमध्ये क्रिया कौशल्य निर्माण करणे.
९. धर्मनिरपेक्ष दृष्टीकोण तयार करणे.
१०. तरुणांच्या अंगी शिस्त निर्माण करणे.
११. तरुणांमध्ये देशासाठी त्यागाची व बलीदानाची भावना निर्माण करणे.
१२. विद्यार्थ्यांना शिस्तबद्ध जीवनाचे व लष्करी जीवनाचे महत्त्व पटवून देणे
१३. देशाच्या संरक्षण व्यवस्थेला कुशल अधिकाऱ्यांची निर्मिती करणे.

एन. सी. सी. फायदे/ महत्त्व/ उपयोग :-

१. एन. सी. सी. च्या प्रशिक्षणामुळे विद्यार्थ्यांमध्ये समाजसेवा, आत्मविश्वास, साह्य, त्याग, शिस्त, नेतृत्व, धर्मनिरपेक्षता इत्यादी गुणांचा विकास होतो.
२. **विविध स्थळांची माहिती** :- एन. सी. सी. उपक्रमांतर्गत विविध शिबिरांचे विविध ठिकाणी आयोजन केले जाते. त्यामुळे विद्यार्थ्यांमध्ये वेगवेगळ्या सामाजिक, औद्योगिक, ऐतिहासिक, स्थळांची माहिती मिळते त्यातून रचनात्मक कार्य करण्याची वृत्ती त्यांच्यामध्ये निर्माण होते.
३. **सेवावृत्ती** :- एन. सी. सी. अंतर्गत विद्यार्थ्यांमध्ये नागरिक सुरक्षा आणि स्वयं सुरक्षेचे शिक्षण दिले जाते विद्यार्थ्यांमध्ये सेवा करण्याची वृत्ती निर्माण होते.

४. **सैनिकी जीवनाची माहिती :-** एन. सी. सी. च्या छात्रांना प्रत्येक वर्षी सेनेतील सैनिकाबरोबर राहाण्याची संधी मिळत असल्यामुळे त्यांना सैनिकी जीवनाची माहिती मिळते.
५. **साहसी वृत्ती :-** एन. सी. सी. मधील छात्रांना पर्वतारोहण, पॅराशूटमधून उडी मारणे इत्यादीचे प्रशिक्षण दिले जाते. त्यामुळे विद्यार्थ्यांमध्ये साहसी वृत्ती निर्माण होते.
६. **परदेशी प्रवास :-** कोलंबो प्लॅन अंतर्गत निवडलेल्या छात्रांना प्रत्येक वर्षी परदेशी प्रवासासाठी पाठवले जाते.
७. **कोर्ससाठी राखीव जागा :-** एन. सी. सी. C प्रमाणपत्र मिळवलेल्या छात्रासाठी भारतीय सैनिक अॅकॅडेमी डेहराडून येथे प्रत्येक कोर्ससाठी ३२ जागा राखीव ठेवल्या जातात.
८. **सैनिक भरतीमध्ये प्राधान्य :-** एन. सी. सी. चे प्रशिक्षण पूर्ण केलेल्या छात्रांना भूसेना, वायूसेना आणि नौसेना यामध्ये सैनिक भरती करताना प्राधान्य दिले जाते.
९. **उद्योगव्यवसायात नोकरी :-** प्रशिक्षण घेतलेल्या छात्रांना मोठे उद्योगपती नोकऱ्या देतात.
१०. **प्रवेशासाठी विशेष गुण :-** विविध विद्यापीठांमध्ये बी. ए. बी. एड. एम. एड. एम. एस्सी., वैदिक व इतर अभ्यासक्रमाच्या प्रवेशासाठी एन. सी. सी. चे प्रशिक्षण पूर्ण केलेल्या छात्रांसाठी काही विशेष गुण दिले जातात.
११. **प्रशिक्षणाची संधी :-** एन. सी. सी. प्रशिक्षण घेतलेल्या छात्रांचा केंद्रीय राखीव दल, सीमासुरक्षा दल, इत्यादी संस्थांमध्ये प्रशिक्षण घेण्याची संधी दिली जाते.
१२. **सामानाची सुविधा :-** एन. सी. सी. चे प्रशिक्षण घेतलेल्या छात्रांना मिलिटरी कॅटिनममधून सामान घेण्याची सुविधा दिली जाते.
१३. **आर्थिक बचत :-** एन. सी. सी. च्या कृती कार्यक्रमावेळी एखाद्या छात्रांचा मृत्यू झाल्यास १.२५ लाख रुपये आणि पूर्णपणे अपंगत्व प्राप्त झाल्यास ३ लाख रुपये एन. सी. सी. वेलफेअर कडून सोसायटी कडून आर्थिक मदत दिली जाते.



Organization N.C.C (संघटन)

संरक्षण मंत्रालय

महानिर्देशक (Lt- General)

निर्देशक (राज्यस्तर)

ग्रुप कमांडर (Brig)

कमांडिंग ऑफिसर (Col)

ANO (Lt. O. Mai)

(कॉलेजस्तर)

मुलभूत बदल :-

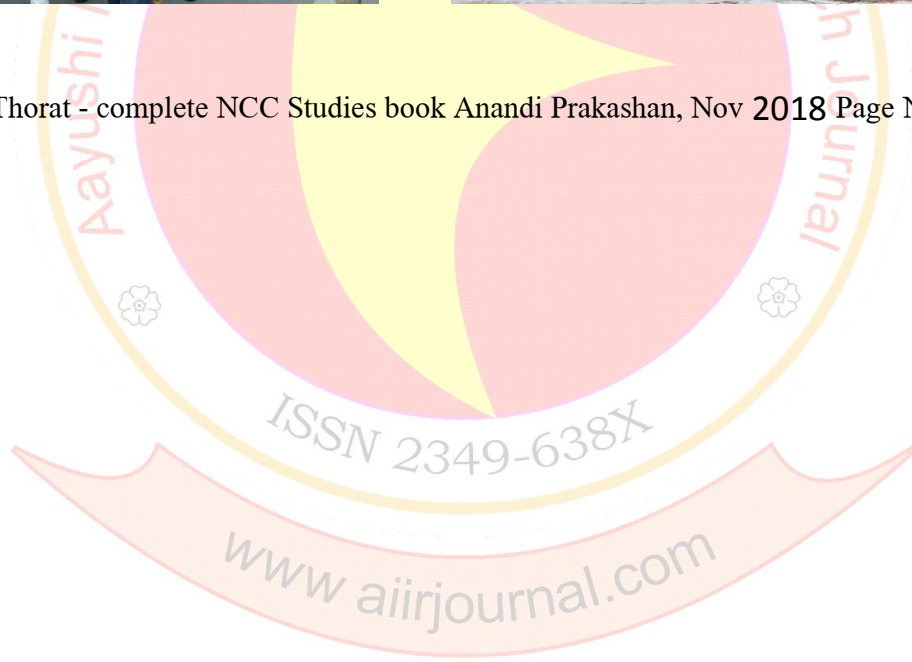
विद्यार्थी केंद्रबिंदू मानून व शैक्षणिकतसेच बाबींचा सर्व बाजूने दोन वर्षे सखोल अभ्यास करून प्रशिक्षण वर्षे २०१३ - १४ पासून राष्ट्रीय छात्रसेना (NC.C.) मध्ये काही मुलभूत बदल करण्यात आले. गणवेश संख्येत वाढ, प्रशिक्षणाच्या सुविधा व अभ्यासकामात आवश्यक बदल करण्यात आला त्यात एन. सी. सी. ला ऐच्छिक विषय देण्याची मान्यता युजीसी व एच. आर. डी. सी. मंत्रालयाने दिलेली आहे.

साहस, जिद्दहे गुण अंगी असणाऱ्या प्रत्येकालासैन्यदलात चांगल्या संधी उपलब्ध आहेत. सैन्यात भरती होऊन देशाची सेवा करण्याचे अनेक तरुणांचे स्वप्न असते पण बऱ्याचवेळा शारिरीकक्षमता, गुणवत्ता असूनही केवळ मार्गदर्शन अभावी सैन्यात भरती होणे सामान्य विद्यार्थ्यांना जमत नाही. म्हणून सक्षम व शक्तीमानसैनिक व अधिकारी घडविणे व त्याचबरोबर आदर्श नागरिक घडवून विद्यार्थ्यांचा शारिरीक व बौध्दीक विकास करणे, गणवेशातील विविध सैनिक भरतीपासून अनेक अधिकारी प्रवेशाची माहिती देणे, मार्गदर्शन करणे या दृष्टीने एन. सी. सी. मदत कार्यरत आहे.



संदर्भ :-

- १) Capt. H.P /Thorat - complete NCC Studies book Anandi Prakashan, Nov 2018 Page No - 7,8,79



राष्ट्रीय सेवा योजना : महत्त्व, भूमिका, धोरणे आणि आव्हाने

प्रा. डॉ. रजनी कारदगे
समाजशास्त्र विभाग
कमला कॉलेज, कोल्हापूर

गोषवारा

इ. स. 1947 साली ब्रिटिश राजवटीतून भारत स्वतंत्र झाला स्वातंत्र्य मिळाल्यानंतर सशक्त स्वच्छ भारत बनविण्यासाठी महाविद्यालयीन विद्यार्थ्यांचा सहभाग, समाजसेवेमध्ये करून, विद्यार्थ्यांमध्ये सामाजिक वास्तविकतेचे भान आणि सामाजिक समस्यांची जाणीव निर्माण करण्याच्या उद्देशाने राष्ट्रीय सेवा योजना महाविद्यालयीन स्तरांवर सुरू करण्यात आली सामाजिक बांधिलकी, सामाजिक ऐक्य दृढ करण्याच्या दृष्टीने राष्ट्रीय सेवा योजना महत्त्वपूर्ण भूमिका बजावतात भूकंप, महापूर यासारख्या नैसर्गिक आपत्तींमध्ये मदत आणि बचावकार्य करण्यामध्ये राष्ट्रीय सेवा योजनेचा वाटा उल्लेखनीय आहे. महाविद्यालयीन विद्यार्थ्यांना विद्यार्थी दशेत असताना लोकसेवेतून शिक्षण आणि शिक्षणातून लोकसेवा करण्यासाठी राष्ट्रीय सेवा योजना सुरू करण्यात आली. प्रस्तुत योजनेचे राष्ट्रीय हिताच्या दृष्टीने महत्त्व, भूमिका, धोरणे आणि आव्हाने याबाबींवर प्रस्तुत शोधनिबंधात प्रकाश टाकण्यात आला आहे.

प्रस्तावना

इ. स. 1947 साली भारत स्वतंत्र झाला. स्वातंत्र्यानंतर भारतीय समाज सशक्त बनविण्यासाठी आणि महाविद्यालयीन शिक्षण समाजाभिमुख बनविण्याच्या उद्देशाने राष्ट्रीय सेवा योजनांची सुरुवात केली जावी अशी शिफारस 1950 साली पहिल्या शिक्षण आयोगाने केली. स्वतंत्र भारताचे पहिले पंतप्रधान पंडित जवाहरलाल नेहरू यांनी दिलेल्या आदेशानुसार व डॉ. सी. डी. देशमुख यांच्या मार्गदर्शनाखाली समिती नेमण्यात आली या समितीद्वारे विद्यार्थ्यांसाठी पदवीपूर्व सक्तीची राष्ट्रीय सेवा योजना तयार करण्यासाठी प्रा. के. जी. सैइद्दीन यांनी अनेक देशातील केला. महाविद्यालयात युवकांसाठी सुरू असलेल्या सुरू असलेल्या राष्ट्रीय सेवा योजनांचा अभ्यास करून भारतात राष्ट्रीय सेवा योजना 1969 राष्ट्रपिता महात्मा गांधी यांच्या जन्मशताब्दी वर्षी सुरू करण्यात आली. महात्मा गांधीजींनी सेवा हाच धर्म मानला होता. त्यांच्या या विचारांचा वारसा पुढे चालविण्याच्या दृष्टीने राष्ट्रीय सेवा योजना महत्त्वपूर्ण आहे. सुरुवातीस या योजनेत 40,000 विद्यार्थ्यांचा सहभाग होता यामध्ये दिवसेंदिवस वाढ होऊन आज या योजनेत योगदान देणा-या विद्यार्थ्यांची संख्या आठ लाखांवर येऊन पोहचलेली आहे.

उद्दिष्ट्ये :

- (1) विद्यार्थी जीवनातील राष्ट्रीय सेवा योजनेचे महत्त्व स्पष्ट करणे.
- (2) राष्ट्रीय सेवा योजनांची भूमिका, धोरणे आणि आव्हाने यांचा आढावा घेणे

संशोधन पद्धती

प्रस्तुत शोधनिबंध लेखनासाठी संशोधकाने वर्णनात्मक अभ्यास पद्धतीचा वापर केला आहे

विद्यार्थी जीवनातील राष्ट्रीय सेवा योजनेचे महत्त्व :

राष्ट्रीय सेवा योजनेचे मुख्य ध्येय लोकसेवेतून शिक्षण आणि शिक्षणातून लोकसेवा आहे या ध्येयाकडे वाटचाल करण्याच्या दृष्टीने ग्रामीण आणि शहरी स्तरांवर शिबिर राबविले जातात. यामध्ये ग्रामीण भागात महाविद्यालयाने (दत्तक घेतलेल्या गावात) निरक्षरता निर्मुलन, पाणीपुरवठ्याची कामे, आरोग्य, स्वच्छता, ग्रामीण भागातील रस्ते बांधणी इ. प्रकल्प राबविण्यात येतात. तर शहरी भागात प्रौढ साक्षरता, झोपडपट्टी कल्याण, पर्यावरण प्रकल्प असे प्रकल्प राबविण्यात येतात.

सध्याची शिक्षण पद्धती भौतिक परिस्थितीशी सुसंगत बनविणे आणि महाविद्यालयीन विद्यार्थ्यांमध्ये ग्रामीणशहरी समाजातील समस्यांबाबतची जाणीव निर्माण होण्यामध्ये योजनेचे महत्त्व अनन्यसाधारण आहे राष्ट्रीय सेवा योजनांच्या माध्यमातून घेण्यात येणा-या शिबिरात विद्यार्थी स्थानिक युवकांची अधिक समावेश असतो तर विकास प्रकल्पामध्ये विद्यार्थ्यांमधील सुप्त गुण जाणून घेऊन त्यांच्यामध्ये नेतृत्व गुणांचा विकास घडवून आणण्यासाठी राष्ट्रीय सेवा योजना सहाय्यभूत ठरते.याबरोबरच युवकांना राष्ट्रविकासाच्या प्रक्रियेमध्ये उत्साहाने सहभागी होणे, राष्ट्रीय एकात्मतेत वाढ करणे आणि परस्पर सहकार्यातून कृती करण्याच्या दृष्टीने राष्ट्रीय सेवा योजना महत्त्वपूर्ण भूमिका निभावते

राष्ट्रीय सेवा योजनांचा विस्तार देशातील सर्व राज्य आणि विद्यापीठांमध्ये झाला आहे समाजाच्या सर्व लोकस्तरामधून या योजनेची गरज आणि महत्त्व मान्य करण्यात आले आहे. सर्वांत महत्त्वाची आणि अधोरेखित बाब म्हणजे या योजनेमुळे युवकांच्या जीवनामध्ये वास्तवतेची जाणीव निर्माण झाली आहे. त्यामुळे युवकांना सामाजिक प्रश्नांचे स्वरूप आणि गांभीर्य समजु लागले आहे यामुळे समस्यांचे विश्लेषण करण्याचा त्या समस्या सोडविताना युवकांचा रूभाग वाढत आहे. अशाप्रकारे राष्ट्रीय सेवा योजना शिक्षणाला समाजाभिमुख बनविण्याचा एक निश्चित प्रयत्न करीत आहे. या योजनेद्वारे पार पाडल्या जाणा-या वैविध्यपूर्ण कार्यामुळे या योजनेविषयी समाजात आदर आणि विश्वास निर्माण झाला आहे.

“Not me But You” म्हणजेच “माझ्यासाठी नव्हे तर आपणासाठी” हे योजनेचे बोधवाक्य आहे. या वाक्यातून लोकशाही जीवनपद्धतीचा गाभा आणि व्यक्तीने निस्वार्थ सेवा करण्याची आवश्यकता दर्शविली जाते. याबरोबरच आपण इतरांच्या मतांचा इतर व्यक्तींचा आदर करावा असे संस्कार विद्यार्थ्यांवर होतात.

राष्ट्रीय सेवा योजनांची भूमिका धोरणे आणि आव्हाने

राष्ट्रीय सेवा योजना शिक्षणाला समाजाभिमुख बनविण्याचे महत्त्वपूर्ण कार्य करते मानवी कल्याणाचा वसा असलेल्या या योजनेद्वारे अत्यंत प्रशंसनीय आणि आदर्शात्मक कार्ये केली जातात समाजसेवेची कार्ये करीत असताना योजनेचे स्वयंसेवक एकविशिष्ट बोधचिन्ह असलेला बिल्ला लावतात. हे बोधचिन्ह कोणार्क येथील सूर्यमंदिराच्या रथचक्राच्या आधारे तयार करण्यात आले आहे. या मंदिराच्या रथाला असलेली 24 चाके ही सृजनशीलता, संवर्धन आणि मुक्तीच्या प्रतिकात्मक स्वरूपाने दिवसातील 24 तासांचे प्रतिनिधीत्व करतात. प्रत्येक चाकास असलेल्या 08 आरे यामधून दिवसातील आठ प्रहर दर्शवितात. बिल्ला लावलेल्या प्रत्येकास हा बिल्ला जाणीव करून देतो की, दिवसातील 24 तास किंवा 8 प्रहर तो राष्ट्रीय सेवेसाठी तत्पर आहे. बिल्ल्यातील लाल रंग स्वयंसेवकांमधील ज्वलंतपणा आणि क्रियाशीलता तसेच उत्साहाचे प्रतीक आहे. तर त्यामधील ब्रम्हांडाचे प्रतिक असलेला निळा रंग, या ब्रम्हांडामध्ये राष्ट्रीय सेवा योजना हा खुप लहान भाग आहे आणि तो मानवाच्या कल्याणासाठी सदैव तयार आहे

राष्ट्रीय सेवा योजनांद्वारे राबविण्यात येणारी कार्ये

गाव दत्तक योजना :- एखादे गाव दत्तक घेऊन त्याचा सर्वांगीण विकास घडवून आणणे हे या योजनेतील महत्त्वपूर्ण कार्य असून जेव्हा ग्रामीण भागातील विकासावर लक्ष केंद्रित केले जाते तेव्हा याबाबत निश्चितच चांगले परिणाम दिसून येतात. या कार्याच्या अनुषंगाने विविध गावांबरोबर संपर्क करणे त्यामधून महाविद्यालयाजवळ असलेल्या आणि सुविकसित नेतृत्व असलेल्या गावांची निवड करणे या गावांचे कृषी, शिक्षण, आरोग्य या आधारावर सर्वेक्षण करून विविध कार्यक्रमांचे आयोजन करणे

झोपडपट्टी दत्तक योजना :- आज काल वेगाने होत असलेले शहरीकरण झोपडपट्ट्यांच्या निर्मितीसाठी कारणीभूत आहे निवा-याच्या सोयींचा अभाव असलेल्या या झोपडपट्टीचे सर्वेक्षण करून विविध कार्यक्रमांचे आयोजन केले जाते. चांगल्या सवयी तसेच झोपडपट्टीतील लोकांना स्वच्छता, आरोग्य, शिक्षण, चांगल्या सवयी याबाबत कृती आणि मार्गदर्शनपर कार्यक्रम राष्ट्रीय सेवा योजनेमार्फत राबविण्यात येतात.

विशेष शिबीर :- राष्ट्रीय सेवा योजनेचा ‘विशेष शिबीर’ हा अत्यंत महत्त्वाचा कार्यक्रम आहे विशेष शिबीरांचे आयोजन उन्हाळा आणि हिवाळ्यांच्या सुट्टीमध्ये केले जाते अशा शिबीरांच्या द्वारे प्रौढ शिक्षण आणि सामाजिक विकासावर पर्यावरणपूरक

कार्यक्रमांवर भर दिला जातो. याबरोबरच आरोग्य, आहार, स्त्रियांचे सामाजिक स्थान उंचावण्यासाठी जागृतीपर कार्यक्रमांचे आयोजन करण्यात येते. पडिक जमिनीवर सामाजिक वनीकरण कार्यक्रमांद्वारे वृक्षांचीलागवड केली जाते.

आव्हाने :- इ. स. 1969 रोजी राष्ट्रपिता महात्मा गांधी यांच्या जन्म शताब्दी वर्षी राष्ट्रीय सेवा योजनेची सुरुवात झाली दिवसेंदिवस या योजनेस महाविद्यालये, विद्यापीठांकडून चांगला प्रतिसाद मिळत आहे परंतु या योजना राबविताना काही आव्हानांना सामोरे जावे लागत आहे.

युवासंस्कार:- महात्मा गांधीजींनी राष्ट्रीय सेवा हाच धर्म मानलेला होता स्वातंत्र्यानंतर देशसेवा समाज हित जोपासण्याबाबतची शिकवण तत्कालीन शिक्षणातून दिली जात असे परंतु सध्याच्या शिक्षण व्यवस्थेत या गोष्टींना फारसे महत्त्व दिले जात नाही त्यामुळे विद्यार्थ्यांमध्ये सामाजिक बांधिलकी निर्माण होऊ शकत नाही त्यामुळे सध्याची पिढी संस्कारशील घडू शकत नाही. विद्यार्थ्यांना मूल्य शिक्षणामधून समाजहित जोपासण्याबाबतचे संस्कार एन एस. एस. च्या माध्यमातून देण्याची गरज आहे.

व्यसनमुक्ती :- व्यसनाच्या आहारी गेलेल्या तरूणांना व्यसनापासून दुर करण्याची गरज आज निर्माण झाली आहे जागतिकीकरणाच्या सध्याच्या काळात युवा पिढीला पाश्चात्य संस्कृतीची ओळख होऊ लागली आहे पाश्चात्य जीवन पद्धतीचा प्रभाव आज युवकांवर मोठ्या प्रमाणात होऊ लागला आहे त्यामुळे तरूणांमधील व्यसनाधिनता वाढत आहे. आजच्या युवा पिढीला व्यसनाधिनतेच्या विळख्यामधून मुक्तकरून युवकांमध्ये राष्ट्रभक्ती राष्ट्रप्रेम यासारखी मूल्ये रूजविणे गरजेचे बनले आहे

राष्ट्रभक्ती :- सध्या उच्चशिक्षित तरूणांची संख्या वाढत आहे बहुतांशी युवकांचाकल उच्च शिक्षण परदेशात घेऊन तिकडेच स्थायिक होणे याकडे असतो. त्यामुळे उच्चशिक्षित तरूणांची ऊर्जा बुद्धीमत्ता परकीय देशांचा विकास करण्यासाठी खर्च केली जाते याबरोबरच परदेशी मालांची विक्री आणि परदेशी मालांना भारतीय ग्राहक पसंतीचा अग्रक्रम देत असल्याने स्वदेशातील वस्तुंना मागणी आणि किंमत मिळू शकत नाही. त्यामुळे बेरोजगारीमध्ये मोठ्या प्रमाणात वाढ होत आहे. यासाठी युवकांची बुद्धीमत्ता आणि श्रम यांचा उपयोग भारतीय विकासामध्ये करणे गरजेचे आहे त्याबरोबरच राष्ट्रप्रेम आणि राष्ट्र हिताच्या भावना युवकामध्ये रूजविण्याच्या दृष्टीने राष्ट्रीय सेवा योजनांद्वारे युवकांमध्ये राष्ट्रभक्ती राष्ट्रप्रेम यासारखे संस्कार निर्माण करणे गरजेचे आहे

संदर्भ सूची

- 1) राष्ट्रीय सेवा योजना कार्य- दैनंदिनी शिवाजी विद्यापीठ, कोल्हापूर

राष्ट्रीय सेवा योजना : एक आकलन

डॉ. श्रीपती म रायमाने

मराठी विभाग प्रमुख

जी आय बागेवाडी महाविद्यालय, निपाणी

प्रास्ताविक:

सू:खाची अपेक्षा करताना

दू:खाकडे लक्ष द्यावे

नेहामीच स्वतःसाठी जगताना

दू सूर्यासाठी जगून पाहावे

महाविद्यालयीन विद्यार्थ्यांच्या मनात सामाजिक जाणिव निर्माण व्हावी व त्यांचा सर्वांगीन विकास व्हावा असे वाटत असेल तर राष्ट्रीय सेवा योजना या घाटकातून विद्यार्थ्यांना स्वतःचे व्यक्तिमत्व निर्माण करता येते. भारत हा खेड्यांचा देश आहे ६५% जनता खेड्यात वास्तव करते त्यामूळे खेड्यातील जनतेला स्वातंत्र्याची सर्व फळे चाखता आली पाहिजेत म्हणून महाविद्यालयीन तरुणानी शिबिरांच्या माध्यमातून, श्रमदानातून समाजसेवा व राष्ट्रसेवा करणे, जवळपासच्या परिसरातील लोकामध्ये मिसळून त्यांना समजावून घेणे. समाजसेवेच्या माध्यमातून स्वतःचा व्यक्तिमत्त्वाचा विकास करणे एक परिपूर्ण माणूस बनण्यास राष्ट्रीय सेवा योजना ही उपयोगी ठरते. राष्ट्रीय सेवा योजना ही अनूभावांचे भांडारच आहे. या देश सेवेतून स्वतःच्या कर्तव्याची जानीव होते.

राष्ट्रीय सेवा योजना म्हणजे :

एन एस .एस म्हणजे राष्ट्रीय सेवा योजाना या योजनेचा प्रारंभ करण्यासंबंधीची संकल्पना सर्व प्रथम महात्मा गांधी व जवाहरलाल नेहरू यांची होती. गाव हा विश्वाचा नकाशा आहे. गावावरून देशाची परिक्षा केली जाते. म्हणून राष्ट्राचा उदार व्हावा असे वाटत असेल तर आधी ग्रामोद्धार झाला पाहिजे. यासाठी महाविद्यालयीन अभ्यास क्रमाला राष्ट्र सेवेची जोड देवून राष्ट्रोद्धार कसा साधता येईल या दृष्टीने १९५० ते १९६९ पर्यंत तत्कालीन विश्वविद्यालयाचे अध्यक्ष डॉ. सर्वपल्ली राधाकृष्णन, पंतप्रधान पंडीत जवाहरलाल नेहरू, केंद्रीय मंत्री डी सी देशमुख, प्रा: के जी सैयद्दिन, शिक्षण समितीचे अध्यक्ष डॉ. दौलतासिंग कोठारी, शिक्षण मंत्री डॉ. व्ही के आर व्ही राव, भारतातील विध्यापीठांचे कूलगुरू, विद्यार्थी प्रतीनिधी यांच्यात विचार विनिमय झाला. राष्ट्रीय सेवा योजना ही राष्ट्रीय एकात्मतेसाठी एक सशक्त साधन सिध्द होऊ शकते. शहरी विद्यार्थ्यांना ग्रामीन जीवन कसे असते याची माहिती मिळू शकते.

महात्मा गांधी जन्म शताब्दी वार्षाचे औचित्य साधून दिनांक २४ सप्टेंबर १९६९ रोजी भारतातील सर्व राज्यातून ३७ विध्यापीठातून पदवि महाविद्यालयीन विद्यार्थ्यांसाठी दोन वर्षा करिता प्रायोगिक तत्वावर राष्ट्रीय सेवा सुरू करण्यात आली.

राष्ट्रीय सेवा योजनाचे उद्दिष्टे:

- मी माझ्यासाठी नाही तर समाज्यासाठी, मला नाही तूम्हाला हे राष्ट्रीय सेवा योजनेचे ब्रीद वाक्य आहे.
- महाविद्यालयीन शिक्षण घेत असताना समाज सेवा करणे .
- स्वातःच्या व्यक्तिमत्त्वाचा विकास करणे .
- समाजाच्या गरजांची माहिती करून घेणे.
- संघटन कौशल्य विकसित करणे.

- संकटकाळी व नैसर्गिक आपत्तीला सामोरे जाणे.
- स्वतःचा स्वर्थ बाजूला ठेवून निस्वार्थ भूमीकेतूनसेवा करणे.
- व्यक्तीतील गूणविशेषांचा वैशिष्ट्यपूर्ण आकृतीबंध घडविणे.

राष्ट्रीय सेवा योजनेचे कार्य :

- पर्यावरण सूरक्षा कारणे.
- आरोग्य आणि स्वच्छता जागृती अभियान .
- संवाद कौशल्य आत्मसाथ कारणे.
- नेत्रुत्व गूण अवगत करणे.
- ऐड्स जागृती अभियान .
- समाज आणि समानतेची विचार व्यक्त करणे.
- सभाधिपणा निर्माण करणे.
- राष्ट्रीय विचार रुजविणे.
- शैक्षणिक कौशल्यांचा प्रसार करणे.
- संघटित कार्यांचे प्रेरणा देणे.
- सर्वेक्षण करणे.
- नव-नवीन योजनांची माहिती घेणे
- स्वाताची जडन-घडून कशी करता येईल ते शिकणे.
- राष्ट्रीय सेवा योजना या कार्यक्रमात सभा संचालन, प्रास्ताविक भाषण, मनोगत, परिचय, आभार प्रदर्शन आदि शिकणे.

राष्ट्रीय सेवा योजना व अन्वहाणे :

- मोबाइल आणि मद्यमांच्या प्रसारित चित्र दर्शनामूळे आजचा युवक भरकटत आहे.
- युवकाना संघटित करून समाजमूखी कार्यात आवड निर्माण हे एक मोठे अन्वहान आहे. आजच्या युवा पीढीला देशातील आर्थिक, सामाजिक, आणि संस्कृतिक विचार मंथन करण्याची गरज आहे.
- राष्ट्रीय सेवा योजना एकात्मतेचे सशक्त साधन आहे. राष्ट्रिय एकात्मता म्हणजे विविध स्थरातील एका राष्ट्रीय घटकात आणि प्रवाहात सामील करून घेण्याची प्रक्रिया होय.
- राष्ट्रीय सेवा योजनेच्या कार्य क्रमांच्याद्वारे स्वयंसेवक हे राष्ट्रीय एकात्मतेचे महत्व पटवून सांगतात. शिक्षित जनशक्तीच्या गुणवत्तेमध्ये सुधारणा करून उत्तम राष्ट्र भक्त आणि नागरिक घडविण्याची प्रक्रीया म्हणजे राष्ट्रीय सेवा योजना होय.
- माझ्यासाठी नव्हे तर तूमच्यासाठी हे ब्रीद वाक्य लक्षात घेवून राष्ट्रीय सेवा योजनेचे सयंम सेवक सेवेची मूल्ये आणि सामाजिक भान ठेवून सामाजिक सेवेसाठी तत्पर असतात. आपले उज्वल भविष्य गाठत असतानाच समाज व राष्ट्राला आपण काही देणे लागतो. म्हणून फूल ना फूलाची पाकळी या माध्यमातून राष्ट्रीय सेवा योजना उपक्रमाद्वारे राष्ट्र सेवा करण्याचे कार्य महाविध्यालयीन युवक कारित आहेत.

समारोप:

आलिकडच्या काळात वेगवेगळ्या विचित्र घटना घडत असताना आपण पाहात आहोत. अशा परिस्थीत आजचा तरूण कूठे तरी भरकटत जावू नये म्हणून राष्ट्रीय सेवा योजना या उपक्रमातून सनाज परिवर्तन करण्याचे कार्य आज राष्ट्रीय सेवा योजनेचा तरूण करित आहे. पर्यावरण संबंधी वृक्षरोपन ग्रीन ऑडिट आपत्ती व्यवस्थापन, जैवविविधता, निर्मात्या संकलण, जलसाक्षरता, समाजाप्रती कन्यारत्न वाचवा अभियान, आर्थीक, कौटुंबिक व शैक्षणिक सर्वेक्षण, वहान जाग्रूती अभियान उद्योग खात्री अभियान, आरोग्य, गेहदान, योगा, मनोरंजन, आदि नाविन्यपूर्ण उपक्रम राबवित आहे. राष्ट्रीय सेवा योजनेची ही यूवा चळवळ अखंड सुरू राहवी यासाठी केंद्र सरकार व राज्य सरकार मूलभूतयोजनाचा सतत प्रचार व प्रसार यूवा चाळवळीच्या माध्यमातून करत आहे. अशा समाज परिवर्तनाची दिशा दाखविणारी राष्ट्रीय सेवा योजना घाटकांचा यूवकानी लाभ घ्यावा व देशाच्या सर्वांगीन विकासाला ्रहातभार लावतील यात शंका नाही.

संदर्भ:

१. राष्ट्रीय सेवा योजना एक यूवा चळवळ – प्रा ह रा हिवरे
२. राष्ट्रीय सेवा योजनेची ओळख – प्रा अतूल साळूंखे
३. राष्ट्रीय सेवा योजना तत्व व्यवहार आणि उपयोजना- प्रा पूरूषोत्तम सेठे
४. राणी चन्नमा विद्यापीठ हस्त पूस्तीका – संपादित
५. कर्नाटक राज्य पत्रीका – कर्नाटक सरकार



सह पाठ्यक्रम गतिविधियां : लाभ एवं हानि

प्रा.सारिका राजाराम कांबळे
हिंदी विभाग, कमला कॉलेज
कोल्हापुर।

प्रस्तावना :-

वर्तमान शिक्षा व्यवस्था में कई बदलाव होते हुए नजर आते हैं। वर्तमान शिक्षा प्रणाली में पाठ्यक्रम के साथ-साथ अन्य गतिविधियों का होना जरूरी है। प्राचीन शिक्षा व्यवस्था पर गौर किया जाय तो हम देख सकते हैं कि गुरुकुल शिक्षा पद्धति के माध्यम से बच्चों का बौद्धिक एवं शारीरिक विकास किया जाता था इससे छात्र दैनंदिन व्यवहार में इस शिक्षा का प्रयोग कर सकता था। छात्रों को विविध परीक्षाओं के माध्यम से एवं उपदेशों तथा कहानियों के माध्यम उनके बौद्धिक एवं शारीरिक क्षमता का विकास करने को बढ़ावा दिया जाता था। जिससे छात्र सही सोचें और समझें ही इसके पीछे की धारणा थी।

धीरे धीरे शिक्षा व्यवस्था में कई बदलाव होते गये ब्रिटीश शासनकाल से शिक्षा पद्धति में शिक्षा नीति में कई सुधार किये गये। विविध आयोगों द्वारा शिक्षा नीति पर चर्चा हुई उनमें सेकोठारी आयोग, मुदलियार आयोग आदि आयोगों के प्रस्ताव द्वारा १०+२+३ इस शिक्षा नीति को अपनाया गया। इसमें छात्रों को विविध विषय से परिचित किया गया। भाषा के साथ-साथ अन्य विषयों को पढ़ाकर छात्रों में उन विषयों में रुचि निर्माण करना एवं उन विषयों का ज्ञान विकसित करना इसी उद्देश्य को लेकर पाठ्यक्रम का निर्माण किया गया। लेकिन सिर्फ पाठ्यक्रम को पढ़ने से छात्रों का सर्वांगीण विकास होना असंभवनीय है इसीलिए पाठ्यक्रम के साथ-साथ स्कूल, महाविद्यालयों में पाठ्यक्रमों के साथ उससे जुड़ी अन्य गतिविधियों को इसके अंतर्गत शामिल किया गया है।

आज वर्तमान युग में एक आदर्श नागरिक निर्माण करने के लिये छात्रों में जरूरी संस्कारों को देकर और उसके मुताबिक छात्रों में बदलाव करना जरूरी है। नैतिकता, सुसंस्कृतता एवं समाज के प्रति अहसास आदि मुल्यों का विकास करने हेतु सह पाठ्यक्रम गतिविधियों का होना जरूरी है। समाज के प्रति होने वाली नैतिक जिम्मेदारियों का होना जरूरी है जैसे कि देश प्रेम, राष्ट्र प्रेम आदि। इससे छात्रों का शिक्षा के साथ अन्य गुणों का विकास हो जाता है और एक जिम्मेदार नागरिक का अहसास उनमें जग जाता है।

भाषा के क्षेत्र में हम पाठ्यक्रम के अतिरिक्त गतिविधियों के अंतर्गत विविध प्रतियोगिताओं के माध्यम से बोलने, सुनने, लिखने, पढ़ने इन भाषा-कौशल के माध्यम से सर्वांगीण विकास कर सकते हैं। इससे छात्र अपने हुनर को पहचानकर उस क्षेत्र में अपनी आजीविका को चूने सकें या उसे अपनी रुचि के अनुसार अपना करियर चुनने में सहायता होती है।

सह पाठ्यक्रम गतिविधियों की परिभाषा:-

“सह पाठ्यक्रम गतिविधियों एक ऐसा पाठ्यक्रम है जो मुख्य पाठ्यक्रम के पूरक रूप में काम करता है। यह पाठ्यक्रम का बहुत ही महत्वपूर्ण हिस्सा है जो छात्रों के व्यक्तित्व का विकास करने के साथ ही कक्षा शिक्षा को मजबूत करने में सहायक है। इस तरह के कार्यक्रमों का आयोजन महाविद्यालय के नियमित समय के बाद आयोजित किया जाता है। इसलिए इसे पाठ्येतर गतिविधियों के रूप में जाना जाता है।”^१

भाटीया के मतानुसार-“वर्ग-शिक्षणासंबळकटकरण्यासाठी आणि मुलांच्या व्यक्तिमत्त्वाचा विकास करण्यासाठी वर्गातील आत आणि बाहेरील इतर क्रियाकलाप म्हणून केले जाणारे उपक्रम म्हणून पाठ्यक्रमांचे कार्य परिभाषित केले जाऊ शकते.”^२

“साहित्यिक, नाट्यमय, सामाजिक सेवा इ. सारख्या विविध सामाजिक आणि इतर क्रीयाकालापां द्वारे ज्याने मुलांचे लक्ष वेधले होते त्यांना बाह्य क्रिया म्हणून मानले जाते”^३

उपर्युक्त विविध परिभाषा को ध्यान में रखते हुए हम कह सकते हैं की अध्ययन के साथ साथ छात्रों का अन्य गतिविधियों के माध्यम से जो विकास महाविद्यालय तथा स्कूल में किया जाता है उसे हम सह पाठ्यक्रम कह सकते हैं। महाविद्यालय में छात्रों के लिए पाठ्यक्रम के साथ कई गतिविधियों का आयोजन होता है जैसे कि-

१. निबंध प्रतियोगिता
२. भाषण प्रतियोगिता
३. कविता लेखन एवं काव्य वाचन
४. नाटक का रंगमंच प्रयोग
५. संगीत एवं नृत्य

इन विभिन्न प्रतियोगिता के माध्यम से छात्रों का विविध कौशल का विकास होता है। इसी उद्देश्य को लेकर छात्रों में पढाई के साथ साथ इन गतिविधियों का होना जरूरी होता है। इससे छात्रों को पढाई के साथ अन्य क्षेत्र में इन गतिविधियों के जरिये रोजगार के अवसर प्राप्त हो सकते हैं। छात्र कथाकथन के माध्यम से हिंदी भाषा में उच्चारण तथा बातचित करने में सक्षम बन जाते हैं। निबंध लेखन के कारण छात्रों की वैचारिक क्षमता को बढ़ावा मिल जाता है।

सह पाठ्यक्रम गतिविधियों से लाभ :-

१. सह पाठ्यक्रम गतिविधियाँ छात्रों को अभिनय, गायन, कविता, पाठ आदि के प्रति प्रोत्साहित करती हैं।
२. छात्रों की वैचारिक क्षमता को बढ़ावा मिल जाता है।
३. किसी भी तात्त्विक बहास में हिस्सा लेकर अपने विचारों को प्रस्तुत करने की क्षमता निर्माण होती है।
४. इससे छात्रों का आत्मविश्वास बढ़ जाता है।
५. वह विविध कार्यक्रमों का आयोजन करने में सक्षम बन जाते हैं।
६. इससे छात्र समय की गति पहचान कर समय का महत्त्व को पहचान जाते हैं।
७. छात्रों में समाज में अच्छा बर्ताव करने के प्रति सजगता निर्माण होती है।
८. तर्क बुद्धि का विकास होता है।
९. नैतिक मूल्यों का अहसास करना।
१०. देशभक्ति परक गीतों के माध्यम से छात्रों में देशभक्ति की भावना को अधिक दृढ़ करना।
११. परिस्थिति के अनुसार वैचारिक संस्कारों को बढ़ावा देना।
१२. सकारात्मक उर्जा को बढ़ावा देना।
१३. अपने राष्ट्र के प्रतिकहानी, नाटक आदि के माध्यम से राष्ट्र प्रेम की भावना को जगना।
१४. छात्र अपने निर्णय लेने में परिपूर्ण बनता है।
१५. यह गतिविधियाँ शारीरिक, शैक्षिक, सामाजिक, सांस्कृतिक आदि मूल्यों का विकास करती हैं।
१६. छात्रों में मानवता धर्म का प्रचार एवं प्रसार करती है।

सह पाठ्यक्रम गतिविधियों से हानि:-

१. इन गतिविधियों में सभी छात्र सहभागी नहीं होते हैं क्योंकि सभी छात्रों की इसमें रुचि होगी ही ऐसा नहीं होता है।
२. छात्रों में नैराश्य भावना निर्माण हो सकता है।
३. कभी कभी समय की बर्बादी भी हो सकती है।

निष्कर्षतः हम कह सकते हैं कि महाविद्यालय शिक्षाके अंतर्गत सहपाठ्यक्रमगतिविधियों का होना जरूरी होता है। उपर्युक्त मद्दे को देखने के पश्चात इसमें लाभ अधिक और हानि कम दिखाई देती है। इसका मतलब ये है कि महाविद्यालय शिक्षा के अंतर्गत सहपाठ्यक्रमगतिविधियों से हानि ना होकर छात्रों के विकास की दृष्टि से महत्वपूर्ण है। यह छात्रों में होनेवाले विविध गुणों का विकास करने में सहायता करती है। छात्रों में प्रतिभा और क्षमता को बढ़ाने का काम करती है। इससे छात्रों को मुसिबत के समय अपनी सोच-विचार कर वह अपना निर्णय ले सकता है। इसीलिए सहपाठ्यक्रमगतिविधियों का महाविद्यालय शिक्षा में होना अनिवार्य है जिससे छात्रों में मानवता धर्म का प्रचार एवं प्रसार की भावना बढ़कर छात्र आगे चलकर एक-दूसरे के सहायक बन सकते हैं। छात्रों में जनकल्याण की भावना के साथ मानवी मूल्यों के प्रति भी सजगता निर्माण हो सकती है। इसीलिए भाषा का अध्ययन अध्यापन के साथ सह पाठ्यक्रमगतिविधियों से छात्रों में भाषा के चार कौशल के आधार पर उनमें अलग अलग गतिविधियों के माध्यम से उनमें नैतिक मूल्यों का विकास किया जा सकता है और उन्हें एक अच्छा नागरिक एवं अपने देश प्रेम, राष्ट्र प्रेम की भावना को जगाना जो की वर्तमान युग की जरूरत है।

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