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विद्येविना मति जेती, मतीविना नीति जेती
नीतिविना गति जेती, गतिविना वित्त जेले
वित्तविना शूद्र रचले, इतके अनर्थ एका अविद्येने केले

-महात्मा ज्योतीराव फुले

❖ विद्यावार्ता या आंतरविद्याशास्त्रीय बहुभाषिक त्रैमासिकात व्यक्त झालेल्या मतांशी मालक, प्रकाशक, मुद्रक, संपादक सहमत असतीलच असे नाही. न्यायक्षेत्र:बीड



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To study the effect of synoptic learning to improve the academic achievement of Grade 3 students

Dr. Swapnil Bhalchandra Nirmal
Principal,
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INTRODUCTION

Synoptic learning tries to endeavor to accept the challenges of synoptic assessment at very young age. Synoptic learning and assessment develops individuals analyses, evaluation, expression, interpretation and arise the ability to response personally as per the situations. It also crop up the knowledge, understanding of the connections between the different elements of the content.

In general, Synoptic learning and Synoptic assessment focuses on tackling a intend problem, decision making responses ,responding to debates, preparing a plan or proposal personal study, work with analytical thinking and lastly responding to a task which specifies an image object or outcome to be achieved, as a expertise at end of schooling.

Synoptic learning enables students to becoming more involved with work. It also accelerates students learning process and ability. Synoptic learning had definitely increased the sense of understanding ,critical analysis ,exploring skill and reasoning ability in academic achievement , behavioural and physical- social achievement too.

STATEMENT OF THE PROBLEM

To study the effect of synoptic learning to improve the academic achievement of Grade 3 students.

OBJECTIVE OF THE STUDY

Major Objective

To study the effect of synoptic learning on the academic achievement on the students.

Minor Hypothesis

To study components of synoptic learning.

To measure the effect of synoptic learning on achievement.

To compare the effect of synoptic learning of girls and boys.

The research was carried out with the above objectives in mind. The researcher studied the researchers to have in-depth knowledge of work. No research was conducted of similar type considering the scenario, it is of unique type.

RESEARCH HYPOTHESIS

H0- There is no significant difference between traditional and synoptic learning and synoptic assessment on students' academic assessment. There is a no significant difference in the effect of synoptic learning of girls and boys.

H1- Synoptic learning increases the ability to score more in the students' academic achievement.

SCOPE AND LIMITATIONS OF THE STUDY:

This research can be applied to primary, secondary, higher secondary, grade of IGCSE affiliated schools. In present study is limited to grade 3 students of IGCSE boards.

METHODOLOGY OF THE STUDY

The present research is an applied research. Applied research has most of the characteristics of fundamental research including sampling techniques and the subsequent interferences about the target population. However its purpose is improving a product or a process -testing, theoretical concepts in actual problem situations. This research is an applied research because its attempts to develop generation about the effect of synoptic-learning on the academic achievement. The researcher has followed the applied descriptive research method

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Introduction

As India moves forward into the 21st century, the long term vision for all Indians to be a part of a society in which sound welfare, health, education and other services are available to all. Society pays a high price when children and young people lack social and emotional competence. A strong growing body of research links Life skills education in childhood and adolescence to a wide variety of life outcomes, including academic performance, school dropout, juvenile delinquency and mental health problems. The education system has a great responsibility to respond with force in this context.

In view of the above, it is of particular importance, especially for teacher, in the classroom education to also focus on life skills as these are fundamental building blocks influencing the child's and youth's total functioning and behavior.

To complement the growing importance of Life Skills Education, the Apex bodies of education in India have successfully brought life Skills into the curricular framework of school education. The Adolescence Education Programme (AEP) for imparting Life Skills was launched by the Ministry of Human Resources Development (MHRD), Government of India. The AEP has been transferred along with other quality improvement in school to NCERT w.e.f April 2006; therefore it has been co-coordinating the implementation of the programme on behalf of MHRD, AEP to cover all the secondary and senior secondary schools of the country. However, the efforts to implement the same at state level seem to be falling short.

This study addresses a topic that lacks extensive research and evaluation but is critical to advancing the needs of students. Teachers are often the main adults other than family members with whom young people interact on a daily basis. Ideally, as trusted gatekeepers of information, teachers can be instrumental in imparting knowledge and skills to young people. Teachers can function as role models, advocates for healthy school environments, guides for students in need of services, resources for accurate information, mentors, and effective instructors. But to meet these expectations in the ultra modern era, teachers need skills and knowledge as well as support from the educational system and broader community. Materials to assist teachers with these multiple tasks and to supplement formal teacher training curricula are beginning to emerge.

LIFESKILLS EDUCATION

Life skills education is a unified and developmental approach to help children and adolescents learn how to deal with difficulties of daily life, growing up and risk situations. Through a long-term curriculum over a number of years of schooling, many diverse needs and problems can be addressed, based on the same underlying pedagogical approach – the learning and application of life skills.

Article 29 of the Rights of the Child states the value of many of the issues that can be addressed in life skills education:

Article 29: 1 State parties agree that the education of the child shall be directed to:

The development of the child's personality, talents and mental and physical abilities to their fullest potential.

The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations...

The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.

What are Life Skills?

The core set of skills (WHO 1997: p.1) that follow the above description are as below: This list can serve as a guide for reflecting on what skills should be considered to be core life skills within each culture.

Self-awareness	Communication skill	Interpersonal skill	Coping emotion	Coping stress
Empathy	Decision-making	Problem solving	Creative thinking	Critical thinking

NEED AND IMPORTANCE OF THE PRESENT STUDY

Life skills are learned in special ways—the process of learning life skills is as important as learning its content. In other words, the way life skills are learned is as important as what is learned. Each life skills lesson builds on previous lessons and influences future lessons. In this way, the learning of life skills is constantly reinforced. Developing new skills is initially difficult and requires a great deal of opportunity and support. Many practice sessions need to be set up to master a skill.



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OPEN EDUCATIONAL RESOURCES

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ABSTRACT

Education has often been considered as synonymous to "instruction," i.e. the imparting of knowledge and information. Up until a short time ago and even now) the majority of schools of all levels has aimed, more or less openly, at such a goal, and has intended to carry out such a function. That education, in the true meaning of the word, is something quite different, something that is much more inclusive.

Instruction means to infuse, to put something in that is lacking, to fill a vacuum. The etymological meaning of the word "education", however, means to "draw out" (from the Latin "educere")...to lead, to draw out that which is within; i.e. to bring to light what is hidden, to render actual what is only potential, to develop.

It also means to draw out of conditions that limit; in other words, it is the favouring of a process of growth. Of course, education also includes the imparting of ideas, but this must be seen only as a first step or stage, as an instrument or necessary means, and not as an end in itself. Both aspects and concepts are included in the common usage of the word "education", and this easily creates confusion and misunderstandings. It would, therefore, be useful to distinguish between them and to always specify, for example, by using the terms "informative education" and "formative education". In this paper we will see education system in Indian, overview of the levels of education system in India, need of education for an individual current situation of education

Keywords: Education, Teaching, and learning.



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LIFE SKILL EDUCATION

Dr. Swapnil Bhalchandra Nirmal
Principal, Motiwala College Of Educational Sciences Nashik.

ABSTRACT

As India moves forward into the 21st century, the long vision for all Indians to be a part of a society in which sound health, education and other services are available to all. Society pays a high price when children and young people lack social and emotional competence. A strong growing body of research links Life skills education in childhood and adolescence to a wide variety of life outcomes, including academic performance, school dropout, juvenile delinquency and mental health problems. The education system has a great responsibility to respond with force in this context.

KEYWORDS: Society, social and emotional competence.

INTRODUCTION

In view of the above, it is of particular importance, especially for teacher, in the classroom education to also focus on life skills as these are fundamental building blocks influencing the child's and youth's total functioning and behavior.

To complement the growing importance of Life Skills Education, the Apex bodies of education in India have successfully brought life Skills into the curricular framework of school education. The Adolescence Education Programme (AEP) for imparting Life Skills was launched by the Ministry of Human Resources Development (MHRD), Government of India. The AEP has been transferred along with other quality improvement in school to NCERT w.e.f April 2006; therefore it has been coordinating the implementation of the programme on behalf of MHRD, AEP to cover all the secondary and senior secondary schools of the country. However, the efforts to implement the same at state level seem to be falling short.

Educator preparing in any subject is significant. For showing data and fundamental abilities of educator preparing is considerably more fundamental - and complex. Understanding the importance of techniques of teacher training in life skills in India is particularly urgent. Teachers are a crucial link providing valuable information about skills other than academics. But to do so effectively they need to understand the subject, acquire good teaching techniques, and understand what is developmentally and culturally appropriate. Teacher attitudes and experiences affect their comfort with, and capacity to teach about, life skills. The *pre-service* setting offers an opportunity for future teachers to explore their beliefs and concerns about these topics, while *in-service* training allows those already teaching to express their views and increase their competence and confidence.



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E-RESOURCES FOR TEACHERS DEVELOPMENT

Dr. Swapnil Bhalchandra Nirmal, Principal, Motiwala College of Educational Sciences,
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Abstract

The need for the application of information technology by teachers is two-fold. Firstly, teachers can use information technology for their own professional growth and secondly, they can use it for making teaching and learning process more effective. Whether teachers use technology for self-learning or for enhancing pupil learning, they need to acquire and develop professional knowledge and skills in using it. Teachers' work load can also be reduced by using information technology. Their role will be changed from that of a teacher to that of a facilitator. They need to teach students how to select information and synthesize it, and how to find a right way in conflicting and contradictory situations. Internet has become an integral part of our life. We need to accept and adopt it in order to be called updated teachers or teacher educators of the modern technological society. Various commissions and committees at national and international level in the past 30 years have stressed upon a paradigm shift in the area of education, teaching and instruction. As a result, learning stands recognized as a lifelong process, supported by a system called multi-channeling-learning.

Keywords: e-resources, innovative learning tool, professional development, teacher's educators

Introduction

The quality of education depends on the quality of teachers. Without maintaining the quality of teachers, no innovation could be expected. When the nation is exerting its full efforts to impart quality education, and a time when there is virtual explosion of information, it is highly essential that teacher education delivers quality products. Teachers play a vital role in the development of any society. The National Council of Teacher Education (NCTE) document of 1998, stresses that teachers are the torchbearers in creating social cohesion and national integration. Only enlightened and emancipated teachers lead communities and nations by their efforts towards better and higher quality of life.

In the changing world, when we have reached the threshold of development of new technologies which are likely to revolutionize classroom teaching, the role and function of teachers is changing. Now the emphasis is on the self learning under the guidance of a teacher, who acts as a facilitator to introduce student with the new technologies. So in the era of information technology, it is necessary to focus greater attention on the performance of the teachers. As the Ministry of Education document states "Teachers performance is the most crucial input in the field of education, whatever policies may be laid down in the ultimate analysis these have to be interpreted and implemented by teachers as much through their personal examples as through teaching learning process. So it is the ultimate truth that the teacher must be motivated and committed to adopt a variety of new techniques including the computer technology, electronic media and hyper media for dissemination of knowledge to their students for their all round development like cognitive, affective and psychomotor development". "The next society will be a knowledge society in which knowledge will be resource, and knowledge workers will be the dominant work force in future"- Peter Drucker (an eminent management scientist).

Our present generation is growing up in an information age. Learning how to learn within the information technology amid rich environment requires skills and experience. In ancient period the process of education was just to hear the knowledge from guru to mediate over and teacher was



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DEVELOPMENT OF COOPERATIVE LEARNING MODELS FOR SIX STANDARD STUDENTS

By

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INTRODUCTION

Consequence such educational system is frustration among the new generation because when they come out in society after competing their education they are not capable of taking decision, because when they were in their education all the time teachers would take all the decisions. They cannot express their feeling in the real life situation because they were never given a chance to do so.

And when the present educational system is replaced by the cooperative learning methodology there is drastic change in the same students.

Cooperative learning

Cooperative learning is an instructional method in which students work together in small, heterogeneous groups to complete a problem, project, or other instructional goal, while teachers act as guides or facilitators. This method works to reinforce a student's own learning as well as the learning of his or her fellow group members.



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Motiwala College of Educational
Sciences, Nashik

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beginners. For visually impaired students we have buddy programme, so each visually impaired student gets, one boy or girl, who takes their responsibility. The buddies sit with them in the class, and while I am explaining, they see to it that these "specially able" students also are with the class. If the visually impaired students or other students do not understand the concept, they come in the department and get their doubts clarified. In our College the social outreach programme is very efficiently run by Dr. Sunita Pandhe- Gupta under the guidance of our principal Dr. R.G. Pardeshi. In my paper I will throw more light about it.

Cooperative Learning as Pedagogical Practices in Inclusive Education

Dr. Swapnil B. Nirmal

Principal, Motiwala College of Education Sciences, Nashik.

&

Asst Prof. Mr. Sumit Kumar Singh

Motiwala College of Education Sciences, Nashik.

Abstract

Cooperative learning Cooperative learning is an instructional method in which students work together in small, heterogeneous groups to complete a problem, project, or other instructional goal, while teachers act as guides or facilitators. This method works to reinforce a student's own learning as well as the learning of his or her fellow group members. Cooperative Learning Key Elements-Positive interdependence, Individual accountability, Group reflections, Small group skills Face-to-face interaction. Cooperative learning and student achievement Cooperative learning is a great tool that can be used to improve student achievement in any classroom. It also fosters tolerance and acceptance in the community, which improves quality of everybody's life. Multiple researches have shown that cooperative learning strategies can be utilized to promote deeper understanding. Educators can use various strategies of cooperative learning along with their instructional techniques to enhance learning in a classroom. This will result in higher student achievement. Inclusive Education- Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued. This study clarified the relationship between components of Cooperative learning and the development of a inclusive




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classroom, particularly the notion of inclusive practice for all which is developed through Cooperative learning. It also examines how one teacher developed an inclusive classroom "in action" through cooperative learning. Children, who learn together, learn to live together.

Inclusive Teaching strategies for Close Reading based on Experiential Learning

Navnath Tupe

Assistant Professor, Adult & Continues Education & Extension, SPPU

Shikha Jain

Research Scholar, DEE, SPPU

Abstract

"Good Education for All" – is the basic criteria of inclusive education, which should be adopted and implemented as a dominant educational practice in primary schools. This research draws upon to solve the problem of close reading of the primary students with the help of experiential learning cycle. To resolve this problem of students, the training programme was given to primary teachers on the central baseline that how to transfer the experience in knowledge form, which is applicable to make their teaching practice reflective. This training programme was designed to address the prevalent issues and further constructed inclusive learning in the classroom. Also, researcher has developed the situation based learning scenarios in the form of Modules. The learning styles of the target group were also studied to make the process effective. The mixed methodology was adopted and focused on the results of survey on 100 primary teachers and experiment on 22 primary teachers in primary schools affiliated to SSC board in Pune city. The research findings showed the application of experiential learning program and its contribution to overcome the close reading problem of the students. Experiential learning is based on the importance of personal experience in the educational process and provides opportunity for the teachers to directly apply the information. They possess in order to built self-efficacy and learn from the experiential undertakings.

Development of Social Networking Awareness programme especially with respect to inclusive education for Novice teachers and its effectiveness

Prof Rajendra Thigale

Associate Professor

Tilak College of Education, Pune 30



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CONTRIBUTION OF ANNIE BESANT IN THE FIELD OF INDIAN EDUCATION

Dr. Swapnil Nirmal, Principal, Motiwala College of Educational Sciences, Nashik

INTRODUCTION

Annie Besant was an Irish Lady born in 1847 to an aristocratic family. She was the daughter of William Burton Perse Wood and Emily Roche Morris. Annie's father died when she was five years old, leaving the family almost penniless. Her mother supported the family by running a boarding house for boys at Harrow School. Annie was given a strong sense of what independent women could achieve. As a young woman, she was able to travel widely in Australia, Europe, U.S.A and many parts of India. In 1867, at age twenty, she married 26-year-old clergyman Frank Besant (1840-1917), younger brother of Walter Besant. Soon Frank became vicar of Sibsey in Lincolnshire. Annie moved Sibsey with her husband and within a few years they had two children, Arthur and Mabel. She then became a famous writer and speaker for the National Secular Society (NSS). In 1893, after coming India she made her own home. She came India as a pioneer of the Theosophical Ideal of Education and established numerous schools and universities. On its standards known for: Theosophist, women's rights activist, writer and orator. Political party: Indian National Congress. Social Democratic Federation. Movement: Indian Independence movement.

Spouse: Frank Besant Children:

Arthur and Mabel Education:

Birkbeck, University of London

Dr. Annie Besant, the second President of the Theosophical Society, was one of the best abstract figures of the world. She was an essayist, a strict pioneer of Theosophist development, a profound guide, an extraordinary instructor, rationalist, an exceptional speaker, a teacher, a social reformer, a progressive, a scholar, an educationist, after coming India she became a great lover of Hinduism. She claimed as a Hindu in her former birth she follows the Hindu way of life: she was a great Free thinker. She played a leading role in the freedom movement of India. In 1918, she was the president of the Indian National Congress. Annie Besant was a famous social reformer who had acted as a social activist for both country! England and India. She proved herself as one of the best social activists through her great and continued social works even after being criticized regarding to women's rights in India. She always fought for women's rights favouring the traditional Hindu Customs as she had much respect for the old Hindu ideas. Dr. Besant was founder of All India women's conference. She brought child marriage bill. The Sharda Act, and many more other reforms affecting women and girls.

She tried to develop women's education in opening girls school and colleges in many parts of India where facilities for girls' education did not exist. She helped in launching Home Rule League for promoting the Indian democracy after broke out of the World War I in 1914.

LIFE HISTORY

Annie Besant was born Annie Wood to an Irish family in London. Her education was funded by one of her mother's friends. From a young age, she was instilled with a strong sense of social responsibility. In 1867, when she was 19 years old, she married Frank Besant. They had two children, but later got divorced owing to religious disagreements. Besant was an outspoken advocate for Irish independence. She began to question her religious activist along with the ideology of feminism. Intellectual freedom, secularism, women's rights, birth control, worker's rights, and Fabian socialism were among her causes.

Among them she was an excellent public speaker and she travelled widely. Besant became a Theosophist after meeting Helena Blavatsky in 1889. Her search for spiritualism and the social cause brought her to the Theosophical Society! She was the best friend of the leader of the society, Charles Bradlaugh and she worked together with him on many issues as well as Member of Parliament for



Northampton. Both she and her friend published a book by the Charles know ton (the American birth-control campaigner). In the meantime, Besant made a close relation to the Irish Home Rulers Columns in order to help them in her newspaper in their crucial years-

From the Annie Besant point of view the friendship, love and politics were intimately tangled Besant had joined the fabian Society and she has started to write for the fabians she had actively involved in the London match girls strike in the 1888 She set up a Committee of woman for the Strike purpose for better pay she made close relation with a and condition In 1884, young socialist teachers, the Edward Aveling soon, she has joined the Marxist and then stood for the london School Board election: She was also concerned with the London Dock strike. In the 1889 and participated in many important meeting and demonstrations organized by the organization.

AWARDS AND HONORS

Dr. Annie Besant laid the foundation of "Indian Bharat Scout" in the year 1918.

On October 2015, the search engine Google recalled Annie Besant with a doodle on her 168th birthanniversary Society. Annie Besant joined the Theosophical society. She became interested in Hinduism and its spiritual

Principles during her time as a member of society.

- She was the president of the Theosophical Society and remained its head from 1907 to 1933.
- She travelled to India a lot as a part of her theosophical work
- In 1898, she was instrumental in founding the central Hindu School, which was eventually renamed the Banaras Hindu University.
- The ongoing struggle for India's independence against Britishers encouraged her, and she eventually became a freedom fighter.
- In 1893, Annie Besant came to India and travelled to India with H.S. Olcott.
- In 1898, she founded the Central Hindu School and college In Varanasi.
- In 1902, she wrote an essay regarding the policies of the British.
- In 1916, she established the All India Home Rule League with Bal Gangadhar Tilak.
- In 1917, she was elected as President of the Indian National Congress (INC).
- In 1918, the Indian Scout Movement was founded by her.

Annie Besant's Contribution to Indian Freedom

- Annie Besant worked for the promotion of a national awakening.
- Her work was published in 1902 and in which she said India is not controlled for the benefit of the people, but rather for the profit of her conquerors?

She spent a lot of time and effort in India to improve the education system of India: When Annie Besant joined the Indian National Congress, she became Involved in politics and the freedom struggle of India. She advocated for women's.

- she worked with various union actions, Bloody Sunday demonstration and London match girls strike in 1883.
- She also helped in establishing the Hyderabad (Sind) National Collegiate Board, Mumbai, India in 1972.

Annie Besant started. A newspaper Called "New India to highlight issues related to the freedom struggle in India.

PRINCIPLES GIVEN BY THE ANNIE BESANT

- RELIGIOUS EDUCATION.
- MENTAL EDUCATION.
- MORAL EDUCATION.

1. RELIGIOUS EDUCATION: The object is to clear away the obstacles which hinder the natural instincts to God (Lifeside) and service of Man (Politics-side). These obstacles are summed up in the idea of separateness, the essence of spirituality being unity.



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A STUDY OF AWARENESS ON NATIONAL EDUCATION POLICY 2020 IN NASHIK CITY AMONG PRIMARY, SECONDARY AND COLLEGE TEACHERS

Dr. Swapnil Bhalchandra Nirmal, Principal, Motiwala College of Educational Sciences

Abstract

New education policy is introduced by the government now this is the phase of implementation but before implementing new education policy research wanted to find out whether all teachers of primary, Secondary And Higher Secondary as well as higher education teachers are aware about the features of new education policy or not for the purpose research had undertaken this research

Keywords - Awareness, NEP 2020, Primary, Secondary and College Teachers.

Introduction

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and National Education Policy 2020 5 creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

The new education policy 2020, also known as the National Education Policy (NEP) 2020, is a comprehensive policy document that outlines the vision and framework for the Indian education system. The NEP 2020 aims to transform the education system in India and align it with the 21st century needs and aspirations.

Some of the key highlights of the NEP 2020 are:

Universal access to school education: The policy aims to provide universal access to school education, including early childhood care and education, and extend the Right to Education Act to cover children up to the age of 18.

Curriculum and pedagogy: The policy focuses on a flexible and multidisciplinary curriculum, with a focus on critical thinking and problem-solving skills, rather than rote learning. It also promotes the use of technology and local languages as mediums of instruction.

Teacher education and professional development: The policy emphasizes the importance of teacher education and professional development and calls for the creation of a National Council for Teacher Education.

Examination and assessment reforms: The policy calls for the reform of the examination and assessment system to reduce the emphasis on rote learning and promote a more comprehensive evaluation of students.

Higher education: The policy aims to establish a common higher education system with flexible pathways and multiple entry and exit points. It also calls for the establishment of a National Recruitment Agency to streamline the recruitment process for government jobs.

The NEP 2020 is a significant step forward in the reform of the education system in



A Retrospective Study of Retention of the Impact of Education in Universal Human Values Program Implemented Among Undergraduate Students Who Had Pursued their Studies at Motiwala Homoeopathic Medical College and Hospital, Nashik

Authors: Dr. F. F. Motiwala¹, Dr. Mita Gharte² and Prof. Sadashiv Kalamkar³

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ABSTRACT

Motiwala Homoeopathic Medical College is an institute imparting training in homoeopathic science for the last twenty five years. To develop academically and spiritually proficient homoeopathic practitioners has been our vision. Having strong human values in our education system is one of the most important requisites of a true Physician. In today's society materialism has become a false ideal which unconsciously the professionals worship and this is undermining the very nature of Humanism. It has been universally accepted that one of the major drawbacks of our Education system is the lack of human values in our education.

Value education has somehow become synonymous with religion, caste, culture, or even tribe and this has hampered every effort of good willed institutions to incorporate it into its Value Education Curriculum.

With this intention our institute in collaboration with Bahá'í Academy started a four year program in universal human values. According to this we run a parallel course in universal human values in homoeopathic science.

A true education should aim to bring out permanent change in attitude and behavior of a person. This will finally be reflected in his personal, professional as well as social life. To study this effect on our ex-students who had taken up this program we decided to carry out this survey based research to see the Retention of the Impact of this Value Education in their Social and Professional lives.

Keywords: Retention of Impact

Introduction

The rate of literacy has been ever rising since the Second World War but so is the unrest in our society. The forces of integration and disintegration seem to be affecting our society simultaneously and at times it seems there is more of the negative forces; this unrest is resulting in the increase of prejudices of various kinds from religious to national to race and ethnicity. The cat and mouse game which each one has led to a state of jealousy and malice at the individual level, the family level, society and even the nations. Leadership has become synonymous with thirst for power and corruption; in all these conditions one is forced to question the relevance of literacy to education and learning to development. In this condition one has to accept that our education system has failed miserably, for it has failed to uplift mankind as a whole and each individual as its basic unit. During schooling phase of our education system we have weekly class for moral education, but in many schools is conducted as a routine with no emphasis on its practical aspects and is considered that Values would be taught and learned at home or through society. As the child grows, his understanding of conflict resolution is challenged by what he sees, hears and understands from his exposure to family, the society, what he learns from history, and last but not the least is the media. Essentially, while conflict-promoting attitudes and behaviors are characteristic of earlier phases of human development, unity-promoting attitudes and behaviors emerge in later phases of healthy development.

At the Motiwala Homoeopathic Medical College and Hospital Nashik, over the years since its inception, the institution has always worked on imbuing in its students some very basic human values of which respect for gender, removal of prejudices, Consultation as a tool for Conflict Resolution, Respect For Each Other, Respect For All Religions, Oneness of Mankind and Service to Society.



Review of Research

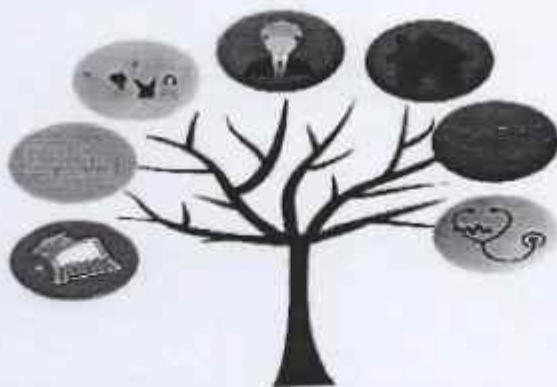
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LIFE SKILL EDUCATION

Life skills



Dr. Swapnil Bhalchandra Nirmal

Dr. Swapnil Bhalchandra Nirmal

Principal, Motiwala College Of Educational Sciences Nashik.

Abstract : As India moves forward into the 21st century, the long term vision for all Indians to be a part of a society in which sound welfare, health, education and other services are available to all.....

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This study addresses a topic that lacks extensive research and evaluation but is critical to advancing the needs of students. Teachers are often the main adults other than family members with whom young people interact on a daily basis. Ideally, as trusted gatekeepers of information, teachers can be instrumental in imparting knowledge and skills to young people. Teachers can function as role models, advocates for healthy school environments, guides for students in need of services, resources for accurate information, mentors, and effective instructors. But to meet these expectations in the ultra-modern era, teachers need skills and knowledge as well as support from the educational system and broader community. Materials to assist teachers with these multiple tasks and to supplement formal teacher training curricula are beginning to emerge.

LIFESKILLS EDUCATION

Life skills education is a unified and developmental approach to help children and adolescents learn how to deal with difficulties of daily life, growing up and risk situations. Through a long-term curriculum over a number of years of schooling, many diverse needs and problems can be addressed based on the same underlying pedagogical approach - the learning and application of

life skills. Life skills education is an essential component of health promotion. It is not a panacea for all problems, but is an important aspect for addressing (A Regional Framework Page 2) young people's needs in the face of a wide range of problems, including drug abuse, violence, HIV/AIDS and a wide range of needs, including the promotion safety, peace and human rights. Article 29 of the Rights of the Child states the value of many of the issues that can be addressed in life skills education:

Article 29: 1 State parties agree that the education of the child shall be directed to:

- The development of the child's personality, talents and mental and physical abilities to their fullest potential.
- The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations...
- The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic national and religious groups and persons of indigenous origin.

Based upon the WHO definition of lifeskills¹ the participants agreed on a working definition of life skills for SEAR countries:

"Life skills for adolescents are abilities for adaptive and positive behavior that enable them to deal effectively with the demands and challenges of everyday life within the family, community and cultural context of the South-East Asia Region"

KEY LIFE SKILLS

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking termed as **"thinking skills"**; and skills related to dealing with others termed as **"social skills"**. While thinking abilities identify with reflection at an individual level, social abilities incorporate relational abilities and don't really rely upon consistent reasoning. It is the combination of these two types of skills that are needed for achieving assertive behavior and negotiating effectively. **"Emotional"** can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms first with oneself is important. Thus, self-management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.





LIFE SKILL EDUCATION

Dr. Swapnil Bhalchandra Nirmal
Principal, Motiwala College Of Educational Sciences Nashik.

ABSTRACT

As India moves forward into the 21st century, the long vision for all Indians to be a part of a society in which sound health, education and other services are available to all. Society pays a high price when children and young people lack social and emotional competence. A strong growing body of research links Life skills education in childhood and adolescence to a wide variety of life outcomes, including academic performance, school dropout, juvenile delinquency and mental health problems. The education system has a great responsibility to respond with force in this context.



KEYWORDS: Society, social and emotional competence.

INTRODUCTION

In view of the above, it is of particular importance, especially for teacher, in the classroom education to also focus on life skills as these are fundamental building blocks influencing the child's and youth's total functioning and behavior.

To complement the growing importance of Life Skills Education, the Apex bodies of education in India have successfully brought life Skills into the curricular framework of school education. The Adolescence Education Programme (AEP) for imparting Life Skills was launched by the Ministry of Human Resources Development (MHRD), Government of India. The AEP has been transferred along with other quality improvement in school to NCERT w.e.f April 2006; therefore it has been coordinating the implementation of the programme on behalf of MHRD, AEP to cover all the secondary and senior secondary schools of the country. However, the efforts to implement the same at state level seem to be falling short.

Educator preparing in any subject is significant. For showing data and fundamental abilities educator preparing is considerably more fundamental - and complex. Understanding the importance and techniques of teacher training in life skills in India is particularly urgent. Teachers are a crucial link providing valuable information about skills other than academics. But to do so effectively, they need understand the subject, acquire good teaching techniques, and understand what is developmentally and culturally appropriate. Teacher attitudes and experiences affect their comfort with, and capacity to talk about, life skills. The *pre-service* setting offers an opportunity for future teachers to explore their beliefs and concerns about these topics, while *in-service* training allows those already teaching to express their views and increase their competence and confidence.



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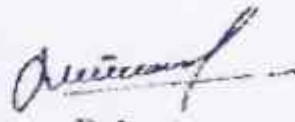
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अनिता भास्कर घोरात
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यशवंत हा काळाचा अविभाज्य घटक आहे आणि अशा बदलत्या
समाजात रवीन नवीन गोष्टींना सामोरे जाण्यातच शहाणपण असते. म्हणूनच तर
इतिहासाला विसरून चालत नाही. गतकाळातील काही घटना, कालखंड,
काळींमध्ये मानवी मनाला विचारप्रवृत्त करतात. त्यांच्या असामान्य कर्तृत्वाने
काळात टाकतात. काळाची बंधने तोडून त्या व्यक्ती इतिहासात अजरामर होतात.
काळाच्या अविभाज्य अविभाज्य होते. भारताला स्वातंत्र्य मिळाल्यानंतर जन्माला
आलेल्या युव पिढीला महाराष्ट्राचे शिल्पकार आदरणीय कैलासवासी यशवंतराव
चव्हाण यांच्या कर्तृत्वाने सीजन्यशील, संयमी, सुसंस्कृत व रसिक व्यक्तिमत्त्वाने
आज जगभर टाकल्याचा प्रत्यय पटोपटी येतो.

काळाचे लेंगे असलेल्या कृष्णाकाठचे सुपुत्र म्हणजे यशवंतराव चव्हाण,
जन्म १९१३ रोजी सांगली जिल्ह्यातील देवराष्ट्रे या गावात यशवंतरावांचा एका
कृष्णाकाठ व्यक्तिमत्त्वाचा जन्म झाला. वडील बळवंतराव आणि आई विठ्ठलबाई,
यांच्यातून सत्यशोधक चळवळीचे कार्यकर्ते होते. अगदी लहान वयातच
यांच्या हातकोट्या यशवंतरावांचे प्राथमिक शिक्षण व माध्यमिक शिक्षण
संपन्न झाले. १९३७ मध्ये अर्थशास्त्र व इतिहास विषय घेऊन मुंबई विद्यापीठाची
परीक्षा आणि १९४० ला कायद्याची परीक्षा यशवंतराव उत्तीर्ण झाले.
त्यांच्या ज्योतना त्यांचे शिक्षक शैणोलीकर वानी त्यांना तु कोण होणार असे
पुढे त्यांनी ताठ मानेने मी यशवंतराव होणार असे तडफदार उत्तर दिले
१९४०-४२ च्या कायदेभंगाच्या चळवळीच्या काळात त्यांनी कन्हाडमधील

यशवंतराव चव्हाण आणि आधुनिक महाराष्ट्र/२८१

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जागतिक महिला दिनानिमित्त 'महिला गौरवग्रंथ' या संपादीत ग्रंथातील सर्व लेखन, मते आणि अभिप्राय संबंधित लेखकांची असून त्या संबंधी संपादक, प्रकाशक, मुद्रक सहमत असतीलच असे नाही.

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PRESENT SCENERIO OF WOMEN HUMAN RIGHTS IN INDIA

Mrs. Anita Bhaskar Thorat
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If we see the concept of rights and duties are perhaps as old as the civilization. Whether under specific provision or name, mankind has always enjoined certain basic freedoms and rights. Through the extent and the proportion of these rights may vary from time to time, person to person, place to place, depending upon the providing political, religious, cultural, social situations. With the passage of time the nature of rights and freedoms has undergone metamorphosis. Today, the concept of human rights has gained so much of momentum that it encompasses all kind of rights, civil, political, economic and political, thus removing the centuries old divide between them. The concept of human rights is anthropocentric; whatever adds to the welfare and dignity of human being is an essential part of human rights. It provides for a uniform code of rights aiming at sustaining good, dignified life to a human being, transgressing all kinds of boundaries- physical, territorial, religious, caste, colour or race.

As per Vienna Declaration- The world has recognized that the human rights of women and of children are "an inalienable, integral and indivisible part of universal human rights." (Vienna Declaration and Programme of Action, para. 18.) Women is inseparable part of universe it has a distinct identity. On 10th of December 1948 when the constitution of India was in making the UN-General Assembly, adopted the universal declaration of human rights in 1948 which surely influenced the framing of Indian constitution. Viewed from Indian standpoint human rights have been woven into an integrated fabric by the preamble promises and various clauses of the constitution of India aimed to protect and promote the human rights of the people, various provisions of the fundamental rights and the directive principles of state policy respectively. Many of the human rights in the universal declaration of human rights, 1948 and international covenant on civil and political rights, in Part- III of the constitution of India contains a long list of fundamental rights they are as follows-

- The right fundamental rights recognized by the Indian constitution are
- 1. **Right to equality (Articles 14-18):-** This includes equality before law, prohibition of discrimination on grounds of religion, race, caste, gender or place of birth, and equality of opportunity in matters of employment, abolition of untouchability and abolition of titles.
 - 2. **Right to freedom (Articles 19-22):-** Which includes freedom of speech and expression, assembly, association or union or cooperatives, movement, residence, and right to practice any profession or occupation (some of these rights are subject to security of the State, friendly relations with foreign countries, public order, decency or morality), right to life and liberty, protection in respect to conviction in offences and protection against arrest and detention in certain cases.
 - 3. **Right against exploitation (Articles 23-24):-** Which prohibits all forms of forced labour, child labour and traffic of human beings
 - 4. **Right to freedom of religion (Articles 25-28):-** This includes freedom of conscience and free profession, practice, and propagation of religion, freedom to manage religious affairs, freedom from certain taxes and freedom from religious instructions in certain educational institutes.
 - 5. **Cultural and Educational rights (Articles 29-30):-** Preserve the right of any section of citizens to conserve their culture, language or script, and right of minorities to establish and administer educational institutions of their choice.
 - 6. **Right to constitutional remedies (Articles 32-35):-** This is present for enforcement of Fundamental Rights.