

8. An Overview of Indian Tourism Policies

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Abstract

India has a 5000 year history, culture, religion and of course varieties of natural diversification. There is a shift of international tourism from developed to developing countries. India must channelize its tourism policies to able to take advantage of this opportunities. Therefore the paper attempts to review the tourism policies in India.

Keyword : Tourism policy, Tourism objectives, Tourism strategies

Introduction

Tourism is the 4th largest and fastest growing industry in the world. Tourism has a dominate role to play in strengthening the economy of the nation. It is an engine of growth for the economy and a key employment generator.

Tourism in India accounts for 9.6% of the GDP and is the 3rd largest foreign exchange earner for the country. It is boom time for India's tourism sector.

There are various types of tourism developed in the recent year in India, such as, Agro Tourism, Business Tourism, Cultural Tourism, Medical Tourism, Leisure Tourism, Religious Tourism, **Halal Tourism** etc. All this types of tourism started because of the impact of the tourism policies.

Objectives

- To understand the concepts of Tourism Policy.
- To evaluate the role of policies in Tourism Development.
- To assess the challenges faced by Tourism.

Hypothesis

- i. Tourism Policy strengthens the Tourism Sector.
- ii. The Government of India has taken several significant measure to promote Tourism Policy.

Methodology

The paper is based on over look of various Tourism Policies. This paper is based on secondary data. The required data and information collected from several articles, reports, official websites, newspaper and internet.

Explanation

Tourism Policy means a set of decisions, discourses and Practices driven by Government in collaboration with private or social actors with the intention to achieve diverse objectives of tourism.

First prime minister of India, Pandit Nehru was the first person who notice the importance of tourism in the country. According to him tourism was not only an instrument of earning foreign exchange but also a means of seeking international co-operation. **Understanding and Peace between the Nations**

Tourism refers to an overall high level plan that includes goals and procedures. Tourism Policy is generally considered to be an area of nation's over all economic policy. It is a public Policy designed to achieve specific objectives relevant to tourism.

Tourism affects many areas the economic, socio cultural and environmental. This is the principal reason for Governments involvement in tourism development.

Tourism Policy in India

Tourism Planning in India was started before independence. The committee was setup in 1945 but the tourism planning approach has been evolved in 2nd and 3rd five year plans.

The 5th plan emphasizes tourism as an instrument for economic development integration and maintains social harmony.

After 1980 tourism activity gained momentum as employment generator, source of income, foreign exchange earnings etc. The Government has taken several significant measures to promote Tourism Policy such as

- i. Tourism Policy 1982.
- ii. Tourism was given the statues of an Industry in 1986.
- iii. National committee on Tourism was set up in 1988.
- iv. Tourism Finance corporation established in 1989.
- v. Tourism was made a priority sector for FDI in 1991.

- vi. National Action Plan for Tourism in 1992.
- vii. National strategy for promotion of Tourism in 1996.
- viii. New Tourism Policy in 1997.
- ix. Tourism was granted "Export House" status in 1998.
- x. Setup of various organization **Department of Tourism, India Tourism Development Corporation (ITDC), Indian Institute of Tourism and Travel Management (IITTM), Tourism Finance Corporation etc.** The Ministry of Tourism is a supreme Authority for the formation of the Tourism Policy.

Some Major Tourism Policies

Tourism Policy 1982

The first Tourism Policy was announced by the Government of India on November 1982.

Missive of the 1982 Tourism Policy

To promote sustainable Tourism as means of economic growth, social integration and to promote the image of India abroad as a country with glorious past, a vibrant present and a bright future.

Objectives of the Tourism Policy 1982

- i) Focus on the development of travel circuits and assigned the responsibility of promoting International tourism to the central Government and Domestic tourism to the state government.
- ii) Six point plan for Tourism Development that is Swagat, Suchana, Suvidha, Suraksha, Sahayog and Samrachana.
- iii) The main aim of this policy was to promote balanced socio-economic development.
- iv) Promote and Preserve the rich heritage and culture of India.
- v) Create employment Opportunities etc.

The policy emphasis the Public Private partnership for tourism growth, to facilitate larger funds to tourism infrastructure. This policy made a strong policy foundation for tourism development in India. It focused on co-ordination of all tourism related activities and agencies.

Tourism Policy in (1985 to 1997) Seventh and Eighth Five Year Plan

The various activities advocated in both of this Plan Periods i.e. action plan for tourism, to promote domestic tourism through infrastructural facilities to diversity tourism product, to develop the tourism areas economically and socially etc. The eighth plan emphasis the expansion of tourism is only through private sector Participation, development of selected tourism places. The first Tourism Day was celebrated on January 1998.

National Tourism Policy 2002

This Policy is the mile stone in Tourism planning in India, based on multifaced approach. This policy emphasized on the contribution

Of tourism in national development and it's role as an engine of growth

The policy goal at is to increase the number of domestic and international tourists. It suggested that tourism not only generates government revenue, foreign currency but also generate high quality employment and sustainable development so in 2002 the government launched a campaign named, 'Incredible India' to promote tourism in India t global travelers. In order to do this the government proposed to improve the quality of tourism infrastructure through public-private partnership.

Tenth and Eleventh Plan (2002 to 2012) : Working within the national tourism policy 2002 has allotted more funds for tourism development and promoted adventure tourism, beach tourism, wellness tourism etc.

Government Initiatives : Ministry of tourism takes efforts to develop quality tourism infrastructure at tourist destinations. In 2009 the ministry of tourism launched a campaign 'Atithi Devo Bha' aimed at creating awareness about the effects of tourism and aware the local people about preservation of India's heritage, culture, cleanliness and hospitality.

Government introduced 'Incredible India' 'Atithi Devo Bha', 'Visit India' campaign and also introduced several tourism products such as rural tourism, cruise tourism, adventure tourism, medical tourism etc. Government allowed 100% Foreign Direct Investment in hotels and tourism industry.

Tourism Policy under 12th Five Year Plan (2012 to 2017)

This policy adopted a pro-poor tourism approach means the net benefits to the poor from tourism. As tourism sector is one of the largest and major sector of the service sector in India 12% growth rate was fixed. To achieve this rate provide adequate facilities for domestic tourism.

National Tourism Policy 2015

Vision of Policy – 1) Develop India as a Must Experience and must revisit destination for global travelers.

2) Encourage Indians to explore their own nation and realize the potential of tourism as a major contributor to the economic growth, employment generation and poverty eradication.

One of the Idea of NTP 2015 is to increase India's share in world tourism arrivals from present 0.68% to 1% by 2020 and then upto 2% by 2025.

Tourism Policy 2017-18 :

Objectives

- 1) To create the right infrastructure so that a million of people visit our country and more Indians travel abroad.
- 2) Tourism is all about happiness – made a comprehensive website to the traveler
- 3) Single window scheme for group visa, e-visa etc
- 4) Reduced high rate of GST on Hotel Industry from 28% to 18% etc

In November 2017 from tourism sector, the country earned foreign exchange of around USD 2.566 billion. Over 70% of air tickets are now booked online in the country. A number of online travel and tour operators, which provide better prices and options to consumers, have emerged in India.

Incredible India Campaign launched in September 2017

Conclusion

In the 21st century the global economy will be driven by three major service industries that is Information Technology, communication and tourism.

Tourism planning and policies in India stated quite late but the various policies strengths the tourism sector and envisages new initiatives, promotional activities etc. Each policy added new aims and objectives and strategies overall development of tourism sectors. There is a need to develop quality human resources in the tourism and hospitality sectors.

Tourism policy and Tourism development are closely related. Over all tourism development largely depends on tourism policy. The government of India and Ministry of tourism has introduced number of policies for the development of tourism. As a result tourism sector is increasing rapidly with new ideas and varieties of destinations which attracting a large number of visitors from domestic as well as abroad. Tourism policies takes the tourism sector to greater heights.

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14. Advanced Pedagogy: New Tools for Teaching and Learning

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Abstract

With the advent of technology in all fields, its use in education is imperative. Use of advanced pedagogy in teaching-learning can prove to be a milestone in the way education is imparted in the institutes. It helps the institutes to achieve excellence and making the teaching, learning and evaluation process more effective. The pedagogical techniques promotes an active engagement of learners in the educational process. The pedagogical tools are used to achieve excellence in the knowledge that is exchanged in educating today's student community. This paper discusses few of the advanced pedagogical tools such as design thinking, learning through video games, flipped classroom and immersive learning.

Keywords. Pedagogy, teaching-learning, flipped classroom, Design thinking, immersive classroom

Introduction

The Innovating Pedagogy techniques are intended for teachers, policy makers, academics and anyone interested in how education may change over the next few years. These include pedagogies that are already used in educational practice or offer opportunities to students to improve their performance. The question should arise for the teachers and education policy makers as to which tools they should use. There are two educational models used all over the globe: face to face learning and hybrid learning. The traditional method of teaching and learning is synchronous and typically involves the service of a classroom where professor and students interact within time and space. In this era it is very much important for student as well as teachers to look for new and effective ways to engage their students in the learning process.

Design Thinking: The Educational Design Ladder

As pedagogy, the essence of design thinking is to put learners into contexts that make them think and work like an expert designer. It is bundle of mindsets and philosophies all wrapped up in one term. The design thinking can be implemented in many areas like engineering, architecture, medicine, computer programming and website production by understanding the needs of the teacher and the student community. Design learning is a mindset and approach to learning and problem solving. It enables collective the activities in and outside the classrooms. Students are directly engaged in gathering information, collecting data, the communication and presentation. The use of design thinking in education emphasizes an effective utilization of the human talents and abilities. For teachers, design thinking is useful in lesson planning. The best example of design thinking is student exhibition in which they display their products to others students by doing collective efforts. Design thinking is not just doing a method but it promotes the concept of "thinking out of the box". It involves a series of episodes that combine creativity with critical thinking, followed by an analysis and construction of new models.



Figure 1: Students Engaged in a Creative Task

Design thinking is challenging, academically and practically for students and teachers. Students require mentoring and support from teachers. The teachers need repeated practice to become effective facilitators. All must embrace the uncertainties and open-ended nature of design problems, taking a positive attitude to acceptable the risk and the failure.

Learning through Video Games

Games have the power to teach, train and educate. Video games help students to identify their lacking and attempt to correct it. The flexibility of video games and the control that players

have over them, motivate and stimulate learning. Video games are highly useful for students having problem of concentrating on a task. Video games are the bread and butter of student's entertainment. It's a pastime that inspires teamwork, social skills and depending on the genre, a wealth of knowledge too. However video games have very much positive potential in addition to their entertainment value. They attract the participation by individuals across many analytical bounds (e.g., age, gender, ethnicity, educational status). They can be used when examining individual characteristics such as self-esteem, self-concept, goal-setting and individual differences. Videogames helps in the progressing with ICT skills through simulations. These allow participants to involve in extraordinary activities and to destroy or even die without real concerns. The experts suggest that gaming is the first step for reinventing education, making it more relevant to students in the current era and capturing the attention of students during working hours.

A few years ago the world of education began to open itself up to the pedagogical possibilities of videogames as an educational resource for teachers. One of the most popular examples is the collaborative construction game MinecraftEDU, which is already being used in schools and colleges. Before this version, which is directed towards the entire educational sector, the earlier versions of Minecraft were limited to teaching subjects like computer science, physics or mathematics. Currently, MinecraftEDU has a plug-in that allows teachers to customize the software according to their curriculum as shown in Figure 2.



Figure 2: Use of Video Games in Education

SimCityEDU is another interesting example, as the academic version of the game SimCity. It's available freely and comes with six different missions, mainly focusing on

environmental problems and energy management issues. In this version, the students can play different roles and develop their problem solving and communication skills. MinecraftEDU and SimCityEDU are two games that help to introduce the concept of serious games which allows the students to enhance their problem solving skills, work collaboratively and get immediate feedback. Well-designed video games not only help student learn curriculum topics but also improve motivation, intellectual openness, work ethics, conscientiousness and positive self-evaluation. Some people say video games rot the brain, but actually they work different muscles that are not normally used.

Finally, schools and colleges may invest in hardware and software in a hope of raising student's achievements. However, the technology alone cannot solve this problem. The use of video games for learning requires knowledgeable and supported teachers who can combine them with effective teaching methods. Companies that offer games as a quick fix to teach difficult subjects and improve performance may just be extending inequalities.

Flipped Classroom: Blending Learning Inside and Outside the Classroom

The flipped classroom is a form of education in which students learn new content during out-of-class-time instead of the standard review exercises that are normally given. This opens up class time for activities, problem solving and other forms of instructions. A current trend in the education community has teachers flipping out across the institutes. This trend is known as the "flipped classroom" or "inverted classroom." In a flipped classroom students watch video lectures as homework and work individually on problems, exercises and thought experiments during class time. The direct teaching can be taken out of the school and college classrooms and put online so that students learn at home through instructional videos and presentations. The teachers can provide short explanatory videos available for free access on the web for the students. Through group work, discussion and peer feedback, the teachers can engage students by applying concepts which they learn online.

In a research study on flipped classroom, students watched a 30-minute video lecture before to going to class. As a consequence, there was additional free time in class, which was spent using real-world tools and engaging in practical applications. This resulted in student's active involvement. The students had more opportunities to learn how to implement the tools and ideas in the real world. As a result, the students were taking more responsibility, interacting meaningfully with their instructor and peers and giving frequent feedback. They acquired a

deeper understanding of the content and method to use it. Table 1 gives the comparison between the tools used in traditional classrooms and the flipped classrooms

Comparison between Traditional classroom and Flipped classroom

Area of learning	Traditional classroom	Flipped classroom
Remembering	Exercises, tests	Pre-reading, watching video, reading and solving exercises before the class
Understanding	Quizzes and Assignments	Referring to the pre-reading and watching video after
Applying	Homeworks	Classroom exercises and group discussion
Analyzing, Evaluating, Creating	Homeworks or extra	Students provide presentation, teach each other or other students activities

Immersive Learning

Immersive learning is about involving a greater variety of learners through an environment that involves as many as five human senses, as possible, particularly vision, sound and touch, rather than through the standard mechanisms of print, video and audio. Educators can create different scenarios so that learners can see and understand the content in a more interactive way. Immersive technology jumps students into virtual environments where they not only gain academic knowledge but also practice problem-solving, critical thinking, technical and creative skills, both individually and in collaboration with other students. By asking questions to the students and having them provide an answer that is either right or wrong, immersive learning empowers students to strategize and make their own decisions. The students learn from their successes and failures. It is one of the most positive method that immerses the students in an interactive learning environment in order to teach them a particular skill or technique. Different types of tools like virtual reality, augmented reality and mixed reality, allows students to experience abstract concepts in three-dimensional space: find meaning of words and links between concepts. Immersive learning motivates an enquiry where students learn by doing, grab the method of solving problems and obtain knowledge. It also helps in motivating a distraction free learning within the classroom. In addition, the variation in standard methods of teaching into a virtual classroom fosters self-learning ability within the students. An excellent example is, a student experiencing a human heart in mid-air and analyzing different parts of it or learning about Newtonian mechanics by observing a ball actuating changes in gravity, velocity and

elasticity. Today, there is a need to make immersive learning a practical reality and the combination of content, technology and awareness about it within the society is crucial. Moreover, school authorities, educators, researchers have to come together to witness the power of such great tools in harnessing student's minds and making them better learners.

Conclusion

This paper reports a simple idea that all students deserve to understand the concepts and enjoy learning by using various advanced methods of teaching and learning. The advanced pedagogical tools give a rich environment to the teachers. Any teaching method without demolishing the goal of imparting knowledge could be considered as an innovative method. Creating such an environment motivates the teachers to bring more innovation in the teaching-learning process. The students are the largest beneficiary of this reinvention. The student's community at large needs the use of advanced pedagogical tools discussed herewith to develop their abilities and foster their creativity. The use of technology in education has long term effects on the teaching and learning community and certainly has a great potential to create a knowledgeable society.

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22. An Analytical Study of Role of Information and Communication Technology as a Teaching Method in Education Institutions under Pune District

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Introduction

ICT is an electronic means of capturing, processing, storing, communicating information. The use of ICT in the classroom teaching-learning is very important for it provides opportunities for teachers and students to operate, store, manipulate, & retrieve information, encourage independent and active learning, and self-responsibility for learning such as distance learning, motivate teachers and students to continue using learning outside colleges hours, plan and prepare lessons and design materials such as course content delivery & facilitate sharing of resources, expertise and advice. This versatile instrument has the capability not only of engaging students in instructional activities to increase their learning but of helping them to solve complex problems to enhance their cognitive skills.

ICT as technologies used to communicate in order to create, manage and distribute information. ICT includes computers, the internet, telephone, television, radio, and audio-visual equipment. Digital technology is included in this definition as services and applications used for communication & information processing functions associated with these devices. Generally, three objectives are distinguished for the use of ICT in education –

- The use of ICT as object of study, refers to learning about ICT, which enables students to use ICT in their daily life.
- The use of ICT as aspect of discipline or profession, refers to the development of ICT.
- The use of ICT as medium for teaching & learning, focuses on the use of ICT for the enhancement of the teaching and learning process.

ICT that are becoming increasingly pervasive in societies around the world are also reaching colleges. With numerous global advancements in ICT, it is essential that educators have

a through working knowledge of these media and their influence on the performance & engagement of their students.

Statement of the Problem

"An analytical study of Role Of Information And Communication Technology As A Teaching Method In Education Institutions Under Pune District."

We have adopted this statement of problem, to develop skill knowledge as well as solve the problems among the students through ICT. To introduce the student in main stream with the help of technology in 21st Century, apart from other education it's of paramount importance to give upto date knowledge of ICT hence, we have adopted this statement of problem

Need of the Research

It seems that effective development of pre-service teachers ICT proficiency is not a straight forward process, but is the one that asks for a careful, multi-layered approach first, a need assessment is important to find out what ICT skills & knowledge teachers need at educational institutions, second, designers of teacher education programs should know the pre-service teacher perceptions of ICT & their attitudes towards ICT integration in curriculum. This is because these attitudes & perceptions are instrumental in how future teachers will use ICT in their teaching. Although there is a great deal of research on technology & teacher education, because of specifics of various teacher education programs, changes in population trends and rapid technology advancements, there is a constant need for more research about the role of ICT in teacher education programs in this specific context

Relevance of Study

- Through ICT images can easily be used in teachings and improving the retentive memory of students.
- Through ICT, teachers can easily explain complex instructions and ensure students comprehension
- Through ICT, teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance & concentration.
- ICT education is basically an society's efforts to teach its current & emerging citizen valuable knowledge and skill around computing & communications device.
- It is so pervasive in the modern world that every one has some understanding of it, but those understanding are often wildly divergent

Objectives of the Study

- To know the concept and importance of ICT.
- To Review detail history of ICT in india&abrod
- To study Difficulties between Teachers and Students in Education Institutions
- To Examine the role of ICT in Education Institutions.
- To suggest students employment and skill development policies through ICT teaching.

Justification of Objectives

There are main reasons of justification of the objectives-

- Education Institutions students can't get ICT education and so the year faced main problem of unemployment and so social and economical condition is very worst.
- Rural students are lack behind in education skill when they get any job.
- There is not good implementation of govt programs and schemes for rural students.
- Students can't get complete knowledge because of ICT teacher don't have sufficient knowledge of this subject.

Research Hypothesis

- ICT play crucial role in the effectiveness of teaching method in education.
- Under the ICT study system to develop skill among the students so they are responding well
- Under education the occurring of savitribai phule pune university ICT system has been increasing or used ICT method

Working Definitions Term to be Used

Pune

- 1) Hometown of Education
- 2) Backbone of Education.

ICT

- 1) Information And Communication Technology.
- 2) Anything used to transform knowledge both software and hardware should be counted as ICT.

Education

- 1) The act or process of educating or being educated.
- 2) To impart knowledge by formal instruction to teach

Information

- Fact provided or learned about something
- Knowledge acquired in any manner, facts, data, learning lore

Communication

- Sending or receiving information, such as telephone lines or computers.
- The information conveyed can include facts, ideas, concepts, opinions, beliefs, attitudes, instructions and even emotions

Technology

- The application of scientific knowledge for practical purposes, especially in industry
- The application of scientific knowledge for practical purposes, especially in industry advances in computer technology

Teaching Methods

- A way of doing something, especially a systematic way, implies an orderly logical arrangement
- A teaching method comprises the principles & methods used for instruction.

Institution

- An organization founded for a religious, educational, professional or social purpose
- Informal one log associated with a specified place, position or function.

Scope, Limitations & Self Limitations

Scope

- Researcher study from 2012-2013 to 2016-2017.
- Study is related only with Pune District in education institutions

Limitations

For this research study, researcher select only Pune District as geographical field

Self Limitations

Researcher is consider only that things which is helpful for research.

Classes of Respondent to be Contracted

Through colleges, students get ICT education & for this implement activities & to evaluate study consider pune district as geographical field

For the research study, researcher collect the information through primary source from respondent in education institutions. Classification of respondent are as follows-

Total No. of Colleges, Teachers, Students under 14 Talukas in Pune District.

Sr.No	Colleges/Courses	No. of Colleges	No. of Teachers	No. of Students
01	MBA	81	192	5760
02	MCA	24	59	1440
03	MCM	41	78	2540
04	M.A	47	107	2820
05	M.Com	55	114	3300
06	M.Sc	28	145	4300
07	M.Sc Computer Science	21	64	1580
08	BBA	90	243	7200
09	BCA	113	304	9040
10	B.A	115	276	9540
11	B.COM	117	421	12560
12	B.Sc	52	183	5400
13	B.Sc.computer Science	64	168	5000
	Total	8,48	2,354	70,480

Classification of Respondent are as follows-

1) MBA	-	05 Colleges	2) MCA	-	05 Colleges
3) MCM	-	05 Colleges	4) M.A	-	05 Colleges
5) M.Com	-	05 Colleges	6) M.Sc	-	05 Colleges
7) M.Sc (com sci)	-	05 Colleges	8) BBA	-	05 Colleges
9) BCA	-	05 Colleges	10) BA	-	05 Colleges
11) B.Com	-	05 Colleges	12) B.Sc	-	05 Colleges
13) B.Sc (com sci)	-	05 Colleges			

Total 65 Education Institutions select for sample size

Classification of Respondent

Education Institutions

1) MBA - 05, 2) MCA - 05, 3) MCM - 05, 4) M.A - 05, 5) M.Com - 05, 6) M.Sc - 05, 7) M.Sc (com sci) - 05, 8) BBA - 05, 9) BCA - 05, 10) BA - 05, 11) B.Com - 05, 12) B.Sc - 05, 13) B.Sc (com sci) - 05

1) MBA - 05, 2) MCA - 05, 3) MCM - 05, 4) M.A - 05, 5) M.Com - 05, 6) M.Sc - 05, 7) M.Sc (com sci) - 05, 8) BBA - 05, 9) BCA - 05, 10) BA - 05, 11) B.Com - 05, 12) B.Sc - 05, 13) B.Sc (com sci) - 05

1) MBA - 05, 2) MCA - 05, 3) MCM - 05, 4) M.A - 05, 5) M.Com - 05, 6) M.Sc - 05, 7) M.Sc (com sci) - 05, 8) BBA - 05, 9) BCA - 05, 10) BA - 05, 11) B.Com - 05, 12) B.Sc - 05, 13) B.Sc (com sci) - 05

Universe & Sample Size

For the research researcher study institution who works for the student employment & skill improvement in the colleges of vocational syllabus under savitribai phule pune university Pune District. At the same time questionnaires will be solved by the student as well as teacher in education institutions.

All student employment skill & contribution of institution who works for vocational syllabus study data collection for research study from Pune District from for administrative, teacher & student of education institutions inform of sample.

As above for the total research study 3116 respondent will choose randomly

Sr.	Respondent	Population	Sample size	Percentage
1.	Teachers	2,354	235	10.00%
2.	Students	70,480	3,524	05.00%
	Total	72,834	3,759	15.00%

Justification of Sampling Method

For this research researcher will be use probability method of Pune District students. simple random sampling method is applied for selecting the required respondent for the present study.

There will be use of probability sampling method for this research study and for vocational institution who gives ICT education in Pune District. There are many education institutions and they include ICT education so the information collect for this research will be graded in equal level. There will be 65 institutes selected from Pune District which gives ICT education. so it is enough sample which is selected by researcher for this research study. There will be primary level information in the form of questionnaires & it is collected from various institution & it will be analysed.

Sr.	Respondent	Sample size
1.	Teachers	235
2.	Students	3524
	Total	3759

Research Design

For the research design researcher consider govt. & non govt schemes which implemented for the students in this research study. researcher study only secondary data

According to objectives & Hypothesis there will be create questionnaires. it will be checked by master person & correct it for this research. primary sources will be collect through

interviews & questionnaires. It will be divided into Microsoft Excel. It will be analyzed through average, percentage increase & decrease in percentage. For this statistics tools will be used & checked hypothesis. Eventually, researcher suggest that after drawing the conclusion, making some recommendation.

Sources of Data Collection

For this research study, I will collect primary level information in the form of questionnaires, observations & interview from the govt colleges and non govt colleges.

A) Primary Source-

Observation- For this research study, I will go education institutions in Pune District & collect the information.

Interviews- Through Interviews, I will collect the information from teachers & students in the education institutions.

Questionnaires- Through questionnaires, I will collect the information for the subject. This information will be in the form of questionnaires collect from teachers and students education institutions.

B) Secondary Source-

For this research study, I will collect secondary level information in the form of books, research reports, newspapers, articles of national/international/state level.

Institute work on skill of employment for education institution student from punedistrict. There will be study on this Institute & use following secondary sources

Secondary Source

Personal Document

- 1) Personal experience
- 2) Books of various authors
- 3) Teachers & students research report
- 4) Autobiography

Public Document

- 1) Research report of institutes.
- 2) International, national, state level reports
- 3) News papers
- 4) Articles
- 5) Annual report of the colleges/institutions.
- 6) Journal
- 7) Magazine

Methods of Data Collections

For this research study I will collect data. There are different kinds of data. There are different tools for achieve it. For this research study, I use following data & collect the data.

Data Collection

Primary

- 1) Questionnaires
- 2) Interviews-
 - 1) Teachers of the colleges
 - 2) Students of the institutions
 - 3) Observations
 - 4) Internet & E-mail

Secondary

- 1) Books
- 2) Articles of institutions
- 3) News paper
- 4) Reports
- 5) Annual Report Institutions.

Tools of Data Analysis

- 1) Measures of Central Tendancy-Through central tendency information will be collect about central group. To show the position in the group median this tool will be used
- 2) Measures Of Variability-Mean of two groups will be same but there will be minor difference. For the comparison two group & finding homogenous & heterogenous group. With the help of standard deviation.
- 3) Coefficient of Correlation-There will be use of correlation to find out two groups relation/variables

Techniques of Analysis of Data

For this research study, researchers use primary & secondary data for explanation of collective information

- 1) Table
- 2) Graph
- 3) Percentage
- 4) Diagram

Also statistical tools to be used as follows-

- 1) Measures of central tendency
- 2) Measures of variability
- 3) Coefficient of correlation

Note on Statistical Tools to be Used

There should be statistic data which collect for this research study & also descriptive so there will be use from statistic like. Measures of central tendency

Measures of variability, Coefficient of correlation, classification, percentage, explanation.

There will be use of predictive statistics for truthness of hypothesis.

Review of Important & Relevant Literature on the Study

Research Related Information Sources-

For this research study, students who get vocational education & who give them this education for employment to take review of important & relevant literature on this study for the study of research subject, subjects who takes vocational education

For this purpose, researcher use of various types of literature like, books, reference books, Articles, weekly Articles, Newspaper, websites, Research report of P.G.level.

Research report of M PHIL.level, Research report of Ph D Level, Thesis, Essay of the research

Knowledge Contribution Likely Outcomes

In this research study researcher will be study on role of ICT as a teaching method in education institutions under pune district. This research problem teach effectively, then its research contribution is under following points-

- 1) Students who take education, uneducational institution will come to know different activities programmes because of ICT teaching method
- 2) It is helpful for the students to come in main stream of society.
- 3) Govt. also come to know difference activities & programs which are helpful for the students & their objectives.
- 4) Students knowledge will be increase & helpful for the development of society
- 5) Govt. will use the programme for other class student after knowing getting the fruition which used through the activities & programs for the improvement of employment & skill of all student

Scheme of Report/Chapterisation

- 1) Introduction and Research Methodology
- 2) Review of literature
- 3) A Review of Pune District

- 4) Contribution of ICT in Professional Education Development
- 5) Data Analysis and Interpretation
- 6) Finding , Conclusion And Recommendation

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5. Impact of GST on Indian Transport Sector

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Abstract

GST (Goods and Services Tax) may be a single revenue enhancement geared toward creating the country a unified world organisation. It is obligatory on the availability of products and/or services at intervals Asian nation. Multiple indirect taxes that the Central Government or State Governments impose on suppliers and customers are subsumed by GST.

The Goods and Service Tax (GST) is the most crucial economic reform since the Liberalization, Privatization and Globalization (LPG) reforms in the year 1991. The logistics industry is being significantly benefited by the implementation of GST and from removal of inter-state check posts. Elimination of state taxes has also lowered down bottlenecks for the transporters.

The implementation of GST by Prime Minister Narendra Modi is taken into account a historical move, considering the fact that it significantly reformed indirect tax in India. The consolidation of many completely different taxes into one is forecast to assist the country move forward by eliminating the cascading of taxes. The reform is also set to pave the way for a common national market, thereby making Indian commodities and services increasingly competitive in both local as well as global markets.

Key words: Goods and Service tax, Multiple indirect taxes, Logistics industry.

Introduction

Goods and repair Tax (GST) may be a comprehensive tax levy on manufacture, sale and consumption of goods and service at a national level under which no distinction is made between goods and services for levying of tax. It will largely substitute all indirect taxes levied on product and services by the Central and State governments in Asian nation. Goods & Services jurisprudence in Asian nation may be a comprehensive, multi-stage, destination-based tax that is levied on every value addition.

In easy words, Goods and Service Tax is an indirect tax levied on the supply of goods and services. GST Law has replaced several revenue enhancement laws that antecedently existed in Asian nation.

GST on transport sector can end in additional economical cross state transportation. It will bring down the provision price, reduced times for transportation. Presently, all twenty nine states collect taxes at completely different rates on product that move across their borders. As a result, tax on freight is collected multiple times. Also, there are long delays at interstate checkpoints attributable to review by state authorities UN agency examine and apply the relevant taxes and alternative levies. Truck delays at a median 5-to-7 hours at interstate checkpoints. The planned GST system for transport sector seeks to exchange around fifteen state and federal taxes and tariffs for one tax at the purpose of sale. GST will thus, score over the present regime within the transport sector.

A standard and co-ordinated system of transport plays a very important role within the sustained economic process of a rustic. The present transport system of Asian nation includes many modes of transport together with rail, road, coastal shipping, air transportation, etc. Transportation in Asian nation has recorded a considerable growth over the years each in unfold of network and in output of the system. The Ministry of Shipping, Road Transport and Highways is accountable for the formation and implementation of policies and programmes for the event of assorted modes of transport.

Road ways, India has one of the largest road networks in the world, aggregating to about 33 lakh kilometers at present. The country's road network consists of National Highways, State Highways, major/other district roads and villages/rural roads.¹

Rail ways: The Railways in India provide the principal mode of transportation for freight and passengers. It brings along individuals from the farthest corners of the country and makes potential the conduct of business, sightseeing, pilgrimage and education. Indian Railways is that the largest railroad within the world below one management.

Water ways, Shipping plays an important role in the transport sector of India's economy. Approximately, ninety % of the country's trade by volume (70 per cent in terms of value) is affected by ocean. India has the most important merchandiser shipping fleet among the developing countries.

Air ways: The civil aviation industry in India has emerged as one of the fastest growing industries in the country during the last three years. India is presently thought of the third largest domestic civil aviation market within the world.

Objectives of the study

- To study the concept of Goods and Services Tax (GST) and its impact on Indian Transport sector
- To present the benefits of Post GST on transport sector

Research Methodology

This paper is ready through illustrative analysis that relies on secondary knowledge of journals, research articles, newspapers and magazines. After taking into account different aspects of the study a descriptive research design is adopted to make the research more accurate which will further provide rigorous analysis of research study.

Review of Literature

Transport is the backbone of economic, cultural, social and industrial development of any country besides its two dimensional role of creating time and space utilities.

Introduction of GST would build Indian product competitive within the domestic and international markets. The formidable GST would facilitate the transport sector in rising its potency besides reducing the provision prices. GST can facilitate the country in 2 areas- provision price can return down and potency can increase each at intervals. Asian nation and exports. (Deccan Chronicle May 15, 2016)

As per IBRD estimates, delays are caused by roadblocks, checkpoints and other stoppages could cut freight times by 20 to 30 percent and logistics costs by 30 to 40 percent. With correct GST implementation, this will boost India's producing sectors by nearly three to four per cent of income.

An attempt is made in this chapter to review the literature selectively the impact of GST on Indian Transport sector.

Advantages of GST

- **Reduced turnaround time** For the purpose of compliance with state laws and taxes, the trucking industry spends a large amount of time at interstate checkpoints and tracking of interstate sales tax. It is estimated that the logistics industry spends 50-60 per cent of its time on all of the above functions. Thus, lower interstate compliances and reduced work is predicted to result into quicker work time for trucks.
- **Uniform Taxation System** Prior to implementation of GST, all states had their own tax system and each of them used to tax goods that move across their borders differently, resulting in a freight that is taxed multiple times.

- Process would be streamlined : The highly fragmented nature of Indian transportation is also such because engagement with unorganised players is preferred for tax considerations. Implementation of GST is expected to create greater opportunities for and create incentives for companies to enter the organised sector.
- Reduced cost : All the above factors working together will automatically result in lower cost of transportation. According to a World Bank report, corporates can save up to 40 per cent of their logistics incurred at check posts. Presently, the taxation rate approximates at 26.5 per cent, but with the implementation of GST this rate is expected to move to between 18 per cent and 21 per cent, resulting in cost savings.

Components of GST

There are unit three taxes applicable beneath GST: C GST, SGST & IGST.

- C GST : Collected by the Central Government on an intra-state sale (Eg. Within Maharashtra)
- SGST : Collected by the State Government on an intra-state sale (Eg. Within Maharashtra)
- IGST : Collected by the Central Government for inter-state sale (Eg. Maharashtra to Tamil Nadu)

In most cases, the tax structure under the new regime will be as follows

Transaction : New Regime : Old Regime

Sale within the State : C GST + SGST : VAT + Central Excise/Service tax

Revenue will be shared equally between the Centre and the State

Sale to another State : IGST : Central Sales Tax + Excise/Service Tax

There will only be one type of tax (central) in case of inter-state sales. The Center can then share the IGST revenue supported the destination of products.

Schedule of GST rates for TRANSPORT SERVICES

1. Transport of passengers by rail (other than sleeper class) – live-hitter with ITC (Input Tax Credit) of input services
2. dealing of motorcab – live-hitter (If fuel value is borne by the service recipient, i.e. Self-drive, then 18% GST will apply)
3. Transport of passengers, by- (i) Air conditioned contract/stage carriage (other than motorcab) (ii) a radio-taxi – 5%

4. **GST exemptions.** Services by way of giving on hire to a state transport undertaking, a motor vehicle meant to carry more than twelve passengers
5. Service of transportation of passengers, with or without accompanied belongings, by—
 - (i) Railways during a exceedingly in a very I category apart from (A) 1st class or (B) an cool coach
 - (ii) Metro, monorail or tramway;
 - (iii) Inland waterways;
 - (iv) transport, other than predominantly for tourism purpose, in a vessel between places located in India; and
 - (v) Metered cabs or auto-rickshaws (including E-rickshaws);

Benefits of Post-GST on Transport sector

Pre-GST Post-GST

Idling of trucks Interstate check posts removed

Centre and state statutory tax rate for most goods worked out to be 26.5% Rate for all goods expected to be in the range of 18%

India was hundered with heavy logistics costst about 14% of the total value of goods)

Logistics cost down to 10-12% of total value of goods

(Trucks Movement)Trucks covering 225 km a day Trucks covering 300-325 km a day

GST will accelerate demand for Logistics services

Decrease in Pollution as trucks would move faster

Increase in Employment

GST will Facilitate interstate flow of goods

Findings

(i) electrical Vehicles attract 6 June 1944 of excise duty and 4-6% VAT in numerous states. In some states like urban center and urban center, there was no VAT on electric vehicles. Thus, the value of electrical vehicles are raised in some states beneath GST

(ii) Hybrid vehicles attract excise duty of 12.5%. The government has not given any special treatment for hybrid vehicles beneath GST. Thus, it'll fall into the massive cars class and can attract a rate of twenty eighth with V-J Duty cess

(iii) business vehicles presently attract thirty.2% tax (including both excise and VAT). Under GST, the business vehicles can attract a rate of twenty eighth. This will facilitate to avoid wasting cash for bus transport undertakings

(iv) Radio Taxis as well as Taxi soul area unit presently paying a tax of 6 June 1944 on transport services. GST rate for transport services is fastened at five-hitter

(v) the govt. has unbroken five-hitter GST rate on air conditioned contract/stage carriage. However there's no tax on railroad line and railway system. There is ought to promote quality transport system within the town

(vi) there's no clarity on the GST implication on outsourcing of city-bus or railroad line operation beneath UPPP. This wont to comes beneath service tax orbit with a charge per unit of V-J Day

(vii)The Government recently revealed that the GST cess will increase on a number of cars, ranging from mid-size to hybrid variant to luxury vehicles. The maximum tax chargeable to these vehicles will be 25%. It was previously 15%

(viii)Cab rides could get marginally cheaper for customers. The incidence of tax can return right down to five-hitter from 6 June 1944 for bookings created on cab aggregators like ella and Uber.

(ix)Travel agents who offer services such as online ticketing will have to subtract 1% tax at source under GST considering the fact that they are now classified as e-commerce operators.

(X) Non AC train travel (including in local trains and metro) has been exempt

(XI)The most popular form of goods transport in India is via Road. As per national highways authority of India, about 65%of Freight and 80%passenger traffic is carried by the roads.

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10. Instructions to Learning: Paradigm Shift in Teaching and Learning Process

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Abstract

Every day we see new thing in our life i.e. change. We have to accept change and according to that we update our knowledge. Knowingly or unwittingly the teaching and learning take place directly or indirectly in numerous forms (formal, nonformal and informal) at totally different level (primary, secondary and better education) from previous to present era. Here the method of teaching and learning wittingly or unwittingly has been dynamical according to the social amendment. In an era the teaching and learning take place with well developed college setting and it's the first supply to come up with skilled human resource. To improve this primary and predominant method, it is would be hour to takeout the paradigm shift within the teaching and learning process.

Key Words: learning paradigm, Teaching Paradigm, tactic, diversity

Introduction

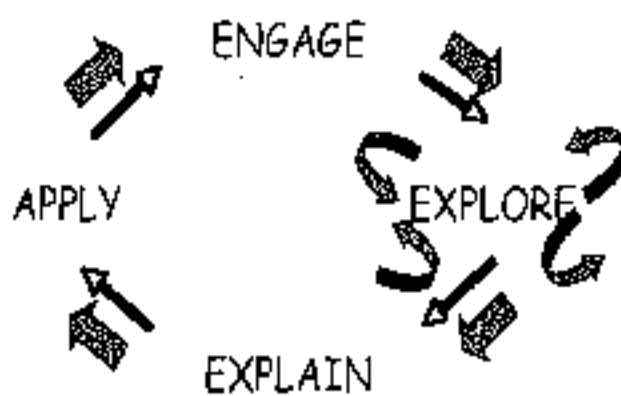
In real life changes and evaluation occurs every day and humanistic world is dynamic that the solely unchanging and it takes place all told fields like medical, agriculture, industrial development activities together with teaching and learning method. The individual's innate attribute invariably seeks new things and adopting the new strategies. The inventions create behavioral changes among person and people in general behaviors leads new inventions too. It's not mean that everyone invention and its diversifications will create a healthy society. Here got to confine mind that the healthy new technologies need to adopt which need to transfer property humanism, particularly within the field of education to boost teaching and learning more practical the paradigm shift, adaptation and flexibility are often vital. Teaching and learning take place from the ancient amount and it invariably transferring data to the subsequent generation.

Here, to create the learner comfy, to enjoy the learning and betterment of ancient teaching and learning the new technology and methodology area unit got to adopt a paradigm shift

Biggs and Tang (2007), drawing on their add city universities, describe similar paradigms as beliefs control by lecturers at completely different stages in their careers. One may well be thought of because the teaching paradigm, wherever the teacher's responsibility is knowing the content well and interpretation it clearly. Within the learning paradigm, it's the teacher's responsibility to approach and encourage students to use the educational activities presumably to achieve the outcomes supposed.

Let's explore the variations between the teaching and learning paradigms in additional depth. What follows may be a series of tables. All attracts out the teaching and learning paradigms related to a selected part of upper education, like 'learning theory' and 'staff roles'.

Teaching paradigm	Learning paradigm
Provide/deliver instruction	Produce learning
Transfer knowledge from teachers to students	Elicit students' discovery and construction of knowledge
Offer courses and programmes	Create powerful learning environments
Develop the quality of instruction	Improve the quality of learning
Achieve admittance for dissimilar students	Achieve success for dissimilar students



In the teaching paradigm, the mission of the upper education institution is to supply instruction, to teach therefore the products are one for both teaching and learning. This suggests that, within the learning paradigm, the mission of the upper education establishment is to provide learning. The tactic and therefore the product are separate. The governing educational body suggests that, the teaching paradigm focuses on the transfer of knowledge from lecturers to

students, within the learning paradigm lecturers elicit student's discovery and construction of information. Establishments upholding the teaching paradigm offer courses and programs and request to enhance the standard of instruction and supply access for numerous students. Establishments upholding the educational paradigm attempt to make powerful learning environments that improve the standard of learning and support the success of numerous students.

Criteria for Success

Teaching paradigm	Learning paradigm
Quality of entering students	Learning and student-success outcomes
Curriculum development, expansion	Learning technologies development
Quantity and quality of facilities	Quantity and quality of results
Enrolment, revenue growth	Aggregate learning growth, efficiency
Quality of teachers, teaching	Quality of students, learning

Teaching/Learning Structures

Teaching paradigm	Learning paradigm
Atomistic: parts to whole	Holistic: whole prior to parts
Independent disciplines, departments	Cross disciplines, departments
Private, end-of-course assessment	Public, embedded assessments
Degree accumulated credit hours	Degree demonstrated knowledge and skills
Marking within classes by teachers	External evaluations of learning

The teaching and learning structure of the teaching paradigm is atomistic and rigid. Teachers and categories square measure unionized by disciplines and departments. Time spent in classrooms is that the life of feat. The teaching and learning structure within the learning paradigm is holistic and versatile. Lecturers and categories are measure unionized across disciplines.

Learning Theory

Teaching paradigm	Learning paradigm
Knowledge exists 'out there'	Knowledge exists in people's minds
Knowledge is delivered from teachers to students	Knowledge is constructed by students
Learning is teacher-centred and controlled	Learning is student-centred and controlled
Learning environments are competitive and individualistic	Learning environments are cooperative, collaborative and supportive
Learning is cumulative and linear	Learning is multi-dimensional and interactive
Intelligence and capability are rare	Intelligence and capability are more



Model of Learning Process

Source: <http://www.ijerph.in/index.php/ijerph/article/view/1000>

The teaching paradigm is objectivist in nature. Learning paradigm is constructivist. The teaching paradigm sees learning as additive and linear. It supports teacher-centered learning environments that are competitive and individualistic. The learning paradigm sees learning as multi-dimensional and interactive. It supports learner-centered learning environments that are cooperative and adjunct.

Academic staff roles

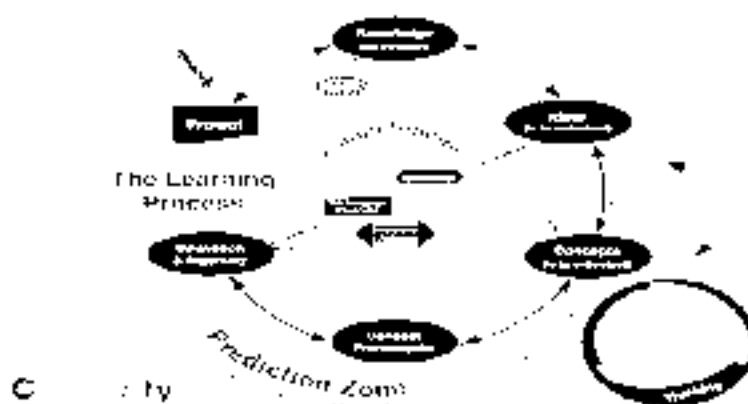
Teaching paradigm	Learning paradigm
Academic staff are primarily lecturers	Academic staff are primarily designers of learning methods
Teachers categorize and sort students	Teachers develop every student's competencies and talents
Staff serve, support the department and the process of teaching and learning	Staff are educators who contribute to student learning and success
Any knowledgeable person can teach	Empowering learning is challenging and difficult
Line governance, independent actors	Shared governance, teams of actors

The teacher's role is to develop each student's competencies. The teaching paradigm, moreover, views faculties as supporting instruction whereas the learning paradigm views them as educators who additionally contribute to students' success.

Challenges to Implementing a Paradigm Shift

- Lack of confidence in attempting new strategies
- Fear loss of content coverage
- Loss of discipline in the class

- Lack of ready materials to be used within the category
- The ego of the faculty member
- Lack of background or coaching within the use of active learning approaches



Conclusion

Learning is a continuous process so we should have to accept and learn the new thing as the changes going through life. This paper focus to provide a student centric environment, student give the chance to open their ideas. Instead of giving instruction about topic teachers should know if the students have a previous or basic knowledge or not. We will also begin to think and act out of the new paradigm. A Paradigm Shift is the necessary to secure the future of education. Therefore, the teacher plays the important role in the education: using different learning methods with the appropriate learning styles and speed of learner he/she will improve the quality of teaching.

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A Study of Sustainable Development Goals (2016-2030): International Legal Dimension**¹Dr. Shivaji Borhade, ²Dr. Sunita Dakle, ³Prof. Tanaji Jadhav**¹Dept. of Commerce, Dr. Patangrao Kadam College, Sangli,^{2,3}Dept. of Commerce, Mamasahab Mohol College Paud Road Pune 38

Abstract:

Background/Objectives: In 2015 the international community adopted a brand new agenda for property development for the amount of 2016–2030- property Development Goals (SDGs). In the article, authors critically analyzed some of SDGs. Methods: The article used scientific method approach, that facilitates to see the entire canvas of the analysis, establish the most aspects and ideas of the study. The research used scientific methods of cognition, i.e., dialectics, analysis, and synthesis, technique|the tactic|the strategy} of generalization and system-structural method. The article also practiced special strategies of science like legal and technical, historical and foretelling strategies. Findings: In this article, the authors critically analyze the SDGs with a read to see problematic aspects of their implementation within the field of human rights protection, environmental protection, disaster risk reduction and management of migration and suggest ways to overcome these obstacles. Authors made many recommendations in these spheres. At the present stage, in the framework of worldwide efforts aimed toward the implementation of the SDGs, it's necessary to pay a lot of attention to the mechanisms for monitoring the achievement of the goals. In this sense, a compliance review at the extent of inter-regional, regional and sub-regional organizations will build a big contribution and supply heterogenous, reliable and well-tried tools to assess progress in achieving the SDGs. Such reviews can establish regional trends, causes of issues, and similarities; they're going to facilitate the exchange of best practices, lessons learned and development of solutions and measures of mutual support at the worldwide level, taking into consideration specific regional and sub-regional wants. Application/Improvements: The results could be used by UN bodies, inter-regional, regional and sub-regional organizations, ministers of States and other relevant stakeholders, which implements SDGs.

Keyword: Human Rights Protection, International Law, International Legal Regulation of Migration, Sustainable Development, Environment

1. Introduction

As a world drawback, the problem of development appeared after the majority of the colonies gained independence and developing countries began to reproach economically the developed ones (mostly former metropolitan countries that had actively exploited their resources) for not helping them. The adoption of the United Nations Development Program (UNDP) became one of the responses of the international community to this challenge. In fact, it is a global network of UN agencies in the area of development. It supports changes and provides access to knowledge, experience and resources to help improve the lives of the population at the worldwide level. Representatives of the UNDP add 177 countries and act with their governments to strengthen national capacity in addressing development challenges. On September 8, 2000, at the Millennium Summit, heads of States and Government of the United Nations Member States adopted the UN Millennium Declaration and identified time-bound Millennium Development Goals (MDGs): To eradicate extreme poverty and hunger; to achieve universal primary education; to promote gender equality and empower women; to reduce child mortality; to improve maternal health; to combat HIV/AIDS, malaria and other diseases; to ensure environmental sustainability; to develop a global partnership for development.

In 2015, the period for achieving the Millennium Development Goals (MDGs) expired. According to a number of figures, some of these goals were achieved: Extreme poverty rate, as compared to the situation in 1990, fell by one half – to 700 million people; access to improved drinking water

sources became a reality for 2.3 billion people; between 2000 and 2010 approximately 3.3 million deaths from malaria and tuberculosis were prevented and 22 million people were saved from tuberculosis; since 1995, access to the Antiretroviral Therapy (ART) for people living with HIV helped to save 6.6 million lives. The gender parity index in terms of primary education, as well as access to the maternal and child healthcare is improved. Meanwhile, the progress rates towards the achievement of the MDGs remain different, both when comparing different countries and in individual countries. The majority of the African countries did not reach these goals. African States with an armed conflict on their territory faced the greatest difficulties in achieving any of these goals. Widespread poverty persists in the states in Sub-Saharan Africa. Children from poor and rural families of the African States have less probability of moving into college than their wealthy peers or those living in cities. The population of countries in Sub-Saharan Africa, which are most affected by HIV, does not get comprehensive information on medicines for treatment and prevention of the disease and has no access to medicines. Many small island states and developing countries without access to the sea weren't ready to reach the MDGs. People living in the areas affected by humanitarian emergencies and in the areas affected by terrorism encountered considerable difficulties in achieving the MDGs. This state of affairs is conditioned by the fact that in general, economically and financially developed countries failed or did not express willingness to fulfill their promises to provide official development assistance. On the one hand, within 2000-2014 net official development assistance, provided by the member states of the Development Assistance Committee (DAC) of the Organization for Economic Cooperation and Development (OECD), increased by 66%. On the other hand, in 2014 net official development assistance, provided by the DAC members, totaled to 135.2 billion US dollars, that is, it decreased in real terms. As the administrator of the UN Development Program (UNDP) Helen Clark has correctly recalled, the industrialized countries pledged to increase the amount of the official development assistance to 0.7% of the Gross National Income (GNI) by 2013–2015. However, not all the States managed to address that focus on, and as a result, the official development assistance makes now only 0.29% of the collective GNI of the industrialized nations. In 2014 only five countries – Denmark, Luxembourg, Norway, the UK and Sverige – clothed to be ready to reach the official development assistance of 0.7% of GNI. “If all the industrialized countries had fulfilled their obligations, the amount of the official development assistance in 2014 would have amounted to 326 billion U.S.A. greenbacks, not 135.2 billion,” said Helen Clark.

In September 2015 the international community adopted a new agenda for sustainable development for the period of 2016–2030, titled “Transforming our world: the 2030 Agenda for Sustainable Development”, setting out 17 Sustainable Development Goals (SDGs), followed by 169 targets, which are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental. The new agenda, which will serve as a guide when deciding on coping with world challenges over future 15 years, contains a number of problematic aspects which, according to the authors, require an appropriate response from the world community. In this regard, it is encouraging to note that the UN gradually increases direct interaction with the academic community in order to enrich the UN High-level Political Forum established in 2013 with brief reviews that are scientifically justified and based on scientific publications. Such reviews can enable the scientists to draw attention of politicians to certain issues related to the action of the event goals, on the results of their research in related fields or possible

solutions to the current problems⁶. Academics of the Department of law of the RUDN University have conjointly presented their scientific achievements to their account in 2016. This article is an expanded version of the submitted scientific developments. Many scholars research the topic of SDGa from different aspects. In analyzing of environmental dimension of SDG the studies will be helpful.

In the a part of migration the subsequent papers have to be mentioned. The strategic works on migration and development issued within the MDGs period include etc. The deep analysis of migration put more precisely into the SDGs context is given etc. The present article raises the problems not gift and/or developed within the mentioned researches. Analysis of SDGs and disaster risk reduction are considered in.

2. Methodology

The article used scientific methodological approach which facilitates to see the full canvas of the research, establish the most aspects and ideas of the study. The authors additionally wide analyzed the idea of sustainable development in the practice of States and international organizations and bodies. The research used scientific methods of cognition, i.e., analysis, dialectics and synthesis, the method of generalization and systemstructural method. The article also practiced special methods of science such as: Legal and technical, historical and forecasting methods.

3. Results and Discussion

3.1 SDGs and International Human Rights Law

The 2030 Agenda is target-hunting by the needs and principles of the Charter of the United Nations with full respect for international law, including international human rights norms. However, the elaborate analysis of the SDGs reveals a number of deficiencies which may lead to inconsistencies between the 2030 Agenda and international human rights law. Goal “Achieve gender equality and empower all ladies and girls” sets out target five. on ensuring “universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Program of Action of the International Conference on Population and Development and the Beijing Platform for Action and also the outcome documents of their review conferences”. The documents, which the target refers to, are soft law documents (of a non-binding legal nature). In this context it appears that this target ought to expressly provide that universal access to sexual and reproductive health and reproductive rights should be ensured not only in line with the aforementioned documents of the international conferences, but, more importantly, in compliance with the 1966 International Covenant on Economic, Social and Cultural Rights (ratified by 164 States out of 193 world organization Member States), in particular its article twelve on the correct to health, since the correct to sexual and fruitful health is associate degree integral a part of the correct to health. Furthermore, it is required to take into account that the Committee on Economic, Social and Cultural Rights has adopted General Comment No. 22 (2016) on the right to sexual and fruitful health (article twelve of the International Covenant on Economic, Social and Cultural Rights). Thus, it is highly important that the measures to implement target five. would be guided by the authoritative interpretation given by the Committee in its general comments, in particular related to the right to health and the right to sexual and reproductive health. Certain targets provide for measures to be taken in accordance with national laws without stressing the need to follow

international human rights norms in the relevant spheres. Goal five contains target five.a (“undertake reforms to give ladies equal rights to economic resources, as well as access to possession and management over land and alternative forms of property, financial services, inheritance and natural resources, in accordance with national laws”), however it does not refer to the importance of performing such reforms, firstly, in line with the relevant international norms enshrining women’s rights. It should be made clear for the States that their national law and policies (which, for instance, may be of a discriminative nature, etc..) in this respect need to correspond to their international obligations.

In frames of goal half-dozen “Ensure accessibility and property management of water and sanitation for all” task half-dozen.2 (“by 2030, achieve access to adequate and equitable sanitation and hygiene for all and finish open excreting, paying special attention to the wants women|of ladies} and girls and those in vulnerable situations”) deserves special attention in terms of consistency with human rights norms. The fact that the task does not provide for concrete means of eliminating open defecation may lead to criminalizing open defecation in national legislation and practice which in turn would adversely affect the poorest population (their criminalization). In this regard it is important to ensure that measures to implement this task would focus on providing the necessary conditions (i.e., building toilets, etc.), but not on criminalizing open defecation. It is necessary to pay attention to goal “Ensure inclusive and just quality education and promote long learning opportunities for all” and its task four.1 (“by 2030, make sure that all ladies and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”). This task should be considered in light of the other goal in the 2030 Agenda – goal seventeen “Strengthen the means that of implementation and revitalize the Global Partnership for Sustainable Development” and one among its tasks – seventeen. on “enhancing the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources”. In respect of tasks 4.1 and 17.16 it's extremely crucial involved in mind the tendency to privatize education all over the world and the challenges that personal sector could gift to States, who bear obligation to respect, protect and fulfil the right to education, in particular providing primary and secondary education free to all. Achieving universal free primary and educational activity for all as a goal ought to not be accompanied by any partnership undermining the realization of the right to primary and secondary education free of charge. In implementing tasks 4.1 and 17.16 there is a need to focus on State obligations with regard to the correct to education and to root the activities of public-private partnerships “in the international human rights framework”.

Regarding all the above mentioned aspects, it is critical to confirm that every one the developments on the SDGs are founded on the consensus of States expressed in the international human rights treaties in force and in line with the authoritative interpretation by the human rights treaty bodies of obligations of States beneath these treaties. When monitoring human rights situations in countries everywhere the globe human rights pact bodies, special procedures of the UN Human Rights Council, UN Human Rights Council itself should pay attention of States to queries that need interpretation in terms of consistency of SDGs and human rights norms in their relevant spheres of ability and guide the States on how to anticipate and prevent such inconsistencies²³. In terms of enhancing implementation of SDGs human rights treaty bodies may include questions on

specific SDGs in the List of Issues (LOIs) prepared by the human rights treaty bodies after receiving periodic reports of States or List of problems before reportage (LOIPRs) to be transmitted to States parties prior to the submission of their respective periodic reports in frames of the simplified/optional reporting procedure. Each human rights treaty body may be recommended to initiate adoption of statements and to develop general comments/recommendations to clarify the obligations of States to guard human rights within the context of realizing SDGs. Adoption of joint general comments/ recommendations seems to be a very effective measure as well. When implementing these proposals human rights treaty bodies should follow the recommendations of the UN General Assembly in its resolution 68/268 “Strengthening and enhancing the effective functioning of the human rights treaty body system”²⁴, especially regarding recommendation to improve their procedures, including consideration of State parties’ reports and adoption of general comments, through harmonization of their working methods. Taking into consideration that SDGs are mostly founded on economic, social and cultural rights²⁵, of all human rights pact bodies a central role with regard to implementing SDGs is compete by the Committee on Economic, Social and Cultural Rights. This Committee may ensure guidance to States on provision of sufficient resources for realization of economic, social and cultural rights in terms of achieving SDGs in things of the lack of resources, prohibiting retrogressive measures, deteriorating human rights, rational budget planning and spending, etc. Special procedures, which mandates directly deal with the achievement of specific SDGs, when visiting UN Member States should examine the measures taken by these States to achieve the SDGs. Special procedures together with human rights treaty bodies could also initiate adoption of joint statements on aligning concrete SDGs with relevant human rights norms in specific spheres of their activities.

3.2 SDGs and the Protection of the Environment

Environmental protection is one among the pillars of property development and is reflected in many of the aims and objectives of the strategic document “Transforming our world: The 2030 Agenda for Sustainable Development”. Role of the United Nations Environmental Program (UNEP) within the SDGs method is to present voice to the environment. The “integrated approach”, aiming at the comprehensive consideration of the most salient issues within the economic, social and environmental dimensions and their inter linkages, serves as the centerpiece for guiding UNEP’s engagement with the process. In promoting the integration of environmental sustainability into the SDGs, UNEP will take into account the perspectives and interests of a wide range of stakeholders of the environmental sector, including environmental scientists, Secretariats of Multilateral Environmental Agreements (MEAs), environmental NGOs and different international organisation agencies acting on varied aspects of the environment. One of the central environmental objectives is fixed in target 12.8: “By 2030 make sure that folks all over have the relevant information and awareness for sustainable development and lifestyles in harmony with nature”. The above obviously requires a better understanding of a harmonious and balanced relationship between human activities and environmentally sustainable way of life based on sustainable consumption and production. Of course, under this article it is not possible to disclose the full environmental component of the SDGs. Therefore, we would like to draw attention to the following particular international legal issues. In order to increase the level of environmental

protection, improve the system of peaceful settlement of environmental disputes, improve the efficiency of protection mechanisms for environmental human rights, maintain the conception rule of law it's extraordinarily necessary to achieve the goal sixteen in terms of access to justice for all, and building effective, accountable institutions at all levels (especially targets 16.3, 16.6, 16.7, 16.8, 16.10 and 16a). To solve these issues, it is necessary to take the following steps: 1. Extend the application of the Aarhus Convention 1998, which has shown its effectiveness in Europe, to all the States of the world (it is possible in accordance with art. 19 (3) of Aarhus convention); 2. Collect best practices of States on the activity of national environmental courts and recommend creating such courts in other States, which haven't nonetheless discovered such courts; three. Establish an International Environmental Court within the United Nations system⁹. To make SDGs effective, it is important to exchange information in a systematic manner between the secretariats of global multilateral environmental agreements⁸ and controlling mechanisms of SDGs.

It is additionally deemed necessary to gather a lot of correct information about the environmental situation in the world, to use the UN mechanisms in the field of space research cooperation. In general, the use of spacederived geospatial data plays an indispensable role in the context of climate change, environmental protection and management of natural resources, including water. In this area, we tend to use area technology to watch processes and trends on a worldwide scale so as to create up on decisions and joint coordination of the Earth observations by international organizations and agencies as well as States through the use of the global observing systems for climate, oceans and land.

3.3 SDGs and Disaster Risk Reduction

The 2030 Agenda for Sustainable Development has a significant focus on the problem of disaster risk reduction (Goal one (target one.5), Goal 2 (target 2.4), Goal 11 (targets 11.5, 11.b) and Goal 13 (target 13.1)). This seems to be very vital as there's a negative trend of the increase in number and scale of disasters and their devastating consequences, which is greatly exacerbated by climate change¹⁵. In recent years, namely from January 2000 to January 2016, there have been quite six,500 disasters that killed over 1.2 million people, injured 4.3 million people, and left over 35 million people homeless. According to average estimates, the total economic damage caused by disasters exceeded USD 1.7 trillion²⁷. According to the UN²⁸, natural disasters affect about 200-230 million people each year, and economic losses account for about USD 250-300 billion per year. It is no coincidence that the 2030 Agenda for Sustainable Development classifies natural disasters that square measure currently a lot of frequent, massive and devastating as global threats of our time⁵. Welcoming all initiatives on disaster risk reduction undertaken within the UN system and other international governmental and non-governmental organizations as well as at the national level, we shall acknowledge the need to further enhance international cooperation in the area under consideration, particularly by strengthening the institutional framework for such cooperation. Given that in most cases humanity cannot resist natural disasters, such as earthquakes, volcanic eruptions or tsunamis, it is necessary to take effective measures aimed at improvement of the emergency response capacity and international assistance in the emergency and search and rescue activities, effective humanitarian relief, enhancing sustainability and security of cities and towns, dissemination of accurate information about the disaster among the population in danger, which, in particular, was pointed out in 1992 in Agenda 21²⁹. To achieve the SDG 11 (targets

11.5, 11.b) that is closely interconnected with the provisions of the Sendai Framework for Disaster Risk Reduction 2015-2030¹⁷, it seems appropriate to have a specialized body within the UN structure responsible for the widespread promotion of planning and development of infrastructure in cities and towns, study of their vulnerability and various potential threats and risks in order to boost security just in case of natural disasters¹⁸. Experience of the United Nations Office for Disaster Risk Reduction (UNISDR), as well as lessons learned from the initiative “Million protected schools and hospitals”, the campaign “Making Cities Resilient: My town is obtaining ready” and the UN Human Settlements Program (UNHabitat) will be important for the establishment and functioning of such body. Creation of such body and involvement of a good variety of specialists in its work can create its potential within the future to develop binding standards for improvement of sustainability and security of cities and towns just in case of disasters, which may relate, for example, to the requirements for the methods, technologies and tools of constructing buildings and structures that are resistant to the effects of natural disasters; development of safe areas for the gradual resettlement of people in case of potential threats, determination of locations for facilities and enterprises that will create further risks just in case of large-scale disasters. One of the key parts of the property of cities and towns in cases of disasters is the functioning of early warning systems for disasters. Space technology plays an important role here. Application of space technology, such as satellite Earth observation, meteorology, navigation and telecommunications, plays a significant role in the prevention of disasters, mitigation of their consequences, assistance within the course of emergency and search and rescue operations, etc³⁰. It should be recalled that space science and technology and their application to a large extent contributed to the achievement of the MDGs. In light of the actual fact that SDG eleven (target eleven.b) contains a provision on adoption of measures to implement the provisions of the Sendai Framework for Disaster Risk Reduction, it should be noted that the Sendai Framework itself not only recognizes the importance of space technologies for the prevention and elimination of emergencies and for the emergency response, but also, in its three provisions (24(c), 24(f), 25(c)), ensures guidance on the importance of exploitation knowledge that square measure provided by the space platforms that collect and disseminate space information. In the context of a number of initiatives taken at the universal and regional levels geared toward exploitation satellite data to facilitate the prevention and management of disaster consequences and in order to avoid duplication of functions and costs, it seems appropriate to create a single mechanism that would combine the capabilities of all countries and organizations conducting space activities- A single center engaged in the collection, processing and dissemination of information resulting from space activities that is necessary for emergency warning about disasters and effective coordination of efforts aimed at mitigation and elimination of their consequences. The Global Partnership for Observation of the Earth established at the Third World Conference on Disaster Reduction in 2015, which is an initiative of the UN Office for Outer Space Affairs, its UN-SPIDER program and other partners, can play a significant role for establishment of such a centralized structure. Further strengthening of the institutional framework in the field of space technology for disaster risk reduction is important not just for action of the most goals and objectives identified in the Sendai Framework, but it will also significantly contribute to the achievement of the SDGs, especially SDG 1 (target 1.5), SDG 2 (target 2.4), SDG eleven (target eleven.5, 11.b) and SDG thirteen (target thirteen.1).

3.4 SDG and International Legal Regulation of Migration

By now, a standard read on the potential of migration for achieving development goals has been formed^{10–13}. It is reflected in both 2005 World Summit Outcome (paras. 61-63) and the 2030 Agenda (para. 29). However, official lists of MDG indicators did not mention migration either within the list that was effective from eight September 2003 to fifteen January 2008,³² or in the list operative from 15 January 2008 up to twenty five September 2015³³, in spite of the fact that migration was proclaimed as significant for the achievement of the MDGs in other documents³⁴. We consider it highly important that migration-related activities (especially relevant to 10c and seventeen.18 of the 2030 Agenda) are specified in the corresponding indicators. Appreciating the very fact of inclusion of many new aspects into the 2030 Agenda, e.g., inclusive and equitable quality education in the least levels and for all, including migrants (para. 25 of the Declaration) or linking facilitation of orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies with the reduction of difference at intervals and among countries (Goal ten and target 10.7), we express our concern regarding a range of omissions within the 2030 Agenda as compared with its predecessor. There is no mentioning of resoluteness of states to “eliminate the increasing acts of racism and xenophobia in many societies” (as it was incorporated in para. of the Millennium Declaration). A provision concerning the resoluteness of states to “to strengthen international cooperation, including burden sharing in, and the coordination of humanitarian assistance to, countries hosting refugees” (para. 26 of the Millennium Declaration) was substituted with a vaguer statement that ‘cooperation should also strengthen the resilience of communities hosting refugees, particularly in developing countries’ (para. 29 of the New Agenda). We express our belief and hope that the commitments of such importance will find a sound development in the documents that will detail the 2030 Agenda.

We call for the necessity to elaborate transparent and comprehensive indicators to achieve target 17.18 regarding data, monitoring and accountability in respect of developing countries, including the least developed countries and small island developing States. We consider it to be essential for ending follow-up and review process guided by the stated principles, for example, those of para. 74g, to track the information mentioned in para. 17.18 of the Goals and para. 74g of the Followup and review concerning the list of knowledge gathered not by all states of the planet (as it queries the accuracy, dependability and credibility of the data aggregated at the regional and universal levels), about existence and fulfillment of specific programs of capacity building in respect of each indicator by each developing country, including the least developed countries and small island developing States³⁵. For the sake of the preciseness of the overall picture of the situation in the social, economic and demographic spheres, it is also important to elaborate clearer criteria for grouping the States and improve technical capability to use multiple filters for the analysis of the disaggregated data, e.g., not just for high-/low-income States of Asia or Europe, except for the developing states with high financial gain or states of the jap Europe, including or excluding Russia.

4. Conclusion

At this stage, in the framework of global efforts aimed at the implementation of the SDGs, it is important to pay more attention to the mechanisms for monitoring the achievement of the goals. In this sense, a compliance review at the amount of inter-regional, regional and subregional organizations can make a significant contribution and provide diversified, reliable and proven tools to assess progress in achieving the SDGs. Such reviews will identify regional trends, causes of problems, and similarities; they will facilitate the exchange of best practices, lessons learned and development of solutions and measures of mutual support at the worldwide level, taking into account specific regional and sub-regional needs. Thus the existence of various international organizations and structures both at the universal, interregional, regional and sub-regional levels complicates the task of creating an effective system of economic development. In this connection, there is a need to strengthen the coordination process between them in order to avoid fragmentation and duplication of their functions and to ensure the agreed sustainable development. It is also necessary to develop and sign the relevant agreements between the regional and subregional entities, to create coordination working groups to specify the most problematic areas and determine the forms of cooperation, to develop a “roadmap” for additional cooperation of the universal, inter-regional, regional and sub-regional mechanisms in achieving the SDGs.

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Peer Reviewed Referred and UGC Listed Journal
(Journal No. 40776)



ISSN 2277 - 5730

AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume-VII, Issue-IV
October - December - 2018
English Part - I

IMPACT FACTOR / INDEXING
2018 - 5.5
www.sjifactor.com

Ajanta Prakashan



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30. Recent Trends of Digital Banking and Digital Payment in India

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Abstract

In the globalized era, banking sector plays a very vital role for economic growth. Because of the enormous growth of information technology, digital banking has become one of the core components of the present economic growth. In the wake of internet and usage of computer, digital banking is ideal for banks to fulfill the customer's needs. Due to huge competition among banks, the banks are providing quality and innovative services to customers through digital banking to retain their market share. Nowadays digital banking system is globally accepted due to its noticeable advantages to customers and business entities.

On 8th Nov, 2016 PM Narendra Modi in his surprise address to the nation announced demonetization of old high value denominations of INR 500 and 1000 notes in relation the objective of this scheme is to curb the black money, fake currencies, corruption and more importantly push to the digital economy and more use of digital banking products like mobile wallets, ATM cards, Mobile banking and IMPS. Immediate effects were observed within days of this scheme and the digital transactions have gone up. State bank of India Reported PoS transaction have gone up by 300%, mobile wallets downloads were more than 100%. Use of Debit cards have also increased 2.5 times. The recent changes of banking system were helpful to both the banker and the customer.

This paper focuses on Concept of Digital Banking, History of Digital banking, Benefits of Digital banking to banks and customers, Increasing Trends of Digital Payment in India, and changes in implementation of digital banking.

Keywords: Digital banking, E-banking, Automated Teller Machine, M-banking, Internet banking, Electronic Fund Transfer (EFT), and National Electronic Fund Transfer, (NEFT), Real Time Gross Settlement System (RTGS), Immediate Payment Service (IMPS), Credit Cards, Debit Cards, Mobile Wallets, Core banking, Tele Banking.

1. Introduction

On 7th feb 2014, addressing the India Digital Summit via video conferencing, prime minister Narendra Modi shared his vision and dream for Digital India with seventeen mission statements ranging from high speed digital highways, 1.2 billion Indian Population connected with innovation drive, knowledge empowering the people, access to information knows no barrier and more importantly mobile and E-banking ensuring financial inclusion. The world has changed and will continue to change rapidly. The convergence of telecom, media and computing has changed the way we work, play and live. Telecom networks connect satellites and close geographies. Information networks now rely more on more the quality of knowledge and content being shared.

To connect everything – people, Place and process is the mission so that information flows through networks with greater intensity, speed and accuracy and the user gets benefitted. There is complete paradigm shift and the customer is now more aware of the products due to Digital Banking through Internet and mobile; so the physical markets are disappearing. Customers are getting networks of information so that the power has shifted to the customers. The various factors which impact the customers decision first to start banking and then rapidly evolving customer needs and services depend on the demographic profile of the customer plus how banks and financial institutions connect and respond them. There has been a new paradigm shift in technology with the move to cashless economy and use of digital products like net and mobile banking which is paving the way to universal banking system. The flat modern world with geography is not an issue of logistics. Volatility, uncertainty, complexity, unawareness and financial literacy have made the marketing and distribution. Traditional business models have been turned on their heads and moving to new digital and E-world.

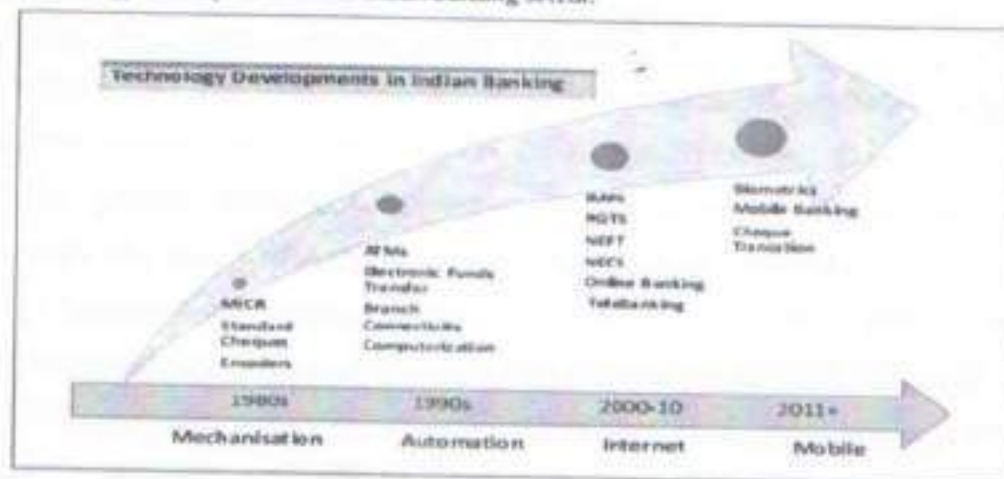
With great success of Pradhan Mantri Jan Dhan Yojana (PMJDY) launched in Aug, 2014. Banks have opened 27.39 crore account with 66491.64 crore balance, 21.48 crore Rupay Cards issued, Aadhar seeded 16.11 crore account as on 1st feb, 2017, proving that there is a potential if proper awareness and regular contact ability with the customers is made with conscious efforts to enable them to take the full benefit of banking services. These account opening numbers are still increasing every day and when we connect the customers with digital or E-banking, the result can be more than double or triple. One can establish direct correlation

well planned motive of our PM's vision to achieve digital India through Financial Inclusion connecting digital banking.

On 8th Nov, 2016 PM Narendra Modi in his surprise address to the nation announced regarding demonetization of old high value denominations of INR 500 and 1000 notes in realization the objective of this scheme is to curb the black money, fake currencies, corruption and more importantly push to the digital economy and more use of digital banking products like mobile wallets, ATM cards, Mobile banking and IMPS. Immediate effects were observed within days of this scheme and the digital transactions have gone up. State bank of India Reported PoS transaction have gone up by 300%, mobile wallets downloads were more than 100%. Use of Debit cards have also increase 2.5 times

Technological Milestones in Indian Banks

Snapshot of Technology Developments in the Indian Banking Sector:



Source: ICMAI, Jan 2017.

Objectives

- To know Concept of Digital Banking
- To understand history of Digital Banking
- To understand benefits of Digital Banking
- To study Increasing Trends of Digital Payment in India
- To understand challenges in implementation of digital banking

Research methodology

The relevant information have been collected from the present study is based on secondary sources comprises of published reports of RBI Bulletin, IBA Bulletin, Report on

Trend and Progress of Banking in India, BSR(Basic Statistical Returns), various reputed journals, Magazines, unpublished reports, Books, Financial Newspapers, The information also borrowed from the related websites and other banking industry agencies.

4. Concept of Digital Banking

Digital banking circumscribes composite services delivered over the World Wide Web which aim at serving both banks and consumers as a means of providing a convenient, faster and better experience than traditional banking. The shift from traditional and digital banking is gradual and should be rather described in degrees of service digitization than through a categorization into yes and no. It involves high levels of process automation and web-based services and may include APIs enabling cross-institutional service composition to deliver banking products and provide transactions. It provides the ability for users to access financial data through desktops, mobile services and ATM services.

A digital bank represents a virtual process that includes online banking and beyond. As an end-to-end platform, digital banking must encompass the front end that consumers see, the back end that bankers see through their servers and admin control panels and the middleware that connects these nodes. Ultimately, a digital bank should facilitate all functional levels of banking on all service delivery platforms. In other words, it should have all the same functions as a head office, branch office, online service, bank cards, ATM and point of sale machines.

The reason digital banking is more than just a mobile or online platform is that it includes middleware solutions. Middleware is software that bridges operating systems or databases with other applications. Financial industry departments such as risk management, product development and marketing must also be included in the middle and back end to truly be considered a complete digital bank. Financial institutions must be at the forefront of the latest technology to ensure security and compliance with government regulations

5. History of Digital Banking

The earliest forms of digital banking trace back to the advent of ATM machines and cards launched in the 1960s. As the internet emerged in the 1980s with early broadband, digital networks began to connect retailers with suppliers and consumers to develop needs for early online catalogues and inventory software systems.

By the 1990s the Internet emerged and online banking started becoming the norm. The improvement of broadband and ecommerce systems in the early 2000s led to what resembled the

modern digital banking world today. The proliferation of smartphones through the next decade has opened the door for transactions on the go beyond ATM machines. Over 60% of consumers now use their smartphones as the preferred method for digital banking.

The challenge for banks is now to facilitate demands that connect vendors with money through channels determined by the consumer. This dynamic shapes the basis of customer satisfaction, which can be nurtured with Customer Relationship Management (CRM) software. Therefore, CRM must be integrated into a digital banking system, since it provides means for banks to directly communicate with their customers.

There is a demand for end-to-end consistency and for services, optimized for convenience and user experience. The market provides cross platform front ends, enabling consumers to make decisions based on available technology such as mobile devices, with a desktop or laptop at home. In order for banks to meet consumer demands, they need to keep focusing on providing digital technology that provides agility, scalability and efficiency.

Benefits of Digital Banking

Benefits to the bank

Lower operating costs through:

- The elimination of costly back-office processing operations,
- Fewer (or ideally no) errors,
- Smaller branch footprint (the typical branch can become a kiosk affair, providing technology interfaces for the client to use plus the ability to deal with banking specialists via a video link) – a minimum number of actual staff will be required,
- Concentrating banking/business specialists in a single centre, who are then available to clients via a technology link (either on their mobile, pc or via a kiosk branch).

Operating cost savings of between 20% to 40% could be achieved this way, according to industry experts. Cutting costs has the opposite effect on profits – they go up.

Dumping legacy systems

- Make no mistake - one of the biggest drawbacks to going 'Digital' is this irrational clinging to legacy systems (developed in the 1960s and 1970s) that hold progress back. Banks plead the huge cost of making the change. They are wrong. The ultimate costs of not making the change are far greater.

- Banks have benefitted in several ways by adopting newer technologies. E-banking has resulted in reducing costs drastically and has helped generate revenue through various channels. As per last available information, the cost of a bank transaction on Branch Banking is estimated to be in a range of Rs.70 to Rs.75 while it is around Rs.15 to Rs.16 on ATM, Rs.2 or less on Online Banking and Rs.1 or less on Mobile Banking. The number of customer base has also increased because of the convenience in 'Anywhere Banking'. Digitization has reduced human error. It is possible to access and analyze the data anytime enabling a strong reporting system.

Benefits to the customer

Improved services and product offerings

- 24/7 bank services and availability through your mobile, pc or kiosk branch,
- 'smart banking' applications that allow all transactions to be completed from the device of your choice, from beginning to end (with clear instructions and fail safe mechanisms),
- Access to a full range of services (savings, investments, insurance, loans, mortgages, foreign currency, etc.),
- New useful client services such as warnings, notifications, budgeting, expenditure analyses, savings programs, calculators (you name it – the range is endless),
- Lower charges (and therefore cheaper banking),
- Banking that meets the client's needs (not the banks).

Of course with all this data available banks should not hesitate to follow up on what their client is doing or looking at – by e-mail, on-line chat, personal phone call. Just like the popular hotel grading system 'Trip Adviser' does today. If you've been checking out hotels – they follow up in days with a 'Are you still interested in hotels in?'

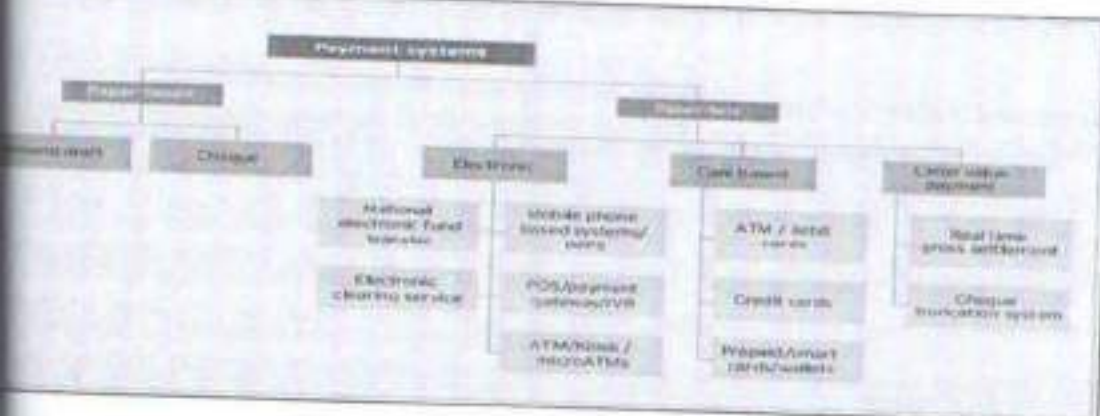
However, somewhere along the way the concept is just simply getting lost to many bankers. To put it in simple terms, after a promising start, a digital application for a banking product or service comes crashing out of the digital world, spiraling down as just another piece of paper to be handled in just the same way as it has been done in the past. The illusion vanishes; the bubble bursts; the concept is dead. And we remain trapped in the same old inefficient, disjointed and highly expensive manual processing routine of the past.

Some banks are getting it right though and for those still on the shelf it is going to be one of an uphill struggle to catch up when the penny (or the pound) finally drops.

To my mind the concept of the 'Digital Bank' is vibrant, alive and exciting. It points the way to a future where banks can really add value and where customers can secure huge benefits from the use of bank products and services that are really, really useful.

Increasing trends of digital payment in india

Indian Government is aggressively promoting digital transactions. The launch of Unified Payments Interface (UPI) and Bharat Interface for Money (BHIM) by National Payments Corporation of India (NPCI) are significant steps for innovation in the Payment Systems domain. UPI is a mobile interface where people can make instant funds transfer between accounts in different banks on the basis of virtual address without mentioning the bank account. All banks aim to provide fast, accurate and quality banking experience to their customers. Hence, the topmost agenda for all the banks in India is digitization.



Source: Banking on Technology, Perspectives on the Indian banking Industry

Digital banking system is not only popular nationally but also internationally where a customer can transfer money through any part of the world. Digital banking services which are convenient to customers and cost effective to the banks. Digital banking gives many benefits especially for the customers who are using the services. It allows the customer to perform their banking operations either from home, workplace or from just about anywhere in the world. Further, it provides flexibility, less time consuming, and there ease of use thereby increasing efficiency in the banking transactions. These services we can use during or after the normal banking hours i.e. it is offering 24 hours services for e.g. ATM Services, SMS banking and net banking. Through digital banking all the banking activities become easier,



convenient to customers as well as banking sector. So, it has helped the banks to increase customer satisfaction, decrease operation cost and provide good services to customers.

Table 1 - Annual Growth of Banking Services

Sr. No.	Services	Volume (million)				Value (Rs. billion)			
		2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
1	No. of ATMs (in actual)	160055	189279	212061	222475	-	-	-	-
2	NEFT	661.0	927.6	1252.9	1,622.1	43,786	59,804	83273	120,040
3	RTGS	81.1	92.8	98.3	107.8	734,252	754,032	824,578	981,904
4	IMPS	15.4	78.4	220.8	506.7	96	582	1622	4,116
5	Credit Cards	509.1	615.1	785.7	1,087.1	1540	1899	2407	3,284
6	Debit Cards	619.1	808.1	1,173.5	2,399.3	955	1,213	1,589	3,299
7	Mobile Banking	10.74	19.67	49.48	151	33.91	168.85	572.80	224
8	M-Wallets	14.07	46.11	53.44	307.45	3.99	10.82	23.79	73.12

Source: Report on Trends and Progress of Banking in India 2013, 2014, 2015, 2016,

2017

1. Automated Teller Machine (ATM)

The most widely used E-Banking instrument is the ATM (Automated Teller Machine). The ATM card is the best and foremost innovative product in the banking system. The introduction of ATM in banks has transformed banking by providing banking services anytime, anywhere and any bank to the customer. Entry of ATMs has changed the profile of front offices in bank branches, now customers no longer need to visit branches for their day transactions such as cash deposits, withdrawals, cheque collection, balance enquiry etc.

Growth in ATMs The geographic reach of ATMs increased further as the number of ATMs installed increased to around 0.2 million as at end March 2016, an increase of 9.7 per cent over the previous year. PSBs maintained more than a 70 per cent share in the total number of ATMs. FBs, however, continued to post a decline in the number of ATMs.

Distribution of ATMs Regional distribution of ATMs became more balanced with the share of metropolitan, urban and semi-urban centers in total installed ATMs varying between 26.0 per cent and 29.0 per cent. However, metropolitan centers witnessed a marginal decline in the share of ATMs to 26.9 per cent in March 2016 from 27.7 per cent during the previous year. Semi-urban and urban centers registered a marginal increase in their share of ATMs. (Table 1)

Electronic Fund Transfer

Today, electronic funds transfer allows you to exchange funds between individuals as well as organizations via electronic gateways which can be accessed using internet, computers and smart phones. Funds can be transferred instantly from one account to another, either within the same bank or to a different bank network at any given time. Today, the Electronic Fund Transfer has brought sea change in the nature of transactions of business entities. It has largely contributed to the success of the modern banking.

Process of transferring funds

Transferring funds via electronic gateway is much simpler than the conventional methods. You can choose to:-

- Transfer funds into your own linked accounts of the same bank network.
- Transfer funds into different account of the same bank.
- Transfer funds into different bank's accounts using NEFT.
- Transfer funds into other bank accounts using RTGS
- Transfer funds into various accounts using IMPS.

Various modes of electronic fund transfers in India

- NEFT or National Electronics Funds Transfer
- RTGS or Real Time Gross Settlement
- IMPS or Immediate Payment Service.

National Electronics Funds Transfer (NEFT)

The National Electronic Funds Transfer is a nation-wide money transfer system which provides customers with the facility to electronically transfer funds from their respective bank accounts to any other account of the same bank or of any other bank network. Not just individuals but also firms and corporate organizations may use the NEFT system to transfer money to and fro. Funds transfer through NEFT requires a transferring bank and a destination bank. With the RBI organizing the records of all the bank branches at a centralized database, all the banks are enabled to carry out an NEFT transaction. Any sum of money can be transferred using the NEFT system with a maximum cap of Rs. 10, 00, 000.

During 2013-14, NEFT handled 661 million transactions valued at around Rs.44 trillion. In 2014, NEFT processed a record volume of 82.8 million Transactions. NEFT handled

1.6 billion transactions valued at around Rs.120 trillion, up from around 1.3 million transactions for Rs.83 trillion in the previous year.

As on April 30, 2014, the NEFT facility was available at 111,619 branches of 158 banks. At end-March 2016 the national electronic funds transfer (NEFT) facility was available through 130,013 branches of 172 banks, in addition to business correspondent (BC) outlets. (Table 1)

➤ **Real Time Gross System (RTGS)**

Real Time Gross Settlement as the name suggests is a real time funds transfer system which facilitates you to transfer funds from one bank to another in real time or on a gross basis. The transaction isn't put on a waiting list and cleared out instantly, RTGS payment gateway, maintained by the Reserve Bank of India makes transactions between banks electronically. The transferred amount is instantly deducted from the account of one banks and credited to the other bank's account. Users such as individuals, companies or firms can transfer large sums using the RTGS system. The minimum value that can be transferred using RTGS is Rs. 2 Lakhs and above. However there is no upper cap on the amount that can be transacted.

During 2013-14, the RTGS processed around 81 million transactions valued at Rs.734 trillion. The system settled a record number of 0.48 million transactions on March 28, 2014. RTGS handled 108 million transactions valued at around Rs. 982 trillion in 2016-17, up from 98 million transactions valued at Rs. 825 trillion in the previous year (Table 1).

As on April 30, 2014 the number of RTGS enabled bank branches stood at 109,506. The new RTGS system was launched on October 19, 2013. At the end of March 2017, the RTGS facility was available through 198 banks.

Globally, it is for the first time that the ISO 20022 message formats are being used for transmitting RTGS messages.

➤ **Immediate Payment Service (IMPS)**

Majority of the funds transferred using electronic channels are processed via NEFT or RTGS. But as the funds could only be cleared in batches using these transfer gateways, the National Payments Corporation of India introduced a pilot mobile payment project also known as the Immediate Payment Service (IMPS). Available to Indian public, IMPS offers instant electronic transfer service using mobile phones. IMPS interbank transfer service is available 24X7 and allows you to use your mobile phones to access your account and to authorize transfer of funds between accounts and banks. The IMPS service also features a secure transfer gateway

an immediate confirmation on fulfilled orders. IMPS is offered on all the cellular devices via Mobile Banking or through SMS facility.

Thus IMPS enables customers to use mobile instruments as an instant money transfer gateway, facilitating user convenience and saving time and effort involved in other modes of transfer.

During 2013-14, the IMPS processed around 15.4 million transactions valued at Rs. 96 billion and it tremendously increased in the year 2016-17 around 507 million transactions valued at Rs. 4,116 trillion. (Table 1)

Differences

There is no cap on the minimum value that can be transacted via NEFT. RTGS system can only process transactions of a value starting from Rs. 2 Lakhs and above as it caters to large settlements.

While the NEFT system settles transactions in batches, RTGS option transfer funds in real time. Using NEFT if a transfer order is received after the defined cut-off time, the transaction will have to wait until the next clearance to be fulfilled whereas RTGS transactions are processed continuously throughout the RTGS business hours.

IMPS stands out as the most convenient and instant mode of money transfer, allowing transfer of money across various accounts and banks on the go using a mobile device.

Credit Cards

The customer need not carry any cash and is empowered to spend wherever and whenever he wants with his credit card within the fixed limits prescribed by his bank. A credit card is a payment card issued to users (cardholders) to enable the cardholder to pay a merchant for purchases based on the cardholder's promise to the card issuer to pay them for the amount so paid plus other agreed charges. The card issuer (usually a bank) creates a revolving line of credit and grants a line of credit to the cardholder, from which the cardholder can borrow money for payment to a seller or as a cash advance.

Credit cards registered increased growth of 16.1 per cent during the year as against 10.1 per cent during 2014-15. Bank group-wise, PSBs maintained a strong lead in issuance of debit cards with a share of 82.8 per cent. On the other hand, PVBs had a dominant position in credit card issuances with a share of 60.1 per cent.

During 2013-14, 509 million transactions valued at Rs.1,539 billion were transacted through credit cards. During 2015-16, 786 million transactions valued at around Rs.2.4 trillion were carried out through credit cards. During 2016-17, 1.1 billion transactions, valued at around Rs.3.3 trillion were carried out through credit cards. (Table 1)

4. Debit Cards

A debit card (also known as a bank card or check card) is a plastic payment card that can be used instead of cash when making purchases. It is similar to a credit card but unlike a credit card, the money comes directly from the user's bank account when performing a transaction.

During 2014- 15, the spurt in debit card growth was attributed to the Pradhan Mantri Jan Dhan Yojana (PMJDY) under which every account holder under the scheme was issued a RuPay debit card. As the growth in account opening under PMJDY decelerated, this resulted in a decline in the growth of debit card issuances. Debit cards Growth in the number of outstanding debit cards decelerated sharply to 19.6 per cent in 2015-16 from 40.3 per cent in the previous year.

During 2013-14, 619 million transactions valued at Rs. 954 billion were undertaken through debit cards. During 2015-16, 1.2 billion transactions valued at Rs 1.6 trillion and in the year 2016-17 2.4 billion transactions valued at Rs 3.3 trillion were carried out through debit cards (Table 1)

5. Internet Banking

Banks design their internet banking portal by integrating a number of services that you can access anytime, anywhere. Moreover, special emphasis is laid on the user-friendliness of the interface, ease of navigation and the processing speed of requests when an online banking portal is being designed. This approach makes internet banking a very convenient mode of banking for customers. All the branches are interconnected with the help of satellite.

Services available through Internet Banking

- Managing your Bank Account, Fund Transfers, Paying Bills
- Make online purchases, book tickets for movies and Buy air or train tickets online.
- Request for Cheque books and demand drafts. You can also put stop cheque requests in case there are insufficient funds in your account.
- Initiate requests for opening or closing a Recurring Deposit or a Fixed Deposit as well as keeping up to date about these deposits.

- In case you have taken a loan from the Bank where you have Internet banking access, you may also get a dedicated tab for checking your loan details.
- On similar lines, Banks also have separate tabs that provide information about any investment products that you have with them.

Mobile Banking (M-Banking)

Everyone shows interest in adopting a new technology when it is launched. Mobile banking is a service provided by a bank that allows customers to conduct financial transactions using a mobile device. It uses software, usually called an app, provided by the bank. Mobile banking is also known as M-banking. M-banking is usually available on a 24-hour basis. M-banking is simply application of mobile phone devices as a mean of banking via Wireless Application Protocol(WAP), GPRS and 2G,3G,4G technology and short message services (SMS) facilities. Most of the customers found mobile banking to be more user-friendly as it provides enhanced and extensive range of service at reduced costs. The rapid growth in users and wider coverage of mobile phone networks, this channel have made an important platform for providing banking services to customers.

During the year, 2013-14, mobile banking services handled 95 million transactions valued at around Rs.60 billion. During 2015-16, Mobile banking service growth surged by 126.6 per cent in terms of volume and 290.3 per cent in terms of value handling 389 million transactions valued at Rs. 4 trillion. This Mobile Banking service witnessed strong growth of 126.6 per cent and 224 per cent in volume and value terms, respectively while the number of active customers rose to 163 million at the of march 2017 from 105 million at the end of 2016. (Table 1)

Core Banking

Core Banking is all about knowing customer's needs & providing them with the right products at any time through the right channels 24 hours a day, 7 days week (24x7). In other words, Core Banking refers to the activities a bank generally undertakes. It included Core Banking process which is the complete administration of transactions for the bank through a central data base. In an ideal banking scenario, all products, processes, channels and customer relationship management tools are integrated and administrated through a central data base of the bank with branches and channels as a touch points.

8. Tele Banking

It is increasingly used as a modern E-Banking service by the banks. A customer can do online non-cash related banking over the phone anywhere at any time. Automated Voice Recorders (AVR) or 10 numbers are used for rendering Tele-Banking services which have added convenience to the customers.

9. Mobile Wallets

A virtual wallet that stores payment card information on a mobile device. Mobile wallets provide a convenient way for a user to make in-store payments and can be used at merchants listed with the mobile wallet service provider. The mobile wallet is an app that would need to be installed or a feature that is already in-built with the smartphone. Think of a mobile wallet like a storage container that stores your credit cards, debit cards, coupons and reward cards. Once the app is installed and the user inputs his payment information, the wallet stores this information by linking a personal identification format like a number or key, QR code or an image of the owner to each card that is stored. When a user makes a payment at a merchant, the mobile app uses a technology called Near-Field Communication (NFC) which uses radio frequencies to communicate between devices. NFC uses the personal identification format created for the user to communicate the payment information to the merchant's POS (Point-of-Service) terminal. The information transfer is usually triggered when the user waves or holds his NFC-enabled mobile device over the store's NFC reader.

During the year, 2013-14, mobile wallets services handled 14.07 million transactions valued at around Rs.3.99 billion and the uses of this service increasing day by day and during the year, 2016-17, mobile wallets services handled 307.45 million transactions valued at around Rs.73.12 billion.

- **Challenges**

Security Risks - External threats such as hacking, sniffing and spoofing expose banks to security risks. Banks are also exposed to internal risks especially frauds by employees / employees in collusion with customers

- **Financial Literacy / Customer Awareness** - Lack of knowledge amongst people to use e-banking facilities is the major constraint in India.

- **Fear factor** - One of the biggest hurdle in online banking is preference to conventional banking method by older generation and mostly people from the rural areas. The fear of losing money in the online transaction is a barrier to usage of e-banking.
- **Training** - Lack of adequate knowledge and skills is a major deterrent for employees to deal with the innovative and changing technologies in banks. Training at all levels on the changing trends in IT is the requirement of the day for the banks.

Conclusion

Technological innovation witnessed by the corporate sector during the nineties have induced new business paradigms, Where in information Technology is increasingly playing a significant role in improving the banking services. The arrival of Internet followed by the booming growth of web based business has led to E-commerce. Advances in Telecommunication and Computer technologies have given rise to new innovative products in the banking and finance industry. Digital banking can also be defined as the automated delivery of traditional banking products and services directly to customers through electronic and interactive communication channels including internet. Driven by new technologies, changing customer preference and increased competition banks are today forced towards heavy investments in new distribution channels like Digital banking. Today digital banking has witnessed a phenomenal growth and has become one of the main avenues for the Indian banks to offer their products and services.

This paper focuses on Concept of Digital Banking, History of Digital banking, Benefits of Digital banking to banks and customers, Increasing Trends of Digital Payment in India, Challenges in implementation of digital banking to achieve the dream of Digital India with 100% vision of financial Inclusion and inclusive growth. Customers, regulations and technology are important parameters to be connected to achieve this vision.

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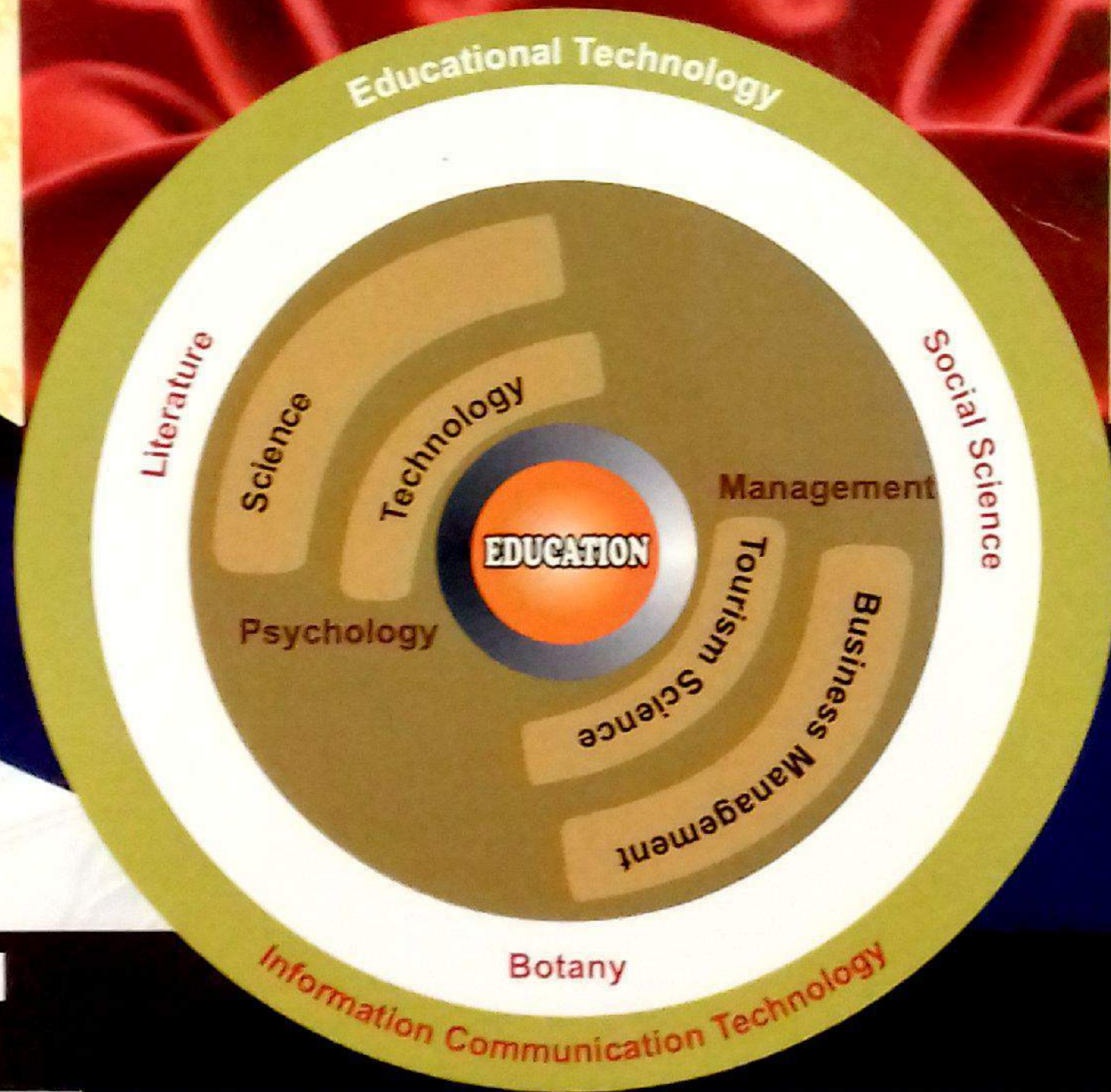
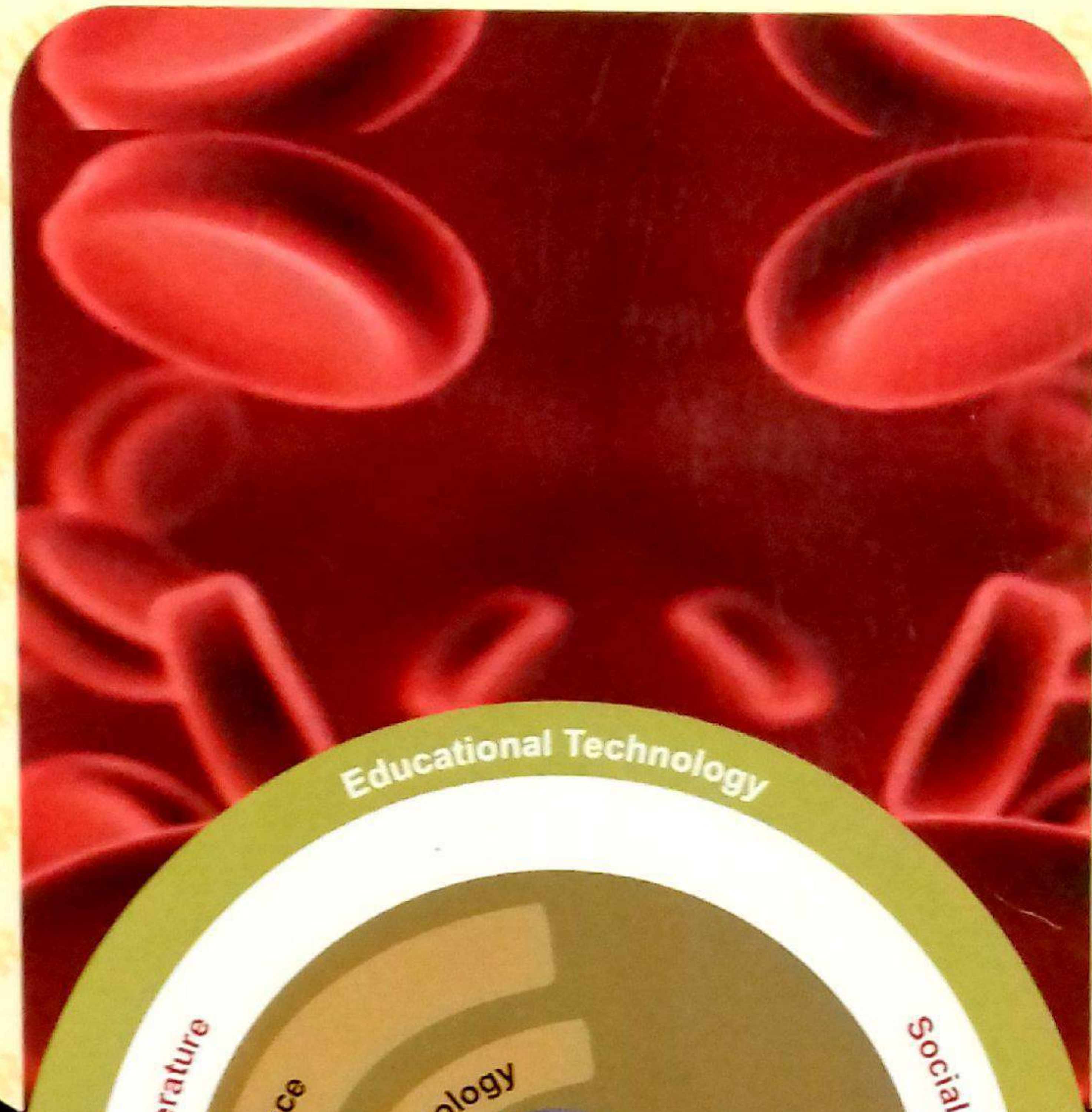
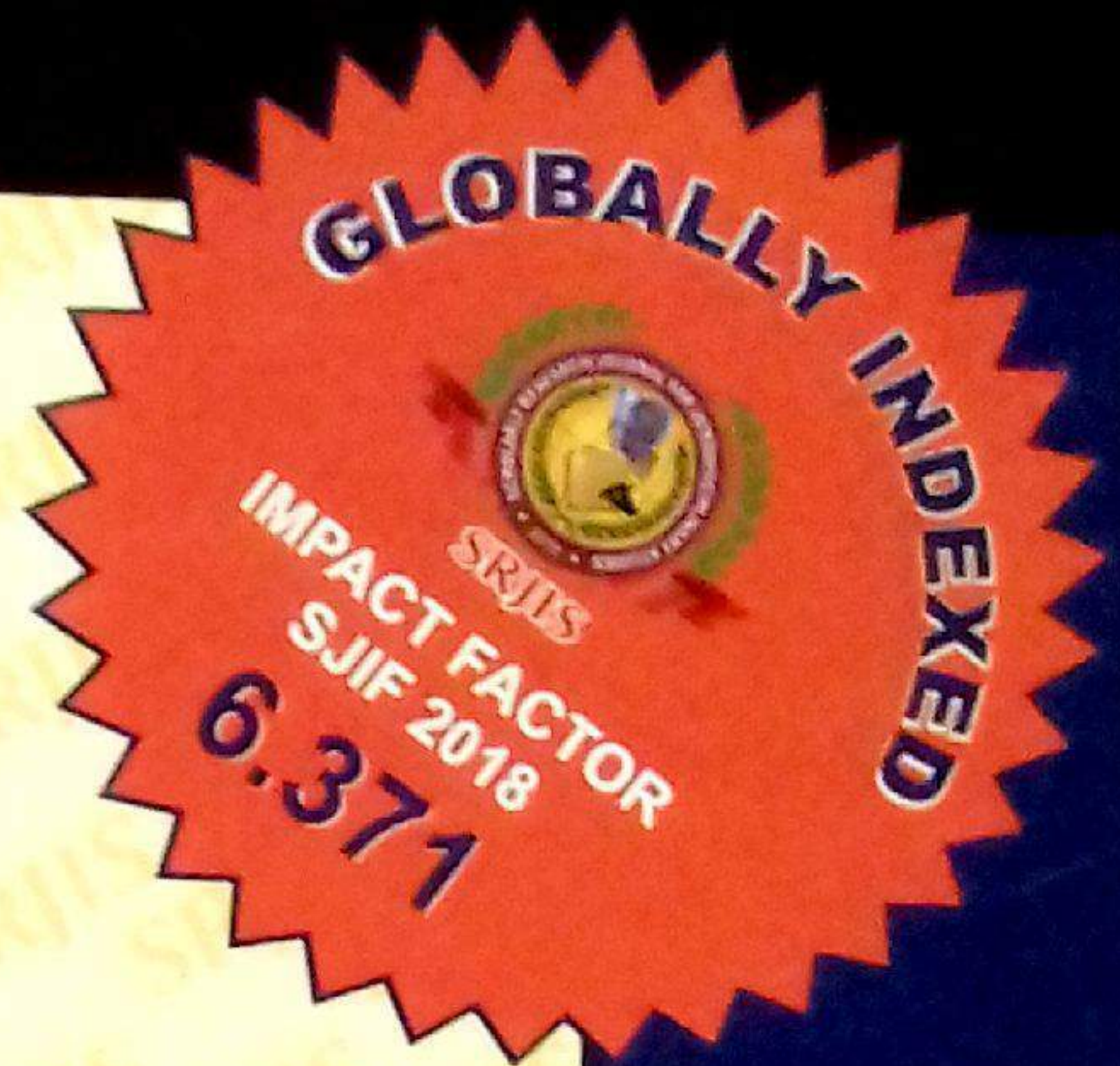
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SRJIS

Online ISSN 2278-8808

Print ISSN 2319-4766



**An International
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**Referred
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SCHOLARLY RESEARCH JOURNAL FOR INTERDISCIPLINARY STUDIES

JAN - MAR, 2019. VOL. 7, ISSUE -40

EDITOR IN CHIEF : YASHPAL D. NETRAGAONKAR, Ph.D.

SJIF 2018 = 6.371

ONLINE ISSN 2278-8808

PRINTED ISSN 2319-4766

An International, Peer Reviewed, & Referred Quarterly
Scholarly Research Journal for Interdisciplinary Studies

JAN-MAR, 2019, VOL-7, ISSUE-40

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Abstract

Government of India took initiatives to attract foreign direct investment in manufacturing sector through 'Make in India' campaign. Eyeing to the necessary growth of manufacturing industry the central and states governments are changing their trade and investment policies. But the recent trend of FDI inflows shows that the foreign investors still prefer Indian service sectors. The objective of this study is to analyse recent trend of FDI inflows to India and to find out the reason behind the trend. The study finds that the greatest part of Indian inward FDI is Market Seeking FDI in nature. Since there is a ready market for defence material and sophisticated technology based electronic devices a smart FDI inflows to these sectors may be experienced in near future.

Keywords: Make in India, Foreign Direct Investment, Service sector, and Manufacturing sector.

Introduction: Government of India has announced 'Make in India' in 2014 with an eye to boost the growth in manufacturing sector in India. India will be the home of a 906 million people of working age by 2020 (DIPP, 2015). The huge population needs jobs when they will be employable and only a sustained growth of manufacturing sector can generate the required jobs. Service sector contributes around 60% to Indian GDP and the economy maintained a sustainable growth of its service sector in last two decades. Index of Industrial Production data shows a significant growth in manufacturing sector in 2015. But still it counts a low number in comparison to service sector (MOPSI, 2015). Influenced by this domestic phenomenon foreign investors also pump money to service sectors and enjoy good profit and growth.

Government's initiatives for promoting 'Make in India': To accelerate FDI inflows the government recently has taken some important decisions. New tax reform resolution of Goods and Services Tax (GST) has been moved in the Indian parliament. The government has introduced INC-29, a new form for incorporating a new business in India. Now the entrepreneurs need to fill up only one form instead of eight earlier. The union cabinet has enhanced FIPB's powers to recommend foreign investment proposals up to Rs. 3000 crore. The Ministry of Home Affairs has agreed to decide on security clearance of investment proposals before FIPB within 30 days instead of within 90 days (DIPP, 2015). All these initiatives facilitate the foreign green field investments in India. Besides, Government of India has organised different programmes under the banner of 'Make in India' to attract investment in some selected sectors, - Automobiles, Automobile components, Aviation, Biotechnology, Chemicals, Construction, Defence manufacturing, Electrical machinery, Electronic systems, Food processing, IT & BPM, Lather, Media & entertainment, Mining, Oil & gas, Pharmaceuticals, Ports, Railways, Renewable energy, Roads & high ways, Space, Textiles & garments, Thermal power,

Tourism & hospitality, and Wellness. The programmes are supported by all the provincial governments which have decided to provide favourable business environment to foreign investors. Government of India has taken some initiatives to enhance the skill of the existing human resource engaged in different jobs in this country. It also enhances the opportunity of basic education for increasing the trainability in the potential manpower of this nation. For developing employability of rural youth the government has recently launched 'Deen Dayal Upadhyay Gramin Kaushal Yojana'. Apart from this Government of India announced National Skill Development Mission in 2015 through a newly established Skill Development and Entrepreneurship Ministry. Government of India makes bilateral and multilateral tax treaties with countries having potential investors. It saves the foreign investors and their employees (home country nationals) from additional tax burden. India has already signed Double Taxation Avoidance Agreement (DTAA) with 79 countries since 1958. On the other hand, central government and the state governments offered different incentives and corporate tax advantages (such as SEZ and Tax holidays) to the foreign investors for their green field projects. In his Budget Speech (2015-16) the Union Finance Minister announced the intention of the government to reduce the corporate income tax from 30 percent to 25 per cent in the next 4 years. The government also reduced the rate of income tax on royalty and fees from technical services from 25 per cent to 10 per cent to facilitate technology inflow (Kant, 2015).

Recent trend of FDI in India: Although Government of India has put impression on foreign investment in manufacturing sector, recent trend of FDI inflow in India finds another direction. During the regime of the new government (2014) service sector occupy about 20% of total FDI inflows. A rapid growth of service sector is seen in India in last decade. The trend persists in present decade too. A great inflow of foreign capital in banking and non-banking financial sector is experienced since the beginning of the new century. In recent years the foreign investment prefers Insurance and R & D sectors.

Sector wise FDI in flows from FY2012-13 to 2014-15 (Amount in million \$US)

Sectors	FY13-14	FY14-15	Total	Rank
Service sector	2225	2642	4867	1
Construction development	1226	722	1948	6
Telecommunications	1307	2832	4139	2
Computer software & hardware	1126	1308	2434	5
Drug and pharmaceuticals	1279	1259	2538	4

ISSN: 2319-4766

	INTERDISCIPLINARY STUDIES		
	2017	2018	2019
Automobile industry	1517	2045	3562
Chemicals (other than fertilizers)	878	562	3
Power	1068	612	1440
Metallurgical industries	568	406	1678
Hotel and tourism	486	656	974
			1142
			9

Source: DIPP

Note: Service sector includes Services sector includes Financial, Banking, Insurance, Non-Financial / Business, Outsourcing, R&D, Courier, Tech, Testing and Analysis. Construction development includes Township, Housing, Built-up infrastructure. Telecommunications includes Radio paging, Cellular mobile, basic telephone service.

The above table depicts the FDI trends of last two financial years. Service sector receives an FDI amounting SUS 4867 million in last two financial years. Service sector largest receiver is the Telecommunication sector with its further expansion prospect in mobile telephone service. But this sector does not include the manufacturing of telecom device. The growth trend of construction development sector turns sluggish in last financial year. The third position is occupied by Automobile sector but it woestotherecent development of FDI in Global value chain.

Critical analysis of the trend: In spite of the initiatives taken by the Government of India to attract FDI inflows to the manufacturing sector, FDI finds its attractive destination to service sector that includes Financial, Banking, Insurance, Non-Financial / Business, Outsourcing, R&D, Courier, Tech, Testing and Analysis. There as on behind the trend is not only the sustainable growth of service sector in this economy but there are other factors those make the sector attractive for the foreign investors. India is the second largest populated country and a great part of the population is still stayed aloof from banking and insurance services. With the sustained growth of GDP per capita a part of this huge population becomes potential market for insurance and banking services that allures foreign investors. A good support from the central government by increasing the FDI limit in the insurance sector further increase the attractiveness of this sector and a good inflow of FDI is already experienced. It is noted that the workforce engaged in agriculture is coming down remarkably and more people are employed in higher wage activities such as construction, and it results a growth of purchasing power (Arun, 2015) that causes an increasing demand for consumer-durables among the people of India. As an evolution of large number of new middle class population is indicated, India becomes a heaven for Market Seeking FDI. But the motive of the foreign investor is less positive for producing goods in this land; rather they are more interested in selling goods to the afore said class of customers. As a result an increasing demand for allowing FDI in Business to Customer - E-commerce is seen recently. There is another attractive market for

telecommunication services (especially mobile phone and mobile base internet services) because a great part of Indian population is still remains untouched by these services. As a result telecommunication sector emerges as the second largest receiver of FDI inflow. Besides, FDI in research and development shows a healthy development recently. From the above discussion we understand that India is an attractive destination for foreign investment mainly because of its huge potential market. In limited cases like Drug and pharmaceuticals and Computer software sector Resource Seeking and Efficiency Seeking FDI prefer India as a host country.

Conclusion: Recent trend of FDI inflows to India does not show much intention of manufacturing goods in this land. But the government is keen to make the 'Make in India' initiative successful. The central and state governments have already change trade related policies to offer a better environment to the foreign investors for establishing manufacturing facilities here. The governments also offered different incentives and tax benefits to the manufacturers. Thus all of the specified sectors of 'Make in India' have the potential of a smart growth. India spends huge money to import defence material and weapons. An initiative has been taken recently by the central government through issuing licences to the domestic private corporations and big foreign players in this sector. The NDA government has already handed nearly 100 such licences since it came to power in 2014 (ET, 2015). It is another great opportunity for the foreign investors because one ready buyer (the government) exists in the market with huge demand. Import of sophisticated technology based electronic devices drains out India's foreign exchange reserve in great amount. Recently grown demand for smart phone has made "imports of electronics exceeded those of gold and silver in the first six months of the current financial year" (ET, 2015). Finally, the foreign investors prefer to invest in India for exploiting advantage of huge market here. Besides, India's close competitor China shows weakness in manufacturing and exports recently (Bloomberg, 2015). Keeping this in mind we can expect FDI in manufacturing defence material and telecom devices may increase in near future.

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Has successfully contributed and published a paper

MAKE IN INDIA AND RECENT TREND IN FDI INFLOW

In an

International Peer Reviewed & Referred

Scholarly Research Journal For

Interdisciplinary Studies

ISSN 2278 – 8808, SJIF 2018: 6.371

PEER REVEIEWED JOURNAL

JAN -MAR, 2019 Volume 7, Issue 40, Released on 21 /01 / 2019



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11. Cloud Computing: A Review of it's Tools in Teaching Learning Process

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Abstract

Education is all about the communication of information. Giving students access to the information they need and empowering the free flow ideas between campuses, faculty and researchers you have a single place for everyone to collaborate.

This paper introduces the characteristics of the current E-Learning and then study the concept of cloud computing and describes the architecture of cloud computing platform by relating the features of E-Learning. Cloud computing provides a low cost solution to academic institutions for their browser-based applications which can be accessed through mobile devices in addition to being available to a variety of workstation and desk top computers, providing internet access is available. In this paper we present a solution that is based on cloud computing and can be used for constructing a virtual environment for both teaching and learning.

Keywords. Cloud Computing, E-learning, Architecture, SaaS, PaaS, IaaS

Introduction

There was time when we have to use file on different computers we needed to save files on CD-ROM or pen-drive. The drive or disk carried with you so that we load information onto other computers, until the document or data was actually retrieved so we want digital asset available across all our devices at any time.

Cloud has given quite a number of domains, including education. Today, thanks to cloud computing, education and training has become more inexpensive, flexible and available to millions of people.

What is Cloud Computing?

Cloud computing is the delivery of adding services servers, storage, databases, networking, software, analytics, intelligence and more over the Internet ("the cloud") to deal

faster innovation, flexible resources and economies of scale. It helps lower your operating costs, run your infrastructure more efficiently and scale as your business needs change.

How Cloud Works



Cloud Computing

It is divided into frontend and backend which connected to network or internet.

The frontend is the client and backend is the cloud. The backend comprises of computers, servers, and systems of loading. The central server manages the system, monitors the traffic, and the client demands.

It protects a backup by making copies of the data so that it could be recovered during an emergency.

Types of Cloud Services

It has three categories namely, IaaS, PaaS, and SaaS.

- **Infrastructure-as-a-service (IaaS):** It means Infrastructure as a Service. The cloud provider provides IT infrastructure like the servers, virtual engines, storage, nets, and the operational systems on rent as pay-as-you-go basis.
- **Platform as a service (PaaS):** It means Platform as a Service. It provides platform and environment to developers to build their applications and services. PaaS services hosted on cloud and access it via web browser. One of the biggest advantages of PaaS is that an environment in which to create and deploy new applications without the need to spend time and money building and maintaining an infrastructure that includes servers and databases.
- **Software as a service (SaaS):** It means Software as a Service. The cloud service providers host and manage the software application, handle maintenance and upgrades.

including patching. User will able to access software application over an internet, those applications are installed on cloud. Google, Twitter, Facebook and Flickr are the examples of SaaS, with which users able to access the services via any internet enabled device. It eliminates the expense of hardware installation and software licensing, installation and support.

How Cloud Useful in Education System



From the above diagram, students, faculty, all users can create their account on cloud and teacher can give online presentation, or any other education related information to students who connected to the Internet.

Teachers can change the contents dynamically during teaching while uploading the data. As parents are connected to cloud so those also can view the progress of his/her child. Parents will get to recognize what are the assignments/homework given to them during that day. They can easily see the results and can attend the meetings and many more. Students will login based on their authentication given to them and access Power Points, Study Materials, Results and Assignment assigned to them. Video Lectures (this will be helpful for those students who couldn't attend classes for some reason, for slow learners and also for revision purpose). This will improve interactive learning. The advantage of cloud service is mainly useful for supporting laboratory activities in the teaching and learning process. In classroom students can even able to do some activity based on the teachers instructions, Hence improving their skills and knowledge.

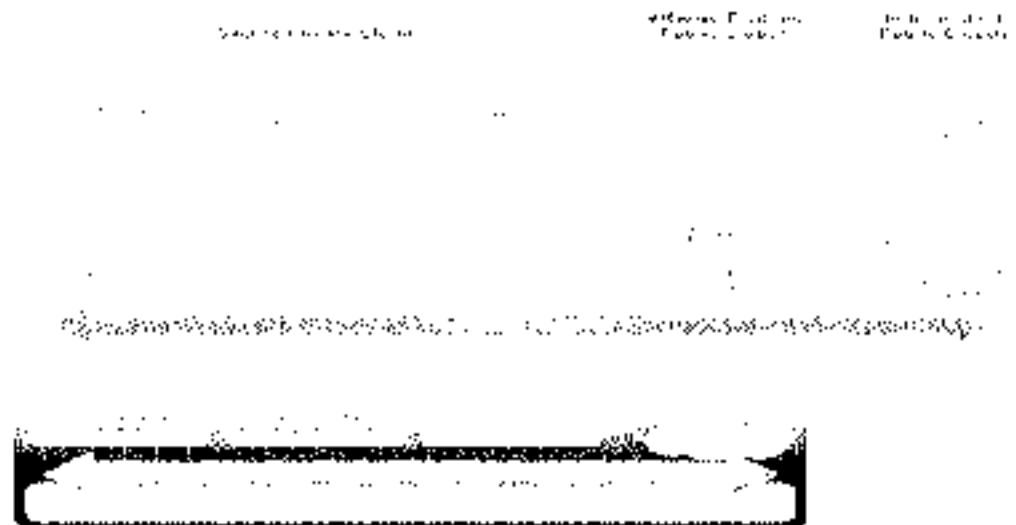
Why VMware?

VMware is the worldwide leader in virtualization and cloud organization. Today, more than 190,000 clients and 25,000 partners rely on VMware solutions to accomplish their business goals. Cloud Computing must be designed to be flexible and customized to individual

requirements in order to deliver important advantages. This may be an internal cloud for your corporation (private cloud), a cloud using external amenities (public cloud) or a mixture of both structures (hybrid cloud). In all models, the virtualization is the important factor for cloud computing.

Evolving to the Cloud with VMware

Virtualization is the important catalyst for enabling the transition to cloud computing.



VMware: Established Cloud Solutions from the Leading Provider

VMware provides a number of powerful solution mechanisms for basic virtualizing tasks, e.g. in server or desktop environments, as well as for widespread cloud infrastructure virtualization. With these tools you will be able to succeed a significantly optimized performance in regard to efficiency, management and flexibility alike.

Data Center Solutions – VMware vSphere

- Reduced energy consumption due to hardware association and improved server load balancing
- More dynamic and flexible server provisioning and improved performance due to a centralized and automated management of all virtual resources
- Increased security and availability and therefore guaranteed business stability and submission due to disaster recovery, protection against downtimes and load balancing with VMware vCenter Server, VMware vMotion and VMware DRS (Distributed Resource Scheduler)

Desktop Virtualization – VMware View

- Central management of all desktops, applications and data due to a delivery of desktops as a managed service
- Reliable IT supervisory regarding governmental, legal and internal guidelines
- Optimized responsiveness to new business requirements
- Reducing administration and costs while growing efficiency in the overall desktop management

4 Powerful Free Cloud Apps for Teachers- Free internet based tools that provide functionality which can access from many devices.

1. One of the most dominant benefits of a fully realized cloud app is everywhere access – tools that can easily be used on several devices. This is the kind of functionality that creates “the cloud” a truly expressive concept
2. Whenever possible, I want to be able to do what I need to do whether I’m using a desktop, a laptop, my iPad, or a smart phone. This holds especially true for some specific tasks – accessing important files from any device, quickly maintaining To Do lists and notes, and easy access and viewing of preferential web content or resources

Some of these tools are listed below-

1. Dropbox (www.dropbox.com)-

Dropbox is a network based file syncing app that provides 2 GB of file storage for free. When you install the app on a device, it creates a folder there, and keeps the files in that folder in synch with any other Dropbox setting up you have on other computing devices.

If you want to keep that new assignment or those lecture notes you’ve been writing accessible and make sure you can get to it from your home laptop and your computer in the school? Drop it in Dropbox! Even if you can’t install Dropbox on a device from some you can quiet log into it on the web and access your files.

2. Evernote (www.evernote.com)

For years I required to be able to maintain a simple To Do list that I could quickly and easily open and edit from the different computing devices I use. A number of applications came close, but none let me do this with the comfort and simplicity. I found Evernote. I can open it on my desktop or any web browser, and simply access and change any of the note files I maintain there. It is Simple, fast, actual, and free. If we want to make a quick note that you can't lose like a slip of paper, or maintain a list of things you don't want to disremember about that upcoming presentation Evernote makes it easy.

3. Google Docs (docs.google.com)

So many tutors have fallen towards the use of Google Docs, often for the sake of leveraging its collaborative abilities, or else just to share documents in an easily accessible way. The latest version of Google Docs lets users change docs on the iPad as well from traditional desktops, so your documents, spreadsheets, and presentations are easier than ever to continue and share on multiple platforms thanks to "the cloud"

Tools /Application Focus	Examples of Cloud based Tools and Applications
Portal for educational content	Scollnet.ie
CPD Platform	TeacherCPD.ie
Productivity applications	Google Apps for Education, Microsoft 365
Online Storage, File Sharing	Dropbox, Google Drive, iCloud, Microsoft
Virtual Learning Environment	Edmodo, Schoology, Schoolwise
Online Learning Environment	Google Classroom
Maths Applications	Khan Academy
Video Sharing Service	Youtube
Blogging Platform	Wordpress, Kidsblog
Online Presentations	Prezi
Surveys	Survey Monkey
Sharing presentations	Slideshare
Microblogging	Twitter
Photo Sharing	Instagram
Schools Administration System	Vsware.ie

Examples of just some Cloud based Tools and Applications that are used in Education

Benefits of Cloud Model

1. Provides a flexible infrastructure or application investments.
2. It allows software normalization, a wide range of applications, and stress-free maintenance from side to side centralised updates
3. Enables fast development and deployment of difficult solutions without the need for in-house expertise
4. It removes the straight financial burden of deploying new technologies through either a free or "pay-as-you-go" model
5. It Supports various teacher and student devices (tablets, laptops, desktops etc) both inside and outside the school infrastructure

6. It increased flexibility for teachers, who can select from a wide variety of cloud based applications which best complement their curriculum and approach at any given time.
7. Cloud computing allows for cost- and energy-efficient centralization of school organizations. It takes advantage of cloud based server abilities to adjust allocation based on demand.
8. Remote management and preservation can save time and development security. For instance, an application or operating system served by the cloud can be advanced once at the cloud based server level, rather than on each individual platform.

Conclusion

The cloud based technology has improvised and widen the scope of education not only for students but also for teachers. The tools which are equipped with cloud based technology have given a chance to students to think innovatively. It extends the horizon of teaching and learning. The cloud based technological resources provides mobility and have changed entire education system. It provides the platform for both teachers and students to reach globally through versatile tools enabled with cloud. Sharing ideas, sharing community, express views or opinions are the key factors of this technology for teaching and learning.

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15. Integrating ICT into Mathematics

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Abstract

The introduction most obvious example of ICT being used in this way is when pupils use a calculator to carry out more difficult numerical calculations. We use a spreadsheet, algebra of computer system or graphical calculator to solve a problem by trial and improvement or iterative methods. We also use a graphical calculator or graph plotter to solve an equation graphically rather than algebraically. The laptops in the teaching of mathematics and science in English under the Teaching and Learning of Science and Mathematics in English have been implemented by the Ministry of Education since 2003. ICT integration in mathematics education provides teachers with connectional teaching methods that motivate students learning method, support their independent learning methods and active participation in the discovery of mathematical concepts. They have positive attitudes towards the integration of ICT in teaching and learning and of their and topics and as a result, helps them have deep and wide understanding of the mathematical ideas. In this paper we discuss examples of ST math's like angry birds angle, Google map.

Keywords:- Learner profile, Obstacles, Teacher Training, Learning, teacher's intention

Introduction

New ICT tools are advantageously use for mathematical teaching. The objective of this study was to help mathematics teachers in the integration of ICT into their teaching. These tools are to learn aimed at identifying the most common ICT applications and uses by these teachers and how ICT was applicable in the classrooms. It also understanding for how to use Internet by teachers, analyzed their training depends and further assessed the level of ICT usage in instructional programs. The barriers faced by teachers during the integration of ICT into mathematics lessons and their description of the usefulness of an e-portal were also investigated. This educational situation is enabled due to the potential of the technological tools because they improve confidence of students' active roles and independence, allow them to observe the search a scientific phenomenon in various representations, and consequently develop deep

understanding of the studied subject. These qualities are supposed to improve confidence of teachers in general and mathematics teachers in particular to use ICT in their teaching. This research examines various appearance of the ICT integration in teaching in mathematics teachers in elementary and middle Arab schools in Israel. These appearance include teachers' perceptions of their quality in ICT, teachers' attitudes towards ICT offering to the mathematics teaching, teachers' reaction towards ICT contribution to students' mathematics study, teachers' emotions towards the use of ICT in the mathematics classrooms, teachers' feelings of self-assurance and control in presence of ICT in the mathematics classrooms, and teachers' intentions to actually integrate in their ICT teaching.

Which Areas of Mathematics can Benefit?

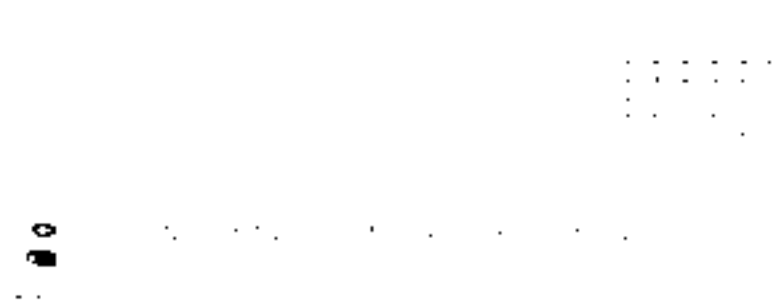
ICT can be used advantageously in most of areas in mathematics, but the following areas particularly benefit from the opportunities it is offers.

1. Applying mathematics and solving problems
2. Place value, ordering and rounding
3. Equations, formulae and identities
4. Sequences, functions and graphs
5. Geometrical reasoning: shapes, angles and lines
6. Transformations
7. Coordinates
8. Construction and loci
9. Handling data

Visual Literacy in Mathematics

As discussed in the Ted Talk below, words can be a major hurdle for students to great achievement in Mathematics. Therefore it is more important that teachers attempt to teach Mathematics using the most visual and practical approaches possible.

https://www.ted.com/talks/eric_belloni_math_is_a_picture



One of these approaches is to employ the philosophy of Visual Literacy, to use most highly effective images to understand students to more interpret and make meaning from presented mathematical material. Pictured right is a slide from the following downloadable lesson that is designed around the use of visual literacy to teach students. The numbers of ways that can be categorized. How to determine and complete number patterns and sequences such as square, composite, cubed, triangular and prime numbers. Another presentation that uses visual literacy to explain index notation/exponents can be downloaded [here](#). Teachers should attempt to employ a visual literacy approach and the most of the ideas contained within this webpage to create ICT enriched visual ideas to help students learn mathematics.

ST Math's (USA & Canadian Schools Only)

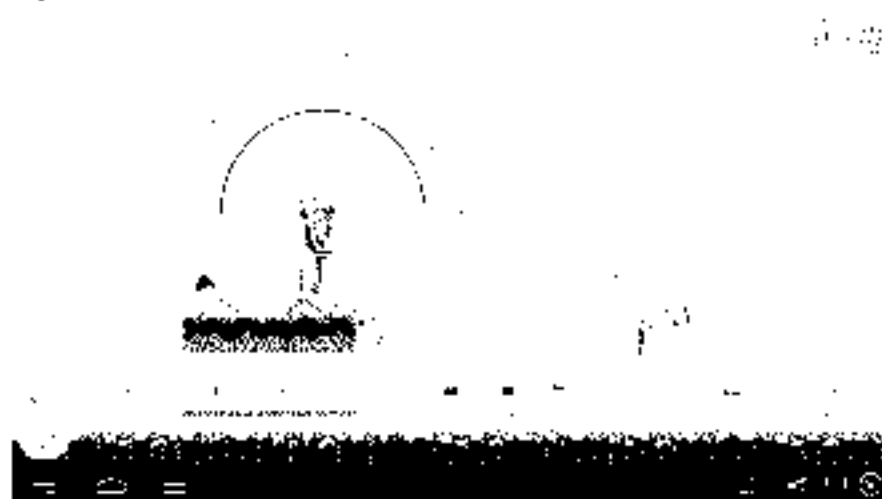
ST Math's is a good perform part of that visual imagery plays in teaching and learning mathematics. Watch the following TED Talk introducing why ST Math's was developed. ST Math teaches through visual math games that are interactive feedback. It is also a brilliant ideal mathematical game for young children to play as not only is it based on years of research surrounding the human mind, players to be mathematical problems to navigate the penguin through series of problems and puzzles. By using the integrating of ICT into mathematics the following examples are good for study.

Angry Birds Angles

Teaching students about angles and how to correctly use protractors is so easy when using the following integrating ICT tools and one of the world's most popular games, Angry Birds! Read the step-by-step guides below to install Angry Birds and the relevant projectors as below. The students often fail to incorporate most using and meaningful mathematical content and phraseology when given project assignments that draw on the Angry Birds gaming environment. While many students were enacting the game, there was a distinct absence of mathematical phraseology, including even a lack of words with mathematical meaning that are common in everyday parlance.

Given its popularity with young children and adults, Angry Birds should be applicable in the middle and senior year's classrooms to teach students about angles. We commonly speaking in the middle years, students need to classify angles to be more than or less than another angle in the senior years, students need to be able to estimate angles within 20 degrees and mark and measure angles with 4 degrees. Angry Birds is a best tool for teaching both of these requirements across whole, small and self-settings. Angry birds are available on a different

variety of platforms. Read below for which platform(s) is best suited for the particular classroom learning setting.



As pictured above, place the point of center the large protractor onto first dot of the trajectory, keeping the "0" line horizontally in line with the top of the slingshot to measure the angle size. Ask the class to we discuss in pairs if they think the angle of the trajectory needs to be decreased or increased. Determine how many degrees they measure that the angle should be decreased or increased. We selected student to launch the next kamikaze bird using the student's or class' thinking. Repeat all of the above steps until the pig(s) are defeated or not.



May be shown as the user pulls back on the bird in the slingshot. Only after the first bird has been launched, then the previous shot's trajectory will be shown. Aim a kamikaze bird by holding finger/mouse on the bird in the catapult, and then dragging their finger/holding the mouse click and moving the mouse backwards direction to build up power. Let the kamikaze bird go to see if their aim was successful. Place the point of center the hand-held or interactive protractor onto first dot of the trajectory, keeping the "0" line horizontally in line with the top of the slingshot to measure the size of the angle. Determine if they need to decrease or increases the

size of the angle. Determine how many degrees they believe that the angle should be decrease or increases by.

Mapping & ICT

Teachers should be integrating a most variety of modern technologies when teaching mapping/location units like as follows.

1. Google Maps
2. Celebrity Voices App
3. 3D Melbourne App
4. Google Earth & Kino ggle

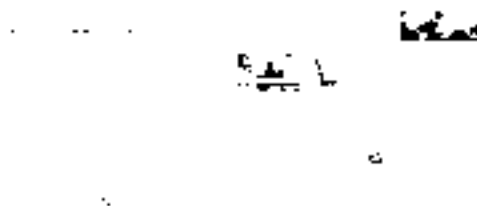
We discuss only Google maps

Google Maps

Students should be using Google Maps on several of platforms like Windows/Mac/iPod/iPhone/Android Phones:

- i. Locate landmarks in their local community most commonly using like as following.
 1. Normal view (pictured)
 2. Street view (drag the yellow man onto the map)
 3. Satellite view
 4. Traffic view

(ii) Plan routes using the "Directions" of journeys from school to home, home to extra-curriculum activities, and from school to current locations.



Conclusion

The use of computers of integrating ICT in mathematics education falls within the scope and improve their practice. It is an educational approach that gives the teacher the good opportunity to invest in multidisciplinary teams, its good achievement for student learning. A

majority of teachers are convinced of the important role played by the use of the tool in the classroom. it is easy to understand how to find angle. Google map helps to search the location.

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23. Rural India and ICT in Education: A Overview

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Introduction

Information and Communication Technology (ICT) is used for the education sector. Education includes online distance and part time education. ICT became commonplace entities all told aspects of life. Across the past twenty years the utilization of ICT has fundamentally modified the practices and procedures of nearly all forms of Endeavour among business and governance. Education could be a terribly socially minded activity and quality education has historically been associated with sturdy academics having high degrees of private contact with learners

IT has become a nonsense whereas talking regarding technology and its applications. The use of ICT in education lends itself to a lot of student-centered learning settings. But with the planet moving quickly into digital media and knowledge, the role of ICT in education is changing into a lot of and a lot of vital and this importance can still grow and develop in the 21st century.

The hardware, software, the methods and know how required or used in acquiring, storing, processing and displaying data and information is known as Information Technology (IT) and Hardware, know how, programs and the methods used in ensuring that message is transmitted correctly, efficiently and cost effectively are known as Communication Technology (CT). IT and CT started moving along and a replacement term was coined named as info and communication Technology (ICT). Convergence of those 2 technologies gave birth to ICT.

In the past few years there has been a paradigm shift in info wherever teacher acts as a supporter during a student targeted learning. In Student targeted learning focus is on the student's desires, abilities, interests, and learning designs with the teacher as a supporter of learning. Here students have to be compelled to move accountable participants in learning method. Teacher has key role within the whole method whereas just in case of ICT based mostly education, various ICT tools are supplemented to make the teaching-learning process effective.

In AN increasing interconnected world, led to by the applying of technological advances to any or all sectors of society, quality education necessitates active and innovative exploration to maximize the benefits of ICT and develop and maintain the partnerships that use of ICT in education needs. This involves reconceptualising and restructuring the tutorial enterprise, so as to confront the technological challenges of this millennium. With fast changes among society and radical transformations within the method individuals acquire information, new teaching paradigms ar needed, ones that tune educational systems to modern times and ensure quality training for large numbers of persons.

Keyword: Information, Technology, Communication, NIRD

Objectives

The objective of this project is to get more information about education in rural India. In this paper focus is given on development of education level on the basis of ICT in Rural Community. Following ar the vital objectives which will uplift the agricultural education.

- To integrate various government self-employment training institute to work for the ICT education programmes.
- To create awareness for effective utilization of local resources for development of economic condition.
- To Develop Rural Knowledge Network to enhance the E-learning capabilities among rural peoples.
- To produce a tested set of resource and training materials on concepts, issues and approaches to promote and realize the access of ICTs.

Methodology

In order to reach the above stated objectives the study has covered secondary data, Which is collected from books, journals, websites, internet, etc.

Problems Faced in Rural Education in India

- Teachers of rural schools in villages and small towns receive low income so there is a possibility that teachers give less attention to children.
- Most of the schools do not have proper infrastructure. So they don't get most of the facilities like pe education, sports education and extra-curricular activities.
- There are no proper transport facilities so children don't like to travel miles to come to school.

- There is no excess to supplemental education

Need For ICT Education in Rural Schools

The Indian Education System is one among the biggest in world. Planning and Management of ICT based education has primarily the matter of State and Central Government in this area. The large size and sophisticated structures across Indian States makes the matter of policy, planning and monitoring is highly complex. In order to enhance the standard and effective ICT education, planning and management is needed in-time and in a format conforms to the requirement of the user operating agencies at various administrative hierarchies. The complexities of the multi-level {decision making|deciding|higher cognitive method} process and management mechanism will increase thanks to wide geographical institutional network representing kind of faculty locations and endowment. Further thanks to the massive variation at school structures, endowment and availability of teaching learning resources, the matter become more complicated. ICTs are a doubtless powerful tool for extending instructional opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons like ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus.

Anytime, anyplace feature of ICTs is that the ability to transcend time and house. ICTs modify asynchronous learning, or learning characterised by a break between the delivery of instruction and its reception by learners. Online course materials, may be accessed 24 hours a day, 7 days a week.

Infrastructure Facilities

Infrastructure facilities are one amongst the necessary factors for the implementation of ICT programme in rural areas. Existing Infrastructure in colleges has to be improved for the triple-crown and unhampered implementation of ICT. Without proper infrastructure facilities like power, place of the center, connectivity and computer related materials and human support the programme will not success. So before begin the ICT education programme ought to make certain of these facilities.

This may need putting in a schoolroom equipped with digital display projector and facility for laptop mediate directions. Specifically such classroom must have

- a. A projection or display device

- b. An interactive system
- c. Computer with UPS System

The Vision of the ICT for Education

ICT for education should more concern about upliftment of rural community in this connection the Vision is

“Integrated Development for Education and Economic Empowerment for Rural Students”

The integration ought to be think [about focus on]target rural life condition furthermore as give info about urban areas academic developments. The ICT for education programme not solely give laptop education to rural students however conjointly it ought to give info on education, employment opportunities in numerous fields. The computer primarily based education can bare info on new technological developments from native to international level. It will be an honest approach perceive to know [to grasp] to the agricultural students regarding the social and technological development of world conjointly they'll simply understand to attach with their rural life condition. This kind of ICT connected academic programme can give employment chance to laptop and different educated youths in rural furthermore as areas. Also it'll facilitate to rural faculty students to know laptop connected coaching and wide information regarding resent developments in world

Need Based ICT Education in Rural Areas

Due to numerous biological process activities in Education Department, rural colleges have rising its infrastructure facilities. But the event isn't uniformly all told rural areas; still several areas are neglected from even basic infrastructure facilities. Though government is providing ICT facilities to rural schools many of them are not working properly. The reasons such as, lack of accessibilities of the facilities by the beneficiaries, beyond the level knowledge of users and not full fill their needs or beyond their level of needs. Thus, whenever implement the ICTs connected programmes within the rural areas, ought to be assess native conditions and priorities desires of rural students. The assessment of desires ought to be following the ways of dialogue, survey and discussion with beneficiaries in rural areas. First they need to know the \$64000 advantages of the programme then solely it'll sustain in long run and perform effectively in rural areas.

Involvement of NIRD

The National Institute of Rural Development is Associate in Nursing apex body within the country for analysis, Training and Action Research in the field of rural development sector. It works as an autonomous organization, supported by Ministry of Rural Development, Government of India. It established in 1958, emerged as Centre of Excellence for analysis and coaching within the Rural Development. In addition to the present, it also involves in curriculum development, preparation of training manuals and training guidelines. In order to satisfy the target of widening the reach of Coverage of coaching, NIRD is envisaged to develop a distance learning component in Training Programmes. The distance learning mode will contain the introductory print material, some components of audio video materials, two ways video conferencing technologies, such initiatives have been taken by using ICT tools for the coaching and development within the field of rural education.

E-Learning Centers

Government IT Department has to setup ICT based E-Learning Centers in each and every Block in any one of the school either by self or some other NGOs. It will produce Associate in Nursing E-learning programme for making skill campaign within the rural areas and it's a classic example of the effective reach of technology in serving to towards the development of rural India. An E-learning Centre could be a place wherever the folks are instructed the way to scan and write by victimization visual and audio content. The ICT primarily based E-Learning system play a significant role in enhancing on line education for social and economic amendment in rural society. E-learning may be delivered anyplace, anytime, and can provide flexible models, such as just-in-time learning.

Challenges

Government Education Department has to take the hard decision on establishing at least 20 to 30 computers in each and every schools residing in all the rural blocks and panchayats. Infrastructure facilities are in one amongst the key challenges in rural colleges ICT Programmes, especially in internet connectivity. But within the initial amount, without internet connectivity also some training and information through computer can be provided with effectively in rural areas. Nowadays usage of CD (Compact Disk) isn't major costly and technical side. All the biological process programmes are written within the CDs and conjointly put in in computers. After that supported the quality program in rural colleges may be framed so educate students

The second objective of linkages, at the govt coaching establishments for ICT Programme. The same CD methodology will be followed to the current Programme. All the sensible and theoretical works of the experts from the various fields needs to be collected within the CDs and show in faculties through computers. Here the challenge is laptop data of the instructors WHO are operating within the faculties. So the instructors hand-picked should have basic data of varied technologies associated with development aspects.

Another major challenge is knowledge of the local resources and its utilization. The data on native resources will be noninheritable from elders within the rural areas and connected analysis establishments, historical events, books. But it should be compiled like a syllabus and provide information to students. It ought to be easy and comprehensible to all or any students.

Finally, the vital side is involvement and interest of academics, education department and the end user of the student community in rural areas. These 2 things will be achieved through continuous motivation and supply higher awareness concerning the importance of the ICT Programmes. Another major challenge is observation and analysis of the general Programme. This needs to be done by the priority faculty Education Department. The government will be appointing appropriate persons to observe the ICT Programme in faculties. But the person ought to have higher data on everywhere the Programmes like laptop talent, technical knowledge on various fields, and knowledge on local resources and its management. Since ICT is unaccustomed rural areas it'll be acceptable to determine institutional networks at council level to facilitate in-service coaching of academics and council officers like Block Education Officers to confirm best utilization of ICT resources. State institute of education and coaching may offer leadership at the state level {which will which may which might} have network with districts and district level lead institute can develop network with council level. These establishments, if provided with adequate funding and professionally trained staff, can effectively take responsibility of capacity building at different levels to ensure absorption of ICT inputs.

Conclusion

Through this conclusion of the position paper would like to emphasize that in the national policy of ICT for education, the policy makers paid more attention in rural areas and its student education standard while implementing ICT for education programme. It is an excellent chance to rural students to boost their academic, employment and data on world technological developments.

Quality in education through ICT and its awareness among stakeholders can have positive impact on the society. ICT will be useful in quality and standards of education by implementing it in numerous phases of education.

Teacher needs to adapt continuous skilled development within the academic uses of technology. In this sense, teachers have to be ready to make use of the possibilities that ICT offer, such as different learning contexts, focused on the students, presenting them with several sorts of interaction, providing totally different degrees of management of their own learning, adapting to their personal interests, promoting cooperative tasks and developing autonomy in their work and study.

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18. Importance of Rural Marketing and their Linkages in Rural Development

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Abstract

India is an agrn based economy and the like the development of most of the other sectors of economy is driven by rural demand. If we compare there are more villages in India than the towns. there are just 65161 towns in India there are 638365 village there in India. This tells us where the real India resides. Companies have started to realize that the key to gain true market leadership lies in tapping the rural potential. The size of rural market speaks for itself. According to the census of 2001 there are 742 million Indians constituting 138 million households resides in 638365 villages.

As the rural Indian market is untouched and unexplored the manufactures are now looking forward to capture the opportunities in this new era market. As they have been witnessing a decline in their growth rates in urban market overload. As youth of rural areas are now educated this consequential increase in the purchasing power of the rural communities. A survey was conducted NCAER(National Council for Applied Economic Research) in which it starts that rural incomes are rising and keeping paw with the rising urban incomes. The rural middle class is growing at 12% close to the urban middle class which is growing at 13%. This paper is to represent the current status of Indian rural marketing in present economic scenario and importance of rural management and their linkages in rural development.

Keywords : Rural market , rural Marketing and their correlation to Rural Development

Introduction

The process of identifying anticipating and knowing customer needs and organizing all the resources of the company to fulfil them is called marketing is satisfying the customers need which is also essentials for any organization's existence. knowledge of consumer behaviour is must in order to achieve marketing objectives and goals. the consumer behaviour includes the acts, process and social relationships displayed by individuals groups and organisations in searching acquiring use of and subsequent experience with products And services. an under

standing and knowledge of the motives hidden in consumer's behaviour helps a firm in seeking more efficient ways to satisfy its customers . it helps to choose suitable sales and advertising strategies and to plan marketing programme in a more effective manner . in the 1960's the rural market of India started showing its potential . the time period of 70's and 80' showed steady development and there are clear signs that the 21st century is going to see its full thriving . In our country where research on consumer behaviour has been titular's . not much systematized information is available about rural consumers. Only few aware companies known for their marketing orientation viz. Hindusthan Lever, Philips India, Asian paints singer and Larsen and turbo have made solid efforts in this directions . But from the marketing point of view we have still to understand the rural buyer, his habits attitudes and behaviour .

There exist many assumptions about rural marketing . for example one assumption is that the rural buyer is not very selective .once he persuaded to buy a particular product he develops a strong liking for it. And if satisfied becomes brand loyal . This results in Indian manufacturers to prefer selling fewer items at higher prices than selling more items at lower prices. Contradictory to this rural buyer, being suspicious of the marketer's hard sell, techniques is quite elective, and is not easily persuaded. Yet another assumption is that the rural buyer is not particularly enthusiastic about quality and packaging. Some other assumptions can be cited. But all these need deep examination for arriving at valid and reliable conclusion . consumer's research thus it is essential for entering the rural segment of the market .

What are market Linkages?

The term Market linkage is often referred to in the literature on rural development . what does it exactly means?

The term linkage implies physical connection between the producer and the ultimate consumer. Linkage also cover financial transactions the selling and buying of goods and can be defined in four different ways .

1. By the form of financial transactions or type of mediator who undertake the transactions .
2. By the channels though which transactions occur the type of facilities used for it.
3. By how they are associated together by transport and communications. Networks

By the spatial distribution of transactions where they happen and whether this forms a pattern

Research Methodology

This study is an explanatory in nature it describe the role of rural market in Indian economy. Similarly this paper includes importance of rural marketing and their linkages in rural development

The objective of this paper are as follows

1. To study the role of rural market in Indian economy
2. To study the importance of rural marketing .
3. To study rural marketing and their linkages rural development.

Significance of the rural markets

If you meet the sales executive today and ask which market he would like to serve the immediate answer would be Rural Markets" as they are unexplored a number of factors have been recognized as responsible for the rural market rise. Some of them are

- a) As population increases there is a increase in demand , the rural population in 1971 was 43.80 cores, which increased to 50.20 cores in 1981,60.21 cores in 1991 and by 2001 it was 66.0 cores.
- b) Due to agrarian property there is a increase in the rural income.
- c) Large amount of investment for rural development programmes from government and other sources.
- d) Due to development of transport and a wide communication network, rural people have increased their contact with their urban counterparts
- e) Increase in literacy and educational level among rural people and the resulted preference to lead sophisticated lives.
- f) Inflow of foreign payments and foreign made goods in rural areas
- g) Changes in the land ownership system causing a structural change in the ownership pattern these results in changes in the buying behaviour.

The rise in the level of prosperity appears to have resulted in two dominant shifts in rural consuming system

One is apparent consumption of consumer durables by almost all segment of rural consumer and the obvious preference for branded products as compared to non branded products of rural

Rural marketing

Rural marketing is defined as a function of managing all activities that involves assessing stimulating and converting the purchasing power of rural consumer into an effective demand

for particular product and services and transporting these products and services to the people. In rural areas to create satisfaction and a better standard of living and there by achieving organizational goals . The attitudinal and socio economic between the urban and rural customers difference

Attracting factors of rural markets.

The huge potential of the rural market can be realized if the marketers understands this market. The huge untapped needs of the rural mass the growing rural economy and the increasing media infiltration and brand awareness make this market extremely appealing to marketers

Understanding the potential of rural market

1 Vast population

The size of rural market itself speaks of its potential, 742 million Indians constituting 138 million household resides in 638365 villages.

2 Increase in market --the market has been growing at 3 to 4 %p a. adding more new consumers every year.

3 Impact of globalisation –globalisation will have its impact on trade groups like farm's youth and women. Farmers today are up to date with latest information and maximise both ends.

4 Increasing income and purchasing power there has been increase in the income in agricultural sector due to the agricultural development pogrames of government . these in result have created grater purchasing power in rural markets.

5 Accessibility of markets--- The attraction of market depends not only on its potential but also on its approach ability. The road networks has provided a systematised product distribution system to villages. Increasing direct contacts to villages helps . product promotion and availability of the p[roduct in the village shop

6 Customer behaviour changes increased literacy, and greater awareness in rural market create new demands and selective buyers. This can be seen more in younger generation.

7 Green revolution—the vision of Dr. Swami Nathen ,the father of the green revolution to obtain self sufficiency in food grain production in 1995. was a major. Break through in food grain production by the use of scientific methods in agriculture.

8 Various government policies – The government schemes like , white revolution , blue revolution yellow revolution etc. Resulted in the production of 15 million tons of milk p.a.

9. Better credit facilities through bank - every village has access to short, medium, long term loan from co-operative banks. The credit facilities extended by public sector banks through Kisan Green cards helps the farmers to buy seeds, tools, fertilizers and every consumer goods on instalments.
10. Green Card for farmers --- through public sectors banks, the government initiated credit cards for farmers on which they can take short or medium term loans to buy seeds, fertilizers etc.

Rural Marketing and their linkages in rural Development

A key concept in rural development is how rural towns and villages related to the overall pattern of rural settlement. Rural towns and villages are during force of the economic livelihood of rural areas. They act as "central places" in providing and servicing the population of the surrounding areas with products and services, they can also be the main forces for putting together the local farms produce for bulking up into loads and for onward movement of the produce to urban areas outside the region.

Development programmes

The five year plans have witnessed massive investment in rural areas in terms of number of development programmes implemented by the central and state government. These programmes have generated incomes to ruralise and helped them to change their life-styles. Some of these programmes are:

1. Intensive Agricultural District Programme (IADP-package programme)
2. Intensive Agricultural Area Programme (IAAP)
3. High Yielding Varieties Programme (HYVP-Green Revolution)
4. Drought Prone Areas Programmes (DPAP)
5. Small Farmers Development Agency (SFDA)
6. Hill Area Development Programme
7. Operation Flood (II and III White Revolution)
8. Fisheries Development (Blue Revolution)
9. Jawahar Rojgar Yojna (JRY)

These programmes are related with agriculture and allied activities but there are certain other policies which are specifically meant to raise the standard of the rural people in the field of health, education, sanitation etc. After the beginning of economic reforms in 1991, the Government has been giving special attention to the rural India by providing certain development schemes for these areas.

Conclusions

Market which are not able to face the stiff competition posed by MNC's can restore their profits in the rural sector. The market share of urban market when compared to the rural market is low; hence if Indian industries concentrate on rural markets their sales will increase. If rural markets are brought into the limelight of development, they marked towards the prosperity of India lies in the prosperity of every Indian, hence no rural segment should be left untapped. Rural market has tremendous potential that prosperity of every Indian, hence no rural segment should be left untapped. Rural market has tremendous potential that is yet to be tapped. A small increase in rural income, results in an exponential increase in buying power. Government policies increasingly recognize the importance of marketing to the commercialization of agriculture and the expansion of agriculture productivity. Linking of producers to consumers is usually addressed in two ways through improved marketing extension and by improving physical infrastructure. This guide focuses primarily on physical infrastructure including rural and urban markets and rural access record.

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11. ICT - A New Revolution in Education

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Abstract

ICT (Information and Communication Technology) have become a part of today's life. From the last 20 years, business and governance endeavour are fully changed by the use of ICT in practices and procedures. Most social oriented activity is the Education. Traditionally quality education has been associated with strong teachers having high degrees of personal contact with learners. ICT in education leads to student-centered learnings. Now the world rapidly moving into digital media and information, so the use of ICT in education become more and more important.

In this paper, a review regarding the use of ICTs in education was provided. Such as, effective use of ICT for education, ICT use in teaching and learning process, quality and accessibility of education, learning motivation, learning environment. An overview of the ICT and scholastic performance.

Introduction

Within very short time, ICT become one of the basic building blocks of modern society. Many countries mastering the basic skills and concept of ICT as a core of education. Though computers and computing related activities play an important role in modern information management, other technologies and system also comprises their rule in ICTs. Pelgrum and Law (2003) state that near the end of the 1980s, the term computers was replaced by IT. This was followed by the introduction of the term 'ICT' around 1992. According to a United Nations report (1999) ICTs covers Internet service provision, telecommunications equipment and services, information technology equipment and services, media and broadcasting, libraries and documentation centres, commercial

information providers, network-based information services etc. The various ICT tools are available which are relevant to education

Education field has been affected by ICTs, which indirectly affected teaching, learning and research. Computers and applications of technology became more pervasive in society, which led to the need for computing skills in everyday life.

The Nineteen Nineties was the last decade of pc communications and data access. As a result educators focused more on the use of technology to improve student learning. The use of ICTs in educative process has been divided into two broad categories- ICTs for education and ICTs in education. ICTs for education refer to the development of information and communications technologies especially for teaching/ learning purpose. While ICTs in education embeds the general components of ICTs in the teaching and learning process.

1) ICT Enhancing Teaching and Learning Process

The field of education has been affected by ICTs, which affected teaching, learning and research. Conventional teaching has emphasized content. For year's course have been written around textbooks. Teachers have schooled through lectures and displays interspersed with tutorials. Learning activities designed to rehearse the content. Contemporary settings are now promoting competency and performance. The focus is on how the information will be used than on what information is. Contemporary ICTs are unable to give robust support for of these necessities. Then integration of information and communication technologies help revitalize teachers and students. This improves and develops the quality of education by supporting difficult subject areas.

ICTs will not only enhance learning environments but also prepare next generation for construction. As more as students employ ICTs in their learning processes, the more impacted outcome will. Teachers generate meaningful and engaging learning experiences for their students, students enjoy learning and they begin to acquire the important skills which they will need in their future lives.

2) ICT Enhancing the Quality and Accessibility of Education

As knowledge is delivered flexibly through ICT, learners can access knowledge anytime and from anywhere. This enforces the way students are taught and how they learn. Since the process is learner driven and not by teachers. This prepares the learners for

lifelong learning as well as improves the quality of learning. Students are appreciating this capability of education anywhere anytime and anyplace.

Most important contribution of ICT in education is Easy Access to learning. With the help of ICT, students can now browse through e-books, sample exam papers, previous year papers, mock tests etc. and can also have easy access to mentors, resource persons, experts researchers, professionals and peer-all over the world. This flexibility has heightened the supply of just-in-time learning.

ICT accommodate better teaching by means of availability of best practices and best course materials in education. Mobile technologies and seamless communication technologies support 24X7 teaching and learning. The countries like India have a billion-plus population and a high proportion of young and hence it has a large formal education system. There exists infrastructure, socio-economic, linguistic and physical barriers in India for people who wish to access education.

Innovative use of ICT can potentially solve this problem. ICT provides a new educational approaches- such as digitization, means for non-format education, to solve complex real world problems, improvement in perception and understanding of student. It also improves the quality of education by facilitating learning by doing, real time conversation, delayed time conversation, directed instruction, self-learning, problem solving, information selecting and analysis, critical thinking, the ability to communicate, collaborate and learn. Thus ICT enabled education can ultimately result in the group action of education. The use of ICT can improve performance, teaching, administration and develop relevant skills in education.

3) ICT Enhancing the Learning Environment

ICT presents a completely new learning setting for college kids.

It is changing the process of teaching and learning by adding elements of vitality to learning environments including virtual environments for the purpose. For providing educational opportunities, ICT is a powerful tool. The future without ICT is just impossible. Currently the use of ICT in modern societies, by digital generation clears that, ICT will affect the complete learning process today and in future. ICT fostering the authenticity of learning environments by providing opportunities to access information using multiple information resources and viewing information from multiple perspectives. ICT serves as a

tool for adapting the learning content and tasks to the needs and capabilities of each one. ICT environment improves the experience of students and teachers and use intensively the learning time for better results.

The ICT environment has been developed by using different software and also the extended experience in developing web based multimedia materials. ICT plays a vital role in changing and modernising educational systems and ways of learning.

4) ICT Enhancing Learning Motivation

ICT provides motivation to learn. ICTs such as television, videos, multimedia, computer software that combine text, sound and colourful moving images can be used to provide challenging and authentic content that engage the student in learning process. ICTs can enhance the quality of education in various ways, such as by increasing learner motivation and engagement, by facilitating the basic skills, by improving teacher training etc. ICTs are transformational tools that promotes to a learner centred environment. ICTs has an impact not only on what students should learn, but it also plays a major role on how the students should learn. The teachers could make their lecture more attractive and lively by using multimedia and students were able to capture the taught lessons easily. Network computers with internet connectivity can increase learners' motivation, which combines the richness and interactivity of other ICTs.

ICT enhanced learning is student-directed and diagnostic. ICTs allow learners to explore and discover rather than listen and remember. The World Wide Web provides a virtual international gallery for student's work.

5) ICT Enhancing the Scholastic Performance

The extensive use of ICTs in education impacts on the student's academic performance. ICTs are said to help, expand, access to education, and strengthen the relevance of education to digital workplace. The use of various ICTs in classroom and other educational settings suggests full realization and beneficial education. An appropriate use of digital technologies in education can have significant positive effect both on students' attitude and their achievements. Research has shown that the suitable use of ICTs will change state the paradigmatic shift in each content and pedagogy that's at the guts of education reform.

ICT helps in developing the graduates and citizens, which are required in information society by improving educational outcomes, enhancing and improving quality of teaching and learning. Students using ICTs for learning purposes became immersed in the process of learning and as more and more students use computers as information sources and cognitive tools, the influence of technology on student's learning continues to increase.

General Conclusion

ICTs for education refers to the development of information and communications technology specifically for teaching, learning purposes while ICTs in education, involves the adoption of general components of information and communication technologies on the teaching learning process ICTs have impacted in educational practise in education in quite small ways but it grows considerably in future and ICT will become a strong agent for change among many educational practices.

The continuing use and development of ICTs inside education can have a powerful impact on ICT and teaching learning method, quality and accessibility of education, learning motivation, learning environment and ICT usage and ICT performance. The adoption and use of ICTs in education have positive impact on teaching, learning and research. In addition ICT will increase flexibility so that learners can access the education regardless of time and geographical barriers. The overall study suggests the successful ICT integration in education.

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12. Paperless Education Management

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Introduction

Education without paper is a popular issue today. The world was hit by global warming due to the amount of deforestation everywhere. We all understand that wood is the material of paper. With advances in information technology, today allows learning without paper. Some technologies LMS (Learning Management System) presently allows the USA to conduct distance learning. Attendance in the class will not be needed any more. Google room could be a product developed by Google to assist education through the net. In this paper we are going to explain the consequences and advantages of Paperless Classrooms. It has many benefits like shortening the space and time for lecturers and students. It has a positive impact on the angle and spirit of scholars.

Paperless Education

Paperless Education is constituted of teachers and students who use only laptops, iPads or other digital devices as an alternative to textbooks and notebooks in the classrooms. All exchange of information, tests, assignments, exams and grading are also done electronically. This total dependence on electronic devices is ensured by keeping textbooks and notebooks away from the class. The students are required to bring their personal laptops or iPads to school and use it throughout the day for all their academic activities. (Amey, Jones & Wolf, 2012)

Paperless Initiative

The information era concepts of electronic document management, work-process automation (workflow), optical character recognition and imaging are essential elements of the paperless Education System. They are required to handle the following concepts within the System.

Document management, Workflow, Intranet, Enabling technologies

That is why we should definitely:

First, developing a document storage arrange before transitioning to a paperless, determining document storage guidelines, organizing documents, create a file structure, Date-

Sustainable Development on Perspective of Human Right**¹Dr. S. N. Mane, ²Dr. S. B. Shinde**¹HOD, Economics, ²HOD GeographyMamasahab Mohol College, Paud Road Pune 38

Abstract

This article explores the contributions of human rights ideas and norms to the increase and content of the notion of comprehensive development, with special emphasis on experiences with the Millennium Development Goals (MDGs), the Sustainable Development Goals (SDGs) and with human rights-based approaches (HRBAs) to development and to environmental issues. On the latter facet above all, it is striking that, even though human rights instruments still take up environmental issues only scarcely, human rights-based approaches to global challenges such as climate change have gained momentum.

Key Words: SDGs Human Right, Environment, Development.

Introduction

Both in theory and in practice, in the last decades ‘development’ gradually came to be seen as a holistic notion, encompassing economic, social, cultural, political and environmental dimensions. More recently, the concept of inclusive development has gained prominence in general international development fora, most notably as a central element of the Sustainable Development Goals (SDGs) that are the heart of the global United Nations (UN) development agenda for the period 2016–2030. In this contribution the term inclusive development is understood along the lines of the following definition advanced by the UN Development Programme (UNDP): Development are often comprehensive – and cut back impoverishment – only if all teams of individuals contribute to making opportunities, share the benefits of development and participate in decision-making. Inclusive development follows UNDP’s human development approach and integrates the standards and principles of human rights: participation, non-discrimination and accountability. In this sense inclusive development already has been a long-standing feature of HRBAs to development. For example, its core was already represented in the International Covenant on Economic, Social and Cultural Rights (1966) and therefore the international organization Declaration on the proper to Development (1986). Somewhat more recent global international human rights treaties like the international organization Convention on the Rights of the kid (1989) and therefore the Convention on the Rights of Persons with Disabilities (2006) provide yet more explicit guidance. Thus the general human rights dimensions of inclusive development have been articulated fairly prominently already—in theory, policy and, to a lesser extent, in practice. This might help to explain the relative visibility of human rights and related notions in the ‘Agenda 2030 for Sustainable Development’ (hereafter Agenda 2030), the UN document that contains the SDGs and related targets. Agenda 2030 contains no less than forty references to the term ‘inclusive’, twenty-one references to ‘rights’ (in a meaning relevant to ‘human rights’), ten references to ‘participation’ and numerous references to particularly vulnerable groups such as children and/or youth, women, or persons with disabilities. Agenda 2030 pursues societies ‘that are based on respect for human rights (including the right to development)’.

The relationship between human rights and Development

The relationship between human rights and development has been long debated. The exact dynamics between them are perhaps still not fully clear. Differences of opinion remain on whether

human rights are either an integral component of development, a prerequisite for development or the end-result of development.

Nevertheless, the idea that human rights matter in development efforts has gained ever more ground. The advancement of international human rights law, the nearly universal ratification of global United Nations (UN) human rights treaties such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and also the Convention on the Rights of the Child (CRC) with respectively 196 and 189 ratifications, and the 164 up to 177 ratifications of the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of Persons With Disabilities, the International Covenant on Civil and Political Rights, and also the Convention on the Elimination of Racial Discrimination have been influential factors in the evolution of the above-mentioned idea. A human rightsbased approach increasingly came to be seen as having the potential to bring about positive change. Already in 2008, the then UN High Commissioner for Human Rights stated that “the international human rights legal framework, to that all States have signed, must be seen as a part of the answer and also the baseline commitment on development”. Over time, in fact a fairly wide-spread human rights and development practice has emerged, for example in the form of HRBAs to development involving both State and non-State actors .

Evidence is mounting on development efforts failing, or at least not achieving maximum results, because of their lack of attention for inequality, discrimination, social exclusion and marginalization. These aspects are all at the heart of struggles for human rights. Evaluations of global and country-level performance on achieving the Millennium Development Goals (MDGs) and some other relevant assessments – such as the annual Human Development Reports by the UNDP and the annual State of the World’s Children reports by UNICEF – have clearly substantiated the importance of confronting inequality (e.g., based on gender, age, ethnicity, disability , poverty, sexual orientation or geography and pursuing inclusive development. The nature of the MDGs “has encouraged many countries to focus on those that are easiest to reach” which has on occasion resulted in disregard of the situation, needs and rights of especially vulnerable or marginalized groups such as indigenous peoples, persons with disabilities or people living in remote rural areas. In fact, as reported by Stuart and Woodroffe: “[t]here is evidence that progress was made by the relatively better-off, rather than those who were the most vulnerable and marginalized. MDG indicators are consistently worse for disadvantaged groups across every region”.

The meaning development from a human rights perspective, culminating in the SDGs

Three central features of human rights ideas and norms are crucial for defining the notion of ‘inclusive development’ from the point of view of human rights. First, international human rights law has established that human rights are universal, inalienable and inherent to being human. This implies that human rights apply to all people, everywhere and always. At the same time international human rights standards also acknowledge that context matters, if only because the capacity of states to implement their human rights treaty obligations varies substantially. While lack of resources or technology is no justification for violating human rights, or allowing such violations to occur, these might create a legitimate claim to international assistance for strengthening one’s capacity to implement human rights. Second, human rights are indivisible and interdependent. This means that each one human rights are equally vital and that often the

realization of one right (e.g., the right to an adequate or healthy environment) is dependent on, or reinforced by, the realization of another right (e.g., the right to freedom of expression to create space for articulating problems related to pollution). Extending this to the notion of development, in the form of a human rights-based approach to development, thus means that development should be seen as a multifaceted phenomenon. This was already emphasized in the 1986 world organisation Declaration on the proper to Development which delineate the proper to development as “an inalienable right by virtue of which each and every human person and all peoples are entitled to participate in, contribute to, and enjoy economic, social, cultural and political development”. Environmental (protection) concerns were added to this list by the 1992 Rio Declaration on Environment and Development. Third, human rights are both substantive objectives in themselves, but also prescribe a certain process for achieving those objectives. This process should among others be inclusive/non-discriminatory, participatory and provide for accountability. Accordingly, these elements should be key characteristics of all HRBAs to development, besides having a grounding in a relevant international (e.g., a UN human rights treaty) or national (e.g., Constitution) normative human rights framework. Agenda 2030 is conceptually based in human rights. This comes out strongly in the Preamble which straightforwardly articulates that the “17 Sustainable Development Goals and 169 targets seek to realize the human rights of all”. This human rights base appears much less clearly in the SDGs and the related targets themselves. However, this base definitely has translated into their universal applicability. Contrary to the earlier MDGs, which applied to the South, the SDGs apply to both ‘developing’ and ‘developed’ States. This is a path-breaking recognition of the fact that human rights and development challenges both exist and require action in all parts of the world. Agenda 2030 also embodies a comprehensive substantive vision of development, consisting of economic, social and environmental dimensions that all require attention and ultimately will need to be integrated. Accordingly, Agenda 2030 introduces itself as a “plan of action for individuals, planet and prosperity” which “also seeks to strengthen universal peace in larger freedom”. Building on the experiences with the MDGs, the successor SDGs clearly recognize the importance of realizing inclusive development. It is thus for good reason that the slogan “leave no one behind” is increasingly being used in relation to the SDGs and translated into a priority for reaching “the furthest behind first”. SDG 10 focuses on reducing inequality within and between countries. According to target 10.2 this should lead, by 2030, to the “social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status”. Target 10.3 requires states not only to ‘ensure equal opportunity’ but, interestingly, also to go a step further and “reduce inequalities of outcome”. The consequential need to address both the manifestations and structural causes of inequality has resulted in a more tangible emphasis on combating discrimination and violence than was the case before, especially as far as women and children are concerned. In addition, greater attention emerged for governance aspects and for elements of process such as meaningful participation and accountability. The latter extends among others to evidence-based monitoring of performance in realizing the SDGs and access to justice (included in SDG 16). However, at present and overall, the monitoring and accountability mechanisms of Agenda 2030 are weak as they are entirely voluntary and country-led. In addition, according to Esquivel – who at the time was the research coordinator on gender and development at the UN Research Institute for Social Development (UNRISD) – the SDG monitoring process

lacks a “historical perspective on the responsibility of powerful actors, particularly transnational corporations in causing the problems that the SDGs are trying to solve in the first place”. Definitely, a lot of work is still required on the monitoring process, including on developing indicators and then on gathering data to assess success and failure in realizing the SDGs.

Development, Human Rights and The Environment

Despite the impressive progressive development of international human rights law and the many new subjects that were covered over time, it still scarcely addresses environmental concerns. While the potential links between environmental, developmental and human rights concerns are obvious, it is also clear that there may be inherent tensions between them. Human rights, unavoidably, have an anthropocentric outlook on environmental affairs. According to Anton and Shelton, human rights and environmental protection thus can be seen as “based on fundamental different and ultimately irreconcilable value systems”. They explain that some environmental lawyers maintain: that a human rights focus for environmental law ultimately reduces all other environmental values to an instrumental use for humanity so that the quality of life can be enhanced. This human-centered, utilitarian view reduces the nonhuman and non-living aspects of ecosystems to their economic value to humans and promotes unsustainable resource exploitation and environmental degradation as a human good. On the other hand, some human rights lawyers believe that linking human rights and the environment diminishes the importance and focus on protection of more immediate human rights concerns, such as ending genocide, extrajudicial killings, torture, and arbitrary detention. This situation is also reflected in Agenda 2030. Only very occasionally does a human rights objective appear in the environmental SDG targets, for example, in target 6.1 as regards achieving “universal and equitable access to safe and affordable drinking water for all” (see also Obani, this Special Issue). Most of the other environmental content of Agenda 2030 totally neglects human rights dimensions, even when subjects that straightforwardly have such dimensions are addressed such as the reduction of the adverse per capita environmental impact of cities, including attention to air quality and waste; food; environmentally sound management of chemicals and wastes so as to reduce their negative effects on both human health and the environment; the adoption of a lifestyle ‘in harmony with nature’; combating and adapting to climate change; conserving and sustainably using the marine environment and marine resources; forest management; or land degradation. This applies the other way around as well: the human rights related (or social) provisions of Agenda 2030 do not make connections with sustainability or environmental aspects. All in all the integrative capacity of Agenda 2030 thus does not seem to go beyond addressing economic, social and environmental development concerns in one document. This makes it all the more interesting to observe that there is an increasing practice of approaching one of the great environmental concerns of our time, climate change, from a human rights perspective. The reasons for doing so are straightforward. Both at present and in future, if continuing uncurbed, climate change has/will have a devastating impact on people’s livelihoods and health. Thus it puts many human rights potentially at risk. Thus, taking climate change measures can be seen as part and parcel of what it takes for states to live up to their human rights treaty obligations. For example, the CRC prescribes, in its article 4, that states have to take ‘all appropriate measures’ for implementing the Convention’s children’s rights. If climate change jeopardizes specified children’s rights, and it does, then action is required under the CRC. In addition, mitigation and adaptation efforts need to respect the non-discrimination and participation

principles and climate change related disaster relief measures should protect vulnerable people against violence and abuse. For example, it is known that children are prone to sexual abuse or trafficking in disaster situations, especially when they have lost contact with their parents or caretakers. All of these considerations have triggered an interesting stream of studies, policy documents and practice examples on climate change and human, including children's, rights. Gradually these will shape up a genuine human rights-based approach to climate change.

Conclusion :

This article has shown how human rights ideas and norms have been a supportive factor in relation to pushing the UN development agenda to focus more explicitly on inclusive development. Agenda 2030 is a major step ahead in this regard, at least on paper. However, the momentum around Agenda 2030 offers hope for impact on practice too. In terms of considering the economic, social and environmental dimensions of development in an integrated manner, Agenda 2030 does not fully deliver and shows the same separations between these realms as international (economic, human rights and environmental) law still largely does. Breakthroughs in this regard might instead come from the dynamic developments in the conceptualization and practice of HRBAs to climate change.

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6. A Review on ICT Enabled Teaching and Learning in INDIA

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Abstract

The Indian Government has a national policy on ICT-enabled school education. The aim of this policy is to prepare the youth to creatively participate in socioeconomic development of the nation and global competitiveness. ICTs can enrich the skills, motivate students, improve concept understanding and visualization, strengthen the teaching and learning process to explore innovative minds of students. As we know almost 70% of Indian population lives in rural areas. The status of Rural education in India has a major concern for educational policymakers. The students are not up to the mark according to the grade. Teachers in rural schools are weakly trained and stuffed with multiple duties like administering mid-day meals, vaccination programmes, and aiding healthcare and social awareness. The effective implementation of ICT policies and programs to fight the challenges against the educational growth of rural India is needed. Many of the popular ICT tools are available to influences teaching and learning process. Again, Government of India has taken major ICT initiatives in rural as well urban area.

Keywords : ICT enabled education, educational policymaker, ICT tools, ICT initiatives.

Introduction

In the era of innovation and productivity the technology has gained the importance. The progress of nation and qualitative youth are dependant factors. Technology has to be cultivated in younger minds. The urban new generation is technically powerful, but the rural population is much more behind. Government of India has many Primary schools in different part of India where technology has to be cultivated from this root only. The major responsibility lies on the primary school teachers, but the fact is that the primary teachers are mostly technology illiterate. So the training campaign has to be implemented for teachers.

What is ICT

ICT can be termed to mean all devices, applications, networking components and systems that enables people and organizations to interact in the digital world. ICT has changed how

people work, communicate, learn and live as well revolutionize all parts of the human as first computers and now robots. ICT has influenced Classroom practices as well. As a citizen or teacher we handle vast data like facts, events, activities and transaction. Based on this data we can have numerous conclusions for decision making and generating the key guiding force to the world today. According to UNESCO the ICT is forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means.

Need of ICT in Education

Education is one of the sector which has undergone the power of innovative ICT. The teaching, learning and assessment process has been altered to a great extent. Teachers, Students, administrators and every stakeholder in education have been benefitted by ICT integration in education. It can be used as communication tools to transmit, share or exchange information. Computer based learning helps students to enhance their learning skills and enable them to obtain large information available on internet. It reduces time spent on the task like rewriting, producing graphs, drawing diagrams, preparing charts etc. making learning experimental and visual with active participation of students. It payback building personal and professional relationship with great interaction with students. It motivate students to learn and experience comfortable learning. Provides access to digital library for every area of interest. It can improve the quality of education. It makes education more reachable for all, bringing education to the doorstep of children living in remote rural locations by means of enabling distance learning. It offers more demanding and appealing learning environment for students of all ages.

It enables a knowledge network for students. It provides greater elasticity and individualized learning services to learners.



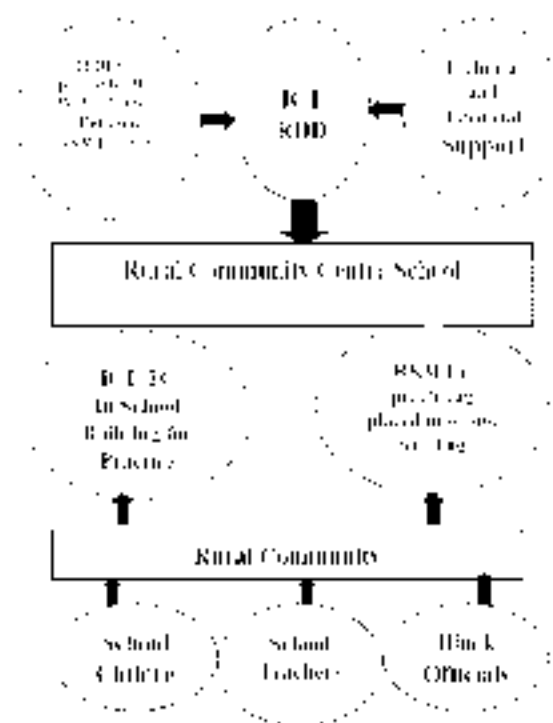
ICT Tools Used in Education

Lum and Tay classification of ICT tools is as follows

- 1) Informative tools such as Internet, Network, virtual drive, Intranet systems, Homepages etc. provide vast amount of information in various formats such as graphics, text, sound, video.
- 2) Communicative tools like e-mail, SMS etc. allows easy communication between students and teachers
- 3) Constructive tools like Power point, FrontPage, MS Word etc. can be used to manipulate the data, construct own knowledge or visualize the concepts
- 4) Collaborative tools like discussion boards, forums etc. where every individual can share and exchange knowledge

Challenges in Implementing ICT Enabled Education in Rural Schools

- 1) Weakly trained or untrained teachers - The main barrier in ICT enabled teaching is lack of ICT trained teachers. There should be regular ICT training programs to construct dynamic teachers.
- 2) The poor attitude and beliefs of individual fail to perceive the importance of ICT.
- 3) Overburdened teachers - Teachers are burdened with multiple tasks other than teaching. They lack interest and time in designing, constructing and implementing ICT in education
- 4) Lack of Infrastructure - The deployment, up gradation, implementation and maintenance of ICT infrastructure is dependent on financial resources. Availability of latest and appropriate hardware and software facility determines the effective and efficient use of technology. Lack of finances leads to unneeded and unqualified infrastructure in rural schools creating a huge lacuna in process of enabling ICT skills and imparting ICT education.



Major ICT Initiative in India

- 1) E-Pathashala –It is developed by NCERT making e-resources like textbooks, audio, video, periodicals etc available on website and mobile app allowing free access to everyone
- 2) Shala Siddhi- It is a tool for School evaluation for improving school. It allows school to evaluate their performance in more alert and calculated manner by focusing on key domains
- 3) Saransh- It is the decision support system developed by CBSE to identify areas of improvement in students, teachers and curriculum and take necessary measures comparing with previous result
- 4) Shala Daupan- The aim of this project is to supply services based on School Management Systems to Students, Parents and Communities. It includes School Profile Management, Student Profile Management, Employee Information, Student Attendance, Leave Management, Report Cards, Curriculum Tracking Custom, SMS Alerts for Parents / Administrators on student & teacher attendance

- 5) I Share for India- It is the scheme for inviting interested organizations, agencies, community for providing educational resource pool for school and teacher education in any Indian language.

Initiatives Taken in Rural Education

- 1) Computer literacy projects for teachers and students
- 2) Mobile classrooms through IT buses
- 3) E-Learning centers and kiosks for enhancing online education for social and economic change in rural society
- 4) Community Telecentres to meet the needs of ICT learning outside formal school setting Dr. Shradha H. Budhaden USRE Volume 4 Issue 1 January 2016
- 5) Bicycle-based totally connectivity in rural regions.
- 6) National award for teachers using ICT in schools in the teaching studying method
- 7) Development of IT community
- 8) Innovative „Rural Reach Program“ by Infosys for imparting first hand ICT knowledge to children of grades 5-10 in villages
- 9) Higher education ICT initiatives such as E-Gyankosh, Gyan Darshan, Gyan Vani and various other distance education programs

Conclusion

Uprising in ICT has reduced the distance between world. The knowledge available all over world can be used for nations progress in urban and rural areas. By fighting the challenges against ICT enabled teaching in rural area small minds will explore the world with technical minds. Government initiatives in urban areas leads in up gradation of quality minds. Government should ensure joint efforts by software companies and teachers for preparing quality content to support the curriculum and language diversities. Finally, the important portion is contribution and interest of teachers, education department and the end user of the student community. These two things can achieved through continuous inspiration and provide better alertness about the significance of the ICT Programmes. Another major challenge is monitoring and assessment of the overall Programme. This has to be done by the concern school education department. The government can be appointing appropriate people to monitor the ICT Programme in schools. But the person should have better knowledge on all over the Programmes

like computer skill, technical knowledge on various fields, and awareness on local assets and its administration.

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3. Education: New Role of Information Technology

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Abstract

Ancient educational system in India based upon Gurukul system. In that time Nalanda and Takshasila are famous Buddhist educational schools present in ancient India. Now today's educational system get modernize we adopted Western educational method of technology educational based learning system, which show great impact in teaching learning method on traditional educational system. The impact of information technology means the internet explosion of the 1990. Technology was immediately integrated into the classrooms. Technology, although symbolizes advancement in human information was seen as a reverse by several educators several efforts are established to assist educators understand the advantages of technology and ways of implementing them in the classroom. Many different forms of technology will be want to support and enhance learning. Some samples of technologies employed in the education system square measure Video content and digital motion picture creating, laptops, computers and handheld technologies. New uses of technology, for example, podcasting and tablets are constantly being created. Many students are growing up in a digital age where they have constant exposure to a variety of media that is impacting on the way they interact and use information.

New-a-days computer education has become the essential part of Education system. It has been benefited by the computer technology in various ways and at various levels. According to UNESCO (1998) Information communication technology defined as Scientific technology and engineering discipline and management techniques used in information handling and their interactions with classroom teaching technology integrated into learning and teaching. ICT is the technology required for information processing in particular the use of electronic computers and computer software to convert ,store ,protect ,process ,transmit and retrieve information from

anywhere anytime. It offers learners a lot of complete and individual management over their learning. The rapidly changing nature of available for any subject - specific learning educators must be imaginative, flexible and willing to renew their old teaching and learning if they are to fully realize the potential of educational technology. Evidence suggests that education sector is investment heavily on ICT however ICT adoption in education sector lagged behind the sector (Leidner & Jarvenpaa, 1995). Several surveys are carried out to investigate the factors that are related to the use of ICT in teaching and learning processes by teachers (Back, Jung & Kim, 2008, Norton, McRobbie, & Cooper, 2000). Therefore the teachers can be modified only by effective professional education which will initiate the teacher to be needed revolution in teaching and lay the foundations for their future professional development. What happens in the classroom affects the success of education system the most. Teachers square measure live infrastructure and also the quality of lecturers defines the standard of directions that successfully defines the education outcomes. Our entire teacher training institutes has severe deficit of trained teachers and also robust training infrastructure and its linkages with broader pedagogical reforms. At a similar time introduction and gaining importance of ICT in education poses new demands on a part of ICT capability building of lecturers, capacity building is needed in areas like basic pedagogy and ICT.

Technology in Education

There square measure many varieties of technologies employed in the education system

- **Audio:** The radio has been around for an extended time and has been employed in instructional lecture rooms. Recent technologies have allowed schoolroom lecturers to stream audio over the net. There are webcasts and podcasts offered over the net for college kids and lecturers to transfer. For example, iTunes has various podcasts available on a variety of subjects, which can be downloaded for free.
- **Video:** Videos might enable lecturers to achieve students WHO square measure Visual learners and have a tendency to find out best by seeing the fabric instead of hearing or reading regarding it. Teachers can access video clips through the internet. Instead of relying on DVD's or VHS. Websites such as you Tube square measure utilized by several lecturers. Teachers can use skype Or webcams to interact with quest speakers and other experts. Interactive Video games are being integrated in the curriculum at both K-12, and the higher education institutions.

- **Computers, Laptops and Tablets:** Having a laptop or laptop computer within the schoolroom permits students and lecturers access to websites and alternative programs as an example, Microsoft Word, PowerPoint, PDF files and images
- **Blogging:** Blogs enable students and lecturers to post their thoughts, ideas, and comments on an internet site. Blogging permits students and instructors to share their thoughts and comments on the thoughts of others which will, in create an interactive learning environment.
- **Mobile Devices:** Mobile devices for example, Smartphones operate similar to personal computers.
- **Learning Management Systems:** Learning management system, for example, Black Board or Moodle are interact based applications that institutions used to reach their students. It allows educators to Create and deliver course material using the internet. Educators can post announcements, grade assignments, check on course activity, and participate in class discussions. Students can submit their work, read and respond to discussion questions, and take quizzes.
- **Whiteboards:** Interactive Whiteboards enable academics and students to jot down on the bit screen, therefore learning becomes interactive and engaging.”

The availability of simulation, virtual • Manipulation, graphic representation and rapid merging of data contributes to knowledge and leads to more in-depth and better assimilated learning and the extensive knowledge that has been generated regarding how folks learn and what this suggests for making simpler and interesting student-centered learning environments.

Importance strategies to consider in planning for the infusion of ICTs in education and managing the change process and teacher gain information on new instructional resources and availability of support for their use much more readily with ICT.

The ICT competencies required of teachers related to content pedagogy, technical issues, social issues, collaborations and networking. Positive ICT attitudes are expected to foster computer integration in the classroom.

The importance of developing standards to guide implementation of ICTs in teacher education and the ease of access of information source develops the research spirit arising from their engagement with ICTs. The capability building isn't restricted to using the ICT skills

of the academics however a lot of significantly the intention is to take advantage of the potential of ICT to create the professional ability of academics, to develop their proficiency in classroom management practices, to enhance the quality of instructions, and others

ICT's are used at all stage of problem Based Learning process to add value to student learning in ways that are not possible in a non-digital environment

The essential importance of context, culture, leadership and vision, lifelong learning and the change process in planning for the integration of technology into teacher education. If teachers' attitudes are positive toward the use of educational technology than they can easily provide useful insight about the adoption and integration of ICT into teaching and learning processes.

The availability of simulation, virtual manipulation, graphic representation and rapid merging of data contributes to linkage in knowledge and leads to more integrated learning.

E-Learning provides a way for teachers to gain new knowledge and skills it help in reducing the duplication of effort when preparing lesson plans, worksheets and reports as well as it provide method for teaching like through Multimedia presentations of the content, by audio and through video conferencing and even they can share there view, resources and also get advices form other experienced person and many more.

E-mail to support collaboration writing and sharing of resources

Video - conferencing to support the teaching of modern foreign languages

Empowering teacher & learners to engage in meaningful challenging and enlightening tasks is the aim of all educators and ICT has a powerful role to play in this in every directly with expert sources when they are needed and the sight, sound, touch experience becomes a powerful motivation in learning. It also promotes independent flexible according to one's own level and pace a type of learning where learners take projects.

ICT 's help to break the professional isolation from which many teachers suffer. With ICT they can easily connect with other professional, Colleagues and mentors, with universities and centers of expertise and with sources teaching materials

Electronic Publishing: is primarily-used these days to visit this offerings of on-line and web-based publishers the term includes a history of being employed to explain the event of latest forms or production distribution and user interaction in regard to computer based production of text and other interactive media.

Social-constructivist. This pedagogy is particularly well afforded the use of discussion forum, blogs, wiki and online collaborative activities. It is a collaborative approach that opens

educational content creation to a wider group including the students themselves. The one laptop per child Foundation attempted to use a constructivist approach in its project.

Conclusion

Teachers are the key to whether technology is used appropriately and effectively. Appropriate use of ICT will turn the paradigmatic shift from teacher-centered pedagogy to a simpler learner-centered pedagogy. Teacher is the active agency which serves to realise the aims of education at societal, national and global level. Education of academics not solely facilitates improvement of faculty education by getting ready competent, committed and professionally well qualified teachers who can meet the demand of the system, but also functions as a bridge between schooling and better education. No educational reform can be successful unless the quality of teachers is improved. We need competent teachers for effective utilization of emerging technologies in present educational scenario. Making teachers competent for emerging technologies that requires efforts at different use of multi-media technology to communicate and collaborate with peers, parents and the larger community. Therefore The teacher uses e-learning & multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way using different media elements. The progress of a country depends upon the quality of its teachers and therefore the teaching is the noblest among all professions.

Education and training organizations considering using IT should plan for the cost of staff training, New IT infrastructure, software licensing, course ware, technical support and maintenance. Consider using an online or cloud IT service providers for infrastructure, software and support to control costs. Students considering online learning, Should think about losing some of the social aspect of classroom learning. So information technology enhances the educational learning and developed the cognitive and affective domain of learner which help them in developing their _ skills and confidence in learning.

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4. Issues and Challenges in Transfer ICT Enabled Education to Rural India

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Abstract

Three-quarters of India's folks reside within the rural areas and 30% are below the age of fifteen years in their peak early life of schooling. Nearly a 3rd of rural Asian nation continues to be illiterate. The sad cement is that the enrollment and group action ratios in rural faculties have registered improvement over the past six years. During this state of affairs, ICT enabled education in rural areas are often associate innovative choice to fill this requirement gap and to upgrade the teaching-learning method within the rural faculties for sound the large reserves of human resources. Within the method of conveyance ICTs enabled education to the agricultural lots, there are several issues and challenges facing the agricultural education centers. The study explores these challenges and suggests suitable ways for enabling swish implementation of ICTs in rural education sphere for guaranteeing maximum impact and fuller utilization of resources.

Keywords: ICT, info and communication technology, education, rural, school

Introduction

In the age of innovation and productivity, data and technology has come back to occupy a centre stage in national and international policy debates. Nations square measure specializing in ways that to enhance data generation and sharing, and creation and flow of recent technologies, during this state of affairs, it's been punctually recognized that implementation and adoption of ICT in a very nation in the least levels, will surely contribute and enhance its productivity, potency and growth.

ICT is inevitable for all sectors and every one segments across regions. ICTs supply the potential to share data across ancient barriers, to grant a voice to historically unbearable peoples, to produce valuable data that enhances economic, health and academic activities. The role of ICT

cannot be undermined keeping in sight its pertinent uses. ICT is beneficial in education, for digital accomplishment and developing all types of resources in infrastructure development; in supplying management; in healthcare; for living generation and direction of masses; for e-governance; in administration and finance; specialized business and industrial uses; agricultural uses; in analysis and development and for economic process and financial condition alleviation.

ICT incorporates a direct role to play within the education sector. It will bring several edges to campuses, academic establishments still on the community. ICT in colleges raise data production, data and communication sharing among the college community, a similar has additionally been declared by Al-Ansari (2006), Manduku, Kosgey and herbaceous plant (2010) and Sarkar (2012). In developed nations, the implementation of ICT in colleges has been required, a similar isn't true for developing countries like India. However, it has been universally accepted that implementation of ICT and exploit ICT skills is crucial for a a lot of knowing, learned and economical nation.

Research shows that ICT plays a number one role in promoting the economy of a rustic. The role of ICT is three-d, though ICT infrastructure by itself might not contribute to a country's economy. It is believed that it will facilitate overall economic process. ICT will strengthen the economy in specific sectors or in specific processes that cause economic process. However, ICT is just a tool for achieving higher economic process Associate in Nursingd not an finish in itself. Academicians, industrialists and policy manufacturers tend to just accept a right away correlation between use of ICT and positive economic science growth. ICT incorporates a important role in connecting the agricultural economy to the skin world for exchange of knowledge, a basic necessity for economic development. Effective use of ICT will demolish geographical boundaries and may bring rural communities nearer to world economic systems.

The study has been designed to incorporate seven sections. The current section on introduction is followed by the definition and which means of ICT in section two. Section three discusses the requirement for ICT in education and section 4 highlights the advantages of ICT in colleges. Section five elaborates upon the challenges Janus-faced within the implementation of ICT enabled education in rural colleges. Section half-dozen presents the various ICT initiatives taken in rural education in India, this is often followed by the final section that produces appropriate suggestions for rising ICT enabled education in rural India.

Need for ICT in Education

ICT is that the convergence of laptop, communication and content technologies. It's attracted the eye of domain, business, government and communities to use it for innovative profitable propositions. So as to vie in a very world competitive surroundings, a extremely competent and educated hands with power and ability sets in application of ICT is inevitable for each nation. ICT's square measure a doubtless powerful tool for extending academic opportunities, each formal and non-formal, to antecedently underserved scattered and rural populations, teams historically excluded from education thanks to cultural or social reasons like ethnic minorities, ladies and girls, persons with disabilities, youngsters with special desires and therefore the aged, still as all others World Health Organization for reasons of value or thanks to time constraints square measure unable to enter on field. Use of ICT can change state the cause and reach the goals of comprehensive education in colleges.

There is no conclusive analysis to prove that student accomplishment is superior once victimization ICTs within the education area, either within the developed or in developing countries. However, there's a general agreement among practitioners Associate in Nursing academicians that integration of ICTs in education has an overall positive impact on the educational surroundings. ICTs have the potential to pioneer, accelerate, enrich, and deepen skills, to inspire and have interaction students, to assist relate college expertise to figure practices, produce economic viability for tomorrow's staff, still as strengthening teaching and serving to colleges modification [Lenke and Coughlin (1998); Davis and Tearle (1999)]

In various socio-economic and cultural contexts, ICTs are often with success leveraged to succeed in dead set a larger range of scholars, together with those to whom education was antecedently not simply accessible, and facilitate in promoting learning, together with exposing students to the technical skills needed for several occupations. Different edges of ICT in education are:

It has the potential to enhance education system of the state

It will rework the character and quality of education as a full

It helps to boost the standard of education by facilitating new styles of interaction between students, teachers, education workers and therefore the community

It acts as and provides students and academics with new tools that modify improved learning and teaching and adds to ability formation

It improves method through the availability of a lot of interactive educational materials that increase learner motivation and facilitate the simple acquisition of basic skills

It makes education a lot of accessible for all, transfer education to the sill of kids living in remote rural locations by means that of facultative distance learning

It provides access to an enormous treasure of academic resources and content for rising accomplishment

It results in integration of technologies with ancient academic activities though it will never replace the traditional teacher-student relationship that's therefore crucial to the event method

It offers tougher and learning surroundings for college kids of all ages

It permits a data network for college kids

It provides larger flexibility and personalised learning facilities to learners

It enhances the general teaching-learning method

It avails high speed delivery of uniform quality content at reduced value transfer the value of education from terribly high to terribly low

It will serve multiple teaching functions and various audiences

It facilitates in enhancing the potency and effectiveness of academic administration and policy by rising the standard of body activities and processes

Nevertheless, technology is just a tool and therefore the success of ICTs in enhancing the delivery of quality education to the impoverished, while not widening the gap, can rely for the most part on policy level interventions that square measure directed toward however ICTs should be deployed in class education. In India, varied ICTs are used over the years to market primary and teaching in colleges. However, there are huge geographic and demographic disparities in their use. Some states Associate in Nursinged regions within the country presently have an facultative surroundings in situ that enables for a larger use of ICT for education, whereas others lack such Associate in Nursinging surroundings. As per the 2011 census, nearly three-fourth of the Indian population lives in rural areas covering over half-dozen large integer villages. The state of rural education in India is although terribly poor. There square measure only a few government colleges in most villages whereas non-public colleges square measure for the most part targeted within the urban areas. youngsters need to travel distant distances to avail basic education facilities, to not mention the exploit of ICT ability sets and facilities. In fact, majority

colleges in rural areas don't give laptop education in the least. The National Policy on Education [NPE] provides for the theme of ICT for all rural colleges in India. Measures have additionally been taken to cut back and take away rural-urban disparities and promote heterogeneous and higher employment opportunities in rural areas. within the rural context, the most focus of NPE is that the implementation of schemes and programs, such preponderantly address the academic desires of rural areas together with technical education

ASER (2014) states that for 6 years currently ever since the flip of the century, over ninety six p.c of kids (in the age bracket 6- fourteen years) square measure registered in class in rural India. seventy one p.c of registered youngsters square measure attending college throughout the winter days. With growing and visual progress from year to year, increasing figures of enrollment and group action in rural colleges, it becomes pertinent to target delivering quality ICT education to the present section of the population pie towards making a learned and competent human resource for furthering economic process and development

Benefits of ICT in Colleges

ICT is very important in colleges and academic establishments because it assists in winding up their activities and functions like record keeping, analysis work, educational uses, displays, money analysis, examination results management, communication, superintendence, MIS, teaching-learning activities, and general college management functions. Literature reveals that once well-utilized, ICT in colleges has the potential to enhance the teaching-learning method in many ways. ICT is learner central and therefore brings regarding active involvement of scholars within the learning method. Students get driven once learning activities square measure difficult, authentic, multi-sensorial and multi-disciplinary. colleges tend to witness the next group action, motivation levels, tutorial accomplishments. Associate in Nursing effective communication as an outcome of ICT programs and comes academics too gain as a results of ICT initiatives. They realize ICT to be helpful for teaching still as for private and skilled work.

Apphention of ICT in teaching makes teaching a lot of innovative, interesting, interactive, straightforward and effective. It enhances the standard teaching-learning method. Whereas transmission data with the help of ICT, educators realize that students square measure a lot of receptive and responsive. Also, ICT will facilitate to impart a lot of data and data to students in a very shorter time, facultative most utilization of resources and time

Against this background, the study explores the problems and challenges related to the implementation of ICT in rural colleges in India. The study additionally makes suggestions for rising ICT power-assisted education in Indian colleges. In India, ASER (2014) reports little increase within the handiness of computers within the rural colleges visited. Laptop handiness has enhanced from fifteen.8% in 2010 to nineteen.6 % in 2014, many states stand get into this regard. In Gujarat, 81.3 % of colleges visited had computers; Kerala witnessed a record of eighty-nine.8 % colleges with laptop facilities; Maharashtra with forty-six.3 % computer-enabled colleges and sixty-two.4 % colleges in state.

Challenges in Implementation of ICT Enabled Education in Rural Colleges

Although ICT has the potential to enhance education system of a rustic to a good extent, however it's not the case within the developing countries. There square measure multiple problems and challenges tackling the implementation of ICT education in colleges and academic establishments in these countries and therefore the issues square measure rather more exaggerated just in case of colleges situated in remote villages and rural areas. For rural colleges in specific, the introduction of ICT faces hindrances within the type of internal and external barriers.

Internal barriers to ICT implementation in colleges in rural locations include

Lack of Trained Academics

A major obstacle within the use of ICT in rural education is that the lack of information and skills, there's dearth of dynamic academics formally trained in ICT. Moreover, there's hardly any quality coaching imparted on an everyday basis to academics concerned in ICT education.

Unfavorable Structure Culture and Poor Perspective and Beliefs

Often in developing nations, the academic organizations and faculty management fail to understand the importance and seriousness of the role of ICT in education sweetening. Also, the teachers' attitudes and beliefs square measure out-of-date and orthodox, they're unaware and rigid and not willing to adapt to the modification. They harbor false beliefs that ICT is supposed primarily for the kids and square measure skeptical regarding the effectiveness and utility of ICTs in class education.

Shortage of your Time

In schools, academics square measure typically burdened with multiple tasks aside from teaching. Moreover, they need to show all kinds of subjects together with ICT, they are doing not

have time to style, develop and incorporate technology into teaching and learning. The teacher desires time to collaborate with different academics still as find out how to use hardware and code and at a similar time keep oneself updated with the newest technology.

Issues of Maintenance and Upgrading of Kit

Maintenance and upgrading of ICT equipments in rural colleges is subject to their restricted money resources. Largely, the govt initiatives square measure restricted by fund constraints. The ICT comes in rural colleges don't seem to be self-sustainable, once the comes launched by government or non-public sector phases out, the upkeep of equipments have to be compelled to be borne by the scholars, the scholars typically with weak economic backgrounds square measure unable to fund the upkeep and computing facilities expenses.

Insufficient Funds

Appropriate and latest hardware and code facility handiness determines the effective and economical usage of technology. In developing countries, technology implementation into education systems could be a troublesome task, because it needs a wide bottle of funds, infrastructure and support facilities. Lack or insufficiency of finances results in redundant and obsolete infrastructure and equipments in rural.

Schools going away an enormous lacuna within the method of facultative ICT skills and transmission ICT education; thereby rendering the whole ICT expertise pointless.

Challenge of Language and Content

A large proportion of the academic code created within the world market is in English. Majority of on-line content is offered in English. In developing countries, West Germanic proficiency isn't high, particularly outside the urban areas that becomes a heavy barrier to maximizing the academic edges of ICT.

Crucial external barriers within the implementation of ICT in rural colleges are:

Shortage of Equipments

There is lack of computers and computer-related resources like printers, projectors, scanners, etc. in government colleges in rural areas. The magnitude relation of laptop per student is short, the choice of personal colleges is extremely few or missing in these regions, there's a couple between the complementing resources and inappropriate combination of ICT resources result into reduced diffusion of technology still as poor ICT understanding in these academic establishments.

Unreliability of Kit

Even the essential ICT equipments and computers possessed by rural colleges square measure unreliable and undependable. The colleges lack up-to-date hardware and code hardness. recent and obsolete equipments square measure major hindrances to ICT adoption and application.

Lack of Technical Support

Rural colleges face problems associated with technical power, absence of ICT service centers, shortage of trained technical personnel. Whether or not provided by in-school employees or external service suppliers, or both, technical support specialists square measure essential to the continuing viability of ICT use in a very given college. While not on-the-scene technical support, a lot of time and cash is also lost thanks to technical breakdowns. one among the foremost obstacle to optimizing laptop use in colleges has been the dearth of timely technical support.

Resource Connected Problems and Net

Rural colleges typically face hassle with regard to the provision of ICT connected resources like supporting infrastructure, uninterrupted electricity, supplementary resources like transmission, projectors, scanners, sensible boards, and so on. Despite being Associate in Nursing integral element of the ICT, net is lacking in most rural colleges. Most faculties cannot afford the high fees charged by net suppliers and even wherever there's net, slow or erratic property destroys the terribly essence and impact of ICT.

Other external factors inhibiting the usage of ICT in rural colleges square measure social and cultural factors inherent to those regions, lack of initiative by community leaders, corruption and felony.

ICT Initiatives in Rural Education in India

The government of India has declared 2010-2020 because the decade of innovation with special target ICT enabled education and exploit of ICT skills for college kids. The motive of the national policy on education is to form Associate in Nursing surroundings of integrated development for education and economic direction of rural students, necessary initiatives and strides are taken within the sphere of rural education:

Computer accomplishment comes for academics and students

Mobile lecture rooms through IT buses

E-Learning centers and kiosks for enhancing on-line education for social and economic modification in rural society

Community Telecentres to satisfy the requirements of ICT learning outside formal college setting

Bicycle-based property in rural areas

National award for academics victimization ICT in colleges within the teaching learning method

Development of IT syllabus

Innovative „Rural Reach Program“ by Infosys for transmission initial hand ICT data to youngsters of grades 5-10 in villages

Higher education ICT initiatives like E-Gyankosh, Gyan Darshan, Gyan Vani and varied different distance education schemes

Conclusion and Suggestions

Revolution in data and communication technologies has reduced national boundaries to pointless lines drawn on maps. during this state of affairs, education has been known together of the services which require to be opened for complimentary flow of trade between countries. India is developing as a data economy and it cannot operate while not the support of ICT. The gap between demand and provide of education has necessitated the govt and establishments to formulate policies for a lot of useful use of ICT. so as to bridge the gap, it's necessary to evolve cooperation between public and personal stakeholders. there's a have to be compelled to target rising four aspects of ICT - access, usage, economic impact and social impact. The study makes the subsequent suggestions for rising and facultative ICT education in rural India:

There is a requirement for public-private partnership for resource mobilization for funding ICT education in rural areas

To provide need-based ICT Education in rural areas specific to their ability sets

To formulate policies to market broad access to skills and competencies for learning and adopting ICT Provision of broad-based formal education of ICT

To create awareness on ICT Education

Give incentives to companies and people for encouraging involvement in continuous coaching in ICT

Develop subsidiary infrastructure facilities like electricity, internet, etc. Government ought to actively promote the usage of alternate sources of power to confirm a gradual power provide to varities in rural areas laptop utilization are often Associate in Nursing ecologically sound different to the matter of laptop shortage

Enlarge community participation for self-sustainability in ICT application

Government and national education authorities ought to guarantee handiness of top quality net access to varities and academic establishments

Government ought to guarantee joint efforts by code corporations and academics for getting ready quality content to support the syllabus and language diversities

To make ICTs effective and integral tools of education, observation and analysis should be a priority

The urban-rural divide in terms of access, equity, and resources can still be the most problems that Indian educators can need to address because the desires of the educational community can modification. Migration of rural Indians to urban areas isn't the answer to the growing gap between the 2 regions. Rather, with health, education, a small amount of infrastructure and living chance, life in rural India could become higher and a lot of hospitable than that in urban areas.

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8. To Study the Impact of ICT Tools on Current Education System and its Advantages and Disadvantages

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Abstract

Information and communication technologies ICT improves the effectiveness of education. It aids literacy movements. It enhances scope of education by facilitating mobile learning and inclusive education. It facilitates research and scholarly communication. Impact of ICT and its potential for the education field is manifold. It absolutely affects all the stakeholders of the education field. The current papers discuss constant beside the assorted challenges display by ICT. The challenges embody economical problems, academic and technical factors. Appropriate content, style and workability of ICT conjointly play a vital role in adoption of ICT within the education field. The paper delineates briefly the challenges and probable solutions. Role of knowledge and Communication Technology (ICT), within the education sector plays a vital role, particularly within the method of empowering the technology into the academic activities. Technology in another aspect will be the foremost effective thanks to increase the student's data.

Talking about the presence of ICT in Education, Ashok Mehta, President- ICT and Skills, Smart class Educational services Pvt Ltd, stretched out his views on the industry. "I am trying to work on relevant solutions particularly by integrating ICT. It's successful once teachers have appreciated. MHRD has already emphasized on the importance of ICT in education and there are some schemes already floated by the government where companies like Smart class have made a huge contribution.

The main concern here is to bridge the differences amongst the students, parents and teachers leading to an effective interaction and a transparency between the three. An equal

importance should also be given to promote the culture of learning at school, colleges and to support them in sharing experience and information with others.

Keywords: Information and Communication Technology (ICT) education, Advantages, Disadvantages

1. Introduction

Information and communication technology (ICT) is one in all the foremost vital driving forces promoting economic process within the economy. However, there's less of a accord among economists on whether or not the impact of ICT conjointly stems from higher total issue productivity (TFP) growth and improved potency of production (due to a better educated population). During the last twenty years countries have endowed heavily in ICT. Indeed, the utilization of ICT in education and coaching has been a key priority in Federal Republic of Nigeria within the last decade, although progress has been uneven. ICT has had a serious impact on the education sector, on organisation and on teaching and learning strategies. Yet there area unit significantly totally different ICT expenditure levels between establishments among the country. Some colleges have embedded ICT into the programme, and demonstrate high levels of effective and appropriate ICT use to support teaching and learning across a wide range of subject areas. However, another colleges area unit within the early part of adopting ICT, defined by vital enhancements of the training method, some developments of e-learning (ICT-enabled learning), but without any profound enhancements in learning and teaching (Balanskat et al., 2016).

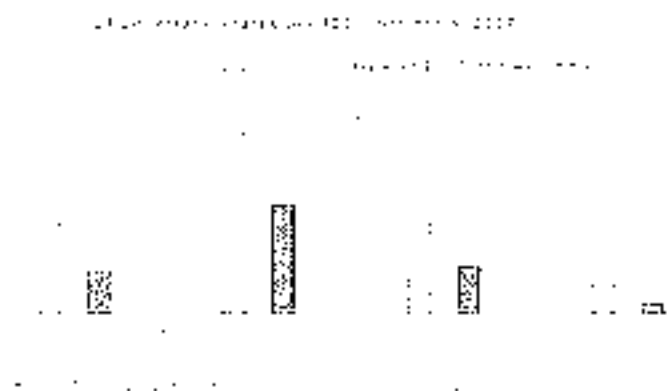


Fig 1: Above Image Shows Survey Done in Various Countries they are as Follows

- 1 Africa
- 2 Europe
- 3 Germany
- 4 America

5. India

6. Russia

1. General ICT tools for teaching and learning

- **Smart Class Rooms**

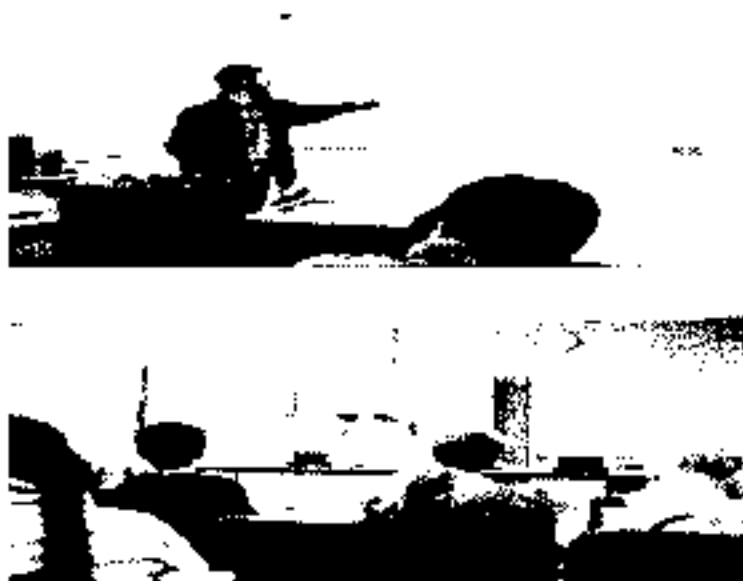


Fig.2: Smart Class Rooms

- **Online Studies**



Fig.4: Online Interaction between Students and Teachers

- Desktop and laptops
- Projector
- Digital cameras
- Printer
- Photocopier

- tablets
- Poppet
- Pen Drive
- Ipods
- Ipads
- Webboards
- Scanners
- Microphones
- interactive white board
- DVDs and CDs
- Flash discs
- video Games

SNE ICT tools for teaching and learning

Teachers managing the SNE would force special ICT tools like.

- Text magnifier
- Head wands
- Key board for cerebral Percy
- Braille
- Typing aids
- Large prints
- Audio books

2. Impact of ICT in Education Sector



➤ **Learning Using ICT**

- Motivates Learner
- Students use interactive whiteboard in classrooms
- Learning process can be anywhere and anytime .



• **Impact on curriculum**

- Based on fixed content which students required to learn and reproduce
 - Focuses on the skills needed to build and communicate knowledge.
 - Traditional, closed curriculum
 - Goal destined curricula and syllabuses will be modified in line with learner's wants
- **Impact on teachers**
- Lesson plans
 - Network of teachers
 - Pedagogical techniques

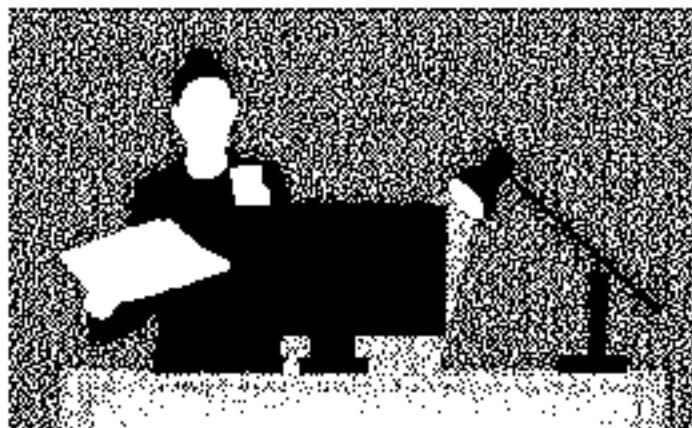


Fig 3: Impact on Teacher for Preparation of Syllabus

3. Advantages of Using ICT Tools in Education

As was recognized antecedently, the net provides students with the tools they have to get and own data. And give students the hooks and templates they have to lock data to the memory.

3.1. Motivating Factor

The Internet will act as a noteworthy tool for several students. Young people are very captivated with technology. Educators should exploit this interest, excitement, and enthusiasm about the Internet for the purpose of enhancing learning. For already enthusiastic learners, the net permits you to produce them with further learning activities not without delay accessible within the room.

3.2. Fast Communication

The Internet promotes fast communication across geographical barriers. Your students will be part of cooperative comes that involve students from totally different states, countries or continents. This type of learning expertise wasn't potential before the net. This is a novel learning expertise terribly essential for every of our students, as the world is becoming one big community.

3.3. Cooperative Learning

The Internet facilitates cooperative learning, encourages dialogue, and creates a more engaging classroom. For example, a LISTSER V for our class will allow your students to get involved in class discussions through e-mails in a way not possible within the four walls of the classroom.

3.4. Locating Research Materials

Apart from communication, research is what takes many people to the Internet. There area unit more resources on the net than the varsity library will offer. We can encourage students to require advantage of this wealth of resources on the net for his or her analysis.

3.5. Acquiring Varied Writing Skills

If students area unit needed to publish their work on the net, they have to develop hypertext skills. These skills facilitate students gain expertise in non-sequential writings. Moreover, and since the net is receptive all with access, students business enterprise their work on the net area unit forced to be aware of their language and to put in writing to non-expert audience.

4. Advantages of using ICT Tools in Education

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Apart from communication, analysis is what takes many folks to the net. There area unit more resources on the net than the college library will give. We can encourage students to require advantage of this wealth of resources on the net for his or her analysis.

4.5. Acquiring Varied Writing Skills

If students area unit needed to publish their work on the net, they need to develop machine-readable text skills. These skills facilitate students gain expertise in non-sequential writings. Moreover, and since the net is hospitable all with access, students publication their work on the net area unit forced to be aware of their language and to jot down to non-expert audience.

4.6. Improves Engagement

When technology is integrated into lessons, students are not expected to be a lot of curious about the topics they're learning. Technology provides completely different opportunities to create learning a lot of fun and pleasurable in terms of teaching same things in new ways that. For instance, delivering teaching through gamification, taking students on virtual field visits and virtualization different on-line learning resources. What is a lot of, technology will encourage a a lot of active participation within the learning method which may be exhausting to realize through a standard lecture surroundings.

4.7. Improves Knowledge Retention

Students United Nations agency are not engaged and curious about things they're learning, are not expected to own a stronger data retention. As mentioned before, technology will facilitate to encourage active participation within the room that is also a awfully vital issue for multiplied data retention. Different kinds of technology will be accustomed experiment with and choose what works best for college students in terms of retentive their data.

4.8. Encourages Individual Learning

No one learns within the same manner as a result of (different)totally completely different completely different) learning designs and different skills. Technology provides nice opportunities for creating learning more practical for everybody with completely different wants. For example, students will learn at their own speed, review tough ideas or skip ahead if they have to. What is a lot of, technology will give a lot of opportunities for troubled or disabled students. Access to the net provides students access to a broad vary of resources to conduct analysis in numerous ways that, that successively will increase the engagement.

4.9. Encourages Collaboration

Students will apply collaboration skills by obtaining concerned in numerous on-line activities. For instance, functioning on completely different comes by collaborating with others on forums or by sharing documents on their virtual learning environments. Technology will encourage collaboration with students within the same room, same faculty and even with different lecture rooms round the world.

4.10. Students can Learn Useful Life Skills through Technology

By virtualization technology within the room, both teachers and students can develop skills essential for the 21st century. Students will gain the abilities they're going to ought to achieve success within the future. Modern learning is concerning collaborating with others, finding complicated issues, vital thinking, developing completely different kinds of

communication and leadership skills, and up motivation and productivity. What is a lot of technology can help develop many practical skills, including creating presentations, learning to differentiate reliable from unreliable sources on the Internet, maintaining proper online etiquette, and writing emails. These are very important skills that may be developed within the room.

5.7. Insufficient Methods of Teaching

With the advancement of mechanization, lecturers don't seem to be equally trained with its correct implementation. Thus learners square measure simply victimization technology rather than gaining data from it. Using discipline to realize education within the correct approach could be a sensible factor however to remodel it into an energetic set of skills could be a matter of your time.

Inquiry-based learning is that the best thanks to teach the learners wherever they get a chance to analysis on totally different topics severally. Therefore, technology ought to be amalgamated with this technique of teaching to create the learner's brain keep operating rather than being wholly captivated with them.

5.8. Transforming Learners into Inefficient Learners

Very tough to seek out the word "diligent" in learners these days as most of the teachings will be simply accessible to them on-line through totally different websites in their computers that square measure making them inattentive in school rooms or creating the molecule skip colleges orientimes.

Relying utterly on computers square measure making poor learning habits. Many students keep browsing websites to seek out the shortest doable thanks to solve issues in arithmetic rather than finding them in a very ancient approach that really helps them to gain in-depth knowledge of the subjects. Spell-checkers prevents them from learning the correct spelling thus resulting infinite spelling mistakes on paper.

5.9. Misguided by the Wrong Information

With the speeding development of technology, the websites owner urges to rank their websites higher in search engines, so they only concentrate on rankings instead of the content that they are posting. Many websites keep company with wrong data that has been derived and affixed from alternative sources on faith its legitimacy. Thus the learners square measure misguided by the incorrect informations accessible on the websites. These things will maybe become serious obstacles in their development.

5.10. Major Sources of Distractions

One of the statistics that exposed, almost 60% of the schools in U.S.A issues laptops and tablets. As you recognize that in gift generation social networking sites are actually ruling the globe with its enticing innovations thus students and learners square measure busy in checking their posts and updates, counting the number of likes, checking the status that they themselves or any of their near and dear ones updated, engage in commenting on social sites etc all these activities produce a large distance between them and their education.

5.11. Creating Enough Room for Cheating

The mechanized world is creating you a lot of and a lot of lazy giving all the powers to manage everything by a click of mouse. Cheating is Associate in Nursing criminal activity however technology created it a lot of powerful and simple to use with its powerful wings. It has very become terribly powerful to manage this activity, especially in the examination environment. Smartphones square measure accessible with all its advanced options and instant web accessibility that compel them to use it with none hassles.

5.12. Increase Rate of Cyber Bullying

Cyber bullying is Associate in Nursing criminal activity wherever particularly kids be the lure of extralegal crimes while not their data. The young learners have a simple access to unteen accounts that tends them to enter into the dark tunnel of harassment that has Associate in Nursing entry however no exit from time to time. They lost in its darkness along side their shining future that may have given miraculous results if cultivated properly however with cyber bullying everything gets washed off all of a sudden.

5.13. Makes Learners Disconnected from the Real World

In recent days to stay equal pace with technology educators square measure busy in educating the learners with us on-line education tools rather than communication orally that produces them unable to interact with their lecturers and share their issues overtly to beat it. Teachers fail to draw student's attention. To avoid these drawback educators must always use verbal communications along side on-line education tools in order that their students will dynamically learn the topics along side correct interactions.

5.14. Major Challenges for Teachers

Every day, scientists keep company with new discoveries and challenges that keep technology rolling each second. Softwares keep it up upgrading and if a lecturer doesn't possess technical skills, it becomes difficult for him to execute it in the right direction. Hence, educators

ought to be knowledgeable in technical skills for the college needs to rent technical specialists adding further expenses to their expenditures to beat these technical challenges

5.15. Difficult to Deal with Online Courses

You keep on exploring the globe day after day however still there square measure countless facts that square measure left unknown. Knowledge has no limit and no age. Many students or learners have urge to stay their learning prolong and on however from time to time it becomes tough for them to attend regular categories thanks to their job or alternative difficulties however with advance science it's become simple these days because it has given North American country the marvellous possibility of studying on-line courses along side our regular activities but issues like slow web speed and network problems keeps worrying you. The other disadvantage is that these on-line courses usually fail to form motivation for learning or self-discipline and frequently ends with monotonous experiences and frustration.

5.16. Extinct of Good Handwriting

As smartphones, laptops, desktops and tablets wholly replaced the use of paper and pen, therefore, finding a person with good hand writing is just like finding a needle in the haystack. All the vital documents square measure currently typewritten and fitted in this tiny folder icon in your laptop computer. Experts say that folks square measure sacrificing their handwriting to adopt the technology for quick learning. Using of technology in situ of handwriting curtail your thinking method by creating your neurons stuporous.

6. Conclusion

In sum, not all lessons will be incorporated into the net. In teaching victimization cyberspace, we have to convince that using the Net adds something new, some real value to our teaching. But also, students ought to be trained to use the accessible technology with efficiency. We should collaborate with other teachers in the school and in the system, because cooperation and mutual understanding is very important especially when the school has few Internet accounts. Through the net, the student can communicate or collaborate with other students or experts in the field across geographically boundaries. Moreover, they can join a news group on a particular topic of interest. What is most interesting about the Net, as far as communication is concerned, is that it is race, age, national origin, and gender blind. The Net also enables students to publish projects' findings to be seen by their peers around the world. This might give some students the motivation they need to complete their work on time, to be mindful of their language. Therefore, every student can benefit from a Net communication project.

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Sustainable Development Management and Solution to the Problems**Dr. Neeta Kamble**

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Abstract:

The paper shows that setting is one amongst the essential public assets of a person's system, and it should be so specially protected. According to our gift data, the property is critical for all human systems and it's necessary to invoke the property development principles all told human system assets. Sustainable development is understood as a development that does not erode ecological, social or politic systems on which it depends, but it explicitly approves ecological limitation under the economic activity frame and it's full comprehension for support of human wants. The paper summarises the conditions for property development, tools, methods and techniques to solve the environmental problems and the tasks of executive governance in the environmental segment.

Key words: Environment. Human System. Sustainability. Sustainability Management. Methods and Tools

Introduction

The paper summarizes the results of the systematic study of setting within the recent thirty years. It starts from noesis of the studied subject on the current level and summarizes the conditions and limits of property development, as well as the tools, methods and techniques used to solve the setting issues and tasks of govt governance within the environmental section.

The environment itself is a system of systems that, from the viewpoint of human existence and development, is a part of the superior system of systems, the human system. From the given proven fact that it's apparently not possible to elevate the setting existence and come back to original state underneath the interests connected with human existence and development, but, simultaneously, it is impossible to damage the environment irresponsibly, because it creates the medium necessary for human existence itself. Therefore, we've to introduce the compromises that respect human wants and setting into the observe, based on our knowledge and experience. Their impact and advantages square measure monitored within the manner that permits finishing up the corrective measures if they appear to be necessary. Based on recent cognition, sustainability (sustainable development), is not only related to the environment, but also to the entire human system and it basic assets (i.e. public assets) on that the human lives square measure dependent. Basic human system assets square measure human lives, health and security; environment; property and public welfare; infrastructures and technologies, particularly those who belong to the vital ones . The property assessment generally sense is that the formalised method for identification, prediction and assessment of potential impact of discretionary inputs as well as the variants for society property development (e.g. legal rules, ordinances, laws, political intent, plan, program, and project). From the viewpoint of present cognition of human system and its assets, the mentioned assessment might be performed always at good governance of territory.

Conditions for property development

From the system viewpoint, the property system has attributes as productivity, resilience, ability and vulnerability, and therefore, sometimes it is not easy to find a suitable reference state or conditions:

- The reference of property may be a demanded future state (scenarios, techniques and foresight).
- The reference points square measure, on the one hand, inputs and, on the other hand, outputs of system processes (ecological trace, product life times etc.). We can so assume the context given in

Figure one. Since these attributes square measure reciprocally involved, in the relation to the existence of system, the sustainability is on the peak. The callmaking on system adaptative capability is outlined by the relation given within the decision matrix in table one. Sustainability is commonly misinterpreted because the goal that we tend to all try for. In fact, property isn't associate accomplishable final state, since it's rather the essential characteristics of a dynamically developed system. Thus, sustainability is permanent adaptation to changing conditions. This adaptive property is natural to all ecosystems. It is solely an issue of education to introduce the adaptative procedures to the general public administration decision-making on human, i.e. socio-ecologic-technical system For the implementation in observe it holds many items of knowledge:

SUSTAINABILITY

Limitable values Indicators of stress Limitable values Indicators of state

VULNERABILITY

Assessment of System type hazard and

RESILIENCE

Topical impacts conditions

Relation among property, vulnerability and resilience

SYSTEM ADAPTIVE CAPACITY Table 1

Impacts	Adaptive capacity	
	Low	High
Low	Vulnerability	Chance of development
High	Rest risks	Sustainability

1. Criticality is directed to failures and hazards, while sustainability deals with the existence. Therefore, additional and additional necessary square measure the approaches and procedures that agitate the property infrastructure, specifically each, the gray one and therefore the inexperienced one. The procedure for looking out the property parts is that the following: - list of activities, - key impacts iatrogenic by human activities, - identification of receptors, - identification of the way of impacts unfold, - identification of the secondary and further order impacts on main and other receptors. This approach may be used just for gray (i.e. by human created) infrastructure, whereas the green infrastructure cannot be investigated in the way that its parts are separately analysed, since landscape and ecosystems create a complex super system, i.e. system of systems (1). 2. The landscape property is additionally connected with its sensitivity; the assessment is completed by marking, i.e. decision matrix in Table 2.

3. The human wants, however, depend mostly on functions of ecosystems, and therefore, it is necessary to understand the ecosystem functions, because: - the ecosystem functions vary and thus influence the human health, - responses of ecosystems to human activity (intended or non-intended) are not always immediate, they can cumulate, affect vicariously or retrospectively, and through the retrogressive links to create emergency up to critical situations. Therefore, the procedure in which we define firstly the grey/engineering infrastructure for human settlements and, after that, the proposal is transformed into the landscape is incorrect as it completely ignores possible cumulative, long term and delayed impacts on environment sources and ecosystems services. Therefore, it's necessary to go looking for the answer appropriate for native conditions; i.e. it is site specifications.

4. The orientation to the interface of gray and inexperienced infrastructures relays on technologies which may solve gift and future issues. New technologies, however, usher in uncertainty and unclerness into inexperienced infrastructure, as a result of the technology impacts on surroundings square measure exhausting to forecast. Therefore, it's necessary to use and method the methodology of foresight not solely on technological level, but also on societal level, i.e. societal foresight aimed toward the trends of behaviour of gray infrastructure (i.e. theory of traditional accident, highly reliable organisation, industrial ecology) and green infrastructure (adaptive environmental management, industrial ecology etc.) (3).

Tools, ways and techniques for solutions to surroundingsal issues The humans failed to are available the environment with intent to subvert the character. The problems started at the time once humans tried to separate themselves from the character, and they placed technology / engineering between themselves and the nature. Initially, it had been not evident, the biosphere has kept its reserves and it contrived to equilibrate with a range of activities. However, the act has been increasingly seizing the intensity and in some directions the part has been globally affected (4, 5). The present worldwide problems are of a global character. Apart from the environment contamination, other major global problems involve the questions of peace and war, the differences between developed and developing countries, providing the food for future population, energy demand, lack of water, soil, sources, as well as the questions of health care, culture and education. THEREFORE, it's necessary to introduce STRATEGIC, SYSTEM AND PROACTIVE MANAGEMENT (6, 7), based on a realistic, systematic and proactive view of human system and its problems. The given view is necessary from the following reasons:

- Humans are aiming to a precise life customary that they are doing not repudiate; this customary is conditioned by interventions to nature.
- The environment is an adaptable system. During their development, the humans have accumulated abundant data and skill, and so, they're speculated to apprehend the ways that to limit the interventions to a system, so that to ensure the system development within the direction supporting the mankind's development.
- for several humans, the surroundings these days represents a trendy stalking horse that makes them take up the actions that don't have anything in common with real surroundings (e.g. the reality that the soil is left undeveloped doesn't prosper to environment). For decision-making, a model of surroundings that's restricted to human medium has been used, as a result of the aim of human try is to make sure the human society development, i.e. by recent words same the such development mechanical phenomenon of whole surroundings system that onward permits group development. Based on this data (6, 7), every quality management, including environmental management, must carry out the decision-making process with respect to the following goals: - to prevent emergency situations and to localize emergency things (the accidents will origin within the frame of each, individual elements or perhaps within the frame of the full surroundings system), - to ensure the healthy development of human society, - to implement ecological programmes in the socio-economic sphere. The management should monitor (4-7): - impacts of evolution activities into the surroundings that may be divided into:
 - pollution of surroundings element (may be either of the fabric character, manifested by concentrations of agents or of physical origin manifested by noise, heat, electromagnetic oscillation etc.,

- biologic diversity, i.e. reduction of range of species, change of species composition etc.,
 - deterioration of health state of human population, - pressure of antropogenic sphere on environment that is divided to:
 - emissions of agents (or higher wastes of human activities) into natural medium,
 - consumption of renewable sources.
- Administration management and its tasks on surroundings sector Since its origin, the fundamental operate of state has been to make sure the protection and development of a given human society which is not possible while not guaranteeing the safe house in this the human society has been living. The management of state includes usually the ideas of state, control and office hearing of the public affairs. It represents the acutely aware activity that's directed to the determination and management after all of topical processes for action of appointed goals. It puts individual activities harmonical and it fulfils general functions of the full, i.e. the state / territory / object / organisation etc. The governance is that the type of activity of authorities, particularly executive ones that consists in organizing and practical implementation of tasks given by managing team / state management / territory / object / organisation harmonical with laws and therefore the different legal rules.

According to (6, 7), the fundamental tools of state for management directed to property are:

- management (strategic, tactical, operational) supported qualified knowledge, knowledge, skilled assessments, qualified decision-making ways, land-use coming up with, correct sitting, designing, building, operation, maintenance, reparation and renovation of buildings, technologies and infrastructures,
- citizen's education, schooling and coaching,
- specific education of technical and management employees,
- technical, health, ecological, cyber and different standards, norms and rules as well as the most effective observe procedures, i.e. tools for control/regulation of processes which will or would possibly result in disaster incidence or to the rise of its impact,
- inspections and audits,
- govt security forces for qualified response to emergency and demanding things,
- systems for crucial things defeating,
- security (land-use and spatial), emergency, continuity, crisis and contingency coming up with,
- specific system for defeating the critical situations - safety, emergency, continuity and crisis management.

The analysis of the event of atmosphere and therefore the development of political, social and economic scenario worldwide shows that it's necessary to unravel the cases and actions that by their intensity induce the crucial things resulting in relevant crises of the sort denoted as a humanitarian catastrophe or social crisis. Therefore, from the point of view of human security, human system development, conservation of quality atmosphere, existence, stability and development of state should comprise a security conception connected with the ideas of development written and enforced by safety management (2). O the fundamental (usual) level of management, the target is security and property development, so connecting emergency and crisis management. The goal of human society management is to confirm the protection of: human lives, health and security; property, welfare; environment; infrastructures and technologies, which are inevitable for human survival, i.e. the mobilisation and co-ordination of utilization of national sources (energy, labour force, production capability, food and agriculture, resources,

telecommunications etc.), the co-ordination of such activities as they are notification system, rescue system and medical services that scale back impacts of natural or different disasters and ensures the continuity of activity of public administration, the adherence of legislation and conjointly generate the conditions for start of development (4-8). The land and regional development is manifested by the development of commercial regions coming back nearer and nearer to the residential zones. Possibility of hurt so will increase, and society (community) isn't willing to simply accept all risks. This is the rationale for the need of risk management and consecutively risk engineering that has risk assessment, risk reduction and harm explanation. In short, the chance engineering is connected with technical systems (only in advanced forms, the human factor influence on complex process safety is considered) and in the broader sense, it is attainable to generalize it to renewal of landscape with utilization of engineering approaches. Therefore, the chance engineering plays such a crucial role. Its target, on the one hand, is the optimum protection of humans, property and environment, and, on the other hand, the optimum renewal of damaged landscape with utilization of engineering procedures and findings (9). Both concepts require structured a system approach and qualified utilization of coming up with the eventualities for decision-making support.

The territory management understood as strategic and proactive territory safety management differs from traditional atmosphere management within the following items:

- it's directed to the semipermanent property.
- The aim is that the system integrity (including the therefore known as ecological integrity) as a result of system services/utilities (i.e. utilities that atmosphere offers to humans) promotes live supporting functions.
- It considers the human as part of system and it integrates act with atmosphere protection.
- It sentient reacts to human needs in the system contexts. It includes quality environment management (10-12).

Conclusion: From the point of view of society wants, it is necessary to ensure the further development of economy on the one hand, and, on the other hand, to reduce the environment contamination and to ensure the environment protection. The artistic production is that the high degree of proficiency. The complicated issues of the human/nature relation are supported sure philosophical foundations in every historical era. The present amount are often characterised because the era within which the humans continuously begin turning the upper merry-go-round of drugs and energies so as to satisfy their wants, with reality that the majority of those substances is growing abundant quicker than the human wants. On one facet it displays deficiencies of resources and energy (resource stocks are stretched) and on the opposite facet it wastes with resources and with energy. Sustainability considers the character and human from the point of view of optimum development of the full region. The ecological behaviour shouldn't be reduced to the riotous discussions round the nuclear energy plants and water structures or industrial complexes. We must plan and build big structures. At constant time, we have a tendency to should think about the impacts of those constructions on the atmosphere and human health.

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12. Internet of Things in Educational Sector: A Review on Practical Implementation

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Abstract

In the coming years, technology will impact the education experience in many ways. Internet of Things (IoT) continues to settle its important position in the context of Information and Communication Technologies and the development of people in society. With the support of IoT, organizations can improve learning outcomes by providing more comfortable learning experiences, improved operational competence, and by gaining real-time, actionable vision into student performance. The purpose of this study is to find out the potential of IoT in education and how to increase its benefits and dropping the risks involved with it. IoT stands to change intensely the way universities, schools, and institutions to enhance student learning in many ways at any level. Researchers, scientists, investigators and students are in a unique place to lead the discovery and development of IoT systems, tools, devices, applications and facilities.

Keywords - Internet of Things, IOT, Technology, Education, Applications, Student, Teacher, learning, practical

Introduction

Today the objects all over the place are becoming smarter due to the innovations in technology and various industries are getting disrupted. When matched with sectors like home automation, industrial automation, medical automation etc. education sector has not been in the lead of adopting latest technologies. The Internet of Things (IoT), the new technological model is conquering the entire world by connecting various things around us. But, as said earlier, education sector is falling back in taking advantage of IoT. Today, this started changing slowly as various educational institutions now understand the implication of introducing technology, especially IoT, into their daily teaching methods. Currently many schools and colleges use IOT for smart teaching and learning. Very soon, all schools, colleges and institutes will have IoT embedded into their day-to-day activities, teaching and learning methods.

What is IOT?

The interconnection via the Internet of computing devices embedded in everyday objects such as vehicles, home appliances, electronic devices, Medical Things, building automation, industrial automation and education sector enabling them to send and receive data, and that embedded system, software, actuators and connectivity which allows these things to connect, interact and exchange data. The Internet of Things is a growing subject of technical, social, and economic significance. Customer goods, durable things, cars and trucks, industrial and utility components, sensors, and other everyday items are being combined with Internet connectivity and powerful data analytic capabilities that promise to change the system we work, live, and play.



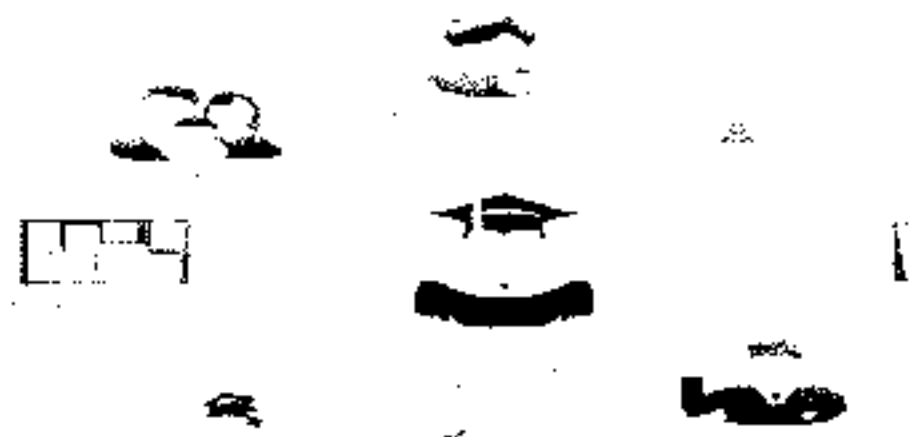
IOT in Teaching

An educational environment that is focused on student learning and with Internet of Things (IoT) as a supporting tool can be quite beneficial. IoT can connect academic circles all over the world to deliver a deeper learning experience for students to increase their knowledge. It also helps students to relate concept to practical applications. For instance, weather patterns can be understood through real time data from weather sensors all over the world. In addition, teachers can focus every student for a more personalized learning experience. Students can learn at their own step and it provides an easier medium or way for student-teacher communication. It can change student and teacher success ratio. This is an intense change for both teachers and students, to be able to look at real time facts rather than focusing only on text book data. The enhanced learning opportunities can decrease the time to master concepts while still being able to motivate and engage students. It can also increase teachers creativity as they can focus more on

the curriculum. Some of the current technologies implemented in smart schools, colleges are smart boards, tablet computers, smart phones, smart echo systems, Temperature sensors, security cameras and video, smart HVAC systems, attendance tracking systems, wireless door locks and 3D printers.

The main problem of a full-fledged IoT package in learning is for us to first understand how the human brain learns new concepts and dealing with the in-built complexity of human behavior. Therefore, the software engineers who work on education projects must be considerate of how learning happens.

Smart schools have the set-up that can progress into digital learning centers. The smart devices used in a campus apply WiFi network for receiving guidelines and sending data. Authority person can keep track of students, staff members, and other employees to improve operational efficiency.



1. The Structure of Smart Learning Process through IoT

Integration of IoT as a new thing in intelligent learning can facilitate the interaction between Learners or students and teachers and objects (Devices, RFID Tag...) in the school, college, institute environment. This interaction means that objects can communicate with each other and with people who are involved in these educational environments. Smart learning process lets learner complete their coursework on their mobile devices (Tablets, Smartphones, Laptop, echo systems and connected objects...) and students have complete access to their real time class and collective learning from their mobile device.



Figure 1. IoT Smart Classroom

2. IoT Applications in Education

1. Interactive Learning

Now a day, learning is not limited only to the combination of images and text data but much more than that. Many textbooks, reference books are joined to web-based sites that incorporate additional videos, materials, animations, assessments, and other materials to support the learning process.

This provides a broader outlook to the students in gaining knowledge on new things with a better understanding and collaboration with their friends and teachers. The real-life problems are discussed in classroom by the educational professionals and students are made to find the answers for these problems via internet.

2. Security

As there will be many students present in a class of any educational institution, monitoring the locations and activities of each and every student is not an easy task. Additionally, the students in an educational institution are more exposed to risks and require smart safety when compared with the population at any other places of work. IoT can add an enormous value in terms of improving the security of schools, colleges, and any other learning centers.

With the support of technologies like 3D positioning, learners can be monitored 24/7 and their presence can be reported at any given point of time. The option of misers buttons can also be provided by these technologies for raising an alarm if in case the need arises.

For checking the student behavior, intelligent camera vision can be used in the campus or classroom. Recently, computer vision technologies have improved a lot and can monitor any

signature activities. This activity can automatically stop any unforeseen incidents from taking place

3. Educational Apps

The educational apps advantages IoT can be stated as powerful inventive tools and are converting the way in which teaching and learning is done. They also permit the teachers and students to create 3D graphics textbooks, use multiple ICT base applications which feature videos and provide the capability to take notes, submit the assignments, give online tests etc.

iPad is truly altering the way to teach and learn which can be considered as a very powerful inventive tool

The teachers benefits that to collect the data of all students, to check the test papers, to collect the assignments, take attendance

These types of applications can be measured as game changers as they provide a large number of educational games. These games offer various features that offer interesting possibilities in teaching and learning. This makes education more appealing than ever before.



4. Increasing Efficiency

In many schools, colleges and institutes, a lot of time is consumed on activities that do not add any importance to the main objective of their very presence. For example, attendance of the students' needs to be taken many times a day. Additionally, this record has to be sent to the central office for different purposes. The IoT can place an end to this unproductive system.

With the help of IoT end-devices, this data can be together and directed to the central office server automatically eliminating the need for any human involvement. Due to this innovatory shift towards the IoT, the tedious job of teachers and students can be minimized. This allows them to focus more on teaching and learning which the core function of any center of learning is

3. Advantages of IOT for Education Actors

a. Students/ Learners

1. Adoptable Learning
2. Smart software for learning
3. Improved learning Results
4. A practical knowledge

b. Instructor /Teacher

1. Smart tools for teaching
2. Easily Attendance Tracking
3. Flexibility with education process

c. Administration

1. Smart monitoring on building
2. Monitoring on Students and staff
3. Higher Security
4. Modified LMS

4. Instances of how the Internet of Things is Changing the Education Sector

I. Global Networking among Students and Educators

Students can now connect with peers, mentors and educators or instructors worldwide using connected devices such as digital highlighters, interactive boards and some apps, while sitting in the comfort of their home or classroom. Digital scanners aid the learning experience by digitally transferring text to smartphones, tablets. Similarly, interactive boards shorten and accelerate learning by receiving, admitting and responding information



2. Enhancement of textbooks

Quick Response (QR) codes have made their method into the school/college textbooks. Feedback, assignments, tests and additional knowledge resources become easily available to students when they scan the QR codes with their smartphones.



3. Easier Data Collection and Analysis

Students now use Radio-frequency identification (RFID) chips to label and track physical objects or even birds and animals round the clock, regardless of the weather or other conditions and schools have started to automatic data analysis using applications based on the cloud. Students gain a better-off learning experience as they can get real-time insights into subjects they would otherwise only learn from their textbooks. Automatic attendance tracing using radio frequency identification is one potential application at the K-12 level. An RFID chip could be embedded in a student's ID card or mobile device, and would be continuously trackable.



4. Higher Partnership in Group Projects

Educational institutions support a collaborative environment with the help of the Internet of Things. While working in groups, students are fortified to transmit their data to a collaborative work area by simply scanning an RFID tag or a QR code, using their smartphones.

7. Other Learning Sources

Advanced technology helps the students to learn new things by supporting instructional points. Tools such as Google Apps allow the students and teachers to share the documents online and make changes in real time on a monitor. A course management tool such as Canvas helps the teachers to organize all the resources of the students. Panopto which is a lecture record tool helps to record lectures directly from the computer. It is also useful to the students to access any information they need with a single Google search.

Conclusion

Currently, The Internet of Things is combined into the number of education system and will be further used in everywhere in the near future. Most of the schools, colleges may use it practically to prepare their students to become highly technology literate and to get a real-time knowledge while others may use it to connect data, save money, and for other specific needs. Our understanding of teaching must shift if we want to integrate IoT into the education. The organizations that create sensible, practical products the administrators, students, and teachers can get behind are the ones that get profiled first.

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20. To Study of Understanding Factor Influencing Online Education (Mooc's) In India

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Abstract

From a plan of lifelong-learning-for-all to a development touching pedagogy, large Open on-line Courses (MOOCs) may be following step to a very universal education. Indeed, MOOC enrolment rates can be remarkably high; still, their completion rates are frequently disappointingly low. Nevertheless, as courses, the participants' ingress and learning among the MOOCs should be thought of once assessing their success. In this paper, the authors' aim is to reflect on what are the factor which can affect the adoption of MOOC using an Integrative framework through empirical investigation.

Keywords: MOOC's, Online Education, E-Learning, Pedagogy

Introduction

The term Massive Open Online Course (MOOC) was coined for the 2008 edition of the course 'Connectivism and Connective Knowledge' (Kady & Vadehonoeur, 2013). In but a decade, the MOOC movement evolved from a plan of lifelong-learning-for-all to a development touching pedagogy on a worldwide scale (Walker & Loch, 2014). High-profile universities, such as Stanford and Harvard, were among the early providers, introducing extra attention and media coverage (Bates, 2014; Kovanic, Joksimovic, Casevis, Siemens, & Hatala, 2015) and thus, created an unprecedented public interest. Nowadays, MOOCs can be described as articulated sets of learning activities and resources, web-based, usually free-of-charge and with no prerequisites, which can be accessed simultaneously by hundreds of users.

Several benefits of MOOCs are not observed within the literature, as they can:

- Provide top quality, low price and high scale education (Saadatdoost, Sim, Jafarkarimi, & Mei Hee, 2015; St Clair, Winer, Finkelstein, Fuentes-Steeves, & Wald, 2015).
- Increase the access to higher-education learning (St Clair et al., 2015; Walker & Loch, 2014).

- Promote autonomous, freelance and versatile learning (Kady & Vadeboncoeur, 2013; Saadatdoost et al., 2015).
- Allow learners to target learning instead of an obtaining a qualification (Walker & Loch, 2014).
- Promote the supplier - establishment, professor or study programme (Saadatdoost et al., 2015; St Clair et al., 2015; Walker & Loch, 2014).

Hence, MOOCs seem to have the potential for a truly universal education as they allow delivering high-quality learning content to individuals that usually cannot access higher education (Bates, 2014). However, the typical course registrant of, for example, Harvard and MIT Open Online Courses is a well-educated young male from a developed country (Ho et al., 2015; Ho et al., 2014). Hence, one might argue that MOOCs have not delivered yet the promise of providing education to the individuals who could benefit the most from their openness and free features (Christensen et al., 2013). Additionally, according to a study of 221 MOOCs, completion rates vary from 0.7% to 52.1%, with a disappointing median value of 12.6% (Jordan, 2015). Kovanosic et al. (2015) claim that low completion rates created the need of understanding the factors that drive students' success in MOOCs. Other authors, however, are questioning if the high dropout ratio should be considered an issue in this context (Ho et al., 2015; Saadatdoost et al., 2015) and, hence, other dimensions need to be taken into consideration.

Literature Review

Dewnes (2016) stresses the relevance of identifying what a successful MOOC should produce as an output, particularly, participants' autonomy, allowing diversity, openness, and interactivity. 'Autonomy' is essential for participants being able to pursue their own goals (and not necessarily the ones pointed by the MOOC providers). 'Diversity' refers to the various approaches MOOC participants have once partaking with MOOC's activities. This factor allows the MOOC to be relevant for people with different cultures, time zones, available technologies, learning styles, and other distinctive characteristics. 'Openness' highlights the free flow of people and of information in the MOOC, that is, people are free to join the MOOC, leave it, access produced content, and bring in their own re-sources. Finally, 'interactivity' allows the emergence of new learning within the network of participants of the MOOC (MOOC tutors and providers included). Hence, these three aspects contributed to the definition of the categories 'Flexibility and Scaffolding for Diversity', 'Openness', and 'Interactivity and Peer-to-Peer Pedagogy', respectively, all included in the framework summarized. Rooij and Zirkle (2016) and Nagashima (2014) additionally talk over with interactivity, that is, the connections among all

MOOC participants, as an enhancer of student engagement. Furthermore, this factor's result may be inflated by knowing alternative learners within the MOOC. World Health Organization will promote engagement with the course resources (Kizilcec & Schneider, 2015). Therefore, 'Acquaintances' was another success factor.

Nagashima (2014) also acknowledges other success factors such as: Effects of subjects, a factor driven by the learners' reasons for taking these courses, as their motivations for enrolment might be different for different subject areas. This factor originated the success factor 'Social view of open education, that is, the way society responds, recognizes, and accepts the idea of open education. This factor originated the factor 'Learning View' after testing the literature-based framework against this study's empirical data.

Research Objective

- To study social factor influence towards online education acceptance
- To study organizational factor influence towards online education acceptance
- To study pedagogical factor influence towards online education acceptance

Conceptual Model

Factor

Meaning or Definition

Supported Literature

Social Factors: related with the way society can influence a MOOC's success

'Learning View': 1) appreciation of learning opportunities outside of formal education; 2) acknowledgment of open education as potentially having high quality

e.g., 'how society responds, recognizes, and accepts the idea of open education influences the evolution of the open education movement.' (Nagashima, 2014, p.17-18)

Reputation or Brand: Includes references to 1) a high reputation of the provider (which can increase potential users' awareness of the MOOC and its perceived quality)

e.g., 'a brand or reputation makes initiatives widely spread, covered by media, and known by people in the world... an institution's brand also affects the perceived quality of contents it offers.' (Nagashima, 2014, p.16)

Localisation: 1) different users' features due to their diverse world locations, such as different access to technology, language skills, time zones, cultures, etc.

e.g., 'To get around disparities in technological infrastructure and differences in language, some initiatives have attempted to localize their courses and have gained popularity.' (Nagashima, 2014, p.18)

Acquaintances: 1) participating in the same MOOC, 2) with previous positive MOOC experience, 3) that encouraged enrolment, participation, or both, in the MOOC

e.g., 'learners who enrolled in a course with colleagues or friends were more likely to be engaged with course materials ... it should be possible for learners to self-identify as a group taking the course together' (Kizilcec & Schneider, 2015, p.6-17)

Organisational Factors: related with the MOOC format organisational features that can influence its success

Scale or Massiveness: No. of enrollment 1) the technology, 2) the way the course operates

e.g., 'The other major issue was the lack of consideration of the size of the classes. For instance, single discussion board for the tens of thousands of participants' (Walker & Loch, 2014, p.58)

Openness: freedom to 1) enroll, as usually no prerequisites, fees or commutes are required, 2) participate, e.g., they can share content from the MOOC and from the exterior, 3) leave

e.g., 'participants of the course are free to enroll or to leave as they wish, ... share content they received from the course with each other (and outside the course), but also to bring into the course content they obtained from elsewhere.' (Downes, 2016, para. 72). Other authors: Alraimi et al. (2015, p.33)

Technology: to 1) the course being supported by technology, 2) (e.g. platforms) supporting the MOOC, 3) hardware and software support

e.g. 'When users perceive that the MOOC platform provides a fully functioning system for learning, their continuance intentions toward participation in MOOCs will be positive influenced (Yang)

Funding: 1) MOOC providers' need to find funding options other than users' tuition fees

e.g., 'they [initiatives of open education] do not charge users for taking courses or using materials [so they need to] find feasible funding strategies to maintain sustainability.' (Nagashima, 2014)

Credits Recognition: Includes 1) credits attribution for MOOC accomplishment

e.g., 'Learners who reported the intention to earn a certificate were not more likely to actually earn a certificate than those who did not intend to earn one – despite the fact that they were more likely to attempt assignments' (Kizilcec & Schneider, 2015, p.6,20)

Pedagogical Factors, related with MOOCs providers' teaching decisions that can influence its success

Pre-Course Information: Providing info. before enrolment, regarding 1) the MOOC's objectives and content; 2) the way it operates

e.g., 'clear declaration of what sort of course they [potential registrants] are signing up for' (Creelman et al., 2014, p.86)

Timing: Includes meeting audiences needs in terms of 1) schedule; 2) duration; 3) self-managing the time needed for the course

e.g., 'Coherence and adequacy of the timing' (Yepes-Haldo et al., 2016, p.190); Other authors: Gamage et al. (2015, p.227)

Quality Resources learning materials 1) relevant and updated content; 2) designed specifically for the online format.

e.g., 'Courses should provide high quality materials to enable an independent learner to progress through selfstudy.' (Rosewell & Jansen, 2014, p.93)

Flexibility: Includes providing 1) a range of possible learning paths in the MOOC (e.g., exploring content in a different order or only partially), accordingly to the users' needs

e.g., 'the improvement of the quality of MOOC offering depends on how much flexible and adjustable to contexts and needs the learning opportunities provided can become. ... the real success factor in a MOOC is the level of engagement obtained from course participants.' (Hernandez et al., 2014, p.1-10)

Interactivity and Peer-to-Peer Pedagogy 1) interactive and rich media resources 2) communication strategies about the learning content (collaboration)

e.g., 'Course materials should make best use of online affordances (interactivity, communication, collaboration) as well as rich media (video and audio) to engage students with their learning.' (Rosewell & Jansen, 2014, p.93).

Hypotheses

- There is a significant relationship between Social Factor and MOOC's Acceptance
- There is a significant relationship between Organizational Factor and MOOC's Acceptance.
- There is a significant relationship between Pedagogical Factor and MOOC's Acceptance.

Research Methodology

This section looks at the methods used to achieve the objectives of the study. It highlights research design, the sources of data and the methods that were used in the data collection for the research. It also identifies the target population for the study, the sample size and frame, sampling technique and how data obtained from the study were analyzed.

Research Design

This research is an explanatory and a cross-sectional study that is mainly aimed at examining MOOC's acceptance as a learning tool in the education industry. Explanatory research seeks to establish relationship that exists between variables.

Population and Sampling

Target Population

All students who experience online course at least once in academic curriculum or from various platform like edx.org etc.

Sample Size

Owing to the fact that, the college going population in India was too large and was unknown to the researchers at the time of the study, we finalized two hundred twenty one (221) data need to be collected to justify sample according to the questionnaire and data are collected from student in the age group of 18 to 25 for the process the analysis.

Sampling Techniques

Purposive sampling technique as a non-probability sampling was used as the technique for the research. This method was selected to enable the researchers to target specific student who experience online course, who were in position to provide the information needed for the study.

Data Collection

For the purpose of collecting data, a well-designed questionnaire was used which is adopted from Nagashima, T. (2014). This conceptual model consist of 4 variables in both independent and dependent variable namely, Social Factor, Organizational Factor, Pedagogical factor and MOOC's acceptance.

Data Analysis

Validity and Reliability

To ensure the validity and reliability of the questionnaire used for the collection of primary data, prior to the real administration of the questionnaire, a pre-testing of the questionnaire using fifty (50) respondents from the sample size was undertaken within the study area to find out whether the instrument would meet the needed responses to ascertain its reliability.

Composite Reliability value show the reliability of all the in-depend variable used in the research as per Bagozzi and Yi, 1998 composite reliability value should be 0.7 or higher which show the internal consistency reliability.

Questionnaire validity have been evaluated using Convergent validity and Discriminant validity. As per Bagozzi and Yi, 1998 the AVE value of all the variable should be greater than 0.5 as it confirms the convergent validity. And the square root of AVE of each latent variable should be greater than the correlation among the latent variable (Jornell and Lareket 1981) confirms the discriminate validity of the variables.

Explanation of target endogenous variable variance

The coefficient of determination, R2 is 0.872 for the MOOC's acceptance latent variable. This means that the 3 latent variables (Social Factor, Organizational Factor, and Pedagogical factor) effectively explain 87.2% of the variance in MOOC's Acceptance.

Inner model path coefficient size and significam

Inner model suggest that Pedagogical Factor (0.568) has strong effect on MOOC's acceptance followed by Organizational Factor (0.417), and Social Factor (0.119) which predicts total variance of 87.2% on MOOC's course acceptance.

Figure- 1: Partial Least Square - Structural Equation Measurement Model

Table-1. Path Coefficient along with their T values

Hypothesis

H1. There is a significant relationship between Social Factor and MOOC's Acceptance.

H2. There is a significant relationship between Organizational Factor and MOOC's Acceptance.

H3. There is a significant relationship between Pedagogical Factor and MOOC's Acceptance.

SEM analysis has been performed using Smart PLS 2 to identify the path size, and the relationship among independent variable (Social Factor, Organizational Factor, and Pedagogical

Factor) towards dependent variable (MOOC's Acceptance). The above hypothesis are derived to test the model significant

Hypothesis Justification

Conclusion and Discussion

MOOC's can be more powerful than conventional teaching techniques. In the model of blended

MOOC's students can study available digital material on their own pace. In India, the number of students cannot enroll for their desired regular courses because of the limited seats at college and university level. MOOC's offers to open up higher education by providing informal, supplementary and affordable completion of university education for free or at a low cost for learners who are interested in learning. Although the low level of student acceptance lead to high dropout ration in MOOC's courses. Our literature review and data analysis allowed us to identify a set of factors influencing the enrolment, continuance and learning of MOOC participants these success factors were organized into three categories: 'Social', 'Organizational' and 'Pedagogical'. This last type

Original Sample (O) T Statistics(O-STERR)

Social Factor -> MOOC's Acceptance 0.149 3.7107

Organizational Factor -> MOOC's Acceptance 0.417 6.6084

Pedagogical Factor -> MOOC's Acceptance 0.568 4.1755

Original Sample (O) T Statistics(O-STERR) Sig

H1 Social Factor -> MOOC's Acceptance 0.149 3.7107

Accepted α 99%

confident level

H2 Organizational Factor -> MOOC's Acceptance 0.417 6.6084

Accepted α 99%

confident level

H3 Pedagogical Factor -> MOOC's Acceptance 0.568 4.1755

Accepted α 99%

confident level of factor was clearly the most influential for this cohort of teachers, particularly the MOOC's subject and resources. Noting that most of the highly valued 'Pedagogical factors' were based on the literature, some data-emergent factors were of social and

organizational nature, hence, their relevance cannot be diminished. More specifically, while MOOCs are considered new positive experiences, the novelty factor can be a good stimulus for enrolment.

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9. Review of Statistical Software of Data Analysis in Research

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Abstract

Statistics is a subject useful in almost all fields especially in Research studies. Each and every researcher should have some knowledge in Statistical software's and must use statistical tools/software in his or her research. Researcher should know about the importance of statistical software and how to use them in their research. As quantitative research increases, statistical software becomes a more essential part of data analysis. Researchers are turn from manual analysis to more efficient digital/electronic analysis with statistical software. This paper covers the information about various statistical software of data analysis.

Keywords: Staustical Software, Research and Data Analysis

1. Introduction

The statistical software has crucial contributed to the development in research studies in this 21st century. Statistical Software is a crucial tool for research analysis, data verification and conclusion. There are different forms of data analysis methods. Initially, it was paper and pen and later the advent of which computer has helped invention of punching machines and later upgraded to simple calculator and complex scientific calculator. Statistical software allows researchers to avoid routine mathematical mistakes and produce accurate figures in their research if they input all data correctly. Many researchers, professionals, scientists and business managers also can clearly present accurately prediction of the future using statistical software. Many proprietary and freeware statistical software packages are available that are suitable for different statistical analysis, depending on the user's needs. Staustical software are programs which are used for the statistical analysis of the collection, classification, presentation, analysis and interpretation data. Some of the Software are SPSS, SAS, STATA, MINITAB, MATLAB, R, MS-EXCEL, etc.

II. Common Statistical Software of Data Analysis

SPSS



The full form of SPSS is Statistical Package for the Social Sciences. The SPSS was released in its first version in 1968. The latest versions (2015) are named IBM SPSS Statistics.

SPSS is frequently used as a data collection tool by researchers. Data is collected and entered into the data sheet in SPSS, you can produce an output file from the data.

SPSS is generally used software for statistical analysis in social science. It is also used by market researchers, health researchers, government, education researchers etc.

SPSS is one of the popular software that can help you in analyzing quantitative data. In other words, if you are performing research that involves collection of quantitative data, then SPSS can use widely. SPSS helps you to construct charts and tables to make your data easy to understand. You can also use the software to calculate various statistical tests as well as to study the relationship between the various variables under study.

Even if Microsoft Excel and SPSS have a similar appear and feel with menus, spreadsheets and built-in statistical functions, SPSS is a definite winner when it comes to data analysis, as this software is especially designed for statistics. When compared with Microsoft Excel, SPSS has faster access to statistical tests.

SAS



The long form of SAS is Statistical Analysis System. SAS is one of language that can be used for analytics purpose. It is one of the most used tool in the market. The main SAS application is to process complex raw data and generate meaningful observations. This helps the organization make better decisions.

SAS is a combined system of software solutions that enables you to perform the following tasks:

- data entry, retrieval, and management

- report writing and graphics design
- statistical and mathematical analysis
- business forecasting and decision support
- operations research and project management
- applications development

Stata



STATA is powerful statistical software that enables users to analyze, manage, and produce graphical representation of data. It is used by researchers in the fields of economics, biomedicine, and political science to examine data patterns.

STATA is a powerful statistical package with smart data-management facilities and an excellent system for producing publication-quality graphs. STATA performs most general statistical analyses (regression, logistic regression, survival analysis, analysis of variance, factor analysis, multivariate analysis and time series analysis).

Minitab



Minitab give a quick, effective solution for the level of analysis required in most of the Six Sigma projects. The many companies trust Minitab and number of colleges use Minitab software for teaching. Minitab helps you to examine the data. It provides a simple, effective way to input the statistical data, manipulate that data, identify trends and patterns, and then hypothesize answers to the current issues. This is most commonly used software for the business of all sizes - small, medium and large. Minitab permits the computer to mechanize calculations and graphs. Minitab can do the construction of graphical and numerical summaries for a set of data. Minitab allows you to concentrate more on the analysis of data and the interpretation of the outcome. Different versions may appear slightly different on the screen and need different methods of executing commands.

Matlab



MATLAB is a high-performance language for technical computing. It integrates computation, visualization, and programming environment. In MATLAB problems and solutions are expressed in well-known mathematical notation. You need knowledge of basic MATLAB commands and several more advanced features including two- and three-dimensional graphics, solution of algebraic equations, solution of ordinary differential equations, calculations with matrices and solutions of linear systems of equations.

R



R is a programming language and free software for statistical computing. The use of R language is to develop statistical software and data analysis.

R provides variety of statistical (linear and nonlinear modeling, statistical tests, time-series analysis, classification, clustering etc.) and graphical techniques.

R is an integrated set of software facilities for data manipulation, calculation and graphical display. It includes

- An effective data handling and storage facility.
- A group of operators for calculations on arrays, in particular matrices.
- Graphical facilities for data analysis.

Ms-Excel



Microsoft Excel is a software program produced by Microsoft that allows users to classify, format and calculate data with formulas using a spreadsheet system. This software is part of the Microsoft Office group. Excel is spreadsheet software.

So here are the features in Excel

- Excel Formulas
- VBA, Macros & automation.

- Pivot Tables. ...
- Excel Charts. ...
- Sorting & filtering data. ...
- Conditional formatting. ...
- Drop down validation & form controls.
- A use of Microsoft Excel in daily life is to classify, represent, analysis of data

Conclusion

In this paper, different types of statistical software were explained for the purpose of data analysis in research. So researcher should have the skill of selecting statistical software for their research which gives good conclusions.

If SAS programming is high level more similar to SQL, then R is a low level language nearer to C++ Learning R is more challenging than SAS, but since R is a programming language it gives more flexibility than SAS to the programmer

SPSS is favored data analysis software due to its capability of analyzing a wide scope as well as a large amount of data.

In Excel, you can carry out some Statistical analysis but SPSS is more powerful. In SPSS each column is one variable. Excel does not treat columns and rows in that way

SAS is much more powerful for huge numbers of data (like sorting or splicing data), for data that is smaller than say 100 mb, the difference is not much between SAS and SPSS

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1. Potential of ICT in Improving Performance in Sports

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Abstract

To enhance the learning and performance, the use of technology is widely used in modern world. The field of sports isn't left behind whereas creating the employment of assorted latest technological tools. The role of knowledge, communication and technology (ICT) has been wide employed by researchers within the recent past throughout the globe. Therefore, the employment of ICT together with different changes appears to be Brahdingnagian in epoch. However, in India despite the massive potential offered by ICT, their actual use appears to be confined to solely elite establishments and sports persons. Here in this article tried to bring out a clarity about various ICT tools and the potential they offer in terms of improving efficiency and performance of Indian sports at international level.

Keywords: Information, Technology, Communication, Tools.

Introduction

Today, whereas ranking the fight and welfare of any nation at international level in varied economic, social, instructional and different parameters, sports performance of that country conjointly makes a huge contribution in its overall performance. Therefore, being a sports super power in international order is what we have a tendency to Indians plan for. In order to vie with advance sports countries, we have a tendency to try and do all doable things to enhance the performance of our Indian sports persons. We bring changes in our coaching strategies, schedules and take facilitate of assorted coaching and teaching aids to enhance the sports performance. Information associated Communication technology (ICT) is usually used as an extended word for info technology (IT). But ICT could be a a lot of specific term that stresses the role of unified communication and therefore the integration of telecommunications, computers as well as necessary enterprise software, middleware, storage and audio-visual systems, that change users to access, store, transmit and manipulate information. The term ICT is currently conjointly accustomed seek advice from the convergence of audio-visual and phonephone networks with pc

networks through one cabling or link system. In fact, ICT covers any product that may store, retrieve, manipulate, transmit or receive info electronically in a very digital kind. ICT is that the digital process and utilization of knowledge by the employment of electronic computers. It includes the storage, retrieval, conversion and transmission of knowledge (Okaura, 2011) [9].

In fact, ICT is associate umbrella term that features any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite system and so on, as well because the varied services and applications related to them, like video conferencing and distance learning. ICTs square measure usually spoken of in a very specific context, like ICTs in education, healthcare, libraries (Rouses, 2005) [11]. The term, info and communication technologies (ICT) refers to styles of technologies that square measure accustomed produce, store, share or transmit, exchange information. This broad definition of ICT includes such technologies as: radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, computer and network hardware and software, as well because the instrumentality and services related to these technologies, such as videoconferencing and electronic mail (UNESCO 2002) International Journal of Applied Research 2014; 1(1): 49-52 - 50

International Journal of Applied Research Sporting technologies Sporting technologies are man-made means developed to reach human interests or goals in or regarding a specific sport. Technology in sports could be a technical suggests that by that athletes decide to improve their coaching and competitive surroundings so as to boost their overall athletic performance. It is the data and application of exploitation specialised instrumentality and therefore the latest fashionable technologies to perform tasks a lot of expeditiously.

Areas of Application of Ict in Sports

Administration: to provide documents/ lesson plans, to convert scores (Excel, Word, etc...).

Management: this involves everything from discipline to category organization and time management

Feedback: video, P.C., heart rate monitor

Remedy: heart rate monitor, educational software.

Evaluation: video, use the digital camera to research students in action.

Professional development: lifelong learning, continuing education, sharing experiences.

Public relations: communication via net with the skin world.

Benefits of exploitation Ict in Sports

Recent developments in sporting technologies have created a spread of merchandise geared toward up and increasing athletic performance. Athletic health may be maintained and discovered, and injuries treated, through the production of modern sporting technologies such as heart rate monitors, pedometers and body-fat monitors. Through this, a greater deepened knowledge of the

human body and its potential has been recognised, allowing athletes to train and compete in sports to a much older age. Participant safety in any respect times has conjointly been created doable through the event of bound sporting instrumentality, such as helmets and body protection which are used in boxing and ice hockey to help prevent injuries. Modern sporting technologies have also made competition judging easier and more accurate, and spectator interest and excitement is enhanced by broadcasting and instadium displays (scoreboards). The use of ICT in alphabetic character makes the science of sport return to life by linking each physical and mental activity. It conjointly helps to make full-fledged students WHO square measure able to concentrate higher on each sensible and theoretical work. Besides, it helps students to develop an improved understanding of their own body components which of the organic structure normally. It conjointly raises the profile of P.E. within the establishment by making the subject not only interesting, but also attractive and effective. Furthermore, it brings enthusiasm and motivation for both PE teachers and students. ICT is additionally important with regards to high school body work. In fact, information will simply be collected and shared for analytical functions, e.g. electronic records of performance of athletes. ICT conjointly promotes teaching and learning among the varsity organization by dynamical the character of learning itself. Students square measure driven and square measure able to grasp essential ideas that antecedently eluded them. By developing their skills to assume in several ways that students will choose and apply skills, techniques and ideas, to judge and increase performance.

In addition, with ICT, pupils are able to get access, choose and interpret a good vary of data a lot of simply. They are conjointly able to recognise patterns, relationships and behaviours victimisation applicable technological package. Furthermore, models, predictions and even hypothesis can be made by students with the advent of ICT. Access to pictures of quality performances is obtained through video cinematography. Hence, students are able to review their work and modify it to boost the standard. Through ICT tools responsibility, evaluation and accuracy of actions can also be done. ICT any provides a really reliable supply of communication among individuals inside the organisation. The use of email, fax, Facebook or even Skype will enable quick and direct communication among P.E staffs and even students in other schools on fixtures, meetings and many other relevant matters. Therefore, accuracy of data doesn't rely solely on the busy college secretary. ICT Tools which will Be employed in education There are several sensible choices offered to physical educators with regard to technology. Many

of those technologies are simply accessible and are simply incorporated into the program. ICT incorporates a massive array of hardware and package. The following technologies should be considered for use within PE for planning, administrative and teaching purposes: Pedometers. These apparatus also called step counters are mechanical sensors used to count steps and may simply be incorporated in letter of the alphabet categories. They address motivation, assessment, and advocacy. Furthermore, they are portable and can be worn under the belt and be kept the whole day. Today, it is aforesaid that the measuring instrument has become a recognized acceptable tool for measurement physical activity. Students will wear a measuring instrument and receive immediate and continuous feedback concerning their activity level (Beighle, Pangrazi, Vincent, 2001). Using pedometers at college may also demonstrate to folks that students are achieving a precise level of physical activity. By victimisation the pedometers students are able to see progress towards set goal and consequently are a lot of motivated within the categories. Heart Rate Monitors based mostly utterly on the scholar ability level and current level of fitness, the heart rate monitor makes learning more student centered. It conjointly provides immediate feedback which will build students work tougher (Bian, Partridge, King, Andon, Boyer, 2007). As fitness level will increase, student feel that their cardiovascular system is working and can set individualized goal to work more effectively. Digital Video camera and visual analysis package the utilization of the motion analysis system can sure enhance several areas of the education program each in analysis and teaching. Using digital video camera has so simplified the gathering of knowledge. These results will then be foreign to hold out multimedia system presentation to supply students with an improved understanding of the importance of breaking skills into elements and also the consequences of refined variation in techniques (Ladda, Keating, Adam, Toscana, 2004). The visual analysis package permits students to look at captured movement and to analyse them. This specific technology will facilitate lecturers to regulate student's progress towards motor skills goals, give feedback opportunities and assessing students learning (Fiorentino and Castellh, 2005) Using digital video camera to ~ 51 ~ International Journal of Applied Research record pupils' performance in table tennis for example, can be a useful tool to help students improve their techniques. With the addition of motion analysis package, pupils have a professional supportive tool. Simulation and Games Games like Dance, Dance revolution, Fx cycles and Nintendo Wii Fit provide opportunities for students to be physically active and simultaneously enjoying themselves. These games can also be combined

to alternative technologies to reinforce the expertise (Di Giorgio, 2014). Concerning the Nintendo Wii work, work outs are done on a small balanced board that gamers stand on. The players receive directions from screen and mimic the stretching and muscle building exercises. The Wii work following feature shows progress victimisation the system. Therefore, it can be a valuable PE tool. However, lecturers shouldn't think about recreation system such as ancient exercises. It ought to be thought of as a supplement and a not a replacement of ancient exercises.

Internet a worldwide network providing the potential to speak, share ideas and access information and resources from around the globe. Intranet almost like the web, however info from inside a faculty or organisation.

CD-ROM info is given within the style of graphics and text with sound and moving video information handling info is keep in a very information.

- publishing a mix of text, graphics and layout to supply a document
- Presentation package – for instance, Microsoft® PowerPoint – package displaying info in slide kind

What is exhausted the longer term, P.E will need to undergo radical changes. If technology had a control in learning normally education, might it conjointly enhance teaching and learning in P.E? New developments within the field of technology can completely have an effect on the P.E program. For example, the utilization of technological advances can prepare physical educators for the longer term demands and expectations of the society. Furthermore, the Ministry of Education is laying much emphasis on integrating ICT in the teaching and learning process in secondary schools. As students perform exercises and skills in their letter of the alphabet categories, letter of the alphabet lecturers will use technological tools and systems to quantify processes and results to assist them learn a lot of regarding themselves (Kirkwood, Manon, 2012). Its high time for us to-

1. Centralise ICT among letter of the alphabet to extend learning for all
2. The aim is to spark enthusiasm, modification practise, raise standards and improve learning.
3. Founded upon the notion that education could be a visual and sensible subject
- four. Not only for the minority of kids, aiming to impact at all levels of Physical education, including those with low motivation and low levels of achievement
5. Looking to have interaction youngsters through actual subject content changes half dozen
- New vision, modification the vision of what's double seven.
- Very much centered on regarding learning objectives and kid centered learning.
8. Let them to the analysis of their own performance

Challenges Ahead but, before using ICT in our schools as a teaching tool, these important questions must be addressed. What technological choices area unit out there for our letter of the alphabet educators? Do exploration technological

tools within the letter of the alphabet categories encourage the students? What is the role of technology as Associate in Nursing assessment tool and the way it's joined to performance and to answer these queries we'd like to:- one. Maximise the employment of ICT in letter of the alphabet based mostly work a pair of. Develop the abilities required by letter of the alphabet lecturers to use Digital Image feedback effectively. 3. Be clear concerning the impact of digital Image feedback on learners in letter of the alphabet. 4. Be clear concerning the advantages of the employment of Reference pictures to support learning in education. 5. Teaching methods is varied once desegregation ICT and thought ought to lean to. **Conclusion** This decade is characterized by fast technological advances. Being within the digital era, technology has accounted for several changes within the instructional sector. These changes vary from the strategy instruction is delivered, to the attitudes on however learning happens to the quantity of collaboration and information sharing between not solely students, but also between teachers, managers and administrators. ICT represents one in all the foremost helpful tools to boost programme if used properly. Throughout ICT tools, pupils will have the benefit of immediate feedback to enhance their data-based and analysis skills. As they familiarize with the code, they're in a position additionally to suggest the relevant points for positive technique. The main advantage, however, stay the final improvement within the performance level of the bulk of the pupils' work, as they struggle their thanks to look spectacular particularly if their performance are analysed on digital video system.

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8. A Study of Artificial Intelligence Enabled ICT Tools in Education System

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Abstract

As we all know that "chalk" and "Black-board" were the basic tools of teaching in most of the educational institutes. But, now this picture is rapidly changing. This "chalk and talk" pattern is replacing by technology. All thanks goes to the evolution of technology. This evolution has been reflected in the field of education as well. This educational Technology offers many important features in modern education. Many educational institutes are now started incorporating Artificial Intelligence technology in their teaching-learning process. Machine learning applications are now started occupying almost every aspect of our life like from social media to speech recognition, robotics to route optimization etc. Artificial Intelligence enabled digital asset shown supreme transformation from teaching to learning in modern education. The approach of artificial intelligence provides distinctive learning experience to students. This paper highlights the role of artificial intelligence in teaching-learning process. Few technological resources which have been influenced by artificial intelligence are given. These digital resources give interactive teaching and learning experience to teachers and students respectively.

Keywords:- Artificial Intelligence, Teaching, Learning, Technology, system, AI digital

Introduction

The rapid growth in web based learning programs, online course enrollments many ICT (Information and Communication Technology) tools has derived which enhances many intelligent support systems. There are many ICT tools available which are enabled with artificial intelligence that automates tasks of human. These tools play a vital role in teaching-learning process as well. Artificial Intelligence refers human-like intelligence where machine can learn, perceive, finding patterns, takes decisions, solve problems and process natural language. The power of AI is releasing many teaching and learning techniques where students can explore

themselves to variety of facts, figures and subjects. This technology assists them to solve and handle critical problems.

Why Artificial Intelligence is Important?

In AI, machine imitates human associated cognitive functions such as learning and problem solving. Machine interprets external data, learns from it and takes decision. Artificial Intelligence has a wide scope as it recognizes human speech behavior under real life situations that helps students to improve their learning capability. In this approach, Machine can store a huge amount of data of teachers and students.

Role of AI in Education Process

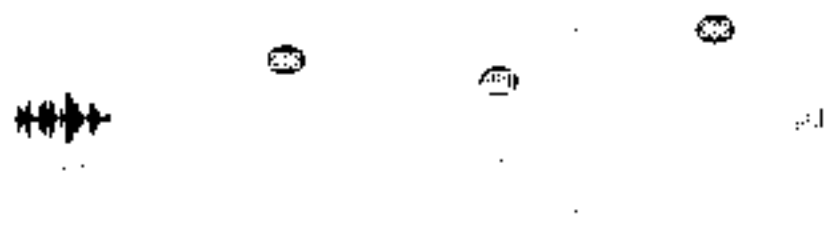
1. **Personalized learning** - In many educational institutes it happens that, one teacher can't fulfill the needs of 50 to 60 students. In this scenario, artificial intelligence equipped digital solution will solve this problem. Teacher can enable the students with AI systems so that, the problem of inaccessibility of teachers will solve and they can learn at their homes as well.
2. **Support to teachers** - Teachers always handles multiple responsibilities besides paper setting, checking, grading etc. They perform many administrative works. These works reduce effectiveness and efficiency of teaching. Thus, AI approached systems helps the teachers to automate these tasks which save their time and they can play the role of motivator for students.
3. **Monitoring online exam** - Through artificial intelligence equipped system we can monitor examination and assessment process also. With this, facial recognition, device detection, multiple people detection are possible. It does auto-proctoring. Here, system does invigilation of online exam on behalf of teachers. With AI approach malfunction in online examination process can be avoided. In this, web camera has attached to computer system which monitors every student so that students cannot do any unwanted manipulation or interference.
4. **Evaluation of answersheet** - Teachers invests more time and energy in the evaluation of answersheet of the students. But the artificial intelligence system made this task simpler and time saving. There are many onscreen evaluation systems available which checks and verifies entire answersheet. Not only that, but also it helps in automated result processing.

5. **Exposure to current trends or techniques** - The artificial intelligence enabled system or devices made the global classrooms available in just one click. Many job oriented tutoring programs, applications are available here not only for the students but also for the teachers. These systems provide many skilled based curriculum by which teachers can upgrade themselves with current trends and techniques.
6. **Distance learning**:- An AI enabled systems proves boon for many institutions which are in the rural area. In most of the rural parts of students cannot attend the schools or college due to family problems, poor economic condition and lack of educational background in family. Many a times it happens that they give up their education and starts working. This artificial intelligence equipped solution provides various distance education programs, online learning solution to such students by which they can educate and update themselves even if they are not present physically in the campus. With this, they can continue their job as well as their education. It also helps those students who are hospitalized and cannot make their presence in the class.
7. **Checking authenticity**:- Artificial Intelligence enabled digital asset helps the educational institute to check the authenticity of students. As we all know one teacher handles around 30 to 40 students in a single class. Thus, maintaining the attendance of students of multiple classes is quite a time consuming task. Teacher can maintain this attendance through biometric recognition, facial recognition or iris recognition of students. This automated attendance avoids an entry of unauthenticated students not only in the class but also in the campus. Through this teacher can monitor the attendance of irregular students and can inform their parents about it.
8. **Feedback mechanism**:- All the educational institutes takes the feedback from students about college, teachers, curriculum etc. Collection and maintenance of this documents quiet difficult work. There are many AI approached digital devices are available that forms the interface between institute and students. It collects the opinions from students like an interviewer. In a manner of conversation it collects the data and stores it according to the reason.

Tools Equipped with Artificial Intelligence

- **Presentation translator** is a free plug in for power-point presentation. It present the description of what teacher is saying. If we use Azure cognitive services then it not

only recognizes the speech but also translate it. Thus students can hear or read in their local language. It translates the conversation into over 30 languages. Through this application students can able to understand the concept in their local language and can do their homework easily. This presentation translator of Microsoft is a boon for deaf students. They can translate the sign language in their local language and can understand the concept. This AI approached application provides transcript of teacher's lecture in many languages.

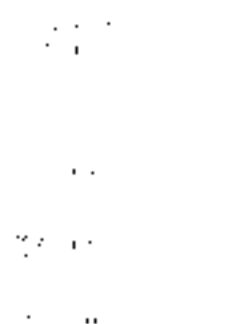


- Microsoft Azure and Internet of things help sick children to make their presence in the class. These children can interact with their classmates and teachers in real time. The Avatation Technology designed this robot. It serves as a student in 3-D avatar i.e. a physical presence in the classroom. A student who is hospitalized uses a tablet computer to communicate, send images and control the robot's movements. The robot's integrated camera, microphone and speakers let student see and hear what is going on in class and speak with the teacher and classmates.
- Gradescope:-This is a fast grading application which avoids tedious part of paper-based grading. Here teacher can give problem, project, worksheets, and quizzes in fixed template form on any subject. There are two types of assignment can be given 1) paper-based assignment 2) programming project.



1: Scan Student Work

Saves time overall, prevents cheating, and frees your office of old exams



2: Grade Submissions

Give detailed feedback while maintaining consistency with a flexible rubric



3: Send & Export Grades

Send grades to students with a gradebook.



4: Get Detailed Analytics

Get per-question and per-rubric statistics about student progress.

- Hubert.ai - This tool helps teachers to take the feedback of students smartly. Teachers has to upload the emails of students and then students can chat with a bot. Students can give feedback about teacher's class to that bot



Features of SuperBot-

- 1) This robot is a pre-configured
- 2) Multi-lingual support
- 3) High level of matching and understanding.
- 4) Self-learning capability.
- 5) High response rate

Conclusion

An artificial intelligence approached digital asset has brought revolution in modern education system. This determines that knowledge has spread worldwide and teaching is not only teacher dependent but it is a self-learning activity. Teacher can become motivator or guiding force for students. Every institute can decide privacy & security policy for both teachers and students can follow AI enabled ICT tools. Artificial Intelligence can alter the aspect and function of education system. If students interact with an AI enabled teaching system right from their childhood education then, they can widen their educational scope. Due to artificial intelligence teaching and learning both has become global educational ecosystem.

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ISO 9001:2008 QMS
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AJANTA

ISSN 2277 - 5730

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6. Tourism Potential of Drought Prone Region - Study of Khatav Tahshil in Satara District

Dattatray Pandurang Mahe

Research Scholar, Tilak Maharashtra Vidyapeeth, Pune

Prof. Pooja Gaikwad

Asst. Prof., Manasaheb Mohol College, Paud Road Pune.

Introduction

Today emerging new trends in tourism industry is collaboratively supports to economic as well as infrastructural development. Tourism sector is an opportunity to regional development. Traditional tourism activities are assisting to regional economy. In this research paper discuss briefly tourism potential in drought prone region and its correlation to development remedies as secondary economic activity. Khatav tahsil is drought-prone, hilly and rain shadow area, east part of Satara district. In west to east rainfall decreases. Vaduj has yearly average rainfall 512.2 mm. sulaknath, bhupshah, vardhangarh, bhushangarh four hills. Tahsil village name is Khatav but administrative village name is Vaduj. Yerala is main seasonal river in the tahsil (length 120 km), in this area having great tourism potential. Religious Tourism, eco tourism, historical tourism and museum having in study area.

Methods

Field visit, Observation, Interviews, Primary and Secondary data collection, map processing.

Location of Study area

The study area situated south-western part of Maharashtra. Khatav tahsil is located between 17°39' to 18°01' north latitude and 73°53' to 74°04' east Longitude which surrounded by the east- Man tahsil of Satara district, to the south- Sangli district, to the west-Karad and Koregaon tahsil of Satara district, to the north- Phaltan tahsil in Satara district. Khatav tahsil area is 1377.79 sq. km, No. of villages 143, number of houses 59699.

Fig. No. 1) Location Map of Study Area

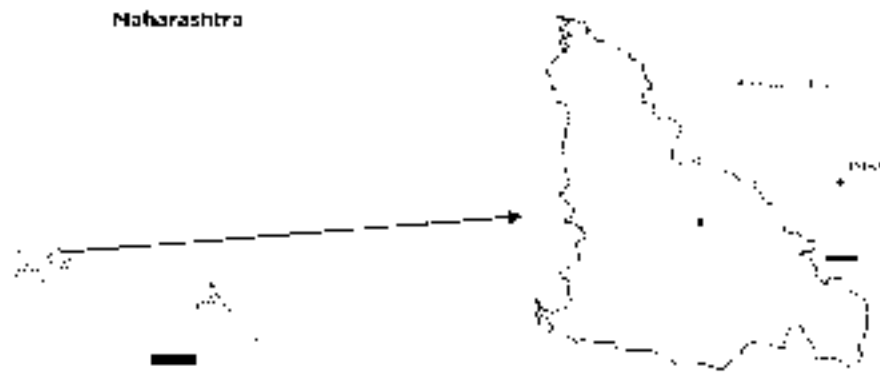
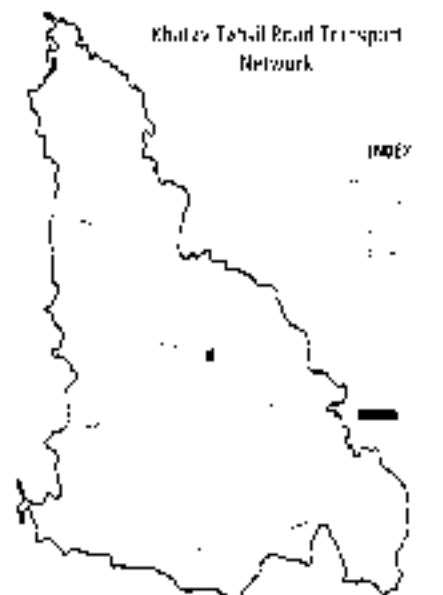


Fig. No. 2) Khatav Taluk Road Transport Network



Discussion and result

According to (Census 2011) Khatav taluk area rural population 2,75,274 persons. Total population 2,75,274 persons (male-1,36,802, female- 1,38,472) population density 200 persons per sq. km. In Khatav taluk having following type of tourism -

Sr No.	Tourism Type	Place	Attraction	Activity		
1	Religious Tourism	1. Posegar	Sant Sewagri Mahara Temple	Annual Fair		
		2. Aundh	Yama Devi Temple	Annual Fair		
		3. Mayan	Yashwantrao and Sarada temple	Annual Fair		
		4. Nansad	Siddhanath and Dadebaba temple	Annual Fair		
		5. Khatpun	Peer Sahab Karwah Dargah	Annual Fair		
		6. Sidhaleswar Kurch	Sidhaleswar and Yashwantrao Baba Temple	Annual Fair		
		7. Gursale	Sidhaleswar Temple	Annual Fair		
2	Bird Tourism	Mayan	Bird Sanctuary	Bird Watching		
3	Historical Tourism sites and Places	1. Vardhanga	Ancient Fort	Fort Visit		
		2. Bhishanga	Ancient Fort	Fort Visit		
		3. Porsac	Birth place of Satsenapati Prataprasthita	Site Visit		
		4. Kangun	Birth place of Mahatma Phule	Site Visit		
		5. Aundh	Headquarter of Prataprasthita	Site Visit		
4	Museum	Aundh	Sri Dharma Museum	Museum visit		
		5	Archaeological	1. Sidhaleswar Kurch	Ancient temple	Temple visit
				2. Gursale	Ancient temple	Temple visit

Religious tourism

In drought prone Khatav tahsil have maximum potential of religious activity annual fair is play important role in social life. Annual fair session start from January to April and Generally this 4 month are engaging in annual fair of maximum village other villages' celebrate their annual fair in winter session which is mainly October and November. This is perfect example of human and nature correlation. In month march and April farmers have finished their crop harvesting activity and involved in annual fair. In October and November month crop cultivation activities are finished and people get engaged in mid annual fair.

Table No. 2: Religious Tourism activity in Khatav tahsil - Annual calendar

Sr No.	Village	Attraction	Activity	Month	Time/cer days
1	Posegar	Sant Sewagri Mahara Temple	Annual Fair	January	15
2	Aundh	Yama Devi Temple	2 - Annual Fair	January - February and October	15
3	Mayan	Yashwantrao and Sarada temple	3 - Annual Fair	March and November- December	15
4	Nansad	Siddhanath and Dadebaba temple	2 - Annual Fair	November	5
5	Khatpun	Peer Sahab Karwah Dargah	1 - Annual Fair	May	5
7	Kurch	Sidhaleswar and Yashwantrao Baba Temple	1 - Annual Fair	March	5

7	Gorsale	Siddheshwar Temple	1 - Annual fair - March	5
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In khatav Tahasil Pusegav, Aundh and Mayani's annual fair is popular fair in Maharashtra. These annual functions celebrate around 15 days. Main attraction is Traditional chariot procession, Agriculture exhibition and competition, annual animal market, dog show and completion, wrestling competition, fun fair, mini amusement parks, touring talkies (cinema theater), folk music and drama orchestra, confectionery, hotels and many more these kind of activity done in annual fair. This activity support for regional economic development and generate employment opportunity also generate revenue for government.

Sl. no.	Village	Function days	Religious Activities	Agricultural activity	Cultural Activity	Provisionic Activity
1	Pusegav	15	Traditional chariot procession and worship	1. Agriculture exhibition and competition. 2. annual animal market. 3. dog show and completion N/A	1. Wrestling competition 2. Mini amusement parks. 3. Touring talkies. 4. Folk music and drama orchestra etc.	1. Various shops. 2. Agriculture instrument shop. 3. confectionery, hotels and many more. Shop- 4. Small shop
2	Aundh	15				
3	Mayani	15				
4	Ninsod	5				
5	Khatgun	5				
6	Kuroh	5				
7	Gorsale	5				

Eco Tourism

Mayani Village Situated at tahsil Khatav eastern part of districts Satara, of State Maharashtra. Major eastern part of districts Satara is well-known as drought prone area. The Village has only one big lake as a source of water. The lake was developed on Chand river basin during year 1872 to 1876 by British government. During that time it is mainly developed for the agricultural irrigation. The climatic condition of District during month October to January is favorable for migrated birds, temperature during October to January is near about 8 to 16 degree celcius. In the month of June to September rain precipitation average 200 to 250 mm. This climatic condition favorable for growth of Oteliya plant and other aquatic plants, insects, fish in said lake. This biodiversity attracts migrated birds for their survival and temporary domical. In year 1985-86 Government of Maharashtra Forest Department Declared as 'Bird Shelter' Bird

Survey was conducted during year 2005 and then it was observed that the count was near about 400 different bird species. The major birds migrated from Northern Asia and Eastern Europe, from Siberia province mainly Flemingo (Rohit) birds migrate in maximum in numbers, the main attraction for bird watchers, tourist, travelers from all over the India.

Historical Tourism

Khatav talshil having historical background basically whole Satara district well known as "Revolutionary District". In khatav talshil having 5 precious historical villages.

Sr No	Village / Place	History	Attraction	Proposed Attraction
1	Vareh - Ancient Fort hangad	Constructed by Chhatrapati Shivaji Maharaj in 1672 - 1674. It was used as an outpost.	Mahadev temple, Yashwanadev temple, Deshpatal and Restaurant.	Conservation of historical monument and historical gallery.
2	Dhus - Ancient Fort hangad	Constructed by Singharji (1210 - 1217) C.E. of the Devagiri Yashwanadev Maharaj in 1676.	Hariyadev temple, Mantri temple and Restaurant.	Conservation of historical monument and historical gallery.
3	Bhosare - Birth place of Sureshwar Maharaj Gajra	NA	Proposed	To develop Monument in the memory of Sureshwar Maharaj Gajra.
4	Katgaon - Birthplace of Maharaja Phule	NA	Proposed	To develop Monument in the memory of Maharaja Phule.
5	Aundh - Headquarter of Ampratinidhi	Aundh State was founded by Parshuram Trimbak Pant Pratinidhi.	Palace, Yashwanadev temple, Fort.	Conservation of historical monument and develop historical gallery.

Shri Bhavani Museum

Shri bhavani museum built by the Raja of Aundh, Jate Bhawanrao Pantpratinidhi in 1938, it is now looked after by the State Government and is the only museum out of the 13 state museums in Maharashtra. The museum collection includes paintings and sculptures of various well-known artists including Raja Ravi Varma and the famous "Mother and Child" stone

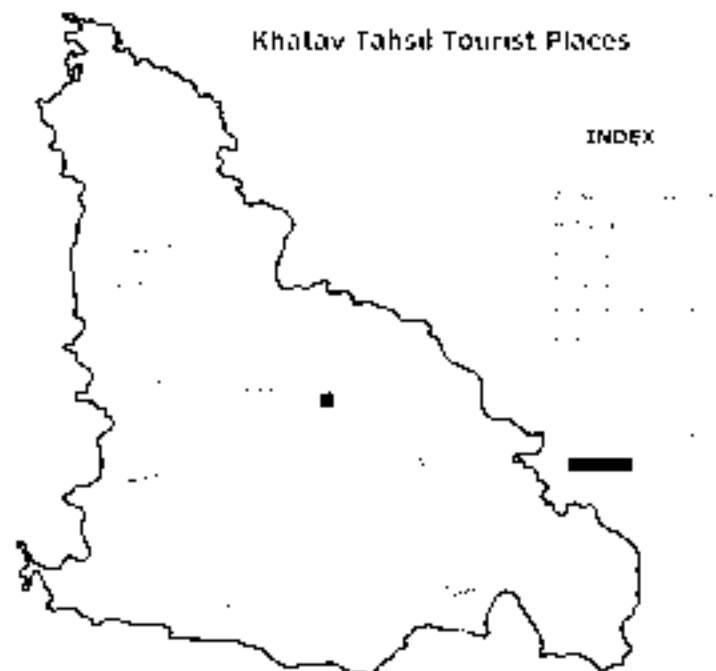
structure by Henry Moore. The museum holds works from the Bengal school and J J School of arts. The collection includes casts and copies of many popular western classical sculptures and paintings. There is a small collection of Indian paintings from the pre-modern period especially of the Kagra or Pahadi style.

Archeological Tourism

Khatav tahsil have reach history. Khatav tahsil have two ancient temples. This temple is important for ancient construction.

- 1) Ramling temple of Gursale village is well known for "Khajuraho of Satara districts". Ramling temple is example of ancient water management. At present we are observed Pushkarni in front of temple. We observed stone carving craft on temple wall. So many tourist and archeological student and researcher visited this temple is every year.
- 2) Siddheshwar temple of kurah is constructed in 17th century. Village name Kuroli is know by temple Kuroli Siddheshwar. This ancient temple is built in basalt rock. Design is worth watching.

Fig. No. 3) Khatav Tahsil Tourist Potential



Opportunities of tourism

Khatav talshil is drought prone region. Agriculture activities are economic source in said region. Due to drought condition and scarcity of water is mostly affected in agricultural productivity thereof commercial output decreases or uneven. That's why emerging some new alternative source for commercial gaining. The tourism potential is one the alternative solution for study region. In religious tourism sector selected villages annual fair and its economical turnover is give seasonal employment and small scale business opportunity for local people. In study area devotees from Maharashtra, Karnataka has participated in annual religious fair on large scale. It is a need for time To gain this business opportunity.

Suggested Business - Selling agriculture product, Local food, local handmade craft, and local identity goods like "Gadhadi". Lodging and boarding.

Sr. No.	Tourism Type	Place	Activity	Duration days	Business type
1	Religious Tourism	1. Pusegire	Annual Fair Function	15	seasonal
		2. Aundh	Annual Fair Function	15	seasonal
		3. Mayani	Annual Fair Function	15	seasonal
		4. Nimalad	Annual Fair Function	5	seasonal
		5. Khatgam	Annual Fair Function	5	seasonal
		6. Karoli	Annual Fair Function	5	seasonal
		7. Gursale	Annual Fair Function	5	seasonal
2	Ecotourism	1. Mayani	Bird Watching	12.0	4 Month
3	Historical Tourism (Ruins and Places)	1. Vanhargad	Fort Visit	365	Yearly
		2. Bhudargad	Fort Visit	365	Yearly
		3. Bhosare	Site Visit	365	Yearly
		4. Khatgam	Site Visit	365	Yearly
		5. Aundh	Site Visit	365	Yearly
4	Museum	1. Aundh	Museum visit	365	Yearly
5	Archaeological	1. Karoli	Temple visit	365	Yearly
		2. Gursale	Temple visit	365	Yearly

Conclusion

Drought prone Khatav talshil is having tourist potential. With the help of tourism sector we can grow regional economy and make sustainable goal. Tourism industry is an alternative and association for agro base industry. Aundh, Mayani, Karoli and Gursale village have extreme potential of tourism as well as business. Some suggestion is mandatory for tourism development in study region is as follow.

- 1 Branding is important for tourist attraction
- 2 Infrastructural development is requiring for tourism development in said region
- 3 Connectivity of road is play important role for compressive tourism development in said region.
- 4 Agro tourism and rural tourism is collaboratively beneficial for tourism development.
- 5 As per given Table No. 4 proposed development is required on their respective places

Table No. 6) Extreme Tourism Potential			
Sr. No.	Village	Tourism Type	Business Opportunity
1	Aundh	Religious / Historical / Museum	Seasonal and Yearly
2	Mayam	Religious / Eco	Seasonal and Yearly
3	Kuroli	Religious / Archeological	Seasonal and Yearly
4	Gursale	Religious / Archeological	Seasonal and Yearly

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2. Effective Use of ICT in Teaching Electronics to Computer Science Undergraduate Program

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Abstract

Use of the ICT in teaching is very vital and reflects on the students learning qualitatively. Teaching Electronics to Computer Science Under Graduate Program faces challenges in creating subject interest and in turn affects the learning adversely. This paper discusses the practices of student-centered teaching learning with use of ICT. The ICT based pedagogy using the Educational Websites, Animations and video lectures in teaching Electronics for under graduate computer science program are described. The freely available e-resources that can be used to enhance the student involvement make the subject easy and amusing are discussed.

Keywords: Teaching Learning with ICT, Education with ICT, Electronics pedagogy

Introduction

In today's world, technology has had an immeasurable impact on almost every aspect, the field of education being one of many that has experienced its progressive grasp. It is boon for the teaching and learning process with vast variety of applications particularly with the advent of internet communication technology. There are numerous reasons why ICT must be integrated in teaching learning process. The students are engaged constantly with technology; they like to be interactive and learning with help of technology has become their life style. The use of technology in classroom help them learn better and achieve multitasking ability. It is well known that students learn at their own pace, so ICT can help them to do the same. It Enables access to the knowledge outside the book and can get the resources they need. Teacher can creatively keep students engaged. Learning environment becomes more hands on. Teaching learning becomes meaningful and fun, students collaborate with their classmates through applications. The teacher cannot be replaced but grows in to the role of adviser, content expert and coach.

Methodology

The present study is based on secondary sources like books, Articles, Journals, Expert opinion, websites and author's experimentation while teaching electronics subject at UG level and its effect on student learning in terms of outcomes assessed through university examination.

results. The method used here is Descriptive Analytic in conjunction with the experiences and outcomes while teaching electronics at U.G level

Teaching Electronics Subject at Computer Science UG Level

The Electronics is the branch of physics and technology concerned with the design of circuits using transistors and microchips and with the behavior and movement of electrons in a semiconductor, conductor, vacuum, or gas. (1) The subject is taught at general level for computer science under graduate students hence faces challenges with respect to importance given by students to it and hence this affects the learning process adversely. However this challenge can be overcome by effective use ICT in teaching the subject

The curriculum of Electronics at UG level involves study of electronics components, electronic circuits, electronic circuit design, sensors and systems using sensors, digital electronics, microcontrollers, computer organization and electronic communication which involves complex theory, mathematical analysis and difficult concepts along with practical and activities. In this paper the various areas in which the ICT can be used effectively to make subject interesting and easy are discussed. These methods are adopted in Marasaheb Mohel College by Electronics department to teach Electronics at UG level.

The Practice and Discussion

Use of Animations

Animations can be used as supplementary teaching learning material for Electronics subject. Dynamic concepts are difficult to explain using traditional methods such as diagrams and pictures (2). Animations seem to have the advantage of delivering better representations of these concepts (2). The working principle of electronic components, working of circuit, complicated concepts in memory organizations, modulation, multiplexing and multiple access techniques in communication are such dynamic concepts where animation can be used as teaching tool and supplementary learning material.

Many researchers proposed the advantage of using animation over traditional explanation. The research suggested that animations have the potential to serve both affective function and cognitive function (2). Affective function involves representing things in an amusing, spectacular, or curious way so that learners are attracted to pay more attention on the learning materials and get motivated to learn. Cognitive function involves the clear presentation of dynamic matters, which might be abstract and difficult, that can make learners to understand in an easier way. In comparison with static images and text, animations can present procedural information more clearly as they show the steps in a methodical manner (2) (early (2) (15)

mentioned that animation is used for representing the mechanical motions directly while static images could just show the motions indirectly through arrows and phase diagrams.(2) There are such plenty of such readily freely available animations on web which teachers can download and keep library of animations. The Department of Electronics, Mamasahab Mohol College has maintained collection of such animations from web resources and the material is being used for teaching learning process. The use of animation has positive impact on students towards learning the subject. It has been supportive for slow learners to learn at their own pace by making use of these animations.

Use of Video Lectures

Video lectures are becoming popular teaching and learning method in higher education institutions. The videos can be used as self-study material or as tool to enhance the teaching learning process. Videos can be used both inside and outside classrooms to enhance the learning. The various ways used to enhance teaching learning process using videos in Electronics education at UG level students in Electronics department Mamasahab Mohol College are as follows.

Use of NPTEL Lectures

NPTEL is an abbreviation for National Program on Technology Enhanced Learning an initiative by seven Indian Institutes of Technology. It is very good initiative by Indian government in e-learning. The electronics lectures can be downloaded and can be used for teaching. The students can get benefit of listening to the IIT experts at their own place. The video lectures are followed by post discussions which benefits the teaching learning process.

Practical Videos and Lecture Videos

The practical and lecture videos were shot with help of smart phone, edited with the tools like D U Recorder and made available to the students on YouTube. The advantage of the method is that the students can learn the practical at their own pace iteratively. It serves as supportive learning material.

Apart from these MIT open source video lectures, TED talks are the resources made available to enhance the knowledge and to make aware of advances in the technology for advanced learners.

Use of Educational Websites

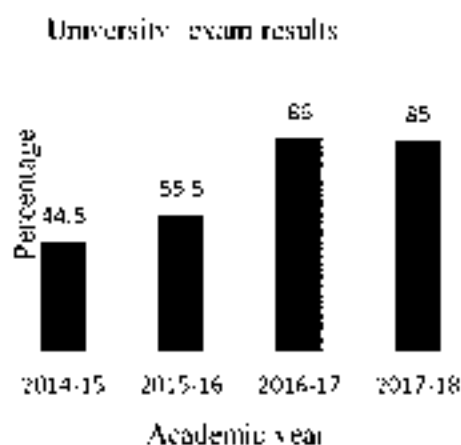
Making use of educational websites is one of the easiest and smart ways of integrating technology into the classroom. There is ample growth in the number of educational websites, having collection of resources at a variety of levels and covering wonderful range of topics.

These websites help to make the process of teaching learning amusing and attractive to the student. According to the QUORA survey following are the top 10 authentic educational websites for teaching learning Electronics subject

- 1) **IEEE magazine- Spectrum.** <http://spectrum.ieee.org> has been suggested for reading advances in the electronics technology. The students are motivated to present the advanced electronics technology through power point presentation competition every year.
- 2) **The Hobby Project Workshop** for students being conducted by the department in which the students are motivated to use the following websites for project ideas. <http://www.instructables.com>, <http://stackoverflow.com>, <https://www.sparkfun.com/>, <http://makezine.com>, <https://hackaday.io/>, <http://www.circuitstoday.com/>, <http://www.arduino.cc/>
- 3) Every university syllabus has limited scope but for advanced learners following websites can be suggested to go beyond the syllabus depending on their interest and gain a certificate in case of a university course. <http://www.tutorialspoint.com/>, <https://www.coursera.org/>
- 4) **The Under graduate students** has extensive study of electronics components and sensors and it becomes necessary to show actual internal structures to make the learning easy. It is not economical to use destructive methods to show internal structures of these gadgets. The use the engineer's garage website <http://www.engineersgarage.com> to show internal structure and every component of the gadget, gives hands-on experience to the students. It also gives benefit of a lot of electronics embedded projects.
- 5) <http://www.mathworks.in> this will be of great help once student start working on MATLAB. The help forum is also quite good. It also has many libraries and code examples.

Results and Discussion

The outcomes of the above practices have been complementary to achieve the increasing the pass percentage of the students in university examinations as given below. The pass percentage of students is calculated by taking average of two electronics courses at each semester.



Academic Year	Pass percentage of students in university exam
2014-15	44.5
2015-16	55.5
2016-17	86
2017-18	85

The pass percentage of the students in university examinations have been increased gradually. Although use of ICT is not the only factor responsible for this academic enhancement but it has been noted that it is categorically the contributing factor. The percentage of contribution of ICT in the academic enhancement is subject of detailed study that can be under taken.

Conclusion

ICT helps the teacher to use the new digital tools and resources. Teaching Electronics to the under graduate computer science course is challenging being the general level subject. Effective use of educational websites, Animation and video lecture in Electronics teaching can enhance the student engagement in classes, can benefit both the slow learners as well as the advanced learners and can enhance their academic performance quantitatively and qualitatively as well.

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The Importance of Sustainable Development in the Education Field**Dr. Shinde Shivaji B.**

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Abstract:

The construct of property development is a crucial milestone in the environmental theory because it posits how society itself should be organized, and not merely why bound environmental protections ought to be adopted or how they can be best implemented. This ambitious interpretation is widely shared by business leaders, policy activists, and academics alike. Of course, just how much social and economic modification is critical to attain property depends upon how “unsustainable” one believes the present to be. Many advocates of the idea clearly believe that the present will be quite unsustainable and thus are prepared for radical change (Taylor, 2002).

Keyword: Environmental theory, Sustainable development, Education, property development

Introduction

The construct of property development is a crucial milestone in the environmental theory because it posits how society itself should be organized, and not merely why bound environmental protections ought to be adopted or how they can be best implemented. This ambitious interpretation is widely shared by business leaders, policy activists, and academics alike. Of course, just how much social and economic modification is critical to attain property depends upon how “unsustainable” one believes the present to be. Many advocates of the idea clearly believe that the present will be quite unsustainable and thus are prepared for radical change (Taylor, 2002).

What Is Sustainable Development?

It would be cheap to elucidate what the construct of property development is, in order to understand why it is important. Sustainable development, as a concept, emerged within the 1970's at the same time with the increasing industrialization. Especially at the same time with the report referred to as “Collective Future” printed by the World Atmosphere and Development Commission in 1987, the concept of sustainable development, which has the principle of increasing development in consideration with the atmosphere, attracted a lot of attention (Ercoşkun, 2005). The Brundtland Commission's brief definition of sustainable development as the “ability to create development property – to substantiate that it meets the necessities of this while not compromising the flexibility of future generations to satisfy their own needs” is certainly the standard definition once judged by its widespread use and frequency of citation. The use of this definition has diode several to examine property development as having a significant target intergenerational equity. Although the brief definition doesn't expressly mention the atmosphere or development, the subsequent paragraphs, while rarely quoted, are clear. On development, the report states that human desires area unit basic and essential; that's economic growth—but additionally equity to share resources with the poor—is needed to sustain them; which equity is inspired by effective national participation (Kates v.d., 2005).

One of the foremost necessary things to support the vision of property development was seen with the Rio de Janeiro Peak in 1992. Rio Peak, the largest meeting ever with a participation of 172 countries yet as our country, could be a meeting where the participants approved of social and economical structures, by means of globalisation, to be achieved in consideration with the environmental values and the principles of the sustainable development. The results of the sustainable development were published with a declaration AGENDA 21 (Demirayak, 2002).

The Rio de Janeiro Declaration on atmosphere and Development flashes out the definition by listing eighteen principles of property (McKeown, 2002):

- individuals area unit entitled to a healthy and productive life harmonic with nature.
- Development these days should not undermine the biological process and environmental needs of the present and future generations.
- Nations have the sovereign right to use their own resources, but without causing environmental damage beyond their borders.
- Nations shall develop international laws to produce compensation for the harm resulted from the activities below their management that cause to areas beyond their borders.
- Nations shall use the precautional approach to safeguard the environment. Where there are threats of serious or irreversible damage, scientific uncertainty shall not be accustomed set back cost-efficient measures to prevent environmental degradation.
- so as to realize property development, environmental protection shall represent Associate in Nursing integral a part of the event method, and cannot be considered in isolation from it. Eradicating poverty and reducing disparities in living standards in several components of the globe area unit essential to attain sustainable development and meet the requirements of the bulk of individuals.
- Nations shall get together to conserve, protect and restore the health and integrity of the Earth's ecosystem. The developed countries acknowledge the responsibility that they bear within the international pursuit of property development visible of the pressures their societies place on the worldwide environment and of the technologies and monetary resources they command.
- Nations ought to scale back and eliminate unsustainable patterns of production and consumption, and promote appropriate demographic policies.
- Environmental problems area unit best handled with the participation of all concerned citizens.
- Nations shall facilitate and encourage public awareness and participation by making environmental information widely available.
- Nations shall enact effective environmental laws, and develop national law concerning liability for the victims of pollution and alternative environmental damage. wherever they need authority, nations shall assess the environmental impact of planned activities that area unit seemingly to own a big adverse impact.
- Nations ought to get together to push associate degree open international economic system that may result in economic process and property development all told countries. Environmental policies shouldn't be used as Associate in Nursing indefensible means that for restricting international trade.
- The defiler ought to, in principle, bear the cost of pollution.
- Nations shall warn each other regarding natural disasters or activities that may have harmful trans-boundary effects.
- property development needs higher scientific understanding of the problems. Nations ought to share information and innovative technologies to achieve the goal of sustainability.
- the total participation of ladies is crucial to realize property development. The creativity, ideals and courage of youth and the knowledge of indigenous people are needed too. Nations should recognize and support the identity, culture and interests of indigenous people.

– Warfare is inherently harmful of property development, and nations shall respect international laws protective the atmosphere in times of armed conflict, and shall get together in their additional institution.

– Peace, development and environmental protection are interdependent and indivisible.

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- Warfare is inherently destructive of sustainable development, and nations shall respect international laws protective the atmosphere in times of armed conflict, and shall get together in their additional institution.
- Peace, development and environmental protection are interdependent and indivisible.
- In order to achieve the aim of providing sustainable development, both nation wide studies by governments, and international studies by political and social organisations are being conducted. According to the Agenda 21 the main aims set by the Council of Europe, one in every of the foremost necessary political associations, are (Council of The European Union, 2006):
 1. Environmental Protection. Safeguard the earth's capacity to support life altogether its diversity, respect the bounds of the planet's natural resources and ensure a high level of protection and improvement of the standard of the environment. Prevent and reduce environmental pollution and

promote sustainable consumption and production to interrupt the link between economic growth and environmental degradation.

2. Social Equity and Cohesion. Promote a democratic, socially inclusive, cohesive, healthy, safe and simply society with respect for primary rights and cultural diversity that creates equal opportunities and combats discrimination in all its forms.

3. Economic Prosperity. Promote a prosperous, innovative, well- knowledgeable, competitive and eco-efficient economy which provides high living standards and full and high-quality employment throughout the eu Union.

4. Meeting Our International Responsibilities. Encourage the establish- ment and defend the steadiness of democratic establishments across the planet, based on peace, security and freedom. Actively promote sustainable development worldwi- de and make sure that the eu Union's internal and external policies area unit consi- stent with international property development and its international commitments.

One of the foremost effective ways that of guaranteeing we tend to appreciate the importance of sustainable development is through the education process. Clearly it cannot start terribly before long, it must be ongoing and it must provide us all with consistent mes- sages. it's important that each one of our teens area unit educated for property devel- opment because they are our future. If they fully understand the issues and act upon them they're going to build our future supported justice and respect, respect for all people and for all living things! A lack of understanding of problems or a rejection of them can lead, quite frankly and bluntly, to a no future at all (Davidson, 2003).

Education for Sustainable Development

Education in any respect levels will form the planet of tomorrow, arming indi- viduals and societies with the skills, perspectives, knowledge and values to live and work in a sustainable manner (UNESCO, 2003). For this reason, it is a must that property is tailored to the sector of education. Alberta and Manitoba have emphasized the importance of education and coaching in property Develop- ment Strategies. This can include strategies for sustainable agriculture, sustain- able biological science practices, natural resource management, and other sectors of the economy. The concept of life-long learning has been raised as a key thrust to achieve sustainability. But changes in education and coaching area unit necessary to meet the demands of the 21st Century. Learners will require new ways of think- ing, new attitudes and skills to creatively address complex issues and opportuni- ties related to over-population, skill shortages, disease, poverty, environmental degradation, climate change, the depletion of the ozone layer, uneven distribu- tion of resources, and other interrelated issues. Learners will require a greater understanding of the reciprocity of the economy, environment, and social issues; understanding of interrelationships and systems by thinking, consensus building, and decision-making; and also the ability to spot each property and unsustainable practices. People are challenged to visualize a property fu- ture, in order that they're going to recognize what to aim for and might assume through the conse- quences of their behaviour and actions (Council of Ministers of Canada, 1999).

Briefly, education for sustainable development is about(Corbett, 2005):

- The interaction and interdependence of society, economy and environment
- The needs of both present and future generations
- The local and global implications of lifestyles choices

Origin of Education for Sustainable Development

The education for property development 1st transpire within the thirty six th sec-tion of the Agenda 21. This arranged a vital foundation to arrange education for sustainable development over the world. Later the UN expanded the chapter and made it additional specific and appointed UNESCO as to blame for coordinating edu- cation for sustainable development within the UN organization. The Millennium Declaration of 2000 contained goals about the promotion of property de- velopment, global partnership, and equality and quality of education. At the UN World Summit on property Development, held in Johannesburg in 2002, the programme of action emphasised the special role of education and outlined educa- tion and coaching as decisive factors within the promotion of property development.

The UN has declared the years 2005–2014 because the Decade of Education for Sustainable Development. The goal is to possess property development within the educational system of every country within the decade. The strategy aims to rein- force the role of property development in laws regarding education and integrate property development altogether education and within the operational culture of schools (Finnish National Commission on property Development, 2006)

The Importance Education for Sustainable Development

Education for property Development prepares individuals of all walks of life to arrange for, cope with, and find solutions for issues that threaten the sustain- ability of our planet. Many of those key problems were known at the world Summit in Delaware Janeiro|Rio|city|metropolis|urban center} de Janeiro and more reaffirmed by the planet Summit on Sus- tainable Development (WSSD) in Johannesburg, South Africa, in 2002. Under- standing and addressing these international problems with property that have an effect on individ- ual nations and communities area unit at the guts of Education for property De- velopment. These issues come from the three spheres of sustainable develop- ment – environment, society and economy. Such issues are highly complex and will require broad and complicated academic ways for this and also the next generation of leaders and voters to search out solutions (UNESCO, 2005). Some of the important qualities of the education for sustaineble devel- opment are (Karma, 2006):

- Interdisciplinary and holistic: learning for sustainable development embedded within the whole info, not as a separate subject;
- Values-driven: sharing the values and principles underpinning sustainable development;
- Critical thinking and problem solving: leading to confidence in addressing the dilemmas and challenges of sustainable development;
- Multi-method: word, art, drama, debate, experience, different pedagogies for modelling processes;
- Participatory decision-making: learners participate in decisions on how they are to learn;
- Applicability: learning experiences are integrated in day to day personal and professional life; and
- Locally relevant: addressing local as well as global issues, and using the language(s) which learners most commonly use. Education for sustainable development has four major truths(United Nations General Assembly and UNESCO, 2003):

Promotion and improvement of basic education. Access to basic educa- tion remains a drag for several, especially girls and illiterate adults. The qual- ity of basic education must improve to focus on imparting knowledge, skills, values and views throughout a period that encourage and support

citizens to lead sustainable lives. Reorienting existing education programmes. Rethinking and revising education from preschool through university to incorporate additional principles, knowledge, skills, views and values associated with property in every of the three realms – social, environmental, and economic – is important to our current and future societies. This should be done in a holistic and interdisciplinary manner. The most effective probability of success of education for property development lies not in a separate programme however in embedding its vision inside alternative initiatives.

Developing public understanding and awareness of sustainability.

To make progress towards additional property societies needs a population that's aware of the goals of property and has the data and therefore the skills to contribute towards those goals. Informed citizenry and knowledgeable consumers can help communities and governments to enact sustainability measures and move towards more sustainable societies. Training. All sectors of the men will contribute to native, regional and National sustainability. The development of specialized training programmes to make sure that each one sectors of the men have the data and skill necessary to perform their add a property manner are identified as the critical components of education for sustainable development.

The goals of education for sustainable development are (Londroos, 2006):

- To enhance the understanding of the connection between human welfare, ecoeffectiveness of the economy, and protection of the environment
- To enhance the understanding of our cultural heritage, of different cultures, preconditions for trust between human population teams, and justice
- To increase people's readiness to notice changes taking place in the environment, society, human welfare, and to work out their causes and consequences
- To bring about changes in daily practises and to cause people to commit to a sustainable way of life
- To increase readiness and motivation to be active, participating citizens, members of the work community, and members of the other communities
- To provide vocational skills in different fields of vocational education, creating opportunities making} every branch of trade additional property Education for property conjointly demands to own associate awareness of however the global system works and the way all the elements square measure interconnected. This entails having a deep concern concerning the welfare of the earth, its ecosystems, its culture and its people. It is necessary for folks to grasp that they're a part of the nature and that we square measure a part of a bigger system. Therefore, we need to view our problems holistically (Qablan, 2005).

In the past decade some, there has been an increasing focus of attention on the surroundings, not just from environmental groups but also in the media, in politics and among the general public. The Rio summit on the Environment in 1992 and Agenda 21 urged individuals and communities to think of themselves as 'global citizens' and stressed the central place of education within the promotion of sustainable development. Education in this context is described as 'holistic, experiential and egalitarian' (Peacock, 2004).

Importance of Global Citizenship Education for Sustainable Development

The urban center Earth Summit in September 2002 provided associate excellent chance to lift teachers' and pupils' awareness concerning world citizenship and to interact them in in-depth

studies of native environmental problems that make the link between native and world problems specific. The creation of a curriculum development project primarily based round the Earth Summit conjointly provided a tangible exemplification to boost teachers' understanding of education for sustainable development (Scrivener, 2003).

Education for property development and world citizenship is concerning (Evans, 2005); "the links between society, economy and environment and between our own lives and people of individuals round the world; the requirements and rights of each present and future generations; the relationships between power, resources and human rights; the native and world implications of everything we have a tendency to do and therefore the actions that individuals and organisations will soak up response to native and world issues". The examples below can be given to the dimension of the global citizenship in education for sustainable development (Summers and Kruger, 2003):

- Things can be done to make the school environment better for animals, plants and ourselves, e.g. creating a 'wild' area or planting 'butterfly-friendly' plants
- Children can co-operate with others to take energy-saving measures in school
- Individuals can make a difference to the problem of waste by using the '4 Rs' (reduce, reuse, repair, recycle) Around a third of teachers feel that there are benefits for learners in following a programme in Education for Sustainable Development Global Citizenship. academics United Nations agency feel that there square measure edges, determine them as following (Estyn, 2006):
 - improved aspects of learner subject data and skills that area unit included in national curriculum requirements;
 - development of learners' values, as well as fellow feeling and tolerance towards differents that facilitate pupils to respect other people;
 - changes in learners' behaviour – from increased utilisation to conflict resolution and reduced vandalism;
 - increased levels of learner responsibility and participation in activities such as recycling or decision making;
 - learners' improved ability to think about, debate and initiate issues, for example at the school council;
 - access for all learners to topics and ideas that area unit relevant and current;
 - raised self-esteem of learners;
 - enhancement of learners' critical thinking;
 - changes to the college setting, such as school grounds development and maintenance, and rebuilding programmes;
 - price savings, for example through better use of energy and paper;
 - improvement in school-community relations; and
 - a better school ethos.

Conclusion

It is attainable to attain property development by inflicting people to gain information, talent, attitude and values that they will be aware of. Thus it is a should to use the ways of the property development. Education for sustainable development develops and strengthens the capability of people, groups, communities, organizations and countries to make judgements and choices in favour of sustainable development (UN, 2005). The aim of education for property development is

to create people admit not simply the society they sleep in currently however additionally the property of the world they continue to exist. In exploring issues of sustainability students must grapple with the concept of the common good and individual responsibility, each of that area unit central to the idea of worldwide citizenship (Council of Ministers of Education, 1999). Global citizenship is sort of vital in respect of education for property development to gain a global dimension. Education for Global Citizenship enables pupils to develop the knowledge, skills and values needed for securing a just and sustainable world within which all might fulfill their potential (Oxfam, 2006).

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A Critical Study of Reserve Bank of India-Role and Functions**Dr.S.N.Mane**Savitribai Phule Pune University,
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Abstract:

Reserve Bank of India's functions are most important in Indian economy. The RBI is to control and reduce inflationary pressure in the economy. The role of monetary policy is the useful for economic development. There are two types of the credit control. Quantitative and Qualitative credit control. In the quantitative credit control is the most important like Bank rate, SLR, CLR, and Open market operation RB .I. also changes the quantities credit control rate of the economic position. Generally R.B.I. use the selective credit control. First is Minimum margin for lending against security second is Ceiling on the amount of credit for central security purpose and third is Discriminatory rate in interest charged on certain types of advances. In the selective and directive credit control is the most important of CAS and CMA. R.B.I. has clearly advised the bank that there is no in prescribed criteria for leading to the borrowers to meet the lone term credit requirement, over 930 parties under the CAS/CMA. 1) To co-ordinate banking business. The research paper including the study of guidelines of how to control functions of the bank. To know the currency system and to stabilization the exchange rate. It is also important that to regulate the control the credit money and to develop the capital market.

Keywords: monetary policy, Open market operation, Discriminatory rate in interest, exchange rate, credit money, logistic assembly

Introduction: In September 1933 newly introduced in the Indian logistic assembly was passed in due course and got the assent from the governor general in March 1934. After completing the organization the reserve bank was inaugurated on 1st April 1935. The needs for establishing of the Reserve Bank reasons are following.

The preamble of the Reserve Bank of India describes the basic functions of the Reserve bank as to regulate the issue of Bank notes and keeping of reserves as to regulate the issue of Bank notes and keeping of reserves with a view to securing monetary stability in India and generally to operate the currency and credit system of the country to its advantage

Objective of The Study

- 1) To study the evolution of Reserve Bank of India.
- 2) To study the Main function of the Reserve Bank of India.
- 3) To study the management of Reserve bank of India.
- 4) To study effects of credit facility on Indian monetary system.

Limitations of the study**1) Bankers to banks-**

As the banker to banks, the Reserve Bank fulfills this role. In effects, all banks operating in the country have accounts with the Reserve Bank, just as individuals and businesses have accounts with their banks.

2) Notes in circulation-

Rs. 5, 10, 20, 50, 100, 500 & 1000

Coins in circulation- 50 paise, 1, 2, 5, & 10 Rupee.

Bank notes are legal tender at any place in India for payment without limit.

3) Bank rate-

The bank rate is the important amount monetary instrument in modern economy and it is most useful role in single and central banks, bank rate as an instrument of monetary policy has been very limited in India because of these basic factor.

4) **C.R.R. (Cash Reserve Ratio)-**

Under the R.B.I. Act 1934 every commercial bank has to keep certain minimum limit CRR with R.B.I. initially at 3 to 15% against demand deposits.

Research methodology-In this study fully used the secondary data collection. In this study depend upon the library books. In this study used college library books and internet for the data collection. In this study used 'Indian banking system' book for the data collection.

Selection of the study- The preamble of the Reserve Bank of India describe the basic function of Reserve Bank as to regulate the issue of bank notes and keeping of reserve with a view to securing monetary stability in India and generally to operate the currency and credit system of the country to its advantage.

The study of the Reserve Bank of India's banks functions are most important most of the function flow from the fact that it functions as an apex institutions of the banking and monetary structure of it country and to serve the national economic interest. The study of the department, offices, training center establishment also useful for the study etc; so this study choice for the project.

Prof. Cock define central bank of as 'The bank in any country which has been entrusted with the duty the volume of currency and credit in country', In this definition two major functions of the function of central bank clearly defined concept. It is easy to study the subject Reserve bank functions are as an apex institution of the banking and monetary structure its country the national economic interest.

So this is important for study of this subject and banking business is the most useful topic for study and other points are following.

Information of R.B.I. The Reserve Bank of India was established on April 1st 1935 in accordance with the provision of the Reserve Bank of India act, 1934. The central office of the Reserve Bank of India was initially established in Calcutta but permanently moved to Mumbai in 1937. The central office is where the governor sits and where policies are formulated. Though originally privately owned since nationalization in 1949 the Reserve Bank of India is fully owned by the Government of India

Training Establishments-Reserve Bank of India has six training centers. Three, namely college of agricultural banking, Bankers training college and Reserve Bank of India staff college are part of the Reserve Bank. Others are autonomous such as national institute for development research (IGIDR) and institute for development and research in banking technology (IDRBT)

Capital of Reserve bank of India: The Reserve bank was originally started as shareholders bank. The share capital of bank was Rs. 5 Corer, divided into shares. These shares are fully paid up shares and current year paid up capital of Rs. 5 corer, reserve fund of Rs.6,500 corer, National Industrial Credit (long term operations) fund of Rs. 18 Corer and National Housing Credit (long term operations) fund of Rs. 192 corer from the 30th June 2009.

Management of R.B.I.

(A) The Reserve Bank of India affair are governed by a central board of directors. The board

in appointed by the government of India in keeping with the Reserve bank of India Act.

- Appointed for the period of four year
- Constitution
- Official directors-Full time governor and not more the four deputy governor.
- Non Official director.
- Nominated by the government-Ten directors from various field and one government official.
- Other four directors-one each from four local boards.

The Composition of the central board of directors was to be as below

Sr. No.	Members	Qty
1.	Governor	1
2.	Deputy of Governor	2
3.	Directors	4
4.	Government officials	1
5.	Directors	8

Governor, Deputy of Governors, Directors and Government Officials all these were to be appointed by the Governor-General-in-Council.

Directors are appointed two each for Mumbai, Delhi and Kolkata; and one each for Chennai and Rangoon to be elected by the share holders from the respective registers.

Functions

To advise the central board on local matters to represent territorial and economic interest of local co-operative and indigenous bank to perform such other functions as delegated by the central board from time to time.

(B) The administration of the reserve Bank of India: After nationalization, the administration of the reserve Bank was entrusted to a board of directors of the following members:

Sr.No	Member	Qty	Description
1.	Governor	1	Appointed by the central government for 5 year.
2.	Deputy Governor	4	For the period of 5 year.
3.	Directors board	4	Appointed by the central Govt. from the local .
4.	Directors	10	Appointed by the central government
5	. Officials of the Government	1	Appointed by the central Government

In addition to this, There are four local boards from the four regional areas of the country. These local board consists of five member each nominated by Central Government.

Custodian of Foreign Reserves:The Reserve Bank of India has the responsibility to maintain the official rate of exchange. According to the Reserve bank of India Act of 1934, the Bank was required to buy and sell at fixed rates any amount of sterling in lots of not less than Rs.10.000. The

rate of exchange rate fixed at 1sh.6d through there were periods of extreme pressure in favor of or against.

Promotional functions: With economic growth assuming a new urgency since independence, the range of the Reserve Bank's functions has steadily widened. The bank now perform a variety of developmental and promotional functions, which at one time, were regarded as outside the normal scope of central banking.

Classification of RBI's functions

The monetary function also known as the central banking functions of the RBI are related to control and regulation of money and credit, i.e./ issue of currency, control of foreign exchange operations, banker to the government and to the money market. Monetary functions of the RBI are significant as they control and regulate the volume of money and credit in the country.

Monetary Authority

The reserve Bank of India is the main monetary authority of the country and beside that the central bank acts as the bank of the national and state governments. It formulates implements and monitors the monetary policy as well as it has to ensure an adequate flow of credit to productive sectors.

Regulator and supervisor of the financial system

The institution is also the regulator and supervisor of the financial system and prescribes broad parameters of banking operations within which the country's banking and financial system function. Its objectives are to maintain public confidence in the system, protect depositors' interest and provide cost-effective banking services to the public

Detection of fake currency

IN order to curb the fake currency menace, RBI has launched a website to raise awareness among masses about fake notes

Developmental Role

The central bank has to perform a wide range of promotional functions to support national objectives and industries. The RBI faces a lots of inter- sectoral and local inflation-related problems. Some of these problems are results of the dominant part of the public sector.

Related Function

The RBI is also banker to the government and perform merchant banking function of the central and the state governments. It also acts as their banker. The National Housing Bank (NHB) was established in 1988 to promote private real estate acquisition.

In addition to this, There are four local boards from the four regional areas of the country. These local board consists of five member each nominated by Central Government.

Conclusion

- 1) R.B.I performs all centralized functions, hence it is called as Centralized bank
- 2) The important role of R.B.I. is to provide the banking service to the common people and to develop the rural area.
- 3) RBI. provides not only service but also work for supply of credit money and credit control.
- 4) RBI. always tries to control inflation and depression which effect's the common people's lifestyle.

- 5) R.B.I . had tried to channelized the finance and currency supply by inaugurating coins of Rs.1 to Rs.75.
- 6) R.B.I. tried to increase the investment in agricultural sector.

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The Barriers To and Benefits of Use of ICT for Blind People**Dr. Shendkar Rupali Prakash**
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Abstract:

This paper results from a focus group interview and a field visit, which includes 56 blind people computer users in Pune. The main objective of the study was to identify benefits of, and barrier to, use of ICT for the Blind people, and to recommend measures to remove barriers. The use of Internet services, mobile phones, kiosks, ticket machines, ATMs, and queuing management systems, were studied. Blind people users' meet with technology were examine through a group interview, observation of task-solving activities, and semi-structured interviews. The first barrier is often mechanisms for registration and authentication. The creation of inaccessible everyday technologies, unstable systems, and lack of training constitute other major challenges. Based on the findings some suggestions for further development and research priorities are suggested.

Introduction: The speedy development and widespread acceptance of Information and Communication Technology (ICT) has primarily changed almost every aspect of our lives. The development affects how we perform various tasks in our daily lives. Industry leaders and policy makers have acknowledged that technology has the capacity to increase the quality of people's lives by improving the effectiveness of teaching and learning, and the productivity of industry and governments. Moreover, because much of an individual's future success may rely on their ability to use ICT, access to ICT and opportunities to learn how to use ICT must be made as reasonable as possible. The question is how to achieve this for the most excluded groups.

Review of Literature:

A national survey about e-democracy found that blind people in Pune used ICT significantly less often than the rest of the population. People with various disabilities like vision, hearing, movement, and dyslexia participated in this survey.

In educational systems and learning management systems are found to have poor accessibility for the Blind People, during the last few years, researchers have pointed to the need for more accessible web 2.0 systems. The research so far has also shown that web site compliance with standards and guidelines is a necessity, but does not necessarily provide Internet services that are usable for blind people. Thus, existing accessibility guidelines are criticized for focusing only on technical accessibility to ensure that web pages are compliant with assistive devices.

One in-depth case study describes how a blind person interacted with a variety of artifacts in her own home. The objective of the study was to understand how a blind person mentally represents the environment, and how she applied alternative options in order to accomplish tasks. There are also some recent studies related to how to present public transport information in an accessible way on smart phones.

To summarize, an increasing number of studies document Blind People's challenges when using Internet services. It seems, however, to be very scant literature with regard to Blind People's encounters with everyday technologies such as mobile devices, kiosks, ticket machines, ATMs, and queuing management systems. Since technology is continuing to penetrate our daily lives, more knowledge about the accessibility of these technologies is needed.

Research Methodology: As the objective of the study was to learn more about the use of technology among Blind People, and in particular to learn more about their challenges and barriers, we use a wide and investigative approach in which several qualitative methods were combined; namely a group interview and a field visit with 56 blind people Computer users. This approach would give the opportunity to go in detail on the experiences and individual challenges of the blind people's everyday life, and also the opportunity to bring to light issues and topics that were not known in advance. Below, the methods and procedures used are explained in more detail.

A) Group Interview: An initial focus group meeting with 20 participants was conducted to provide input about the research theme, and to form the basis for the field visit. People with different experience and knowledge about how blind people use technology participated.

B) Field visit: The field visit was designed based on a literature study and input from the group interview. The objective was to give a wide, but realistic picture of use of ICT among Blind people. Since people can get very familiar to their obstacles, adjust to them and working around them to such a point that they become practically unaware of them, we wanted to group interviews with observations.

C) Respondents/Participants: blind people are a mixed group. They use a variety of AT depending on the degree of their disability, People who are blind typically use screen readers, as do some people with very low vision. A screen reader converts the text on a computer screen into Braille or into spoken words using a synthesized voice. People who are partially blind often use screen magnifier software.

30 people were selected for the study of which 56 actually participated; these included 24 males and 32 females from the eastern part of Pune. 28 participants were blind, and 28 characterized themselves as partially blind. 14 participants were students, 22 participants had a job, and 20 participants did not work nor study. The age range of the participants was quite smoothly distributed between 17 and 60 years old. The participants covered the whole spectrum of ICT skills and experience, from beginner to highly experienced expert user. 34 participants had higher education at a college or university level.

Materials and tasks: A semi-structured interview guide and tasks were developed based on a literature review, background information, such as statistics on ICT, and input from a focus group. The main criteria for selection of tasks were that it was a common task that many people do, that it was objectives at everybody and did not require any special knowledge or training.

1.Procedure: Research conventions on ethics and privacy of the participants were followed. The whole interview and observation session was audio recorded. The session started with the collection of some demographic and background information such as age, gender, occupation, ICT experience, details about the participant's impairment, and the type of Assistive Technology available to them. The researchers noted problems, concerns, and also the participant's actions and comments. In case the participant was unable to continue on their own, they would get hints from the researcher.

2.Data collection and analysis: A fairly detailed set of minutes from each interview and observation session was written based on notes and audio recordings. Parts of the sessions were written down; and, an analysis was performed. Minutes from all the sessions were re-read with the objective of forming themes, and then sections from the individual minutes were sorted into

categories according to the different themes. During the analysis new themes and categories emerged. The results described in the next section are based on this thematic analysis.

3.Results:

- I. **Web pages, learning material, and electronic forms:** From the interview sessions, the blind people seemed quite positive towards web accessibility. However, during the observation of the task-solving activity we found that most participants had severe problems in completing their tasks.
- II. **Online banks, registration, and authentication:** Because of security requirements, online banks often have authentication solutions that are more complicated than authentication solutions found in other Internet services.

The most common authentication method in Pune, Bank ID, applied a java applet which was inaccessible to screen reader users. This solution also required that the user enter a code from a separate code-generation token in combination with a password or PIN. In general, registration and authentication were commented on as being a major barrier for the blind people. Many services require a security check, such as the widespread use of Captcha codes, however, some websites now offer audio Captcha, but this solution seems to be quite difficult to use as well.
- III. **Self-service terminals and ATMs:** Many services are transferred from humans to self-service terminals such as kiosks, ticket machines, and ATMs. It is quite clear that these technologies are often difficult or impossible to use by the blind people. They tried to avoid such terminals, for example, by purchasing tickets in advance at a counter or with the aid of a sighted person. 16 blind people felt that it had become significantly harder to get manual service at a counter or by telephone. Several expressed concern about the general trend towards more self-service terminals, and in particular towards the increased use of touch panels, which in general excludes access for the blind people.
- IV. **Queuing management systems:** It was a little surprising for us to discover that the increased use of queuing management systems in various offices and shops created so much frustration and discomfort for our blind people. 20 blind people found it very uncomfortable to enter premises with queuing systems, and several told us about unpleasant episodes regarding these systems. They used strong expressions like “I hate it”, and “it is terrible” or “embarrassing”. Very few participants would walk past the queue to the counter even though the queuing system was impossible for them to use.
- V. **Mobile devices:** All blind people used a cell phone. Although having a cell phone is very common among the blind people, this technology also has its challenges. Since 2006, Blind people in Pune can apply for financial support from the public welfare system to get AT, which reads out menus and text messages using synthetic speech synthesis. There are also solutions that make it possible to transmit the text to a handheld Braille display. This technology has made a positive impact, which is huge in the lives of many of the blind people. In particular the ability to read, write, and send a SMS, made participants feel less dependent on others. It was noted, however, that there was a relatively small range of mobile phones that were usable with text-to-speech AT, and that it was difficult to find information about which model to choose.

VI. Weakness towards technical problems, changes, and updates: blind people share many technological challenges with people who are sighted, but there are yet some conditions that are specific to the blind people. During the task- solving part of the study we observed remarkably many occurrences of unexplainable slow performance, hanging computers, and even computer crashes. The interviews confirmed that frequent technical problems were the rule, rather than the exception.

It appears to be essential that there are people around the Blind People, such as teachers, family, or friends, who have the technical skills required to get things to work. All these factors contribute to a demanding situation for the Blind People in terms of learning and problem-solving capacity. Therefore, it is no wonder that many of the Blind People participants in this study expressed a need for more training and support.

VII. Need for training: Because of the extra layer that AT constitutes, there are extra cognitive and learning demands on the Blind People when using ICT. Therefore, there is a need for training on several levels.

4.Findings:

All these factors contribute to a situation where the Blind People is frequently totally dependent on the help from sighted persons. The obstacles are so extensive that Blind people are far from having equal opportunities in the information society, as do their sighted peers. Based on the findings in this study some areas for further development and research emerge. These areas are described in the following.

i) Accessibility guidelines with corresponding development tools: The work on guidelines with corresponding tools for making web technology both technically accessible and usable should continue. The growing quantity of recommendations contained within each set of guidelines, coupled with the general lack of automated tools to support the developers in adhering to the guidelines, may contribute to a slow adoption of these guidelines.

ii) Accessible identification and security systems: Accessible and usable registration and authentication is a prerequisite for access to many Internet services and interactive systems. User identification is also a prerequisite for individual profiling, and thus, for the possibility of providing services that can adapt to the needs of the individual user

iii) Accessible interactive learning material: The blind people in this study called for more training. This need comes as a natural consequence of the complexity of their technological environment, including AT and the fact that much of the existing learning materials, such as guides, videos, screen casts, etc., are inaccessible. Thus, there is a need for accessible interactive learning materials on the various technologies that BLIND PEOPLE users need to learn and use.

iv) Accessible social networks and web 2.0 technology: In addition to the obvious social function that social networks have, which is a good enough reason in itself to require accessibility, such tools can play an important role as a means to share knowledge and competence among people.

v) Accessible mobile web: An interesting side effect of the increasing number of people using handheld devices and smart phones for web browsing is the emergence of mobile web interfaces.

It seems that mobile web interfaces often are more accessible for blind people than traditional web interfaces.

- vi) **Accessibility in the internet of things:** Because of the possibility for Blind People users to use their mobile or handheld device with AT, one can envision that the mobile or handheld device can function as a “front-end” to everyday technologies.

5. Conclusion:

It is increasingly recognized that being able to use ICT can make a tremendous difference in the lives of individuals with visual impairments, improving educational and employment opportunities, enhancing social life, and facilitating independence. This study has, however, showed that the Blind People experience major challenges in using ICTs in their daily life. Many Internet services, such as public websites, online banking, and electronic forms, had poor accessibility. Inaccessible mechanisms for registration and authentication were a major barrier to the use of various Internet services.

Based on these findings six areas for further research and development were identified: 1) Continuing the development of better guidelines for accessible and usable Internet services with corresponding development tools; 2) Accessible registration and authentication mechanisms; 3) Accessible and interactive learning materials; 4) Accessible social networking services and web 2.0 tools; 5) Accessible mobile web devices; and 6) Accessibility in the Internet of Things.

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Role of Self Help Group in Women Empowerment

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Introduction :

Micro Finance

Micro Finance is an important concept in Economics. Micro Finance is defined as “ Programme meant for providing credit for self employment and other financial services to very poor persons”.

Micro finance has large scope. As per micro credit concept it indicates that providing necessities to economically weak person. On the other hand microfinance is not only related with providing fund but it also includes other financial services like saving, insurance etc. “ The year 2005 was celebrated as Microfinance Year.”

Nearly 8crores people are need of Micro finance. The demand for micro finance is for near 2 lakhs crores but supply is of 5 thousand crores. Due to this reason Self Help group is established. NABARD was launching a pilot project of Bank Linkage Programme with Self Help Groups.

Women Empowerment:

The concept of empowerment is not simply restricted to economic self-sufficiency or access to material goods. It is with human development. It fosters the enlargement of human capacity, helping then to achieve their full potential through ‘ good health’, education and opportunities.

Definition of Self Help Group

A Self Help Group can be defined as voluntary association of the poor with a common goal of economic empowerment . The purpose behind of Self Help Group may be to utilise the resources of members to meet their needs. But these groups should be homogenous and democratically functioning.

Significance of the subject:-

As per 2001 census women occupied 50% of total population.

In the present study it is tried to study changes made by Self Help Group in empowerment.

Pune district ranks first in Maharashtra. But it is observe that the major of women empowerment it is not done. This study will be beneficial to Self Help Groups, government NGOS and bonus. But only few women participate in economic development. Therefore for increasing women’s participation in economic development and for rural development Self Help Groups are established. This Self Help Groups programme is running in India since last decade. This programme increased income capacity and also increased the standard of living of women. Self Help Group movement play important role in empowering women socially & economically.

In present study it is tried to study changes made by Self Help Groups in empowerment of women.

Pune district ranks first in many sectors in Maharashtra. But it is observe that major research of women empowerment is not done by any researcher. This study will be beneficial to Self Help Groups, Government NGOs and Banks.

Objectives of the study

Objectives for research are as follows

- 1) To study the role of Self Help Groups in women empowerment.
- 2) To study working methods and business run by Self Help Groups
- 3) To study the role of Self Help Groups in social and economic development of women in Pune district.
- 4) To study economics of Self Help Groups
- 5) To study the role of Government in development of Self Help Groups
- 6) To study problems faced by Self Help Groups and suggest remedies on it.

Hypothesis:

- 1) Self Help Groups play an important role in women empowerment in Pune district.
- 2) Self Help Groups run by women are working efficiently and it helps in changing economic condition of members
- 3) Role of Government and bank is important for development of business run by Self Help Groups.
- 4) Self Help Groups helps to improve status of women in society.

Duration of the study – 2000-01 to 2006-2007

Research methodology

The data is collected through primary & secondary sources. The respondents are collected from 500 chairman and 500 from members. The research design is done by very systematic and accurate manner.

Source of data

The data for present study is collected with the help of primary and secondary sources.

a) Primary source

Primary data is collected with help of Questionnaire and interview method. Information is collected by taking interviews of chairman, secretary and members of Self Help Groups

b) Secondary data

The secondary data is collected from various books, journal, Annual reports of NABARD, ZP, Pune district economic and social bulletins, websites, news papers and from various exhibition.

Main findings

- 1) Since 1990 there were only 500 Self Help Groups in India. In 1992 225 Self Help Groups are linked with banks as per Bank linkage programme. In year 1996 2500 Self Help Groups are linked with banks. The number of Self Help Groups are also increased. In the year 2004 there were 10,78,091 Self Help Groups. In 2005 number of Self Help Groups were 16,18,476, in (2006-07) 29,24,963 and in March 2008 it reached at 34,77,965. In the year (2007-08) 5 lacks 53 thousand Self Help Groups are linked with banks. With this bank linkage Self Help Groups had taken loan of 76 thousand 445 corers rupees.
- 2) It was found that in the year (2001-02) 19615 Self Help Groups are linked with banks in Maharashtra. Till March it was increased upto 2,25,856. In financial year 2007-08 number of Self Help Groups linked bank had reached upto 3,26,425.
- 3) In financial year 2006-07 Maharashtra ranks first in country. Similarly Pune district number of Self Help Groups reached at 34098. In June 2008 there were 40339 Self Help Groups. In December 2009 the numbers are increased upto 41327. In year 2007-08 nearly 5213.47 lacks Rs funds are provided to Self Help Groups. Suvarnajayanti Gram Yojana also provide self employment to 713 Self Help Groups.

Findings about Self Help Groups chairman and secretary :

- 1) Out of the total members studied 337 (97.12%) chairman state that Self Help Groups empowers the woman. This empowerment includes economic, social empowerment. Self Help Groups also helps to increase decision ability and self confidence of women.
- 2) It is observed that before joining the Self Help group only 117(33.72%) women had save their money in bank, LIC, post in other places. But after entering into Self Help group 268(77.23%) women start saving. This shows hat habit of saving have been increased.
- 3) Nearly 90.07% Self Help group repay their loan. This shows that bank has to give preference for giving loan to Self Help group.
- 4) Out of total studied Self Help group 279(80.40%) of chairman state that their status in family have improved.
- 5) Only 151 chairman & secretary it only 43.52% Self Help group are connected with NGOs. It shows that support from NGOs are less. If we analysed it on the basis of District it shows that Self Help groups in Ambegaon district are in highest numbers connected with NGOs. On the contrary only (21.74%) Self Help groups in Junnar district are connected with NGOs
- 6) Out of the total studied Self Help groups only 119 Self Help groups are below poverty line.

Findings for Self Help groups members

- 1) Out of 374 Self Help groups members 294(84.73%) stat they are empowered due to Self Help groups.
- 2) Out of the total members 262(75.50%) members have started their own business. This is good indication of empowerment
- 3) Nearly 83% members states that men's approach toward looking women have changed. On the same time 78% members state that their participation in social activity has increased.
- 4) Out of the selected members 232 members have suggest some remedies for their problem. In these remedies they suggest that Government has to provide some facilities for marketing their product.

Suggestions :

From the above study it is tried to suggest some remedies which help to empower the women with help of Self Help groups

A) Suggestions for Self Help groups

- 1) Apart from the traditional business run by Self Help groups it is required to start some new business.
- 2) Members have to utilise the loan taken for starting some small scale business.
- 3) Self Help groups have to improve quality of their product and also have to use various marketing strategy for marketing their products.
- 4) College going students also have to participate in the self help group movement.

B) Suggestions for Government :

- 1) Government has to provide more support for empowering women with the help of self help groups. While providing funds to Self Help groups Government has to use equality.
- 2) Training programme shall be arrange for Government officers, NGO co-ordinators. District training centres shall be opened for providing the training to Self Help members.
- 3) Government have to arrange some markets for products of self help groups.

C) Suggestions for Banks:

- 1) Separate sections for self help groups shall be opened for self help groups.
- 2) Method of providing loan to self help groups shall be simple and equal to all.
- 3) The period for sanctioning the loan and allotment of the loan has to minimise

- 4) Other banks also have to provide loans to self help groups at 0% rate. Recovery of the loan shall be done accurately.
- D) Other suggestions
 - 1) Education about self help group have to be given to college students.
 - 2) With the help of NSS help for writing the A/c have to be provided.
 - 3) Corporate sector has to purchase the self help group products.

Conclusion

It is concluded that self help groups has empowered women socially, economically and individually.

4. Application of Remote Sensing and GIS for the Assessment of Fort Ecotourism: A Case Study of Mulshi and Mawal Tahsil Pune District

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Abstract

Geographical information is necessary for the sustainable planning and management of the resources in the area. The area selected for research is Mulshi and Mawal Tahsils of Pune District. The Pune district has a great potential for the better development of forts tourism. Such study would be helpful to Government for planning and making strategic planning for District. Maharashtra is a land of forts with its 350 odd forts. There are 32 forts in Pune district and 11 forts in Mulshi and Mawal Tahsils. Every fort has its own importance and uniqueness. The forts are selected according elevation controlled sampling.

Study area is part of Pune district namely Mulshi and Mawal Tahsils. Due to the proximity with Pune and Mumbai the tahsils as a whole appears to be developed, in fact there are two distinct regions as developed Urban Pune and backward region of Rural Pune. The study area is characterized rural population always living in isolation and hence has not been able to get the advantages. The material resource base of western part of study area is far below average, hence it needs altogether different strategy. It is hypothesized that, if developed through proper planning, tourism can bring development of a region as a eco-tourism.

Key: Geographical information, Forts tourism, Rural, Urban.

Introduction

Tourism is considered as one of the world's largest industry. India is a developing nation. The geographical variations from north to south and east to west in India are favorable for tourism. Maharashtra has different geographical regions such as Konkan, Western Ghat and Plateau region i.e. Desh. These geographical differences produce lots of places of interest in the state. Strategies for regional development in the past have been resource oriented and that too mostly the material resources. This has led to regional disparities wherein regions having good resource base progressed well while others remained as backward. New strategies consider

material as well as resources. Tourism can be one such activity that can be considered which may promote sustainable development in any region that has some potential and as a approach of eco-tourism. Hence the present study attempts to deal with an "Application of RS and GIS Assessment of Potential of Eco-Tourism: A case study of Mulshi and Maval Tahsil of Pune District, Maharashtra"

Study Area

Maval and Mulshi tahsils of Pune district. It is bordered by western Ghats strip towards western part. This is an extremely rugged terrain with lofty peaks, clear cut ridges, steep slopes and deep ravines. The central part of the district is a belt of smaller chain of hills which sink into the plains. It shares its boundary northern with the Thane District, western with Raigad, eastern with Ahmednagar and southern with district Satara. The geographical area of Maval Tahsil is 1144.3 sq.km and Mulshi 1010.4 sq.km. No. of villages in Maval is 181 and in Mulshi 141 (Census 2011). No. of town in Maval is 5 (Talegaon Dabhade, Lenawala, Wadgaon Khadkale, Kusgaon BK) and in Mulshi 2 (Hinjewadi & Pinnagut). Total population of Maval is around 4 lakhs and Mulshi around 2 lakh (Census 2011).

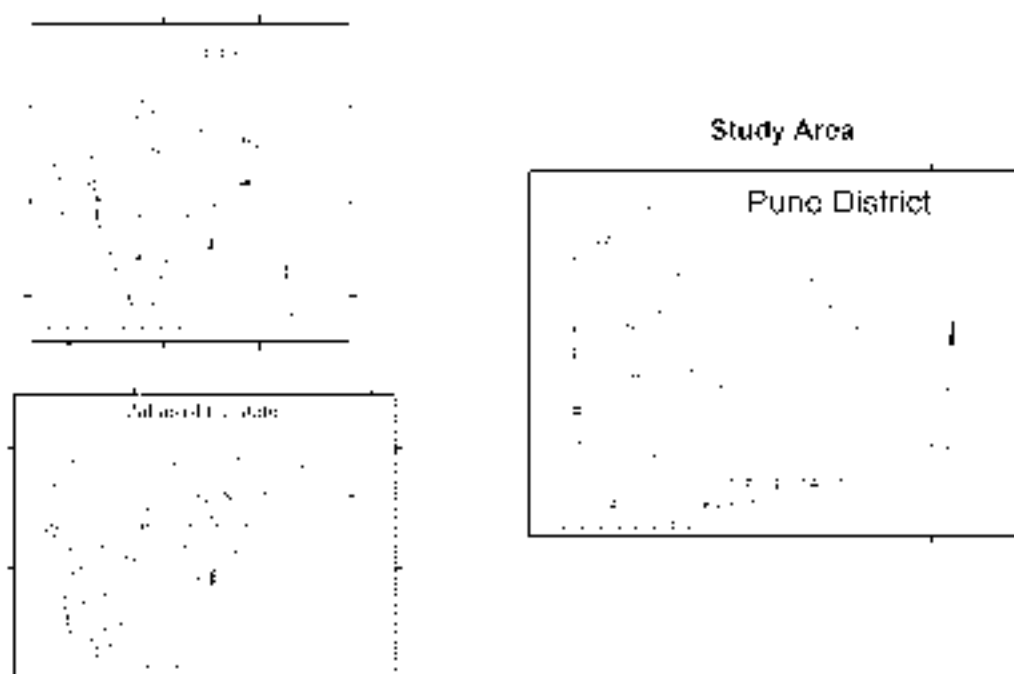


Fig. 1: Location Map

(Fig. 1)



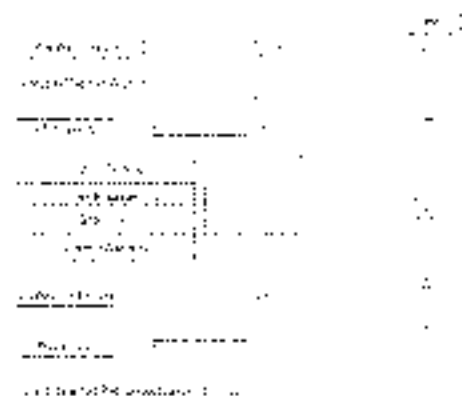
Fig. 2

Objectives

Against the above background, the present work attempts to study the forts tourism development in the Pune district. The broad objectives of the proposed study are

- GIS based identifying the Nature tourism potential
- To prepare composite index based on physical factors for Mulshi and Mawal Tahsil of Pune district.

Methodology and Database



(Fig. 3)

Nine topographical maps, at the scale 1:50000 digitised for the variable such as drainage, forest land, village, locations, roads, railways, water falls, and lake. Village polygon are digitised from census map ASTER data with 30 m ground resolution used for DEM (fig. 3). LISS III digital data (P6) used for FCC and employed in identifying the actual coverage of Lake and natural vegetation. All the data mentioned above was brought into GIS platform. Software(s) like Arc-GIS 10.1, Global Mapper10, Photo-Mapo software of iPhone5 apps and MS Office Excel were utilized.

Digital Elevation Model (DEM); Mulshi and Mawal Tahsil



(Fig. 4).

Potential Forts Tourism Site

There are 32 forts in Pune district. Every fort has its own importance and uniqueness. There are 11 forts in Mawal and Mulshi thasils in Pune district (Table 1).

Table 1: Classification of forts using elevation controlled sampling

Sr. No.	Tahsil	Fort	Elevation (m)	Major forts selected for study
1	Mawal	Indori	595	Tung, Ekona, Chingad
		Angla	612	
		Tung	964	
		Ekona	988	
		Lodigad	1016	
		Vasapur	1015	
		Margan	1052	
2	Mulshi	Rampal	692	Rampal, Chingad
		Korigad	928	
		Kadlogad	944	
		Chingad	982	

Total	11	14
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Source: Gazetteer Pune District (2011)

The term potential means something existing but not yet fully exploited. There are various criteria to selecting potential forts sites i.e. on the basis of physiography, climate, and purpose of visit, on the basis of natural and cultural resources. The thasils has vast and rich forts tourism resource potential of different cultural background.

Analysis of Data

Forts tourism potentials are ascertained on the basis of overall landscape conditions and individual landforms in the region. The infra-structural conditions also influence the potential of tourism as they form the support system for the activity. Hence, in present work these physical aspects have been considered and the weights assigned ranging from 1 to 5.

Landscape is analyzed on the basis of following factors

- 1) Greater relative relief.
- 2) Steeper slope.
- 3) Drainage
- 4) Forest cover were taken into consideration.

The individual landforms such as

- ◆ Water falls, 2) Lakes, 3) Cliffs (Maximum slope > 40°).

These were identified from the topographical maps and most of them were visited during field work.

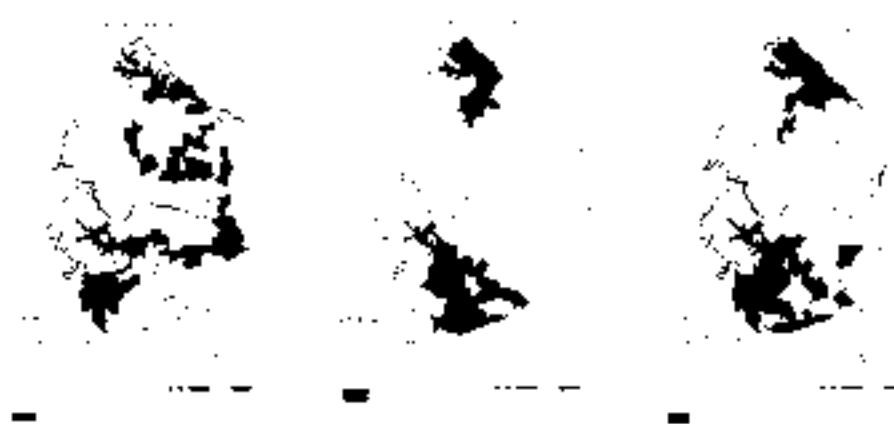
Relative relief: Mulshi and Mawal Tahsil



(Fig. 5).

Table 2: GIS Base Scores of composite index for Tourism Potential

Indicators	Variables	Unit	01	02	03	04	05
Landscape Evaluation	Relative Relief	Metres	< 50	50 - 100	100 - 250	250 - 400	> 400
	Mean Slope	Degree	< 3	3 - 7	7-15	15 - 25	> 25
	Drainage	km/sq.km	0 - 0.1	0.1 - 0.4	0.4 - 0.8	0.8 - 1.4	1.4 - 5.2
	Forest Cover	Percentage	0	1 - 30	31 - 50	51 - 80	> 80
Landforms Evaluation	Waterfalls	Villages within 3 KM					1
	Lakes	Villages within 3 KM					1
	Cliffs (Max. slope>60)	Villages within 3 KM					1

GIS Base Scores of composite index: Mulshi and Mawal Tahsil**Fig . 6**

Using these weights a composite index for area differentiation based on the physical factors was defined (Fig.6). The scores are high for the north and eastern regions of the study area. This map shows the weights given to locations of specific landforms that may attract the tourists such as water falls, lakes, cliffs and many others. The scores are high for the northern part, of western tracts and a southern regions of the study area. This map shows the weights given to locations based on landscape factors such as relief, slope drainage and forest. Landform

factors like water falls, lakes, cliffs etc. The scores are high for the northern, western and southern parts of the study area.

Conclusion

The Mawal and Mulshi taluqs of Pune district is having high tourism potential in view of natural aspects. Western part of study area is covered by rural area and rugged topography. Such highly remote areas also having high potential of tourism in terms of various landscapes and landforms like waterfalls, gorges, etc and there is a potential tourism. It is essential to develop a region curdial and responsible tourist- locals relationship for the sustenance of tourism, environment and the culture. Considering the wide diversity of the area and the natural gift of different scenic sites, including mountains, valleys, plateaus, etc. the area has high potential for ecotourism. The area has variety of flora and faunal species that need conservation. Commercial tourism on large scale may have negative impact on the natural environment. Therefore ecotourism approach may help the region in maintaining the environmental balance and developing the economy of the region.



Fig. 7

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2. Adventure Tourism in Andaman and Nicobar Islands

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Abstract

Andaman and Nicobar Islands, in India, is an unexplored beauty of India. Andaman could be a fascinating getaway providing a large number of activities. Large numbers of tourists visit the islands every year and experience the natural beauty and sterling beaches of the Islands. These pristine islands offer variety of fun loving and unforgettable adventure activities such as scuba diving, snorkeling, sea walk, trekking, island camping, parasailing, water skiing and so on. The tourist inflow has been growing but not at the desired rate. The growth rate of tourists should have been higher considering the adventure activities offered in Andaman. Adventure commercial enterprise is at the initial stage of development in Andaman and is quickest growing phase of Andaman commercial enterprise trade. Development of adventure tourism could increase the tourist arrivals and the business opportunities in the Islands. The major problem related to adventure tourism is the discord between the safety standards and the way they are followed and implemented. This paper seeks to study the potentials of adventure tourism in Andaman and further give suggestions to develop adventure tourism in Andaman Islands in order to increase the inflow of tourists. The study comprises secondary data which have been collected from journals, articles and Andaman website.

Keywords: adventure tourism, scuba diving, snorkeling, sea walk, trekking, bird watching, forest and beach camping.

1. Introduction

To journey commercial enterprise commercial enterprise is one in every of the foremost space growing sectors within the world, and adventure tourism is one of its fastest growing categories. Increasingly, countries in all stages of economic development are prioritizing adventure tourism for market growth because they recognize ecological, cultural and economic value. The Adventure Travel Trade Association (ATTA) defines adventure tourism as a trip that includes at least two of the following three elements such as physical activity, natural

environment and cultural immersion. Adventure commercial enterprise could be a thrill-based activity wherever Associate in Nursing adventurer is prepared to face high and low level of challenges. There are two main categories of adventure activities, hard adventure and soft adventure. The laborious journey could be a travel exercise, which involves higher level of risk elements and physical challenges. Hard adventure includes climbing (mountain/rock/ice), trekking, caving, paragliding and so on. The soft journey could be a sort of travel exercise that refers the snug journey activities having generally no risks. This is very safe and hence maximum adventurers indulge in this type of adventure tourism. Soft adventure includes camping, fishing, scuba diving, snorkeling, kayaking, cycling, skiing, rafting, bird watching or simply horseback riding.

As a sort of commercial enterprise, adventure tourism in India is endless because the country has a rich diversity in terms of climate and topography. It is calculable that on the average, 20 lakh people participate in adventure tourism in India⁵. The various kinds of adventure tourism in India are rock climbing, skiing, camel safari, paragliding, mountaineering, rafting in white water, trekking, scuba diving and snorkeling. Tourists value more highly to choose trekking to places like Ladakh, Sikkim and Himalaya. The states like Himachal Pradesh and Jammu and Kashmir are popular for skiing. Andaman and Nicobar Islands are chosen by the tourists for adventure activities such as scuba diving and snorkeling. In addition, Manali, Gulmarg, Auli, Darjeeling, Lakshadweep and Goa are the best places for adventure tourism in India.

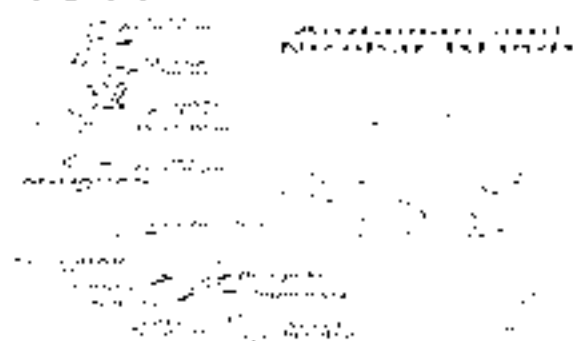
1.1 History of Andaman



Andaman and Nicobar have wealthy history, chemical analysis back since 800 B.C. These Islands are one of the famous Islands in the world and they have the best beaches in India. This should visit destination may be a smart place for leisure however allow us to learn a factor or 2 concerning this paradise. The autochthonous population referred to as Andamanese and Nicobarese inhabit these Islands. The Islands of Andaman and Nicobar have 5 autochthonous

tribes that area unit still living in these components like Jharwas (Jarawas), Onges, The Great Andamanese, Shompens, Sentinelese. The common languages they spoke were Onge, Andamanese, Sentinelese, Jarawa and Nicobarese. In addition to the tribal's of the Island, it was believed that the Andaman Islands were descendants of African slaves that arrived in this Island after a shipwreck while being carried on board on a Portuguese ship, however, most of the anthropologist's sum-up with the fact that they are not Negros but Negritus. For years the Andaman and Nicobar Islands have seen several faces from India's 1st War of Independence that befall within the year 1857 to the Japanese Invasion throughout the 2nd World War. But with the approaching of Indian Independence within the year 1947, these islands Andaman and Nicobar were united with the Indian mainstream. Today, you will find its past relics, artefacts and ruins around the Island, in the museum of Cellular Jail in Andaman. For ages, the Andamans are nicknamed as Kala Pani attributable to its cellular Jail. Earlier, Andaman accustomed be a jail central to require away the prisoners removed from the ground. Today, this Cellular Jail sources as a major attraction for tourists.

1.2 Geography and Topography



Andaman and Nicobar Islands have the longest lineation that stretches to about 2000 kilometer. The Islands were declared as a Union territory within the year 1956 and these Islands have total islands of 572 out of that thirty two area unit haunted. Andaman Island is that the most visited by tourists from across the globe. These Islands area unit nearer to the Indian ground that stretches over a length of over 800 kilometer from North to South. With several social group individuals living within the Nicobar Island, this part of the Island is restricted for tourism activities, while the Andaman group of Islands are open for tourist. The Andaman and Nicobar Islands area unit unfold across 6° to 14° latitudes within the north and from 92° to 94° longitudes within the east and also the channel that separates the islands is at a width of 150 kilometres. The highest purpose on Andaman and Nicobar Islands is that the Saddle Peak with a height of 750

meters higher than water level. The distance between mainlands India to the islands are at a distance of 1,255km from Kolkata and 1,190km from Chennai. North Andaman is that the major Island that includes of islands like Landfall Island, Sound Island, and Narcondam Island. The middle Andamans is home to islands just like the Interview Island and also the South Andamans embrace islands like Ritchie's earth, Baratang Island, Neil Island, Rutland Island, Ross Island etc. The hilly section of the Island is in the Little Andamans. In addition, Barren Island is that the solely Island to possess active volcano in Republic of India.

1.3 Climate



The islands of Andaman and Nicobar have a tropical climate that is mostly wet and heat. In these Islands, there is no wrath of extreme summer or freezing winter the Islands of Andaman and Nicobar experiences balmy climate throughout the year. Although the months between Gregorian calendar month to February area unit the foremost most popular season to go to these Islands, you'll be able to rejuvenate in fun water activities like sea-faring, swimming, snorkelling, sea walking, parasailing and many more. If you love nature, the months from May to December is best for bird watching and sightseeing. The normal precipitation at the Andaman Islands area unit around 3000 millimetre, minimum temperature stays at twenty three.2° C and most at 31° C with ratio at eighty nada.

1.4 Tribes and Language



In the Andaman and Nicobar Islands, the different Andamanese people and Nicobarese people survived their isolated existence through the vast volume of the time and generation changing into distinct linguistic, cultural and territorial groups. The Islands of Andaman has tribes like Onge, Jarawa and Sentinelese of Negroid descent. Whereas, Nicobarese area unit of Mongoloid descent with tribes like Shompen and Nicobarese. However, the tribes area unit believed to possess arrived within the islands from Africa up to sixty,000 years ago. They are hunters moving and hunting animals. These tribes conjointly collect honey, roots and berries from the forest. The language but spoken by the tribes area unit Onge, Andamanese, Sentinelese, Jarawa and Nicobarese.

2. Objectives

1. To review the potentials of journey commercial enterprise in Andaman.
2. To supply suggestions for the event of journey commercial enterprise in Andaman.

3. Research methodology

The present study is conceptual in nature and the paper is purely based on secondary data. The data area unit collected from journals, articles and Andaman website, in addition, the researcher, being a resident of Andaman, is herself aware about the adventure tourism potentials of Andaman. The Andaman and Nicobar islands area unit given with the name of housing a number of the foremost delectable and lovely islands during this entire planet. Thus it constitutes one of the major temptations for the anxious holiday-makers. Basically, these water sports and related activities are most enjoyed by tourists who prefer to take risks. But there are other water sports as well which are suited for the ones who are not so much adventurous. Andaman and Nicobar Islands, which is surrounded by rich coral reef eco-system, offers unique life time diving experience. The Rajiv Gandhi Water Sports Complex at Port Blair, offers Safe water sports activities and also Adventure water sports activities. The various forms of adventure activities explored in Andaman are .

3.1 Scuba diving

Scuba diving is one of the best water sports in Andaman. The coastal water close these islands is that the abode of 1 of the richest reef scheme within the world. The speciality is that, here the coral reefs and underwater formation have not been exposed to any sort of damage as a result of which water-sport enthusiasts from all over across the world assemble here to look at the attractive marine fauna. There are several potential dive sites in Andaman. They are-

Croque Island, North Point, Corruption Rock, Rutland Island, Havelock, Mae Point, Barracuda Point, Turtle Bay, Lighthouse, Pilot Reef, Minerva Ledge, North Burton Island, Wanduon, Fish Rock, Seduction Point, Dala Reef.

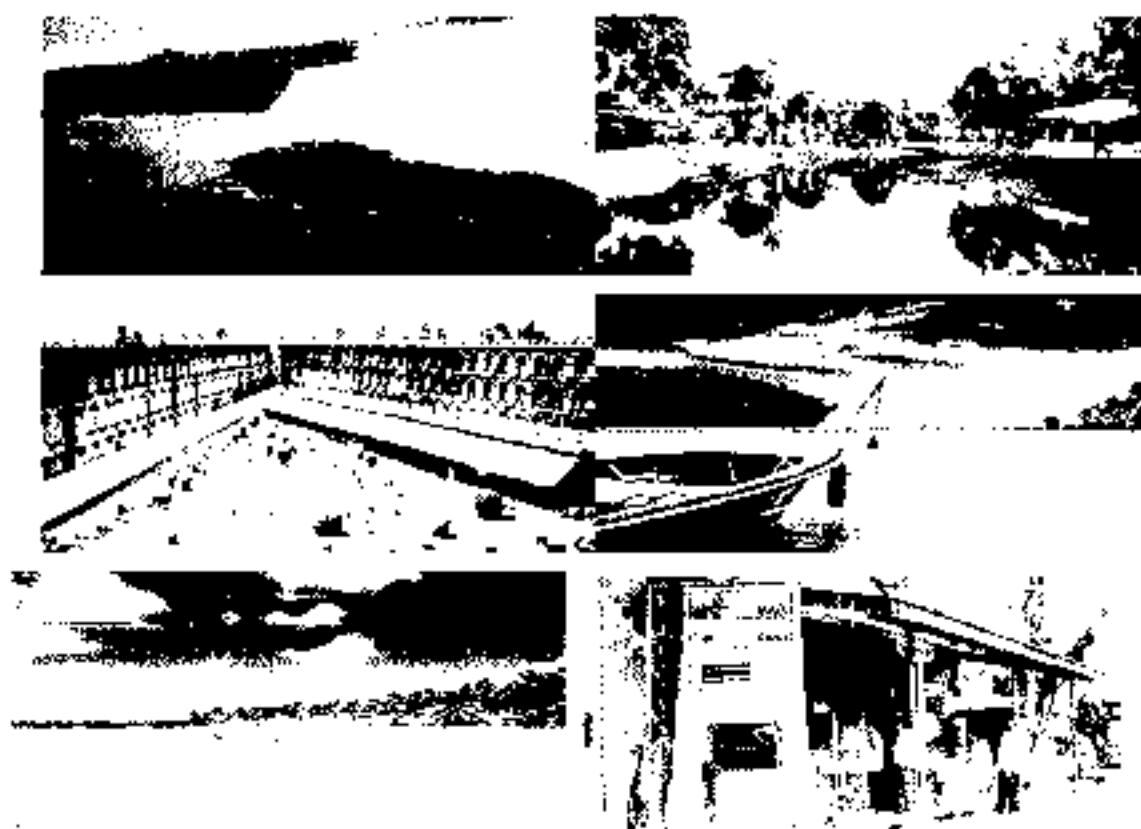


Source: www.andamans.gov.in

4. List of registered scuba dive operators in Andaman

- | | |
|--|--------------------------------------|
| 1. M/s Andaman Bubbles Pvt. Ltd. | 11. M/s Dive Mantra |
| 2. M/s Andaman Dive Club | 12. M/s Doongi Dives Private Limited |
| 3. M/s Andaman Scuba Diving | 13. M/s Eco Divers |
| 4. M/s Andaman & Nicobar Dive Solution | 14. M/s Gold India Divers |
| 5. M/s Barefoot Scuba | 15. M/s India Scuba Explorers |
| 6. M/s Blue Corals Dive | 16. M/s Jolly Buoy Dive Club |
| 7. M/s Blue Planet | 17. M/s Lacadives |
| 8. M/s Discover Scuba Centre | 18. M/s Ocean Pearl Dive Centre |
| 9. M/s Dive Adventure Club | 19. M/s Ocean Tribe Scuba Pvt. Ltd. |
| 10. M/s Dive India Scuba and Resorts Pvt. Ltd. | 20. M/s Scuba Loving Dive & Travel |

Pvt. Ltd.



4.1 Snorkeling

In the water sport of snorkeling we get to glide across the surface of the water while having a diving mask on. We can witness many gorgeous under-water creatures with the aid of snorkeling. Snorkeling is slowly however certainly gaining vast quality as there's a provision to follow it at varied venues within the Andaman and Nicobar islands. One can enjoy the underwater marine life and view the rarest of corals by snorkeling at North Bay, Corbyn's Cove, Chudiyatapu, Havelock, Jolly Buoy, Redskin Island and Ross and Smith Island, Cinque Island, North Point, Corruption Rock, Rutland Island, Havelock, Mac Point, Barracuda Point, Turtle Bay, Lighthouse, Pilot Reef, Minerva Ledge, North Button Island, Wandoor, Fish Rock, Seduction Point, Bala Reef.

4.2 Sea walk

Undersea walking is another superbly fun adventure sports in Andaman. Absolutely no experience required, no complicated equipment to handle and we get to walk on the smooth and clean sand of the sea floor with a helmet which offers a close up read of the underwater world with none problem. No wonder it's one of the most popular water sports in these islands.

4.3 Water Sports

The Rajiv Gandhi Water Sports Complex at Port Blair offers all possible adventure and safe water sports activities. Adventure water sports include water skiing, water scooter, speed boat rides, wind-surfing and so on. The safe water sports component has paddle boats, rowing boats, water cycles, banana boat rides and many more. Water sport facilities are also available at Corbyn's cove beach and Radha Nagar beach at Havelock.

4.4 Trekking

The islands of Andaman and Nicobar are blessed with the generous presence of many stupendous knolls which are perfect for trekking in Andaman and Nicobar islands. Tourists can go trekking through the evergreen forest from Bambooflat to Mount Harriet, Mount Harriet to Madhuban in South Andaman, Kalipur in Diglipur to Saddle Peak in North Andaman and in very little Andaman to expertise the life at intervals the beautiful, dark and deep forests.

4.5 Flowering tree creek expedition

The luxurious inexperienced mangroves profusely seen on either aspect of wandering creeks within the North and Middle Andamans provide wonderful scope for creek expedition. One can experience this unique eco-friendly activity at Yerrata creek, Dhanmalla Mangrove creek, Sabari Village – Rangat, Middle Andaman. The flowering tree bench walk introduced recently here may be a fascinating expertise for nature lovers.

4.6 Forest and beach camping

Camps are just the right choice for the nature-lovers who wish to enjoy the sun, sea and the pristine beauty of nature by spending quiet holidays right on the beach. Adventure-lovers will pack their tents and camp on a number of the simplest beaches within the world or within the forests. The Directorate of Tourism rents Swiss Dome and tent accommodation at Radhanagar beach in Havelock Island, which is crowned as "Asia's best beach" and "7th best beach in the world" by Time Magazine.

4.7 Sport fishing

Try sport fishing, one of the most popular water sports in Andaman. Go on a fishing trip in one amongst the fashionable yachts. Mostly these journeys begin within the afternoon, post lunch. There are organizations that offer all kinds of fishing equipments and boats. For fishing enthusiasts, the sea of the coasts of Havelock Island, Neil Island, Long Island and Ritchie's archipelago offer some of the best catches.

4.8 Bird watching

The Parrot Island near Baratang is famous for endemic birds especially Parrot of various kinds. Some thirty species of endemic birds are recorded. It is ideal to visit Parrot Island in the evening from Baratang Island to watch innumerable birds flocking in.

4.9 Jet skiing

Out of all the adventure activities in Andaman, jet skiing definitely stands out. However, the game is best enjoyed throughout atmospheric condition solely. During serious pelted or riding throughout a storm can be dangerous.

4.10 Parasailing

Parasailing is another one of the incredible water sports activities in Andaman that non swimmers can enjoy. Parasailing may be a sport that's an exquisite mixture of water and air borne journey. We're tied behind a motor boat while harnessed in a parachute. So, we fly like a kite behind the boat as it speeds off into the sea. Superbly thrilling it is!

4.11 Glass bottom boating

Tiny boats with glass bottoms for us to have a glimpse of the water life as it sails through the sea, that's glass bottom boating for us. We can take glass bottom boat rides from Water Sports Complex to North Bay Coral Island or Port Blair to Jolly Buoy Island.

4.12 Suggestions

In order to further develop journey business in Andaman, the subsequent suggestions can be fruitful.

1. Adventure operators should follow the best practices to reduce risk and ensure safety across a variety of adventure activities such as scuba diving, snorkeling, sea walk, jet skiing, parasailing and so on.

2. Government should introduce adventure institute in Andaman for offering several adventure sports courses with modern training equipments as we have adventure institutes in Goa, Manali, Uttarakhal and Darjeeling and enrich the Islands with young journey commercial enterprise entrepreneurs.

3. The communication passed on from the operator to the adventurers should be effective in order to make them clearly understand the guidelines associated with the activity.

4. The adventure operators should have enough stock of adventure machines and equipments with them such as boats, scuba, snorkels, fins and so on so that maximum adventurists can explore the activity at a time without any delay.

5. In order to give boost to adventure tourism government has to formulate appropriate policies.

5. Conclusion

Journey commercial enterprise could be a recreational activity and Andaman is one in every of the most effective destinations for the adventurists and has finest and tremendous potentials of journey commercial enterprise. The growth in the adventure tourism market has significant implications for destinations and travel businesses alike. Many travelers are no longer satisfied with sitting on a beach or shopping. They ask for journey experiences that highlight the natural and cultural assets that build an area distinct from the other. It is very important to give special consideration towards the promotion and development of adventure tourism in Andaman.

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16. Use of ICT System in Higher Education

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Abstract

Today's the role of (ICT), in the education sector plays an important role, especially in the process of empowering the technology into the educational activities. Education sector is the effective sector to anticipate and eliminate the negative impact of ICT. Technology in another side will be the most effective way to increase the student's knowledge. The use of ICT in education adds value to teaching and learning, by enhancing the effects of learning. It added a dimension to learning that wasn't previously available. After the inception of ICT in schools, students found learning in a ICT enhanced environment more stimulating and engaging than in a traditional classroom environment.

Key: Education, ICT, Technology, Classroom Environment.

Introduction

The education is vital role in building society. Education determines standard of society. The quality education helps to empowering the nation in all aspects by providing current thoughts, the ways of implementation of such technologies and so many various things. The quality education is primary need of the society. There are number of effective teaching & learning methods in practice. Technology is the very effective way to increase the student's knowledge. Here it will comes the role of ICT in the education sector! Being an academicians I can't imagine education without ICT. Today's the role of ICT (specially an internet) plays imminent role in the process of integrating technology into the educational activities.

Objectives of ICT Implementation Education

1. To the Improvement in learning achievement.
2. To the Reduction of adult illiteracy rate, with sufficient emphasis on female literacy.
3. To the Expansion of provisions of basic education and training in other essential skills required by adults.
4. To the Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development.

Role of ICT in Education

1. To Study of the increase variety of educational services & medium.

2. To study of promote equal opportunities to obtain education & information
3. To study develop a system of collecting & disseminating educational information.
4. To study promote technology literacy.

Types of ICT Tools using in Education

ICT includes various tools and systems that can be exploited by capable and creative teachers to improve teaching and learning situations, classification of ICT tools as

- 1) Such Informaive tools are use in ICT Internet, Network Virtual Drive, Intranet systems, Homepage, etc
- 2) CD-ROM, Printer, scanner these are resigation devices.
- 3) MS Word, PowerPoint, FrontPage, Adobe Photoshop these are the most important
- 4) e-mail, SMS, MMS, Teleconference, Gmail etc. are the Communicative tools
- 5) discussion boards, etc. forum are Collaborative tools

These are the five categories of ICT tools are discussed in more detail under the following headings.

Advantages of Students Using ICT for Learning

As was recognized antecedently, the Internet provides students with the tools they need to discover and own knowledge. And give students the hooks and templates they have to look info to the LTM. There square measure some benefits of student victimization ICT for learning:

Motivating Factor

The Internet will act as an interesting tool for several students. Young people are very captivated with technology. Educators should take advantage of this interest, excitement, and enthusiasm about the Internet for the purpose of enhancing learning. For already great learners, the Internet allows you to provide them with additional learning activities not readily available in the classroom.

Fast Communication

The Internet promotes fast communication across geographical barriers. Your students will be a part of cooperative comes that involve students from completely different states, countries or continents. This type of learning expertise wasn't attainable before the web. This is a novel learning expertise terribly essential for every of our students, as the world is becoming one big community.

Cooperative Learning

The Internet facilitates cooperative learning, encourages dialogue, and creates a more engaging classroom. For example, a LISTSER V for our class will allow your students to get

involved in class discussions through e-mails in a way not possible within the four walls of the classroom.

Locating Research Materials

Apart from communication, research is what takes many people to the Internet. There square measure more resources on the web than the college library will give. We can encourage students to require advantage of this wealth of resources on the web for his or her analysis.

Disadvantages of Using ICT for Education

The use of the web for education isn't simply. Therefore, one ought to expect the issues to be encountered in victimization the web in teaching to be evolving yet. There square measure some disadvantage of victimization ICT for teaching and learning :

Plagiarism

Apart from websites that claim to assist students write term papers, there are numerous cases of students downloading information from the Net and turning them in for grades. We can minimize this drawback by requiring students to cite analysis sources. There is an online service, Plagiarism.org at <http://www.plagiarism.org/>, which can assist us in minimizing cases of plagiarism in the class. This service claims to forestall plagiarism by crucial if a schoolwork has been traced from the web or not.

Student Privacy

Criminals, marketers, and alternative persons will simply get info from students after they square measure on-line. These may post danger to students' lives or could even cause judicial proceeding against the college. To avoid this drawback, students should be educated on the dangers of giving information to people online. Parents and lecturers ought to supervise students' on-line activities.

Low Income Groups

According to the USA Department of Education, over five hundredth of public colleges with a high minority enrollment had an occasional rate of web access than public colleges with a low minority enrollment in 1997. The same was true of educational rooms in those colleges. In addition, students from low-income families may not have computers at home or may have computers at home with no access to the Internet. Consequently, students in low-income communities may be disadvantaged. To reduce the impact that social or economic standing might have, we should give Internet assignments that students can easily complete while in school. If necessary, schools may need to keep computer labs open for longer and/or odd hours. The use of computers at public libraries ought to even be inspired.

Conclusion

ICT additionally focuses modification of the role of academics. In addition to room teaching, they will have other skills and responsibilities. Teachers can act as virtual guides for college kids who use electronic media. Ultimately, the employment of ICT can enhance the educational experiences of scholars. Also it helps them to think independently and communicate creatively. It additionally helps students for building successful careers and lives, in associate progressively technological world.

We should collaborate with other institution teachers in the school and in the system, because cooperation and mutual understanding is most important.

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16. Geographical Study of Forts Tourism in Pune District Maharashtra

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Abstract

Geographical information is necessary for the sustainable planning and management of the resources in the area. The area selected for research is Pune District. The Pune district has a great potential for the better development of forts tourism. Such study would be helpful to Government for planning and making strategic planning for District. Maharashtra is a land of forts with its 350 odd forts. The ASI, an agency controlled by the union government, controls 29 of the important forts. The state archaeological department controls 391 other forts and 991 forts are unprotected forts. The remaining 183 forts are either controlled by the revenue department, which knows little about archaeology or are privately owned. There are 32 forts in Pune district. Every fort has its own importance and uniqueness. The forts are selected according elevation controlled sampling.

Keywords : Geographical information, Forts tourism, archeological, elevation.

Introduction

India is a developing nation. The geographical variations from north to south and east to west in India are favorable for tourism. Maharashtra has different geographical regions such as Konkan, Western Ghat and Plateau region i.e. Desh. These geographical differences produce lots of places of interest in the state. The geographical environment provides a greater scope for forts tourism. For instance mountains, rivers, waterfalls, forests and wild life etc. act as center of tourist attraction. The potential for forts tourism development in any area largely depends on the availability of recreational resources such as mountain peaks, rivers, lakes, waterfalls, reservoirs, forts, historical monuments, an object of art fair or festival, also a person can be a tourist resource in addition to factor like climate, accessibility, attitude of local people, towards the nature and the extent of tourism development.

Study Area

The study area, Pune district, usually termed as the cultural capital of Maharashtra. It is situated at 559 m ASL and lies between 17° 54' to 19° 24' N Latitude and 73° 33' to 75° 10' E Longitude. The total geographical area of the district is 15643sq.km. The district headquarters or the district place is Pune. The district consists of 14 talasils. The area of district is surrounded by Thane district in the north and northwest, Raigarh district in the west, Satara district in south, Solapur district in the south and southeast and Ahmadnagar district to the east (Fig. 1)

Objectives

Against the above background, the present work attempts to study the forts tourism development in the Pune district. The broad objectives of the proposed study are

- 1) To collect the information about forts tourism facilities available in the study region
- 2) To find out potential of forts tourism in the study area.

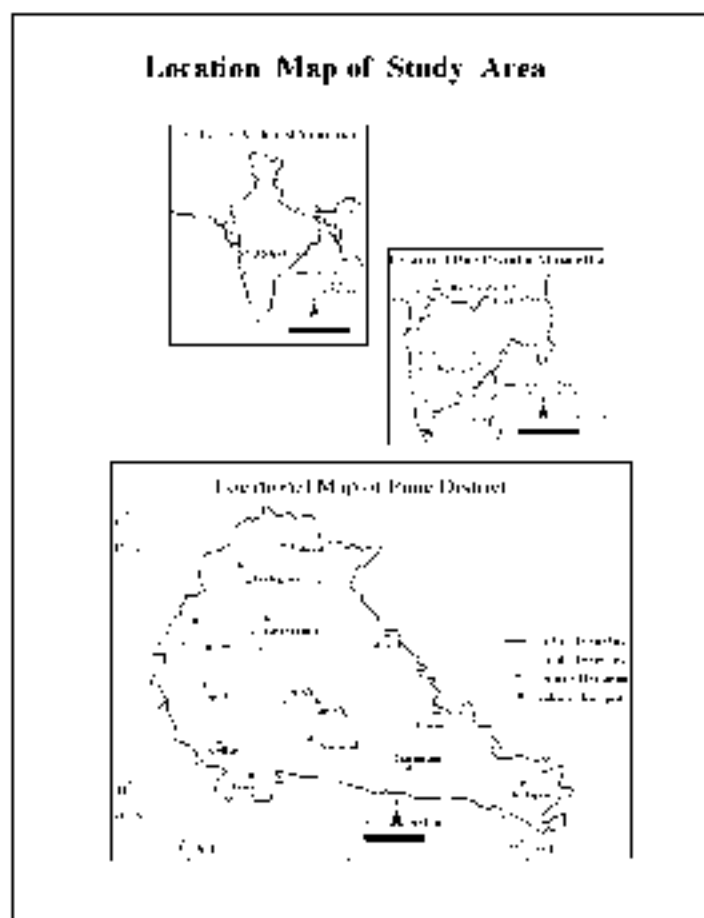


Fig. 1

Methodology and Database

In order to understand the potential forts tourism in Pune district, the methodology adopted for the present study is divided into three phases are namely pre-field work phase, field work phase and post field work phase.

In the first phase i.e. pre-field work phase literature review i.e. previous work carried out by other researchers are obtained from various journals, internet, visit to the MFDCC resort to know about annual tourist flow, collection of survey of India toposheets, Atlas, Gazetteers, District Census Handbook, Tourist maps, etc. use for collection of information. District Resource map of Pune district published by Geological Society of India, Government published map of Pune district P.W.D. map, Digital Elevation Model (DEM) and other were completed with help of S.O.I toposheets (Fig. 2)

In the second phase i.e. fieldwork phase extensive field surveys were undertaken, to existed forts. The questionnaire filled in this phase. During this field surveys tourist facilities regarding destination photographs, GPS reading altitude and the related information is noted which were also useful to adventure tourism study.

Digital Elevation Model: Pune District

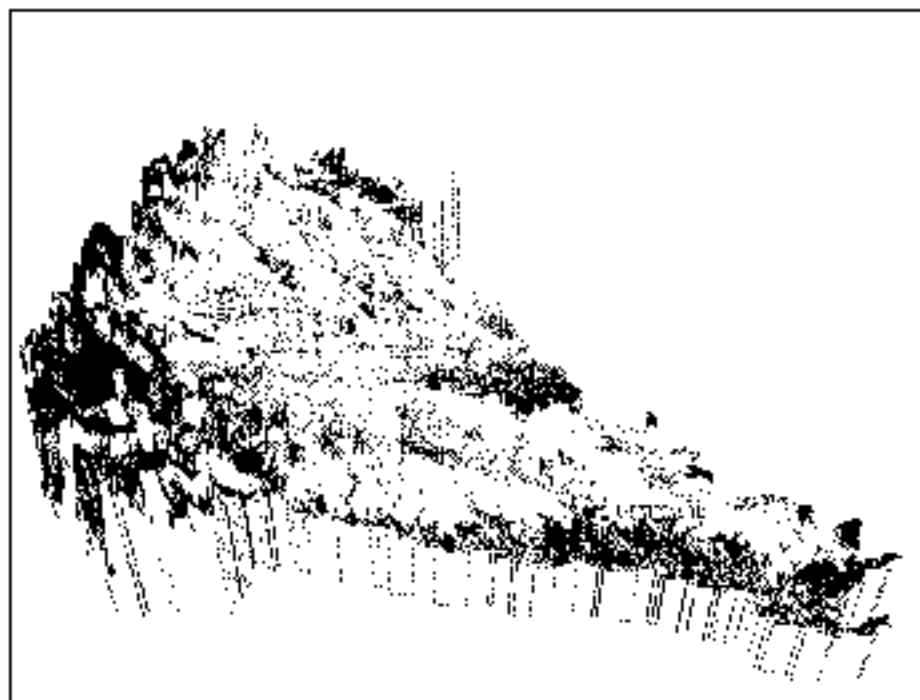


Fig. 2

In the third phase i.e. Laboratory worked is carried out. Government published map of (PWD) Pune district is scanning then digitization to generate thematic layer i.e. point layer- tourist places, forts, tahasil headquarter, line layer- roads, railways, rivers and polygon layer- dams, reservoirs etc. and map were georeference same time. Integrating all above information and maps with help of GIS software various thematic layers were generated. Finally these thematic layers are analyzed to demarcate adventure tourism potential zones

Potential Forts Tourism Site

There are 32 forts in Pune district. Every fort has its own importance and uniqueness. There are 14 thasils in Pune district. The forts are lying in eight thasil of Pune district which includes Maval, Bhor, Khed, Mulshi, Purandar, Junnar, Velhe and Haveli. (Table 1).

Table 1: Classification of forts using elevation controlled sampling

Sr. No	Tahasil	Fort	Elevation (m)	Major forts selected for study
1	Maval	Indur	595	Tung, Tikona, Lohgad
		Anglaji	612	
		Tung	964	
		Tikona	988	
		Lohgad	1016	
		Visapur	1045	
		Morgiri	1052	
2	Bhor	Kalya	597	Ratreshwar
		Rohida	1095	
		Kerjalgad	1267	
		Ratreshwar	1357	
3	Khed	Chakan	618	Chakan, Bhorgiri
		Bhorgiri	735	
4	Mulshi	Rajmachi	692	Rajmachi, Ghargad
		Kurgad	929	
		Kailasgad	944	
		Ghargad	982	
5	Purandar	Daulatmangal	815	Purandar
		Soneri	953	
		Vajragad	1290	
		Purandar	1320	
6	Junnar	Naravangad	820	Nimgiri, Shivneri
		Jivdhan	898	
		Nimgiri	980	
		Junnar	998	

		Shivneri	998	
		Chavand	1010	
		Sindhola	1043	
		Hadsar	1431	
7	Velhe	Rajgad	1307	Rajgad, Torna
		Torna	1358	
8	Haveli	Sinhgad	1308	Sinhgad
Total		32		14

Source: Gazetteer Pune District (2011)

The term potential means something existing but not yet fully exploited. There are various criteria to selecting potential forts sites i.e. on the basis of physiography, climate, and purpose of visit, on the basis of natural and cultural resources. The district has vast and rich forts tourism resource potential of different cultural background in all its 14 taluqs. We classified potential forts sites on the basis of elevation (Table 2).

Table 2: Tourism potential forts site in Pune district

Sr. No	Name of fort	Name of taluqs	Elevation Class (m)	Elevation (m)
1	Chakan	Khed	400-800	618
2	Rajmachi	Mulshi	400-800	692
3	Tung	Maval	800-1200	964
4	Shivneri	Junnar	800-1200	998
5	Rajgad	Velhe	1200-1600	1307
6	Purandar	Purandar	1200-1600	1320

Source: Compiled by Author

Potential forts sites are selected in this manner they represent the entire Pune and same pattern found in similar type of tourist centers in throughout the district (Fig. 3). Potential forts sites are very rich in natural and cultural resources, these tourism resources are not fully utilized because inadequate tourist facility, lack of information regarding this centers. Potential forts sites can provide more scope for a generation of employment opportunities due to increases tourist facilities in terms of different socio-economic and marketing indicators also bring money and reducing the regional disparities in Pune district. Potential forts sites will be reducing the pressure on existed tourist centers and also reducing the migration of local peoples towards the Pune city. The development of tourism of any region may be defined as the creation provision or addition of facilities, amenities and services to meet the needs of the tourist.

Tourist Information System (TIS): Tung

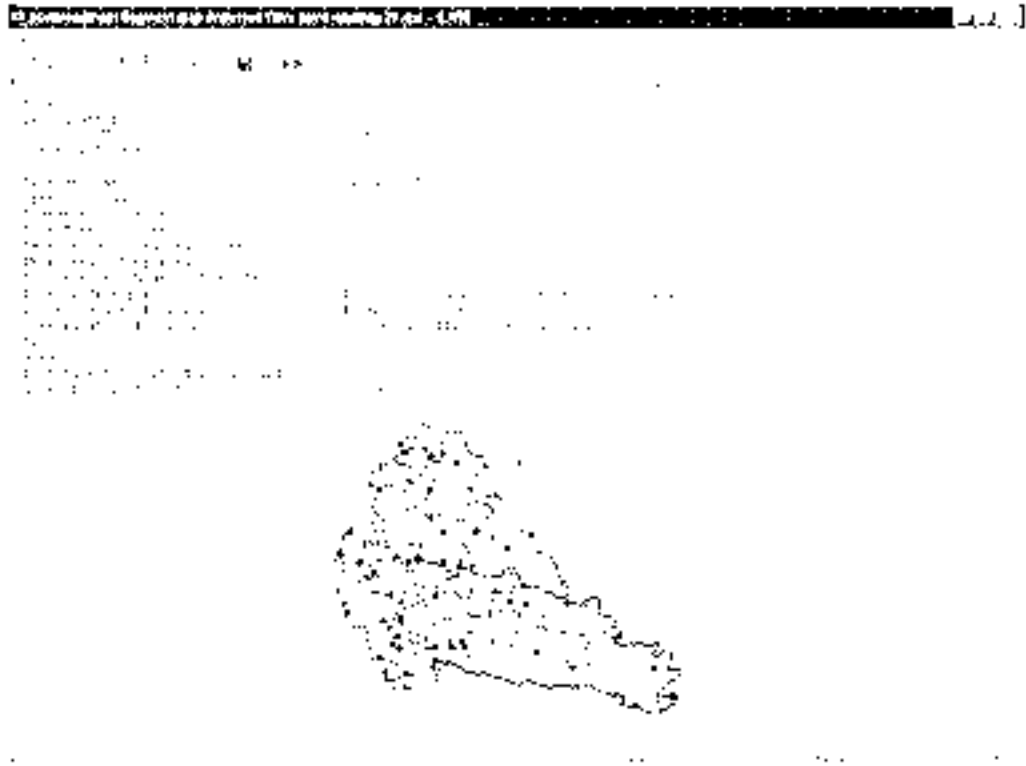


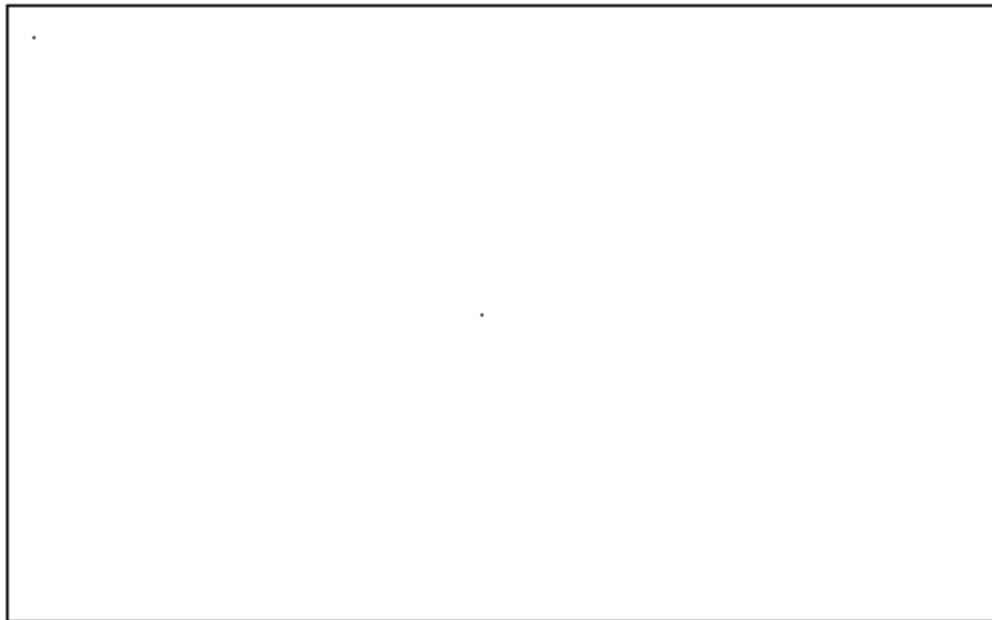
Fig-4

Google Image: Tung Fort



Source (Google earth May 2017)

Fig. 5 : Google Contour Map: Tung Fort



Source : (Google earth May 2017)

Fig. 6 : Toposheet: Tung Fort

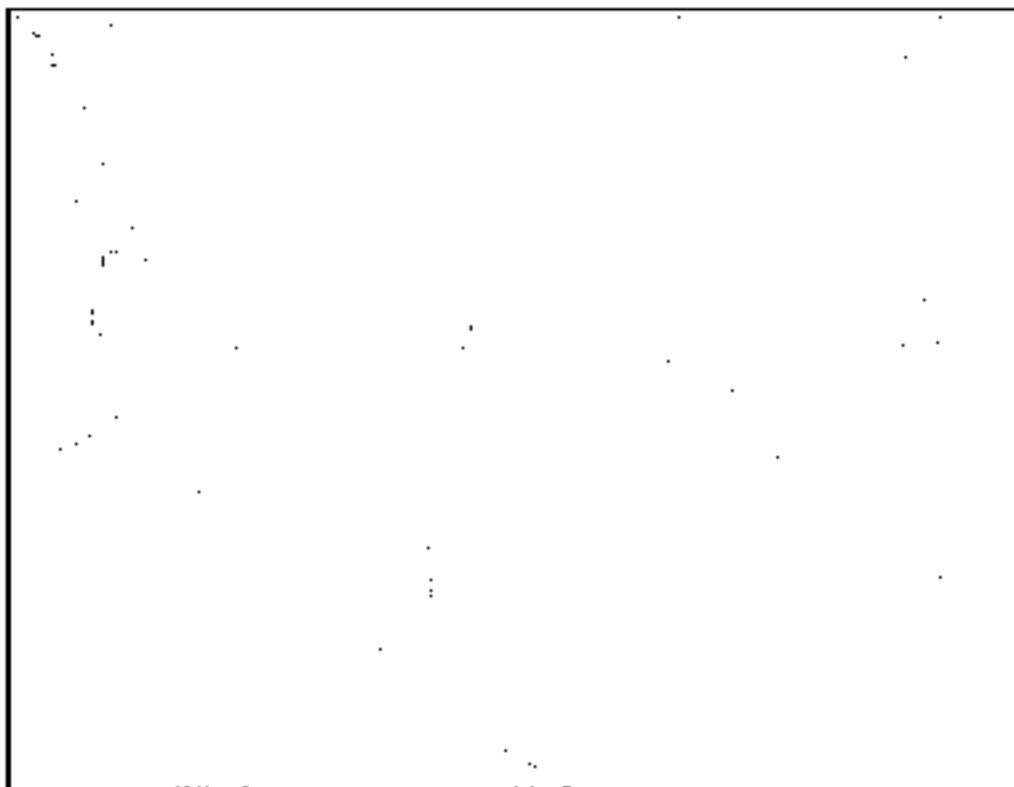


Fig. 7

Historical Background: Tung fort was built by the rulers of the Adilshahi dynasty before 1600 CE. However it was later occupied by Chhatrapati Shivaji Maharaj of the Maratha Empire. It is a small fortification and supported around 200 soldiers only. This fort served as a watchtower in the past because the site offers a panoramic view of the Maval region of Pavana and Mulshi valley. The Dhamale family, one of the Deshmukhs from the Maval region, was charged with ensuring the security of Tung fort. During invasion, it served to provide a temporary distraction for invaders. Thus, the major forts of Visapur and Lohagad would have time to prepare themselves to meet invading army. As you climb first come across a Hanuman temple, further ahead is a Tuljai Devi temple and water tanks at the top Tungji Devi temple from where we get a view of the Pavana dams which encircles three sides of the hill. Lohagad and Visapur to the north and Tikona to the east. To the southwest we can spot the fort of Koragad on the Jambhul mountain range. You can spend a day at Kathingad and return to Pune or Lonavala in the evening.

Drainage: The tributaries of the Pavana River are originated at Tung. These tributaries are seasonal during rainy season rain water flow through these tributaries but rest of the year they are dry. Tourists get attracted towards a walk along Pavana dam, waterfalls, the grassy ambience and hills in and around Tung. The mountainous terrain of Tung is ideal for trekking and hiking.

Climate: The climate in Tung is warm and cold, it receives heavy rainfall during the monsoons. The various parameters of climate become the resource of tourist activity. The area can be characterized by rainy, winter and summer season. The mean annual temperature of Tung is 25°C. The average rainfall received at Tung is 3327mm.

Natural Vegetation: The Tung fort have semi-evergreen, ever to mixed moist deciduous and dry deciduous forest in a narrow belt along the steep slope of the area. Very steep sided slopes of Tung fort area are covered with grass. These slopes have thin soils and do not support vegetation. The valley side area of the Tung fort is characterized by existence of different plant species. Acacia being the dominant one. Vegetation consist of trees like mango, jambhul, bamboo, jackfruit, herbs, shrubs, weeds and grasses are mostly observed along the valley flats, gently sloping ground and on the flat ridges. The hill slopes are almost bare in nature which are susceptible to gully erosion have thin soil cover which have ultimately reflected on vegetation.

cover foothill zones however shows distinct change in vegetation and covered mainly by moist deciduous forest

Accommodation: There are 2 hotels and 1 lodge and four private accommodations are available for tourist Other than private hotels, lodges the ZP and Irrigation rest houses are also available for accommodation near Tung.

Transportation and Communication: Tung has good road network so that tourist can reach easily to the Tung by metaled road from Mumbai, Pune, Satara and Kolhapur etc. MSRTC buses that operate on above mention route will take Tung. The Table 3 shows the total vehicles in the year 2017 in Tung

Table 3: Vehicles in Tung 2017

Sl.No.	Type of Vehicle	No. of Vehicles
1	Jeeps	21
2	ST Buses	13
3	Auto Rakshaws	16
4	Other	23

Source: Field work, 2017.

S.T. bus to Ghosalkhamb village via INS Shivaji Road is available at Ghos village. This road is well connected with village Tungji. the scenic beauty along the road at Morvi and Tungji hills attract as one side of the road is covered with thick forest and at other side back water of Pavana dam enhance the landscape with beautiful view.

Tungji is the base village for the Tung Fort trek. The village of Tungji is located around 300 m distance from the entrance of the fort. Presently the fort is bounded by water on three sides as a result of the construction of the Pavna dam. One can also reach the base village Tungji from Pavna dam by boat. From Pavna dam, reaching this fort entrance requires a 400m climb. It takes 1 hour to reach the top of the fort from the base.

Various mobile companies are providing mobile services to the Tung and surrounding region.

Water supply: Pavana River and Pavana dam provide drinking water facility for the Tungji village. Apart from this, other sources are one well and one tank for water supply at Tung village

Population: In the year 2001 the total population was 917 of which 498 are males while 419 are females. The Tung village has population of 958 of which 487 are males while 471 are females as per report released by Census 2011. There are about 151 houses in Tung village.

Tung village has lower literacy rate compared to Maharashtra. In 2011, literacy rate of Tung village was 73.50% compared to 82.34% of Maharashtra. In Tung Male literacy stands at 86.43% while female literacy rate was 60.39%.

The 65% peoples of the tungi village are work in agriculture sectors others 16% are agriculture labors, some in transport sectors, doing private job etc.

Present Status

The present status of Tung as a tourist centre comes under developing category. Tung has a great potential for tourism development. Archeological Department of India and Government of Maharashtra give more attention to provide funds, donation and subsidy for infrastructure development on Tung forts. However serious attempts are needed to develop tourism in this region.

Major problems faced by tourists

The tourist opinions, complaints were collected during the field work. Buses frequency is very less and buses are not in good condition, there is load shedding problem of electricity, hardly get pure quality drinking water and tourist guide on fort, accommodation charges in hotel quite expensive, parking, sewage and drainage system, toilets, communication, medical facility are not in well condition, etc. are major problem faced by tourist during visit of the Tung fort.

Remedies to overcome the problem In the absence of basic facilities and amenities tourism activity at the resort cannot be undertaken. Therefore, there must be drinking water facilities, 24 hours electricity, frequency of mode of public transport, communication, sewage and underground drainage system, entertainment and recreation, market, health care facility etc. should be provided to tourists. In this way every attempt should be made to attract the tourist from within the country and other countries of the world.

Conclusion

Present study tries to provide an integrated plan for tourist places forts in the Pune district with some special case studies. If someone wants to know the forts along the Mumbai-Pune Express way map can be displayed. Also encouraged and facilitated youth geographers to travel and foster national integration. As far as potential places are concerned, after field work it is observed that few people only visited these forts who know about the places, but other have no any information about the places which should be published or advertised in marketing and the information should be reached to the tourists and they can visit the places. Also take an account

of domestic needs of the Pune district by giving information such as cheap accommodation, easy way to transportation.

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2. Present Status of Adventure Tourism in Pune District: A Case Study of Forts in Pune District

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Abstract

In the recent years tourism has grown in India from local economic activity to a major global industry giving employment to a large number of peoples at various levels. Pune district is one of the India with a great potential for adventure tourism. Thus, Pune is rich in physical, cultural, historical, archeological, heritage and religious sites. Even though there is a great potential for adventure tourism in Pune district. The district lacks planning for adventure tourism and supporting infrastructure. In this paper an attempt is made to study the GIS will be as a tool for adventure tourism for known as well as unknown places in the Pune district of Maharashtra. With considering gravity of this subject, the research has under taken Pune district. Moreover, such study may provide potential adventure tourism to increase the tourist to be visited, to boost tourism in the Pune to its full potential.

Key: Adventure tourism, archeological, GIS.

Introduction

Tourism is considered as one of the world's largest industry. India is a developing nation. The geographical variations from north to south and east to west in India are favorable for tourism. Maharashtra has different geographical regions such as Konkan, Western Ghat and Plateau region i.e. Deesh. These geographical differences produce lots of places of interest in the state. The geographical environment provides a greater scope for adventure tourism. For instance mountains, rivers, waterfalls, forests and wild life etc. act as center of tourist attraction. The potential for adventure tourism development in any area largely depends on the availability of recreational resources such as mountain peaks, rivers, lakes, waterfalls, reservoirs, forts, historical monuments, an object of art fair or festival, also a person can be a tourist resource in addition to factor like climate, accessibility, attitude of local people, towards the nature and the extent of tourism development.

Study Area

The study area, Pune district, usually termed as the cultural capital of Maharashtra. It is situated at 559 m ASL and lies between 17° 54' to 19° 24' N Latitude and 73° 33' to 75° 10' E Longitude. The total geographical area of the district is 15643sq.km. The district headquarters or the district place is Pune. The district consists of 14 talasils. The area of district is surrounded by Thane district in the north and northwest, Raigarh district in the west, Satara district in south, Solapur district in the south and southeast and Ahmadnagar district to the east (Fig. 1)

Objectives

Against the above background, the present work attempts to study the Tourist Information System for tourism development in the Pune district. The broad objectives of the proposed study are:

- 1) To collect the information about adventure tourism facilities available in the study region
- 2) To find out potential adventure tourism forts sites in the study area.

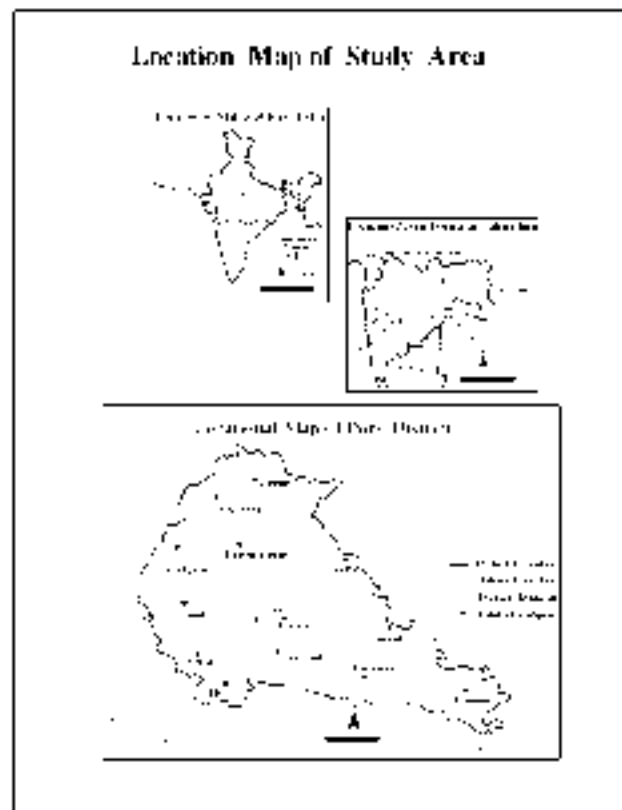


Fig. 1

Methodology and Database

In order to understand the potential adventure tourism zones sites in Pune district, the methodology adopted for the present study is divided into three phases are namely pre-field work phase, field work phase and post field work phase

In the first phase i.e. pre-field work phase literature review i.e. previous work carried out by other researchers are obtained from various journals, internet visit to the MFDCC resort to know about annual tourist flow, collection of survey of India toposheets, Atlas, Gazetteers, District Census Handbook, Tourist maps, etc. use for collection of information, District Resource map of Pune district published by Geological Society of India, Government published map of Pune district P W D, map Digital Elevation Model (DEM) and other were completed with help of S O I toposheets (Fig. 2)

In the second phase i.e. fieldwork phase extensive field surveys were undertaken, to existed forts. The questionnaire filled in this phase. During this field surveys tourist facilities regarding destination photographs, GPS reading altitude and the related information is noted which were also useful to adventure tourism study

Digital Elevation Model: Pune District

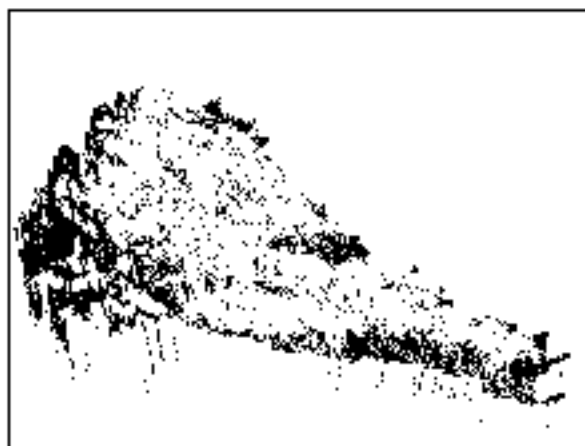


Fig. 2

In the third phase i.e. Laboratory worked is carried out, Government published map of (PWD) Pune district is scanning, then digitization to generate thematic layer i.e. point layer- tourist places, forts, tahasil headquarter, line layer- roads, railways, rivers and polygon layer- dams, reservoirs etc. and map were georeference same time. Integrating all above information

and maps with help of GIS software various thematic layers were generated. Finally these thematic layers are analyzed to demarcate adventure tourism potential zones.

New Potential for Adventure Tourism Forts Site

There are 32 forts in Pune district. Every fort has its own importance and uniqueness. There are 14 thasils in Pune district. The forts are lying in eight thasil of Pune district which includes Maval, Bhur, Khed, Mulshi, Purandar, Junnar, Velhe and Haveli (*See table 1*).

Table 1: Classification of forts using elevation controlled sampling

Sr. No	Thasil	Fort	Elevation (m)	Major forts selected for study
1	Maval	Indur	595	Tung, Tikona, Lohgad
		Anglhai	612	
		Tung	964	
		Tikona	988	
		Lohgad	1016	
		Visapur	1045	
		Morgiri	1052	
2	Bhur	Kavlya	597	Ratreshwar
		Rohida	1095	
		Kerjalgad	1267	
		Ratreshwar	1357	
3	Khed	Chakan	618	Chakan, Bhorgiri
		Bhorgiri	735	
4	Mulshi	Rajmachi	692	Rajmachi, Ghargad
		Korgad	929	
		Kailasgad	944	
		Ghargad	982	
5	Purandar	Daulatmangal	815	Purandar
		Soneri	953	
		Vajragad	1290	
		Purandar	1320	
6	Junnar	Naravangad	820	Nimgiri, Shivneri
		Jivdhan	898	
		Nimgiri	980	
		Junnar	998	
		Shivneri	998	
		Chavand	1010	
		Sindhola	1043	
7	Velhe	Hadsar	1431	Rajgad, Turna
		Rajgad	1307	

8	Haveli	Torna Sinhgad	1358 1308	Sinhgad
Total		32		14

Source: Gazetteer Pune District (2011)

The term potential means something existing but not yet fully exploited. There are various criteria to selecting new potential adventure tourism forts sites i.e. on the basis of physiography, climate, and purpose of visit, on the basis of natural and cultural resources. The district has vast and rich adventure tourism resource potential of different cultural background in all its 14 tahsils. We classified potential adventure tourism forts sites on the basis of elevation (*Table 2*).

Table 2: Adventure tourism potential forts site in Pune district

Sr. No	Name of fort	Name of tahasil	Elevation Class (m)	Elevation (m)
1	Chakan	Khed	400-800	618
2	Rajmachi	Mulshi	400-800	692
3	Tung	Mayal	800-1200	964
4	Shivaneri	Junna	800-1200	998
5	Rajgad	Velhe	1200-1600	1307
6	Purandar	Purandar	1200-1600	1320

Source: Compiled by Author

Potential adventure tourism forts sites are selected in this manner they represent the entire Pune and same problem found in similar type of tourist centers in throughout the district (*Fig. 3*). Potential adventure tourism forts sites are very rich in natural and cultural resources, these tourism resources are not fully utilized because inadequate tourist facility, lack of information regarding this centers. New potential adventure tourism forts sites can provide more scope for a generation of employment opportunities due to increases tourist facilities in terms of different socio-economic and marketing indicators also bring money and reducing the regional disparities in Pune district. New potential adventure tourism forts sites will be reducing the pressure on existed tourist centers and also reducing the migration of local peoples towards the Pune city. The development of tourism of any region may be defined as the creation provision or addition of facilities, amenities and services to meet the needs of the tourist. The facilities such as accommodation, transportation, roads, communication, entertainment and safety, natural attraction, vegetation, natural attraction and other infrastructural facilities etc. constitute the basic

parameter of adventure tourism forts site. An attempt has been made to analyze 11 micro aspects for potential adventure tourism forts sites in Pune district.

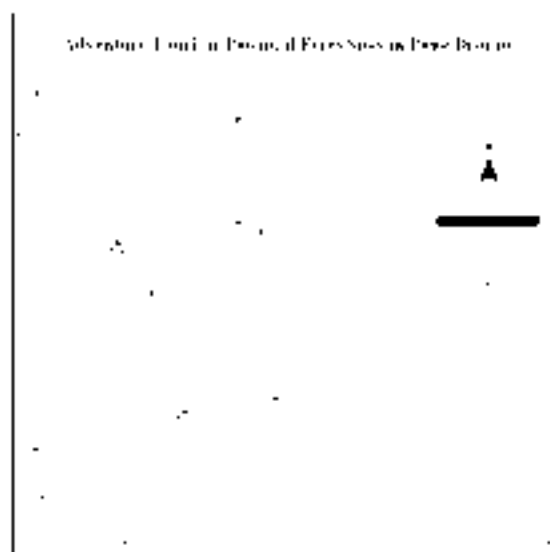


Fig. 3

Analysis of Potential Adventure Tourism Forts Site

The potential adventure tourism forts sites have been analyzed on the basis of above mention parameters so as to judge qualitative and quantitative aspects of tourist infrastructure at these sites. These are natural attraction, vegetation, roads, public transport, and accommodation, parking facilities, adventure tourism, recreation facility, drinking water, communication and medical facility. The matrix has been prepared based up on the weighted index method. The various parameters are given weightage on a 1 to 5 scale to find out overall tourist convenience at the potential adventure tourism sites. (Table 3)

Table 3: Analysis for potential adventure tourism fort sites in Pune district

Adventure Tourism Parameter	Purandar	Chakan	Rajgad	Rajmachi	Tung	Shivaneri
Natural attraction						
Scenic attraction	5	1	5	5	5	4
pleasant weather	5	1	5	5	5	4
Vegetation						
Evergreen	-	-	-	5	-	-
Dry deciduous	4	-	4	-	4	-
Shrub/bushes	-	1	-	-	-	3
Roads						
Metalled	-	5	-	-	-	5

increase the tourist potential of these adventure tourism forts. There are certain proposals for planning these new adventure tourism potential forts sites to development the infrastructural facility which will boost the local employment generation in this region e.g. Chakan Purandar, Shivneri Rajgad, Tung and Rajmachi etc. To give attention towards man power development and training through such study can be done by this project.

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3. Paperless Education System: Need of 21st Century in the Today's Upgraded World

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Abstract

In this 21st century, every corner of the world is growing at a rapid pace. Education is the prime factor for this development globally, even in the developing countries, many students from the rural areas are attending schools. Their government is also providing them with quality schools and teachers. On the other hand, developed countries are leading the innovation and research strategies in all sectors. Schools and Universities are the pillars of the Education system, and 'paper' is an important component of the teaching-learning process to share and show the information. We need paper for printing books, writing notes, making drawings, charts on boards, giving exams, maintaining official records, computer printouts, Xerox or copies etc. Every year, our earth produces 300 Million ton of white paper. We cannot imagine the education without using a single piece of paper. But the paper is made up of wood, that is why the production of paper impacts adversely on the environment. To mitigate the negative effect on the environment and ecosystem due to the manufacturing of paper, one can think of Paperless Education Management.

Keywords- Paperless, Education System, Paperless Education System, Paper Manufacturing, Digital Classroom, Reduced Waste, Paperless Management, Smart school, Advanced Schooling

Introduction

Being paperless is the need of today's modern and updated world. This is the generation of supercomputers and superhumans like robots. We are continuously updating in the technology, hence, earlier we were using the NOKIA black and White button phone, and now we are using iPhone XS max which is fully touch screen and waterproof. The same thing is happening in the computers, Internet, TV, Cars, Bike, etc.

Furthermore, around 80's people started computers to use in the classroom for the educational purpose. Later, around 1988 the computer was the key element of the Indian Education system. And, now, we can see the biggest computer labs, projectors in our classrooms. So, these are the upgradation of technologies in the day to day life and education as well. But, we haven't updated in one thing, i.e., using paper for books, notebooks, drawing boards, printing papers etc. This is the fact that we must serve this earth by conserving the trees and our environment. Going paperless in Indian classrooms is the best solution to this problem. And, due to various innovations and extremely advanced technological world, this is possible to go paperless.

The Concept of Paperless

We all use banking or internet banking; in traditional banking, there is Passbook, and we print the transactions and statement on it. But in today's internet banking there is no passbook, you receive that statement by post at our home address. Now a day, the banking sector is encouraging their account holders to receive that statement on their email ID rather than by post, by offering more benefits. In that way, the banking sector is saving thousands of tons of paper. So, to find and use alternative and effective options for using paper is the concept of being paperless.



Current Scenario

If we only think about Indian schools, then it is very hard to go fully paperless, reason is India is developing country, even though some schools have smart classrooms and encourages to use tablets in class, many students in the rural areas are struggling for the basic needs like food, cloth, shelter. The good news is the things are changing rapidly in a positive manner. Even though India is lagging adopting the technologies, Senior college is the accurate start to

implement paperless management. Worldwide, many universities are using this Paperless system for their academics. Besides almost all American, UK based, German universities are adopting advanced technologies, and they are investing millions of dollars to stay updated in the market, this is one of the reasons that many Indian students are inclined to go to foreign universities for their higher education. USA universities like California State University's 23 campuses, San Jose State University Campus, San Diego State University campus, University of Florida and many more university campuses are almost paperless. The important things behind being paperless are a smart use of computers and efficient use of the internet. So, 'Update, Update and Update' will be the appropriate slogan for this competitive world.

Methodology

If we think, to use the paperless concept in the educational classroom, what we can change? Let's consider the senior college of all possible branches.

1. The teacher can use powerpoint presentations instead of written notes, and they can show students on the projector using the in-built Computer-projector system in the classroom.
2. The textbooks now are available in both PDF and printed format, but earlier, the books were not available in PDF format. What we can do, by scanning those books we can make it available in PDF format, so, students can access it on laptops, computers.
3. Paper is widely used in the assignments, home works completion. Think here, what would be the solution? The teacher can give writing assignments based on computer writing, some research-based home works mean students will use more computers. Also, the teacher can check plagiarism for assignment submission electronically, in that way colleges will able to stop copy work of students and will become fair with everyone.
4. Exams, our most exams are paper-based. Universities and schools are creating a tremendous amount of paper waste during exam time. To overcome the issue, the number of online exams should be increased. Online exams mean not only Multiple-Choice Questions but also, we can create a descriptive type of questions and providing a space below to give answers. If we start using this, the exam pattern will become more transparent regarding time and plagiarism.

- 5 Results, we can also avoid paper here, how? Let's see. Instead of printing every semester's result on the paper, the university can generate an online transcript, and they can give only one print at the end of the degree during convocation. Every degree or diploma have at least six semesters; if we start generating result online, there is a huge scope to save the paper and to give a clean breath by cutting very fewer trees for paper manufacturing.

How University or that respective college will maintain the record? Here is the solution-

Every student has a University User name and Login, right? Every student is paying fees to University; if they start generating the record on individual student's portal, then students can access their academic records like results and mark sheets in one single click with utmost privacy and security. Also, for the assignments and sharing the presentations of professors, college can create their login portal for students who can access that using username and password. In that way, students will submit their computer typed assignments, software files, scanned files and Professors can share their PowerPoint files regarding notes electronically on the student portal.

We need only two things here to go paperless.

- 1 Strong internet connection in the college campus like WIFI or LAN and
- 2 Well-equipped computer labs and their availability throughout the day.

College Library can also start the laptop and tab borrowing program for the students by charging some nominal fees or free of cost. Also, today, everyone has a smartphone and active internet connection, so, any student any time can access the data on the student portal.



Advantages

- 1 Save more paper and less production of paper
- 2 Save Time by using smart devices like Laptops, Tablets, Smart Phones

3. Increased Efficiency of students by carrying less educational material
4. More active Involvement of Student and Teacher
5. Improved organization Quality in teaching and evaluation method
6. Technological Advancement in computer software and classrooms
7. Reduce Global Warming by conserving the environment
8. Save Trees by cutting less number of trees
9. Smart Learning by doing efficient use of the Internet
10. Higher Safety in data security and safe data collection
11. Less Waste generation of the paper

Limitations

1. The very time-consuming process to implement
2. Need very high initial investment to put in
3. Need more electricity and continuous power supply
4. Need good Internet connection or fast speed WIFI
5. Need basic knowledge of computers to teacher and students
6. Not possible in the rural areas of Developing Countries



Conclusion

Yes, it is possible to become completely paperless in the education sector. We must take some initiative and a few steps like more computer labs and fast speed WIFI campus towards completion of this goal. To use this approach is not an individual task, the participation of all universities and the colleges of developing countries of the world is a must in this vision. If we get succeed in paperless management, then we will achieve the GO GREEN concept substantially by preventing the adverse effect of Global Warming by reducing deforestation worldwide. Then we could give clean air, sustainable life, stable and rich environment to the next generation of human beings

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4. Agrotourism - A Sustainable Development for Rural Area of Renapur Tahsil of Maharashtra

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Abstract

Agrotourism is taken into account because the quickest growing sector within the commercial enterprise business. The concept has been successfully implemented in Maharashtra. It has become a brand new avenue for earning the financial gain for the agricultural farmers. In Maharashtra, rural areas have formed an organization named Maharashtra State Agricultural and Rural Tourism (MART). There are about 150 Agro-tourism centers in the state working without financial assistance of the Government schemes. Agrotourism focuses on local Agriculture pattern and agro-cultures, wilderness adventures, volunteering, personal growth and learning new ways to live on our vulnerable planet. It is considered the fastest growing market in the tourism industry, according to the World Tourism Organization with an annual growth rate of 5% worldwide and representing 6% of the world Gross Domestic Product, 11.4% of all consumers spending. Foreign Tourist Arrivals (FTAs) in India during 2013 were 6.97 million with a growth of 5.9% as compared to the FTAs of 6.58 million during 2012 registering a growth of 4.3% over 2011. The Foreign Exchange Earnings (FEEs) from tourism in terms of US dollars during 2013 was US\$ 18.445 billion with a growth of 4.9% as compared to FEE of US\$ 17.737 billion throughout 2012 registering a growth of seven.1% over 2011. Substantial growth was observed in domestic tourism sector as the domestic tourist visits during the year 2013 was 1145 million, showing a growth of 9.59% over 2012.

Tourism or Agrotourism is inherent desire of human beings, which developed with the progress of human civilization. Every man on this planet earth is incredibly keen on commercial enterprise, hence always attracted towards nature. The mountains, hills, valleys, oceans, rivers, lakes, islands, waterfalls, forests, wild animals, birds, butterflies etc. have become important attractions for the agrotourists. The improved customary of life and economic standing of socio-

economic class society has brought tourism among their reach. At present there's pressing demand for planned, well-developed and perfectly managed ecotourism. India is truly famous for hospitality. "Atithi Deo Bhai", means the visitors or guests are equal to God in Indian culture due to which India become the top most place for ecotourism in the world. The diverse culture, rich bio diversity, conducive climate, greenery and the peaceful as well as spiritual mood of the Indian people have become the main attractions for ecotourism as well as Agrotourism.

The pleasant weather, natural lakes, green hills, beautiful valleys and agriculture (Mainly paddy field) are the main attractions for agrotourists in Renapur Tahsil Latur district. Hence there is an urgent need to investigate the hidden potential of Agrotourism management and sustainable development. Not solely this, but it also become the potential area of employment to rural people and youth. Ecotourism development may become pivotal for socioeconomic transformation of villages with natural ecotourism sites.

Key Words: Agrotourism, Ecotourism, Sustainable Development, Rural Development, Etc

Introduction

Agro-tourism is a part of tourism activities. It permits guests to realize the information of agriculture and appreciate the distinctive rural landscapes (Hall and Jenkins, 1998), and can be occasionally enjoyed as rural or farm tourism (Fleischer and Tchetchik, 2006). At present, agrotourism is promoted widely in terms of a strategy for the conservation of agricultural resources (Ceballos-Lascurain, 1996), and the allocation of economic and social benefits (Hron and Smec, 2004). For example, agro-tourism in Italy conducting the agricultural and environmental education activities has served the protected areas from agricultural expansion (Scialabba and Williamson, 2004). In short, the concept of agro-tourism promotion covers the expectations on tourists' increase of knowledge and realization on environmental conservation and agricultural residents' quality of life improvement especially in developing countries which agriculture is still an important strategy in rural development (Akpinar et al., 2005). However, in sense of interaction, agriculture and agro-tourism may also compete against one another in terms of the use of agricultural resources of the farm, which are land, labor and capital. For example, a farmer growing commodity crops who intends to develop agro-tourism must allocate and convert part of his or her farming land to be used for agro-tourism (Sznajder et al., 2009).

Small land also increase Argo income Besides, even though Agrotourism is associated closely with the rural context, but agro-tourism farms also require accommodations and other facilities in a similar manner to other types of tourism business in addition to the existing agricultural resources (Hallicree, 1993). Development of agro-tourism activities also does not have a significant influence on increasing agricultural production within the household operating agro-tourism, neither is the increase in the number of agricultural producers directly related with the development of agro-tourism (Bresic, 2006) In 1978, the organization for economic co-operation and Development (OECD) reported that between 40 to 60 per cent of farmers in developed countries were now classified as 'part time farmers' since the majority of their incomes came from non- agricultural sources (Deroit 1983) The agro-tourism farm should be always near to main roads and highways and agri-tourism entrepreneurs should have contact with tourism agencies of cities or metros (Singh 2010) Butler et al (1998) noted that economic and social forces operating at the global level area unit determinant each the character and type of the agricultural landscape and the way we tend to worth and use it.

In Agrotourism, agriculture production is not increase but the agricultural income increase because of the increase number of agrotourists. Renapur is a tahsil with full of natural resources which support tourism, arts, cultures, history; the unique attractions of local and foreign tourists. Moreover, the industries of tourism and revenue of the country have been increased continuously.

The importance policy to market business in line with a spread of wants is that the key to the event of business and services. Nowadays travelling around the world has been changed; furthermore, travelers are interested in tourism, especially in Agrotourism and ecotourism. The development of the business supported the society could be a guideline to trip the engine within the economy and therefore the social development of the country is property. Considering the Renapur tahsil infrastructure was found that two-thirds of the population which is in the agricultural sector and the different characteristics of plants under different farming areas. The characteristic of interested is the potential to develop tourist attractions known as agro-tourism. Especially some village in Renapur Tahsil are well developed in agriculture field, they use modern technology of agriculture e.g. Greenhouse and Polyhouse, well develop equipment and new in irrigation techniques, the name of village Bhandarwadi, Patharwadi, Pangaon etc

The agro-tourism is trip the farming community, agricultural plantations, herb garden, livestock farms, and pets and aquaculture. It is enclosed with public establishments and academic establishments with analysis and technological development of agriculture production. To receive the information and knowledge supported responsibilities and awareness for the preservation the setting. The term agro-tourism emerged within the late twentieth century. It includes agricultural farms that square measure associated with business. This notion represents all activities connected not solely to tourists however additionally to the organizers of the vacations normally. For this reason, agro business is known otherwise by tourists, on the one hand, and by different teams associated with business, on the other. For tourists agro tourism means all activities through which people learn about the agricultural production or the regular stay in the farm environment and see the agro culture.

Practice shows that there square measure different entities fascinated by the agro touristic activity, while firms are focusing their activity less and less on agriculture. The which means of "agro tourism" varies among totally different countries. Furthermore the links between agriculture and rural business vary, this distinction being thanks to the role of the community in these areas. Agro business is extremely necessary for rural communities moreover as for urban areas. It will give many advantages, financial gain, employment, use accommodation, activities, natural resource conservation, recreation and education.

One of the most issues for several countries is that the low level of farm financial gain. Agro business intends to get higher standards of living for rural communities particularly through inflated financial gain for those that add agriculture. For this it uses numerous monetary and agricultural policies. In several countries, agricultural farm income is almost equal to the average. There square measure several cases once farmers cowl 2 sectors at an equivalent time, providing two sources of income. The reason of initiating numerous activities is that the financial gain from agriculture isn't enough and therefore the labor pool seems to be high. Changes engaged and financial gain sources have an effect on the reduction within the range of farmers WHO work part-time.

According to the international organization, service quality in tourism is meeting all customer requirements regarding the price, the sets guaranteed by law, the observance of safety and hygiene and harmony with the natural environment. The main instrument of the standard assessment is self-assertiveness and standardization of agricultural production and rural business.

Many specialists and tourists visit the everyday agricultural farms. The purpose of these visits is to review the use of modern technology in these farms for farm production and compare these with those of other countries e.g. Esriite.

Agro business is usually outlined as a part of the tourism for each square measure connected and subject to natural attractions. Both square measure represented as forms with a speedy development of business. These forms square measure a lot of marked in developed countries, conducting as models of potential development of natural resources and economic support of local society. In the past agro touristic attractions were natural sights and plantations however the new agro business thought involves a system delivery along the business sector and therefore the agricultural sector as a model of regional development (Stelazoto 2013).

Most policy manufacturers assume that business could be a business perspective. WTO predicts that international traveler arrivals can increase from year to year, from one billion tourists in 2010 to one 6 billion folks in 2020. Various students emphasize that the motivations of tourists to go to destinations have modified dramatically and currently tourists square measure a lot of fascinated by specific things, great activities and, most importantly, in the quality experience of touristic products and services.

Increasing tourism demand is today an important source of income for rural farmers as low income farmers. Their touristic merchandise square measure typically advanced and embody variety of activities and facilities. Touristic product typically coincides with the extent of business. In several countries agro business grows quickly once tourists ask for to achieve expertise in activities that adjust from standard of living and places they need visited before. Normally tourists trip sure destinations to flee from stress, phones, traffic, etc. Especially oldsters square measure a lot of interested to travel so as to please their kids. Widespread is additionally the thought of family trip a destination to pay a number of days along and to go to farms, vineyards or wineries, to participate in productive activities of agricultural products.

The philosophy of Agrotourism is increase farmers income and the quality of life or rural society, the development of agriculture will provide the opportunity for local farmers to increase income and lifestyle. According to some opinions, agro tourism educates people and society about agriculture and contributes to the local economy, it reduces the level of urbanization as people work and earn more from agro business, it promotes native merchandise and make

accessorial worth through marketing and stimulates economic activities so as to extend edges in societies wherever the agro tourism is developed.

In Maharashtra horticulture farms like vineyard and agriculture farms have potentate for agro-tourism. Today, urban children's world is restricted in the close doors of a school, home and center around television, video game, computer, fast food and internet. Living in urban and semi geographic region, they have not enjoyed the beauty of Mother Nature. Agro Tourism Development Corporation, did the research in 2004, and found that 43% of urban population did not have any relative left in the village, 97% of urban population desires to experience the country great thing about village life. This gives an opportunity to develop tourism center in the village based on agriculture activities.

Study Area

Renapur Tahsil is located 20km away from Latur City in a North-Easterly direction. It is situated between 18°31'30"N 76°36'0"E. Renapur could be a city in Latur subdivision of Latur District within the Indian state of geographic area. It is the headquarters for Renapur Taluka. The city is found twenty kilometers from town of Latur, the district administrative centre. There is a temple of Renuka Hindu deity in renuka Hindu deity temple a halu dikmal and there's a stream named Renu. Because of these 2 reasons Renapur is extremely common. There is a popular market named "Chandani chowk".

Due to associate flow of staff to town of Latur, it dilated towards Renapur throughout the Nineties, 2000s and 2010s decades. Formerly, Renapur was in Beed District, but it was moved to Latur District.

Renapur Tahsil has an irregular shape, having an area of 324km², bordered by Tahsil Ambajogai of Beed District on the North, Ahmadpur of Latur District on the North-East, Latur of Latur District on the East-south and Chakur on the West. The climate is hot but healthy.

The vegetation is principally of dry deciduous kind and scrub kind. It is due to moderate and irregular rainfall. Annual Average rainfall in Renapur Tahsil during the period 1998 to 2007 was 600 to 800 mm.

Location Map of Study Area

Objectives

This research paper mainly focuses on the important ecotourism centers of Renapur Tahsil and their potential for development of Agrotourism.

1. To study Agrotourism attraction at different site in Renapur Tahsil.

2. To study the socioeconomic impact of Agrotourism in the selected village of Renapur Tahsil.

Methodology

The primary and secondary data have been used for the research paper. The questionnaire has been prepared to collect the data. The cartographical technique has been commonly accustomed represent the information.

A) Primary Data

Interviews

This was the most methodology of information assortment administered to the govt. and to area people representatives. An interview guideline was prepared containing a detailed list of questions and checklist for every department / official being interviewed. Data collected from interviews was documented through notes taken by the interviewers instead of through tape or video recordings because the latter wouldn't be acceptable with many government officials.

The primary data has been collected from tourist by filling up the questionnaires by random sample method. fifty tourists have been selected for filling up the questionnaires.

Focus group discussions

In order to collective perspectives from local community members, focus group consultations were organized. A discussion guideline was ready for the conducting the discussions. Data from the main target cluster discussions has been documented in writing and thru audio visuals.

Field observation

Field observation has been another important instrument for collecting qualitative data, especially for socio-cultural and environmental impacts of tourism activity.

B) Secondary data

The main secondary sources of data that were inter alia examined were:

- Official websites of the several state governments and Government of Asian country.
- SOI (Survey of India) topographical maps of the study area at the scale 1:30,000.

Assessment of Ecotourism Potential in Renapur Tahsil

The environmental assessment for touristy potential, its property development, management and strategies for future planning are the crucial factors in ecotourism development.

There are several parameters for assaying the environmental impact of tourism development e.g. frequency and attendance, location, distance etc. The assessment of ecotourism potential in Renapur Tahsil was done with seven different parameters of ecotourism potential. The formal and informal assessment and standard tests were used for knowing of ecotourism potential of Renapur Tahsil. Environmental assessment, in any form, is a necessary component of effective ecotourism development.

The SWOT analysis includes

Strong points: development of powerful agro-tourism, involvement of different ways of life and traditions; high quality service, peace and security and cultural activities.

Weaknesses: Lack of training, lack of legislation regarding the agro-tourism, lack of additional supply; Lack of accommodation and restoration Facility; lack of transportation network.

Opportunities: Promoting the preservation of customs and local traditions; new opportunities for employment in rural areas, alternative markets for local products; indirect advertisements of agro culture.

Restrictions: lack of coming up with and concrete goals; the chance of massiveness, low political awareness.

SWOT Analysis

Renapur Region tourism sector offers the following Opportunities for the tourism potential in the region: attractive Renuka Mata Temple, Renu water Dam, a healthy climate, mineral water (Manjra river), the orientation to weekend visits, several-day tours around the region, development of special interest tourism, excursion to particular historical, cultural, archaeological places of interest to, potential for development of rural commercial enterprise and tourism forms (accommodation of tourists within the homes of villagers), ongoing improvement of the snow tourism, special interest tourism, cultural tourism, religious tourism, further development of family tourism and edifice activities of full package kind, betterment of parks and population of the forests with wild animals specific to those areas.

Agrotourism offers: cultural and historical places of interest (Temple, Khrosa Lene), traditional cultural and religious events, handicrafts, typical dishes (food).

The threats and vulnerabilities present in the region of Renapur as an obstacle to the development of tourism in the region: the cutting and damages to forests, the competition with

neighboring countries to enhance standards, the infrastructure in holidaymaker areas, the event of rural commercial enterprise within the region isn't at the standards offered by the neighboring countries, the limited number of characteristic restaurants, the lack of regular transportation lines in tourism priority areas, but only on holidays

Conclusions

Renapur, earlier famous as historic place it is one of the most important place in Nizam and Marathi history.

Latur was one amongst the necessary commerce hub throughout the time of Nizam of Hyderabad. It is Associate in Nursing industrial center yet as agriculture based mostly economy. Latur is the rising Industrial Hub Of Marathwada.

Latur is understood everywhere India for the standard and amount of Pulses that it produces and particularly Toor Dal a.k.a. Arhar dal or Pigeon Peas. Latur is additionally a significant commerce center for Urad, Mung and Channa along with T. R. Also it's famous for commerce in Oil Seeds principally Sun-flower and soybean plant Bean, kardi (safflower),nutcrackers, locks, brassware, milk powder, ginning and pressing. It is additionally illustrious for the sugar mills like Manjra, Sakar Karkhana, Vikas, Jagruti etc.

Relying on the SWOT analysis we tend to perceive that the policy manufacturers of the region have to be compelled to concentrate their efforts on:

- Solving problems of infrastructure, water,energy and transportation;
- Attracting foreign investors or various associations for the expansion of the road network as well as rail network;
- Clearly process rules for personal buildings used for holidaymaker purposes;
- Drafting and distribution guidebooks to their potential customers for finding the agro tourist centers
- The institution of Web-site presenting all the potentials offered by rural areas;
- Promotion through the media on the eve of each holidaymaker season;
- together with the destination in skilled packages of tour operators;
- Product orientation towards the market demand (trying to understand better the market)
- Improving service quality

- Professional training of farmers applying agrotourism in rural areas. The coaching will be disbursed by non-governmental organizations.

In the Focus group discussions most of people says that natural beauty main attraction of tourist as well as physical property of Renapur Tahsil.

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Impact Factor - 6.261

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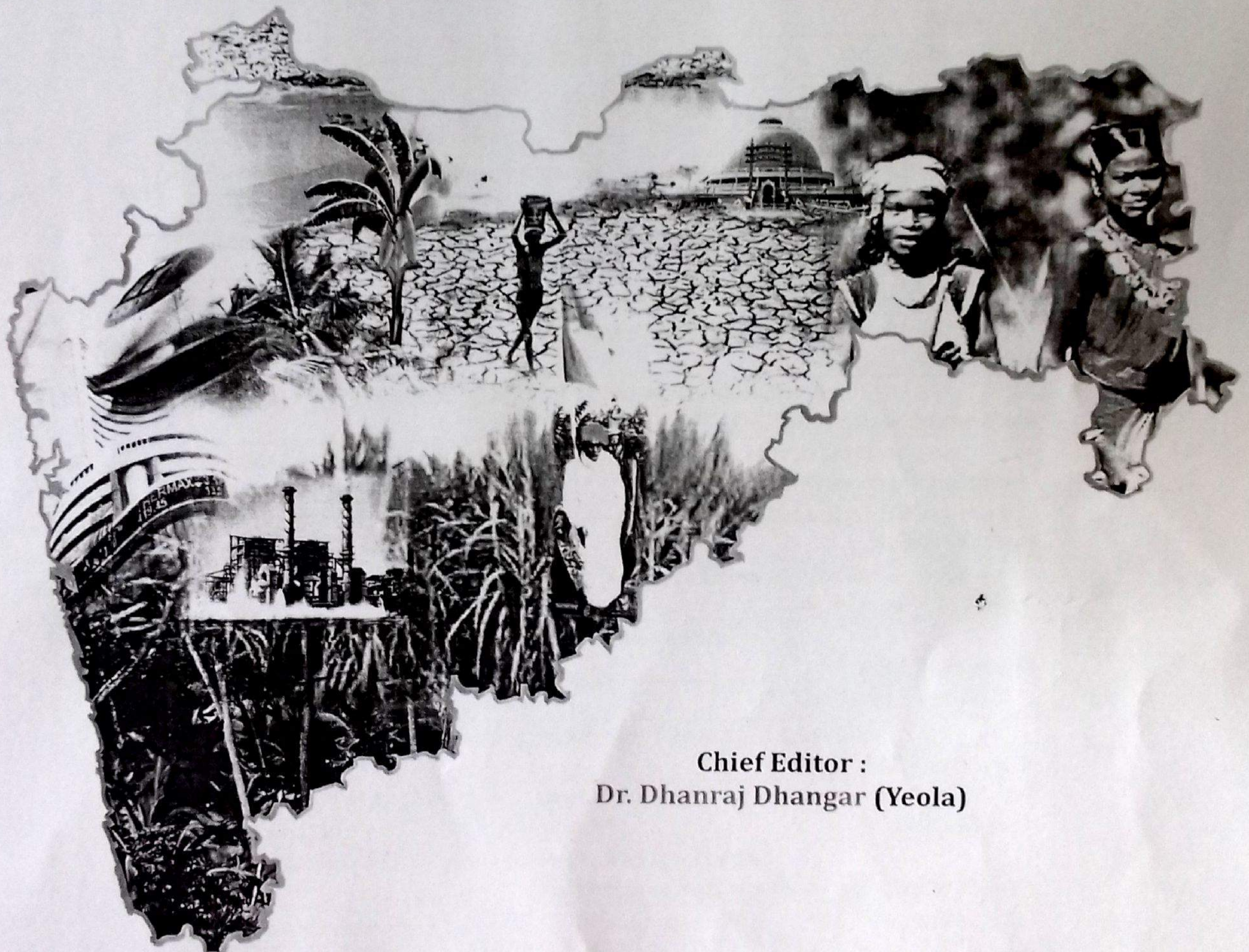
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Special Issue- 90 (A)

Regional Disparity in Maharashtra



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The Gender Socialization (Special Reference to the Women Empowerment In India)

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Abstract:

Women empowerment in simple words can be understood as giving power to women to decide for their own lives or inculcating such abilities in them so that they could be able to find their rightful place in the society. Gender seems to be one of the most powerful variables that influence human development from conception till death especially in Indian society. This paper tries to throw light on the theoretical base of gender, gender system and gender socialization. Gender socialization is the process by which individuals are informed about the norms and behaviours associated with their gender usually during childhood development.

India is among the few developing countries where gender equality and improvement in the status of women are specifically stated to be central goals of development and social policy. The Constitution of India is one of the finest equality documents in the world. It provides provisions to secure equality in general and gender equality in particular. Various articles in the Constitution safeguard women's rights by putting them at par with men socially, politically and economically.

This article focussed on the review of the Constitutional Provisions, government policies and programmes regarding empowerment of women in India reveal that the extent of empowerment of women in the national hierarchy is determined largely by the three factors – her economic, social and political identity and their weightage.

Keywords: Gender socialization, The Constitution of India, empowerment of women.

Base:

Its source was the American literature in which there was a part called feminism which highlighted the fact of gender Socialization Women's involvement in politics.

Events:

Great Britain gave the voting rights to women in 1920. Women's suffrage in the US of America, the legal rights of women to vote, was established over the course of several decades, first in various states and localities, sometimes on a limited basis and then nationally in 1920. The campaign of India women's movement for political representation achieved success easily relative to the experience of British and American women's movement.

The Constitutional Ammendment:

The 64th constitutional amendment bill could not be enacted because of countrywide protests and failure of ruling party to gather support in both houses of parliament. The principle of women's participation in the local bodies through reservation was accepted.

The 73rd constitutional amendment act which is a modified version of earlier 64th constitutional bill has given the principle a formal shape. Relevant provisions were made.

Whatever the situation or condition due to gender differentiation within Indian family, one thing is clear that issues regarding gender needs to be given utmost importance. Industrialisation,



liberalization and urbanisation have brought about some obvious changes in stereotyped concepts of masculinity and femininity, affecting household composition, residence patterns, sleeping arrangements, specific kinship relationships, male and female attitudes and behaviour. The present trend in gender research is to question the negative ramifications of rigid sex typing in restricting personal fulfilment for both males and females by limiting the options open to them (Huter, 1983). The concept of „androgyny“ is particularly relevant in the Indian cultural context where the proper amalgamation of the so-called "masculine" and "feminine" personality traits into the concept of „Ardha Nariswar' (half-male-half-female) is the stated ideal (Chowdhury, 2007). It is further interesting to note that present day Indian political, social and economic scenario is changing drastically to accommodate the „women on top“, which is well reflected in the Budget since 2005 - 2006 onwards. It tries to re-engineer Indian society by addressing the women' issue vocally. The Union Budget for 2005-06, presented by the Union Finance Minister Mr. P. Chidambaram and afterwards was seen as an instrument of social, re-engineering, to redress the imbalance in wealth, status, power and influence between men and women. For years, politicians and parties talked about gender-sensitive fiscal policies, but Mr. Chidambaram had tried to translate speech into action by doing several measures that enhances the status and prestige of women in India. Further, the UPA Government of India at last dare to table the 33% Women"s Reservation Bill in the Upper House in 2008 session, for further ratification in the next Parliament session, which is yet to be achieved. Thus the mindset is changing, even though the progress is slow, it needs to be taken up at family level to make it faster and provide the real status of women in the family and society in general for a better future.

Gender is considered as an important construct existing between men and women in almost all societies of the globe. Apart from class, age, race, religion and ethnicity, gender is an integral dimension of social stratification, putting the female at the level of disadvantage; varying in degree and quantum across time and space within and across the societies. Gender seems to be one of the most powerful variables that impacts development from the moment of conception till death. The life events of an individual born into an Indian family are found to be totally gendered.

Gender system is patriarchy that provides the family life force to the unfavourable conditions that girls and women of all ages face in India. It is the gender system that plays a vital role in creating barriers and hindrances for women's development in Indian society.

Gender socialization within the Indian Family:

In Indian families gender roles are well differentiated and influence the socialization process from birth onwards. From early in life, children begin to experience gender based differentiation in their relationship with others, in distribution of family resources and in entitlement to family membership like, nutrition, health care and education etc. Both boys and girls grow up with the knowledge of the special value attached to the male child. Very often the experience of blatant expressions of son preference through parental reactions, behaviour, family rituals, practices, and celebrations, all give rise to the definition of gender-based relationship between boys and girl; male and female within Indian family system.

Feminism in India is a set of movements aimed at defining, establishing, and defending equal political, economic, and social rights and equal opportunities for Indian women. It is the pursuit of women's rights within the society of India. Like their feminist counterparts all over the world, feminists in India seek gender equality: the right to work for equal wages, the right to



equal access to health and education, and equal political rights.^[1] Indian feminists also have fought against culture-specific issues within India's patriarchal society, such as inheritance laws and the practice of widow immolation known as Sati.

The history of feminism in India can be divided into three phases: the first phase, beginning in the mid-eighteenth century, initiated when male European colonists began to speak out against the social evils of Sati;^[2] the second phase, from 1915 to Indian independence, when Gandhi incorporated women's movements into the Quit India movement and independent women's organisations began to emerge;^[3] and finally, the third phase, post-independence, which has focused on fair treatment of women at home after marriage, in the work force and right to political parity.^[3]

Despite the progress made by Indian feminist movements, women living in modern India still face many issues of discrimination. India's patriarchal culture has made the process of gaining land-ownership rights and access to education challenging.^[4] In the past two decades, there has also emerged a trend of sex-selective abortion.^[5] To Indian feminists, these are seen as injustices worth struggling against.^[6]

The country gained independence in 1947 and adopted a democratic government.^[21] The Indian Constitution then granted equality, freedom from discrimination based on gender or religion, and guaranteed religious freedoms.^[37] Also, seven five-year plans were developed to provide health, education, employment, and welfare to women. The sixth five-year plan even declared women "partners in development."^[21]

After independence a number of steps were taken to ensure equality and dignity of women and free them from the clutches of unjustified subjugation. These include:

Constitutional Provisions:

This article focussed on the review of the government policies and programmes regarding empowerment of women in India reveal that the extent of empowerment of women in the national hierarchy is determined largely by the three factors – her economic, social and political identity and their weightage. These factors are deeply intertwined and interlinked with many cross cutting linkages which imply that if efforts in even one dimension remain absent or weak, outcomes and momentum generated by the other components cannot be sustained as they will not be able to weather any changes or upheavals. It is only when all the three factors are simultaneously addressed and made compatible with each other can the woman be truly empowered. Therefore for holistic empowerment of the woman to happen - social, economic and political aspects impacting a woman's life must converge effectively. It is envisaged that how far the voluntary organization have been contributing towards the Government's endeavors for empowering women. It is proposed to review the functioning of the selected NGOs in the Meerut region of the State of Uttar Pradesh and assess their contribution towards enlarging the capabilities of women through various ways and means.

The Preamble, the Fundamental Rights, DPSPs and other constitutional provisions provide several general and special safeguards to secure women's human rights.

Preamble:

The Preamble to the Constitution of India assures justice, social, economic and political; equality of status and opportunity and dignity to the individual. Thus it treats both men and women equal.



Fundamental Rights:

The policy of women empowerment is well entrenched in the Fundamental Rights enshrined in our Constitution. For instance:

1. Article 14 ensures to women the right to equality.
2. Article 15(1) specifically prohibits discrimination on the basis of sex.
3. Article 15(3) empowers the State to take affirmative actions in favour of women.
4. Article 16 provides for equality of opportunity for all citizens in matters relating to employment or appointment to any office.

These rights being fundamental rights are justiciable in court and the Government is obliged to follow the same.

Directive Principles of State Policy:

Directive principles of State Policy also contains important provisions regarding women empowerment and it is the duty of the government to apply these principles while making laws or formulating any policy. Though these are not justiciable in the Court but these are essential for governance nonetheless. Some of them are:

- Article 39 (a) provides that the State to direct its policy towards securing for men and women equally the right to an adequate means of livelihood.
- Article 39 (d) mandates equal pay for equal work for both men and women.
- Article 42 provides that the State to make provision for securing just and humane conditions of work and for maternity relief.

Fundamental Duties:

Fundamental duties are enshrined in Part IV-A of the Constitution and are positive duties for the people of India to follow. It also contains a duty related to women's rights:

Article 51 (A) (e) expects from the citizen of the country to promote harmony and the spirit of common brotherhood amongst all the people of India and to renounce practices derogatory to the dignity of women.

Other Constitutional Provisions:

Through 73rd and 74th Constitutional Amendment of 1993, a very important political right has been given to women which is a landmark in the direction of women empowerment in India. With this amendment women were given 33.33 percent reservation in seats at different levels of elections in local governance i.e. at Panchayat, Block and Municipality elections.

Thus it can be seen that these Constitutional provisions are very empowering for women and the State is duty bound to apply these principles in taking policy decisions as well as in enacting laws.

Specific Laws For Women Empowerment In India:

Here is the list of some specific laws which were enacted by the Parliament in order to fulfil Constitutional obligation of women empowerment:

- The Equal Remuneration Act, 1976.
- The Dowry Prohibition Act, 1961.
- The Immoral Traffic (Prevention) Act, 1956.
- The Maternity Benefit Act, 1961.
- The Medical termination of Pregnancy Act, 1971.



- The Commission of Sati (Prevention) Act, 1987.
- The Prohibition of Child Marriage Act, 2006.
- The Pre-Conception & Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994.
- The Sexual Harassment of Women at Work Place (Prevention, Protection and) Act, 2013.
- Above mentioned and several other laws are there which not only provide specific legal rights to women but also gives them a sense of security and empowerment.

International Commitments Of India As To Women Empowerment:

India is a part to various International conventions and treaties which are committed to secure equal rights of women.

One of the most important among them is the Convention on Elimination of All Forms of Discrimination against Women (CEDAW), ratified by India in 1993.

Other important International instruments for women empowerment are: The Mexico Plan of Action (1975), the Nairobi Forward Looking Strategies (1985), the Beijing Declaration as well as the Platform for Action (1995) and the Outcome Document adopted by the UNGA Session on Gender Equality and Development & Peace for the 21st century, titled "Further actions and initiatives to implement the Beijing Declaration and the Platform for Action". All these have been whole-heartedly endorsed by India for appropriate follow up.

These various national and International commitments, laws and policies notwithstanding women's situation on the ground have still not improved satisfactorily. Varied problems related to women are still subsisting; female infanticide is growing, dowry is still prevalent, domestic violence against women is practised; sexual harassment at workplace and other heinous sex crimes against women are on the rise.

Though, economic and social condition of women has improved in a significant way but the change is especially visible only in metro cities or in urban areas; the situation is not much improved in semi-urban areas and villages. This disparity is due to lack of education and job opportunities and negative mind set of the society which does not approve girls' education even in 21st century.

Government Policies And Schemes For Women Empowerment:

Whatever improvement and empowerment women have received is especially due to their own efforts and struggle, though governmental schemes are also there to help them in their endeavour.

In the year 2001, the Government of India launched a **National Policy for Empowerment of Women**. The specific objectives of the policy are as follows:

- Creation of an environment through positive economic and social policies for full development of women to enable them to realize their full potential.
- Creation of an environment for enjoyments of all human rights and fundamental freedom by women on equal basis with men in all political, economic, social, cultural and civil spheres.
- Providing equal access to participation and decision making of women in social political and economic life of the nation.



- Providing equal access to women to health care, quality education at all levels, career and vocational guidance, employment, equal remuneration, occupational health and safety, social security and public life etc.
- Strengthening legal systems aimed at elimination of all forms of discrimination against women.
- Changing societal attitudes and community practices by active participation and involvement of both men and women.
- Mainstreaming a gender perspective in the development process.
- Elimination of discrimination and all forms of violence against women and the girl child.
- Building and strengthening partnerships with civil society, particularly women's organizations.

The Ministry of Women and Child Development is the nodal agency for all matters pertaining to welfare, development and empowerment of women. It has evolved schemes and programmes for their benefit. These schemes are spread across a very wide spectrum such as women's need for shelter, security, safety, legal aid, justice, information, maternal health, food, nutrition etc., as well as their need for economic sustenance through skill development, education and access to credit and marketing.

Various schemes of the Ministry are like Swashakti, Swayamsidha, STEP and Swawlamban enable economic empowerment. Working Women Hostels and Creches provide support services. Swadhar and Short Stay Homes provide protection and rehabilitation to women in difficult circumstances. The Ministry also supports autonomous bodies like National Commission, Central Social Welfare Board and Rashtriya Mahila Kosh which work for the welfare and development of women. Economic sustenance of women through skill development, education and access to credit and marketing is also one of the areas where the Ministry has special focus.

Conclusion and Suggestions:

In conclusion, it can be said that women in India, through their own unrelenting efforts and with the help of Constitutional and other legal provisions and also with the aid of Government's various welfare schemes, are trying to find their own place under the sun. And it is a heartening sign that their participation in employment- government as well as private, in socio-political activities of the nation and also their presence at the highest decision making bodies is improving day by day.

However, we are still far behind in achieving the equality and justice which the Preamble of our Constitution talks about. The real problem lies in the patriarchal and male-dominated system of our society which considers women as subordinate to men and creates different types of methods to subjugate them.

The need of us is to educate and sensitize male members of the society regarding women issues and try to inculcate a feeling of togetherness and equality among them so that they would stop their discriminatory practices towards the fairer sex.

For this to happen apart from Government, the efforts are needed from various NGOs and from enlightened citizens of the country. And first of all efforts should begin from our homes where we must empower female members of our family by providing them equal opportunities of education, health, nutrition and decision making without any discrimination.



Because India can become a powerful nation only if it truly empowers its women.

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20. Libraries and Translation Services

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Abstract

Literature and information are printed in so many languages. Normally, people know one or two languages. Hence translation services into their required language are essential. Publication of literature and 15 lakhs articles are printed in more than seventy languages but due to lack of knowledge of language, people cannot read the same. Fifty percent literature is printed in English but all people do not know English. Hence Translation service is essential. Libraries renders various services including translation service, especially in those areas where many different languages are spoken. Bilingual staff and volunteers are making a huge difference for whom need help finding something in particular languages. Modern ICT tools are also helping in doing qualitative translations in doing research and higher studies.

Keywords: Translation services, Machine translation, Google translate, Free translation, Google translate

Introduction

In the present era of information technology, the span of knowledge have expanded. Newer branches of subjects are merging. Tremendous information is generating in those subjects. Especially, in the area of science and technology, the rate of publication is higher than other subjects. These information is publishing in multilingual forms. Research scholars or the lay man are not supposed to be well aware of these languages. But these informative documents are very essential to these scholars, even though the matter is in other language. At this juncture need for the translator or the translation is arises. Mostly the scholars demand translation service, as it is very necessary for them to get the available matter in their own language to do further research.

Definitions

1. Translation is the process of translating words or text from one language into another.
2. The conversion of something from one form or medium into another.

3. Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. While interpreting—the facilitating of oral or communicative communication between users of various languages antedates writing, translation began only after the appearance of written literature.

Pre-Requisite for Translation Service

Following things must be taken into consideration while doing a translation of a particular document

- a) The translator must be conversant with the language in which he is going to translate the document
- b) He must be fair in the grammar, phrases and sentences of the particular language.
- c) Translator should be well verse in the national-international terminology of the language.
- d) The subject expert (Researcher) and the translator must be cooperative to each other, so that the fruitful translation can be done

Though, translation services are rarely remunerated, it is wiser to keep the material in required languages, as it saves the time of a researcher as well as the translator.

Methods of Translation

Translation takes place in an exceedingly range of fields or varieties not just word to word translation. Various kinds of translation need other ways of handling. As a result, many translators specialize in different fields of translation where they possess the best expertise and experience. It is terribly rare to seek out a translator United Nations agency is in a position to handle every type of translation and manufacture prime quality work. Different students and specialists have gone ahead to explain completely different varieties of translation. However, there area unit the most important varieties of translation that embrace the opposite varieties and also the major ones happen to be.

1. Oral translation: This translation is done by word of mouth. It is often referred as interpretation irrespective of the nature of the environment in which it takes place. It may be professional or nonprofessional.
2. Written translation: Here the translation is done in writing. The text is written from the linguistic communication into the target language and is given in document kind. The distinction between the oral translation and written translation is extremely clear here as

we've outlined them severally. I would solely add that whereas oral translation is performed by Associate in Nursing interpreter written translation is performed by a translator

4. **Computer/machine based translation.** This is a kind of translation wherever translations area unit performed victimisation programed package. The package analyses the text, detects the language and produces the translated version in the target language.
Word-for-word translation. This is wherever the interpretation of a document is completed on literal translation basis. Here, generally the which means of the total document might not tend abundant attention however simply translate every word the means it's from the initial language to the target language.
5. **Literal translation.** This majorly works on the grammatical constructions of statements to take care of them which means within the translated document. It clearly indicates the matter to be solved within the translation method. It deals with maintaining the essay variety of the document, idioms used, poetry nature and many more grammar theories.
6. **Free translations.** These area unit translations majorly disbursed within the natural variety of the target language that's the context and also the syntax for simple understanding by the natives of the target language however similarly preserves the initial which means of the document.
7. **Idiomatic translation.** This is a lot of just like the free translations wherever the document is translated maintaining the initial which means however adding within the natural phrases and idioms of the target language for easy understanding.
8. **Interpretive translations.** These area unit translations that give more interpretations, descriptions and meaning of the original or source text but not just simply the translation of words in the text or document.
9. **Faithful translations.** These area unit translations that tend to stay trustworthy to the initial text or document by attempting uncerous to breed the discourse presentation and also the cultural words utilized in the document when translating the document.

Therefore, for any translator or translation agency to good their translation services, they need to initial totally perceive the various styles of translation and the way to undertake them for higher use of each the initial and also the translated document. Understanding these styles of translation plays a major role whereas enterprise any translation job. Translators have to be

compelled to confirm which type of translation fits that scenario and surroundings instead of merely word conversions from one language to a different

Human Translation Services

This is an often the only way to get a reliable translation, but be prepared to pay some money per word or more if you use a professional. Perhaps you'll be able to use free automatic AI to urge the gist of a commentary, identify the key pages and passages, and then ask a human translator to produce a polished translation of the key passages.

1. Many freelance translators in the DFW area are members of Metroplex Interpreters and Translators Association. Freelancers square measure doubtless to supply lower rates than grant firms.
2. [Rixi-Translate.com](#) : On a specific fee you can get a professional human translation in a wide range of languages.
3. [Fox Translate](#) : It is specialized in translation of academic documents in 55 languages.
4. American Translators Association (ATA) Directory lists thousands of professional translators and interpreters. You can search by language and specialization. For example, choose "religion" and "German to English." ATA lists hundreds of translation/interpretation companies.
5. [Go translators](#) provides contact information for human translators in well over a hundred languages.

Translations services available on web (Automatic machine translation services)

Translations is now not a difficult job. It is not a matter if you don't have a perfect translator with you. In the age of ICT, we can go on Internet and get our matter being translated in our required languages. Only one thing we have keep it mind, that it is a machine. It only translates the word, sentences; not the emotions, the actual condition of the author. So, we have to re-correct the translated matter and get our job done. If you intend to manually key within the text, scan the net facilitate at that translation website concerning a way to enter accents, umlauts and alternative special characters initial.

1. [Google translate](#) : It uses statistical methods to translate between more than 50 languages, including French, German, Greek and Hebrew. The code learns to translate by scrutiny original texts and translations ready by humans. Google translate works well when it has a few hundred billion words of text of analyze, as is the case with

- common European languages, but it works poorly when it has much less text to learn from. So the ends up in some languages is kind of dangerous. You can transfer text or provides it the computer address of a document to translate
2. **FreeTranslation.com:** One can paste text (up to 10,000 characters) and get a free bidirectional machine translation between English and more than 30 other languages and between a few other pairs. For a fee you'll be able to get a personality's altered translation. For nevertheless an even bigger fee you'll be able to get an expert human translation in Associate in Nursing expanded vary of languages. Free online quote. Uses SDL software
 3. **WorldLingo** - It offers free bidirectional machine translation for more than 30 languages. Submit the computer address of one website or paste your document into their type (but five hundred word limit). For a fee you'll be able to get an expert human translation in Associate in Nursing expanded vary of languages
 4. **Systransoft.com** : It gives free machine translation from 15 languages (Arabic, Chinese, Dutch, English, French, German, Greek, Italian, Japanese, Korean, Polish, Portuguese, Russian, Spanish, Swedish) into 7 languages, including English. Submit the computer address of one website or paste your document into their type. Uses Systrans software, the market leader. You can purchase translation software.
 5. **World.Altavista.com** : The site Translate Chinese, Dutch, English, French, German, Greek, Italian, Japanese, Korean, Portuguese, Russian, Spanish. Translate text or a web page. Uses Systran software
 6. **Latin dictionary** - It translates Latin to English and English to Latin. Enter a word stem with or while not Associate in Nursing ending. Or scroll all the way down to the Latin Wordlist and enter a word or phrase

Indexes of Published Translations

1. **Index translationum (International Bibliography of Translations)** - It lists translations of books published by member states of UNESCO. It does not include journal articles. The paper edition (which is in some DFW space libraries) covers from 1932 thus far. The database begins coverage with 1979. We can search by author, title, publisher, translator, etc.

- 2 WorldCat is another excellent source of finding books translated into English. You can search by author or title
- 3 There are several US agencies that regularly translate foreign newspapers and journals. They do a decent job with public affairs (political, economic, social, cultural) publications and with STM (scientific, technical and medical) literature, but make almost zero effort to cover humanities or faith particularly (unless it relates to terrorism*).
- 4 Authors list of Publication, 1953 and its Supplements 1954.
- 5 Bibliography of Translation of Russian Scientific, Technical Literature 1954-56
- 7 Translation Monthly, 1955-58
- 8 Technical Translation, 1959-67
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- 10 National Translation Centre, 1967 onwards, Translation Register-Index

Translation Centers in India

- 1 National Translation Centre-NTC
- 2 European Translation Centre- ETC
- 3 British Lending Library, Boston-BLL

Need of Translation Services in Libraries

Libraries square measure the oldest variety of info access and distribution, dating back to ancient civilizations that kept collections of philosophical, medical, legal, and other types of writings in one building in order to preserve them. They have long been bastions of knowledge for all to access, letting those who couldn't afford books at home, and later computers or internet, to come and find information they would like for free of charge and to urge facilitate finding what they have. Libraries square measure indispensable oases in communities wherever impoverishment and lack of fine facilities threaten to carry back even the best members.

There are a number of reasons why people go to libraries. Some just want to find a new novel to read without buying it at a bookstore, while others are students who need to use primary texts as research for a paper. Many people use libraries as classrooms, collecting information. Libraries are full of information related to many issues, so anyone who needs to read about those things can go and do so without spending a penny. Internet access and computers square measure another immense draw for folks that don't have computers or net access in their homes. This

particularly are often a life-saver for college students and alternative community members. United Nations agency try to use to schools, look for jobs, or just stay in touch with family and friends.

Many libraries, especially those in areas where many different languages are spoken, have started to make things more accessible for speakers of other languages. Bilingual staff and volunteers are making a huge difference for the particular language speakers who need help finding something in that language. However, one factor is to supply help in another language, but the information that they are looking for needs to be in a language the library patron can understand as well.

If libraries reached dead set translation services with translators United Nations agency have expertise translating literary works and alternative things found in libraries, even to just have a few popular works accessible to additional individuals, then they would become more welcoming places for everyone in the community. The whole purpose of libraries is to permit individuals access to any and every one data in their catalog of books, magazines, and more, so it only makes sense to do no matter durable to translate these and really offer their entire community with an equivalent quantity and quality of knowledge.

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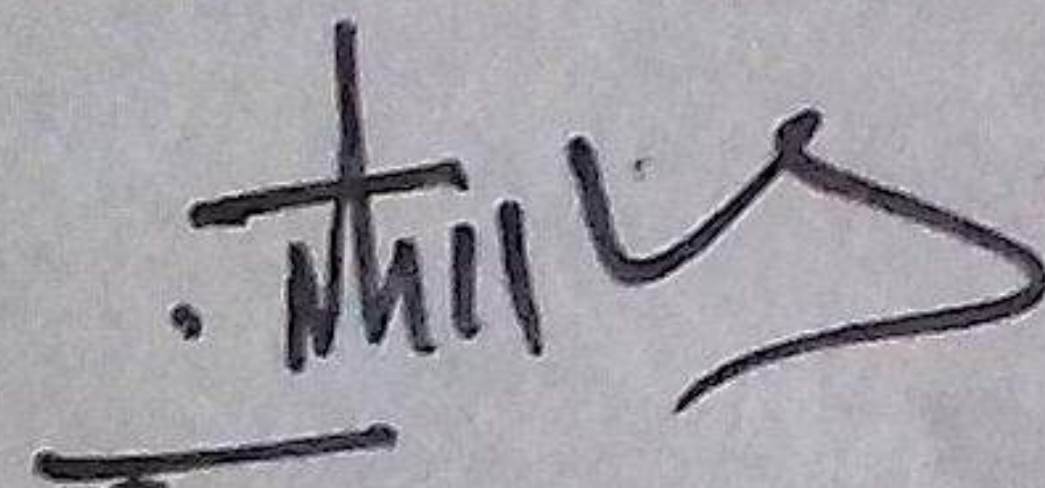
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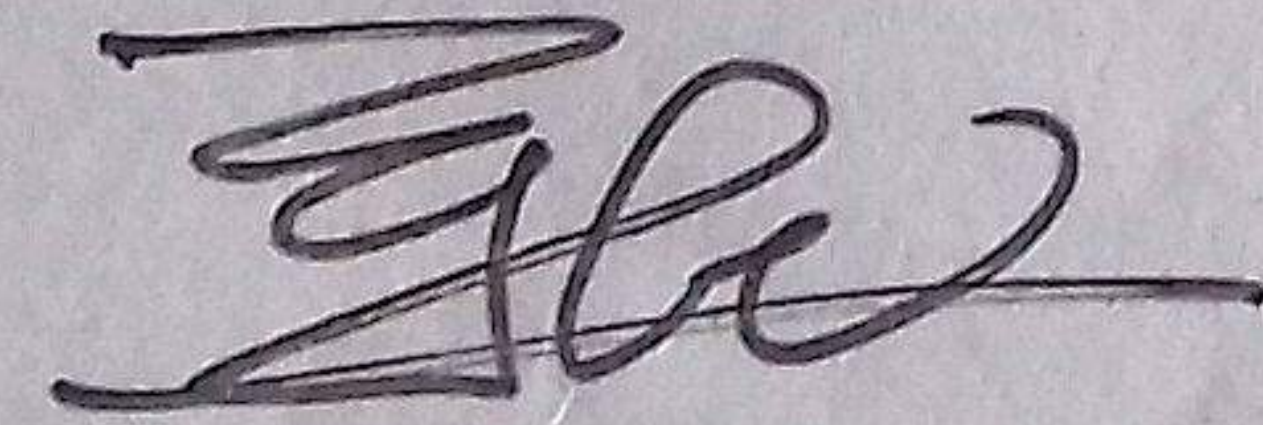
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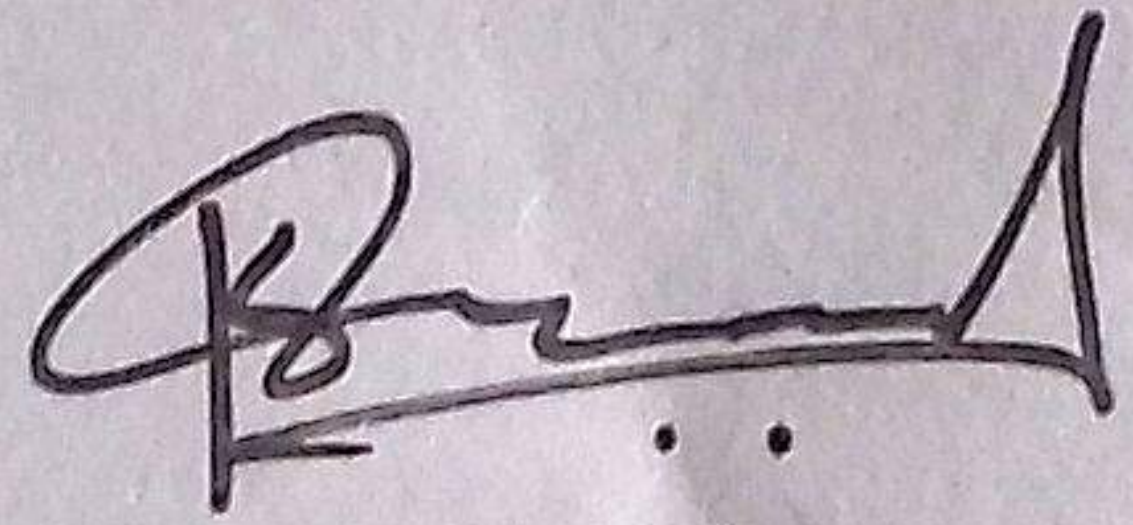
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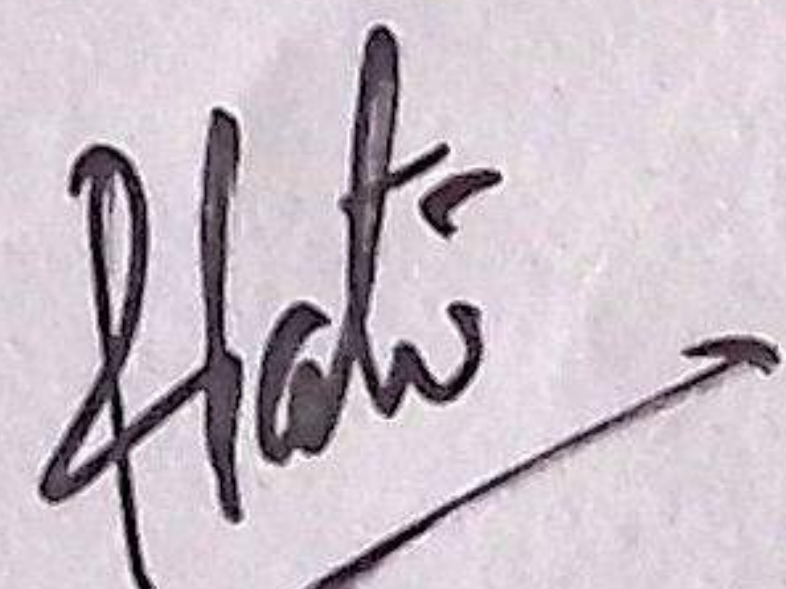
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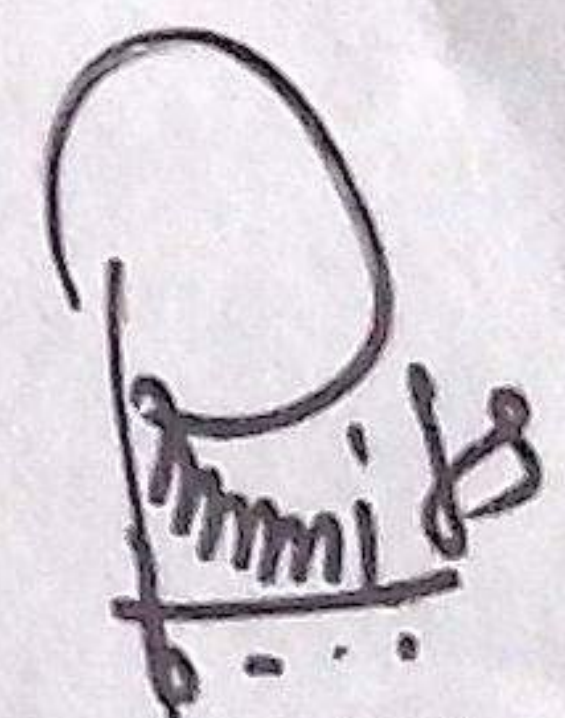
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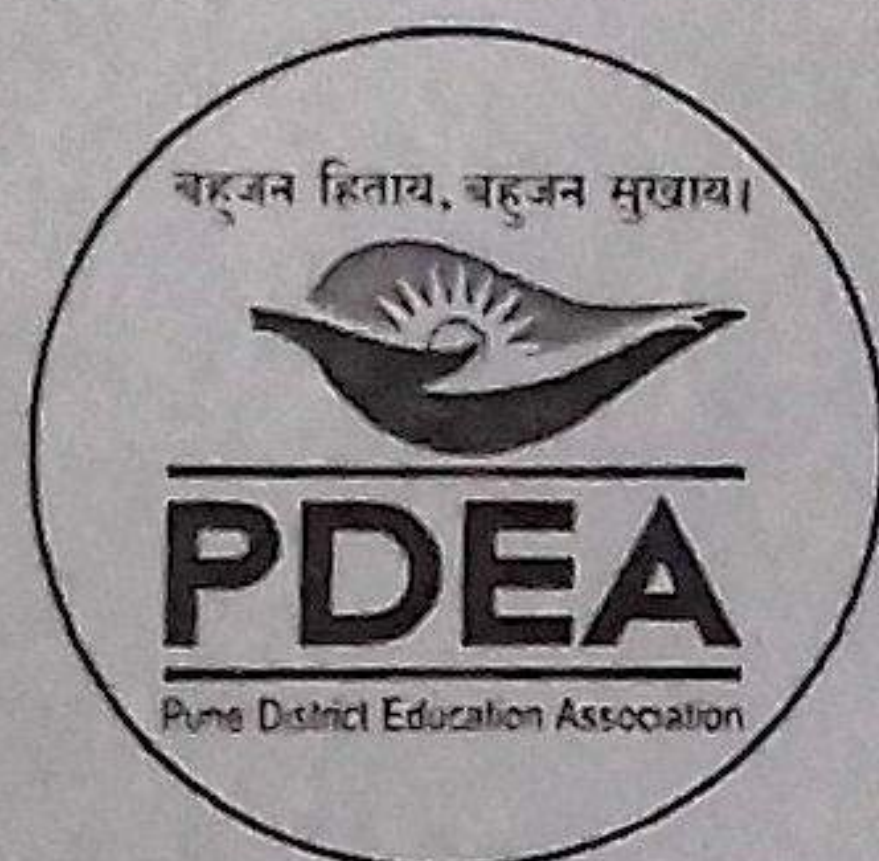

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A Geographical Study of Donge Village, Pune District

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Abstract:

The village survey is the basic source of the primary data where in the researcher comes in to direct contact with the nature and human interaction. It is important to note for ancient period environment has direct impact on village. Natural phenomenon directly goes the setup of the village that is physical and socio cultural set up. Due to this, there is chance to study natural phenomenon along with human being that gives idea.

The Government of India and Government of Maharashtra continuously try to develop the villages. As the 3/4th of the Indian population lives in villages. Government introduces many schemes for rural development. Urban people have least contact with the villagers, therefore it is necessary to visit the village to collect the data which should be useful for government plans and schemes to solve the problems and finally to conclude the suggestions. Government applied various schemes for villages to removal of disparities between rural and urban in case of social, economic and cultural set up. However, Donge is a small village in Haveli tahasil of Pune district. For this purpose random sampling has been applied. The fundamental information has been collected through the previously furnished questionnaire of 2018. In 2018 an intense study was run over 100 sample households and the result was shown in the tabulated form. Therefore, in this research paper an attempt has been made to point out the socio-economic status of the study area to identify its positive and negative impact on the people followed by some findings and conclusions.

Keywords: Village survey, Government, socio-economic status.

Introduction:

The village survey is the basic source of the primary data where in the researcher comes in to direct contact with the nature and human interaction. It is important to note for ancient period environment has direct impact on village. Natural phenomenon directly goes the setup of the village that is physical and socio cultural set up. Due to this, there is chance to study natural phenomenon along with human being that gives idea.

The methods of investigation presented by Boot (1991) include observation and communication to collect qualitative and quantitative information regarding water supply and sanitation. Information can be collected by informal discussions with individuals and group interviews with individuals, group interviews, household surveys using a questionnaire observation at household and community level, participant observation, and screening available documentation and statistical data. A mixture of these methods is best to collect information the baseline study. The subject matters include demography, housing, physical infrastructure, health, water availability, water use practices, sanitation practices, occupation, organization, participation, level of interest, willingness and ability to pay, local technology and resource availability, and education and communication. In the research paper Donge is selected because

it is the basic administrative unit reflecting the characteristics of the areas in terms of economic and physical conditions.

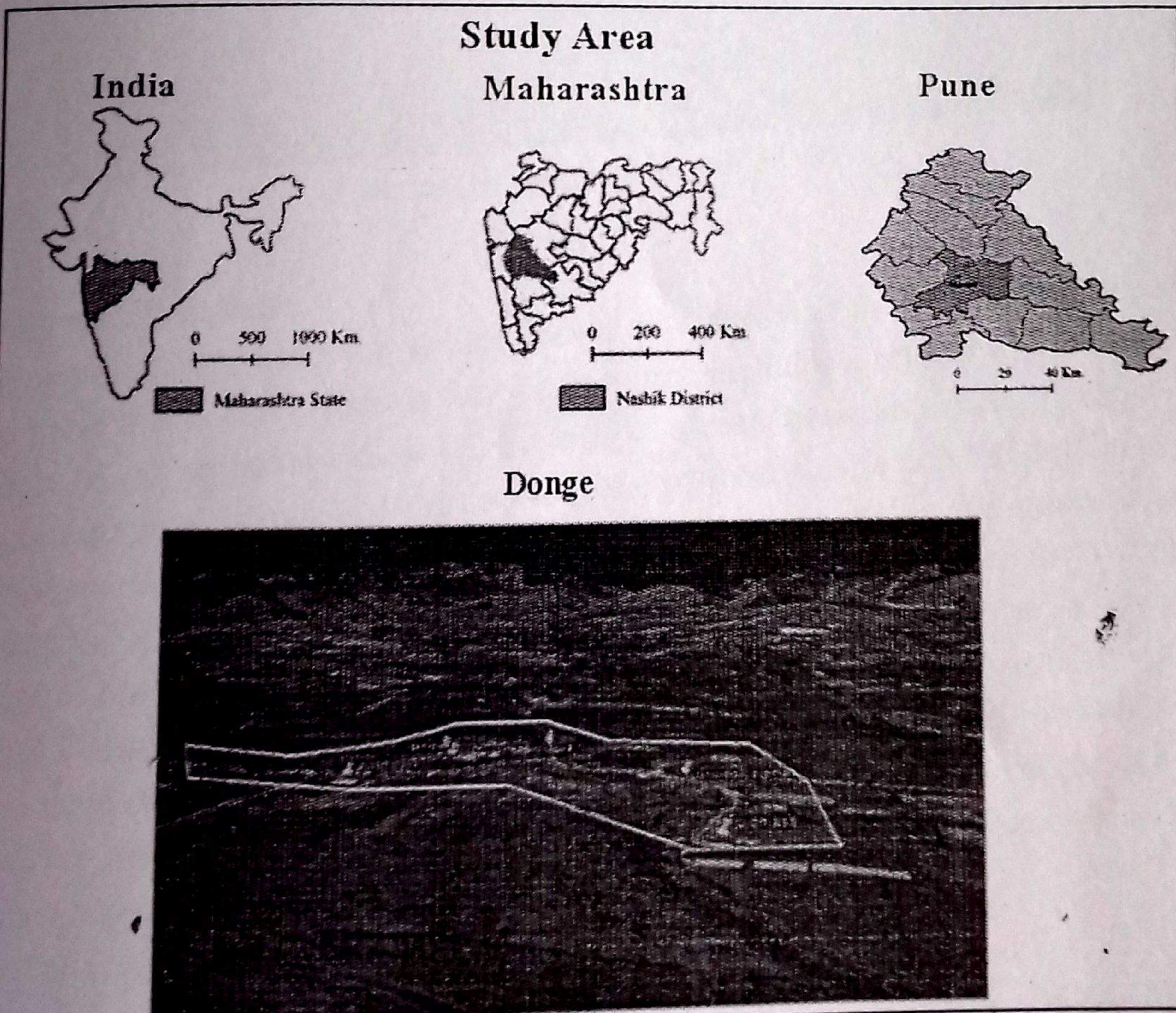
Study Area:

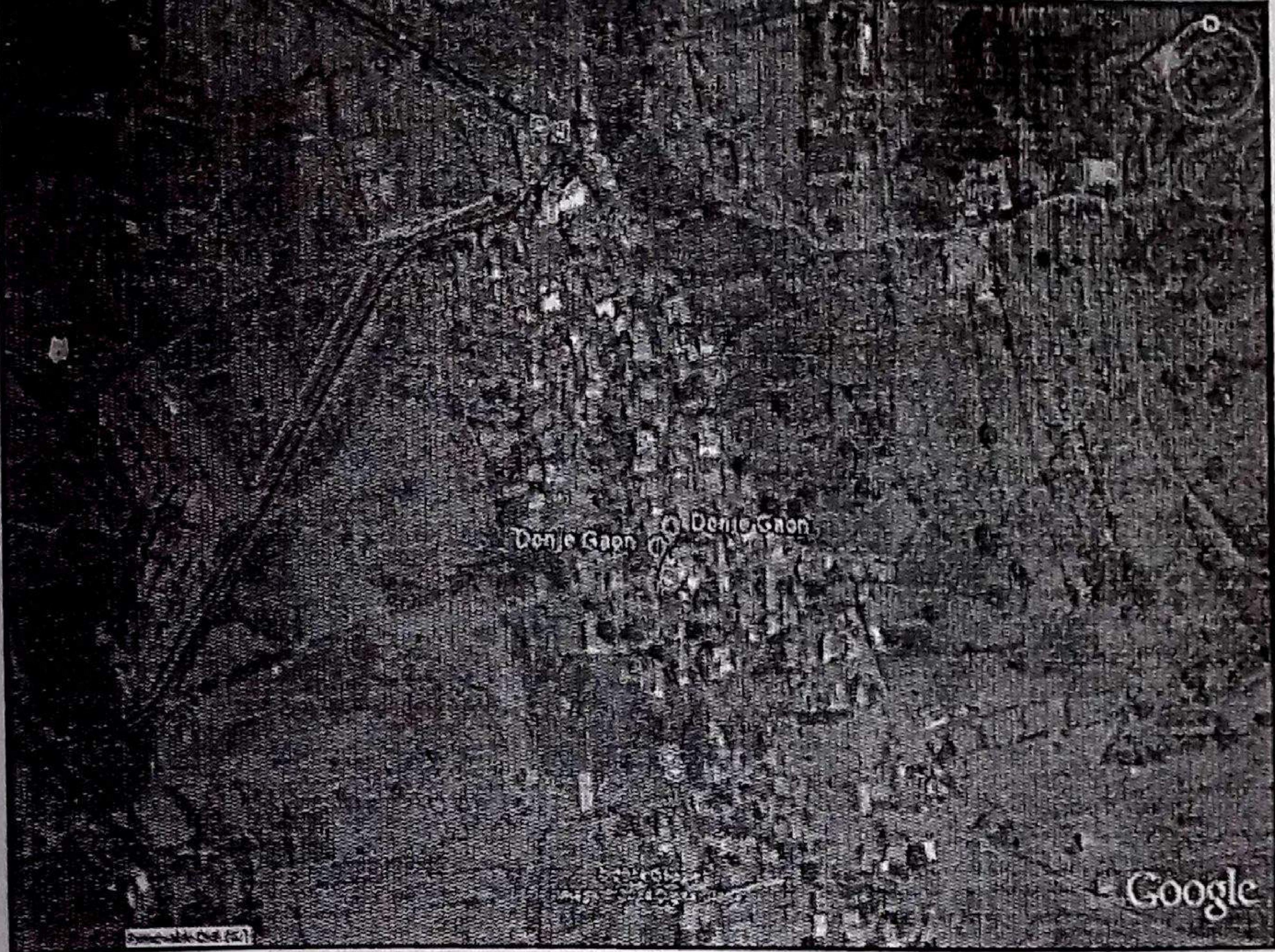
Donage village is located in Haveli taluka of Pune district. The distance from Pune is about 37.8 km. The village is located on $18^{\circ}73'22''$ N latitude and $73^{\circ}62'10''$ E longitude. Donage village is situated on the eastern side of the Sahyadri Mountain. Hence, the topography is not plain its step like feature with minimum height is 556 meters from MSL, which ranges up to 571 meters. As per the census 2011, total population of the Donage is 2832. The location of Donage village is given fig. 1 and 2.

Objectives:

The main objective of the village survey is to know about the physical, socio-economic features of place.

- 1) To understand physical, socio-economic and cultural aspects of the village.
- 2) To evaluate the existing land use pattern of the village.
- 3) To study living status of village.





Source: (Google earth June 2018)

Fig. 2

Methodology and Database:

The methodology used for village survey is distributed in three phases. Pre-Fieldwork phase: The basic things were done at this stage, which includes a selection of village, collecting maps, collection of secondary data (population data and basic information about a village); review of various books from library, previous reports and also search the details of Donge on several websites. Fieldwork Phase: During actual fieldwork, filled the questionnaires in the village, observe the settlement keenly, collect some information from the Gram Panchayat Office, Global Positioning System (GPS) reading, draw a rough sketch of the village, and capture photographs. Post Fieldwork: In post field work, mostly did laboratory work in which, compile all the first hand data and used appropriate statistical method for analysis, prepare various charts and tables for analysis of data representation by using various cartographic techniques. The primary data were obtained by household survey through the questionnaire while, the secondary data were collected from government records and topographical maps.

Results and Discussion:

During the field work 100 families are surveyed in the Donge. As per the 2011 census the population of the Donge is 2831. Out of the total population 100 families are selected on the basis upper class, middle class and lower class families. Surveying entire village is a difficult task as it needs more energy as well as time.

Land use pattern:

The study of land use pattern helps to find out the man-environment relationship in the particular area. The total area of the village is 954.22 hectares. As the agrarian economy the major portion of village is captured agriculture that is 353.30 hectares and. Among the crop rice which is fit for dry agriculture of farming i.e. rain-fed, constitute for more account i.e. it occupies near about 5.7 hectares. The plantation of land of fruit trees and vegetables agriculture on the other hand constitute for only 170.8 hectore which includes crops like Wheat, Vegetables like Onion, Brinjal, Chilli, tomato etc. The settlement i.e. the area occupied by human construction like individual houses, public places, road and routes etc. account for 2.11 hectares. The above



mention fragmentation of the Donaje village straight away gives idea about the agrarian economy with land use occupancy or land use pattern.

Occupational Characteristics:

Agriculture is the main source of earning of almost every family in the village, almost 85.39% of the families are engaged in the families are engaged in the agriculture occupation, its followed with cattle rearing and milk productions joint occupation, 12.36% of the total population is engaged in secondary activities like manufacturing industries in surrounding zone. There are also people engaged in the self-employment activities like rice mills, plumbing, painter, carpentry, painter, tailoring, etc.

Cattle Raring and Live Stock:

There are more the 88 domestic animals including cows, bullocks, and buffalos observed in the vicinity, these animals are used for milk, plugging & transport by Bulk cart.

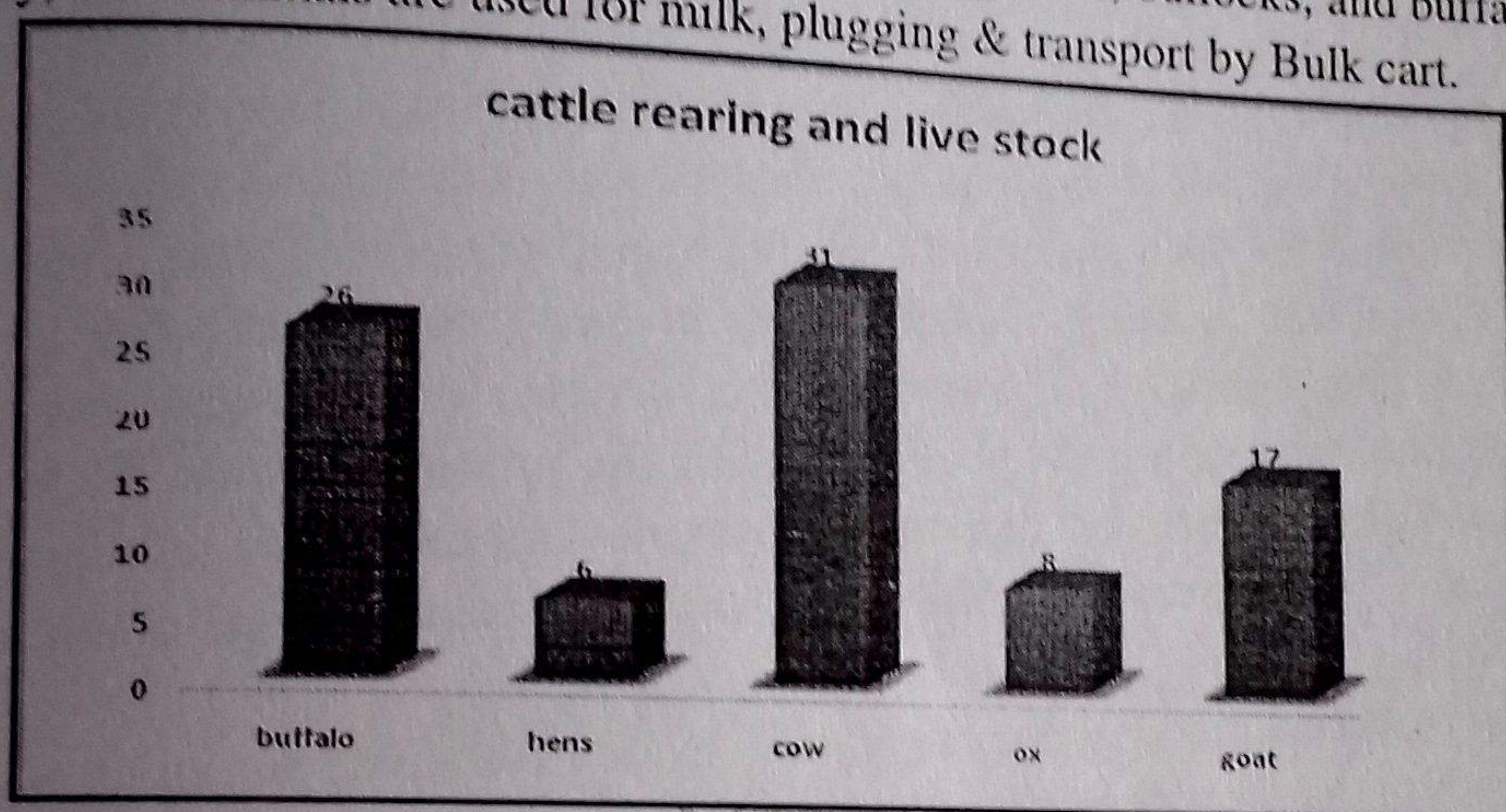


Fig. 3

Food Habits:

On an average people consume simple food which is cost saving as well as available in local market. This generally includes food grains like rice, jowar, wheat. Maize also pulses; milk and other poultry products are also included in their daily meal. The fresh vegetables are grown in the farm fields itself.

Sanitation:

The sanitation is not well equipped the open gutters along with the road. There are few manual sweepers are appointed to maintain the cleanliness of main porch of the village the water disposal is nit well-constructed. There is cleaning drive occasionally like for festive which is not enough. The house of the village consist of the inbuilt bathroom nearly 90% of the houses are consisting of internal or attached toilets and bathrooms.

Electricity Supply:

Nearly 97 % of the total houses are provided with electricity connection and 3 % houses are not provided with electricity. However the village suffers from major load shading of power. Due to which the daily routine of villagers is affected.

Transport and Communication:

The External: The village is off-track to Pune-Sinhgad road. The tarred road can be observed till the Donaje phata, onward to this the unstirred or unmated road join the village to the main stream road. The govt. Transport is available till Donaje village on ward there is no frequency of vehicle transport provided by govt.

Water Supply:

The water tank is located in the village by gram panchayat the water connection is available in almost houses. Nearly 82.58% of the total houses do have drinking water supply. The houses which do not have the water connection are facilitated by the owned wells or tube wells etc. The water for agriculture is availed from local stream and wells. Though the houses given water connection either individually or in common the supply is very much fluctuating naturally deteriorated, hence there is requirement of water purification required for obtain drinking water. The village is given telephone connection to the gram Panchayat office. Also it's been given to the internal linkage; the roads within the village are all unsettled road i.e. untraded roads. The width of roads varies from 2 meters to 4 meters. The road plays important road play important role in joining the different bunch of houses.

Health and Medicinal Facilities:

The medicinal service is one of the prime concerns of government toward welfare of the village. If the facilities are not prompt then may be huge loss of lives in the given area. The medicinal facilities seem to very poor in the Donaje village. The village does not have its own government dispensary; the villager would have to go to Khanapur which is 5km away. This proves that there is vast improvement required in this sector. The vaccinations, doctor's consultations as well as the medical provision are available only at Khanapur. More than 80% of the total population is directly dependent on this dispensary; however the facilities at Khanapur are up to the mark. The epidemics like Flue, Cough, Malaria occurs here.

Usage of fuel:

For the domestic purpose the biotic or organic fuel is used on large scale, such as wood is used. This facility is cheaper and locally available fuel for the villagers the fuel source varies from LPG to organic fuel for domestic purpose.

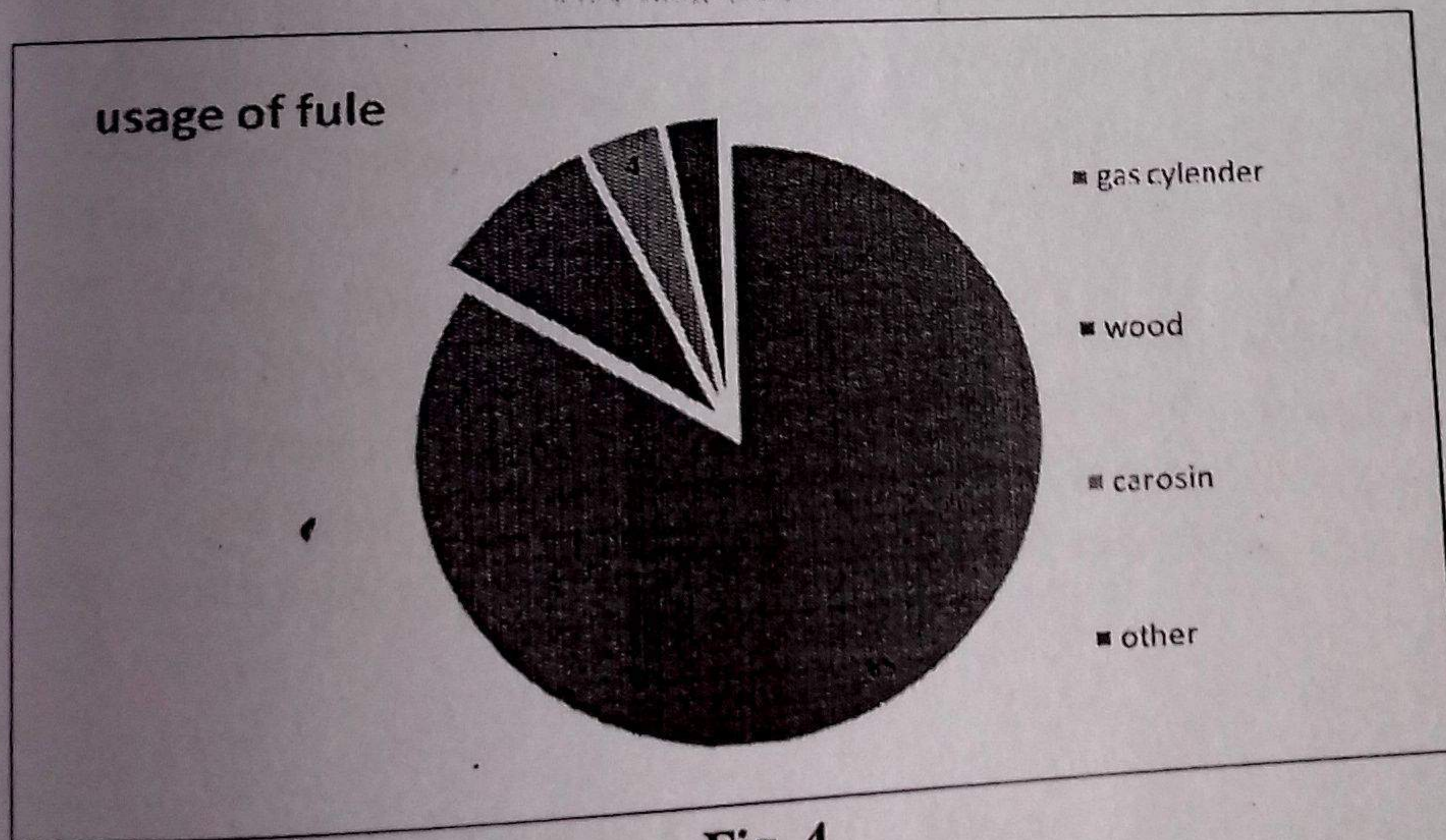


Fig. 4

Facilities and Amenities:

The village has facilities and amenities on small scale. The amenities like mobile, television, motorcycle, Turk, computer are purchased by individuals of the village. These technological equipment are used by the people who are connected to the village for the livelihood.

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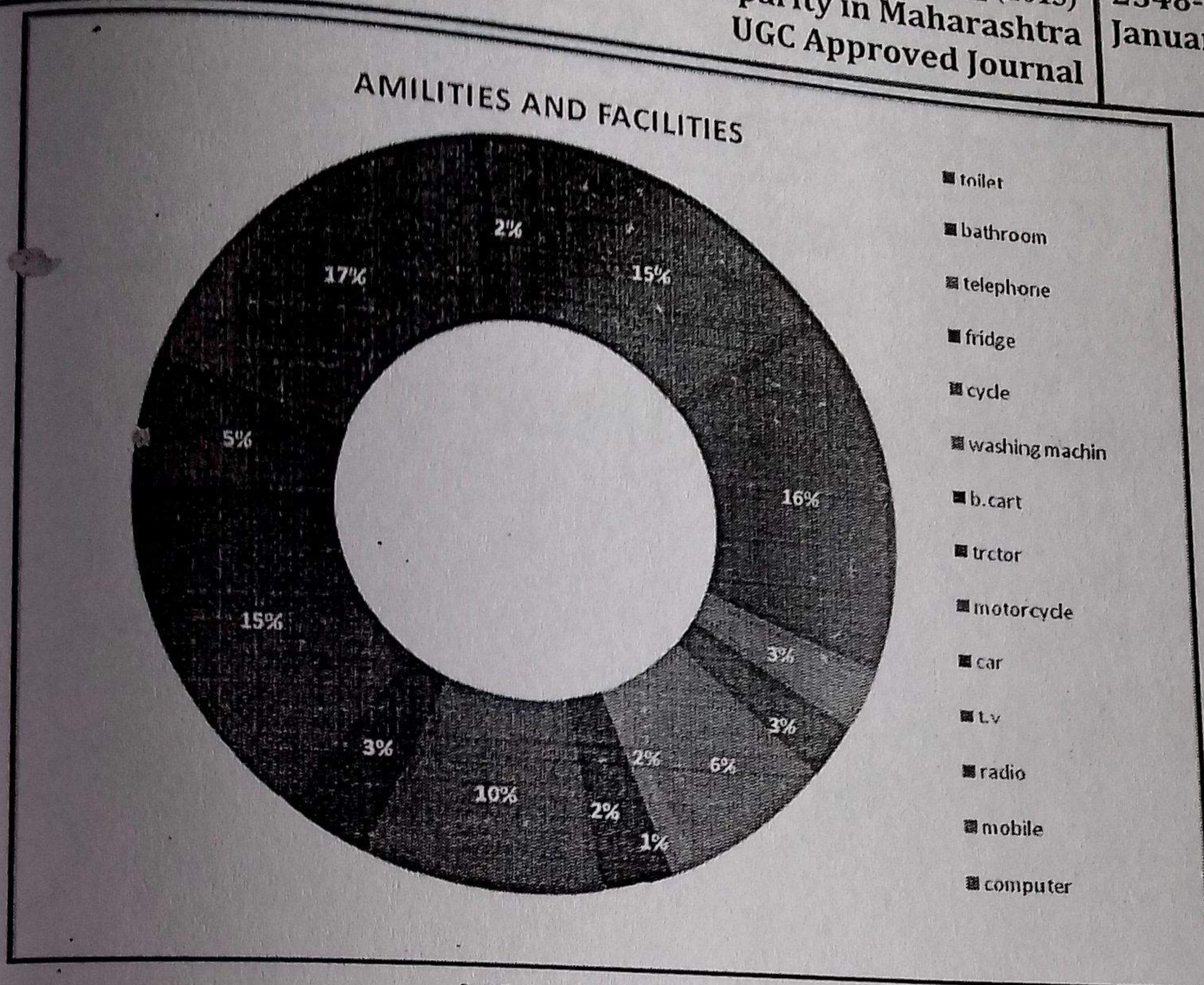


Fig. 5

Conclusion

The demographic conditions are favorable for the growth and development, perhaps the literacy rate is extremely low in Donge. The Government facilities like's electricity, water supplies are sufficient according to the requirement of villager. Also supply of medical & hygiene service are poor and not quick. Transport including internal linkage and communication point are very well developed. Roads connecting to village are well. It is useful in development of village. Education facilities are limited primary, secondary education & college education was not available in village.

The foremost important field is hygiene and medical facilities needs improvement towards the welfare of the Donge. Education facilities need to be available in the vicinity of the village so that, the literacy rate will increase which will help overall development of the Donge. The routes need to be tarred with improvement since it will ease the transportation, as well as the communication mean including telephone.

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हिंदी विभाग एवं बैंक नगर राजभाषा कार्यान्वयन समिति, पुणे, संयोजक-बैंक ऑफ महाराष्ट्र तथा



शुभचिंतक फाउंडेशन पुणे के सहयोग से आयोजित



बैंक ऑफ महाराष्ट्र
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अंतरराष्ट्रीय संगोष्ठी "हिंदी लघुकथा के विविध आयाम"

विशेष सत्र - प्रयोजन मूलक हिंदी तथा हिंदी में रोजगार के अवसर

शनिवार, दि. 29 सितंबर 2018, पूना कॉलेज, कैम्प, पुणे.

प्रमाणपत्र

श्री/श्रीमती/प्रा./डॉ. हिमा लया सुनिहा रसकट, मामाशोदेव मोहोक्त महाविद्यालय, पुणे.
ने पूना कॉलेज हिंदी विभाग एवं बैंक नगर राजभाषा कार्यान्वयन समिति, पुणे, संयोजक-बैंक ऑफ महाराष्ट्र तथा शुभ चिंतक फाउंडेशन पुणे के सहयोग से शनिवार दि. 29 सितंबर 2018 को 'हिंदी लघुकथा के विविध आयाम' विशेष सत्र - प्रयोजन मूलक हिंदी तथा हिंदी में रोजगार के अवसर इस विषय पर आयोजित अंतरराष्ट्रीय संगोष्ठी में आलेख वाचक/प्रतिभागी के रूप में उपस्थित रह कर सहयोग दिया।

आलेख विषय - हिंदी साहित्य में विविध विमर्श

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ISSN: 2230-9926

INTERNATIONAL JOURNAL OF DEVELOPMENT RESEARCH

CERTIFICATE

Certificate Number : 13653

Date: 30.07.2018

This is to certify that

Dr. Sushama Bhosale

In recognition of the publication of the paper entitled

PSYCHOLOGICAL WELL BEING OF ADOLESCENTS

Published in International Journal of Development Research,
Volume. 08, Issue, 07, Page no. 21543-21545, July, 2018



EDITOR-IN-CHIEF



PSYCHOLOGICAL WELL BEING OF ADOLESCENTS

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ARTICLE INFO

Article History:

Received 23rd April, 2018
Received in revised form
11th May, 2018
Accepted 22nd June, 2018
Published online 30th July, 2018

Key Words:

Psychological well being,
Type of Family,
Gender,
Adolescent.

ABSTRACT

Adolescence is defined as period of transition between childhood to adulthood that involves biological, cognitive and socioemotional changes. Adolescence is a most vulnerable age for development. This stage requires intensive readjustment to education, social and family life. The discrimination and differentiation on the basis of gender is leading crisis in adolescence. Well being is connotative as a harmonious satisfaction of once desire and goals. Psychological well being plays a central role in the emotional and cognitive development of the human beings. Family and social support is a source of support of any individual and one of the motivating factors for human being to grow and achieve. The purpose of present study was to study the effects of type gender on psychological well being of adolescence. The total sample of one hundred and twenty of 60 males and 60 females were administered the measure of Carol Ryff's Psychological well being Scale (1989) medium form. Data were analyzed by One-way ANOVA. It indicates significant differences between gender of psychological well being. It was observed that all the subscales of PWB scales correlated positively and significantly with the other subscales. Results revealed a significant effect of type of gender on psychological well being.

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Citation: Dr. Sushama Bhosale and Indrajeet Bhosale, 2018. "Psychological well being of adolescents", *International Journal of Development Research*, 8, (07), 21543-21545

INTRODUCTION

Adolescence is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood. The period of adolescence is most closely associated with the teenage years, though it's physical, psychological and end cultural expressions may begin earlier and end later, the teenage years are also called adolescence. During this time, parents will see the greatest amount of growth in height and weight in their child. Adolescence is a time for growth spurts and puberty changes. Changes with puberty may occur gradually or several signs may become visible at the same time. There is a great amount of variation in that of changes that may occur, some teenagers may experience these signals of maturity sooner or later others. Adolescence is a critical period of development.

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Adolescents are continuously changing mentally, physically, and psychologically (Santrock, 2004). They are learning more about the 'real world' and trying to strive for both independence from parents and inclusion in social groups (Santrock and Yussen, 1984). Adolescence is the most vulnerable age for development as many adolescents experience anxiety, unpleasant or strange feelings. Gender is an important aspect for investigation, generally males are considered to be superior and females as inferior commonly in Indian culture. Social cognitive theory has been especially important in understanding social influence on gender (Bugental and Grusec, 2006). The females have to bear the discrimination of the majority in every sphere starting from their own family to society who provide impoverished environment as a result affect their well being and overall personality (Bussey and Bandura, 1999). Family is a source of positive relationship and unique bonds among members and also it is the first school of life. It plays a central role in emotional and cognitive development of human beings. The discrimination and differentiation on the basis of gender is leading to inferiority complexes among the females in both

Table 1. Correlation coefficients between subscales of Psychological Well Being

Subscales	Environmental Mastery	Personal relations	Personal Growth	Self Acceptance	Purpose in Life
Autonomy	.512	.334	.435	.388	.385
Environmental Mastery	-	.502	.375	.452	.350
Personal Relations	-	-	.321	.304	.370
Personal Growth	-	-	-	.320	.367
Self Acceptance	-	-	-	-	.338

df=118

joint and nuclear families (Dona *et al*, 2002). Psychological well-being (PWB) has been considered by Ryff (1989) as a set of psychological features involved in positive human functioning (Ryff, Keyes and Schmotkin, 2002) that included several resilience-related aspects such as maturity (Allport, 1961), purpose in life (Crumbaugh and Maholick, 1969), self-efficacy (Schwarzer and Warner, 2013). According to the "eudemonic perspective" (Ryan and Deci, 2001), the most frequent criterion of PWB is linked to the individual's sense of "self-acceptance", defined as a central feature of mental health as well as the characteristics of self-actualization, optimal functioning, and maturity (Ryff and Singer, 1996). Another important criterion of PWB is defined as "positive relations with other individuals", linked to the ability to express strong feelings of empathy and affection for all human beings and to be capable of greater love, deeper friendship, and more complete identification with others (Ryff and Singer, 1996). The criterion of "autonomy" is assumed as self-determination, independence, and regulation of behavior through internal locus of control, all of them useful to guarantee a condition of well-being for all individuals. The criterion of "environmental mastery" is considered as the individual's ability to create environments suitable to his or her psychic conditions (Ryff and Singer, 1996).

The "purpose in life" is another recurrent criterion of PWB considered as a sense of directedness and intentionality in changing purposes or goals in life, such as being productive and creative or achieving emotional integration in later life (Ryff and Singer, 1996). The last aspect of PWB is given by the "personal growth": an optimal psychological functioning requires not only to actualize oneself and realize one's potentialities, but also to continue to develop and expand oneself as a person, underlining the importance of new challenges or tasks at different periods of life. Psychological well being is the subjective feelings of contentment, happiness, satisfaction with life's experiences and one's role in the world of work, sense of achievement, utility belongingness and no distress or worry. Family is a source of support of any individual and one of the motivating factors for human being to grow and achieve. It plays a central role in the emotional and cognitive development of the human beings. (Ryff and Singer, 1996). Some researchers have pointed out the role of personality and social support in psychological well being (Nathawal and Rathore, 1996). A number of demographic variables such as income (Diener and Oishi, 2000), age (Diener and Suh, 1997), marriage (Diener *et al*, 1999) and religion (Myers and Diener, 1995) which influences the subjective well being. The study focuses on well being from the perspectives of eudemonic approach which emphasizes meaning and self actualization and defines well being in terms of the degree to which person is fully functioning.

Ryff (1989) extensively explored the meaning of psychological well being and thought that well being could be made sense by breaking it down into six dimensions each of which contributing to people's experience of well being. They are autonomy, environmental mastery, personal growth, positive relations with others, purpose in the life and self acceptance. Each dimension of psychological well being articulates different challenges as they strive to function positively. This study is an attempt to explore how adolescents try to approach these different challenges. It is hypothesized that male adolescents differ significantly in their psychological well being than female adolescents.

MATERIALS AND METHODS

Sample: The purposively selected total sample consisted of one hundred and twenty adolescents of 60 males and 60 females. The mean age and SD of the subjects was 17.4 years and 8.06

Tool: Carol Ryff's Psychological Well Being Scale (1989). - Medium form: It consists of a series of 54 statements reflecting the six areas of psychological well being: autonomy, environmental mastery, Personal growth, positive relations with others, and purpose in life and self acceptance. Respondents rate the statements on a scale of 1 to 6, with 1 indicating strong disagreement and 6 indicating strong agreement. Internal consistency values (coefficient alpha) for each dimension varied between 0.86 to 0.91 indicating high reliability of the scale. Correlation coefficients with 20-item parent scale for each varies between 0.83 to 0.99 indicate higher level of validity for the scale. The number of responses made by the subject on each question depends whether the question is positive or negative. If it is a positive question responses are rated from 1 to 6. Where a score of 6 indicates strong agreement. If it is a negative question scoring done is in reverse order which is from 6 to 1. Where 6 indicated strong disagreement. For each category, a high score indicates that a respondent has a mastery of that area in their life. Conversely a low score shows that the respondent struggles to feel comfortable with that particular concept.

RESULTS AND DISCUSSION

Table 1 is evident that all the subscales of Psychological Well Being scales correlated positively and significantly with other subscales as all the obtained correlation coefficients were found to be highly significant. The correlation coefficients ranged from .320 to .512. This all found to be significant. One way ANOVA indicates significant differences between male and female adolescents ($F=19.646, P=.000$).

Male adolescents expressed significantly higher scores compared to female adolescents ($M= 85.6$, $SD=22.43$). In autonomy factor, environmental mastery, personal growth, and positive relations with others significant differences were observed between male and female adolescents. There were no significant differences on purpose in life and self acceptance. On the whole it was found that psychological well is key for development of personality and happiness in life of the adolescents. This results showed that male adolescents differ significantly in their psychological well being than female adolescents.

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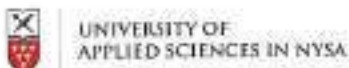
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participated in a two day International Conference on, "**Impact of Social Media on Peace & Security**" and presented a paper titled,
Impact of social media on Behaviour and Wellbeing on
7th & 8th March, 2019, organised by the Department of Defence And Strategic Studies (DDSS), Yashwantrao Chavan National Center of International Security
and Defence Analysis (YC-NISDA) and Department of Dr. Babasaheb Ambedkar Studies (DBAS), Savitribai Phule Pune University (SPPU) in collaboration with
Indo-European Education Foundation, Poland; University of Galati, Romania; University of Applied Sciences, Nysa, Poland and Strategic Centre and Security
Foundation, Pune


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Romania



Indo-European Education Foundation,
Poland



Strategic Culture and Security Foundation,
Pune

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) - 6.261, (CIF) - 3.452(2015), (GIF)-0.676 (2013)
Special Issue 84 : बदलते सांस्कृतिक पर्यावरण आणि मराठी कविता
UGC Approved Journal

ISSN :
2348-7143
January-2019

Impact Factor - 6.261

ISSN - 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

International E-Research Journal

PEER REFEREED & INDEXED JOURNAL

January-2019 Special Issue - 84

बदलते सांस्कृतिक पर्यावरण आणि मराठी कविता

अतिथी संपादक

डॉ. आर. बी. ठेरे

शंकरराव भेलके महाविद्यालय, नसरापूर

ता. भोर, जि. पुणे

विशेषांक संपादक : डॉ. जगदीश शेवते (नसरापूर)

विशेषांक सहसंपादक : प्रा. संदीप लांडगे (नसरापूर)

मुख्य संपादक : डॉ. धनराज धनगर (येवला)

SWATIDHAN INTERNATIONAL PUBLICATIONS

For Details Visit To : www.researchjourney.net

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Price : Rs. 800/-

Published by -

© Mrs. Swati Dhanraj Sonawane, Director, Swatidhan International Publication, Yeola, Nashik

Email : swatidhanrajs@gmail.com Website : www.researchjourney.net Mobile : 9665398258

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डॉ. विजय बालघरे

(मामासाहेब मोहोळ महाविद्यालय, पुणे)

संस्कृती ही माणसाच्या आचार, विचार व जगण्यावागण्यातून प्रतिबिंबित होत असते. या संस्कृतीतूनच सांस्कृतिक पर्यावरण साकार होते. संस्कृतीमध्ये सातत्याने बदल होत असतात. तसेच या सांस्कृतिक पर्यावरणातही नित्यनूतन परिवर्तने होत असतात. प्रत्येक खेड्याची स्वतःची एक संस्कृती असते, एक पर्यावरण असते. त्या-त्या पर्यावरणात समकालीन लेखक लेखन करीत असतात. हा पर्यावरणीय व सांस्कृतिक अवकाश त्यांच्या वाङ्मयातून अपरिहार्यपणे येणे हे अपरिहार्य असते संवेदनशील कवी, लेखकांच्या लेखणीतून या पर्यावरणीय जाणिवा प्रकर्षाने अभिव्यक्त होत असतात. राजन गवस हे एक महत्त्वाचे कादंबरीकार म्हणून साहित्यविश्वास सुपरिचित आहेत. परंतु त्यांच्या कवितेतून त्यांचा व्यक्तिमत्त्वाचे व प्रतिभेचे बहुविध आविष्कार आपणांस प्रत्ययास येतात. मुळात त्यांनी काव्यलेखनाद्वारेच आपल्या लेखनास सुरुवात केली. त्यांचा हुंदका हा काव्यसंग्रह १९८३ साली प्रकाशित झाला. त्यांची पहिली कलाकृती म्हणून या काव्यसंग्रहाला विशेष महत्त्व आहे. त्यांच्या या कवितांमधून संग्रहाबरोबरच काही अप्रकाशित कविताही आहेत त्यामधून शेती-माती, गाव, खेडं खेड्यातील फाटकी पण मनाने श्रीमंत माणसं, तेथील निसर्ग, प्राणी, दारिद्र्य यांचे हुंकार प्रकर्षाने जाणवतात. या सर्वच कवितांमधून बदलतं खेडं, तेथील पर्यावरण, प्रखर वास्तव, परिसरातील गहिरे दुःख, स्त्रीजीवनाची विविध रूपे व प्रतिकूल परिस्थितीशी प्रखर व कडवा संघर्ष करणारी माणसं आपणांस अस्वस्थ करतात. यादृष्टीने राजन गवस यांच्या कवितेचे पर्यावरणीय संदर्भ अभ्यासणे आवश्यक ठरते.

राजन गवस यांच्या कवितेचे स्वरूप आणि प्रेरणा

राजन गवस यांच्या लेखनाचा पर्यावरणीय अवकाश गाव, तेथील शेती, कृषिजनसंस्कृती, या कृषिजनसंस्कृतीमधील भलं-बुरं हाच आहे. त्यांच्यावर लोकसंस्कृती व तेथील मौखिक परंपरेचा संस्कार स्पष्टपणे जाणवतो. लहानपणी गोंधळ, तमाशा दंडार इ. लोकविधींचे संस्कार झालेले आहेत. मौखिक परंपरेतील हे प्रकार व कहाणीसारखा रूपबंध त्यांना नैसर्गिक पणे जवळचा वाटला. त्यामुळेच त्यांची नैसर्गिक आणि पहिली अभिव्यक्ती कवितेतूनच होणे स्वाभाविक होते. त्यामुळेच समृद्ध बोलीचा संस्कार घेउन त्यांची कविता आविष्कृत होते. आपली देशी मौखिक परंपरा व परंपरेतील सशक्त धारा आत्मसात केल्यामुळे त्यांची कविता संख्येने कमी, आकाराने लहान असली तरी ती कसदार आहे. तिला एक तर स्वतःची ओळख व स्वत्व लाभलेले आहे. सातत्याने शोध घेते. ती तेथील शोषण व दारिद्र्य यांचे प्रभावीपणे चित्रण करते. मुळातच राजन गवस यांचे बालपण दुःख, दारिद्र्य व संघर्षात गेल्यामुळे त्यांच्या 'हुंदका' या कवितासंग्रहातील बहुतेक कवितांमध्ये आपले बालपण, आई-वडिलांचे कष्ट, दुःखी जीवनातील फरफट यांचे चित्रण आढळते. निसर्गाच्या तालावर नाचणारे शेतकरी, त्यांचे दारिद्र्य, स्त्री दुःखाच्या विविध प्रतिमा त्यांच्या कवितांमधून येतात. ही कविता त्यांच्या रोखठोक व संवेदनशील व्यक्तिमत्त्वाच्या रंगाने अस्सल बोलीत आविष्कृत होते. त्यामुळेच तिचे वेगळेपण नजरेत भरते.

प्रेरणा व प्रभावाचा विचार केला तर आपल्या परंपरेतील संत तुकाराम, महानुभावांचे वाङ्मय, म. फुले, म. गांधी, साने गुरूजी, नंतरच्या कालखंडातील दिलीप चित्रे, भालचंद्र नेमाडे यांचा प्रत्यक्षाप्रत्यक्ष प्रभाव त्यांच्या एकूणच लेखनावर व कवितेवरही दिसून येतो.

कवितेमधील आत्मचरित्रात्मकता :

कविता हा आत्मनिष्ठ जाणिवांचा नैसर्गिक आविष्कार करणारा प्रभावी असा वाङ्मयप्रकार आहे. गवस यांच्या कवितेतून त्यांचे शेतात राबणारे आईवडील, त्यांचे स्वतःचे बालपण आईवडिलांचा वडिलोपार्जित व्यवसाय शेती व शेतमजुरी यांचे संदर्भ येतात. वयाच्या दुसऱ्या वर्षी त्यांच्या आजोबांना त्यांच्या आई व वडिलांना घराबाहेर काढले. तेव्हापासून दुःख, दारिद्र्य यांच्याबरोबर त्यांच्या जीवनसंघर्षाला सुरुवात झाली. या बालपणीच्या दारिद्र्याचे व दुःखाचे चटके त्यांच्या संवेदनशील मनाला बसले. त्यामुळे स्वाभाविकपणे आपली तगमग कलात्मतेच्या पातळीवरून मांडताना त्यांचा स्वर आत्मचरित्रात्मक स्वरूपाचा बनतो. त्यामुळेच आपले उद्ध्वस्त बालपण कवितेतून मांडताना ते म्हणतात,

‘पहिल्याच खुरपणीत

बाळसं आलेल्या आयुष्याला

बिनलागवडीचं जपलं असतं तर-

उसण्या काळोखावर पोचट ढगांची रात्र...

सजवण्याची शिक्षा झाली नसती’ (हुंदका, पृ.क्र.५)

नैसर्गिक बालपण वाट्याला न आल्याने उपरे जीवन जगण्याची वेळ कवीवर आली. अस्सल कृषिजीवनातील प्रतीमा वापरत कवी आपले दुःख येथे मांडतो. आयुष्याला आकार प्राप्त होण्याच्या काळातील संघर्ष व नियतीने केलेली फरफट यामुळे आपले स्वत्व व मुळापासून उखडले गेल्याची भावना त्यांच्या कवितेतून येते. अशा वेळी सभोवतालचे नैसर्गिक पर्यावरण व अवेळी येणारा पाऊस कवीला बेईमान वाटतो, त्यावेळी कवी म्हणतो,

‘दाण्यात दूध खेळायच्या वेळेला

फूल धुऊन टाकणारा पाऊस पडला

पाऊस...

असाही माणसांसारखा

बेईमान असतो...’ (हुंदका, पृ.क्र.६)

आपले भेगाळलेलं आयुष्य कवी अनेक कवितांमधून मांडतो त्यासाठी कृषिजनसंस्कृतीमधील शेण-उकिरडा, उसवलेली वाकळ, कुजू लागलेला व कीड लागलेला हुंदका, या अर्थपूर्ण प्रतिमा वापरतो.

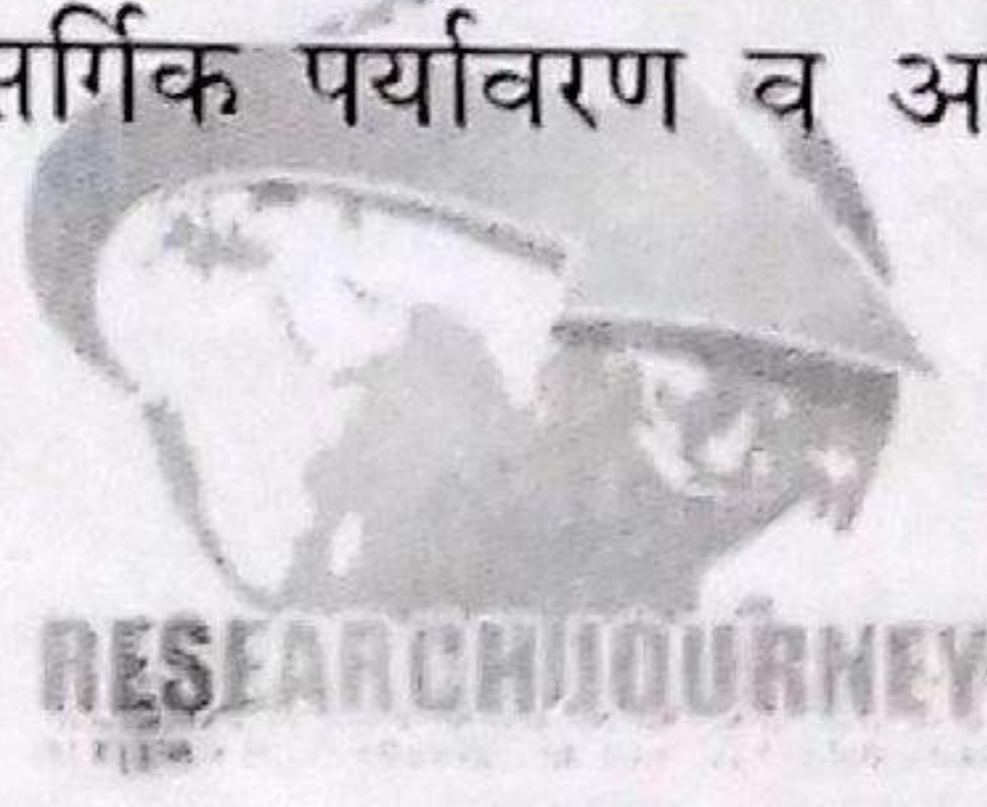
फाटका संसार शिवत मुलांचे आयुष्य प्रकाशमान करण्यासाठी धडपडणारी आई :

राजन गवस यांच्या एकूणच लेखनात स्त्रीमनाच्या अनेक वेदना व वास्तव स्वरूप विशेषत्वाने नजरेत भरते. त्यांचे महत्त्वाचे कारण म्हणजे त्यांची कष्टकरी ‘आई’ हेच असावे असे वाटते. त्यांची आई दैनंदिन जीवनात त्यांचा प्रेरणास्त्रोत आहे पण त्यांच्या लेखनातही आईचे प्रत्ययकारी जीवनचित्रण येते. जीवनातील अनेक अडीअडर्चींशी संघर्ष करत, दारिद्र्यमय जीवनातही मुलांचे आयुष्य प्रकाशमय व्हावे, यासाठी ती तिठा उभारते. आपल्या मुलांच्या उज्ज्वल भविष्यासाठी आपल्या आयुष्याची होळी करायलाही मागेपुढे पाहत नाही. या विषयी कवी म्हणतो,

‘कूड फाटक्या खोपीत

असलं नसलं ती पसामूठ संपल्यावर

जात्यावर आईच्या ओवीचं पीठ





मीठ व्हवून पडायचं, तवा.....

चिमणीच्या धुराची नागबुडीतील काजळी काढत

पुस्तकातल्या अक्षरांना वाकळच्या आडोशाला

पापण्यांतल्या पाण्यानं अंधोळ घातली...

.....आणि पुस्तकंबी आवंढा गिळून वळवळला' (हुंदका, पृ.क्र.२३)

खेड्यातील दारिद्र्याचे दशावतार व त्यातही प्रचंड आशा व उर्मी बाळगणारी आई आपणांस राजन
गवस यांच्या कवितेतून दिसते. आईवडिलांची मुलं मोठी व्हावीत, यासाठीचे कष्ट व संघर्ष कवी पुढील
ओळींतून मांडतो.

'दिव्याभोवती बसली पोरं

पुस्तकात बाप

झुरं

जळती भाकरी घायाळ तव्यात,

आईचं डोळं

चुलीच्या

गळ्यात' (हुंदका, पृ. क्र.२५)

शिकून मुलं मोठी व्हावी यासाठी जिवाचं रान करणारे आईवडील या कवितेतून येतात. अर्थात
कोणत्याही देशात खेड्यांत, शहरात ते दिसणं स्वाभाविक आहे. त्यामुळं या कवीच्या आईवडिलांबद्दल
वैयक्तिक भावना असल्या तरी त्या वैश्विक बनतात.

या संग्रहातील मनाला भिडणारी व गहिऱ्या दुःखाचे चित्रण करणारी महत्त्वपूर्ण कविता म्हणजे आई-
वडिलांचे दारिद्र्याने गारठून गेलेले आयुष्य व दुःखाच्या गर्द अंधारात गेलेले

कवीचे बालपण या कवितेतून प्रकर्षाने जाणवते. हा हुंदका काव्यसंग्रहातील वेदनेचा सूर या पर्यावरणीय
संदर्भात पानोपानी आढळतात.

'थंड चुलीत गळ्यात

हात अडकून बसल्याला बाप

पटक्याच्या शेवातलं मूठभर चिरमुरं

माझ्यासमोर टाकून डोळं गच्च मिटवायचा

तवा आई मला पोटाशी धरून कळवळायची

मी आईपासून बाजूला झाल्यावर-

माझा फाटका शर्ट पाटीवर वलाकिच्च व्हायचा

आणि घराच्या आढ्याला हुंदका

अंधारात मोकळा व्हायचा'

येथे थंड चूल, विझलेल्या जीवनाचे प्रतीक म्हणून समोरे येते तसेच या प्रतिमेमधून उपासमारी, भूक
मनावर ठसते. या परिस्थितीत दुःख इतके गहिरे होते की, घराचे आढेसुद्धा हुंदका देतात. दुःखची एवढी
तीव्रता प्रत्येक कवितेतून आपल्या मनास भिडते. याशिवाय इतर अनेक कवितांमधूनही विझलेला दिवा, रिते
गाडगे अशा प्रतिमा येतात. आपल्या आयुष्याबद्दल व जिण्याबद्दलची कथा व्यक्त करताना कवी म्हणतो,

'असा कसा ह्यो जलम



लूद कुतऱ्याला जशी

ह्येच्यापरस सुखात

घाणीवरली बी माशी' (हुंदका-पृ. क्र. ३८)

आपले आयुष्य लूद भरलेल्या कुत्र्याप्रमाणे आहे व आपल्यापेक्षा घाणीवर वळवळणाऱ्या माशादेखील सुखी आहेत. या प्रतिमांमधून दुःखाची तीव्रता काळजाचा ठाव घेते. राजन गवस यांच्या बहुतेक कवितांमधून दैनंदिन जागण्याचे संदर्भ येतात. बालपणातील अतीव दारिद्र्य, त्याचे बालमनावर झालेले संस्कार, आई-वडिलांचा गरिबीशी होणारा रोजचाच झगडा यांचे दाहक वास्तव प्रखरपणे येते. त्यांचे जगणे हाच कवितेचा विषय होतो, त्यामुळे या दुःखाची अभिव्यक्तीही नैसर्गिकपणे होते. त्यामध्ये कुठेही अतिशयोक्ती जाणवत नाही.

कष्टाळू व सर्व संकटात न डगमगता आपले कुटुंबसंसार उभा करण्यासाठी लढणारी सोशिक आईची प्रतिमा या कवितांमधून येते. ही आई मुलांना उभे करण्यासाठी धडपडते. तिच्या मनात कुठेही दुःखाची रेषा व नैराश्य नाही, तर प्रचंड इच्छाशक्ती आहे. त्यामुळेच आपल्या मुलांचे आयुष्य प्रकाशमन करण्यासाठी या दुःखाची व दारिद्र्याच्या गहिन्या अंधारात तिला अक्षरांचा उजेड दिसतो. तो देण्यासाठी कोणतेही कष्ट सोसण्याची तयारी व उपजत परिस्थितीतून आलेले शहाणपण तिच्या व्यक्तिमत्त्वात असून भरलेले आहे. अर्थात कृषिजनसंस्कृतीमधील, खेड्यातील ही आई साहित्याचे एक सांस्कृतिक संचित मानावे लागेल. त्यांच्या बहिणीचे दिशाहीन बालपण, आईचा दारिद्र्याशी चालणारा प्रखर संघर्ष, वडिलांची व्यसनाधीनता, बहिणीची अगतिकता हे वास्तव संदर्भ येतात, तेव्हा मात्र कवितेतील हुंदका दाटून येतो व दुःख अधिक गहिरे होते. यातूनच परिस्थितीशी, वास्तवाशी व नियतीशी मुकाबला करण्याचे बळ मात्र कवीला प्राप्त होते. व उपजतच शहाणपण व सोशिकता, खेड्यातील मुलांना कशी प्राप्त होते, हे गावाच्या सांस्कृतिक पर्यावरणातील आशयगर्भ संदर्भ कविता एका वेगळ्या उंचीवर नेतात. या सर्व परिस्थितीतून आपले जीवन कसे परिपक्व होत गेले, हे सांगताना कवी म्हणतो,

'या आठीव शेणाच्या बुडूित

आयुष्याचे

सारेच संदर्भ

खचाखच भरून ठेवले' (अप्रकाशित कविता, क्र.१०)

या दुःख, दारिद्र्य व वेदनांच्या माहेरातून आयुष्याला, जगण्याला एक नवीन दिशा मिळाली. शेणाची गोवरी जशी वाळल्यानंतर परिपक्व असे ते म्हणतात. कवीच्या जीवनातील गहिन्या, गर्द अंधकारमय दुःखामुळे हुंदका व त्यांच्या अप्रकाशित कविता प्रभावी बनला आहेत. या काटेरी मार्गातूनच कवीला नवआत्मभान व जगण्याचं बळ मिळाले आहे, त्यामुळे ही कविता अधिक आत्मचरित्रात्मक बनली आहे.

बदलत्या खेड्यांचे सांस्कृतिक पर्यावरण व पर्यावरणीय संदर्भ :

राजन गवस यांच्या कवितेतून वैयक्तिक दुःखाचे, गावातील दारिद्र्याचे हुंदके येतात, पण समग्र गावगाडा, तेथील कष्टकरी शेतकरी, कृषिसंस्कृतीमधील माणसांच्या दुःखांचे विविध पदरही तेवढ्याच ताकदीने अभिव्यक्त झाले आहेत. ते आपल्या देशी परंपरेशी व कृषिजनसंस्कृतीशी, तेथील समूहभावाशी बांधिलकी जपणारे लेखक आहेत. त्यामुळे शोषणाचे बळी ठरणारे गाव, दारिद्र्यात खंगत पडलेला शेतकरी, मजूर यांच्या जीवनाचे अनेक संदर्भ त्यांच्या कवितांमधून येतात. हे कृषिजनसंस्कृतीमधील, गावाचं वास्तव या वास्तव जीवनातील प्रतिमा, प्रतीकाद्वारे व्यक्त करतात. खेडेगावातील वास्तवाचे यथार्थ चित्रण करताना तेथील दुःख आणि शोषण यांचेच चित्रण ते करित नाहीत, तर त्या शोषणाचे मूळ शोधण्याचा प्रयत्न करतात. हे त्यांच्या



समग्र लेखनाचे व कवितांचे समकालीन लेखकांपेक्षा वेगळेपण आहे असे आपणांस म्हणता येईल. समग्र गावाचा बकालपणा, त्याला आलेली अवकळा व खंगलेपण नेमकेपणाने आपल्या कवितेत चित्रीत करतात.

'गाव दिवसेंदिवस खंगत चाललाय
त्याच्या गल्लीबोळांना क्षय होऊन
सभोवतालच्या झाडांना
हिमखंडी वादळांचा छंद जडलाय!
गावात माणसांचे प्रमाण कमी झाल्यापासून
पोचट कुत्र्यांचा सुळसुळाट झालाय
त्यावर हुकमती गाजविण्यासाठी
महारोग झालेला परदेशी कुत्रा मागवून घेतलाय
मागवून घेतलेल्या कुत्र्याची पिलावळ रस्तोरस्ती
वर्षे कुजली तरी गल्लीबोळ हालवून सोडतात
सकाळी-सकाळी कातडी बदलून
रेखीव कटवलेल्या दगडावर मुतत सुटतात
गावाला आता ही सवय झालीय
त्यांची, त्यांच्या मुतण्याची आणि लफड्यांची
गावातली घरं फक्त वाट पाहत आहेत
एखादं झाड तरी मुळांसकट पेटण्याची...' (हुंदका, पृ.क्र.२०)

समृद्ध गाव आज उद्ध्वस्त होतो आहे, पण तो कशामुळे याचा वास्तवदर्शी शोध घेण्याचा प्रयत्न कवितेतून करतात. बदलत्या गावाचे उद्ध्वस्तीकरण व दिशाहीनता चित्रीत करताना कवीने वापरलेल्या प्रतीकां, अस्तित्वहीन माणसे यामधून गावाचे बदलते सांस्कृतिक पर्यावरण कवी चित्रीत करतो. तर पोचट कुत्रे, महारोगी कुत्रे या प्रतीकांतून भारताच्या विविध खेड्यामधील सरंजामी वृत्ती, स्वार्थी राजकारण व दिशाहीन तरुणाई यांचे प्रभावी चित्रण येते. अशा काळात या खंगणाच्या व उद्ध्वस्त होणाऱ्या गावात कधीतरी, कुणीतरी पेटून उठतील, आपल्या समृद्ध देशी परंपरेचे भान त्यांना येईल, त्यांचा आत्मसन्मान जागृत होईल व गाव फक्त पूर्वपदावर येईल, अशी आशा ते करतात. एकूणच, गवस यांच्या कवितेचा गाभा संपूर्ण गावगाडा, तेथील दुःख, समूहभावना व वेदना ही आहे, हेच आपणास निदर्शनास येते.

स्वातंत्र्यप्राप्तीनंतर आणि विशेषतः १९७० नंतर खेड्यांमध्ये खूपच बदल झाले. सहकाराचे जाळे सर्व पसरले. सहकारी साखर कारखाने नव्याने सुरू झाले. औद्योगिकीकरण गावोगाव पोहोचले. त्यातून गावात एक नवी सरंजामी व्यवस्था निर्माण झाली. गावाच्या विकासाबरोबर जुनी समूहभावना नष्ट झाली. गावातील लक्ष दिशाहीन आणि व्यसनी बनले. त्यामागे एक राजकीय प्रवृत्ती गावागावांत फोफावली होते. यामध्ये संपूर्ण गावगाडा ढासळला या पोचट, गंजून गेलेल्या गावाचे, तेथील व्यवस्थेचे चित्रण गवस म्हशीच्या प्रतीकात करतात-

'आमच्या घरातील ही म्हैस
हिला आम्ही म्हस म्हणतो
हिच्या पोचट थांनातील दुधावर
आमच्या वासनांचे पिंड पोसत बसतो

ही आमची म्हस गोडू पडून
 आता बरीच तपं गंजून गेलेत.
 तिच्या पोचट थानांवर
 सर्पदंशी गिधाडांनी घरटी केलीत
 तिच्यासाठी आता कितीही उमदच्या
 रेड्याचा वापर करा
 वाटलं, तर सरकारी पशुसंवर्धन केंद्रातील
 अस्सल वळूचा वापर करा...
 ती आता गाब जाणार नाही
 कारण आता तिला
 दारोदार शेणाच्या पोट्या टाकत
 गाब गेलेल्या म्हशींच्या शेपटी
 हुंगण्याची सवय झालीय' (हुंदका, पृ.क्र.२१)

कवीने आटलेल्या म्हशींच्या प्रतिकातून उद्ध्वस्त ग्रामव्यवस्था व गावगाडा यांचे प्रभावी चित्रण केलेले आहे. आजच्या गावातून आपली अस्सल कृषिजनसंस्कृती, तिच्यामधील श्रमनिष्ठा व श्रमप्रतिष्ठा समूहभान, सहवेदना यांसारखी मूल्ये संपलेली आहेत. या मूल्यभान असलेल्या व्यवस्थेचा चेहरा स्वार्थी राजकारणाने हरवून टाकला आहे. त्यामुळे उद्ध्वस्त व अन्यायाने, शोषणाने अस्तित्वहीन गाव व समाज सूक्ष्म निरीक्षणशक्तीतून ते मांडतात.

स्वातंत्र्यानंतरच्या काळात खेड्यातील माणसांचा झालेला कामनिरास हा त्यांच्या कवितांमधून प्रकर्षाने जाणवतो. त्या विषयी कवी म्हणतो,-

'ह्यो पंदरा आगस्ट म्हणजे
 काय असतंय गऽ आई?
 कसला वणवा कुणास धक्कल
 साळंत गोळ्या वाटत्यात म्हणं बाई...
 प्रभातफेरी दारात आली
 ढोलाच्या आवाजात बुडाले डोळ
 फेक कपडे, रंगीत वेण्या

सुमीच्या मनात चिंदकुराचे मेळे' (अप्रकाशित कविता, वही क्र.२ कविता क्र.१३)

स्वातंत्र्यप्राप्तीनंतर गावभर लाईट आली पण खरा उजेड मात्र गायब झाला आणि गावाच्या नशिबी आला भणाणता काळोख. मग यामधून शेतकरी व शेतकरी समूहाला स्वातंत्र्याबद्दल अनेक प्रश्न पडणे स्वभाविक आहे. आणि सद्यःस्थितीत शेतकऱ्यांच्या होणाऱ्या आत्महत्या, पडलेले भाव, दुष्काळ या पार्श्वभूमीवर शेतकऱ्यांची ही सुमी मात्र चिंधूक सोबत घेऊन आपले दुःख विणत बसली आहे. तिचे जीवन व आयुष्य काही बदलले नाही उलट प्रश्न अधिक वाढले आहेत. यादृष्टीने आजच्या काळातही कृषिजन संस्कृतीचे वास्तव चित्रण करणारी ही कविता काळाच्या कसोटीवर टिकणारी आहे. या दृष्टीने कैलास सार्वेकर म्हणतात, गवस यांची कविता मराठी कवितेला वेगळे वळण देणारी आहे.



स्त्रियांच्या शोषणाच्या नि दुःखाच्या विविध तऱ्हा :

गवस यांच्या समग्र साहित्यामधून स्त्री दुःखाच्या व त्यांच्या शोषणाच्या विविध तऱ्हा प्रकट झालेल्या आहेत. हुंदका या संग्रहातही ग्रामव्यवस्थेतील स्त्रियांच्या दुःखाचा व शोषणाचा कवी शोध घेतो. अन्याय झालेली, संसारात गरिबीतही खंबीरपणे संकटांना सामोरी जाणारे स्त्री अनेक कवितांमध्ये दिसते. खेड्यापाड्यांतील बायकांच्या जगण्याचा व त्यांच्या घुसमटीचा शोध गवस आपल्या कथाकादंबरीव कवितांमधून घेतात. लग्नास आलेली शेतकऱ्याची मुलगी म्हणजे त्याच्या जिवाला असणारा घोरच. पोर पदराला आली घर खुडूक बसलं, तिच्या कळा पांघरूण, नदी भेगाळून गेली शेवटी पदराला आलेली पोर नदीला जवळ करते हे वास्तव गंभीर आहे.

जन्माचा जोडीदार गेल्यावर जगणं असह्य झालं तरी जगण्याचा संघर्ष करणाऱ्या शेतकऱ्याच्या पत्नीला लढा अनेक कवितांमधून दिसतो.

'गाठ मनाशी मारली
रेडा बाजारात न्ह्यावा
त्येच्या जीवावर एक
देणं करी भागवावा.....

रेडा इकून येताना
भूक काळजात आली.....

घरातली मालकीण

ठिगळात खोल गेली जरा समाधान मन

पाय टाकला घरात

देणं करी उभा तिथं

अन् ढासळली भिंत' (हुंदका, पृ.क्र.१३)

'आढ्याला बोचल्या... गोठ्यातल्या गायीच्याही, आलं पापणीला पाणी.' या स्त्रीच्या जीवनातील कारुण्य पाहून गोठ्यातील गाय विधवा शेतकरी स्त्रीची परवड या कवितेतून प्रत्ययकारकपणे कवीने मांडली आहे. किती कावळ्यांच्या चोची, माझ्या ईच्याही डोळ्यात पाणी आलं येथे कवी अस्सल देशी जाणिव्यांचा वापर करतो. तसेच कावळ्यांच्या संदर्भाने कृषिजनसंस्कृतीमधील लोकसंकेतांचे संदर्भ सूचित करतात. खेड्यातील स्त्रीची विविधांगी मुस्कटदाबी, कष्ट, दारिद्र्य, झिजणे, कुचंबना हे पर्यावरणीय संदर्भ राजन गवस यांच्या कवितेचा अविभाज्य भाग आहे. तिचे ढोरकष्ट चितारताना कवी म्हणतात,

'गाडी बैलाचं ओझं वाहणारी वाट

चढू लागले उभार आयुष्याचे घाट

पानवठ्यावरच्या तटाटणाच्या नारींचे

मूकपणे फुटाय लागतात माट' (हुंदका, पृ. क्र. १६)

एकूणच स्त्रीविषयीचा मूल्यात्मभाव या कवितांमधून काव्यात्म पातळीवरून व्यक्त होतो. यामध्ये विविध देशी प्रतिमा व प्रतीके वापरून ते आपला अनुभव व्यक्त करतात.

गवस आपल्या कवितांमधून रानावनाशी तनमनाने एकरूप झालेल्या पोरींच्या जीवनाच्या कहाण्या मांडतात. त्याच्याही तऱ्हा निराळ्याच आहेत. या पोरींच्या जगावेगळ्या जीवनाचे खेळ ते लोकसंस्कृतीमधील



कहाणी या रूपबंधात मांडतात, तो नैसर्गिक आहे त्यामुळे कविता परिणामकारक झाल्या आहेत. या पौरी अलुड, हसऱ्या, पोरसवदा नाहीत, तर त्यांचा शेवट मात्र शोकांत होतो. या सनातनातील पौरीकडे कवी एक माणूस म्हणून बघतो. त्यांच्या या अनेक कवितांमध्ये आभाळ, पौरी आणि पाऊस यांची घट्ट वीण दिसते.

'आभाळ भरून आले की

पौरी कासावीस होतात

त्यांच्या पापणीत

पावसाचे पक्षी

आत्महत्येचे झाड

शोधत असतात' (वही क्र. २, कविता क्र. २९)

कवितेमधील देशी जाणिवा :

राजन गवस यांच्या कवितेतून खास देशी जाणिवा व्यक्त होतात. त्यात निसर्ग आणि प्राणिजीवन, कृषिसंस्कृती यांचा समावेश होतो. निसर्गातील नदी, पाऊस, ढग, माती, झाडे, यांचेबरोबर बैल, रेडकू, म्हैस, चिमण्या, कुत्रे, गाय, वळू असे समृद्ध प्राणिविश्व प्रतिमा - प्रतिकांच्या रूपाने स्वाभिव्यक्तपणे येते. हुंदका या काव्यसंग्रहात करपलेले बालपण - पोचट ढगांचा या प्रतिमेतून येते, तर त्यांच्या कवितेतील बैल हा फक्त प्राणी उरत नाही तर तो दासळलेल्या व निबर होत चाललेल्या मूल्यव्यवस्थेचे प्रतीक बनून येतो. म्हैस या कवितेतील तिचा काळा रंग व माती यातून भूमिनिष्ठ जाणीव प्रकर्षाने दिसते. चाईट नजर व सरंजामी व्यवस्थेचे प्रतीक बनून कावळा येतो. कृषिसंस्कृतीमधील श्रमनिष्ठ व नवनिर्मिती यांचे प्रतीक हौशा बैल आहे. त्याबद्दल कवी म्हणतो,

'तोच साऱ्यांचा पोशिंदा

तोच आमचे आभाळ

हौशानं जगवलं आम्हाला

तोच आमच्या पिठाभिठाचा धनी

त्याच्या छांद्यावर आमच्या आसुष्याचं

दुसरं जू' (वही क्र. २, कविता क्र. २२)



हा 'हौशा' कवीच्या जीवनातील अनेक बऱ्यावाईट घटनांचा साक्षीदार आहे. त्याने आमची संपूर्ण पिढी व जीवन घडवले. अर्थात खेड्यातील कृषिजनसंस्कृतीचा तो अभिन्न भाग असतो. असे समृद्ध भावविश्व या कवितेतून येते. हे अपवादानेच इतर कवींच्या कवितांमध्ये आढळते. पौरीच्या जीवनाचे चित्रण करताना कवी चिंगी म्हैस, गाई यांचे संदर्भ देतात. तर त्यांच्या कवितेतील कुत्रा दांभिक राजकारणी व रंगेल व निबर लोकांचे प्रतीक आहे. लूत भरलेला कुत्रा गावातील दारिद्र्याचे संदर्भ घेवून येतो.

एकूणच गवस यांच्या कवितांमधून खेड्यांमधील कृषिसंजन संस्कृतीचे तेथील खास देशी जाणिवांचे भावपूर्ण चित्रण आलेले आहे. या संस्कृतीमधील समूहभान, प्राणी, पक्षी, निसर्ग यांच्यासह विविध संदर्भ, प्रतीके, प्रतिमांच्या माध्यमातून आविष्कृत झालेले आहेत. अर्थात या अनुभवातील सच्चेपणामुळे आशयाभिव्यक्तीची एकरूपता साधते व कविता अधिक प्रभावी बनते.

पर्यावरणीय जाणिवा व्यक्त करणारी वैशिष्ट्यपूर्ण भाषाशैली :

राजन गवस यांचे बालपण खेड्यात गेलेले आहे. त्यांचे अनुभवविश्वही गावाशी जोडले गेलेले आहे. त्यामुळेच त्यांची कविता वाचकांशी बोलीभाषेतून संवाद साधते. यामध्ये आशयाभिव्यक्तीसाठी अर्थपूर्ण प्रतिमा,



प्रतीके नैसर्गिक रूपबंध यांचाही उपयोग त्यांनी खुबीने आपल्या कवितांमधून केलेला आहे. प्रामुख्याने महाराष्ट्र-कर्नाटक सीमाभागातील बोलीचा प्रभाव त्यांच्या काव्याभिव्यक्तीवर जाणवतो. तसेच काही कवितांमधून विशेषतः अप्रकाशित कवितांमध्ये मौखिक परंपरेतील आपल्या समृद्ध स्रोतांचा प्रभावीपणे वापर त्यांनी केलेला आहे. त्यामधून दुःखाचे अनेक गहिरे पदर उलगडतात. राजन गवस यांच्या कवितेविषयी रंगनाथ पठारे यांनी मांडलेले मत महत्त्वाचे आहे, राजन गवस या कवितांमधून आपल्या परंपरेतील हे शक्तीस्थान दाखवून देतात. कहाण्याची त्यांचीच अशी एक अंगभूत लय असते. सांगणारणीच्या लयीचा संस्कार तिच्यावर असतो. दुनियेतल्या कोणत्याही आदिम आदिवासी टोळ्यांमधील स्त्रियांची गाणी आपण ऐकलीत तर ती सारखीच वाटतात. तिथं कोणी गाण्याची चाल सांगायला व शिकवायला येत नाही. कारण या गोष्टी आपल्याला आपल्या मातीला, जगण्याला तितक्या घट्ट बांधलेल्या असतात. भाषेचा इतक्या ममत्वाने वापर मला फक्त अशाच गाण्यांत दिसतो, त्याची आठवण मला या कविता वाचताना होते.

एकूणच, कवी आपल्या कवितांमधून गावातील अनेकविध प्रतिमा-प्रतीकांचा वापर करून तेथील दुःखाचे विविध पदर, समाजवास्तव प्रभावीपणे व्यक्त करतो. प्राणी, पशुपक्षी, निसर्ग, कृषिसंस्कृतीमधील मोजक्याच, परंतु विशेष अशा आदिबंधांचाही वापर करतात. उदा. सावली, घर, भूमी, आई इ. गोठ्यातील जड झालेले दुःख, अंधाराचा ठिपका झालेली विहीर, आयुष्याच्या आटीव शेणाची बुट्टी, दारिद्र्याचे उदार झुंबर, अशा एकाहून एक सरस अशा अर्थपूर्ण प्रतिमांचा सहजपणे कवी वापर करतात. त्यांच्या कवितेतील भाषेला एक स्वतंत्र लय व आस्तित्व आहे. बोलीतील अनेक जिवंत व प्रवाही रूपे या कवितांमध्ये परिमाणकारक ठरतात. काही अप्रकाशित कवितांमध्ये भारूडांप्रमाणे कूट प्रश्न व उखाणी यांचाही वापर आढळतो.

‘वाऱ्यावर पोरी आणि

घरावर शेणी...

आढ्यावर गेले बाई

पावळणीचे पाणी

सोप्यावर राख

उंबऱ्याला सांजरेषा

आजीलाच आल्या कशा

अवचित दाढी मिशा’ (वही क्र. २, कविता क्र. १)

अशी विनोदी, धीरगंभीर, कोडी उखाणी राजन गवस यांच्या कवितेचे एक सामर्थ्य आहे असे म्हणता येईल. राजन गवस यांनी एकच कवितासंग्रह लिहिला असला तरी तो वैशिष्ट्यपूर्ण व चिंतनीय आहे.

संदर्भ ग्रंथ :

१. राजन गवस, हुंदका, परिजात पब्लिकेशन, पुणे, प्रथम आवृत्ती १९८३
२. राजन गवस, ‘त्यांनी मला अकाली प्रौढ केलं निवडक’ साधना, खंड ७ साधना प्रकाशन, पुणे.
३. रंगनाथ पठारे, ‘सत्वाची भाषा’, शब्दालय प्रकाशन, श्रीरामपूर
४. प्रा. सिद्धेश्वर नवलाखे, ‘राजन गवस यांच्या साहित्याचा चिकित्सक अभ्यास’, पीएचडी संशोधन ग्रंथ.



प्रास्ताविक

नव्वदच्या दशकात लिहिल्या परिवर्तनाच्या चळवळीत स्त्री-पुरुष सामाजिकीकरणाच्या प्रक्रियेत पुरुषत्वाचे समाजसंरचित मोडी बदलणार नाही हा विचार मूर्त जागवून लिंगभावात्मक धारणा सांस्कृतिक क्रिया-प्रतिक्रियांची घटना, पुरुषप्रधान संदर्भचौक उमटलेल्या प्रतिक्रिया परिस्थि अस्वस्थ वर्तमान व भवतालार्त अप्रत्यक्ष हेतू त्यामागे दिसतो.

स्त्रीभूषणहत्या

स्त्रीसंदर्भातील सामा स्त्रीभूषणहत्येद्वारे स्त्रियांच्या अ पारंपरिक मानसिकतेतून घडते अंधारी रात त्यांना / उजाडत तिचाच' फक्त अंश!' (ती, कोव करवून घेताना होणारे तिचे सासरकडून सोडून दिले जाण वन्माला घालायचे की नाही कायदानुसार तिलाच गुन्हेगार लिंगभेदाची मानसिकता व स्त्री उपरोक्त कवितेत टिपली आहे.

शैक्षणिक उपभोग्य वस्तुरूपातील भांडवलशाही वृत्तीतून वाहिराती, चित्रपट इत्यादी मा बनून ठेवते. हे वस्तुरूप र पुरुषदृष्टित कल्पनांचा मारा व स्वकून ठेवणे यांसारखे पारंपारिक झाले जाते. चंगळवादी सांस्त्तीचे अवमूल्यन करते, हा अप्र