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I/C. PRINCIPAL
MA. Philo., SET, Ph.D.

॥ आ नो भद्रः क्रतवोः यन्तु विश्वतः ॥

ADARSH VIDYA PRASARAK SANSTHA'S

ADARSH COLLEGE OF ARTS AND COMMERCE

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Date:-

Criteria 3.3.2:	Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years
Findings of DVV	<ol style="list-style-type: none">1. HEI is requested to provide cover page, content page of all the publications calendar wise and highlight the relevant entries in it.2. Kindly note that calendar year to be consider in this metric. Please provide data calendar year wise in the prescribe data template.3. Kindly note that publications with ISBN number only would be considered.4. Please note that book's publication year should be mentioned.5. Kindly note that books without ISBN number title, author, Department/ School/ Division/ Centre/ Unit Cell, name and year of publication not be considered
Response/ Clarification	<ol style="list-style-type: none">1. List of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years along with cover page, content page are attached. (Appendix-I)

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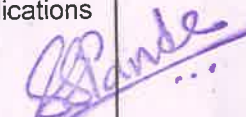
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Appendix-I

Sl. No.	Name of the teacher	Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / International	Year of publication	ISBN number of the proceeding	Affiliating Institute at the time of publication	Name of the publisher
1	Dr. Vaidehi Daptardar	Economic Survey of India 1947-48 to 2019-20					2019	ISBN-978-81-7708-490-0	Adarsh College of Arts and Commerce, Badlapur	New Century Publications, New Delhi
2	Dr. Sangeeta Pande	Environmental Ethics: Issues and Solutions' 260-266	'उपयोजित नीतिशास्त्र : समस्यावउपाय'				2019	ISBN :978-93-84810-46-7	Adarsh College of Arts and Commerce, Badlapur	Maitri PrakashanLatur
3	Mr. Laxmikant Satpute	Transforming Libraries and Information Centers in Digital Era	ICT Skill Development Training Prg A Technique for empowerment of LIS	64th ILA International conference	64th ILA conference	International	2019	ISBN-978-81-9341 20- 1-5	Adarsh College of Arts and Commerce, Badlapur	Indian LibraryAssociation, Delhi
4	Dr. Sangeeta Pande	PHILOSOPHY,PAPER-I MORAL PHILOSOPHY					2021		Adarsh College of Arts and Commerce, Badlapur	Institute of distance and open learning, University of Mumbai
5	Dr. Sangeeta Pande	तत्वज्ञान-I					2021		Adarsh College of Arts and Commerce, Badlapur	संचालक, दूर व मुक्त अध्ययन संस्था, मुंबई विद्यापीठ
6	Dr. Sangeeta Pande	तत्वज्ञान अभ्यासपत्रिका क्र.- I नैतिक तत्वज्ञान					2021		Adarsh College of Arts and Commerce, Badlapur	संचालक, दूर व मुक्त अध्ययन संस्था, मुंबई


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7	Dr. Sangeeta Pande	PHILOSOPHY PAPER- I MORAL PHILOSOPHY					2021		Adarsh College of Arts and Commerce, Badlapur	Institute of distance and open learning,
8	Mr. Laxmikant Satpute	Application of Wi-Fi Technology in the Libraries					2021	ISBN-978-620-4-20468-0	Adarsh College of Arts and Commerce, Badlapur	LAMBART Academic Publishing House, Germany
9	Dr. Vaidehi Daptardar	Rejuvenating Indian Thought Process	Indian Thought Process in Social Sciences	Rejuvenating Indian Thought Process	ICSSR Sponsored Two Day National Conference on 'Rejuvenating Indian	National	2022	ISBN-979-888667495-8	Adarsh College of Arts and Commerce, Badlapur	Creative Pens, Nashik, 422005
10	Dr. Vaidehi Daptardar Edited	REJUVENATING INDIAN THOUGHT PROCESS					2022	979-888667495-8	Adarsh College of Arts and Commerce, Badlapur	Creative Pens, Nashik, 422005
11	Dr. Sangeeta Pande	Ethical Perspective of Biotechnology					2023	ISBN 978-620-5-64055-5	Adarsh College of Arts and Commerce, Badlapur	Lambert Publication, Germany
12	Mr. Laxmikant Satpute	75 Years of Indian Library Profession	National Education Policy 2020 and SamagraShiksha	National Conference of ILA, MUCLA, Amravati	National Conf. of ILA, MUCLA, Amravati	National	2023	ISBN-978-81-19118-22-9	Adarsh College of Arts and Commerce, Badlapur	Atharva Publications
13	Mr. Laxmikant Satpute	National Education Policy 2022 and Libraries Vol-1	National Education Policy 2020 and Libraries	Proceedings of National Conference	6th National Conference	National	2023	ISBN-978-81-9626-2907	Adarsh College of Arts and Commerce, Badlapur	Maharashtra University and College Librarians Association


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Economic Survey of India

1947-48 to 2019-20

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- Post-Independence Review of the Indian Economy
- Year-wise Review of Developments in the Following Sectors of the Indian Economy (1947-48 to 2019-20). Year-wise Review Preceded by Introduction to the Sector.
 - Agriculture and Allied Activities
 - Industry, Infrastructure and Logistics
 - Government Budgeting, Taxation and Fiscal Federalism
 - Money, Monetary Policy and Prices
 - Financial Institutions, Financial Markets and Financial Instruments
 - Foreign Trade, Balance of Payments and Foreign Investment
- Current Status and Future Prospects of the Indian Economy

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- Current Status and Future Prospects of the Indian Economy

By

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Adarsh College of Arts and Commerce (University of Mumbai),
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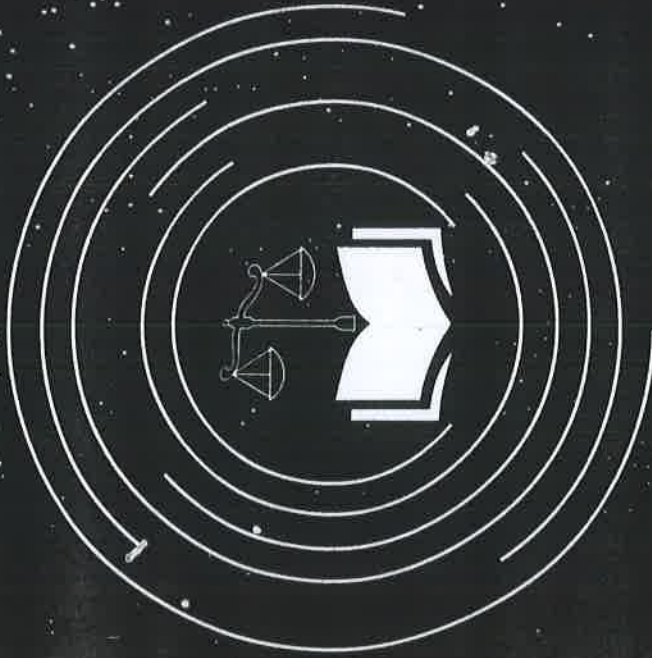
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अपयोजित नीतिशास्त्र

समस्या व उपाय



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संपादकीय...

पारंपरिक नीतिशास्त्रातील मूल्ये, तत्त्वे, आदर्श, सिद्धांत यांची मानवी जीवनातील आवश्यकता आपल्याला नाकारता येत नाही. तरी पण वर्तमानकाळातील बदललेली जीवनशैली आणि बदललेले सामाजिक संदर्भ यामुळे ती सर्व मूल्ये, तत्त्वे आणि आदर्श आज अपुरे पडत चालले आहेत. नवनवीन प्रकारच्या नैतिक समस्यांचा उद्भव होऊ लागला आहे. व्यक्तीगत नैतिकतेपेक्षा सामाजिक नैतिकतेचा विचार अधिक प्रभावशाली ठरू पाहत आहे. व्यक्तीगत जीवनात नीतिमूल्यांची जोपासना करणे ही मानवी जीवनातील पहिली अनिवार्य पायरी आहे. पण त्यापुढे जाऊन मानव हा समाजशील प्राणी आहे याचाही आपल्याला विसर पडता कामा नये. पारंपरिक नीतिमूल्यांना छेद देणाऱ्या नविन नैतिक संकल्पना आज समाजात रूढ झाल्या आहेत, रूढ होत आहेत. त्यांचा आजच्या संदर्भात तटस्थपणे विचार करणे ही खरी गरज निर्माण झाली आहे. हीच या ग्रंथामागची मूळ भूमिका आहे. यासाठी योगदान दिलेल्या सर्व लेखकांचे मनस्वी आभार.

— संपादक मंडळ



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: डॉ. शर्मिला जयंत वीरकर

प्लेटो, ऑगस्टिन, अँक्विनास, हॉब्स, ह्यूम, बेंथम, मिल्ल, जोड, रसेल आदिंनी तत्कालीन समस्यांचे निराकरण करताना विशिष्ट तत्वांचा वापर केला असला, तरी त्यांचे योगदान “ उपयोजित नीतिशास्त्र ” या क्षेत्रातील आहे, असे म्हणता येणार नाही. “ उपयोजित नीतिशास्त्र ” किंवा “अप्लाइड एथिक्स ” ही स्वतंत्र ज्ञानशाखा म्हणून विकसित झाली, ती विसाव्या शतकात. कधीकधी विशिष्ट नीतितत्त्व आचरणात आणता येत नाही किंवा त्यास मूड घालावी लागते म्हणून तर बहुतेकदा नीतितत्वांमध्ये विरोध जाणवल्याने या कालखंडात मानवाला ज्या समस्यांनी घासले, त्या समस्यांचे विविध पैलू विचारात घेऊन नीतिशास्त्राने पुरविलेल्या कसोट्यांच्या आधारे समस्या सोडविण्याचे प्रयत्न केले गेले. पारंपारिक नीतिशास्त्रात, अशा रीतीने भर घातली गेली व “उपयोजित नीतिशास्त्र ” उदयास आले. कोणत्याही समस्यांचे निराकरण करताना नीतिशास्त्रीय आधार महत्त्वाचा मानण्यात आला. नैतिक तत्वांचे समर्थन कोणत्याही निर्णयाला, बळकटी देते, हे लक्षात आल्यामुळे “ एथिक्स कमिटी ” किंवा “नीतिमीमांसा समिती” स्थापन करण्यात येऊ लागली. नीतिशास्त्र केवळ तात्त्विक चर्चेसाठी नसून व्यावहारिक दृष्ट्या मोलाचे आहे, हे ताणून नीतिमीमांसातज्ज्ञांना अशा सभित्यांवर पाचारण केले जाते. अशा वेळी नीतिमीमांसातज्ज्ञांची भूमिका कशी असते किंवा असावी, ह्यासंबंधीचा विचार प्रस्तुत शोध निबंधात केला आहे.

कोणत्याही समस्येचा विचार तीन पद्धतींनी करता येतो. वस्तुनिष्ठपणे, आत्मनिष्ठपणे किंवा वस्तुनिष्ठ आत्मनिष्ठ ह्या द्विधापतीकडे जाऊन म्हणजे

उपयोजित नीतिशास्त्र :समस्याच उपाय / ७

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solution to environmental issues."¹¹ There are three different approaches to look at man and nature relation. A) Nature as superior, B) Man as superior C) Man as a part of nature.

a) Superiority of Nature- this attitude was found among the pre-historic and tribal community. During the primitive age scientific knowledge was not developed. Primitive man was not having the knowledge about happenings in the nature. One was not able to find out the causes behind the natural events, so person had a belief that nature is more powerful than human beings. His life was totally affected by various events of the nature, he considered nature as powerful and one was living under nature. The primitive man according to Y. V. Satyanarayana "Lived like slave of nature and depended on nature for his survival."¹² Nature was considered as superior to human beings. This approach can not cause any damage to nature or any environmental problems.

b) Man as superior to Nature - With the progress in science and technology, Modern man developed the view that he is superior to nature, one started thinking that one can control forces of nature. According to S. R. Bhatt, "The modern model of development has originated in the context of a materialistic and competitive, or rather mutually conflicting, conception of human beings and the universe, In the mechanistic reductionist paradigm not only the spiritual dimensions of human and cosmic existence is discarded, it has also wrongly assumed that goal of human endeavour should be to have mastery, victory, domination and control over nature."¹³

This view of considering man to be superior to nature can be traced to Judeo Christian tradition. According to this view humans are radically created as separate from nature and whatever is there in nature is for the sake of human beings. This view is also supported by religious text, e.g. Genesis 1:27-8 states, "God created man in his own image, in the image of God he created him, male and female he created them. And God blessed them. And God said unto them, Be fruitful and multiply, and replenish the

earth and subdue it: and have dominion over fish of the sea, and over fowl of the air, and over every living thing that moveth upon the earth."¹⁴ This sort of approach allows man to exploit the natural resources for his benefits. It results into exploitation of nature. Human being considers himself to be the owner of everything that is there in nature.

c) Man integral part of Nature- In recent times, human beings have faced many environmental problems which was the result of their 'dominance' over the nature. As a result of this the awareness regarding environmental issues has increased. They realized the fact that one is not superior to the nature but rather an integral part of a nature. This new ethics has changed man's role, now a person is no more the dominating factor but one member of community. Aldo Leopold writes in The Land Ethics, "In short, a land ethic changes the role of Homo sapiens from conqueror of the land community to the plain member and citizen of it. It implies respect for his fellow-members and also respect for the community as such."¹⁵ This community includes not only fellow human beings, but also soil, water, plants, animals, etc.

In addition to above approaches there is also another approach which considers that man and nature belongs to the same reality. Man is not different from nature, as the same ultimate reality viz Brahman which is present in human being is also present in nature

III

Upanishads are the scriptures which have put forth a vision and ideals which definitely will help in reducing the environmental problems. Why should one protect the environment? In Svetasvatara Upanishad we find the answer for the problem "The God who is in fire, who is in water, who has entered into whole world, who is in plants, who is in trees to that God be adoration - yea, be adoration"¹⁶. One should respect and protect the trees, water resources like rivers, oceans, energy sources not just

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45. Theories of Punishment in the light of Applied Ethics.

Dhanshree A. Patrikar

In order to understand the Theories of Punishment, we need to be very much acquainted and clear about the term 'Ethics' in its literal sense. Then, we should also be very familiar and comprehensive about the distinction and what it encapsulates. Further we can study the Theories and their practicality in the form of laws, and how these laws are formed, what forms the basis for these laws; and we will realize that these laws are nothing but the practice of the Theories of Punishment.

'Applied Ethics', the term is very rich in its very connotation. It is nothing but the 'Ethics' which we categorize after the application of the 'norms' and 'values'. After doing this we will be analysing the pattern of law making and which theory of punishment it corresponds to. Then there are some landmark judgements which again has to do with these theories. We will elaborately study them in order to understand the correspondence it has with the laws made and how it helps in the law making process including the varied fields of Business Law, Environmental Laws and Criminal laws as well.

These all, I believe are the outcomes of the Theories of Punishment which we particularly study under the domain of Normative Ethics but it forms the heart and soul of the law making process and from this we can be certain that Normative Ethics, though at the first glance, seem very stagnant and of minimal utility but the theories it puts forth, have a far reaching applicability and its pervasiveness can be seen clearly, from the applicability of these theories in the varied fields: and this applicability is not only confined

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ICT Skill Development Training Programmes: A Technique for Empowerment of LIS Professionals

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Abstract: In 21st century libraries are under serious threat due to the increasing pressure of achieving higher level of performance in this competitive global environment. Academic libraries are facing many challenges posed by the contemporary environment, most of which are the result of ICT and digital revolution. The paper discusses the impact of emerging changes on academic libraries. It discusses the need for acquiring ICT skills training to manage the modern day academic libraries. It further discusses different sets of skills (Software & hardware skills, Creation & management Digital Library) required by LIS professionals to manage the contemporary change brought up by technology accelerated environment. The article emphasizes that acquisition of new sets of ICT skills has become essential to survive in this technology-based environment.

Keyword: ICT Skill, INFLIBNET.

1. Introduction:

Over past few decades, the library environment has changed considerably in terms of collection, organization and services. The e-resources (both online and offline) have occupied a considerable space in the library collection, the transaction of library materials are fully automated, new web based services are offered by libraries to attract users participation in redesigning the library system and services and so on. These changes are mainly due to the development and impact of Information Communication Technology (ICT) in libraries which have also made sea changes in all walks of life. The ICT tools and services are being used in libraries to manage libraries more efficiently and to cater users demand properly. In this changing library scenario, the library and Information professionals must possess adequate ICT skills to manage the modern libraries, more specifically the academic libraries. They need to acquire continuous knowledge and skills on the

3. Objectives:

The most important objectives of the center is communicate and provide training of ICT related programmes library automation, networking, digitization and awareness of e-resources. Since the inception of the Centre in 1991, 762 programmes includes annual conventions, training programmes, workshops and seminars focusing on the library automation, networking, e-resource awareness, thesis repositories, institutional repositories, etc., have been conducted by the Centre benefiting 59,679 participants.

INFLIBNET Regional Training Programme on Library Automation (RTPLA) is one of the popular training programmes organized by the Group in collaboration with colleges and universities regularly. User Awareness Training Programmes (UATP) e-resources subscribed under the UGC-INFONET and NLIST project are being conducted across the country in collaboration with the universities. Besides, the Centre also conducts short-term and long-term specialized training programmes of variable duration depending upon the requirements of users. National and international conventions called PLANNER in North-eastern regions and International CALIBER in various states in India are being organized biannually as regular activity of the Centre.

4. Skill Training Programmes:

INFLIBNET provides ICT programmes to library and information science professionals working in university and college libraries, for develop manpower and aware about new trends in library professionals.

Following training programmes conducted by INFLIBNET under HRD skill development

Sr. No.	Name for Training Programs	Days
1	Installation & Operations Of KOHA	3
2	Installation & Operations Of Soul 2.0 Software	6
3	Indian Research Network System	3
4	Ethical Issues & Use Of Anti Plagiarism For Research Integrity	3
5	Creation & Management Of Digital Collection Using DSpace	5
6	eLearning using MOOCs	3
7	Big Data Workshop	3

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market Skills and competencies once acquired cannot guarantee lifetime survival in this constantly changing electronic environment. These need to update regularly through continuing professional development programs. LIS professionals with appropriate competence, skills and proactive attitude can excel in their new role as knowledge navigators, and facilitators in the knowledge based society.

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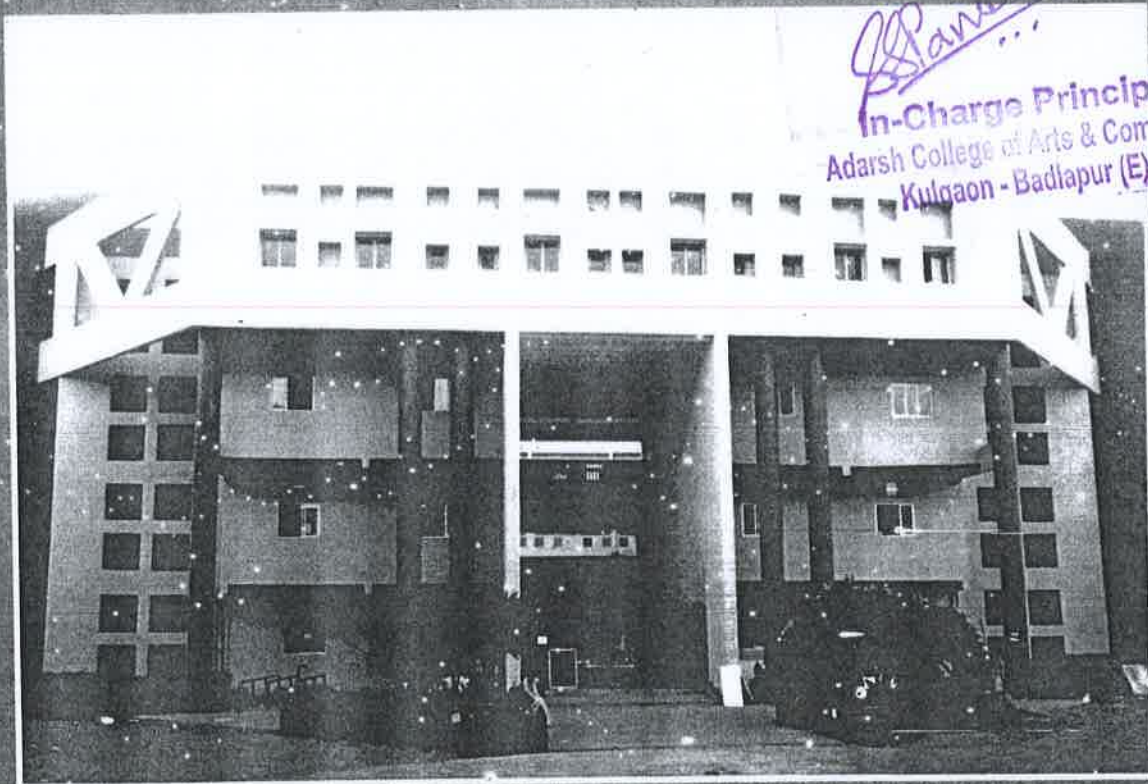
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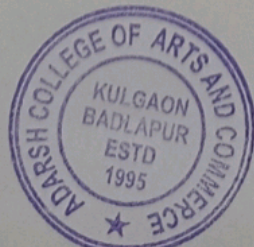
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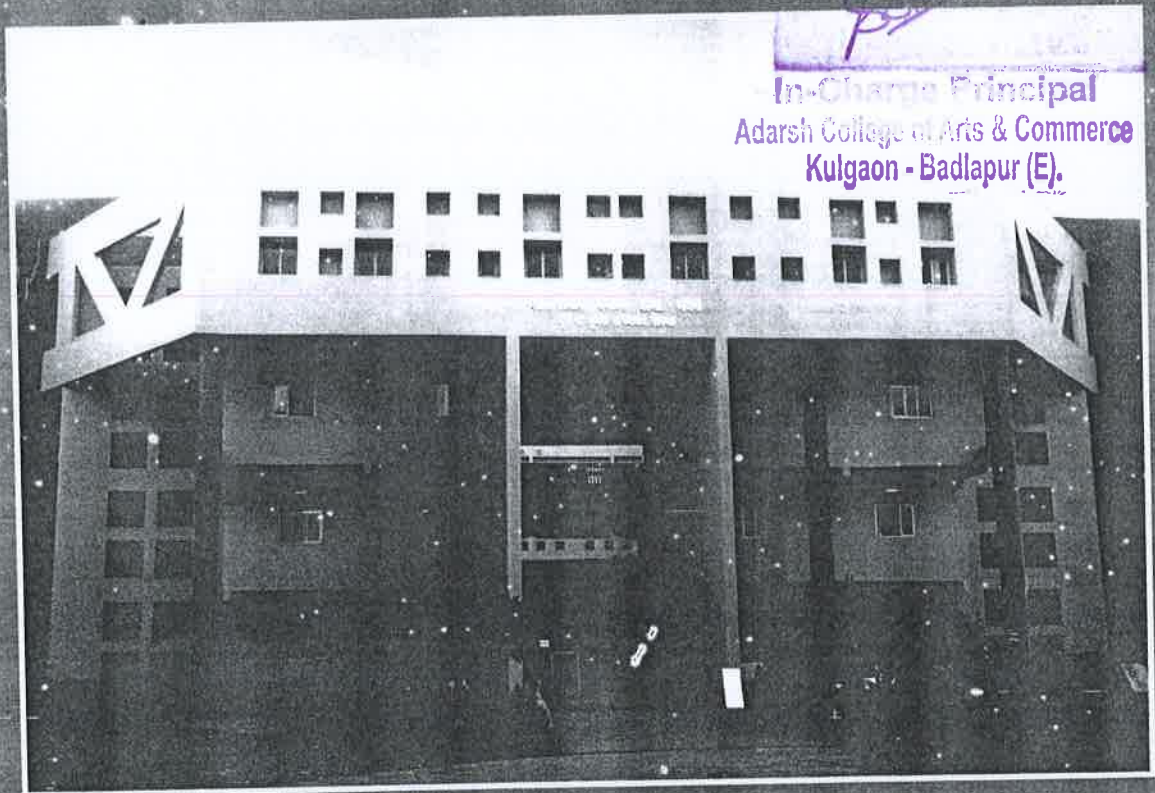
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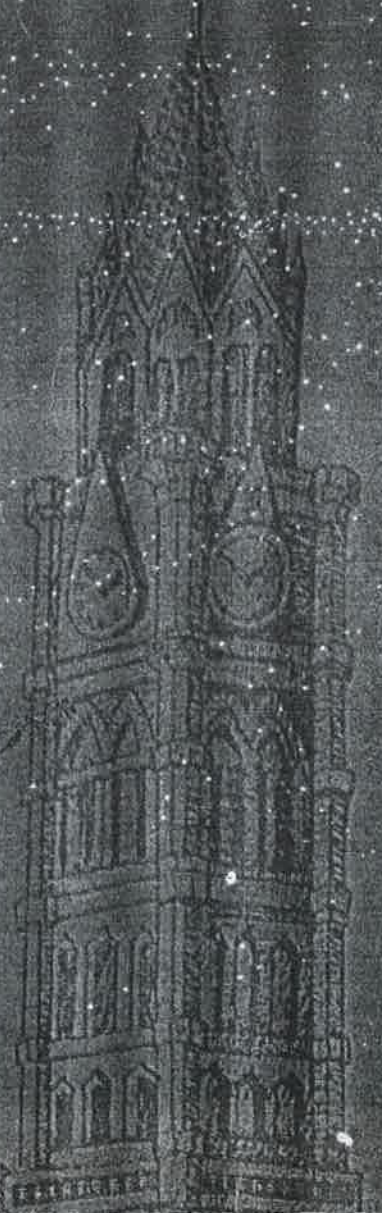
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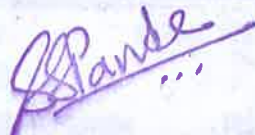




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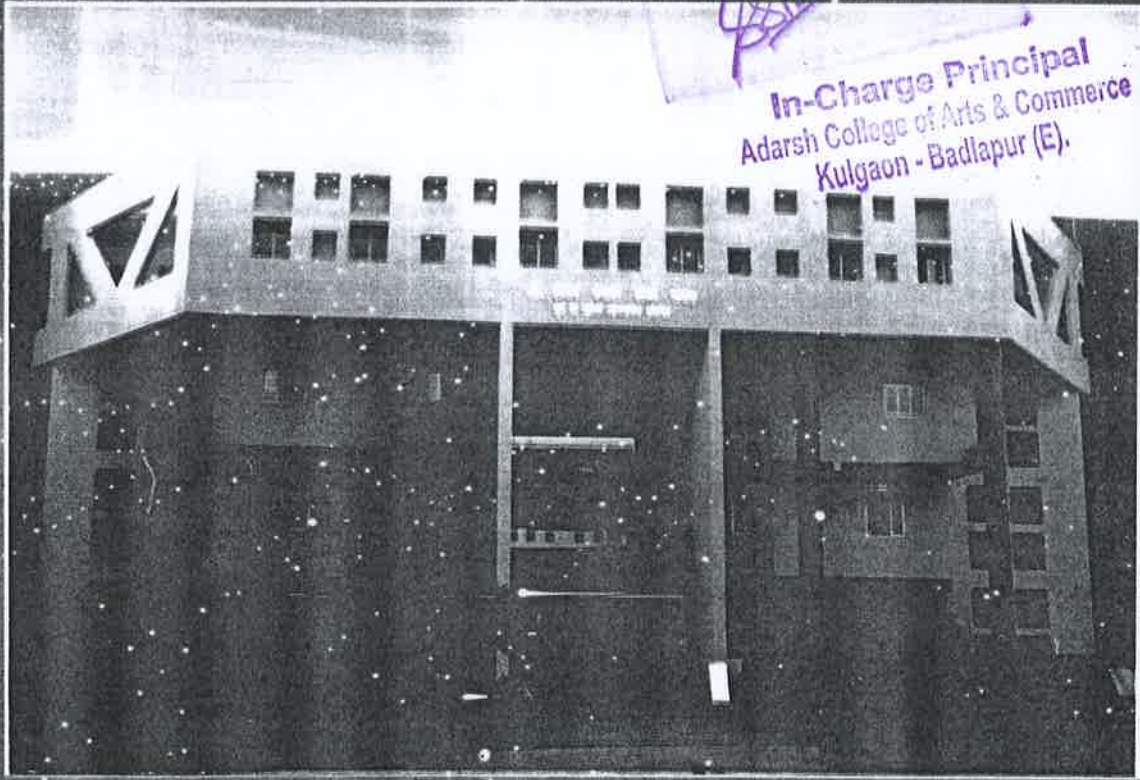
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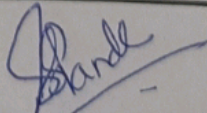


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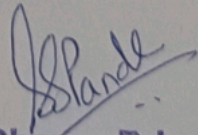
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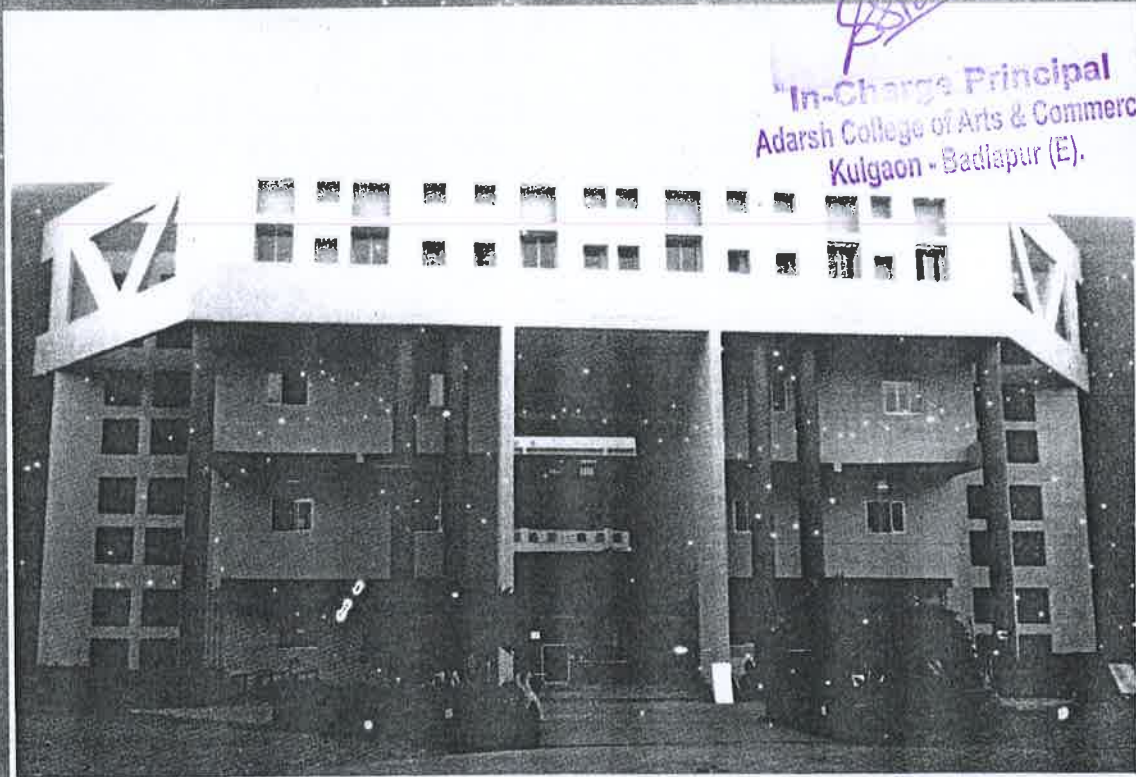
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WLAN (Wireless Local Area Network) is a data transmission system designed to provide location independent network access between computing device by using infrared and radio waves rather than cable infrastructure. It is amongst the most happening technologies today, and has recently become can seamlessly integrate and work with the existing networks. Since some wireless LAN use RF (Radio Frequency) for communication, their signals aren't limited to the line of sight and penetrate various surfaces, like walls and doors. This makes it easy to provide network access in the most difficult of places. So whether it's the conference room in the office building or some others place.



Laxmikant Satpute

Application of Wi-Fi Technology in the Libraries



Mr. Laxmikant Satpute Working in Library profession from 2005. Presently working as Librarian in Adarsh College of Arts and Commerce, Badlapur.



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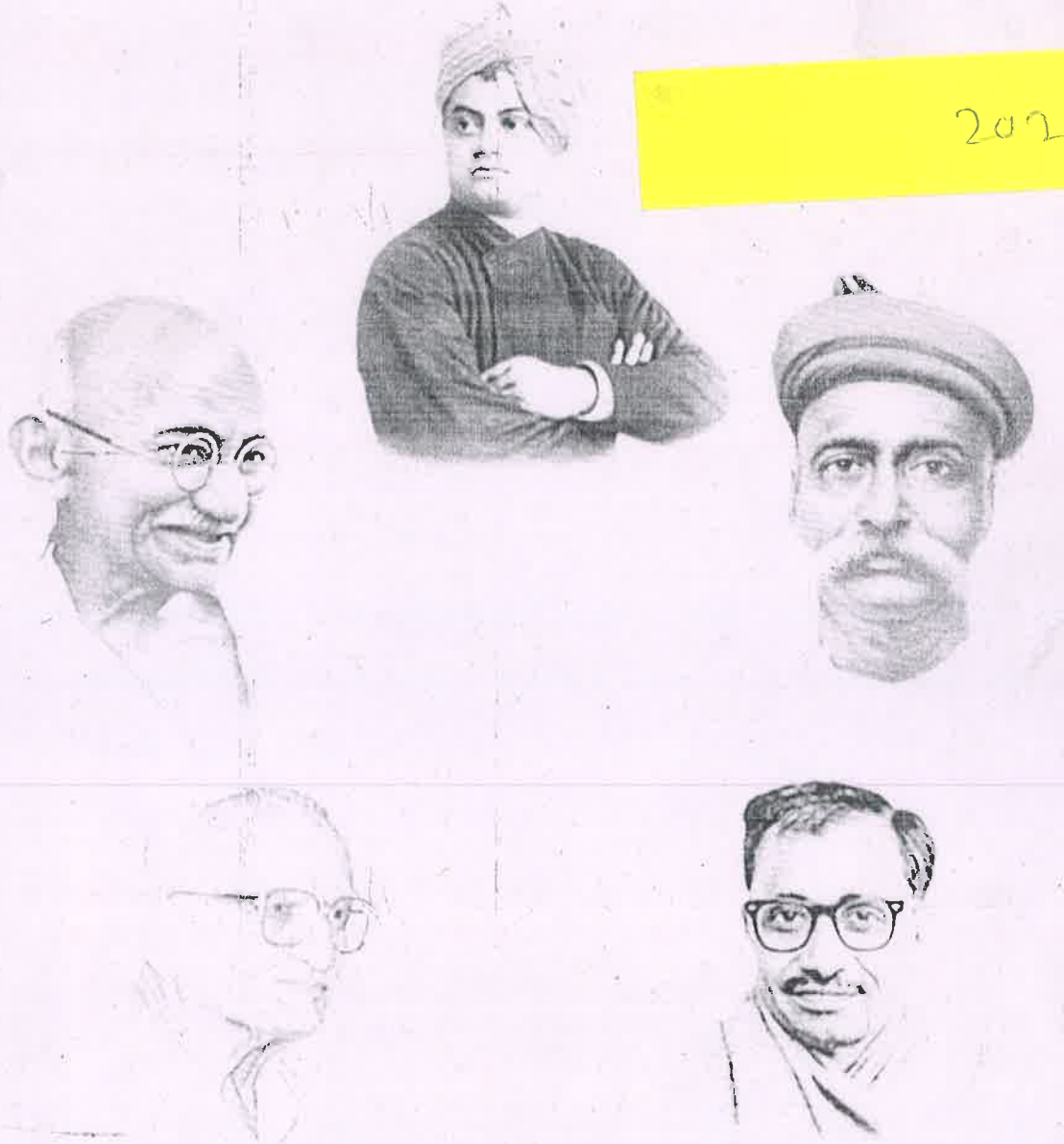
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REJUVENATING INDIAN THOUGHT PROCESS

UNDERSTANDING INTEGRAL HUMANISM

2022



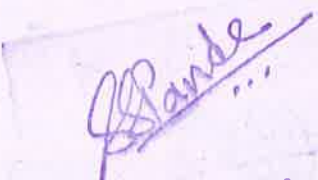
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Technology have gained significance in the era of globalization. The responsibility of Social Sciences is to think of without social structure, family structure and the traditional structure has vanished. The existing social, western, and occidental thought is not the fully indigenous nature.

In the 18th Century called as the Age of Enlightenment. The dogmas and beliefs in order, rational, universal and reason were the twin children of the Age of Enlightenment.

and European writings in the 18th century which were European categories which were European. These also tended to distort the reality in the abstract form. The wish to stimulate and promote to replace the existing traditional self-awareness and rejection.

between an individual and the society. The interest of the individual is the interest of the society. Accordingly, we find two theories, one upholding the interest of the individual and the other of the society. The Social Contract Theory of Rousseau and Karl Popper.

son may be cited as examples of this contradictory perception. According to Social Contract Theory, society came into the existence as a result of the contract. There are some differences regarding the nature of the contract among the proponents but all of them generally agree that the individuals existed first and later they formed society as a means of a contract.

The basic difference in understanding the nature of the human individual in Indian and Western thinking lies here. Dr. P.S. Nagraj in his book, 'The Introduction to Vedanta' wrote: Aristotle described a man as a social being. Plato described him as a political animal. Kant described him as a national being. To none of them did it occur to regard man as a spiritual being! The Hindu social thinkers since Upanishadic period dating thousands of years ago have conceived the personality of human beings in its totality. It is this holistic conception of the human individual and the spiritual dimension of its personality that distinguishes the Indian social thought from western perception. The Indian perception of the relation between individual and society perceives no conflict between the two. The conflict arises only when we think in terms of materialistic interest. But according to the Hindu view, material prosperity is not supreme although it is important. The concept of dharma in the form of Artha, Kaam Moksha represents a holistic view of the needs of an individual. In fact, we need to study and reveal the significance of these Artha Sutras to evaluate the evils of modern society and possible ways to remedy the scenario.

1. 'Sukhasya Moolam Dharmaha'
2. 'Dharmasya Moolam Artaha'
3. 'Arthasya Moolam Rajyam'
4. 'Rajyasya Moolam Indriya Vijayaha'

Which mean

Foundation of Happiness is Good Deeds

Foundation of Good Deeds is Wealth

Foundation of Wealth is Governance

Governance is best administered by those who are self-controlled.

It is often debated whether the Vedic period sutras will be of any use in

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modern technology-led society. In modern days, while the outer quality of life may have improved, the inner sufferings are the same. In the end, life is a game of resilience, strength, patience, perseverance and persistence. So long as the human beings are there on the earth, be in any development led society, these sutras would be highly relevant as they all deal with the basic six elements of the human mind. "Lust, anger, greed, infatuation, ego and envy are the six elements if found in those wield power, will fail to retain it". Says Kautilya's Artha Sutras.

"The person without these six elements is capable of manipulating power- unlike those who are manipulated by it"; which gives us the principle of welfare of masses i.e. greatest good. Chanakya tries to link it with politics and economics, for whom these three things are coherent in any policy, as it always leads to public welfare. However, today's reality is that ethics are to be read in books and morals are to be found only from stories! It will not be out of place to mention the great ethical behaviour of some of our leaders in India even in 20th and 21st centuries! Our saints, sages, ancient personalities' tradition is being continued to Saint Dnyaneshwar, Narsi Mehta, Gautam Buddha, JRD Tata, Swami Vivekanand, Dr. Radhakrishnan, Mahatma Gandhi, Pt. Deendayalji, and D. APJ Abdul Kalam; who despite their divergent fields had congruence in thinking and dealing with life that Ethics prevail in all their dealings. Thus, ethics is the centre piece of life, rather a satisfied or contended life. Unfortunately, ethics are slowly getting eroded in present society.

The discussion on Kautilya and his Arthashastra is as relevant today as it was in his time. Kautilya was well versed with the intricacies of managing a kingdom from both an administrative and economic perspective. Kautilya while formulating the political ideals, socioeconomic policies and strategies had taken the cognizance of not only the events of his time but also accounted for the likely changes in the entire thought of action. Today we find that his ideologies have withstood the test of time and proved to be relevant not only for our times but for generations to come.

Unfortunately, the Mecaulian Education system deeply embedded this colonial construct in the Indian psyche. Most of us even being highly aware of this adulteration either unintentionally or perhaps out of com-

pulsion tend to destruct. Therefore enquiry so as to the Indian situ

"If we were to realise, we would be equally the ruler. The origin and has been from Aitareya Brahmin on Ashokan pi importance of that India lives of our democr

Every village focusing on development. In the republic. In the many references Even in Kautilya there is a description of Village pray for the people carried out in the called Gramin India gave emphasis well as rule of for democratic slowly eroded and revenue of people. And the villages. Perhaps an outcome of indigenization

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pulsion tend to see, judge or contemplate through this transplanted construct. Therefore, there is a need to deconstruct Euro-centric modes of enquiry so as to develop a conceptual model more specific to the needs of the Indian situation.

“If we would see our dream of Panchayat Raj i.e. through democracy to realise, we would regard the humblest and lowest Indian as being equally the ruler of India with the tallest in the land”, said Mahatma Gandhi. The origin of grass root level democracy dates back to the Vedic age and has been fairly well documented in ancient scriptures such as Rigveda, Aitareya Brahman, Panini's Astadhyayi, Kautilya's Arthashastra, inscriptions on Ashokan pillar and the writings of the Buddhist and Jain scholars. The importance of villages in Indian administration is attributable to the fact that India lives in villages. Panchayat Raj System of ancient India is the base of our democracy imbibing values, ethics and morality.

Every village in the ancient time had a self-governing body of its own focusing on every aspect of rural development including welfare and development. During Vedic time these ancient institutions were like a small republic. In the Manusmriti and Shantiparva of Mahabharata, there are many references of the existence of Gramsanghs or rural communities. Even in Kautilya's Arthashastra (i.e. 400 BC) or in Ramayana of Valmiki, there is a description of Grampada, which was perhaps a king of the Federation of Village Republic. The jatak stories (4-5th century BC) Vedic hymns pray for the prosperity of village inhabitants. The government was usually carried out under the supervision, control and direction of village heads called Gramini in the Vedic period. The Panchayat Raj system of ancient India gave emphasis on social harmony, equality, equity, brotherhood as well as rule of law, participation and consensus which are all necessary for democratic institutions like India. Mughal rule in the mediaeval period slowly eroded the self-government in villages. A new class of feudal chiefs and revenue collectors (Zamindars) emerged between the rulers and the people. And so began the stagnation and decline of self-government in villages. Perhaps, the 73rd and 74th amendments to our constitution as an outcome of the Balwantrai Mehta Committee may be considered as the indigenization social thought.


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Rejuvenation of Indian thoughts at the world level? Vasudhaiva Kutumbakam is a philosophy that inculcates an understanding that the whole world is one family. It is the Social Philosophy emanating from a spiritual understanding that the whole of humanity is made of one life energy. (Hitopdesha is a collection of Sanskrit fables in prose and verbs).

समुद्रवसने देवि पर्वतस्तनमण्डले ।

विष्णुपत्नि नमस्तुभ्यं पादस्पर्शं क्षमस्वमे ॥

(Oh Mother Earth) Oh Devi, You who have the Ocean as Your Garments, and Mountains as Your blossoms,

Oh Concert of Lord Vishnu, Salutations to you. Please forgive my touch of the feet (on earth, which is Your Holy Body).

It talks about the use and not exploitation. This is the integration with nature, earth, animals, everybody that's what we have learnt and lives. The time has come to unlearn occident philosophy and relearn our ethos. How rightly Begum Akhtar has expressed her feelings, "the torch extinguished in the past needs to be reignited a new, as only it can show the way"!

दिया बुझ गया है तो क्या हुआ?, हम फिरसे चिराग जलायेंगे !

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Indian Thought Process in Social Sciences

Dr. Vaidehi Daptardar
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12

In today's modern life, science and technology have gained significance over the Social Sciences. However, in the era of globalization and its impact on human society, the responsibility of Social Sciences has increased never before. Society cannot be thought of without social relations. However, with huge fragmentation in family structure and the craze for materialistic values of life, human happiness has vanished. The existing social theories are created in and out of colonial, western, and occidental social theories and therefore they do not grasp the fully indigenous nature of Indian society.

The beginning of enlightenment in Europe in the 18th Century called for abandoning of socially held irrigational dogmas and beliefs in order to pursue all that, which in their eyes was rational, universal and readily demonstrable. European liberalism and Marxism were the twin children of this European enlightenment.

During the colonial period, many British and European writings on Indian society and culture used conceptual categories which were Eurocentric in cognitive and value terms. Some of these also tended to distort history and imputed meaning to Indian reality in the abstract form. To counter this, the proponents of Indigenization wish to stimulate and promote thoughtful analysis of their own society to replace the existing trend of knowing via the West. This solution gives self-awareness and rejection of borrowed consciousness.

The West has conceived of the relationship between an individual and society as one of mutual hostility. If you try to uphold the interest of the individual, those of society will suffer and vice versa. Accordingly, we find the emergence of two mutually contradicting theories, one upholding the primacy of the individual's interest and the other of the society. The Social Contract Theory advanced by Hobbes Locke and Rousseau and Karl Pear

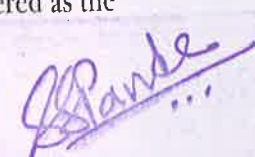
SPande

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pulsion tend to see, judge or contemplate through this transplanted construct. Therefore, there is a need to deconstruct Euro-centric modes of enquiry so as to develop a conceptual model more specific to the needs of the Indian situation.

"If we would see our dream of Panchayat Raj i.e. through democracy to realise, we would regard the humblest and lowest Indian as being equally the ruler of India with the tallest in the land", said Mahatma Gandhi. The origin of grass root level democracy dates back to the Vedic age and has been fairly well documented in ancient scriptures such as Rigveda, Atareya Brahman, Panini's Astadhyayi, Kautilya's Arthashastra, inscriptions on Ashokan pillar and the writings of the Buddhist and Jain scholars. The importance of villages in Indian administration is attributable to the fact that India lives in villages. Panchayat Raj System of ancient India is the base of our democracy imbibing values, ethics and morality.

Every village in the ancient time had a self-governing body of its own focusing on every aspect of rural development including welfare and development. During Vedic time these ancient institutions were like a small republic. In the Manusmriti and Shantiparva of Mahabharata, there are many references of the existence of Gramsanghs or rural communities. Even in Kautilya's Arthashastra (i.e. 400 BC) or in Ramayana of Valmiki, there is a description of Grampada, which was perhaps a king of the Federation of Village Republic. The jatak stories (4-5th century BC) Vedic hymns pray for the prosperity of village inhabitants. The government was usually carried out under the supervision, control and direction of village heads called Gramini in the Vedic period. The Panchayat Raj system of ancient India gave emphasis on social harmony, equality, equity, brotherhood as well as rule of law, participation and consensus which are all necessary for democratic institutions like India. Mughal rule in the mediaeval period slowly eroded the self-government in villages. A new class of feudal chiefs and revenue collectors (Zamindars) emerged between the rulers and the people. And so began the stagnation and decline of self-government in villages. Perhaps, the 73rd and 74th amendments to our constitution as an outcome of the Balwantrai Mehta Committee may be considered as the modernization social thought.


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Rejuvenation of Indian thoughts at the world level? Vasudhaiva Kutumbakam is a philosophy that inculcates an understanding that the whole world is one family. It is the Social Philosophy emanating from a spiritual understanding that the whole of humanity is made of one life energy. (Hitopdesha is a collection of Sanskrit fables in prose and verbs).

समुद्रवसने देवि पर्वतस्तनमण्डले ।

विष्णुपत्नि नमस्तुभ्यं पादस्पर्शं क्षमस्वमे ॥

(Oh Mother Earth) Oh Devi, You who have the Ocean as Your Garments, and Mountains as Your blossoms,

Oh Concert of Lord Vishnu, Salutations to you. Please forgive my touch of the feet (on earth, which is Your Holy Body).

It talks about the use and not exploitation. This is the integration with nature, earth, animals, everybody that's what we have learnt and lives. The time has come to unlearn occident philosophy and relearn our ethos. How rightly Begum Akhtar has expressed her feelings, "the torch extinguished in the past needs to be reignited a new, as only it can show the way"!

दिया बुझ गया है तो क्या हुआ?, हम फिरसे चिराग जलायेंगे !

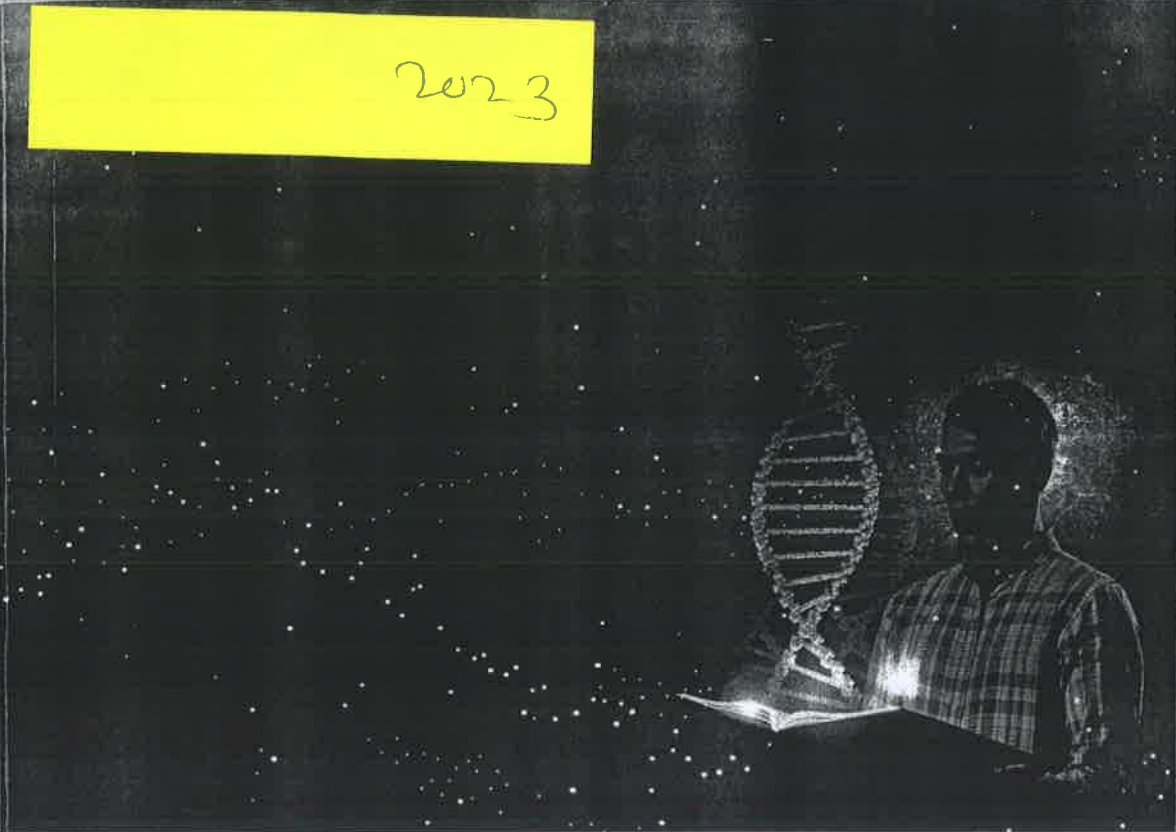
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2023



Sangeeta Pande

Ethical Perspective of Biotechnology

S. Pande

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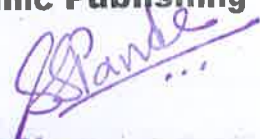


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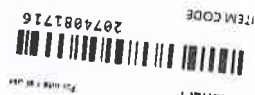
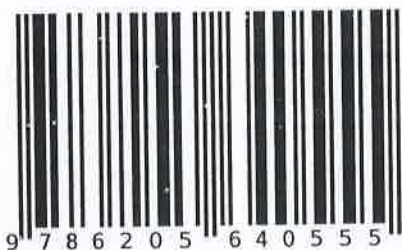
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Biotechnology is the application of biology for the benefit of human beings, it has wide applications in various fields, and it is considered one of the important technologies of the 21st century. This technology has raised several issues, in this book an attempt is made to study some of the ethical issues raised by Biotechnology.

Some of the ethical questions that are raised about biotechnology are is it unethical to modify any living organism's genetic makeup? Is it unethical to alter the natural order of the universe?



Dr. Sangeeta Shrikant Pande, M.A Ph.D. presently working as I/C Principal Adarsh College, Badlapur, Dist-Thane, Maharashtra, India, Presented and published various research papers in the State, National, and International Seminars and conferences. She has a teaching experience of more than 30 years.



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MUCIA

12

Seventy-Five Years of Indian Library Profession

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Dr. Vishalsingh Shekhavat
Dr. Vandana R. Khakre

Dr. Sanjay H. Bhoge
Mr. Nagsen D. Bansod
Mr. Bhushan N. Dayawate



RP Sande

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'Seventy - Five Years of Indian Library Profession'

NATIONAL CONFERENCE OF INDIAN LIBRARY ASSOCIATION, NEW DELHI

AND

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Sipna College of Engineering & Technology, Amravati.

3rd - 4th June, 2023

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II


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EDITORIAL

India has completed 75 years as an independent country in the year 2022. During this period we have taken a huge leap in development in almost all fields. The government has developed the education system in India to a great extent by accepting and considering the various recommendations of the constituted commissions and committees. These commissions forced the government to give special attention to libraries by giving positive recommendations regarding libraries. However, it is equally true that this has only been possible due to the continuous pursuit of various LIS organizations. At the time of independence, many universities started undergraduate and postgraduate courses in library science. After the rise of computers and the Internet, traditional libraries were replaced by computerized libraries. The rapid growth of ICT further transformed these libraries into digital libraries, paperless libraries and virtual libraries.

In the 21st century, the nature of libraries has changed according to the changing demands of their users. The changing nature of reading material also played a major role in this change. A study on the development of library, LIS education and LIS association in these 75 years after the status of independent India should be discussed and the future roadmap of these matters should also be placed before the youth working in the profession. Keeping this in mind, Maharashtra University and College Librarians Association (MUCLA) has decided to organize this conference in collaboration with Indian Library Association (ILA).


... - Editors
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National Education Policy 2020 and Samagra Shiksha

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Abstract

The National Educational Policy 2020 (NEP-2020) has been given by MHRD for the new education system and the modern nation's public. NEP-2020 has emphasised the importance of libraries and books by highlighting on various aspects including development of enjoyable and inspirational books in Indian languages, availability and accessibility of books in school/public libraries, strengthening of libraries and building a culture of reading across the country. The library grant component was introduced under Samagra Shiksha, in the year 2018-19, to inculcate the reading habits among students of all ages and strengthening of school libraries in government schools. The new policy also includes Information Communication Technology (ICT) digital, online, unique kinds of facilities and services to all types of readers of the nation.

Keyword : NEP 2020, Samagra Shiksha Scheme.

Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. The National Education Policy 2020 (NEP 2020) was launched by Ministry of Education in India on 29 July 2020. The new policy replaces the previous National Policy on Education, 1986. The policy is providing proper guidance document for elementary education to higher education including vocational training in Indian subcontinent. The policy aims at transformation of India's education system. The nature of NEP 2020 is kind of advisory and it is up to the states, institutions, and schools to decide its implementation. The National Education Policy 2020 outlines the vision of India's new education system as under: "National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all."^{1, 2, 3} This article discusses the importance of Libraries in teaching and learning and highlights the role of libraries for all levels of education. Now a day the Libraries support 24x7 hours access to its resources for the growth of knowledge and skills of the users. The Library resources are for use by the readers and hence are as important as food for human



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life. In rapidly transforming our education system, the library resources and users have undergone drastic changes. Today's Libraries store knowledge and information in digital form for all age group people like the students, teacher, scientist, politician and general public of transforming society throughout the world. The role of Libraries as per New Education Policy of India will increase many folds. "A library is more important than university because library can function without a university whereas university cannot do without library". Dr. Shankar Dayal Sharma

The objectives of the study are as follows:

1. To increase awareness about the New Education Policy 2020;
2. To highlight importance of library in education system;
3. To discuss changing landscape of learning and education;
4. To develop adequate Library resources and reading habits.

Special features of National Education Policy 2020

1. Universal Access at All Levels of schooling from pre-primary school to Grade 12;
2. Quality early childhood care and education for all children between 3-6 years;
3. New Curricular and Pedagogical Structure (5+3+3+4);
4. Establishing National Mission on Foundational Literacy and Numeracy;
5. Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
6. Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
7. Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
8. Robust and transparent processes for recruitment of teachers and merit based performance;
9. Ensuring availability of all resources through school complexes and clusters;
10. Exposure of vocational education in school and higher education system;
11. Increasing GER in higher education to 50%;
12. Holistic Multidisciplinary Education with multiple entry/exit options;
13. NTA to offer Common Entrance Exam for Admission to HEIs;
14. Establishment of Academic Bank of Credit;
15. Setting up of Multidisciplinary Education and Research Universities (MERUs);
16. Setting up of National Research Foundation (NRF);
17. 'Light but Tight' regulation;
18. Internationalization of Education
19. Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.
20. Teacher Education - 4-year integrated stage-specific, subject-specific Bachelor of Education
21. Establishing National Mission for Mentoring.
22. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.

Samagra Shiksha SCHEME

Union Budget, 2018-19 has announced that school education would be treated holistically


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and without segmentation from pre-primary to class XII. It is, in this context, that the Department launched the Integrated Scheme for School Education, Samagra Shiksha in 2018 by subsuming the erstwhile Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). The scheme treats school education as a continuum and is in accordance with Sustainable Development Goal for Education (SDG-4). The scheme not only provides support for the implementation of the RTE Act but has also been aligned with the recommendations of NEP 2020 to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process.

The Cabinet Committee on Economic Affairs has approved continuation of the Centrally Sponsored Scheme- Samagra Shiksha Scheme which is an integrated scheme for school education sector from 1st April 2021 to 31st March, 2026 with an estimated outlay of ₹ 294283.04 crore. The Scheme is in accordance with Sustainable Development Goal for Education (SDG-4) and has now been aligned with the National Education Policy (NEP) 2020 to ensure inclusive and equitable, quality and holistic school education. It aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs, and different academic abilities and make them active participants in the learning process.

The library grant component was introduced under Samagra Shiksha, in the year 2018-19, to inculcate the reading habits among students of all ages and strengthening of school libraries in government schools. Accordingly, guidelines for library grant were issued to States and UTs on 3rd Oct. 2018. These guidelines were revised vide letter No.22-4/2019-IS.4 dated 21.01.2020.

The revised guideline delineates the procedure for Identifying, Printing and Procuring Library Books; Ways for setting up and managing libraries; List out the various Library activities; Provisions for promoting a culture of reading; and the monitoring mechanisms to be adopted to facilitate optimum utilization of Library Grant under Samagra Shiksha. The guideline outlines various activities for the various stakeholders, i.e., the States and UTs, School Headmasters/ Principals, teachers, educational administrators and students to make reading a joyful experience and eventually improve learning levels of children.

Provision in NEP 2020 for Libraries

The NEP 2020 has emphasised on the importance of libraries and books by highlighting on various aspects including development of enjoyable and inspirational books in Indian languages, availability and accessibility of books in school/public libraries, strengthening of libraries and building a culture of reading across the country. The policy also highlights that steps will be taken to ensure the accessibility of books to disable and differently-abled persons. The government, with the help of both public and private sector institutions, will devise strategies to improve the quality and attractiveness of books.

NEP Para	Provisions regarding libraries and books
Para 2.8	•Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages, and will be made available extensively in both school and local public libraries. • Public and school libraries will be significantly expanded to build a culture of reading across the country. • Digital libraries will also be established. • School libraries will be set up - particularly in villages - to serve the community during non-school hours, and book clubs may meet in public/school libraries to further facilitate and promote widespread reading. • A National Book Promotion Policy will be formulated, and extensive initiatives will be undertaken to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres.

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Para 5.8	<ul style="list-style-type: none"> The first requirement in this direction will be to ensure decent and pleasant service conditions at schools. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools.
5.9 & 7.5	<ul style="list-style-type: none"> Sanction of library rooms may be proposed in schools not having library rooms in the annual work plan and budget proposal of the States/UT for consideration. The proposal may include the cost for civil work, furniture, almirah, racks, fixing and fittings.
6.15	<ul style="list-style-type: none"> Alternative forms of schools, will be encouraged to preserve their traditions or alternative pedagogical styles. Libraries and laboratories will be strengthened and adequate reading materials like books, journals, etc., and other teaching-learning materials will be made available.
21.6	<ul style="list-style-type: none"> A key initiative in this direction will be to use schools, school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities.
21.9	<ul style="list-style-type: none"> Improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions. This Policy recommends that all communities and educational institutions - schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently-abled persons. The Central and State governments will take steps to ensure that books are made accessible and affordable to all across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas. Both public and private sector agencies/institutions will devise strategies to improve the quality and attractiveness of books published in all Indian languages. Steps will be taken to enhance online accessibility of library books and further broad basing of digital libraries. Other steps will include: <ul style="list-style-type: none"> strengthening all existing libraries, setting up rural libraries and reading rooms in disadvantaged regions, making widely available reading material in Indian languages, opening children's libraries and mobile libraries, or establishing social book clubs across India and across subjects, and fostering greater collaborations between education institutions and libraries.
6.11	<ul style="list-style-type: none"> Different categories of children with disabilities have differing needs. In particular, assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language.
22.6	<ul style="list-style-type: none"> Teaching and learning of Indian languages need to be integrated with school and higher education at every level. For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc. Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages.

Conclusion

Library is teaching and learning resource centre. The National Education Policy, 2020 has emphasised the importance of libraries and books by highlighting on various aspects including development of enjoyable and inspirational books in Indian languages, availability and accessibility of books in school/public libraries, strengthening of libraries and building a culture of reading across the country. In revised policy focused on library infrastructure, development of reading materials and develop enjoyable culture of reading. Provide grant for develop libraries under Smagara Shiksha scheme. Improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions.


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I am pleased to see the implementation of the National Education Policy (NEP) 2020 and bring knowledge and information to the forefront.

The NEP2020 is a landmark system in India. It focuses on library and Information Science, use of technology, and excellence in education services in achieving library services.

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श्री. लक्ष्मीकांत मधुसूदन सातपुते
ग्रंथपाल,

आदर्श कला व वाणिज्य महाविद्यालय, कुळगाव-बदलापूर,
जि. ठाणे - 421 503.

ईमेल : Ankush.s@rediffmail.com

सारांश :

शिक्षण हा सर्वांसाठी मूलभूत अधिकार आहे. मानवाला आपल्या पूर्ण क्षमता वापरता येण्यासाठी, समान आणि न्याय समाज विकसित करण्यासाठी तसेच राष्ट्रीय विकासाला चालना देण्यासाठी शिक्षण हा पाया आहे. राष्ट्रीय विकासाकडे नेणारा न्याय्य, समाज दर्जेदार शिक्षणासाठी सार्वत्रिक प्रवेश आहे. ध्येय आणि जागतिक स्तरावर आपल्या देशाच्या नेतृत्व आणि आर्थिक वाढीस मदत करते. विकसनशील आणि सार्वत्रिक उच्च-गुणवत्तेच्या शिक्षणाद्वारे आपल्या देशाची क्षमता वाढवणे शक्य आहे. शाश्वत विकास उद्दिष्टे (SDG 4) दर्जेदार शिक्षण आणि आजीवन प्रोत्साहन देणारे आहेत सर्वांसाठी शिकण्याची संधी. हे उद्दिष्ट साध्य करण्यासाठी शिक्षण व्यवस्थेचे पुनर्चिन्तन करणे आवश्यक आहे 2030 पर्यंत सर्व गंभीर उद्दिष्टे पूर्ण करता येतील.

विद्यार्थ्यांसाठी त्यांच्या सामाजिक-आर्थिक पार्श्वभूमीची पर्वा न करता उच्च दर्जाच्या शिक्षणासाठी सामान प्रवेशाची हमी देते. राष्ट्रीय शैक्षणिक धोरण 2020 हे 21 व्या शतकातील पहिले धोरण आहे जे आपल्या देशाच्या अनेक विकासात्मक टप्पे संबोधित करते. राष्ट्रीय शैक्षणिक धोरण 2020 सुधारित प्रस्तावित आणि शिक्षणाच्या संरचनेचा सुधारित पैलू. या पेपरमध्ये ग्रंथालयांच्या भूमिकेवर भर देण्यात आला आहे ई-लर्निंग, डिजिटल शिक्षण, ऑनलाइन शिक्षण अध्यापनाचा प्रचार आणि अमलबजावणी. हे साध्य करते कि पूर्ण क्षमता साध्य करण्यासाठी ग्रंथालये आणि माहिती व्यवस्थापन केंद्रांची निर्णायक भूमिका धोरण आणि समजून घेणे तंत्रज्ञानाचा वापर आणि अनेक डोमेनमध्ये एकत्रीकरण. माहितीची भूमिका शास्त्र आणि ज्ञान व्यवस्थापक देखील ठळक केले जातात.

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राष्ट्रीय शैक्षणिक धोरण 2020 :

राष्ट्रीय शैक्षणिक धोरण 2020 (NEP 2020) भारत सरकार शिक्षण मंत्रालयाने 29 जुलै 2020 रोजी केले. नवीन शैक्षणिक धोरण मागील राष्ट्रीय शैक्षणिक धोरण, 1986 ची जागा घेते. हे धोरण कायदा मार्गदर्शन दस्तऐवज प्रदान करते. भारतीय उपखंडातील व्यावसायिक प्रशिक्षणासह प्राथमिक शिक्षण उच्च शिक्षणासाठी. धोरणाचा उद्देश आहे. भारताच्या शिक्षण व्यवस्थेत परिवर्तन. NEP 2020 चे स्वतंत्र एक प्रकारचे सल्लागार आहे आणि ते राज्यांवर अवलंबून आहे, त्याची अंमलबजावणी ठरवण्यासाठी संस्था आणि शाळा. राष्ट्रीय शैक्षणिक धोरण 2020 भारताच्या दृष्टीकोनाची रूपरेषा देते.

राष्ट्रीय शैक्षणिक धोरण 2020 हे 21 व्या शतकातील पहिले शैक्षणिक धोरण आहे आणि अनेकांना संबोधित करते 'विकासात्मक अत्यावश्यकता. हे 29 जुलै 2020 रोजी लाँच करण्यात आले आणि भारताच्या सर्व पैलूंमध्ये सुधारणा करण्याचा दावा केला आहे. वर्तमान शिक्षण प्रणाली. संज्ञानात्मक शिक्षणावर आणि सर्जनशीलतेला चालना देण्यावर अधिक जोर देण्यात आला आहे शिकणाऱ्यांची क्षमता. शिक्षणावरील पूर्वीच्या धोरणांची अंमलबजावणी. मुख्यत्वे मुद्द्यांवर केंद्रित आहे प्रवेश आणि इच्छिती. राष्ट्रीय शिक्षण धोरण 1986 चा अपूर्ण अर्जेडा, 1992 मध्ये सुधारित (छ्दए1986/92), या धोरणात योग्यरित्या हाताळले आहे. 1986/92 च्या शेवटच्या धोरणानंतरचा एक मोठा विकास झाला आहे बालकांचा मोफत आणि सक्तीच्या शिक्षणाचा अधिकार कायदा 2009 ज्याने यासाठी कायदेशीर आधार दिलेला आहे. सार्वत्रिक प्राथमिक शिक्षण प्राप्त करणे.

राष्ट्रीय शैक्षणिक धोरणाचे दिग्दर्शन :

या राष्ट्रीय शैक्षणिक धोरणात थेट योगदान देणाऱ्या भारतीय नीतीमूल्यांमध्ये रुजलेल्या शिक्षण पद्धतीची कल्पना आहे प्रदान करून भारताचे म्हणजेच भारताला शाश्वतपणे समतापूर्ण आणि दोलायमान ज्ञानसमृद्धी जात बदलण्यासाठी सर्वासाठी उच्च दर्जाचे शिक्षण आणि त्याद्वारे भारताला जागतिक ज्ञान महासत्ता बनवणे. धोरणाची कल्पना आहे आपल्या संस्थांचा अभ्यासक्रम आणि अध्यापनशास्त्र याविषयी विद्यार्थ्यांमधून राखील जाणीव निर्माण झाली पाहिजे मूलभूत कर्तव्ये आणि घटनात्मक मूल्यांचा आदर, एखाद्याच्या दशाशी संबंध, आणि बदलत्या जगात एखाद्याच्या भूमिका आणि जबाबदाऱ्यांची जाणीवपूर्वक जाणीव धारणाची दृष्टी आहे शिकणाऱ्यांमध्ये भारतीय असल्याचा खोल रुजलेला अभिमान, केवळ विचारातच नव्हे, तर आत्मा, बुद्धी आणि कृत्ये, तसेच ज्ञान, कौशल्ये, मूल्ये आणि स्वभाव विकसित करणे जे जबाबदार बनवण्यात समर्थन करतात मानवी हक्क, शाश्वत विकास आणि राहणीमान, आणि जागतिक कल्याण, याद्वारे खराखर जागतिक प्रतिबिंब दिसून येते.

या शिक्षण व्यवस्थेत हनू तार्किक विचार आणि कृती करण्यासाठी सक्षम असलेल्या आणि (सहृदयता)

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- वर्षाच्या शेवटी परीक्षेला केंद्रस्थानी ठेवून होणाऱ्या मूल्यांकनामुळे 'सध्याच्या कोचिंग संस्कृतीला महत्त्व आले, त्याऐवजी शिकण्यासाठी सातत्यपूर्ण मुल्यांकनवर भर;
- अध्यापनात आणि अध्ययनात तंत्रज्ञानाचा पुरेपूर वापर, भाषेचे अडथळे काढून टाकून दिव्यांग विद्यार्थ्यांसाठी शिक्षण सुलभ बनविण्यासाठी शैक्षणिक नियोजन आणि व्यवस्थापन
- शिक्षण हा समवर्ती विषय आहे हे लक्षात घेऊन सर्व अभ्यासक्रम, अध्यापनशास्त्र आणि ध्यात विविधतेबद्दल आणि स्थानिक संधर्भाबद्दल आदर;
- शिक्षण व्यवस्थेत सर्व विद्यार्थ्यांना प्रगती करता येईल हे सुनिश्चित करण्यासाठी सर्व शैक्षणिक निर्णयामुळे पूर्ण समानता आणि सर्वसमावेशकता हि पायाभूत गोष्ट.
- शिक्षक आणि प्राध्यापक हे शिक्षण प्रक्रियेचे केंद्र मानाने- त्यांची भरती आणि तयारीची उत्कृष्ट व्यवस्था, सातत्यपूर्ण व्यावसायिक विकास, आणि कामकाजाचे वातावरण व सेवेची स्थिति सकारात्मक असणे;
- गुणवत्तापूर्ण शिक्षण आणि विकासासाठी सहआवश्यकता म्हणून उत्कृष्ट दर्जाचे संशोधन;
- शिक्षण तज्ज्ञांद्वारे सातत्यपूर्ण संशोधन आणि नियमित मूल्यांकनाद्वारे प्रगतीचा सस्त्यापूर आढावा;
- आपल्या भारतीय मुळांचा, भारताचा आणि भारताच्या समृद्ध, वैविध्यपूर्ण, प्राचीन आणि आधुनिक संस्कृती, ज्ञान व्यवस्था आणि परंपरा यांचा अभिमान असणे;
- शिक्षण हि एक सार्वजनिक सेवा आहे; गुणवत्तापूर्ण शिक्षण उपलब्ध असणे हा प्रत्येकाचा मूलभूत हक्क समजला पाहिजे;

राष्ट्रीय शैक्षणिक धोरण आणि ग्रंथालय :

आपले सामुदायिक आणि शैक्षणिक संस्थांमधून वाचनाची सवय रुजवण्यासाठी पुस्तकांची उपलब्धता आणि पुस्तके सर्वापर्यंत पोचण्याची स्थिती सुधारणे आवश्यक आहे. दिव्यांग आणि वेगळ्या शक्ती असलेल्या व्यक्तिसहित इतर सर्व विद्यार्थ्यांच्या गरजा भागविण्यासाठी आणि आवडी पूर्ण करण्यासाठी पुस्तकांचा पुरसा पुरवठा उपलब्ध करण्यासाठी सर्व समुदाय आणि शैक्षणिक संस्था - शाळा, महाविद्यालये, विद्यापीठे आणि सार्वजनिक वाचनालये - मजबूत करण्याची आणि त्यांचे आधुनिकीकरण करण्याची हे धोरण शिफारस करत आहे. देशातील सामाजिक-आर्थिकदृष्ट्या वंचित भागांसह, ग्रामीण आणि दुर्गम भागात राहणाऱ्यांना सुद्धा पुस्तके उपलब्ध होण्यासाठी आणि परवडण्यासाठी केंद्र आणि राज्य सरकार पावल उचलतील. सर्व भारतीय भाषांमध्ये प्रकाशित होणाऱ्या पुस्तकांचा दर्जा आणि आकषीत सुधारण्यासाठी सार्वजनिक आणि आणि खाजगी दोन्ही क्षेत्रातील एजन्सीज/संस्था शौर्याने आकर्षित

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➔ डिजिटल दरी कमी करणे :

डिजिटल दरी कमी करणे : अत्यंत मर्यादित डिजिटल सुविधा उपलब्ध असलेला लोकसंख्येचा एक मोठा वर्ग अजूनही अस्तित्वात आहे हे वास्तव लक्षात घेता, दूरदर्शन, रेडिओ आणि कम्युनिटी रेडिओ अश्या विद्यमान प्रसारमाध्यमांचा चित्रप्रक्षेपण आणि प्रसारणासाठी व्यापकपणे वापर केला जाईल, असे शैक्षणिक कार्यक्रम विद्यार्थ्यांच्या विविध गरजा भागविण्यासाठी वेगवेगळ्या भाषांमध्ये 24/7 उपलब्ध करून देण्यात येतील. सर्व भारतीय भाषांमध्ये मजकूर निर्मितीला म्हटफव दिले जाईल आणि ते आवश्यक असेल; डिजिटल मजकूर शिक्षक आणि विद्यार्थ्यांपर्यंत शक्यतो त्यांच्या शिक्षणाचे असलेल्या भाषेतून पोहचणे आवश्यक आहे.

➔ व्हर्चुअल प्रयोगशाळा :

व्हर्चुअल प्रयोगशाळा तयार करण्यासाठी DIKSHA, SWAYAM आणि SWAYAMPRAKSHA यासारख्या विद्यमान ई-लर्निंग प्लॅटफॉर्म्सचा उपयोग केला जाईल, जेणेकरून सर्व विद्यार्थ्यांना दर्जेदार प्रात्यक्षिक आणि प्रत्यक्ष प्रयोग-आधारित अध्ययन उपलब्ध होईल. आधीच मजकूर लोड केलेल्या टॅबलेट्ससारख्या योग्य डिजिटल उपकरणांद्वारे विद्यार्थ्यांना आणि शिक्षकांना पुरेशा सुविधा उपलब्ध करून देण्याची शक्यता विचारात घेऊन ती चिकसित केली जाईल.

➔ मानके निश्चित करणे :

ऑनलीने आणि डिजिटल शिक्षणाबद्दलचे संशोधन होईल तसे NETF आणि इतर योग्य संस्था ऑनलीने / डिजिटल अध्यापन-अध्ययनासाठी आशय, तंत्रज्ञान आणि अध्यापनशास्त्र यांची मानके निश्चित करतील ही मानके राज्ये, बोर्ड्स, शाळा आणि शाळा संकुले, HEIs इ. साठी ई-शिक्षणाची मार्गदर्शक तत्वे तयार करण्यासाठी मदत करतील

➔ ग्रंथालयांमध्ये तंत्रज्ञानाचा वापर आणि एकत्रीकरण :

तांत्रिक विकासाच्या तीव्र वेगाला, तंत्रज्ञानाचे जाणकर शिक्षक आणि उद्योजकांसाहेल विद्यार्थी उद्योजकांच्या मदतीची जाड मिळाल्यावर, तंत्रज्ञानाचा शिक्षणावर अनेक प्रकारे परिणाम होईल हे निश्चित. सगळ्यातील फक्त काही परिणामांचा अंदाज लावता येईल. ऑटोफिशियल इंटेलिजन्स, मशीन मॉनिंग, ब्लॉकचेन, स्मार्ट बॉर्ड्स, हस्त चलित (हॉडेल्स) कम्प्युटिंग डीवायसेस, विषयानुसार विकासासाठी अडोब क्लॉउड टारगेटिंग आणि इतर स्वरूपातील सांपटवेअर आणि हाडेवेअर यासारख्या नवीन तंत्रज्ञानापूर्वी विद्यार्थी प्रगत कार्य शिकतात फक्त सामर्थ्य बदल होणार नाही तर ते कसे शिकतात यातदेखील बदल होईल आणि म्हणूनच, तांत्रिक आणि शैक्षणिक आघाडीवर, या आणि इतर क्षेत्रांमध्ये विस्तृत संशोधन

- शिक्षण प्रणालीमध्ये कृत्रिम बुद्धिमत्ता (AI), आभासी वास्तव यासारख्या विघटनकारी तंत्रज्ञानाचे अवलंब करणे.
- ई-लर्निंग, नैसर्गिक भाषा प्रक्रिया यासारख्या मुख्य क्षेत्रांमध्ये संशोधन समर्थन करणे.
- व्यावसायिक शिक्षण आणि कौशल्य निर्मितीसाठी प्रशिक्षण आणि क्षमता निर्माण कार्यक्रम करणे.
- सामग्री निर्मिती, डिजिटल भांडार, आणि प्रसार करणे.
- विद्यार्थ्यांसाठी योग्य डिजिटल पायाभूत सुविधा उभारणे.
- व्हर्च्युअल लॅबच्या स्थापनेला आणि उपयोजनाला समर्थन देणे.
- शिक्षणाच्या मिश्रित मॉडेल्सना समर्थन देणे.

संशोधन आणि विकासासाठी ग्रंथालयांची महत्त्वाची भूमिका :

NEP 2020 मध्ये संशोधन आणि विकास आणि विद्वत्तापूर्ण संवाद मजबूत करण्यावर मोठा भर दिला जातो. वातावरण NEP मध्ये ई-लर्निंग, आर्टिफिशियल इंटेलिजन्स, व्हर्च्युअल रिअॅलिटी, नैसर्गिक भाषा प्रक्रिया, यासारख्या अत्याधुनिक तंत्रज्ञानाच्या क्षेत्रात संशोधन आणि विकास वाढवण्यासाठी आणि प्रोत्साहन देण्यासाठी तरतुदी आहेत. मोठा डेटा आणि विश्लेषण. वाचनाच्या माध्यमातून संशोधकांना प्रोत्साहन आणि पाठबळ देण्यात ग्रंथालये महत्त्वाची भूमिका बजावतात आणि बहुविद्याशाखीय संदर्भ सेवा. संशोधन पोर्टल आणि डेटाबेसमध्ये प्रवेश प्रदान करणे डेटा संकलनासाठी तसेच साहित्यासाठी. व्हर्च्युअल आणि संदर्भ ग्रंथपाल वापरकर्त्यांच्या गरजा पूर्ण करत आहेत वापरकर्त्यांसाठी संसाधनांमध्ये 24*7 प्रवेश प्रदान करून जागा आणि वेळेचे अडथळे दूर करणे. मेघ आधारित लायब्ररी डेटा आणि संसाधनांसाठी पारंपारिक पद्धती आणि दृष्टिकोन घेत आहेत. याची पुन्हा कल्पना आली लायब्ररीसाठीच्या दृष्टिकोनामध्ये त्यांच्या वापरकर्त्यांना अधिक चांगल्या पद्धतीने सेवा देण्याची मोठी क्षमता आहे.

निष्कर्ष :

नवीन शैक्षणिक धोरण 2020 ची अंमलबजावणी करताना शैक्षणिकदृष्ट्या शिक्षण क्षेत्रात महत्त्वाचे साधन असणारे ग्रंथालय हे या क्षेत्रातील हृदय असते. या धोरणाची अंमलबजावणी करताना शिक्षण क्षेत्रातील महत्त्वाची भूमिका असते. या धोरणाने बहुभाषिक, बहुशाखीय, ई-लर्निंग, समान शिक्षण या सर्व शिक्षणांमध्ये ग्रंथालयाची महत्त्वाची भूमिका आहे. संशोधन क्षेत्रात या धोरणास जास्त भर दिलेला आहे. संशोधन करीता पुस्तके, मासिके इ. लिखित स्वरूपात या क्षेत्रात उपलब्ध आहे. कोविड काळात सर्व समाज हा तंत्रज्ञानाकडे वळला व तंत्रज्ञानाच्या माध्यमातून शिक्षण घ्यालयाच्या स्वरूपात ग्रंथालय व विकास कामात ग्रंथालयाची महत्त्वपूर्ण भूमिका बजावली आहे.

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The Maharashtra University and College Librarians Association (MUCLA) was established in the year 2012 and registered under Trade Union Act 1926 on 3rd May 2014 to discuss the professional issues collectively from the common platform. MUCLA has its headquarter at Jalgaon. For details, you may refer to the association's web site having URL www.mucla.in. Till date, the association has attempted to solve many issues of librarians through correspondence or by a discussion with the Government. It is a great pleasure to inform you all that in many cases we have succeeded to a larger extent. The association works on three levels, viz. Sectional Council, Executive Council and Central Council. The association and its associated councils conduct various activities, conferences and invite proposals for various awards from the LIS fraternity.


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