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Reflection of Human Rights in the Indian Constitution

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Abstracts:

After the Second World War, democracy was nearly accepted throughout the world and inequality and discrimination began to be condemned. It is universally recognized that the man has certain natural rights. On the same basis, the International Charter of Human Rights was ratified on 10th December, 1948. Independent India also embraced democracy and drafted the Indian Constitution. Part III of the Constitution focused on human rights which is similar provision of fundamental rights. Therefore, the essence of the Indian Constitution is in accordance with the International Charter of Human Rights.

Keywords: Human trafficking; embrace; propagate; Forbid; discrimination; safeguard.

Introduction:

Pre-independent India had various practices of social and economical discrimination. Inequalities and binary oppositions like superior-inferior, master-slave, high cast-untouchable were prevalent during those days. The freedom movement joined people in one string for the noble cause of freedom keeping their differences aside. Awareness and thirst for freedom made people of India fought unitedly against British rule. On the historic day of August 15th, 1947 India got freedom. However, the dawn of freedom brought increase in the expectation of people from the State. People of free India expected better life than it was during British rule. As such the constitution of free India must represent the spirit of the people of the nation. Or otherwise, they would have not satisfied with freedom. The freedom struggle taught them various methods of revolt for freedom and rights. However, the makers of constitution successfully reflected the ideas, ideals and spirit of the people in the draft of Indian Constitution making various provisions to safeguard human and birth rights of citizen of India. The provision of fundamental rights, directive principles give certain responsibilities to the state. By all such means Indian Constitution has always protected 'human' rights.

Provisions of Part III of Constitution:

Some provisions in Part III of The Constitution of India embodies a set of fundamental rights, which are guaranteed to the citizens of India. Articles 14 to 18 specify 'Right to Equality'. The core of the provision relating the Right to Equality is found in Articles 14, 15 and 16. Article 14 states that every person is equal before law. Article 15(1) specifies prohibition of discrimination on grounds of religion, race, caste, sex or place of birth. Article 16(1) state that there shall be equality of opportunity for all citizens in matter of appointment in government or in any office under the State. Under Article 17, the practice of untouchability is abolished. Article 18 of our Constitution has abolished all titles being conferred on citizens.

In order to establish a true democracy and to bestow all the benefits of democracy to the people, Articles 19 to 22 of the Indian Constitution guaranteed Right to Freedom which ensures freedom of several types to Indian citizens. Article 19(1)B, 19(1)C, 19(1)D ensure right to assemble peacefully and without arms, right to form associations or unions, right to move freely throughout the territory of India. Article 19(1) A guaranteed right to freedom of speech and expression. Article 20, 21 and 22 provide right to personal liberty and protection of life.

Constitution of India under Article 23 declares all forms of exploitations such as bonded labor, human trafficking and slavery as a crime. The violation results in severe punishment. Article 24 provides that no child below the age of 14 years shall be made to work in any factory or mine or engaged in any other hazardous work. Child labor is made punishable under law.

India is a nation of diversity. Diversity of religion made the Constitution to adopt secularism. Articles 25 to 28 provide Right to Freedom of Religion. This freedom provides that Indian citizen can embrace any religion, worship any god, and peacefully propagate their religion. India is a secular state and this right establishes secular character of India. By keeping this ideal before it, the Constitution provides religious freedom for all the Indian citizens.

Article 29 (1) ensures the Right to every citizen to preserve and conserve their own language, their script and culture where as Article 30 guarantees to all religions and linguistic minorities right to establish and manage their own educational institutions of their own choices. It is also provided that government, if asked, shall grant aids to these institutions without any discrimination. In the original draft of Constitution of India, Articles 19(1)F and 31 gave Right to Property for all citizen of India. But the 44th Constitution Amendment of 1978 deleted the Right to Property from the list of Fundamental Rights.

The Constitution of India not only provides for fundamental rights but also makes provision for their enforcement. Article 32 guarantees the Right to Constitutional Remedies under which any citizen can move to Supreme Court to enforce his fundamental rights. Thus, Article 32 made the Supreme Court protector and guarantor of the Fundamental Rights. Dr. Babasaheb Ambedkar opines that “Right to Constitutional Remedies is heart and soul of our constitution.” This right ensures enforcement of fundamental rights and entitles citizens to go to court to seek justice against violation of these rights. The aggrieved person may seek a remedy through five writs which are Habeas Corpus, Mandamus, Certiorari, Prohibition and Quo-warranto. In fact, Article 13 forbids State from making laws which would deprive the citizens of their fundamental rights.

Supreme Court protects the Fundamental Rights:

The Supreme Court of India, as protector of Fundamental Rights, played an instrumental role for the enforcement of these rights from time to time. The following instances justify the role of Supreme Court.

- | | |
|---|---|
| 1) Gopalan case (1950) | : Stated importance of Fundamental Rights |
| 2) Golaknath case (1967) | : Disallowed amendment in Fundamental Rights |
| 3) Keshvanand Bharati case (1973) | : Specified balance between Fundamental Rights and Directive principles. |
| 4) Menka Gandhi case (1973) | : Expanded the scope of right protection to life under Article 21 |
| 5) Minava mills case (1980) | : Reiterated equilibrium between Fundamental Rights and Directive principles. |
| 6) Guaranteed rights to people through entitlement of PIL | |

- 7) A decision in 2007 pertaining to Appendix 9 stating that any law inconsistent to the basic frame of the constitution and inconsistent to fundamental rights will be declared inexpedient.

In this way, the Indian Constitution, through inclusion of Fundamental Rights, declared the 'Human Right Proclamation'. Certain rights which could not be made constitutional or fundamental are included in Directive Principles (Articles 36 to 51). This provision is a safeguard to people's rights. This aspect, keeping in view the present, attempts to pave way for future development of citizens Indian. Government implemented the constitutional provisions quite properly, the advantages of which are being ripped by Indian citizens. However, if the implementation of policies and planning had more honest and efficient, the dream of Indian super power would have been accomplished quite earlier. Unfortunately, the power and authority endowed by the constitution is never utilized - neither by government nor by people. This marred the development of nation.

Similarity of Rights:

Fundamental Rights included by Indian Constitution resembles with provision made by 'World Human Right Commission' established on 10th December, 1948. Human Right Charter is reflected in Indian Constitution. Indian Constitution not only provides Fundamental Rights but also makes provision for their enforcement. Institutions are constituted for protection and safeguard. The National Commission for Human Rights is actively engaged in discharging its duties. People can seek justice from such mechanism set up by Constitution.

Universal Declaration of Human Rights:

After the Second World War, the term "human rights" emerged from international opportunities and treaties. On January 16th, 1941, then-President Roosevelt addressed the US Legislature. While giving the list, he mentioned that the supremacy of human rights is meant in all parts of the world. In his address to the US Legislature on January 16, 1941, Roosevelt listed the four most important freedoms: 1) freedom of speech, 2) freedom of religion, 3) freedom from fear, and 4) freedom from poverty. Since then, the concept of 'global human rights' has been taking shape. Finally, on December 10th, 1948, the Declaration of Human Rights was declared. The Universal Declaration of Human Rights has a total of 30 articles.

1) General Human Rights -

All human beings are born free and equal and should treat each other as brothers. There can be no discrimination on the basis of caste, religion, race, sex, caste etc.

2) Civil and political rights -

It provides for all rights, from the right to life to human participation in politics. Slavery is prohibited on the basis of equality before the law. No one shall be subjected to arbitrary arrest or detention and so on.

If so, justice can be sought by holding a hearing before the court. That is, all the basic rights of every person are guaranteed.

3) Economic, social and cultural rights -

From these provisions, every human being is an integral part of the society. Therefore, he has the right to protect his rights, dignity and to develop his own personality. They have the right to equal pay and equal pay for equal work without discrimination. It also guarantees working hours, rest, etc., taking care not to be doomed. It also guarantees health and social security by protecting childhood and motherhood. We have taken care of our social and cultural values and considered the interests of all.

4) Final and narrow part -

Individuals, societies and international organizations shall have the right to exercise all the rights enshrined in the Charter of Human Rights. It also mentioned that rights and responsibilities have been made clear and no one can be found to be inconsistent with the provisions of the Declaration.

On the basis of the above declaration, the International Courts have started judging on the basis of the Charter of Human Rights. This Declaration of Human Rights seems to have had a huge impact on the Indian Constitution. That is why the provision of fundamental rights in Part III of the Indian Constitution is similar to the Universal Charter of Human Rights, Economic, cultural and geographical conditions vary. Therefore, it was not possible to make all the provisions of the Universal Declaration of Human Rights under the fundamental rights in Part III of the Indian Constitution. Therefore, in order to implement the provisions of such right in the future, it is seen that the Constitution makers have expected some important provisions under the policy guidelines in Part IV.

In all, Constitution of India attempted to safeguard rights of people from every class of society. However, some improper practices in Indian democracy have diminished the objectives of the constitution. Politics on the basis of religion and caste made our minds narrow which resulted in untoward incidents like Ayodhya, Godhra, Gujrat riots, Khairlanji. Dr. Babasaheb Ambedkar says “a good and ideal constitution is not an adequate aspect, but the executioners of constitution must be honest and ideal. Then and only then the constitution will achieve success in accomplishment of its objectives”. India wants such ideal rulers who will further and give strength to our nation and bring smile on every face.

Conclusion:

In short, examining the provisions of the Indian Constitution, especially Part III-IV and the Universal Declaration of Human Rights, it is safe to say that these two provisions are complementary and parallel. The influence of global values and ideals is seen in the fundamental rights provisions of the Indian Constitution. Both provisions emphasize human rights and security. Emphasis is placed on undermining human rights and guaranteeing them.

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Television Violence & Viewer Aggression: Psychosocial Review

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ABSTRACT -

Background: Many social psychology researchers conducted over past 30-40 years supports the conclusion that watching violent television serials has negative consequence for adolescents, this research suggests that three areas in which watching violent television serials can impact young viewers : 1. Aggressive behavior and attitudes 2.cultivate fearful and pessimistic attitudes 3. Desensitize real world and fantasy violence.

Methods: The study was community based cross-sectional designed and was carried out in an urban area of Jalgaon. For this purpose a sample is taken which is the representative of the population. The population of the research was chosen from secondary school students from the different public school of Jalgaon city. The research sample consists of 640 students (320 boys and 320 girls). Purposive sampling method of sampling was used for selection of data. The investigator was used Aggression questionnaire developed by Dr. Buss and Perry to collect the necessary data.

Conclusions: The study concluded that adolescents who watch violent TV serials are aggressive than the adolescents who watch Non-violent TV serials. Second conclusion that Male are aggressive than female adolescents.

Keywords: Aggression, Television serials, Adolescents & Area.

Introduction –

Most of the research study concluded that heavy content and exposure to television violence is one of the causes of aggressive behavior and violence in community. The evidence come from both research survey and real life studies. Violence television serials affects Youngers of all ages of both genders and level of intellectual abilities. The National Television Violence Study, (NTVS) is the largest study of media content ever undertaken. It is a three-year study that assesses the amount, nature, and context of violence in entertainment programming, examines the effectiveness of ratings and advisories, and reviews televised anti-violence educational initiatives. The study, which began in 1994 and is funded by the National Cable Television Association, defines television violence as "any overt depiction of the use of physical force--or credible threat of physical force--intended to physically harm an animate being or group of beings. Violence also includes certain depictions of physically harmful consequences against an animate being or group that occur as a result of unseen violent means" (National Television Violence Study, Executive Summary, 1996, p. ix).

Few research topics in social psychology are as widely discussed as the relationship between violent serials in television and aggressive behavior. Few of the Research studies findings in this area are often cited as evidence to justify the demand for policy decisions concerning television. As such, the topic relates to highly practical and applied issues as well as to theoretical concerns of contemporary social psychology. Some previous reviews on this topic have supported the

view TV violence is a significant cause of aggressive behavior (**Bandura, 1973; Comstock, 1975; Liebert, Neale, & Davidson 1973; Murray, 1973**)

Today nearly every home in India is having at least one television set. Since 1983 when television was introduced in India and that too in Delhi only one test basis. But within 15 years its network is widened like anything. At first programmed was transmitted for 04 hours in the evening. Later the time was increased to 7 hours but evening itself, later morning transmission and almost for 18 hours the transmission is on. But private channels which are operated in India by cable operators are having 24 hours transmission. So any portion when switched on the television can watch it.

Based on reviews of social psychologist research, it is possible to predict some effects of violent viewing in conjunction with specific three elements:

Aggressive Behavior.

Learning to use aggressive behavior of the adolescents is predicted to increase when the perpetrator is attractive, reacts the violence is justified, viewing weapons, the violence is very extensive, the violence is rewarded, or the violence is presented in a humorous fashion of the human behavior. Conversely, the learning of aggression of the adolescents is inhibited by portrayals that show that violence of the adolescent's viewers is unjustified, show the more perpetrators of violence punishable and show the painful conclusion of violence.

Fearful Attitudes. The effects of fearful attitudes about the real world may be increased by a number of features, including attractive victims of violence; unjustified violence; graphic, extensive, or realistic violence; and rewards to the perpetrator of violence.

Desensitization. Desensitization to violence refers to the idea of increased toleration of violence. It is predicted from exposure to extensive or graphic portrayals and humorous portrayals of violence and is of particular concern as a long term effect for heavy viewers of violent content.

Definition of television -

- Television is a telecommunication system that transmits images of objects between distant points.

Method -

Aim of the study -

The specific problem under investigation of the present study was to examine the gender difference of violent TV serial on aggression of high school students of Jalgaon district.

Objective of study -

1. To find out the difference in Aggression of the adolescents who watch violent TV serial and who watch non-violent TV serial.
2. To find out the difference in Aggression of male and female adolescents.

Hypotheses of study -

1. There is significant difference in Aggression between the adolescents who watch violent TV serial and who watch Non-violent TV serial.
2. There is significant difference in Aggression between male and female adolescents.

Variables of the study -

Independent Variables -

- A. Serial- 1) Violent 2) Non-violent
B. Gender - 1) Male 2) Female

Dependent Variables -

1. Aggression-

Sample of Study -

The sample of the present study consists of 120 students (60 boys and 60 girls) Sample of the study was selected purposive sampling from the secondary schools students of Jalgaon Dist. Sample was also divided into two levels of violence and non-violence TV serial. Their educational standard was secondary school and their age range was 14 to 16 yrs.

Tools –

Aggression Questionnaire -

This questionnaire was constructed and standardized by Perry and Buss (1992). This questionnaire consists of 29 items and each item is provided with five alternatives. Respondent responses on 1 to 5 point scale, from “Extremely uncharacteristic of me” to “Extremely characteristic.”

Research Design –

Since, there were two independent variables and each variable was classified at two levels. A 2x2 factorial design was used.

Interpretation –

Table no – 01- TV Serial & Gender wise comparison on Aggression

Variables	N	Mean	SD	t	Sig-level
Violent	30	45.66	09.30	3.27	0.01
Non-violent	30	41.01	08.12		
Male	30	44.18	09.07	3.04	0.01
Female	30	40.21	08.00		

P at 0.05 = 1.96, 0.01 = 2.59

The researcher has found that the mean value on aggression of adolescent who watch violent TV serial was 45.66 and SD was 09.30. Similarly the mean value on aggression of adolescent who watch Non-Violent TV serial was 41.01 and SD was 08.12. The calculated “t” value was 3.27. It is interpreted that the adolescent who watch violent TV serial are more aggressive than the adolescent who watch Non-violent TV serials.

The mean value and SD score for male adolescent was 44.18 and 9.07, respectively and mean value and SD of female adolescent was 40.21 and 8.00 respectively. Its calculated “t” value was 3.04 only; it is significant at 0.01 levels. It has been interpreted that male adolescent are more Aggressive than female adolescents.

Graph no – 01

Source of Variation	SS	df	MMS	F
A : T.V. Serial	3660.50	1	3660.50	22.96**
B : Gender	1060.98	1	1060.98	6.56*
Ax B	683.24	1	683.24	4.28*
SS Between	4280.82	03		
SS Within	9463.07	116	59.39	
Total	3743.90	119		

*significant at .05 level** significant at .01 level

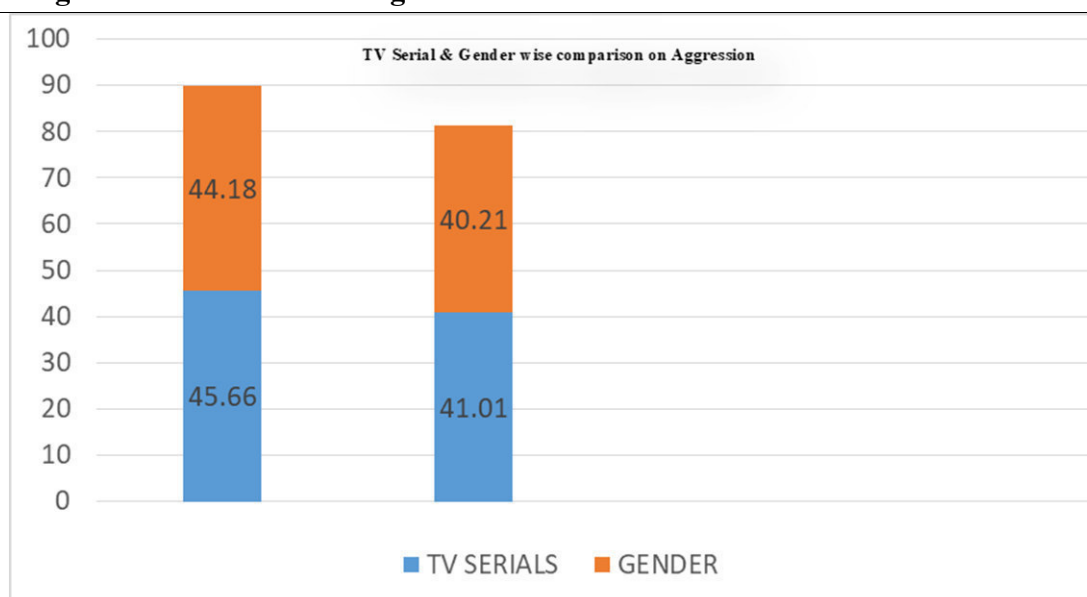


Table no – 02 – TV SERIALS AND GENDER-AGGRESSION

It was observed that the “F” value for the TV serial (A*B) was 22.96 & 6.56. It is significant at 0.01 levels.

Interaction effect A x B is significant ($F = 4.28$, $df = 1$ and 116 ; $p > 0.05$) It means that there is intergroup difference between the adolescents who watch violent television serials- adolescents who watch Non - violent television serials and male - female adolescent on aggression. It means that there is significant difference between the adolescents who watch violent television serials – adolescents who watch Non-violent serials and male – female adolescent on aggression.

Thus the entire two main affects namely the TV serials and Gender was interacting with each other’s. Above two variables are functioned independently while the better influencing the about aggression.

DISCUSSION -

On the basis of this it could be clearly concluded that aggression is significantly more among the adolescents who watch violent TV serial than the adolescents who watch Non-violent TV serial. The adolescents who watch violent TV serial content caused an increase in aggressive behavior.

Some previous reviews on this topic have supported the view TV violence is a significant cause of aggressive behavior (Bandura, 1973; Comstock, 1975; Liebert, Neale, & Davidson 1973; Murray, 1973)

On the basis of this it could be clearly concluded that aggression is significantly more among the male adolescent than female adolescents. In almost all the cultures the males are relatively more aggressive than the females. It is because among the females aggressive behavior is not appreciated. In almost all the families in India the females are taught to be submissive; on the contrary, the submissive male children are encouraged to be assertive.

CONCLUSIONS -

On the basis of the results of study following conclusions were drawn:

1. The adolescents who watch violent TV serials are aggressive than the adolescents who watch Non-violent TV serials.
2. Male are aggressive than female adolescents.

Suggestions of study –

- The concerned study is about television serial wise research, but further study should be according to particular movies and programme wise.
- Every parent should be supervising their children's watching and only let children watch programmes they think are suitable.

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IMPACT OF COVID-19 ON INDIAN EDUCATION SYSTEM

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Introduction:

The impact of pandemic COVID-19 is observed in every sector all over the world. The education sectors of India, as well as the world, are badly affected by this. The COVID-19 pandemic-Corona virus has affected education and learning systems worldwide, leading to the near-total closures of schools, universities and colleges. It has enforced the worldwide lockdown creating a very bad effect on the students' life. Around 32 crore Indian students-learners stopped to move schools and colleges, all educational activities stopped in India. The pandemic has significantly disrupted the higher education sector, which is a critical determinant economic future of country's. This situation advised us that the new changes are inevitable and punishable. In that situation, the government has come up with an e-learning program. Many education-techniques firms have tried to leverage the occasion by offering free online classes or attractive discounts on e-learning modules. The Indian education system still fighting to covid-19 and survive the crises with different angels. The particular paper highlights the Indian education system in the pandemic period and its positive and negative impact.

Objectives of the study:

1. To study the Indian education system during a covid-19 pandemic.
2. To understand the concept of the covid-19 pandemic period.
3. To highlight various positive and negative impacts of covid-19 on Indian education.

Methodology:

The data and information in the present study are collected from various news reports, reports prepared by national agencies, secondary information, such as books, journals published and unpublished annual reports, Government manuals and websites.

The impact of COVID-19 pandemic (Corona Virus) has shaken the world to its core. Most Governments around the world have temporarily closed educational institutions. The Indian government as a part of the pandemic declared a nation-wide lockdown in India. The Indian government took initiative to close all schools and colleges to prevent the spread of pandemic covid-19. Various board and education systems of Secondary and higher secondary, college and civil service examination are postponed and released revised guidelines for conducting the examination. These nationwide closures are impacting student over 91% of the worlds' population. In that situation, the government has come up with an e-learning program. These measures have been met with overwhelming response by students with some startups witnessing as in online-learning. The government, as well as an education system, have provided a platform that combines all digital resources in new education and the digital education, e-learning and online learning era were starts. Following digital initiatives done for the Ministry of Human Resource Development department during the Covid-19 pandemic.

SWAYAM: Swayam is a program initiated by the Government of India and designed to achieve the three cardinal principles of education policy viz. Access, Equity and Quality. The courses hosted on SWAYAM are in Four quadrants-Video lectures, Specially prepared reading material that can be downloaded and printed, Self-assessment tests and online discussion forums.

Swayam Prabha: Swayam Prabha is an initiative of the MHRD to provide 32 High-Quality Channels through DTH across the length and breadth of the country on a 24X7 basis. It has curriculum-based course content covering diverse disciplines. These channels are available for viewing all across the country.

Diksha: DIKSHA app invented by National Council for Teacher Education (NCTE) is a platform that offers teachers, students and parents an engaging education process, the app provides learning material relevant to the prescribed school curriculum. The students can find various study materials on the app for the preparation of their all examinations and subject-related information.

E-Pathshala- The digital India campaign has promoted extensive use of ICTs in the education and teaching-learning process. The e-Pathshala program is an joint initiative of the Ministry of Human Resource Development (MHRD), Government of India and National Council of Educational Research and Training (NCERT) has been developed for disseminating all educational e-resources including textbooks, references, audio, video, audio-visual tools, periodicals, and other digital resources. The e-Pathshala Mobile app is designed to achieve the SDG Goal number four.

Impact of Indian education system:

Positive impact of pandemic on Covid -19 on Indian Education-

- 1. E-education grows up rapidly:** E-education shall continue to grow rapidly and this is irrespective of the subject. The understanding and the adaptation towards electronic devices and the growing necessity of the internet across the world have made online learning all the more accessible.
- 2. E-learning portal:** Government has released a list of various e-learning portals for the primary, secondary, senior secondary, graduate and post-graduate level aspirants. The government developed National Digital Infrastructure for Teachers is a step towards ensuring holistic learning for both teachers and students. The digital learning app is directed to access and created a comprehensive learning environment where both tutor and student can grow.
- 3. Global references:** The new modules became the new app, as well as the global reference for study, became available due to the pandemic. Proper use of all these online materials will help in achieving holistic development of the students, as well as help them to deal with other subjects of interest besides their own.
- 4. Work from Home:** Technology may play an important role in the lockdown period like a study from home and work from home. In India, some private schools adopt online teaching methods. Government school also adopts e-learning technology and online teaching methods in the pandemic period.

5. **Introduced new technologies:** New technologies will emerge and thus the demand for courses in this technology can increase significantly. Equipped to run this course in your institution is an urgent need of the future. Various Universities and Institutions or education hubs running such skill-based courses and ready to face the changes in pandemic situations.
6. **Online Seminars and meetings:** The pandemic has created a massive rise in online meetings and programs. Numbers of virtual webinars and conferences raised in Covid-19 pandemic. There is a new opportunity where collaborative teaching and learning in new forms for higher education.

Negative impact of a pandemic on Covid -19 on Indian Education-

1. Although online study materials are available, the tools required to access them are mobile or Smartphone, internet facility, etc. Matters are necessary. It is not available to all students, so most of the students in rural areas were deprived of education during the epidemic. No government official or education system reached them.
2. As of April 2020, 1.6 billion children worldwide could not attend school or university. This is 90% of the total students in the world. The epidemic has put Indian education in a financial crisis and adversely affected educational access.
3. The Corona epidemic has hit poor children the hardest. They have not had distance learning or any other type of education for about 5-6 months. If the crisis of these students is not addressed in time, it can have a long term adverse effect on the future of the children.
4. In India, only 23 to 24 % of People still have access to the internet. At the same time, can everyone from the city to the remote areas the same education. Many homes in the city have desktops and laptops. But in most of the houses in the rural areas in villages, non-availability of the facility of desktop or laptops, the internet is only on mobile phones. So how can students study on an online platform?
5. Most of the students in primary and Secondary schools were deprived of Mid-day meals, signaling the loss of nutritious food. Along with graduation students far away from getting employment due to Covid-19.
6. The Number of Students going abroad for a master can be reduced and they can look for alternatives at the local level. Senior students who may lose their jobs may seek short-term re-skilling courses.

Conclusion: Corona virus has impacted more than 120 crores of youths and students across the world. The same situation happens in India, with 27 crores of primary and secondary students affected in India. The Covid-19 pandemic a Technology may play an important role in lockdown period like work from home and Learn from home In India, some private schools could adopt online teaching methods. Low-income private and government schools may not be able to adopt online teaching methods perfectly. And as a result, there will be more than 50% of the school and higher education system shut down due to no access to e-learning material, non-availability of network and e-learning solutions. In addition to the opportunities for learning, students will also miss their meals or supplementary foods and may result in economic and social stress. So finally

higher education sectors are disrupted which again pave an impact on the country's economic future.

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Measuring the Gross National Happiness in Bhutan: Issues at a Glance

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Abstract

Many experts now recognize that income is not a measure that alone captures the happiness of individuals. Bhutan has famously adopted the goal of Gross National Happiness (GNH) incorporating multidimensional nature and trans-cultural concept. The GNH Index provides a summary statistic of the wellbeing of individuals in nine domains, which are instrumented by 33 indicators and draw on 124 variables. This paper summarizes the domains and indicators including methodology, weighting and thresholds used in measurement of GNH and presents analysis of relevant issues. To conclude, these issues could be helpful in advancing GNH index.

Keywords: Happiness, measurement, domains and indicators

Introduction

Happiness is a state of [well-being](#) characterized by emotions (positive or [pleasant](#)) ranging from [contentment](#) to intense joy (Wolfram, 2014). The world's economic superpower, the United States, has achieved striking economic and technological progress over the past half century without gains in the self-reported happiness of the citizenry. Instead, uncertainties and anxieties are high, social and economic inequalities have widened considerably, social trust is in decline, and confidence in government is at an all-time low. According to the Nobel prize-winning economist Stiglitz (2009), there is growing discontentment of citizens, academics, and policy-makers toward the way most governments define and measure progress – namely, by emphasizing economic indicators such as Gross Domestic Product (GDP). Societies should foster the happiness of their citizens and, it is better to pursue policies to raise the public's happiness as much as to it does to raise the public's national income. Bhutan has famously adopted the goal of Gross National Happiness (GNH) rather than GDP and, the world is increasingly taking notice.

Gross National Happiness in Bhutan

GNH measures the quality of a country in a more holistic way and believes that the beneficial development of human society takes place when material and spiritual development occurs side by side to complement and reinforce each other. In 1972, the Fourth King declared Gross National Happiness to be more important than Gross National Product (GNP), and from

this time onward, the country oriented its national policy and development plans towards GNH. The Constitution of Bhutan (2008, Article 9) directs the State “to promote those conditions that will enable the pursuit of Gross National Happiness.” In a 2007 Government Round Table, Ura proposed six purposes of GNH: (1) Setting an alternative framework of development (2) Providing indicators to sectors to guide development (3) Allocating resources in accordance with targets and GNH screening tools (4) Measuring people’s happiness and well-being (5) Measuring progress over time (6) Comparing progress across the country (Ura, 2011).

Domains and Indicators of GNH

The GNH 2010 Index provides an overview of performances across nine domains of GNH. The index is aggregated out of 33 clustered *indicators* as under. Each clustered indicator is further composed of several variables. When unpacked, the 33 clustered indicators have 124 variables, the basic building blocks of the GNH Index (Centre for Bhutan Studies, 2012).

1. Psychological Well-being

- (a) **Life satisfaction:** This indicator combines individuals’ subjective assessments of their contentment levels with respect to health, occupation, family, standard of living and work-life balance. The respondents were asked to say how satisfied or dissatisfied they were in these five areas on a five-point Likert scale. A five item scale was used rather than the single item question on life satisfaction because dissatisfaction in life is usually due to dissatisfaction in any of multiple areas of life.
- (b) **Emotional balance (positive and negative emotions):** Ten self-reported emotional items were selected for this indicator. Positive emotions, or non-disturbing emotions, such as compassion, generosity, forgiveness, contentment and calmness were included while selfishness, jealousy, anger, fear and worry were used to represent negative or disturbing emotions. For both sets of emotions the respondents were asked to rate the extent to which they had experienced them during the past few weeks with reference to a five-point scale.
- (c) **Spirituality:** The spirituality indicator is based on four questions. They cover the person’s self-reported spirituality level, the frequency with which they consider *karma*, engage in prayer recitation, and meditate. Self-reported spirituality level describes the person’s judgment on his or her own position on the spirituality continuum. The question of the consideration of *karma* asked people to what extent they take into account their own volitional impulses and actions as having moral consequences in future just as they did in the present. Here, indicators of sacred activities were limited to praying and meditation as two separate events although these activities are not mutually exclusive. All the four indicators run on a four-point scale of “regularly” to “not at all” except for the spirituality level, which ranges from “very spiritual” to “not at all.”

2. Health

- (a) **Self-reported health status:** Questions persist about how accurately this simple self-reported indicator mention objective health and nutrition states, and the extent to which it is affected by “adaptive preferences” (Easterlin, 2003). It is used here as a proxy measure and to complement other health indicators (healthy days and disability) and is

consequently given only one-tenth of the total weight for health, and only one-third as much weight as any of the other three indicators. The ratings range on a five-point scale from having “excellent” health to “poor” health.

- (b) **Healthy days:** This indicator reports the number of “healthy days” a respondent enjoyed within the last month.
- (c) **Long-term disability:** This indicator examines an individual’s ability to perform functional activities of daily living (U.S. Department of Health and Human Services 2000) without any restriction. Participants were asked whether they had any longstanding illness that had lasted over six months. If the answer was “yes,” they were then asked, using a five-point scale, whether the disability restricted their daily activities. The scale ranged from “never” to “all the time.”
- (d) **Mental health:** This indicator uses a version of the General Health Questionnaire (specifically GHQ-12 developed by Goldberg, 1970). It consists of 12 questions that provide a possible indication of depression and anxiety, as well as confidence and concentration levels. It is calculated and interpreted using the four-point Likert scale.

3. Education

GNH highlights the importance of a holistic educational approach that ensures Bhutanese citizens gain a deep foundation in traditional knowledge, common values and skills. A holistic education extends beyond a conventional formal education framework to reflect and respond more directly to the task of creating good human beings. It is important for Bhutan that an education indicator includes the cultivation and transmission of values (Ura 2009). It includes four indicators:

- (a) **Literacy:** A person is said to be literate if he or she is able to read and write in any one language, English, Dzongkha (national language) or Nepali. Most Bhutanese who have achieved six years of schooling are also literate, and this measure therefore recognizes their educational achievements.
- (b) **Educational qualification:** The education system in Bhutan is both formal education and non-formal education (NFE). This educational indicator includes formal schooling, education imparted by non-secular monastic schools and NFE. The threshold for education was set such that persons have insufficient education if they have not completed six years of schooling from any source, including government, non-formal, or monastic schools.
- (c) **Knowledge:** This indicator attempts to capture learning that could have occurred either inside or outside formal institutions. Five knowledge variables were chosen: knowledge of local legends and folk stories, knowledge of local festivals, knowledge of traditional songs, knowledge of HIV-AIDS transmission, and knowledge of the Constitution. The first three kinds of knowledge capture certain forms of local traditions, especially oral and performance-based ones. Responses are aggregated to create a maximum score of 25 indicating “very good” knowledge and minimum score of 5 for “very poor” knowledge. The threshold is set to 19, which implies that Bhutanese should have an average of “good” knowledge across the five variables.

(d) **Values:** This indicator asked respondents whether they considered five destructive actions to be justifiable: killing, stealing, lying, creating disharmony in relationships and sexual misconduct. In a society influenced by good values individuals are expected to tame themselves with respect to these destructive actions. Moral consequences of virtues and non-virtues are typically revealed through speech, body and mind and in the case of disinformation, the agency of speech is emphasized. The variables have a three-point response scale ranging from “always justifiable” to “never justifiable” along with an option of “don’t know.” The values have been value of 1 is assigned if the person reports “never justifiable” while for creating disharmony and lying, responses of either “never justifiable” or “sometimes justifiable” are assigned 1. The threshold is set at four, which implies that a person can consider at least one of the values to be justifiable.

4. Culture

- (a) **Language:** The language indicator is measured by a self-reported fluency level in one’s mother tongue on a four-point scale. Mother tongue is defined as natal tongue, which is a dialect. There are over a dozen dialects. Only in Western parts of the country does the mother tongue coincide with the national language, Dzongkha. The ratings vary from “very well” to “not at all.” Since almost everyone seems to be fluent in their mother tongue, a high threshold is necessary to maintain standards. So the threshold is set to “very well.”
- (b) **Artisan skills:** This indicator assesses people’s interest and knowledge in 13 arts and crafts, 1) weaving 2) embroidery 3) painting 4) carpentry 5) carving 6) sculpture 7) casting 8) blacksmithing 9) bamboo works 10) gold and silver smith work 11) masonry 12) leather works and 13) papermaking. A sufficiency threshold has been set at one, which implies that a person must possess at least one skill to be identified as sufficient.
- (c) **Socio-cultural participation:** In order to assess people’s participation in socio-cultural activities, the average number of days within the past 12 months is recorded from each respondent. The days are grouped on five-point scale ranging from “none,” and “1 to 5 days” to “+20 days.”
- (d) **The Way of Harmony:** It is expected behavior (of consuming, clothing, moving) especially in formal occasions and in formal spaces. It arose fundamentally from the conventions of communal living and working in fortress-monasteries. Certain elements are commonly practiced amongst Bhutanese when they interact with each other in formal spaces. Respondents were asked to rate its importance on a three-point scale of being very important to not important. In addition, respondents were also asked if there were any perceived changes in the practice of this particular form of etiquette over the years.

5. Time

The balance between paid work, unpaid work and leisure along with a flexible working life are important for one’s well-being and their families and communities.

- (a) **Working hours:** The GNH definition includes even unpaid work such as childcare, labor contribution to community works, and voluntary works and informal helps etc. In this indicator, all the following categories are classified as work: Crop farming and kitchen

gardening (agric), Business, trade and services, Care of children and sick members of household, Construction and repairs, Craft related activities, Forestry and horticultural activities, Household maintenance, Livestock related activities, Processing of food and drinks, and Quarrying work. Eight hours is also the legal limit, applied to the formal sector. Since a main objective of the indicator is to assess people who are overworked, those who work for more than eight hours are identified as time deprived.

(b) Sleeping hours: Eight hours of sleep is considered the amount necessary for a well-functioning body for everyone (Doran et al, 2001).

6. Good Governance

(a) Political participation: The measure of political participation is based on the possibility of voting in the next election and the frequency of attendance in community meetings. The respondents are asked if they will vote in the next general election and the response categories are simply “yes” or “no” or “don’t know.” An individual has to report “yes” in the voting criteria and has to attend at least one meeting in a year to be classified as sufficient in political participation.

(b) Political freedom: The seven questions related to political freedom includes: freedom of speech and opinion, the right to vote, the right to join a political party of their choice, the right to form or to be a member of association, the right to equal access and the opportunity to join public service, the right to equal pay for work of equal value, and freedom from discrimination based on race, sex, etc. All have three possible responses from 1 to 3: “yes,” “no” and “don’t know.” The thresholds for all rights were set to “yes.”

(c) Service delivery: It comprises four points: distance from the nearest health care center, waste disposal method, access to electricity and water supply and quality. The goal is to evaluate access to such basic services usually provided by the state. In health services, people less than an hour’s walk to the nearest health center are considered to have sufficient access. If households report disposing of trash by either “composting,” “burning” or “municipal garbage pickup” they are non-deprived. Respondents who answer “yes” to the question of whether their house has access to electricity are considered non-deprived. The improved water supply indicator combines information on access to safe drinking water with information on the perceived quality of drinking water.

(d) Government performance: The indicator pertains to people’s subjective assessment of the government’s efficiency in various areas. To test people’s perceptions of overall service delivery in the country, respondents are asked to rate the performance of the government in the past 12 months on seven major objectives of good governance: employment, equality, education, health, anti-corruption, environment and culture. These outcome-based questions enable respondents to rank the services on a five-point scale from “very good” to “very poor.”

7. Community Vitality

A vital community is described as a group of people who support and interact positively with each other; vitality is sustained through co-operative relationships and social networks within the community.

- (a) **Social support:** GNH assess the level of social support in a community and the trends across 12 months. They capture the giving of time and money – volunteering and donating – in societies. To capture the rate of volunteering, respondents were asked for the number of days they volunteered and for the amount they donated.
- (b) **Community relationships:** The two components of this indicator are “a sense of belonging,” which ranges from “very strong” to “weak,” and “trust in neighbors,” which ranges from “trust most of them” to “trust none of them” with options of “don’t know.”
- (c) **Family:** For this indicator, six questions on a three-point scale of “agree,” “neutral” and “disagree” have been asked of the respondents.
- (d) **Victim of crime:** To assess safety in the community, respondents are asked if they have been a victim of crime in the past 12 months evaluated by a simple two-point scale of “yes” and “no.” The threshold is set at “no.”

8. Ecological diversity and resilience

- (a) **Pollution:** In order to test people’s environmental awareness, a series of questions were developed to test the perceived intensity of environmental problems. Seven environmental issues were shared with respondents, and their responses follow a four-point scale from “major concern” to “minor concern.”
- (b) **Environmental responsibility:** The indicator attempts to measure the feelings of personal responsibility towards the environment. It is crucial to reinforce attitudes that will encourage people to adopt eco-friendly approaches and also to identify any deterioration in the current very environmentally aware views of citizens. The responses run on a four-point scale ranging from “highly responsible” to “not at all responsible.”
- (c) **Wildlife:** The first question of wildlife damage deals with whether respondents consider damage as a constraint to farming. Responses are given on a four-point scale ranging from “major constraint” to “not a constraint.” The threshold has been set at “minor constraint.” The second question pertains to the severity of damage, i.e. crop loss. Respondents are asked to provide an average perceived amount of crop loss, if the crop had been damaged by wildlife. It ranges from “a lot” to “not at all.”
- (d) **Urban use:** Since rapid urbanization has both positive and negative impacts on human well-being, these adverse impacts on well-being have been incorporated into the GNH index. Respondents are asked to report their worries about four urban issues: traffic congestion, inadequate green spaces, lack of pedestrian streets and urban sprawl.

9. Living Standards

- (a) **Household income:** Household income includes income earned by all the individuals in a household from varied sources within or outside of the country. The GNH living standards domain refers to higher conditions for well-being than poverty lines. In this regard, a threshold is computed from a GNH data-adjusted poverty line by the multiplying the national poverty line by 1.5. It would have amounted to Nu. 14,200 per person per year (PAR, 2007).
- (b) **Assets:** It uses data on selected household assets, such as durable and semi-durable goods of everyday use, to describe household welfare.

- (c) **Housing quality:** The quality of housing is composed of the type of roofing, type of toilet and room ratio. The thresholds have been set based on the Millennium Development Goals such as good roofing structure made of corrugated galvanized iron (CGI) or concrete brick or stone, pit latrine with septic tank for toilet and two persons per room for overcrowding, and all three conditions must be met.

Weighting

The nine domains of GNH are equally weighted. This is because they are of equal importance, so none can be permanently ranked as more important than others but each might be particularly important to some person or some institution at a given point in time. The 33 indicators are roughly equally weighted but the subjective and self-reported indicators have lighter weights and the indicators that are anticipated to be more objective and/or more reliable have relatively higher weights when the domains mix subjective and objective indicators. There are equal weights among all indicators in three dimensions: psychological well-being, time use and living standards.

Thresholds

The GNH Index uses two kinds of thresholds: sufficiency thresholds or cutoffs, and one happiness threshold. Sufficiency thresholds show how much a person needs in order to enjoy sufficiency in each of the 33 cluster indicators. Each of the 33 cluster indicators has a sufficiency threshold and each person in the survey is identified as enjoying sufficiency or not in each indicator.

Methodology

The GNH itself is constructed using the Alkire Foster method for measuring multidimensional concepts such as poverty, well-being or inequality. It is a robust method that identifies a group – in this case those people who are not-yet-happy (vs. those who are happy) by considering the “sufficiencies” they enjoy. It is a flexible method that has been fully tailored to the needs and context in Bhutan. This includes identifying the happiness gradient – the four population subgroups according to the percentage of weighted indicators in which they have sufficiency. Like other measures in the Alkire Foster family, the GNH Index is created from two numbers: (1) Headcount ratio: Percent of people who are happy (2) Breadth: Percent of domains in which people who are not-yet-happy enjoy sufficiency (this is similar to “intensity” in poverty measures using the method of Alkire and Foster, 2011).

Conclusions

1. GNH in Bhutan is distinct from the western literature on “happiness” in two ways. First it is multidimensional – not focused only on subjective well-being to the exclusion of other dimensions – and second, it internalizes other-regarding motivations explicitly. Bhutan is innovative in constructing a multidimensional measures of the quality of life and well-being, which is itself relevant for policy and is also directly associated with a linked set of policy and program screening tools which has practical implication. It includes harmony with nature (again absent from some Western notions of happiness) and concern for others.

2. Although the GNH framework reflects its Buddhist origins, the concept of GNH is trans-cultural—a nation need to value sustainable development, cultural integrity, ecosystem conservation, and good governance. It is solidly based upon the empirical research literature of happiness, positive psychology and well-being.
3. GNH refers to the concept of a quantitative measurement of [well-being](#) and happiness. The two measures are both motivated by the notion that subjective measures like well-being are more relevant and important than more objective measures like [consumption](#). It is not measured directly, but only the factors which are believed to lead to it.
4. While directly asking individuals about their happiness certainly has face validity, it remains unclear what information respondents use to determine whether or not they are happy. Happiness is therefore an unwieldy construct for scientific research (Foregeard et al, 2011), and researchers have devoted their efforts to decomposing this vague notion of ‘happiness’ into more basic and quantifiable, building blocks.
5. GNH depends on a series of [subjective](#) judgments about wellbeing; such measurements may not be scientific. Here Governments may be able to define GNH in a way that suits their interests ([McCloskey](#), 2012).
6. GDP provides a convenient, international scale but international comparison of well-being will be difficult on this model because markers of social and individual well-being are remarkably trans-cultural: people generally report greater subjective life satisfaction if they have strong and frequent social ties, live in healthy ecosystems, experience good governance, etc. So each country should define its own measure of GNH as it chooses, and that comparisons over time between nations will have validity.
7. Numerous advances have already been made in the measurement of wellbeing, and scientists are well on their way to constructing useful measures that are solidly grounded in theory. Another promising avenue of research for scientists involves the harnessing of new ICTs and the years ahead will probably see a surge of scientific research on how to best exploit these data. Future assessments should combine both objective and subjective measures of wellbeing, in order to provide the full picture of human flourishing. Advances made in the field over the past decades have brought about both a better understanding of what wellbeing is, and how it can be nurtured. Scientists can help governments, to do the right thing by assisting them in measuring the right thing (Foregeard et al, 2011).

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Antimicrobial activities of medicinal plants

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Abstract:

The aqueous stem bark extract of *Hymenodictyon obovatum* is inhibitory for growth of *B. subtilis* and *S. typhi*. Similarly, the aqueous extract of *Boswellia serrata* is inhibitory for *S. aureus* and *S. typhi* and it is observed that the aqueous extract of *Soymida febrifusa* is inhibitory for *S. aureus*. The alcoholic extract of *Soymida febrifusa* and *Hymenodictyon obovatum* show efficiency in inhibition of *S. typhi* and *S. aureus*

Introduction:

Kinwat forest is a dense forest, it is popular for herbs for curing various ailments of human being. This region is very rich in biodiversity of floristics. Tribal community of the area are unknown about the importance of documentation, conservation and scientific utilization of plants as well as their antimicrobial properties. Illegal deforestation acquires maximum land for cultivation and other interest of this region.

The vegetation of Nanded district can be classified into two types; hilly forest and Savannha forest. The forest is dominated by *Tectona grandis* and many other tree species. These tree species form the first strata of the forest vegetation followed by shrubs and small trees. The shrubs are usually covered with extensive climbers. The ground flora during the rainy season is dominated by *Andrographis*, *Blepharis*, *Curculago*, *Barleria*, *Argemone*, *Hygrophilla*.

Medicinal plants of study region play an important role in relation to health of residing peoples. The plant extracts act as natural fungicide and bactericide. The plant extracts are not only effective in inhibiting the growth of fungi and bacteria but they are harmless in its influence. The medicinal plants are screened against human pathogenic bacterial strains like *E. coli*, *S. typhi*, *S. aureus* and *B. subtilis* by using alcoholic and aqueous extracts with standard methods.

Material and Methods:

The collected medicinal plants from different sites of forest range were brought to the laboratory and identified with the help of Flora and Marathwada (Naik-1998), Flora of Osmanabad (Naik-1969), Flora of Savantwadi, (Almeida 1998), and Flora of Maharashtra by BSI publication and some of the plants were identified and authenticated from Botanical survey of India, Pune.

Preparation of Extracts:

The plants collected from different ranges of the forest were brought in the laboratory. They were cut into small pieces and washed thoroughly with distilled water to remove contaminants and were dried under shade for about 8 -10 days. The dried materials were ground into fine powder and stored in airtight containers at room temperature till extraction.

The crude extracts were prepared from medicinal plant parts by extracting 20 gm. dried powder with 200 ml. of distilled water by maceration method and soxhlet extractor for about 90 to 120 min. separately. The aqueous extracts by maceration method of different medicinal plants were filtered through muslin cloth and obtained as filtrates of various colors were used for antimicrobial studies.

Antibacterial Activity:

Antibacterial activity of plant extracts against human pathogenic bacteria was carried out. The antibacterial activity of the plant extracts was evaluated by cup plate agar diffusion method (Collins 1967 and Godkar 1996) against *Escherichia coli*, *Staphylococcus aureus*, *Bacillus subtilis* and *Salmonella typhi*. The bacteria were grown on nutrient agar medium at P^H 7.6. The extracts of different medicinal plants of 1 % concentration were prepared separately. The cups were made with the help of sterilized 8mm cork borer. The 0.1 ml plant extracts were poured in each cup of plates. The plates were incubated at 37⁰C. for 24 hrs. The bacterial activity was measured in diameter of inhibition zone in mm. The penicillin was used as a standard drug for control at 10 µgm/ disc.

Results:

Effect of alcoholic extracts of plants on growth of Bacteria

Sr. No.	Name of plant with Family	Part	Bacteria			
			<i>E.coli</i>	<i>S.typhi</i>	<i>S.aureus</i>	<i>B.subtilis</i>
1.	<i>Soymida febrifusa</i> – Meliaceae	Stem bark	12	12	14	-
2.	<i>Boswellia serrata</i> – Burseraceae		-	14	-	-
3.	<i>Hymenodictyon obovatum</i> – Rubiaceae		-	18	17	13
	Penicillin (Control)		22mm	18mm	23mm	28mm

= Diameter of zone inhibition in mm

Effect of aqueous extracts of plants on growth of Bacteria

Sr. No.	Name of plant with Family	Part	Bacteria			
			<i>E. coil</i>	<i>S. typhi</i>	<i>S. aureous</i>	<i>B. subtilis</i>
1.	<i>Soymida febrifusa</i> – Meliaceae	BARK	-	-	18 mm	-
2.	<i>Boswellia serrata</i> – Burseraceae		-	12	15 mm	-
3.	<i>Hymenodictyon obovatum</i> – Rubiaceae		-	14	-	22
	Penicillin (Control)		22mm	18mm	23mm	28mm

= Diameter of zone inhibition in mm



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माध्यमिक स्तरावरील शाळांमध्ये ई - शिक्षणातर्गत येणा-या विविध सुविधांची उपलब्धता व त्यांचे प्रत्यक्ष उपयोजन - एक
तौलनिक अभ्यास

संशोधक

श्री. शहाणे अनिल वसंतराव

मार्गदर्शक

प्रा. डॉ. जोशी एस. व्ही.

प्राध्यापक तथा विभागप्रमुख

शिक्षणशास्त्र विभाग,

डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ, औरंगाबाद

प्रास्ताविक:

आजचे युग हे तंत्रज्ञानाचे युग आहे. आज विज्ञानाच्या क्षेत्रात झपाट्याने प्रगती होत आहे. या प्रगतीचा प्रभाव म्हणून शिक्षण क्षेत्रातही अमूलाग्र क्रांती घडून येत आहे. याचा परिणाम असा झाला की जुन्या अध्ययन-अध्यापन पद्धती या कालबाह्य ठरत असून ई - शिक्षणाद्वारे नव्या अध्ययन अध्यापन पद्धती, नवे अध्यापन तंत्रे उदयास येत असतांना आपणास दिसून येत आहे. सामान्यतः संगणक (कॉम्प्युटर) व इंटरनेट यांच्या साहाय्याने ज्ञान संपादनाच्या प्रक्रियेला ई - लर्निंग म्हटले जाते.

शीर्षक :

माध्यमिक स्तरावरील शाळांमध्ये ई - शिक्षणातर्गत येणा-या विविध सुविधांची उपलब्धता व त्यांचे प्रत्यक्ष उपयोजन - एक तौलनिक अभ्यास.

समस्या विधान -

वैजापूर तालुक्यातील माध्यमिक स्तरावरील शाळांमध्ये ई - शिक्षणातर्गत येणा-या विविध सुविधांची उपलब्धता व त्याचे प्रत्यक्ष उपयोजन - एक तौलनिक अभ्यास.

संशोधनाची गरज

विज्ञान व शिक्षण क्षेत्रात झालेल्या संशोधनामुळे शैक्षणिक तंत्रविज्ञानाच्या कक्षा रुंदावल्या आहेत. सध्याचे युग हे गतीशील आहे. ज्ञानाच्या प्रस्फोटामुळे विद्यार्थी गोंधळात सापडलेले दिसतात. त्याप्रमाणे शिक्षकांनी देखील आजच्या घडीला तितकेच कार्यतत्पर असावेत ही आजच्या काळाची गरज आहे.

आधुनिक तंत्रज्ञानाची हाताळणी व त्याचा अध्ययन - अध्यापन प्रक्रियेतील योग्य वापर याद्वारे अध्ययन - अध्यापन प्रक्रिया गतिमान व सुधारित स्वरूपाची होण्यास मदत होत असते. शिक्षणामध्ये परिवर्तन आणण्यासाठी उच्च प्रतीच्या ई - शिक्षणाचा उपयोग करणे सुरू झाले. यातूनच ई - शिक्षणाला सुरुवात झाली. दुरस्थ शिक्षणाची पद्धती काही विकसित देशांमध्ये संपूर्णतः या ई - शिक्षणावर आधारित आहे. संप्रेषण माध्यम दुरस्थ शिक्षणाचा एक आवश्यक भाग मानला गेला आहे.

संशोधनाचे महत्त्व

आजच्या आधुनिक युगात पारंपारिक पद्धत ही कुचकामी व अर्थहीन ठरत आहे. आजची पिढी ही खुप प्रगत होत आहे. तेव्हा त्यांना शाळांमध्ये पारंपारिक पद्धत वापरून अध्यापन केल्यास ते निरस ठरते. त्यामुळे माहिती संप्रेषण तंत्रज्ञानाद्वारे ई - शिक्षण ही नवीन संकल्पना शाळांमध्ये राबवणे महत्वाचे आहे. ज्याद्वारे आजच्या प्रगत पिढीला साजेसे अध्यापन तंत्र वापरून त्यांना ज्ञानदान करणे ही काळाची गरज आहे. संगणकाचे प्रशिक्षण देण्यासाठी संगणकाचा वापर करावा लागतो. शिक्षण प्रक्रियेत शिकणे, शिकवणे, संशोधन व व्यवस्थापन या विविध गोष्टींचा समावेश होतो. संगणक अनेक प्रकारची प्रचंड माहिती साठवून ठेवू शकत असल्याने माहितीच्या या साठ्याचा उपयोग शिकण्यासाठी करता येतो. शिकवण्यासाठी शैक्षणिक साधन म्हणून संगणकाचा वापर करता येतो. ध्वनी चित्रफीत किंवा ध्वनीफीत या शैक्षणिक साधनांत संवाद साधणे शक्य नसते. परंतु संगणकाचा वापर करून शिकवतांना विद्यार्थ्यांशी संवाद साधता येतो, प्रश्न विचारता येतात व विद्यार्थ्यांनी दिलेल्या उत्तरानुरूप योग्य प्रतिसाद देता येतो.

उद्दिष्टे -

1. वैजापूर तालुक्यातील माध्यमिक स्तरावरील राज्य शिक्षण मंडळ संलग्नित शाळांमध्ये ई शिक्षणांतर्गत उपलब्ध सुविधांचा शोध घेणे.
2. माध्यमिक स्तरावरील केंद्रीय शिक्षण मंडळ संलग्नित शाळांमध्ये ई - शिक्षणांतर्गत उपलब्ध सुविधांचा शोध घेणे.
3. माध्यमिक स्तरावरील राज्य शिक्षण मंडळ संलग्नित शाळांमध्ये ई - शिक्षणांतर्गत उपलब्ध सुविधांचा शिक्षकाद्वारे केला जाणारा प्रत्यक्ष वापराबद्दलचा शोध घेणे.
4. माध्यमिक स्तरावरील केंद्रीय शिक्षण मंडळ संलग्नित शाळांमध्ये ई - शिक्षणांतर्गत उपलब्ध सुविधांचा शिक्षकाद्वारे केला जाणारा प्रत्यक्ष वापराबद्दलचा शोध घेणे.
5. माध्यमिक स्तरावरील राज्य शिक्षण मंडळ संलग्नित शाळा व केंद्रीय शिक्षण मंडळ संलग्नित मध्ये ई - शिक्षणांतर्गत उपलब्ध सुविधांचा तुलनात्मक अभ्यास करणे.
6. माध्यमिक स्तरावरील राज्य शिक्षण मंडळ संलग्नित शाळा व केंद्रीय शिक्षण मंडळ संलग्नित ई - शिक्षणांतर्गत उपलब्ध सुविधांचा शिक्षकाद्वारे केला जाणारा प्रत्यक्ष वापराबद्दलचा तुलनात्मक अभ्यास करणे.

गृहितके :

1. वर्तमान काळात शालेय स्तरावरील शिक्षण पद्धतीत ई - शिक्षणपद्धतीचा अवलंब करण्यावर भर दिला जात आहे.
2. ई - शिक्षणाद्वारे शिक्षकांच्या अध्यापनात सकारात्मक व चांगला बदल होतो.
3. ई - शिक्षणाद्वारे विद्यार्थ्यांच्या अध्ययनावर चांगला परिणाम होतो.

परिकल्पना :

1. राज्य शिक्षण मंडळ संलग्नित शाळांपेक्षा केंद्रीय शिक्षण मंडळ संलग्नित शाळांमध्ये ई - शिक्षणांतर्गत येणा-या सुविधा अधिक प्रमाणात उपलब्ध असाव्यात.
2. राज्य शिक्षण मंडळ संलग्नित शाळांपेक्षा केंद्रीय शिक्षण मंडळ संलग्नित शाळांमध्ये ई - शिक्षणांतर्गत येणा-या सुविधांचे उपयोजन अधिक प्रमाणात केले जात असावेत.
3. राज्य शिक्षण मंडळ संलग्नित शाळा व केंद्रीय शिक्षण मंडळ संलग्नित शाळांमध्ये ई - शिक्षणांतर्गत येणा-या सुविधांची उपलब्धता यात संबंध आढळून येत नसावा.
4. राज्य शिक्षण मंडळ संलग्नित शाळा व केंद्रीय शिक्षण मंडळ संलग्नित शाळांमध्ये ई - शिक्षणांतर्गत येणा-या सुविधांचे उपयोजन यात संबंध आढळून येत नसावा.

चले : स्वाश्रयी चल

- ई - शिक्षणांतर्गत उपलब्ध सुविधा.
- ई - शिक्षणांतर्गत सुविधांचे उपयोजन.

आश्रयी चल

- अध्ययन - अध्यापनात घडणारा सकारात्मक बदल

कार्यात्मक व्याख्या :

औरंगाबाद -हे मराठवाड्यातील एक ऐतिहासिक शहर ही मराठवाडा विभागाची राजधानी

माध्यमिक स्तर -1986 शैक्षणिक धोरणानुसार इयत्ता 9 वी ते 10 मध्ये शिक्षण-या विद्यार्थ्यांचा वर्ग किंवा गट.

राज्यशिक्षण मंडळ संलग्नित शाळा - वैजापूर तालुक्यातील महाराष्ट्र राज्य शिक्षण मंडळ संलग्नित माध्यमिक स्तराच्या मराठी माध्यमाच्या सर्व अनुदानित, विनाअनुदानित, म.न.पा., खाजगी इ. सर्व शाळा.

केंद्रीय शिक्षण मंडळ संलग्नित शाळा : वैजापूर तालुक्यातील केंद्रीय शिक्षण मंडळ संलग्नित माध्यमिक स्तराच्या (CBSE, ICSE Pattern) च्या शाळा.

ई - शिक्षण :इलेक्ट्रॉनिक माध्यमात येणा-या विविध सुविधा उदा. संगणक, प्रोजेक्टर, एलसीडी, टी.व्ही. इत्यादी द्वारा दिले जाणारे शिक्षण.

तौलनिक अभ्यास : ई - शिक्षणाद्वारे येणा-या उपलब्ध सुविधांचे माध्यमिक स्तरावरील राज्य शिक्षण मंडळ संलग्नित व केंद्रिय शिक्षण मंडळ संलग्नित शाळांमध्ये उपयोजनाची तुलना करणे म्हणजे तौलनिक अभ्यास होय.

संशोधनाची व्याप्ती :

क्षेत्र व्याप्ती -

प्रस्तुत संशोधनात वैजापूर तालुक्यातील माध्यमिक स्तरावरील राज्य शिक्षण मंडळ संलग्नित व केंद्रिय शिक्षण मंडळ संलग्नित शाळांची निवड करण्यात आली आहे.

आशय व्याप्ती -

प्रस्तुत संशोधनात वैजापूर तालुक्यातील माध्यमिक स्तरावरील शाळांमध्ये ई - शिक्षणांतर्गत येणा-या सुविधा व त्याचे उपयोजन याचा तौलनिक अभ्यास करण्यात आला आहे.

नमुना व्याप्ती -

प्रस्तुत संशोधनात वैजापूर तालुक्यातील माध्यमिक स्तरावरील राज्य शिक्षण मंडळ संलग्नित 10 शाळा व केंद्रिय शिक्षण मंडळ संलग्नित 2 शाळांची निवड केलेली आहे.

संशोधनाची मर्यादा

क्षेत्र मर्यादा :

प्रस्तुत संशोधन हे वैजापूर तालुक्यातील माध्यमिक स्तरावरील राज्य शिक्षण मंडळ संलग्नित व केंद्रिय शिक्षण मंडळ संलग्नित शाळांपुरते मर्यादित आहे.

आशय मर्यादा -

प्रस्तुत संशोधन हे ई - शिक्षणांतर्गत येणा-या सुविधा व त्यांचे उपयोजन यांच्या तौलनिक अभ्यासापुरते मर्यादित आहे.

नमुना मर्यादा -

प्रस्तुत संशोधन हे वैजापूर तालुक्यातील माध्यमिक स्तरावरील राज्य शिक्षण मंडळ संलग्नित 10 शाळा व केंद्रिय शिक्षण मंडळ संलग्नित 2 शाळां पुरतेच मर्यादित आहे.

संशोधन पद्धती :

संशोधकाने सर्वेक्षण पद्धतीचा अवलंब केलेला आहे. संशोधनात दुय्यम स्थान असलेली परंतु व्यवहारात प्रामुख्याने प्रचलीत असलेली ही पद्धती आहे. संशोधकाने संशोधनाची कार्यपद्धती विस्तृतपणे स्पष्ट केलेली आहे. यामध्ये संशोधकाने वापरलेल्या पद्धतीचा समावेश असून संशोधनाची साधने, जनसंख्या, न्यादर्श सांख्यिकी तंत्राचे प्रयोजन इत्यादी बाबत विस्तृतपणे चर्चा केलेली आहे.

माहिती संकलनाची साधने.

प्रस्तुत संशोधनासाठी संशोधकाने प्रश्नावली तसेच पडताळा तथा पदनिश्चयन श्रेणी या साधनाचा वापर केला आहे.यात प्रश्नावली ही शिक्षकांसाठी देण्यात येऊन ई-शिक्षणांतर्गत उपलब्ध सुविधाबाबत माहिती प्राप्त करून घेण्यात आली आहे.

जनसंख्या :

प्रस्तुत संशोधनातील जनसंख्येत वैजापूर तालुक्यातील माध्यमिक स्तरावरील 55 राज्य शिक्षण मंडळ संलग्नित शाळा व 5 केंद्रिय शिक्षण मंडळ संलग्नित शाळांचा समावेश होतो.

न्यादर्श :

सुगम या दृच्छिक न्यादर्श निवड पद्धतीने माध्यमिक स्तरावरील 10 राज्यशिक्षण मंडळ संलग्नित शाळा व 2 केंद्रियशिक्षण मंडळ संलग्नित शाळा नमुना न्यादर्श म्हणून निवडण्यात आली.

निष्कर्ष

1. राज्य शिक्षण मंडळ संलग्नित शाळांपेक्षा केंद्रीय शिक्षण मंडळ संलग्नित शाळांमध्ये ई - शिक्षणातर्गत येणाऱ्या सुविधांची उपलब्धता अधिक असून त्यांचा दर्जा चांगला आहे.
 2. राज्य शिक्षण मंडळ संलग्नित शाळांपेक्षा केंद्रीय शिक्षण मंडळ संलग्नित शाळांतील शिक्षकाद्वारे ई - शिक्षणातर्गत येणाऱ्या सुविधांचा अधिक प्रमाणात वापर करण्यात येतो.
 3. राज्य शिक्षण मंडळ संलग्नित शाळांमध्ये ई - शिक्षणातर्गत येणाऱ्या सुविधांचे प्रमाण कमी असून त्यासाठीच आवश्यक प्रशिक्षण देखील खूप अल्प असे आहे. त्यामुळे या शिक्षकांमध्ये ई - शिक्षणातर्गत येणाऱ्या सुविधांच्या वापराबद्दल उदासिनता दिसून आली.
 4. या उलट केंद्रीय शिक्षण मंडळ संलग्नित शाळांमध्ये ई-शिक्षणातर्गत येणाऱ्या सुविधांचा आवश्यक प्रमाणात उपलब्ध असलेल्या आढळून आल्यात व शिक्षकाद्वारे त्यांचा योग्य प्रमाणात वापर करताना दिसून आला.
 5. वरील सर्व अनुमानावरून असे लक्षात येते की त्यामुळे अध्ययन अध्यापनात पडणारा बदल हा ई-शिक्षणाच्या वापरामुळे सकारात्मक स्वरूपाचा दिसून येतो.
- ई - शिक्षणाशिवाय अध्ययन अध्यापनात कंटाळवाणेपणा आढळून येतो व त्यामुळे या प्रक्रियेत एक प्रकारचा तोचतोपणा आढळून येतो. या उलट ई - शिक्षणाद्वारे केले जाणारे अध्ययन अध्यापन अधिक प्रभावी व चांगल्या प्रकारे घडून येते.

शिफारशी

1. राज्य शिक्षण मंडळ संलग्नित शाळांतील सर्व शिक्षकांना ई - शिक्षणातर्गत येणाऱ्या सुविधा अधिक प्रमाणात उपलब्ध करून द्याव्यात.
2. राज्य शिक्षण मंडळ संलग्नित शाळांतील सर्व शिक्षकांना ई - शिक्षणातर्गत येणाऱ्या सुविधा हाताळण्याचे प्रशिक्षण देण्यात यावे.
3. शासनाने प्रत्येक शाळेस संगणक कक्षासाठी लागणारे संगणक तसेच शिक्षकास लॅपटॉप पुरवावेत. लॅपटॉप संच पुरविल्यास शिक्षकांना अधिक उत्तमरित्या ते हाताळण्यास सोपे व उपयुक्त ठरतील.
4. शासनाने आधुनिक सुविधांचा पुरवठा प्रत्येक शाळेतील संगणक कक्षांना करून त्याचे संगणक कक्ष अद्ययावत व सुसज्ज ठेवावे. उदा. इंटरनेट सुविधा.
5. शिक्षकांनी ई - शिक्षकांतर्गत येणाऱ्या विविध सुविधांचा वापर करून अध्ययन अध्यापन प्रक्रिया अधिक प्रभावी व मनोरंजक करावी. उदा. पावर पॉईंटचा शो, ऑडिओ व्हिडीओ क्लिप्सचा वापर, विविध ठिकाणी भेटी दिल्यावर डिजिटल कॅमेरा वापरून फोटो संग्रहित करणे व त्याचा संगणकामध्ये वापर करून विद्यार्थ्यांच्या ज्ञानात अधिक भर पाडणे.
6. शासनाने शाळांमध्ये एल.सी.डी. प्राजेक्टर तसेच एल.सी.डी. प्राजेक्टर रूम उपलब्ध करून द्यावी. त्यामुळे एका वर्गातील सर्व विद्यार्थी एकाच वेळी सादरीकरणाचा अनुभव मोठ्या पडद्यावर घेऊ शकता.
7. शासनाने व्हर्चुअल क्लास रूमची संकल्पना शाळांमध्ये उपलब्ध करून द्यावी व राबवावी.

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समारोप

अशा प्रकारे संगणक क्षेत्रात होणारा अमुलाग्र बदल हा अध्ययन अध्यापन क्षेत्रात अत्यंत महत्वपूर्ण ठरतो. प्रभावी अध्ययन अध्यापन प्रक्रियेसाठी ई लर्निंग अत्यंत मोलाची भूमिका पार पाडते. त्याचा परिणाम निश्चितच विद्यार्थ्यांच्या दर्जेदार गुणवत्तेवर होत असतो. त्यासाठी संगणकाचे प्रशिक्षण शिक्षकांना देवून राज्य शिक्षण मंडळ संलग्नित शाळांतील सर्व शिक्षकांना ई - शिक्षणातर्गत येणाऱ्या सुविधा अधिक प्रमाणात उपलब्ध करून द्याव्यात. व्हर्चुअल क्लास रूमची संकल्पना शाळांमध्ये उपलब्ध करून द्यावी व राबवावी. यामुळे नक्कीच गुणवत्ता विकास झाल्याशिवाय राहणार नाही.

Recent Trends in the Hospitality and Tourism Sector: ‘A Study of Importance of Hotel Information Systems in Hotel Industry’

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ABSTRACT:

The hospitality industry has experienced rapid growth and has transformed into a global industry. It is also the fastest growing industry in comparison to other service industries and is considered one of the world's largest service industries. This study examines hotelier's' attitudes toward the use of software in the hospitality industry. Hotel operations are increasingly reliant on automation and information, as the hotel and tourism industries evolve. Hotels must implement new information system strategies in order to work efficiently. The importance of the hotel Information System for star hotels is discussed in this study, as well as the use of modern hotel Information Systems in various types of hotels in the Maharashtra region. Data was acquired for this study from 15 five-star hotels and 25 three and four-star hotels. The data was obtained from Mumbai, Pune, Aurangabad, and Nagpur in Maharashtra. The staffs of these hotels were surveyed and in-depth personal interviews were done. The senior managers of these hotels were given questionnaires, and conclusions were reached afterward.

Keywords: - Hotels, service sector, automation.

INTRODUCTION:

In the last few decades, Information technology had a massive impact on every aspect of human life. Hotel information systems are important in the hotel sector since they help with planning, management, and overall operations. The ratio of MIS management information in today's environment is the number of hotels that have implemented the technology has increased. In the hotel industry, Information systems refer to computer systems that provide information on the hotel's business activities.

HOTEL INFORMATION SYSTEM:

Manual handling has always been a difficult task in the hotel industry. The manual system spends a lot of energy monitoring and implementing the day-to-day work as well as the numerous requirements, from the smallest requirements of the guest to the most basic demands. However the implementation of advance hotel operation software has overcome this at the same time it has eliminated the possibilities of mistake and provides a faster and prompt service at any point of time.

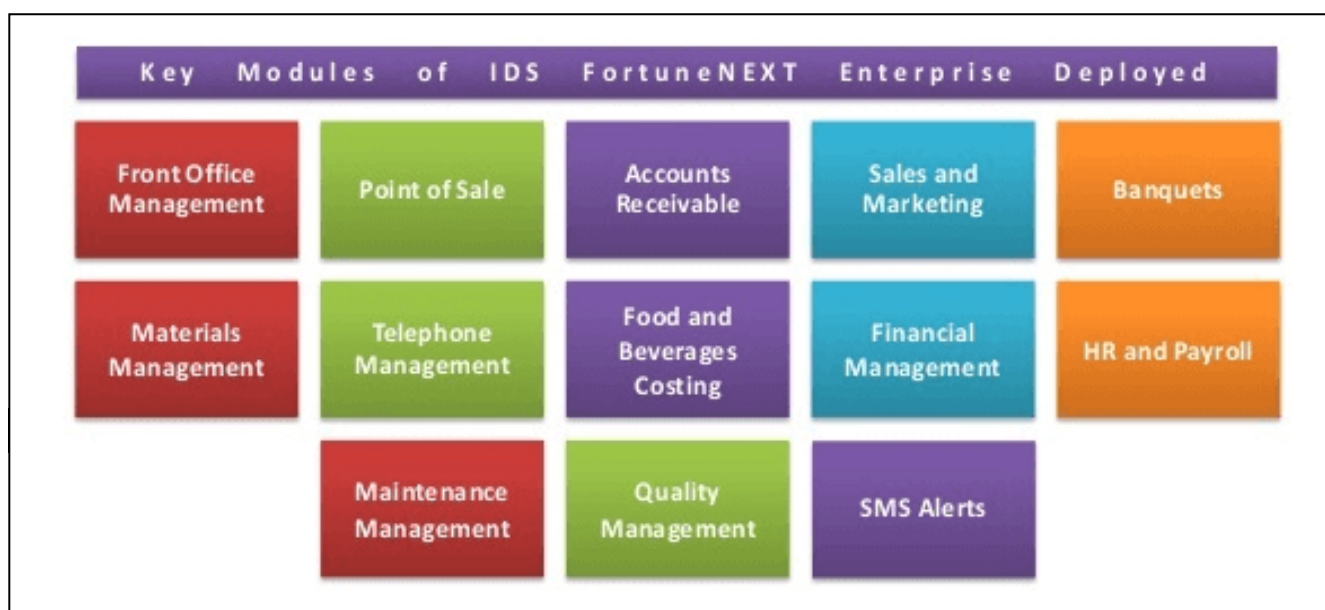
Hotel Information System is dedicated to providing integrated full-service property management software for the hospitality industry. The PMS (Property Management System) with Front Office and Point of Sale is handled by the Hotel Information System. A module that evolves, delivers, and promotes modern technologies for the global hotel business, the hotel information system focuses on the next aims. With superior area expertise, hotel information systems assist hotels in increasing earnings, lowering costs, and, most importantly, providing exceptional guest service experience.

For example, IDS Fortune Next is relatively integrated hotel operational software program utilized in eating place management, relevant reservations system, cell packages which additionally develops the approaches worried in Planning, organizing and strategically appearing commercial enterprise elements that improves the intangible functions of offerings and accelerates the manner of carrier superiority in hotel operations. Hotel Information system may be used to acquire information at any given time for each internally and externally. Today's Information system which might be utilized in accommodations is lots extra superior because of the present day technological innovations. To understand customer and to keep the costs down this data effectively helps the hotel to be more flexible PoS (Point Of Sale) is the most common technology systems used in the Hotel industry. This computerized system keeps track of product sales such as in a hotel restaurant, bar, coffee shop, Laundry and Mini-bar. Hotel Information systems encompass registers, computer systems and any required system that may be diagnosed on a laptop network, it offers facts required via way of means of the inn for correct control of employee and the desired facilities.

Hotel information system may be used to assess in addition to help the operational and strategic activities, and it's also used functionally in departments inclusive of on the Reception, housekeeping, Food & Beverage maintenance, and financial control departments.

As the tourism sector is developing all over the world, the hospitality position is likewise turning into extra than before. Hotels have obtained a massive function in the market, so the usage of manual system might also additionally direct to a terrible management, consequently, the usage of a hotel information system is well-organized. Hotel software consists of information system which has an accounting system and a management information system which can serve all the requirements of the hotel efficiently.

Following diagram indicates the modules of software program IDS fortune Next 6.5 which is typically used by the hotels.



Front Office Management	<ul style="list-style-type: none"> • Can Drag & drop room no. for instant technique of check-in and check-out. • Room inspection status in Housekeeping, Laundry management, Mini-bar, billing, Room block, clean rooms, Inventory. • Sub-module of Concierge can manage, ticket registrations and valet parking, left luggage, submit and deliveries Night auditing and Various MIS/Flash reports.
Point Of Sale	POS sub module encompasses first-class dining, Minibar, room service, Laundry Confectionery income and entire incorporation with FO for billing and room service, order generation and billing.
Account Receivable	Employees can print or send balance confirmations and reminders. Also track cash flow and follow up on payment receivables to generate prediction reports.
Telephone Management	This module includes call accounting, as well as the ability to keep track of wake-up calls and show or display messages to guests.
Banquets & Conference	Can obtain event details, a schedule of activities, set-up styles, and payment conditions, as well as billing choices such as advance labeling, split bills, and tax exemptions.
Food and Beverage Costing	Issue and recipe-based costing methodologies can be generated using programmed bar and stock management, consumption reports, and sales posting.
Material Management	Ingredients, methods of preparation, and recipe master Indent acquisition management, buy order/requisition/indents authorization control, butchery management average daily consumption, estimated budget
Financial Management	<ul style="list-style-type: none"> • Departmental transaction entry for expense and income. • MIS reports can be created with budget and last year assessment
HR and Payroll	<ul style="list-style-type: none"> • Salary computation for many departments and adherence to legal structures. • Leave records, bonus and loan records, and attendance records are all kept on file.
Maintenance management	Preventative maintenance is important. Scheduling / Job Order Generation, Management of Complaint Records, and Action Taken.
SMS Alert System	Automate Sending customized SMS alerts on reservation confirmation, greeting messages to guests on their birthdays, anniversaries, and hotel business occasions, as well as promoting hotel services.

CONCEPT:

Prior to the emergence of technology, hotel workers had to manually keep track of data. When a guest made a reservation at a hotel, for example, all of the reservation data as well as the guest's history were manually put into a register that was maintained in a special cabinet. Guest bills and inventory of linen or other item calculations were also done manually. Employee of the organization had to go through a lot of difficulty in securing and retrieving those files. At the

same time, manually recorded files were vulnerable to being ruined by fire, bugs, or even natural disasters. Storing this information takes a long time, and the accuracy of calculations done manually cannot be trusted readily. If the hotel is asked to check for an old guest room record or a detailed reservation history, personnel will have a difficult time. Searching for a record in a specific desired file is also a difficult and time-consuming operation. Following a discussion of the drawbacks of a manual hotel operational system, hotel information software was introduced.

Some of the drawbacks of the hotel manual system are:-

- It takes a long time to complete.
- To keep data records, it takes a large number of people.
- Data written by hand is unreliable, and human errors are possible.
- For storing all of the record files, a large amount of storage space is necessary.
- It is not possible to ensure the security of records.
- It is exceedingly difficult to recover guest records.
- Searching and saving essential records is difficult.

REVIEW OF LITERATURE:

1. According to **Gamble (1988)**, the hotel industry suffers from a delayed procedure, which causes them to fall behind in their operations. Furthermore, most hotel staff does not receive training in hotel information systems, owing to a lack of technical understanding (**Borsenik, 1993**).
2. When a guest's tastes evolve, new inventions render certain technology obsolete or unusable. Hoteliers need constantly pick which hotel information system to use in order to match guests' expectations and maximize the hotel's benefits. **Sezayi Dumanoglu, Ersem Karadag (2009)**.
3. Hoteliers can improve their performance by providing visitors with the most up-to-date technology, which can improve their experience and attract new customers, thereby increasing income. The outcomes of hotel information systems are extremely significant since they incorporate the views of both managers and visitors. **Ana Brochado, Paulo Rita, Ana Margarido, Ana Brochado, Paulo Rita, Ana Margarido, Ana Brochado, Paul (2016)**.
4. Providing outstanding service to visitors has always been a priority in the conventional hotel sector. Hotels must integrate computer-based information technology services to increase operational performance, reduce costs, and advance service quality as the need for data from visitors and hotel employees grows (**Cobanoglu et al., 2001; Siguaw and Enz, 1999; van Hoof et al., 1996**).
5. Hotel owners anticipate increased profit margins and financial returns as a result of using a hotel information system. Nonetheless, today's hospitality business is heavily reliant on effective information technology. **2006 (Buhalis and Costa)**

OBJECTIVE OF THE STUDY:

1. To ascertain better understanding the features of computerized management information system.
2. To comprehend the disadvantages of a manual hotel management system.

3. To raise the profile of the hotel information system.

LIMITATIONS:

Due to time and resource constraints, this study is likely to have certain limitations. It was also extremely difficult to acquire replies from employees due to their management policy.

RESEARCH METHODOLOGY:

The purpose of this research was to determine the price of a hotel information system for star hotels and to survey the use of advanced hotel information systems in various types of hotels in the Mumbai and Pune region. For this study, data was obtained from 15 five-star hotels and 25 three- and four-star hotels in the Maharashtra region, using a questionnaire and in-depth personal interviews with hotel employees. Questionnaires were distributed to the senior managers of these hotels and conclusions were drawn after interpreting the data.

- **Primary data:**

Self-administered questionnaires were filled out by the managers of sample hotels for this study, and in-depth interviews with the personnel were done by visiting these hotels.

- **Secondary data:**

The secondary data collected from the following sources:

- Journals
- Books & Business Magazines
- Periodicals
- Websites.

FINDINGS:

According to the report, the most common uses of hotel information systems in Indian hotels are accounting and credit card readers. Only **50%** of the hotels surveyed used computer-based information systems. about **90% of the five-star hotels** surveyed used hotel information systems as stated above, only **45% of the four-star hotels** used hotel information systems and only **31% of the three-star hotels** used hotel information systems.

According to the findings, the majority of three and four star hotels lack innovative and automated information technology support tools and rely on a manual method for day-to-day operations.

CONCLUSION AND SUGGESTIONS:

Based on the study's findings, the researcher has reached the conclusion; Hotel Information System in all segments of business is an essential factor. It can be concluded that only by analyzing the excellence of all operations can insight be gained for the quality of a hotel information system, which will in turn impact on increasing the hotel's overall proficiency of working.

Hotels should provide training to its staff so that they can manage the handling of information systems, and they should be prepared to provide technical help to their visitors if they require it. To stay competitive and establish a cost-effective management system, the hospitality industry must incorporate new automation approaches. Hotels can use revenue management systems to increase their productivity. Hotels that use an information system must change their software on a regular basis to keep up with guest expectations. Some 2 star hotels do not use hotel

information system software except for credit card readers, according to the research. Hotel with 3 and 4 stars, Frontline staff needs to improve their IT skills.

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