

2020-21

डॉ. एस. आर. रगनाथनः एक वैश्विक ग्रंथपाल



-संपादक-

डॉ. राहुल कल्याणराव देशमुख
डॉ. विलास अशोकराव काळे



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12 August - 2020

डॉ. एस. आर. रंगनाथन यांचे ग्रंथपाल क्षेत्रातील योगदान

प्रा. डॉ. शिवाजी नारायणराव सोनटक्के
ग्रंथपाल तथा उपप्राचार्य,
के. रसिका महाविद्यालय, देवणी, जि. लातूर

डॉ. एस. आर. रंगनाथन यांचे पूर्ण नाव डॉ. शियाली रामामृत रंगनाथन असे होते. त्यांचा जन्म तमिळनाडूतील शियाली या छोट्याशा खेडेगावात ९ ऑगस्ट १८९२ रोजी झाला. लहानपणापासूनच त्यांना गणित विषयाची व वाचनाची आवड होती. पदव्युत्तर शिक्षण पूर्ण केल्यानंतर सुरवातीच्या काळात त्यांनी मद्रास येथे फिजिक्स व मॅथेमॅटिक्स या विषयांचे प्राध्यापक म्हणून काम केले. त्यानंतर मद्रास विद्यापीठात ग्रंथपाल म्हणून त्यांची निवड झाली; परंतु या क्षेत्राचे प्रशिक्षण त्यांच्याकडे नसल्याने ते घेण्यासाठी इंग्लंडला गेले. एक वर्षात प्रशिक्षण पूर्ण करून १९२५ मध्ये भारतात परत आले. प्रशिक्षण काळात इंग्लंडमध्ये ग्रंथालयांचा प्रचार व प्रसार मोठ्या प्रमाणात झालेला होता, तसेच तेथे समाजातील सर्व स्तरांतील घटकांना समान व चांगल्या दर्जाची ग्रंथालय सेवा दिली जात होती. अशा प्रकारची ग्रंथालयासंबंधीची परिस्थिती त्या वेळी भारतात नव्हती. इंग्लंडमध्ये दिल्या जाणाऱ्या ग्रंथालय सेवा-सुविधा, तसेच त्यासाठी वापरली जाणारी तंत्रे, ग्रंथालयांचा परिसर व साधनसामग्री या सर्वांचा परिणाम डॉ. रंगनाथन यांच्या मनावर झाला.

भारतात मात्र ग्रंथालयांची दयनीय अवस्था होती. सर्वच ग्रंथालयांतील तत्त्वे ही वगवेगळी होती. त्यामुळे सर्वच ग्रंथालयांसाठी काही मार्गदर्शक तत्त्वे वापरली तर ती उपयुक्ती ठरतील, असे त्यांना वाटू लागले. म्हणून त्यांनी काही सिद्धांत, संकल्पना मांडण्याचा प्रयत्न त्या वेळी केला. डॉ. रंगनाथन यांनी ग्रंथालयांबाबत काही मूलभूत संकल्पना पंचसूत्रीच्या माध्यमातून मांडल्या. ग्रंथालयशास्त्राचे पाच सिद्धांत सर्वप्रथम डॉ. एस. आर. रंगनाथन यांनी जगासमोर मांडले. म्हणूनच त्यांना ग्रंथालयशास्त्राचे जनक मानले जाते. ग्रंथालय चळवळ वृद्धिंगत होण्यासाठी त्यांनी मोलाचे योगदान दिले आहे.

अनेक बाबींचा सखोल अभ्यास करून ग्रंथालयशास्त्रातील मूलतत्त्वांच्या

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विकासासाठी त्यांनी अनेक प्रयत्न केले. ग्रंथालयामध्ये केवळ ग्रंथसंग्रह अथवा कर्मचारीवर्ग अर्थात भागत नाही, तर ग्रंथांचा वापर करणारा वाचकवर्गदेखील असणे आवश्यक असते. वाचक आणि ग्रंथालय यातील कर्मचारी उत्साही असतील तरच त्या ग्रंथालयाला अधिक प्रमाणात महत्त्व प्राप्त होत असते.

ग्रंथालयशास्त्रावर आधारित अनेक पुस्तके डॉ. एस. आर. रंगनाथन यांनी लिहिली आहेत. ग्रंथालय चळवळ वाढीसाठी सर्वप्रथम पुढाकार त्यांनी घेतला होता. सर्व ग्रंथालयांतील ग्रंथपाल व कर्मचारीवर्गास अधिकार मिळण्यासाठी त्यांनी त्या काळात अनेक प्रयत्न केलेले आहेत. त्याचसोबत ग्रंथालय कर्मचाऱ्यांना कर्तव्याची जाणीवदेखील त्यांनी करून दिलेली आहे.

पद्मश्री डॉ. एस. आर. रंगनाथन यांचे संपादनकार्य आणि ग्रंथसंपदा संकीर्ण :

- १) पहिल्या आशिया शैक्षणिक परिषदेत ग्रंथालय सेवा विभागासाठी पेपर सादर : १९३०
- २) ग्रंथालयशास्त्राची पंचसूत्री : १९३१, १९५७
- ३) फावल्या वेळेसाठी/वेळेतील शिक्षण : १९४६, १९४९
- ४) ग्रंथ अध्ययनार्थ है । : १९४८ (हिंदी)
- ५) ग्रंथालयशास्त्र प्रस्तावना : १९४८
- ६) ग्रामीण प्रौढशिक्षण : १९४९
- ७) ग्रंथालय दौरा : १९४८, युरोप आणि अमेरिका : प्रभाव आणि प्रतिबिंब : १९५०
- ८) ग्रंथालय नियमपुस्तिका : १९५०, १९६०
- ९) ग्रंथालय प्रक्रिया : १९५० (हिंदी)
- १०) पुस्तकालय विज्ञान की भूमिका : १९६४
- ११) ग्रंथालय कैपिदी : १९६८ (तमीळ)

संघटन :

- १२) आदर्श ग्रंथालय कायदा : १९३१
- १३) आदर्श सार्वजनिक ग्रंथालय विधेयक : १९४१
- १४) भारतीय ग्रंथालयांची दुसऱ्या महायुद्धानंतर पुनर्रचना : १९४४
- १५) राष्ट्रीय ग्रंथालय व्यवस्था : भारतासाठी एक योजना : १९४६
- १६) मुंबईसाठी ग्रंथालय विकास योजना, ग्रंथालय विधेयकासह : १९४७
- १७) प्रांतिक संघासाठी ग्रंथालय विकास योजना, ग्रंथालय विधेयकासह : १९४९


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- १८) भारतासाठी आगामी ३० वर्षीय ग्रंथालय विकास योजना : १९५०
- १९) मद्रास ग्रंथालय कायद्यासाठी ग्रंथालय अधिनियम हस्तध्याय ग्रंथ : १९५३
- २०) ग्रंथालय व्यक्ती आणि ग्रंथालय विधेयक, पश्चिम बंगाल : १९५८
- २१) केरळसाठी ग्रंथालय विकास योजना, ग्रंथालय विधेयक मसुद्यासह : १९५९
- २२) ग्रंथालय आठवडा स्मरणिका : १९६३
- २३) महाराष्ट्रासाठी सार्वजनिक ग्रंथालये विधेयकाचा मसुदा : १९६५
- २४) सर्वांना ग्रंथालय सेवा : १९६६
- २५) सर्वांसाठी मोफत ग्रंथसेवा : १९६८
- २६) सार्वजनिक ग्रंथालय व्यवस्था : भारत, नेपाळ, श्रीलंका, इंग्लंड, अमेरिका : १९७२
- २७) भारतीय सार्वजनिक ग्रंथालय व्यवस्थेचे राष्ट्रीय जाळे : १९७२
- प्रशासन :**
- २८) ग्रंथालय प्रशासन : १९३५, १९५९
- वर्गीकरण :**
- २९) द्विबिंदू वर्गीकरण : १९३३, १९३९, १९५०, १९५२, १९५७, १९६०
- ३०) ग्रंथालय वर्गीकरणास प्रस्तावना : १९३७, १९५७, १९६७
- ३१) ग्रंथालय वर्गीकरण : मूलतत्त्वे आणि कार्यपद्धती : १९४४
- ३२) ग्रंथालय वर्गीकरणाचे घटक : १९४५
- ३३) मराठी साहित्याचे वर्गीकरण : १९४५
- ३४) तेलगू साहित्याचे वर्गीकरण : १९४५
- ३५) वर्गीकरण आणि आंतरराष्ट्रीय प्रलेखन : १९४८
- ३६) वर्गीकरण, संकेतन आणि तांत्रिक शोध : १९५०
- ३७) ग्रंथालय वर्गीकरणाचे तत्त्वज्ञान : १९५१
- ३८) वर्गीकरण आणि संप्रेषण : १९५१
- ३९) सखोल वर्गीकरण : १९५३
- ४०) द्विबिंदू वर्गीकरणाचा वर्णनात्मक लेखा : १९६७
- तालिकीकरण :**
- ४१) वर्गीकृत तालिका संहिता : १९३४, १९४५, १९५१, १९५७, १९६४
- ४२) ग्रंथालय तालिकेचे तात्त्विक : १९३८

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- ४३) शब्दकोश तालिका संहिता : १९३८
- ४४) ग्रंथ तालिका : मूलतत्त्वे आणि कार्यपद्धती : १९५०
- ४५) अनुवर्ग सूची कल्प : १९५२ (हिंदी)
- संदर्भसेवा :**
- ४६) संदर्भसेवा आणि ग्रंथसूची : १९४०
- ४७) संदर्भसेवा : १९६२
- ग्रंथसूची :**
- ४८) संदर्भग्रंथ आणि ग्रंथसूची : १९४१
- ४९) सार्वजनिक ग्रंथालय तरतूद आणि प्रलेखन अडचणी : १९५१
- ५०) सामाजिक ग्रंथसूची : १९५२
- ५१) कोमोवेशन ग्रंथसूची : १९६१
- ग्रंथ निवड :**
- ५२) ग्रंथालय ग्रंथ निवड : १९५२, १९६६
- शैक्षणिक ग्रंथालये :**
- ५३) दक्षिण आशियातील नियतकालिकांची संघसूची : १९५३
- ५४) शालेय आणि महाविद्यालय ग्रंथालये : १९४२
- ५५) अलाहाबाद विद्यापीठासाठी ग्रंथालय विकास योजना : १९४७
- ५६) भारतीय ग्रंथालयांचे संघटन : १९४६
- ५७) नवशिक्षण आणि शालेय ग्रंथालय : १९७३
- प्रौढशिक्षण :**
- ५८) फावल्या वेळासाठी शिक्षण : १९४६, १९४८, १९५४
- ५९) ग्रामीण प्रौढशिक्षण : १९४९
- ६०) सामाजिक शिक्षण साहित्य : १९५२
- ६१) नवसाक्षरांसाठी विद्यापीठ शिक्षण साहित्य : १९५३
- ६२) भारतातील विद्यापीठ सुधारणा : १९५२
- निर्देशिका :**
- ६३) भारतीय ग्रंथालय निर्देशिका : १९५१
- प्रलेखन :**
- ६४) प्रलेखन आणि त्यांचे पैलू : १९६३
- ६५) प्रलेखन : उगम आणि विकास : १९७२
- प्रमुख प्रकाशन संस्था/साधने :**
- १) मद्रास ग्रंथालय संघ, मद्रास
- २) आशिया पब्लिशिंग हाउस, बलाई इस्टेट, कालिकत स्ट्रीट, मुंबई
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३) विकास पब्लिशिंग हाउस, ५, दर्यागंज, अन्सारी रोड, दिल्ली

प्रमुख प्रकाशन माला :

- १) मद्रास ग्रंथालय संघ प्रकाशन माला (१९३१-५३)
- २) ग्रंथालयशास्त्रातील रंगनाथन माला (१९४८-७१)
- ३) ग्रंथालयशास्त्रातील शारदा रंगनाथन माला (१९७२-७३)

रंगनाथन यांच्याविषयी लेखन :

- १) रंगनाथन गौरव ग्रंथ, खंड १ : ग्रंथालयशास्त्र आज, पी. एन. कौल, संपा. : १९६५, पृ. ८३२
- २) रंगनाथन गौरव ग्रंथ, खंड २ : व्यक्तिगत ग्रंथसूची निबंध : रंगनाथन यांची ग्रंथसंपदा व त्यांच्याविषयी लिखाण, ए. के. दासगुप्ता : १९६७, ४०५ पृ.
- ३) रंगनाथन काय म्हणतात? : पी. एन. कौल, संपाद. : १९६५
- ४) एस. आर. रंगनाथन १९९२-१९७२, एडवर्ड ड्युडले, संपा. : १९७१
- ५) रंगनाथन : एक कित्ता निर्माता : ए. पी. श्रीवास्तव : १९७७
- ६) रंगनाथन : पद्धत आणि शैली : एम. पी. सतिजा : १९७८
- ७) रंगनाथन यांचे तत्त्वज्ञान : मूल्यमापन, प्रभावी आणि अन्वर्थकता/संगती, टी. एस. राजगोपालन, संपा. : १९८६
- ८) हेरॉल्ड ऑफ लायब्ररी सायन्स : रंगनाथन विशेषांक खंड १, नं. ४, ऑक्टोबर १९६२
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ग्रंथालयशास्त्रातील जुन्या संकल्पना मोडीत काढून नवीन संकल्पनेस डॉ. रंगनाथन यांनी चालना दिलेली आहे. ग्रंथालयातील मुक्तद्वार पद्धतीस त्यांनीच सर्वप्रथम प्रोत्साहन दिलेले आहे.

ग्रंथालयशास्त्रामध्ये ग्रंथ वर्गीकरण व तालिकीकरणाच्या नवीन पद्धती त्यांनी शोधून काढल्या आहेत. ग्रंथ वर्गीकरणामध्ये त्यांनी दिलेली पद्धत शासशुद्ध असून, पूर्ण जगभर ती लोकप्रिय झालेली आहे. विशेष ग्रंथालयामध्ये या पद्धतीचा प्रामुख्याने वापर करण्यात येतो. ग्रंथालयातील प्रत्येक बाबीवर डॉ. रंगनाथन यांनी त्यांच्या लेखनीतून प्रकाश टाकलेला आहे. त्यामुळे डॉ. रंगनाथन यांना ग्रंथालयशास्त्राचे जनक म्हणून संबोधले जाते. अशा प्रकारे ग्रंथालय क्षेत्रात उल्लेखनीय कार्य करून संपूर्ण जगात नावलौकिक मिळविलेल्या थोर विभूतीचे नाव व

१२४ । अथर्व पब्लिकेशन्स

ग्रंथालयशास्त्रातील त्यांची पंत्रसूची नेहमीच अजरामर राहिल.

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डा. राजेंद्र कुलकर्णी (एम. ए., एम. लिब आणि आय. सी., एम. फिल (मराठी, ग्रंथालय), बी. एड., पीजीडीएलएन, पीएच. डी. ग्रंथालय आणि माहितीशास्त्र), ९ वर्षांपासून ग्रंथालय आणि माहितीशास्त्र व्यावसायिक अनुभव. २०१९ पासून परंडा येथील शिक्षणमहर्षी गुरुवर्य रा. गे. शिंदे महाविद्यालयात ग्रंथपाल म्हणून कार्यरत. ८ ग्रंथ प्रकाशित, २ संपादकीय ग्रंथ, राष्ट्रीय आणि आंतरराष्ट्रीय परिषद व चर्चासत्रांत २९ शोधनिबंधांचे सादरीकरण, ३२ शोधनिबंध विविध जर्नलमध्ये प्रकाशित, ५ वर्तमानपत्रांत लेख, २८ कार्यशाळा/परिसंवादात सहभाग, २ राष्ट्रीय ग्रंथालय संघटनांचे आजीव सदस्य, ५ राष्ट्रीय ग्रंथालय संघटनांचे राष्ट्रीय पुरस्कार प्राप्त.



डॉ. निलम प्रशांतकार काळ (एम. ए., एम. लिब आणि आय. सी., पीएच. डी. (ग्रंथालय आणि माहितीशास्त्र), ९ वर्षांपासून ग्रंथालय आणि माहितीशास्त्र व्यावसायिक अनुभव. २०१४ पासून पूर्णा येथील स्वातंत्र्यसैनिक सूर्यभानजी पवार महाविद्यालयात ग्रंथपाल म्हणून कार्यरत. २ ग्रंथ प्रकाशित, राष्ट्रीय आणि आंतरराष्ट्रीय परिषद व चर्चासत्रांत तसेच विविध नियतकालिकांत १८ शोधनिबंध प्रकाशित, २०१८-२०१९ राष्ट्रीय पातळीवर ग्रंथमित्र पुरस्कार प्राप्त. विविध सामाजिक क्षेत्रात सहभाग, एरंडेश्वर (ता. पूर्णा, जि. परभणी) येथील ऑकारेश्वर सार्वजनिक वाचनालयाचे अध्यक्ष, परभणी जिल्हा ग्रंथालय संघाचे सदस्य, औरंगाबाद येथील मराठवाडा विभागीय ग्रंथालय संघाचे सभासद, भारतीय ग्रंथालय संघाचे आजीव सदस्य.



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Challenges and Issues of Tribal Education: A Case Study of Surgana Tahasil

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ABSTRACT

It is demonstrated that training is the sole way to build up harmony and fraternity on the planet. India is a place where there is a large number of culture, religion, language and races. The significance of training during the time spent financial, political and social change has been broadly perceived and all around recorded everywhere on the world. Ancestral people group in India comprise a little bit of the all out populace with their native culture, language and their exceptional way of life. They are as yet not ready to savor the products of modernization and mechanical turn of events. No one but schooling could empower them to push off their shape of persecution of hundreds of years and luxuriate in the daylight of financial turn of events. The adjustments in the instructive framework ought to likewise diminish the social holes by empowering legitimate acknowledgment to whatever degree one can seek after or gain an ability. With the assistance of schooling they can enable themselves and fabricate certainty and fortitude to defeat the hindrances of their everyday life. (Daripa, 2017). Albeit certain established protections are given, there has been no financial, social and political versatility across this local area. The Scheduled Tribes remain wretchedly in reverse and socially avoided, as yet living in cruel environs. Instruction is quite possibly the main way to improve ancestral individual blessings, assemble capacities, defeat limitations (A. Punnaiah 2018). In this paper an endeavor is made to analyze ancestral populace of and proficiency rate and issues and difficulties of ancestral training in Surgana Tahasil. In Surgana tahasil contains 190 towns and the individuals generally communicate in nearby dialects like are Marathi, Hindi, Ahirani and Bhili.

Keywords: Literacy rate, Population, Challenges, Surgana.

INTRODUCTION:

Schooling is a cycle of controlling the conduct of a person. The cycle of instruction and accomplishments thereof affects all parts of life. It is a basic obtrusive instrument for achieving social, monetary and political incorporation of individuals. Schooling can be utilized as an apparatus to enable the person through youngster jogged learning; understudies can see their own job in change.

Education is a significant boundary for any comprehensive development in an economy and it is a significant road for updating the monetary and social states of the Scheduled Tribes. Proficiency and instructive fulfillment are ground-breaking pointers of social and monetary improvement among the regressive gatherings.

Booked Tribes are geologically, socially segregated and financially underestimated networks.

Today, the legislatures in all nations are giving extraordinary consideration to improvement of the clans (Nithya 2014). In spite of the fact that our public chiefs and protected producers are resolved to elevate the ancestral individuals, an ideal degree of improvement has not been accomplished at this point (Chandra Guru et. al: 2015).

Explanation of the issue:

The backwardness of the booked clans is chiefly because of the high occurrence of ignorance and exceptionally low degree of training among the ancestral individuals. Subsequently, the instructive status of the booked clans and the part of administration toward this path are exceptionally fundamental. It is notable that the instructive foundation of clans is debilitating when contrasted with the remainder of the populace.

OBJECTIVES OF THE STUDY:

The primary expectation of this examination is to recognize the instructive issues in ancestral territories in Surgana Tahasil to restore ancestral schooling and propose reasonable measures to beat these issues. Anyway coming up next are considered as the destinations of the current examination:

- 1) To dissect the ancestral populace and proficiency rate in Surgana Tahasil.
- 2) To recognize the issues and difficulties of ancestral Education.
- 3) To consider the mind boggling factors liable for lower level of instruction among tribals.
- 4) To survey the instructive holes and propose appropriate healing measures for development of their education.

METHODOLOGY OF THE STUDY:

This study is descriptive in nature and therefore the information presented is based on the secondary data. Secondary information has been collected from various documents like books, journals, government reports, abstracts and published unpublished material.

SURVEY OF LITERATURE:

There is significant writing on ancestral turn of events and development of schooling among the tribals. As per Virginus Xaxa (2015), the provincial state did practically nothing to improve the financial states of the tribals other than giving them defensive measures. He says that the post-Independent India additionally proceeded with a similar strategy with little alteration, for example, giving certain level of seats in state supported instructive establishments and taxpayer driven organizations. Under these arrangements, 7.5 percent occupations were held both in focal and state government for tribals. This has opened a huge pool of taxpayer supported organizations to them. Despite the fact that booking gives business openings, the absence of instructive capabilities furthermore, vital aptitudes prevented them from getting the positions, and the saved seats stay empty as a rule. On account of quantity for higher evaluation benefits, the condition is much more dreadful as competitors with vital capabilities are not accessible.

Gaurang Rami's (2012) paper examines the status of essential instruction in the ancestral area of Dang in Gujarat. In the region, there are around 412 elementary schools; out of which 378 grade schools are controlled by the region panchayat. The paper infers that a large portion of the schools have structures, yet they neglect to pull in the young lady understudies attributable to absence of other basic conveniences like drinking water just as discrete latrines for young men and young ladies. The basic latrine office has kept numerous ancestral young ladies from selecting past fifth norm. Consequently, the drop out proportion goes higher among the ancestral young ladies. Another difficult that makes ancestral understudies leave schools is the mode of guidance which is very not quite the same as their own vernacular lingo.

Pradhan and Sanjay Kumar (2011) portray that notwithstanding extraordinary activities like Ashram schools, presenting vernacular at essential level, and instructing in neighborhood tongues, the tribals are as yet falling behind the non-tribals. Under such conditions, the public authority and strategy creators should invest best amounts of energy to improve their instructive status. Arun Kumar Ghosh's paper (2007) gives top to bottom writing on the ancestral schooling in Jharkhand and West Bengal. He says that couple of tribals are seriously needing exceptional consideration for proficiency and fundamental instruction. He examines the reasons for low proficiency among the tribals of "Ho" and "Mahali" in Jharkhand and "Lodha" in West Bengal. He sees that the female enrollment proportion of the tribals is a lot of lower among these

tribals than that of their guys. A further sharp decay of enrolment was noticed following the essential training, and this pattern proceeded among guys and females. During the development time frame, the drop-out rate is more since kids are needed to help their relatives in planting, weeding, ranch, and collecting exercises. Financial difficulty is likewise a central point for the exit the ancestral youngsters. To accomplish sexual orientation value in training, various proposals have been given by the creator, for example, inspiration of guardians to send their girls to class, educational program to be redone to the requirements of ancestral kids, separate latrines for young ladies.

Vinoba Gautam's paper (2003) on Janasala experience, a synergistic program between the Government of India and United Nations offices to accomplish general rudimentary schooling, particularly for young ladies and youngsters from the denied networks, working kids, and kids with explicit necessities. It attempts to cover almost 3,000,000 youngsters; out of it, 33% would be ancestral kids. Under Janasala, numerous ideal intercessions were attempted to improve quality instruction of ancestral kids. The examination suggests that as the ancestral youngsters have psychological capacities, an appropriate educational plan and instructing techniques need to concocted. At last, the paper presumes that non-ancestral instruction has extremely restricted an incentive in ancestral social milieu since it doesn't coordinate with the way of life of people and the necessities of the ancestral local area. There is a need to connecting school training with life and the requirements of the ancestral networks.

Kumar Rana et.al (2003), while assessing the circumstance of essential instruction in West Bengal, bring up various issues that the essential training across India has been confronting, for example, foundation, deficiency of schools, lack of educators, and monetary impairment of the guardians. He likewise saw that simply tending to the issues of foundation would not give any assurance to progress either in quality or spread of essential training. To improve the proficiency level, various issues were recommended, for example, guardians' cooperation in observing and administration to improve the conveyance of essential training. It very well may be refered to in such manner that the Bengal government's "Sishu Siksha Karmasuchi" (SSK) analyze gives cost effective essential training especially to the most oppressed areas of society. At long last, the wrongs of private educational cost should be put to an end.

EDUCATION OF TRIBAL POPULATION: ISSUES & CHALLENGES:

Challenges:

Despite constitutional provisions and safe guard with various government initiatives and programme, educating tribal children is still a major concern for the government. There are so many socio-cultural, economical, geographical, and administrative obstacle (report Ministry of Tribal Affairs, GOI, 2013) for which literacy rate of tribal people has never been at par with entire population, and gap between them is always high, for example the gap between tribals and whole population in literacy rate was 19.7% in 1961 which increased to 21.6% in 1991 and has declined to 14.3% in 2011.

If we analyse the real issues of tribal population for taking education then we must find that there is higher concentration of poverty among the tribal population in both the rural as well as urban areas. Their weak resource base, their low position in socio-economic and political hierarchy, illiteracy, their relative lack of access to facilities provided by developmental measures; and their inadequate participation in institutions are mainly responsible for their backwardness as well as access to education. It is indeed a matter of deep concern that why the fruits of development fail to reach the weaker sections of our society despite our planned efforts. Issues of Tribal Education: There are many critical issues and problems in the field of tribal education. They are as follows:

Medium of language:

Language is one of the important constraints of tribal children which prevents them access to education. Languages are used for class room teaching and these are not understood by the tribal children for them these languages seem to be a foreign tongue as they speak only in their mother tongue.

The Location of the Village:

The physical barriers creates a hindrance for the children of a tribal village to attend the school in a neighbouring village.

Economic Condition:

Most of the tribal community is economically backward. It is very difficult for them to fulfil their basic

needs. That they do not desire to spare their children or their labour power and allow them to attend schools.

Reluctance of parents towards education:

Illiteracy of parents and their attitude towards education is indifferent, as well as their community never encourages the pupils to pursue study. Besides parents are not willing to send their daughters to co-educational institutions.

Teacher Related Problems:

In the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects largely the quality of education.

Infrastructural challenges:

Most of the schools located in tribal areas have minimal infrastructural facilities. These schools are not equipped with teaching learning materials, study materials, even minimum sanitary provisions are not maintained. Lack of communication plays pivotal role in discouraging tribal children to come to school regularly.

Lack of proper monitoring:

Proper monitoring is hindered by poor coordination between the Tribal Welfare Department and School Education Department.

Health Problems:

As it has been stated that tribal communities depend upon the natural environmental conditions for their survival. In case of any health problems, or illnesses, they obtain medicinal herbs and plants from the forests. The tribal communities adopt traditional methods and are unaware of modern and advanced medical and health care treatment. In their environmental conditions, they do not have access to medical or health care centres. Health problems experienced by tribal children are regarded as major impediments within the course of acquisition of education. The primary causes of the occurrence of health problems are their engagement in manual occupations, especially collecting fire wood and other items from the forests, lack of nutritious diet, and other psychological problems. The problems and challenges that they experience within the course of acquisition of education cause psychological problems, such as, depression and stress. Therefore, physical as well as psychological health problems gives rise to challenges in acquisition of education.

Educational status of Scheduled Tribes:

Literacy rate is one of the most popular and important way to measure the percentage of literates among the population. Here we discuss the literacy rate of the tribal people and compare to national literacy rate and analyse the gap between all social group and the tribal community since independence.

Literacy Rate and Polpulation of Surgana Taluka:

As per the census 2011, the total population of Surgana taluka is 175,816. The average rate of literacy of Surgana taluka in 2011 were 68.15% in which male literacy were 75.34% and female literacy were 61.01% respectively. (Table no: 01)

Table No 1: Literacy Rate and Polpulation of Surgana Taluka

Sr. No.	People	Rural	Urban	Total
1.	Population	1,69,553	6,263	1,75,816
2	Schedule Caste	633	255	888
3.	Schedule Tribe	1,66,413	3275	1,69,688
4.	Literacy Rate	67.45%	86.35%	68.15%

SUGGESTIONS:

1. Government should take some particular activity through different projects like mindfulness camp, guiding, and so on which can make mindfulness among the tribal about the significance of training.
2. Accentuation ought to be given to profession or occupation situated courses.
3. Infrastructural necessity has consistently been ignored. It ought to be contemplated. School in ancestral regions ought to be outfitted with satisfactory study halls, showing helps, power, water supply, separate latrine for young ladies and young men, limit dividers, playground and so on
4. Instructors ought to be privately enrolled who comprehend and regard ancestral culture and rehearses and in particular are familiar with the neighbourhood language.
5. Instructing and learning ought to be granted in neighbourhood language.
6. Portrayal of ancestral understudies in advanced education is exceptionally low; to counter this issue there should be some vocation directing projects at auxiliary level alongside giving grant to seeking after advanced education.
7. There should be solid apparatus to shield understudies from misuse, disregard, abuse, and brutality.
8. Set up independent school for young ladies in ancestral regions, as certain guardians wonder whether or not to send their little girls to co-instructive establishments.

CONCLUSION:

Instruction is a main thrust of history, no human advancement could prosper without teaching its kin. Since the achievement of freedom, administration of India has taken a few activities, plans and programs and allocated assets to various designs to spread schooling among the tribals. Almost certainly every one of these endeavors are huge and exceptionally considerable, yet notwithstanding every one of these endeavors, development pace of training among the tribals is extremely languid. Portrayal of tribals in advanced education doesn't meet its normal level. Aside from government's activity, if different NGOs and nearby media assume a significant job in making mindfulness among the tribals, really at that time would they be able to relax in the auroral brilliance of financial turn of events. Instruction is the way to ancestral turn of events. Ancestral youngsters have low degrees of investment. Schooling is viewed as a significant instrument that should be gained by all people, having a place with different networks, classifications and foundations. Ancestral people group are the networks that are living in uneven and bumpy districts. They are occupied with horticulture, chasing and looking for the food of their vocations. The arrangement of training in ancestral networks isn't in a very much evolved state. The individuals from the schools are needed to encounter number of issues and difficulties inside the course of execution of their work obligations. The significant difficulties that are capable by ancestral understudies in securing of schooling are, monetary issues, the executives of family unit duties, less parental help in scholastic learning, low degrees of inspiration, language and culture contrasts, unacceptable educating learning strategies, absence of offices and conveniences, absence of learning materials, investment in pay creating exercises, and medical conditions. Projects and strategies have been started by the Government of India to achieve changes and advancements in the arrangement of ancestral training.

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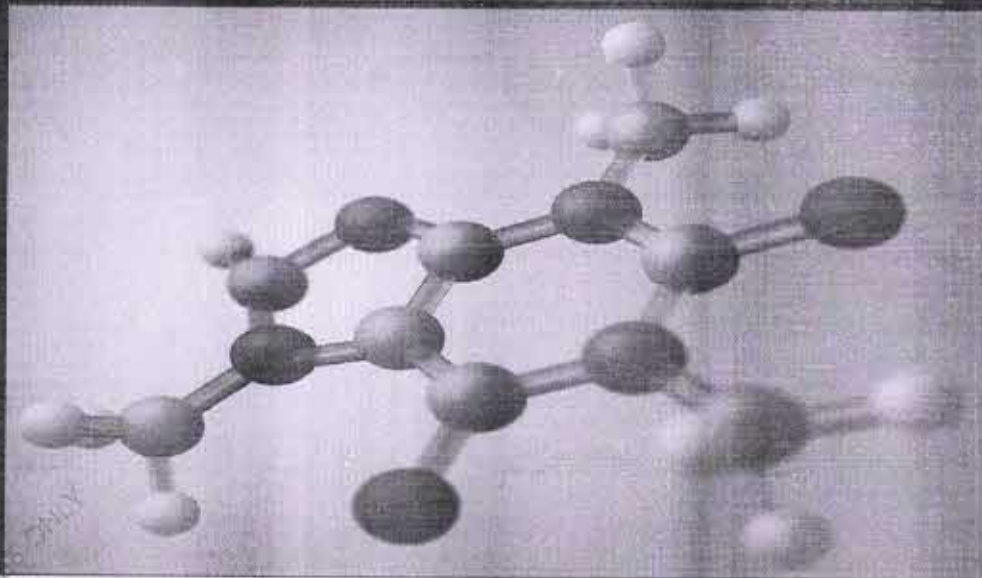
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The authors are delighted to present the "ORGANIC CHEMISTRY FOR DEGREE STUDENTS" in the hands of students. This book aims to help students not only to acquire a sound knowledge and understanding of organic chemistry, but also to make their study interesting and stimulating. We conceived the idea of writing this book with the objective to provide clarity on the concepts that will help students in their studies. The book is expected to make it easier for students to learn.

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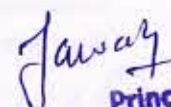
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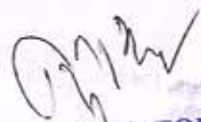
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