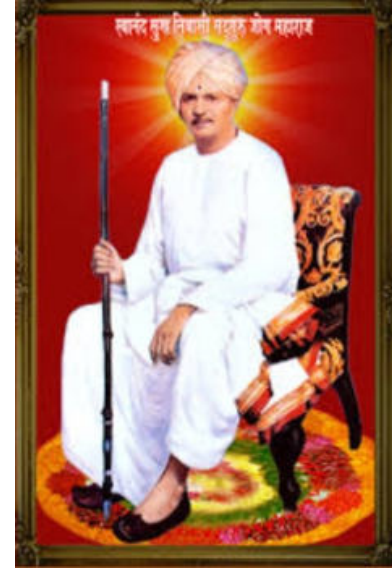
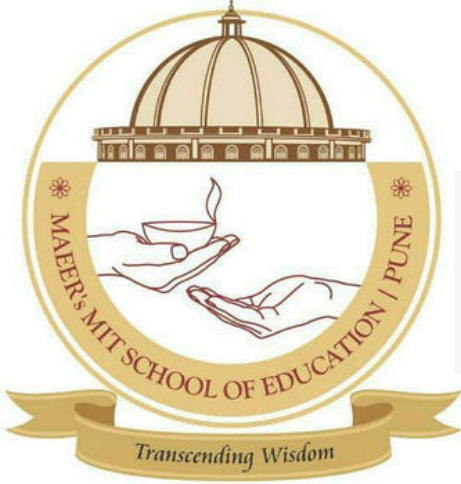


# MoU



**MAEER's  
Saint Dnyaneshwar  
B.Ed. College, Alandi,  
Pune**

**Varkari Shikshan  
Sanstha Alandi  
(D),Pune**

## Brief Description of MAEER's, Saint Dnyaneshwar B.Ed. College

MAEER's, Saint Dnyaneshwar B.Ed. College, Alandi Devachi, Pune, is part of prestigious MIT Group of Institutions, Pune, Bharat. It has been constantly emphasizing our objectives.

ØTo promote the "Culture of Peace" through value based "Universal Education System", with a firm belief that "Union of Science and Religion/ Spirituality alone will bring peace to mankind.

ØTo harness the knowledge of Science and Technology for the welfare of the society.

Keeping this in mind, we wish to develop constructive relationship with our college & various reputed institutions & organizations of the whole world for sharing knowledge and enriching education. We aspire to provide platform for students training and placement and faculty development programmes.

We also aim to open new avenues for consultancy and research work for faculty members as well as teachers.

MAEER's, Saint Dnyaneshwar B.Ed. College, Alandi Devachi, Pune, recognized by NCTE and Govt. of Maharashtra, affiliated to Savitribai Phule Pune University, Pune non-governmental organization, established in 2009 to create the best teachers for making India the super power.

## Brief Description of Varkari Shikshan Sanstha

### वारकरी शिक्षण संस्था श्रीक्षेत्र आळंदी

स्वानंद सुखनिवासी जोग महाराज संस्थापित वारकरी शिक्षण संस्था श्रीक्षेत्र आळंदी येथे मिती चैत्र शुद्ध प्रतिपदा गुढीपाडवा शके १८३९ शनिवार दिनांक २४ मार्च १९१७ पासून कार्यरत आहे।

वारकरी शिक्षण संस्था म्हणजे समाजाकडून संचालित, सक्रीय अनौपचारिक संत साहित्य विद्यापीठ. संस्थेची स्थापना सद्गुरू जोग महाराजांच्या कृपाशीर्वादाने व ह.भ.प.वै. मारुतीबुवा गुरव ह.भ.प.वै. मारुतीबुवा ठोंबरे यांच्या प्रयत्नाने झाली, परंतु संस्थेच्या स्थापने नंतर अल्पावधीत म्हणजेच दोन वर्षे अकरा महिन्यातच सद्गुरू जोग महाराजांचा इहलोकवास समाप्त झाला.परंतु या अल्प काळातच सद्गुरू जोग महाराजांनी संस्थेच्या कायदेशीर आर्थिक व संघटनात्मक बाबांची प्राथमिक पूर्तता करून संस्था स्थिर केली होती. त्यानंतर या कार्याचा विस्तार ह.भ.प.वै. बंकट स्वामी महाराज यांनी २४ वर्ष ३ महिन्यांच्या आपल्या अध्यक्षपदाच्या प्रदीर्घ कार्यकाळात केला. महाराष्ट्रातील खेडोपाडी शुद्ध वारकरी परंपरेचे भजन सुरु केले. भजनासाठी लागणाऱ्या मृदुंगाला बोल दिले, वीणेला स्वर दिला व टाळाला ताल दिला आणि "लावूनी मृदुंग श्रुतीटाळघोष | सेवू ब्रम्हरस आवडीने ||" हे संत तुकाराम महाराजांचे वचन सार्थ केले. प्राथमिक परमार्थ संस्काराचा माध्यम म्हणून खेडोपाडी शिस्तबद्ध, शुद्ध स्वरूपात अखंड हरीनाम सप्ताहाच्या रूपाने ज्ञानसत्र परंपरा सुरु केली.महाराष्ट्रातील जीर्णशीर्ण अशा मठ, मंदिरांना आपले योग्याशिष्य पदाधिकारी देवून वारकरी संप्रदायाच्या परमार्थस्थलाच्या स्वरूपात विकसित केले. त्यांचा जीर्णोद्धार करवून घेतला. यासाठी स्वामी महाराजांनी आपल्या सर्वसंग परित्यागी संन्यास जीवनाचा विचार न करता संप्रदाय हितार्थ व लोकसंग्रहार्थ खूप परिश्रम घेतले. या कार्यात प.पु. स्वामींनी ह.भ.प.वै. लक्ष्मणबुवा इगतपुरीकर महाराज , ह.भ.प.वै. मामासाहेब दांडेकर , ह.भ.प.वै मारुतीबुवा गुरव या गुरुबंधूंचे मोठे सहकार्य लाभले.

## Brief Description of Varkari Shikshan Sanstha

इतिहास

स्वानंद सुखनिवासी सद्गुरु जोग महाराज

२४/३/१९१७ ते ५/२/१९२०

वारकरी संप्रदायात आळंदीपंढरीची काया वाचा मने जिव्हे सर्वस्वे उदार होऊन निस्सीम भक्तिने दरमहा पायी वारी खांद्यावर पताका घेऊन करणारे वारकरी हे सर्वश्रेष्ठ परमपूज्य मानले जातात व तो संप्रदायाचा मुख्य प्रवाह आहे. पायी वारी करणाऱ्या वारकऱ्याबरोबरच दुसरे आदरणीयस्थान फडकऱ्याचे आहे. पिढ्यानपिढ्या दिंडीने पंढरपूर व संतांच्या पवित्र क्षेत्री वारीस जाऊन दशमी ते पौर्णिमा किंवा अमावास्येला काला करून परत येणे ही फडकऱ्याची गेली सातशे वर्षांची पवित्र परंपरा आहे. वारकरी संप्रदायाच्या आचारधर्माची पताका पिढ्यानपिढ्या वहन करणारे दिंडी व फड चालविणारे वारकरी महाराज मंडळी म्हणजेच वैष्णव वारकरी म्हणून संप्रदायात अतिशय पूज्य आहेत. असे असूनही सर्वसामान्य समाजात संप्रदाय प्रचाराला मर्यादा पडत होत्या. फडकऱ्याचे पद वंश परंपरेने आरक्षित होते. ही मर्यादा मान्य करून ज्या कुटुंबात संप्रदाय परंपरा आहे व ज्या कुटुंबात ती नाही अशाही कुटुंबातील सदाचार, संपन्न, अभ्यासू अन्य लोकांनाही वारकरी होऊन कीर्तनकार, प्रवचनकार, तत्वज्ञानी, विद्वान, धर्मनिष्ठ, आचारबद्ध होण्याची संधी मिळावी. संप्रदायाचा सर्वत्र समाजात, सर्वस्थरावर विस्तार व्हावा. कीर्तन, प्रवचन, भजन परंपरा वाढावी म्हणून स्वानंद सुखनिवासी सद्गुरु जोग महाराज यांनी आपल्या शिष्यांच्या आग्रहावरून आपली सर्वसंगपरित्यागी वैराग्याऋती बाजूला ठेऊन, सर्वसामान्यांच्या पारमार्थिक हितासाठी वारकरी शिक्षण संस्थेची श्रीक्षेत्रआळंदी येथे स्थापना केली. आज महाराष्ट्राच्या सर्व भागात परमार्थाची पूर्व परंपरा असलेले व नसलेले अनेक वारकरी संप्रदायात कीर्तनकार, प्रवचनकार, तत्वज्ञानी, विद्वान, भजनगायक, वादक तयार झालेले आहेत. याचे सर्वश्रेष्ठ स्वानंद सुखनिवासी सद्गुरु जोग महाराजांच्या चरणप्रसादास आहे. म्हणून अशा पवित्र चरणास साष्टांग दंडवत.

ह.भ.प.वै. बंकट स्वामी महाराज

१८/२/१९२० ते १२/५/१९४४

स्वानंद सुखनिवासी सद्गुरु जोग महाराज यांच्या वैकुंठ गमना नंतर त्यांचे शिष्य ह.भ.प.वै. बंकट स्वामी महाराज हे वारकरी शिक्षण संस्थांच्या अध्यक्षपदी विराजमान झाले. त्यांनी अध्यक्ष म्हणून संस्थेचा कारभार १८ फेब्रुवारी १९२० ते १२ मे १९४४ पर्यंत म्हणजेच २४ वर्ष ३ महिने पाहिला. त्यांचाच दोन तपाच्या (२४ वर्षांच्या) काळात वारकरी शिक्षण संस्था घासवाले धर्मशाळेतून संस्थेने विकत घेतलेल्या मालकीच्या जुन्या घरात सुरू झाली. ह.भ.प.वै. बंकट स्वामी महाराज यांनी संस्थेला स्थैर्य मिळावे म्हणून आर्थिक वर्गणी, दान मिळतील तेथे शेतजमिनी व घरे मिळवून संस्थेला स्थैर्य प्राप्त करून दिले. याचबरोबर महाराष्ट्रभर पायपीट करून वारकरी परंपरेचे भजन कीर्तन, नामसप्ताह सुरू केले. सर्वसामान्य कुटुंबातील खेड्यापाड्यातील मुलांना आळंदी येथे आणून त्यांना वारकरी संस्काराने सुसंस्कृत करून अभ्यासू साधक उत्तम कीर्तनकार, प्रवचनकार, गायकवादक बनविले व आपल्या शिष्यांच्या माध्यमातून दुरावस्था झालेल्या मठ मंदिरांचा जीर्णोद्धार घडवून आणला आणि त्यांचे व्यावस्थापन व्यवस्थित चालावे म्हणून आपल्या योग्य शिष्यांची नेमणूक त्या ठिकाणी केली व महाराष्ट्राच्या परमार्थिक विश्वामध्ये नवचैतन्य निर्माण केले. ज्या कुटुंबात, गावात किंवा समाजात वारकरी संस्कार नव्हते अशा ठिकाणी अतिशय कष्ट व सायासाने त्यांनी वारकरी सांप्रदाय रुझविला. वर्तमान कीर्तन पद्धती, प्रवचन पद्धती, भजन गायन पद्धती पुनर्स्थापित करण्याचे श्रेय ह.भ.प.वै. बंकट स्वामी महाराज यांनाच आहे. त्यांनी आपली मोठी शिष्य परंपरा महाराष्ट्रात निर्माण केली. आज त्या शिष्य परंपरेने संपूर्ण मराठी विश्व संप्रदायाच्या संस्काराने पुनीत केले आहे. अशा ह.भ.प.वै. बंकट स्वामी महाराज यांच्या चरणी कोटी कोटी प्रणाम.



# DEVELOPMENT AND IMPLEMENTATION OF AN INTERVENTION PROGRAMME TO ADDRESS THE EDUCATIONAL NEEDS AND HEALTH RELATED ISSUES OF THE STUDENTS' FROM WARKARI COMMUNITY STAYING IN THE RURAL PARTS OF DISTRICTS OF MAHARASHTRA AND STUDY THE EFFECTIVENESS OF THE PROGRAM THROUGH FOLLOW UPS.

## Introduction:

This report presents an overview of the intervention program undertaken as part of a Memorandum of Understanding (MoU) between a MAEER's Saint Dnyaneshwar B.Ed. College and the World Peace Centre in 2020. The project's core objective was to design, implement, and evaluate an intervention program aimed at addressing educational and health-related challenges faced by students from the Warkari Community in rural districts of Maharashtra, in alignment with the World Peace Centre's mission of promoting harmony and well-being.

## Project Implementation:

**MoU Establishment:** The collaboration between the local organization and the World Peace Centre was formalized through an MoU that outlined the objectives, roles, and responsibilities of each party involved in the intervention program.

**Needs Assessment:** A thorough needs assessment was conducted in the target rural areas to identify specific educational and health challenges faced by the Warkari Community students. This assessment formed the foundation for the intervention's design.

## Program Design:

Drawing from the needs assessment, a comprehensive intervention program was designed. This included educational support initiatives such as after-school tutoring, provision of study materials, and skill development workshops. Health-related components encompassed health awareness seminars, access to medical facilities, and regular health check-ups.

## Program Implementation:

**Educational Initiatives:** The intervention program commenced with the implementation of various educational initiatives. After-school tutoring sessions were conducted to provide academic support, ensuring that students received personalized attention to bridge learning gaps.

## Health Awareness Campaigns:

Health-related workshops and seminars were organized to raise awareness among students about the importance of health and hygiene. Students were educated on nutrition, sanitation, and preventive healthcare practices.

## DEVELOPMENT AND IMPLEMENTATION OF AN INTERVENTION PROGRAMME TO ADDRESS THE EDUCATIONAL NEEDS AND HEALTH RELATED ISSUES OF THE STUDENTS' FROM WARKARI COMMUNITY STAYING IN THE RURAL PARTS OF DISTRICTS OF MAHARASHTRA AND STUDY THE EFFECTIVENESS OF THE PROGRAM THROUGH FOLLOW UPS.

### Collaboration with Community:

Local community leaders, parents, and teachers were actively engaged in the program's implementation. Their insights and feedback played a crucial role in adapting the program to the unique needs of the Warkari Community students.

### Evaluation and Impact:

**Follow-up Assessments:** The intervention's effectiveness was evaluated through regular follow-up assessments. These assessments involved tracking academic progress, health improvements, and overall well-being of the participating students.

### Positive Outcomes:

Preliminary findings indicated positive outcomes, including improved academic performance, increased health awareness, and

enhanced community engagement. The intervention program was successful in addressing immediate challenges and fostering a supportive learning environment.

### Conclusion:

The intervention program for addressing educational and health needs of Warkari Community students in rural Maharashtra, as part of the MoU with the World Peace Centre in 2020, has been a significant step towards promoting holistic well-being and fostering harmony within the community. The collaboration between the local organization and the World Peace Centre underscores the importance of collective efforts in addressing societal challenges and creating a positive impact. This project serves as a model for community-driven initiatives that align with the World Peace Centre's vision of creating a harmonious and inclusive society.







## "A study of Problems faced by Varkari students while completing School Education & Finding Solutions on it."

### **Introduction:**

Alandi holds a significant place as the birthplace of the revered saint Dnyaneshwar, and its association with the Varkari tradition has spread its spiritual teachings worldwide. Varkaris, who propagate the messages of the Dnyaneshwari, traditionally arrive in Alandi at a young age to learn and practice Bhajans and Keertans. These aspiring students reside in the Varkari Gurukuls and supplement their spiritual education by attending schools in Alandi. However, their pursuit of both divine and formal education presents them with various challenges. This study aims to explore the problems faced by Varkari students during their pursuit of secondary school education and proposes potential solutions to address these issues.

### **Aim of the Project:**

The primary goal of this study is to investigate the challenges encountered by Varkari students at the secondary level while pursuing their school education in Alandi. Additionally, the project seeks to provide viable solutions to these challenges, enhancing the educational experience of these students and ensuring the harmonious blend of their spiritual and academic pursuits.

### **Statement of the Problem:**

The central issue of this study is to comprehensively understand and analyze the difficulties faced by Varkari students in completing their secondary school education in Alandi, considering their dual commitment to both spiritual and academic learning.

### **Methodology:**

The research project was conducted under a Memorandum of Understanding (MoU) between MAEER's Saint Dnyaneshwar B.Ed. College and the World Peace Centre in 2021. A mixed-methods approach was employed, combining qualitative techniques like interviews and surveys to gather firsthand experiences and quantitative methods to analyze data on a broader scale.

### **Challenges Identified:**

Through the study, several challenges were identified that Varkari students face during their pursuit of secondary school education. These include balancing their spiritual commitments with academic responsibilities, coping with peer interactions, managing time effectively, and maintaining their cultural identity in a diverse educational setting.



## "A study of Problems faced by Varkari students while completing School Education & Finding Solutions on it."

### Proposed Solutions:

To address the identified challenges, the study recommends the implementation of a comprehensive support system. This system should include counseling services to aid students in finding a balance between their spiritual and academic commitments, time management workshops, and cultural awareness programs to help them preserve their heritage while adapting to the modern educational environment.

### Conclusion:

The challenges faced by Varkari students in pursuing secondary school education in Alandi underscore the need for a holistic approach that recognizes the unique circumstances and aspirations of these students. By providing adequate support, counseling, and culturally sensitive programs, the educational institutions can ensure that Varkari students are empowered to excel both academically and spiritually, thereby preserving their rich tradition while preparing them for the demands of the modern world. This study contributes valuable insights that can guide educators and policymakers in enhancing the educational journey of Varkari students.



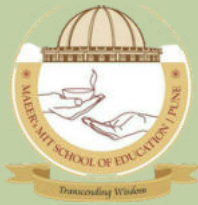












## MAEER's - World Peace Center, Alandi

### "Program for developing English communication skills of Varkari students & Finding its Effectiveness."

**BACKGROUND :** Language is an essential part of human life.

Everyone uses it throughout the life. It is used as a means of communication.

Language is a set of human habits, the purpose of which is to give expression to thought and feelings.

**\*Importance of English language :**

English is a world language.

2. English is a language of world culture.

3. English is an agency for international and world peace.

4. It is an international and intro continental language.

5. English is a window to world. According to Pandit Nehru, "Our major window on modern world"

6. According to Radhakrishnan's University Education Commission, "It is language which is rich in literature, humanistic and technical"

7. It is a library language.

8. It is a link language.

9. It is a court language.

10. It is an official language of administration; the status of associate official language of union for an indefinite period has been grant by an act of international trade, industry, culture, science and literature.

**Statement of the Problem :** To prepare a Program for developing English communication skills of Varkari students from Alandi & Finding its Effectiveness."

**Need & Importance :**

As per the resolution of the Govt. of Maharashtra, English is taught from I std. from June 2000, in non- English medium schools . In English medium schools English is introduced from I std. In

different states of India, English language is introduced from class VI and is compulsory up to degree level. In some states it is taught from VIII std. as a second or third language.

Thus in the present system of Education and in Curriculum, English language is learnt and

taught, with the main focus on the practical aspect of language. The objectives about teaching English language is to enable the pupil-

1. To listen 2. To speak 3. To read and 4. To write English language accurately.

Varkari students came from rural area .So they don't have much knowledge & fluency in English language.

Today English is the passport to get employment.Hence it would be very important for them to get good ob with the help of command on English.

Now a days researches are going on on Indian Ved,Upnishad,Geeta ,Dnyaneshwari.It will help the varkari students to go abroad with the help of these researches.

**\*Opertional Definitions :**

**Program**

**Dictionary meaning**

"Program means a set of instruction in code that control the operation or function."

**In this research**

The program means a set of activities to develop the four basic skills (LSRW).

**Developing**

**Dictionary meaning**

To increase the capacities and effectiveness.

**In this research**

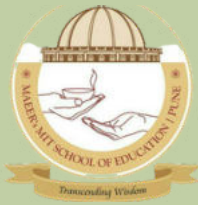
Developing means to increase the capacities and effectiveness of language skills.

**English communication skills**

English communication skills means to read,write & speak clearly in English language with fluency.

**Varkari students :**

Varkari students means those who are living in varkari ashrams & learning in schools & colleges along with the training of Bhajans & Keertans.



## MAEER's - World Peace Center, Alandi

**"Program for developing English communication skills of Varkari students & Finding its Effectiveness."**

### Effectiveness

#### Dictionary meaning

Producing the result that is wanted or intended, producing a successful result.

#### In this research

Effectiveness means a change in the achievement in the scores of teacher trainees in Pre-test and Post-test.

#### \*OBJECTIVES OF THE RESEARCH

1. To develop a program for developing English communication skills of the varkari students.
2. To find out the effectiveness of the program.

#### ASSUMPTIONS

1. The varkari students have very less confidence while using English language.
2. Training helps in improving the communication skills.

#### SCOPE AND LIMITATIONS

1. This research included Varkari ashram of Alandi Devachi, Pune..
2. This research included Varkari students learning in 11th & 12th std.
4. This research included varkari students only.
6. The study focuses on developing English communication skills, which are useful for varkaris in their daily life & in future.

#### HYPOTHESIS

1. The Null Hypothesis was stated for study. There will be no significant difference in the achievement level of Varkari students from Experimental and Control group, before and after implementation of the program.
2. The Directional Hypothesis was stated for study. There will be a significant difference in the achievement level of Varkari students from Experimental and Control group, before and after implementation of the program.

#### POPULATION

All Varkari students in Alandi .

#### SAMPLE

Incidental sample was selected for study.

#### METHOD OF STUDY

Experimental Method was used for study the research problem

#### DESIGN OF THE STUDY

Two Equal Group Pre-test-Post-test designs were selected for the study.

### TOOLS OF DATA COLLECTION

#### Pre-test

To find out the existing level of varkari students in the basic English communication skills.

#### Program

To develop the basic English communication skills of varkari students.

#### Post-test

To find out the effectiveness of the program.

#### Statistical tool- t value

To analysis the data.

#### Graphs

To represent the data.

### TESTING OF HYPOTHESIS

#### Hypothesis - 1

The Null Hypothesis was stated for study.

1. The Null Hypothesis was stated for study. There will be no significant difference in the achievement level of Varkari students from Experimental and Control group, before and after implementation of the program.

#### Inference

From the table it is seen that the obtained t value is 12.23 which was

higher than table t value 2.76, so the effectiveness of the program is significant at 0.01 level. It means that there is a significant difference between the achievement level of varkari students from Experimental and Control group, before and after implementation of the program.

Hence, the stated Null Hypothesis No.1 is rejected and the stated Directional Hypothesis No.2 is accepted.

It was stated as-

There will be a significant difference in the achievement level of Varkari students from Experimental and Control group, before and after implementation of the program.





## MAEER's - World Peace Center, Alandi

**“Program for developing English communication skills of Varkari students & Finding its Effectiveness.”**

### MAJOR FINDINGS

1. The program developed by the researcher was effective for developing English communication skills of varkari students
2. The varkari students of Experimental group demonstrated a significant progress than the Control group.
3. The varkari students of Experimental group have shown greater improvement in the acquisition of all basic language skills.

### CONCLUSIONS

1. The program prepared by researcher was effective to acquiring English communication skills .
2. The effect of the program was positive.

### IMPLICATIONS

The following implications can be formulated from the study:

This study proved that sufficient practice could be developing the English communication skills of varkari students.

