

ISSN : 2455-4219
(UGC-Care Listed)



आलोचन दृष्टि

Aalochan Drishti

An International Peer Reviewed Refereed
Research Journal of Humanities

Year - 06

Volume - 25

December, 2021

A Special Issue on Contemporary Thought

Chief-Editor

Dr. Sunil Kumar Manas

Editor

Dr. Yogesh Kumar Tiwari

Managing Editor

Shri Sudheer Kumar Tiwari

आलोचन दृष्टि
आजाद नगर, बिंदवी, जनपद-फतेहपुर,
उत्तरप्रदेश-212635
ई-मेल : aalochan.p@gmail.com

ISSN : 2455-4219

Activate Wi-Fi
Go to Settings

ISSN : 2455-4219
(UGC-Care Listed)

आलोचन दृष्टि

Aalochan Drishti

An International Peer Reviewed Refereed Research Journal of Humanities

A Special Issue on Contemporary Thought

Year - 06

Volume - 25

December, 2021

प्रधान-संपादक

डॉ सुनील कुमार मानस

संपादक

प्रबंध-संपादक

डॉ योगेश कुमार तिवारी

श्री सुधीर कुमार तिवारी

© प्रकाशक :

संपादकीय/प्रकाशकीय पता :-

सृजनश्री न्यास

आजाद नगर, बिन्दकी, जनपद-फतेहपुर,

उ०प्र०-212635

ई-मेल : aalochan.p@gmail.com

मुद्रण :— जय ग्राफिक्स एण्ड कान्सट्रक्सन,
आई०टी०आई० रोड, फतेहपुर-212601।

सदस्यता शुल्क	एक अंक	वार्षिक	आजीवन
व्यक्तिगत	300	1200	10,000
संस्थागत	400	1500	15,000

संरक्षक एवं सलाहकार मंडल

- ❖ प्रो० गिरीश्वर मिश्र, शिक्षाविद एवं पूर्व कुलपति, म. गां. अं. हिं. वि., वर्धा, (महाराष्ट्र)।
- ❖ प्रो० चितरंजन मिश्र, पूर्व प्रोफेसर, प. दीनदयाल उपाध्याय गोरखपुर विश्वविद्यालय (उ०प्र०)।
- ❖ प्रो० नंदकिशोर आचार्य, सुथारों की बड़ी गुवाड़, बीकानेर, राजस्थान-252028।
- ❖ प्रो० सदानन्द गुप्त, निदेशक, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ, (उ०प्र०)।
- ❖ प्रो० कृपाशंकर चौबे, महात्मा गांधी अंतर्राष्ट्रीय हिन्दी विश्वविद्यालय, वर्धा, (महाराष्ट्र)।
- ❖ प्रो० माधवेन्द्र पाण्डेय, हिन्दी विभाग, पूर्वोत्तर पर्वतीय विश्वविद्यालय शिलांग, मेघालय।
- ❖ प्रो० प्रेमशंकर त्रिपाठी, आशीर्वाद अपार्टमेन्ट, सी. ए. 5 / 10, देशबन्धु नगर, कलकत्ता।
- ❖ प्रो० दिलीप सिंह, इंदिरा गांधी राष्ट्रीय जनजातीय विश्वविद्यालय, अमरकंटक (म.प्र.)।
- ❖ प्रो० आर० एस० सर्वाजू हैदराबाद विश्वविद्यालय, (तेलंगाना)।
- ❖ प्रो० उमापति दीक्षित, केन्द्रीय हिन्दी संस्थान, आगरा (उ०प्र०)।
- ❖ प्रो० एस० वी० एस० नारायण राजू तमिलनाडु केन्द्रीय विश्वविद्यालय, तमिलनाडु।
- ❖ **Shri. Tejendra Sharma**, Harrow & Wealdstone, Middlesex HA3 7AN (U.K.)
- ❖ **Mrs. Archana Painuly**, Islevhusvej, 72 B, 2700, Bronshoj, Copenhagen, Denmark.

संपादक-मंडल

- डॉ. उदयन मिश्र, हरिश्चन्द्र पी. जी. कॉलेज, वाराणसी, (उ०प्र०)।
- डॉ. बलराम शुक्ल, संस्कृत विभाग, दिल्ली विश्वविद्यालय, दिल्ली।
- डॉ. दण्डभोट्ला नागेश्वर राव, सहायक आचार्य, हिन्दी विभाग, श्री चंदशेखरेंद्र सरस्वती विश्वविद्यालय, एनात्तूर-कांचीपुरम्, तमिलनाडु।
- डॉ. शशिभूषण भट्ट, संस्कृत विभाग, काशी हिन्दू विश्वविद्यालय, वाराणसी, (उ०प्र०)।
- डॉ. अमित दूबे, आर्य महिला पी. जी. वाराणसी।
- श्री राम कुमार मानिक, शिक्षा संकाय, काशी हिन्दू विश्वविद्यालय, वाराणसी, (उ०प्र०)।

विधि-परामर्शदाता

श्री उमाशंकर त्रिपाठी (एडवोकेट), सिविल कोर्ट, फतेहपुर उ०प्र०-212601।

नोट : सभी पद अवैतनिक एवं अव्यावसायिक हैं। प्रकाशित शोध-लेखों एवं उसमें दिये गये उद्धरणों के बाद-विवाद संबंधी किसी भी कार्यवाही का शोधकर्ता (लेखक) स्वयं जिम्मेदार होगा। इस तरह के किसी भी विवाद में संपादक, प्रकाशक एवं 'आलोचन दृष्टि' परिवार के किसी भी सदस्य की कोई जिम्मेदारी नहीं होगी और किसी भी प्रकार के विवाद का समाधान फतेहपुर न्यायालय में होगा।

EDITORIAL

The present issue focuses on the various dimensions and concerns of contemporary contemplation including research process, educational parameters, contemporary discourse, politics, social situation and co-situation, our cultural tradition and dignity, our diverse values deteriorating due to the conflict between tradition and modernity and our literary, social and cultural concerns. To comprehend the mentioned dimensions focusing the contemporary discourse, it is essential to define the notion of contemporaneity.

The word 'contemporary' itself claims of a multi-faceted idea, its background being from the 1950s to the 1970s which on the one hand is influenced by the ideology of New Criticism including Victor Shklovsky, Cleanth Brooks, William Empson and John Crowe Ransom; on the other hand, the ideologies of Existentialism, Postmodernism, Structuralism, Post-Structuralism and Deconstruction (Fragmentations) have given a greater dimension to contemporary thought. Scholars such as Saussure, Tom Broch, Paul de Mann, George Lukacs, D. H. Laurence, Leonard, Baber, Durkheim, Jacques Derrida, Matthew Arnold and Thomas Stearns *Eliot* have made special contributions.

Contemporary period since 1970 is almost accepted by our intellectual society. In this way, its 50 years i.e. half century has been completed. In these 50 years, all the ideologies have come together in contemporary times under which all the equations related to our educational, socio-cultural, political, professional and family life have drastically changed.

In the above issue, 60 research papers are publishing, 50 research papers in English language and 10 research papers are published in Hindi language. All research articles presenting their academic partnership according to the subject. I would like to thank all the research authors of this issue and especially Dr. I. J. Tamboli, Dr. Sachin Rajguru & Santosh P. Mane,- because they have played an important role in determining the nature of this issue.

In this sequence, I also express my gratitude to the 'Aalochan Drishti' family and the readers of this journal with whose cooperation and association the issue, determining its final form, is being presented.

Regards and remaining later...

December, 2021.



CONTENTS

1. Pt. Madan Mohan Malaviya's Perspective on Empowerment of Indian Women	1-5
<i>Vivek Jagadamba Chaudhary</i>	
2. Socio-Economic Impacts of Self - Help Groups For Women Empowerment...	6-10
<i>Prof. Subhash Tatereao P andit</i>	
3. Women Empowerment In India : Challenges and Social Work Response	11-13
<i>Dr. Sunil Kumar Choudhary</i>	
4. Challenges Before Women Empowerment	14-16
<i>Dr. Bhurke Nagorao Sambhaji</i>	
5. Psychoanalytical study of Persian girls	17-20
<i>Supriya Sudhakar Katkar</i>	
6. Problems and Prospects of the Women Empowerment	21-23
<i>R H Ramesh & Dr. Megaraja.B</i>	
7. Social Support and Coping Strategies of the Elderly Women	24-26
<i>Ms. J. Beula & Dr. P. Jaya</i>	
8. A Study of Self Help Group in Empowering Socio-Economic Status Of...	27-29
<i>Topu Choudhury</i>	
9. Women in Dalit literature with special reference to Baby Kamble and...	30-33
<i>Joyeeta Das</i>	
10. Empowerment of Rural Women Through Self Help Groups for Sustainable...	34-36
<i>Dr. Munivenkatappa K, Dr. Narayananamma PN & Visweswara BY</i>	
11. Women Empowerment	37-38
<i>P. Saritha & A. Surekha</i>	
12. Educational Robotics : A new renaissance of Indian School Education	39-44
<i>Prof. Sarika Sharma & Deepika</i>	
13. Indian Rural Education System : Problems and Prospects	45-47
<i>Dr. Ch andrakant P. Kamble</i>	
14. Pollution of Marine Environment	48-50
<i>Dr. Pratibha Sadashiv Desai</i>	
15. Impact of Covid-19 on Environment	51-53
<i>Dr. Parag Vishnupant Tatte & Dr. Sudhir Kumar Srivastava</i>	
16. Covid-19 Pandemic : Shocks To The Education Sector and Way Forward	54-60
<i>Ashitha A.B & Dr. Anu L</i>	
17. Impact of Covid-19 on Environment : A Study	61-62
<i>Dr. D. B. Karnik</i>	
18. A Descriptive Analysis on India's Advertising Industry Post Covid-19 Period	63-67
<i>Mr. Vighnesh G. Nadargi & Dr. Shivaji V. Shinde</i>	
19. The Voice of the subaltern -The White Tiger	68-70
<i>Dr. J. P. Kamble</i>	
20. Analysis of Daily Migration at Adjacent Rural Areas of Nanded-India	71-77
<i>Kolhe S.M. & Kanwate U.S.</i>	

21.	The Dynamics of Indian Federalism : A Critique <i>Athokpam Marconi Singh</i>	78-80
22.	A Geographical study of Circle wise literacy in Rural Umarga taluka <i>Gavit Satish D.</i>	81-83
23.	Mapping the Art and Landscape of Literary Research <i>Ms. Noble A. Paliath</i>	84-88
24.	Brief Study on Banking Ombudsman Scheme - Execution and Effectiveness <i>Professor Dr. A.N. Barbole & Mr. Girish Ch andrakant Shinde</i>	89-93
25.	Living Condition and Vulnerability in Sundarban : A Case Study <i>Gopal Roy & Dr. Angshumita Chakraborty</i>	94-96
26.	A study of Sustainable tourism development in India <i>Archana Vasantrao Salunke</i>	97-102
27.	A Study of United Kingdom and European Union's Relations.... <i>Balasubramanya P. S.</i>	103-105
28.	Impact on Rural Urban Fringe Of Varanasi <i>Dr. Jyotsna Pandey</i>	106-108
29.	All Round Development of Children Through Innovative Ways of Teaching <i>Archana Dnyanoba Adsule</i>	109-111
30.	A Discourse Analysis of 'Excusing' In Manjula Padmanabhan's Lights Out <i>Dr. Bishnu Prasad Varma</i>	112-115
31.	A Pragmatic Approach To Child Language in Anton Chekhov's Short Story... <i>Dr. Sunayana Chowdhury Varma</i>	116-118
32.	Culture and Civilization : A Sociological Analysis <i>Ipsita Chakraborty & Sudeepa Dey</i>	119-122
33.	An Empirical Study of Natural Resources in Maharashtra for Sustainable... <i>Rajendra S. Pawar</i>	123-125
34.	Socio-Economic Impact of Lignite Mines and Thermal Power Plant At... <i>Vijay Kumar Matoria, Deva Ram Meghwal & Shishir Sharma</i>	126-130
35.	Populations and Doctor Ratio in Satara District : A Geographical Analysis <i>Mr. Santosh Pralakash Patil</i>	131-133
36.	Revisiting Kautilya's thoughts on State and Good Governance <i>Deepika Mann</i>	134-136
37.	An Analysis of Landuse/Landcover Change Detection Using Remote.... <i>Balwinder Singh Sidhu & Apperdeep Kaur</i>	137-140
38.	The Importance of Ethical Practices in Social Science Research - A ... <i>Dr. Hassan J , Dr. Manu T, Dr. A. K. Ampotti & Abdul Kareem T. B</i>	141-144
39.	Mechanisation of Agriculture in Rural Areas - A Comparative Study of... <i>Dr. Silvia Lisam</i>	145-147
40.	Rethinking Nature in Ancient Manipuri Literature <i>Dr Thangjam Bharatee Devi</i>	148-150
41.	A Study of Anxiety of Elementary School Students in Relation to Locale and... <i>Ms. Kanchan Khatreja & Prof. (Dr.) Suman Dalal</i>	151-154

42.	Shift in Paradigms : Analytical Study of Philosophy and Methodology of... <i>Biju V. K.</i>	155-156
43.	Transportation in Smart City – Navi Mumbai <i>Dr. Priti Prasad Mahajan</i>	157-159
44.	Superstitions about Disability in Madan Vashista's Deaf in Delhi <i>Trupti P andurang Gawade & Dr. Manohar S. Vaswani</i>	160-162
45.	The Effects of Social Media on The Mental Health of College Students <i>Rakhonde M K</i>	163-165
46.	Senior College Students' Conflict Resolution <i>Munjaji Rakhonde</i>	166-170
47.	Contribution of Water Management and Agro Industry to Socio and... <i>Dr. Sachin A. Rajguru</i>	171-174
48.	Screen Readers : A Valuable Technology In English Language Teaching <i>Dr. Manohar Sanmukhdas Vaswani & Trupti P. Gawade</i>	175-177
49.	Exploring the Indigene and his Culture through Language Study : An... <i>Nandakishore S.</i>	178-180
50.	L and Use L and Cover Change Detection Analysis Using Remote Sensing... <i>Ashok Divekar & Rajesh Survase</i>	181-184
51.	आदिवासी समाज में सामाजिक न्याय और डॉ. अम्बेडकर डॉ. किरन नामदेवराव कुम्हरे	185-188
52.	छिलाड़ी और बैर-छिलाड़ी बहनों के शैक्षिक योग्यता का तुलनात्मक अध्ययन डॉ. शिल्पा एम. वाला	189-191
53.	धुले उवं नंदुरबार जिले में आदिवासियों की संस्कृति और शिक्षा रामचंद्र नारायण चौरे	192-194
54.	राजभाषा हिंदी : कार्यान्वयन की चुनौतियाँ डॉ. रमेश माणिकराव शिंदे	195-196
55.	आरतीय शाहित्य उवं कला में 'दिक्क' देवता उवं 'दिशा' पूजा सौरभ कुमार मीना	197-200
56.	प्राचीन आरतीय आश्रूषणों में प्रदर्शित समाज उवं संस्कृति अंकिता मीना	201-203
57.	कामकाजी महिलाओं की पारिवारिक शूमिका (फिरोजाबाद जनपद के संदर्भ में...) कामिनी सागर एवं डॉ. जीवन कुमार	204-206
58.	खोलों में लैंगिक असमानता डॉ. श्वेता एन. दवे	207-209
59.	राष्ट्रसंत तुकडोजी महाराज की व्यसनमुक्ति पर हिंदी रचनायें डॉ. प्रवीण कारंजकर	210-213
60.	समकालीन राजनीतिक-सामाजिक बोध : अखिलेश के उपन्यास सुनील यादव	214-216

Pandit Madan Mohan Malaviya's Perspective on Empowerment of Indian Women

Vivek Jagadamba Chaubey*

Abstract

The early Vedic period was characterised by equal status to women but over the period of time since later Vedic period Hindu society became biased toward women. With the advent of foreign invasions and its impact on socio-cultural milieu of India, women were given sub-servient status. During the 18th, 19th, and 20th century, the European colonial powers provided a vent to the improvement of social condition of women through introduction of legislations related to Sati Practice, Widow marriage, Child marriage etc. The European intervention in social matters including education was not well accepted by the majority of people in India. It led to a thoughtful churning process to reform the Indian society and the social reformers did their maximum during 18th, 19th and 20th century. Pandit Madan Mohan Malaviya realised the importance of education as a medium of change and transformation of society through value-based education. To fulfill his aspirations and vision, he established Banaras Hindu University (B.H.U.) and paid special attention for educating women. This research paper is an attempt to highlight the role of Pandit Madan Mohan Malaviya's contribution for the empowerment of women through education and social reforms.

Keywords – Women Empowerment, Women Education, Pandit Madan Mohan Malaviya, Banaras Hindu University, Indian National Movement, Social Evils, Mahamana Malaviya

Introduction :- Pandit Madan Mohan Malaviya (hereafter Mahamana/ Malaviya) was born on December 25, 1861 and died on November 12, 1946. He graduated with Bachelor of Arts (B.A.) degree in 1884 and LL.B. in 1891. He used to practice in the High Court of Allahabad. He was involved in journalism and worked as editor of newspapers and journals viz. *The Hindustan (A Daily Hindi Newspaper)*, *The Indian Union*, *Abhudaya*, *Maryada and The Leader*. He was the chairman of *Hindustan Times* group till his death. He was also involved in political activities. He joined Indian National Congress since 1886 and had a unique distinction of political maturity and acceptance. He was entrusted the responsibility as President of Indian National Congress on four occasions. As a law maker, he was a member of Provincial Legislative Council since 1903 and later was elected to the Imperial Legislative Council in 1909 and continued till 1930 as a member¹.

Mahamana Malaviya highlighted that Hindu Mahasabha should pay attention towards the protection of women and their growth and development. He appealed that we should get rid of all the social evils which were barrier to empowerment of women. He condemned the men and their life, if found unable or helpless to protect his mother, sister or wife. He advocated that Hindu women should be physically and mentally strong enough to protect themselves². On the occasion of 150th birth anniversary celebration of Malaviya, Shri. Pranab Mukharji expressed that Mahamana was a great crusader of education to women. He gave more importance to the education of women than education of men. Malaviya established a women's college in Banaras Hindu University (hereafter B.H.U.). Mahamana's efforts on women's education and empowerment was a role model for us to achieve the desired effect through our augmented efforts³. According to Malaviya, "I desire that all women of our

* Assistant Professor, Nagindas Khandwala College of Commerce, Arts & Management studies And Shantaben Nagindas Khandwala College of Science (Autonomous) Malad West Mumbai 400064.

country should possess pistols and guns like English women and should learn to fire so that they can protect their personal sanctity (satitva) against any attack⁴.”

Objectives

- 1) To appreciate Pandit Madan Mohan Malaviya thoughts on social evils against women prevailing in contemporary society.
- 2) To understand the initiatives taken by Pandit Madan Mohan Malaviya to empower women through education.

Methodology :- The research paper is primarily based on primary and secondary sources available on the life and works of Pandit Madan Mohan Malaviya. The biographies, his articles and speeches compiled by various authors have been referred for the present research article. The reference material was available through visits to library of NagindasKhandwala College (Autonomous) and personal collection of various published works related to Pandit Madan Mohan Malaviya and Banaras Hindu University.

Result and Discussion

Malaviya's perspective on social issues pertaining to women.

Child Marriage and Widow Remarriage :- Malaviya was the champion of women's cause. He advocated proper education of women for the social upliftment. He was against child marriage and supported remarriage. He always favored equality of men and women in society⁵. Malaviya while speaking in Hindu Mahasabha Kashi convention on 19th August 1923 supported the proposal by the Brahmin priests that marriage age should be 25 years for men and women, as early marriages resulted in to the birth of weak children. He was in favor of making a law related to it and he expected that the society should have its own band of volunteers to enforce which could convince people to get their children marrying at the age of twenty-five years⁶. According to him, “if a widow desires, she should be married... child marriage is equivalent to hell⁷.” He appealed the Hindu, Muslim and other communities to consider their duty to respect women and protect their status and honor at any cost. He also wished that widow women should be protected and respected as well as a proper attention was required towards their nutrition and wellbeing. He was even supportive of widow marriage as per the consent of a widow. As per the statement of Pandit Yadunandan Upadhyay, Malaviyaji expressed his regret that he could not do any service to the cause of widows⁸.

Purdah System :- Malaviya wished that women of our country should abandon Purdah (Veil) system and contribute to their male counterparts by venturing out of their respective homes and work with confidence. They should be physically fit and safeguard themselves. He was convinced that 'Indian Women' were self-reliance and could protect themselves and they were not mere puppet in the hands of men in society. He advocated that woman should be courageous, valiant and full of positive behavioural qualities, speech and their actions, suitable to Indian culture. He expected that overall development of women innate qualities and intellect to the fullest capacity. Women should also work for the development of nation and for that development of women's personality was a prerequisite⁹.

Dowry System :- He was also against the dowry system prevailed in Hindu society. He was of the view that unnecessary expenditures to make marriages grandeur should be spent on providing good food and nourishment¹⁰. According to Malaviya, “there is no jurisprudence in our scriptures for a bridegroom or his father to make any agreement to take any cash during engagement or marriage, in contrary it is highly deprecated¹¹.”

Devadasi System and Girl Trafficking :- In 1912, MahamanaMalaviya supported the 'Women and Girl Protection Bill' proposed by Shri. MankajiDadabhai in Indian Legislative Council and denounced Devadasi system. He stated that there was no religious acceptance as per available Hindu scriptures. He

also stated that no guardian or parents were having any right to offer their girl child for such a condemned and insulting life. He also supported the other provisions of the bill dealing with ban on girl child trafficking as well as raised the age of marriage. He further extended his support to other provision of the bill related to ban on adoption of girl children by prostitute and practice of wife swapping in some social groups¹².

Education and Women Empowerment :- In the presidential address of the Indian National Congress (hereafter I.N.C.) at Delhi in December 1918, Malaviya, observed that women who were half of the total population of India could realise their importance only through education. He further elaborated that through women education it would be possible to progress our country and the claim for self-government could be realised in true sense. He appealed the women of the country to get themselves educated, to realise their place in polity¹³. On 14th December 1929, while addressing at the twelfth convocation of the B.H.U., he highlighted in his speech that university had a women's college with separate hostel for 100 women students. A lady superintendent was the in charge of the hostel. There were four women teachers to impart lessons for intermediate classes at women's college. The women students of Bachelor's and Master's used to study along with men student of other classes of the university. The university had started it's functioning since October 1917¹⁴. According to Malaviya, "it is really sad to deprive half of the society with the light of knowledge and a superior life which would have been possible due to knowledge... For the re-awakening of national life, the holy work of women-education be done with enthusiasm¹⁵."

He laid more emphasis on education of women as compared to men, as former being the mothers of future generations of India. Mother being the first teacher of the future leaders of our country pertaining to education, entrepreneurs, philosophy and other fields. It will have a direct impact on the generations to come. He appealed to define the goal of education of women having blend of modernity with firm foundation of traditional knowledge to respond physical, intellectual, moral and spiritual challenges of future. He was of the opinion that unless futuristic educational policies for women are implemented at national level, the real purpose of development and growth was impossible. He appealed to all the student of B.H.U. to speak, live and think truth in their life. He demanded that all the pass outs scholars would continue their studies in future as well. They will stand for justice and will be fearless. Fear should only be to do ill or ignoble. He reminded them to stand up for the right and serve the fellow-men and motherland with love, to promote public welfare to do good wherever possible and donate if feasible. Malaviya exhorted the youth including women of the nation to have complete devotion towards Motherland and start a crusade to wipe out illiteracy. He suggested them to organised during the time of vacation and work with the community in villages and dispel the prevailing superstition and irrationally among the masses by educating them¹⁶. On occasion of retirement of Mahamana Malaviya the staff and students of the women's college and hostel presented the 'Kirti Ghant' to him on 20th August 1939. They expressed their feelings in the citation of 'Kirti Ghant' and were indebted to Malaviyaji for the establishment of women's college to fulfil contemporary societal needs. They were grateful to him for all his teachings through his actions and work in the field of education which influenced contemporary students of B.H.U. and were thankful for his personal parental care under his leadership. His life full of simple living and high thinking was a realistic approach which taught many invaluable lessons of life to young minds and other people who so ever came in contact with him, especially women¹⁷.

Mahamana Malaviya and Participation of Women in Indian National Movement :- Mahamana Malaviya had collected the news articles published in newspapers during the time of Civil Disobedience Movement up to 20th April 1932, which was not allowed to send to London and subsequently it was published by his son and personal secretary Pandit Govind Malaviya. Madan Mohan had highlighted the major issues and concerns which were neglected and not reported by the

British Government in India to their authorities in Britain. On the basis of news reports Mahamana appreciated the participation of women in Civil Disobedience Movement. He mentioned that around 5000 women were arrested for their participation in the Civil Disobedience Movement. He highlighted that many women had become leaders of Local Congress Committees in all major centers. The elderly as well as young women broke their inhibitions and came out of Purdah (Veil) and participated at the forefront in such non-violent movements. He was highly appreciative of women overcoming of various hurdles, insult to their dignity and inconvenience¹⁸. Hundreds of students left the B.H.U. campus to participate in the 'Quit India Movement' as there was presence of armed forces in the university campus. Many women students were arrested in Varanasi and other parts of the country, prominent of them being Kumari Snehlata, Kumari Kunti Nagar, Kumari Surjeet Singh, Kumari Damayanti Jasara¹⁹. While expressing her gratitude to Mahamana Malaviya, Dr. Smt. Durgabai Deshmukh who was the Freedom Fighter, Lawyer, Social Worker and the member of Constituent Assembly quoted Malaviyaji that he used to say 'Chana Khao Gud Khao' (Eat Gram i.e., Chickpea and Jaggery) to women students during his daily routine visits to women's college in the campus of B.H.U. She highlighted that Malaviya was against women students going to men's college, hence she decided to leave the B.H.U. and completed her B.A (Hons.) in Political Science from Andhra University with first rank. Due to the influence of Mahamana Malaviya, she started with classes for women in adult education in Andhra Pradesh as well as High School which later on led to establishment of colleges- 'The Arts and Science College' and 'The College of Education'. She admitted that she could feel the inspiration from Malaviya in the construction of Andhra Mahila Sabha. She further expressed that though she left B.H.U. in 1936, it had profound memories of her years in B.H.U. Women's College and the great reverence for Malaviya²⁰.

Mr. Edgar Snow, Special Correspondent for *New York Sun*, Bombay while delineating the qualities of Malaviya opined that former was a champion of adult suffrage for women and against the practise of veil (Purdah). He was in favour of equal opportunities for all including women in the matters of education and livelihood. Malaviya was in favour of equal rights to women to participate in social and political functions in public life. He believed that to achieve *Swaraj* the guarantee of equality at all levels should be restored through legislation²¹. According to Munshi Iswar Saran, former Advocate High Court, Allahabad, Malaviya was supportive of his wife participating in public meetings and procession during Civil Disobedience Movement. He encouraged his granddaughter in the field of vocal and instrumental music. He wished that an Indian woman should be healthy and symbol of strength. He was against Purdah system²². According to S. P. Tripathi, the freedom fighter and ex P. R. O. of B.H.U. Mahamana inspired a very large number of talented and enthusiastic youths including women to participate in freedom struggle and play an important role in the social, economic, educational and industrial reconstruction of the country²³.

Conclusion - Mahamana Malaviya was a real man of action (Karmayogi). He had a vision of India as a progressive nation, without any biases towards half of the population i.e., women. Malaviya's thoughts were deeply rooted in religious and spiritual teachings towards equality of entire mankind including women. He had a firm understanding that all the biases and social evils like child marriage, forced widowhood, devadasi system, wife swapping, girl trafficking, lack of education to girl and women, needed immediate attention. He was of the opinion that protection of women was the responsibility of society failing which 'swaraj' (self-governance) was a distant dream. He also considered that unless value-based education and environment is provided to safeguard the interest of the women, the Indian society could not claim to be a just society. He established B.H.U. to give right direction to his thoughts for the holistic development of youth including women could be nurtured and evolved. He made education as a great weapon for his crusade of social transformation with respect to women in a meaningful manner. By providing higher education to women at B.H.U., he inspired the sense of worthiness among the women scholars and through vocational and professional education and training

at B.H.U., they could prove their abilities in the social life and reconstruction of national development. The women in general and the students of B.H.U. in particular were inspired by the clarity of thoughtsofMalaviya pertaining to national movements and many women joined the national movement. MahamanaMalaviya in a true sense was a great visionary who facilitated the empowered of the women effectively through education.

References :-

1. Pandey,Vishwanath,(ed.), (2013). *Mahamana Madan Mohan Malaviya Commemorative Volume 25th December 2012*, Varanasi: Ministry of Culture Government of India, p.xxxiii.
2. Lal, Mukut Bihari(2016).*Mahamana Madan Mohan Malaviya Jeevan Aur Netritva*(Hindi), Varanasi: Bharat Adhyayan Kendra, Banaras Hindu University, pp.313-14.
3. Mukharji, Pranab(2013). 'The Closing Ceremony: Speech of the President of India', in Pandey,Vishwanath ed., *Mahamana Madan Mohan Malaviya Commemorative Volume 25th December 2012*, Varanasi: Ministry of Culture Government of India, p.41.
4. Tiwari,U. D. (Comp.), (2013). *Inspiring Episodes on Mahamana (Pandit Madan Mohan Malaviya) Part-1*, Varanasi: MahamanaMalaviy Foundation, p.352.
5. Thokchom,Sujit(2013).*Madan Mohan Malaviya*, Delhi: A. K. Publication, p.89.
6. Tiwari, Umesh Datt (Comp. & ed.), (2004). *MahamanakeBhashan*(Hindi), Varanasi: MahamanaMalaviy Foundation, p.154.
7. Tiwari, U. D. (Comp.),(2013).op.cit, p.352.
8. Lal,Mukut Bihari(2016). op.cit, pp.315-16.
9. Tiwari,Umesh Datt(1988).*Bhaarat-Bhushan Mahamana Pandit Madan Mohan Malaviya*(Hindi), Varanasi: Banaras Hindu University, pp.317-20.
10. Tiwari, Umesh Datt (Comp. & ed.), (2004).op.cit, p.154.
11. Tiwari,U. D. (Comp.),(2013).op.cit, p.352.
12. Lal, Mukut Bihari,(2016). op.cit, p.185.
13. Parmanand,(2010).*Mahamana Madan Mohan Malaviya (An Historical Biography) Volume I*, Varanasi: Press, Publication and Publicity Cell, Banaras Hindu University, p.368.
14. Pandey,Vishwanath (ed.),(2013).op.cit, pp.118-20.
15. Tiwari,U. D. (Comp.), (2013). op.cit, p.352.
16. Pandey, Vishwanath (ed.), (2013). op.cit, pp.135-39.
17. Tiwari,U.D. (comp.),(2013). op.cit. pp.346-47.
18. Tiwari, Umesh Datt (Comp. & ed.), (2004).*MahamanakeLekh* (Hindi), Varanasi: MahamanaMalaviy Foundation, p.288-97.
19. Tiwari, U. D. (Comp.), (2013).op.cit, p.342.
20. Deshmukh, Durgabai(2013). 'Homage to a Great Soul', in Pandey, Vishwanath ed., *Mahamana Madan Mohan Malaviya Commemorative Volume 25th December 2012*, Varanasi: Ministry of Culture Government of India, pp.272-74.
21. Snow,Edgar (2013). 'A Tribute', in Pandey, Vishwanath ed., *Mahamana Madan Mohan Malaviya Commemorative Volume 25th December 2012*, Varanasi: Ministry of Culture Government of India,p.285.
22. Tiwari, U.D. (comp.), (2013).op.cit, pp.22-23.
23. Ibid, p.336.

Socio - Economic Impacts of Self - Help Groups For Women Empowerment: A Case Study of Parbhani District (Maharashtra)

Prof. Subhash Taterao Pandit*

Abstract:- Women's organization plays an important role in women's empowerment. Self Help Group is a very useful medium for organizing women and it is recognized in all fields. Women from self-help groups are not the only ones getting organized. Some save from their own hard work and help each other financially out of it. From this, small businesses move towards economic prosperity. Through all these processes, women as a whole become aware of their own existence. At the same time, they start thinking about family and village development. Therefore, the role of women self help groups is important in the overall process of women empowerment. Emphasis is laid on setting up various small and large scale industries to improve the economic status of women by increasing their income. Along with financial transactions, the emphasis is on the social component through self-help groups. Emphasis is being laid on setting up small scale industries to increase the income of women. Women have participated in agro-based poultry farming, goat rearing, horticulture, vegetable sales, as well as non-agricultural grocery stores, sewing, chilli kandap etc. The process of women empowerment involves many factors besides socio-economic factors. This research study has the socio-economic impact of SHGs for women empowerment in Parbhani district.

Keywords: Women, Self - Help Groups (SHGs), Social, Economical, Impcts, Empowerment, Growth

Introduction:- The empowerment of women in the country today is an important issue for the overall development of the society and women need to be given a prominent place in the socio-economic sphere. Women constitute about 50% of the total population of the country and their contribution to the development of the economy is very significant. Despite the majority of women in Indian society, they are economically, socially poor, exploited, deprived and discriminated against on a large scale. The World Bank (2006) report states that Indian women are often denied property and inheritance rights. Prof. Amartya Sen (1995) points out that gender inequality in Indian society is accepted as a natural consequence of which women are perceived as economically and socially weak. In a male dominated culture in India, it is often men who make hegemonic decisions regarding inequality that do not include women. In fact, if any country in the world wants to have a holistic, sustainable development of society, it has to involve women in every field of decision making (social, economic, political, religious, and cultural etc.). It is impossible to imagine sustainable development without the participation of women in a backward, religious, social and traditional developmental economy like India. Therefore, it is imperative to empower women, especially the poor, socially and economically backward, poor rural women. For this, the first duty of the government of the society is to accept the social, religious, political and

*Assistant Professor, Department of Economics, Swami Vivekanand Night College of Arts and Commerce, Chatrapati Bhavn, Datta Nagar, Ayre Road, Dombivli (East) -421201 Dist. Thane Maharashtra

economic challenges and to actively involve them in the development process. The concept of women's empowerment is a perpetual process of empowering women to fight against the forces of oppression, discrimination and exploitation, which is to provide equal access to resources and opportunities to the poorest women in the country. To empower women is to involve and control women's participation in social, economic, political, religious, intellectual and cultural resources. It also requires professional mobility, financial security, purchasing power, participation in household decision making, family independence and the government has made special efforts through various programs and schemes for the advancement of women in various fields. Five Year Plan and Mahila Kalyan Yojana are working for women empowerment. To create a conducive environment for the development of women, to eliminate all forms of discrimination against women in the political, economic, social and cultural spheres. Women's empowerment can be achieved if the country's rural development program is implemented through economic intervention and confidence building. In the present situation, self-help groups established for women's empowerment have emerged as an effective means of entrepreneurship development among women through women's self-help groups. In the present research, of Parbhani district in Marathwada division. A research study and case study has been done on the social and economic impact of SHGs working for women empowerment till 2021.

Research Objectives:

1. To study the status of women empowerment in the society.
2. Study the nature and function of SHGs.
3. To study the social and economic impact of SHGs.

Assumptions of research:

1. Women are empowered through self-help groups.
1. The work of self-help groups leads to positive changes in social status.
2. The work of self-help groups helps in economic development.

Research Methodology :- Socio-Economic Impacts of SHGs for Women Empowerment: Study of Parbhani District (Maharashtra) is a quantitative and descriptive research. For which secondary data and primary data has been collected with the help of structured questionnaire. The convenience sample (a type of non-probability sampling method) selection method is used for research. The size of the sample surveyed is 150. Self Help Groups have been selected for doing business in Taluka wise of Parbhani district.

Research Limitations:- Socio-Economic Impacts of SHGs for Women Empowerment: Study of Parbhani District (Maharashtra) The research is limited to Parbhani District and studies the impact on social and economic factors along with the empowerment of women through SHGs established in the district.

Data Analysis and Interpretation:- Parbhani district is known as an important but backward district of Marathwada division. Parbhani district has a total of nine talukas including Parbhani, Jintur, Selu, Pathri, Gangakhed, Palam, Purna, Sonpeth and Manavat. The main occupation of most of the people in the district is agriculture and agriculture related occupations. Various programs and schemes are being implemented in the district for social and economic development. As in other districts of Maharashtra, self help groups have been set up in Parbhani district for the empowerment of women and women are working in industry and business. Socio-Economic Impacts of SHGs for Women Empowerment: The Study of Parbhani District (Maharashtra) This research explains the study explores how the social and economic conditions of women in Parbhani District have been affected.

Table 1: Number of taluka wise Women SHGs in Parbhani district (2020-21)

Sr. No.	Taluka	Total SHGs	Average (%)
1	GANGAKHED	1344	12.09
2	JINTUR	1790	16.11
3	MANWAT	899	8.09
4	PALAM	1188	10.69
5	PARBHANI	1687	15.18
6	PATHRI	1077	9.69
7	PURNA	1299	11.69
8	SELU	1078	9.70
9	SONPETH	746	6.71
PARBHANI DISTRICT		11108	100
MAHARASHTRA		534156	-

Source: Ministry of Rural Development Report 2020-21 (nrlm.gov.in)

The total number of women SHGs in Parbhani district is 11108 and it is only 2.07% as compared to the state. Jintur taluka has the highest number of women SHGs at 1790 as compared to other talukas and its average is 16.11 percent. The lowest women SHGs number is 746 in Sonpeth taluka which is only 6.71 percent of the total Parbhani district.

Table 2: Women SHGs Member Social Category Wise (2020-21)

Taluka	Minority Category Wise Member									
	SC	Average (%)	ST	Average (%)	Minority	Average (%)	Others	Average (%)	Total	Average (%)
Gangakhed	1624	10.68	272	9.53	478	11.29	10716	12.04	13090	11.76
Jintur	3157	20.89	1270	44.51	560	13.22	13302	14.94	18289	16.43
Manavat	1188	7.81	82	2.87	327	7.72	7465	8.38	9062	8.14
palam	1521	10.01	615	21.55	470	11.10	9514	10.69	12120	10.89
Paarbhani	2161	14.22	262	9.18	934	22.06	13683	15.37	17040	15.31
Pathri	1456	9.58	95	3.32	410	9.68	8956	10.06	10917	9.81
Purna	1761	11.59	72	2.52	515	12.16	10302	11.57	12650	11.36
Selu	1377	9.06	126	4.41	287	6.74	9115	1024	10905	9.80
Sonpeth	947	6.23	59	2.06	252	5.92	5935	6.66	7193	6.46
Total	15192	100	2853	100	4233	100	88988	100	111266	100

Source: Ministry of Rural Development Report 2020-21 (nrlm.gov.in)

In the above table, the social status of the women self-help groups established in Parbhani district is classified according to the social class. The highest number of SHGs members in Parbhani taluka of the district which is 15.31 percent. The lowest SHGs members are 6.46 percent. But considering the social class, you can see that the number of SC / ST members in all the talukas of the district is very low as compared to other classes. The highest average of SC and ST members in Jintur taluka is 20.89 per cent and more than other talukas. Sonpeth taluka has the lowest at 6.23 percent and 20.6 percent respectively.

Table 3: Classification of Women SHGs by occupation and income

Sr. No.	Occupation	No. of the respondents	Percentage to total
		150	

1	Agriculture	108	72.0
2	Tailoring	04	2.66
3	kirana shops	12	8.0
4	Dairy	04	2.66
5	Animal husbandry	09	6.0
6	Pottery	03	2.0
Total		150	100
	Daily Income) in Rs.(
1	0 - 200	35	23.33
2	200- 500	85	56.66
3	500 – 750	17	11.33
4	750 - 1000	8	5.33
5	1000 – Above	5	3.33
Total		150	100

Source: - Field survey

In the table above, according to the information received from the members of the women SHGs established in the district, they are categorized according to their occupation. In which the proportion of members engaged in agriculture and agri-related business is more and in the daily income generating group the proportion of Rs.200-500 per day is 56.66 percent.

Table 4: Socio-economic impact of Women SHGs

Sr. No.	Factors	No. of the respondents 150			
A	Social Impacts	Yes	Percent (%)	No	Percent (%)
1	Increase social security	110	73.33	40	26.67
2	Increasing social awareness	123	82.0	27	18.0
3	Increase participation in social work	144	96.3	06	4.0
B	Economic Impacts	Yes	Percent (%)	No	Percent (%)
1	Business expansion growth	117	78.0	33	22.0
2	Employment growth	145	96.66	05	3.34
3	Income Growth	87	58.0	63	42.0
4	Increase in regular savings	90	60.0	60	40.0
5	Financial awareness	130	86.66	20	13.34

Source: - Field survey

In the above table, there has been a change in the social and economic outcomes through the women self-help groups in Parbhani district, it is clear from the information received that there has been an increase in the economic and social component of the society.

Hypothesis testing using Average:- According to Table 4, the work of women SHGs has led to a significant increase in social and economic factors, which has led to a positive change in the empowerment of women and appears to be contributing to their economic development. This means that the Null hypothesis (H_0) assumed from the analysis of the received information is accepted and the alternative hypothesis (H_1) is rejected.

Observations and Recommendations:- The data analysis disclosed that SHGs had empowered women economically and socially. The poor women, who were averse and kept themselves at a long

distance of socio-economic issues, were found actively participating in social-economical matters. This is a positive change, which is needed to make women socially and economically empowered.

Observations:-

1. The total number of SHGs in Parbhani district is only 2.07 percent as compared to the state.
2. Parbhani district has very few established SHGs as compared to the population.
3. According to the social category, Jintur taluka has the highest number of self help groups (16.43 percent) and Sonpeth taluka has the lowest number (6.46 percent).
4. Out of the total groups established in Parbhani district, most of the groups are engaged in agribusiness (42.46 percent).
5. Out of the total members of SHGs (56.66 percent) members generate Rs.200-500 per day.
6. The establishment of SHGs has led to an increase in social security (73.33 percent), social awareness (82.0 percent) and participation in social work (96.0 percent).
7. Establishment of SHGs has led to business growth (78.0 percent), job creation (96.0 per cent), income growth (58.0 percent) and economic growth.

Recommendations:-

1. Increase the number of self help groups in Parbhani district.
2. More efforts should be made to increase the economic development of Scheduled Castes and Scheduled Tribes.
3. Self-help groups should be developed along with other businesses.
4. All women members of SHGs should be trained in different occupations.
5. In Parbhani district, the impact of economic and social factors is important for women's empowerment and it needs to be increased.

References :-

1. Madheswaran, 2001, Empowering Rural Women through SHGs: Lessons from MRCP, Indian Journal of Economics.
2. Murlidhar Ananda Lokhande, 2014, Women Self-help Groups and Women Empowerment-A Case Study of Mahila Arthik Vikas Mahamandal, Indian Journal of Marketing.
3. National Policy for the Empowerment of Women, 2020-21
4. The World Bank Report, 2001, 2006.
5. Economic survey of India 2019, 2020
6. Economic Survey of Maharashtra 2020, 21
7. Ministry of Rural Development India, 2020-21
8. Ministry of Rural Development of Maharashtra 2020-21
9. Department of Women and Child Development, Maharashtra Government, 2021-22
10. Nrlm.gov.in
11. India.gov.in
12. Maha.gov.in

Women Empowerment In India: Challenges And Social Work Response

Dr. Sunil Kumar Choudhary*

Abstract

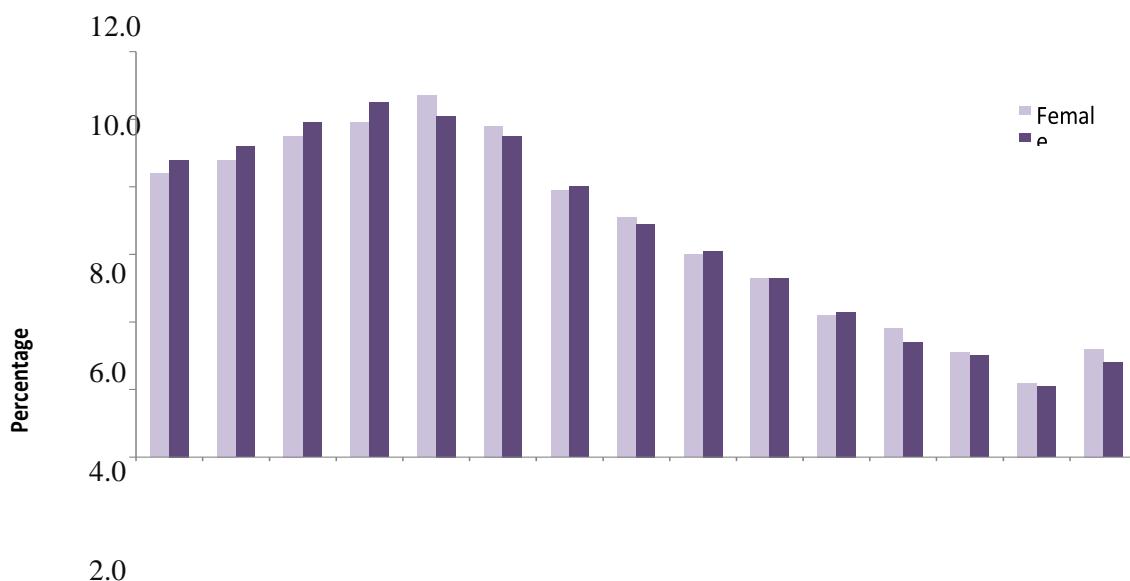
Half of the world's population is constituted by women. Despite that, women are treated in an unfair manner when it comes to their social status in almost all spheres of life. In order to reduce gender inequality, women empowerment is an extremely necessary prerequisite. This article highlights the major issues of concern for women empowerment in India along with the measures taken by Indian government for women empowerment. Present article also focuses on role of professional social workers in combating the problems related with women empowerment in India

Key Words : Women Empowerment, Problems, India, Government, Schemes, Social work, Interventions

Introduction : Women's empowerment is gaining vast visibility since the last few years as an issue of development. The advocates of women empowerment are getting successful in mobilizing main players of development for committing resources towards gender equality. Not only has the issue of 'empowering girls and women' reached the top of the development agenda, it has also captured the imagination of the philanthropic arms of big businesses, and is actively being supported by numerous organizations spanning the gamut of ideologies and affiliations. Women have the gifted power of transforming, nurturing and creating new pathways. In the contemporary world, women are coming out as leaders in a plethora of fields. Education gives them a better direction with the knowledge and skills supporting them in overcoming the hurdles in life.

Demographic Distribution of Women

Age-Group, sex wise Percentage Distribution of Population as per SRS 2015



*Associate Professor, Udaipur School of Social Work, JRN Rajasthan Vidyapeeth University

0.00-45-910-1415-1920-24 25-29 30-34 35-3940-4445-4950-5455-59 60-64 65-69 70+

Age-Group

Source: Sample Registration System, Office of the Registrar General, India.

Note: Total may not add up to 100 due to rounding off.

Autonomy and empowerment of women and improvement in health, economic, social and political status is extremely important for women empowerment in itself. Complete partnership and full participation of both men and women improves the reproductive and productive life which also includes maintaining household and nurturing/taking care of children.

Objectives

1. To highlight the various challenges in empowerment of women in India
2. To analyze the effort of government to tackle the issue of women empowerment
3. To address the role of social work in women empowerment in India

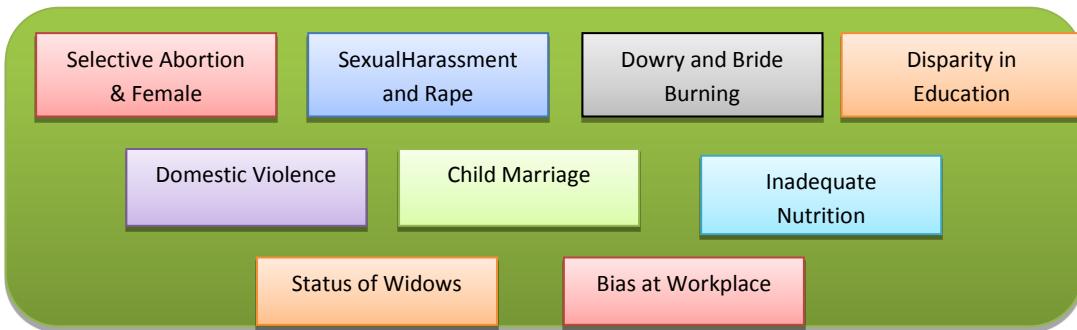
Methodology

Present article is based on analysis of secondary data available on women empowerment in India like review of experts, reports of government and NGO, records and data of different agencies, articles from magazine and newspapers etc.

Data Analysis

In almost every country in the world like India, women face different atrocities towards their life, well-being and health due to lack of power, influence and overburden of work.

Major Issues Concerning Women Empowerment In India:-



Welfare Schemes And Law For Women Empowerment In India

Govt. of India through its ministries, departments and supporting NGOs has initiated various welfare schemes for empowerment of women in India some of them are as Mahila E-haat, Beti Bachao, Beti Padhao, One Stop Centre Scheme, Working Women Hostels, Swadhar Greh, STEP, Nari Shakti Puraskars, Mahila Shakti Kendra, Sukanya Samriddhi Yojna etc. Here is some of specific laws which were enacted by the Parliament in order to fulfill Constitutional obligation of women empowerment like The Equal Remuneration Act, 1976, The Dowry Prohibition Act, 1961, The Immoral Traffic (Prevention) Act, 1956, The Maternity Benefit Act, 1961, The Medical termination of Pregnancy Act, 1971, The Commission of Sati (Prevention) Act, 1987, The Prohibition of Child Marriage Act, 2006, The Pre-Conception & Pre-Natal Diagnostic Techniques

(Regulation and Prevention of Misuse) Act, 1994, The Sexual Harassment of Women at Work Place (Prevention, Protection and) Act, 2013 etc.

Social Work Intervention In Women Empowerment

Significant role is being played by Social Workers and Practitioners working in various non-governmental organizations in promotion of women empowerment. Social workers mobilize people and ensure their effective participation. Dynamic strategies are being utilized by social workers in promoting empowerment of women. Social Worker and Practitioners play major roles to promote women empowerment through formation and nurturing of SHGs, serve as catalysts or agents of change by supporting the women in activities like micro-credit, running small businesses, promotion of girls' education, adult education, encouraging political participation and leadership among women, supporting in advocacy, etc.

Conclusion

Women empowerment has emerged out as a concept which is the result of various criticisms and dialogues conducted by the dynamic women movements around the world especially by feminists from developing and underdeveloped countries. There are many bright spots despite the roadblocks. Almost from every sector, there are great women achievers. It is very important to have the passion to succeed and aim for the top. Therefore women empowerment is a challenging process from social and political perspectives. But women with self-confidence, collective strength and increased awareness have already begun the process. For achieving sustainable development women empowerment is now recognized to be an essential component.

References :-

1. Crispin, J. (2017). *Why I Am Not a Feminist: A feminist Manifesto*. New York: Melville House.
2. Dr. Pandey, N. *Role of NGOs in Promoting Women Empowerment: Evidence from Delhi based NGOs*, Journal of Development Research, Vol. 11, Issue 4.
3. Government of India. Ministry of Education and Social Welfare. (1975). *Towards Equality*. Report of the Committee on the Status of Women in India. New Delhi.
4. Government of India. Ministry of Panchayati Raj. (2008). *Study on Elected Women Representatives in Panchayati Raj Institutions*. New Delhi.
5. Government of India. Ministry of Statistics and Programme Implementation. 2020. *Women & Men in India-2019, 21st Issue*.
6. Government of India. Niti Aayog, Planning Commission of India, 2011, *Sex Ratio*.
7. Government of India. Registrar General of India. Sample Registration System 2018.
8. International Institute for Population Sciences (IIPS) and ICF. (2017). National Family Health Survey (NFHS-4), 2015-16: India. Mumbai: IIPS.

Challenges Before Women Empowerment

Dr. Bhurke Nagorao Sambhaji*

Introduction:- Men and women are the members of society. Certainly a woman like a man is a human being, but in the present world such assertion is abstract, reality is far away from it. Any culture establishes well defined roles for men and women, thus separating their rights by drawing clear lines. But due to men's hegemony, the women all over the world have been marginalized and struggling for identity and equal rights. Specially women in India facing problems such as domestic violence because of dowry, rape, harassment and gender discrimination. Although, over the years different efforts are made by various socialists, philosophers, women writers and feminist to empower woman socially, economically, and politically. They tried their best for woman empowerment where women can make independent decisions on their personal development as well as shine as equal in society. But despite their efforts her position has not changed much. Yet she suffers more and victimized by social institutions. Many problems come across regarding to women empowerment in the 20th century like the process of decolonization, the emergence of oppressed people in the multifaceted social life and struggle of women for the basic human rights. Government proposed many plans for the development of women and upgrading their social, economical and political status but all attempts are unsuccessful.

Empowerment -Conceptual Framework:- The origins of the concept of empowerment go back to the civil rights movement in the USA in the 1960. It has since then been interpreted differently and filled with new meanings and is today used in such different sectors as business, social work, development discourse and by advocates of very different political agendas. The different definitions of empowerment range between defining it as a largely individual process of taking control of and responsibility for one's life and situation, and defining it as a political process of granting human rights and social justice to disadvantaged groups of people. At the former end of the continuum, where empowerment is defined largely as an individual process, empowerment can be used in the conservative political rhetoric of freeing the government of responsibility for injustices and for granting social security. Instead, the argument makes individuals and communities responsible for their own social security and welfare, without providing the necessary support and resources. The empowerment of women is located within the discourse and agenda of gender equality and is increasingly being taken in the agendas of international development organizations, perhaps more as a means to achieve gender equality than as an end in itself. At the Social Summit in Copenhagen in 1993 and the International Conference on Population and Development in Cairo 1994 Governments committed themselves to the empowerment of women. This commitment was operationalised and formulated into a clear action plan at the Fourth World Conference on Women in Beijing 1995 where Governments committed themselves to the "empowerment and advancement of women, including the right to freedom of thought, conscience, religion and belief, thus contributing to the moral, ethical, spiritual and intellectual needs of women and men, individually or in community with others and thereby guaranteeing them the possibility of realizing their full potential in society and shaping their lives in accordance with their own aspirations."

Different Levels of Empowerment:- In line with most theorists on empowerment the one has to view empowerment as taking place on different levels and that change on all levels is necessary if the empowerment of women is really to occur. We have to relate empowerment at three levels: empowerment on the individual, group, and societal/ community- level and the interaction between these. The individual level deals with individual women's abilities to take control over their lives, their perceptions about their own value and abilities, their abilities to identify a goal and work towards this goal. The group level deals with the collective action and sense of agency that woman experience together, in a group. I) The societal level deals with the permissiveness of the political and social climate, the societal norms and the public

* Laxmibai Bhaurao Patil Mahila Mahavidyalaya, Solapur.

discourse on what is possible and impossible for women to do, how women should behave etc. II) The different levels are seen as interconnected and mutually III) Reinforcing, e.g. when empowerment on individual level occurs, this will have effect on the group and societal level. Women who are empowered on an individual level will most likely go on and affect the other levels. Empowerment on a group level e.g. women organizing around a particular need is likely to have effect on the individual empowerment of the women in the form of increased self esteem and sense of agency.

Historical Background of Women Empowerment in India :- The status of Women in India has been subject to many great changes over the past few millenium. In early Vedic period Women Enjoyed equal status with men. Rigved&upnishads mention several names of women sages and seers notably Gargi&Maitrey. However later the status of women began to deteriorate approximately from 500 B.C., the situation worsened with invasion of Mughals and later on by European invaders. Some reformatory movements by Guru Nanak, Jainism, RajarammohanRai, Ishwarchandra Vidya Sagar, Pandita Rama Bai and others did give some relief. It is not that Britishers didn't do any thing for improving the condition of women. Some laws were enacted such an "Abolition of practice of Sati", Widow Remarriage Act 1856 etc. The real change came after independence, Constitution of India guarantees equality to women (Article 14). There are other articles too which ensure rights of women e.g. no discrimination by the state [article 15(1)] equality of opportunity (Article 16) etc. Feminist activism picked up momentum in India during later 1970's. Later on Many groups and NGO's have been working for the Empowerment of women. We are proud that in India Women got voting right much before USA and some other European countries.

The challenges before women empowerment in India :- Gender Discrimination: Discrimination against girl children, adolescent girls and women persists in parts of the country. Indian women continue to face several discriminating practices due to class, caste and faith. Different castes in India, have different attitudes about family planning and gender Selection. Many women are faces problems after giving birth to a girl child. Also, the access of women to education, health and productive resources is inadequate. Therefore, they remain largely marginalized, poor and socially excluded.

Child Marriages: A UNICEF reports suggest that 40% of the child marriages in the world happens in India. Girls are forcefully pushed for marriages before completing 18th years. They have to establish relationship that they do not well understand before they grow. In the very younger age they have to play roles such as wife, mother and carried out responsibility of whole family.

Literacy Rate: Because of early marriages girls are not given chance to go to school, finish their education and find a better job. Literacy level of women is only 54% as compared to that of men which is at 76%. Despite of the various special provisions for women in "National Literacy Mission" literacy rate among women is very less. The reality has not changed much. As compare to boys, girls are away from higher education. And because of it women are not taking active participation in economic and political activities.

Harassment and Brutality: In our Indian society women are harassed limitlessly. Killing of female infanticide is major issue. In literate families; importance is given to boy. In many cities and villages, woman are treated brutally when they give to birth to a baby child. Dowry is another misfortune that Indian women facing largely, when a girl's parents are unable to fulfill demands of their in-laws, their daughters are treated brutally, physically and mentally harassed.

Crime against Women: Our societies continue to experience crime against women in India. On 16th December 2012, a 23 years old paramedic student in India's capital New Delhi was brutally assaulted and gang raped. Studies conducted as from the year 2010 show that crimes against women have raised in the recent past by 7.1%. Again, there has been sharp increase in the number of rape cases recorded each year. In 2014, over 200,000 cases of crimes against women were reported which include rape, kidnapping and abduction, homicide for dowry

Steps Undertaken in India for Women Empowerment :- The Constitution Framers were very much Conscious of the problem of women empowerment hence they ensured that the Principle of Gender Equality is enshrined in the Indian Constitution in its Preamble, Fundamental duties and Directive Principles. The

various articles mentioned in the earlier paragraph are meant for ensuring gender equality. Moreover the Constitution also empowers the states to adopt measures of positive discrimination in favour of women. The real impetus for this movement was gained when under the Priministership of Mrs. Indira Gandhi, a scheme known as Indira Mahila Yojana was launched, UNDP also incorporated issues of women upliftment as Primary objective. Various Schemes were later on launched for the empowerment of women such as RashtriyaMahilaKosh, Mahila Samridhi Yojana, Self help groups at Panchayat level and many more. The establishment of National Women's Commission and State Women's Commissions were important milestones in the direction of Women Empowerment in India.

The National Policy for the Empowerment of women (2001) was an important step taken by the Government of the time for accelerating the pace of women empowerment. The policy was aimed at ensuring women empowerment through positive economic and socialpolicies for the full development of women. So that they could realize their full potential. The policy assured equal access to women to health care, quality education, participation and decision making in Social, Political and Economical life of the nation. The National Policy also aims at Strengthening legal system for eliminating discrimination against Women. It also visualizes strengthening partnership with Civil Society, particularly Women's organizations. States have also taken various measures for empowerment of women.

Role of NGO's in Women Empowerment :- Governmental Organizations are formal agencies working for the empowerment of women. But this work requires multidimensional approach and hence a large number of voluntary organizations/NGO's have gained increased attention in the field from grass-root level to national & international level. Their role is so impressive because they work with missionary zeal and commitment. The working style of NGO's is open, transparent and personal. So, they are more effective in this direction. They organize seminars, conferences and workshops for the awakening of the masses. Their mass appeal-style contributes to a better understanding of women's rights and of the means to ensures the enjoyment of those rights and the elimination of discrimination. They prepare urban and rural uneducated women for self employment, which is vital for the economic empowerment of the women. In short, all these programs and functions of NGO's contribute towards the realization of sustainable community development and hence women empowerment.

Conclusion:- The Empowerment of women has become one of the most important Concerns of 21st century not only at national level but also at the international level. Efforts by the Govt. are on to ensure Gender equality but Government initiatives alone would not be sufficient to achieve this goal. Society must take initiative to create a climate in which there is no gender discrimination and Women have full opportunities of Self decision making and participating in the Social, Political and Economic life of the Country with a sense of equality.

References :-

1. Aslihan Kes Earthscan, Caren Grown, Geeta Rao Gupta. Taking Action: Achieving Gender Equality and Empowering Women 2005.
2. Tiwari, Smita: Daughters of the Earth, 2001.
3. Dr.Dashrath Bhuyan :'Empowerment of Indian Women: A challenge of 21st century' . .
4. Dr.Shruti Singh: Women. Empowerment in Modern India
5. M.K.Rao. Empowerment of Women in India. Discovery Publishing House, 2005.
6. Malhotra Anju : Majoring Women's Empowerment In International Development Background Paper On Poverty And Gender, 2002.
7. Hajira Kumar : Women's Empowerment, Issue, Challenges, and Strategies: 2005.



Psychoanalytical study of Persian girls

Supriya Sudhakar Katkar*

Abstract :- This paper studies a memoir *Persian girls* by an Iranian American woman writer Nahid Rachlin with psychoanalytical approach. In memoir, writer narrates her own experiences about family, society, culture and her own reactions. A memoir is writer's self-expression. Psychoanalysis believes that a person's development is determined by events in early childhood. Human behaviour and cognition are largely determined by instinctual drives that are rooted in the unconscious. Unconscious material can be found in dreams and unintentional behaviour. The roots can be found in unconscious mechanisms such as defence mechanism, superiority and inferiority complex. These unconscious mechanisms are reflected in the behaviour of characters to gain power over others and to reduce anxiety. In this paper the characters including narrator are studied in the context of such unconscious mechanisms. Superiority and inferiority complex along with dreams are studied to throw light on behaviour of the characters. The book *UNDERSTANDING LIFE An introduction to the psychology of Personality* by Alfred Adler by Colin Brett is referred for analysis.

Keywords: Superiority complex, Inferiority complex, Nahid, Pari, Manijeh The memoir *Persian Girls* written by Nahid Rachlin is a beautiful recollection

Introduction :- This paper studies a memoir *Persian girls* by an Iranian American woman, Nahid Rachlin with psychoanalytical approach. A memoir is a historical account or record of once life. In memoir, writer narrates her own experiences about family, society, culture and her own reactions. A memoir is writer's self-expression. The memories and events in the life of the writer and the family find expression in her memoir. All the sweet and sour memories since childhood are represented in naturalistic manner.

Psychoanalysis believes that a person's development is determined by events in early childhood. Human behaviour and cognition are largely determined by instinctual drives that are rooted in the unconscious. Unconscious material can be found in dreams and unintentional behaviour. The roots can be found in unconscious mechanisms such as defence mechanism, superiority and inferiority complex. These unconscious mechanisms are reflected in the behaviour to gain power over others and situations to reduce anxiety. In this paper the characters including narrator are studied in the context of such unconscious mechanisms. The memoir is analysed with approach of superiority and inferiority complex along with parental influence. The book *UNDERSTANDING LIFE An introduction to the psychology of Personality* by Alfred Adler and edited by Colin Brett is referred for analysis.

In her memoir, Nahid narrates the story of how her life was separated from that of her beloved sister Pari. They were born in Iran. Both sisters refused to accept traditional Muslim customs. They dreamed of careers in literature and acting. Their lives changed when Pari was forced by their father to marry a wealthy and cruel man. Nahid refused to marry like Pari and instead convinced him to pursue her studies in America. When Nahid received the news that Pari had died after falling down stairs, she went back to Iran. Iran was under the Islamic regime. She wanted to find out what happened to her beloved sister. In her memoir Nahid tries to confront her

* Research Student, Department of English, Shivaji University Kolhapur.

past, and evaluate what the future holds for her. Mohtaram is Nahid Rachlin's real/ biological mother. Nahid had eight siblings but two of them died in childhood. Nahid had been given to her widow and childless aunt Maryam in her infancy. Nahid was brought up by aunt Maryam up to nine years of her age. Then her father forcefully brought Nahid in her own family with mother and siblings. Here Nahid's alienation began. Which led her to go to America and live their throughout her life. The analysis of the characters in this memoir shows many defence mechanisms at work. Most of siblings of Nahid use these defence mechanisms to gain attention of parents and others. Alfred Adler explains the formation of these defence mechanisms: "When a child is pampered, over protected or ignored the child misinterprets the given treatment by family, teachers or society. When the given treatment is taken up by the child to benefit own self it becomes the defence mechanism. It becomes beneficial for the child in avoiding unacceptable and unwanted situations, people and feelings such as the feelings of inferiority complex. As the weakest is strongest, the child gains power over others which is known as superiority complex." (34).

The character of Manijeh is victim of superiority complex. Her insecurity of losing her place in parents' opinion made her not only obsessive but also nasty towards her own siblings. When such children suffer envy and jealousy overcomes them in such a way that they cannot even tolerate the betterment of their siblings. Manijeh is the best example of superiority complex. Because Manijeh never behaves according to her age. She is never a good student. Instead she always takes interest in the womanly behaviour. Her focus is always on marriage and never on education. She wins the favours of her parents. It increased her pride and superiority over Pari and Nahid in the eyes of parents. Due to Manijeh's such behaviour the ambitious Pari and Nahid were always either ignored or criticized by the parents. When Manijeh didn't want to go for the movie she pretended headache. Mohtaram cancelled the plan and Manijeh succeeded in her goal to attain superiority. Adler's explanation of superiority complex makes it clear. "Study the connection between the superiority complex and inferiority. For example, if we study problem children with a superiority complex - children who are impudent and arrogant - we shall find that they always want to appear bigger than they are. We all know how children with temper tantrums try to control others. Why are they so demanding and impatient? Because they are not sure they are strong enough to attain their goal - they feel inferior. It is as if they were constantly on tiptoes in an effort to appear bigger than they really are and thus to gain success, pride and superiority." (35).

When Manijeh was born Mohtaram's attention turned totally on her by which Pari was ignored though Pari was more beautiful than Manijeh, Mohtaram kept praising Manijeh. When Nahid came back from Maryam to live with Manijeh became insecure envious of Nahid. It was Manijeh's inferiority complex or insecurity of losing Mohtaram's affection and full attention by Nahid's arrival. The roots of Manijeh's behaviour can be found in the birth order and its subsequent consequences. It is important to note that no two children, even those born in the same family, grow up in the same situation. Even within the same family the atmosphere that surrounds individual children is quite unique. Explaining the impact of birth order on children Adler comments: "First children are initially alone and are thus the centre of attention. Once the second child is born, elder children find themselves dethroned and do not like the change of situation; they were once in power and are no longer. This sense of tragedy goes into the formation of their prototypes and will re-emerge in their adult characteristics" (9).

Pari was neglected by Mohtaram due to over affection for Manijeh. Pari developed her interest in American movies. She covered the walls of room by the pictures of American actress. She set her goal to become an actress and started following their dressing style. She took part in

the drama performance at her school. Though her father did not like it, she obstinately continued it. Even when her father asked her to stop using one red dress, she kept using it. This behaviour is the outcome of Mohtaram's over affection for Manijeh and ignorance towards Pari and Nahid. Due to such neglect by their mother, Pari and Nahid determined their goals by themselves. When Nahid was brought forcefully by her father away from Maryam her feeling of insecurity and detachment led her to alienation from the family which developed her interest in books. She could never respect and accept Mohtaram as her mother; instead she begins comparison between Maryam and Mohtaram. She rebels to go back to Maryam and later to get educated in America. Later she married a foreigner, the man of her choice without seeking permission of her parents.

Nahid kept studying vivaciously. Though oppose by her father, she kept reading many books. She kept writing stories. Once or twice she gave the stories to publishers and radio station. She had been warned by her father to avoid it but Nahid had already set her goal to study well, achieve fine academic success and go to America. Manijeh who was never a good student felt jealous of her. Manijeh is always found accusing Nahid of stealing her notes. It proves Manijeh's feeling of inferiority in academics where Nahid is far more superior and cannot be overcome by Manijeh. Manijeh always quarrelled with Nahid for one or other thing. Manijeh could never behave well with Pari and Nahid. She always kept spoiling Pari's plans by catching Mohtaram's attention pretentiously. She took up an unknown rivalry with Nahid in everything. She is never found addressing Nahid by her name. To address Nahid she speaks in general asking or demanding the expected without pointing her name. Manijeh's accusing and cursing Ali the family servant also proves her sense of inferiority and inability of doing the particular works by herself. Manijeh is over protected by Mohtaram. She could never settle the things on her own. Since childhood she was hovering around Mohtaram who always praised her looks. She always had ambition to get married. Manijeh could never focus on education. As soon as she was proposed by Javed, she left her school. When Javed ignored Manijeh due to his love relation with Shella, Manijeh started expecting Mohtaram to settle her married life. She kept expecting Javed to turn back to her. Mohtaram's over affection for Manijeh due to her being a sick child made Manijeh a problem child. Manijeh could not keep even her second marriage and came back to take care of old aged Mohtaram. Along with Manijeh, Pari and Nahid also suffer from inferiority complex. Pari was always strictly warned and scolded by her father about clothing, behaviour, acting and so on. She was even refused to marry Majid the boy of her choice. Later she married Tahiri and faced the same problems. Tahiri was ill-tempered had mood swings and was addicted to alcohol. He did not like Pari making career in acting. All this destroyed Pari's mental health. She lost her interest in her marriage. Although she tried to keep her marriage for several times just to be with her child. She knew very well that by divorcing Tahiri she would ultimately lose her son forever. She divorced Tahiri eventually to get rid of his ill-treatment. But being an Iranian divorced woman she lost her rights to her son. She developed a permanent feeling of loss and inferiority. Even Mansour didn't much support her. Pari's striving for action was taken by him as her being cut off from the reality. He thought her running after unreal and unachievable things. He sent her to mental sanatorium.

When Nahid was with Maryam she was the centre of her attention and affection. When she was brought by her father to live with her own family she lost the uniqueness being amongst all siblings. Even she was never attached with Mohtaram or her father nor to her other siblings apart from Pari. For several times she felt inferior to Manijeh for not being able to win the attention and affection of her parents even by her academic success. Even in Linden grove college at the time of mixer to attract the boys the girls did make-up and several touch-ups. Although the girls who were

not invited by the boys used to talk and laugh artificially to cover up their sense of inferiority. The girls who were invited by the boys left their female friends, cancelled the plans with female friends and joined the boys to claim their superiority. Nahid generally felt inferior for not being used to wear western clothes and not having boyfriends. She could not go out for lunch due to shortage of money. Most of her dates were ended with disappointment due to her following Iranian customs. Nahid till the end could not give up many Iranian values and go with American western lifestyle. Even as a writer Nahid is nostalgic. Apart from Nahid, Manijeh and Pari other women characters such as Maryam being childless and widow feels inferior to her offspring sister Mohtaram, who is well supported by her husband. Once when Nahid came to visit old and sick Mohtaram and Maryam she met Manijeh. By that time Manijeh had broken her both marriages and came to take care of old and sick Mohtaram. All of a sudden Manijeh started the topic of her own childhood and adolescent son's misbehaviour with Pari and Nahid. She almost confessed her regrets out of her envy and jealousy.

Conclusion:- Thus, the psychoanalytic study and analysis of the women characters in the memoir of Nahid Rachlin reveal that a person's development is determined by events in early childhood. Their external behaviour is rooted in the unconscious. The roots can be found in unconscious mechanisms such as defence mechanism, superiority and inferiority complex. These unconscious mechanisms are reflected in the behaviour of characters. Most of the women characters in this memoir use defence mechanisms to reduce anxiety. They suffer from Superiority and inferiority complexes. Their problematic childhood has influenced their adult life and their relations with others.

Reference:-

1. Adler, Alfred. *Understanding Human Nature: The Psychology of Personality*. (Ed) Colin Brett. Oxford: OneWorld Publications. 1997. Print.
2. Rachlin, Nahid. *Persian Girls*. New York: Tarcherperigee. 2006. Print.



Problems And Prospects of The Women Empowerment

R. H. Ramesh*

Dr. Megaraja B.**

Abstract:- Women empowerment refers to increasing the spiritual, political, social, educational, gender or economic strength of individuals and communities of women. Women's empowerment in India is heavily dependent on many different variables that include geographical location (urban / rural) educational status social status (caste and class) and age. Policies on Women's empowerment exist at the national, state and local levels in many sectors, including health, education, economic opportunities, gender based violence and political participation. However there are significant gap between policy advancements and actual practice at the community level.

Key Notes: Women Empowerment, Review of Literature, Problems and suggestion for Women Empowerment.

Woman is an incarnation of 'Shakti'—the Goddess of Power. If she is bestowed with education, India's strength will double. Let the campaign of 'KanyaKelavni' be spread in every home; let the lamp of educating daughters be lit up in every heart.

Narendra Modi

Introduction

The origins of the concept of empowerment go back to the civil rights movement in the USA in the 1960. It has since then been interpreted differently and filled with new meanings and is today used in such different sectors as business, social work, development discourse and by advocates of very different political agendas. The different definitions of empowerment range between defining it as a largely individual process of taking control of and responsibility for one's life and situation, and defining it as a political process of granting human rights and social justice to disadvantaged groups of people. At the former end of the continuum, where empowerment is defined largely as an individual process, empowerment can be used in the conservative political rhetoric of freeing the government of responsibility for injustices and for granting social security. Instead, the argument makes individuals and communities responsible for their own social security and welfare, without providing the necessary support and resources. The empowerment of women is located within the discourse and agenda of gender equality and is increasingly being taken in the agendas of international development organizations, perhaps more as a means to achieve gender equality than as an end in itself. At the Social Summit in Copenhagen in 1993 and the International Conference on Population and Development in Cairo 1994 Governments committed themselves to the empowerment of women. This commitment was operation and formulated into a clear action plan at the Fourth World Conference on Women in Beijing 1995 where Governments committed themselves to the "empowerment and advancement of women, including the right to freedom of thought, conscience, religion and belief, thus contributing to the moral, ethical, spiritual and intellectual needs of women and men, individually or in community with others and thereby guaranteeing them the possibility of realizing their full potential in society and shaping their lives in accordance with their own aspirations."

Review of Literature :- H. Subramanian (2011) compares women education in India at present and Past. Author highlighted that there has a good progress in overall enrolment of girl students in schools.

* Research Scholar & Asst.Professor Dept of Studies of Commerce VSK University, Ballari

** Research Guide & Asst.Professor Dept of Studies of Commerce VSK University, Ballari

The term empowers means to give lawful power or authority to act. It is the process of acquiring some activities of women. M. BhavaniSankaraRao (2011) has highlighted that health of women members of SHG have certainly taken a turn to better. It clearly shows that health of women members discuss among themselves about health related problems of other members and their children and make them aware of various Government provisions specially meant for them. Doepke M. Tertilt M. (2011) Does Female Empowerment Promote Economic Development? This study is an empirical analysis suggesting that money in the hands of mothers benefits children. This study developed a series of non cooperative family bargaining models to understand what kind of frictions can give rise to the observed empirical relationship Duflo E. (2011) Women's Empowerment and Economic Development, National Bureau of Economic Research Cambridge The study argues that the inter relationships of the Empowerment and Development are probably too weak to be self sustaining and that continuous policy commitment to equally for its own sake may be needed to bring about equality between men and women. Sethuraman K. (2008) The Role of Women's Empowerment and Domestic Violence in child Growth and under nutrition in a Tribal and Rural Community in South India. This research paper explores the relationship between Women's Empowerment and Domestic Violence, maternal nutritional status and the nutritional status and growth over six months in children aged 6 to 24 months in a rural and tribal community. This longitudinal observational study undertaken in rural Karnataka. India included tribal and rural subjects.

Venkata Ravi and Venkatraman (2005) focused on the effects of SHG on women participation and exercising control over decision making both in family matters and in group activities.

Problems of Women Empowerment

- 1. Missing of girl child
- 2. Dowry deaths
- 3. Domestic Violence
- 4. Sati
- 5. Child Marriage
- 6. Preference for a son
- 7. Female feticides
- 8. Education
- 9. Forced evictions and exclusion
- 10. Sexual harassment at the workplace
- 11. Rape
- 12. Societal violence against women

Government Schemes for Women Empowerment :- The Government programmes for women development began as early as 1954 in India but the actual participation began only in 1974. At present, the Government of India has over 34 schemes for women operated by different department and ministries. Some of these are as follows:-

- 1. Rastriya Mahila Kosh (RMK) 1992-1993
- 2. Mahila Samridhi Yojana (MSY) October,1993.
- 3. Indira Mahila Yojana (IMY) 1995.
- 4. Women Entrepreneur Development programme given top priority in 1997-98.
- 5. Mahila Samakhya being implemented in about 9000 villages.
- 6. Swayasjdha.
- 7. Swa Shakti Group.
- 8. Support to Training and Employment Programme for Women (STEP).
- 9. Swalamban.
- 10. Crèches/ Day care centre for the children of working and ailing mother.
- 11. Hostels for working women.
- 12. Swadhar.
- 13. National Mission for Empowerment of Women.
- 14. Integrated Child Development Services (ICDS) (1975),
- 15. Rajiv Gandhi Scheme for Empowerment of Adolescence Girls (RGSEAG) (2010).
- 16. The Rajiv Gandhi National Crèche Scheme for Children of Working Mothers.
- 17. Integrated Child Protection scheme (ICPS) (2009-2010).
- 18. Dhanalakshmi (2008).
- 19. Short Stay Homes.
- 20. Ujjawala (2007).
- 21. Scheme for Gender Budgeting (XI Plan).
- 22. Integrated Rural Development Programme (IRDP).

- 23. Training of Rural Youth for Self Employment (TRYSEM).
- 24. Prime Minister's Rojgar Yojana (PMRY).
- 25. Women's Development Corporation Scheme (WDCS).
- 26. Working Women's Forum.
- 27. Indira Mahila Kendra.
- 28. Mahila Samiti Yojana.
- 29. Khadi and Village Industries Commission.
- 30. Indira Priyadarshini Yojana.
- 31. SBI's Sree Shakti Scheme.
- 32. SIDBI's Mahila Udyam Nidhi Mahila Vikas Nidhi.
- 33. NGO's Credit Schemes and

National Banks for Agriculture and Rural Development's Schemes The efforts of government and its different agencies are ably supplemented by nongovernmental organizations that are playing an equally important role in facilitating women empowerment. Despite concerted efforts of governments and NGOs there are certain gaps. Of course we have come a long way in empowering women yet the future journey is difficult and demanding.

Suggestions

- 1. The first and foremost priority should be given to the education of women, which is the grassroots problem. Hence, education for women has to be paid special attention.
- 2. Awareness programmes need to be organized for creating awareness among women especially belonging to weaker sections about their rights.
- 3. Women should be allowed to work and should be provided enough safety and support to work. They should be provided with proper wages and work at par with men so that their status can be elevated in the society.
- 4. Strict implementation of Programmes and Acts should be there to curb the mal-practices prevalent in the society.

Conclusion:

A Quality control system to help the women empowerment in order to face competition should be followed. As opportunities will be more in small and medium scale Industries, the sector should be given prominence and proper marketing strategy for such products should be planned and implemented which will give scope for women empowerment. Rural Township & village enterprises (T&E) on the basis of china should be developed in India. It has become necessary for Indian economy to generate more & more efficient women empowerment to meet the modern business challenges both from house & abroad. The women empowerment will give opportunities for other women & thus increase in social status of women. Women community is welcomed to participate in more and more numbers in the entrepreneurship so that they will also equally contribute to national economy.

References :-

- 1. Kadam, R. N. Empowerment of Women in India- An Attempt to Fill the Gender Gap. International Journal of Scientific and Research Publications. (2012).
- 2. Deshpande, S., and Sethi, S., Role and Position of Women Empowerment in Indian Society. International Referred Research Journal. (2010).
- 3. Kishor, S. and Gupta, K., Gender Equality and Women's Empowerment in India, (2009)
- 4. NATIONAL FAMILY HEALTH SURVEY (NFHS-3) INDIA, 2005-06, International Institute for Population Sciences, Deonar, Mumbai.
- 5. Suguna, M., Education and Women Empowerment in India. ZENITH: International Journal of Multidisciplinary Research. (2011).
- 6. Dr. Dasarati Bhuyan "Empowerment of Indian Women: A challenge of 21st Century" Orissa Review, 2006.

Social Support And Coping Strategies of The Elderly Women

Ms.J.Beula*

Dr. P.Jaya**

Abstract :- Ageing is a biological process experienced by human beings. Attainment of the 60 years has led to many changes physically and psychologically. In today's scientific invention and due to the advancement in medical research the expectancy of the life of the elderly has increased. So the elderly population is also increasing in the developed and developing countries. The needs of the elderly is also changing, but in the fast moving world the family system has undergone a change. The family members find difficulty in spending time with their elderly members, difficulty in fulfilling their psychological needs too. The amount of support received by the elderly contributes for their better well being and positive mental health. So an attempt is made to study the social support, its relationship with subjective well being and the coping strategy adopted by the elderly. It is found that there is positive relationship between Social Support and Subjective well being. There is no relationship with the Social support and the dimensions of coping strategy adopted.

Keywords: Social Support, Subjective Well being, Coping Strategy, Elderly.

Introduction:- The elderly population is now becoming of considerable concern around the world. The proportion of people age 60 and over is growing faster than any other group. Compared to 1970 population estimates, by 2025, the projected elderly population is expected to increase to 223%. Between the years 2000 and 2050, the world wide proportion of persons over 65 years of age is expected to more than double from the current 6.9% to 16.4%(UNO.1985). The advancement in science and technology have increased the life expectancy, so there is increase in the elderly population. As per the 2011 census data, the elderly population in India has possibly grown from 7.5% to 8.2% in the last decade or so. According to official population projections, the number of elderly persons in India will rise to approximately 140 million by 2021. The gender ratio among elderly was about 972: 1000 in 2001, in favour of females. Another feature is a relatively higher ratio of females to males in the elderly population than in the general population for all the years since independence. For males the rise was more modest from 5.5% to 7.1%, while for females there had been a steep rise from 5.8% to 7.8% during the five decadal Censuses from 1961 to 2001. The life of the elderly becomes miserable once they attain the age of 60 which is the age of retirement or when the elderly is unable to carry out their own daily needs or the elderly become the dependent due to the changes in the life. The elderly are in need of social support to have a better mental health. Social support is often used in a broad sense, referring to any process through which social relations might promote health and well-being; it refers to the social resources that persons perceive to be available or that are actually provided to them by non-professionals in the context of both formal support groups and informal helping relations (Cohen 2000). Social support extended by the family and the society contributes for the positive mental

* Ph.D., Research Scholar, Bharathiar University and Assistant Professor, Department of Social Work, Stella Maris College(Autonomous), Chennai.

**²Kumar, Assistant Professor, P.G and Research Department of Social Work, Madurai Institute of Social Sciences

health. It also contributes for the well being of the individuals. The social determinants of health play a vital role in influencing the overall health conditions of people and the community. (Jaya Kumar 2020). Parents with children were happy than the childless couples. So the family helps the individuals to interact, engage in routine activity and they were taken care by the family members psychologically too. The problems faced by the elderly both physical and psychological. Aging was associated with disabilities and social vulnerabilities on an alarming rate, including increasing institutionalization of elderly individuals, (Libin and Jaya Kumar 2018). So they adopted different strategies to cope up with their life. So an attempt is made by the researcher to study the Social Support and Coping strategies adopted by the elderly Women.

Objectives:

- To study the personal profile of the elderly women in day care centres.
- To identify the level of Social Support of the elderly women
- To study the level of Subjective well being of the elderly women
- To study the coping strategies adopted by the elderly women
- To study the relationship between social support, subjective well being and coping strategies.

Methodology:

Research Design: The researcher had adopted descriptive design for the conduct of the study.

Universe: The elderly women in the day care centres situated in Chennai Corporation. The Centre having a track record of more than 10 years were identified and data were collected from two day care centres. Totally 180 constitute the universe of the study.

Inclusion criteria: The respondents who were willing and able to respond to the questionnaire were included for the study.

Exclusion Criteria: The respondents who were not interested to answer and were not able to speak were excluded from the study.

Sampling: Among the 180 elderly women. 120 respondents were selected through the simple random sampling using lottery method.

Tools of data Collection:

Questionnaire was used for data collection. It consists of four parts. Part one consists of personal questions and the part two consists of a scale to measure the Social Support scale developed by Duke, Part three consists of a scale to measure subjective well being Inventory developed by Nagpal and Sell (1992) and part four consists of coping strategies Inventory form David L. Tobin.

Analysis of data:

Personal Profile:

It is found that 58.4 percent of the respondents were in the age group 60-70 years of age. 38.3 per cent were in the age group 71-80 years and the remaining 3.3 percent were in the age group above 81 years. Majority of the respondents were Hindus i.e., 86.7 per cent and the 12.5 was Christians and the remaining was Muslim. 39 per cent of the respondent's educational qualification is primary level and 32 percent education is higher secondary level and the remaining has high school level of education. Among the total respondents 72 per cent were married, 11 per cent were unmarried, 17 per cent had divorce. 52.7 per cent of the respondents were receiving government pension, 10.7 per cent were receiving pension from their earlier Job, 10.8 per cent were receiving disability pension and the remaining were having income from family.

Social Support:- It has been found that 40 per cent of the respondents perceive that they were having moderate level of social support, 32.5 percent perceive as low level of social support and the remaining 27.5 percent perceive as high level of social Support.

Subjective Well Being:- The analysis shows that 45.8 percent have moderate level of subjective well being, 27.5 per cent have low level of subjective well being and 26.7 per cent have high level subjective well being.

Coping Strategy adopted:- Problem focused engagement: The analysis of the subscale of the coping strategies shows that 60.8 per cent have high level of Problem focused engagement and the remaining have low level of Problem focused engagement. Problem focussed disengagement: It is found that 58.3 per cent have high level of problem focussed disengagement and the remaining 41.7 percent have low level. Emotion focussed engagement: It is found that 47.5 per cent have low level of emotion focussed engagement and the remaining 52.5 percent have high level of emotion focussed engagement. Emotion focussed Disengagement: It is found that 45 per cent have low level of emotion focussed disengagement and the remaining 55 percent have high level of emotion focussed engagement

Inter correlation among the key variables :- The analysis shows that there is a positive relationship between Subjective well being and social support of the respondents. Among the coping strategies there exists a positive relationship between problem focussed engagement, Problem focussed disengagement, Emotion focussed engagement and Emotion focussed Disengagement Predictor Variables of **Social Support and Coping Strategy:-** It has been identified that Subjective well being is identified as the predictor variable of Social Support. Subjective well being is identified as the predictor variable of Problem focussed disengagement.

Conclusion:- The results of the study show that the respondents were having moderate level of Social Support and Subjective Well being. The inter relation between the social-physical and cultural conditions influences the quality of life (Babu P. J., 2020). It has been found that the findings of the study coincides with the other studies too. The elderly adopts problem focussed coping strategy to deal with their problems. The increase of the age and the dependency upon their family members has contributed to the above. It is also found that there is a relation between Subjective well being and problem focussed disengagement. So the day care centre can provide counselling and engagement activities to cope up with their problems.

References :-

1. Babu, J. (2017). Reproductive Health of Aboriginal Women in India: A Study on Life Cycle Approach . Journal of Social Work Education and Practice , 17-24.
2. Cohen S, Gottlieb B, Underwood LG. Social Support Measurement and 5. New York: Oxford University Press; 2000.
3. Department of International Economic and Social Affairs. Periodical on Ageing:1984. Vol. 1. New York: United Nations Organization; 1985.
4. Jaya Kumar and Jobi Babu(2020), “Quality Of Life Of Elderly: An Appraisal From The Perspective Of Human Rights”, Studies in Indian Place Names, Vol-40-Issue 72, 222-230
5. Libin Sebastian, P Jaya Kumar(2018), Social Integration of Elderly Women in Old Age Homes, World Wide Journal of Multidisciplinary Research and Development, ; 4(3): 101-102.
6. Situation Analysis of the Elderly in India. Ministry of Statistics and Programme Implementation. Government of India: Central Statistics Office; 2011

A Study of Self Help Group In Empowering Socio-Economic Status Of Women Under Golakganj Development Block Of Dhubri District Of Assam

Topu Choudhury*

Abstract

The role of women as a mother, sister, daughter or wife in the development of a human being's personality cannot be either denied or undervalued. But in reality, women are subjected to exploitation in the hands of men and are deprived of all opportunities and privileges available in the society. However, since the inception of the concept of Self Help Groups, it has been playing a significant role in accelerating the socio-economic status and women empowerment, especially in rural India. The status of women has been a matter of utmost importance and the nations have always engaged in discussing what should be the position of women in society and the debate still continues, In view of this, this paper attempts to study the influence of Self Help Groups in empowering socio-economic status of rural women.

Keywords: Exploitation; Opportunities; Empowerment; Rural Women; Self Help Groups.

Introduction:- Women can be regarded as one of the most precious human resource of the society. Women's intrinsic qualities are foundational to the inclusive development of a nation. In the words of Pandit Jawaharlal Nehru "one can tell the condition of a nation by looking at the status of its women". The socio- economic status of women has been a matter of utmost importance and nations have always engaged in discussing what should be the position of women in society and the debate still continues. It is beyond doubt that women are the backbone of a nation in any parts of the world. Past researches and studies reveal that majority of population in India live in rural areas and basically women folk are lagging behind in all aspects of life. Moreover, women living below poverty line are deprived of their chances to use their abilities and capabilities to the fullest. Hence, the improvement of women's social status through Self Help Groups (SHG) can contribute significantly towards the economic development of the women. Women's group can together capitalize their ideas, experiences and hard work for improving their socio-economic condition. The study has been conducted among the different SHGs under Golakganj Block of Dhubri District of Assam to understand the socio- economic status of women. Golakganj is situated in a backward locality of Western Assam. The total number of SHGs in Assam is more than 3, 03,699 and in Golakganj, it is 89 in total. Transformation of rural economy and inclusive economic development is not feasible without developing properly women's potentiality and capability. So, to speed up the growth and prosperity of women, formation of SHGs is an effective plan for the socio-economic empowerment of women.

Objectives:- The prime objective of the present study is to examine the social and economic awareness of women through SHGs under the Golakganj Development Block of Dhubri District of Assam. More specifically:

1. To analyze the effect of SHGs on social status of women.

* Assistant Professor, Department of Political Science Chilarai College, Golakganj P.O. - Golakganj, Dist- Dhubri, (Assam) -783334.

2. To analyze the effect of SHGs on economic status of women.

Methodology:

For the present study 50 women members of different SHGs under the Golakganj Development Block were selected on simple random basis. An interview schedule was prepared to collect the primary data. Secondary data was collected from the government records, literary writings of scholars, journals, newspaper, magazines, internet, etc. in order to extract the detailed information. No complicated tools and models were used in the study as it is based on descriptive method; only percentage and averages were used for analyzing.

Analysis and Interpretation of Data:

The study primarily relates to the socio-economic empowerment of women in the Golakganj Development Block. Since 2005-2021, 89 Nos. of SHGs has been developed, out of which 78 are women SHGs which constitute almost 88% of the total SHGs. The fundamental activities of women SHGs are weaving, poultry farming, pottery, animal husbandry, etc. Among these weaving is the dominating activity of the SHGs.

Table 1.1 Distribution of Age Group of Members of SHGs (Women)

Sl.No	Age group	No. of respondents	Percentage
1	20-35	26	52
2.	36-55	20	40
3.	56 and above	4	8
4.	Total	50	100

Source: Interview with the respondents.

The table 1.1 reveals that young and middle aged women actively participated in the SHGs thereby accelerating the socio-economic status. The respondents belonging to the 56 and above group constitute only 8%. They also played an important role in the SHGs in the form of supervising and controlling the problems arouse time to time in the SHGs.

. Table 1.2 Causes for Joining SHGs

Sl.No	Causes	No. of respondents	Percentage
1	Financial Crisis	32	64
2.	Social Status	8	16
3	Promote Savings	5	10
4.	Other causes	5	10
5.	Total	50	100

Source: Interview with the respondents.

The table 1.2 shows that majority of the respondents have joined the SHGs due to their financial crisis. To meet up the daily requirements of their households, most of the respondents have joined the SHGs. It has been observed during the field study that majority of the respondents are not educated so they have engaged themselves in SHGs in spite of struggling for government services. A few respondents have joined the group to maintain their social status and also to promote savings. 10% of the respondents have joined SHGs for other reasons such as helping the needy and poor women of the society.

Table 1.3: Monthly incomes of members before and after joining in SHGs

Sl. No	Monthly Income(Rs)	Before Joining SHGs		After Joining SHGs	
		No. of respondents	Percentage	No. of respondents	Percentage
1.	Less than 1500	19	36	4	8
2.	1500-3000	6	12	13	26
3.	3000-5000	3	6	15	30
4.	5000 and above	0	0	18	36
5.	Non Earning Members	22	44	0	0
6.	Total	50	100	50	100

Source: Interview with the respondents.

Table 1.3 clearly indicates that most of the respondents who were non- earning members before joining any SHGs, but after joining the SHGs their monthly income have increased to a considerable extent. Consequently, the women members of SHGs are quite confident to meet their basic requirements and more importantly now they contribute to their household income that determines the standard of living of the people. During field study, it has been observed that increase in income has been spent on better nutrition and schooling cost of the children and also on the health care for the family members, especially the old ones.

Conclusion:

The SHGs can be considered as the silent rural revolution for women. Unarguably, SHGs has positively contributed for the development of the women folk. The findings and results of the present study shows that the membership to SHGs has immensely contributed in the lives of women by bringing changes on the socio-economic status of the women. Before joining to SHGs, majority of women were confined only to household chores without any decision making power. But, nowadays women are equal and enjoy all the privileges and position as like their male counterparts and could take decision in household matters like education of the child, marriage of the child, purchase of household properties, etc. In view of the experiences collected from the present study, the author wants to suggest that the women SHGs should take bold initiatives to remove liquor shops located in the nearby areas to save the coming generations, Moreover, the SHGs should encourage the marginalized women to join the SHGs by creating awareness programmes for self development in all important spheres of life.

References:

1. Jain, Ritu (2003) "Socio- Economic Impact through Self Help Groups" Yojana, Vol. 47, No.-7.pg.11-12.
2. Laitha, N and Nagarajan, B.S (2002) " Self Help Groups in Rural Development" Dominant Publishers and Distributors, New Delhi.
3. Prasad, Kanta (2001) "NGOs and Socio Economic Development Opportunities" Deep & Deep Publication, New Delhi.
4. Reddy, Gangi, Y (2008) "Social Mobilization, Employment and Empowerment through Self Help Groups" in Reddy, V.A. and Charyulu, Y.M. (ed) pg. 281-318.
5. Verma, M.M (2009) "Approaches to Women Empowerment" IASSI, Quarterly Journal, Vol.28, Special Issue, Jan-Dec.

Women in Dalit literature with special reference to Baby Kamble and Kaushalya Baisantri

Joyeeta Das*

Abstract— Although as an ideology Feminism has assumed a global significance, it has been accused of being typical urban middle class concept and merely a record of upper caste Women alone. Dalit movements too have not bothered about patriarchal domination. Dalit women are doubly marginalized and Dalit feminists aim at bringing out the Dalit Women's experiences of dual marginalization of caste-based atrocities and patriarchal violence that Dalit women suffer from within as well as outside their community. Dalit women's literatures are a portrayal of the socio-economic, cultural, and political conditions of Dalit community under the control and influence of upper caste hindu society. They demonstrated their life stories and experiences of trivial exploitation based on caste, class and gender. The paper aims to focus on the writings of two Dalit women authors of Maharashtra, Baby Kamble and Kaushalya Baisantri, whose writings are a depiction of their battles not only for existence but also for constitution of self-identities for which these women fight every day. Moreover it also focuses on the scope of both the author's autobiographies, how they are similar and distinct from each other

Methodology :- The method used in the study is Content Analysis and Documentary Research Method in which the primary sources of information are the autobiographies, short stories, poems, essays, interviews and multiple other works of Dalit women authors. The secondary source of information are the different articles, books and various other sources related to Dalit feminism and Dalit women writings in Maharashtra.

Objectives

1. To reflect on socio-economic and political condition of Dalit women.
2. To compare the writings of both Baby Kamble and Kaushalya Baisantri.
3. To look into the impact of Dalit women writings on Dalit community as a whole.

Introduction :- Dalit women are positioned at the lowest rung of the social hierarchy, subjected to inhumane living conditions, violence and discrimination which deprive them of all kinds of opportunities, choices and freedoms in all sphere of their life (Nageen Rather, 2017). Dalit women's literature holds a mirror to the agony experienced by an individual, gives a voice against casteism and wish for an egalitarian society (Kavya, 2016). Off late Dalit women writers are trying to make their footprint all over India and their writings came pouring in many regional languages in the form of autobiographies, short stories, poems, novels, etc. The paper is a reflection on their socio-economic struggle for existence to the constitution of self-hood and self-identities for which these women fight every day. The self in Dalit women's narratives is presented before the readers through the shared experience of the community.

Baby Tai Kamble is the first Dalit woman in Maharashtra who, in her autobiography *Jina Amucha (The Prisons We Broke* in English translation), gave a realistic picture of the oppressive caste and patriarchal beliefs of the Indian society. The book deals with two major problems of society: firstly, the oppression and exploitation of Dalits by the upper castes; secondly, the discrimination towards women in a patriarchal society (Ghodwadikar, 2018). Though it is assumed that discrimination based on gender inequality exist as same to all Indian Women, for Dalit women, the situation is even worse, as they suffer from triple oppression because of their gender, economic condition and low caste (Rajput, 2014). Kamble's narrative is an exploration of women's life in Dalit Community. She narrated her and her community's shared experience of breaking prohibitions—‘the prisons’—that excluded them. It is the prison of hunger, illiteracy, untouchability, patriarchy, economic dependency, and social disability related to caste and gender that they

* Assistant Professor of Political Science Victoria Institution (College) Residential Address: RB Residency, flat 2C, BC 376, Samarpally, Krishnapur, Kolkata 700102 .

broke. And it is through breaking of these prisons that the Dalits, particularly Dalit women, asserted their selfhood (Dey, 2018). The self in her narrative appeared through the shared intense marginalization and oppression of the community. Her narration is from various angles the self's experience, shared experience from women of her community and her own observations (Dey, 2018). The ordeal of Dalit women in the pre and Post Ambedkar period found a place in her autobiography and Baby Kamble was brought up in this transition movement. The story is not only about the Dalit women as prisoners but also about the fighter in her who broke the shackles to assert herself. Stories not only about the sorrows and tears of Dalit women, but also about their lively and rebellious culture, their eagerness not to let life crush or shatter them, but to swim vigorously against the tide; about the self-confidence and self-respect that enables them to leap over threatening adversities by laughing at and ridiculing them.

Writing on the lives of the Mahar, she said that the Mahars lived in abject poverty with nothing to eat and nothing to wear. After toiling for the entire day, they were paid in the form of Bhakris by the upper castes which they had to collect from their houses. The Mahar had to carry with him a stick fitted at one end with a small bell because if the men sitting down for their dinner heard the Mahar's voice, they would have to discard their meal and get up. His voice could pollute the meal but not the sound of his bell! All the filthy and heavy chores were the privilege of the Mahars. The Mahar women earned their livelihood by cleaning the animal pens in the Maratha households (Kavya, 2016). Having had no breakfast in the morning and with no food in the house, hunger gnawed at their empty stomach like wild fire. The next rule is for the Mahar lady who has to cover herself fully when faced by upper caste men. There were caste rules even for how one tucked the pleats. Mahar women had to tuck them in such a way that the borders remained hidden. During the time of selling the firewood the Mahar women had to check the bundles very carefully so that there are no traces of hair or thread from her saris which could pollute the Brahmin houses. And finally in return a couple of coins would be thrown towards her as an award for all the services rendered in order to avoid the touch of pollution. Kamble was so disgusted with Hinduism that she termed it a beastly religion (Kamble, 2008). But it is the newly married Dalit girl who according to Kamble suffered the worst fate. The mother-in-law was like a burning coal! "Holding a burning coal in one's palm was easier than living with her!" (Kamble, 2008, pp. 95). However, for the girl marriage meant nothing but calamity. As Kamble said, "every day the Maharwada would resound with the cries of helpless women in houses. Husbands are beating their wives, as they are animals." (Kamble, 2008, pp. 98). Women led the most miserable existence. The author claimed that in the days prior to 1940s at least one woman in a hundred would have her nose chopped off by the husband under the provocation of his mother or father. Beating up the wife and chopping off her nose was a regular activity in every household. Kamble herself was slapped and beaten up by her husband who doubted her faithfulness as some guys were staring at her in train. It is due to this she has hidden her autobiography for twenty long years because husband like all other men of his time would not have 'tolerated' the idea of her taking up writing. He considered woman an inferior being (Kavya, 2016). Therefore it can be said that patriarchy prevails in its full form in a Dalit family and women face double trouble, firstly at the hands of their own men and then at the hands of upper castes.

Her autobiography is not only about self-glorification of the community. Rather it is self-critical and self-analytical of the community, its behaviour towards its women, towards its way of life. (Dey, 2018). Baby Kamble recovers memory to expose the Mahar's pitiable situation in Maharashtra and the distressing effects of the caste system on the social and cultural status of Dalit women. As we know Dalit women are positioned at the absolute bottom of the social hierarchy since they faced subjugation in three ways: first being Dalits (caste) second, being poor (class) and third being Women (gender). So they are subjugated by patriarchal structures, both in universal society and within their respective family and community which deny them basic opportunities, choices and freedoms in all sphere of their life. The trapped women were rescued by the great savior Baba sahib Ambedkar. Baby says, "it is because of him that my pen can scribble some thoughts it is because of him that, I understood truth that I can now see how morality is being trampled upon. It is because of him that I got the inspiration to join the struggle against oppression and contribute my small might to it." (Kamble, 2008, p. 102; Kavya 2016).

Kaushalya Baisantri, an activist of the Ambedkarite movement and a renowned Dalit writer of Maharashtra, is a pioneering feminist voice in the Hindi Dalit literary sphere. Inspite of being a Marathi, she wrote her autobiography *Dohra Abhishap* (1999) in Hindi. For the first time a Dalit woman's autobiography in Hindi Dalit literature has created such a huge impact where the author expressed her feelings and situation quite openly. The title of her narrative itself denoted the doubly marginalized status of Dalit women (Dwivedi, n.d.). The journey of three generations of women in her family is the main focus of her autobiography to generate awareness and courage in the minds of those sufferers who are victimized everyday but could seldom speak and scared into silence under the pressure of families. She added the usage of "we" instead of "I" is an indication of their protest for the liberation of "woman" as a whole. That's why the tone of their autobiographical narratives is not just overflowing with Dalit consciousness but feminist consciousness as well. She brought the question of women's suppression by bringing to light the struggle of three generations of women. At the outset she described the sufferings of her Aaji (author's grandmother) who suffered without any fault of her at the hands of her own community. Her life was no less than an animal in her in-laws house. Aajooba (author's grandfather) used to beat her regularly. But after Aajooba's death, she got remarried under family's pressure and was brought as a 'paat' to her second husband's house. In Dalit community 'paat' is referred to a person who is considered unlucky for the entire community. Since she was a 'paat' she could neither attend any *pooja* nor could participate in any holy hindu rituals and customs. Male hegemony is legalized through these customs (Baisantri, 2015; Dwivedi, n.d.). The torture remains the same whether it is a Mang woman or a Mahar woman. They have to live under the dictates of their husbands who on the other hand could behave in whatever way they wish to with their wives, thrash them at their own will and practice polygamy to satisfy their male ego. The next generation is the author's mother who because of her decision to educate the children had to suffer the rage of both Dalit and upper caste men. The third generation is the author herself who, inspite of being highly educated suffered both at the hands of her husband and caste men. Devendra (Baisantri's husband), inspite of being a Dalit activist and highly educated person, is not free from his feudal mindset. His behaviour and actions towards women mirrors his patriarchal mentality. He was a dubious and hypocrite man who, despite being an ardent worker of Dalit cause, nurtured a conservative mindset towards women and their rights. He firmly accorded the status of perpetual slaves to women who are born to be tortured and tormented. In his own family he treated his own sisters like slaves who have no right to go to school and receive education. Devendra is an example of thoughtless and reckless men who out of their dominating and patriarchal mindset considers wife as an object who must be kept under control at any cost engaged in menial household jobs. The pride of being the bread earner was evident in most of their actions. According to Baisantri, Dalit women are being simultaneously oppressed by the operation of dual patriarchies- brahminical and Dalit. They are always at the mercy of the parasitic men who do not work at all but always tend to snatch the earnings of their wives. If they want to prosper, they should strive for self-respect by standing on their feet (Dwivedi, n.d.). The autobiography sets a very strong message for those women who are neglected by both society and family and enslaved forever. Even today there are many women who aspire to become independent, want to establish their own identity but get trapped in early marriages and family restrictions. And it stops them from moving forward. For those women, *Dohra Abhishap* is an outright inspiration.

Baisantri's autobiography with its narration of women across three different generations questions the double standards of the society. The women in her autobiography; Aaji (author's grandmother), Bhagerathi (author's mother) and the author herself were determined to face the ordeals meted out to them. The lived experience of each of them is unique in itself. They were determined to fight their own battle against caste and patriarchy independently. Aaji refused to return back to her husband's house at any cost. Even her daughter's sudden demise on the way could not change her decision. She adhered to her decision and carried on her journey to the city to begin a new life. Bhagerathi (author's mother) showed strong intentions to fight alone against her husband's violence. Even the author says that one can work hard to shield oneself from this pain and insult. She showed courage to disclose the false dignity of the men of her community. The purpose of narrative is restoration of female voice and work towards their empowerment. And the resistance is not only directed against men of their communities but caste men as well. Being a Dalit

feminist, she placed women and their education within a Dalit context. However the fact cannot be denied that still a lot of exposure of Dalit women's lives is required.

Kamble's autobiography is more of a socio-biography where the community suffering is much more important than the author's individual suffering. It provides a realistic picture of the oppressive caste and patriarchal beliefs nurtured in Indian society and describe the mental and physical violence inflicted on women by both the public and private spheres. The scope of Baisantri's autobiography is much wider. The focus is on the larger issues affecting women. It includes the locality, the environment, family, childhood, education and at the looming presence of casteism. The narrative not only talks about the assault by the upper caste men but most importantly the assault they face from the men of their own community. Baisantri talks about the torture on Dalit women at home be it physical, mental or psychological trauma. Though most of the Dalit women's autobiographies emphasized on caste discrimination, it is not the prime focus of Baisantri's autobiography. She narrated the pain and trauma of not merely about herself but also her mother and grandmother.

Conclusion :- Dalit feminist literature has grown both in quantity and quality and made sufficient impact to shake up the mainstream literature. The realities and lived-experiences of Dalit women that have neither been reflected in mainstream feminist literature nor Dalit literature, found a central place in Dalit feminist literature. It has effectively challenged the Brahminical hegemony and patriarchal domination and empowered the Dalit women to profess their rights and express their anguish in the form of literary assertion. Dalit women's writings, in the form of autobiographies, poetry or other writing forms, are a form of literary protests against the social evils. It is a weapon in the hands of Dalits to assert their self-hood and self-identity, challenge the social order and protest against the oppression of centuries. It is a resistance literature which emerged as a separate category in the 1970s. The very titles of Dalit women's autobiographies indicate their socio-economic status and how they have been marginalized and stigmatized for centuries. And these literary assertions by Dalit women writers are crucial in arousing Dalit consciousness and make the future Dalit women writers aware of their past as well as their contemporary reality.

References:-

1. B, Dr. Kavya. (2016). Portrayal of women prisoners in the prisons we broke by Baby Kamble. *International Education and Research Journal*, 2(7).
2. Baisantri, Kaushalya. (2015). *Dohra Abhishap*. Parmeswari Prakashan.
3. Bhatt, Prachi. (2018). Caste and Gender: Dalit Women's Narratives. *Online International Interdisciplinary Research Journal*, 8(1).
4. Chaudhuri, Moumita. (2020, April 11). Through the ceiling of silences. *The Telegraph*. (<https://www.telegraphindia.com>)
5. Dey, Roma. (2018). Dalit Women's autobiographical writings: A Gaze back, Intersections: Gender and Sexuality in Asia and the Pacific. *Researchgate.net*, no. 42. (<http://intersections.anu.edu.au/issue42/dey.html>)
6. Dwivedi, Vachaspati. Feminist and Gender Issues in Kaushalya Baisantri's Dohra Abhishaap. *academia.edu*.
7. Ghodwadikar, Pratibha Dhondiba. (2018). *Agony and Protest in the Select Dalit Women Autobiographies: A Critical Study*, Phd programme, Research Centre.
8. Kamble, Baby. (2008). *The Prisons We Broke*. Translated by Maya Pandit, Orient Black Swan.
9. Lal, Panchu. (2018). Confronting patriarchy: A Study of Kaushalya Baisantri's Autobiography Dohra Abhishaap, Remarking An Analisation. 3(5).
10. Pawar, Gautami Raghavrao. *From Agony to identity- a study of selected autobiographies by African-American and Dalit women writers*, Phd thesis, Jayakar Knowledge Resource Centre, Savitribai Phule Pune University, 223-254 (<https://localhost:8080/xmlui/handle/12456789/1563>).
11. Rajput, Deepa. (2014). Dalit among Dalits: Dalit Women with special reference to Baby Kamble's The Prisons We Broke. *Galaxy International Interdisciplinary Research Journal*, 2(2), 139-142.
12. Rahmatullah, Dr. Nurjahan and Nitamoni Bardaloi. (2019). The Voice of Woman Salvation in Autobiographies by Dalit female." *Journal of Xi'an University of Architecture and Technology*, 11(12).
13. Rather, Mohd Nageen. (2017). Analysing the Painful Recount of Dalit women in Baby Kamble's The Prisons We Broke. *American Research Journal of English and Literature*, 3(1).
14. Rege, Sharmila. (2013). *Writing Caste/Writing Gender: Narrating Dalit women's testimonies*. Zubaan.

Empowerment of Rural Women Through Self Help Groups For Sustainable Development-An Overview Study In Kolar District

Dr. Munivenkatappa K*

Dr. Narayananamma PN**

Visweswara BY***

Abstract :- The essential objective of this study provides a strategy for rural women empowerment for sustainable development. Empowerment can enable women to participate, as equal citizens in the planning, decision making, economic, political and socio-cultural sustainable development of the rural communities. Besides, involvement in SHGs has enabled women to have a voice in the community affairs. The study is situated at Kolar.Kolar is the district headquarters. Located in southern Karnataka, it is the state's easternmost district. The district is surrounded by the Bangalore Rural district on the west, Chikkaballapur district on the north, the Chittoor district of Andhra Pradesh on the east and the Krishnagiri district of Tamil Nadu on the south. The study uses the personal narrative method to give a voice to women's perspective describing the phenomenon of transition of women prior to joining SHGs to being empowered. The findings outlined in this paper suggest that, designed and implemented in ways that meet rural women's diverse needs, community participation processes that can be essential to facilitating economic, social, technological, political and psychological empowerment in terms of sustainable rural development. The findings of this study can assist rural policy makers and developers in the implementation of community development programs and women reservation for the empowerment of women's.

Key words: Sustainable Development, Rural Women, Self Help Groups, Empowerment

Introduction:- Empowerment means the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights. In the field of development economics women's empowerment is defined as the process through which women acquire the ability to make strategic life choices in a context where this ability was previously denied to them (Kabeer,1999). September,28, 2017.

Sustainable Development:- Sustainable development can be defined as the practice of maintaining productivity by replacing used resources with resources of equal or greater value without degrading or endangering natural biotic systems. Sustainable development binds together concern for the carrying capacity of natural systems with the social, political and economic challenges faced by humanity. There is an emphasis on the present generations' responsibility to regenerate, maintain and improve planetary resources for use by future generations.

Self Help Groups (SHGs):- Self Help Groups (SHGs) are small groups of poor people. The members of an SHG face similar problems. They help each other, to solve their problems. SHGs promote small

* Assistant Professor, Department of Economics, Government First Grade College Malur, Karnataka State-563160.

** Assistant Professor, Department of Economics, Government First Grade College Malur, Karnataka State-563160.

*** Assistant Professor, Department of Economics, Government First Grade College Malur, Karnataka State-563160.

savings among their members. The savings are kept with the bank. This is the common fund in the name of the SHG. The SHG gives small loans to its members from its common fund. SHG is an informal group and registration under any Societies Act, State cooperative Act or a partnership firm is not mandatory vide Circular RPCD.No. Plan BC.13/PL -09.22/90- 91 dated July 24th, 1991.

Objectives:

1. To analyze the women empowerment through Self Help Groups
2. To study the Self Help Groups performance in Kolar district
3. To analyze the Sustainable Development through social progress and equality, environmental protection, conservation of natural resources and stable economic growth
4. To know the Self Help Groups member's socio-economic conditions
5. To inculcate the savings and banking habits among members.

Need of the study:- The Self Help Groups playing very vital role in women empowerment in various respects. As the researcher is from Kolar district, also interested to study the role of Self Help Groups in women empowerment regarding sustainable rural development

Methodology:- Present study is done in Kolar district. Self Help Groups members from rural women are chosen by applying random sampling technique. The data are collected from 400 Self Help Groups members from rural women by using questionnaire method.

Analysis and data analysis:

Profile of women members of SHGs:

Table-1. Age and percentage wise distribution of respondents:

Sl. No	Age groups based on years	Number of respondents	percentage
1	18-30	30	7.5
2	31-40	94	23.5
3	41-50	140	35.0
4	51-60	136	34.0
		400	100

In the above table No.1, the data shows the distribution of respondents in different age groups. 7.5% of the respondents were in age group of 18-30 years. 23.5% of the respondents were in age group of 31-40 years. 35.0% of the respondents were in age group of 41-50 years, and 34.0% of the respondents were in age group of 51-60 years.

Table-2. Educational Status of respondents in percentage:

Sl. No	Educational status	Number of respondents	percentage
1	Illiteracy	82	20.5
2	Primary	118	29.5
3	Secondary	94	23.5
4	Higher Secondary	70	17.5
5	Graduation	36	9.0
	Total	400	100

In the above table No.2, the data shows the educational Status of respondents. 20.5% of respondents were illiterates and 79.5% were educated. Among educated 29.5% of respondents having primary education, 23.5% of respondents having secondary education, 17.5% of respondents having higher secondary and 9.0% of respondents having Graduation.

Table-3. Reasons for joining of women members to SHGs:

Reasons for joining to SHGs	No. of Women Members	percentage
To Cultivate savings Habits	100	25.0
To improve Family Income	204	51.0
To avail loans for economic activities	35	8.75
To improve socio-economic conditions of family	61	15.25
Total	400	100

In the above table No.3, the data shows the reasons for joining of women respondents to SHGs. The aim of 25.0% of respondents to cultivate savings habits, the aim of 51.0% of respondents to improve their Family Income, the aim of 8.75% of respondents to avail loans for their economic activities, and the aim of 15.25% of respondents to improve socio-economic conditions of their family.

Table-4. Status of economic empowerment of women through SHGs:

Monthly Income	Before joining to SHGs		After joining to SHGs	
	Number of Women Members	percentage	Number of Women Members	percentage
Less than Rs.5000	175	43.75	125	31.25
Rs.5001-Rs.7000	86	21.5	110	27.5
Rs.7001-Rs.10000	67	16.75	73	18.25
Above Rs.10000	72	18.0	92	23.0
Total	400	100	400	100

In the above table No.3, the data explains the Status of economic empowerment of respondents before joining and after joining to SHGs. 43.75% of women respondents having monthly income of less than Rs.5000, 21.5% of women respondents having monthly income between Rs.5001-Rs.7000, 16.75% of women respondents having monthly income between Rs.7001-Rs.10000 and 18.0% of women respondents having monthly income above Rs.10000.

Conclusions:- Self Help Groups plays very vital role in changing status of women in rural areas in each and every respect of their life. The Self Help Groups which create a silent revolution in rural areas like 'changing agents'. This study reveals that most of the rural women respondents of SHGs are illiterate, below income groups and middle aged. By the development of Self Help Groups, now women are involving business activities, social activities, educational activities and so on. The Self-Help Group (SHG) model is the dominant form of microfinance and in recent years they have grown explosively in Kolar district. This development is playing dominant role in women empowerment especially in rural and also for sustainable development.

Reference :-

1. Sharma M L and T. M. Dak (1987), Ageing in India- Challenge for the society, Ajanta Publications, New Delhi.
2. Singh Parduman (1997), Social security system in developing countries: Asia, Africa and South America, Friedrich Ebert Stiftung, New Delhi.
3. Neeta Tapan "Need for empowerment", Rawat Publications 2000.
4. Razia Parvin "Empowerment of women", Dominant Publishers and distributors 2005.
5. Leelavathy. K, (2014), Empowerment of women through Self- Help Groups in Tiruvannamalai International Journal of Scientific research and management (IJSRM), 2(10): pp.1488-1493
6. Sahu, Tripathy, Self Help Groups and Women Empowerment, Anmol Publications Pvt. Ltd, New Delhi 2005

Women Empowerment

P. Saritha*

A. Surekha**

Abstract : The women have been struggling for their identity from several years. Women need self autonomy, social status and good relationships with society to overcome atrocity and gender discriminations. The Govt of Andhra Pradesh has taken up the concept of women empowerment as one of the strategies to handle the socio economic poverty.

Key words : Empowerment, equality, education, gender discrimination, atrocity, society and poverty.

Introduction :- Women empowerment refers to provide an authority and responsibility to women. It furnishes an equal opportunity in every field irrespective of any differentiation. Power means access to & control over material, intellectual & ideological resources (Batliwala, 1994). It touch on promotion of self autonomy, social status, power relationships in society and eradication of poverty, gender discrimination, domestic violence worldwide. The Govt of Andhra Pradesh has assumed the concept of women empowerment as one of the strategies to handle the socio economic poverty. According to Kabeer, Naila, 2005. Misdeal, Sarah, 2005., Women's empowerment is the process of empowering women

Need for women empowerment :- Till today women has been facing gender prejudice, higher education, female infanticide, child marriage, dowry, domestic violence and women atrocity. Once the women are not permitted to continue higher education. But education is must for girls to lead their lives successfully. Education provides equal opportunities in every field irrespective of gender. Through education we can nullify the child marriages. Furnishing education, nourishment, health, sanitation and self employment are the ways to women empowerment. Society has to change their attitude towards the women. Women are the dynamic boosters of societal changers. Once women moves, the country moves. Thus we construct better society. Women are the base of the family. An educated girl can educate the whole generation which will made better Society. Being a mother or woman it is important to teach the boys of the house to educate how to behave and respect the women. Though we have been celebrating women's day, still 40% of the women in the world are deprived of their basic rights like education, independency and right to express themselves. Most of the girls in India are dropped out of schools after their secondary education. Because of most of the schools in rural areas do not have rest room facility.

Women can deal with all sort of obstacles. We should not suppress the emotions of the young girls. Because if they are not able to express themselves, they can't face the challenges of entire life. A strong base for girls will make them strong decision makers in future. Women are multitasker because they played the role of mother, daughter, daughter in law, sister, wife and friend in an unique and beautiful manner. That's why an every woman is an unique. Lijjad papad, amul milk are organized by the women. These are the classic examples of women empowerment. We need to work more on skill based on the women character like embroidery, tailoring, spices making which could help in supporting financially and it enhances the self confidence of the

* SGS arts college, Tirupati, Chittoor, Andhra Pradesh, India. 517502.

** S.V.arts college, Tirupati, Chittoor, Andhra Pradesh, India. 517502.

women. An interesting fact is that there is tax on sanitary pads with 12% GST which makes an inaccessible to poor women. But there is no taxes on products like cosmetics. It violates right to equality and right to women under article 21 & 15 (1) We should be proud that no area is untouched by the wonderful women and it is the matter of pride for the whole society. Kalpana Chawla, who studied in Punjab university and she went to space. The political empowerment of women gives the capacity to women to influence the decision making process. Nirmala seetharaaman has proven that no matter what people say, a woman can handle the budget as well as the defense related issues of a country. Kiranbedi proved, that the woman can reform a prison like tihar which is the place where the criminals were found. She diverted the prisoners by enlightening them to work in the field of their choice by which they could earn even they stayed in prison. Mother Theressa is a symbol of kind and generosity. Women are not behind against biggest challenge of the universe covid-19, because the first economical testing kit for covid-19 has invented by Minal Dhakave Bhosale. These are the inspirations for younger generations.

Distribution of pension to women, 33% reservation and establishment of disha police stations are highly appreciable. Tamilnadu schools can be classical examples by appointing only women faculty as primary teachers. And also they are providing free sanitary pads for all girls in schools. Section 48 of the act provides an establishment of childcare center per every 30 women employees.



Conclusion :- Mainly the education has been taken up as a mass movement by women – a path chosen by them to shape their destiny for better future. We should stop underestimating the women, because after proving themselves also they have been still fighting for their identity.

References :

1. Batliwala, S. 1994. The meaning of women's empowerment: New concepts for action, in population policies reconsidered. Harvard University Press. Cambridge 127-138pp.
2. Kabeer, Naila, 2005., "Gender equality and women's empowerment: A critical analysis of the third millennium development goal 1." *Gender & Development* 13.1: 13-24.
3. Mosedale, Sarah, 2005., "Assessing women's empowerment: towards a conceptual framework". *Journal of International Development*. 17 (2): 243-257.



Educational Robotics: A new renaissance of Indian School Education

Prof. Sarika Sharma*

Deepika**

Abstract: - School education is becoming dynamic in nature, and preferences are changing. With the advent of the digital revolution, the education system has been impacted to a great extent. This led to the introduction of new technologies called educational robotics. It encompasses disciplines like Science, Technology, Engineering, and Mathematics (STEM). Addressing the above range of proficiency of children in a cross-disciplinary and interesting way promotes logical thinking while also stimulating their creativity and acquainting them with the workings of programmable devices. Educational robotics is a subfield of robotics that is concerned with the design, analysis, implementation, and execution of robots in an educational environment. *The question is, why is it being introduced into school education? What teaching methods are being used? These are two questions this study endeavours to answer, and it also focuses on the skills and competencies enhanced with the introduction of educational robotics in school. This can be taught at all stages of education, from nursery to doctoral degrees. The paper will also discuss the advantages and disadvantages of educational robotics in school education. The data is gathered with the help of secondary source data and the findings of the study show that various competencies like Problem solving skills, Critical thinking skills, and Computational skills are enhanced, which comprise 21st century skills.*

Keywords: Educational Robotics, Self-Efficacy, Problem Solving, Computational thinking skill.

Introduction:

Robotics :- The study of science that includes robots is called robotics. Robots are machines used in the completion of tasks, making them faster and safer to operate. Some robots can do the job alone. Other robots must always be operated by a human, i.e., programmed and taught what to do (NASA, 2017). Robotics is concerned with the automation of robot architecture, production, and operation. Teachers must define the purpose and track the benefits. Schools must host seminars, exhibits, and workshops that encourage students to generate new ideas. A growing role of robotics in education is projected over the next few years, not just in the curriculum, but also in inspiring people to learn about its benefits and impact on the worldwide education system. It has the capacity to change existing economic and social arrangements.

History of Robotics :- Robotics was made with the idea of designing and constructing some sort of machinery or equipment which might handle routine or intense work quickly and make life simple. Within Late Antiquity, some of these machines called automata, were present and used in Greek-Hellenistic period. The word "automata" refers to robots that are human-like, while "robo" refers to "challenging work" or "forced labour". The term 'robot' came from 'robo' in the Czech language, which means servant.

This concept was first used in 1920 by the Czech writer Karel Capek in his book "R.U.R.: Rossum's Universal Robots". In 1942, the book "Run around", included "I, Robot". In the last century, industrial robotics applications have risen exponentially. The beginning of "Modern Robotics" can be seen back to the 1950s, but after the Industrial Revolution, certain kinds of automation began to emerge in the industrial world.

Industrial robot technology can be broken down into four groups.

- a. Age of the first Commercial/Industrial Robots generation (1950-1967)
- b. The age of the Second Commercial/Industrial Robotics (1968-1977)

* Registrar, Dean of School of Education, Central University of Haryana, Mahendergarh, Haryana

** Ph.D. Scholar, School of Education, Central University of Haryana, Mahendergarh, Haryana

- c. The Third Industrial/ Manufacturing Robotics (1978-1999)
- d. The Fourth Generation of the robotics which extends up to the present days.

The production of industrial robotics has not finished but has continued to grow to date and is used in many industries. (Gasparetto & Scalera, 2019)

Types of Robotics :- Robotics operates with physical robots. There are, however, no forms of robotics, but there are distinct types of robots depending on their robotics application or purpose.

Industrial robots are used for industrial processing.

- a. Industrial robots are used for industrial processing.
- b. Domestic robotics uses robots for different activities in the household.
- c. In industrial and medical installations and as lifting aids, hospital and medical robotics use robots for surgical assistants and guided vehicles.
- d. **Support/Service robots** are used for processing, analysis, etc. of data.
- e. In military installations, such as bomb disposal, transport, observation drones, and military/combat robotics are used. It is used for the functions of law enforcement, search, and rescue.
- f. Robots for entertainment are used for entertainment purposes.
- g. Space robotics uses robots for space expeditions at the International Space Station. Canadarm was used in shuttles on space expeditions as well as Mars rovers. (All On Robots).

There are many uses for robots. Robots were vital during the pandemic. Corona virus affected staffing and communication. Germ-killing UV lamps thrown by robots were a big help. They also stopped the virus spread and delivered medicine. Other uses include medical, automotive, construction, and space exploration. Robotics has changed the world in two stages. Initially, electric machines were used to automate tedious tasks such as vehicle assembly. Second-level industrial robots are used in the auto industry. Robotics are required in industries such as engineering, defence, and aerospace. This is due to the rise of the robotics and applications market.

Statement of the problem :- NEP 2020 focuses on the transformative influence of digital technologies in learning and education. It aids in the development of scientific inquiry skills and other 21st century talents. Hence the title of the study states as, “Educational Robotics: A new renaissance of Indian School Education”

Research Questions of the study

1. What is the relation of School Education and Educational Robotics?
2. What are the goals of Educational Robotics?
3. What are the methodologies incorporated while teaching Robotics?
4. What are the skills developed by using Educational Robotics in classroom?
5. What are the advantages and disadvantages of Educational Robotics?
6. What are student's personal attitudes about robots, technology, and science jobs?

Research objectives of the study

1. To find the relation of School Education and Educational Robotics.
2. To identify the goals of Educational Robotics.
3. To know of the instructional methods used in Educational Robotics.
4. To study the skills developed by using educational robotics in classroom.
5. To identify the advantages and disadvantages of Educational Robotics.
6. To study student's personal attitudes about robots, technology, and science jobs.

Research methodology :- The present study is a qualitative analysis which is based on secondary data, which aims to understand the relevance of Educational Robotics in school Education

Objective 1: To find the relation of School Education and Educational Robotics.

School Education and Educational Robotics :- Robotics helps teach other subjects like computer programming, artificial intelligence, and design engineering. This word dates back to the 1920s and has

gained significant educational implications. Robotics is taught through gamification, or play. Robotics helps children learn mathematical, physical, mechanical and computer principles while having fun. In the twenty-first century, as educational trends change on an almost daily basis, the primary emphasis is on innovation, creativity, and technological advancement. Today, education is no longer solely for the purpose of educating; it has evolved into a practise of creating, innovating, and growing (Younis et al, 2021). It is the newest trend in education. It is a great technique to improve student technology education. Indeed, anyone, regardless of age, can learn using robotics technology. In many middle and high schools these are used educational tool, sparking students' interest in programming, artificial intelligence. It has become extremely accessible to students. The new era of this generation is characterised by rapid learning, innovation, and experimentation. With this in mind, the focus of instruction has changed away from theory and towards practical. The classes need to be interactive and adept at picking up new technologies and elevating them to new heights. Thus, it is critical for schools to teach and prepare students for job-related skills. Chevalier. *et al* (2020) Computational thinking, Critical thinking, problem solving, decision making, and teamwork skills are becoming increasingly necessary for success. These abilities, collectively referred to as life skills, cannot be acquired in a traditional classroom setting. Thus, the school must create an environment conducive to developing the necessary new set of 21st century skills and preparing students for the future. Educational robotics helps kids learn to code: Coding is a crucial skill for the future generation of workers. According to Keane, these robots allow students to easily practise and enhance their coding skills. "Students may programme the robots to talk, dance, and move around using computer software."

Elementary and secondary schools can benefit from educational robots. It can help build social skills. It can also help build social and personal skills. Robotics and technology laboratories are great places to learn, experiment, and grow. That way, kids learn quickly while keeping up with rapid innovation. Motivation is required to explore and create new ideas so that robotics learning feels authentic and tangible rather than virtual. This teaching style will make students appreciate technology and programming, enhancing their desire to learn more and self-learn. Experts feel that robotics is undergoing substantial changes that will elevate it to a new level of education for the next generation. In order to make technology more comprehensible and accessible to the next generation, effective advice and support are required.

Objective 2: To identify the goals of Educational Robotics.

Goals of educational robotics

When educational robots are utilised in the classroom, different goals can be set for different levels of students. It aids pupil's at all academic levels. This means it has specific goals that must be reached. Among these goals are:

1. Improve the critical competencies taught in the curriculum and the development of multiple intelligence.
2. Encourage a positive working atmosphere in which good behavior, focus, respect, and dedication to one's work are the norm.
3. Create natural environments in which students can experiment, thereby promoting the meaningful learning of theoretical concepts by the students themselves.
4. Incorporate ideas into experiential activities by incorporating fundamental application development concepts required for understanding design.
5. Acquire a working knowledge of the programming language.
6. Encourage students to take an active role in their own learning by giving them the tools they need to achieve their own learning goals.
7. Assist in the development of functional abilities and a better understanding of abstract concepts during the learning process.

8. Students at the primary level will benefit from completing this task because it will help them improve their reasoning, intuitive logic, spatial perception, and fine motor skills.
9. Help them improve their problem-solving abilities.
10. Encourage students to think creatively and imaginatively, as well as to be motivated, and to be more self-sufficient.
11. Using games to get work done while simultaneously fostering natural creativity. It devises new methods of teaching that cater to a wide range of learners.

Objective 3: To know of the instructional methods used in Educational Robotics.

Methodologies incorporated while teaching Educational Robotics :- The philosophies of constructivism and active pedagogy are inextricably linked to educational robots. Constructivism is a continual process in which knowledge is constructed rather than transmitted. As a result, integrating technology tools into the classroom adds a new dimension to the process of learning, providing ways for participants to gain experience and expand their understanding and knowledge in the field. As a result, we can see how constructivism and educational robotics are inextricably linked. The importance of robotics in classroom instruction cannot be overstated. We can now inculcate knowledge in a variety of learning areas such as electricity, electronics, and mechanics without abandoning programming. Findings explain an increase in the use of educational robotic tools in educational settings to facilitate knowledge transmission via the play-based method. Experiential learning is critical in robotics education. To create a student-centered environment where students learn by doing. This develops critical thinking skills and knowledge. The teacher guides. With real-life situations, it focuses on problem solving and decision making skills. So they can look for evidence rather than just accept the teacher's word. It produces students with 21st century skills. This makes learning fun. Working with robots or programming draws us into the highest level of Bloom's Taxonomy, "creation." It uses experiential exercises to improve students' problem-solving skills and incorporates robots into the curriculum.

Objective 4: To study the skills developed by using educational robotics in classroom.

Skills developed by using educational robotics in the classroom

1. Teamwork and Cooperation: This promotes sociability and collaboration because they can only address difficulties by coordinating and pooling information and talents.
2. Leadership: This promotes leadership qualities as students share the ideas and motivate peers to finish the given task of coding or construction of the model.
3. Confidence: Working in groups and exchanging ideas builds students' self-esteem and confidence. Completing a task also boosts confidence. Tolerance for failure boosts their self-esteem. Children learn by doing. The desire to grow up, think for themselves, and follow their passions.
4. Logical Thinking: It promotes logic and reasoning. It is a method that uses numerical calculations and logical programming patterns to improve analytical thinking. Psychomotor and coordination skills are required to build projects or robots.
5. Creativity: Students are constantly required to design various models, robots, and structures which boost the creativity and imagination among students.
6. Curiosity and Concentration: Students take on the role of leader as they create their own content from readily available resources. This study boosts their learning capacity. It also works well for hyperactive children who have trouble concentrating.
7. Mathematics: Increased ability to solve problems, perform mathematical operations, and reason.
8. The development of students' computational thinking skills in the context of educational robots enhances people's skills and self-reliance.
9. Educational robotics connects STEM schools through college. In this way, they can connect courses and determine their future in the sector. These exercises improve students' abilities,

knowledge, and perception of future achievement in the profession. It also affects STEM self-efficacy and attitude.

Objective 5: To identify the advantages and disadvantages of Educational Robotics.

Advantage of teaching educational robotics:- Incorporating educational robotics early in the school curriculum has several benefits and advantages in children's learning and development. They as follows:

- a. They boost their self-esteem and ability to enhance and improve, while also increasing their tolerance and enhance coping skills.
- b. It improves the ability to do research and solve problems in a given situation.
- c. Improve reading and writing abilities.
- d. It facilitates the development of habits for achieving goals and objectives and fosters motivation.
- e. Increases interest in STEM subjects.
- f. It encourages and supports the development of critical abilities for future careers, such as analytical reasoning, logical reasoning, and critical thinking.
- g. It fosters the growth of logical reasoning, scientific temper, and creative thinking.

Disadvantages and challenges faced by school education:- The challenges and disadvantages faced by the schools are:

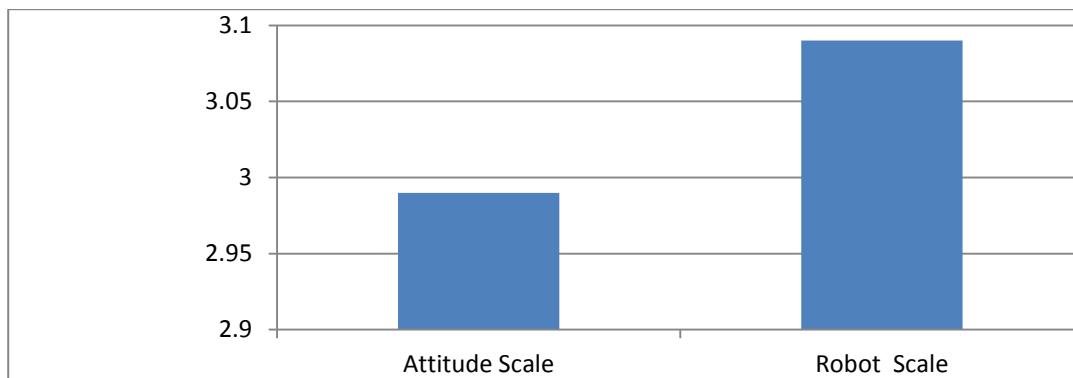
- a. A lack of student and parent willingness to participate in class activities at home.
- b. Disruption of learning process Educators are ill-equipped to give online education to their students.
- c. Students have less hands-on experience with technology when it comes to learning.
- d. The issue of students being at home throughout the day, as well as the difficulty in gaining access to practical equipment and laboratories.
- e. Robotics kits can be somewhat expensive.
- f. High-speed internet is used to do virtual robotics simulations. In rural areas, infrastructure and energy are poor due to a lack of resources.

Objective 6: To study students personal attitudes about robots, technology, and science jobs.

Data Collection tool: "Rogers Robot and Science Attitude Questionnaire (RRSAQ)" was developed by J. Jill Rogers (2003). This study examines personal attitudes about robots, technology, and science jobs. Items of questionnaire were verified for the reliability. A Cronbach's alpha test was performed with a range of 0 to 1 and a value of .76 was discovered. This rating indicates that the reliability is good, and the data obtained from the instrument may be trusted. Items 3, 4, 7, 10, and 12 were reverse coded for this research in order to obtain a consistent outcome.

Data Analysis:- The RRSAQ data was subjected to descriptive analysis. The participants' ages ranged from 11 to 13 years of age. The sample's mean, median, and standard deviation discovered. The questionnaire comprised 20 questions.

Findings:- The RSCALE, or "robot scale," comprised of 14 questions about students' attitudes of robotics as a profession. RSCALE scores ranged from 1 to 4, with a score of more than 2.50 showing a positive attitude. For all students surveyed, the RSCALE had a mean of 3.09, a median of 3.30, and a standard deviation of .37. Items 15 to 20 on the Attitude Scale dealt with personal attitudes about robotics, science, and technology. Overall, ASCALE student perceptions were less favourable than RSCALE student perceptions. These questions were addressed in a personal manner. The ASCALE mean score of 2.5 or higher was considered a favourable reaction on a scale of 1 to 4. The average for the entire group was 2.99, showing a positive outlook. To study students personal attitudes about robots, technology, and science jobs.



Conclusion :- According to (Angel et. al., 2018) “Educational Robotics a field of study that aims to improve learning experience of people through the creation and implementation of activities, technologies and artifacts, where robots play an active role”. The use of new technologies in the classroom is intended to foster students' creativity and cognitive abilities. Robotics has significant educational benefits. The study's findings indicate that numerous competencies, such as problem-solving abilities, critical thinking abilities, and computing abilities, are strengthened. Industrial robots are employed in manufacturing. Robotics has become extremely accessible to school pupils without programming abilities since it is designed to be simple and safe to assemble and programme. Coding has been regarded as an essential skill set for the future generation of professionals. It is impossible to overestimate the usefulness of robotics in classroom learning. Thanks to the advent of robotics, we can now transfer information in a variety of educational areas. The best justification for incorporating robotics into education is the use of novel techniques and methodologies. Educational robotics and Artificial Intelligence has a plethora of advantages and benefits for children's learning and development and they are upcoming new technologies (Deepika& Sharma, 2021). It is vital to introduce it early in the school curriculum, which is why primary schools should incorporate it. They increase their self-esteem and capacity for growth, while also enhancing their tolerance and coping abilities. Educational robotics serves students at all academic levels, but it must meet specific and well-defined objectives. By completing this activity, students can strengthen their reasoning, intuitive logic, spatial perception, and fine motor abilities. The use of games as a clear and simple means of accomplishing tasks while also encouraging natural and enjoyable creativity and discovery. This type of assignment aids in the improvement of pupils who have particular problems in certain subjects. School kids had positive feelings about robots, technological science, and robotics careers which suggest that Educational Robotics should be introduced in school so that students get hands-on experience.

References:-

1. All On Robots – Robotics history, types of robots, industrial, toys and more 2022
2. Angel-Fernandez, Julian & Vincze, Markus. (2018). Towards a Formal Definition of Educational Robotics. 37-42. 10.15203/3187-22-1-08.
3. Chevalier, M., Giang, C., Piatti, A. et al. Fostering computational thinking through educational robotics: a model for creative computational problem solving. *IJ STEM Ed* 7, 39 (2020). <https://doi.org/10.1186/s40594-020-00238-z>
4. Deepika, & Sharma, S. (2021). A New Normal: Artificial Intelligence in Education. *Akshar Wangmay*, Volume III, 31-36.
5. Gasparetti, A. & Scalera, Lorenzo. (2019). A Brief History of Industrial Robotics in the 20th Century. *Advances in Historical Studies*. 08. 24-35. 10.4236/ahs.2019.81002.
6. M. A. Mohammed, K. H. Abdulkareem, A. S. Al-Waisy, S. A. Mostafa, S. Al-Fahdawi et al., “Benchmarking methodology for selection of optimal COVID-19 diagnostic model based on entropy and TOPSIS methods,” *IEEE Access*, vol. 8, pp. 99115–99131, 2020.
7. May, S. (2017). *What Is Robotics?*What Is Robotics?https://www.nasa.gov/audience/forstudents/5-8/features/nasa-knows/what_is_robots_58.html.
8. Rogers, J. Jill, "Middle School Student Attitudes Towards Robotics, Science and Technology" (2003). Masters Theses. 1437. <https://thekeep.eiu.edu/theses/1437>
9. Younis, Hussain & Mohamed, Ahmad Sufril Azlan & Jamaludin, R. & Wahab, M.N.A.. (2021). Survey of Robotics in Education, Taxonomy, Applications, and Platforms during COVID-9. *Computers, Materials & Continua*. 67. 687-707. 10.32604/cmc.2021.013746.

Indian Rural Education System:Problems and Prospects

Dr. Chandrakant P. Kamble*

Abstract :- *Education is the single most important factor to ensure Socio economic development, gender equality and empowerment. It transforms human beings from ignorance to enlightenment, from shades of social and economic backwardness. Education is the true important factor that can bring India its next golden age. The motto is decided: All for knowledge, and knowledge for all. But it is not real fact in India especially rural area. Rural development normally refers to the process of improving the quality of human life. India has the largest education system in the world after U.S. and China. However, an issue of quality education and access remains a challenge in rural area of the country. According to a survey report called the Annual Status of Education Report (ASER), more than 50% of the students in 5th standard attending rural schools are not capable of reading a second standard textbook and do not to solve basic mathematical questions. This research paper has covered the problem and solutions of education in rural area with present scenario.*

Key word: Education System, India, Rural Education Problem, solutions.

Introduction :- The World Bank has defined Rural Development “as a strategy designed to improve the economic and social life of a specific group of people in the rural poor.” The contribution of rural India towards the economic development. Rural development includes development improving the quality of life of rural people. It constitutes improvement in their health and food, education, safe and healthy environment. As more than half of the population in India lives in villages, consequently the education system in rural area also plays a major role in the growth of the economy. Education has a attractive scheming pressure over development of the rural individual, family, community and society that leads to reduced poverty and increasing employment. The main functions of education include imparting social change, making rural people conscious about their rights, improving individual standard of living, providing employment and income opportunities to rural people and so on. Schools in rural areas are promoted to raise the level of education and literacy as well as the objective of the schools in India is to increase the rates of literacy in rural areas. More than 40 per cent of India’s population is illiterate and cannot read or write.

Objectives of the study: To know the Indian education system with problems and prospects.

Research Methodology: In this research paper secondary data have been used for collected through various websites, Newspapers, Books, repots and E-Journals.

Present scenario of rural education in India :- The Right to Education (RTE) is now a primary right for all Indian children in the age group of 6 to 14 years. It means that the Government will be accountable for providing education to every child up to the eighth standard, free of cost, irrespective of class and gender. It will take maximum years before the target is reached. This is because infrastructure is not built as much as need to rural schools. The RTE is the first law in the world that puts the responsibility of enrollment, attendance and achievement of education on the government. The National Education Policy has introduced in 1968 with the free and compulsory education, and the Right to Education came into effect only in April 2010. To absolute the promise of education as a right, the government has increasing funds to the education sector. Consequently India’s effective literacy rate has recorded a 9.2 per cent rise to reach 74.04 per cent, according to provisional data of the 2011

* Assistant Professor in Economics,Dept. of Economics ,Tuljaram Chaturchand Arts, Science and Commerce College, Baramati.Dist- Pune.(M.S.)

census. Effective literacy rate in the 2001 census was 64.83, which has improved to 74.04. Despite the constraints, more and more children are getting enrolled in schools particularly rural areas. The main objective of the RTE is to maximum enrolled of the students but this objective have not fully achieved due to drop out of the students. There are several reasons for increasing drop out in rural area. Following table shows the major reasons of drop out student in rural education.

Major reasons for drop out of the student in village school in India

Sr. no.	Reasons	Male	Female
1.	Child is not interested in studies	23.80	15.60
2.	Financial constraints	23.70	15.20
3.	Engage domestic activities	4.80	29.70
4.	School is for off	0.5	3.40
5.	Unable to cop-up with studies	5.4	4.60
6.	Marriage	-	6.20
7.	Other reasons	5.1	6.20

Source: National Sample Survey office-2019

In India, condition of rural school is very poor. There are very few schools in the rural areas and children have to travel far away distances to avail these facilities and most of the schools do not provide drinking water. There is not well quality of education in rural area.

The teachers get very less income and most of the time the teachers are either absent or they are not present in school due to the excess burden of other works. The main objectives of rural schools are to make sure that every child in rural India receives quality of education which prepares them to compete in the competitive global level.

Problems faced in rural education:- Education is playing a crucial role of rural development in India. Government is rapidly many initiatives had been taken for the development of rural India; still much more have to be done. There are a number of problems being faced by the schools running in rural India. Some of these problems are stated below:

Lack of Infrastructure: A number of schools in villages they do not have suitable infrastructure facilities. There are no good facilities for sitting as sometimes children are even made to sit on the floor due to inadequate of furniture. The schools building have very old and lacks of doors and windows. Transportation facilities not so good therefore children's are not able to reach regularly in the school.

Low Income:- Teachers in the villages also get very less income in comparison to the teachers that teach in urban schools. As teachers are not satisfied with their income, they generally do not give proper attention to the students.

Lack of Basic Amenities: The basic amenities in rural school are not sufficient like drinking water, clean toilets, playing ground etc. these facilities not available in many of the schools at villages.

Lack of Extra-Curricular Activities: Apart from the regular course curriculum, rural schools are not able to engage children in other activities like sports, co-curricular activities and competitions. Such activities tend to help in the overall development of the rural children.

Shortage of Funds: Indian government published central budget in each year. Expenditure on education sector is very less as compared to developed country. The education in rural India is the unavailability of funds. Some schools they do not have funds even for purchasing benches, blackboards and for providing basic facilities etc. There are several problems to face in the village school. A number of programs introduce by the government like ShikshaKarmi Project: 1987, District primary education program: 1994, National programme of nutritional support to primary education (school meal programme):1995, SarvaSikshaAbhiyan (SSA) 2007, RTE: 2010 etc. but responsibility of the

government to develop education sector has been reducing year by year. Therefore a number of problems faced in the village school. Government should take initiative for developed education sector particularly rural area.

Prospects for improving rural education in India:- Some of the suggestions that can be implemented by the government for improving education system in rural:

-The program of rural education can be updated and should accompany education related to farming and rural culture.

-More number of students and creating interest in them for learning, audio visual aids like projectors, television educational movies and play games etc.

-To encourage the teachers they should be made to touch proud that by teaching in the remote area they are playing a main role as a helping the development rural education.

-Some special programs or sessions can be conducted for the parents as well as teachers to make them recognize and significance of education for their children.

-To appreciate the efforts of students, various type of scholarships, competitive examination at primary level whichever in the form of gifts or books can be given to them who perform well in the school and class.

-Government should take initiatives for promoting in village school through various policies and sufficient fund like SarvaSikshaAbhiyan (SSA) 2007, RTE: 2009 etc.

Conclusion :- *The education is to teach one think intensively and to think critically. Intelligence plus character stated by Martin Luther King, Jr.* The development of any country depends fully on the good education system. Today's education is viewed worldwide as human right. All educational revolutions require strong public support and participation. 'People's getting benefit and participation' can be used as an indicator for measuring the achievement of the various education policies. It is necessary to spread awareness among the rural people about the need; importance and significance of education with more efforts have to be taken by the government of the country. Finally rural education in India is a huge challenge that we are facing today and will continue to face in future. Only all-inclusive and fully devoted approach by Government and non-Government organizations can to some extent lead towards a rural education in India.

References:-

A) Books-

1. Dharmpal (1983). The Beautiful Tree : Indigenous Indian Education in the Eighteenth Century (BibliaImpex, Pvt. Ltd. New Delhi, 1983).
2. Carnoy, M. and Samioff, J. (1990). Education and Social Transition in the Third World (Princeton University Press, 1990).
3. Agarwal, M. (2000). Towards quality schools through continuous and comprehensive evaluation. Journal of Indian Education, 26(2), 1-11.
4. Naik, J.P. and Nurullah, S. (1975). A Students' History of Education in India (McMillan & Co., Bombay, 1975).
5. Sreekanthachari, J.G. and Nagaraja, G. (2013). An overview of rural education in India, Adv. Res. J. Soc. Sci., 4 (1) : 115 - 119.
6. Govinda, R. & Josephine, Y. (2004) Para-teachers in India: a review (Paris, UNESCO).
7. Iyer, R.N. (1995). The Essential Writings of Mahatma Gandhi (OUP, 1995).

B) Websites:

1. www.indiaedu.com
2. www.rural.nic.in
3. www.education.nic.in
4. <http://mospi.nic.in/>



Pollution of Marine Environment

Dr. Pratibha Sadashiv Desai*

Abstract :- Marine Pollution is combination of chemicals & trash, most of which comes from land sources & is washed or blown into the ocean. This pollution results in damage to the environment, to the health of all organisms and to economic structures worldwide. So purpose of this research paper is to develop awareness about pollution of marine environment & also is the time for everyone to think globally & act locally.

Keywords - Pollution, Marine Environment

Introduction :- A relationship between human population increase & environmental change has long been recognized, attempts have been made only recently to assess the cumulative impacts of land development in the coastal zone by recording their physical, chemical and biological consequences. This requires knowledge of trends in water quality & an understanding of the management of aquatic habitats. Equally important is the economic analysis of damage to natural resources and human health against which the cost of control measures will need to be justified. Many of the impacts recorded are common to most coastal developments, but it is useful to consider industrial & recreational activities separately.

Contaminants from land reach the marine environment by a variety of pathways. Coastal outfalls discharge directly to estuaries, inshore waters, bays & open coastal areas. Storm – water flows may be too great for drainage & treatment facilities & when run – off is too fast, may exceed the assimilative capacity of the receiving waters. Rivers act as large scale. Collectors and carriers of waste waters from diverse sources within their drainage basins & off – load them to the sea. Thus, rivers can be regarded as major point sources of mixed contaminants, the inputs of which depend on the contaminant load of the rivers & on the physicochemical & biological transformations taking place in the river itself & especially in the estuaries and the near- shore zone.

Objectives of the paper

1. To study the concept of marine pollution.
2. To study the causes of marine pollution
3. To study the effect of marine pollution
4. To Study the prevention of marine pollution .

Analysis of Data

Concept of marine pollution - What is carried by rivers ultimately ends up in the seas. On their way to sea, rivers receive huge amounts of sewage, garbage, agricultural discharge, biocides, including heavy metals. These all are added to sea. Besides these discharge of oils & petroleum products & dumping of radionuclides waste into sea also cause marine pollution. Huge quantity of plastic is being added to sea & oceans. Over 50 million Ib Plastic packing material is being dumped in sea of commercial fleets. whereas over 300 million Ib entering through inland waterways in U.S.A. Many marine birds ingest plastic that causes gastrointestinal disorders. The chemical principle in PCBs causes more damage as thinning of eggshell & tissue damage of egg. Radioactive waste in sea include Sr- 90, Cs- 137, Pu- 239, Pu- 240. The pollutants in sea may become dispersed by turbulence & ocean currents or concentrated in the food chain. They may sediment at the bottom by processes like adsorption. Precipitation & accumulation. Bioaccumulation in food chain may result into loss of species

diversity. In marine water most serious pollutant is oil. Particularly when it floats on sea. Oil pollution causes damage to marine fauna & flora including algae, fish, birds, invertebrates. About 50,000 to 250,000 birds are killed every year by oil. Hydrocarbons & benzene accumulate in food chain & consumption of fish by man may cause cancer. Detergents used to clean up the spill are also harmful to marine life.

The causes of marine pollution— Oceans which account for 70 percent of the surface of our planet, play a pivotal role in the health of our planet & those who inhabit it unfortunately our oceans are polluted. According to the National oceanic and Atmospheric Administration, billions of pounds of trash and of the pollutants enter our oceans every year.

Causes of Marine Pollution

1. Nonpoint source pollution.
2. Intentional discharge
3. Oil spills
4. Littering
5. Ocean mining

1. **Non point secure pollution (Runoff)** Nonpoint source pollution comes from a variety of different locations & sources the result of this is run off ,which occurs when rain or snow moves pollutants from ground into the ocean.
2. **Intentional discharge-** Manufacturing plants in some areas of the world release toxic waste into the ocean, including mercury. While it's intentionally being released into the sea, sewage also contributes to ocean pollution, as well as plastic products. According to ocean conservancy , eight million metric tons of plastic goes into our oceans every year.
3. **Oil spills** – Ships are major contributors to ocean pollution, especially when crude oil spills occur. Crude oil lasts for years in the ocean & is difficult to clean up.
4. **Littering** – Atmospheric pollution, which refers to objects carried by the wind to the ocean is a big problem. Items such as plastic bags & Styrofoam containers become suspended in the water & don't decompose.
5. **Ocean mining** - .Deep–sea ocean mining causes pollution & disruption at the lowest levels of the ocean. Drilling for substances such as cobalt , zinc, silver , gold & copper creates harmful sulfide deposits deep in the ocean.

The Effect of Marine Pollution :- Ocean Pollution has many consequences that directly & indirectly affect marine life, as well as humans.

Effect of Marine Pollution- 1) Harmful to marine animals. 2) depletion of oxygen in seawater. 3) A threat to human health.

Harmful to marine animals :- Sea animals are common victims of ocean pollution. Oil spills, for instance, will ensnare & suffocate marine animals by permeating their gills. When the oil gets into seabird feathers, they may not be able to fly or feed their young. Animals that aren't killed by crude oil may suffer from cancer, behavioral changes & become unable to reproduce.

Marine animals also mistake small plastic debris for food or become entangled in or strangled by plastic bags & discarded fishing nets. Animals most vulnerable to harm from plastic debris in the ocean include dolphins, fish, sharks, turtles, seabirds and crabs.

Depletion of oxygen in seawater :- As excess debris in the ocean slowly degrades over many years it uses oxygen to do so, resulting in less oxygen in the ocean. Low levels of oxygen in the ocean lead to the death of ocean animals such as penguins, dolphins, whales and sharks.

A threat of human health :- Pollutants in the ocean make their way back to humans. small organisms ingest toxins and are eaten by larger predators, many of which are seafood that we eat.

eventually eat when the toxins in contaminated animals get deposited in human tissue, it can lead to long – term health conditions, cancer and birth defects.

The prevention of Marine Pollution

prevention of Marine Pollution

1. Regional and national governments should also explore national legislative frameworks on Extended Producer Responsibility. These are emerging as innovative, low cost solutions, as are policies to promote circular economies.
2. Governments, research institutions and industries need to work collaboratively to redesign products, and rethink their use and disposal to reduce micro plastic waste from pellets, synthetic textiles and tyres. Consumers and society must shift to more sustainable consumption patterns . This will require solutions which go beyond waste management and consider the whole lifecycle of plastic products, from design to infrastructure, and household use.
3. More funding for research and innovation should be made available to provide policymakers, manufacturers and consumers with the evidence needed to implement technological, behavioural and policy solutions to address marine plastic pollution.
4. Methodologies to identify, measure and address marine plastic pollution sources and plastic leakage are available, including form IUCN .

Conclusions :- Conclusions of the research paper from objectives 1,2,3,4 are as follows.

Objective 1 - To study the concept of marine pollution.

Objective 2- To study the causes of marine pollution

Objective 3- To study the effect of marine pollution

Objective 4 - To Study the prevention of marine pollution .

Conclusions-

1. Marine pollution is a combination of chemicals , land pollution , plastic, oil, atmospheric pollution , ocean mining.
2. Marine pollution is harmful to marine animals, it is also a threat to human health, because of depletion of oxygen in seawater all living organisms, fauna & flora in marine is in danger.

Recommendations –

From all above analysis of the research paper researcher states some recommendation.

- 1) Reduce chemical fertilizer use.
- 2) Opt for reusable bottles & utensils.
- 3) Organize a social distancing clean up at the beach or a nearby park.
- 4) Properly dispose of plastic and trash.

References.

1. Best, J. W (2007) Research in Education Englewood clifts N. J prentice Hall
2. Kothari, C. R (2005) Research methodology New age , International (p) Limited, publishers. Ansari Road , Daryaganj, New Delhi.
3. Santra, S. C (Reprinted Jan 2008) Environmental Science : Kolkata New Central Book Agency (p) Ltd P. No. 236 , 237
4. Sharma, P. D (Tenth edition 2009) Ecology & Environment: Meerut, Rastogi, publication P. No. 434, 435.
5. <https://www.nationalgeographic.org> Retrieved on 15 Jan 2022
6. <https://www.mapsofindia.com>. Retrieved on 15 Jan 2022
7. <https://www.Texasdisposal.com/blog/ocean> 1 Dec 2020 Retrieved on 16 Jan 2022.

Impact of Covid-19 on Environment

Dr. Parag Vishnupant Tatte*

Dr. Sudhir Kumar Srivastava**

Abstract :- The outbreak of coronavirus disease 2019 (covid-19) has rapidly increased to an epidemic scale and poses a severe threat to human health and it has been declared as public health emergency of international concern by the world health organization (WHO). The outbreak of this novel coronavirus is spread all over the world and it slows down the economic activities of entire world. This has a significant effect on the environment. The pandemic of coronavirus has both positive as well as negative effect on the environment. It has been observed that pandemic improves air quality index of different cities, water pollution becomes very less, emission of greenhouse gases also becomes very less, noise pollution also becomes less, cities, rivers, streams, were become very clean are the positive effect of pandemic, whereas negative effects are increase of medical waste, haphazard use and disposal of disinfectants, masks, gloves. So it is necessary to take proper action must be taken against the wastes which will be helpful to maintain a good environment.

Key word: Covid-19, Pandemic, Environment

Introduction :- Coronavirus belongs to the family of coronaviridae. Initially it was emerged at the end of December-19 from the sea food market in Wuhan city of China. The novel β -CoV was named as SARS-CoV-2. The severe acute respiratory syndrome coronavirus 2 has rapidly spread in humans in almost every country. The coronaviruses are enveloped positive stranded RNA virus, which replicate in the host cell cytoplasm. It possesses a 5' capped RNA and also contains the longest RNA among all the RNA viruses having length of 29,903 nucleotide. From the genomic analysis it revealed that SARS-CoV is phylogenetically associated with the SARS viruses and bat could be the possible primary source. The transmission of this virus occurred through person to person via direct contact or droplets produced by coughing, sneezing and talking.

Since Dec 2019, when the first case was reported, now more than 80 million people suffered and 1.7 million deaths have been reported across 235 countries. The symptom of covid-19 infections was fever, chills, cough, sore throat, breathing difficulty, fatigue, nausea, vomiting and diarrhea. In severe cases it leads to cardiac injury, respiratory failure, acute respiratory distress syndrome and even death can occur.

In India 24th March 2020 took lockdown completely by the government of India, which restrict the movement of the largest number of people (nearly 1.3 billion) to prevent the spread of covid-19. All organizations including education institutions have been closed to encourage people to stay at home. All the public transport like bus, train, truck, aeroplane etc. were suspended with exception of the transportation of essential goods and emergency services. World Economic Forum (7th April 2020) reported that nearly 3 billion people are faced with some form of lockdown globally and the movement is being restricted by respective governments to control covid-19.

The pandemic has directly or indirectly affected the environment like improvement of air and water quality, reduction of noise and restoration of ecology. It also has negative impact by increase of medical waste, haphazard use, disposal of disinfectants, masks and gloves. So it has both positive and negative impact of covid-19.

* Assistant Professor, Dept of Geography Arts Commerce & Science College Taloda

** Assistant Professor, Dept of Zoology Arts Commerce & Science College Taloda

Due to lockdown industries, transportation and companies have completely close down, which cause sudden drop of green houses gases (GHGs) emission. It has been observed that nearly 50% reduction in the level of GHGs. It is estimated that nearly 50% reduction of N_2O and CO occurred due to the shutdown of heavy industries in China. It is also noted the emission of NO_2 is also reduced in many countries. Nearly NO_2 is emitted from the burning of fossil fuels, 80% of which comes from motor vehicles exhaust. The European Environment Agency (EEF) predicted that NO_2 emission dropped from 30 – 60% in many European cities. It was also reported that level of NO_2 and $PM_{2.5}$ reduced by almost 70% in Delhi.

Developing countries like India Pakistan, Bangladesh having basic problem of water pollution due to domestic and industrial wastes are directly dumped into rivers without any treatment. Due to lockdown river Ganga and Yamuna have reached a significant level of purity due to the absence of industrial pollution. The improvement of water quality at Haridwar & Rishikesh has increased very much due to sudden drop of number of visitors and 500% reduction of sewage and industrial effluents. The Uttarkhand Pollution control board (UPCB 2020) of India has measure the physio-chemical parameters of water i.e. pH (7.4 – 7.8), dissolved oxygen DO (9.4 -10.6mg/l), Biological oxygen demand BOD (0.6 – 1.2 mg/l) and total coliform (40 – 90 MPN/100 ml) of the river Ganga was found to meet the national drinking water quality standard of India, which can be used without conventional treatment but after disinfection. It is reported that Grand Canal of Italy turned clear and re-appearance of many aquatic species due to lock down. Water pollution are also reduced in the beach areas of Bangladesh, Malaysia, Thailand, Maldives and Indonesia.

Due to quarantine and lockdown people stay at home and reduced economic activities and communication worldwide, which ultimately reduced noise level in most cities for example noise level of Delhi is reduced drastically around 40–50%. Due to reduction of vehicle movement during the lockdown period, the noise levels of Govindpuri metro station (Delhi) is reduced 50–60 dB, from 100 dB. According to the Central Pollution Control Board of India, noise level of residential area of Delhi is reduced 55 dB (daytime) and 45 dB (night) to 40 dB (daytime) and 30 dB (night) respectively. As a result, city dwellers are now enjoying the chirping of birds, which usually ranges from 40-50 dB. Moreover, due to travel restrictions, the numbers of flights and vehicular movements have drastically reduced around the world, which have ultimately reduced the level of noise pollution. For example, in Germany passenger air travel has been slashed by over 90%, car traffic has dropped by >50% and trains are running <25% than the usual rates. Overall, covid-19 lockdown, and lessens of economic activities reduced the noise pollution around the globe.

The places of natural beauty like beaches, islands, national park, mountains, desert and mangroves are usually attracting the tourists. To facilitate and accommodate them, lots of hotels, motel, restaurant, bar and market are built, which consume lots of energy and other natural resources. The visitors dump various wastes which impair natural beauty and create ecological imbalance. Due to the outbreak of covid-19 and local restrictions, the numbers of tourists have reduced in the tourist spots around the world. The Phuket, Thailand's most popular tourist's destination goes into lockdown on April 9, 2020, due to the surge of covid-19, where an average 5,452 visitors visit per day. Similarly, local administration imposed a ban on public gathering and tourist arrivals at Cox's Bazar sea beach, known as the longest unbroken natural sand sea beach in the world. As a result of restriction, the color of sea water is changed, which usually remain turbid because of swimming, bathing, playing and riding motorized boats. Nature gets a time to assimilate human annoyance, and due to pollution reduction recently returning of dolphins was reported in the coast of Bay of Bengal (Bangladesh) and canals, waterways, and ports of Venice (Italy) after a long decade.

The outbreak of covid-19, medical waste generation is increased globally, which is a major threat to public health and environment. For sample collection of the suspected covid-19 patients, diagnosis,

treatment of huge number of patients, and disinfection purpose lots of infectious and biomedical wastes are generated from hospitals. Wuhan in China produced more than 240 metric tons of medical wastes every day during the time of the outbreak which is almost 190 m tonnes higher than the normal time. Ahmedabad city of India, the amount of medical waste generation is increased from 550-600 kg/day to around 1000 kg/day at the time of the first phase of lockdown. Around 206 m tonnes of medical waste are generated per day in Dhaka, the capital of Bangladesh because of covid-19.

For protection from the viral infection, presently peoples are using face mask, hand gloves and other safety equipment, which increase the amount of healthcare waste. It is reported in USA, trash amount has been increasing due to increased PPE use at the domestic level. Since the outbreak of covid-19, the production and use of plastic based PPE is increased worldwide. China increased the daily production of medical masks to 14.8 million since from February 2020, which is much higher than before. However, due to lack of knowledge about infectious waste management, most people dump these face mask, hand gloves etc. in open places and in some cases with household wastes. Such haphazard dumping of these trashes creates clogging in water ways and worsens environmental pollution. It is reported that, face mask and other plastic based protective equipment are the potential source of microplastic fibers in the environment. Usually, Polypropylene is used to make N-95 masks, and Tyvek for protective suits, gloves, and medical face shields, which can persist for a long time and release dioxin and toxic elements to the environment. Though, experts and responsible authorities suggest for the proper disposal and segregation of household organic waste and plastic based protective equipment (hazardous medical waste), but mixing up these wastes increases the risk of disease transmission, and exposure to the virus of waste workers.

Methodology :- The study was performed by reviewing the available literature, case studies, different government and non-government organization information and report and official websites. Scientific literatures were collected through electronic means from data base of science direct, Springer, Pub Med, Tailor and Francis.

Conclusion :- It has been observed that covid-19 pandemic has spread worldwide and causes death. The lockdown has great effect on environment to increase the level of air quality index, decreases emission of green houses gases and CO. It also makes river, stream and ocean free from pollutant. On the other hand increase of medical waste, haphazard use and disposal of disinfectants, masks, gloves create great concern. So these things which have negative effect should also minimize.

References :-

1. Caine P. Environmental impact of covid-19 lockdowns seen from space. *Sci. Nat.* 2020
2. Chakraborty I., Maity P. Covid-19 outbreak: migration, effects on society, global environment and prevention. *Sci Total Environ.* 2020 ; 728:138882.
3. Holshue M.L. First case of 2019 novel coronavirus in the United States. *N. Engl. J. Med.* 2020;382:929-936.
4. Huang C., Wang y., Li X., Ren L., Zhao J., Hu Y., Zhang L., Fan G., Xu J., Gu X. Clinical features of patients infected with 2019 novel coronavirus in Wuhan China. *Lancet.* 2020;395: 497 – 506.
5. India Environment Portal (IEP) Impact of lockdown (25th March to 15th April) on air quality. 2020.
6. (6)Islam S.M.D., Bodrud-Doza M., Khan R.M., Haque M.A., Mamun M.A. Exploring covid-19 stress and its factors in Bangladesh : a perception-based study. *Helijon* 2020; 6(7).
7. Soman M., Srivastava A.N., Gummadivali S.K., Sharma A. Indirect implications of covid-19 towards sustainable environment: an investigation in Indian context. *Biores. Technol. Rep.* 2020;11: 100491.
8. Thiessen T. How clean air cities could outlast covid-19 lockdowns. 2020.
9. Tripathi R. India 21-day lockdown: what is exempted, what is not. 2020
10. Uttarkhand Pollution Control Board (UPCB) Government of Uttarkhand; India 2020 Water quality during lockdown Period.
11. WRF. World Economic Forum; geneva: 2020 High Noon during Coronavirus.
12. WHO Coronavirus disease (covid-19) weekly epidemiology update. 2020

Covid-19 Pandemic: Shocks To The Education Sector And Way Forward

Ashitha A.B*

Dr. Anu L**

Abstract:

Coronavirus(COVID-19) outbreak badly affected the global education system. As a precaution to avoid the spread of COVID-19, educational institutions around the world are closed, which directly or indirectly affects the lives of millions of students and their families especially vulnerable communities. To mitigate the effects of the closure of academic institutions and disruption in learning, efforts are taken at a global level. The study investigates the major impact of COVID-19 on the education sector. It also highlights the challenges and opportunities created by the pandemic and the measures adopted by the educational authorities to ensure seamless educational services during this crisis. Education with the help of technology is the only option available to curb this situation.

Keywords: COVID-19, Education sector, Shocks, Challenges, Opportunities, Way forward

Introduction :- The world is now going through one of the severe health calamities of the centenary. The COVID-19 outbreak in Wuhan, China is now rapidly spreading all over the world, and affecting every nook and cranny of the universe, also upsetting human lives. The world is now facing a global recession. Initially, the COVID-19 was declared as a public health emergency of international concern by the World Health Organisation (WHO). Later on, the alarming ramification of Coronavirus made the WHO declare it as a pandemic. Corona is an infectious disease spread from one person to another via droplets produced from the respiratory system of infected people often during coughing and sneezing. To break the spread of COVID-19, countries across the world have taken several measures like social distancing, quarantine, personal hygiene, travel restrictions, full lockdown of countries...etc.

To prevent the spread of this pandemic among young people and children, the world over academic institutions are closed. As per the UNICEF report, 188 countries have imposed countrywide school closure affecting more than 1.5 billion children and youth (UNICEF, 2020). In India as of the second week of March 2020 all the universities, colleges and schools were shut down. "Never before have we witnessed educational disruption on such a scale," said UNESCO Director-General Audrey Azoulay. Experts from the World Bank pointed out that even before the corona, the world was witnessing a 'learning crisis' and already out of the track to meet sustainable development goal 4, every nation has to ensure putting aside other ambitious targets, all girls and boys complete free, equitable and quality primary and secondary education (World Bank, 2020). The pandemic has made the crisis even more badly. This is a crucial time for the education sector as various board examinations, admission processes, entrance tests of various courses and universities, competitive exams all are held during this situation (Jena, 2020). The closure of schools and colleges not only affects the students, teachers and families but also creates various economical

* Research Scholar Post Graduate and Research Department of Commerce The Cochin College Kochi, Kerala, India-682005

** Assistant Professor, Post Graduate and Research Department of Commerce The Cochin College Kochi, Kerala, India

and societal problems in the long run. *“Rising inequality, poor health outcomes, violence, child labour and child marriage are just some of the long-term threats for children who miss out on school,”* said Henrietta Fore, UNICEF Executive Director (UNICEF, 2020). So there exists a global initiative to minimize the impact of the pandemic on learning, with the help of technology. Many countries are using the internet and providing online platforms for continued and uninterrupted learning.

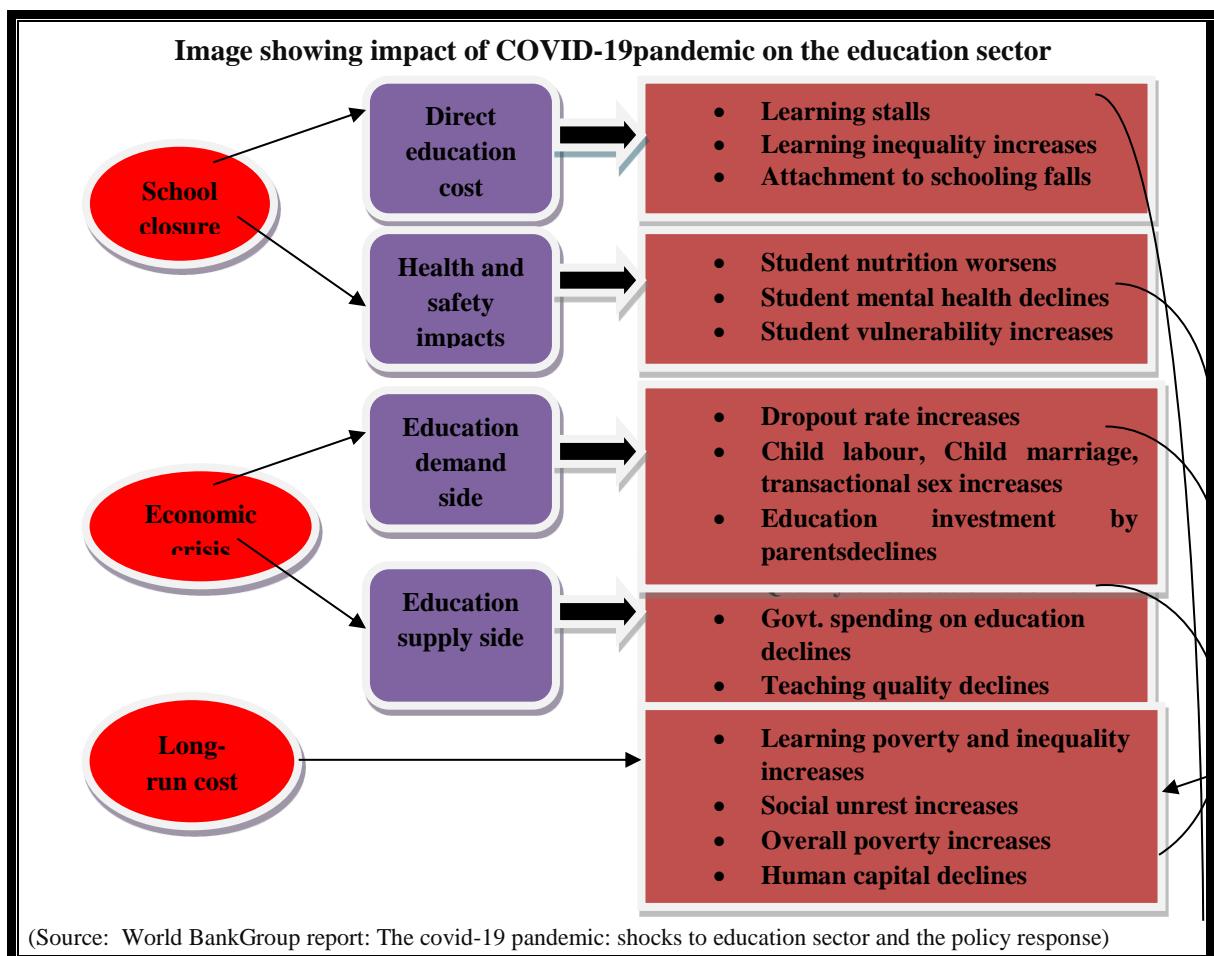
It is in this backdrop the present study is carried out to explain the impact of COVID-19 on the education sector, the measures adopted by countries to minimize its impact, challenges and opportunities created and the way forward.

Objectives of the study

Following are the main objectives of the study:

1. To examine the impact of COVID-19 on the education sector.
2. To discuss the challenges and opportunities created in the education sector due to COVID-19 and the way forward.
3. To discuss the initiatives by various countries to reduce the disruption in learning.

Shocks to the education sector: global scenario :- According to World Bank Group (2020), “the twin shocks of school closures and global recession could have long-term costs to education and development if governments do not move quickly to counter them”. Some of the adverse effects of COVID-19 on the education sector mentioned in the World Bank Group and UNESCO reports are:



The direct impact of school closure

Interrupted learning: Schools and universities provide the space and ways for the growth and development of students. When these institutions are closed the learning will be disrupted.

Learning inequality increases: The educated and wealthiest families can face the challenges posed by the pandemic and ensure continuity of their children's learning. They are more likely to have computer equipment and connectivity, a space to work, and books and other learning materials at home; they are more likely to have the knowledge necessary to support their children and teach them academic subjects themselves. As a part of ensuring continuity in learning, digital tools are used, but there exist children who cannot access these kinds of facilities. This will increase inequality in learning.

Attachment to schooling falls: Most academic institutions now adopt online teaching platforms to ensure continuous learning. This type of contactless learning and teaching can reduce the attachment of students towards schooling.

Impact on health and safety

Nutrition problems: Many of the students from the vulnerable communities coming to school not only for learning but also for discounted meals provided at schools for food and healthy nutrition. When schools close, nutrition is compromised. That will create health problems in the children.

Problems with students' mental health: Millions of students are out of schools and colleges due to this academic closure. Missing the normal academic life, social interactions with their friends can cause mental stress among them.

Impact on the demand side of education

Dropout rate increases: It is difficult to ensure children and youth return and stay in school when schools reopen after closures. The economic impact of school closure can create pressure on children to go to work and generate income for their families.

Reduction of investments in education by parents: Even for the students who do not drop out the expenditure spent on education can decrease because of the financial problems faced by their families. Many of the parents would no longer be able to afford the high-cost private schools causing a large inflow of students to already struggling public school systems hurting the quality of education.

Increased exposure to violence and exploitation: When schools shut down, there are chances of an increase in child marriages, sexual exploitation of girls and young women rises, teenage pregnancies become more common, and child labour grows.

Student debt crisis: A lot of students (mostly their parents) were taken educational loans for meeting their educational expenses. If the employment market does not pick up it will become an issue of serious concern.

Impact on the supply side of education

Government spending on education declines: The economic impact of COVID-19 forces the countries to reduce the planned increase in education budgets. In the United States, during the great recession of 2008, national public-school per-pupil spending reduced by 7 percent and took several years to recover. Likewise, due to this pandemic, education spending is likely to decline in countries because the government needs to spend more on health and social protection activities.

Education and Teaching quality declines: Except for the permanent teachers working in government institutions, the teachers working in self-financing departments, private institutions, teachers on a contract basis are on the brim of losing their job. Some of them are facing salary cuts also. That will create mental stress and reduce motivation among them. It can result in a decline in the quality of teaching.

Closure of private schools: Low-cost private schools that serve the backward community, usually operating on a small scale and small margins do not have assets or investments to meet the salary of teachers working there. It is difficult for them to hold on until the education system is back to normal. So they have no option other than shutting down.

Challenges in the long run

The impacts of the COVID-19 pandemic on the education sector have far-reaching effects on the economy and society (Daniel, 2020)(Onyema, 2020). Some of them are as follows:

1. **High economic cost:** Most of the working parents have to stay home for taking care of their children due to school closure. That will result in the loss of salary and a decrease in productivity.
2. **Human capital declines:** The children of today are the human resource of tomorrow. The students acquire knowledge and skills which are required for a job through proper education. The closure of schools and dropout rates can adversely affect the formation of human capital.
3. **Overall poverty increases:** Many of the families faces a financial crisis due to loss of employment, reduction in salary...etc. that will increase poverty. Children also get affected by losing their mid-day meals provided through schools.
4. **Inequality increases:** Gaps in educational attainment can be one of the strongest reasons for transmitting inequality from one generation to the next generation.
5. **Chances of social unrest:** A drop in schooling could increase crime especially among youth. Among 16- and 17-year-olds in the United Kingdom, school dropouts are three times more likely to commit crimes than those who have stayed in school, and this gap remains well into their early 20s. In Sweden, the United Kingdom, and the United States, completing high school makes youth less likely to commit crimes, and education is linked with lower crime rates.

Turn shocks into opportunities

The shocks to the education sector can be turned into opportunities(Bender, 2020) (Orville, 2020)by adopting the following methods:

1. **Increases digital method of teaching and learning:** The use of computers and Mobile phones are increased for online teaching and learning. This will enhance the digital knowledge of teachers and students.
2. **Demand for open and distance learning:** To meet the challenges of teaching and learning by maintaining social distancing .Open and distance learning can be used.
3. **Demand for blended learning:** It combines both face to face and online learning modes.
4. **Use of artificial intelligence:** The use of artificial intelligence will help teachers to prepare the mark sheets of students, conducting the evaluation and assessment of students ...etc.
5. **Delivering online courses:** The pandemic forced many academic institutions to offer online courses. The main advantage of this kind of courses is anyone can access it anytime.
6. **Online admission process:** Many academic institutions now provide online admission to students.
7. **Resource sharing:** The resources available with the tutors can share with the students with the help of digital tools.
8. **Communication made easy:** It is easy to communicate with the help of technology. Email, SMS, messaging apps like WhatsApp etc. can be used for communication purposes.
9. Online meetings can be conducted using digital technology.
10. The students can submit their assignments online Students get worldwide exposure
11. The facility to record the online classes help the students to refer to it in the future.

Way forward

UNESCO estimates that more than 60 per cent of the world's student population is affected due to nationwide school closure. To facilitate continuity in learning digital education is the only method that can be followed globally (Gupta, 2020) (Jena, 2020). The experts have the opinion that conventional education needs to be reformed by incorporating technology. Even though digital education cannot replace classroom education but during this pandemic, this will help to minimize the chances of students getting infected.

The Global education coalition launched by UNESCO (World Bank, 2020) (ILO, 2020) seeks to facilitate remote learning opportunities for students for continuous learning. The coalition includes multilateral partners (UNICEF, WHO, ILO, World Bank...etc.), the Private sector (Microsoft, Google, Face book...etc.), Media outlets (BBC) and Non-profit organizations (Khan Academy, Dubai cares...etc.). They together try to help the countries to reduce the immediate and long term effects of disruption in education due to this pandemic and also help to mobilize resources and innovative methods to provide remote education

Measures adopted by countries to provide uninterrupted learning(Brahimi, 2020) (Crawford, 2020)

1. **China** is providing computers, free mobile data packages and subsidized telephone services to students of low-income families for continuing their learning.
2. In **France**, efforts are taken to lend devices and provide printed assignments to 5% of the learners who do not have access to the internet and computers.
3. **Saudi Arabia** uses its official Twitter account to give information regarding online classes.
4. **UAE** created a hotline for teachers and students who need technical support.
5. In **Portugal** by understanding the fact that every child cannot access online education, post offices are used for distributing worksheets to the students to do at home.
6. **Chile** is conducting webinars on teaching and administration online to those who need digital skills.
7. **Argentina**: The ministry of Education is taking responsibility to distribute tablets and Net-books for students to avoid the digital divide.
8. **Austria** is using platforms like Moodle and LMS for digital education. The Ministry of education website is providing a large volume of content for online education.
9. **Bangladesh** ensures remote learning through TV, radio, mobile phones and internet platform.
10. **Bhutan** education ministry launched Bhutan e-learning program. They provide education through TV and YouTube.
11. **Brazil** uses television and YouTube channel to provide learning content.
12. **Cambodia**Ministry of education formed a program called 'Think Think' to deliver free online lessons to children and youth.
13. **Colombia**formulated 2 strategies for online education. One for families with an internet connection, underthis online learning material, is provided. Secondly, to those families who do not have internet access, a home kit for learning is provided, which includes study materials.
14. **Egypt** hastaken steps to ensure distance learning. Egypt knowledge Bank provides online learning content to students by different subject and grade levels.
15. **Ethiopia** developed a COVID-19 emergency response plan for the education sector. Radio and TV were used extensively to teach students.
16. **Italy** A website is created by the government to provide uninterrupted classes to the students.
17. **Kenya** ensures education to students through four platforms. TV, Radio, YouTube channel and Kenya Education cloud, to access digital resources.
18. **Kuwait** Educational channel is used to teach school students across different subjects.
19. **Malaysia** TV Okey is the new educational TV channel from the Malaysian government exclusively for teaching students.
20. **Russia** provides online education platforms to students, teachers and parents which include Russian online school, Yandex.textbook, Teach.ru and Yaklass
21. **South Africa** The department of education and South African broadcasting corporation launched the education television and radio curriculum to students who impacted by school closure.
22. **Spain** Online education through the 'Resources for online learning platform is provided to students, which is an initiative of the ministry of education and professional training in Spain.

23. **Turkey** Education is conducted remotely through an education platform called EBA.
24. **Uganda** 97% of students has access to radio services. So they mainly teach students through education programs aired via radio.
25. **Ukraine** uses Education Television to broadcast lessons for students.
26. **Zimbabwe** gives remote learning services via radio, TV, Online and Offline resources.

Digital education initiatives by the Indian government

To ensure uninterrupted teaching and learning in the home, the Indian government has taken several measures. ICT enabled education is given importance (Pragyata, 2020) (Nambiar, 2020). Some of the digital initiatives by the government of India are (Bhat, 2020):

Prime minister e-vidya programme: Provide multi-mode access to online education. This includes:

1. School textbooks can be accessed by the students, teachers and parent communities.
2. **SWAYAM:** It is the world's largest free online e-learning MOOCs platform, created to achieve the three principles of education policy that is; access, equity and quality in education. It offers a wide variety of online courses to learners at their convenience.
3. **SWAYAM PRABHA:** It includes a group of 32 DTH channels consecrated to telecasting high-quality educational programmes using the GSAT-15 satellite.
4. **Mukt Vidya Vani:** Internet radio is an audio facility that can be accessed from anywhere in the world. For better learning, open education radio facility can be used for the dissemination of information and educational content.
5. **Radio Vahini:** Community radio station of NIOS specially focused on school dropouts, women and marginalised sections of the society.
6. **Shiksha Vani:** An initiative of CBSE to provide audio-based learning which covers subjects from secondary to senior secondary level.
7. **IITPAL:** It is a group of IIT professors, they provide assistants to help those students who are preparing for entrance exams of IIT JEE
8. Special e-content and sign languages developed for visually and hearing-impaired students.
9. CEC-UGC YouTube channel for providing free lectures on academic topics.
10. **National Digital Library:** Digital repository of a large amount of academic content.
11. **Shodhganga:** Digital repository of Indian online theses and dissertations.
12. **E-shodhsindhu:** Collection of e-journal articles.
13. **E-PG pathshala:** interactive high-quality e-content provided for 70 postgraduate disciplines.
14. **E-Adhyayan:** Provide 700+ e-books for PG students.
15. **E-Yantra** provides hands-on training on embedded systems. It includes 300+ labs.
16. **Gyandhara:** It is a web radio that provides internet audio counselling for students on academic matters. Through this, the students can interact with the experts.
17. **E-Gyankosh:** helps to store and share digital resources which are protected by copyright with all rights reserved to IGNOU.
18. **Gyandarshn:** Web-based TV channel for open and distance learners.
19. **NEAT:** National Educational Alliance for Technology is a public-private partnership to update learners with the latest technology and its uses.

Challenges to digital education

Due to the Covid-19 pandemic, globally there is an initiative to support digital education. People who oppose remote learning are now forced to accept the same for ensuring continuity in learning (Gurukul, 2020). But there are some challenges for going digital (Aram, 2020) (Chan, 2020). They are:

1. Some of the students cannot afford the cost of remote learning
2. Poor electricity

3. Poor digital skills of students as well as their parents.
4. Digital divide
5. Lack of training to students and teachers
6. The problem of poor internet connection
7. Sometimes audio quality can be bad
8. Difficult to connect on time and there are many disconnections.
9. Digital learning creates inequality in access to education
10. Sometimes it is difficult to assess the reaction of students
11. Some students do not have laptops and are not able to attend the classes and submit the assignments.

Conclusion :- COVID-19 pandemic creates worldwide distortion in every sector. It has adverse effects on the global education system. World over the schools and colleges were closed as a measure to reduce the spread of Coronavirus, which affect millions of students. As we do not know how long the pandemic situation will continue, a move towards online/digital education is essential. During this crisis, all of us need to stay home and take advantage of online learning. If the countries do not proceed with this initiative that will create far-reaching effects on their economy. Because it is the education system that moulds and refine the human resources needed for the country. While moving towards online education the countries must ensure that no students left behind this process otherwise it will lead to inequality in education (World Bank, 2020) (QS, 2020) that is a violation of one of the basic human right; the Right to education.

References :-

1. Aram, A. (2020). Online Learning in the Post-Covid-19 Scenario. *Journal of Scientific Temper*, 8, 57-62.
2. Bender, L. (2020). *Key Messages and actions for COVID-19 Prevention and Control in Schools*. UNICEF. Retrieved July 20, 2020
3. Bhat, A. I. (2020, April). Impact of covid 19 on India and how India responded. *IOSR Journal Of Humanities And Social Science*, 25(4).
4. Brahim, B. B. (2020). Coping with covid-19: Higher education in the GCC countries. Athens. Retrieved July 5, 2020
5. Chan, R. Y. (2020, June 1). Studying Coronavirus (COVID-19) and Global Higher Education: Evidence for Future Research and Practice.
6. ILO (2020). *COVID-19 and the education sector*. international labour organisation. Retrieved JULY 10, 2020
7. Crawford, J., Butler-Henderson, K., Rudolph, J., Glowatz, M., & a, e. (2020, April 01). COVID-19: 20 Countries' Higher Education Intra-Period Digital Pedagogy Responses. *Journal of Applied Teaching and Learning (JALT)*, 3(1). doi:10.37074/jalt.2020.3.17
8. d'Orville, H. (2020). COVID-19 causes unprecedented educational disruption: Is there a road towards new normal? *springer*. doi:<https://doi.org/10.1007/s11125-020-09475-0>
9. Daniel, S. J. (2020, April 20). Education and the COVID-19 pandemic. doi:<https://doi.org/10.1007/s11125-020-09464-3>
10. Edeh Michael Onyema, D. N. (n.d.). Impact of Coronavirus Pandemic on Education. *Journal of Education and Practice*, 11(13), 108-121.
11. UNICEF (2020). *framework for reopening schools*. UNICEF. Retrieved JULY 10, 2020
12. Gupta, M. A. (2020). Learning in times of lockdown: how Covid-19 is affecting education and food security in India. *springer*. doi:<https://doi.org/10.1007/s12571-020-01065-4>
13. Gurukul, R. (2020). *Will COVID 19 Turn higher education into another mode?* sage. Retrieved July 10, 2020
14. Jena, D. P. (2020, May 31). Challenges and Opportunities created by Covid-19 for ODL: A case study of IGNOU. *International journal for innovative research in the multidisciplinary field*, 6(5), 217-222.
15. Jena, P. K. (2020). Impact of Covid-19 on higher education in India. *International Journal of Advanced Education and Research*, 5(3), 77-81.
16. Jyoti Soni, M. u. (2020). COVID-2019 PANDEMIC: e-learning and its impact on education. *Juni Khyat*, 10(6), 252-258.
17. Nambiar, D. (n.d.). The impact of online learning during COVID-19: students' and teachers' perspective. *The International Journal of Indian Psychology*, 8(2). doi:10.25215/0802.094
18. (n.d.). *PRAGYATA: Guidelines for Digital Education*. Ministry of Human Resource Development, Literacy, Department of School Education, Government of India. Retrieved July 10, 2020
19. World Bank (2020). *The COVID-19 pandemic: shocks to education and policy responses*. world bank group. Retrieved July 10, 2020
20. QS (2020). *The impact of the coronavirus on global higher education*. QS. Retrieved JULY 10, 2020

Impact of Covid-19 on Environment: A Study

Dr. D. B. Karnik*

Abstract :- The world has changed in the last few months due to the rare disaster Corona Virus. The pandemic has resulted in a tragically large number of human lives being lost. As the countries already implemented necessary quarantine and social distancing practices preventing pandemics, the whole world was put in a great lockdown. Changes came into our life due to the lockdown already commenced impacting our environment in numberless ways. Both the positive and negative indirect effects of Covid-19 are reflected on the environment. COVID-19 and its Effects on Environment Due to the unusual outbreak of COVID-19, almost every big and small city and village in the affected countries like China, Taiwan, Italy, USA, France, Spain, Turkey, Iran, Germany, S Korea, U.K, India, Australia and many more, is under partial or total lockdown for a long period of time ranging from a few weeks up to a few months. The major sectors contributing to air pollution are transport, industries, power plants, construction activities, biomass burning, road dust resuspension and residential activities. In addition, certain activities such as operation of DG sets, restaurant, landfill fires, etc. also contribute to air pollution. Under the nationwide lockdown, all transport services – road, air and rail were suspended with exceptions for essential services. Educational institutions, industrial establishments and hospitality services were also suspended. As a result, air quality improvement has been noted in many towns and cities across the world.

Key Words: Disaster, Pandemic, Numberless, Suspended, Improvement etc.

Introduction :- Covid-19 which originated in Wuhan somewhere three months back has now taken refuge in host bodies in 210 countries around the globe infecting 1,968,893 people and 123,783 deaths as on 14th April 2020. On same day, India has also reported to have more than 10,000 positive cases with 350+ death tolls. The condition is still uncontrolled and with no proven cure for the virus. Locking down in homes and social distancing is the only preventive step that the entire country is following. But as the human activities are restricted in most of the areas, the natural environment of country has started healing itself. Factories, transport, vehicles and aviation have all ground to a halt. Carbon emissions have decreased and the quality of air has seen an unprecedented improvement. It is remarkable to see a reduction of 85.1% in PM_{2.5} concentration in one of the India's most polluted city (Ghaziabad), as compared to the concentration just three months back. The other parameters lime PM₁₀, NO₂, and CO has also reduced distinctly which is the result of restricted human activities and mechanical movements. Satellite images of Indian atmosphere also reflect the same trend of reduction in air pollution after COVID-19 outbreak.

Objectives of the Study :- To study the impact of COVID-19 on Environment.

Covid-19 and its impact on environment :- There have been many speculations about the positive impacts of the pandemic on the environment. Mostly connected to the restricted movement of people due to the curfews. However, scientists cool down the enthusiasm – it is uncertainty how our environment will look like once the pandemic ends. The following is a brief assessment of COVID-19 on the environment which can be considered only as preliminary as the scientific data is awaiting further publications.

Medical waste and waste management :- A big concern is over the medical waste resulting from the COVID-19 crises, including wastes generated at hospitals where COVID-19 patients are being

* Associate Professor & Head, Dept. of Geography Smt. G.K.G. Kanya Mahavidyalay, Jaysingpur
Affiliation Shivaji University, Kolhapur

treated; wastes from quarantine areas; in addition to the disposable personal protective equipment widely used by the majority of the Jordanians. Medical Waste represents a potential danger as many disposable materials, such as gloves, facial masks and shoes, are made of materials hardly decomposable in nature. If not disposed of properly, we can face to its accumulation in our environment which can be further harmful to all environmental elements

Chemicals in our environment :- Another potential negative impact stems from the extensive use of sanitization chemicals and disinfectants containing toxic material to the environment. Their extended production and consumption led to an increasing amount of sanitization/hygiene bottles and packaging that are mostly made of hard-to-decompose plastics. Additionally, importing of agricultural products seemed to be halted due to this curfew which resulted in increasing application of pesticides and chemicals by local farmers who are under pressure to produce more than planned.

Pollution :- There is a clear link between inequality and vulnerability. those who are the most affected by pollution are at the same time at the greatest risk of having severe symptoms of COVID-19. Therefore, their pre-pandemic environmental vulnerability caused by existing inequality continues to undermine their health and resilience even in times of the COVID-19 spread. This is also closely related to gender inequality which, in many cases, leads to greater exposure of women to negative impacts of the degrading environment. Moreover, as the proportion of women in care occupations in Jordan is traditionally remarkably high, their exposure to the virus is considered to be very high.

Bounce back :- It is predicted that after strict restrictions, countries will focus on restarting their economies by funding industrial activities that might compensate for their economic loss. To prevent such a scenario, we should commit to green COVID-19 economic rescue plans. In Jordan, we might re-consider the Environmental Impact Assessment framework and use it to navigate our rescue plans into a more environmentally friendly form.

Conclusion :- It is a time for policy makers and government to plan strategies to come to normal life in post-Covid era. From previous discussion it is clear that a one-month lockdown has done such a miraculous change in environmental condition which was beyond thinking for us just couple of months back. This is also true that lockdown conditions can not be imposed forever, industries cannot be shut down for infinite time or vehicular movement cannot be restricted for much longer time but the patterns can be changed and a more responsible behaviour can be adopted. It is a known fact that anthropogenic activities are the major cause behind degraded environmental condition and disturbed ecology, but in last two months, it has become evident that still it can be restored significantly if sufficient imitative measure and strategic government policies are planned before removing all the restrictions.

References

1. <https://timesofindia.indiatimes.com/readersblog/world-of-words/covid-19-and-its-impact-on-environment-34088/>
2. <https://www.bdo.global/en-gb/insights/global-industries/natural-resources/how-does-covid-19-impact-the-environment>



A Descriptive Analysis On India's Advertising Industry Post Covid-19 Period

Mr. Vighnesh G. Nadargi*

Dr. Shivaji V. Shinde**

Abstract: The pandemic Covid -19 that emerged in 2019 has adversely impacted several lives worldwide. Every industry has been suffered in each country and every sector of business has paid a big cost to better the situation. Advertising industry has not been exempted from this. Many advertising firms and agencies closed down and few have reduced their advertising budgets. This led to worsen the economic situation of advertising firms. However there is a faith of everyone that the effect of pandemic will not last forever. The traditional media has not turned profitable during the pandemic though, the online platform for advertising has been considered as an alternative. The huge shift of consumer's attention has been observed from traditional media of marketing to digital, online and social media marketing. This study describes the impact of covid-19 on the advertising firms operating in India and the new opportunities for advertising agencies in the form of digital media available on various ecommerce platforms.

Key Words: Digital media, post pandemic opportunities and challenges, Advertising agencies

Introduction:- Where there are customers, businesses exist. It has impacted the advertising industry too during covid-19 pandemic all over the world. Before the situation arose, researches have implied the importance of digital media, the decreasing trend of traditional media such as TV, Radio, Newspapers and Magazines and reduction in the ad budget of such traditional media. Advertising trends have been affected badly due to the pandemic. The shift towards ecommerce has been observed in the form of repercussion of the pandemic. During the time the brands were very cautious about spending on ads and a bit of confused on making the ad spending. The lockdown impacted all economic and commercial activities. Companies were bothering about their brand awareness, reduced sales, and customer engagement. Brands had no choice to keep advertising their products during lockdown and move up with ad spending on digital platforms. In this research paper the efforts have taken to understand the impact of pandemic on advertising industry in India.

Objectives:- This study aims to achieve following objectives:

1. To study the challenges the firms have faced during pandemic
2. To compare the businesses of ad agencies in India pre and post pandemic
3. To find the opportunities that opened for ad agencies in India

Statement of Problem:- The advertising agencies/media have faced several challenges. The impact of Covid-19 has been seen in all sections of media from television to OOH. The situation of advertising industry before pandemic and the difference observed during the recovery period need to be analyzed. The advertising agencies in India were in the search of clients during lockdown period. Covid-19 was very destructive to industries though, it had opened new ways of doing business, making promotions and advertising through digital platforms. The role of digital media is essential to study for identifying the new channels for promotion of products and services. Many

*Research Student, DAV Velankar College Solapur

**Professor, DAV Velankar College, Solapur

agencies have extended support towards their employees and their family members suffering due to covid. Many agencies have offered leaves to their employees, or paid advanced salaries to come up strongly to fight against the pandemic.¹

Research Methodology:- The research paper seeks the data of advertising industry in India. The study is based on secondary data that are the facts published at various platforms across the country. Some reports have been analyzed and interpreted accordingly.

Sampling design and Methodology:- This study has required secondary data for analyzing and interpreting. Convenience Sampling method is used to collect the data as data were distributed across the country. The sample has been derived from the available reports on various websites that were validated with authenticity. Data has been collected as per its requirement to establish the proper relationship among variables.

Data Analysis:- Shah and Tomer (2020) have studied various brands that keep expending on advertising and promotional activities during the covid period. The study analyzed the brands across the country that had spent on television ads or making their advertisements on social platform such as Instagram with covid hashtags.² The lockdown has offered the advertising agencies to go digital, reduce the physical workspace and identify various digital work functions. The pandemic forced the businesses to redefine their goals and strategies of marketing for their existence and survival. People during lockdown period have stuck to their digital gadgets and consequently this resulted into increased time of surfing the internet. This led the digital marketing agencies to look upon the opportunity and get the necessary edge to function. Brands now are recognizing the importance of digital marketing and business strategies to frame and get aligned to it. They realize that they now need to be performance-driven in order to continue serving in the market.³

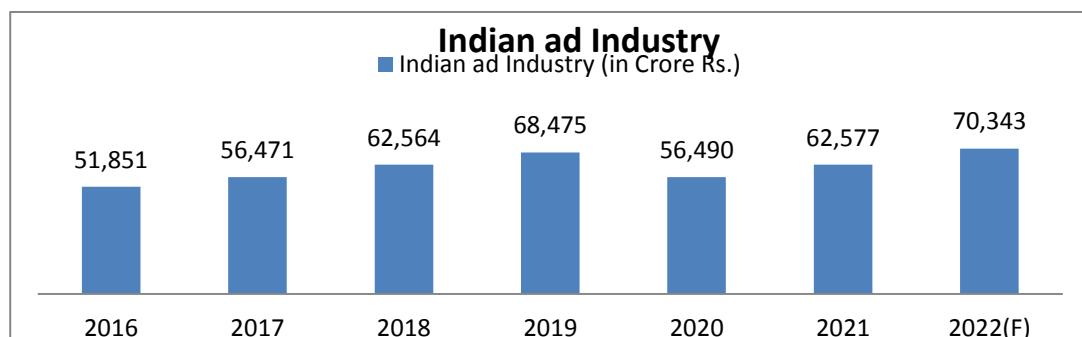
The Challenges for Advertising agencies:- The pandemic forced the advertising industry to think on sustaining the ad business and formulate strategies that help to survive. Following are the various challenges the advertising firms faced in this tough time.

The Employment practices during Pandemic :- According to WPP which is one of the big six advertising agencies of India, the country is fastest growing market in advertising and is fifth largest globally. The advertising companies in India are supporting their staff during and post covid era. The biggest ad companies in India such as Publicis Groupe- a French holding company, WPP, Dentsu, Havas, Interpublic Group (IPG) and Omnicom that operated in India and across the globe have had special concerns for their workforce during the covid period. The employees at ad agencies were taken care by offering them special discount for the covid medicines, staff members were provided with insurance policies to cover during pandemic, dedicated pandemic leaves ranging from 5 to 10 days and so on. The employees have been encouraged by sessions such as yoga, knowledge sharing programmes, mindfulness sessions and entertainment through virtual education during the period in order to keep their mental and physical health⁴ In its initial phase of pandemic in first and second quarter of year, the advertising agencies in India have asked their employees to go online and work remotely. According to a report published in Economic Times, companies like Bang In the Middle, GoZoop, DDB Mudra have moved online. Association of Advertising Producers (ASAP) that produce 90% of all advertising films in India had stopped and/or cancelled all advertising films shoots. The executive producer of Corcoise Films Cyrus Pagadiwala expressed the uncertain situation about the advertising industry in those days. Two mega events in sports IPL and Tokyo Olympic had gone in the clouds of uncertainty and many advertising agencies and their businesses were dependent on these events. The advertising

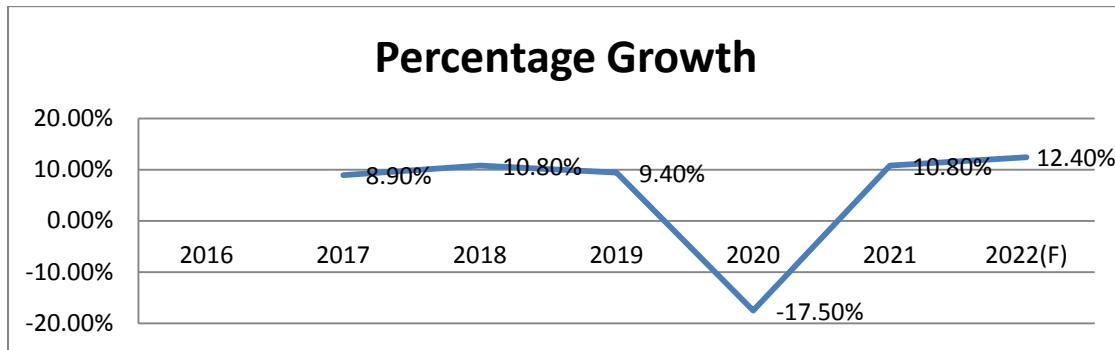
agencies had started using online platforms such as Zoom, Slack that may help to overcome the communication barrier. But there are some businesses in advertising field that cannot be taken online such as Production work and Pitch – the chemistry between the advertising client and agency teams.⁵

Other Challenges :- The key persons in various ad agencies across the country have defined the major challenges that advertising industry has faced. Amit Wadhawa, President – Dentsu Impact says that the key challenge for ad agencies is to find balance between work delivery and people management. Ad agencies strive to maintain this balance. Nisha Singhania, co founder of Infectious Advertising has opined some key challenges such as Learning an unfamiliar new set of skills as a team remotely, dealing with low employee morale, managing with severely reduced production budgets, handling the reduced revenue stream, keeping the healthy culture and atmosphere of the organization⁶

Growth and opportunities for ad agencies post covid -19 :- Advertising firms have identified few opportunities to grow while dealing with uncertain situations during the pandemic. Some of the areas are Social Commerce, Regional content, Data driven Marketing, Digital transformation of Brands and Experiential Marketing. Since many companies have cut down their offline advertising spend, the ad agencies are focusing to develop their digital marketing. Indian advertising agency DDB Mudra has set up three centers in e-commerce, digital transformation of brands and innovation by using technology. Multilingual digital marketing division “Bharat by WATConsult” launched by WATConsult a digital media agency owned by Dentsu International, creates regional language content, social media management, provides online reputation and technological solutions to leverage the growing smaller town market. FCB is doing differently with its media campaigning- Experiential Marketing that is an offline on- ground experience or event can be replicated on digital platforms.⁷ At initial phase in 2020, brands were forced to cut down, reschedule or hold back their advertising campaigns, while some firms have adjusted their ad expenditure throughout the lockdown period. Indian Ad industry has witnessed de-growth of 17.5% during pandemic in 2020. The advertising industry in India is forecast to grow from Rs. 56,490 cr. to Rs. 62,577cr. and Rs. 70343cr. respectively by the year 2021 and 2022 at the rate of 11.59% CAGR. Before pandemic, the rate of growth has been recorded 10.8%. During the pandemic the companies and advertisers stopped their advertising campaigns due to lockdown in the country and this resulted in declination of advertising business and turnover in 2020.

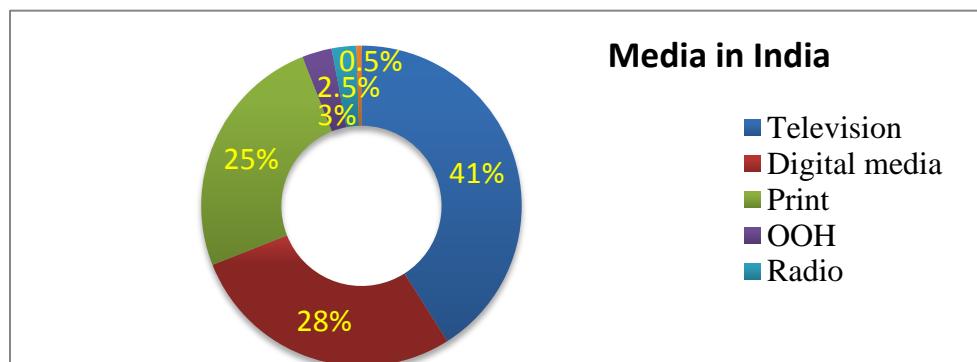


Courtesy : Dentsu report



Courtesy : Dentsu report

Television has been remarkably the biggest media for advertising (41% share with Rs.23,201 cr.) and is followed by digital advertising (28%), Print (25%), OOH(3%), Radio (205%), and Cinema (0.5%) during this time.⁸ During the lockdown period in India Television has shown some significant results as channels like Doordarshan had telecasted old classical mythological shows Ramayan and Mahabharat that grabbed the audience as never before and left average of 545.8 million and 145.8 million impressions of viewership in the week respectively. Total viewing minutes grew 1.21trillion to 1.26 trillion during week 13 of telecasting the show.⁹



Television attracted 60% new advertisers in May 2021 as compared to May 2020. A total of 1,347 advertisers were new to television out of 2,142 advertisers in May 2021. According to a report published by BARC India 70% of advertisements had occupied by top 50 advertisers in May 2021¹⁰

Covid impact on Digital Advertising in India

A report published by World Economic Forum shows that among various media channels of broadcasting ads, only digital channel has positive growth of 4% whereas other media like TV(-21%), OOH (-19%), Search (-8%) and Display (-6%) show de-growth in its segment.¹¹

Growing Digital Space

A study reported by npaw on the Global device usage during a week of March 2020 from 16th to 22nd that displays the increasing trend in Global device usage when it has been compared with the typical time period. There was increase of 19% in amount of plays on devices. The increased trend has observed in people viewing the content on set top boxes by +27%, PC and TV by +26% each, Tablet +16%, Smart Phone +8% and Phablet +6%. Peoples were confined to their homes and that resulted in more content usage in devices at home.¹² Digital advertising has seen a steep increase of 15.3% with market size of INR 15,782 Crore by the year end 2020. It is now expected to grow by CAGR 20% and 22.2% with market size of Rs. 18,938 Cr. and Rs 23,673Cr

by end of year 2021 and 2022 respectively. The online market in India is going to be a promising one as 53% users of total population are engaged with digital content. The most contribution towards digital media is registered by Ecommerce sites that occupies 24% i.e. Rs. 3,782cr. share as compared to other sectors such as consumer durables that contributes 17%, along with FMCG 14%, Telecom 13%, Automobile 6%, retail and others 11% collectively. The advertising spending in the digital market has surged from 20% in 2019 to 28% in 2020.¹³

Conclusion: The advertising industry in India has been a promising and prospering. But Covid19 has produced the disastrous and produced many challenges to the people working in this industry. But on the other hand these challenges can be viewed as opportunities. It was very interesting to observe that the digital advertising has experienced the up surge trend during lockdown as many people have stuck up and asked to work from home with their devices. This prepared the basis for increase in Digital advertising.

References :-

1. Retrieved from - <https://www.adroll.com/blog/how-do-agencies-sell-advertising-in-a-post-covid-19-world>
2. Manjot Shah and Sachin Tomer: How brands in India connected with the audience amid Covid-19 : International Journal of Scientific and Research Publications (August 2020), Vol. 10, Issue 8, pp- 91 - 95
3. A report published by Kumar and Chandravanshi of Times of India and retrieved from- <https://timesofindia.indiatimes.com/readersblog/chandravanshi-chandravanshi/the-impact-of-covid-19-on-digital-marketing-agencies-36054/>
4. Retrieved from- <https://www.thedrum.com/news/2021/05/07/india-s-covid-19-crisis-how-are-ad-agencies-supporting-staff>
5. A report by Priyanka Nair and Harsh Vardhan on March 18, 2020 and retrieved from- <https://brandequity.economictimes.indiatimes.com/news/industry/covid-19-impact-how-the-indian-ad-industry-is-dealing-with-uncertainty/74682372>
6. Misbah Mansuri : how ad industry can gear for a rebound in 2021 after covid fallout. Retrieved from- <https://www.exchange4media.com/advertising-news/how-ad-industry-can-gear-for-a-rebound-in-2021-after-covid-fallout-109596.html>
7. <https://www.livemint.com/news/india/ad-agencies-focus-on-data-social-commerce-and-local-languages-to-drive-growth-11611150066927.html>
8. A report published by Anushruti Singh, March 25, 2021 and retrieved from- <https://smefutures.com/here-are-some-important-indian-advertising-statistics-for-2021/>
9. Urvi Malvania, Covid Impact: DD is the most watched channel in India, ET brand equity April 2020, retrieved from- <https://brandequity.economictimes.indiatimes.com/news/media/covid-19-impact-dd-is-the-most-watched-channel-in-india/75061570>
10. <https://www.businessinsider.in/advertising/media/article/barc-launches-new-report-on-television-advertising-reveals-that-television-adex-continues-to-grow-in-2021/articleshow/83599692.cms>
11. <https://www.weforum.org/agenda/2020/06/coronavirus-advertising-marketing-covid19-pandemic-business/>
12. "How covid -19 is changing online streaming behaviour globally" By Research and Editorial March 27, 2020 and is retrieved from - <https://npaw.com/blog/how-covid-19-is-changing-online-streaming-behavior-globally/>
13. A report published by Anushruti Singh, March 25, 2021 and retrieved from - <https://smefutures.com/here-are-some-important-indian-advertising-statistics-for-2021/>
14. <https://smefutures.com/here-are-some-important-indian-advertising-statistics-for-2021/>



The Voice of the subaltern -The White Tiger

Dr. J. P. Kamble*

Arvind Adiga's *The White Tiger* depicts the fact that India was the nation which strongly followed the religious hierarchy in the past and follows the class hierarchy in present. The superior class dominates the subaltern and harasses them. Balram, the protagonist represents the subaltern consciousness. He reacts against the superiority in society and tries to establish his identity. Balram is an exception. He retorts against injustice and wins at last. What Adiga expects through the presentation of angry young protagonist is the equality among people of all classes and castes. The victory of Balram is the triumph of subaltern class. The novel depicts many illegal incidents which is a reality in modern India. Many have criticized Adiga for dark sided depiction of India, but how one can deny the facts of illegal activities, corruption, and injustice in the Indian society.

Arvind Adiga's debut novel *The White Tiger* displays the marginal's strong reaction against the wickedest superiority in the Indian society. The novel, which presents the two opposite ends of social classes, articulates the success of the protagonist, Balram Halwai. The superior class relishes nearly every amenity and the subaltern class that actually strives for creation is thrown away. Balram, who served as chauffeur for The Stork family, murders one of brothers that is Ashok and steals away the money. India faces many problems like drinking water, regular electricity, sewage system, public transportation, hygiene. The eradication of all such troubles, he knows, is possible, if the subaltern class awakens to their own rights. Adiga through his novel create two Indias in one: "an India of Light and an India of Darkness". (14) Balram's real education begins outside the class as he earns his bread serving in tea shop. His observation of variety of people teaches him many lessons of life. His action of killing his master is the awakening of poor people against injustices. Through Balram who represents India of Darkness, the subaltern community retorts.

Arvind Adiga, born in Madras belonging to Kannada family from Mangalore, completes his education at Columbia and Oxford universities. His career in journalism aids him in writing novels. His debut novel, *The White Tiger* is honoured with Man Booker Prize.

The protagonist of the novel, Balram belongs to Laxmangarh, a village that represents darkness of rural life. The aristocratic superiority rules in the village and the poor villagers are harassed without any fault of them. The poor people were treated with inferiority. This so called superiority and inferiority is based on the birth of a person into a particular family. This explains the subaltern theory where the minority classes are excluded from the social, political and geographical powers. The voices and rights of such people are denied. Being a son of rikshaw puller, he is treated as marginal. His family's poverty hinders his education in spite of being brilliant and a student of scholarship. The critical condition of his family forces him to work in a teashop. The experiences of early life create the feeling of anger against the rich class in his mind. He observes the subalterns sweat and superior enjoy all comforts in life. This, probably, sets the background for his annoyance against the superiors. Being an adolescent, he decides to observe the people and their nature.

Balram's experiences of the differences among rich and poor classes' shape slowly his rage against the superiors as he reaches Dhanbad to learn driving. Adiga presents the fact that the class distinction

* Assistant Professor, K. N. P. College, Walwa

is a reality whether it is a village or city. His luck chances him to see the Storks landlords who hire him as a chauffeur. He is appointed to serve as the driver for Ashok, the son of Storks and Pinky Madam, Ashok's wife in the metropolitan city Delhi. He becomes aware of the immense wealth and opportunity around him. The streets of India provide him the real and practical education that he could not get in the four walls of school. The life in Delhi strengthens the differences between poor and rich. Balram has the great attraction for rich life style. He observes the stylish life of Ashok and Pinky Madam. Like other poor drivers, he steals the wine of his master and drinks it. Balram does not feel guilty as the collection of wine and money by Storks is actually the harassment of poor people. Speaking on the servant-master relationship, Adiga says:

The servant-master system implies two things: One is that the servants are far poorer than the rich—a servant has no possibility of ever catching up to the master. And secondly, he has access to the master—the master's money, the master's physical person. Yet crime rates in India are very low. Even though the middle class—who often have three or four servants—are paranoid about crime, the reality is a master getting killed by his servant is rare.... You need two things [for crime to occur]—a divide and a conscious ideology of resentment. We don't have resentment in India. The poor just assume that the rich are a fact of life.... But I think we're seeing what I believe is a class-based resentment for the first time. (Sawhney, 2008)

Being the driver for Ashok and Mukesh, Balram experiences the dirty politics, corruption, inequality, social taboos, caste system, and prejudice of people in India. In all such troubles, it is the subaltern class that faces difficulties. He knows, he cannot change it by normal way of living. Therefore, it is unusual way that he accepts to succeed in life.

Stuart

Hall, the cultural theorist is of the opinion that the power of cultural discourse created and reinforced Western dominance of the non-Western world. That the European discourses describing the differences between The West and The East, applied European cultural categories, languages, and ideas to represent the non-European Other. The knowledge produced by such discourses became social praxis, which then became reality; by producing a discourse of difference, Europe maintained Western dominance over the non-European Other, using a binary social relation that created and established the Subaltern native, realized by excluding The Other from the production of discourse, between the East and the West. Balram thinks over his situation. His family suffers due to the landlord family. Although he is appointed as the driver, he is treated as the servant. He has to do all the works that a servant is expected to do. The way rich people treat him shapes his anger against them. He plans to be rich and be the part of new India. He knows he cannot become rich by working hard. The businessmen, those who have become rich, have probably done something wrong like corruption, illegal acts, etc. He decides to murder Ashok and carry away the bag full with money. His act of killing the landlord's son is the retort of subaltern against the superiority. It is the anger of so many years. This is the spontaneous reaction against the injustice done to them. Although one feels restless to know Ashok is murdered, Balram might not to be blamed completely. He kills such a man who is engaged in many illegal activities like corruption. Ashok represents corruption. Therefore, his act of murdering Ashok is actually the murder of corruption. What Balram does after settling in Bangalore and starting the White Tiger Drivers' Company to serve the girls working at BPO's in nightshifts is more significant. He follows the social responsibility though he runs the company to earn money. When one of the drivers kills a man in a car accident, he offers compensation and job to one of the victim's family members. This contrasts to the accident that the Pinky Madam is responsible for and Balram is forced to accept the crime. Though he is relieved after bribing the concerned officials, it is the insulting life drivers

lead because of mistakes of rich people. The attitude of rich towards poor is reflected in the following scene.

‘Get down on your knees. Look for it on the floor of the car.’

I got down on my knees. I sniffed in between the mats like a dog, all in search of that one rupee.

‘What do you mean, it’s not there? Don’t think you can steal from us just because you’re in the city. I want that rupee.’

‘We’ve just paid half a million rupees in a bribe, Mukesh, and now we’re screwing this man over for a single rupee. Let’s go up and have a scotch.’

‘That’s how you corrupt servants. It starts with one rupee. Don’t bring your American ways here.’

Where that rupee coin went remains a mystery to me to this day, Mr Premier. Finally, I took a rupee coin out of my shirt pocket, dropped it on the floor of the car, picked it up, and gave it to the Mongoose. (139)

Balram’s act is symbolic. He, who represents the subaltern community, wants to end all that is bad, corrupt and illegal in society. Though, he himself is engaged in illegal activities, he compensates it with some social responsibility. Therefore, Adiga allows him to live the life. The title is symbolically used in the novel. The white tiger is a rare animal that is born only once per generation. The school inspector names him The White Tiger because of his aggressive nature. He lives up to the expectation and reacts against injustice. Therefore, the journey of Balram is the retort of marginality against superiority.

References:-

1. Adiga, Aravind. *The White Tiger*. Noida: Harper Collins Publishers. 2008. Print.
2. Adiga, Aravind. *The White Tiger*. Free Press. 2008. Print.
3. Deaton, Angus and Jean Dreze. “Poverty and Inequality in India: Reexamination.” *Reflections on the Right to Development*. Eds. Arjun Sengupta et al. London: Sage Publications. 2005.
4. Donahue, Deirdre <<http://www.complete-review.com/reviews/India/adiga.htm>> 12.12.2021
5. adiga.htm> 12.12.2021
6. Dreze, Jean and Amartya Sen. “Democratic Practice and Social Inequality in India.” *Journal of Asian and African Studies*, Vol. 37, No. 2, 6-37. 2002
7. Hall, S. *The West and the Rest: Discourse and Power*. Toronto: Canadian Scholars Press. 2007.
8. Sebastian, A.J. Poor-Rich Divide in Aravind Adiga’s *The White Tiger*. Ed. *Journal of Alternative Perspectives in the Social Sciences* Vol 1, No 2, 229-245. 2009



Analysis of Daily Migration at Adjacent Rural Areas of Nanded, India

Kolhe S.M. *

Kanwate U.S. **

Abstract - The effects of migration on population trends and structures are well known, but they become more and more difficult to measure, following uncertainties on the size of flows and characteristics of migrants in a long-time frame and countries becoming affected by both out and in-migration as well as transit migration. The maximum of daily migration in Nanded city shows towards on the proportion of distance in minimum kilometer in Nanded Tehsil. This study was conceded during the last year from January to December 2017. Migration is part of human life that creates a problem because of social, economic, political, physical, poverty. Due to that people were migrant daily supply occupation to employment or merchant from all selected villages from the Tehsil area of the Nanded city. The effects of migration on population trends and structures and well known, but they become more and more difficult to measure, subsequent uncertainties on the size of flows and characteristics of migrants in a long-time frame and cities becoming affected by both out and in-migration as well as daily/transit migration. This type of migration is more seen in metro cities of India like Mumbai, Delhi, etc.

Keywords: Migration, Civil, Crime, Nanded, Urban Planning

Introduction

Migration for work in the 21st century has become a popular way for individuals from impoverished developing countries to obtain sufficient income for survival. This income is sent home to family members in the form of payments and has become an economic staple in a number of developing countries. Jason de Parle, (2007). Almost all women of the unskilled and semi-skilled categories migrate unofficially since the Bangladesh government has banned unskilled female migration. BMET's database does not categorize migrants according to age and educational status. Various micro studies have shown that most of the migrants were young (15 to 30 years of age) when they first migrated (Siddiqui and Abrar, 2000; Afsar, 2000) and many were either illiterate or had educational backgrounds from class one to Secondary School Certificate (SSC). Immigration data on Bangladeshis in the UK and US revealed that in both cases male immigrants outnumber female immigrants. The gender ratio for the total number of Bangladeshis in the US in 1980 was 65% men and 35% women.

The main reason for migration is for employment purposes. The collapse of the industrial sector in the early transition years, on the one hand, and the absence of a welfare state on the other, has pushed many workers outside the labor market and into poverty. By 2004, around 30 percent of Albanians were estimated to live below the poverty line; half of them were in extreme poverty, subsisting on less than US\$ 1 per day (Barjaba, 2004). Migration types are not neutral on their impact on population and development. In Asia, due to a lack of political agreement on long-term and permanent migration schemes, such as green cards, migration consists mostly of 'guest

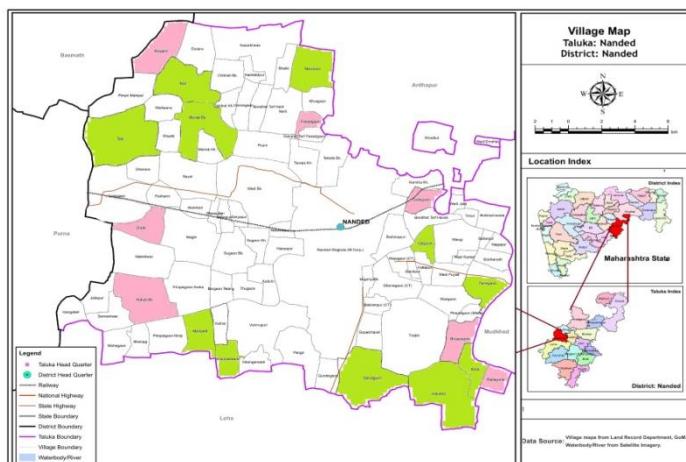
* Research Scholar & Research Associate, School of Earth Sciences, SRTMU Nanded, [MH], India

** Assistant Professor, Vasantrao Naik Mahavidhayala, Nanded, [MH], India

workers' on short-term contracts that can be extended (Asis 2005, Abella 2005). Almost all women of the unskilled and semi-skilled categories migrate unofficially since the Bangladesh government has banned unskilled female migration. BMET's database does not categorize migrants according to age and educational status. Various micro studies have shown that most of the migrants were young (15 to 30 years of age) when they first migrated (Siddiqui and Abrar, 2000; Afsar, 2000) and many were either illiterate or had educational backgrounds from class one to Secondary School Certificate (SSC). Immigration data on Bangladeshis in the UK and US revealed that in both cases male immigrants outnumber female immigrants. The gender ratio for the total number of Bangladeshis in the US in 1980 was 65% men and 35% women. Among those who came before 1959, the ratio was 83% men and 17% women. For those arriving between 1975 to 1980, the ratio was 60% men and 40% women. Among the new entrants in the 1990s, the ratio is 65 men: 35 women. In the UK it is 109:100 (Wrench and Qureshi, 1996). Bangladeshi immigrants in the UK and the US have a range of educational backgrounds: professional, skilled, semi-skilled, and unskilled. Migrants to the UK during the early 1920s, and also in the 1950s and 1960s, were mostly uneducated. In the US, those who went during the 1920s were mostly uneducated, but those who migrated during the 1950s and 1960s were educated professionals.

Nanded City

Employment in a rural area on all days of the year is not available in the Nanded district. So, the rural people migrate towards the city and other industrial area of the district. Generally, rural people migrate towards the urban and industrialized areas, because of the appalling poverty, unbearable unemployment, low and uncertain wages, uneconomic holdings, poor facilities for education, health, recreation, and other services, etc. So, urban industrial development attracts them to come into the urban area. In the same way, due to the above causes, the poor people of rural areas in the Nanded district also come towards the city and industrial areas to get



employment opportunities and better living. Migrant laborer gets better employment opportunities in an urban area with regular and higher wages, fixed working hours, better amenities of living, facilities for education, medical facilities, etc. In the last few decades, India has experienced a rapid and unprecedented process of urbanization, created by history's largest flow of rural-urban migration in the world. The urban population of India has rapidly increased in recent years & Nanded is no way from it. Yannawar VB, (2015).

Figure 2.2: Location map of Nanded district showing Nanded taluka

The aim of this study is to determine the Reasons for In-migration, out-migration, and net migration levels of all peoples in village and village to urban migration flow.

Material And Methods

We designed a questionnaire survey consisting of four parts dealing with: (1) the reasons why peoples choose to migrate; (2) the impact of people's migration on the respondents' respective villages; and (3) policy options for dealing with people migration. The questionnaire was pre-tested in English and revised for clarity. In Bhayegaon, the questionnaire was administered in the local language only. Questionnaires were distributed and collected by research scholars working in the village included in the study. Phone calls or personal visits were conducted on two separate occasions over the course of 3 months as follow-up for those who had not yet completed the questionnaire. A total of 254 questionnaires were distributed. Two hundred fifty-four questionnaires were returned for a response rate of 100%.

Primary Data: Primary data collection has been done in two major ways likewise we followed in this research as follows:

3.2 Written Surveys: This method provides immediate results; the involuntary nature of an in-person written survey makes this medium prone to response biases. This method is used to collect data from all sites of the study area.

3.3 Secondary Data: The secondary data was collected from Gram Panchayat & Village Rashan Shop.

Survey Questions

Open-ended Questions: Open-ended survey questions allow respondents to answer in their own words. They are also useful where the researcher is less familiar with the subject area and cannot offer specific response options. The results obtained from open-ended questions are also more difficult to analyze. Finally, it is more difficult to identify a single course of action from the broad range of responses that are received to open-ended questions.

Closed-ended Questions: Closed-ended questions with ordered choices require the respondent to examine each possible response independent of the other choices. These types of questions are easiest for respondents to answer and for researchers to analyze the data. These questions ask the respondent to compare possible responses and select one. Multiple choice questions are an example of this type. The researcher must ensure that the respondent is given a comprehensive selection of responses. Closed-ended questions with unordered choices are useful for ranking items in order of preference.

Result And Discussions

The results are obtained from daily migration from primary selected seven villages and eleven secondary villages from Nanded tehsil. Namely, as Alegaon, Bhayegaon, Dhoki, Gadegaon, Pasdgaon, Rahegaon, and Rahathi as primary villages and secondary villages are Marlak Bk., Nandusa, Nila, Markam, Khupsarwade, Babulgaon, Punegaon, Injegaon, Kakandi, and Kiki as respectively are shown in the following tables and graphs. The literacy rate is the most important factor in human life to grow our development in migration. The major graphs and table show major reasons for migrations are literacy and job purpose only. The maximum of daily migration in Nanded city shows towards on the proportion of distance in minimum kilometer in Nanded Tehsil. This study was conceded during the last year from January to December 2017. Migration is part of human life that creates a problem because of social, economic, political, physical, poverty.

Due to that people were migrant daily supply occupation to employment or merchant from all selected villages from the Tehsil area of the Nanded city. Age Ratio is an impotent factor in migration because people were migrants to education or employment growth our development in migration.

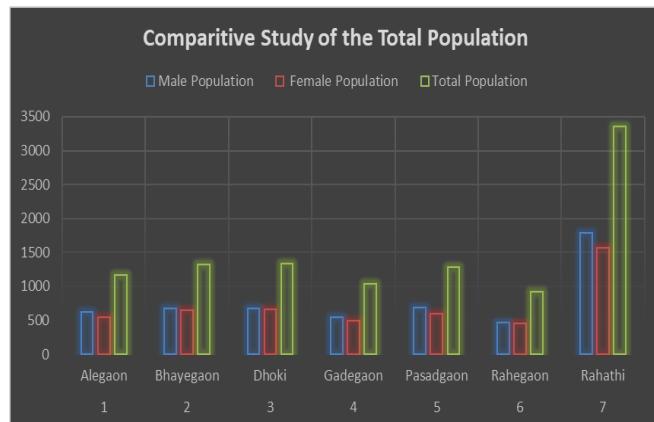


Fig. 3.1 Showing the Total Population comparison in all seven selected villages

The information is given here basically for primary selected seven villages namely as Alegaon, Bhayegaon, Dhoki, Gadegaon, Pasdgaon, Rahegaon, and Rahathi. and eleven secondary villages from Nanded tehsil. The secondary villages are Marlak Bk., Nandusa, Nila, Markamnd, Khupsarwade, Babulgaon, Punegaon, Injegaon, Kakandi, and Kiki as respectively are shown in subsequent below:

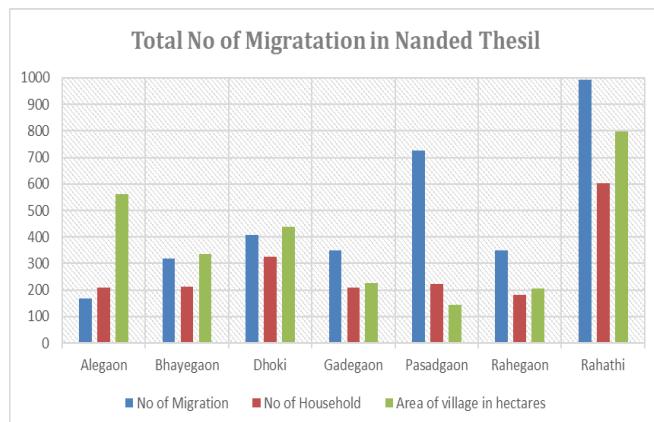


Fig. 3.2 Showing the Total No of Migration comparison in all selected villages

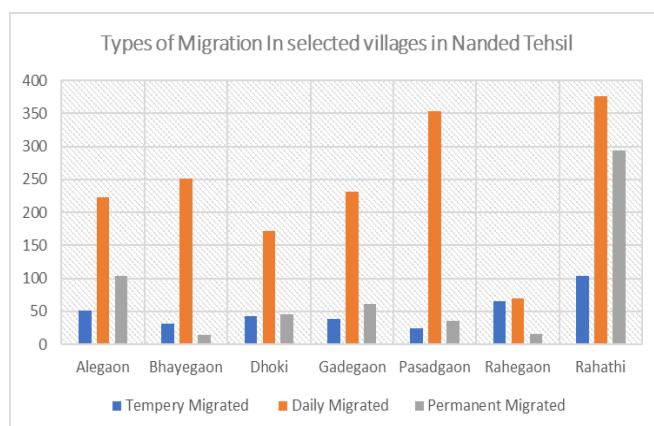
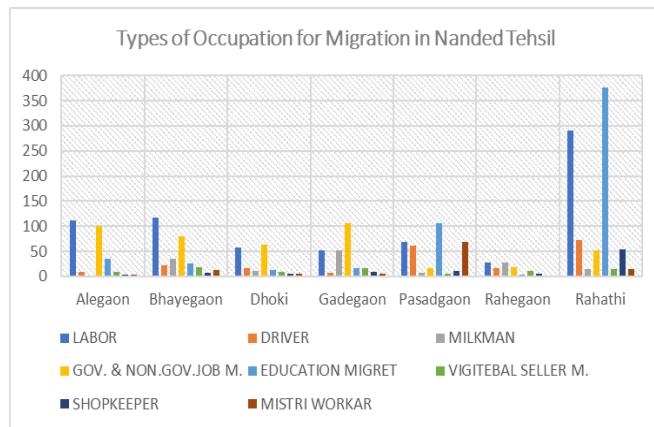


Fig. 3.3 Showing the types of Migration In selected villages in Nanded Tehsil**Fig. 3.4** Showing the types of Occupation for Migration in Nanded

Yannawar et al., (2014) did the “Micro-level study of daily migration A case study of Bhayegaon from Nanded district, India” suggested that reducing the rural-urban income gap may be a powerful policy instrument to control the pace of migration and urbanization. Because migrants respond significantly to differentials between the rural and urban income, it is vitally important that imbalances between economic opportunities in rural and urban areas should be minimized to overcome the problem of migration in this area.

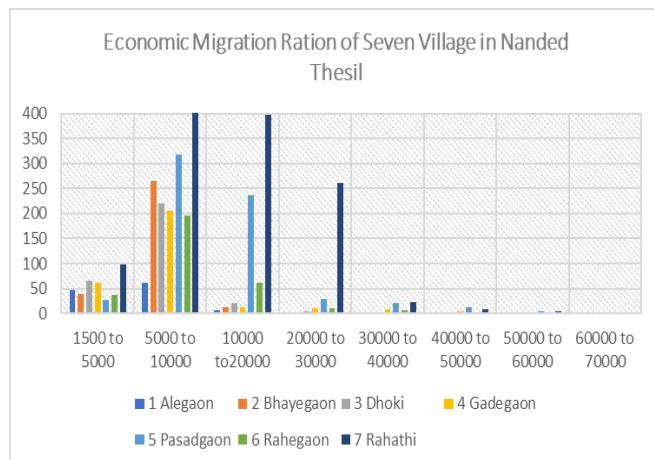
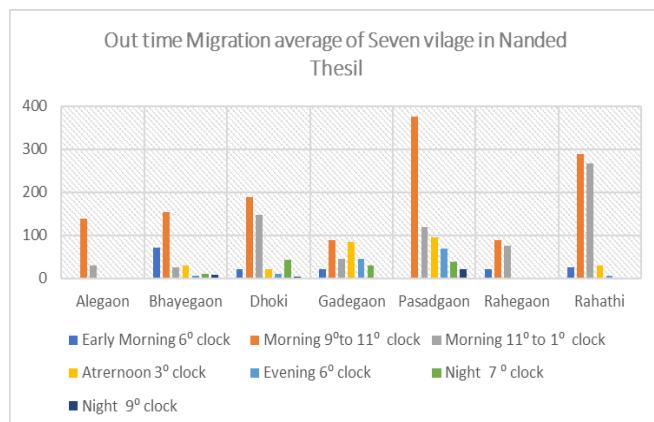
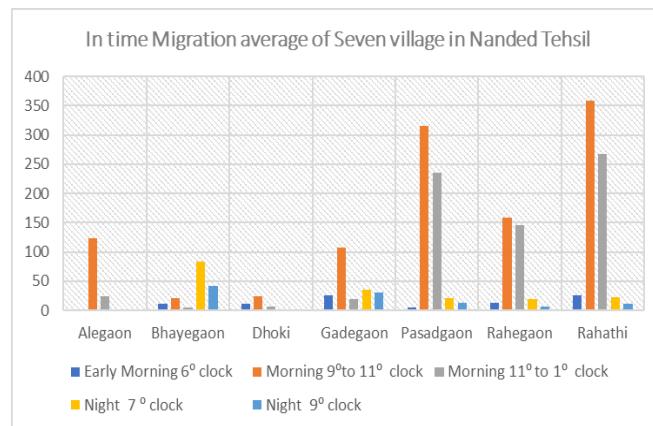
**Fig. 3.5** Showing the Economic migration ratios of all selected villages in Nanded

Fig. 3.6 Showing the Average Out-time Migration in all seven selected villages in Nanded**Fig. 3.7** In time Migration average of Seven villages in Nanded Tehsil

Kolhe et al., (2019) suggested that the effects of migration on population trends and structures are well known, but they become more and more difficult to measure, following uncertainties on the size of flows and characteristics of migrants in a long-time frame and countries becoming affected by both out and in-migration as well as transit migration. Due to irregular electricity supply and their most agricultural activity are affecting adversely. Due to less distance between Nanded city and all seven selected villages is very less. Peoples come to know the importance of education so instead of educating their pupils in the village, they prefer Nanded.

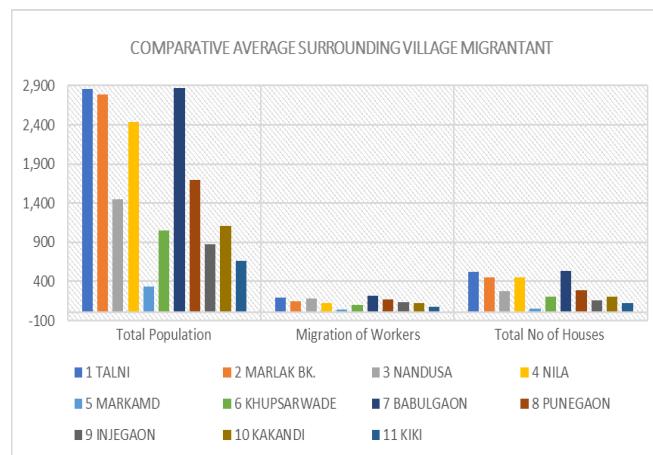
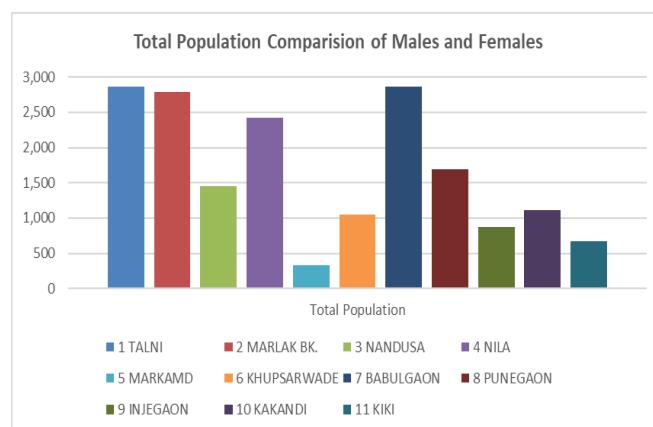
**Fig. 3.8** Showing the Comparative average of Surrounding village migrants in Nanded Tehsil

Fig. 3.9 Showing the total population and migration comparison in selected secondary villages

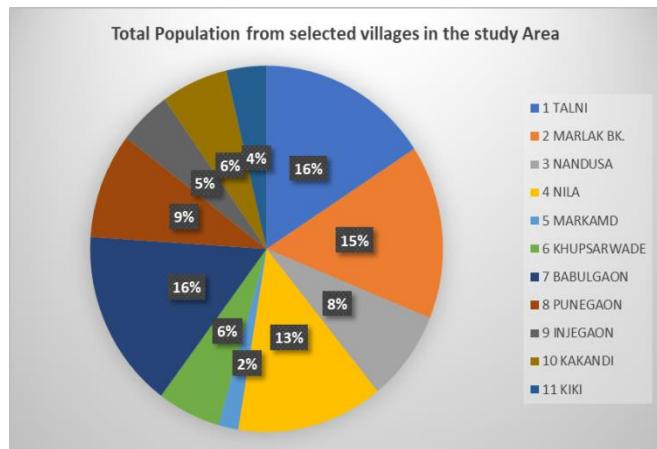


Fig. 3.10 Showing total population from selected villages in Nanded district, Maharashtra

Acknowledgment: The authors are thankful to the school of Earth Sciences, Swami Ramanand Teerth Marathwada University Nanded

Conclusions

Migration is part of human life that creates a problem because of social, economic, political, physical, poverty. Due to that people were migrant daily supply occupation to employment or merchant from all selected villages from the Tehsil area of the Nanded city. All seven selected primary villages and eleven selected secondary villages from Nanded tehsil to Nanded daily migration. These people go because of employment purposes and for educational purposes only. And about these people goes Nanded some people go to MIDC CIDCO Nanded area for employment purposes. Ultimately the urban area is developing more slum areas due to this type of migrants in the respective area of cities. Especially metropolitan cities are facing this problem more seriously.

References :-

1. Abella M. I., (2005), Social Issues in the Management of Labour Migration in Asia and the Pacific, Asia Pacific Population Journal, Vol. 20 No.3, pp. 61-86.
2. Afsar, R., Yunus, M. and Islam, S. (2000) Are Migrants Chasing after the Golden Deer: A Study on Cost-Benefit Analysis of Overseas Migration by Bangladeshi labor Geneva: IOM [mimeo].
3. Asis M.M.B. (2005) Recent Trends in International Migration in Asia and the Pacific, Asia Pacific Population Journal, Vol. 20, No.3. pp. 15-38.
4. Barjaba K. (2004) "Albania: Looking beyond borders", mimeo, Washington DC: Migration Policy Institute.
5. Jason de Parle, "A Good Provider is One Who Leaves" New York Times, April 22, 2007.
6. Siddiqui, T. and Abrar, C.R. (2000) Contribution of returnees: An analytical survey of post-return experience. Geneva: IOM and UNDP.
7. Wrench, J. and Qureshi, T. (1995) Higher Horizon: A Qualitative Study of Young Men of Bangladeshi Origin. London: The Stationery Office. Jennissen, R. 2007. "Causality Chains in the International Migration Systems Approach." Population Research and Policy Review 26 (4). 411 – 36.
8. Yannawar Vyankatesh B, Kolhe Shankar M, Kadam Avanish & Bhosle A.B (2014) "Micro-level study of daily migration – a case study of Bhayegaon Nanded India" World Rural Observations; 6 (1), 39-43.
9. Shankar Kolhe, Avinash Kadam, Vyankatesh Yannawar (2019) A Geographical Evaluation of Daily Migration A Case Study of Surrounding Rural Areas of Nanded, International Research Journal of Engineering and Technology, Vol. 06, No. 02, pp. 2375-2390.
10. Yannawar Vyankatesh B, 2015. The Nanded Information System, Lap Lambert Academic Publishing, Germany.

The Dynamics of Indian Federalism: A Critique

Athokpam Marconi Singh*

Abstract: The Constitution of India has made the nation a federal polity, where there is a devolution of powers between the centre and federating units. Since its inception, Indian federalism has always been questioned. It has familiar traits of a federal polity, but the non-federal features transform the outlook from federal to a unitary system. The Union government enjoys an affluent position while the states are reduced to the mendicant. Critics argued that the Indian federal system is not perfect due to its over-centralised structure. It is described as a federal bottle filled with a unitary spirit. The question of whether India has true federalism or not is highly debatable. The centre is created very strong that states are wholly dependent upon the whims of the former. The quasi-federal model has made India a federal in form but unitary in spirit. The present paper is a brief analysis of the fundamental structures of Indian federalism. It also highlights the unitary features making Indian federalism a paradox.

Keywords: Constitution, Federalism, Government, Unitarism.

Introduction:- Federalism has become a significant academic study. It has been a prevalent system of government both in theory and practice. Scholars like Daniel Elazar noted that federal polity suits the modern world and is designed to realise political integration based on self-rule and shared rule. The success of the great federations such as the United States, Switzerland, Australia and Canada enthused the framers of the Indian Constitution to follow the ideals of federalism. Being a plural society, India has also demanded the formulation of a system accomplishing the needs of all. Independent India has opted for a federal polity. It denotes a form of government in which the powers are distributed between the Union and states. Kenneth Clinton Wheare defined federalism as the general and regional governments shall be independent of each other within its sphere. Broadly speaking, federalism represents a nation's political system having a written constitution that defines and delimits the powers and functions of the Union and state or local governments. However, the term "*federation*" is not found elsewhere in the Indian Constitution. Instead, the term "*union*" has been used. Article 1 described India as a Union of states. Historically, a federation is born from agreements between two or more sovereign states without losing their identities. There were instances of forming a federation with the units through devolution of powers. India is a classic example. Dr B.R. Ambedkar, the Chairman of the Drafting Committee, mentioned that describing India as a Union of states has great significance.

The Indian federation is not the result of an agreement among federating units. As a result, there is no provision for the states to secede from the Indian Union. The Indian Union is indestructible to preserve its unity, integrity and sovereignty. Though the nation and people have been divided into various states for administrative convenience, India is an integrated whole. Its people are single people, living under a single imperium derived from a single source. The Indian federation possesses the central features of a federal polity. But it is imbued with unitary characters reducing the essence of a federal state.

Objective: The study intends to understand the fundamental structures of Indian federalism. It also highlights the unitary features making India a subtle combination of federalism with a strong centre.

Methodology: The study is descriptive and exploratory. The secondary sources, including books, journals, and research articles, are used in analysing data.

Indian Federalism: A Critical Appraisal

The genesis of Indian federalism can be traced to British rule. The Government of India Act, 1935, the first legal document to establish a federal polity, proposed direct devolution of powers from the Crown to be assigned to the Central government and Provinces. But the novel envisioned decentralised federation never

* Research Scholar (Junior Research Fellow) Department of Political Science Manipur University, Cachipur

came into being and failed to quench the thrust of federalism. After independence, the newly formed Constitution established its federal principles. The Indian federal system has familiar traits of federalism. It has a well-written constitution representing the bulkiest in the world. The Constitution is the supreme law of the land. It is relatively rigid because the process for the amendment of the Constitution is not simple. It needs special procedures to be followed. There has been clear devolution of powers between the Union and states through Schedule VII having three lists- Union list, State list and Concurrent list. The Union government can legislate on the laws in the Union list, and states are competent to enact laws in the State list. Both can enact laws in the Concurrent list. The Indian federation has an independent judiciary interpreting the Constitution. It is the guardian of the Constitution. It acts as the arbiter of any conflicts between the Union and states. The bicameral legislature is another essence of a federal polity. Indian legislature is bicameral, consisting of Lok Sabha and Rajya Sabha.

Despite federal provisions, the Indian federation has unitary bias. The centre is very much powerful. The legislative relations between Union and the states shows that major subjects are added to the Union list. The Parliament, under Articles 248 and 249, has the power to establish its legislative supremacy. Article 248 assigned the residuary powers to the Parliament. The Union government, under Article 249, is assigned with the powers to make laws in the State list if the Rajya Sabha passes a resolution supported by not less than two-thirds of the members present and voting. The Union government, under Article 254, has the power to override legislation of the state in legislation related to the Concurrent list. A true federation has no criteria for the centre to alter the states' territories. But the Constitution, under Articles 3 and 4, provides the Parliament with the power to alter the name, territory and boundary of the states. It is mentioned that Parliament can do so with the consent of the state concerned. In practice, the Parliament does not need to accept the opinion of the state.

There are restrictions upon the jurisdiction of the states in exercising executive powers. Article 256 states that the states shall exercise their executive powers to ensure compliance with the laws made by the Parliament. The Union government has the power to direct the states for this matter. Article 257 states that the states should not impede the implementation of Union laws in exercising their executive powers. The Constitution lays down the provisions for the Union government to control the state through the office of the Governor. He is appointed by the President and acts as an agent of the Union government. The state has no role in its appointment. Article 200 and 201 elaborate the powers of the Governor to reserve the bill for the President's consideration, to give assent or withhold it. Additionally, he sends periodic assessments of state administration to the Union government. Many incidents about the partisan role of Governors in favour of the ruling party at the centre have been observed in many states. The centrally appointed Governors played a great role in toppling the states governed by the opposition. The President, under Article 365, imposed the President's Rule to the states that failed to follow the directives of the Constitution. In financial matters, the share of taxes levied by the centre is nearly 67%, but the states have only 33%. While the former can borrow money from within India or abroad on the security of the Consolidated Fund of India, the latter cannot borrow money from abroad and even within India without the consent of the centre. An ideal federation has given double citizenship. However, there is single citizenship in India, contrary to the spirit of true federalism. Though bicameral legislature, states are not giving equal representation to the Rajya Sabha, Upper House of the Parliament. The states with huge populations have more representation than the small ones. The Constitution enumerates emergency provisions under Articles 352 (National emergency), 356 (President's rule) and 360 (Financial emergency). The proclamation of such emergencies by the President empowered the centre to control or put restrictions on the states in administration and financial matters. These are not in keeping with the ideals of federalism.

In India, the Constitution provides a rigid method for its amendment. But it is not very rigid because many amendments are made by the Parliament alone. The presence of rigidity and flexibility is a contradictory element of federalism. The President of India, under Article 263, established Inter-State Council to investigate inter-state disputes. He appointed the members of the Council and received recommendations and findings from it. The states have no say in their appointment or removal. The same has been confirmed for the Election Commission. The states have no say on the election laws passed by the

Parliament and in the appointment or removal of the Chief Election Commissioner. The creation for All-India Services, under Article 312, is also a federal aberration. They have played active roles in the administration of both the Union and the states. However, they are appointed by the President and their ultimate control lies with the Union government. Myron Weiner observed, "*their presence results in heightened tension between the centrally appointed officers and the state politicians who often resent the very effort of these officers to resist their pressures.*"

In a federation, states have the right to amend their constitution. But India has a single constitution. Article 368 also extends unlimited powers to the Parliament related to the constitutional amendment. The states have no significant role but the subordinate position in this matter. India has an integrated judicial system for the administration of justice. It is a hierarchical system with the Supreme Court at the top and the state high courts and subordinate courts at the bottom. The states do not enjoy their judicial systems. The centre again controls the states through the Comptroller and Auditor General of India, appointed by the President. It is an independent body to audit and verify the accounts of all the government departments. The states have no powers over the maintenance of audit except following his instructions. The Indian Constitution is being criticised for its centralist approach. The presence of extensive centralising features has brought the encroachment of the Union upon the states' sphere depicting unitary characters. There were fissiparous tendencies endangering the nation's unity and integrity while making the Constitution. The framers believed that a powerful centre could face such elements. The under-estimation of India's federalism by focusing on unitary features is invalid. India is still developing its federal principles. A federation with a strong centre is conducive for a plural society like India to encounter the prevailing scenario.

Conclusion:

The dynamics of Indian federalism validates that unitary features have distorted and perverted the federal spirit. Whether India has true federalism or not remains a debatable issue. The idea of Dr B.R. Ambedkar that the Indian Constitution would be both unitary and federal as per the requirements of time and circumstances reveals that it partakes of the basic features of the federal polity but failed to exist as a pure federal in true sense. The conflicts between Union and the states have become cardinal issues. The highly centralised federal structure has failed to promote centre-state partnership. Their relations further deteriorated during the proclamation of emergency. Professor Alexandrowicz remarked that India is a case *sui generis*. Ivor Jennings observes the highly centralised tendency of the Indian federation. K.C. Wheare's description of Indian federalism as "*quasi-federal*" leaves a widespread impression of criticising the Indian federation for its paradox. The Constitution framers intend to make a strong centre as a historical necessity for preserving India's sovereignty. The prevailing model of Indian federalism is competent to face disruptive elements such as regionalism and parochialism. There is a need for the states to grant more powers and resources to ease the present cry for state autonomy. All shades of opinion call for a balanced positive approach to realise "*cooperative federalism*".

References :-

1. Ashtagi, C. (2013). Dynamics of Indian Politics and Government, pp. 242-273, Delhi: A.K. Publications.
2. Austin, G. (2001). The Indian Constitution: Cornerstone of a Nation, pp. 186-188. New Delhi: Oxford University Press.
3. Avasthi, A. (2012-13). Indian Political System (7th ed., pp. 254-266), Agra: Lakshmi Narayan Agarwal
4. Awasthy, S. (2009). Indian Government and Politics (3rd ed., pp. 125-143). New Delhi: Har-Anand Publications Pvt Ltd.
5. Gangal, S. (1962). An Approach to Indian Federalism, Political Science Quarterly, 77(2), pp. 248-253.
6. Ghai, U., & Ghai, K. (2012). Indian Political System (10th ed., Book II pp. 73-96). Jalandhar: New Academic Publishing Co.
7. Majumdar, A & Singh, B. eds(2000). Centre State Relation in India, pp. 267-271, Jaipur: RBSA Publishers.
8. Mishra, U. Indestructible Union of Destuctible States, Retrieved from <https://www.legalserviceindia.com/legal/article-1429-indestructible-union-of-destructible-states.html>
9. Raj, H. (2013). Indian Political System (10th ed., Part II pp. 67-78), Delhi: Surjeet Publications.
10. Rajashekara, H. (1997). The Nature of Indian Federalism: A Critique, Asian Survey, 37(3), pp. 245-253.
11. Saez, L. (2002). Federalism Without a Centre, pp. 24-40, New Delhi: Sage Publications.
12. Singh, A. (2021). Centre-State Relations in Indian Politics, pp. 62-69 in Sahni, A. eds. Indian Democracy and Politics, New Delhi: Bharti Publications.

A Geographical study of Circle wise literacy in Rural Umarga taluka

Gavit Satish D.*

Abstract:- Literacy is the ability to read and write in one's mother tongue. A literate person is one who can read and write. Literacy is crucial in the social and economic life of the country. Low literacy is a major obstacle in economic development. Therefore, countries with low literacy rate are lagging behind. Considering the rural population in Umarga taluka in terms of literacy, there is a big difference. A total of five revenue circles exist in Umarga taluka. Out of these five revenue boards, the most literate revenue circles is the Mulaj revenue circle. And the poorest literate is the Dalim brevenue circle.

Keyword: Literacy, Revenue circle ,Human resources, population, social organizations.

Preface:

Human resources are the ultimate source of wealth for a nation. This basis depends on human education and intelligence. Education is a very important factor in the development of a region or a country. Education is not just the fruit of thought, it is the tool of transformation. Knowledge is related to literacy and formal education system. So not only education is important but the type of education is also important. Literacy is crucial in the social and economic life of the country. The low level of literacy in the population is an obstacle in the way of social and economic development of the country. The low level of literacy among adults is due to technical instability, slowdown in social and cultural spheres, weakness in national security and slowdown in overall progress. Education is an important part of life. Low literacy is a major obstacle to the country's economic development. Therefore, countries / regions with low literacy rate are lagging behind.

Literacy is the ability to read and write in one's own mother tongue. So a literate person is one who can read and write an illiterate person who cannot read or write. In India, a person who can read and write a simple message in any language is called a literate person. This definition has been suggested by the United Nations Population Commission. Different countries have adopted different definitions of literacy. But there is no universally accepted definition. Similarly, in this research paper, an attempt has been made to study Mandal wise population and literacy in Umarga taluka.

Objective:

The following objectives have been put forward for the preparation of this research paper.

- 1) To Geographical study of Mandal wise population and literacy in Umarga taluka.
The research paper has been prepared with this objective in mind.

Data collection and research methods:

The second type of information has been taken for this research paper. For this, statistics of Osmanabad District Census Report 2011 and Osmanabad District Economic and Social Report 2013 have been taken.

* Assistant Prof. & HOD Geography Bharat Shikshan Sanstha's Arts, Science & Commerce College Makani Tq. Lohara Dist. Osmanabad.

Discussion:

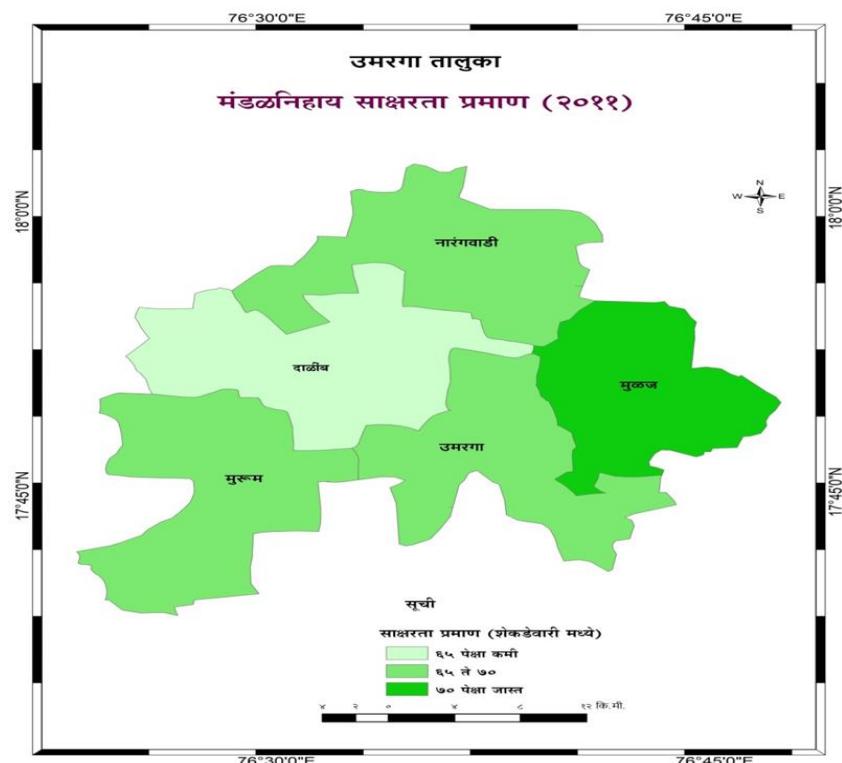
Study area:- Osmanabad district is found in the southern part of Maharashtra. Umarga taluka of this Osmanabad district is found in the eastern part of the district. The Latitude extension of Umarga taluka is between $17^{\circ}38'27''$ North to $18^{\circ}02'10''$ North axis. The Longitude extension is $76^{\circ}24'30''$ East to $76^{\circ}47'17''$ East.

Literacy:- Different criteria are set and used to determine literacy in each country. This makes it difficult to compare and define literacy globally. According to the 1951 census in India, a literate person is defined as a person who is more than four years of age and has at least an average age. According to the 1951 census in India, a literate person is one who is more than four years of age and can read at least normally. Current Situation in India Anyone who is fluent in any one of the Indian languages, who understands comprehension, reading and writing, is known as literate.

Literacy rate in Umarga taluka (Census 2011)

Index	Name of Revenue/ Circle	Population	Number of literate persons	Literacy rate
1	Umarga	40077	27301	68.12
2	Murum	37353	24421	65.37
3	Mulaj	36498	2707	74.17
4	Narangwadi	40527	27487	67.82
5	Dalimb	61216	37134	60.66
Total		215671	143414	66.49

Source: The researcher has compiled based on official information.



In Umarga taluka in 2011 there were five total revenue circles. The total rural population in these five revenue circle was 215671. According to the revenue Circle, the population is 40077 in Umarga revenue Circle, 37353 in Murum revenue Circle, 36498 in Mulaj revenue Circle, 40527 in Narangwadi revenue Circle and 61216 in Dalimb revenue Circle. The number of literate people in rural areas was 143414 in this taluka. According to the revenue circles, when the literacy rate of the taluka is observed in the year 2011, the literacy rate of rural areas of Umargataluka is 66.49 %. Circle wise literacy in Umarga taluka is the highest literacy. It is found in 71.17% of the Mulaj revenue circle. It was followed by Umarga Revenue circle at 68.12%, Narangwadi Revenue circle 67.82%, Murum Revenue circle 65.37% The lowest literacy rate is 60.66% of Dalimb Revenue circle.

Conclusion:

The literacy rate in rural areas of Umarga Taluka is based on the 2011 Osmanabad District Census Report. In Umarga taluka, there is a big difference in literacy rate among different revenue circles. It is imperative to increase literacy in rural areas. Dalimb Revenue circle has a literacy rate of 60.66% this is a matter of concern. It is necessary to pay attention to how to make the people here as literate as possible by paying attention to the government level and social level in this area. For this, various social organizations, educational institutions, ZillaParishad need to pay more attention. It is also necessary to increase the literacy rate at Umarga Revenue circle, Murum Revenue circle and Narangwadi Revenue circle.

References :-

1. K.A. Khatib,(Jun 2011), Population Geography, Vidya Books Publishers.
2. Deshpande C.D. (1988), Geography of Maharashtra, National Book Trust, India, New Delhi.
3. L. K. Kulkarni, Bhoogol Shadhkosh (Jan 2009), Rajhans Publication, Sadashiv peth Pune.
4. Satish Gavit,(Oct. 2021), Umarga v Tuljapur Talukyatil Gramin vasthyanche Bhougolik tulnatmak abhyas (Osmanabad jilha), unpublished Ph.D. Thesis.
5. Census of India (2011), District census Hand book, Osmanabad Directorate of census, operation Maharashtra, Bombay
6. www.osmanabad.nic.com

Mapping the Art and Landscape of Literary Research

Ms. Noble A. Paliath*

Abstract

Literary Research or Literature Research, an expansive and extensive branch of inquiry in itself, is indicative of the discourses based on existing bits of info and addition of further epistemological units of info for future research in that field. English studies signify the production, interpretation, evaluation and consumption of texts created in English. It encompasses an open range of multi-disciplinary modes of communication. The current research article is a collection of different blocks of info based on the much familiar and less commonly explored wide choice of research methods deployed by many a research scholar in English studies. These research methods include textual analysis, discourse analysis, visual methodologies, auto/biographical methods, archival methods, interviewing, ethnographic methods, oral history, creative writing, quantitative analysis and ICT methods. All the afore-mentioned and suggested research methods may have plus and minus points, but have generally come down all these years as discrete and must-try types contributing productively to the successful accomplishment of the initiated research action. The multi-disciplinary nature of research methods applied by aspiring academicians belonging to the Arts and Humanities stream community stresses the need for professionals of various specializations who are increasingly being sought after in today's employment scenario. It also blurs the boundaries between diverse academic disciplines thereby ensuring profound and multifarious research inquiries.

Key Words: Literary Research, epistemological, English studies, textual analysis, discourse analysis, visual methodologies, archival methods, ethnographic methods, ICT methods, multi-disciplinary, Arts and Humanities, specializations, scenario

The concept of research methods was not widely and broadly deliberated and discussed in English studies in the olden times. What was research methods associated with English studies was a remote concept at least even during the 1980s. The only outlets available to research in English studies were a brief introduction to the vagaries and whimsies of the library. The whole process of conducting research in English studies was unknown owing to a lack of specific guidelines regarding the same. In other words, there was a marked non-visibility and continued absence of writing on research methods in certain humanities subjects including English. Historically, not much attention was paid to the issue of research training methods. Neither have a few disciplines like the Arts and Humanities made it a subject matter of serious and in-depth contemplation. Little sense was given to the knowledge about the process of conducting research in the Arts and Humanities branches and also on how you did might influence the outcome.

The above-mentioned systemic absence of research methods in certain humanities subjects including English fuelled the urgent need for lively, useful and enriching academic discussions and

* Assistant Professor Department of English Sacred Heart College, Chalakudy, Thrissur, Kerala, India

supportive inputs in this regard. This realization triggered off many intensive and productive discussions about integrated research methods in the Humanities and Social Sciences. However, with more and more attention paid to research methods in the Humanities and Social Sciences, research training in these fields of academic disciplines is ever on the move and is undergoing significant changes. During the second half of the 1990s, when the problem of research training was seriously thought of, many converged on the idea that research methods were what you asked other people to deliver to your students mainly in the form of a basic library intro and basic computing skills.

The commonsensical tradition that was much in vogue upheld the idea that research methods and skills were divorced from the academic inquiry into the subject and that it was their---both librarians' and computer technicians'---job to deliver any relevant training. At the same time, many active researchers associated with the Arts and Humanities wing employ and make use of many a research method to produce their distinct and unique academic contributions to the field of research. Nevertheless, they have remained non-articulate and mute about what is the modus operandi implemented by them so as to achieve the desired outcome. A series of responses to and corresponding views advocating research methods in English or be it any subject belonging to Arts and Humanities stream for that matter, are that research methods cannot be taught but are picked up by doing research. Such a view is clearly suggestive and reflective of the research environment that places stress and emphasis on learning by doing. In essence, research methods are something that gradually evolve and take shape in the due course of research. This kind of an observation suggests the marked absence of a significant history in lack of providing and discussing research training methods to be made use of in the Arts and Humanities research areas. However, a point to be noted is that unlike research degrees in the Social Sciences, PhDs in English do not require a methodology section but are carefully and deliberately incorporated for the sake of fulfilling and filling up different subheads that constitute a research proposal. This situation underwent a dramatic and paradigm shift with the turn of the century. Rejuvenation happened in the field of Arts and Humanities research methods with the publication of a timely report on *Postgraduate Training in Research Methods: Current Practice and Future Needs in English* (2003). However, further resurgence of innovations in these fields of study came to be conceived of as part of the initiatives of AHRB (Arts and Humanities Research Board) that acknowledged, identified and necessitated the need to nurture research cultures and encourage best practices in research training. It also foregrounded the immediate and instant need for advocating research methods as part of research training; also as a part of undertaking their research. Such an initiative spearheaded by AHRB conceived of a meta-discourse that is made eligible to communicate knowledgeably in the subject chosen and also explicitly and necessarily answers questions like how we do, what we do and why we do as part of learning about research methods. The board also promotes the view that training in research skills and techniques is an important step taken by research scholars; is the key element in the development of a research student. Thus, the notion much currently in vogue is the requirement to integrate and encapsulate proper research training in Arts and Humanities stream. A further noticeable fact is that humanities research in general and English studies in particular require and demand different kinds of research skills. A common method of instruction in this context, proves false, mismatching and ineffective. There is a limit to what you can teach in a group and combined way. The specific skills that are needed by an individual are so particular. The skills each individual acquire are part of the actual research work. It is impossible to separate skills from actual research work. Both are inseparable entities as a lot of those skills are learnt on the job; while carrying out the actual research work. As such, taking into grave consideration the nature

of research in Arts and Humanities sector, no common ways, methods, techniques and tools of what research training courses should deliver are prescribed. It points to a definitive and particular view of research; a responsive model of research. It identifies and responds to individual needs as they arise from a specific research project. What research methods are relevant to that particular project are the only ones needed to be acquired by the one doing the research concerned. Most of the scholars, for the rest of their life, will utilize only those research methods they acquired to complete their research endeavour. However, research methods training beyond the needs of a particular project, broadens a researcher's research skills and knowledge base and may be kept preserved for future needs. The idea that research students should only be taught those research methods that have direct relevance to their research work is necessarily a bone of contention. Contrastingly, understanding research methods more broadly is all about opening up the possibilities of different kinds of innovative and divergent research. It also gives researchers a wide array of choices regarding what kinds of research are to be done both in the near and far future. A sound knowledge regarding the expansive range of research methods, enables researchers to think in many ways about doing research. The present article focuses on the research methods that may be adopted by those aspiring researchers in the field of English studies. Conventionally, research carried out in the field of English studies was construed in the end as all about reading, about text; it is a case of knowing your texts. This kind of a unified perception sustains the idea that the domain of English studies research is limited to text-based research and textual analysis but later with more and more studies carried out in the field proved that English studies meant much more than textual analysis; it means much more than the interaction between text and readers. The current research article is an exploratory attempt to understand and unveil a diverse range of new and different, tried and met-with-success research methods in English and also ways of conducting research in English studies. The article may also be interpreted as an examination of different research methods that might be implemented in English studies. The research methods thus not only become a tool for research but also help shape both the research and its results.

Research skills, methods and methodologies are interdependent and are helpful and useful in understanding different aspects of the research process and are also equally important and mandatory for the successful completion of a perfectly valid research project. These three together--research skills, methods and methodologies--will alone gauge and determine the focus and outcome of a research project. Research skills are techniques used for handling material. The skill sets include dissertation skills (how to construct, frame and structure sentences in a piece of writing), IT skills (use of advance computer technologies in addition to many other uses), skills in libraries (search for various info), bibliographical skills (sources used as the basis for research), editorial skills (the ability to edit and proofread written pieces of info) and professional skills (how to make effective paper presentations in the venue of academic deliberations). Research methods tell us how to carry out our research work. The choice of methods from out of the existing possible ones depends on the kind of research one wants to conduct. Research methodologies signify the perspectives the researchers may bring in to support their field of inquiry. Many a critical perspective and readings of varied literary texts are possible because different people bring different perspectives to bear on their analyses of a given text. Moreover, deciding on a particular research project to a significant extent, is deciding on the specific research skills, methods and methodologies apposite to conduct that research. However, one should not be oblivious of the fact that to accomplish the research activity successfully, all researchers require more than one research skill or method; they should employ a combo of many a method.

Of the umpteen research skills, methods and methodologies, this present article would like to add a word more about research methods in English studies in particular. Archival methods are effective ways of carrying out research in English studies. They suggest the nature of archives, why archives are established, the incompleteness of archives and the endless search for lost objects within these; also, chances of consulting other archival sources for getting the info complete in itself. Auto/biographical research methods provide a brief historical overview of changes in autobiographical writing and also the idea of the subject as individual, as part of a collective, in different kinds of auto/biographical writing. Oral history is an uncommon, not much explored and not much discussed method in English studies but such historical methods engaging the workings of personal memory, narrative, culture and transmission can make easy our comprehension of events and experiences including those of the social, cultural and literary levels. Discourse analysis may be used as a method for exploring visual signs; shows how images construct specific views of the world. It may also be used as a method for textual interpretations. Discourse analysis may be used as a method for researching both written and oral language as it is actually used, as it references a theory of language. It is concerned with analysing patterns in language use in order to unearth the workings of ideology. Computer-aided discourse analysis with the help of relevant software is also tried out by an increasingly number of researchers within English studies. It signalled a new wave of change under the banner of IT revolution in English studies. Creative writing as a research method is an important element within English departments as it aids the generation, invention, discovery and creation of different insightful ideas. With the proliferation of the field of creative arts and other arenas like music, dance, film, fine arts, video and digital works, the popularity of creative writing as a research method is ever on the increase. Creative writing constitutes an effective research method as it explores the ways in which writing skills may be used as a means of materializing varied subject matters. It is also a kind of research one makes into the nature of literary form and language. In other words, creative writing, may be considered as a metanarrative about the whole research process.

Although visual signs are part and parcel of our cultural world, visual methods are also not much discussed in English studies. These methods, with the genre and format of graphic narratives as typical examples, produce a rich visual world that forms an integral aspect of literature. Semiology and discourse analysis, as approaches, also help researchers in further decoding the complexity of visual signs. These kinds of approaches invite attention to diverse aspects of visual images and thus suggest new avenues of research for English studies. It is to be noted that visual images do not only accompany texts, but texts too accompany visual images as in case of captions to photographs, textual accompaniments to images in books and so on. This interplay between text and image is an area of research that deserve yet another focus of attention in English studies research. Textual analysis method is all about close readings of cultural artefacts. A background research into the context of the cultural artefacts under scrutiny, the context of its production, its thematic concern and its consumption are given due focus and emphasis in this method. The process of meaning-making which is differently understood in different historical eras and by different historians is also a key factor in undertaking textual analyses. Interviewing is also an effective research method in English studies research. However, it requires a series of practical skills, a fair understanding of the different kinds of interview one might conduct, all possible ways of conducting interviews et cetera are also explored by researchers. Interview cannot be labelled as a stand-alone method as it often combines with other research methods and forms a central plank of many a research process. Ethnographic research methods inform a variety of literary outpourings that might be analyzed in the context of English studies. These methods may be

extended to cultural and social practices, especially in the field of travel writing or travelogues wherein participant observations play a key role in producing travel accounts. Also, audience research in the theatre, film and at performing sites such as literature festivals might be conducted using ethnographic methods. Quantitative methods of research in the study of literature, especially in the form of words (subjective) and numbers (objective), form interpretive tools and serve as a means of conveying sets of valuable info. Specifically, statistical methods are highly useful for displaying info about texts, audiences' production and consumption of texts and so on. ICT as a research method in English studies is a recently emergent phenomenon. Nevertheless, it is carried out by specialist researchers associated with the fields of textual analysis and linguistics. With the scientific strides and advancements in the field of technology and advent of more and more computer software and hardware, enhanced opportunities for researchers in literary studies are ensured to work on literary and other texts. This kind of research method discusses various ways in which ICT has been used to store and analyze literary texts. How computers as a medium changed our relations to texts, issues involved in creating digital archives of manuscript sources, literature digitization projects and the possibilities of collaborative research are also possible areas of exploration while pursuing ICT as a research method.

The current article may be considered as an attempt to engage and showcase different research methods in English studies that are relevant to be pursued by research students, researchers and research methods teachers in this era of accentuated and heightened research activities. This kind of analysis, non-conclusive in itself, underscores the fact that in addition to the above mentioned research methods; there are also other possible and viable areas of research practices yet to be explored by the research aspirants. A detailed critical scrutiny of the above enlisted research methods in English studies, may tend one to evolve a critical stance that all these methods aid a kind of scientisation of humanities and are inappropriate to be pursued by the humanities community itself. But instead of thinking of stringent research methods exclusively to be followed by those pursuing humanities disciplines only, let research activities be more and more dialogic and collaborative across disciplines. This kind of an accommodative approach, that blurs the boundaries and distinctions between different fields of study, may encourage researchers to think divergently about the kinds of research across a range of disciplinary backgrounds they might engage in.

References :-

1. Cauvery, R. et al. Research Methodology. S. Chand and Company Pvt. Ltd., 2010.
2. Dhingra, Manish. et al. Research Methodology. Enkay Publishing House, 2012.
3. Griffin, Gabriele. editor. Research Methods for English Studies. Rawat Publications, a.2007.
4. Gupta, Mukul. et al. Research Methodology. PHI Learning Pvt. Ltd., 2011.
5. Kothari, C. R., et al. Research Methodology: Methods and Techniques. Second Revised a Edition. New Age International Publishers, 2010.
6. Sadie, William. Postgraduate Training in Research Methods: Current Practice and a Future Needs in English. English Subject Centre, 2003.
7. Sam Daniel, P. et al. Research Methodology. Kalpaz Publications, 2007.
8. Singh, Abhilasha. et al. Research Methodology: Tools, Techniques and Methods. Axis. a. Books (P) Ltd. Production, 2013.
9. Srivastava, Raju. Research Methodology in English Studies. Sublime Publications, 2013.
10. Vijayalakshmi, G. et al. Research Methods: Tips and Techniques. MJP Publishers, 2009.
11. Walliman, Nicholas. Your Research Project: Designing and Planning Your Work. Third a. Edition. Sage, 2011.

Brief Study on Banking Ombudsman Scheme - Execution and Effectiveness

Professor Dr. A.N. Barbole*

Mr. Girish Chandrakant Shinde**

Abstract :- Bank is a service industry where customer satisfaction is the most important aspect to sustain the concrete competition among the diverse players. Repeatedly the banking customers experience dissatisfaction due to banking services which in turn leads to grievances reporting to the service bank. In order to provide quick and effective grievance redressal for banking customers the Reserve Bank of India established the Banking Ombudsman Scheme in the year 1995 to provide efficient and inexpensive redressal of grievances against deficiencies in services provided by Commercial Banks, Scheduled Primary Co-operative Banks and Regional Rural Banks. Later the Banking Ombudsman Scheme was amended in June 2002 and 2006 respectively. This research article provides an insight on implementation of Banking Ombudsman scheme thought the decade from 2005-2015. Execution and effectiveness was evaluated based on the secondary data available in the form of RBI annual reports, Research Journals etc. Result of this research has confirmed significant improvements in the banking sector through effective implementation of Banking Ombudsman scheme.

Keywords: Grievance Redressal; Customer satisfaction; Banking Ombudsman; Reserve Bank of India (RBI).

Introduction :- Ombudsman means a public official who is appointed to investigate the customer complaints against the administration. As an effective step towards ensuring best services by banks in India to their customers, The Banking Ombudsman Scheme (BOS) was introduced in the year 1995 by the RBI. The purpose behind introducing the BOS was to provide efficient and ways to redress customer's grievances against absences in banking services provided by Commercial Banks, Scheduled Primary Co-operative Banks and Regional Rural Banks. Owing to changing levels of expectations of the customers of various banks and the range of new products offered by these banks, the BOS has undergone extensive changes in June 2002 and December 2005. Banking Ombudsman Scheme of 2002 introduced "Review Authority" and "Arbitration and Conciliation Procedure" in the Scheme. While enhancing the scope of the Scheme, BOS 2006 removed the above two major provisions of BOS 2002. The Banking Ombudsman Scheme 2006 brought in the concept of "Appellate Authority" and made the administration of the Scheme, the responsibility of RBI. In May 2007, the BOS 2006 was amended further to enable appeal against Award or rejection of a complaint for reasons specified under the BOS, to the Appellate Authority. The BOS 2006 was amended last in February 2009 to include deficiencies arising out of internet banking. This modified BOS, a customer can complain to the Banking Ombudsman (BO) against the deficiencies in almost any banking service including credit cards, ATM and internet banking. Any customer, whose grievance against a bank is not resolved to his satisfaction by that bank within a period of one month, can approach the Banking Ombudsman (BO) if his complaint relates to any of the 27 matters specified in the Scheme. The Banking Ombudsman (BO), on receiving of the complaint, sends a copy to the bank branch named in the complaint under advice to the Nodal Officer and endeavours to promote a settlement of the complaint based on mutual agreement between the complainant and the bank through mediation. For promoting a settlement of the complaint, the BO has been allowed to follow such procedures as BO may consider appropriate and BO is not bound by any legal rule of evidence. BOs shall be directed by the evidence placed before him by the parties, BCSBI Code, the principles of banking law and practice, directions, instructions and guidelines

* Principal, Chhatrapati Shivaji Night College of Arts and Commerce, Solapur

** Research student, Department of Commerce and Management, Chhatrapati Shivaji Night College of Arts and Commerce, Solapur

issued by the RBI from period to period and such other factors which, in his opinion, are necessary in the interest of resolving the complaint.

Review of Literature - Important work has been done in this area and effectiveness and role of banking ombudsman was evaluated by many researchers.

Dr. Dinkar G and Girivsuaki K in their research Analysis of Banking Ombudsman Scheme observed efficiency of Banking Ombudsman scheme. They evaluated that scheme during its routine working is very effective because there were no more incomplete complaints more than a month.

Dr. Davendra Singh and Dr. Gurav Agarwal evaluated the effectiveness of the Banking Ombudsman Scheme as a banking dispute redressal body and also pointed out that a good number of complaints are established and resolved by the offices of bank ombudsman located at various locations of India.

Dr. Tejinderpal Singh in his research “Redressal of customers” grievances in banks: A study of bank ombudsman’s performance in India” evaluated that there is a significant increment in the complaints received by the banking ombudsman, it shows that awareness is increased in the customer regarding banking ombudsman scheme, but it still has not reached to rural poor.

Goyal Kant and Thakur k 2008 defines that public sector banks that have no monopoly licenses are to be given to new public sector banks and foreign banks. But, when the public sector banks realized that government was no longer there for them, they started developing various strategies for existence and growth.

Kamkode. S 2007 examines how automation has influenced the banking habits and preference of Indian customers, and which factors influence these preferences. Changing of residence, salary and non-availability of technology based services were given as the three main reasons for shifting bank.

Objectives, Research Methodology And Database

Objectives

1. To analyse the number of complaints made by bank customers.
2. To suggest measures to reduce the complaints.
3. To analyse the impact of identifying factors of customer grievance redressal system on customer satisfaction.
4. To improve awareness level of customers regarding customer grievance redressal system.
5. To understand the contribution of grievance redressal in solving complaints of the Customers of the banks.

Research Design - In the current study, we have considered the number and nature of complaints made by bank customers. The study consists of public, private and foreign bank groups.

Data Collection Method - In the present study, only secondary data have been used. Secondary data were collected from the report founded on the trend and growth of banking in India, RBI official publication and Mumbai.

Sampling plan

In the present study, the banking industry has been divided into three parts:

1. Public sector bank
2. Indian private sector bank
3. Foreign bank

The present study is based on the assessment of customers in the Indian banking industry.

Population - Only bank customers who made the complaints to the bank were measured.

Parameters of the study

1. Bank group-wise complaints at banking Ombudsman offices.
2. Region-wise complaints received at banking Ombudsman office.
3. Range of complaints in public sector banks.
4. Range of complaints in private sector banks.
5. Range of complaints in foreign banks.

Based on the secondary data available for this topic this research was done to evaluate the execution and effectiveness of Banking Ombudsman scheme in Indian Banking sector from the year 2005 to 2015.

Results And Discussion

Bank group wise complaints at banking Ombudsman offices - The 'reserve bank' of India has taken several measures in recent years aimed at providing customer service at reasonable cost. These measures include enhancing protection disclosures, code of ethical and grievance redressal among others. Simultaneously, the 'reserve bank' has also made concerted efforts to expand banking outreach to the wider sections of the population. During 2006 - 2008, the 'reserve bank' further fine-tuned its guidelines towards financial inclusions. Complaints received against commercial banks situated in the jurisdiction of various banking Ombudsman offices have been collated and categorized into ten broad heads: deposit accounts, remittances, credit cards, loans/ advances (including housing loans), charges without prior notice, pension, failure on commitments made, direct selling agents, notes and coins and others. Table 1 exhibits the complaints of public, private and foreign bank groups during 2006 – 2007 and 2007 - 2008. Almost all the complaints have increased in all bank groups, but in the public sector bank group, complaints of deposit and notes coins have decreased.

Table 1. Bank group-wise complaints at banking Ombudsman offices.

Nature of complaints	Public sector banks			Private sector banks			Foreign banks		
	2006-2007	2007-2008	Extent	2006-2007	2007-2008	Extent	2006-2007	2007-2008	Extent
Total complaints	21660	25694	4034	9036	13950	4914	3803	6128	2325
Deposit	3664	2866	-798	1591	2113	522	323	521	198
Remittances	2918	3422	504	813	1330	517	188	315	127
Credit card	3265	3936	671	2217	3084	867	2187	3087	900
Loans	3208	3740	532	1279	1550	271	331	483	152
- General	2842	3348	506	1046	1290	244	281	404	123
-Housing loans	366	392	26	233	260	27	50	79	29
Charges	1434	1659	225	915	1618	703	178	423	248
Pension	1039	1519	480	14	45	31	3	9	6
Failure on comm.	1006	3521	2515	314	2145	1831	82	556	474
Direct selling	628	1902	1274	357	801	444	41	341	300
Notes and coins	104	91	-13	20	30	10	2	12	10
Others	4394	3028	-1366	1516	1234	-282	468	381	-87

Source: Report on trend and progress of banking in India.

In all bank groups, the complaints are basically on credit card, that is, 3936 in public sector banks, 3084 in private sector banks and 3087 in foreign banks during 2007 - 2008. The foreign banks pension complaints were only 9 in 2007 - 2008. Overall, the maximum complaints were found in public sector banks, that is, 25694 in 2007 - 2008

(Table 1).

Note: (-) Decrease in complaints; (+) Increase in complaints.

Region wise complaints received at banking Ombudsman office

Table 2. Region wise complaints received at banking Ombudsman office.

Office	Number of complaints		Extent
	2006 - 2007	2007 - 2008	
Ahmedabad	2107	2855	748
Bangalore	2406	2975	569
Bhopal	2731	3405	674
Bhubneswar	689	998	309
Chandigarh	2006	2331	325
Chennai	2387	4545	2158
Guwahati	170	282	112
Hyderabad	2767	2843	76
Jaipur	2976	3369	393
Kanpur	4321	5340	1019
Kolkata	2011	2815	804
Mumbai	5525	6070	545
New Delhi	5481	6742	1261
Patna	1481	1480	-1
Thiruvananthapuram	1580	1840	260

Source: Same as Table 1.

Table 2 exhibits the region wise complaints received at banking Ombudsman office. The complaint has increased in all the offices during 2007 - 2008. The maximum complaints have increased in New Delhi, that is, 5481 to 6742. The Guwahati office received the least complaints, that is, 170 to 282. On the other hand, in the Patna office, complaints have decreased by 1 during 2007 - 2008.

Range of complaints in public sector banks - Banks provide many services, but the customers are not satisfied with these services, and so the banks received many complaints.

Table 3. Range of complaints in public sector banks.

Range of complaints	Number of banks		Extent
	2006 - 2007	2007 - 2008	
0 - 200	5	4	-1
200 - 400	9	8	-1
400 - 600	6	8	2
600 - 800	2	1	-1
800 - 1000	4	2	-2
1000 - 1200	-	3	3
1200 - 1400	-	-	-
1400 - 1600	-	-	-
1600 - 1800	-	-	-
1800 - 2000	1	-	-
Above 2000	1	2	1

Source: Derived from Table 1.

Table 3 shows the range of complaints lodged against different public sector banks. In public sector banks, 9 banks are having complaints in the range of 200 - 400 during 2006 - 2007. In 2007 - 2008, 8 banks complaints have increased in the Indian bank and they are in the range of 400 - 600. The complaints of the Bank of Baroda, Canara bank and Central Bank of India, are in the range of 800 to 1000 and 1000 to 1200 during 2006 to 2007 and 2007 to 2008. Generally, all public sector banks have not improved their services. As such, the range of complaints of many banks increased in 2007- 2008. There were no banks in the range of 1000 - 1200, but in 2007 – 2008, 3 banks have received complaints.

Range of complaints in private sector banks

Table 4. Range of complaints in private sector banks.

Range of complaints	Number of banks		Extent
	2006 - 2007	2007 - 2008	
0 - 200	21	20	-1
200 - 400	-	1	1
400 - 600	2	1	-1
600 - 800	-	-	-
800 - 1000	-	-	-
1000 - 1200	-	1	1
1200 - 1400	-	-	-
1400 - 1600	-	-	-
1600 - 1800	-	-	-
1800 - 2000	-	-	-
Above 2000	2	2	0

Source: Derived from Table 1.

Table 4 calculates the number of private sector banks from the range of complaints. In private sector banks, 21 have 0 - 200 complaints during 2006 – 2007, but in 2007- 2008, there were 20 banks in this range, because Kotak Mahindra bank complaints was in the range of 200 – 400 during 2007 - 2008. Similarly, the complaints in Axis bank and Indusland bank Ltd. also increased, that is, 456 to 1043 and 63 to 109 in 2006 - 2007 and 2007- 2008, respectively.

Range of complaints in foreign banks

Table 5. Range of complaints in foreign banks.

Range of complaints	Number of banks		Extent
	2006 - 2007	2007- 2008	
0 - 200	25	24	-1
200 - 400	-	1	1
400 - 600	-	-	-
600 - 800	1	-	-1
800 - 1000	2	-	-2
1000 - 1200	1	1	0
1200 - 1400	-	2	2
1400 - 1600	-	-	-
1600 - 1800	-	-	-
1800 - 2000	-	1	1
Above 2000	-	-	-

Source: Derived from Table 1.

Table 5 shows that foreign banks, which had the maximum complaints, have been in the range of 0 - 200. During 2006 - 2007, 25 banks were in the range of 0 - 200, but in 2007 – 2008, there were 24 banks because the Barclays bank increased the complaints in the range of 200 - 400. Similarly, complaints in HSBC Bank Ltd. and Standard Chartered Bank Ltd. also increased in the range of 1200 - 1400 during 2007- 2008 .

Conclusion :- Based on the research work carried on this topic, it is concluded that the decade from 2005 to 2015 emerged as a successful phase for implementation and development of Banking Ombudsman Scheme in India. Surge in number of complaints was managed effectively by the banking ombudsman through an increasing complaint disposal rate. This confirms the collective efficiency of Offices of Banking Ombudsman. Reserve Bank of India played a major role in strengthening of Banking Ombudsman Scheme in India. Centralized Public Grievance Redress and monitoring system (CPGRAMS) and RTI Act 2005 emerged as an alternative way for complaint reporting and redressal .

References :-

1. Banking and Financial Services in India, New Century Publication, New Delhi 1st Edition, 2003.
2. Banking Ombudsman Scheme, 2005 available at <http://www.rbi.org.in>
3. Performance Evaluation of Banking Ombudsman Scheme in the Indian Banking System Dr. V. Darling Selv Volume : 2 | Issue : 6 | June 2013 • ISSN No 2277 – 8160
4. Bhaskar,P. V (2004), “Customer service in banks”, *IBA Bulletin*,Vol.36,No.8, pp. 9- 13.
5. Ganesh, C., & Varghese, M. E (2003), “Customer service in banks: An empirical study”, *Vinimaya*, Vol.36(2), pp.14-26.
6. Goyal, S., & Thakur, K. S. (2008), “A study of customer satisfaction public and private sector banks of India”, *Journal of Business Studies*, Vol.3, No.2, pp.121-127.
7. Dr. Tejinderpal S(2011), “Redressal of customers’ grievances in banks: A study of bank ombudsman’s performance in India”, Vol. 2, No.6, pp.84-90.
8. Uppal, R. K. (2010), “Customer complaints in banks: Nature, extent and strategies to mitigation”, *Journal of Economics and International Finance*,Vol. 10, pp.212-220.

Living Condition And Vulnerability In Sundarban: A Case Study

Gopal Roy*

Dr. Angshumita Chakraborty**

Abstract: Sustainable Livelihood (SL) is difficult to be achieved by the rural communities of Sundarban of West Bengal due to repeated attack of the extreme climatic events in such a socio-economically backward area. Location factor has already contributed a lot to the vulnerable situation of the people and created disturbance in the living condition. Extreme climatic events have aggravated the situation through tidal surge, change in temperature-rainfall pattern, salinity of soil, coastal erosion, flood, embankment failure, crisis of safe drinking water, sanitation, shelter, loss of farmland, dwelling etc. Sanitation and drinking-water are universally accepted as being essential for human life, dignity and human development. The right to 'pollution free water' and the right of access to 'safe drinking water' has been read as a part of 'Right to Life' under Article 21 of the Constitution of India. Water of poor quality can cause disease outbreaks and it can contribute to background rates of disease manifesting themselves on different time scales. Poor sanitation affects the health of the people of the country as well as deters the development of nation. In this background this paper tries to represent the vulnerability of living condition through some selected parameters in some vulnerable parts of West Bengal Sundarban. Interviewing of people, field observation and household survey along with different reports are the basic sources of information for this study.

Key words: Sustainable Livelihood, Extreme climatic events Sanitation and drinking-water.

Introduction: Sustainable Livelihood (SL) is difficult to be achieved by the rural communities of Sundarban of West Bengal due to repeated attack of the extreme climatic events in such a socio-economically backward area. Location factor has already contributed a lot to the vulnerable situation of the people and created disturbance in the living condition. Extreme climatic events have aggravated the situation through tidal surge, change in temperature-rainfall pattern, salinity of soil, coastal erosion, flood, embankment failure, crisis of safe drinking water, sanitation, shelter, loss of farmland, dwelling etc. Sanitation and drinking-water are universally accepted as being essential for human life, dignity and human development. The right to 'pollution free water' and the right of access to 'safe drinking water' has been read as a part of 'Right to Life' under Article 21 of the Constitution of India. Water of poor quality can cause disease outbreaks and it can contribute to background rates of disease manifesting themselves on different time scales. Poor sanitation affects the health of the people of the country as well as deters the development of nation.

Study Area: PatharPratimablock of South 24 Parganas district of West Bengal extending from 21°36'N to 22°N and 88°16'E to 88°30'E have been selected as the study area. Gobardhanpurvillage of an isolated island (G-Plot gram panchayat) in the southernmost part of this block is selected to represent the case study.

Objectives

1. To represent the Gram panchayat wise vulnerability in drinking water and sanitation facility within PatharPratimaBlock.
2. To exhibit the living condition through housing profile, drinking water facility, condition of sanitation of Gobardhanpur village.

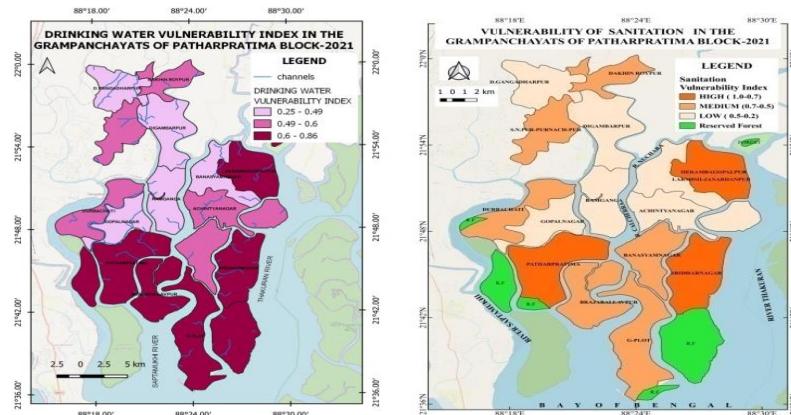
Methodology: Interviewing of people, field observation and household survey along with different reports are the basic sources of information for the case study. Primary data were collected from the House Hold Survey of 70 respondents. Interview of selected informants from the village have also been taken into consideration. Data covered different aspects like sanitation facility, house types, infrastructural facility etc. The secondary data and information regarding drinking water and sanitation are collected from the

* Assistant Professor Lalbaba College Howrah Dist West Bengal

** Assistant Professor Mahishadal Girls' College Purba Medinipur Dist West Bengal

Block Development Office of PatharPratima, BLS-2016 under Ministry of Drinking water and Sanitation ([www.mdws](http://www.mdws.gov.in)), National Drinking Water Program (www.NRDWP) and West Bengal census-2011. Different Cartographic and Statistical Techniques based on Q-GIS (v-3.2) are applied for analysis and display.

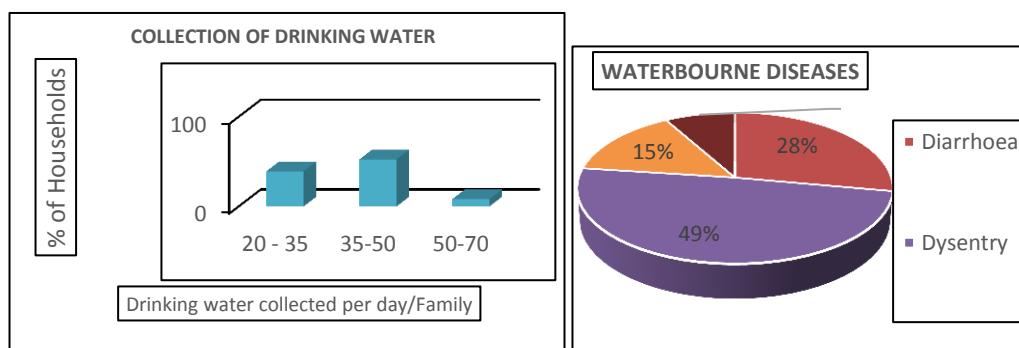
Analysis:- Vulnerability regarding drinking water: Length of embankment, length of mud embankment, non tested water sources, and tested water sources with chemical and bacterial contamination in deep tube well, population pressure on spot sources all these have been taken into consideration to represent the vulnerability in Drinking water facility at gram panchayat level (Map No. 1). Most of the gram panchayats showed high vulnerability. Within the Gram panchayats of southern most part of this block having isolated location like Brajaballavpur, G-Plot, Sridharnagar, Patharpratima, Lakshmijanardanpur represented high vulnerability while the middle portion of the block represented moderate condition. Rest of the gram panchayats represented less vulnerability. Isolated location (surrounded by rivers and ocean), presence of long as well as mud embankment, unavailability of testing opportunity of deep tube well water, presence of chemical and bacterial contamination in deep tube well, more pressure of population on spot sources of water have been found as responsible factors behind the high vulnerability. Vulnerability regarding sanitation: School without latrine, school latrine without water, disfunctioning latrine within APL, BPL, Women headed, physically challenged household, latrine less household, all these have been taken to represent the vulnerability in condition of sanitation. Sridharnagar, Patharpratima, Herambagopalpur represented high vulnerability regarding condition of sanitation. Middle portion of the upper part of the block represented low and middle part of the lower part of the block represented Moderate vulnerability.



Map no.1; source:computed by authors

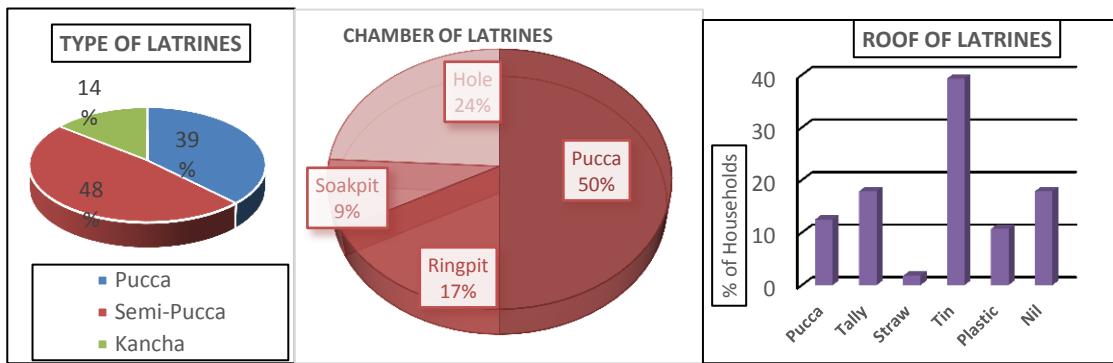
Map no.2; source: computed by authors

- **Drinking water:** People of the study area have to depend on deep tube well for safe drinking water. But they have to collect drinking water from outside. Most of the family (>50%) Collect 35 to 50 litres of water per day from outside their house. During the attack of extreme climatic events due to salt water invasion and water logging these water sources become submerged under the water, becomes polluted and create crisis of safe drinking water. They suffer from different waterborne diseases. Most of them suffer from Dysentery (49%).



Sanitation:

93% of the surveyed population avail sanitation facility. 7% still practice open defecation. Only 38% of the household have pucca structure of latrine. Some semi-permanent structure like Hole (24%), Ringpit (17%), Soak pit(9%) etc. have also been found. 52 % of the household do not have pucca structure on the roof of toilet. 30% floor of latrines are kancha. 30% walls are covered by plastic. During calamity these kuchha structure creates great danger through contamination of water resulting into the crisis of safe usable water and different diseases.



Housing profile:

Most (57%) of the houses are kancha in nature and another 21% are semi pucca. Only 18% of the roofs of the houses are pucca in nature. Most of the roofs (48%) are made of tiles. Walls of 56% household and floors of 80% houses are still made of Mud. Recently, the devastating Amphan super cyclone (160km/hr) have wiped away all the semi permanent roofs, washed away the floor and damaged all kuchha and semi pucca houses. Weak structure, less durability of the housing materials make the houses prone to climatic hazard resulting into collapsing and render them as homeless situation.

Conclusion:- Development of island specific “Disaster Management Plan” through early warning, Quick evacuation, adequate back up plan with all relief materials, possible adaptive mechanism and related infrastructure to deal with the situation are needed for betterment of the situation. Construction of houses far away from embankment and raising the basement of huts, latrines and tube wells should be done. Pucca and durable structure of household can become effective to face all odds. All developmental project should come up with conservation of the fragile ecosystem so that it can act as a natural barrier to different extreme climatic events. Creating new avenues for income generations through this ecosystem management, embankment Construction, eco-friendly tourism, alternative employment opportunities will minimize the impact of people's dependency on natural resources of Sundarban and will minimize the man-nature conflict.

References:-

1. Das K.(2012), Drinking Water And Sanitation In Rural Madhya Pradesh : Issues And Challenges for Policy, Journal of Rural Development, NIRD, Hyderabad, Vol. 31, No. 3, September, pp. 287 – 304.
2. Kanjilal, Tushar (19996), SundarbanerNadibandherSamasyain Patharpurpratima, pp.-34-37, Calcutta: Prajanma.
3. Ministry of Drinking Water & Sanitation, Government of India (2017-18), Annual Report, pp. 41-52, available at: https://mdws.gov.in/sites/default/files/Annual_Report_2017-18_.
4. Mukherjee, K. N. (1976), *Harmonius Solution of the Basic problem of Sundarban Reclamation*, Geographical Review Of India, Geographical Society of India, Vol.38, No.3, pp. 311-315.
5. Planning Commission, Government of India (2013), Twelfth Five Year Plan (2012–2017) Economic Sectors, SAGE Publications India Pvt Ltd, New Delhi Volume II,pp.300-306.

A study of Sustainable tourism development in India

Archana Vasantrao Salunke*

Abstract :- Human demands in the ever-growing world population are surpassing the planet's capacity to support us. For this reason, it is crucial that businesses, industries and governments attempt wholeheartedly to adopt sustainable development practices. "Sustainable development was first discussed in the 1960s with the advent of the green movement and the term came into common parlance with the publication of the report by the World Commission on Environment and Development entitled Our Common Future. It was given further recognition with the United Nations' sponsored conference on the environment held in Rio de Janeiro in 1992. The meaning, based on the Brundtland report, is 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'. Sustainable tourism development thus simply limits the meaning to those particular elements associated with tourism. Tourism is the second largest industry in India. Tourism is one of the largest industries in the world. The impacts of tourism extremely varied with both positive and negative. This has led to a greater focus on sustainable tourism development.

Key Words– Sustainable Development, Sustainable Tourism

Introduction -

Sustainable Tourism :- Sustainable Tourism refers to all forms of tourism development, management and activity, which maintain the environmental, social and economic integrity and well-being of natural, built and cultural resources in perpetuity. Tourism can be defined as the activities of persons travelling and staying in one place outside their usual environment for not more than one year for leisure, business and other purposes. It can be seen as an interaction between supply and demand, where a product is developed to meet a need.

The objective of Sustainable Tourism is to retain the socio-economic advantages of Tourism development while reducing negative impacts on the natural, historic, cultural or social environment. This is achieved by balancing the needs of tourists with those of the destination.

Sustainable tourism combines conservation principles with tourism development. Sustainable tourism development is about making tourism more compatible with the needs and resources of a destination area. It offers a broader approach to tourism practices and a built in ability to control the rate and scale of tourism growth - if stakeholder responsibility is successfully exercised. UNWTO (United Nations World Tourism Organisation) declaring 2017 as the UN's International year of Sustainable Tourism for Development.... India with its multi-faceted and multi-dimensional ethnicities, geographic categories, gastronomic delights, holistic and pranic healing centers, monuments and a variety of Events and Festivals all through the year has a lot to offer to the Business, Family and lone traveller – yet with a responsibility to the nation, the local polity and the visitors as a whole.

Research Methodology: The present research work is based on the secondary source of data collection. The researcher has collected the secondary data from the reputed books, journals and official websites of the tourism department and Government Tourism department, State Tourism departments, Ministry of Tourism, Tourism articles.

Negative impacts of Tourism:

1. Excessive drinking, alcoholism, gambling & increased underage drinking.
2. Crime, drugs, & increased smuggling.
3. Barring of locals from natural resources.
4. Natural, political, and public relations problems.
5. Tourist demand and over exploitation of socio-cultural resources carrying capacity.

* Assistant Professor, S.M.R.K.B.K.A.K.Mahila Mahavidyalaya Nashik.

6. Economic inequalities & Employment.
7. Problems due to tourist behavior Language and cultural effects.
8. Lifestyle changes and displacement of residents for Tourism development

Principles of Sustainability: Sustainability principles refer to the environmental, economic, and socio-cultural aspects of Tourism development and a suitable balance must be instituted between these three dimensions to assure its long term sustainability. Thus, Sustainable Tourism should:

1. Respect the socio-cultural authenticity of host communities.
2. Make optimal use of environmental resources that constitute a key element in Tourism development.
3. Ensure viable, long-term economic operations, providing socio-economic benefits to all stakeholders (UNEP).

Forms of Sustainable Tourism

1. Environmental Sustainability: It means to limit the usage and do efforts in preserving the resources so that it can be used by the future generations.
2. Economic Sustainability: For making tourism sustainable, economic sustainability can play a key role in building linkages. This means keeping the local economy vibrant. For example, A company or hotel which is owned by a person from another country or by a big international brand will not benefit the local economy. But businesses started by local people like shops will help to build entrepreneurial qualities and these people will feel proud to contribute to the mission of sustainable tourism.
3. Socio-cultural Sustainability: It helps to promote the exchange of different cultures that come at the same place during tourism. We can achieve this by encouraging locals to contribute to the tourism sector.

Importance of Sustainable Tourism

Sustainable Tourism importance recently increased due to the impact of human activity on climate. As it implies to minimize the negative and maximize the positive effects, some ways to implement it are:

1. Resource efficiency and environment protection: This helps to support the protection of nature, culture and environment of local areas, sustainability allows us to use natural and cultural resources to gain profit and on the other hand it assures that these resources should not be destroyed. The fundamentals of reduce; reuse and recycle embrace sustainable tourism.
2. Inclusive and sustainable economic growth: Enhancing the wellbeing of communities, sustainable tourism development supports and ensures the economic growth where tourism takes place. Product quality and tourist satisfaction offered by a region is the key factor for the economic success of tourism and purchasing local products helps in 3 ensuring that the financial benefits stay with the local people.
3. Heritage (cultural and natural diversity): It shows respect for the communities who live there, as well as their traditional cultures and customs. Sustainable tourism is sharing of cultures (without imposing them), and ending stereotypes about different cultures and religions. Thus, sustainable tourism helps to preserve heritage both culturally and naturally for future generations.
4. Employment and poverty reduction: Purchasing goods from small, locally owned stores will favour local business and help in employment generation of various kinds for the native people, this encourages economic sustainability from sustainable tourism. Recent steps taken by Indian Government Recently, the Tourism-Ministry has taken many steps to give a hike to the tourism industry like, launch of new schemes such as Swadesh-Darshan and Prasad, and update of existing schemes such as hunar-se-rozgartak, continuing E-tourist Visas to many nations, also they developed a mobile applications for tourists, launched an Incredible Indian Tourists helpline.

Some other initiatives by government are:

1. Developing the best tourism framework or infrastructures: Swadesh-Darshan plan was initiated by the Govt for making theme related tourism. All projects aim to develop world class facilities to benefit the cultural heritage and aim to increase tourist allure, 27 or more projects for Rs 2261cr allocated for 21 States. The Prasad project launched by Govt for the development of pilgrimage/spiritual sites.
2. Development of Mobile Applications: The Ministry has developed a mobile application known as Swatch- Paryatan in February 2016, which allows people to report any hygiene issues at various tourist places.

3. Tourist Helpline: The Ministry of Tourism gave a 24x7 Toll Free Tourist Helpline in many languages in February 2016 that can be accessed on Number 1800-11-1363. It doesn't only include Hindi and English languages but it also has 10 other international languages.

4. Tourism-Mart: To promote the North Eastern states a International Tourism Mart is organized every year with the objective to highlight the tourism potential in these regions.

5. AdarshSmarak: ASI has identified several monuments to develop them like a Model Monument.

Govt will provide all the basic facilities like Wi-Fi, security, invasion free areas, showing films to give knowledge about the importance of these monuments and also aware them about the importance of movements like Swachh Bharat Abhiyaan. Some of the monuments under this scheme are Leh Palace, Humayun's Tomb, Red Fort, Elephanta Caves, TajMahal etc. Recently our Tourism Minister said that they have designed a blueprint for growth of the tourism sector in India. 'He also said the Govt will initiate development of six tourist circuits in the first phase, which includes Eco Circuit, Wildlife Circuit, Ramayan Circuit, Desert Circuit, and Rural Circuit'.

Some of other major components under these plans are:

1. Building terminals for passengers.
2. Building of roads to connect tourist destinations.
3. To use clean energy sources for lighting the streets.
4. Providing more Emergency vehicles, repair and refuel facilities.
5. Providing basic facilities such as water supply, sewerage, electricity and roads.

Upgrading communication systems like, WiFi, Internet, and Mobile Services. They are also launching a cleanliness campaign along with the Swatch Bharat movement to protect and preserve the sanctity of monuments. The Govt also launched special E-Posters with the PM's message requesting the tourists to support in the cleanliness of their surroundings and also in implementing schemes like Swachh-Bharat and Swachh-Smarak.

Role of Government

1. Government should take necessary steps for building sustainable tourism. Needs to create an environment where not only the government but other stakeholders supports to implement sustainable tourism.
2. Maximize social as well as economic benefits for local people by initiatives of social and community participation. Development of basic infrastructure, education, and health helps the local community to take advantage of opportunities offered.
3. Maximize benefits for cultural & historical heritage by contributing towards protection of local, historical, archaeological both culturally and spiritually.
4. Maximize benefits for the local environment by using eco-friendly products for building materials, goods, food and consumables. Wastewater, including gray water, should be treated effectively and reused where possible.
5. A solid waste management plan must be implemented, with the quantitative goals of minimizing waste.

COVID-19 Pandemic – A grim reminder to reset the direction - The tourism sector brought about by COVID-19 is seen as providing a chance to rethink and reset the direction of tourism and the values on which its success is judged. The COVID-19 crisis is a watershed moment to align the efforts of sustaining livelihoods dependent on tourism to the Sustainable Development Goals and ensuring a more resilient, inclusive, carbon neutral and resource efficient future.

National Strategy and roadmap for Sustainable Tourism

1. Tourism can be a key driver of inclusive community development contributing to resiliency, inclusivity, and empowerment, while safeguarding natural and cultural resources. This challenge can be met by revisiting and redeveloping tourism strategies for sustainability.
2. National Strategy and roadmap for sustainable tourism with focus on adventure and ecotourism has been prepared to mainstream sustainability in Indian tourism sector. It will also help us achieve the full potential of adventure and ecotourism as a vehicle for tourism, conservation and jobs.

India's Natural heritage

1. The natural attractions in India are almost unrivalled in the world, ranging from pristine forests, snow-clad Himalayas, montane grasslands, golden and silver deserts, rivers, lakes, wetlands, mangroves, beaches,

volcanoes and corals, housing tremendous biodiversity. Besides, we have the mega-fauna consisting of iconic species such as tigers, lions, elephants, rhinos, leopards, wild buffaloes, Indian bison (gaur), etc. and more than 1200 species of birds

Vision - To mainstream sustainable tourism development in the country and to improve the attractiveness and competitiveness of India as a destination for ecotourism and adventure tourism.

Mission

1. To lay down a framework for sustainable tourism development in the country
2. To develop an enabling ecosystem for growth of Adventure Tourism and Eco Tourism in the Country.
3. Guiding Principles for Sustainable Tourism as per UNWTO,
4. Sustainable tourism should follow the three basic principles:
5. Environmental Sustainability Make optimal use of environmental resources that constitute a key element in tourism development, maintaining essential ecological processes and helping to conserve natural heritage and biodiversity.
6. Socio-cultural Sustainability Respect the socio-cultural authenticity of host communities, conserve their built and living cultural heritage and traditional values, and contribute to intercultural understanding and tolerance.
7. Economic Sustainability Ensure viable, long-term economic operations, providing socio-economic benefits to all stakeholders that are fairly distributed, including employment and income-earning opportunities and social services to host communities, and contributing to poverty alleviation.

Aims of sustainable tourism UNEP and UNWTO in their joint publication in

“Making Tourism More Sustainable: A guide for policy makers” have laid down the aims for sustainable tourism:

- (i). Economic Viability to ensure the viability and competitiveness of tourism destinations and enterprises, so that they are able to continue to prosper and deliver benefits in the long term.
- (iii). Employment Quality To strengthen the number and quality of local jobs created and supported by tourism, including the level of pay, conditions of service and availability to all without discrimination by gender, race, disability or in other ways.
- (iv). Social Equity To seek a widespread and fair distribution of economic and social benefits from tourism throughout the recipient community, including improving opportunities, income and services available to the poor.
- (v). Visitor Fulfillment To provide a safe, satisfying and fulfilling experience for visitors, available to all without discrimination by gender, race, disability or in other ways.
- (viii). Cultural Richness To respect and enhance the historic heritage, authentic culture, traditions and distinctiveness of host communities.
- (x). Biological Diversity To support the conservation of natural areas.
- (xii). Environmental Purity To minimize the pollution of air, water and land and the generation of waste by tourism enterprises and visitors.

Mainstream Tourism. - It is both important and relatively easy to distinguish between two general categories of tourism. They are mainstream tourism and special interest tourism. Mainstream tourism captures the largest market segment of tourism. It consists of people looking for rest, novel experiences and recreation, and often occurs at beaches and in cities. These travellers desire comfortable hotels and the presence of other tourist accommodations, such as a resort complex that offers shopping, recreation, restaurant entertainment and other facilities and services.

Nature – based Tourism: Nature based tourism can be viewed as the special interest tourism whose common factor is a link to nature. A simple definition is that nature based tourism is primarily concerned with the direct enjoyment of some relatively undisturbed phenomenon of nature.

The degree to which a visitors experience depends upon nature can vary .There are activities:

- a) Which are dependent on nature?
- b) Which are enhanced by nature?
- C) For which the natural setting is incidental.

Nature-based tourism is not automatically ecologically sustainable. In general, for such tourism to be ecologically sustainable, it must be appropriate for the specific location and should produce no permanent degradation of the natural environment. Nature tourism is a sufficiently broad term that it can be applied to a broad range of different landscapes and tourism destinations. It should be stated that although the term nature-based tourism places focus on the natural aspects, it is recognized that the natural environment contains cultural components, and therefore, although not always stated, cultural aspects are included in discussions about nature tourism. There is growing recognition of the need for tourism to develop in a sustainable and environmentally friendly manner. Many countries have, for instance, introduced regulations which require environmental impact surveys to be carried out at least for larger tourist developments. Since the Rio in 1992, there have also been more initiatives in support of sustainable tourism at international level.

Tourism and the Environment - The relationship between tourism and the environment is obvious, and is largely established through what is sometimes called "environment quality". This quality is perceived in different ways according to the human population and the circumstances presiding tourist activities at any given moment. Any analysis of the relationship between tourism and the environment that we can include under human ecology therefore comprises aspects of the natural sciences as well as the social sciences. Tourist activity is promoted, conditioned and influenced by the environmental circumstances of each region and can be affected by modifications or changes in those circumstances. Although a lot of emphasis has been placed on the negative impact to observe that places with tourist potential undertake little or no research in this field. One possible cause is the difficulty in identifying the real problematic in tourism/environment relations, which is essentially interdisciplinary and involves the integration of traditionally separate areas of knowledge. Although work is undertaken from time to time on environmental psychology, the sociology of tourism, behaviour in relation to the environment, etc., they are very rarely combined with works on the environment, forestry and agricultural policies, soil use, contamination, biodiversity, evaluation of environmental impact, nature conservation, etc., in search for a more integrated management of tourist resources. Tourism today is one of the major global industries and an important source for economic growth and employment generation. The emphasis is on the protection of natural resources that support tourism rather than the promotion of tourism related economic growth for its own sake or as an end in itself, Godall & Stabler (1997) argue that: In the face of uncertainty, irreproducibility of natural resources and the possible irreversibility of decisions, it should be assumed that a tourist activity or development might damage the environment, unless there is clear scientific evidence to the contrary, decision making should err on the side of caution where uncertainty exists as to the long term consequences of current tourism resource use. Stabler (1997) suggest that environmental appraisal should be a prelude to development actions, and that tourism reliance on the natural environment as its primary resource base 'must compel it to move in the direction of ecocentrism', similarly, Collins (1999) clearly argues, the case for strong forms of sustainability conditions in the concert of tourism development as being the most appropriate for preserving biodiversity.

The Nature conservancy has adopted the concept of Ecotourism as the type of tourism that it recommends its partners use in most protected area management, especially for national parks and other areas with fairly strict conservation objectives. It is an ideal component of a sustainable development strategy where natural resources can be utilized as tourism attractions without causing natural harm to the natural areas. Historical, biological and cultural conservation, preservation sustainable development etc. are some of the fields closely related to Ecotourism. Environmentally responsible travel to natural areas, in order to enjoy and appreciate nature and accompanying cultural features, both past and present that promotes conservation; have low visitor impact and provide for beneficially active social economic involvement of local people. Responsible tourism includes programme that minimize the adverse effects of traditional tourism on the natural environment and enhance the cultural integrity of local people. Therefore in addition to evaluating environmental and cultural factors initiatives by hospitality providers to promote, recycling energy efficiency, water, reuse, and the creation of economic opportunities for local community's safe on integral part of ecotourism.

Ecotourism process the following characteristics:

1. Conscientious, low impact visitor behavior.
2. Sensitivity towards and appreciation of local cultures and biodiversity

3. Support for local conservation efforts
4. Sustainable benefits to local communities
5. Local participation in decision making
6. Educational components for both the traveller and local communities

Need and importance of Sustainable Tourism - The main responsibilities of sustainable tourism include: Protecting the environment, natural resources, and wildlife. Providing socio-economic benefits for communities who live in tourist destinations. Conserving cultural heritage and creating authentic tourist experiences.

The main responsibilities of sustainable tourism include:

1. Protecting and caring the environment, save Nature, Minimize the use of natural resources, and protecting wildlife.
2. Providing socio-economic benefits for communities who live in tourist destinations. Generating job opportunities.
3. Conserving Cultural attractions, local heritage and creating authentic tourist experiences
4. Bringing tourists and local peoples together for mutual benefit
5. Creating accessible tourist opportunities.

Conclusion:- In India join work together with all national and international organizations including Ministry of Tourism, the United Nations Environment Programme (UNEP), the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the World Tourism Organisation (WTO/OMT) etc. Stakeholders have committed. For sustainable tourism development in India we need to develop responsible tourism ,to conserve nature ,to protect local social and cultural attractions and traditions , lifestyles .Work with government organizations, state government tourism departments ,Tourism Ministry as well as NGOs .to protect natural resources and natural environment ,to respect social values .

References:-

1. National Strategy and Roadmap for Sustainable Tourism June 2, 2021 Ministry of Tourism Government of India
2. Sustainable Tourism for India and steps taken by Government Department of Computer Science & Engineering
3. Golgotha's University Student:
4. Chandan Kumar Guide:
5. Subhash Chandra Gupta Chandan.kumar4@galgotiasuniversity.edu.in Subhash.chandra@galgotiasuniversity.edu.in
6. International Journal of Business Management Available at www.ijbm.co.in Vol. 1(1), 2014 77 Sustainable Tourism in India: Collective Efforts of Tourism Stakeholders RenuChoudhary
7. Sustainable Tourism for India and steps taken by Government Department of Computer Science & Engineering Galgotias University Student: Chandan Kumar Guide: Subhash Chandra Gupta Chandan.kumar4@galgotiasuniversity.edu.in Subhash.chandra@galgotiasuniversity.edu.in
8. Book – B.S.Badan Harish Bhatt – Sustainable Tourism
9. Book – Dr. KulwantsinghPathaniya , Dr. Arun Kumar – Ecotourism
10. Book -M.L.Narsaiah- Globalization and Sustainable Tourism
11. Book – RaveeChauhan , Tourism Concept and Practices
12. Book – VinodAgrawal , BhartiyaParyatn
13. Book – C.P.Cooper , Progress In Tourism Recreation And Hospitality Management
14. Book – Ratandeep Singh , Indian Ecotourism ,Environmental Rules and Regulation
15. India – Tourism Development & Sustainable Growth 2020

Responsible Tourism

Tourism runs the r...

[4:27 pm, 16/01/2022]  62

Globalization and Sustainable Tourism Development sustainable, with positive influences on biological, economic and social aspects. Ecotourism, for example, has shown that when properly conceived it can become a powerful instrument for the preservation of nature, with very favourable repercussions for local populations and for educational programmes, while offering hundreds of millions of ecotourists a wide range of spiritual and physical satisfactions. At the same time, the host countries can take pride in what they have to offer their citizens and the rest of the world. The preventive and corrective measures are known to us; what is needed is a sense of responsibility and farsightedness on the part both of the authorities and of the industry. We nee...

A Study of United Kingdom And European Union's Relations During Tony Blair's Period

Balasubramanya P. S.*

Abstract:- This paper mainly explains about United Kingdom and European Union relations during Tony Blair's period. After UK's membership to EU in 1973, it had not actively engaged in the European Union's policies and implementation process. From 1973 to 1996, the successive UK Prime Ministers followed a negative and skeptical attitude towards various EU policy initiatives and none of the UK Prime Ministers showed any special interest to improving its relations with EU. But Tony Blair's Labour government made a huge difference in the EU-UK relationship. The Labour party under the Tony Blair came to power in UK after the 1997 UK General election. The Labour Party in its 1997 General election manifesto introduced the pro-European policy strategy goals and this was whole heartedly supported by the UK people in the election. As a result, the Labour Party won the election by a huge majority of votes in its party history. The 1997 election gave new direction to the UK's EU policy. Tony Blair's pro-European policy initiatives made a huge change in the EU-UK relations. His Labour government from the very beginning made clear to the UK citizens that their government would take more pro-active and constructive role in the EU policy making and various developmental programmes. In this context the study of Tony Blair's Labour government's policies and perspectives towards European Union gives better understanding of United Kingdom and European Union's relations, policies and perspectives during that period.

Key Words: European Monetary Union, Kyoto Protocol, EU Presidency, Lisbon Strategy, Amsterdam treaty, The Nice treaty

Introduction:- The Tony Blair's Labour government came to power in 1997 at United Kingdom, it aimed to pursue a constructive European policy from that of John Major's outgoing government. Crux of the policy was to establish some kind of British 'Leadership' within the EU. The policy of Labour government of Tony Blair towards EU modernization and change. It was making a break from the policies of UK in recent past, notably its 1983 manifesto of withdrawal from the European Communities, state intervention in the economy and nuclear disarmament. The Tony Blair government succeeded in placing a British imprint upon the EU; but continued as non-member of the Euro that in a way restricted its aspirations to play leadership role in the EU.

Rationale Of The Study:- The proposed research will focus on A Study of United Kingdom and European Union's relations during Tony Blair's Period. Stress here is on UK's policy towards EU. Secondly the study aims to understand Tony Blair's foreign policy in the context of EU and does not deal exclusively with its foreign policy.

Objectives Of The Study:- In the light of above, the proposed research aims to understand the following:

1. To understand the reason behind Tony Blair's involvement in EU.
2. To analyze as to what extent UK differs from other EU member states in EU Politics.
3. Internal debate in EU regarding Tony Blair's role in various policies.
4. Impact of Tony Blair's policies on EU and its wider ramifications.

Hypothesis:- Tony Blair sought to change the role of UK in EU. Distinct to his predecessor he brought about a pro-EU image of UK.

1. Tony Blair also sought to maintain continuity in UK's policy towards EU. On core areas distinct UK identity was maintained.

* Assistant Professor, Department Of Political Science, Government First Grade College, Bantwal Kamaje, Jodumarga Post, Bantwal Taluk, D.K. Dist. Pin: 574219. Mangalore University

2. Tony Blair's policy represented an ambivalent attitude towards EU supporting EU where it suited national interest and deviating from the general EU member's position when it did not suit the perceived national interest.
3. Tony Blair's policy perspective has had an imprint on the UK's policy towards EU and has made it difficult for successors to deviate from it.

Methodology:- This work on 'A Study of United Kingdom and European Union's relations during Tony Blair's Period' is basically an analytical work. The proposed study will to a large extent rely on primary sources including official, Government documents and publications. The study will also critically examine the secondary sources available on the subject matter such as books, journals, periodicals magazines and tertiary sources such as newspapers.

Literature Review:- The Review of literature is an important stage of research as it provides the researcher an overview of what has been done and what is being done. In this background, there exist several works pertaining to the subject matter of the research that could be usefully employed in the research. In this study mentioned a few.

Christian Schwinger,(2007), in his book on **Britain, Germany and the Future of the European Union (PALGRAVE MACMILLAN Publications, New York)**, has analyzed the role played by Britain in the European Union. And the author also analyzed the Britain and European integration, the Britain under Tony Blair's premiership and also discussed Blair's European policies in different fields.

Alistair Jones, (2007), in his book **Britain and the European Union (Politics Study Guides), (Edinburgh University Press, Edinburgh)**, analyzed the history of the EU, its institutions and policies. The author also analyzed the British applications, the referendum on membership and Tony Blair's premiership.

Analysis And Findings:-

Tony Blair's Government's policies And Perspectives Towards European Union:

The Tony Blair's labour government, in its election manifesto had made two pledges before the people: to hold a referendum on participation in the in single currency; and to lead reform in the EU. Tony Blair's first term provided a number of important opportunities to put the manifesto commitments into practice. The first was in the EU's inter-governmental conference (IGC) on treaty reform that finally was approved in the form of Amsterdam treaty. The broad impression of the British Presidency was positive. But government was unable to occupy a central position in respect of the EU's policy agenda. Specifically, the launch of the final stage of European Monetary Union (EMU), at a special European council on 1st May, was an important moment in the EU's history.

However, UK's non-participation underlined the government's difficulties in playing a leading role in the EU. The launch of the enlargement process was more in line with government policy; an objective on which there was bipartisan agreement within the UK. The Labour government adopted a more pragmatic approach to participation within EU on implementing the Kyoto agreement on controlling greenhouse gases. And the most important distinctive contribution came in the context of economic reform and competitiveness, which was made strong input in the Luxembourg employment summit in November 1997.

The first term of the Blair government was most successful. Progress was achieved in leading reform with support for the Lisbon strategy. The commitment to a referendum on joining the single currency did not operationalize because of the Treasury's ongoing evaluation. Progress was achieved on all the detailed 1997 manifesto commitments. The promotion of European security and defence policy arising from the 1998 St.Malo bilateral initiative with France was a concrete demonstration of a more constructive policy, which placed a British imprint on the EU. Two rounds of treaty reform (Amsterdam and Nice) were concluded by the Labour government with no major isolation. The second term was more fractious with partner states because of divisions within the EU that were opened up by the Iraq invasion. Although a major protagonist in the divisions, the UK was never isolated in the way that it had been on foreign policy beforehand, for instance in supporting the US bombing of Libya. It was difficult to identify the major achievement to lead economic reform in the EU. Instead, it was trying to advance the Lisbon strategy and

relevant legislation on the single market and competitiveness in EU politics. The 2003 recommendation on against joining the EURO was an important step of Labour government on EU policy that went against its manifesto commitment.

With regard to the EU enlargement policy, the New Labour government took many measures and also encouraged entry of new member countries into the EU. With regard to the EU policy on Home Affairs, a major progress was achieved under the New Labour government's EU presidency. With regard to the EU policy on Environmental Protection, the major progress was achieved during Tony Blair's tenure was the implementation of Kyoto Protocol agreement. This was an international agreement which aimed to reduce the carbon dioxide emissions to the environment. With regard to the EU policies on Economic Reforms and Competitiveness, the New Labour government took several measures to improve and restore the competitiveness of the EU member countries. With regard to the EU economic reforms, the New Labour government implemented monetary and fiscal policies to control the inflation, unemployment, GDP.

Conclusion:- Overall, the ten years of Labour government's European policy goals considered as bipartisan, completion of the single market, enlargement, reform of the Common Agricultural policy and retention of the Veto over matters of national interest. Nevertheless, there has been reasonable achievement of Labour governments manifesto objectives in its European policy. The UK was less isolated in the EU. But the real area weakness for Labour government has been in respect of building domestic consensus on its European policies. Tony Blair's own effort to change domestic public opinion's perception of the benefits of European integration was unsuccessful. Economic competitiveness, climate change, internal security, combating global poverty: these and other objectives of the government require active complementary action by the EU. The Labour government's efforts to explain the situation to the domestic electorate have been very weak. The Labour government has failed to create a new consensus over European policy. The Labour government has delivered a more constructive European policy but built on weak domestic foundations. In other words, Tony Blair's constructive engagement with the EU did not alter the people's perception towards EU. Officially UK under Tony Blair became important and considerate partner to other EU countries in the European Project. Despite its failure to link itself completely with EU's economic and financial projects, in particular Euro.

References:-

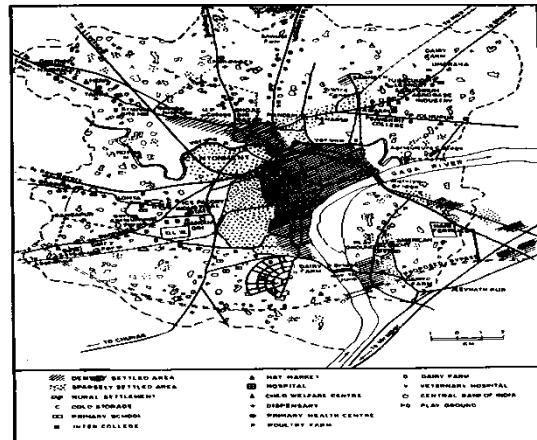
1. Andrew Rawnsley, (2007), a documentary series on *The Rise and Fall of Tony Blair* 2007 06 23, Part 1, <https://m.youtube.com> A. Deighton, (2001), 'European Union Policy' in A. Seldon (Ed), *The Blair Effect: The Blair Government 1997-2001*, London: Little, Brown and Co, p. 323. B. Grant, (1998), *Can Britain lead in Europe* London: Centre for European Reform
2. Europethefuture,Retrieved<https://www.whatdotheyknow.com/request/112377/response/279008/attach/4/FOI%20Request%200398%2012%20Europe%20Future%201984.pdf>
3. Federiga.Bindi, (Ed). (2010), *The Foreign Policy of the European Union Assessing Europe's Role in the World*, Brookings Institution Press, Washington, D.C.
4. Gowland, D., (2000), *Reluctant Europeans: Britain and European integration, 1945-1998*, Longman, London, p- 250-278
5. J. Howarth, (2001), 'European Defence and the Changing Politics of the European Union: Hanging Together or Hanging Separately?' *Journal of Common Market Studies*, 39/4, pp.765-89
6. J.Smith, 'A missed opportunity? New Labour's European policy 1997-2005', *International Affairs*, 81/4, p.703
7. Karen E. Smith, (2008), *European Foreign Policy in the Changing World*, Polity Press, Cambridge.
8. Moore,L. (1999), *Britain's trade and economic structure: the impact of the European Union*, Routledge, London, p-75
9. Peter Ludlow, (1998), *The 1998 UK Presidency: A View from Brussels*, *Journal of Common Market Studies*, December 1998, Vol.36, No.4, p.573-575
10. Stephen Wall, (2008), *A Stranger in Europe: Britain and the EU from Thatcher to Blair*, Oxford University Press, New York, pp 87-107

Impact On Rural Urban Fringe Of Varanasi

Dr. Jyotsna Pandey*

Abstract :- Today the Indian cities and towns are growing fast in size and gradually giving the impression of an explosion due to its population pressure and lack of qualitative standard of life. In the process of expansion, the cities are gradually encroaching upon the surrounding rural areas, the rural-urban interaction between the town and the countryside has created a rural-urban fringe around them, which exhibit and intermixing and overlapping of urban and rural character. This zone formed around every urban centre depends upon the impact of the urban area. Greater is the impact of the city larger becomes the extent of its rural urban fringe. The impact of Varanasi on its rural urban fringe as perceived has been discussed here.

A city is a centre of various functions pertaining to educational, administrative and commercial activities. In order to maintain all these interests, a city behaves as a living organism and therefore it forms a reciprocal relationship with its surrounding vicinity. This paper is basically related to show the impact on rural-urban fringe of Varanasi. Varanasi city lies near the western margin of the middle Ganga plain. Its geographical coordinates are $25^{\circ}18' N$ latitude and $83^{\circ}1' E$ longitude. Varanasi, one of the most ancient living cities of the world, had developed its built up area in all directions to a considerable extent bearing clear imprints of ancient medieval and past independence periods including the old settled past in the centre as well as recently planned inhabited areas on the periphery.



Its further urban sprawl beyond the municipal corporation boundary has inverted the surrounding country side by changing its land scope and creating a transitional zone of the rural-urban fringe. The entire study is based on exhaustive field work and analysis of primary data collected through personal survey. The city's impact on its fringe pertaining to the economic land use pattern, development of industries, social and occupation have been analysed in this paper. Varanasi, an urban centre of outstanding significance in Eastern U.P. has exerted its impact on the all-round development of the surrounding countryside and more or less determined the character of agricultural, commercial, industrial, social and occupational pursuits. In fact, a city opens up several avenues for not only the population of its urban area but also of the villages lying in its vicinity. Here exist the educational, administrative and commercial and advanced medical facilities, telecommunication and several other modern facilities are also available in a large city. The rural population living in the fringe is also benefitted considerably by these facilities of the city as and when required by them. On the other hand, the city also receives many articles of its daily use from its fringe such as milk, eggs, fruits, vegetables, cereals etc. in addition to the labourers and servants. Thus there is reciprocal relationship between the city and its fringe area. The impact of Varanasi on its rural-urban fringe as perceived has been discussed here.

Economic Impact:- Beyond the municipal limit of Varanasi, the land which was at a time under cultivation with the struggling villages, is steadily being converted into the intensive colonies, varying from a few scattered building to organise suburbs hung along the transportation route radiating from the city. The land which was once devoted to food grain, cropping is now converted into multi and cash crop farming like vegetable, fruits, sugarcane, tobacco, oilseeds etc.

*Associate professor, Department of Geography, S.B.M.P.G. College Fazilnagar Kushinagar, Uttar Pradesh

The table no. 1 showing relationship between distance and the proportion of cash crop shown in the villages substantiates this fact.

Table No. 1

Distance from corporation limit in (km)	No. of Villages	% of non-agricultural workers	Types of cultivation	
			cash crop vegetables and fruits	food grain
0-2	28	84	90	10
2-4	38	72	72	28
4-6	40	60	60	40
6-8	32	50	45	55
8-10	30	40	30	70
Above 10	25	28	20	80

It is observed that 28 villages falling in 0-2 km. wide belt around the city from the corporation boundary are deeply influenced as above 90% of their total cultivated land has been devoted to the perishable vegetables e.g. cabbage, cauliflower, green peas, green beans and Salads as well as durable vegetables such as onion, Potato and fruits like melon, papaya, guava, mango etc. and cash crop production. The area beyond 10 km. have the least influence of the city. In this belt the city impact to some extent is centred in the roadside villages.

The main factor influencing the rate of cash crop production with increasing distance is the easy accessibility. They visit the city markets only twice or thrice in a week.

Impact on land use Pattern:- Among the fringe villages, agriculture is the most outstanding land utilization and agricultural pursuits are the significant economic base of the settlements. Due to the impact of the city, the provision of various types of manures, experimented and to intensive cultivation. So that mixed cropping has been practiced. But a few black spots on the vast and progressive scenario of the fringe area has brick kilns. (These brick kilns consume large area of fertile cultivable fields and convert them into derelict land) This is indeed an unpleasant impact of the city on its surrounding areas.

Another remarkable impact of the city has also been observed in the cropping pattern of the fringe villages. The crop rotation, mixed, double, and triple cropping system are introduced as the result of the farmers' awareness of the latest developments and techniques researched out in the institute of agricultural sciences of B.H.U. Due to increasing demand for food grain, for improving the living standards of the growing population, and day by day fragmentation of holdings, intensive agriculture in the fringe belt is a need of the present time. More land is brought under commercial crops like vegetables and fruits, sun hemp, oilseeds, sugarcane and pulses, due to the availability of cheap transportation. The main aim of the inhabitants of the fringe area now, is to earn greater profit by immediate selling of the products in the city.

Developments of Industries:- Although Varanasi is not a city of large factory industries but on account of its suitable regional setting, the developed means of transport and communication as well as the hydro-electric power from Rihand, it has got sufficient potentialities for future industrialization. With regard to household industry, Varanasi has earned a world-wide reputation especially for silk brocades, saree, toys and brass utensils, beads and Jardas (tobacco).

Development of only cottage industries done on household basis is mainly a result of poor economic conditions of the people. In this context, the fringe area along Jaunpur road, presents more opportunities for the development of small scale industries, where up to 8 km. from the city, there is found scattered a number of brick kilns, household industries, flour mills, fish keeping, filling stations etc., soured saw mills, timber shops, dhabas and retail shops are clearly seen clinging with this road. In the northeast direction along Ghazipur road also several business complexes, have developed which have a great attraction for the village workers.

Bhadoli market, in the west of Varanasi city, being a main centre of carpet industry, has given impetus to the development of carpet work along Varanasi-Bhadoli road. The Lolita market of whole sale

sarees, which lies within the fringe area of Varanasi, in the west has encouraged the establishments of saree-weaving, bead, biri and tikuli making. In the south honest along the G.T. road which besides the city and runs towards Allahabad, automobile repair work shop, big saw mills, furniture, carpentry works, filling station, motor garazzes, Dhabas and gumti of betels, tea, restaurant and general stores have grown up. The villagers are engaged in the hosiery, handlooms, bakery, pottery and baskets.

Impact on occupation:- Occupational character of fringe villages, which were once entirely rural has changed, Table-2 presents a graphic picture of the nature of the employment in the fringe area. About 28 villages lying in 0-2 km. of the fringe zone have more charm of the city life. Nearly 84% of total workers of the fringe area are engaged in the activities other than farming. Similarly, in 6-8 km. range the %age of non-agricultural workers is 50. Here the nature of workers is slightly changed. While beyond 10 km. has only 32% of non-agricultural workers. The remarkable fact in the above analysis is that as expected the %age of non-agricultural workers decreased with distance from the fringe belt. Income level shows a sharp gap between the fringe villages lying closer to the city and those being farther from it.

Social Impact:- Man is by nature gregarious and hence tends to live in groups so as to form their societies. The rapid economic change occurring in the fringe area is a sole factor for the changing social structure to a great extent. It is indeed the economic status of an area which determines its social status. A number of variables analysis in this reference that is population growth, sex ratio, population density, educational achievement, presence of urban amenities, house types and changing traditional social structure. Literacy is also increasing fast in the fringe zone. Housing condition in the fringe area has also been affected by the urban impact. About 60% of the houses are pacca, lying along main roads. Almost all the villages of the fringe belt are electrified; the electricity has appreciably encouraged the facilities of radio, T.V., coolers, fans, room heaters etc. in the families.

Thus, these impacts of Varanasi upon its fringe society will inevitably enhance the economic efficiency of its people and accelerate their living standards. If these impacts continue in full string, there is no doubt that the fringe area in future will be able to join in the main stream of the city life.

Conclusion :- The above study reveals the overall impact of Varanasi city on its fringe villages. In the outer zone of Varanasi city the decentralization of commercial and industrial activities have taken place. The old cropping pattern is altered due to the improved irrigation facilities, use of fertilizers and other agricultural innovations. The level under cultivation of food crops is gradually being put under cash crops, fruits, vegetables and horticulture. The social structure of fringe villages is also intermingled with the city and economic impact is solely responsible for it. The rapid population growth due to incessant migration and natural increase as well as increasing literacy in the fringe belt also reveals the social impact of the city. Several urban amenities like electricity, medical aids, sewage and water supply etc have also increased the social status of the dwellers in the rural urban fringe of Varanasi. Due to the economic impact of the city the social composition is changing fast in this part.

References :-

1. Mackays Benton: The New Exploration, Newyork, 1928.
2. Park and Burgess: Urban Areas in Chicago; An Experiment in Social Science Research, Ed. T.V. Smith and Lonard D. White, Chicago University Press, 1929.
3. T.L. Smith: The Population of Louisiana: Its Composition and Changes, Louisiana Bulle. No. 293. 1937.
4. L.A. Salter: Land Classification Along the Rural-Urban Fringe, Expt. St. Bull. No. 421, 1940.
5. R.C. Clow: The PartRidge-Baninton Area: A Study of Residential Land Pattern and Problem in Suburban Area, Chicago, 1942. F. Alpake, Land Use Control in the Urban Fringe of Portland Urgon, J1. of Land and Pub1. Util. Econ. Vol. 18, 1942.
6. W.I.Fiery: Ecological Considerations in Planning for Urban Fringes, Amer Social Rev. Vol. 11, 1946.
7. R.L. Singh: Banaras – A study in Urban Geography, Banaras, 1955.
8. G.S. Wehrwein (1942): The Rural Urban Fringe, Readings of Urban Geography (Ed.), Mayer and Kohn, Chicago, 1959.
9. M.S.A. Ray : The urban fringe in Urban sociology of India , Rural sociology vol. 14, 1970.
10. S.K. Nangia : Delhi Metropolitan region: A study in settlement geography, 1976

All Round Development of Children Through Innovative Ways of Teaching

Archana Dnyanoba Adsule*

Introduction :- Education is the backbone of social development of any nation. Youth forms the society at a whole and it comprises the moulding of individual's personality. The education is not only bounded in academics that we learn in the four walls of a classroom but it stretches to each and every incident we learn when we move around through observation.

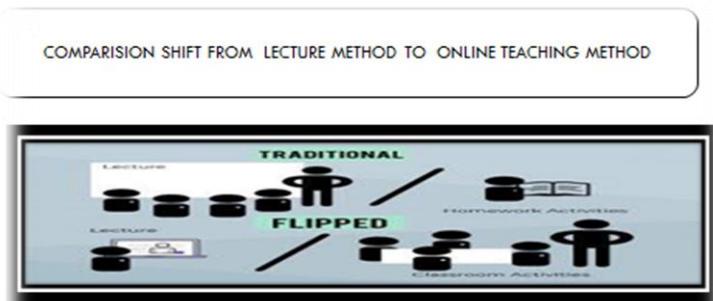
The education is of four types mainly Formal, Nonformal, Technological and Distance. Earlier the formal education had a wider scope but skills were not given importance. The Listening, Speaking, Reading, Writing (LSRW) was given more importance only in literature. But in today's era practical skills are forming the foundation of curriculum and each person will achieve his or her dream career, so education has transformed from traditional to global and can be learnt any time anywhere and at one's own pace . This is the power of technology and innovative ways of teaching which has bought the learning – teaching process on fingertips and thus achieving the goal of all-round development of children personality.

Impact of traditional way of teaching on student personality :- The education ways which were adopted in ancient times were skill based but time consuming too. The Guru Shishya Pramprara was followed in our society. The different occupations came into existence due to that knowledge and students started gaining employment at that time. The jobs which were available were potters, blacksmith, language scholars of Oriental Languages, fine art painters etc. The jobs required rigorous training and devotion. But when the society started civilizing the education pattern from western side was adopted and scope of creativity began to loose. The syllabus and curriculum was restricted and divided according to age groups and also intellectual capacity of students Rote learning became one of the aspect of education and practical skills remained very limited too few subjects like Science, Mathematics and Geography etc., the students lost their thought productivity and vomited the same content which they could remember. The world of 21st century is a competitive nature and if the students wish to survive in this ocean of opportunities they have to get out of small pond of knowledge and jump in the sea of knowledge. This attitude stopped the observation of students and their growth was stuck to a limited area.

Traditionally textbook and blackboard were the only means of teaching aids and Lecturing was one important method of teaching so it was a one way process of learning as student participation was not possible . In Science only demonstration was the method to understand and that too only in school as handling apparatus at home was not allowed. In English the poems related to nature were only imagined from the explanation of the Teacher.



Here I wish to display the approach of a teacher to change according to the situation. The teacher should also become innovative in teaching his students and adopting new innovativeness in delivering the content in 21st century to make a strong generation equipped to handle current challenges.



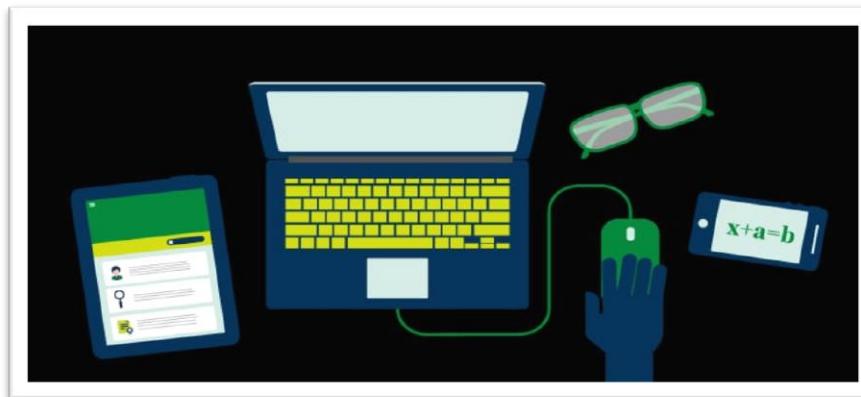
Here in the above photo we come to know comparison between Lecture method and online method. The main impact of this method is the children can refer to online uploaded material many times and clear his / her doubts online and keep a record of it in soft copy. Lecture method lacked this aspect as one to one assistance was not possible for one lecturer during active sessions.

Innovation Meaning

1. The word 'innovation' is derived from the Latin word 'innovate' which means to change something into something new.
2. Research and innovations play an important role in improving the quality of teachers and training imparted to them at all levels of teaching.
3. The teachers try to introduce new ideas and practices in classroom transaction and other co-curricular and extra co-curricular activities.

Definitions

1. The National Innovation Initiative (NII) defines innovation as 'the inter-section of invention and insight, leading to the creative of social and economic value'.
2. Bruce D Merrifield; 'the three stages in the process of innovation "invention, translation and commercialization."



The innovation in teaching learning has given the power of enriching knowledge through devices shown in the above image. This gives students to learn about the concept in detail at any place, time and get ideas from the abroad countries and utilize the plan and take part in different quizzes and get pride for our country.

Subject Examples Used to learn using innovative Ways

Science :- If you wish to learn Force - Chapter in Science, Just watch videos on YouTube. The practical example you can learn is using a Mixer Grinder for Learning Motion.

Social Science : If you want to study about Nature and Wildlife you can just search about it on animal related channels like Discovery and get knowledge about it. In History if you wish to find how a personality or leader was in the past you can watch a movie of him or just search any content related to him on Wikipedia and work on it. In Civics if you want to take knowledge regarding the Election Process and

working of Two Houses just watch about it on Television or plan a small election setup. If you want to learn about the lifestyle of the Tribe or Community just prepare a Questionnaire using Google Form and send to collect responses about it or conduct interviews with concerned experts.

Commerce :- The concepts in Commerce should be practically learnt by the candidate like Online Business on different Apps, doing different transactions on Digital Currency Apps as theoretical knowledge is a part but Practice makes the students more exposed to learning. Economics can be too learnt by children in small games and watching videos related to it and having observation by keeping record of pocket money given to them which will give glimpse.

Types of Innovative Methods : Different courses have been developed by many digital corporations like BYJU'S, VEDANTU YouTube, and Future learn etc. which has transformed the learning of students very effectively and that too at very cheap cost. The Un - academy is also an emerging platform were we can learn different skills which will develop our personality. We can interact and get our doubts solved instantly and understand concepts nicely .The person having interest in any area can find that through the boon of internet. The Jobs also has emerged in software fields which gave impetus to our country globally.

Few methods are discussed below :

Inquiry Based Learning :- Inquiry Based Learning Model is a fact finding technique used by the students to search the root of some fact. The role of the teacher is of a facilitator. Example the mathematics teacher can work through problem solving, develop critical Thinking amongst students.

Project Based Learning:- PBL is a very effective method through which students learn by themselves. The students have to research through the different tools which can be used to do work in teamwork the project was earlier done only through handmade work but now is done through different apps like Canvas; Mindmeister etc. are the different types of mind maps along with PowerPoint slides.

Wisely Managed Classrooms :- The classroom is adjusted by teachers and students by uploading material on it and using it in different sections for assignment giving and assessing the work of students and evaluate it nicely The Google classroom is the best example of such a type of management of classroom widely runner by technology .Few courses are designed in such a manner that their work is stored in one device and students study from it

QR Codes :- Quick Response Codes are easy to create and useful and very easily accessible through digital devices. Nowadays students can access course material efficiently through these codes. Get exam answer sheets checked are examples of QR codes.

Impact of Innovation on Children Personality : -The world has come in neighborhood as children can find their interest careers as it was not possible prior. The students are accepting the challenges and trying to represent the country worldwide and learning public speaking talents by joining various Competitive Exams and getting themselves ready for the future opening new doors very easily. The creativity can be focused and get recognized by showing hidden talents. During pandemic situation too everything came to a standstill but it was learning only which not stopped due to innovation.

Conclusion :- From the above paper we came to a conclusion that tells us that how education has shifted from traditional or offline mode to online mode. Thus we understand that knowledge cannot be prisoned in bars. The students have got the magic stick in their hand to learn different subjects at their styles and live examples practically .also technology doesn't stop anybody from learning a new task with experienced people all the world round and everyone can progress.

References :-

1. Malhotra, Vinayak (2007) Methods of Teaching Science , New Delhi: Crescent Publishing Corporation.
2. Tiwari , Deepak (2007) Methods of Teaching Communication, New Delhi : Crescent Publishing Corporation
3. Sachdeva, M.S. (2011) A New Approach to Teaching of English in India, Ludhiana : Tandon Publications
4. Chobhe , Ravindra (2011) English Education , Nashik : Insight Publications.
5. [https://www.amle.org/innovative-teaching-strategies-that-improve-student- engagement/](https://www.amle.org/innovative-teaching-strategies-that-improve-student-engagement/)

A Discourse Analysis of ‘Excusing’ In Manjula Padmanabhan’s *Lights Out*

Dr. Bishnu Prasad Varma*

Abstract :- ‘Excusing’ is a human action associated with the innate nature of being an escapist from such situations and events that are either not associated with the self or is so much confusing as to create an idea of getting involved in the external situation would disturb his internal peace. To decide to act or not to act involves a greater amount of mental exercise that considers a lot of pros and cons of the situation and its impact on the self or inner-self. Such decisions are a result of tremendous use of language. Whether to act or not to act depends on how logically one sets one’s point of view to support either action or inaction. To act would obviously need a lesser amount of logical explanation in any situation that involves another unknown person, whereas the same would need a lot of negative utterances so as to logically justify that the inaction was a genuine conclusion which nonetheless depends on how well one can go on ‘excusing’.

Keywords: Excusing, pragmatics, speech acts, society.

Introduction :- Language being a means of communication not only helps human beings to express their thoughts and ideas but also performs actions. The theory of actions performed through words was put forward by Austin in *How To Do Things With Words* (1962). Words that perform actions through performative verbs simultaneously express the inaction and inactivity of the speaker too by being an act of excusing. Discourse in linguistics is the use of language in a text, either written or spoken, above sentence level. Brown and Yule (1983) claim that “the analysis of discourse is, necessarily, the analysis of language in use”. Yule (2010) defines discourse as “language beyond the sentence”. Schiffri is of the view that “different approaches to the linguistic analysis of discourse” are “speech act theory, interactional sociolinguistics, ethnography of communication, pragmatics, conversation analysis, and variation analysis” (1994).

Objectives :- The objective of the paper is to bring out the ‘excusing’ elements involved in the play ‘Lights Out’ through a pragmatic analysis of the language used by the characters to avoid, or to adopt an escapist approach towards, a crime being committed in front of them.

Methodology :- The methodology used in the paper would basically be a library research method. The theories of pragmatics, particularly the theory of speech acts, would be taken into consideration and applied to selected utterances and dialogues from the text. The dialogues would then be analysed thoroughly by applying the theories of linguistic pragmatics. The primary source of the paper would be the play ‘Lights Out’ by Manjula Padmanabhan, whereas the secondary source would be a corpus of literature on linguistics pragmatics.

Theory of Speech Acts :- *How To Do Things With Words* (1962) by J. L. Austin is a collection of the series of William James lectures that he delivered at Harvard University in 1955, it expounded ‘the theory of speech acts’. He noted that some ordinary language declarative sentences are not apparently used with any intention of making true or false statements, but rather the uttering of the sentence is an action, or is part of an action.

For example: I name this baby boy as Varma.

* Assistant Prof (Stage 3) Department of English, Rabindranath Tagore University, Hojai, Assam

The speaker by uttering the above actually performs the act of naming.

According to Austin, people engaged in a conversation perform three different types of acts simultaneously, namely, locutionary, illocutionary and perlocutionary. Austin (1962) says that a locutionary act "is roughly equivalent to 'meaning' in the traditional sense", whereas illocutionary acts are the "utterances, which have a certain 'conventional' force", and the perlocutionary act brings certain effect on the hearer "by saying something."

Austin classified speech acts into five broad categories: Verdictives, Exercitives, Commissives, Behavitives, and Expositives. The classification of speech acts by Austin was modified by Searle. Searle classified speech acts into:

Representatives: These types of speech acts commit the speaker to the truth of the expressed proposition.

Directives: These types of speech acts are used by the speaker to make the hearer to do something.

Commissives: These types of speech acts are employed by the speaker if he commits himself to a certain course of action to be taken in the future.

Expressives: These types of speech acts express the feelings of the speaker.

Declaratives: The performance of these types of speech acts tend to bring out a change in the external situation of the world through utterances.

The Play :- The play *Lights Out* by Manjula Padmanabhan was first published in 'Body Blows: Women, Violence and Survival: Three plays' (2000). The play begins with the first scene set in a sixth-floor apartment in a building in Bombay. Bhaskar enters the house and makes straight for the sofa and settles down with his newspaper asking Frieda for his tea. Leela appears, in the scene, worried about the crime that takes place in her neighbour, every night. She asks Bhaskar whether he has called the police to inform about the crime. He has not called the police and that make Leela feel that he doesn't care for her pain. She expresses her mental agony that she has been undergoing due the fear that exists in her because of the crime being committed every night. She is so much under the fear and depression of the recurring crime that she could not sleep at night and gets disturbed at every sound that she hears, even if it is the sound of her door bell. Bhaskar is of the view that they should not get involved in the crime by complaining to the police, as none of the neighbours have done so. He gives as many excuses as possible to keep away from the request of Leela to call the police. He suggests her to shut her ears if she gets disturbed by the 'ugly sounds' of the criminals. Leela tells that she could not sleep, and she could not even be at rest and could barely eat, to which she has been suggested by her husband to 'learn to relax' and asked to see her yoga teacher so that she could meditate and 'learn to ignore' the 'ugly sounds'. Bhaskar tells her to try harder to meditate as he feels she has not been trying harder enough 'to be able to shut out any kind of distraction' (p13). The scene ends with Leela agreeing to the view of her husband that she has to try harder to focus on her meditation, and starts preparing to welcome Bhaskar's friend Mohan, who is expected that evening.

The next scene is set in the same apartment as in scene one. Mohan enters the scene, and wants to know more about the crime, as he has already been informed about it by Bhaskar over telephone. Leela comes to know that Mohan has come to visit them to see the crime happen and to watch it 'being committed right in front of' (p18) him, even if there is a chance that 'something horrible would happen' (p17). Leela is hurt by seeing the indifference of Mohan and Bhaskar towards the crime, and tells them that if they could not do anything to stop the crime from taking place, they should not even watch the crime, they 'really shouldn't'. Both the men are interested in 'looking' at the crime rather than doing something to help the victim. They are told by Leela that the sounds that she hears, which torments her, are 'horrid', 'gurgly', 'rasping', and that of screaming for help. The men give their own opinion and try to make Leela understand that the sounds might be because of some 'religious ceremony' or exorcism.

They continuously try to avoid Leela's request to complain to the police, even after knowing from her that the crime takes 'place every night' around the 'same time' (p42). In the final scene, scene three, the discussion over the matter continues, and the two men keep trying to make Leela believe that the crime is actually not a crime and that there is not any need for them to get involved in it. Naina, a friend of Leela, enters the scene, and comes to know about the crime, from the weird sounds and cry for help, she hears at the actual time of the crime being committed. She sees the crime from the window of Leela's house and gets frustrated over the two men, when they forcibly want to term a 'rape' as a 'religious ceremony' or an 'exorcism'. However, finally all the men and women in the scene decide to go to help the victim, but they get involved in the discussion on how to keep themselves safe from the interrogations of the police and start discussing about the ways of securing proofs which would state the fact, if needed, that they were trying to help the victim and that they were actually trying to stop a crime which was taking place in front of them. They agree on taking a camera to shoot the crime and their own act of saving the victim. By the time their discussion is over and they are ready to go to help the victim, the crime scene has been vacated.

Analysis :- The play 'Lights Out' brings out the innate nature of modern human who is fascinated and enjoys by seeing others in pain and torture, not only enjoys but also wants to be a secret witness of any crime by watching it. The characters like Bhasker and Mohan are the representations of present day common man who can only give logics of 'excusing' oneself from being directly involved in saving a victim of a crime and just maintain a safer distance to watch the crime happen in front of their eyes and not getting directly involved into it. Although, Leela wishes to help the victim by complaining to the police, her intention is rather to get herself not being disturbed every night by the screaming which is obvious from her utterance "I want the police to come and clear them away. I don't want to go there myself" (p.20), moreover her views of helping the victim were overruled by Bhasker and Mohan.

Mohan: Who said anything about help? (p20)

The above utterance by Mohan suggests Leela to take his words in a literal way, and not to infer any indirect or implicit meaning from it. The utterance is in interrogative form where as the function it performs is that of a statement. The utterance employs the indirect speech act theory and is meant to state that the speaker has no intention of helping whomsoever and his utterance was wrongly interpreted by Leela when she responds, to a previous utterance of Mohan by saying 'But I'd be too frightened to go to their help!' (p20). Mohan: No, of course not. Nothing's proven yet except that the screaming is, quite possibly, genuine. Or at least it *sounds* genuine... (p22) The utterance is a statement that is meant to have the illocutionary force of disbelief. The first part of the statement states that the screaming is 'quite possibly' genuine, whereas the second part adds a doubt to the previous utterance through the ironical use of 'sounds', which is explicitly expressed in Leela's interrogative utterance that follows.

The characters, Mohan and Bhasker, in scene two, try to avoid any positive response to Leela's persuasion to call the police or to provide any aid to the victim. There act of excusing are also seen in the following utterances:

Leela: I think whenever someone really screams, it must be for help. Or else, why scream?

Mohan: Oh well! How naïve! People scream for all sorts of reasons!

Bhasker: Because they're frightened of nightmares, for instance ... (p23)

Mohan diverts Leela's illocutionary force of help through his utterance that there can be various reasons for people to scream, to which Bhasker adds a very illogically sounding reason of 'nightmare' given the situation, in the act of rape.

Mohan, further utters,

Unless they actually call for help, is it our business to go? (p23)

The utterance is in interrogative form, where as the illocutionary force is that of a declarative statement. The utterance of Mohan is an implicit act of performing an excuse to defer the act of complying with the act of persuading for help by Leela. Mohan emphasizes his idea of dissuading Leela through another interrogative utterance "...how can we intervene?" (p23) is though in the form to perform the function of a question, it performs the act of a declarative statement having an illocutionary force of denial. In the act of 'excusing' Mohan and Bhasker use various terminologies to name the whole act by any other linguistic entity than rape. For instance, they try to refer to it as 'a religious ceremony' (p30), 'a sacred rite' (p30), an 'exorcism' (p46) and states that the screaming is done in order to 'sound/s heavenly' (p30). They give so much of excuses in order to escape from going to help a victim of rape, that they state doubt over the victim being called a victim and are of the view that they are 'not sure you can even call them victims anymore!' (p31), and make Leela doubt her own ideas of calling a rape a rape, which is expressed by her through an interrogative utterance "It's a rape, isn't it?" (p45).

Findings and Conclusion :- The analysis of 'excusing' brings out the intentional unintentional motive of the speakers of not helping the victim and ignoring the pain and suffering of a woman being raped. Most of the utterances that explicitly exhibit the act of excusing are of Mohan's through performatives.

Mohan's acts performed through utterances are supported by Bhasker who from the very outset of the play was providing his wife with reasons to indicate his excuses and disinterestedness in helping the victim. Leela, who is the character who demands and is interested mostly in helping the victim, and tries her best to persuade Bhasker and Mohan to go for help, finally changes her thoughts and is focused on her children and her own mental peace. Naina tries to feel the pain of the victim but she could not do anything practical and helpful for the victim rather than being ironical in her utterances that are mostly in the declarative form, for example, "you're too late. The screaming's stopped" (p62), "a whore can't be raped" (p47), and "three men holding down one woman, with her legs pulled apart, while the fourth thrusts his-organ-into her! What would you call that- a poetry reading?" (p46). Padmanabhan through the play not only presents 'excusing' and not helping nature of the modern society, which is too self-engrossed and self-centric, she also presents the hypocritical attitude of all those people who have a pseudo-believe of being 'good' which is very explicit from the speech acts performed by Leela when she says "But we are all good people" (p33); by Bhasker when he claims that they are "decent, respectable people" (p46), and by Mohan when he performs a declarative speech act "what's there to do? We can either watch or not watch—that's all" (p49). It can be concluded that by 'excusing' from helping others people prove that their "priorities are all wrong these days" (p61).

References

1. Padmanabhan, Manjula. *Lights Out*: Worldview Publications Delhi, 2020.
2. Austin, J. L. *How To Do Things With Words*, Oxford University Press: Oxford, 1962, p.109
3. Brown, G. and Yule, G. *Discourse Analysis*, Cambridge University Press: Cambridge, 1983, p.1
4. Schiffrin, D. *Approaches to Discourse*, Blackwell: Cambridge, 1994, p.1
5. Yule, G. *The Study Of Language*, Cambridge University Press: U. K., 2010, p.142

A Pragmatic Approach To Child Language In Anton Chekhov's Short Story 'Children'

Dr. Sunayana Chowdhury Varma*

Abstract: Communication is important to develop social relationship in the society. Communication is involved in exchanging ideas, emotions and behavioral patterns of an individual from vastly different culture and background. The process of communication embodies in it the psychology of the speaker, which influences the thoughts, and use of language of an individual. Psychology and language work together and are essential parts of communication. Language is a means of communication. It plays an important role in day today life. Language has many branches to deal with meaning such as linguistics, semantics and pragmatics. Pragmatics is one of the recent branches in linguistics study, which deals with the underlying meaning of an utterance. This paper is an attempt to bring out the psychology of child language through the application of the theory of Cooperative Principle with reference to Anton Chekhov short story 'Children'.

Keywords: Pragmatics, child, language, psychology, Cooperative Principle

Introduction

Language reflects the society and its culture. It gives value to communication, without it thoughts and ideas become useless. The basis of communication is language and a successful communication happens when social norms are followed. Pragmatics is a scientific study of analyzing meaning in context. David Crystal (1971) says "pragmatics studies the factors which govern someone's choice of language when they speak or write". According to George Yule (1985) "the study of 'intended speaker meaning' is called pragmatics." Language philosopher H. P. Grice has formulated maxims for successful communication. He has proposed four maxims namely, maxim of quality, maxim of quantity, maxim of relevance and maxim of manner. According to Grice, under each of these categories of the conversational maxims "fall certain more specific maxims and sub-maxims, the following of which will, in general, yield results in accordance with the Cooperative Principle" {Grice in Cole and Morgan (ed.), 1975}. The maxims of the cooperative principle of Grice would "specify what participants have to do in order to converse in a maximally efficient rational (and) cooperative way"—Levinson (1983).

The psychological behavior of an individual, including the behavior of a child, depends on the social behavior of the society, the social norms and the use of language. Child psychology is also involved in the study of child behavior. Language reflects the behavior of a child according to his upbringing and social influences. Acceptance and change are part of the learning process. The acquisition of language by children is also influenced by the mood and behavior of the child. Anton Chekhov has very successfully presented child psychology in his short story 'Children'. He has beautifully described the different age groups of children and their interests when they are engaged in playing the game of lotto.

Objectives

The objectives of the study are to bring out the psychological perspective of the children through language analysis. Conversational maxims are used as tools of language analysis. This paper is an attempt to bring out the conversational maxims and how and why the use of language shapes the behavior of children.

* Assistant Professor, Department of English, Hojai Girls' College, Hojai, Assam

Methodology :- H.P. Grice's conversational maxims play an important role in a successful communication. But most of the time the conversational maxims are violated. This research paper is an application of the conversational maxims to the selected short story by Anton Chekhov and tries to put forward the traits of child language and their psychology. This paper is based on library research method for the collection of data. The primary source of the data is the short story 'Children', whereas the secondary source deals with pragmatics in general and conversational maxims in particular.

Analysis

The short story 'Children' by Anton Chekhov was first published in 1886. In the very beginning of the story, the children take advantage of the adults being absent from the house and decide to play loto. The excitement of the game makes the children feel superior and also reflects their psychology through their changing behavior, during the game. In the story, Anton introduces five children of different age groups, namely, Grisha, Anya, Alyosha, Sonya, and the cook's son, Andrey. Grisha is a nine year old boy, whose sister Anya is eight years old and their other sister, Sonya, is a child of six whereas the other child is much younger.

Chekhov has presented the psychology of the children according their ages. Grisha, the oldest child, is greedy and plays "entirely for the sake of the money" (111). Anya, his younger sister, has no greed for kopecks and is interested in the game solely for the excitement involved in the game as "success in the game is for her a question of vanity" (111), whereas Sonya "is playing lot for the process of the game itself" (112) and she is blissful throughout the game "whoever wins, she laughs and claps her hands" (112). Alyosha, the youngest of the children, is just thankful to others if he is not order to go to bed. "He is moved neither by covetousness nor vanity" (112). Andrey, the cook's son, stands "entirely engrossed by the arithmetic of the game" (112).

During the game, Sonya cries out happily and says that she has one round, but Grisha is not happy with Sonya and he feels jealous because he is eldest one among the children and greedy for money, so he utters "Must make sure!" (113) to Sonya and takes the right to decide who wins the round. The utterance was made in anger, in which he violates the maxim of quantity as he has not provided the enough amount of information.

Another example of child psychology through the use of language by the children is seen in the following conversational piece.

'You can't play without money,' says Grisha

'I'll put it down for you!' says Sonya, 'Only mind you must pay me back afterwards' (113)

In the utterance above two different psychological thoughts work together as both the children violate the maxim of relevance by not being relevant to the context. Grisha did not allow the cook's son to participate in the game as he has no money, which expresses that Grisha is greedy about money. On the other hand, Sonya does not want to miss the enjoyment that the game provides and so helps Andrey by lending him some money. The maxim of relevant is violated as Sonya's utterance is not a reply to Grisha's statement. But considering the context of the children's conversation and the interest they have in the game of loto makes the utterance relevant in an implicit way.

Another example of the violation of the conversation maxims is a conversational piece given below,

'A beetle, a beetle', cries Sonya

Don't kill it', says Alyosha, 'perhaps it's got children'. (112)

The conversation is a violation of the maxim of quantity. Alyosha, tells Sonya not to kill the beetle, whereas Sonya has not expressed any intention of killing the beetle. Alyosha goes on adding further information, without waiting for any reply from Sonya, by which he has violated the maxim of quantity and provided information more than required. However, if the language of children is taken into

account, Alyosha being younger to Sonya, is afraid that Sonya might kill the beetle, which mostly a child's behavior with insects and beetles. The reason that Alyosha gives for not killing the beetle too expresses the psychology of the children through the use of language, as they are worried about the children of the beetle. It is a very significant use of language, which presents the fact that the children without their parents nearby have inherent fears in them.

Another example that adds to the presentation of child psychology, through the use of language is the instance when Sonya wants to know the reason for the robbers to visit the church.

'And what do robbers break into the church for?' asks Sonya.

'Everyone knows what for: to kill the watchmen'. (Andrey) (113)

Sonya is curious about knowing reason for the robbers to visit the church. Curiosity being one of the most prominent behavior of children's, has been very successfully projected by Chekhov through the use of language. The utterance of Andrey is again a violation of the maxim of quantity, as he instead of giving the reason, provides additional information, starts with a declarative statement 'everyone knows what for'. If analysed pragmatically, the language expresses the psychology of a child behind using it. As an elder, Andrey wants to present himself as a person who knows everything that others know, whereas Sonya is too young to know it.

Conclusion :- The use of language by the children's in the short story 'Children' has brought forward many facts about child language and psychology. As introduced in the short story, the children's language appropriately expresses the psychology of their age groups when playing in a mixed age group. They try to explain their own thoughts through their own logics, like not killing a beetle, robbers getting into church, etc.

Grisha has been presented as a greedy child who loves money in the game, but the analyses of his language and the end of the story presents that his greed too is an expression of the psychology of a child of his age; he being the 'big boy' (113) of the group, has an implicit intention to be the winner of the game which is evident from his act when he 'slowly and carefully verified' (113) the claim of Sonya to be the winner. Grisha, and all other children, at the end fall asleep with all the kopecks lying nearby without any power till the next game.

The language used by the children also brings out the fact of child psychology that the game and its process and the enjoyment that it carries is supreme for them than anything else, which is evident at various stages with such expressions as-'another game is begun' (113), 'the game goes on' (113) and 'to go on playing' (115).

The language and psychology of the children are better understood by the children of that particular group, and to a grown up person they would rather sound funny and illogical. Such fact is also expressed through the utterance of Vasya, 'the fifth form schoolboy' (114), who was not interested in the game initially, thinking himself to be a grownup person, a natural instinct of a teenage, but later on 'feels an inclination to join them' (114) and when denied to join the game by the children, as he has not got kopecks but rouble, he tells them as 'idiots and blockheads' (114).

References

1. Chekhov, A. 'The Children' (1886) in *100 Great Stories*, Kolkata: Projapoti, 2015, pp.111-115
2. Cole, P. and Morgan, J. L. ed. *Syntax and Semantics*: Volume 3, Speech Acts, New York: Academic Press, 1975, p.45
3. Crystal, D. *Linguistics*, USA: Penguin, 1971, p.243
4. Levinson, S. *Pragmatics*, South Asian ed. Cambridge: CUP, 1983, p.102
5. Yule, G. *The Study Of Language*, Cambridge: CUP, 1985, p.127

Culture and Civilization: A Sociological Analysis

Ipsita Chakraborty*
Sudeepa Dey**

Abstract: In the Anglo-French tradition, the concept of 'culture' was often used with 'civilisation'. Even in our day-to-day life we use both the terms interchangeably. The idea that culture and civilisation refer to the same state of development of humanity has now been abandoned. As long as people thought of primitive societies as consisting of persons living in a state of nature, they could contrast 'civilisation' to this state. Anthropological studies showed that preliterate people created rules, religions, beliefs and tools developed agriculture and made other changes in the natural order of things which are the characteristics of culture in the modern sense of the term. The concept of civilisation was also equated with highly valued things, respect of people for one another, the sanctity of life and a high regard for the good, the ethical and the beautiful. Those who were not civilised were barbaric or barbarians.

Key words: Anthropological, Humanity, agriculture, beliefs, respect

Introduction The Sanskrit term for culture is 'sanskriti'. Both 'Sanskrit' and 'Sanskriti' are derived from samaskar, meaning ritual performance which is a process of refinement. Man is born of as a social being, he attains sociality and becomes a cultured man by going through the samaskars. The idea of culture is a part of everyday language of the human sciences. The term culture was employed to describe the evolution of progress. In 1782, one of the most famous Historian Johann Christophe Adelung published an essay on the *History of the culture of the Human Species*. In his work he distinguished eight historical period since the origins of man and identified them by comparing them with the ages in individual human life.

Culture: The word 'culture' comes from the Latin word 'colere', which means to cultivate, to till the soil. In medieval time, culture came to refer to the progressive refinement of crops- the term 'agriculture' was associated with the art of farming. In the eighteenth and nineteenth centuries culture referred to the refinement of people as well when a person was refined and well read, the person was considered 'cultured'. Culture is referred to the aristocratic classes for their attainment of high levels of life and civilization. **Edward B. Tylor** said, "Culture is the complex whole which includes knowledge, belief, art, morals, law, customs and other capabilities and habits acquired by man as a member of the society". According to **Malinowski**- "Culture is the handiwork of man and the medium through which he achieves his ends". **MacIver and Page** said that, "Culture is the expression of our nature in our modes of living and our thinking, intercourse, in our literature, in religion, in recreation and enjoyment". According to **L.A. White**- "Culture is the symbolic, continuous, cumulative and progressive process".

Characteristics of Culture:- Herskovits explains the various elements of culture. These are :-

1. Culture is learned and an acquired behaviour and not hereditary or innate.
2. Culture derives from the biological, environmental, psychological and historical components of human experience being a human phenomena and considered to be super organic and super individual.
3. Culture is structured as it consists of organized patterns of thinking, feeling and behaving and means for created expressions.

*State Aided College Teacher, Dept of Sociology, South Calcutta Girls' College, Kolkata, West Bengal.

** State Aided College Teacher, Dept of Sociology, South Calcutta Girls' College, Kolkata, West Bengal.

4. Culture is continuous with gradual change.
5. Culture is a total way of life.
6. Culture is divided into aspects.
7. Culture is dynamic.
8. Culture is variable and relative.
9. Culture exhibits regularities that permit its analysis by the methods of science.
10. Culture is an instrument whereby the individuals adjust to his/her total setting and gains means for created expressions.
11. Culture is communicable intelligence.
12. Culture is social, not individual heritage of man.
13. Culture is idealistic.
14. It fulfills same needs which are ends in themselves.
15. It has the characteristic of adaptation and it can be influenced by another culture.
16. Culture has the quality of becoming integrated behaviour pattern of a society.
17. Culture has receiving capacity.
18. Culture is human phenomenon.
19. Culture is human phenomenon.
20. Culture persists through education.
21. Culture aims at a human understanding.

Functions of Culture:

Culture is the treasury of knowledge: Culture provides knowledge which is essential for the physical, social and intellectual existence of man.

Culture defines situations: Culture defines social situations for us. It not only defines but also conditions and determines.

Culture defines attitudes, values and goals: Attitudes refer to the tendency to feel and act in certain ways. Values are the measures of goodness or desirability. Goals refer to the attainments which our values define as worthy.

Culture decides our career: What career we are likely to pursue is largely decided by our culture. Culture sees limitations on our choice to select different careers.

Culture provides Behaviour patterns: It directs and confines the behaviour of an individual. Culture assigns goals and provides means for achieving them

Culture moulds personality: Culture exercises a great influence on the development of personality. No child can develop human qualities in the absence of a cultural environment.

Civilization-The term 'civilisation' is derived from the Latin word 'Civitas' meaning a city. The term refers to all the attainments characteristics of human life in an organised city. Civilisation indicates a particular stage in the evolution of man. Civilization refers to those devices and instruments by which nature is controlled. It includes technical and material equipments like a printing press, a locomotive, a tractor, a radio, television, teleprinter, typewriter, aeroplane, machine gun. According to **Immanuel Kant**, the term civilisation to mean outward behaviour of man. **Gillin and Gillin** said that, Civilisation is a more complex and evolved form of culture. According to **MacIver and Page** civilisation is the whole apparatus of life.

Characteristics of Civilization:-

1. Civilisation has a precise standard of measurement.
2. Civilisation is always advancing and marches on if there is no break of social continuity..
3. The products of civilisation is more easily communicable as knowledge regarding civilisation can be passed on very easily and without much effort.
4. Civilisation is borrowed without loss or change.

- Civilisation is external, mechanical and utilitarian in character. It caters to the external needs of man; civilisation is a means, it reflects the material wealth of mankind.

Relationship between Culture and Civilization:

- MacIver and Page have stated the interrelationship between culture and civilisation. They say that civilisation is a ship which can set sail to various ports. The port we sail to remains a cultural choice. Civilisation is the driving force of society; culture is its steering wheel.
- Civilisation and culture are not only interdependent but also interactive. Both are man-made. One is for his comfort and luxury and the other for his satisfaction and happiness.
- The 'order' of civilisation influences the 'order' of culture. The articles of civilisation called 'artifacts' are influenced by culture called 'mentifacts'. Culture is also influenced by the articles of civilisation.
- Objects of civilisation or some utilitarian things when become old acquire cultural character. The tools and implements of the primitive communities are also the symbols of culture.
- An environment of civilisation can affect our thoughts, values, morals, aims, objectives, ideals, ideologies. The machine has brought new habits and enjoyments, new philosophy and ethics.
- The cultural order also affects civilisation. Every people, every age has its own way of life. New aspirations and values may bring a new civilisation.
- Culture is the breeding ground of civilisation. Civilisation represents material culture and culture implies non-material culture. If civilisation is like a body, culture is its soul.

Difference between Culture and Civilization:-

For Robert Merton (1936), civilisation is impersonal, accumulative and objective. MacIver and Page (1961) states four differences between civilisation and culture: a) civilisation has a precise standard of measurement; b) it is always advancing; c) it is passed on without effort and d) it is borrowed with change or loss. None of these attributes is true of culture.

The distinction study between culture and civilisation are:

- Civilisation is measurable quantitatively on the grounds of efficiency, while culture is not.
- Civilisation is a progressive one and culture is not.
- Civilisation consist of external material things while culture is related to internal thoughts, feelings and values.
- Civilisation and the products of it could be easily transmitted not only from one country to another but also from one generation to another. On the contrary, culture and its products are transmitted by its assimilation by the votaries. Only those who are worthy of it, acquire it.
- To Kant, civilisation was a matter of outward behaviour whereas culture requires morality as an inward state of man.
- Civilisation is external, mechanical, utilitarian and concerned only with means, while culture exclusively deals with ends and is internal, organic and final.
- Civilisation interests are essentially competitive or exclusive, whereas the cultural interests are in general inclusive.
- Civilisation shows in its march to persistent upward trend whereas culture on the other hand advances more slowly and is also subjected to stagnation and retrogression.
- The work of civilisation can be improved by anybody but that is not possible in the case of culture.
- The work of civilisation can be more easily comprehended and communicated than those of culture.
- Civilisation may be adopted without efforts while the adoption of culture depends upon personality and nature.
- Civilisation is less flexible in its elements while culture is more flexible in its elements.

13. When civilisation is borrowed by a country or a generation other than its originator, it does not suffer any deterioration, loss or damage whereas, the elements of culture such as religion, art, literature, thoughts, ideals. This can never be borrowed in their original character.
14. Civilisation is the body whereas the culture is the soul.

Conclusion:-Man is the product of the cultural environment in which he is born. Culture determines personality of human beings by shaping the patterned body of habits and attitudes to perform, perceive , think and feel in a certain way.Hence it is the possession of culture that makes human beings different from other living beings. To study human society, study of culture must be involved.Culture is like a cement of social group life by developing the feeling of belongingness, spirit of commonality, unity emotional bindings among its members. Cultural order affects the direction of civilization as civilization is the ship that can be sailed by us to different ports but the ports will be chosen by us depending upon our culture conditions. Thus, culture and civilisation are interconnected and interdependent having continuous patterned interaction with each other.

References :-

1. Giddens, Anthony (2001). **Sociology**. Cambridge: Polity Press.
2. Gisbert, P. (1957). **Fundamental of Sociology**.New Delhi: Orient Longman.
3. Johnson, H. M., (1960). **Sociology: A Systematic Introduction**.New York: Harcourt, Brace & World.
4. Myneni, S.R. (2010). **Sociology**. Faridabad: Allahabad Law Agency.
5. Ogburn, William. F. And Meyer Francis. Nimkoff, (1956). **A Handbook of Sociology**.University of Michigan: Rutledge and Kegan Paul.
6. Rao, C.N. Shankar (2012). **Sociology**. New Delhi: S. Chand & Company Ltd.
7. Rawat, H. K. (2009). **Sociology**. Jaipur: Rawat Publications.
8. Rocher, Guy (2009). **A GeneralIntroduction to Sociology**(A theoretical perspective). Kolkata: Academic Publishers.



An Empirical Study of Natural Resources in Maharashtra for Sustainable Agriculture

Rajendra S. Pawar*

Abstract :- An attempt has been made in this paper to demarcate the existing natural resources of Maharashtra State by adopting methodical and inclusive approach for sustainable agriculture. Though, about one third of its part frequently suffers from drought condition, Maharashtra is seen to be characterized by diverse type of soil, climatic, water, vegetation and animal resources. The study reveals that, proper planning of natural resources and its appropriate execution will definitely augment the agriculture of the state.

Key words: Resources, Sustainable, Agriculture

Introduction:- Though one third part of Maharashtra state often suffers from drought condition, the state is seen to be characterized by diverse climatic, water, soil, mineral, vegetation and animal resources. Population growth based expansion of urban centres, farm fragmentation, rapid industrialization, expansion and widening of roads and railways have declined the man-land ratio in the state. This alarming situation has compelled the farmers and agricultural planners of the state to adopt location specific varieties of crop and suitable cultivation practices for sustainable agriculture i.e. maintenance of production levels necessary to meet the increasing needs of the population without degrading the environment and resources (Dev, et. al. 2003). The current aim of sustainable agriculture is to develop farming systems that are productive and profitable, conserve the natural resource base, protect the environment and enhance health and safety in long term perspective (Ramaswami, 1999). With this background, the present paper attempts to demarcate the existing natural resources of Maharashtra by adopting methodical and inclusive approach for sustainable agriculture.

Geology:- About 90% area of Maharashtra is occupied by the part of Deccan Traps which comprises of huge accumulation of volcanic rocks classified as vesicular basalt, amygdoloidal basalt, fractured jointed basalt, massive compact basalt and weathered basalt. The eastern plateau of the state is rich with minerals like iron, bauxite, coal, manganese, lime, gypsum, etc. Laterite rocks occur in the form of plateaus at Konkan strip. Vertical slits present on lateritic rocks in which soft silica matter is present. Because of high rainfall, exposed rock slits become empty due to wash out of soft silica matter. Lateritic rock shows brown and black color.

Physical Setting :- The state of Maharashtra forms a plateau with the main north-south extended Sahyadri range lying almost parallel to the coast line. Sahyadri is elevated from 600 to 1600 mt. ASL (above mean sea level) and forms the major drainage divide of the state. The part of Peninsular Plateau which lies in the state is popularly known as Deccan plateau. It gently slopes and extends eastward. However, physiographically the state can be classified into three distinct divisions viz. The Sahyadri (Western Ghats), the Western Coastal Tract (Konkan) and the Eastern Plateau (Deccan Traps).

The Sahyadri :- The Sahyadri is characterized by western escarpment face and the eastern denudation slope. This is the elevated edge of Deccan Traps. Kalsubai is the highest peak in the range of Sahyadri which is elevated 1,646 mt. a.s.l. The drainage divide varies from 600 to 900 mt. ASL. The Sahyadri consists of flat-topped tetrahedral pyramids, associated with flat-topped spurs. Elongated camel-back

ridge extensions, intervening Saddles, round-top hillocks and deep erosion valleys are also found in this physiographic division.

The Western Coastal Tract :- The north-south running western coastal tract varies from 30 to 100 km in width and elevated up to 350 mt. a.s.l. Along with the north-south aligned hill range in the north with the flat plain of the Ulhas River. Behind it, the plain also has a few outlier Ghats. In Raigad district, the plain is gently seaward sloping. From the south of Raigad, the tract becomes rugged and in Sindhudurg district it becomes relatively flatter.

The Eastern Plateau :- The eastern plateau occupies major portion of the state. From north to south, the plateau can be divided into well marked ranges and wide valleys. From north to south, these ranges and valleys are located as Satpura range, Tapi-Purna valley, Ajanta range and plateau, Godavari valley and Balaghat range.

Water Resources :- Most of the natural water bodies in the state are seasonal. The north-south stretching range of Sahyadri divides the drainage into eastward and westward flowing rivers. About 75% area of the state is drained by eastward flowing rivers viz. Godavari and Krishna to the Bay of Bengal. The remaining 25% area of the state is drained to the Arabian Sea by Narmada, Tapi and many coastal rivers. It is because of the tropical location of the state, the evaporation rate of surface water is high and the basalt of plateau allows less water to be percolated in the ground.

Soils :- It is because of the large variations in physiography and climatic conditions; soils of the state are diverse in their characteristics. On the basis of their Physico-chemical characteristics soils are classified into eight main types. Coarse shallow soils in the state occur on higher elevations of Ajanta, Balaghat and Mahadev ranges. These soils are coarse in texture and have low productivity. Less water demanding crops like Bajra, Nachni and Wari are sustained in these soils. The lower elevation of eastern slopes of Sahyadri is occupied by medium black soils. These soils occupy the largest area of the state at middle elevations between drainage divides and the valley area in moderate to low rainfall zone. The river terraces, valley floors and flood plains of the state are covered by deep black soils. In flood plains, these soils are transported. In Vidarbha region these soils are popularly known as black cotton soils. Due to their good water holding capacity, these are being used for agriculture. Clay loam soils occur in the region of 1,500 to 2,000 mm rainfall. High temperature and rainfall makes favourable conditions to the process of laterization. The western coastal tract of the state called Konkan is characterized by lateritic soils. Laterite soils are least productive soils of the state and they support forests and only millet crops. Coastal alluvial soils are derived from the alluvial wash from higher elevations. These soils are finer in texture and are being used for paddy cultivation. The easternmost part of the state and some parts of the Sahyadri are occupied by reddish yellow and brown soils. These soils are the derivatives of granite rock, poor in productivity and with moderate fertility found in Wardha-Wainganga basin.

Minerals:- The total potential mineral space within the State is concerning fifty eight thousand sq. km. spread in Bhandara, Chandrapur, Gadchiroli, Nagpur & Yavatmal districts in Vidarbha region, Kolhapur & Satara districts in Western Maharashtra and Raigad, Ratnagiri, Sindhudurg, & Thane districts in Konkan region. The deposits of minerals like coal, limestone, manganese ore, bauxite, iron ore, dolomite, laterite, kyanite, fluorite (graded), chromites etc. are found in these regions. Up to 31st March, 2011, total 277 mines of major minerals with 0.6 lakh employment are operational in the State (GoM, 2012).

Natural Vegetation :- As the state is under influence of monsoon climatic conditions in the tropics, where distribution of rainfall and humidity is highly uneven, natural vegetation of the state has become heterogeneous in its composition. Forest in Western Ghats is thick while they are scanty in the rain shadow area of the state. Most of the forest area in the state is replaced by agriculture.

The recorded thick forest area in the state was 61,939 km² (23,915 sq mi) which was about 20.13% of the state's geographical area. (GoM, 2012). Nim, Palas, teak, Sal, Ber, Babhul, Hirda,

Behda, Karvand, Shisav, Anjan, Kanchan, Jamun, Catechu, Haldu are the important plants of the State.

Animal Husbandry :- The State's share of livestock and poultry population in India is 6.8 per cent and 10 per cent respectively and the State ranks sixth in India in livestock and poultry population. Livestock and dairy play an important role as they provide supplementary income opportunities to millions of rural households having agriculture as main source of livelihood. As per Livestock Census 2007, the total livestock in the State was about 360 lakh and livestock per lakh population was 31,995, much lower than all India level of 43,770. The State's share in poultry population of India was ten per cent. The State ranks sixth in India in livestock and poultry population (GoM, 2012).

Fisheries:- The share of Fisheries in GSDP of Agriculture & allied activities sector during 2010-11 was 1.7 per cent. The State has 720 km. coast line. The location appropriate for marine fishing is 1.12 lakh sq.km. In addition to this, the location appropriate for inland and brackish water fishing within side the State is 3.01 lakh ha. and 0.19 lakh ha. respectively. There are 162 fish landing centres in the State. The potential of marine and inland fish production has been estimated at 6.3 lakh MT (GoM, 2012).

Population :- As per the census of 2011, the state ranks second in India with its population of 11,23,74,333 (9.28% of India's population) of which 58,243,056 are male and 54,131,277 female. The total growth of population in 2011 was 15.99 percent. Hinduism was the main religion of the state which contributes 82.5% of the total population, whereas, 13.4% population belongs to Islam. Sikhism, Christianity, Jainism and other religions comprised of 4.1% of the state's total population. Maharashtra has the largest number of Buddhists in India. The population density of Maharashtra was 365 inhabitants per sq. km. while the literacy of the state was 83.2% of which male literacy stood at 89.82% and female literacy at 75.48% (Census, 2011).

Agriculture :- Agriculture in Maharashtra is mainly dependent on climatic conditions of the region. Rainfall is the major influencing factor along with the atmospheric temperature and humidity. Jowar, Bajra, Soybean, black gram, green gram, sunflower, cotton, paddy are the important Kharif crops whereas, wheat, safflower and horse gram are the important Rabbi crops of the state. Sugar cane, grapes, banana, orange, mango, sweet lemon is the vital cash crops of the state.

Limited irrigation is one of the major constraints of the State Agriculture. Only 15.4 % of the State's net sown area is irrigated as against 35% of the countries area under irrigation. More than 55% of the total irrigation is from ground water. About 3 lakh hectares of the area has been covered under drip irrigation in the State under horticultural and cash crops.

Conclusion:- The study reveals that, the natural resources in the state are not very much suitable for agricultural development due to physical constraints such as hilly; rugged terrain, vast rain shadow area, infertile soils and low seasonal rainfall over most of the plateau region. The judicious and intensive use of available natural resources by the means of well planned extension campaigning, demonstrations, execution of participatory planning, collection of essential data/information and its proper documentation for resource evaluation, transfer of technology from research stations to farmers will prove to be helpful in enhancing the potentialities of the region for sustainable agriculture in the state.

References :-

1. Dev, Mahendra, S. and Mungekar, B. (2003), Agriculture: A Blue Print for Development, The economy of Maharashtra: Changing Structure and Emerging Issues, Pp. 73.
2. GoI (2011), Census of India.
3. GoM, (2012) Economic Survey of Maharashtra 2011-12,
4. GoM (2012), State Forest Department.
5. Ramaswami, P.P. (1999): Recycling of Agricultural and Agro-Industry Wastes for Sustainable Agricultural Production. *J. Indian Soc. Soil Sci.* Vol.47:Pp. 661.

Socio-Economic Impact of Lignite Mines And Thermal Power Plant At Village Gurha of District Bikaner, Rajasthan.

Vijay Kumar Matoria*

Deva Ram Meghwal**

Shishir Sharma***

Abstract :- There are always some environmental issues associated with the mineral extraction process. But when it comes to the extraction of energy minerals like lignite, it becomes necessary to discuss the social and economic aspects as well. The lignite mines and thermal power plant located in Gurha village of Bikaner have played a vital role in energy security and have also provided notable social benefits such as local employment. Since mining projects greatly impact the lives of residents living around these projects, it is essential to understand the attitude of residents towards lignite mining. Hence, this study examines the attitude towards lignite mining among the population living near the lignite mining area located in Gurha village. For this purpose, several field observations and socio-economic surveys were conducted to collect the data. The results showed that a large percentage of the population acknowledged the positive impact of the lignite project in their daily lives. The results of the present study may be particularly useful for policymakers to formulate a more socially acceptable plan.

Keywords: - Socio-economic impact, Lignite, mining, Thermal power plant

Introduction :- The development of the industrial sector is very important for the economic development of any country and the development of industries depends on energy resources. India is the second largest coal producer in the world after China (Annual Report of the Energy Minerals Division Coal Committee, 2020). Coal mining is a major energy generation industry playing an important role in India's progress (Chaulya and Chakraborty, 1995, Kumar, 1996). The lowest rank of coal is lignite, which is the most health hazard coal (Lee et al., 2015) but, it is an important source of energy because, unlike hard coal, it is extracted through surface mining which reduces the overall cost of energy production (Chang, 2018, Liu et al., 2017, Heal, 2013). At present two lignite mines are active in Gurha and Barsingsar villages of the Bikaner district of Rajasthan (Kumar et al., 2021). This research paper is confined to the study of the area around the Gurah lignite mines and pit head thermal power plant operated by a company named "VS Lignite Power Pvt Ltd" (Company). The mine has reserves of ~38.11 million tonnes (GSI, 2019), with thickness reported at depths varying between 20 and 26.90 m (Matthews et al., 2020). At present, about 7-8 lakh tonnes of lignite is excavated every year. About 3000 tonnes of lignite is consumed per day by the thermal power plant for power generation.

Mining projects have always been affecting people directly by acquiring their land or houses and indirectly by deteriorating the quality of the local environment. The activities involved in the excavation and combustion of lignite in the Gurha lignite project also generate a variety of pollutants (Matoria et al., 2021). Along with these negative effects on the surrounding environment, there are also some positive effects on the socio-economic environment of the area. Residents around lignite mines in western Macedonia, Greece also agree with such positive effects of mining on the employment and economic development of the region (Karasmanaki E. et al., 2020). In order to study the impact of any project on the environment, we need to understand the physical, social and economic dimensions of the surrounding environment, including

* Department of Geology, Govt. Dungar College Bikaner.

** Department of Geology, Govt. Dungar College Bikaner.

*** Principal, Govt. M.S. Girls College, Bikaner.

population dynamics, infrastructure resource base, health status, land value, land use patterns, employment creation, industrial development, and financial sustainability of the project.

Study area :- Gurha Lignite Mine is located in Kolayat Tehsil of Bikaner district of Rajasthan. The mining lease is about 60 km from Bikaner on National Highway No.-15 towards Jaisalmer and comes under the survey of India Topo Sheet No. 45A/13 (Figures 1 and 2). The lignite succession of Bikaner which is about 70 km long and about 30 km wide has been reported to be of early Paleogene (Paleocene–Eocene) age in association with the Palana and Kolayat sub-basins (Agarwal et al., 2011). The first reporting of lignite in Bikaner has been done by the Geological Survey of India. Lignite seams at depths of 38 m to 148.0 m with a thickness of 20 to 26.90 m have been reported at the Gurha mine (Matthews et al., 2020).

Methodology :- Our study focuses on the social and economic impact of the “Gurha Lignite Mines and Thermal Power Plant” (project) on surrounding eleven villages, Motawata, Gangapura, Deh, Beethnokh, Chani, Chak Dadar, Gurha, Madh, Chak Madhogarh, Kotri, and Rekha Ranasar (Figure 2). The said baseline information needed to understand the effect was collected through both primary and secondary sources. Census records and demographic data have been collected from various government departments. Other important data required for the study was collected through various field observations and socio-economic surveys conducted among villagers. The survey sample was randomly stratified and proportional.

Results and Analysis :- To study the socio-economic impact of the project on the people living in the vicinity, the following observations were made over data received from various government units and the above-said survey:-

Infrastructure:- The infrastructure in the villages falling under the study area is not so good. The connectivity roads in most of the villages are either unpaved or heavily damaged. People are using buses as public transport. The area is facing the problem of drinking water. In some villages water is supplied through government water supply pipelines. Other sources of drinking water are tube wells, hand pumps and rainwater storage tanks. During the summer season water is supplied through tankers from nearby canals and lakes. Education facility up to Senior Secondary level is available only in Beethnokh, Chani, Gurha, and Kotri villages. In most of the villages, the state government's upper primary schools are running for the education of the children. In these villages, only health sub-centers exist in the name of medical facilities. The nearest Community Health Center is operating in Kolayat. Electricity supply is available in almost all villages for both irrigation and domestic use. Though most of the households in the villages are connected to electricity supply but the supply is not continuous. The details of basic facilities available in the villages under the study area are given in Table 3.

Employment and Economy :- During the study of the economic conditions of the region, it has been observed that, for earning a livelihood, the villagers depend on various sources such as agricultural labour, mining labour, farming, domestic industry, and marginal labour. The population dependent on cultivation varies from 10 individuals to 365 individuals. In Deh, only one agricultural laborer was found against 311 agricultural labourers in Beethnokh. Marginal workers vary from 7 to 1266 persons. In village Deh, Chak Dadar, Chak Madhogarh, and Rekha Ranasar no person is working for domestic industries. The details of the employment patterns are given in Table 1. From the analysis of the responses given by the people, it was found that mining, agriculture and other allied activities are the main sources of income in these villages. Various agencies are also working for the company on contract basis for various activities like mining, loading, unloading, transportation, etc. These contract agencies are also providing employment to semi-skilled or unskilled local persons. The project has increased the demand of essential services for daily life such as agricultural products, milk and dairy products, fruits, vegetables, grocery stores, medical stores, tea shops, snack bars, hotels, restaurants, vehicle repair and maintenance, spare parts, etc. Since all the above services are provided by the local people, the increased demand indirectly has increased the employment opportunities of the local people.

Project awareness: All the survey respondents are very much aware of the project. Around 78% of the respondents believe that the project is the major source of employment in the region. Along with the medical facilities provided by the government, the medical camps organized by the company have improved the

health condition of the people living in the surrounding villages. Around 72% of the respondents said that they have benefited from the medical facilities provided by VS Lignite Power Pvt Ltd. Also, 83% of the respondents expressed their happiness for the company's social work in nearby villages during COVID-19. According to a maximum of the respondents, their children have to go out of the village for higher school education. But they are found satisfied with the regular awareness camps and sports events organized by the company for the holistic development of their children. The problem of drinking water has been described by the respondents as the main problem, the problem is reduced to some extent by the company supplying water through tankers.

Conclusion :- Based on discussions and interviews with experienced elders and male and female representatives of each village, it can be concluded that many positive impacts are observed on the lives of the people due to Gurha Lignite Mine and Thermal Power Plant. With the establishment of lignite mines and thermal power plants in the region, the attention of the government has also become more focused on the development of this area. Steps have also been taken by the mining company to improve the basic amenities like education, health, employment etc. Mining and other activities in this area have raised awareness among the local people about the importance of education. The health care facilities in this area have registered an increase after the inception of the project. The region has also witnessed a boom in economic activity due to lignite mining and other allied activities, which has led to increase in employment opportunities directly or indirectly in various sectors. The only negative social impact of the project has been noticed due to the increasing human activity in the area. Due to the increased human gathering, there has been an increase in the demand for food products, milk/dairy products, fruits, vegetables, grocery items and rental houses, etc., resulting in an increase in the cost of these essential products. But this inflation has also improved the income of the local population. So overall we can say that due to this project there has been a significant increase in the economic condition of the local people as well as the area.

References :-

1. Aggarwal, R.K., Sharma, A., and Hussain, S. (2011). Geology and mineral resources of Rajasthan. Geol. Survey. India Misc. Publ. 30(12), 1-130.
2. Ambrose, W.A. (2020). EMD Coal Committee annual report, Bureau of Economic Geology, The University of Texas at Austin, Austin, Texas.
3. Chaulya, S.K. and Chakraborty, M. K. (1995). In Khuntia, G. S. (Ed.), Perspectives of new national mineral policy and environmental control for mining sector. Proceedings of National Seminal on Status of Mineral Exploitation in India. Institution of Engineers New Delhi, India. pp. 114-123.
4. GSI (Geological Survey of India), (2019). Indian Coal and Lignite Resources. Natural Energy Resources Mission-II B, p. 41.
5. HEAL, (2013). The Unpaid Health Bill: How Coal Power Plants Make Us Sick.
6. Karasmanaki, E., Ioannou, K., Katsaounis, K., Tsantopoulos, G. (2020). The attitude of the local community towards investments in lignite before transitioning to the post-lignite era: The case of Western Macedonia, Greece, Resources Policy, Volume 68,101781,ISSN 0301-4207,
7. Kumar, D., Ghosh, S., Tiwari, B., Verma, A.K., Mathews, R.P., Chetia, R. (2021). Palaeocene-Eocene organic sedimentary archives of Bikaner-Nagaur Basin, Rajasthan, India: An integrated revelation from biogeochemical and elemental proxies., International Journal of Coal Geology, 247 (2021) 103848
8. Kumar, U. (1996). In Bose, A. K. (Ed.). Coal Scenario by 2001, Proceedings of International conference on Business and Investment Opportunities in Mining industries, Oxford press and IBH, New Delhi, pp. 183-194.
9. Li, X., Bai, Z.-Q., Bai, J., Han, Y.-N., Li, P., Lv, D.-M., Xu, J.-L., Dai, X., Kong, L.-X., Li, W. (2015). Influences of exchangeable metallic species on solvent extraction of Xiaolongtan lignite and characterization of the separated portions. Fuel Process. Technol. 138, 42-47
10. Liu, P., Le, J., Zhang, D., Wang, S., Pan, T. (2017). Free radical reaction mechanism on improving tar yield and quality derived from lignite after hydrothermal treatment. Fuel 207, 244-252
11. Mathews, R.P., Singh, B.D., Singh, V.P., Singh, A., Singh, H., Shivanna, M., Dutta, S., Mendhe, V.A., Chetia, R. (2020). Organo-petrographic and geochemical characteristics of Gurha lignite deposits, Rajasthan, India: insights into the palaeo-vegetation, palaeoenvironment and hydrocarbon source rock potential. Geosci. Front. 11, 965-988.
12. Matoria, V.K., Meghwal, D.R., and Sharma, S. (2021). Air quality monitoring status around Gudha lignite mines and thermal power plant at Bikaner, Rajasthan, Vidyabharati International Interdisciplinary research journal, special issue, August 2021, p 1897-1907

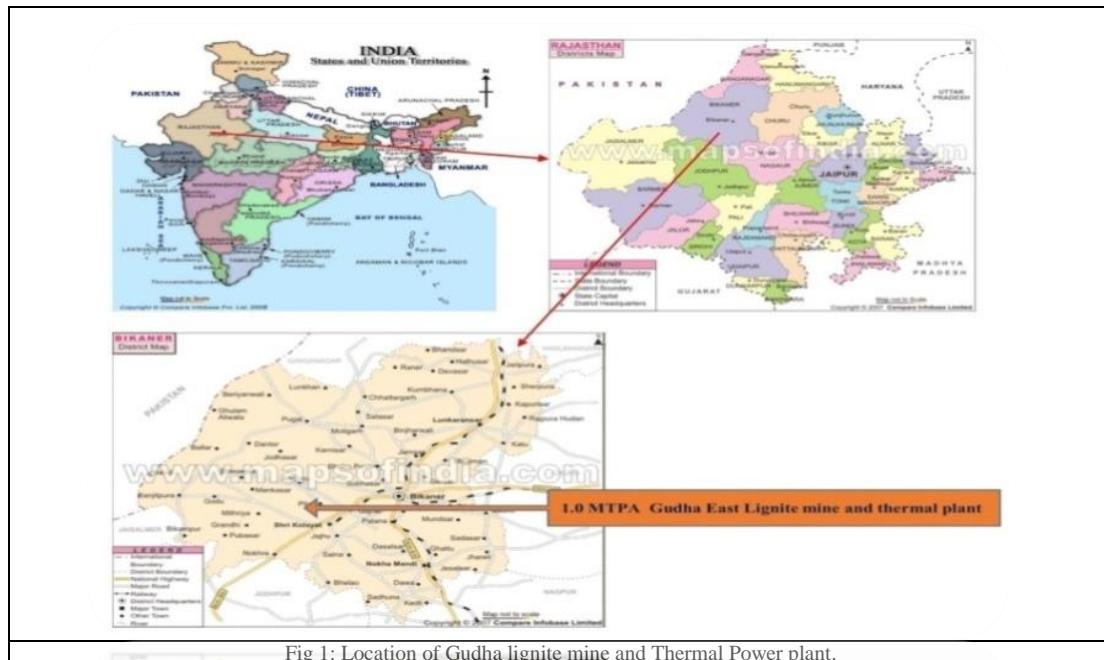


Fig 1: Location of Gudha lignite mine and Thermal Power plant.

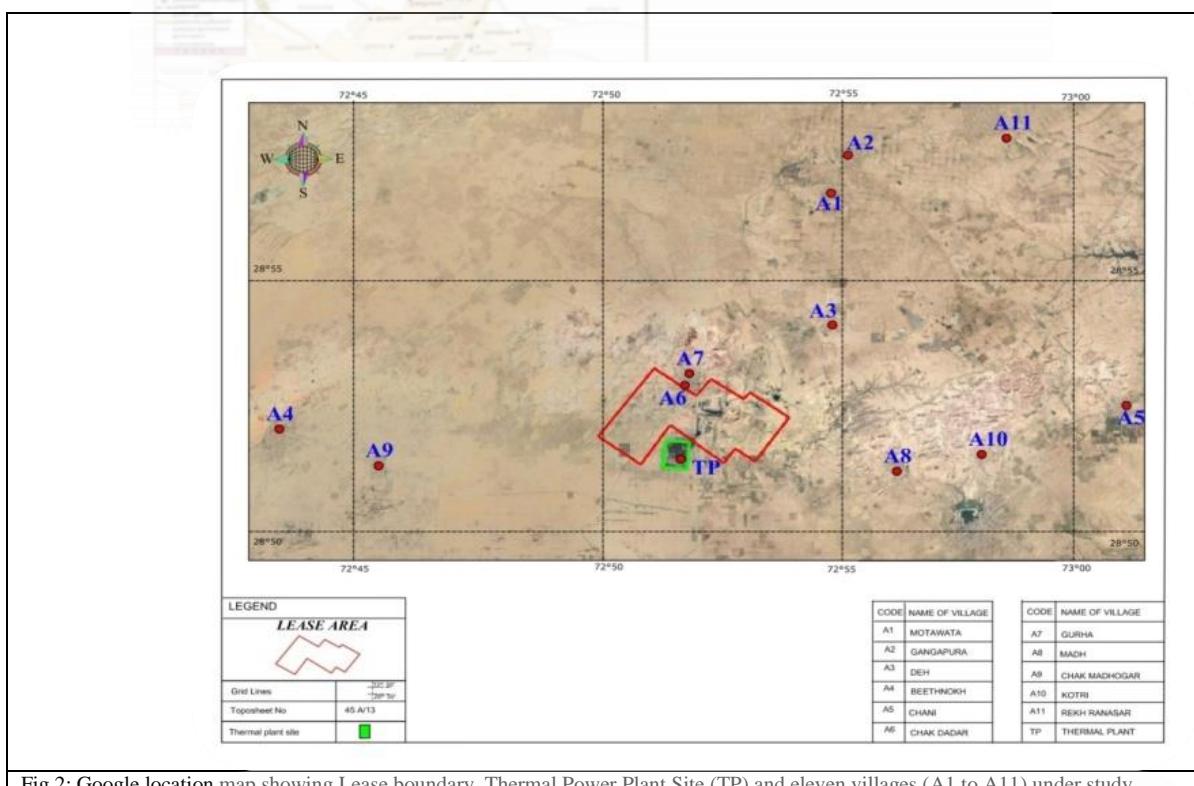


Fig 2: Google location map showing Lease boundary, Thermal Power Plant Site (TP) and eleven villages (A1 to A11) under study.

S.L. No.	Name of village	Agricultural Labours	Cultivators	Mining Labour	Household Industry	Marginal Workers	Other workers
1	Motawata	24	61	79	40	416	190
2	Gangapura	123	233	49	5	37	96
3	Deh	1	137	46	0	196	159
4	Beethnokh	311	365	132	8	1266	340
5	Chani	90	264	135	3	232	450

6	Chak Dadar	0	10	49	0	37	10
7	Gurha	7	362	157	18	699	593
8	Madh	15	59	102	8	173	851
9	Chak Madhogarh	4	26	61	0	250	71
10	Kotri	27	50	191	13	72	874
11	Rekh Ranasar	4	37	82	0	7	41

Table 1: Employment Pattern (Number of Persons) In Villages Under The Study Area (as per census 2011 and Survey).

S.L. No.	Name of village	Area in hectares	No. of Households	Literacy Rate %	Population				
					Total	Female	Male	SC	ST
1	Motawatai	829	188	36.15	1159	547	612	577	93
2	Gangapura	4066	267	53.86	1697	755	942	122	4
3	Deh	3266.04	126	48.88	800	365	435	350	2
4	Beethnokh	27582	867	38.67	5480	2633	2847	894	0
5	Chani	4488	440	38.57	2717	1293	1424	1089	4
6	Chak Dadar	1,239.30	16	13.04	161	58	103	29	0
7	Gurha	6411.61	683	38.08	4068	1893	2175	1569	0
8	Madh	2606.33	469	43.38	2743	1274	1469	1323	0
9	Chak Madhogarh	3066	107	56.25	784	378	406	29	14
10	Kotri	3028.77	465	42.22	2823	1339	1484	863	1
11	Rekh Ranasar	303.1	48	47.86	257	127	130	147	0

Table 2: Demographic details of villages under the Study Area (Census 2011)

S.L. No.	Name of village	Water	Electr icity	School	Transportati on	Commu nication	Market Distance from Village	Police Station	Medical Facility	Ban k
1	Motawata	GT, DW, TW, RW, C, L, T	Yes	GUPS	Jeep, Tractor, cart	Mobile	17 KM- Gajner	No	HSC	No
2	Gangapura	GT, RW, C, L, T	Yes	GUPS	Bus, Jeep, Tractor, cart	Mobile	19 KM- Gajner	No	HSC	No
3	Deh	GT, RW, TW, L, T	Yes	GUPS	Jeep, Tractor, cart	Mobile	21 KM- Kolayat	No	No	No
4	Beethnokh	RW, C, T, L	Yes	GSSS	Bus, Jeep, Tractor, cart	Mobile, Sub Post Office	18 KM- Bajju	No	HSC	Yes
5	Chani	GT, RW, T, L	Yes	GSSS	Bus, Jeep, Tractor, cart	Mobile	10 KM- Kolayat	No	HSC	No
6	Chak Dadar	RW, T, L	Yes	PS	Jeep, Tractor, cart	Mobile	19 KM- Kolayat	No	HSC	No
7	Gurha	GT, RW, T, L	Yes	GSSS	Jeep, Tractor, cart	Mobile	17 KM- Kolayat	No	HSC	No
8	Madh	GT, RW, T, L	Yes	GUPS	Bus, Jeep, Tractor, cart	Mobile	15 KM- Kolayat	No	HSC	No
9	Chak Madhogarh	GT, RW, T, L	Yes	GUPS	Bus, Jeep, Tractor, cart	Mobile	24 KM- Kolayat	No	HSC	No
10	Kotri	GT, RW, T, L	Yes	GSSS	Bus, Jeep, Tractor, cart	Mobile, Sub Post office	7 KM- Kolayat	No	HSC	Yes
11	Rekh Ranasar	RW, T, L	Yes	GUPS	Jeep, Tractor, cart	Mobile	13 KM- Gajner	No	No	No

*GT=Government Water Tap facility, DW=Dug Well, TW=Tube well, RW= Rain water storage tank, C=Canal, L=Lake, T=Tanker, GSSS=Government Senior Secondary School, GUPS=Government Upper Primary School PS=Private school, HSC=Health Sub Center

Table 3: Basic Amenities / Facilities Available In Villages under the Study Area

Populations And Doctor Ratio In Satara District: A Geographical Anylysis

Mr. Santosh Pralakash Patil*

Abstract:

India is fragment country, but we see integrity in various things. It is country of large population, India is second ranks of population in the world. It is most important and duty to provide food, clothing, and shelter to the entire population. Like these needs the health is also important. To take care of population there is intendant. Public health care system in India which is followed in Maharashtra also as one of important state. Satara district also has its own public care system. There is one district hospital. Two sub district hospitals available in Satara district. Each tehsil has one rural hospital. Khatavtehsil has more than 2 rural hospitals. Uneven distribution of primary health centres is recorded in study region. In this research researcher had studied the population and available health facilities in the district, like the number of doctors, nurses, ward boy and another health-related facility. In Satara district 1 Civil Hospital, 2 Sub district Hospitals, 15 Rural Hospitals 72 Primary Health centres, 400 health sub centres established. The number of health centres increased according to growth of population. In 2001, the available health facilities in Satara were less, but in 2011 the situation was changed. Satara District has average availability of government medical facilities. In the early the criterion of one primary health centre for 3000 population and one sub centre for 5000 populations was established in Satara district

Key Words: fragment ,intendant.

Introduction:- Public health is defined as "science and the art of disease prevention", to prolong life and improve the quality of life, through concerted efforts and educational choices of communities, organizations, communities and the private, community. The body, it is not just the absence of disease or the interdisciplinary field, The epidemiology, biostatistics, social sciences and the management of health services are all related. Other important sub-sectors include environmental health, community health, behavioural health, health economics, public policy, mental health, health education, occupational safety, gender issues in health, and sexual and reproductive health. The goal of public health is to improve quality of life by preventing and treating disease, including mental health. Public health is developed through proper education. General public health activities include teaching the right way to wash

Objective

1. To study the doctor population ratio in study region
2. To study the medical facilities in study region

Study Region :- Satara district is on the western border of the Deccan table and in southern Maharashtra. It is situated in the valley of Bhima and Krishna rivers but from the point of view of the peninsula, the entire land of the district belongs to the large drainage system of Krishna river. Satara district is known in the Maharashtra in many aspects. The district extends between $17^{\circ}5'10''$ N to $18^{\circ}11'30''$ N latitudes and $73^{\circ}33'15''$ E and $74^{\circ}54'10''$ E longitude

Data Collection & Methodology :- The present research depends on primary and secondary data. Primary data collected to questionnaire method on Primary and Rural Hospitals in Satara district. Secondary data collected through to Socio – economic Abstract in Satara District in 2011

Doctor-population Ratio in Satara district :- The doctor -population ratio in Satara district is also not according to the population in the Satara district. There is need of more doctors in the study area. The geographical factors including distance from district headquarter and tehsil place is important to better serve the remote areas people in the district.

Doctor-Population Ratio in Satara District (2011)

Sr.no	Tehsil	Population	No. of Doctors	Doctor –Populations Ratio Population served by 1 doctor
1	Satara	502049	125	4016
2	Wai	200269	16	12516
3	Khandala	137418	13	10570
4	Koregaon	257550	26	9905
5	Phaltan	342667	28	12238
6	Man	225634	26	8678
7	Khatav	275274	29	9492
8	Karad	584085	64	9126
9	Patan	299509	36	8319
10	Jaoli	106506	22	4841
11	M.shwar	72830	13	5602
12	Dist.Total	3000374	398	7538

Source: Computed by the researcher

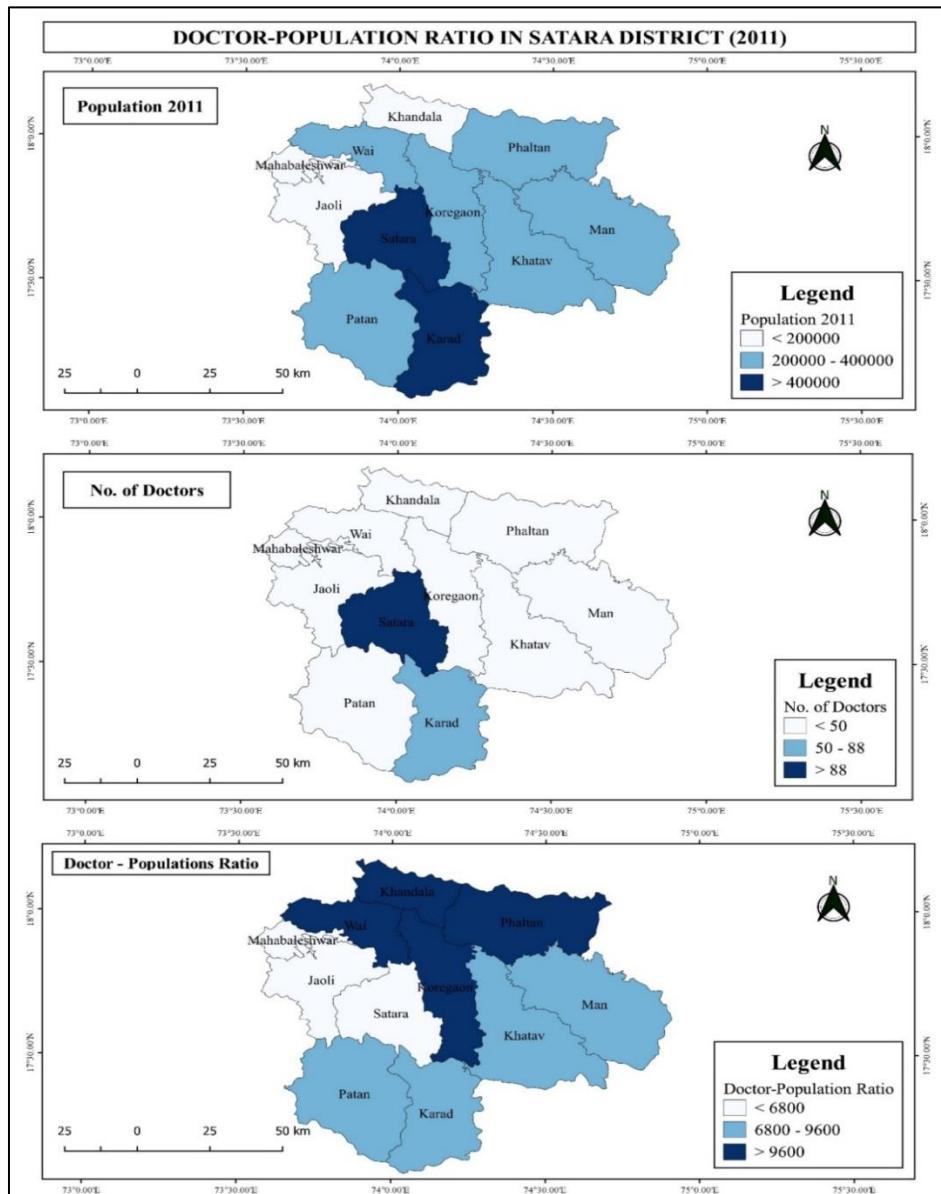
Table indicates that the doctor-population ratio in study region in 2011 the total available doctors in the region consisting of 398, whereas the doctor population of ratio of the district was recorded 1:7538. The highest number of hospitals and good are served in Wai tehsil where the doctor-population ratio was in Wai is 1: 12516 after that Phaltan 1: 12238 Khandala 1: 10570 and Koregaon 1: 9905. Moderate number of hospitals and good are served in Khatav tehsil where the doctor-population ratio was in Khatav is 1: 9492 after that Karad 1: 9126 Man 1: 8678 and Patan 1: 8319. Low number of hospitals and good are served in Mahabaleshwar tehsil where the doctor-population ratio was in Mahabaleshwar is 1: 5602 after that Jaoli 1: 4841 and Satara 1: 4016

Conclusion :- The ratio of doctor population is unequal in study region The highest number of hospitals and good are served in Wai tehsil where the doctor-population ratio was in Wai is 1: 12516, and lowest in Satara 1: 4016. need is fulfilled in vacant post of doctors in study region

References :-

1. Census Handbook of population the years 1991, 2001 and 2011, Pp-120-121.
2. Chandrashekhar S. (1972) Infant Mortality, population growth and family planning in India George Allen and Unwin Ltd. 1 st Edition. Pp-78-79.
3. District Health Department- Health Officer, Zilla Parishad, Satara Pp, 75-82.
4. Gov. of Maharashtra, Resolution, Public Health Department, circular No. FFP/ 1092/ CR-178/2011. Pp-125-130.
5. Govt. of Maharashtra, Ministry of Health, Annual Report, 2011.Pp-78.

Doctor-Population Ratio in Satara District (2011)



Revisiting Kautilya's thoughts on State and Good Governance

Deepika Mann*

Introduction:

The concept of Good Governance has received substantial consideration in recent years. In the year 2020, The World Bank, for the first time, came up with its report "Governance and Development", which emphasized on the need and importance of 'Good Governance', defining it as the "The manner in which power is exercised in the management of a county's economic and social resources for development" (Dutta, 2018). The World Bank determinates of Good Governance include political accountability, transparency, democracy, an established legal framework based on the rule of law and independence of the judiciary, freedom of information and expression and above all, a sound administrative system leading to efficiency and effectiveness and cooperation between government and civil society organization (Blunt, 1995). So, this concept of Good Governance is not a plan of the 21st Century. It can be traced back to ancient Indian scriptures. To comprehend the ancient context of Governance, there is a need to understand the notion of State and Statecraft as provided by the most significant political thinker, Kautilya. Good Governance was conceptualized as an ideal state or Ram Rajya by Indian political thinkers. Whereas, western thinkers considered the term 'State' and 'Good governance' as synonyms, as highlighted in the writings of Hobbes, Rousseau, Mill and Marx. They believed that coercive power was given to the State by men, with the hope of realizing Good Governance through their writings (Ali, 2006). Therefore, Good Governance refers to a system of government that serves the common good and promotes the well-being of the entire society (Ali, 2006). It is a system of governance based on 5 Es – efficient, effective, economic, ethical and equitable (Sharma, 2005).

Kautilya on State and Statecraft:

The idea of statecraft was first conceptualized by Kautilya in his seminal work *Arthashastra*, as early as 300 B.C. He gave an account of the 'Kautilya State', which is considered the precursor of the development of the human personality. His work primarily focuses on various dimensions of state governance by delineating elements of State, crafting instruments of foreign policy and tools to exercise diplomatic strategies. In the context of statecraft, Kautilya stresses the role and influence of adjacent states in the formulation of a state's national interest by prescribing the Mandala theory (Circle of States). The mandala theory propounds seven-state elements to pursue its national interest. The composition of the seven elements includes the swami (the king), the Amaya (the ministers), the Janapada (the territory along with the population), the Durga (the fortified city), the kosha (the treasury), the Danda (the army) and the Mitra (the ally).

Using these seven elements, he constructs a structure to help the ruler formulate and pursue policies in the State's best interest. Furthermore, to initiate diplomatic interaction and establish ties with neighbouring states, Kautilya proposes principles of foreign policy through the

* Doctoral Research Fellow at Jindal School of International Affairs, OP Jindal Global University, Sonipat, Haryana- 131001

formulation of Shadgunya (six prudent policies), which constitute: Sandhi (developing peaceful relation with foreign State), Vigraha (declaring war against a state), Asana (keeping quiet), Yana (military expedition), Samsraya (fostering friendly ties with foreign State) and Dvaidhibhava (combination of sandhi and vigraha). To exercise these principles, Kautilya advocated "Saam, Daam, Dand and Bhedneeti" (persuasion, temptation, punishment and division, respectively) as a means to achieve an end.

Kautilya on Good Governance:

The essential features of the modern-day good governance concept could be found in Kautilya's Arthashastra, which is relatively modern in concept and contemporary in operational guidelines. The Yujurveda and Brahma Samhitas, as has been correctly remarked, developed the traditional Vedic notion of a king's commitment to his subjects.

Kautilya believed in the idea of the common good instead of individual demands. And he called the king a servant of the State who would harbour 'no personal likes'; it would be rather the likes of the servants that he would follow (Sharma & Sharma, 1998). For this, he mentioned in his work that, "In the happiness of his subjects lies his happiness, in their welfare, his welfare. What pleases him he shall not consider as good, but pleases the subjects he shall consider as good" (Shamasastri, 1929). Therefore, the king should behave as per their subjects. Kautilya's Arthashastra is not a theoretical treatise; it holds relevance and has universal applicability in the form of good Governance. There are ten indicators of Good Governance from Kautilya's Arthashastra, which have substantial relevance even today in terms of basic statecraft and governance principles. The first indicator of Good Governance is that the king should surrender his individuality in the interest of his subjects. For Kautilya's King, K.P Jayaswal uses the term 'constitutional slave' who is bounded by the duties of his subjects (Jayaswal, 1968). Also, the king should act as per the seven elements and values their advice. The second indicator focuses on proper guided administration. An administration system is required to ensure people's welfare. As per Arthashastra, the king was the central pillar and decision-making authority of the State's administrative system. Therefore, he must possess some rare qualities such as high upbringing, receptive mind, firmness of purpose, training in all government activities.

Thirdly, the king should avoid extreme situations as Buddha preached, without missing the aims. This could only be possible through strict norms of conduct and control. Finally, the king was supposed to use his charisma to bring about the agreement in decision-making and execution. And in the views of Kautilya, a good monarch was the one who encouraged cooperation among his ministers and made judgements that were unanimously reached after much consideration. The fourth indicator is that the ruler should follow a disciplined life with a code of conduct. This law applies to the king and ministers, and other officials of the State as their code of conduct will inspire others to follow the same. Therefore, the king had to be morally upright and robust to respond to his subjects, and at the same time, he should be the role model for his subjects and kingdom. The fifth indicator discusses financial allowances. There should be fixed and reasonable salaries and budgets for the king and public servants. And the king is not entitled to draw a penny more than that. As suggested by Kautilya, the sixth indicator is that the chief duty of the king is to maintain law and order to protect life and liberty. And the king has to be responsible for all the theft losses and pay from his pocket. Whereas the seventh indicator stresses Lekhaks as or writers who enjoyed the status of amtyas, who were highest in order. So Kautilya emphasized Lekhaks, which need to be selected with great care because they must have the ability to draft writs, royal orders, circulars and communique. The eighth indicator of Good Governance is carrying out

preventative and punitive measures to punish corrupt officials, judges and jailors. However, Kautilya prescribed severe punishments or penalties on the delinquents. Still, some writers opine that awarding a death sentence to a jailor and confiscating his property if he lets out a prisoner or a rapist of an Aryan woman is too harsh (Kumar, 1990).

Ninthly, Kautilya focuses on the replacement of ministers by good ones so that there will be Good Governance even amidst the instability. Theoretically, if the rulers or ministers are accountable, there may be instability, while bad performance or Governance may lead to instability. And the ministers had to undergo four kinds of tests based on Dharma, Artha, Kama and fear, and after qualifying these tests, they were given appropriate posts (Ali, 2006).

Tenthly, Kautilya emphasized the emulation of administrative qualities to have uniformity in organisational practices and competent ministers. And the king should also possess qualities of leadership, intellect, energy, good moral conduct and physical prowess. Apart from this, there are three principles that Kautilya gives for running efficient and disciplined civil services. The first is that unless civil workers are reined down, they will gain money in illegal or dishonest ways. Second, civil servants should be adequately compensated. The third important principle that government officials must follow is to collect the correct amount of money, not more or less, and to cut expenditure to leave the State with a positive net balance.

Apart from this, Kautilya also emphasized foreign policy as Good Governance was not only a hallmark of the kingdom, but it also depended on acts taken outside the fort's gates.

Conclusion:

It can be concluded that Kautilya's policies and principles are still applicable in today's society, and they can be used to construct an equitable and stable societal order. His conception of Good Governance leads to the people's happiness and welfare, which further helps promote rational will and moral power of people. As rightly said by John Stuart Mill, it is better to be a human being dissatisfied than a pig satisfied; better to be Socrates dissatisfied than a fool satisfied. Further, the end of Good Governance is not "the greatest happiness of greatest number" but tolerance and respect for minorities, consensus on social and constitutional goals and above all, Antyodaya (upliftment of the weakest section of society). This will further lead to Sarvodaya (development of all). And in his State, Good Governance was ensured by upholding the true essence of sovereignty.

References :-

1. Ali, S. S. (2006). Kautilya and the concept of Good Governance. *The Indian Journal of Political Science*, 375-380.
2. Blunt, P. (1995). Cultural Relativism, Good Governance and Sustainable Human Development. *Public Administration and Governance*, 5-7.
3. Dutta, R. (2018, April). *Kautilya's Conception of Good Governance*. Retrieved from <https://www.indianfolk.com/kautilyas-conception-good-governance-pragya/>
4. Jayaswal, K. P. (1968). *Hindu Polity*, Bangalore, p.40.
5. Kumar, U. (1990). *Kautilya's Thought on Public Administration*. Delhi: National Book Organisation.
6. Shamastry, R. (1929). Kautilya's Arthashastra. *Chapter 1*, 39. Mysore: Wesleyan Mission Press.
7. Sharma, L. N., & Sharma, S. (1998). Kautilya Indicators of Good Governance. *Indian Journal of Public Administration*.
8. Sharma, S. K. (2005). Indian Idea of Good Governance: Revisiting Kautilya's Arthashastra. *Dynamics of Administration*, 8-19.

An Analysis of Landuse/Landcover Change Detection Using Remote Sensing And Gis of Village Behniwal, Mansa (Punjab)

Balwinder Singh Sidhu*

Apperdeep Kaur**

Abstract :- A study was carried out to understand, assess, and monitor how the rural land use and land cover of Behniwal village in Mansa district of Punjab has changed over the period of time from 2009 to 2021 by using Remote Sensing and GIS technique. On-screen digitisation was performed to categorise land into six classes from the multi-temporal High Resolution Images of 2009 and 2021 downloaded from Google Earth in the GIS software for preparing the different land use and land cover maps to detect changes in the study area. The findings revealed that there was an increase under built up area from 51.6 (4.11%) in 2009 to 64.45 (5.15%) hectares in 2021 due to socio-economic activities mainly along the state highways. Whereas, the area under orchard has shown a decrease from 89.42 (1.45%) to 66.82 (5.34%) and hectares in size for cropped and non-cropped land purposes. An interchange of land conversion between cropped land and orchard was also noted. To make better and sustainable use of every inch of land at the micro scale, this created data is useful for different planning purposes.

Keywords: GIS, Remote Sensing, Land use/ Land cover, Change Detection

Introduction: The total 68 % (Census of India, 2011) people live in villages of India as their basic occupation of agriculture to earn their livelihood. It becomes essential to assess how rural land use changes are taking place over the period of time. Land cover relates to the type of features present on the surface of the earth. The term land use relates to the human activity or economic function associated with a specific piece of land (Lillesand et al. 2008). With increasing population pressure it has become vital to create precise inventory of habitable and cultural area and here land use mapping by use of GIS software is a reliable and efficient tool in the hands of geographers. Land use mapping is critical for the evolution, management, and conservation of a region's natural resources (Gangaraju et al. 2017). The use of remotely sensed data allowed researchers to investigate changes in land cover at a cheap cost, in less time, and with more accuracy, (Kachwala, 1985) and GIS provides an appropriate platform for data update, analysis, and retrieval (Chilar, 2000). The practise of finding differences in the condition of an object or phenomenon by examining it at varying time periods is known as change detection (Singh, 1989). This helps in analysing that over time how one type of land use has expanded whereas area under another type of land use might have declined. Several researchers like Prakasam (2010), Gangaraju et al. (2017), Balwinder Singh and Chander Gagandeep Singh (2020) have conducted studies on land use/land cover changes in urban and rural areas by mapping and analysing high resolution data.

Study Area: The study was carried out in the village Behniwal (Fig. 1), which falls in Mansa Tehsil and Mansa District of the Punjab state. It is located between $29^{\circ} 55' 44''$ N Latitude and $75^{\circ} 11' 42''$ E Longitude. The village covers a total area of 1253 hectares. The population of Behniwal is 3,741 people and there are approximately 797 houses in this village (Census of India, 2011). It is situated 20

* Assistant Professor, Department of Guru Kashi Social Sciences (Geography), Punjabi University Guru Kashi Campus, Talwandi Sabo, Bathinda (Punjab)

** Assistant Professor, Department of Geography, Punjabi University Patiala (Punjab)

kilometres away from Mansa City on Talwandi Sabo road. BanaWala, Dhingar, Raipur, Tandian, and Mian are the nearest villages to the study area.

Objectives:

1. To map land use/land cover for the selected three time intervals.
2. To analyse the land use/land cover change detection.

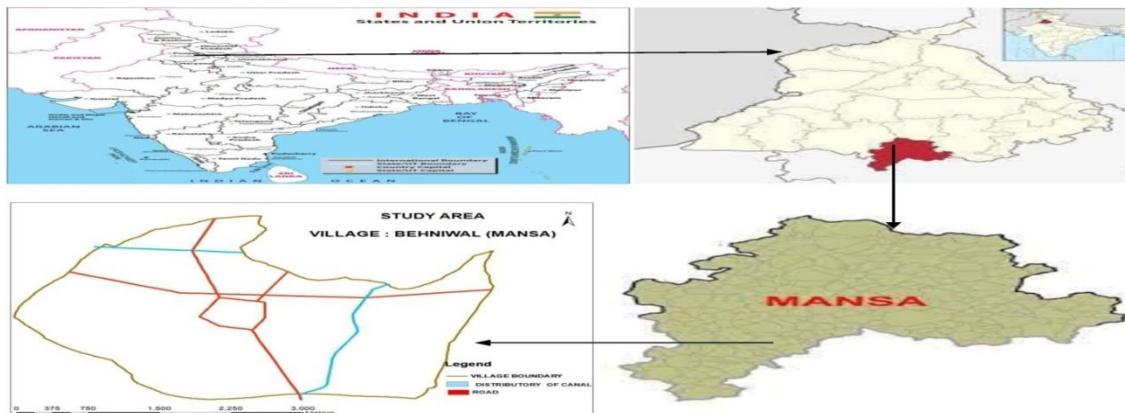


Figure 1. Study Area

Data and Methodology: A Sentinel satellite image of 10 meters in spatial resolution was downloaded with spatial reference encoded as WGS1984, and UTM Zone 43N from USGS earth explorer. Secondly, the cadastral map of the village of Behniwal taken in jpg format from Patwari was used. Ground reality was verified of the land use/cover in the study area.

Arc GIS software was used to georeference the cadastral map and Google earth images with the help of Sentinel image. Then, the village boundary was demarcated and extracted on the image. The on-screen digitization and visual interpretation was performed to draw and to quantify the area of polygons of each object for land use/land cover maps. To show land use changes with the help of change matrix; the images of the different years were superimposed to detect changes. The 7 categories of land use and land cover were identified to map land use pattern in this village such as Built up, Cropped land, Orchard, Water Bodies, Vegetation, Vacant lands and Roads.

Results And Discussion

Different Land use/Land covers Maps: Mapping of land use and land cover for the two different years done to categorise and know the features existed in 2009 and 2021 (Fig.2; Fig.3).

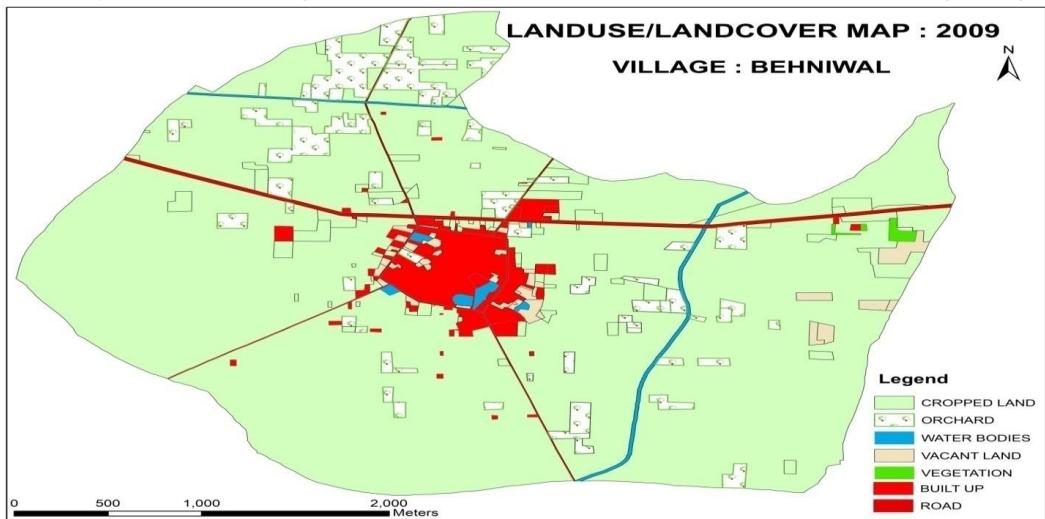


Figure 2.

Sources: The Authors.

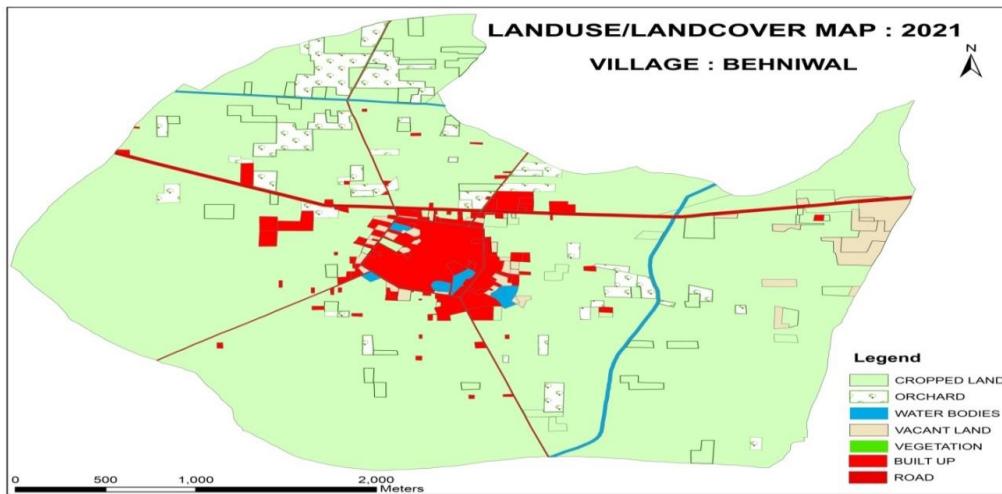


Figure 3. Sources: The Authors.

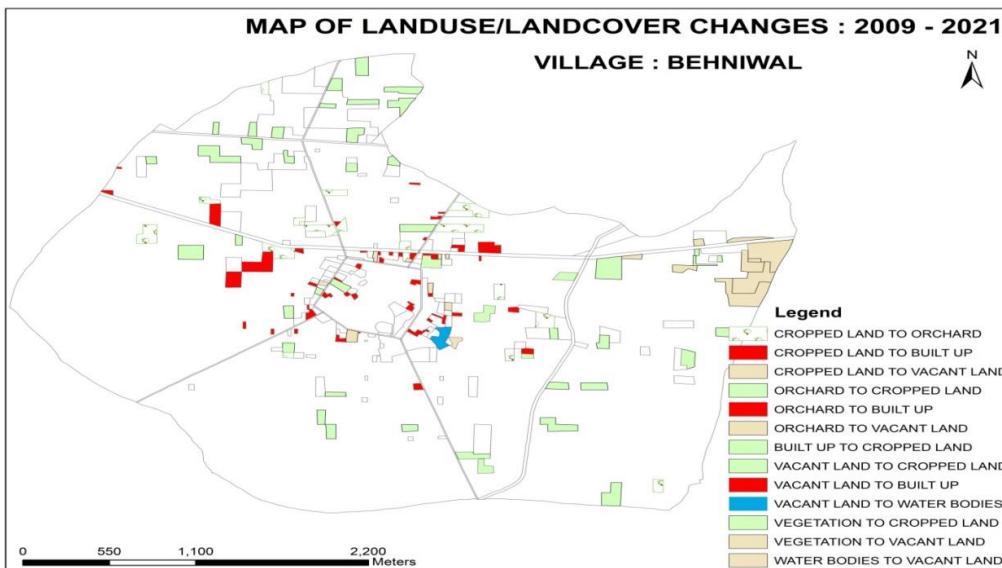


Figure 4. Sources: The Authors.

Land use and land cover Change Detection

Built up Area: Built-up areas are those used for residential, commercial, communication, educational, and other types of infrastructure. It has increased from 51.6 per cent in 2009 to 64.45 per cent in 2021. Thus, it is showing an overall positive change of 1.03 per cent.

Cropped Land: It refers to land suited for agricultural production and it is subjected to physical and human influences. Its total area was 1061.83 hectares (84.74%) in 2009, which decreased to 1059.5 hectares(84.56%) by showing a negative change of -2.33 hectares(-0.18%)under its area. It was due to conversion of agricultural land into built up area.

Orchards: It refers to land devoted to cultivation of trees especially fruit bearing trees. In 2009, 89.42 hectares of area was under orchards which declined to 66.82 hectares and it showed an overall negative change of 1.18 per cent due to encroachment by built up area and also transformation into cropped land.

Vacant Land: This refers to those lands where the areas are left unutilized or kept for future development. It consisted of 18.17 (1.45%) hectares in 2009 and increased to 31hectares (2.47%) in 2021 by marking a positive change of 12.83 hectares (1.02%).

Natural Vegetation Cover: The word "natural vegetation" is used to describe a region's plant life which is undisturbed by humans. The area under this category has drastically declined from 2009 to 2021 due to transformation into cropped land and overgrazing.

Water Bodies: Oceans, rivers, seas, canals, lakes, and ponds are examples of water bodies. The area under this category has positively increased by 0.01 per cent due to demand of irrigation by cropped land and orchards.

Conclusion - This study was carried out to analysis by detecting land use / land cover changes in Behniwal village by using high resolution Google Earth images of 2009 and 2021. It has shown huge land use changes in the study area such as cropped and vacant land was utilised to construct built up (4.11% in 2009 to 5.15% in 2021) mainly along the State Highway and solar power plant and interchange of cropped land, vacant land and orchard land was noted. Decreased area of orchard (from 7.14% to 5.34%) affects adversely crop diversification. This developed spatio-temporal data can be useful for planning and management of natural resources at the village level.

Table 1: Land use change detection of Behniwal village.

LU/LC Categories	2009		2021		Changes (+ve/-ve)	
					2006-2021	
	Hectare	%	Hectare	%	Hectare	%
Built up	51.6	4.11	64.45	5.15	12.85	1.03
Roads	18.34	1.46	18.34	1.46		
Cropped land	1061.83	84.74	1059.5	84.56	-2.33	-0.18
Orchard	89.42	7.14	66.82	5.34	-22.6	-1.18
Vacant land	18.17	1.45	31	2.47	12.83	1.02
Vegetation	2.18	0.17	0	0	-2.18	-0.17
Water bodies	11.54	0.93	12.99	0.92	1.45	0.01
Total	1253	100	59	100		

Source: data derived from the digitised Google earth images of 2009 and 2021.

References

1. Census of India. (2011). Primary Census Abstract, Mansa District, Punjab. Directorate of Census Operations, Punjab.
2. Chilar, J. (2000). Land cover mapping of large areas from satellites: Status and research priorities. *International Journal of Remote Sensing*, 21(6-7):1093-1114.
3. Gangaraju, M., Anitha, P., Krishna, T. V., and Sravan, K. A. (2017). Spatio-temporal changes of land use/land cover of Pindranghi village using high resolution satellite imagery. *Journal of Remote Sensing and GIS*, 6(2):1-4.
4. Kachhwala, T.S. (1985). Temporal monitoring of forest land for change detection and forest cover mapping through satellite remote sensing. In: Proceedings of the 6th Asian Conference on Remote Sensing. National Remote Sensing Agency, Hyderabad, pp. 77-83.
5. Lillesand, T.M., Kiefer, R.W., and Chipman, J.W. (2008). *Remote sensing and Image interpretation*. Willey, New York.
6. Prakasam, C. (2010). Land use and Land Cover Change Detection through Remote Sensing Approach: A case study of Kodaikanal Taluk, Tamil Nadu. *International journal of Geomatics and Geosciences*, 1(2):150.
7. Singh, Balwinder., and Singh, ChanderGagandeep(2020). Analysis of Land Use/Land Cover Change Detection using Remote Sensing and GIS of Fatehgarh Nau Abad Village, Bathinda, Punjab. In: Sahdev S, Singh R.B., and Kumar M (eds.) *Geocology of Landscape Dynamics. Advances in Geographical and Environmental Sciences*. Springer, Singapore. p. 307-320.

The Importance Of Ethical Practices In Social Science Research - A Thematic Overview

Dr. Hassan J*

Dr. Manu T**

Dr. A. K. Ampotti***

Abdul Kareem T. B****

Abstract :- The ethics of social science research is a relatively new discipline, having only emerged in the mid-twentieth century. Addressing ethical norms in research is important for a variety of reasons. For starters, research aims such as knowledge, truth, and error avoidance are aided by standards. For example, prohibiting the creation, manipulation, or misrepresentation of research data promotes the truth while reducing errors. The initial resource for social science researchers when analysing difficult ethical judgments should be their ethics codes. They seek to compile the profession's collective understanding on how to conduct research ethically. In essence, they lay out a set of guidelines for researchers to follow as well as ideals that they should aspire to achieve. These norms should provide answers to many of the ethical concerns that social science researchers face on a daily basis, as well as a standard by which others, both within and outside the profession, can judge their behaviour. For some social sciences, such as anthropology, the code acts as a way to socialise and educate newcomers to the discipline. Others, such as psychology and sociology, employ the codes to adjudicate allegations of unethical behaviour. In general, the rules create a behaviour threshold beyond which research should not be conducted. Ethical concerns are often exclusively separated or relegated from research negotiations. In fact, some researchers regard this component of their research as a side note. However, the researcher's moral integrity is a vital component of ensuring that the research process and the researcher's conclusions are reliable and valid.

Keywords: Ethics, Philosophy, Scientific, Creative, Collaboration, Confidentiality, Explores, Collaborative, Objectives, Plagiarism.

Introduction :- When most people think of ethics (or morals), they think of rules for distinguishing between right and wrong, such as the Golden Rule ("Do unto others as you would have them do unto you"), a code of professional conduct like the Hippocratic Oath ("First of all, do no harm"), a religious creed like the Ten Commandments ("Thou Shalt not kill..."), or a wise aphorisms like the sayings of Confucius. This is the most common way of defining "ethics": norms for conduct that distinguish between acceptable and unacceptable behavior. The majority of people learn ethical standards at home, school, church, or other social situations. Although most people establish their sense of good and evil during childhood, moral development takes place throughout life, and people go through many stages of development as they grow older. Ethical standards are so pervasive that it's easy to dismiss them as common sense. However, if morality were simply common sense, why do we have so many ethical disagreements and challenges in our society?

* Assistant Professor, Department of Islamic History, Government Brennen

** Assistant Professor, Department of Islamic and West Asian Studies, University of Kerala, Kariavattom Campus- 695581, Kerala

*** Assistant Professor, Department of Islamic and West Asian Studies, University of Kerala, Kariavattom Campus- 695581, Kerala

**** Associate Professor, Department of Islamic and West Asian Studies, University of Kerala, Kariavattom Campus- 695581, Kerala College Thalassery, Kerala

One potential explanation for these differences is that while everyone recognises some basic ethical principles, they interpret, apply, and balance them differently based on their own values and life experiences. Two people may agree that murder is wrong yet disagree about the morality of abortion because they have different ideas about what it means to be a human being. Although most communities have legal standards that govern behaviour, ethical norms are generally wider and less formal than laws. Despite the fact that most civilizations use laws to enforce widely accepted moral norms, and ethical and legal regulations use comparable notions, ethics and law are not the same thing. It's possible that an action is legal but unethical, or that it's illegal but ethical. Ethical notions and principles can also be used to criticise, analyse, propose, or interpret laws. Many social reformers have pushed citizens to disobey laws they believe are immoral or unjust throughout the previous century. Civil disobedience that is peaceful is an ethical manner of criticising laws or expressing political opinions. Another definition of 'ethics' is the study of ethical norms in fields such as philosophy, religion, law, psychology, sociology, history etc. Many different fields, institutions, and professions have their own set of behaviour norms that are tailored to their own goals and objectives. These norms also aid discipline members in coordinating their actions or activities and gaining public trust in the discipline. Ethical norms apply to people who perform scientific research or other intellectual or creative activities, and they also support the aims or goals of study.

Research ethics :- 'Research ethics,' as a notion, refers to a complex combination of ideals, standards, and institutional frameworks that help define and control scientific activity. Finally, research ethics is a formulation of scientific ethics in action. To put it another way, it is founded on general scientific ethics, just as general ethics is founded on common sense morality. Research is often intertwined with other specialist activities. Academic disciplines are groups of activities that can be divided into five categories. Cultural and social studies, like all other fields, entail research, studies, science communication, specialist activities (such as consulting, planning, and so on), and institution management. Scholars' professional actions result in five types of outcomes: scientific publications, graduates, contributions to public opinion formation, user improvements, and well-functioning institutions (e.g. universities, university colleges, and research institutes). Although the Guidelines are largely focused on research, they do mention activities at the intersection of studies, communication, specialist activities, and institution management to some extent. The activities that are combined differ between disciplines and institutions. Interfaces between research, study, and communications activities are critical at universities and university colleges. 'Research' as a notion also includes student work, such as master's and doctoral theses. Many study contributions in cultural and social studies also include disseminating results to broader audiences; this is typical in the field of history, for example. Research and specialised activity are frequently intertwined in traditional professional areas such as psychology and law. Problems with the interaction of research and consultancy services can occur at independent research institutes. In many disciplines, institutional ethics are significant. To ensure financing, administration, and regulation schemes that encourage research freedom, impartiality, and verifiability, constant attention is essential.

The Recommendations cover a wide range of standards, from absolute needs to critical considerations. For example, in the realm of research ethics, the condition that one should not consider another person solely as a means to an aim, but always as an end in itself, applies without exception. When conducting particular assessments in individual circumstances, several norms must be balanced against other factors and modified accordingly. Transitions between standards are frequently slow. The Guidelines cover both obligations and factors to consider. Even when there is dispute about which ethical criteria apply, research must be governed by ethical norms and principles. In some fields, opinions on what is ethical aren't totally obvious. Confusion and disagreements might occur as a result of new ideas and possibilities that we do not yet have established viewpoints on. In such instances, the research community has a unique responsibility to assist in the resolution of ethical issues.

The value of research ethics :- Research is a systematic, socially organised search for new and improved knowledge. Scientific information is valuable on its own. Many study findings can be used to help improve societal situations. The ultimate goal of research is to find out the truth. As a result, scientific integrity is an important component of research ethics. Human choices, actions, and relationships, standards and

institutions, beliefs and historical changes, works and traditions, language, thought, and communication are all covered in cultural and social studies. The research method necessitates empathy and interpretation. This might lead to a variety of plausible interpretations of the same factors. However, the fallibility and inconclusiveness attached to research do not relieve researchers from the obligation to shun arbitrary views and to strive for coherence and clarity in their reasoning. Researchers must follow research ethics guidelines, such as those requiring honesty, impartiality, and a readiness to acknowledge their own fallibility.

Research in the humanities and social sciences is characterised by researchers' perspectives on society and mankind, which is usually enlightening. This, however, necessitates that researchers analyse how their personal attitudes may influence the themes they choose, the data sources they use, and the balance of plausible interpretations. Overall, all fields are bound by the same research ethics obligations, such as the need for intriguing and relevant study topics, verifiable documentation, unbiased discussion of divergent viewpoints, and awareness of one's own fallibility. Individuals and institutions alike must adhere to research ethics. Institutions should help to create and maintain strong research practices. Institutions must make the Guidelines for Research Ethics available to their staff and students, as well as give training on research ethics and related laws governing research. This will foster research ethics reflection and encourage more explicit talks about research ethics challenges in basic research communities. Institutions must assume responsibility for adhering to the Research Ethics Guidelines. They must have specific mechanisms in place to deal with suspicions and complaints of violations of the Guidelines, such as forming committees to address scientific dishonesty under their own auspices or in collaboration with other research institutions.

Plagiarism :- In terms of research ethics, plagiarism involves stealing content from the works of other writers and researchers and publishing it as one's own. Researchers must cite their sources when they use other people's thoughts or quotes from periodicals or research materials. Pure duplication is the most heinous form of plagiarism. Plagiarism, on the other hand, can take on more nuanced forms and apply to limited results, hypotheses, conceptions, theories, interpretations, and designs, among other things. Plagiarism is defined as referring to another work early in one's own text and then making substantial use of it without further reference. The majority of research is based on the material, data, and findings of others. Plagiarism can be avoided by following a few easy guidelines. In footnotes and endnotes, as well as in the text, it's critical to distinguish between direct citations from others' texts and paraphrases. The paraphrase should not be so close to the source text that it reads like a quote. There is a risk that the entire argument belongs to someone else when many paraphrased pieces are connected together. Plagiarists jeopardise not only their personal reputation as researchers, but also the research's reliability.

When researchers' ordinary moral sense fails them, they may need to critically evaluate their decisions. The ethical rules are the initial stage in this rigorous review. When rules are insufficient or ambiguous, researchers should look to ethical concepts like nonmaleficence and beneficence to assist them define the problem from a moral standpoint. The principles suggest that each person and problem a social scientist evaluates should be viewed from a perspective that respects people's rights and dignity, including their privacy, confidentiality, and autonomy, and that each relationship a social science researcher enters should be marked by integrity, including being honest and fair.

Ethical theory :- Virtue theory has long been an important ethical theory. Moral humans, according to Aristotle (1989), are individuals who have good character. As a consequence of experience, a good family and social environment, and feedback from other morally good actors, they have developed their intrinsic moral capabilities. To become good, one must learn to act in a morally adequate manner, resulting in the development of relevant moral attributes (or virtues) such as wisdom, honesty, courage, bravery, and so on. Our role as humans is to develop into logical individuals in order to achieve a condition of well-being and thriving. This occurs, Aristotle insisted, only if one has a proper social and political setting; if one does, then one can be expected to make good judgments in one's life and hence be trusted. Clearly, much of the current thinking about research ethics is explicitly based on something like a Kantian deontology: Respect people's rights, treat them as autonomous agents, don't deceive them, and so on, are explicitly Kant-inspired ethical principles.

Good reference practice :- All writers and researchers, whether amateur or skilled, students or experienced researchers, should aim to follow proper reference practices. The standards for citing quotations and referring to sources and literature differ from one subject to the next. Everyone has a responsibility to provide the most accurate references to the books they use. The majority of references should be to specific pages, paragraphs, and chapters. This makes verification of statements and arguments, as well as the utilisation of sources, much easier. The topic areas and research units are in charge of defining and communicating guidelines for good reference practice, as well as encouraging comprehension, ensuring compliance, and responding to infringements. Individual writers and researchers must maintain intellectual integrity and honesty when dealing with primary and secondary sources.

Conclusion :- There are various reasons why it is critical to follow ethical guidelines in research. First, norms foster research goals such as knowledge, truth, and error avoidance. Prohibitions on creating, manipulating, or misrepresenting research data, for example, enhance the truth while reducing errors. Second, because research frequently entails a considerable lot of collaboration and coordination among many different people from various fields and institutions, ethical norms encourage qualities like trust, accountability, mutual respect, and fairness, which are critical to collaborative work. Many ethical conventions in research, such as authorship requirements, copyright and patenting policies, data sharing policies, and peer review confidentiality restrictions, are aimed to preserve intellectual property while fostering collaboration. Most researchers want to receive credit for their contributions and do not want to have their ideas stolen or disclosed prematurely. Third, various ethical standards make it possible for researchers to be held accountable to the public. For example, government laws on research misconduct, conflicts of interest, human subject protections, and animal care and use are required to ensure that public-funded researchers may be held accountable to the public. Fourth, ethical research norms contribute to public support for research. People are more willing to fund a research study if they are confident in the research's quality and integrity. Finally, many research standards promote a number of other important moral and social values, including social responsibility, human rights, legal compliance, and public health and safety. Ethical breaches in research can have a huge negative impact on society.

References :-

1. Clark, L. (1995) An Unethical Ethics Code? *The American Sociologist* 26(2):12–21.
2. De Wet, K. (2010). The importance of ethical appraisal in social science research: reviewing a faculty of humanities' research ethics committee. *Journal of Academic Ethics*, 8(4), 301–314.
3. Fisher, C. B., & Anushko, A. E. (2008). Research ethics in social science. *The SAGE handbook of social research methods*, 95–109.
4. Haggerty, K. D. (2004). Ethics creep: Governing social science research in the name of ethics. *Qualitative sociology*, 27(4), 391–414.
5. Harding, S., & Norberg, K. (2005). New feminist approaches to social science methodologies: An introduction. *Signs: Journal of women in culture and society*, 30(4), 2009–2015.
6. Hessler, R. M., and K. Freerks (1995) Privacy Ethics in the Age of Disclosure: Sweden and America Compared. *The American Sociologist* 26(2):35–53
7. Israel, M., & Hay, I. (2006). *Research ethics for social scientists*. Sage.
8. Kelman, H. C. (1982). Ethical issues in different social science methods. *Ethical issues in social science research*, 40–98.
9. Kent, J., Williamson, E., Goodenough, T., & Ashcroft, R. (2002). Social science gets the ethics treatment: research governance and ethical review. *Sociological Research Online*, 7(4), 1–15.
10. Kitchener, K. S., & Kitchener, R. F. (2009). Social science research ethics: Historical and philosophical issues. *The handbook of social research ethics*, 10(9781483348971), n1.
11. Leo, R. A. (1995) The Ethics of Deceptive Research Roles Reconsidered: A Response to Kai Erikson. *The American Sociologist* 27(1):122–128.
12. Madhushani, H. D. P. (2016). Ethical issues in social science research: A review.
13. Mertens, D. M., & Ginsberg, P. E. (2009). *The handbook of social research ethics*. Sage.
14. Thomas, J. (1996). Introduction: A debate about the ethics of fair practices for collecting social science data in cyberspace. *The information society*, 12(2), 107–118.
15. Wax, M. L., and J. Casell (1981) From Regulation to Reflection: Ethics in Social Research. *The American Sociologist* 16:224–229.



Mechanisation of Agriculture in Rural Areas- A Comparative Study of 2 Villages in Manipur

Dr. Silvia Lisam*

Abstract: The focus of this paper is on the levels of “Agricultural Mechanisation” in different villages within rural areas of a state. The paper tries to show that the process of mechanisation in agriculture is faster in the villages situated close to the urban centre as compared to villages situated far from the urban centre. This is reflected in the result of surveys of 2 villages in the state of Manipur. As a part of Agricultural Mechanisation, analyses about the number of Bullocks and the process of transition of Bullocks to Tractors in agricultural operations have been undertaken in the villages chosen for survey.

Keywords- Agricultural Mechanisation, Bullocks, Tractors, Cultivating Households

Introduction :- An understanding of the level of “Agricultural Mechanisation” plays an important role in analyzing the Agricultural Development of a rural economy. There has been a general consensus that the development of a rural economy also depends largely on the pace of Mechanisation and Technological Development in agriculture. “Mechanisation” in agriculture is the use of appropriate machinery for timely field operations and effective application of various crop production inputs. Therefore, Agricultural Mechanisation is the replacement of biological source of energy by mechanical source of energy in different operations in the production of output (Sarkar,2020). In India, the “Green Revolution” technology was introduced in 1960s with a view to boost agricultural production. The Green Revolution was a movement where the farmers were motivated and assisted to undertake the technology based farming such as improved irrigation facilities, use of high yielding varieties of seeds, mechanization and so on. As a result of Green Revolution, India could achieve self-sufficiency in food grain production by using modern methods of agriculture like better quality of seeds, proper irrigation, chemical fertilizers and pesticides. The tractor was introduced, followed by new tillage and harvesting equipment, irrigation and air seeding technology, all leading to higher yields and improved quality of food and fibre that was grown. However, the results of Green Revolution were not uniform all over the country. Neither has there been uniform impact on all kinds of crops nor has there been uniform impact on all the regions and all categories of farmers(Uma Kapila,2008-09). A study by Billings and Singh also analyses the influence of technological changes in farm production methods on employment and income distribution among cultivators and agricultural labourers in Punjab and Haryana over the period 1968-1984 and estimated the rate of adoption of new technical innovations and imputed rate of labour-machine displacement(Billings and Singh,1970). Gulati and Juneja’s analysis on farm mechanisation in India also shows that there has been commendable progress especially on the use of tractors in farming. Their finding shows that the contribution of mechanized source to farm power in India increased from 3 per cent in 1951 to about 88 per cent in 2013-14, replacing human and draught power(Gulati and Juneja,2020).

The purpose of this paper is to undertake a comparative study of the level of Farm Mechanisation in terms of transition from the use of bullock to tractors in agricultural operations of two villages in the state of Manipur. It was considered appropriate to choose a village situated close to the urban centre and the village situated far from the urban centre of Imphal to undertake the study. In order to show the difference in the pace of mechanisation of agriculture, the study is based on the declining use of the number of bullocks and replacement of bullocks by tractors in agricultural operations at the

* Assistant Professor (Economics) G.P.Women’s College, Imphal.

villages chosen for survey. It is worth mentioning here that the bullocks served as a major source for traction in agricultural operations in rural India since time immemorial. The state of Manipur lies in the extreme north eastern corner of India. It is bounded on the east by Myanmar, on the north by the state of Nagaland, on the west by Assam and on the south by the state of Mizoram and Myanmar. Manipur lies between 23.83N and 94.7E longitude. It has an area of 23,327 square kilometer. Cultivation is almost mono crop with rice as the major agricultural product and pulses, potatoes and vegetables and chilly are the agricultural crop grown throughout the state. In Manipur, majority of the people still depend on agriculture for earning a livelihood. Agricultural sector contributes a major share of the total state domestic product and provides employment to about 52.19 per cent of the total workers in Manipur (Economic Survey,2008-09). The population of Manipur according to census report,2011, is 28,55,791(PCA,2011).

Methodology and Findings of the study :- In this study, the level of Mechanisation refers to the level of replacement of bullocks by tractor in agricultural operations in the two villages chosen for survey. The distributions of the number of bullocks have been categorized according to size classes of agricultural land holdings. The first village chosen for field study namely *Taobungkhok* is situated eight kilometer away from the *Patsoi* Assembly constituency of Imphal West District of Manipur. The entire village is surrounded by paddy fields. The village of *Patsoi* is situated on the west of *Taobungkhok*, *Changangei* on the south, *Ghari* on the east and *Langjing* on the North. The settlement area of the village is divided into three segments viz, *AwangLeikai*, *MayaiLeikai* and *MakhaLeikai*. The village was mainly chosen to study the nature, growth and level of agricultural mechanisation of a village strongly integrated with the urban economy. The second village that has been chosen for study namely *Tejpur* is a new village located at about forty-five kilo metre away from Imphal under the *Hiyanglam* Constituency of Thoubal District. The neighbouring village of *Hiyanglam* and *Lamjao* lie on the West, *Langmeidong* and *Lai Manai* on the South, *Kakching* on the West and *Keirak* on the North of it. In this village also, the settlement area is divided into three segments namely *AwangLeikai*, *MayaiLeikai* and *MakhaLeikai*. Thus, a comparative study has been done to observe the differences and similarities in the nature of agricultural mechanisation of a village situated close to the urban centre of Imphal and another village which is situated quite far from the urban centre.

Informations have been gathered in two rounds of survey during the year 2007.

1. The first round of survey was a preliminary survey where no structured questionnaire was used. The main purpose of the first round was to identify the village and get acquainted with the villagers.
2. In the second round of survey, a census of households was conducted to collect information on the number of households in the villages, age and sex distribution of population in the villages, to identify the cultivating as well as non-cultivating households, the size of operational holdings of each cultivating households and also the number of bullocks and tractors in order to study the level of Agricultural Mechanisation in each village.

The total number of households in *Taobungkhok* is 419 and that of *Tejpur* is 174. The total population in *Taobungkhok* during the surveyed year is 2288 with 1176 male population and 1112 female population whereas the total population in *Tejpur* is only 890 with 457 male and 433 female. In both the village, male outnumbered female. The proportion of male population in *Taobungkhok* is 51.4 per cent. Similarly in *Tejpur*, the proportion of male population is 51.3 per cent. The Distribution of bullocks among cultivating households as well as non-cultivating households in *Taobungkhok* and *Tejpur* are shown in Table 1. The size classes of agricultural land holdings of cultivating households in each village have been categorized as 0-1 acre, 1-1.5 acre, 1.5-2 acre, 2-3.5 acre, 3.5 -5 acre, 5 and above acres. Non- cultivating Households or Households without agricultural land holdings (landless category) have also been included to give a broad picture of both the villages.

Distribution of Bullocks among cultivating as well as non-cultivating Households

(*Taobungkhok and Tejpur*)

Size class (in acres)	<i>Taobungkhok (No. of bullocks)</i>	<i>Tejpur (No. of bullocks)</i>
0-1	4	4
1-1.5	0	4
1.5-2	0	4
2-3.5	0	6
3.5-5	0	6
5 and above	0	0
Landless	2	0
Total	6	24

Table 1 :Source-census survey

Table 1 shows that the total number of bullocks in *Taobungkhok* is only 6 which is quite less as compared to the number of bullock in *Tejpur*, that is, 24. There are various reasons associated with declining bullock population in the village of *Taobungkhok*. The insignificant numbers of bullocks in *Taobungkhok* revealed its declining importance during the surveyed years as most of the tasks performed by bullocks have been substituted by tractors at large scale and thus, the process of Mechanisation of Agriculture is seen to be taking place faster in *Taobungkhok* as compared to *Tejpur*. Another significant reason is that due to population pressure in the village of *Taobungkhok*, grazing grounds within the village have been converted into homestead lands and therefore, due to fodder shortages and high cost of maintenance, there has been a decline in the number of bullocks in *Taobungkhok*. It is confirmed that there are 3 tractors and 16 power tillers in operation in the village of *Taobungkhok* during the surveyed year. Looking at cost factor too, the use of tractor saves both time as well as supervision cost to a cultivator. However, in *Tejpur*, along with tractor, bullocks are still in use in agricultural operations in the surveyed year. This is evident by the presence of 24 numbers of bullocks in the village and there is only one tractor and 6 power tillers in the whole village of *Tejpur*. This shows that Mechanisation process is faster in *Taobungkhok* as compared to *Tejpur*.

Conclusion- It is evident from the findings of the study that geographical locations act as a significant factor in the pace of Mechanisation of Agriculture in the villages. The village of *Taobungkhok* which is situated close to the urban centre exhibits symptoms of faster absorption of Agricultural Mechanisation process as compared to the village of *Tejpur* which is situated far from the urban centre of *Imphal*. This has been well reflected in the results of the findings of the field surveys.

Note :- *The survey referred to in this article is a part of my doctoral thesis submitted to Manipur University*

References :-

1. Sarkar, Anupam (2020). Agricultural Mechanisation in India: A Study on the Ownership and Investment in Farm Machinery by Cultivator Households across Agro-ecological Regions, *Millennial Asia, journals.sagepub.com*
2. Kapila, Uma (2008-09). *Indian Economy: Performances and Policies*, New Delhi: Academic Foundations, p.282-288
3. Billings, Martin.H and Arjan Singh. Mechanization and Rural Employment, with some implications for Rural Income Distribution, *Economics and Political Weekly*, vol.5, Issue No.26, June, 1970
4. Gulati, Ashok and Ritika Juneja (2020). Farm Mechanisation in Indian Agriculture with Focus on Tractors, ZEF Discussion Papers on Development Policy No.297, 2020, *papers.ssrn.com*
5. *Economic Survey, 2008-09*, Directorate of Economics and Statistics, Government of Manipur, pp.67-70
6. *Primary Census Abstract-2011*, Directorate of Census Operations, Government of Manipur, p.1

Rethinking Nature in Ancient Manipuri Literature

Dr. Thangjam Bharatee Devi*

Abstract

Manipur is a state situated in the north easternmost part of India. The state is a hill-lock region in which the valley part and state capital, Imphal is surrounded by layers of hills. It is a beautiful land of rich culture and beautiful natural environments. Since the very early period, the ancient writers of Manipur were impacted by the nature and hence the association of the nature were reflected in their writings. The paper tries to explore the natural perspectives of ancient Manipuri literature. The paper will also show the inseparable relationship between man and his natural surroundings.

Keywords: Manipur, ancient, environment, literature

Introduction

Today, science and technology have their peak of development. On the other side, there has been a lot of changes in the natural environment and its ecosystem. We still remember the distress of mankind specially of the environmentalists and nature lovers when Amazon forest, the Lung of the Earth, was on fire in 2019. We are still witnessing cutting down of big trees and burial of many wetlands for the sake of new projects and construction works. Manipur is a small, beautiful north easternmost state of India, whose area is around 22,365 sq km. About 77 percent of the state's total geographical area is covered by the forest and trees. Being a border state, the state shares its international boundary with Myanmar. The state is blessed with rich flora and fauna and is a biodiversity hotspot. It is therefore, a natural phenomenon that writers fostered here associate with the beauties of nature. They try to show their love and concern for nature in their works from early times. Some of the ancient Manipuri literature which reflect the relationship between man and nature are NonglaoEshei, HijanHirao, KhongchomNupiNongarol etc. It can be noted here that by ancient Manipuri Literature, we mean those Manipuri Literatures before 17th century, which are absent of alien words especially Indo-Aryan languages.

Materials and Methods

For the present paper to be a qualitative research paper, the two sources of data-primary source of data and secondary source of data are used. The primary source of data includes ancient Manipuri manuscripts such as Chinglon Laihui, Hijan Hirao and Khongchomnupi Nongkarol (transcribed texts). The secondary source of data used in this paper includes the reference books and oral testimonies from some Amaibas (priests) etc. The main objective of this paper is to dig into natural perspective of ancient Manipuri literature. The paper will also explore the authors' love and concern for nature. The paper will show the inseparable relationship between man and his natural surroundings.

Results and Discussion

NonglaoEshei

'NonglaoEshei is an ancient poem which is addressed to rain to pour down in torrents. The poem not only depicted the socio-cultural aspect of the region but also the eco-critical aspect.

* Guest Faculty Department of Teacher Education Manipur University

Since the time immemorial, the Manipuris live on rice and hence agriculture has been the main occupation of the folks living here. The folks considered 'rain' as one of the important things which their lives depend on. When there was no rainfall and the dearth of water and hence it could lead to a droughtful situation, 'NonglaoEshei' was being sung. The song is sung at Nongjukhul at Langjing, a hillside area in the Imphal West District of the state at midnight in nudity on approval of the Royal King. Rain, being a natural resource cannot be controlled by the human beings. Rain could be a boon to mankind, if it fell on time thereby bringing happiness and prosperity to the agrarian society. Its erracity and imbalance could be a devastation to such societies. The poem tries to show up the adherence of rain to mankind. It tries to appease the rain by singing it in a ritualistic manner to pour down in torrents:

*Oh Rain. Pour Down
Overflow the peak of Langjing
Flow down the PatsoiNurabi*

Hijanhirao

One of the most beautiful literary works of ancient Manipuri literature that depicts the close affinity between nature and mankind in an intense manner is 'HijanHirao'. The anonymous writer inspirited the natural beings such as tree, gorges, deep canyons etc. and sketched the love for nature vividly. He also connected some etiological legend to signal the close relationship between man and his surroundings. The writer protested against deforestation and made blurred the line between man and nature. He beautifully analogized the big tree with a naughty son, the deep canyon with the feature of a grieving mother who is weeping the whole night for her departing son who will be killed (cut) the next day.

*"O my son, tall and big,
While yet an infant, a sapling
Didn't I tell you
To be an ordinary tree?
The king's men have found you out
And bought your life with gold and silver.
At daybreak, hacked at the trunk
You will be found lying prostrate.
No longer will your respond
To your mother's call
Nor a likeness of you
Shall be found, when I survey
The whole hillside.
Who shall now relieve my grief?"*

Not only this, the poet reminds us of the fact that man does not live alone. He tried to show the relationship between man and animals that are living in his surroundings. He also bought the etiological legend of LuwangPudangkoiKhutkoiba, the brother of Luwang King LuwangNingthouPunshiba into 'Sangai', the brow antlered deer. (Sangai, scientific name- , is the state animal of Manipur and is found only in Manipur). As the writer long-sightedly viewed the importance of natural environment to mankind, he conveyed the message to live man with the ecosystem in a sustainable manner and also promoted the importance of ecological balance.

KhongchomnubiNongarol

KhongchomnudpiNongarol, though written in an early period, witnesses the aspect of man's bonded relationship with the nature. This ancient work was written in prose form. The main plot of the manuscript is of the six beautiful Luwang girls incarnated into Pleiades in the sky. Six Luwang girls went to Haokuatamsoi to buy fish. They met six Haoku youths and fell for one another. They spend the night together at the fish farm. When the six Luwang girls returned home the next day, they were scolded by their parents and brothers for sleeping with the six Haoku youths. Unbearable with the rebuke, the six Luwang girls left home and went to the land of Lord of Heaven, Lord Sorarel. Thus, the six Luwang girls incarnated into the group of stars called KhongjomNubi(Pleiades) in the sky. Lord Sorarel did not approve the request of the six KhongjomNupis (Pleiades) to live together with the six Haoku youths in theHeaven, instead, he told them to meet once in a year to give birth to cicadas.

The writer intelligently instructed the folks whose main occupation was the cultivation, to kick-off the work of cultivation when the rainy season came with the sound of the loud cicadas and the stars shone in the sky.

Conclusion

Since the time immemorial, there has been an inseparable relationship between man and nature. Since man always associates with nature, before the scientific reasons behind every natural phenomenon, mas has been amused and sometimes mesmerized by nature and its beauty. All these impacted and were reflected in the works of the ancient writers of Manipur, a state situated in the north easternmost part of India. Though they were not aware of the term, 'Ecocriticism' at that time, they tried to show the proximity of nature to mankind. They also tried to convey that man could not live alone. If man lives with his natural surroundings like birds, animals, trees etc. in a sustainable manner, it would be a great thing for our ecosystem.

Acknowledgement

The author is thankful to Sri WangkheimayumLabango (67 years), LamdengMakhaLeikai, MaibaHanjaba from Manipur Pandit Loishang. All the suggestions to improve the findings are warmly welcome.

References :-

1. Nabachandra, Polem, Ariba Manipuri SahityagiShaklon, Imphal:2006
2. Narendra, Moirangthem (ed.), KhongchomnupiNongkarol. Imphal:1992
3. Singh, ChManihar, A History of Manipur Literature, Calcutta: Sahitya Academy
4. Singh, N Khelchandra (ed.), ThainagiSeireng, Imphal



A Study of Anxiety of Elementary School Students in Relation to Locale and Type of School

Ms. Kanchan Khatreja*

Prof. (Dr.) Suman Dalal**

Abstract :- The purpose of this research was to study anxiety level of students in relation to locale and type of school. The method was correlation, and the statistical population was elementary school students who are studying in 8th class in Gurugram District Haryana, India. The sample of the research was 200 students that selected by random sampling. Standardized tool developed by A. Kumar was used for measuring the anxiety level of elementary school students. The statistical techniques utilized in the present study were mean, standard deviation and t-test. The results showed that there is no significant difference in the anxiety of elementary school students in relation to rural and urban area. But there is significant difference in the anxiety of elementary school students in relation to type of schools i.e., Govt. and Private schools. Further it was also found a significant difference between anxiety of male and female elementary school students. Therefore, it is very important to consider anxiety level among the students.

Keywords: Anxiety, Elementary, Rural and Urban Area, Govt. and Private schools

Introduction :- With the advancement of sophistication in the mental health professions and behavioral sciences in recent years, man has come to recognize the anxiety has a huge influence on human lives. Anxiety is a necessary bodily response that indicates the need to focus on something in the surroundings. Word Anxiety comes from Latin word – Anxietus – experience of varying blends of uncertainty, agitation, and threat. It is a type of disorder. The desire to achieve high can lead to anxiety among the students. In this competitive world students are facing many mental disorders. Anxiety is one of them and day by day we can see the cases in schools that students are suffering from tension and anxiety issues. Previous research also revealed that school students, adolescents and middle-aged persons are facing mental disorders as their anxiety is high due to many reasons such as home environment, personal reasons, social factors, and health related factors also. The word Anxiety is vexed or trouble; in either presence or absence of physiological and psychological stress and create feeling of fear, worry, uneasiness and dread. According to David Barlow “Anxiety is a future oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events.” Anxiety is becoming a regular occurrence in everyday life. (Lenka & Kant, 2012) anxiety plays a vital role in human life, because all of us are the victim of anxiety in different way.

Objectives of The Present Study

For the present study, the following objectives have been formulated:

1. To compare the mean scores of anxiety of male and female elementary school students.
2. To compare the mean scores of anxiety of rural and urban elementary school students.
3. To compare the mean scores of anxiety of government and private elementary school students.

Hypotheses of The Study

On the basis of corresponding objectives, the following hypotheses have been formulated:

2. There is significant difference between male and female elementary school students with respect to anxiety.
3. There is significant difference in the mean scores of anxiety of rural and urban elementary school students.

* Ph.D. Scholar B. P.S Institute of Teacher Training and Research B.P.S. Mahila , Vishwavidyalaya, Khanpur Kalan, Sonepat, Haryana

** Supervisor B.P.S Institute of Teacher Training and Research B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat, Haryana

4. There is significant difference in the mean scores of anxiety of government and private elementary school students.

Delimitation Of The Study

1. The proposed study conducted on only one district i.e., Gurugram of Haryana.
2. The study delimited only for 200 students of 8th class only.

Methodology

Design: The present study was a descriptive survey in nature for which elementary school students were considered as the population for the present study.

Sample: The sample for the present study consisted of 200 elementary school students of district Gurugram, Haryana, India.

Tool Used For Data Collection :- The data for present study was collected with the help of Indian adaptation of Sarason's Anxiety Scale developed by A. Kumar which intends to assess General Anxiety of children upto the age of 17 or 18 years. It measures anxiety in 5 Categories, very low, low, average, high and very high. The scale is in Hindi Language only. The scale consists of 45 items in total and items are related to the following areas:

1. Health, Physical appearance, and injury	4. Social relations and social approvals
2. Success or failure in work	5. Worries regarding the future happenings
3. Afraid from animals and strange things	6. Afraid in loneliness

Scoring Procedure :- The sample of the present study was 200 students 100 boys and 100 girls from govt and private schools of Gurugram , Haryana. The sample was taken from various schools of Gurugram city, Haryana. Generalized Anxiety Scale for Children was used to measure the level of anxiety. The scoring was done according to the manuals, relevant statistical tool was applied, and results obtained were tabulated. Interpretation of the results was drawn.

Statistical Treatment

The data was analyzed by applying the various statistical methods including mean, standard deviation and t-test.

Analysis And Interpretation

1. **H1:** There is Significant Difference in the Mean Scores of Anxiety of Male and Female Elementary School Students.

Table 1.Significance difference in Anxiety of Male and Female Elementary School Students

Variable	Male (100)		Female (100)		df	t-value	Level of Significance
Anxiety	Mean	S.D.	Mean	S.D.	198	4.78	0.05
	21.78	7.31	25.92	6.76			

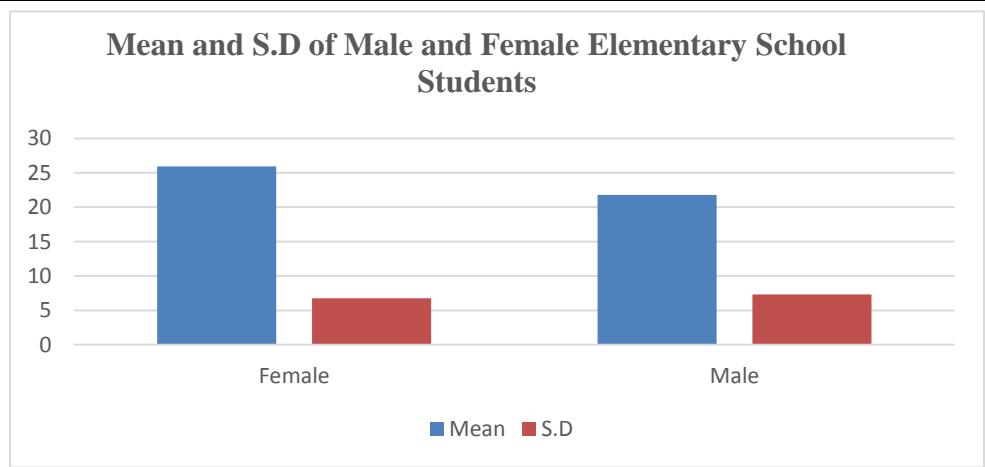


Figure 1. Significance difference in Anxiety of Male and Female Elementary School Students

It is evident from the table 1 that the calculated t value is 4.78 which is significant at 0.05 level that indicates that the hypothesis is accepted. It is further inferred that there is significant difference found between male and female elementary school students with respect to anxiety.

2.H2: There is significant difference in the mean scores of anxiety of rural and urban elementary school students.

Table 2. Significance difference in Anxiety of Rural and Urban Elementary School Students

Variable	Rural (100)		Urban (100)		df	t-value	Level of Significance
	Mean	S.D.	Mean	S.D.			
Anxiety	25.09	7.34	23.36	7.28	198	1.67	0.05

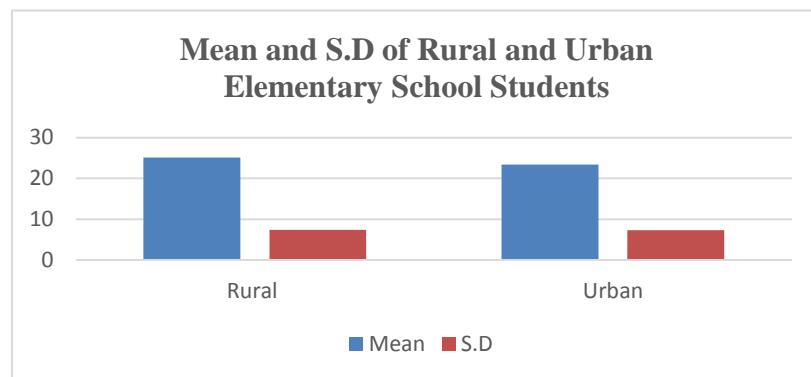


Figure 2. Significance difference in Anxiety of Rural and Urban Elementary School Students

It is evident from the table 2 that the calculated t-value is 1.67 is not significant at 0.05 level that indicates that the hypothesis is not accepted. It is further inferred that there is no significant difference found between rural and urban elementary school students with respect to anxiety.

3.H3: There is significant difference in the mean scores of anxiety of government and private elementary school students.

Table 3. Significance difference in Anxiety of Govt. and Private Elementary School Students

Variable	Govt. (100)		Private (100)		df	t-value	Level of Significance
	Mean	S.D.	Mean	S.D.			
Anxiety	25.03	6.94	22.67	7.54	198	2.30	0.05

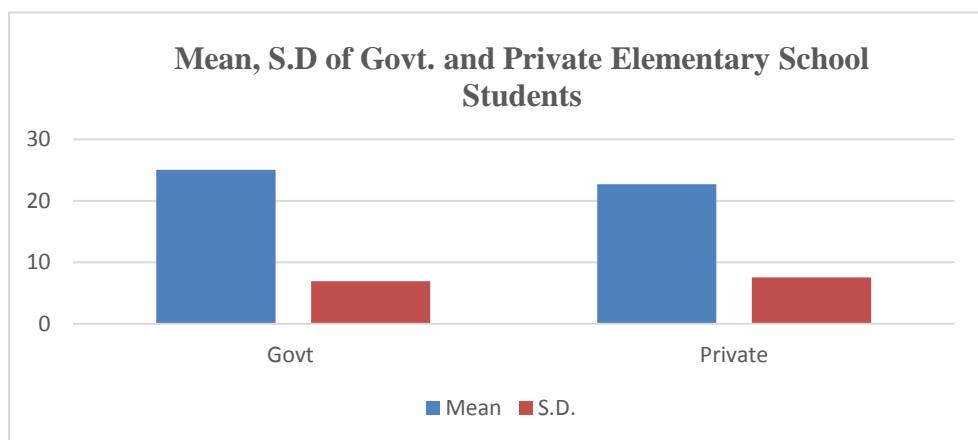


Figure 3. Significance difference in Anxiety of Govt. and Private Elementary School Students

It is evident from the table 3 that the calculated t value is 2.30 which is significant at 0.05 level that indicates that the hypothesis is accepted. It is further inferred that there is significant difference found between govt. and private elementary school students with respect to anxiety.

Findings Of The Present Study :- The findings of the present study are as follows:

1. A significant difference was found between anxiety of male and female elementary school students.
2. A significant difference was not found in the mean scores of anxiety of rural and urban elementary school students.
3. A significant difference was found in the mean scores of anxiety of govt. and private elementary school students.

Educational Implications Of The Study

The study may develop insight to teachers and authorities so that they can find out the reasons of anxiety among the students and suggest them measures to prevent it. The findings of the study also have implications for the parents in addressing the anxiety of elementary school students. Therefore, teachers in schools and parents at home must assist the students in the management of the anxiety through yoga and meditation, counselling, relaxation exercises and other behavioural techniques. Parents should monitor their children's worries and their success and failures in studies. They must spend time with their children. They should interact with the teachers so that they become aware of their anxiety. Teachers must observe their behaviour in the classroom and from time to time they arrange some activities in group so that anxiety among them can be reduced.

References :-

1. Barlow, David H. Unraveling the mysteries of anxiety and its disorders from the perspective of emotion theory, 2000. *American Psychologist*. 55 (11), 1247–63.
2. Cassady, J.C. Anxiety in the schools: The causes, consequences and solutions for academic anxieties, 2010.
3. NY: Peter Lang. Fatma, F.A. Study of Anxiety of Adolescents in Relation to their Gender, Locality and Academic Achievement. *International Journal of Applied Research*, 2015 1(12), 407-411.
4. Griffin, J.M. Fuprner, R., Stansfeld, S.A. Marmor, M. The Importance of Law Control at work and home on depression and Anxiety, 2003.
5. Jain A. Effect of Academic Anxiety and Intelligence on the Academic Achievement of the Elementary Level, 2012. *Asian Journal of Multidimensional Research*.;1(4):90-95.
6. Kumar A. Relationship of Academic Anxiety among Adolescents in relation to their Home Environment, *International Journal for Research in Education*. 2013; 2(7). ISSN: 2320-091X.
7. Kumar A. (2013). Manual for General Anxiety Scale for Children. National Psychological Corporation, Agra.
8. Lenka, S. K. and Ravi Kant. A study of academic anxiety of special needs children in special reference to hearing impaired and learning disabled, 2012. *International Journal of Multidisciplinary Research*. 2(2), 64-72.
9. Rao, B.V.R., & Chaturvedi, A. Study the Academic Anxiety of Secondary School Students, in Relation to Gender and Locality, 2017. *International Journal of Research in Humanities, Arts and Literature*, 5(12), 59-62.
10. Sharma Sonal. A Study of Academic Anxiety of Senior Secondary School Students in Relation to Locale and Type of School, 2019. *Research and Reflections on Education*, Vol.17, No.4.
11. Thergaonkar, N.R., Wadkar, A.J. Relationship between test anxiety and parenting style, 2007. *Journal of Indian Association of Child Adolescent Mental Health*, 2, 10-12.



Shift in Paradigms: Analytical Study of Philosophy and Methodology of Humanities

Biju. V. K.*

Abstract:

This paper is the result of enquiries on the existing methodological frameworks that focused on the mismatch that appears between local texts and non-local methodological frameworks. The ways with which the researcher addresses the research problem is as significant as the research problem itself. The methodological framework should help the researcher to move from data and hypothesis to arrive at the conclusion. When a researcher approaches the data which is local, there appears some kind of mismatch when he analyses the data within a non-local framework. Appropriate paradigms of enquiry that may address the issues concerning the cultural context have to be evolved.

Shift in Paradigms: Analytical Study of Philosophy and Methodology of Humanities

A research work is a systematic scientific enquiry aimed at the discovery, revision and interpretation of existing knowledge in the light of new facts¹. Systematic collection, evaluation and scientific analysis of data have important roles in a research work. A good research design involves a Conceptual or Empirical, Qualitative or Quantitative, Applied or Fundamental, and Descriptive or Analytical frameworks and refers to concerned significant theories. It helps a researcher in verifying the related facts scientifically, test a hypothesis, arrive at a conclusion and gain knowledge in the subject. Scientific analysis of the data makes the paradigm of enquiry analytical. The framework helps a researcher analyse and determine validity of the hypothesis. But in the first stages of the enquiry it is essential to test and confirm whether the research design is suitable to the hypothesis or not. Otherwise there would be some kind of mismatch between the data and research design which may negatively affects the hypothesis and the overall quality of the work. A framework which supports the hypothesis might not be suitable in another case. Some recent studies on the analytical frameworks throws light on this view. For example, Lloyd P Provost² compares analytical framework to that of studying water from a river which changes time to time. The properties of the water in a river may not be constant and this may question the validity of sampling. Lloyd observes that unlike collecting sample from a pond, without repeated sampling, the hypothesis cannot be validated in the case of a river. This observation emphasises the need to revisit and rethink existing analytical tools of research and methodologies in different research works. The methodological framework should help the researcher to move from data and hypothesis to conclusion. Without a suitable methodological framework an investigator cannot solve the research problem ensuring quality and accuracy of the findings in a research work.

In order to ensure the appropriateness of the methodology a researcher is supposed to design it individually and it may not be the same in all research works in the future. The ways with which the researcher addresses the research problem is as significant as the research problem itself. Theories and research frameworks are not constant and hence they change and evolves over time. Thomas Kuhn³ refers to this phenomena as paradigm shift (1970). Paradigms of research shift and

* Research Scholar, Department of English and Comparative Literature, Central University of Kerala.

new paradigms evolve over time. As far as the experience is concerned a comprehensive methodology that cover all aspects of the research problem is not practical. It is evident in the case of multidisciplinary research projects. Even then the researcher has to address the issues concerning the suitability of the adopted frameworks. When a framework fails to address the research problem and there is no analytical clarity, the proposition itself remains invalid. In such cases the framework should be replaced by the most appropriate one. Theoretical frameworks should be evolved according to the context, irrespective of the time and place of their origin. For example, the shift from oral culture to print culture, regional variations of a specific text, emergence of modernism and the shift from modernism to postmodernism are some of the major issues that demand a close scrutiny of the validity of the existing theoretical frameworks. Modern India has its roots in one of the culturally rich civilizations in the world. If we go deeper into the cultural contexts of ancient Indian texts, we come across different traditions of knowledge production, variations in the cultural practices and religious rituals. In the study of texts that are rooted in the cultural context of pre-modern knowledge production, the worldviews of the corresponding generations should be considered. How far can we address the deep and significant textual debates in the texts that were orally transmitted from generation to generation within the existing frameworks is debatable.

The changes in the geographical locations, time, and tribe or the cultural group influence the everyday practices and worldviews. There are so many variants available to folklore, for example, in different languages, that strengthen the ancient traditions of knowledge production. In such cases, the applied framework of analysis might not be similar in all cases. Dissemination of the ancient discourses along different cultures over generations contributes to their variants in different languages. Many of the ancient texts in the folk tradition, for example, have the potential to address the people from all walks of life, irrespective of their individual differences. The availability of the different variants of these texts in different languages in different forms (including adapted and illustrated versions, series and multimedia formats for children) continue to attract generations even today. Alternative spaces of these interrogative texts including vernacular voices question the dominant analytical frameworks. When a researcher approaches the data which is local, there appears some kind of mismatch when he analyses the data within a non-local framework. Whether there exists an appropriate methodological framework to approach these native corpus is still debatable. Appropriate paradigms of enquiry that may address the issues concerning the cultural context have to be evolved.

References :-

1. "research." Merriam-Webster.com. Merriam-Webster, 2011. Web. 8 May 2011.
2. Provost, Lloyd P. 'Analytical Studies: a framework for quality improvement design and analysis'. *BMJ Quality & Safety*, vol.20, no. Suppl_1, Apr.2011, pp.i92-96, <https://doi.org/10.1136/bmjq.2011.051557>
3. Kuhn, T.S, *The Structure of Scientific Revolutions*. Chicago, IL: University of Chicago Press.1966.



Transportation In Smart City – Navi Mumbai

Dr. Priti Prasad Mahajan*

Abstract:- A smart city employs information and communication technology (ICT) to boost operational efficiency, share data with the public, and improve government service and citizen welfare. The basic purpose of a smart city is to use smart technologies and data analysis to optimise city functions and boost economic growth while also increasing people' quality of life. The value of technology is determined by how it is used rather than how much of it is available. CIDCO has its own vision for building Navi Mumbai South (informally known as Navi Mumbai South) as a smart city. Except for the airport, everything will be finished by 2022. Navi Mumbai is a Mumbai planned development. It was built in 1972 as a new Mumbai urban township. The population of Navi Mumbai has surpassed one million people. It is one of the world's largest planned new cities, and it was built as a satellite city to relieve Mumbai's congestion. The City and Industrial Development Corporation of Maharashtra Ltd. (CIDCO), a special purpose organisation controlled solely by the state government, had a major role in the planning of this new city and continues to exert influence over vast portions of it. The Harbour Line suburban train service connects Navi Mumbai to Mumbai and extends up to Panvel.

Key Word:- Smart city, Transportation, CIDCO, NMMT, Metro Rail

Introduction :- A smart city is a technologically advanced metropolitan region that collects data using various electronic technologies, voice activation methods, and sensors. The data is utilised to efficiently manage assets, resources, and services; in turn, the data is used to improve operations throughout the city. Data collected from residents, devices, buildings, and assets is processed and analysed to monitor and manage traffic and transportation systems, power plants, utilities, water supply networks, garbage, criminal detection, information systems, schools, libraries, hospitals, and other community services. [2] [3] Smart cities are described as intelligent both in terms of how their governments use technology and in terms of how they monitor, evaluate, plan, and administer the city. [4] Navi Mumbai is a planned city on India's mainland, located on the west coast of the Indian subcontinent in the Konkan region of Maharashtra state. The Mumbai Metropolitan Region (MMR) includes Navi Mumbai. For the individual development of Panvel Mega City, which comprises the area from Kharghar to Uran, including Taloja node exclusively in the city of Navi Mumbai, the city is divided into two, North Navi Mumbai and South Navi Mumbai. Although NMMC does not include these nodes in its authority because CIDCO is actively creating them, they will be handed over to NMMC once they are completed.

According to the 2011 provisional census, Navi Mumbai has a population of 1,119,477. Its average city elevation, excluding wooded areas, is 14 metres. Navi Mumbai is located at 19.03681 latitude and 73.01582 longitude. It is located in Asia's northern hemisphere. Coordinates in decimal form. The standard is straightforward. The NMMC is organised into nine zones that cover 162.5 square kilometres. Belapur, Nerul, Turbhe, Vashi, Koparkhairane, Ghansoli, Airoli, Digha, and Dahisar are the cities in question. The core of Navi Mumbai is the Central Business District (CBD). It is being developed as one of the most important commercial and residential regions in the country.

Various educational institutions in Navi Mumbai provide courses in a variety of fields, including engineering, medical sciences, interior design, and hotel management. ACG Group, Aplab, Siemens, McDonald's, Morningstar, Inc., Baker Hughes, Bureau Veritas, Bizerba, CRISIL, Reliance, Mastek, Accenture, Selcore Technology, Hexaware Technologies, firstsource, Hinduja Group, Larsen

* Head of Geography Dept., S.M.D.L.A.C & S College, Kalamboli.

& Toubro, VENUS Safety, and cyber security multinational Velox have head offices/branches throughout the city, making it a bustling business hub. In Kharghar, there is a Golf Course, Central Park, and Pandavkada Water Falls; in Belapur, there is Parsik Hill in the CBD; in Nerul, there is Wonders Park and Jewel of Navi Mumbai, Seawoods.

Objective

1. To study the development of Navi Mumbai as smart city.
2. To Study transportation of Navi Mumbai.
3. To study what is feature plan of Air transportation in Navi Mumbai.

Methodology :- Primary data- The primary data was collected by visiting the Navi Mumbai.

Secondary data - The secondary data is collected by internet, News papers, Govt. reports and Books.

Transportation :- In comparison to Mumbai, Navi Mumbai has a strong infrastructure, is well connected to other regions of the state and country, and is less dirty. CIDCO carved out 19 small nodes with a view towards facilitating comprehensive development. These nodes were named Airoli, Ghansoli, KoparKhairane, JuhuNagar, Vashi, Turbhe, Sanpada, Juinagar, Nerul, Darave, KaraveNagar, CBDBelapur, Kharghar, Kamothe, NewPanvel, Kalamboli, Ulwe, Dronagiri and Taloja.

Road Transport :- Brihanmumbai Electric Supply and Transport (BEST) buses run from various areas of Mumbai to Navi Mumbai & Navi Mumbai Municipal Transport (NMMT) buses run all over Navi Mumbai and various areas in Mumbai, Thane, Bhiwandi, Kalyan-Dombivli-Badlapur, Panvel- Khopoli-Taloja, Uran-Ulwe etc. NMMT runs AC Volvo buses from Navi Mumbai to Mumbai, Thane and Kalyan- Dombivli. The Palm Beach Marg, a 10-kilometre (6.2 mi) long six lane road connects Vashi to CBD Belapur running parallel to the Thane creek.

NMMT now operates 492 buses on 67 routes, as well as certain special services. According to the city bus services, the total route length for all services is 2220.3 km, with an average length of 26 km and a maximum of 65 km and a minimum of 5 km. All routes have an average headway of 15 minutes, with a maximum of 65 minutes and a minimum of 7 to 10 minutes. Through the Integrated Intelligent Transport Management System, Navi Mumbai Municipal Transport (NMMT) has established a contemporary Command Control Center (CCC) at the NMMT Head Office in CBD Belapur (ITMS). On a daily basis, it connects and controls three bus depots as well as fifteen computerised key control points. ITMS created a total of nine modules, each of which was provided. Citizens have access to real-time data and information for journey planning, bus ETAs, and grievance resolution, among other things, resulting in citizen satisfaction. More than 100,000 users have downloaded the NMMT Mobile Tracker app, with about 35,000 using it on a daily basis. Commuters will spend less time waiting at bus stops because they can arrange their itinerary around the bus's estimated arrival time. There's also an Alarm option, which sends out a notification when a bus arrives at a specified bus stop or destination. The city has a good public transportation system, with the Navi Mumbai Municipal Transport (NMMT) providing bus commuters, the Mumbai suburban railway serving train commuters, and a vast fleet of auto rickshaws serving intra-nodal commuters. The Mumbai-Pune Expressway begins in Navi Mumbai at Kalamboli. Auto rickshaws serve as inter- and intra-nodal public transportation around the city. Taxis that operate from established taxi stands give transportation to other locations. Taxis have a set rate set by the R.T.O., which may be accessed on the city's most popular local transit applications.

Railway :- The Mumbai Trans Harbour Link (MTHL), also known as the Sewri-Nhava Sheva Trans Harbour Link, is a 22-kilometer (14-mile) freeway-grade road bridge connecting South Mumbai and Navi Mumbai that is currently under development. The Mumbai suburban railway network serves the majority of the city's populous areas. Vashi, Nerul, Belapur, and Panvel are the most major suburban stations. The stations are designed to serve as key railway intersections. Panvel is the only mainline station in Navi Mumbai, as well as the busiest. All outstation trains come to a complete stop here for 5

to 20 minutes. It is a major crossroads where railway lines intersect and it is connected to practically every corner of India. Between Karjat and Panvel, a new wide gauge railway is now operational. The Maharashtra government proposed the region as a new urban township for Mumbai in 1971. CIDCO, a new public-sector endeavour, was created for this purpose. Thane Part and Raigad are the two districts that make up Navi Mumbai. The city was ranked 4th out of 73 cities surveyed for cleanliness and hygiene as part of the Swachh Bharat Abhiyan by the Union Ministry of Urban Development (MoUD) and the Quality Council of India (QCI).

Metro rail :- In Navi Mumbai, the Navi Mumbai Metro is a rapid transit system that is currently under construction. CIDCO will build four lines in the Navi Mumbai south region, while NMMC and MMRDA will build the second and third lines of the metro system. CIDCO is constructing the first metro line. There are three stages on this line. The line will connect the Mumbai suburban railway station at Belapur and Pendhar hamlet in the first phase. The line will connect Taloja MIDC and Khandeshwar node (which will be extended to the Navi Mumbai International Airport in the city's Ulwe node) in the second phase, and in the third phase, it will connect Taloja MIDC and Khandeshwar node (which will be extended to the Navi Mumbai International Airport in the city's Ulwe node).

Air Transport

Navi Mumbai International Airport is an under-

construction green field international airport being built at Panvel / Uran, Navi Mumbai in Maharashtra, India. It will be the extension to the existing Chhatrapati Shivaji Maharaj International Airport (CSMIA) as India's first urban multi-airport system.^[3] The first phase of the airport will be able to handle 10 million passengers per annum.^[4] It will be expanded to its final capacity to handle more than 90 million passengers per annum. Texas-based Jacobs Engineering Group will chart the final masterplan for the airport,^[5] while the airport passenger terminal and air traffic control (ATC) tower has been designed by London-based Zaha Hadid Architects.

Conclusion :- Navi Mumbai is a planned city situated on the west coast of the Indian subcontinent, lies in Konkan division of Maharashtra state, on the mainland of India. The area was proposed in 1971 as a new urban township of Mumbai by the Government of Maharashtra. A new public sector undertaking, CIDCO, was established for this purpose. CIDCO planned and constructed all the railway stations, roads and public spaces in Navi Mumbai and developed nearby areas commercially. The Navi Mumbai Metro is an under construction rapid transit system in Navi Mumbai. Navi Mumbai International Airport is a greenfield international airport now under construction in Panvel/Uran, Navi Mumbai, Maharashtra, India. As India's first urban multi-airport system, it will be an extension of the current Chhatrapati Shivaji Maharaj International Airport (CSMIA).

References :-

1. Connected Vehicles in Smart Cities: The Future of Transportation Archived 13 April 2020 at the Wayback Machine Published by interestingengineering.com on 16 November 2018, retrieved on 4 April 2019
2. McLaren, Duncan; Agyeman, Julian (2015). Sharing Cities: A Case for Truly Smart and Sustainable Cities. MIT Press. ISBN 9780262029728.
3. Phadnis, Aneesh (16 June 2017). "Navi Mumbai airport groundwork begins". Business Standard India. Retrieved 21 November 2017.
4. "Groundwork at Navi Mumbai airport site begins". The Times of India. Retrieved 21 November 2017.
5. "Navi Mumbai airport gets final go-ahead". The Times of India. 13 July 2016. Retrieved 18 February 2017.
6. Phadnis, Aneesh (7 June 2019). "L&T set to construct Navi Mumbai airport, likely to finish by mid-2020". Business Standard India. Retrieved 8 June 2019.
7. <https://www.nmmc.gov.in/navimumbai/nmmt>

Superstitions about Disability in Madan Vashista's *Deaf in Delhi*

Trupti Pandurang Gawade*

Dr. Manohar S. Vaswani**

12

Abstract: Superstition means irrational beliefs or practices that are not usually based on verifiable facts. From time immemorial, many false beliefs about disability and disabled people are held by society. There are some religious beliefs about causes linked to disability and disabled people in Indian society. Sometimes disability is considered as God's punishment for sins that may have been committed by either individuals or their parents or ancestors in the present or previous birth. There is another prevalent cause of disability especially in Indian society is that having a no faith in God. The present paper aims to study what superstitions are still prevalent in Indian society about disability and disabled people with reference to Madan Vasishta's autobiography entitled *Deaf in Delhi* which was published in 2006. Autobiographies can be a good source to study the social, political and economic issues of the society in which the authors have lived. Madan Vasishta became deaf at the age of eleven. Deafness is considered as one of the disabilities. It is a condition in which person cannot hear anything with his/her both ears.

Key Words: Superstition, disability, autobiography, beliefs, practices, non-scientific.

Superstitions are irrational beliefs or practices that are not usually based on verifiable facts. The Merriam Webster's Dictionary defines superstition as "a belief or practice resulting from ignorance, fear of the unknown, trust in magic or chance, or a false conception of causation". According to the Oxford English Dictionary, superstition is "a belief that cannot be explained by reason or science" (1287). The above definitions show that superstition brings such beliefs or practices that are mainly based on false or non-scientific explanations. In reality, many people suffer due to such false beliefs and practices that are still prevalent in the society. The present paper aims to study what superstitions are still prevalent in Indian society about disability and disabled people with reference to Madan Vasishta's autobiography entitled *Deaf in Delhi* which was published in 2006. Autobiographies can be a good source to study the social, political and economic issues of the society in which the authors have lived.

Deaf in Delhi is a book divided into thirty-nine sections with significant titles, in which the author describes his real experiences of deafness while living in India. Madan Vasishta became deaf at the age of eleven. Deafness is considered as one of the disabilities. According to *Rights of Persons With Disabilities Act* of 2016, "deaf" means persons having 70 DB hearing loss in speech frequencies in both ears" (34).

Different cultures and ages have offered different interpretations and explanations of disability. These interpretations and explanations are conditioned by their ideas and beliefs about man, nature and God. They believe in a variety of causes and results of disability. These beliefs in turn determine the attitude of society to disability and people with disabilities. Since time immemorial, many false assumptions about disability and disabled people are held by society. There are some religious

* Research Student, Department of English, Shivaji University, Kolhapur.

** Assistant Professor, Department of English, Shivaji University, Kolhapur

superstitions linked to disability and disabled people in Indian society. Sometimes Disability is considered as God's punishment for sins that may have been committed by either individuals or their parents or ancestors in the present or previous birth. The Hindu doctrine of Karma Phala also reveals the Indian ideology of disability which mainly states that "disability is sought to be linked with the retribution for the sins committed by individuals in the past" (Karna, 71). Another prevalent misconception about disability is that disabled have no faith in God. Madan Vashista's autobiography reveals some of these superstitions about disability prevalent in Indian society.

After suffering from two weeks of typhoid and the mumps, he woke up one night with strange feeling of discomfort. He elaborates that "My head was full of very loud noises, as if I were standing in a major railroad station. I heard blaring whistles, people yelling, and trains thudding along the tracks" (01). As he cried loudly, all the members in his joint family gathered to see him. He realized that he could see their lip movements but no longer heard their voice. He was not hearing their words at all. He was taken to their family doctor, who was considered as expert in Ayurveda. But his Ayurvedic medicine could not cure his hearing problem. Thereafter, he was treated by various renowned doctors but his deafness could not be cured. Meanwhile, various non-scientific methods were adopted by his family to cure his deafness.

Madan Vasishta belonged to a middle class family in Gagret, a farming village. His whole family always tried to defend religious ideas. BhuaParvati, his father's younger sister was a very religious woman. The author says that "Everything in the world, according to her, happened according to the pre-written will of Rama or Krishna or Vishnu or Shiv—the four major Hindu gods" (15). She strongly believed that his deafness was caused by his lack of respect for God.

The author was influenced by Ramayana and Mahabharata that he read at the age of ten. He was convinced that neither Rama nor Krishna were faithful gods. Wherever he tried to argue his theory about the gods, BhuaParvati refused to listen him by covering her ears with palms. She scolded him saying that "That is sinful, young boy" She added "Lord Rama will hear you. Do not talk that or He might punish you" (16). According to her belief, his deafness was the result of his mocking of the gods. She strongly believed that he would regain his hearing as he asked for forgiveness. But the author would refuse to pray and ask for forgiveness for a sin or crime that he had not committed. Considering his deafness the result of some celestial punishment, he was taken to number of sadhus including holy men, temple priests and those men who claimed to have a direct link to gods. At first, he was taken to Gurkha Baba who lived in a cave. Gurkha Baba dressed only in a langoti which resembles thong bikini underwear and his whole body was covered with white ash just like many other holy men in India. BhuaParvati brought him to their home. The author describes that "He sat there in front of my bed, erect on a chair with his left foot crossed over his right knee, holding the *trishul* in his right hand. His eyes were very serious, and he did look very graceful—almost holy" (17). The author had to touch his feet for blessings. Before leaving the place, that Baba gave him white ash in his palm and applied some of it to his forehead. He had to lick that so-called holy ash from his palm and swallow it. As he left, the author got mad at BhuaParvati. He tried to convince her that Gurkha Baba was nothing but a thug and was leading a nice life by fooling people. According to him, "God does not need a Gurkha as a middle man to help me" he added "If God wants to make me hearing, he would do it without that faker" (18).

The second sadhu to whom he was taken called Mahatma from Andora, a small village two miles from Gagret. He was in the Andora Temple located in the bank of Swan River. He was well-known throughout the district. BhuaParvati also took the author to receive the blessings of Mahatma, so that he would be able to hear soon. They touch his feet to receive his blessing. While leaving that place, he told BhuaParvati that he didn't know when but he would receive his hearing soon. The author wrote that "it was an open ended and broad answer- anytime between now and whenever" (19). He wanted to

comment on his ambiguous prophecy but he had to keep quite because BhuaParvati had a firm belief that his deafness was caused by his mocking everything religious.

BhuaParvatitook him to many faith healers who professed to have connections with ghosts, goblins and lost souls. The sadhus and Mahatmas to whom he had visited earlier at least practiced from temples and had some kind of legitimacy. But these healers used old tombs, broken down temples or their own houses to run their business. He had visited such places several times, but he had described only one such experience. Once, he decided to visit a Siddh who was plying his trade in Bheekuwal, a village not far from Hoshiarpur. In reality, his interest in movies led him to plan this trip to Bheekuwal which was near a cinema house in Hoshiarpur. As they reached at the place of that Siddh, they saw a huge crowd of people who came for the blessing. It was apparent that this Siddh didn't provide individual service but blesses people in masses.

The treatment for his deafness didn't stop with the holy men or miracle workers but there were other home remedies that were administered by his family. His elder sister Brahmi applied milk steam to cure his deafness. The people gathered around to see the miracle, but nothing happened. This went on for a whole month on a daily basis but ended abruptly when his sister returned to her in-laws.

Baba Hardev Ram, his grand uncle came up with a new idea. He told him to follow him to the well. His uncle leaned on the wooden derrick and said something to the well. Then, he told the author to yell something to the well. The author obliged and yelled a few times. His uncle repeatedly asked him if he could hear himself. But he could not hear anything. Here, the author wants to clear that "Perhaps my uncle thought that hearing my echo might cure my deafness" (25). After a few tries, his uncle gave up.

He had to go through another non-scientific experiment that was arranged by his other grand uncle, Baba Khushi Ram. He frequently invited the guy named Sain. Sain cleaned people's ears for half a rupee. When he saw the author, he expressed his wish to cure his deafness. Almost thirty people gathered to see how Sain was going to cure his deafness. The author describes "I was nervous as he had laid out a small red doll in front of me. I wondered what was in it, and visions of sharp knives and hot oil were making me uneasy" (27). Then, he slowly and dramatically waxed both of his ears with the tools of his trade. After waxing his ears, he asked one of the young men in attendance to yell into his ear and asked the author if he could hear. But still he could not hear anything.

Thus, every non-scientific method failed to cure his deafness. The author didn't like these methods but he complied only for the wish of his family. The superstitions regarding the causes of disability are responsible for such unscientific treatments of disabilities. The assumed causes of disability shape and mold the social attitude to persons with disabilities. Punitive view of disability in India has roots in multiple sources in mythology and folklore. Madan Vasista's autobiography amply illustrates that people still believe in superstitious causes of disability and expose the disabled to bizarre treatments. Such treatments cause pain to persons with disabilities and delay the process of their rehabilitation.

References:

1. *Rights of Persons with Disabilities Act*. The Gazette of India: New Delhi, 2016. Print.
2. *The Merriam Webster's Dictionary*. Web Site: <https://www.merriam-webster.com> Access date: 02/02/2022
3. *The Oxford Dictionary*. Oxford University Press: New Delhi, 2014.
4. Vasista, Madan. *Deaf in Delhi*. Gallaudet University Press: Washington D. C., 2006. Print.



The Effects of Social Media on The Mental Health of College Students

Rakhonde M. K.*

Abstract :- This year's college students are more likely than ever to be using social media, which has changed the technological landscape considerably in recent years. With the advent of social media, a flood of new challenges and opportunities have arisen. The study of the effects of individual social media experiences on college students' mental health is just getting started. Today's college students rely heavily on digital technology in their daily lives. College students under the age of spend an average of 4-6 hours a day in front of a screen, which is a significant amount of time for a young person to spend in front of one. Most teenagers are immersed in a digital world of smartphones, laptops, and social media by the time they enter adolescence. 95 percent of 13 to 18-year-olds have a mobile phone at home, and 88 percent have a desktop or laptop computer [2]. 45 percent of college students claimed they were "almost always" online in 2018 [2], an increase from 24 percent three years before. Because of the widespread use of digital media, everyone from college students to parents to doctors to legislators now has to deal with a more difficult situation. For college students' mental health, the media environment has created new challenges and threats, but it has also created new advantages and opportunities.

Introduction:

Adolescence and the Media Environment:- In today's digital world, young people have access to a wide range of gadgets, including smartphones, tablets, computers, laptops and game consoles. This widens and diversifies the media environment. The role of social media in this picture cannot be overstated. While traditional media (such as television) only allows people to produce content, social media (such as Twitter and Facebook) allows them to both consume and generate content. "Social media" can include a wide range of platforms, including social networking sites (such as Twitter and LinkedIn), mobile messaging apps (such as WhatsApp), online games (such as Facebook's Instagram), and video-sharing websites (such as TikTok and Snapchat). The impact of social media in today's kids' mental health cannot be overlooked. According to the National Center on Addiction and Mental Health, one in five youngsters are currently suffering from a diagnosable mental disease. Since 2007, suicide rates among college students aged 10-24 have climbed by 56% [6]. Moreover, the incidence of mental health difficulties such as depression [5] and suicide [6] among teenagers has increased considerably in recent years. In light of this development, there has been speculation concerning a possible link to the widespread use of social media. According to recent research, teenagers utilise new media, such as social media at a higher rate and frequency than younger children. [7] Almost all 13 to 17-year-olds use social media, with YouTube (85%), Instagram (72%) and Snapchat (69%) the most popular sites [2]. However, new platforms are continuously being developed, with some (such as TikTok) gaining traction swiftly among young people. Adolescents are particularly vulnerable to the advantages and dangers of new technology because of their unique developmental characteristics, which social media may play into. There may be an increase in social information sensitivity during adolescence and an increase in the desire for social rewards as well as an increase in anxieties about peer judgement during this time. Close friendships, greater independence from caregivers, and an exploration of one's individuality are among adolescence's developmental goals. It's easy to take on these obligations in new

* Department of Psychology Kohinoor Art's, Commerce and Science College Khultabad Dist. Aurangabad (M.S.)

and more complex ways because to social media's peer availability, public posting of personal information, and the immediate availability of quantitative peer response in the form of "likes" and "views" [10].

Understanding the effects of social media on college student's mental health :- A number of researches in recent years have investigated whether social media use is associated with mental health difficulties such as depression [11], body image concerns and disordered eating [12], as well as externalizing disorders [13]. There was a wide range of outcomes from these studies, with several showing a small but significant negative impact on mental health from social media use. As a result of these findings, a growing body of study is looking into how, why, and for whom social media use can have both positive and negative effects on kids' development. Since there are so many different digital tools in social media, it's hard to say how much of an impact it has on students as a whole. We need to start by assessing each child's specific strengths and weaknesses to see if they're more likely to use social media in an adaptive or maladaptive manner. It's also critical to understand the mechanics of various online behaviors. A number of researches in recent years have investigated whether social media use is associated with mental health difficulties such as depression [11], body image concerns and disordered eating [12], as well as externalizing disorders [13]. There was a wide range of outcomes from these studies, with several showing a small but significant negative impact on mental health from social media use. As a result of these findings, a growing body of study is looking into how, why, and for whom social media use can have both positive and negative effects on kids' development. Since there are so many different digital tools in social media, it's hard to say how much of an impact it has on students as a whole. We need to start by assessing each child's specific strengths and weaknesses to see if they're more likely to use social media in an adaptive or maladaptive manner. It's also critical to understand the mechanics of various online behaviour.

Potential College Students Mental Health Risks from social media :- The development and maintenance of mental illness is strongly influenced by students' interactions with their peers. Peer interactions on social media can be more frequent, faster, and more intense [10]. Certain types of online peer relationships have been linked to an increased risk of developing mental health issues in previous studies. Online bullying has been related to an increased risk of self-harm and suicide, in addition to difficulty in both internalizing and externalizing oneself. Exclusion, confrontation, and drama are examples of other forms of social media peer experiences [16]. Some of your other students may be in risk, too. Students' exposure to a wider range of peers and potentially dangerous content on the internet increases the likelihood of peer influence processes occurring. [17] Students are more likely to engage in risky behaviors (such as drinking and using other substances) if they are exposed to social media posts about them. The internet may make information on suicide and self-harm more readily available to students who are already at high risk of taking their own lives. Many students who had been psychiatrically hospitalized in the two weeks prior to their admission had suicidal-inducing content detected in their internet content. 14.8 percent of students reported seeing such information.

Social comparison is another issue that arises as a result of adolescent social media use. Social media is rife with the practice of carefully produced words and images meant to show people in a positive light. Because of this, some young individuals may be encouraged to compare their achievements, abilities, and beauty to those of their peers in the social context. There has been a link between depression in adolescents and increased levels of online social comparison, as well as an increased risk of disordered eating and body image disorders [19, 20]. We must also evaluate how much time students are devoting to social media platforms like Facebook and Instagram at the expense of other activities like schoolwork, athletics, and volunteerism. Student mental health and well-being have been linked to good sleep hygiene for many years. In a recent study, mobile screen use before bedtime was connected to a number of sleep outcomes, including shorter sleep duration, lower sleep

quality, and daytime sleepiness. 40% of teens admit to using a mobile device within five minutes of going to sleep, and 36% admit checking their devices at least once during the night [22]. Students' use of social media during sleep is a significant risk factor for developing mental health issues in the future, therefore this is an area that warrants additional investigation.

Social Media's Potential Benefits for College Students Mental Health :- As much as media consumption among college students has been criticized, the social media ecosystem has also provided new opportunities for enhancing the mental health of young people. If you're looking for a way to lighten up and have fun while developing your personality and expressing your creative side, then social media is a great place to start. More than 80 percent of students agree that social media helps them interact with their peers, making it one of the most well-known benefits of using social media. Recent national research found that "somewhat" important communication with close friends on social media was cited by 77% of youths, while "somewhat" important communication with friends on social media was cited by 69%.

Conclusions:- Over the past two decades, digital media has become an increasingly important aspect of students' lives, presenting both new challenges and new opportunities. College students' mental health may be adversely affected by their interactions with social media, according to a growing body of studies. Research is needed, however, as the digital media sector continues to evolve at an ever-increasing rate. It's difficult to know whether media use precedes or predicts mental health implications because most study relies on students self-reporting their media use and is done at a single point in time. Experiments and long-term studies are needed, including ones that contain objective measurements like direct monitoring of students' social media accounts. Rather than focusing solely on "screen time" as a major contributor to mental health problems, future studies must take into account the specific social media experiences and individual characteristics that may make certain students particularly vulnerable to the benefits or drawbacks of social media. There is still a critical requirement in the sector to transform basic social media research findings into clinical and policy implementation. Developing evidence-based approaches for encouraging healthy social media use among college students, as well as successfully using these tools for mental health screening and intervention, will become increasingly vital as new media becomes more prevalent.

References:

1. Anderson M, Jiang J. *Teens, Social Media, & Technology*. Pew Research Center website. <https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/>. Published May 31, 2018. Accessed January 10, 2020.
2. Anderson M, Jiang J. *Teens' Social Media Habits and Experiences*. Pew Research Center website. <https://www.pewresearch.org/internet/2018/11/28/teens-social-media-habits-and-experiences/>. Published November 28, 2018. Accessed January 10, 2020.
3. Carter B, Rees P, Hale L, Bhattacharjee D, Paradkar MS. Association between portable screen-based media device access or use and sleep outcomes a systematic review and meta-analysis. *JAMA Pediatr*. 2016;170(12):1202-1208. doi: 10.1001/jamapediatrics.2016.2341
4. Cicchetti D, Rogosch FA. A developmental psychopathology perspective on adolescence. *J Consult Clin Psychol*. 2002;70(1):6-20.
5. Clark JL, Algoe SB, Green MC. Social network sites and well-being: The role of social connection. *Curr Dir Psychol Sci*. 2018;27(1):32-37. <https://doi.org/10.1177/0963721417730833>
6. Curtin SC, Heron M. Death rates due to suicide and homicide among persons aged 10-24: United States, 2000-2017. *NCHS Data Brief, no 352*. Hyattsville, MD: National Center for Health Statistics; 2019. <https://www.cdc.gov/nchs/data/databriefs/db352-h.pdf>. Published October 2019. Accessed January 10, 2020.
7. Fardouly J, Vartanian LR. Social media and body image concerns: Current research and future directions. *Curr Opin Psychol*. 2016;9:1-5. <https://doi.org/10.1016/j.copsyc.2015.09.005>.
8. Fisher BW, Gardella JH, Teurbe-Tolon AR. Peer cybervictimization among adolescents and the associated internalizing and externalizing problems: A meta-analysis. *J Youth Adolesc*. 2016;45(9):1727-1743. doi: 10.1007/s10964-016-0541-z
9. Guntuku SC, Yaden DB, Kern ML, Ungar LH, Eichstaedt JC. Detecting depression and mental illness on social media: an integrative review. *Curr Opin Behav Sci*. 2017;18:43-49. <https://doi.org/10.1016/j.cobeha.2017.07.005>

Senior College Students' Conflict Resolution

Munjaji Rakhonde*

Abstract:- In college, student conflict is a typical occurrence. If they are not overseen and regulated in a realistic manner, senior college may be unable to achieve its aims and objectives, and the senior college climate may suffer as a result. Mediation is one method for decreasing discord between individuals or groups at home, in senior college, or at work. Teaching pupils conflict resolution and management skills may give them the tools they need to resolve their own conflicts in a constructive and practical manner. Students' self-esteem, self-confidence, and communication skills can all benefit from this type of training. This paper's main focus is on exploring the history of mediation and explaining key features of adult and peer mediation programmes. It is then followed by a discussion of the benefits, limitations, and tactics used in its management and redress.

Keywords : Conflict resolution, senior college, students, and communication skills are some of the terms used in this paper.

Introduction:- Senior college students' behavioural issues and oddities are not a new occurrence. Students' undesirable activities encompass a wide range of unwanted behaviours such as failure to participate in college programmes, causing disruption for other students, aggression (verbal and physical), and damage senior college buildings, equipment, and facilities. The methods employed in senior college to resolve conflicts vary depending on how they view the unwanted behaviour as a result of the student's own difficulties, as well as those of his or her family and cultural context. To remove such habits, these strategies employ force and the reward/punishment system. Warnings, reprimands, summoning parents to college, physical punishment, and, in certain cases, expulsion from college are some of the usual techniques used in college to deal with students who engage in aggressive behaviour. These strategies are frequently used without taking into account the children's needs, expectations, and behavioural conflicts and problems. In fact, by instilling bad feelings in kids, these techniques encourage them to engage in future undesired behaviour. Investigating strategies for dealing with students' behavioural disputes in different nations reveals that fresh perspectives in the field of assessing students' behavioural problems have emerged in recent decades. As a result, several rules are implemented to prevent and reduce conflicts. Prior to addressing these strategies, it is required to first identify conflict and the nature of dispute.

Definition Of Conflict:- "Conflict refers to friction, disagreement, or discord that occurs within a group when one or more members' opinions or behaviours are either resisted or disapproved by one or more members of another group." (Tschanne-Moran (Tschanne-Moran, 2001).

Many Types Of Conflict:- Due to conflict has so many distinct definitions, people's attitudes and perceptions of its function vary. Ex: teachers don't follow regulations or take extra work and don't get along with their principals. Principals also command: they pressure faculty to ensure the college's activities run smoothly. As a result, teachers and college principals frequently disagree7. In institutions, people constantly interact, causing conflict. Staff hostility, antagonism, and understanding are examples of conflict. GebretensayTefay (GebretensayTefay, 2002) Keeping this in mind, conflict is divided into four categories:

* Psychology Department Kohinoor Art's Commerce & Science College Khultabad Aurangabad.
district Maharashtra, India (M S)

a)The term interpersonal conflict is used to describe a quarrel between two people. In most cases, this is due to the fact that people are different. b) There is an individual's internal conflict. The event takes place in the mind of the person who is experiencing it. Thus, there is a conflict between the thoughts, ideals, principles, and feelings of the individual involved in the situation. This type of conflict is called intra-group conflict, and it occurs within a group. These people's incompatibilities and misunderstandings lead to intra-group conflict. In an organisation, inter-group conflict develops when there is a lack of communication between different groups. The emergence of intergroup conflict is further exacerbated by competitiveness. Many other factors contribute to this type of conflict. Some of these elements include a competition for resources or the boundaries that a group sets up with others in order to develop their own identity as a team. As a result of Denohue's and Kotte's efforts (Denohue and Kott, 1992) Besides this, Juhn and Mannix (2001) created a three-part taxonomy of conflicts, namely the relational, task-related, and process-related. Incompatibilities in relationships, variations in thoughts and perspectives about a task, and disparities in the group's approach to the job, its methodologies, and its group process all contribute to conflict in a group setting. However, caution should be exercised to ensure that task conflict does not turn into process or interpersonal conflict, which are both bad. Denohue and Kott (1992) Cognitive conflict results from differences in perspective or judgement, but affective conflict is the result of personal differences and disagreements (Amason and Sapienza, 1997) (Amason and Sapienza, 1997).

Conflict Causing Factors:- Rahim (2001), Auerbach and Dolan (1997, 1999) and Mohamad Johdi and Raman (2001, 1999, 2003, 2006, 2007) are some of the most notable studies in this area, as are Champoux (2003), De Janasz et al. (2006) and Mohamad Johdi et al. (2006). (2011). The root causes of the conflict have been uncovered and are now being dealt with. It's not uncommon for there to be tensions between different branches of government because of the many roles and tasks they each hold as well as differences in authority, resources, and obligations. 632 Procedia - Social and Behavioral Sciences 159 (2014) 630–635 NayerehShahmohammadi Procedia – Social and Behavioral Sciences 159 (2014) 630–635 a) NayerehShahmohammadi Factors in the workplace. Dissatisfaction might emerge in either side if one party lacks sufficient information of the other's work responsibilities (Auerbach & Dolan, 1997; Rahim, 2001). It was projected that conflict management in the workplace would include channelling the energy, expertise, and resources of contending groups toward synergistic solutions to common problems or the attainment of overall organisational goals (Auerbach & Dolan, 1997; Rahim, 2001). Conflict is more likely when teachers must share resources, which is common at many colleges and institutions. (Rahim et al., 2001) Differences in expectations: When the head of an academic department has a different vision for how to improve college instruction than does a school's principal. The school's head of education must hire new teachers with a higher level of expertise in the classroom than tenured college professors. (Champoux,2003) An employee at a college may have to rely on another to fulfil their responsibilities (Auerbach & Dolan, 1997;Champoux,2003). According to one scenario, a teacher in the registration department may have a problem with a school principal because the latter provides fraudulent student data (Pukkapan,1999). Five- Relationships of authority: The principal and the teachers are often at odds. Most instructors loathe being told what to do, which is why a principal who is overly strict and has frequent run-ins with their staff may have trouble gaining their trust (Auerbach,Dolan, 1997) It's not uncommon for college presidents to have perks that aren't extended to other faculty or staff members. Management and principals may benefit from flexible hours, free long-distance calls for personal use, and prolonged breaks. There are many physical, intellectual, emotional, economic and social distinctions amongst humans, according to Auerbach and Dolan (1997). 7- Jurisdictional ambiguities: Teachers are more prone to outsource unwanted responsibilities to the next teacher when it's unclear who is in charge of what. Roles and expectations: Every employee is assigned a certain role and is expected to meet that role. Manager-subordinate conflict can emerge when the subordinate's role is not clearly defined and each side has a different view

of that function (Auerbach,Dolan, 1997) Factors That Affect You (b) Skills and abilities, personality conflicts, perspectives, cultural diversity, and personal challenges are among the most prominent human elements associated with organisational conflict, according to Auerbach & Dolan (1997) and Rahim (2001). An experienced employee may find it difficult to work with a new employee who has a lot of theoretical knowledge but little actual experience, resulting in conflict (Auerbach & Dolan,1997). The typical teaching style of a long-tenured college professor will collide with that of a young, inexperienced teacher who prefers a more cutting-edge approach. This dish has been called "Pukkapan" (Pukkapan,1999). 2- A clash of personalities: According to Rahim, personality conflicts are a fact of life in any group setting, including the job (2001). Getting along with at least one coworker is proving to be difficult. Kellermann (1996) defines conflict as an encounter between two persons who are either unwilling or unable to match each other's standards (Auerbach,Dolan, 1997) Diversification: The globe is becoming more diversified by the day. Workers may dispute because of their differing ages, ethnicity and values. (Rahim,2001) A teacher's performance decreases and confrontations with coworkers who are expected to "pick up the slack" occur when he or she brings personal concerns to work. the authors of (Auerbach & Dolan, 1997) 6-Communication: Misunderstandings and the construction of barriers are often the result of poor communication. A simple way to avoid conflict is to ensure that everyone is on the same page.

Mediation And Conflict Management:- Management of conflict in an educational setting is designed to minimise negative consequences and encourage positive outcomes. It's (Rahim, 2002). A deeper understanding of conflict's nature can help both educators and students NayerehShahmohammadi/Procedia-Social-and-Behavioural Sciences (159 (2014) 630–635 633 handle disputes constructively) (Kinard, 1988). Conflict management, according to Moran (2001), is "a concept and a set of abilities that help individuals and communities better comprehend and cope with conflict in all parts of their lives" (Hanson,1991). One practical strategy for dealing with behavioural issues emphasises a systematic concept that a person's behaviour is the product of the combination and interplay of numerous elements. Instead,than looking for difficulties in students, these methods explore the problem in a broader context, with factors such as the student's family, cultural background, and, particularly, the college and its internal characteristics thought to be key factors in triggering the problems. These techniques interweave with each of the components vital in causing difficulties, notably in improving the college social-mental environment, in order to prevent and eliminate undesired behaviours. Some of the most effective ways for dealing with students' behavioural concerns in colleges throughout the world in recent years include mediation, circle time, participatory conflict resolution and management, the entire college policy, and assertive training. As a result of these techniques, kids have the ability to communicate more effectively in a variety of challenging scenarios like interpersonal conflicts or bullying situations by learning how to listen, empathise, and work together as a team (Kingston Friends Workshop gropu,1989). In this article, one of the useful methods for resolving disputes and resolving problems is mediation.

What Exactly Is Mediation? :- Mediation is a simple, constructive, and straightforward process in which warring parties are assisted by experienced and unbiased experts in achieving an agreement that is acceptable to both sides. Mediators have a distinct set of skills. According to Bentley (1996), mediation is a form of problem-solving in which a neutral third party assists disputants in achieving a mutually acceptable resolution. Mediation can be used in a range of humanitarian settings, including areas where people live or work together for a variety of reasons, including necessity or interest. Family mediation is a type of mediation that is utilised when family members are involved in conflicts and disagreements (Cailler,1995). In these situations, professional and trained persons can be of great assistance in resolving conflicts. (Van Den Steen, 1995; Guillet& Leblanc, 1995) Another type of mediation is neighbourhood mediation, or mediation between neighbours. Mediation can be carried out between two parties to a disagreement in a judgmental scenario in addition to the conventional judging

procedure. This type of mediation has also garnered a lot of positive feedback. (Bonfe-Schmitt,1988,Delgado,1998). Another type of mediation is that used in businesses to resolve internal conflicts (Drowly,1998). A particular type of mediation is used in international conflicts. In all situations, including individual, group, and international ones, mediation should be used. Mediation is also considered a religious responsibility in the Holy Quran: "heed God, patch up any disputes that may exist between you." (Al-Anfal:1). "Continue to work for the betterment of mankind." (Al-Baghareh:224)

In College Mediation:- Conflict is a natural issue and an inescapable aspect of college life, according to the concept of mediation in college. In different nations, college mediation is done in various ways. Two methods are more commonly employed in general: a)Adult mediation - under this system, mediation services are provided by specially trained professionals known as "Mediators." These individuals are frequently brought to college from outside institutions (universities, research centres, and social service organisations) with the goal of reducing behavioural and educational difficulties in students and assisting teachers in these areas. b)Mediation amongst peers Colleges may explore implementing peer mediation as part of a comprehensive approach to student welfare. Student mediators are often the greatest option for resolving student-to-student conflicts. Mediation skills can be taught to students so that they can act as mediators for their classmates. Peer mediation may not be appropriate for all conflicts. In circumstances involving assault, theft, or the use of alcohol or drugs, other procedures may be more suitable. Staff trained in mediation must oversee peer mediation programmes and offer continuing supervision to student mediators (Stern, 2001). Essential principles of nonviolent conflict resolution for students are discussed in this method. This strategy, which has gained popularity in nations such as the United States, Australia, New Zealand, and the United Kingdom, is frequently used in college continuation programmes for adults. Students learn how to manage disagreements and problems, as well as take care of their classmates, using this strategy. 634 Nayereh Shah Mohammadi / Procedia - Social and Behavioural Sciences 159 (2014) 630 – 635

Levels Of Mediation Training: Participants can learn the steps of mediation, practise the required skills, and address any potential obstacles or ethical issues that may arise during the mediation session during training. Mediation training also enables individuals to develop or improve life and communication skills that may be applied to a variety of situations. (Stern,2001)

There are five steps to settling a problem through mediation, according to Maccoby and Studder:

1. Prepare ahead of time - Spend time gathering material that could lead to an argument.
2. Avoid a confrontation by planning ahead of time.
3. Identify – If the problem is interpersonal or procedural, address it right away.
4. Maintain control - Conflict is an emotional experience.
5. Resolve - React without condemning yourself, and you will learn through discussion. (Year 2011) (Maccoby & Scudder)

If we want to employ the aforementioned methods in college, we'll need to go through the following stages of mediation training:

- a)Teaching essential skills and activities for peer mediation to volunteer teachers and students;
- b)Educating volunteer teachers and students on the effects of behavioural problems in college. Volunteers are also taught how to handle issues such as violence, harming others, and causing damage to college property. Students learn how to build self-esteem, communicate effectively, think creatively, and work in groups.
- c)getting the project up and running. Volunteer mediation students who have already completed the required training will be given distinguishing clothing, a sign, or a hat to assist them stand out from the crowd at this point.

d) The formation of a task force. A college operating committee was constituted when the deviation programme began. Members of this group monitor the program's effectiveness by facilitating communication between volunteer students and one or two teachers.

e) Evaluation. Analyze peers' mediation or any other programme that is run in college at the end of each term or academic year in order to evaluate the programme. Mediation programmes have been found to have a positive influence by researchers. (cooper,1995). One of the countries with a long history of successful mediation is North Ireland (Farrel et. al.,1998). Other successful examples include field research in the subject of peer mediation at the University of Peace in Belgium (Cuvelier et. Al., 1996). Certain studies also reveal that the limitations of such methods employed all over the world are not without error, and that mediation, despite its many advantages, has some drawbacks.

Finally, some considerations :- When dealing with arguments at college, it is necessary to employ conflict resolution techniques. Some of the most frequent conflict resolution tactics include competing, avoiding, collaborating, compromising, appeasing, and mediating. Using the mediation technique, which is one of the aforementioned styles, can be incredibly beneficial, especially for colleges in suburban areas of cities with disciplinary concerns. These cultures' children and adolescents are nurtured in a culture of defeat, and they utilise violence to cope with life's contrasts and crises. These students are frequently indifferent to or resistant to traditional disciplinary techniques in college. Some of the country's centres can help implement such programmes by educating college students healthy and productive ways to deal with behavioural difficulties and providing mediation services. The faculties of educational sciences and psychology are two of the most well-known places where college students can receive this type of training. In either case, mediation is a method that can help in the transition to a healthier society if it is carried out with the participation, direction, and supervision of parents and teachers, as well as full training of all involved. 630–635 635) Nayereh Shah Mohammadi, Procedia – Social and Behavioural Sciences 159 (2014) 630–635 635)

References:

1. Afzalur Rahim (October 2010). Managing Conflict in Organizations. Transaction Publishers. p. 15. ISBN 978-1-4128-1456-0. Retrieved 11 October 2012.
2. Amason, A. C.; Sapienza, H. J. (1997). "The Effects of Top Management Team Size and Interaction Norms on Cognitive and Affective Conflict". *Journal of Management* 23 (4): 495–516. doi:10.1177/014920639702300401.
3. Auerbach, A. J. & Dolan, S. L. (1997). Fundamentals of organizational behaviour: The Canadian context. Canada: ITP Nelson.
4. Bentley, M. (1996). Conflict Resolution in Colleges: Quicker peace and service. Cambridge, U.S.A: Cambridge University Press, p.4
5. Bonfe-Schmitt,l.,(1998)la mediation penaleen France et aux Etats-unis .MSH-REDS-LGDS
6. Caillet, T.(1995)La mediation familialeen France . Mediateurs, elargissonsnos horizons, elargissonsnospratiques. Centre de mediation familiale ,Iris, Quebec ,Quebec .
7. Champoux, J. E. (2003). Organizational behavior: essential tenets (2nd edn.). Canada: South-Western.
8. Champoux, J. E. (2006). Organizational behavior: integrating individuals, groups and organizations New Delhi: Radha Publications.
9. Cooper,F.,(1995)teaching creative conflict resolution and making peace in the classroom,(practice activities for personal and social education in primary colleges . Draft copy.
10. Cuvelier,C.,Denis, P., & Goblet, C.(1995)la mediation des pairs ,Universite de Paix, Namur
11. De Janasz, S. C., Dowd, K. O. & Schneider, B. Z. (2006). Interpersonal skills in organizations (2nd edn.). New York: McGraw-Hill/Irwin.
12. Delgado,M. H.(1998)Mediation Penale Juvenile en Espagne, Dossier Mediation, No.29,Mars
13. Denohue, W. A. and B. Kott. (1992), Managing Interpersonal Conflict. Newbury, Park Calif.: Sage Publication.
14. Drowly,J.(1998)Transforming Conflicts in organizations. Bristol.
15. Farrel, S., Hartrop ,B., & Tyrrel, J.(1998)The EMU college project, University of Ulster, Magee college ,EMU psp.

Contribution Of Water Management And Agro Industry To Socio And Economical Development In India: A Geographical Study

Dr. Sachin A. Rajguru*

ABSTRACT: The paper describes and explains the Contribution of Water Management and Agro Industry to Socio and Economical Development in India. Water is an important input that has a decisive effect on almost all aspects of agriculture Final Generation. Without good seeds and fertilizer plants fail to achieve their full potential well watered. Adequate availability of water is also important for animal husbandry. Fisheries are of course directly dependent on water resources. India's share is about 17% the world's population but only 4% of the world's freshwater resources. Distributions of Water resources are also uneven in a wide area of the country. Apart from, this paper to study the Contribution of Water Management and Agro Industry to Socio and Economical Development in India. A Geographical Study.

Key Word:- Water Management and Agro Industry and Socio economical Development

Introduction :- Since the rainy season in India is erratic and unpredictable, farmers in India have been focusing on supplying water to the land through wells, ponds, etc. since ancient times. Evidence from ancient literature and ancient relics suggests that in India, large-scale farming was done using irrigation. Water in particular is an integral part of daily life. Rainy season is more polluted than other seasons as food and water should be clean. And many ailments are invited. In the past, this tool was well developed. Due to depletion of rivers, lakes, ponds and springs in summer, wells were dug in some places as water could not be obtained from the canals. As a result, water is used more than it needs to be today because it is readily available mechanically, so the misuse of this water has increased and the ground water level seems to have gone deeper. The regional distribution of fresh water in India is uneven. The highest water availability is in the Ganges and Bamhputra valleys at 64%, 19% in the greater southern plateau and 8% in the south, and 9% in the Thar Desert. Thus water distribution in India is unequal and water is an important resource in natural resources and due to lack of water there is no life on any planet other than the Earth. Life on Earth originates from water. It appears to have happened in both favorable and unfavorable conditions. Economical and social development has improved in areas where irrigation and water management have favorable results and proper utilization. Apart from this, water has many uses such as for sanitation, irrigation for irrigation, cooling of goods, as an ingredient in industrial plants and for power generation in India.

Study Region: India is situated in the continent of Asia. It lies completely in the Northern hemisphere and Eastern hemisphere between latitudes 84° N and 37°6'N and longitudes 68°7' E and 97°25' E. India is divided by Tropic of Cancer 23°30' N in almost two equal parts. This research area covers the current situation and sheds light on the pre-existing Indian agricultural sector. With the favorable results in mind, this research covers the maximum of the Indian agricultural region.

* Assistant Professor and HeadGeography Department S.S.A's Art's & Commerce College, Solapur

Location of India



Research Objectives:

- 1) The main problem facing the agricultural sector in India is to plan measures to prevent soil erosion.
- 2) To increase the agricultural production by developing irrigation to solve the food problem of the growing population of India.
- 3) The raw material required for the industrial sector in India is supplied through agriculture. Also, agriculture is the livelihood of the majority of the people in India and to develop new projects as a means of employment in that agriculture.
- 4) To create awareness in the society about proper supply of electricity and water supply in rural and urban areas and to focus on saving by developing natural resources and using them as much as necessary.

Research Methods:

The information presented for the dissertation is based on a Primary and secondary source of information. It contains information about newspapers, articles on the internet as well as literature on irrigation and government schemes, Shivrajya, Lokrajya, magazines as well as Jalayukta Shivar Yojana. And other authors' published textbooks. Scope of research:

Scope of Research:

The research of this dissertation is extensive in which the Indian economy is the mainstay of the economy, agriculture is the main occupation of the people of India. To enable farmers to rely on agriculture as a means of subsistence, to develop irrigated and mechanized agriculture and to achieve higher productivity as it is, to increase economic and social development with the help of Indian irrigation and water management as well as to make farmers self-sufficient.

Purpose of the research:

- 1) It is necessary to do research on various components of agriculture, including research on different types of land and the crops that are beneficial in it, to add to the social development.
- 2) To make the country self-sufficient to provide adequate food to the growing population of India by increasing the production of food grains. Also to ensure that the product is guaranteed at a reasonable price and that the consumer gets food grains at a reasonable price. :

Correlation of Water Management and Agro Industry in India:

Urbanization, industrialization, industrialization, etc. in our country have put extra burden on water resources and careless use of water resources is dangerous and water conservation is needed.

The regional distribution of fresh water in India is uneven. The highest water availability is in the Ganges and Bamhuputra valleys at 64%, 19% in the greater southern plateau and 8% in the south, and 9% in the Thar Desert. Thus the distribution of water in India is unequal and water is an important resource in natural resources and due to lack of water there is no life on any planet other than Prithvo. Irrigation and water management in India seems to have the greatest impact on agriculture. Economic and social development has improved in areas where irrigation and water management have favorable results and proper utilization. Apart from this, water has many uses for sanitation, irrigation, cooling of goods, as an ingredient in industrial plants and for power generation in India. The availability of irrigation has led to major changes in the Indian agricultural sector. This has ensured crop growth and increased yields per hectare. Instead of traditional cropping practices, farmers have started cultivating new varieties of crops. As a result, there is no discrimination in the use of water he is feeling the effects of being carried. Irrigation depends not only on the availability of water but also on the type of soil, its chemical properties, the slope of the nugget, the speed of evaporation, etc. Due to over-irrigation, the salts in the soil dissolve and come up at the time of Bappi Bhavana and the soil becomes barren due to the formation of a thick layer on the surface of the soil. Water scarcity is being felt in many areas. There is a need to change the habit of overuse of water for various purposes including agriculture.

Water Management and Economic and Social Development :- There is a need for proper water management and water conservation. The use of improved methods like drip irrigation, sprinkler irrigation should be increased by stopping the traditional methods of irrigation in agriculture. Also water should be used by purifying the water in the factory. Water used for household chores should be used sparingly and carefully. Also, for the development of agriculture sector, construction of small dams on the land of Pani Adwa Pani Jirwa as well as implementation of programs like Kolhapuri type dams and public afforestation and water conservation by making maximum use of the existing water-rich Shivar Yojana. Global climate change has increased rainfall variability. Due to the adverse effects of increasing air pollution on the climate, global warming and the effects of El Nino, Tsunami, Hurricane Katrina, etc. have caused severe storms in some places, drought problems in some places and excess rainfall in some places. Economic development, social development, and protection of the environment are the components of sustainable development, so the present generation as well as the future generation benefit from this sustainable lifestyle, so the existence of all living beings, including human life, is given a positive shape by water resources. Indian water resources are abundant but lack of conservation planning leads to inequality. Only 10% of the total rain water is used in India. Agriculture in India is called seasonal rain gamble. The distribution, duration and quantity of rainfall are very heterogeneous. Ponds, lakes are on the verge of extinction due to lack of proper planning in the use of water resources.

In India, Punjab, Haryana, Gujarat, Tamil Nadu and Uttar Pradesh use about 1/3 of the water in India. The ground water level in Kapurthala in Punjab, Mohindergad in Haryana, Baghpat in Uttar Pradesh and Shaharanpur in India is declining day by day due to increasing number of wells and wells. As a result, poor farmers are burdened with additional costs. In Maharashtra, except for a limited area, the ground water level is not found to be deeper than 30 meters, but due to frequent droughts, farmers are digging bore wells deeper than 100 meters. Due to the former groundwater reserves of such tube wells, the tube wells run smoothly for 4, 6 months, after which

the tube wells became dry and farmers in Maharashtra became indebted. In Maharashtra alone, dug wells, Nalika Chakki, 50% to 90% Nalika wells are blocked. Also, the water level in Gujarat is falling by 2 mm every year.

Solutions of Water Conservation:- Water conservation is a need of the hour and the following measures are considered important for this purpose.

- 1) In order to prevent water pollution due to drought, deforestation, complete control over grazing, leveling to prevent rain water from being carried away, embankment, contour bunding, and water-rich shivar scheme should be implemented as national programs.
- 2) All concerned must take care that water will not be polluted. Many people are dying of Minimata, a neurological disease caused by mercury in the factory. Due to the visible water in the sea and in the creek, eating fish has caused poisoning in Mumbai area many times. For this, the discharge of polluted water from the factory into rivers, creeks and seas is prohibited.
- 3) If the water conservation system adopted by Israel, China, Japan is used sparingly in India, work will be done for water management of water cycle, acid rain, water pollution, dams, large projects, groundwater survey, survey and remedial planning Needs to happen.

Conclusions:- Considering the Indian Water Resources, some regions of India experience heavy rainfall and some regions experience drought, so it is important to plan for drought relief and flood management in India. Demand for water is increasing due to population growth, industrialization and irrigation development. Human industries depend on the availability of water. All the people of India need clean, hygienic and hygienic sanitation. Proper water use planning, distribution, and every drop of water are important. Water conservation is the management of water for the protection, conservation and development of surface water and its utilization. The basis of modern development of India is irrigation and hydropower. India has a lot of rivers so there is a lot of scope for hydropower. Indian water management and irrigation seem to have had an economic and social impact on the total population of India. Due to this, irrigation and water management schemes implemented by the government for the economic and social development of the Indian people

Economic development has been enhanced by implementing it in the agricultural sector. This research concludes that the available irrigation in India is important for the economic development of the Indian agriculturally dependent population.

References:-

1. Abstract C.Q., (2001), : Security of Water Supply System Scheduled Agenda.
2. Afejandra Moreyra and Kai Wegerich,(2006), : Irrigation and Water Engineering Group, Palagonia, Argentina, www.iwm.com.
3. Hooja Rakesh, (2006), : The Management Of Water For Agriculture, Irrigation Watersheads and Drainage, Rawat Publication, New Delhi, 2006.
4. Joshi L.K.,(2000), : Irrigation and Its Management In India, Need for Paradigm Shift in Participatory Irrigation, Rawat Publication, New Delhi.
5. Maritz P.J.,(2006), : Pr-Eng. Dept. of Agriculture, Republic of S.A. www.iwm.com.
6. Pretoria Sylvain,(2006), : New Water Policy Irrigation Management Trancepher and Small holding. Irrigation Schemes In South Africa. Institutional Challenges, www.iwm.com.
7. Raymand & Peter T.R.,(2000), :Management of Irrigation System By Farmer's In Andhra Pradesh In Participatory Irrigation Management, Rawat Publication, New Delhi.

Screen Readers: A Valuable Technology In English Language Teaching

Dr. Manohar Sanmukhdas Vaswani*

Trupti P. Gawade**

Abstract:- The present era is the era of modernism, globalization, scientific innovations and international communication. English being the business language all over the world claims to be the leading element in communication. It has obligated all the non-native English speakers to learn English as second language. Language learning and language teaching constitute a very significant part of present curriculum and especially English language teaching. Strategies for imparting English language to the non-native speakers are very relevant in current scenario. It usually happens that techniques designed for a particular stream prove to be useful for all in the main stream. This premise is true in case of screen reading software's which are intended and designed for people with visual impairment. However, these software's can be very effectively used by individuals to cultivate good listening skill which in turn will enhance English language learning. Screen reading software's designed for print-disabled can become an effective tool in the hands of a language teacher. It will revolutionize English teaching in India and other non-English speaking countries,

Keywords: Screen readers, JAWS and English Language Teaching

The present era overwhelmed by the concepts like modernism, globalization, scientific innovations and international communication, signify an epoch of dynamism. These conditions attest the international or global interface among nations and among individuals. English being the business language all over the world claims to be the leading element in communication. This decisive Demand has obligated all the non-native English speakers to learn English as second language.

There is no subject so deeply interesting and important to human beings as the knowledge of language. There is no other subject closely interwoven with all the affairs of human life, social, moral, political and religious. Language learning and language teaching constitute a very significant part of present curriculum and especially English language teaching. Strategies for imparting English language to the non-native speakers are very relevant in current scenario. English functions as a global communication instrument. It is widely used by both native and non-native speakers of English. English is used extensively on the Internet nowadays and specifically, more and more emphasis is placed on English reading for the purpose of accessing and obtaining up-to-date information.

There are various strategies prevalent among the faculties for teaching English language as a second language. Language softwares and modules; audio-visual tutorials; and so many other pioneering methods are burgeoning. One such method to teach English language is using screen reader software. A screen reader is a software application that reads aloud what is displayed on the screen.

Screen readers are a form of assistive technology. They can be used to help the visually impaired and print-disabled to use computers, surf the internet, read documents, etc. these screen readers are functional with many audio-linguistic features like verbosity options, voice adjustments. Such software's enabling representation of visual signs into audio symbols furnish the users with

* Assistant Professor, Department of English, Shivaji University Kolhapur

** Research Student, Department of English, Shivaji University Kolhapur.

perfect listening experience. The most widely used screen reading software is JAWS (Job Access with Speech) from the Freedom Scientific.

It usually happens that techniques designed for a particular stream prove to be useful for all in the main stream. This premise is true in case of screen reading softwares which are intended and designed for people with visual impairment or people having print-disability. However, these software's can be very effectively used by individuals to cultivate good listening skill which in turn will enhance English language learning. It can be used as a versatile tool for teaching English language classes.

There are many screen reading software's available in market. There are few which can be procured free of cost from their respective websites. Screen Access for All (SAFA), Non Visual Desktop Access (NVDA), Thunder Speech Reader, Orca, Emacspeak, Windows Eyes, Text Aloud and Read Please are some of the available screen reading software. There are also few screen reading applications inbuilt with the operating systems: Microsoft Windows operating systems have included the Microsoft Narrator since Windows 2000. Mac OS X includes Voiceover, an excellent screen reader. The most used and widely known screen reading software is JAWS from Freedom Scientific.

JAWS (Job Access with Speech) is a screen reader, a software program for visually impaired users. JAWS is produced by the Blind and Low Vision Group at Freedom Scientific of St. Petersburg, Florida, USA. Its objective is to build personal computers using Microsoft Windows accessible to print-disabled and visually impaired users. JAWS for Windows is a powerful accessibility solution that reads information on screen using synthesized speech. It provides many useful commands that make it easier to use programs, edit documents, and read Web pages. A range of versatile features and customizable options enables an individual customize JAWS for individual needs.

A Screen reader has many features, which can be useful for all the students of English language. Language is learnt not merely by reading or writing but by speaking and listening. A screen reader can be of immense assistance in developing speaking and listening skills. It can be very effective apparatus in English language teaching in non-native English speaking countries. It can be employed in the main curriculum of English language teaching as it has amazing text to speech features.

Utilities of screen readers in English language teaching:

1. **Listening:-** A screen reader can be used to develop listening skills which is very crucial for learning English language. English language teaching includes important skills of reading, writing, listening and speaking. A screen reading software is a package supplying two of these skills – reading and listening. A user can read the text on screen and listen audio transcription of the text through audio output devices. This enables an interaction with the user and the machine and thereby allowing the user to take in the auditory characteristics of English language.
2. **Pronunciation:-** English language is sophisticated with many phonemes representing different sounds. Non-native speakers of English are not familiar with the pronunciation of words and are likely to make mistakes in pronunciations. Many students and some of the teachers mispronounce words like Woods, Woman, Woolen as oods, Oman, and oolen, they also mispronounce the suffix 'ed'. Most of the mistakes in pronunciation can be corrected by using screen readers. The pronunciation of the screen readers resembles the native speakers of English.
3. **Accent and intonation :-** English language teaching requires the perfect understanding of accent and intonation. The screen readers are good at imitating natural accent and intonation of a native speaker. This feature bestows the listener with an opportunity to listen a native inflection and repetitive listening will equip the listener with good speaking.
4. **Stress :-** A language when spoken is stressed based on contexts and syntax. The stress also constitutes pronunciation and intonation of English language. Each word is stressed differently and

sometimes in the stress in a same word varies in different framework. A learner learns correct word and sentence stress by frequently listening to the screen reader.

5. Speaking punctuations:- Punctuations form very important element of English language and right proportion of punctuation brings right impact. One can define language-specific punctuation definitions so that punctuation symbols are spoken correctly when reading multilingual text using a multilingual synthesizer.

6. Dialectic variations :- American English and British English differ from each other in certain aspects like, spellings, vocabulary and syntax. This variation in American English and British English is again important section in English language teaching. A language teacher capable of relating the variations in American and British spellings, vocabularies, syntax, sometimes find difficult to differentiate the accent. This problem can be easily overcome by few screen readers which provide both American and British accents, JAWS screen reader is multi-accented and besides British and American accents, it can also read with other national dialects. Multilingual language support: Spanish, American English, Castile Spanish, Latin American Spanish, French, French Canadian, German, Italian, Brazilian Portuguese and Finnish

7. Avid reading :- Reading is an effective strategy in acquiring a language skill. Especially in learning English language, reading is like a catalyst. It widens the linguistic horizons of a learner by increasing vocabulary, different syntaxes and so on. There are many books in electronic format which are more accessible than the books in print and reading books on screen for long while becomes exhausting. Screen readers aid in reading electronic texts and this eventually fortifies listening skill as well.

8. Self-Instruction :- The primary aim of self-instruction study facilities is to enable learning to take place independently of teaching. Students can choose and use self-access material on their own and the material gives them the ability to assess their own performance. Students are able to direct their own learning. This strategy of using a screen reader for learning English language can also be self-learning method. The learners after imbibing basic language skills can use screen readers for enhancing their linguistic skills. A screen reading software with so many features can be resourcefully used for English language teaching for non-native English speakers.

Conclusion :- JAWS and other screen reading software's designed for print-disabled can become an effective tool in the hands of a language teacher. It will revolutionise English teaching in India and other non-English speaking countries, since it can accomplish tasks hitherto unimaginable. A screen reading software is a dynamic device and should be recommended in all English language laboratories.

References:-

1. Akmajian, Adrian, et al. *Linguistics: An Introduction to Language and Communication*. 5th edition. New Delhi: Prentice, 2004. Print.
2. Hill, David R. "Graded readers in English." *ELT Journal*. 62.2(2008): 184-204. Print.
3. Palmer, Harold E. *The Principles of Language-Study*. London: Oxford, 1964. Print.
4. Sinha, M.P. *Modern Linguistics*. New Delhi: Atlantic, 2005. Print.



Exploring the Indigene and his Culture through Language Study: An Analysis of Basel Mission Linguistic Pursuits in Kanara

Nandakishore S*

Abstract : Language, Literature and Culture are the intertwined fabrics of society. A study of language is essentially a study of culture too as quite often language is shaped within its cultural context. Hence, a study of language is quintessential to decipher the culture it encompasses. The Basel Evangelic mission from Germany had embarked on an exploration and study of the indigenous languages and literature in the Kanarese region in the Nineteenth Century. This research paper strives to analyse the motives behind these pursuits and the outcomes.

Key words: Language, Culture, Missionary, Indigenous

Introduction :- Basel Mission, an evangelic society from Germany, set foot in Kanara on the West coast of India in the first half of the Nineteenth Century with a clearly set out task at hand. The missionary agenda was purely evangelistic. The task at hand was spreading the Gospel of Christ among the indigenes and winning souls for Him. Mission enterprise focussed on the conversion of indigenous people into Christianity and formation of a society based on sound Christian principles. Mission projects viz. education, health care and industrial units complemented this primary agenda. In addition, missionaries embarked on the study, documentation, compilation, analysis and interpretation of indigenous cultural and religious practices. These were attempts to understand the past and the present of the 'would be converts', to get acclimatized with the mission land, to get an insight into the faith practices of the indigenes in order to tell them how hollow it is, and to prepare a framework for the evangelic project in hand.

Objectives of the Study :- The study intends to explore the efforts of the Basel Missionaries to learn the local languages, the motives behind language study and the outcomes of these endeavours.

Methodology :- The method of collecting data is through both primary and secondary sources. Primary sources include the examination of some archival materials like the Basel Mission Annual Reports. The secondary sources are retrieved from published works on the subject. This study falls in the domain of missionary activities and cultural transactions.

Language, Literature and Culture :- Culture and language are interwoven. The Missionaries hailing from a distant land with a cultural background very different from that of the indigenes realised the importance of culture study in order to achieve their final goal. Study of the indigenous languages was the means to do this. Hence, a study of the local languages was put on priority list for the new entrants to the mission. Knowing the language of the potential converts would open many avenues to explore their cultural practices and much importantly conversing in the language that is dear to the indigene would help in building easy rapport with them. It was essential to make them feel connected. Language here played the role of an effective tool to bridge the gap between the missionaries and the indigenes. The diversity of languages in the mission field in Kanara prompted the missionaries to give a serious thought to the question of language of teaching and preaching. Finally a decision in favour of local languages was taken with a conviction that preaching in the mother tongue will be more profitable than using an alien language which the indigenes did not understand. Hence, great stress was laid on

* Assistant Professor of English Govt First Grade College Bantwal Dakshina Kannada, Karnataka.

teaching the local languages, viz Tulu, Kannada and Konkani to the new missionaries landing in the region in order to prepare them for the mission work. Even in the theological seminary, instruction in the local languages was carried on. The language policy of the mission in Kanara was complementary to its primary aim of evangelisation. Stress on instruction in the mother tongue was motivated by the idea of preparing people who could read the Gospel in their own language. Even during evangelisation, the preaching parties used the local languages in order to drive home the message in a familiar language. This necessitated the missionaries to acquire the local languages before getting down to the task of evangelisation. Every missionary was trained in the local languages on his arrival in the region. From the beginning the missionaries took pains to acquire a knowledge of the local languages. The aim of their studies was however to preach the Gospel and to translate Christian texts into local languages as well as print, publish and distribute them. Since the target group, the indigenes, knew only their mother tongues, the missionaries had a daunting task to learn these languages in order to translate Christian literature or to preach in these languages. Therefore, before sending the missionaries to the mission land, the mission ensured that the candidates for mission work had the required language skills to work in the alien land. The intention behind language study was to teach and preach Christian doctrines in the languages of the indigenes so that it touches their hearts. If the Mission endeavour of imprinting the gospel in the hearts of the indigenes were to find any measure of success it required a serious study of indigenous languages. Conversing with the indigenes in their own language helped the missionaries acquire a deeper understanding of the cultural practices of the indigenes. The study of the indigenous languages was key to unlock the treasure house of culture and rituals that the indigenous society had preserved for generations. Hence, the Basel Mission delved into a study of the local languages, literature and culture as soon as it landed in Kanara. Indigenous languages were documented by the missionaries for their immediate use as well as for the use of the future missionaries. Acquiring reasonable command over the indigenous languages, they began preaching and conversing with the local people. Though the intention behind this study was far from any scholastic pursuit, the missionary-scholars did adopt a systematic and serious approach in their literary and linguistic pursuits. Some of them became experts in the indigenous languages so much so that they embarked on massive scholarly projects – they recorded the languages of the indigenous people, compiled dictionaries and grammar, collected folk songs and folk tales, created original works in the local languages. Missionary-scholar like Ferdinand Kittel, for instance, by means of diligent and passionate work was able to compile a comprehensive dictionary with more than 30,000 entries, as well as a grammar. He also undertook intensive studies of indigenous poetry and music, and documented them carefully. Due to such efforts good number of books were produced by the missionaries in the local languages. Dictionaries were compiled, grammar books were published, hymns and songs were written. The primary aim of all this work was to facilitate evangelical work among the indigenes.

Translating the Bible and other holy books to the local tongue necessitated a knowledge of the local culture. A feel of the nuances of the indigenous perception of religion and culture was essential for the effective presentation of the Christian religion in the local flavour. Localisation of the holy books and prayer songs was attempted by means of coining innovative words to aptly convey the essence of the words and phrases in the original. Substituting appropriate words in the translation was necessary to make it suitable for the culture of the indigenes.

Missionary interest in the Indigenous Culture :- Language and culture are closely correlated as they are shaped by the society in which they exist. Scholars like Edward Sapir have propagated and established the relationship between culture and language. Languages are embedded to the cultures in which they are used.

Basel Missionaries showed a special interest in the indigenous culture and practices. The age old rituals, modes of worship, cult practices were systematically studied, compiled and commented upon. Accumulation of such knowledge was necessary for the missionary to understand the indigenous culture and juxtapose the same with the missionary culture. To establish the hollowness of the indigenous culture and thereby to inferiorize the same, it was necessary to acquire knowledge about it.

Of particular interest to the missionary was the Bhuta cult prevalent in the region. Bhuta Cult, the age old cultural practice of the Tulu people, attracted the attention of the missionaries right from their inception in the region leading to a collection and documentation of the information pertaining to the cult in its minute details. This ritual performance was curiously and seriously studied and documented by the missionaries, through which, according to renowned scholar Dr. Chinnappa Gowda, the Basel Missionaries inaugurated folklore studies in the Kanarese region. The objectives of these studies were many. The collection and publication of details about the ritual, stories and songs related to different bhutas, description of various types of services carried out by the people belonging to different castes and classes during Bhuta performances – had many motives. The scholarly enthusiasm and the zeal in studying the Bhuta cult practices of the indigenous people was prompted by a necessity to know the ‘devil’ fully well before denouncing it. The intimate knowledge of the subject prepared the missionary fully well for the task at hand. The missionaries could explore the ritual traditions of the region due to their competency in the local tongue. Learning the local languages aided their study of the local culture and practices.

Conclusion :- Began with the primary aim of understanding the indigenous language, literature and culture to aid the bigger endeavour of evangelisation, the missionary literary and cultural studies moved far across this limited aim and resulted in the creation of significant original works as well as translations. Missionary endeavours enriched the vernacular languages. A whole range of ecclesiastical vocabulary became part of these languages as words and expressions hitherto unseen entered the lexicon. Creative use of words to denote biblical terms enriched the language. New phrases were innovatively constructed to drive home the meaning of certain biblical ideas. A command over the vernacular languages, helped the missionaries make a deep impression on the hearts and minds of the people when introducing the Gospel. The linguistic, literary and cultural pursuits of the missionaries has left an indelible mark in the history of the region.

References:

Primary Sources

1. The Basel German Evangelical Missionary Society, *Reports of the Basel German Evangelical Missionary Society*. Mangalore: Basel Mission Press, Print

Secondary Sources

1. Gowda, Chinappa. ‘The Mask and the Message’ MadipuPrakashanaMangalagangothri. 2005
2. Kittel, Ferdinand. ‘Kannada-English Dictionary’. Mangalore: Basel Mission Press. 1894aaa
3. Navada, A.V. ‘Ferdinand Kittellara Christa KathanaKaavya Katha Maale’. Bengaluru: Kannada Saahithya Parishat. 2019
4. Sapir, Edward. ‘Selected writings in Language, culture and personality’. Berkeley: University of California Press. 1956

Land Use Land Cover Change Detection Analysis Using Remote Sensing and GIS: A Case Study of Daund Tahsil, Pune, Maharashtra

Ashok Divekar*

Rajesh Survase**

Abstract:- *Land use land cover change is a dynamic process. As population pressure is increasing, the land use land cover pattern is also changing. Humans have negatively affected land use and land cover pattern over the world. One such negative impact of this alteration is salinization problem due to improper irrigation practices. In the present paper, an attempt has been made to find out changing land use pattern within a very short span of time i.e. 3 years (2012 to 2015) in Daund tahsil of Pune district in Maharashtra. It has been observed that among all land use land cover classes, saline land is showing highest increase in area (4.8%). Continuous improper management of irrigation water has contributed to this increase in saline land. The results highlight the need of managing irrigation water and also managing saline land problems, because if saline lands go on increasing at this rate soon agricultural land will be transformed to salt encrusted infertile land.*

Keywords: LISS III, GIS, Remote Sensing, Pure pixel and LULC.

Introduction :- Due to urbanization and industrialization, global land use land cover pattern is changing drastically and at a fast space. Humans have modified the natural cover over the earth, as a result of which various negative consequences can be seen like biodiversity loss, deforestation, soil loss as well as increased saline lands, which in turn affects human activities. Growing urban pressure is the main reason behind unplanned changes in LULC. In the present study, a glimpse of such urban pressure, unplanned and improper irrigation can be observed which has led to the increase of saline lands in the Daund tahsil. In the present study, an attempt has been made to analyse LULC pattern using remote sensing data and GIS techniques. Saline land in the study area is increasing day by day due to improper irrigation which in turn is affecting agricultural practices. With LISS III satellite images of 2012 and 2015, an attempt has been made to detect changes in LULC pattern in the Daund tahsil. Supervised classification and Maximum likelihood classifier technique has been employed to detect changes in land use land cover classes.

Study Area :- The study area is located on the western part of Pune district in Maharashtra (Fig 1). It extends from $18^{\circ} 17'47''$ N to $18^{\circ} 40'11''$ N latitudes and from $74^{\circ} 8'47''$ E to $74^{\circ} 50'38''$ E longitudes. With the hottest month being May and June, Daund tahsil experience semi-arid type of climate. The highest temperature reaches up to 40° C. The temperature decreases to as low as 12° C in the month of December and January. Sugarcane is the predominant cash crop in this region followed by other crops like Jowar, Bajra, Wheat etc. Bhima and Mula rivers drain this region. River Bhima borders the region to the northern part and Mula drains western part of the region. Besides these rivers, there are many water bodies in this region like Victoria talav, Matobatalav and Khamgaontalav, which provide water to canal irrigation. It has been observed that land use land cover pattern is changing drastically, specifically saline lands are increasing and this is mainly due to over and unplanned irrigation. Salt encrustation has been observed specially during summer season when evaporation rate is much high.

* Assistant Professor, Department of Geography, Subhash BaburaoKul College Kedgaon, Pune.

** Assistant Professor, Department of Geography, E. S. Divekar College Varvand, Pune.

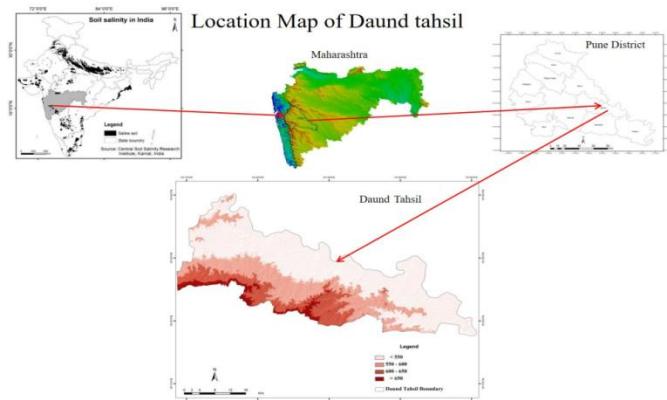


Figure 1: Study Area.

Methodology :- Freely downloaded Multispectral data with spatial resolution of 23.5m (LISS III) is being provided by BHUVAN. Two images with a difference of three years have been selected for the present study, viz. 9th April 2015 and 12th February 2012. LISS III data contains four bands viz. Green, Red and Infrared (2). LISS III images acquired on 9th April 2015 and 12th February 2012 are used in the present study. Images are selected on the basis of availability of data and also least cloud cover in the scene. LISS III images have been downloaded from BHUVAN site. LISS III data are in band form in .tif format. In ERDAS imagine 14, both the satellite images' band data are layer stacked to obtain respective false color composite images. With Maximum Likelihood Classifier, supervised classification is performed to obtain classes. Both the images are classified into six broad classes viz. Settlement, Barren land, Agricultural land, Agricultural fallow land, Water body and Saline land (Fig 2). For creating these classes AOI (Area of interest) is being carefully selected and mostly pure pixel have been taken into consideration. For saline land delineation, specifically GCP's collected from the salt affected field as well as saline land location from Google Earth has been verified. After obtaining LULC, area under each classes have been calculated and both the years' images have been compared and change detection analysis has been performed.

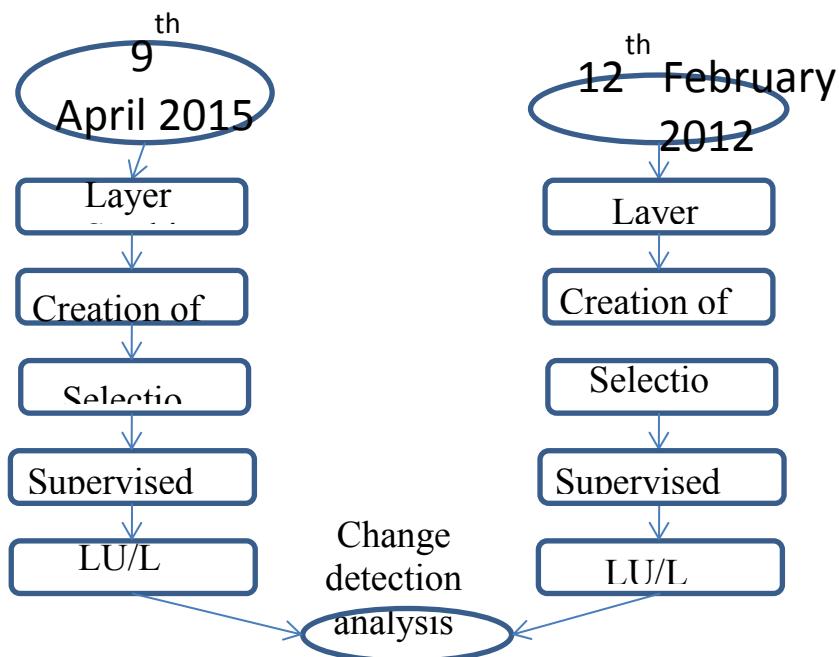


Figure 2: Methodology

Result and Discussion :- Remote sensing based land use change detection needs ground validation and cross checking. Broad classes like barren land, agricultural land and water body can easily be identified with the help of spectral signature, but classes like saline land where there is mixed pixel problem need much care for detection and selection of signature. It is because of this fine classes, ground truthing is of utmost need. For identification of saline lands in the present study, both field collected and Google Earth derived GCP's are used. Both the images are classified in to following classes, Barren land, agricultural land, agricultural fallow land, water body, settlement and saline land (Fig 3 and 4).

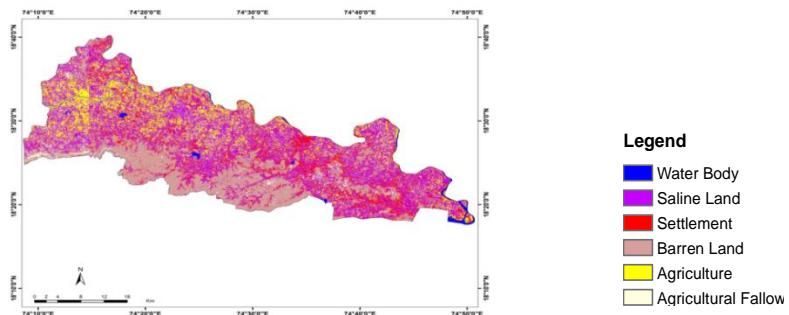


Fig 3: Showing Land Use Land Cover of Daund Tahsil in 2012.

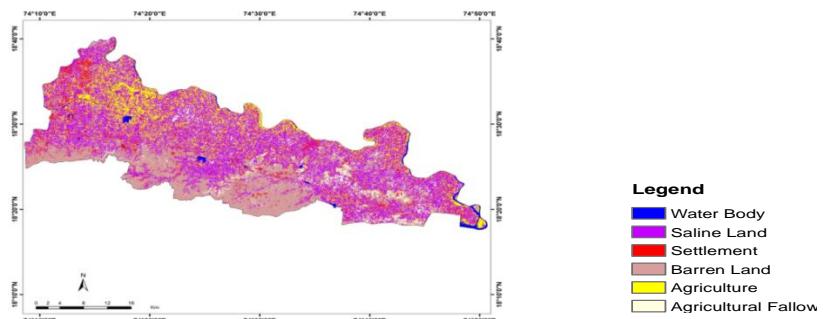


Fig 4: Showing Land Use Land Cover of Daund Tahsil in 2015.

In 2012 LULC map, it has been observed that barren land covers 359.15 sq. km area, agricultural land 223.15 sq. km, agricultural fallow land covers 81.19 sq. km, water body occupies 19.45 sq. km area, settlement covers 182.47 sq. km and saline land occupies 448.58 sq. km area.

In 2015 LULC map, it has been observed that barren land covers 304.39 sq. km area, agricultural land 212.31 sq. km, agricultural fallow land covers 84.40 sq. km, water body occupies 15.98 sq. km area, settlement covers 185.30 sq. km and saline land occupies 511.62 sq. km area. (Table 1)

Table 1: Area under various LULC classes in 2012 and 2015

Area under various LULC classes- 2012				Area under various LULC classes - 2015			
Classes	Area in ha	Area in Sq. Km	Area in %	Classes	Area in ha	Area in Sq. Km	Area in %
Barren Land	35915.15	359.15	27.33	Barren Land	30438.6	304.39	23.16
Agricultural Land	22315.41	223.15	16.98	Agricultural Land	21231.3	212.31	16.16
Agricultural Fallow	8118.59	81.19	6.18	Agricultural Fallow	8440.3	84.40	6.42
Water Body	1945.42	19.45	1.48	Water Body	1598.1	15.98	1.22
Settlement	18247.14	182.47	13.89	Settlement	18530.0	185.30	14.10
Saline land	44858.34	448.58	34.14	Saline land	51161.7	511.62	38.94
Total	131400.05	1314.00	100.00	Total	131400.00	1314.00	100.00

Change detection analysis shows that there is decrease in barren land cover by 4.17 %, agricultural land has also decreased by 0.83% and water body decreased by 0.26% from 2012 to 2015. Whereas agricultural fallow land has increased by 0.24 %, settlements have increased by 0.22% and saline land by 4.80% within a span of 3 years (Table 2). Among all the classes, saline land is showing a high rate of increase and this is mainly due to improper irrigation practices.

Table 2: LULC Change Detection Analysis Statistics

Classes	Area in % 2012	Area in % 2015	Change Detection (in %)
Barren Land	27.33	23.16	-4.17
Agricultural Land	16.98	16.16	-0.83
Agricultural Fallow	6.18	6.42	0.24
Water Body	1.48	1.22	-0.26
Settlement	13.89	14.10	0.22
Saline land	34.14	38.94	4.80
Total	100	100	

Conclusion :- As population pressure is increasing, the land cover pattern is also drastically changing. But this changing pattern of land use has lot to do with improper management of irrigation facility and specially if the region is coming under arid and semi-arid climate. Wastage of irrigation water, improper irrigation and mismanagement of agricultural practices has affected agricultural land and salt encrustation has become a common concern in the area. Reluctant nature of the farmers is also one of the major reason behind increasing salinity in the area. Water is generally supplied to the field for longer duration and no proper care is being taken to put off the water supply. As a result of which, water gets logged in the field. Also, due to land disputes among farmers, the channels between the fields which were used to drain out water from the fields are closed. All this issues together are boosting up the salinization issue in the area and also making most of the fields salt encrusted creating problem for agricultural practices.

References :-

1. **Abd El hay A. F. et. al**, 2016, Land Use/Land Cover Change Detection and Classification using Remote Sensing and GIS Techniques: A Case Study at Siwa Oasis, Northwestern Desert of Egypt, International Journal of Advanced Remote Sensing and GIS, Volume 5, Issue 3, pp. 1649-1661, DOI: <https://doi.org/10.23953/cloud.ijarsg.80> .
2. **Erasu D.**, 2017, Remote Sensing-Based Urban Land Use/Land Cover Change Detection and Monitoring,Journal of Remote Sensing & GIS DOI: 10.4172/2469-4134.1000196.
3. **George J. et al.**, 2016, Land Use/ Land Cover Mapping With Change Detection Analysis of AluvaTaluk Using Remote Sensing and GIS International Journal of Science, Engineering and Technology, ISSN:2348-4098.
4. **Johnson A., et. al**, Remote Sensing, Gis, and Land Use and Land Cover Mapping Along The I-10 Corridor, National Consortium on Remote Sensing in Transportation – Environmental Assessment Mississippi State University Engineering Research Center.
5. **Jovanovic A. D., et al**. 2015, Land Cover change detection by using Remote Sensing – A Case Study of Zlatibor (Serbia),GeographicaPannonica, Volume 19, Issue 4, 162-173.
6. **Majumder. B.**, 2011, Study of Sukinda Valley Using Remote Sensing and GIS A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Bachelor Of Technology in Department Of Mining Engineering National Institute Of Technology Rourkela.
7. **O.R.Abd El-Kawyab , et. al.**, 2011, Land use and land cover change detection in the western Nile delta of Egypt using remote sensing data, *Applied Geography*, Volume 31, Issue 2, Pages 483-494.

आदिवासी समाज में सामाजिक न्याय और डॉ. अम्बेडकर

डॉ. किरन नामदेवराव कुंभरे*

सारांश :— सामाजिक न्याय की अवधारणा में स्वतंत्रता, समानता और बंधुत्व का बहुत बड़ा स्थान है। डॉ. अम्बेडकर ने कहा है कि सामाजिक न्याय पूरे मानव समाज के लाभ के लिए है। भारतीय समाज में विभिन्न समाज बसे हुए हैं, जिनमें से आदिवासी समाज अभी भी है। आदिवासी समाज आज भी जंगल में, पहाड़ों में पाया जाता है। कुछ आदिवासी समाज के लोग शहरी हिस्से में हैं, वही आदिवासी समाज के लोग ग्रामीण हिस्से में बसे हुए हैं। भारत के स्वतंत्र होने के बावजूद आदिवासी समुदाय सामाजिक न्याय से वंचित है, इसके पीछे कई कारण हैं। आदिवासी समाज सामाजिक न्याय के मसीहा डॉ. अम्बेडकर है उन्हें न्याय क्यों नहीं मिलता? क्या आदिवासी समाज न्याय के लिए भटकता है? क्या कारण हैं कि इस शोध पत्र में ऐसे कई मुद्दों का विश्लेषण किया जाएगा। इस शोध पत्र में द्वितीय स्त्रोत का उपयोग किया जाएगा

की-वर्ड: अम्बेडकर, सामाजिक न्याय, आदिवासी समाज

प्रस्तावना :— डॉ. अम्बेडकर ने स्वतंत्रता समता बंधुत्व और न्याय को महत्वपूर्ण स्थान दिया है। सामाजिक न्याय यह प्रत्येक राष्ट्र के लिए, राज्य के लिए किसी समुदाय के लिए साथ ही व्यक्ति के लिए बहुत ही महत्वपूर्ण भूमिका निभाती है। प्रत्येक व्यक्ति को अभिव्यक्ति की स्वतंत्रता चाहिए होती है। दलित, आदिवासी तथा वंचित वर्ग के लिए किसी भी प्रकार का अधिकार नहीं था। ऐसे में गरीब जनता का शोषण सबसे ज्यादा होना लाजमी था। शिक्षा के साधन उच्च वर्ग के हाथ में थे जिसके बजह से अशिक्षित जनता को गुलाम बनाए रखने का काम किया जाता था। दलित, आदिवासी, अल्पसंख्यक, गरीब महिलाओं के साथ समाज में जातीय विषमता के बजह से अत्याचार हो रहा था। डॉ. अम्बेडकर ने अपने जीवन में बचपन से लेकर मृत्यु तक जाति का दंश सहा था इसलिए वह जानते थे किस तरह से शोषित वर्ग को गुलाम बनाया जाता है और वह इस गुलामी से वंचित वर्ग को बाहर निकालना चाहते थे। डॉ. अम्बेडकर ने अपने जीवन का प्रत्येक पल समाज को विकसित करने के लिए लगाया था और वह जान चुके थे शिक्षा ही एक ऐसा साधन है जो व्यक्ति खुदका विकास करने के साथ-साथ समाज, राष्ट्र, देश का विकास कर सकता है। शिक्षा को महत्वपूर्ण स्थान दिया भारत देश में डॉ. अम्बेडकर ने प्रत्येक क्षेत्र में ज्ञान हासिल कर लिया था कोई भी ऐसा क्षेत्र नहीं जो उस विषय में ज्ञान नहीं प्रत्येक क्षेत्र में प्राविन्य हासिल कर लिया था इसलिए डॉ. अम्बेडकर कहते हैं शिक्षित बनो, संगठित रहो और अन्याय के विरुद्ध संघर्ष करो” इस कथन से यह कह सकते हैं शिक्षा (म्कनबंजपवद) अशिक्षित जनता को जागृत करने का काम केवल शिक्षा ही कर सकता है।

मानवतावादी के विचार डॉ. अम्बेडकर के व्यक्तित्व से झलकता है। लोकतंत्र को महत्वपूर्ण माना है जिसमें प्रत्येक व्यक्ति के अधिकार को महत्वपूर्ण स्थान दिया है। आदिवासी समाज आज भी लोकतंत्र से दूर है क्योंकि अभी भी जंगल में, पहाड़ों में, गिरी कुहरों में रह रहे हैं। दो टाइम का भोजन भी उनको नसीब नहीं होता है यह बात उन आदिवासी पर लागू होती है जो जंगलों में, पहाड़ों में रह रहे हैं। कुछ आदिवासी ग्रामीण और शहरी भागों में रह रहे हैं उनकी स्थिती भी पूर्ण रूप से ठीक नहीं है। आज भी उनके साथ अन्याय, अत्याचार होता है क्योंकि वह अशिक्षित है कुछ आदिवासी पढ़ लिखकर आगे गए लेकिन सभी आदिवासी समाज का विकास हुआ नहीं।

इतिहास में डॉ. अम्बेडकर ही एक ऐसे व्यक्ति है जिन्होंने सबके लिए सामाजिक न्याय की गुहार लगाई है और उन्होंने अपने सामाजिक, राजनीतिक, धार्मिक क्षेत्र में काम भी किया है। डॉ. अम्बेडकर यह

* सहायक प्रोफेसर केंद्र का नाम: डॉ. बाबासाहेब अम्बेडकर सिद्धो कान्हु—मुर्मू दलित एवं जनजाति अध्ययन केंद्र (संस्कृति विद्यापीठ) महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय वर्धा।

आदिवासी के लिए मसीहा है जिनके वजह से आदिवासी समाज को संवैधानिक अधिकार मिले हैं। इस आलेख में यह बताने का प्रयास किया है कि आदिवासी समाज को सामाजिक न्याय की नींव डॉ. अम्बेडकर के विचारों से पड़ी है ? लेकिन फिर भी गैर आदिवासी की जातीय विषमता के कारण आदिवासी समाज को न्याय से वंचित करवा रही है ? सामाजिक न्याय दिलाने का काम आंबेडकर ने किया है यह आदिवासी समाज के लिए मिसाल है इसके क्या-क्या कारण हैं और आदिवासी समाज के लिए सामाजिक न्याय का सार किस प्रकार से है ऐसे कई तर्क वितर्क का विश्लेषण किया जाएगा।

उद्देश्य

1. ग्रामीण और शहरी भागों के आदिवासी समाज की सामाजिक स्थिती में सुधार का अध्ययन करते हुए संवैधानिक प्रावधान से रुबरु करना।
2. आदिवासी समाज सामाजिक न्याय से परिचित करना तथा उनके साथ जाति के आधार पर अत्याचार होता है उससे लढ़ने की क्षमता रखना।
3. आदिवासी समाज का विकास तभी हो सकता है जब उनको न्याय मिले।
4. आदिवासी समाज में डॉ. अंबेडकर के शैक्षिक विचारों का कुछ स्तर तक पाया जाता है इसका अध्ययन करना।
5. आदिवासी का उद्धार आंबेडकर के विचारों के द्वारा हो सकता है।

परिकल्पना :-

1. आदिवासी समाज न्याय से दूर है और आदिवासी समाज का गैर आदिवासी द्वारा शोषण किया जाता है इससे लढ़ने की क्षमता आंबेडकर के द्वारा बताये हुए तीन तत्वों से मिलती है।
2. आदिवासी समाज का उद्धार आंबेडकर के विचारों के आधार पर ही हो सकता है।

शोध प्रविधि :- किसी भी आलेख को विश्लेषण करने के पहले प्रविधि बहुत ही महत्वपूर्ण होती है। इस शोधालेख में द्वितीयक स्रोत का उपयोग किया जाएगा आदिवासी समाज से जुड़े हुए पहलुओं का अध्ययन किया जाएगा यह एक छोटा सा प्रयास किया जाएगा।

डॉ. अम्बेडकर के दृष्टिकोण में सामाजिक न्याय :- सामाजिक न्याय को डॉ. अंबेडकर ने सैधांतिक आधार के क्रम सामाजिक क्रांति के रूप में लेकर चले और कहा कि राजनीतिक प्रजातंत्र ही पर्याप्त नहीं है, सामाजिक प्रजातंत्र और आर्थिक समानता को भी सुनिश्चित किया जाना चाहिए। इसके पिछे यह भी कारण है कि राजनीतिक रूप से किसी भी समाज को कितना भी बढ़ावा मिले तभी वह सामाजिक और आर्थिक रूप में समानता कभी नहीं आ सकती है। किसी भी समुदाय के लिए सामाजिक सुरक्षा मिलना बहुत आवश्यक है जब तक उस समुदाय का सर्वोत्परी विकास हो सके अन्यथा उपरी तौर ढकने जैसा होगा इसलिए अंबेडकर ने सामाजिक प्रजातंत्र को महत्वपूर्ण माना है। डॉ. अंबेडकर का स्पष्ट कहना था कि न्यायपालिका की स्वतंत्रता का भरपूर समर्थन किया व्योंकि जब तक वह निष्पक्ष भाव से सैधांतिक उद्देश्यों को साकार बनाने के दृष्टिकोण में काम करे तो वह सामाजिक क्रांति का एक आवश्यक घटक सिद्ध हो सकता है। जैसे की अभी हाल ही में सर्वोच्च न्यायालय ने यह भी निर्देश दिया कि सरकार (लवअमतदउमदज) उत्पीड़ीत (असहाय) की और राष्ट्रीय एकता एवं सदृढता के दृष्टी से एक समान नागरीक सहिता का निर्माण करे ताकि जिसका प्रावधान संविधान के अनुच्छेद 44 में पहले से ही रखा है। डॉ. अंबेडकर का कहना था कि “सामाजिक, आर्थिक क्रांति के उद्देश्य की पूर्ति तभी संभव होगी, जब कार्यपालिका और न्यायपालिका पूर्वग्रहों के बिना अपने दायित्वों को निभायेगी। उनकी मान्यता थी कि विधि अपने आप में कोई साध्य नहीं है वह एक सशक्त साधन है और सामाजिक न्याय तथा आर्थिक समानता का प्रभावी उपकरण है।”

डॉ. अंबेडकर ने सामाजिक न्याय को कानून के रूप में मुख्य माना है जैसे सामाजिक न्याय एक विचार ही नहीं है बल्कि एक व्यवहार है डॉ. अंबेडकर ने सामाजिक न्याय को कानून के उद्देश्य से शिक्षित संगठित और संघर्षशील व्यक्तियों को पैदा करने जैसा था जो सामाजिक असमानता, आर्थिक शोषण, राजनीतिक दमन, धार्मिक रुदिवाद इन सब में सक्रिय हो सके। डॉ. अंबेडकर के दृष्टिकोण में “सामाजिक

न्याय का अभियान आज भी गरीमा, व्यक्ति के समान अधिकारों, आर्थिक हितों की रक्षा के हित में और सामाजिक और आर्थिक उद्देश्यों की प्राप्ति के लिए संवैधानिक पद्धतियों को ही उचित बताया ताकि न्याय की प्रक्रिया में हिंसा पैदा न हो। सामाजिक न्याय की प्राप्ति संवैधानिक विधियों के माध्यम से हो, न की हिंसात्मक क्रियाओं के द्वारा।” अम्बेडकर के सैद्धांतिक आधार सशक्त के रूप में था उनका सैद्धांतिक आधार विधि की सर्वोच्चता, सामाजिक न्याय, प्रजातांत्रिक व्यवस्था, धर्म निरपेक्षता और समता के मूल सिद्धांतों से प्रेरित है उनका यह भी कहना था कि भारत में कानून समाज परिवर्तन अथवा नवी स्वतंत्र समाज व्यवस्था का सशक्त साधन बन सके। जब देश का पहली बार संविधान बना तब समान अधिकारों सहित सरकार की लोकतांत्रिक व्यवस्था प्रतिष्ठित हुई डॉ. अम्बेडकर ने संविधान सभा में अपने भाषण में कहा था, ‘26 जनवरी 1950 को भारत एक लोकतांत्रिक देश बन जाएगा। इस अर्थ में कि आज से भारत में जनता की, जनता द्वारा और जनता के लिए एक सरकार होगी।’ उन्होंने यह भी कहा कि, “हमें अपने राजनीतिक लोकतंत्र को साथ में एक सामाजिक लोकतंत्र भी बनाना चाहिए। राजनीतिक लोकतंत्र उस समय तक नहीं टिक सकता, जब तक कि उसका मूलभूत आधार सामाजिक लोकतंत्र न हो।

डॉ. अम्बेडकर ने संविधान बनाने में तथा सभा में अपनी रचनात्मक भूमिका निभाई वह केवल एक समाज चिंतक, राजनीतिक वैज्ञानिक, अर्थशास्त्री, समाजशास्त्री इतिहासकार के साथ-साथ एक कुशल अभिवक्ता, विधिवत्ता तथा संवैधानिक विशेषता भी थे।

आदिवासी समाज :— आदिवासी समाज अन्य समाज से अलग पाया जाता है क्योंकि आदिवासी समाज की भाषा, खान-पान, रहन-सहन, नृत्य, साहित्य, धर्म, संस्कृति अलग है और आज भी यह बरकरार है। प्रत्येक आदिवासी समुदायकी प्रथा, परंपरा अलग है। इसी से उनकी पहचान भी होती है। आदिवासी समुदाय को मुख्यधारा में लाने का प्रयास डॉ. बी. आर. अम्बेडकर ने ही किया है। भारत देश में भारतीय संविधान आदिवासी समुदाय को अनुसूचित जनजाति नाम से संबोधित किया है। 2011 के जनगणना के अनुसार 8-9% अनुसूचित जनजाति पाये जाते हैं। नॉर्थईस्ट राज्यों में 90% जनजाति है। भारत के प्रत्येक राज्य में जनजाति समुदाय निवास करता है।

डॉ. अम्बेडकर ही ऐसे एकमेव व्यक्ति है जिन्होंने दलित, आदिवासी, ओबीसी एवं धार्मिक अल्पसंख्यक कमजोर वर्गों के लिए लडाई लड़ी सनातन धर्म के खिलाफ तथा अंग्रेजों के शोषण के खिलाफ लडाई लड़ी जिसके बजह से आदिवासी को अधिकार मिले “अनुच्छेद 342 के माध्यम से राष्ट्रपति जनजातियों को अनुसूचित जनजाति का दर्जा प्रदान करता है।” संविधान में अम्बेडकर ने आदिवासियों अर्थात् अनुसूचित जनजाति को संवैधानिक प्रावधान दिया गया है। जैसे अनुच्छेद 15, अनुच्छेद 16, अनुच्छेद 23, अनुच्छेद 29, अनुच्छेद 46, अनुच्छेद 164, अनुच्छेद 275, अनुच्छेद 330, 332, 334, अनुच्छेद 335, अनुच्छेद 338, अनुच्छेद 339, अनुच्छेद 340, अनुच्छेद 342 साथ ही पृथक प्रशासनिक व्यवस्था आदिवासी समुदाय के लिए की गई है। भारतीय संविधान में जनजातियों के लिए शेष समाज से भिन्न प्रशासनिक व्यवस्था का प्रावधान संविधान में पांचवी एवं छठी अनुसूचि में किया गया है। संविधान के अनुच्छेद 244 तथा 244 (1) के अंतर्गत अनुसूचित क्षेत्रों एवं जनजातीय क्षेत्रों के प्रशासन का प्रावधान है। पांचवी अनुसूचित एवं छठी अनुसूची आदिवासी समुदाय के लिए महत्वपूर्ण योगदान प्रदान करती है।

अम्बेडकर ने अपनी बुक *Communal Deadlock And ways to Solve It* (1945) में आदिवासी जनजातियों के बारे में इस प्रकार लिखा है “आदिवासी जनजातियों ने अभी तक अपने राजनीतिक अवसरों को सर्वोत्तम उपयोग करने के लिए कोई राजनीतिक समझ विकसित नहीं की है और वे आसानी से बन सकते हैं। बहुसंख्यक या अल्पमत के हाथों में केवल उपकरण और इस तरह अपना कोई भला किए बिना संतुलन को बिगाड़ देते हैं। उनके विकास के वर्तमान चरण में मुझे ऐसा प्रतीत होता है कि इन पिछड़े समुदायोंके लिए एक वैधानिक उपयोग कीरथापना करना उचित है जो कि अब बहिष्कृत क्षेत्रों को उसी आधार पर प्रशासित करने के लिए उसी आधार पर किया गया था जैसा कि दक्षिण अफ्रीका संविधान प्रत्येक प्रांत जिसमें ये बहिष्कृत क्षेत्र स्थित हैं, इन क्षेत्रों के प्रशासन के लिए एक निर्धारित राशि का वार्षिक योगदान करने के लिए मजबूर होना चाहिए इनके मामले में किया गयाथा।”⁶

संविधान में उल्लेखित प्रावधान आदिवासी विकास के लिए है जो अम्बेडकर की आशा और दृष्टि है यह भी है कि संवैधानिक प्रावधानों के प्रभावी कार्यान्वयन और आदिवासियों के लिए कल्याणकारी उपायों के साथ-साथ होंगे साथ ही भेदभाव से मुक्त, समता, स्वतंत्रता, बंधुता न्याय के सिद्धांतों पर आधारित यह समाज खड़ा होगा। डॉ. अम्बेडकर ने मौलिक अधिकार (अनुच्छेद 12-35) देश के प्रत्येक नागरिक पर लागू होते हैं साथ ही राज्य के नीति निदेशक सिद्धांत (अनुच्छेद 36-51) निर्देश निर्दिष्ट करते हैं। आदिवासी का अर्थात् अनुसूचित जनजाति सहित सभी नागरिकों की स्थिति में सुधार करना है।

निष्कर्ष :- आदिवासी समाज का विकास करने के लिए अम्बेडकर की दूर दृष्टि सबसे अलग थी और सभी शोषण के आयामों को समाप्त करने के लिए सामाजिक लोकतंत्र को महत्वपूर्ण स्थान दिया था। सामाजिक न्याय की नींव समता स्वतंत्रता बंधुता और न्याय पर आधारित थी। आदिवासी समाज को गैर आदिवासियों से छुटकारा पाने के लिए शिक्षा एकमेव साधन बताया है। प्रत्येक व्यक्ति को शिक्षित बनना आवश्यक है तभी मानसिक गुलामी से मुक्ति मिल सकती है। आदिवासी समाज आज जंगलों, पहाड़ों में बसे हुए है। आधुनिक शिक्षा (डवकमतद म्कनबंजपवद) आदिवासी समाज तक पहुंच नहीं पाया है। इससे यह उल्लेखित होता है कि, सामाजिक न्याय का प्रावधान भारतीय संविधान में दिया गया है बस उसे कार्यान्वित सही ढंग से करना आवश्यक है। शहरी भागों में और ग्रामीणभागों में रह रहे आदिवासी समाज को जो संवैधानिक प्रावधान का लाभ मिल रहा है यह डॉ. अम्बेडकर को देन है यह ऐतिहासिक सत्य है।

संदर्भ-सूची :-

1. जाटव, डी. आर.(1996). 'डॉ. अंबेडकर का विधि दर्शन' जयपूर: समता साहित्य सदन, पृष्ठ संख्या 232।
2. वर्हीं, पृष्ठ संख्या 130-31।
3. डॉ. बाबासाहेब अम्बेडकर,(1994). 'रायझिंग्स एण्ड स्पीचेज, खंड 13 बाम्बःमहाराष्ट्र सरकार प्रकाशन, पृ. 1214।
4. वर्हीं, पृ. 1216।
5. अटल, योगेश एवं यतीन्द्रसिंह सिसादिया,(2011). 'आदिवासी भारत', जयपूर: रावत पब्लिकेशन्स, पृष्ठ संख्या 128।
6. Ambedkar, Dr.B.R.(1945). 'Communal DeadlockAnd ways to Solve It'Page no.19
7. <https://en.wikipedia.org/wiki/Adivasi>
8. <https://ijrcs.org/wp-content/uploads/201709059.pdf>
9. <https://www.outlookindia.com/website/story/broken-men-the-pre-untouchables/217661>
10. <https://www.morungexpress.com/dr-br-ambedkars-vision-on-tribal-development-and-indian-constitution>
11. <https://en.wikipedia.org/wiki/B. R. Ambedkar>
12. <https://jantamanch.com/person-special/remembering-dr-b-r-ambedkar-discourse-tribal-justice-legacy-ambedkarism>

खिलाड़ी और गैर-खेलाड़ी बहनों के शैक्षिक योग्यता का तुलनात्मक अध्ययन

डॉ. शिल्पा एम. वाला*

सार :- शिक्षा में, शिक्षण ज्ञान और अनुभव का समेकित साझाकरण है, जो आमतौर पर एक अनुशासन के भीतर आयोजित किया जाता है, और अधिक सामान्यतः, एक व्यक्ति के मनोवैज्ञानिक और बौद्धिक विकास के लिए दूसरे व्यक्ति द्वारा प्रोत्साहन का प्रावधान है। यह एक निर्देश या एक विशेष कौशल या विषय प्रदान करना है जो सीखने के सिद्धांतों और बाल विकास सिद्धांत द्वारा सूचित पूर्व नियोजित व्यवहार है जो वांछित छात्रों के परिणामों को सुनिश्चित करने के लिए निर्देश और मार्गदर्शन करता है। रुचि और अभिरुचि अनुभव के भावात्मक पहलूको व्यक्त करता है। अभिरुचि सम्पूर्णतः स्थिति नहीं है। अभिरुचिकी उत्पत्ति का आधार आनुवंशिकता, पर्यावरण, अनुकूलन क्षमता के मूल्य स्वभाव व्यक्तित्व लक्षणों और जरूरतों के साथ-साथ इन सभी की बातचीत के बीचके संबंध पर है। अनुकूलन जीवनके प्रत्येक चरण पर अनिवार्य है। एक अच्छी शिक्षा प्रणाली के लिए शिक्षण का निरंतर मूल्य होना हमेशा महत्वपूर्ण होता है। इसलिए, पाठ्यक्रम हमेशा पूर्वी और पश्चिमी शिक्षा प्रणाली दोनों में पाया जा सकता है। ऑक्सफोर्ड डिक्शनरी के अनुसार "ज्ञान या कौशल प्रदान करना, निर्देश या सबक देना, प्रेरित करना और प्रेरित करना"

शब्द-संकेत :- शिक्षक, खिलाड़ी, गैर-खिलाड़ी, शैक्षणिक अभिरुचि, सुखाकारी

प्रस्तावना:- अभिरुचि कोई वस्तु या विषय की और भावात्मक संबंध। अभिरुचि व्यक्तिके साहजिक अवं मानसिक झुकाव या रवैयेको दर्शाती है। अभिरुचि व्यक्तिके अनुभवों का भावात्मक पहलु है। किसी व्यक्ति की "योग्यता" एक निश्चित कार्य या अध्ययन या कार्य के क्षेत्र में अच्छा प्रदर्शन करने की उनकी अंतर्निहित या स्वाभाविक क्षमता है। व्यक्ति की योग्यता को कुछ क्षेत्रों तक सीमित करने की अनुमति देने के लिए कई परीक्षण उपलब्ध हैं, जिसमें उनके पास सफलता के लिए पर्याप्त रूप से बढ़े हुए अवसर हैं। जबकि परीक्षणों में कुछ कमियाँ हैं, वे अधिकांश भाग के लिए असाधारण रूप से प्रभावी हैं। इन एप्टीट्यूड बैटरियों या एप्टीट्यूड टेस्ट का पूरा उद्देश्य न केवल स्कूल, व्यवसाय या अन्य संस्थागत संगठन को आवेदकों के बेहतर चयन के साथ प्रदान करना है जो सफल हो सकते हैं (और अधिक होने की संभावना है), बल्कि व्यक्ति की सफलता को बढ़ाने के लिए। उन क्षेत्रों में जहां वे व्यक्तिगत रुचि और उस क्षेत्र के भीतर एक प्राकृतिक उपहार दोनों साझा करते हैं। यह व्यक्ति को व्यक्तिगत स्तर पर अधिक सफल होने की अनुमति देता है।

एप्टीट्यूड बैटरी, परीक्षा या टेस्ट शब्द के पारंपरिक अर्थों में परीक्षण नहीं हैं। वे यह निर्धारित करने के लिए विभिन्न वर्गों में स्थापित होते हैं कि लोगों के पास कुछ कौशल हैं जो अध्ययन या कार्य के क्षेत्र से संबंधित हैं। ये एप्टीट्यूड टेस्ट कई उद्देश्यों की पूर्ति करते हैं। कुछ अनुभागों में, कोई "सही" या "गलत" उत्तर नहीं होते हैं। इनमें से कई समस्याओं में उन मामलों के बारे में व्यक्ति के बारे में सोचने की क्षमता का निर्धारण करना शामिल है, जिनके बारे में वे सामान्य रूप से नहीं जानते हैं। ये प्रश्न आम तौर पर उन साधनों का न्याय करने के लिए डिज़ाइन किए जाते हैं जिनके द्वारा किसी व्यक्ति में समस्याओं को हल करने की क्षमता होती है, भले ही वे उस सामग्री के बारे में कुछ भी नहीं जानते जो उक्त समस्या का विषय है। अन्य वर्गों में गणित, पढ़ने की समझ और अन्य शामिल हैं, जिन्हें व्यक्तियों के अधिक विशिष्ट कौशल सेट को कम करने के लिए डिज़ाइन किया गया है। इन एप्टीट्यूड परीक्षाओं में कुछ कमियाँ हैं, जिनमें से कम से कम उन्हें विदेशी भाषाओं में अनुवाद करने की क्षमता नहीं है। एप्टीट्यूड बैटरियां जितनी सटीक होंगी, उनके द्वारा उपयोग की जाने वाली शब्दावली उतनी ही अधिक सूक्ष्म होगी। जिन शब्दों में बहुत सूक्ष्म अंतर होते हैं, वे अक्सर एक बहुत ही विशिष्ट विचार या अवधारणा को व्यक्त करने के लिए उपयोग किए

* असिस्टेंट प्रोफेसर, फिजिकल एजुकेशन विद्यानिकेतन विभाग चिल्ड्रन्स यूनिवर्सिटी, गांधीनगर, गुजरात।

जाते हैं, और किसी भी भाषा में अनुवाद करना जो इसके अनुवाद में थोड़ा कम सटीक है, परिणामों में कुछ नुकसान होगा।

जैसा कि शिक्षा के वैकल्पिक तरीकों को पेश किया गया है और छात्रों के पास अधिक “वास्तविक दुनिया” के वातावरण में अपनी पढ़ाई जारी रखने का अवसर है, परीक्षण का यह साधन उन छात्रों के लिए और भी अधिक फायदेमंद होगा जो इतने विद्वतापूर्ण नहीं हैं और उनके पास अधिक अच्छी तरह से कौशल हो सकता है अध्ययन के तकनीकी और व्यावसायिक क्षेत्रों के अनुकूल। जबकि यह महत्वपूर्ण है कि सभी परीक्षण आयोजित किए जाएं, छात्रों के लिए यह और भी आवश्यक है कि ये परीक्षण उनकी शिक्षा के दौरान समय के साथ जारी रहें।

अध्ययन का उद्देश्य:-— प्रस्तुत पत्र शारीरिक शिक्षा और प्रतिस्पर्धी खेलों के साथ-साथ अन्य गतिविधियों के क्षेत्र में महत्वपूर्ण निर्णय लेनेमें भूमिका निभाएगा।

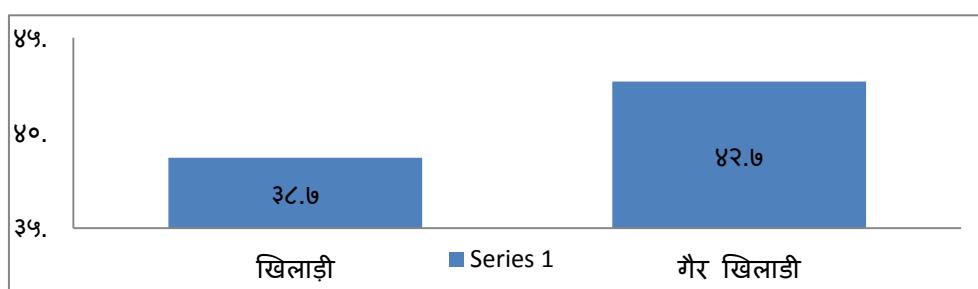
1. यह शोध अध्ययन प्रोफेसरों को उनके खिलाड़ियों और गैर-खिलाड़ियों की शैक्षणिक योग्यता और कल्याण को जानने में मदद करने में महत्वपूर्ण भूमिका निभाएगा।
2. यह शोध माता-पिता को अपने बच्चों की शैक्षिक योग्यता निर्धारित करने में एक महत्वपूर्ण भूमिका देगा।
3. यह शोध अध्ययन प्राध्यापकों और प्रशिक्षकों को अपने खिलाड़ियों की शैक्षणिक योग्यता जानने में महत्वपूर्ण भूमिका निभाएगा।
4. यह शोध अध्ययन इस दिशा में भावी शोध कार्य में सहायक सिद्ध होगा।

क्रियाविधि :-— इस शोध अध्ययन में वॉलीबॉल के खेल में ओपन डिवीजन में ओपन डिवीजन में भाग लेने वाली ६ टीमों में से ३० बहनों को खिलाड़ी विषयों के रूप में चुना गया था और कॉलेज से कुल ३० बहनों को गैर-खिलाड़ी विषयों के रूप में चुना गया था। इस शोध के लिए प्रश्नावली का उपयोग किया गया था। शैक्षणिक योग्यता शोध पत्र में कुल ५० कथन दिए गए हैं जिनमें से ४२ कथन सकारात्मक हैं और ८ कथन नकारात्मक हैं। इस शोध अध्ययन में खिलाड़ी और गैर खिलाड़ी बहनों की शैक्षिक योग्यता जानने के लिए जे अनुपात को लागू करके ०.०५ स्तर पर महत्व की जाँच की गई।

पृथकरण:-— इस शोध का उद्देश्य खिलाड़ी और गैर खिलाड़ी बहनों की शैक्षिक योग्यता का अध्ययन करना था जिसमें वॉलीबॉल खेल के ओपन सेक्शन में वर्ष २०२१ में सरखड़ी में आयोजित प्रतियोगिता में एक विषय के रूप में भाग लेने वाली ६ टीमों में से ३० बहनों का चयन किया गया था, और कॉलेज में पढ़ने वाली ३० बहनों को नॉन प्लेइंग सब्जेक्ट कैरेक्टर के रूप में चुना गया। इस शोध में १७ से २५ वर्ष के आयु वर्ग की बहनों को विषय वस्तु के रूप में चुना गया।

क्रम	समूह	विषयों की संख्या	माध्यिका	प्रमाणित विचलन	माध्यिका अंतर	टी अनुपात
१	खिलाड़ी	३०	३८.७	५.०७९	४.०	३.०६८*
२	गैर खिलाड़ी	३०	४२.७	५.०१८		

०.०५ के स्तर पर महत्व का स्तर (५८) = २.००



तालिका ९ से यह देखा जा सकता है कि खिलाड़ी बहनों के बीच अकादमिक योग्यता शोधकर्ता स्कोर का औसत ३८.७ था और गैर-खिलाड़ी बहनों के अकादमिक योग्यता अनुसंधान स्कोर का औसत ४२.७ था और दोनों समूहों के बीच औसत अंतर ४.० था। जबकि टी अनुपात ३.०६टपाया गया जो ०.०५ स्तर पर ($\text{५८} = 2.00$ की जाँच करने वाले दो समूहों के बीच महत्वपूर्ण अंतर दर्शाता है।

शैक्षणिक अभिरुचि वाले खिलाडियों के बजाय गैर खिलाड़ी बहनों के अंकों में महत्वपूर्ण अंतर देखा गया। गैर-खेलने वाली बहनों में शैक्षणिक योग्यता अधिक प्रचलित थी।

स्वीकृति :- खिलाडियोंके परिक्षणमें हर प्रकारकी मदद करनेके लिए में गुजरात की सरखड़ी ग्राम प्रशिक्षक एवं सहायिका, प्रधानचार्य कोच, ट्रेनर, का हार्दिक अभिवादन करती हूँ।

संदर्भ-सूची :-

- कसुंदरा, प्रभुलाल मो. शारीरिक योग्यता और सुखकारी, गांधीनगर : रमा प्रकाशन मार्च २०१०।
- कलर्क, एच। हरिशन, फिजिकल फिटनेश न्यूज लेटर्स, ५ मार्च १६५६।
- गुजरात राज्य शाला पाठ्य पुस्तक मंडल, शारीरिक शिक्षण और अद्यतन प्रवाह गांधीनगर : सन २००२
- देशाई, कृष्णकात आने देशाई, हरिभाई मनोवैज्ञानिक मापन, अमदाबाद : यूनिवर्सिटी ग्रंथ निर्माण बोर्ड, जून १६७८
- ट्रेम्ब्ले, एम.एस.; लेब्लांक, ए.जी.; खो, एमई; सॉन्डर्स, टी.जे.; लारौचे, आर.; कोली, आर.सी.; गोल्फील्ड, जी.; गोरबर, एस.सी. स्कूली उम्र के बच्चों और युवाओं में गतिहीन व्यवहार और स्वास्थ्य संकेतकों की व्यवस्थित समीक्षा। व्यवहार। न्यूट्र। भौतिक। कार्य। २०१८, ६८ (क्रॉसरेफ) (पबमेड)
- सेर्हुला, एम.क.; आश्वरी, डी.; कोट्स, आरजे; फ्रीडमैन, डी.एस.; विलियमसन, डी.एफ. क्या मोटे बच्चे मोटे हो जाते हैं वयस्क? साहित्य की समीक्षा। पिछला मेड. १६६३, २२, १६७ दृश्य। (क्रॉसरेफ) (पबमेड)
- विजेंडेल, के।; लिंच, बी.एम.; ओवेन, एन.; डस्टन, डी.डब्ल्यू.; तीव्र, एस.; ऐटकेन, जे.एफ. टेलीविजन देखने का समय और कोलोरेक्टल कैंसर से बचे लोगों में वजन बढ़ना: एक संभावित जनसंख्या-आधारित अध्ययन। कैंसर के कारण नियंत्रण २००६, २०, १३५५-१३६२। (क्रॉसरेफ)
- करी, सी.; रॉबर्ट्स, सी.; सेटरटोबुल्टे, डब्ल्यू।; मॉर्गन, ए.; स्मिथ, आर.; समदल, ओ.; बार्नको रासमुसेन, वी. यंग संदर्भ में लोगों का स्वास्थ्य: स्कूली आयु वर्ग के बच्चों में स्वास्थ्य व्यवहार (ठेब) अध्ययन: से अंतर्राष्ट्रीय रिपोर्ट २००९/ २००२ सर्वेक्षण, यूरोप के लिए डब्ल्यूएचओ क्षेत्रीय कार्यालय: कोपेनहेगन, डेनमार्क, २००४।

धूले उवं नंदुरबार जिले में आदिवासियों की संस्कृति और शिक्षा

रामचंद्र नारायण चौरे*

सारांश :- महाराष्ट्र के धूले और नंदुरबार जिले में यह आदिवासी क्षेत्र में विकास भौगोलिक और प्राकृतिक कठिनाइयों के कारण कम रहा है। यह जिले में ऐसे स्कूल और आश्रम स्कूल हैं जो नागरिक सेवाओं तक पहुंच की कमी के कारण शिक्षा के मामले में पिछड़ रहे हैं। और पुरुषों और महिलाओं के बीच शिक्षा का स्तर निम्न है क्योंकि माता-पिता अशिक्षित हैं और बालिकाओं की कम उम्र में शादी कर दी जाती है, इसलिए वे शिक्षा से वंचित हैं।

की-वर्ड :- आदिवासियों में शिक्षा, सामाजिक, चित्र विषय, आदिवासी समाज पर वैश्वीकरण का प्रभाव।

प्रस्तावना :- आदिवासी क्षेत्रों में मनुष्य और प्रकृति आमने-सामने खड़े नजर आते हैं। प्रकृति ने माया के प्रेम से बिखरी चंद्रमौली झाँपड़ियों में आदिवासियों की देखभाल की है। आसपास की प्रकृति से अपनी जरूरतों का प्रबंधन करते हुए यहां का मनुष्य अपनी लहरों से प्रकृति पर मोहित है। प्रकृति की इस कीमिया के कारण यहां के आदिवासी प्रकृति से भलीभांति परिचित हैं। इस निकटता के कारण, आदिवासियों को जीवित रहने और आसपास के वातावरण से निपटने की ताकत मिली है। विपत्ति का सामना करने और उस पर विजय पाने की शक्ति परिस्थितियों ने दिया है। भौगोलिक अलगाव के कारण, आदिवासी संस्कृति और प्रथाएं हो गई हैं। जनजातीय दृष्टिकोण, सामाजिक और सांस्कृतिक विचार विभाग से और जनजाति से जनजाति में भिन्न होते हैं। तो आदिवासी समाज जैसी कोई चीज नहीं है। आदिवासी आबादी को देखते हुए इन्हें तीन चरणों में बांटा जा सकता है।

- समतल मैदानों में रहने वाले आदिवासी।
- तलहटी में आदिवासी।
- जंगलों और घाटियों में रहने वाले आदिवासी।

उपरोक्त तीनों अवस्थाओं में विकास और शिक्षा की गति भिन्न है और इसका प्रभाव आदिवासियों पर देखने को मिलता है।

शोध प्रबंध का उद्देश्य

- जनजातीय शिक्षा का अध्ययन।
- जनजातीय संस्कृति का अध्ययन।
- आदिवासियों के निर्वाह के साधनों का अध्ययन करना।

संशोधन पद्धति :- प्रस्तुत शोध प्रबंध के लिए वर्णनात्मक एवं विश्लेषणात्मक शोध विधियों को अपनाया गया है।

आदिवासियों में शिक्षा :- आदिवासी भारतीय उपमहाद्वीप के पूर्वज हैं। जंगल और पहाड़ी घाटियों में रहने वाले लोग अज्ञानी हैं। भारत सरकार ने भी शिक्षा अभियान के तहत स्कूल शुरू किए हैं लेकिन उनमें से केवल 3 से 4 प्रतिशत ही पूर्णकालिक छात्र हैं, जिनमें से केवल 2 से 3 प्रतिशत ने ही 10 वीं कक्षा तक अपनी शिक्षा पूरी की है। उन्हें जाना पड़ता है क्योंकि उनके स्कूलों की दीवारें कूड़ाकरकट से बनी हैं, तो ये हैं कुछ समस्याएं जो सामने आती हैं। महत्वपूर्ण बात यह है कि स्कूली शिक्षा और स्कूल न जाने वाले बच्चों के सामान्य जीवन के बीच कोई तालमेल नहीं है। इन स्कूलों को बढ़ती सरकार की ज्यादा सुविधाएं नहीं मिल रही हैं, इसलिए शिक्षकों के लिए समय आ गया है कि वे अपनी पढ़ाई छोड़ दें। नौकरी और आदी हो

* संशोधक विद्यार्थी भारती विद्यापीठ कॉलेज ऑफ फाइन आर्ट्स।

जाते हैं। ऐसे समुदाय की साक्षरता दर 50% से कम है। महाराष्ट्र में, 552 सरकारी आश्रम स्कूल, 256 निजी आश्रम स्कूल और 175 लड़कियों के छात्रावास स्थापित किए गए हैं, जिनमें से लगभग तीन से चार लाख लड़के और लड़कियों को शिक्षा मिल रही है अनुपात में वृद्धि उनकी हीन भावना आदि के कारण है। जैसे—जैसे शाह बंद हो रहे हैं, मुझे नहीं पता कि आश्रम स्कूल आदिवासियों के लिए अभिशाप है या वरदान।

सामाजिक :— आदिवासियों का पारंपरिक जीवन बहुत सादा है और वे जीवन भर जंगल में रहे हैं, इसलिए जंगल में धूमना उनके जीवन का तरीका बन गया है। यद्यपि सरकार ने आज कई योजनाएं शुरू की हैं, लेकिन वे उन तक नहीं पहुंची हैं, फिर उन्हें गैर-आदिवासियों द्वारा नकली प्रमाणपत्रों के साथ ठगा गया है, इसलिए उनके साथ गलत व्यवहार किया जा रहा है। समस्याओं से उन्हें निपटना है। जल जनित महामारी। सांप का काटना। भालुओं का हमला। आधुनिक चिकित्सा उपचार में बाधाएं वे किसी भी दिन त्योहारों में भाग लेते दिखाई देते हैं। मूल रूप से, उनकी भोजन, वस्त्र, आश्रय जैसी बुनियादी जरूरतें पूरी नहीं हुई हैं, लेकिन शिक्षा, स्वास्थ्य और रोजगार की अवधारणाएं पूरी होंगी। कभी—कभी उनकी पत्नियों को इससे निपटना पड़ता है, जबकि आदिवासियों को शादियों, त्योहारों आदि के लिए साहूकारों से पैसे उधार लेने पड़ते हैं, उन्हें अपना कर्ज चुकाने के लिए कड़ी मेहनत करनी पड़ती है, उन्हें अपनी जमीन और घर बेचना पड़ता है, इसलिए पूरा जीवन दुख और गरीबी में डूबा हुआ लगता है। बांध वनरोपण परियोजना आदि की आड़ में उनका पुनर्वास किया जा रहा है, लेकिन इस बात पर ध्यान नहीं दिया जाता है कि यह उनके लिए सही है या नहीं। मूर्तिकला, नृत्य, वास्तुकला, संगीत आदि कला के पतन ने उनके लिए असंख्य समस्याएं पैदा कर दी हैं। उनकी आजीविका, इसलिए उनके साथ अन्याय किया गया है।

चित्र विषय :— उनका 'कैनवास' और शादियों की तस्वीरों के लिए दीवार का माध्यम है। चित्र विषय के बारीक विवरण के साथ पैक किया गया है। आकृतियों और डिजाइनों की भीड़ है। ये पेंटिंग विभिन्न उद्देश्यों जैसे घर, बच्चों की सुरक्षा, खाद्यान्न में समृद्धि, बीमारी से सुरक्षा के लिए बनाई गई हैं। यह पेंटिंग दिवाली और नागपंचमी के दो त्योहारों के दौरान खिलती है। ऐसे में भक्ति या ज्ञान से चित्र बनाने की आवश्यकता नहीं है। यह कला उतनी ही सहज है जितनी कोई महिला या पुरुष जो इस कला से अवगत है और पारंपरिक प्रतीकों को जानता है। विषय को चित्रित करते समय, कलाकार यह तय करता है कि शुरुआत में कितना बड़ा चित्र बनाना है, और उस अनुरोध के साथ, वह बाहरी नकाशियों और मुख्य केंद्र चित्र के चारों ओर की आकृतियों और नकाशी को क्रम से खींचता है। एक आदमी या जानवर को खींचने के लिए, वह पहले एक त्रिकोण बनाता है और अपने पैर, हाथ, सिर और पूँछ को अपने शरीर या धड़ से जोड़ता है। यह कलाकृति सबसे पहले रैखिक आकृतियों द्वारा बनाई गई है। देव चौक और पछवां में नक्षी के लिए कोई थीम है। देव चौक का महत्व विवाह से जुड़ा है। तो इसमें देवता विशेष हैं। पांचवीं तस्वीर विषय बाध्य नहीं है। उनकी उर्मी, धारणाओं, सामाजिक विचारों, उनके आसपास की प्रकृति आदि से संबंधित किसी भी विषय पर चित्र बनाए जाते हैं। इस अवसर पर धान की खेती के विषय, उसमें पशु, कभी यात्रा, कभी उनका कथित शोषण और उनकी साज़िश भी इस पेंटिंग के माध्यम से महसूस की जाती है। आदिवासियों को वर्तमान देखने की आदत होती है। वह दूर की नहीं सोचता। वर्तमान क्षण उसके लिए महत्वपूर्ण है। भविष्य के प्रति उसका कोई कर्तव्य नहीं है।

आदिवासी समाज पर वैश्वीकरण का प्रभाव :— वैश्वीकरण अंतर्राष्ट्रीय विनिमय की एक प्रक्रिया है। उत्पादन और किराया और उपभोक्ता हित के मानक, उनकी वैधता के साथ, विश्व बैंक और विश्व व्यापार सम्मेलन में मदद करते हैं। भारत के स्वदेशी लोग भारतीय समाज का एक अभिन्न अंग हैं। इसकी शुरुआत भारत को प्रतिस्पर्धा करने की अनुमति देने के साथ हुई थी। वैश्विक बाजार के साथ और अपने बाजार को उस बाजार तक पहुंच बनाने के लिए, लेकिन यह अर्थिक विकास के पथ पर सबसे बड़ा समुदाय था जो मुख्यधारा के विकास में अपने अस्तित्व को देखने के लिए उत्सुक था लेकिन निराश था। जग और जगुद्य संस्कृति के नियमों के अनुसार, वे हमेशा प्राकृतिक कारकों पर निर्भर थे लेकिन वैश्वीकरण की अवधारणा से अनभिज्ञ थे। भारतीय समाज और संस्कृति में आदिवासी समुदायों की एक अलग पहचान है। लेकिन आदिवासी जंगली पानी आदि के रूप में उनका तिरस्कार किया जा रहा है। आदिवासी अर्थव्यवस्था कृषि योग्य भूमि और वन

उत्पादन पर आधारित थी। लेकिन कृषि भूमि के अवैध हस्तांतरण और वन उत्पादों पर प्रतिबंध का आदिवासियों की आजीविका पर बड़ा प्रभाव पड़ा है। आदिवासी समाज हमेशा आजीविका के लिए वनों पर निर्भर रहा है, कुछ महीनों के लिए आय और रोजगार के साथ—साथ सरकार द्वारा वनों की कमी भी उसके कार्यों का संबंध भी इन्हीं विचारों से है। उसके अनुसार उसके मन में अच्छे और बुरे विचारों की संस्कृति दृढ़ता से स्थापित होती है। आदिवासियों के दृष्टिकोण को समझना जरूरी है कि इस पेटिंग के प्रति उनका रवैया जीवन का चित्र बनाने का है। वह सिर्फ एक माध्यम है। उनके अनुसार पेटिंग प्रेरणा के अद्भुत प्रभाव का हिस्सा है। आदिवासी कलाकार लगातार ज्यामितीय आकृतियों के परिदृश्य देखता है जो उसे प्रेरित करते हैं। उन्होंने एक अर्धचंद्र के आकार से एक चक्र लिया। उन्होंने पत्तियों के आकार में एक चक्र लिया। तैराकी को देखकर, उन्होंने समानांतर और ऊर्ध्वाधर क्षेत्रिज रेखाओं के आकार को सीखा। पांच तारों को देखकर उन्हें लगा कि वे एक रेखा से जुड़े हुए हैं। उन्हें पंचकोण मिला है उनके चित्रों में किया गया है।

निष्कर्ष :- आज धुले वनदूरबार में आदिवासी समुदाय में महिलाओं और पुरुषों के लिए बहुत कम शिक्षा है। क्योंकि यदि प्रत्येक परिवार में एक व्यक्ति शिक्षित हो तो वह दूसरे का मार्गदर्शन कर सकता है। शिक्षा की भारी कमी के कारण, उस तरह से शिक्षा के बारे में मार्गदर्शन या जागरूकता प्रदान करने की आवश्यकता नहीं थी। परिणामस्वरूप, धुले और नंदुरबार दोनों जिलों में आदिवासी समुदायों में शिक्षा आज बहुत कम है। इस क्षेत्र में शिक्षा को लेकर काफी निराशा है क्योंकि बड़ी संख्या में किसान कृषि कार्य या सौदेबाजी में लगे हुए हैं।

संदर्भ—सूची :-

1. आदिवासी कला डॉक्टर गोविंद गारे श्री उत्तमराव सोनवणे प्रकाशक – गम भन प्रकाशन 379, शनिवार पेट, पुणे –प्रथम आवृत्ति मार्च 1993
2. आदिवासी चळवळ : स्वरूप व दिशा दीपक गायकवाड उषा वाद्य सुगावा प्रकाशन पुणे ऑगस्ट 2005
3. आदिवासी साहित्य संमेलन अध्यक्षीय भाषणे पुणे ऑगस्ट 2005 डॉ. गोविंद गारे उषा वाद्य सुगावा प्रकाशन
4. गुगल / विकीपीडीया

राजभाषा हिंदी : कार्यान्वयन की चुनौतियाँ

डॉ. रमेश माणिकराव शिंदे*

मनुष्य एक सामाजिक प्राणी है। समाज में रहते हुए वह अपने भावों, विचारों की अभिव्यक्ति करता है। वह अपने भावों की अभिव्यक्ति भाषा के द्वारा करता है। भाषा ही ऐसा माध्यम है, जिसके द्वारा मनुष्य अलग दिखायी देता है परिवर्तन कुदरत का नियम है। यह नियम दुनिया की हर चीज पर लागू होता है। भाषा हमेशा परिवर्तनशील होती है। वह हमेशा परिवर्तित एवं संशोधित होती रहती है। भाषा में मैं परिवर्तन का अर्थ भाषा का विकास होता है। हमारे देश में अनेक भाषा बोलने वाले लोग रहते हैं। हर प्रांत की अपनी बोली भाषा होती है। जो उस प्रांत तक सीमित होती है। भाषा के प्रयोग के आधार पर भाषा के विविध रूप होते हैं दृ मातृभाषा, संपर्क भाषा, राजभाषा, राष्ट्रभाषा।

सभी प्रादेशिक भाषाओं में हिंदी ही ऐसी एकमात्र भारतीय भाषा है, जिसकी सार्वदेशिकता ने देश की जनमानस की भाषा बना दिया है। अपने देश में राज्यों का गठन भाषा के आधार पर हुआ है। हर प्रांत की अपनी संस्कृति, भाषा, अस्मिता है। जिसे वह नहीं छोड़ता। अपने इस बहुभाषी देश में सभी राज्यों को एकसूत्र में बांधने का काम स्वाधीनता पूर्व से ही हिंदी भाषा ने बखूबी से निभाया है। वह एक ऐसी भाषा है, जिसे प्राचीन काल से गौरव प्राप्त हुआ है है। हिंदी बहुत समृद्ध भाषा है। सबसे अधिक संख्या में वह बोली और समझी जाती है। विश्व की सबसे बड़ी तिसरे नंबर की भाषा है। इस कारण हिंदी भारत के सम्पर्क भाषा के रूप में प्रयोग की जाती है।

राजभाषा का अर्थ एवं स्वरूप :— राजभाषा क्या है ? अपने देश की राजभाषा किसे कहते हैं ? इन सारे सवालों के जवाब की हम खोज करेंगे। राजभाषा का अर्थ है दृ राजकाज को चलाने की भाषा। राजभाषा भाषा का वह रूप है जिसके द्वारा राजकीय कार्य चलाने में सुविधा हो। राजभाषा शब्द का सर्वप्रथम प्रयोग सन् १६४६ में भारतीय संविधान सभा में ' नैशनल लैग्वेज'(छंजपवदंस संदहनंहम) के समांतर ' स्टेट लैग्वेज'(जंजम संदहनंहम) के रूप में श्री. राजगोपालचारी ने किया था। संविधान सभा ने अपनी कारवाई में हिंदी प्रारूप में ' स्टेट लैग्वेज' का हिंदी अनुवाद 'राजभाषा' किया गया और इस प्रकार यह शब्द प्रयोग में आया। बाद में संविधान का प्रारूप तैयार करते समय 'स्टेट लैग्वेज' के स्थान पर कार्यालयीन भाषा शब्द प्रयुक्त किया गया।

राजभाषा का तात्पर्य है— राजा (शासक) अथवा राज्यद्वारा प्रयुक्त भाषा। राजदरबार की भाषा राजभाषा है। संविधान द्वारा सरकारी कामकाज, प्रशासन, संसद और विधानमंडलों तथा न्यायिक कार्यकलाप के लिए स्वीकृत भाषा राजभाषा है। राजभाषा का अभिप्राय है दृ अखिल भारतीय स्तर पर राजकीय कामकाज के लिए माध्यम के रूप में प्रयुक्त होने वाली भाषा राजभाषा है।

संविधान का अनुपालन करते हुए सन् १६५५ में राजभाषा आयोग का गठन श्री. बी. जी. खेर की अध्यक्षता में हुआ। इस आयोग का काम था कि सरकारी कामकाज में हिंदी का प्रयोग कहाँ तक होता है तथा कैसे बढ़ाये। और अंग्रेजी भाषा का प्रयोग कैसे सीमित किया जाए। सन् १६६३ में संसद द्वारा राजभाषा अधिनियम पारित किया गया। और यह व्यवस्था की गई की संघ के जिन कार्यों के लिए अंग्रेजी का इस्तेमाल होता था, वह जारी रहेगा। पहले जो कानून में कहा गया था कि पंद्रह साल बाद अंग्रेजी भाषा के दासता से मिलेगी परंतु १६६७ के अधिनियम द्वारा वह अनंत और अनिश्चित काल के लिए बनायी गई और अंग्रेजी भाषी वालों को आश्वस्त किया गया की देश का एक भी राज्य जब तक न चाहेगा की अंग्रेजी भाषा न रहे तब तक रहेगी। और हिंदी के समकक्ष राजभाषा के रूप में कार्यरत रहेंगी। कृ

* सहयोगी प्राध्यापक तथा विभागाध्यक्ष, हिंदी विभाग, यशवंतराव चव्हाण महाविद्यालय, अंबाजोगाई।

राजभाषा बनने में हिंदी भाषा के सामने चुनौतियाँ :- हिंदी देश की राजभाषा बनी लेकिन उसके सामने कई चुनौतियाँ खड़ी रही। राज्य कर्मचारियों को हिंदी में काम करने योग्य बनाने के लिए सन १९५२ से कई योजनाएँ बनायी गई। सन १९६० में राष्ट्रपति के आदेश से सभी सरकारी कर्मचारियों के हिंदी सीखना अनिवार्य किया गया। ४ लेकिन आज इस आदेश का पालन सही ढंग से नहीं हो रहा है। जो खेच्छा से हिंदी सीखते हैं, उन्हें भत्ते और पुरस्कार मिलते हैं। वेतन में वृद्धि होती है, परंतु वे कार्य अंग्रेजी में ही करते हैं। यही हिंदी की विडम्बना है। उसी अधिनियम में यह भी कहा गया था की जो कर्मचारी, हिंदी में कार्य नहीं करेगा तो उसका अहित नहीं होगा। सन १९७६ से गृहमंत्रालय और राजभाषा विभागद्वारा नियम और आदेश पारित किये जाते हैं। लेकिन अंग्रेजी बाबू इनकी परवाह नहीं करते। हरसाल हिंदी भाषा की प्रगति देखने के लिए समितियाँ गठित होती हैं, लेकिन उनको सलाह पर अमल नहीं हो पाता।

पिछले ४०-४५ वर्षों से सरकारी कामों में राजभाषा हिंदी का प्रयोग बढ़ रहा है। पर उसकी गति धीमी है। और अंग्रेजी भाषा का प्रयोग तेजी से कई अधिक गुना बढ़ा है। तमाम हिंदी भाषा विरोधी शक्तियाँ अंग्रेजी भाषा के साथ खड़ी हुई हैं। इसके बदलाव के लिए हम हिंदी अध्यापकों की जिमेदारी बढ़ा जाती है। छात्रों को हिंदी भाषा साहित्य एवं संस्कृति से परिचित करवाये। साथ ही हिंदी में रोजगारों के अवसरों से छात्रों को अवगत कराये। जिससे आनेवाली पीढ़ियाँ हिंदी के प्रति जागरूक होंगी।

संदर्भ-सूची :-

1. विकिपिडिया राजभाषा आयोग १९५५
2. विकीपिडिया राजभाषा अधिनियम, १९६३
3. विकीपिडिया राजभाषा अधिनियम, १९६७
4. विकीपिडिया राष्ट्रपति आदेश, १९६०
5. ई- सहायिका, राजभाषा विभाग, राष्ट्रीय इस्पात निगम लिमिटेड, विशाखापट्टनम

भारतीय साहित्य उवं कला में दिक् देवता उवं दिशा पूजा

सौरभ कुमार मीना*

सारांश :— दिशा शब्द का सर्वप्रथम उल्लेख ऋग्वेद में दिक्, दिशः, दिगम्यः, विदिशः के रूप में वर्णित है। वैदिक संहिताओं में चारों दिशाओं का उल्लेख है। इनके सम्मिश्रण से दस दिशाएँ व्यक्त की गई हैं। दिशा पूजा की अवधारणा वेदों की रचना से पूर्व विकसित हो चुकी थी। पुरातात्त्विक साक्ष्यों में वृहत्पाषाणिक समाधियों में दिशा पूजा के प्रमाण मिलते हैं। बौद्ध परम्परा में दिशापूजकों को दिशाव्रतिक व जैन परम्परा में दिशापोक्खीय कहा है। सिंधुघाटी सभ्यता में धार्मिक स्वरूप पर्याप्त रूप से विकसित हो चुका था। ऋग्वेद में प्रयुक्त दिश शब्द आकाश की एक दिशा का व्योतक है। साहित्य स्त्रोतों में दिशाओं से सम्बंधित दिक्पालो (देवता) का वर्णन भी मिलता है। हड्पा सभ्यता से प्राप्त मोहरों में भी दिशा पूजा का अंकन मिलता है। बौद्ध कला में स्तूपों व वेदिका निर्माण में भी दिशा पूजा परंपरा का महत्व वर्णित होता है। जैन मंदिरों यथा पार्श्वनाथ मंदिर व कुंभारिया के शांतिनाथ मंदिर में भी दिशा पूजा परंपरा का वर्णन मिलता है। इस प्रकार कहा जा सकता है कि भारतीय धर्म व संस्कृति में दिशा पूजा की अवधारणा प्राचीनतम है जो कि साहित्य व कला में वर्णित होता है जिनका अनुसरण वर्तमान समय में भी स्थापत्य कला, कर्म-कांडों धार्मिक संस्कारों आदि में किया जाता है।

मुख्य शब्द : दिगम्यः, पुरातात्त्विक, दिशाव्रतिक, दिशापोक्खीय, दिक्पाल

प्रस्तावना

“अष्टौव्यख्यत्कुशः पृथिव्यास्त्रीधन्वयोजनासप्तसिन्धून् ।

हिरण्याक्षः सविता देव आगाद्वधद्रत्रादाशुषेवार्याणि ॥”

— ऋग्वेद 1/7/35/8

अथवा सूर्य ने पृथिवी की आठों दिशायें प्रकाशित की हैं, प्राणियों के तीनों संसार और सप्त सिंधु भी प्रकाशित किये हैं। सोने की आँखों वाले सविता हव्यदाता यजमान को वरणीय द्रव्य दान देकर यहाँ आवे। दिशा शब्द का सर्वप्रथम उल्लेख ऋग्वेद में दिक् दिशः दिगम्यः, विदिशः के रूप में वर्णित हैं। वैदिक संहिताओं में नियमित रूप से चार दिशाओं पूर्व, पश्चिम, दक्षिण एवं उत्तर का उल्लेख है। इन चारों के परस्पर सम्मिश्रण से दिशाओं की संख्या दस तक व्यक्त की गई है। जिनका उल्लेख ऋग्वेद में प्राची (पूर्व), प्रतीचि (पश्चिम) उदीचि (उत्तर), अवाचि (दक्षिण), ईशान कोण (उत्तर-पूर्व) वायव्य (उत्तर-पश्चिम), नैत्रहत्य कोण (दक्षिण-पश्चिम), अग्निकोण (दण्डिण-पूर्व), उर्ध्वा (ऊर), अधो (नीचे) आदि के रूप में उल्लेखित हैं। दिशाएँ सुदूर अतीत काल से पूज्य रही हैं और प्रत्येक दिशा के अधिष्ठात् देवता भी थे जिन्हें दिक्पाल या लोकपाल आदि नामों से जाना जाता था। दिशा पूजा की मूल अवधारणाएँ निःसंदेह वेदों की रचना के पूर्व ही विकसित हो चुकी थी। यदि हम भारतीय इतिहास के उस आदिम काल को जिसे प्राक् इतिहास कहा जाता है, के पुरावशेषों को देखें तो उस यातुधानीय जीवन दर्शन का जो स्वरूप उभर कर सामने आता है उसमें दिशा-पूजा के प्रमाण दिखायी देते हैं। पुरातात्त्विक साक्ष्यों में वृहत्पाषाणिक समाधियों के अवशेष विशेष रूप से ध्यान देने योग्य हैं।

बौद्ध परम्परा में दिशा-पूजकों को दिशाव्रतिक और जैन परम्परा में दिशापोक्खीय कहा गया है। बौद्धों की चतुर्महाराजिक दैवों की कल्पना पूर्णतः दिशा परम्परा पर आधारित है। रोचक तथ्य यह है कि अष्ट दिक्पाल (इन्द्र, वरुण, यम, कुबेर, ईशान, वायु, अग्नि, निक्रहति) को क्रमशः पूर्व, पश्चिम दक्षिण, उत्तर,

*शोधार्थी इतिहास एवं संस्कृति विभाग राजस्थान विश्वविद्यालय, जयपुर।

उत्तर—पूर्व, उत्तर—पश्चिम, दक्षिण—पूर्व, दक्षिण—पश्चिम दिशाओं से जोड़ने की प्रवृत्ति व प्रकृति के मूल में दिशा पूजा की वह मूल धारा समाहित है जो वेदों से लेकर लौहिक जीवन में स्वीकृत थी।

उद्देश्य

1. प्राचीन भारत के विभिन्न काल खंडों व विभिन्न धर्मों में दिशा—पूजा परंपरा व दिक्—देवताओं के महत्व को पुरातात्त्विक व साहित्यक स्रोतों के माध्यम से प्रस्तुत करना।
2. दिशा पूजा व दिक्—देवताओं की प्राचीनता व वर्तमान में इसके महत्व को स्थापत्य व मूर्तिकला के माध्यम से समझाना।

शोध प्रविधि :— प्रस्तुत शोध पत्र में संबंधित विषय का वैज्ञानिक अध्ययन करते हुये तथ्यान्वेषण किया जायेगा तथा तथ्यों का व्यवस्थित ढंग से अन्वेषण, निरीक्षण व परीक्षण किया जायेगा। भारतीय संस्कृति में प्रचलित दिशा—पूजा व दिक्पाल संबंधी परंपरा का उचित वर्गीकरण करके उनका विश्लेषणात्मक पद्धति से अध्ययन किया जायेगा।

भारतीय साहित्य एवं कला में दिक् देवता एवं दिशा पूजा :— वैदिक काल में देवत्व की कल्पना का उदय हो चुका था लेकिन उपासना पद्धति काल्पनिक व भावनात्मक थी। देवत्व की परिकल्पना के विकास के साथ—साथ दिशा पूजा संबंधी धार्मिक विचारधारा में परिवर्तन हुए। वैदिक धर्म में दिशा को देवत्व के रूप में प्रतिष्ठित होने के पश्चात् ही दिक्पाल की परिकल्पना का विकास हुआ। दिक्पालों की परिकल्पना के फलस्वरूप दिशा—पूजा का स्वरूप भी परिवर्तित दिखायी देता है। वैदिक साहित्य में इन देवताओं को आशापाल¹ कहा गया है। वैदिक साहित्य में आशा शब्द का प्रयोग दिशा के अर्थ में मिलता है। ऋग्वेद में उल्लेख है कि हे पुरुषों, तुम वृक्षों को गिराते, पत्थरों को घुमाते और पृथ्वी के नये वृक्षों के मध्य से तथा पर्वतों में छिद्र करके निकल जाते हो।²

ऋग्वेदीय ऋचा के अनुसार दुखों से मुक्ति के लिए एवं काम्य धन की प्राप्ति के लिए इन्द्र, कुबेर आदि चारों दिक्पालों के लिए मंत्रयुक्त आहुति देने की कामना की गई है।³ वाजसनेयी संहिता में आशा तथा दिशा इन दोनों पदों का उल्लेख मिलता है।⁴ तैत्तिरीय ब्राह्मण⁵ में एक संदर्भ पशुओं के संबंध में आया है, जहां उल्लेख मिलता है कि दिशाओं का पालन करने वाले दिक्पालों में जो विशिष्ट इन्द्र, वरुण, यम एवं सोम नामक दिक्पाल हैं, उनके अधीन मैं तुमको समर्पित करता हूँ। उक्त मंत्र में भी दिशावाचक आशा शब्द का प्रयोग मिलता है। ऋग्वेद⁶ में राजा सुदास द्वारा “वृक्ष” राक्षस के संहारक इंद्र की स्तुति पूर्व, पश्चिम एवं उत्तर दिशाओं में करने का उल्लेख है। ऋग्वेद⁷ के एक मंत्र में पश्चिम, पूर्व, उत्तर, दक्षिण दिशाओं से धन एवं दीर्घायु की प्राप्ति के लिए सविता देव की स्तुति की गयी है। ऋग्वेद⁸ के एक मंत्र में उल्लेख प्राप्त होता है कि पृथ्वी की आठों दिशाओं को सूर्य ने अपने प्रकाशमय तेज से आलोकित किया है। इस काल के दिशा—देव मंडल को दो वर्गों में विभाजित किया जा सकता है — प्रथम वर्ग में कल्याणकारी देव द्वितीयक वर्ग में संहारक दिशा देव मंडल को रखा गया है। उत्तर वैदिक काल में दिशा देवताओं के संबंध में देव के स्थान पर देव मंडल की कल्पना प्रारम्भ हो जाती है। पूर्व वैदिक काल में जहां एक अथवा दो समस्त दिशाओं से सम्बद्ध किया जाता था, वहीं उत्तर वैदिक काल तक आते—आते समस्त दिशाओं को अलग—अलग देवताओं से निश्चित किया गया। उत्तर वैदिक काल से दिशाओं का परिगणन पूर्व दिशा से प्रारंभ कर दक्षिणावर्त में किया जाने लगा था। वैदिक ग्रंथों में संहारक दिशा—देवताओं की भी चर्चा मिलती है। राजसूय यज्ञ के संपादन पर राजा द्वारा इन दिशा देवताओं की पूजा की गयी है। उसे पंचवातीय आहुति कहा गया है। कुछ ऐसे दिक् देव मंडल का भी उल्लेख प्राप्त होता है जो प्रकृति में कल्याणकारी एवं संहारक दोनों ही भूमिकाओं में दिखायी देते हैं। अग्नि को पूर्व दिशा से, यम को दक्षिण दिशा से, विश्वदेव को पश्चिम दिशा से, मित्र—वरुण या मरुत को उत्तर दिशा से एवं सोम को उर्ध्व दिशा से सम्बद्ध किया गया है।⁹

एक अन्य दिशा—देवमण्डल का उल्लेख वृहदारण्यकोपनिषद्¹⁰ में मिलता है। जहां आदित्य को पूर्व, यम को दक्षिण, वरुण को पश्चिम, सोम को उत्तर एवं अग्नि को ध्रुव दिशा से सम्बद्ध किया गया है। दिशा

पूजा व दिक् देवता की अवधारणा जैन व बौद्ध साहित्य में भी प्राप्त होती है। जैन ग्रंथ भगवती सूत्र¹¹ में दिशा—पूजकों के लिए दिशापोक्खीय शब्द उद्धृत है। भगवती सूत्र एवं निरयावली सूत्र में वर्णित दिशा—पूजकों द्वारा दिशाओं की पूजा के अतिरिक्त पूर्व में सूर्य, दक्षिण में यम, पश्चिम में वरुण तथा विश्वदेवों की पूजा, दिशा—पूजा पर वैदिक धर्म के स्पष्ट प्रभाव को दर्शाती है। दिशाओं से देवताओं को सम्बद्ध किये जाने का उल्लेख आचारांग सूत्र¹² में भी प्राप्त होता है। वहां एक संदर्भ मिलता है कि भगवान महावीर के परिनिर्वाण के समय उनकी पालकी को पूर्व, दक्षिण, पश्चिम एवं उत्तर दिशाओं की ओर से क्रमशः सुर, असुर, गरुड़ तथा नागों ने उठाया था। संभव है कि ये चारों देवगण भी जैन धर्म में दिक्पाल के रूप में मान्य रहे हों। दिशा—पूजा व दिक् देवता के अन्य प्रमाण कालांतर में जैन ग्रंथों में भी मिलते हैं। पूर्व मध्यकालीन ग्रंथ (हेमाद्रिव्रत काण्ड) में आशा दशमी नामक एक व्रत का उल्लेख हुआ है। इस संदर्भ में यह विधान प्राप्त होता है कि इस व्रत में प्रत्येक माह के शुक्ल दशमी तिथि को दसों दिशाओं की पूजा अपने आंगन में करनी चाहिए एवं इस व्रत का पालन छः मास, एक वर्ष या दो वर्ष तक करना चाहिए।¹³ मत्स्य पुराण तथा पूर्व मध्यकालीन ग्रंथ कृत्य कल्पतरु से ज्ञात होता है कि दिशा—पूजा आशा दशमी व्रत के नाम से विश्व व्रत के रूप में ख्याति प्राप्त थी।

बौद्ध साहित्य में दिशा—पूजा से सम्बन्धित सूचनाएँ उपलब्ध हैं। बौद्ध ग्रंथ सुत्तनिपात की टीका महानिदेश में दिशा—पूजा को दिशाव्रत एवं दिशा पूजकों को दिशाव्रतिक शब्दों से अभिहित किया गया है। बौद्ध ग्रंथ दीघ—निकाय के सिगालोवाद सुत्त¹⁴ में दिशा—पूजा के विषय में विस्तार से चर्चा की गयी है। इनमें महात्मा बुद्ध द्वारा राजगृह निवासी सिगाल नामक एक गृहस्थ को दिशाओं को नमस्कार करने की विधिक फल का उपदेश दिया गया है। यह उल्लेख भी हुआ है कि सिगाल गौतम बुद्ध की शिक्षा से प्रभावित होकर बौद्ध धर्म को ग्रहण कर लिया। बौद्ध साहित्य में दिशाओं के रक्षक देवताओं की कल्पना हुई है। चारों दिशाओं के रक्षक इन देवताओं को बौद्ध साहित्य में चातुर्महाराजिक देव या चत्तार महाराजानों कहा गया है। ये चातुर्महाराजिक देव चार प्रकार के लौकिक देवताओं गंधर्व, कुम्भाण्डों, नाग एवं यक्षों के अधिपति हैं। बौद्ध साहित्य चार प्रमुख उर्ध्व और अधो दिशा देवियों का भी उल्लेख करता है। बागोर (राजस्थान) से प्राप्त चार शवाधान—पश्चिम पूर्व दिशा में, लंघनाज (गुजरात) से प्राप्त तेरह शवाधान पूर्व—पश्चिम दिशा में, सराय नाहर राय (यू.पी.) से प्राप्त बारह शवाधान पश्चिम—पूर्व दिशा में महादहा से अटठाईस शवाधान पश्चिम पूर्व में, दमदमा से प्राप्त इकतालीस शवाधान पश्चिम—पूर्व में प्राप्त होते हैं। उल्लेखनीय है कि जो समाधियां प्राप्त हुई हैं वो किसी न किसी रूप में दिशा—पूजा के स्वरूप व परिकल्पना को साकार करती हैं। सिंधु घाटी सभ्यता में भी दिशा—पूजा का धार्मिक स्वरूप पर्याप्त विकसित हो चुका था जिसकी पुष्टि मुहरों व अन्य पुरातात्त्विक सामग्री से होती है। जॉन न्यूवेरी के अनुसार हड्पा सभ्यता में अनेक प्रमुख यातु धर्म प्रचलित थे जिनमें प्रमुख दिशाओं व उपदिशाओं के चार पशुओं से संबंधित यातु धर्म प्रमुख थे।

चातुर्महाराजिक देवों की कल्पना को बौद्ध स्थापत्य के स्तूपों में भी अभिव्यक्त किया है। बौद्ध कला में स्तूप के चतुर्दिक् वेदिका निर्मित की जाती थी। इस वेदिका के चारों दिशाओं में चार द्वार बनाये जाते थे जिन्हें तोरण द्वार कहा गया है उदाहरणार्थ सांची¹⁵ एवं भरहुत¹⁶ स्तूप के तोरण द्वारों पर इन देवों का अंकन हुआ है। दिक्—देवता इन्द्र का अंकन अनेक प्रस्तर मूर्तियों, वित्रों एवं सिक्कों के ऊपर पाया गया है। पांचाल श्रृंखला के सिक्कों के ऊपर इन्द्र देवता का अंकन दिखाई देता है। इन्द्र मित्र के सिक्कों तथा जयगुप्त के सिक्कों के ऊपर इन्द्रदेव का अंकन दिखाई देता है।¹⁷ इसी प्रकार अग्नि की प्रतिमाओं का प्रारम्भिक चित्रण पांचाल श्रृंखला के सिक्कों पर देखा जा सकता है। मंदिर स्थापत्य में दिशापालों को स्थान प्रदान किया जाता था। खजुराहों में कतिपय दिक्पालों को उनकी पत्नियों के साथ आलिंगन मुद्रा में उत्कीर्ण किया गया है। खजुराहों के मंदिरों में दिक्पालों का अंकन सामान्यतया स्थानक मुद्रा में हुआ है किंतु दिक्पालों की आलिंगन मूर्तियां ललितासन मुद्रा में उत्कीर्ण हुयी हैं। उत्तर भारत की तरह दक्षिण भारत के मंदिरों में भी अष्ट दिक्पालों की मूर्तियाँ चिदम्बरम्, बिक्कावेलु, आरलगुप्पे के कालेश्वर मंदिर में दृष्टिगत हैं।

निष्कर्ष :- इस प्रकार भारतीय साहित्य व कला के विवरण से स्पष्ट हो जाता है कि प्राचीन भारत के लौकिक धर्मों में दिक्केवता व दिशा पूजा का महत्वपूर्ण स्थान रहा है। वैदिक परम्परा हो या श्रमण परम्परा दोनों ही धाराओं में दिशा-पूजा को एक स्वर से स्वीकार किया गया है।

पुरातात्त्विक अवशेष इस बात का संकेत करते हैं कि भारत में हड्पा सभ्यता के पूर्व प्रागैतिहासिक काल में ही दिशा की अवधारणा प्रतिष्ठित हो चुकी थी। प्रागैतिहासिक कालीन दिशा-पूजा का स्वरूप यातुधानीय था। इस समय दिशाओं को देवत्व प्रदान नहीं किया गया था। किन्तु सिंधु घाटी सभ्यता में दिशा-पूजा का धार्मिक स्वरूप पर्याप्त विकसित हो चुका था जिसकी पुष्टि मुहरों आदि अवशेषों के अध्ययन से उद्घाटित हो जाती है। कालांतर में वैदिक काल में दिशा पूजा का एक ओर वैदिक धर्म तथा दूसरी ओर विभिन्न लौकिक धर्मों के साथ समन्वय की प्रक्रिया का उन्न्यन हो चुका था। दिशा पूजा ने वैदिक धर्म के सदृश श्रमण परम्परा के बौद्ध एवं जैनों को भी प्रभावित किया।

उल्लेखनीय है कि जिन अष्ट दिक्पालों की कल्पना साहित्य में वर्णित है, उनको कला में भी मूर्तरूप प्रदान किया गया है। कला में दिशापाल को अभिव्यम् करने की परम्परा हमें मौर्यकाल से ही प्राप्त होने लगती है। कालांतर में इनका अंकन विभिन्न धर्मों के आस्था केन्द्रों में किया जाने लगा।

संदर्भ-सूची :-

1. आशा नामाशा पालेयश्चतुर्भ्यो अमृतेभ्यः।
2. इदं भूतास्याध्यक्षेभ्यो विधैम हविषा वयम्। |अथर्ववेद-1,31,1
3. ऋग्वेद 1, 162, 7
4. ऋग्वेद - 1, 31, 3
5. वाजसनेयी संहिता - 11, 63
6. तैत्तिरीय ब्राह्मण - 3, 7, 5, 8
7. उप प्रेम कुशिकाश्चेतयध्वमशं राये प्र मुंचता सुदासः।
8. राजा वृत्रं जंघनत्प्रागपानुदगथायजातेवरआ पृथिव्याः। |ऋग्वेद-3, 35, 11
9. ऋग्वेद - 10, 37, 14
10. ऋग्वेद - 1, 35, 8
11. यजुर्वेद - 9, 35-36
12. वृहदारण्यकोपनिषद - 3, 9, 20-24
13. भगवती सूत्र - 11, 9
14. आचारांग सूत्र - 2.15 सेक्रेड बुक्स ऑफ द ईस्ट, भाग-22 लंदन, 1882, पृष्ठ 198
15. हेमाद्रि व्रत काण्ड-1, 977-981, बिल्योथिका इण्डिका, कलकत्ता, 1934 व्रत रत्नाकार रामराज कृत, शोलापुर, 1897, पु. 356-57
16. दीघनिकाय सिगालोवाद सुत्त - 3, 9
17. अग्रवाल, वासुदेवशरण, भारतीय कला, वाराणसी, 1977, पृष्ठ 134
18. तत्रैव, पृष्ठ 172
19. सहाय भगवंत : आइकनोग्राफी ऑफ सम इम्पोर्टन्ट माइनर हिन्दू एण्ड बुद्धिस्ट डेटिज, नई दिल्ली, 1975, पु. 12

प्राचीन भारतीय आभूषणों में प्रदर्शित समाज उत्तरं संस्कृति

अंकिता भीना*

सारांश :— मनुष्य द्वारा आभूषण धारण करने का प्रमाण प्रागैतिहासिक काल से ही प्राप्त होते रहे हैं जिसका एक दीर्घकालीन इतिहास माना जाता है जो सभ्यता एवं संस्कृति के भौतिक पक्ष एवं भाव पक्ष दोनों को प्रकाशित करता है। हम आभूषणों को देखकर तत्कालीन सामाजिक, आर्थिक स्थिति का स्पष्ट चित्र खींच सकते हैं। प्राचीन साहित्य एवं कला में आभूषणों के जो उदाहरण प्राप्त हैं उसमें समाज के प्रत्येक वर्ग और स्तर का परिज्ञान होता है। समाज के उच्च वर्ग से लेकर निम्न वर्ग तक के सभी लोग अपनी सामर्थ्य एवं रूचि के अनुसार आभूषण धारण करते रहे हैं। साहित्य में जहां उच्च वर्ग द्वारा रत्नजटित स्वर्णभूषण धारण करने के उल्लेख प्राप्त हैं, वहीं सामान्य वर्ग द्वारा ताप्र, शंखादि से निर्मित आभूषणों को धारण किये जाने के संदर्भ प्राप्त होते हैं। आभूषणों के आधार पर समाज के आर्थिक पक्ष का उद्धाटन सिंधु संस्कृति से ही होने लगता है, जो मोहनजोदङ्गों से प्राप्त नर्तकी प्रतिमा एवं अन्य मृण्मूर्तियों में अंतर कर देखा जा सकता है। मौर्यकालीन यक्ष—यक्षिणी के आभूषण एक संभ्रांत वर्ग की ओर संकेत करते हैं जो आगे निरन्तर शुंग, कुषण एवं गुप्तकालीन साहित्य एवं कला इसके जीवन्त साक्षी बनते हैं। इसी प्रकार आभूषणों के विषय में अगर हम यह कहें कि इसके आधार पर संबंधित जनमानस के धार्मिक जीवन एवं विश्वास की भी सूचना मिलती है तो इसमें कोई अतिशयोक्ति नहीं होगी। भारत में इस आधुनिक युग में भी ऐसी कोई जाति या उपजाति नहीं है जो सुनिश्चित धार्मिक मान्यताओं से अनुशासित होकर आभूषण न धारण करती हो। अथर्ववेद में उल्लेख है कि हाथीदांत धारण करने से आदित्य के तेज के समान तेज और यश प्राप्त होता है — **हस्त्वर्चंस प्रधता वृहद् यशो, आदित्य यतन्वुसम्बूद्धृत्वं**

मुख्य शब्द: आभूषण, समाज एवं संस्कृति, स्त्रीधन, धार्मिक विश्वास, उच्च वर्ग, निम्न वर्ग, साहित्य

प्रस्तावना मानव की सभ्यता और संस्कृति के विकास में मानव की स्वाभाविक सौन्दर्य भावना का इतना अधिक महत्व रहा है कि इसको स्पष्ट रूप से समझे बिना संस्कृति का महत्वपूर्ण अध्ययन संभव नहीं है। मानव की सौन्दर्य रूचि अनेक प्रकार से अभिव्यक्त होती रही है, जिसमें सबसे अधिक एवं स्पष्ट वह आभूषणों में प्रकट हुई है। आभूषणों को यदि संस्कृति का मेरुदण्ड कहा जाये तो इसमें कोई अत्युक्ति नहीं होगी, क्योंकि संस्कृति के उदय के साथ ही श्रृंगार का उदय हुआ है और व्यक्तिगत श्रृंगार व्यक्ति के विविध पहलुओं को न केवल निर्दिष्ट करता है अपितु उसे प्रभावित भी करता है। आभूषणों द्वारा सामाजिक स्तरीकरण, जाति, नागरिक एवं ग्रामीण जीवन में अंतर किया जा सकता था। प्रागैतिहासिक जीवन को छोड़ दिया जाए तो सिंधु सभ्यता एक नगरीय सभ्यता थी जिससे प्राप्त अवशेष तत्कालीन नागरिक जीवन को उद्घाटित करते हैं। इसके पश्चात् आर्य संस्कृति मुख्यतः ग्रामीण संस्कृति को उद्घाटित करती है। आर्य, द्रविड़, आदिम जनजातियों तथा समयान्तरों में आने वाली बहुसंख्यक आक्रामक जातियों ने मिलकर यहां की सभ्यता को अत्यंत शिल्षित आकार प्रदान किया है। आभूषणों के क्रम में स्वभवतः यह प्रश्न उठता है कि प्राचीन भारतीय मूर्तिकला में अंकित आभूषण समाज के किसी वर्ग, जाति अथवा व्यवस्था का बोध कराती है। कलात्मक अवशेषों में शुंगकालीन कला में केश—विन्यास के आधार पर सामान्य एवं साधुयती लोगों में अंतर किया जा सकता है।

उद्देश्य

1. तत्कालीन समाज में आभूषणों के प्रकार भेद तथ्य इनको धारण करने की विभिन्न विचारधाराओं का अध्ययन करना
2. तत्कालीन सामाजिक वर्गभेद के आंकलन में आभूषणों की भूमिका के साथ ही साथ उनके निर्माण में प्रयुक्त धातु का अध्ययन करना
3. आभूषणों के प्रति आर्थिक एवं सामाजिक स्थिति तथा धार्मिक मान्यताओं का अध्ययन।

शोध प्रविधि . प्रस्तुत शोध पत्र के अंतर्गत साहित्यक एवं पुरातात्त्विक स्रोतों का अध्ययन करते हुए ऐतिहासिक विश्लेषणात्मक प्रविधि का प्रयोग किया गया है। इसमें प्राथमिक व द्वितीयक स्रोतों से आवश्यक सामग्री का संकलन किया गया है। प्राथमिक स्रोत मुख्यतः पुरातात्त्विक व साहित्यिक साक्ष्य, विदेशी वृतांत एवं द्वितीयक स्रोत सहायक ग्रंथ सूची के अंतर्गत पुस्तकों और शोध निबंध आदि का विश्लेषणात्मक अध्ययन किया गया है।

* (शोधार्थी) इतिहास एवं संस्कृति विभाग राजस्थान विश्वविद्यालय, जयपुर।

प्राचीन भारतीय आभूषणों में प्रदर्शित समाज एवं संस्कृति . जहां एक ओर आभूषण तत्कालीन सुवर्णकारों की तकनीकी कुशलता एवं मानव समाज की कलाप्रियता को अभिव्यक्त करते हैं, वहीं दूसरी ओर सामाजिक स्तरीकरण के अध्ययन में महत्वपूर्ण भूमिका का निर्वाह भी करते हैं। विभिन्न कलांकनों में आभूषणों का अतिरेक प्रदर्शन आभूषणों के प्रति राजन्य वर्ग के मोह को प्रदर्शित करता है। आभूषणों के प्रति यह मोह निश्चित रूप से सामान्य वर्ग में भी रहा होगा। क्योंकि मूर्तांकनों में प्रायः उन्हें भी समान अभिप्राय वाले आभूषणों को धारण किये दिखाया गया है। अतः संभव है कि समाज का सामान्य वर्ग आभूषणों के प्रयोग में अभिजात वर्ग का अनुकरण कर रहा था। सामन्तों द्वारा प्रायः राजा के समान आभूषण धारण करने के उल्लेख प्राप्त होते हैं। आभूषण इनके पद एवं गरिमा के भी परिचायक होते थे। हर्षचरित¹ से ज्ञात होता है कि उस युग में सामन्त, महासामन्त, मांडलिक, राजा, महाराजा आदि विभिन्न कोटि के राजाओं के लिए भिन्न-भिन्न प्रकार के मुकुट और पट्ट होते थे। इसके साथ ही हर्षचरित², कादम्बरी³, कर्पूरमंजरी⁴ में राजपरिवार की स्त्री सदस्यों द्वारा पहने गये बहुल्य रत्नाभूषणों के उल्लेख हैं। कुटटनीमतम्⁵ में धनी व्यापारी के युगा पुत्र द्वारा स्वर्णभूषणों से अलंकृत होने के संदर्भ प्राप्त होते हैं।

अलंकरण की दृष्टि से प्रायः सामान्य वर्ग द्वारा पहने गये आभूषण साधारण अलंकरण से युक्त या अनलंकृत होते थे, जबकि देव वर्ग की प्रतिमाओं में जिन्हें हम उच्च वर्ग का प्रतिबिम्ब मान सकते हैं, अत्यंत परिष्कृत एवं जटिल अलंकरण युक्त आभूषणों का अंकन हुआ है। साहित्यिक संदर्भों में प्रायः सामान्य वर्ग द्वारा मनकों एवं ताम्रादि से निर्मित आभूषणों को धारण करने का प्रसंग प्राप्त होता है। कुटटनीमतम्⁶ के अनुसार अधिकारी पुत्र के साथ चलने वाली ताम्बूल-पारिणी स्त्री के गले का हार शीशे के मनकों से बना था। नैषधीयचरित⁷ में उल्लेख है कि साधारण स्त्रियों द्वारा पीतल के आभूषण धारण किये जाते थे, परन्तु कभी-कभी ऐसे भी प्रसंग प्राप्त होते हैं, जब रानी की दासियों को भी उसे सदृश आभूषण पहने बताया गया है जो निःसंदेह राजवर्ग के प्रासाद का परिकर माना जा सकता है। मूर्तांकनों में भी इसके प्रमाण उपलब्ध होते हैं, जबकि परिवार की परिचारिका को भी मुख्य आकृति के समान आभूषण पहने दिखाया गया है। इस अपवाद स्थिति का समाधान भी साहित्य में प्राप्त होता है। गुडवहो⁸ में चापलूस पारिचारिकों द्वारा राजवर्ग से लाभ प्राप्त किये जाने के संदर्भ प्राप्त होते हैं। हर्षचरित⁹ में भी हर्ष के विशेष कृपा पात्र महाप्रतिहार दौवारिक परियात्र का उल्लेख हुआ है, जो माणिक्य पदक युक्त कमर पेटी, हार, कानों में मणिकुण्डल एवं सिर पर उष्णीश युक्त मौलि के साथ सप्त्राट की विशेष कृपा से प्राप्त खिले कमलों की मुण्डमाला मस्तक पर धारण करता था। हर्षचरित¹⁰ शबर युवक को रांगे का कटक धारण किये उल्लिखित करता है। स्पष्ट है कि समाज का सामान्य वर्ग यद्यपि बहुमूल्य आभूषणों का प्रयोग नहीं कर पाता था तथापि आभूषणों के प्रति मोह इस वर्ग में भी विद्यमान था और यही कारण था कि इनके मध्य भी आभूषणों की पर्याप्त मांग थी। आभूषणों के आधार पर तत्कालीन समाज के आर्थिक पक्ष का ज्ञान प्राप्त किया जा सकता है। प्राचीन भारत की अर्थव्यवस्था के संदर्भ में यदि विचार करें तो हम देखते हैं कि तत्कालीन अर्थव्यवस्था का एक महत्वपूर्ण पक्ष मुद्रा की कमी के रूप में उल्लिखित किया जाता है। ऐसी स्थिति में विचार करने पर हम पाते हैं कि आर्थिक आधार एवं सम्पत्ति के रूप में संभवतः स्वर्ण, रजत आभूषणों के संचय की प्रकृति प्रभावी रही होगी। संभव है कि यही कारण रहा होगा कि इस काल के साहित्यिक संदर्भों में राजा की सम्पन्नता का वर्णन प्रायः आभूषणों के अभिव्यक्त के माध्यम से अधिव्यम किया गया है। अबुजैदुल हृसन सिराजी लिखता है कि ये (भारतीय शासक) आभूषणों में रत्नों की सज्जा के शोकीन थे और राजा के जयमाल की कीमत दो लाख दीनार थी।¹¹

समाज में आभूषणों के कारण घटित हो रही आपराधिक घटनाएं भी उनके आर्थिक महत्व को उद्धाटित करती हैं। क्षेमेन्द्र ने आभूषणों के लालच में एक स्त्री की हत्या का उल्लेख किया है।¹² आभूषण निःसंदेह विपत्ति के समय एक महत्वपूर्ण आर्थिक आधार भी थे। इस वक्तव्य के प्रमाण स्वरूप फरिश्ता के इस कथन का उल्लेख समीचीन प्रतीत होता है जब महमूद गजनवी के आक्रमण के समय स्त्रियों ने अपने स्वर्णभूषण युद्ध के संसाधन जुटाने के लिए दिये थे।¹³ इन साक्ष्यों के प्रकाश में आर्थिक आधार के रूप में आभूषणों के प्रयोग की प्रवृत्ति की संभावना से इंकार नहीं किया जा सकता। आभूषणों की स्त्रीधन के रूप में गणना इसका एक अन्य महत्वपूर्ण पक्ष है। नारद¹⁴ ने इनके ऊपर स्त्रियों के अधिकार को स्त्रीधन के रूप में पूर्णतया सुरक्षित रखा है। क्षेमेन्द्र¹⁵ ने लिखा है कि सोना विपत्ति में काम आता है। जनता द्वारा आभूषणों का प्रयोग निःसंदेह व्यापक पैमाने पर किया जाता रहा होगा जिनके संकट के समय शासक को इनसे राज्य की आर्थिक सहायता का आश्वासन भी रहता होगा। इस संदर्भ में फरिश्ता¹⁶ के कथन का उल्लेख समीचीन प्रतीत होता है, जिसके अनुसार महमूद गजनवी के भारत आक्रमण के समय हिन्दू स्त्रियों ने अपने जड़ाऊ आभूषणों के कीमती रत्नों को बेचकर एवं स्वर्ण को गलाकर युद्ध के संसाधन जुटाने में यथासंभव मदद की थी। वर्तमान में भी प्रायः सभी वर्गों (उच्च, निम्न) के मध्य अपने वैभव व समृद्धि के प्रदर्शन का एक महत्वपूर्ण साधन आभूषण है। आज भी किसी उत्सव या समारोह में अधिकारिक आभूषणों को धारण किया जाना

लोगों के सामाजिक स्तर के प्रदर्शन का माध्यम ही माना जाता है। वर्तमान के समान प्राचीन काल में भी आभूषणों के कारण सामाजिक अपराधों में वृद्धि एवं विपत्ति के समय आर्थिक संबल के रूप में इनका प्रयोग आर्थिक दृष्टि से आभूषणों के युग-युगीन महत्व का सहज परिचायक है। प्राचीन भारत में आभूषण मात्र वैयक्तिक अलंकरण का साधन ही नहीं थे अपितु मनुष्य के अधिभौतिक जीवन से भी अनिवार्य रूप से जुड़े थे, अतः आभूषणों के प्रयोग का कारण मनुष्य की धार्मिक भावनाएं, संस्कार एवं अंधविश्वास भी था। इनमें उपनयन संस्कार के अंतर्गत गुरु द्वारा पहनाया जाने वाला यज्ञोपवीत एवं मेखला जो प्रारंभ में मुंज एवं सूतादि निर्मित होती थी, वो कालान्तर में रत्नादि से निर्मित हो रत्नोपवीत एवं रत्नमेखल के नाम से आभूषणों के रूप में प्रयोग की जाने लगी। कर्णधेद संस्कार के बाद ही कर्णभूषण धारण किये जाते थे। इसके साथ ही बंधनखा जैसे आभूषणों के संदर्भ में भी धार्मिक भावनायें प्रधान थी। इसके अतिरिक्त कुछ आभूषण अवसर विशेष पर धारण किये जाते थे। इनमें उदीच्य वेश के अंतर्गत धारण किया जाने वाला आभूषण छनवीर उल्लेखनीय है, जो विशेष रूप से सैन्य वेशभूषा से संबंध था। कलांकनों में देवताओं एवं सैनिकों के साथ ही महिषमर्दिनी के द्वारा भी इसे धारण किये दिखाया गया है।

इसी प्रकार की कुछ मान्यताएं आभूषणों के निर्माण में प्रयुक्त धातुओं एवं रत्नों के संदर्भ में भी प्राप्त होती है। यजुर्वेद में उल्लेख है कि स्वर्ण धारण करने वाले को राक्षस एवं पिशाच क्षति नहीं पहुंचाते।¹⁷ अथर्ववेद में स्वर्ण, रजत एवं अयस की महत्वा का वर्णन करते हुए स्वर्ण को कुष्ठ रोग एवं दैव प्रकोप से रक्षा करने वाला, रजत को अन्तरिक्ष से तथा अयस को भूमि पर कष्टों से रक्षा करने वाला बताया है।¹⁸ मानसोल्लास में उल्लेख है कि विभिन्न प्रकार के रत्नों को पवित्रतापूर्वक धारण करने से अधिदेवता संतुष्ट होते हैं।¹⁹

निष्कर्ष :- कहा जा सकता है कि प्राचीन भारत में आभूषणों का उपयोग न केवल मनुष्य के सौन्दर्य की वृद्धि करने के लिए रहा था वरन् इनके प्रयोग का अन्य पक्ष सामाजिक व आर्थिक संस्कृति के रूप में भी महत्वपूर्ण रहा था। सामाजिक जीवन में परम्परा, प्रथा, पर्व-उत्सव, त्यौहार तथा मांगलिक अवसरों अर्थात् अनुष्ठानों, संस्कारों सहित सामाजिक व्यवहारों के अन्तर्गत आभूषण भी एक माध्यम स्वरूप उपस्थित दिखायी देता रहा है। यद्यपि धातु द्वारा निर्मित आभूषणों के पूर्व भी वृक्ष बीज, शंख, सीपी, कौड़ी, मनके तथा मोती जैसे आभूषणों का मौद्रिक रूप में आर्थिक महत्व रहा था। पर धातु निर्मित आभूषण के सामान्य प्रचलन ने जहां व्यक्ति, परिवार अथवा वंश की सामाजिक प्रतिष्ठा को स्थापित करना आरंभ किया वहीं प्रतिष्ठा की सुरक्षार्थ और विपत्ति के समय में सहायतार्थ का आधार भी तैयार किया था जो कालान्तर में आर्थिक सुरक्षा की दृढ़ नींव भी बन गया। इसके अतिरिक्त धार्मिक दृष्टि से भी आभूषणों के प्रयोग का प्रचलन आज भी देखा जा सकता है। वेदों में हम देखते हैं कि आर्यों की यह धारणा थी कि स्वर्ण धारण करने से आयु की वृद्धि होती है। यह धारणा आज भी अरब निवासियों में है कि यदि मनुष्य फिरोजा धारण किये हुए है और उस पर विपत्ति आती है तो पहले फिरोजा टूट जाएगा। इस प्रकार स्पष्ट है कि आभूषण मनुष्य की अलंकरण प्रियता के अतिरिक्त उसकी सामाजिक, आर्थिक यहां तक कि धार्मिक स्थिति का भी पता चल जाता है जिसका अध्ययन सम्भवा एवं संस्कृति के भौतिक पक्ष एवं भाव पक्ष दोनों को प्रभावित करता है।

संदर्भ-सूची :-

1. अग्रवाल, वासुदेवशरण, हर्षचरित एक सांस्कृतिक अध्ययन, पटना, 1953, पृ. 158
2. वही, पृ. 68
3. कादम्बरी, बाणभट्ट कृत, जयशंकर प्रसाद (सम्पा.), वाराणसी, 1993, पृ. 362, 403
4. कर्पूरमंजरी, राजशेखर कृत चुन्नी लाल गुप्त (सम्पा.), मेरठ 1976, 2.16, 32, 35, 3.2
5. कुट्टनीमतम्, दामोदर गुप्त कृत अत्रिदेव विद्यालंकार (अनु.) वाराणसी, 1961, पृ. 66, 67
6. कुट्टनीमतम्, पूर्वोक्त 66, 67
7. नैषधीय चरित, श्री हर्षकृत, सनाद्य देवर्षि शास्त्री (अनु.), वाराणसी, 9.28
8. गउडबहो, 911
9. अग्रवाल, वासुदेव शरण, पूर्वोक्त पृ. 42
10. अग्रवाल, वासुदेव शरण, पूर्वोक्त पृ. 186
11. इलियट एण्ड डाउसन, इण्डिया एज टोल्ड बाई हिंज ओन हिस्टोरियन्स, भाग-2, पृ. 11
12. मोतीचन्द्र, क्षेमेन्द्र और उनका समाज, प्रयाग, 1984, पृ. 179
13. इलियट एण्ड डाउसन, पूर्वोक्त, भाग-2, पृ. 126
14. यादव, ए.एलन., प्राचीन हिन्दू विधि, वाराणसी, 1981, पृ. 81
15. मोतीचन्द्र, प्राचीन भारतीय वेशभूषा, प्रयाग, 2007, पृ. 117
16. भारत वर्ष का इतिहास, इलियट एण्ड डाउसन, अनु. मधुर लाल शर्मा, आगरा, 1974, खण्ड-2, पृ. 26
17. राय गोविन्द चन्द्र, वैदिक युग के भारतीय आभूषण, वाराणसी, 1965
18. पूर्वोक्त, पृ. 36-37
19. मिश्र, शिवशेखर, मानसोल्लास एक सांस्कृतिक अध्ययन, वाराणसी, 1966, पृ. 280।

कामकाजी महिलाओं की पारिवारिक भूमिका

(फिरोजाबाद जनपद के संदर्भ में उक समाजशास्त्रीय अध्ययन)

Kamini Sagar*
Dr. Jeevan Kumar**

सारांश :- भारत में महिलाओं की स्थिति ने पिछली कुछ सदियों में कई बड़े बदलाओं का सामना किया। प्राचीन काल में पुरुषों के साथ बराबरी की स्थिति से लेकर मध्यकाल के निम्न स्तरीय जीवन और आधुनिक काल में स्वतन्त्रता व समानता का अधिकार पाना इतिहास में तरह-तरह के उतार-चढ़ाव देखने को मिलते हैं। वैदिक एवं उत्तर वैदिक काल में महिलाओं को गरिमामय स्थान प्राप्त था, उसे देवी, सहधर्मिणी, अर्द्धांगिनी सहचारी माना जाता था। महिलाओं को पूर्ण अधिकार प्राप्त थे। स्मृति काल में भी “यत्र नायस्तु पूज्यन्ते रमन्तेतन्त्र देवता” कहकर उसे सम्मानित स्थान प्रदान किया गया है, किन्तु 11वीं शताब्दी से लेकर 19वीं शताब्दी के बीच भारत में महिलाओं की स्थिति दयनीय हो गई। मध्यकाल के दौरान महिलाओं की स्थिति में अधिक गिरावट आयी महिलाओं के सारे अधिकार समाप्त कर दिये गये उन्हें घर की चार दीवारों में कैद कर दिया गया, उन्हें जन्म से लेकर मृत्युपरान्त पुरुषों के अधीन कर दिया गया। इन परिस्थितियों के बावजूद भी कुछ महिलाओं ने अपने साहस का परिचय दिया और भारत पर अधिपत्य स्थापित किया, जिसमें रजिया सुल्तान, महारानी दुर्गावती, चांदबीबी, ऐसी बहुत सी महिलाओं के नाम इतिहास में देखने को मिलते हैं। स्वतन्त्रता के पश्चात महिलाओं की स्थिति में क्रान्तिकारी परिवर्तन आया आज महिलाओं ने घर की चारदीवारों से निकलकर अपनी कार्य कुशलता के बल पर विविध क्षेत्रों में उपलब्धियों के नए आयाम तय किये। एक समय था जब महिलाओं को घर से बाहर जाने की अनुमति न थी, उनका दायित्व परिवार संभालना परन्तु आज के बदलते परिदृश्य में महिलाएँ परिवार के साथ-साथ नौकरी भी करने लगी, महिलाएँ परिवार व दफ्तर की जिम्मेदारी को बखूबी तरह से निभा रही हैं।

संकेत शब्द कामकाजी महिलाएं, पारिवारिक पृष्ठभूमि, वैदिककाल, उत्तर वैदिक काल, आधुनिक काल

प्रस्तावना :- वैदिक काल में स्त्रियों की स्थिति सुदृढ़ थी परिवार तथा समाज में उन्हें सम्मान प्राप्त था उन्हें पुरुषों के समान शिक्षा प्राप्त करने का पूर्ण अधिकार प्राप्त था। स्त्रियाँ घर से बाहर जाकर उच्च संस्थानों में शिक्षा ग्रहण करती थीं। उस काल में पुत्र-पुत्रियों के पालन पोषण में कोई भेदभाव नहीं किया जाता था, “उपनयन संस्कार” पुत्र की भाँति पुत्रियों का भी होता था। स्त्रियाँ पूर्ण रूप से स्वतन्त्र थीं, वे धार्मिक शिक्षा ग्रहण हीं नहीं करतीं, बल्कि वे धार्मिक क्रियाएँ संपन्न कराती थीं। उन्हें पुरोहितों और ऋषियों का दर्जा प्राप्त था। स्त्रियाँ किसी भी क्षेत्र में पुरुषों से पीछे नहीं थीं।

उत्तर वैदिक काल में महिलाओं की स्थिति में काफी हद तक गिरावट आना शुरू हो गयी थी। स्त्रियों के सारे अधिकार सीमित कर दिए गए, पुत्र-पुत्रियों में फर्क समझा जाने लगा। बाल-विवाह का प्रचलन बढ़ने के कारण पुत्रियों की शिक्षा में कमी आने लगी, “उपनयन संस्कार” की औपचारिकता, कर्मकाण्डों की जटिलता उत्तर वैदिक काल से मानी जाती है। बहुपत्नी प्रथा को समाज के कुछ वर्गों ने पूर्णतया अपना लिया था। स्त्रियों को हीन स्थिति के लिए इस प्रथा को भी उत्तरदायी माना जा सकता है। धीरे-धीरे महिलाओं के प्रदत्त अधिकारों में हास्य बढ़ता गया और नारी को प्रदान अधिकारों, शिक्षा, स्वतंत्रता, धार्मिक अनुष्ठानों आदि से वंचित किया जाने लगा जिससे वह पूर्ण रूप से पुरुषों पर आश्रित होती गयीं समाज में

* Research Scholar, Dept of Arts, Institute of Humanities Mangalayatan University, Aligarh.

** Assi Prof, Dept of Arts, Institute of Humanities Mangalayatan University, Aligarh, India

पुरुषवादी व्यवस्था का जोर बढ़ता गया फलतः महिलाओं के ऊपर बन्धन कठोरतम होते गए, जिसमें उनकी स्वतन्त्रता अस्तित्व तिरोहि हो गई।

मध्यकाल 11 वीं शताब्दी से 18वीं शताब्दी के समय को मध्यकाल कहा जा सकता है। मध्यकाल में डांवाडोल राजनीतिक स्थिति का प्रभाव भारत की सामाजिक आर्थिक स्थिति पर पड़ा, लगातार विदेशी आक्रमणों एवं भिन्न-भिन्न सांस्कृतीय परिवेश का प्रभाव महिलाओं की स्थिति पर पड़ा। स्त्रियों के दृष्टिकोण में “मध्ययुग को काला युग कहा जा सकता है।”

भारत में राजाओं की आपसी फूट का फायदा मुगलों ने उठाया और भारत पर अपना आधिपत्य कायम कर लिया। कुछ मुगल बादशाहों ने हिन्दू महिलाओं के साथ ज्यादती शुरू कर दी जिसके परिणाम स्वरूप हिन्दुओं ने स्त्रियों पर अनेक प्रतिबन्ध लगा दिए। कुछ स्मृतिकारों की मनगढ़न्त बातों को धार्मिक स्वीकृति प्रदान की गयी, मनु कहते हैं कि स्त्रियों को कभी अकेला नहीं रहना चाहिए, पिता-पति एवं पुत्र के संरक्षण में रहना चाहिए इन वाक्यों से स्त्रियों की बची-खुची आजादी का भी हनन हो गया। नारी की दशा दयनीय हो गई। पर्दा-प्रथा ने नारी को घर की चारदीवारी में कैद रहने के लिए मजबूर कर दिया। बाल-विवाहों का प्रचलन बढ़ा और स्त्रियों के लिए शिक्षा के दरवाजे लगभग बंद कर दिए गए। स्त्रियों की स्वतन्त्रता पूर्णरूप से छीन ली गयी और उसे जन्म से मृत्यु तक पुरुषों के अधीन कर दिया गया।

हिन्दू धर्म समाज व्यवस्था और परम्परा में महिलाओं के लिए तय स्थान को आधुनिक भारत में पहली बार जिस महिला ने संगठित रूप से चुनौती दी उनका नाम सावित्री बाई फुले था। वे आजीवन महिलाओं की मुक्ति के लिए संघर्ष करती रहीं। सावित्री बाई फुले जिस दौर में पढ़ने का सपना देख रही थीं, उस दौर में अस्पृश्यता, छुआछूत, भेदभाव जैसी कुरीतियाँ समाज में व्याप्त थीं। सावित्री बाई फुले की शादी 9 वर्ष की उम्र में 13 वर्ष के ज्योतिबा फुले से कर दी गई। सावित्री बाई फुले उस समय अनपढ़ थीं और ज्योतिबा फुले कक्षा 3 तक पढ़े थे। ज्योतिबा फुले ने सावित्री बाई फुले को घर पर ही पढ़ना लिखना सिखाया। स्त्री शिक्षा पर बल देने वाली प्रथम महिला शिक्षिका सावित्री बाई फुले को माना जाता है। सावित्री बाई फुले मानती थीं कि महिलाओं को शोषण मुक्त और विकास के लिए आत्मनिर्भर होना आवश्यक है, जिसमें शिक्षा अहम् भूमिका निभाती है। **डॉ० भीमराव अम्बेडकर-** के अनुसार “मैं किसी समाज की उन्नति को इस आधार पर मापता हूँ कि उस समाज में स्त्रियों की कितनी प्रगति हुई है।” महिलाओं को साथ लिए बिना किसी भी प्रकार की एकता व्यर्थ है। शिक्षित स्त्री के बिना शिक्षा का कोई अर्थ नहीं है, और महिलाओं की शक्ति के बिना किसी भी प्रकार का प्रतिरोधक बेमानी है।”

स्वतन्त्रता के पश्चात भारतीय नारी की स्थिति में क्रान्तिकारी बदलाव आया। वह घर की चारदीवारी से बाहर निकल कर देश के बहुआयामी विकास में अमूल्य योगदान देने लगी। आज देश की नारियां राजनीतिक, सामाजिक, आर्थिक, सांस्कृतिक, वैज्ञानिक, और शैक्षिक क्षेत्रों में आगे बढ़ रही हैं। सदियों से शोषित एवं पद दलित नारी-पुरुष प्रधान समाज के प्रभाव से मुक्त होकर आर्थिक, राजनैतिक और सामाजिक दासता से निकलकर स्वच्छन्द जीवन का विकास करने की सुविधाएँ प्राप्त कर रही हैं। नारियों में सामाजिक जाग्रति की एक नयी लहर उत्पन्न हुई। वे नारियाँ जो कभी घर की चारदीवारी में कैद रहती थीं अब अनेक महिला संगठनों व समितियों की सदस्य बनकर अपने अधिकारों के लिए संघर्ष करने लगीं।

आज महिलाओं ने विविध क्षेत्रों में उपलब्धियों के नए आयाम तय किये। आज महिलाएँ आत्मनिर्भर, स्वनिर्मित, आत्मविश्वासी हैं, जिसने पुरुष प्रधान को चुनौती पूर्ण क्षेत्रों में भी अपनी योग्यता प्रदर्शित की है। आज महिलाएँ केवल शिक्षिका, नर्स, डॉक्टर ही नहीं वे इंजीनियर, पायलट, वैज्ञानिक, सेना तकनीशियन, पत्रकारिता जैसे नए-नए क्षेत्रों को अपना रही हैं।

जवाहर लाल नेहरू के अनुसार- “यदि आपको किसी भी समाज का विकास करना हो तो महिलाओं का विकास होने पर समाज का विकास स्वतः हो जाएगा।” महिलाओं को शिक्षित करने से समाज में वर्षों से व्याप्त कुरीतियों को खत्म किया जा सकता है। परिवारिक पृष्ठभूमि आज कामकाजी महिलाओं को दोहरी नहीं बल्कि तेहरी भूमिकाओं को एक साथ निर्वाह करना पड़ता है। एक समय था जब महिलाओं की

कमाई से घर चलाना गलत समझा जाता था, परन्तु आज उसी की कमाई से पारिवारिक अर्थ व्यवस्था में परिवर्तन आया, आज जिस परिवार की महिला नौकरी करती है वह परिवार गर्व की अनुभूति प्राप्त करता है। आधुनिक समाज में नारी का कार्यक्षेत्र परिवार तक सीमित न रहकर विस्तृत हो गया है। उसे समाज में बहुल भूमिकाओं का निर्वहन करना पड़ रहा है। अतः स्पष्ट है कि नारी शक्ति रूपा है, जगत जननी है। नारी के सम्बन्ध में यहाँ तक कहा गया है कि उसमें पृथ्वी के समान, क्षमा, सूर्य के समान तेज, समुद्र के समान गम्भीरता, चन्द्रमा के समान शीतलता एवं पर्वत के समान उच्चता के दर्शन होते हैं।

अनेक अध्ययनों से यह प्रमाणित होता है कि कार्यरत महिलाओं के सामने मुख्य भूमिका संघर्ष की है वे अपने आपको परिवार व कार्यालय के अनुसार कैसे समायोजित करती हैं। दोहरी भूमिकाएं कामकाजी महिलाओं के लिए भूमिका संघर्ष पैदा करती है। जिसका प्रभाव पारिवारिक सम्बन्धों अपेक्षित भूमिकाओं पर पड़ता है। व्यावसायिक भूमिका और परम्परागत भूमिका को एक साथ निभाना एक महिला के लिए प्राकृतिक व कृत्रिम रूप से बहुत कठिन हो जाता है। आज भी परिवार में अनेक कार्य व भूमिकाएं हैं, जिनके निर्वाह की पूरी जिम्मेदारी एक महिला की ही मानी जाती है।

आज इन सब जिम्मेदारियों को निश्ठापूर्ण निभाने के साथ-साथ नारी ने अपनी जागरूकता व बौद्धिक कुशलता के कारण एक नयी सामाजिक पहचान व महत्वता प्राप्त कर ली है।"

संदर्भ-सूची :-

1. गुप्ता कमलेश कुमार- "महिला सशक्तीकरण" बुक एनक्लेव जयपुर (2005)
2. अहूजा राय- "राइट्स ऑफ वुमन" रावत प्रकाशन दिल्ली (1992)
3. डॉ गोस्वामी प्रेमचन्द्र- "नारी शक्ति से समाज परिवर्तन", महेश बुक डिपो जयपुर (2006)
4. आर०ए० शर्मा "शैक्षिक अनुसंधान" सूर्या पब्लिकेशन, मेरठ (2006)
5. छोरा आशा रानी- "प्राचीन काल से मध्य काल तक' तपरंदहंजीबवउण १ नवम्बर (2007)
6. डॉ कौर अजुमनदीप "कामकाजी नारी" दीपक पब्लिशर्स (2006)पृ० 25
7. डॉ जैन सुधा "आधुनिकनारी दशा और दिशाएँ सूर्य भारती प्रकाशन दिल्ली (2004) पृ० 46
8. कु० मनीषा "हम सभ्य औरतें" सामयिक प्रकाशन, नई दिल्ली, (2004) पृ० 15
9. यादव राजेन्द्र- "आदमी की निगाह में औरत" राजकमक प्रकाशन, नई दिल्ली (2007) पृ० 15
10. गोड़ संजय- 'आधुनिक महिलाएँ और समाज उत्पीड़न, अत्याचार व अधिकार' बुक एनक्लेव, जयपुर, प्रथम संस्करण, (2006)

खेलों में लैंगिक असमानता

डॉ. श्वेता एन. दवे*

सारः— खेल एक ऐसा क्षेत्र है जहां लैंगिक असमानता स्पष्ट रूप से स्पष्ट है। समस्या किसी भी चीज़ की तुलना में अधिक समाजशास्त्रीय है। आज, जब हम एक नई सहस्राब्दी की शुरुआत में खड़े हैं, तो यह खेदजनक है कि पुरुषों और महिलाओं के साथ विशेष रूप से खेल में इतना अलग व्यवहार किया जाता है। महिलाएं दुनिया की आबादी का ५०% हिस्सा हैं, लेकिन उन्हें समान अवसर नहीं दिए जाते हैं। पुरुषों को अभी भी बेहतर सेक्स माना जाता है और यही एक कारण है कि दुनिया ने अभी तक एक महिला माइकल शूमाकर, टाइगर बुड्स, माइक टायसन या सचिन तेंदुलकर का उत्पादन नहीं किया है। भारत में खेल अभी अपने चरम पर नहीं पहुंचा है। मुगलों ने सदियों तक भारत पर शासन किया, अंग्रेजों ने डेढ़ शताब्दी तक शासन किया। १६४७ के बाद ही, जब हमने स्वतंत्रता प्राप्त की, हम एक आधुनिक राष्ट्र के रूप में विकसित होने लगे, जिसमें आधे नागरिकों अर्थात् महिलाओं को विशेष अधिकार प्राप्त थे। भारतीय महिलाएं अभी भी अपनी पहचान बनाने की कोशिश कर रही हैं।

मुख्य शब्दः : लिंगभेद, जेंडर इविवटी, सामाजिक प्रभाव, माहवारी

प्रस्तावना— एक समाज, जो एक लड़की को प्राथमिक शिक्षा के रूप में कुछ सरल करने की अनुसति नहीं देता है, की संभावना नहीं है उसे बिना किसी बाधा के खेल में भाग लेने दें। ४०० मीटर बाधा दौड़ में हिस्सा लेने से पहले ही लड़की को कई और सामाजिक बाधाओं को पार करना पड़ता है। यह परियोजना उन समस्याओं का विश्लेषण करने का एक प्रयास है जो एक लड़की, जो एक स्पोर्ट्स वुमन के रूप में अपने जीवन को आकार देना चाहती है। अनुसंधान ने सुझाव दिया है कि खेल में भागीदारी एक स्फूर्तिदायक और व्यक्तिगत रूप से सशक्त बनाने वाली हो सकती है। एक एथलीट होने के नाते, विशेष रूप से एक कुशल एथलीट, एक महिला के खुद को देखने के तरीके को बदल सकती है। यह उसे एक स्वतंत्र व्यक्ति के रूप में अपने जीवन के नियंत्रण में शारीरिक रूप से मजबूत, अधिक सक्षम और अधिक महसूस करा सकता है। खेल भागीदारी लड़कियों और महिलाओं को अपने शरीर की शक्ति के साथ फिर से जुड़ने के अवसर प्रदान करती है।

समस्या— यह समझना महत्वपूर्ण है कि खेलों में लैंगिक समानता एक जटिल मुद्दा है। लैंगिक असमानता के मामले में लिंग और खेल सबसे महत्वपूर्ण मुद्दों में से एक हैं। किसी अन्य क्षेत्र में असमानता नहीं है खेल में जितना बड़ा। इस शोध का उद्देश्य भारत में खेल में जेंडर मुद्दों का अध्ययन करना है। इस शोध विषय के लिए विचार आया क्योंकि यह देखा गया कि खेल में महिला भागीदारी को हतोत्साहित किया गया था और यह भी कि जो लोग खेलते थे उन्हें असंख्य समस्याओं का सामना करना पड़ता था। केवल परिवार और समाज की इच्छा के विरुद्ध खेलते रहना एक कठिन कार्य है। खेल में उत्कृष्टता और भी साहसी है। जैसा कि पहले उल्लेख किया गया है, खेल के फायदे कई गुना हैं। भारत को एक मजबूत और अधिक स्वस्थ राष्ट्र बनाने के लिए, हमें लैंगिक असमानता से लड़ने की जरूरत है।

क्रियाविधि :-

१. नमूना— नमूना उद्देश्यपूर्ण था। नमूना आकार ५० था। ४० खिलाड़ियों और १० कोचों ने प्रश्नावली का जवाब दिया।

तालिका १

प्रश्नावली	खिलाड़ियों के साथ प्रश्नावली साक्षात्कार
५०	४०

५० महिला खिलाड़ियों द्वारा उत्तर दिए गए विस्तृत प्रश्नावली का उपयोग करके डेटा एकत्र किया गया था। १० खेलों के लिए एक अलग प्रश्नावली विकसित और प्रशासित की गई थी अधिकारी/कोच/प्रबंधक। नमूना भी

* पी.टी.आई. शारीरिक शिक्षण विभाग धर्मेंद्रसिंहजी आर्ट्स कॉलेज, राजकोट, गुजरात

खेल के आधार पर भिन्न था। निम्न तालिका प्रत्येक खेल का प्रतिनिधित्व करने वाले नमूना आकार की एक व्यापक तस्वीर प्रस्तुत करती है।

तालिका २

एथलेटिक्स	बैडमिंटन	बास्केटबॉल	क्रिकेट
जूडो	वॉलीबॉल	कबड्डी	खो-खो
सॉफ्टबॉल	टेबल टेनिस		

उपकरण :— इस अध्ययन में ऑकड़ों के संग्रहण की गुणात्मक विधि का प्रयोग किया गया है। हमने जिन दो उपकरणों का उपयोग किया वे थे । १. साक्षात्कार २. प्रश्नावली

इन दोनों उपकरणों द्वारा एकत्रित की गई जानकारी विविध थी। इन उपकरणों की मदद से भारत में महिलाओं के खेल के हर पहलू का दोहन किया गया। नाम, आयु, खेल, भागीदारी का स्तर, एसईएस जैसी प्रारंभिक जानकारी एकत्र करने के अलावा, दोनों टूल में निम्नलिखित विषयों को शामिल किया गया है:

१. अभ्यास २. कोचिंग ३. चयन ४. वजीफा ५. पोषण/आहार ६. मासिक धर्म चक्र ७. सामाजिक/माता-पिता का सहयोग ८. अध्ययन ९. लिंग मुद्दे १०. स्वयं छवि ११. खेलने के फायदे १२. भविष्य

नमूना कुछ मानदंडों के आधार पर चुना गया था—

१. नमूना केवल महिलाओं का होना चाहिए।
२. नमूना टीम या व्यक्तिगत खेल के खिलाड़ी या कोच होने चाहिए।
३. नमूना १२ वर्ष और उससे अधिक का होना चाहिए।
४. नमूना भागीदारी के विभिन्न स्तरों का प्रतिनिधित्व करना चाहिए (स्कूल स्तर से अंतर्राष्ट्रीय स्तर तक)
५. नमूना पूरी महिला आबादी का प्रतिनिधि होना चाहिए। इसलिए, नमूना होना चाहिए

भागीदारी का स्तर :— नमूने में शामिल खिलाड़ी इंटर स्कूल/इंटर कॉलेज से लेकर अंतरराष्ट्रीय स्तर तक के विभिन्न स्तरों से थे जहां महिलाएं देश का प्रतिनिधित्व करती थीं। तालिका संख्या ७ हमें अनुभव के स्तर के आधार पर नमूने के वितरण को दर्शाती है।

डेटा का विश्लेषण :— आइए हम प्रश्नावली के विश्लेषण के साथ चर्चा शुरू करें, जिसमें ७७ आइटम थे और तथ्यात्मक जानकारी को छोड़कर १४ मुद्दों को कवर किया। १. अभ्यास और संबंधित समस्याएं।

१ अभ्यास :— निम्नलिखित प्रमुख अभ्यास संबंधी समस्याएं प्रतीत होती हैं जो खिलाड़ियों को होती हैं। शिक्षा से कम तनाव, दिन-प्रतिदिन संस्था काम”, कोई महिला कोच नहीं, “वरिष्ठ खिलाड़ियों के साथ लड़ाई” “अभ्यास के लिए सिंथेटिक टेक की आवश्यकता है” स्टेडियम में सुविधाएं उपकरण की कमी के निशान तक नहीं हैं, इस दौरान अधिक अभ्यास की आवश्यकता हैटूर्नामेंट अभ्यास समय बढ़ाते हैं।

२. सिखाना :— पूरे नमूने में से कई में पुरुष कोच लगते हैं। बहुत कम संख्या में महिला कोच मैदान में हैं। कई लड़कियों ने सुझाव दिया है कि वे एक महिला कोच रखना चाहेंगी, खासकर जब वे किसी टूर्नामेंट के लिए यात्रा कर रहे हों। पुरुष कोच के साथ कुछ समस्याओं पर चर्चा करना अभी भी बहुत मुश्किल है।

३. चयन :— यह बहुत ही संवेदनशील मुद्दा है। लड़कियां आमतौर पर कागज पर अपनी राय रखने में झिझकती थीं। हालांकि कुछ लोगों ने साक्षात्कारों में इसके बारे में विस्तार से चर्चा की है। हैरान करने वाली बात यह है कि हालांकि वे कह रहे हैं कि वे चयन प्रक्रिया से ‘संतुष्ट’ हैं, साथ ही चयन प्रक्रिया में किए जाने वाले ‘परिवर्तन’ के बारे में ‘सुझाव’ दे रहे हैं।

४. वेतन :— अभ्यास के लिए आवंटित वजीफा रूपये से है। ८ से रु. प्रति दिन ८०। टूर्नामेंट के लिए यह रु. १५/- रु२००/-। कभी-कभी पैसे के बदले उन्हें एनर्जी ड्रिंक, जलपान, यात्रा भत्ता मिलता है। कई लोगों का मानना है कि वजीफा नगण्य है। केवल एक खिलाड़ी ने कहा कि एक बार उसे एक बार मिल गया १००००/- रूपये की छात्रवृत्ति। यह एक असाधारण मामला है। साथ ही कई यात्रा, भोजन, ठहरने के लिए निःशुल्क हैंटूर्नामेंट का स्थान। लेकिन टूर्नामेंट के स्थान पर समस्याएं बहुत बड़ी हैं और नहीं वित्त तक सीमित।

५. पोषण, आहार, वजन, स्वास्थ्य :— अधिकांश लड़कियों ने कहा है कि वे स्वस्थ आहार लेती हैं जिसमें फल, सब्जियां, दूध, अंडे, दालें आदि

६. माहवारी :— लगभग ८५% लड़कियों ने कहा कि उन्हें मासिक धर्म को लेकर कोई समस्या नहीं है। यह बहुत नियमित है। लगभग ७५% खिलाड़ियों ने कहा कि वे मासिक धर्म के दौरान खेलते हैं। हालांकि उनमें से कुछ (२५%) महसूस करते हैं जिससे उनका खेल प्रभावित होता है। उनमें से लगभग १५% ने कहा है कि खेलना उनके मासिक धर्म को प्रभावित करता है चक्र।

७. सामाजिक और माता-पिता का प्रभाव :— माता-पिता और सामाजिक समर्थन के बारे में प्रश्न माता-पिता, माता-पिता के समर्थन के बारे में थे संतुष्टि, यह प्रदर्शन को प्रभावित करती है या नहीं, परिवार से प्रेरणा जो खिलाड़ी हैं खेल में करियर हो सकता है या नहीं और वे जो सोचते हैं वह समाज का दृष्टिकोण है एक लड़की खिलाड़ी की ओर।

८. अध्ययन बनाम खेल :— पूरे नमूने में से लगभग ७०% ने कहा कि पढ़ाई और खेल दोनों उनके लिए महत्वपूर्ण हैं। के बारे में ४०% इस बात से सहमत थे कि खेल में भाग लेने से उनकी पढ़ाई प्रभावित होती है।

९. जेंडर इक्विटी के मुद्दे :— लड़कियों का कहना है कि लड़कियों से ज्यादा लड़के खेलते हैं। खेलों में भाग लेने में लड़कियों को अधिक कठिनाई होती है लड़कों की तुलना में।

१०. खेल के लाभ :— हमने उनसे पूछा कि क्या उन्हें लगा कि खेल खेलने से कोई फायदा होता है। उन सभी को सकारात्मक उत्तर दिया।

११. स्वयं छवि :— आत्म-छवि, आत्म-अवधारणा या आत्म-सम्मान किसी के जीवन में बहुत महत्वपूर्ण हैं, लेकिन वे विशेष रूप से एक लड़की खिलाड़ी के जीवन में अधिक महत्वपूर्ण हैं। किसी भी लड़की की सेल्फ इमेज कई बार उसके अपने 'बॉडी' पर निर्भर होती है छवि। वे अपने शरीर की संरचना, उनके रूप और व्यक्तित्व के बारे में कैसा महसूस करते हैं, यह बहुत महत्वपूर्ण है।

१२. भविष्य की योजनाएं :— उनमें से बड़ी संख्या में खेल में भागीदारी जारी रखना चाहते थे। लगभग ७०% ने कहा कि वे भी खेल से संबंधित क्षेत्रों में करियर बनाना चाहता था।

१३. खेल चुनने के कारण :— उन्होंने कम से कम ३० कारण बताए हैं कि उनमें से प्रत्येक ने इस विशेष को खेलने के लिए क्यों चुना है खेल। हमें खुशी है कि हमें २४ इवेंट्स/गेम्स में लड़कियों से प्रतिक्रियाएं मिलीं। सभी लड़कियां अच्छा जवाब दिया है।

१४. प्रतिक्रिया :— उनमें से लगभग सभी को प्रश्नावली पसंद आई। उन्होंने कहा कि अब तक किसी ने हमसे हमारे बारे में नहीं पूछा समस्या। हमें लगा कि प्रश्नावली बहुत लंबी है, लेकिन लड़कियों ने ऐसा नहीं सोचा। वास्तव में कुछ ने वहां कहा था कई और मुद्दे हैं और आपको और पूछना चाहिए था।

स्वीकृति :— खिलाड़िओं के परिष्करण में हर प्रकार की मदद करने के लिए में विश्वविद्यालय, गुजरात के संबद्ध महाविद्यालय, प्रधानचार्य कोच, ट्रेनर, का हार्दिक अभिवादन करती हूँ।

संदर्भ-सूची :-

- बेनेट, आर., व्हाइटेकर, के., वूली स्मिथ, एन., और सब्लोव, ए. (१८८७)। के नियमों में बदलाव खेल: खेल के एक नारीवादी विश्लेषण की ओर विचार। महिला अध्ययन अंतर्राष्ट्रीय मंच, १०, ३६६-३७६।
- भालेराव, (२००२), 'अंतर-विश्वविद्यालय में भाग लेने वाली महिला खिलाड़ियों के सामने आने वाली समस्याओं का विश्लेषण' खेल प्रतियोगिताओं, पीएच.डी. थीसिस, नागपुर विश्वविद्यालय।
- बॉकर, ए., गैडबोइस, एस., कॉर्नॉक, बी। खेल भागीदारी और आत्म-सम्मान: एक समारोह के रूप में विविधताएं लिंग और लिंग भूमिका अभिविन्यास
- डंकन, एम.सी. (१६६०)। खेल तस्वीरें और यौन अंतर: महिलाओं और पुरुषों की छवियां १६८४ और १६८८ के ओलंपिक खेल। स्पोर्ट जर्नल का समाजशास्त्र, ७, २२-४३७
- डंकन, एम.सी., और हस्त्रुक, सीए (१६६८)। टेलीविजन महिलाओं के खेल में सत्ता से वंचित। समाज शास्त्र स्पोर्ट जर्नल के, ५, १-२९
- डंकन, एम.सी., मेस्नर, एम.ए., विलियम्स, डब्ल्यू., और जेन्सेन, के. (१६६४)। लिंग स्टीरियोटाइपिंग में टेलीविजन खेल। लॉस एंजेलिस: एमेच्योर एथलेटिक फाउंडेशन गिलसन, सी, प्रैट माइक, रॉबर्टर्स केविन, वेम्स एड (२०००), पीक पेफॉर्मेंस, बिजनेस सबक दुनिया के शीर्ष खेल संगठनों, हार्पर कॉलिन्स पब्लिशिंग से।

राष्ट्रसंत तुकडोजी महाराज की व्यसनमुक्तिपर हिंदी रचनायें

प्रा. प्रवीण कारंजकर*

सारांश – महाराष्ट्रके संतो में राष्ट्रसंत तुकडोजी महाराज का कार्य धार्मिक, राजकीय अंतर्न्त सामाजिक जीवन से संबंधीत था। तुकडोजी महाराज के मराठी और हिंदी भाषा में पचास से अधिक पुस्तके प्रकाशित हैं और इनमें धार्मिक उपदेश के साथ साथ सामाजिक जीवन में कैसा व्यवहार करना चाहिये इस बात पर भी उपदेशपर रचनाय है। लोक जीवन व्यसनोंका प्रभाव देखकर उन्होंने शराब, जूँवा, गांजा, सट्टा, चूट्टा जैसे व्यसनों पर जागृतीपर कार्य कीया था। उनके उपदेश से हजारों लोगों ने अपने व्यसनों का त्याग किया था। इस कारण उनकी रचनाये मराठी साहित्य में अमर हो गयी है। उनका कर्म भी अक्षर हो गया है सर्व सामान्य लोगों को व्यसनों से दुर रहने का उपदेश करने उनके जीवन में जागृती लाने का कार्य उन्होंने किया था। व्यसनों कारण मनुष्य का नाश कैसे होता है शरीर संपदा, धनसंपदा, कौटोबिक शांति इन सभी का विनाश केवल व्यसनों से होता है। पत्नी बच्चों पर इसका सर्वाधिक विपरित परिणाम होता है यह बताने का राष्ट्रसंत जैसा कार्य आजतक महाराष्ट्र में किसीने नहीं कीया है। इसी कारण उनकी अभ्यास का विषय बन गयी है। उनका यह सामाजिक कार्य लोकजीवन में सदैव स्मरण रहने वाला है।

प्रस्तावना – महाराष्ट्र में धर्मक्षेत्र के साथ साथ सामाजिक व राजनैतिक क्षेत्र में नये विचार व्यक्त करने वाले राष्ट्रसंत तुकडोजी महाराज के विचार तथा कार्य आज भी महत्वपूर्ण है। उनके विचारों में समाज में नयी चेतना का निर्माण कीया था। नये विचारों का सृजन उनकी रचनाओंमें था उनमें से एक था व्यन्मुक्तीपर विचार ऐसे नये विचारों के पुरस्कर्ते तुकडोजी महाराज “30 अप्रैल 1909”¹ को महाराष्ट्र के अमरावती जिले के यावली नामक गाँव में हुवा था।

राष्ट्रसंत ने अपने जीवनकाल में ब्रिटीश सत्ता के विरुद्ध भारतीयों में जागृती का कार्य किया था। स्वांतर्यप्राप्ती के बाद उन्होंने सामाजिक जीवन में बदलाव कूँ लिये वर्ष “1945”² में हरिजन मंदिर प्रदेश बलिदान बंदी अर्थात पशुहत्या नशाबंदी इत्यादी कार्य का प्रारंभ किया। उनकी कार्य को भारत के राष्ट्रपती राजेंद्र प्रसाद ने प्रशंसा की थी “ 25 अप्रैल 1954”³ को राजेंद्र प्रसादजीने उनके महाराष्ट्र के गुरुकुंज आश्रम में आकर उनसे चर्चा की थी। “19 मार्च 1956”⁴ को प्रधानमंत्री इंदिरा गांधी ने आश्रम को भेट दियी थी। इससे उनके कार्य को राष्ट्रीयस्तर पर महत्वप्राप्त हो गया था। उन्होंने शराब, जुँवाँ, इत्यादी व्यसनों के बाबत लोगों को जागृती का कार्य किया। उनके उपदेश से अनेक लोगों ने व्यसनों का त्याग किया। अनेक भजन, गीत, भाषण, इत्यादी मैं व्यसन सं मनुष्य का नैतिक आर्थिक धार्मिक तथा सामाजिक पतन कैसे होता है इस विषय में जागरूता का कार्य किया जिस कारण महाराष्ट्र में उनके विचार तथा कार्य को सर्वत्र लोगों ने स्वीकारा था आज भी उनका कार्य और विचार जिवीत है इससे आज के संदर्भ में उनके विचारों का महत्व अधोरेखीत होता है

शब्द व अर्थ

1) फोड़-जखम 2) फोड़ – तोडणा 3) मुरदा – मृत 4) चुट्टा-व्यसन 5) चबुतरा – उची जगह 6) मर्खी मारना – बिना काम के बैठना 7) उजाडणा – नष्ट करणा 8) तमाशा – बर्बादी

व्यसन- दोष दिग्दर्शन :- व्यसनी व्यक्ति में कीस प्रकार दोष होते हैं इसका वर्णन भी राष्ट्रसंत तुकडोजी महाराज ने कीया है। शराबी व्यक्ति का जीवन नर्कतुल्यहो जाता है। और अनेक दोष उनमें आता है यह वर्णन करते हुये महाराज लिखते हैं- ‘विशाल कुस्ती का है अखाडा नहीं जाते हम उसमें/शराब जुँवा परनिन्दा पर मरते जाय खुशी से / लिखने पढ़ने को है शाला, नहीं जाते पढ़ने कोन /चबुतरों पर बैठे – बैठे, मारे मर्खी हसी से /बिगड़े हैं खुद से’⁵

*श्री. साईबाबा लोकप्रबोधन कला महा. वडनेर, जि वर्धा।

व्यसनी व्यक्ति दोष का सागर होता है। उसे अच्छी बाते अच्छी चिजे अच्छी नहीं लगती है। व्यसनी कुस्ती का अखाड़ागॉव मे होकर भी वहाँ पर कुस्ती की तालीम करने नहीं जायेंग पर शराब, जुव्वा, खेलने और बैठे बैठे गॉव भर की बाते करने मे उसे आनंद आयेंग। गॉव मे अगर पाठशाला है तो वहाँ पर उसे जाना उचित नहीं लगेंगा पर गाव के चौक मे बैठकर गॉवभर की बुराई करने और बाते करने मे उसे आनंद आयेंगा इसका कारण वो स्वंयं बिगड़ा हुवा है। इस कारण कोई भी अच्छी बाते उसे अच्छी नहीं लगती उसका मन हमेशा बुरी चिजो के प्रती आकर्षित होता रहता है। यह होने का कारण उसकी व्यसनधिनता है। ऐसा महाराज कहते हैं। इन लोगो का हाल अंत मे क्या होता है इसका वर्णन करते हुये वे लिखते हैं— ‘तेरा सुंदर बदन पियारा, खोखला बन गया है साथ।/..../सब ही बच्चे घर — घर रोते। भाई शरमाके मारे लजो/ कहे तुकड़ा संत को जोड़, | अब तो फोड नशे का फोड’⁶

व्यसनाधिनता के कारण शरीर का नाश हो गया है। और शरीर अस्थिपंजर बन गया है। अनेक रोगो ने उसमे आसरा ढुँढ़ लिया है। घर मे धन — धान्य नष्ट हो गया है। बच्चे रोटी के लिये रोरहे हैं, उसके सगे भाई को शाराबी व्यक्ती अपना भाई है यह कहते हुये लज्जा आ रही है इसका कारण केवल और केवल व्यसनाधिनता है इस लिये महाराज अंत मे कहते हैं सत्य सदाचार का मार्ग पर तू चले और यह व्यसन रूपी फोड अर्थात जखम को फोड डाल अर्थात नष्ट कर डाल इस प्रकार उन्होने व्यसनाधिनता के कारण व्यक्ती का नाश कैसा होता है इसका वर्णन कीया है।

सर्वनाश का नाम शराब :- सभी व्यसनो मे सर्वाधिक मात्रा मे शराब का व्यसन सर्वत्र दिखाई देता है। यह व्यसन प्रकार हजारो वर्षा से चला आया है। राष्ट्रसंत जिस कालखंड मे जिवीत थे उस कालखंड मे भी इसी व्यसन का सर्वाधिक दुष्परिणाम समाजपर दिखाई देता था। स्वंयं राष्ट्रसंत के शराब के कारण विनाश हो रहे घर और घर के लोग देख थे इसी कारण लोगो को जागृत करने के लिये उन्होने भजन, पदरचना, भाषण, और लेखन मे शराब के प्रती सावधानता का इशारा दिया है। शराब की विध्वंसक क्षमता बताते हुये महाराज कहते हैं— ‘जिसने शराब घर लाया/ उसने घरही उजाड़ाया।/किसने इन्सानी पाया ?/पिया तो जिन्दगी से खोया।’⁷ अर्थात जो व्यक्ती अपने घर शराब लाता है शराब का व्यसनी हो जाता है उसका घर उजड जाता है — अर्थात उसके घर से धन संपत्ती, सुख संपदा, सदा के लिये चली जाती है। यही नहीं वो व्यक्ती अपनी इन्सानियत भी खो देता है। उसके जीवन मे दुःख, अपमान, अपयश, ही बचा रहता है। उसका जीवन नर्कतुल्य बन जाता है। व्यसनी व्यक्ती की स्थिती का वर्णन करते हुये महाराज कहते हैं— “तेरा घर नहीं था ऐसा/ तमाशा तुने किया कैसा/ गँमाया शराब मे पैसा/ फिरता मुरदे के जैसा।”⁸

जिस व्यक्ती का घर धन, धान्य सुखसंपदा से परीपूर्ण था। वह व्यक्ती व्यसनो को गुलाम हो गया और उसका घर बर्बाद हो गया शराब मे पैसा गँवाया और अब मुरदे जैसा शरीर हो गया है। शराब ने घरदार, धन — धान्य, सुख—संपदा, के साथ साथ शरीर का भी नाश हो गया है। इस तरह व्यसनी व्यक्ती का वर्णन उन्होने किया है। सामान्य जनो को जागृत करना राष्ट्रसंत का महत्वपूर्ण कार्य था। जब तक सर्व सामान्य जनता शराब के प्रती जागृत नहीं होती। उसके दुष्परिणाम उनके सामने नहीं रखे जाते तब तक व्यसनो से मुक्ती नहीं हो सकती है यह विचार राष्ट्रसंत को ज्ञात था। इसी कारण उन्होने व्यसनो के प्रती सामान्य लोगो मे जागृती का कार्य कीया। व्यसनो का दुष्परिणामो के बारे मे अपने भाषणो मे बताया। गीत रचना करके सामान्य लोगो को जागृत कीया यह सभी कार्य उनके मानवतावादी दृष्टीकाण का परिचय देने वाले हैं। वे केवल धर्मपुरुष नहीं तो समाज सुधारक भी थे यह स्पष्ट करने वाले हैं।

व्यसनी का व्यवहार :- “एक मिला था धुंद शराबी सुधारासा लगता था / बकता था गाली। नाली से भरा हुवा जीता था / मुखमे थी मख्खीयॉ उछलती, बदबू भी चलती ”⁹ उपरोक्त पवित्रियोंमे महाराजने व्यसनी व्यक्ती का व्यवहार वर्णन किया है। शराबी व्यक्ती कैसा होता है ? कैसा रहता है ? क्या करता है ? क्यो करता है ? उसका नित्यक्रम क्या होता है ? इन सभी का वर्णन उन्होने कीया है।

व्यसनी अपनीहीं धुंद मे रहता है। दुनिया को दिखाने का प्रयास करता है वो सुधर गया है। पर गाली बकने मे उसे देर नहीं लगती। उसका मुह जैसा नाली हो उस तरह गालीया बकता रहता है। अनेक

दिनों में स्नान न करने के कारण, मुह पर मछिखयाँ बैठी रहती हैं। मुह से बदबू आती है ऐसा वर्णन महाराज करते हैं। इससे एक बात स्पष्ट हो जाती है की शराब की लत मनुष्य का संपूर्ण व्यवहार बदल देती है। मनुष्य को पशु बना देती है। ऐस व्यक्ति का वर्णन करते हुये राष्ट्रिंत कहते हैं शराबी का चेहरा कुर और खुनी लगता है। उसे देखकर ही डर लगने लगता है। वे परस्त्री गमन करने वाले जुआरी, चोर, घमण्डी होते हैं इन सब दोषों का कारण उसका शराब का व्यसन होता है।

एक व्यसन मनुष्य के मनुष्यत्व का किस प्रकार नाश करता है यह बताने के लिये राष्ट्रसंत ने इतने उदाहरण दिये हैं। ताकी लोग जागृत हो सके यह उनका उद्देश था।

धर्म पाखंडी और व्यसनी :— सामान्य जनों में व्यसन का जिस प्रकार प्रभाव था उसी प्रकार थोड़े कम मात्रा में धर्मचरण का अलंबन करने वाले कुछ पाखंडी व्यक्तिमत्वोंसे भी था। राष्ट्रसंत स्वयं धर्मपुरुष थे इस कारण उन्हे ज्ञात था की धर्म के नाम पर क्याक्या होता है। धर्मक्षेत्र में भी कुछ लोग दिखावे के लिये धर्मानुचार करते हैं तथापि अंदरसे वे व्यसनों में लिप्त होते हैं यह जानकर ही उन्होंने कहा था— “गले क्यों पहनी माला ? / बदनपर भष्म चढ़ा डाला / लगाया चदंन का टीला / पीता प्याला शराब प्याला ।”¹⁰

दुनिया को दिखाने के लिये कुछ लोग गले में माला पहनते थे। शरीरपर भष्म का लेपन करते थे। कपाल पर चदंन टिका लगाते थे। पर स्वयं व्यसनों से लिप्त रहते थे। केवल बाह्यघर से धार्मिक परंतु अंतरंग से अधार्मिक और व्यसनी व्यक्ति थे। इन लोगों को राष्ट्रसंत ने सावधानी का इशारा दिया था। इस मार्गपर चलने से वे स्वयं का तो विनाश करेंगे ही साथ साथ पत्नी, बच्चे, रिश्तेदार का नाम भी बदनाम करेंगे ऐसा कहा था। कुछ साधु केवल नाम के साधु होते थे। उनको लगता था की लोगों ने उनकी सेवा करनी चाहिये परंतु वे स्वयं अज्ञानी होते थे। उनका वर्णन करते हुये महाराज लीखते हैं— “गीता रामायण नहीं पढ़ते / ग्रन्थगीता देखी न कही / पान – बीड़ी का पीना / सीनेमा में जाना क्यों बोले साधु ॥”¹¹

जिनको कीसी शास्त्र का नहीं है। धर्मग्रंथ का अध्ययन नहीं कीया है। जो साधु होकर पान – बीड़ी का शौक रखते हैं उनको साधु क्यों कहे ऐसा उन्होंने कहा है। जिनका स्वयं का आचरण युद्ध नहीं वे जगत को क्या शुद्धवरण का उपदेश करेंगा ऐसा राष्ट्रसंत का कहना है। अपने एक भाषण में तुकड़ोजी महाराज कहते हैं। “एक सच्चा इन्सान बनने को एक महत्वपूर्ण शर्त नशा का त्याग। क्यों की धर्म और नशा में पूर्व – पश्चिम का अन्तर होता है। जहा धर्म होगा वहाँ नशा को स्थान नहीं और जहाँ नशा हो वहाँ धर्म का स्थान नहीं”¹² इस प्रकार राष्ट्रसंत धर्मक्षेत्र में व्यसनों का धिक्कार करते हैं। जहा पर व्यसन कीया जाता है वहा पर धर्म कभी नहीं रह सकता यह विचार उन्होंने व्यक्त किया है।

व्यसन के प्रकार :— मनुष्य मनुष्य को पशुत्व के श्रेणी तक ले जाने वाले व्यसन कितने प्रकार के हैं इस का भी राष्ट्रसंत तुकड़ोजी महाराज ने वर्णन किया है। इन व्यसनों में शराब, गांजा, जूवा, सुट्टा, चाय चूट्टा, इनको समावेश उन्होंने कीया है। जो व्यक्ति इन व्यसनों के किसी भी एक प्रकार का आदी हो जाता है उसका सर्वनाश निश्चित है। इसी कारण महाराज कहते हैं— “गांजा दारू पीकर किसने, जीवन सफल बनाया / / जूवा, सूट्टा, चाय, और चूट्टा, ये सब हे बट्टा भाई / इनके भारे कोई न सुखिया लाखे देत गवाही रे”¹³ गांजा, दारू, जूवा, सूट्टा, ये सब व्यसन मनुष्य जीवन पर बट्टा अर्थात् दाग है। यह दाग व्यक्तीपर लग जाय तो जीवनभर निकालना कठीण हो जाता है। मनुष्य जीवनभर इसमें फँसा रहता है।

इस कारण सामान्य लोगों को सावधानता का इशारा देते हुये महाराज कहते हैं इन व्यसनों से दूर रहो। अपना जीवन अधिक सुखी करना है। प्रमतीपथपर मार्गक्रमण करना है तो व्यसनों का त्याग करके स्वावलंब का जीवन जीने की कला मनुष्य को आत्मसात करनी होगी। जबतक मनुष्य सदगुणों का स्वामी नहीं होगा तब तक दुर्गुणों का त्याग नहीं कर सकेगा यह उनका कहना था।

समारोप :— राष्ट्रसंत तुकड़ोजी महाराज की व्यसनमुक्तीपर हिंदी रचनाय पथदर्शक और आदर्श समाज निर्माण करने वाली है। जिस कालखण्ड में शराब, जूवा, गांजा, के साथ साथ अन्य व्यसन करना पुरुष प्रधान समाज व्यवस्था का प्रभाव दर्शाता था उस कालखण्डमें राष्ट्रिंत ने पुरुषार्य के लिये इस तरह के व्यसन अर्थात् स्वयंका नाश करना है यह विचार व्यक्त किये थे। यह बहोत बड़ी बात थी। व्यसनों से शरीर को हानी होती

है। मनःस्वास्थ प्रभावीत होता है। संपत्ति नष्ट होती है। इस कारण पत्नी बच्चों पर बुरा प्रभाव पड़ता है यह बात समझाने में राष्ट्रसंत ने यशस्वीतापूर्ण कार्य किया था। उनके भाजनों में आकर लोग व्यसनों का त्याग करने लगे थे। इससे उनके कार्य का प्रभाव स्पष्ट होता है। उन्होंने महाराष्ट्र में जो कार्य धर्मक्षेत्र में किया उस कार्य को केवल धर्मक्षेत्र तक सीमीत नहीं रखते हुये उन्होंने समाज के साथ साथ सामान्य लोगों का उद्धार कैसे हो इस पर भी जोर दिया जिनमें सामान्य लोगों का व्यसनों के प्रति आकर्षण समाप्त करने के लिये उन्होंने महत्वपूर्ण कार्य किया है। उनके व्यसनमुक्ती पर विचार कल भी महत्वपूर्ण थे आज भी महत्वपूर्ण हैं।

विशेष :-

1. राष्ट्रसंत की व्यसनमुक्तीपर रचनाये सामान्य जनों के पथदर्शक और संकटों से सावध करनेवाली रचनाये हैं।
2. शराब का व्यसन जीवन ध्वस्त करने वाला है इसपर राष्ट्रसंत ने अधिक रचनाये रची है।
3. शराब के साथ अन्य व्यसन भी मानव का नाश करनेवाले हैं यह विचार सभी को ज्ञात करने में राष्ट्रसंत ने महत्वपूर्ण कार्य कीया है।
4. मासांहार, व्यभिचार, शराब और चोरी यह साथ – साथ रहते हैं यह विचार उनकी रचना में आता है।
5. व्यसन मनुष्य का नैतिक अधःपतन करते हैं यह उपदेश उनकी व्यसनमुक्तीपर रचनामुले मुख्य विषय है।
6. व्यसन से कुंटूब ध्वस्त होता है। पत्नी और बच्चों का भविष्य अधःकारमय हो जाता है यह विचार सामन्य लोगों को समझाने का कार्य राष्ट्रसंत ने किया है।
7. धर्म के क्षेत्र में व्यसनों का प्रवेश होना अर्थात् धर्म का ध्वस होना है यह ईशारा महाराज देते हैं।
8. एक व्यसनी व्यक्ति से उसकी पडोसी, आप्त, बच्चे, पत्नी, माता, भाई, बहण, सभी को दुःख ही प्राप्त होता है यह उन्होंने भजनों में बताई है।
9. व्यसनी व्यक्ति स्वयं का और आत्मा का भी नाश करता है।
10. राष्ट्रसंत ने अपने काल में व्यसनमुक्तीपर रचनाये लिखकर हजारों लोगों को व्यसनों से दुर रखने का कार्य कीया है।

संदर्भ-सूची :-

1. लहर की बरखा – राष्ट्रसंत तुकडांजी महाराज गुरुदेव प्रकाशन, गुरुकुंज आश्रम, जि. अमरावती प्रकाशन, 1999 द्वितीय संस्करण पृ. 6।
2. राष्ट्रांताची अभंग गाथा – संयोजक किसनलाल मुंदडा ग्रमगीता प्रकाशन समिती नागपूर प्रकाशन २०५० अॅक्टोबर – 1991 प्रथम संस्करण पृ. 25।
3. तत्रैव- पृष्ठ – 26
4. तत्रैव- पृष्ठ – 26
5. दारूबंदी- राष्ट्रसंत तुकडोजी महाराज गुरुदेव प्रकाशन, गुरुकुंज आश्रम, जि. अमरावती प्रथम संस्करण – 1986 पृष्ठ – 31
6. तत्रैव- पृष्ठ. 30।
7. तत्रैव- पृ. 18।
8. तत्रैव- पृ. 19।
9. तत्रैव- पृ. 24।
10. तत्रैव- पृ. 18।
11. तत्रैव- पृ. 28
12. तत्रैव- पृ. 31।
13. तत्रैव- पृ. 31।

समकालीन राजनीतिक-सामाजिक बोध : अखिलेश के उपन्यास

सुनील यादव*

समकालीन राजनीति आज वह राजनीति नहीं है जो देश में सुव्यवस्था को स्थापित कर कृव्यवस्था को नियंत्रित करें। यह राजनीति ओर छोर, तोड़ फोड़ की राजनीति बन गई है, यू कहे कि कुर्सी की राजनीति बन गई है तो कोई अत्येक्ति न होगी। दांव पेंच और धर पटक इसके साधन है। अशांति, असुरक्षा, भय, आतंक, हिंसा, राउडिज्म इत्यादि इसकी विशिष्टताएं हैं, जिसके बल पर राजनीति टिकी है। आज राजनीति एक ऐसी संस्था बन चुकी है जिसके कारण व्यक्ति, जीवन और समाज देश में नित्य नई अव्यवस्था किसी न किसी कारण जन्म ले रही है। राजनीति स्वयं अपने हित में बनाए गए नियमों से परिचालित होती है। अतः एक व्यवसाय बन चुकी है उससे संबंध जनों की निकटतम आड़ी तिरछी रेखाओं को उकेरना आवश्यक है। समकालीन उपन्यासों में राजनीति के इन विभिन्न पहलुओं को प्रस्तुत किया गया है। राजनीति के संरक्षक या संचालक को नेता कहा जाता है। यदि वह कोई अधिकारी या गद्दी धारी है तो उसे राजनेता कहते हैं। आज के समय में राजनेता या नेता वही है जिसके पास अपना बाहुबल है दबदबा है विदेशी ताकतें हैं, देश के बड़े उद्योगपति जिसके सहायक हैं। उसके निकटवर्ती मित्र या भाई भतीजे सभी उच्च पदों पर होनी चाहिए ताकि वह सरकारी साधनों का व्यक्तिगत प्रयोग देशहित के लिए कर सकता है और अप्रसन्न होने पर व्यक्ति को कुचल भी सकता है। कानून और नियमों को वह जब चाहे ताक पर रख सकता है। वह यह सब कुछ कर सकता है। कभी जनतंत्र के नाम पर, कभी प्रजातंत्र की सुरक्षा के नाम पर जो वास्तव में उसकी अपनी ही निजी सुरक्षा होती है। मंचों पर दिए गए व्याख्यान जनता के लिए होते हैं, उच्चादर्श श्रोता के लिए होते हैं। यदि वह चाहे देश हित के लिए उसमें फेरबदल कर सकता है ऐसा ही नेता सफल धांसू नेता कहा जाता है। वह सदा समाजवाद का समर्थक रहता है। गरीब और दलित का रक्षक परंतु महंगाई और गरीब भाइयों के विकट जीवन व्यतीत करने को विश्व करता है।

उपन्यासकार अखिलेश जी ने अपने 'निर्वासन' उपन्यास में राजनीति के गिरती इन्हीं मूल्यों को यथार्थ रूप में चित्रित किया है वे राजनीति और नेता के नैतिक आदर्शों को सामने लाते हैं— "परिचय कार्यक्रम के बाद संपूर्णनिंद बृहस्पति ने शुरुआत की हम लोग यहां पर पर्यटन विभाग की एक नई योजना पर चर्चा करने के लिए इकट्ठा हुए हैं। जब से उत्तराखण्ड इस प्रदेश से अलग होकर एक नया प्रदेश बन गया है तब से हमारा पर्यटन उद्योग लगातार अवनत की ओर बढ़ रहा है। इसका एक कारण यह है कि पार्वती और देवताओं की प्रिय भूमि वह देवलोक अब हमारे पास नहीं रहा। लेकिन और भी वजह हैं जैसे कि पिछली सरकार निकम्मी और भ्रष्ट थी अविवेकी थी। उसकी योजनाओं और कार्यक्रमों के पीछे एक मात्र उद्देश्य होता था। सरकारी तंत्र की लूट उसकी भ्रष्टाचार ने नए प्रस्ताव को चूना लगाया। उसके निकम्मेपन हमारे बचे हुए पर्यटन स्थलों में इतनी अव्यवस्था बढ़ा दी कि पहले जैसा माहौल नहीं रहा। रही सही कसर तुष्टीकरण की राजनीति ने पूरी कर दी। एक खास धर्म के लोग जो हमारे धर्म की जन्मजात विरोधी है उनको इतना बढ़ावा दिया गया कि उन्होंने आतंकवाद का रास्ता अखिलेश का पहला अध्याय यही है कि सबसे पहले उसकी जड़ काटो जिसने तुम्हें बनाया है। जोड़-तोड़ की पूरी कार्यप्रणाली राजनीति का एक पहलू है जो इसमें निपुण होता है वह हर जगह हर क्षेत्र में खुद को सफल बनाता है। सच्चाई और ईमानदारी से काम करने वाला व्यक्ति भ्रष्ट नेताओं और अफसरों के जाल में फस कर खुद को तबाह कर लेता है। निर्वाचन उपन्यास में भ्रष्ट तंत्र और अफसरों के बीच एक सच्चे ईमानदार कर्मचारी की क्या गति होती है यह स्पष्ट दर्शाया गया है। निदेशक ने फाइल अपनी तरफ खींची— "मुझे सफाई देने की जरूरत नहीं है, तुम्हारी ईमानदारी और नैतिकता हम जानते हैं। मैंने अध्यक्ष जी से कहा भी लेकिन वह तुम से काफी नाराज रहते हैं। कहना नहीं चाहिए कि यह शिकायतें उन्हीं के इशारे पर हैं और तुम्हें बर्खास्त करने की तैयारी है। बचने का एक ही रास्ता है उनका कहना मानो और बतौर नोडल अधिकारी धार्मिक पर्यटन की योजना में उनकी हर इच्छा को पूरी करो।"²

भूमंडलीकरण के दौर में पूजी, धर्म, सत्ता और राजनीति की सांठगांठ हुई है। यह एक दूसरे की पोषक और संवर्धन रहे हैं। इनसे जनजीवन बुरी तरह प्रभावित हुआ है। अखिलेश जी इस स्थिति से पूर्णतया परिचित है इसीलिए

*शोधार्थी, शोध केन्द्र—महराज सिंह कॉलेज, सहारनपुर, उत्तरप्रदेश।

उनके कथानकों में ऐसे पात्र आते हैं जो इस तन्त्र से जुड़े हुए हैं। राजनेता और अधिकारी कैसे मिलकर योजनाएं तैयार करते हैं और उन योजनाओं के नाम पर पैसे लूटने का कार्य करते हैं। “बहुगुणा तुमने पाला बदल लिया है। तुम अब मेरे नहीं उसके साथ हो गए हो लगता है। इस प्रोजेक्ट में तुम्हें भी कुछ ठेका होगा दिलाने का लॉलीपॉप उसने दिखा दिया है।” “काश ऐसा हो...।” बहुगुणा मुस्कुराया मुझे मालूम है कि ऐसे अवसर मुझे पसंद है, न केवल मैं इसकी प्रतीक्षा करता हूं बल्कि कभी कभी घात भी लगाता हूं पर तुम्हारी कसम सूर्यकांत इस बार ऐसा कुछ नहीं है।³

आज राजनीति जीवन पर बुरी तरह हावी हो चुका है। इसके द्वारा जीवन की सच्चाईयों की अभिव्यक्ति भी हो रही है। अतः अब राजनीति से अलग नहीं रहा जा सकता। राजनीति से हम कहीं न कहीं अवश्य प्रभावित होते हैं। अखिलेश जैसे कुछ प्रतिबद्ध कथाकार भी हैं जो अपनी लेखकीय दायित्व का पूर्ण निर्वाहन करते दृष्टिगत होते हैं। राजनीतिक प्रतिबद्धता से अभिप्राय यह नहीं है कि साहित्य प्रचार का माध्यम बस है। वह तो कहानीकार की मनोभूमि को निर्मित करता है, उसे विकसित कर नया रूप देता है, पाठक की संवेदनाओं को उकेरता है। उपन्यासकार या कथाकार कभी-कभी राजनीति का समर्थन नहीं भी करता लेकिन वह उन समस्याओं और प्रश्नों को उठाता है जो समाज के लिए दर्पण का काम करते हैं तथा सामाजिक जीवन की उन शक्तियों को भी संजोते हैं। राम अजोर पांडे के बाबा भारत से गिरमिटिया मजदूर के रूप में सूरीनाम गए थे और वहां से वापस नहीं आए। अब पांडे अपने उन पुरुषों के गांव मूल स्थान अपनी मातृभूमि की खोज करना चाहता है और वहां के लिए कुछ करने का संकल्प करता है, पर उसे उस स्थान की भौगोलिक स्थिति के बारे में इसके सिवा कुछ नहीं ज्ञात है वह जगह उत्तर प्रदेश में है और गांव का नाम गोसाईगंज है। वह गोसाईगंज की खोज नहीं करना चाहता। वह अपने परिवार का और उनकी मूल परिवार की जीवनी लिखना चाहता है। उपन्यास निर्वासन में उद्यम, नीति, कूटनीतिक, वैराग्य, भक्ति और रति जैसे विषयों पर महारथियों की बातों को प्रस्तुत कर लेखक ने उसी तरफ इशारा किया है। पांडे जी उनमें से एक थे, जो अपने पुरुषों की संस्कृतियों को पुनः संजोना चाहते हैं। “मेरे बाबा की बात बताऊँ... मेरे बाबा का एक परिवार यहां यूपी के गोसाईगंज गांव में छूट गया था और हम लोगों के साथ वे सूरीनाम में रहते थे। उनके मां, पिता, पन्नी तथा दो बच्चे यहीं छूट गए थे और वह खुद सूरीनाम में अपने परिवार के साथ रहते थे। हमेशा बाबा खाना खाते वक्त एक थाली मांगते, उसमें वह थोड़ा-थोड़ा हर व्यंजन निकालकर पांच जगह सजाते..।”⁴

परंपरागत नैतिकता ने मानव पर अंकुश का काम किया। धर्म और राजनीति की नैतिकता की नंगी तलवार के नीचे व्यक्ति सदा भयभीत रहा। सदियों से धर्म एवं नीति संबंधी विधि विधानों में मनुष्य को परिवर्तन का कोई अधिकार नहीं, पर आधुनिक युग में परंपरागत नैतिकता का पतन आंख हो चला है। मानव ने अपनी सुविधानुसार नीति विधान को अपनाया है। ‘निर्वासन’ में बतर्ज हिन्द स्वराज अध्याय में चाचा भतीजे के संवाद के बहाने उन्होंने इन मुद्दों पर जमकर अपनी बात कही—“पुराने का जाना और नए को आकर पुराना होना और जाना, इस नियम से मैं वाकिफ हूं किंतु ऐसा भी नहीं होता कि किसी वृक्ष पर केवल नए पत्ते को ही रहने का अधिकार होता है। पतझड़ एक साथ कभी पुरानी पत्तियों को नहीं उखाड़ देता। इस तरीके से समाज में जो पिछड़े हैं, जो हाशिए पर हैं, उनकी संस्कृति, उनके रिवाजों उनकी रुचियों के लिए कोई जगह ही नहीं होनी चाहिए...।”⁵ वैश्वीकरण के प्रभाव से पुराने परंपरागत चीजों की जगह नए आधुनिक सरोकारों का प्रचलन दिनों दिन बढ़ता जा रहा है। सूर्यकांत और रिक्षावाले के बीच के संवाद के माध्यम से यह स्पष्ट होता है। “इतने जानवर यहां क्यों हैं? सूर्यकांत ने रिक्षेवाले से पूछा।” “नए आए हो? यहां जगह-जगह इनका दर्शन होता है” रिक्षा वालों ने बताया। गांव में छोटी जाति वाले खेतिहर भी ट्रैक्टर से खेत की जुराई कर आते हैं इसीलिए बैल बेकार की चीज हो गए हैं यही हाल गाय-भैंसों का है देसी वाली से भर से ज्यादा दूध नहीं देती तो उनको बैठाकर कोई क्यों खिलाएगा, क्योंकि अब उनके बच्चों की भी कोई कीमत नहीं रह गई उन्हें कसाई को देने में कई बार ममता तो कई बार धर्म रोकता है इसलिए उनको गांव से खदेड़ दिया जाता है, भागकर वह दूसरे गांव जाते हैं, वहां से भी खदेड़ दिए जाते हैं आखिरकार शहर में भटकने पीटने के मार खाने जलील होने के लिए चले आते हैं।⁶

समाजवादी भारत की संरचना में राजनीति भी समाज उन्मुख होती जा रही है। राष्ट्र एवं पर राष्ट्र नीति में भी इसका प्रभाव दृष्टिगोचर होने लगा है। पंचशील के सिद्धांत पर राष्ट्र नीति के प्रमुख आधार स्तंभ बने हुए हैं। जनवाद, आर्थिक समानता, राष्ट्रीय एकता तथा धर्मनिरपेक्षता हमारी राष्ट्रीय नीति की मूल आधार है। स्वतंत्रता की रक्षा, विश्व शांति एवं प्रगति हमारे लक्ष्य है। राजनीति हमारे जीवन का अभिन्न अंग तो है परंतु जीवन पर का चरम लक्ष्य कभी नहीं हो सकता। आज जनतंत्र को समाप्त करने की साजिश की जा रही है। संवैधानिक अधिकार को सत्ता ताक पर रखकर अपना वर्चस्व कायम करने के लिए नागरिकों को आतंकित किए रहती है। इसमें कथाकार जनतांत्रिक विरोधी सत्ता की असलियत को बिना लाग लेपेट के प्रस्तुत करने में पीछे नहीं हटता। समाज और समय

की गहरी विडंबना स्वयं कथाकार की शब्दों में इस प्रकार अभिव्यक्त होती है— “न्याय, स्वास्थ्य, शिक्षा, राजनीति यह सब ऐसी चीजें हैं जो समाज को सुंदर बनाने के लिए होती है। लेकिन देखो कैसा जमाना आ गया है कि यही इंसान को सबसे ज्यादा डरा रही है। अपने मकसद के विलोम से भरी हुई है। काला कोट पहने वकील को देखते ही लगता है कि अब न्याय का गला रेता जाएगा, पुलिस को देखकर लगता है कि कोई निर्दोष फसाया जाएगा और गुनहगार को की हिफाजत होगी, कितने डॉक्टर हैं जिनके बारे में कहा जाएगा कि इनमें करुणा है। लगभग सारे के सारे अपनी और दवा कंपनियों की जेब भरने में जुटे हैं। मरीज के प्रति सबसे ज्यादा क्रूरता तथा बदसलूकी डॉक्टर ही करते हैं। इससे ज्यादा भीषण यथार्थ और क्या हो सकता है..?”⁷ इसी संदर्भ में भगवानदास मोरवाल के उपन्यास ‘नरक मसीहा’ में समाज कल्याण हेतु स्थापित उन तमाम संस्थाओं की योजनाओं से पर्दाफाश किया गया है जो धर्म के नाम पर, विकास, स्वास्थ्य, शिक्षा और रोजगार के नाम लोगों के साथ धोखाधड़ी करते हैं। हमारे देश के पुरोधाओं के नाम के पीछे काले कारनामे तैयार करते हैं तथा ट्रस्ट एवं फाउंडेशनों का फायदा उठाते हैं। बहन भगवती आचार्य गंगाधर आचार्य से इस बात को स्पष्ट करती हुई कहती है—“आचार्य जी बापू या गांधी का हमने बहुत तेल निकाल लिया इनके नाम पर लोगों को बहुत ठग लिया, बहुत खा कमा लिया, कुछ नहीं बचा है अब इनमें। वैसे अपने बाबू अब कुलीन बैठकों की शोभा और सरकारी दफतरों के डिस्ट्रॉपर पर उखड़ी दीवारों पर टांगने भर की वस्तु बनकर रह गए हैं। गांधी अब लोगों के दिलों में नहीं, इन्हीं बैठकों में बसते हैं वह जमाना गया जब गांधी जी के विचारों को जन-जन तक पहुंचाने के लिए प्रभात फेरिया निकाली जाती थी।”⁸ आज हर तरफ शोर मचा है। कार्पोरेट जगत से लेकर तमाम राजनीतिक दल चीख रहे हैं कि युवाओं की शक्ति को पहचाना है और उन्हें अपने शीर्ष नेतृत्व में जगह दी है। इस बीच अन्येषण जैसे उपन्यास का होना, अपने आप में सभ्यता के उस समूचे पड़ाव को कटघरे में ला खड़ा किया है जो इन दैत्याकार ध्वनियों में चिघाड़ते युवा निष्ठुर समाज का नियंता होने का दंभ भरता है। “तो लो सुनो.. .। राघव ने आंदोलन कराया। राघव ने जुलूस निकलवाए। राघव ने किसानों की हड्डतालें कराई। मजदूरी बढ़ाने के लिए आंदोलन कराया। मारपीट किया और एक दिन थाना का घिराव करवाया और थाना फूंक दिया। एक तरफ पुलिस थी, दूसरी तरफ सोसायटी के बड़े लोग बंदूके लिए हुए...”⁹ अखिलेश जी का अन्येषण उपन्यास सामाजिक परिवर्तन तथा नैतिक मूल्यों के पतन और बदलते जीवन संदर्भ के साथ युवाओं के उम्मीद और नाउम्मीदी के छोरों से टकराते युवा मन की मानसिक विक्षेपों का अन्येषण करता है। राघव कहता है— ‘तुम या मैं या तुम्हारे और मेरे जैसे बहुत से नव युवकों के बीते हुए कल में कोई तैयारशुदा फसल नहीं होती और जब जवान होकर हम फसल उगाने लायक होते हैं। हाथ पाव दिमाग के रूप में हमारे पास हल फावड़े बीज होते हैं तो धूप जल खुराक नहीं मिलती। हालांकि यह बिकाऊ है और कोई भी इनको खरीद सकता है पर हममें खरीद सकने की सामर्थ्य नहीं। क्योंकि हमारे बीते हुए कल में सुखों की कोई तैयार सुधा फसल नहीं होती। हमारे पास धन नहीं होता। हमारे पास शक्ति नहीं होती। हमारे पास कुछ भी नहीं होता...’¹⁰ इस तरह से उपन्यास का नायक बेरोजगार वर्ग की आवाज बना है जो सब कुछ सह तो ले रहा है मगर कुछ कह नहीं सकता। कहने की इच्छा और क्षमता होने के बावजूद नहीं कह सकता क्योंकि हर बात शुरू होती है लोगों के इस सवाल के साथ की क्या कह रहे हो? आजकल और हर समस्या का कारण, हर सवाल का उसके पास एक ही जवाब बचता क्योंकि मैं बेरोजगार हूं। इस प्रकार बेरोजगार युवा की स्थिति से सामाजिक आर्थिक जीवन पर बहुत ही बड़ा प्रभाव स्थापित होता है।

निष्कर्षतः अखिलेश के उपन्यासों में उपर्युक्त जिन विसंगतियों का चित्रण किया गया है उनमें समय और समाज के स्वरूप तथा राजनीति के नाम पर हो रहे नारेबाजी से अनुभव, संवेदना और दृष्टि की समन्वित सार्थक प्रतीत होती है तथा साथ ही बेरोजगारी, वैश्वीकरण, पूँजीवादी व्यवस्थाओं का चित्रण सामाजिक, आर्थिक तथा राजनीतिक क्षेत्र की अनेकानेक दुष्परिणामों को भी प्रदर्शित करती है। कुल मिलाकर राजनीतिक व सामाजिक व्यवस्थागत नैतिक पतन के कारण युवा पीढ़ी नए पुराने जीवन से संघर्ष करती नजर आती है, जो व्यक्ति समाज को इन परिस्थितियों में केवल अंधकारमय भविष्य की ओर बढ़ता दिखाई दे रहा है।

संदर्भ सूची :-

1. ‘निर्वासन’ अखिलेश, पृ० 23।
2. ‘निर्वासन’ अखिलेश, पृ० 30।
3. ‘निर्वासन’ अखिलेश, पृ० 31।
4. ‘निर्वासन’ अखिलेश, पृ० 45।
5. ‘बनास जन’ पत्रिका, पृ० 329।
6. ‘निर्वासन’ अखिलेश, पृ० 149।
7. ‘बनास जन’ पत्रिका, पृ० 298।
8. ‘नरक मसीहा’— भगवानदास मोरवाल, पृ० 11।
9. ‘अन्येषण’ अखिलेश, पृ० 123।
10. ‘अन्येषण’ अखिलेश, पृ० 21।